Home Learning Pack

Week 6

Term 3, 2021
Stage 2

Barramurra
Public School

HOME LEARNING

Barramurra Public School

	Monday	Tuesday	Wednesday	Thursday	Friday
Video Meetings	Speech presentation (see information sent out today)	Speech presentation (see information sent out on Monday)	Speech presentation (see information sent out on Monday)	Speech presentation (see information sent out on Monday)	11:00am - 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	**Spelling & Grammar:** Collective Nouns **Writing – Informative text:** Complete the activity on Seesaw. We are learning about the language features of an informative text. **Science Experiment:** Miss Reid	**Spelling & Grammar:** Spelling Rule: If a word end in l, double the l before adding - er, ing & ed. **Reading-** Science Reading Task: Vocabulary **Writing: Science Week** Watch Miss Taylor's experiment and complete the activity on Seesaw.	**Spelling & Grammar:** Abstract Nouns **Writing – Informative text:** Complete the activity on Seesaw. We are learning about the language features of an informative text. **Science Experiment:** Mrs Berry	**Spelling & Grammar:** Abstract Nouns **Reading-** Science Reading Task: Reflection on Reading **Writing: Captains Log** Complete the activity on Seesaw: Think about the activities you have been completing during the week.	**Spelling & Grammar:** Concrete and Abstract Nouns **Reading-** Science Reading Task **Writing – Informative text:** Complete the activity on Seesaw. We are learning about the language features of an informative text. **Science Experiment:** Katie
Outdoor Physical Activity	**Outdoor Physical Activity and Play** You could post a picture or video of yourself getting out and getting active				
Mathematics	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/
Other Key Learning Areas	**Science & Technology:** Complete the coding activity or the offline Olympic STEM activity (or if you can't decide feel free to do both!)	**Geography:** Using maps: Complete the Seesaw activity on locating features and sketching maps	**Personal Development and Health:** Complete Seesaw activity – Mindfulness	**Creative Arts:** Seesaw activity: Kandinsky and Colour. Learn about colour theory, Kandinsky and his experimentations with colour. Create a Found Object Colour Wheel.	**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.
Additional Optional Activities	**PM e-collection/Reading Eggs (Online English)** Log on to PM e-collection or Reading Eggs https://app.pmcollection.com.au/login https://readingeggs.com.au/		**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/		**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

My Reading Journal

Thoughts from...

Week of: Week 5, Term 3

Here's what I've been reading...

Title

I read:

I thought:

Answer here

Title

I read:

I thought:

Answer here

Title

I read:

I thought:

Answer here

Title

I read:

I thought:

Answer here

Title

I read:

I thought:

Answer here

Pick a symbol and draw it in the box to show how you felt about your reading today.

Word of the Day - Week 6

	Monday	**Tuesday**	**Wednesday**
Word	Nutrient	Microbiology	antioxidant
Definition	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
In a sentence	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Synonym	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
Antonym	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
Word Origin	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Words in word	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Word of the Day - Week 6

	Thursday	Friday
Word	Carbonation	deficiency
Definition	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
In a sentence	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Synonym	_____ _____ _____ _____	_____ _____ _____ _____
Antonym	_____ _____ _____ _____	_____ _____ _____ _____
Word Origin	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Words in word	_____ _____ _____ _____	_____ _____ _____ _____

Monday

Activities

be
POSITIVE

Spelling and Grammar

Collective Nouns

- A collective noun is used to represent a group of people or animals. They are sometimes called grouped nouns, as they represent a number or a collection of things. Common examples of collective nouns are words like 'government', 'family,' and 'team.

Collective Nouns

These are the names given to groups or collections of people and things when they are put together.
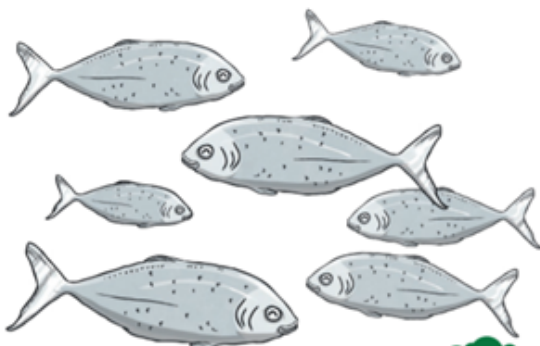
They do not need capital letters.

flock   **collection**   **gathering**   **pack**   **shoal**   **herd**

Fun fact: A group of owls is called a 'parliament'!

twinkl visit twinkl.com

Collective Nouns

Fill in the blanks with words at the bottom of the page. Enter in the best possible answer for each collective noun.

1. A _____ of birds

2. A _____ of ships

3. A _____ of cattle

4. A _____ of wolves

5. A _____ of bees

6. An _____ of ants

7. A _____ of hay

8. A _____ of fish

9. A _____ of cards

10. A _____ of papers

11. A _____ of grapes

12. A _____ of lions

13. A _____ of rice

14. A _____ of oysters

15. A _____ of musicians

16. A _____ of geese

17. A _____ of drawers

18. A _____ of singers

19. A _____ of mountains

20. A _____ of trees

army	chest	range	bunch	flock	fleet	band
herd	deck	forest	pack	bale	bowl	swarm
pride	bed	stack	school	gaggle	choir	

Week 6 – Monday Informative Writing
Access pre-recorded lesson or read the information below.
Learning goal: We are learning about the language features of informative texts.
Read through the informative text 'What are Earthquakes?'

What are Earthquakes?
An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth's surface directly above the focus. This point is called the epicenter.

Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake.

So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth's surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In an earthquake with a rating of 8, many buildings will fall down, and people's lives will be at serious risk.

Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur. However, they do know that earthquakes occur along fault lines, and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.

Think about:
•What type of words are used in this text?
•Why do you think the author chose these types of words?
•If these words were removed from the text, what might be the effect of this?

Informative text – Language
Informative texts use formal, factual and subject-specific language. This helps the author to sound knowledgeable about the topic of the text.
Here are some examples of the language and grammatical features you might find in an informative text:

Subject-specific, technical vocabulary: Technical words are words that are specific to the subject or topic in informational texts.

Nouns and noun categories: A noun group is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum's) plus one or more adjectives or adverbs. They are an important language resource for building up descriptions. They give more information about a person, place or thing.

Adjectives and adverbs: An adjective is a word that describes a noun. An adverb is a word that describes how an action is carried out. Adverbs can change or add detail to a verb, adjective, another adverb, or even a whole clause. Adverbs are sometimes said to describe manner or time. For example: *slowly, sadly, upwards, North, here.*

Informative Language – Examples
Here are some examples of technical vocabulary, category (group) words, and adjectives used in The Great T-Rex.
Tyrannosaurus rex (also known as T-rex) was one of the largest dinosaurs that ever-walked Earth. It lived around 66 million years ago in an area now known as North America. Tyrannosaurus rex was a carnivore, which means it was a meat-eating dinosaur. T- rex gripped its food with its giant, clawed feet. Then it ripped the flesh apart with its strong jaws. Scientists think that the Tyrannosaurus rex may also have stolen food from smaller dinosaurs.

