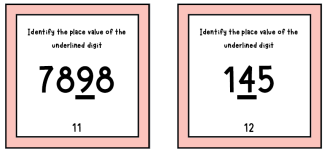
Week 3 Term 3 Weekly Framework Stage 2

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. Complete all activities in your Homework book or an exercise book you have at home. Don't forget to write the date on your activities to keep track. Resources/worksheets/spelling words can be found at the end of this document under resources - you access all documents online or print the resources. If you complete all of the activities for the day you can: ***Mathletics tasks *Practice your typing skills** - https://www.typingclub.com/sportal/program-3.game ***Access activities on the learning HUB** - https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home

T3 Wk 3	Morning Session		Middle Session		Afternoon
Monday	**English - Spelling:** **Year 3 Learning Intention:** • I can use the digraph /ti/ making the sound "sh" as in station. ' • I can use visual memory to spell irregular words. **Year 4 Learning Intention:** • I can use the digraph /ui/ making the sound "oo" as in fruit • the digraph /ew/ making the sound "oo" as in screw • I can use visual memory to spell irregular words. ***Activities Students Choose 1:** **Newspaper words -** Cut out letters from a magazine or newspaper to form 5-10 spelling words once. **Pyramid Words -** Write 5-10 spelling words once in the shape of a pyramid adding one letter to each line **ABC Order -** Write your spelling words in alphabetical order. **10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	**English - Grammar:** WALT: Use quotation marks to show direct speech. Success Criteria: I can write direct speech and use quotation marks correctly. Core Task: What is Direct Speech? Sentences can directly record the speech of one person to another. This is called *direct speech* or *dialogue*. In writing, direct speech is shown by placing *speech marks* around the spoken words. Speech marks may be called *inverted commas* or *quotation marks.* A Few Things to Remember When Writing Direct Speech **1 The first spoken word has a capital letter.** Stan muttered, "No-one ever listens to me." **2 Spoken words are separated from unspoken words by a comma, a question or exclamation mark.** "What can you tell me about the moon?" asked Mr Tibbs. "Um," Brad said, "it's made of cheese!" **3 Each new speaker is given a new line.** "Have you read the latest Harry Potter book?" asked Kim. "No," sighed Sue. "I haven't been able to get a copy!" lamented Ned. Activity: Write your own direct speech between a mother and son after he has broken a window with a ball.	**Mathematics:** **WALT:** Estimate and measure the perimeters of two-dimensional shapes **Warmup:**  **Topics: Length & Addition** **Problem:** *Fred's framing shop specialises in made to measure frames. What is the minimum length of frame needed for a photograph that measures 10cm by 15cm?* **Lesson:** ○ Perimeter - what can we remember from last week? ○ https://www.youtube.com/watch?v=AAY1bsazcgM ○ Choose 10 items from around your house or classroom. ○ Record them in a table in your workbook E.g. ITEM/Perimeter Estimation/Item Lengths/Perimeter Item | Perimeter Estimation | Item Lengths | Perimeter Workbook | 60cm | Length: 28cm Width: 21cm | 28cm + 28cm+ 21cm + 21cm P = 98cm Pencil Case | | | Laptop | | | Cushion | | | ○ Once you have estimated the perimeter of each item - use a ruler or a tape measure your chosen items. ○ It is ok if your estimations are incorrect - Just like Miss Sutherland's above! ○ What challenges did you face with this activity? **Extension/Challenge:** How could you find the perimeter of your house?	**English/Geography: Writing:** **Your teacher will post this task on GoogleClassroom for you to submit.* **Informative Text - Cold Task** ***'Rainbow Lorikeet'*** What do you know about the Rainbow Lorikeet? Read the information on your writing sheet and watch the video: https://www.youtube.com/watch?v=TB-RThFHt0c *While reading/watching, highlight important parts and use the information to write your own information text about rainbow lorikeets on the next page. You do not need to use every bit of information that is listed. You can take out the important facts or information that you think is interesting. *https://docs.google.com/document/d/1LavZnBADotQcZkX32_-9qYcOCg-MQCeUTi9WmiBki04/copy* **Remember this is a COLD TASK:** We want to see your best effort - not the effort of someone else. Your teacher will use this piece of writing to help them plan what they are going to teach. They need to know what you need help with. If you aren't sure - it is ok!	**CAPA/Music: (Lesson from Mrs Ruzay)** **Music Project.** **Do some research about a musical style, a famous composer or your favourite music band or artist. Present it in PowerPoint with clips to share with the class. Or as a poster.**

