


STAGE 3 – REMOTE LEARNING – WEEK 10

WRITING

Mon	 <p>WALT (We Are Learning To): <i>identify different language features in imaginative writing</i></p> <p>Success Criteria: <i>*I can state what the purpose of imaginative writing is</i> <i>**I can identify adjectives in the writing stimulus</i> <i>***I can identify some verbs that could be used in this stimulus</i></p> <p>Activity: Write language features (nouns, verbs, adjectives, adverbs) based on the picture of the roller coaster.</p>
Tues	<p>WALT: Write a narrative using our picture from the previous lesson</p> <p>Success Criteria: <i>*I can use my plan to help structure my writing</i> <i>**I can include the verbs and adjectives in my writing</i> <i>***I can make sure my narrative has the correct structure.</i></p> <p>Activity: Review your work from Writing Lesson 1, use these adjectives and verbs to help you draft a narrative. Ensure that your narrative follows the correct structure.</p> <ul style="list-style-type: none"> • Orientation • Complication • Resolution <p>Make sure that you use your knowledge from previous class work on the Sea Wall and Spooky House.</p>
Wed	<p>WALT: Write a narrative using our picture from the previous lesson</p> <p>Success Criteria: <i>*I can use my plan to help structure my writing</i> <i>**I can include the verbs and adjectives in my writing</i> <i>***I can make sure my narrative has the correct structure</i> <i>**** I can edit my work for spelling and punctuation</i></p> <p>Activity: Use this lesson to complete and edit your narrative. Edit for correct spelling and punctuation. Use a dictionary for any words you are not sure of. If you do not have a dictionary, please use this link to access an online dictionary. https://www.dictionary.com/ Once your work is edited you can publish on paper or type it using Microsoft Word. Please upload a photo of it to your Class Dojo Portfolio for feedback from your teacher.</p>
Thur	<p>WALT: I am learning to read my own writing and upload a recording of this to Class Dojo Portfolio.</p> <p>Success Criteria: <i>*I can read my own writing fluently</i> <i>**I can take a picture of my writing using the class dojo app</i> <i>***I can use the record function in class dojo to record myself reading</i> <i>****I can self-monitor while reading my writing</i></p> <p>Activity: Use your Class Dojo Portfolio to take a photo of your writing, then use the record function to record yourself reading your writing. Be sure to read your writing fluently by maintaining a clear voice and reading your punctuation. OR Read your story aloud to a family member.</p>
Fri	<p>WALT: respond to documentaries with views from the broader world</p> <p>Success Criteria <i>* I can identify the main point</i> <i>** I can make connections to self and the world.</i> <i>*** I can analyse and ask questions relating to the video</i></p> <p>Activity: Watch BTN 'What is a Virus?' https://www.abc.net.au/btn/classroom/ OR a news story</p> <ul style="list-style-type: none"> ▪ What did you SEE in this video? ▪ What does this video make your WONDER? ▪ What did you LEARN from this story? ▪ What QUESTIONS do you have after watching the story?

READING GRID (Read for 20 mins each day)

▪ Reader provided by the school	▪ Reading Eggs	▪ Book of your choice
▪ Magazine article	▪ Newspaper article	▪ Read a piece of everyday text (a menu, timetable, an ad, cereal box)

COMPREHENSION

Complete the Reciprocal Reading comprehension strategies below with the online text listed for each day. If you are unable to access the online text use your own book.

Mon	Kids News – NASA https://bit.ly/2WSGASO
Wed	School Magazine https://theschoolmagazine.com.au/resources/where-the-blue-bees-fly
Fri	School Magazine https://theschoolmagazine.com.au/resources/yum-yum

Text/Chapter

Evaluation

Reciprocal Reading

Date

Group Members

Predictor

I think about what might happen in the text.