Activity: Choose a special place in Australia that you have been learning about in Geography.
Brainstorm some words that you might find in an informative text about this special place.
Make a list of your words, thinking about:
• **Subject-specific words – Technical words**
• **Adjectives and adverbs**
• **Nouns and noun groups**

**Remember to upload your work to seesaw.**

Click on the link below to look for patterns on a decimal hundreds chart.
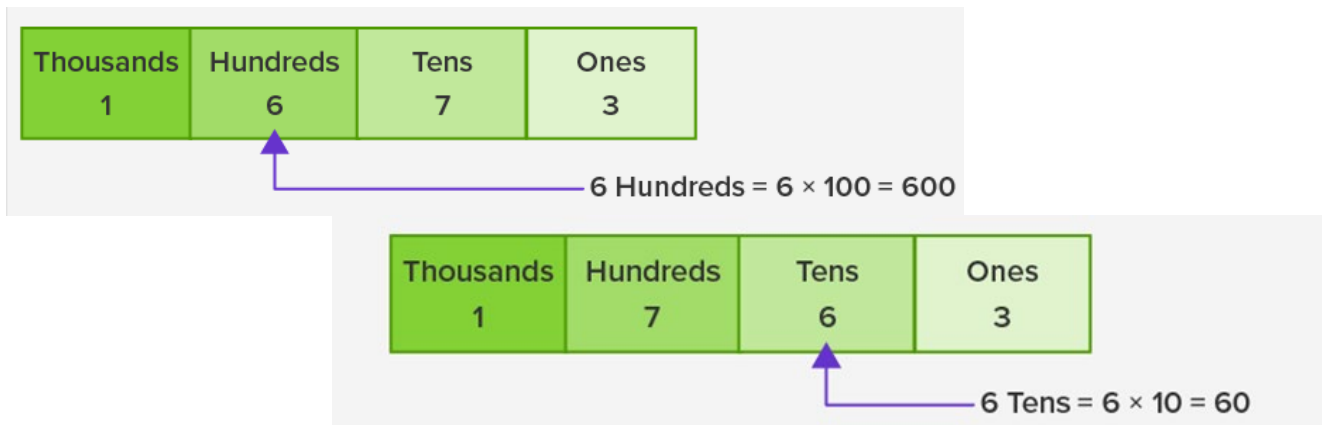
Find as many patterns as you can in 5 minutes.

https://www.mathplayground.com/ASB_Hungry_Puppies_Decimals.html

A decimal number consists of a whole number and a fractional part, separated by a decimal point.

Thousands	Hundreds	Tens	Ones	•	Tenths	Hundredths	Thousandths

Whole number part — Decimal Point — Fractional part
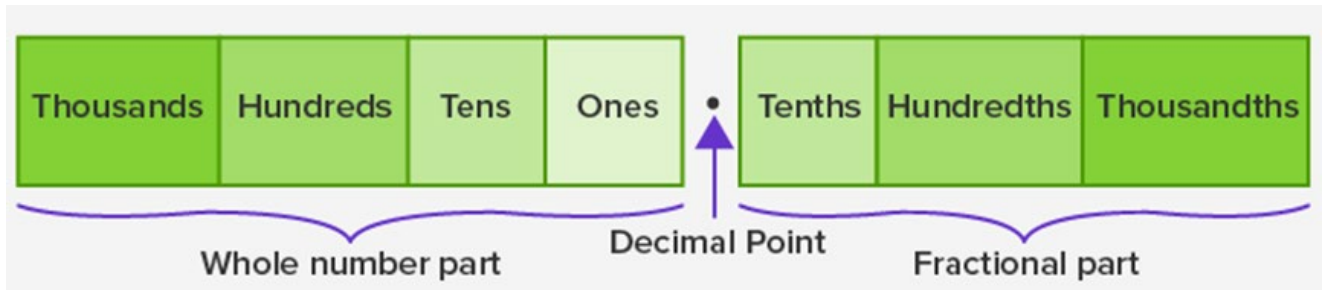
Depending upon the position of a digit in a number, it has a value called its place value. For example, the place value of the digit 6 in the number 1673 is 600 as 6 is in the hundreds place. If we change the position of the digits 6 and 7, we get a new number 1763. In 1763 the place value of the digit 6 is 60 as it is in the tens place.

Thousands	Hundreds	Tens	Ones
1	6	7	3

6 Hundreds = 6 × 100 = 600

Thousands	Hundreds	Tens	Ones
1	7	6	3

6 Tens = 6 × 10 = 60

We can use a decimal place value chart to find the place values of the digits in a decimal number.

A decimal place value chart helps us find the place value of the digits in a decimal number.

Monday - Maths

Write the place value of the digits 2 and 4 in the number 326.47

First, write the number in a decimal place value chart.

Then, look at the place value of the digit and find its place value.

Thousands	Hundreds	Tens	Ones		Tenths	Hundredths	Thousandths
	3	2	6	.	4	7	

The digit 2 is in the tens place. Therefore, its place value is 2 tens or 20.

The digit 4 is in the tenths place. Therefore, its place value is 4 tenths or 0.4.

Your turn

Recognising the value of digits in numbers up to 2 decimal places.

0.14	0.4	0.56	0.63	0.41	0.42	0.36	0.87
0.24	0.08	0.13	0.51	0.96	0.73	0.59	0.86
0.77	0.1	0.12	0.6	0.17	0.74	0.29	0.34
0.67	0.01	0.22	0.69	0.55	0.61	0.26	0.33
0.28	0.79	0.03	0.54	0.61	0.09	0.66	0.5
0.07	0.52	0.19	0.72	0.56	0.42	0.78	0.05

1. Find all the numbers above that have the following:

7 in the tenths place	
4 in the hundredths place	
1 in the tenths place	
3 in the hundredths place	
5 in the tenths place	
9 in the hundredths place	
2 in the tenths place and 6 in the hundredth place	

2. Complete this Venn Diagram with these numbers.

0.47   0.37   0.12   0.53   0.87   0.41   0.79   0.19   0.42

4 in the tenths place.   7 in the hundredths place.
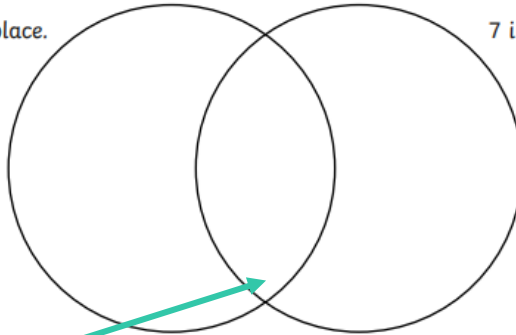
IN THIS VENN DIAGRAM YOU WILL PLACE ANY NUMBERS WITH A 4 IN THE TENTHS PLACE AND A 7 IN HUNDREDTHS PLACE IN THE MIDDLE

ANY NUMBERS THAT DO NOT FIT IN THE VENN DIAGRAM, WRITE ON THE OUTSIDE OF THE CIRCLES

Complete this Carroll Diagram from these numbers.

