



## **Stage 3 – Take Home Learning Pack Term 3, Week 4**

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 4

## 2021 STAGE 3 REMOTE LEARNING TIMETABLE - TERM 3, WEEK 4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10			20mins Reading		
9:30	Reading Comprehension Inference activity from the grid	Reading Comprehension Inference activity from the grid Reading Eggs	Reading Comprehension Inference activity from the grid	Reading Comprehension Main idea activity from the grid Reading Eggs	Reading Comprehension Main idea activity from the grid
			<b>Crunch and Sip</b>		
10:10	Writing Plan your imaginative text (story, letter, poem)	Writing Publish your imaginative text (story, letter, poem)	Writing Plan your narrative using the picture prompt	Writing Publish your narrative	Writing Write and record your persuasive ad
10:50	Vocab – word of the day 'petrified'	Vocab – word of the day 'tranquil'	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline
11:00			<b>Break 1</b>		
11:40	Mindfulness Belly Breathing	Crunches Apples with Oranges	Mindfulness Mindful Memory	Crunches Word Tennis	Mindfulness Mindful Kindness
11:50	Maths Adding Decimals	Maths Subtracting Decimals	Maths Decimal Place Value	Maths 3D Space <a href="https://www.youtube.com/watch?v=2BoAC4HeEts">https://www.youtube.com/watch?v=2BoAC4HeEts</a>	Maths 3D Space <a href="https://bit.ly/3TJHAP">https://bit.ly/3TJHAP</a>
12:30	BTN 2020 Tokyo Olympics <a href="https://www.abc.net.au/btn/classroom/2020-tokyo-olympics/13446864">https://www.abc.net.au/btn/classroom/2020-tokyo-olympics/13446864</a>	Number of the Day 7545 TEN Maths Fraction Trash Can	Geography Olympics <a href="https://www.youtube.com/watch?v=x0VwaYV7LAA">https://www.youtube.com/watch?v=x0VwaYV7LAA</a>	Number of the Day 8732 TEN Maths Fraction Basketball	Music: Rhythm Elements of Music: Rhythm <a href="https://publish.viostream.com/play/w9i3zgnyu8ezn">https://publish.viostream.com/play/w9i3zgnyu8ezn</a>
1:10	Fitness Kid Go Fit Session <a href="https://binged.it/2UqIXNJ">https://binged.it/2UqIXNJ</a>	Fitness Dice Workout	Fitness Circuit Workout	Fitness Just Dance	Fitness Design an obstacle course
1:30			<b>Break 2</b>		
2:10	Visual Arts Perspective Landscape <a href="https://bit.ly/3d3kguQ">https://bit.ly/3d3kguQ</a>	Library Story Box Library <a href="https://storyboxlibrary.com.au/">https://storyboxlibrary.com.au/</a>	Visual Arts Abstract Self Portrait <a href="https://bit.ly/3atk5aS">https://bit.ly/3atk5aS</a>	Science STEM – Design Luna City Research – Mercury	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 4

### 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.

Use the clues to infer what's in each of the mystery boxes. Then complete an activity from the grid for each day.

#### ITEM 1

**CLUE #1:** It used to be known as a 'reel'.

**CLUE #2:** There are many different genres.

**CLUE #3:** They are sold at stores.

**CLUE #4:** You can also sit in a large room of red chairs to see it.

**CLUE #5:** People get VIP treatment if they starred in it.

Item = \_\_\_\_\_

#### ITEM 2

**CLUE #1:** It can be made from plastic cards, paper and metal.

**CLUE #2:** There is a variety of different sizes and shapes.

**CLUE #3:** It can be traded for goods and services.

**CLUE #4:** It is necessary for everyday life.

**CLUE #5:** Sometimes it is known as bucks or change.

Item = \_\_\_\_\_

#### ITEM 3

**CLUE #1:** It melts slowly but is mostly solid.

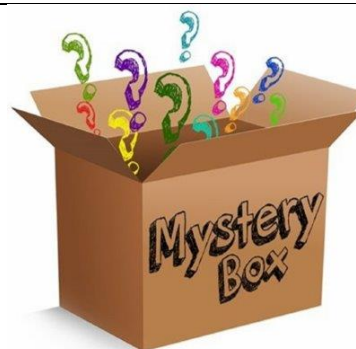
**CLUE #2:** It can be smelly.

**CLUE #3:** It can be set on fire multiple times.

**CLUE #4:** It is made of the same material as crayons.

**CLUE #5:** It can be a source of light.

Item = \_\_\_\_\_



#### ACTIVITY GRID

Draw an image of what's in the mystery box.

Write a paragraph about how you used your background knowledge to infer the mystery object.

Add 3 more clues that could help describe what is in the mystery box.

### BTN

Watch the BTN episode: '2020 Tokyo Olympics'

<https://www.abc.net.au/btn/classroom/2020-tokyo-olympics/13446864>


1. Retell the BTN story using your own words.
2. Why are the games called the 2020 Tokyo Olympics not the 2021 Tokyo Olympics?
3. How many athletes are participating in the Tokyo Olympics?
4. How many different countries are participating in the Tokyo Olympics?
5. How did Fiji's national team get to Tokyo?
6. What did a lot of the Aussie athletes have to do before going to Tokyo?
7. What percent of athletes will have been vaccinated before the games begin?
8. No fans will be allowed in stadiums. True or false?

## WRITING: Dusty Wasteland (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.



It had not rained for years.  
Nothing ever grew here.

The earth was a dry and  
dusty wasteland.

Things were about to  
change...

Use this as the beginning of an imaginative text. It can take any format that you like.  
E.g letter, Story, poem.

Created by  
© Shireen  
2018

These are some examples for planning your writing, you can also apply your prior knowledge on planning.

