



Stage 3 – Take Home Learning Pack Term 4, Week 3

Dear families,

Please find the learning from home work for this week attached. There is a suggested timetable, but children can complete the activities in any order and can also complete them more than once if they would like to.

If you can, we ask that you send a photo/video of the work your child has completed. All photos/videos can be uploaded in your child's Class Dojo Portfolio.

Taking photos of the tasks your child completes, allows us to see all the wonderful learning that the children are doing as well as allowing us to see which children are learning from home so that we can mark the roll.

Alternatively, bring your completed work to school when you come and collect your new booklet.

Happy learning!



LIVERPOOL WEST PS - STAGE 3 - REMOTE LEARNING - TERM 4, WEEK 3

2021 STAGE 3 REMOTE LEARNING TIMETABLE - TERM 4, WEEK 3

The highlighted activities are your 'must do' activities for the day.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10		20mins Reading			
9:30	Reading Comprehension Distinguishing between real and make believe	Reading Comprehension Distinguishing between real and make believe	Reading Comprehension Distinguishing between real and make believe	BTN 'Covid Mental Health' https://www.abc.net.au/btn/classroom/covid-mental-health/13533754	
	Crunch and Sip				
10:10	Spelling Add 'ing'	Spelling Add 'ing'	Spelling Correct the Errors	Vocab game	
10:25	Writing Analysing Poems https://www.loom.com/share/77e911399a004bcca150a737273edee	Writing Cinquain Poems https://www.loom.com/share/39b3e83c00db4f8db65b2a2ab56f90fe	Writing Diamante Poems https://www.loom.com/share/9f6fad72b2a042efb14448866d150c62	Writing Ode Poem https://www.loom.com/share/1594b5d59b4145aba39cab2cd92978bb	
11:00	Break 1				
11:50	Maths Types of Triangles https://bit.ly/3h1QgtE	Maths Angles in Triangles https://youtu.be/QE5tJeSnEHU	Maths Begin Geometry City	Maths Complete Geometry City	
12:30	PDH Emotions - Positive and negative responses	Numeracy Ninjas Study Ladder / Reading Eggs Typing Tournament	Geography Infographic for an Asian country	Numeracy Ninjas Study Ladder / Reading Eggs Typing Tournament	
1:10	Fitness Activity Grid	Fitness Deck of Cards Workout	Dance (Fitness) Macarena Dance https://youtu.be/6LlkX0U6f5k	Fitness This or That Workout	
1:30	Break 2				
2:10	Visual Arts Leonardo Da Vinci Line Art https://bit.ly/3A5FCmc	Library Cybersmart Detectives https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-detectives	Reading Eggs Study Ladder Hit the Button Typing Tournament	Science Earthquakes and Tectonic Plates	

Choose at least 2 activities from the grid to complete

FREE CHOICE FRIDAY

DAILY

Read for 20 minutes each day

- Library book
- Newspaper article
- Online book
- Magazine Article
- Reading Eggs
- Book of your choice
- PM Readers
- Research information
- Read a piece of everyday text (a menu, timetable, advertisement, cereal box)

Reading Scavenger Hunt

Work your way through the reading scavenger hunt by choosing one to complete each day.

A Read about your favourite animal	B Read in your backyard or on a balcony	C Read a chapter book
D Read a digital book	E Read a text with exciting facts	F Read a fiction book
G Read a book that was a gift	H Read a story about a holiday	I Read a book with your first initial of your name
J Read a joke book	K Read a book to another kid	L Read a book about a lion
M Read a magazine	N Read a nonfiction book	O Read outside
P Read a poem	Q Read about a queen	R Read on a rainy day
S Read a book in a series	T Read under a table	U Read a book upstairs
V Read a story about a vampire	W Read a book wearing a hat	X Read a book with eXpression
Y Read a book to your family	Z Read about a zoo animal	

Choose an online activity to complete



FITNESS: choose an activity each day

 Go for a bike ride	 Do yoga	 Play soccer	 Play handball
 Go for a walk or run	 Make an obstacle course	 Plank challenge	 Skipping
 Do karate or boxing workout	 Jump on trampoline	 Play tag	 Play catch or wall throw
 PE With Joe https://video.link/w/4R03c	 Just Dance https://www.youtube.com/results?search_query=just+dance	 30sec Challenges https://bit.ly/3iVYk4n	



<https://youtu.be/6LkX0U6f5k>



https://youtu.be/_zaJa_U3ZJQ

Heads or Tails		
1	 Arm Circles x10	 Jumping Jacks x10
2	 Squats x10	 Side Twists x10
3	 Hop on 1 foot x10	 Lunges x10
4	 March x10	 Toe Touches x10
5	 Run in Place x10	 Sit Ups x10

Coin Flip Yoga Challenge

Directions: flip a coin for each of the four rounds to determine your yoga pose. Hold the pose for 5 slow, deep breaths. Repeat this activity twice for a total of eight rounds.

Heads	Tails
 Downward Dog	 Extended Side Angel
 Squat Pose	 Tree Pose
 Warrior Pose	 Warrior Two Pose
 Chair Pose	 Half Moon Pose

Created by Jordana Ellis, Physical Education Teacher, Woodlawn School District, 2005.

MONDAY

SPELLING

WALT: understand the rules about adding the suffix 'ing' to a base word

Success Criteria:

*I can say what a stressed syllable is

**I can identify the stressed syllable in a word

***I can add 'ing' to a multisyllable word when the last syllable is unstressed and double the last letter and add 'ing' when the last syllable is stressed

****I can use my knowledge of this rule to add 'er' and 'ed' to multisyllable words

Syllables

- The small groups of sounds you can hear in a word.
- They are beats in a word.
- Each syllable must have a vowels sound.

Examples

One syllable = school

Five syllables = mul/ti/pli/ca/tion

Stressed Syllable

- A syllable that is stressed.
- A stressed syllable has more emphasis placed on it.
- It sounds louder, clearer and higher in pitch.
- An *unstressed syllable* isn't stressed.

Example

There are two syllables in the word chick/en.

Say the word aloud. Which syllable is stressed?

It is the first syllable! CHICK/en

Now try to only stress the second syllable....chick/EN

It just sounds weird!

Watch this video on stressed and unstressed syllables:

<https://bit.ly/3lcXcAm>

TASK: Add the suffix 'ing' to the base word.

If the last syllable is NOT stressed, add 'ing'.

If the last syllable is STRESSED, double the last letter and add 'ing'.

When adding 'ing' to multisyllable words where the last syllable is **NOT stressed**.

Add 'ing'

hap/pen ----- happening

o/pen ---- opening

vi/sit ---- visiting

When adding 'ing' to multisyllable words where the last syllable is **STRESSED**.

Double the last letter and add 'ing'

for/get ----- forgetting

be/gin -----beginning

sub/mit -----submitting

Base Word	+ 'ing'
whisper	
offer	
admit	
listen	
refer	
upset	
commit	
deepen	
chicken	
forget	

WRITING

WALT: We are learning to analyse a poem.

Success Criteria:

- * I can state the elements that are used in poetry
- ** I can analyse a poem and identify the elements that have been used
- *** I can write my findings and share with my teacher.

POETRY

Elements of Poetry: Watch the video about elements of poetry to build on your background knowledge.

<https://www.loom.com/share/9e8def6b032849aeb43ac4e359c2814e>

What is Poetry?

- Poetry is a very broad genre of writing. Because of this, it is quite tricky to come up with one definition of what poetry actually is.
- Basically, poetry is a form of imaginative writing. People write poetry to express thoughts and feelings about something in a creative way.
- The purpose of poetry is to engage and excite the imagination of the reader, or to stir a particular emotional response within them.
- Poems can be long or short, funny or sad, structured or unstructured. Because of this, poets have a lot of freedom to express their thoughts and feelings in a very individual way.

Poetry

The purpose of poetry is to express personal thoughts in an imaginative way. These thoughts are intended to engage the imagination and stir the emotions of the reader.

Elements of poetry include:

- Stanzas
- Rhythm
- Rhyme
- Sound play
- Figurative language.

Falling Leaves

Title — **Falling Leaves**

Stanzas

Graceful as a dancer,
Twirling through the sky.
Turning, tumbling, twisting,
Gently floating by.

Silent as a church mouse,
Gliding on the breeze.
Falling, floating, flying,
Drifting through the trees.

Falling like a parachute,
To sleep upon the eaves.
Waiting, watching, whispering,
The ever-falling leaves.

