Stage 3 – Take Home Learning Pack Term 4, Week 2

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 4, WEEK 2

2021 STAGE 3 REMOTE LEARNING TIMETABLE – TERM 4, WEEK 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10	20mins Reading				
9:30	Reading Comprehension Cloze Passage	Reading Comprehension Passage Questions	Reading Comprehension Cloze Passage	BTN Threatened Species Day https://www.abc.net.au/btn/classroom/threatened-species-day/13524114	FREE CHOICE FRIDAY Choose at least 2 activities from the grid to complete
	Crunch and Sip				
10:10	Spelling Adding 'ing'	Spelling Adding 'ing'	Spelling Correct the Errors	Vocab game	
10:25	Writing Planning Speech https://www.loom.com/share/42998fb7767a492da162a0189efe4506	Writing Draft Speech https://www.loom.com/share/56a3328680a3404a8a99c1a9d94f02a9	Writing Publish Speech https://www.loom.com/share/58655405c613407ab6f5278d26558d2f	Writing Presenting Speech https://www.loom.com/share/9b426366b3d14ae49db048fe458a6990	
11:00	**Break 1**				
11:50	Maths Types of Lines https://youtu.be/mlv2d0cdcrc	Maths Angles https://youtu.be/C18ejlRtLu0	Maths Quadrilaterals	Maths Angles https://youtu.be/B0RyW2qdFFw	
12:30	PDH Emotions https://bit.ly/3z9bF4b	Numeracy Ninjas Study Ladder / Reading Eggs Typing Tournament	Geography Everyday Life in Asia https://www.inquisitive.com/video/237-bangkok-marke	Numeracy Ninjas Study Ladder / Reading Eggs Typing Tournament	
1:10	Fitness Activity Grid	Fitness Dance or Move Tabata https://youtu.be/yusb7M7oG94	Dance (Fitness) Cotton Eye Joe https://youtu.be/GIJYTWxSVM4	Fitness Sock Ball Games	
1.30	**Break 2**				
2.10	Visual Arts Robert Delaunay Abstract Art https://bit.ly/3hrczmt	Library Cyber Safety - Online Images https://forms.office.com/r/eJaikhwNJk	Reading Eggs Study Ladder Hit the Button Typing Tournament	Science Earthquakes https://on.doi.gov/3hAD7Sn	

DAILY

Read for 20 minutes each day

- Library book
- Newspaper article
- Online book
- Magazine Article
- Reading Eggs
- Book of your choice
- PM Readers
- Research information

- Read a piece of everyday text
(a menu, timetable, advertisement, cereal box)

Reading Scavenger Hunt
Work your way through the reading scavenger hunt by choosing one to complete each day.

A Read about your favourite animal	**B** Read in your backyard or on a balcony	**C** Read a chapter book
D read a digital book	**E** Read a text with exciting facts	**F** read a fiction book
G read a book that was a gift	**H** Read a story about a holiday	**I** Read a book with your first initial of your name
J Read a joke book	**K** Read a book to another kid	**L** Read a book about a lion
M Read a magazine	**N** Read a nonfiction book	**O** Read outside
P Read a poem	**Q** Read about a queen	**R** Read on a rainy day
S Read a book in a series	**T** Read under a table	**U** Read a book upstairs
V Read a story about a vampire	**W** Read a book wearing a hat	**X** Read a book with eXpression
Y Read a book to your family	**Z** Read about a zoo animal	

Choose an online activity to complete

Reading Eggs | Studyladder | Typing Tournament Online | Hit the Button

FITNESS: choose an activity each day

Go for a bike ride	Do yoga	Play soccer	Play handball
Go for a walk or run	Make an obstacle course	Plank challenge	Skipping
Do karate or boxing workout	Jump on trampoline	Play tag	Play catch or wall throw
PE With Joe https://video.link/w/4R03c	Just Dance https://www.youtube.com/results?search_query=just+dance	Just Dance	30sec Challenges https://bit.ly/3iVyK4n

COTTON EYE JOE
https://youtu.be/GlJYTWxSVM4

DANCE OR MOVE -TABATA-
https://youtu.be/yusb7M7oG94

Active for Life Sock Ball Games

1. PREPARE YOUR PLAY AREA
Remove breakable objects such as lamps, electronics, flower vases, etc. The play area can be a bedroom, living room, or anywhere there is enough space to throw, catch or kick a ball and swing a simple bat. Objects like pillows, chairs, sofas and boxes can be used as goals or targets for some games.

2. MAKE A SOCK BALL
Roll and fold a pair of socks inside each other. For larger balls, use 3-4 pairs of socks, or use heavy adult-size work socks.

3. GET READY TO PLAY!

SOCCER
One player: Practice shooting on a "goal" (living room sofa, door opening, laundry hamper laid on its side).
Two or more players: Play a game 1-versus-1 or 2-versus-2 (use sofas, doorways, etc. as goals).

BASKETBALL
One player: Practice shooting on a "basket" (laundry hamper, small cardboard box, or other container turned upright).
Two or more players: Play 1-versus-1 or 2-versus-2 in a competitive shootout challenge. Take turns shooting from different distances. No blocking allowed.

BOWLING
Set up 6 empty milk cartons or plastic bottles as bowling "pins."
One player: One child can play alone after a parent shows how to setup the bowling pins.
Two or more players: Play against each other in a competition.

THROW AND CATCH
Stand 3-5 metres apart and throw to each other.
Start with gentle underhand throws.
As throwing and catching improve: throw faster, throw overhand, and even try trick throws (throw from behind your back, under your legs, from behind your head, etc.).

DODGE BALL
Make two or three sock balls per person.
Players are allowed to pick up balls from opponents and throw back at them.
Players are only permitted to throw from their "home base" (sofa, bed, or other designated place).
No "elimination" when you are hit—keep playing.

BASEBALL BATTING
Use a cardboard tube, roll a newspaper with tape, or get a plastic vacuum cleaner pipe to use as a baseball bat.
Take turns pitching and batting the sock ball
With three or more players, extra players are "fielders" who try to catch the ball after it has been hit.
After 10 hits, change batters.

MONDAY

WALT: understand the rules about adding the suffix 'ing' to a base word

Success Criteria:
*I can add 'ing' do a base word
**I can double the final consonant in single syllable words with a short vowel and add 'ing'
***I can double the final consonant where appropriate and I am aware of the exceptions
****I can identify other spelling rules when adding 'ing'

SUFFIX RULE

When a single-syllable word has a single short vowel, double the final consonant before adding 'ed' or 'ing'.

EXAMPLES

hop – hopped/hopping, star – starred/starring, rub – rubbed/rubbing

EXCEPTIONS

Do not double the final consonant when it is preceded by a double vowel. Examples: fear – feared/fearing, reap – reaped/reaping, pout – pouted/pouting

---

Generally, you just add 'ing' to the base word.

Base Word	+ 'ing'
go	going
play	playing
read	reading

However, that is not always the case…

So far we have learnt that:
- When a word ends in an 'e', you drop the 'e' and add 'ing'
- When a word ends in an 'ie', you drop the 'ie', add 'y' and then 'ing'

Adding 'ing' to single syllable words with a short vowel

Vowels letters: a, e, i, o, u and sometimes y

Consonant letters: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z, and sometimes y

Double the last consonant if the word has one syllable and the vowel in the middle makes a short vowel sound. To hear the short vowel sounds, click on this link and listen to the first 15 seconds https://bit.ly/2VEXqGF

Exception: When the final consonant is preceded by a double vowel.
- If the word ends in a 'x', 'y' or 'w', we DO NOT double the last consonant.

Base Word	+ 'ing'
fix	fixing
pay	paying
snow	snowing

Adding 'ing' to single syllable words with a short vowel

REMEMBER!
✓ One syllable
✓ Short vowel before the final consonant
✓ Ends in one consonant
✓ It doesn't end in x, y or z

Example 1: Sing
Is it one syllable? Yes
Has it got a short vowel? Yes
Does it just end in one consonant? No
It doesn't end in a x, y or z? Yes
Answer: Don't double the last consonant and just add 'ing'.
So, it is singing.

Example 2: Strum
Is it one syllable? Yes
Has it got a short vowel? Yes
Does it just end in one consonant? Yes
It doesn't end in a x, y or z? Yes
Answer: Double the last consonant and add 'ing'.
So, it is strumming.

Activity

Add the suffix 'ing' to the base word.

Remember to use the spelling rules you have learnt last week and in this lesson.

Base Word	+ 'ing'
hope	
fix	
clip	
die	
heat	
follow	
share	
cry	
clap	
flip	

WRITING

WALT: We are learning to research key information and plan for our speech.

Success Criteria:
* I can select a topic.
** I can select 3 main points.
*** I can research my topic using my plan.

** Click on the link to watch the video
https://www.loom.com/share/42998fb7767a492da162a0189efe4506

Prepared Speeches

All speeches should attempt to convince or persuade the audience on a topic of their choice.

