

# Term 3 Week 1

## 2021

The work in this booklet is for Term 3 Week 7, 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
23 Aug	24 Aug	25 Aug	26 Aug	27 Aug



Monday		Tuesday		Wednesday		Thursday		Friday	
English									
<p>Writing</p> <p>What makes a great Speech for Public Speaking? Identify author's purpose and give them 2 stars and a wish.</p> <p>Spelling</p> <p>Use the spelling words given to record rainbow sounds and write compound/ complex sentences with them.</p> <p>Reading</p> <p>Summarising lesson 1. Watch the story What Do You Do <u>With</u> an Idea? Record the key points.</p> <p>PM eCollection. Read a book/chapter to practise using fluency and expression.</p>		<p>Writing</p> <p>Planning a great persuasive speech. Use the template to help you plan out your ideas to convince your audience to agree with you.</p> <p>Comprehension</p> <p>Use the key points collected from the story What Do You Do <u>With</u> an Idea to write a short summary of the story.</p> <p>Read to P3</p> <p>Check into ClassDojo to hear a reading from one of our teachers.</p> <p>PM eCollection. Read a book/ chapter, identify a tricky word, complete the activity sheet.</p>		<p>Writing</p> <p>Draft your speech using the plan you created yesterday and the OREO method of opinion, reason, <u>example</u> and opinion.</p> <p>Spelling</p> <p>Use the spelling words listed to identify syllables and place words in alphabetical order.</p> <p>Read to P3</p> <p>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</p> <p>Revise and edit your speech using CUPS and ARMS to improve what you have written so far.</p> <p>Grammar</p> <p>Reviewing homophones. So many words sound the same but are spelt differently and have different meanings. Find the right word to complete the sentences.</p> <p>Read to P3</p> <p>Check into ClassDojo to hear a reading from one of our teachers.</p> <p>Inferring Visual Literacy</p> <p>What, When, Who</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>		<p>Writing</p> <p>Publish your speech! Create palm cards and use the checklist to see that you have left nothing out of your speech.</p> <p>Spelling</p> <p>Choose a spelling word and complete the word of the day task with it.</p> <p>Inferring Visual Literacy</p> <p>Size, Shape, Sound</p> <p>PM eCollection. Read a book/chapter, identify a tricky word.</p>	
Maths									
<p>2D shapes</p> <p>Identify what is special about quadrilaterals. Investigate their features.</p>		<p>M&amp;D, 2D shapes &amp; Area</p> <p>Use multiplication to find the area of simple 2D shapes. Use <math>&gt;</math> <math>&lt;</math> <math>=</math> to compare the shapes.</p>		<p>M&amp;D, 2D shapes &amp; Area</p> <p>Practise finding the area of simple quadrilaterals using the formula <math>l \times w = a</math> (length <math>\times</math> width = area)</p>		<p>M&amp;D, 2D shapes &amp; Area</p> <p>Measuring in the home. Using the formula <math>l \times w = a</math> find items in your home and measure them to find the area of space they</p>		<p>M&amp;D, 2D shapes &amp; Area</p> <p>Practice finding the area of 2D shapes using <math>cm^2</math> and <math>m^2</math>.</p>	

TEN Multiplication Fast Facts! See how quickly and accurately you can complete the table.	TEN Multiplication Fast Facts! See how quickly and accurately you can complete the table.	TEN Multiplication Fast Facts! See how quickly and accurately you can complete the table.	take up. Record using cm <sup>2</sup> or m <sup>2</sup> .  TEN Multiplication Fast Facts! See how quickly and accurately you can complete the table.	TEN Multiplication Fast Facts! See how quickly and accurately you can complete the table.
Other KLAs				
Geography Explore the island of Madagascar. Complete a drawing of the Madagascar map and learn more about lemurs and chameleons	Dance Learn to do the Bus Stop dance!	Library Login to <a href="#">StoryBox Library</a> to read the book <b>You Might Find Yourself</b> and create your name using household items.	Science Learn more about landforms and how they happen due to natural causes. Investigate the amazing Uluru	PDH Medicines in the home. Learn more about how to stay safe in our homes.
Other Activities				
Visual Arts Single point perspective art. Create a beautiful piece of art starting with a single dot in the middle of your page.	Who Am I? Play with the family. Record the name of a well-known person on paper and place on your partner's forehead. They can only ask yes/no questions. If <a href="#">yes</a> they can ask another question. If no, it's your turn!	Physical Movement Set up an obstacle course either in the back yard or lounge room. Try to think of some fun activities that don't require special equipment. Race each other to see who can complete the course in the quickest time.		

# Monday

Monday	Tuesday	Wednesday	Thursday	Friday
23 August	24 August	25 August	26 August	27 August
				



## English



**Activity: Identify what makes a good public speech**

### Learning Intention:

I am learning to identify what a good speech looks like and sounds like

### Success Criteria:

- \* I can identify the purpose of public speaking
- \*\* I can identify how a good speech should look
- \*\*\* I can identify how a good speech should sound and look
- \*\*\*\* I can identify how a good speech should sound and look and should be able to critically reflect on the success of a speech.

SCAN ME

Click the link to watch students persuade their classmates

[bit.ly/2TPo8eG](https://bit.ly/2TPo8eG)



## Public Speaking

Scan around the audience making eye contact with them.

Use a loud, clear voice. Don't talk too fast and use expression in your voice to make your speech more interesting.

Use hand gestures when appropriate. Don't hold your palm cards up in front of your face.

Stand still. Try not to rock back and forth or shuffle from foot to foot.







# English



## What is public speaking?

When we are participating in public speaking, we are sharing a message in front of an audience of at least two people. Speeches can be used to entertain and inform an audience, however, this week we will be writing our own speech that aims to PERSUADE.

## What is persuasive writing?

Persuasive writing is a type of text that aims to convince an audience to agree with a specific opinion or belief.

## A good speech.....

### Sounds like:

- ✓ The speaker using a clear voice
- ✓ The speaker talking at a good pace
- ✓ The speaker using expression in their voice
- ✓ The speaker sharing their point of view
- ✓ The speaker giving reasons and explanations to justify their point of view
- ✓ The speaker using high modality words

### Look like:

- ✓ The speaker using eye contact
- ✓ The speaker using hand gestures when appropriate
- ✓ The speaker standing straight, with limited movement



SCAN ME



SCAN ME



**Activity:** Click on the link to listen to Miss Skevington's speech: [bit.ly/37CV2me](https://bit.ly/37CV2me)

Identify what the purpose of her speech is and who her audience might be. Consider how she delivered her speech and give her two stars and one wish using the link: [bit.ly/3CBGzoV](https://bit.ly/3CBGzoV)

1. What do you think the purpose of this speech is?

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2. Who do you think the intended audience is?

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3. Give the speaker some feedback. Share 2 stars (things that you liked about their speech and one wish (something that you would like them to improve on).

## Two Stars and a Wish





# 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 3-5 compound or complex sentences.

## Spelling Wk7

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

Phonological - /eer/ can be made with the graphemes 'eir', 'ier' and 'ere'

weirdly	fierce
madeira	here
piercing	

Morphemic - Revising the prefix 'dis'  
The prefix 'dis' means *apart*, so the new word is away from the meaning of the original word

similar – <b>dissimilar</b>	quiet – <b>disquiet</b>
order – <b>disorder</b>	interested – <b>disinterested</b>
locate – <b>dislocate</b>	

Etymological - 'multi' from Latin meaning many

multiple	multiverse
multicultural	multicoloured
multilingual	

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

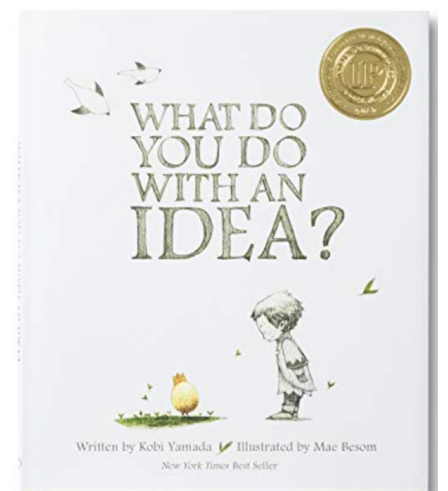
\*\* I can identify the key points of (S) somebody, (W) wanted, (B) but, (S) so and (T) then of the text.

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

Click the link or scan the QR Code to **view** the text 'What Do You Do With an Idea' being read aloud

[bit.ly/3jSEUCR](http://bit.ly/3jSEUCR)

SCAN ME





# English



## What Do You Do with an Idea?

After viewing the text identify these key points. Record your answers in dot points.

