

STAGE 3 – REMOTE LEARNING – TERM 3, WEEK 1

2021 STAGE 3 REMOTE LEARNING TIMETABLE – TERM 3, WEEK 1

Please submit completed tasks to your Class Dojo Portfolio

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10	20mins Reading			
9:30	Comprehension Choose an activity from the grid	Comprehension Choose an activity from the grid	Reading Eggs	BTN NASA Venus Mission https://www.abc.net.au/btn/classroom/nasa-venus-missions/13380580
	Crunch and Sip			
10:10	Book Review Writing Watch the video then write your introduction https://bit.ly/2WFtKpl	Book Review Writing Write your summary of events https://bit.ly/3ftaa8e	Book Review Writing Write your conclusion and recommendation https://bit.ly/3bliXFU	Book Review Writing Edit your writing then publish and rate your work https://bit.ly/3dw7uVx
10:50	Vocab – word of the day review	Vocab – word of the day diverse	Vocab – word of the day population	Vocab – word of the day recommendation
	Break 1			
11:40	Crunches The Ads vs the Bads	Mindfulness Mindful Memory	Crunches Cloud Painting	Mindfulness Moments of Gratitude
11:50	Maths Multiplication	Maths Multiplication https://video.link/w/LV83c	Maths Division https://video.link/w/8X83c	Maths Division
12:30	Number of the Day TEN Maths Multiplication War	Geography Asian countries research https://video.link/w/8R63c	Number of the Day TEN Maths Multiplication War	Music Rap my name
1:10	Fitness PE with Joe – 8 min Workouts	Fitness Dice Workout or Yoga	Fitness Just Dance	Fitness 30sec Physical Challenges
	Break 2			
2:10	Science Stem Activity: Design and make using recycled items	Visual Arts Perspective Drawing https://www.youtube.com/watch?v=sMPFe2U5_gg	Visual Arts Perspective Drawing https://www.youtube.com/watch?v=iNg1BD5C6LI	Journal Reflection How are you feeling? What have you been doing? What's going well? What would you change?

STAGE 3 – REMOTE LEARNING – TERM 3, WEEK 1

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

Choose an activity from the grid or complete a Reading Eggs activity each day.

Logical - Mathematical	Verbal - Linguistic	Interpersonal	Intrapersonal	Naturalist	Visual – Spatial	Musical – Rhythmic and Harmonic	Bodily - Kinaesthetic
Construct a timeline relating to events in the text.	Retell an interesting part of the text in your own words.	In a group, make a list of the five most important parts in the text.	Explain in a diary entry how the text makes you feel.	Draw a landscape/animal/plant described in the text.	Make a collage using images, words, topics from the text.	Make a playlist for the text – assign songs that would suit the different parts in your text.	Write and present a play or skit about the text.
Draw a plan/map to scale relating to a room or scene in the text.	Write a newspaper article about a topic from the text.	Conduct an interview with another person who has read the text. Use the questions you asked to write a magazine article.	Make a mind map about yourself in relation to the topic/characters in the text.	Find photos from magazines of scenes that could be in the text. Write a description about how they are related.	Design a bookmark about the text. Include the title, author and a summary of the text. Decorate it with pictures about the text.	Choose a passage from the text. Read aloud and make sound effects with different objects.	Act out a section of the text – do what the character would be doing.
Design a survey and graph the results relating to an issue in the text.	Write a radio advertisement for the text telling people why they should read it.	Plan a pamphlet to promote reading. Mention the text as a good book for students to read.	Make some predictions about what types of books students will read in the future.	Draw and write attributes for an animal that could be found in the text.	Draw and label a map of one of the areas, rooms or landscapes in your text.	Make up a song about the text.	Make a model of one of the characters from the text.
Create a code relating to the text. Use numbers or design your own symbols to represent the letters.	Make a list of words relating to the text using all of the letters from A-Z.	Write a biography about one of the characters. Mention personal qualities, achievements, challenges etc.	List positive information or interactions between characters in the text.	Create a manual about how to care for/live with one of the plants/animals in the text.	Design a new front cover for the text. Make it visually appealing and related to the text.	Make a list of the music genres each of the main characters would like. Decide who their favourite artist would be and why.	Use your face to create some of the emotions portrayed by characters. Take pictures and label the emotions.

