

# Term 4 Week 2

## 2021

The work in this booklet is for Term 4 Week 2, 2021. You will see attached a timetable showing the work for each day. You will notice that we are now including a Free-Choice Friday option for after the Writing and Mathematics tasks are complete.

We ask that you or your child still sends a photo/video of the work they have completed. The photos and videos of your child's work allows us to see the wonderful learning that they are doing from home so that we can mark them on the roll as flexible learners. Happy Learning!!

Stage 2 2021 Teachers

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11 Oct	12 Oct	13 Oct	14 Oct	15 Oct



Monday	Tuesday	Wednesday	Thursday	Friday
English				
<p><b>Writing</b> Learn about points of view and how it affects the story that is being told. Read the sentences and highlight the pronouns. Rewrite the sentences in the first person.</p> <p><b>Spelling</b> Choose 2 activities from the spelling choice board to complete using the spelling words provided.</p> <p><b>Reading Comprehension</b> Listening to understand. Listen carefully to the instructions given to complete the picture.</p>	<p><b>Writing</b> Listen to the story of the Little Red Riding Hood. Pretend you are the wolf and plan a letter to Grandma convincing her that you should not be blamed for eating LRRH! Write in the first person.</p> <p><b>Spelling</b> Choose 2 different activities from the spelling choice board &amp; complete</p> <p><b>Reading Comprehension</b> Reverse mystery box. After watching the video it's your turn to create a mystery box for your teacher to solve.</p>	<p><b>Writing</b> Draft your letter to Grandma as if you are the wolf. Remember to persuade her with high modality words and use OREO to help set out your reasons.</p> <p><b>Spelling</b> Choose 2 different activities from the spelling choice board &amp; complete</p> <p><b>Reading Comprehension</b> Inferencing. Read the card and make an inference about what activity Maxwell is doing.</p>	<p><b>Writing</b> Revise and edit your draft letter to Grandma. Use CUPS to check your Capitals, Usage, Punctuation and Spelling. Then use ARMS to Add, Remove, Move or Substitute words to make your writing better.</p> <p><b>Reading Comprehension</b> Tricky Word time! Great readers don't pretend they know every word, they use strategies to find out what they are and what they mean. Be a detective and find a tricky word to solve!</p>	<p><b>Writing</b> Finish off your letter to Grandma.</p>
Maths				
<p><b>Position</b> Review the cardinal directions North, South, East and West. Learn about the directions that fall between them – North-East, South-East, North-West and South-West. Use these directions to identify the position of</p>	<p><b>Position</b> Learn about position on a grid map using X &amp; Y axis coordinates. Follow the directions to find the animals.</p> <p><b>TEN</b> Greedy Pig. Practise your mental addition skills with this game.</p>	<p><b>Position</b> Use grid coordinates from the X and Y axis to locate and describe the position of animals.</p> <p><b>TEN</b> Greedy Pig. Practise your mental addition skills with this game.</p>	<p><b>Position</b> Use your knowledge of position, compass directions and X, Y axis coordinates to create your own dream zoo.</p> <p><b>TEN</b> Greedy Pig. Practise your mental addition skills with this game.</p>	<p><b>Position</b> Using compass directions, you are going to create a list of directions for someone in your house to find a hidden item. Begin with identifying which way is North (it's not up!) and start at the inside of the front door.</p>
<p>animals to each other at the zoo.</p> <p><b>TEN</b> Greedy Pig. Practise your mental addition skills with this game.</p>				
Other KLAS				Free Choice Friday
<p><b>Geography</b> How does plastic pollution affect the world around us? Why should we care about this issue? Read the book, answer the questions, create a display showing what we can do.</p>	<p><b>Drama</b> Keeping on the animal theme, unleash your inner animal as you take on the role of different animals.</p> <p><b>PDH</b> Cyber Safety. Watch the video about posting information online. Create a cyber safety poster.</p>	<p><b>Library</b> Share, Post or Delete? Click on the link or scan the QR code to see the scenarios and tell Mrs Selevitch and Mrs Young would you post, share or delete the information?</p>	<p><b>Science</b> How have we as humans impacted on the Earth? Let's get close to home. Look at the pictures of Liverpool from 25 years ago and compare them to now. What predictions do you make for the impact of us humans on Liverpool in 50 years' time?</p>	<p>Choose any of the free-choice activities that you would like to complete.</p>



# 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!



Reading should be occurring everyday—for a minimum of 10 minutes. If your child reads with the teacher during a zoom session that counts as reading time.

# Monday

Monday	Tuesday	Wednesday	Thursday	Friday
11 October	12 October	13 October	14 October	15 October

## English

### Learning Intention:

I am learning to write in first person

### Success Criteria:

\* I can identify that we can write from three different points of view

\*\* I can understand that pronouns change according to point of view

\*\*\* I can edit a piece of writing so that it is written in first person

### Point of view

When we write, it is important to think about who is telling the story. We can tell a story from three different points of view

Listen to the story 'The three little pigs' told in First person  
[bit.ly/3EcqzRE](http://bit.ly/3EcqzRE)



Listen to the story 'The three little pigs' told in Third person  
[bit.ly/396vU88](http://bit.ly/396vU88)



### POINT OF VIEW PRONOUNS

You can determine the point of view of a story by the pronouns the narrator uses to describe the central character(s).

I, ME, MY

First Person

SHE/HE, HER/HIS

Third Person

YOU, YOUR

Second Person

When we want to write from a specific point of view, we need to use the appropriate pronoun (a word that replaces a noun).

### First Person

Told from the point of view of a character.

### Second Person

The narrator talks to the reader.

### Third Person

The narrator is NOT part of the story.

### PRONOUN

A noun in disguise!



**Activity:** Click on the link: [bit.ly/3k8lzP9](http://bit.ly/3k8lzP9)

Read the sentences and highlight the pronouns. Rewrite each sentence so that it is written from a first-person point of view.



# Activity:

Read the following sentences and highlight or circle the pronouns. Re-write the sentences so that they are written in first person.

I, ME, MY First Person	SHE/HE, HER/HIS Third Person	YOU, YOUR Second Person
---------------------------	---------------------------------	----------------------------

1. Jackson was waiting for his first football match of the season to begin. He was nervous as he hadn't played a full game for over a month.

2. You must stop sleeping in! Everyday you are running late for school and it's making your teacher very concerned.

3. He slowly looked around the room but couldn't see his friends anywhere.

4. Her ankle injury had prevented her from playing soccer. She really missed it and couldn't wait to return to the field.

5. On Wednesday it was David's birthday. He was going to have a huge party on the weekend and he couldn't wait to celebrate with his friends.



# 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 engage in meaningful spelling tasks

\*\*I can select tasks that stretch my brain

\*\*\*I can share my work with my teacher

### ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice grid

## Word Study CHOICE BOARD

<b>FIT THE LIST</b> Think of up to 5 more words that would fit your spelling list.	<b>ABC Order</b> Write your words in ABC Order.	<b>Rainbow Spelling</b> Write your words six each with different colors.	<b>Color Code</b> Write the Vowels Blue and Consonants Red.
<b>Silly Sentences</b> Write each word in a silly sentence.	<b>Silly letters</b> Write each word using crazy letters.	<b>Backwards to Forwards</b> Write each word backwards and then write it Forwards. <i>sgod dogs</i>	<b>Type your Words</b> If available, type your words on the computer or other device.
<b>SENTENCES</b> Write compound or complex sentences using FANBOYS & ISAWAWABUB.	<b>Bubble Letters</b> Write each of your words using bubble letters.	<b>DICTIONARY DIG</b> Look up your spelling words in the dictionary & write the meanings.	<b>Picture Perfect</b> Write the word and draw a picture to represent it.
<b>Ghost Words</b> Use a white crayon to write your words. Color over with a marker.	<b>Follow the Swirl</b> Draw a swirl line. Write your word over and over along the line.	<b>Rhyme Time</b> Write each word and write a word that rhymes with it.	<b>CHALK TIME</b> Write your words with chalk outside (ask parent for permission).
<b>Spell and Tell</b> Write each word 3x and whisper each letter as you write.	<b>Michelangelo</b> Tape your paper on the bottom side of your desk. Lay on the floor and write your words 3 times each. Your arms will get tired.	<b>Wrong Hand</b> Use the opposite hand you write with to write each word.	<b>FENCE PAINT</b> Paint your words with water on the fence.

