

Year 3









Unit 5 Part B

Name: _____





Class: _____








Year 3 Weekly Learning Plan Unit 5 Part B – 26/8/2021-1/9/2021

	Thursday – 26/8	Friday – 27/8	Monday – 30/8	Tuesday – 31/8	Wednesday – 1/9
Morning	<p>English</p> <p>Spelling</p> <p>This week's focus is 'ie'.</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 'The Object of a Sentence' 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 Haiku poetry activity Google Classroom Demonstration Available Online  	<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>Revise Inference Equations video.</p> <p>Google Classroom Demonstration Available Online </p> <p>Choose one option from the below reading activities</p> <ol style="list-style-type: none"> 1. Login to Reading Eggspress complete the assigned reading task. 2. Read 2 chapters from a book you have at home <ul style="list-style-type: none"> - Complete Inference Equations activity. 	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - Use at least 5 of your words in interesting sentences. <p>Upload your work to Google Classroom. </p> <p>Reading - Stage Novel Ch10</p> <p>The Lion, The Witch and the Wardrobe Google Classroom Reading Available Online </p> <p>Comprehension Strategy</p> <p>Inference Equations - making connections</p> <p>Google Classroom Demonstration Available Online </p> <ul style="list-style-type: none"> - Use the comprehension strategy Inference Equations to make connections between 	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - Write synonyms for 5 of your spelling words. <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> <ul style="list-style-type: none"> - Focus on volume and smooth reading. <p>Handwriting</p> <ul style="list-style-type: none"> - Complete the handwriting activity <p>Upload your work to Google Classroom. </p>	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Have a family member test you. If this isn't possible write your list doing look, cover, write, check. <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> <ul style="list-style-type: none"> - Focus on volume and smooth reading. <p>Journal Writing</p> <p>Write a journal entry about your favourite present that you have ever received.</p> <ul style="list-style-type: none"> - You must write a minimum of 2 paragraphs.










	<p>Comprehension Strategy Watch the video on Inference Equations  Google Classroom Demonstration Available Online</p> <p>Reading - Stage Novel Ch9  The Lion, The Witch and the Wardrobe Google Classroom Reading Available Online</p> <p>- Use the comprehension strategy Inference Equations to make connections between the novel and your own prior knowledge.</p>	<p>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. Use the Inference Equations strategy to make inferences for one of the stories.</p> <p>Writing  Watch the Narrative Writing video. Google Classroom Video Available Online</p> <p>- Complete the adjectives activity.</p>	<p>the novel and your own prior knowledge.</p> <p>Writing - Complete the adverbs activity.</p>	<p>Writing 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 a Haiku poem in your writing.</p>	<p>- Be sure to check and edit your work.</p> <p>Upload your work to Google Classroom. </p>
Break					



Middle	<p><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p>Times Tables Prac ce</p> <p>Prac ce your x6, x7 and x8 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Mathle cs</p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p>Number and Algebra- Modelling Frac ons </p> <p>Complete the set ac vity on modelling frac ons. Google Classroom Demonstra on Available Online</p>	<p><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p>Mathle cs</p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p>Times Tables Prac ce</p> <p>Prac ce your x6, x7 and x8 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Number and Algebra- Frac ons of a Collec on </p> <p>- Complete the set ac vity on frac ons of a collec on. Google Classroom Demonstra on Available Online</p>	<p><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p>Mathle cs</p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p>Times Tables Prac ce</p> <p>Prac ce your x6, x7 and x8 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Measurement and Geometry - 2D Shapes - Symmetry and Tessella on </p> <p>Complete the symmetry and tessella on ac vity. Google Classroom Demonstra on Available Online</p>	<p><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p>Mathle cs</p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p>Times Tables Prac ce</p> <p>Prac ce your x6, x7 and x8 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Measurement and Geometry - Volume and Capacity - Millilitres </p> <p>Complete the millilitres ac vity. Google Classroom Demonstra on Available Online</p> <p>*Op onal Challenge Ac vity*</p>	<p><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p>Mathle cs</p> <p>complete two Mathle cs tasks set for you by your classroom teacher.</p> <p>Times Tables Prac ce</p> <p>Prac ce your x6, x7 and x8 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Measurement and Geometry - Volume and Capacity - Millilitres </p> <p>Complete the volume and capacity - litres ac vity. Google Classroom Demonstra on Available Online</p>
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Break					
Afternoon	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts – Coral Reef Artwork</p> <p>Complete the Coral Reef directed drawing activity. </p> <p> Upload your work to Google Classroom.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Geography</p> <p>Complete research activity on Indonesian climate, native plants and native animals.</p> <p> Upload your work to Google Classroom.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Sport </p> <p>Complete a video and then create a Floor is Lava obstacle course and complete the course as many times as you can in 30 minutes.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>PDH</p> <p>Complete the well-being mindfulness activities.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Science </p> <p>Google Classroom Experiment Video Available</p> <p>Complete the ‘changing solids to liquids and liquids to solids’ activities. Ensure that you watch all YouTube links. </p> <p>FITNESS CHALLENGE</p> <p>Complete the Kidz Bop Dance Video activity </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?



Thursday 26.8.21



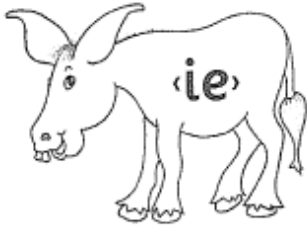
Remember to check your spelling list daily

Spelling -

This week's focus is 'ie'.

1. Write your spelling list.

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



Spelling List 26

1. field
2. chief
3. piece
4. brief
5. shield
6. grief
7. relief
8. frieze
9. fielder
10. priest
11. believe
12. achieve
13. diesel
14. thieves
15. besiege
16. audience
17. briefcase
18. unbelievable



Put the words in the Spelling List into alphabetical order.