### Poetry Language Planner

Think of the **best** words and phrases to use in your poetry!

<b>Nouns</b> <small>Nouns are used to name a person, animal, place, thing or idea.</small>  <small>Choose specific nouns, not general ones.</small> <small>e.g. teacher - not my staff; staff - not I know</small>	<b>Verbs</b> <small>Verbs are 'doing' words. They usually tell us about an action.</small>  <small>Think of strong verbs.</small> <small>e.g. scattered - not without; grounded - not sat</small>	<b>Alliteration</b> <small>Alliteration is the repetition of sounds in a group of words.</small>  <small>Do. Saxes used lots of alliteration.</small> <small>e.g. Aunt Anne's elephant, baby Sam likes a yellow</small>
<b>Adjectives</b> <small>Adjectives are describing words.</small>  <small>Choose adjectives carefully.</small> <small>e.g. delightful - not nice; ancient - not old</small>	<b>Adverbs</b> <small>Adverbs describe the way that something happens.</small>  <small>Pick adverbs that help us to picture how things happen.</small> <small>e.g. nervously, suspiciously, angrily</small>	<b>Onomatopoeia</b> <small>Words that sound like the thing they are describing.</small>  <small>Words that sound like the thing they are describing.</small> <small>e.g. splash, crash, great, pop, crunch, clap</small>
<b>Similes</b> <small>Similes compare different things. They usually use the words like or as.</small>  <small>Use similes to make your poem more interesting.</small> <small>e.g. The grasshopper sprang as fast as lightning.</small>	<b>Metaphors</b> <small>Metaphors compare different things by suggesting that they are similar.</small>  <small>e.g. The cloud was a thunderous monster. George was a silent stone when his teacher talked.</small>	<b>Personification</b> <small>Giving that non-living things have human qualities.</small>  <small>e.g. The moon winked through the dusty sky. The leaves danced in the gentle breeze.</small>

© Teaching with a Mountain View www.teachingwithamountainview.co.uk

82 Friar Rd. #321  
Townville, NY 12200

June 20, 2018

Ms. Doris Lewis  
Danny's Donut Hut  
7000 E. Baseline St.  
Townville, NY 12200

Dear Ms. Lewis:

Thank you for giving the Cub Scouts a tour of Danny's Donut Hut. I liked learning how donuts are made. It was interesting. The best part was getting to eat donuts! My favorite was the chocolate donut with blue frosting and sprinkles. We all loved the donut holes you gave us when we left. Our leader let us eat the whole bag in the car on the way home!

I think Danny's Donut Hut is a great place for a field trip. It was a fun visit. Maybe my dad will bring me back on Saturday to buy donuts for breakfast.

Yours truly,

Hunter O'Neill

### STORY PLANNER

<b>MAIN CHARACTERS</b>  	<b>SETTING</b>  
<b>THE STORY PROBLEM</b>  	
<b>A STORY EVENT</b>  	
<b>HOW THE PROBLEM IS SOLVED</b>  	
<b>THE ENDING</b>  	

## WRITING: Dusty Wasteland (Publish)

**WALT:** We are learning to 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 subject specific language.

- You are going to use you planning template to create full sentences and publish your writing.
- Check your work and revise your vocabulary, spelling and punctuation.



## WRITING: The Sign Said (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.



These are some examples for planning your writing for this week, you can also apply your prior knowledge on planning.

Theme: _____			
<b>Characters</b> Who is in your story?	<b>Setting</b> Where does your story happen and take place?	<b>Problem</b> What problem happens in your story?	<b>Solution</b> How is the problem solved? What is the solution?
Describe a character (looks, personality)	Draw the character	Describe what the setting looks like	Draw the setting

Narrative Planning Sheet	
Who are your main characters?	Who is telling the story?
How will your story begin?	Where does this story take place?
What are the main events?	What transition words will you use?
1.	What dialogue words will you use?
2.	How will your story end?
3.	
4.	
5.	
6.	

## WRITING: The Sign Said (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 subject specific language.

- Use your planning template to write full sentences and publish your writing.
- Check your work and revise your vocabulary, spelling and punctuation.

## WRITING: Persuasive Advertisement

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

### Success Criteria:

- \* I can write an introduction to grab the reader's attention.
- \*\* I can describe creative features and benefits of my product to support my advertisement.
- \*\*\* I can use advertising techniques such as exaggeration, repetition and rhetorical questions to persuade my audience to buy my product.
- \*\*\*\* I can record my advertisement and present it as a short tv or radio ad.

Click on the link to watch the video for an example

<https://youtu.be/hg82w49GJcl>

### Your task:

- Choose a product
- Write a short advertisement that would persuade the audience to buy it
- You may like to record your advertisement and present it as a short tv or radio ad, lasting approx 30 seconds



## Persuasive Adverts

The name of the product.

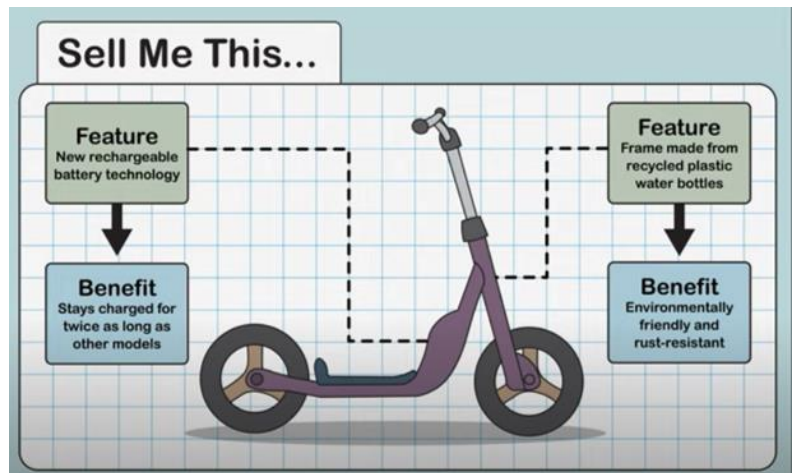
A statement saying what the item is and what it is used for. Give a LOT of detail.

