

Good morning everyone! Today is Monday, May 11th, 2020! Please find your tasks that need to be completed below!

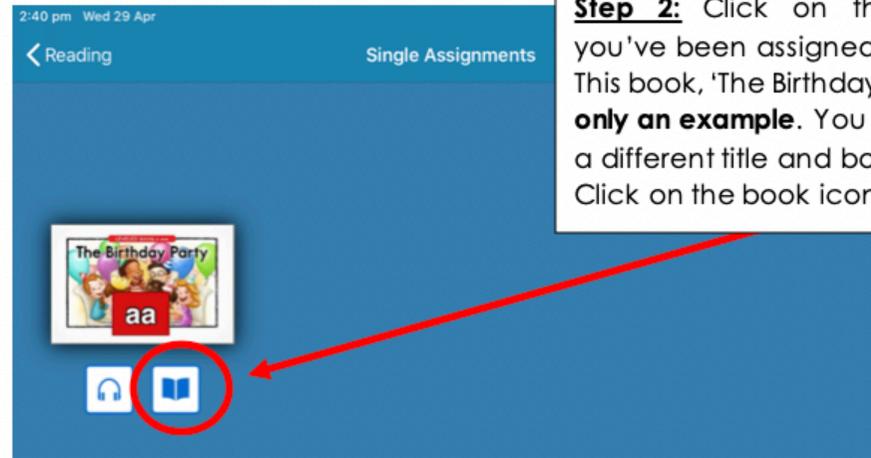
<p>Reading & Viewing</p> <p>Time Guideline: 45 mins</p>	<p>Guiding Question: How can a comma change the way I read? Why do I pause when I am reading? How does a full stop change the way I read?</p> <p>Success Criteria: I can demonstrate a pause for a comma. I can demonstrate a longer pause for a full stop. I can use an iPad to record. I can read clearly with text in front of me. I can record myself reading the text.</p> <p>Lesson: Listen and read along to 'A Pig Parade is a Terrible Idea!' https://youtu.be/v2HR2plQbbE</p> <p>We want you to pay attention to how the teacher is showing you how to read fluently by stopping with pauses at commas and full stops. Also, see if you can notice the change in the teacher's voice when they get to a full stop and question mark... When does the teacher voice go up? When does the teacher voice go down?</p> <p>Student Activity: You'll be recording yourself reading on RAZ Kids today. Remember, our reading focus is to build our reading fluency by pausing at commas and having a longer pause for a full stop.</p> <p>Use the Raz Kids Guide to help you. Make sure you follow all steps! Step 5 is very important.</p>	<p>Feedback Required?</p> <p><u>With device:</u> Please just write complete in the Reading Task to let your teacher know you have finished your task.</p> <p><u>Without a device:</u> Record in your book how you think you went with today's reading goal? Did you pause at commas? Did you have a longer pause at full stops?</p>
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Using Raz Kids App

Step 1: Login in to RAZ Kids and click on 'My Assignment'



Step 2: Click on the book you've been assigned to. This book, 'The Birthday Party' is **only an example**. You will have a different title and book. Click on the book icon.



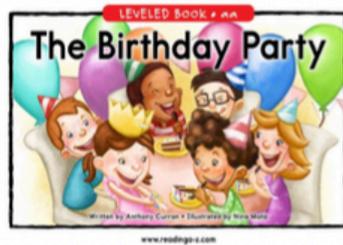
Step 3: Click on the microphone icon to **start recording** and **start reading out loud**.



Step 4: Once you have finished reading, you **must click on the stop button**. This lets your iPad know that you have finished reading.



Step 5: It's very important to do this last step! Please press on the upload button once you have finished!



The birthday party.



The birthday party.

Maths

Time

Guideline:
45 minutes

Guiding Question:

What is regrouping/renaming and why is it important?

Success Criteria:

I can rename numbers using my place value knowledge
I can explain why renaming is important

Warm up game (optional):

The Clock Game:

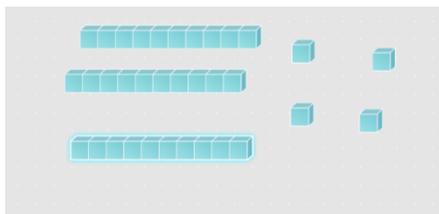
<https://safeshare.tv/x/0P6W9Tz5MpQ>

For this game, you will need to 6-sided dice which you can find online by typing 'roll a dice' on google.

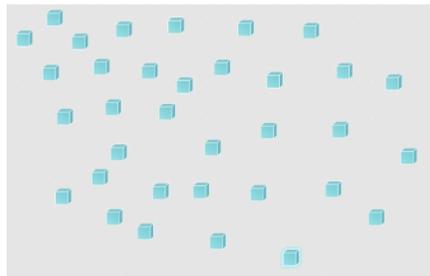
Lesson:

Begin by watching the following clip: <https://www.youtube.com/watch?v=wx2gl8iwMCA>

Why is regrouping/renaming important? Below is an example of the number **34** being named/formed in 2 different ways.



3 tens & 4 ones



34 ones

Which one is easier to count by? By having items named/grouped into tens and ones it helps us read and work with these numbers.

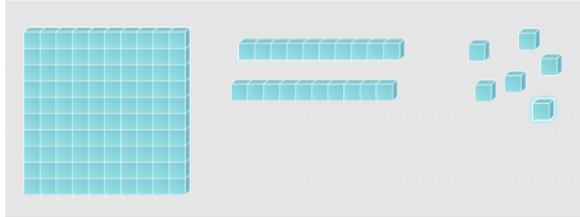
Feedback Required?

Yes, upload a photo your completed maths task to ClassDojo.

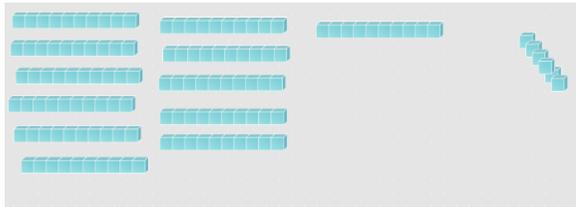
Without a device:

Complete today's work in your book.

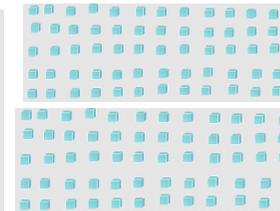
Below is another example. Here we have the number 126 named in 3 different ways. Which way is easiest to count by? They are all the same number – 126. Counting 126 one by one would take a lot of time and effort. Counting it as 1 hundred, then 2 tens and 6 ones is much more efficient.



