

STAGE 3 – REMOTE LEARNING – WEEK 10

WRITING

Mon	<p>WALT (We Are Learning To): Plan a design on a persuasive poster on how to maintain proper hygiene.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <i>*I can identify my statement of opinion</i> <i>**I can include convincing information</i> <i>***I can make my poster eye catching using colour, pictures and different size fonts.</i> <p>Activity: Watch the video posted by Miss Borg and Miss Painter on Class Dojo (if possible). They will be recapping what persuasive writing is. They will show examples of advertisements and why and how they are used, e.g. to convince you to buy a particular product, or how to do something.</p> <p>Complete your plan for your poster.</p> <p>Start designing your poster, you can do this on paper or online. Make sure your poster is eye catching to the audience.</p>
Tues	<p>WALT: Design a persuasive poster on how to maintain proper hygiene.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <i>*I can make my poster eye catching</i> <i>**I can include colour</i> <i>***I can include different size fonts</i> <i>****I can include correct information and pictures</i> <p>Activity: Use your plan from yesterday to help continue designing your poster. Use the examples shown to help you, make sure the information is correct and that it is your poster not one copied off the internet. When you are finished you can upload a picture to Dojo Portfolio.</p>
Wed	<p>WALT: Upload our completed poster and annotate through dojo</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <i>*I can complete my poster</i> <i>**I can take a photo of my completed poster</i> <i>***I can upload my photo through dojo portfolio and complete a paragraph describing my poster.</i> <p>Activity: Write a paragraph about your poster. Explain the persuasive techniques you have used to convince others of your opinion and features you have used to make it eye catching.</p>
Thur	<p>WALT: have a class debate on personal hygiene and why it's important</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <i>*I can state my statement of opinion</i> <i>**I can give 3 reasons on the class story post</i> <i>***I can elaborate on my 3 reasons if I need too</i> <i>****I can give appropriate feedback to 3 friends</i> <p>Activity: Today you will be responding to your Class Dojo Story engaging in a debate on 'why personal hygiene is important'. Firstly, you will need to say if you agree or disagree and give 3 reasons backing up your statement of position. Once you have completed your reasons you will engage in a class discussion, providing feedback to 3 friends on their arguments. Remember this feedback needs to be respectful and relevant to the topic.</p> <p>Or write on paper if you agree or disagree with the topic 'Is personal hygiene important?' and give 3 reasons backing up your statement of position. Upload a photo of your work if possible.</p>

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

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 – Why Do Leaves Change Colour https://bit.ly/2X4llfH
Wed	School Magazine https://theschoolmagazine.com.au/resources/april-fool
Thur	School Magazine https://theschoolmagazine.com.au/resources/dossier-of-discovery-a-seashell-smorgasbord

Text/Chapter

Reciprocal Reading

Date

Evaluation

Group Members

Predictor

I think about what might happen in the text.



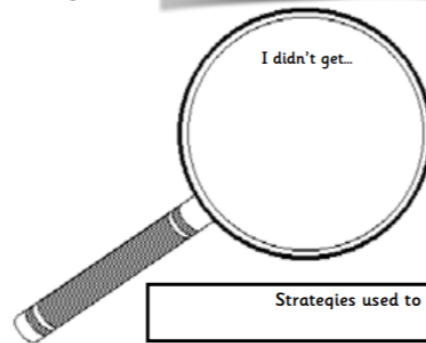
Visual clues

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.

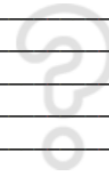
5 finger summary that includes important details (e.g. setting, characters, plot)



Questioner

I ask questions to check understanding.

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



Can our group answer these questions?

What type of questions are they?

