

Term 3 Week 5

2021

The work in this booklet is for Term 3 Week 5, 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 child's 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
9	10	11	12	13
Aug	Aug	Aug	Aug	Aug

Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p> <p>Writing Websites Researching and creating our own website</p> <p>Spelling Use the spelling words listed to complete the spelling activities.</p> <p>Reading Summarising lesson 1</p> <p>PM eCollection. Read a book/chapter to practise using fluency and expression.</p>	<p>Writing Websites Researching and creating our own website</p> <p>Comprehension Summarising Lesson 2</p> <p>Read to P3 Check into ClassDojo to hear a reading from one of our teachers.</p> <p>PM eCollection. Read a book/ chapter, identify a tricky word.</p>	<p>Writing Websites Researching and creating our own website</p> <p>Spelling Use the spelling words listed to complete the spelling activities.</p> <p>Read to P3 Check into ClassDojo to hear a reading from one of our teachers.</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>	<p>Writing Websites Researching and creating our own website</p> <p>Grammar Homonyms – there, their and they're. To, too and two. Sort out these homonyms and learn to use them correctly in your writing,</p> <p>Read to P3 Check into ClassDojo to hear a reading from one of our teachers.</p> <p>Inferring Visual Literacy What, When, Who</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>	<p>Writing Websites Researching and creating our own website</p> <p>Spelling Use the spelling words listed to complete the spelling activities.</p> <p>Inferring Visual Literacy Size, Shape, Sound</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>
<p>Maths - Strands & TEN</p>				
<p>Reading a thermometer to find out the temperature using degrees Celsius.</p> <p>TEN Fractions Game</p>	<p>Recording lengths and distances using m, cm and mm using decimal numbers.</p> <p>TEN Fractions Game</p>	<p>Converting lengths between m and cm to record the height of people in my family.</p> <p>TEN Fractions Game</p>	<p>Making a graph to compare hand lengths of the people in my family.</p> <p>TEN Fractions Game</p>	<p>Making a graph to compare foot lengths of the people in my family.</p> <p>TEN Fractions Game</p>

Other KLAs				
Geography Investigate one of the 7 Natural Wonders of the World	Dance Learn the Macarena	Library Read No! Never! Create your own rhyming poem	Science Explore changes in the Earth's landscape due to natural processes	PDH Drug Safety – what smoking can do to our bodies
Other Activities				
Visual Arts	code.org hour of code or scratch.mit.edu	Run and jump – play...move your body!	Make a card for someone in your house. It could be a thank you or you make me happy card	Play a board game, or do a jigsaw puzzle



Monday

Monday	Tuesday	Wednesday	Thursday	Friday
9 August	10 August	11 August	12 August	13 August



English



Learning Intention:

I am learning to create a website that provides an audience with factual information

Success Criteria:

* I can understand that websites give factual information to inform their audience

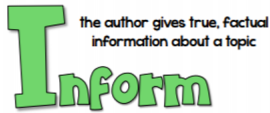
** I can understand the purpose of a website and record a headline for my own website

*** I can use a headline and include photos for my own website

**** I can use an eye-catching headline and relevant photos for my own website

What do we already know?

Last week we defined what a website is and identified the features that make a website reputable. We learnt that when aiming to inform an audience, websites share facts that can answer who, what, when, where and why questions.



Click on the link to learn more about author's purpose

bit.ly/3ibU0Ud

When trustworthy websites share factual information with their audience, their main goal is to **INFORM**.

Websites 'hook in' their audience using headlines and photographs. Remember that good headlines are short (less than 15 words) and reflect the main idea that the website wants to share.

Websites include relevant pictures and photographs to help their audience understanding the topic. If they were sharing facts about dogs, they wouldn't include a photo of a cat!

Click on the link to view a website that includes an eye-catching headline and relevant photographs: ab.co/3f9hvvd

Activity: This week, we will be creating a website that informs our audience. You can choose to have your website give information about the Tokyo Olympics or the Tokyo Paralympics. You can choose to create your website on a Weebly (requires a device with internet) or you can use a paper worksheet.

Click on the **red link** to see instructions to access the online Weebly activity: bit.ly/3lqlnuP

Click on the **blue link** to see instructions to access the paper worksheet activity: bit.ly/3iaK0KX

Monday Activity:

- Decide if you are going to create a website about the Olympics or the Paralympics
- Decide on a headline that 'hooks in' your audience in and reflects your chosen topic. Make sure your headline is less than 15 words and is positioned at the top centre of your screen.
- Draw a picture underneath your headline that is relevant to your chosen topic.





English



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 the sounds (phonemes) in words and show them using colour.

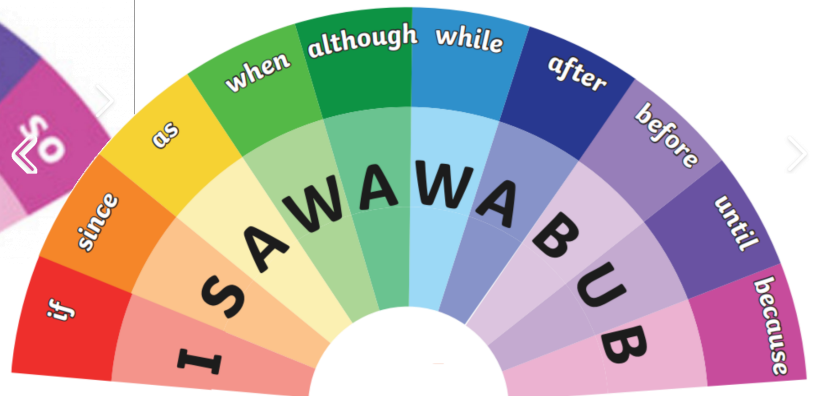
** I can write compound sentences using my spelling words and FANBOYS.

*** I can write complex sentences using my spelling words and ISAWAWABUB.

ACTIVITY

Using your spelling words complete the following activities:

1. Record your words using rainbow sounds.
2. Use your words to write compound or complex sentences.



Rainbow Sounds

Compound/ Complex Sentences

Spelling

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /air/ can be made with the graphemes 'are', 'ere' and 'eir'

their	unaware
there	share
we're	

Morphemic - Revising the suffix 'ness' Using the suffix 'ness' on nouns talks about the state or condition of.

happy - happiness	peaceful - peacefulness
lonely - loneliness	aware - awareness
weak - weakness	

Etymological - 'quad' from Latin meaning four

quadbike	quadruple
quadruped	quadgraph
quadrant	



English



Learning Intention:

We are learning to identify key points of a fiction text to create a summary.

This is because:

Summarising helps us identify the key points of a text and develop our comprehension skills.

Success Criteria:

* I can read a short fiction text

** I can identify the key points of (S) somebody, (W) wanted, (B) but, (S) so and (T) then of the text.

*** I can record these key points in dot form

Click the link or scan the QR Code to **view** the text Tiddalick the Frog being read aloud

bit.ly/3xcessd



SCAN ME



SCAN ME

bit.ly/3zTVk44

Click the link or scan the QR Code to **read** the text Tiddalick the Frog



SCAN ME

After reading or watching the text identify these key points. Record your answers in dot points.

Use this code or scan the QR code to watch Monday's video explaining how to identify key points.

Somebody

Who or what is the text

Wanted

What did the character

But

What was the problem?

So

How was the problem

Then

What happened at the end?



Maths



Mathematics: Temperature



Learning Intention

We are learning to compare temperatures on a thermometer.
We are also learning to record different temperatures on a thermometer.