BTN

Watch BTN - 'NASA Venus Mission'

<https://www.abc.net.au/btn/classroom/nasa-venus-missions/13380580>

- Venus is the _____ brightest object in our sky.
- How is Venus similar to Earth?
- What are some of the differences?
- Venus is the hottest planet in our solar system. True or false?
- The atmosphere of Venus is made up mainly of...
 - Carbon Dioxide
 - Hydrogen
 - Oxygen
- What is NASA's VERITAS mission going to do?
- The aim of the DAVINCI+ mission is...
- What are some of the challenges of exploring Venus?

WRITING: Book Review

WALT: We are learning to write a review about a book we have read.

Success Criteria:

- * I can explain what a book review is.
- ** I can write an introduction to grab the reader's attention.
- *** I can write a short summary of the book using present tense.
- **** I can include descriptive language.
- ***** I can give my opinion and a recommendation

What is it?

Many people think that a book review is the same as a book report, but they are very different. How do you think they might be different? When you have an idea, click on the buttons below to find out.

Report Purpose:

A book **REPORT** simply gives the facts about a book such as:



- its title
- its author
- when it was published
- what happens in the book

Review Purpose:

A book **REVIEW** gives these facts, but also gives an opinion about the book such as:



- why it was or wasn't enjoyable to read
- what was the best part/character
- what was the worst part/character
- who would be a good audience for the book and why
- was it well written and why



Sample Book Review

The purpose of a review is to assess the appeal of a text by providing a summary and an analysis of its features. Examples of reviews include:

- film reviews
- book reviews.

Reviews use:

Present tense
Modality
Evaluative language
Descriptive language
Cause and effect connectives.



Title

Matilda by Roald Dahl

Introduction

Matilda, written by Roald Dahl and first published in 1988, **is** a tale of courage, hope and friendship. Matilda may seem like an ordinary girl to her parents, her brother and her terrifying headmistress; but her **kind and gentle teacher** knows that there is more to this tiny young girl than meets the eye.

Text description

Matilda is considered to be nothing but an inconvenience by her family, the Wormwoods. **As a result**, she is barely noticed. It is only when Matilda begins school that her teacher, Miss Honey, notices her brilliance. When the pair decide to unite against a common enemy, they form a unique friendship which will bind them together for many years to come.

Conclusion and recommendation

Matilda is yet another demonstration of Roald Dahl's skills as a children's author. The characters of Matilda and Miss Honey are so **instantly likeable**; whereas The Wormwoods and Miss Trunchbull are the perfect villains. The theme of good winning out in the end is also very appealing. Children who love funny, adventurous stories will **definitely** love Roald Dahl's **Matilda**.

Present tense

Descriptive language

Cause and effect connective

Evaluative language

Modality



Book Review

Use the template and tips below to to:

- Plan
- Draft
- Edit
- Publish a review of a book that you have read.

Click on the link for introduction help
<https://bit.ly/2WFtKpl>

Choose a book you have read and would like to review.

Write down the book title and author.

In your introduction:

- Introduce the topic
- Tell the reader the main idea of the text
- Make sure to use evaluative and descriptive language

Click on the link for summary help
<https://bit.ly/3ftaa8e>

In your Summary:

- Include events that happened in the story (in chronological order)
- Tell the reader what you thought about the characters and their actions (use descriptive language).
- Tell the reader what you thought about the events and give examples.

Click on the link for conclusion help
<https://bit.ly/3bliXFU>

In your Conclusion:

- Include your overall opinion of the text.
- Include your overall recommendations for the texts' audience.
- Include your rating out of 5 stars ★★☆☆

Book Review Plan

Book Title:

Author:

Illustrator:

Introduction:

Introduce the topic:

Setting:

Character/s:

Main idea:

Summary / Text description:

What happened in the story?

Conclusion / Recommendations / Opinions:

Overall Opinion:

Recommendation:

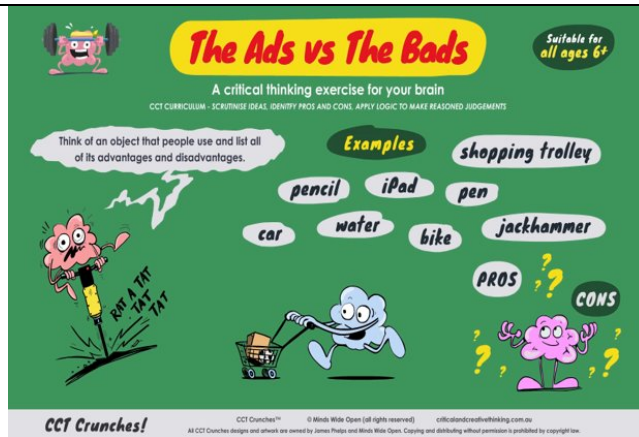
Rating: ☆☆☆☆☆

VOCABULARY – WORD OF THE DAY

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

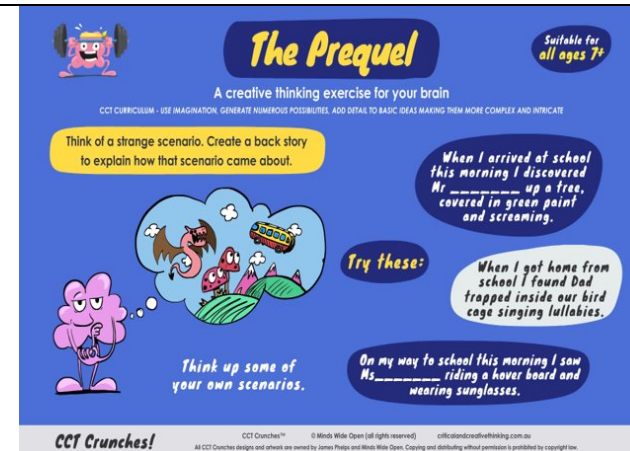
CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

Tuesday



- Choose three objects that people use from The Ads vs Bads poster.
- Think about and write a list of the advantages of each object.
- Think about and write a list of the disadvantages of each object.

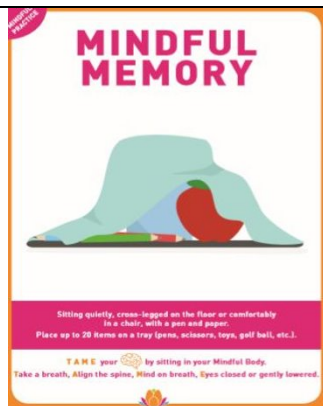
Thursday



- Think of a strange scenario. Choose one of the examples from the poster or make up your own.
- Create a back story to explain how that scenario came about.

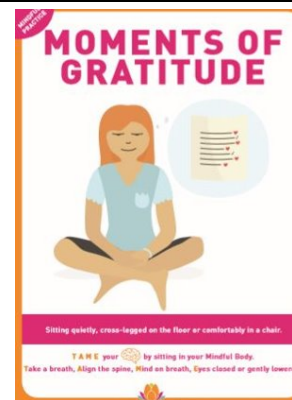
MINDFULNESS

Wednesday



- Ask someone to put 10 objects on a tray.
- Take three mindful breaths. With each breath picture filling up the balloon in your belly and then gently letting it deflate.
- You have 1 minute to study the objects on the tray.
- The tray is then covered. You have 1 minute to write as many objects that you can remember.

Friday



- Take three mindful breaths. As you gently inflate and deflate the balloon in your belly, think of five things you are grateful for today.
 - Think of five things that happened in the past year that you are grateful for.
 - Breathing in then gently breathing out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.
 - Turn to a partner and take turns sharing your gratitude list.
- Listen mindfully to your partner. Do this by listening with your whole body, using all your senses.

FITNESS (30 mins each day)

Just Dance

Make sure that you have plenty of floor space to complete the dance movements.

Footloose

<https://video.link/w/AT03c>



Waka Waka

<https://video.link/w/NT03c>



One Direction

<https://video.link/w/ZT03c>



Dice Workout

Roll the dice and complete the body movement skill. Complete the skill 10 times.



CURL-UPS



JUMPING JACKS



PUSH-UPS



Crab Walk

CRAB KICKS



SQUATS



PRETEND JUMP ROPE

PE With Joe

Complete the 8 minute workouts by clicking on the links below

<https://video.link/w/4R03c>



<https://video.link/w/9R03c>



UNO Workout



Red
Star Jumps



Yellow
Push Ups



Blue
Hops



Green
Frog Jumps



1 Lap of
Skipping



1 Lap of
Walking
Backwards



Double
Time!
1 Lap of
Sprinting



10x
Activity of
Your Choice

Number of the DAY

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

Today's
Number Is:

Circle one:
Odd Even

Expanded form:

Addition!

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

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

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

Subtract!

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

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

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

Multiply!

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

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

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

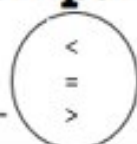
Divide!

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

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

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

Compare!



WRITE THE NUMBER
IN WORDS

Round the
number to the
nearest:

Ten:

Hundred:

Thousand:

Double it!