Rhyme

Sound play

Figurative language

Analysing a poem: Use the acronym SMILE and these questions to help analyse the poem.

Using SMILE to Analyse Poetry

'SMILE' stands for...

- Structure
- Meaning
- Imagery
- Language
- Effect.

'S' is for Structure

The structure of a poem is the arrangement of the lines and verses.

Ask the following questions when analysing the structure of a poem:

- Is the poem fixed verse or free verse?
- Are the lines short or long? What is the effect of this?
- Are there verses? If so, how are these used to develop ideas?
- Does the poem have a regular rhyming pattern?
- Does the poem have a poem rhyme a particular mood?

'M' is for Meaning

The meaning of a poem is the idea or message the poem portrays.

Ask the following questions when analysing the meaning of a poem:

- Who is speaking? Who is being spoken to?
- What is happening in the poem?
- What thoughts or feelings are being expressed in the poem?
- What is the big idea or 'theme' of the poem?
- Why might this poem have been written?

'I' is for Imagery

Imagery is the mental pictures the poet creates throughout the poem.

Ask the following questions when analysing imagery in a poem:

- How does the poem appeal to the senses (sight, sound, smell, touch)?
- Does the poem contain similes, metaphors and personification?
- Are symbols used to create meaning within the poem?
- Do the images used create a particular mood or atmosphere?
- Do the images provide clues about the poem's message?

'L' is for Language

Language is the words used to express thoughts and create images.

Ask the following questions when analysing language in a poem:

- Is the poem written in formal or informal language?
- Are there examples of word play in the poem e.g. nonsense words?
- Have sound devices been used in the poem e.g. onomatopoeia?
- Is the language used simple, or is it more sophisticated?
- How does the language used help convey the poem's message?

'E' is for Effect

The effect of a poem is the impact that it has upon the reader.

Ask the following questions when analysing the effect of a poem:

- What mood or atmosphere does the poem create?
- How does the poem make you feel?
- What are your thoughts after reading the poem?
- Do you think you have understood the poet's message?
- Do you like the poem? Why or why not?

Writing Task: Analyse the poem 'In My Eyes' using the SMILE technique. Watch the link for your lesson task explanation. Take a photo of your poem analysis and upload your work to your portfolio.

<https://www.loom.com/share/77e911399a004bccaf60a737273edeee>

In My Eyes

Use the 'SMILE' technique to analyse the poem below.

*Come close and I'll tell you a secret,
A secret that's honest and true.
It's filled with knowledge and wisdom,
Come close and I'll share it with you.*

*My mother, she told me this secret,
When I was a small little child.
She whispered it quietly and gently,
And almost at once, I smiled.*

*Would you like me to tell you my secret?
Would you like me to share it with you?
Come here and I'll whisper it gently,
Come close and that's what I will do.*

*There's no one else out there quite like you,
Don't hide underneath a disguise.
Just the way that you are, you are perfect,
And you always will be; in my eyes.*



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Using SMILE to Analyse Poetry

'SMILE' stands for...

- Structure
- Meaning
- Imagery
- Language
- Effect.



MATHS

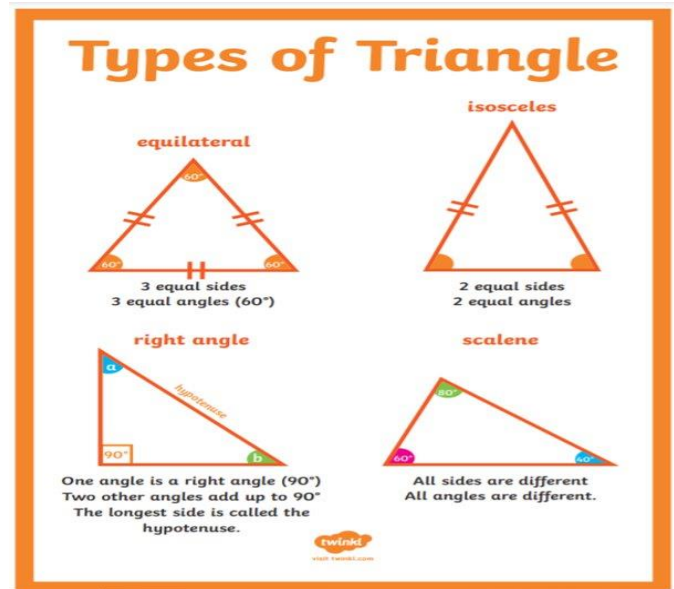
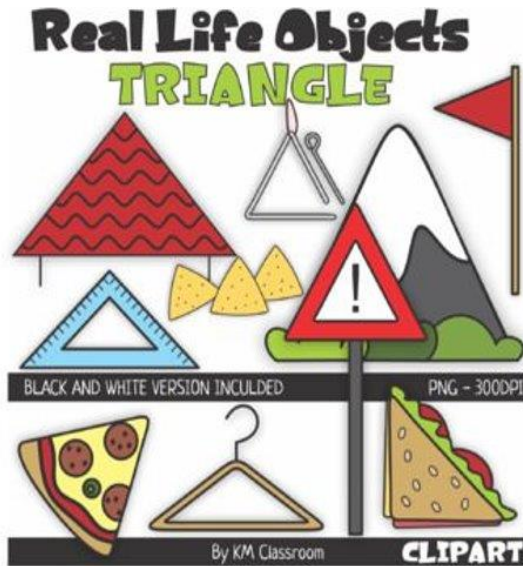
WALT: We are learning about different triangles and their properties.

Success Criteria:

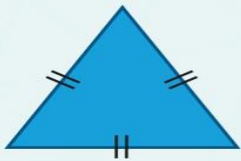
- * I can identify and name right-angled, equilateral, isosceles and scalene triangles.
- ** I can describe the properties of different triangles.
- *** I can accurately draw the different triangles.

TYPES OF TRIANGLES

** Click on the link to watch the video about different types of triangles <https://bit.ly/3hIQqjE>



Equilateral Triangle



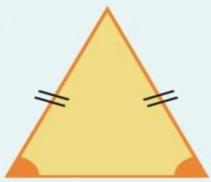
Has 3 equal sides.

All its interior angles are the same.

If the angles in a triangle add up to 180°, what must each interior angle in an equilateral triangle be?

60°

Isosceles Triangle



They have 2 equal sides.

They have 2 interior angles that are the same. These are called the base angles.

Right-Angled Triangle

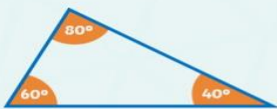


One of the angles is a right angle = 90°.

The other two angles will add up to 90°

The longest side of a right-angled triangle is called the hypotenuse.

Scalene Triangle



All of its sides are different lengths.

All of its interior angles are different - but they still add up to 180°.

Complete the missing information

Triangle group	Sides	Angles
Right-angled triangles		
	3 equal sides	
		No angles are the same
Isosceles triangles		

What Am I?

Each of my interior angles measure 60°. What am I?

I am the longest side of a right-angled triangle. What am I?

The lengths of all my three sides are different. What am I?

My interior angles measure 43°, 65° and 72°. What am I?

I have 2 equal sides and 2 equal angles. What am I?

** Click on the link to practice identifying triangles in the game

<https://www.sheppardsoftware.com/math/geometry/triangle-splat-game/>

A **triangle** is a three-sided shape with three angles. The total of all angles is always 180° . There are three main types of triangle: **equilateral**, **isosceles** and **scalene**.

- 8 Study the three types of triangle pictured, then answer the questions.



Equilateral triangle



Scalene triangle

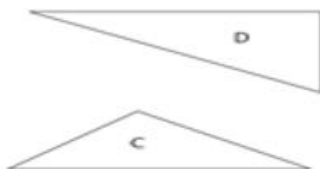
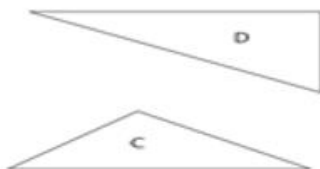
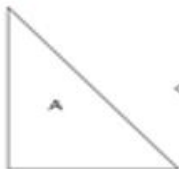


Isosceles triangle

- a Which triangle has all sides of equal length?
 b Which triangle has only two sides of equal length?
 c Which triangle has all angles the same size?
 d Which triangle has only two angles the same size?
 e Which triangle has no sides the same length?
 f Which triangle has no angles the same size?

A right-angled triangle is a triangle in which one angle is a right angle.

