






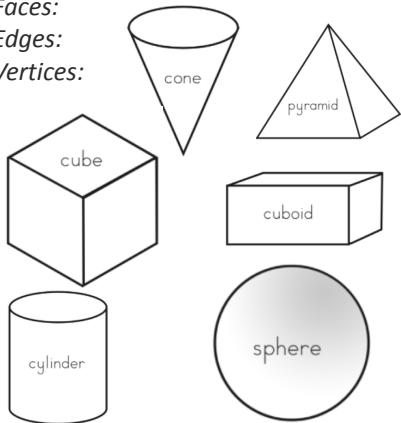


## Week 5 Term 3 Weekly Framework Stage 2

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. If you complete all of the activities for the day you can: **\*Mathletics tasks** **\*Practice your typing skills** -

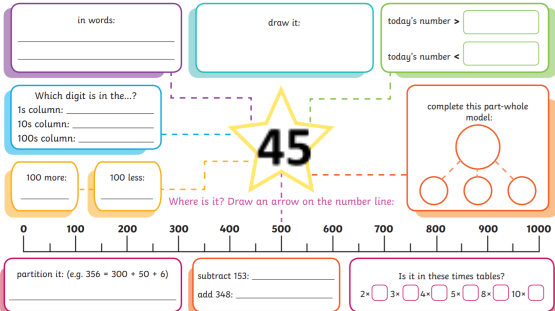
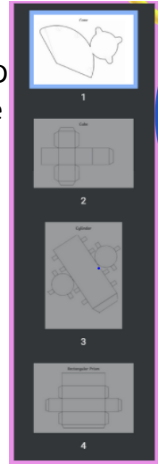
<https://www.typingclub.com/sportal/program-3.game> **\*Access activities on the learning HUB** - <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

T3 Wk 5	Morning Session	Middle Session	Afternoon
<div>Monday</div> <div><p>*All links will be posted in your Google Classroom by your teacher.</p><p>*Resources/worksheets/spelling words can be found at the end of this document under resources - you access all documents online or print the resources.</p><p>*If you cannot print the worksheets simply write the answers in your workbook.</p></div>	<div>English - Spelling:</div> <div>Year 3 Learning Intention:</div> <div><ul style="list-style-type: none"><li>I can use the digraph /se/ making the sound "z" as in cheese</li><li>I can use visual memory to spell irregular words.</li></ul><p><a href="https://www.canva.com/design/DAEI78Q2gZ8/4982DNcsMIW5LIGRT4YSVA/view?utm_content=DAEI78Q2gZ8&amp;utm_campaign=designshare&amp;utm_medium=ink&amp;utm_source=publishsharelink">https://www.canva.com/design/DAEI78Q2gZ8/4982DNcsMIW5LIGRT4YSVA/view?utm_content=DAEI78Q2gZ8&amp;utm_campaign=designshare&amp;utm_medium=ink&amp;utm_source=publishsharelink</a></p><div>Year 4 Learning Intention:</div><div><ul style="list-style-type: none"><li>can use the graph /r/ as in rain</li><li>I can use the digraph /rr/ as in cherry</li><li>I can use the digraph /wr/ as in wrist</li><li>I can use visual memory to spell irregular words..</li></ul><p><a href="https://www.canva.com/design/DAEI7_5ZD4k/7Wsf5JrdYSgeEvOHGaOulA/view?utm_content=DAEI7_5ZD4k&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAEI7_5ZD4k/7Wsf5JrdYSgeEvOHGaOulA/view?utm_content=DAEI7_5ZD4k&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a></p><div>Activities Students Choose 1:</div><div>Newspaper words -</div><div>Cut out letters from a magazine or newspaper to form 5-10 spelling words once.</div><div>Pyramid Words -</div><div>Write 5-10 spelling words once in the shape of a pyramid adding one letter to each line</div><div>ABC Order -</div><div>Write your spelling words in alphabetical order.</div><div>10am:</div><div>Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests.</div><div>Click the link below:</div><div><a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></div></div><div>English - Reading:</div><div>Drawing conclusions and making inferences</div><div><div><div><div>*Drawing conclusions</div><div>when reading is using what you know in your head and what you have read in the story to figure out what will happen next.</div></div><div></div></div><div><div><div>*Making inferences</div><div>when reading is using what you already know in your head and clues from the text to figure out what will happen next.</div></div><div></div></div><div>Before reading the text:</div><div><div>*What type of text is it?</div><div>Why do you think that?</div><div>*What is the purpose?</div><div>*What predictions can you make based on the title and the pictures?</div></div><div><a href="https://docs.google.com/document/d/18TnSqC35ERwibU3EybBhfhYvyFEicOzKRRfW7HacGaY/copy">https://docs.google.com/document/d/18TnSqC35ERwibU3EybBhfhYvyFEicOzKRRfW7HacGaY/copy</a></div></div><div>Maths - Chance</div><div>Write the WALT at the top of your page.</div><div>WALT: Predict and carry out the Coin Toss experiment, and compare the predicted and actual results.</div><div>Warm Up: View and Answer questions in Lucky Dip Chance PowerPoint:</div><div><a href="https://docs.google.com/presentation/d/13gaZQtaAdB31Ycz4eCsvGaNCUq_Ztd866y85pYo6xRq/present">https://docs.google.com/presentation/d/13gaZQtaAdB31Ycz4eCsvGaNCUq_Ztd866y85pYo6xRq/present</a></div><div>Topics: Chance &amp; Probability</div><div>Write the definition of <b>Chance &amp; Probability</b> in your book underneath the WALT.</div><div><div>*Chance is the likelihood of something happening.</div><div>*Probability is the measure of how likely something is to happen.</div><div>Problem: Perform a chance experiment by flipping a coin and recording a tally for whether it lands on heads or tails. Analyse and compare the results.</div><div>You will need a coin for this activity and your Coin Toss Worksheet to record the predictions and results.</div><div>1. Watch the video Coin Toss:</div><div><a href="https://drive.google.com/file/d/1ZQpuc7fHgSurVGP1YNvXzPMiYXlAw-ZA/view?usp=sharing">https://drive.google.com/file/d/1ZQpuc7fHgSurVGP1YNvXzPMiYXlAw-ZA/view?usp=sharing</a></div><div>2. Conduct the Coin Toss experiment following the instructions on the worksheet:</div><div><a href="https://drive.google.com/file/d/1a83OF1gDJyKFiVeA8ilsLvzpS1qL1yh3/view?usp=sharing">https://drive.google.com/file/d/1a83OF1gDJyKFiVeA8ilsLvzpS1qL1yh3/view?usp=sharing</a></div><div>3. Answer all questions on the worksheet.</div><div>4. Glue worksheet into your book.</div></div><div>English/Geography: Writing:</div><div>WALT: Describe &amp; summarise the natural features of the Uluru.</div><div>Read through the slides below:</div><div><a href="https://drive.google.com/file/d/1kC95H8Hz7TVd2xYm6nJ0Qp-v38Wq9nMJ/view?usp=sharing">https://drive.google.com/file/d/1kC95H8Hz7TVd2xYm6nJ0Qp-v38Wq9nMJ/view?usp=sharing</a></div><div>What did you learn that you didn't know before?</div><div>Answer the following questions:</div><div><div>*What is there?</div><div>*Interesting Facts</div><div>*Climate</div><div>*Animals that live there</div><div>*Aboriginal connections (name/significance)</div><div>*Other things I would like to learn</div></div><div>You can write the answers next to each question. OR You can create a mindmap. OR You can create an informative Poster</div><div>Example:</div><div></div></div> <div>CAPA Music - Lesson from Mrs Ruzay</div> <div>Audio Recording:</div> <div>Use a computer, Ipad or tablet recording program such as 'GarageBand' to create a soundtrack. Use sounds from around the house. Make sure there is a steady pulse. (GarageBand is free to download, and you know how to use it!)</div> <div></div>		

