



Stage 3 – Take Home Learning Pack Term 3, Week 3

Dear families,

Please find the learning from home work for this week attached. There is a suggested timetable, but children can complete the activities in any order and can also complete them more than once if they would like to.

If you can, we ask that you send a photo/video of the work your child has completed. All photos/videos can be uploaded in your child's Class Dojo Portfolio.

Taking photos of the tasks your child completes, allows us to see all the wonderful learning that the children are doing as well as allowing us to see which children are learning from home so that we can mark the roll.

Alternatively, bring your completed work to school when you come and collect your new booklet.

Happy learning!



LIVERPOOL WEST PS - STAGE 3 - REMOTE LEARNING - TERM 3, WEEK 3

2021 STAGE 3 REMOTE LEARNING TIMETABLE - TERM 3, WEEK 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10			20mins Reading		
9:30	Reading Comprehension Main idea activity from the grid	Reading Comprehension Main idea activity from the grid Reading Eggs	Reading Comprehension Inference activity from the grid	Reading Comprehension Inference activity from the grid Reading Eggs	Reading Comprehension Inference activity from the grid
10:10	Writing Plan and research Australian animal affected by bushfires	Writing Publish Australian animal affected by bushfires text	Crunch and Sip Writing Plan and research about dust storms		
10:50	Vocab – word of the day 'scalding'	Vocab – word of the day 'infuriated'	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline
11:00			Break 1		
11:40	Mindfulness Mindful Communication	Crunches Alternative Uses	Mindfulness Five Finger Breathing	Crunches Sketch Your Imagination	Mindfulness Back-to-back breathing
11:50	Maths Types of Fractions https://bit.ly/3aCsmSB	Maths Add & Subtract Fractions https://bit.ly/35aIZva	Maths Fractions Word Problems https://bit.ly/356nWZE	Maths Chance https://youtu.be/BR_N5o_gjs	Maths Problem Solving
12:30	BTN 'Volcanic Activity' https://www.abc.net.au/btn/classroom/volcanic-activity/13370590	Number of the Day TEN Maths Multiply Multiply https://bit.ly/35aIZva	Geography Research Tokyo	Number of the Day TEN Maths Fractions	Music Dynamics in Music https://vimeo.com/418644852
1:10	Fitness Fitness with Maurice	Fitness Bingo Workout	Fitness Fitness with Maurice	Fitness Just Dance	Fitness Destroyer vs Born to be Wild
1:30			Break 2		
2:10	Visual Arts Drawing 3D Buildings https://bit.ly/3cgsnRQ	Library Story Box Library https://storyboxlibrary.com.au/	Visual Arts Shadow Art https://bit.ly/2zFfcxY	Science Design & make a space tool https://www.youtube.com/watch?v=jhD8GFw734	Journal Reflection How are you feeling? What have you been doing? What's going well? What would you change?


LWPS - STAGE 3 – REMOTE LEARNING – TERM 3, WEEK 3

Read for 20 mins each day

▪ Book of your choice	▪ Reading Eggs	▪ Read a piece of everyday text (a menu, timetable, an ad, cereal box)
▪ Library book	▪ Newspaper article	
▪ Magazine article	▪ Online book or information	

COMPREHENSION

Complete a Reading Eggs activity each day.
Choose an activity from the grid for each of the pictures.

  	Write a paragraph about what you inference about this image. What do you see? What do you know? What do you infer?	Imagine this image 'was a setting of a story. What would the story be? Write one paragraph to describe your story.	Draw an image of a person who would live in this image. Add details and reasons why you think they would live here.
	Find photos from magazines or online to support the setting of this image. Write a description of how they are related.	Construct your own way to show the main idea – building, playdough, lego, drawing.	Make a collage to represent your inference of this image.
	Draw an image to represent what this image means.	Research what these colours mean and find out where you have seen these colours before.	Create a bookmark using your knowledge of this image. Make sure it relates to the image.

BTN

Watch the BTN episode: 'Volcanic Activity'

<https://www.abc.net.au/btn/classroom/volcanic-activity/13370590>

1. Think about what you already know about volcanoes before watching the BTN story and write it down.
2. What ingredients does Jack use in the volcano experiment in the BTN story?
3. What are the 3 main layers of a volcano from inside to outside?
4. What is another name for magma?
5. There are no active volcanoes in Australia. True or false?
6. In which ocean can you find the Ring of Fire?
7. What is the Ring of Fire? Describe using your own words.
8. What affect did the eruption of Mount Nyiragongo have on the environment and people?
9. Name three facts you learnt watching this story.
10. Illustrate an aspect of the Volcanic Activity story.

WRITING: Animal research and perspective writing (Plan)



WALT: We are learning to write imaginative, interesting and thoughtful texts.

Success Criteria:

- * I can plan my writing.
- ** I can plan and use correct sentence structure.
- *** I can plan my writing, use correct sentence structure and compose clear and interesting texts.
- **** I can plan my writing, use correct sentence structure and compose clear and interesting texts using correct written language features.



- Choose an Australian animal that is affected by bushfires.
- You are going to write from your animals' point of view on how to protect it from a bushfire disaster.
- Your animal will need to describe where it lives and how bushfires pose a threat to its survival.
- Your animal also needs to explain why this is important for it to survive and why it is an important animal.