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

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

chief	brief	fiend
<input type="text"/>	<input type="text"/>	<input type="text"/>
niece	thief	yield
<input type="text"/>	<input type="text"/>	<input type="text"/>

Split these words into syllables. For words of one syllable, add the long or short vowel symbol.

shriek mantelpiece diesel briefcase grieve

Parse these sentences and identify the subject in each one.

1. The mighty army was besieging the huge castle.
2. They carefully painted a beautiful frieze on the tallest wall.



Jolly Grammar -

This week's focus is - The Object of a Sentence



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

The Object of a Sentence

In each sentence, underline the verb in red. Then find the subject and the object of the sentence. Put a box with a small 's' around the subject and a ring with a small 'o' around the object.

1. The cat chased a mouse.
2. The rancher lassoed the cow.
3. I made a cake today.
4. Seth kicked the ball.
5. The lady wrote a letter.
6. The dog ate a bone.
7. Megan opened the door.
8. The boy is reading a comic.
9. The artist painted a portrait.
10. He shut the drawer.
11. Grandma knitted a scarf.
12. We prepared the salad for lunch.
13. She plays the flute beautifully.
14. Joe chased the puppy.
15. The puppy chased Joe.
16. I shall be learning a poem for the concert.



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

Read the below information and watch the [Google Classroom demonstration video on Haiku Poems](#).



Today we are going to write some Haiku poems. (pronounced Hi-koo). Haiku is a type of poetry that originally came from Japan. Haikus are poems that only have three lines and each line is made up of an exact number of syllables.

Line 1 - 5 syllables

Line 2 - 7 syllables

Line 3 - 5 syllables

Haiku poems describe the features, actions or characteristics of the chosen topic.

Example -

Frogs

Green and speckled legs

Hop on logs and lily pads

Splash in cool water

Activity: Write three different Haikus about different topics (so don't write three Haikus about dogs - you might choose to write one Haiku about dogs, one about cats and the last about dinosaurs). You can choose any topic at all. **You can choose to write a Haiku about yourself but are not allowed to write a Haiku about somebody else.** If you get stuck - use animals as your theme for your Haikus.

Mr Kristof's examples -

Dogs

Furry and fluffy

Tails wag when they are happy

Chases after balls

Mr Kristof

Smart, funny, gorgeous

Even better than Batman

Really modest, too



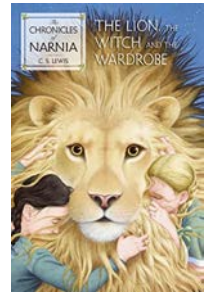
Reading

Stage Novel Ch 9

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

Inference Equations [Google Classroom Demonstration Available Online](#)



- Use this strategy to make inferences by creating Inference Equations for the Stage Novel - *The Lion, The Witch and The Wardrobe* reading from today. **Write your inference equations using the template on the next page.**

This is a complex and tricky comprehension strategy - just aim to create one inference using the inference equation, any more than one is a bonus! Use the tips below to help you.

Inference Equation tips for if you get stuck -

- If you think of an inference you can make whilst listening to the reading - PAUSE straight away and have a go at doing the inference equation.
- If you can't think of any inferences whilst listening, write a few VIPs of the chapter after the reading has stopped and see if you can use any of those VIPs to make an inference.
- Draw a picture of something that happened during the chapter and then make an inference based on your picture (just like how we made inferences of the pictures in the Google Classroom Demonstration Video)
- The "My own prior knowledge" part of the inference equation is the hardest part. To help with this section, choose one key word from the "information from the text" section that you have some prior knowledge or experience with to focus on in the "My own prior knowledge" part of the equation.
- Just have a go! The only "bad mistake" you can make is the mistake of not giving it a go :)



Inference Equation

Name _____ Date _____

Information (clues) + my prior knowledge = inference.



+



=



Clues ... (from real life or from a book)

What I already know ...

I can infer ...

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have completed my spelling activities.<input type="radio"/> I have completed my grammar activities.<input type="radio"/> I have created three Haiku poems on different topics.<input type="radio"/> I have listened to the novel and completed the Inference Equations comprehension activity.	<p>Teacher Recognition (English)</p> <p><input type="radio"/></p>
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Mathematics - Number of the Day

Today's numbers of the day are 85 and 227.

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

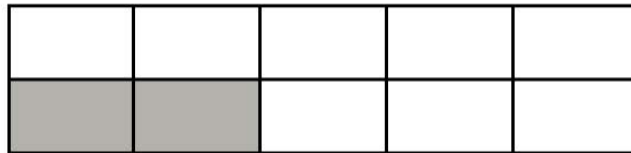


Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.

Which decimal did she represent?



- 0.1 0.2 0.4 0.6

Working out - Transformation step

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Number and Algebra - Modelling Fractions

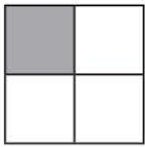


Fractions Introduction Video and Modelling Fractions Demonstration Video Available on Google Classroom.

- Complete the set activity on modelling fractions.

Introducing fractions – modelling fractions

Fractions are written like this:

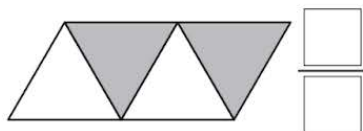
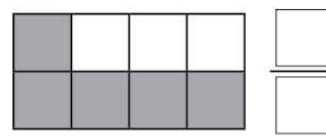
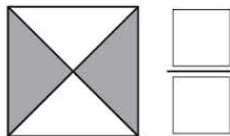
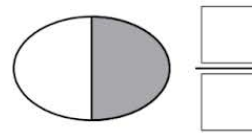
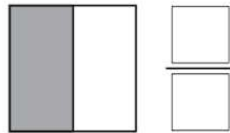


$$\frac{1}{4}$$

The number on the top is the numerator and shows the number of parts.

The number on the bottom is the denominator and shows the number of parts in the whole.

