

# Home Learning Pack

## Week 5

Term 3, 2021

Year 4



**Barramurra**  
Public School





Indicates a live lesson through Teams.

# Home Learning Grid - Term 3 Week 5

## Year 4

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
<b>Video Meetings</b>		2:00pm – Penn State			2:00pm – Penn State
<b>Good Morning</b>	Answer the question given by your teacher on Seesaw and say good morning! <b>Word of the Day</b> - Complete the word of the day on Seesaw/Hard Copy and submit when complete				
<b>Reading</b>	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.
<b>Literacy</b>	<p><b>Spelling &amp; Grammar:</b> Silent letters. Complete Monday's Spelling and Grammar activity.</p> <p><b>Literacy – Science</b> Complete the Activity about forces – Move it!</p> <p><b>Writing – Informative text:</b> Complete the activity on Seesaw. We are learning about the purpose of an informative text.</p>	<p><b>Spelling &amp; Grammar:</b> Complete Tuesday's Spelling and Grammar activity.</p> <p><b>Reading</b> Carefully read through the three texts and answer the questions.</p> <p><b>Speech Writing</b> Spend 30-40 minutes writing your speech for the K-6 public speaking competition in week 6</p>	<p><b>Spelling &amp; Grammar:</b> Complete Wednesday's Spelling and Grammar activity.</p> <p><b>Literacy – Science</b> Complete the Activity about forces – What is a force?</p> <p><b>Writing – Informative text:</b> Complete the activity on Seesaw. We are learning to identify the difference between a fact and an opinion.</p>	<p><b>Spelling &amp; Grammar:</b> Complete Thursday's Spelling and Grammar activity.</p> <p><b>Reading-</b> Read through the text 'The Midnight Thunderstorm' and complete the Questioning activities.</p> <p><b>Speech Writing</b> Spend 30-40 minutes writing your speech for the K-6 public speaking competition in week 6</p>	<p><b>Spelling &amp; Grammar:</b> Complete Friday's Spelling and Grammar activity.</p> <p><b>Reading-</b> Choose an activity to complete from the Reading Comprehension Matrix and share to Seesaw.</p> <p><b>Writing – Informative text:</b> Complete the activity on Seesaw. We are learning about the structure of informative texts.</p>
<b>Outdoor Physical Activity</b>	<b>Outdoor Physical Activity and Play</b> You could post a picture or video of yourself getting out and getting active				
<b>Mathematics</b>	<p><b>Maths</b> Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p>	<p><b>Maths</b> Log into Teams at 2pm to take part in the online maths lesson. Log onto Prodigy, complete 30 minutes of activities. <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p>	<p><b>Maths</b> Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p>	<p><b>Maths</b> Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p>	<p><b>Maths</b> Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p>
<b>Other Key Learning Areas</b>	<p><b>Science &amp; Technology:</b> Complete the coding activity or the offline Olympic STEM activity (or if you can't decide feel free to do both!)</p>	<p><b>Geography:</b> View the slide and complete the activities on what makes Australia special</p>	<p><b>Personal Development and Health:</b> Complete Seesaw activity - 'The School Gate'</p>	<p><b>Creative Arts:</b> Complete the Seesaw Activity 'Visual Arts – Jim Dine – Brushes' Learn about Jim Dine and create an artwork based on an everyday object.</p>	<p><b>Free Choice afternoon:</b> 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>
<b>Additional Optional Activities</b>	<p><b>PM e-collection/Reading Eggs (Online English)</b> Log on to PM e-collection or Reading Eggs <a href="https://app.pmecollection.com.au/login">https://app.pmecollection.com.au/login</a> <a href="https://readingeggs.com.au/">https://readingeggs.com.au/</a></p>		<p><b>Mathematics</b> Log on to Prodigy and play <a href="https://sso.prodigygame.com/game/start?rid=61dd4d8f-92ea-4144-9098-ba040ac8d303">https://sso.prodigygame.com/game/start?rid=61dd4d8f-92ea-4144-9098-ba040ac8d303</a> OR <a href="https://www.youcubed.org/">https://www.youcubed.org/</a> <a href="https://nrich.maths.org/">https://nrich.maths.org/</a></p>		<p><b>Outdoor Physical Activity and Play</b> Post a picture or video of yourself being active. <b>Department of Education - Learning from Home Resources</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></p>

# My Reading Journal

Thoughts from...

Week of: **Week 5, Term 3**

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

I read: Title

I thought:  
Answer here

I read: Title

I thought:  
Answer here

I read: Title

I thought:  
Answer here

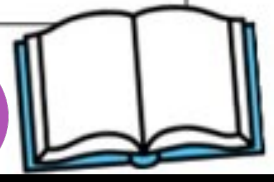
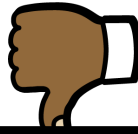
I read: Title

I thought:  
Answer here

I read: Title

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 4

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
Word	bewildered	privilege	marvellous
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 4

	Thursday	Friday
Word	famished	persevere
Definition	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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Words in word	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

# Monday Activities



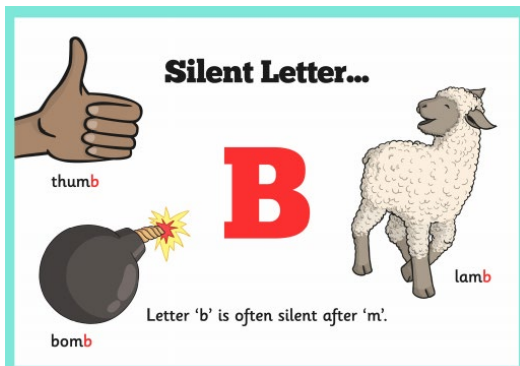
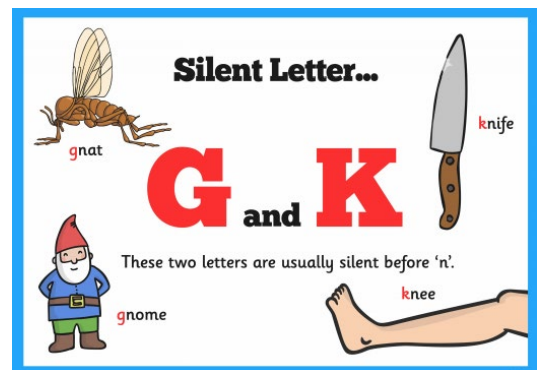
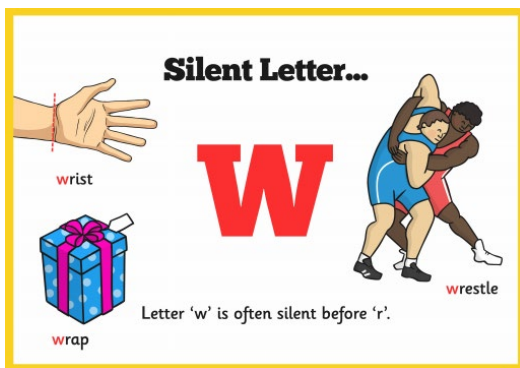
# MONDAY - LITERACY

## Spelling and Grammar

What are silent letters?

Silent letters are letters that can't be heard when the word is spoken. For example in the word 'sword', you don't pronounce the letter 'w'. And the letter 'h' is silent in the word 'ghost'.

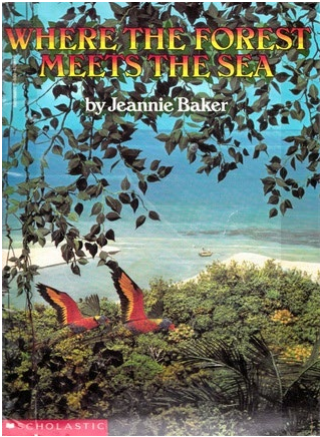
There are lots more examples of words with silent letters in English. So keep an eye out for them, because you won't be able to hear them!



Brainstorm some words that have silent letters:

Access the following website and complete the quiz on silent letters.  
<https://www.bbc.co.uk/bitesize/topics/zcgv39q/articles/zy4fdxs>

# MONDAY - LITERACY



## Informative Writing

Access pre-recorded lesson or read the information below.

**Learning Goal: We are learning about the purpose of an informative text.**

**Listen to the book** “Where the forest meets the sea” By Jeannie Baker.

<https://www.youtube.com/watch?v=LjwbV0McXLI>

### Have a think:

Is this an imaginative text or an informative text?