Sample

	<p style="font-size: small;">You might want to choose one of these animals or one of your own.</p> 	<p>Catchy first paragraph to grab the reader's attention. Tell what your topic is and how you feel about it.</p> <p>I am a <u>favoured</u> marsupial herbivore of Australia and known for my cute and cuddly appearance. Living high up in the eucalyptus tree is my domain. Even though I am slow in pace, don't let the cuteness fool you. I am known for my sharp claws and on occasion fierce bite. Unfortunately, life is not going great with the rising bushfires, and I am here to seek your support.</p>
<p>Reason One Give reasons to support your opinion. If you can give examples.</p> <p>. Extinction of my species . Incapable of fleeing bushfires . Weak immune systems (burns provide low rate of survival).</p>	<p>Reason Two Give reasons to support your opinion. If you can give examples.</p>	<p>Reason Three Give reasons to support your opinion. If you can give examples.</p>
<p>Conclusion Remind your reader what your opinion is and how they can help.</p>		

How can I help myself?

- * Look at the example.
- * Use the template to complete my plan.
- * Research my animal, the habitat, bush fires in Australia, facts about the animal and write keywords on the plan.
- * Use interesting words and change my sentences for better effect.

	<p style="font-size: small;">You might want to choose one of these animals or one of your own.</p> 	<p>Catchy first paragraph to grab the reader's attention. Tell what your topic is and how you feel about it.</p>
<p>Reason One Give reasons to support your opinion. If you can give examples.</p>	<p>Reason Two Give reasons to support your opinion. If you can give examples.</p>	<p>Reason Three Give reasons to support your opinion. If you can give examples.</p>
<p>Conclusion Remind your reader what your opinion is and how they can help.</p>		

WRITING: Animal research and perspective writing (Publish)

WALT: We are learning to write imaginative, interesting and thoughtful texts.

Success Criteria:

* I can publish my writing.

** I can publish my writing and use correct sentence structure.

*** I can publish my writing use correct sentence structure and compose clear and interesting texts.

**** I can publish my writing, edit my work and compose clear and interesting texts using correct language features.

- You are going to use the facts you researched on your planning template to create complete sentences and publish your writing about your chosen Australian animal.
- Check your work and revise your vocabulary, spelling and punctuation.
- Include an image to support your published work.

WRITING: Dust Storms Information (Plan)

WALT:

We are learning to write to inform our audience about dust storms.

Success Criteria:

- * I can plan my writing.
- ** I can plan and use correct sentence structure.
- *** I can plan my writing, use correct sentence structure and compose clear and interesting texts.
- **** I can plan my writing, use correct sentence structure and compose clear and interesting texts using correct written language features.

- You are going to research and design a fact sheet highlighting the conditions needed for a dust storm to occur.
- Use descriptive language, phrases and ideas.
- Use prior knowledge and decide on what facts would be important for the reader when planning your writing.

Sample



INTRODUCTION
Classify your topic, describe the aspects, features or characteristics of the subject.

* Dust storms are caused by very strong winds— often produced by thunderstorms.

Physical Description: What does it look like? (colour, size, appearance etc)

Text Structure

- ☐ Title
- ☐ Table of contents
- ☐ Headings
- ☐ Glossary
- ☐ Index
- ☐ Special font
- ☐ Diagrams
- ☐ Illustrations
- ☐ Maps
- ☐ Other

IMAGES
Labelled diagrams such as maps, diagrams:

Dust storm diagram

Resources

Websites: <https://www.healthdirect.gov.au/dust-storms>



Interesting or Unusual Facts

How can I help myself???

** Use the template to complete my plan.*

** Research important facts and paraphrase my information*

** Use subject specific words and change my sentences for better effect*



INTRODUCTION
Classify your topic, describe the aspects, features or characteristics of the subject.

Physical Description: What does it look like? (colour, size, appearance etc)

Text Structure

- ☐ Title
- ☐ Table of contents
- ☐ Headings
- ☐ Glossary
- ☐ Index
- ☐ Special font
- ☐ Diagrams
- ☐ Illustrations
- ☐ Maps
- ☐ Other

IMAGES
Labelled diagrams such as maps, diagrams and pictures support and extend your written information.

Resources

Interesting or Unusual Facts



WRITING: Dust Storms Information (Publish)

WALT: We are learning to write to inform our audience about dust storms.

Success Criteria:

- * I can publish my writing.
- **I can publish my writing and use correct sentence structure.
- ***I can publish my writing use correct sentence structure and compose clear and interesting texts.
- ****I can publish my writing, edit my work and compose clear and interesting texts using correct language features.

- You are going to use the facts you researched on your planning template to create complete sentences and publish your writing about dust storms.
- Check your work and revise your vocabulary, spelling and punctuation.
- Include an image to support your published work.

WRITING: Would You Rather...

WALT: We are learning to write persuasive texts to engage our reader.

Success Criteria:

- * I can plan my writing.
- **I can write an introduction to grab the reader's attention.
- ***I can provide 3 creative reasons to support my argument.
- ***I can use descriptive language to engage my audience.

Persuade the audience why flying or being invisible would be best.

Would You Rather...

Would you rather be
able to fly or be able
to be invisible?

Explain.

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VOCABULARY: Word of the Day (Monday and Tuesday)

WALT: understand the meaning of words and how we can use them in a sentence.

Success Criteria:

- *I can break a word into syllables
- **I can understand the meaning of the word
- ***I can build a new word by adding a suffix or a prefix to the base word
- ****I can use the word in a sentence

Monday: Scalding

Tuesday: Infuriated

VOCABULARY: Word Clines (Wednesday, Thursday and Friday)

WALT: We are learning to understand the different shades of meaning in words

Success Criteria:

- *I can understand what synonyms are
- **I can understand that synonyms of a word have different shades of meaning, some are stronger and some are weaker
- ***I can create a word cline using a given list of synonyms
- ****I can create my own list of synonyms and a word cline

Shades of Meaning

The synonyms of a word all have a similar meaning, but they also have different shades of meaning. Some words have a stronger meaning and others a weaker one.

