

# Year 3

## Unit 6 Part A

Name: \_\_\_\_\_

Class: \_\_\_\_\_



# Year 3 Weekly Learning Plan Unit 6 Part A – 2/9/2021-8/9/2021





Thursday – 2/9

Friday – 3/9



Monday –6/9

Tuesday – 7/9





Wednesday – 8/9

<p><b>Morning</b></p>	<p><b>English</b> <b>Spelling</b></p> <p>This week's focus is 'y'. - Write your spelling list. - Complete 2 parts of your spelling sheet <i>Google Classroom Demonstration Available Online</i> </p> <p><b>Jolly Grammar</b></p> <p>This week's focus is 'Subject and Object' <i>Google Classroom Demonstration Available Online</i> </p> <p>- Complete your Jolly Grammar sheet</p> <p><b>Writing</b></p> <p>- Complete shape poetry activity</p>	<p><b>Father's Day Fun Day</b> <b>Father's Day Assembly</b></p> <p>- Join us on Zoom at 10.00am to attend the Father's Day Assembly. - See Google Classroom/Emails for the link.</p>	<p><b>English</b> <b>Spelling</b></p> <p>- Write your spelling list - Complete the remainder of your spelling sheet</p> <p><b>Reading - Stage Novel Ch12</b></p> <p>The Lion, The Witch and the Wardrobe <i>Google Classroom Reading Available Online</i> </p> <p><b>Comprehension Strategy</b></p> <p>Watch the video on The '1 wonder' strategy</p> <p><i>Google Classroom Demonstration Available Online</i> </p> <p>- Use the comprehension strategy '1 Wonder' to make connections between yourself, other novels and the world.</p>	<p><b>English</b> <b>Spelling</b></p> <p>- Write your spelling list - Use at least 10 of your words in interesting sentences.</p> <p><b>Reading</b></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>- Focus on volume and smooth reading.</p> <p><b>Handwriting</b></p> <p>Watch the 'diagonal joins' video. <i>Google Classroom Demonstration Available Online</i></p> <p>- Complete the handwriting activity</p>	<p><b>English</b> <b>Spelling</b></p> <p>-Have a family member test you. If this isn't possible write your list doing look, cover, write, check.</p> <p><b>Reading</b></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>- Focus on volume and smooth reading.</p> <p><b>Writing</b></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,</p>
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<p><b>Break</b></p>	<p><b>Comprehension Strategy</b> Watch the video on The 'I wonder' strategy <i>Google Classroom Demonstration Available Online</i></p> <p><b>Reading - Stage Novel Ch11</b> The Lion, The Witch and the Wardrobe <i>Google Classroom Reading Available Online</i></p> <p>- Use the comprehension strategy 'I Wonder' to make connections between yourself, other novels and the world.</p>		<p><b>Writing</b> <i>Google Classroom Demonstration Available Online</i></p> <p>- Using the template provided, plan a narrative text for the stimulus picture.</p> <p> <i>Upload your work to Google Classroom.</i></p>	<p><b>Writing</b> <i>Google Classroom Demonstration Available Online</i></p> <p>- Using your writing plan that you completed yesterday, write your narrative for the stimulus picture</p> <p> <i>Upload your work to Google Classroom.</i></p>	<p>speech, etc.) Include alliteration in your writing.</p> <p>- Be sure to check and edit your work.</p>
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<p><b>Middle</b></p>	<p><b>Mathematics</b> <i>TEN Activity</i></p> <p>Additions Squares</p> <p> Upload your work to Google Classroom.</p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x,9 x11 and x12 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Number and Algebra- Addition</b></p> <p>Complete the set activity on Vertical Algorithms.</p> <p></p>	<p><b>Father's Day Fun Day</b> <i>Father's Day Assembly</i></p> <p>- Complete Father's Day Activities of your choosing.</p>	<p><b>Mathematics</b> <i>TEN Activity</i></p> <p>Additions Squares</p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Number and Algebra- Fractions and Decimals</b></p> <p>Complete the fraction of collections activity.</p> <p>Google Classroom Demonstration Available Online </p>	<p><b>Mathematics</b> <i>TEN Activity</i></p> <p>Additions Squares</p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Number and Algebra- Fractions and Decimals</b></p> <p>Complete the fraction of collections activity</p> <p>Google Classroom Demonstration Available Online </p>	<p><b>Mathematics</b> <i>TEN Activity</i></p> <p>Additions Squares</p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Measurement and Geometry - Position</b></p> <p>Complete the position activity.</p> <p>Google Classroom Demonstration Available Online </p>
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	Google Classroom Demonstration Available Online			*Optional Challenge Activity*	
<b>Break</b>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Sport</b> Complete the fitness session with Mr. Sargeant.</p> 	<p><b>Father's Day Fun Day</b> <b>Father's Day Assembly</b></p> <p>- Spend your afternoon organising some exciting Father's Day surprises for dad, step-dad, grandad, uncle, brother, cousin, friend, significant male or special role model who you would like to show appreciation to.</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>HSIE</b> Complete the animal research task.</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Science</b> <i>Google Classroom Experiment Video Available</i></p>  <p>Watch Totally wild – soft plastic recycling video. Complete the discussion questions.</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>PDH</b> Complete the well-being mindfulness activities. - Amazing Brain</p> <p><b>FITNESS CHALLENGE</b> Complete Zoom Yoga with Miss Fry. (If you are unable to attend Yoga, complete Reading Eggs or Mathletics activities.)</p> 
<b>Afternoon</b>					<p>Upload your work to Google Classroom</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 02.09.21







# Spelling -

This week's focus is 'y'.



1. Write your spelling list.
2. Watch the video on *Google Classroom Online*, and complete 2 parts of your spelling sheet.

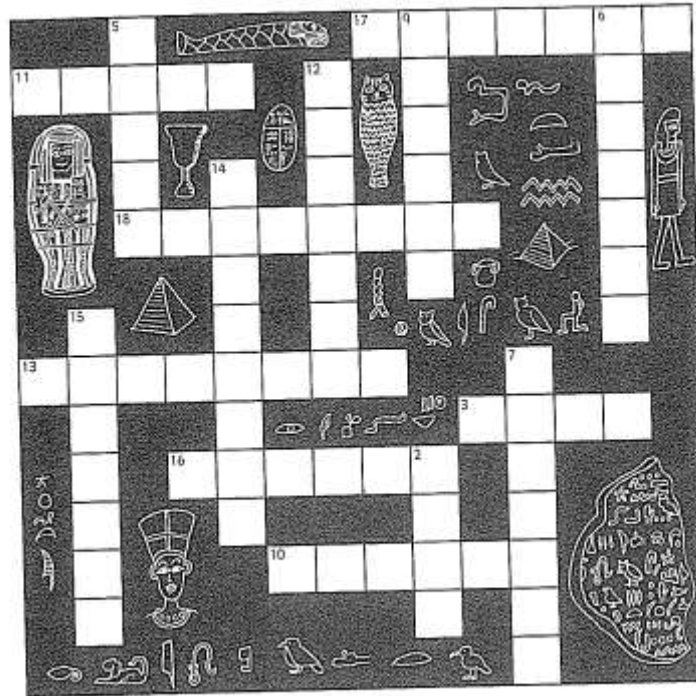


## Spelling List 27

1. abyss
2. myth
3. lynx
4. lyrics
5. syrup
6. idyllic
7. pyramid
8. symbol
9. cymbal
10. system
11. Egypt
12. typical
13. syllable
14. sympathy
15. mystery
16. rhythm
17. acrylic
18. physical



Put the words from the Spelling List into the crossword.



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

gym

hymn

tricycle

syringe

cylinder

rhythm

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

Olympic    cygnet    system    hymn    pygmy

Parse these sentences and identify the subject in each one.

1. She will be learning the lyrics for her new song.
2. We heard mysterious myths about the Egyptian pyramids.



# Jolly Grammar -

This week's focus is - Subject and Object

Watch the video on *Google Classroom Online*, and complete the sheet below.



## Subject and Object

Write the correct pronouns below.

Subject		Object
I	1st person singular	me
_____	2nd person singular	_____
_____	3rd person singular	_____
_____	1st person plural	_____
_____	2nd person plural	_____
_____	3rd person plural	_____

In each pair of sentences, underline the verbs in red and the pronouns in pink. Then decide which pronoun is the subject of the sentence and which is the object.

1. You hugged Granny. Granny hugged you.

2. I hit the ball. The ball hit me.

3. The baby amused her. She amused the baby.

4. He phoned the school. The school phoned him.

5. The teacher helped them. They helped the teacher.

6. We invited some friends. Some friends invited us.

7. It explains everything. That explains it.

8. You all saw the animals. The animals saw you all.



Write in the missing pronouns and complete the sentences.

9. You like horses. Horses like \_\_\_\_\_ too.

10. I heard Adam. Adam heard \_\_\_\_\_.

11. The boy pushed her. \_\_\_\_\_ pushed the boy.

12. The crowd followed them. \_\_\_\_\_ followed the crowd.

13. We took the train to the beach. The train took \_\_\_\_\_ there.



Success Criteria (student to complete):	Teacher Recognition (English)
<input type="radio"/> I have completed my spelling activities.	<input type="radio"/>
<input type="radio"/> I have completed my grammar activities.	

## 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

Today we are going to write a shape poem (sometimes called a concrete poem).