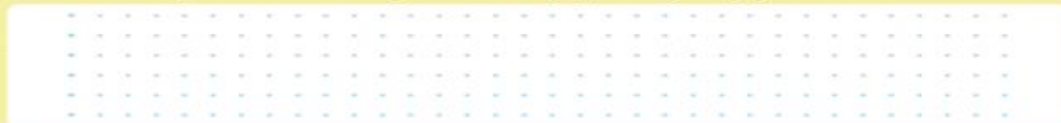
- 9 Colour the right-angled triangles.



Did you find three right-angled triangles?



- 10 Sketch examples of each triangle. The dot paper may help you.



EXTENSION

Draw the following triangles accurately, using a ruler and the given 3 side measurements.

Question	Base Length (cm)	Length (cm)	Length (cm)
1	6	5	4
2	7	8	7
3	7	7	3

ART

WALT: To learning how to use line art to create a Leonardo da Vinci inspired artwork.

Success Criteria:

- * I can find and use a Leonardo da Vinci classic faces from an old painting by coping and pasting or using Photoshop.
- ** I can draw her basic body and hair shape.
- *** I can draw and fill in all the large shapes with lots of fine lines and patterns.



Leonardo da Vinci Line Art

This Leonardo da Vinci art activity features classic faces from old paintings, which are waiting for their hair and bodies to be drawn back in.

<https://bit.ly/3A5FCmc>

PD / HEALTH

WALT: We are learning to understand our emotions.

Success Criteria:

*I can recall emotions from last lesson

**I can identify positive and negative responses to my emotions

***I can state how positive and negative responses impact on my interactions with others

TASK: Read the scenarios and responses below. Name the emotion you might be feeling in this situation and then highlight the positive responses in green and the negative responses in red. The first one has been done for you.

You are playing handball with your friends. Your friend makes a hard pass, you miss the ball and now you are out.

Emotion: Angry

Responses

You accept that you are out and remind your friend about making fair passes

You refuse to be out and yell at your friend for making a bad pass. You even call them a silly name

You have found out a family member is extremely ill. You tell your friend and they tell you to 'Get over it'.

Emotion: _____

Responses

You know your friend has recently lost a family member to another illness. You let them know you can get through this together. You talk about good times you have both had with these family members and how much you love them.

You tell your friend they are selfish and that they don't understand what you're going through. You go to your other friend and tell them how mean they were and not to talk to them anymore.

A teacher on the playground asks you to come over them. You know you have recently been in trouble with this teacher but have not done anything wrong today.

Emotion: _____

Responses

You run away from the teacher and go hide somewhere. Hopefully, they will ignore it.

You approach the teacher respectfully and politely ask them what they would like to speak to you about.

TASK: Using the scenarios above, discuss what might happen to your relationship with these people if you were to respond to your emotions in a negative way.

You are playing handball with your friends. Your friend makes a hard pass, you miss the ball and now you are out.

Impact of negative response:

I think that by reacting negatively to my anger, this group of people won't want to play with me anymore. As a result, I won't have many people to be play with and I could be lonely during class and at lunch time.

You have found out a family member is extremely ill. You tell your friend and they tell you to 'Get over it'.

Impact of negative response:

A teacher on the playground asks you to come over them. You know you have recently been in trouble with this teacher but have not done anything wrong today.

Impact of negative response:

COMPREHENSION

WALT: We are learning to distinguish between real and make believe.

Success Criteria:

*I can identify the real facts in the text.

** I can identify the real and make believe information in the text.

***I can identify and explain why the information is real or make believe.

Distinguish Between Real and Make Believe

Things that are real, are things that could happen in real life and that actually exist.

Things that are make believe, are things that are in your imagination. They cannot happen and are not real.

Real



Imaginary



Real



My friend lives in Sydney, Australia with her sister.



A police officer ate KFC.

Make Believe



My friend lives in Whoville with the Grinch!



A police officer arrested a chicken.

Distinguish Between Real and Make-Believe

Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit*... the city was safe, at last!



Comprehension Task

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Distinguish Between Real and Make-Believe

Paul the Policeman

- Which of these statements **could not** really happen?
 - a duck eating grapes
 - a duck stealing grapes
 - a duck being arrested for stealing grapes
- Which of these statements **could not** really happen?
 - a policeman eating lunch
 - a policeman chasing a duck
 - a policeman arresting a duck
- Which of these statements **could** really happen?
 - a duck being a criminal
 - a policeman given a reward for arresting a duck
 - a policeman calling for backup on the radio
- Is this story real or make-believe?

List three pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

Design a wanted poster for the *Fruit Shop Bandit*.

- ① What will the bandit look like?
- ② What will the reward be for its capture?

Comprehension Task

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TUESDAY

SPELLING

WALT: understand the rules about adding the suffix 'ing' to a base word

Success Criteria:

*I can add 'ing'

**I can drop the 'e' and add 'ing'

***I can double the last letter and add 'ing' in words that end in 'l' and one syllable words with a short vowel

****I can add 'ing' to a multisyllable words when the last syllable is unstressed and double the last letter and add 'ing' when the last syllable is stressed

Adding 'ing' Rules

Word	Rule	Example	Exceptions
Most words	Add 'ing'	go ---- going throw ---- throwing	Look at the other rules!
Ends in an 'e'	Drop the 'e' Add 'ing'	create ---- creating hope ---- hoping	Fleeing, seeing, being
Ends in an 'ie'	Drop the 'ie' Add 'y' and then add 'ing'	die ---- dying tie ---- tying	
One syllable and single short vowel	Double the last letter Add 'ing'	hop ---- hopped run ---- running	If there is a double vowel before the last letter (E.g. fear/fearing). If the last letter is a x, y or w (E.g. fix/fixing).
Multisyllable words that end in a 'l'	Double the 'l' Add 'ing'	travel ---- travelling cancel ---- cancelling	If there is a double vowel before the 'l' (E.g. reveal/revealing). If the word already ends in a double 'l' (E.g. fall/falling)
Multisyllable words where the last syllable is NOT stressed.	Add 'ing'	HAP/pen ---- happening VI/sit ---- visiting	If it word ends in 'l'.
Multisyllable words where the last syllable is STRESSED.	Double the last letter. Add 'ing'	for/GET ---- forgetting be/GIN ---- beginning	Ends in double consonant.

TASK: Add the suffix 'ing' to the base word.

Base Word	+ 'ing'
begin	
sail	
amaze	
perform	
die	
counsel	
believe	
stop	
give	
patrol	

COMPREHENSION

WALT: We are learning to distinguish between real and make believe.

Success Criteria:

*I can identify the real facts in the text.

** I can identify the real and make believe information in the text.

***I can identify and explain why the information is real or make believe.

Distinguish Between Real and Make Believe

Things that are real, are things that could happen in real life and that actually exist.

Things that are make believe, are things that are in your imagination. They cannot happen and are not real.



Real	Make Believe
 <p>My friend lives in Sydney, Australia with her sister.</p>	 <p>My friend lives in Whoville with the Grinch!</p>
 <p>A police officer ate KFC.</p>	 <p>A police officer arrested a chicken.</p>

Which are real and make believe?

Colour the REAL information in RED. Colour the MAKE BELIEVE information in GREEN.

Real or Make Believe?		
A policeman was eating lunch in the city park.	Daisy the local dog called the emergency hotline because her owner had fallen off a ladder.	The firefighter was doing his morning workout at the fire station.
Larry the lobster loved to help people, so he became a life saver.	The Nurse worked at Liverpool Hospital.	The policemen arrested the duck because the duck stole grapes.

Write your own real and make believe information and give to a person at home to work out!

Colour the REAL information in RED. Colour the MAKE BELIEVE information in GREEN.

Real or Make Believe?		

WRITING

WALT: We are learning to write a cinquain poem.

Success Criteria:

- * I can identify the poetic elements and features of a cinquain poem.
- ** I can use a scaffold to ensure all elements are in my poem.
- *** I can analyse my poem and state the poetic elements that were used.

Cinquain Poem

Watch the video for your poetry task today

<https://www.loom.com/share/39b3e83c00db4f8db65b2a2ab56f90fe>

Cinquain - Snowflakes



Snowflakes
Graceful, intricate
Floating, dancing, falling
Perfect in their uniqueness
Flawless



Cinquain

Purpose

Cinquain poems describe a particular topic.

Structure

Cinquain poems have five lines. Each line uses descriptive words and phrases to create images of the topic.

