



# STAGE 2 - TERM 3 WEEK 5 PROGRAM OVERVIEW - STUDENTS

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	<p><b>Check In Time</b></p> <p><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b></p> <p><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b></p> <p><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b></p> <p><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b></p> <p><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>
Morning Session Literacy 9:00 - 11:00 am	<p><b>Pick an activity from the wellbeing grid</b></p> <p>Colour the activity on the grid once you have completed it</p>	<p><b>Pick an activity from the wellbeing grid</b></p> <p>Colour the activity on the grid once you have completed it</p>	<p><b>Pick an activity from the wellbeing grid</b></p> <p>Colour the activity on the grid once you have completed it</p>	<p><b>Pick an activity from the wellbeing grid</b></p> <p>Colour the activity on the grid once you have completed it</p>	<p><b>Pick an activity from the wellbeing grid</b></p> <p>Colour the activity on the grid once you have completed it</p>
	<p><b>English: Reading</b></p> <p>Read a text/book of your choice for at least 15mins.</p> <p><b>WALT:</b> Identify Author's Purpose.</p> <p><b>WILF:</b> Identify the purpose of the text and support this using <b>evidence</b> from the text.</p> <p>Read the text 'Amazing Land Animals'.</p> <p>Identify the purpose and use <b>evidence</b> from the text to support your thinking.</p> <p>Use the teacher example to help you with <b>evidence</b>.</p>	<p><b>English: Reading</b></p> <p>Read a text/book of your choice for at least 15mins.</p> <p><b>WALT:</b> Identify Author's Purpose.</p> <p><b>WILF:</b> Identify the purpose of the text and support this using <b>evidence</b> from the text.</p> <p>Read the text 'Stonefish conceals itself on the seafloor'.</p> <p>Identify the purpose and use <b>evidence</b> from the text to support your thinking.</p> <p>Use the teacher example to help you with <b>evidence</b>.</p>	<p><b>English: Reading</b></p> <p>Read a text/book of your choice for at least 15mins.</p> <p><b>WALT:</b> Read texts with fluency.</p> <p><b>WILF:</b> Read with expression and pay attention to punctuation.</p> <p>Read the text 'The Leaf Fish' using expression and paying attention to punctuation.</p> <p>Answer the reflection questions: What went well and what would you do to improve next time?</p>	<p><b>English: Reading</b></p> <p>Read a text/book of your choice for at least 15mins.</p> <p><b>WALT:</b> Identify Author's Purpose.</p> <p><b>WILF:</b> Identify the purpose of the text and support this using <b>evidence</b> from the text.</p> <p>Read the text 'Thinking Big'.</p> <p>Identify the purpose and use <b>evidence</b> from the text to support your thinking.</p> <p>Use the teacher example to help you with <b>evidence</b>.</p>	<p><b>English: Reading</b></p> <p>Read a text/book of your choice for at least 15mins.</p> <p><b>WALT:</b> Identify Author's Purpose.</p> <p><b>WILF:</b> Identify the purpose of the text and support this using <b>evidence</b> from the text.</p> <p>Read the text 'The Colosseum'.</p> <p>Identify the purpose and use <b>evidence</b> from the text to support your thinking.</p> <p>Use the teacher example to help you with <b>evidence</b>.</p>
	Fruit Break	Fruit Break	Fruit Break	Fruit Break	Fruit Break
	<p><b>English: Mini Lesson</b></p> <p><b>WALT:</b> write sentences that use <b>adjectives</b> to describe our subject.</p> <p><b>WILF:</b> use a range of adjectives to describe nouns.</p> <p>Students use scaffolds of adjectives to describe various images.</p>	<p><b>English: Mini Lesson</b></p> <p><b>WALT:</b> write sentences that use <b>noun groups</b> to describe our subject.</p> <p><b>WILF:</b> use a range of adjectives to describe nouns.</p> <p>Students use scaffolds of adjectives to complete noun group sentences based on various images.</p>	<p><b>English: Mini Lesson</b></p> <p><b>WALT:</b> use a range of <b>verbs and adverbs</b> to write engaging sentences.</p> <p><b>WILF:</b> use a range of verbs and adverbs</p> <p>Students sort verbs on a cline-walk.</p>	<p><b>English: Mini Lesson</b></p> <p><b>WALT:</b> use a range of vocabulary</p> <p><b>WILF:</b> use a range of tier 1, 2 and 3 words.</p> <p>Students sort words into different tiers of vocabulary.</p>	