Literal

Inferential

Evaluative

Text/Chapter

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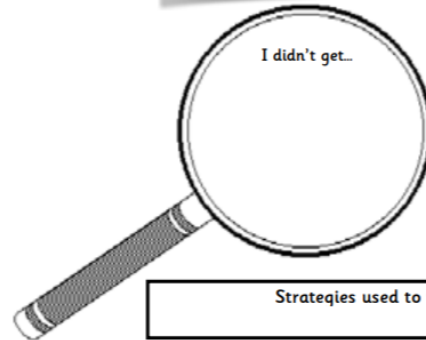


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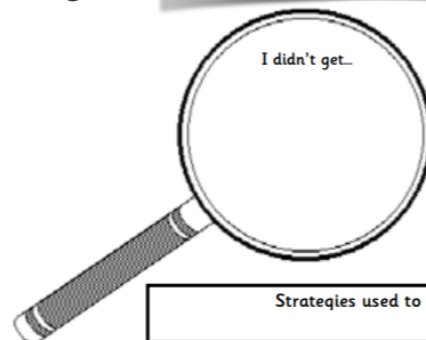


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Evaluative



April Fool

story by Katherine Battersby , illustrated by David Legge

LIFE INSIDE A piano's not so bad.

Sure, it's small, but some would say it's cosy. If I were a real estate agent, I'd say: it's a unique compact space, with lovely wooden floorboards and decorative ceilings. A fixer-upper. Heaps of potential.

There are some bonuses to being cramped. I've got to know myself a lot better in here. And I don't just mean that wishy-washy emotional stuff either, but important things. Like the fact that I have twenty-three hairs on my left foot, but only seventeen on my right. Weird. And there's a freckle the shape of a hamburger on my knee—but maybe I'm just hungry.

Having my own place is great. Sure, Mum might miss me, but she'll get over it. My sister will go on to do great things. Might even become a hairdresser or something. They'll put a plaque in my room: **TOBY—Loved a good joke. Missed by all.**

You hear all sorts of strange things from inside a piano. You can still hear Mrs Pumpnickel screaming. But I also heard Yasmin tell Ben that she liked him. And I heard Ben tell Yasmin that she's got funny feathery hair. Then I heard Yasmin crying.

I think Ben's an idiot. I banged the keys around a bit, just to scare him.

It's not all sunny skies, though. There is one teensy problem with my new home. No-one's into playing 'Mary had a little lamb' anymore. No; Mrs Pumpnickel likes to teach complicated pieces, like Pachelbel's 'Canon' and Joplin's 'The Entertainer'. Pieces that use every key on the piano. Great acoustics in here, but the hammer thingies keep clacking along my ribs like I'm a xylophone.

I only wish I wasn't stuck here for the best day of the year: a day my mum calls Toby's Trickster Tirade. April 1st is my time to shine. I had big things planned. But Mrs Pumpnickel just doesn't understand my genius.

On the upside, no-one knows I'm here, so I have plenty of time to myself. I've thought up all sorts of new practical jokes—real crackers. And I've always wanted a spider for a pet. Mum would never let me have one, but now I have at least five. As far as roommates go, they're a little hairier than I might have hoped for, but they don't whinge as much as my sister.

All in all, I'm pretty happy. Life inside a piano's really not so bad. I think I'll stay here. For a while anyway. Until I can grow a beard. Or maybe just until high school. Well, at least until Mrs Pumpnickel calms down about the frog I put in her tuba.

photo At Shell Beach by Bryn Pinzgauer
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Dossier of Discovery: A Seashell Smorgasbord

article by Anne Renaud , photo At Shell Beach by Bryn Pinzgauer

If you're searching for seashells—try saying that 10 times fast—you may want to head over to Shell Beach in Western Australia's Shark Bay, where there are billions, if not trillions, to be found!

In fact, Shell Beach is among the few beaches in the world made up entirely of seashells. No sand, just tiny shells, up to 10 metres deep in some areas. The animal whose shell can be found in such abundance is called the Shark Bay cockle.

It is a burrowing mollusc that makes its home in a tiny bivalve shell that is less than 14 millimetres long. These cockles can only be found in Western Australia and they burrow into the sea floor in relatively shallow areas of Shark Bay.

Shark Bay has a salinity level twice that of the ocean. This hypersalinity creates a favourable environment for the survival of some marine animals—such as cockles—as well as an unfavourable environment for its predators.

Because the Shark Bay cockle has no predators, and because it has existed in such huge numbers for thousands of years, its shells have washed ashore to create a snow-white beach that stretches nearly 70 kilometres.