## Spelling Wk2

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /m/ made by unusual consonant digraphs 'mb' and 'mn'

Autumn	thumb
column	climber
condemn	

### Morphemic - Compound words These are words made up of 2 smaller words

television	honeycomb
milkshake	tracksuit
skateboard	

### Etymological - 'fin' from Latin meaning end

finale	infinite
unfinished	finally
infinity	

Use these spelling words to complete the spelling activities



# English



## Learning Intention:

We are learning to listen carefully to what we hear to build our comprehension skills.

## This is because:

By paying attention to little details, we can build our understanding of what we see and read.

## Success Criteria:

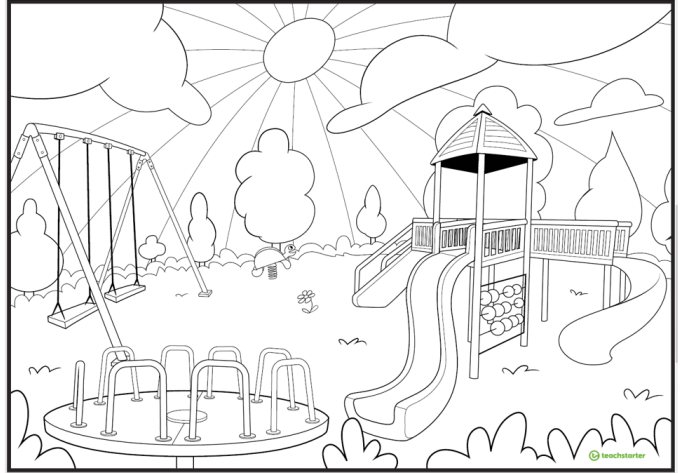
\*I can listen carefully to complete 1-4 instructions correctly

\*\*I can listen carefully to complete 5-6 instructions correctly

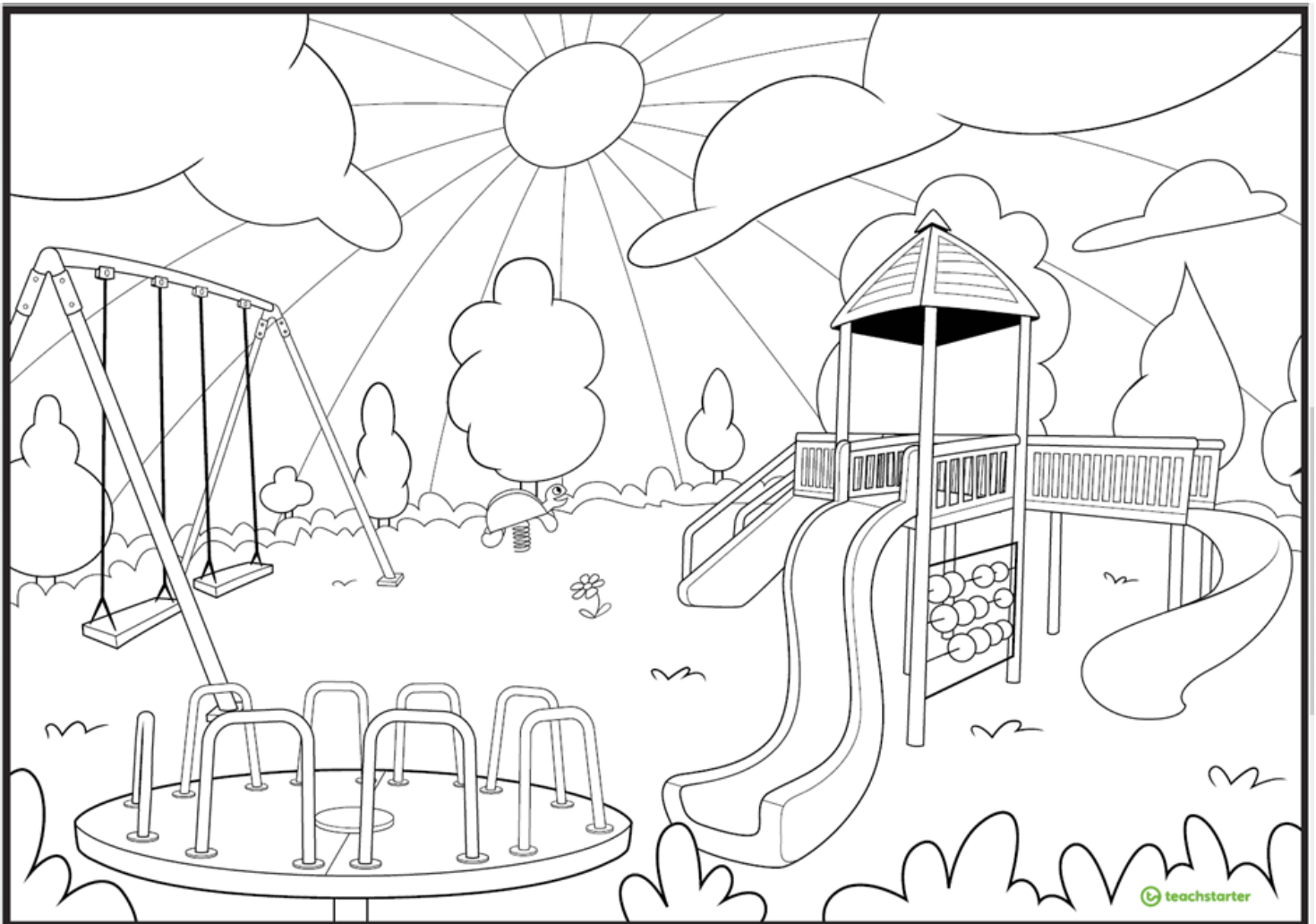
\*\*\* I can listen carefully to complete 7-8 instructions correctly

## Activity:

Listen carefully, follow the instructions and complete the picture.

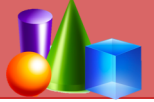


Click the link or scan the QR code to listen to the instructions [bit.ly/3tAX1q](https://bit.ly/3tAX1q)





# Maths



## Mathematics: Position

### Learning Intention:

I am learning to determine the cardinal directions N, E, S, W and NE, SE, SW, NW.

### Purpose:

It is important to be able to use these directions to navigate a map and understand given directions.

### Success Criteria:

\* I can identify what the abbreviations N, E, S, W and NE, SE, SW, NW mean

\*\* I can look at a map and determine where N, S, E, W and NE, SE, SW, NW are

\*\*\* I can locate items on a map using cardinal directions



### What you need:

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

### Instructions

Using the information, you have learned about cardinal directions (N, E, S, W and NE, SE, SW, NW), look at this map of the Zoo and identify where each of the animals are located in relation to the other animals.

#### Using Cardinal Directions



Use the map of the zoo and the compass to fill in the blanks with the correct cardinal directions.

1. The monkey is \_\_\_\_\_ of the rhino.
2. The hippo is \_\_\_\_\_ of the giraffe.
3. The tiger is \_\_\_\_\_ of the lion.
4. The bear is \_\_\_\_\_ of the flamingo.
5. The camel is \_\_\_\_\_ of the giraffe.
6. The horse is \_\_\_\_\_ of the monkey.
7. The parrot is \_\_\_\_\_ of the camel.

**BONUS:** Fill in the sentence with two cardinal directions.

The alligator is \_\_\_\_\_ of the flamingo and \_\_\_\_\_ of the tiger.

## Using Cardinal Directions



shutterstock.com/Artistico

Use the map of the zoo and the compass to fill in the blanks with the correct cardinal direction.

