

Home Learning Pack

Week 7

Term 3, 2021

Year 3



Barramurra
Public School





Home Learning Grid - Term 3 Week 7

Stage 2 - Book Week

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
Video Meetings	9:30am - Michigan Speeches 10:30am - Penn State Speeches	9:30am - Michigan Speeches			9:30am - Michigan 2:00pm - Penn State
Good Morning	Answer the question given by your teacher on Seesaw and say good morning! Word of the Day - Complete the word of the day on Seesaw/Hard Copy and submit when complete				
Reading	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.	Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.	Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.
Literacy	<p>Spelling & Grammar: Spelling Rule: If a word ends in ie, change the ie to y before adding ing eg lie - lying (verbs)</p> <p>Barra Book Battle: Write, publish and illustrate a short story</p> <p>Barra Book Blog: Complete the book review on a book you have read</p> <p>Writing – Informative text: Complete the activity on Seesaw. We are learning the paragraph structure for informative writing.</p>	<p>Spelling & Grammar: Spelling Rule: If a word ends in ie, change the ie to y before adding ing eg lie - lying (verbs)</p> <p>Barra Book Battle: Write, publish and illustrate a short story</p> <p>Reading: Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed</p> <p>Writing - Book Week: Research an Australian author or illustrator and write five interesting facts about them.</p>	<p>Spelling & Grammar: Verbs</p> <p>Barra Book Battle: Write, publish and illustrate a short story</p> <p>Reading: Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed</p> <p>Writing – Informative text: Complete the activity on Seesaw. We are learning to construct an informative paragraph.</p>	<p>Spelling & Grammar: Verbs</p> <p>Barra Book Battle: Write, publish and illustrate a short story</p> <p>Reading: Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed</p> <p>Writing - Book Week: Write a letter to the author or illustrator of your favourite book.</p>	<p>Spelling & Grammar: Verbs</p> <p>Barra Book Battle: Write, publish and illustrate a short story</p> <p>Reading: Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed</p> <p>Writing – Informative text: Complete the activity on Seesaw. We are learning how to use research skills and take appropriate notes from an informative text.</p>
Outdoor Physical Activity	Outdoor Physical Activity and Play You could post a picture or video of yourself getting out and getting active				
Mathematics	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/</p>	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/</p>	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/</p>	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/</p>	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/</p>
Other Key Learning Areas	<p>Science & Technology: Complete the Stem – Paper chain challenge.</p>	<p>Geography: Complete the Seesaw activity on mud maps and geographical features</p>	<p>Personal Development and Health: Complete the Seesaw activity about mindfulness.</p>	<p>Creative Arts: Seesaw activity: Colour Theory 3D Portraits. Learn about Giuseppe Arcimboldo & Jane Perkins and then use colour theory to create your own portrait using found objects.</p>	<p>Free Choice afternoon: Complete any activity that interests you and upload a photo or video to Seesaw with an explanation of what you are doing and why you like to do this activity.</p>
Additional Optional Activities	<p>PM e-collection/Reading Eggs (Online English) Log on to PM e-collection or Reading Eggs https://app.pmeollection.com.au/login https://readingeggs.com.au/</p>		<p>Mathematics Log on to Prodigy and play https://sso.prodigygame.com/game/start?rid=61dd4d8f-92ea-4144-9098-ba040ac8d303 OR https://www.youcubed.org/ https://nrich.maths.org/</p>		<p>Outdoor Physical Activity and Play Post a picture or video of yourself being active. Department of Education - Learning from Home Resources https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>

Week 7 – Barra Book Battle

This week you are going to battle!

Your mission:

- write and publish a short story
- design an eye-catching book cover for your story

Due Date: Friday 27th August 2021 (Week 7)

Learning Intention: We are learning to write a story to entertain. We will be successful if we can publish an entertaining story with a matching book cover.

Don't Forget – A good story:

- hooks in its reader during the **introduction**.
- keeps the readers excited when things get **complicated**.
- **concludes** the story with a bang!

Remember to send a photo of your story and your book cover via Seesaw for your teacher to see.



Week 7 – Barra Book Blog

Your Blog will be displayed in our library!

Your mission:

- Read a book of your choice! Any book you would like.

Due Date: Friday 27th August 2021 (Week 7)

Learning Intention: We are learning to review a book we have read.

We will be successful if we can write a short review about what we liked, disliked or found interesting about the book.

Getting Started:

- Read a book that interests you or you may want to review a book you have read recently.
- Use the template on the following page to create your book review.

Remember to send a photo of your book review via Seesaw for your teacher to see.