A catchy slogan; use alliteration, rhyming words and word play to make it memorable and fun!

Exaggerate all the positive points of your product using words such as 'best', 'cheapest' and 'most'.

Ask the reader questions that will make them think they would need the product and change their life e.g. Have you ever needed relief from the scorching sun?

Say why the reader should buy the product.



### Suggested products if you are stuck for ideas

Features & Benefits	skateboard	dictionary	sports drink	tent
Choose a few key features of your product and highlight the benefits to the audience.	vacuum cleaner	basketball	torch	television
	inflatable pool	chair	hiking boots	toothbrush
	slippers	cheese grater	refrigerator	backpack
	beach umbrella	bicycle	pencil sharpener	computer
	frying pan	trumpet	magnet	alarm clock



## 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: 'petrified'

Tuesday: 'tranquil'

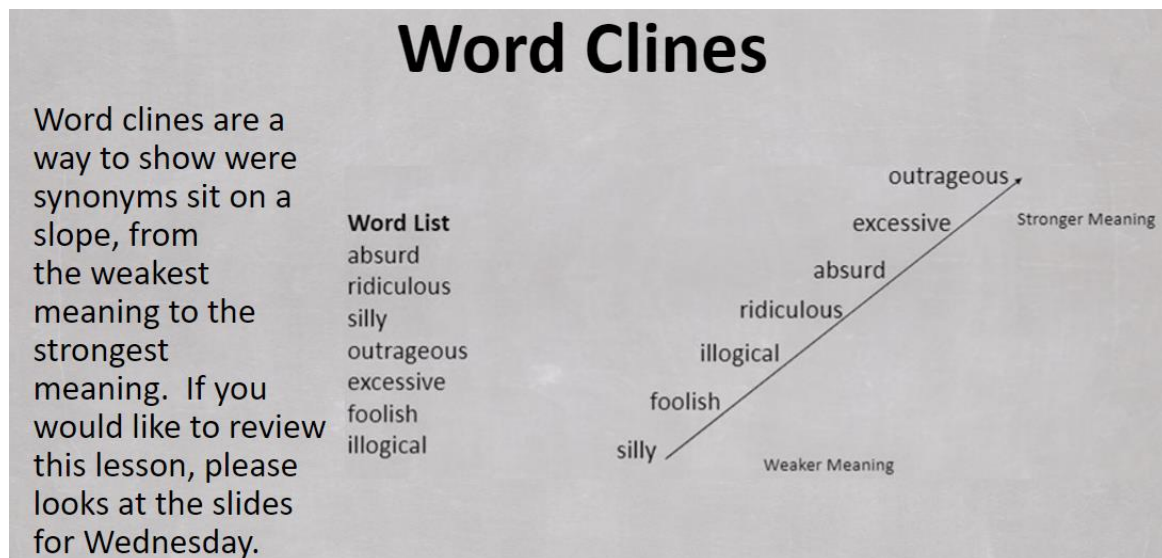
## VOCABULARY: Word Clines (Wednesday, Thursday and Friday)

**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

### Word Clines



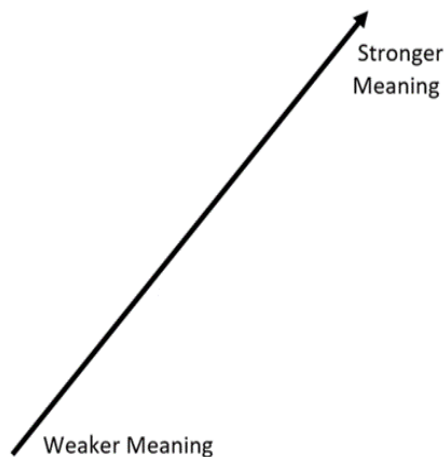
## VOCABULARY

	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 <b>'frustrating'</b>	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 <b>'petrified'</b>								
Tuesday <b>'tranquil'</b>								

**Wednesday – Create a word cline**

Word List

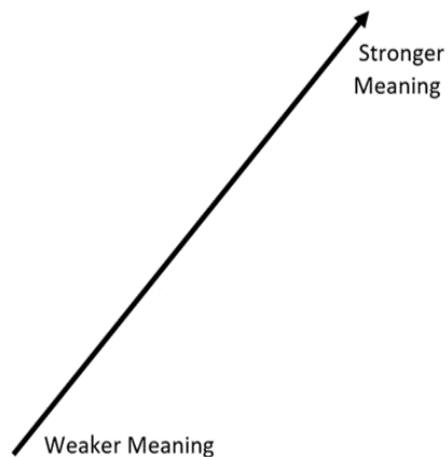
petrified  
shaken  
afraid  
fearful  
terrified  
scared



**Thursday – Create a word cline**

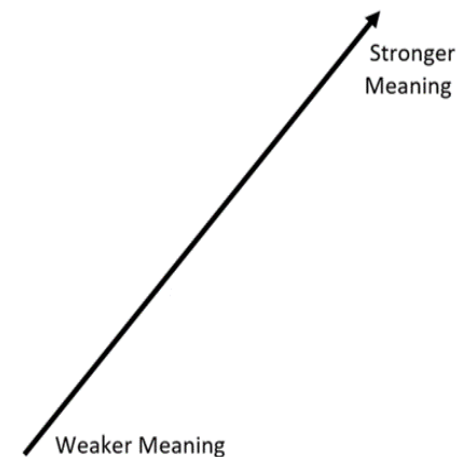
Word List

tranquil  
peaceful  
calm  
relaxed  
serene  
composed



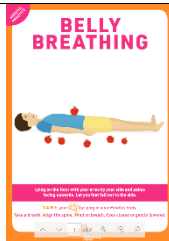
**Friday – List as many synonyms you can think of for the word 'cheerful' and then create a word cline.**