Stage Three
✧ Message should be profound and justified with examples
✧ Use eye contact, voice, body language and confidence
✧ Best speeches are balanced (humour, rhetorical devices, sincerity, cold hard facts, broader world view)

	Prepared Speech	Impromptu Speech
ES1 (Kindergarten)	1 minute	30 seconds
Stage One (Years 1 & 2)	1 minute 30 seconds	1 minute
Stage Two (Years 3 & 4)	2 minutes	1 minute
Stage Three (Years 5 & 6)	2 minutes 30 seconds	1 minute 30 seconds

What speech topic should I choose?

Sport – making a difference
https://www.loom.com/share/8ef72db61a414bdebeec0c1651a4b0aa

Media Matters
https://www.loom.com/share/a7ac3c086585417b8ec478f7558df229

Australia – Where to next?
https://www.loom.com/share/4057be7c8a884fb68db2065430b7de9a

Racism: it's everyone's business
https://www.loom.com/share/1594b5d50b4145aba39cab2cd92978bb

STAGE 3 MARKING RUBRIC

Outstanding achievement (A) 50+	High achievement (B) 46 - 50	Sound achievement (C) 36 - 45	Basic achievement (D) 23 - 35	Limited achievement (E) 0 - 22	
Matter: Content of the Speech					
10	**8**	**6**	**4**	**2**	**Score**
Information (Respond to and compose texts) — Information addresses the topic and gives substantial detail with elaboration, about familiar places and things.	Information addresses the topic and gives substantial detail about familiar places and things.	Information addresses the topic and gives detail about familiar places and things.	Some information addresses the topic and gives some detail about familiar places and things.	Does not address the topic and gives limited detail about familiar places and things.	
Information (Respond to and compose texts) — Explains each personal opinions or point of view using detailed supportive reasons or evidence.	Explains each personal opinion or point of view using supportive reasons or evidence.	Explains personal opinions or point of view using some supportive reasons or evidence.	Explains personal opinions or point of view using limited supportive reasons or evidence.	Explains personal opinions or point of view using no supportive reasons or evidence.	
Information (Respond to and compose texts) — Uses complex inferences and justifies predictions in a logical sequence.	Uses inferences and reasonable predictions in a logical sequence.	Uses simple inferences and reasonable predictions.	Attempts to use simple inferences and reasonable predictions.	Uses no simple inferences or reasonable predictions.	
Effectiveness — Communicates high interest material by using many different features according to the audience, purpose, context and cultural background. Achieves purpose.	Communicates interesting material by using different features according to the audience, purpose, context and cultural background. Achieves purpose.	Communicates material by using different features according to the audience, purpose, context and cultural background. Achieves purpose.	Communicates some material by using some features according to the audience, purpose, context and cultural background. Achieves purpose to some extent.	Communicates limited material using limited features according to the audience, purpose, context and cultural background. Does not achieve purpose.	
Manner: Presentation of the Speech					
6	**5**	**4**	**3**	**2**	**Score**
Eye Contact — Appropriate eye contact is maintained with minimal reference to palm cards.	Appropriate eye contact is maintained with occasional reference to palm cards.	Appropriate eye contact is maintained with consistent reference to palm cards.	Minimal eye contact with the audience. Majority of speech is read directly from palm cards.	No eye contact. The speech is read in its entirety.	
Voice (Respond to and compose text) — Always speaks clearly and fluently throughout, varying tone, volume and pace effectively for emphasis.	Consistently speaks clearly and usually varies tone, volume and pace appropriately for emphasis.	Speaks clearly, varies tone, volume and pace appropriately for emphasis.	Speaks unclearly at times but there is some variation in tone, volume and pace.	Mostly speaks unclearly with limited variation in tone, volume and pace.	
Body Language (Develop and apply contextual knowledge) — Effective use of facial expression and gestures to convey meaning. Maintains a confident stance.	Consistent use of facial expression and gestures to convey meaning. Maintains a confident stance.	Use of facial expression and gestures to convey meaning. Maintains a confident stance.	Some facial expressions were used to effect. Limited or ineffective gestures. Some movement.	No evidence of facial expression and no, or over exaggerated, gestures. Excessive movement.	
Confidence (Respond to and compose texts) — Rehearse and very confidently delivers, short presentations with enthusiasm on familiar and new topics.	Rehearse and deliver with confidence and some enthusiasm, short presentations on familiar and new topics.	Rehearse and deliver with confidence, short presentations on familiar and new topics.	Rehearse and deliver with some confidence, short presentations on familiar and/or new topics.	Rehearse and deliver with limited confidence, short presentations on familiar and/or new topics.	
Method: Organisation of the Speech					
6	**5**	**4**	**3**	**2**	**Score**
Language Features — Uses extensive predictable vocabulary and/or metalanguage in accordance to the purpose of the spoken text (such as persuasive, informative and entertaining).	Is beginning to use extensive predictable vocabulary and/or metalanguage in accordance to the purpose of the spoken text (such as persuasive, informative and entertaining).	Uses predictable vocabulary and/or metalanguage in accordance to the purpose of the spoken text (such as persuasive, informative and entertaining).	Uses some predictable vocabulary and/or metalanguage in accordance to the purpose of the spoken text (such as persuasive, informative and entertaining). Uses basic vocabulary.	Uses limited predictable vocabulary and/or metalanguage in accordance to the purpose of the spoken text (such as persuasive, informative and entertaining).	
Structure and sequence — Uses relevant introduced text structures to sequence their speech such as a highly effective opening statement and conclusion.	Uses various introduced text structures to sequence their speech such as an effective opening statement and conclusion.	Uses some introduced text structures to sequence their speech such as opening statements.	Uses some structure and sequencing is evident	Lacks a logical sequence of ideas.	
Timing — Time allocation is used to its fullest. (5 seconds either way)	Time allocation is used to its fullest. (15 seconds either way)	Time is well used. (30 seconds either way)	Under/ over time (<1 minute, either way)	More than 1 min over/ under time	

Writing a Speech

There are 3 main parts to a speech:

1. Introduction:
- State the topic of your speech.
- Engage the audience and state why they should listen to your speech.
- Outline the main points of your speech.

2. The body:
- Discuss your main points and any sub-topics.
- Provide supporting evidence and any further information.

3. The conclusion:

Sum up your main points and leave the audience with the main idea that you want them to remember.

HOMEWORK IS UNNECESSARY

Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing. Secondly, students should have the time to participate in other activities after school that are also educational. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework! Thirdly, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.

Emotive Language

Alliteration

Personal Pronouns

Exaggeration

Rule of 3

Rhetorical Questions

Repetition

Modality

Rhetorical Questions Don't students deserve to unwind and relax after a long day at school?	**Personal Pronouns** We need to work together to make schools see that homework is a completely unnecessary exercise.
Alliteration Students should be social after school, not stuck inside doing silly study!	**Emotive Language** Think about all the exhausted children who must suffer through the horrific task of homework every single night.
Modality It is certain that homework does not achieve anything for students; this old-age practice must be stopped!	**Exaggeration** Homework is destroying the childhoods of today's children.
Repetition Homework is stressful for the student, boring for the student and pointless for the student.	**Rule of 3** After school, children deserve to unwind, relax and just be kids.

Persuasive devices and Techniques – Watch the link to find out about persuasive devices.

https://www.loom.com/share/d19fec62e1f2487c99a32e158f695331

Task: Use the research graphic organiser and research your choosen speech topic. Take a photo of your research and upload to your poirtfolio.

Persuasive Speech Writing Task – Research Graphic Organiser

Evidence for Argument 1	Evidence for Argument 2
Evidence for Argument 3	Other Useful Facts and Statistics

Where to next: This is your planning template that you will use for your speech.

Topic: _____

Introduction — State your position

Argument 1	Argument 2	Argument 3
Opening Statement	Opening Statement	Opening Statement
Supporting Evidence	Supporting Evidence	Supporting Evidence
Concluding Statement	Concluding Statement	Concluding Statement

Conclusion

ART

WALT: To learning how to draw an abstract art like Robert Delaunay.

Success Criteria:
* I can draw all the large circles.
** I can draw all the small circles.
*** I can draw concentric circles.
**** I can trace and outline all the circles.
***** I can colour all the artwork using different bright and bold colours.

Robert Delaunay inspired abstract art

Click on the link to watch the video
https://bit.ly/3hrczmt

MATHS

WALT: We are learning about different types of lines.

Success Criteria:
*I can identify and draw parallel, perpendicular and intersecting lines.
** I can describe the features of parallel, perpendicular and intersecting lines.
***I can recognise parallel and perpendicular lines in 2D shapes and maps.

TYPES OF LINES

** Click on the link to watch the video about Parallel, Perpendicular and Intersecting Lines

https://youtu.be/mlv2d0cdcrc

Types of Lines

Vertical

Straight line up and down

Horizontal

Straight line left and right

Diagonal

Straight line corner to corner

Parallel
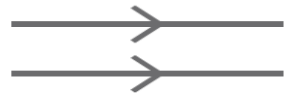
Lines that will never meet and are always the same distance apart.

Perpendicular

Lines that meet at a right angle (90°)

Intersecting Lines

Lines that cross but do not make a right angle.

