

# Good Morning Ruby

Thursday, Term 4, Week 2

Reflect on how you are currently feeling?



**Anger**

To fight against problems



**Fear**

To protect us from danger



**Anticipation**

To look forward and plan



**Surprise**

To focus us on new situations



**Joy**

To remind us what's important



**Sadness**

To connect us with those we love



**Trust**

To connect with people who help



**Disgust**

To reject what is unhealthy

Journal Entry:

What is a sport you have always thought is interesting and wanted to try. Why?

# Today's Routine: Thursday 14<sup>th</sup> October 2021

## Morning Block



Journal Writing



Reading



Spelling



Word of the day



Writing

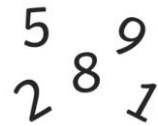


Recess

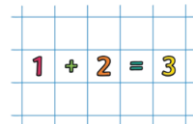


Crunch and Sip

## Middle Block



Number of the day



Mentals



Time



Lunch

## Afternoon Block



Creative Arts

# Reading and Comprehension: Super Six Focus- QUESTIONING



Reading



Crunch and Sip

## WALT

We are learning to...

### Questioning

#### Description

Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or an adult.

## WILF

What I'm looking for...

### Example questions/statements

Why did the character do something?

How did it make them feel?

What is the author's intended purpose when writing this text? eg To inform, to entertain or to persuade.

Using [getepic.com](http://getepic.com) choose a book that interests you and challenges you. Whilst you are reading, I want you to pose QUESTIONS and then determine if you can answer them after you continue to read on.

Read for 10 minutes. I will check student logs each day.

Were you able to ask yourself any QUESTIONS and be able to answer them?

Login info for Epic!  
Using your device download the app or go to the website: [getepic.com](http://getepic.com)  
Class Code: nng8295

### Class Log In Instructions

Laptops

iOS/Android

Have your students open up their web browser and

- 1 Go to [www.getepic.com/students](http://www.getepic.com/students)
- 2 Enter class code
- 3 Select their name  
[View and edit class roster](#)

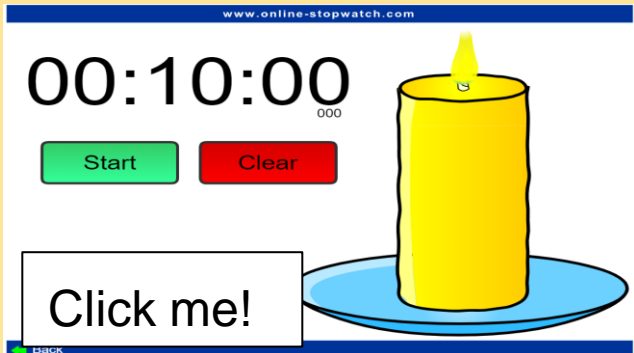
### Class Log In Instructions

Laptops

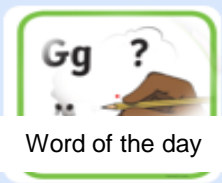
iOS/Android

After opening the Epic app, ask students to:

- 1 Tap on "STUDENTS"
- 2 Enter class code
- 3 Select their name  
[View and edit class roster](#)







# Word of the Day:

Select a word from your spelling list

## Definition:

## Part of speech:

- noun
- verb
- adjective
- adverb
- conjunction
- connective
- other

## Segmenting:

Syllables: \_\_\_\_\_

Consonants: \_\_\_\_\_

Vowels: \_\_\_\_\_

Sounds: \_\_\_\_\_

Graphemes: \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Antonym:

Synonym:

Sentence: (Put word in to an interesting sentence using correct parts of speech and punctuation)



# Writing- Sentence of the Day



Handwriting

## WALT

We are learning to...

Improve our sentences from simple to compound sentences

## WILF

What I'm looking for...

A compound sentence using rich vocabulary

Look at the image of the killer whales (Orca) and on the vocabulary mat, use appropriate words to describe the image

Write a sentence about us.



The whale

Name: \_\_\_\_\_ Date: \_\_\_\_\_

sentences

Vocabulary Mat.

Words to make my sentence richer, better and stronger!

Describe it

How?

When?

Why?

Where?