1 hundred, 2 tens, 6 ones



12 tens, 6 ones



126 ones

Please watch the following 2 videos, where Mr Langdon explains renaming 2- and 3-digit numbers:

Insert link here.

Student Activity:

Rename the following numbers in as many different ways as you can. You might like to rename all 3 sets, or just one. Choose your challenge!

E.G. – 24 can be named – 2 tens and 4 ones **OR** 24 ones.

A: 24 48 42 14 29

B: 321 452 127 213 412

C: 1234 3212 4512 1456

You might like to use the interactive number blocks on this website to help you. <https://www.coolmath4kids.com/manipulatives/base-ten-blocks>

Reflection:

When do you think you might need to use regrouping in addition

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: What ideas do you feel strongly about?</p> <p>Success Criteria: Revisit your ideas/seed page Identify something that you think is a terrible idea Brainstorm 3-5 reasons why it is a terrible idea</p> <p>Lesson: Today you listened to the story "A Pig Parade is a Terrible Idea!". What do you think is a terrible idea? Go back and look at your ideas / seed page about things you feel strongly about? Are any of your topics arguing why something is a terrible idea?</p> <p>Student Activity: In your workbook, create a mind map of things you think is a terrible idea! You can write this as "I think _____ is a terrible idea".</p> <p>Select which one is your favourite! This is the one you will be writing about this week.</p> <p>Now, think of 3-5 reasons why this topic is a terrible idea, and start to think of some examples.</p> <p>Look at the sample brainstorm for an example.</p> <p>Reflection: Make sure you have circled the idea you are going to write about. Circle three of your reasons that you will include in your writing this week. Leave 4 blank pages in your workbook, so that all your writing can stay together for this week.</p>	<p>Feedback Required?</p> <p>Yes, upload a photo of your work today in your writing book to ClassDojo.</p> <p><u>Without a device:</u> Write in your book.</p>
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inappropriate
for school

it would
be unsafe

they would
get dirty.

live in a
zoo.

pyjamas
should
be worn
at school.

TERRIBLE IDEAS!

make a
house out
of cake

dogs should
walk humans

teach TV
watching
at school

<p>Social and Emotional Learning</p> <p>Time Guideline: 30 mins</p>	<p>Guiding Question: How can I show empathy?</p> <p>Success Criteria: I can explain what empathy is. I know how to be kind. I can do something nice for someone and know it is a kind gesture.</p> <p>Lesson: This week we will look at the same value but chose a different activity.</p> <p>Empathy is one of our school values. It is about showing kindness to others. It may seem hard to show kindness while we are stuck indoors, but there are lots of ways we can do that.</p> <p>Today we will be using the Kindness Grid on the next page. It is the same one on our Westgrove Dojo Page.</p> <p>Student Activity:</p> <ol style="list-style-type: none"> 1. Select one of the Acts of Kindness activities. (on the next page) 2. Follow the instructions in the box you have chosen. 3. Shade the box in after you have completed the activity. 4. Then using the Acts of Kindness Reflection sheet below, reflect on how completing your chosen activity today made you feel. <p>Challenge yourself to complete one activity from the chart each day. But don't tell anyone in advance. It's nice to get surprised by other people's kindness. You do not need to do the reflection sheet for any other days. Just today.</p> <p>Reflection: How did it make you feel to complete a different activity today?</p>	<p>Feedback Required? Write or draw the kindness activity you completed today and upload to ClassDojo.</p> <p>Without a device: Complete the Reflection sheet and glue into your book.</p>
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ACTS OF KINDNESS GRID

Social and Emotional Activities - Acts of Kindness. Choose whichever one or two you wish to do for an activity.

1 Write a "thank you" note to a health care worker.	2 Draw a picture of a friend that you miss and save it for them.	3 Send your teacher an email to just say hello.	4 Play a game with a family member.	5 Spend time outside and collect objects then make a collage.	6 Draw a self portrait and write down 5 things that you really like about yourself!	7 Call a family member on the phone or have a video chat.
8 Write down a positive message about everyone in your family.	9 Do something nice for someone in your house. Random act of kindness!	10 Thank your family and tell them why you love them.	11 Write a positive message on a poster and put in your front window to make other people feel good.	12 Tie balloons on your letterbox to bring a smile to someone's face for the day.	13 Help prepare a meal for your family.	14 Clean your bedroom or a space in your house without being asked.
15 Teach a family member something which you are good at. Ask them to teach you something too!	16 Pay a compliment to someone in your household.	17 Share your favourite song with a family member and ask them to share their favourite with you.	18 Create a vision board of some things you and your family would like to do in the future.	19 Set up a fun family movie night and allow one of your family members to pick the movie.	20 Ring a friend to say hello.	21 Conduct a family game afternoon and play Scrabble or Monopoly.
22 Make a photo collage by choosing your favourite family photos, frame it and give it to a family member.	23 Feel motivated! Set some goals you want to achieve and set up a strategy to achieve them!	24 Write down a list of three things which you are grateful for.	25 Set the table ready for dinner. Maybe include some flowers from the garden or a picture you drew.	26 Make a thank you card for your parents who are helping you with your learning.	27 Tell someone a joke or make up a joke and share it with a friend.	28 Help your family tidy up your garden.

Acts of Kindness Reflection Sheet

What Act of Kindness did you perform and who was it for?

How did you feel when you did this?

What reaction did the other person give you?

How did this make you feel?

Draw a picture of your act of kindness!

Good morning everyone! Today is Tuesday, May 12th, 2020! Please find your tasks that need to be completed below!

Reading & Viewing

Time Guideline:
45 minutes

Guiding Question: What persuasive devices did the author use?

Success Criteria:

- I can identify persuasive devices.
- I know what a rhetorical question is.
- I know what exaggeration is.
- I know what emotive language is.

Lesson: Think about the persuasive devices we've been learning about...
Look at the definitions below of: **Rhetorical questions, Exaggeration and Emotions**

PERSUASIVE WRITING
tools

RHETORICAL QUESTIONS

Rhetorical questions are questions that don't need to have an answer. They get the reader thinking about your point of view.

examples

How could you sit back and let this injustice continue?
How would you feel if you were in this position?