T3 Wk 5	Morning Session		Middle Session	Afternoon	
Tuesday	<p><b>English - Spelling:</b> <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none"><li>I can use the digraph /se/ making the sound “z” as in cheese</li><li>I can use visual memory to spell irregular words.</li></ul> <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none"><li>can use the graph /r/ as in rain</li><li>I can use the digraph /rr/ as in cherry</li><li>I can use the digraph /wr/ as in wrist</li><li>I can use visual memory to spell irregular words..</li></ul> <p><u>Activities Students Choose 1:</u> <b>Circle Words-</b> Write 5-10 spelling words once in the shape of a circle</p> <p><b>Crazy Words -</b> Write each spelling word once in really crazy letters</p> <p><b>Spelling Story -</b> Write a brief story using 5-10 spellings words at least once. You may also illustrate a picture</p> <p><b>10am:</b> Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. <b>Click the link below:</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></p>	<p><b>English: Grammar &amp; Punctuation:</b> <b>WALT:</b> Understand and use verbs of relating. Verbs – relating eg she <i>is</i> my teacher <b>Success Criteria:</b> I can locate various types of verbs in sentences. <b>Core Task:</b> <b>What is a verb:</b> simple and compound verbs and the types of verbs (Doing verbs, Saying verbs, Thinking verbs and Feeling verbs) <b>Categories of Verbs</b> There are two more categories of verbs. These are: <b>Being verbs:</b> they can be used on their own to link ideas together. They can be used to help other verbs. These are linking verbs eg am, is, are, was, were, be, being and been. <i>I am cold. She is reading a book. You are being silly.</i> <b>Having verbs:</b> they can be used on their own to link ideas together. They can be used to help other verbs eg. has, have and had. <i>He has five dollars. He has done his homework.</i> <b>Activity: Complete the sentences using “being” or “having” verbs:</b></p> <ol style="list-style-type: none"><li>She ____ sixteen years old today.</li><li>Sarah ____ a new pony.</li><li>The teacher ____ happy because we ____ early.</li><li>Where ____ you last night?</li><li>The players ____ special jerseys to wear for the final game.</li></ol>	<p><b>Maths- Chance</b> <i>Write the WALT at the top of your page.</i> <b>WALT:</b> Predict and carry out the Coin Toss experiment, and compare the predicted and actual results. <b>Warmup:</b> <i>Times Tables Inverse Operations. Write out your 3x and 6x tables in your books going down the page. Next to each fact write the inverse operation (division fact) that matches.</i> <b>Example: 3x</b> <math>1 \times 3 = 3</math>    <math>3 \div 3 = 1</math> <math>2 \times 3 = 6</math>    <math>6 \div 3 = 2</math> <math>3 \times 3 = 9</math>    <math>9 \div 3 = 3</math></p> <p><b>Topics: Chance &amp; Probability</b> <b>Problem:</b> Perform a chance experiment by rolling a die and record a tally for each number that is rolled. Analyse and compare the results. <b>You will need a die for this activity and your Dice Roll Worksheet to record the predictions and results.</b></p> <ol style="list-style-type: none"><li><b>Watch the video Dice Roll:</b> <a href="https://drive.google.com/file/d/1msOFMX0lvBrQwGdishJiPgQqdOFF969T/view?usp=sharing">https://drive.google.com/file/d/1msOFMX0lvBrQwGdishJiPgQqdOFF969T/view?usp=sharing</a></li><li>Conduct the Dice Roll experiment following the instructions on the worksheet.  <a href="https://drive.google.com/file/d/1Sj6W-bR0JZMcJPafLdvTGoVO41FjJTgC/view?usp=sharing">https://drive.google.com/file/d/1Sj6W-bR0JZMcJPafLdvTGoVO41FjJTgC/view?usp=sharing</a></li><li>Answer all questions on the worksheet.</li><li>Glue worksheet into your book.</li></ol>	<p><b>English/Geography: Writing:</b> <b>WALT:</b> Identify sacred sites, national parks, world heritage sites in Australia</p> <p>Why do we protect things? What do we mean by the word ‘protect’? *Keep safe from harm</p> <p>Watch these 3 videos about Uluru: <a href="https://www.abc.net.au/btn/classroom/uluru-uproar/10538562">*https://www.abc.net.au/btn/classroom/uluru-uproar/10538562</a> <a href="https://www.abc.net.au/btn/classroom/uluru-climbing-ban/10522182">*https://www.abc.net.au/btn/classroom/uluru-climbing-ban/10522182</a> <a href="https://www.abc.net.au/btn/classroom/uluru-tourists/11345930">*https://www.abc.net.au/btn/classroom/uluru-tourists/11345930</a></p> <p>While watching - take some notes and VIP’s.</p> <p><b>ACTIVITY:</b> *If Uluru wasn’t protected what would it look like? *Would you climb Uluru if you were given the chance? *Why/Why not? *Write 3 arguments for each side.</p> 	<p><b>English - Handwriting:</b> <b>WALT:</b> Write using neckline joins. <b>Success Criteria:</b> I can write legibly using NSW cursive writing and form neckline joins. <b>Core Task:</b> Practice writing neckline joins to ‘e’ in correct lines. Practise joins to different letters. Write words and sentences that include these letters. <b>You can choose to practice joins or no joins:</b> <i>Tuesday 10th August 2021</i> <i>ve we xe oe re</i> <i>Lost teeth grow back regularly.</i> <i>Jaws exert great pressure.</i> <i>Stout legs can move rapidly over short distances.</i> <i>Body plates strengthened by bone.</i> <i>Powerful tails can be a weapon.</i> <i>Webbed toes improve water agility.</i> <i>Mothers carry hatchlings gently down to the river by mouth.</i> <i>Tuesday 10th August 2021</i> <i>ve we xe oe re</i> <i>Lost teeth grow back regularly.</i> <i>Jaws exert great pressure.</i> <i>Stout legs can move rapidly over short distances.</i> <i>Body plates strengthened by bone.</i> <i>Powerful tails can be a weapon. Webbed toes improve water agility. Mothers carry hatchlings gently down to the river by mouth.</i> <b>Extension:</b> Write a short narrative/persuasive/informative text using cursive writing.</p>

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Wednesday	<p><b>English - Spelling:</b> <b>Year 3 Learning Intention:</b></p> <ul style="list-style-type: none"><li>I can use the digraph /se/ making the sound “z” as in cheese</li><li>I can use visual memory to spell irregular words.</li></ul> <p><b>Year 4 Learning Intention:</b></p> <ul style="list-style-type: none"><li>can use the graph /r/ as in rain</li><li>I can use the digraph /rr/ as in cherry</li><li>I can use the digraph /wr/ as in wrist</li><li>I can use visual memory to spell irregular words..</li></ul> <p><b>Activities Students Choose 1:</b> <b>Spelling Word Search -</b> Create your own word search. Highlight or circle the words that are hidden.</p> <p><b>Spelling Comic -</b> Write your own comic and use 5-10 spelling words at least once.</p> <p><b>Block Letters -</b> Write 5-10 spelling words once with each letter inside of a box</p> <p><b>10am:</b> Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. <b>Click the link below:</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></p>	<p><b>English - Reading:</b> <b>Drawing conclusions and making inferences</b> <b>*Drawing conclusions</b> when reading is using what you know in your head and what you have read in the story to figure out what will happen next.</p> <p></p> <p><b>*Making inferences</b> when reading is using what you already know in your head and clues from the text to figure out what will happen next.</p> <p></p> <p><b>Before reading the text:</b> *What type of text is it? Why do you think that? *What is the purpose? *What predictions can you make based on the title and the pictures?</p> <p>Yr 3 - <a href="https://docs.google.com/document/d/1dDhinzhuKq8HX02ahr9lkZt_ng6kpQ2IX2xEGboiApw/copy">https://docs.google.com/document/d/1dDhinzhuKq8HX02ahr9lkZt_ng6kpQ2IX2xEGboiApw/copy</a></p> <p>Yr 4 - <a href="https://docs.google.com/document/d/1aEM-5Ze6kwEB6lOAQeKRaa3-XRjNzIq_eMG4sOVWN9I/copy">https://docs.google.com/document/d/1aEM-5Ze6kwEB6lOAQeKRaa3-XRjNzIq_eMG4sOVWN9I/copy</a></p>	<p><b>Maths 3D Shapes:</b> Write the WALT at the top of your page. <b>WALT: Find the qualities of a 3D shape</b> <b>Warmup:</b> Revision: <a href="https://drive.google.com/file/d/1TemO1Yc4pA6CkGnf-BhqOYrgpBkijZc-6/view?usp=sharing">https://drive.google.com/file/d/1TemO1Yc4pA6CkGnf-BhqOYrgpBkijZc-6/view?usp=sharing</a> <b>Topics: 3D Shapes</b> 3D shapes are shapes with three dimensions, such as width, height and depth. An example of a 3D shape is a prism or a sphere. 3D shapes are multidimensional and can be physically held. <b>Example:</b> *Cylinder *Cone *Sphere *Triangular Prism *Triangular Pyramid *Square pyramid <b>Watch this video:</b> <a href="https://drive.google.com/file/d/1RY4L7pn4spaQ1UHKizlyhbHutv6rXd1/view?usp=sharing">https://drive.google.com/file/d/1RY4L7pn4spaQ1UHKizlyhbHutv6rXd1/view?usp=sharing</a> <b>Complete the questions for the following shapes:</b> <b>How many does each have?</b> Faces: Edges: Vertices:</p> <p></p> <p><b>Extension/Challenge:</b> Can you find and draw some 3D shapes from around your house?</p>	<p><b>English - Writing:</b> <b>WALT:</b> Plan, compose &amp; review persuasive texts <b>Success Criteria:</b> We can use correct sentence structure, correct grammatical features &amp; punctuation What is a persuasive text? Where do we see persuasive texts? What elements are included in a persuasive text? Example: Read through the example ‘It’s time to raise my allowance’. How has the writer made the argument more persuasive?</p> <p>Using the arguments that you wrote yesterday create a persuasive text about why people should or should not be allowed to climb Uluru.</p> <p><b>Remember to include:</b> *Introduction: Sizzling Start &amp; your opinion. *Arguments with examples/evidence: When ordering your arguments remember to order them: o Strong argument (ROCK) o Medium argument (PEBBLE) o Strongest argument (BOULDER) *Leave a line between each of the paragraphs. *Re-read, review and edit if necessary to ensure that the text makes sense.</p> <p> <b>Step 5: Show, Don't Tell</b> <b>It's time to raise my allowance</b></p> <p><b>Before</b> Mum/Dad, I'm a year older now and I need a rise in my pocket money. ..... Notice how this just TELLS what the writer wants. Now watch how you can turn this around and SHOW the argument, which makes it so much more powerful... .....</p> <p><b>After</b> Mum/Dad, I'm a year older now. I pay for my own clothes, like the jeans I bought last week. I'm heading out with friends a lot more, they all want to buy lunch and drinks and food, I can't ask my friends to pay for me. We want to go see movies, there's the Kings of Leon concert coming up soon, and you know I play basketball twice a week. I can't keep asking you for money every day. If you give me a reasonable amount for an allowance, I can learn to budget and pay my own way.</p>	<p><b>PD/Health:</b> How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? <b>Success Criteria:</b> I can: Identify and practise strategies to promote health, safety and wellbeing <b>Activity - Create a mind map:</b> *How can we be safe at school? *How can we encourage our friends to be safe and healthy at school or in the community? <b>Example:</b> <a href="https://drive.google.com/file/d/1ASgMTz5zNxCWICKnSsdXKSx5UP7nLerQ/view?usp=sharing">https://drive.google.com/file/d/1ASgMTz5zNxCWICKnSsdXKSx5UP7nLerQ/view?usp=sharing</a> *Choose a school rule and create a poster that encourages staying safe and healthy because of the specific rule. <b>Example:</b> Be safe: Wear a hat on the grass. *This rule keeps us safe so we don't get burnt and protects our health by protecting our skin. *If we don't wear a hat we can't participate in sport or active activities like handball which has a negative impact on our health and well being as well.</p> <p></p>