5 Look at these fraction diagrams and label them.

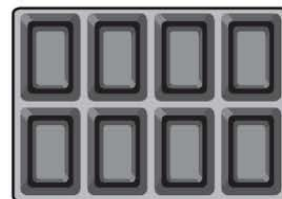


6 Share this chocolate bar among 4 kids:

a Draw lines to show how you will break it.

b How many pieces will each kid get?

c Show this as a fraction.



<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 times tables.<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 modelling fractions activity.	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><input type="radio"/>
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Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Creative Arts

Directed Drawing of "A Coral Reef". Click on the link to the You Tube tutorial on how to draw a coral reef. Follow the instructions to create your own directed drawing of a coral reef.

<https://www.youtube.com/watch?v=kX2g3AMmjHw>



Coral Reef Artwork - Upload your work to Google Classroom.



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed a coral reef directed drawing and uploaded my work to Google Classroom.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
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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 27.8.21



English

Spelling -

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

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
- Create inferences from the chapters you just read, using the Inference Equations activity sheet on the next page.
 - If needed, review the [Google Classroom Demonstration](#) on Inference Equations.



Inference Equation

Name _____ Date _____

Information (clues) + my prior knowledge = inference.



+



=



Clues ... (from real life or from a book)

What I already know ...

I can infer ...

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.

Inference Equation

Name _____ Date _____

Information (clues) + my prior knowledge = inference.



+



=



Clues ... (from real life or from a book)

What I already know ...

I can infer ...

Example:

There are big, black clouds in the sky.

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I can infer that it is going to rain.



Writing - Narratives



Narrative Writing revision - read the below information and watch the [Google Classroom demonstration video on Narrative Writing](#).

What is a narrative?

- A narrative is an imaginative text that tells a story. It follows a set structure that helps to ensure that the story flows in order and makes sense to the readers.

What are the parts that make up a narrative?

- A narrative is made up of 6 parts -
 - Title
 - Orientation
 - Problem
 - Series of Events
 - Resolution
 - coda

Language features to focus on -

- Use a wide and interesting vocabulary. Make sure you are not using the same words over and over again (e.g. "then", "next", "after").
- Use **adjectives and adverbs** to add detail, interest and excitement
- Spelling and punctuation. Always check and edit your work with particular focus on correct spelling and punctuation.
- Use poetic devices - such as alliteration, onomatopoeia, similes and metaphors

Rewrite the sentences on the following page and add interesting adjectives describing the nouns that are written in bold. Try to add two adjectives for each noun.



Add in the Adjectives

David was standing on the **footpath** wearing his **shoes**.

Jeremy caught the **fish** with his **fishing rod**.

Laura chopped down the **tree** with her **axe**.

James drove his **car** to **park**.

Alexis won the **prize** for doing the **dance**.

Noelle sat on the **grass** during the **day**.

Jo watched the **movie** whilst sitting on her **sofa**.



Success Criteria (student to complete):	Teacher Recognition (English)
<ul style="list-style-type: none"><li data-bbox="81 188 580 255">○ I have completed my spelling list and the rest of my spelling sheet. <li data-bbox="81 300 580 479">○ I have completed the Reading Eggspress assigned activity or I have read 2 chapters from a book at home and made some inferences from the section that I read. <li data-bbox="81 524 580 613">○ I have watched a BTN episode and written 3 VIP's per story and made inferences for one of the stories. <li data-bbox="81 658 580 761">○ I have watched the narrative writing video, and completed the adjectives activity.	<ul style="list-style-type: none"><li data-bbox="580 188 1481 224">○

Mathematics - Number of the Day



Number of the Day Google Classroom Video Available

Today's numbers of the day are 44 and 376.

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: _____



Number and Algebra - Fractions of a Collection



Fractions of a Collection Demonstration Video Available on Google Classroom.

- Complete the set activity on fractions of a collection.

Introducing fractions – fractions of a collection

Fractions can show part of a collection. 3 out of 6 lollies are circled.

3
6

1 What fraction of each group is circled?

a

	out of	
--	--------	--

b

	out of	
--	--------	--

c

	out of	
--	--------	--

d

	out of	
--	--------	--

2 Circle the fraction shown:

a

6	out of	8
---	--------	---

6
8

b

4	out of	6
---	--------	---

4
6

c

3	out of	9
---	--------	---

3
9

d

4	out of	12
---	--------	----

4
12



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have watched the demonstration video, completed the Number of the Day activities and uploaded my work to Google Classroom.<input type="radio"/> I have practised my times tables.<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 fractions of a collection activity.	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><input type="radio"/>
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Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____



Geography - Upload your work to Google Classroom.

Although Australia and Indonesia are close neighbours, they are different in many ways. You are required to complete research about Indonesia's climate, native plants and native animals. You may need to use some of this information again in coming weeks.

Use your research to complete the information table below to show.



INDONESIA

CLIMATE RESEARCH

NATIVE PLANT RESEARCH

NATIVE ANIMAL RESEARCH

Success Criteria (Student to complete)

I have completed research about the climate, native plants and native animals in Indonesia.