**Somebody:** Who or what is the text about?

**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](https://bit.ly/3iiWSPj)



SCAN ME

Monday

**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?

Tuesday

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

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**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: 2D Shapes



### Learning Intention

We are learning to identify and classify quadrilaterals

### Purpose

It is important to learn about quadrilateral because shapes are all around us and we need to be able to name them and classify them

### Success Criteria

- \* I can identify what a 2D shape is
- \*\* I can describe what a quadrilateral is
- \*\*\* I can name some quadrilaterals and what they look like

**Quadrilateral** - Is a 4-sided 2D shape.

**Parallel** – two sides that are opposite and never touch.

**Angle** – Space inside where two lines meet

Watch the video below, to gain an understanding of quadrilaterals and which shapes classify as a quadrilateral:

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



Click the link or scan QR code to access the Quadrilaterals video



RECTANGLE



SQUARE



RHOMBUS



HEXAGON



TRAPEZIUM

1. What do these shapes have in common?
2. How are they different?

## Identifying Quadrilaterals

A quadrilateral is a shape with 4 sides and 4 vertices.



Name these shapes and their features which classifies them as a quadrilateral.



1.

Name:

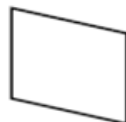
Features:



2.

Name:

Features:



3.

Name:

Features:



4.

Name:

Features:



5.

Name:

Features:



6.

Name:

Features:



# Maths



## TEN Activity: MULTIPLICATION FAST FACTS

### Learning Intention:

We are learning to use mental strategies to multiply efficiently and accurately.

### 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 complete the fast facts table using mental strategies accurately at my own pace.
- \*\* I can complete the fast facts table accurately in less than 7 minutes.
- \*\*\* I can complete the fast facts table accurately in less than 5 minutes.

### What you need

1. Dojo to post your activity.
2. Video link in PDF.
3. Fast facts table.



### Instructions

Your task is to complete your fast facts times table chart. You can time yourself and record your score.

Level 1 Focus on accuracy and using efficient mental strategies learnt during week 6. Timing at this level is optional. Record your score and the time it took to complete the fast facts table.

Level 2 Accurately complete the fast facts table. Aim for less than 7 minutes and try to improve your time each day. Record your score.

**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

multiplication hints & tricks journal page

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.	$8 \times 9 = 9 \times 9 = 18, 18 \times 2 = 36, 36 \times 2 = 72$
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.	$12 \times 3 = 12 + 12 + 12 = 36$

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## MULTIPLICATION fast facts

X	8	12	6	2	5	11	1	4	10	4
3										
9										
4										
7										
10										

Score: \_\_\_\_ / 50 Time: \_\_\_\_





# 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.

The Republic of Madagascar is an African country. It is an island that sits in the Indian Ocean, off the coast of southern Africa. It is an isolated island that has been separated from all other places for many thousands of years. Because of this, many rare plants and animals are found here and not anywhere else in the world. Read the Natural Features of Madagascar eBook using the link below.

SCAN ME



[bit.ly/2V1SUIld](https://bit.ly/2V1SUIld)

There is a range of mountains from top to bottom, right down the middle.

Some small volcanoes in the North.

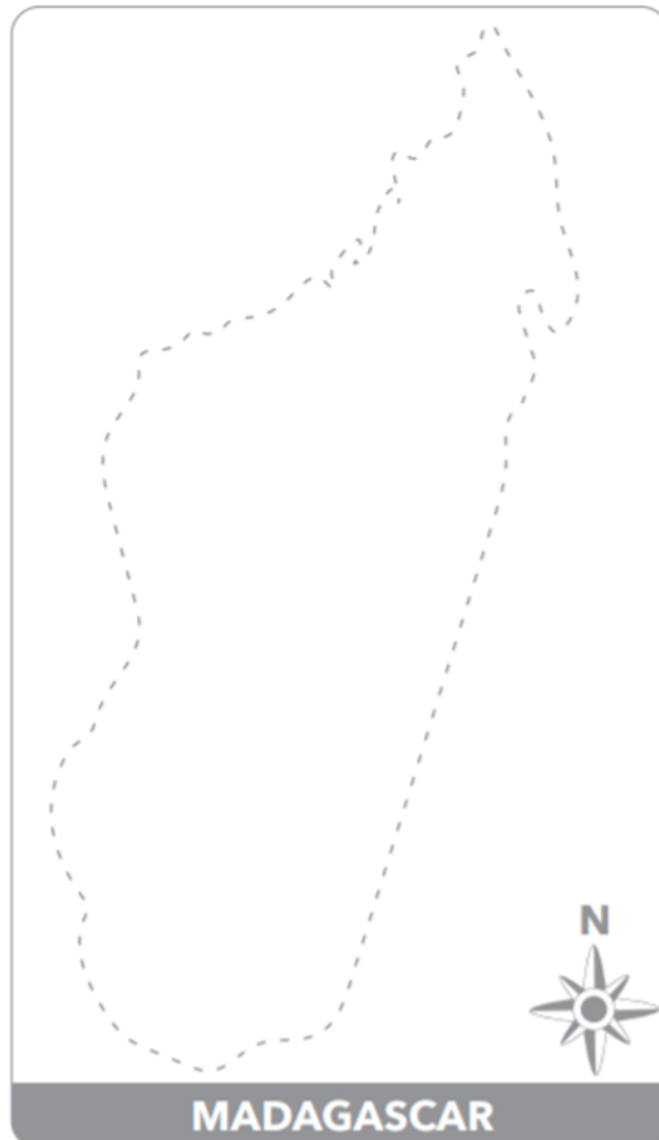
Limestone forests in the West.

Desert in the South.

Rainforest in the East, near the coast.

A small island off the east coast.

Legend

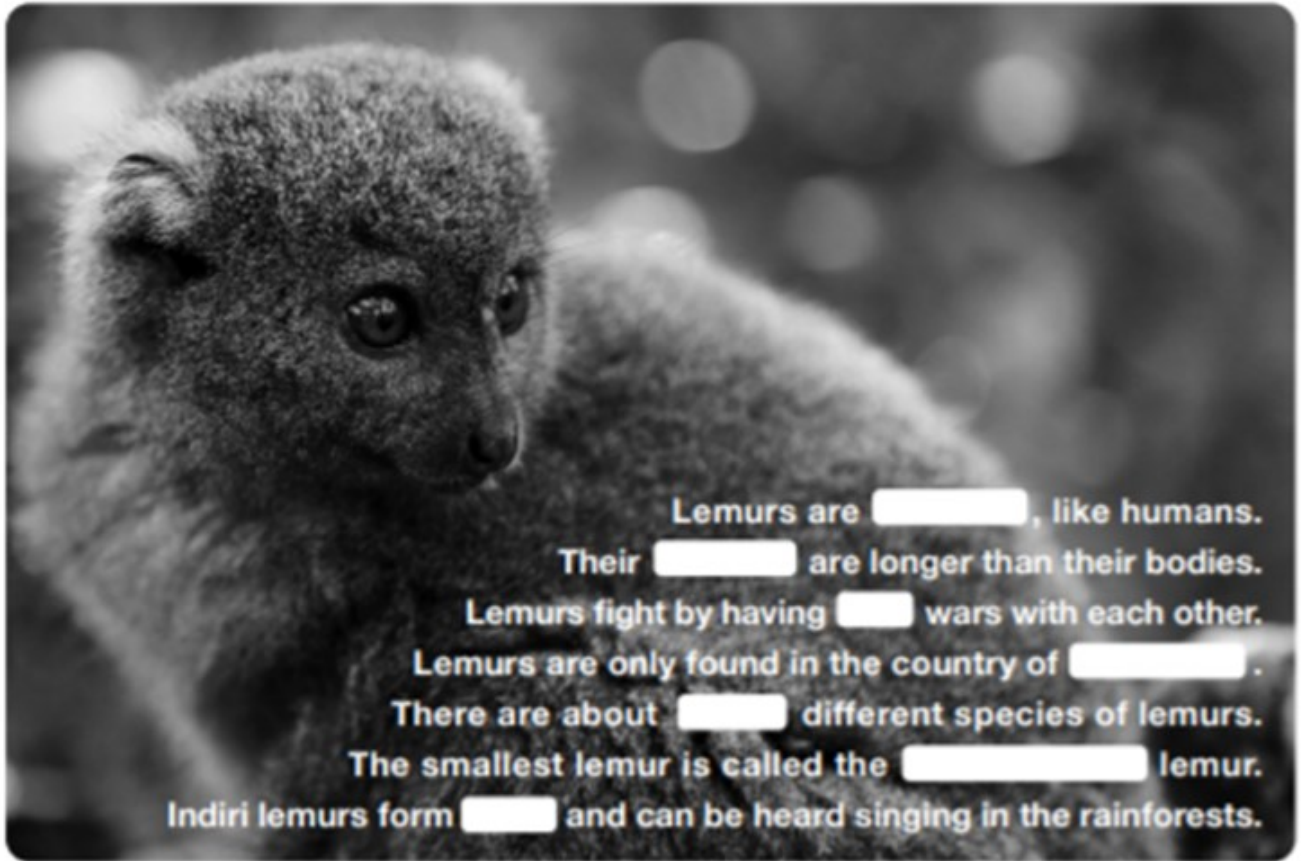


Draw your own sketch map of Madagascar using the outline.

