We are going to start with our sound deck, very quickly. And then we are going to move on to our literacy groups. Okay. So, we're going to be having people working with Jas and I today. We're going to have people working independently. We’re going to have people working with Sarah for your literacy groups. Alright. It’s going to be really important today that we are working on our skills of being independent and productive.

Hi. Morning Soph.

Perfect Jas.

Mrs. Free. Story.

Yes.

Mrs. Free, story.

Story later, darling.

Got to do our jobs first and then story. Okay. Alright, guys, are we ready? Good girl. Okay. Our first pattern is ‘O’ ‘W’ slow ‘OW’. ‘K’ so ‘K’ ‘N’ Knife ‘KN’. So, we don't worry about the ‘K’ anymore. We're just making a ‘NNN’ sound. Good job. You guys are all over this one now. ‘I’ ‘R’ Bird ‘IR’. Good job.

How are you?

Wait Soph. Waiting for a second, darling.

‘A’ ‘U’ Auto ‘AU’. Good job. ‘A’ ‘W’ Saw ‘AW’. Well done, guys. Okay. Yes, Sophia?

Music.

When are we going to have music today, Soph?

Matilda.

I know.

When are we going to have it? Remember? What do we need to do first?

Recess.

Yep, good girl.

Recess, Matilda, music.

As we do jobs first, then Matilda music.

Work.

Alright.

Mrs. Free, music, Matilda, recess, work.

Yep. Work first. Good girl.

Okay.

So, we are going to have group number three working on your editing books, please. We are going to have group number four working on your reading comprehension books. And group number five, you're going to be working on your literacy centres today. Alright. We need to be careful as we're moving around today, and we are going to have group number three. Guys could you please move quietly to the desk just behind Sophia. Could you get the tubs as you go? You're going to need your pens and you're going to need to be ready to go. And group number four, can you get your pens and move to Jyden please? Thank you. Alright. That should leave me with group number five. I'm going to get you guys working in here today.

Okay. So guys, yesterday we started looking at this book, didn't we? Who can tell me what sounds were we practising yesterday? Kyeren? ‘Aw’ and ‘Or’. ‘Aw’ and ‘Or’. Good job. As in 'saw'. Perfect. Good remembering. You Ready, Soph? Can you pass your hand to Jas, please? Good girl. Alright. So, we had ‘or’ as in for. And ‘aw’ as in ‘saw’. So, who can to remind me, if we go back to our front cover, what’s that book called this week? Kyren?

Wasn’t.

Let’s sound it out.

Wasn’t a good morning.

It wasn't a good morning. It was an awful morning. Good boy.

An awful morning.

An awful morning.

And they don't even have rain in here like it is this morning. Okay, let's open up to our first proper page, because yesterday we practised all of our words. So, today.

I read first yesterday.

Okay. So, do you think we should pass it onto someone else today, Aaron? Okay Tahnee. Would you like to start today? Okay. Good girl. Now, good girl. Good remembering. Portraits. Portraits. That’s it. We learned that new word yesterday. Can we sound it out together? Pre. He is. Close, remember. Snoring. Snoring. So badly. Oh, let's have a look again. So boring. He yells. He. Close. Let's have a look. What does it start with?

Yawns?

Yawns. Good job. Alright, we're going to turn the page. Kyren’s turn next.

Drawn.

Good job. Alright Soph, we're going to read with Jas. Good girl, good looking. They find a painting of a what’s this word say? Read. It’s your turn to read. What’s this word? Good girl. All the way over the carrot.

Mrs. Free.

Yeah, Soph.

Help. Mrs. Free, help.

Can Mrs. Free hold the book?

Ready we're going to have a look?

They find a painting of a monster, good girl. What's this word, Soph? Let's have a look.

Stuffy. Monster. Stuffy.

Okay, let's keep reading, Aaron are you ready? Hands down guys.

Can I say it?

Okay Aaron.

Can you help Soph out with this word? What does it say? Rubbish. Says Jed. He is just. Can we find this word, Soph? Can we go to our body parts?

Body.

It is body parts isn’t it, Soph. Would you like me to help you?

Help.

Yeah, okay.

Jaws and claws. Good job. Okay Soph, who’s turn is it next? Aaron’s turn next?

Aaron.

Aaron, your turn. They eat prawns. Follow it with your eyes. Good girl. Salad. Good boy. For lunch. Jed jumps. Remember. Good boy.

Rainbow. Rainbow.

Now I'm wondering, we're going to have some questions now, guys and we're going to try and, waiting Soph. We're going to try and take turns to answer them. Okay. So, I am thinking, what is the best thing that Jed saw all day? What is the best thing? Sophia, do you know?

Rainbow.

A rainbow.