Shape poems are where you draw a picture of an object and write a poem around the outline of that drawing. Shape poems usually describe the object that has been drawn and often use other poetry techniques such as alliteration, onomatopoeia, similes and metaphors.

**Activity:** Choose an object that you would like to write a poem about. Draw or trace a picture of that object on the next page. Use the lines on this page to write a draft poem about that object. Remember to use lots of descriptive language in your poem and try to use some other poetry techniques such as alliteration, onomatopoeia, similes and metaphors. If you get stuck and can't think of an idea to draw or trace, just trace around the outside of your hand and write a poem about your hand.

Example -



Activity - Shape Poem

A large empty rectangular box for writing a shape poem.



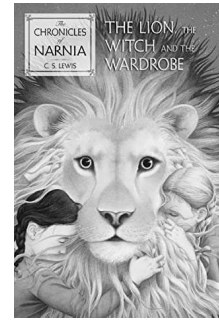
# Reading

## Stage Novel Ch 11

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 Wonders *Google Classroom Demonstration Available Online*

- Use this strategy to create three 'I Wonders' before the chapter is read (hit pause after Mrs Cheetham reads the title of the chapter - write three 'I Wonders' based on the title of the chapter before unpausing). Then about halfway through the video, hit pause and write three 'I Wonders' about what you think will happen in the rest of the chapter. Then after the video has finished, write three 'I Wonders' about what might happen in the next chapter or later in the book.

You are aiming to write nine 'I Wonders' in total.

- Three "before" I Wonders (after you find out the title of the chapter).
- Three "during" I Wonders (where you pause halfway through the chapter).
- Three "after" I Wonders (where you write after the chapter has finished).

Remember - just have a go! The only "bad mistake" you can make is the mistake of not giving it a go at all :)

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed my spelling activities.</li><li><input type="radio"/> I have completed my grammar activities.</li><li><input type="radio"/> I have created shape poems describing an object .</li><li><input type="radio"/> I have listened to the novel and completed the I Wonder comprehension activity.</li></ul>	<p>Teacher Recognition (English)</p> <p><input type="radio"/></p>
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# "I Wonder..."

## **Before Reading**

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

## **During Reading**

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

## **After Reading**

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_



# Mathematics - Addition Squares



Upload your work to *Google Classroom*.

This week you are going to play the game Addition Squares. We have set up the first game board for you. You will need two different coloured pencils. If you don't have someone to play against you, just play colour teams. Each team connects two dots to make one side of a box or square. The team that draws the last side of the box has captured that square and lightly shades it their colour. When all the squares have been captured each team adds up their squares to see who has the most.

You can pick your own numbers for the other three games. If you want to challenge yourself try writing 2 or 3 digit numbers in the squares.

•	•	•	•
5	6	2	
•	•	•	•
3	1	4	
•	•	•	•
8	7	3	
•	•	•	•

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•







## Problem A Day -

Complete today's problem.

What numeral is missing from the equation?

$$8 + \boxed{?} = 6 \times 2$$

- 12
- 8
- 4
- 2

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_

## Number and Algebra - Vertical Algorithms

*Vertical Algorithms Demonstration Video Available on Google Classroom.*



- Complete the set activity on 2 digit vertical algorithms. Remember to start with the ones.



# Written methods – addition to 99 with regrouping

Continued from page 34.

**3** Try adding these 2 digit numbers using the written method. Start by writing your estimate:

**d**

e:		
	tens	units
	4	4
+	1	7

**e**

e:		
	tens	units
	4	9
+	4	3

**f**

e:		
	tens	units
	1	9
+	6	2

**g**

e:		
	tens	units
	4	8
+	1	8

**h**

e:		
	tens	units
	3	8
+	2	9

**i**

e:		
	tens	units
	1	9
+	5	9

**4** Solve these word problems using the written method:

**a** I drove 39 km on Thursday and 58 km on Friday. How far did I drive altogether?

e:		
	tens	units
	3	9
+	5	8

**b** Our class sold 19 raffle tickets during the first week of sales and 59 raffle tickets during the second week. How many were sold altogether?

e:		
	tens	units
	1	9
+	5	9



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the Addition Squares games and uploaded a photo of my work to Google Classroom</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 vertical algorithms activity</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
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## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_

## Sport with Mr Sargent



Watch the video link and join in some physical activity with Mr Sargent.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have viewed the video and participated in sport with Mr Sargeant.</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 03.09.21

## Father's Day Fun Day!

Friday 3<sup>rd</sup> September 2021



Have fun celebrating your special dad, step-dad, grandad, uncle, brother, cousin, friend, significant male or special role model who you would like to show appreciation for this Father's Day, with today's Father's Day Fun Day! Feel free to flood your Google Classroom stream with all things dad...



- TODAY ONLY SPECIAL! -

## Father's Day Fun Day Checklist

- Create a homemade card  
(and write a special message)
- Write about Dad  
(use the template attached for this one)
- Read a story to Dad  
(use your best Dad expression!)
- Have Dad read a story to you  
(using his best Dad expression!)
- Do a maths challenge with Dad  
(outsmart your Dad here!)
- Create a Father's Day origami shirt  
(watch Miss Mullock's video on Google Classroom for this one!)
- Complete a Father's Day colouring  
(give this to him on Sunday)
- Sing a song with Dad  
(Let Dad choose his favourite!)
- Share a joke with Dad  
(The funner the better!)
- Jump on your bikes together  
(Have a race and let Dad win!)
- Play a game of catch, cricket or footy  
(Don't let him win this one!)
- Do a chore for Dad  
(Pick one of Dad's least favourites)
- Dream up your own Father's Day dance  
(Make him perform it with you!)
- Watch Bluey with Dad  
(You can thank us later Dad!)

Tune in to our Father's Day Assembly at 9.30am!



# Father's Day Fun Day

## Father's Day Assembly

- Join us on Zoom at 9:30am to attend the Father's Day Assembly
- See Google classroom or emails for links



## Father's Day Activities

Complete any of the Father's Day Activities of your choosing .

Don't forget to attend the Year 3 Zoom meeting at 12:30pm as well.

Year 3	Friday – 12.30pm	<a href="https://nsweducation.zoom.us/j/69145110574?pwd=MVNuMzFBQW1lR1g1bi9uVFpseGRkUT09">https://nsweducation.zoom.us/j/69145110574?pwd=MVNuMzFBQW1lR1g1bi9uVFpseGRkUT09</a> Meeting ID: 691 4511 0574 Passcode: 841414
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### Activity One

Have a go at creating your own Cinquain Poem for Dad.

Do your first draft on this page.

Then publish it in your best handwriting and add a picture of you and dad on the next page.

## Important Person Cinquain Poem

A cinquain poem is a short, structured poem that does not need to rhyme. Use this template to draft a cinquain about your father or something he likes.

Line 1: A one word title. This needs to be a noun.  
\_\_\_\_\_

Line 2: Two adjectives (describing words) to describe the title.  
\_\_\_\_\_

Line 3: Three verbs (action words) ending in '-ing' to describe the title.  
\_\_\_\_\_

Line 4: Four words to express your feelings about the title or four words to further describe the title.  
\_\_\_\_\_

Line 5: Another word or synonym for the title  
\_\_\_\_\_



# Cinquain Poem

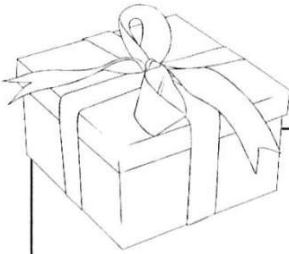
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



A large empty rectangular box for drawing or writing.