Halve it!

Write a word problem where the number is the answer

Write some of the
factors of the number:

Activity:

Choose your level for your TEN Maths Game or try all 4 levels.

Verse a family member or play by alone and time how quickly you can go through the deck



MULTIPLICATION WAR



Equipment

Deck of playing cards or UNO cards

Instructions

- Play with a partner OR play by yourself and time how quickly you can go through the deck
- Remove picture cards J, Q, K

Level 1

- Focus on a particular times table and leave the focus card turned up (eg. 7)
- Players take turns to flip a card (eg. 5) which will be multiplied by the focus number
- $7 \times 5 = 35$
- The first player to say the answer keeps the card.

Level 2

- Split the deck in half and give $\frac{1}{2}$ to each player
- On the count of 3, players each flip their top card
- They multiply their cards together
- The first player to say the answer keeps the card.

Variation: remove tricky times tables if needed (eg. 7, 8 or 9)

Level 3 (remove number 10s)

- Split the deck in half and give $\frac{1}{2}$ to each player
- On the count of 3, one player flips their top 2 cards (each creating a 2-digit number eg. 34) while the other player flips one card
- They multiply their cards together (34×5)
- The first player to say the answer keeps the card.
- Remember to explain your strategy (eg. $30 \times 5 = 150$, $4 \times 5 = 20$, $150 + 20 = 170$)

Level 4

- Each player flips 2 cards each creating a 2-digit number to multiply

MATHS

WALT: We are learning to use efficient mental and written strategies when multiplying whole numbers of two, three or four digits by one- and two-digit numbers.

Success Criteria:

*I can use a formal algorithm to multiply two-digit numbers by one-digit.

** I can identify a mental multiplication strategy and use a formal algorithm to multiply two-digit numbers by one-digit and two-digits.

*** I can identify and use a mental multiplication strategy and I can use a formal algorithm to multiply three- and four-digit numbers by two-, and three-digits.

Play this online game 'Hit the Button' to practice your times tables

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Complete the multiplication grid

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

Watch the video for help <https://video.link/w/LV83c>

Multiplying Two-Digit Numbers by One-Digit Numbers

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 48 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 31 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 44 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 32 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 66 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 82 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 87 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 94 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 53 \\ \times 8 \\ \hline \end{array}$$

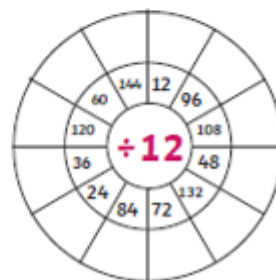
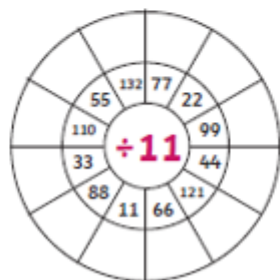
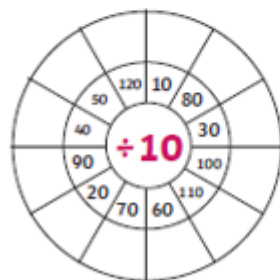
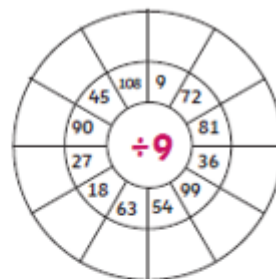
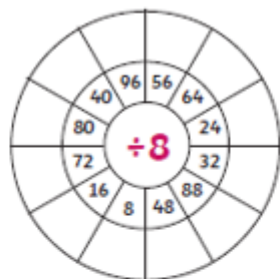
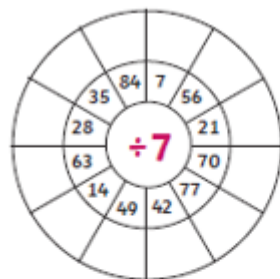
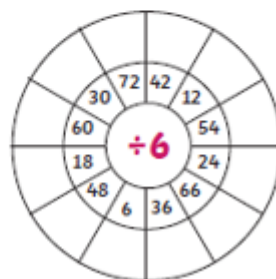
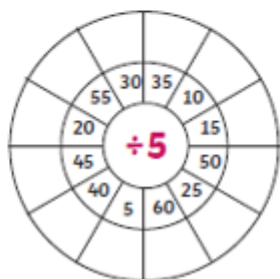
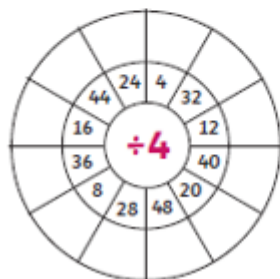
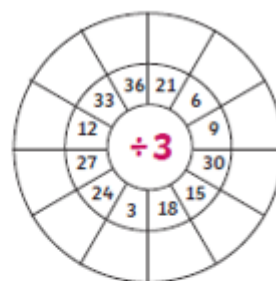
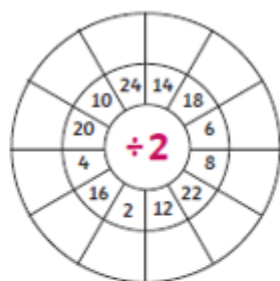
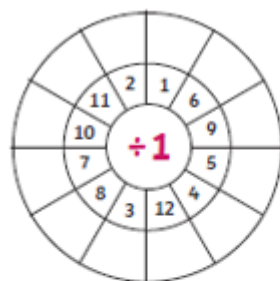
$$\begin{array}{r} 17. \quad 85 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 75 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 68 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 78 \\ \times 7 \\ \hline \end{array}$$