EMOTIVE LANGUAGE

Emotive language is powerful descriptive language that involves the reader and makes them feel different emotions as they read.

examples

Horrific, devastating, soul crushing, terrifying, abysmal, joyful, ecstatic, thrilling, adrenaline.

EXAGGERATION

Exaggeration is a statement that is over-the-top and makes the situation seem worse or better than it is.

examples

If you don't do something, all the animals will die a devastating death!
Just thinking about this horror makes me want to explode!

Feedback Required?

With a device:
Upload a photo of the text with your persuasive devices highlighted.
Did you write on your picture which one wasn't used?

Without a device:
Record the persuasive devices in your book.

Student Activity: Have a look at the text below:

Finally, there are the giant balloons to consider. Everybody knows that giant balloons are the best part of any parade. Well, who do you think is going to hold all those balloons to keep them from flying away? The pigs, right? Wrong! Even if pigs *wanted* to hold the balloons instead of finding filthy puddles on the street to lie in, they couldn't do it. Because while pig hooves are good for digging up wild mushrooms, when it comes to holding giant parade balloons, they are simply not up to the job.

First:

With a device:

- Take a screen shot of this text
- Read the text
- Underline the sentences that have used the persuasive techniques we spoke about above (exaggeration, rhetorical question, emotive language)
- Can you identify which persuasive technique that hasn't been used?
- Upload a picture of your work to class dojo.

Without a device:

In your book:

- Read the text
- Record the persuasive devices used.
- Identify which persuasive device is missing.

Second:

*Set a timer for 30 minutes

*Read out loud for the first 5 minutes

*Remember to practise your fluency goal

*If you notice a persuasive device use in your text, record it like you would in your reader's notebook.

Reflection:

Talk to someone in your family about the 3 persuasive techniques we looked at today. Do you feel you could use them when it's your turn to be a persuasive writer?

Maths

Time Guideline:
45 minutes

Guiding Question:

Why is regrouping an important strategy when using vertical addition?

Success Criteria:

I can explain the reason why regrouping is needed when solving vertical addition.

I can line up the numbers with the same place values in the same columns.

I can use regrouping when the sum of two digits in the place value column is greater than 9.

Warm-Up:

<https://www.youtube.com/watch?v=v1kpR96k6PU&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index=6>

Here is an optional warm up game called Maths Noughts and crosses that involves a set of playing cards. Have fun.

Introduction to Lesson:

Yesterday we revisited a strategy called regrouping or renaming. This strategy involves changing groups of ones into tens to make addition easier.

Today we will be looking at when and why regrouping is needed in vertical addition.

What is vertical addition: **Vertical addition** is when we add the numbers vertically, top to bottom, and line up the numbers with the same place values in the same columns. This allows you to add the numbers in each place value separately to come up with the answer. For example:

tens	ones
1	4
+	7
<hr/>	

Feedback Required?

If you have access to ClassDojo, take a photo of the work you have done and upload it to your portfolio.

If you do not have access to ClassDojo, just keep your work in your exercise book.

Let's watch this video and learn the vertical addition with regrouping song first:

<https://www.youtube.com/watch?v=8hz0fAQV0ac>

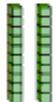
Think:
I have 1 ten and 4 ones. I want to add 7 ones.

Think:
I know that $4 + 7$ is 11, so I can make a ten.

Workmat	
Tens	Ones
	

Do I need to regroup?

Workmat	
Tens	Ones
	

Workmat	
Tens	Ones
	

2 tens 1 one = 21

Let's look at this vertical addition: If I need to work out $14+7$, I know that $4+7$ is 11, but can I put down 11 in the ones column straightaway, like it shows in the first picture below?

No. because 11 is a two-digit number, and it is larger than 9. So, this involves regrouping 11 into 1 ten and 1 one. So, I can put down 1 one in the ones column and 1 ten in the tens column by writing it on top of it. Then I simply add the numbers in the tens columns together to get my final answer, which is 21.

tens	ones		tens	ones
1	4	?	1	
+	7		+	4
1 1 1			2 1	

Here is a video you can watch to better understand why regrouping is needed with MAB blocks.
<https://www.khanacademy.org/math/arithmetic/arith-review-add-subtract/arith-review-add-within-100a/v/addition-with-regrouping>

Student Activity:

Can you identify which of the following vertical addition algorithms will require regrouping strategy and work them out?

Find the Worksheet at the bottom of this PDF

Reflection:

When do you think regrouping is needed when solving vertical addition problems?

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: <i>How do I expand on my reasons?</i></p> <p>Success Criteria:</p> <ul style="list-style-type: none">• Write my reason• Give my example• Explain my example• Add a persuasive technique <p>Lesson: When we write a paragraph to persuade, we use at least three sentences:</p> <ul style="list-style-type: none">- A sentence saying our reason- A sentence giving an example- A sentence explaining our thinking. <p>Look at the example from <i>A Pig Parade is a Terrible Idea on the next page</i>. Mrs West has written her own example underneath.</p> <p>Student Activity: Pick one of your reasons from your brainstorm yesterday. Write a 3-sentence paragraph using:</p> <ul style="list-style-type: none">- A sentence saying your reason- A sentence giving an example- A sentence explaining your reason <p>Challenge: Can you add a persuasive technique to your paragraph? You might use a rhetorical question, just like Mrs. West has done.</p> <p>Reflection: In your paragraph, shade over your reason in green – just like the example on the next page. Make sure your teacher can still read the writing!</p>	<p>Feedback Required?</p> <p>If you have access to ClassDojo, take a photo of the work you have done and upload it to Tuesday's Writing portfolio.</p> <p>If you do not have access to ClassDojo, just keep your work in your exercise book.</p>
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Reason

Example

For one thing, pigs *hate* to march. They prefer to snuffle, which is kind of like walking with your nose. Snuffling is fine when trying to find leftover apple skins and acorns around the barnyard. But snuffling is simply an inappropriate way to conduct yourself along a parade route.

Explanation

For one thing, pyjamas should be worn at school every day! Pyjamas are warm first thing in the morning when you wake up and so very comfortable. Pyjamas are fine for when you wake up in the morning or on a lazy day at home. But pyjamas are totally inappropriate to wear to school every day. How would we know what school people go to?

$$\begin{array}{r} 35 \\ + 57 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 99 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 74 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 89 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ + 81 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ + 70 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 75 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ + 95 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 93 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 68 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 82 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 18 \\ \hline \end{array}$$

Good morning everyone! Today is Wednesday, May 13th, 2020! Please find your tasks that need to be completed below!