Word List



## MINDFULNESS

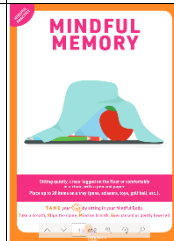
### Monday



1. Lying still, take 3 mindful breaths. Notice your balloon (i.e. your belly) getting bigger as you breathe in, and gently deflating as you breathe out.
2. Place an object on your belly. Notice how the object moves up and down as you breathe in and out.

3. Focus your attention on the sensations and movement of the object. If you become distracted, bring your attention back to your object. Practise this activity for one minute or longer. Gently open your eyes.

### Wednesday



1. Ask someone to put 10 objects on a tray.
2. Take 3 mindful breaths. With each breath picture filling up the balloon in your belly and then gently letting it deflate.
3. You have 1 minute to study the objects on the tray.

4. The tray is then covered. You have 1 minute to write as many objects that you can remember.

### Friday




1. Take 3 mindful breaths and focus on sending kind thoughts. When we are mindful, we use our heads and our hearts. When we are heartfelt, we become aware of what we are feeling.
2. Imagine giving yourself a big hug and notice what that feels like in your heart. Next, send yourself good wishes and notice how that feels.
3. Say to yourself 'May I be safe'. How does it feel to be completely safe, where nothing can harm you? Say to yourself 'May I be healthy', 'May I be peaceful', and notice each time whether this changes how you feel.

4. Picture someone you really care about. Direct the following thoughts their way: 'May you be happy', 'May you be safe', 'May you be healthy', 'May you be peaceful'. Finish with 'May the whole world be happy', 'May the whole world be safe', 'May the whole world be healthy', 'May the whole world be peaceful' imagine what that would be like.
5. Take some time between sending each wish. Gently open your eyes.

## CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

### Tuesday



# Apples with Oranges

Suitable for all ages 6+

A critical thinking exercise for your brain


CCT CURRICULUM - COMPARE AND CONTRAST, IDENTIFY ATTRIBUTES, TOLERATE AMBIGUITY

1. Think of two things that are similar (eg apple and orange). After listing the similarities try to find differences between them. How many can you think of?
2. Select two very different things (eg carrot and microphone). After listing the differences try to find common attributes. How are they the same?

**Other examples:**

heart and brain (similar)

pineapple and dog (different)




**Think up some of your own.**

**CCT Crunches!**

CCT Crunches™ © Minds Wide Open (all rights reserved) criticalandcreative thinking.com.au

All CCT Crunches designs and artwork are owned by James Phelps and Minds Wide Open. Copying and distributing without permission is prohibited by copyright law.

### Thursday



# Word Tennis

Suitable for all ages 9+

A critical and creative thinking exercise for your brain

CCT CURRICULUM - GENERATE NUMEROUS POSSIBILITIES RELATED TO A TOPIC, CONSIDER REASONABLE CRITICISM AND ADJUST THEIR THINKING IF NECESSARY, ASSESS WHETHER THERE IS ADEQUATE REASONING TO JUSTIFY A CLAIM


**Two players go into role and act like professional tennis players. Ask a friend to act as the umpire.**

1. Player 1 randomly selects a word to start the game (eg rain) and 'serves' the word calling it out as they swing their 'racquet'.
2. Player 2 responds with a word that relates to 'rain' (eg bow) and 'hits' the word back to their opponent.
3. Player 1 then responds with a word that relates to 'bow' (eg slow).
4. Player 2 responds with a word that relates to 'slow' (eg fast) and so on.
5. The players continue taking turns thinking of related words.\*

If a player takes longer than 3 seconds to respond, or they repeat a word that's already been used, or the response doesn't make sense, the other player gets a point. The umpire keeps score and decides if a word is related or not. Players are allowed to argue with the umpire. The first player to reach 5 points wins the game.

**EXTENSION - Play Word Tennis doubles!**

\*A related word can be a compound word (eg rain/bow), a rhyming word (eg bow/slow), an antonym (eg slow/fast), a collocation (eg fast/food), a synonym (eg track/path), according to function (brain/think), from the same category (eg fox/dog) or in a relationship (eg mother/child).



**CCT Crunches!**

CCT Crunches™ © Minds Wide Open (all rights reserved) criticalandcreative thinking.com.au

All CCT Crunches designs and artwork are owned by James Phelps and Minds Wide Open. Copying and distributing without permission is prohibited by copyright law.

**FITNESS (30 mins each day) – Choose an activity**

# FITNESS FOR THE FAMILY!



1 dance party!	2 family walk	3 sit up challenge	4 push ups on commercial breaks	5 play Just Dance	6 jumping jack challenge	7 sack races
8 go skating	9 bedtime yoga	10 dice workout	11 game of basketball	12 superhero exercise	13 jump trampoline	14 dance party!
15 sit up challenge	16 play Just Dance	17 family bike ride	18 squats on commercial breaks	19 meditation	20 1 min panks	21 mountain climbers
22 family walk	23 race competition	24 game of tag	25 superhero exercise	26 push up challenge	27 swing at the park	28 dice workout
29 sit ups on commercial breaks	30 dance party!					

