

Year 3




Unit 4 Part B

Name: _____







Class: _____





Year 3 Weekly Learning Plan Unit 4 Part B – 11/8/2021-18/8/2021

	Wednesday – 11/8	Thursday – 12/8	Friday – 13/8	Monday – 16/8	Tuesday – 17/8
Morning	<p>English</p> <p>Spelling</p> <p>This week's focus is 'u'.</p> <ul style="list-style-type: none"> - Write your spelling list. - Complete 2 parts of your spelling sheet Google Classroom Demonstration Available Online  <p>Jolly Grammar</p> <p>This week's focus is 'Irregular Plurals' Google Classroom Demonstration Available Online </p> <ul style="list-style-type: none"> - Complete your Jolly Grammar sheet <p>Writing</p> <ul style="list-style-type: none"> - Complete kenning poetry activity 	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - Complete the remainder of your spelling sheet <p>Reading</p> <p>Read 2 chapters from a book you have at home</p> <ul style="list-style-type: none"> - Read these next chapters of your book out loud to a family member. - Think about volume and smooth reading. <p>Viewing</p> <p>Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. Make 3</p>	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs <p>Reading - Stage Novel Ch 6</p> <p>The Lion, The Witch and the Wardrobe Google Classroom Reading Available Online </p> <p>Comprehension Strategy</p> <ul style="list-style-type: none"> - Use the comprehension strategy 'I Predict' to make 3 predictions for the chapter and 3 predictions for later in the book. 	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - Write a dictation passage using all of your words. <p>Reading</p> <p>Choose one option from the below reading activities:</p> <ol style="list-style-type: none"> 1. Login to Reading Eggspress and complete the assigned reading task. 2. Read 2 chapters from a book you have at home <ul style="list-style-type: none"> - Make 3 predictions for what you think will happen in the next chapter. Make 3 predictions for what you think will happen before the end of the book. 	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - Find dictionary meanings for at least 5 of your words. Select words you are unsure of. <p>Reading</p> <p>Read 2 chapters from a book you have at home</p> <ul style="list-style-type: none"> - Read these next chapters of your book out loud to a family member. - Think about volume and smooth reading. <p>Journal Writing</p> <p>Write a journal entry about anything of your choosing.</p>







	<p>Comprehension Strategy </p> <p>Watch the video on 'I Predict' - Prediction Strategy Google Classroom Demonstration Available Online</p> <p>Reading - Stage Novel Ch 5 </p> <p>The Lion, The Witch and the Wardrobe Google Classroom Reading Available Online</p> <p>- Use the comprehension strategy 'I Predict' to make 3 predictions for the chapter and 3 predictions for later in the book.</p>	<p>predictions about one of the stories you will be viewing.</p> <p>Writing </p> <p>Create a procedure on how to make a volcano. Link Available on Google Classroom</p> <p>- Write a procedure using correct structure and language features.</p>	<p>Writing</p> <p>Create a procedure on how to make the perfect jam sandwich.</p> <p>- Write a procedure using correct structure and language features.</p> <p> Upload your work to Google Classroom.</p>	<p>- Review the Google Classroom Demonstration on "I Predict" strategy</p> <p>Handwriting </p> <p>Watch the 'diagonal joins' video. Google Classroom Demonstration Available Online</p> <p>- Complete the handwriting activity focusing on exit flicks and diagonal joins.</p> <p>Writing</p> <p>Complete the free writing activity. You may choose to write about any topic in any style you like (e.g. an information piece, poetry, song, procedure, story, persuasive writing piece, speech, etc.) Include one kenning in your writing.</p> <p> Upload your work to Google Classroom.</p>	<p>- You must write a minimum of 2 paragraphs.</p> <p>- Be sure to check and edit your work.</p>
Break					




Middle	<p><u>Mathematics</u></p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Timetables Practice</p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p>Problem a Day </p> <p>Complete today's PAD. Google Classroom Demonstration Available Online</p> <p>Mathletics</p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Number and Algebra-Comparing Numbers</p> <p>Complete the set activity on Comparing Numbers.</p>	<p><u>Mathematics</u></p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p> Upload your work to Google Classroom</p> <p>Number and Algebra-Subtraction</p> <p>- Complete the set activity on Subtraction.</p>	<p><u>Mathematics</u></p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Measurement and Geometry - Area</p> <p>Complete the area activity.</p>	<p><u>Mathematics</u></p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Number and Algebra - Subtraction</p> <p>Complete the subtraction activity.</p> <p><i>*Optional Challenge Activity*</i></p>	<p><u>Mathematics</u></p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Statistics and Probability-Chance</p> <p>Complete the chance activity</p>
---------------	--	--	---	---	--



Break					
Afternoon	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts – Visual Arts Directed Drawing: Waterfall</p> <p> <i>Upload your work to Google Classroom.</i></p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Geography Complete KWL chart on Australia and Indonesia</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Sport  Watch the SISA YouTube dance video and learn the dance.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>PDH Positive Relationships - Complete the activities provided</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Science  <i>Link Available on Google Classroom</i></p> <p>Watch video and fill in the question sheet on melting points.</p> <p><i>*Optional Challenge Activity*</i> <i>Balga Resin</i></p> <p> <i>Upload your work to Google Classroom.</i></p> <p>FITNESS CHALLENGE Complete the Bullseye fitness activity</p>



Morning		Middle		Afternoon
<p>English</p> <p>Spelling</p> <p>- Have a family member test you. If this isn't possible write your list doing look, cover, write, check.</p> <p> Upload your work to Google Classroom</p> <p>Reading</p> <p>Read aloud 2 chapters from a book you have at home or login to Reading Eggspress and complete the assigned reading task.</p> <p>- Write 1-2 paragraphs summarising what happened in those chapters.</p> <p>Writing</p> <p>- Rewrite the procedure to make pancakes in the correct order.</p>	<p>Break</p>	<p>Mathematics</p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Timetables Practice</p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Number and Algebra- Multiplication and Division</p> <p>- Complete the multiplication grid.</p>	<p>Break</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>PDH</p> <p>Positive Relationships 2</p> <p>- Complete the activities provided</p>



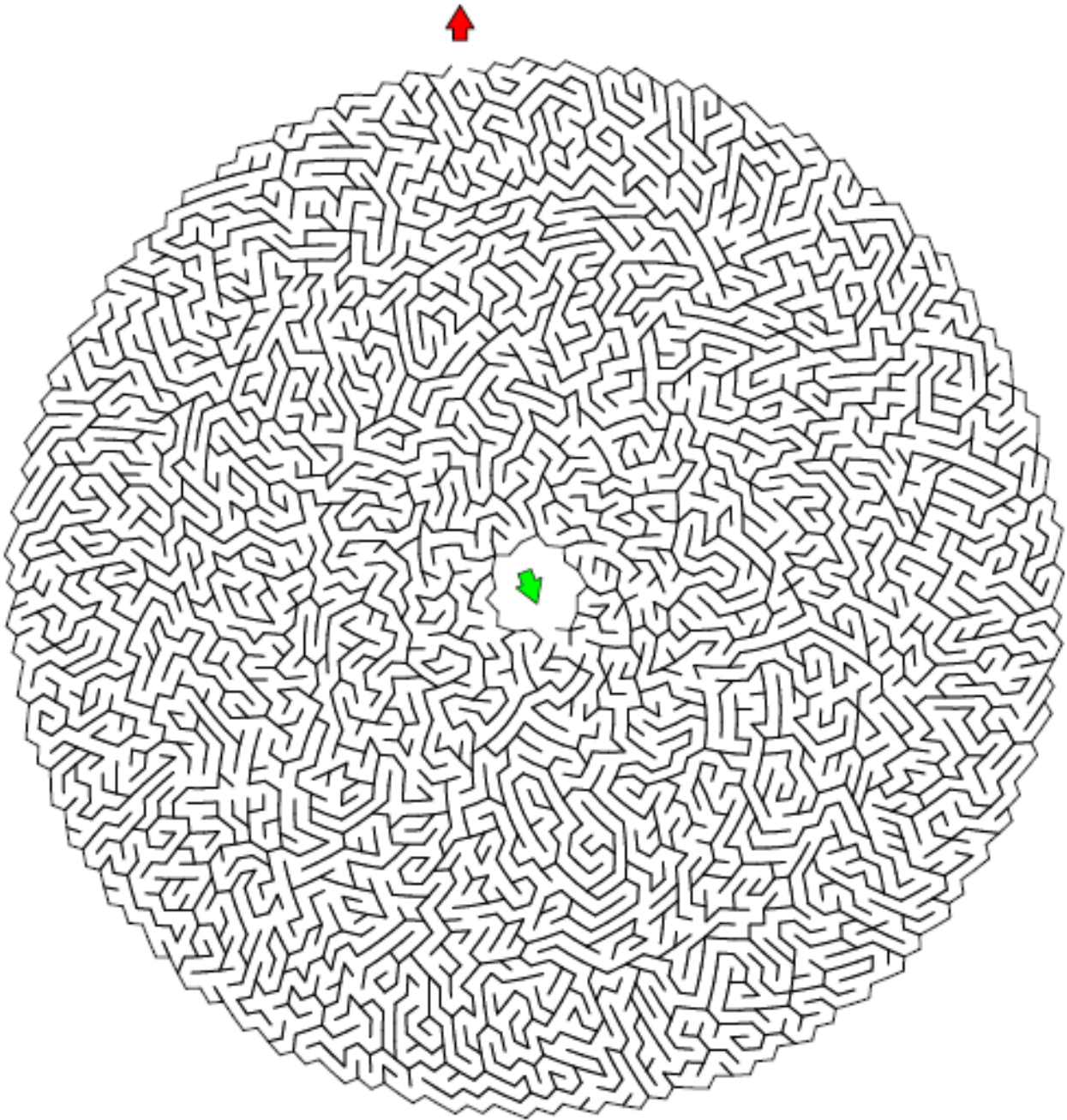


Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?