Types of Line

Parallel Lines
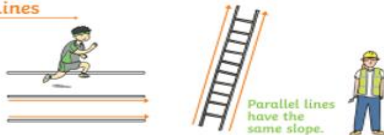
Parallel lines have the same slope.

Perpendicular Lines

Perpendicular lines will intersect to form a right angle.
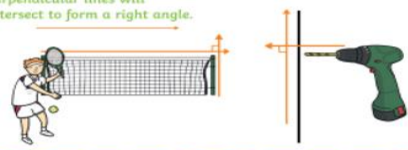
Intersecting Lines
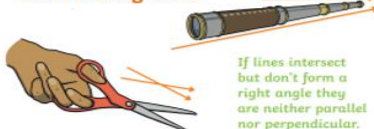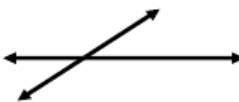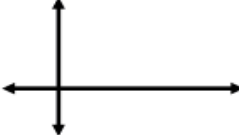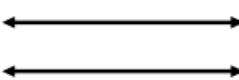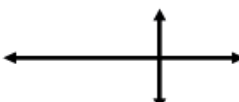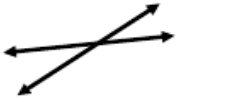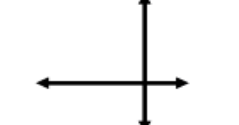
If lines intersect but don't form a right angle they are neither parallel nor perpendicular.

twinkl

Parallel, Perpendicular and Intersecting Lines
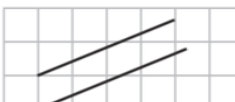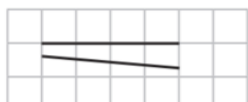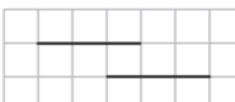
	Description	Figure	Symbol
Parallel Lines	Two lines remain the same distance apart at all times and never intersect.		$\overrightarrow{AB} \parallel \overrightarrow{CD}$
Perpendicular Lines	Two lines that intersect and form right angles.		$\overrightarrow{PQ} \perp \overrightarrow{MN}$
Intersecting Lines	Intersecting lines meet or cross each other.		$\overrightarrow{ST}$ intersect $\overrightarrow{UV}$

Parallel, Perpendicular or Intersecting Lines
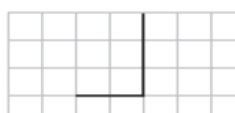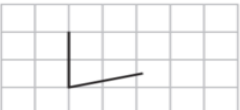
Classify whether pairs of lines are parallel, perpendicular and intersecting.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____

9. Draw arrows to show if the lines are parallel

a)

b)

c)

d)

10. Draw right angles to show if the lines are perpendicular
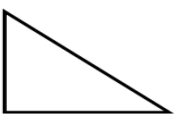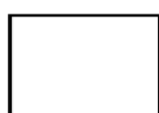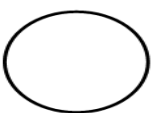
a)

b)

c)

d)

11. Draw and label a pair of parallel, perpendicular and intersecting lines
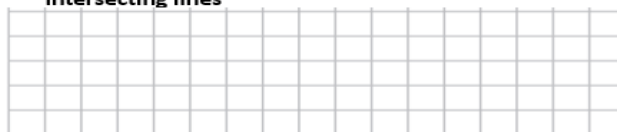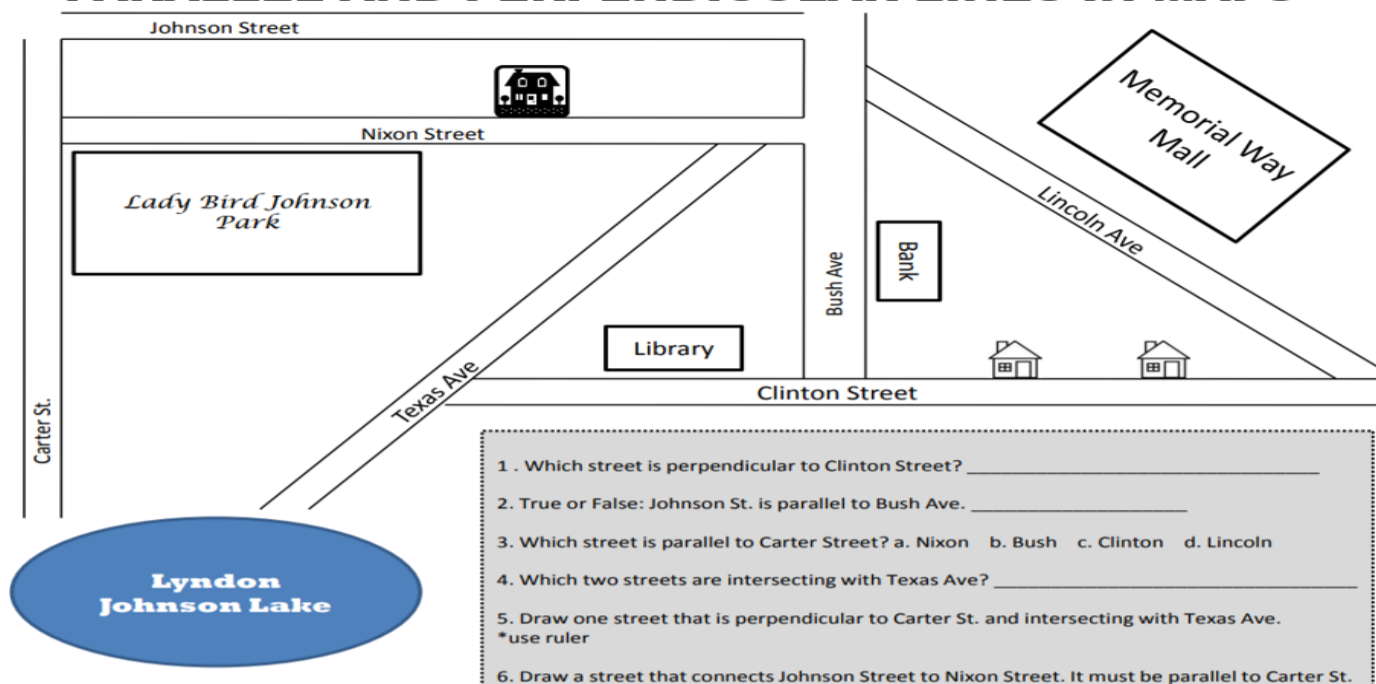
PARALLEL AND PERPENDICULAR LINES IN 2D SHAPES

1. Label the pairs of **parallel** lines with arrows
2. Label the **perpendicular** lines with a square in the corner
3. Count how many pairs of parallel and perpendicular lines each shape has and record it

	Parallel = **2** Perpendicular = **4**		Parallel = Perpendicular =
	Parallel = Perpendicular =		Parallel = Perpendicular =

PARALLEL AND PERPENDICULAR LINES IN MAPS

Johnson Street

Nixon Street

Lady Bird Johnson Park

Carter St.

Texas Ave

Library

Bush Ave

Bank

Clinton Street

Memorial Way Mall

Lincoln Ave

Lyndon Johnson Lake

1 . Which street is perpendicular to Clinton Street? _____

2. True or False: Johnson St. is parallel to Bush Ave. _____

3. Which street is parallel to Carter Street? a. Nixon   b. Bush   c. Clinton   d. Lincoln

4. Which two streets are intersecting with Texas Ave? _____

5. Draw one street that is perpendicular to Carter St. and intersecting with Texas Ave.
*use ruler

6. Draw a street that connects Johnson Street to Nixon Street. It must be parallel to Carter St.

PD / HEALTH

WALT: We are learning to understand our emotions.

Success Criteria:
*I can identify some emotions.
**I can list different reactions from these emotions.
***I can write about a time I experienced these emotions.

An emotion is a strong feeling deriving from one's circumstances, mood, or relationships with others.

After watching the video, create a mind map of the words that come to your mind when you hear the word emotions...
https://www.youtube.com/watch?v=jetoWelJJJk&ab_channel=SmileandLearn-English

Emotions

Underneath the emotions, make a list of what your body or face might be doing when you feel this emotion. Then write about a situation where you have experienced this emotion. (The first one has been done for you.)

Reaction	Scenario
Smile Laugh Rosy Cheeks	I felt happy when my parents told us about our holiday to Queensland.

Reaction	Scenario

Reaction	Scenario

Reaction	Scenario

Reaction	Scenario

Reaction	Scenario

WALT: We are learning to read a passage and fill in the missing words.

Success Criteria:
*I can read the passage.
**I can read and attempt to fill in the missing words.
***I can read the passage and use my comprehension skills to fill in the correct words.

A cloze passage is a passage of text with missing words. The reader needs to fill in the blank spaces using words from a list or word bank. Read the whole text through before choosing any words from the word bank. While one word might seem like a good fit for a blank space at the start of the text, it might fit better elsewhere. It's also essential to have a solid understanding of what the whole text is about. Below is an example!

| most | up | grow | necks | Africa |
| feet | leaves | bus | long | tallest |

Giraffes are the ___tallest___ living animal in the world. They can ___grow___ up to about 5 metres tall. That is about as tall as a doubledecker ___bus___!