Week 7 – Barra Book Blog

BOOK REVIEW of

AUTHOR:

RATING: 

BOOK COVER (F/NF)

GENRE

Fantasy Fiction	Realistic Fiction	Historical Fiction
Traditional Fiction	Nonfiction	Poetry

AUTHOR'S PURPOSE

Persuade	Inform	Entertain
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3 WORDS THAT BEST DESCRIBE THIS BOOK

- 1 _____
- 2 _____
- 3 _____

IDEAS: imaginative surprising educational
touching serious interesting silly scary
funny sad exciting suspenseful informative

MY RATING

I rated this book ____ stars because:

MY RECOMMENDATION

I would recommend this book to:

NAME:

DATE:

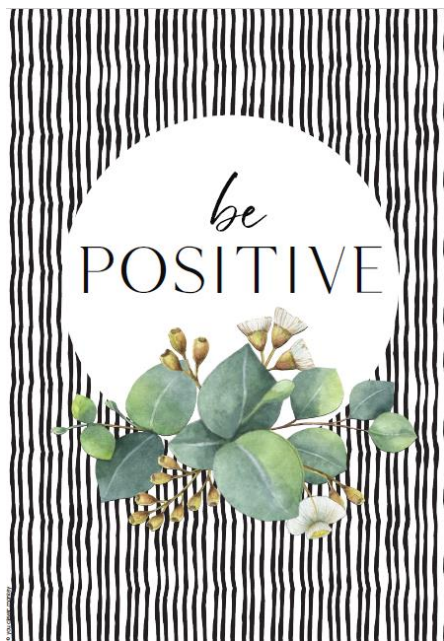
Word of the Day - Week 7

	Monday	Tuesday	Wednesday
Word	SIGNIFICANCE	ORCHESTRATE	RECONCILIATION
Definition	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Word of the Day - Week 7

	Thursday	Friday
Word	CONSEQUENTIAL	UNFATHOMABLE
Definition	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Monday Activities



Monday - Spelling and Grammar

Spelling Rule

If a word ends in **ie**, change the **ie** to **y** before adding **ing** eg *lie - lying*



Rewrite the following words by adding ing.

Base word	ing
tie	
die	
vie	
lie	
write	
love	
circle	

Monday - Writing

Week 7 – Monday Informative Writing

Access pre-recorded lesson or read the information below.

Learning goal: We are learning the paragraph structure for informative writing.

Watch - Paragraph Structure for Information Reports:

<https://www.youtube.com/watch?v=MPGhEJicbC4>

Think about:

- What is a topic sentence?
- What is the purpose of a topic sentence within an informative paragraph?
- Why are paragraphs so important when writing informative texts?

Informative Texts - Paragraph Structure

To write an informative paragraph, follow these steps.

1. Introduce the subject using a clear topic sentence.
2. State facts about the subject in a logical order.
3. Describe the subject using appropriate technical vocabulary.
4. Conclude with a statement about the subject.

When writing an informative paragraph, it is important to focus on **one aspect of the subject**. When you are ready to move on to another aspect of the subject, it is time to begin a new paragraph. It is important to focus on only one aspect of the subject in each paragraph.

Informative Paragraph Example

Topic sentence
including the subject

Most turtles reproduce during the warmest months of the year.

Facts about
the subject in logical
order

The females will come ashore on a sandy beach to lay their eggs after mating. They then leave the eggs to hatch on their own. When they hatch, the hatchlings (baby turtles) scramble down into the water. They have to be quick to avoid being eaten by predators.

concluding statement
about the subject

Most baby turtles will perish within their first year.

Monday - Writing

Activity:

1. Reconstruct the informative paragraph about Uluru in the correct order.
2. Record and read out the reconstructed paragraph on Seesaw.

Although Uluru's surface is covered in crevices, caves and valleys, it is straight and smooth enough for some people to attempt to climb to the top. However, this is strongly discouraged.

It is 1.6 kilometres high and 1.9 kilometres wide. It is almost as high as the Empire State Building!

Uluru is one of the greatest rock formations in the world.

Uluru is naturally comprised of sandstone. Its colour usually appears dusty red but it can vary in colour with the ever-changing angle of the sunlight shining on it. This aspect makes Uluru a popular tourist site at dusk.

Activity:

3. Answer the questions after you have completed the activity:
 - Does the order of this paragraph sound correct? Why or why not?
 - Which words or phrases gave you clues about the correct order of the text?
 - Why were these words or phrases helpful?

Remember to upload your work to seesaw.

Monday– Maths

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

To send my parcel I used a \$1.20 stamp, a 60c stamp and a 45c stamp. How much did it cost altogether?

Learning Intentions:

- We are using mental strategies to solve addition and subtraction problems.

Success Criteria:

- I can use different mental strategies to solve addition and subtraction problems involving 4-digits.

Activities:

When we are adding and subtracting numbers, there are different methods we can use. Two of these are the Jump Strategy and the Split Strategy. Look at the below posters and see how you can use each poster to solve addition problems.

JUMP STRATEGY

The jump strategy is when you use a number line to jump in tens and ones to arrive at the answer.

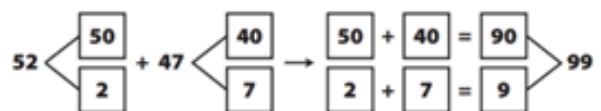
$$34 + 25 = 59$$



SPLIT STRATEGY

The split strategy is when you split a number into parts and add each part separately. This is useful for large numbers.

$$52 + 47 = 99$$



The important thing is to choose the strategy that best suits you and the question you are solving. Which strategy do you like to use?