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Thursday	<p><b>English - Spelling:</b> <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none"><li>the graph /u/ making the sound "w" as in quilt</li><li>I can use visual memory to spell irregular words.</li></ul> <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none"><li>I can use the digraph /ci/ making the sound "sh" as in special</li><li>I can use visual memory to spell irregular words.</li></ul> <p><u>Activities Students Choose 1:</u> <b>Phone Words -</b> Write each spelling word once and the "number code" for each spelling word using a phone keypad. e.g. word = 9673</p> <p><b>Practice Spelling Test -</b> Students pair up with another student and practice the spelling test. Students quiz each other at least once.</p> <p><b>Rainbow Words -</b> Write 5 - 10 spelling words once using a different colour for each letter.</p> <p><b>10am:</b> Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. <b>Click the link below:</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></p>	<p><b>English - Grammar &amp; Punctuation:</b> <b>WALT:</b> Understand the difference between direct and indirect speech. <b>Success Criteria:</b> I can write direct &amp; indirect speech correctly. <b>Core Task:</b> <u>Reported Indirect Speech</u> Indirect speech is usually reported by an onlooker or third person, not the speaker. It is therefore written as a noun clause. <b>Example:</b> Direct speech: "Oh! I hate mice!" Ella said to Kim. Indirect speech: Ella told Kim that she hated mice. Indirect speech places the report into the past tense. It gives you the gist/idea of what is said, rather than the actual words. Therefore, speech marks are not needed. Gossip is often passed on in indirect speech. <b>Activity: Change these statements from direct to indirect speech.</b></p> <ol style="list-style-type: none"><li>Carol said, "I've lost my earrings."</li><li>"The robber escaped with a diamond necklace," Mr Jack reported.</li><li>Have you read <i>The Water Horse</i>?" Anthony asked Patrick.</li><li>The teacher said to the class, "Open your books at page six."</li><li>"Does Zena have COVID 19?" asked Vera.</li></ol>	<p><b>Maths - 3D Shapes:</b> Write the WALT at the top of your page. <b>WALT:</b> Recognise nets of 3D shapes <b>Warmup:</b></p>  <p>Number of the day</p> <p><b>What is a net?</b> The net of a 3D shape is what it looks like if it is opened out flat. A net can be folded up to make a 3D shape. You can draw a net on paper, then fold it into the shape. <a href="https://drive.google.com/file/d/1fQuYBY45W_ebTTadQHKAtuRnCSBdZXnkw/view?usp=sharing">https://drive.google.com/file/d/1fQuYBY45W_ebTTadQHKAtuRnCSBdZXnkw/view?usp=sharing</a></p>  <p>Cut out the nets and make the 3D shapes. Can you predict what the 3D shape will be before you construct it from looking at the faces on the net?</p> <p><a href="https://drive.google.com/file/d/1PRpcV8zhLv_szKjD3czq4OeJRAbyX4z4V/view?usp=sharing">https://drive.google.com/file/d/1PRpcV8zhLv_szKjD3czq4OeJRAbyX4z4V/view?usp=sharing</a> <b>Extension/Challenge:</b> Select some items from your pantry and see if you can predict or draw the net of the chosen object</p>	<p><b>Science: WALT:</b> Know that all types of data are stored in digital systems and may be represented in different ways such as folders and files with names and outcomes. <b>Success Criteria:</b> I can identify that data is stored in digital systems and are represented in different ways. <b>Storing Data:</b></p> <ol style="list-style-type: none"><li>How do we store digital data? *GoogleDrive *Files on desktop *USB *Harddrive</li><li>Read the information text on storing digital data:  <a href="https://drive.google.com/file/d/12fYiB9mxAh4T3fR2JT_Cj0dBkbEyB_uGW/view?usp=sharing">https://drive.google.com/file/d/12fYiB9mxAh4T3fR2JT_Cj0dBkbEyB_uGW/view?usp=sharing</a> *If you need help reading the text: <a href="https://drive.google.com/file/d/1XhmopRWGYno9DD11Ws-isFWFvIwK2SA7/view?usp=sharing">https://drive.google.com/file/d/1XhmopRWGYno9DD11Ws-isFWFvIwK2SA7/view?usp=sharing</a></li><li><b>Answer the following questions in your book:</b> *Why do digital devices need to have storage space? *What are the names of 3 devices that provide storage? *Write the units we use to measure file size from BIGGEST to smallest? *Give an example of a situation where we might need to compress a file: *What do we use to help organise our files? *How do these help to keep our files organised? *Why do digital devices need to have storage space?</li></ol>	<p><b>Fitness: Yoga</b>  <b>Find an open space for a Cosmic Kids Yoga adventure!</b> <b>*Minecraft addition</b>  <a href="https://www.youtube.com/watch?v=02E1468SdHg&amp;list=P_L8snGkhBF7nhEquR7wXbzIXjFrIXszeH&amp;index=1">https://www.youtube.com/watch?v=02E1468SdHg&amp;list=P_L8snGkhBF7nhEquR7wXbzIXjFrIXszeH&amp;index=1</a>  *Yoga, mindfulness and relaxation for kids. Interactive adventures which build strength, balance and confidence.</p>