Rhyming Pattern

Cinquain poems do not usually rhyme.



Writing Task - Write a cinquain poem using the scaffold then upload to your Portfolio.

Writing a Cinquain Poem

Step 1

Choose a topic for your cinquain poem. Here are some ideas:

- stars
- snakes
- summer.

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

Step 3

Write your cinquain. Remember to create the correct rhythm by counting the number of syllables in each line.

_____ (one word title - 2 syllables)

_____, _____ (two descriptive words - 4 syllables)

_____, _____, _____ (three action words - 6 syllables)

_____ (four words describing a feeling - 8 syllables)

_____ (one word synonym - 2 syllables)

Checklist

- ☐ Topic
- ☐ Structure – 5 lines
- topic
- two descriptive words
- three action words
- a feeling about the topic
- a synonym for the topic
- ☐ Rhythm – syllable count
- 2 / 4 / 6 / 8 / 2

NUMERACY NINJAS

WALT: develop our numeracy speed, accuracy and efficiency.

Success Criteria:

*I can recall number facts.

**I can accurately calculate number problems.

***I can use a variety of strategies to quickly solve number problems.

Place a timer on for 5 minutes and see how many of the maths mental questions you can answer in that time.

You can choose:

Level 1 to practice recalling your times tables quickly

or

Level 2 for mixed maths mental problems.

Your score out of 30 for Level 2 tells you which Ninja belt colour you earned.



LEVEL 1

Day 5

Q	Question	Answer	Q	Question	Answer
1	$40 \div \square = 8$		21	$7 \div \square = 1$	
2	$\square \div 6 = 1$		22	$1 \times 6 = \square$	
3	$\square \times 2 = 14$		23	$\square \times 7 = 7$	
4	$2 \times 4 = \square$		24	$30 \div \square = 10$	
5	$28 \div 4 = \square$		25	$\square \times 3 = 18$	
6	$\square \div 3 = 6$		26	$24 \div 6 = \square$	
7	$1 \times \square = 7$		27	$40 \div \square = 8$	
8	$30 \div \square = 10$		28	$6 \times \square = 12$	
9	$\square \times 8 = 8$		29	$2 \times 3 = \square$	
10	$9 \times \square = 72$		30	$\square \div 1 = 8$	
11	$70 \div \square = 7$		31	$\square \times 4 = 20$	
12	$42 \div 7 = \square$		32	$\square \times 4 = 20$	
13	$81 \div 9 = \square$		33	$2 \times 4 = \square$	
14	$\square \times 7 = 63$		34	$\square \div 10 = 1$	
15	$3 \times 10 = \square$		35	$12 \div \square = 3$	
16	$\square \div 4 = 3$		36	$7 \times 10 = \square$	
17	$9 \times 10 = \square$		37	$10 \times \square = 30$	
18	$\square \div 5 = 10$		38	$3 \times \square = 6$	
19	$7 \times \square = 21$		39	$18 \div 6 = \square$	
20	$8 \times \square = 24$		40	$7 \times 4 = \square$	

LEVEL 2

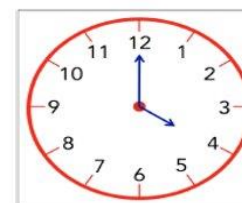
WEEK 3 SESSION 1 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES -
do these in your head

Q	Question	Answer
1	$\square + 13 = 20$	
2	Double 96	
3	$79 + 10$	
4	$120 - 80$	
5	$8 = 7 + \square$	
6	$13 - 10 = 13 - 3 - \square$	
7	$85 + 85 = 85 \times \square$	
8	What is the time on the clock?	am
9	$8 + 2$	
10	$81 + \square = 100$	
Total out of 10		

TIMESTABLES -
do these in your head

Q	Question	Answer
1	$6 \times 6 = \square$	
2	$3 \div 3 = \square$	
3	$4 \times \square = 32$	
4	$4 \div \square = 4$	
5	$5 \times 4 = \square$	
6	$45 \div 9 = \square$	
7	$\square \times 7 = 28$	
8	$\square \div 6 = 9$	
9	$4 \times 5 = \square$	
10	$48 \div 8 = \square$	
Total out of 10		



KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$2757 + 5432$	
2	$4^2 + 2 \times 4$	
3	Write Four Thousand, Three Hundred and Twenty in digits	
4	$5.94 \div 10$	
5	$1 \times (-8)$	
6	Round 0.7475 to 1 d.p.	
7	$1 + (-9)$	
8	Round 0.4559 to 2 s.f.	
9	Letter at (-2, -2) <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> ABCDE </div> <div style="display: flex; justify-content: space-around; width: 100%;"> FGHIJ </div> <div style="display: flex; justify-content: space-around; width: 100%;"> KLMNPX </div> <div style="display: flex; justify-content: space-around; width: 100%;"> QRSTU </div> <div style="display: flex; justify-content: space-around; width: 100%;"> VWXYZ </div> </div>	
10	$10/1 = \square/4$	
Total out of 10		

MATHS

WALT: We are learning about angles in triangles.

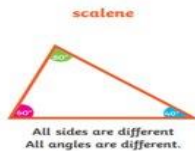
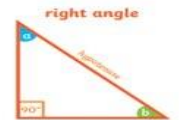
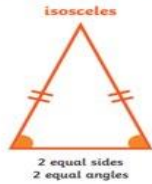
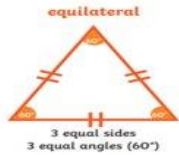
Success Criteria:

*I can identify different triangles.

**I can calculate the missing angle in triangles.

***I can calculate missing angles using angle features of different triangles.

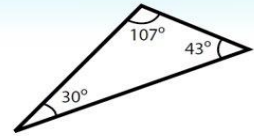
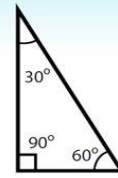
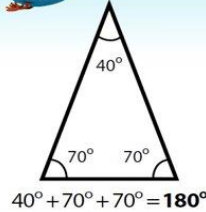
Types of Triangle



ANGLES IN A TRIANGLE



The angles inside a triangle always add up to **180°**.



If you know two of the angles inside a triangle, you can use this fact to calculate the third angle...

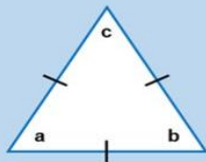
...and if the triangle is an isosceles triangle, you can calculate the other angles if you only know one of them!

How to Calculate Missing Angles

** Click on the link to watch the video

<https://youtu.be/QEsiJeSnEHU>

1. Calculate angles **a**, **b** and **c**.
What types of angles are they?



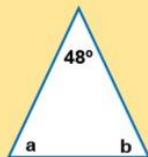
This is an equilateral triangle, so all the angles are **60°**.
These are **acute** angles.

2. Calculate angle **c**.
What type of angle is it?



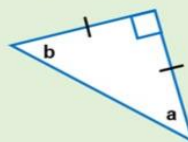
This is a right-angled scalene triangle.
 $90^\circ + 54^\circ = 144^\circ$
 $180^\circ - 144^\circ = 36^\circ$
It is an **acute** angle.

3. Calculate angles **a** and **b**.
What type of angles are they?



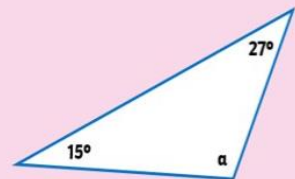
This is an isosceles triangle, so angles **a** and **b** are the same.
 $180^\circ - 48^\circ = 132^\circ$
 $132^\circ \div 2 = 66^\circ$
They are **acute** angles.

4. Calculate angles **a** and **b**.
What type of angles are they?



This is a right-angled isosceles triangle.
 $180^\circ - 90^\circ = 90^\circ$
 $90^\circ \div 2 = 45^\circ$
They are **acute** angles.

5. Calculate angle **a**. What type of angle is this?



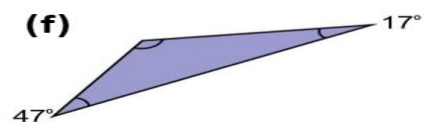
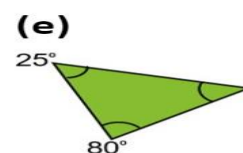
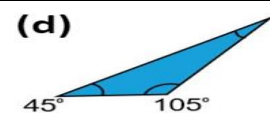
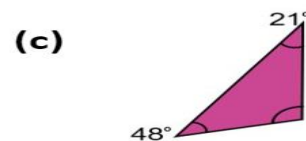
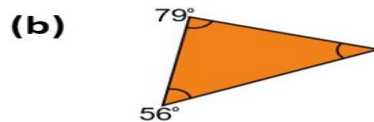
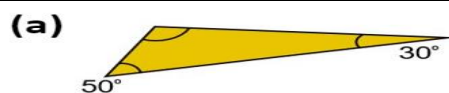
This is a scalene triangle.
 $27^\circ + 15^\circ = 42^\circ$
 $180^\circ - 42^\circ = 138^\circ$
This is an **obtuse** angle.