Monday– Maths

Have a go at using the Jump Strategy to solve these questions. Make sure you show all working out.

$$27 + 72 =$$

$$92 + 87 =$$

Have a go at using the Split Strategy to solve these questions. Make sure you show all working out.

$$63 + 36 =$$

$$143 + 454 =$$

Use a dice or pack of cards to roll your own two- and three-digit numbers to add together. Record the numbers below and solve using either the Jump or Split Strategy. Make sure you record what strategy you have used and show all working out. Solve at least 10 questions.

Don't forget to log onto Prodigy and complete 30 minutes of math tasks.

Monday– Maths

Record your questions and working out here.

Monday – Science & Technology



STEM – Paper Chain Challenge



Learning Goal:

We will be able to carry out the STEM engineering process to create a tall paper tower.

Success Criteria:

We have:

- Understood the question being asked
- Imagined some ideas to solve the challenge
- Created a plan to address the challenge
- Created a paper tower
- Measured and record the height of our first attempt
- Explain improvements and created a second tower
- Measure the new improved tower and record your findings



If you have access to a device, scan or take photos of these worksheets and upload to Seesaw and include photos for each of the steps.

The tallest tower Ms Clark has seen completed by students in a Primary class was just over 1 m.



1. What is the problem?

To create the tallest paper tower that you can only using 1 A4 piece of paper (if you don't have any, use a magazine page, half a newspaper etc.), scissors, ruler and 10 cm of sticky tape (if you don't have a ruler use 2 of your hand spans worth) or glue.

You will be repeating this with a second attempt with improvements and can use the same materials again, another A4 piece of paper, 10 cm of sticky tape (or glue), scissors and a ruler.

Monday – Science & Technology

2. Imagine. What are some ways to solve this problem?

You can be as crazy or as simple as you like with your ideas (remember these are ideas not your plan, you might not end up using any of them).

3. Plan. What are you going to do to solve the problem?

You can: write or draw your plan.

4. Create your paper tower. You can only use 1 piece of paper. You may use 10 cm of sticky tape (or glue), a ruler and scissors as needed.

If you don't have access to A4 paper (new or scrap) you could use a magazine page, half a newspaper, etc.

Take a photo.

Monday – Science & Technology

5. Test. How tall is it?

Stand your tower up freestanding (without assistance) and measure it. If you don't have a tape measure/ruler use an informal unit e.g. pens, spoons, etc. it just must be consistent.

Take a photo and record the length.

6. Improve. Describe what could be better and explain any changes you could make to improve your tower height.

7. Test again. How tall is this tower?

Use the same method of measurements as your first tower.

Take a photo and record the length.

Take a second photo of your towers standing side by side.

WINNER

Which tower was the tallest?

Monday – Science & Technology

REFLECTION:

Did you enjoy this STEM activity? Why/Why not?

What was challenging about this activity?

How did you overcome your challenges?

Tuesday Activities

be
HAPPY



Tuesday- Spelling and Grammar

Spelling Rule

If a word ends in **ie**, change the **ie** to **y** before adding **ing** eg *lie - lying*

Rewrite the following words adding **ing** to the end of them.

1. bump _____

11. lie _____

2. rest _____

12. read _____

3. buy _____

13. cry _____

4. tell _____

14. sleep _____

5. die _____

15. eat _____

6. fly _____

16. say _____

7. help _____

17. retie _____

8. cook _____

18. laugh _____

9. study _____

19. hurry _____

10. sing _____

20. trust _____

Tuesday – Reading

Reading Comprehension Matrix

Think about a book or story you have been reading this week. Choose at least one activity to complete from the below matrix. Make sure you share your completed activity on Seesaw.

You must choose a new activity to complete, you cannot choose an activity you have previously completed.

Write a blurb for your book, telling the reader what the story is about (4-5 sentences).	Compare two characters in the story. Write down at least three ways they are similar and three ways they are different.	Make a cartoon strip showing an important part in your story. Include at least 5 pictures/frames.	Write an alternative for the story. (At least 4-5 sentences)	Design a poster to advertise the book. Your poster should be persuading readers to buy the book.
Which character did you like the most? Why? Explain your reasons.	Write a letter to the author of the story and tell them why you did or didn't like the story.	Write a new opening paragraph for the book. (At least 4-5 sentences)	Design a Wanted poster for a character in the story. Remember to describe them well.	Pick a paragraph and rewrite it in future tense.
If you could be any character in the book, who would you be and why? (At least 4-5 sentences)	Draw a picture of your favourite part of the book and write what is happening in it.	Make a Find-A-Word based on important words and events in the book.	Design a new eye catching front cover for the book.	Write down 5 questions you would like to ask the author.
Write about a memory of experience of your own that is similar to something that happened in the story.	Which character in the book would you most like to be friends with and why? (4-5 sentences)	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Write a diary entry written by one of the characters in the story.	Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.