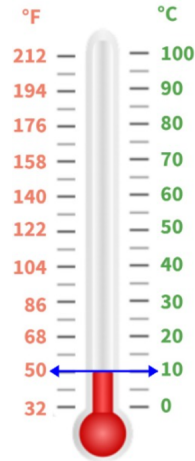
Purpose

It is important to be able to use a thermometer to compare and read different temperatures

Success Criteria

- *** I can compare different temperatures on a thermometer.
- **** I can compare and record some different temperatures on a thermometer.
- **** I can compare and record a variety of different temperatures on a thermometer.

To read the thermometer, **find the number where the red liquid is level with.**



Activity One

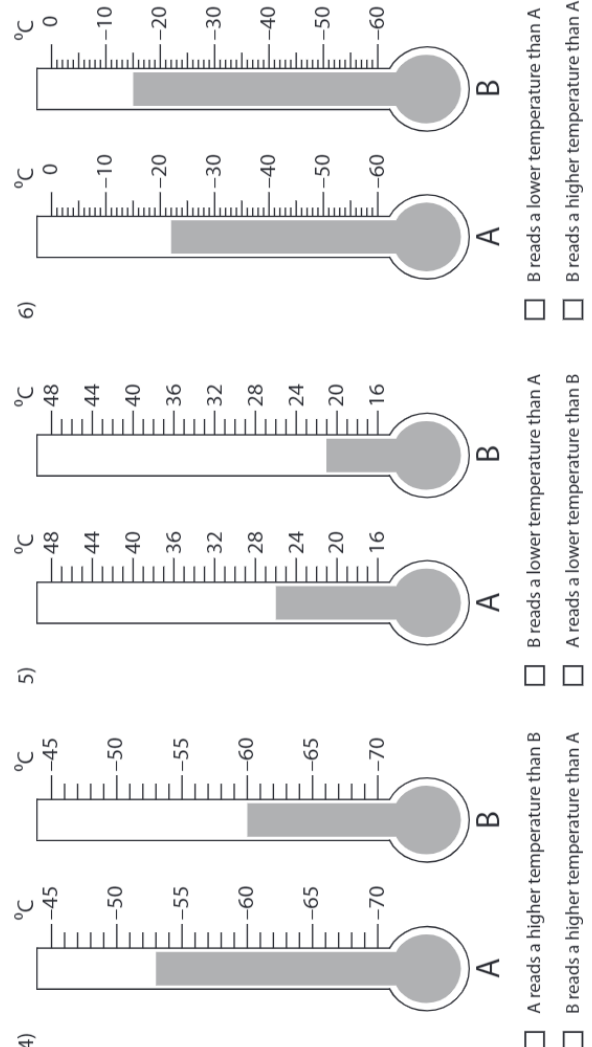
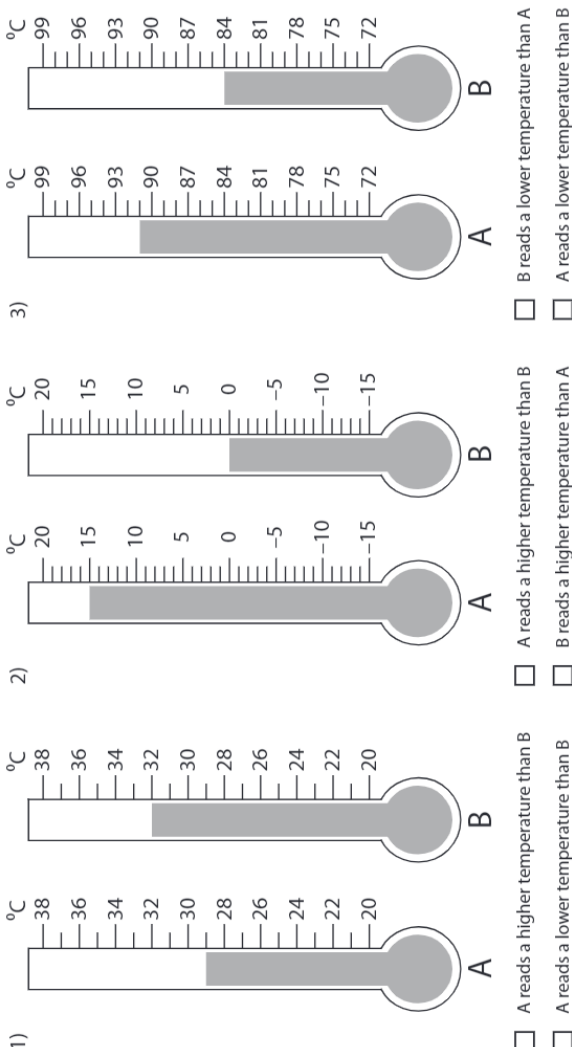
Compare the temperatures on the thermometers.

Tick the correct statement for each question.

Sheet 1

Comparing temperatures - Thermometer

Compare each pair of thermometers and choose the correct answer.



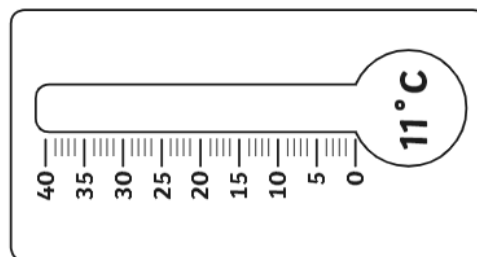
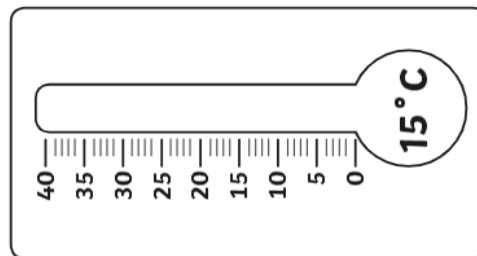
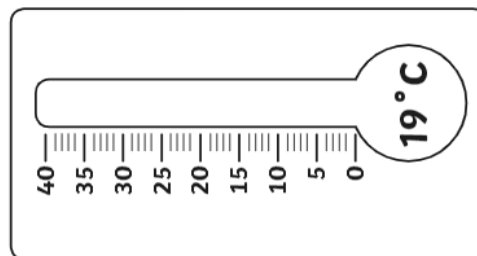
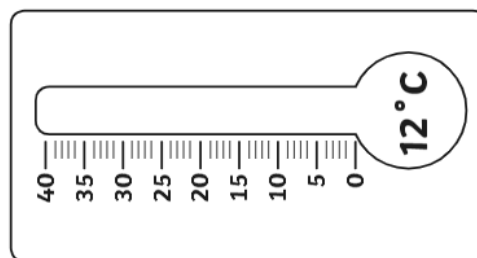
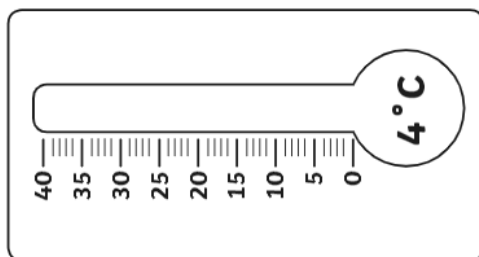
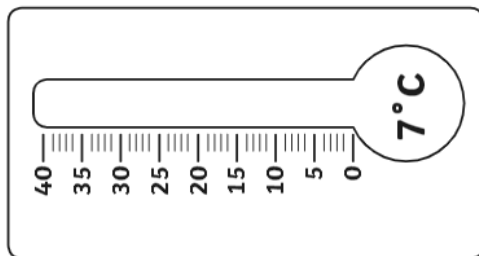
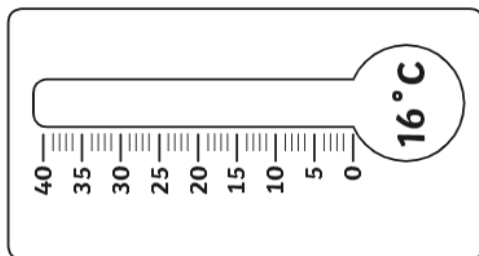
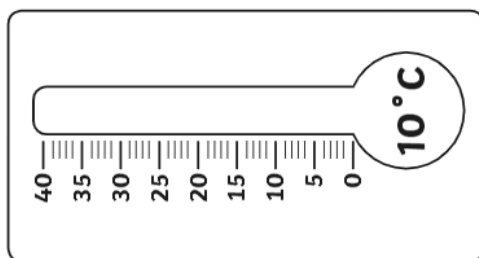
A Cold Snap

