





Week 8 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 8	Morning Session	Middle Session	Afternoon	
<div>Monday</div> <div><p>*All links will be posted in your GoogleClassroom 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><p>English - Spelling: Year 3 Learning Intention:</p><ul style="list-style-type: none">I can use the split digraph /a_e/ making the sound "a" as in tapeI can use visual memory to spell irregular words.<p>https://www.canva.com/design/DABnOpfIP5c/UMvN8GlnDkD1RNqj8YUYjw/view?utm_content=DAEnOpfIP5c&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p><p>Year 4 Learning Intention:</p><ul style="list-style-type: none">I can use the graph /e/ making the sound "eh" as in gardenI can use visual memory to spell irregular words.<p>https://www.canva.com/design/DABnQuKTwi4/8dvUmU74FXhbuLuSPme-tg/view?utm_content=DABnQuKTwi4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p><p>Activities Students Choose 1: Newspaper words - Cut out letters from a magazine or newspaper to form 5-10 spelling words once.</p><p>Pyramid Words - Write 5-10 spelling words once in the shape of a pyramid adding one letter to each line.</p><p>ABC Order - Write your spelling words in alphabetical order.</p></div> <div><p>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</p><p>English - Reading: Reading: Fact & Opinion *Facts are what actually happened and can be proven as true. You cannot change a fact. *Opinions tell us a personal attitude or judgement about something.</p><p>Before reading the text: *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: https://docs.google.com/document/d/1Hmzd8F-6rTEpNCN_5pC3gHLg1dVawgQaN2ZjUQatyMc/copy</p><p>Yr 4: https://docs.google.com/document/d/1DpGncPiThsEWSKZiXvIB4FyxMRXIZBTod8_1fyhqvLTU/copy</p><p>After reading the text: *PIE *What statements in the text were opinions and what statements were facts? *What clue words were used?</p></div>	<div><p>Mathematics: - Chance <i>Write the WALT at the top of your page.</i> WALT: Predict and carry out the Spinner experiment, and compare the predicted and actual results. Warm Up: https://drive.google.com/file/d/1Wm7TQh_leXWSrGcLet5HQ9VRLqEKV3yl/view?usp=sharing Complete Speedy Maths 6x tables practice sheet. Time yourself and see how fast you can go! Problem: Perform a chance experiment by making and spinning 2 different spinners. Make predictions then analyse and compare the results. You will need to print out and make the spinners for this activity and your Spinner Worksheet to record the predictions and results.</p><p>1. Watch the video - Spinner: https://drive.google.com/file/d/1LcoC3VB44YO-LImiGRVqq4ygMo8jmk/view?usp=sharing</p><p>2. Conduct the Spinner experiment following the instructions on the worksheet: https://drive.google.com/file/d/1u4dQ64dES1I4VVtOt22dHB115bqSQjb4X/view?usp=sharing</p><p>3. Answer all questions on the worksheet.</p><p>4. Glue worksheet into your book.</p></div>	<div><p>English/Geography: WALT: Compare climates in different places.</p><p>Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun. Places which are closest to the Equator are Tropical. Places further away from the Equator are Temperate. Places furthest from the Equator are Polar (very cold).</p><p>All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert. Complete the worksheets about climate around the world.</p><p>Use the map of Australia to help you.</p><p>https://drive.google.com/file/d/1EPKCX6UI1BeYWyiky0CrGuERG00MqpYG/view?usp=sharing</p></div>	<div><p>CAPA Music -</p><p>Write a song. Put some chords you know into a pattern. Add some lyrics. You can sing or rap a poem or story to your chord pattern. You could sing or rap your own words to an instrumental piece of music like a Karaoke backing track.</p></div>

T3 Wk 8	Morning Session		Middle Session	Afternoon	
Tuesday	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the split digraph /a_e/ making the sound "a" as in tapeI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the graph /e/ making the sound "eh" as in gardenI can use visual memory to spell irregular words. <p><u>Activities Students Choose 1:</u> Circle Words- Write 5-10 spelling words once in the shape of a circle.</p> <p>Crazy Words - Write each spelling word once in really crazy letters.</p> <p>Spelling Story - Write a brief story using 5-10 spellings words at least once. You may also illustrate a picture.</p> <p>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</p>	<p>English: Grammar & Punctuation: WALT: Understand and use auxiliary verbs. Verbs – auxiliary - helping verbs. Success Criteria: I can identify and use auxiliary verbs in sentences. Core Task: Auxiliary Verbs: Auxiliary verbs are "helping" verbs. They are used with other verbs to make a complete verb. Example: <i>I <u>am</u> going to the movies tonight.</i> <i>We <u>might</u> leave at three.</i> <i>They <u>were</u> watching TV.</i> <i>You <u>could</u> have waited for me!</i> Meet the helpers: *am, is, are *was, were *be, being, been *do, does, did *has, have, had *shall, will, can *must, may, might *could, would, should Activity: Choose from the auxiliary verbs above to complete these sentences. There could be several options.</p> <p>1. You ----wait for me. 2. Recycled water ---- solve the problem of water shortages. 3. Scientists ---- discover life on other planets. 4. He ---- not come. 5. Dad ---- eat later.</p>	<p>Mathematics: - Chance <i>Write the WALT at the top of your page.</i> WALT: Match items to the probability of outcomes when represented in fraction format. Warm Up: https://drive.google.com/file/d/1VOPDO4YpcSW8lVETg3MfxIkMqPL9P8Nn/view?usp=sharing Fraction Riddle Worksheet- Find the answers and use the decoder to solve the riddle. Problem: Match the marble jars to the probability fractions. You will need your Marbles Worksheet to record your matches.</p> <p>1. Watch the video - Marbles: https://drive.google.com/file/d/1pVZNFrY92CEtqPPhrSg49PYmAGFgp39/view?usp=sharing</p> <p>2. Match the marble jars and probability fractions by following the instructions on the worksheet: https://drive.google.com/file/d/1G-RkQhmWgwhH1EK05t8FXjSyfT1zlmd/view?usp=sharing</p> <p>3. Draw your own marble jar and probability fraction to match it.</p> <p>4. Glue worksheet into your book.</p>	<p>English/Geography: Writing: WALT: Group and sort information correctly under subheadings. Success Criteria: We will correctly sort similar information together. *If you were writing an information report would you put all of the information together as one big paragraph? *Of course not!! You would use sub headings to sort the information to make it clear for the reader. Read the following facts about the weather: *the sun heats the air in the earth's atmosphere in different amounts *systems are high or low pressure *winds bring sunny, wet or stormy conditions to a particular place *consists of rain, wind, storms, clouds and sun *satellites take images of the earth's atmosphere from space *the daily conditions of a place includes temperature, wind, humidity, air pressure and cloud cover *high pressure systems bring clear skies and warm temperatures *weather stations on land and sea gather data about the weather *warm and cold air swirl around together, creating winds *data is fed into computers to produce charts and forecasts When you are done, sort each fact into the correct box or under the correct heading. Hint: There are three facts per heading. <i>What is weather?</i> <i>What causes weather?</i> <i>What are weather systems?</i> <i>How can weather be predicted?</i> You can write your facts in your book or you can use the brainstorm worksheet: <i>Make sure you keep the sorted information close by because you are going to use it in your writing lesson tomorrow!</i></p>	<p>English - Handwriting: WALT: Write legibly using NSW cursive writing. Success Criteria: I can write legibly using NSW cursive writing and form backtouch joins to anticlockwise letters. Core Task: Practice writing letters with backtouch joins to anticlockwise letters. Practise joins to different letters. To form backtouch joins to anticlockwise letters, continue the exit hook almost up to the neckline, then draw in the anticlockwise letter so that it neatly touches the end of the exit hook. Write words and sentences that include these letters. Tuesday 31st August 2021 ic ua mo nd ka The giant polar bear of the arctic region is the world's largest land predator. Its thick, white fur protects it from the bitter cold. Its diet consists mainly of seals. Tuesday 31st August 2021 ic ua mo nd ka The giant polar bear of the arctic region is the world's largest land predator. Its thick, white fur protects it from the bitter cold. Its diet consists mainly of seals. Check list: - posture, pencil grip, book position.</p>