Wednesday 11.8.21



Daily Spelling

Wednesday	Thursday	Friday	Monday	Tuesday



Remember to check your spelling list daily 😊


Spelling -

This week's focus is 'u'.

1. Write your spelling list.

2. Watch the video on [Google Classroom Online](#), and complete 2 parts of your spelling sheet.





'u'





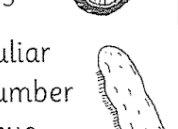
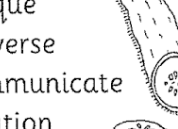
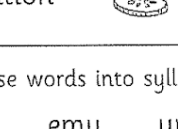
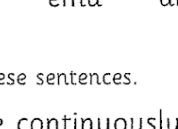
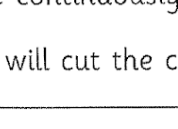


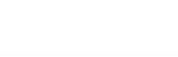






Which words in the Spelling List match these descriptions?

1. a list of food for serving _____
2. all the stars and planets _____
3. a type of fish _____
4. a song for two singers _____
5. an electronic machine _____
6. to say something _____
7. a flightless bird _____
8. strange or unfamiliar _____
9. a bike with one wheel _____
10. a type of flower _____

Look up these words in the dictionary. Write the page number in the box.

unicorn	funeral	humid
<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>
duty	fuel	universe
<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>

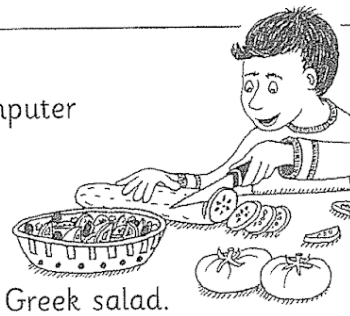
Spelling List 24

1. unit 
2. tuna 
3. duet 
4. menu 
5. tulip 
6. emu 
7. human 
8. music 
9. usual 
10. computer 
11. unicorn 
12. unicycle 
13. peculiar 
14. cucumber 
15. unique 
16. universe 
17. communicate 
18. solution 

Split these words into syllables.
 duet emu unique cucumber computer

Parse these sentences.

1. She continuously hummed the school song.
2. He will cut the cucumber and put it in the Greek salad.



Jolly Grammar -

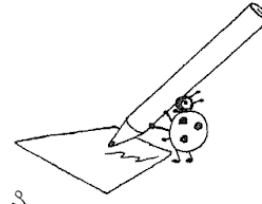
This week's focus is - Irregular Plurals



Watch the video on [Google Classroom Online](#), and complete the sheet below.



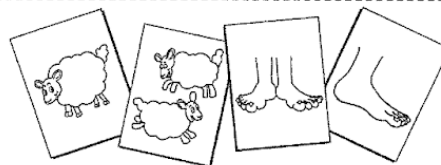
Irregular Plurals



Read each word and draw a picture for it. If the word is singular, draw one example and if it is plural, draw more.

woman	foot	people
tooth	women	mice
child	feet	sheep
goose	teeth	fish
sheep	children	mouse
fish	person	geese

Now cut along the dotted lines to make cards. You can match each singular word to its plural or play the Pairs Game.



Grammar Sheet 24 (GH3)



Parsing a Sentence

- nouns - naming words (black)
- adjectives - describe nouns or pronouns (blue)
- verbs - doing words (red)
- adverbs - describe verbs (orange)
- conjunctions - joining words (purple)
- prepositions - explain the position of an object (green)
- pronouns - the little words that replace nouns eg I, he, she, it, you, we, they (pink)
- articles - the, a, an (light blue)



Writing - Poetry

Did you know that two of our Stage 2 classes are named after poetry devices? Class Simile and Class Kenning. Today we are going to have a go at kenning poems.

A kenning is a way of describing something using clues rather than just saying what it is. It is a type of riddle that uses two words, joined by a hyphen (hey - there's another Stage 2 class name), but you might know a hyphen as a dash (hey!!! That's ANOTHER Stage 2 class name!).

Each line in a kenning poem is two words long. Kennings originally came from the Vikings who used kennings to name their swords and axes, such as 'bone-crusher' or 'blood-taker'.

Here are some modern day examples of kennings that you might have heard of -

Sky-scraper (a tall building)

Book-work (someone who reads a lot of books)

Ankle-biter (a baby)

Tear-jerker (something that is really sad)

Activity: You are going to write a kenning poem. You need to write different kennings describing the person or thing that you have chosen, but **leave the title blank** and get a family member or peer to try and write the correct title for your kenning poem, using the kennings you have created as clues. Try to give at least 5 kennings as the clues in your poem.

Mr Kristof's example -

tail-wagger

ball-catcher

face-licker

cat-chaser

furry-jumper

Have a go at writing the title for my kenning poem

(see the correct answer on the next page)



Correct answer: A Dog

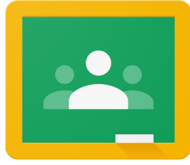
Activity - Kenning Poem



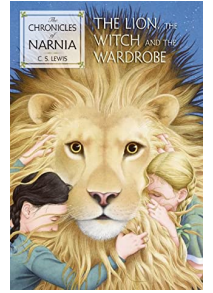
Reading

Stage Novel Ch 5

Watch a reading of *The Lion, The Witch and The Wardrobe* by CS Lewis and complete the comprehension activity.



[Google Classroom reading available online.](#)



Comprehension Strategy



" I Predict..." - Making Predictions [Google Classroom Demonstration Available Online](#)

-Use this strategy to make 3 predictions at the halfway point (**pause video**) of the chapter (for what you predict will happen in the rest of the chapter) and then 3 predictions at the end of the chapter (for what you predict will happen in the next chapter/later in the book) based on the Stage Novel - *The Lion, The Witch and The Wardrobe* reading from today



Success Criteria (student to complete):	Teacher Recognition (English)
<p><input type="radio"/> I have completed my spelling activities.</p> <p><input type="radio"/> I have completed my grammar activities.</p> <p><input type="radio"/> I have created a kenning poem describing a person or thing.</p> <p><input type="radio"/> I have listened to the novel and completed the comprehension activity, making sure that I have made 3 predictions halfway through the chapter and 3 predictions at the end of the chapter.</p>	<p><input type="radio"/></p>



Mathematics - Number of the Day

Today's numbers of the day are 14 and 633.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

Timetables practice -

Practise your times tables below. Say them out loud as you go.

x9	x11	x12



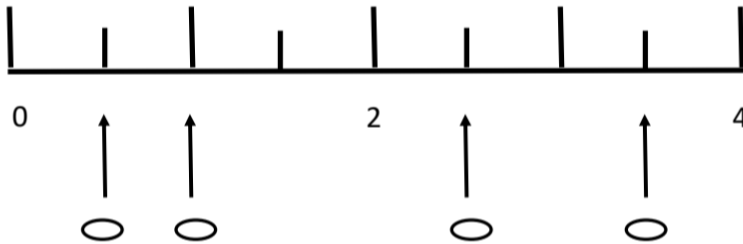
Problem A Day -

Google Classroom Demonstration Available Online



Complete today's problem.

On the number line, which arrow is pointing to $2\frac{1}{2}$?



Working out - Transformation step

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Number and Algebra - Comparing numbers

- Complete the set activity on comparing numbers.

Looking at whole numbers – create and compare numbers

When we compare numbers we use these symbols:



This symbol means is greater (more) than



This symbol means is less than

An easy way to remember this is to think of Crandall the crocodile who is always hungry and will always eat the BIGGER number! We always read the number sentence from left to right.



5 is less than 54
 $5 \text{ is } < 54$



124 is greater than 92
 $124 \text{ is } > 92$

1 Use the correct $<$ or $>$ symbol to connect these numbers:

- a 26 41 b 94 89 c 104 106 d 962 991
e 397 372 f 722 728 g 442 440 h 87 266

2 Mitch wrote these number sentences. Are they correct? Tick or cross them.

- a $614 > 687$ b $61 < 90$ c $703 > 54$
d $532 < 888$ e $889 > 999$ f $206 < 260$

3 Use these numbers to write some number sentences following the directions. Use the symbols $<$ or $>$:

314

250

720

567

412

a Write three *greater than* number sentences:

b Write three *less than* number sentences:



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the Number of the Day activities..</p> <p><input type="radio"/> I have practised my timetables.</p> <p><input type="radio"/> I have viewed the Problem A Day example video and have completed my Problem A Day.</p> <p><input type="radio"/> I have completed two Mathletics tasks.</p> <p><input type="radio"/> I have completed the whole number activity.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
---	--

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Visual Arts - Natural World Landscape



Complete a directed drawing of "A Waterfall". Click on the link to the YouTube tutorial on how to draw a waterfall. Follow the instructions to create your own directed drawing of a waterfall.