Draft

# Writing:

**WALT**  
We are learning to...

Identify facts  
and opinions

**WILF**  
What I'm looking for...

Being able to  
differentiate between  
facts and opinions



Writing

Write F next to facts and O next to the opinions

- a) The male zebra is larger than the female zebra. \_\_\_\_\_
- b) Zebras love having their photo taken by tourists. \_\_\_\_\_
- c) Zebras are black and white. \_\_\_\_\_
- d) Many zebras live together in herds. \_\_\_\_\_
- e) Zebras are not very attractive animals. \_\_\_\_\_
- f) Zebras are herbivores (plant-eaters). \_\_\_\_\_
- g) Humans should never enter a zebra's habitat. \_\_\_\_\_
- h) Zebras are kind and gentle creatures. \_\_\_\_\_

Write 3 of your own facts about zebras

- 1.
- 1.
- 1.

Write 3 of your own opinions about zebras

- 1.
- 1.
- 1.



# Writing:

**WALT**  
We are learning to...

Identify the  
features of  
informative texts

**WILF**  
What I'm looking for...

Answering questions  
using FULL  
SENTENCES



Writing

Watch this video: <https://www.youtube.com/watch?v=53L-5zE7Ibw>

- What is the purpose of informative writing?
- What is a 'reliable source' of information?
- What text features might you find in an informative text?

RECESS

# Whole Number: Number of the Day

5 8 9  
2 8 7  
Number of  
the day

Roll either a die or select playing cards to create your 3, 4 or 5 digit number day. Don't forget to try and challenge yourself!  
Upload your worksheet on SeeSaw

in words:

\_\_\_\_\_  
\_\_\_\_\_

Represent the amount in dollars and cents

\$ \_\_\_\_\_ . \_\_\_\_\_ c

What is the value of the digits in the...?

1s column \_\_\_\_\_

10s column \_\_\_\_\_

100s column \_\_\_\_\_

1000s column \_\_\_\_\_

Round to:

the nearest 10: \_\_\_\_\_

the nearest 100: \_\_\_\_\_

the nearest 1000: \_\_\_\_\_

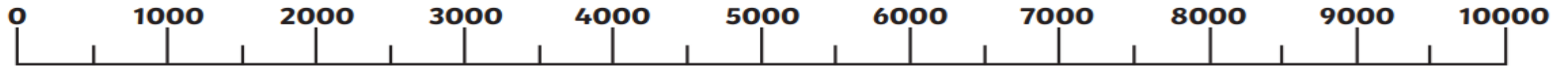
Today's Number Is...



<, > or =

846-163-45  today's number

Where is it? Draw an arrow on the number line:



complete the sequence:

-1000 Today's number +1000 +1000  
\_\_\_\_\_  
\_\_\_\_\_

Subtract 314 \_\_\_\_\_

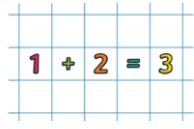
Add 178 \_\_\_\_\_

Is it in these times tables?

2 x  3 x  4 x  5 x  6 x  7 x

8 x  9 x  10 x  11 x  12 x

# Maths Mentals





Mentals

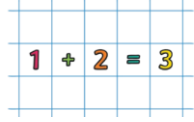
Please complete the same colour list that you would if you were in class.

PURPLE

Thursday

- $61 - 10 =$  \_\_\_\_\_
- $53 + 66 =$  \_\_\_\_\_
- $0 \times 5 =$  \_\_\_\_\_
- $24 \div 4 =$  \_\_\_\_\_
- $6 \times 5 =$  \_\_\_\_\_
- Round 46821 to the nearest hundred. \_\_\_\_\_
- What is the value of the number in the ones place in 25226?  
\_\_\_\_\_
- Complete this counting pattern:  
51, 57, 63, 69, \_\_\_\_\_, \_\_\_\_\_
- Complete this counting pattern:  
79, 85, 91, 97, \_\_\_\_\_, \_\_\_\_\_
- What is the sum of 82, 20 and 30? \_\_\_\_\_
- What is the average of 3, 6 and 6? \_\_\_\_\_
- What is the price after taking 50% off \$69? \_\_\_\_\_
- What is  $\frac{1}{9}$  of 36? \_\_\_\_\_
- What is  $\frac{1}{7}$  of 84? \_\_\_\_\_
- Write these decimals in descending order: 0.74, 0.94, 0.22, 0.29  
\_\_\_\_\_  
\_\_\_\_\_
- Write these decimals in ascending order: 0.88, 0.66, 0.79, 0.88  
\_\_\_\_\_  
\_\_\_\_\_
- How many minutes from 4:30 am to 5:30 pm? \_\_\_\_\_
- If a square has a perimeter of 116cm, what is the length of a side? \_\_\_\_\_
- Draw a line of symmetry on this oval:  

- Imagine these stars are in a bag. What is the probability of pulling out a black star?  