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Wednesday	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the split digraph /a_e/ making the sound "a" as in tapeI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the graph /e/ making the sound "eh" as in gardenI can use visual memory to spell irregular words. <p><u>Activities Students Choose 1:</u> Spelling Word Search - Create your own word search. Highlight or circle the words that are hidden.</p> <p>Spelling Comic - Write your own comic and use 5-10 spelling words at least once.</p> <p>Block Letters - Write 5-10 spelling words once with each letter inside of a box.</p> <p>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</p>	<p>Reading: Fact & Opinion <i>*Facts are what actually happened and can be proven as true. You cannot change a fact.</i> <i>*Opinions tell us a personal attitude or judgement about something.</i></p> <p>Before reading the text: <i>*What type of text is it?</i> <i>Why do you think that?</i> <i>*What is the purpose?</i> <i>*What predictions can they make based on the title and the pictures?</i></p> <p>Yr 3 & 4: https://docs.google.com/document/d/1BX2J_0e2eTYPVinKi6ilrJuv3i9oDN3m4_X9ZVdJhEQ/copy</p> <p>After reading the text: <i>*PIE</i> <i>*What statements in the text were opinions and what statements were facts?</i> <i>*What clue words were used?</i></p>	<p>Mathematics: Time WALT: Read and interpret a variety of timetables. <u>Warm Up:</u> How to Read Timetables ... https://drive.google.com/file/d/1iDYKMX1JubzkgmSsHxQcQ1iPLmoQW6G3/view?usp=sharing TOPIC: Reading a Timetable https://drive.google.com/file/d/1RJWRUUsSlv5JU56kevFhiugl-3g0XeHH/view?usp=sharing</p> <p>Activity 1.- Sports Day Read the timetable and answer the questions calculating time elapsed.</p> <p>Activity 2.- Bus Timetable Read the timetable and calculate time taken on bus routes and between stops.</p> <p>Activity 3.- Cinema Timetable Read the timetable and calculate the duration of the films in hours and minutes.</p> <p>Extension/Challenge: Try some of these Time word problems.</p> <ol style="list-style-type: none">The school day starts at 8:20 am and ends at 3:05 pm. How long does the school day last?Jess goes to bed at 8:15 pm each night. She wakes at 6:45 am. How long does Jess sleep for?Taylor drove to his holiday house. He arrived at 6:30 pm. He had been driving for 8 hours and had a 1-hour break for lunch. What time did Taylor leave home?Lillian watched 3 episodes of her favourite show in a row. Each episode lasts for 40 minutes. If she started watching at 7:00 pm, what time did she finish?	<p>English/Geography - Writing: Informative Writing Task WALT: Plan and compose informative texts using headings Success Criteria: We can use correct structure, correct grammatical features & punctuation. We can use effective, accurate and relevant vocabulary You are going to write an information report about the weather using the facts you sorted in yesterday's writing lessons. <i>The purpose of this writing activity is to inform your audience/the reader.</i></p> <p>Instead of writing the facts in dot points under each heading, can you turn your dot points into a sentence? *You might like to add to your dot points by researching some other facts. Below are some websites you could use: <i>*Remember when researching - do not copy a whole paragraph, only use information that you understand.</i> https://www.weatherwizkids.com/weather-climate.htm https://www.factsjustforkids.com/weather-facts/ https://kids.kiddle.co/Weather https://www.abc.net.au/btn/classroom/weather-science/11933890 Make sure your text has: <i>*Introduction (Can you include a sizzling start?)</i> <i>*Headings and subheadings for each paragraph.</i> <i>*Paragraphs (When ordering the information under each subheading think about the best order.)</i> Hint: Interesting fact (ROCK) Fact (PEBBLE) Most interesting fact (BOULDER) <i>*Conclusion</i> <i>*A picture (You can find a photo or you can draw one!)</i></p>	<p>PD/Health: Learning Intentions:How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? Success Criteria: Identifies and practises strategies to promote health, safety and wellbeing Activity: <i>*When do we need to tell an adult about an unsafe situation?</i> <i>*Can we do this if we are feeling unsafe at recess or lunch during gameplay with our friends or other students on the playground?</i> <i>How can we behave at school to ensure the health, safety and wellbeing of ourselves and others?</i> <i>Example: follow school rules</i></p> <p>Define: What is fair? What is unfair? Complete the worksheet - think about "staying safe at school" when completing it : https://drive.google.com/file/d/1xVf0NhPB70tHXStkfHCct4SzfXy3L/view?usp=sharing</p> <p>Answer these questions: <i>When is the last time you have followed game rules?</i> <i>When was the last time you have followed school rules?</i> <i>When was the last time you respected your peers?</i> <i>When was the last time you respected teacher instructions?</i> <i>When did you tell the teacher that someone wasn't playing fair?</i></p>										
	<div><div><p>Is It Fair or Not?</p><p>Use your knowledge of rules and decide if the following rules are fair or not. In your own words, describe why you think each rule is either fair or not.</p><table><thead><tr><th>Rule</th><th>Is it fair?</th><th>Why?</th></tr></thead><tbody><tr><td>You can only wear yellow on Monday</td><td></td><td></td></tr><tr><td>No hat, no play</td><td></td><td></td></tr><tr><td>Swimming pools must have a lifeguard, before entering them.</td><td></td><td></td></tr></tbody></table><div><div>You must keep your hands and feet in the pool</div><div>All students must write with their left hand</div><div>All year 2 students are only allowed to play tennis during play time.</div></div></div></div>				Rule	Is it fair?	Why?	You can only wear yellow on Monday			No hat, no play			Swimming pools must have a lifeguard, before entering them.	
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Thursday	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the split digraph /a_e/ making the sound "a" as in tapeI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the graph /e/ making the sound "eh" as in gardenI can use visual memory to spell irregular words. <p><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.</p> <p>Practice Spelling Test - Students pair up with another student and practice the spelling test. Students quiz each other at least once.</p> <p>Rainbow Words - Write 5 - 10 spelling words once using a different colour for each letter.</p> <p>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/learnin-g-at-home</p>	<p>English - Grammar & Punctuation: WALT: Understand the different uses of apostrophes. Success Criteria: I can use an apostrophe when writing contractions. Core Task: <u>Apostrophes Used in Contractions</u> Apostrophes are used to show where letters are left out. These words are called contractions. Activity: <i>Class challenge:</i> Find a book at home - how many contractions can you find? Write down all the contractions you can find and extend them into words. Who will find the most? Example: I'm = I am she's = she is it's = it is</p>	<p>Maths:Temperature WALT: Read a thermometer WARMUP: https://youtu.be/gvujzYWO5gg https://drive.google.com/file/d/1iDYKMx1JubzkgmSsHxQcO1iPLmoQW6G3/present <i>In many countries, including Australia, temperature is measured in degrees Celsius (°C). Ice melts: 0°C Fresh water boils: 100°C A person's body temperature: 37°C Room temperature: 15°C to 25°C</i></p> <p>Problem: Look at the image of the thermometer *What instrument is it? *What is it used for? *How do we read it? *How do we use the thermometer to measure temperature?</p> <p>Complete the worksheet: https://drive.google.com/file/d/1z_wrbjDLFMwMUfln05klJK3ExhbjUq9Z/view?usp=sharing</p> <p><i>Can you find something that measures temperature in your home? What is something you can take or read the temperature of? (yourself/water/the weather) What is the temperature reading on the device you have used?</i></p> <p>Extension/Challenge: https://drive.google.com/file/d/1iDYKMx1JubzkgmSsHxQcO1iPLmoQW6G3/view?usp=sharing</p>	<p>Science: WALT: Understand peripheral devices and their categories. Success Criteria: I understand types of peripheral devices and can sort them into their correct category. Core Task: Watch the video on peripheral devices: https://www.youtube.com/watch?v=SNH7CZ6MASY Peripheral devices can be connected to a digital system (e.g. computer), to assist it to perform tasks (e.g. print worksheets). An example of peripheral devices are things like printers, keyboards, mouse, USB.</p> <p>There are 3 categories of peripheral devices:</p> <ol style="list-style-type: none">1. An input peripheral device is one that enters information into a computer.2. An output peripheral device takes information from the computer and turns it into things that can be held and viewed or heard / sound.3. A storage peripheral device takes information from the computer and stores it until it is needed. <p>Sort the Peripheral Devices into their correct category using the following pictures: https://drive.google.com/file/d/1T0vgPjC_gLcWxIen4ybVQ1xUXmhPkvv6/view?usp=sharing Complete the table in your workbook or complete the worksheet: https://docs.google.com/document/d/1MWvtIFS2u6X_LTDEGTQMDmo9HJ-7p8/copy</p>	<p>Fitness: Complete the fitness activity using your spelling words to match the letters. Which spelling word is most challenging or tiring?</p> 