TASK 1 Triangle Angles

Calculate the missing angle in the triangles.

(You don't need a protractor.)

Remember to check that the total is **180°** by completing the inverse operation.

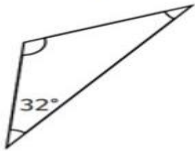
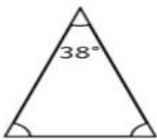
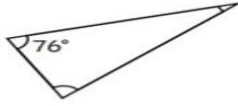


TASK 2 Triangle Angles

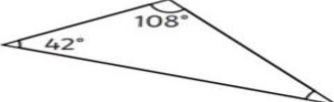
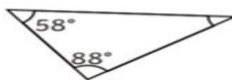
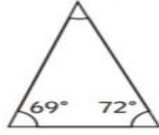
Calculate the missing angles using your knowledge of triangles.

(You don't need a protractor.)

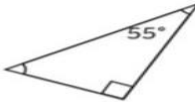
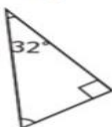
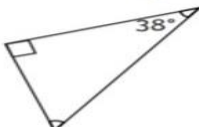
1 Calculate the missing angles in these Isosceles triangles.

a)  b)  c) 

2 Calculate the missing angles in these scalene triangles.

a)  b)  c) 

3 Calculate the missing angles in these right-angled triangles.

a)  b)  c) 

EXTENSION

Draw the following triangles accurately, using a ruler, protractor and given measurements.

Question	Length (cm)	Angle 1	Angle 2
1	10	58°	60°
2	12	70°	30°
3	3	88°	39°


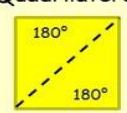




EXTENSION

** Click on the link to watch the video

<https://youtu.be/WH6RsZrSOuQ>

Angles in polygons

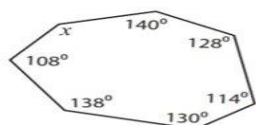
We can work out the **angle sum of any polygon** by splitting it into triangles. Remember that the angles in a triangle = 180°.

<p>Triangle</p>  <p>$1 \times 180^\circ = 180^\circ$</p>	<p>Quadrilateral</p>  <p>$2 \times 180^\circ = 360^\circ$</p>	<p>Pentagon</p>  <p>$3 \times 180^\circ = 540^\circ$</p>
<p>Hexagon</p>  <p>$4 \times 180^\circ = 720^\circ$</p>	<p>Heptagon</p>  <p>$5 \times 180^\circ = 900^\circ$</p>	<p>Octagon</p>  <p>$6 \times 180^\circ = 1080^\circ$</p>

If the polygon has **n sides**, there will be **(n - 2)** triangles inside.

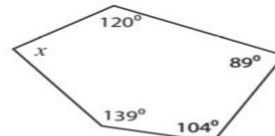
Angle sum = **(n - 2) × 180**

Using this information, calculate the missing angle in these polygons.



Sum of the interior angles = _____

$x =$ _____



Sum of the interior angles = _____

$x =$ _____

LIBRARY

WALT: I am learning about being cyber safe so I can engage online in a safe way.

Success Criteria:

- * I can identify what personal information is safe to put online.
- ** I can describe and use strategies in situations where I feel uncomfortable or unsafe online.
- *** I can recognise that people I meet online may pretend to be someone else.
- **** I can seek assistance if things go wrong online.

Cybersmart Detectives



Be smart about protecting yourself from inappropriate contact online

Cybersmart Detectives explores what could happen when someone reveals too much information online and it ends up in the wrong hands.

Click on the link to watch a video [Cybersmart Detectives | eSafety Commissioner](https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-detectives)
<https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-detectives>

TASK Use the template below to create your own profile.

Remember not to share too much about yourself so you can't be identified. You don't have to fill out all the sections.

Post a photo of your profile on Dojo.

Safe profiles COULD include: ✓
First name, nickname or pseudonym
Hobbies, interests with no specific details such as club names
Only photos where specific details can't be identifies such as school or sports uniform, location, time
Likes and dislikes such as movies or food

Safe profile SHOULD NOT include: ✗
Full name
Full name of friends or family
Birth date
Name of school or clubs/ teams
Photos that can easily identify you e.g. school uniform
Home address or phone number

Status
 Photo
 Place
 Event

About

Friends

Music

Movies

T.V.

Books

Likes

About Me

Education

About

Friends

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WEDNESDAY

SPELLING

WALT: edit a paragraph, checking for spelling errors and punctuation.

Success Criteria:

*I can correct at least 5 errors

**I can correct at least 8 errors

***I can correct at least 12 errors

****I can find all errors and make suggestions on how to improve the text

Find and Correct the Errors

- In this activity, you need to edit the text.
- There are 15 spelling and punctuation errors.
- Use **red** to make the corrections.

10 spelling errors
1 missing full stop
1 missing question mark

1 missing comma
2 missing capitals

Leo's Dad was begining to cut up the vegetables for dinner, when leo walked up to him and said, "Wear is Amy?"

"She is lieing down on a picnic rug outside."

"Great! I'll go and join her."

Leo walked outside and saw the family's pet dogs raceing towards him. He crouched down and said "Come on boys, come on!" spot and Buddy lunched themselves at Leo, with their tails waging. "Your so cute!" Leo cooed. He leened over and grabbed a stick, "Let's play fetch!" As soon as the dogs saw the stick, they sprung up and started to bark excitedly.

Leo enjoyed playying with his pets until the stick went flying and landed on the picnic rug. The dogs charged toward Amy, who was listenning to music through her headphones

"Ahhhh!" yelled Amy, "What just happened"

"Sorry, Amy, I was playing fetch with the dogs!"

MATHS

WALT: We are learning to use our knowledge of shapes, lines and angles to create a geometry city.

Success Criteria:

*I can start my city by giving it a name and population.

**I can include the buildings on the checklist.

***I can include the streets on the checklist.

Click on the links to revise and practice angles

Estimating angle sizes

<https://www.mathplayground.com/alienangles.html>



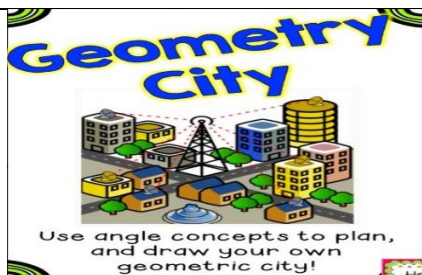
Measuring angles

<https://www.mathplayground.com/measuringangles.html>



All About Angles

<http://www.math-play.com/Angles-Jeopardy/classifying-angles-jeopardy-fun.html#5.html>



You will start your city today and complete it in tomorrow's lesson

- You are a city engineer and you have been hired to design a new city!
- You will submit a map showing your proposal for the city layout including streets, street names, and locations of buildings, parks, and landscaping.
- To get final approval from the city leaders, your proposal must be creative, colorful, and show accurately drawn lines and angles.

Geometry City Project Checklist

Use this checklist as you work to be sure you are including all the required features on your city map.

Your map must include the following features:

- ☐ City name (be creative!)
- ☐ City population (how many people live there)

All streets must be named

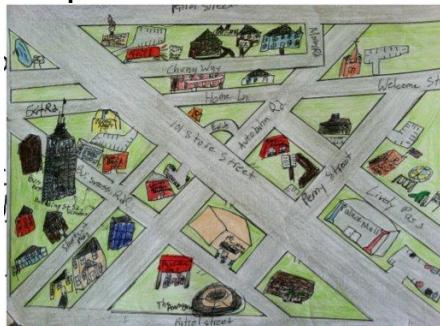
- ☐ At least 3 pairs of parallel streets
- ☐ 2 streets that are perpendicular
- ☐ 2 streets that intersect to form an obtuse angle
- ☐ 2 streets that intersect to form an acute angle

The following buildings must be labelled and placed at specific locations

- ☐ A library and a park on vertical angles.
- ☐ A school and a park next to each other at a right-angle corner.
- ☐ A grocery store at the intersection of an obtuse angle.
- ☐ A bank at the intersection of an acute angle.
- ☐ A police station and a fire department at right angles.
- ☐ A movie theatre and a restaurant on vertical angles.
- ☐ A mall on a right-angle corner.
- ☐ At least 12 residential homes, at locations of your choice. Keep in mind that most people like to live in a neighborhood, with other houses in the area.
- ☐ An oval shaped pool located near the movie theatre.
- ☐ Any other buildings, parks or landscaping of your choice to make your city look complete.