How do you know?

What would you need to do to turn an imaginative text into an informative text?

### Read through ‘The Great Barrier Reef’ text:

## The Great Barrier Reef

The Great Barrier Reef is the world’s largest coral reef. It is close to the coast of Queensland, Australia. It is made up of nearly 3000 coral reefs and more than 600 islands, and it stretches over 2600 km long. It is so big it can be seen from space!

The Great Barrier Reef is the largest structure made by living things. Because of its environmental significance, it has been listed as an important World Heritage Site by UNESCO.

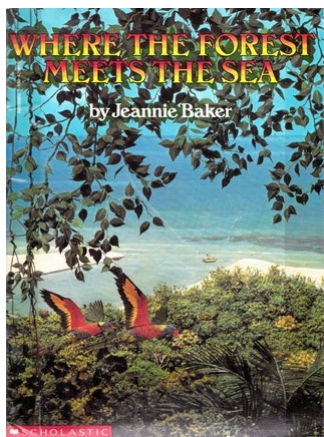
Lieutenant James Cook (later Captain Cook) accidentally ran his ship, the *Endeavour*, aground on the reef on 11 June 1770.

The Great Barrier Reef is home to 14 000 different plants and animals, including many endangered species. Because of this diversity, it is important that we look after the reef. Climate change is one of the main threats to the reef, along with polluted water running into the sea from the mainland, coastal development and illegal fishing.





# MONDAY - LITERACY



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water running into the sea from the mainland, coastal development and illegal fishing.

**Have a think:**

What type of text is this?

How do you know?

How is this text different to the narrative text?

**What Are Informative Texts?**

Informative texts provide factual information about a particular topic.

Some examples of topics include people, animals, objects and events.

There are many types of informative texts, such as:

- procedures
- reports
- explanations
- news articles.



**Activity: Post to Seesaw**

- On a large piece of paper or on Seesaw draw a picture of a member of your family.
- Around the picture, write words or phrases that could be included in an informative text about this family member.
- Remember informative texts provide a description of a particular topic using facts.
- Share your drawing and list of facts about your family member on Seesaw.

# MONDAY – LITERACY: SCIENCE

Inquisitive

<http://ing.co/class/AC52A>

Access code: 7104

Describe what the basketballer is doing.

Pushing  
Pulling  
Both  
???



Think. Pair. Share



01

How many different ways can you move a balloon?

02

How will you change its speed or direction?

03

Can you change its shape?  
How?

## Your Turn

You are going to investigate the questions you just answered.

Record your results in the spaces provided.



# MONDAY – LITERACY: SCIENCE

Unit 1 Forces

Lesson 1 Move it!

- 2 Use a balloon to investigate the questions and find out if your predictions were correct. Record the results of your investigation.

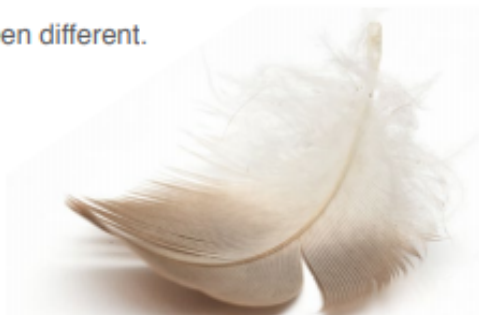


I made it move by ...

I changed its speed and direction by ...

I changed its shape by ...




- 3 What if the object was a rock or a feather?  
Discuss how your results would have been different.



You use force to make the balloon move and change. Force is either a push or a pull which gets something moving or keeps things still. Take a look around you; forces are at work everywhere. When the wind blows, or a dog runs or even when you sleep, forces are in action.

# MONDAY – MATHS

## Learning Intentions

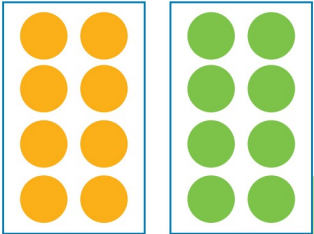
I can 	I know 	I understand 
apply a range of strategies to divide a 2-digit number by a 1-digit number	division is the opposite of multiplication	the inverse relationship between multiplication & division

## Strategies to work out division problems

Division Strategies

### Sharing

$16 \div 2 = 8$   
16 shared equally between 2 gives you 8.



Division Strategies

### Halving


Sometimes you can use halving to divide into 2s, 4s, and 8s.

$120 \div 2 = 60$   
We can use this to divide by 4 by halving twice.

$120 \div 2 = 60$   
then  
 $60 \div 2 = 30$   
so  
 $120 \div 4 = 30$

We can use this to divide by 8 by halving 3 times.

$120 \div 2 = 60$   
then  
 $60 \div 2 = 30$   
then  
 $30 \div 2 = 15$   
so  
 $120 \div 8 = 15$



Division Strategies

### Inverse

Use multiplication tables to work out a division question.

$63 \div 9 = ?$

You can work this out by knowing...

$7 \times 9 = 63$

So using the inverse, we know that...

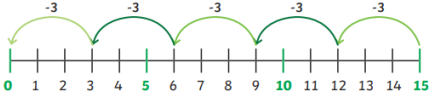
$63 \div 9 = 7$

Division Strategies

### Repeated Subtraction

You can use repeated subtraction to see how many times a smaller number goes into a bigger one.

$15 \div 3 = ?$



The number of times you can take 3 from 15 is 5.

$15 - 3 - 3 - 3 - 3 - 3 = 0$   
 $15 \div 3 = 5$

Division Strategies

### Partitioning

$84 \div 4 = ?$

$80 \div 4 = 20$	
$4 \div 4 = 1$	
	$21$

Partition the number into tens and ones.  
Divide the tens and ones.  
Combine your totals.

$84 \div 4 = 21$

## Problem of the day

Pippa had 35 stickers.

She gave an equal number of stickers to 8 friends.

She gave each friend as many stickers as possible and kept the rest for herself.

How many stickers did Pippa keep for herself?

3



4



11



27



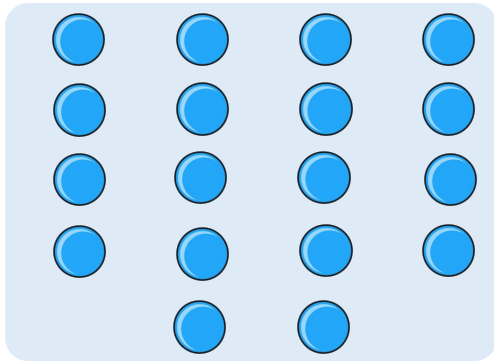
## Warm Up

Click on the link below to play a skip counting game. Choose to skip count by 4s. OR skip count orally by 4s.

[https://www.abcya.com/games/number\\_bubble\\_skip\\_counting](https://www.abcya.com/games/number_bubble_skip_counting)

# MONDAY – MATHS

## Sharing Equally



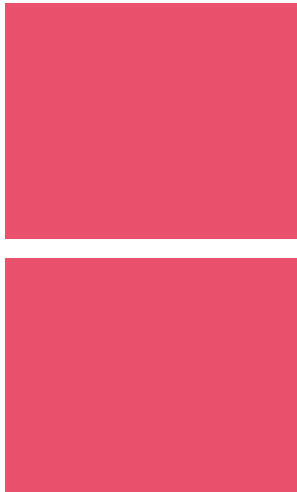
Share the counters equally into two groups