	<p><b>English: Writing</b>  <b>WALT:</b> Write an informative text on an animal  <b>WILF:</b>  - use subheadings- <b>appearance</b>, habitat, diet, interesting facts  -use adjectives, noun groups, verbs, adverbs and a topic related/ technical vocabulary  -use provided research from the teacher or research independently  - publish, add a drawing, label, and use images to engage the audience</p> <p><i>Use the teacher example and supported materials. Plan and compose your paragraph on your animal's appearance.</i></p>	<p><b>English: Writing</b>  <b>WALT:</b> Write an informative text on an animal  <b>WILF:</b>  - use subheadings- appearance, <b>habitat</b>, diet, interesting facts  -use adjectives, noun groups, verbs, adverbs and a topic related/ technical vocabulary  -use provided research from the teacher or research independently  - publish, add a drawing, label, and use images to engage the audience</p> <p><i>Use the teacher example and supported materials. Plan and compose your paragraph on your animal's habitat.</i></p>	<p><b>English: Writing</b>  <b>WALT:</b> Write an informative text on an animal  <b>WILF:</b>  - use subheadings- appearance, habitat, <b>diet</b>, interesting facts  -use adjectives, noun groups, verbs, adverbs and a topic related/ technical vocabulary  -use provided research from the teacher or research independently  - publish, add a drawing, label, and use images to engage the audience</p> <p><i>Use the teacher example and supported materials. Plan and compose your paragraph on your animal's diet.</i></p>	<p><b>English: Writing</b>  <b>WALT:</b> Write an informative text on an animal  <b>WILF:</b>  - use subheadings- appearance, habitat, diet, <b>interesting facts</b>  -use adjectives, noun groups, verbs, adverbs and a topic related/ technical vocabulary  -use provided research from the teacher or research independently  - publish, add a drawing, label, and use images to engage the audience</p> <p><i>Use the teacher example and supported materials. Plan and compose your paragraph on your animal's interesting facts.</i></p>	<p><b>English: Writing</b>  <b>WALT:</b> Write an informative text on an animal (<b>published</b>)  <b>WILF:</b>  - use subheadings- appearance, habitat, diet, interesting facts  -use adjectives, noun groups, verbs, adverbs and a topic related/ technical vocabulary  -use provided research from the teacher or research independently  - publish, add a drawing, label, and use images to engage the audience</p> <p><i>Use the teacher example and supported materials. Publish your informative text.</i></p>
LUNCH	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am
Middle Session Numeracy 11:50 - 1:35pm	<p><b>Mathematics: Calendar</b>  <b>WALT:</b> Read and interpret calendars  <b>WILF:</b> Fill in missing parts and answer questions</p> <p>Choose one activity to complete - pineapple, orange or watermelon. Fill in the missing parts of the calendar and use information to answer questions.</p>	<p><b>Mathematics: Calendar</b>  <b>WALT:</b> Read and interpret calendars  <b>WILF:</b> Answer questions using duration  Choose pineapple, orange or watermelon. Complete the activity you have chosen.  Look at the information on the calendar to answer questions about duration.</p>	<p><b>Mathematics: Calendar</b>  <b>Mathematics: Calendar</b>  <b>WALT:</b> Read and interpret calendars  <b>WILF:</b> Provide reasoning to support thinking</p> <p>Choose one activity to complete - pineapple, orange or watermelon. Solve the activity providing reasons to support their thinking.</p>	<p><b>Mathematics: Place Value</b>  <b>WALT:</b> Represent and partition numbers using standard and non-standard ways.  <b>WILF:</b> Identify and record numbers</p> <p>Count the hundreds, tens and ones in each collection to identify what number it is and fill in the table. Then write down what number it makes.</p>	<p><b>Mathematics: Place Value</b>  <b>WALT:</b> Represent and partition numbers using standard and non-standard ways.  <b>WILF:</b> Make and record numbers</p> <p>For each question, make the number shown. Use ones, bundles of 10, and bundles of 100 to help you. Or you can draw it out.</p>
RECESS	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm
Afternoon Session 2.00 - 2:50 pm	<p><b>Complete RFF/Cultural Study activity</b>  Activity found in your RFF seesaw class.  <b>Offline:</b> see worksheets</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>

## KLA Activity Grid

Pick one activity to complete **each day**. Colour in the activity once you have completed it.

CAPA	HSIE	PDHPE	Science
<p style="text-align: center;"><b>Visual Arts</b></p> <p>Create a brand new medal design for the Tokyo 2021 Olympics Games. Remember that the medal must have 'Tokyo' and '2021' on it.</p> 	<p style="text-align: center;"><b>Geography</b></p> <p>Sort out the activities into the right category. Think about the activities and if they are <i>caring</i> or <i>neglecting (not caring) the environment</i>.</p>	<p style="text-align: center;"><b>Get active Link*</b></p> <p>It's time to get active! Put on your sports clothes and shoes and click on the video. Make sure you're in an area with lots of space.</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=gh-hk7G_M2c">https://www.youtube.com/watch?v=gh-hk7G_M2c</a></p>	<p style="text-align: center;"><b>Space True and False.</b></p> <p>Label each statement with TRUE or FALSE. You might have to do some deep thinking and research to help you.</p>
<p style="text-align: center;"><b>Visual arts</b></p> <p>Sketch one half of your face by looking in a mirror. Draw the other half of your face with objects that reveal who you are e.g. sport, food, places, video games.</p> 	<p style="text-align: center;"><b>History</b></p> <p>When and where did the Olympics begin? Write a short paragraph and make sure to include a picture.</p>	<p style="text-align: center;"><b>Olympics Sport</b></p> <p>Record yourself teaching someone about your favourite sport in the Olympics. Tell them the instructions of the sport. Eg. Soccer, Basketball or Swimming</p> 	<p style="text-align: center;"><b>Cloze Passage</b></p> <p>Fill in the missing words about Space in the cloze passage by using the words in the word bank. Reread to make sure your sentences make sense.</p>
<p style="text-align: center;"><b>Drama</b></p> <p>Choose an everyday item around your home. Write a radio advertisement for this item and record your advertisement. <i>Example of an item:</i></p> 	<p style="text-align: center;"><b>History: Famous Olympians in History</b></p> <p>Australia has had many influential Olympians. Choose one Olympian and write some facts about them. Remember to include a picture.</p> <ul style="list-style-type: none"> <li>- Cathy Freeman</li> <li>- Emma McKeon</li> <li>- Ian Thorpe</li> <li>- Sam Kerr</li> </ul>	<p style="text-align: center;"><b>Road Safety</b></p> <p>Make a poster about Road Safety for a Year 1 class. Make sure you include 3 rules about being safe on the road.</p> 	<p style="text-align: center;"><b>Sun, Earth and Moon*</b></p> <p>Watch: <a href="https://www.youtube.com/watch?v=L64YwNL1w_r0">https://www.youtube.com/watch?v=L64YwNL1w_r0</a></p> <p>Write 3 facts you learnt from the video.</p>
<p style="text-align: center;"><b>Music</b></p> <p>Write a poem or a rap on one of the following topics: friendships, kindness, primary school.</p> 	<p style="text-align: center;"><b>Geography</b></p> <p>If lockdown ended tomorrow and you could travel anywhere in the world, where would you go and why? Include a map of the country and how long it would take to get there.</p>	<p style="text-align: center;"><b>Obstacle course</b></p> <p>Create an obstacle course using items you have at home! Some examples of obstacles are: hurdles, tunnels, throwing</p> 	<p style="text-align: center;"><b>Planets</b></p> <p>Label the planets in order using the word bank.</p>

\*Will need internet access to complete these activities.

# Geography sorting activity

Caring for the environment 	Neglecting the environment 

<p>Taking long showers.</p> 	<p>Planting a garden.</p> 	<p>Putting rubbish in the bin.</p> 	<p>Throwing rubbish on the ground.</p> 
<p>Turning off lights when you're not using them.</p> 	<p>Recycling cardboard and paper.</p> 	<p>Riding your bike to a friend's house.</p> 	<p>Leaving the tap on while brushing your teeth.</p> 

**TRUE**

# Science: Space True/False

**FALSE**

**Your Task:** You will need to label each statement about Space with TRUE or FALSE. You might have to do some research to help you.