Several buildings in nearby Denham and surrounding areas were built from blocks of the compacted shells. The shells are also mined for the production of calcium for poultry feed and exotic mulch for gardens and plants.

Why do leaves change colour and fall in autumn?



Sarah and Charlotte enjoying the first falling autumn leaves in Macedon, Victoria. Picture: Jay Town



Mt Fuji, Japan, in autumn. Many trees in very cold places lose their leaves before winter to save up nutrients and minimise damage from ice and snow. Picture: iStock

Each autumn, thousands of tourists flock to a few special towns across Australia to look at millions of colourful leaves.

There are so many thousands of leaf-looking tourists, councils organise extra parking, parking attendants, coffee vans and portable toilets. It can be chaotic*!

Why do leaves change colour and fall in autumn?

We wondered too, so we did some research and raked up a pile of fascinating facts.

WHY DO TREES LOSE THEIR LEAVES IN AUTUMN?

Trees that lose their leaves in just a few weeks over autumn are called deciduous trees. These are more common in colder parts of the world – mostly in the northern hemisphere* — where the winters are freezing and there's a lot of snow.

Losing leaves is a way of preparing to survive the winter. If the leaves stayed on a tree, temperatures a long way below zero could freeze the leaves (which would wreck them and then they'd fall off anyway) and a build up on the leaves of snow or ice, which weighs a lot, could break the tree's branches.

WHY DO LEAVES CHANGE COLOUR?

This is the tree's way of saving up nutrients* for next spring and summer. It's much more efficient than letting a whole lot of goodness fall to the ground.

Plants grow by taking in sunlight through their leaves, plus water and nutrients from the soil.

The leaves capture the sunlight with a natural chemical called chlorophyll, which makes the leaves green. Chlorophyll turns sunlight into tree food through a process called photosynthesis.

In summer, when it is very sunny and warm, plants photosynthesise a lot.

When autumn comes, with shorter, cooler days, deciduous trees know it's time to prepare for winter. A deciduous tree breaks down the chlorophyll in the leaves and sends the nutrients down to the roots to be stored underground until things hot up again.

When chlorophyll is broken down in the leaf, the green colour disappears. The colours we can see in autumn are from what is left behind in the leaf and this ranges from yellow to orange to red, maroon and brown. One type of natural chemicals left are carotenoids, which is what makes carrots orange.



The first of the autumn leaves are starting to change colour in Honour Avenue, Macedon, Victoria. The trees in the background will change colour over a few weeks. Picture: Jay Town

DO ALL TREES LOSE THEIR LEAVES IN AUTUMN?

No. If trees aren't deciduous, they're evergreen, which means they always have leaves and only lose old leaves gradually across the year. Evergreens are either from places where the winter isn't harsh or their leaves are adapted to suit a lot of cold weather and snow. Pine trees — the fine, tough needles are the leaves — are an example of this adaptation.

Almost all Australia's native trees are evergreen. Eucalypts, for instance, are evergreen trees.

Most of the beautiful autumn leaves you see around parks and gardens in Australia are on trees that are not natives.



A young koala eating eucalypt leaves.

DO ANY NATIVE AUSTRALIAN TREES LOSE THEIR LEAVES IN AUTUMN?

Australia's only native deciduous trees are called southern beeches. There are three species, called *Nothofagus cunninghamii*, *gunnii* and *moorei*. They grow in cool rainforests in Tasmania and southern Victoria.



Nothofagus at Tarn Sheil in Mt Field National Park, Tasmania

AUTUMN HOT SPOTS

If you live in or visit cooler areas of Australia with high rainfall, you should be able to spot some deciduous trees with beautiful autumn leaves.

Popular tourist hot spots include the Adelaide Hills in South Australia, Macedon Ranges, Dandenong Ranges and the High Country in Victoria, Southern Highlands and the town of Orange in New South Wales, Mt Tamborine in Queensland and across much of Tasmania.

HOW MANY LEAVES DOES A TREE HAVE?

It is impossible to give an accurate answer to this question unless you counted every single leaf on a tree as it fell.

People who love maths love trying to figure out ways to calculate a fairly accurate answer without counting all the leaves.