Visual clues

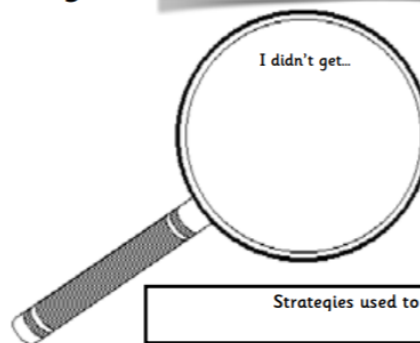


Word clues

Were my predictions accurate? Can I justify my predictions?

Clarifier

I find the meaning of phrases, words or ideas.



Strategies used to find meaning

Summariser

I retell the story in my own words.

5 finger summary that includes important details (e.g. setting, characters, plot)



Questioner

I ask questions to check understanding.

1. _____
2. _____
3. _____
4. _____
5. _____

Can our group answer these questions?

Literal

Inferential

What type of questions are they?

Evaluative

Text/Chapter

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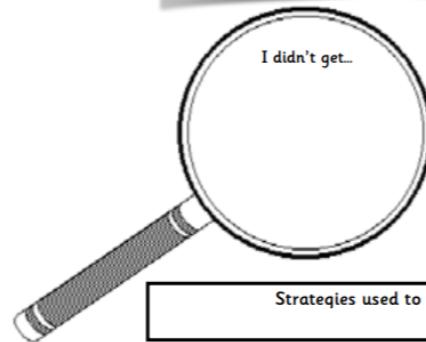


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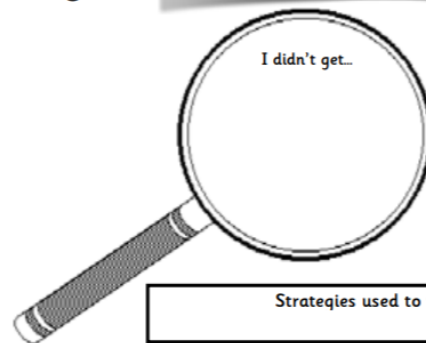


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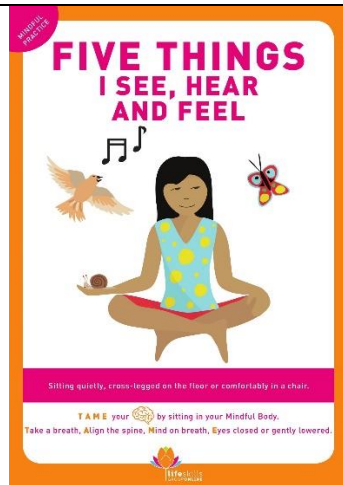
Evaluative

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.
Monday 'assistance'								
Tuesday 'investigating'								
Wednesday 'idyllic'								
Thursday 'peaceful'								
Friday 'incredulous'								

MINDFULNESS

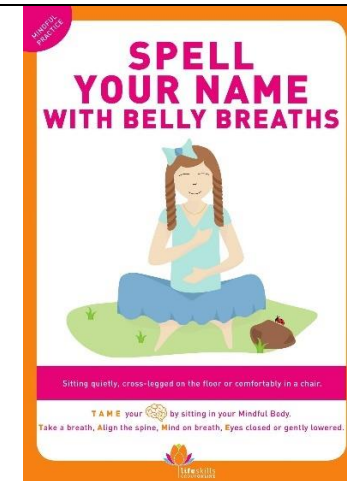
Monday



Wednesday



Friday



CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

Tuesday

Scissors, Paper... Think!

Suitable for all ages 7+

A critical and creative thinking exercise for your brain

CCT CURRICULUM - EXPERIMENT WITH A RANGE OF OPTIONS WHEN SEEKING SOLUTIONS, EXPLAIN AND JUSTIFY IDEAS AND CHOICES. CHALLENGE EXISTING IDEAS AND GENERATE ALTERNATIVE SOLUTIONS

- Find a friend and play a game of 'Scissors Paper Rock'.
- Create an alternative version of the game by experimenting with different combinations.
 - Your new game can have objects, animals, machines - anything at all!
 - Remember that each thing has to be able to 'beat' one other thing.

Example

Steamroller >> Fire >> Glue
(Steamroller puts out fire, fire burns up glue, glue traps steamroller.)