T3 Wk 5	Morning Session	Middle Session	Afternoon	
<div>English - Spelling:</div> <div>Year 3 Learning Intention:</div> <div><ul style="list-style-type: none"><li>I can use the digraph /se/ making the sound “z” as in cheese</li><li>I can use visual memory to spell irregular words.</li></ul></div> <div>Year 4 Learning Intention:</div> <div><ul style="list-style-type: none"><li>can use the graph /r/ as in rain</li><li>I can use the digraph /rr/ as in cherry</li><li>I can use the digraph /wr/ as in wrist</li><li>I can use visual memory to spell irregular words..</li></ul></div> <div>Activities:</div> <div><div>1. Friday spelling quiz</div><div>2. Dictation using sentences below (See Spelling Program)</div></div> <div>Dictation Words Yr 3</div> <div><div>1. phrase</div><div>2. teased</div><div>3. erased</div></div> <div>Dictation Words Yr 4</div> <div><div>1. February</div><div>2. tomorrow</div><div>3. wrap</div></div> <div>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests.</div> <div>Click the link below:<a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-rom-">https://education.nsw.gov.au/teaching-and-learning/learning-from-</a></div>	<div>SPORT: Kicking</div> <div>Watch the video to improve your kicking skills.</div> <div><a href="https://vimeo.com/417925358">https://vimeo.com/417925358</a></div> <div><div><div>Episode 1 - Laces kick</div><div>Stage 2</div><div><div>Challenges</div><div>Perform the following foot skill activities with a ball</div><div><ul style="list-style-type: none"><li>Put push - Start with the ball slightly in front of the body. Use the sole of the foot to roll the ball back towards the body, point the toes or use the inside of the foot to lightly tap the ball forwards. Catch the ball with the sole of the same or other foot then repeat.</li><li>Laces kick - Set a safe target area. Following the teaching cues, perform a laces kick towards the target area. Repeat for a set amount of time.</li><li>Instep kick - Lean slightly away from the ball then follow the teaching cues and strike the ball with the inside of the laces area.</li></ul></div><div>Mega Challenges</div><div><ul style="list-style-type: none"><li>Laces or instep kick - Set out five items as targets. Following the teaching cues, perform a laces kick repeatedly at the targets for a set amount of time.</li><li>Creative challenge - Use a range of foot skills to work the ball around before kicking it at each target.</li></ul></div><div>Other variations</div><div><div>With a partner try:</div><div><ul style="list-style-type: none"><li>setting more difficult targets to hit</li><li>using both feet to kick the ball</li><li>using turns to kick the ball at the targets while also performing huff &amp; puff activities such as high knees running, sack jumps and lunges.</li></ul></div></div></div></div><div><div>Suggested PDHPE Outcomes</div><div>These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</div><div>PDHPE 4 performs and refines movement skills in a variety of sequences and situations.</div><div>PDHPE 9 combines movement skills and concepts to effectively create and perform movement sequences.</div><div>Sample questions</div><div>How can you use the inside, outside and sole of the foot to create different foot skill combinations?</div><div>How can you increase foot speed to improve skill level?</div><div>Teaching cues</div><div>Eyes on ball</div><div>Big step</div><div>Point toes</div><div>Kick with the laces.</div><div>Equipment</div><div>Sneakers or similar</div></div></div> <div>You can complete a second activity if you like.</div> <div><a href="https://vimeo.com/431326659">https://vimeo.com/431326659</a></div> <div><div><div>Episode 2 - Foot skills &amp; dribbling</div><div>Stage 2</div><div><div>Challenges</div><div>Perform the following dribbling activities with a ball</div><div><ul style="list-style-type: none"><li>Toe taps - Stand with your feet slightly wider than shoulder width with the ball in between your feet. Bend your knees slightly and take the football ready position. Start running on the spot and tap the ball between your feet continuously. Perform toe taps around in a circle (make pizza).</li><li>Inside and outside cuts - Cut the ball across the body 3 times with the inside of the foot, followed by 3 times with the outside of the same foot. Perform single inside/outside cuts over a short distance followed by 3 back jumps, repeat the sequence.</li></ul></div><div>Mega Challenges</div><div><ul style="list-style-type: none"><li>Dribble cuts - Cut the ball with the inside of one foot, followed by a cut with the outside of the other foot in the same direction. Then repeat the sequence by cutting the ball using both feet in the other direction.</li><li>Creative challenge - Complete inside/outside or dribble cuts over a short distance then perform another skill. Repeat the sequence.</li></ul></div><div>Other variations</div><div><div>With a partner try:</div><div><ul style="list-style-type: none"><li>using both feet to perform inside/outside cuts</li><li>competing against each other to achieve the best time while dribbling in and out of the markers.</li><li>performing inside/outside cuts then kicking towards a target.</li></ul></div></div></div></div><div><div>Suggested PDHPE Outcomes</div><div>These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</div><div>PDHPE 4 performs and refines movement skills in a variety of sequences and situations.</div><div>PDHPE 9 combines movement skills and concepts to effectively create and perform movement sequences.</div><div>Sample questions</div><div>How can you cut the ball to create different foot skill combinations?</div><div>How can you increase foot speed to improve skill level?</div><div>Teaching cues</div><div>Tap the ball across the body with the inside of the foot.</div><div>Take a step</div><div>Then tap the ball back again with the outside of the foot.</div><div>Take a step (zig zag pattern).</div><div>Repeat the sequence.</div><div>Equipment</div><div>Soccer ball and some field markers or similar</div></div></div>	<div>Maths Time: Write the WALT at the top of your page.</div> <div>WALT: Understand how to tell time to the minute and investigate the relationship between units of time.</div> <div>Warmup:</div> <div>Sally decides to watch all of the season 1 episodes of her favourite TV show, one after the other. There are eight 30 minute episodes in a season. How many hours will her TV marathon take?</div> <div>Problem/Lesson:</div> <div><div>1. Go through the PowerPoint presentation: It's About Time.</div><div><a href="https://drive.google.com/file/d/10fkl0L2SSl-FrSxa7CP-v6wkFTZYpt/view?usp=sharing">https://drive.google.com/file/d/10fkl0L2SSl-FrSxa7CP-v6wkFTZYpt/view?usp=sharing</a></div><div>2. Using the How to Make a sundial sheet -</div><div><a href="https://drive.google.com/file/d/10grc-RSLR5KORFOVodrRS7PclwU6x-DT/view?usp=sharing">https://drive.google.com/file/d/10grc-RSLR5KORFOVodrRS7PclwU6x-DT/view?usp=sharing</a></div></div> <div>Make and measure the passage of time with your own time telling device. If you do not have some of the materials you can improvise and use whatever you have at home.</div> <div>Example:</div> <div>The Ancient Egyptians used shadows cast by the sun to mark the passage of time during the day.</div> <div>You can also make a simple device which tells the time, just like in ancient times!</div> <div>Extension/Challenge:</div> <div>Tim went to the market to buy 22 watermelons. At the register, the cashier had to lift and weigh each watermelon separately. This took 30 seconds per watermelon.</div> <div>How many minutes before the cashier finished weighing all the melons?</div>	<div>Library/RFF: Lesson from Mrs Burke</div> <div>Book Week - Share your favourite book search tool.</div> <div>Choose your favourite book. Can you give 2 reasons why I or one of your friends would enjoy reading the book.</div> <div>When you have completed your activity log onto Mrs Burke's Library GoogleClassroom and submit your response.</div> <div><a href="https://classroom.google.com/c/NTU2Mjg1NTkwMDFa?cjc=3if22ps">https://classroom.google.com/c/NTU2Mjg1NTkwMDFa?cjc=3if22ps</a></div> <div>OR</div> <div>Search for the GoogleClassroom using the code: 3if22ps</div> <div>Can you send a photo dressed up as your favourite book character or with your favourite book?</div>	<div>CAPA:</div> <div>Piranhas Don't Eat Bananas</div> <div>Create artwork based on the picture book Piranhas Don't Eat Bananas</div> <div><div>1. Read and study the book "Piranhas Don't Eat Bananas" by Aaron Blabey</div><div><a href="https://drive.google.com/file/d/14dT_mQhxeKMonczdZZoxX4drd8_UNY1y/view?usp=sharing">https://drive.google.com/file/d/14dT_mQhxeKMonczdZZoxX4drd8_UNY1y/view?usp=sharing</a></div><div>2. Using a lead pencil draw the outline of the picture on this page or use the outline/template. *Last page of resources.</div><div>Begin by drawing the piranha first, starting from the base of the body.</div><div>3.Once the basic shape of the piranha has been drawn, move to drawing the fruit. Draw the grapes hanging down on the piranha's body, then slowly layer to the top of the page by adding bananas, apples, pear etc.</div><div>4. Rub out any unnecessary lines and begin to colour. With each fruit begin with the darker outlining colours, and then gradually work into the centre with the lighter highlighting colours (yellow and/or white).</div></div>

Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
cheese those lose nose rise	choose compose erase poise phase	tease please phrase choosing teased	associate awkwardly basically belligerence beneficial

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
across sorry merry carrot wrist	already write wrote wrong library	remember broccoli embarrass written wrapping	associate awkwardly basically belligerence beneficial

## The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



## Drawing Conclusions and Making Inferences

*\*Don't forget capital letters, full stops and full sentence answers!*

**1. Who do you think stole the cookie? Explain why you think this. List three clues that you used.**

**2. What words did the author use to show that they were looking forward to eating the cookie?**

**3. Where else could the author have looked for clues?**

**4. What could have happened after the thief was caught?**

### CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

🕒 Provide information about the thief, what they stole and the clues that led to them being caught.

# Coin Flip Chance Experiment

I can perform repeated trials of a chance experiment and discuss the results. (ACMSP067).

Flip one coin 12 times and record each flip as a tally mark.

Equipment I will need:

- 1 x coin
- pencil
- activity sheet

Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on heads or tails in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have flipped the coin 12 times).

Before you begin make a prediction on what you think the results will be.