<https://www.youtube.com/watch?v=IOjk00njxM>

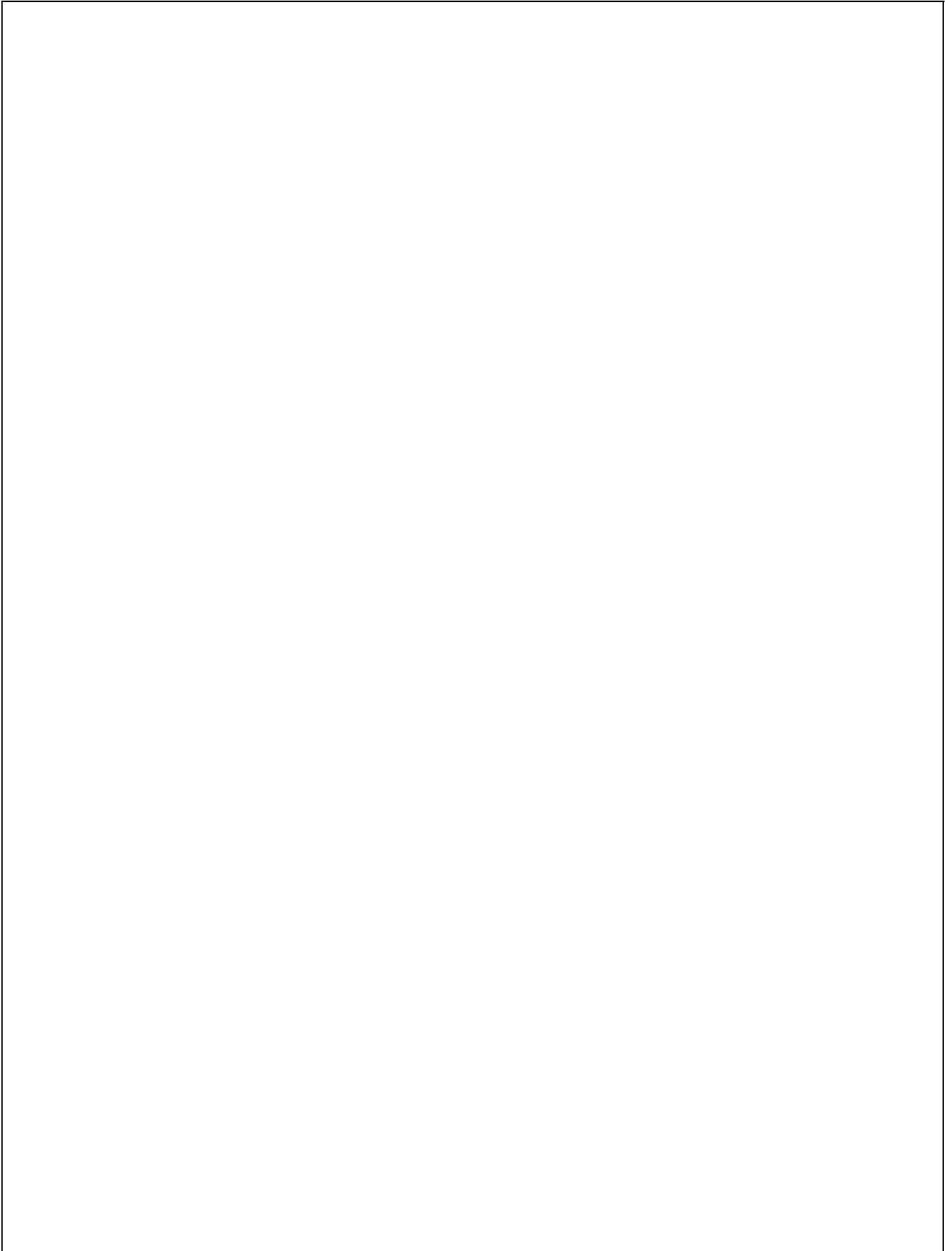


Upload your work to Google Classroom.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed a waterfall artwork and uploaded my work to Google Classroom.</p>	<p>Teacher Recognition (Visual Arts):</p> <p><input type="radio"/></p>
--	--



Visual Arts - Natural World Landscape



I have completed today's work to the best of my ability.

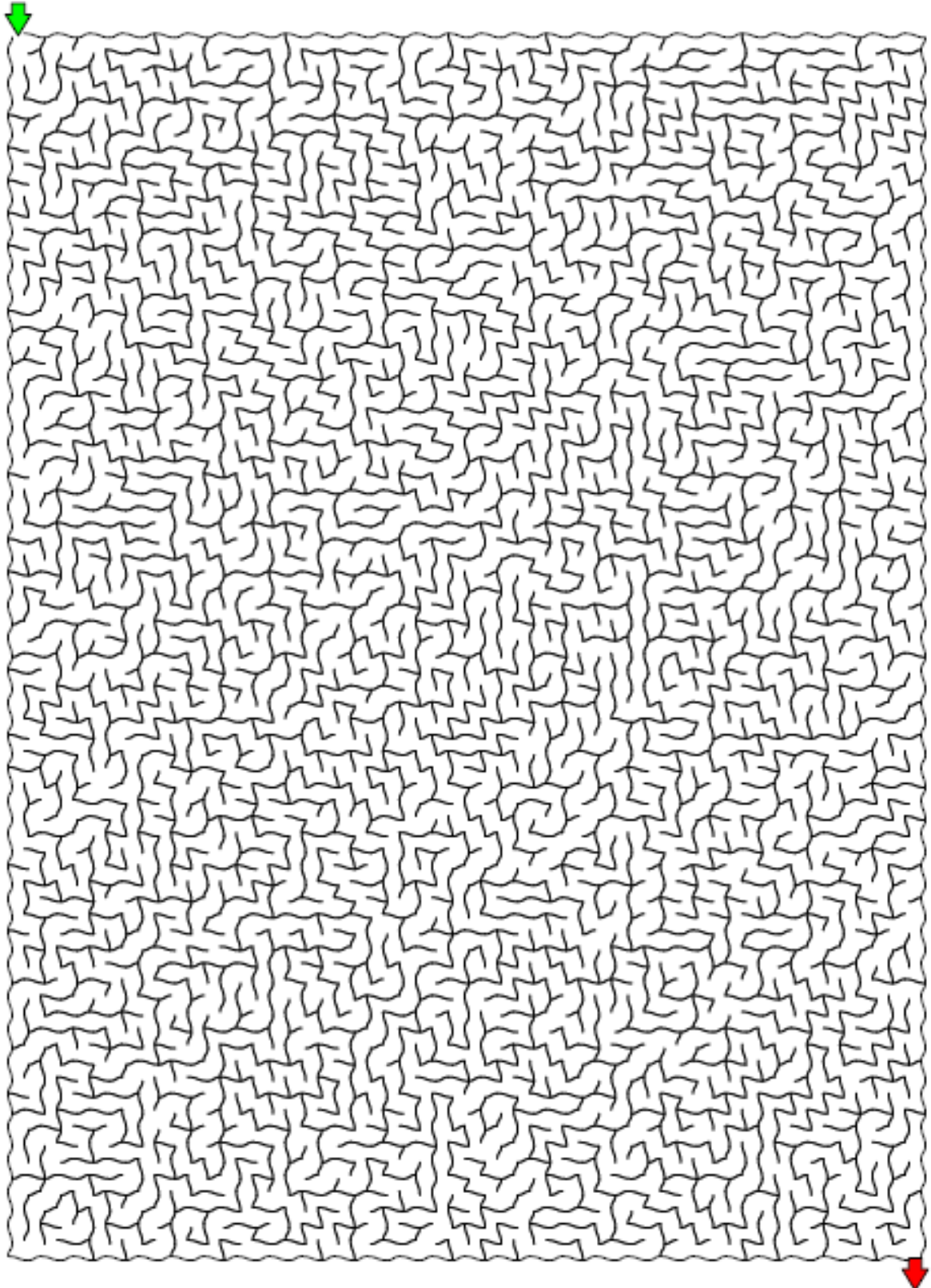
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Thursday 12.8.21



English

Spelling -

- Write your spelling list
- Complete the remainder of your spelling sheet

Reading -

Read 2 chapters from a book you have at home

- Read these next chapters of your book out loud to a family member.
- Think about volume and smooth reading.

Viewing

Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. **For one of the stories in this episode, make 3 predictions about what could happen in the future, regarding the topic of that news story.** Present your summary to your family.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <input type="radio"/> I have completed my spelling list and the rest of my spelling sheet. <input type="radio"/> I have completed the reading activities, making sure that I have read aloud clearly, fluently and with expression. <input type="radio"/> I have watched a BTN episode and written 3 VIP's per story and completed 3 predictions for one story. <input type="radio"/> I have watched the YouTube video on how to make a volcano and have written a procedure based on this video. 	<p>Teacher Recognition (English)</p> <ul style="list-style-type: none"> <input type="radio"/>
--	---