- Think of hand shapes or gestures you could use to represent each thing in your new game.

CCT Crunches!

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Thursday

Posing the Question?

Suitable for all ages 6+

A critical thinking exercise for your brain

CCT CURRICULUM - POSE QUESTIONS TO IDENTIFY AND CLARIFY ISSUES, PREDICT WHAT MIGHT HAPPEN IN A GIVEN SITUATION, APPLY LOGIC TO MAKE REASONED JUDGEMENTS

- Think of any unlikely scenario and turn it into a "What if..." question.
- Predict the effect that scenario could have on the world.

Examples:

- What if children were allowed to drive cars?
- What if men could have babies?
- What if babies could talk?
- What if grandmothers could fly?
- What if teachers had eyes in the back of their head?
- What if beaches were made of diamonds?
- What if there was no music?

- Think of more improbable 'what if' scenarios and predict what might happen.

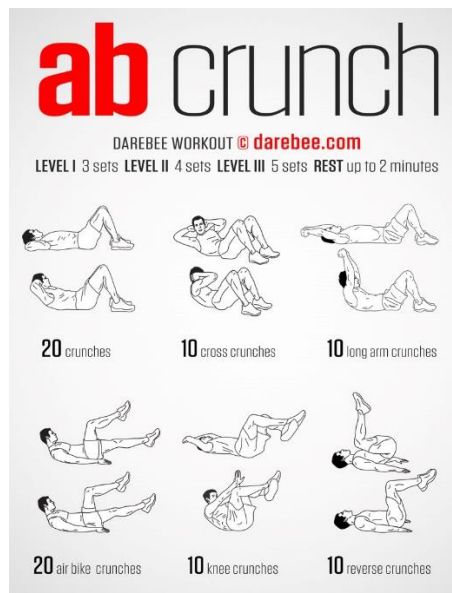
What if.....?

CCT Crunches!

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FITNESS (30 mins each day)

Monday



Tuesday

Challenge a family member to a handball Challenge

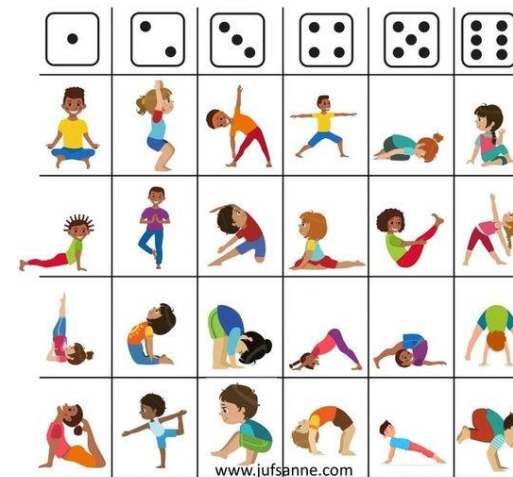


Wednesday

Waka Waka Dance

<https://www.youtube.com/watch?v=pnzNJfL8m6M>

OR



Thursday

Go Noodle: Trolls 'Can't Stop This Feeling'

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

OR

THE PYRAMID WORKOUT ...FOR KIDS!

- 20 Jumping Jacks
- 15 Frog Jumps
- 10 Push-Ups
- 5 Walking Lunges
- 10 Push-Ups
- 15 Frog Jumps
- 20 Jumping Jacks

Friday

Challenge a sibling or family member.

Time yourselves and see who can run the most laps from one side of the yard to the other. Who is the fastest?



MATHS

MONDAY

We are learning about: the relationship between multiplication and division.

Success Criteria:

**I can understand that division is the inverse of multiplication.*

***I can write down an algorithm and solve it to find the answer*

****I can understand that there is a pattern to multiplication and division.*

*****I can explain how multiplication and division is used everyday situations.*

Activity:

Watch the following video by clicking on the link <https://tinyurl.com/sytdt9h>

Choose 5 squares and complete your answers in your workbooks. Take a photo of your completed work and upload it onto your Class Dojo Portfolio.