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<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the split digraph /a_e/ making the sound "a" as in tapeI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the graph /e/ making the sound "eh" as in gardenI can use visual memory to spell irregular words. <p><u>Activities:</u></p> <ol style="list-style-type: none">Friday spelling quizDictation using sentences below (See Spelling Program) <p><u>Dictation Words Yr 3</u></p> <ol style="list-style-type: none">earthquakestagefake <p><u>Dictation Words Yr 4</u></p> <ol style="list-style-type: none">eleventhheavenly <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests.</p> <p>Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>SPORT: Bouncing and dribbling OR Forehand and backhand striking.</p> <p>*Which skill would you like to improve?</p> <p>Pick one activity to complete or if you are feeling very active complete both!</p> <p>Resources: https://vimeo.com/434566133</p> <div><p>Episode 3 - Forehand & backhand strike</p><p>Stage 2</p><p>Challenges</p><p>Perform the following striking activities with a balloon.</p><ul style="list-style-type: none">Using the open palm and back of the hand to practise forehand and backhand striking with a partner.Drop the balloon from the top of your head towards your back. Turn and use the forehand or backhand strike to hit the balloon. Try running to the balloon to strike it back again.With a partner, set up a pretend net with two or more markers. Practise forehand and backhand striking to each other continuously while completing jumping jacks in between.<p>Mega Challenges</p><ul style="list-style-type: none">With a partner and using two balloons, strike the balloons to each other at the same time.Creative Challenge: Perform Dance moves in between striking a balloon to a partner.<p>Other variations</p><p>With a partner try:</p><ul style="list-style-type: none">performing a different body weight resistance movement in between striking the balloon eg. squat or lunge jump.work with a partner and try to keep more than two balloons up in the air.</div> <div><p>Episode 2 - Bouncing & dribbling</p><p>Stage 2</p><p>Challenges</p><ul style="list-style-type: none">Bounce the ball continuously (but the dog) whilst taking a step for each bounce. Try also spelling a letter of your name or another word for every bounce/step.Bounce the ball from hand to hand across your body (Millie Rock).Lunge forward onto one leg then try bouncing the ball through your leg from one side to the other. Continue by alternating the lunge movement.<p>Mega Challenges</p><ul style="list-style-type: none">Continue lunging and bouncing the ball through your leg as you progress with a step forward each time you lunge/bounce.Creative Challenge: Dribble the ball over a set distance using the 'side to side (Millie Rock)' technique. Try also adding a bounce between your legs each time you step forward.<p>Other variations</p><p>With a partner try:</p><ul style="list-style-type: none">Setting out some safe obstacles to form a circuit to dribble around. See who can get the fastest time.Challenging each other with a range of bouncing and dribbling combinations.</div>	<p>Maths: Subtraction WALT: Use the split strategy to solve subtraction problems.</p> <p>WARM UP: the number 120 is placed in the middle of the target. That is the target number for the day. Please come up with as many different sums that equal the number in the middle of the target as you can. You can use addition, subtraction, multiplication or division.</p> <p>Watch the video: https://www.youtube.com/watch?v=T8tOE7Md1bg</p> <p>The Split Strategy: The Split Strategy is when you split a number into parts and then subtract each part. This makes the subtraction sum easier to solve.</p> <p>Example: The second number in the sum is split into tens and ones.</p> <div><p>The Split Strategy Example</p><p>There were 31 cars in the car park in the morning. By lunchtime, there were only 16. How many cars had left?</p><p>If we split 16 into 1 ten and 6 ones, it will be easier to subtract. Remember to take away the tens first!</p><div><div><div>10</div><div>6</div></div><div><div>31 - 16 =</div><div>31 - 10 = 21</div><div>21 - 6 = 15</div></div></div></div> <p>Complete the activity either in your books or using the worksheet.</p> <p>https://drive.google.com/file/d/1BRPzOCKhIG_Gj9DKDDScTrYO1cXICEwj/view?usp=sharing</p>	<p>Library/RFF: Lesson from Mrs Burke</p> <p>Listen to the story 'Anemone is not the Enemy' on Storybox Library. https://storyboxlibrary.com.au/</p> <p>Username – scps1 Password – scps1</p> <p>Write down 1 fact from the information text included in the story.</p> <p>Log in to World Book Online - https://www.worldbookonline.com</p> <p>ID – scps1 Password – scps1</p> <p>Search – Sea Anemone</p> <p>Write down 1 fact about Sea Anemones from World Book</p> <p>Put your information into the assignment in Mrs Burke's Google Classroom</p> <p>If you are not already a member use this code to join – 3if22ps</p>	<p>CAPA:https://drive.google.com/file/d/1ACrJwQSOc2YKeJ5T4n0dfpouPgiv7nlu/view?usp=sharing</p> <p>Father's Day-Agamographs</p> <div><div></div><div></div></div> <p>What You Need: Printed template, colour guide, scissors, glue, coloured pencils/textas/crayons, background card/paper</p> <ol style="list-style-type: none">Choose which Agamograph you would like to do for Dad and print template. https://drive.google.com/file/d/1EU2f3T3yTalymQANVaHOB7jVuw_XLwn3/view?usp=sharing OR https://drive.google.com/file/d/1WHhwNvQIsEQKkgUwUJPaCIWSJmf3Bkcd/view?usp=sharingCut along the 5 dotted lines CAREFULLY.Colour the numbers following the colour guide.Spread glue on the white strip to join templates together. (it says PUT GLUE HERE)Fold starting from the LEFT like you are making a fan. folding FORWARDS then BACKWARDS along the black lines.Put glue on the back of the left & right strips and glue the template to a background card/paper.Write a special message to Dad on the writing template.Glue message underneath or behind the background card/paper.

Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
tape male safe fake female	safety shave place blame space	calculate inhale translate debate estimate	complementary conscience conscious consequently controversial

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
garden seven level swivel ticket	heaven eleven shovel moment tinsel	movement disgusted equipment honoured destroyed	complementary conscience conscious consequently controversial

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tape male safe fake female	safety shave place blame space	calculate inhale translate debate estimate	complementary conscience conscious consequently controversial

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
garden seven level swivel ticket	heaven eleven shovel moment tinsel	movement disgusted equipment honoured destroyed	complementary conscience conscious consequently controversial

PIE?

Wind is the most amazing force. Wind is something that you can't see, but you know when it is there. You can feel it. It is the greatest feeling when the wind blows through your hair.

Wind is air that is moving. Sometimes, the air moves slowly, and there is a gentle breeze. Wind can also move quickly, causing strong winds. A strong wind can knock down a tree or a power line. The best wind is a gentle wind.

Besides speed, wind has direction. Winds are described by the direction from which they come. A north wind blows from the north to the south. A south wind blows from the south to the north.

Though you can't see wind, you can see what it does. Trees sway, windows rattle and leaves are blown from their branches. There is nothing more fun than watching autumn leaves whirling around like a tornado.

1. What title would you give this text?

2. What opinion clue words are in the text?

3. What fact clue words are in the text?

4. Which of these is a **fact** from the article?

- a) Wind is air that is moving.
- b) The best wind is a gentle wind.
- c) Wind is the most amazing force.
- d) It is the greatest feeling when the wind blows through your hair.

5. Which of these tells what someone thinks or feels?

- a) A strong wind can knock down a tree or a power line.
- b) Besides speed, wind has direction.
- c) Wind is the most amazing force.
- d) A south wind blows from the south to the north.

List 3 **FACTS** from the article

6. Which of these clue words in the article signals an **opinion** about a gentle wind?

- a) most
- b) best
- c) always
- d) feel

7. Which of these can be proved?

- a) It is the greatest feeling when the wind blows through your hair.
- b) The best wind is a gentle wind.
- c) Wind is something that you can't see.
- d) There is nothing more fun than watching fall leaves whirling around like a tornado.

List 3 **OPINIONS** from the article

PIE?

Cathy Freeman was born in Queensland in 1973. Cathy and her family were Aboriginal Australians. As a child Cathy was sometimes treated badly because of the colour of her skin. At primary school she won a race against white girls. But the white girls were given the trophies, not Cathy. Even at this young age Cathy was a much better runner than anyone else.

Cathy always loved running. But she was also good at it. It was in 1987 that she first got professional coaching. In 1990 she won a gold medal at the Commonwealth Games in Auckland. This meant she was the first Aboriginal athlete to win a gold medal at an international event. I think Cathy was the most amazing runner.

The crowning moment of Cathy Freeman's career was to happen at the 2000 Olympic Games in Sydney. Cathy was chosen to light the Olympic flame at the opening ceremony. But this was just the start. She went on to win the gold medal for the 400-metre race. Cathy is Australia's greatest ever athlete.

1. What title would you give this text?

2. What opinion clue words are in the text?

3. What fact clue words are in the text?

5. Which of these is a *fact* from the report?

- (A) Cathy Freeman was born in Queensland in 1973.
- (B) Cathy is Australia's greatest ever athlete.
- (C) Cathy was a much better runner than anyone else.
- (D) I think Cathy was the most amazing runner.

6. Which of these cannot be proved?

- (A) Cathy is Australia's greatest ever athlete.
- (B) Cathy Freeman was born in 1973.
- (C) The 1990 Commonwealth Games were in Auckland.
- (D) Cathy first got professional coaching in 1987.

7. Which of these clue words in the last paragraph of the report signals an *opinion* of the writer?

- (A) most
- (B) best
- (C) greatest
- (D) believed

8. A *fact* about Cathy Freeman that can be proved is

- (A) Cathy lit the flame at the Sydney Olympics.
- (B) she is Australia's greatest ever athlete.
- (C) that she was a much better runner than anyone else.
- (D) that she was the most amazing runner.