Amazing Fact

The lowest temperature ever recorded at the South Pole is -89.2°C , making it one of the coldest places on Earth.

Challenge

Mark the thermometers below with the given temperatures.



Maths



TEN Activity: FRACTION GAME

Learning Intention:

We are learning how to compare and order fractions.

Purpose

Recognising the size and order of fractions is helpful in everyday life.

Success Criteria



I can identify the numerator and denominator in a fraction.



I can read and represent fractions using drawings.



I can order fractions using symbols and number lines.

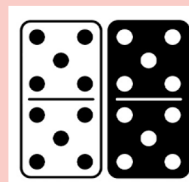


What you need:

1. Dojo to post your activity
2. Video link in PDF.
3. Dice or dominoes.

Instructions

Your task is to play a fraction game.



1. View the fraction activity video
2. Decide if you will work at Level 1 or Level 2 or 3.

Level 1 Roll a dice or flip a domino. Record the fraction (small number on top and larger number on the bottom) Draw a picture of the fraction rolled.

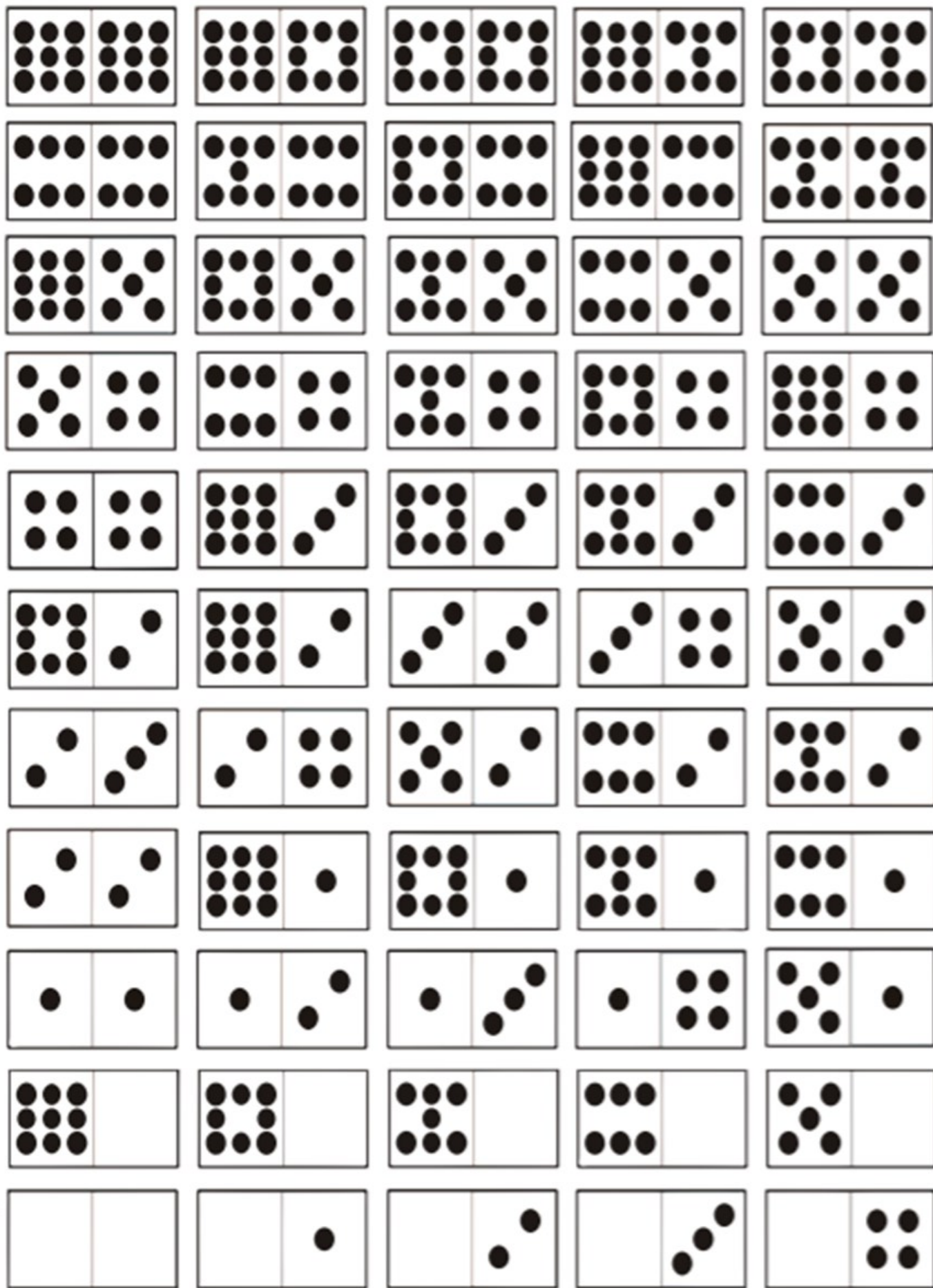
Level 2 Roll a dice or flip a domino twice. Record the fractions (small number on for numerator and larger number for denominator) Use the symbols to compare the fractions.

Level 3 Roll a dice or flip a domino twice. Record the fractions on a number line (small number on for numerator and larger number for denominator)

Challenge activities can be accessed in the video link.

bit.ly/3rOCTuE

This page has been left blank on purpose. Use it for working out, writing or draw a picture!



SYMBOL	WORDS
$>$	greater than

$<$	less than
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Think about our last Geography lesson with the continents, countries and the seven wonders of the world.

Do you remember the seven wonders of the world?

Your task is to choose one of the Seven Wonders Click on the link and research some facts on the wonder that you have chosen. Summarise the information and write down the facts IN YOUR OWN words. Upload your facts onto Class Dojo.

Mount Everest

<https://www.bbc.co.uk/newsround/22702860>



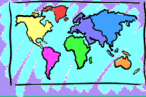
The Grand Canyon

<https://www.sciencekids.co.nz/sciencefacts/earth/grandcanyon.html>



Rio De Janeiro Harbour

https://www.softschools.com/facts/wonders_of_the_world/harbor_of_rio_de_janeiro_facts/419/



Geography



Learning Intention:

We are learning about one of the seven wonders of the world in detail.

Purpose

It is important to be knowledgeable about special geographical features which are located around the world.