<p>Inventions Key</p> <p>Invent a new type of written algorithm to work out division problems.</p> <p><i>Explain your new invention to a friend to test if it works.</i></p>	<p>Question Key</p> <p>How is multiplication related to division? Write an explanation appropriate for a younger child.</p> <p><i>Use an example to show how multiplication is related to division.</i></p>	<p>Improvements Key</p> <p>To help a younger child learn his or her multiplication tables, describe any patterns that you use to help you remember certain tables.</p> <p><i>Create a 'handy hints' booklet or video.</i></p>
<p>Picture Key</p> <p>Draw a picture to show 12×7.</p> <p><i>Is there another way to work it out? If there is, draw a different picture or pictures.</i></p>	<p>Variation Key</p> <p>$\blacksquare \times \blacklozenge = 2\,360$</p> <p>What might \blacksquare and \blacklozenge be? How many different answers can you find?</p>	<p>Info Key</p> <p>If you already know that 8×3 is 24, what else do you know or are able to work out? Record your responses.</p>
<p>Action Key</p> <p>Use a flow-chart to write out the steps for the following multiplication algorithm: 32×24</p> <p><i>Ask a friend to check whether he or she can follow the steps of your flow-chart.</i></p>	<p>Ridiculous Key</p> <p>Write a division story that involves fish and cotton balls. Don't forget to calculate the answer!</p> <p><i>Publish your story in a picture book for a younger child or as a short animation.</i></p>	<p>Brainstorming Key</p> <p>Brainstorm examples of everyday situations that require you to use multiplication and division. Record your responses in a mind map.</p>

TUESDAY

WALT: multiply numbers quickly.

Success Criteria:

- * I can multiply numbers using skip counting
- ** I can multiply numbers using times table facts
- *** I can multiply 2-digit numbers using a variety of strategies

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

WEDNESDAY

WALT: use the mental strategy of doubling

Success Criteria:

* I can recognise that when I multiply by 2, I double once

** I can recognise that when I multiply by 4, I double twice

*** I can recognise that when I multiply by 8, I double thrice (3 times)

Activity:

Watch the following video by clicking on the link <https://tinyurl.com/wms9frp>

Complete the activity grid below

	Double ($\times 2$)	$\times 4$	$\times 8$	$\times 16$
21				
76				
63				
58				
92				
85				
91				
95				
40				
47				
157				
311				
959				
341				
174				
724				
532				
975				
731				
826				

THURSDAY

WALT: divide 2 digit numbers without remainders.

Success Criteria

* I can make equal groups

**** I can estimate answers for division**

*** I can divide 2 digit numbers by 1 digit

Activity:

Practice making equal groups with items in your home.

Solve the following division problems.

Short Division Without Remainders

Complete the calculations below.

[illegible]

$$7,138 \div 6 =$$

$$8. 217 \div 7 =$$

[illegible]

9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?

A blank sheet of graph paper with a grid pattern. The grid consists of 10 columns and 8 rows of squares. The lines are thin and black, set against a light gray background. There are no margins or additional markings on the page.

FRIDAY

WALT: solve word problems using multiplication and division.

Success Criteria:

* I can identify if the problem is multiplication or division

** I can estimate answers

*** I can solve word problems using multiplication and division.

Activity:

1. Read the problems
2. Decide if they are multiplication or division
3. Solve the problems
4. Upload to Class Dojo to show your working out and answers.

1. How many wheels would 11 motorbikes have?



2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?



3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?

4. All four judges gave the dancer a score of 10. How many did she score altogether?

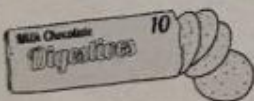


5. 12 people came to the show and they paid \$5 each. How much were the ticket sales altogether?

6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?



7. Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack, how many will they each get?



8. A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill?



9. Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with?



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.

