

## STAGE 3 – REMOTE LEARNING – WEEK 2

Suggested Times	Monday	Tuesday	Wednesday	Thursday	Friday
<b>** Please submit these tasks to your teacher on Class Dojo</b> 20 min Reading					
9:10	Crunch and Sip				
9:30	<b>** Persuasive Writing</b> Should Mobile Phones Be Banned? Watch the video and complete your plan <a href="https://bit.ly/2YvGT4n">https://bit.ly/2YvGT4n</a>	<b>Persuasive Writing</b> Use your plan to complete your opening statement and reasons for	<b>Persuasive Writing</b> Use your plan to complete your reasons against and concluding statement	<b>Persuasive Writing</b> Use your writing to edit for spelling, punctuation and structure	<b>** Persuasive Writing</b> Watch the video and use the success criteria to self edit and mark your writing <a href="https://bit.ly/3bVvEz9">https://bit.ly/3bVvEz9</a>
10:10	Crunch and Sip				
10:20	<b>Vocab – word of the day</b> 'global'	<b>Vocab – word of the day</b> 'population'	<b>Vocab – word of the day</b> 'premonition'	<b>Vocab – word of the day</b> 'scrimmage'	<b>Vocab – word of the day</b> 'chameleon'
10:30	<b>Reading Comprehension</b> Making Connections <a href="https://safeYouTube.net/w/Hnx9">https://safeYouTube.net/w/Hnx9</a>	<b>** Reading Comprehension</b> Making Connections	<b>** Reading Comprehension</b> Visualising <a href="https://safeYouTube.net/w/huL9">https://safeYouTube.net/w/huL9</a>	<b>Reading Comprehension</b> Visualising	<b>BTN</b> Watch: 'Aurora Australis' <a href="https://www.abc.net.au/btn/classroom/aurora-australis/12066110">https://www.abc.net.au/btn/classroom/aurora-australis/12066110</a>
11:00	Break 1				
11:40	<b>Mindfulness</b> Journey into the Body	<b>Creative &amp; Critical Thinking Crunches</b> The Ads vs Bads	<b>Mindfulness</b> 7-11	<b>Creative &amp; Critical Thinking Crunches</b> The Prequel	<b>Mindfulness</b> Smile Mindfully
11:50	<b>Maths</b> Adding and Subtracting Fractions <a href="https://bit.ly/35aIZvg">https://bit.ly/35aIZvg</a>	<b>** Maths</b> Adding and Subtracting Fractions	<b>Maths</b> Fractions Problems <a href="https://bit.ly/356nWZE">https://bit.ly/356nWZE</a>	<b>Maths</b> Place Value of Decimals	<b>** Maths</b> Comparing Decimals
12:30	<b>** PDH</b> Safe Living – Netiquette <a href="https://bit.ly/3d4dn5L">https://bit.ly/3d4dn5L</a>	<b>Number of the Day =</b> <b>TEN Maths =</b> <b>Mathletics</b> Complete an assigned Mathletics task	<b>Coding</b> Colouring using codes	<b>** History</b> Watch video on Lake Mungo <a href="https://bit.ly/2VZUQqX">https://bit.ly/2VZUQqX</a>	<b>Visual Arts</b> Realistic eye <a href="https://safeYouTube.net/w/LFb9">https://safeYouTube.net/w/LFb9</a>
1:10	<b>Fitness</b> PE With Joe <a href="https://safeYouTube.net/w/vPIA">https://safeYouTube.net/w/vPIA</a>	<b>Fitness</b> Dice Workout	<b>Fitness</b> Dance – Footloose <a href="https://safeYouTube.net/w/cq1A">https://safeYouTube.net/w/cq1A</a>	<b>Fitness</b> Bear crawls	<b>Fitness</b> Yoga
1:30	Break 2				
2:10	<b>** Library</b>	<b>** Science</b> STEM Activity Marble Maze <a href="https://safeYouTube.net/w/KieA">https://safeYouTube.net/w/KieA</a>	<b>** Music</b> Rap my name I like that <a href="https://bit.ly/35slVMb">https://bit.ly/35slVMb</a> <b>START VIDEO AT 3:52 and FINISH AT 7:40</b> <a href="https://bit.ly/3cIGpeI">https://bit.ly/3cIGpeI</a> <a href="https://apps.musedlab.org/roovepizza/2">https://apps.musedlab.org/roovepizza/2</a>	<b>** Journal Reflection</b>	<b>Reading Eggs / Mathletics</b> Complete an assigned Reading Eggs or Mathletics task
Weekly Challenges – Physical, Times Tables, Word, Picture, Maths					

## STAGE 3 – REMOTE LEARNING – WEEK 2

### Read for 20 mins each day

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

### COMPREHENSION

**WALT:** We are learning to use the strategy of making connections to help us read and understand a text.

**Success Criteria:**

- \* I can make connections to myself when I am reading a text.
- \*\* I can make connections to myself and other texts when I am reading.
- \*\*\* I can make connections to myself, other texts and the world when I am reading.

#### MAKING CONNECTIONS

My Connection Can Be...