Nobody knows exactly how many stars are in the solar system.	There are 10 planets in our solar system.	Earth is the sixth planet from the sun.	The sun is a giant ball of fire in the middle of our solar system.
The first person to step foot on the moon was Neil Armstrong.	Space is completely silent.	Orbit means to move around something. The Earth orbits the sun.	Earth is $\frac{2}{3}$ water in the form of oceans, rivers, lakes and seas.
Venus is the hottest planet in our solar system.	Mercury is the coldest planet in our solar system.	There are satellites in space.	There are different phases of the moon.
Mr Halloran has been to space.	You can breathe normally on the moon.	Gravity pulls us down on Earth but there is minimal gravity in space so we would float there.	You can see the moon every night.

# Science: Space Cloze Passage

**Your Task:** You will need to read the following text about Space and fill in the cloze passage, using words from the bank below.

The Earth is a \_\_\_\_\_ that takes around \_\_\_\_\_ to travel around the sun.



The Sun is a \_\_\_\_\_ found at the centre of our \_\_\_\_\_.

The \_\_\_\_\_ is a rocky formation that takes about one \_\_\_\_\_ to orbit the Earth.

While the Earth is \_\_\_\_\_ around the sun and the moon is orbiting around the Earth, the Earth is also spinning on its own \_\_\_\_\_. This is what gives us day and \_\_\_\_\_.

There are 8 \_\_\_\_\_ in Space. The Earth is the \_\_\_\_\_ planet from the Sun. This means it is the perfect \_\_\_\_\_. It is not too \_\_\_\_\_ and not too cold. \_\_\_\_\_ is called the blue planet because it is made up of mostly \_\_\_\_\_ in the form of oceans and seas.

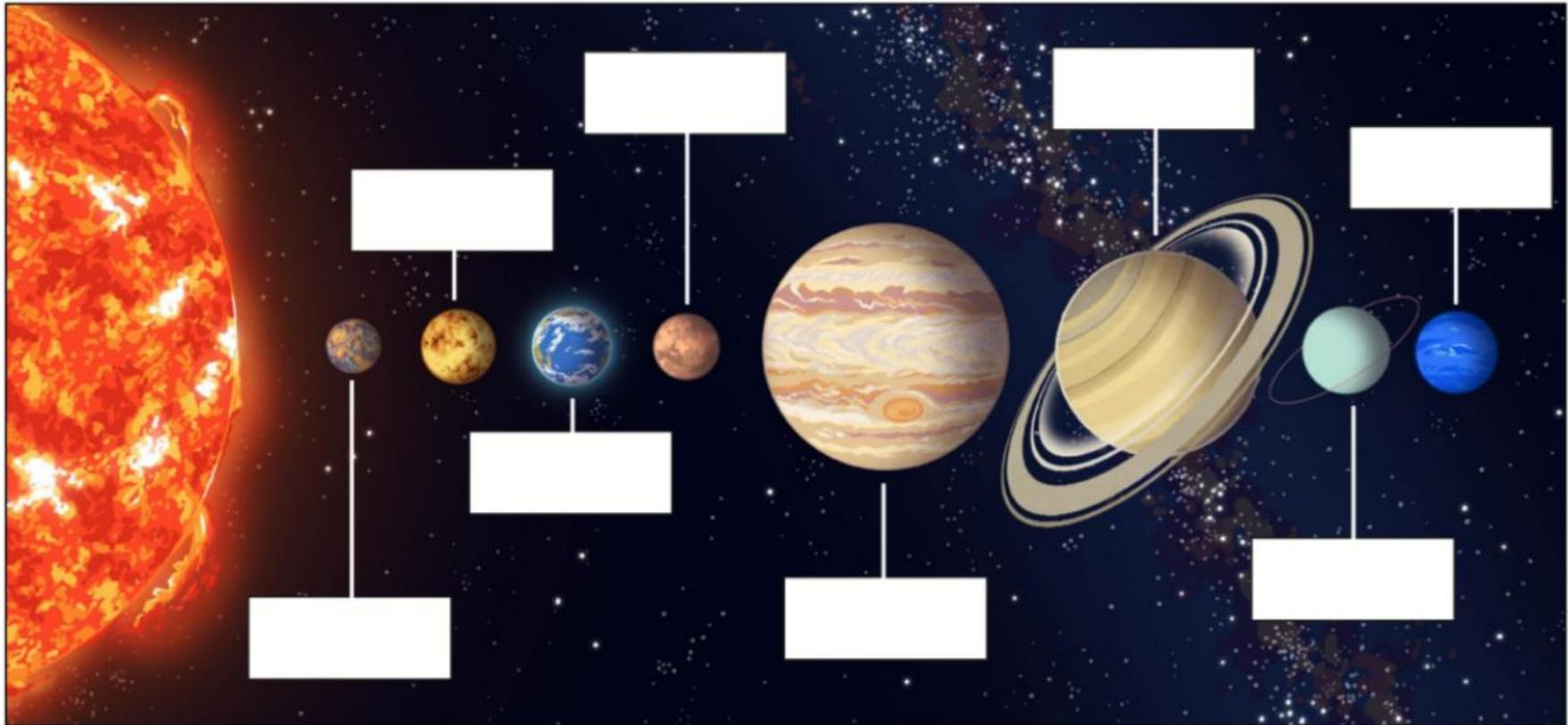
As well as planets, the sun and a number of other moons, our \_\_\_\_\_ is also covered in billions and billions of stars.

star	temperature	moon	planets	universe	Earth	night	orbiting
third	hot	month	planet	365 days	axis	solar system	water

# Science: Planets

## The Solar System

Use the word bank provided to label the parts of the solar system.



Mars	Earth	Neptune	Saturn
Jupiter	Uranus	Mercury	Venus

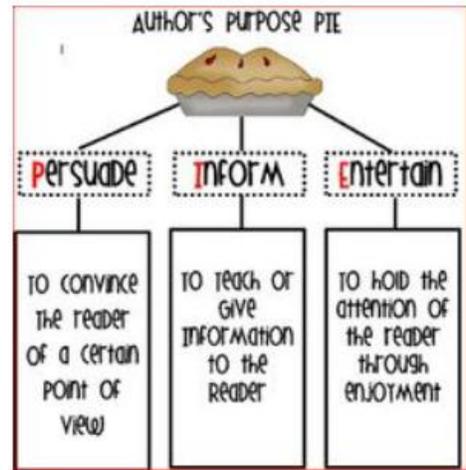
# Reading Teacher Model

**Author's Purpose:** All texts have a purpose. It could:

1. **Persuade** - convince you of something
2. **Inform** - give you information
3. **Entertain** - give you enjoyment

Some texts are **hybrid** texts which means they have more than one purpose. So it could **Inform** and **Persuade** or **Entertain** and **Inform**.