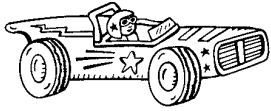
List 3 **FACTS** from the article

List 3 **OPINIONS** from the article

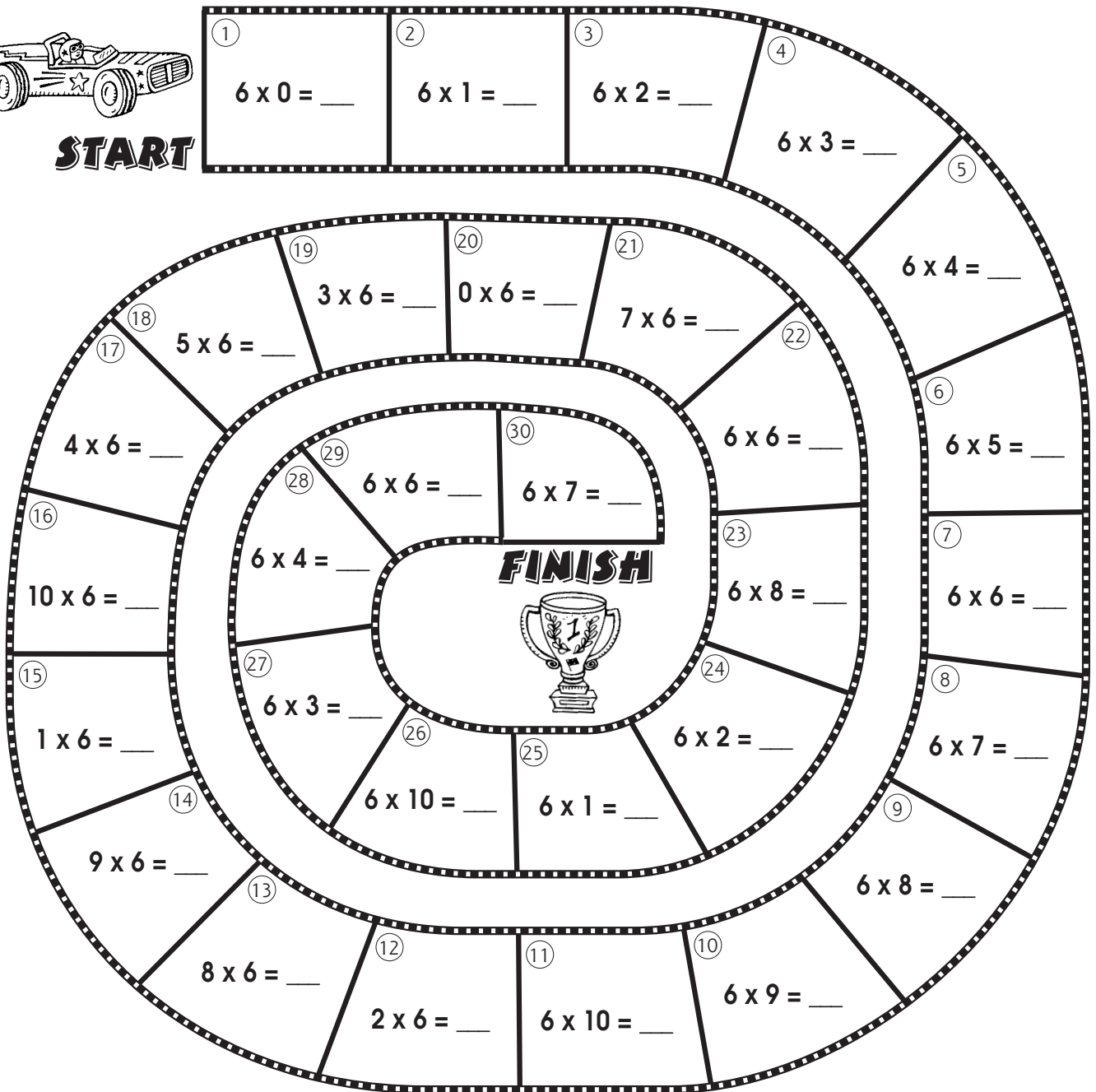
Name _____

Date _____

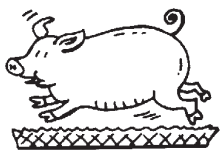
RACE #6



START

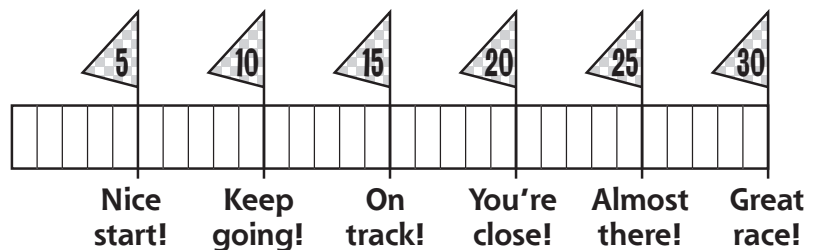


SPEED BONUS



About how fast
can a pig run?
____ MPH
(Hint: What is
 6×2 ?)

Color the chart up to your score.



Chance – probability

- 3 Spin it!** This is an investigation where you are going to make two spinners and look at the chance of the arrow landing on certain colours.



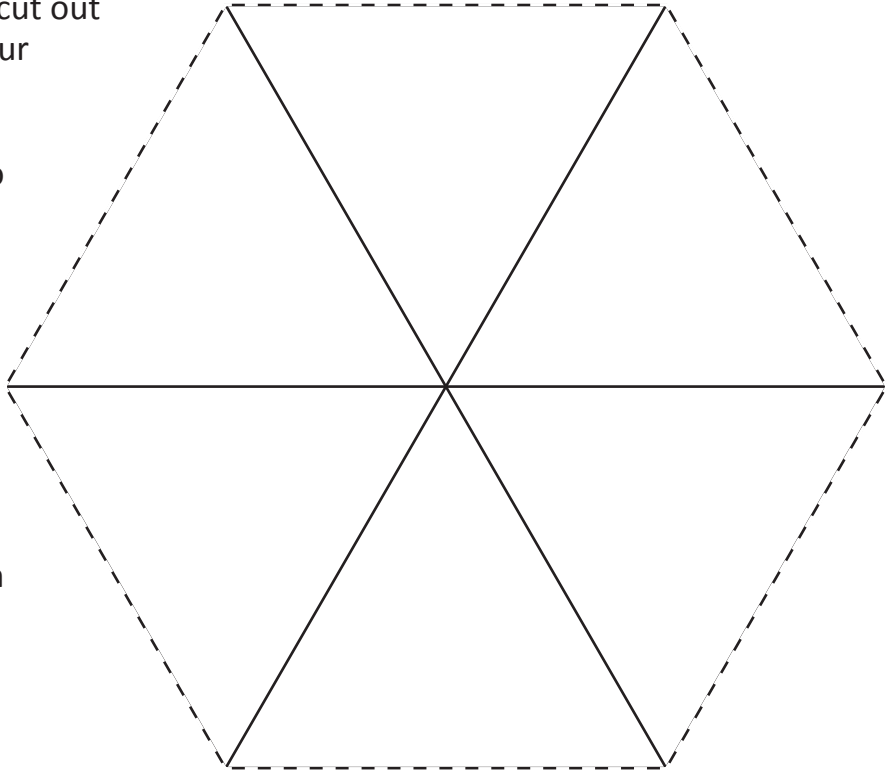
- a** For this activity you will need to copy this page and cut out the spinners. Make your spinners firmer than a regular piece of paper either by copying onto cardboard or pasting together several sheets of scrap paper.

- b** Colour Spinner 1 so:
- 2 sections are red
 - 4 sections are blue.

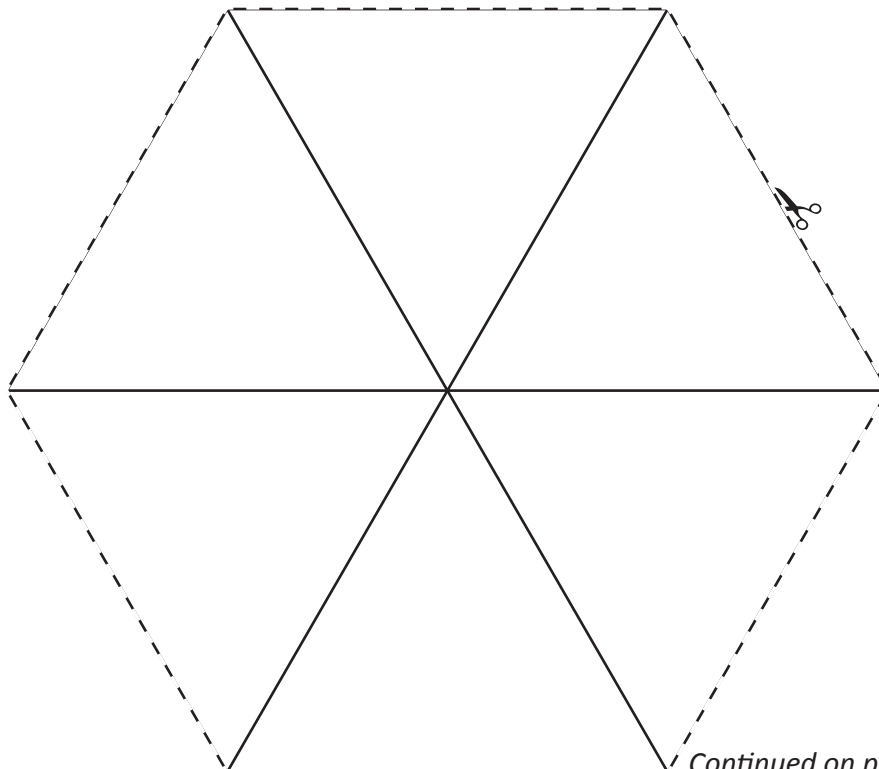
- c** Colour Spinner 2 so:
- 2 sections are green
 - 1 section is red
 - 3 sections are blue.

- d** Push a pencil through the middle so you can spin the spinner.

Spinner 1



Spinner 2



Continued on page 5.

Chance – probability

Continued from page 4.

- e Now you can begin the investigation. First, let's make some predictions based upon the expected probability.

Spinner 1	
Colour	Probability
red	<i>2 out of 6</i>
blue	
Most likely colour is _____	
Least likely colour is _____	

Spinner 2	
Colour	Probability
green	<i>2 out of 6</i>
red	
blue	
Most likely colour is _____	
Least likely colour is _____	

- f Now spin each spinner 12 times and tick to record the colour each spinner landed on:

Results for Spinner 1

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

Results for Spinner 2

	1	2	3	4	5	6	7	8	9	10	11	12
green												
red												
blue												

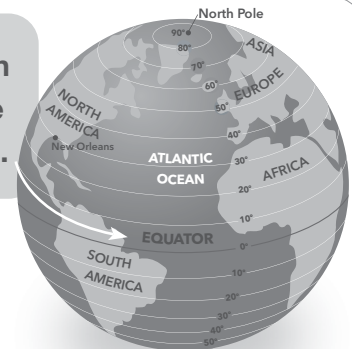
- g What was expected about your results?
- h What was surprising about your results?

Do other places have the same climate as Australia?

Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun.