<b>Mon</b>	<ul style="list-style-type: none"> <li>▪ Watch: Making Connections video <a href="https://safeYouTube.net/w/Hnx9">https://safeYouTube.net/w/Hnx9</a></li> <li>▪ Read a book or select a book from the Library in Reading Express.</li> <li>▪ Make connections to yourself, other texts and the world.</li> <li>▪ Write the connections you made in your book and upload the image on your portfolio.</li> </ul>
<b>Tues</b>	<ul style="list-style-type: none"> <li>▪ Read the text below then answer these questions:                             <ol style="list-style-type: none"> <li>1. This story reminds me of...</li> <li>2. This character has the same problem that I read/saw/heard in another text. Give examples and write the name of the text.</li> <li>3. I saw a program on television that presented things described in this text.</li> <li>4. Does this remind you of something? Explain.</li> <li>5. Has anything like this ever happened to me you? Explain in complete sentences and give examples.</li> </ol> </li> </ul> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p><b>"Sinister, thirty."</b></p> <p>I gazed across the darkening plateau. Nothing there, I thought. We knew the plateau ran for miles before falling sharply away in a smooth scree to the valley below. We had strict orders not to approach the scree. It formed the border of our territory. No one I knew had ever approached the scree and returned to base camp to tell of it. Beyond the scree was Namuh, an empty wasteland that throbbed with uncharted sounds and strange mystic lights that filled us all with terror and dread.</p> <p>And then I saw it. Gub must have sensed it at the same time as I did, for I noticed him stiffen and his head jerk upwards as if a nerve had been touched at the top of his spine.</p> <p>"Over there," he whispered in a throaty gasp, and then, "What can it be?"</p> <p style="text-align: right;">The object was circular, standing to our left and looking like a gigantic saucer. It was clearly a ship from Namuh and the Outer Reaches.</p> <p style="text-align: right;">"I have never seen such a thing."</p> <p style="text-align: right;">It was huge. Above its plate-like base sat a series of circular humps and domes, each one rising above the next in a pattern of architectural ripples. In the sullen gloom I could just detect a twinge of colour about them, orange, red and green. It was a fearsome structure, towering above us and merging with the grey of the gathering skies. As we stood trembling on the open prairie, the Commander gave the order for us to switch on the sensors. Immediately a warm glow flooded through my being, and, as I adjusted my antennae, I could taste a distinctively vegetable tang in the air.</p> <p style="text-align: right;">"I do not understand."</p> </div>

**WALT:** We are learning to use the strategy of visualisation to help us read and understand a text.

**Success Criteria:**

\*I can visualise a text as I read a text.

\*I can use five senses as I visualise the text.

\*\*I can use five senses, visualise the text as I read and make a movie in my head.

**Visualising**

Visualising means creating an image in your mind while reading that reflects the characters, events, topics or information in the text.

Writers often use language to appeal to our senses (sight, sound, smell, touch and taste). This is called 'sensory language'. Sensory language helps us to picture in our minds what is happening in the text.

To create these images, you need to concentrate on what you are reading. This can improve your understanding of the text.

Visualisations can keep evolving (changing) throughout a text. The more you practice this skill, the easier it will become!



**Wed**

- Watch: <https://safeYouTube.net/w/huL9>
- Write a list of words for the five senses that

you could use to visualise a text that you are reading.

For example:

**Sight** – dull, bright, colourful

**Sound** - chatter, snore, buzz,

**Touch** – sticky, moist, wet

**Taste** - bitter, bland, creamy

**Smell** – damp, nasty, fragrant.

- Read the texts given. Make a movie in your head and sketch the key ideas from the text.
- Upload the image on your portfolio and write some sensory words around your sketch.



**Thurs**

- Read the text below.
- Imagine you are one of the characters from the text. Visualise in words or pictures what you would see, hear, feel, smell, taste from their point of view.
- Upload the image in your portfolio.

Gub was as terrified as I was. Now that the sensors were operating fully I could pick up the tension and panic reaching me from the lines of foragers spread out across the plain.

'We must go back.'

We were frightened, but we had been well trained. No one moved. Standing there we tried desperately to register any signs of life from the large spaceship beside us. It was active, that we could tell, reeking of living matter, but there was no movement on it. So we waited, frozen to the hard earth, sensing the enormous life-force that loomed above us; and the ship from the Outer Reaches, silent and motionless, watched us in return.

The Commander then made a fatal decision. Looking back, I can understand it. Times were hard and our larders were empty. We had become desperate.

But from the moment I heard the order to advance I knew we were courting disaster.

I picked up Gub's wry grin on the sensor, and he, no doubt, sensed my alarm. There was nothing we could do. The lines shuffled into action, moving like boxcars. We increased our speed. We had only advanced several paces when our world exploded.



**Fri**

Watch BTN - 'Aurora Australis'

<https://www.abc.net.au/btn/classroom/aurora-australis/12066110>

- Briefly summarise the BTN Aurora Australis story.
- Where is Antarctica?
- What is an icebreaker?
- What has been the icebreaker's job over the past 31 years?
- What did you learn from this story?
- What do you wonder or what questions do you have after watching the story?



## WRITING: Discussions

**Mon**

**WALT:** We are learning to plan a discussion about 'Mobile phones should be banned in the classroom'

**Success Criteria:**

- \*I can use the plan template to organise my ideas
- \*\*I can create at least 2 reasons for this topic
- \*\*\*I can create at least 2 reasons against this topic
- \*\*\*\* I can include varying modality words
- \*\*\*\*\*I can give my recommendation of opinion at the end of my plan

A discussion is a form of persuasive writing. Just like an exposition, there is an opening statement, reasons and examples as well as a concluding statement. However in a discussion the opening statement is general and provides an overview about the topic rather than an opinion. A discussion also presents reasons for and reasons against the topic. The concluding statement is generally a recommendation from the writer to the audience convincing them of an overall opinion.

- In today's task you will be planning your discussion for the topic:  
**Should mobile phones be banned in the classroom?**
- Read the example to below to help you with your own.
- Click on the link to watch the video of Miss Borg using the template to complete her plan.  
<https://bit.ly/2YiGTHn>
- Create your own plan the submit a photo onto your Class Dojo Portfolio.

Should children work for their pocket money?

Money is needed for many things. Food, clothes, bills, games etc. Everyone has different responses 'for' and 'against' this discussion on 'Should children work for their pocket money?'. Some people think that children should work for their pocket money. Others think that children should not work for their pocket money.

However, it might also lead to children with money and the things they want.

Firstly, it is good for children to work for their pocket money as it encourages them to become more mature and responsible. Assisting with chores around the house will prepare children for their responsibilities for the future.

To add onto this reason, when children are payed for doing chores around the house it could save families lots of money. If parents choose to pay children the money they are spending remains in the family. For example, if your father pays the carwash attendant \$20 to wash his car, he will end up saving that money by paying his children to wash the car instead because he would be paying less.