Use the facts about its natural environment to help you.

Include a legend or key or label the features as you add them.

- a Complete the sentences about lemurs using the words below.



Dwarf Mouse

Madagascar

tails

choirs

100

primates

stink

- b Match the names of the lemurs with the pictures.



Bamboo lemur

Brown mouse  
lemur

Dancing sifaka

Black & white  
ruffled lemur

Lemurs are the national animal of Madagascar. They live in trees and eat fruit, leaves, bark and flowers.

Some of them like to spend their days sunbaking in groups.

Different species live in different parts of the country.

Watch the video on the weird and wonderful  
Madagascan chameleon and answer the questions  
below.

SCAN ME



**a** What do you see?

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**b** What do you think?

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**c** What do you wonder?

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**d** Create your own fact file card for Chameleons.

 Use the websites to help you.



**Chameleon Fact File**



# Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
23 August	24 August	25 August	26 August	27 August
	X			

## English



### Learning Intention:

I am learning to plan a persuasive speech

### Types of Speeches

### Success Criteria:

\* I can include a title for my speech that conveys my opinion

\*\* I can share three reasons that support my opinion

\*\*\* I can give evidence to support my reasons

\*\*\*\* I can include a conclusion that summarises my speech

#### Informative

When writing an informative speech, you should focus on presenting facts or telling a story in a concise and engaging manner.

#### Persuasive

When writing a persuasive speech your job is to use facts and opinions to convince your audience to come around to your way of thinking.

#### Special Occasion

Are meant to entertain or pay tribute to a person, place, or institution. These are the speeches we hear at weddings, funerals, parties, etc.

Revising  
Modality  
[bit.ly/3A4rp9p](http://bit.ly/3A4rp9p)

SCAN ME



Planning a  
Persuasive Text  
[bit.ly/2VEOFMR](http://bit.ly/2VEOFMR)

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Planning Sheet  
[bit.ly/3xqm5eF](http://bit.ly/3xqm5eF)

SCAN ME



Prewrite

Brainstorm and  
organize your ideas!





# English



## Public Speaking

This week we are writing a speech that will persuade our audience. That means we want them to agree with our ideas. Words that can help us persuade are called **high modality words**. Click on the link to revise high modality: [bit.ly/3A4rp9p](https://bit.ly/3A4rp9p)

To persuade our audience, we need to keep them engaged. Consider what strategies you could include to do so, such as using rhetorical questions, personal stories or relating the speech back to your audience. Click here for more ideas:

So, what will our speech be about?

The topic you will be writing and speaking about is: **Summer is better than Winter**

Today we will be planning our speech. Planning gives us the opportunity to think about our ideas and record them. Click on the link to see an example of how to plan a persuasive text: [bit.ly/2VEOFMR](https://bit.ly/2VEOFMR)

**Activity: Plan your writing using the link:** [bit.ly/3xqm5ef](https://bit.ly/3xqm5ef)

Step 1: Decide what point you are going to make. Is Summer is better than Winter

OR do you think Winter is better than Summer? (There is no wrong answer)

Step 2: Record a title for your speech using the plan template

Step 3: Record 3 arguments (reasons) that support your view. Record any key words or high modality words you might want to use in each argument.

Step 4: Consider how you are going to summarise your ideas in the conclusion

Main Idea/Title:	
Introduction	The main point you want to make.
Argument 1	Remember evidence! <u>Useful words:</u> 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	
Conclusion	Sum up the main argument.

Main Idea/Title:	The main point you want to make.	Remember evidence! <u>Useful words:</u> Firstly... Secondly... In my opinion... Some believe that... I feel that... I am sure that... It is certain... Therefore... Moreover... For this reason... -Reasons for -Reasons against -Ask questions to get the reader thinking	Sum up the main argument.	
	Introduction	Argument 1	Argument 2	Argument 3





# 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 What Do You Do With an Idea 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/3iiWSPi](https://bit.ly/3iiWSPi)



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.

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# 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)

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Definition (related to my book)

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Use it in a sentence:

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# Maths



## Mathematics: AREA

### Learning Intention

I am learning to compare areas measured in square centimetres and square metres.

### Purpose

This is important because we use different units of measurement to measure different surface areas.

### Success Criteria:

*	I can identify that area is the surface covered by a 2D shape.
**	I can use the area formula to record the area of a rectangle.
***	I can record the area of a rectangle and compare the area of each shape by using the greater than, less than or equal to signs ( > , < , = )

### 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 look through how to record the area of a rectangle and use this formula (Length X Width = AREA) to find the area of each rectangle.

You will then need to compare the area and determine whether the area of each rectangle is greater, less, or equal to ( > , < , = ) the other rectangle.

This task is on a worksheet which you will need to post to your ClassDojo portfolio.



# Maths



## Mathematics: AREA

**Area is the surface covered by a 2D shape.**

When we look at the area of a square, we need to find out the length of each side. We know that a square has equal sides and so we multiply two sides together to get the area.

**Square Formula: Side X Side = AREA**

Example: 3cm X 3cm = 9cm<sup>2</sup>

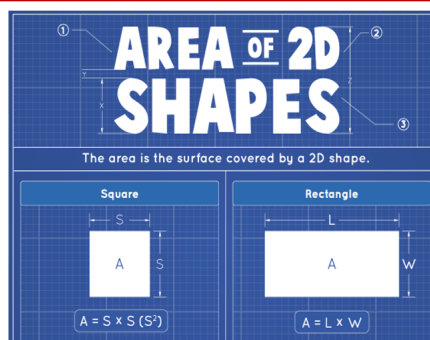
3cm



3cm

**Rectangle Formula: Length X Width = AREA**

We know a rectangle has two sets of equal sides and so the numbers that we multiply together are different.



[bit.ly/3yFaUCN](https://bit.ly/3yFaUCN)

SCAN ME

Example: 5m x 3m = 15m<sup>2</sup>

5m



3m

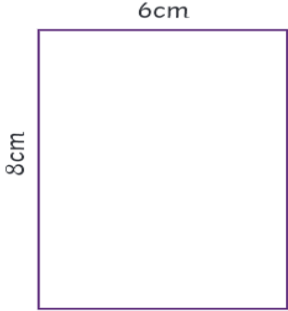


1. Calculate the area of each rectangle and compare them using  $<$ ,  $>$  or  $=$ . The first has been done for you.

Rectangles not drawn to scale.



Area = **50** cm<sup>2</sup>

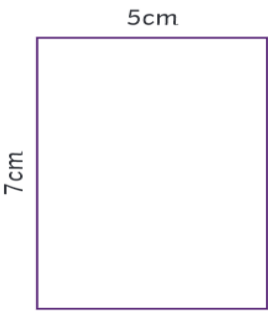


Area = **48** cm<sup>2</sup>

a.



Area = \_\_\_\_\_ cm<sup>2</sup>



Area = \_\_\_\_\_ cm<sup>2</sup>

b.



Area = \_\_\_\_\_ cm<sup>2</sup>



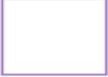
Area = \_\_\_\_\_ cm<sup>2</sup>

c.

8cm



Area = \_\_\_\_\_ cm<sup>2</sup>



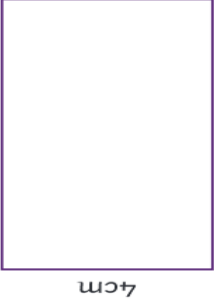
12cm



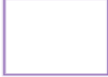
Area = \_\_\_\_\_ cm<sup>2</sup>

d.

7cm



Area = \_\_\_\_\_ cm<sup>2</sup>



9cm



Area = \_\_\_\_\_ cm<sup>2</sup>

e.

9cm



Area = \_\_\_\_\_ cm<sup>2</sup>



6cm



Area = \_\_\_\_\_ cm<sup>2</sup>



# Maths



## TEN Activity: MULTIPLICATION FAST FACTS

### Learning Intention:

We are learning to use mental strategies to multiply efficiently and accurately.

### 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 complete the fast facts table using mental strategies accurately at my own pace.
- \*\* I can complete the fast facts table accurately in less than 7 minutes.
- \*\*\* I can complete the fast facts table accurately in less than 5 minutes.

### What you need

1. Dojo to post your activity.
2. Video link in PDF.
3. Fast facts table.



### Instructions

Your task is to complete your fast facts times table chart. You can time yourself and record your score.

Level 1 Focus on accuracy and using efficient mental strategies learnt during week 6. Timing at this level is optional. Record your score and the time it took to complete the fast facts table.

Level 2 Accurately complete the fast facts table. Aim for less than 7 minutes and try to improve your time each day. Record your score.

**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

multiplication hints & tricks journal page

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.	$8 \times 9 = 9 \times 9 = 18, 18 \times 2 = 36, 36 \times 2 = 72$
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.	$12 \times 3 = 12 + 12 + 12 = 36$

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## MULTIPLICATION fast facts

X	8	12	6	2	5	11	1	4	10	4
3										
9										
4										
7										
10										

Score: \_\_\_\_ / 50 Time: \_\_\_\_



# Dance

## Week 7: The Bust Stop Dance

### We are learning to:

Practice and perform the Bus Stop 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 Bus Stop dance by 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.