Use crayons, colored pencils, or markers to add color to your map. Use a ruler or a protractor to draw straight lines. Use a template to draw accurate shapes.

Example



Rubric

	1	2	3	4
City Name and Population	City name and population are not included anywhere on the map	Either the city name or the city population are missing or hard to find.	City name and population are included on map	A creative city name and population are clearly shown on the top of the map.
Streets	Most of the street requirements are not evident.	Many streets are not included or are accurately drawn.	All required streets and are included and are accurate	All required streets are included, are accurate, and use of a ruler to draw streets is evident.
Buildings	Many building are missing or placed incorrectly.	More than 5 buildings are missing or placed incorrectly.	Most buildings are included and placed correctly.	All buildings are included and placed correctly.
Labels	There is little evidence of labels on the streets and buildings.	Many streets and buildings are not labeled.	All streets and buildings are labeled.	All streets and buildings are labeled with clear and creative names.
Neatness	Did not color the city map. Illustration was completed without a ruler. Lacks neatness and attention to details.	Illustration is sloppy and completed without the use of the ruler. Coloring is limited and sloppy.	Map is illustrated, neatly colored and a ruler has been used to create the map.	Map is illustrated with great attention to detail. The use of a ruler is evident in the creation of the map. Coloring is neatly completed.

COMPREHENSION

WALT: We are learning to distinguish between real and make believe.

Success Criteria:

*I can identify the real facts in the text.

** I can identify the real and make believe information in the text.

***I can identify and explain why the information is real or make believe.

Distinguish Between Real and Make Believe

Things that are real, are things that could happen in real life and that actually exist.

Things that are make believe, are things that are in your imagination. They cannot happen and are not real.

Real

Imaginary



Real

Make Believe



My friend lives in Sydney, Australia with her sister.



A police officer ate KFC.



My friend lives in Whoville with the Grinch!



A police officer arrested a chicken.

Example

This image is make believe because I know that a fish cannot also be a house. I also know that this is make believe because there is a girl on top of the fish. A person would not be able to balance well on a fish. The material of the house looks like metal which would most definitely rust from the salt water. This is surely a make believe image because a fish cannot be a metal house, the girl cannot balance well and the house would rust.



Task

Look at this image. Is it real or make believe? How do you know? What information from the image backs up your thoughts?

Write a paragraph explaining your reasons whether this image is real or make believe.

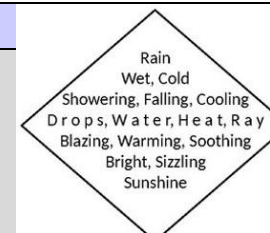


WRITING

WALT: We are learning to write a diamante poem.

Success Criteria:

- * I can identify the poetic elements and features of a diamante poem.
- ** I can use a scaffold to ensure all elements are in my poem.
- *** I can analyse my poem and use a checklist to state the poetic elements that were used.
- **** I can publish my poem



Checklist

- ☐ Topic – Two subjects
- ☐ Structure – 7 lines
- 1. noun
- 2. two adjectives – first subject
- 3. Three verbs – first subject
- 4. Four nouns (2 –first subject / 2 - second subject)
- 5. Three verbs – second subject
- 6. Two adjectives – second subject
- 7. Noun – second subject

Diamante Poem

Watch the video for your poetry task today

<https://www.loom.com/share/9f6fad72b2a042efb14448866d150c62>

Purpose
Diamante poems compare two subjects and are shaped like a diamond.

Structure
A synonym diamante poem uses two synonyms as the beginning and ending. An antonym diamante poem uses two antonyms as the beginning and ending.

Line 1: A noun (first subject)
Line 2: Two adjectives about the first subject
Line 3: Three 'ing' verbs about the first subject
Line 4: Four nouns (two about the first subject, two about the second subject)
Line 5: Three 'ing' verbs about the second subject
Line 6: Two adjectives about the second subject
Line 7: A noun (second subject)

Rhyming Pattern
Diamante poems do not usually rhyme.

noun → Summer
2 adjectives → Cloudless, poolside
3-ing verbs → Swimming, relaxing, celebrating
2 nouns about the first subject and 2 nouns about the second → Barbecue, beach, wind, snowman
Shivering, listening, raining
Dark, icy
Winter

The structure is reversed and repeated for the second half of the poem.

Writing Task: Write a diamante poem using the scaffold then upload to your Portfolio.

Writing a Diamante Poem

Step 1

Choose a topic for your diamante poem. Here are some ideas:

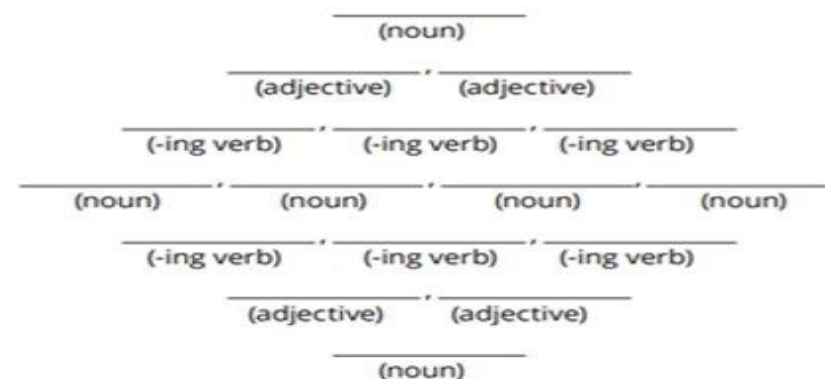
- trees and flowers
- puppies and dogs
- day and night
- fast and slow.

Step 2

Brainstorm nouns, adjectives and verbs for your synonyms or antonyms.

Step 3

Write your diamante poem.



THURSDAY

SPELLING

Choose and complete one activity

PLAY SCATTERGORIES!

You can play by yourself or with someone.
Click on this link: <https://bit.ly/2WorcQ1>

First, click on the 'Choose a Letter' button.
Second, click on 'Start timer' button.

You will now have 2 minutes to write down a word for each category that starts with the chosen letter!

PLAY BOGGLE!

You can play by yourself or with someone.
Click on this link: <https://bit.ly/3kpbCvE>

You have 3 minutes to find as many words as you can.

The instructions on how to play are on the webpage below the game.

PLAY A BOARD GAME!

If you have a board game at home that uses words, you can play that!

For example: Boggle, Taboo, Scattergories, Scrabble, Articulate, etc.

PLAY 2 MINUTE WORD CHALLENGE!

Give yourself 2 minutes. List as many words you can think of when you hear the word 'holiday'.

Challenge someone else to beat your record!

BTN

Watch the BTN episode: 'Covid Mental Health'

<https://www.abc.net.au/btn/classroom/covid-mental-health/13533754>

1. Dr Tegan says the most important thing we can all do right now is to talk about how we are _____.
2. Who can you talk to if you are feeling scared or sad?
3. During a lockdown you should keep your normal sleep schedule. True or false?
4. What routines are important to keep during a lockdown?
5. How can you stay connected with friends and family during a lockdown?
6. How has COVID made you feel? Discuss as a class.
7. What have you been doing to look after your mental health?
8. What questions do you have about this story?
9. Write a letter to a friend or family member to stay connected.

WRITING

WALT: We are learning about odes and planning to write our own.

Purpose: Odes are a type of poem that dedicates love for a person or object.

Success Criteria:

*I can see the beauty or uniqueness in everyday items.

**I can find examples of figurative language in ode poems.

***I can write my own ode using simile, metaphor and personification.

Odes

Odes are poems that find the beauty or uniqueness in the everyday. Take the example ode about chocolate. Chocolate could be thought of as a simple snack or 'a ball of happiness on my tongue'.

The difference is in the figurative language, metaphor, simile and personification.

TASK: Choose an object or person to write an ode about.

You could choose your favourite food, person, celebrity. Examples: soccer, dance, mother, father, dogs, tigers.