Success Criteria

- * I can write some facts about one of the seven wonders.
- ** I can write some facts about one of the seven wonders with some detail.
- ** * I can summarise the information and write facts about one of the seven wonders with lots of details.

Victorian Falls

<https://easyscienceforkids.com/all-about-victoria-falls/>



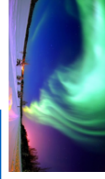
The Great Barrier Reef

<https://greatbarrierreef.com.au/information/for-kids/>



Northern Lights

<https://www.kids-fun-science.com/what-are-northern-lights.html>



Paricutin Volcano

<https://easyscienceforkids.com/all-about-paricutin/>



Geography

Natural Wonders of the World

Name of the Natural Wonder I have chosen

Location of my Natural Wonder

Interesting Facts about my chosen Natural Wonder

Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
9 August	10 August	11 August	12 August	13 August
				



English



Learning Intention:

I am learning to create a website that provides an audience with factual information that answers WHAT questions about the Olympics/Paralympics

Success Criteria:

* I can understand that a website shares **factual information**

** I can use a subheading on my website

*** I can use a subheading on my website and share factual information about what the Olympics/Paralympics are

**** I can use a subheading and photos to share factual information about what the Olympics/Paralympics is



SUBHEADING

Words under the heading that tell about the topic of one part of a text

Cooking Spaghetti

Becoming a Chef in Five Easy Steps

Cooking spaghetti makes a delicious and nutritious dinner for your and your family. Best of all, it's easy to make! With adult permission to use the stove, and access to a grocery store, you can become a gourmet chef in a matter of minutes.

Websites often organise information using subheadings. Subheadings make it easier for the audience to navigate the website and identify the specific information that they may be looking for.

Today we will be adding a subheading to our website and will provide information to our audience about **WHAT** the Olympics/Paralympics is.

WHAT?

-What are the Olympics/Paralympics?

-What events take place at the Olympics/Paralympics?

Activity: Use the subheading 'what are the Olympics/Paralympics' on your website. Conduct your own research or reflect on your plan created last week. Share your findings in your own words and include a relevant picture.

Click on the **red link** to access the online Weebly instructions and let your teacher know what you have finished:

Click on the **blue link** to access the paper worksheet: bit.ly/3iXq9hu

bit.ly/3ia5Q10

Tuesday Activity:

-Your goal is to share factual information about your chosen topic (the Olympics or the Paralympics) through the use of a pretend website.

-Research information that answers **WHAT** the Olympics/Paralympics are. Record your findings under the relevant subheadings below and remember to use full sentences (approximately one paragraph).

-Include a drawing of a picture that is relevant to the information you have shared.

What are the _____?



English



Learning Intention:

We are learning to write a short summary about a text we have read.

This is because:

We are using summarising to develop our comprehension skills.

Success Criteria:

*I can use my plan to write 1-2 sentences about the text

**I can use my plan to write 3-4 sentences summarising the text

*** I can use my plan to write a paragraph (4-5 sentences) summarising the text.



Activity:

Use the dot points you recorded yesterday to write a summary of the text Tiddalick the Frog using full sentences.

Summarise

Summarise means to retell the main ideas or events in a text in your own words.

Click the link below or scan the QR code to select Tuesday's video on how to write a summary.

bit.ly/3iiWSPj



SCAN ME

Somebody

Wanted

But

So

Then

Use the dot points from yesterday to write a summary of the story Tiddalick the Frog. You should use no more than 5 sentences.



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:

Part of speech (noun, verb, adjective, adverb)

Definition (related to my book)

Use it in a sentence:



Maths



Mathematics: LENGTH

Learning Intention

We are learning to record lengths and distances using decimal notation to two decimal places.

Purpose

It is important to be exact when recording different measurements.

Success Criteria:

- I can identify that length is measured in mm, cm, m, and km.
- I can record my family in centimetres.
- I can write my recorded centimetres measurement in metres to two decimal places.

What you need:

1. Dojo to post your activity.
2. Worksheets in your take home pack or link on Dojo.
3. A ruler, tape measure or iPad measure app

Instructions

Your task is to record the length of up to five of your family members in centimetres and write the measurement in metres with two decimal places.

Then answer three questions about your results.

1. Who is the tallest in your family?
2. Who is the shortest in your family?
3. How many people in your family are shorter than you?

Take a photo of yourself measuring your family and post it to Class Dojo.



Maths



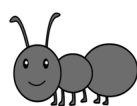
Mathematics: LENGTH

When we measure length, we can measure it in:

Millimetres = mm
Centimetres = cm
Metres = m
Kilometres = km

We measure smaller items with mm and cm, and larger items with m and km.

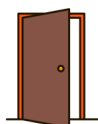
Ant – mm



Hand – cm



Door – m



Road - km



When we measure objects or people, we make sure that our measurements are exact.

Example:

My backyard is 10.46m long

My hand is 17.2cm long

My friend lives 5.4km away from my house.

Complete the 'Measuring my Family' worksheet, and remember to be exact when measuring each member of your family.

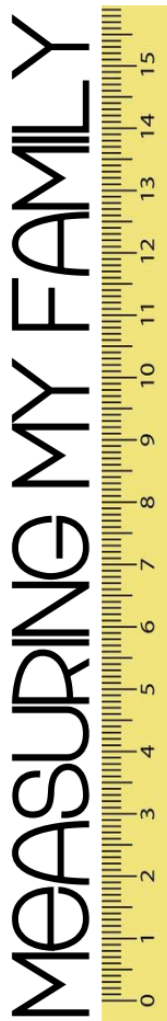
Write how long they are in centimetres and then in metres. You'll need to use your decimal point.

Click the link below or scan the QR code to see a video on writing fractions as decimals



SCAN ME

bit.ly/2UVjtIj



When we measure school children and adults, we use metres and centimetres.

Choose up to five family members and ask them to lay on the floor with their feet against a wall or hard surface. Use a ruler, the measure app (iPad), tape measure, or a piece of paper to measure each member of your family and ask someone to measure you too!

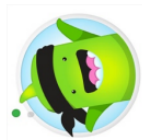
Firstly record yourself in centimetres and then we will convert too metres.

Name	Height in cm	Height in m
Example: Miss Hammond	168cm	1.68m
1.		
2.		
3.		
4.		
5.		

Who is the tallest member of your family?

Who is the shortest member of your family?

How many people in your family are shorter than you?



If you are completing this task on paper, take a photo when you have completed it and post it to your Class Dojo Portfolio.

Also, take a photo or video of you completing the measuring of your family and post it to Class Dojo too!



Maths



TEN Activity: FRACTION GAME

Learning Intention:

We are learning how to compare and order fractions.

Purpose

Recognising the size and order of fractions is helpful in everyday life.

Success Criteria



I can identify the numerator and denominator in a fraction.



I can read and represent fractions using drawings.



I can order fractions using symbols and number lines.

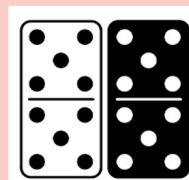


What you need:

1. Dojo to post your activity
2. Video link in PDF.
3. Dice or dominoes.

Instructions

Your task is to play a fraction game.



1. View the fraction activity video
2. Decide if you will work at Level 1 or Level 2 or 3.

Level 1 Roll a dice or flip a domino. Record the fraction (small number on top and larger number on the bottom) Draw a picture of the fraction rolled.

Level 2 Roll a dice or flip a domino twice. Record the fractions (small number on for numerator and larger number for denominator) Use the symbols to compare the fractions.