In addition, if children work for pocket money they might learn to understand and respect the value of money. People sometimes respect things they have bought for themselves more, rather than things that have been purchased for them. This is because they know the dollar value associated with the item when they buy it and can link how hard they had to work for that money in order to buy what they like.

On the other hand, there are several reasons against the idea of children working for their pocket money.

Firstly, if children work for their pocket money, they could become obsessed with the idea of having money. This can lead to children stealing money from their parents and siblings in order to get more money without working.

Furthermore, if children are always working for their money then they are at risk of losing their free time. Children should be able to freely enjoy their leisure time while they can. School work can be tiring and draining, so it is extremely important that their time spent at home is relaxing and fun.

Finally, if children wait for birthdays and religious holidays to get money then they will learn how to become patient and grateful. If they learn how to be patient, they will also learn discipline and tolerance, which in turn will prepare them to become better adults.

After considering the reasons for and against children working for their pocket money, it can be determined that children must work for their pocket money because they will learn the value of money and understand that money is not just given but also must be earned.

Mobile phones should be banned in the classroom

**Opening Paragraph:**

What is the topic/ argument about?

communication - portable technology, used for entertainment, used for research

**Reason For:**

What is the reason, can you elaborate?

Distraction - stop you from doing work, make noise, vibrate. Classrooms need to be distraction free.

**Reason For:**

What is the reason, can you elaborate?

Expensive - cost lots of money -> stolen  
- disturbs work time  
- ruin relationship with peers / lose trust

**Reason Against:**

What is the reason, can you elaborate?

Quick research, no lag in time, more time to research.

**Reason Against:**

What is the reason, can you elaborate?

Great way to communicate, saves time  
saves time in emergency situation

**Conclusion:**

Recommend your opinion with links back to your argument.

Agree to be banned. Distraction from learning and can be stolen / cause class issue

**Opening Paragraph:**

What is the topic/ argument about?

**Reason For:**

What is the reason, can you elaborate?

**Reason For:**

What is the reason, can you elaborate?

**Reason Against:**

What is the reason, can you elaborate?

**Reason Against:**

What is the reason, can you elaborate?

**Conclusion:**

Recommend your opinion with links back to your argument.

**Tues**

**Learning Intention:** We are learning to write an opening statement and reasons for a discussion using our plan

**Success Criteria:**

- \* I can use the ideas in my plan to write my opening statement
- \*\* I can include general information in my opening statement
- \*\*\* I can list my reasons for and against in my opening statement
- \*\*\*\* I can use my plan to write my reasons and give examples for the discussion topic
- \*\*\*\*\* I can include connectives at the beginning of my reasons to link them to my opening statement
- \*\*\*\*\* I can use varying modality words to balance my arguments

- Read the example plan, opening statement and reasons for the mobile phone topic.
- Using your plan from yesterday, write your opening statement and reasons for the discussion topic 'should mobile phones be banned in the classroom'.

Mobile phones should be banned in the classroom

**Opening Paragraph:**

What is the topic/ argument about?  
communication + portable technology, used for entertainment, used for research

**Reason For:**

What is the reason, can you elaborate?

Distraction - stop you from doing work, make noise, vibrate. Classrooms need to be distraction free.

**Reason For:**

What is the reason, can you elaborate?

Expensive - cost lots of money → stolen  
- disturbs work time  
- ruin relationship with peers / large trust

**Opening Statement**

Mobile phones are a must have piece of technology in today's society. They allow us to connect with people far away, find answers to questions on the go and provide entertainment at the touch of our fingers. Many people agree that mobile phones 'should be banned in classrooms' because they are distraction from learning and could be stolen or cause unnecessary problems in class. However, they can also be used for quick research and learning as well as a way of communicating during an emergency.

**First Reason For:**

Firstly, mobile phones should be banned in all classrooms as they are known to be a distraction from learning. Mobile phones have many functions that produce, noise, lights and vibrations which can be distracting to those around them. Classrooms are an environment that require students be focused and ready to listen. If you or someone around you is using a mobile phone when you are trying to listen, it would be very unlikely that all your attention is being given to the teacher who is speaking.

**Second Reason For:**

In addition, mobile phones can be quite expensive depending on their model and functions. Just like any fun and expensive piece of equipment, it can be stolen or even broken. Mobile phones may cause unnecessary problems if used in class, for example. If your phone was stolen during your class time, your teacher and classmates would then need to spend quality learning time searching for your phone rather than learning. The relationship between you and your classmates would also be ruined due to not trusting them if no one handed in your phone.

**Wed**

**Learning Intention:** We are learning to write our reasons against and our concluding statement for a discussion using our plan

**Success Criteria:**

- \* I can use the ideas in my plan to write my reasons against and give examples
- \*\* I can include connectives at the beginning of my reasons to link them to my opening statement
- \*\*\* I can give my viewpoint in the concluding statement
- \*\*\*\* I can list the reasons that support my viewpoint in the concluding statement
- \*\*\*\*\* I can use varying modality words to balance my arguments
- \*\*\*\*\* I can use at least one comparing word or phrase in my writing

**Activity**

- Re-read yesterday's writing to ensure that your writing flows and makes sense.
- Use your plan to write your reasons against and your concluding statement.
- Refer to the example below to help guide you in your own writing.
- Please upload a photo of your work to Class Dojo.

**Reason Against:**

What is the reason, can you elaborate?

Quick research, no log in time, more time to research.

**Reason Against:**

What is the reason, can you elaborate?

Great way to communicate, saves time  
Saves time in emergency situation

**Conclusion:**

Recommend your opinion with links back to your argument.

Agree to be banned. Distraction from learning and can be stolen / cause class issue

**First Reason Against:**

On the other hand, mobile phones can be used for research and answering questions on the go. We all know that technology in class can take an extremely long time to load and rarely works. Having a mobile phone which doesn't require log in time would enable students to spend more time learning and researching rather than logging in and signing off. Therefore, using mobile phones in classrooms would be beneficial to learning and saves time.