Use the proforma, and checklist to help and upload your ode to Dojo.

Click on the link for the video <https://www.loom.com/share/1594b5d50b4145aba39cab2cd92978bb>

Ode



Purpose
Odes express thoughts and feelings about a person or object.

Structure
Odes can have several lines, or several verses. Imagery, such as simile, metaphor and personification, is usually included.

Rhyming Pattern
Traditional odes have a distinct rhythm and rhyming pattern; yet modern odes do not tend to follow these rules.

To Chocolate

Simile

Oh, chocolate!

You are the sweetest of all treats,
Texture as soft and smooth as silk,
A ball of happiness on my tongue.
My heart smiles with every taste,
Feeding and warming my soul,
Oh, how I adore you!

Metaphor

Personification



Writing an Ode

Step 1

Choose a topic for your ode poem. Here are some ideas:

- ice-cream
- mothers
- football.

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to include some similes, metaphors and personification.

Step 3

Write your ode. An example structure has been provided.

To _____
(add topic)

(describe using a comparative)

(describe using a simile)

(describe using a metaphor)

(describe using a personification)


Oh, _____ how I adore you!
(add topic)

Ode

Oh, sweet ice cream!
You are my one true love!
Thick, creamy, and luscious,
You have surely been sent from heaven above.

Ice cream, sweet ice cream-
I turn to you no matter the season,
Spring, summer, fall,
And even when the weather is already freezin'.

Oh, sweet ice cream
The flavor matters not,
I will love you forever
With every taste bud I've got.



Checklist

- ☐ Topic
- ☐ Descriptive language
 - Comparative
 - Simile
 - Metaphor
 - Personification
- ☐ Correct spelling
- ☐ Correct punctuation

MATHS

WALT: We are learning to use our knowledge of shapes, lines and angles to create a geometry city.

Success Criteria:

- * I can include the buildings on the checklist in the correct positions.
- ** I can ensure my streets are in the correct position and labelled with street names.
- *** My map is neat and includes all items on the checklist.

Click on the links to revise and practice angles

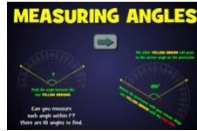
Estimating angle sizes

<https://www.mathplayground.com/alienangles.html>



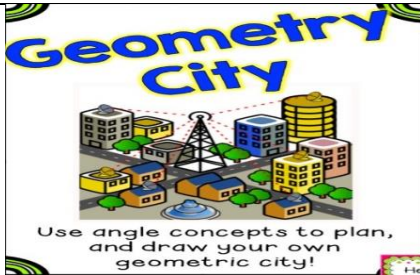
Measuring angles

<https://www.mathplayground.com/measuringangles.html>



All About Angles

<http://www.math-play.com/Angles-Jeopardy/classifying-angles-jeopardy-fun.html5.html>



You will complete your city today!

- You are a city engineer and you have been hired to design a new city!
- You will submit a map showing your proposal for the city layout including streets, street names, and locations of buildings, parks, and landscaping.
- To get final approval from the city leaders, your proposal must be creative, colorful, and show accurately drawn lines and angles.

Geometry City Project Checklist

Use this checklist as you work to be sure you are including all the required features on your city map.

Your map must include the following features:

- ☐ City name (be creative!)
- ☐ City population (how many people live there)

All streets must be named

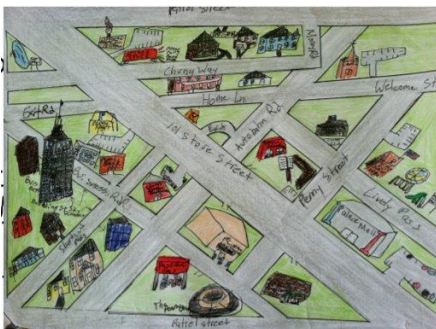
- ☐ At least 3 pairs of parallel streets
- ☐ 2 streets that are perpendicular
- ☐ 2 streets that intersect to form an obtuse angle
- ☐ 2 streets that intersect to form an acute angle

The following buildings must be labelled and placed at specific locations

- ☐ A library and a park on vertical angles.
- ☐ A school and a park next to each other at a right-angle corner.
- ☐ A grocery store at the intersection of an obtuse angle.
- ☐ A bank at the intersection of an acute angle.
- ☐ A police station and a fire department at right angles.
- ☐ A movie theatre and a restaurant on vertical angles.
- ☐ A mall on a right-angle corner.
- ☐ At least 12 residential homes, at locations of your choice. Keep in mind that most people like to live in a neighborhood, with other houses in the area.
- ☐ An oval shaped pool located near the movie theatre.
- ☐ Any other buildings, parks or landscaping of your choice to make your city look complete.

Use crayons, colored pencils, or markers to add color to your map. Use a ruler or a protractor to draw straight lines. Use a template to draw accurate shapes.

Example



Rubric

	1	2	3	4
City Name and Population	City name and population are not included anywhere on the map.	Either the city name or the city population are missing or hard to find.	City name and population are included on map.	A creative city name and population are clearly shown on the top of the map.
Streets	Most of the street requirements are not evident.	Many streets are not included or are accurately drawn.	All required streets are included and are accurate.	All required streets are included, are accurate, and use of a ruler to draw streets is evident.
Buildings	Many building are missing or placed incorrectly.	More than 5 buildings are missing or placed incorrectly.	Most buildings are included and placed correctly.	All buildings are included and placed correctly.
Labels	There is little evidence of labels on the streets and buildings.	Many streets and buildings are not labeled.	All streets and buildings are labeled.	All streets and buildings are labeled with clear and creative names.
Neatness	Did not color the city map. Illustration was completed without a ruler. Lacks neatness and attention to details.	Illustration is sloppy and completed without the use of the ruler. Coloring is limited and sloppy.	Map is illustrated, neatly colored and a ruler has been used to create the map.	Map is illustrated with great attention to detail. The use of a ruler is evident in the creation of the map. Coloring is neatly completed.

NUMERACY NINJAS

WALT: develop our numeracy speed, accuracy and efficiency.

Success Criteria:

*I can recall number facts.

**I can accurately calculate number problems.

***I can use a variety of strategies to quickly solve number problems.

Place a timer on for 5 minutes and see how many of the maths mental questions you can answer in that time.

You can choose:

Level 1 to practice recalling your times tables quickly

or

Level 2 for mixed maths mental problems.

Your score out of 30 for Level 2 tells you which Ninja belt colour you earned.



LEVEL 1

Day 6

Q	Question	Answer	Q	Question	Answer
1	$5 \times \square = 5$		21	$9 \times \square = 36$	
2	$5 \times 8 = \square$		22	$\square \div 6 = 7$	
3	$\square \times 1 = 2$		23	$\square \times 5 = 5$	
4	$\square \times 7 = 14$		24	$\square \times 10 = 90$	
5	$\square \div 2 = 4$		25	$1 \times 10 = \square$	
6	$\square \times 1 = 2$		26	$8 \times \square = 40$	
7	$6 \times 4 = \square$		27	$5 \times 5 = \square$	
8	$\square \times 8 = 56$		28	$\square \div 3 = 6$	
9	$3 \times \square = 27$		29	$15 \div 3 = \square$	
10	$7 \times \square = 49$		30	$2 \times 4 = \square$	
11	$15 \div 3 = \square$		31	$9 \times 5 = \square$	
12	$\square \times 3 = 6$		32	$\square \div 3 = 9$	
13	$15 \div 3 = \square$		33	$24 \div 6 = \square$	
14	$\square \times 1 = 3$		34	$\square \div 3 = 6$	
15	$\square \times 2 = 18$		35	$\square \times 8 = 56$	
16	$1 \times \square = 7$		36	$\square \times 5 = 15$	
17	$1 \times 1 = \square$		37	$9 \times 5 = \square$	
18	$9 \times \square = 27$		38	$8 \times 3 = \square$	
19	$\square \times 7 = 14$		39	$9 \times 3 = \square$	
20	$\square \times 5 = 45$		40	$\square \times 4 = 8$	

LEVEL 2

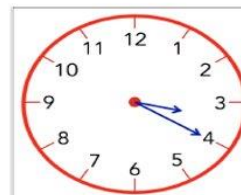
WEEK 3 SESSION 2 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES -
do these in your head