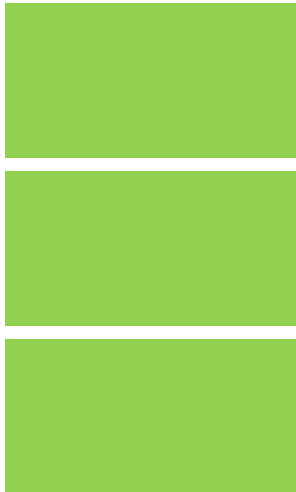
$$\square \div \square = \square$$

Share 12 counters into equal amounts

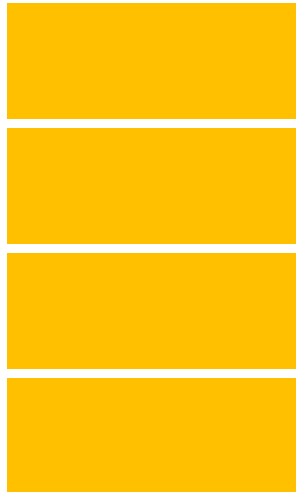
2 Equal Amounts



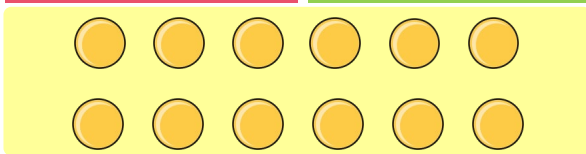
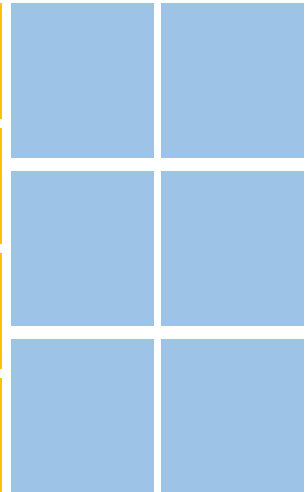
3 Equal Amounts



4 Equal Amounts:



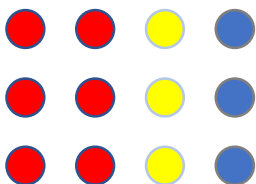
6 Equal Amounts



$$\square \div \square = \square$$

## Halving

$\div 4$  Halve and halve again



12

Remember: double and double again as a multiplication strategy?  
This is the opposite strategy.

# MONDAY - MATHS

## Halving to Divide by 4, 8 and 16

LO: I can use halving to divide by 4, 8 and 16

Halve the starting number each time to divide the starting number by 4, 8 or 16.

	halve ( $\div 2$ )	$\div 4$	$\div 8$	$\div 16$
48				
64				
32				
36				
40				
88				
96				
128				
208				
300				

### 321

- List 3 things you remember from the lesson.
- Give 2 examples of what you learned.
- Write 1 question you have or something you are confused about.

# MONDAY – SCIENCE & TECHNOLOGY

## STEM – Paper Plane Challenge

### Learning Goal:

We will be able to carry out the STEM engineering process to create a winning paper plane.

### Success Criteria:

We have:

- Understood the question being asked
- Imagined some ideas to solve the challenge
- Created a plan to address the challenge
- Created 2 paper planes
- Carried out test throws to record the success of the 2 types
- Explain and carry out improvements
- Rethrow the planes with your improvements 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.**

#### 1. What is the problem?

To create a paper plane to win the paper plane world championships in the category of longest distance or in the air the longest (you can do both if you want but remember the designs for each might be different).

Circle which category you are going to enter:

Longest distance

Longest in air

Both

#### 2. Image? 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).

# MONDAY – SCIENCE & TECHNOLOGY

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

You can: write your plan, draw your plan, or copy and paste instructions of a paper plane model below (if you use someone else's design you need to include the website/book/person you got it from).

### 4. Create your two planes to enter. You can only use 1 piece of paper per plane. You may use glue, sticky tape or scissors if needed.

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

### 5. Test. How well does it work?

You need to throw both of your planes two times and record. 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 with every throw. If you don't have access to a timer count 1 –1000, 2-2000, 3-3000 at a consistent speed. Record your unit of measure.

Distance		In Air	
Plane 1	Plane 2	Plane 1	Plane 2
Throw 1	Throw 1	Throw 1	Throw 1
Throw 2	Throw 2	Throw 2	Throw 2



# MONDAY – SCIENCE & TECHNOLOGY

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

7. Test again. Now, how well does it work?

Use the same method of measurements as your first test flight.

Distance		In Air	
Plane 1	Plane 2	Plane 1	Plane 2
Throw 1	Throw 1	Throw 1	Throw 1
Throw 2	Throw 2	Throw 2	Throw 2

## WINNER

Which plane won (give it a creative name)?

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What was the furthest distance it flew (if you chose this challenge)?

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What was the longest amount of time it spent in the air (if you chose this challenge)?

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# MONDAY – SCIENCE & TECHNOLOGY

## REFLECTION:

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

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What was challenging about this activity?

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How did you overcome your challenges?

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# Tuesday

# Activities

*be*  
HAPPY



# TUESDAY - LITERACY

## Spelling and Grammar

A silent letter is a letter that must be included in a word when you write the word even though you don't pronounce it.

1. Fill in the missing letters with 'gn', 'kn' or 'wr'.

\_\_\_ at      \_\_\_ ock      \_\_\_ ow      \_\_\_ ap  
\_\_\_ itten      \_\_\_ ight      \_\_\_ ee      \_\_\_ ite  
\_\_\_ aw      \_\_\_ ong

Use the words you made in activity 1 to put in the below sentences. You should only use each word once.

I heard a \_\_\_\_\_ on the door.

Mum had lots of presents to \_\_\_\_\_.

The \_\_\_\_\_ wore his shiny armour.

Telling lies is \_\_\_\_\_.

My hamster tried to \_\_\_\_\_ through the cage.

I've \_\_\_\_\_ a funny story about a cat and a mouse.

"Please, put your hand up if you \_\_\_\_\_ the answer." said Miss Brown.

I've decided to \_\_\_\_\_ a poem about my best friend.

Gary grazed his \_\_\_\_\_ outside in the playground.

The nasty \_\_\_\_\_ bit me!

# TUESDAY – LITERACY

## Parts of a speech!

• A speech has 3 important parts.

1. Introduction
2. Body of ideas or points
3. Conclusion



## Introduction

- Our introduction needs a sizzling start or hook!
- That is something intriguing or exciting that gets everyone wanting to listen.
- Sometimes this is a rhetorical question or interesting fact about your topic!



## Body of Ideas/ Points

- The middle of our speech is where we give our point of view and evidence to back it up.
- We can break this up into three big ideas or reasons to help our speech make sense.
- Depending on your topic you may choose to have three reasons with different types of evidence OR
- You may approach the points by talking about how the topic affects yourself, community and the world.



## Conclusion

- Our conclusion helps us end our speech without saying "In conclusion".
- This is where you will briefly sum up your points to remind the audience about your views.
- Then you can provide a "where to next". Do we need to change? What action can we take?
- Finish with a bang! A final statement to get the audience to keep thinking.



## Let's Write!

- Work on your own or with an adult to start writing your speech.
- You can write it as a draft before publishing on palm cards for easy reading on the day.
- Make sure the palm cards are big enough to see your writing.

### Helpful hint!

- Try to keep it in your own words so that you can remember parts of it. We are aiming to be confident not fully reading from our cards.
- **GOOD LUCK!**

# TUESDAY - LITERACY

## Reading

Read the texts  
and answer the  
questions on the  
following pages

## Splat!

Monkey found an ice-cream.  
'I will not share this with anyone,' she thought.  
She climbed up a tree to hide the ice-cream from the  
other animals.

A huge drip of ice-cream trickled down Monkey's hand.  
She tried to stop the drip, but it fell to the ground below.

SPLAT!

'What is in the tree?' cried Elephant.  
Monkey held her breath.

There was another huge drip of ice-cream.

SPLAT!

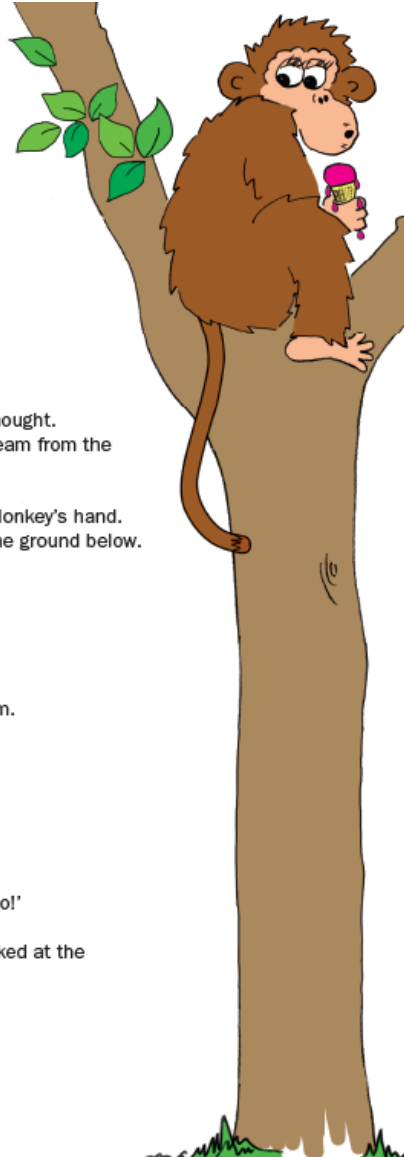
And then another.