Reading & Viewing

Time guide:
45 minutes

Guiding Question: What are the reasons and supporting examples the author uses to persuade you as a reader?

Success Criteria:

I know the difference between a reason and an example.

I can identify the reason.

I can identify the example.

Lesson: Here is a teacher example of the task.



TASK:

- Read the text
- **Box** the reason
- **Underline** the examples (evidence)

For one thing, pigs **hate** to march. They prefer to snuffle, which is kind of like walking with your nose. Snuffling is fine when trying to find leftover apple skins and acorns around the barnyard. But snuffling is simply an inappropriate way to conduct yourself along a parade route.

Student Activity:



TASK:

- Read the text
- **Box** the reason
- **Underline** the evidence (examples)

Also, pigs *absolutely refuse* to wear majorette uniforms. Even if you are able to find enough majorette uniforms for all of your pigs (which is a very difficult job in and of itself), just try getting those hundreds of pigs to put them on.

Feedback Required?

With a device:

Upload a photo of the sentence fulfilling the task.

Do you have a box around the reason?

Have you underlined the examples?

Without a device:

Record the reason and examples in your book.

First:With a device:

- Take a screen shot of the student activity
(if you need help with this you can download a free app called Doodle Buddy - **Here is a video of how to use Doodle Buddy**). Alternatively you can write it in your book, take a photo and upload your work this way.

- Read the text
- Draw a box around the reason
- Underline the example
- Upload picture to ClassDojo

Without a device:

In your book:

- Read the text
- Record the reason
- Record the example

Second:

*Set a timer for 30 minutes

*Read out loud for the first 5 minutes

*Read in your head for the remaining 25 minutes

*Remember to practise your fluency goal (pausing at commas, longer pause after a full stop)

Reflection: Think about your reading, what do you think you need to improve on? You can read to a family member and ask what your reading goal should be.

Maths:

Time guide:
45 minutes

Guiding Question:

How do we use regrouping when using vertical addition?

Success Criteria:

I can line up the numbers with the same place values in the same columns.

I can add the numbers in the ones place value column first.

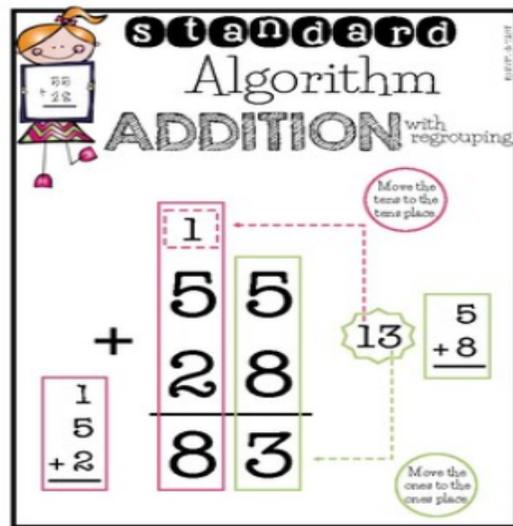
I can then add the numbers in the tens place value column.

I can regroup the number and carry it to the higher place value.

Introduction to the Lesson:

Yesterday we looked at the reasons why regrouping is an important strategy when using vertical addition. Today we are going to show you how to use regrouping when solving vertical addition problems.

Here is an anchor chart for you to see how this strategy is used.



Feedback Required?

With a device:

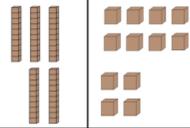
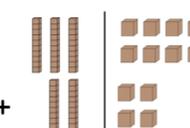
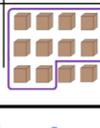
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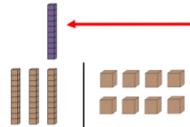
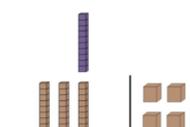
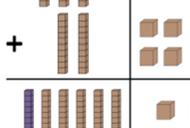
Without a device:

Complete in your workbook.

Let's look at this vertical addition problem:

How to Regroup When Adding © Copyright 2014 Ecochart (Fishyobb)

First, add all of the ones.		Look for a group of ten.	
tens	ones	tens	ones
3 + 2	8 4	+ 	
	12		
		+ 	
	12		
		+ 	
	12		

Move the ten to the tens column.		Finally, add all of the tens.	
3 + 2	8 4	+ 	
	12		
		+ 	
	12		
		+ 	
	12		

Step 1: I start from the ones column, adding 8 and 4 together, and it equals 12. 12 is bigger than 9, so regrouping is needed. If I use my prior regrouping knowledge, I know that 12 can be broken into 1 ten and 2 ones. Therefore, in the ones column I put down 2, and regroup the 1 ten over to the tens column by writing it on top of the tens column.

Step 2: I then add the numbers up in the tens column, which is 3 tens, 2 tens, and 1 ten that was regrouped over earlier. That gives me a total of 6 tens.

Step 3: You have your answer of 62.

Student Activity:

Complete the following addition algorithm with regrouping.

You can draw them out in your exercise book or print them out.

We have created a video to show you how to use regrouping as an example (

www.worksheetfun.com			www.worksheetfun.com																																																														
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If you feel like a challenge, try the 3-digit vertical addition problems which can be found at the bottom of this planner

Reflection:

Out of 10, 1 being very easy, to 10 being very challenging, how confident do you feel in explaining vertical addition using regrouping strategy to your family member? Why?

Writing

Time guide:
50 minutes

Guiding Question:

How do we expand on your reasons?

Success Criteria:

- Say your reasons
- Give an example
- Explain your example
- Add a persuasive technique

Lesson:

When we write a paragraph to persuade, we use at least three sentences:

- A sentence saying our reason
- A sentence giving an example
- A sentence explaining our thinking.

Look at another example from *A Pig Parade is a Terrible Idea on the next page*. Mrs West has written her own example underneath.

Student Activity:

Pick another idea from your brainstorm.

Write a 3 sentence paragraph using:

- A sentence saying your reason
- A sentence giving an example
- A sentence explaining your reason

Challenge: Can you add a persuasive technique to your paragraph? You might use some strong verbs (these are called high modality words, such as **must, have to, will**) just like Mrs. West has done.

Reflection:

In your paragraph, shade over your example in yellow – just like the example on the next page. Make sure your teacher can still read the writing!