SCAN ME



### Activity:

1. Watch the dance video and practice the Bus Stop dance.

Video: <https://bit.ly/37u9JYq>

2. Practice the dance by keeping in time with the music but without the step-by-step guide. Start the video at 3:16 and try and dance till the end of the song.

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
23 August	24 August	25 August	26 August	27 August
		✗		



# English



## Learning Intention:

I am learning to write a draft for a persuasive text

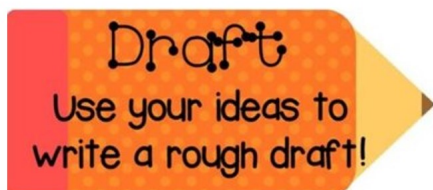
## Success Criteria:

\* I can share my opinion about a topic

\*\* I can share my opinion about a topic and give reasons 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 my writing using paragraphs



# 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 on the link to watch a video that breaks down an OREO  
[bit.ly/2TOYNBH](http://bit.ly/2TOYNBH)

Click the link to see a WAGOLL for a DRAFT  
[bit.ly/3Co7BA1](http://bit.ly/3Co7BA1)

**Activity:** Organise yesterday's plan into paragraphs to create a draft persuasive text on the topic 'summer is better than winter' Click here to use a scaffold. <https://bit.ly/3fDI4dp>

SCAN ME



Name \_\_\_\_\_

Date \_\_\_\_\_

## Persuasive Text – Scaffold

Title \_\_\_\_\_

Opening statement (State your **opinion** about the topic of the text).

---

---

Reason 1 (State your first **reason** and provide an **example** to support it).

---

---

---

---

Reason 2 (State your second **reason** and provide an **example** to support it).

---

---

---

---

Reason 3 (State your third **reason** and provide an **example** to support it).

---

---

---

---

Concluding statement (Restate your **opinion** about the topic of the text).

---

---





# 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 Wk7

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /eer/ can be made with the graphemes 'eir', 'ier' and 'ere'

weirdly  
madeira  
piercing

fierce  
here

### Morphemic - Revising the prefix 'dis'

The prefix 'dis' means *apart*, so the new word is away from the meaning of the original word

similar – **dissimilar**  
order – **disorder**  
locate – **dislocate**

quiet – **disquiet**  
interested – **disinterested**

### Etymological - 'multi' from Latin meaning many

multiple  
multicultural  
multilingual

multiverse  
multicoloured

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. Can you guess who the teacher is?





# Maths



## Mathematics: AREA

### Learning Intention

I am learning to use square centimetres and square metres to measure and estimate rectangular and square areas.

### Purpose

It is important to use the correct measurements when recording the area of the surface of a shape.

### Success Criteria

**\*** I can identify that area is the surface covered by a 2D shape.

**\*\*** I can use the formula to determine the area of a square using square centimetres and square metres

**\*\*\*** I can use the formula to determine the area of a rectangle using square centimetres and square metres

### What you need:

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

### Instructions

Using the formula for area of a square and area of a rectangle., you will need to write out the formula, write out the measurements of the sides of the shapes and then determine the area of the shape.

### For example:

**Formula:**  $L \times W = \text{Area}$

$$4\text{cm} \times 3\text{cm} = 12\text{cm}^2$$

**Answer:**  $12\text{cm}^2$

4cm

3cm

We need to remember that we have to include the unit of measurement after the digits.

This task is on a worksheet which you will need to post to your Clas Dojo portfolio.



# Maths



## Mathematics: AREA

### **Area is the surface covered by a 2D shape.**

When we look at the area of a square, we need to find out the length of each side. We know that a square has equal sides and so we multiply two sides together to get the area.

### **Square Formula: Side X Side = AREA**

**Example:**  $3\text{cm} \times 3\text{cm} = 9\text{cm}^2$

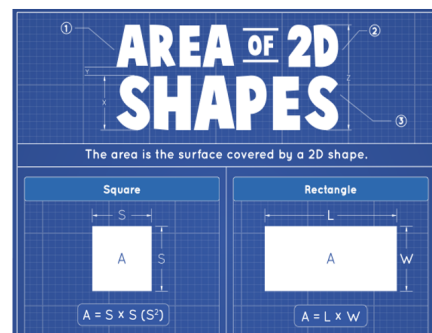
3cm



3cm

### **Rectangle Formula: Length X Width = AREA**

We know a rectangle has two sets of equal sides and so the numbers that we multiply together are different.



**Example:**  $5\text{m} \times 3\text{m} = 15\text{m}^2$

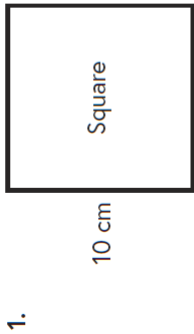
5m



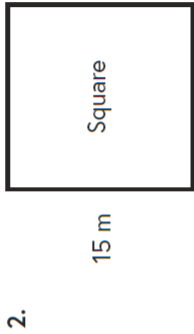
3m

# AREA - SQUARES

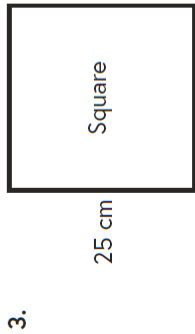
Name: \_\_\_\_\_ Date: \_\_\_\_\_



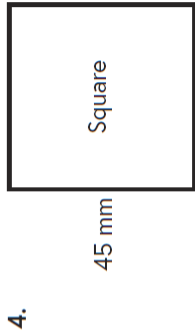
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



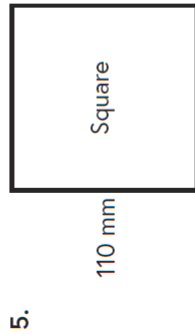
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



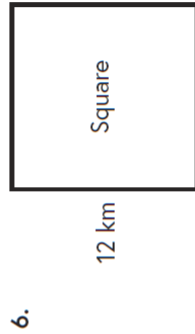
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



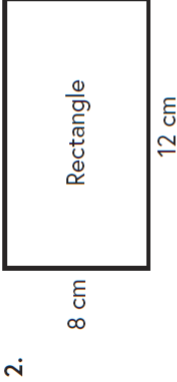
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_

# AREA - RECTANGLES

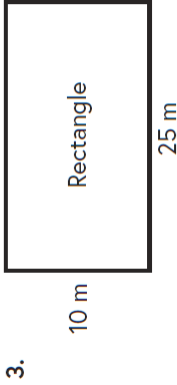
Name: \_\_\_\_\_ Date: \_\_\_\_\_



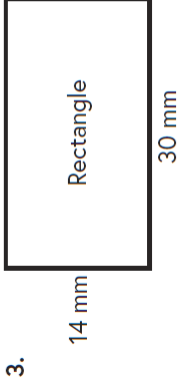
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



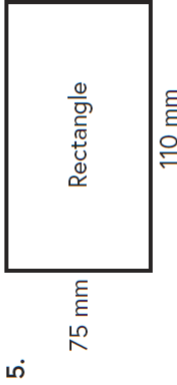
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



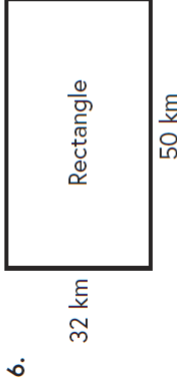
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



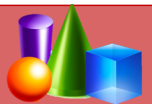
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



# Maths



## TEN Activity: MULTIPLICATION FAST FACTS

### Learning Intention:

We are learning to use mental strategies to multiply efficiently and accurately.

### 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 complete the fast facts table using mental strategies accurately at my own pace.
- \*\* I can complete the fast facts table accurately in less than 7 minutes.
- \*\*\* I can complete the fast facts table accurately in less than 5 minutes.

### What you need

1. Dojo to post your activity.
2. Video link in PDF.
3. Fast facts table.



### Instructions

Your task is to complete your fast facts times table chart. You can time yourself and record your score.

Level 1 Focus on accuracy and using efficient mental strategies learnt during week 6. Timing at this level is optional. Record your score and the time it took to complete the fast facts table.

Level 2 Accurately complete the fast facts table. Aim for less than 7 minutes and try to improve your time each day. Record your score.

**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

multiplication hints & tricks journal page

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.	$8 \times 9 = 9 \times 9 = 18, 18 \times 2 = 36, 36 \times 2 = 72$
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.	$12 \times 3 = 12 + 12 + 12 = 36$

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## MULTIPLICATION fast facts

X	8	12	6	2	5	11	1	4	10	4
3										
9										
4										
7										
10										

Score: \_\_\_\_ / 50 Time: \_\_\_\_



# Library



You Might Find Yourself follows a small person's journey as they navigate the world through their imagination. This charming and lovingly story invites readers to examine notions of resilience and collaboration, while on the winding path that is life.

