

Please remember, if you have any questions regarding today's learning, you can login to our Grade 1/2 Question Time Webex at any time between 9:00am - 10:00am.

Meeting link:

<https://eduvic.webex.com/eduvic/j.php?MTID=m07e4b52ba2a8ea478a3f3b723bd0e5d8>

Meeting number: 165 968 4948

Password: gembrook

Grade 1/2 Learning Tasks Term 4 Week 4 Tuesday

READING:

Learning Intention:

I can identify the different features of a persuasive text.

Success Criteria:

I have identified the opinion and supporting evidence in a persuasive text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Yesterday you watched a video explaining the different features of a persuasive text and how to identify this genre. Today we are going to continue to practice the skills of identifying the opinion and supporting evidence.

Remember a persuasive text aim is to persuade someone to do or believe something.

Look for:

- The opinion that is stated at the beginning of the text
 - Reasons to support their opinion
 - The use of strong adjectives
 - Words that trigger emotion in the reader
1. Watch the read aloud of the story: The true Story of the Three Little Pigs
<https://www.youtube.com/watch?v=vB07RfntTvw>
 2. Identify the opinion the author wants you to believe.
 3. List the reasons used to support the author's opinion.
 4. Record your thinking in your readers notebook.

Extension Learning Task:

Move onto 15-20 minutes of independent reading. Books can be accessed via [Epic Books](#) or [Reading Eggs](#). Students can also use their own readers from home.

Epic class codes: (NOTE: EPIC is only available during school hours).

- **1F-** kqg2856
- **1V-** exv8906
- **2W-** lzb7693
- **2B-** xkr0081

WRITING

Learning Intention:

I can understand how to include an opinion and a reason in a persuasive piece of writing.

Success Criteria:

I can write a persuasive piece that states my opinion of why I think this.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

1. Think about a favourite place to visit.

2. Choose your own favourite place to visit. Give reasons why it is your favourite place to visit. Remember it can be ANYWHERE. For example, a park, a beach, somewhere in Victoria, or even overseas!
3. Write down 3 reasons why that is your favourite place to visit.

Extension Learning Task:

Include strong language in your writing to convince the reader to agree with you.

Examples of this include:

- It is certain that...
- I'm sure you can agree...
- I strongly believe...
- It is clear that...

BREAK: ensure students have a well-earned break with a snack, rest, and a game/physical activity.

MATHS

Learning Intention:

I can identify practical activities and everyday events that involve chance and conduct chance experiments.

Success Criteria:

I have:

- made a prediction about my experiment,
- conducted my experiment fairly, and
- reviewed my prediction.

Learning Resources Required:

Exercise book/lined paper, pencils, and an iPhone/tablet/computer,

Learning Task:

Remember: **Probability** is the **chance** that something is going to happen. Today you are going to conduct your very own chance experiment

1. Watch the video from yesterday, if you need a recap:
<https://youtu.be/MhU6cDOSIhE>
2. Using a dice from home, or the online one here
(<https://www.online-stopwatch.com/chance-games/roll-a-dice/>), we are going to roll the dice 20 times and record each roll as a tally mark in the grid below.
3. But before you begin the experiment, make a prediction about what you think will happen. Think about what numbers may be rolled the most/least. Is there an even chance of rolling each number?
4. Write the sentence starter 'My prediction is...'. Then write what you think will happen.
5. Now, draw the grid below in your workbook (don't forget to use a ruler)

Dice Number	Tally	Total
1		
2		
3		
4		
5		
6		

- Begin rolling the dice 20 times and record each number by using tally marks in your grid.
- Once you have finished rolling the dice, work out the total rolls in the right column on your grid.
- Revisit your prediction. Were you correct? Why/why not?
- If you were to complete this experiment again, do you think the results would be the same? Why/why not?

Extension:

Revise your prediction and rewrite it. Conduct the experiment again by rolling the dice 20 times and recording it in another table. Was your revised prediction correct? Why/why not?

SPELLING**Learning Intention:**

I can understand what an adjective is.

Success Criteria:

I have identified and brainstormed different adjectives.

I have used adjectives to describe nouns.

Learning Resources Required:

Exercise book/lined paper, pencils, and an iPhone/tablet/computer.