0.43   0.33   0.98   0.99   0.69   0.89   0.07   0.97

0.81   0.96   0.91   0.93   0.19   0.36   0.16   0.56

0.22   0.52   0.31   0.24   0.15   0.85   0.25   0.62

JUST LIKE THE VENN DIAGRAM, THE NUMBERS NEED TO ALIGN IN THE BOXES.

	9 in the hundredths place	not 9 in the hundredths place
8 in the tenths place		
not 8 in the tenths place		

Problem of the day

The first number in a pattern is 1.95.

Each number in the pattern is formed by subtracting 0.15 from the previous number.

What is the third number in this pattern?

1.5   1.65   1.8   2.25

○   ○   ○   ○
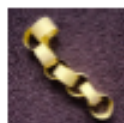
STEM – Paper Chain Challenge
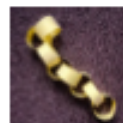
Learning Goal:

We will be able to carry out the STEM engineering process to create a long paper chain.

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 chain
- ❏ Measure and record the length of the first attempt
- ❏ Explain and recreate the chain with improvements
- ❏ Measure the new improved chain and record your findings

STEM ENGINEERING PROCESS

1 ASK WHAT IS THE PROBLEM I NEED TO SOLVE?

2 IMAGINE WHAT ARE SOME WAYS TO SOLVE THE PROBLEM?

My friends and I need to design a fast bike to ride to school

3 PLAN WHAT ARE WE GOING TO DO TO SOLVE THE PROBLEM?

4 CREATE LET'S BUILD IT!

5 TEST HOW WELL DOES IT WORK?

6 IMPROVE WHAT CAN WE DO TO MAKE IT BETTER?

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 longest chain Ms Clark has seen completed by students in a Primary class was 5.75 m.

CHALLENGE ACCEPTED
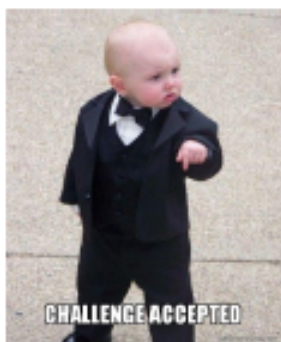
1. What is the problem?

To create the longest paper chain that you can only using 2 A4 pieces of paper (if you don't have any use a magazine page, half a newspaper etc.), scissors, ruler, 20 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, a further 2 A4 pieces of paper, 20 cm of sticky tape (or glue), scissors and a ruler.

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 chain. You can only use 2 pieces of paper. You may use glue, 20 cm of sticky tape, 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.

5. Test. How long is it?

Lay your chain on the ground in a straight line and measure it. If you don't have a tape measure/ruler use an informal unit e.g. broom lengths, your step 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 chain length.

7. Test again. How long is this chain?
Use the same method of measurements as your first chain.

Take a photo and record the length.

Take a second photo of your two chains laying side by side.

WINNER
Which chain was the longest?

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

Spelling and Grammar

Spelling Rule

- If a word end in l, double the l before adding - er, ing & ed.

- **Eg**; cancel - cancelled, cancelling.

Week 3 Spelling Rule

If a word end in l double the l before adding - er, ing & ed
Eg; cancel - cancelled, cancelling

Base Word	-er	-ing	-ed
call			
travel			
model			
jewel			
excel			
control			
level			
label			

Tuesday - Reading

Reading Task Week 6

This week's reading activities are science related. You can choose what area of science interests you and what you would like to read.

You can choose a science book from PM e-collection, Reading Eggs, your own science book or one of the following websites:

Science Websites examples:
https://www.sciencekids.co.nz/experiments.html
Look at the facts or experiments and read about them.

https://www.kidsnews.com.au/science
Read a science article on kids news.

https://www.natgeokids.com/au/category/discover/
Explore this national Geographic Kids website and se what interesting information appeals to you.

https://www.ducksters.com/science/
Pick an area of science that interests you – Biology, Chemistry, Physics, Earth Science, Environment, Astronomy, Animals. Then click on a further area that interests you and read about it.

Today while you are reading your task is to keep a look out for and record any interesting <u>vocabulary</u> in your text. Once you have finished reading complete the following :

Title:_____

Source (Circle):   other

<u>VOCABULARY</u> I found in my text: _____

_____

_____

_____

_____

_____

_____

Tuesday — Writing

Week 6 - Tuesday Writing - Science Week
- Access pre-recorded lesson about writing a procedure.

Watch Miss Taylor do the 'Coke and Mentos experiment'.

Using the information, you have learned about writing a procedure, write out the procedure for the experiment you watched.

Remember to include the materials and the method.

Title:

Materials:

Method:

Tuesday — Maths

Click on the link below to solve the pattern puzzles. Use the knowledge of the chart you looked at yesterday.
Complete this activity for 5 minutes.

https://www.mathplayground.com/decimal_chart_patterns.html

From yesterday,
a decimal number consists of a whole number and a fractional part, separated by a decimal point.

Thousands	Hundreds	Tens	Ones	•	Tenths	Hundredths	Thousandths

Whole number part   Decimal Point   Fractional part
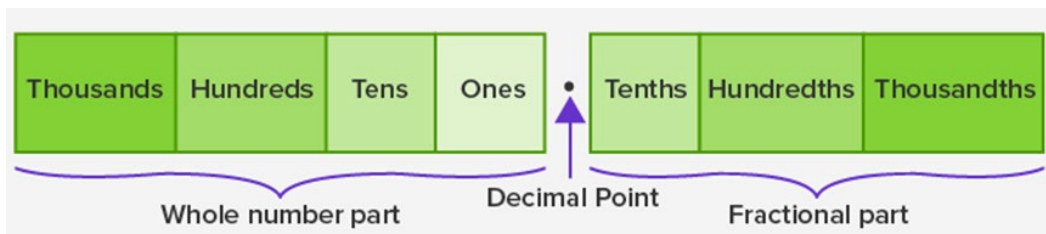
Understanding Place Value

A number in the tenths column means you have that many out of 10. e.g. 0.7 means 7 out of 10, or 7 tenths, or $\frac{7}{10}$

0.7

Thousands	Hundreds	Tens	Ones	•	Tenths	Hundredths	Thousandths

Whole number part   Decimal Point   Fractional part
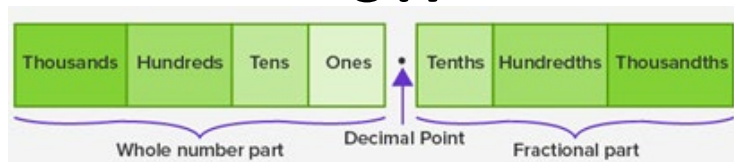
0.7 of the array is coloured.
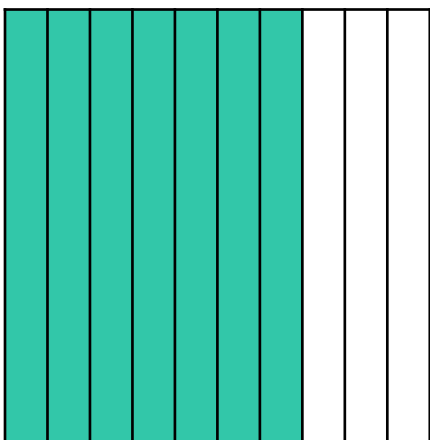
If we made the array into a chart with 100, that would keep the decimal at 0.7 but the fraction would become $\frac{70}{100}$
They are equivalent.
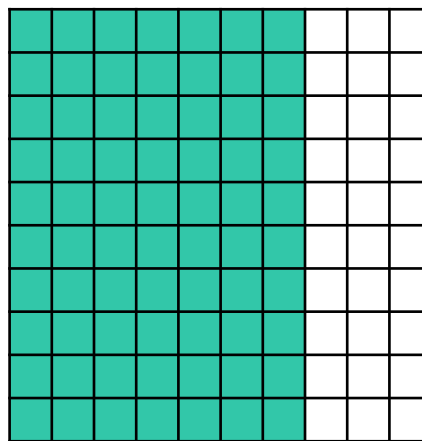
Compare using <, = or >