# 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: <b>Odd Even</b>	<b>Addition!</b> + 10 = _____ + 100 = _____ + 1000 = _____
	Expanded form:	<b>Subtract!</b> - 10 = _____ - 100 = _____ - 1000 = _____
Round the number to the nearest:  Ten: _____ Hundred: _____ Thousand: _____	<b>Compare!</b> ____ < _____ ____ = _____ ____ > _____	<b>Multiply!</b> x 10 = _____ x 100 = _____ x 1000 = _____
	WRITE THE NUMBER IN WORDS	<b>Divide!</b> ÷ 10 = _____ ÷ 100 = _____ ÷ 1000 = _____
Double it!  Halve it!		
Write a word problem where the number is the answer		Write some of the factors of the number:

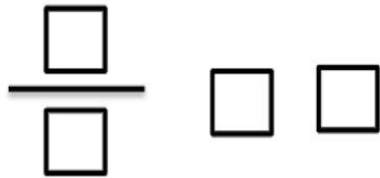
# Number of the DAY

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: <b>Odd Even</b>	<b>Addition!</b> + 10 = _____ + 100 = _____ + 1000 = _____
	Expanded form:	<b>Subtract!</b> - 10 = _____ - 100 = _____ - 1000 = _____
Round the number to the nearest:  Ten: _____ Hundred: _____ Thousand: _____	<b>Compare!</b> ____ < _____ ____ = _____ ____ > _____	<b>Multiply!</b> x 10 = _____ x 100 = _____ x 1000 = _____
	WRITE THE NUMBER IN WORDS	<b>Divide!</b> ÷ 10 = _____ ÷ 100 = _____ ÷ 1000 = _____
Double it!  Halve it!		
Write a word problem where the number is the answer		Write some of the factors of the number:



## FRACTION TRASH CAN



Two players: Draw 4 squares and a line on their papers, as illustrated. Each team takes turns to roll the dice.

Each time a player rolls both players must write a number in one of the boxes of their paper. Once a number is written in a box, it cannot be erased.

When each person has rolled 2 times, each will have a fractional number plus two numbers that have been discarded into the 'trash can' boxes.

At this time, the greater proper fraction wins, or if each proper fraction is the same, there is a tie. Then, the players decide on a way to represent the two fractions. Then write a maths sentence to compare the fractions.

## FRACTION BASKETBALL

- There are two players.
- The aim of the game is to shoot crumpled paper into a container.
- You will need to create a shooting line and distance between that and the container. Decide who goes first.
- One at a time, stand at the shooting line and try to shoot the crumpled paper into the container.
- After every 10 shot attempts, each player converts scores into fractions.
- For example, succeed three time, their score is  $\frac{3}{10}$ .
- Make the next round more complex by giving each person 13 chances.
- The person with the highest score wins.



# MATHS

## MONDAY – ADDING DECIMALS

**WALT:** We are learning to add decimals using the column method.

**Success Criteria:**

\* I can line up the decimal points and add from right to left.

\*\* I can place a decimal point directly below the other decimal points.

\*\*\* I can solve problems involving decimal points.

### To add decimals...

- **Step 1:** Write the numbers so that the decimal points line up.
- Visualize a place value chart to help line up the decimal points.
- Take  $1.93 + 3.1$

	ones	decimal point	tenths	hundredths	thousandths
	1	.	9	3	
+	3	.	1		
		.			

### To add decimals...

- **Step 2:** Add zeros as place holders if needed.

	ones	decimal point	tenths	hundredths	thousandths
	1	.	9	3	
+	3	.	1	0	
		.			

### To add decimals...

- **Step 3:** Add. *Regroup if necessary.*
- Write a decimal point in the answer under the decimal points in the numbers you are adding. (Basically, bring the decimal point down.)

	ones	decimal point	tenths	hundredths	thousandths
	1	.	9	3	
+	3	.	1	0	
	5	.	0	3	

### The Golden Rule

- The decimal points **MUST** be aligned before adding the numbers.
- Where necessary, add place holder zeros to help.
- The same rules apply when adding 3 or more decimal points.



### Activity

#### Now, let's try...

1.  $0.16 + 0.31 =$
2.  $0.31 + 0.62 =$
3.  $0.82 + 0.17 =$
4.  $0.25 + 0.13 =$
5.  $0.42 + 0.11 =$
6.  $0.07 + 0.33 =$

#### Let's try adding decimals...

	ones	decimal point	tenths	hundredths	thousandths
		.			
		.			
+		.			
		.			

### Extension

Try to write down a set of instructions for someone who wasn't in the lesson so they will be able to add decimals.

Then write 8 questions for them to practise:

- 2 easy
- 2 slightly harder
- 2 hard and
- 2 really hard

## TUESDAY – SUBTRACTING DECIMALS

**WALT:** We are learning to subtract decimals using the column method.

**Success Criteria:**

\* I can line up the decimal points and subtract from right to left.

\*\* I can place a decimal point directly below the other decimal points.

\*\*\* I can solve problems involving decimal points.

### To subtract decimals...

- **Step 1:** Write the numbers so that the decimal points line up.
- Visualize a place value chart to help line up the decimal points.
- Remember, it helps to put the larger number on top.
- Take  $1.5 - 1.06$

	ones	decimal point	tenths	hundredths	thousandths
	1	.	5		
-	1	.	0	6	
		.			

### To subtract decimals...

- **Step 2:** Add zeros as place holders if needed.

	ones	decimal point	tenths	hundredths	thousandths
	1	.	5	0	
-	1	.	0	6	
		.			

### To subtract decimals...

- **Step 3:** Subtract.  
*Regroup if necessary.*
- Write a decimal point in the answer under the decimal points in the numbers you are subtracting.  
(Basically, bring the decimal point down.)

	ones	decimal point	tenths	hundredths	thousandths
	1	.	5	0	
-	1	.	0	6	
		.			