My prediction is: \_\_\_\_\_

Coin Flip Results:

	Tally	Total
Heads		
Tails		

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again do you think the results would be the same? Why/why not?



**Complete the coin flip chance experiment again.**

My revised prediction is: \_\_\_\_\_

Coin Flip Results:

	Tally	Total
Heads		
Tails		

Coin Flip Questions

Do you think that there is an even chance of flipping a head or tail? Why/why not?

\_\_\_\_\_

\_\_\_\_\_

Was your revised prediction correct? Why/why not?

\_\_\_\_\_

\_\_\_\_\_

Are the second tally results the same as your first coin flips?

\_\_\_\_\_

What is different?

\_\_\_\_\_

What is the same?

\_\_\_\_\_

Why do you think there is/is not a difference in the two coin flip results?

\_\_\_\_\_

If you were to complete this chance experiment again but flip the coin 40 times do you think the results would be similar? Why/why not?

\_\_\_\_\_

\_\_\_\_\_

# Dice Roll Investigation

I can identify events where the chance of one will not be affected by the occurrence of the other.  
(ACMSP094)

Roll one dice 12 times and record each roll as a tally mark.

**Equipment I will need:**




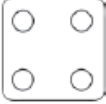


- 1 x dice
- Pencil
- Activity sheet



**Instructions:**

1. Roll the dice.
2. Record the number shown as a tally mark in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have rolled the dice 12 times).

**Dice Roll Results for 12 rolls:**




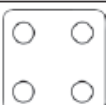
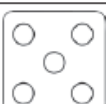

Number			Tally
1			
2			
3			
4			
5			
6			

You are now going to repeat the investigation but for 24 rolls. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: \_\_\_\_\_

# Dice Roll Investigation

Dice Roll Results for 24 rolls:

Number		Tally
1		
2		
3		
4		
5		
6		

Was your prediction correct? Why/why not?

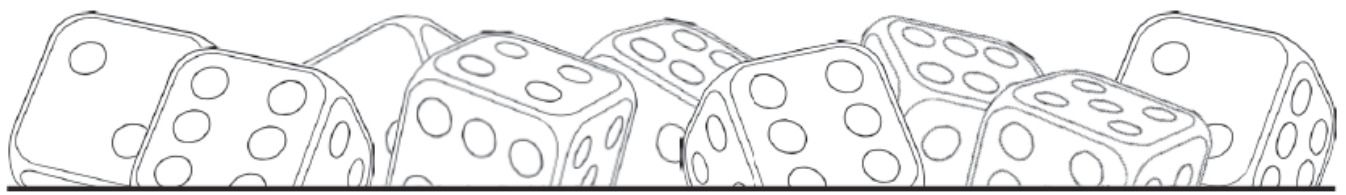
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If you were to complete this chance experiment again for 48 rolls, do you think the results would be the same? Why/why not?

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If you rolled the number 5 ten times, does this mean that the number 5 will be rolled the same number of times the next time you complete this activity? Why/why not?

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# A Walk and a Talk



"Come on, come on," Fred said crossly, stamping his foot and glancing at his watch. He was addressing the bus, which was nowhere in sight. The bus was ten minutes late, and Fred had to get home. This was no ordinary day. 1000 kilometres away, his cousin was waiting for them to take their walk. Finally, the bus rounded the corner in what seemed to be slow motion and then roared toward him in a cloud of dust and fumes.

"It's about time!" Fred muttered as he gave his money to the driver. Popping into his seat by the window, Fred scowled. He hated picturing Janelle waiting on her verandah, thinking he'd forgotten.

The ride seemed to take forever, but finally the bus stopped at Franklin Street. Fred shot through the bus door before it was totally open and then flew down Franklin Street. At number 25, he dashed up the stairs, unlocked the front door, sped down the hall to his room and grabbed his mobile phone. He scrolled to Janelle's name in the address book and pressed the "call" button.

"Fred!" Janelle answered. "I thought you'd forgotten!"

"No way," Fred said. "I just forgot my mobile. Then the bus was late!"

"Never mind," Janelle said. "Are you ready?"

"You bet," Fred said, sitting on his own front verandah by now. "Just remember, you have to tell me every movement you make. And you have to go slowly since I'm not there to catch you."

"Okay," Janelle said, cradling the phone. "I'm holding onto the railing with my right hand, and one crutch is under my left arm. I'm starting down, one step at a time. The crutch goes first, then my right foot. There's the first step."

"Where's the other crutch?" Fred asked.

"I threw it down the steps. There's the second step."

"Good," coached Fred.

"There's the third step. Now I'm down to the footpath. I did it!"

"Yes!" Fred said. "Now! Have you got that other crutch?"

"I've got it," Janelle said. "I'm steady now." Then she added, "Fred, you're the most thoughtful cousin I've ever had."

"I'm your only cousin," Fred pointed out with a chuckle.

And so Fred went with Janelle to the corner and all the way back, from 1000 kilometres away. It turned out to be a very good day.

## DRAWING CONCLUSIONS & MAKING INFERENCES YR 3

**1. In the beginning of the story, Fred was in a bad mood because:**

- a) He didn't want to take the bus home.
- b) The bus was dirty and smelly.
- c) The bus was late.
- d) His cousin lived very far away.

**2. Details in the story suggest that Fred's address is:**

- a) Somewhere on Franklin Street.
- b) 105 Franklin Street?
- c) 25 Franklin Street.
- d) 1000kms away from Franklin Street.

**3. Fred grabbed his mobile phone because:**

- a) It was ringing.
- b) He had forgotten the number he wanted to call.
- c) He had just hung up from a call.
- d) He was late making a call.

**4. You can figure out from the story that Fred was calling Janelle because:**

- a) He wanted to help her walk on crutches.
- b) He wanted her to help him with some homework.
- c) He didn't have any other cousins and wanted to talk to someone.
- d) His parents told him to call her.

**5. How do you think Fred felt by the end of the story? WHY? \*Remember to write in a full sentence!**



# The Man, the Boy and the Donkey



One day, a man and his son were travelling to market with their donkey. As they walked along, they passed a stranger who exclaimed, "Fools! What's a donkey for, if not to ride upon?"

So the man lifted his son onto the donkey's back, and they continued down the road. Before they had gone far, a group of men passed by. One man said to the others, "Look at that lazy kid! He lets his father walk, while he enjoys the ride!"

So the man told his son to get down, and he climbed onto the donkey's back himself. They continued down the road. Before long, a pair of women passed by. One said to the other, "Look at that selfish brute! Shame on him for making his poor boy hike along, while he gets a lift!"

Hearing this, the man was bewildered. He thought for a moment. Then he picked up his son and placed the boy in front of him on the donkey. They continued down the road. No sooner did they arrive in town than the townspeople began pointing and jeering. The man and his son asked why. The people said, "Aren't you ashamed to be overloading that poor little donkey?"

So the man and the boy got off the donkey and puzzled over what to do. Finally, they agreed on a solution: they would carry the donkey. They cut down a tree branch, stripped off the leaves, tied the donkey's hooves to the pole, and lifted the pole onto their shoulders. The man and his son continued toward the marketplace with the donkey dangling between them, while the townspeople laughed in disbelief. When they reached the market bridge, the donkey kicked one hind leg loose, causing the man and boy to drop the pole. The donkey scrambled to stand up but still had three legs tied to the pole. In a panic, he fell off the bridge and fell into the river.

"That'll teach you," said an old man who had followed them all along. "Please everyone, and you please no-one."

## DRAWING CONCLUSIONS & MAKING INFERENCES Yr 4

1. From the details in the fable, you can figure out that the man and the boy tried to please:

- a) No-one.
- b) One person.
- c) Two people.
- d) More than five people.

2. Why did the man and his son probably tie the donkey to a pole?

- a) To hurt it.
- b) To carry it.
- c) To make people laugh.
- d) To calm it down.

3. When the townspeople saw them carrying the donkey, they thought that man and the boy:

- a) Were foolish.
- b) Were strong.
- c) Were clever.
- d) Were wise.

4. At the end of the tale the old man said, "Please everyone, and you please no-one." This means:

- a) You cannot please everyone.
- b) You should try to please everyone.
- c) You should never try to please yourself.
- d) You should always be kind to animals.

5. From the tale you can draw conclusions about the man and the boy's mistake. What was their mistake, and what was its result?

6. What is a fable? How would you explain it?

## Staying Safe at School Poster

Consider how to stay safe at school and how your choices can affect your wellbeing.

Design a poster which incorporates those elements and demonstrates how you can encourage others to follow safety initiatives at school.