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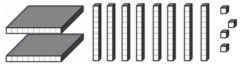
You may also illustrate a picture **10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	**English - Grammar & Punctuation:** WALT: Understand and use subheadings. Success Criteria: I can locate headings and subheadings and know that they can tell me information quickly. <u>Headings and Subheadings</u> *Headings* are used to show what a page will tell us about. *Sub-headings* are used to show what a paragraph will tell us about. Sub-headings are very useful: -They are helpful because they help the reader to find the information they need, quickly. -They can be read when skimming or scanning a text. -They do not need to be read from beginning to end. -Headings and sub-headings are usually capitalised. *Contents pages* in books use headings to help readers find what they are looking for. <u>Example:</u> <u>Frogs</u> (heading) Description: (subheadings) Habit: Diet: <u>Activity:</u> *Book Detective* - As the *Book Detective*, you need to pick up a book and find a heading or sub-heading. Write the heading or sub-headings into your work book. Are the sub headings always the same?	**Mathematics** **WALT:** Regroup numbers up to 999 **<u>Warmup:</u>** *Five students at university received 'student numbers'. Tierney was number 342, Darren was number 867, Lyndal was number 303, Mark was number 032 and Meg was number 330. All of their details were stored in a filing cabinet drawer according to this number. The first folder in the drawer was 001 and the last was 999. Write the order that the students' files would be in from the front of the drawer to the back (e.g. whose comes first out of the five?)* **Lesson:** *Numbers can be made using lots of different combinations of hundreds, tens and ones. The mathematical term for this is 'regrouping' and is very important for operations. *If I was making the number 284 how many hundreds/tens/ones would I need? ***You can draw your answers if you like.*** **2 hundreds** **8 tens** **4 ones**  *Is there only one way? How else could I make it? Example: **1 hundreds** **18 tens** **4 ones** *Can you think of any other ways? **Activity: Draw at least 2 number :** 45 263 396 42 578 ***If these numbers are too hard try the same activity with smaller numbers:** 68 77 84 **Extension/Challenge:** *How could I make 2707 using hundreds, tens and ones.*	**English/Geography - Writing:** **Informative Writing Task** Write an information report on an animal of your choice. The purpose of this writing activity is to inform your audience. This task is to be completed over two days - just like we would at school. Today you need to research an animal of your choice. You might choose an animal that you have not heard of before. Use the Australian Geographic website as your starting point. https://www.australiangeographic.com.au/ How are you going to group your ideas into paragraphs? For example, paragraph 1: habitat, paragraph 2: diet, paragraph 3: lifecycle. You may also consider appearance, movement and/or behaviour. Complete your research using the scaffold below or you can use your workbook. https://drive.google.com/file/d/1bgpVl0DTpuEvwc-N6AtLeWHij3Mnq10u/view?usp=sharing	**English - Handwriting:** **WALT:** Write the letters 'ff', 'tt' and ft by drawing the crossbar last, forming both letter strokes before adding the crossbar. **Success Criteria:** I can write legibly using NSW cursive writing and form the letters 'ff', 'tt' and ft by drawing the crossbar last, forming both letter strokes before adding the crossbar. **Core Task:** Students practice writing the letters 'ff', 'tt' and ft by drawing the crossbar last, forming both letter strokes before adding the crossbar. Practise joins to different letters. Write words and sentences that include these letters. *Tuesday 27th July 2021* *The sea otter often eats crabs while drifting on its back. It batters their hard shells against a stone it has sitting on its fluffy belly.* **Extension:** Write a short narrative/persuasive/informative text using cursive writing.

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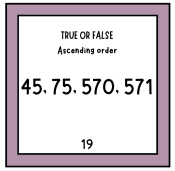
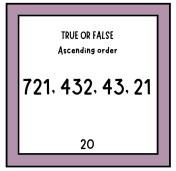
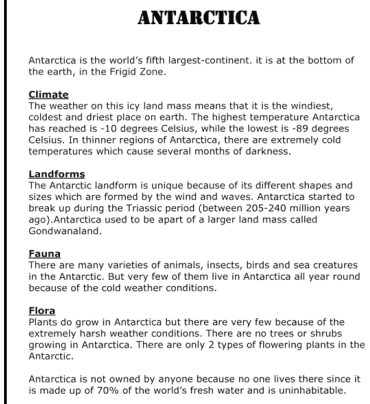
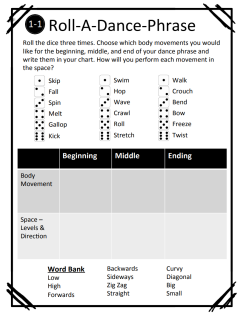
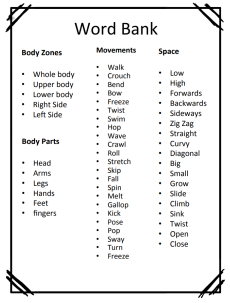
Highlight or circle the words that are hidden. **Spelling Comic -** Write your own comic and use 5-10 spelling words at least once. **Block Letters -** Write 5-10 spelling words once with each letter inside of a box **10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	**English - Reading: Finding word meaning in context:** *What strategies can we use when we come across a word that we don't know the meaning of?* **Step 1:** Reread and read ahead **Step 2:** Identify context clues **Step 3:** Decide on a meaning **Step 4:** Check that meaning in the context **Questions:** *Based on the title what do you think the text is going to be about?* *What type of words might we come across while reading the text?* *What can we do if we come across words we are unsure of?* Read the text and answer the questions. *Remember to write your answers in full sentence answers. https://docs.google.com/document/d/1s3H4Ry463flUfN-I_X5h1a8-ne3iqgr0qqcTxC5E4nY/copy	**Mathematics: TIME** Write the WALT in your book. **WALT:** Tell the time **<u>Warmup:</u>** **Ascending = Smallest to biggest.*   **Topics: Time** **Problem:** Jim woke up at half past 7. Draw this time on a clock. If Jim had to leave his house at 8:00am. How long did he have to get ready in the morning? **Lesson:** Students watch the video. https://www.youtube.com/watch?v=QU-XUmujbuM After watching the video, answer these questions in your book. • What hand tells us the minute time? • What hand tells us the hour time? • How many minutes are in an hour? Complete the worksheet. Draw the hour and minute hand on the clock to show the given time. *If you are unable to print the worksheet, you can draw the times in your workbook.* https://drive.google.com/file/d/1Tc50ndH0S4kq4oUepVsfnA8TaedPLTCf/view?usp=sharing **Extension/Challenge:** Becky put the chicken in the oven at 4:25pm. She let it bake covered for 10 minutes, then uncovered for 35 minutes more. What time will the chicken come out of the oven?	**English/Geography - Writing:** **Informative Writing Task Continued.** Write an information report on an animal of your choice. The purpose of this writing activity is to inform your audience. This task is to be completed over two days - just like we would at school. Using the information that you gathered yesterday, complete your information report. **Remember to include:** ❖ Introduction ❖ Paragraphs ❖ Conclusion ❖ Provide information on habitat, diet, appearance, lifecycle and/or a topic of your choice ❖ Use headings and sub-headings for each paragraph. **Example:**  **ANTARCTICA** Antarctica is the world's fifth largest-continent. it is at the bottom of the earth, in the Frigid Zone. **<u>Climate</u>** The weather on this icy land mass means that it is the windiest, coldest and driest place on earth. The highest temperature Antarctica has reached is -10 degrees Celsius, while the lowest is -89 degrees Celsius. In thinner regions of Antarctica, there are extremely cold temperatures which cause several months of darkness. **<u>Landforms</u>** The Antarctic landform is unique because of its different shapes and sizes which are formed by the wind and waves. Antarctica started to break up during the Triassic period (between 205-240 million years ago).Antarctica used to be apart of a larger land mass called Gondwanaland. **<u>Fauna</u>** There are many varieties of animals, insects, birds and sea creatures in the Antarctic. But very few of them live in Antarctica all year round because of the cold weather conditions. **<u>Flora</u>** Plants do grow in Antarctica but there are very few because of the extremely harsh weather conditions. There are no trees or shrubs growing in Antarctica. There are only 2 types of flowering plants in the Antarctic. Antarctica is not owned by anyone because no one lives there since it is made up of 70% of the world's fresh water and is uninhabitable.	**PD/Health:** **Learning Intentions:** How can we move our bodies to perform skills in different ways? **Success Criteria:** I can: Practise and apply movement concepts and movement skills to create and perform movement sequences. **Introduction:** Body movement warm up: **<u>https://youtu.be/uqLNxJe4L2I</u>** **Body:** ***Why is moving our bodies and learning different skills important for our health?***  Roll-A-Dance-Phrase Roll the dice three times. Choose which body movements you would like for the beginning, middle, and end of your dance phrase and write them in your chart. How will you perform each movement in the space? • Skip • Fall • Spin • Melt • Gallop • Kick • Swim • Hop • Wave • Crawl • Roll • Stretch • Walk • Crouch • Bend • Bow • Freeze • Twist Beginning / Middle / Ending Body Movement Space – Levels & Direction Word Bank: Low, High, Forwards, Backwards, Sideways, Zig Zag, Straight, Curvy, Diagonal, Big, Small  Word Bank Body Zones: Whole body, Upper body, Lower body, Right Side, Left Side Body Parts: Head, Arms, Legs, Hands, Feet, fingers Movements: Walk, Crouch, Bend, Bow, Freeze, Twist, Swim, Hop, Wave, Crawl, Roll, Stretch, Skip, Fall, Spin, Melt, Gallop, Kick, Pose, Pop, Sway, Turn, Freeze Space: Low, High, Forwards, Backwards, Sideways, Zig Zag, Straight, Curvy, Diagonal, Big, Small, Grow, Slide, Climb, Sink, Twist, Open, Close