Level 3 Roll a dice or flip a domino twice. Record the fractions on a number line (small number on for numerator and larger number for denominator)

Challenge activities can be accessed in the video link.

bit.ly/3rOCTuE



Dance



Macarena

We are learning to:

Practice and perform the Macarena dance by keeping in time with the music.

We are learning this because:

It is important for our health and development.

Success Criteria:

*I can practice and perform the Macarena dance following step by step instructions.

**I can perform the Macarena 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 Macarena dance. Step by step instructions

Video: bit.ly/3BLbtL6

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

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
9 August	10 August	11 August	12 August	13 August
		X		



English



Learning Intention

I am learning to create a website that provides an audience with factual information that answers WHY and WHERE questions about the Olympics/Paralympics

Success Criteria:

* I can understand that a website shares factual information

** I can use a subheading on my website

*** I can use a subheading on my website and share factual information about WHY and WHERE the games take place

**** I can use a subheading and photos to share factual information about WHY and WHERE the games take place



Remember....

What is the purpose of our website?

To inform our audience.

Who is our audience?

Anybody who wants to learn more about the Olympics or the Paralympics.

Today we will be adding information to our website.

We will be answering WHY questions and WHERE questions. Don't forget that websites organise their information using subheadings

Click on the link to learn more about the 5 W

questions https://youtu.be/Y_E-N5y1r7g

WHY?

-Why did the Olympics/Paralympics take place?

WHERE?

-When did the 2021 Olympics/Paralympics take place?

-Were they the winter or summer games?

Activity: Use the subheadings 'Why do the Olympics/Paralympics take place?' and 'Where do the Olympics/Paralympics take place?' on your website. Conduct your own research or reflect on your plan created last week. Share your findings in your own words and include relevant pictures.

Click on the [red link](#) to access the Weebly instructions and let your teacher know when you have finished:

Click on the [blue link](https://youtu.be/Y_E-N5y1r7g) to access the paper worksheet: [bit.ly/3ydCep6](https://youtu.be/Y_E-N5y1r7g)

[bit.ly/3zSW2OY](https://youtu.be/Y_E-N5y1r7g)

Recording sheet on next page.



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 for today's read aloud. Can you guess who the teacher is?

Wednesday Activity:

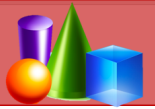
- Your goal is to share factual information about your chosen topic (the Olympics or the Paralympics) through the use of a pretend website.
- Research information that answers WHY the Olympics/Paralympics takes place and WHERE does the Olympics/Paralympics take place. Record your findings under the relevant subheadings using full sentences (approximately one paragraph).
- Include a drawing of a picture that is relevant to the information you have shared

Why do the _____s take place?

Where do the _____s take place?



Maths



Mathematics: LENGTH

Learning Intention

I am learning to convert between millimetres, centimetres, and metres.

Purpose

It is important to know that measurements can be the same and recorded with different measurement units.

Success Criteria

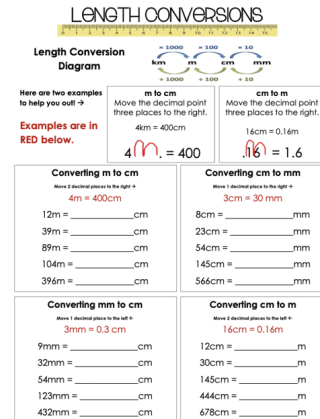
- *** I can identify that length can be recorded in millimetres, centimetres, and metres.
- **** I can use the length conversion diagram to convert cm to m or mm to cm
- ***** I can use the length conversion diagram to convert mm to cm, cm to m, m to cm and cm to mm.

What you need:

1. Dojo to post your activity.
2. Worksheets in your take home pack or link on Dojo.

Instructions

Your task is to use the length conversion diagram and information on the following slide to convert millimetres, centimetres and metres on the 'Length Conversion sheet'



Maths



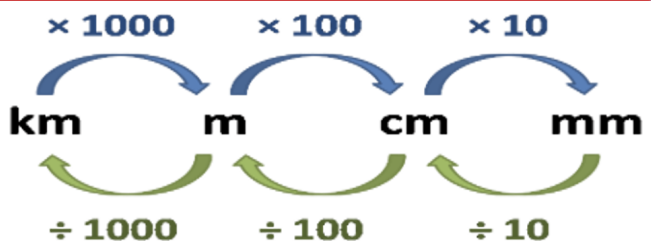
Mathematics: LENGTH CONVERSIONS

When we are converting length, we can use this conversion diagram to the right.

We have just learned about decimals, and we need this knowledge to convert length.

Th	H	T	O	t	h	th
Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths
1000	100	10	1	0.1	0.01	0.001

We look at the number and imagine that there is a decimal point after it. We then move it either to the left or the right. The number of places we move depends on the amount of '0's' there are.



If we are looking at the blue arrows, we need to move the decimal point to the right --->

4.

If we are looking at the green arrows, we need to move the decimal point to the left ---<

4.

LENGTH CONVERSIONS



Length Conversion Diagram



Here are two examples to help you out! →

Examples are in RED below.

m to cm

Move the decimal point three places to the right.

$$4\text{km} = 400\text{cm}$$

$$4\text{m} = 400$$

cm to m

Move the decimal point three places to the right.

$$16\text{cm} = 0.16\text{m}$$

$$.16 = 1.6$$

Converting m to cm

Move 2 decimal places to the right →

$$4\text{m} = 400\text{cm}$$

$$12\text{m} = \underline{\hspace{2cm}}\text{cm}$$

$$39\text{m} = \underline{\hspace{2cm}}\text{cm}$$

$$89\text{m} = \underline{\hspace{2cm}}\text{cm}$$

$$104\text{m} = \underline{\hspace{2cm}}\text{cm}$$

$$396\text{m} = \underline{\hspace{2cm}}\text{cm}$$

Converting cm to mm

Move 1 decimal place to the right →

$$3\text{cm} = 30\text{mm}$$

$$8\text{cm} = \underline{\hspace{2cm}}\text{mm}$$

$$23\text{cm} = \underline{\hspace{2cm}}\text{mm}$$

$$54\text{cm} = \underline{\hspace{2cm}}\text{mm}$$

$$145\text{cm} = \underline{\hspace{2cm}}\text{mm}$$

$$566\text{cm} = \underline{\hspace{2cm}}\text{mm}$$

Converting mm to cm

Move 1 decimal place to the left ←

$$3\text{mm} = 0.3\text{cm}$$

$$9\text{mm} = \underline{\hspace{2cm}}\text{cm}$$

$$32\text{mm} = \underline{\hspace{2cm}}\text{cm}$$

$$54\text{mm} = \underline{\hspace{2cm}}\text{cm}$$

$$123\text{mm} = \underline{\hspace{2cm}}\text{cm}$$

$$432\text{mm} = \underline{\hspace{2cm}}\text{cm}$$

Converting cm to m

Move 2 decimal places to the left ←

$$16\text{cm} = 0.16\text{m}$$

$$12\text{cm} = \underline{\hspace{2cm}}\text{m}$$

$$30\text{cm} = \underline{\hspace{2cm}}\text{m}$$

$$145\text{cm} = \underline{\hspace{2cm}}\text{m}$$

$$444\text{cm} = \underline{\hspace{2cm}}\text{m}$$

$$678\text{cm} = \underline{\hspace{2cm}}\text{m}$$



Library



No! Never! is a cautionary tale about a little girl who drives her parents up the wall when she starts answering 'No! Never!' to all their requests - and what happens when the tables are turned on her.