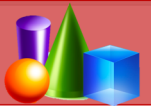
1. The monkey is \_\_\_\_\_ of the rhino.
2. The hippo is \_\_\_\_\_ of the giraffe.
3. The tiger is \_\_\_\_\_ of the lion.
4. The bear is \_\_\_\_\_ of the flamingo.
5. The camel is \_\_\_\_\_ of the giraffe.
6. The horse is \_\_\_\_\_ of the monkey.
7. The parrot is \_\_\_\_\_ of the camel.

**BONUS:** Fill in the sentence with two cardinal directions.

The alligator is \_\_\_\_\_ of the flamingo and \_\_\_\_\_ of the tiger.



# Maths



## Mathematics: Position

Cardinal directions are North, South, East and West. We use these directions as a common way to direct and find people, items and places. It is used all around the world for many purposes.

We commonly see these directions on a compass. And we use these letters N, E, S, W as an acronym for a silly sentence, like the two examples to the right. My favourite one is:

**Never Eat Soggy Weetbix**

Can you think of one too?

What are the cardinal directions?



North

East

South

West

Never

Eat

Soggy

Waffles

Never

Eat

Sour

Watermelon

Let's see how well you know your cardinal directions.

Have a go at the small task below.

In between each direction there is another more specific direction too!

NE (North East), SE (South East), SW (South West), NW (North West)

The pig is to the \_\_\_\_.

The duck is to \_\_\_\_.

The cow is to the \_\_\_\_.

The dog is to the \_\_\_\_.

south

north

west

east







# Maths



## TEN Activity: Greedy Pig

### Learning Intention:

We are developing our mental addition skills

### Purpose

We are learning to use addition strategies accurately and efficiently.



### Success Criteria

\* I can add multiple single digit numbers together

\*\* I can add multiple 2-digit numbers together

\*\*\* I can add multiple 2- & 3-digit numbers together



[bit.ly/397Mrby](https://bit.ly/397Mrby)

Level 1



[bit.ly/3z48WZT](https://bit.ly/3z48WZT)

Level 2



[bit.ly/3z4PonX](https://bit.ly/3z4PonX)

Level 3

### What you need:

1. Dojo to post your activity
2. Score board (either from pack or draw your own)
3. 1, 2 or 3 dice An online version can be found here <https://diceapp.io>

### Instructions

Watch the video for rules on how to play. Choose the level you are working at – 1 die, 2 dice or 3 dice.

How greedy are you? Record your score for each round but be careful you don't roll the out number!

Record and explain the additive strategies that you used.

Level 1 – use one die and roll for round 1. Keep rolling and record your numbers until you want to stop. If you roll a 2, you're out. Add your numbers together to get your total for each round. Then add each round together for your overall total.

Level 2 – use 2 dice, if you roll a 6, you're out!

Level 3 – use 3 dice, if you roll a 12, you're out!



# Maths



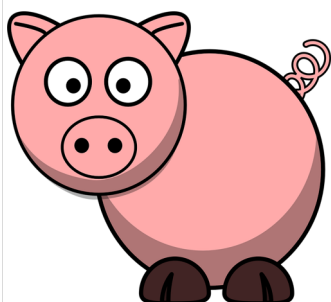
## TEN Activity: Greedy Pig

Choose your level, 1, 2 or 3 dice

Play the game for 5 rounds.

Virtual dice here:  
<https://diceapp.io>

1 die – 2 is out  
2 dice – 6 is out  
3 dice – 12 is out



Round	Score	Total
1		
2		
3		
4		
5		
Total		



# Geography



## Learning Intention:

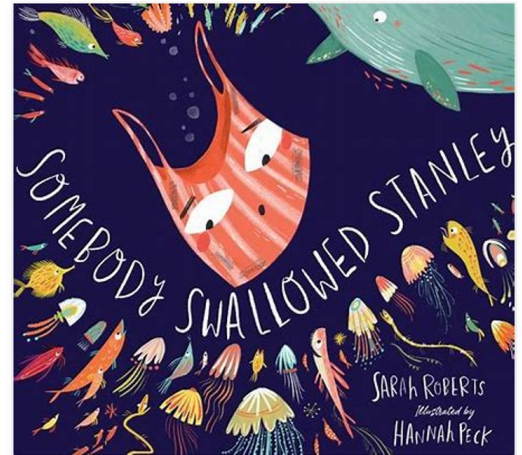
We are learning about how litter and waste (rubbish) impact on our environment.

## Purpose

It is important that we understand how animals on Earth are impacted by people and plastic pollution

## Success Criteria

- \* I can identify why plastics are a problem for the environment
- \*\* I can state what the impact of plastic pollution is on animals
- \*\*\* I can explore and suggest ways we can reduce the amount of plastic that we use



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



No Plastic Please

[bit.ly/3hE2Aui](http://bit.ly/3hE2Aui)



Listen to author  
Sarah Roberts  
speak about plastic  
pollution.



# PLASTIC POLLUTION



After reading **Somebody Swallowed Stanley**, watch the author speak then answer these questions.

How can we stop plastics from polluting the sea and hurting animals?

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How does plastic get into our oceans? Is it just from litter at the beach?

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What can we do to protect our environment?

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Why should we care about plastics in the environment?

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Brainstorm up to 5 ways we can reduce the amount of plastic waste finding its way into the environment. Make a display of your design showing what we can do.



# Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
11 October	12 October	13 October	14 October	15 October
	X			

## English

### Learning Intention:

I am learning to create a plan for a persuasive letter

### Success Criteria:

\* I can identify who is sending the letter and who is receiving it

\*\* I can give my opinion

\*\*\* I can give three reasons for my opinion



### Persuasive Letter Writing

When we want to convince a specific person to believe in an idea or opinion, we can write them a persuasive letter. Letter writing is one way that we can share a message and it is especially handy for people who don't own computers or phones.

#### Writing a letter from a point of view

Click the link and listen to the story of 'The Little Red Riding Hood'  
<https://bit.ly/3nvOyPg>



Imagine you were the wolf from the story, and you wanted to convince the Grandmother that you should **not** be blamed for eating Little Red Riding Hood and should therefore be released from prison.  
 What would you say to convince her? Don't forget what pronouns we use when writing first person!!

Click the link to view Miss Skevington's example: [bit.ly/2VJDt1k](https://bit.ly/2VJDt1k)



**Activity:** Click on the link to plan a persuasive letter: [bit.ly/3tFUxZ](https://bit.ly/3tFUxZ)

Remember that you are writing from the perspective of the wolf from the story 'Little Red Riding Hood'. Convince the Grandma that you should be released from prison.

# Persuasive Letter Writing Plan

**Topic**

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**Recipient's Address**

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**Author's Address**

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**Greeting and Opinion**

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**Argument 1**

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**Argument 1 Supporting Reasons**

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# English



## Learning Intention:

We are creating our own mystery box for our teacher to solve.

## This is because:

Thinking about the main ideas of a topic helps us build our comprehension skills.

## Success Criteria:

**\*I can create my own mystery box on a topic of my choice**

**\*\*I can provide 2-3 clues that would be inside my mystery box**

**\*\*\* I can provide 4-5 clues that would be inside my mystery box**

## Activity:

You are going to create a mystery box on a topic of your choice and place items in it that will help your teacher guess your topic. You could choose a sport, a famous person, a Public Holiday, there are many choices.

You need to think carefully about your clues, you don't want to give away your answer straight away, but you also don't want it to be too hard for someone to guess either.

Click the link to see my example, can you guess what topic my mystery box is about? [bit.ly/3lBcQoq](http://bit.ly/3lBcQoq)



Decide how you would like to make your mystery box. You could draw your clues, find pictures from the internet and put them in a pic collage or slide show or record yourself speaking about them.