### To subtract decimals...

- **Step 3:** Subtract.  
*Regroup if necessary.*
- Write a decimal point in the answer under the decimal points in the numbers you are subtracting.  
(Basically, bring the decimal point down.)

	ones	decimal point	tenths	hundredths	thousandths
	1	.	<del>5</del> 4	<del>0</del> 10	
-	1	.	0	6	
	0	.	4	4	

### Activity

#### Now, let's try...

1.  $6.93 - 5.33 =$
2.  $96.2 - 31.1 =$
3.  $0.864 - 0.742 =$
4.  $9.62 - 8.12 =$
5.  $0.468 - 0.327 =$
6.  $0.783 - 0.472 =$

#### Let's try subtracting decimals...

	ones	decimal point	tenths	hundredths	thousandths
		.			
		.			
-		.			
		.			

### Extension

Try to write down a set of instructions for someone who wasn't in the lesson so they will be able to subtract decimals.

Then write 8 questions for them to practise:

- 2 easy
- 2 slightly harder
- 2 hard and
- 2 really hard

## WEDNESDAY – PLACE VALUE OF DECIMAL NUMBERS

**WALT:** We are learning to identify the value of each digit in numbers given to three decimal places.

**Success Criteria:**

\*I can understand that every digit has a value.

\*\* I can place numbers in a place value chart.

\*\*\* I can identify smaller or larger numbers for a given decimal number.

Which column titles belong in the place value chart below?

Ones	Thousandths	Tens	
Hundredths	Thousands	Tenths	

--	--	--	--

In which number does the digit 3 have the highest value?

217.03

0.399

109.431

Use the digit cards to create the greatest and smallest number possible.

5 2 4 6 7

Tens	Ones	Tenths	Hundredths	Thousandths

Which is the odd one out?

- A**

5.055

**B**

5 ones, 5 hundredths and 5 thousandths

**C**

Five point five five

**D**

505 hundredths and 5 thousandths

Give the number in digits and explain your answer.

Convert the number in the place value chart to digits.

Tens	Ones	Tenths	Hundredths	Thousandths

Sort the numbers into the table.

8.293

8.586

8.219

8.189

	> 8.291	< 8.291
value > 7 in thousandths column		
value < 7 in thousandths column		

Are there any empty boxes? Explain why.

Sort the numbers into the table.

8.293

8.586

8.219

8.189

	> 8.291	< 8.291
value > 7 in thousandths column		8.219 8.189
value < 7 in thousandths column	8.293 8.586	

Are there any empty boxes? Explain why.

There are two empty boxes because there are no numbers with a value > 7 in the thousandths column that are > 8.291, and no numbers with a value of < 7 in the thousandths column that are < 8.291.

1a. Sort the numbers into the table.

2.51

2.05

2.91

2.11

	> 2.5	< 2.5
value > 2 in hundredths column		
value < 2 in hundredths column		

Are there any empty boxes?  
Explain why.



1b. Sort the numbers into the table.

0.99

1.09

10.01

1.19

	> 1	< 1
value > 8 in hundredths column		
value < 8 in hundredths column		

Are there any empty boxes?  
Explain why.





## THURSDAY – PROPERTIES OF 3D OBJECTS

**WALT:** We are learning about three-dimensional objects, including prisms and pyramids and their properties. on the basis of their properties, and nets.

**Success Criteria:**

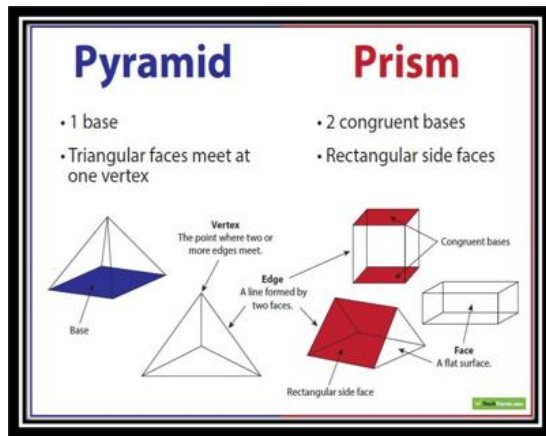
\*I can name prisms and pyramids according to the shape of their base.

\*\*I can describe and compare properties of prisms and pyramids using shapes, faces, edges and vertices.

\*\*\*I can describe and compare properties of three-dimensional objects with their nets

### Mathematics Task

- In your book write down all the things that you know about 3D shapes.
- Watch this video: <https://bit.ly/3xZZyqk>
- Add (write) any new words or information about 3D Shapes to your list and upload to your portfolio.



### 3D Objects

Name	Vertices	Faces	Edges	Image
cube	8	6	12	
cuboid	8	6	12	
square-based pyramid	5	5	8	
sphere	0	1	0	
cylinder	0	3	2	
cone	1	2	1	
tetrahedron	4	4	6	
pentagonal prism	10	7	15	
hexagonal prism	12	8	18	
octagonal prism	16	10	24	
octahedron	6	8	12	
triangular prism	6	5	9	

### 3D Scavenger Hunt

Important! Get your parents for permission!

1. Look around your house (inside/outside) and make a list of all 3D objects that you find.
2. How are the 3D objects related to everyday usage?
3. Sort them out:
  - into prisms and pyramids
  - count the number of faces, edges and vertices.
  - complete the worksheet and upload.

#### 3D shapes

3D SHAPE Draw	NAME	FACES	EDGES	VERTICES

Vertices = corners

### Drawing 3D Shapes

Let's draw some three-dimensional shapes. Click on the link below and watch how to draw three-dimensional shapes. You will need a ruler, a pencil and paper.