Feedback Required?

If you have access to ClassDojo, take a photo of the work you have done and upload it to your portfolio.

If you do not have access to ClassDojo, just keep your work in your book.

Reason

Also, pigs *absolutely refuse* to wear majorette uniforms. Even if you are able to find enough majorette uniforms for all of your pigs (which is a very difficult job in and of itself), just try getting those hundreds of pigs to put them on.

Example

They will not do it.

Explanation.

Mrs. West's example:

Also, wearing pyjamas at school would be a terrible idea because it would be extremely embarrassing to be seen in your cute onesie in the playground. Not to mention, being unsafe. Imagine trying to climb the climbing frame with no grippy shoes on! It will be an accident waiting to happen!

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Challenge:

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Good morning everyone! These are the activities for Thursday 14th of May, 2020.

Reading &
Viewing

Time guideline:
45 minutes

Guiding Question: What are the reasons and supporting examples the author uses to persuade you as a reader?

Success Criteria:

I know the difference between a reason and an example.
I can identify the reason.
I can identify the example.

Lesson: Here is a teacher example of the task.

TASK:

- Read the text.
- **Box** the reason.
- **Underline** the examples (evidence).



For one thing, pigs **hate** to march. They prefer to snuffle, which is kind of like walking with your nose. Snuffling is fine when trying to find leftover apple skins and acorns around the barnyard. But snuffling is simply an inappropriate way to conduct yourself along a parade route.

Feedback Required?

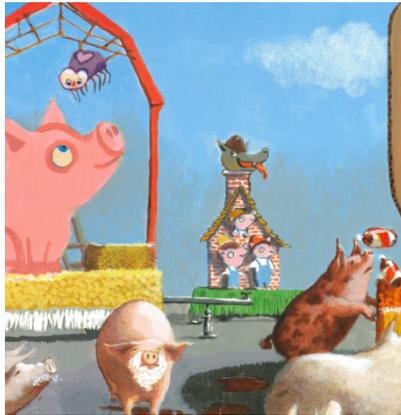
With a device:

Upload a photo of your task.
Do you have a box around the reason?
Have you underlined the examples?

Without a device:

Record the reason and examples in your book.

Student Activity:



You cannot have a parade without floats, right?

Well, forget it. Pigs don't care about floats. Pigs don't care about all the time and energy you spent creating a "Three Little Pigs" float or a "Wilbur the Pig from *Charlotte's Web*" float. In fact, the only floats pigs care about are root beer floats, which they love.

First:

With a device:

- Take a screen shot of your task.

(if you need help with this you can download a free app called Doodle Buddy - **Here is a video of how to use Doodle Buddy**)

Alternatively, you can write it in your book, take a photo and upload your work this way.

- Read the text
- Draw a box around the reason
- Underline the examples
- Upload picture to ClassDojo

Without a device:

In your book:

- Read the text
- Record the reason
- Record the examples

Second:

*Set a timer for 30 minutes.

*Read out loud for the first 5 minutes.

*Read in your head for the remaining 25 minutes.

*Remember to practise your fluency goal (pausing at commas, longer pause after a full stop).

Reflection: Did you come across a new word while you were reading? What word was it? What does it mean? Could you put it in a sentence?

Maths:

Time Guideline:

45 minutes

Guiding Question:

How can I find multiple answers to an open-ended problem?

Success Criteria:

I can identify the most efficient strategy to use for solving the addition problem.

I can solve open-ended addition problems.

I can understand that there is more than one answer to an open-ended problem.

Introduction to the lesson:

Last week we learned different addition strategies such as doubles, near doubles, bridging through ten, splitting strategy and jump strategy. Today we are going to solve some open-ended problems.

Example:

Let us look at this addition open-ended problem: What could the missing numbers be?

$$2 \square + 3 \square = \square 0$$

See how many possible answers you can come up with? Remember with open ended problems there is more than one possible answer.

The possible number sentences could be:

- 25 + 35 = 60
- 24 + 36 = 60
- 23 + 37 = 60
- 22 + 38 = 60
- 21 + 39 = 60
- 20 + 30 = 50

Do you see a pattern?

Feedback Required?

With a device:

Take a photo of the work you have done and upload it to your portfolio under the correct heading.

Without a device:

Record each answer in your book. Make sure you have the GQ as your heading.

Student Activity:

See if you can solve these open-ended number equations. Remember to use different strategies you have learned so far and see how many possible answers you can come up with.

$$3 \square + 5 \square = \square 0$$

$$4 \square + 2 \square = \square 0$$

Reflection:

What strategy did you use to work out these addition problems? Why did you choose this strategy?

Writing

Time Guideline:

50 minutes

Guiding Question:

How can we expand on our reason using examples?

Success Criteria:

- Write your reason.
- Give an example.
- Explain your example.
- Use a transition word.

Lesson:

When we write a paragraph to persuade, we use at least three sentences:

- A sentence providing our reason.
- A sentence giving an example.
- A sentence explaining our thinking.

Look at another example from *A Pig Parade is a Terrible Idea on the next page*. Mrs West has written her own example underneath.

Student Activity:

Pick another reason from your brainstorm.

Write a 3-sentence paragraph using:

- A sentence providing your reason.
- A sentence giving an example.
- A sentence explaining your reason.

Challenge: Can you add a transition word? In the example below, and in Mrs. West's paragraph, they have used the transition word 'Finally'. What word will you use?

Reflection:

In your paragraph, shade over your explanation in purple – just like the example on the next page. Make sure your teacher can still read the writing!

Feedback Required?

If you have access to ClassDojo, take a photo of the work you have done and upload it to Thursday's Writing portfolio.

If you do not have access to ClassDojo, just keep your work in your book.

My reason

Finally, there are the giant balloons to consider. Everybody knows that giant balloons are the best part of any parade. Well, who do you think is going to hold all those balloons to keep them from flying away? The pigs, right? Wrong! Even if pigs *wanted* to hold the balloons instead of finding filthy puddles on the street to lie in, they couldn't do it. Because while

My example

My explanation

Finally, we need to think about how yucky it would be to wear your pyjamas all day to school and then sleep in them. Think of the germs you would bring home and into your bed.....Ew! You need to get changed out of your sweaty, maybe even smelly pyjamas you have had on ALL DAY. Gross. We couldn't do it. Even if we wanted to wear pyjamas to school every day and then sleep in them, we couldn't. Our parents would **not** let us!