Tuesday – Writing

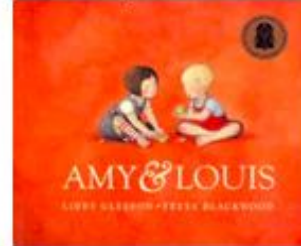
Week 7 – Book Week Writing

Here is a list of some Australian authors and illustrators with one of their books:

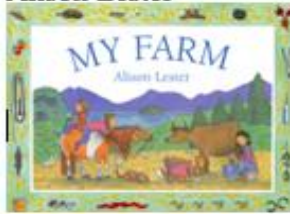
Mem Fox



Libby Gleeson



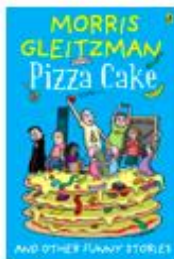
Alison Lester



Margaret Wild



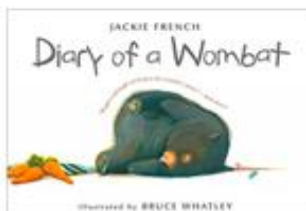
Morris Gleitzman



Graeme Base



Jackie French



Jeannie Baker



Activity: Research an Australian author or illustrator and write five interesting facts about them. You can use one of the above authors or choose a favourite!

Tuesday– Maths

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

Edward paid \$4 for two highlighter pens. How much would three highlighter pens cost?

Learning Intentions:

- We are using mental strategies to solve addition and subtraction problems.

Success Criteria:

- I can use different mental strategies to solve addition and subtraction problems involving 4-digits.

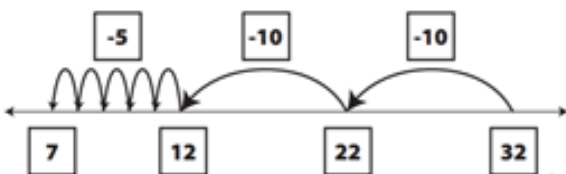
Activities:

Yesterday we revised the Jump and Split Strategies to solve addition problems. Today we are going to look at how we can use them to solve subtraction problems. Remember, when subtracting we want our answer to be smaller than our original numbers. We have to make sure that the biggest number always goes first.

JUMP STRATEGY

The jump strategy is when you use a number line to jump in tens and ones to arrive at the answer.

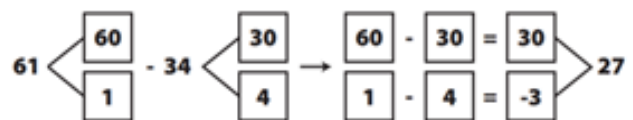
$$32 - 25 = 7$$



SPLIT STRATEGY

The split strategy is when you split a number into parts and subtract each part separately. This is useful for large numbers.

$$61 - 34 = 27$$



The important thing is to choose the strategy that best suits you and the question you are solving. Which strategy do you like to use?

Tuesday– Maths

Have a go at using the Jump Strategy to solve these questions. Make sure you show all working out.

$$98 - 64 =$$

$$287 - 132 =$$

Have a go at using the Split Strategy to solve these questions. Make sure you show all working out.

$$99 - 58 =$$

$$876 - 554 =$$

Use a dice or pack of cards to roll your own two- and three-digit numbers to subtract. Record the numbers below and solve using either the Jump or Split Strategy to solve. Make sure you record what strategy you have used and show all working out. Solve at least 10 questions.

Remember: the biggest number must always go first.

Don't forget to log onto Prodigy and complete 30 minutes of math tasks.

<https://www.prodigygame.com/main-en/>

Tuesday– Maths

Record your questions and working out here.

Tuesday – Geography

Why do we use maps?



LEARNING INTENTION:

I CAN:

- Learn to use Grid Maps and apply the skill to locate major natural features in Australia.
- Use standard cartographic conventions of symbols and naming conventions.

Success Criteria:

I CAN:

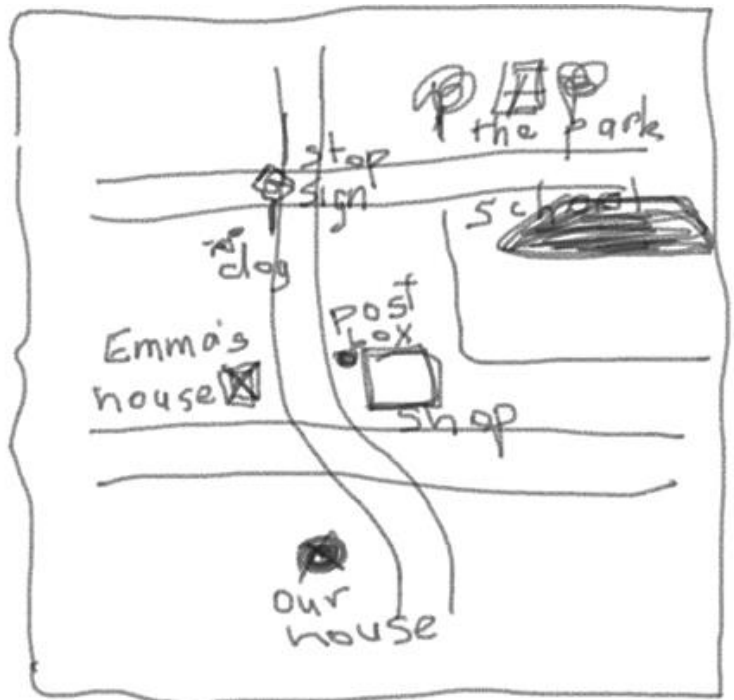
- Locate geographical features on a grid map
- Accurate draw a sketch map of my classroom