One calculation we found worked out that a maple tree about as tall as an adult had about 400 leaves on it.

Big trees could have several hundred thousand leaves on them.



A big, mature deciduous tree could have hundreds of thousands of leaves, almost all of which fall in autumn. Some people like to rake up the leaves and others leave them to compost where they fall.

GLOSSARY

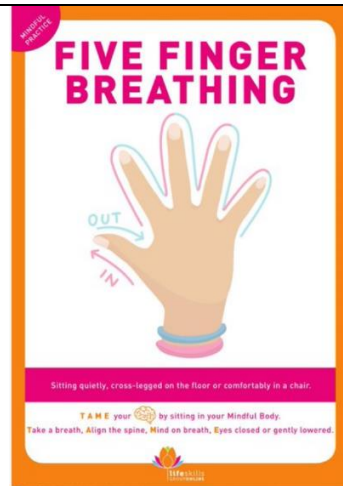
- **chaotic:** in a state of complete confusion
- **hemisphere:** half of the world either north or south of the equator
- **nutrients:** substances that nourish living things

VOCABULARY – WORD OF THE DAY

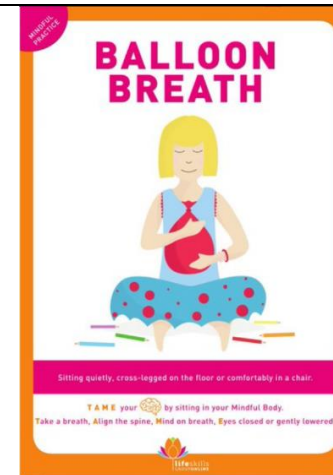
	Syllables How many?	Meaning Can use a dictionary	Base Word	Part of Speech (noun, verb, adjective, adverb)	Prefix / Suffix Can you add a prefix or suffix to the word?	Synonym Similar meaning Can use thesaurus	Antonym Opposite Can use thesaurus	Sentence
Example 'frustrating'	3	Causing feelings of anger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

MINDFULNESS

Monday



Wednesday



CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

Tuesday

Apples with Oranges

Suitable for all ages 6+

A critical thinking exercise for your brain
CCT CURRICULUM - COMPARE AND CONTRAST, IDENTIFY ATTRIBUTES, TOLERATE AMBIGUITY

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

Other examples:

- heart and brain (similar)
- pineapple and dog (different)

Think up some of your own.

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Thursday

F.O.O. Fight

Suitable for all ages 9+

A critical thinking exercise for your brain
CCT CURRICULUM - COMPARE AND CATEGORISE FACTS AND OPINIONS, IDENTIFY REASONING USED IN CHOICES

HOW TO PLAY FOO FIGHT:

1. You will need three people.
2. Choose one to be the "Grand Foo".
3. The Grand Foo thinks of a statement that is either FACT or OPINION.
4. The other students 'buzz' in (if they think they know the answer) by calling out "FOO!" and answering with either "fact" or "opinion".
5. The student who is answering has to give a reason why they think the Grand Foo's statement is a fact or an opinion.
6. The Grand Foo awards a point for each correct answer. (Disputed answers can be checked with the teacher.)
7. The first player to reach 5 points wins the game.
8. The winner then has a turn at being the Grand Foo.

This whiteboard is a rectangular shape

FACT

Blue is the best colour

OPINION

A FACT is something that can be proven to be true.
An OPINION is a personal feeling or belief about something.

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FITNESS (30 mins each day)

Monday

Complete the following exercises. How many reps can you do? Can you challenge a family member to complete it with you?

- * 15 lunges
- * 15 squats
- * 15 leg raises on each leg
- * 15 exercise of your choice

Tuesday

PE with Joe – 8 min workout

<https://www.youtube.com/watch?v=uqLNxJe4L2I>

OR

Challenge a family member to a handball game



Wednesday

“Swing Dance” Zumba video

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

OR



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

Thursday

Go Noodle: Trolls ‘Can’t Stop This Feeling’

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

OR

Spell your name PE!