Do we all agree? Is that the best thing Jed saw all day? Yes. Yes, definitely. Okay. Now I'm wondering. Let's go back to the start of the book. Okay. Let's have a look. We had a tricky word on this page that we needed to practice. And it's a word that means a picture of someone. Portrait. Great. Portrait. So a portrait is

A picture of someone.

A picture or a painting of someone. Excellent. Alright. Now, if we have a look at page two and three. What did Jed, that’s exactly right Soph, there was a horse. What did Jed think was wrong with the painting of the horse? Who can remember what was wrong? Legs was too short. He said you could paint it. Yeah. So we're looking at that picture. Let's have a look. Does the picture actually have legs that are short? They are pretty short. Look.

His legs are too short. I could have drawn them.

Good job. Okay. Alright.

Short.

Short. That's exactly right, Soph. Now I'm wondering what was the next awful thing? So, they've been to the art gallery. They've looked at some portraits. What was the next awful thing? Can anyone remember without turning the page? What was the next awful thing that happened in our story? Can we remember? So, they’ve been to. Yes, Soph? Can you remember what happened?

Zombie.

Oh, you're thinking there was a zombie, Soph? Alright. Kyeren. She wished she had corn. Not, not salad and prawns.

Yeah. So, didn't like that prawn salad, did he? What did he want instead? Can you remember? Corn. He wanted corn. And what else was awful about that day, Tahnee? There's one more awful thing. Hang on. Waiting Aaron.

It rained.

It rained just like today. We're going to practice a little bit of spelling now. So, lids on our textas.

Okay, are we ready? So, our first word that we're going to practice has an “OR" sound in it and it's

Portrait.

We’re going to try a simpler one first. It's going to be corn. Our first sound is ‘C’ ‘OR’ ‘N’. Three sounds, but we've got to have four letters. ‘C’ ‘OR’ ‘N’ That's exactly right. So, we've got a ‘C’ ‘OR’ ‘N’ Corn. Okay. Can you show me? Okay, we know our first sound is a ‘C’. Our second sound is an ‘OR’ and our third sound is a ‘N’. Okay. Alright. Kyeren’s having a go. Kyren I love that. Can I get you to think about this last letter. ‘C’ ‘OR’ ‘N’. Alright, what can we do? ‘C’ ‘OR’ ‘N”. Okay. So, our next word, we've got the word corn, and next word is ‘born’. The baby was born. So, let's write it underneath. We've got a, Tahnee can you write it underneath, darling. Ready? So, now we've got a ‘B’ ‘OR’ ‘N’. Remember our ‘B’ goes like this Tahnee so start on this side. We go stick first down and around. Good girl.

At recess, miss.

Yes Soph? Soph, jobs first then at recess, we will have Matilda, darling. Good girl. Can you have a look at the whiteboard that Jas has and let’s spell out our word. Good girl. Okay, let me open up. Oh, okay. And now we're going to change. We're going to change two letters this time. Are we ready? Our next word is ‘form’. So, our first letter is going to change. ‘F’ ‘OR’ ‘M’ Form. That’s it Kyeren. So, we’ve got a ‘F’ ‘OR’ ‘M’. Beautiful. Form. Form. Good job. Well done. FORM. Let’s clear, Soph. Ready to use our keyboard. Okay, Soph our next word is ‘storm’. Can you go back into your word finder, Soph? Okay. We're still going to have our ‘OR’ sound in it. Okay, so remembering our ‘or’ is our ‘O’ and our ‘R’ together, so our next word is ‘horse’. So ‘H’ is unvoiced which makes it very tricky. ‘H’ ‘OR’ ‘SE’ And this one's tricky because we've got to put something on the end. Okay guys, ready Tahnee? We've got to put, not an ‘O’ on the end, we've got to put HORSE. So, we can't finish a word like that. So, we've got an ‘E’ on the end. Horse.

Okay, so we are we are going to practice writing our O’s first, but we're going to practice a capital and a lowercase. Okay, all the way across nice and neat, keeping them in the lines. Yours are going to be neater than mine, like they normally are guys. Thank you. Alright. I know, that’s beautiful. Okay, stretching, You’re ready. Okay. So, we're going to practice our capital "A" and a lowercase "A" and capital "A" and lowercase "A", and we're going to do a whole line and then we are going to work on linking our "O's" and our "A's" together. Working on our cursive. So, that’s it.

When you’re ready you're going to do your lowercase "O". You need to start where the arrow is. Good. Soph you need to be looking so you know where you’re writing. Beautiful. Beautiful.

Our first word that we are going to practice together is going to be so ‘saw’. So, I'm going to print it first and then we're going to have a go at linking together. So okay. Anahat would you like to do it? Would you like to teach? Okay. Come and show me. In cursive, please. Beautiful. Okay. Our next word, Kyeren do you want to give me the next one?

Storm.

