

# STAGE 3 – REMOTE LEARNING – WEEK 3

Suggested Times	Monday	Tuesday	Wednesday	Thursday	Friday
	** Please submit these tasks to your teacher on Class Dojo				
9:10	20 min Reading				
9:30	<b>** Writing – Book Reviews</b> Watch the video and complete your Introduction <a href="https://bit.ly/2WFtKpI">https://bit.ly/2WFtKpI</a>	<b>Writing – Book Reviews</b> Complete Book review summary	<b>Writing – Book Reviews</b> Complete book review opinion and recommendation	<b>Writing – Book Reviews</b> Revise and edit book review	<b>** Writing – Book Reviews</b> Publish and record book review
10:10	Crunch and Sip				
10:20	<b>Vocab – word of the day</b> 'deliberate'	<b>Vocab – word of the day</b> 'ingredient'	<b>Vocab – word of the day</b> 'proofread'	<b>Vocab – word of the day</b> 'taught'	<b>Vocab – word of the day</b> 'compress'
10:30	<b>Reading Comprehension</b> Questioning <a href="https://safeYouTube.net/w/zDgB">https://safeYouTube.net/w/zDgB</a>	<b>** Reading Comprehension</b> Questioning	<b>** Reading Comprehension</b> Summarising <a href="https://safeYouTube.net/w/ktSB">https://safeYouTube.net/w/ktSB</a>	<b>Reading Comprehension</b> Summarising	<b>BTN</b> Watch: Zoos During Coronavirus <a href="https://www.abc.net.au/btn/classroom/zoo-during-coronavirus/12201848">https://www.abc.net.au/btn/classroom/zoo-during-coronavirus/12201848</a>
11:00	Break 1				
11:40	<b>Mindfulness</b> Shiny Ball	<b>Creative &amp; Critical Thinking Crunches</b> Backwards Quiz	<b>Mindfulness</b> Focused Attention	<b>Creative &amp; Critical Thinking Crunches</b> Cloud Painting	<b>Mindfulness</b> Wave Breath
11:50	<b>Maths</b> Multiplication, 3D Space, Volume & Capacity vocab	<b>** Maths</b> Multiplication <a href="https://bit.ly/3ftmgv3">https://bit.ly/3ftmgv3</a>	<b>Maths</b> Division <a href="https://bit.ly/3duouf5">https://bit.ly/3duouf5</a>	<b>Maths</b> 3D Objects Scavenger Hunt	<b>** Maths</b> 3D Objects Pyramids and prisms
12:30	<b>** PDH</b> Positive Relationships	<b>Number of the Day = 3752</b>  <b>Maths Problem Solving</b>  <b>Mathletics</b> Complete an assigned Mathletics task	<b>Coding</b> Login to Khan Academy for your next lesson <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>	<b>** History</b> First contact I Australia <a href="https://bit.ly/3bZFMQV">https://bit.ly/3bZFMQV</a>  <a href="https://bit.ly/2zUYIaJ">https://bit.ly/2zUYIaJ</a>	<b>Visual Arts</b> Moon landscape drawing <a href="https://safeYouTube.net/w/8i19">https://safeYouTube.net/w/8i19</a>
1:10	<b>Fitness</b> PE With Joe	<b>Fitness</b> Dice Workout	<b>Fitness</b> Dance	<b>Fitness</b> Hoodie Challenge	<b>Fitness</b> Yoga
1:30	Break 2				
2:10	<b>** Library</b> Life in the 1800s  World Book Online <a href="http://www.worldbookonline.com">www.worldbookonline.com</a>	<b>Weekly Challenge</b> Attempt 1 or all of the Weekly Challenges	<b>** Science</b> Impact of Water on Soil Experiment	<b>** Music</b> Write your own rap	<b>** Journal Reflection</b>  <b>Reading Eggs / Mathletics</b> Complete an assigned task
	Weekly Challenges – Physical, Times Tables, Word, Picture, Maths				