Tuesday – Geography

To outline directions to each other, when outback travellers met up by chance they used to draw maps in the dirt or in the mud after it had rained. These in turn became known as *mud maps*.

Often while sitting around a campfire at night fellow outback travellers would share stories, trade information and pass on the latest news. This news may have been the latest gold rush or possibly a recent flood and so the **map** drawn on the ground became the focal point for describing the event and where it was.

The term **mud map** has remained in the Australian language particularly with people from the bush. These days however the maps are usually hand drawn on paper.



Tuesday – Geography

Draw your own 'mud map' of a geographical feature in your area and how to get there from your home.

Tuesday – Geography

Natural Features

Use an atlas or google earth to find the page number these places. Use different colours to mark the places on your map and label them.

- Great Barrier Reef _____
- Shark Bay _____
- Kati Thanda/Lake Eyre _____
- Darling River _____
- Murray River _____
- Simpson Desert _____
- Great Victoria Desert _____
- Kangaroo Island _____
- Great Dividing Range _____
- Uluru _____



Wednesday Activities

be
STRONG



Wednesday- Spelling and Grammar

Grammar- Verbs

Verbs are words that describe actions. They tell us what people or things do. They describe what the subject is doing. One clue to help you recognise a verb is its location compared to the subject.

Verbs almost always come after a noun or pronoun. These nouns and pronouns are referred to as the subject.

Eg. Mark **eats** his dinner quickly.

Mark is the subject and **eats** is the verb , and it comes straight after the subject Mark.

verb

Verbs are doing or action words.
(This includes 'to be' and 'to have').



run



jump



talk

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VERB MATCH



The leaf in the wind.



The shark the fish.



The bird into the sky.



The sheep the grass in the field.



The scissors the paper.



The ball along the ground.

Write action verbs in the boxes to complete the sentences.

Wednesday– Reading

Reading Comprehension Matrix

Think about a book or story you have been reading this week. Choose at least one activity to complete from the below matrix. Make sure you share your completed activity on Seesaw.

You must choose a new activity to complete, you cannot choose an activity you have previously completed.

Write a blurb for your book, telling the reader what the story is about (4-5 sentences).	Compare two characters in the story. Write down at least three ways they are similar and three ways they are different.	Make a cartoon strip showing an important part in your story. Include at least 5 pictures/frames.	Write an alternative for the story. (At least 4-5 sentences)	Design a poster to advertise the book. Your poster should be persuading readers to buy the book.
Which character did you like the most? Why? Explain your reasons.	Write a letter to the author of the story and tell them why you did or didn't like the story.	Write a new opening paragraph for the book. (At least 4-5 sentences)	Design a Wanted poster for a character in the story. Remember to describe them well.	Pick a paragraph and rewrite it in future tense.
If you could be any character in the book, who would you be and why? (At least 4-5 sentences)	Draw a picture of your favourite part of the book and write what is happening in it.	Make a Find-A-Word based on important words and events in the book.	Design a new eye catching front cover for the book.	Write down 5 questions you would like to ask the author.
Write about a memory of experience of your own that is similar to something that happened in the story.	Which character in the book would you most like to be friends with and why? (4-5 sentences)	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Write a diary entry written by one of the characters in the story.	Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.

Wednesday – Writing

Week 7 – Wednesday Informative Writing

Access pre-recorded lesson or read the information below.

Learning goal: We are learning to construct an informative paragraph.

Watch - Informational Writing for Kids- Episode 5

https://www.youtube.com/watch?v=m0y_HvsIP_s&feature=emb_logo

Think about:

- What is another word that could be used instead of 'sections'?
- Why are headings so helpful in informative texts?
- Why are paragraphs so important when writing informative texts?

Looking at these topic sentences – What is each paragraph going to be about?

Zoos are special places where animals can be viewed by the public. -

Deserts are dry areas of land that experience very little rainfall. -

A force is a push or a pull that makes an object move. -

Uluru is one of the greatest rock formations in the world. -

Uluru is one of the greatest rock formations in the world

- 1.6 kilometres high and 1.9 kilometres wide
- It is as high as the Eiffel Tower in Paris
- Uluru covers almost 33.3 square kilometres.
- Made up of sandstone.
- If you walk right around the base of Uluru, you'll discover the rock has a circumference of 9.4 km.
- Dusty red rock
- The colour of Uluru can change depending on how the sun is shining on it.
- Uluru's surface is covered in crevices, caves and valleys.