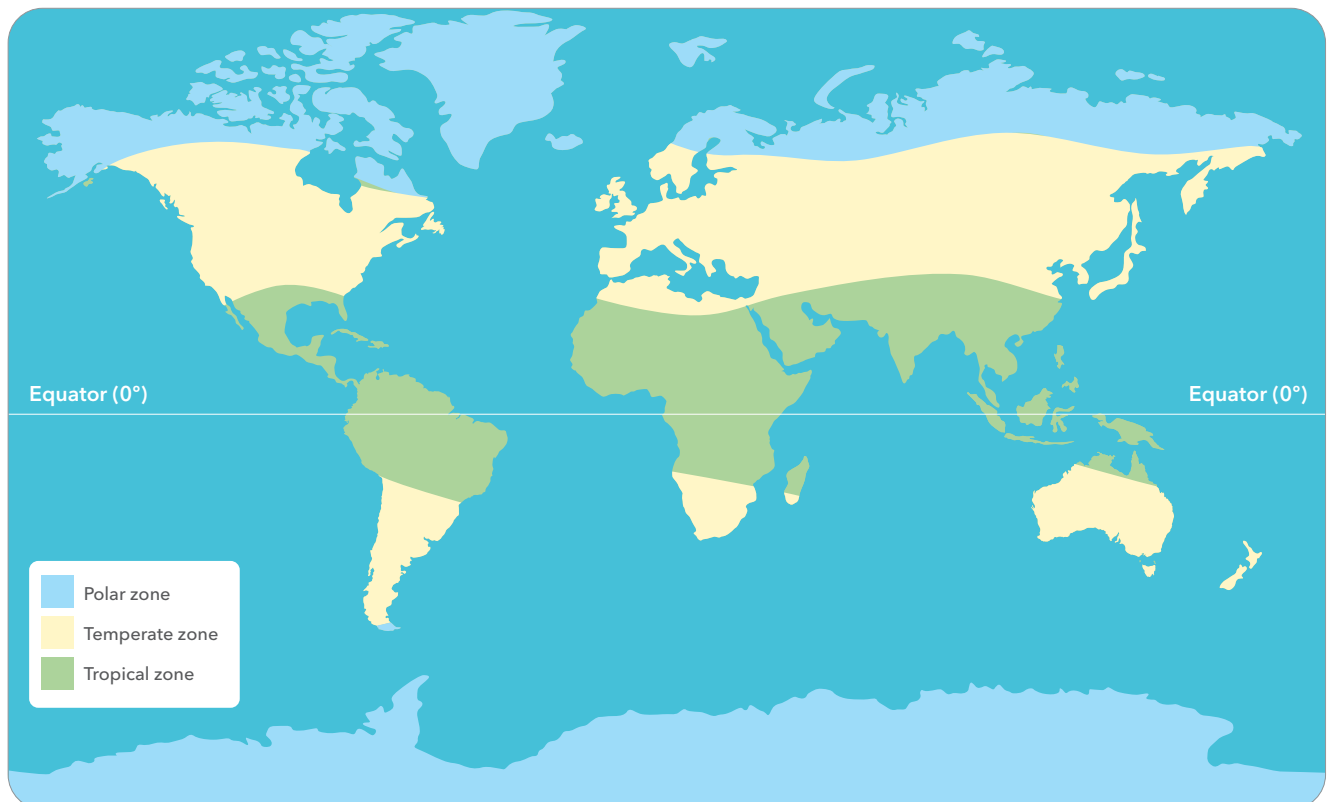
Places which are closest to the Equator are **Tropical**. Places further away from the Equator are **Temperate**. Places furthest from the Equator are **Polar** (very cold).

The Equator is an imaginary circle around the Earth.



1 Describe what the weather would be like in each zone.

- a Tropical _____
- b Temperate _____
- c Polar _____



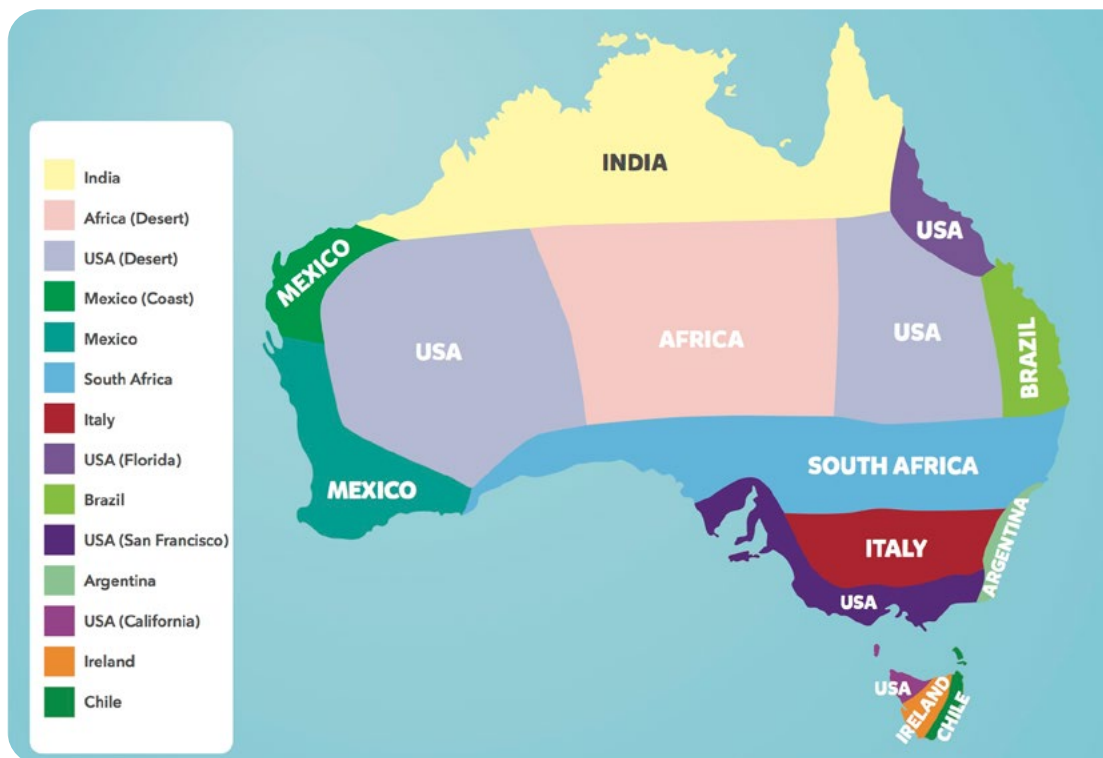
2 Look at the world climate zone map. What two climate zones is Australia in?

All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert.

3 What natural features do you think could have caused a desert?

The temperature and rainfall of a place are recorded over a long period of time to find its climate. This information can then be used to find places with the same climate.

4 Look at this map which shows places in the world which have the same climate as places in Australia.



a What other country has the same climate as the place where you live?

b What countries have climates like these places?

Darwin _____ Brisbane _____

Canberra _____ Sydney _____

Melbourne _____ Adelaide _____

Perth _____ Hobart _____

c Use these websites to help you find places around the world with the same climate. Talk to your partner, group or class about places you find.

FRACTIONS



Riddle 17

What do joggers say
when they leave you?

What to Do

Find the answer. Then use the Decoder to solve the riddle
by filling in the spaces at the bottom of the page.

- 1 What fraction of the shapes are triangles? $\square \triangle$ ____
- 2 What fraction of the shapes are circles? $\bigcirc \bigcirc \triangle \bigcirc$ ____
- 3 What fraction of the shapes are shaded? ____
 $\blacksquare \blacksquare \square \square \square \square$
- 4 What fraction of the shapes have four sides? ____
 $\triangle \triangle \square \square \square$
- 5 What fraction of the shapes are circles and triangles? ____
 $\bigcirc \square \square \triangle \triangle \square \bigcirc \bigcirc \square$
- 6 What fraction of the shapes are not circles? ____
 $\bigcirc \square \triangle \triangle \bigcirc \bigcirc \triangle \square \bigcirc \triangle \triangle$
- 7 What fraction of the shapes have three sides and five sides? ____
 $\bigcirc \square \triangle \triangle \bigcirc \triangle \triangle \triangle$
- 8 What fraction of the shapes are hexagons? ____
 $\hexagon \hexagon \bigcirc \triangle \square \hexagon \triangle \triangle$
- 9 What fraction of the shapes are square and shaded? ____
 $\square \triangle \triangle \blacksquare \blacksquare \bigcirc \triangle \square \blacksquare \square$
- 10 What fraction of the shapes are pentagons and not shaded? ____
 $\triangle \triangle \triangle \triangle \bigcirc \triangle \bigcirc \square \triangle$

Decoder

1/9	.....	R
6/11	.....	F
4/5	.....	H
5/9	.....	G
2/9	.....	A
1/8	.....	P
2/7	.....	N
7/11	.....	O
3/8	.....	G
7/10	.....	L
1/2	.....	T
5/11	.....	W
5/8	.....	U
9/10	.....	X
3/5	.....	N
1/4	.....	Z
3/10	.....	T
4/11	.....	E
3/4	.....	O

"SO LO $\frac{\quad}{4}$ $\frac{\quad}{8}$, $\frac{\quad}{5}$ $\frac{\quad}{2}$ $\frac{\quad}{9}$ $\frac{\quad}{1}$ $\frac{\quad}{6}$ $\frac{\quad}{10}$ $\frac{\quad}{7}$ $\frac{\quad}{3}$ **."**



Probability as Fractions

Marble Jar Match

I can match items to the probability of outcomes when represented in fraction format.
(ACMSP116)

Match the marble jar to the probability fractions.

