

Term 3 Week 6

2021

The work in this booklet is for Term 3 Week 6, 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
16 Aug	17 Aug	18 Aug	19 Aug	20 Aug

Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p> <p>Writing Persuasive Identifying and using high modality words to describe the usefulness of an object.</p> <p>Spelling Use the spelling words listed to complete rainbow sounds and compound/complex sentences.</p> <p>Reading Summarising lesson 1 The Paper Bag Princess.</p> <p>PM eCollection. Read a book/chapter to practise using fluency and expression.</p>	<p>Writing Persuasive Planning a persuasive text using a scaffold.</p> <p>Comprehension Summarising Lesson 2 The Paper Bag Princess.</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 Persuasive How to turn your plan into a draft piece of writing using the OREO method.</p> <p>Spelling Use the spelling words listed to identify the number of syllables in each word and put them in alphabetical order.</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 Persuasive Revise and edit your draft writing using CUPS and ARMS.</p> <p>Grammar Explore how contractions are made.</p> <p>Read to P3 Check into ClassDojo to hear a reading from one of our teachers.</p> <p>Inferring Visual Literacy using What, When, Who</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>	<p>Writing Persuasive Publish your persuasive piece of writing. You can write or type your work.</p> <p>Spelling Use the spelling words listed to complete the word of the day.</p> <p>Inferring Visual Literacy using Size, Shape, Sound</p> <p>PM eCollection. Read a book/chapter, identify a tricky word.</p>
Maths - Strands & TEN				
<p>TEN Play Flip and Multiply</p> <p>Practising multiplication facts. Take part in a times tables game.</p>	<p>TEN Play Flip and Multiply</p> <p>Multiplication – how to show our knowledge of multiplication in different ways.</p>	<p>TEN Play Flip and Multiply</p> <p>Explore how division is the inverse operation for multiplication. Learn how if you know one way – you already know the other!</p>	<p>TEN Play Flip and Multiply</p> <p>Sketching common 2D shapes using dot paper. Look for symmetry in the shapes.</p>	<p>TEN Play Flip and Multiply</p> <p>Changing shapes. Identify what a shape will look like if it is flipped, turned or slid. Draw the changed shape on the dot paper.</p>

Other KLAs				
Geography Learn about some of the features of China and investigate one of its' features in detail.	Dance Get your dancing shoes on and learn to do the Cha-Cha Slide	Library Log into Storybox Library and read Ellie's Dragon. Design your own dragon.	Science Explore how erosion impacts on our Earth.	PDH Learn about the impact of alcohol on the human body.
Other Activities				
Visual Arts Abstract Art	Just for Fun Olympic Sports @ Home	Doodle Champion Island Games (from Google) bit.ly/3fBFIEq	Dance Fever Set up a disco in the lounge room for the whole family	Relax! Take time out to do absolutely nothing!

Monday

Monday	Tuesday	Wednesday	Thursday	Friday
16 August	17 August	18 August	19 August	20 August
				



English



Activity: identifying modality

Watch the video to learn about high modality words and why they are an important language feature in persuasive texts.

Learning Intention:

I am learning to identify high modality words in a persuasive text and use them in a sentence.

Success Criteria:

- * I can identify up to three high modality words in a persuasive text.
- ** I can identify more than four high modality words in a persuasive text.
- *** I can use high modality words in a sentence.
- **** I can use high modality words in a paragraph.

The Writing Process

View the video here:
<https://bit.ly/3iqT3Yq>



What is Modality?

Modality is used in writing to express how definite you are about something.

If you use words that express uncertainty, this is called low modality. If you use words that express certainty, this is called high modality. It is often used in persuasive writing and in discussing a point of view.

1. Watch the video and make a list of all the high modality words in the story.



2. Complete worksheet. Use high modality to create a persuasive sentence or paragraph about the images on the right.



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



English



High (Strongest)

absolutely	must
always	mustn't
certainly	never
clearly	obviously
definitely	shall
has to	surely
have to	undoubtedly
impossibly	unquestionably
invariably	will
is	will not



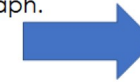
Did you hear any high modality words in the video?

You may have heard **absolutely, best, only**

List these words and any others you may have heard in question 1



Use some high modality words to write a persuasive sentence or paragraph.



For example,

A pen is an **extremely** useful item as it can be used to write the **best** sentences. You will **absolutely never** need to use a pencil again. It is **obviously** the **best** thing you will ever use to write a sentence.

MODALITY IN PERSUASIVE WRITING

1. List the high modality words that you heard in the story.

2. Using some high modality words from the story or from our list, write a sentence or paragraph explaining how useful one of the objects below are:



MODALITY IN PERSUASIVE WRITING

1. List the high modality words that you heard in the story.

2. Using some high modality words from the story or from our list, write a sentence or paragraph explaining how useful one of the objects below are:





English



Spelling!

Learning Intention:

I am learning to spell using a range of strategies.

This is because:

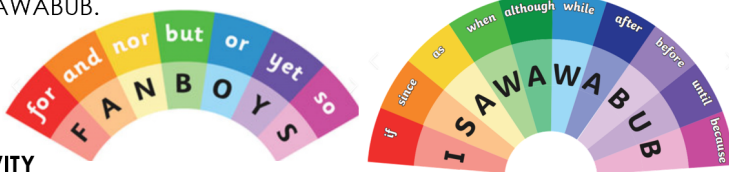
Knowing spelling strategies helps me with reading and writing.

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.

Spelling Wk6

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /eer/ can be made with the graphemes 'eer' and 'ear'

appear	cheering
clearly	steered
fear	

Morphemic - Revising the prefix 'un'

Using the prefix 'un' means *not* so the new word is the opposite of the original word

kind – unkind	usual – unusual
friendly – unfriendly	clear – unclear
acceptable – unacceptable	

Etymological - 'dec' from Greek meaning ten

decimal	decagon
decathlon	December
decade	

Use these spelling words to complete the spelling activities



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 The Paper Bag Princess being read aloud

bit.ly/3inNK5Y



SCAN ME



SCAN ME

bit.ly/2Vt2jCp

Click the link or scan the QR Code to **read** the text The Paper Bag Princess



English

The Paper Bag Princess

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

Somebody: Who or what is the main character?

Wanted: What did the character want?

But: What was the problem?

So: How was the problem solved?

Then: What happened at the end?

Click the link below or scan the QR code to select Monday's video on how to identify key points.

bit.ly/3iiWSPj



Somebody

Who or what is the text about?

Wanted

What did the character want?

But

What was the problem?

So

How was the problem

Then

What happened at the end?



Maths



Mathematics: Multiplication and Division

Learning Intention

We are learning to practice our multiplication facts and use them in a game.

Purpose

It is important to know our multiplication facts for everyday life activities.

Success Criteria

- * I can use the multiplication chart to answer given sums.
- * I can use my knowledge of multiplication facts to answer given sums.
- * I can use my knowledge of multiplication facts to answer given sums and play a game using multiplication facts.

MULTIPLICATION TABLE

1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50

6 x 1 = 6	7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10
6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20
6 x 3 = 18	7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30
6 x 4 = 24	7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40
6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50
6 x 6 = 36	7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60
6 x 7 = 42	7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70
6 x 8 = 48	7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80
6 x 9 = 54	7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90
6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100



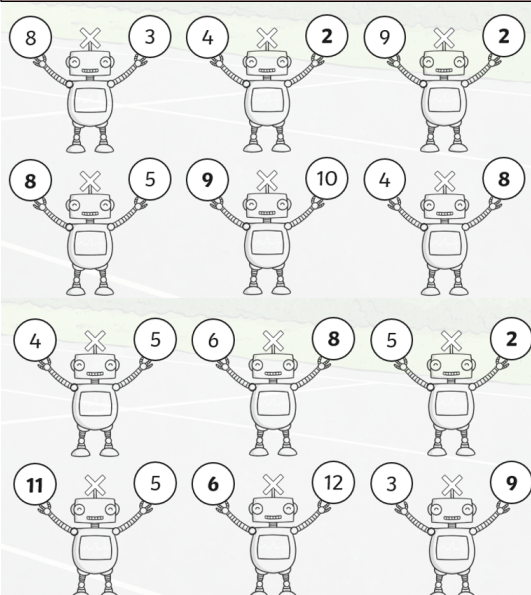
Maths



Mathematics: Multiplication and Division

Let's warm up!! Answer the following multiplication robots. Write your answers in the robots tummy.