# My Dad is...

caring awesome

smart cool loving

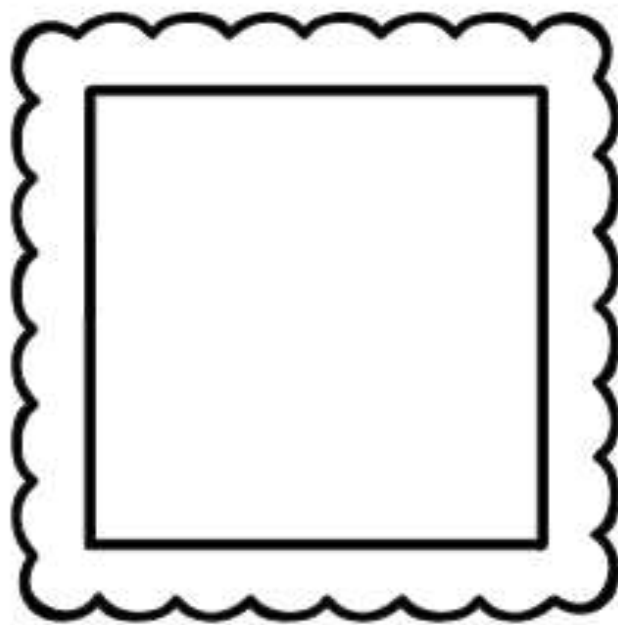
kind

super

ace

cool

wise



wise

fun

No.1

kind

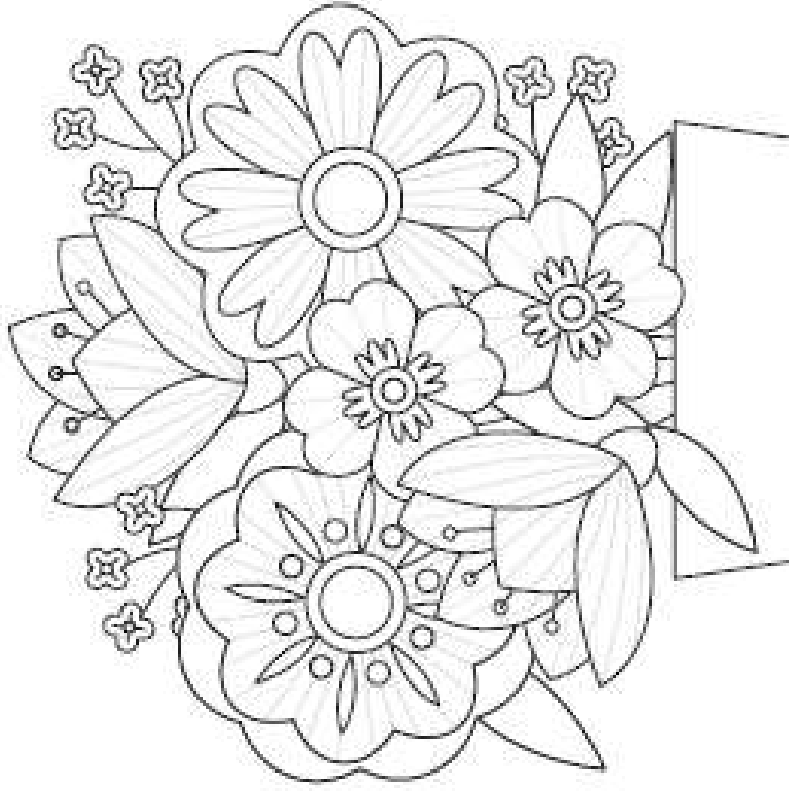
smart

lovely amazing

awesome smart generous

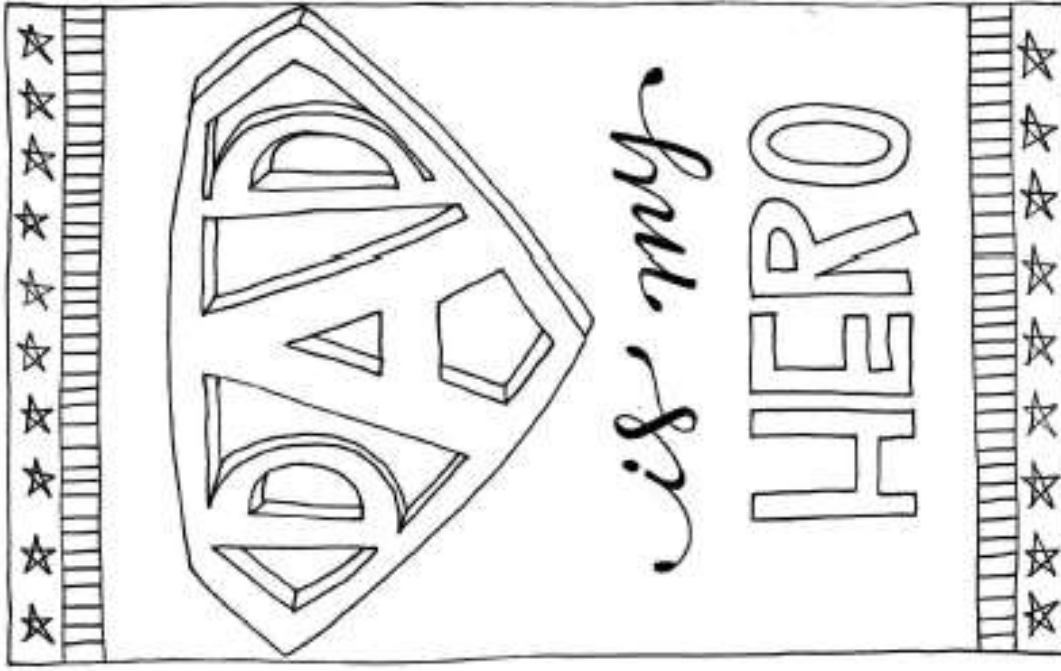
brilliant precious brave

Thanks  
a bunch!









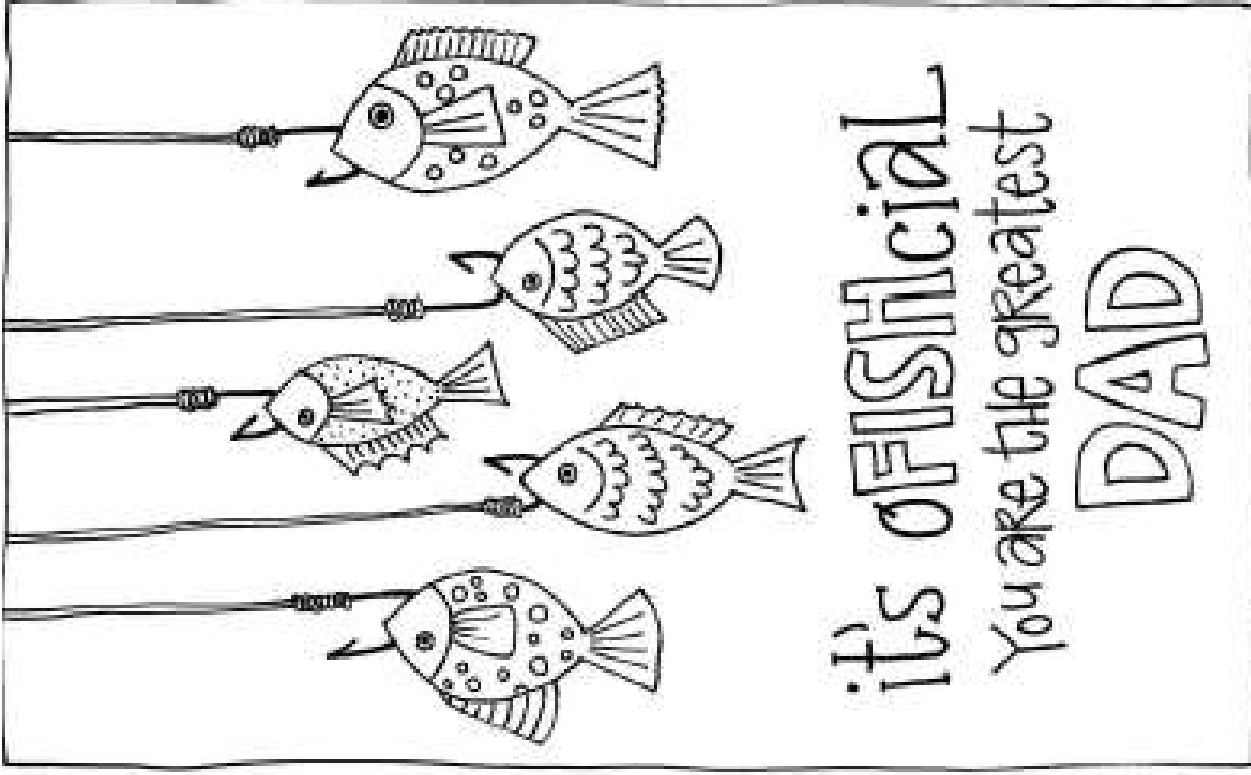
Hand Colored with Love for my Dad by \_\_\_\_\_  
Visit [CreativelyBeth.com](http://CreativelyBeth.com) for more inspiration!







Hand Colored with Love for my Dad by \_\_\_\_\_  
Visit [CreativelyBeth.com](http://CreativelyBeth.com) for more inspiration!





### Activity 3

# SPIRAL

Start with a complete deck of cards, as well as 1-2 dice and game pieces for each player. Ace = 1, Jack = 11, Queen = 12 and King = 13.

To begin, build a spiral out of the entire deck of cards, as shown in the picture below. This will serve as your game board. You can use the same board for multiple games, or create a new board each time to change it up.

Each player then places their game piece at start (the centre of the spiral).

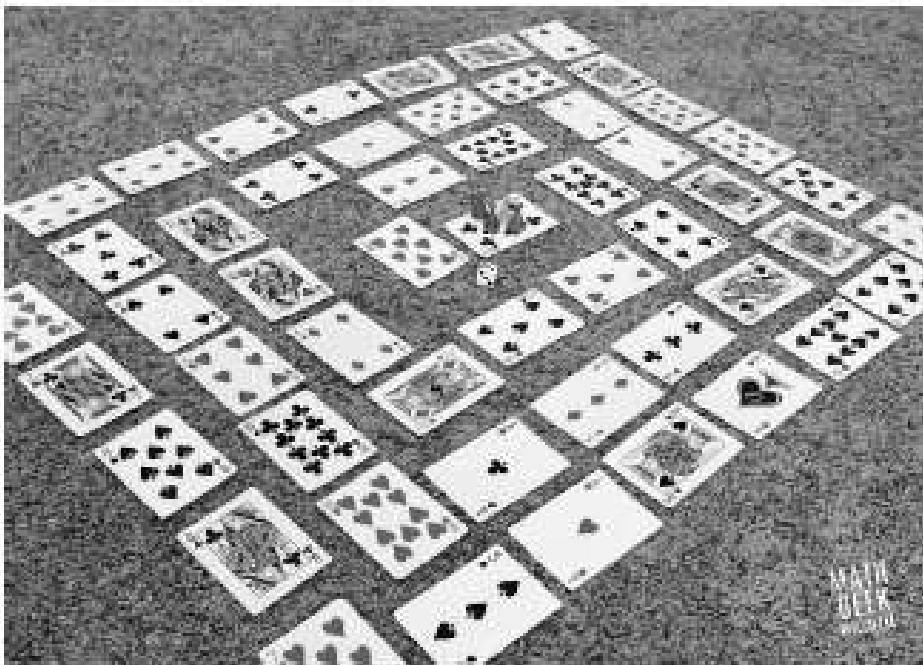
To start, the first player rolls a die and moves that number of cards on the game board. They must then multiply the number on their die with the value of the card they landed on. If they solve it correctly, they stay there, otherwise they go back to their previous position.