Giraffes live in ___Africa___. Their long ___necks___ help them to eat the ___leaves___ in the tallest part of the trees. They like the leaves on the acacia trees ___most___ of all.

Giraffes can run very fast but not for very ___long___. They can sleep standing ___up___ but often sleep sitting down with their ___feet___ tucked under them.

Tropical Cyclone

Cyclones are intense _____ storms with powerful winds and heavy rain. They can also be referred to as _____, typhoons or tropical depressions.

Cyclones usually begin over warm seas where there is _____ atmospheric pressure. The warm, moist air begins to _____ into a strong, circling storm. Once crossing over onto land, cyclones typically _____. This is because they are cut off from their primary energy _____.

Cyclones have three main parts: the rainbands, the eye and the eyewall. Weather in the _____ of a cyclone is usually calm. The diameter of the eye is usually around 50 km (30 miles) in length, but can be as large as 320 km (200 miles).

Cyclone intensity is measured by the storm's _____ speed, on a scale of 1-5. The strongest cyclones are known as category 5 and can move as quickly as 300 km/h (180 m/h). Winds this fast cause _____ damage, such as ripping trees from the _____ and flattening buildings.

People living in cyclone-prone _____ must know how to keep themselves safe in these events. If a cyclone hits and you are at home, it is best to move to the _____ level of the house, such as basement or storm cellar. If there is no basement, move to a small room with no_____, such as a bathroom or cupboard. You should keep your_____ kit with you at all times, as well as your battery-operated _____ (so that you can listen for updates). If you are in a car when a cyclone hits, stop and park in a clear area away from trees, power lines and bodies of water. It is _____ to wait in your car until the cyclone passes.

Complete the Cloze Passage

Word Bank

tropical	areas
eye	spiral
weaken	source
lowest	ground
wind	emergency
intense	radio
low	windows
hurricanes	safest

TUESDAY

WALT: understand the rules about adding the suffix 'ing' to a base word

Success Criteria:

*I can add 'ing' do a base word

**I can double the final consonant and add 'ing' when a word ends in 'l'

***I can double the final consonant where appropriate and I am aware of the exceptions

****I can identify other spelling rules when adding 'ing'

SUFFIX RULE

When a multi-syllabic word ends in 'l', double the 'l' before adding 'ed' or 'ing'.

EXAMPLES

travel – travelled/travelling, fulfil – fulfilled/fulfilling, cancel – cancelled/cancelling

EXCEPTIONS

Do not double the 'l' when it is preceded by a double vowel. Examples: reveal – revealed/revealing, conceal – concealed/concealing, heal – healed/healing

Adding 'ing' to words that end with a 'l'

• Double the consonant and add -ing with words ending in the letter 'l'.

Base Word	+ 'ing'
cancel	cancelling
counsel	counselling
fulfil	fulfilling

Exceptions:

• When the letter 'l' is preceded by a double vowel.
• Also, if it ends in a double 'l', you do not have to add another 'l'.

In America, they do not double the 'l' but in Australia, we do!

Activity

Add the suffix 'ing' to the base word.

Remember to use the spelling rules you have learnt so far.

Base Word	+ 'ing'
dwell	
bat	
drool	
expel	
email	
multiply	
stop	
jump	
tie	
create	

WALT: We are learning to read a passage and answer comprehension questions about the text.

Success Criteria:
*I can read the text about earthquakes.
**I can read and attempt to answer some comprehension questions.
***I can read and answer all comprehension questions and explain my answers.

What are Earthquakes?

An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth's surface directly above the focus. This point is called the epicentre.

Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake.

So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth's surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In an earthquake with a rating of 8, many buildings will fall down and people's lives will be at serious risk.

Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur. However, they do know that earthquakes occur along fault lines and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.

Read the text about Earthquakes.
Answer the comprehension questions.

1. When do earthquakes occur?_____
_____
_____

2. Why is the location of an earthquake usually referred to as the epicenter? _____
_____
_____

3. How are seismographs useful in measuring the magnitude of an earthquake? _____
_____
_____

4. Can scientists predict when and where an earthquake will occur? Why/why not?
_____
_____
_____

True or False:
A) Tectonic plates bumping into each other can cause an earthquake.   T/F
B) Foreshocks are only ever very small.   T/F
C) Scientists are aware of where fault lines exist around the world.   T/F

WRITING

** Click on the link to watch the video https://www.loom.com/share/56a3328680a3404a8a99c1a9d94f02a9

PEEL - STRUCTURE
paragraph writing

How to structure your paragraph:

POINT
Make a point about the topic. State the main idea.

EXAMPLE
Support your point with examples, quotes or evidence.

EXPLAIN
Elaborate on how your example supports the main idea.

LINK
Link your final point back to the main idea.

Sentence starters:

First of all...
There are many reasons why...
[TOPIC] means...
To begin with...
Evidence suggests...
It is obvious that...
Have you ever thought about...

For example...
Research shows...
This is supported by...
From my own experiences...
This is demonstrated as...
Some examples to support this...
[QUOTE]... as you can see...

This tells us...
It appears that...
It's obvious that...
With these examples in mind, you can see that...
As a result...
It is clear that...

In conclusion...
It is evident that...
Evidently...
[Restate the main point]
This demonstrates...
Therefore, it can be said...
[Insert rhetorical question]

PEEL - STRUCTURE
paragraph writing

How to structure your paragraph:

POINT
Make a point about the topic. State the main idea.

EXAMPLE
Support your point with examples, quotes or evidence.

EXPLAIN
Elaborate on how your example supports the main idea.

LINK
Link your final point back to the main idea.

Sustainability Example:

Sustainability means to reuse and recycle items. It's important to learn about the materials that your items are made out of and how they are made. Sometimes we don't realise the damage that is being done to our planet.

For example, reusable water bottles, bamboo toothbrushes and reusable shopping bags, are small sustainable swaps that will support our future. Did you know that a lot of our single use plastic ends up in the ocean?

This tells us that we have a duty to our planet to do the best we can with what we have got. By participating in one of these small swaps, you are participating in sustainable practices.

Evidently, by working together we can support a sustainable world. Don't forget, you can learn to be sustainable just by asking questions about what your personal items are made from and where they were created.

Persuasive Speech Writing Task – Checklist

Structure

✓ My speech begins with an introduction that states my viewpoint on the issue and captures the attention of my audience.

✓ I have included three strong arguments that support my viewpoint on the issue and are backed up by factual evidence.

✓ My speech ends with a conclusion which summarises my arguments and reinforces my viewpoint on the issue.

Language Features and Devices

✓ I have used thinking and feeling verbs.

✓ I have used connecting words and phrases.

✓ I have used cause and effect connectives.

✓ I have used rhetorical questions.

✓ I have used personal pronouns.

✓ I have used alliteration.

✓ I have used repetition.

✓ I have used emotive language.

✓ I have used a high level of modality.

✓ I have used the Rule of 3.

SPEECH TOPICS
- Sport – making a difference
- Media matters
- Australia where
- Racism: it's everyone's business

Task: Choose a proforma and draft your speech. Use the checklist to ensure that you have included all your speech elements. Take a photo of your writing and upload to portfolio.

Introduction

- What is the topic of your speech?
- Why should the audience listen to your speech?
- What will your main points be?
- The introduction is where you gain the listeners attention, clearly state the purpose and preview the structure of your speech.

Body

- How will your expand your points?
- What is your supporting evidence and information?
- In the body you speak about each of your points in detail. For each point you must give the audience some evidence or information that will help explain and support each point.
- The body is the longest of the three parts.

Conclusion

- What were the main points of your speech?
- What do you want the audience to remember?
- Summarise your main points and prepare the audience for the end of your speech.
- You can present any final appeals or challenges, but do not include any extra information here.

Speech Planning Template

Topic:

Introduction: Get the audience's attention, state your position
- Share a brief story or example that directly relates to the speech.
- Mention a startling statement, statistic or fact.
- Start with a question, quotation, or familiar saying that has to do with the topic

Body: Select 3 main points about your topic and use PEEL

Main point 1:

Main point 2:

Main Point 3:

Conclusion: Signal the close, reinforce the main points and end strong.

Topic: _____

Introduction — State your position

Argument 1 | Argument 2 | Argument 3

Opening Statement | Opening Statement | Opening Statement

Supporting Evidence | Supporting Evidence | Supporting Evidence

Concluding Statement | Concluding Statement | Concluding Statement

Conclusion

NUMERACY NINJAS

WALT: develop our numeracy speed, accuracy and efficiency.

Success Criteria:
*I can recall number facts.
**I can accurately calculate number problems.
***I can use a variety of strategies to quickly solve number problems.

Place a timer on for 5 minutes and see how many of the maths mentals questions you can answer in that time.

You can choose:
Level 1 to practice recalling your times tables quickly
or
Level 2 for mixed maths mental problems.

Your score out of 30 for Level 2 tells you which Ninja belt colour you earned.