0.7 ◯ 0.8

< less than (the number on the left is less than the number on the right)
> greater than (the number on the left is greater than the number on the right)
= equal to

0.7 as a fraction

$0.7 = \frac{\Box}{\Box}$

Place 0.7 on the number line

0   0.5   1
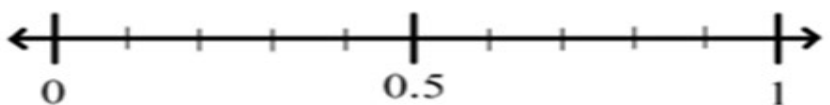
Complete the following:

Color __0.4__ of the array.
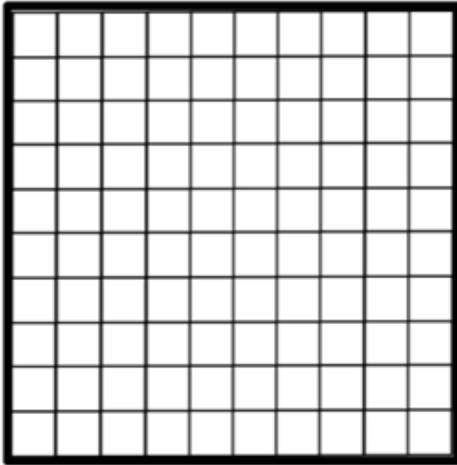
Write __0.4__ as a fraction.

$$0.4 = \dfrac{\square}{\square}$$

Compare using <, =, or >.

__0.4__ $\bigcirc$ 0.5

Place __0.4__ on the number line.

0   0.5   1
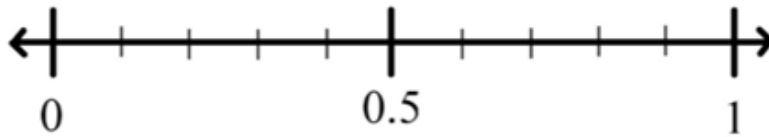
Color __0.20__ of the array.
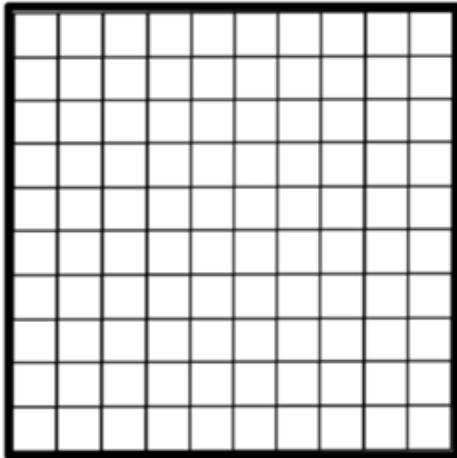
Write __0.20__ as a fraction.

$$0.20 = \dfrac{\square}{\square}$$

Compare using <, =, or >.

__0.20__ $\bigcirc$ 0.5

Place __0.20__ on the number line.

0   0.5   1
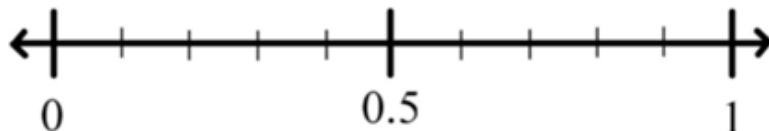
Complete the following:

Color _0.8_ of the array.
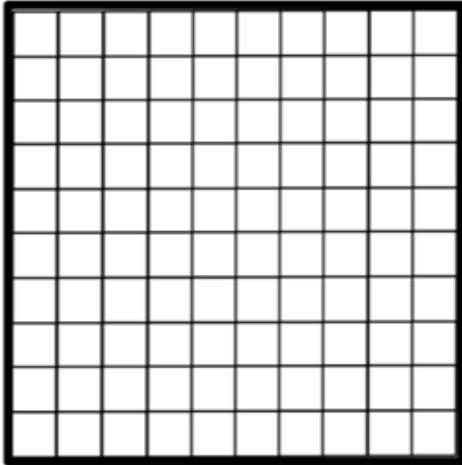
Write _0.8_ as a fraction.

$$0.8 = \frac{\square}{\square}$$

Compare using <, =, or >.

_0.8_ $\bigcirc$ 0.5

Place _0.8_ on the number line.

←———+———+———+———+———+———+———+———+———+———+———→
0   0.5   1
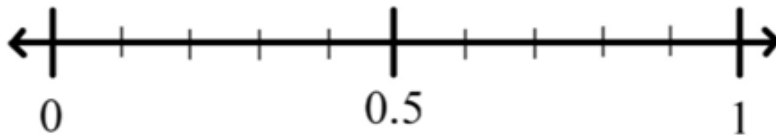
Color _0.9_ of the array.
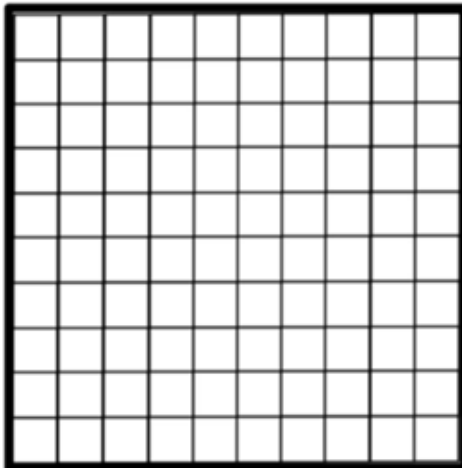
Write _0.9_ as a fraction.

$$0.9 = \frac{\square}{\square}$$

Compare using <, =, or >.

_0.9_ $\bigcirc$ 0.5

Place _0.9_ on the number line.

←———+———+———+———+———+———+———+———+———+———+———→
0   0.5   1
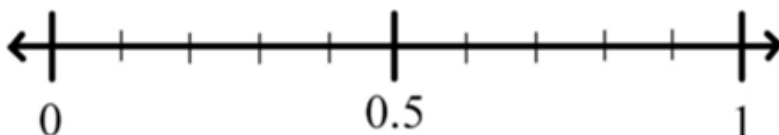
Geography: Using Maps

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 Critera:

I CAN:
Locate geographical features on a grid map
Accurate draw a sketch map of my classroom

Why do we use maps?