Ask someone at home to play this game with you. Post a picture of your worksheet or you playing the game onto Class Dojo.



Multiplication Dice Game Worksheet

Name _____ Date: _____

How to play:

1. Roll a pair of dice.
2. Multiply your 2 numbers.
3. Colour your answer in on the grid.
4. First one to colour 4 in a row wins!

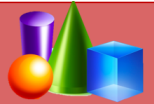


18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

Challenge yourself to learning your times tables!! PRACTISE, PRACTISE, PRACTISE!!!!



Maths



TEN Activity: MULTIPLICATION: FLIP and MULTILPY

Learning Intention:

We are learning to use a variety of strategies to solve multiplication problems.

Purpose

It is important to learn about multiplication as it can help us to solve a variety of problems in our daily lives.

Success Criteria

- *** I can use a variety of strategies to solve multiplication problems (Times tables 1-6)
- **** I can use a variety of strategies to solve multiplication problems (Times tables 7-12)
- ***** I can record the inverse division facts for each number fact.



What you need:

1. Dojo to post your activity
3. Video link in PDF.
4. Playing cards or numbers cards (in take home pack)

Instructions

Your task is to flip cards and multiply for 15 minutes.

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

Level 1 Roll a six-sided dice twice dice/flip cards 1-6 twice

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$

Level 2 Flip cards 7-12

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$



Maths



Daily TEN Activity: FLIP and MULTIPLY

Watch the video:

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



Cut the number cards out from the last page of pack to play Flip and Multiply.

Multiply

$3 \times 5 = 15$

X combine equal groups (repeated addition)

factor factor product

$3 \times 5 = 15$

strip diagram

5	5	5
?		

array

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 rows of 5

equal groups

•••	•••	•••
-----	-----	-----

3 groups of 5

repeated addition

$5 + 5 + 5 = 15$

number line

0	5	10	15
---	---	----	----

3 hops of 5

facts	strategy	example
0	Any number times zero equals zero.	$0 \times 8 = 0$
1	Any number times one equals the other number.	$1 \times 3 = 3$
2	Just add the number to itself.	$2 \times 4 = 4 + 4 = 8$
3	Double the other factor & then add it in one more time.	$3 \times 7 = 7 + 7 = 14, 14 + 7 = 21$
4	Double it then double the result.	$4 \times 7 = 7 + 7 = 14, 14 + 14 = 28$
5	Count by 5's.	$5 \times 3 = 5 + 5 + 5 = 15$
6	If multiplied by even #, it will end in same digit. The # in tens place will be half of the # in the ones place.	$6 \times 4 = 24$
7	Multiples of 7.	7, 14, 21, 28, 35, 42, 49, 56, 63, 70
8	Double, double and double again.	$8 \times 9 = 9 + 9 = 18, 18 + 18 = 36, 36 + 36 = 72$
9	Use your hand trick.	
10	Count by 10's.	$10 \times 3 = 10 + 10 + 10 = 30$
11	For 1 to 9: Repeat the other factor for the product.	$11 \times 3 = 33$
12	Use repeated addition.	$12 \times 3 = 12 + 12 + 12 = 36$



Geography



Asia is a neighbouring continent of Australia. China is the second largest country in Asia. It has the largest population in the world. It is about the same size as Australia. China has many natural features, inland and near the ocean. Read the Natural Features of China eBook using the link below.



<https://bit.ly/3zL9KTZ>

Using the co-ordinates colour in the squares where each of the natural features of China are located. If you don't have a take home pack just draw a rough map and label the features on your map.



SCAN ME

These are some natural features of China:

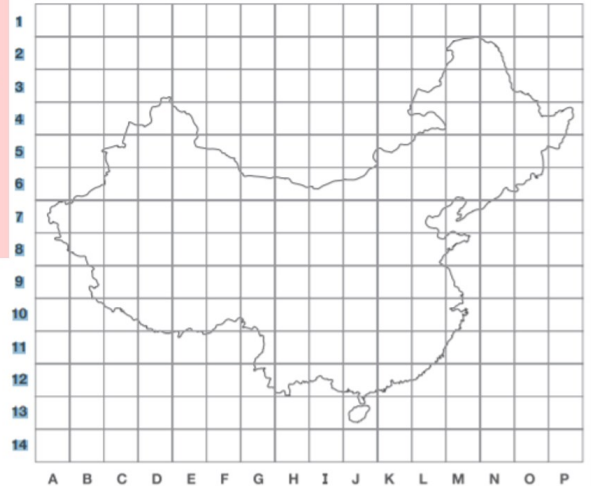
The Yangtze River G9 H9 I10 J10 K10 L10 The Stone Forest I10

The Gobi Desert G6 H6 I6 J6 K6 Mount Everest F10

Huangguoshu Waterfall I11 The Red Carpet Beach M7

The Panda Lake (Jiuzhaigou National Park) I9

Use the co-ordinates to colour the squares where each one is located on this map of China. Label each feature.



Geography



Learning Intention:

We are learning about earths different environments and the animals which are found there.

Purpose

It is important to know about the earths different environments located around the world.

Success Criteria

* I can identify and name different environments.

** I can identify and name different environments and name the animals which live in these environments.

** I can identify, name and describe different environments and I can classify the animals which live in these environments.