DIVISION



DIVISION DRAW



*** This game can be played with cards or dice to make your numbers.*

*** You can play with 1 or more players.*

Level 1

- Shuffle cards and place face down in a pile in the centre of the players.
- Each player draws two cards from the pile.
- If a players' cards can be evenly divided into the other, the player keeps these two cards.
- If one cannot be divided evenly into the other, the player returns their cards to the pile which is shuffled and placed in the centre.
- Eg. 8 can be divided evenly by 4 ($8 \div 4 = 2$), so a player would keep 8 and 4.
But 4 cannot divide evenly into 7 ($7 \div 4 = 1 \text{ r } 3$) so a player wouldn't keep 4 and 7.
- Repeat.
- Each player adds the value of the cards they have won until one player reaches 50 and becomes the winner.

Level 2

- Same as above but each player draws three cards from the pile.
- If a player can use two cards to make a 2-digit number that can be evenly divided by the third card (without a remainder), the player keeps these three cards.
- Eg if 2, 3 and 4 are flipped, 24 can be divided evenly by 3 ($24 \div 3 = 8$) or 32 can be divided evenly by 4 ($32 \div 4 = 8$), so a player would keep 2, 3 and 4.
But if 3, 5, 6 were flipped, no combination can be divided evenly so a player wouldn't keep those cards.

$35 \div 6 = 5 \text{ r } 5$, $53 \div 6 = 8 \text{ r } 5$, $36 \div 5 = 7 \text{ r } 1$, $63 \div 5 = 12 \text{ r } 3$, $56 \div 3 = 18 \text{ r } 2$, $65 \div 3 = 21 \text{ r } 2$

GEOGRAPHY

WALT: We are learning to investigate the continent of Asia.

Success Criteria:

* I can identify countries of the Asia region.

** I can research economic, demographic and social differences between Asian countries.

*** I can compare and contrast similarities and differences between Asian countries.

Asia

Watch the video clip of National Geographic 'Kids Asia, Destination World' for an overview of the continent of Asia

<https://video.link/w/8R63c>

There are 48 countries on the continent of Asia.

Choose 5 Asian countries and complete the information table below.

Country	Population	Land area km ²	Main language	Main religion	Distance from Australia
1.					
2.					
3.					
4.					
5.					



MUSIC

WALT: write a 4-measure name rap within the specified structure and create a rhythmic backing.

Success Criteria:

- * I can sing along to a created name rap.
- ** I can sing along to a created name rap and write my own name rap (speaking lyrics to a beat)
- *** I can write my own name and create a backing track using Groove Pizza.
- **** I can write my own name, create a backing track using Groove Pizza and record myself performing my name rap.

- Listen to the name rap example below

<https://soundcloud.com/katiewardrobe/rap-my-name-i-like-that#t=0:00>

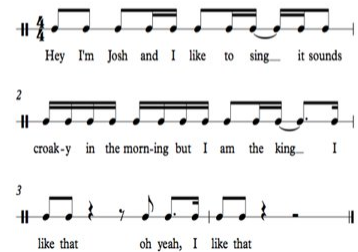
- Or practice singing the examples

*Hey I'm Ava and I like the colour blue
It makes me happy, so what you gonna do?
I like that
Oh yeah, I like that*

- Now its you turn to write a rap using you own name. Write your rap based on the structure provided below.