Teacher Recognition

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

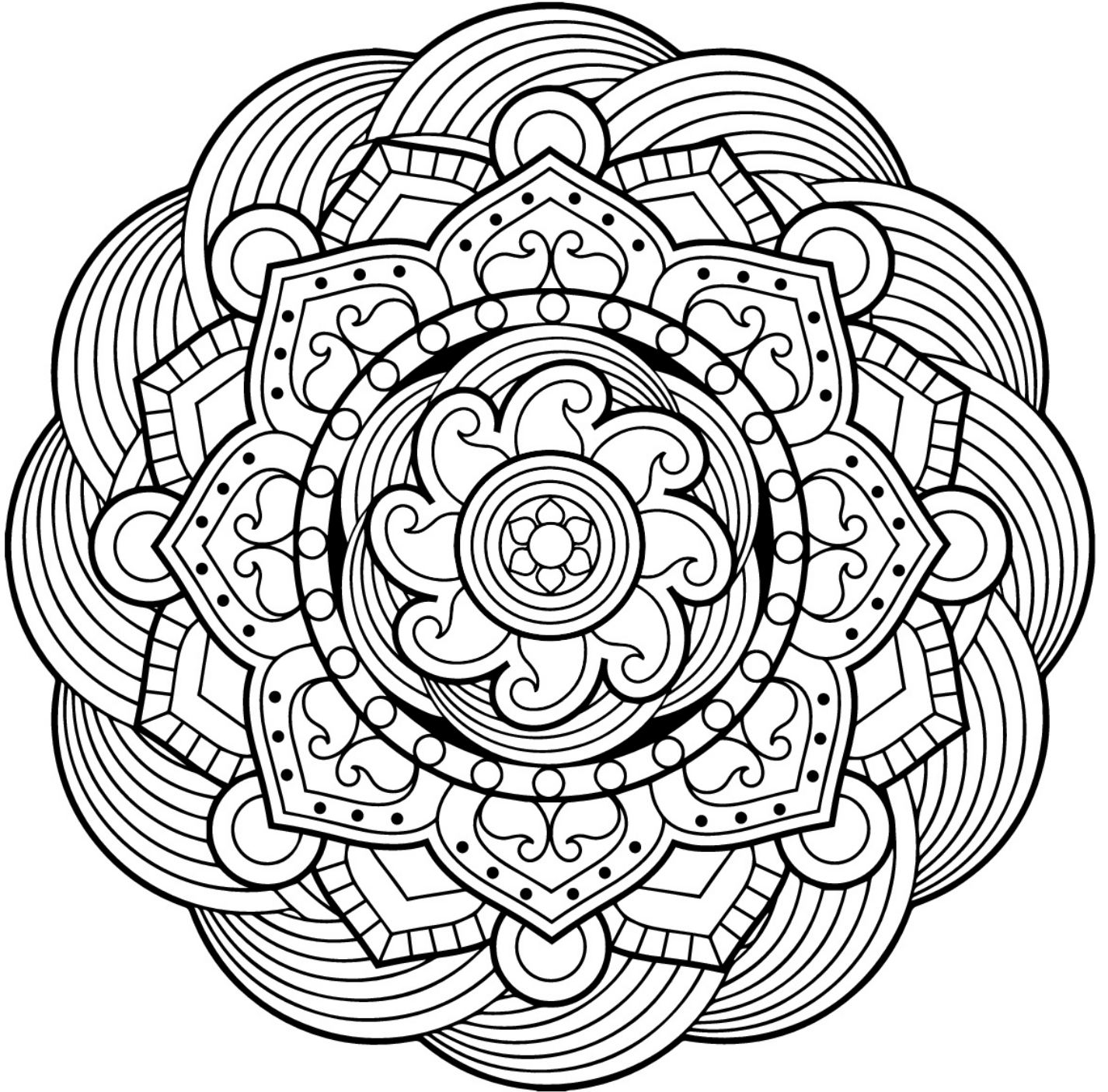
Signed: _____

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

Signed: _____



Monday 30.8.21



Comprehension Strategy



Inference Equations [Google Classroom Demonstration Available Online](#)

- Use this strategy to make inferences by creating Inference Equations for the Stage Novel - The Lion, The Witch and The Wardrobe reading from today. **Write your inference equations using the template on the next page.**

This is a complex and tricky comprehension strategy - just aim to create one inference using the inference equation, any more than one is a bonus! Use the tips below to help you.

Inference Equation tips for if you get stuck -

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- Draw a picture of something that happened during the chapter and then make an inference based on your picture (just like how we made inferences of the pictures in the [Google Classroom Demonstration Video](#))
- The "My own prior knowledge" part of the inference equation is the hardest part. To help with this section, choose one key word from the "information from the text" section that you have some prior knowledge or experience with to focus on in the "My own prior knowledge" part of the equation.
- Just have a go! The only "bad mistake" you can make is the mistake of not giving it a go :)



Inference Equation

Name _____ Date _____

Information (clues) + my prior knowledge = inference.



+



=



Clues ... (from real life or from a book)

What I already know ...

I can infer ...

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.

Writing - Narrative

Rewrite the sentences on the following page and add interesting adverbs describing the verbs that are written in bold.

Add in the Adverbs

Brenden **jumped** high in the air and **slammed** the ball into the hoop.

Samantha **folded** the paper and **threw** the paper plane into the air.

Kellie **climbed** the tree and **swung** off the branch.

Angus **peeled** the potatoes and **poured** on the sauce.

Belinda **spun** the wheel and **yelled** in excitement.

Alannah **danced** on the stage and then **sang** the song.