Reading & Viewing

Time Guideline:
45 minutes

Guiding Question:

What are the differences between low and high modality words?

Success Criteria:

I can understand what modality means.

I can sort the words into categories.

Lesson:

If my topic is about 'Everyone should eat healthy food', I want to use strong words to make my reader feel persuaded.

From these two sentences, which one do you think is more persuasive?

- Everyone **could** eat healthy food because it helps lower the risk of being overweight.

- Everyone **must** eat healthy food because it helps lower the risk of being overweight.

These two sentences are both correct, but one is more persuasive than the other. The first sentence uses the word, 'could', whereas the second one uses the word, 'must'. 'Could' means that there is a choice and the word 'must' means there is no choice, eating healthy food is the only option.

This is why we have low modality words and high modality words. **If you use a high modality word, you are more likely to persuade your reader.**

Student Activity:

First: Draw this table in your book

Low modality: (Not very persuasive)	High modality: (Very persuasive)
could	must



List of words:

- absolutely
- certainly
- might
- never
- possibly
- sometimes
- maybe
- I think
- I know
- definitely

Feedback Required?

With a device:

Take a picture of your work and upload it to ClassDojo.

Without a device:

If you don't have access to the internet record this in your book.

The first line is an example for you.

Using the words in the box, sort the words as either low or high modality.

***CLUE: There are the equal amounts of low and high modality words.**

Second:

Once you have finished your work:

- Read over your writing
- Ask yourself if that looks right
- Check your spelling
- Upload your table to ClassDojo if you have a device

Third:

- Set a timer for 30 minutes on your iPad.
- Read out loud for the first 5 minutes.
- Read in your head for the remaining 25 minutes.
- Remember to practise your fluency goal (pausing at commas and longer pause after a full stop).

Reflection:

Tell someone what you learnt about low and high modality words.

Give an example if you can.

Maths:

Time Guide:
45 minutes

Guiding Question:

How do we show our understanding of addition problems in My Numeracy activity?

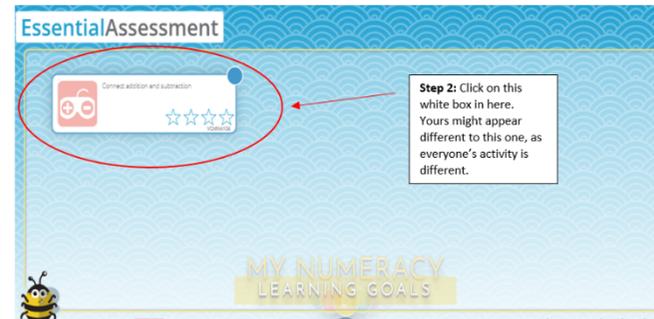
Success Criteria:

- I can log onto Essential Assessment and locate My Numeracy Activity.
- I can successfully complete the My Numeracy Activity independently.
- I can identify the most efficient strategy to work out an addition problem.

Lesson & student activity:

Today you are going to complete addition tasks on 'My Numeracy' through the Essential Assessment website.

Please follow the 4 steps below: You can also watch a video here, explaining how to access My Numeracy: [Insert Clip](#)



Feedback Required?

If you have access to ClassDojo, take a photo of the work you have done and upload it to your portfolio.

If you have used the interactive hundreds chart, take a screen shot and upload it to class dojo.

4) Complete the number sentence.

Step 3: You may now start your "My Numeracy" activities. Have fun.

Step 4: If you click on this "Learn" tab, you will see some of the strategies being explained to you.

(If you don't have access to internet, please complete these fun 'colour by addition sheets'.)
 They can be found in full size at the bottom of this planner.

Name: _____ Adding 2-digit and 3-digit numbers

Beautiful Butterflies

Add. Color the picture using the color code.

26	red
29	orange
38	green
54	purple
87	yellow

Most adult butterflies live for about $\frac{11}{3}$ days.

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Name: _____ Two-Digit Addition Without regrouping

A Tall Order

Add. Color the spot with the matching sum.

A. $\begin{array}{r} 21 \\ + 34 \\ \hline \end{array}$	B. $\begin{array}{r} 43 \\ + 40 \\ \hline \end{array}$	C. $\begin{array}{r} 60 \\ + 25 \\ \hline \end{array}$	D. $\begin{array}{r} 56 \\ + 12 \\ \hline \end{array}$
E. $\begin{array}{r} 11 \\ + 13 \\ \hline \end{array}$	F. $\begin{array}{r} 32 \\ + 43 \\ \hline \end{array}$	G. $\begin{array}{r} 24 \\ + 13 \\ \hline \end{array}$	H. $\begin{array}{r} 50 \\ + 47 \\ \hline \end{array}$
I. $\begin{array}{r} 42 \\ + 31 \\ \hline \end{array}$	J. $\begin{array}{r} 20 \\ + 33 \\ \hline \end{array}$	K. $\begin{array}{r} 16 \\ + 20 \\ \hline \end{array}$	L. $\begin{array}{r} 37 \\ + 12 \\ \hline \end{array}$
M. $\begin{array}{r} 10 \\ + 18 \\ \hline \end{array}$	N. $\begin{array}{r} 31 \\ + 53 \\ \hline \end{array}$	O. $\begin{array}{r} 29 \\ + 70 \\ \hline \end{array}$	
P. $\begin{array}{r} 67 \\ + 11 \\ \hline \end{array}$			

Bonus: Write and solve each problem. Add the sum of E to the sum of F. Add the sum of J to the sum of K.

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Reflection:

What goals are you working on in Addition? Do you think you have achieved them yet? Why or why not?

<p>Writing</p> <p>Time Guide: 50 minutes</p>	<p>Guiding Question: What are homophones?</p> <p>Success Criteria:</p> <ul style="list-style-type: none">- Know that some words sound the same but are spelt differently- Know that some words sound the same but mean different things- Select a pair of homophones- Illustrate what each homophone means- Contribute my page to a class book <p>Lesson: Today we are taking a little break from our persuasive writing (we will look at this again next week). We are going to look at homophones!</p> <p>Homophones are two words that sound the same but are spelt differently, and mean different things. Watch this video to see some examples. Write some of these examples down in your book. https://www.youtube.com/watch?v=nnjke7WERu0</p> <p>If you can't watch the video, look at the poster on the next page.</p> <p>Student Activity: Select a pair of homophones. Divide your page into two equal halves. Draw a picture for each homophone Write the homophone in a sentence.</p> <p>Look at the example below to help you.</p> <p>Reflection: Why is it important to use the correct word in a sentence?</p>	<p>Feedback Required?</p> <p>If you have access to ClassDojo, take a photo of the work you have done and upload it to your Writing Folder.</p> <p>If you do not have access to ClassDojo, just keep your work in your book.</p>
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What Are Homophones?