Activity:

Activity:

1. Can you explain what rhyming words are? (cat, mat, sat, hat...)
2. Choose one the rhyming words from the story and create a list of other words that rhyme with it.

From your list of rhyming words create a short rhyming poem. Remember line 1 and 3 need to have the same ending sound and lines 2 and 4 need to rhyme with a different sound. This might be a little tricky but try your best.

Go to:

<https://storyboxlibrary.com.au/>

Log in with

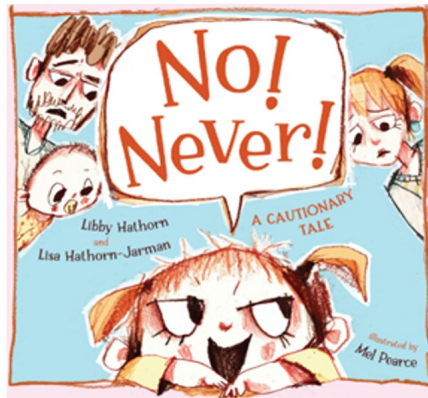
Username: lwps

Password: lwps

Click on hamburger button 

Click on Stories

Search No! Never!



You must use exclamation marks! ! !

My chosen word: _____

Words that rhyme with my chosen word

My rhyming poem

Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
9 August	10 August	11 August	12 August	13 August

English

Learning Intention

I am learning to create a website that provides an audience with factual information that answers WHEN and WHO questions about the Olympics/Paralympics

Success Criteria:

* I can understand that a website shares factual information

** I can use a subheading on my website

*** I can use a subheading on my website and share factual information about WHEN the games take place and WHO attends them

**** I can use a subheading and photos to share factual information about WHEN the games take place and WHO attends them

Click the link to investigate an example website page. What is WRONG with the website?? Explain to someone in your family

bit.ly/3x8ihyl

Today we will be adding information to our website.

We will be answering WHEN questions and WHO questions about the games.

WHEN?

-When did the Olympics/Paralympics take place?

-How often do they occur?

WHO?

-Who attends the Olympics/Paralympics?

-Who watches the Olympics/Paralympics?

Activity: Use the subheadings 'When do the Olympics/Paralympics take place?' and 'Who attends the Olympics/Paralympics?' on your website. Conduct your own research or reflect on your plan created last week. Share your findings in your own words and include relevant pictures.

Click on the [red link](#) to access the instructions for the online Weebly. Let your teacher know when you have finished

Click on the [blue link](#) to access the paper worksheet: bit.ly/3ffiNoC

bit.ly/3yhgWXH

Thursday Activity:

-Your goal is to share factual information about your chosen topic (the Olympics or the Paralympics) through the use of a pretend website.

-Research information that answers WHEN the Olympics/Paralympics takes place and WHO attends the Olympics/Paralympics. Record your findings under the relevant subheadings using full sentences (approximately one paragraph).

-Include a drawing of a picture that is relevant to the information you have shared.

When do the _____s take place?

Who participates in the _____s?



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. 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 for today's read aloud. Can you guess who the teacher is?



English



Activity:

Use the correct homonym to complete the sentences and try writing some of your own!

Learning Intention:

I am learning to identify and use the correct homonym in writing.

Purpose:

Using the correct word helps me develop my understanding of what I read and write.

Success Criteria:

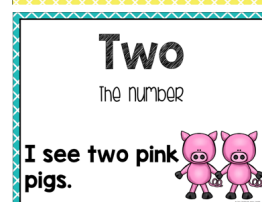
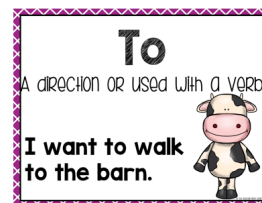
* I can match homonyms to their correct meaning.

** I can use the correct homonym to complete given sentences.

*** I can use the correct homonym to write my own sentences

Click the link or scan the QR Code to see today's activity.

bit.ly/3lh0nr9



1 Their, There, or They're? We'll meet _____ after we eat our lunch.	2 Their, There, or They're? I hope _____ going to the football game too!
3 Their, There, or They're? I think that _____ Mom makes the best birthday cake!	4 Their, There, or They're? Do you know if _____ is any popcorn left?
5 Their, There, or They're? They used to live in New York but _____ in Texas now.	6 Their, There, or They're? The horses ate _____ apples quickly!
7 Their, There, or They're? When we went _____ last summer, we had so much fun!	8 Their, There, or They're? I saw _____ new bikes in the driveway.

1 To, Too, or Two? We need _____ read that new book.	2 To, Too, or Two? She wants _____ pieces of toast for breakfast.
3 To, Too, or Two? I love to watch cartoons _____!	4 To, Too, or Two? There was _____ much mustard on the corn dog.
5 To, Too, or Two? They need to buy _____ pairs of skates for their twins.	6 To, Too, or Two? I am walking _____ my best friend's house.
7 To, Too, or Two? Let's swim and play games _____.	8 To, Too, or Two? I saw _____ baby birds in the nest.



English



Learning Intention: We are learning to discuss the visual features of a text.

- Success Criteria**
- ★ I can use a structure word to discuss the image.
 - ★★ I can use a structure word to identify specific features of the image.
 - ★★★ I can use all my 'W' structure words to discuss the feature of the image.
 - ★★★★ I can write a compound or complex sentence using the 'W' structure words to discuss the features of the image.

Purpose: To share our ideas of all the features in the images in full sentences.

When we make inferences, we use evidence to come to our own conclusions from what we know and what we can see...



Using our structure word 'What?' let's infer what we can see in the image?



Using our structure word 'When?' let's infer when you think this image is happening?



Using our structure word 'Where?' let's infer where you think this image may be?



Scan the QR code for video instructions or use the link (blue writing) below

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



Using the image above list down some of your 'W' structure words

What	When	Where
e.g. people, animals, things	e.g. night, day, morning, 10am	e.g. park, home, room

Using your ideas above write a compound or complex sentence to infer what is happening in the image.



Using the image above list down some of your 'W' structure words

What	When	Where
e.g. people, animals, things	e.g. night, day, morning, 10am	e.g. park, home, room

Using your ideas above write a compound or complex sentence to infer what is happening in the image.



Maths



Mathematics: Data

Learning Intention:

Collect data to create a simple column graph.

Purpose

Collecting and representing data in the form of a graph helps us to easily interpret data.

Success Criteria



I can gather data by measuring and recording hand lengths in cm and mm.



I can create a graph that contains a title, correctly labelled axis and evenly spaced columns.



I can interpret my graph by making 3 statements about my results



What you need:

1. Dojo to post your activity
2. Worksheets in your take home pack or link on Dojo
3. A ruler or tape measure

Instructions

Your task is to measure the length of your hand and record the measurements in cm and mm.

Then measure the length of your other family members hands. Make a prediction about your results. Who do you think will have the longest hands and why?

Create a column graph to compare the measurements.

Write 1 –3 statements about your graph. Did you see similar results to what you recorded yesterday about the length of your family's feet?



Maths



Mathematics: Data

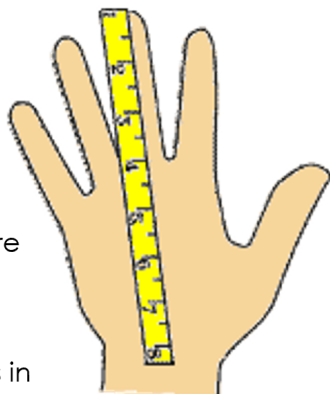
1. Measure your hand



Measure your hand like this! Then measure your mum, dad and siblings' hands.