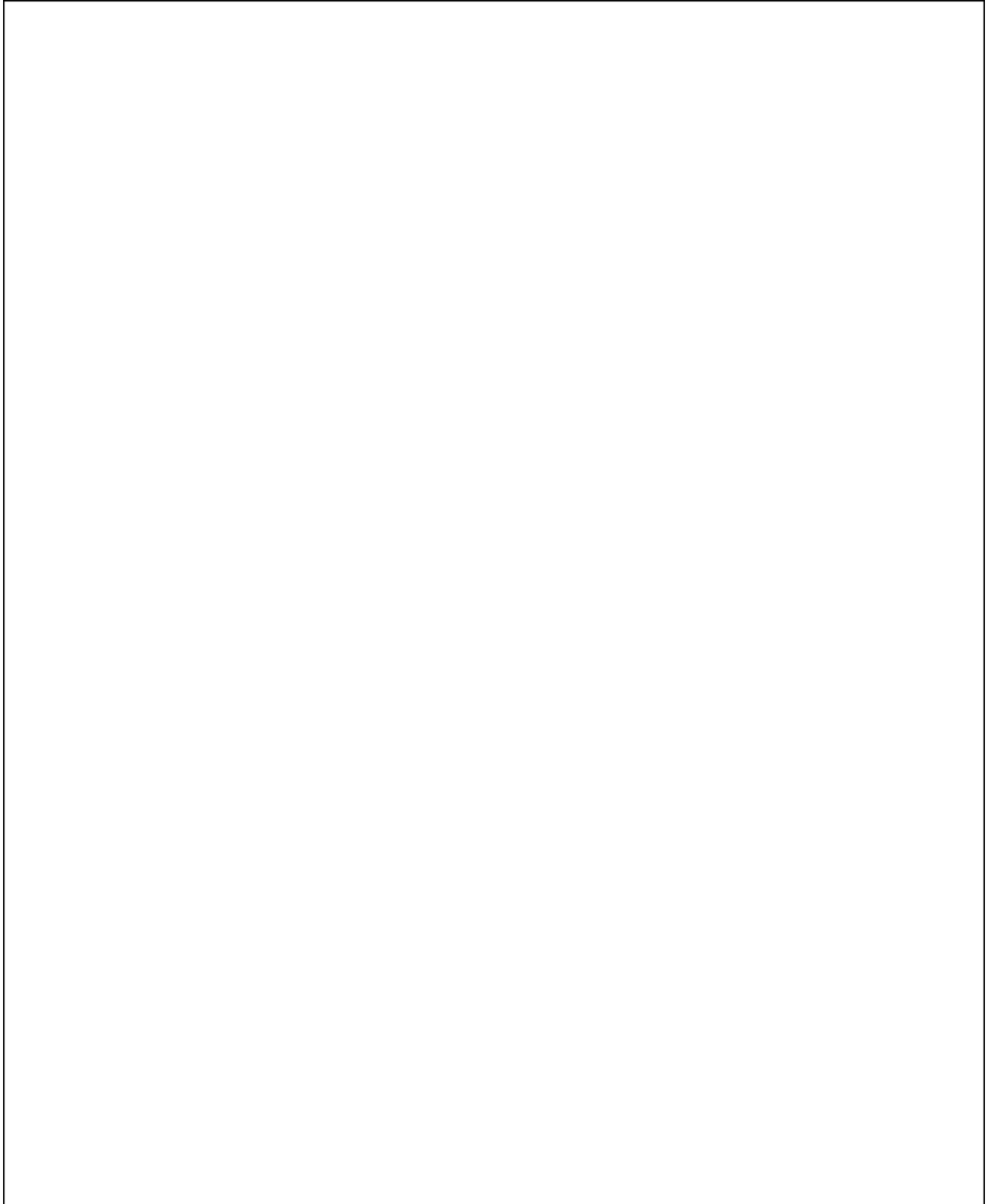


Mathematics - Number of the Day

Number of the Day Google Classroom Video Available

Today's numbers of the day are 38 and 494.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Timetables practice -

Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -



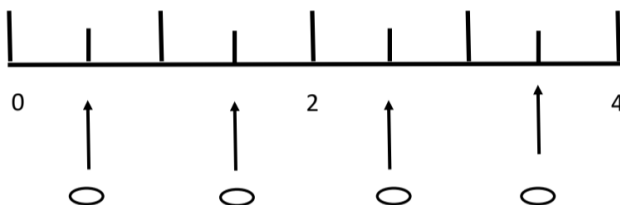
[Problem A Day Google Classroom Video Available](#)

Complete today's problem.



Upload your work to **Google Classroom**.

On the number line, which arrow is pointing to $1\frac{1}{2}$?



Working out - Transformation step



Number and Algebra - Subtraction

Subtraction mental strategies – related facts

Knowing one addition fact means you also know two related subtraction facts.
 Because $7 + 3 = 10$ you also know that $10 - 7 = 3$ and $10 - 3 = 7$

1 Show the related addition and subtraction facts for each set of digits. The first one is partially completed for you.

a

8	4	12		
8	+	4	=	
4	+	8	=	
12	-	4	=	
12	-	8	=	

b

7	9	16		
	+		=	
	+		=	
	-		=	
	-		=	

c

13	7	20		
	+		=	
	+		=	
	-		=	
	-		=	

d

10	8	18		
	+		=	
	+		=	
	-		=	
	-		=	

2 Ring a section of the dots in each box and write a related number sentence for each. The first one is partially done for you.

a

8 + = 19

b

+ = 18

c

+ = 16



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have completed the Number of the Day activities.<input type="radio"/> I have practised my timetables.<input type="radio"/> I have reviewed the demonstration video, completed the Problem A Day activity and uploaded my work to Google Classroom.<input type="radio"/> I have completed two Mathematics tasks.<input type="radio"/> I have completed the subtraction activity.	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><input type="radio"/>
--	---

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____



Geography

One of Australia's closest neighbours is Indonesia. Over the next few weeks, you will be asked to complete compare the climate, plants and animals in Australia and Indonesia.

Complete the KWL Chart below to show:

1. What you already **KNOW**
2. What you **WANT** to know
3. What you have **LEARNED** (this will need to be completed after your research)

	What I already KNOW		What I WANT to know		What I have LEARNED	
	Australia	Indonesia	Australia	Indonesia	Australia	Indonesia
Climate						
Plants						
Animals						



<p>Success Criteria (Student to complete)</p> <p><input type="radio"/> I have completed a KWL Chart about Australia and Indonesia</p>	<p>Teacher Recognition</p> <p><input type="radio"/></p>
---	---

I have completed today's work to the best of my ability.

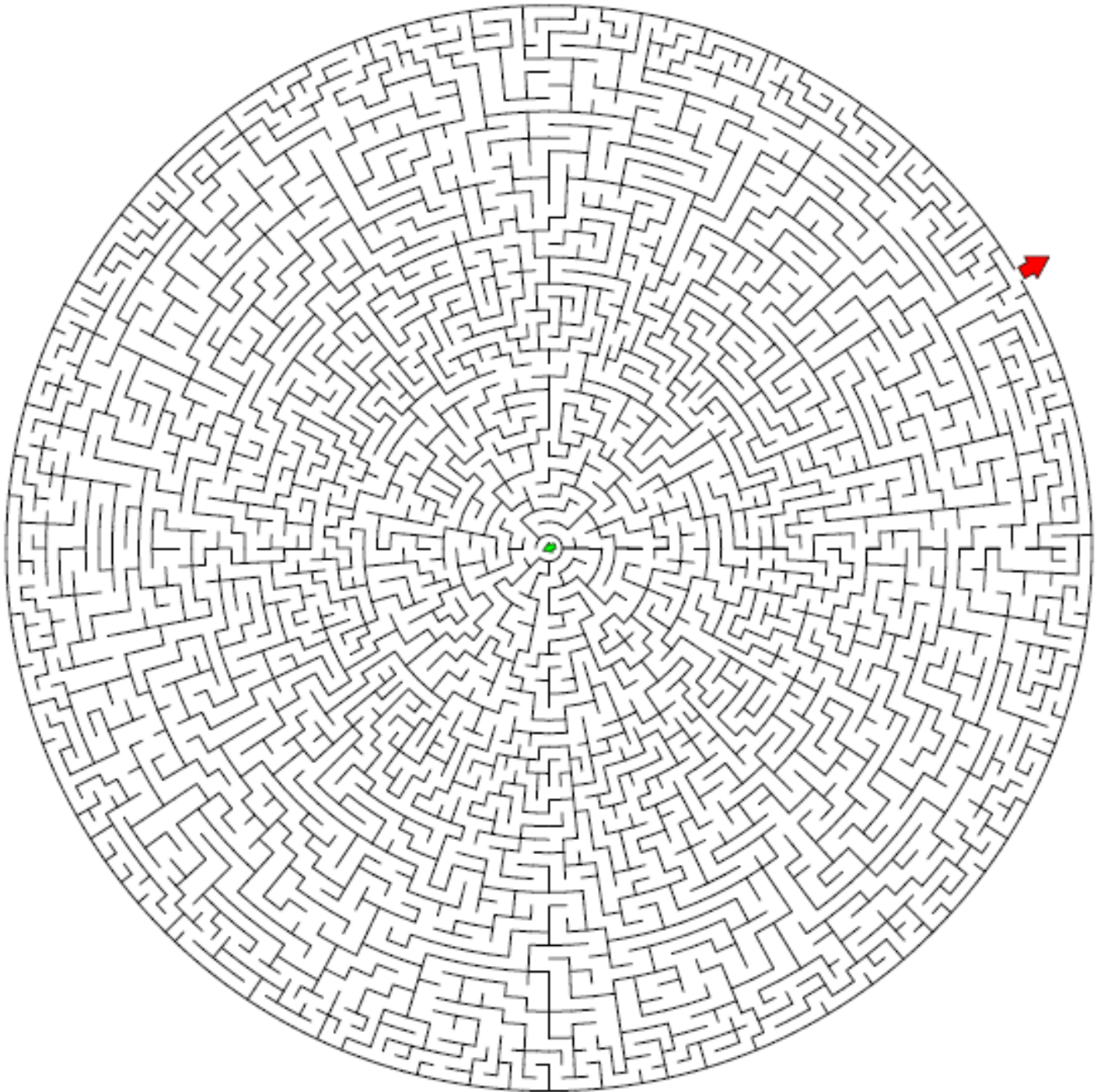
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Friday 13.8.21



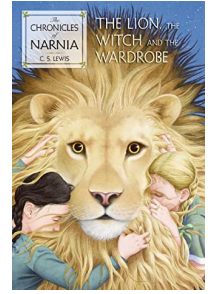
Reading -

Stage Novel Ch 6

Watch a reading of *The Lion, The Witch and The Wardrobe* by CS Lewis.