Homophones are words that are spelled differently, have different meanings, yet sound the same.

homophone

↑ ↑
same sound

How many homophones can you think of?

break

brake

here

hear

night

knight

where

wear

Did you get any of these?



pear

I ate a pear
at snack time.



pair

I put a pair
of socks in the wash.

Inquiry

Time Guide:
30 minutes

Guiding Question:

How can I show my understanding of Roman numerals?

Success Criteria:

I can understand Roman Numerals are a type of symbol.

I can identify what numbers the Roman Numerals represent

I can identify Roman Numerals in real life situations.

Lesson:

Last week in our Inquiry lesson, we looked at a made-up language called “Emoji Language” that most of you had fun with cracking. Some of the emoji codes you came up with even had the teachers stumped.

Today we are going to explore the Roman Numerals, which some of you might have seen in our every-day life. For example, you might notice the Roman Numerals on the clock at home.



What are Roman Numerals?

Roman numerals are a system that the ancient Romans used for writing numbers. This system only uses the letters **I, V, X, L, C, D, M** and these letters are combined to make different whole numbers, like what shows in the picture below.

Feedback Required?

With a device:

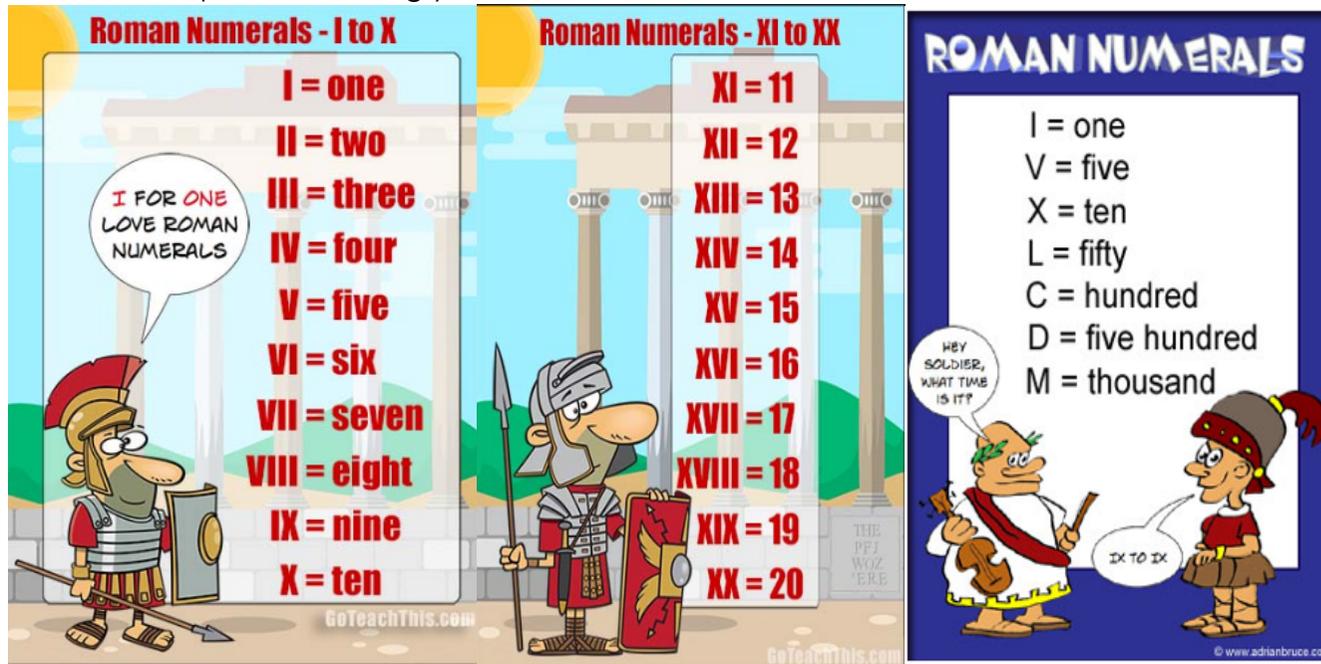
Write your answers in your book.

Upload a clear photo of your writing to Class Dojo

Without a device:

Write your answers in your book.

Here are two posters showing you the Roman Numerals from Number 1-20.



Here's a video for you to watch to help you understand Roman Numerals.

<https://www.youtube.com/watch?v=GgG3iyV1UZg>

Student Activity:

Complete the following Roman Numeral worksheets. You can print them out or save them on your iPad and simply use the photo editing tool or Doodlebuddy if you have it to draw over them

Name _____

Date _____



MATCH THE ROMAN NUMERALS TO 20 SHEET A

I 1	II 2	III 3	IV 4	V 5	VI 6	VII 7	VIII 8	IX 9	X 10
XI 11	XII 12	XIII 13	XIV 14	XV 15	XVI 16	XVII 17	XVIII 18	XIX 19	XX 20

Match the Roman numerals to the correct numbers.

X	3
VI	15
III	10
XV	6
IX	20
XIII	4
XX	9
XVII	19
IV	13
XIX	14
VII	17
XIV	7

A line connects the Roman numeral 'X' in the left column to the number '10' in the right column.



See if you can **challenge** yourself by completing this picture.



Reflection:

Can you try writing your date of birth in Roman Numerals?

Name _____

Two-Digit Addition
Without regrouping**A Tall Order**

Add.

Color the spot with the matching sum.