Draft your poster here:

Consider what you have included on your draft poster and how you have designed it. Make some notes to explain the choices you have made:

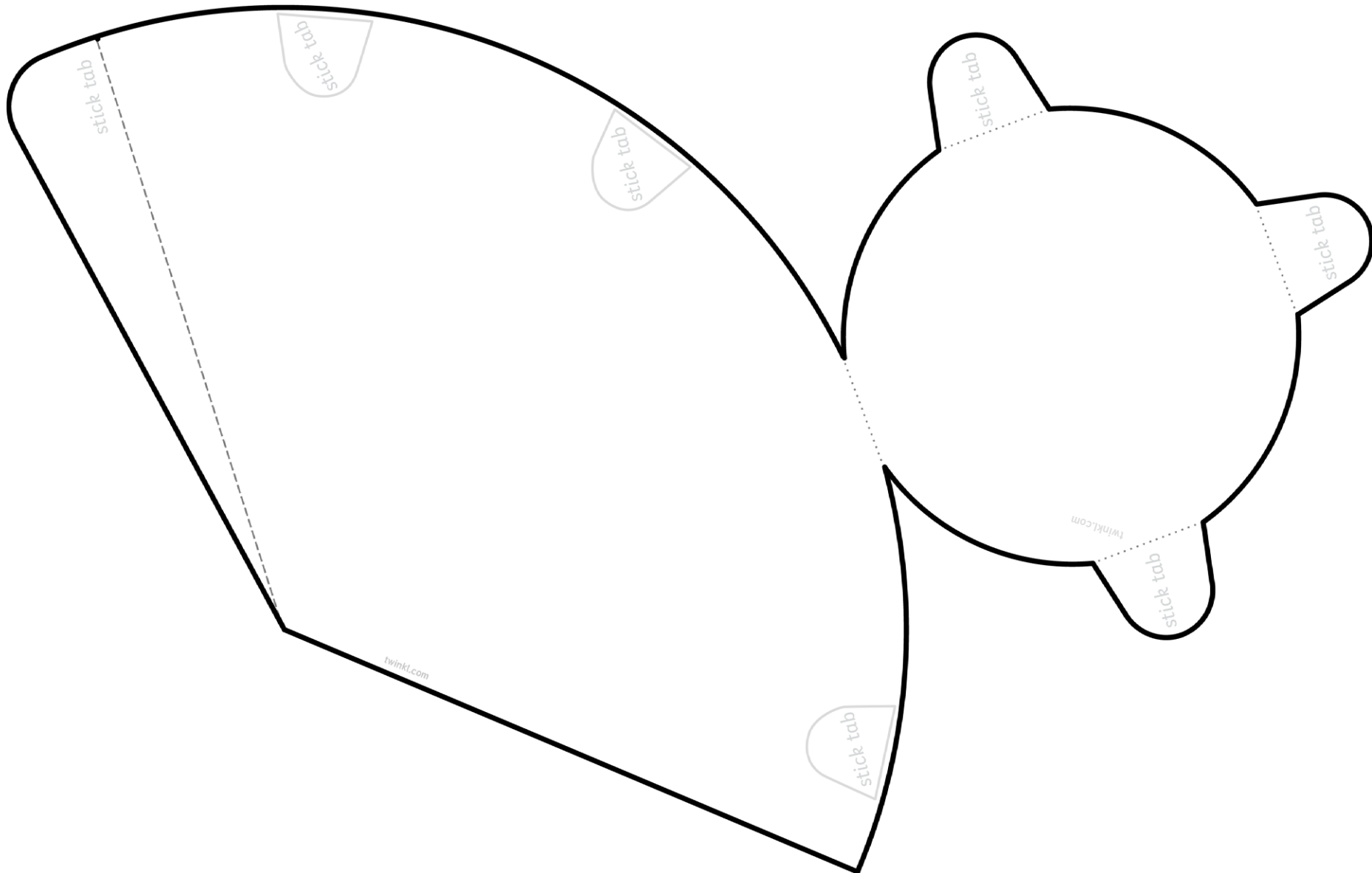
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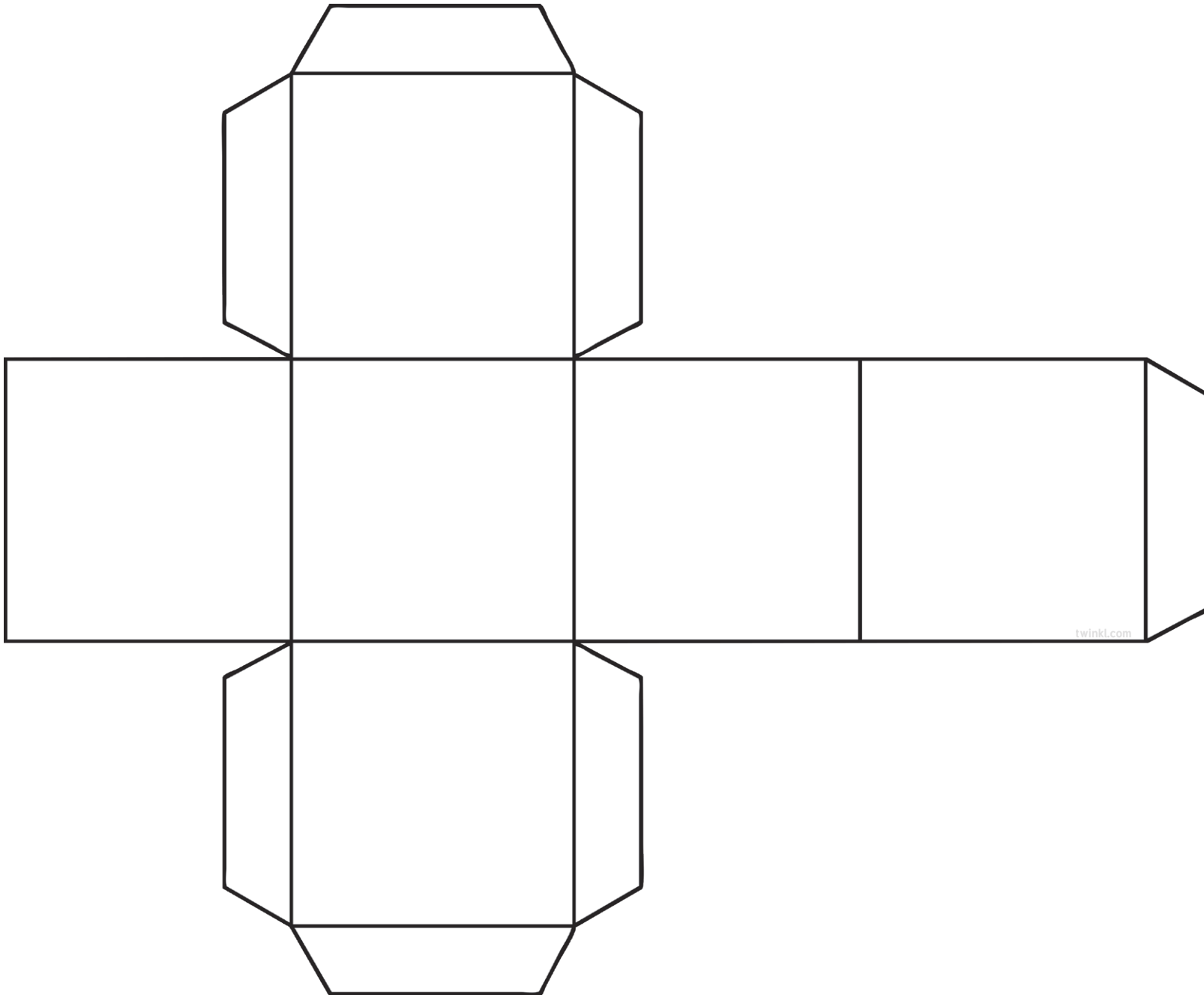
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# Cone