SPLAT!

'I can't see anything,' said Tiger. 'Let's go!'

Monkey breathed out. But when she looked at the  
ice-cream, it was all gone.

'Oh, no!' said Monkey.



## Pick a banana!



Bananas are one of Australia's favourite fruits.

You should eat a banana every day because bananas are:

- **Delicious**  
Bananas are tasty on their own, and they add flavour to many other foods. When bananas are ripe, they are soft and creamy.
- **Nutritious**  
Bananas are a good source of vitamin C and vitamin B6. They are high in fibre and potassium, and they contain hardly any fat or salt.
- **Convenient**  
Bananas come in their own protective packaging. Their skin is easy to peel and, unlike other fruits, bananas do not need to be washed before they are eaten.
- **Versatile**  
You can eat bananas raw, cooked or even frozen. They can be used in salads, curries and desserts. You can even use them in drinks like smoothies and milkshakes.

# TUESDAY - LITERACY

## Postal cats

Leon was a postman. Every day Leon would wake up and feed his 37 cats. Leon didn't really want 37 cats, but one by one they had turned up on his doorstep, and Leon had taken them in.

Every day, after feeding the cats, Leon would collect the mail from the red postboxes in the village and take it home to sort.

'If only I had 37 helpers instead of 37 cats, my job would be so much easier,' Leon thought. Just then, the cats started meowing for their dinner. That gave Leon an idea.

That night, Leon stayed up making 37 cat-sized postal backpacks. Each backpack fitted neatly onto a cat's back. Then, he went around to each postbox, putting signs up that read: *Postbox closed. Please use the Postal Cat Service.*

The next day, Leon put a backpack on each cat and dropped off the cats around the village. Leon knew that the cats would be happy lazing around all day. He also knew that they would always come home for dinner.

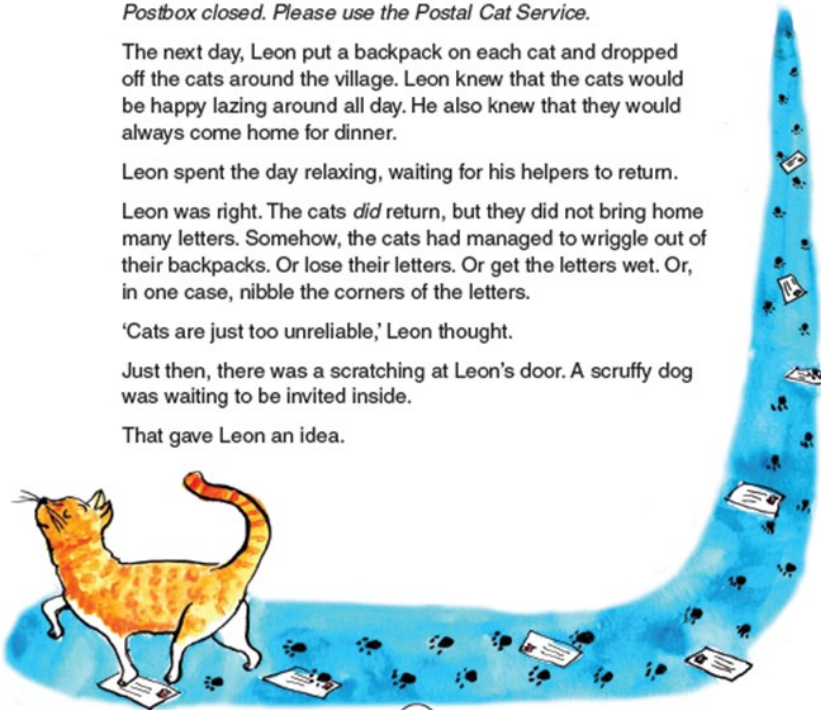
Leon spent the day relaxing, waiting for his helpers to return.

Leon was right. The cats *did* return, but they did not bring home many letters. Somehow, the cats had managed to wriggle out of their backpacks. Or lose their letters. Or get the letters wet. Or, in one case, nibble the corners of the letters.

'Cats are just too unreliable,' Leon thought.

Just then, there was a scratching at Leon's door. A scruffy dog was waiting to be invited inside.

That gave Leon an idea.



1 How does Monkey get the ice-cream?

- She finds it.
- She buys it.
- Tiger gives it to her.
- She takes it from Elephant.

2 Monkey gets the ice-cream and then she

- eats it.
- shares it.
- plays with it.
- tries to hide it.

3 What happens after Monkey climbs the tree?

- Monkey falls out of the tree.
- The ice-cream starts to melt.
- Monkey drops the ice-cream.
- The ice-cream makes Monkey cold.

4 What does the word *SPLAT!* tell you about the drip?

- the place where the drip lands
- the colour of the drip
- the shape of the drip
- the sound the drip makes

# TUESDAY - LITERACY

5 Why does Monkey breathe out?

- The ice-cream has stopped dripping.
- The other animals have gone away.
- She has eaten all the ice-cream.
- She has started to feel ill.

6 How does Monkey feel at the end of the text?

- upset
- happy
- bored
- excited

Read *Pick a banana!* on page 3 of the magazine and answer questions 7 to 12.

7 Bananas are creamy when they are

- washed.
- frozen.
- green.
- ripe.

8 ... they contain hardly any fat or salt.

The text says this to show that bananas

- stop you feeling hungry.
- are a healthy food.
- can make you ill.
- give you energy.

9 What does the text tell you about banana skin?

- It protects the banana.
- It can be used in salads.
- It is a good source of fibre.
- It should always be washed.

10 In the text, what does *Versatile* mean?

- easy to peel
- cooked in an oven
- used in different ways
- shared by many people

11 Bananas do not need to be stored in the refrigerator.

This piece of information belongs under the heading

- Delicious.*
- Nutritious.*
- Convenient.*
- Versatile.*

12 The main purpose of the text is to tell you

- where bananas grow.
- why you should eat bananas.
- how to make a banana smoothie.
- when is the best time to buy bananas.



# TUESDAY - LITERACY

Read *Postal cats* on page 4 of the magazine and answer questions 13 to 18.

13 This story is about a man who

- loses his cats.
- is helped by cats.
- does not like cats.
- wants his cats to help him.

14 Why does Leon make the backpacks?

- to put his lunch in
- for the cats to sit in
- for people to put letters in
- to give to the children in the village

15 Why does Leon think his plan will work?




- People will chase the cats away.
- The cats like meeting new people.
- People hate using the red postboxes.
- The cats will return home for dinner.

16 What is one thing Leon finds out about his cats?

- They cannot be trained.
- They like to stay together.
- They can walk a long way.
- They do not like being outside.

# TUESDAY – MATHS

## Learning Intentions

I can 	I know 	I understand 
apply a range of strategies to divide a 2-digit number by a 1-digit number	division is the opposite of multiplication	the inverse relationship between multiplication & division

## Warm Up

Click on the link below to play a skip counting game. Choose to skip count by 6s. OR skip count orally by 6s.

[https://www.abcya.com/games/number\\_bubble\\_skip\\_counting](https://www.abcya.com/games/number_bubble_skip_counting)

## Strategies to work out division problems

Revise the strategies for division from yesterday.

## Problem of the day

Five children were playing a card game.

There were 52 cards. Each child was given 7 cards.

How many cards were left over?

## Inverse



Two Sides of the Same Coin!

Division is the inverse of multiplication



If you know that  $6 \times 3 = 18$  then, you know that  $18 \div 6 = 3$

and that  $18 \div 3 = 6$

# TUESDAY – MATHS

**Inverse** Use the inverse strategy to fill in the missing boxes

$$\boxed{10} \times \boxed{11} = \boxed{110}$$

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

## Partitioning

Use the link below to watch an explanation on partitioning.