Google Classroom reading available online.



Comprehension Strategy



" I Predict..." - Making Predictions [*Google Classroom Demonstration Available Online*](#)

-Use this strategy to make 3 predictions at the halfway point (**pause video**) of the chapter (for what you predict will happen in the rest of the chapter) and then 3 predictions at the end of the chapter (for what you predict will happen in the next chapter/later in the book) based on the Stage Novel - *The Lion, The Witch and The Wardrobe* reading from today.



Writing - Procedures

Today you are going to write a procedure on how to make the perfect jam sandwich. Remember to include the 5 parts of a procedure (title, goal, materials, steps, conclusion). Make sure you use verbs and adverbs to write clear instructions. Don't forget to use numbers or time connectives to put your steps in order.

Try to make the instructions in your procedure so clear that anyone could follow it and make the perfect jam sandwich.

Once you have finished your procedure - take a photo of it and upload it to Google Classroom - Mr Kristof will be using your procedures in one of the videos for the next booklet!



Upload your work to Google Classroom.





Success Criteria (student to complete):	Teacher Recognition (English)
<ul style="list-style-type: none"><li data-bbox="81 188 580 255">○ I have written my spelling words and completed the spelling activity. <li data-bbox="81 300 580 524">○ I have listened to the novel and completed the comprehension activity, making sure that I have made 3 predictions halfway through the chapter and 3 predictions at the end of the chapter. <li data-bbox="81 568 580 703">○ I have completed my procedure on how to make the perfect jam sandwich and I have uploaded it to Google Classroom..	<ul style="list-style-type: none"><li data-bbox="580 188 1481 232">○

Mathematics - Number of the Day

Today's numbers of the day are 89 and 938.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Timetables practice -

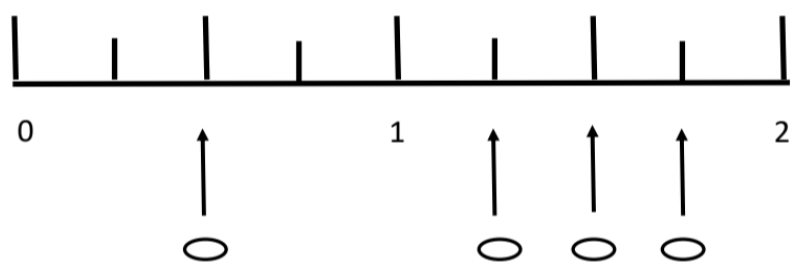
Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -

Complete today's problem.

On the number line, which arrow is pointing to $1\frac{1}{2}$?



Working out - Transformation step



Measurement and Geometry - Area

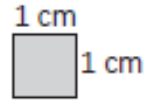
Complete the area activity

Area – square centimetres

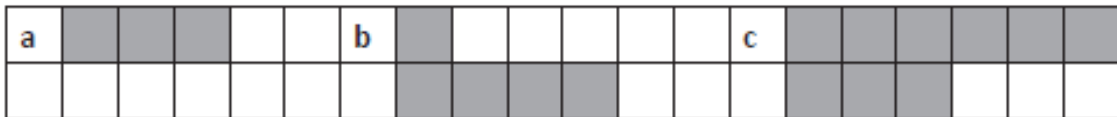
An area is the amount of surface on a shape or object.

Small areas are measured in square centimetres.

We write this as cm^2 for short.



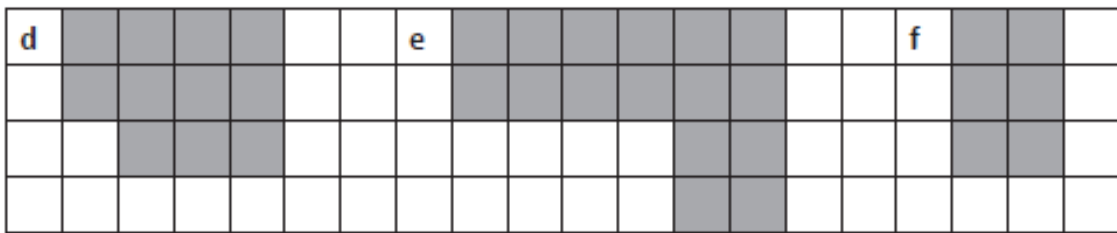
1 Calculate the area of each of the following shapes by counting the square centimetres.*



cm^2

cm^2

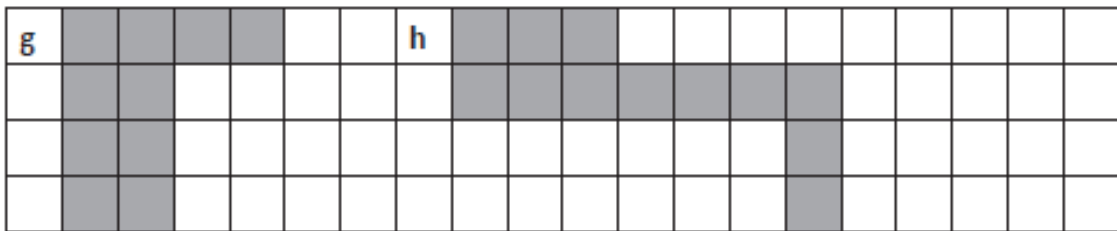
cm^2



cm^2

cm^2

cm^2

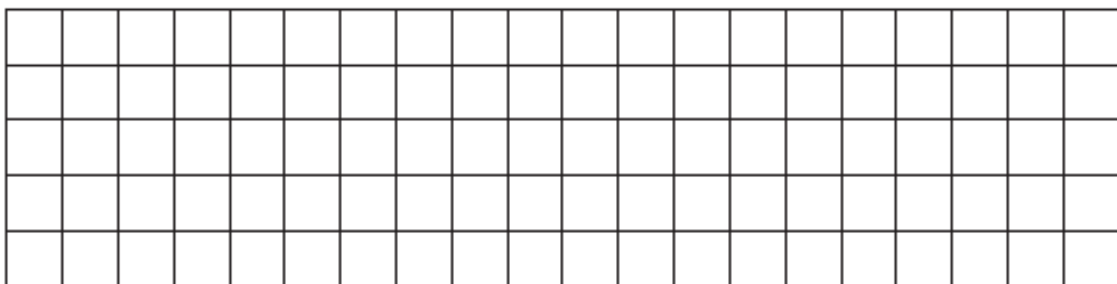


cm^2

cm^2

*Not drawn to scale.

2 Using the grid paper below, create 4 different shapes that have an area of 6 cm^2 .*



*Not drawn to scale.



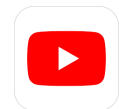
<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the Number of the Day activities.</p> <p><input type="radio"/> I have practised my timetables.</p> <p><input type="radio"/> I have completed my Problem A Day.</p> <p><input type="radio"/> I have completed two Mathematics tasks.</p> <p><input type="radio"/> I have completed the area activity.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
---	--

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Sport - Dance

Watch the SISA YouTube dance and learn the dance.



<https://www.youtube.com/watch?v=LaB9c3kQkfU&t=231s>

<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed SISA Dance Video.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--

I have completed today's work to the best of my ability.

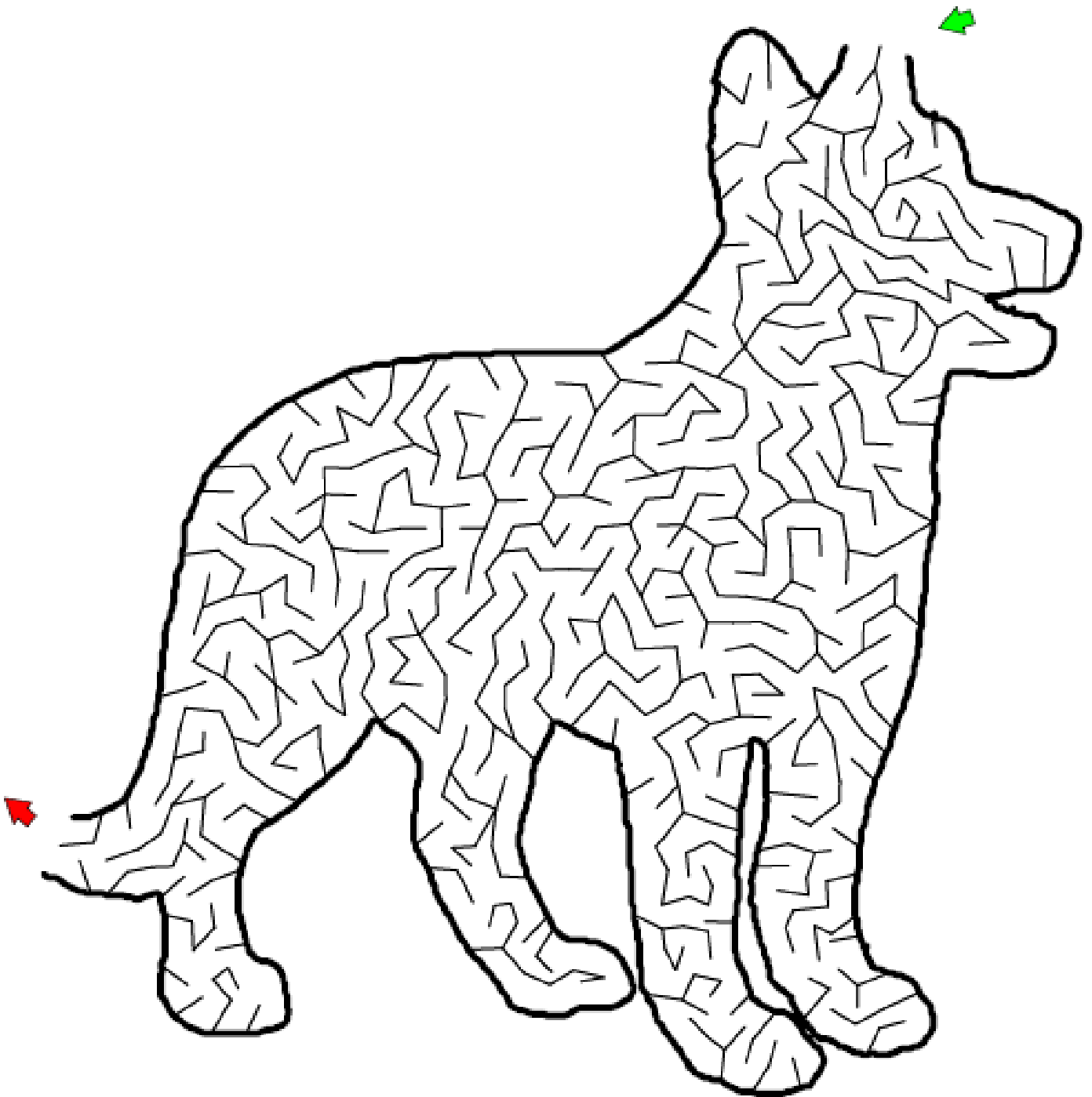
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Monday 16.8.21