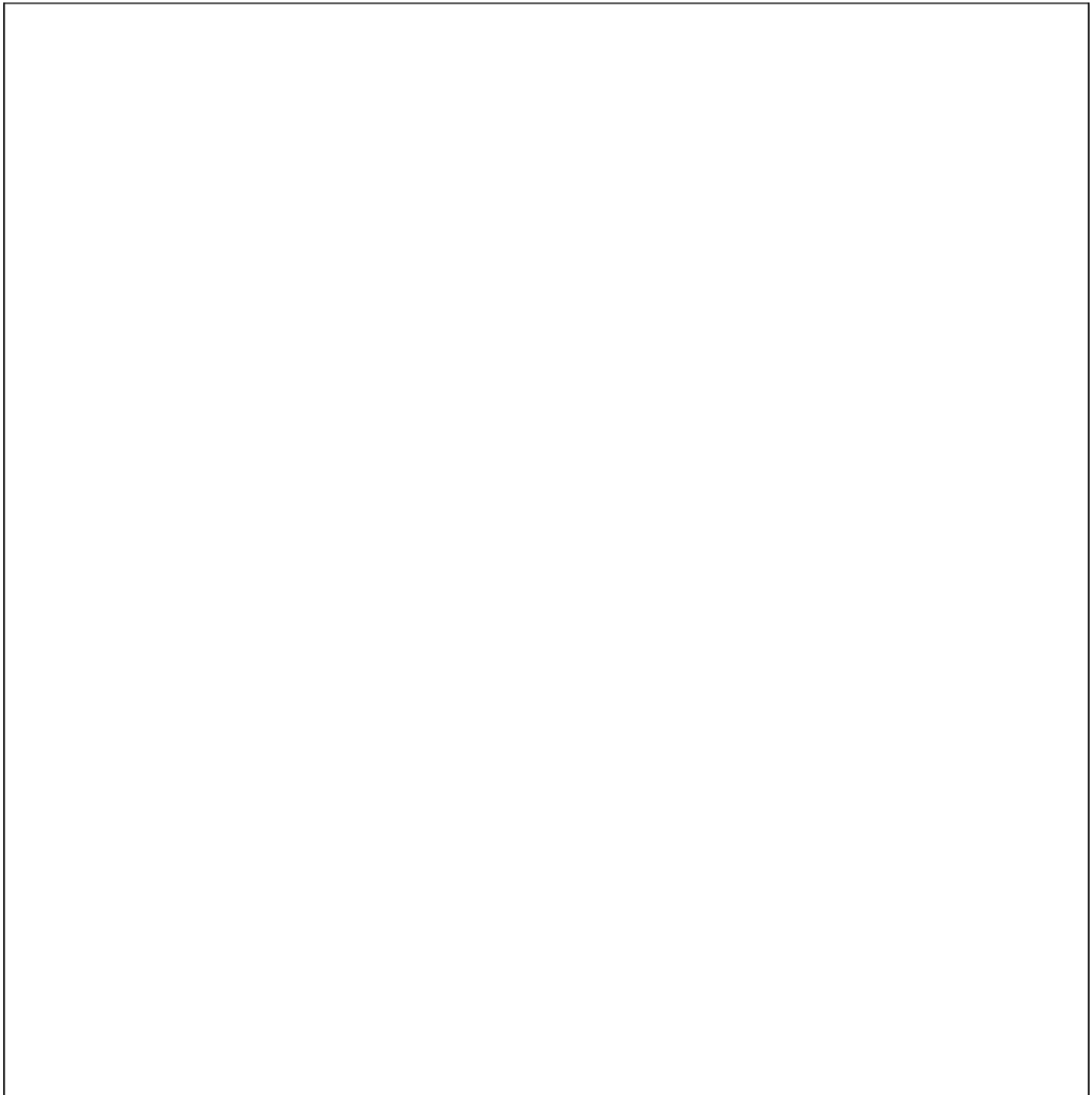


<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have written my spelling words and completed the spelling activity.<input type="radio"/> I have viewed chapter 10 of the Stage 2 novel and applied the Inference Equations comprehension strategy.<input type="radio"/> I have completed the adverbs activity.	<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 70 and 705.

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: _____



Times tables practice -

Practise your x6, x7 and x8 tables. Say them out loud as you go.

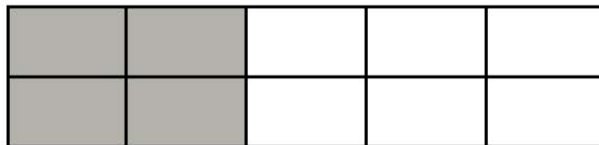
x6	x7	x8

Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.

Which decimal did she represent?



- 0.3 0.2 0.4 0.6

Working out - Transformation step



Measurement and Geometry - 2D Shapes Symmetry and Tessellation

Symmetry and Tessellation on Demonstration Video Available on Google Classroom.

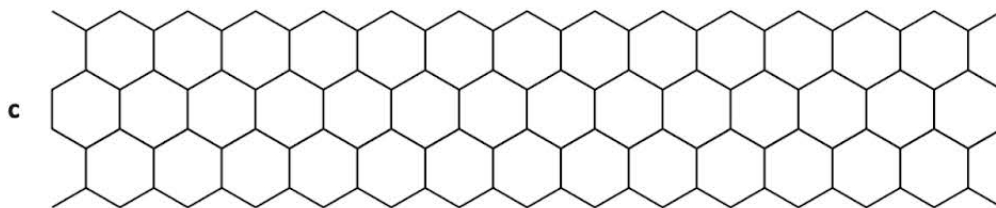
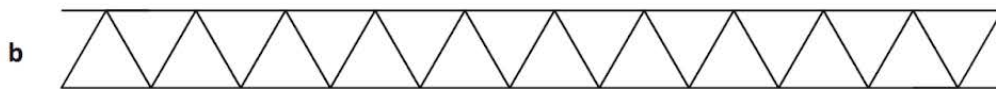
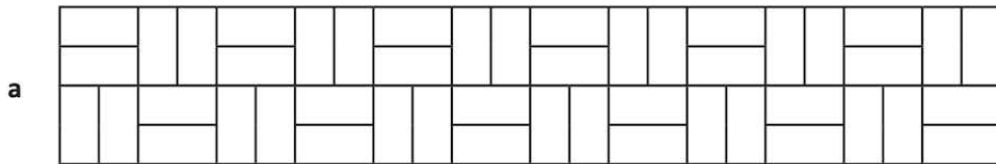


- Complete the symmetry and tessellation activity

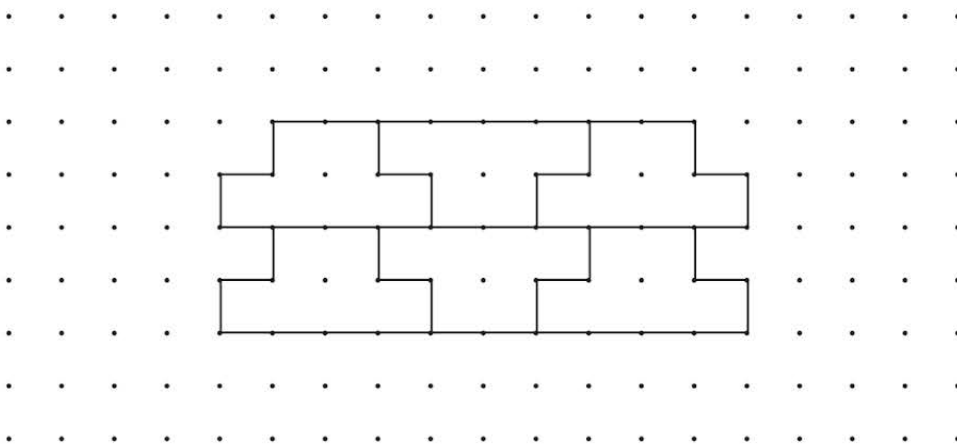
Investigating 2D shapes – symmetry and tessellation

A tessellation is a pattern of 2D shapes with no gaps or spaces. Shapes can be flipped or turned so they fit together.