## STAGE 3 – REMOTE LEARNING – WEEK 3

### 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

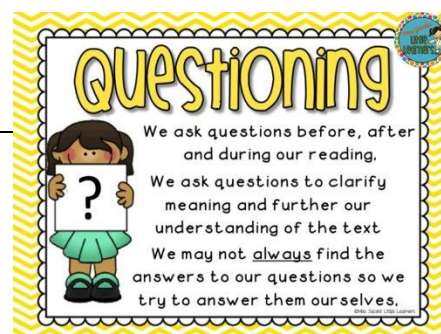
**WALT:** We are learning to use the strategy of questioning to help us read and understand the text.

**Success Criteria:**

\*I can ask questions before, during and after reading.

\*\*I can ask questions about things I wonder.

\*\*\* I can ask questions that cannot be easily answered from the text.



**Mon**

#### Questioning

- Click on the link and watch the video <https://safeYouTube.net/w/zDgB>
- Read this page from *The Midnight Thunderstorm* and answer the questions.

#### *The Midnight Thunderstorm*

CRASH!

"What was that?" Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister's bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

"Julia? Are you awake? Julia?" Chrissy gently shook her big sister's shoulders.

"No, I'm not," Julia mumbled sleepily. "Go back to bed, Chrissy."

"I can't sleep," Chrissy replied. "Please, can I lie with you for a while?"

"Thunderstorms are so scary."

Julia opened one eye and smiled. "They're not scary," she said. "Just noisy. Noise can't hurt you, Chrissy. Now go back to bed."

CRASH!

Chrissy shrieked and jumped into her sister's arms. She laughed. "You really aren't very brave, are you?"

Chrissy shook her head. "So can I stay?"

Julia nodded gently. "But no snoring. And no stealing all the blankets. Deal?"

"Deal," Chrissy replied. She dove under the covers and closed her eyes. Julia's hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.



1. How does Chrissy feel during the thunderstorm? How do you know?
2. Do you think Julia is scared of thunderstorms? Why or why not?
3. What causes thunderstorms to form?
4. Why does the sound of thunder last for a few seconds?
5. When do thunderstorms usually happen?
6. Are thunderstorms dangerous? Write a sentence explaining what you think.

**Tues**

▪ Read the text below

throw our sensors into disarray, driving the vapours from our heads and fusing the screens. Spots and shadows danced in my brain as I tried desperately to focus my eyes. Then, amidst the noise of thunder and gunfire, a Creature larger than the plain, larger than the foreign ship, larger even than the scree of Namuh burst through the firmament.

The Creature walked in the chasm, faded into the grey mists of space and time, loomed above us.

I stood frozen in fear.

As the winds howled around our ears and the lights flickered in my head, I tasted bile in my throat and smelt the sour odour of acid across the plain

others were caught up in a flurry of whistling winds and sweeping storms and removed in a single action from my cosy world. As it was, the force of the blow lifted me off my feet and slammed me against the hard surface of the burnt earth, knocking me unconscious.



▪ Select a question from before, during and after to answer (re-read the text if needed)