For example, **silly**, **ridiculous** and **outrageous** are all synonyms but they have different shades of meaning. **Outrageous** is much stronger than **silly**.

When you are writing, it is important to choose the right words for the right situation. For example, what do you think of when you read the two sentences below?

"Your younger brother and sister did something **silly** today!" said Mum.

VS

"Your younger brother and sister did something **outrageous** today!" said Mum.

With the word **silly**, it seems like the siblings did something small and that there weren't many consequences, if any. For example, maybe they played a small prank.

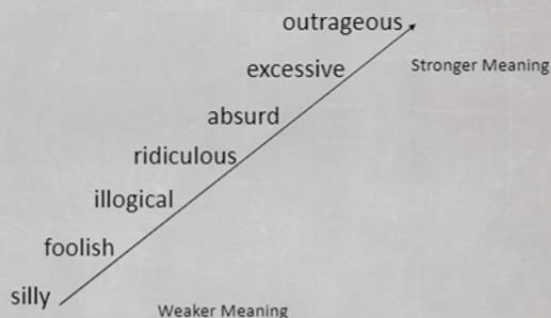
With the word **outrageous**, it makes you think that the sibling may have done something big and that there were serious consequences. For example, maybe they accidentally set fire to the oven.

Word Clines

Word Clines

Word clines are a way to show where synonyms sit on a slope, from the weakest meaning to the strongest meaning. If you would like to review this lesson, please look at the slides for Wednesday.

Word List
absurd
ridiculous
silly
outrageous
excessive
foolish
illogical



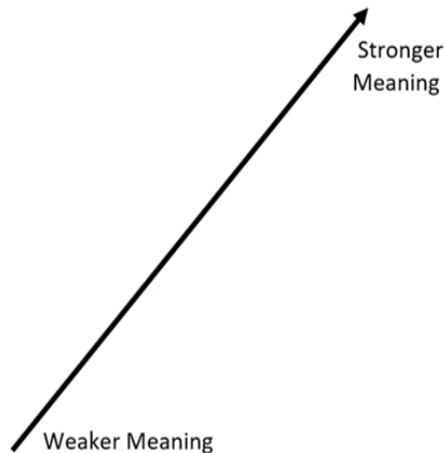
VOCABULARY

	Syllables How many?	Meaning Can use a dictionary	Base Word	Part of Speech (noun, verb, adjective, adverb)	Prefix / Suffix Can you add a prefix or suffix to the word?	Synonym Similar meaning Can use thesaurus	Antonym Opposite Can use thesaurus	Sentence
Example 'frustrating'	3	Causing feelings of anger and annoyance.	frustrate	adjective	frustrates frustrated frustration	annoy irritate	pleasing	Homework can be very <u>frustrating</u> at times.
Monday 'scalding'								
Tuesday 'infuriated'								

Wednesday – Create a word cline

Word List

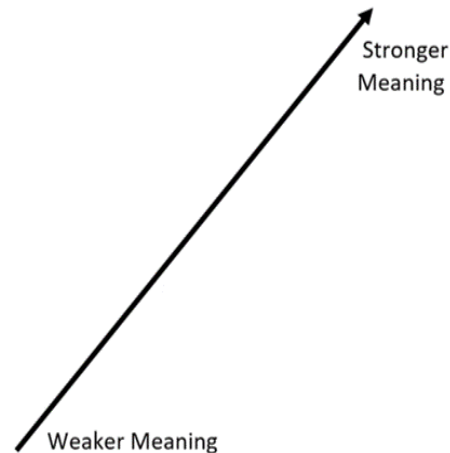
heated
scolding
warm
sizzling
scorching
tepid



Thursday – Create a word cline

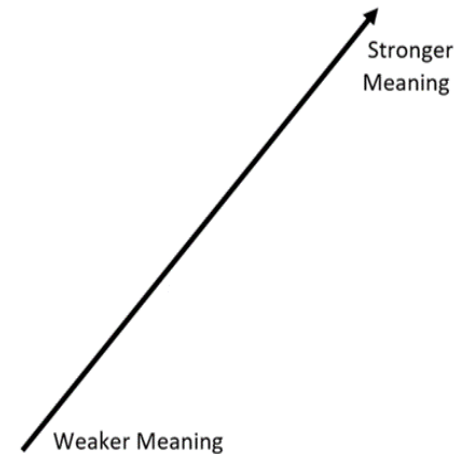
Word List

infuriated
displeased
outraged
irritated
angry
annoyed



Friday – List as many synonyms you can think of for the word 'excellent' and then create a word cline.

Word List

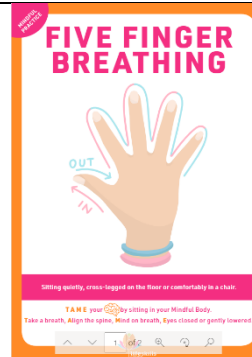


MINDFULNESS

Monday

1. Take three mindful breaths. On the third breath, as you breathe out, gently open your eyes and turn to your partner.
 2. Partner A will speak to Partner B for one minute about their favourite sport, hobby or food. Partner A is to speak mindfully, ensuring their words are kind and honest.
 3. Partner B listens mindfully by not interrupting and listening with their whole body.
 4. Swap roles. Partner B will now speak to Partner A for one minute about their favourite sport, hobby or food.
- To help us speak mindfully, we can ask: Is it kind? Is it necessary? How did I feel?
 - To help us listen mindfully, we use our breath and look at who is speaking with our whole body, using all our senses.