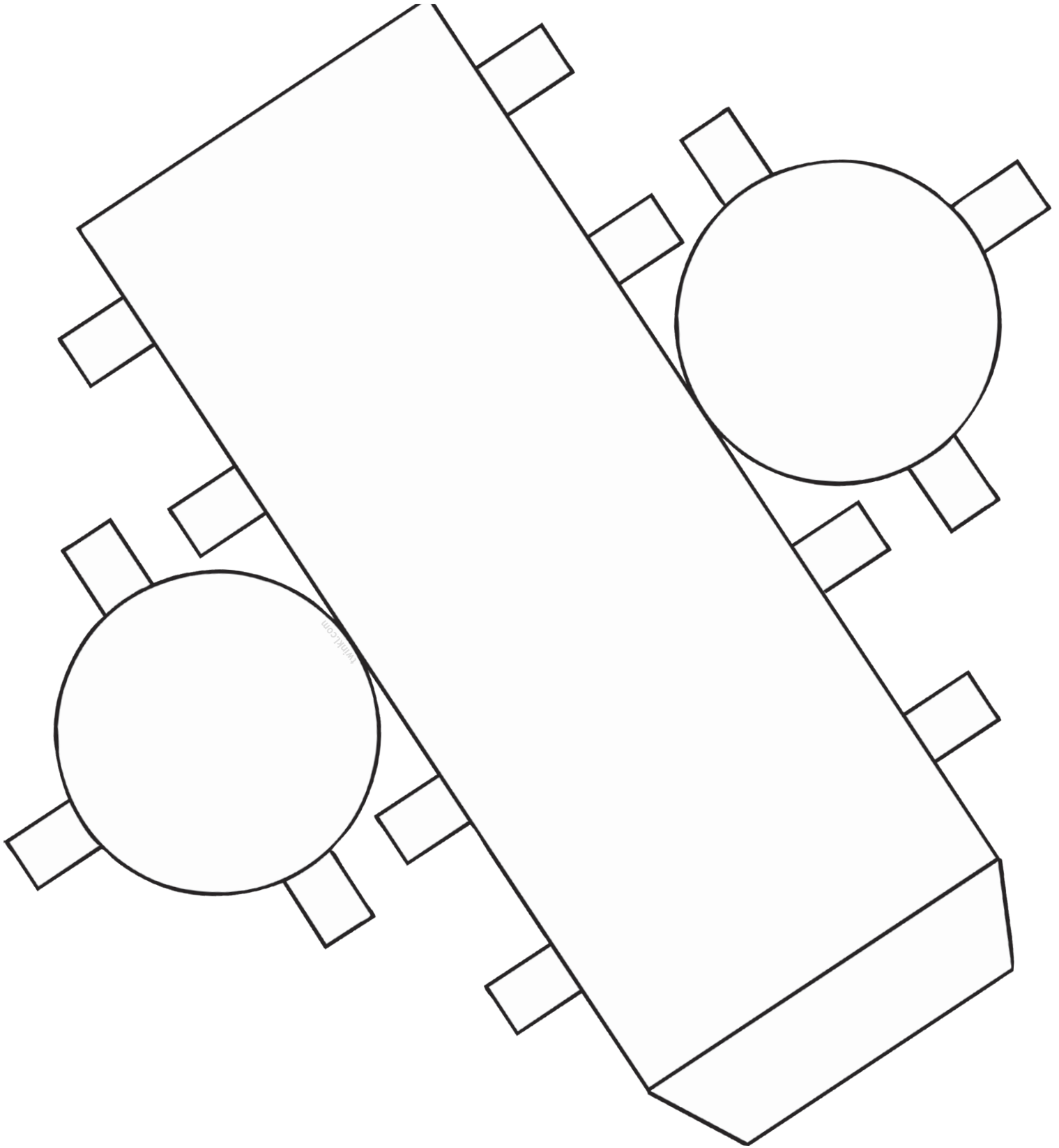


# Cube



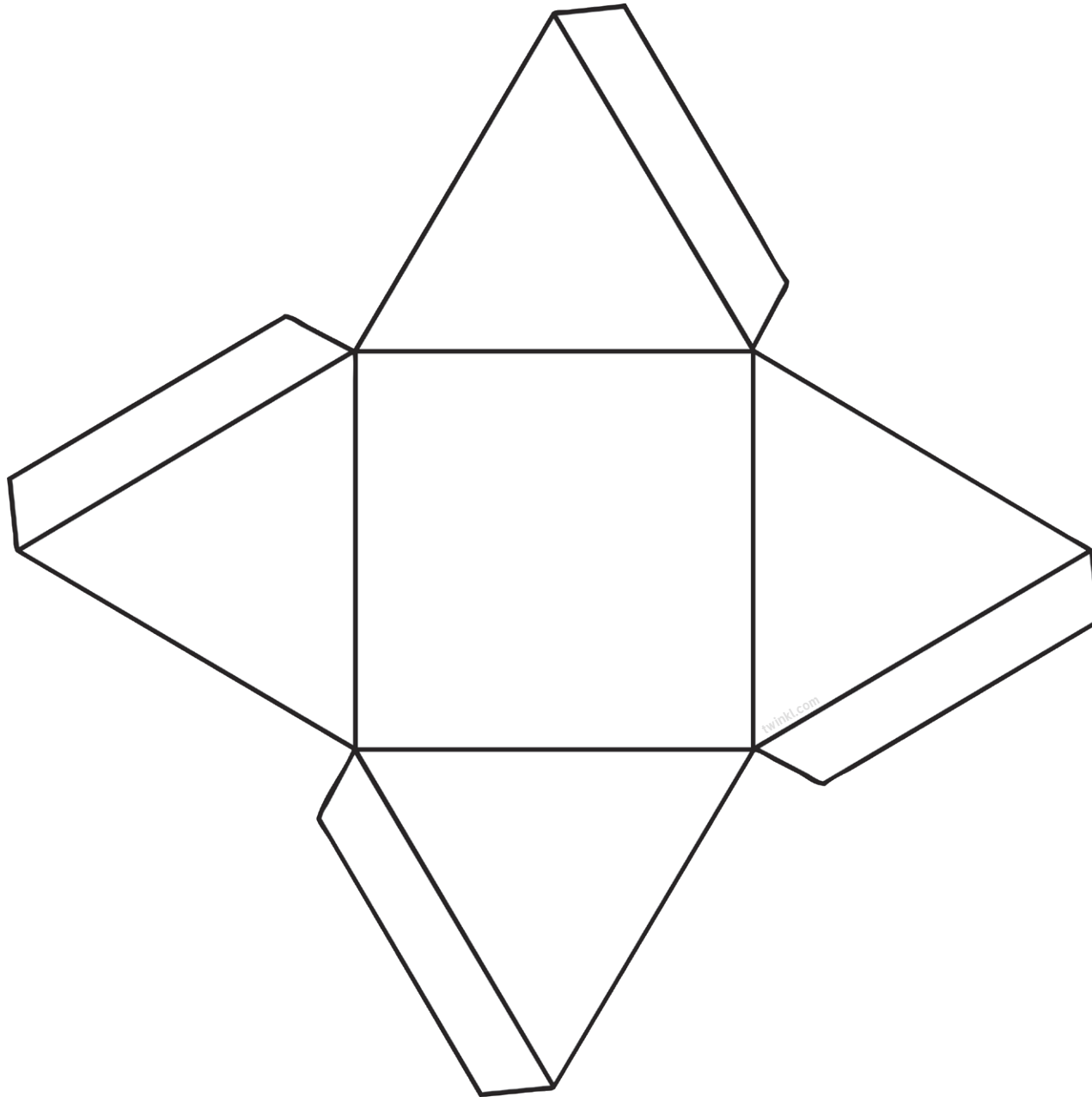


# Cylinder

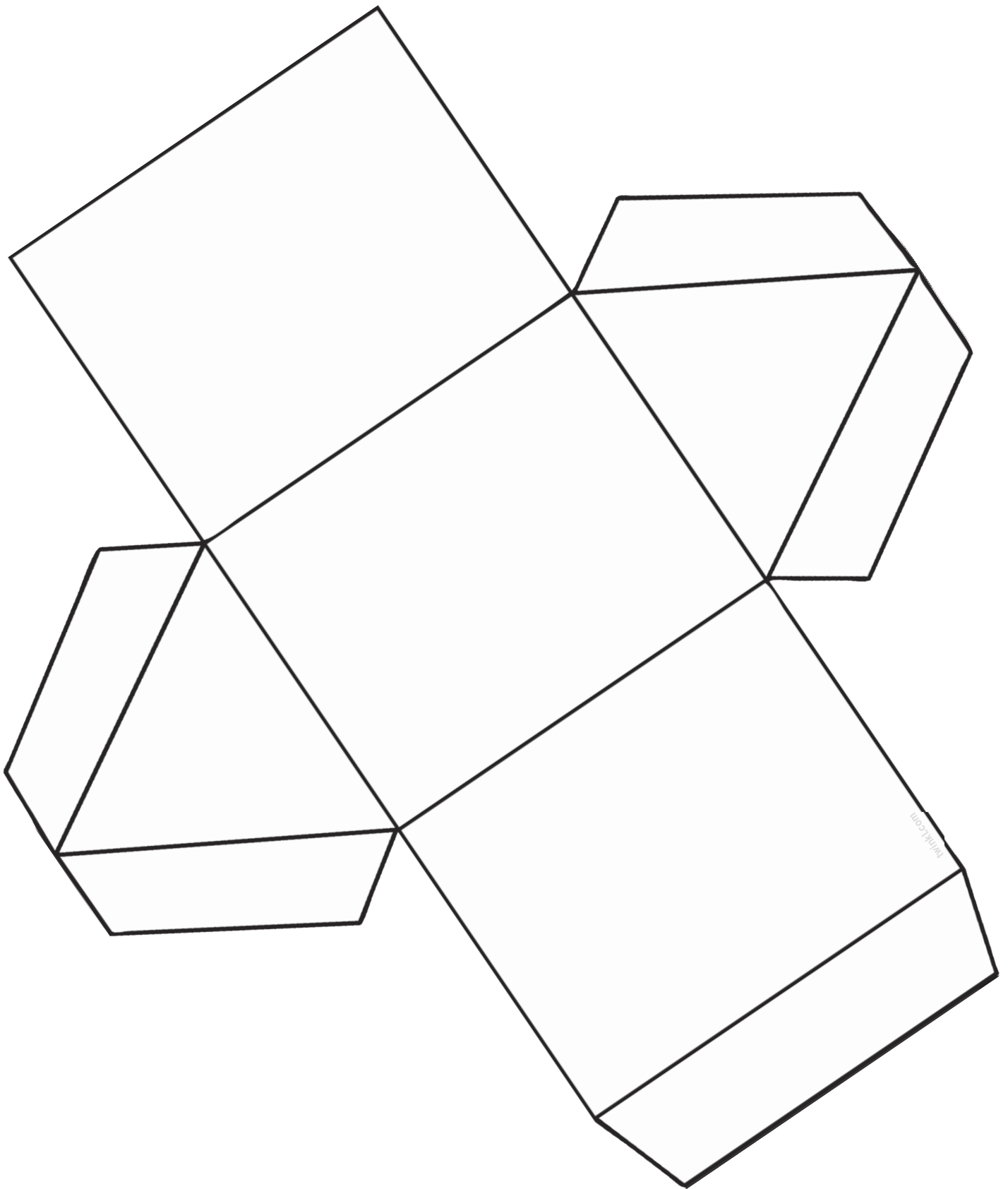




# Square-based Pyramid



# Triangular Prism





# Storing Data

Just like real life objects take up space in the real world, digital files like documents and photos take up storage space. Files are measured in bytes, kilobytes, megabytes, gigabytes and terabytes.

Byte = 1 typed character

Kilobyte = a small, text only email

Megabyte = a minute worth of a song or an image

Gigabyte = a movie

Terabytes= The standard size of an external hard drive in 2018

Storage is limited. Digital devices come with internal storage but you can often buy more external storage. USB flash drives, portable hard drives and SD cards are just some of the storage devices that are used. These have increased in storage size and decreased in price rapidly over the last 15 years.

We use folders to store files on our digital devices. This makes it easier for us to find what we need when we need it. We can have folders within folders and name them to help us navigate through. Search programs also allow us to find what we need.

Digital systems use icons for different type of files so you can easily tell at a glance if a file is a text, image, sound or video file.

To help save room or to meet file size requirements on programs (such as sending an email or uploading a file to the internet) we may need to compress the files to make them smaller. That means the digital system takes data that it needs, removes repeated data, combines related data or simplifies data. There can be loss of quality when compressing a file.

# How to Make a Sundial

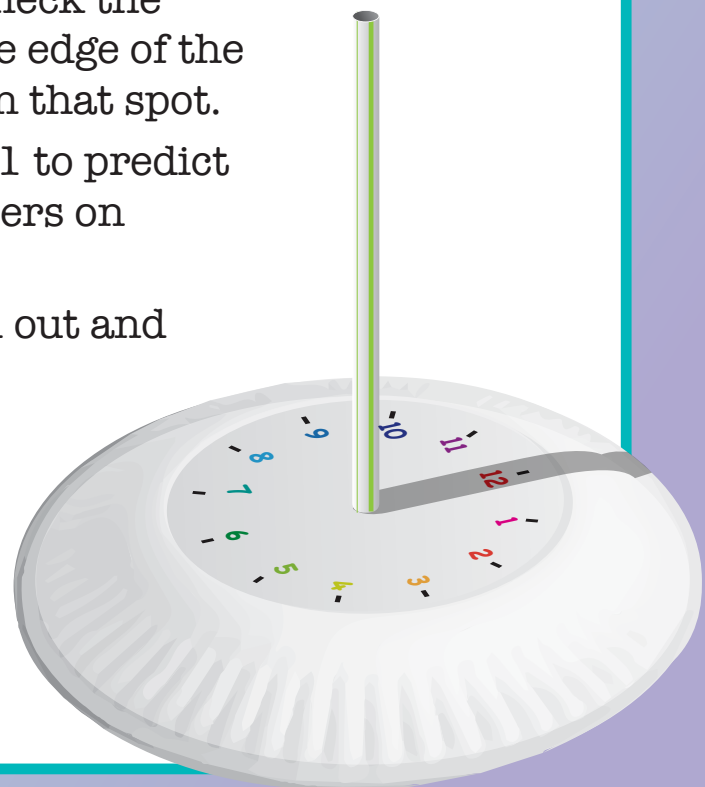