BEFORE READING	DURING READING	AFTER READING
<p>What do you think this story is about? Why do you think that?</p> <p>Do you think this piece of text is fiction or non-fiction? Why do you think that?</p> <p>What characters do you think might be in the story?</p> <p>What clues are in the title or any pictures?</p> <p>What do you already know about the topic of this story?</p> <p>Does the topic of this story remind you of anything you have seen or done before?</p>	<p>What will happen next in the story? Why do you think that?</p> <p>How do you feel about the main character?</p> <p>Are there any ways that you can identify with any of the characters? Who? Why/why not?</p> <p>How do you think the story is going to end?</p> <p>How does this story connect with you and your life?</p> <p>Has anything like this ever happened to you before?</p> <p>What emotions do you think the main character is feeling? Why?</p> <p>Do you know someone in your life who is like one of the characters? Who and how?</p> <p>How are you different to the main character?</p> <p>What pictures have you had in your mind as you've been reading?</p> <p>If you were in the story, what do you think you would hear, taste, smell or feel?</p> <p>Can you put what you have read so far in your own words?</p>	<p>What is the main message of this story?</p> <p>What did you like or dislike about the story?</p> <p>What was the author's purpose? How do you know this?</p> <p>Was there a problem to be resolved in the story? If so, how was it resolved?</p> <p>Have your feelings about any of the characters changed? How?</p> <p>How did the story make you feel?</p> <p>How would you feel if the problem in the story happened to you?</p> <p>Did you enjoy the story? Why/why not?</p> <p>Were you surprised by the ending? Why/why not?</p> <p>Would you recommend this story to someone else to read? Why/why not?</p> <p>If this story had a sequel, what do you think it would be about?</p> <p>What questions do you have for the author?</p>





**WALT:** We are learning to use the strategy of summarising to help us understand the text.

**Success Criteria:**

\*I can locate information in the text.

\*\*I can decide what information is important and how it is connected.

\*\*\*I can find the main idea.

\*\*\*\*I can write a summary of the text using my own words.

**Comprehension skills**

## Summarising

Presenting only the main idea and most important points

- 1 Read the text carefully and make sure you understand the question.
- 2 Underline keywords in the question.
- 3 Locate information in the text.
- 4 Decide what information is important and how it is connected.
- 5 Leave out any unnecessary words or information.
- 6 Consider all possible answers and make your own decision.

**Wed**

- Click on the link and watch video about finding main idea

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

When collecting information from a text, you need to separate the important points from the minor details. What are the important points in this text?



Many creatures in stories are mythical. This means that they are not real, and never have been. These strange creatures often have special powers.

You can summarise the text by using these words in a sentence:

**Mythical creatures with special powers are not real and never have been.**



### SUMmarise It

**S**horter than the text

**U**se your own words

**M**ain ideas only

- Read the text below and answer the questions

**Mei's Magical World**  
story by Chingina Rosales | illustrated by Sarah Davis

SOME PEOPLE SAY there's no such thing as magic ... but I think they're wrong.

Every morning when I wake up, I have a shower. The steamy water streaming down my face feels magical to me.

Then, as I come out of the shower, I feel a chill. But I quickly grab my towel and dry myself off. The soft scratchiness of the towel feels magical to me.

I dress myself quickly because I'm hungry for breakfast. I remember to put my asthma puffer into my schoolbag before going into the kitchen.

'Good morning, Mei,' my grandma greets me in Mandarin. I reply to her in Mandarin because she doesn't speak much English.

First I eat an orange. It's tangy and juicy, and the way each piece explodes in my mouth feels magical to me.

My father walks in.

'Morning, Mei,' he says in Mandarin. He speaks English very well, but at home we all speak Mandarin. My father says it's very good for me to practise.

Then I have some cereal with soy milk. Crunching the crispy flakes and munching the sweet sultanas feels magical to me.

I rinse my plate and bowl and put them in the sink before grabbing my schoolbag. I give my grandma a kiss and she kisses me back. Her warm lips on my cheek feel magical to me.

'Ready to go?' my dad asks.

'Almost,' I tell him. I go to the lounge room and pick up my favourite photo of my mother. I tell her the same thing I tell her every day before leaving for school. I tell her that I love her and that I miss her. Seeing my mum's face—even if it is just a photo—feels magical to me.

When my dad and I walk out the front door, the air is brisk and breezy. My face feels frosty but my cheeks warm up once I'm sitting in the car.

The day is only just starting but already it feels magical to me. Still, some people insist there's no such thing as magic. I just think they're not looking hard enough. Because when you think about it, the whole day is filled with magic. ■

Magic abounds for me and Mr Fragmug!