Wednesday



1. Rest the index finger of 1 hand on the wrist of the other hand, just below your thumb.
 2. Breathing in, slide the finger up the outer side of your thumb.
 3. As you breathe out, slide the finger down the other side of the thumb, just like you are tracing your hand.
- Breathing in, slide the finger up the 1st finger; breathing out, slide the finger down the outside of that finger.
- Continue with the next 3 fingers.
4. Make sure your fingers move with the breath.
 5. Take another mindful breath in. Gently open your eyes.
- It is okay if your mind wanders. Refocus your attention.

Friday



1. Take 3 mindful breaths. On the 3rd one as you breathe out, gently open your eyes and turn to your partner.
 2. Sit back-to-back with your partner and continue your mindful breathing.
 3. Can you feel your partner's breath? See if you can match your breathing to your partner's.
 4. Can you breathe like you are the two lungs of one animal? Practise the activity for one minute or longer.
- You can repeat the activity with a different partner.

CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

Tuesday

Alternative Uses

Suitable for all ages 5+

A creative thinking exercise for your brain

CCT CURRICULUM - SEEK ALTERNATIVES, GENERATE NUMEROUS IDEAS, EXPAND ON KNOWN IDEAS, EXPLORE POSSIBILITIES

1. Find a friend or form a small group.
2. Choose any object (or a picture of an object) and hold it in your hands.
3. One student makes up an alternative use for the object. (Both crazy and practical ideas are acceptable.)
4. The object is passed to the next student who thinks of another use.
5. Keep going around the circle until your group runs out of ideas.

Examples: How many different uses can you think of for a?

- newspaper
- paper clip
- marker pen
- umbrella
- trumpet
- shoe
- spanner (wrench)

Find other objects and play more 'Alternative Uses'.

CCT Crunches!

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Thursday

Sketch Your Imagination

Suitable for all ages 5+

A creative thinking exercise for your brain

CCT CURRICULUM - IMAGINE POSSIBILITIES AND CONNECT IDEAS. ADD DETAIL TO BASIC IDEAS MAKING THEM MORE COMPLEX AND INTRICATE

You will need: **Two blank pieces of A4 paper and two pencils of different colours**

OR **Two iPads with a 'Doodle' app installed on each**

1. Find a friend and draw three random 'squiggles' for each other.
2. Before you convert their squiggles into a picture, turn the page around and look at the page from four different angles. Try to imagine four different potential pictures.
3. Choose your best idea.
4. Add lines, shapes and details to the squiggles to make one big elaborate picture that tells a story.
5. When you have finished explain your drawing to your friend.

Tips

- Use one colour for the squiggles and a different colour for the drawing.
- For inspiration watch an episode of Mr Squiggle on YouTube.

FITNESS (30 mins each day) – Choose an activity

PE with Joe

Complete 8 minute workouts by clicking on the links

https://youtu.be/9uw9ug_g-gM



<https://youtu.be/E5cmJpSFZB8>



Fitness with Maurice

Complete the 16 minute workout

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



Just Dance

Choose your favourite Just Dance song

https://www.youtube.com/results?search_query=just+dance



Bingo

Choose 5 activities in a row or challenge yourself and complete all activities for Bingo



Destroyer vs Born to Be Wild (Choose your workout)



Number of the DAY

Make your own number, roll dice to create a number, ask a family member for a number or use a number generator online. It can be a whole number or decimal.

Today's
Number Is:

Circle one:

Odd Even

Expanded form:

Addition!

$+ 10 = \underline{\hspace{2cm}}$

$+ 100 = \underline{\hspace{2cm}}$

$+ 1000 = \underline{\hspace{2cm}}$

Subtract!

$- 10 = \underline{\hspace{2cm}}$

$- 100 = \underline{\hspace{2cm}}$

$- 1000 = \underline{\hspace{2cm}}$

Multiply!

$\times 10 = \underline{\hspace{2cm}}$

$\times 100 = \underline{\hspace{2cm}}$

$\times 1000 = \underline{\hspace{2cm}}$

Divide!

$\div 10 = \underline{\hspace{2cm}}$

$\div 100 = \underline{\hspace{2cm}}$

$\div 1000 = \underline{\hspace{2cm}}$

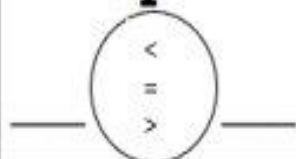
Round the
number to the
nearest:

Ten:

Hundred:

Thousand:

Compare!



WRITE THE NUMBER
IN WORDS

Double it!

Halve it!

Write a word problem where the number is the answer

Write some of the
factors of the number:

Number of the DAY

Make your own number, roll dice to create a number, ask a family member for a number or use a number generator online. It can be a whole number or decimal.

Today's
Number Is:

Circle one:

Odd Even

Expanded form:

Addition!

$+ 10 = \underline{\hspace{2cm}}$

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Subtract!

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Multiply!

$\times 10 = \underline{\hspace{2cm}}$

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Divide!

$\div 10 = \underline{\hspace{2cm}}$

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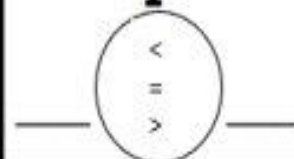
Round the
number to the
nearest:

Ten:

Hundred:

Thousand:

Compare!



WRITE THE NUMBER
IN WORDS

Double it!

Halve it!