# 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 engage in meaningful spelling tasks**

**\*\*I can select tasks that stretch my brain**

**\*\*\*I can share my work with my teacher**

### ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice grid

## Word Study CHOICE BOARD

<b>FIT THE LIST</b> Think of up to 5 more words that would fit your spelling list.	<b>Abc Order</b> Write your words in ABC Order.	<b>Rainbow Spelling</b> Write your words 5x each with different colors.	<b>Color Code</b> Write the Vowels Blue and Consonants Red.
<b>Silly Sentences</b> Write each word in a silly sentence.	<b>Silly letters</b> Write each word using crazy letters.	<b>Backwards to Forwards</b> Write each word backwards and then write it Forwards <i>sgod dogs</i>	<b>Type your Words</b> If available, type your words on the computer or other device.
<b>SENTENCES</b> Write compound or complex sentences using FANBOYS & ISAWAWABUB	<b>Bubble Letters</b> Write each of your words using bubble letters.	<b>DICTIONARY DIG</b> Look up your spelling words in the dictionary & write the meaning.	<b>Picture Perfect</b> Write the word and draw a picture to represent it.
<b>Ghost Words</b> Use a white crayon to write your words. Color over with a marker.	<b>Follow the Swirl</b> Draw a swirly line. Write your word over and over along the line.	<b>Rhyme Time</b> Write each word and write a word that rhymes with it.	<b>CHALK TIME</b> Write your words with chalk outside (ask parent for permission).
<b>Spell and Tell</b> Write each word 3x and whisper each letter as you write.	<b>Michelangelo</b> Tape your paper on the bottom side of your desk. Lay on the floor and write your words 3 times each. Your arms will get tired!	<b>Wrong Hand</b> Use the opposite hand you write with, to write each word.	<b>FENCE PAINT</b> Paint your words with water on the fence.

## Spelling Wk2

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /m/ made by unusual consonant digraphs 'mb' and 'mn'

Autumn	thumb
column	climber
condemn	

### Morphemic - Compound words

These are words made up of 2 smaller words

television	honeycomb
milkshake	tracksuit
skateboard	

### Etymological - 'fin' from Latin meaning end

finale	infinite
unfinished	finally
infinity	

Use these spelling words to complete the spelling activities



# Maths



## Mathematics: Position

### Learning Intention:

I am learning to follow the directions of a compass on a grid

### Purpose:

It is important to be able to use these directions to navigate a map and understand given directions.

### Success Criteria:

\* I can determine the cardinal directions of N, S, E, W and NE, SE, SW, NW

\*\* I can identify the x and y axis of a grid

\*\*\* I can follow instructions using cardinal directions to find the correct location.

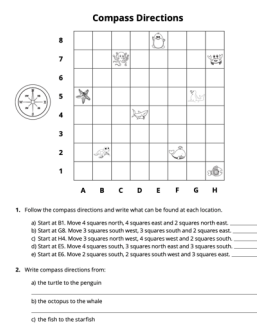


### What you need:

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

### Instructions

Using your prior knowledge of cardinal directions (N, S, E, W and NE, SE, SW, NW), follow the instructions and coordinates of the grid to find the locations of the animals.



# Maths



## Mathematics: Position

We have now learned that there are cardinal directions North, East, South, and West (N, E, S, W). And there are more specific directions in between these directions NE (North East), SE (South East), SW (South West), NW (North West). We need to know this when looking at maps and following directions.

We also need to look at grids and how to find items on a grid map. Just like if you have ever played Battleship.

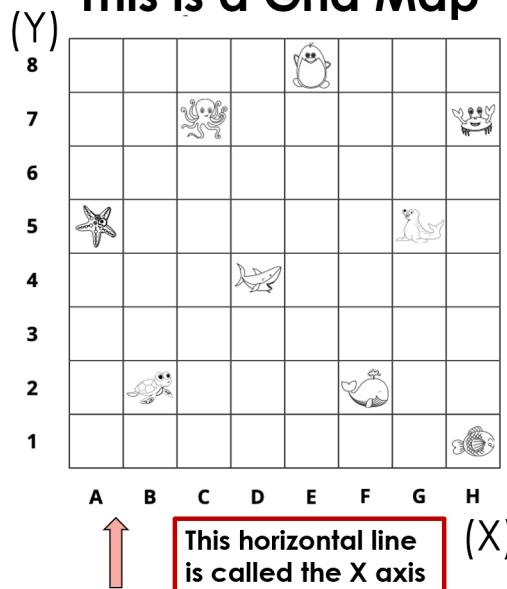
There is a **X Axis** and a **Y Axis**. We use these to figure out the position of the boxes.

This vertical line is called the Y axis

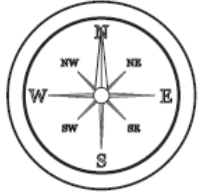
When we put the letter and number together, we always put the X axis first, then the Y axis so we can locate the item on the grid. We call this a coordinate.










(X, Y)

## This is a Grid Map



# Compass Directions



8								
7								
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H

1. Follow the compass directions and write what can be found at each location.

- Start at B1. Move 4 squares north, 4 squares east and 2 squares north east. \_\_\_\_\_
- Start at G8. Move 3 squares south west, 3 squares south and 2 squares east. \_\_\_\_\_
- Start at H4. Move 3 squares north west, 4 squares west and 2 squares south. \_\_\_\_\_
- Start at E5. Move 4 squares south, 3 squares north east and 3 squares south. \_\_\_\_\_
- Start at E6. Move 2 squares south, 2 squares south west and 3 squares east. \_\_\_\_\_

2. Write compass directions from:

- the turtle to the penguin

\_\_\_\_\_

- the octopus to the whale

\_\_\_\_\_

- the fish to the starfish

\_\_\_\_\_



# Maths



## TEN Activity: Greedy Pig

### Learning Intention:

We are developing our mental addition skills

### Purpose

We are learning to use addition strategies accurately and efficiently.



### Success Criteria

\* I can add multiple single digit numbers together

\*\* I can add multiple 2-digit numbers together

\*\*\* I can add multiple 2- & 3-digit numbers together



[bit.ly/397Mrby](https://bit.ly/397Mrby)

Level 1



[bit.ly/3z48WZT](https://bit.ly/3z48WZT)

Level 2



[bit.ly/3z4PonX](https://bit.ly/3z4PonX)

Level 3

### What you need:

1. Dojo to post your activity
2. Score board (either from pack or draw your own)
3. 1, 2 or 3 dice An online version can be found here <https://diceapp.io>

### Instructions

Watch the video for rules on how to play. Choose the level you are working at – 1 die, 2 dice or 3 dice.

How greedy are you? Record your score for each round but be careful you don't roll the out number!

Record and explain the additive strategies that you used.

Level 1 – use one die and roll for round 1. Keep rolling and record your numbers until you want to stop. If you roll a 2, you're out. Add your numbers together to get your total for each round. Then add each round together for your overall total.

Level 2 – use 2 dice, if you roll a 6, you're out!

Level 3 – use 3 dice, if you roll a 12, you're out!



# Maths



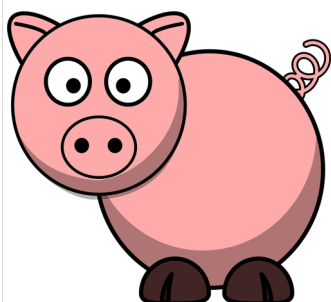
## TEN Activity: Greedy Pig

Choose your level, 1, 2 or 3 dice

Play the game for 5 rounds.

Virtual dice here:  
<https://diceapp.io>

1 die – 2 is out  
2 dice – 6 is out  
3 dice – 12 is out



Round	Score	Total
1		
2		
3		
4		
5		
Total		





# Drama

WHAT'S  
YOUR FAVOURITE  
ANIMAL MOVE?

**We are learning to:** practice and perform movements to express different animals.

**We are learning this because:** drama is enjoyable and is a source of humor and entertainment.

## Success Criteria:

\*I can define the term 'role'.

\*\*I can copy different dramatic movements.

\*\*\*I can perform my own dramatic movements and dramatic role.



## Activity:

This week's element is **ROLE**. Role is when you are pretending to be someone or something else in dramatic action. We use voice and movement to create role.