6 Use four colours to shade each tessellation as a pattern.



7 Use a ruler to carefully continue this tessellation to the edges of the dot paper.



<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 times tables.</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 symmetry and tessellation 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 - Floor is Lava + Obstacle Course



<https://www.youtube.com/watch?v=DlO5gZgQ-6Q>

Complete the video then Create a Floor is Lava obstacle course in your house or yard. Be as creative as you can using anything from around the house. Challenge your family to see if they survive.

<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed 30 minutes of my obstacle course.</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: _____



Tuesday 31.8.21



Handwriting



- Rewatch the video demonstrating diagonal joins for handwriting.

Google Classroom Demonstration Available Online

- Complete the handwriting work by copying the text inside the box - **All About Jupiter** (taken from the NASA Science for Kids website - <https://spaceplace.nasa.gov/all-about-jupiter/en/>).

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



Upload your work to Google Classroom.

Jupiter is a gas giant and doesn't have a solid surface, but it may have a solid inner core about the size of Earth. Jupiter also has rings, but they're too faint to see very well. It is made of mostly hydrogen and helium and has a very thick atmosphere.

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 top dashed line, a middle solid line, and a bottom solid 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 a Haiku poem in your writing.



Success Criteria (student to complete):

- I have completed my spelling activities, and checked that my words are spelt correctly.

- I have completed the reading activities, making sure that I have read aloud clearly, fluently and with expression.

- I have completed my handwriting activity, paying attention to exit flicks.

- I have completed my free writing activity using neat handwriting, adding description and using a Haiku.

Teacher Recognition (English):

Mathematics - Number of the Day

Today's numbers of the day are 54 and 448.

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: _____



Times tables practice -

Practise your x6, x7 and x8 tables. Say them out loud as you go.

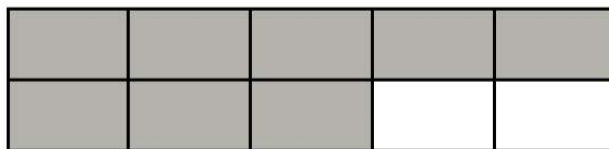
x6	x7	x8

Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.

Which decimal did she represent?



- 0.2 0.4 0.5 0.8

Working out - Transformation step



Measurement and Geometry - Volume and Capacity - Millilitres

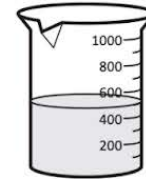
Volume and Capacity - Millilitres Demonstration Video Available on Google Classroom.







- Complete the following millilitres activity.

Volume and capacity – millilitres






To measure the capacity of smaller containers we use millilitres. The symbol for millilitres is mL. There are 1 000 mL in 1 litre. This litre jug is filled half way so it contains 500 mL of liquid.




1 How many of each container is needed to fill a 1 litre jug?


Container size	a mug 250 mL 	b glass 200 mL 	c egg cup 50 mL 	d a raindrop 1 mL 
Number needed to fill a 1 litre jug				


2 Order these containers from smallest to largest according to their capacity.


Container	a 	b 	c 	d 	e 
Order					


3 What is the most appropriate unit of capacity for each of these objects – millilitres (mL) or litres (L)?


a 

b 

c 

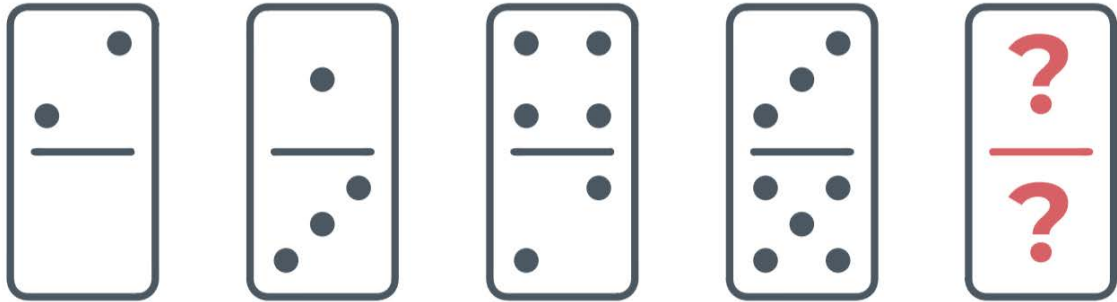
d 

e 

f 



Puzzle 5: Which domino completes the pattern?



A



B



C

Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have practised my times tables.
- I have completed my Problem A Day.
- I have completed two Mathematics tasks.
- I have completed the millilitres activity.

Teacher Recognition (Mathematics):

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____



MINDFUL BELLY BREATHING

SIT OR LIE DOWN

PLACE HANDS ON YOUR BELLY

COUNT TO 3 AS YOU BREATHE IN SLOWLY THROUGH YOUR NOSE

FEEL YOUR BELLY EXPAND

COUNT TO 3 AS YOU BREATHE OUT THROUGH YOUR MOUTH

FEEL YOUR BELLY GO FLAT



IF YOU FEEL WORRIED, SCARED, FRUSTRATED OR ANY STRONG EMOTION, TAKE A PAUSE AND PRACTICE THE MINDFUL BELLY BREATHING. BELLY BREATHING CALMS THE BRAIN AND ALLOWS THE BODY TO RELAX.



