Term 3 Week 3

2021

The work in this booklet is for Term 3 Week 3, 2021. You will see attached a timetable showing the work for each day.

We ask that you or your child sends a photo/video of the work they have completed. All photos can be uploaded in your child's portfolio or sent via ClassDojo messages.

The photos and videos of your childs work allows us to see the wonderful learning that they are doing from home as well as seeing which children are learning from home so that we can mark the roll.

Happy Learning!!

Stage 2 2021 Teachers

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26	27	28	29	30
July	July	July	July	July

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	Wednesday Thursday Friday		Writing Writing Writing Writing Writing Writing Writing Drafting a procedure. Use Publishing your work! Use Revise and edit your your plan from yesterday to draft your writing. Check out Miss Skevington's helpful hints Spelling Use the spelling words to Comprehension Use the activities on Read to P3 Writing Publishing your work! Use either Dojo or Google Docs to type up your procedure (or paper of no tech) Read the passages and complete the activities idea on Read to P3 Read to P3 Read to P3	completes a 2nd read of Listen in as Miss lervasi the text. Be ready to send completes the 3nd and her your responses to the final read of this week's text Reading PM eCollection Reading PM eCollection Reading PM eCollection	Decimal Numbers. Revise the place value of decimal numbers on a number sion number to the right of a decimal point TEN TEN Salute Addition & Subtraction Subtraction Decimal Numbers Fractions and Fractions Fractions can be represented by decimal numbers on a number line a fraction into a decimal and place it on a number line. Salute Addition & Subtraction TEN Salute Addition & Subtraction Salute Addition & Salute
	Tuesday	I, Spelling & Grammar	Writing Planning your own Planning your own Procedure Crammar Adverbs help explain how We do something Spe Read to P3 Listen in as Miss lervasi reads a new text. Reading PM eCollection List	the tex	Interpreting Graphs and ReData. Data. Investigate how to find deout what the information numin a graph is telling us TEN Salute Addition & Salutaction Subtraction
Liverpool West Learning from Home Stage 2 Term 3 WK3	Monday	English - Reading, Writing, Spelling & Grammar	Writing Investigate all the parts of a procedural text Spelling Use all spelling words listed to complete the activities Reading Look at the visual text. Answer the questions to make an inference PM eCollection - tricky	words	Maths - Strands & TEN Reading a timetable. Explore how timetables help us know when things are happening TEN Salute Addition & Subtraction

Other KLAs				
Geography	Dance	Library	Science	PDH
1. Read the ebook	1. Learn the dance for	1. Log onto Storybox	1. Weather	Bike Safety – Learn how
about Australia's	the Nut Bush	Library and read 'Not	investigation.	to be super safe around
Natural Features.		Cute'	Research and compare	bicycles.
2. Choose 1 feature and		2. Complete the animal	the weather in Liverpool	
complete a mind map		sorting task.	from April 2021 and July	
about it.			2021.	
Other Activities: Well-bein	Other Activities: Well-being, sport, directed drawing, high interest (zoo etc)	, high interest (zoo etc)		
How to paint/shade a	Hour of Code	Scratch	Cosmic Yoga	Play a board game. Ask
beautiful landscape	www.code.org	<u>scratch.mit.edu</u>	Search cosmic yoga for	a family member to
See Mrs Spagnolo's slide	Choose the theme you	Practise the skills you've	kids and practise	teach you a new game
at the end of the pack.	like and try it out!	been learning.	twisting your body into	that you can play
			funny shapes & calm	together.
			your mind too	



Monday

Monday	Tuesday	Wednesday	Thursday	Friday
26 July	27 July	28 July	29 July	30 July
×				



English



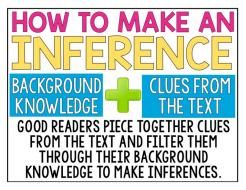
Learning Intention:

I am learning to make an inference based on what I can see.

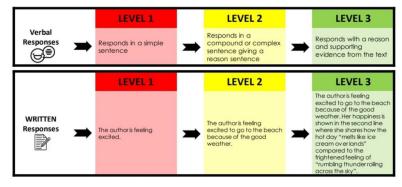
Success Criteria:

- * I can state what I can see.
- ** I can use my background knowledge to make a connection with what I can see.
- *** I can use my background knowledge to make an inference using a simple sentence.
- **** I can use evidence from the mystery bag to make a level 2 or 3 response when making my

inference.



O Sample WAGOLL - Verbal & written responses







What's going on here?



My Inference:

1. What can you see?

Answer these questions and share them with your teacher on ClassDojo

- 1. What can you see?
- 2. What do you already know about this?
- 3. What do you infer?

Use this to help write your answers

- 1. I can see...
- 2. I already know that...
- 3. From what I see and know, I infer that...

2. What do you already know about this?
3. What do you infer?





Learning Intention:

I am learning to identify what information is included in a procedure

Success Criteria:

- * I can add a title to a procedure
- ** I can add a title and sub-headings to a procedure
- *** I can add a title and subtitles to a procedure and correctly order the steps
- **** I can follow a procedure of my choice, with help from an adult







English





Examples of a procedure include....

- -How to brush your teeth
- -How to make ice cream
- -How to apply for a job
- -How to make an exploding volcano
 - -How to knit a jumper

Click on the purple link to watch someone follow a procedure bit.ly/36NTANc



What do we include in a procedure?



Click on the green link to read a WAGOLL

bit.ly/3xYuWpk



Title

aims to make or produce



Materials or **Ingredients**



Steps in Order Step-by-step instructions



Conclusion

A short statement outlining what the final product should be/look like

Activity: Click on the blue link and edit an incomplete procedure. Give the procedure a title, add the correct subheadings and order the steps correctly. Add your own conclusion at the end.

bit.ly/3wRZTKs





Spelling!

Learning Intention:

I am learning to spell using a range of strategies.

This is because:

Knowing spelling strategies helps me with reading and writing.

Success Criteria:

- *I can identify phonemes (sounds) in words I can say.
- **I can place my words in alphabetical order.
- ***I can use my spelling words in sentences.

Using these words as a start complete the following activities:

- 1. Record any 5 of your words using rainbow sounds (see example).
- 2. Write out your words and place them in alphabetical order.
- 3. Write 3-5 (compound) sentences using spelling words from your list.
- 4. Choose any words from the list and complete the word of the day.

Spelling

Visual - rocket words

Your teacher will send your list to your ClassDojo

Phonological - /k/ can be made with the graphemes 'qu' and 'que

mosquito unique opaque technique

Morphemic - Revising the suffix 'ly'

Adding the suffix 'ly' turns an adjective into an adverb.

sad - sadly quick - quickly gentle - **gently** vigorous - vigorously careful - carefully

Etymological - 'bi' from Greek & Latin meaning two

bifocal

bicycle bipedal

bisect binomial



Use this paper if needed for your spelling activities	



Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo.

Focus on reading with fluency and expression.

Choose 1 word from your text that you do not know and find out its meaning. What type of word is it?

Record the word type, definition and use it in a sentence.