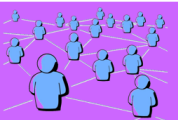
1. Watch the video and practice the different animal actions.

**Video:** <https://bit.ly/3yuQOYB>

2. Try and create your own actions for your favourite animal.
3. Upload your drama activity to ClassDojo.



# PDHPE



## Cyber Safety

### Learning Intention:

We are learning to understand and manage our online safety.

### Purpose:

We need to be able stay safe online.

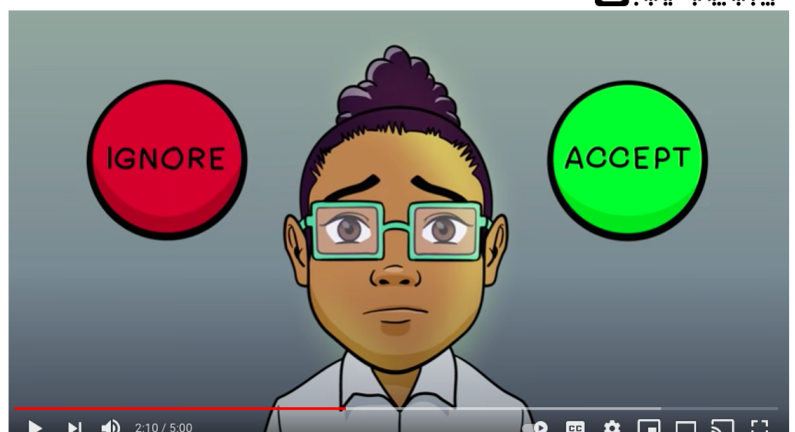
### Success Criteria:

\*I can identify appropriate content to post or share online

\*\*I can discuss key online safety issues about sharing content online

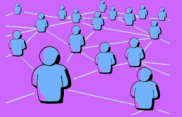
\*\*\*I can educate others on online safety issues and appropriate content and images to share online

Watch the following video about posting content online.  
[bit.ly/3hBotdA](https://bit.ly/3hBotdA)





# PDHPE



Have a think about the following questions and discuss with a family member.

- What types of content/images should you think twice about posting online?
- When should you get advice about posting content/images online?
- Who should you share content/images with?
- How do you control who sees what you share online?
- When should you share something that does not belong to you?



Time to get creative!

Design an artwork or poster to encourage other students to be respectful when posting online.

Designs should include:

- An engaging design concept
- A range of media, eg. paint, pencil, textas, images
- "How to" tips:
  - protecting information and privacy
  - when to accept friend requests and who to invite
  - what images are appropriate to post
  - when it is ok or not ok to share other people's images

[Upload a picture to class dojo](#)

# Wednesday

Monday	Tuesday	Wednesday	Thursday	Friday
11 October	12 October	13 October	14 October	15 October

## English



### Learning Intention:

I am learning to draft a persuasive letter.

### Purpose:

Writing a draft is important because it allows us to write our ideas using the correct structure and language features.

### Success Criteria:

- \* I can use ideas from my plan to draft my writing.
- \*\*I can use well-constructed paragraphs in my writing
- \*\*\*I can use the features and structure of a letter in my draft.

Read the WAGOLL persuasive letter from the big bad wolf.



[bit.ly/3l08wi5](http://bit.ly/3l08wi5)



The paragraph below is written using the OREO Method

**OPINION**  
**REASON**  
**EXAMPLE**  
**OREO**



Click the link to revise OREO Paragraphs

[bit.ly/3l3b4fe](http://bit.ly/3l3b4fe)



Firstly, it becomes instantly clear to anyone who takes a leisurely stroll through our dear Fairytale Forest that the presence of little girls has done nothing but damage this once beautiful and sacred natural habitat. Our footpaths, which once meandered delicately between the trees, touched only by animals and falling leaves, are now brutally eroded and scuffed by many pairs of skipping feet. These horrendous beings do not tread lightly when making their way through sun-dappled forests; no, they feel the need to skip and bounce, thundering between the trees, kicking up dust and singing tunelessly as they go. The noise pollution alone caused by this incessant singing has driven away the woodland birds. For this reason, I strongly believe that she has damaged our once beautiful forest and this is why I had to do what I did to you and your family.

**Activity:** Your task is to draft your persuasive letter from the wolf to Grandma.

1. Watch the OREO paragraphs video.
2. Read the WAGOLL above.
3. Use the points made in your plan to write your draft Tick your points off as you go.

Write your draft letter to Grandma from the Wolf's perspective





# English



## Learning Intention:

We are learning to make inferences about a text we have read.

## This is because:

We making inferences improves our comprehension skills.

## Success Criteria:

\*I can highlight/underline clues that tell me what a text is about

\*\*I can use my background knowledge to make an inference of a text

\*\*\* I can use the clues and my background knowledge to make a well thought out inference of a text

## Activity:

Read the text on the inference card carefully.

Look for clues and underline/ highlight any that help tell you what Maxwell might be doing.

Think about what you know and then make your inference.

## (A) INFERENCE CARD #1

Purpose Question: What activity is Maxwell participating in?

Maxwell was bored standing in the same position for such a long time. Nothing had come his way! He was just waiting. Waiting for three outs, waiting for the time when he could get his free snowcone. Suddenly, he saw it hurtling through the sky toward him. He raised his left hand and, "Plop!" He caught it! The crowd cheered as he raced all the way to the dugout.

## TO MAKE AN INFERENCE:

1. Underline clues
2. Think about what you know.
3. Figure out what makes sense.

I can tell: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 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 engage in meaningful spelling tasks

\*\*I can select tasks that stretch my brain

\*\*\*I can share my work with my teacher

### ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice grid

## Word Study CHOICE BOARD

<b>FIT THE LIST</b> Think of up to 5 more words that would fit your spelling list.	<b>ABC Order</b> Write your words in ABC Order.	<b>Rainbow Spelling</b> Write your words 5x each with different colors	<b>Color Code</b> Write the Vowels Blue and Consonants Red
<b>Silly Sentences</b> Write each word in a silly sentence.	<b>Silly letters</b> Write each word using crazy letters.	<b>Backwards to Forwards</b> Write each word backwards and then write it Forwards sgod dogs	<b>Type your Words</b> If available, type your words on the computer or other device.
<b>SENTENCES</b> Write compound or complex sentences using FANBOYS & ISAWAWABUB	<b>Bubble Letters</b> Write each of your words using bubble letters.	<b>DICTIONARY DIG</b> Look up your spelling words in the dictionary & write the meaning.	<b>Picture Perfect</b> Write the word and draw a picture to represent it.
<b>Ghost Words</b> Use a white crayon to write your words. Color over with a marker.	<b>Follow the Swirl</b> Draw a swirl line. Write your word over and over along the line.	<b>Rhyme Time</b> Write each word and write a word that rhymes with it.	<b>CHALK TIME</b> Write your words with chalk outside (ask parent for permission)
<b>Spell and Tell</b> Write each word 3x and whisper each letter as you write.	<b>Michelangelo</b> Tape your paper on the bottom side of your desk. Lay on the floor and write your words 3 times each. Your arms will get tired!	<b>Wrong Hand</b> Use the opposite hand you write with, to write each word.	<b>FENCE PAINT</b> Paint your words with water on the fence.

## Spelling Wk2

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /m/ made by unusual consonant digraphs 'mb' and 'mn'

Autumn	thumb
column	climber
condemn	

### Morphemic - Compound words

These are words made up of 2 smaller words

television	honeycomb
milkshake	tracksuit
skateboard	

### Etymological - 'fin' from Latin meaning end

finale	infinite
unfinished	finally
infinity	

Use these spelling words to complete the spelling activities





# Maths



## Mathematics: Position

### Learning Intention:

I am learning to use a grid to locate and describe the position of an animal.

### Purpose:

It is important to be able to create and follow a grid map to find items and final destinations.