Choosing a
blue marble

$$\frac{7}{15}$$

Choosing a
red marble

$$\frac{6}{18}$$

Choosing a
green marble

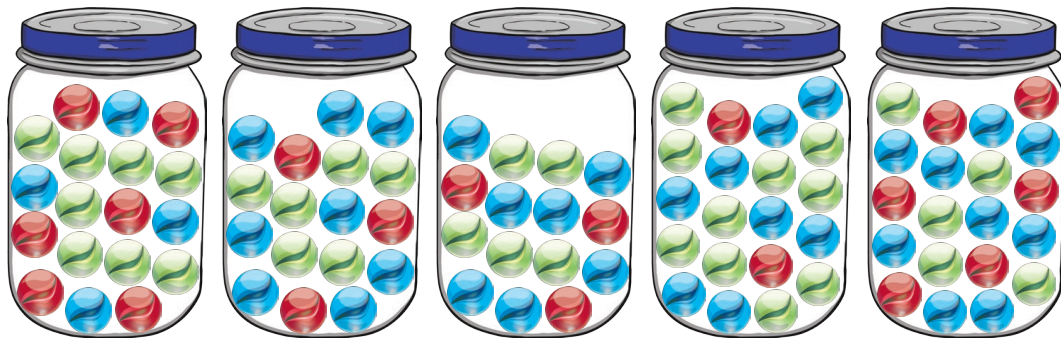
$$\frac{1}{2}$$

Choosing a
green marble

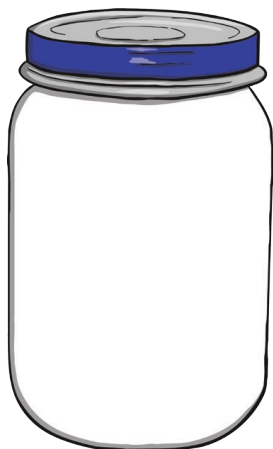
$$\frac{1}{4}$$

Choosing a
red marble

$$\frac{3}{17}$$



Make your own marble jar and probability of outcomes fraction.



Probability as Fractions

Marble Jar Match

I can match items to the probability of outcomes when represented in fraction format.
(ACMSP116)

Match the marble jar to the probability fractions.

Choosing a
yellow marble

$$\frac{5}{25}$$

Choosing a
blue marble

$$\frac{1}{3}$$

Choosing a
red marble

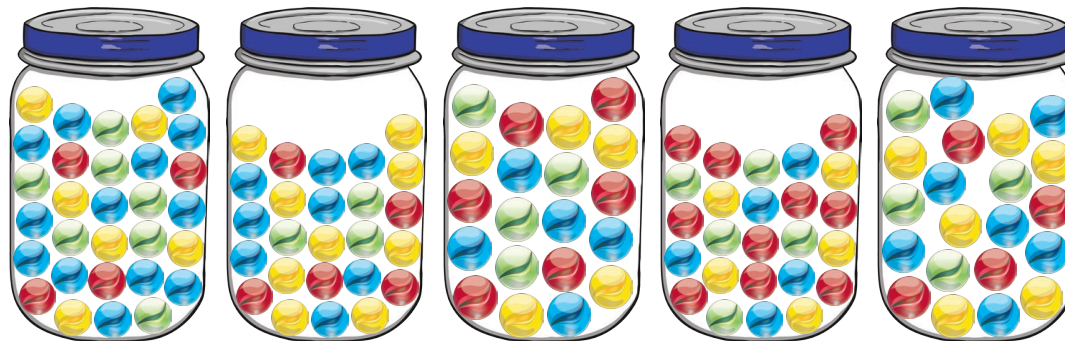
$$\frac{5}{25}$$

Choosing a
red marble

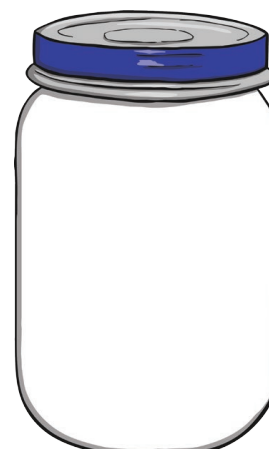
$$\frac{4}{30}$$

Choosing a
blue or yellow
marble

$$\frac{1}{2}$$



Make your own marble jar and probability of outcomes fraction.



Fast Lane

Fast Lane, the new movie starring Chris Cyrus, hit cinemas last night. This movie was the longest two hours and thirteen minutes of my life! It starts with a very badly-made car chase and doesn't get better from there.

Chris Cyrus, usually a great actor, is terrible in this movie. His co-star, Danny Draper, is the only good thing about the movie.

I asked some other movie-goers what they thought of the movie. One said, "It was the best movie I have seen in ages!"

It looks like not everyone shares my opinion. Go and see it for yourself and see what you think.



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

1. How long does the movie go for? Is this a fact or an opinion?

2. Did the movie reviewer like the movie? What words or phrases from the text can you find that support your view?

3. Write three facts you can find in the text.

4. Why might somebody else have a different opinion of the movie?

CRAZY CREATIVE CHALLENGE

Write a movie review about a movie you have seen recently.

Remember to put both facts and your opinions in your review.



Riddle 27

Who is the
best fencer
in the ocean?

What to Do

Find the answer. Then use the Decoder to solve the riddle by filling in the blanks at the bottom of the page.

- 1 It is 2 p.m. What time will it be in 2 hours? _____
- 2 How many hours are between 3 p.m. and 8 p.m.? _____
- 3 How many hours are between 9 a.m. and 11:30 a.m.? _____
- 4 It's 10 a.m. What time will it be in 5 hours? _____
- 5 How many hours are between 8 a.m. and 4 p.m.? _____
- 6 It's 3 p.m. What time will it be in 45 minutes? _____
- 7 It's 2:15 p.m., What time will it be in half an hour? _____
- 8 It's 7:52 p.m. What time was it 25 minutes earlier? _____
- 9 It's 6:15 p.m. What time will it be in 1 hour and 40 minutes? _____
- 10 It's 11:07 a.m. What time will it be in 2 hours and 30 minutes? _____

Decoder

2:45 p.m.	.....	S
7:27 a.m.	.....	A
8 hours	.....	F
2:30 p.m.	.....	W
2 1/2 hours	.....	I
1:37 p.m.	.....	R
8:17 p.m.	.....	G
7:55 p.m.	.....	W
3 hours	.....	O
7:27 p.m.	.....	H
1:45 p.m.	.....	E
4 p.m.	.....	D
1:27 p.m.	.....	K
3:45 p.m.	.....	O
2:15 p.m.	.....	T
2 p.m.	.....	Q
5 hours	.....	S
1 1/2 hours	.....	B
3 p.m.	.....	E

TH

4 2 9 6 10 1 5 3 7 8



Reading Timetables

Use the timetables to answer the following questions.

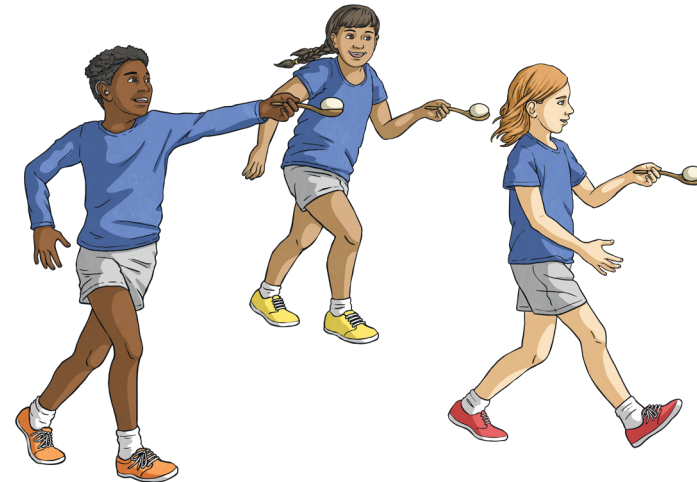
Sports Day	
Event	Time
Short Races	11:00 a.m.
Egg and Spoon Races	11:20 a. m.
Sack Races	_____
Long Races	12:00 p.m.
Lunch	12:30 p.m.
Teachers' Race	1:00 p.m.
Prizes	1:30 p.m.
Hometime	2:00 p.m.

a) How long do the short races last?

b) The egg and spoon races last for 25 minutes. What time will the sack races start?

c) Sarah's dad arrived at 11:00 a.m. and stayed until lunch time. How long did he stay?

d) How long did Sports Day last in total?



Reading Timetables

Use the timetables to answer the following questions.

Bus Timetable	
Bus Stop	Time
Swords	10:15 a.m.
Santry	10:35 a.m.
Drumcondra	10:50 a.m.
O'Connell Street	10:55 a.m.
Ringsend	11:10 a.m.
Sandymount	11:20 a.m.

How long does it take to get from:

- a) Swords to Santry? _____
- b) Drumcondra to O'Connell Street? _____
- c) Ringsend to Sandymount? _____

2. How long does it take to get from:

- a) Santry to Ringsend? _____
- b) O'Connell Street to Sandymount? _____
- c) Swords to Sandymount? _____



Reading Timetables

Use the timetables to answer the following questions.

Cinema Times		
Film	Time	Duration
The Fairy Tree	4:00 p.m.	_____
Charlie's Day Out	6:30 p.m.	100 minutes
Galaxy Warriors	7:15 p.m.	105 minutes
The Dealbreaker	9:00 p.m.	120 minutes

1. Calculate the duration of the films in hours and minutes.

a) Charlie's Day Out

_____ hours and _____ minutes

b) Galaxy Warriors

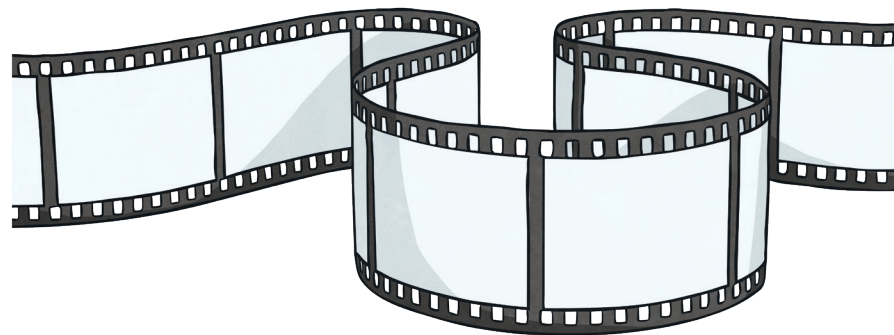
_____ hours and _____ minutes

a) The Dealbreaker

_____ hours and _____ minutes

2. Daisy went to see 'The Fairy Tree'. The film finished at 5:10 p.m. How long was the film in minutes? Add the duration to complete the timetable.