1 Look at the coloured grid map.

A grid helps you to find places on a map. Always read across then down. For example, to find the crocodile on the map below, go across to D and then down to 3. The grid name is D3. Write the grid names for the other animals.

crocodile	D3	camel		rhino	
horse		giraffe		tiger	
monkey		elephant		lion	

2 Look at the coloured map.

Can you draw the animals in the correct grid squares?
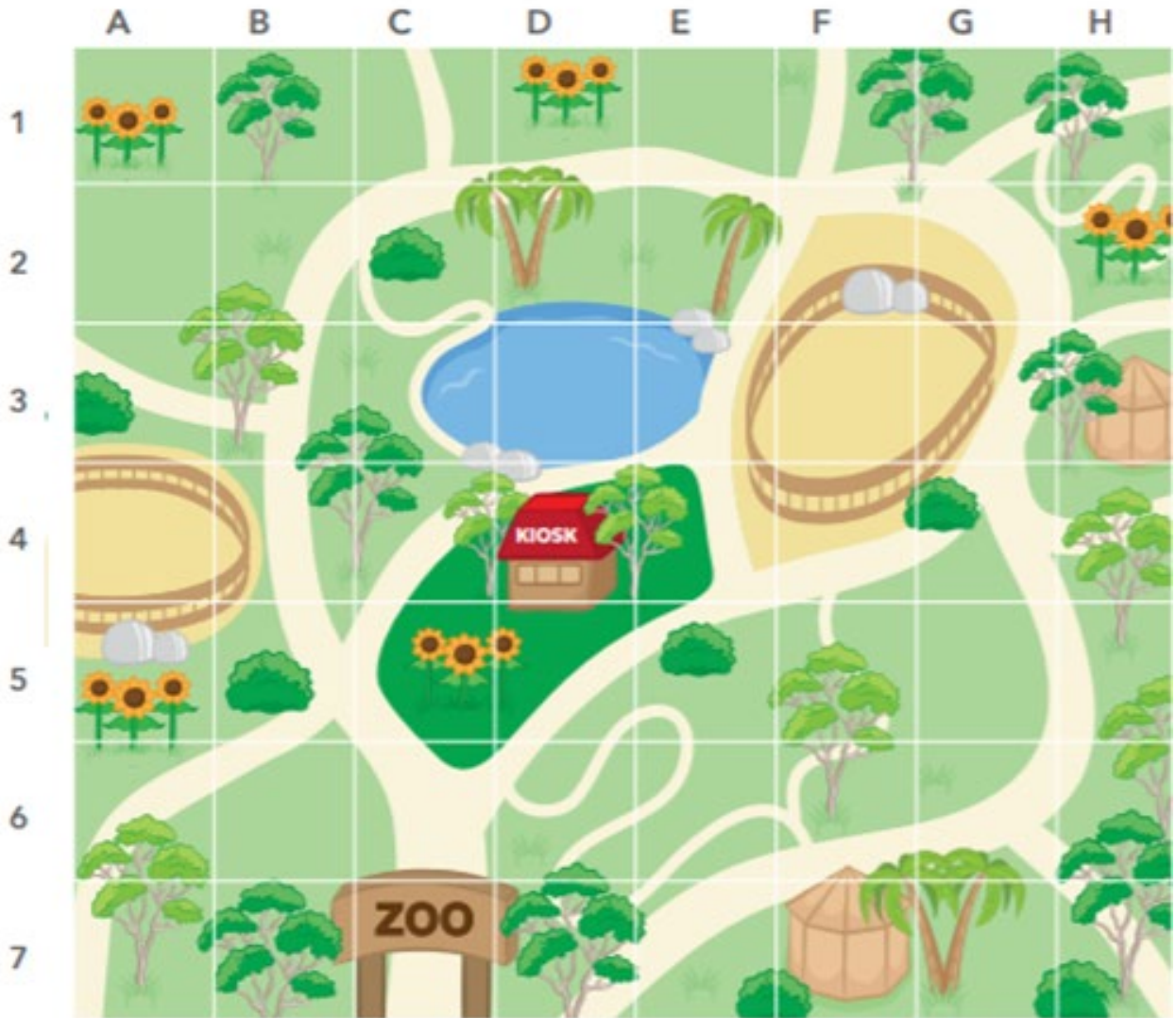
kangaroo F1		emu E6		wombat F7	
echidna A2		platypus D3		lyrebird G5	
koala B6		camel F3		dingo A4	

Look at this sketch map of a classroom.

Can you draw a sketch map of your classroom? Imagine you are a bird looking down from the top of the room. Colour the furniture based on their heights. All furniture of the same height must be the same colour. Then add a legend explaining the drawings like the one opposite.

🟩	desk
🟧	bookshelf
🟦	cupboard
🟦	fish tank
🟥	board
🟪	door
🔴	beanbag
🟨	mat
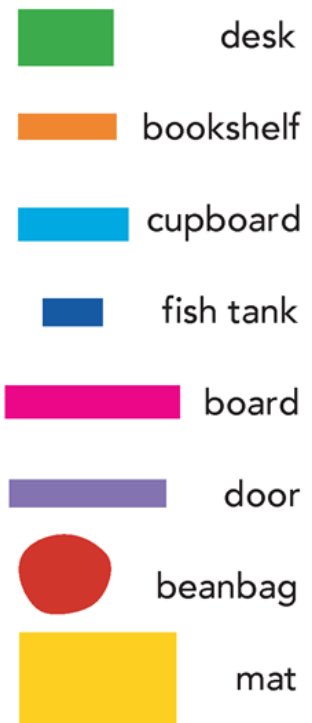
TUESDAY — GEOGRAPHY

Your Classroom Sketch Map

Wednesday

Activities

be
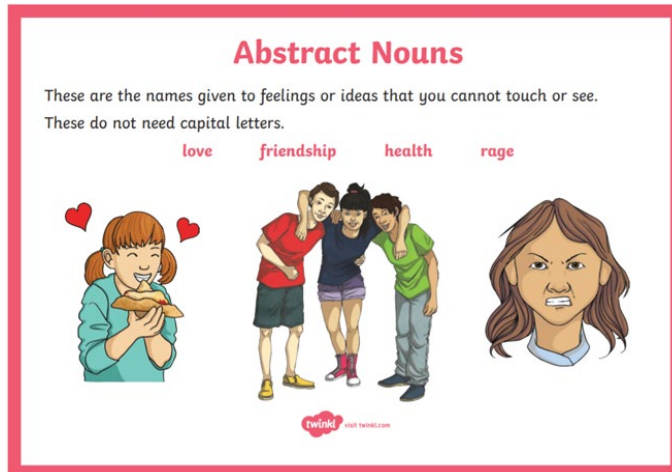STRONG

Spelling and Grammar

Abstract Nouns

• An abstract noun is a feeling or concept that you cannot touch.

• **Eg**; happiness, education.