Learning Intention:

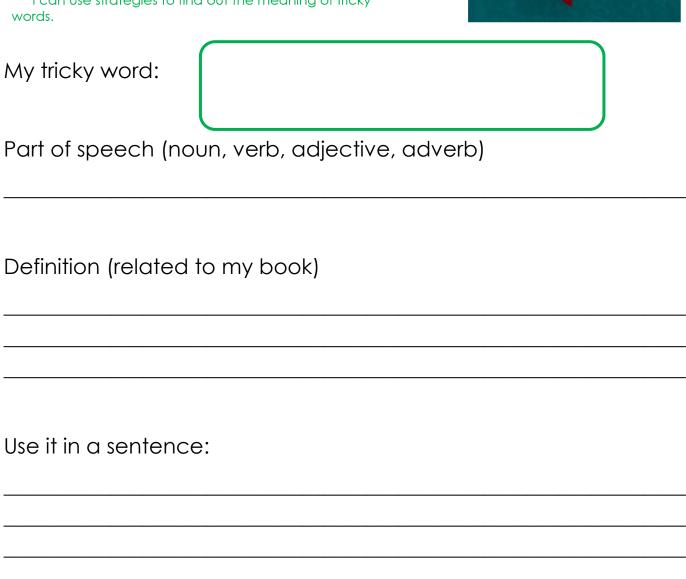
I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

- * I can read with fluency so my reading flows.
- ** I can read with expression to make my reading interesting.
- *** I can use strategies to find out the meaning of tricky







<u>Mathematics: Time: Reading a timetable</u> <u>Learning Intention</u>

We are learning how to read and interpret timetables.

Timetable

Purpose

**

It is an important life skill to be able to read and interpret timetables.

Success Criteria

	<u> </u>
*	I can read data from a timetable.

I can interpret a daily timetable and answer some questions.

*** I can interpret a train timetable and answer some auestions.

You will need

- 1. Class Dojo to post your activity.
- 2. Worksheets in your take home pack or the PDF link on Dojo
- 3. Video link in PDF.

Instructions

Your task is to watch the clip about reading timetables in the PDF links.

Complete sheet 1 or sheet 2.

Sheet 1 is an introduction to reading timetables. Sheet 2 could be completed for a challenge.

You can use the worksheets or write down your answers on paper. Make sure you upload your photos to class dojo.



Maths

Sheet 2



Mathematics: Time: Reading a timetable

Sheet 1



bit.ly/3zenwOX

Measuring time – timetables

The questions below relate to Zara the zoo keeper's typical daily timetable:

5:15 am	Wake up, have breakfast	
6:00 am	Feed the lions and tigers	
6:30 am	Wash the elephants	
7:00 am	Clear out reptile cages	
9:00 am	Weigh the baby penguins and record their growth	
10:15 am	Train the seals to cartwheel	
11:30 am	Play with the pandas	
12:30 pm	Lunch	9
1:30 pm	Guide a school tour	100 F/1
2:45 pm	Bottle feed the baby possums	
3:15 pm	Scrub the shells of the giant tortoises	
4:00 pm	Give a talk on endangered animals	IT (S)
5:00 pm	Guide a twilight tour	" " /
6:00 pm	Close zoo gates	

- a How long does it take Zara to feed the lions and tigers? _
- b At 8:00 am, what will Zara most likely be doing?
- c Zara washes the elephants at ___
- **d** How long does it take to weigh the baby penguins and record their growth?
- e Zara spends _____ minutes training the seals.

 f How long does a guided school tour go for?
- g What does Zara do at a quarter past three?
- h How long does the talk on endangered animals go for?

What is Zara doing at each of these times?





Measuring time – timetables

Timetables are often used to schedule public transport.

Use the timetable to answer the questions below:

Station	Time						
Burwood	5:20	5:27	5:50	7:17	8:26		
Croydon	-	-	6:00	7:27	8:36		
Ashfield	5:35	5:42	6:05	7:32	8:41		
Summer Hill	-	6:12	7:39	8:48	8:53		
Lewisham	5:48	5:55	6:18	7:45	8:54		

- a What time does the 10 to 6 train from Burwood arrive at Ashfield?
- b I have just missed the 5:35 train from Ashfield. How long do I have to wait until the next train?
- c I live in Croydon and I want to get to Lewisham by 6:30. Which train should I get?

2 Answer the questions below about this TV guide:

Time	7:00-8:00 pm	8:00-	9:00 pm	9:00-10:00 pm	10:00-11:00 pm
Channel 1	News	Curren	t Affairs	Soccer Finals	Late News
Channel 2	nnel 2 Days of Us		TV Bloopers	Movie: Ghost Busters	Movie Reviews
Channel 3	News	History	of Gold	The Car Show	Late Night Movie

- a What time does Current Affairs on Channel 1 start?
- **b** How long is the History of Gold on Channel 3?
- c How long do the Soccer Finals go for?
- d What time does TV Bloopers start?
- e Alicia watches too much TV. If she watched Fashion Watch, TV Bloopers and then the movie Ghost Busters, how long was she in front of the box for?

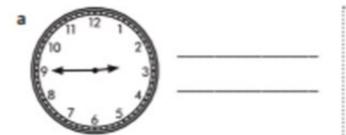
Measuring time – timetables

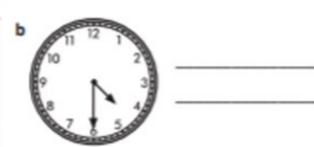
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7:00 am	Clear out reptile cages	
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10:15 am	Train the seals to cartwheel	
11:30 am	Play with the pandas	
12:30 pm	Lunch	0
1:30 pm	Guide a school tour	- TAS
2:45 pm	Bottle feed the baby possums	3
3:15 pm	Scrub the shells of the giant tortoises	100 /
4:00 pm	Give a talk on endangered animals	3
5:00 pm	Guide a twilight tour	/
6:00 pm	Close zoo gates	

- a How long does it take Zara to feed the lions and tigers?
- b At 8:00 am, what will Zara most likely be doing?
- c Zara washes the elephants at ______.
- d How long does it take to weigh the baby penguins and record their growth?
- e Zara spends _____ minutes training the seals.
- f How long does a guided school tour go for?
- g What does Zara do at a quarter past three?
- h How long does the talk on endangered animals go for?

What is Zara doing at each of these times?





Measuring time – timetables

Timetables are often used to schedule public transport.

Use the timetable to answer the questions below:

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Summer Hill	-	6:12	7:39	8:48	8:53
Lewisham	5:48	5:55	6:18	7:45	8:54

a	What time does the 10 to 6 train from Burwood arrive at Ashfield?	
b	I have just missed the 5:35 train from Ashfield. How long do I have to wait until the next train?	
c	I live in Croydon and I want to get to Lewisham by 6:30. Which train should I get?	