**Second Reason Against:**

Secondly, mobile phones are a great way to communicate with other people. Schools can sometimes be large places and physically walking to other classes to communicate messages can be time consuming. In an emergency, there is not a lot of time to communicate what is happening. Having a mobile phone handy could save a life. For example, if your teacher or another student were to suddenly fall ill would you rather spend time running to the office for help or immediately call them to send someone straight away?

**Concluding Statement:**

After considering the reasons for and against this topic, I am certain that mobile phones should not be used in classrooms as they present a distraction to quality learning time. Students learn best when their attention is completely on the teacher and having mobile phones present in the classroom does not allow that.

**Thur**

**Learning Intention:** We are learning to edit our work for spelling, punctuation and structure.

**Success Criteria:**

\*| can make sure all sentences have a capital letter at the beginning and full stop at the end

\*\*All my sentences make sense when I read them out loud

\*\*\*| have used a variety of words (e.g. making sure I have not used the same words too many times)

\*\*\*\*My discussion follows the correct structure

\*\*\*\*\*| have used a variety of modality words

\*\*\*\*\*| have used connectives to link my ideas

\*\*\*\*\*| have used at least one comparative word (e.g. however)

\*\*\*\*\* I have used an online dictionary (or hard copy) to check my spelling is accurate

**Activity**

- Edit your work following the success criteria given.
- Please use a dictionary to check your spelling is accurate.
- Read your work out loud to make sure it makes sense and your writing flows.
- Apply any feedback that your teachers have given you to ensure your writing is the best you can do! :)
- Submit a photo of your edited work to your class dojo portfolio!

**Fri**

**Learning Intention:** We are learning to mark our own work against a given success criteria

**Success Criteria:**

\* I can create a key or colour code to organise my marking

\*\*| can identify the opening statement

\*\*\*| can identify the reasons for and against

\*\*\*\*| can identify the concluding statement

\*\*\*\*\*| can identify varying modality words

\*\*\*\*\*| can identify connectives

\*\*\*\*\*| can identify comparative words

\*\*\*\*\*| can identify the opinion in the concluding statement

\*\*\*\*\*| can upload my self edited/ marked work to my class dojo portfolio

**Activity**

- Watch the video demonstration of how to colour code writing to match the success criteria  
<https://bit.ly/3bVvEZ9>
- Create a colour code or key to organise your work
- Using your key highlight/underline/circle the different features of your discussion text
- If you are unable to locate part of the success criteria in your writing, you will need to edit your work so that it meets the success criteria.

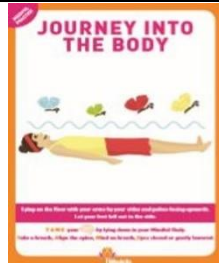
## VOCABULARY – WORD OF THE DAY

	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 <b>'frustrating'</b>	3	Causing feelings of anger and annoyance.	frustrate	adjective	frustrates frustrated frustration	annoy irritate	pleasing	Homework can be very <u>frustrating</u> at times.
Monday <b>'global'</b>								
Tuesday <b>'population'</b>								
Wednesday <b>'premonition'</b>								
Thursday <b>'scrimmage'</b>								
Friday <b>'chameleon'</b>								

## MINDFULNESS

### Monday

1. Lie on your back, place your arms by your side, palms facing upwards.
2. Take three slow deep breaths. Let your body become still.
3. Bring your attention to your feet, notice what they feel like against your shoes or the floor. Move attention to your knees, legs, body. Be mindful of one single breath. Your shoulders, arms, hands, fingertips, neck. Your face- hold your hands in front of your face and let eyelashes touch your hands. Your head. Your ears.
4. Keep your body still, think about your breathing for three breaths. Gently wiggle your fingers, wiggle your toes. Then gently and quietly sit up in your mindful body.



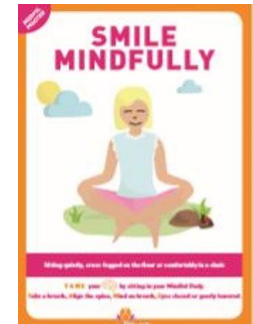
### Wednesday

1. Breathe in to the count of seven. You can count as quickly or slowly as you need.
2. Breathe out to the count of eleven. You may need to count quickly, but with practice you will eventually slow your out breath.
3. Continue the practice for one minute.
4. Take another mindful breath in, as you breath out listen for any sounds in the room. Notice the parts of our body in contact with the floor. Gently open your eyes.



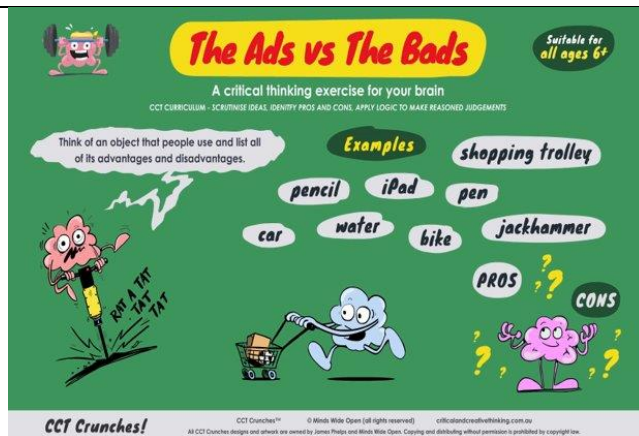
### Friday

- Use your hands to gently massage your face.
- Think about something that makes you smile (joke, person).
- Eyes closed and smile. Notice what you feel happening to the muscles in your face.
- Smile as you breath in and relax as you breath out. Continue for 5 or more breathes.