Abstract Nouns

These are the names given to feelings or ideas that you cannot touch or see. These do not need capital letters.

love   friendship   health   rage

twinkl visit twinkl.com

• Read each sentence out loud and highlight the abstract noun.

1. I respected the honesty my friend showed.

2. Can you believe that woman's brilliance?

3. To my delight, everyone arrived on time.

4. She was in great despair when she lost her phone.

5. We have a lot of hope for the future.

6. They showed extreme joy when they helped others.

7. The men had much bravery on the battlefield.

8. My mother always shows great compassion for her children.

9. We have a ton of pride in our school.

Week 6 – Wednesday Informative Writing

Access pre-recorded lesson or read the information below.

Learning goal: We are learning about the language features of informative texts.

Informative text – Language

Informative texts use formal, factual and subject-specific language. This helps the author to sound knowledgeable about the topic of the text.

Here are some examples of the language and grammatical features you might find in an informative text:

• **Subject-specific, technical vocabulary**

• **Nouns and noun categories**

• **Adjectives and adverbs**

Time connectives: Connectives are words which link paragraphs and sentences to focus on time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information.

Examples of time connectives: First, Next, Later, After, Then, Soon, Finally, Suddenly, Before, While, When, At last, Lastly, Just then, Meanwhile.

This informative text is a procedure informing a reader about how to do something. Can you find the connectives used?

How To Plant A Sunflower Seed

What you need:
• A small pot
• Soil
• Seeds
• Watering can
• Water

What you do:
• First, fill the pot with soil to just below the top.
• Then, add a little water to the soil.
• Next, carefully put 1 or 2 seeds onto the soil.
• After that, cover the seeds with a little more soil.
• Finally, gently pour more water onto the soil.

Top Tip:
Water the soil everyday to help your sunflower grow.

WEDNESDAY — WRITING

Activity: Georges Grandma hasn't brushed her teeth in ages! Can you write some instructions telling her how to do it? Remember to use connectives:
- Firstly
- Next
- After
- Afterwards
- Now
- When
- Then
- Once
- As soon as
- Finally

Extra Challenge: Can you include a conjunction in each instruction? You might want to give a warning!

For example: **First** run the cold water by twisting the tap anti clockwise gently but be careful not to put it on full speed, you may get wet!

Remember to upload your work to seesaw.

WEDNESDAY — MATHS

Click on the link below to play Puppy chase by matching the fraction to the decimal.
Play as many games as you can in 5 minutes. Did your place in the race improve? Did you come first?

https://www.mathplayground.com/ASB_Puppy_Chase_Decimals.html

Today's Activity

You are going to use your understanding of decimals to complete the following activity. Create a pattern on the hundreds chart using 4 colours. It can be a picture, words or a symmetrical pattern. You need to record the following in the columns:
- The colour you have used
- The colour as a decimal
- The colour as a fraction

Upload a photo of your pattern to Seesaw.

Problem of the Day

Nadia measured the height of two walls in her garden.

One wall was 3.14 metres high.

The other wall was 1.25 metres high.

What was the difference in **centimetres** between the two heights?

[   ] centimetres

Wednesday — Maths

Colour	Decimal	Hundredths	Tenths

Week 6 – Mindfulness

Access the story '**Happy**'. A book about children's mindfulness:
https://www.youtube.com/watch?v=q7o_ciE8fjo&feature=youtu.be

If you do not have access to this link, think about a place that makes you feel calm, happy and at peace.

While you listen to the story think about how you use each of your five senses to be mindful.

• How are you feeling as you listen to each page?
• How does your body feel?
• Can you close your eyes and imagine that you are there in the story book pages?

Activity 1: Draw a picture of your favourite place that was shown in the book or your chosen special place.

Activity 2: Explain why you picked this page or special place and how it makes you feel.
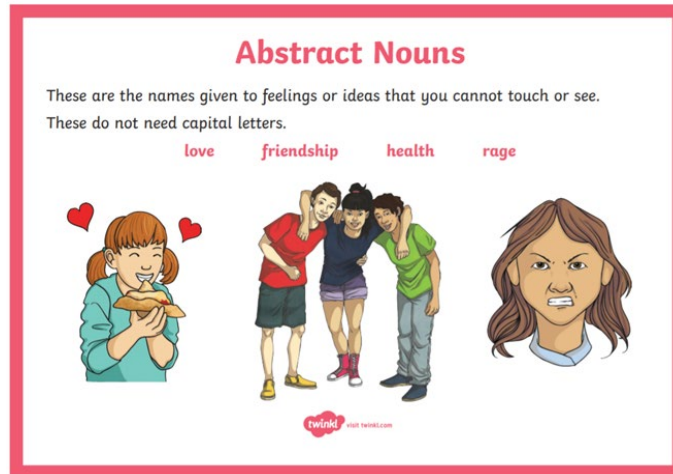
Thursday

Activities

be
INSPIRED

Spelling and Grammar   ## Abstract Nouns

•An abstract noun is a feeling or concept that you cannot touch.

•**Eg**; happiness, education.

Write a sentence with each abstract noun given below.
Example: bravery
It takes a lot of **bravery** to stand up for what you believe in.

1. Love

2. Pleasure

3. Calm

4. Truth

5. Happiness

Reading Task Week 6

This week's reading activities are science related. You can choose what area of science interests you and what you would like to read.

You can choose a science book from PM e-collection, Reading Eggs, your own science book or one of the following websites:

Science Websites examples:
https://www.sciencekids.co.nz/experiments.html
Look at the facts or experiments and read about them.

https://www.kidsnews.com.au/science
Read a science article on kids news.

https://www.natgeokids.com/au/category/discover/
Explore this national Geographic Kids website and se what interesting information appeals to you.

https://www.ducksters.com/science/
Pick an area of science that interests you – Biology, Chemistry, Physics, Earth Science, Environment, Astronomy, Animals. Then click on a further area that interests you and read about it.

Today your reading task is to reflect on what you have read in your chosen text. After reading, you will need to think about what you have learnt and any questions you may still have about your chosen topic.

Title:_____

Source (Circle):   PM   Reading Eggs   Non-Fiction   www other

Three things I learnt while reading:
1.
2.
3.

Two things I found interesting about the text:
1.
2.

One question I have about the topic:
 1.

Thursday — Writing

Writing Routine: Week 6 - Captain's Log

Captains keep track of everything in their Captain's Log while they are at sea and leave some interesting stories and notes for everyone to read. It's your turn to take charge and write about everything that has happened this week.