3. Max's family went to see 'The Dealbreaker'. What time did the film end?



Sort the Peripheral Devices into their category

Input	Output	Storage

FITNESS

Get Active

Complete the fitness activity using your spelling words to match the letters. Which spelling word is most challenging or tiring?

- | | |
|---|---|
|  run on the spot for 2 minutes |  sit down and stand up |
|  10 star jumps |  nominate someone to do 5 sit ups |
|  run on the spot with high knees for 1 minute |  10 sit ups |
|  4 somersaults |  1 somersault |
|  jump as high as you can 6 times |  5 push ups |
|  walk to every room in the house |  2 somersaults |
|  10 squats |  walk to the front door and back |
|  nominate someone to do 20 star jumps |  run on the spot with high knees for 2 minutes |
|  touch your toes 10 times |  15 lunges |
|  20 star jumps |  run on the spot for 1 minute |
|  20 squats |  sit down and stand up 6 times |
|  2 star jumps, 2 squats and 2 sit ups |  nominate someone to do 10 star jumps |
|  30 jumps |  10 push ups |

Subtraction mental strategies – the split strategy

The split strategy is where we make the subtraction easy by splitting the second number into tens and ones. We then subtract each part separately.

$$68 - 22 \begin{cases} 20 \\ 2 \end{cases} \rightarrow 68 - 20 = 48 \rightarrow 48 - 2 = 46$$

1 Practise subtracting tens from these numbers:

–	10	30	20	30	50
96					
71					

2 Use the split strategy with these problems:

a $73 - 34$ $\begin{cases} \square \\ \square \end{cases} \rightarrow \square \rightarrow \square$

b $96 - 65$ $\begin{cases} \square \\ \square \end{cases} \rightarrow \square \rightarrow \square$

c $81 - 24$ $\begin{cases} \square \\ \square \end{cases} \rightarrow \square \rightarrow \square$

d $69 - 23$ $\begin{cases} \square \\ \square \end{cases} \rightarrow \square \rightarrow \square$

e $106 - 43$ $\begin{cases} \square \\ \square \end{cases} \rightarrow \square \rightarrow \square$

Subtraction mental strategies – the split strategy

3 Use the split strategy to solve this cross number puzzle:

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

Across

1 $50 - 18 =$

3 $100 - 43 =$

5 $135 - 45 =$

6 $70 - 12 =$

7 $87 - 23 =$

8 $86 - 33 =$

10 $78 - 53 =$

12 $64 - 16 =$

14 $72 - 36 =$

16 $105 - 43 =$

17 $160 - 117 =$

Down

2 $88 - 68 =$

4 $128 - 56 =$

5 $200 - 102 =$

6 $89 - 36 =$

8 $88 - 32 =$

9 $150 - 112 =$

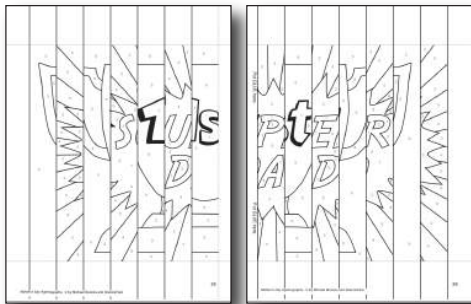
11 $160 - 101 =$

13 $133 - 57 =$

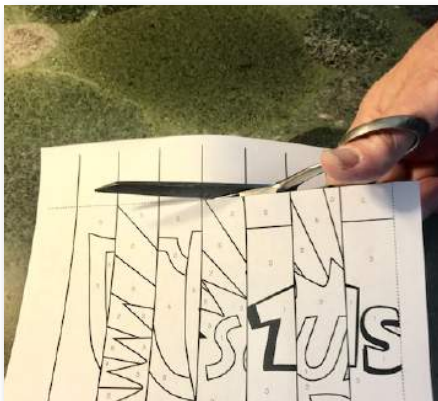
15 $99 - 35 =$

Simple Directions

1. Make copies of the templates.



2. Cut along the five dotted lines.



3. Color the numbers according to the coloring guide.



4. Spread glue on the white strip on the left side of the template, and glue the two templates together.



5. Fold the leftmost column forward along the black line. Continue fan-folding the template, backward and forward, along the black lines.

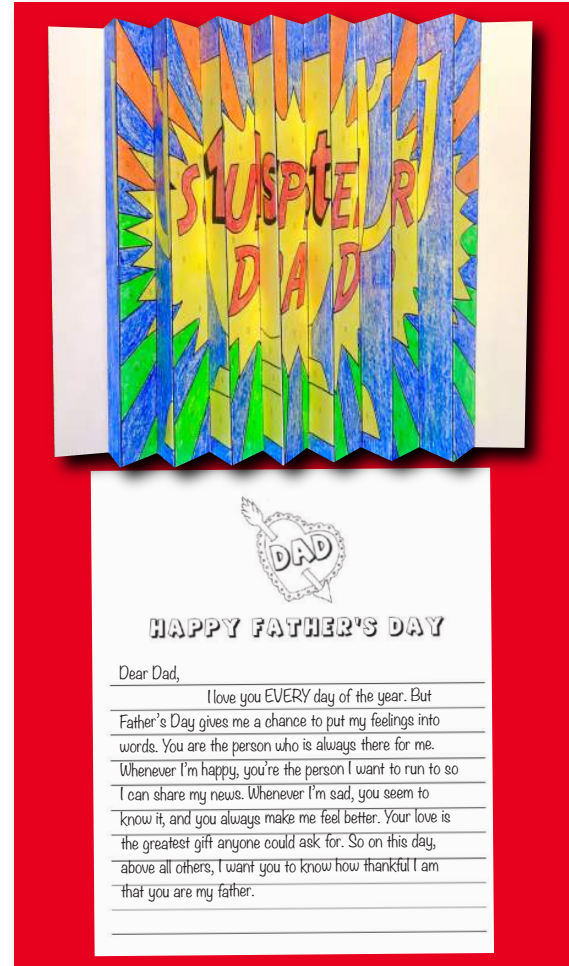


Simple Directions (continued)

6. Spread glue on the back of the left and right columns, and glue the template to the top part of the construction paper.



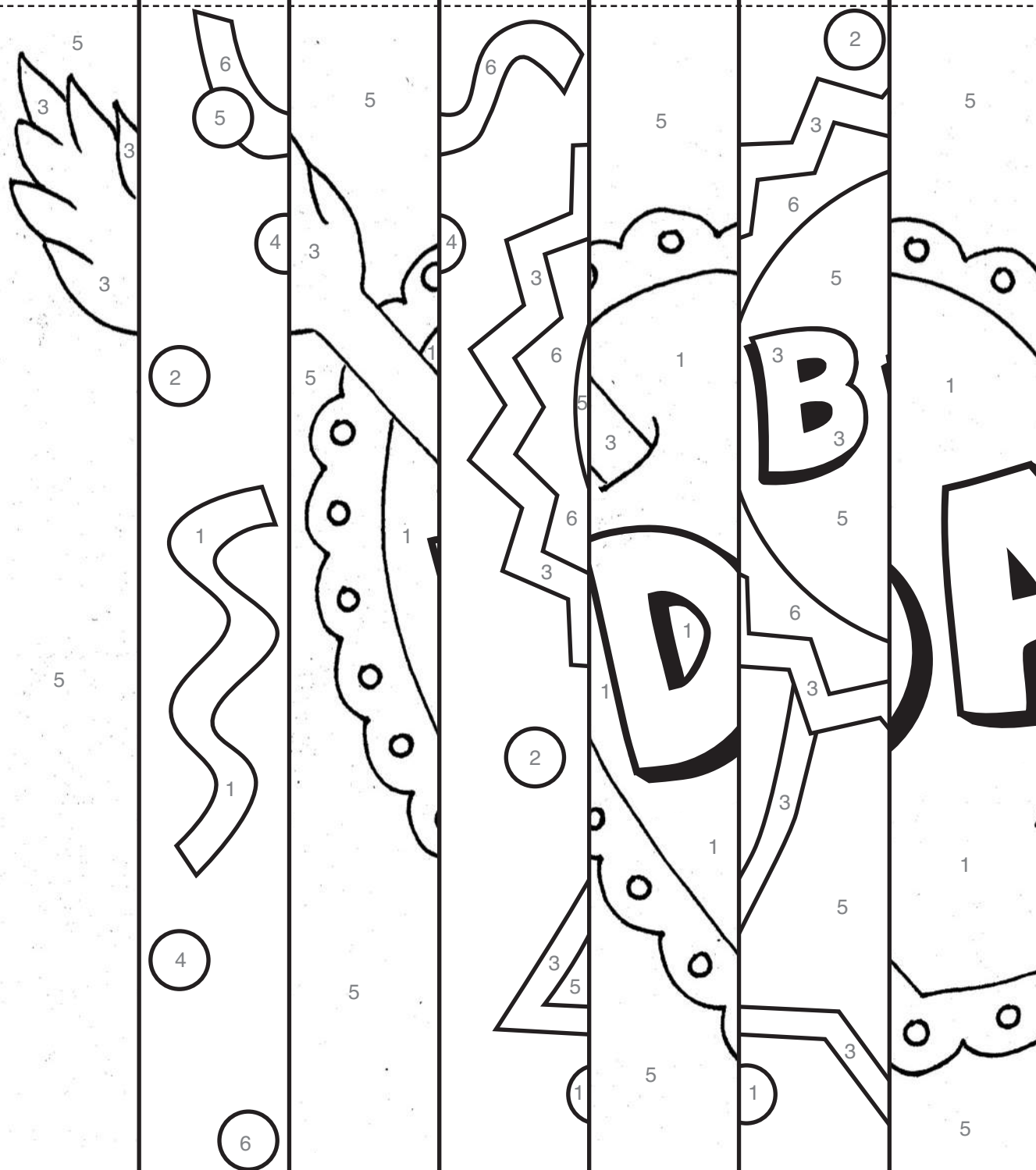
7. Answer the writing prompt and glue it below the agamograph.