2 Answer the questions below about this TV guide:

Time	7:00-8:00 pm	8:00-9:00 pm		9:00-10:00 pm	10:00-11:00 pm
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Channel 2	Days of Us	Fashion Watch	TV Bloopers	Movie: Ghost Busters	Movie Reviews
Channel 3	News	History	of Gold	The Car Show	Late Night Movie

а	What time does Current Affairs on Channel 1 start?	
b	How long is the History of Gold on Channel 3?	
c	How long do the Soccer Finals go for?	
d	What time does TV Bloopers start?	
e	Alicia watches too much TV. If she watched Fashion Watch, TV Bloopers and then the movie Ghost Busters, how long was she in front of the box for?	





<u>Mathematics: TEN: SALUTE Addition and Subtraction</u> <u>Learning Intention</u>

We are learning to use strategies to add and subtract. **Purpose**

It is important to understand how to us addition and subtraction to be able to solve a variety of questions.

Success Criteria

occos omena				
*	I can count backwards to calculate my answer.			
**	I can use a variety of strategies to add and subtract using hundreds.			
***	I can use a variety of strategies to add and subtract using thousands.			

You will need:

 \Box Print outs: 1-9 flash cards x 2.

☐ 2-3 players

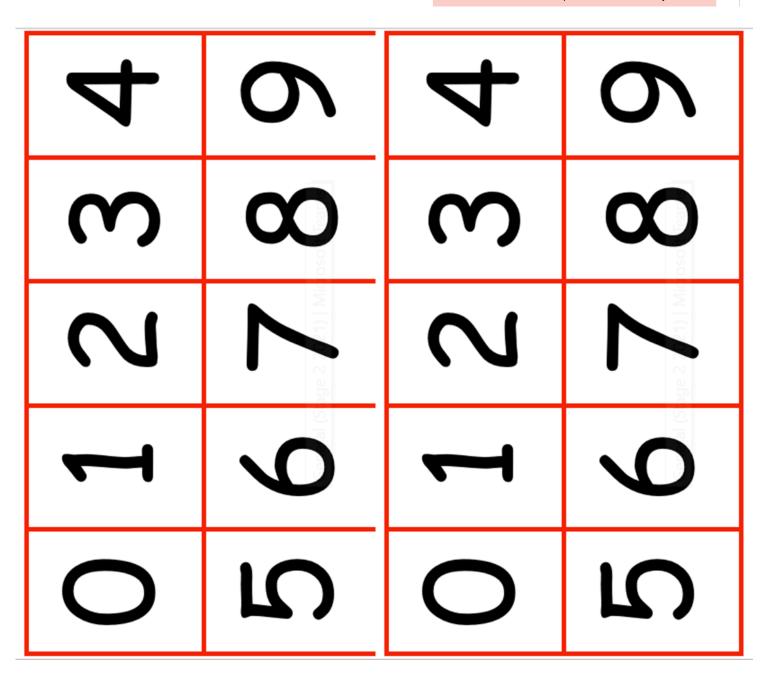
<u>Instructions</u>

1.Choose which level of addition and subtraction you are working at (hundreds or thousands). You will play for 15 minutes.

- 2. Watch a video online for explanation.
- In pairs, 1 player places 2 cards (making a 2-digit number) to their forehead.
- Partner tells them how many more to make 100.

Or

- In groups of 3, 1 student places 3 cards (making a 3-digit number) on the table.
- Select a peer to make the largest possible 3digit number.
- First person to respond with how many more to make 1000 win the cards.
- 3. Take a video and upload to class dojo.





Geography



Learning Intention

We are learning about the natural features of Australia

Success Criteria

I can create a simple mind map about one feature of Australia.

I can create a mind map about one feature of Australia with some detail.

I can create a mind map about one feature of Australia using lots of detail



Read the eBook: Natural Features of Australia.

Choose one of the natural features in the book and then complete the mind

Read the eBook (natural Features of Australia link

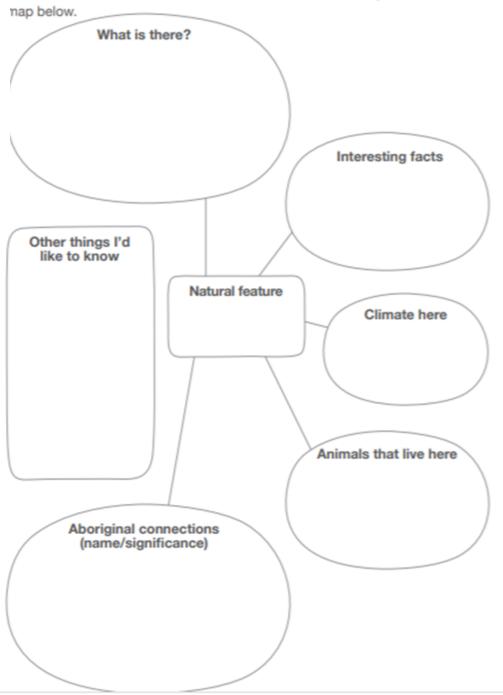
Choose **ONE** of the natural features in the book and then complete the mind map.

Try and include as much information as you can.

If you would like to find some extra information on your chosen feature (other than what you read in the Natural Features of Australia book) you can do some research of your own.

Make sure to ask an adult's permission if you would like to do your own research.

Upload your mind map onto Class Dojo.





Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
26 July	27 July	28 July	29 July	30 July
	×			



English



Activity: Planning a procedure

Learning Intention:

I am learning to write a plan for a procedure

Success Criteria:

- * I can choose the topic for my procedure
- ** I can choose the topic for my procedure and record a heading
- *** I can identify and draw all of the steps required
- **** I can identify and draw all of the steps required in the correct order







What is a procedure? What do we include in a procedure? Tell someone in your family!

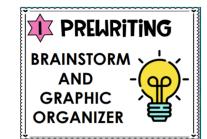


Click on the red link to see what can happen if you don't plan the steps of your procedure bit.ly/3eAnQ2A Why do we plan our writing?

Before we start writing a draft procedure, it is important to plan our work.

During this planning step, we should be thinking about the purpose of our writing, and we should be considering who our audience is.

Planning gives as the chance to generate and organise our ideas.



Activity: choose a procedure topic that will inform your teacher how to make or do something, for example, how to tie shoelaces or how to make a blueberry muffins. Ask an adult for help if your procedure requires making food.

Plan your procedure by recording a title and by drawing the required steps in the correct order. Take a photo of your work and upload it to your teacher. Click on the blue link to view a WAGOLL:

bit.ly/3BjgxG9



English





Examples of a procedure include....

-How to brush your teeth
-How to make ice cream
-How to apply for a job
-How to make an exploding volcano
-How to knit a jumper

Click on the purple link to watch someone follow a procedure bit.ly/36NTANc



What do we include in a procedure?

Click on the green link to read a WAGOLL bit.ly/3xYuWpk





aims to make or produce

Title



Materials or Ingredients



Steps in Order
Step-by-step instructions



Conclusion

A short statement outlining what the final product should be/look like

Activity: Click on the blue link and edit an incomplete procedure. Give the procedure a title, add the correct subheadings and order the steps correctly. Add your own conclusion at the end.

bit.ly/3wRZTKs

WRITING

Use this paper if needed for your writing activity



English



Grammar: How was it done?