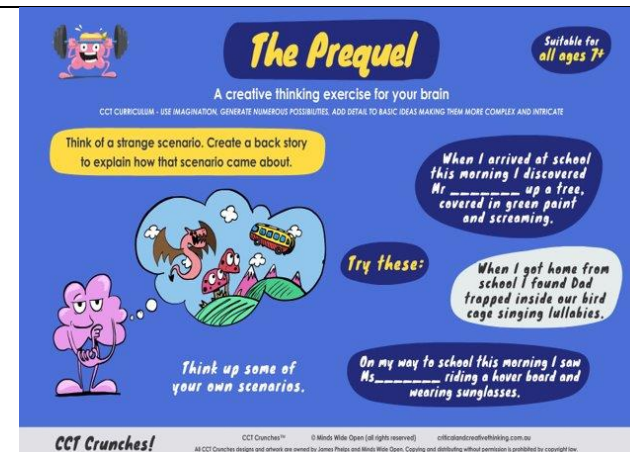
## CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

### 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.



## FITNESS (30 mins each day)

### Monday: PE With Joe

Follow the sequence of body movements. Make sure that you have plenty of floor space to complete the body movements.

<https://safeYouTube.net/w/vPjA>



### Tuesday: Dice Workout

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


### Wednesday: Dance

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

<https://safeYouTube.net/w/cq1A>



Just Dance Kids 2014 Footloose - YouTube

### Thursday: Bear Crawls Challenge

**Task:** Set a timer for 1 minute and see how many times you can complete the Bear Crawl. Do this 5 times with a one minute rest in between each round. Then, have some fun and complete an active game that uses this exercise.

#### Bear Crawls

Palms and feet flat on the floor, arch your back so that you look like a bear. Move across your room. Add some fun by having a competition with a family member.



### Friday: Yoga Poses

**Task:** Move your body into the poses and hold for 30 – 60 seconds. Do three rounds of each exercise pose with 1-minute rest between each.

#### Cat Pose:

Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a cat.

#### Chair Pose:

Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.

#### Child's Pose:

Sit on your heels, slowly bring your forehead down to rest in front of your knees, rest your arms down alongside your body, and take a few deep breaths.



# MATHS

## MONDAY

**WALT:** We are learning to add and subtract proper fractions with the same denominator.

**Success Criteria:**




\*I can use diagrams to add proper fractions.




\*\*I can understand that a whole number added to a proper fraction is a mixed numeral




\*\*\* I can subtract proper fractions with the same denominator.




- Watch Miss Sayed's video: <https://bit.ly/35aZva>




## Adding and Subtracting Fractions




1)   $\frac{2}{11}$  +   $\frac{4}{11}$  =  \_\_\_\_\_

2)   $\frac{3}{11}$  +   $\frac{3}{11}$  =  \_\_\_\_\_

3)   $\frac{2}{9}$  +   $\frac{4}{9}$  =  \_\_\_\_\_

1)   $\frac{10}{12}$  -   $\frac{2}{12}$  =  \_\_\_\_\_

2)   $\frac{9}{12}$  -   $\frac{3}{12}$  =  \_\_\_\_\_

3)   $\frac{7}{8}$  -   $\frac{2}{8}$  =  \_\_\_\_\_

## Review – Like Fractions

1)  $\frac{6}{12} + \frac{5}{12} =$

2)  $\frac{5}{9} - \frac{4}{9} =$

3)  $\frac{3}{10} + \frac{5}{10} =$

4)  $\frac{7}{8} - \frac{3}{8} =$

5)  $\frac{11}{16} + \frac{7}{16} =$

6)  $\frac{5}{6} - \frac{3}{6} =$



$$vb^s = 1/4u(1-e^{\wedge}2)$$

$$vc^s = 1/4u(1+e)^{\wedge}2$$

$$vb = 1/4u(1-e^{\wedge}2)$$

$$vc = 1/4u(1+e)^{\wedge}2$$

Teach Starter.com

## TUESDAY

### WALT:

We are learning to add and subtract mixed numbers by converting them into improper fractions and back again.

### Success Criteria:

- \* I can define mixed numbers and improper fractions.
- \*\* I can explain the purpose of mixed numbers
- \*\*\* I can identify mixed numbers
- \*\*\*\* I can convert improper fractions into mixed numbers
- \*\*\*\*\* I can add and subtract mixed numbers.

- Watch the video <https://bit.ly/35pTVV6>

### Method:

$$\bullet 1\frac{3}{4} + \frac{3}{4} =$$

You need to change the mixed number into an improper fraction before you can add them together

$$\bullet \frac{7}{4} + \frac{3}{4} =$$

CHECK!! Are the denominators the same?

When they are, add the numerators together.

$$\bullet \frac{10}{4} = 2\frac{2}{4} = 2\frac{1}{2}$$

We can change the answer into a mixed number when the numerator is bigger than the denominator.

Copy and complete the following

$$\begin{aligned} \text{(a)} \quad 1\frac{1}{2} + \frac{5}{8} \\ &= \frac{\square}{2} + \frac{5}{8} \\ &= \frac{\square}{8} + \frac{5}{8} \\ &= \frac{\square}{8} \\ &= \square\frac{\square}{8} \end{aligned}$$

$$\begin{aligned} \text{(b)} \quad 1\frac{1}{4} + 1\frac{2}{3} \\ &= \frac{\square}{4} + \frac{\square}{3} \\ &= \frac{\square}{12} + \frac{\square}{12} \\ &= \frac{\square}{12} \\ &= \square\frac{\square}{12} \end{aligned}$$

$$\begin{aligned} \text{(c)} \quad 3\frac{1}{8} - 1\frac{2}{5} \\ &= \frac{\square}{8} - \frac{\square}{5} \\ &= \frac{\square}{40} - \frac{\square}{40} \\ &= \frac{\square}{40} \\ &= \square\frac{\square}{40} \end{aligned}$$

## LET'S SEE WHAT YOU CAN DO

Work out in your books

$$1\frac{5}{6} + \frac{5}{6} =$$

$$3\frac{1}{4} + 2\frac{3}{4} =$$

$$5\frac{2}{5} - 3\frac{3}{10} =$$

### Steps to Success:

1. Change any mixed numbers into improper fractions.
2. Make sure the denominators are THE SAME.
3. Add or subtract the numerators according to the question.
4. If your answer is an improper fraction, change it into a mixed number.