Players then take turns rolling and moving around the game board.

If a player lands on a card with another player on it, they "bump" that player back to start.

If a player lands on a "double," meaning the number on their die and the value of their card is the same, they get to go again.

The first player to land exactly on the last card and correctly solve the multiplication problem wins!



## Activity 4

# Close Call

**You will need on deck of cards. Aces = 1, Jokers = 0, Tens and face cards are removed.**

1. The object of the game is to accumulate the highest score by coming closer to the goal than your opponent(s).
2. Play begins with the dealer providing each player/team with six cards from a well-shuffled deck.
3. Players then select four of the six cards they receive and attempt to make two numbers whose sum is close to 100 without going over. Each player/team has a one-minute time limit to make a decision.
4. After the selections are made, each player puts his/her cards on the playing surface in front of him/her so that all players can see, write down your sum on your side of the sheet. The player with the total that is closest to 100 wins a point. In case of a tie, one point is awarded to each player.
5. Cards are shuffled and dealt at the end of each round

Play until you want (or until you're winning) 😊



# Close Call

Name \_\_\_\_\_

Round	Problem Created	Score
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
Final Score		

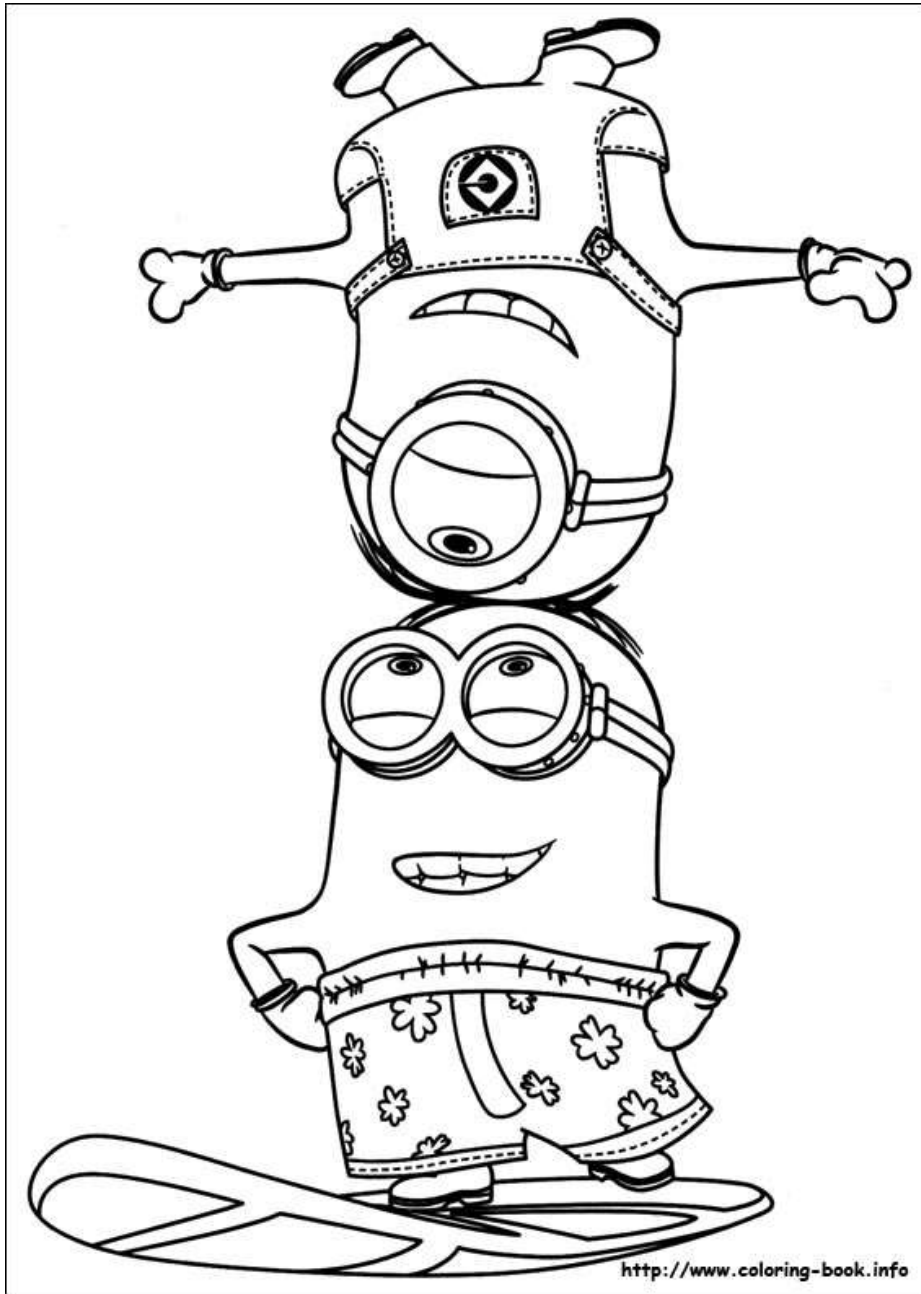
Name \_\_\_\_\_

Round	Problem Created	Score
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
Final Score		





# Monday 06.09.21



# English

## Spelling -

-Write your spelling list

-Complete the remainder of your spelling sheet.

## Comprehension Strategy



I Wonders *Google Classroom Demonstration Available Online*

- Use this strategy to create three 'I Wonders' before the chapter is read (hit pause after Mrs Cheetham reads the title of the chapter - write three 'I Wonders' based on the title of the chapter before unpausing). Then about halfway through the video, hit pause and write three 'I Wonders' about what you think will happen in the rest of the chapter. Then after the video has finished, write three 'I Wonders' about what might happen in the next chapter or later in the book.

You are aiming to write nine 'I Wonders' in total.

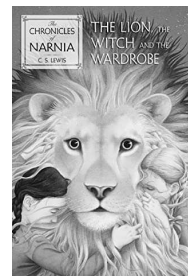
- Three "before" I Wonders (after you find out the title of the chapter).
- Three "during" I Wonders (where you pause halfway through the chapter).
- Three "after" I Wonders (where you write after the chapter has finished).

Remember - just have a go! The only "bad mistake" you can make is the mistake of not giving it a go at all :)

## Reading -

## Stage Novel Ch 12

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



Google Classroom reading available online.



# "I Wonder..."

## **Before Reading**

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

## **During Reading**

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

## **After Reading**

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_

I Wonder \_\_\_\_\_





## Writing - Narrative

Planning Narrative Writing - read the below information and watch the *Google Classroom Demonstration Video on Planning Narrative Writing - Available Online*

Planning your writing is really important for any style of writing. There are many ways that you can plan your writing - there is no right or wrong way to do it. You could choose to do dot points, a mind-map or use a visual organiser such as the template below.

When you are planning your narrative it is really important that you plan for each part of the structure - the orientation, problem, series of events and resolution. Remember to include all of the 5 Ws for the orientation and to include at least 2-3 different events for the series of events.

Using the template provided on the next page and plan a narrative text for the following stimulus picture.