Knowing the purpose of a text means we know what features / clues to look for in a text. **Use the below clues to help you with this week's reading.**



See the below example of **common features** in **informative** texts.

The **purpose** of the text is to: **Inform**. I know this because the text has a **Heading** and **Subheadings**. In addition, the text has **captions** to give me information about the pictures. Finally, the text identifies **facts** such as, 1. *Deserts are places that receive very little precipitation, or rainfall*, 2. *Animals in dry habitats get most of their water from their food*, and 3. *Animals in the desert dig underground homes to stay cool*. These are **facts** about desert animals which means the purpose of this text is to inform me.

**Heading**  
Title of the text

**Pictures**  
Real photos

**Sub-heading**  
Title for each section.

**Storing water**  
Deserts do not have ponds or rivers from which animals can drink. In order to survive, desert animals must store as much moisture as possible in their bodies. Nearly all animals release water in their urine, but kangaroo rats have urine that is so dry it is a powder instead of a liquid.

**Adapted sleeping habits**  
Many desert animals hide from the sun during the day. They sleep in a **burrow**, or underground home, in order to stay cool. Desert animals that do not rest in burrows have a low body temperature at night, when it is cool. During the day, their temperature rises slowly. It takes a long time for their bodies to warm up again, so they stay cool during most of the hot day.

**Hibernating in the heat**  
Many deserts are too hot and dry in the summer for some desert animals. Tortoises and toads dig burrows and **estivate** during the hottest, driest months. Estivation is similar to hibernation, but estivating animals go into a deep sleep to escape hot rather than cold conditions. Some animals can estivate up to a year while waiting for rain.

**Pictures**  
Illustrations – drawn pictures

**Captions**  
Information about the pictures

**Label**  
More information about an illustration

**Captions**  
Information about the pictures

**Keeping cool**  
Deserts are places that receive very little precipitation, or rainfall. Few plants grow in deserts because of the hot, dry conditions. Animals in these areas have adapted ways of finding food, storing water, and keeping cool.

Animals that live in dry habitats get most of the water they need from the foods they eat, such as seeds, succulent plants, and insects. Some have unusual ways of taking a drink. The darkling beetle drinks water droplets that have formed on its body from the morning dew.

**Facts: Real information about a subject**  
*Examples:*  
1. *Deserts are places that receive very little precipitation, or rainfall.*  
2. *Animals in dry habitats get most of their water from their food.*  
3. *Animals in the desert dig underground homes to stay cool.*

*(above) The darkling beetle tilts its body forward and allows the dew droplets on its back to fall into its mouth.*  
*(top) Camels store fat in one or two humps on their back. When they cannot find any water to drink, their body breaks down the fat into water.*  
*The jerboa digs a burrow in which it estivates during the five hottest months of the year.*  
*The fennec fox lives in the deserts of north Africa. To avoid the hot sun, it spends most of the day in its burrow. The fox's large ears allow heat to escape its body and help it stay cool.*

# MONDAY

(1) Read a text/book of your choice for at least 15 mins. (2) Read today's text and complete the questions.

Text: **Amazing Land Animals** by John Farndon. *Clever*, p.8

**CLEVER!**  
Elephants have the biggest brains of any land animal. And the cortex, the part of the brain that does the clever thinking, is much bigger than ours. No other four-legged animal comes near elephants for doing clever things—using tools, learning, solving problems, remembering, playing, communicating, and feeling complex emotions.

**THUMP CALL**  
When an elephant stamps its foot, the vibrations are felt far and wide. Other elephants can detect these vibrations more than 20 miles (32 km) away, through the soft soles of their feet or by touching their sensitive trunks to the ground. Scientists believe this is how elephants send messages and find each other. It is called seismic communication.

**ELEPHANT NURSERY**  
Elephants have a very strong social structure. Baby elephants need to be looked after for a long time, and all the herd help the mother do it. It's not because baby elephants are slow learners, but because they have so much to learn. They are entirely dependent on their mothers until the age of five, and may still need their mother's milk until they're ten.

**IT'S NOT A PROBLEM**  
Elephants are great problem solvers. Scientists found that when faced with food too high to reach, elephants worked out how to move a box and stand on it to get the food. In the 1970s, an elephant called Bandula even figured out how to undo a tricky Brummel lock holding the chains on her leg—and then showed other elephants how to do it, too!

**SAYING GOODBYE**  
Elephants look after each other in a remarkable way. If one of them dies, the others give it a send-off that seems like a human funeral. They throw leaves over the body to cover it, and stand around it for days making sad noises as if to say goodbye.

**JUMBO DA VINCI**  
Some elephants in Thailand paint pictures. They hold a brush in their trunk and paint on a canvas set up by their trainers. Critics say the elephants are being led by their trainers. Yet the elephants paint great pictures of trees, flowers, and other elephants, and some of their paintings now hang in art galleries.

**WALT:** Identify the **purpose** of a text      **WILF:** Identify the purpose of the text and support this using **evidence** from the text

**What is the purpose of this text? Give at least 3 pieces of evidence from the text to support this.**

The purpose of the text is to: \_\_\_\_\_ (Persuade / Inform / Entertain)

I know this because, \_\_\_\_\_

In addition, the text also says, \_\_\_\_\_

Finally, the text identifies, \_\_\_\_\_

**WALT:** Answer comprehension questions about what we have read. **WILF:** I can answer comprehension questions correctly using full sentences.

1. Describe how elephants communicate with each other.
2. Why are elephants considered good at solving problems?
3. Why do elephants make good painters?
4. What are some ways that elephants are similar to humans?

## TUESDAY

(1) Read a text/book of your choice for at least 15 mins. (2) Read today's text and complete the questions.

Text: **12 Super Camouflaged Animals you need to know** by Nancy Furstinger. *Stonefish conceals itself on the seafloor, p.21*

The stonefish could win an award for best disguise. This fish hides on the sea floor of shallow tropical waters, such as the Indian and Pacific oceans. By burrowing in the mud or sand, it resembles the rocks and coral in its surroundings. The stonefish is brown or gray with bumps of yellow, orange, or red. It grows 14 to 20 inches (36 to 51 cm) in length.

This fish is a patient hunter. It might stay in the same spot for days. The stonefish waits for prey such as small fish and shrimp to swim nearby. Then the stonefish strikes with amazing speed. The stonefish opens its mouth and sucks in its victim similar to a vacuum. It is so fast that a special high-speed camera is needed to show the stonefish in action!