FINGER BREATHING

- Hold out your hand and spread your fingers.
- Using the pointer finger of your other hand trace along each finger, starting from the base of the thumb.
- As you rise up each finger take a breath in and then as you go down the other side of the finger breath out.
- Pause between each in and out breath.
- Breathe in through your nose and then out through your mouth. Or you can just notice how you are breathing - do whatever feels comfortable.
- Do this for each hand.



Did you know that when we take in 5 deep belly breaths that it calms the mind down and also the body down? It slows down the heart rate and brings the body back into balance. We can use the finger breathing at any time to feel calm or to just take a mindful break.

NOW USE YOUR IMAGINATION

- Imagine when you breathe in that you are smelling a beautiful smelling flower.
- Imagine you are slowly blowing out a candle when you breathe out – slow and steady and not too rushed.

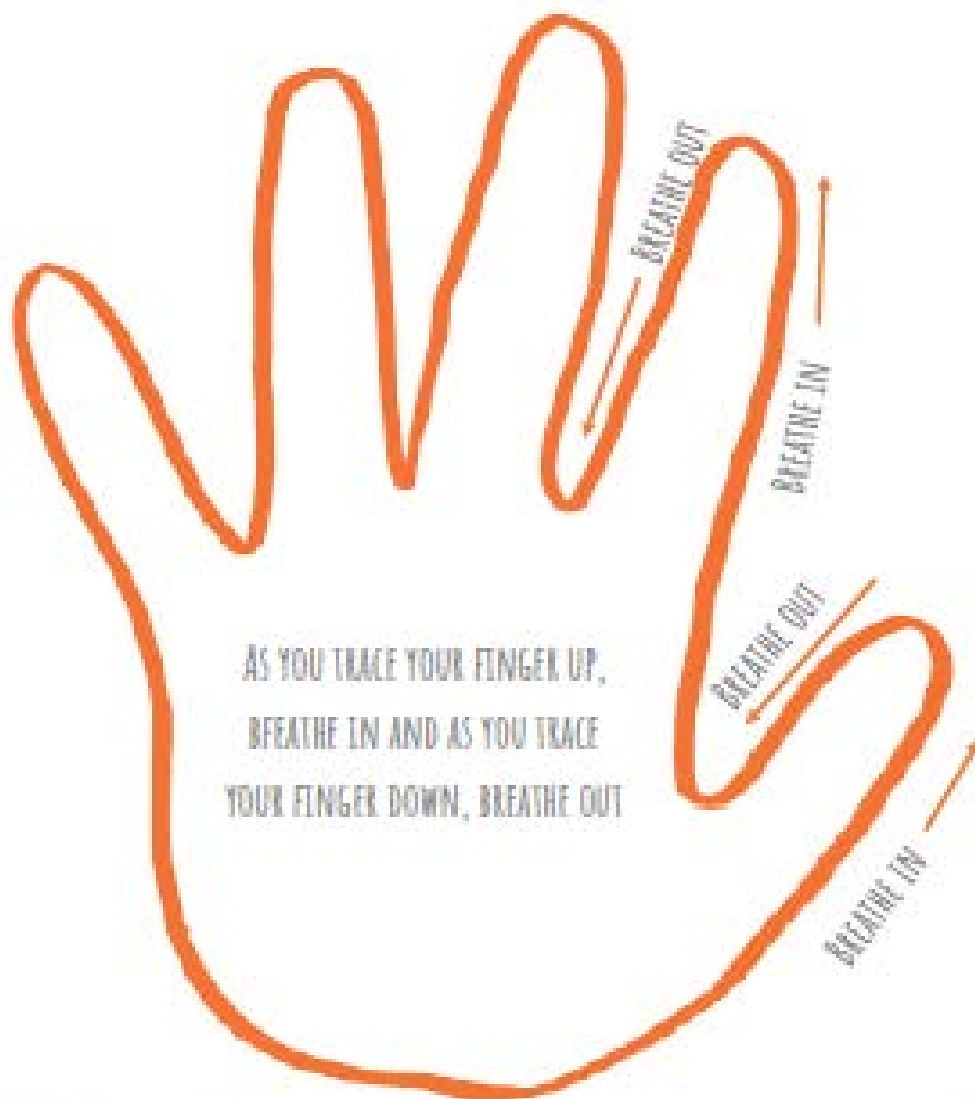


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FINGER BREATHING



AS YOU TRACE YOUR FINGER UP,
BREATHE IN AND AS YOU TRACE
YOUR FINGER DOWN, BREATHE OUT



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the well-being mindfulness activities.</p> <p><input type="radio"/></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: _____



Wednesday 1.9.21



English

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.

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





Upload your work to Google Classroom.

Journal Writing -

Write a journal entry about your favourite present that you have ever received. Remember to include lots of detail and description. Use adjectives and interesting vocabulary.



<p>Success Criteria (student to complete):</p> <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 or completed an activity on reading eggs.<input type="radio"/> I have completed my journal writing with at least 2 paragraphs and I have paid attention to spelling and punctuation.	<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 96 and 607.

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: _____

Times tables practice -



Practise your x6, x7 and x8 tables. Say them out loud as you go.

x6	x7	x8

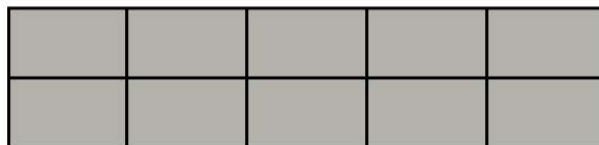
Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.



Which decimal did she represent?