***Once you have completed the template - Upload your work to Google Classroom.***



**Who:**

**What:**

**When:**

**Where:**

**Why:**

**Event:**

**Event:**

**Event:**

**Problem:**

**Title**

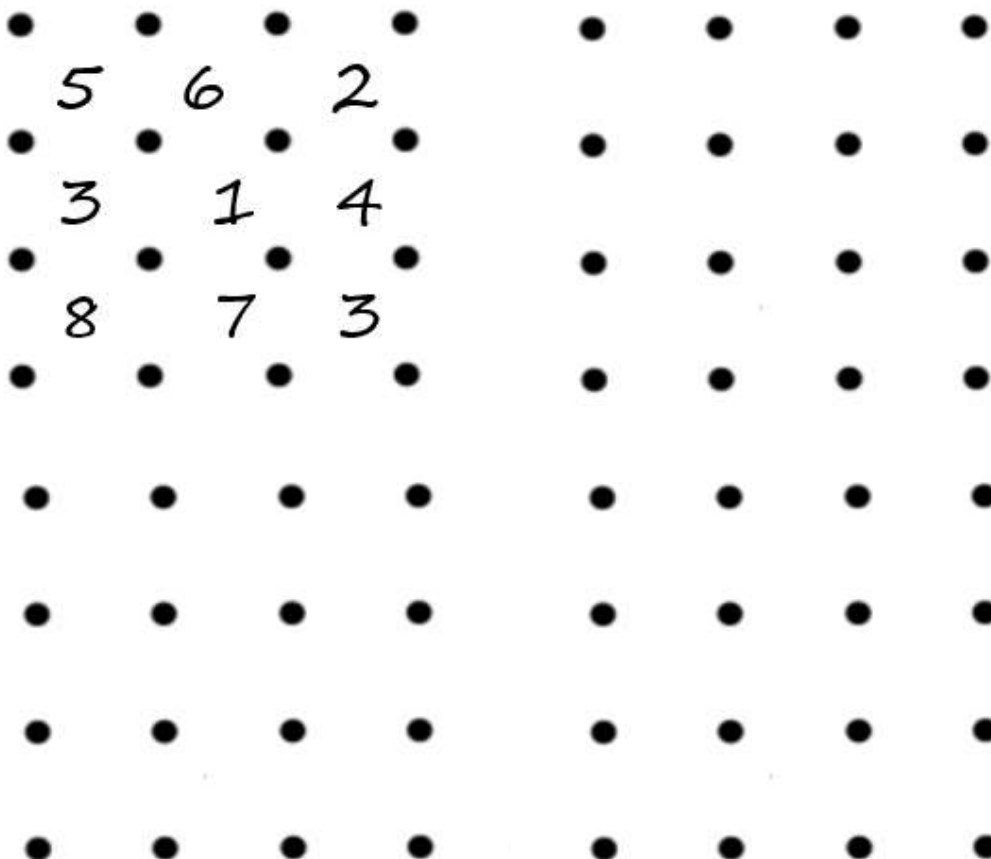
**Solution/End:**

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <li>○ I have written my spelling words and completed the spelling activity.</li> <li>○ I have viewed chapter 11 of the Stage 2 novel and completed the "I wonder" comprehension strategy.</li> <li>○ I have watched the narrative writing planning video and written a plan for the stimulus picture. I have also uploaded it to Google Classroom.</li> </ul>	<p>Teacher Recognition (English)</p> <ul style="list-style-type: none"> <li>○</li> </ul>
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## Mathematics - Addition Squares

This week you are going to play the game Addition Squares. We have set up the first game board for you. You will need two different coloured pencils. If you don't have someone to play against you, just play colour teams. Each team connects two dots to make one side of a box or square. The team that draws the last side of the box has captured that square and lightly shades it their colour. When all the squares have been captured each team adds up their squares to see who has the most.

You can pick your own numbers for the other three games. If you want to challenge yourself try writing 2 or 3 digit numbers in the squares.





**Problem A Day** - Complete today's problem.

What numeral is missing from the equation?

$$6 + \boxed{?} = 3 \times 6$$

- 18
- 15
- 12
- 9

Working out - Transformation step

**Mathletics** - Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_

## Number and Algebra - Fractions and Decimals



*Fraction Demonstration Video Available on Google Classroom.*

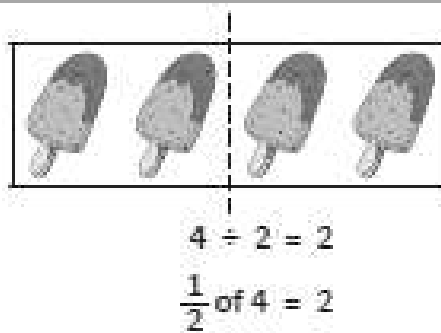
- Complete the fractions of a collection activity





# Introducing fractions – fractions of a collection

Finding a fraction of different amounts is like division. Look at this tray of 4 ice creams. We can see that  $\frac{1}{2}$  of this group is 2. This is the same as dividing 4 by 2.



**E** Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.

**a**

$12 \div 4 = 3$   
 $\frac{1}{4}$  of 12 = 3

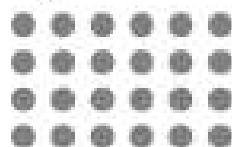
**b**

$\square \div 4 = \square$   
 $\frac{1}{4}$  of  $\square = \square$

**c**

$\square \div 8 = \square$   
 $\frac{1}{8}$  of  $\square = \square$

**4** Find  $\frac{1}{4}$  of these amounts:



$\frac{1}{4}$  of 24 =



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the Addition Squares Games</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 fractions of a collection 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?

---

### Geography - Animal Research Task

Animals in Australia and Indonesia are very different. Complete the research task on the next page using a different animal from both countries.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed research about animals in 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: \_\_\_\_\_

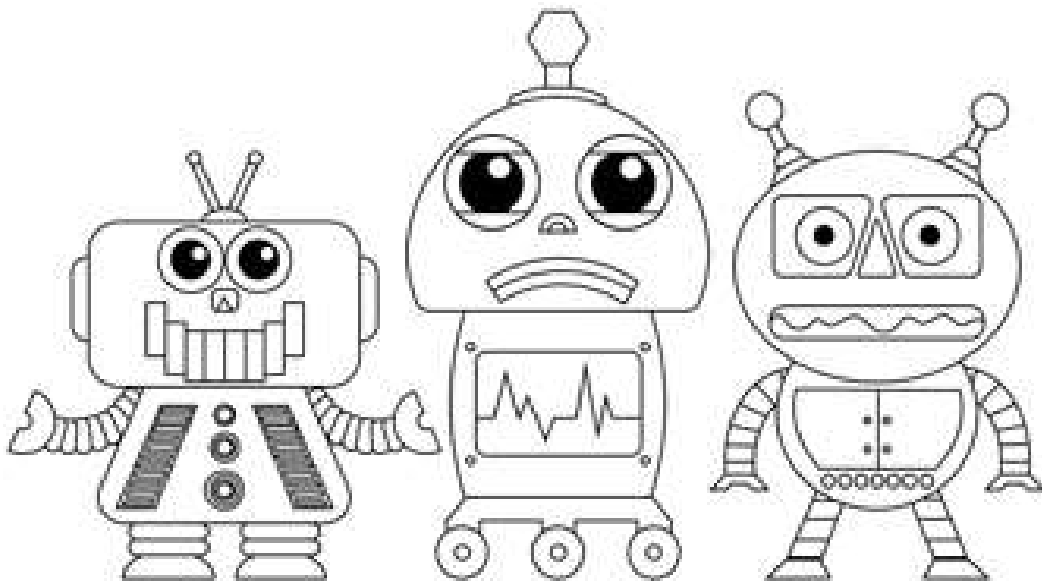


## ANIMAL RESEARCH

	AUSTRALIA	INDONESIA
Name of animal		
Description - what does it look like?		
Size - how big does it grow? - what does it weigh?		
Diet - what does it like to eat?		
Where does it live? (e.g. rainforest, desert)		
Interesting facts		
Picture (print a picture or draw one)		



# Tuesday 07.09.21





# 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 Mars (taken from the NASA Science for Kids website - <https://spaceplace.nasa.gov/all-about-mars/en/>).

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.

Mars is a cold desert world. It is half the size of Earth. Mars is sometimes called the Red Planet. It is red because of rusty iron in the ground. It is a small and rocky planet and has a thin atmosphere.

Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.



Handwriting practice lines consisting of ten sets of three horizontal lines (top dashed, middle solid, bottom solid).









<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <li><input type="radio"/> I have completed my spelling activities, and checked that my words are spelt correctly.</li> <li><input type="radio"/> I have completed the reading activities, making sure that I have read aloud clearly, fluently and with expression.</li> <li><input type="radio"/> I have completed my handwriting activity, paying attention to exit flicks, diagonal joins and letters that don't join. .</li> <li><input checked="" type="radio"/> I have written a narrative text ensuring I have an orientation, problem, series of events, resolution and coda.</li> <li><input type="radio"/> I have used descriptive language, adjectives, adverbs and a wide vocabulary. I have completed my free writing activity using neat handwriting, adding description and using alliteration.</li> </ul>	<p>Teacher Recognition (English):</p> <ul style="list-style-type: none"> <li><input type="radio"/></li> </ul>
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## Mathematics - Addition Squares

This week you are going to play the game Addition Squares. We have set up the first game board for you. You will need two different coloured pencils. If you don't have someone to play against you, just play colour teams. Each team connects two dots to make one side of a box or square. The team that draws the last side of the box has captured that square and lightly shades it their colour. When all the squares have been captured each team adds up their squares to see who has the most.

You can pick your own numbers for the other three games. If you want to challenge yourself try writing 2 or 3 digit numbers in the squares.






## Problem A Day -

Complete today's problem.

What numeral is missing from the equation?

$$3 + \boxed{?} = 2 \times 5$$

- 2
- 5
- 7
- 10

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.



Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_

## Number and Algebra - Fractions and Decimals

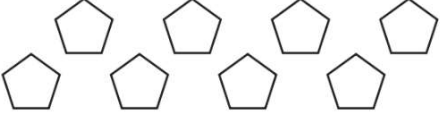
*Fractions Demonstration Video Available on Google Classroom.*

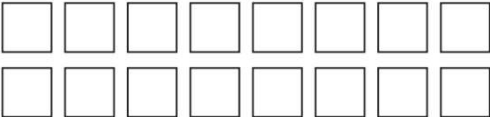
- Complete the following fraction of collections activity.