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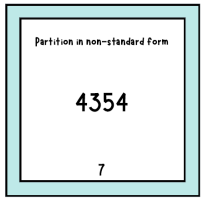
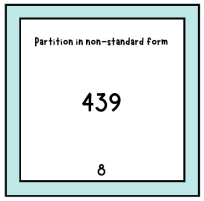
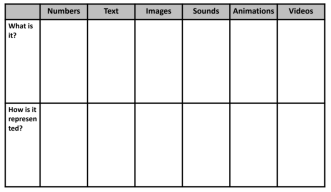
Thursday	**English - Spelling:** **<u>Year 3 Learning Intention:</u>** • I can use the digraph /ti/ making the sound "sh" as in station. ' • I can use visual memory to spell irregular words. **<u>Year 4 Learning Intention:</u>** • I can use the digraph /ui/ making the sound "oo" as in fruit • the digraph /ew/ making the sound "oo" as in screw • I can use visual memory to spell irregular words. **<u>Activities Students Choose 1:</u>** **Phone Words -** Write each spelling word once and the "number code" for each spelling word using a phone keypad. e.g. word = 9673 **Practice Spelling Test -** Students pair up with another student and practice the spelling test. Students quiz each other at least once. **Rainbow Words -** Write 5 - 10 spelling words once using a different colour for each letter. **10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	**English - Grammar & Punctuation:** WALT: Use quotation marks to signal titles. Success Criteria: I can use quotation marks correctly to show titles of books and movies. Core Task: <u>Quotation Marks Signal Titles</u> Quotation marks are used to show direct speech eg "I like juicy apples," said Mary. Quotation marks are also used to signal titles. This means the titles of books, poems and other special names require quotation marks around them. If you are using a computer, these special words can go in italics instead. <u>Example:</u> Our teacher read us "The Twits". She saw the movie "Matilda". I saw the "Ruby Princess" in the harbour. The book *Charlie and the Chocolate Factory* is a great narrative. Have you met *Queen Elizabeth*? <u>Activity:</u> Choose 4 books from today and copy the titles with inverted commas.	**Mathematics:** **WALT:** Identify 3D shapes **<u>Warmup:</u>** Regroup these numbers using place value.   **Topics:** 3D shapes **Lesson:** ○ What do we know about 3D shapes. Write down 5 things you know about 3D shapes. Watch the video: https://drive.google.com/file/d/1GqGB-l1nwtxY9teOGcRH0Iw3HauiWK62/view?usp=sharing ***While watching:** ○ Stop at 0:45. Can you write down what you think the 4 items Mrs Nusco has found at her house? ○ Continue watching - were you correct? Complete the 'What am I' worksheet. https://drive.google.com/file/d/1oN15VD9nwax7DAbvu4PfnFuH2FlgbGDb/view?usp=sharing *If you cannot print this sheet you can complete this activity in your work book. **Extension/Challenge:** Create a cube using the net: https://drive.google.com/file/d/1JLl9npC6jN1NARGcw3Q3hG8w98WCsH4k/view?usp=sharing *Can you make other 3D shapes? Think about the faces/edges you would need?	**Reading: Finding word meaning in context** **Refer back & reinforce the rules -** *What strategies can we use when we come across a word that we don't know the meaning of?* **Step 1:** Reread and read ahead **Step 2:** Identify context clues **Step 3:** Decide on a meaning **Step 4:** Check that meaning in the context **Yr 3 - A Cry in the woods** https://docs.google.com/document/d/1Vk9zFlxnY3AdKkKuDhhwY-HeA8ubl5vupSqTt0kTNCU/copy **Yr 4 - A beacon of hope** https://docs.google.com/document/d/1kx5Zkrs0nw5aGleEXQrwNJ-mnsbby3MAsMXRIjFUkv4/copy **Questions:** *Based on the title what do you think the text is going to be about?* *What type of words might we come across while reading the text?* *What can we do if we come across words we are unsure of?* Can you find the topic sentence? Read the text and answer the questions.	**Science:** **WALT:** Identify representations of different types of data such as waves for sound. **Success Criteria:** I can recognise different types of data and explore how the same data can be represented in different ways. **Core Task: View the Representation of Data document:** https://drive.google.com/file/d/1lsGe40sHuBKaP_NZ9o5I-aD4heP4r2Fb/view?usp=sharing Read through the each slide and answers the following questions for each. ❖ What is it? ❖ How is it represented? If you like you can complete it in mindmap/poster or a table. ***Example:*** 