The stonefish has a deadly weapon that makes it the most venomous fish in the world. Thirteen spines jut out of the dorsal fin on its back. They contain poisonous venom that the stonefish uses to sting its enemies. The stonefish can kill unlucky people who step on it if they do not seek treatment quickly.

**0.015**  
Time, in seconds, it takes a stonefish to capture its prey.

- Warty skin allows the stonefish to hide in plain sight.
- Since stonefish are so well camouflaged, people are warned to swim rather than walk in shallow coastal waters.
- Unlike some animals such as poison dart frogs, stonefish do not advertise their venom with bright colors.

The sting from a stonefish causes intense pain and swelling.

The stonefish can be very hard to see in its habitat.

The stonefish has a deadly weapon that makes it the most venomous fish in the world. Thirteen spines

**WALT:** Identify the **purpose** of a text **WILF:** Identify the purpose of the text and support this using **evidence** from the text

**What is the purpose of this text? Give at least 3 pieces of evidence from the text to support this.**

The purpose of the text is to: \_\_\_\_\_ (**Persuade / Inform / Entertain**)

I know this because, \_\_\_\_\_

\_\_\_\_\_

In addition, the text also says, \_\_\_\_\_

\_\_\_\_\_

Finally, the text identifies, \_\_\_\_\_

\_\_\_\_\_

**WALT:** Answer comprehension questions about what we have read. **WILF:** I can answer comprehension questions correctly using full sentences.

1. Why does the author say the stonefish could win an award for best disguise?

2. What makes the stonefish a deadly weapon?

3. Why do we need to be careful walking in shallow waters?

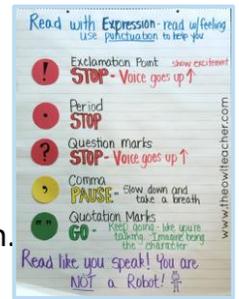
4. Why would some animals need the ability to camouflage (the way animals are coloured or shaped to hide in their natural environment)?

## WEDNESDAY

- (1) Read a text/book of your choice for at least 15 mins.
- (2) Practise reading today's text to yourself with **expression**.
- (3) Now, read today's text out loud to a family member.
- (4) Complete the reflection questions.

**WALT:** Read with **fluency**. **WILF:** Read with **expression** and pay attention to punctuation.

Text: **Top Ten Animal Tricksters** by Joanne Mattern. *The Leaf Fish*, p. 6.



**10 The Leaf Fish**

What could be more harmless than a leaf? A leaf can't attack anything or eat anything, right? Well, a leaf may be harmless, but the leaf fish definitely is not! This fish disguises itself as a leaf to fool its **prey**.

Leaf fish live in rivers and lakes in South America. Its flat, brown-green body makes it look just like a leaf drifting along underwater. Special fins on the fish's body help it keep its place in the water. Everything looks safe and peaceful—until a shrimp or a small fish swims by. Suddenly the leaf fish's long jaw shoots out and grabs its prey. In seconds, the leaf fish has swallowed the other animal in one big bite.

**Tricky Fact**  
A leaf fish can eat its own body weight in food every day.

The leaf fish is about three inches (7.6 cm) long.

### Reflection Time

After reading out loud to a family member, answer the following questions:

- (1) What went well in your reading?
- (2) What would you do to improve next time?

# THURSDAY

(1) Read a text/book of your choice for at least 15 mins. (2) Read today's text and complete the questions.

## Dossier of Discovery: Thinking Big

article by Anne Renaud

Dutch artist Florentijn Hofman loves toys, and he has a lot of them—BIG ones—which he gladly shares with people all over the world.



Florentijn creates gargantuan animals, which are one thousand times larger than their normal toy-size, and places them in public spaces to surprise people, put smiles on their faces and, hopefully, encourage them to engage with one another.

Each one of Florentijn's creations is the result of hours of research and



hundreds of sketches. The first step is making a small prototype model. Then plans are drawn for the large-scale version, followed by its construction and assembly, which can take anywhere from a few months to more than a year.

Some of his creations are inflatable, like his fifteen-metre-high rubber duck, which has floated down rivers and lakes in countries such as Japan, Taiwan, China and Australia. Other sculptures are fabricated from a vast array of materials, ranging from paper to concrete. The construction of each piece of art occurs either in Florentijn's Dutch

workshop, or directly onsite in the country that will become the sculpture's home, with each piece requiring a team of helpers and volunteers.

And although they may appear whimsical and humorous, which, of course, is Florentijn's intent, his creations are not without meaning and symbolism. Some of his sculptures celebrate the beauty and power of animals, while others reflect issues such as over-consumption as well as the importance of human connection, friendship and the acceptance of others. ■



**WALT:** Identify the purpose of a text from the text

**WILF:** Identify the purpose of the text and support this using evidence

What is the purpose of this text? Give at least 3 pieces of evidence from the text to support this.

The purpose of the text is to: \_\_\_\_\_ (Persuade / Inform / Entertain)

I know this because, \_\_\_\_\_

In addition, the text also says, \_\_\_\_\_

Finally, the text identifies, \_\_\_\_\_

**WALT:** Answer comprehension questions about what we have read. **WILF:** I can answer comprehension questions correctly using full sentences.

- |   |
|---|
| 1. Why does Florentijn place his sculptures in public places?               |
| 2. What are some of the materials that he uses to make his sculptures?      |
| 3. In what locations has his giant rubber duck floated in?                  |
| 4. How long does it usually take Florentijn to design and make a sculpture? |

# FRIDAY

(1) Read a text/book of your choice for at least 15 mins. (2) Read today's text and complete the questions.

## The Colosseum

article by Cheryl Bullow | illustrated by Sylvia Morris

It may be a major tourist attraction today, but it was once a venue for sporting events, celebrations and bloodshed.

### An amazing structure

The massive stone amphitheatre known as the Colosseum was completed in Rome in 80 CE under Emperor Titus, a much-loved ruler from the Flavian dynasty. Many experts agree that the name for the Colosseum came from the colossal statue of Nero that once stood next to it. Emperor Nero commissioned the giant bronze statue as a symbol of his power over land and sea. It was positioned to greet spectators as they arrived at the amphitheatre. After Emperor Nero's infamous reign came to an end his successors modified the statue to represent the Sun god, Sol.