Go to:

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

Log in with

Username: lwps

Password: lwps

Click on hamburger button 

Click on Stories

Search: You Might Find Yourself



Activity:

Take a photo of your name


1. Go on a hunt around your home or classroom to find objects that can be used to spell your name. For example, toothpicks to make the letter 'A', paperclips to make an 'l', wool to make an 'S'.

2. Arrange the objects on a clean, flat surface to make each of your letters. Try to use a surface that is one colour and is different from the colour of your objects so that they stand out.

3. Stand directly above your name to take a photograph of it.



# Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
23 August	24 August	25 August	26 August	27 August
				



# English



## Learning Intention:

I am learning to to 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.

## Revise

Make changes to improve your writing!

## Edit

Proofread and correct your mistakes!



# 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 see a WAGOLL for editing and revising. [bit.ly/3js8Yos](http://bit.ly/3js8Yos)

Use **C.U.P.S.** to Edit

**C**APITALIZE: Names, places, I, titles, sentence beginnings

**U**SAGE: Match nouns, verbs, and tense correctly

**P**UNCTUATION: . ? ! " " ,

**S**PELLING: Check all words. Use your resources.

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

Use **A.R.M.S.** to Revise

**A**DD: Details, sentences, evidence, words

**R**EMOVE: Unnecessary words or sentences

**M**OVE: Change around words or a sentence

**S**UBSTITUTE: Trade words or sentences for new, better ones.

Click on the link to learn more about 'ARMS'  
[bit.ly/2VOkh24](http://bit.ly/2VOkh24)

**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.

Click on the link to learn more about how books are published in real life  
[bit.ly/3ym7e6i](http://bit.ly/3ym7e6i)





# English



## Activity:

Use the correct homophone to complete the sentences.

### Learning Intention:

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

### Purpose:

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

### Success Criteria:

\*I can state that homophones have the same sound.

\*\*I can use the correct homophone to complete given sentences.

\*\*\* I can use the correct homophone to write my own sentences.

**TASK** – After completing the activity sheet challenge yourself to be a 3-star learner by choosing 2 sets of homophones and write your own sentences using them.

Select the correct homophone and complete each sentence.

I have \_\_\_\_\_ kittens. (too, two, to)

Will you come \_\_\_\_\_? (too, two, to)

Are you going \_\_\_\_\_ the station. (too, two, to)

He is \_\_\_\_\_ to a fortune. (air, heir)

Jim needed some fresh \_\_\_\_\_ (air, heir)

Of \_\_\_\_\_ I'll come. (coarse, course)

The material felt \_\_\_\_\_. (coarse, course)

Be careful or it will \_\_\_\_\_. (break, brake)

Slowly put the \_\_\_\_\_ on. (break, brake)

You could hear the engine \_\_\_\_\_. (idol, idle)

He was my \_\_\_\_\_ when I was young. (idol, idle)

I added two cups of \_\_\_\_\_. (flower, flour)

She put two \_\_\_\_\_ in the vase. (flowers, flours)

I'll go and buy a new \_\_\_\_\_ of shoes. (pair, pear)

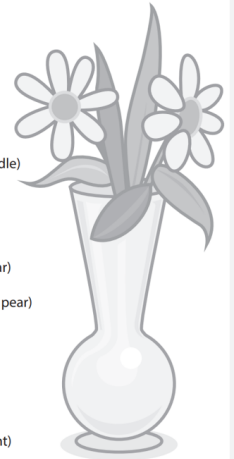
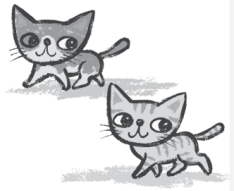
The fruit salad contained apple and \_\_\_\_\_. (pair, pear)

Vegetarians do not eat \_\_\_\_\_. (meet, meat)

We must \_\_\_\_\_ for lunch? (meet, meat)

I don't have one \_\_\_\_\_ left. (scent, cent)

That rose has a beautiful \_\_\_\_\_. (scent, cent)



Select the correct homophone and complete each sentence.

I have \_\_\_\_\_ kittens. (too, two, to)

Will you come \_\_\_\_\_? (too, two, to)

Are you going \_\_\_\_\_ the station. (too, two, to)

He is \_\_\_\_\_ to a fortune. (air, heir)

Jim needed some fresh \_\_\_\_\_ (air, heir)

Of \_\_\_\_\_ I'll come. (coarse, course)

The material felt \_\_\_\_\_. (coarse, course)

Be careful or it will \_\_\_\_\_. (break, brake)

Slowly put the \_\_\_\_\_ on. (break, brake)

You could hear the engine \_\_\_\_\_. (idol, idle)

He was my \_\_\_\_\_ when I was young. (idol, idle)

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She put two \_\_\_\_\_ in the vase. (flowers, flours)

I'll go and buy a new \_\_\_\_\_ of shoes. (pair, pear)

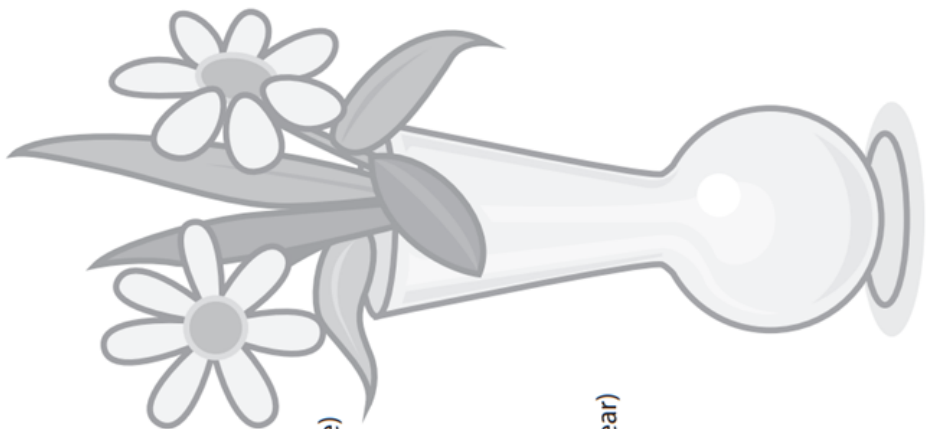
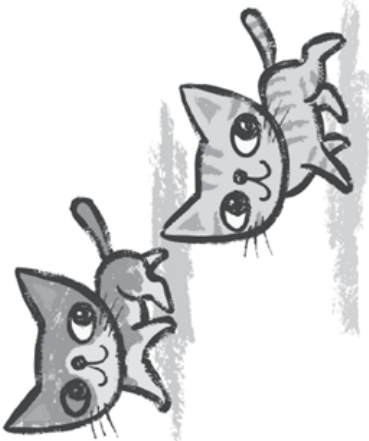
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Vegetarians do not eat \_\_\_\_\_. (meet, meat)

We must \_\_\_\_\_ for lunch? (meet, meat)

I don't have one \_\_\_\_\_ left. (scent, cent)

That rose has a beautiful \_\_\_\_\_. (scent, cent)







# 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/3Cc7asc>



**What?**



**When?**



**Where?**



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. Can you guess who the teacher is?



# Maths



## Mathematics: AREA




### Learning Intention

I am learning to record lengths using the abbreviations cm<sup>2</sup> and m<sup>2</sup>.

### Purpose

This is important because using the correct area abbreviations will allow you to know the correct area of the surface of a shape.

### Success Criteria

-  \* I can identify that area is the surface covered by a 2D shape.
-  \*\* I can use the sides of a shape to determine the area formula.
-  \*\*\* I can record the areas of a square or rectangle object in my home and use cm<sup>2</sup> and m<sup>2</sup>.

### What you need:

1. Dojo to post your activity.
2. Worksheets in your take home pack or link on Dojo.
3. Measuring tools. Such as a ruler, measuring tape, tape measure or iPad measuring app.

### Instructions

Revise how to calculate the area of a 2D shape.

Look for 4 square or rectangle surface areas in your home and measure its sides. Then use the formula to find the area of these surfaces in your home.

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

### For example:

Formula:  $L \times W = \text{Area}$   
 $4\text{cm} \times 3\text{cm} = 12\text{cm}^2$

Answer: 12cm<sup>2</sup>

4cm



3cm

We need to remember that we have to include the unit of measurement after the digits.

This task is on a worksheet which you will need to post to your ClassDojo portfolio.



# Maths

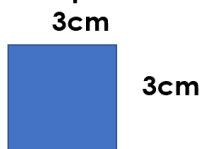


## Mathematics: AREA

Area is the surface covered by a 2D shape.

**Square Formula: Side X Side = AREA**

Example: 3cm X 3cm = 9cm<sup>2</sup>



**Rectangle Formula: Length X Width = AREA**

Example: 5m x 3m = 15m<sup>2</sup>



## Using cm<sup>2</sup> and m<sup>2</sup>

When we measure an object in centimetres, we use the abbreviation cm and when we measure an object in metres, we use m.