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

Take a photo and upload your three-dimensional shapes.



## FRIDAY – 3D NETS

**WALT:** We are learning about three-dimensional objects, including prisms and pyramids and their properties based on their properties and nets.

### Success Criteria:

- \*I can name prisms and pyramids according to the shape of their base.
- \*\*I can describe and compare properties of prisms and pyramids using shapes, faces, edges and vertices.
- \*\*\*I can describe and compare properties of three-dimensional objects with their nets.

### Activity

Watch the video demonstration on unpacking an everyday three-dimensional prism to discover it's net.

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

Ask your parents if you could collect and use an empty packet such as a toothpaste packet, tissue or shoe boxes.

- Draw the net of your packet.
- Is it easier to see the faces, edges and vertices?
- How are 2D and 3D shapes related?
- Record or upload the net you have drawn of your packet prism.

## Nets of 3D Shapes

### Maths Strategy:

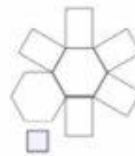
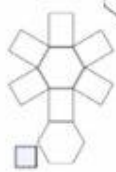
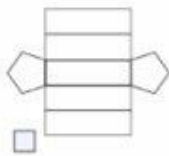
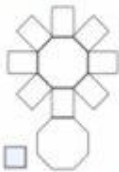
When looking at the net of a 3D shape, use your hands to help you imagine that you are folding it together. You can also 'open' a 3D shape back up to make its net.

### Handy Tip!

Look carefully at the number of the faces that make up the net and the shape of these. Some nets will not fold together to make a 3D shape.

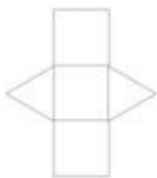
1. Which of the following nets would fold to make this 3D shape?

Tick the correct answer



2. Hamad made this net.

What 3D shape will it make?



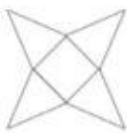
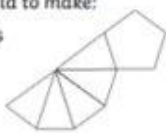
- ☐ A rectangular prism
- ☐ A square based prism
- ☐ A triangular prism
- ☐ A triangular-based pyramid

3. The net of an octagonal prism will be made of:

- ☐ 6 octagons and 6 rectangles.
- ☐ 8 octagons and 2 rectangles.
- ☐ 2 octagons and 6 rectangles.
- ☐ 2 octagons and 8 rectangles.

4. These nets will all fold to make:

- ☐ rectangular prisms
- ☐ triangular prisms
- ☐ pyramids
- ☐ cubes



5. Which net does not make a cube?

Ring tick the correct answer.

### Maths Challenge:

Now have a go at drawing nets for the following shapes: triangular based pyramid, hexagonal based pyramid, triangular prism and hexagonal prism.

### Origami Chatterbox Game

Watch the video:

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

You may have to pause at different stages as you make the game.

- Once you have completed the Chatterbox, record how many edges, faces and vertices it has? What does the net look like?
- Write some interesting/funny ideas. Now it's ready to use your 3D Origami Chatterbox Game. Play with your family and have fun!
- You may video or take image of your work to upload to your Class Dojo Portfolio.



## GEOGRAPHY

**WALT:** We are learning to research and build knowledge about Olympic and Paralympic games.

**Success Criteria:**

- \* I can know the difference between Olympic and Paralympic games.
- \*\* I can discuss and explain the difference between Olympic and Paralympic games.
- \*\*\* I can explain and give examples of emblems used and different games played in Olympic/Paralympic.

### Olympics

Watch this video: <https://bit.ly/3BhHf1Q>



- What do the five rings represent?
- List ten countries that participate in Olympics.

Research to answer the following questions:

According to the facts, are the following statements true or false? Circle your answer.

Statement	True	False
The Paralympics Games will be held from 24 August to 5 September 2021.	T	F
Japan is located in Southern Asia.	T	F
There are more than 50 sports represented at the Olympic and Paralympic Games in 2020.	T	F
The sport of Sumo Wrestling originated in China and migrated to Japan in ancient times.	T	F
At a Games closing ceremony, the athletes do not march in nation groups.	T	F
Australia is more successful in summer Games than winter Games.	T	F
Australia hosted the summer Olympic Games in 1956, 1988 and 2000.	T	F
Cycling is represented at both the Olympic and Paralympic Games.	T	F

### Design an Olympic Kit

The athletes are representing your country at the Olympics and Paralympic games. They want to feel proud of a stylish designed kit which reflects the national colours or symbols for your country. Have a look at previous Olympic/Paralympic designs and create your own!



## VISUAL ARTS

**WALT:** To learn how to draw perspective landscape using foreground, midground and background.

**Success Criteria:**

- \*I can draw the foreground and add a road.
- \*\*I can draw the midground with the trees and house.
- \*\*\*I can draw the background with the mountains and sky.

### Perspective Landscape



- We are going to draw a perspective landscape BUT this time we are simply going to using foreground (front), midground (middle), and background (back) layers.
- Watch the video and follow the instructions to complete your drawing: <https://bit.ly/3d3kquQ>
- Upload your finished artwork in your Class Dojo Portfolio.
- For this art activity you will need a piece of paper, ruler, pencil, colouring pencils or crayons.

## VISUAL ARTS

**WALT:** I am learning how to draw an abstract self-portrait using large features, shapes and lines.

**Success Criteria:**

- \*I can use shapes and lines to draw two eyes.
- \*\*I can use shapes and lines to draw a nose.
- \*\*\*I can use shapes and lines to draw a mouth.
- \*\*\*\*I can use shapes and lines to draw two ears.
- \*\*\*\*\*I can use shapes and lines to draw a neck and shoulder.
- \*\*\*\*\*I can use shapes and lines to draw hair.