Wednesday – Writing

Paragraphs in Informative Writing

1.

Introduce the subject using a clear topic sentence.

2.

State facts about the subject in a logical order.

3.

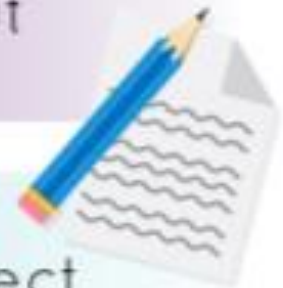
Describe the subject using appropriate technical vocabulary.

4.

Conclude with a statement about the subject.

HINT

Focus on only one aspect of the subject per paragraph.



Wednesday – Writing

Activity: Using the topic sentence and the facts from the brainstorm, construct an informative paragraph about ULURU. Remember to include appropriate language features, such as subject-specific vocabulary.

Informative Paragraph – Planning Template

Introductory sentence: Introduce the subject using a clear topic sentence.

--

Description: State facts about the subject in a logical order.

Fact 1	Fact 2	Fact 3
---------------	---------------	---------------

Concluding sentence: Conclude with a statement about the subject.

--

Wednesday– Maths

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

Mum does a 9-minute exercise routine every day. How much time does she spend exercising each week?

Learning Intentions:

- We are using mental strategies to solve addition and subtraction problems.
- We are learning the meaning of the equals sign

Success Criteria:

- I can use different mental strategies to solve addition and subtraction problems involving 4-digits.
- I can use mental strategies to solve worded number problems.
- I know that the equals sign means 'is the same as'

Activities:

Today we are going to look at equivalent number sentences. The word Equivalent means equal, or 'the same as'. This means that the equals sign means 'the same as'.

Have a look at the below number sentences. Can you draw a line to match the top row to their equivalent number sentence on the bottom row?

Hint: Solve each number sentence, those that have the same answers are equivalent, or equal.

$5 + 5$

$4 + 6$

$12 + 8$

$15 + 15$

$9 + 8$

$7 + 5$

$21 - 9$

$25 - 8$

$14 - 4$

$45 - 15$

$25 - 15$

$28 - 8$

Wednesday– Maths

Look at the below number sentences and solve them. You then need to write your own equivalent number sentence to match each question. The first one has been done for you.

$$9 - 3 = 6$$

$$4 + 2 = 6$$

$$10 - 6$$

$$16 - 6$$

$$9 - 2$$

$$7 - 2$$

$$7 - 1$$

$$20 - 3$$

$$15 - 3$$

$$8 - 2$$

$$7 - 3$$

Wednesday– Maths

Name: _____

Date: _____

Exit Ticket

Goal: I can make my own equivalent number sentence.

Make an equivalent sum to match these number sentences.

1. $54 + 46 =$ _____

2. $64 - 32 =$ _____

3. $3 \times 4 =$ _____

Wednesday – PD/H

Week 7 – Mindfulness/PDH

It is important we give our minds time to rest and recover in the same way we need to give our bodies time to rest and recover.

Use the link to watch a mindfulness and breathing technique video. Choose as many as you would like to complete.

On & Off - Flow | GoNoodle: <https://www.youtube.com/watch?v=1ZP-TMr984s>

Classroom Meditation: <https://www.youtube.com/watch?v=vYQy8-7Ut1E&t=24s>

Mindfulness with Tim and Moby:

<https://www.youtube.com/watch?v=0ZpZOD6h6kU>

Strengthen Your Focus | GoNoodle:

<https://www.youtube.com/watch?v=0vuaCHEAs-4>

Activity: Mindfulness response

I really liked these 2 things about mindfulness today:

1.

2.

I would like to practice and improve my mindfulness techniques by...

Thursday Activities

be
INSPIRED



Thursday- Spelling and Grammar

Grammar- Verbs

Verbs are words that describe actions. They tell us what people or things do.

They describe what the subject is doing. One clue to help you recognise a verb is its location compared to the subject.



Circle the action verb in each sentence below.

1. Sal listens to his favorite song.
2. Craig hits the baseball over the fence.
3. The little pig grunts.
4. The roof of the house leaks.
5. The hunter searches for a deer.
6. Dr. Gold examines his patient.
7. The bluebird in the tree sings beautifully.
8. The football team dashes out of the locker room.
9. Paul reads *The Adventures of Tom Sawyer*.
10. Mrs. Gray buys a roll of paper towels at the store.
11. Judy solves the mystery.
12. Harold finds a purple crayon.



Thursday– Reading

Reading Comprehension Matrix

Think about a book or story you have been reading this week. Choose at least one activity to complete from the below matrix. Make sure you share your completed activity on Seesaw.

You must choose a new activity to complete, you cannot choose an activity you have previously completed.