For area, we are looking at two dimensions, the LENGTH and the WIDTH and so when we write the measurement, we need to include the little 2 above the cm or m to tell the audience that we are measuring the area of a shape or object.

cm<sup>2</sup>  
m<sup>2</sup>

Rectangle Formula  
Length X Width = AREA  
L X W = AREA

## MEASURING AREA IN MY HOME



Look around your home for square or rectangle objects that you can reach.

Square  
Side X Side = AREA  
S X S = AREA

Using a ruler, tape measure, iPad measure app, or a tape measure, measure the sides of these objects. Once you know the measurement of the sides, you can use your formula to figure out the area of the surface of your shape or object. Always remember to add in the cm<sup>2</sup> or m<sup>2</sup>

Object	Shape	Formula	Side Length	Area
<b>Example:</b> Television unit	Rectangle	Length X Width = AREA L X W = AREA	Length = 2m Width = 1m	2m x 1m = 2m <sup>2</sup>



# Maths



## TEN Activity: MULTIPLICATION FAST FACTS

### Learning Intention:

We are learning to use mental strategies to multiply efficiently and accurately.

### Purpose

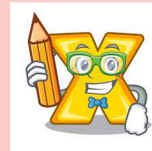
It is important to learn about multiplication as it can help us to solve a variety of problems in our daily lives.

### Success Criteria

- \* I can complete the fast facts table using mental strategies accurately at my own pace.
- \*\* I can complete the fast facts table accurately in less than 7 minutes.
- \*\*\* I can complete the fast facts table accurately in less than 5 minutes.

### What you need

1. Dojo to post your activity.
2. Video link in PDF.
3. Fast facts table.



### Instructions

Your task is to complete your fast facts times table chart. You can time yourself and record your score.

Level 1 Focus on accuracy and using efficient mental strategies learnt during week 6. Timing at this level is optional. Record your score and the time it took to complete the fast facts table.

Level 2 Accurately complete the fast facts table. Aim for less than 7 minutes and try to improve your time each day. Record your score.

### 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

multiplication hints & tricks journal page

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.	$8 \times 9 = 9 \times 9 = 18, 18 \times 2 = 36, 36 \times 2 = 72$
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.	$12 \times 3 = 12 + 12 + 12 = 36$

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## MULTIPLICATION fast facts

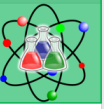
X	8	12	6	2	5	11	1	4	10	4
3										
9										
4										
7										
10										

Score: \_\_\_\_ / 50 Time: \_\_\_\_\_





# Science



## Earth and Space!



### Learning Intention:

I am learning to investigate landforms and how they can be formed by erosion

### Success Criteria:

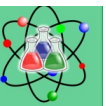
\* I can describe what erosion is

\*\* I can name 4 features of Earth caused by erosion

\*\*\* I can investigate a landform and talk about its features and how it was formed.



# Science



## Landforms Shaped by Erosion

**Erosion** is the process by which soil and rock is removed from one area of the Earth through natural causes such as wind, water, and ice and transported elsewhere.

Erosion can shape **landforms** on Earth. Just like living things, the Earth has its own features – we call these **landforms**.

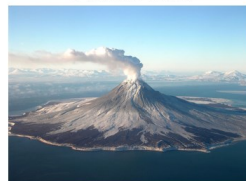
Landforms are *natural* features on Earth's surface that is part of the terrain (land, ground)

Some different types of landforms cause by erosion are:

Mountains



Volcanoes



Valleys



Plateaus



Watch > [bit.ly/3jRW5VZ](https://bit.ly/3jRW5VZ)

SCAN ME



Due to **Erosion**, famous landforms have been created where millions of people visit each year due to their size and beauty.

The most famous **landform** we have here in Australia is **Uluru**





# Science



## How was Uluru Shaped by Erosion?

### What kind of rock is Uluru?

Uluru is an inselberg

An inselberg is an isolated rock or hill that rises abruptly from a level (flat) surrounding plane.

Uluru is in Kata Tjuta National Park, Northern Territory.

It measures 348 metres high and is the largest sandstone monolith in the world! It is a deeply spiritual place, home to the Anangu people who have lived there for over 22,000 years



### Your Task:


- Read the information sheet
- Use the worksheet to create a mind map of all the key points you have taken out of the information sheet about Uluru.

**PrimaryConnections®**  
Beneath our feet  
Bringing science with literacy

**Red rock uncovered**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

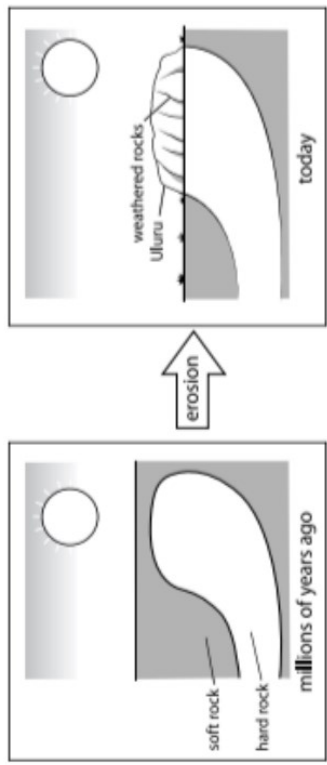
Uluru is located in the Uluru-Kata Tjuta National Park in the Northern Territory, Australia. The Anangu people are recognised as the traditional owners of that land. It is world famous for being a large red-orange rock in the middle of a very flat land.



Have you ever wondered where it came from?

The origin of Uluru is explained differently by Anangu people and by scientists. Here the origin is explained by a geologist.

'Uluru is like the tip of an iceberg. It is part of a massive rock that stretches underground for many kilometres. Millions of years ago, there was a layer of hard rock between two softer rocks. The land tilted slightly. Over the years the rocks around Uluru eroded away, leaving Uluru standing in a flat plain.'



Have you ever wondered why it looks like that?

'The orange colour of Uluru is due to grains of iron in the rock. When exposed to air, these grains rust like nails do when left out in the rain. If a piece of rock breaks away the rock underneath is grey until it rusts.'

**Fact 6:**

**Fact 1:**

**Fact 5:**

**Fact 2:**

**Landform Name and Picture:**

**Fact 4:**

**Fact 3:**



# Friday

Monday	Tuesday	Wednesday	Thursday	Friday
23 August	24 August	25 August	26 August	27 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!

Click to access a WAGOLL for writing palm cards and Speech Checklists for presenting a speech.

[bit.ly/2Vu63mT](http://bit.ly/2Vu63mT)

[bit.ly/3joCk79](http://bit.ly/3joCk79)



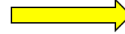


# English



Publishing is the last step in the writing cycle. When you publish, you are writing or typing your piece for the final time.

To help you publish, think **FLASH!**



Because we are presenting our persuasive text to an audience, we must also consider what a speech looks and sounds like.

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

Listen to "MOLLY WRIGHT Deliver her TED Talk"

<https://bit.ly/2WNL27g>

## Activity:

1. Practise reading your speech using the checklist and have someone in your home assess you too.

2. Publish your speech using one of the following methods:

### CHOOSE ONE OPTION

- ☐ re-writing your text on paper or palm cards (small cards that fit in your hand) and record a video.  
Click here to see a WAGOLL for a palm card.  
[bit.ly/37xNXms](https://bit.ly/37xNXms)
- ☐ Type your text using a word document and record a video.
- ☐ Present written or typed speech to the class during a Zoom meeting.

My Speech Checklist SELF ASSESSMENT	
What it sounds like	
I used a clear voice.	😊 😞
I used a good pace (not too slow or not too fast).	😊 😞
I used expression (to make my speech sound interesting)	😊 😞
I gave my opinion (what I think and feel).	😊 😞
I gave three reasons for my opinion with examples.	😊 😞
I used high modality words (For example, certainly definitely, must)	😊 😞
What it sounds like	
I used eyes contact with the audience.	😊 😞
I used hand gestures to engage the audience.	😊 😞
I was standing still when I was speaking.	😊 😞

My Speech Checklist My Assessed Me	
What it sounds like	
I used a clear voice.	😊 😞
I used a good pace (not too slow or not too fast).	😊 😞
I used expression (to make my speech sound interesting)	😊 😞
I gave my opinion (what I think and feel).	😊 😞
I gave three reasons for my opinion with examples.	😊 😞
I used high modality words (For example, certainly definitely, must)	😊 😞
What it sounds like	
I used eyes contact with the audience.	😊 😞
I used hand gestures.	😊 😞
I was standing still when I was speaking.	😊 😞

My Speech Checklist My Assessed Me	
What it sounds like	
I used a clear voice.	😊 😞
I used a good pace (not too slow or not too fast).	😊 😞
I used expression ((to make my speech sound interesting)	😊 😞
I gave my opinion (what I think and feel)	😊 😞
I gave three reasons for my opinion with examples.	😊 😞
I used high modality words (For example, certainly definitely, must)	😊 😞
What it sounds like	
I used eyes contact with the audience.	😊 😞
I used hand gestures.	😊 😞
I was standing still when I was speaking.	😊 😞



# 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 Wk7

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /eer/ can be made with the graphemes 'eir', 'ier' and 'ere'

weirdly	fierce
madeira	here
piercing	

### Morphemic - Revising the prefix 'dis'

The prefix 'dis' means *apart*, so the new word is away from the meaning of the original word

similar - <b>dissimilar</b>	quiet - <b>disquiet</b>
order - <b>disorder</b>	interested - <b>disinterested</b>
locate - <b>dislocate</b>	

### Etymological - 'multi' from Latin meaning many

multiple	multiverse
multicultural	multicoloured
multilingual	

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/3lmjZu8>



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: Multiplication, 2D Shapes and Length

### Learning Intention:

We are learning to use multiplication and area formulas to help us find the area of more complex shapes.