### Abstract Self Portrait



- We are going to draw an abstract self-portrait by using large features and shapes.
- Watch the video and follow the instructions to complete your drawing: <https://bit.ly/3atk5aS>
- Upload your finished artwork in your Class Dojo Portfolio.

## MUSIC

**WALT:** We are learning to identify and create different musical rhythms.

**Success Criteria:**

- \*I can listen to music and identify long and short sounds.
- \*\* I can demonstrate changes in rhythm.
- \*\*\* I can explore musical rhythms using body percussion.

### CAPA: MUSIC- Rhythm



- Rhythm refers to long and short sounds in music and putting those sounds together. Songs can be played at a fast or slow tempo.
- Watch the video: <https://bit.ly/3BnKaGq>
- Have a go at singing and clapping some known songs to a fast and slow tempo.
- Practise clapping some beats like ta-ta –ti –ti- ti-ta- ta



## SCIENCE

**WALT:** We are learning to create a map of our planned city on the moon.

**Success Criteria:**

- \*I can plan a city for the moon
- \*\* I can represent this city on a map
- \*\*\* I can explain parts of lunar city and map

### Design Luna City

Your Luna city must include:

- A science Lab
- A hospital
- A school/ university
- Places for people to live
- An area to park and recharge rockets (kind of like a mechanics garage)
- A green house (building where plants are kept in a glass house so they can grow)
- A fun building of your choosing (The humans on the moon will want to have something to do to pass the time)



The year is 2121. (100 Years in the future)



The Earth is becoming way too crowded, NASA has asked a team of scientists to plan and design a city for the Moon.



Now this isn't any city, it must include the following items and buildings... And remember there is no oxygen or gravity on the moon, how will you stop your people and buildings floating away?

Some inspiration...



- Plan and draft your Luna city, then take a photo and upload it to your Class Dojo Portfolio.



## SCIENCE

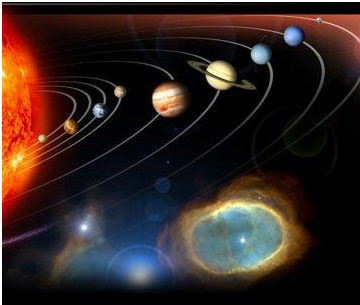
**WALT:** discover more information about our Earth and our Solar System

**Success Criteria:**

- \* I complete basic research about Mercury by using credible sources on the internet
- \*\* I can answer the research questions in full sentences
- \*\*\* I can draw Mercury in its correct position in our Solar System

### Mercury

Research and answer these questions about Mercury.



- Describe Mercury scientifically. What is it made out of, its colour and its size?
- How long does Mercury take to rotate on its axis, what does this mean?
- How long does it take for Mercury to orbit around the sun, what does this mean?
- How far is Mercury from the Sun, how far is Mercury from Earth?
- Who discovered Mercury and who or what is it named after?
- Draw and label a coloured diagram of Mercury in the Solar System.
- Bibliography – What sources or websites did you use to find your information. (Do not write Google)

Some videos and websites to help you with information....

Youtube: <https://bit.ly/3zmb5Rq>

NASA: <https://go.nasa.gov/3rpJYlj>

Science Kidz: <https://bit.ly/2TqLsPR>

Britannica Kids: <https://bit.ly/2TqLsPR>

## 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 read the text then classify animals into their correct groups.

- 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 'Not cute'



- Read the book 'Not Cute' then classify the animals into their correct groups.



**Activity:** Below is a list of animals. Write these animals into their correct group.

Quokka	Emu	Wallaby	Cat
Huntsman	Owl	Crocodile	Friiled Lizard
Redback spider	Dingo	Daddy long-legs	Mouse
Eagle	Snake	Chicken	
Marsupial		Reptile	Mammal
Bird		Arachnid	



## JOURNAL REFLECTION

**WALT:** reflect on and express our feelings.

### Success Criteria

\*I can share my feelings

\*\*I can share my opinion on successes and difficulties from the week

\*\*\* I can make connections between my feelings and the world around me

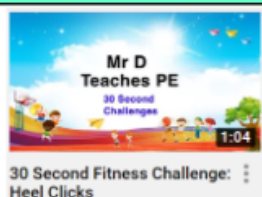
*Please reflect on (think about) your week. This can be completed any way you choose (journal entry, mind map, drawing, video)*

- How are you feeling?
- What's going well?
- What would you change?
- What lessons have you enjoyed the most? Why?

*Please share your reflections on Dojo.*

## WEEK 4 CHALLENGES

### Physical Challenge



<https://video.link/w/4Db4c>



### Word Challenge

#### Missing animals

Can you name the creatures whose names end with these words?  
The first one has been done for you.

- |                        |                        |
|------------------------|------------------------|
| 1. _____ pie    magpie | 5. _____ pine    _____ |
| 2. _____ rich    _____ | 6. _____ at    _____   |
| 3. _____ key    _____  | 7. _____ out    _____  |
| 4. _____ rot    _____  | 8. _____ use    _____  |



### Picture Challenge

#### Tricky triangles

How many triangles can you find in this diagram?



### Maths Challenge

I have fifteen cards numbered 1– 15.  
I put down seven of them on the table in a row.



The numbers on the first two cards add to 15.  
The numbers on the second and third cards add to 20.  
The numbers on the third and fourth cards add to 23.  
The numbers on the fourth and fifth cards add to 16.  
The numbers on the fifth and sixth cards add to 18.  
The numbers on the sixth and seventh cards add to 21.  
What are my cards?  
Can you find any other solutions?

### Mystery Number Challenge

#### Number diamonds

Place the numbers 1 to 8 in the circles so that each diamond adds up to 18.  
You can only use each number once.