Write a word problem where the number is the answer

Write some of the
factors of the number:



MULTIPLY MULTIPLY MULTIPLY



LEARNING INTENTION

We are learning to

Multiply

3 numbers

SUCCESS CRITERIA

- * I can multiply 3 single digit numbers together using one strategy
- ** I can multiply 3 single digit numbers together using more than 1 strategy
- *** I can multiply 3 numbers together (at least one is a 2-digit number) using a variety of strategies

Connections

We are practicing to multiply 3 numbers together to help us solve volume problems where we multiply length (l) x width (w) x height (h)

Equipment

- Dice or playing cards
- You can play with 1 or more players

Level 1

- Roll 3 dice and multiply the numbers together
Eg. Roll 2, 3, 5
- Solve using one strategy $2 \times 3 = 6 \times 5 = 30$
- Solve using more than one strategy
 $2 \times 3 = 6 \times 5 = 30$
 $2 \times 5 = 10 \times 3 = 30$
 $3 \times 5 = 15 \times 2 = 30$
- Verse a partner to see who can solve it first or
- Each add your totals together, 1st player to reach 200 wins!

Level 2

- Roll 2 dice to create a 2-digit number.
- Roll 2 dice multiply the 3 numbers together
Eg. Roll 2 and 3 (23), 5, 4
- Solve using one strategy $23 \times 5 = 115 \times 4 = 460$
 $20 \times 5 = 100$, $3 \times 5 = 15$, $100 + 15 = 115$
 $100 \times 4 = 400$, $15 \times 4 = 60$, $400 + 60 = 460$
- Solve using more than one strategy
 $23 \times 4 \times 5 = 23 \times 20$
 $20 \times 20 = 400$, $3 \times 20 = 60$, $400 + 60 = 460$
- Verse a partner to see who can solve it first or
- Each add your totals together, 1st player to reach 2000 wins!



MORE FRACTIONS GAMES



Learning Intention: We are learning to understand and use fractions.

Success Criteria

- *I can read and represent fractions using drawings.
- **I can compare and order fractions.
- ***I can simplify fractions.
- ****I can determine a common denominator and create equivalent fractions.

Equipment

Dice or dominoes

Instructions

- Play with a partner, small group OR play by yourself

Level 1

- Flip 1 domino or roll 2 dice to create a proper fraction (small number on top).
- Players each represent that fraction in a drawing.

- Eg. 2 and 3 = $\frac{2}{3}$  

Level 2

- Each player flips 1 domino or rolls 2 dice reading it as a proper fraction (small number of top).
- Write each player's fraction then include a greater than or less than sign in between making it a comparison statement.
- Can draw pictures to help if needed.
- Eg. $\frac{1}{4} < \frac{2}{3}$

Level 3

- Each player flips 1 domino or rolls 2 dice reading it as a proper fraction (small number of top).
- Record both fractions on a number line (can use lines to mark the number line in equal parts if needed)
- Repeat then record on the same number line or a separate number line.



Level 4

- Each player rolls 3 dice creating a proper fraction by placing 1 of the numbers on top (unless it is one, which means it can't be simplified) and the other 2 numbers side by side as the denominator.
- For example, if the roll is 4, 3, 6...The fraction might be $\frac{4}{36}$, which simplifies to $\frac{1}{9}$ or it could be $\frac{6}{34}$, which simplifies to $\frac{3}{17}$. If the roll does not allow for simplifying, the person automatically loses. The person who has the largest fraction wins.

- Extension: Using the 2 fractions, determine a common denominator and create an equivalent fraction.

$\frac{1}{2}$ and $\frac{2}{3}$, the common denominator would be 6. The equivalent fractions are $\frac{3}{6}$ and $\frac{4}{6}$

MATHS

MONDAY – Types of Fractions

WALT: We are learning to identify types of fractions.

Success Criteria:

- *I can identify proper fractions.
- **I can identify improper fractions.
- *** I can identify mixed numerals.
- **** I can identify and explain the different types of fractions.
- ***** I can convert improper fractions to mixed numerals.
- ***** I can convert mixed numerals to improper fractions.

Watch the video then complete the answers: <https://bit.ly/3aCsmsB>

1. What makes a fraction 'proper'?
2. What makes a fraction 'improper'?
3. What is a mixed numeral?

Convert these improper fractions to mixed numerals.

1. $\frac{23}{6} =$
2. $\frac{43}{5} =$
3. $\frac{22}{3} =$
4. $\frac{49}{2} =$
5. $\frac{68}{11} =$

Convert these mixed numerals to improper fractions.

1. $4\frac{5}{6} =$
2. $8\frac{3}{7} =$
3. $6\frac{2}{3} =$
4. $7\frac{8}{9} =$
5. $3\frac{1}{9} =$

** Remember to take a photo of your work and upload it in the matching Dojo portfolio.




TUESDAY – Adding and Subtracting Fractions

WALT: We are learning to add and subtract proper fractions with the same denominator.




Success Criteria:

- *I can use diagrams to add proper fractions.
- **I can understand that a whole number added to a proper fraction is a mixed numeral
- *** I can subtract proper fractions with the same denominator.