# Maths Mentals



Mentals

Please complete the same colour list that you would if you were in class.

YELLOW

Thursday

1.  $80 - 8 =$  \_\_\_\_\_

2.  $1 + 49 =$  \_\_\_\_\_

3.  $79 + 6 =$  \_\_\_\_\_

4.  $28 \div 4 =$  \_\_\_\_\_

5.  $12 \times 3 =$  \_\_\_\_\_

6. Write the largest number you can using: 6, 8, 1, 5.

\_\_\_\_\_

7. Complete this counting pattern:

27, 32, 37, 42, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. What is the sum of 18 and 10? \_\_\_\_\_

9. Divide 70 by 10. \_\_\_\_\_

10. 10 cents + 5 cents + \$2.00 = \_\_\_\_\_

11. 5 cents + 20 cents + 10 cents = \_\_\_\_\_

12. How many minutes is 540 seconds? \_\_\_\_\_

13. How many hours is 540 minutes? \_\_\_\_\_

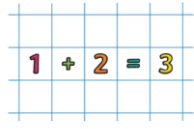
14. A triangle-based pyramid has \_\_\_\_\_ corners.



15. Which star has the highest chance of being selected? Black or white? \_\_\_\_\_



# Maths Mentals



Mentals

Please complete the same colour list that you would if you were in class.

GREEN

Thursday

1.  $85 + 80 =$  \_\_\_\_\_

2.  $83 - 1 =$  \_\_\_\_\_

3.  $71 + 51 =$  \_\_\_\_\_

4.  $90 \div 10 =$  \_\_\_\_\_

5.  $30 \div 3 =$  \_\_\_\_\_

6.  $814 =$  \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones.

7. Complete this counting pattern:

13, 15, 17, 19, \_\_\_\_\_, \_\_\_\_\_

8. I bought 66 dolls and was given 72 more dolls. How many dolls do I now have? \_\_\_\_\_

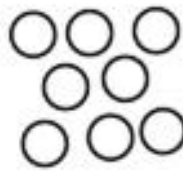
9. Divide 100 by 10. \_\_\_\_\_

10. 10 cents + 5 cents = \_\_\_\_\_

11. Colour in an eighth of these triangles.

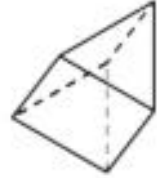


12. Colour in a quarter of these circles.



13. How many weeks in a fortnight? \_\_\_\_\_

14. How many faces does a triangular-based prism have? \_\_\_\_\_



15. Which circle has the highest chance of being selected? Black or white? \_\_\_\_\_



## Maths- Number- Multiplication

Practice your 3 times table. Either write them down, say them out loud or ask an adult to quiz you with some 3 times table questions.

e.g.      What does  $3 \times 0 =$   
            What does  $3 \times \_ = 0$

# Maths- Measurement and Geometry: Time



**WALT**

We are learning to...

read and interpret a bus timetable

**WILF**

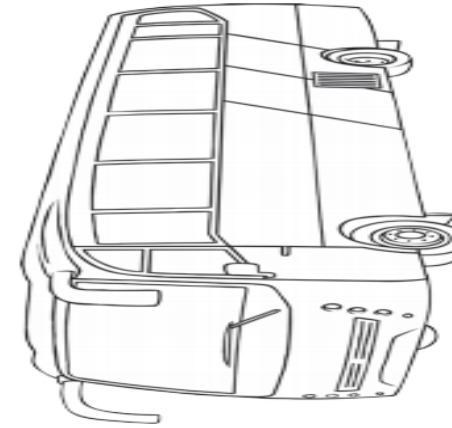
What I'm looking for...