A- 5 Jumping Jacks

B- 5 Jumping Jacks

C- 10 jumps

D- hop on your right foot

E- hop on your left foot

F- crab walk for 10 seconds

G- do 5 sit ups

H- 10 mountain climbers

I- 5 push ups

J- 30 second high knees

K- kick your left foot as high as you can

L- kick your right foot as high as you can

M- 5 jumping jacks

N- 10 jumps

O- hop on your right foot

P- hop on your left foot

Q- do 5 sit ups

R- do 10 mountain climbers

S- crab walk for 10 seconds

T- 5 push ups

U- kick your right foot as high as you can

V- kick your left foot as high as you can

W- Run in place for 30 seconds

X- run with high knees

Y- 5 push ups

Z- 5 sit ups

MATHS

MONDAY

WALT: To select and apply appropriate and efficient problem-solving strategies when solving multiplication word problems.

Success Criteria:

*I can identify mathematical language and determine the operation it refers to.

**I can identify what I need to find first and second.

***I can look closely at the numbers and consider which mental strategy would be the most appropriate (split, compensation, inverse operations, algorithm or grid method)

****I can show all working out and include: number lines, number sentences, diagrams

Activity:

- Watch video: https://youtu.be/fZtUn_THXnk
- Solve the multi-step problems below
- Play this interactive game to practise your skills:
<https://education.abc.net.au/res/i/L8159/index.html>

Problem 1: school sport

Last year, 21 games of soccer were played on Saturday morning. 253 students at the school played at least one game.

This year, there were 27 fewer players. How many students played soccer this year?

Problem 2: school sport

At the school athletic carnival, in the hop, step, and jump (triple jump) event, Maisie's best jump was 5.14 metres. Her total jump length for three attempts was 15.12 metres.

What was Maisie's average jump length?

Problem 3: school sport

The school netball team held a car wash to raise money. On Saturday they washed 67 cars, and on Sunday they washed 58 cars.

They charged \$6.50 per car. How much money did the team raise?

TUESDAY

WALT: multiply and divide numbers quickly.

Success Criteria:

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

Activity:

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

Watch the video for a demonstration if needed <https://www.youtube.com/watch?v=USolbZDnmyY>



SALUTE



LEARNING INTENTION	SUCCESS CRITERIA
We are learning to	
Multiply and divide quickly	<ul style="list-style-type: none">* I can multiply numbers using skip counting** I can multiply numbers using times table facts*** I can multiply and divide numbers using a variety of strategies

Equipment

Deck of playing cards or UNO cards
3 players

Instructions

- Player #1 and #2 each pick up a card, and without looking at it, place it on their foreheads. They can see what each other has, but they do not know which card they are holding.
- Player #3 (who can see both cards) mentally multiplies the cards together and says the product out loud. For example, if Player #1 is holding a 5 and Player #2 is holding a 3, Player #3 says "15."
- Once Player #3 has said the product out loud, Players #1 and #2 each try to figure out what card they are holding. So if the product is 15, and Player #1 can see that Player #2 is holding a 3, they solve the problem by division ($15 \div 3 = 5$), multiplication facts ($3 \times ? = 15$) or skip counting (3,6,9,12,15). The first player to correctly state which card they are holding keeps both cards. The player with the most cards at the end of the game wins.



The players use the number they can see and the product to figure out the number on their own card.

Level 1

- Can be played in pairs.
- Focus on a particular times table and players take turns to hold the focus card (eg. 3)
- The other player (Player 2) takes a card from the pile and holds it to their forehead.
- Player 1 or the dealer (Player 3) multiplies the card on Player 2's forehead (5) with the focus number (3) and says the product eg. 15.
- Player 2 needs to work out the card number on their forehead by skip counting by 3s, using times tables $3 \times 5 = 15$ or division ($15 \div 3 = 5$). If they get their number correct, they keep the card.
- Rotate roles.

Level 2

- Player 1 and 2 are given cards to hold on their foreheads.
- Player 3 says the product.
- Player 1 and 2 work out their card.
- The first player to say the answer keeps the cards.
- Rotate roles.