## WEDNESDAY

**WALT:** solve word problems that involve addition and subtraction of fractions with the same denominator.

### Success Criteria:

- \*I can use the problem-solving steps to solve word problems with fractions.
- \*\*I can identify the mathematical strategy that is required to solve the fraction problem.
- \*\*\* I can write my own word problem using fractions with the same denominator.

- Watch the video <https://bit.ly/356nWZE>
- Complete the fraction word problems and show your working. Remember to use the problem solving step.
- Take a photo of your work and upload it through Class Portfolio.



1. Olivia went out for a walk. She walked  $\frac{1}{4}$  of a kilometre and then sat down to take a rest. Then she walked  $\frac{1}{4}$  of a kilometre. How far did she walk altogether?
2. Noah made two types of biscuits. He used  $\frac{3}{8}$  cup of sugar for one recipe and  $\frac{1}{8}$  cup of sugar for the other. How much sugar (in cups) did he use in all?
3.  $\frac{3}{10}$  of the coloured chocolates in a bag are red and  $\frac{3}{10}$  are blue. What fraction of the coloured chocolates are red and blue?
4. Emily has  $\frac{4}{12}$  of a chocolate bar. Nathan has  $\frac{5}{12}$  of the chocolate bar. How much do they have together?
5. Grace ran  $\frac{4}{6}$  of a marathon. Anita ran  $\frac{5}{6}$  of a marathon. Who ran further? What fraction further?
6. A running track is one kilometre long. If I jog for  $\frac{1}{3}$  km and sprint for  $\frac{1}{3}$  km will I complete the full distance of the track?
7. You give  $\frac{3}{6}$  of a box of cakes to Anna and  $\frac{1}{6}$  of the box of cakes to Harris. How much of the box of cakes did you give away?
8. Peter walks  $\frac{7}{8}$  of a kilometre to school. Layla walks  $\frac{5}{8}$  of a kilometre to school. How much farther does Peter walk than Layla?
9. There is  $\frac{7}{10}$  of a pizza in one box and  $\frac{3}{10}$  of a pizza in another box. How much more is there in the first box compared to the second box?
10. A jug contains  $\frac{5}{8}$  litres of orange juice. After you pour  $\frac{3}{8}$  of a litre into some glasses, how much is left in the jug?
11. At a class party  $\frac{3}{8}$  of a vegetarian pizza and  $\frac{4}{8}$  of a meat-feast pizza were eaten. How much pizza was eaten altogether?
12. Harry and Dele shared a chocolate bar. Harry ate  $\frac{3}{5}$  and Dele ate  $\frac{2}{5}$ . Who ate more? What fraction more?

Challenge: Write some of your own problems.

<p><b>Self Assessment: Rate your learning</b></p> <div style="display: flex; align-items: center;"> </div>	<p><b>Write your reflection:</b></p> <p>I know...    I need help with...    I enjoyed...</p>
--	--



## THURSDAY

**WALT:** recognize and state the place value of digits in decimal numbers of up to three decimal places.

**Success Criteria:**

\*I can discuss the purpose of a decimal point.

\*\*I can identify and state the place value of the decimal.

\*\*\* I can compare and order numbers involving decimals to thousands

- Watch the video <https://bit.ly/2ScxoFF>
- Complete the following decimal problems into your workbook. Rate your learning and write a reflection about your learning.
- Take a photo of your work and upload it through your class portfolio

1) Represent these decimal numbers by drawing counters on the place value chart.

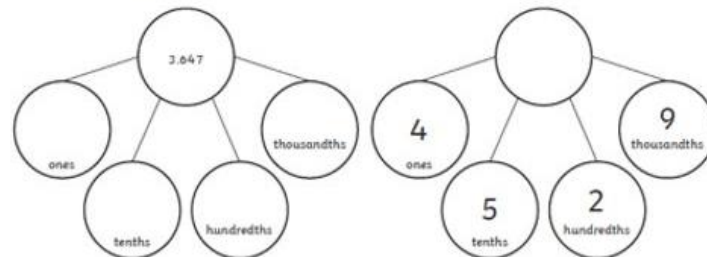


	Tens	Ones	tenths	hundredths	thousandths
a) 14.207					
b) 5.003					
c) 0.253					

2) What are the values of the underlined digits in the following numbers?

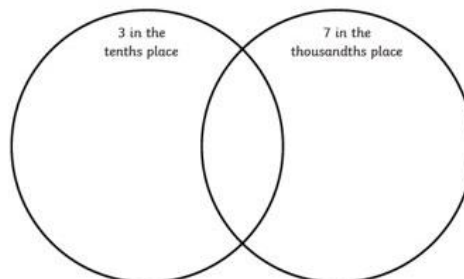
26. <u>8</u> 03	9.9 <u>3</u> 0	11. <u>2</u> 27	44.29 <u>8</u>
-----------------	----------------	-----------------	----------------

3) Complete the decimal part-whole models.



Sort the decimal numbers into the correct place on the Venn diagram.

0.577	0.387	0.439	0.514	0.287
0.381	0.399	0.129	0.528	0.317



Sort the decimal numbers into the correct place on the Carroll diagram.

1.671	3.629	0.581	3.902	2.601
0.665	1.071	0.003	0.328	1.874

	1 in the thousandths place	not a 1 in the thousandths place
6 in the tenths place		
not a 6 in the tenths place		

**Self Assessment:** Rate your learning



**Write your reflection:**

I know... I need help with... I enjoyed...

## FRIDAY

**WALT:** We are learning to compare, order and represent decimals to thousandths.

**Success Criteria:**

\*I can write a decimal number up to three decimal places.

\*\*I can identify and state the sequence of decimal in ascending and descending order.

\*\*\* I can compare, order and explain decimals to thousandths

- Watch the video <https://bit.ly/3aGSVMY>
- Complete the following decimal problems into your workbook.
  - Take a photo of your work and upload it through your class portfolio.

### Rounding Decimals - Tenths and Hundredths

① Round these decimals to the nearest tenth.