Write a blurb for your book, telling the reader what the story is about (4-5 sentences).	Compare two characters in the story. Write down at least three ways they are similar and three ways they are different.	Make a cartoon strip showing an important part in your story. Include at least 5 pictures/frames.	Write an alternative for the story. (At least 4-5 sentences)	Design a poster to advertise the book. Your poster should be persuading readers to buy the book.
Which character did you like the most? Why? Explain your reasons.	Write a letter to the author of the story and tell them why you did or didn't like the story.	Write a new opening paragraph for the book. (At least 4-5 sentences)	Design a Wanted poster for a character in the story. Remember to describe them well.	Pick a paragraph and rewrite it in future tense.
If you could be any character in the book, who would you be and why? (At least 4-5 sentences)	Draw a picture of your favourite part of the book and write what is happening in it.	Make a Find-A-Word based on important words and events in the book.	Design a new eye catching front cover for the book.	Write down 5 questions you would like to ask the author.
Write about a memory of experience of your own that is similar to something that happened in the story.	Which character in the book would you most like to be friends with and why? (4-5 sentences)	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Write a diary entry written by one of the characters in the story.	Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.

Thursday – Writing

Week 7 – Thursday Book Week

Write a letter to the author or illustrator of your favourite book.

Let him or her know the following:

- What you thought of the book – was it exciting? Boring? Make sure you give reasons for your answer.
- What your favourite part in the book was and why this was so.
- If you have read any of his or her other books.
- If you have any questions you would like to ask him or her about their writing. For example: Their future books or life experiences.

Use the paragraph prompts and letter labels to help you.

Dear _____,

My name is _____ and I _____

I thought your book was _____

My favourite part was when _____

I really liked that part because _____

Here are some questions I would like to ask you:

-
-
-

Best wishes,

Thursday– Maths

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

If Robert filled a 210 mL teacup three times, how much water did he use?

Learning Intentions:

- We are using mental strategies to solve addition and subtraction problems.
- We are learning the meaning of the equals sign

Success Criteria:

- I can use different mental strategies to solve addition and subtraction problems involving 4-digits.
- I can use mental strategies to solve worded number problems.
- I know that the equals sign means 'is the same as'

Activities:

Yesterday we began looking at equivalent number sentences. Remember: the word Equivalent means equal, or 'the same as'. This means that the equals sign means 'the same as'.

Go to the following website to play a game practising making equivalent number sentences. (The below link will be linked on the Seesaw post).

https://www.abcya.com/games/clear_it_addition

On the following page you are given a list of number sentences. You need to cut them out and solve. Match each number sentence with its equivalent number sentence. Glue on the worksheet and take a photo to share to Seesaw.

Thursday– Maths

Equivalent Equations Cut and Paste

Cut and paste the equations so that they are equivalent.



=

=

=

=

=

=



$6 + 14$	$8 + 29$	$22 + 28$
$19 + 12$	$11 + 9$	$15 + 18$
$45 + 5$	$9 + 24$	$25 + 6$
$18 + 19$	$21 + 21$	$13 + 29$

Giuseppe Arcimboldo

5 April 1526 - 11 July 1593
(428 years ago!)



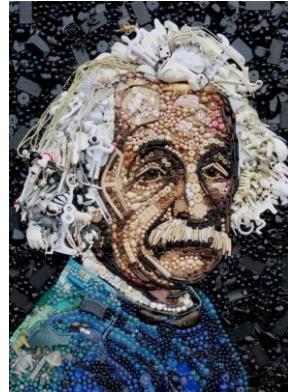
Giuseppe Arcimboldo was an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books.



Scan to learn more.

Jane Perkins

Born in 1958 near London, UK.



Jane Perkins is a modern artist who makes artworks from recycled materials, "I use any materials of the right size, shape and colour: toys, shells, buttons, plastic cutlery, beads, broken jewellery, etc. No colour is added – everything is used 'as found'."



Scan to learn more.



Thursday – Creative Arts

Use your knowledge of the colour wheel and colour theory to create a visually pleasing portrait using found objects.

You can either place items (such as spoons and coins) down temporarily on a flat surface and take a photo or glue unwanted (make sure you ask!) items down to a piece of paper or cardboard. Feel free to make a mixed media portrait using material such as paint, pencil and collaging alongside your found objects.



PRIMARY COLORS
red, yellow, blue



SECONDARY COLORS
mix two primaries to make a secondary



TERTIARY COLORS
mix a primary and closest secondary



WARM COLORS
reds, oranges and yellows



COLOR WHEEL



COOL COLORS
purples, blues and greens



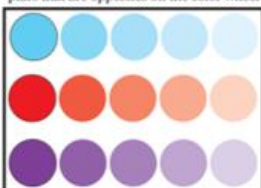
COMPLEMENTARY COLORS
pairs that are opposites on the color wheel



ANALOGOUS COLORS
next to each other on the color wheel



MONOCHROMATIC COLORS
tints and shades of one color



TINTS
add white to a hue (color)



SHADES
add black to a hue (color)



SATURATION
intensity of a hue (color)



Upload a photo of your portrait to seesaw!

Thursday – Creative Arts

Record at least one more fact about Giuseppe Arcimboldo:

Record at least one more fact about Jane Perkins:

Which artist's work do you prefer? Why?