Learning Intention:

I am learning to identify and use *adverbs* to improve my writing.

Success Criteria:

- * I can explain what an adverb is.
- ** I can identify and use adverbs to complete sentences
- *** I can identify and use adverbs that do not end in 'ly'
- **** I can create my own sentences using adverbs.



Name:	Date:

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- · quietly.
- 1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly
a) The snow	fell	on th	e ground.	
b) The mous	e ran	acro	oss the room.	
c), she turned i		he turned into a t	oad.	
d) The snail crawled				
e) The eleph	ant stomped _			

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

- 2. Underline the adverbs in these sentences.
 - a) The class walked slowly around the museum.
 - b) We eagerly explored the dinosaur exhibition.
 - c) Jack looked carefully at each exhibit.
 - d) The boys sat outside and ate their lunch quietly.
 - e) The students ran quickly to catch the train.

Name:	Date:

- f) The steam train chugged steadily along the tracks.
- g) The school trip was exhausting.
- 3. Choose an adverb from the box to complete the sentences below.

very	SO	finally	twice
a) Dad took a		long time to cook dinner.	
b) The rain		stopped.	
c) The doorbe	ll rang	·	
d) The movie v	was	exciting.	
Write three sen	tences of your o	wn that include an adverb to de	scribe a verb o

4.	Write three sentences of your own that include an adverb to describe a verb or
	another adverb. Remember to use capital letters and correct punctuation.

a)			

b)

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

d	f	g	j	٧	а	-	q	p	h
S	S	0	f	t		У	u	С	а
h	j		k	С	Z	X	i	d	р
S		n	0	X	٧	n	С	р	р
W	m	j	k	W	е	r	k	У	i
f	Ь	h	j	gg	_	t	_	t	
е	S	d	h	f	Ψ	У	У	0	У
f	i	е	r	С	_	У	r	u	q
r	n	С	X	f	е	k	m	g	е
С	а	r	е	f	u			У	j



Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo. Focus on reading with fluency and expression.

Learning Intention:

I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

- * I can read with fluency so my reading flows.
- ** I can read with expression to make my reading interesting.
- *** I can use fluency and expression to make my reading great!





Activity:

Check in on our Class Story to see what Miss Iervasi is going to read to us today. This is read 1 – reading for enjoyment.



Maths



Mathematics: Data



MUST DO ACTIVITY

Your task is to use the information from the graph to answer the questions. Upload your answers onto Class Dojo.

<u>Learning Intention</u>

We are learning to graphs and data to answer questions.

Purpose

We are learning this because it is an important skill to be able to read a graph and understand the information it tells us.

Success Criteria

*	I can read data from a graph and answer some questions.
**	l can read data from a graph and answer questions.
***	I can read data from a graph, answer questions and create my own picture graph using information which has been given to me.

Evaluating Data Displays (A)

 Cassie's class observed the colour of cars that drove past their school. She made a picture graph to represent their observations. Use the graph to answer the questions.

	P	opu	lar C	ar C	olou	rs	
Number of Cars	Black Back Back Back Back Back Back Back B	White BOO BOO BOOK	Silver B B B	Bire Ba	Red BB BB	Green	
		Co	lour	of C	ar		
		6	3 =	1 ca	r		

- How many cars drove past the school?
- b) Which colour car was seen the
- c) Which colour car was observed the least?_____
- d) How many blue cars drove past the school?_____
- e) How many more black cars drove past compared to green? _____

2 Ar	swer the following questions about the Popular Car Colours picture graph.
a)	Do you think a picture graph was a good choice for displaying the information collected by Cassie's class? Explain your answer.
b)	Write three more questions that could be answered by the information in the Popular Car Colours picture graph.
	i)

Evaluating Data Displays (A)

 Cassie's class observed the colour of cars that drove past their school. She made a picture graph to represent their observations. Use the graph to answer the questions.

	Popular Car Colours								
Number of Cars	Black B B B B B B B B B B B B B B B B B B B	White BORNE BORNE BORN	Silver 8989	Blue Branch	Red BBBB	Green 📆			
		>	O1			U			
Colour of Car									
	🔂 = 1 car								

- a) How many cars drove past the school?
- b) Which colour car was seen the most?
- c) Which colour car was observed the least?
- d) How many blue cars drove past the school?
- e) How many more black cars drove past compared to green? _____
- 2 Answer the following questions about the Popular Car Colours picture graph.
 - a) Do you think a picture graph was a good choice for displaying the information collected by Cassie's class? Explain your answer.

 b) Write three more questions that could be answered by the information in the Popular Car Colours picture graph.

i) _____

iii) _____



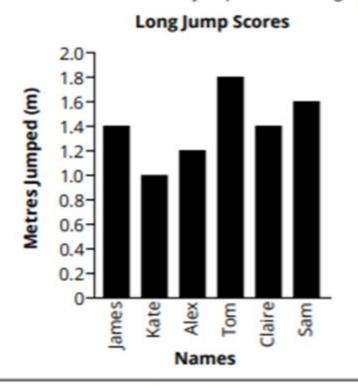
CAN DO MATHS ACTIVITY

This is a challenge activity for those students who would like to try something a little trickier. Use the information in the graph to answer the questions. Upload to ClassDojo.

Name	Date
------	------

Data Displays (A)

A group of Year 4 students competed in a long jump event. The graph below shows the distances jumped. Use the graph to answer the questions.



- a) Who jumped the furthest?
- b) Who jumped 0.6 m less than Sam? _____
- c) Which students both jumped1.4 m?
- d) Who jumped 0.4 m more than Alex?
- e) Who had the shortest jump?

2) A Year 4 class observed the native birds in their school playground during their one-hour Maths lesson. Use the information from the table to create a picture graph displaying their results.

Bird Species	Number
Kookaburra	1
Magpie	2
Willie Wagtail	6
Rainbow Lorikeet	4
Crested Pigeon	5
Cockatoo	2
Noisy Miner	3

	Kookaburra
S	Magpie
Bird	Willie Wagtail
Species of	Rainbow Lorikeet
	Crested Pigeon
	Cockatoo
	Noisy Miner

Local Native Birds

Number of Birds

= 1 bird





<u>Mathematics: TEN: SALUTE Addition and Subtraction</u> <u>Learning Intention</u>

We are learning to use strategies to add and subtract. **Purpose**

It is important to understand how to use addition and subtraction to be able to solve a variety of questions.

Success Criteria

*	I can count backwards to calculate my answer.
**	I can use a variety of strategies to add and subtract using hundreds.
***	I can use a variety of strategies to add and subtract using thousands.

You will need:

- \square Print outs: 1-9 flash cards x 2.
- ☐ 2-3 players

Instructions

1.Choose which level of addition and subtraction you are working at (hundreds or thousands). You will play for 15 minutes.

- 2. Watch a video online for explanation.
- In pairs, 1 player places 2 cards (making a 2-digit number) to their forehead.
- Partner tells them how many more to make 100.