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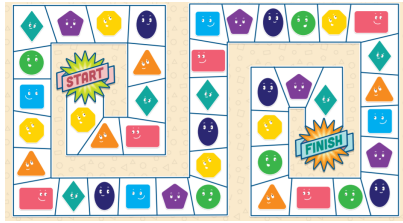
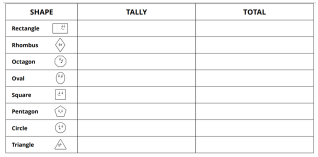
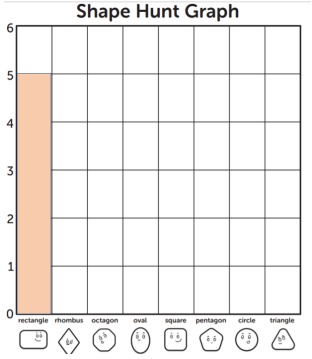
Friday	**English - Spelling:** **Year 3 Learning Intention:** • I can use the digraph /ti/ making the sound "sh" as in station. ' • I can use visual memory to spell irregular words. **Year 4 Learning Intention:** • I can use the digraph /ui/ making the sound "oo" as in fruit • the digraph /ew/ making the sound "oo" as in screw • I can use visual memory to spell irregular words. **Activities:** 1. Friday spelling quiz 2. Dictation using sentences below (See Spelling Program) **Dictation Words Yr 3** 1. initially 2. nationality 3. ration **Dictation Words Yr 4** 1. fruity 2. blew 3. chew **10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	**SPORT: Hand and racquet control** **You will need:** ball or rolled up pair of socks & bat or racquet. **Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.** **GetActive@Home – Episode** ***See below for the information page.***	**Mathematics: Data** **WALT:** Create a table and a graph **Warmup:** *Arrange the numbers in *Ascending order (Smallest to biggest)* 59 010, 48 168, 52 056, 35 238, 39 432 **Lesson: Creating a graph.** ○ What do we know about graphs? Write down 3 words that come to mind when you think about graphing. **Today we are going to go on a shape hunt!** **https://docs.google.com/document/d/1h82PKyoisUOWSpyeQEAs8FAYMXKKAR_l4dTy07g7Q70/copy** Complete the worksheet OR copy the table and graph sheet into your book. *How many different shapes can you find? *In your table tally the amount of times you see each shape and then add up the total. ***Example:***   *Complete the graph to show the number of each shapes. ***Example:***  **Extension/Challenge:** 1. Which shape did you find the most? 2. How many triangles did you find? 3. Which shape did you find the least? 4. Altogether, how many squares and rectangles did you find?	**Library/RFF:** 1.Listen to the story Bad Case of the Stripes https://storylineonline.net/books/a-bad-case-of-stripes/ 2.Give the following information to someone in your family or write it down. *Is the story written to entertain us or inform us? *Is it a piece of fiction (Story Book) or Non Fiction (Information Book) *What message is the story giving us? *Would you recommend this book to someone else read? Why?	**CAPA:** The Blue Mountains is a rugged region west of Sydney in Australia's New South Wales. Known for dramatic scenery, it encompasses steep cliffs, eucalyptus forests, waterfalls and villages dotted with guesthouses, galleries and gardens. View the PowerPoint slides for ideas to incorporate in your artwork. You may wish to use the Mountain stencil or draw your own. **Powerpoint:** **https://drive.google.com/file/d/1LiuzwWLTBKeusSh3UOp6X18J44HWS7Qa/view?usp=sharing**

Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
section station nation motion fraction	initial information direction celebration education	preparation imagination occupation distribution explanation	acceleration accumulate acquire adolescent adrenaline

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
fruit juice screw grew flew	suit recruit cruise outgrew threw	bruise suitcase preview cashew strewth	acceleration accumulate acquire adolescent adrenaline

APPENDIX/RESOURCES

GetActive@Home

Episode 1 - Hand & racquet control

Stage 2

Challenges

- Tap the ball or socks using the palm and back of the hand while standing on one leg.
- Alternate between using both hands to tap and standing on each leg.
- Using the racquet, tap the ball continuously at the ground for a set amount of taps.
- Toss the socks in the air with one hand, then using the palm of the other hand, hit the socks into the ground. Complete a set amount.