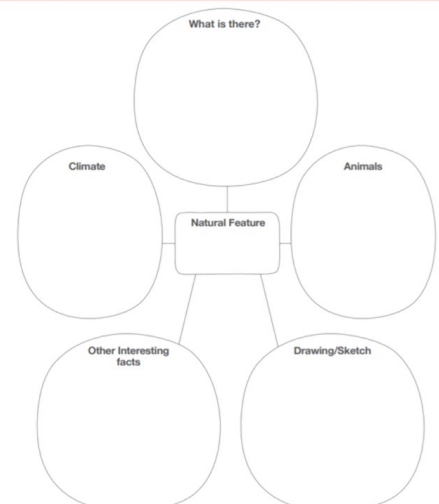


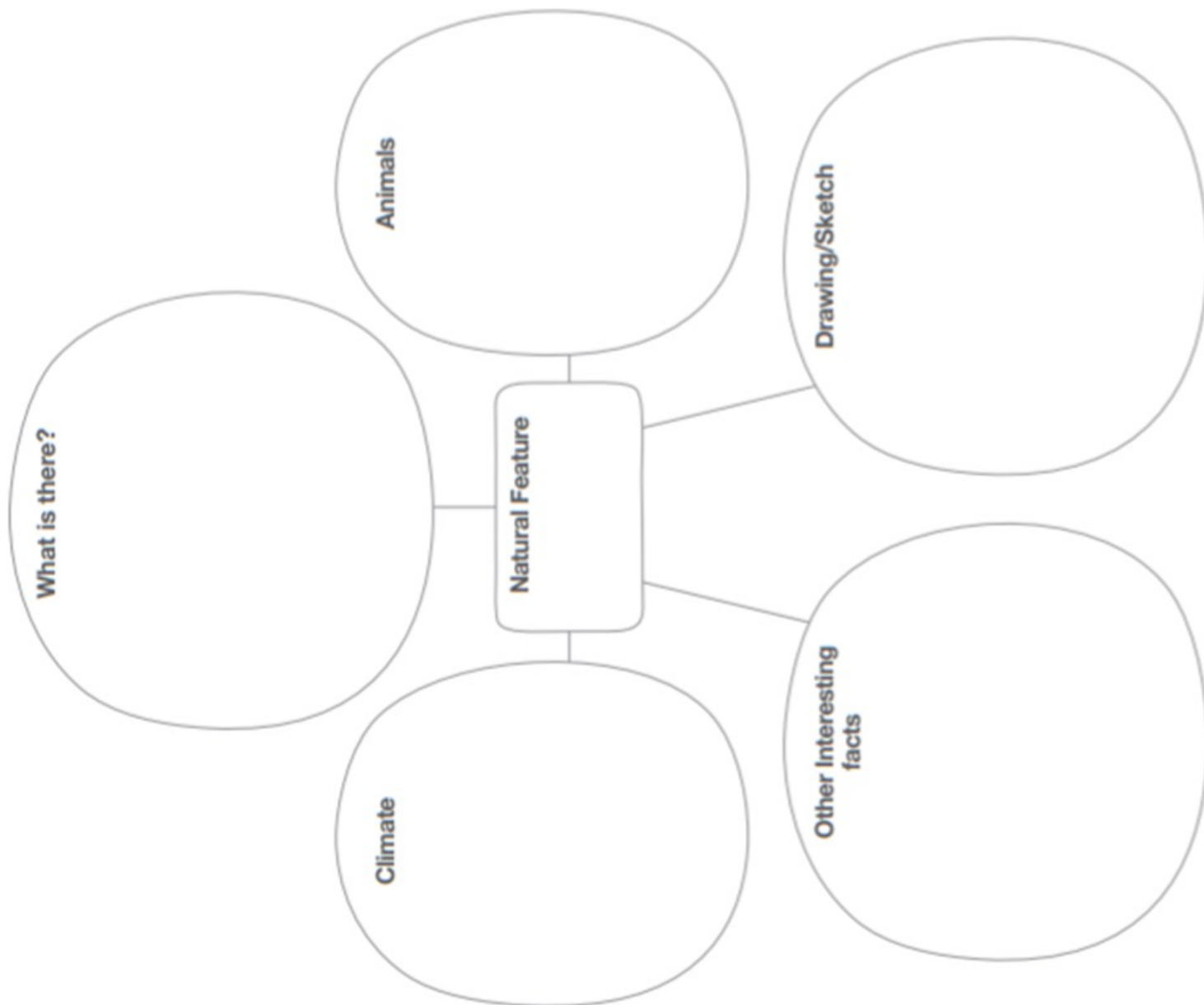
<https://bit.ly/3zL9KTZ>



SCAN ME

Using the eBook choose one of the places in the book and create your own mind map about it. Use the mind map headings to help you.





Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
16 August	17 August	18 August	19 August	20 August
	X			



English



PLANNING:

1. Your topic is: **Outdoor play is better than indoor play.**
2. View the video to construct your plan.
3. Write down 3 arguments (reasons) that support the main point: **Outdoor play is better than indoor play.** Write down the key words for your arguments. You may like to briefly write down any examples you want to use. High modality words could be added here also.
4. Add the title: Outdoor play is better than indoor play.
5. Option: Plan a question to introduce your persuasive text to catch the reader's attention. Your three arguments can be outlined here too.
6. Plan your conclusion using the words: overall, that is why I think or in conclusion. This section summarises the main arguments you have made.

This is a WAGOLL. Your plan may have different arguments and examples.

Outdoor Play is Better Than Indoor Play

Reasons For

- There is plenty of space outdoors to run around and exercise while playing.
- Outdoor play exposes children to fresh air and sunshine.
- Outdoor play provides opportunities to solve real-life problems.
- Outdoor play allows children to interact with nature.
- Any game can be played outside, which encourages the use of imagination.



Main Idea/Title:
Outdoor Play Is Better Than indoor Play

Introduction

Outdoor play is absolutely the best kind of play must play outside.
Don't you love to play outside?

1. Fresh air
2. Exercise
3. Develops imagination

The main point you want to make.

Remember evidence!
Useful words:

Firstly...
Secondly...
In my opinion...
Some believe that...
I feel that...
I am sure that...
It is certain...
Therefore...
Moreover...
For this reason...

Argument 1

Firstly Need Fresh air sunlight
Example: Makes you feel healthy, clear your mind vitamin D

Argument 2

Secondly definitely essential exercise
Example: strong bones, flexibility, train for sports

Argument 3

Thirdly strongly believe develops imagination
Example: by playing make believe in your cubby house or playing hide and seek

Conclusion

In my opinion, it is certain in my opinion that outdoor play is far better than indoor play for these important reasons
1. Fresh air 2. Exercise 3. Develop imagination

Sum up the main argument.



English



Activity: Identifying modality

Watch the video to learn how to plan a persuasive text and plan a persuasive text using a scaffold.

Learning Intention:

I am learning to plan a persuasive text.

Success Criteria:

*I can plan a title and introduction for my persuasive text.

**I can use key words to plan 3 arguments for a persuasive text. I can also include high modality words in my arguments.

*** I can use key words to plan a concluding paragraph for my persuasive text.

**** I can include keywords and examples in my plan that support my opinion.

Main Idea/Title:

Introduction

The main point you want to make.

Argument 1

Remember evidence!
Useful words:

Firstly...
Secondly...
In my opinion...
Some believe that...
I feel that...
I am sure that...
It is certain...
Therefore...
Moreover...
For this reason...

Argument 2

Argument 3

-Reasons for
-Reasons against
-Ask questions to get the reader thinking

Conclusion

Sum up the main argument.

Prewrite
Brainstorm and
organize your ideas!

View the video here:
<https://bit.ly/3yqjPWl>



SCAN ME

Main Idea/Title:

Introduction

The main point
you want to
make.

Argument 1

Remember evidence!

Useful words:

Firstly...
Secondly...
In my opinion...
Some believe that...
I feel that...
I am sure that...
It is certain...
Therefore...
Moreover...
For this reason...

Argument 2

-Reasons for

-Reasons against

*-Ask questions to get
the reader thinking*

Argument 3

Conclusion

Sum up
the main
argument.



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 The Paper Bag Princess 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 The Paper Bag Princess. 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: Multiplication and Division

Learning Intention

We are learning to represent multiplication facts in a variety of different ways.

Purpose

It is important to know our multiplication facts for everyday life activities.

Success Criteria:

- * I can represent a multiplication fact in one or two different representations.
- * I can represent a multiplication fact in two or four different representations.
- * I can represent a multiplication fact in four or more different representations.

MULTIPLICATION TABLE

$1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$	$2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$	$3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$	$4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$
$6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$	$7 \times 1 = 7$ $7 \times 2 = 14$ $7 \times 3 = 21$ $7 \times 4 = 28$ $7 \times 5 = 35$ $7 \times 6 = 42$ $7 \times 7 = 49$ $7 \times 8 = 56$ $7 \times 9 = 63$ $7 \times 10 = 70$	$8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$	$9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$	$10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$

CAN DO ACTIVITY

Challenge someone at home to play this game with you.

Multiplication Muddle Mixed Times Tables

How to Play

1. You will need dice, counters to move around the board and counters to cover the answers.
2. Roll the dice and move the correct number of spaces.
3. Solve the calculation on the square you land on or follow the instructions. Find the correct answer on one of the circles.
4. Cover the answer to the calculation with a counter.
5. If the answer is already covered, miss a turn.
6. The winner is the player who covers the most answers.

Instructions on the board:

- Start
- 2 x 5
- 10 x 12
- 6 x 3
- Miss a turn.
- 3 x 8
- 7 x 10
- 12 x 3
- 2 x 7
- 5 x 12
- Move forward 3 spaces.
- 3 x 3
- 10 x 10
- 9 x 2
- Move back 2 spaces.
- 5 x 5
- 4 x 3
- 7 x 5
- Have an extra turn.
- 11 x 2
- 2 x 2
- 6 x 10
- 9 x 5
- Move forward 4 spaces.
- 3 x 10
- 8 x 2
- Miss a turn.
- 4 x 2
- 5 x 3
- 10 x 11
- Cover any answer.
- 4 x 5

Numbers in the path circles: 10, 25, 110, 14, 60, 100, 24, 4, 15, 18, 70, 22, 9, 36, 30, 16, 12, 45, 20, 60, 35, 8, 18.

Array

Turn Around



Number Line

Word Problem

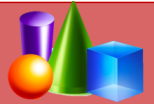
Array

Ten Frame

Four identical empty grids, each consisting of 5 rows and 2 columns, are provided for drawing.



Maths



TEN Activity: MULTIPLICATION: FLIP and MULTILPY

Learning Intention:

We are learning to use a variety of strategies to solve multiplication problems.