[Division using partitioning - YouTube](#)

Use the partitioning method to complete the following division problems

$$48 \div 4 =$$

$$72 \div 6 =$$

$$102 \div 3 =$$

$$136 \div 4 =$$

$$492 \div 4 =$$

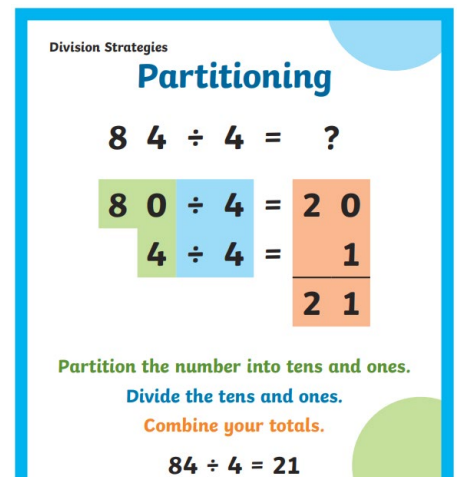
$$69 \div 3 =$$

$$96 \div 4 =$$

$$144 \div 6 =$$

$$375 \div 3 =$$

$$738 \div 6 =$$



Division Strategies

### Partitioning

$$84 \div 4 = ?$$

80	$\div 4 =$	20
4	$\div 4 =$	1
		21

Partition the number into tens and ones.  
Divide the tens and ones.  
Combine your totals.  
 $84 \div 4 = 21$

# TUESDAY – MATHS

T3 W4 L2

## Inverse Operations

Answer the multiplication questions.  
Then write the multiplication number sentence in another way.  
Write the inverse number sentences

X	X	÷	÷
$4 \times 5 =$			
$7 \times 3 =$			
$8 \times 4 =$			
$6 \times 6 =$			
$9 \times 4 =$			
$3 \times 8 =$			
$11 \times 4 =$			
$9 \times 6 =$			

# TUESDAY - MATHS

## Fishing for Fact Families - Multiplication

**How to Play**

- You will need a dice, fish play piece (on the left)
- Roll the dice and move forward the correct number of spaces
- Answer the question on the square you land on or follow the instructions
- Use the draw tool to cross out the answer. Use a different colour for each player
- If the answer has already been covered, miss a turn
- The winner is the player who covers the most answers

**Board Instructions and Problems:**

- Start
- 3 x 3 = 9
- 5 x 2 = 10
- 6 x 3 = 18
- 4 x 2 = 8
- Miss a turn.
- 6 x 5 = 30
- 8 x 10 = 80
- Cover any answer.
- 4 x 3 = 12
- 9 x 5 = 45
- Move forward 2 spaces.
- 8 x 2 = 16
- 80 ÷ 10 = 8
- 24 ÷ 2 = 12
- 12 ÷ 3 = 4
- 24 ÷ 3 = 8
- 45 ÷ 5 = 9
- 3 x 10 = 30
- 4 x 10 = 40
- 9 ÷ 3 = 3
- 55 ÷ 5 = 11
- 18 ÷ 3 = 6
- 18 ÷ 2 = 9
- 14 ÷ 2 = 7
- 7 x 2 = 14
- 1 x 5 = 5
- 30 ÷ 5 = 6
- 27 ÷ 3 = 9
- 35 ÷ 5 = 7
- 100 ÷ 10 = 10
- 16 ÷ 2 = 8
- 8 x 3 = 24
- Miss a turn.
- 33 ÷ 3 = 11
- 10 ÷ 2 = 5
- Move back 3 spaces.
- 11 x 3 = 33
- 9 x 2 = 18
- Move forward 2 spaces.
- 10 x 10 = 100
- 12 x 2 = 24
- Move back 3 spaces.
- 7 x 5 = 35
- Have an extra turn.
- 9 x 3 = 27
- 6 x 10 = 60
- 11 x 5 = 55

321

- List 3 things you remember from the lesson.
- Give 2 examples of what you learned.
- Write 1 question you have or something you are confused about.

# TUESDAY — GEOGRAPHY

## What Makes Australia Special?



<https://www.inquisitive.com/video/44-australia-you-ve-got-talent>

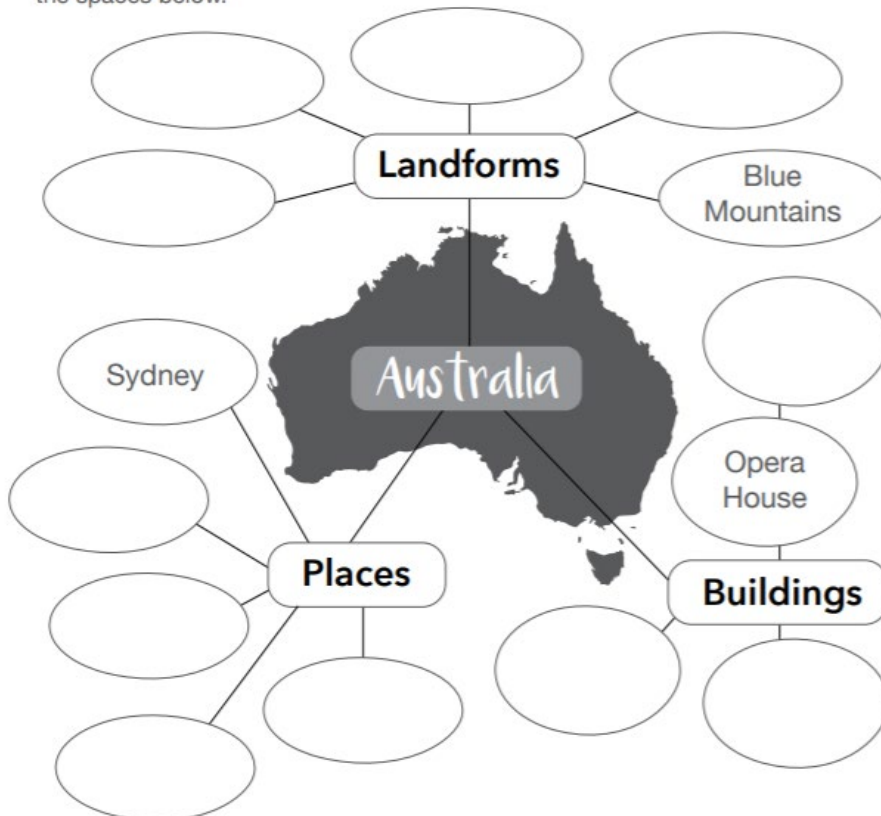
Follow the link and watch the video. Who would you vote for? Can you explain why?

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2 What do you know about the Australian continent? Record what you know in the spaces below.



Inquisitive  
Link: <http://ing.co/class/8NX23>

Access  
Code: 4256

# TUESDAY — GEOGRAPHY

Australia has many special places. Circle the ones you have visited on the map.



Many places are special for different reasons. What are some of the places you think are special?

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What do you think makes a place special?

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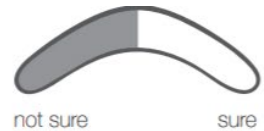
# TUESDAY – GEOGRAPHY



A continent is a big mass of land. The world is made up of seven continents. Australia is one of them.

Here are some facts about the Australian continent. Some are true, some are false. Circle your choice and colour the boomerang to show how sure you are about your answer.

**a** Australia is the only continent with water all around it.



**b** Australia is the smallest of the world's continents.



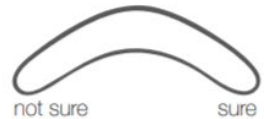
**c** Australia is the only continent where volcanoes erupt.



**d** Australia is both a continent and a country.



**e** There are less people living in Australia than any other continent.



**f** There are more sheep living in Australia than people.



**g** Australia is the lowest, flattest and driest continent.







# TUESDAY — GEOGRAPHY

Choose three facts that you were unsure about?

Follow this link or the QR code on the first page and enter the code to access the E-Book or Guided Research.

Then on the next page, record what you've learnt. Here's an example:

EXAMPLE		Unsure if Australia is the smallest of the world's continents?
		I looked at the world map and counted the squares on the continents. Australia had the least squares. Australia is the smallest continent.

Wednesday

Activities

be  
STRONG



# WEDNESDAY - LITERACY

## Spelling and Grammar

A silent letter is a letter that must be included in a word when you write the word even though you don't pronounce it.