# Introducing fractions – fractions of a collection

**5** Shade the fraction of these amounts:

**a**   $\frac{\boxed{1}}{\boxed{4}}$  of  $\boxed{8} = \boxed{2}$

**b**   $\frac{\boxed{1}}{\boxed{2}}$  of  $\boxed{16} = \boxed{8}$

**6** Find these amounts. Use counters to help you.

**a** How many sweets did I get if I was allowed  $\frac{1}{4}$  of 24? \_\_\_\_\_ sweets

**b**  $\frac{1}{3}$  of all the kids in my class have a pet dog.  
How many have a dog if there are 30 kids in my class? \_\_\_\_\_ kids

**c**  $\frac{1}{5}$  of all the kids in my class ate an apple at recess.  
How many apples were eaten if there were 30 kids in my class? \_\_\_\_\_ apples

**7** Jackson loves to bake cookies. He is famous for his triple choc chip delights. Work out how many each person received if Jackson baked a batch of 24 triple choc chip delights.



**a** His best friend Hamish got  $\frac{1}{4}$ . Hamish got \_\_\_\_\_ triple choc chip delights.

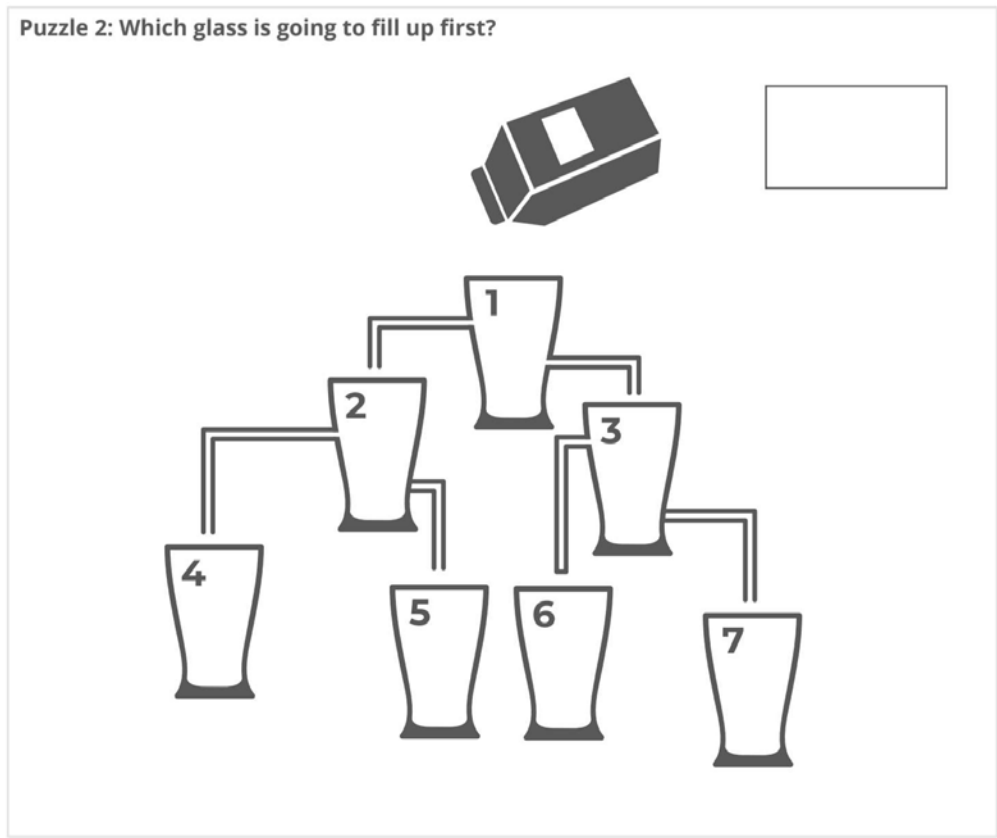
**b** He gave  $\frac{1}{2}$  away to the teachers in the staff room.

The teachers got \_\_\_\_\_ triple choc chip delights.

**c** He gave the rest to his next door neighbour Mr Wallis.

Mr Wallis got \_\_\_\_\_ triple choc chip delights.

**Puzzle 2: Which glass is going to fill up first?**



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed the Number of the Day activities.</li><li><input type="radio"/> I have practised my times tables.</li><li><input type="radio"/> I have completed my Problem A Day.</li><li><input type="radio"/> I have completed two Mathematics tasks.</li><li><input type="radio"/> I have completed the symmetry and tessellation activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
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**Drop Everything And Read (DEAR):**

Read for 15 minutes. What did you Read? \_\_\_\_\_



# Science Remote Learning: Lesson 8



Learning Intention: For students to understand how changes from solid to liquid and liquid to solid can help in the process of recycling plastic.

Watch this video and complete the following activities

Totally wild - soft plastic recycling <https://www.youtube.com/watch?v=dM7vQsOQ550>

1. How many plastic shopping bags do Australians use per year ?

\_\_\_\_\_

2. Give four examples of flexible plastics. (Think of plastic that is easy to scrunch up.)

\_\_\_\_\_

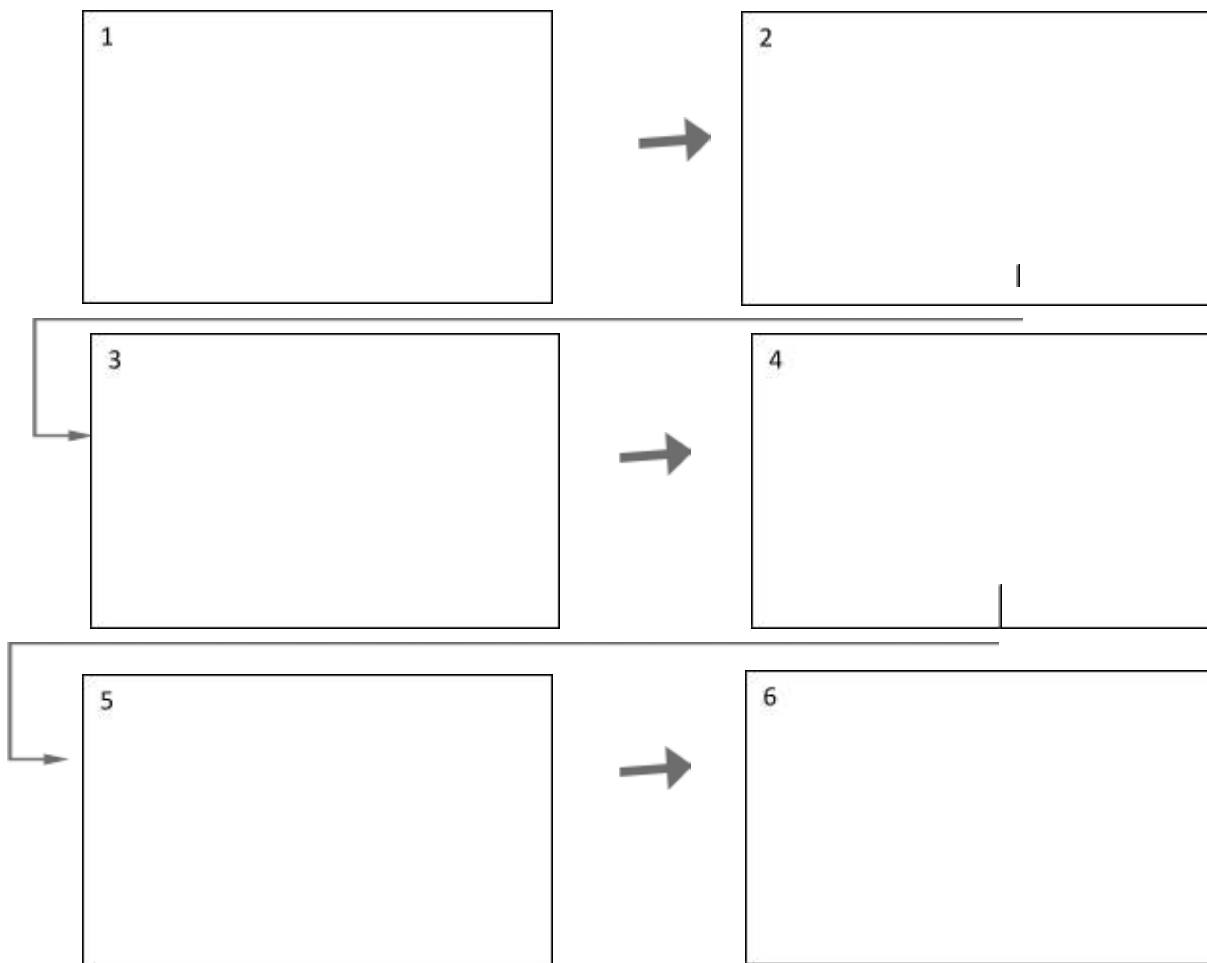
\_\_\_\_\_

3. Where can you take your soft plastics to be recycled?

\_\_\_\_\_

## The Process of Soft Plastic Recycling

Cut out the steps involved in the process of recycling soft plastics (see following page).  
Glue the steps in the correct order on the flow chart below.



4. What causes the chopped up plastic to melt? \_\_\_\_\_

5. What types of products can be made from recycled plastic bags? List three  
\_\_\_\_\_

Did you know that Woolworths has a recycling program for flexible or scrunchable plastic? It's called Red Cycle.

Complete this cloze, using the word bank below, that explains the role that heat plays in the process of recycling soft plastics.