Or

- In groups of 3, 1 student places 3 cards (making a 3-digit number) on the table.
- Select a peer to make the largest possible 3digit number.
- First person to respond with how many more to make 1000 win the cards.
- 3. Take a video and upload to class dojo.



Dance



Activity: Nut Bush Dance

We are learning to:

Practice and perform the Nut Bush and keep in time with the music.

We are learning this because:

It is important to learn about Bush Dances and how movement can be used to tell a story.

Success Criteria:

- * I can practice and perform the Nut Bush dance following step by step instructions.
- ** I can perform the Nut Bush by keeping in time with the music without instructions.
- *** I can perform the dance to music and upload it to Class Dojo.

Activity:

1. Watch the video and practice the Nut Bush dance. Step by step instructions

Video: bit.ly/3wJru0c



2. Try and dance to be in time with the music without step-by-step instructions.

Video: bit.ly/3xRqsjZ



- 3. Perform the dance to music and have a family member record you.
- 4. Upload your dance to ClassDojo.





Wednesday

Monday	Tuesday	Wednesday	Thursday	Friday
26 July	27 July	28 July	29 July	30 July
		×		



English



Activity: Writing a draft procedure

Learning Intention:

I am learning to write a draft procedure

Success Criteria:

- * I can write the title of my procedure
- ** I can write the title of my procedure and list required equipment and ingredients
- *** I can write the title of my procedure and list required equipment and ingredients. I can use my plan to order the steps
- **** I can write the title of my procedure and list required equipment and ingredients. I can use my plan to order the steps and include a conclusion









Follow the orange link to read Miss Skevington's draft procedure. Use the checklist to make sure she has all the required features. Remember that we are not yet correcting any spelling or grammatical mistakes.

When you're writing your draft, don't forget what the purpose is and who the audience is.

A procedure teaches someone how to do or make something. The information needs to be clear and precise so that the person reading can be appropriately informed.

My procedure check list			
	I have used a title		
	I have written the goal of my procedure		
	I have listed the required materials and ingredients		
	I have included step-by-step instructions that use action verbs		
	I have written a conclusion (A statement outlining what the final product should be/look like)		

bit.ly/3zfwco3

Activity 1: Using your plan from yesterday's lesson, write a draft procedure that will teach your teacher how to make or do something. Refer to the checklist to make sure you have included all the required features. Upload a photo of your draft procedure to your Dojo.





Spelling!

Learning Intention:

I am learning to spell using a range of strategies.

This is because:

Knowing spelling strategies helps me with reading and writing.

Success Criteria:

- *I can identify phonemes (sounds) in words I can say.
- **I can place my words in alphabetical order.
- ***I can use my spelling words in sentences.

Using these words as a start complete the following activities:

- 1. Record any 5 of your words using rainbow sounds (see example).
- 2. Write out your words and place them in alphabetical order.
- 3. Write 3-5 (compound) sentences using spelling words from your list.
- 4. Choose any words from the list and complete the word of the day.

Spelling

Visual - rocket words

Your teacher will send your list to your ClassDojo

Phonological - /k/ can be made with the graphemes 'qu' and 'que'

plaque mosquito unique opaque technique

Morphemic - Revising the suffix 'ly'

Adding the suffix 'ly' turns an adjective into an adverb.

sad – sadly quick – quickly
gentle – gently vigorous – vigorously
careful – carefully

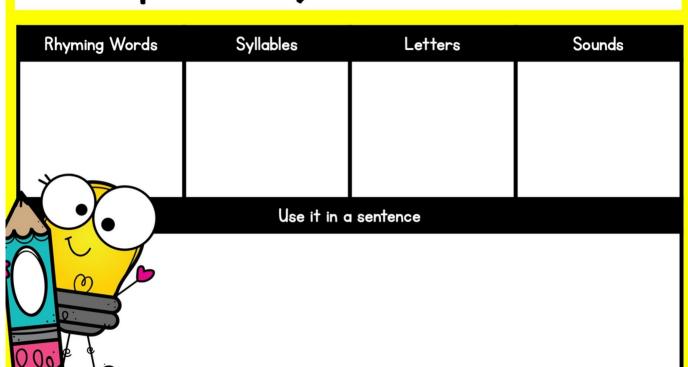
Etymological - 'bi' from Greek & Latin meaning two

bicycle bifocal bipedal bisect binomial



Only complete activities 3 & 4

Word of the Day.





Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo. Focus on reading with fluency and expression.

Learning Intention:

I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

- * I can read with fluency so my reading flows.
- ** I can read with expression to make my reading interesting.
- *** I can use fluency and expression to make my reading areat!



Join Miss Iervasi in her 2nd Read Along today. Listen carefully as you will be asked to share your thoughts and understandings of the message the author is trying to give us.



Library

Not cute.



This is the romping, stomping, chomping tale of one stubbornly adorable marsupial. But beneath its many costumes, *Not Cute* is a simple story about self-acceptance, listening to others, and not succumbing to your own delusions.

Go to:

https://storyboxlibrary.com.au/

Log in with Username: <u>lwps</u> Password: <u>lwps</u>

Click on hamburger button

Click on Stories Search 'Not cute'



Activity:

Next to the book cover is a list of animals. Sort them into their correct group in the table here.

Quokka	Emu	Wallaby
Huntsman	Owl	Crocodile
Redback spider	Dingo	Daddy long-legs
Mouse	Frill Neck Lizard	Cat
Eagle	Snake	Chicken

Marsupial	Reptile	Mammal	Bird	Arachnid





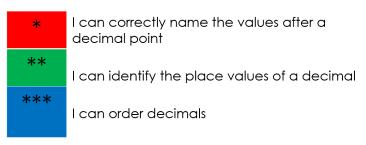
<u>Mathematics: Decimal place value</u> Learning Intention

We are learning to revise what we know about decimal place value

Purpose

We will encounter decimals in our everyday life and need to understand what they represent

Success Criteria





You will need:

- Activity posted on Dojo link
- A device to upload a photo/video of your work

Instructions:

- 1. Read through the slides about Decimal Place Value
- 2. Recall what you have been taught about the value of numbers after the decimal point
- 3. Complete the worksheet on place value
- 4. If feeling challenged and want to extend your knowledge, complete the extension activity.



Maths



Mathematics: Decimal place value Decimals



The decimal point is placed to the **right** of the Ones column.

After the decimal, our values are:

Tenths, hundredths, thousandths.

Each number after the decimal can be represented as:

1 tenth = 1/10 or 0.1

1 hundredth = 1/100 or 0.01

1 thousandth = 1/1000 or 0.001

If I have the number 87.654, what would be the value of the 6, 5 and 4?

Tens	Ones	Tenths	Hundredths	Thousandths
0	_			

Each number after the decimal can be represented as follows:

6 tenths = 6/10 or 0.6

5 hundredths = 5/100 or 0.05

4 thousandths = 4/1000 or 0.004

Complete the Place Value Worksheet by identifying
the place value of the decimal numbers.

Name:	N	Date:	100

DECIMALS PLACE VALUE

I. Write the digit that is in the place value written. The first one has been done for you.

456.05	Tenths	0
323.23	Hundredths	
670.65	Tenths	
112.14	Hundredths	
515.79	Tenths	
121.36	Tenths	
980.43	Hundredths	

Determine the value of the <u>underlined</u> digit. The first one has been done for you.