Think about the activities you have been completing during the week:

1. What seesaw activity did you enjoy the most and why?

2. What have you learned about informative writing?

3. What have you found challenging this week?

4. If you could create a seesaw activity for other students in your class to do, what activity would you create?

THURSDAY — MATHS

Click on the link below to play Puppy tug of war by matching the worded fraction to the decimal.
Play as many games as you can in 5 minutes. Did your place in the race improve? Did you come first?

https://www.mathplayground.com/ASB_Puppy_Pull_Decimals.html

Your knowledge of decimals can help you understand money. Eg. five dollars and thirty five cents is $5\frac{35}{100}$ which is the same as $5.35

We need to know that amounts of money are written with 2 decimal places. That means you need to have 2 digits after the decimal place. Eg. $4.30 is not written as $4.3

When we are recording money in written form, we only use ONE of the symbols of money dollars ($) or cents (c) eg. $5.67 and 567c are correct, but $5.67c is incorrect

Today's Activity
1. Create a number line that is 1 metre long. You could use wrapping ribbon, twine, strips of paper. Be creative!
2. Mark $1.00 at the left end and $2.00 at the right end.
3. Write the following amounts in a dark coloured texta or pencil onto a small piece of paper: $1.30, $1.50, 175c, $1.90, 120c
4. Take a photo of your number line and upload it to this activity.
5. Use the microphone tool to explain why you placed the numbers where you did.

Problem of the day

Lee paid for some lemons with a $10 note.

Each of the lemons cost 45 cents.
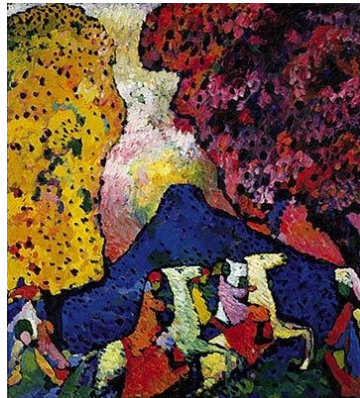
She got $5.05 change.

How many lemons did Lee buy?

Wassily Kandinsky
(1866-1944)

Kandinsky was one of the founders of Abstract Art (art that doesn't try to represent real life things but instead uses shapes, colours, forms and gestural marks).

Kandinsky felt that he could express feelings and music through colours and shapes in his paintings.

Kandinsky had synesthesia, a rare but real condition in which one sense, like hearing, triggers another sense, such as sight. He literally saw colours when he heard music and heard music when he painted.

Kandinsky argued that artistic experiences were all about feeling, and different colours affected mood. Yellow could disturb, while blue might make people feel good.

He once said that "Everything starts with a dot".

Color Study. Squares with Concentric Circles, 1913

This piece of Kandinsky's art is one of his most famous and most reproduced. It isn't intended as a piece of art but was Kandinsky experimenting with how different colours worked together.

Scan the QR code or use this URL (https://bit.ly/3itJOSi) to watch a video and learn about colour theory.

What do you notice about the colours in these artworks? How do the colours change the feeling portrayed in them?

As you complete your colour wheel challenge on the next page, experiment with different groupings of colours to see if you agree with what colours work well together or not.

I AM AN ARTIST
I KNOW MY COLOUR WHEEL

PRIMARY COLORS
red, yellow, blue

SECONDARY COLORS
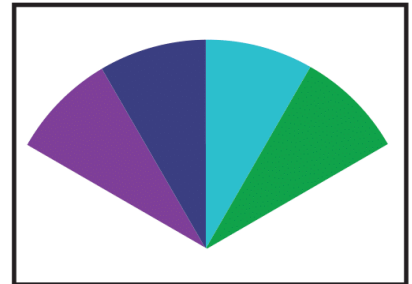mix two primaries to make a secondary
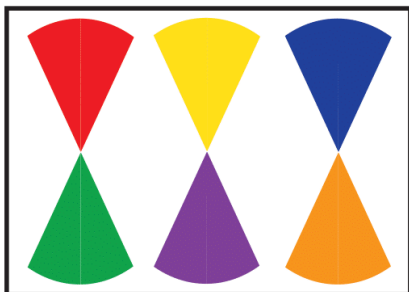
TERTIARY COLORS
mix a primary and closest secondary
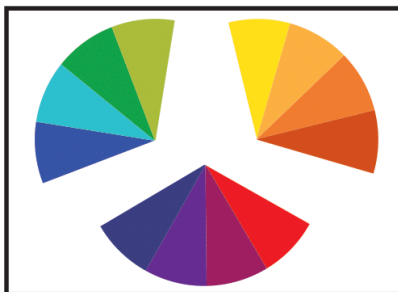
WARM COLORS
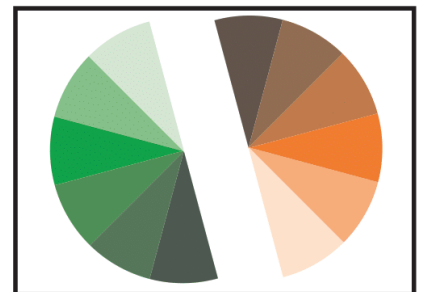reds, oranges and yellows

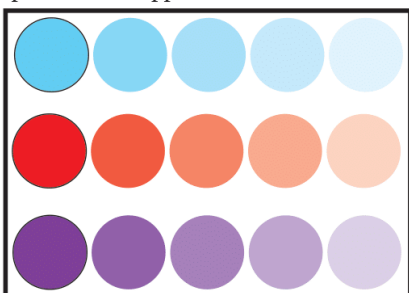**COLOR WHEEL**

COOL COLORS
purples, blues and greens

COMPLEMENTARY COLORS
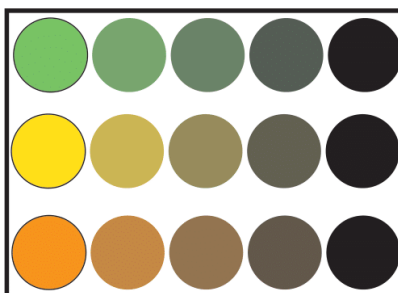pairs that are opposites on the color wheel

ANALOGOUS COLORS
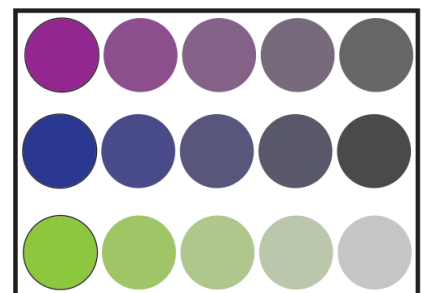next to each other on the color wheel

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)

FOUND OBJECT COLOUR WHEEL CHALLENGE...