Q	Question	Answer
1	$20 + \square = 20$	
2	Double 53	
3	$51 + 10$	
4	$100 - 10$	
5	$8 = 4 + \square$	
6	$70 - 11 = 70 - 10 - \square$	
7	$7 + 7 + 7 + 7 = \square \times 7$	
8	What is the time on the clock?	pm
9	$1 + \square = 10$	
10	$66 + 34$	
Total out of 10		

TIMESTABLES -
do these in your head

Q	Question	Answer
1	$2 \times 3 = \square$	
2	$7 \div 1 = \square$	
3	$8 \times \square = 80$	
4	$16 \div \square = 4$	
5	$9 \times 5 = \square$	
6	$35 \div 7 = \square$	
7	$\square \times 9 = 81$	
8	$\square + 10 = 2$	
9	$8 \times 2 = \square$	
10	$63 \div 9 = \square$	
Total out of 10		



KEY SKILLS - you may use written calculations
for these questions

Q	Question	Answer
1	$271 + 8501$	
2	$(8 - 2)^2 + 3 \times 4$	
3	Write 4335000 in words. (Use the opposite page for your answer)	
4	$0.8 \div 100$	
5	$(-1) \times (-9)$	
6	Round 61.9361 to 3 d.p.	
7	$(-7) + (-4)$	
8	Round 3096 to 1 s.f.	
9	Letter at $(-1, 1)$ <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100px;">A B C D E</div> <div style="display: flex; justify-content: space-around; width: 100px;">F G H I J</div> <div style="display: flex; justify-content: space-around; width: 100px;">K L M N P Q</div> <div style="display: flex; justify-content: space-around; width: 100px;">R S T U</div> <div style="display: flex; justify-content: space-around; width: 100px;">V W X Y Z</div> </div>	
10	$7/5 = 35/\square$	
Total out of 10		

SCIENCE

Learning Intention: We are learning about earthquakes and the impact they have upon the Earth.

Success Criteria:

- * I can recall facts about earthquakes from the previous lesson
- ** I can identify what a tectonic plate is
- *** I explain why some countries have more earthquakes than others

What is a tectonic Plate?

Tectonic plates are **pieces of land that connect together on the Earth's outer shell.**

You can think of them like a giant round puzzle that cover Earth underneath the ground.

These pieces bump together and move, even though it is only a couple of centimeters a year.

This movement causes all kinds of things to happen, such as volcanoes, earthquakes, and tsunamis.

Where are Tectonic Plates Located?

Tectonic plates cover the entire Earth and are like a shell that sits underneath the top layer of the ground.

These plates sit on top of hot inner layers of the Earth, and they slowly move around on this melted layer.

Think of it like ice cubes moving around on top of your glass of water.

Even though these tectonic plates are all over, there is a certain part of the Earth where more trouble happens than others.

How does an Earthquake Happen?

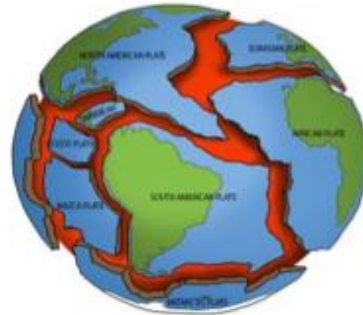
Depending on where you live, you may have never felt one before or you might feel them all of the time.

Earthquakes happen when tectonic plates push against each other.

The difference with earthquakes, however, is that the tectonic plates are rubbing against each other and get stuck, then they suddenly slam into a new position.

This quick movement is what causes the earth to shake. Over 80% of the world's most powerful earthquakes have happened along the Ring of Fire, and they have caused tons of damage and harm.

Many places that are located in the Ring of Fire have started using special buildings that can survive earthquakes, but plate tectonics are unpredictable and you never know when they will move next.



The Earth's Crust

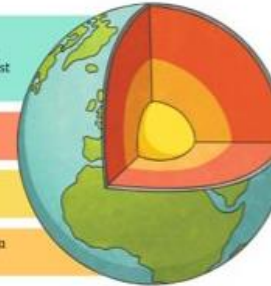
The Earth has four layers:

crust - The crust covers the Earth's surface. There are two types of crust: continental crust and oceanic crust.

mantle - The mantle is the thickest layer of the Earth.

outer core - The outer core is liquid.

inner core - The inner core is a solid metal ball.



How Can You Move Your Plates?

Use two pieces of paper to act like plates.

Can you remember the different ways plates can move?

rubbing together



towards each other



away from each other



This kind of movement causes earthquakes.

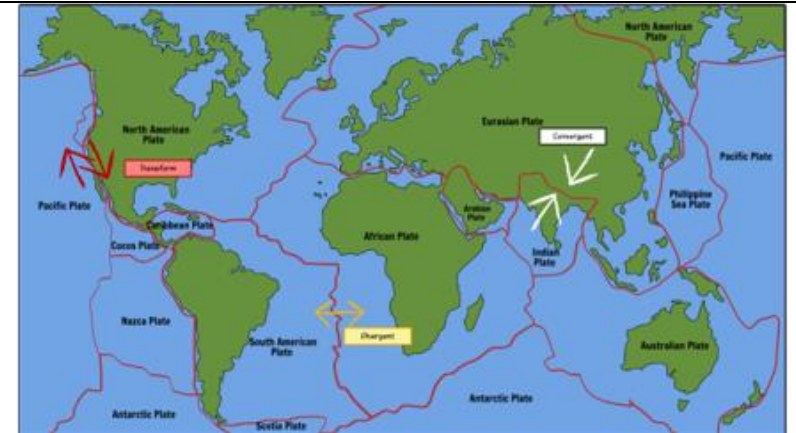
Where Do Earthquakes Occur?

Look at the map. Earthquakes happen frequently in these areas. What do you notice about where they happen?



TASK: Using the tectonic plates map and the map of the world:

- Colour the continents of the world - North America (yellow), South America (green), Australia (light blue), Asia (pink), Europe (dark blue), Antarctica (red), Africa (purple).
- Use another different colour to draw the tectonic plate lines and then another colour to outline the ring of fire.
- List some countries you think are more likely to experience earthquakes and why... (Hint, look at the countries near the fault lines)



FRIDAY

Complete at least 2 activities. Take photos or videos and upload them to your Portfolio.



Video Making

Create a short video (no more than 2 mins) on a topic that interests you.

This could be a stop-motion animation or claymation movie.

1 min Sock Challenges

Sock Flick

How many times can you flick a ball of socks from on top of your foot onto a plate you are holding? Or catch it before it hits the ground?



Sock Squats

How many squats can you do with a ball of socks on your head (don't count the squat if the socks fall off).

Sock Ball Soccer

How many times can you kick the sock ball into a goal (door opening, laundry basket laid on its side, 2 objects spaced apart).

Creative Talents

Play a musical instrument or make up a dance, song, poem, rap or play to perform for your family or record on video



Origami

- Free choice
- Paper aeroplanes
- Chatterbox

Red Ted Art <https://bit.ly/3xQjknr>
Art Hub for Kids
<https://bit.ly/3iUU2QN>



Photography

Use a camera, phone or device and take some artistic photos of your favourite subjects.



TEN Maths Game

- Beat the Teacher/Family Member
(Roll & place numbers on place value grid, highest number wins)



Th	H	T	U

- Race to 100/1000
(Roll dice or flip cards and keep adding till 100/1000. Then subtract to 0)
- Math Wars
(flip 2 cards each making 2digit number. Add, subtract or multiply. 1st to say answer keeps cards)

Art

How to draw 3D books

<https://youtu.be/WBe-vQ8sRdI>



Writing



- Free choice
- Journal reflection
- Thank you letter

Puzzles

Do a:

- Jigsaw puzzle
- Find-a-word
- Crossword
- Sudoku
- Maze



Play cards or a board game



Build Lego

- Tree house
- Marble run
- Pyramid
- Movie or book character



Cooking

Bake or cook a meal or treat for you and your family to enjoy.



Learn something new

- Juggling
- Magic trick
- Joke
- Say a few words in a different language



Edible STEM:

Earthquake Proof Tower

Build a tower of biscuits/cookies (At least 8 biscuits high) that can with stand an 'Earthquake'. Once you have built your tower give the table a shake. If the tower stands, you have an Earthquake proof structure. If not, what can you do to make the structure stronger? (Water, icing, cream etc)



STEM: Technology

<https://www.volcanodiscovery.com/earthquake-monitor.html>

Investigate the latest occurring Earthquakes around the world.

Where did they happen? How big were they? Did they cause any damage?