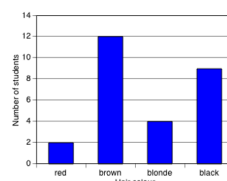
Record your answers in cm and mm.

For example, 17.6cm



2. Record your data in a column graph

Your method is how you collected the data for your survey. How did you measure and record the data?



The x and y axis of a graph must be labelled.

The x axis (horizontal axis) would be labelled the names of your family members,

The y axis (vertical axis) Would be labelled with the measurements in cm.

Create Your Own Survey

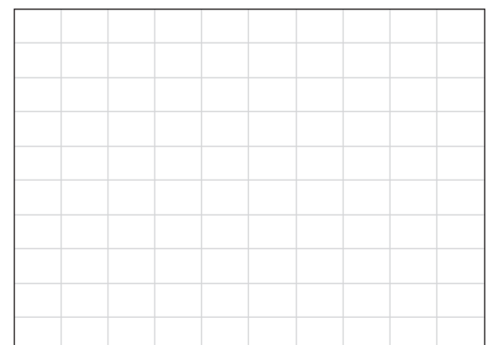
Decide on a survey you can carry out.

Survey Title: _____

Number of people I will ask: _____

The method I will collect my data by is: _____

My data display:



Decide on a survey you can carry out.

Survey Title:

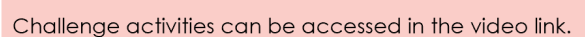
Number of people I will ask:

The method I will collect my data by is:

My data display:

[illegible]

I can order fractions using symbols and number lines.



bit.ly/3rOCTuE



Science



Earth and Space!



Learning Intention:

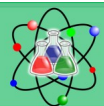
I am learning about the changes in the landscape that have occurred over time as a result of natural processes.

Success Criteria:

- * I understand that weathering can cause changes in the landscape of Earth
- ** I can name some natural processes that have affected Earth and its landscapes.
- *** I can describe the natural actions that occur on earth and describe the kind or erosion it causes.



Science



The Earth's Changing Landscape

Our planet, Earth, is an ever-changing planet. Wind, water, and ice erode and shape the land. Volcanic activity and earthquakes alter the landscape in a dramatic and often aggressive manner. On a much longer timescale, the movement of earth's plates slowly reconfigures oceans and continents.

There are two types of processes that cause change to the Earth's landscapes.

Constructive Processes:

These processes create landforms.

- Depositions
- Landslides
- Volcanic eruptions
- Floods



Destructive Processes:

These processes destroy landforms.

- Weathering
- **Erosion**
- Earthquakes
- Some floods
- Some landslides





Science

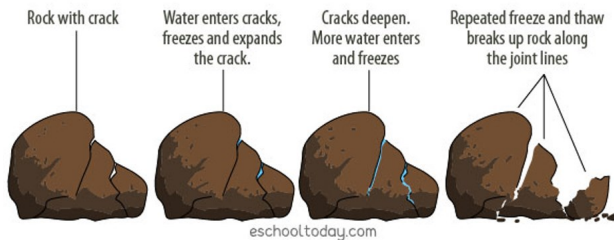


Weathering and Natural Processes

What is Weathering?

Weathering is the process that breakdowns the rocks at or near the Earth's surface.

Most of the time, weathing involves water. But it can also invlove growing plant roots, temperature or wind.



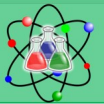
Natural Processes

Deposition – Landslides - Floods

Volcanic Erupotions - Earthquakes



Science



Erosion

Erosion

Occurs when a large amount of water covers land that is usually dry. When floods occur, rapid erosion can take place and move soil and sediments away. When the flood recedes, new sediment is left behind and can build up rich soil deposits.



Your Task

Watch the video ['Erosion in Action!'](#)

Complete the worksheet and post it to your Class Dojo portfolio.



Erosion	
Most erosion of the Earth's surface takes a very long time, often hundreds and thousands of years. Sometimes, however, we can see erosion happen quickly.	
Watch the video 'Erosion in Action!'	
Match the labels and scenes. Describe the action and what kind of erosion it causes. Flood flood has been completed as an example.	
Landslide	I think a flash flood is caused by a lot of rain falling quickly. It will erode away soil, rocks and plants, and can damage houses.
Flash Flood	
Tornado	
Storm Surge	
Which one of these actions do you think would cause the most damage to the Earth's surface? Why do you think that?	



Erosion

Earth and Space – Week 5 – Term 3



Most erosion of the Earth's surface takes a very long time, often hundreds and thousands of years. Sometimes, however, we can see erosion happen quickly.

Watch the video '[Erosion in Action!](#)'

Match the labels and scenes. Describe the action and what kind of erosion it causes.

Flash Flood has been completed as an example.

Landslide



I think a flash flood is caused by a lot of rain falling quickly. It will erode away soil, rocks and plants, and can damage houses.

Flash Flood



Tornado



Storm Surge



Which one of these actions do you think would cause the most damage to the Earth's surface? Why do you think this?

Friday

Monday	Tuesday	Wednesday	Thursday	Friday
2 August	3 August	4 August	5 August	6 August
				✗

English

Learning Intention:

I am learning to edit and revise my website using CUPS and ARMS

Success Criteria:

* I can re-read my website

** I can re-read my website and correct any spelling mistakes

*** I can re-read my website and correct spelling, punctuation and grammatical mistakes

**** I can re-read my website and correct all mistakes. I can make sure my website is visually appealing using colour and headlines that 'hook in' the audience.

Use

C.U.P.S.

to Edit

CAPITALIZE: Names, places, I, titles, sentence beginnings

USAGE: Match nouns, verbs, and tense correctly

PUNCTUATION: . ? ! " ' ,

SPELLING: Check all words. Use your resources.

Click on the [green link](https://bit.ly/3kCwUYr) to learn more about 'CUPS'

Use

A.R.M.S.

to Revise

ADD: Details, sentences, evidence, words

REMOVE: Unnecessary words or sentences

MOVE: Change around words or a sentence

SUBSTITUTE: Trade words or sentences for new, better ones.

Click on the [pink link](https://bit.ly/2VOKh24) to learn more about 'ARMS'

[Bit.ly/2VOKh24](https://bit.ly/2VOKh24)

Activity: Re-read your weebly or paper website that you have created throughout the week. Edit your writing using CUPS and revise your writing using ARMS. Click on the [red link](https://bit.ly/2WDA0l6) to listen to the Weebly instructions: bit.ly/2WDA0l6 Send a photo of your revised paper website to your teacher or ask your teacher to check your finished Weebly.



English



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 the syllables, letters and sounds in a chosen word

**I can find small words inside my word

*** I can state what part of speech my word is and use it in a sentence

ACTIVITY

Using your spelling words complete the following activities:

1. Choose a spelling word as your word of the day! Find any rhyming words that you can (may be tricky!)
2. Identify the number of syllables, letters and sounds.
3. How many small words can you find inside?
4. What kind of word is it? (noun, verb, adjective)
5. Use it in a sentence.