*Hey I'm _____ and I like to _____
(in second line, say something about things you like. The final word in this line should rhyme with the end of line 1)
I like that
Oh yeah, I like that*

Rap My Name: I Like That



- Make up your own backing beat
- OR using the link below watch the instructions on how to use Groove Pizza to create your music backing.

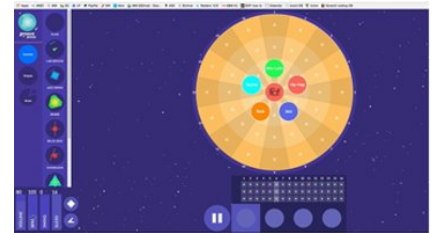
<https://midnightmusic.com.au/2015/08/namerap/>

START THE VIDEO AT 3:52 and FINISH IT AT 7:40

- Click on the link below or follow the below instructions:
- Use Groove Pizza:

<https://apps.musedlab.org/groovepizza/?museid=X4Gg8iPlp&>

- You will just need to Google 'Groove Pizza' and click on Groove Pizza – MusEDLab (First Link) to create your backing track for your name rap.
- Practice you name rap.
- See if you can record yourself performing your rap and upload it onto Dojo. If you can't record yourself with the backing music just record yourself performing your name rap without the music.



VISUAL ARTS

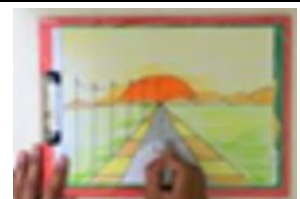
WALT: draw a picture using one-point perspective and how to colour it in simple steps.

Success Criteria:

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

Watch the video and follow the instructions to complete your perspective drawing <https://www.youtube.com/watch?v=iNg1BD5C6LI>

Upload a photo of your finished artwork into your portfolio on Class Dojo.



SCIENCE

WALT: *I am learning to design and make a useful item from useless items.*

Success Criteria:

*I can design and make a simple useful item.

** I can use and apply a variety of solutions to design and make a simple useful item.

*** I can reflect and creatively design and make a simple useful item.

STEM Challenge! 'One person's trash is another person's treasure!'

Create a new, purposeful object using recycle or junk items that you could find at home.

Design

- Ask your parents if there are any junk or recycle items in the house that they don't want anymore. Make sure they are items or things that you would be comfortable pulling apart or recycling.
- Collect up to four junk/recycle items to design and make a new object that would be useful.
- List and collect other materials such as scissors, glue, tape etc that you would need to construct your object.
- Design and label your plan.
- Upload your image on your portfolio.

Stem Build

- Design and Make your useful object
- Name your object
- How and where will you use your project?
- Take an image of your project and all your work.
- Upload them on your portfolio.

Reflection

- What worked well and what was the hardest part of the challenge?
- Is there anything you would change about your design/object?



JOURNAL REFLECTION

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

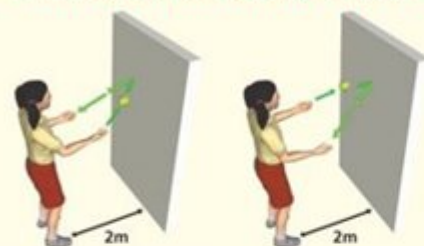
- How are you feeling?
- What have you and your family been doing?
- What's going well?
- What would you change?

Please share your reflections on Dojo.

WEEK 1 CHALLENGES

Physical Challenge

ALTERNATE HAND WALL THROW



- Stand two metres from a wall.
- Throw the ball with the right hand and catch it with the left hand.
- Then do the reverse.
- Record the number of successful catches made in 30 seconds.

Word Challenge

Word quiz

In five minutes, how many words can you make by using the letters in the box? Every word must contain the letter E somewhere in it.

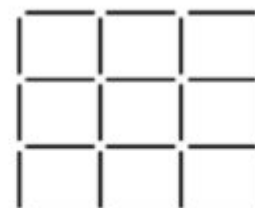
E		M	N
		W	F
P	T	G	H
A	B	L	R



Picture Challenge

Squared up

Rub out eight lines to leave only two squares.



Maths Challenge

Martin has a business washing cars. Last year he washed 20 cars a week. This year, he wants to increase his business to 1,200 cars a year. How many cars will he have to wash each month on average?

Times Table Challenge

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

Mystery Number Challenge

A.

This number is odd.

This number is a multiple of 11.

The number is less than 4×20 .

The sum of the digits is 6.

The Mystery Number is: _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100