Measuring 190 metres by 155 metres, the Colosseum was the largest amphitheatre in the Ancient Roman world. Inside, there was seating for more than 50 000 spectators and, although the structure did not have a fixed roof, there were awnings that unfurled from the top storey, providing shelter from the hot Roman sun.

Boasting three storeys of arched entrances, the Colosseum also contained a labyrinth of underground passageways, designed so that animals, gladiators and actors could appear suddenly in the arena.



### A centre for entertainment

People from all social rankings gathered to watch an array of battles: gladiatorial combats, wild animal fights and various hunting demonstrations. On special occasions, and at great expense, the Colosseum was flooded with water, and mock naval engagements were staged.

While the crowds loved all the extravagant theatrics, the gladiatorial

combats were by far the most popular. Some gladiators were slaves and criminals, while others were highly-trained professionals. And while many gladiators were killed in combat, many went on to become revered members of Roman society.

Today, visitors can marvel at this architectural wonder and imagine the spectacles of its glory days. ■



**WALT:** Identify the **purpose** of a text from the text

**WILF:** Identify the purpose of the text and support this using **evidence**

**What is the purpose of this text? Give at least 3 pieces of evidence from the text to support this.**

The purpose of the text is to: \_\_\_\_\_ (Persuade / Inform / Entertain)

I know this because, \_\_\_\_\_

In addition, the text also says, \_\_\_\_\_

Finally, the text identifies, \_\_\_\_\_

**WALT:** Answer comprehension questions about what we have read. **WILF:** I can answer comprehension questions correctly using full sentences.

1. What kinds of events took place at the Colosseum?

2. Who were the gladiators?

3. How big is the Colosseum?

4. What is the Colosseum used for today?

In the boxes below, you will find many adjectives you can use to describe different animals. Can you also come up with suggestions of your own for describing the many animals?

**Adjective**  
describing words that tell about people, animals, places and things



**1** **Example**



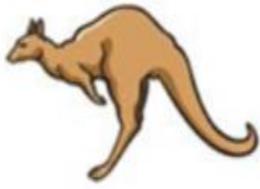
1. fluffy  
2. quick  
3. short  
4. friendly  
5. brown

**2**



1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**3**



1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**4**



1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**6**



1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**SIZE**  
heavy, light, big, small, little, tiny, tall, short, fat, thin, skeletal, giant, overweight, wide

**SHAPE**  
round, square, straight, triangular, oval, sleek, blobby, flat, elliptical, crooked, wavy

**COLOUR**  
pink, red, orange, black, yellowish, blue, dark, green, purple, white, gray, brown

**SPEED**  
quick, fast, slow, swift, speeding, rushing, hasty, bustling, rapid, snappy, brief, springy

# Adjectives Word Mat

## Touch



bumpy smooth squishy slimy  
 rough silky greasy  
 cuddly hard waxy  
 fluffy slushy dry  
 cold gritty clammy  
 prickly hot soft slippery  
 sharp sticky

## Under the Sea Adjectives



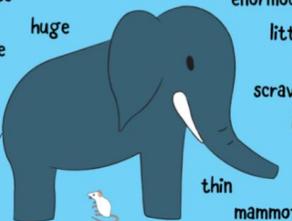
slow sticky gentle shy alone stormy muffled gleaming  
 cute huge smart great agile healthy colossal sparkling  
 swift quick scary vast crawling lonely swift valuable  
 happy creepy strange dangerous smart great agile healthy  
 beautiful clever grumpy beastly predatory deep energetic joyful  
 friendly greedy luminous calm cunning shivery important pleasant  
 sneaky bright timid bold mysterious peaceful bright  
 colourful tiny endless nimble serene giant

## Colour



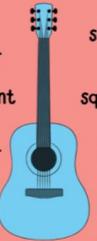
pinkish red dull pink  
 green yellow aqua blue  
 brown black bright  
 orange white multicoloured  
 coral rosy colourful  
 pale beige gold rusty metallic  
 silver purple

## Size



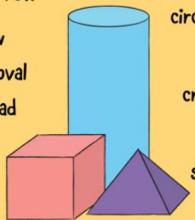
gigantic jumbo big short teeny-tiny enormous  
 small massive huge little tall  
 petite scrawny high  
 miniature puny thin fat  
 immense mammoth

## Sound



loud hushed shrieking tranquil  
 nice thumping thundering  
 quiet pleasant squawking ringing  
 faint pounding crackling  
 screeching hissing growling blasting  
 deafening grawling  
 rustling whistling banging

## Shape



curved narrow distorted  
 deep low circular skinny  
 square oval rectangular  
 wide broad crooked flat  
 cylindrical triangular  
 round steep  
 straight hollow

English Mini Lesson - Tuesday 10th August

**WALT:** write sentences that use **noun groups** to engage our audience.

Describe the habitat by adding adjectives to create noun groups. Highlight to show the key.  
 Keys: **Noun** **adjective** noun group

1. The angler fish was swimming in the \_\_\_\_\_,  
 \_\_\_\_\_, ocean.



2. A small, spikey hedgehog lays quietly in its \_\_\_\_\_,  
 \_\_\_\_\_ burrow.



3. Pebbles the dog sleeps comfortably in his \_\_\_\_\_,  
 \_\_\_\_\_ bed.



4. A T-Rex lives in \_\_\_\_\_, \_\_\_\_\_ forests.



# English Mini Lesson - Wednesday 11th August

## English - Verbs and Adverbs

### What is a verb?

#### ACTION VERB

An action verb describes what someone or something does.

- look
- climb
- find
- grow
- swim
- sing
- juggle
- learn

#### HELPING VERB

A helping verb helps the main verb describe the action.

- am
- could
- have
- are
- should
- did
- is
- was
- be
- do
- may
- can
- were
- been
- does
- might
- being
- will
- had
- must
- would
- has
- shall

#### LINKING VERB

A linking verb describes a condition.

- is
- am
- are
- was
- were
- be
- being
- been

E.g The petite boy **was climbing** over the brown fence.

The old granny **had been watching** the boy climb over the fence.