Ability to locate the correct time on a table and use this information to answer questions.

As you did yesterday, read over the new bus timetable and answer the following questions on the slide.

Use the Twinklville Bus Timetable to answer each question.

Twinklville Bus Timetable								
Major Stops	Twinkl Street	Star Street	Twinkl City	Cloud Court	Twinkl Beach Avenue	Sunny Court	Cloud City	Twinkl Star Street
Stop reference	E	F	A	B	C	D	B	A
Bus Route	Monday to Friday							
501 (am)	9:10	9:20	9:40	9:55	10:05	10:10	10:25	10:40
501 (pm)	12:00	12:10	12:30	12:45	12:55	1:00	1:15	1:30
Bus Route	Saturday to Sunday							
501 (am)	8:30	8:40	9:00	9:15	9:25	9:30	9:45	10:00
501 (pm)	12:30	12:40	1:00	1:15	1:25	1:30	1:45	2:00
Approx Travel Time	10 min.	20 min.	15 min.	15 min.	5 min.	15 min.	15 min.	20 min.
								10 min.





# Maths- Measurement and Geometry: Time



1. Can you catch a bus at 1:50pm on a Thursday?
2. What times can you catch the bus from major stop D?
3. How long does it take to travel between Twinkl City and Twinklville Beach?
4. What is the earliest time you can catch a bus from Star Street on a Sunday?
5. How many stops between Twinkl Street and Cloud Court?
6. If you were hopping on the bus at 12:30pm on a Saturday, which stop would you be at?
7. If you were getting off the bus at 1:30pm on a Tuesday, which stop would you be at?
8. What bus number would you need to catch on a Sunday afternoon?
9. How long does it take to travel between stops 'F' and 'A'?
10. If you wanted to get from Twinkl Street to Cloud Court by 10am, what time would you catch the bus?

Time

LUNCH

# Creative Arts



**WALT**

We are learning to...

Understand the origins of Aboriginal and Torres Strait Islander Peoples artworks

**WILF**

What I'm looking for...

Exploring examples of Aboriginal and Torres Strait Peoples art

## The History of Australian Indigenous Art

There has never been a written language for Aboriginal and Torres Strait Islander Peoples. They used art to convey their important cultural stories from generation to generation.

It was important for Indigenous Australians to pass on information to preserve their history and culture. Australian Indigenous art is centred on storytelling. Storytelling through art is used as a method to convey knowledge of the land, events and beliefs of the Aboriginal and Torres Strait Islander peoples.

The use of symbols was a way to write down stories of cultural significance and to teach survival and use of the Australian land.

# The History of Australian Indigenous Art

Although Aboriginal and Torres Strait Islander Peoples have been using ochres as body paint, on bark and rocks for tens of thousands of years, it was not until the 1930s that the first paintings were done.



In 1971, a teacher named Geoffrey Bardon was working with Aboriginal children in Alice Springs. He noticed that when the Aboriginal men were telling stories, they would draw symbols in the sand.

## The History of Australian Indigenous Art

Aboriginal and Torres Strait Islander Peoples Art has since been identified as an exciting contemporary art form of the 20th century.

Indigenous Australian Artists need permission to paint particular stories. They inherit the rights to these stories, which are passed down through generations and an artist is forbidden to paint a story that does not belong to them through the family.



## Ochre Pigment

Ochre was the most important painting material used by Aboriginal and Torres Strait Islander Peoples. It was mined from the earth and was a crumbly hard rock, heavily coloured by iron oxide. It came in a variety of natural earthy colours from pale yellow to dark red and brown.

Ochre gave a rich warm colour to Indigenous Australian artworks. The surfaces it was used on varied widely from rock, wood and bark to the skin of participants in ceremonies. Red ochre was the most important colour among desert people as it symbolised the blood of ancestral beings.





Watch this video of  
Mrs Payne explaining  
Part 1 of our lesson's  
instructions.

[https://drive.google.com/file/d/15eawjJVOAhLfw\\_AsSsdJUkBT+3I8b7eP\\_/view?usp=sharing](https://drive.google.com/file/d/15eawjJVOAhLfw_AsSsdJUkBT+3I8b7eP_/view?usp=sharing)