6.19	Tenths
0.234	
123	
6.054	
9.1	
0.01	
7.5 24	

	M			tivity: e challenging you ended place valu	
**	E WALLE	et to largest 45.0	47.6	0.76	030
	SIMMILES PLACE	Nace the numbers in order from smalle 457 0.895 90.4	0.89 2.1 6.21	Mace the numbers largest to smallest 5.23 (0.42)	32 323 0.42
New .	VIE DE	=		7 2 8	
ž	DEGITABLE PLAGE VALU	emailest to largest 45.0	47.6	0.76	030
	LS PU	1 Place the numbers in order from smallest to largest 457 0.895 90.4 45.0	27 62	2 Place the numbers largest to smallest 523 82 0.42	323 0.42
Nove	DECIPAL	l Place the num	084	2 Place the run 523	375



Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
26 July	27 July	28 July	29 July	30 July
			×	



English



Activity: Editing and Revising a procedure

Learning Intention:

I am learning to edit and revise a procedure

Success Criteria:

- * I can re-read my procedure
- ** I can re-read my procedure and correct any spelling mistakes
- *** I can re-read my procedure, correct spelling and punctuation mistakes
- **** I can re-read my procedure, correct spelling and punctuation mistakes and add any missing information

Revise

Make changes to improve your writing!







Editing and revising is an important step in the writing cycle that ensures our wiring can be fluently read and comprehended by an audience. Edit (C.U.P.S) means to fix up mistakes and revise (A.R.M.S) means to make changes to improve the quality of the writing.



Click on the green link to learn more about 'CUPS'
bit.ly/3kCwUYr



Click on the pink link to learn more about 'ARMS' Bit.ly/2VOkh24 **Activity 1:** In a coloured pencil, use C.U.P.S to edit your draft procedure from Thursday's lesson.

Activity 2: In a different coloured pencil, Use AR.M.S to revise your draft procedure.



Click on the blue link to see Miss Skevington's revised and edited procedure. Bit.ly/3eAPLiR

Once your work has been edited and revised. Take a photo and send it to your teacher.



Main Idea



Activity:

Read the passages and match them to their main idea.

Learning Intention:

I am learning to read for meaning.

This is because:

Understanding what I read builds my comprehension skills and grows my knowledge.

Success Criteria:

- * I can read a short passage and find key words.
- ** I can use key words to help identify the topic of the text.
- *** I can use key words and the topic to find the main idea of a text.

Draw a line between the passage and its main idea.

Tommy ran down the street chasing his dog. "Ricky! Ricky!" he yelled. He knew he should have checked the gate before letting Ricky into the backyard. His mother has told him a hundred times. How had he forgotten? If he had closed it, Ricky would still be in the back yard.

Giraffes are really tall. They are, in fact, the tallest animals on land. All four of a giraffes legs will grow to be around six feet long. A giraffe is tall enough to look into a second story window without a problem. The leaves of the Acacia tree, which contain a lot of water, are the giraffes' favourite food.

Sharks have very sharp teeth and they never run out of them. If a shark loses a tooth, another moves forward from within the shark's jaw, where it neatly keeps an unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth.

Fruit and vegetables taste great and are jam-packed with vitamins, minerals and dietary fibre. To stay fit and healthy, you need to eat a balanced diet which includes fruit and vegetables every day. Different coloured fruit and vegies have different health benefits so try and have as many different colours as you can.

Shark have very sharp teeth.

Eating fruit and vegetables is good for vou.

Giraffes are very tall animals.

Ricky ran away.



Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo. Focus on reading with fluency and expression.

Learning Intention:

I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

- * I can read with fluency so my reading flows.
- ** I can read with expression to make my reading interesting.
- *** I can use fluency and expression to make my reading great!



Join Miss Iervasi in her 3rd Read Along today. Listen carefully as you will be asked to share your thoughts and understandings of the message the author is trying to give us.



Maths



Mathematics: Decimals



<u>Learning Intention</u>

Place decimals on a number line and justify their position

<u>Purpose</u>

We will encounter decimals in our everyday life and need to understand what they represent

Success Criteria

* I can read decimals correctly and order from smallest to largest
 ** I can place decimals on a number line from 0 to 1

I can place decimals on a number line beyond 1

What you need:

Workbook or piece of paper to draw your number line Pencil

Ruler (or something straight to help you draw a straight line

Device to show your teacher your work

Explanation:

- 1. follow the slides about ordering decimals on a number line
- 2. draw a number line in a workbook or piece of paper and fill in the missing decimals.
- 3. upload onto class dojo





Mathematics: Decimals

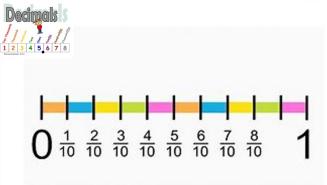
Here is a number line that includes fractions. This number line only goes up to the number 1.

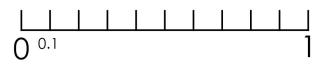
What if I wanted to make a decimal number line?

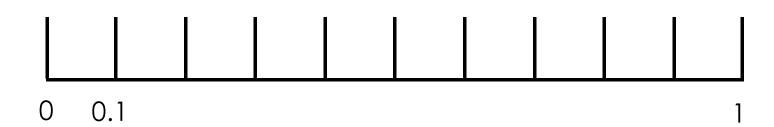
What would it look like?

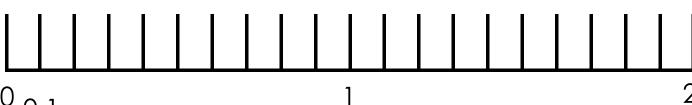
Remember, we know that 1/10 is the same as 0.1!

Activity: On a piece of paper draw a number line from 0 to 1. Place the decimals in order, the first one has been done for you.













<u>Mathematics: TEN: SALUTE Addition and Subtraction</u> <u>Learning Intention</u>

We are learning to use strategies to add and subtract. **Purpose**

It is important to understand how to use addition and subtraction to be able to solve a variety of questions.

Success Criteria

*	I can count backwards to calculate my answer
**	I can use a variety of strategies to add and subtract using hundreds.
***	I can use a variety of strategies to add and subtract using thousands.

You will need:

 \square Print outs: 1-9 flash cards x 2.



Instructions

1. Choose which level of addition and subtraction you are working at (hundreds or thousands). You will play for 15 minutes.

- 2. Watch a video online for explanation.
- In pairs, 1 player places 2 cards (making a 2-digit number) to their forehead.
- Partner tells them how many more to make 100.

 \bigcirc r

- In groups of 3, 1 student places 3 cards (making a 3-digit number) on the table.
- Select a peer to make the largest possible 3digit number.
- First person to respond with how many more to make 1000 win the cards.
- 3. Take a video and upload to class dojo.



Science





Earth and Space!

Learning Intention:

I am learning about weather on Earth.