Purpose

It is important to learn about multiplication as it can help us to solve a variety of problems in our daily lives.

Success Criteria

- *** I can use a variety of strategies to solve multiplication problems (Times tables 1-6)
- **** I can use a variety of strategies to solve multiplication problems (Times tables 7-12)
- ***** I can record the inverse division facts for each number fact.



What you need:

1. Dojo to post your activity
3. Video link in PDF.
4. Playing cards or numbers cards (in take home pack)

Instructions

Your task is to flip cards and multiply for 15 minutes.

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

Level 1 Roll a six-sided dice twice dice/flip cards 1-6 twice

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$

Level 2 Flip cards 7-12

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$



Maths



Daily TEN Activity: FLIP and MULTIPLY

Watch the video:

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



Cut the number cards out from the last page of pack to play Flip and Multiply.

Multiply

$3 \times 5 = 15$

X combine equal groups (repeated addition)

factor factor product

$3 \times 5 = 15$

strip diagram

5	5	5
?		

array

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 rows of 5

equal groups

•••	•••	•••
-----	-----	-----

3 groups of 5

repeated addition

$5 + 5 + 5 = 15$

number line

0	5	10	15
---	---	----	----

3 hops of 5

facts	strategy	example
0	Any number times zero equals zero.	$0 \times 8 = 0$
1	Any number times one equals the other number.	$1 \times 3 = 3$
2	Just add the number to itself.	$2 \times 4 = 4 + 4 = 8$
3	Double the other factor & then add it in one more time.	$3 \times 7 = 7 + 7 = 14, 14 + 7 = 21$
4	Double it then double the result.	$4 \times 7 = 7 + 7 = 14, 14 + 14 = 28$
5	Count by 5's.	$5 \times 3 = 5 + 5 + 5 = 15$
6	If multiplied by even #, it will end in same digit. The # in tens place will be half of the # in the ones place.	$6 \times 4 = 24$
7	Multiples of 7.	7, 14, 21, 28, 35, 42, 49, 56, 63, 70
8	Double, double and double again.	$8 \times 9 = 9 + 9 = 18, 18 + 18 = 36, 36 + 36 = 72$
9	Use your hand trick.	
10	Count by 10's.	$10 \times 3 = 10 + 10 + 10 = 30$
11	For 1 to 9: Repeat the other factor for the product.	$11 \times 3 = 33$
12	Use repeated addition.	$12 \times 3 = 12 + 12 + 12 = 36$

Dance

Week 6: The Cha-Cha Slide Dance

We are learning to:

Practice and perform the Cha-Cha Slide dance by keeping in time with the music.

We are learning this because:

Moving our bodies is important for our health and development.

Success Criteria:

- * I can practice and perform the Cha Cha Slide dance following step by step instructions.
- * I can perform the dance 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 dance video and practice the Cha-Cha Slide dance.

Video: <https://bit.ly/3s29b5F>

2. Try and dance by keeping in time with the music but without the instructions.

3. Perform the entire dance to the music and have a family member record you.

4. Upload your dance to ClassDojo.



Wednesday

Monday	Tuesday	Wednesday	Thursday	Friday
16 August	17 August	18 August	19 August	20 August
		X		



English



Learning Intention:

I am learning to write a draft persuasive text

Success Criteria:

* I can share my opinion about a topic

** I can share my opinion about a topic and give a reason for my opinion

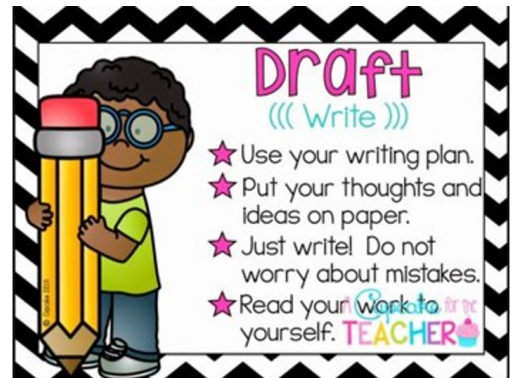
*** I can share reasons and evidence that support my opinion

**** I can share reasons and evidence that support my opinion and organise using paragraphs

Draft

Use your ideas to write a rough draft!

Activity: Organise yesterday's plan into paragraphs to create a draft persuasive text on the topic 'outdoor play is better than indoor play'.



English



O Opinion – State your opinion on the topic.

R Reason – What is the reason for this opinion?

E Evidence – What evidence, or facts, do you have to support your reason?

O Opinion – State your opinion on the topic again in a new way

How to write a draft persuasive text

Firstly, remember that a draft is not our perfect, final piece of writing. Don't worry about little mistakes!

When we write our draft, we organise our planned ideas (your work from yesterday!) into organised paragraphs.

Paragraphs provide structure to a piece of text and make it easier to read as each paragraph discusses one idea. When a new topic is introduced, we leave a line to start a new paragraph.

When writing persuasive texts, we organise our paragraphs using OREO.

Click the link to see how Miss Skevington has used OREO to write a persuasive text: bit.ly/3foUjFE

Click on the link to watch a video that breaks down an OREO <https://bit.ly/2TOYNBH>



SCAN ME



SCAN ME



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 accurately record my spelling words

**I can identify the number of syllables in my spelling words

*** I can record my words in alphabetical order

ACTIVITY

Using your spelling words complete the following activities:

1. Write out your spelling words
2. Identify how many syllables are in your spelling words
3. Write your spelling words in alphabetical order

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Spelling Wk6

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /eer/ can be made with the graphemes 'eer' and 'ear'

appear cheering
clearly steered
fear

Morphemic - Revising the prefix 'un'

Using the prefix 'un' means *not* so the new word is the opposite of the original word

kind – **unkind** usual – **unusual**
friendly – **unfriendly** clear – **unclear**
acceptable – **unacceptable**

Etymological - 'dec' from Greek meaning ten

decimal decagon
decathlon December
decade

Use these spelling words to complete the spelling activities

Wednesday

Spelling Words	Syllables	Alphabetical Order



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.



Maths



Mathematics: Multiplication and Division

Learning Intention

We are learning about inverse operation for multiplication and division.

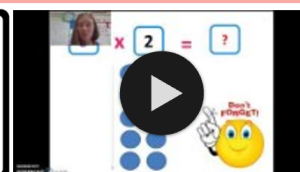
Purpose

Inverse operation is an important strategy to use to help us check our answers when we are working out maths problems.

Success Criteria

- * I can use the times tables chart to identify and match multiplication and division sums.
- ** I can use my multiplication facts knowledge to identify and match multiplication and division sums.
- *** I can complete division calculations for given multiplication facts and answer and create fact family triangles.

Watch the video below on inverse operation



<https://bit.ly/2Vu0dC0>

Division and Multiplication

are Inverse Operations

$$\begin{aligned} 2 \times 3 &= 6 \\ 6 \div 2 &= 3 \end{aligned}$$

If you know that $6 \times 3 = 18$

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



Maths



Mathematics: Multiplication and Division MUST DO ACTIVITIES

e.g. $5 \times 3 = 15 \rightarrow \begin{array}{l} 15 \div 5 = 3 \\ 15 \div 3 = 5 \end{array}$

Convert each multiplication into 2 division calculations.

a) $3 \times 8 = 16 \rightarrow$ _____

b) $7 \times 4 = 28 \rightarrow$ _____

c) $5 \times 9 = 45 \rightarrow$ _____

d) $6 \times 7 = 42 \rightarrow$ _____

e) $9 \times 8 = 72 \rightarrow$ _____

Draw a line to correctly connect the multiplication fact to the matching division fact.
Eg 3×6 matches with $18 \div 3$

Choose 4 of the equivalent number sentence and write them out with the answers.

Write 3 more equivalent multiplication and division problems.

Draw a line to correctly connect the equivalent multiplication and division number sentences.

3×6
5×10
4×5
9×3
8×2
7×3
11×7
12×4
5×6
4×9

$20 \div 4$
$77 \div 11$
$48 \div 12$
$16 \div 2$
$27 \div 9$
$36 \div 4$
$50 \div 5$
$30 \div 5$
$21 \div 7$
$18 \div 3$

Choose 4 of the equivalent number sentences to write out with the answers.