## What you need:

- crayons
- sharp pencil
- ruler
- paper plate
- thumb tacks
- plastic straw

## What to do:

1. Use the sharp pencil to poke a hole through the very centre of the plate.
2. Put the plate upside down.
3. Write the number 12 on the edge of the plate with a crayon.
4. Using the ruler as a guide, draw a straight line from the number 12 to the hole in the centre of the plate.
5. On a sunny day, take the plate outside at noon (12:00 pm).
6. Put the plate on the ground and poke the straw through the hole.
7. Turn the plate so that the shadow of the straw falls along the line to the number 12.
8. Using your thumb tacks, fasten the plate to the ground.
9. One hour later, at one o'clock, check the position of the shadow along the edge of the plate and write the number 1 on that spot.
10. Use the positions of the 12 and 1 to predict the positions of the other numbers on the sundial.
11. The next day, take your sundial out and you will be able to tell the time without a clock.

**Note:** Sundials operate clockwise in the northern hemisphere and anticlockwise in the southern hemisphere.

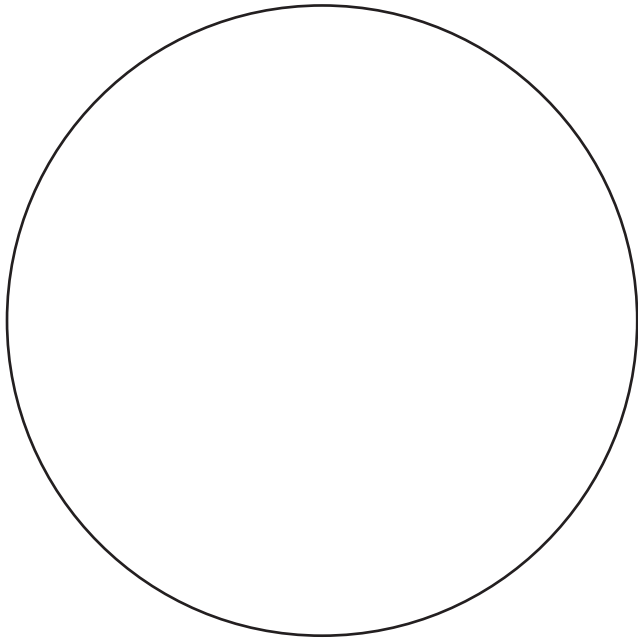


Name \_\_\_\_\_

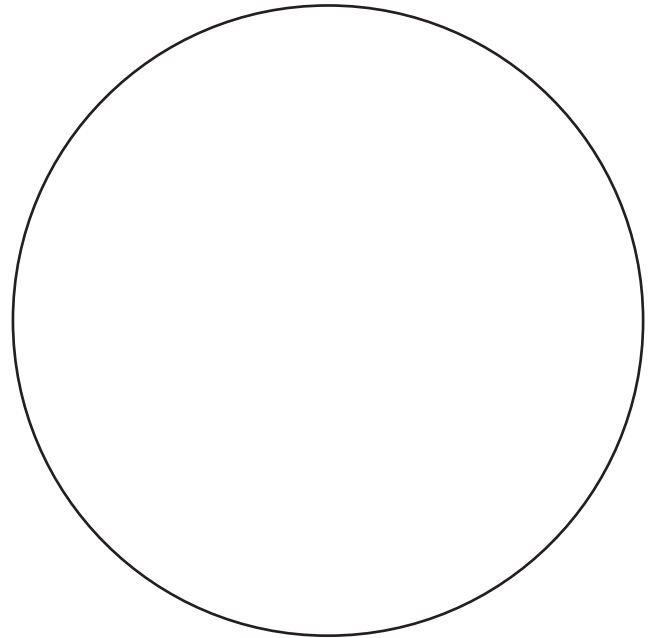
Date \_\_\_\_\_

# Sundial Observation Sheet

Draw a picture of your sundial and the shadow it creates at 12 pm and again at 1 pm.



**Noon (12 pm)**



**1 pm**

1. What happened to the shadow of the straw?

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2. Why do you think this happened?

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3. Predict where you think the shadow will be at 2 pm.

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Friday - Art