### Precise Verbs

Ran	Covered	Broke	Found
<ul style="list-style-type: none"> <li>Bolted</li> <li>Darted</li> <li>Hurried</li> <li>Scampered</li> <li>Raced</li> </ul>	<ul style="list-style-type: none"> <li>Buried</li> <li>Masked</li> <li>Concealed</li> <li>Veiled</li> <li>Wrapped</li> </ul>	<ul style="list-style-type: none"> <li>Cracked</li> <li>Shattered</li> <li>Smashed</li> <li>Fractured</li> <li>Crushed</li> </ul>	<ul style="list-style-type: none"> <li>Uncovered</li> <li>Located</li> <li>Recovered</li> <li>Spotted</li> <li>Unearthed</li> </ul>
Gave	Held	Pulled	Throw
<ul style="list-style-type: none"> <li>Awarded</li> <li>Contributed</li> <li>Granted</li> <li>Supplied</li> <li>Bestowed</li> </ul>	<ul style="list-style-type: none"> <li>Clasped</li> <li>Clenched</li> <li>Clutched</li> <li>Gripped</li> <li>Grasped</li> </ul>	<ul style="list-style-type: none"> <li>Dragged</li> <li>Hauled</li> <li>Heaved</li> <li>Yanked</li> <li>Tugged</li> </ul>	<ul style="list-style-type: none"> <li>Chucked</li> <li>Flung</li> <li>Hurled</li> <li>Launched</li> <li>Catapulted</li> </ul>

The boy **jogged** down the field after the soccer ball.

The boy **sprinted** down the field after the soccer ball.

### Adverbs

Adverbs describe verbs, adjectives, or another adverb.

Adverbs tell:

When?	Where?	How?	How Often?
after	inside	quickly	always
yesterday	outside	slowly	sometimes
now	here	easily	never
later	there	loudly	often
soon	away	easily	once
early	near	happily	twice

Many adverbs end in -ly.

Adverbs can come before or after a verb.

-She **quickly** walked to the store.

-She walked to the store **quickly**.

(Your turn)- Sort the verbs on the cline

Walk

jog

limp

run

Prance

lope

Stroll

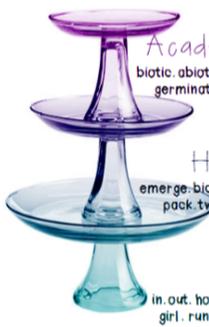
Crawl

Sprint

dart

# English Mini Lesson - Thursday 12th August

### Tiers of Vocabulary instruction



**Tier 3**  
Academic Content Words  
biotic, abiotic, ecosystem, environment, terrarium, germinate, photosynthesis, acute, geometric

**Tier 2**  
High Utility Words  
emerge, bicker, flounder, frightened, increase, soak, pack, tweak, navigate, function, priority, tug

**Tier 1**  
Basic Words  
in, out, house, dog, cat, blue, yellow, flower, book, girl, run, house, sad, car, go, animal, street

### English - Tiers of Vocabulary

(Your turn)- Sort the words and place them in the correct Tier Pyramid

dog

terrarium

environment

place

Golden retriever

plant

canine

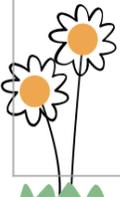
shrub

area

Tier 1

Tier 2

Tier 3



# MONDAY

**WALT:** Read and interpret calendars

**WILF:** Fill in calendar and answer questions

Choose **ONE** question to complete - pineapple, apple OR watermelon.

Make sure to show all your working out.

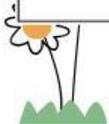


## Math - Calendar



2021 APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
	5	6	7			10
11	12	13	14			17
18		20	21	22	23	24
25	26	27		29	30	

1. Fill in the missing numbers on the calendar.
2. How many Wednesdays are there in April?
3. What day is:
  - a) 2nd April?
  - b) 12th April?
  - c) 28th April?
4. How many days are there in April?

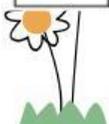


## Math - Calendar



2021 AUGUST						
SUN	MON	TUE	WED	THU	FRI	SAT
	2			5	6	7
	9	10	11	12	13	14
15	16	17	18	19		
22		24	25	26	27	28
29		31				

1. Fill in the missing numbers on the calendar.
2. How many school days are in August?
3. What is the 3rd Saturday in August?
4. What day is:
  - a) 16th August?
  - b) 1st September?
5. Ms Langi has football practice every Tuesday and Thursday. Draw a football on those dates. How many practices does she go in August?

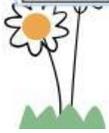




# Math - Calendar



2021 November						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



- Fill in the missing numbers on the calendar.
- What date is:
  - The third Tuesday?
  - The first Friday?
- Miss Le went to her granny's house every Wednesday, Friday and Sunday. How many times did she go to her granny's house in November?
- Use the blank template on the right to help you create a calendar for next month. Then answer the questions below:
  - What day does the 14th fall on?
  - What day would 1st January 2022 be?

SUN	MON	TUE	WED	THU	FRI	SAT

# TUESDAY

**WALT:** Read and interpret calendars

**WILF:** Use a calendar to solve the problem

Choose **ONE** question to complete - pineapple, apple OR watermelon.

Make sure to show all your working out.



**YOUR TURN!** Look at the calendar to answer the questions.

2021 SEPTEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

www.free-printable-calendar.com

Jasmine borrowed some books on the 7th of September.

1. The books are due 2 days after.  
What date will she need to return them?
2. She returned the books Saturday the 11th of September  
How many days were the books overdue?

The book fair is from the 13th of September to the 16th of September

3. How many days is the book fair?
4. The last day to bring in the note is the 9th of September. How many days is that before the book fair?



**YOUR TURN!** Look at the calendar to answer the questions.

2021 OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

www.free-printable-calendar.com

Stage 2 is going on camp from the 2nd of November to 3rd of November .

1. Peter needs pay for camp 5 days before Trip.  
When is the last day to pay?
2. All of stage 2 needs to hand in a survey about the camp 1 week after the trip.  
What is the due date of the survey?
3. If camp was pushed back 8 days from the original date  
what would the new date be?
4. On the 17th of November Stage 2 will do a presentation about camp.  
How many weeks is that after their trip?

2021 November						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

www.free-printable-calendar.com



**YOUR TURN!** Look at the calendar to answer the questions.

2021 JULY						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2021 AUGUST						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2021 SEPTEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Miss Phan booked a holiday for the 14th of August. She had to pay for her trip 6 weeks before. **What date did she pay for her trip?**
- Miss Phan's holiday lasts for 3 weeks and 4 days. **What date will she return?**
- If stage 2 returns to school on the 30th of August and stage 1 returns on the 16th of September. **How many weeks and days were between the two stages?**
- School was supposed to start on the 13th of July. Today is the 10th of August. **How many days have we been online learning?**

## WEDNESDAY

**WALT:** Read and interpret calendars

**WILF:** Provide reasoning to support thinking

Choose **ONE** question to complete - pineapple, apple OR watermelon.