Example: $4 \times 6 = 24$ and $24 \div 4 = 6$

- _____
- _____
- _____
- _____

Write 3 different equivalent multiplication and division number sentences.



Maths



TEN Activity: Multiplication and Division

Fill in the missing number and write the fact families for each

Multiplication and Division Fact Families

$2, 3, 6$
$2 \times 3 = 6$
$3 \times 2 = 6$
$6 \div 2 = 3$
$6 \div 3 = 2$

CHALLENGE YOURSELF

CAN DO ACTIVITY

Complete the Fact Family triangles and make some more of your own.

Use the first example to help you

Answers

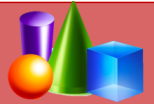
1. **4, 9, 36**
 $4 \times 9 = 36$
 $9 \times 4 = 36$
 $36 \div 9 = 4$
 $36 \div 4 = 9$

2.

3.



Maths



TEN Activity: MULTIPLICATION: FLIP and MULTILPY

Learning Intention:

We are learning to use a variety of strategies to solve multiplication problems.

Purpose

It is important to learn about multiplication as it can help us to solve a variety of problems in our daily lives.

Success Criteria

- *** I can use a variety of strategies to solve multiplication problems (Times tables 1-6)
- **** I can use a variety of strategies to solve multiplication problems (Times tables 7-12)
- ***** I can record the inverse division facts for each number fact.



What you need:

1. Dojo to post your activity
3. Video link in PDF.
4. Playing cards or numbers cards (in take home pack)

Instructions

Your task is to flip cards and multiply for 15 minutes.

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

Level 1 Roll a six-sided dice twice dice/flip cards 1-6 twice

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$

Level 2 Flip cards 7-12

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$



Maths



Daily TEN Activity: FLIP and MULTIPLY

Watch the video:

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



Cut the number cards out from the last page of pack to play Flip and Multiply.

Multiply
 $3 \times 5 = 15$

X combine equal groups (repeated addition)

factor factor product
 $3 \times 5 = 15$

strip diagram

5	5	5
		?

array

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 rows of 5

equal groups

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 groups of 5

repeated addition $5 + 5 + 5 = 15$

number line

0	5	10	15
3 hops of 5			

facts	strategy	example
0	Any number times zero equals zero.	$0 \times 8 = 0$
1	Any number times one equals the other number.	$1 \times 3 = 3$
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12	Use repeated addition.	$12 \times 3 = 12 + 12 + 12 = 36$



Library



When Ellie is very little, she finds a newborn dragon fresh from the egg on a supermarket shelf and calls him Scratch. He is quite the sweetest thing she has ever seen! From that day on, Ellie and Scratch do everything together. Ellie's mum and her teacher can't see her fiery friend, but all her friends can – and, over the years, Ellie's dragon grows to be big, house-trained, and very affectionate. And Ellie is growing, too...

Activity:

1. Use your imagination to create your own dragon. Complete a character profile on your new dragon.

Go to:

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

Log in with

Username: lwps

Password: lwps

Click on hamburger button 

Click on Stories

Search Ellie's Dragon

Ellie's Dragon



BOB GRAHAM

Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
16 August	17 August	18 August	19 August	20 August

English

Learning Intention:

I am learning to re revise and edit a draft persuasive text

Success Criteria:

- * I can re-read my persuasive text
- ** I can re-read my persuasive text and correct any spelling mistakes using a dictionary
- *** I can re-read my persuasive text and correct spelling and punctuation mistakes
- **** I can correct spelling and punctuation mistakes and remove and add important information.

Activity 1: In a coloured pencil, use C.U.P.S to edit your draft persuasive text



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



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

Revise

Make changes to improve your writing!

Edit

Proofread and correct your mistakes!

Click on the link to see Miss Skevington's revised and edited persuasive text
bit.ly/3xhcTcM



SCAN ME



English



Imagine buying a book and finding mistakes or not been able to understand the message. To avoid this, we edit and revise our writing before publishing. 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 link to learn more about how books are published in real life
bit.ly/3ym7e6i

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 link to learn more about 'CUPS'
bit.ly/3kCwUYr



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 link to learn more about 'ARMS'
Bit.ly/2V0kh24



English



Activity:

Identify the contractions!

Learning Intention:

I am learning to identify and use contractions in our writing.

Purpose:

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

Success Criteria:

- *I can match the correct words to a contraction.
- **I can create a contraction from 2 given words.
- *** I can use the correct contraction in given sentences.

What Are Contractions?

A contraction is two words that have been combined. One or more letters is dropped and replaced by an apostrophe.

I am = I'm

he will = he'll

you have = you've

https://www.abcy.com/games/contraction_action



Click the link or scan the code to play the contractions game!

Contractions

A contraction is a shortened form of a group of words.
The missing letters are marked by an apostrophe.

For example: should not = shouldn't (the 'o' in 'not' is missing and is replaced by an apostrophe)

did not _____ need not _____
can not _____ must not _____
do not _____ might not _____
will not _____ should not _____
shall not _____ would not _____
is not _____ could not _____
was not _____ has not _____
were not _____ had not _____
have not _____ are not _____

Sometimes more than one letter is omitted or letters may change to make a contraction.



For example:
shall not = shan't
will not = won't

Choose the best contraction from the list for each sentence:

You _____ worry about it.
I _____ the only one to be late.
There _____ any biscuits left.
You _____ fight with your sister.
We _____ be able to get there before nine.

needn't wasn't
mightn't
aren't musn't

Use the contractions for the following words in sentences of your own:

should not _____
could not _____
weren't _____
shall not _____
will not _____

Contractions

A contraction is a shortened form of a group of words.
The missing letters are marked by an apostrophe.

For example: should have = should've (the 'ha' in 'have' is missing and is replaced by an apostrophe)

would have _____ I have _____
might have _____ she has _____
should have _____ he has _____
could have _____ it has _____
must have _____ we have _____
you have _____ they have _____



Choose the best contraction from the list for each sentence:

You _____ see her reaction!
_____ no money left in my wallet.
She _____ stopped to see if we were okay.
He _____ forgotten about our meeting.
_____ run out of time to finish our task.
I _____ been able to help you if you had called me.

must've
We've should've
could've I've
might've

Use the contractions for the following words in sentences of your own:

he has _____
they have _____
it has _____
you have _____
I have _____

List other contractions that you know:



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/3ja7Plm>



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.



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.



Maths



Mathematics: 2D Shapes



Learning Intention:

We are learning to accurately sketch 2D shapes and describe its features

Purpose

Shapes are all around us and we need to be able to recognise them

Success Criteria



I can name 5 2D shapes



I can accurately sketch 2D shapes, paying attention to correct size, length and symmetry



I can describe the features of my 2D shapes I have sketched.

What you need:

1. Dojo to post your activity
2. Dotted paper in your take home pack or link on Dojo
3. A ruler (or something straight to help you draw a straight line) and pencil

Instructions

Your task is to draw the 2D shape and describe its features

How many sides?

- How many vertices?
- Are the sides curved or flat?
- Is the shape symmetrical?

Challenge – answer the Maths problem



Maths

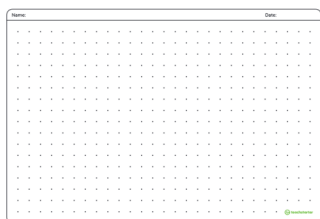
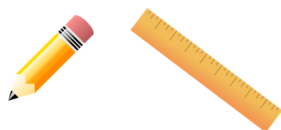


Mathematics: 2D Shapes



**1. A 2D shape has two dimensions – width and height
Draw 5, 2D Shapes!**

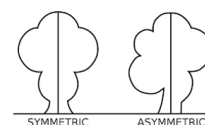
- Use the dot paper, a ruler and a pencil to sketch the following 2D shapes correctly.
- Take care with the lengths of each side – if the shape has equal lengths, make sure they are the same size length!