Purpose:

This is important because we need to know how to interpret weather patterns

Success Criteria:

- * I can name some vocabulary associated with weather.
- ** I can explore technical language associated with weather and describe some in detail.
- *** I can compare similarities and differences between the weather in various months.



Science





○ Weather Vocabulary



There are so many words that we use when talking about weather.

Most of these words are in our word cloud.

The main words that we use when looking at daily weather are:

Sunny ARaining ARAINI

Thunderstorms 🥋

Science





△ Looking at the Weather Forecast ♦

It is important to know what the weather is going to be like and so you are prepared for the day and week ahead. It would not be a good idea to have a snow trip in the middle of summer where it is 35 degrees and sunny . Or a beach trip in the middle of the winter school holidays when it is 14 degrees and raining .

Today we are going to look at the weather for today and compare the weather in April and July. We will look at the <u>Weather Zone Website</u> and explore the weather in Liverpool.

Click to hear this slide read out to you.





Science

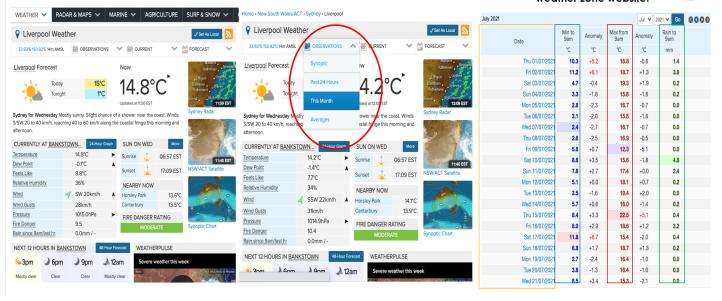




△ Looking at the Liverpool Weather Forecast

Click here to hear about how to navigate the weather zone website.







Science





△ Your Task ☼



Complete the weather watch table and compare the weather between April and July.

- 1. Which month had the hotter temperature?
- 2. Which month had the coldest temperature?
- 3. Which month had the most rain fall?

		WEATHER WATCH Weather Today: Thursday 29th July 2021					
			ZI Rainfall				
Date	Lowest Temperature	Lowest Temperature Highest Temperature					
29th July							
April 2021							
Date	Lowest Temperature	Highest Temperature	Poinfall				

Date	Lowest Temperature	Highest Temperature	Rainfall
1º April			
2nd April			
3 rd April			
4n April			
5th April			
6th April			
7h April			

Date	Lowest Temperature	Highest Temperature	Rainfall
1# July			
2 nd July			
3 rd July			
4 th July			
5th July			
6th July			
7≒ July			
8h July			
9h July			
10 th July			
11 th July			
12 th July			
13th July			
14th July			

Click here to listen to the task instructions



When you are on the webpage, you'll need to click here and change it to April.

				Y			
July 2021					Jul 🗸 2	02 v Go	0000
	Date	Min to 9am	Anomaly	Max from 9am	Anomaly	Rain to 9am	
		°C	°C	°C	°C	mm	
	Thu 01/07/2021	10.3	+5.2	16.8	-0.6	1.4	
	Fri 02/07/2021	11.2	+6.1	18.7	+1.3	3.8	
	Sat 03/07/2021	4.7	-0.4	19.3	+1.9	0.2	
	Sun 04/07/2021	3.3	-1.8	15.8	-1.6	0.2	
	Mon 05/07/2021	2.8	-2.3	16.7	-0.7	0.0	
	Tue 06/07/2021	3.1	-2.0	15.8	-1.6	0.0	

WeatherZone - Liverpool Website: https://www.weatherzone.com.au/station.jsp?lt=site&lc=66137&list=ds



Science





Complete the weather watch table and compare the weather between April and July.

- 1. Which month had the hotter temperature?
- 2. Which month had the coldest temperature?
- Which month had the most rain fall?

When you are on the webpage, you'll need to click here and change it to April.



<u>WeatherZone</u> – Liverpool Website: <u>https://bit.ly/3eBF1kc</u>





WEATHER WATCH

Weather Today: Thursday 29th July 2021



Date	Lowest Temperature	Highest Temperature	Rainfall
29th July			

April 2021

Date	Lowest Temperature	Highest Temperature	Rainfall
1st April			
2 nd April			
3rd April			
4th April			
5th April			
6th April			
7 th April			

July 2021

Date	Lowest Temperature	Highest Temperature	Rainfall
1st July			
2 nd July			
3rd July			
4th July			
5th July			
6 th July			
7 th July			
8™ July			
9th July			
10 th July			
11 th July			
12 th July			
13th July			
14th July			



Friday

Monday	Tuesday	Wednesday	Thursday	Friday
26 July	27 July	28 July	29 July	30 July
				×



English



Activity: Publishing a procedure

Learning Intention:

I am learning to publish a procedure that informs my audience

Success Criteria:

- * I can re-write or type my procedure
- ** I can neatly re-write or type my procedure
- *** I can neatly re-write or type my procedure and carefully organise my information into paragraphs and headings
- **** I can neatly write or type my procedure and carefully organise my information. I can add an appropriate picture to my procedure

Publish write and present your final copy!





Publishing is the last step in the writing cycle. When you publish, you are writing or typing your piece for the final time. Your goal is to create a perfect piece of writing so that your audience can effectively read and comprehend your ideas.

To h

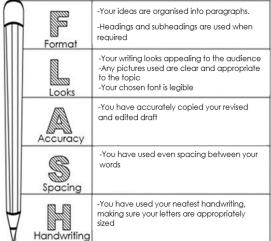
To help you publish, think FLASH!

Click on the green link to read a WAGOLL

bit.ly/3rnEeJ1

Click on the pink link to see what happens after a book is published

bit.ly/3BplBJ1



Activity: Publish your writing using one of the following methods:

- ☐ re-writing your procedure on paper
- ☐ Typing your procedure using a word document
- ☐ Typing your procedure using Google Classrooms. Click on the blue link for instructions: bit.ly/3BokAks Remember to upload your work to Dojo or ask your teacher to check Google Classroom.



Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo.

Focus on reading with fluency and expression.

Choose 1 word from your text that you do not know and find out its meaning. What type of word is it? Record the word type, definition and use it in a sentence.

Learning Intention:

I am learning to read with fluency and expression.

This is because

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

- * I can read with fluency so my reading flows.
- ** I can read with expression to make my reading interesting.
- *** I can use strategies to find out the meaning of tricky words.

My tricky word:						
art of speech (noun, verb, adjective, adverb)						
Definition (related to my book)						
Use it in a sentence:						





<u>Mathematics: Fractions and Decimals</u> <u>Learning Intention</u>

2 = 0.5

We are learning to convert fractions to decimals.

Purpose

We will encounter decimals in our everyday life and need to understand what they represent

Success Criteria

*	l can place fractions into a place value chart using correct vocabulary
**	I can demonstrate the value of a fraction using concrete materials where the denominator is 10
***	I can convert fractions to a decimal where the denominator is 10

What you need:

Worksheet (in take home pack or link in dojo)

ClassDojo

Device to upload work onto class dojo

Explanation:

- 1. Follow the slides explaining what a fraction and decimal is
- 2. Use the table to convert 1/10 and 5/10 to a decimal, paying close attention to the denominator as this gives a clue as to where we place our 1 or 5.
- 3. Complete the worksheet by converting the fractions to a decimal.