TUESDAY

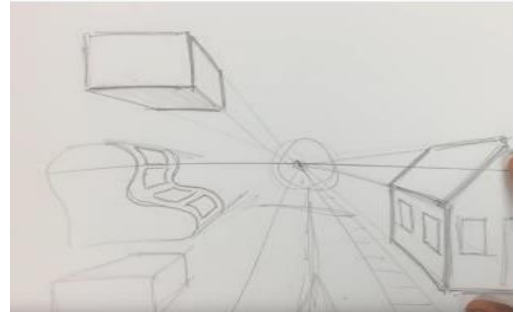
Activity:

You will need a plain piece of A4 paper and a sharp pencil.

Watch the video on perspective

https://www.youtube.com/watch?v=sMPFe2U5_gg

Now go through and follow the artist on you own piece of paper.
Experiment with perspective on you own piece of paper.



WEDNESDAY

Activity:

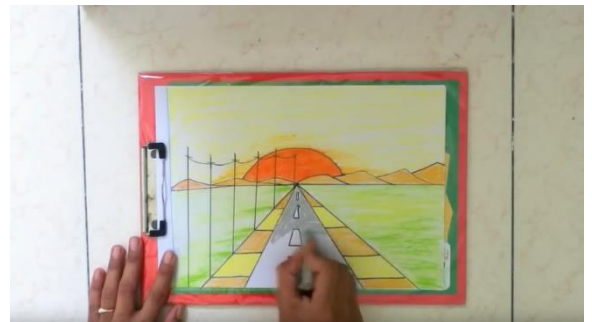
You will need a ruler, plain paper, pencil

Watch the whole video.

<https://www.youtube.com/watch?v=iNg1BD5C6LI>

Complete steps up to 5 minutes 40 seconds.

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



THURSDAY

Start the video at 5 minutes and 40 seconds

Follow the steps to shade the picture.

Make sure you try to use contrast (make the shading different tones using different pressure on your crayon i.e. pressing darker will make a darker tone)

Upload you finished artwork onto your portfolio on Class Dojo.



HISTORY

WALT: About the traditional lifestyles of the Aboriginal people

Success Criteria

*I can identify some traditional Aboriginal practices

** I can identify and describe some traditional Aboriginal practices

*** I can identify, describe and record the various traditional Aboriginal practices

Activity:

Watch the video of Uncle Brad and Aunty Michelle role modelling traditional living on your Class Dojo Story.

Record and describe the practices that you observe, this can be written and can also be drawn.

Upload a photo of your work on your Class Dojo Portfolio

SCIENCE

WALT understand and explain 'sustainability'

Success Criteria

*I can explain sustainability

**I can explain and give examples of sustainability

Activity:

1. Create a mind map of all the things you know about sustainability.
2. View the YouTube clip, 'Sustainability easily explained' <https://www.youtube.com/watch?v=5r4loXPx8>
3. Add all the new things that you learnt about sustainability to your mind map.
4. Can you give some examples of sustainability that may be happening in your area.

Design and Make

- Design your bird feeder.
- List and collect all recycled materials found at home.
- Construct your bird feeder.
- Make changes if needed.
- Take a photo and upload it to your Class Dojo Portfolio.



LIBRARY

WALT: look at the colours the illustrator uses and think about how they add meaning to the text.

Activity:

Click the link for the reading of 'The Fantastic Flying Books of Mr Morris Lessmore'

<https://www.youtube.com/watch?v=7ZPnW-B-tvA>

- Think about.....Why are some parts of the illustrations in grey and others are in colour? How does this add meaning to the author's words?
- Your job is to design the front cover of a book about your life. Think about the colours which represent you and would best suit your life story.
- Upload your electronic copy or take a photo and put on Dojo.

Premier's Reading Challenge Booklist

<https://online.det.nsw.edu.au/prc/booklist/listBooksByTitle.html?letter=A&levelId=3>

Please search for some of these books and see if you can read any of them online. When you have read the book, record it on your paper reading log and add it to your online reading log through your school portal. Tell us when you have read 5, 10 or 15 books or especially when you have finished!! You have until August to read 20 books so this is a great time to get reading!

JOURNAL REFLECTION

Mon

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.

Teachers will also complete this task and share with you.

Fri