Heart and Ribbon Coloring Guide

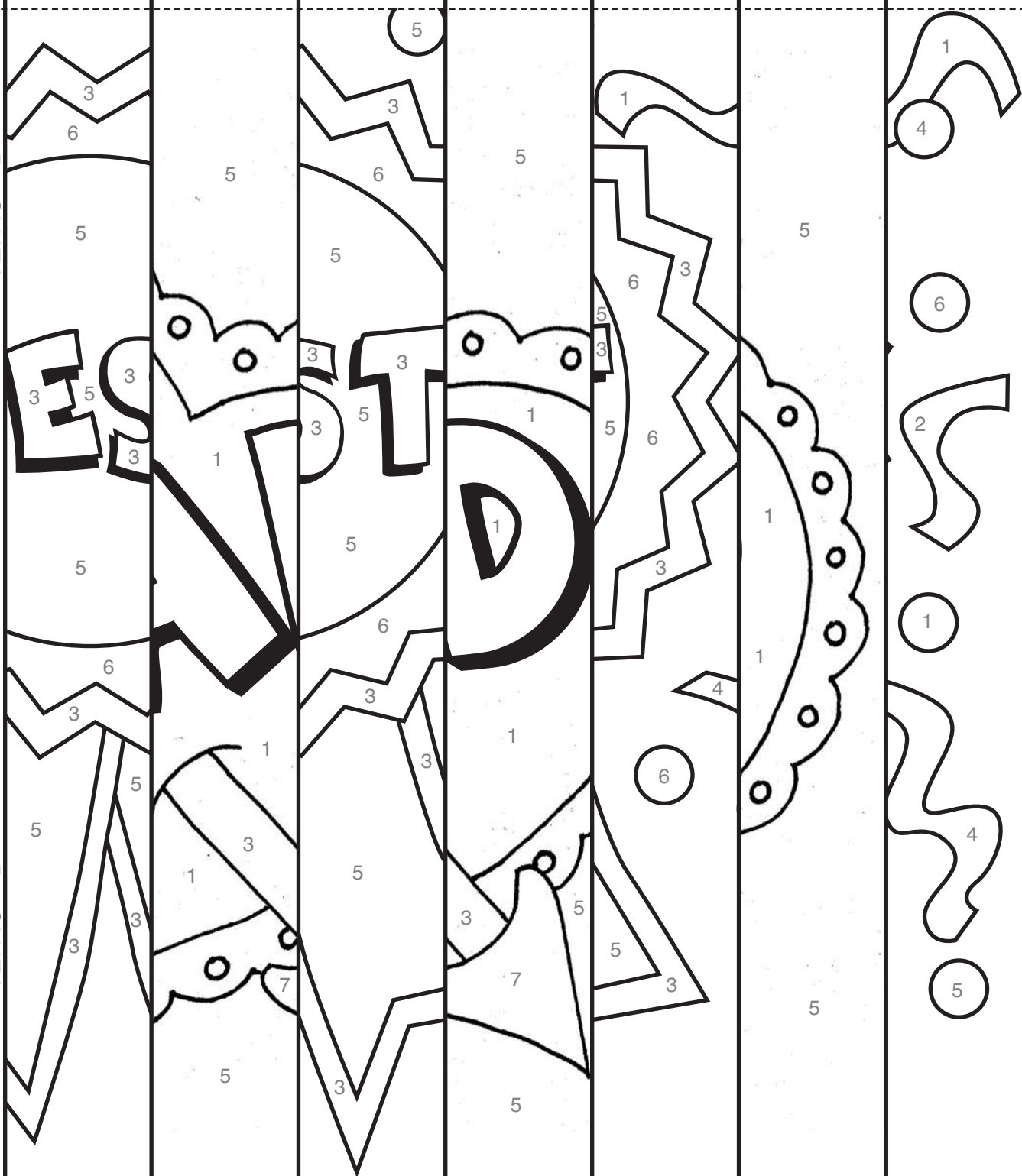
Use crayons to color each of the shapes according to the guide below. Treat the shapes in each column individually. Do not color beyond one column until you've finished coloring all the shapes. If a shape doesn't have a number, leave it white.

NUMBER	COLOR
1	RED
2	ORANGE
3	YELLOW
4	GREEN
5	BLUE
6	BROWN



Put GLUE here.

Put GLUE here.

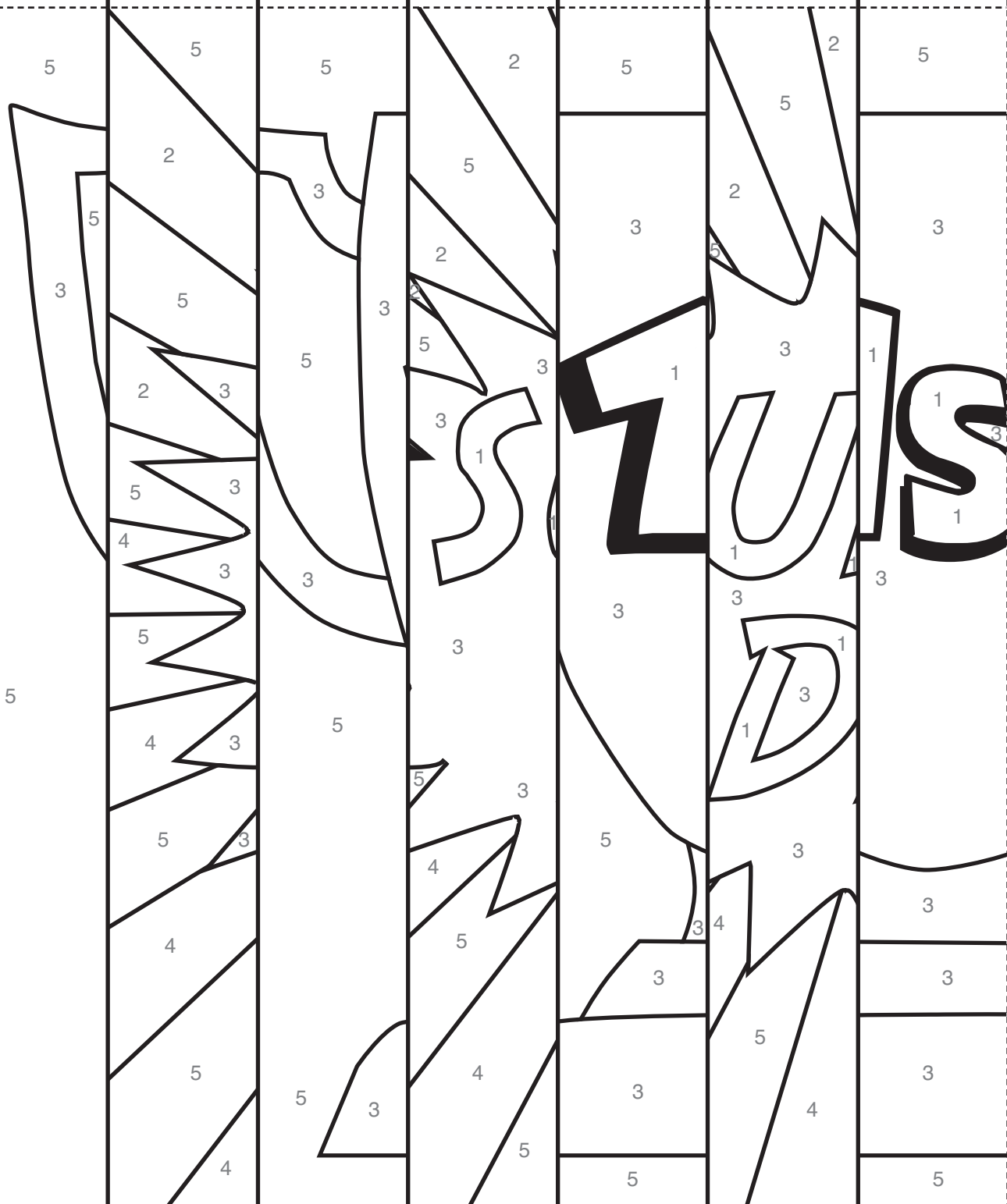


This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Trophy and Super Dad Coloring Guide

Use crayons to color each of the shapes according to the guide below. Treat the shapes in each column individually. Do not color beyond one column until you've finished coloring all the shapes. If a shape doesn't have a number, leave it white.

NUMBER	COLOR
1	RED
2	ORANGE
3	YELLOW
4	GREEN
5	BLUE



Put GLUE here.

Put GLUE here.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.