Mega Challenges

- Using the racquet, tap the ball using the forehand and backhand while sitting, kneeling and standing.
- Using the hand, tap the ball or socks using the forehand and backhand continuously.
- Creative challenge - Move any way you can while tapping the ball or socks with the forehand and backhand.

Other variations

With a partner try:

- Create tapping combinations back and forth with a partner.
- Use a bigger soft ball to make it easier.

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How do you move to make tapping easier ?

Where do you look when tapping the ball?

How can you control the ball to make tapping successive?

Teaching cues

Flat hand or racquet face.

Eyes on the ball.

Try to tap lightly.

Move your feet to track the ball.

Equipment

Ball or rolled up socks, bat or racquet.

Monday

Stage 2 Term 3: Informative Cold Task

What do you know about the Rainbow Lorikeet?

Read the information below and watch the video:

https://www.youtube.com/watch?v=TB-RThFHt0c

**While reading/watching, highlight important parts and use the information to write your own information text about rainbow lorikeets on the next page. You do not need to use every bit of information that is listed. You can take out the important facts or information that you think is interesting.*

RAINBOW LORIKEETS

**If you need some help reading the text, click on this link: (Sound on)*

https://drive.google.com/file/d/1ZTPdLjdx3EZlGkLqyIfLbRabGFHNGNsP/view?usp=sharing

*The rainbow lorikeet measures between 25-30cm from the head to the tip of it's tail.
*Their wingspan is 17cm and they weigh between 75 and 157g.
*They have very bright colouring which includes an orange beak, a blue head with green on the back and the chest is a reddy-orange with black bars and it has green wings and tail feathers.
*Baby lorikeets have a black beak instead of an orange one which changes colour as they grow older.
*Rainbow lorikeet's feed on nectar and pollen which they gather from shrubs and trees. *They also eat fruits, seeds and the occasional insect. They regularly frequent bird feeders to get food and will also accept food out of a human's hand.
*In Australia rainbow lorikeets breed from June to January. Males and females mate for life.

The Rainbow Lorikeet is unmistakable with its bright red beak and colourful body. Both female and male look alike, with a blue head and belly, green wings, tail and back, and an orange/yellow front. They are often seen in loud and fast-moving flocks.
The Rainbow Lorikeet is found in a wide range of treed habitats including rainforest and woodlands, as well as in well-treed urban areas.
The eggs of the Rainbow Lorikeet are laid on chewed, decayed wood, usually in a hollow limb of a eucalypt tree. Both the female and male prepare the nest cavity and feed the young, but only the female incubates the eggs.
Rainbow lorikeets are sweet, affectionate birds that are known for their comical antics and friendly personalities. In general, these birds are friendly, easy to socialise, and value interaction with their human keepers.
The Rainbow Lorikeet mostly forages on the flowers of shrubs or trees to harvest nectar and pollen, but also eats fruits, seeds and some insects.
This bird is a highly intelligent bird that can learn tricks and other behaviours. Because it's so smart, it is also a capable escape artist. Cage door locks are a must.
Rainbow lorikeets are excellent talkers, and they can learn to say many words and phrases. They are noisy birds and have a high-pitched tone with frequent squawks. Their sometimes shrill vocalizations can be abrasive and unpleasant to some people.
Rainbow lorikeets survive in the wild mainly on nectar and flower pollen. If you look inside of a lorikeet's mouth, you'll notice that their tongues have uniquely adapted "brushes" on the tips to help them harvest these foods from the plants in their environment.
These birds are usually eating for at least three hours throughout the day.
Rainbow lorikeets are very active birds, so they require plenty of exercise to maintain optimal health. A lorikeet needs a large cage so that they have room to climb and fly.

Name:

Before writing, think about:

- ☐ The structure of an information text?
- ☐ Punctuation?
- ☐ Making it interesting for the reader?

Remember this is a COLD TASK:
We want to see your best effort - not the effort of someone else. Your teacher will use this piece of writing to help them plan what they are going to teach. They need to know what you need help with. If you aren't sure - it is ok!

Tuesday

Informative Writing
Information report

Brainstorming and planning

Day 1: Use today to research an animal of your choice. You might choose an animal that you have not heard of before. Consider how you can group your ideas into paragraphs. For example, paragraph 1: habitat, paragraph 2: diet, paragraph 3: lifecycle. You may also consider appearance, movement and/or behaviour.

Introduction

Diet

Habitat

Lifecycle

Appearance

Conclusion

@giftedandtalentedteacher

Wednesday

Find Word Meaning from Text

Jonathan's alarm clock roared to life, pulling him out of a restless sleep. Before he had even opened his eyes, Jonathan immediately felt his stomach tighten. His heart began to pump faster. His hands felt sweaty. His body seemed to know that today was not just another day.

And it wasn't.

It was Public Speaking Day. Every year, Jonathan's school held a Public Speaking Competition.

Every student, whether they wanted to or not, was forced to participate. Jonathan loathed public speaking. It petrified him. What if no one cared about what he was saying? What if he fumbled over his words? What if all his classmates laughed at him? Jonathan would be happier picking up rubbish in the school playground than speaking in front of his classmates.