### Purpose:

It is important to be able to find the area of all different shape sizes as we find various shapes around us in our everyday lives.

### Success Criteria



I can use the formula to determine the area of a rectangle.



I can use two-digit multiplication to determine the area of a square.



I can use the area of multiple rectangles to determine the area of a compound shape.

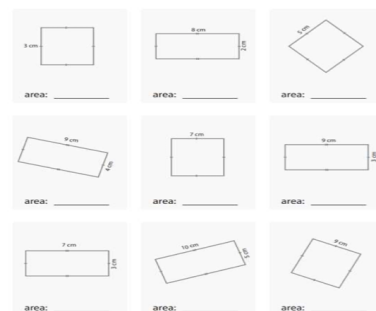
### What you need:

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

### Instructions

Use your prior knowledge and watch the video provided to determine the area of rectangles and squares.

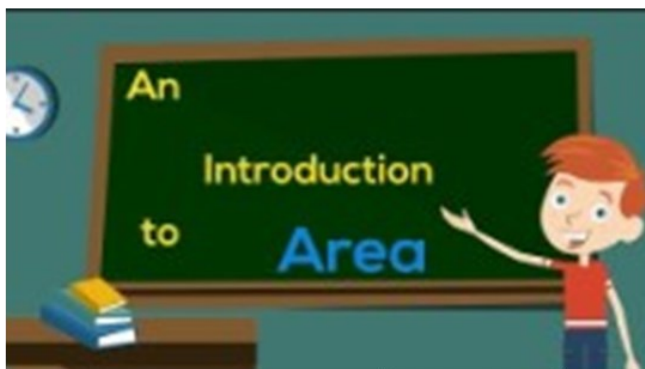
For a challenge, use the area of a rectangle to find the area of a compound or irregular shape.



## Mathematics: Multiplication, 2D Shapes and Length

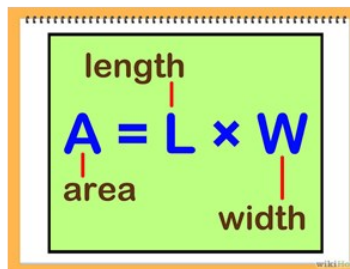


Watch the video below on how to calculate area of a shape.

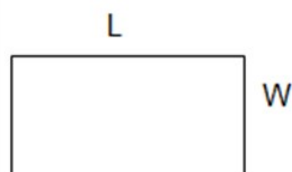


<https://bit.ly/3jL5a1T>

SCAN ME



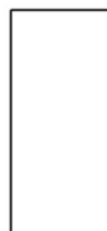
Here is an example



Area = L x W  
Area = Length x Width

Example:

5 cm



11 cm

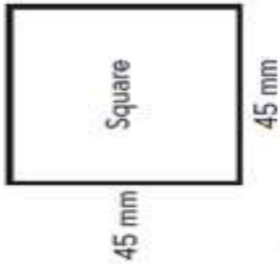
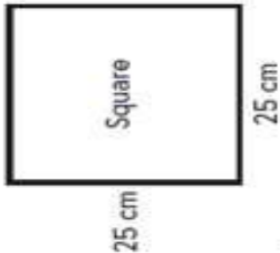
Area = L x W  
Area = 5 cm x 11 cm  
Area = 55 cm<sup>2</sup>

# Friday Week 7 Can Do Activity

# Friday Week 7 Must Do Activity

Here are some trickier ones

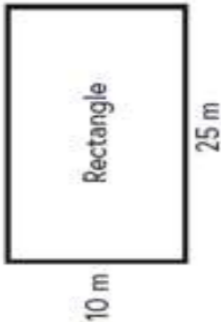
3.



Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_

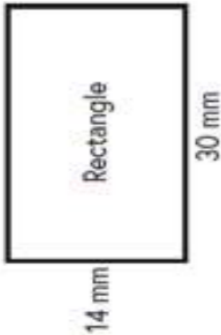
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_

3.

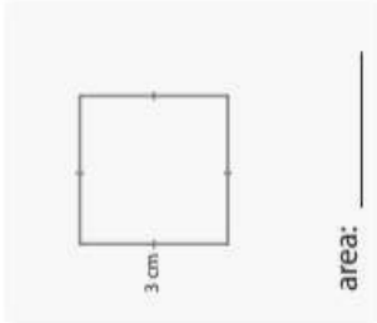


Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_

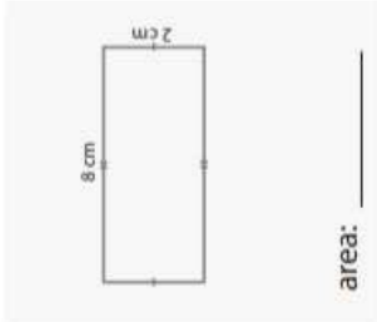
3.



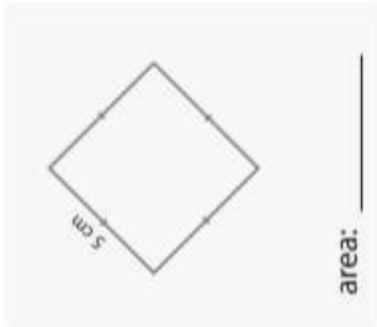
Formula \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



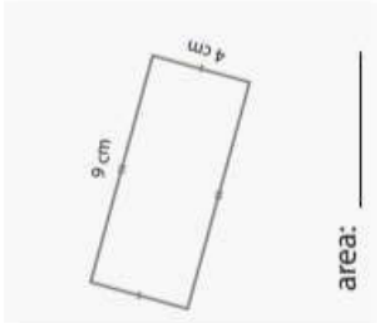
area: \_\_\_\_\_



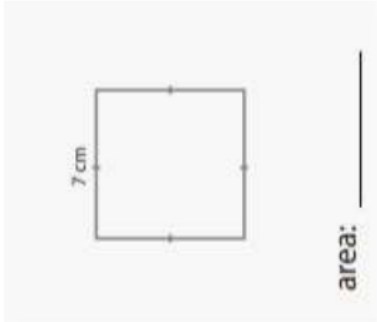
area: \_\_\_\_\_



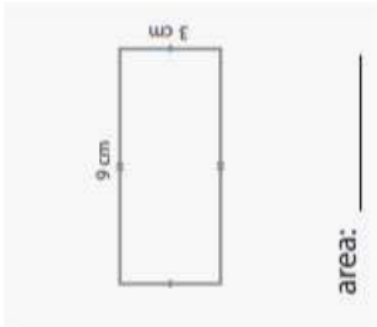
area: \_\_\_\_\_



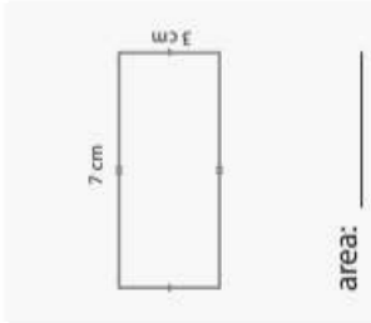
area: \_\_\_\_\_



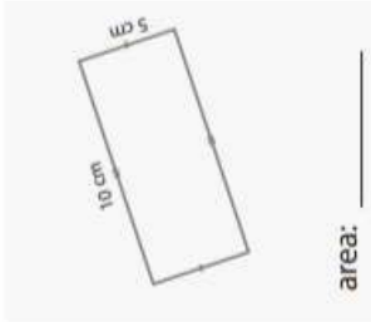
area: \_\_\_\_\_



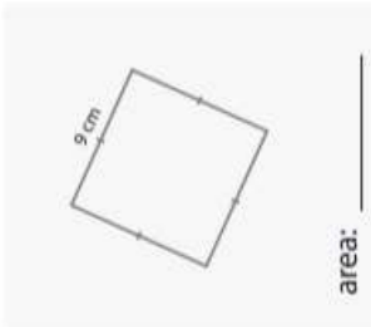
area: \_\_\_\_\_



area: \_\_\_\_\_



area: \_\_\_\_\_



area: \_\_\_\_\_

# AREA - COMPOUND SHAPES

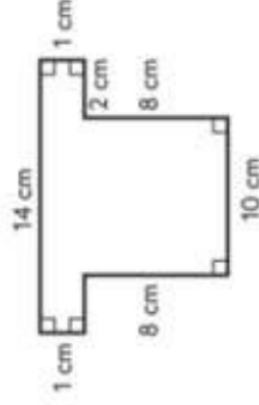
Name: \_\_\_\_\_

Date: \_\_\_\_\_

This is a challenge activity. Watch the video in the previous slide if you need help in remembering how to find the area of an irregular shape. Remember you need to divide you shapes into squares or rectangles and then work out the areas by using the Length x Width formula.