\_\_\_\_\_ has two roles in the \_\_\_\_\_ of recycling soft plastics. Firstly, the plastics are heated during the \_\_\_\_\_ process. This allows them to be solidified into tiny \_\_\_\_\_ (grains) once water is added. Secondly, the mixed granulated plastic is heated during the manufacturing process so it can be \_\_\_\_\_ into new objects.

shredding	granules	process	Heating	moulded
-----------	----------	---------	---------	---------

6. How does recycling soft plastics benefit (help) humans and our environment?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What other materials could be recycled in a similar way (melting and remoulding)?  
\_\_\_\_\_

Optional Video

How plastic hurts the world: <https://www.youtube.com/watch?v=VUUUxOI715s>

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have viewed the videos.</p> <p><input type="radio"/> I have answered questions 1 to 7 and completed the cloze</p> <p>I have done my best to correctly order the information for the flowchart showing the "Process of Recycling Soft Plastics".</p>	<p>Teacher Recognition</p> <p><input type="radio"/></p>
---	---





Cut out and glue in the correct order in the Process of Recycling Soft Plastics flow chart.

**Manufacturing**

The mixed granulated plastic is melted and moulded to create new products such as outdoor furniture, decking, traffic barriers and gym equipment.

**Blending**

Different types of plastic granules are mixed together, depending on the type of product that is going to be made.

**Collecting**

Consumers take used soft plastic items to a local collection point, such as a supermarket and place them into the soft plastic recycling bins.

**Transporting**

Large trucks transport the soft plastics to large recycling factories.

**Baling**

The soft plastics are baled into huge cubes to make transportation easier.

**Shredding and Solidifying**

The plastics are fed into a machine and chopped. The heat caused by this action melts the plastic. Water is added to solidify (make it hard) the plastic into tiny granules (grains).

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

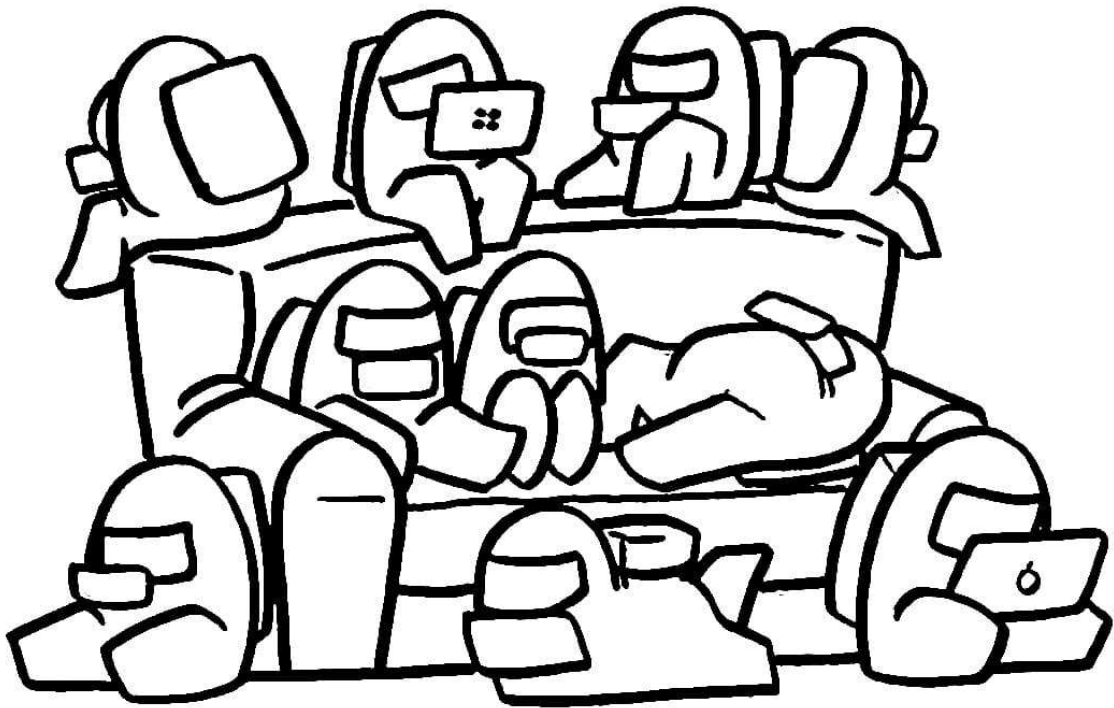
Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_



# Wednesday 08.09.21



wonder-day.com



# 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

Book title \_\_\_\_\_

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

## Free 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 some alliteration in your writing.








### Optional Online Challenge Activity

Google: Number of the day MathsStarters [www.mathsstarters.net/numoftheday/](http://www.mathsstarters.net/numoftheday/)

Choose either a 3, 4 or 5 digit number. Write your answers to the questions here and then check your answers online. Record the number here.

My number is: \_\_\_\_\_

1.	
2.	7.
3.	8.
4.	9.
5.	10.
6.	

Problem A Day -Complete today's problem.

What numeral is missing from the equation?

$$12 + \boxed{?} = 4 \times 5$$

- 7
- 8
- 9
- 10

Working out - Transformation step







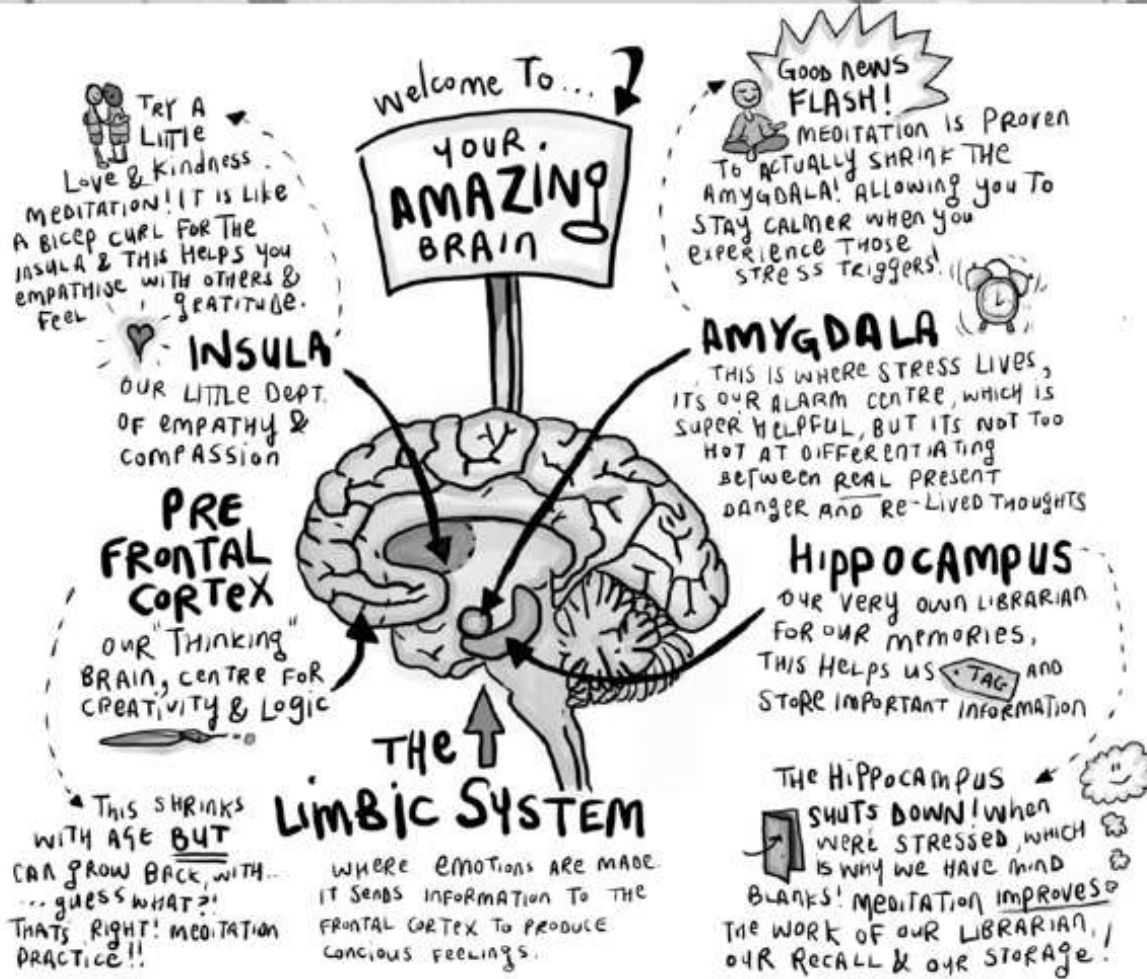
<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed the Addition Squares game.</li><li><input type="radio"/> I have practised my times tables.</li><li><input type="radio"/> I have completed my Problem A Day.</li><li><input type="radio"/> I have completed two Mathletics tasks.</li><li><input type="radio"/> I have completed the position activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
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**Drop Everything And Read (DEAR):**

Read for 15 minutes What did you Read? \_\_\_\_\_



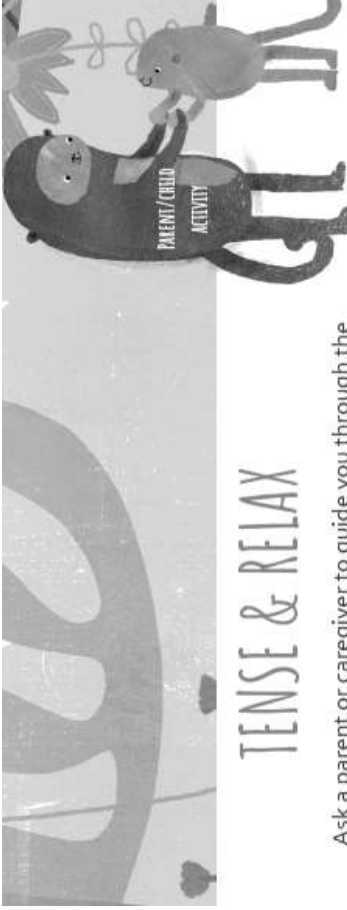
# LEARN ABOUT YOUR AMAZING BRAIN!