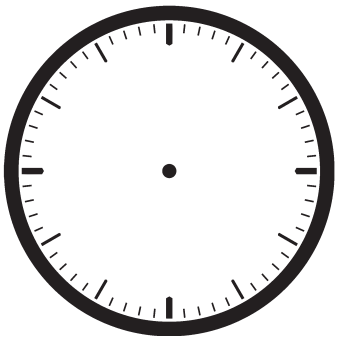
DRAW A LINE TO MATCH THE WORDS WITH THEIR MEANINGS. USE THE WORDS IN THE TEXT TO HELP YOU UNDERSTAND THE MEANING.

roared	straight away
restless	made to do something
immediately	a loud noise (like a lion)
forced	frightened of something
loathed	to be clumsy
petrified	unable to rest or relax
fumbled	dislike something

Hands of a Clock

Draw the hour and minute hand on the clock to show the given time.

4:00



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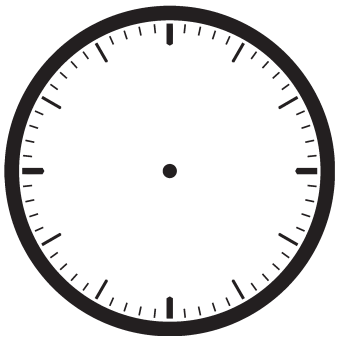

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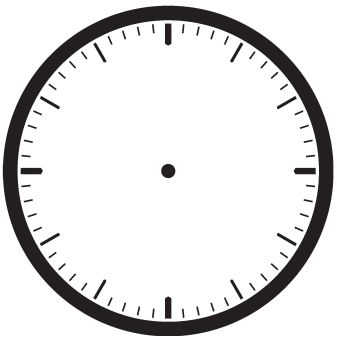

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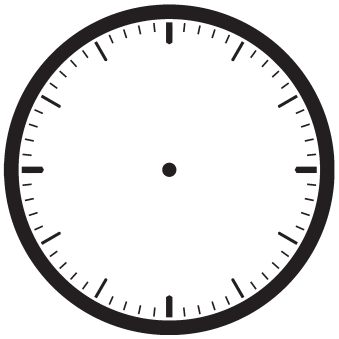

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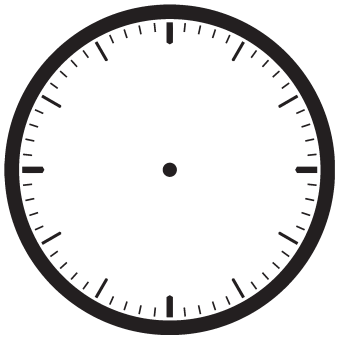

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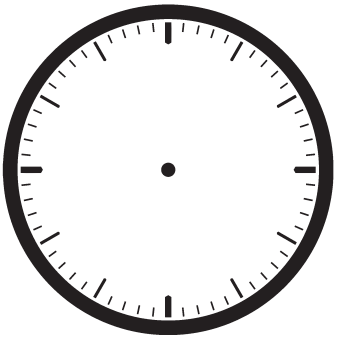
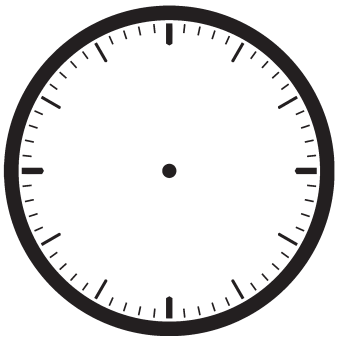


1:50



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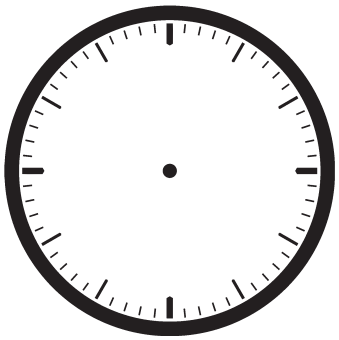

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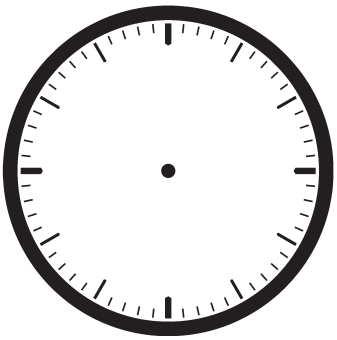


Thursday

What Am I?

Use the clues to identify the 3D shape. Write the name and draw the shape.

I HAVE 6 SQUARE FACES.
I HAVE 8 VERTICES.
I HAVE 12 EDGES.

I HAVE 5 FACES, 4 ARE TRIANGULAR.
I HAVE 5 VERTICES.
I HAVE 8 EDGES.

I HAVE 1 CONTINUOUS CURVED FACE.
I HAVE 0 VERTICES.
I HAVE 0 EDGES.

I HAVE 5 FACES - 2 ARE TRIANGULAR.
I HAVE 6 VERTICES.
I HAVE 9 EDGES.