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

Level 3 (remove number 10s)

- Player 1 is given 1 card and Player 2 is given 2 cards (creating a 2-digit number) to hold to their foreheads.
- Player 3 multiplies these numbers and says the total.
- Player 1 and 2 work out their cards.
- The first player to say the answer keeps the cards.
- Remember to explain your strategy (eg. $24 \times 5 = 20 \times 5 = 100$, $4 \times 5 = 20$, $100 + 20 = 120$)

WEDNESDAY

WALT: use the division strategy to solve problems.

Success Criteria:

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

**I can write down the division calculation

***I can identify the multiples of the numbers I am dividing by

****I can subtract the largest multiple possible from the number I am dividing

*****I can continue until the remainder is smaller than the remainder I am dividing by

Activity:

Watch the video <https://tinyurl.com/uod467a>

Complete the division problems below



The Division House



Follow the directions below to create your house. Write the equation for each problem. DISCARD your remainders.

First, draw the outline of your house. This outline should only include the body of your house and the roof.

To find the Number of DOORS on your house: Divide your age by the number of years you have been at your current school.

To find the number of WINDOWS on your house: Divide the day of the month you were born by the number of kids in your family

To find the number of BRICKS on the front of your house: Divide the first three numbers in the year you were born by your current age.

To find the number of TREES in front of your house: Divide the first two numbers in your phone number by the last number in your phone number.

To find the number of APPLES on each of the trees in front of your house: Divide the first two numbers of your address by the number of days until Friday.

To find the STREET NUMBER of your house: Divide your mom's age by your age.

To find the number of CLOUDS above your house: Divide the number of students in your class by your age.

To find the number of RAINDROPS falling from the clouds: Divide your area code by the number of years you have lived in your state.

To find the number of STRANDS OF GRASS in front of your house: Divide your school's street address number by the number of kids in your class.

To find the number of FLOWERS in front of your house: Divide the number of days in the current month by the number of people sitting at your desk or table group.

THURSDAY

WALT: divide by using our knowledge of multiplication factors.

Success Criteria:

*I can identify the relationship between multiplication and division facts

**I can apply my knowledge of inverse operations to solve division problems

***I can answer division questions efficiently

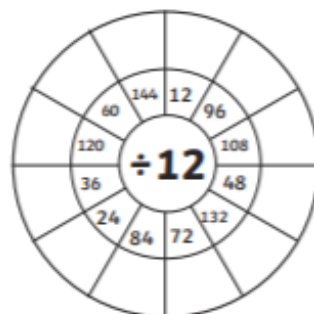
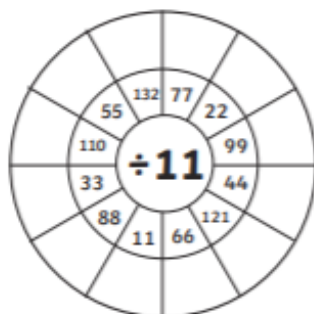
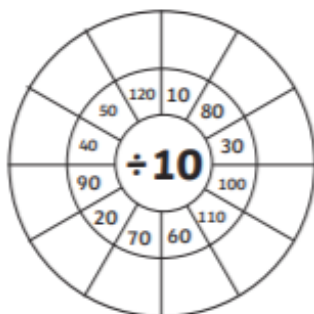
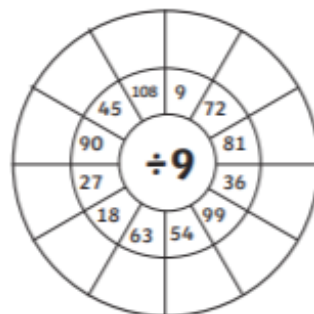
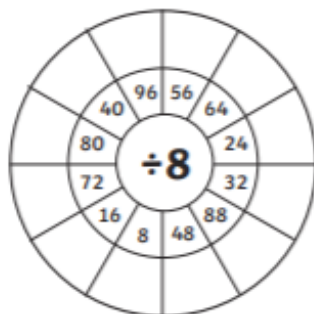
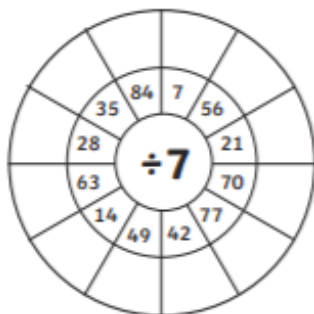
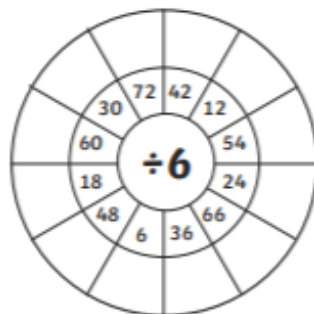
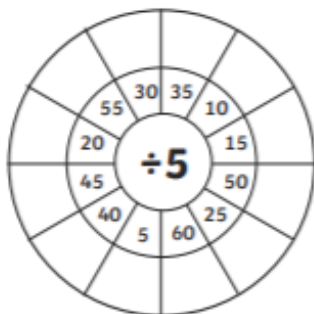
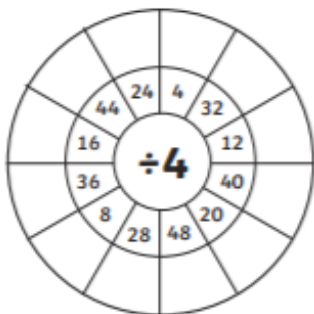
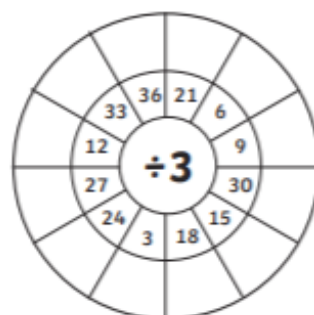
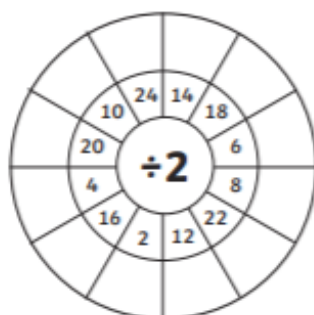
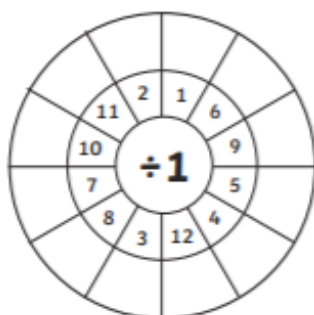
Activity:

Watch the video on inverse operations <https://www.youtube.com/watch?v=D695SVf8As>

Complete the Division Wheels. You can re draw the wheels on paper or just write the answers
(Challenge: set a timer to see how long it takes you to complete)

Division Wheels

Divide the numbers by the middle number.



VISUAL ARTS

WALT: draw a picture by following a directed drawing.

Success Criteria

* I can draw a picture following step by step instructions.

** I can draw a picture which is similar to the example by following step by step instructions.

*** I can draw a picture which is similar to the example and incorporate contrasting following step by step instructions.

TUESDAY

Activity: Directed Drawing – Fish in a Light Bulb

You will need:

1 piece of blank A4 paper.

A sharp lead pencil

Watch the video through once.

<https://www.youtube.com/watch?v=3NGIRIN3Th8>

Now start it again from the beginning and pause it after each step so that you can complete it on your own piece of paper.

Stop at around 6 minutes.



WEDNESDAY

Activity: Continue Directed Drawing – Fish in a Light Bulb

Start the video again from the 6 minute mark (or where you stopped last lesson) and continue with your picture.

Pause it after each step so that you can complete it on your own piece of paper.

<https://www.youtube.com/watch?v=3NGIRIN3Th8>



THURSDAY

Activity: Anzac Day silhouette activity

You will need:

2 pieces of blank A4 paper.

Oil pastels, texters or coloured pencils

Scissors

Glue



- First colour in a white piece of paper using blue, purple, red, orange and yellow strips (look at the example).
- Next either trace or draw you soldiers silhouette (and the circle) on a blank piece of paper and outline in black.
- Cut your soldier and circle out as one piece and stick onto your coloured background.
- If you like you can put a hole in the top of your silhouette and thread it with string so you can hang it up somewhere in your house.