What have you learnt about how colours work together (colour theory)?

Friday Activities

be
THANKFUL



Friday- Spelling and Grammar

Grammar- Verbs

Verbs are words that describe actions. They tell us what people or things do.

They describe what the subject is doing. One clue to help you recognise a verb is its location compared to the subject.



Write a sentence with an action verb to describe each picture. Underline the action verb.

Remember: All sentences must begin with a capital letter and have punctuation at the end.







Friday-- Reading

Reading Comprehension Matrix

Think about a book or story you have been reading this week. Choose at least one activity to complete from the below matrix. Make sure you share your completed activity on Seesaw.

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Write about a memory of experience of your own that is similar to something that happened in the story.	Which character in the book would you most like to be friends with and why? (4-5 sentences)	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Write a diary entry written by one of the characters in the story.	Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.

Friday – Writing

Week 7 – Monday Informative Writing

Access pre-recorded lesson or read the information below.

Learning goal: We are learning how to use research skills and take appropriate notes from an informative text.

Snakes are cold-blooded reptiles that can make venom.

The words in red are known as 'informational words'. They provide the key information about the content of a sentence. When you are taking notes from informative texts, you should only write down the informational words, not the connector words.

When we look through the information it is important, we look at the title, subheadings, illustrations and repeated words for hints about the main idea. It is important to locate and define the subject-specific words (words that are related to the main idea).

Example of note taking and finding the main idea while doing research:

Sharks

What are sharks?

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

What do sharks look like?

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

Where do sharks live?

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

What do sharks eat?

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

Main idea	Subject-specific vocabulary
<ul style="list-style-type: none">- Type of fish- Over 450 species- Live for 20-30 years- Stream-lined body with tiny scales- Five different fins- Gills to help them breathe- Most live in the ocean and some live in freshwater- Live in groups (a school)- Carnivores (small fish, crabs, squid, turtles)	<ul style="list-style-type: none">- Stream-lined body, fin, gills, scales- Ocean dwellers, freshwater- School (large group of sharks)- Carnivores- Prey

Friday – Writing

Example of note taking and finding the main idea while doing research:

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

- Type of fish
- 450 Species
- Live for 20-30 years

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

- Stream-lined body and scales
- Fins to help move through water
- Gills allow them to breathe in oxygen

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

- Ocean dwellers.
- Some found in Freshwater
- Large groups called a school

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

- Carnivores
- Smaller fish and invertebrates
- Prey on weak animals

Activity:

1. Watch BTN video:

<https://www.abc.net.au/btn/classroom/uluru-street-view/10522868>

2. Read through the two websites.

- <https://kids.kiddle.co/Uluru>

- <https://kids.britannica.com/students/article/UluruAyers-Rock/487521>

3. Take down notes on the template, while researching about ULURU.

Note-Taking Graphic Organiser

Friday – Writing

Main Idea	Key Vocabulary
Important Information	
Summary	Source

Friday– Maths

Problem a Day:

The window cleaner bottle holds 500 mL. If 450 ml have been used, how much is left?

Games: The Remainders Game:

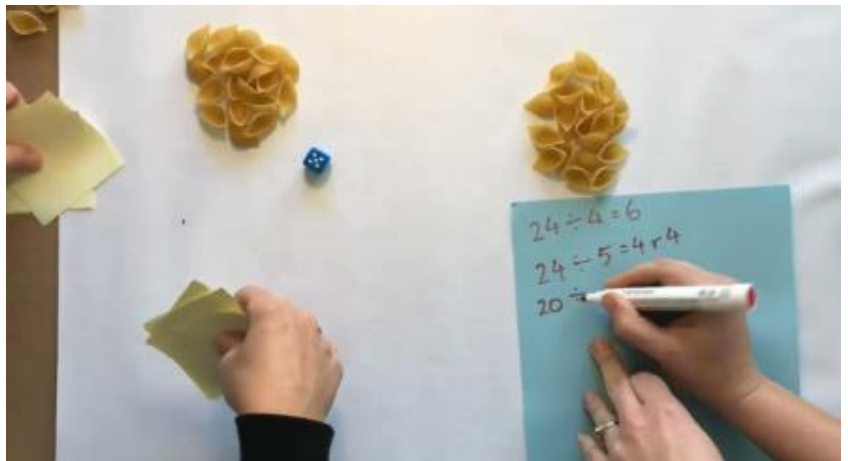
Follow the link to watch the video and learn how to play 'The Remainders Game'.

You can play this game with a family member, friend or by yourself.

<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/remainders-game>

You will need:

- a pencil
- paper
- 24 counters each
- a dice
- 6 squares of paper.



How to play

1. Start with a collection of 24 things each.
2. Players take it in turns to roll the dice to determine how many groups their collection needs to be shared into.
 - The player works out the solution to their division problem and explain their thinking to their partner who records their move.
 - If the product cannot be evenly divided, players keep the remainders, and the collection of counters they were working with is reduced.
 - The player who reduces their collection to only 2 counters is declared the winner.