LEVEL 1

Day 3

Q	Question	Answer	Q	Question	Answer
1	$6 \times 8 = \square$		21	$8 \times \square = 32$	
2	$\square \div 1 = 10$		22	$\square \times 8 = 48$	
3	$\square \times 5 = 45$		23	$20 \div \square = 10$	
4	$\square \div 3 = 9$		24	$45 \div 5 = \square$	
5	$9 \times \square = 54$		25	$\square \div 10 = 7$	
6	$7 \times 7 = \square$		26	$\square \times 6 = 54$	
7	$49 \div 7 = \square$		27	$6 \times 8 = \square$	
8	$2 \times \square = 2$		28	$\square \times 9 = 81$	
9	$20 \div \square = 10$		29	$\square \times 10 = 20$	
10	$8 \times \square = 48$		30	$30 \div \square = 10$	
11	$7 \times 10 = \square$		31	$8 \times \square = 24$	
12	$7 \times 2 = \square$		32	$6 \times 4 = \square$	
13	$100 \div \square = 10$		33	$1 \times 4 = \square$	
14	$4 \div \square = 2$		34	$10 \times 4 = \square$	
15	$7 \times 6 = \square$		35	$90 \div 10 = \square$	
16	$6 \times 7 = \square$		36	$\square \div 2 = 4$	
17	$1 \times \square = 4$		37	$8 \times \square = 24$	
18	$8 \times 6 = \square$		38	$60 \div 6 = \square$	
19	$30 \div 3 = \square$		39	$\square \times 1 = 9$	
20	$7 \times 10 = \square$		40	$\square \times 6 = 48$	

LEVEL 2

WEEK 2 SESSION 1 - Answer as many questions as you can in 5 mins
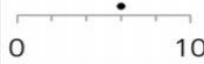
MENTAL STRATEGIES - do these in your head

Q	Question	Answer
1	$\square + 6 = 10$	
2	What is double 5?	
3	Halve 63	
4	$26 + 30$	
5	$98 + 99$	
6	$22 + 10 = 22 + 8 + \square$	
7	$3 + 223$	
8	$20 + 61 = 20 + 60 + \square$	
9	$\square + 3 = 5$	
10	$\square + 2 = 20$	
	Total out of 10	

TIMESTABLES – do these in your head

Q	Question	Answer
1	$9 \times 5 = \square$	
2	$10 \div 2 = \square$	
3	$8 \times \square = 8$	
4	$16 \div \square = 4$	
5	$8 \times 4 = \square$	
6	$15 \div 3 = \square$	
7	$\square \times 2 = 12$	
8	$\square \div 7 = 1$	
9	$5 \times 8 = \square$	
10	$14 \div 2 = \square$	
	Total out of 10	

KEY SKILLS – you may use written calculations for these questions

Q	Question	Answer
1	$3905 \div 5$	
2	$7 + 25 \div 5$	
3	$2.013 \div 0.1$	
4	2.26×1000	
5	$34 - 0.74$	
6	Write 56/72 in its simplest form	
7	Difference between 4 and -4	
8	Value of the dot? 0 ———— 10	
9	What is the lowest common multiple of 4 and 5?	
10	What is the cube root of 27?	
	Total out of 10	

WALT: We are learning about angles formed at intersecting lines.

Success Criteria:
*I can identify angles formed at intersecting lines.
** I can describe the features of angles on a straight line, angles around a point and vertically opposite angles.
***I can calculate missing angles.

Exploring More Complex Angles

Angles become more complex when several lines intersect (cross).
Some of these more complex angles include:

➢ Angles on a straight line, similar to supplementary angles (180°)
➢ Angles at a point (360°)
➢ Vertically opposite angles (equal)

Angles on a Straight Line

There are 360° in a complete turn.
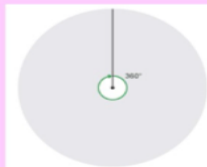
There are 180° in half a turn. This is an angle on a straight line.

180°
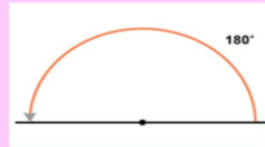
Angles on a straight line **always** add up to 180°

140°

One of these angles measures 140°. What does the other angle equal?

Angles on a straight line always add up to 180°.

130°   50°
130° + 50° = 180°

160°
20°
20° + 160° = 180°

Finding Missing Angles

Angles on a straight line always add up to 180°

117°   ?
180° – 117° = 63°
The missing angle is 63°.

?   142°
180° - 142° = 38°
The missing angle is 38°.
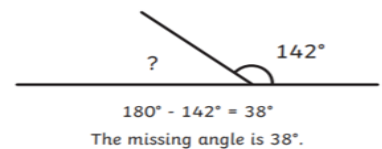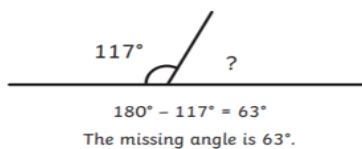
Angles on a Straight Line

Calculate the missing angles. You do not need a protractor for this activity.

1) **180° - 50° = 130°**
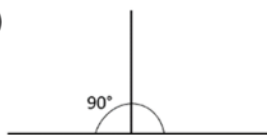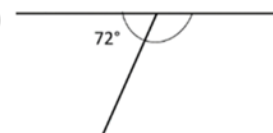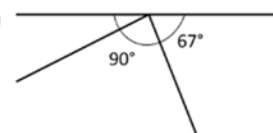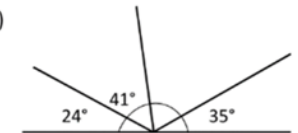
130°
50°

2)
90°

5)
72°

6)
35°   20°

3)
35°

4)
137°

7)
90°   67°

8)
41°
24°   35°

Vertically Opposite Angles

Vertically Opposite Angles

Vertically opposite angles are the angles opposite each other when two lines cross.

75° 105° 105° 75°

105° 75° 75° 105° 105° 75° 75° 105°

Vertically opposite angles are always equal.

- Come in pairs
- And are equal
- The two blue 75° angles are vertically opposite to each other
- The two orange 105° angles are vertically opposite to each other
- Notice too how 75° + 105° = 180° because these are angles on a straight line

75° 105° 105° 75°
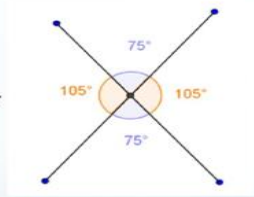
Vertically opposite
Pairs shown in the same colour
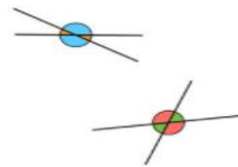
Not vertically opposite

Example

52° 128°
A
B 52°
128°
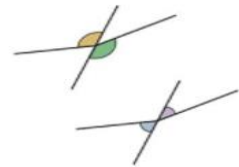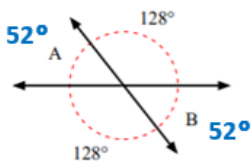
Using our knowledge that angles on a straight line = 180°

A = 180° − 128° = 52°
B = 52° because it is vertically opposite to A

Find the value of angle 'A' and angle 'B'.

1)
B
61°
A
119°
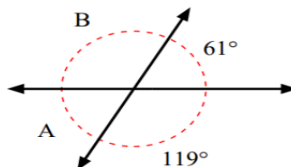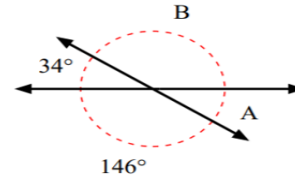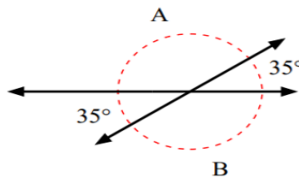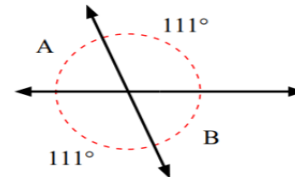
2)
B
34°
A
146°

3)
A
35°
35°
B

4)
A 111°
111° B

Angles at a Point

Angles at a Point

Angles at a point always add up to 360°.

147°
97° 33°
83°

147° + 33° + 83° + 97° = 360°

?
50°
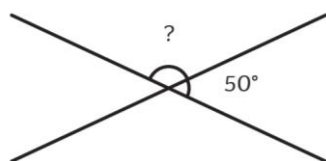
The two known opposite angles total 100°.
360° - 100° = 260°
260° ÷ 2 = 130°
The missing angle is 130°.

Find the missing value for each angle at a point. The first one has been done for you.

a)
135° 45°
45° x

_360° - 135° - 45° - 45° = 135°_
_x = 135°_

b)
115°
92° x

_____
_____

c)
62° 118° 62°
x

_____
_____

d)
90° 90°
x 120°

_____
_____
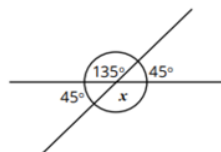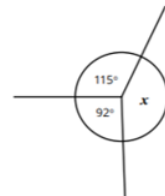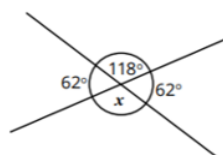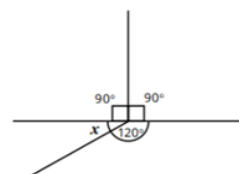
LIBRARY

WALT: 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/ Post/ Delete Scenarios
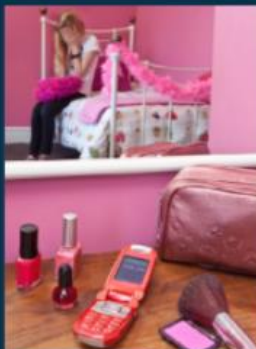
Read the scenarios and decide what to do with the image. Choose and tick the best action that you should apply to the image.