1.

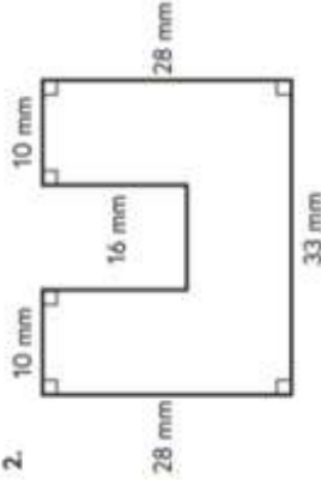


Formula \_\_\_\_\_

\*

\*

2.

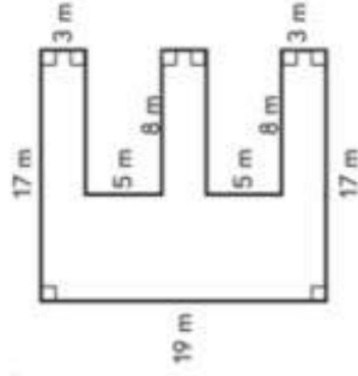


Formula \_\_\_\_\_

\*

\*

3.

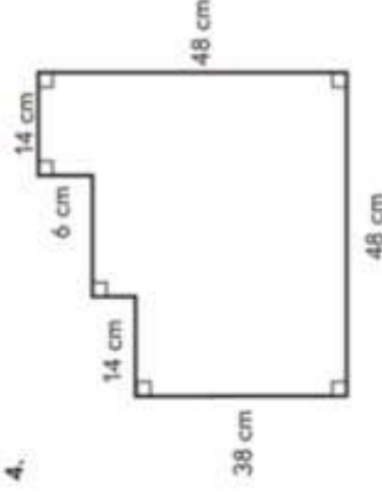


Formula \_\_\_\_\_

\*

\*

4.



Formula \_\_\_\_\_

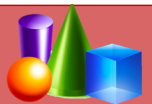
\*

\*





# Maths



## TEN Activity: MULTIPLICATION FAST FACTS

### Learning Intention:

We are learning to use mental strategies to multiply efficiently and accurately.

### 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 complete the fast facts table using mental strategies accurately at my own pace.
- \*\* I can complete the fast facts table accurately in less than 7 minutes.
- \*\*\* I can complete the fast facts table accurately in less than 5 minutes.

### What you need

1. Dojo to post your activity.
2. Video link in PDF.
3. Fast facts table.



### Instructions

Your task is to complete your fast facts times table chart. You can time yourself and record your score.

Level 1 Focus on accuracy and using efficient mental strategies learnt during week 6. Timing at this level is optional. Record your score and the time it took to complete the fast facts table.

Level 2 Accurately complete the fast facts table. Aim for less than 7 minutes and try to improve your time each day. Record your score.

**Multiply**  
 $3 \times 5 = 15$

**combine equal groups (repeated addition)**  
 $3 \times 5 = 15$

**factor factor product**  
 $3 \times 5 = 15$

**strip diagram**  
 $5 \quad 5 \quad 5$   
 ?

**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

multiplication hints & tricks journal page

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.	$8 \times 9 = 9 \times 9 = 18, 18 \times 2 = 36, 36 \times 2 = 72$
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.	$12 \times 3 = 12 + 12 + 12 = 36$

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## MULTIPLICATION fast facts

X	8	12	6	2	5	11	1	4	10	4
3										
9										
4										
7										
10										

Score: \_\_\_\_ / 50 Time: \_\_\_\_



# PDHPE

## Safety in the home

### Kitchen Patrol

There are 5 safe things and 5 poisons in this picture.  
Color the safe things green. Color the poisons red.

#### Learning Intention:

We are learning to identify how to safe and unsafe items in the house.

#### Purpose:

We are responsible for our own safety.

#### Success Criteria:

\*I can identify the difference between safe and unsafe items in my house.

\*\*I can discuss how to store unsafe items safely.

\*\*\*I can state how I keep myself safe at home.

#### Task:

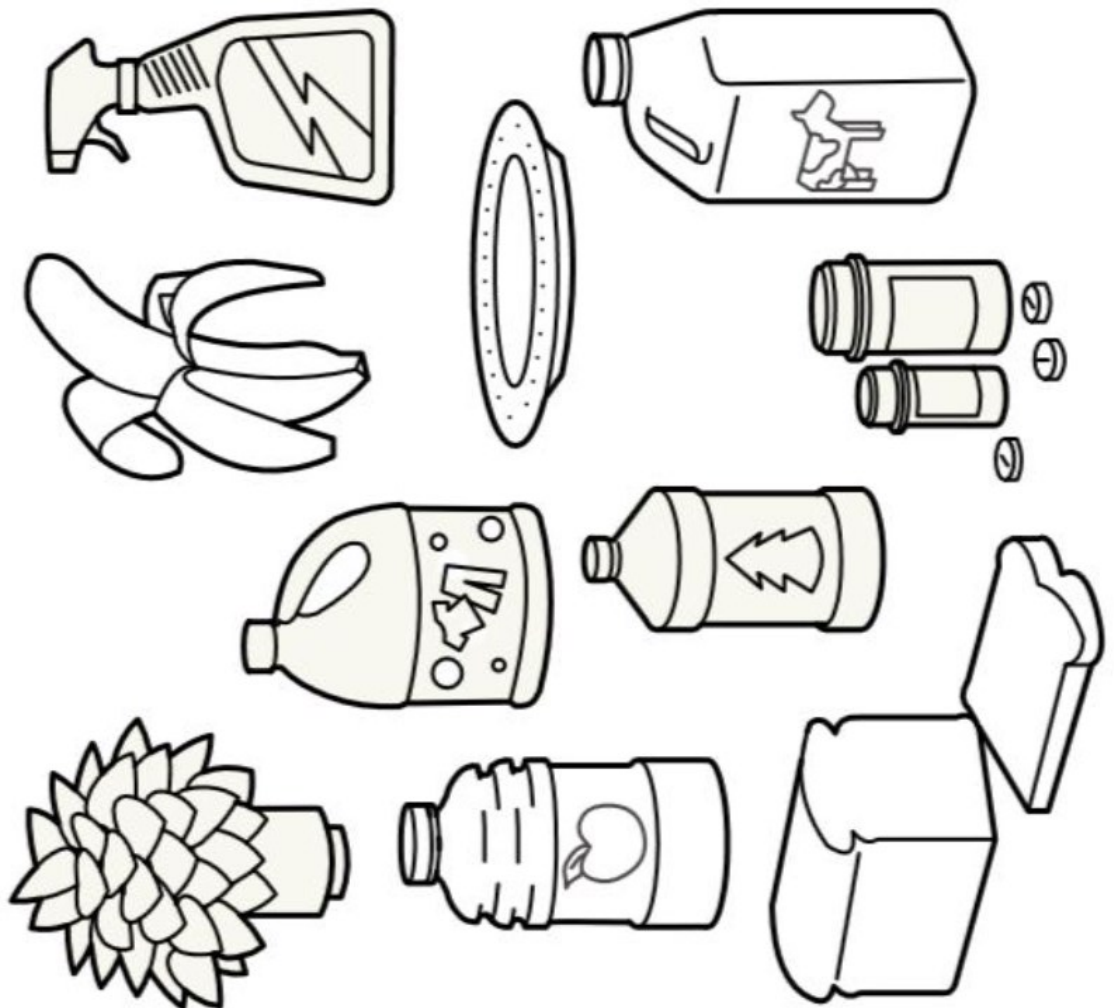
How should the poison items be stored?

How do you stay safe at home?



### Kitchen Patrol

There are 5 safe things and 5 poisons in this picture.  
Color the safe things green. Color the poisons red.





# Creative Arts



## *Drawing Shapes Using One-Point Perspective*

### Learning Intention

I am learning to draw shapes using one-point perspective.

### Success Criteria

- \*** I can draw shapes following step by step instructions.
- \*\*** I can draw shapes with perspective following step by step instructions.
- \*\*\*** I can draw shapes with perspective and shade it with contrasting following step by step instructions.

### What You Need

You will need a piece of paper, a sharp pencil, a ruler, a black line marker and coloured pencils.



### Instructions

1. Watch the video 'Drawing Shapes Using One-Point Perspective'.
2. Create your own artwork by following each step.
3. Add contrast to your drawing by shading different tones.
3. Take a photo of your artwork and upload it to ClassDojo.

SCAN ME



[bit.ly/3fWGh1W](https://bit.ly/3fWGh1W)