Learning Task:

- What is an adjective? An adjective is a word that describes an animal, person, place, thing or thought. Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell. Adjectives can be colours or words that describe temperatures and size. Try describing yourself. Are you tall, short, fast, interesting, smart, bored, tired, or any other quality? These are all adjectives, because they describe a person... you!
- Watch: <https://www.youtube.com/watch?v=hifcUYaACzI>
- Now that you have an understanding of what an adjective is, practice identifying them by sorting the words below into the correct columns of adjectives and non-adjectives:
 - Shiny
 - Little
 - Pen
 - Run
 - Green
 - Cat
 - Ball
 - Helpful

- Shoe
- Beautiful
- Doll
- Long
- Clever
- Owl

Adjectives (describing words)	Other Words (not adjectives)

4. With someone in your house play, Who Am I? Choose a character out of your favourite picture story and describe it to the person. Can they guess what character you are describing from your adjective clues?

OR

With two people in your household practice using adjectives by playing lucky dip. Get one person to place an object into a bag that you can not see into. Then feel the object inside and then use adjectives to describe what it feels like. Get the second person to try and guess what the object is based on the adjectives used.

Extension:

Identifying Adjectives Game

<https://www.turtlediary.com/game/identifying-adjectives.html>

In this adventure game, players are given a sentence with an adjective at the bottom of the screen. Then, they will have to identify the adjective in the given options and click the correct one in order to win the race!

BREAK: ensure students have a well-earned break with lunch, rest, and a game/physical activity.

PHYSICAL ACTIVITY

Please choose an activity from the grid provided.

Gembrook Primary School Physical Activity Grid Prep-Year 2

<p>Skip 200 Jumps You will need a skipping rope. If you don't have a rope pretend to skip (two foot jumps on the spot).</p>	<p>Throwing Into the Target Have a soft throwing ball and create a space for it to land (with a hula hoop/ a washing basket/ an empty rubbish bin, etc.). If you throw it in the target, make the target one step further away. <i>Have drink breaks regularly.</i></p>	<p>Tennis Racquet or Balloon Juggling If you have a racquet and ball available, see how many you can do in a row. If it hits the ground, reset your score to zero. If you have a balloon, try to keep it up as many times as possible; if hands are too easy then keep up with your feet or head.</p>
<p>100 Total Catches Using a tennis ball or small ball, throw the ball against an outside wall and catch it (Seek permission from a parent first).</p>	<p>OBSTACLE COURSE Create an obstacle course around your house Using a safe space, create parts of the course that require jumping, landing, rolling, crawling, balancing, and twisting.</p>	<p>Frisbee Throwing</p> <ul style="list-style-type: none"> Count how many you can get in a row. Keep track of your record Make sure you're running to get the Frisbee, it's not just a short toss. Use an old plastic plate, if you do not have a Frisbee.
<p>Partnered Hand Clapping Games https://www.youtube.com/watch?v=vHFPm3xii8Y Keep practicing!</p>	<p>Walk/Ride/Skate with your family</p>	<p>Football Kicking Count until you get 30 marks between your partner and you (your partner can be any family member).</p>
<p>Just Dance (mixture of dances) https://www.youtube.com/watch?v=yQ4ff14wbk0 or type "Just Dance Workout 1". Practice until you know all the songs!</p>	<p>Basketball Dribbling</p> <ul style="list-style-type: none"> 100 bounces (left hand) 100 bounces (right hand) For those experienced, 200 bounces with crossovers. 	<p>Kids Bop Dance Exercise https://www.youtube.com/watch?v=Hd2s_saYsQ or type "34 minutes of Kids Bop activities" on YouTube.</p>
<p>Fitness Circuit</p> <ul style="list-style-type: none"> Create 5 stations, go in a clockwise direction and do these exercises at a different station. Station 1: 10 push-ups Station 2: 20 star jumps Station 3: 10 sit-ups Station 4: hold the plank/bridge for as long as you can Station 5: 50 hops, 25 on each leg. <p>Do each station 2 times, then you're done! <i>Have drink breaks regularly.</i></p>	<p>BALANCE ACTIVITY AND WORKOUT https://www.youtube.com/watch?v=stOChirmC2o8 See if you can find something small like on the video that can replicate the balancing or coordination activities.</p>	<p>Yoga https://www.youtube.com/watch?v=5XCQlyFa3Q <i>Have drink breaks regularly.</i></p>