### Success Criteria

- \*** I can identify that there is an x and y axis of a grid
- \*\*** I can use coordinates to identify an item on a grid map
- \*\*\*** I can use coordinates to place an item on a grid map



### What you need:

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

### Instructions

Now that we have looked at the X and Y axis, we are going to move onto coordinates on a grid. We are going to look at a grid map of animals and another one of animals at a zoo. We are going to use the X and Y axis to find the location of our animals.

Remember that the X axis is the one that goes from left to right and the Y axis is the line that goes up and down.

(X,Y)



# Maths



## Mathematics: Position

Yesterday we looked at the X and Y axis when looking at coordinates. Today we are going to continue looking at how to locate something on a grid using coordinates.

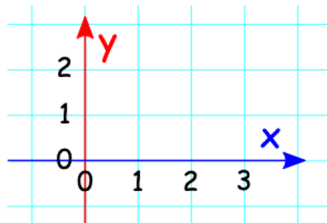
Remember that the **X axis** goes horizontally (left to right)



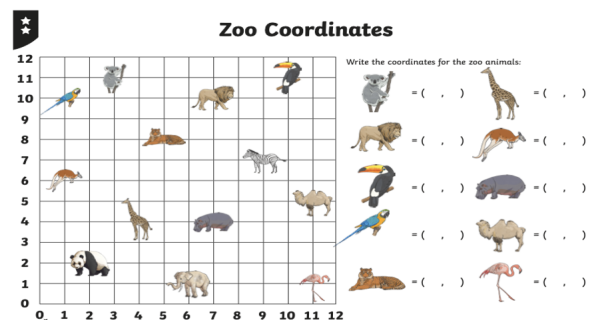
And the **Y axis** is vertical (up and down)

The way that you can remember it is by saying sentences:

- X to the left
- Y to the sky



Coordinates:  
(X,Y)



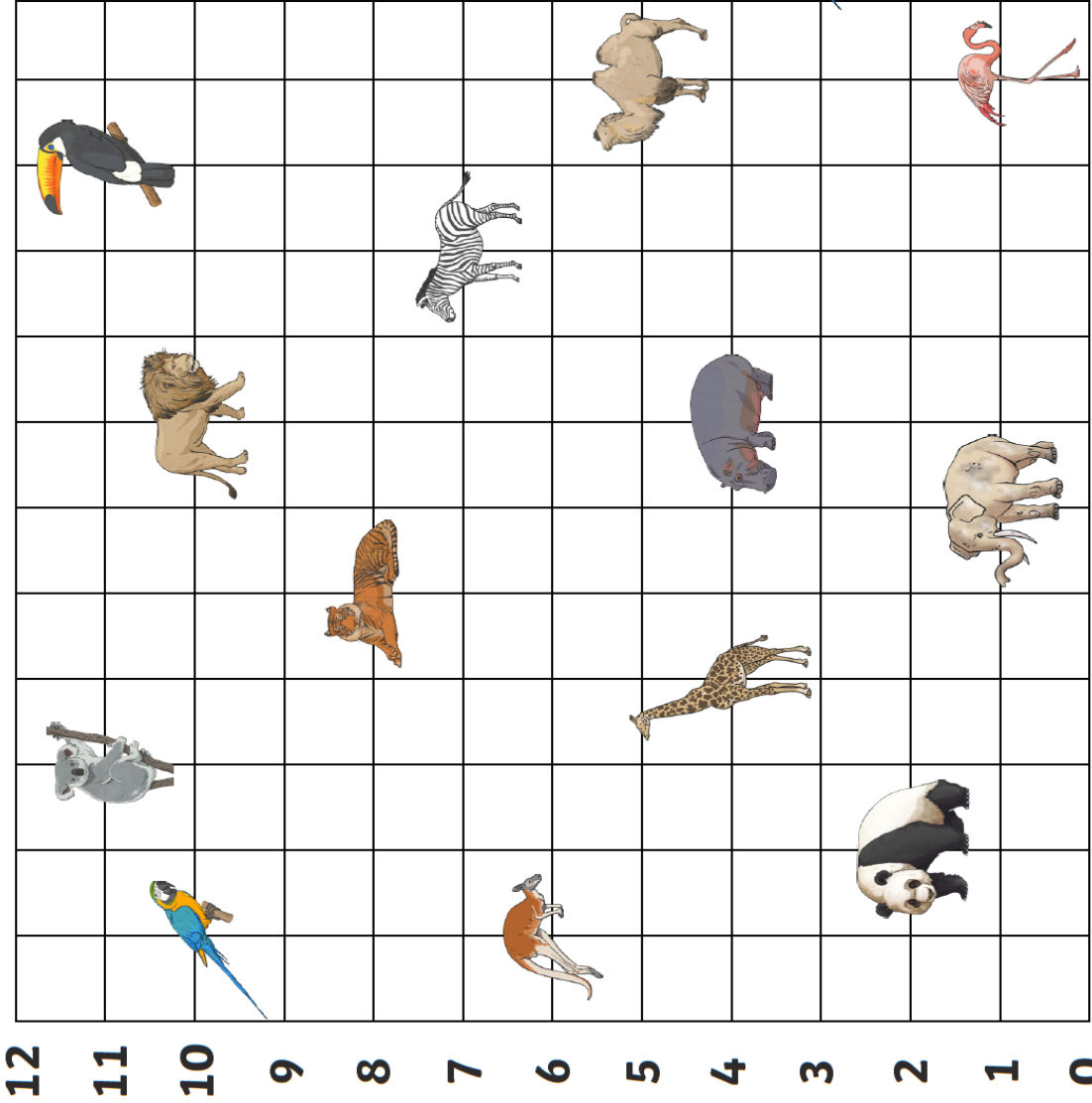
Your activity is going to ask you to find the coordinates of each of the animals and so you will need to look at the X axis first and then the Y axis second.

The first animal is the koala. The koala is located at number 3 on the x axis and number 11 on the Y axis and so its coordinates would be (3,11).















# Zoo Coordinates



Write the coordinates for the zoo animals:

		= ( , )	= ( , )
		= ( , )	= ( , )
		= ( , )	= ( , )
		= ( , )	= ( , )
		= ( , )	= ( , )





# Maths



## TEN Activity: Greedy Pig

### Learning Intention:

We are developing our mental addition skills

### Purpose

We are learning to use addition strategies accurately and efficiently.



### Success Criteria

\* I can add multiple single digit numbers together

\*\* I can add multiple 2-digit numbers together

\*\*\* I can add multiple 2- & 3-digit numbers together



[bit.ly/397Mrby](https://bit.ly/397Mrby)

Level 1



[bit.ly/3z48WZT](https://bit.ly/3z48WZT)

Level 2



[bit.ly/3z4PonX](https://bit.ly/3z4PonX)

Level 3

### What you need:

1. Dojo to post your activity
2. Score board (either from pack or draw your own)
3. 1, 2 or 3 dice An online version can be found here <https://diceapp.io>

### Instructions

Watch the video for rules on how to play. Choose the level you are working at – 1 die, 2 dice or 3 dice.

How greedy are you? Record your score for each round but be careful you don't roll the out number!

Record and explain the additive strategies that you used.

Level 1 – use one die and roll for round 1. Keep rolling and record your numbers until you want to stop. If you roll a 2, you're out. Add your numbers together to get your total for each round. Then add each round together for your overall total.

Level 2 – use 2 dice, if you roll a 6, you're out!

Level 3 – use 3 dice, if you roll a 12, you're out!



# Maths



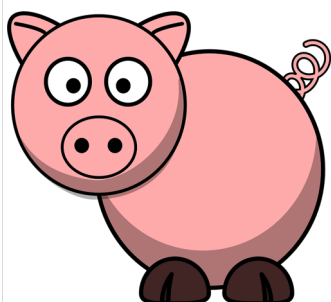
## TEN Activity: Greedy Pig

Choose your level, 1, 2 or 3 dice

Play the game for 5 rounds.