(a) 9.74 = \_\_\_\_\_

(k) 9.17 = \_\_\_\_\_

(b) 29.10 = \_\_\_\_\_

(l) 67.670 = \_\_\_\_\_

(c) 0.77 = \_\_\_\_\_

(m) 0.592 = \_\_\_\_\_

(d) 4.61 = \_\_\_\_\_

(n) 8.97 = \_\_\_\_\_

② Round these decimals to the nearest hundredth.

(a) 4.387 = \_\_\_\_\_

(k) 7.444 = \_\_\_\_\_

(b) 7.336 = \_\_\_\_\_

(l) 82.876 = \_\_\_\_\_

(c) 0.1731 = \_\_\_\_\_

(m) 76.909 = \_\_\_\_\_

(d) 1.88 = \_\_\_\_\_

(n) 87.770 = \_\_\_\_\_

③ Write <, > or = to compare the decimals.

(a) 1.2 \_\_\_\_\_ 1.1

(f) 6.619 \_\_\_\_\_ 5.619

(k) 19.98 \_\_\_\_\_ 19.99

(b) 3.54 \_\_\_\_\_ 3.55

(g) 1.255 \_\_\_\_\_ 1.256

(l) 16.88 \_\_\_\_\_ 16.08

(c) 12.9 \_\_\_\_\_ 12.92

(h) 12.86 \_\_\_\_\_ 12.88

(m) 3.54 \_\_\_\_\_ 3.55

(d) 8.5 \_\_\_\_\_ 8.62

(i) 9.88 \_\_\_\_\_ 9.999

(n) 44.2 \_\_\_\_\_ 44.21

(e) 4.3 \_\_\_\_\_ 4.30

(j) 7.03 \_\_\_\_\_ 7.3

(o) 22.605 \_\_\_\_\_ 22.650

④ Write these decimals in ascending order.

(a) 1.75, 5.75, 1.78, 1.7 \_\_\_\_\_

(b) 1.11, 1.1, 1.101, 1.01 \_\_\_\_\_

(c) 4.3, 4.44, 4.34, 4.43 \_\_\_\_\_

(d) 0.12, 0.01, 0.001, 0.1 \_\_\_\_\_

(e) 2.7, 3.7, 7.3, 7.2, 7.02 \_\_\_\_\_

(f) 7.2, 6.4, 6.3, 6.49, 7, 6.5 \_\_\_\_\_

⑤ Write these decimals in descending order.

(a) 7.6, 6.6, 8.6, 5.6, 9.6 \_\_\_\_\_

(b) 4.3, 4.44, 4.6, 4.21, 4.2 \_\_\_\_\_

(c) 3.3, 3.2, 3.21, 3.10, 3 \_\_\_\_\_

(d) 9.9, 9.99, 9.89, 9.09, 9 \_\_\_\_\_

(e) 5.5, 5.55, 5.49, 5.4 \_\_\_\_\_

(f) 0.8, 0.5, 0.08, 0.18 \_\_\_\_\_

Self Assessment: Rate your learning



Write your reflection:

I know... I need help with... I enjoyed...

# TEN MATHS GAME

## TUESDAY

**WALT:** understand and use fractions.

### Success Criteria

- \*I can read and represent fractions using drawings.
- \*\*I can compare and order fractions.
- \*\*\*I can add and subtract fractions with the same denominator.
- \*\*\*\*I can add and subtract fractions with different denominators.

### Activity:

Choose your level for your TEN Maths Game or try all 4 levels.  
Verse a family member or play alone.



## FRACTIONS GAMES



### Equipment

Deck of playing cards or dice

### Instructions

- Play with a partner OR play by yourself
- Remove picture cards J, Q, K if using cards

#### Level 1

- Flip 2 cards or roll 2 dice to create a proper fraction (small number on top).
- Players each represent that fraction in a drawing.

- Eg. 2 and 3 =  $\frac{2}{3}$    

#### Level 2

- Flip 2 cards or roll 2 dice reading it as a proper fraction (small number of top).
- Repeat another 2 times and place fractions in order (smallest to largest).
- Can draw pictures to help if needed.
- Eg.  $\frac{1}{4}$   $\frac{2}{3}$   $\frac{4}{5}$

#### Level 3

- Flip 3 cards or roll 3 dice.
- Place the largest number on the bottom of the fraction (the denominator)
- Place the top 2 smaller numbers on top of the fraction (the numerator).
- Add the fractions together.

*Variation: subtract fractions*

- Eg. If you flip/roll 2, 3 and 6. 6 is the largest and becomes the denominator.  $\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$
- You may end up with an improper fraction (bigger number on top) which is fine or you can convert it into a mixed numeral.

#### Level 4

- Flip 2 cards or roll 2 dice reading it as a proper fraction (small number of top).
- Repeat then add the fractions together.

*Variation: subtract fractions*

- Eg. If you flip/roll 1, 2 and 2, 5 your fractions become  $\frac{1}{2} + \frac{2}{5} = \frac{5}{10} + \frac{4}{10} = \frac{9}{10}$

## HISTORY

**WALT:** We are learning to investigate who the first inhabitants of Australia were and how the lives of Australian colonial people still affect us today.

**Success Criteria**

\*I can watch the video about the secrets of Lake Mungo and record some key information

\*\*I can find key information from the video and the worksheet on Lake Mungo and answer the questions

\*\*\* I can find key information from the video and the worksheet on Lake Mungo and complete the questions and timeline correctly

We will be using geographical tools to investigate and identify the first inhabitants of Australia. We will learn about archaeological discoveries that indicate that Aboriginal People have in fact lived in Australia for over 40 000 years.

- Watch the video about Lake Mungo <https://bit.ly/2VZUQqX>
- Read the Lake Mungo information.
- Take some notes of what you see and hear from the video and information page.
- Go to your portfolio and upload your work.

### LAKE MUNGO

The people of Lake Mungo and the Willandra Lakes have a long past that is important to the whole world. Lake Mungo is one of the world's most significant archaeological sites because of the presences of Australia's oldest known human remains.