- 0.1
- 1.0
- 0.5
- 10.0

Working out - Transformation step



Measurement and Geometry - Volume and Capacity - Millilitres

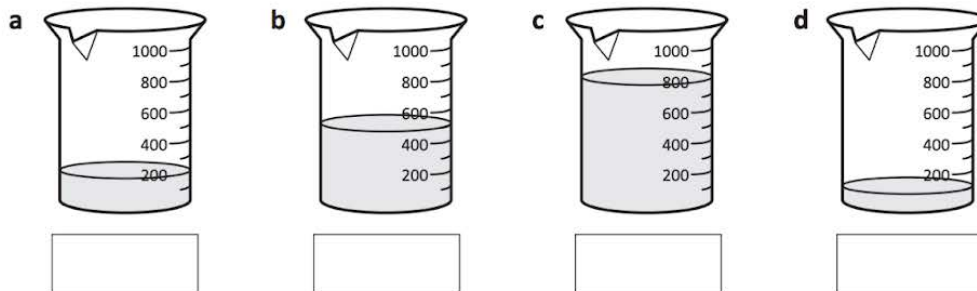
Volume and Capacity - Millilitres Demonstration Video Available on Google Classroom.



- Complete the following millilitres activity.

Volume and capacity – millilitres


4 Label each of these containers with the amount of water in each:




5 Answer the questions based on the amount of water in the containers above.

- a Which container has the most liquid in it? _____
- b Which container has the least liquid in it? _____
- c How much more liquid is there in container c than in container a? _____
- d Which three containers, when added together, would not overflow? _____

6 Mark the level of liquid in these jugs according to each problem.

- a  Bec pours herself a glass of orange juice from this jug that was full to the 1 litre mark. If the glass she uses is 300 mL, how much is left in the jug?

- b  Cam is mixing cordial for a party. He pours in 200 mL of cordial and then adds twice as much water. How much mixed cordial is now in the jug?

<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 times tables.<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 volume and capacity - millilitres 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

Learning Intention: For students to identify that adding heat can change solid materials to liquids and removing heat can change liquid materials to a solid.

1. Can metal and plastic materials become liquid ? _____
 2. What happens to materials at high temperatures and low temperatures ?
-
-

Use the word bank below to complete the cloze passage.

Almost all solid materials become _____ when they have received enough _____ but different solid materials become liquid at different times.

Remember that the changing of materials from solid to liquid affects the _____ of objects, since liquid are _____ and do not hold their shape.

Some plastic bottles and glass bottles are recycled into new shapes by heating their materials to a very, very hot temperature until they _____ and can be poured into new shapes.

shape	melt	heat	runny	liquids
-------	------	------	-------	---------

Watch the videos below and answer the following active listening questions. You may want to watch the videos more than once or pause them.

How Glass is Made

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



What does glass start as ? _____

Soda ash and lime are added to the sand. Why? (circle the correct answer)

- a) To make it look pretty.
- b) To lower the melting point of sand.
- c) To make it better for building sandcastles.
- d) To raise the melting point of sand.

The mixed raw materials for glass are heated in tanks to (circle the correct answer)

3000° (three thousand degrees) 3° (three degrees) 30° (thirty degrees)

which is hotter than (circle the correct answer) the sun / molten lava.



Why do they need protective gear when mixing the melting ingredient for glass?

What annoys (drives them nuts) glass window makers? _____

What metal does the liquid glass float on? _____

Do tin and glass have the same melting point? _____

Optional super sleuth question

What is the chemical name for: soda ash _____

lime _____

Melting Points of Metal

<https://www.youtube.com/watch?v=P21NZipSeT4>



The temperature at which a metal melts is call its (circle the correct answer)

- a.) liquid zone b.) runny point c.) melting point d.) soft spot

What do they do at a foundry ? _____

Which object melted first ? (circle the correct answer) a.)the pot b.)the smiley face c.)the owl

What metal was it made of ? _____

At what temperature did it melt? _____

Which object melted second ? _____

What metal was it made of ? _____

At what temperature did it melt? _____

Where did they put the last object to melt it ? _____

What was it made of ? _____

At what temperature did it melt ? _____

Extension: Role Play

Find a large area to split into two sections (possibly use a rope to divide the area) You will stand on the 'solid' side of the rope when the material you are representing is solid and on the other side when the material you are representing is a liquid. Brainstorm the difference between solids and liquids and how you could act on either side of the rope. For example, stay still on the solid side and moving around with flowing gestures on the liquid side. Have someone call out materials and situations. Eg 'chocolate in the fridge', 'butter in a frying pan', 'ice cream in a warm place', 'water in the freezer', 'chocolate in your tummy', etc. Think about and discuss what



is causing the material's state of matter. (Adding or removing heat.) If you are doing this on your own make up some material and situations cards. On separate cards write things like "marshmallow over a campfire", "jelly in sitting in the hot sun" or "honey in the freezer". Shuffle the cards and turn them over one at a time and decide if you would be on the solid side or the liquid side. Play with siblings if available.

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <input type="radio"/> I have watched the video about melting and freezing <input type="radio"/> I have answered the three questions about the video. <input type="radio"/> I have made my predictions about what would happen to the listed liquids if placed in the freezer. <input type="radio"/> I have, <u>if possible</u>, followed the freezing investigation procedure and recorded my observations. <input type="radio"/> I have to the best of my abilities answered the discussion questions. 	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
--	--

FITNESS CHALLENGE-

Using Youtube complete 15 minutes of the Kidz Bop dance video.



https://www.youtube.com/watch?v=sHd2s_saYsQ



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <input type="radio"/> I have completed 15 minutes of fitness. 	<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: _____



Fast Finishers Activities

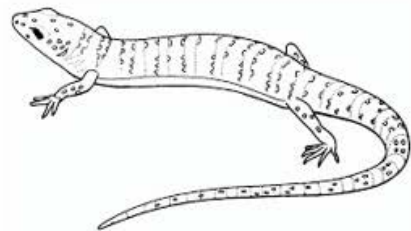
Backyard Scavenger Hunt

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?



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.

😂	😱		😛	😍	😊	😱	😄	😍		
😍	😊	🤔		😊		🤔	😎	🙏	😞	
😡	😐	😞		🙏	😊	😞	😂	😡	😄	😛
😜	😎	😊	😂	😡	😄	🙏	😇			