Watch the video then complete the tasks: <https://bit.ly/35alZva>

1)  +  = 




$$\frac{2}{11} + \frac{4}{11} = \frac{6}{11}$$

1)  -  = 




$$\frac{10}{12} - \frac{2}{12} = \frac{8}{12}$$

1 $\frac{6}{12} + \frac{5}{12} =$

2 $\frac{3}{10} + \frac{5}{10} =$

2)  +  = 




$$\frac{3}{11} + \frac{3}{11} = \frac{6}{11}$$

2)  -  = 




$$\frac{9}{12} - \frac{3}{12} = \frac{6}{12}$$

3 $\frac{11}{16} + \frac{7}{16} =$

4 $\frac{5}{9} - \frac{4}{9} =$

3)  +  = 

$$\frac{2}{9} + \frac{4}{9} = \frac{6}{9}$$

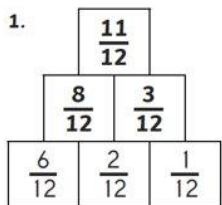
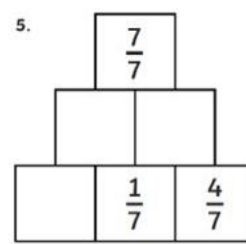
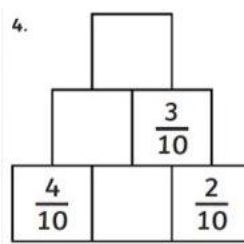
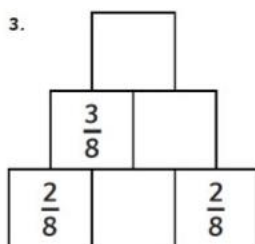
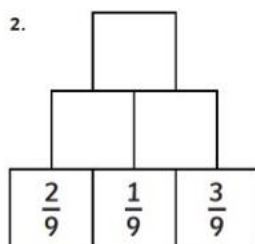
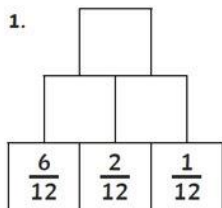
3)  -  = 

$$\frac{7}{8} - \frac{2}{8} = \frac{5}{8}$$

5 $\frac{7}{8} - \frac{3}{8} =$

6 $\frac{5}{6} - \frac{3}{6} =$

Challenge: Look at example 1. Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing fractions.



WEDNESDAY – Fraction Problem Solving

WALT: We are learning to solve word problems that involve addition and subtraction of fractions with the same denominator.

Success Criteria:

*I can use the problem-solving steps to solve word problems with fractions.

**I can identify the mathematical strategy that is required to solve the fraction problem.

*** I can write my own word problem using fractions with the same denominator.

Watch the video

<https://bit.ly/356nWZE>

Task: Complete the fraction word problems and show your working. Remember to use the problem-solving steps.

Fraction Word Problems

- Olivia went out for a walk. She walked $\frac{1}{4}$ of a km and then sat down to take a rest. Then she walked $\frac{1}{4}$ of a km. How far did she walk altogether?
- Noah made two types of biscuits. He used $\frac{3}{8}$ cup of sugar for one recipe and $\frac{1}{8}$ cup of sugar for the other. How much sugar (in cups) did he use in all?
- $\frac{3}{10}$ of the coloured chocolates in a bag are red and $\frac{3}{10}$ are blue. What fraction of the coloured chocolates is red and blue?
- Emily has $\frac{4}{12}$ of a chocolate bar. Nathan has $\frac{5}{12}$ of the chocolate bar. How much do they have together?
- Grace ran $\frac{4}{6}$ of a marathon. Anita ran $\frac{5}{6}$ of a marathon. Who ran further? What fraction further?
- A running track is one kilometre long. If I jog for $\frac{1}{3}$ km and sprint for $\frac{1}{3}$ km, will I complete the full distance of the track?
- You give $\frac{3}{6}$ of a box of cakes to Anna and $\frac{1}{6}$ of the box of cakes to Haris. How much of the box of cakes did you give away?
- Peter walks $\frac{7}{8}$ of a km to school. Layla walks $\frac{5}{8}$ of a km to school. How much farther does Peter walk than Layla?
- There is $\frac{7}{10}$ of a pizza in one box and $\frac{3}{10}$ of a pizza in another box. How much more is there in the first box compared to the second box?
- A jug contains $\frac{5}{8}$ litres of juice. After you pour $\frac{3}{8}$ of a litre into some glasses, how much is left in the jug?
- At a class party $\frac{3}{8}$ of a vegetarian pizza and $\frac{4}{8}$ of a meat-feast pizza were eaten. How much pizza was eaten altogether?
- Harry and Dele shared a chocolate bar. Harry ate $\frac{3}{5}$ and Dele ate $\frac{2}{5}$. Who ate more? What fraction more?

THURSDAY – Chance

WALT: We are learning to explore chance and probability for the game rock, scissors, paper.

Success Criteria:

*I can read and listen to the task carefully.


** I can create instructions for the five-action game.

*** I can figure out the chance and probability by creating a table and compiling the results.

Watch the video to revise the language of chance https://youtu.be/IBR_N5o_gjs

Examples

1



Question


Lee flips a coin. What is the probability of it landing on heads?

a 50%

b 20%

c 100%

1



Answer

The probability of the coin landing on heads is 50%.

Since a coin has 2 sides there is a 50% chance it could be heads and 50% chance it could be tails.

a 50%

b 20%

c 100%

Sadie has a bag with 4 green balls and 5 red balls. What fraction of the balls are green?

• Strategy:

Addition, Division

• How many parts?


$5+4=9$

What fraction of that is green?

• $\frac{4}{9}$



2



Question


What is the probability of the spinner landing on an even number?

a 0.5

b 0.25

c 0.75

2



Answer

The probability of the spinner landing on an even number is 0.75.