1. Sort the following words into the correct columns according to their silent letters.

knee      castle      doubt      listen      sign  
dumb      knock      witch      gnome      comb

Silent 'b'	Silent 'k'	Silent 'g'	Silent 't'

2. Circle the silent letters in the underlined words in each sentence.

- The knight heard a knock at the door.
- We wrote a paper about life in Australia.
- The gnats were flying around our heads.
- Did you hit your knee on the desk?
- We read the sign along the road.

# WEDNESDAY – LITERACY

## Informative Writing

**Learning Goal: We are learning to identify the difference between a fact and an opinion.**

The purpose of informative texts is to provide information about a particular topic using facts. Types of informative texts include, procedures, reports, biographies, explanations and news articles.

Watch 'Fact or Opinion': [https://www.youtube.com/watch?v=Flyt5pEcE\\_g](https://www.youtube.com/watch?v=Flyt5pEcE_g)

### **Have a think:**

What is a fact?

Where can we find facts?

What is an opinion?

### **Fact or Opinion – Australia**

**Circle whether you think the sentence is a fact or an opinion.**

Australia is one of the largest countries on Earth, and the only country that covers an entire continent. Fact / Opinion

Australia is a beautiful country. Fact / Opinion

There are several types of rainforests in Australia. Fact / Opinion

One of Australia's most amazing sites is called Uluru (or Ayers Rock) and stands 335 metres tall. Fact / Opinion

Australia is the best country. Fact / Opinion

Australia is home to many of the deadliest species of animals on the planet. Fact / Opinion

### **Activity: Post to Seesaw**

**Draw a picture of an Australian landmark or special place. On one side of the drawing write down some facts about this place. On the other side write down some opinions.**

# WEDNESDAY — LITERACY: SCIENCE

## What is Force?

search the following website on forces

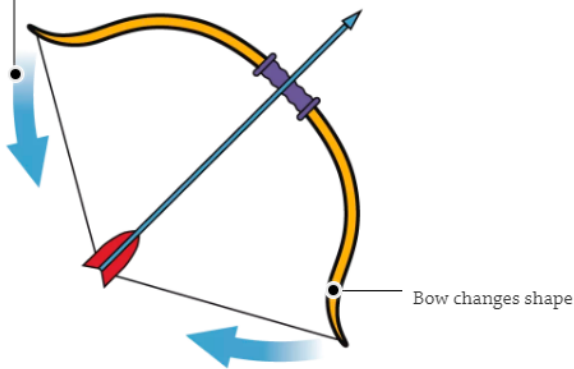


<https://www.dkfindout.com/us/science/forces-and-motion/what-is-force/>

## What is a force?

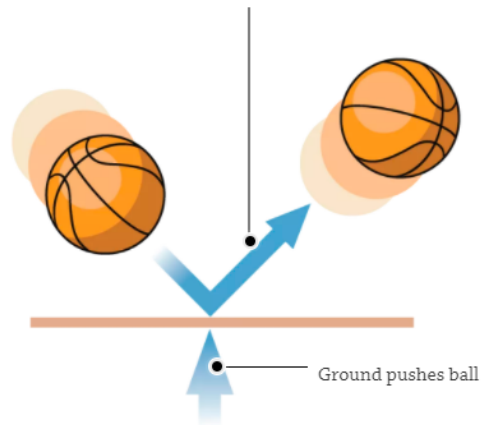
A force is a push or a pull. When the wind pushes a sailboat through the water, it is exerting a force. When gravity pulls an apple toward the ground, that is a force as well. Forces can make things move, change their speed, or change their shape. Some forces act when two things touch—for example, when a person kicks a soccer ball. Other forces act over a distance, such as the pull of gravity, or a magnet pulling a piece of metal.

Force pulling back



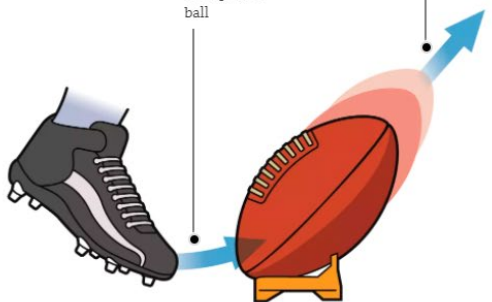
Changing shape

Ball changes direction



Changing direction

Foot pushes ball



Changing speed

Ball speeds away



Gravity pulls down

Force acting over distance



Turning forces

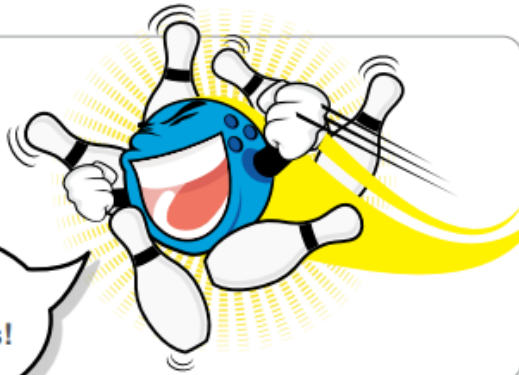


Balanced forces

# WEDNESDAY – LITERACY: SCIENCE

All forces are either a push or a pull. A strike, flick or kick can push an object; a tug or stretch can pull something. Any living or non-living thing can apply a force to another thing.

You're all push overs!



Look at the images below and try to answer the questions with a partner.

What forces are happening?

Are they all contact (touch) forces?



Label the forces happening in each image, add arrows to show the **direction** of the force. There may be more than one arrow. Arrows can be straight or curved.

**Science fact!** The stretched strings on a tennis racket cause tension which pushes a ball out. **Tension** is a type of contact force used in many things, like an elastic band being pulled. Can you think of more examples?

# WEDNESDAY – LITERACY: SCIENCE

**Try it!** investigate how the strength of a force affects the distance an object moves. Choose an action below to investigate and follow the steps below.

Flick a marble

Kick a soccer ball

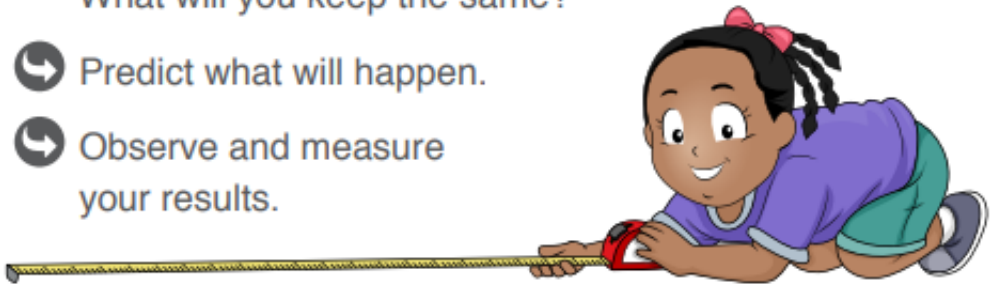
Bat a ball



## Plan your experiment

**Question:** How can I change the distance an object moves?

- ➡ What will you change?  
What will you keep the same?
- ➡ Predict what will happen.
- ➡ Observe and measure your results.



**Answer:** Work out an answer to your question.




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# WEDNESDAY – MATHS

## Learning Intentions

I can 	I know 	I understand 
apply a range of strategies to divide a 2-digit number by a 1-digit number	division is the opposite of multiplication	the inverse relationship between multiplication & division

## Warm Up

Click on the link below to play a skip counting game. Choose to skip count by 7s. OR skip count orally by 7s.

[https://www.abcya.com/games/number\\_bubble\\_skip\\_counting](https://www.abcya.com/games/number_bubble_skip_counting)

## Problem of the day

$$3 \times \boxed{?} = 57$$

What number does  $\boxed{?}$  represent?

19

29

54

171



# WEDNESDAY – MATHS

## Game – Factors Fun

- This is a two player game where students explore division, work out a solution and explain their thinking.
- Watch the [Factors Fun](#) video to learn how to play.