You can click on the link to submit your answers to Mrs Selevitch and Ms Young.

https://forms.office.com/r/eJaikhwNJk

- 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

A class mate took this photo of one of your friends. He's looking grumpy!

☐ Post
☐ Share
☐ Delete

You took this selfie of you and your friend. It's so cute but her parents don't let her post pictures online.

☐ Post
☐ Share
☐ Delete

Your mum took this pic of you and hour horse and sent it to you. You want to share with your close friends.

☐ Post
☐ Share
☐ Delete

You took this sneaky pic of your sister crying. You're having a fight and want to share it with your best friend.

☐ Post
☐ Share
☐ Delete

You took this picture of your friend. You ask him to share it and he agrees but looks really worried.

☐ Post
☐ Share
☐ Delete

You took this pic of your mum running. It looks pretty artistic and posted it on her Picstagram. She said it's ok to share.

☐ Post
☐ Share
☐ Delete

WEDNESDAY

Find and Correct the Errors

- In this activity, you need to edit the text.
- There are 15 spelling and punctuation errors.
- Use red to make the corrections.

"It's snowing! It's snowing!" yelled my brother, runing towards me. I thought he was lieing, so I just ignored him and continued to play my game. "No seriously, it's snowwing!" he said excitedly, shakeing me.

i walked to the window and peered out. My brother wasn't trickking me! I rushed upstairs and quickly got dressed into my snow clothes. as I was tyying my shoelaces, my Mum said, "I think your Dad is building a snow man, you should join him!"

I went outside and gasped at the buotiful white landscape! My brother was slideing down a hill on a sled and my little sister was making a snow fort. I searched for my Dad and saw him hideing behind a snow man. He was going to try and frighten me!

MATHS

WALT: We are learning about 2D shapes and their properties.

Success Criteria:
*I can identify 2D shapes.
**I can name different quadrilaterals.
***I can describe the properties of different quadrilaterals.

2D SHAPES

A two-dimensional (2D) shape is one that only possesses the dimensions of length and width.

width
length
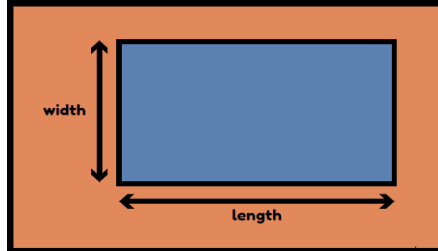
Name the 2D Shape
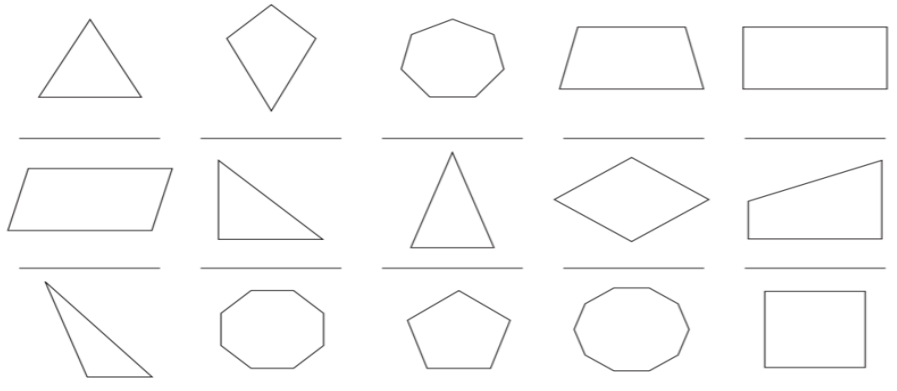
Octagon   Equilateral Triangle   Square   Pentagon   Right-Angled Triangle
Heptagon   Trapezium   Scalene Triangle   Rhombus   Kite
Parallelogram   Quadrilateral   Isosceles Triangle   Decagon   Rectangle

2D SHAPE VOCABULARY AND REVISION

Vertex — A place where two sides insterct (meet)

Side — A straight line

Angle — An area inside a shape between a vertex

Parallel sides — Two opposite sides which are the same distane apart all the way along (like railway tracks)

Adjacent sides — Sides which join to make a vertex.

Opposite Sides — Two sides which face each other

Perpendicular
Lines that meet at a right angle (90°)

Parallel
Lines that will never meet and are always the same distance apart.

Intersecting Lines
Lines that cross but do not make a right angle.

Angles

Acute Angle — Acute angles measure less than 90°.

Right Angle — Right angles measure exactly 90°.

Obtuse Angle — Obtuse angles measure between 90° and 180°.

Straight Angle — Straight angles measure exactly 180°.

Reflex Angle — Reflex angles measure between 180° and 360°.

Revolutions — Revolutions measure exactly 360°.

Quadrilaterals

- 'Quadrilateral' means four sides.
- 'Quad' means four and 'lateral' means sides.
- A quadrilateral is a 2D shape that is closed with four straight sides.
- Quadrilaterals have four vertices with interior angles that add up to 360°.
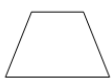
The shapes below are all types of quadrilaterals.

Parallelogram   Rectangle   Rhombus

Square   Trapezium (UK) Trapezoid (US)   Kite

twinkl visit twinkl.com
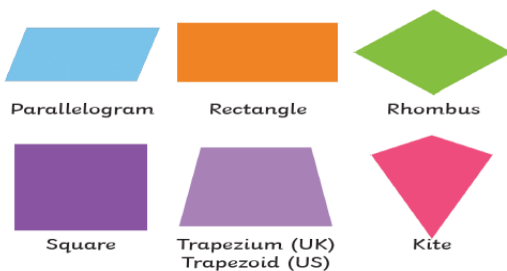
Type of quadrilateral	Properties
Parallelogram	Opposite sides are equal and parallel. Opposite angles are equal.
Rhombus	Opposite sides are parallel. All sides are equal.
Rectangle	Opposite sides are parallel and equal. Each angle is a right angle.
Square	Opposite sides are parallel. All sides are equal. Each angle is a right angle.
Kite	Adjacent pairs of sides are equal.
Trapezoid	Only one pair of opposite sides are parallel.

Quadrilaterals Sorting Task

Match the name, diagram and properties of the quadrilaterals by colouring the set the same colour. The square example has been done for you.

Shape Name	Diagram	Properties
RHOMBUS		• One pair of opposite sides parallel.
TRAPEZIUM		• Both Pairs of opposite sides parallel. • Opposite sides equal in length. • Opposite angles equal.
KITE		• All sides equal in length. • Four 90° Angles. • Both pairs of opposite sides parallel.
SQUARE		• All sides equal in length. • Opposite Angles equal. • Both pairs of opposite sides parallel.
PARALLELOGRAM		• Two pairs of adjacent sides equal in length • One pair of opposite angles equal.
RECTANGLE		• Opposite sides equal in length. • Four 90° Angles. • Both pairs of opposite sides parallel.

1) Complete the sentences:

Straight lines that never meet and stay the same distance apart are called

_____ lines.

Straight lines which meet at a right angle are

called _____ lines.

2) Tick the correct statements:

☐ Line AC is parallel to line DF.

☐ Line DE is perpendicular to line EF.

☐ Line AB is perpendicular to line AC.

☐ Line AB is parallel to line EF.

1) For each of these quadrilaterals, write the name, number of equal sides, right angles and pairs of parallel sides.

a)   b)   c)

2) Draw a quadrilateral with these properties:
   • two pairs of equal length sides
   • no right angles
   • not a parallelogram

What could your quadrilateral be?

What quadrilaterals could you definitely not draw from this description?

Whodunnit?
Follow the clues to find the criminal.......

The criminal has at least one line of symmetry

The criminal has more than two matching angles

The criminal does not have all sides equal

WALT: We are learning to examine the lifestyle and social differences of certain places in Asia by investigating the demographics using a variety of maps.

Success Criteria:
* I can identify the lifestyles and social differences.
** I can examine certain places in Asia and identify the differences between lifestyle and social differences.
*** I can examine the differences and demographics of certain Asian countries and use different maps to back my evidence.

What can everyday life be like in a country in Asia?

Watch the following links.
What do you see, think and wonder for each link?

- Bangkok markets, Video
https://www.inquisitive.com/video/237-bangkok-market

- Himalayan Sherpas, Video,
https://www.inquisitive.com/video/236-himalayan-sherpas

- Sulphur miners video, Video,
https://www.inquisitive.com/video/696-sulphur-miners-video

Lifestyle of People

- Choose one of the videos from the above slide and watch it again.
- Conduct your own research into the lifestyle of the people who live in this area.
- **Compare and contrast your lifestyle with the people who live in those areas**
  You may write this information in any way you like. For example, use a table, Venn Diagram, mind map, use headings and sub-headings.
  Some of the things you could compare are - jobs, homes, environment, transport, education, etc.