English

Spelling -

- Write your spelling list
- Write a dictation passage using all of your words.



Reading -



Choose one option from the below reading activities

1. Login to Reading Eggspress and complete the assigned reading task.
2. Read 2 chapters from a book you have at home
 - Make 3 predictions for what you think will happen in the next chapter. Make 3 predictions for what you think will happen before the end of the book.
 - Review the [Google Classroom Demonstration](#) on "I Predict" strategy



Handwriting



- Watch the video demonstrating exit flicks for handwriting.

Google Classroom Demonstration Available Online

- Complete the handwriting work by copying the text inside the box - Part 3 of the poem "I Hypnotised the Teacher" by Kenn Nesbitt.

Practise your exit flicks and diagonal joins.. Rewrite as much as you can of the poem below. Add the exit flicks only to the letters that need them.

Our class is now directed by this stomping, roaring creature. I recommend that you don't ever hypnotise your teacher! By Kenn Nesbitt www.poetry4kids.com

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



Writing -

Write about anything that you like. It can be an information piece (such as an information report), poetry, song, procedure, story, persuasive writing piece, speech, etc.

Whatever style of writing you choose to do, make sure you take care to write as neatly as possible and to include detail and description and a wide vocabulary. Try to include at least one kenning in your writing.



Upload your work to *Google Classroom*



Success Criteria (student to complete):

- I have completed my spelling activities, and checked that my words are spelt correctly.
- I have completed the Reading Eggspress assigned activity or I have read 2 chapters from a book at home and made 3 predictions about what will happen in the next chapter and 3 predictions about what will happen later in the book.
- I have completed my handwriting activity, paying attention to exit flicks and diagonal joins.
- I have completed my free writing activity using neat handwriting, adding description and using a kenning.

Teacher Recognition (English):

-

Mathematics - Number of the Day

Today's numbers of the day are 48 and 475.

Choose one of these numbers. Draw and write everything you know about that number.

Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Timetables practice -

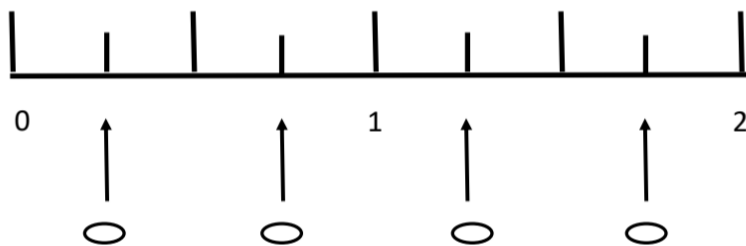
Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -

Complete today's problem.

On the number line, which arrow is pointing to $\frac{3}{4}$?



Working out - Transformation step



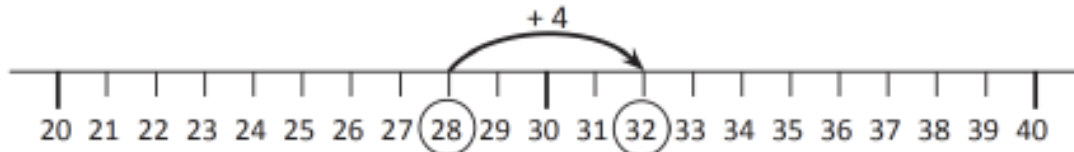
Number and Algebra - Subtraction

Complete the following subtraction activity.

Subtraction mental strategies – counting on

If there is only a small difference between the numbers, use counting on to find the difference. See: $32 - 28 = \boxed{?}$

Think: What can you add to 28 to get 32? Count on by 4.



1 Find the difference between these by counting on.

a $32 - 29 = \boxed{}$

b $33 - 28 = \boxed{}$

c $34 - 27 = \boxed{}$

d $71 - 68 = \boxed{}$

e $82 - 76 = \boxed{}$

f $73 - 69 = \boxed{}$

g $83 - 77 = \boxed{}$

h $112 - 109 = \boxed{}$

i $201 - 196 = \boxed{}$

2 Use counting on to complete these function machines.

a

In	Rule	Out
41	$- 37$	
44		
42		
45		

b

In	Rule	Out
71	$- 68$	
73		
75		
72		

With function machines, numbers go in, have the rule applied and then come out.



REMEMBER

c

In	Rule	Out
122	$- 119$	
125		
124		
123		

d

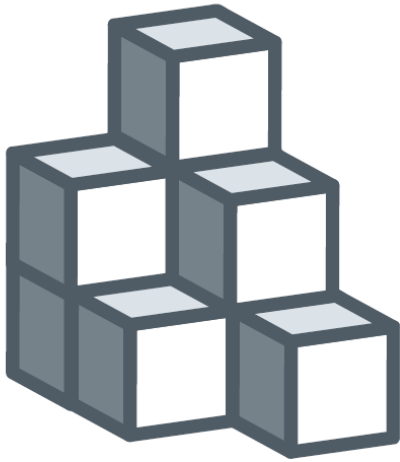
In	Rule	Out
101	$- 98$	
105		
107		
103		

e

In	Rule	Out
96	$- 89$	
93		
92		
94		

Optional Extension Activity

Puzzle 5: How many blocks do you think there are?



Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have practised my timetables.
- I have completed my Problem A Day.
- I have completed two Mathematics tasks.
- I have completed the subtraction activity.

Teacher Recognition (Mathematics):

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____



PDH - Positive Relationships

Read the below table and match the appropriate response to each scenario. Students then identify the type of behaviour demonstrated in the response column by circling one of the three options. (Respectful/Disrespectful/Empathy)

Scenario	Draw an arrow	Response
<p>1) A new student has joined your class and is sitting alone at lunch time. They are crying and look very sad.</p>		<p>A) You may not always agree with a response you are given, but should always talk calmly and respectfully about the issues.</p> <p>Respectful/Disrespectful/Empathy</p>
<p>2) A number of your classmates are ignoring the teacher's instructions by throwing objects and yelling rude comments.</p>		<p>B) You think how hard it would be if you had to start at a new school. You walk over, introduce yourself and ask if you could sit with them. The student talks to you about how they are feeling and you acknowledge these feelings.</p> <p>Respectful/Disrespectful/Empathy</p>
<p>3) You really want to go to a friend's house for a play on the weekend, but have been told you can't go. You scream really loudly that you hate everyone and slam the bedroom door.</p>		<p>C) You ask the students being rude to stop because their behaviours are making you feel uncomfortable. You ask them to please follow the teacher's instructions so everyone can learn.</p> <p>Respectful/Disrespectful/Empathy</p>



Complete the sentences.

I can be respectful to my parents/caregiver by...

I can be respectful to my teacher by...

I can be respectful to my friends by...

Success Criteria (student to complete): <input type="radio"/> I have completed PDH activities.	Teacher Recognition <input type="radio"/>
---	--

I have completed today's work to the best of my ability.