Virtual dice here:  
<https://diceapp.io>

1 die – 2 is out  
2 dice – 6 is out  
3 dice – 12 is out



Round	Score	Total
1		
2		
3		
4		
5		
Total		



# Library

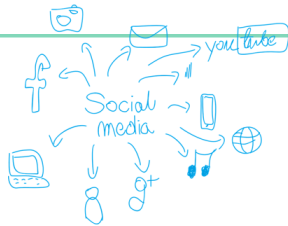


## Learning Intention:

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

## Success Criteria:

- I can identify how to safely share content/images online.
- I can describe and use strategies to protect my content/images online.
- I can understand risks of friending strangers online.
- I can recognise when to seek help with online dilemmas.



SHARE

DELETE

POST

Read the following scenarios and decide what to do with the image. Choose the best action that you should apply to the image.



[bit.ly/2VPG366](https://bit.ly/2VPG366)

**POST** – This is a photo you would be happy for anyone to see

**SHARE** – This is someone else's photo that you could share

**DELETE** – This is a photo that should go straight in the trash

This is a safe link! Mrs Selevitch and Ms Young will reviewing your answers.

# Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
11 October	12 October	13 October	14 October	15 October
				



## English



### Learning Intention:

I am learning to revise, edit and publish a persuasive letter.

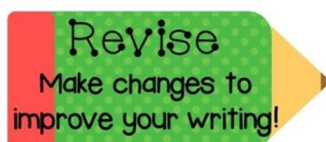
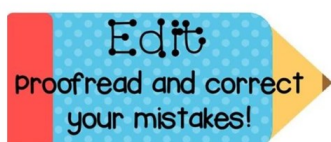
### Success Criteria:

\*I can use cups to edit my advertisement.

\*\*I can use arms to edit my advertisement.

\*\*\* I can use the checklist to complete a self-assessment of my persuasive letter advertisement.

\*\*\*\* I can publish my work by handwriting or typing my persuasive letter accurately.





# English



Imagine reading a persuasive letter 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 here to access the checklist:

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



## Persuasive Letter Checklist SELF ASSESSMENT

What it looks like		
I have included the address of the sender and receiver in my persuasive letter.		
I have included an introduction to my letter that states my 3 main arguments.		
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).		
I included a conclusion that restates my 3 main arguments.		
I addressed my letter to Grandma and signed my letter from BB Wolf.		

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/2V0kh24](http://bit.ly/2V0kh24)

**Activity 1:** In a coloured pencil, use C.U.P.S to edit your draft persuasive letter. Click here for an editing WAGOLL [bit.ly/3ncCxxX](http://bit.ly/3ncCxxX)

**Activity 2:** In a different coloured pencil, Use A.R.M.S to revise your persuasive letter.

**Activity 3:** Use the checklist to complete a self-assessment of your work.

**Activity 3:** Write your draft onto the publishing paper or type your work. Take a photo and post it on class dojo.

My tricky word:

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

Definition (meaning)

Use it in a sentence:

---



---



# 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.

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.





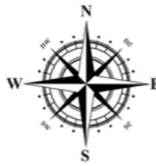
# Maths



## Mathematics: Position

### Learning Intention

I am learning to draw a map with a grid, key and coordinates.



### Purpose:

It is important to be able to create and follow a grid map to find items and final destinations.

### Success Criteria

- \* I can draw a compass with the cardinal directions
- \*\* I can draw a map of a zoo
- \*\*\* I can complete a map key and label coordinates

### What you need:

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

### Instructions

You are going to create a map for your own zoo! To complete this activity, you will need to:

1. Draw a Zoo on the grid map.
2. Draw your compass
3. Choose 5 animals and draw them on your map.
4. Complete the Zoo Key by writing the animal's name, draw a picture and then write the coordinates (X,Y)

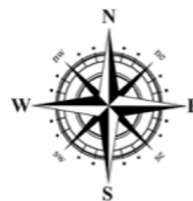


# Maths



## Mathematics: Position

Throughout this week, we have been looking at position, directions and coordinates. Today we will be creating our own zoo map and developing a key or table of information to help our audience read our maps.



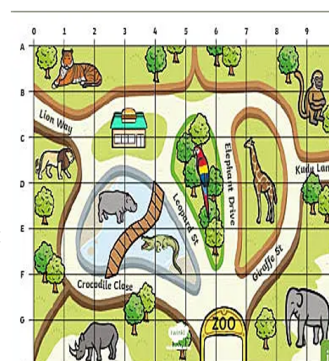
Every map has a compass and so you will need to draw one too!

Your map may be similar to this one here

You will need to show where at least five animals are. You may want to add trees, toilets, a canteen, or anything else that you see at a zoo.

**You will need to label the zoo key with the following:**

1. The name of each animal
2. A drawing of your animal
3. The coordinates of each animal. Remembering that we are using the (X and Y) axes.



## ZOO MAP

Y	10																
	9																
	8																
	7																
	6																
	5																
	4																
	3																
	2																
	1																
		A	B	C	D	E	F	G	H	I	J						
		X															

Animal	Picture	Coordinates
		( , )
		( , )
		( , )
		( , )
		( , )

**COMPASS**

Your Task:

1. Draw a Zoo on the grid map.
2. Draw your compass
3. Choose 5 animals and draw them on your map.
4. Complete the Zoo Key. Writing the animal name, draw a picture and then write the coordinates (X,Y)





# ZOO MAP



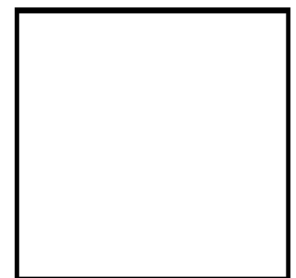
Y

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	A	B	C	D	E	F	G	H	I	J

X

## ZOO KEY

Animal	Picture	Coordinates
		( , )
		( , )
		( , )
		( , )
		( , )



### COMPASS

#### Your Task:

1. Draw a Zoo on the grip map.
2. Draw your compass
3. Choose 5 animals and draw them on your map.
4. Complete the Zoo Key. Writing the animal name, draw a picture and then write the coordinates (X,Y)



# Maths



## TEN Activity: Greedy Pig

### Learning Intention:

We are developing our mental addition skills

### Purpose

We are learning to use addition strategies accurately and efficiently.



### Success Criteria

\* I can add multiple single digit numbers together

\*\* I can add multiple 2-digit numbers together

\*\*\* I can add multiple 2- & 3-digit numbers together



[bit.ly/397Mrby](https://bit.ly/397Mrby)

Level 1



[bit.ly/3z48WZT](https://bit.ly/3z48WZT)

Level 2



[bit.ly/3z4PonX](https://bit.ly/3z4PonX)

Level 3

### What you need:

1. Dojo to post your activity
2. Score board (either from pack or draw your own)
3. 1, 2 or 3 dice An online version can be found here <https://diceapp.io>

### Instructions

Watch the video for rules on how to play. Choose the level you are working at – 1 die, 2 dice or 3 dice.

How greedy are you? Record your score for each round but be careful you don't roll the out number!

Record and explain the additive strategies that you used.

Level 1 – use one die and roll for round 1. Keep rolling and record your numbers until you want to stop. If you roll a 2, you're out. Add your numbers together to get your total for each round. Then add each round together for your overall total.

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# Maths



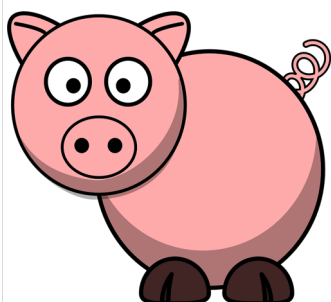
## TEN Activity: Greedy Pig

Choose your level, 1, 2 or 3 dice

Play the game for 5 rounds.

Virtual dice here:  
<https://diceapp.io>

1 die – 2 is out  
2 dice – 6 is out  
3 dice – 12 is out



Round	Score	Total
1		
2		
3		
4		
5		
Total		



# Science



## Earth and Space!

### **Learning Intention:**

We are learning about the changes of natural environments due to human impact in Liverpool.

### **Purpose:**

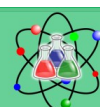
It is important to recognise that environments can change overtime with the involvement of humans.