COMPREHENSION

WALT: We are learning to read a passage and fill in the missing words.

Success Criteria:
*I can read the passage.
**I can read and attempt to fill in the missing words.
***I can read the passage and use my comprehension skills to fill in the correct words.

A cloze passage is a passage of text with missing words. The reader needs to fill in the blank spaces using words from a list or word bank. Read the whole text through before choosing any words from the word bank. While one word might seem like a good fit for a blank space at the start of the text, it might fit better elsewhere. It's also essential to have a solid understanding of what the whole text is about. Below is an example!

| most | up | grow | necks | Africa |
| feet | leaves | bus | long | tallest |

Giraffes are the _tallest_ living animal in the world. They can _grow_ up to about 5 metres tall. That is about as tall as a doubledecker _bus_!

Giraffes live in _Africa_. Their long _necks_ help them to eat the _leaves_ in the tallest part of the trees. They like the leaves on the acacia trees _most_ of all.

Giraffes can run very fast but not for very _long_. They can sleep standing _up_ but often sleep sitting down with their _feet_ tucked under them.

What are Floods?

Flooding is a _____ disaster where a piece of land that is usually dry is _____ under water. Some floods occur suddenly and _____ quickly, while others can take days or months to build and regress. When floods occur in an area where people live, the water can damage or even wipe away farms, houses, bridges, cars, trees and other heavy items. Flood waters can be very _____. People even lose their lives during floods.

Floods can happen due to a number of reasons: heavy rains, riverine flooding, flash flooding, dam failure and a _____ surge. Rainfall and run off are the major causes of floods. When rain falls over an area of land, some is _____ by the soil, while the rest becomes runoff and flows downhill. The area of land that _____ the runoff is called a catchment. Tides can add to the height of flood waters, increasing the area flooded. Around the world, many people live on land that is subject to _____ flooding. These are known as _____.

The size of a flood event is usually classified by its height (the level of water at a particular location in a waterway). The Bureau of Meteorology uses three general categories of flooding related to water level: _____; which includes inundation of large areas, major disruptions, evacuations of houses and businesses, _____; which includes inundation of low-lying areas, removal of stock and evacuation of some houses and _____; which includes inconveniences such as the closing of minor roads and the submergence of low level bridges.

Flooding can be very dangerous. Only 15 cm of fast-flowing water is needed to knock you off your feet. Floodwater can seriously _____ public and personal transport by cutting off roads and railway lines. Floods can distribute large amounts of water and suspended _____ over vast areas, redirecting valuable soil nutrients to agricultural lands. However, soil can be _____ by large amounts of fast-flowing water; ruining crops, destroying land and buildings and _____ farm animals.

Complete the Cloze Passage.

Word Bank

recede	natural
absorbed	sediment
minor	collects
disrupt	floodplains
storm	major
occasional	eroded
submerged	moderate
dangerous	drowning

WRITING

Click on the link to watch the video   https://www.loom.com/share/58655405c613407ab6f6278d26558d2f

Persuasive Speech Writing Task – Checklist

Structure

✓ My speech begins with an introduction that states my viewpoint on the issue and captures the attention of my audience.

✓ I have included three strong arguments that support my viewpoint on the issue and are backed up by factual evidence.

✓ My speech ends with a conclusion which summarises my arguments and reinforces my viewpoint on the issue.

Language Features and Devices

✓ I have used thinking and feeling verbs.

✓ I have used connecting words and phrases.

✓ I have used cause and effect connectives.

✓ I have used rhetorical questions.

✓ I have used personal pronouns.

✓ I have used alliteration.

✓ I have used repetition.

✓ I have used emotive language.

✓ I have used a high level of modality.

✓ I have used the Rule of 3.

Task: Publish your speech on palm cards. Use feedback from your teachers and the checklist to ensure you have all the elements of your speech. Upload a photo of your published speech to your portfolio.

Palm Card Example

THURSDAY

Choose and complete one activity

PLAY SCATTERGORIES!

You can play by yourself or with someone.
Click on this link: https://bit.ly/2WorcQ1

First, click on the 'Choose a Letter' button.
Second, click on 'Start timer' button.

You will now have 2 minutes to write down a word for each category that starts with the chosen letter!

PLAY BOGGLE!

You can play by yourself or with someone.
Click on this link: https://bit.ly/3kpbCvE

You have 3 minutes to find as many words as you can.

The instructions on how to play are on the webpage below the game.

PLAY A BOARD GAME!

If you have a board game at home that uses words, you can play that!
For example: Boggle, Taboo, Scattergories, Scrabble, Articulate, etc.

PLAY 2 MINUTE WORD CHALLENGE!

Give yourself 2 minutes. List as many words you can think of when you hear the word 'holiday'.

Challenge someone else to beat your record!

BTN

Watch the BTN episode: 'Threatened Species Day'
https://www.abc.net.au/btn/classroom/threatened-species-day/13524114

1. Australia has the world's second biggest collection of species of plants and animals that are found no-where else in the word. True or false?

2. About how many native plant and animal species in Australia are threatened?
    a. 19
    b. 190
    c. 1,900

3. What are some threats to native species?

4. What is the conservation status of the Orange-bellied parrot?

5. What are the threats to the Orange-bellied parrot?

6. How many of the species are left in the wild?

7. When did the Tasmanian tiger become extinct?

8. What can people do to help protect threatened species and their habitats?

9. What questions do you have about this story?

WRITING

WALT: We are learning to present our speech to our teachers.

Success Criteria:
* I can deliver my speech to my teacher.
** I can use appropriate voice projection while delivering my speech.
*** I can make eye contact with my audience while speaking.
**** I can use a range of presentation techniques to engage my audience.

Click on the link to watch the video
https://www.loom.com/share/9b426366b3d14ae49db048fe458a6990

Task: Record your speech and upload to your portfolio. You will be marked on Matter, Manner and Method. Remember you are aiming for 2 minutes and 30 seconds.

MATHS

WALT: We are learning about angles in quadrilaterals.

Success Criteria:
*I can identify different quadrilaterals.
**I can calculate the missing angle in quadrilaterals.
***I can calculate missing angles using angle features of different quadrilaterals.

** Click on the link to watch the video about angles in quadrilaterals https://youtu.be/B0RyW2qdFFw
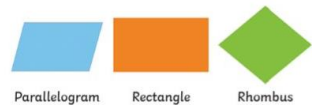
Quadrilaterals

Parallelogram Rectangle Rhombus

Square Trapezium (UK) Trapezoid (US) Kite

Properties

A quadrilateral has:

- four sides (edges)
- four vertices (corners)
- interior angles that add to **360 degrees**:

$80°$
$94°$
$68°$ $118°$

$68° + 118° + 94° + 80° = 360°$

$90°$ $90°$
$90°$ $90°$

$4 \times 90° = 360°$
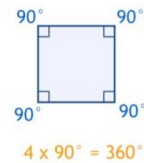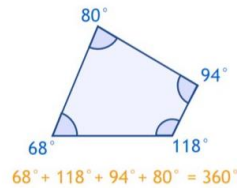
Angles in quadrilaterals always equal 360°

Angle Sum of a Quadrilateral

The angle sum of a quadrilateral is 360°.

$115°$ $145°$
$65°$ $35°$

$115° + 65° + 35° + 145° = 360°$

Parallelogram and Rhombus

$115°$ $65°$
$65°$ $115°$

$100°$ $80°$
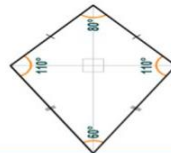$80°$ $100°$
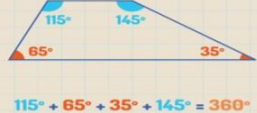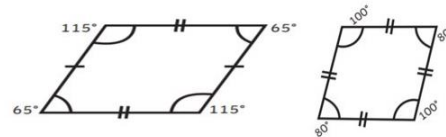
In a parallelogram and rhombus:
- diagonally opposite angles are equal
- adjacent angles add up to 180°

Square and Rectangle
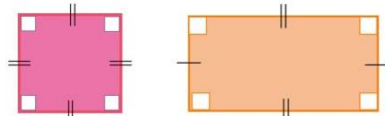
In squares and rectangles each angle is a right angle of 90°
90° x 4 = 360°

Kite

$80°$
$110°$ $110°$
$80°$

In a kite:
- 1 pair of opposite angles are equal

TASK 1

Quadrilateral Angles

Calculate the missing angle in the quadrilaterals.

(You don't need a protractor.)

Remember to check that the total is 360° by completing the inverse operation.