Make sure to show all your working out.

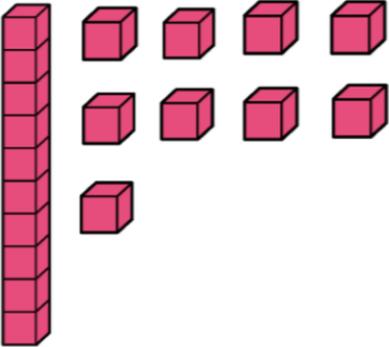
<b>Pineapple</b> 	<b>Orange</b> 	<b>Watermelon</b> 
<p>Place the following dates in order from earliest to latest.</p> <p>Provide at least one reason to explain how you got your answer.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid red; border-radius: 10px; padding: 5px; background-color: #ffe6e6;">3<sup>rd</sup> March</div> <div style="border: 1px solid red; border-radius: 10px; padding: 5px; background-color: #ffe6e6;">2<sup>nd</sup> March</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid red; border-radius: 10px; padding: 5px; background-color: #ffe6e6;">January 31<sup>st</sup></div> <div style="border: 1px solid red; border-radius: 10px; padding: 5px; background-color: #ffe6e6;">1<sup>st</sup> December</div> </div> <div style="margin-top: 20px;">  </div>	<p>4 children describe their birthdays.</p> <div style="margin-bottom: 10px;">  <div style="border: 1px solid purple; border-radius: 15px; padding: 5px; background-color: #e6e6ff; display: inline-block;">My birthday is the first day of the second month.</div> </div> <p>Mo</p> <div style="margin-bottom: 10px;"> <div style="border: 1px solid purple; border-radius: 15px; padding: 5px; background-color: #e6e6ff; display: inline-block;">I was born on the 15<sup>th</sup> of June.</div>  </div> <p>Teddy</p> <div style="margin-bottom: 10px;">  <div style="border: 1px solid purple; border-radius: 15px; padding: 5px; background-color: #e6e6ff; display: inline-block;">I was born on the last day of the year!</div> </div> <p>Eva</p> <div style="margin-bottom: 10px;"> <div style="border: 1px solid purple; border-radius: 15px; padding: 5px; background-color: #e6e6ff; display: inline-block;">I was born two days before Mo.</div>  </div> <p>Dora</p> <p>Can you work out their birthdays and order them from earliest to latest in the year?</p>	<p>Amir, Rosie and Jack describe when their birthdays are.</p> <div style="margin-bottom: 10px;"> <p>Amir says,</p>  <div style="border: 1px solid red; border-radius: 15px; padding: 5px; background-color: #ffe6e6; display: inline-block;">My birthday is in exactly two weeks.</div> </div> <div style="margin-bottom: 10px;"> <p>Rosie says,</p>  <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; background-color: #e6e6ff; display: inline-block;">My birthday is in exactly 2 months.</div> </div> <div style="margin-bottom: 10px;"> <p>Jack says,</p>  <div style="border: 1px solid green; border-radius: 15px; padding: 5px; background-color: #e6ffe6; display: inline-block;">My birthday is in 35 days.</div> </div> <p>Use the clues to work out when their birthdays are if today is the 8<sup>th</sup> June.</p>

# THURSDAY

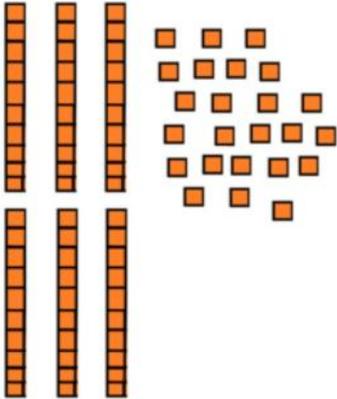
WALT: Represent and partition numbers using standard and non-standard ways.

WILF: Identify and record numbers

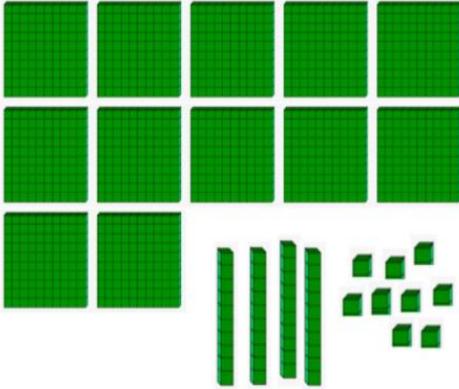
For each question, count the hundreds, tens and ones in the collection to identify what number it is. Fill in the table.



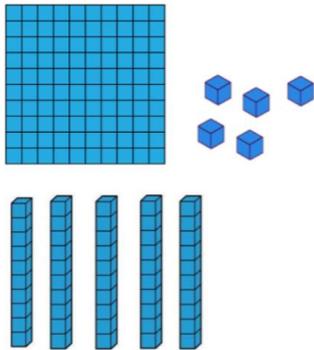
How many tens?	
How many ones?	
What's the number?	



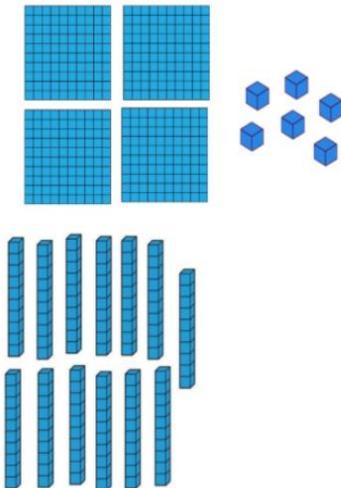
How many tens?	
How many ones?	
What's the number?	



How many thousands?	
How many hundreds?	
How many tens?	
How many ones?	
What's the number?	



How many hundreds?	
How many tens?	
How many ones?	
What's the number?	



How many hundreds?	
How many tens?	
How many ones?	
What's the number?	

## FRIDAY

WALT: Represent and partition numbers using standard and non-standard ways.

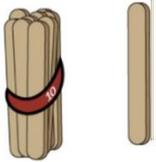
WILF: Make and record numbers

Draw the paddle pop sticks

**Make me**

3 tens and 9 ones

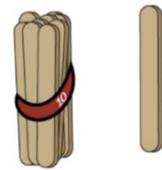
**Write it**



## Make me

8 tens and 12 ones

## Write it



## Make me

8 hundreds, 3 tens and  
2 ones

## Write it