### How to play

- Students collect game board, spinner, recording sheet, counters, and pencils.
- Take it in turn to spin the spinner and divide the number by the chosen divisor (for example, 5).
- Players work out the solution and explain their thinking to their partner.
  - The partner records their thinking and if they agree, the player is able to place one of their counters on the number on the game board, claiming that place.
  - If the number is taken, students miss a turn.
  - If there are no new counters that can be added to the game board, players have to move an existing counter to a new place.
- Players win by getting four counters in a row (in any orientation, including a square).
- If preferred, students can use 5 or 6 counters, looking for 4 in a row

# WEDNESDAY – MATHS

## Game – Factors Fun

- Copy the Factors Fun game board onto a piece of paper
- Make your own game spinner like the one in the video
- Find 4 things to use as counters (e.g. coins, counters, pasta)
- Use the recording sheet and play 😊

### Factors fun game board

1	6	4	1	2
10	6	3	6	10
4	2	4	5	8
9	3	6	2	9
7	8	5	10	7

### Recording sheet

Student 1				Student 2	
Spun	Number sentence	Covered	Spun	Number sentence	Covered

## 321

- List 3 things you remember from the lesson.
- Give 2 examples of what you learned.
- Write 1 question you have or something you are confused about.

# WEDNESDAY – PD/H

## Mindfulness



Close your eyes for a moment and remember times at school when you felt curious and playful. What can you see, who is there with you, what emotions are you experiencing in this moment? When we recall happy times, we get a second boost of positive emotion and it can help us plan happy times in the future. Recall three curious and playful moments at school you are excited about experiencing again soon.

**Activity: The School Gates – Post your work to Seesaw**

**What have you missed about school as you step through the school gates? Draw yourself stepping through the school gates and write about the many wonderful things that you are feeling excited and curious about. What are some emotions you are feeling?**

# Thursday

# Activities

be  
INSPIRED



# THURSDAY - LITERACY

## Spelling and Grammar

### proper noun

Proper nouns are the names of specific people, places, or things. They always begin with a capital letter.



Eiffel Tower



Mr Jones



Queen Elizabeth



Jenny



Spain

### noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly



dice



pirate



ball



girl

What is the difference between nouns and proper nouns?  
Have a look at the book or story you are currently reading. Choose a page and make a list of all the common nouns and proper nouns you can see on the page.

Common Nouns	Proper Nouns

# THURSDAY - LITERACY

## Reading

Read through the following text, 'The Midnight Thunderstorm' and complete the activities on the following page

### Fiction Text - The Midnight Thunderstorm

*CRASH!* "What was that?" Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister's bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

"Julia? Are you awake? Julia?" Chrissy gently shook her big sister's shoulders.

"No, I'm not," Julia mumbled sleepily. "Go back to bed, Chrissy."

"I can't sleep," Chrissy replied. "Please, can I lie with you for a while? Thunderstorms are so scary."

Julia opened one eye and smiled. "They're not scary," she said. "Just noisy. Noise can't hurt you, Chrissy. Now go back to bed."

*CRASH!* Chrissy shrieked and jumped into her sister's arms. Julia laughed. "You really aren't very brave, are you?"

Chrissy shook her head. "So can I stay?"

Julia nodded gently. "But no snoring. And no stealing all the blankets. Deal?"

"Deal," Chrissy replied. She dove under the covers and closed her eyes. Julia's hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.



# THURSDAY - LITERACY

## Reading Comprehension Focus- Questioning

1. Make a list of any new or unfamiliar words you came across while reading. Look up the definition of those words in the dictionary and write it down. If you had did not write down any words, pick 4 words to find the meaning of.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

2. What is something you liked about the text?

\_\_\_\_\_  
\_\_\_\_\_

3. What is something you disliked about the text?

\_\_\_\_\_  
\_\_\_\_\_

4. How did Chrissy feel about the storm? How do we know? What did she do?

\_\_\_\_\_  
\_\_\_\_\_

5. How did Julia feel about Chrissy coming into her bed? Why?

\_\_\_\_\_  
\_\_\_\_\_

6. What is the author's intended purpose when writing this text? eg To inform, to entertain or to persuade. How do you know this?

\_\_\_\_\_  
\_\_\_\_\_

# THURSDAY – SPEECH PRACTICE

## You have a speech!

- Well done! Most of you now would have a speech or at least the start of one.
- We will be presenting our speeches in Week 6 and 7.
- You have lots of time to practice.



## Practice, practice, practice!




- Practice reading your speech to your teacher or adult at home by using the microphone button!





# THURSDAY – MATHS

## Learning Intentions

I can 	I know 	I understand 
apply a range of strategies to divide a 2-digit number by a 1-digit number	division is the opposite of multiplication	the inverse relationship between multiplication & division

## Warm Up

Click on the link below to play a skip counting game. Choose to skip count by 8s. OR skip count orally by 8s.

[https://www.abcy.com/games/number\\_bubble\\_skip\\_counting](https://www.abcy.com/games/number_bubble_skip_counting)

## Problem of the day

Dan had 62 blocks.

He built some towers using these blocks.

Each tower was made up of 15 blocks, and there were 2 blocks left.

How many towers did Dan make?

4



13



17



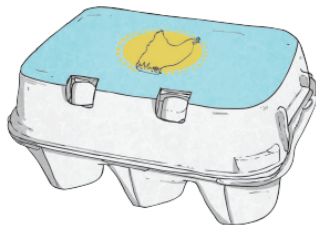
31



## Division Challenge Cards

### Division Word Problems

1. The baker has one dozen eggs. If it takes two eggs to bake a cake, how many cakes can the baker bake?



### Division Word Problems

2. If 100 children perform in the music program, and Mrs. Massey puts them in rows of ten, how many rows will she make?



# THURSDAY – MATHS

## Division Challenge Cards

Division Word Problems

3. If a teacher puts 24 desks in three equal length rows, how many desks are in each row?



Division Word Problems

4. There are 27 boys. If the boys are divided equally into 3 teams, how many boys will be on each team?



Division Word Problems

5. There are 45 stickers. If the stickers are divided equally between 5 kids, how many stickers will each kid have?



Division Word Problems

6. There are 63 hearts. If the hearts are divided equally among 9 friends, how many hearts will each friend have?



## 321

- List 3 things you remember from the lesson.
- Give 2 examples of what you learned.
- Write 1 question you have or something you are confused about.

# THURSDAY – CREATIVE ARTS

## WEEK 5 - ART APPRECIATION - JIM DINE

Born  
16th  
June  
1935



American  
Contemporary  
Artist



He is known the artist who began the 'Happenings' art movement in the 1950s. Happenings were interactive performance pieces. In 1959, he performed 'The Smiling Workman' in New York where he wore painters clothing covered in red, blue and gold paint and his face was painted gold and red with a clown's mouth.

**The Smiling Workman'** in New York where he wore painters clothing covered in red, blue and gold paint and his face was painted gold and red with a clown's mouth.

During the 30 second work, he painted the words "I love what I'm doing, HELP" onto a canvas and drank what looked like paint from a paint can (it was actually tomato juice) before pouring the rest over his own head. At the end he jumped through the canvas he had just painted. By destroying his own work, Dine made his artwork about the performance, not the end product on the canvas. This set a precedent for other performance artists to follow.

Source: [www.theartstory.org/artist/dine-jim/artworks/](http://www.theartstory.org/artist/dine-jim/artworks/)

# THURSDAY – CREATIVE ARTS



In 1973, Dine made a series of ten lithographs, each featuring a single monochromatic (one colour) image of a workman's tool. Ten Winter Tools: "Tools appeal to Dine for many reasons, but three stand out: their connection to his adolescence, their association with work and the worker, and their formal beauty." Dine saw tools as offering a "link with our past, the human past, the hand."



Source: [www.theartstory.org/artist/dine-jim/artworks/](http://www.theartstory.org/artist/dine-jim/artworks/)

1) What do you think of Jim Dine's artworks? Why?

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2) Why do you think he chose to represent different tools and everyday objects in his artworks?

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3) What do you notice about them (colour, lines, depth etc)?

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4) What 3 objects would you choose to represent who you are?

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# THURSDAY – CREATIVE ARTS

Jim Dine has completed a number of artworks involving brushes as his inspiration. We are going to make our own Jim Dine inspired brush artworks.



FIVE PAINTBRUSHES (FIRST STATE), 1972

Scan for 'How To' videos

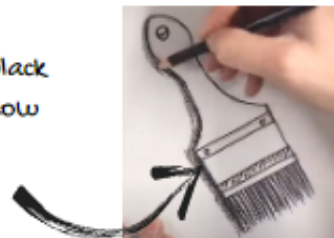


**Step 1:** On a piece of paper or the next page, draw 5 different brushes on your page using pencil. Use soft feathering lines to help you get the lines and shapes you want. Think about the shape, size and position of your brushes. Make it interesting!