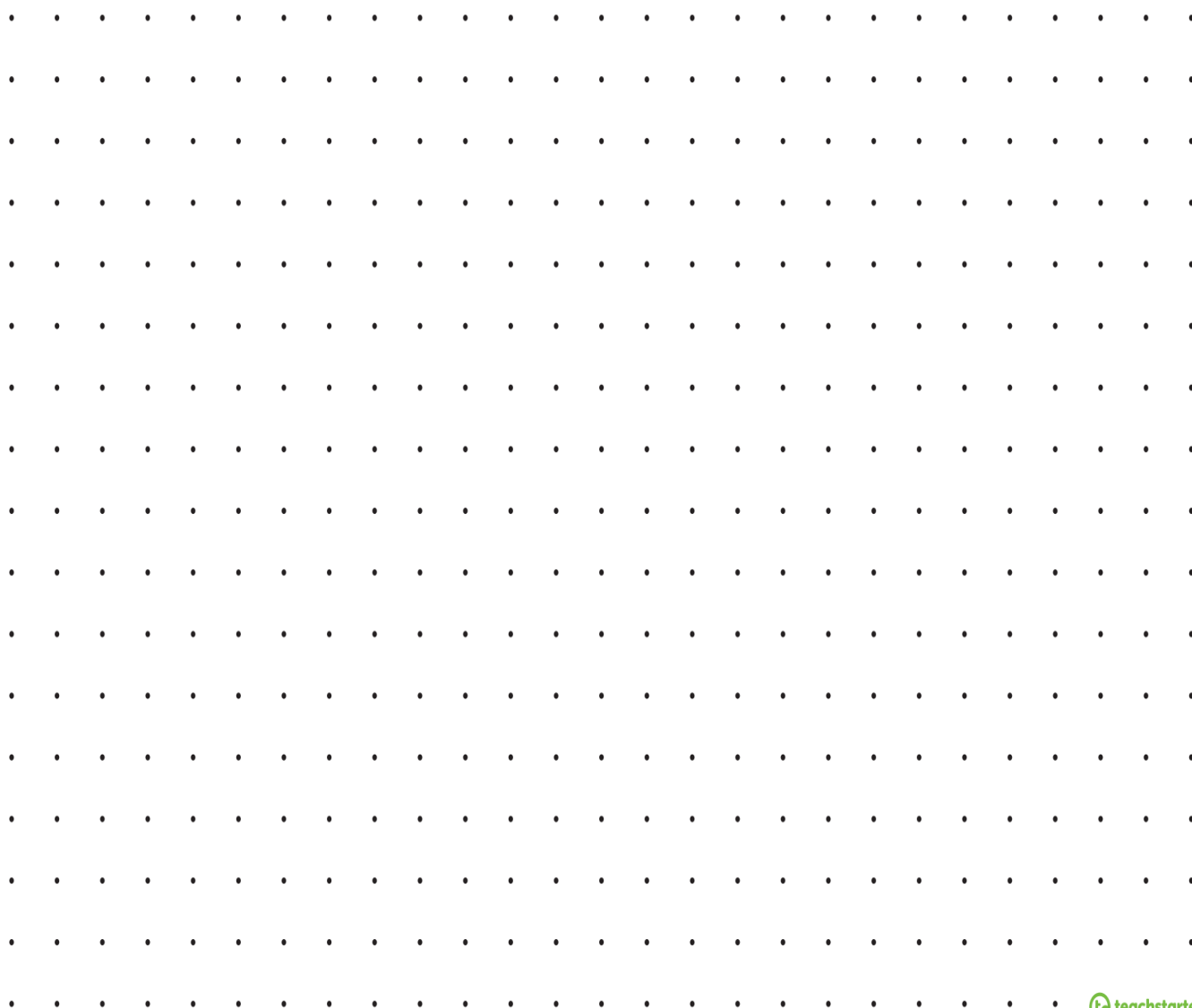
2. Describe the features of your 2D shapes

Once you have sketched your 5 2D shapes you will now describe its features.

1. Name your shape
2. How many sides?
3. How many vertices?
4. Are the sides curved or flat?
5. Is the shape symmetrical?



Symmetry is when we cut a shape in half and see if the shape is the same on both sides





Maths



TEN Activity: MULTIPLICATION: FLIP and MULTILPY

Learning Intention:

We are learning to use a variety of strategies to solve multiplication problems.

Purpose

It is important to learn about multiplication as it can help us to solve a variety of problems in our daily lives.

Success Criteria

- * I can use a variety of strategies to solve multiplication problems (Times tables 1-6)
- ** I can use a variety of strategies to solve multiplication problems (Times tables 7-12)
- *** I can record the inverse division facts for each number fact.



What you need:

1. Dojo to post your activity
3. Video link in PDF.
4. Playing cards or numbers cards (in take home pack)

Instructions

Your task is to flip cards and multiply for 15 minutes.

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

Level 1 Roll a six-sided dice twice dice/flip cards 1-6 twice

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$

Level 2 Flip cards 7-12

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$



Maths



Daily TEN Activity: FLIP and MULTIPLY

Watch the video:

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



Cut the number cards out from the last page of pack to play Flip and Multiply.



factor factor product
 $3 \times 5 = 15$

strip diagram
5 5 5
?

array
3 rows of 5

equal groups
3 groups of 5

repeated addition
 $5 + 5 + 5 = 15$

number line
3 hops of 5

facts	strategy	example
0	Any number times zero equals zero.	$0 \times 8 = 0$
1	Any number times one equals the other number.	$1 \times 3 = 3$
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3	Double the other factor & then add it in one more time.	$3 \times 7 = 7 + 7 = 14, 14 + 7 = 21$
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5	Count by 5's.	$5 \times 3 = 5 + 5 + 5 = 15$
6	If multiplied by even #, it will end in same digit. The # in tens place will be half of the # in the ones place.	$6 \times 4 = 24$
7	Multiples of 7.	7, 14, 21, 28, 35, 42, 49, 56, 63, 70
8	Double, double and double again.	$8 \times 9 = 9 + 9 = 18, 18 + 18 = 36, 36 + 36 = 72$
9	Use your hand trick.	
10	Count by 10's.	$10 \times 3 = 10 + 10 + 10 = 30$
11	For 1 to 9: Repeat the other factor for the product.	$11 \times 3 = 33$
12	Use repeated addition.	$12 \times 3 = 12 + 12 + 12 = 36$



Science



Earth and Space!

Learning Intention:

We are learning about how erosion causes damage to the Earth's landscape and surface.

Success Criteria:

* I can explain what erosion is.

** I can discuss how erosion can occur in various landscapes and their impact on Earth's surface.

*** I can make clear predictions about what happens when erosion occurs as a result of wind and water.



Science



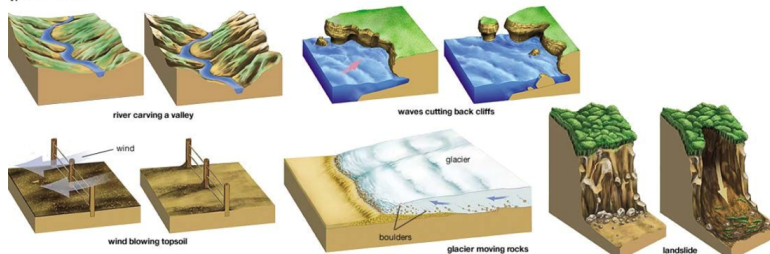
Erosion

Review on Erosion

Erosion is the process by which soil and rock particles are worn away and moved elsewhere by gravity, or by a moving transport agent – wind, water or ice. Transport refers to the processes by which the sediment is moved along

For example, pebbles rolled along a river-bed or seashore, sand grains whipped up by the wind, salts carried in solution.

Types of Erosion



Types of Erosion

Water Erosion

Wind Erosion

Ice Erosion



Science



Factors that Impact Erosion?

Some of the natural factors impacting erosion in a landscape include climate, topography, vegetation, and tectonic activity.

Climate



Vegetation



Topography



Tectonic Activity



[Factors that Impact Erosion Information Sheet](https://bit.ly/3rQXizr) - <https://bit.ly/3rQXizr>



Your Task

Watch the following video [Erosion Lab](#). While watching, follow the prompts by looking at the experiment before, making a prediction and then drawing an after picture.