1)
$102°$
$134°$
$64°$ R

$134° + 102° + 64° = 300°$
$360° - 300° = 60°$
$< S = 60°$

2)
$80°$
$80°$
B C

$m\angle C = $ _____

3)
W Z
$120°$
$120°$ $54°$
X Y

$m\angle W = $ _____

4)
$65°$ N
K $95°$
$110°$ M
L

$m\angle L = $ _____

5)
V
S $97°$
T $103°$ $66°$ U

$m\angle V = $ _____

6)
D $80°$ G
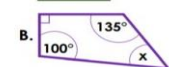$110°$ $110°$ F
E

$m\angle D = $ _____

TASK 2

Quadrilateral Angles

Calculate the missing angles using your knowledge of quadrilaterals.

(You don't need a protractor.)

1. Match the shape to the correct statement.

A.
$95°$ x
$85°$ $95°$

B.
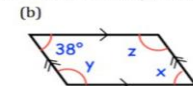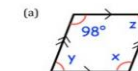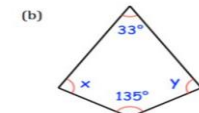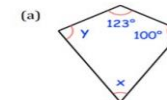$135°$
$100°$ x

C.
$155°$ $155°$
$25°$ x

The missing angle is 35°.

The opposite angles are equal.

The shape has one pair of parallel sides.

2. Find the missing angles for this rhombus and parallelogram

(a)
$98°$ z
y x

(b)
$38°$ z
y x

3. Find the missing angles for these kites

(a)
y $123°$ $100°$
x

(b)
$33°$
x y
$135°$

NUMERACY NINJAS

WALT: develop our numeracy speed, accuracy and efficiency.

Success Criteria:
*I can recall number facts.
**I can accurately calculate number problems.
***I can use a variety of strategies to quickly solve number problems.

Place a timer on for 5 minutes and see how many of the maths mentals questions you can answer in that time.

You can choose:
Level 1 to practice recalling your times tables quickly
or
Level 2 for mixed maths mental problems.

Your score out of 30 for Level 2 tells you which Ninja belt colour you earned.

LEVEL 1

Day 4

Q	Question	Answer	Q	Question	Answer
1	$70 \div 7 = \square$		21	$\square \times 2 = 16$	
2	$7 \times 9 = \square$		22	$9 \times 5 = \square$	
3	$12 \div 6 = \square$		23	$8 \times \square = 24$	
4	$\square \times 7 = 7$		24	$\square \div 6 = 10$	
5	$7 \times 6 = \square$		25	$9 \times \square = 27$	
6	$6 \times 7 = \square$		26	$\square \times 3 = 27$	
7	$\square \div 2 = 6$		27	$9 \times 5 = \square$	
8	$9 \times 5 = \square$		28	$\square \times 10 = 60$	
9	$3 \div 1 = \square$		29	$\square \times 8 = 40$	
10	$7 \div \square = 7$		30	$1 \times 4 = \square$	
11	$81 \div \square = 9$		31	$\square \times 8 = 80$	
12	$5 \times \square = 5$		32	$\square \div 7 = 5$	
13	$10 \div 1 = \square$		33	$8 \times \square = 32$	
14	$\square \div 1 = 8$		34	$\square \times 1 = 10$	
15	$6 \times 4 = \square$		35	$9 \times 5 = \square$	
16	$\square \times 3 = 24$		36	$6 \times \square = 24$	
17	$20 \div \square = 4$		37	$7 \times \square = 21$	
18	$4 \times \square = 24$		38	$7 \times 6 = \square$	
19	$\square \div 3 = 6$		39	$\square \times 6 = 60$	
20	$\square \times 8 = 80$		40	$5 \times 8 = \square$	

LEVEL 2

WEEK 2 SESSION 2 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES - do these in your head

Q	Question	Answer
1	$6 + \square = 10$	
2	What is double 7?	
3	Halve 31	
4	$103 + 60$	
5	$76 + 77$	
6	$43 + 9 = 43 + 7 + \square$	
7	$5 + 142$	
8	$95 + 13 = 90 + 10 + \square$	
9	$3 + 2$	
10	$3 + \square = 20$	
	Total out of 10	

TIMESTABLES – do these in your head

Q	Question	Answer
1	$9 \times 3 = \square$	
2	$63 \div 9 = \square$	
3	$10 \times \square = 20$	
4	$30 \div \square = 10$	
5	$10 \times 8 = \square$	
6	$64 \div 8 = \square$	
7	$\square \times 2 = 16$	
8	$\square \div 7 = 6$	
9	$4 \times 3 = \square$	
10	$72 \div 9 = \square$	
	Total out of 10	

KEY SKILLS – you may use written calculations for these questions

Q	Question	Answer
1	$608 \div 4$	
2	$1 + 4 \times 2$	
3	$42.4 \div 8$	
4	0.86×1000	
5	$27.39 - 2.59$	
6	Write 72/80 in its simplest form	
7	Which is the lowest number, 2 or -10?	
8	Value of the dot? 0 — 30	
9	What is the lowest common multiple of 3 and 4?	
10	What is the value of (-5) cubed?	
	Total out of 10	

SCIENCE

Learning Intention: We are learning about Earthquakes and the impact they have upon the Earth.

Success Criteria:
* I can read the information about Earthquakes.
** I can answer the questions about Earthquakes in full sentence.
***I can draw a diagram to explain how an Earthquake works.

EARTHQUAKES

Navigate the text in this website to learn about Earthquakes and answer the questions https://on.doi.gov/3hAD7Sn
Be sure to answer questions in full sentences in your own words.

What is an earthquake? _____

_____

_____

What causes earthquakes and where do they happen? _____

_____

_____

_____

Why does the earth shake when there is an earthquake? _____

_____

_____

_____

How do scientists measure the size of earthquakes? _____

_____

_____

List some facts about Earthquakes:_____

_____

_____

_____
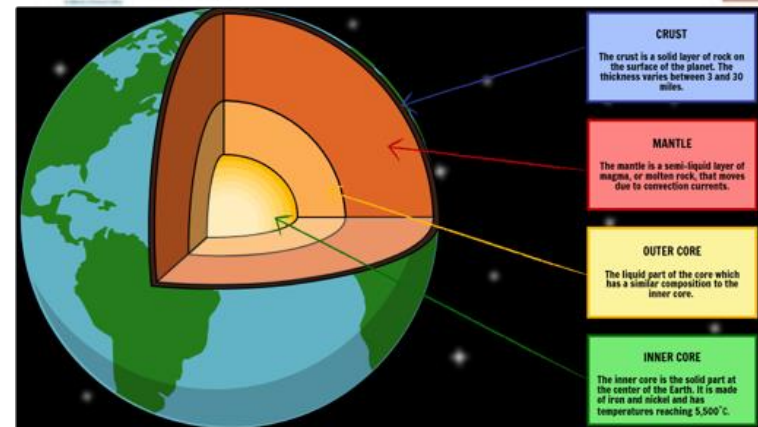
Can you identify any countries that would have more earthquakes than others? Why?_____

_____

_____

_____

FRIDAY

Complete at least 2 activities. Take photos or videos and upload them to your Portfolio.

Video Making
Create a short video (no more than 2 mins) on a topic that interests you.
This could be a stop-motion animation or clay-mation movie.

Creative Talents
Play a musical instrument or make up a dance, song, poem, rap or play to perform for your family or record on video

Photography
Use a camera, phone or device and take some artistic photos of your favourite subjects.

Learn something new
- Juggling
- Magic trick
- Joke
- Say a few words in a different language

Origami
- Free choice
- Paper aeroplanes
- Chatterbox

Red Ted Art https://bit.ly/3xQjknr

Art Hub for Kids https://bit.ly/3iUU2QN

TEN Maths Game
- Salute
- Red or Black
  (flip cards and add for red, subtract for black)
- Fraction Basketball
  (Toss socks or crumpled paper into a basket/bin. After every 10 shot attempts, each player converts scores into fractions. For example, succeed 3 times, their score is 3/10.)

Art
How to draw a cartoon character
https://youtu.be/mOhajtMP8lk

Writing
- Free choice
- Journal reflection
- Thank you letter
- Recipe
- Zine

Puzzles
Do a:
- Jigsaw puzzle
- Find-a-word
- Crossword
- Sudoku
- Maze

Play cards or a board game

Build Lego
- Tree house
- Marble run
- Pyramid
- Movie or book character

Cooking
Bake or cook a meal or treat for you and your family to enjoy.

1 min Sock Challenges
Sock Catch
How many times can you throw a sock in the air and catch it with your hands?

Sock Basketball
Place a basket/bucket 1m away from you. How many times can you throw the socks into your basket? Also try doing sit ups and shoot into the basket

Sock Jump
Place your socks in the middle of the floor. How many times can you jump over them from side?

Sock Keepie-Uppies
How many times can you keep a ball of socks in the air without catching them? You can use your hands, feet, knees, head, etc.

STEM: Earthquake Proof House
Build a house from materials around your home that can withstand an Earthquake.

What materials will you use? How do you know these materials will work?

Place your house on something you are able to shake to simulate an Earthquake.

Did the house remain standing? Was it damaged? Did your house withstand the Earthquake?

Edible STEM: Plate Tectonics
In science this week we learnt a little about the earth's surface being tectonic plates on magma.

Use biscuits and cream or icing to model what happens when the plates move apart, towards each other and slide past. This causes earthquakes, volcanoes, tsunamis.