### **Success Criteria:**

- \* I can recognise that changes have occurred in the natural environment
- \*\* I can discuss the impact that these changes have had on natural environments
- \*\*\* I can imagine what Liverpool will look like in 50 years due to human impact on the natural environment



# Science



## Human Impact on the Natural Environment

*Our environment is greatly impacted by what humans build, shift, destroy or move within the natural environment. We have been focusing on how nature evolves itself through factors of erosion, but another way that the environment changes is through human sources.*



### **Changes in the natural environment caused by humans:**

- Roads
- Walkways
- Buildings
- Houses
- Bridges

### **The construction of these features changes that natural landscape and environment by:**

- Digging holes
- Shifting the land
- Redirecting lakes and rivers
- Removing green and natural bush and spaces



# Science



## Then and Now – Human Impacts on the Environment

Have a look at these before and after images of Sydney.  
Can you recognise these famous places in Sydney?



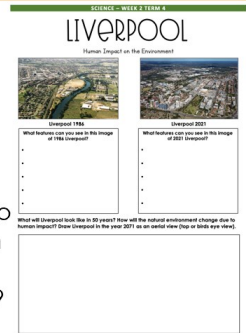
**Your Task:**

Now that you have had a look at Sydney in the past and present, and noted the human changes. We are going to investigate Liverpool then and now. And we are going to make a prediction at the human influence on Liverpool 50 years into the future!



Have a look at this video looking at images from Sydney then and now (Stop at 1 minute and 9 seconds)

[bit.ly/3luhg0h](https://bit.ly/3luhg0h)

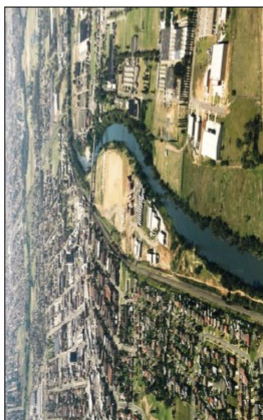


Look on ClassDojo to see these images in more detail.

SCIENCE – WEEK 2 TERM 4

## LIVERPOOL

Human Impact on the Environment



Liverpool 1986

What features can you see in this image of 1986 Liverpool?

- .
- .
- .
- .
- .

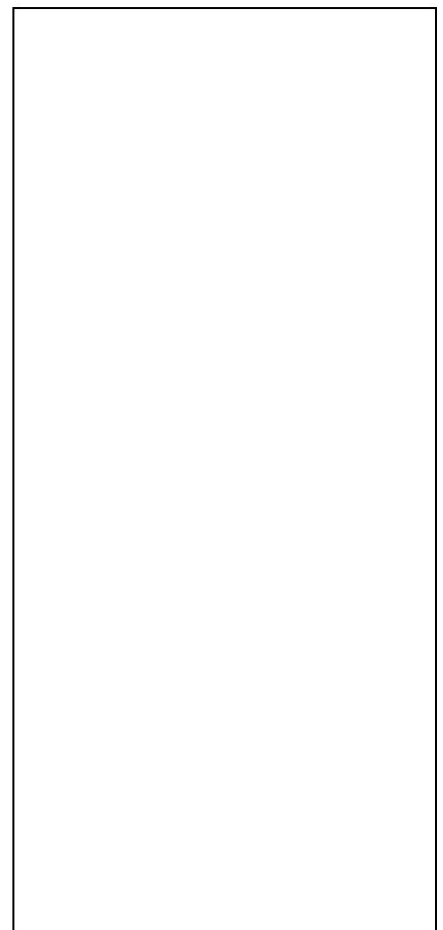


Liverpool 2021

What features can you see in this image of 2021 Liverpool?

- .
- .
- .
- .
- .

What will Liverpool look like in 50 years? How will the natural environment change due to human impact? Draw Liverpool in the year 2071 as an aerial view (top or birds eye view).





# Friday

Monday	Tuesday	Wednesday	Thursday	Friday
11 October	12 October	13 October	14 October	15 October
				✗



## Maths



### Mathematics: Position

#### **Learning Intention**

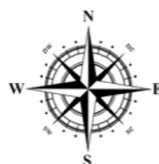
I am learning to use cardinal directions to direct someone to find a missing item.

#### **Purpose:**

It is important to be able to use these directions to navigate a map and understand given directions.

#### **Success Criteria**

- \* I can use a compass and identify what the abbreviations N, E, S, W and NE, SE, SW, NW mean
- \*\* I can use a compass and locate where North is from my front door.
- \*\*\* I can write a list of directions using the correct cardinal directions and compass.



#### **What you need:**

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

#### **Instructions**

Using the skills and information you have gathered over this week; you will need to hide a secret item in your home and create a list of directions for one of your family members to follow and find the missing item.



# Maths



## Mathematics: Position

We are going to use all of our position skills today. We are going to be looking at:

- Cardinal directions (North, East, South, West, North West, South West, North East, and South East)
- Using a compass
- Your own knowledge of the layout of your home. You may want to draw a grid map of your home as well to help you out (optional)

It is important for us to know about position, location, and maps because it is something that we use in our everyday lives. It helps us get to new places, it helps pilots navigate a plane through the dark night sky, and it helps us find missing items or people.

Today we are going to put our skills to the test and see if our directions will help a family member find a missing item.

**To start this task, it is essential that you stand at your front door of your home and use a compass to determine which direction that you are facing. This will be your first direction on your list. Have a look at the WAGOLL on your task sheet for ideas. Have fun!**



## THE MISSING ITEM

Find a small item like a pen, sock, cup, or toy and hide it somewhere in your home. Do not tell your family where you have hidden the item (Shhh!)

You need to start at your front door and create a list of steps and directions for your family member to take to find the missing item.

Here is a WAGOLL to give you an idea:

1. Start at the front door and look **West**.
2. Take four steps to the couch and the look **North**.
3. Take ten steps to the hallway and look **East**.
4. Jump six times up the hallway and look **North** to my bedroom.
5. Slide three times to the **East** and look at your feet.

What did you find?

What you will need to use:

- Cardinal Direction (N, S, E, W and NE, SE, SW, NW)
- Compass

You will need to:

- You will need to determine which direction is North and so you can make your directions correct (Remember that North is not in the sky!). You can look at Google Maps, an online compass or a compass app on a phone or iPad like this app ->
- Once you do this you can start from your front door and list directions to your missing item!



IT'S YOUR TURN!

1. Start at the front door and look \_\_\_\_\_.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

What did you find? \_\_\_\_\_



## THE MISSING ITEM

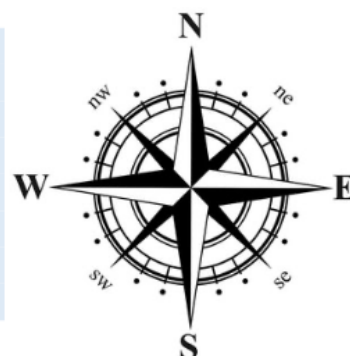
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## IT'S YOUR TURN!



1. Start at the front door and look \_\_\_\_\_.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

What did you find? \_\_\_\_\_



# Free-Choice Friday

Choose any 2 of these activities for your Free-Choice Friday!

## Take Home Learning Pack

Go back through your learning pack and complete a task you didn't get time to do earlier in the week.



## Alphabet Hunt

Find an object from around the house beginning with every letter of the alphabet. Record the items that you find.



## Boggle

Click on the link and complete the Boggle Puzzles. Create your own Boggle board for a member of your family.

[Bit.ly/3zjSBQG](http://Bit.ly/3zjSBQG)

**BOGGLE**

M	A	P	O
E	T	E	R
D	E	N	I
L	D	H	C

## Origami

Click on the link and follow the steps to create an Origami whale.

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



## Floating STEM Task

Design and create a boat using at least three different materials. Test that it can float in your bath or sink.



## Line Art Scenery

1. Watch the video 'Line Art Scenery'.
2. Create your own 'Line Art Scenery'.
3. Take a photo of your artwork and upload it to Class Dojo.

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