This amazing Brain illustration has been created by EQ minds [www.eqminds.com](http://www.eqminds.com)

MINDFULNESS HELPS STRENGTHEN THE BRAIN SO WE FEEL CALM, KEEP OUR STRESS LOW, LEARN BETTER, FEEL HAPPY, MAKE GOOD CHOICES AND CARE FOR OTHERS





## TENSE & RELAX

Ask a parent or caregiver to guide you through the Tense & Relax Meditation below.

- Get comfortable lying on the floor.
- Let your arms rest gently on the ground by your side or gently on your lap.
- Let your feet relax by uncrossing them and letting them flop out to the side.
- Gently close your eyes over.
- Feel the weight of your body as it rests on the floor. You may even notice how your body feels against the floor. Through this meditation I am going to guide you to notice any sensations in your body.
- Let your attention focus now on my voice as I guide you through tensing and relaxing each part of your body from your toes to your head.
- Starting with your toes and feet, scrunch up all the muscles in your toes and feet as tight as you can and hold for a few seconds and then just let them flop on the floor and completely relax. Let's do this again, tensing the toes and feet as much as you can, then just let them flop on the floor.
- Repeat this step for each part of the body and be aware of each muscle tighten and then loosen each muscle area: Calves and shins, Upper legs- front of legs, back of legs, hips and pelvis area, tummy area, chest and back area, arms, hands, shoulders and neck, face.
- Now tense the whole body all at once so all your muscles and tensed up for a couple of seconds. Let's do this again and let your body flop on the floor.
- Now just allow yourself to just relax on the floor and notice any sensations in your body.
- Notice how you feel in your body.



## HOW DOES MINDFULNESS HELP THE BRAIN?

Put your hand on your forehead. Just behind your forehead is your 'Thinking Brain' (which is also called the Pre-Frontal Cortex). Mindfulness helps to strengthen this part of the brain which actually becomes thicker and stronger over time the more we practice.

Place your other hand behind the base of your skull. Behind this part of the head in the brain is the 'Alarm Bell' part of the brain (which is also called the Amygdala). This part of our brain helps to alert us of danger. Sometimes our alarm bell goes off when there is no danger such as when we become worried.

The more we practice Mindfulness, the 'alarm bell' becomes smaller which helps us to not feel as stressed or worried. This means we are less likely to feel stressed or become stressed easily. So, the more we 'work out' the thinking brain, the less the 'alarm bell' works. This means we feel happier and calmer.





TRACE AROUND THE STAR AND  
BREATHE IN AS YOU TRACE UP AND  
BREATHE OUT AS YOU TRACE DOWN

# STAR BREATHING



# HOW DO YOU FEEL TODAY?

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY

SOME EMOTIONS FEEL GOOD (POSITIVE) LIKE FEELING HAPPY, CONFIDENT AND COURAGEOUS. SOME EMOTIONS DON'T FEEL AS GOOD (NEGATIVE) LIKE FEELING ANGRY, FEARFUL OR SAD. BOTH OF THESE TYPES OF EMOTIONS ARE REALLY NORMAL. WE CAN FIND WAYS TO MANAGE HOW WE ARE FEELING. ONE WAY IS TO WRITE DOWN HOW WE ARE FEELING WHICH HELPS CALM THE

# HOW DO YOU FEEL TODAY?

© Wellbeing For Kids Pty. Ltd. www.peacefulkids.com.au

Try keeping a feelings journal for the next week. You could pull this page out.





Upload your work to Google Classroom



## Wellness - Family Yoga with Ms Fry

Just a quick reminder to come along, join in the fun and meet Ms Fry on the mat each Wednesday at 2:30pm for Family Yoga. It's a 40 minute lesson filled with games, yoga poses and meditation. Everyone's invited!

### Join Zoom Meeting

<https://nsweducation.zoom.us/j/61426399274?pwd=N2RjSzJPVHROaUJPMjRaSTlWQXBjdz09>

Meeting ID: 614 2639 9274

Passcode: 596743

<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed today's mindfulness activities.</p> <p><input type="checkbox"/> I participated in Family Yoga with Miss Fry.</p>	<p>Teacher Recognition:</p> <p><input type="checkbox"/></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

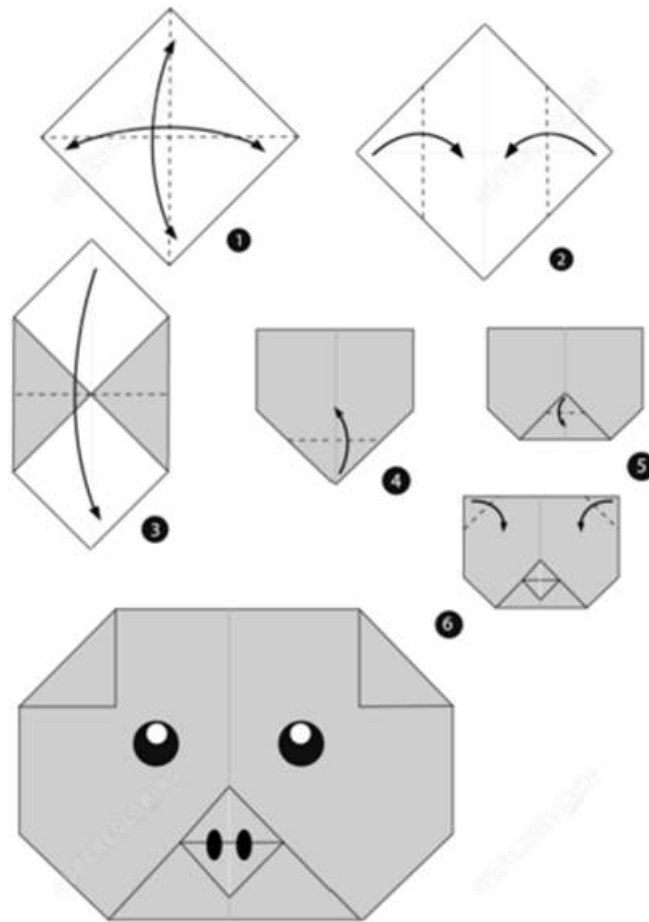
How many differences can you find? There are 10.



# Pig Origami

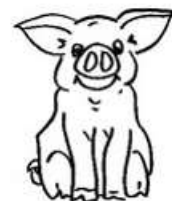
Have a go at making your own little pig face out of paper.

Start with a square of paper. A piece of scrap paper will be fine, Follow the instructions below. Don't forget to colour in your pig and add some eyes and nostrils.



**Joke Time:** What's it called when a bunch of pigs compete in athletic games?

The Olympigs.



# Charlotte's Web Find-A-Word



R V F Z R P B O A I Z G I A S K U H G U E Y O R A  
 G Z K T B B W G J E D H H C E V D Y P E I C S J F  
 J L U C E U H I R O D I Q U U T A H G C J Z P N B  
 Y S O P R M W V B Q G Q G O M D R L T R T U I M N  
 S U O W W W P R L J H I U G V B J Z L B Z Z D S O  
 C A B J D W G L W F Y R J X T N L F E R N U E M K  
 D Y H V Y M I K E S E Y O W Q T X E N B K C R B J  
 B E C V U P Y L S T B C P I J H I D G B W K C N V  
 P Z Y P C T J F B Z O Y Y U N R N L F A E E N N A  
 P Y I G K Z F D G U D N B F E K I M V R B R L Q R  
 R U T T R C X R L C R D P W L L H R Z N F M C C A  
 J F W B Z S W Q I A O A F B L L C S L F H A B G B  
 C M R O X D R M S E G W U A T C H G C E U N I U L  
 L M O D S U H E W J N L J P I L W N P O L M T H E  
 Q L D A K H J Q N P X D W T J R M A V D C P H F G  
 K Q E F P G K P S Z I D S Z C O V Z J A C S W L J  
 B J N X E Z G F A P D G L V Z H Q Z L Y H V F R J  
 L E T Z R S O S X Y H R A D I A N T D X A O C B U  
 H O J J K A O N V F K V R Z C A Z J F Y R P D Q E  
 U L N C R V S P C M G W N O J V U E S X L W D U S  
 F V K X Z J E U V E E T Q N P Y Q B T Y O J E D W  
 A G W R V K K K Q R Z Y U C A V E R Y R T Y V S S  
 R O W S A L U T A T I O N S B Q T H M Z T I T Y F  
 X Y I A C V H R G R G T A D L T Q D D O E M Y I J  
 S H E E P Y R D N H R A S Q S Q B T H A M C A T T

CHARLOTTE  
 SALUTATIONS  
 PIG  
 BARN  
 FRIENDS  
 ARABLE  
 FAIR  
 FERN  
 HUMBLE  
 SPIDER

WEB  
 COW  
 GOOSE  
 AVERY  
 RODENT



WILBUR  
 SHEEP  
 RADIANT  
 ZUCKERMAN  
 TEMPLETON