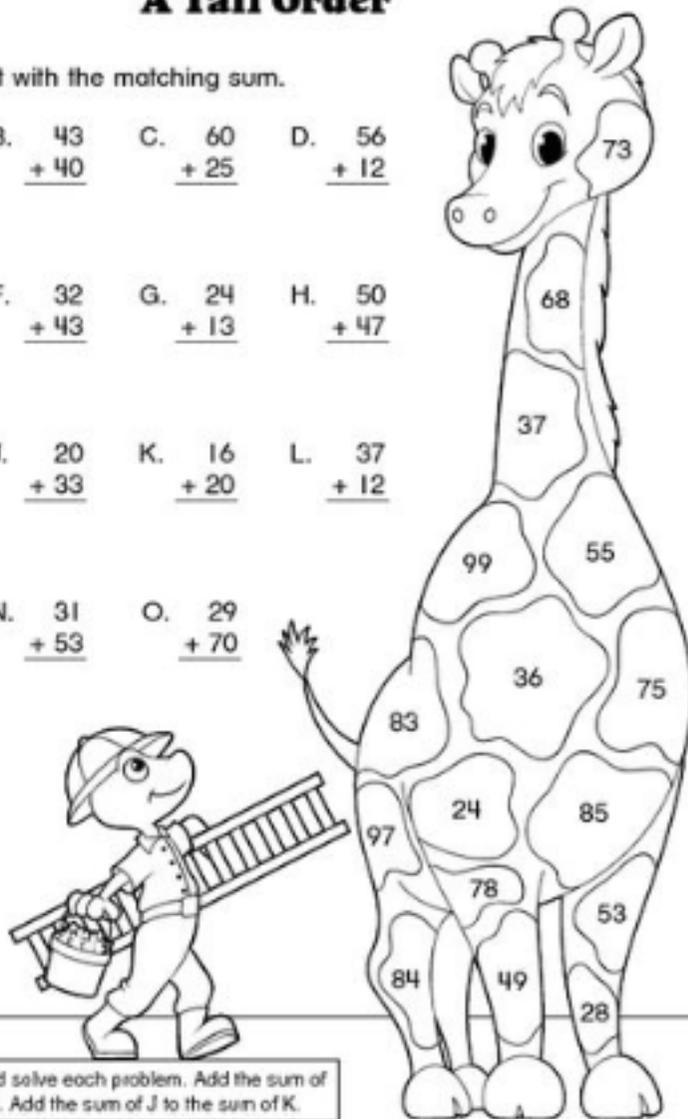
A. $\begin{array}{r} 21 \\ + 34 \\ \hline \end{array}$	B. $\begin{array}{r} 43 \\ + 40 \\ \hline \end{array}$	C. $\begin{array}{r} 60 \\ + 25 \\ \hline \end{array}$	D. $\begin{array}{r} 56 \\ + 12 \\ \hline \end{array}$
--	--	--	--

E. $\begin{array}{r} 11 \\ + 13 \\ \hline \end{array}$	F. $\begin{array}{r} 32 \\ + 43 \\ \hline \end{array}$	G. $\begin{array}{r} 24 \\ + 13 \\ \hline \end{array}$	H. $\begin{array}{r} 50 \\ + 47 \\ \hline \end{array}$
--	--	--	--

I. $\begin{array}{r} 42 \\ + 31 \\ \hline \end{array}$	J. $\begin{array}{r} 20 \\ + 33 \\ \hline \end{array}$	K. $\begin{array}{r} 16 \\ + 20 \\ \hline \end{array}$	L. $\begin{array}{r} 37 \\ + 12 \\ \hline \end{array}$
--	--	--	--

M. $\begin{array}{r} 10 \\ + 18 \\ \hline \end{array}$	N. $\begin{array}{r} 31 \\ + 53 \\ \hline \end{array}$	O. $\begin{array}{r} 29 \\ + 70 \\ \hline \end{array}$
--	--	--

P. $\begin{array}{r} 67 \\ + 11 \\ \hline \end{array}$
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Bonus: Write and solve each problem. Add the sum of E to the sum of F. Add the sum of J to the sum of K.

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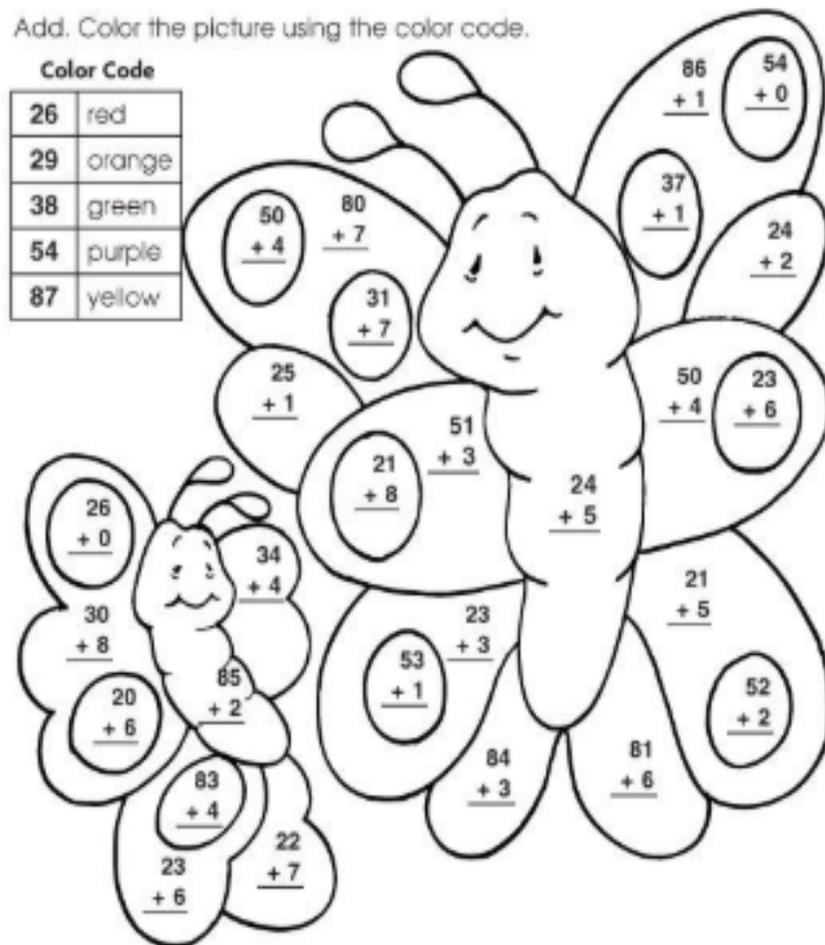
Name _____

Adding 2-digit and
1-digit numbers**Beautiful Butterflies**

Add. Color the picture using the color code.

Color Code

26	red
29	orange
38	green
54	purple
87	yellow



Most adult butterflies live for about $\begin{array}{r} 11 \\ + 3 \\ \hline \end{array}$ days.

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