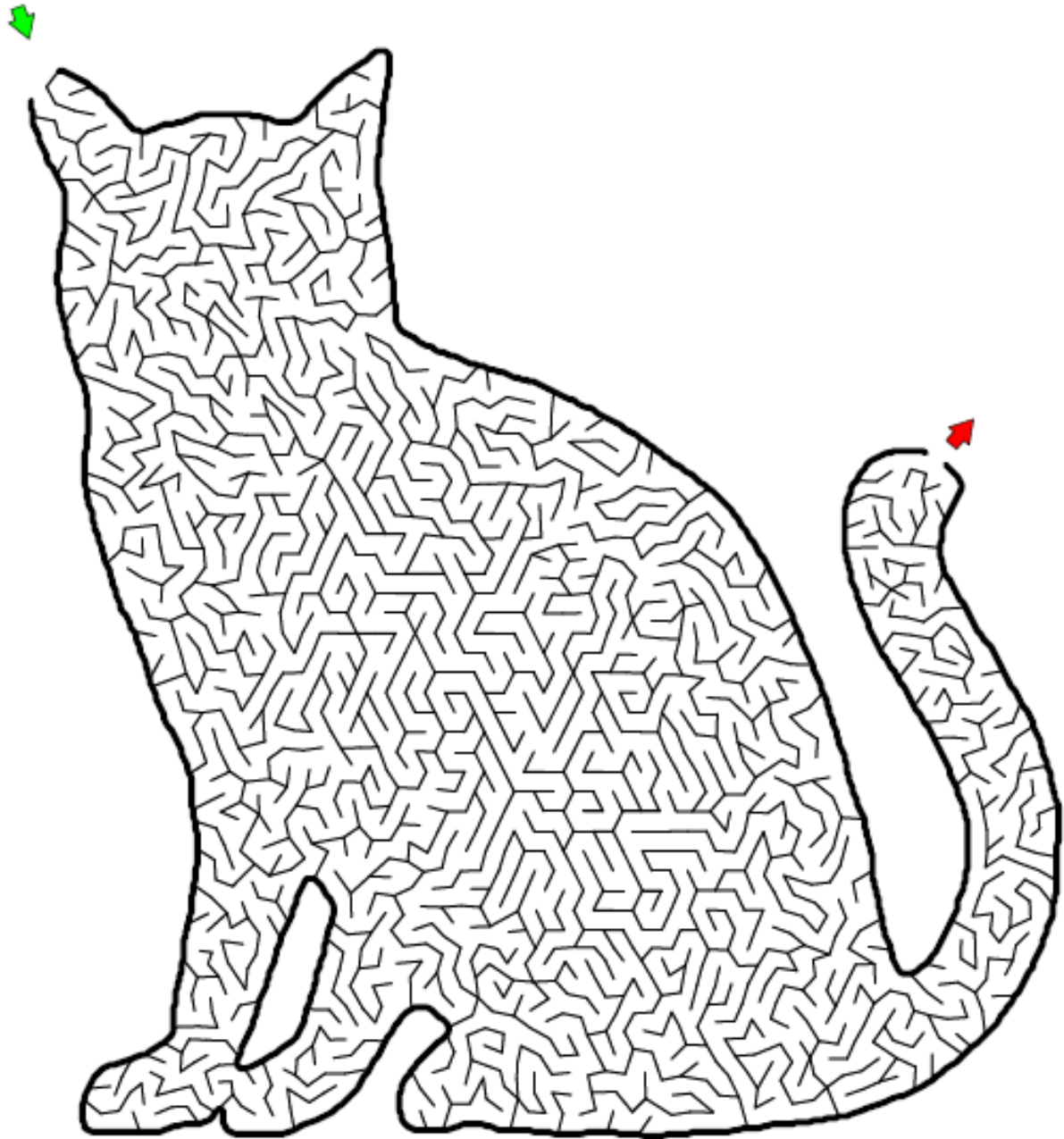
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Tuesday 17.8.21



Reading -

Read 2 chapters from a book you have at home

- Read these next chapters of your book out loud to a family member.
- Think about volume and smooth reading.

Journal Writing -

Write a journal entry about anything you choose. You must write a minimum of 2 paragraphs.



Success Criteria (student to complete): <ul style="list-style-type: none"><input type="radio"/> I have completed all of my spelling activities and checked that my words are spelt correctly.<input type="radio"/> I have read 2 chapters of my book out loud to a family member or peer.<input type="radio"/> I have completed my journal writing with at least 2 paragraphs and I have paid attention to spelling and punctuation.	Teacher Recognition (English): <input type="radio"/>
---	--



Mathematics - Number of the Day

Today's numbers of the day are 60 and 361.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Timetables practice -

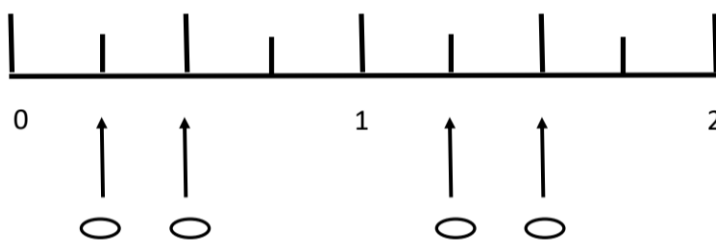
Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -

Complete today's problem.

On the number line, which arrow is pointing to 0.5 ?



Working out - Transformation step



Statistics and Probability -Chance

Chance – coin investigation

When you toss a coin, you call out heads or tails. There are two sides and two different possible results. That means there is an equal chance of landing on heads as there is on tails.



Tails



Heads

1 For this experiment, you will toss a coin 20 times and record your results. First, predict your results:

a How many times do you think the coin will land on heads? _____

b How many times do you think the coin will land on tails? _____

c Now toss a coin 20 times and record your results below. Write H for heads and T for tails.

○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○

2 Repeat the above experiment.

a Toss a coin 20 times and record your results:

○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○

b What happened? Fill in this table to show the results.

Number of times the coin landed on heads and tails		
	H	T
Experiment 1		
Experiment 2		

c If your results changed, why do you think this is?



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have completed the Number of the Day activities.<input type="radio"/> I have practised my timetables.<input type="radio"/> I have completed my Problem A Day.<input type="radio"/> I have completed two Mathematics tasks.<input type="radio"/> I have completed the chance activity.	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><input type="radio"/>
--	---

Drop Everything And Read (DEAR):

Read for 15 minutes What did you Read? _____



Science



Upload your work to Google Classroom

Learning Intention: For students to develop an understanding that different materials have different melting points.

We have been learning that materials can melt when heat is applied. However we need to understand that some materials need less heat than others to melt. The temperature of a substance can be changed by adding or removing heat. Adding heat to a substance increases its temperature. If the temperature of a substance is increased enough, this can lead to a change of state. For example solids can be changed to liquids by adding heat. This process is called melting. But do all solids take the same amount of time to melt? View the following video.

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



(Do not try to do this experiment yourself. Watch the video.) Do your best to complete the investigation sheets. At points in the video it tells you to stop and think, use this time to fill in bits of your investigation sheets. You may want to watch the video more than once.

How Long Will It Take to Melt?

Fair Investigation Planner

Variables: (Which variables will stay the same, which should be changed and which will be measured?)

Constants (What things are being kept the same?)	One Variable? (What is different each time?)
	Measurements (What is being measured?)

Prediction: (What do you think will happen in the experiment?)

I think that the solids will / will not (circle one) take the same time to melt. I think this because



Results: (What happened during the experiment?) Record the video results here.

Name of solid	Amount of time needed to melt

Discussion: (What do the results tell you?)

1. Explain what the results of this experiment tell you about the melting point of solids.

2. Explain what you could do to return the melted substances to a solid state.

3. Solids are melted into liquids for various purposes. For example, ice is often put into drinks to cool them as it melts. Describe another situation in everyday life when it is useful to melt a solid.

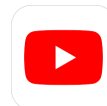
Conclusion: (Was your hypothesis correct? How do you know?)

Solids do / do not (circle one) take the same time to melt. I know this because



Extension: Working with Balga Resin- Aboriginal Cultural Connection

<https://www.youtube.com/watch?v=AmcvgsaKZP8>



For thousands of years, humans have been manipulating the state of various substances to make them better suited to particular purposes. Aboriginal and Torres Strait Islander peoples used heat to melt the resins contained within natural grasses (as shown in the video). In their liquid form, these resins could be used as adhesive (glue) and a waterproofing agent.

What change of state is happening in the video? _____

What is causing the change of state? _____

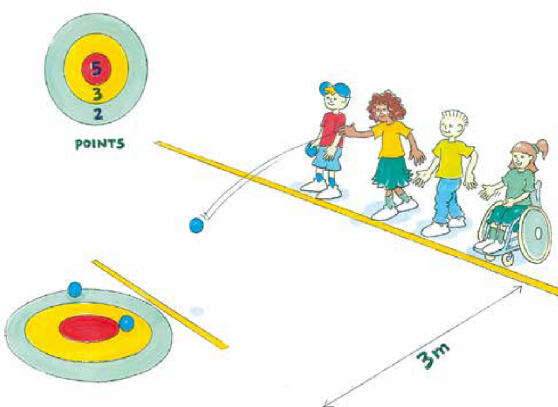
Why might this change of state be useful? _____

Success Criteria (student to complete): <input type="radio"/> I have watched the experiment video about melting at least once. (Best twice.) <input type="radio"/> I have used the information in the video to help me complete my fair investigation planner. <input type="radio"/> I have to the best of my abilities answered the discussion questions and conclusion	Teacher Recognition: <input type="radio"/>
---	---

FITNESS CHALLENGE-

Bullseye!

Set up a target on the ground or the wall using chalk/rope/buckets. Move 3 metres away and throw 5 balls at the target (or similar objects). Add your points and try to beat your score.



Highest Score: _____

Success Criteria (student to complete): <input type="radio"/> I have completed 15 minutes of Bullseye.	Teacher Recognition: <input type="radio"/>
---	---



I have completed today's work to the best of my ability.