**Step 2:** Trace over your pencil lines with a black texta.



**Step 3:** Using a pencil (or experiment with black oil pastel, charcoal, crayons), create a shadow on one side of each brush by drawing a line against one edge of the brush and then smudging it with your finger.



**Step 4:** optional: if you have access to watercolour paints, paint the ends of your brushes to make them appear as though they are being used. Tap your brush from a height to create splashes and dots. Be creative here if you don't have watercolour paints; water down some normal kid's paint or ask if you can make your own 'paint' using something around the house like a teabag, coffee, beetroot, spices).



THURSDAY — CREATIVE ARTS



# Friday

# Activities

*be*  
THANKFUL



# FRIDAY - LITERACY

## Spelling and Grammar

### proper noun

Proper nouns are the names of specific people, places, or things. They **always** begin with a capital letter.



Eiffel Tower



Mr Jones



Queen Elizabeth



Jenny



Spain

### noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly



dice



pirate



ball



girl



Remember the difference between common nouns and proper nouns.

Read through the following sentences.

Look for all the **proper nouns** in each sentence. Underline them in **blue** and rewrite them, remembering to include a capital letter. Find the **common nouns** and underline them in **green**.

1. tom had a birthday party on friday.
2. The st. louis zoo has an elephant named roger.
3. It is very hot in africa during the month of june.
4. Evann and Ashton are twin sisters.
5. I went to pizza hut last saturday night.
6. My family enjoyed our trip to yellowstone national park.
7. thanksgiving and christmas are my favorite holidays.
8. lisa has a pet cat named tabby.
9. did you find any eggs for easter?
10. donna, tom, and sam drove to new york.



# 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.

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

## FRIDAY - LITERACY

# FRIDAY - LITERACY

## Informative Writing

**Learning Goal: We are learning about the structure of informative texts.**

Watch: [https://www.youtube.com/watch?v=DN4d76QP\\_MA](https://www.youtube.com/watch?v=DN4d76QP_MA)

- Why do people write informative texts?
- What does 'non-fiction' mean?
- What text features might you find in an informative text?

Title	This is the <b>main idea</b> of the text.
<b>Introduction</b>	This is a <b>general statement</b> about the subject of the text. It may also classify the subject as a part of a particular group.
<b>Description</b>	This is a series of <b>factual paragraphs</b> about the subject. These should describe the subject's characteristics.
<b>Conclusion</b>	This is a <b>concluding statement</b> about the subject of the text. It may also summarise the key features of the subject.

## Informative Texts: Structure

### Informative Text Example – The Opera House

#### Introduction

The Sydney Opera House is a large and busy art centre in Sydney, Australia which overlooks Sydney Harbour.

#### Description

The Opera House is an international architectural icon. Its design includes magnificent white 'roof sails'. During special events these sails are often 'lit up.' The Opera House took 16 years to build and construction was completed in 1973.

#### Conclusion

Each year the Opera House hosts more than 2000 events including opera, ballet, live music, plays, comedies, art exhibitions and more. This draws crowds of people from all over the world to come see.

# FRIDAY - LITERACY

## Activity – The Harbour Bridge – Sequencing Task

Use your knowledge of informative text structure to unjumble and correctly sequence the following sentences.

Cut out the sentences from the table below and glue the text in the correct order on the next page. If you do not have scissors and glue, write out the sentences in the correct order.

<b>Classification</b> (introduces the topic)	
<b>Description</b> (What does the place look like?)	
<b>Description</b> (When was it built?)	
<b>Description</b> (Who uses it/goes there?)	
<b>Conclusion</b> (sums up the topic)	

Construction of the bridge started in 1926 and it was finally opened in 1932. It cost around \$13 million to build and around 14 000 workers were employed to build the bridge.

The Sydney Harbour Bridge is an iconic Australian landmark. This half through arch bridge was designed to connect the northern and southern parts of Sydney.




The Sydney Harbour Bridge is used by cars, pedestrians and trains. If travelling by car, drivers pay a toll to cross the bridge. For many years' cars would stop at a toll booth and pay a fare. Nowadays, motorists pay electronically.

The view of Australian landmark is widely known as an iconic image of Sydney, and of Australia itself.

It's the tallest steel arch bridge in the world, but it's not the longest. Locals often refer to the bridge as the 'Coat Hanger' as this is what it looks like.

# FRIDAY – MATHS

## Learning Intentions

I can 	I know 	I understand 
apply a range of strategies to divide a 2-digit number by a 1-digit number	division is the opposite of multiplication	the inverse relationship between multiplication & division

## Warm Up

Click on the link below to play a skip counting game. Choose to skip count by 9s. OR skip count orally by 9s.

[https://www.abcy.com/games/number\\_bubble\\_skip\\_counting](https://www.abcy.com/games/number_bubble_skip_counting)

## Problem of the day

Sue needs to buy 16 hats for a party.

The hats are sold in packets of 5.

How many packets does she need to buy?

3

4

21

80

## Division Challenge Cards

Pick a strategy that you have learnt about this week to work out the problem to the following questions. Don't forget to show your working out.

### Division Word Problems

7. There are 32 dollars. If they are divided equally among 8 kids, how many dollars will each kid have?



### Division Word Problems

8. There are 49 cookies. If the cookies are shared equally between 7 friends, how many cookies will each friend have?



# FRIDAY – MATHS

## Division Challenge Cards

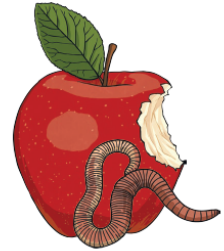
Division Word Problems

9. There are 64 books. If these books are divided equally onto 8 shelves, how many books will each shelf have?



Division Word Problems

10. There are 28 worms. If they are divided equally in 4 apples, how many worms are in each apple?



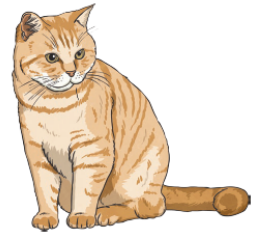
Division Word Problems

11. There are 16 cans. If these cans are divided equally into 4 coolers, how many cans will be in each cooler?



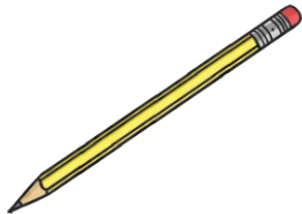
Division Word Problems

12. There are 54 cats. If these cats are divided equally into 6 groups, how many cats will each group have?



Division Word Problems

13. There are 24 pencils. If these pencils are divided equally among 6 students, how many pencils will each student have?



Division Word Problems

14. There are 18 eggs divided equally into 3 nests. How many eggs will be in each nest?



Division Word Problems

15. There are 35 cards. If the cards are divided equally among 7 players, how many cards will each player have?



Division Word Problems

16. There are 36 campers. If the campers are divided equally into 9 cabins, how many campers will stay in each cabin?



# FRIDAY – MATHS

## Game – Factors Fun

- This is a two player game where students explore division, work out a solution and explain their thinking.
- Watch the [Factors Fun](#) video to learn how to play.

### How to play

- Students collect game board, spinner, recording sheet, counters, and pencils.
- Take it in turn to spin the spinner and divide the number by the chosen divisor (for example, 5).
- Players work out the solution and explain their thinking to their partner.
  - The partner records their thinking and if they agree, the player is able to place one of their counters on the number on the game board, claiming that place.
  - If the number is taken, students miss a turn.
  - If there are no new counters that can be added to the game board, players have to move an existing counter to a new place.
- Players win by getting four counters in a row (in any orientation, including a square).
- If preferred, students can use 5 or 6 counters, looking for 4 in a row

# FRIDAY – MATHS

## Game – Factors Fun

- Copy the Factors Fun game board onto a piece of paper
- Make your own game spinner like the one in the video
- Find 4 things to use as counters (e.g. coins, counters, pasta)
- Use the recording sheet and play 😊

### Factors fun game board

1	6	4	1	2
10	6	3	6	10
4	2	4	5	8
9	3	6	2	9
7	8	5	10	7

### Recording sheet

Student 1				Student 2	
Spun	Number sentence	Covered	Spun	Number sentence	Covered

## 321

- List 3 things you remember from the lesson.
- Give 2 examples of what you learned.
- Write 1 question you have or something you are confused about.