We will be looking at

- Wave Action
- Wind Action
- River Action
- Erosion on the Mountains

<https://bit.ly/3rVbs2w>



Erosion Experiment and Observations

Wave Action	Wind Action	River Action	Erosion on the Mountains
Before: 	Before: 	Before: 	Before: 
After:	After:	After:	After:



Friday

Monday	Tuesday	Wednesday	Thursday	Friday
16 August	17 August	18 August	19 August	20 August
				✗



English



Learning Intention:

I am learning to publish a persuasive text

Success Criteria:

* I can re-write or type my text

** I can neatly re-write or type my text, without making any spelling mistakes

*** I can re-write or type my persuasive text without making any mistakes and using clear paragraphs

**** I can re-write or type my persuasive text without making any mistakes and using clear paragraphs. I can share my writing with a member of my family.

Publish
write and present
your final copy!



English



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 help you publish, think **FLASH!** →

Click on the link to read a published WAGOLL

bit.ly/3C4RFIP



F Format	-Your ideas are organised into paragraphs. -Headings and subheadings are used when required
L Looks	-Your writing looks appealing to the audience -Any pictures used are clear and appropriate to the topic -Your chosen font is legible
A Accuracy	-You have accurately copied your revised and edited draft
S Spacing	-You have used even spacing between your words
H Handwriting	-You have used your neatest handwriting, making sure your letters are appropriately sized

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

- ☐ re-writing your text on paper
 - ☐ Type your text using a word document
 - ☐ Type your text using Google Classrooms. Click on the link for instructions: bit.ly/37hnMAy
- Remember to upload your work to Dojo or ask your teacher to check Google Classroom.





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 Wk6

Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /eer/ can be made with the graphemes 'eer' and 'ear'

appear	cheering
clearly	steered
fear	

Morphemic - Revising the prefix 'un'

Using the prefix 'un' means *not* so the new word is the opposite of the original word

kind – unkind	usual – unusual
friendly – unfriendly	clear – unclear
acceptable – unacceptable	

Etymological - 'dec' from Greek meaning ten

decimal	decagon
decathlon	December
decade	

Use these spelling words to complete the spelling activities

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/3jadMyI>



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: 2D Shapes



Learning Intention:

We are learning to identify a shape when it has been manipulated.

Purpose

We are learning this because shapes are all around us and we will be able to recognise these shapes in our everyday life.

Success Criteria



I can name 5, 2D shapes

I can sketch what a 2D shape will look like when manipulated

I can describe the changes the shape has made when it has been manipulated

What you need:

1. Dojo to post your activity
2. Dotted paper in your take home pack or link on Dojo
3. Ruler (or something straight to rule a line) and pencil

Instructions

Your task is to identify 2D shapes and then sketch what they would like if you flipped, slid, or turned

Name the shape

- Flip it and draw it
- Slide it and draw it
- Turn it and draw it
- Describe what has happened to the shape



Maths



Mathematics: 2D Shapes

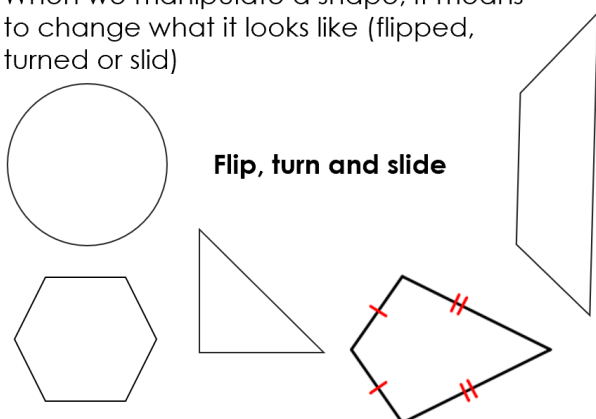


1. Draw what these shapes will look like when they have been flipped, turned and slid

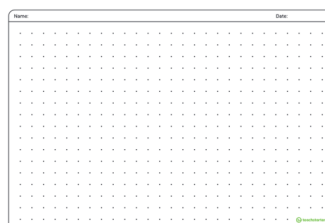


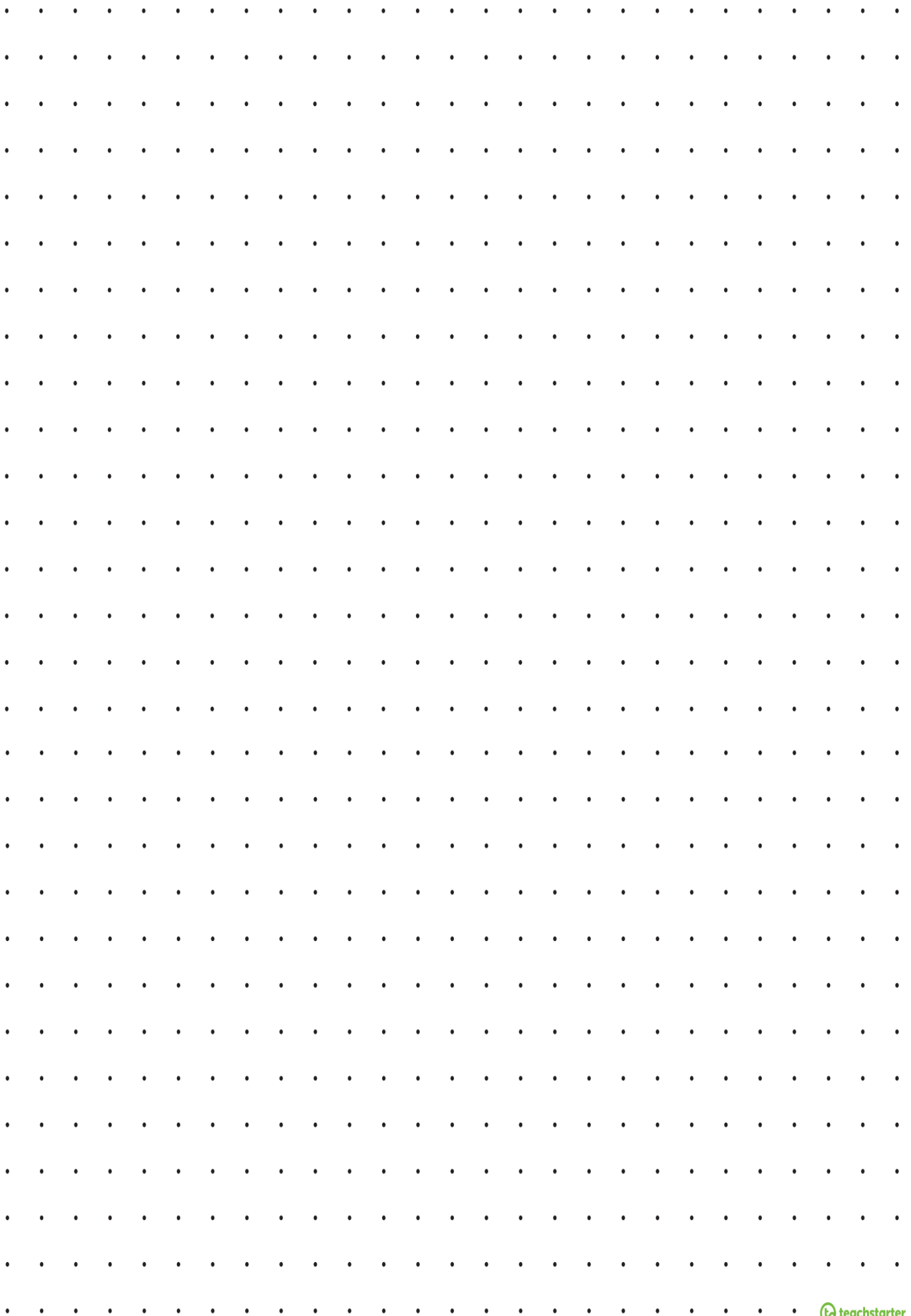
2. Note down the changes made to your shapes

When we manipulate a shape, it means to change what it looks like (flipped, turned or slid)



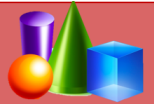
Now you have sketched your manipulated shapes, record any changes you notice with each shape. It could be that the shape remained the complete same... Just because the shape looks different, does it now have a different name?