Remember, when the denominator is 10 = tenth, denominator 100 = hundredth, denominator 1000 = thousandths



Maths



Mathematics: Fractions and Decimals



A <u>fraction</u> has a **numerator** (at the top) and a **denominator** (at the bottom) and represents how many parts of a whole.

A <u>decimal</u> has two parts separated by a decimal point. To the right of the decimal is the whole number and to the left is the fractional number.

We can convert Fractions to Decimals:

6/10 is written as 0.6 in decimal form 5/10 is written as 0.5 in decimal form

Hundreds	Tens	Ones	•	I/I0 tenths	I/I00 Hundredths	1/1000 thousandths





Mathematics: Fractions and Decimals



Hundreds	Tens	Ones	•	I/I0 tenths	I/I00 Hundredths	I/I000 thousandths

6/10 = 0.6

This means 6 tenths. To convert to a decimal, we write it as 0.6

36/100 = 0.36

This means 36 hundredths. To convert to a decimal, we write it as 0.36

The denominators of the fractions above are 10 and 100. This means we can convert these into a decimal.

Name:

Converting Fractions to Decimals

Convert the fractions into decimals using the table below:

Hundreds	Tens	Ones	•	I/I0 tenths	I/I00 Hundredths	I/I000 thousandths

1	7/	IΛ
I.	4	IV

2.4/10

3.70/100

4.91/100

5.5 and 9/10

6. I and 43/100

7. 9 and 99/100

8.852/100

9.16 and 201/100

10.215 and 543/1000

Complete the activity by converting the fractions to and upload onto your class dojo decimal using the place value chart photo Q 2. Take



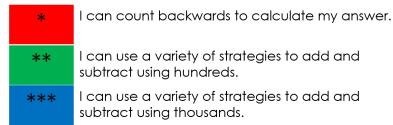


Mathematics: TEN: SALUTE Addition and Subtraction **Learning Intention**

We are learning to use strategies to add and subtract.

It is important to understand how to use addition and subtraction to be able to solve a variety of questions.

Success Criteria







Complete the worksheet to find the hazards.

Where do you ride?



Parks are a great way to explore on a bike Footpaths

- You can ride on a footpath if you are under 16.
- Supervising person over the age of 18.

 Be careful of cars turning into and out of driveways.
- Take care of other people using the paths i.e. other riders, walkers, animals, strollers



- Ride with an adult.
- Give a metre

You will need:

- Print outs: 1-9 flash cards $\times 2$.
- ☐ 2-3 players

Instructions

1.Choose which level of addition and subtraction you are working at (hundreds or thousands). You will play for 15 minutes.

- 2. Watch a video online for explanation.
- In pairs, 1 player places 2 cards (making) a 2-digit number) to their forehead.
- Partner tells them how many more to make 100.

- In groups of 3, 1 student places 3 cards (making a 3-digit number) on the table.
- Select a peer to make the largest possible 3digit number.
- First person to respond with how many more to make 1000 win the cards.
- 3. Take a video and upload to class dojo.

PDHPE

Bicycle Safety

Learning Intention:

We are learning strategies to keep us safe on and near roads.

Purpose:

We need to be able to keep ourselves safe in our environment.

Success Criteria:

- *I can identify safe and unsafe situations involving myself, bicycles and cars.
- **I can think of ways to keep myself safe when riding a bike.
- ***I can create scenarios to demonstrate my understanding of road safety.

Safe_riding clothing.

The clothes you wear when riding your bike are really important.

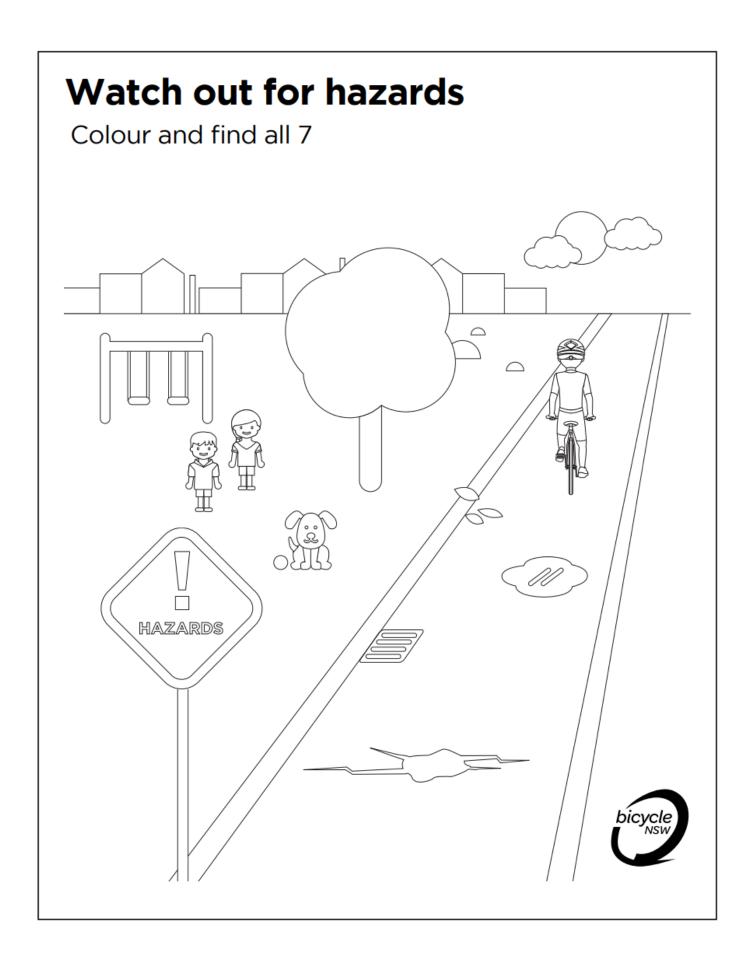
- Wear a helmet.
- Wear bright colours so pedestrians and drivers can see you.
- Loose clothing can get caught in your bike chain i.e. pant legs, backpack straps, shoelaces,
- Joggers will help you grip the pedals, so avoid thongs and slides.





- Ask permission.
 Let an adult know where you are going if riding without an adult.

PDHPE





Creative Arts



Activity:

Art How To Paint/Shade A Beautiful Landscape

Learning Intention:

I am learning how to shade my picture to make it look more realistic.

Success Criteria:

- * I can draw a landscape picture with some shading following step by step instructions.
- ** I can draw a landscape picture and paint/shade it following step by step instructions.
- *** I can draw a landscape picture and paint/shade it with contrast following step by step instructions.



Creative Arts



You will need a plain piece of A4 paper and a sharp pencil.

Watch the video and follow the instructions to complete your drawing. If you don't have any paints, you can just use coloured pencils or crayons.



https://bit.ly/3iaH2ko