Storm? Beautiful. It is a stormy day outside today. Storm. STORM. Storm. Storm. Chloe, do you want to have a go at cursive? Okay, let's have a go. Go darling. Storm. STORM. You can do whichever cursive "S" suits you best, Mackenzie. You've got to go back and cross your T. Story is going to be our last word. Can I do it in cursive? Would you like to have go? Yeah. STORY. Alright Kyeren, here you go. Story. Got it sweetheart? Good boy. S. Good job. Alright. Three/fours, beautiful. When we've got story written down in cursive. STORY. Could you please leave your pen on your table? But come and pop your book in the handwriting tub, and then we're going to sit quietly in a circle for our quick brain break before we do our Science. Thank you, guys.

Sophia, I'm wondering if you can help me darling. I would like to play Simon Says for a minute. Do you think you could help us with that?

Simon Says.

Okay Soph, what have we got to do first?

Sarah. Play. Simon Says, Sarah play.

I can play Soph.

So would you like to give.

Clap your hands.

Okay. Oh, that was tricky, Soph. Okay, if you clapped your hands, you're out. Okay.

Clap your hands.

Waiting.

Touch your head.

Simon didn’t say. Simon didn’t say. Simon says touch your head.

Simon says, touch your head.

Stomp your feet. Simon didn't say. Simon says jump up and down. Jump up and down.

You can’t trick me that time.

Today we want to get some Science done. So, today guys, we are going to be performing an experiment. We're going to be working together. And we're going to be thinking about.

Mrs. Free?

Just waiting, Soph. Our hypothesis. Who can remind me what a hypothesis is? Hypothesis. Taha?

Hypothesis is something like a prediction that you predict what's going to happen after you.

Yeah, so it's exactly right, a prediction that we're making about what's going to happen in our experiment. So, it's our tricky vocab word at the moment, isn't it? Hypothesis. A hypothesis is just a guess about what we think might happen before we do the experiment. Okay, so today guys, we are going to be working together as teams, which means that we need to be showing. Waiting Soph. I'm going to tell you all about it in a sec. I need you guys to think about what it means to be a good team. What are some of those things that we're going to need this morning?

Like everybody has a turn each.

Yeah. So, letting people have a go. Fantastic. Kyeren.

Sharing ideas with everyone.

Yeah, that's really important. Our experiment today is going to be to see if we can blow up a balloon without using our mouth. So, we are going to need an empty plastic bottle. We're going to need balloons, vinegar, we're going to need bicarb, we're going to need a funnel, we're going to need a spoon and we're going to need a syringe because we want to practice our measuring at the same time. Alright Sarah has given you one bottle, either between two or three. Most of the time it is two. So, what we need to do now is we need to get our ingredients. Alright, so I'm going to pass Chloe the balloons. Chloe's going to pass the bag along and around. You need one balloon between two. So, one balloon per water bottle. Don't worry about colours. Let's go. Okay so, so far Soph, we've got our balloon, we've got our syringe, we've got our drink bottle. What's our funnel for? Into the balloon. Balloon. So, we should have a funnel being passed along. Passing along, guys. Alright, so put the bowl right next to it or the funnel over the top so we're not making a mess. Alright. So, we are going to need to work together. So, we should have a balloon that has some bicarb in the bottom. Now we've got vinegar in these bowls that we are about to get out using the syringes. What do we predict. And again, that's it. What do we predict is going to happen? What is our prediction? Or our hypothesis? Amber, what's one hypothesis?

The vinegar and the bicarb soda might mix together and make some sort of weird liquid.

So, you are going to use your syringe to get out the vinegar. You need to make sure that you have squirted in enough that you have this much vinegar in your bottle. We want a third full. So, we're now at the point where we have vinegar in our bottle. We've got bicarb in our balloon. Now you need to work together to get your balloon on top, just like Caden has done. Just without getting your bicarb in. So, work together. That's it. You got it. Okay. Now guys, before you tip it in, can you please stand up and push in your chairs? Okay. Okay. And tip in your bicarb. Stand up, boys. Following instructions. Hold onto your bottle. Tip it in. And hold on Allan. We're going to watch. You need to be watching now. What is happening to your balloons? What can we see now? Don't touch. Watching. What can we see happening in the liquid at the bottom? What can we see as we watch our balloons? That is the next step. What can we see. Now what's happening to our balloons now guys? Is it staying the same? So, did everyone’s balloon get to be the same size? What do we try and keep the same in our experiment? What did we do when we measured things? What were we doing? Making it the same. So, we're trying to keep it steady. There were some people who had a little bit more vinegar. There might have been some people who had a little bit more bicarb, but but for the most part, we were keeping things the same.

Okay. Can you put your hand up if your reaction worked? Who was able to make the balloon expand? Everyone? We didn't have any failures today. So, do you think if we did it again, if we added more vinegar, more bicarb and get it bigger blowing up next time of the balloon? Yeah. Alright. That big. A really big one? A super big one?