In 1969, a geologist, Jim Bowler, found human bone fragments at Lake Mungo. Interestingly, the remains appeared to have been burnt. When pieced together they formed the skeleton of a young Aboriginal woman. She became known as Mungo Lady.

Six years later, the remains of a second Aboriginal person were found carefully buried and covered with red ochre. These remains are now known as Mungo Man.

The remains of Mungo Lady and Mungo Man have been dated as being about 40 000 year old. These are among the oldest known deliberate burials in the world.

In 2003, the 20,000 year old footprints of the Willandra people were found. The prints were made by children, adolescents, men and women in wet clay. The wet clay had hardened like concrete and the sand protected the prints. They form the largest collection of this kind in the world.

Reread the text 'Lake Mungo' and label the significant discoveries made at Lake Mungo on the timeline.



**Questions:**

1. What two discoveries were made at Lake Mungo in 1969 and then later in 1974?

---

---

2. Why do you think archaeologists would be excited about finding these remains?

---

---



## MUSIC

### THURSDAY

**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/katiwardrobe/rap-my-name-i-like-that#t=0:00>

- Practicing singing the example rap

- Here is another example

*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*

- 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. If you can't access it just use your own backing beat.
- 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.

#### Rap My Name: I Like That



## VISUAL ARTS

### FRIDAY

**WALT:** I am learning to draw a realistic picture using shading and contrasting.

**Success Criteria:**

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

\*\* I can draw a picture which looks realistic following step by step instructions.

\*\*\* I can draw a picture which looks realistic with shading and contrasting following step by step instructions.

#### Realistic Eye

- Watch the video below and follow the instructions to complete your realistic eye drawing.

<https://safeYouTube.net/w/1i19>

- Upload your realistic eye artwork into you Class Dojo Portfolio.



## SCIENCE

**WALT:** We are learning to design and create a marble maze using recycle material.

**Success Criteria:**

- \*I can plan and design a marble maze.
- \*\* I can plan, design and make a marble maze.
- \*\*\* I can reflect as I plan, design and make a marble maze.

**Stem Activity: Marble Maze**

1. Watch - <https://safeYouTube.net/w/KjeA>
2. Investigate recycle materials you will need for your marble maze.
3. Design and plan your maze.
4. Make your maze.
5. Record the time it takes the marble to travel from one end to the other.
6. Complete the reflection sheet.

### What is a Marble Maze?

A marble maze is a game where marbles are placed inside a maze and the player has to guide them through the maze, from an entrance point on one side of the maze, to an exit point on the other side of the maze.

To add an extra challenge, you can time how long it takes players to complete the maze.



## CODING

**WALT:** I am learning about lesson programming and drawing basics.

**Success Criteria:**

- \*I can understand what programming is
- \*\*I can make drawing with code
- \*\*\*I can make a simple snowman
- \*\*\*\*I can make a weaving snowman

**Activity:**

- Go to the Khan Academy website <https://www.khanacademy.org/join>
- To join, please enter you class code:  
5 Mandarin: Q9ZB6YF8  
5 Plum: BRU7YXNU  
5 Amethyst: DZ5G74XP  
5/6 Lavender: VNRWV37Q  
6 Iris: U5WUAVRZ  
6 Purple: VEA8JJJP  
6 Violet: C3QUPTXR
- Once you enter your class code press **+Add**
- Then Login in to your existing account
- Please enter your username and password
- Follow the prompts to start your lesson

## PDH (Health)

**WALT:** We are learning what are positive relationships online?

**Success Criteria:**

\*I can write a definition for the word NETIQUETTE

\*\*I can write a definition for the word "netiquette" and make my own acrostic poem using the word "netiquette"

While many relationships are face to face, such as the relationships you have with your school friends, teachers, parents etc., many relationships are also experienced online. whether it be a face to face relationship or one that is online, there are certain protocols (acceptable behaviours), or etiquettes that need to be followed to ensure that our relationships are enhanced, and that will also protect your mental, physical and emotional wellbeing.

1. Research the word "netiquette", write all you have learnt about the word in your workbook.
2. Watch the link for some ideas for your netiquette acrostic poem <https://bit.ly/3da4n5L>
3. Make your own acrostic poem using the word "netiquette".



## Library

**WALT:** Login to the World Book Online Encyclopedia and navigate around the World Book online encyclopedia so we can find relevant information.

**Success Criteria**

\*I can log on to World Book Online Encyclopedia

\*\* I can navigate along with the video

\*\*\* I can independently find information about my topic.

- Login to World Book Online [www.worldbookonline.com](http://www.worldbookonline.com)  
Login ID = lwps  
Password = lwps
- Explore some of the features.
- Using a picture and topic that is of interest to you. Write down three pieces of information that you have learnt.
- Take a photo and post it on Dojo.
- Now try two games that look like fun. Give them a rating out of 5. Answer - Why did you give it that rating?

## 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?*

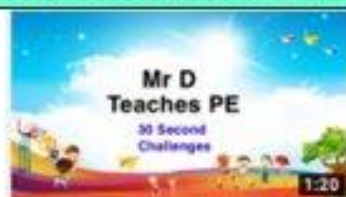
*What's going well?*

*What would you change?*

*Please share your reflections on Dojo.*

## WEEK 2 CHALLENGES

### Physical Challenge



Broom Push Press

<https://safeYouTube.net/w/GkO6>



### Word Challenge

#### Therein

How many words can you find in  
T H E R E I N ?

Letters must stay in their order.  
You should be able to find eight.

1. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_ 8. \_\_\_\_\_



### Picture Challenge

What word does this picture make?



### Maths Challenge

Judy bought 6 bags of apples. The red apples came in bags of 5 and the green apples came in bags of 9.

Judy bought a total of 38 apples.

How many bags of each type of apple did she buy?

### Mystery Number Challenge

#### Magic squares

Add the missing numbers so the numbers in each square add up to 12 — across, down and diagonally. You can use a number more than once.

7		1
		5



### 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.)