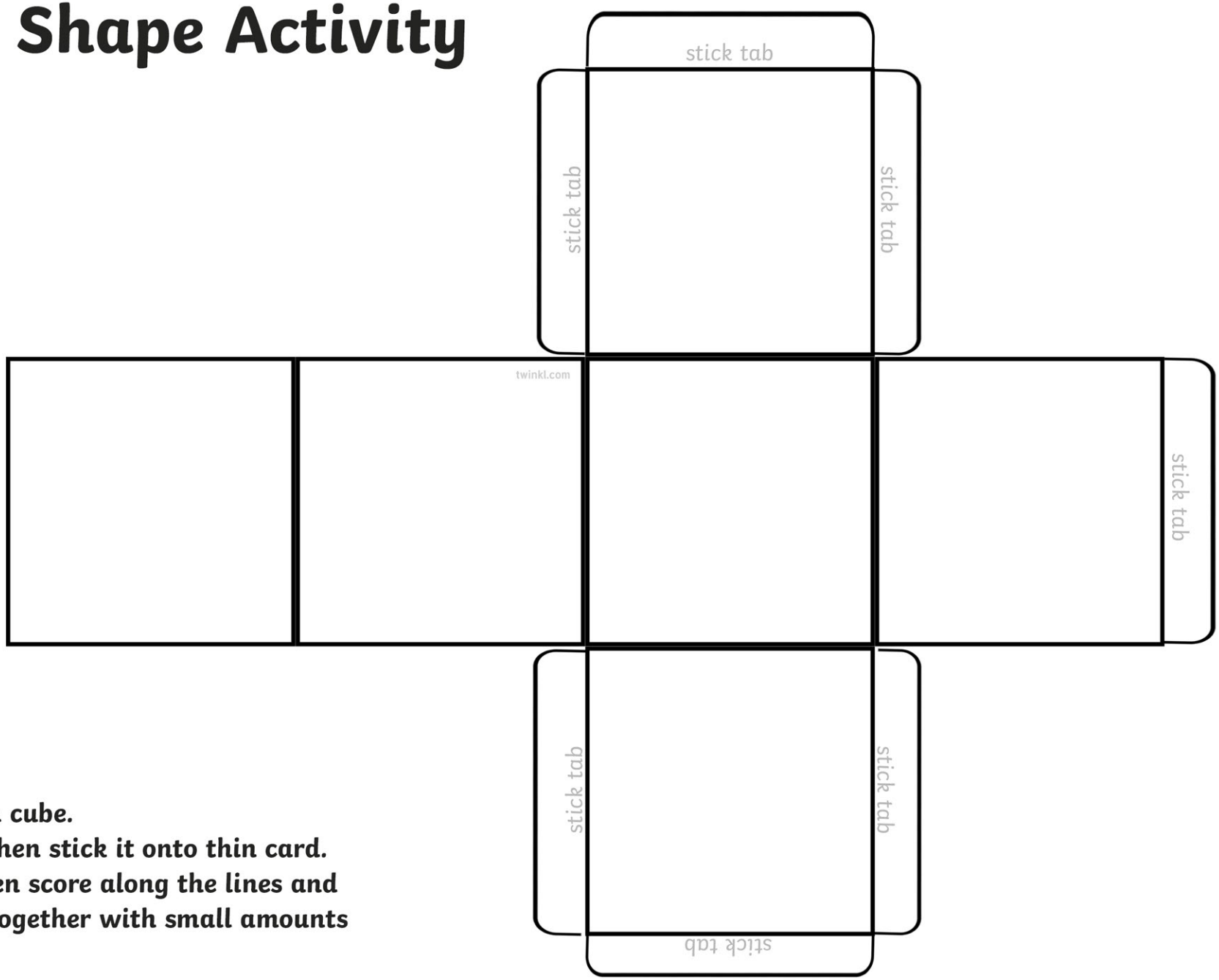
I HAVE 2 FLAT FACES & 1 CURVED FACE.
I HAVE 0 VERTICES.
I HAVE 2 EDGES.

I HAVE 4 TRIANGULAR FACES.
I HAVE 4 VERTICES.
I HAVE 6 EDGES.

EXTENSION/CHALLENGE: CREATE YOUR OWN WHAT AM I QUESTION.
THINK ABOUT *FACES *VERTICES *EDGES

Thursday

Cube 3D Shape Activity



This is a net for a cube.
Print it out and then stick it onto thin card.
Cut it out and then score along the lines and fold them. Stick together with small amounts of glue.

Thursday - Yr 4

Finding Word Meaning in Context Yr 4

A Beacon of Hope

Lookout Lighthouse was located on an island off the coast. The 25-metre tower had a powerful signal light at the top. The flashing light was used to guide ships and warn them of the rocky islands nearby.

Most days, calm waters surrounded the lighthouse. But 10 June was not like most days. By sunrise, black clouds had rolled in. A harsh wind began whipping up turbulent waves. By noon, a furious storm swirled around the lighthouse.

Lea, the light keeper, watched from her post. She saw a ship drifting helplessly toward a rocky island. It was the *Star Erikson*.

Quickly, Lea raced to her boat. She rowed with all of her strength through the rough waters and toward the troubled vessel. Three sailors had been knocked off the ship's deck into the choppy water. Lea pulled them, one by one, into her boat. Then she rowed back to the lighthouse, following its bright beacon. Because of Lea, none of the sailors lost their lives in the terrible storm.

5. In paragraph 2, which clue word is an antonym of *turbulent*?

Ⓐ harsh
Ⓑ calm
Ⓒ furious
Ⓓ rocky

6. In paragraph 2, which word gives a clue to the meaning of *swirled*?

Ⓐ around
Ⓑ rolled
Ⓒ surrounded
Ⓓ whipping

7. In the last paragraph, which clue word is a synonym of *choppy*?

Ⓐ strength
Ⓑ troubled
Ⓒ terrible
Ⓓ rough

8. In the last paragraph, *beacon* means

Ⓐ "a signal light".
Ⓑ "a message".
Ⓒ "a tower".
Ⓓ "a lookout post".