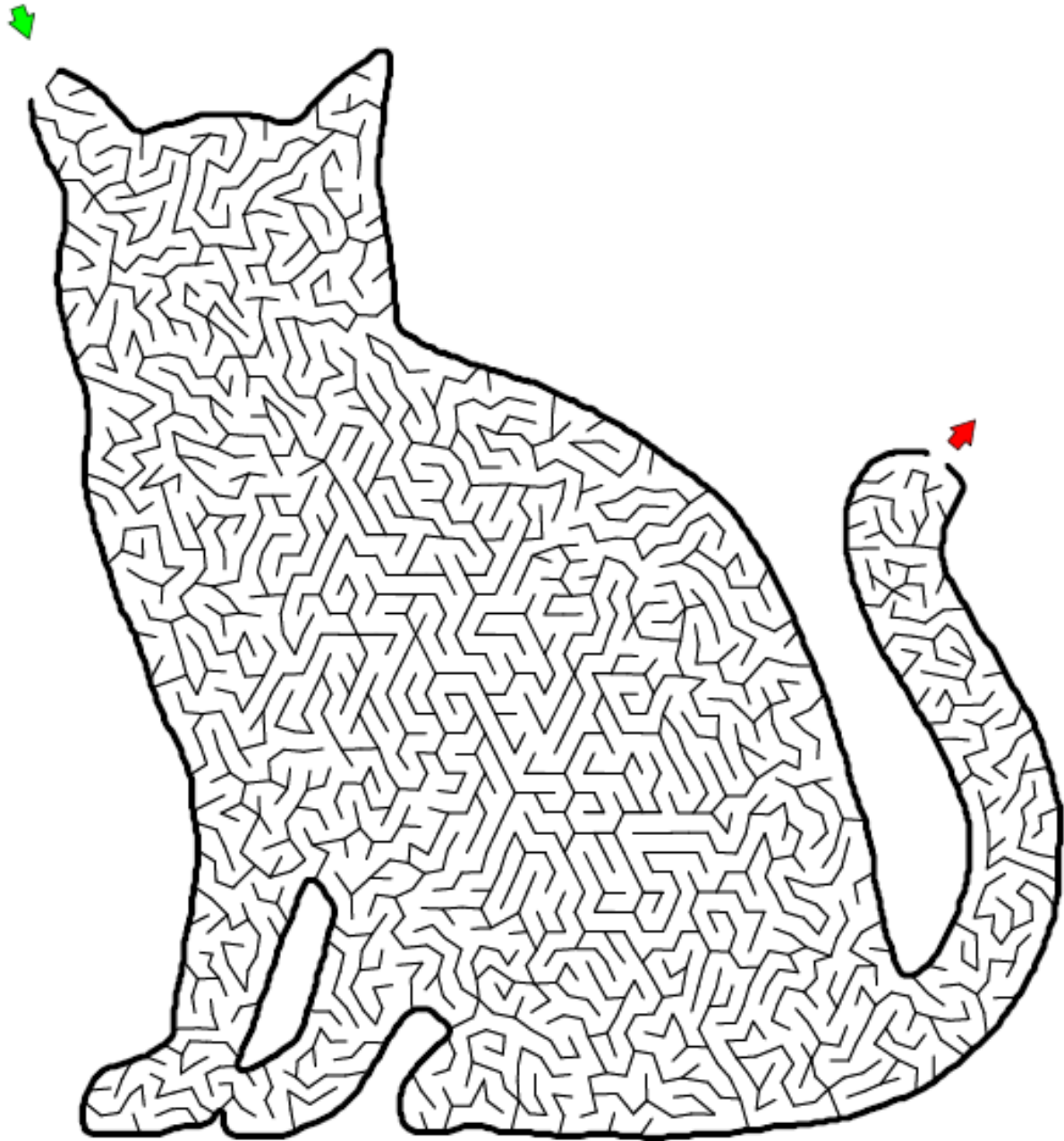
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Wednesday 18.8.21



English



Upload your work to Google Classroom

Spelling -

Have a family member test you. If this isn't possible write your list doing look, cover, write, check.

1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

Tester's Name: _____

Tester's Signature: _____

Reading -

Choose one option from the below reading activities

1. Login to Reading Eggspress and complete the assigned reading task.
2. Read 2 chapters from a book you have at home

Write 1 - 2 paragraphs summarising what happened in those chapters.





Procedure Writing -

Below is a procedure showing you 'How to Make Pancakes' but there is a problem. When it was written the author got a little confused and the method was mixed up. Rewrite this procedure making sure to put the method in the correct order. Also see if you can add more adverbs to give the reader more information.

How to Make Pancakes

Goal

To make pancakes for my family.

Ingredients

100g plain flour

300ml milk

2 eggs

1tbsp caster sugar

Lemon juice

Equipment

Sifter, Large mixing bowl, Kitchen scales, Measuring jug, Measuring spoons, Wooden spoon, Frypan,

Spatula, Stove, Plate

Method

- Serve sprinkled with lemon juice and sugar
- .Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
- Turn the pancake when the bubbles begin to pop.
- Stir vigorously until smooth.
- Pour the milk into the bowl.
- Crack the eggs into the bowl
- Sift the flour into the mixing bowl.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have completed my spelling test and uploaded my work to google classroom.<input type="radio"/> I have read 2 chapters of my book out loud to a family member or peer.<input type="radio"/> I have written the method of 'How to Make Pancakes' in the correct order.	<p>Teacher Recognition (English):</p> <ul style="list-style-type: none"><input type="radio"/>
---	---

Mathematics - Number of the Day

Today's numbers of the day are 65 and 261.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Timetables practice -

Practise your x9, x11 and x12 tables. Say them out loud as you go.



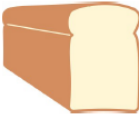
x9	x11	x12

Problem A Day -

Complete today's problem.

Tom bought 1 loaf of bread and 1 carton of milk. This picture shows how much each item costs.

What is the correct change from \$10?



\$4.80

\$2.55

Working out - Transformation step



Number and Algebra - Multiplication

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have practised my timetables.
- I have completed my Problem A Day.
- I have completed two Mathematics tasks.
- I have completed the multiplication grid

Teacher Recognition (Mathematics):



Drop Everything And Read (DEAR):

Read for 15 minutes What did you Read? _____

PDH - Positive Relationships

We all perform many different roles in our lives. Some examples are student, team mate, best friend, bus driver, doctor or teacher. When we talk about a role in a relationship we mean the expected behaviour and obligations of a person in that position. For example, the role of a police officer is to help the community by keeping people safe, helping people in need and reducing crime.

Draw an arrow to match the role with the appropriate responsibilities.

Role	Draw an arrow	Responsibilities of the role
Teacher		Support the school, care for and support their own child.
Parent/Caregiver		Care for and teach students, communicate with parents.
Student		Leads the school, support teachers, students and parents.
Principal		Learn, respect all members of the school community and try their personal best.

There are roles in all areas of our community, in sporting teams, families, jobs, cultural groups (choir, drama). Identify a group you belong to and think about the roles within it. List these roles in the table below and all the responsibilities you can think of. For example, in a drama group the roles could be; director - leads the group, actor - plays the character, stage hand - opens the curtain.



Role	Responsibilities of the role

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have read the examples.</p> <p><input type="radio"/> I have completed the roles and responsibilities tables.</p>	<p>Teacher Recognition (PDH):</p> <p><input type="radio"/></p>
--	--

I have completed today's work to the best of my ability.

Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Fast Finishers Activities

Emoji Code Breaker

Match the letter to the emoji underneath it. Example: A = 😊

A	B	C	D	E	F	G	H	I
😊	😌	😜	😛	😍	😏	🙄	😎	😄
J	K	L	M	N	O	P	Q	R
😜	😘	😊	😂	😇	🙏	😡	😐	😱
S	T	U	V	W	X	Y	Z	
🤔	😞	😓	😷	😘	😄	😞	😊	

Crack the code. Write the letter that corresponds to the emoji underneath the emoji to reveal the sentence.

😂	😱	🤔		😄	😷	😄	😂	😍	😞	
🤔	😊	😞	🤔		🤔	😎	😍			
😜	😊	😇	😞		😘	😊	😄	😞		
😞	🙏		🤔	😍	😍		😞	🙏	😓	

Backyard Scavenger Hunt

How many items can you find in your backyard?



- | | | |
|--|--|--|
| <input type="checkbox"/> bird | <input type="checkbox"/> feather | <input type="checkbox"/> trampoline |
| <input type="checkbox"/> butterfly  | <input type="checkbox"/> cloud | <input type="checkbox"/> rabbit |
| <input type="checkbox"/> grass | <input type="checkbox"/> piece of bark | <input type="checkbox"/> bird cage |
| <input type="checkbox"/> dandelion | <input type="checkbox"/> tree roots | <input type="checkbox"/> pegs |
| <input type="checkbox"/> clothesline | <input type="checkbox"/> seed or see  | <input type="checkbox"/> bike |
| <input type="checkbox"/> ant | <input type="checkbox"/> ladybug | <input type="checkbox"/> garbage bin |
| <input type="checkbox"/> stick | <input type="checkbox"/> flower | <input type="checkbox"/> barbeque |
| <input type="checkbox"/> green leaf | <input type="checkbox"/> herb or vegetable | <input type="checkbox"/> shed |
| <input type="checkbox"/> lizard | <input type="checkbox"/> hose  | <input type="checkbox"/> pool  |
| <input type="checkbox"/> bug | <input type="checkbox"/> ball | <input type="checkbox"/> fence |
| <input type="checkbox"/> rock | <input type="checkbox"/> Native plant or flower | <input type="checkbox"/> umbrella |
| <input type="checkbox"/> flowerpot  | <input type="checkbox"/> basketball hoop | <input type="checkbox"/> clovers |
| <input type="checkbox"/> fly | <input type="checkbox"/> petal | <input type="checkbox"/> swing set |
| <input type="checkbox"/> worm | <input type="checkbox"/> gardening tool | <input type="checkbox"/> cubbyhouse |
| <input type="checkbox"/> brown leaf | <input type="checkbox"/> kids' toy | <input type="checkbox"/> sandpit |
| <input type="checkbox"/> spiders web | <input type="checkbox"/> bee | <input type="checkbox"/> slide |

How many things did you check off the list?