Create a colour wheel using any objects that you can see around you (make sure to use things you are allowed to touch).
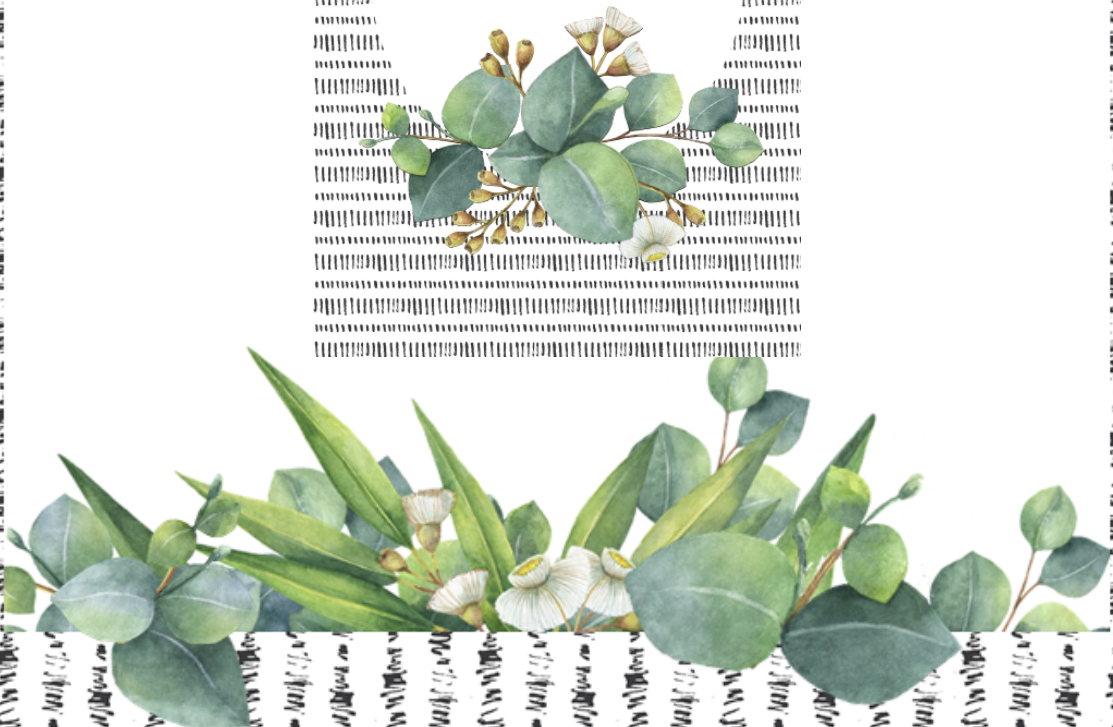
Will your composition be neat and orderly or loose and messy?

Try and make your background as plain as possible so that your colour wheel stands out.

Upload a photo of your colour wheel to Seesaw!

Friday

Activities

be
THANKFUL

Spelling and Grammar

Concrete and Abstract Nouns

Concrete nouns are ones you can see and touch.

Abstract nouns are ones that you can't see or touch.

Read through the below nouns. Decide whether they are concrete nouns or abstract nouns and rewrite them in the correct column.

peace	Knowledge	freedom	lake	car	Clock
love	Truth	calm	education	book	thrill
mouse	Pond	lie	watch	misery	frog
anger	Joy	friendship	idea	dream	luck

Concrete Nouns	Abstract Nouns

Reading Task Week 6

PM

This week's reading activities are science related. You can choose what area of science interests you and what you would like to read.

You can choose a science book from PM e-collection, Reading Eggs, your own science book or one of the following websites:

Science Websites examples:
https://www.sciencekids.co.nz/experiments.html
Look at the facts or experiments and read about them.

https://www.kidsnews.com.au/science
Read a science article on kids news.

https://www.natgeokids.com/au/category/discover/
Explore this national Geographic Kids website and se what interesting information appeals to you.

https://www.ducksters.com/science/
Pick an area of science that interests you – Biology, Chemistry, Physics, Earth Science, Environment, Astronomy, Animals. Then click on a further area that interests you and read about it.

Before you read your text today think about what you already know about the topic and write it in the space below. Once you have finished reading, write down anything you learnt from the text.

Title:_____

Source (Circle): PM   Reading eggs   NON-FICTION   www other

Before Reading:	**After Reading:**
What I already know	**What I learnt**

Week 6 – Friday Informative Writing
Access pre-recorded lesson or read the information below.
Learning goal: We are learning about the language features of informative texts.

Remember - Informative text – Language
Informative texts use formal, factual and subject-specific language. This helps the author to sound knowledgeable about the topic of the text.
Here are some examples of the language and grammatical features you might find in an informative text:
• **Subject-specific, technical vocabulary**
• **Nouns and noun categories**
• **Adjectives and adverbs**
• **Time connectives**

Cause and Effect: Cause is the why something happened, and effect is the what happened.

Example of phrases showing cause and effect:
- so   - consequently
-as a result.   -due to
- because   - which caused
- therefore
For example: The flowers are growing as a result of the rain.
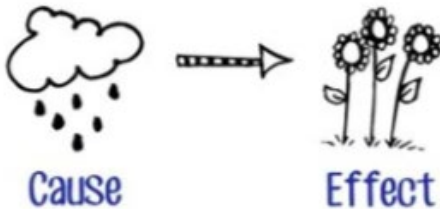
Comparative Language: Adjectives and adverbs can be used to make comparisons. Comparative language **is used to compare two people, ideas, or things**.

For example:
- better
- smaller - larger
- smarter
"The Pacific Ocean is deeper than the Arctic Ocean."

Informative Language – Examples
Find at least one example of technical vocabulary, category (group) words, adjectives, time connectives and comparative language used in '*Where Does Water Come From?*'
Highlight the examples in the colours above.

Where Does Water Come From?
Up in the atmosphere, the water vapour becomes cooler and turns back into tiny water droplets called 'condensation'. The water droplets join together with the dust particles in the atmosphere to form clouds.
Once the clouds become heavy and full, it will start to rain. This is called 'precipitation'. When rain falls onto the earth, it will eventually collect in waterways such as lakes, rivers and oceans. The process can then begin all over again.

Activity - Find and underline these language features in the informative text: The Great Barrier Reef
• subject-specific vocabulary/technical words (red)
• comparative language (green)
• phrases showing cause and effect (purple)

The Great Barrier Reef
The Great Barrier Reef is the world's largest coral reef. It is one of the most complex natural ecosystems on the planet.

The Great Barrier Reef is close to the coast of Queensland, Australia. It consists of nearly 3000 coral reefs and over 900 islands. As a result, it stretches a distance of 2300 kilometres (1400 miles). Due to its size, the reef is able to be viewed from space.

The Great Barrier Reef is home to 14 000 different plant and animal species including many that are endangered. Some of these organisms include whales, sea turtles, birds and coral. Because of this, the reef is a popular tourist destination. Over two million people visit the reef every year.
If the reef is not protected, it may deteriorate. The health of the reef is already at risk due to environmental factors such as climate change. Other threats to the wellbeing of the reef include water pollution, increased coastal development and illegal fishing.
Due to its incredible beauty, the Great Barrier Reef has been named one of the Seven Wonders of the Natural World.

Remember to upload your work to seesaw.

Friday — Maths

Click on the link below to play the toy shop money game. Choose mixed coins and $1-$5. Click on the coins to make the given amount. You can use a range of different combinations.
Play this game for 5 minutes.

https://www.topmarks.co.uk/money/toy-shop-money/aud

Today's Activity

Answer this question:

Sam bought some lunch for his family which cost $13.65. He paid using this note:

How much change will he receive?

Time to investigate

As Sam put his change in his pocket, he realised he had been given 1 note and 4 coins. He wondered…what other quantities could I make with one $5 and 4 more coins?

- What is the smallest amount I might have?
- What's the largest amount I might have?
- How many possibilities are there?

Share your thinking. Take a photo of your work.
Make sure you have shown any working out.

Problem of the day

Dean had some money in his pocket.
He spent $1.25 and then had $1.95 left.

How much money did Dean start with?

$ [   ] .