Spelling

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /air/ can be made with the graphemes 'are', 'ere' and 'eir'

their	unaware
there	share
we're	

Morphemic - Revising the suffix 'ness'

Using the suffix 'ness' on nouns talks about the state or condition of.

happy – happiness	peaceful – peacefulness
lonely – loneliness	aware – awareness
weak – weakness	

Etymological - 'quad' from Latin meaning four

quadbike	quadruple
quadruped	quadgraph
quadrant	

Word of the Day:

Rhyming Words

Syllables

Letters

Sounds

Words I Can Find Inside

Part of Speech

Use it in a sentence





English



Learning Intention: We are learning to discuss the visual features of a text.

- Success Criteria**
- ★ I can use a structure word to discuss the image.
 - ★★ I can use a structure word to identify specific features of the image.
 - ★★★ I can use all my 'S' structure words to discuss the feature of the image.
 - ★★★★ I can write a compound or complex sentence using the 'S' structure words to discuss the features of the image.

Purpose: To share our ideas of all the features in the images in full sentences.

When we make inferences, we use evidence to come to our own conclusions from what we know and what we can see...



Using our structure word 'Size?' let's infer some size words we can see in the image?



Using our structure word 'Shape?' let's infer some shape words we can see in this image?



Using our structure word 'Sound?' let's infer what we would hear in this image?



Scan the QR code for video instructions or use the link (blue writing) below <https://bit.ly/3rGfWd8>



Using the image above list down some of your 'S' structure words

Size	Shape	Sound
e.g. large, enormous, tiny, small	e.g. square, sphere, circular	e.g. loud, soft, scream

Using your ideas above write a compound or complex sentence to infer what is happening in the image.



Using the image above list down some of your 'S' structure words

Size	Shape	Sound
e.g. large, enormous, tiny, small	e.g. square, sphere, circular	e.g. loud, soft, scream

Using your ideas above write a compound or complex sentence to infer what is happening in the image.



Maths



Mathematics: Data

Learning Intention:

Collect data to create a simple column graph.



Purpose

Collecting and representing data in the form of a graph helps us to easily interpret data.

Success Criteria



I can gather data by measuring and recording feet length in cm and mm .



I can create a graph that contains a title, correctly labelled axis and evenly spaced columns.



I can interpret my column graph by making 3 statements about my results.

What you need:

1. Dojo to post your activity
2. Worksheets in your take home pack or link on Dojo
3. A ruler or tape measure

Instructions

Your task is to measure the length of one of your feet/shoes and record the measurements in cm and mm.

Then measure the length of your family's feet. Make a prediction about your results. Who do you think will have the longest feet and why?

Create a column graph to compare the measurements.

Write 1 –3 statements about your graph. Did you see similar results to what you recorded yesterday about the length of your family's hand?



Maths



Mathematics: Data

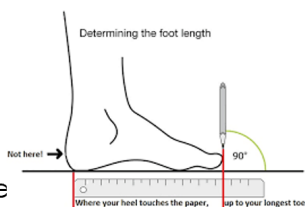
1. Measure the length of your foot



Measure your foot like this! Then measure your mum, dad and siblings' feet.

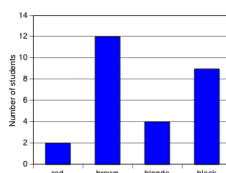
Record your answers in cm and mm.

For example, 17. 6cm



2. Record your data in a column graph

Your method is how you collected the data for your survey. How did you measure and record the data?



The x and y axis of a graph must be labelled.

The x axis (horizontal axis) would be labelled the names of your family members,

The y axis (vertical axis) Would be labelled with the measurements in cm

Create Your Own Survey

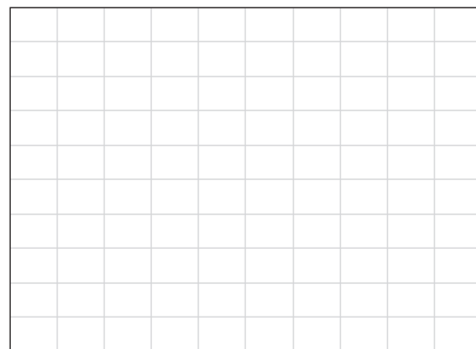
Decide on a survey you can carry out.

Survey Title: _____

Number of people I will ask: _____

The method I will collect my data by is: _____

My data display:



Decide on a survey you can carry out.

Survey Title:

Number of people I will ask:

The method I will collect my data by is:

My data display:

[illegible]

Challenge activities can be accessed in the video link.

bit.ly/3rOCTuE

PDHPE

Drug Safety

Learning Intention:

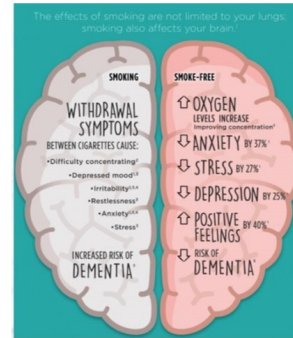
We are learning to identify the effects of tobacco on our physical and mental health.

Purpose:

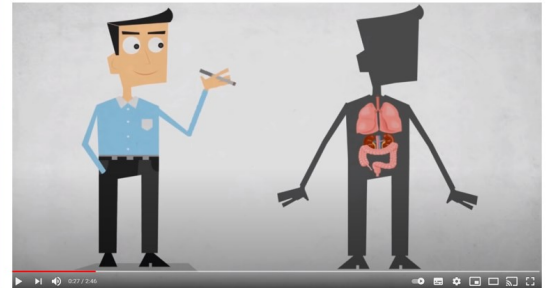
We need to be able to keep our minds and our bodies healthy.

Success Criteria:

- *I can identify the physical effects of tobacco .
- **I can identify the effects of tobacco on my physical and mental health
- ***I can identify the effects of tobacco on my physical and mental health and think of strategies to show resilience to smoking



www.youtube.com/watch?v=IW6hwmdZbmE



<https://www.youtube.com/watch?v=SU2-tisRyzo>



Smoking affects many parts of the body, both inside and out. The picture below shows some of the body parts that get damaged from smoking. Draw a line to match the jumbled word to the correct word.

IMEYLS IRAH	WEAKER MUSCLES
KYUVC INKS	STAINED FINGERS
LLSYME AREBHT	DISEASED LUNGS
OLWYLE ETEHT	YUCKY SKIN
IESNADT ENGFRSI	DAMAGED HEART
KREEWA SLCSEUM	YELLOW TEETH
SASEDDEI GUNSL	SMELLY HAIR
MDAADEG ERATH	SMELLY BREATH

Now print the word next to the correct body part.

S _____

H _____

Y _____

S _____

W _____

M _____

D _____

L _____

S _____

B _____

Y _____

T _____

D _____

H _____

S _____

F _____

There are heaps of good things about being smoke-free including healthier skin, fresh-smelling clothes and hair, fresher breath, whiter teeth, better sense of taste and smell, improved fitness and less sickness.



Creative Arts



Warm and Cool Colours

Learning Intention

I am learning to use warm and cool colour schemes and to use the language of colour.

Success Criteria

- * I can name cool and warm colours.
- ** I can name cool and warm colours and use them in my own artwork.
- *** I can name cool and warm colours, use them in my own artwork and talk or write about the difference.

What You Need

You will need a plain piece of A4 paper, a sharp pencil, coloured pencils, crayons or paints.



<https://www.youtube.com/watch?v=0jFbFXeqb0>

Instructions

1. Watch the video 'Warm Vs Cool'.
2. Using cool and warm colours create your own artwork.
3. Take a photo of your artwork and upload it to ClassDojo.