HISTORY

WALT: About the British lifestyles during the colonisation period in Australia

Success Criteria

- * I can identify some British ways of life during colonisation
- ** I can identify and describe some British ways of life during colonisation
- *** I can identify, describe and compare the various traditional Aboriginal practices to the British practices

Activity:

- Watch the video link <https://bit.ly/2UJL5xH>
- Record the different British practices during the colonisation
- Describe the different British practices
- Compare the lifestyles of the Aboriginal and British people
- You can record your information in a table or a Venn diagram and upload a picture of your work into your Dojo portfolio

SCIENCE

WALT: I will be able to identify some natural man-made resources and explain where they come from.

Success Criteria:

- * I can identify some natural and man-made resources.
- ** I can identify some natural and man-made resources and explain where they come from.
- *** I can explain how and why man-made resources also use natural resources.

Activity:

- Watch the clip <https://bit.ly/2UQzAD9>
- Everything in our world is either natural or man-made.
- Explain what are natural resources and give examples.
- Research what makes something natural? Think of the things that come directly from the environment. Air, water, and soil are resources that exist in nature. People cannot make natural resources.

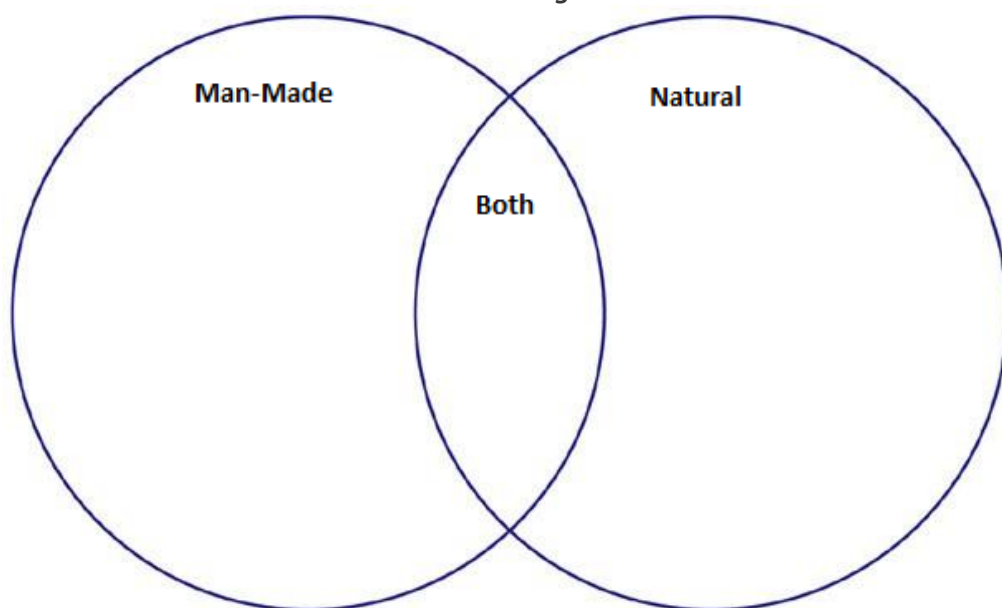
Natural Resource House Hunt

Natural and raw materials are used to manufacture products. Look carefully around your house to find objects made from the following natural resources and/or manmade materials:

* timber * cotton * water * metals

Use the Venn Diagram to write your list in the correct section. Some of things that you find may fit in the middle. For example: clothes can be both man-made and uses some natural resources. Draw the Venn Diagram and upload it on your portfolio.

Venn Diagram



LIBRARY

WALT: compare and contrast the features of each in a Venn diagram.

Activity:

Watch the film of 'The Fantastic Flying Books of Mr Morris Lessmore'

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

Think about...

- What was difference between the book and the film? Why are they different?
- Did you prefer the film or the book? Why? Write a text and tell us your opinion!
- Fill in the Venn diagram to show the things that are only in the book, only in the film and things that are in both. Upload a photo or electronic version of your Venn diagram.

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!

Name: _____

Compare & Contrast