Thursday - Yr 3

Finding Word Meaning in Context Yr 3

A Cry in the Woods

Lucy stopped along the side of the wooded path. "Did you hear that?" she asked her friend Adam. "I think I heard something. I think it might have been a voice."

Adam strained his ears. A faint cry of "help" seemed to echo in the woods. "I heard it, too!" he exclaimed.

"Follow me!" Lucy said as she burst down the path. "There's a clearing up ahead. We'll be able to see what's going on from there." Adam hurried to stay close behind.

Together, the two friends followed the sound. When they arrived at the field, their eyes grew large and their tired legs came to a sudden stop.

There, in the clearing, were three small children, whimpering. They seemed tired and afraid. "We'd better help them," Lucy said as she marched across the clearing. "They look as if they've been lost for hours."

9. In paragraph 2, you can tell that *faint* means
   - Ⓐ "fearful".
   - Ⓑ "loud".
   - Ⓒ "easy to find".
   - Ⓓ "hard to hear".

10. In paragraph 3, which word gives a clue to the meaning of *burst*?
    - Ⓐ path
    - Ⓑ follow
    - Ⓒ hurried
    - Ⓓ see

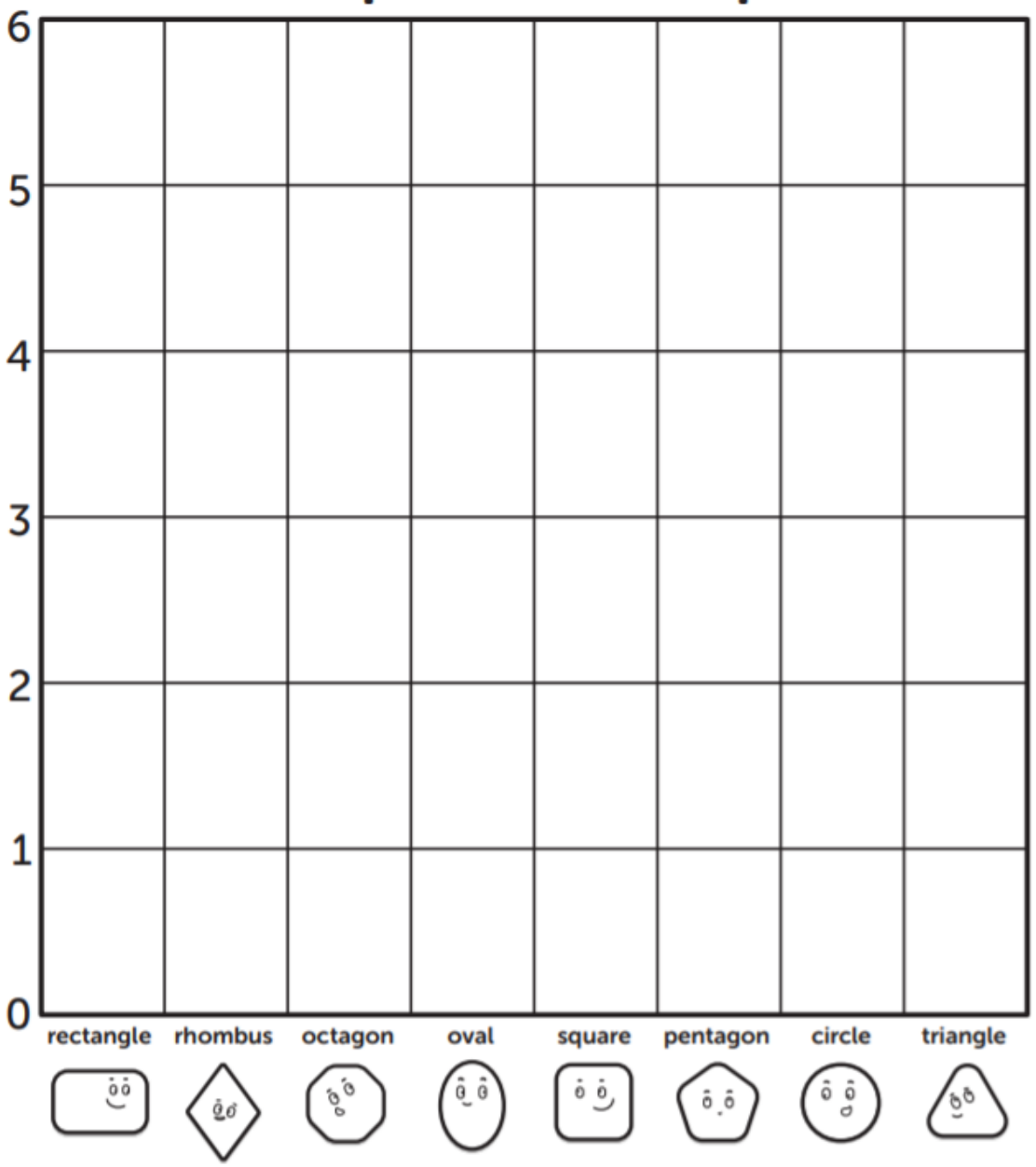
11. Which clue word is a synonym of *clearing*?
    - Ⓐ path
    - Ⓑ field
    - Ⓒ sound
    - Ⓓ cry

12. In the last paragraph, the best meaning of the word *whimpering* is
    - Ⓐ "yelling loudly".
    - Ⓑ "shaking with fear".
    - Ⓒ "crying softly".
    - Ⓓ "jumping happily".

Friday

Mathematics: Data

WALT: Create a table and a graph

SHAPE	TALLY	TOTAL
Rectangle		
Rhombus		
Octagon		
Oval		
Square		
Pentagon		
Circle		
Triangle		

Shape Hunt Graph