Maths



TEN Activity: MULTIPLICATION: FLIP and MULTILPY

Learning Intention:

We are learning to use a variety of strategies to solve multiplication problems.

Purpose

It is important to learn about multiplication as it can help us to solve a variety of problems in our daily lives.

Success Criteria

- * I can use a variety of strategies to solve multiplication problems (Times tables 1-6)
- ** I can use a variety of strategies to solve multiplication problems (Times tables 7-12)
- *** I can record the inverse division facts for each number fact.



What you need:

1. Dojo to post your activity
3. Video link in PDF.
4. Playing cards or numbers cards (in take home pack)

Instructions

Your task is to flip cards and multiply for 15 minutes.

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

Level 1 Roll a six-sided dice twice dice/flip cards 1-6 twice

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$

Level 2 Flip cards 7-12

Multiply the number rolled. Record the strategies used to calculate the answers. Record the inverse division facts. For example, $6 \times 5 = 30$ $30 \div 5 = 6$ $30 \div 6 = 5$



Maths



Daily TEN Activity: FLIP and MULTIPLY

Watch the video:

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



Cut the number cards out from the last page of pack to play Flip and Multiply.

Multiply
 $3 \times 5 = 15$

X combine equal groups (repeated addition)

factor factor product
 $3 \times 5 = 15$

strip diagram

5	5	5
		?

array

3 rows of 5

equal groups

3 groups of 5

repeated addition $5 + 5 + 5 = 15$

number line

3 hops of 5

facts	strategy	example
0	Any number times zero equals zero.	$0 \times 8 = 0$
1	Any number times one equals the other number.	$1 \times 3 = 3$
2	Just add the number to itself.	$2 \times 4 = 4 + 4 = 8$
3	Double the other factor & then add it in one more time.	$3 \times 7 = 7 + 7 = 14, 14 + 7 = 21$
4	Double it then double the result.	$4 \times 7 = 7 + 7 = 14, 14 + 14 = 28$
5	Count by 5's.	$5 \times 3 = 5 + 5 + 5 = 15$
6	If multiplied by even #, it will end in same digit. The # in tens place will be half of the # in the ones place.	$6 \times 4 = 24$
7	Multiples of 7.	7, 14, 21, 28, 35, 42, 49, 56, 63, 70
8	Double, double and double again.	$8 \times 9 = 9 + 9 = 18, 18 + 18 = 36, 36 + 36 = 72$
9	Use your hand trick.	
10	Count by 10's.	$10 \times 3 = 10 + 10 + 10 = 30$
11	For 1 to 9: Repeat the other factor for the product.	$11 \times 3 = 33$
12	Use repeated addition.	$12 \times 3 = 12 + 12 + 12 = 36$

PDHPE

Drug Safety

Learning Intention:

We are learning to identify the long term and short-term effects of alcohol on our physical health.

Purpose:

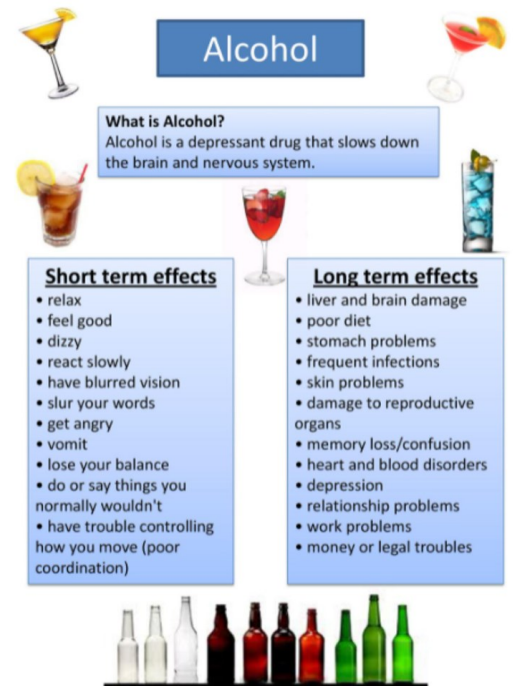
We need to be able to keep our minds and our bodies healthy.

Success Criteria:

*I can identify the physical effects of alcohol.

**I can identify the long term and short-term effects of tobacco on my physical health.

***I can identify the effects of alcohol on my physical health and think of strategies to show resilience to alcohol.



Alcohol

What is Alcohol?
Alcohol is a depressant drug that slows down the brain and nervous system.

Short term effects

- relax
- feel good
- dizzy
- react slowly
- have blurred vision
- slur your words
- get angry
- vomit
- lose your balance
- do or say things you normally wouldn't
- have trouble controlling how you move (poor coordination)

Long term effects

- liver and brain damage
- poor diet
- stomach problems
- frequent infections
- skin problems
- damage to reproductive organs
- memory loss/confusion
- heart and blood disorders
- depression
- relationship problems
- work problems
- money or legal troubles



bit.ly/3PzAyD2



1. What's alcohol? What kinds of alcohol do you know about?
2. Have you ever seen an adult drink alcohol?
3. Why do people drink alcohol? When do adults drink alcohol? Do adults have to drink alcohol?
4. How can alcohol hurt people's bodies and minds? What happens when someone drinks too much alcohol?
5. What would you do if someone let you taste alcohol? Who can you go to for help in this situation? Who can help you make good choices in your life?

Body Parts that are Hurt by Alcohol

A	R	S	T	O	M	A	C	H	B	D	E	E	L
O	T	H	T	U	O	M	N	S	E	O	K	C	S
N	N	E	R	V	E	S	I	S	A	O	K	V	I
S	T	Y	M	A	Y	O	A	M	S	L	M	E	U
K	I	E	O	E	B	M	R	M	E	B	B	Y	T
O	O	N	N	L	K	C	B	S	N	S	S	E	E
E	R	D	H	H	C	N	E	E	N	M	S	S	B
D	I	R	E	O	S	S	R	U	S	V	G	S	S
K	L	O	E	T	B	E	E	S	U	I	N	T	S
B	O	N	E	S	V	L	O	L	T	E	U	C	Y
V	B	A	E	I	R	S	E	E	C	H	L	B	M
T	G	H	L	N	A	K	K	E	O	S	S	L	U
I	K	O	K	N	E	N	I	I	S	N	U	R	E
T	G	C	H	E	A	R	T	V	N	C	S	M	O

KIDNEY
 BONES
 SKIN
 EYES
 MUSCLES
 BRAIN
 LUNGS
 NERVES
 STOMACH
 HEART
 LIVER
 BLOOD
 MOUTH

Play this puzzle online at : <https://thewordsearch.com/puzzle/1297962/>



Creative Arts



Geometric Abstract Artwork

Learning Intention

I am learning to arrange and trace geometric shapes to create an abstract artwork.

Success Criteria

- * I can arrange and trace 2D shapes to create an abstract artwork.
- ** I can arrange, trace and colour 2D shapes to create an abstract artwork.
- * I can arrange, trace and colour 2D shapes to create an abstract artwork and explain my art using vocabulary like outline, shape, colour and composition.

What You Need

You will need a blank piece of paper, a sharp pencil, coloured pencils, a black marker and 2D shapes or objects to trace.



bit.ly/3fAY0Mp

Instructions

1. Watch the video Geometric Abstract Artwork.
2. Find objects around the house that you can trace to create 2D shapes e.g a cup for a circle..
3. Outline your shapes using a black marker or pencil.
4. Colour in your shapes using complimentary colours.
5. Take a photo of your artwork and upload it to ClassDojo.

Just for Fun

Kids' Olympic game: Ask family members if they can play with you

Before the game, students say the Olympic Oath!

"I promise to follow the rules of the game.

To be fair,

To be a good sport, and honour my team!

I'll remember to play for fun!

Let the game begin!

Shot Put for distance

Materials: aluminium foil, chalk or tape

Instructions

Make a ball out of aluminium foil.

Draw a circle on the ground with chalk or mark with tape your starting point.

Hold the ball in the palm of one hand.

All participants place that hand next to the ear and then push the shot into the air extending the arm.

Do not move the feet.

After your throw, record distances by walking and counting footsteps; the longest wins.



Enjoy this Olympic game!

Let us know how your event goes!

Create your own game and share with your teachers!

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