Since 3 out of the 4 numbers are even this could be represented as 75%, $\frac{3}{4}$ or 0.75.

a 0.5

b 0.25

c 0.75

4



Question


In the middle of summer, what is the likelihood of snow falling?

a unlikely

b even chance

c likely

4



Answer

It is unlikely to snow in the middle of summer.


a unlikely

b even chance

c likely

Your Turn

5



Question


What is the probability of rolling a multiple of 2 on a 6-sided dice?

a 0

b 0.5

c 1

6



Question


What is the probability of landing on any one of the spinner outcomes?

a $\frac{1}{4}$

b $\frac{1}{3}$

c $\frac{3}{4}$

8



Question


Molly selects a card at random. What is the probability she selects an odd number?

a $\frac{1}{2}$

b $\frac{3}{4}$

c $\frac{1}{6}$

13



Question

What is the probability of selecting a blue counter at random from the jar?

a $\frac{6}{12}$

b $\frac{1}{3}$

c $\frac{1}{6}$

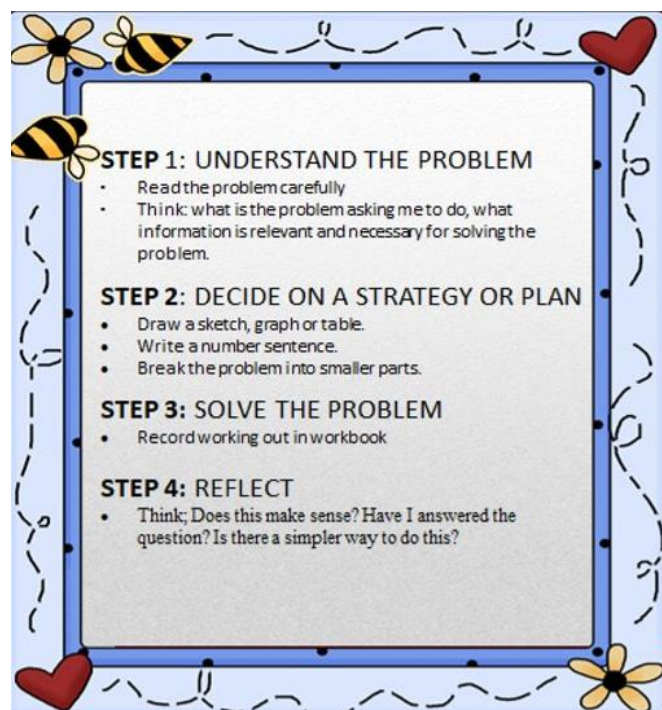
** Click on the link to complete the chance experiment: <https://youtu.be/ONoWZ1rzYJA>

FRIDAY – Problem Solving

WALT: We are learning to use our problem-solving skills to solve mathematical puzzles.

Success Criteria:

- *I can read the task carefully.
- ** I can brainstorm ways to solve the puzzle.
- *** I can show my working out to solve the puzzle.
- **** I can check my answers using a different strategy.



STEP 1: UNDERSTAND THE PROBLEM

- Read the problem carefully
- Think: what is the problem asking me to do, what information is relevant and necessary for solving the problem.

STEP 2: DECIDE ON A STRATEGY OR PLAN

- Draw a sketch, graph or table.
- Write a number sentence.
- Break the problem into smaller parts.

STEP 3: SOLVE THE PROBLEM

- Record working out in workbook

STEP 4: REFLECT

- Think: Does this make sense? Have I answered the question? Is there a simpler way to do this?

1. A race car took 2 minutes to complete 6km. How many kilometres will it travel after 10 minutes?

2. If your mobile phone call costs 45c per 30 second call, how much will it cost for a 3 minute call?

3. If you swim 8 laps of a 50 metre pool, what distance have you covered?

Click on the link to watch and solve the mathematical mystery: <https://bit.ly/3BiTw6k>

*** make sure to pause the video during the task before it is explained to you.

LIBRARY

WALT To navigate and use Story Box Library

Success Criteria

- *I can navigate my way to Story Box Library
- ** I can accurately use the search functions
- *** I can follow step-by-step instructions to create origami



- In browser search 'Story Box Library' <https://storyboxlibrary.com.au/>
- Log in with:
User name: lwps
password: lwps
- Click on hamburger button
- Click on Stories
- Search 'How to make a Bird'



Read the CBCA Picture Book, 'How to make a bird'

Activity – make an origami bird by following the links with step-by-step instructions

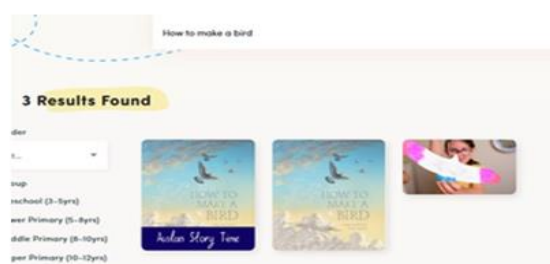
Optional origami

Easier

<https://youtu.be/pdsE5-GWK1Y>

Harder

<https://www.youtube.com/watch?v=pdsE5-GWK1Y>



VISUAL ARTS

WALT: We are learning how to draw 3D buildings by turn a flat shape into a 3-dimensional shape.

Success Criteria:

- *I can draw rectangles.
- **I can draw parallel lines.
- ***I can draw horizontal lines.
- ****I can change my flat shape into a 3D shape.



Drawing 3D Buildings

- Watch the video below and follow the instructions to complete your drawing.
- <https://bit.ly/3cqsnRQ>
- Upload your artwork into you Class Dojo Portfolio.

VISUAL ARTS

WALT: We are learning how to make Shadow Art.

Success Criteria:

- * I can trace the shadow of my toys/objects on the paper before the sun moves.
- ** I can colour my completed shadow art.



Shadow Art

- Watch the video below and follow the instructions to complete your drawing.
- <https://bit.ly/2zFfcxY>
- Upload your artwork into you Class Dojo Portfolio.

MUSIC

WALT: We are learning about dynamics in music.

Success Criteria:

- *I can name different dynamics in music.
- ** I can explain what crescendo and decrescendo means.
- *** I can demonstrate pianissimo, piano, forte and fortissimo by clapping.

Dynamics in music means the volume and strength of the sound.

Pianissimo (pp) – soft

Piano (p)- medium

Forte (f)- loud

Fortissimo (ff)- very loud

Watch the video and follow along with the instructions <https://vimeo.com/418644852>

Record yourself clapping the following:

1. Pianissimo
2. Piano
3. Forte
4. Fortissimo
5. Crescendo
6. Decrescendo
7. Explain what crescendo and decrescendo means.
8. Upload your video to Dojo (if working offline, you can write what each of the above words mean.



Extra Challenge:

Next time you are listening to music, take notice of the different 'dynamics'.

SCIENCE

WALT: We are learning to design and create a new tool/ device for use in outer space.

Success Criteria:

- * I can plan and design my tool/ device
- ** I can explain the use of my tool/ device
- *** I can create my tool/ device using recycled materials

Design and create your own space tool!

Watch the video below to learn about what astronauts do.

<https://www.youtube.com/watch?v=jhD8GFwy734>

- You will see in the video astronauts have many tasks and complete many jobs while in space.
- Your task is to design and create a tool that will help an astronaut complete one or more of their daily space tasks.



1. Use the plan to help design your tool. Remember to label the parts of your design. In the evaluation, tell us what your tool can be used for.
2. When creating your tool, you may use recycled materials from your home to do so, but your plan can list what you would actually like the tool to be made of. E.g. Metal or glass etc.
3. Be sure to upload a photo of your plan and creation to your dojo portfolio.

My Design		Name
I am designing a		
What materials I will use	What equipment I will use	
My design will look like this		
My evaluation		

WALT: discover more information about our Earth and our Solar System

Success Criteria:

- * I can state what I know about Earth and the Solar System
- ** I can ask questions about what I would like to know and want to learn about Earth and the Solar System
- *** I can watch the video about Earth and the Solar System

- Brainstorm what you already know about Earth and Space.
- Do you have questions or information you would like to know more about?
- Watch the video to introduce you to the topic:
<https://www.youtube.com/watch?v=Qd6nLM2QIWw>

GEOGRAPHY

WALT: We are learning to understand how and why global connections can be classified by using a variety of primary and secondary sources.

Success Criteria:

* I can identify some global connections.

** I can classify some global connections using some sources.

*** I can classify and understand global connections by using a variety of sources.

Let's learn more about Tokyo!

Read then research to complete the questions below.

Tokyo Fact Sheet

Name: _____ Date: _____

Facts about Tokyo

Country:

Population:

Currency:

Language:

Someone famous from Tokyo

A famous landmark in Tokyo

Other facts about Tokyo

List three things you could do if you visited Tokyo:

a. _____

b. _____

c. _____

What is the most common form of transport in Tokyo? Circle your answer.

Bus Car Train

List three of the categories open to athletes in the Paralympic Games.

a. _____

b. _____

c. _____

Which of the following colours are part of the Olympic Flag? Circle your choices.

red	blue	purple
green	black	yellow
pink	orange	brown

Who is Louise Sauvage?

How many times has Tokyo hosted an Olympic Games?

What am I talking about if I discuss Miraitowa and Someity?

JOURNAL REFLECTION

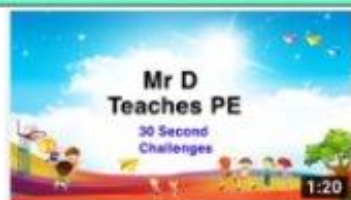
Please reflect on (think about) your week. This can be completed any way you choose (journal entry, mind map, drawing, video)

- *How are you feeling?*
- *What have you and your family been doing?*
- *What's going well?*
- *What would you change?*

Please share your reflections on Dojo.

WEEK 3 CHALLENGES

Physical Challenge



Plank Stack Attack

<https://video.link/w/9Cb4c>



Word Challenge

Meanings

If the words in the following pairs are similar, write YES.

If they are opposite to each other, write NO.

If they have no obvious connection, write X.



- | | | | | | |
|--------------|-------|-------|------------|-------|-------|
| 1. straight | bent | _____ | 9. broad | wide | _____ |
| 2. buy | sell | _____ | 10. tall | silly | _____ |
| 3. plentiful | ample | _____ | 11. margin | edge | _____ |
| 4. old | table | _____ | 12. cease | stop | _____ |
| 5. summit | top | _____ | 13. jewel | gem | _____ |
| 6. finish | end | _____ | 14. strong | weak | _____ |
| 7. sharp | new | _____ | | | |
| 8. sour | sweet | _____ | | | |



Picture Challenge

Can You Solve This?

$$\begin{array}{rcl}
 \text{Red flower} + \text{Red flower} + \text{Red flower} & = & 60 \\
 \text{Red flower} + \text{Blue flower} + \text{Blue flower} & = & 30 \\
 \text{Blue flower} - \text{Yellow flower} & = & 3 \\
 \text{Yellow flower} + \text{Red flower} \times \text{Blue flower} & = & ?
 \end{array}$$

Maths Challenge

Jane earned \$25 one week for shovelling snow and \$50 for the next week. Then, she gave $\frac{2}{5}$ of her earnings to her little sister for helping her.

How much money did she give to her little sister?

Mystery Number Challenge

- I am a 2 digit number less than 50.
- I am a multiple of 3.
- My ten's digit is 2 more than my Unit's digit.
- What number am I?

Times Table Challenge

Choose a times table that you need to practice and time how quickly you can say and write them or ask a family member to test you. Record your best time and try to beat it.
(For extra challenge try doing them out of order.)