- What is the main idea?
- Use a mind map to write very important words about the story
- Use the very important words to write the story in your own words. Pretend you are telling someone what the story is about.
- Your summarising should be only 2 or 3 sentences.

Over time, homes have changed in size, materials and design. They are where we live, eat and sleep. Homes are different all over the world. In the past, homes were mainly built from wood, stone and bricks. They used to be made with local materials, but new materials, such as concrete and steel, meant that builders could make much taller buildings. Inside the home has also changed. New appliances, such as fridges, washing machines, TVs and computers are now common.

Use these words to summarise the text in a sentence.



In the past, homes were built mainly from wood, stone and bricks, but nowadays builders also use concrete and steel to construct homes.

## Your turn

## Reading Comprehension: The Secret Garden



Name: \_\_\_\_\_

Date: \_\_\_\_\_



## The Secret Garden

by Frances Hodgson Burnett



Mary was an odd, determined little person, and now she had something interesting to be determined about, she was very much absorbed, indeed. She worked and dug and pulled up weeds steadily, only becoming more pleased with her work every hour instead of tiring of it. It seemed to her like a fascinating sort of play. She found many more of the sprouting pale green points than she had ever hoped to find. They seemed to be starting up everywhere and each day she was sure she found tiny new ones, some so tiny that they barely peeped above the earth. There were so many that she remembered what Martha had said about the "snowdrops by the thousands," and about bulbs spreading and making new ones. These had been left to themselves for ten years and perhaps they had spread, like the snowdrops, into thousands. She wondered how long it would be before they showed that they were flowers. Sometimes she stopped digging to look at the garden and try to imagine what it would be like when it was covered with thousands of lovely things in bloom.

### Summary or Paraphrase

A summary only covers the main points of a text. It simply reduces the text and highlights the important points.



Paraphrasing rephrases a text using different words. It states the meaning of a text in a different or more easily understood way.



1. Read the entire text.
2. Circle 10 of the most important words and phrases.
3. Write these important words and phrases on the lines below.
4. Use your list to create a summary by highlighting the important points.



### My Summary

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**Fri**

Watch BTN: 'Zoos During Coronavirus'

<https://www.abc.net.au/btn/classroom/zoos-during-coronavirus/12201848>

1. What changes in the animals behaviour have the zookeepers noticed?
2. What have the giraffes been doing since the zoo has been shut?
3. How are the zookeepers entertaining the animals? Give one example.
4. How much money is the Australian Government giving to zoos, aquariums and wildlife parks? What is the money going to be spent on?
5. While zoos are closed during coronavirus you can see your favourite animals on live streams. Choose a live stream and write 3 of your observations.

Taronga Zoo TV <https://taronga.org.au/taronga-tv>

Adelaide Zoo <https://www.zoossa.com.au/zoo-to-you/>

6. Play Chimp Cam Bingo <https://bit.ly/3fuu4zW>

## WRITING: Reviews

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

### Success Criteria:

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

Mon

Read the information and example of Roald Dahl's '*Matilda*' below.

Click on the link to watch the video: <https://bit.ly/2WFtKpI>

### What is it?

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

#### Report Purpose:

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



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

#### Review Purpose:

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



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

In more detailed reviews of written texts (particularly informative or argument texts) the introduction may also comment on the purpose of the text.

Why was the text written?

- to entertain
- to inform
- to present an opinion
- to convince you to agree with a point of view
- to give a message or moral

Has the text achieved this purpose?



### Review of Written Text Structure



#### Introduction

The introduction to a review is usually a single paragraph. It needs to:

- introduce the topic of the reviewed text
- tell the reader what is the main idea of the text
- comment on your overall opinion of the book/series of books

Read through the example introductions below. Which ones best suit a review of a written text? Click on each to reveal the answer.

I like reading. My favourite books are adventure stories, but I also like reading autobiographies of famous people – especially movie stars!

'The Ruins of Gorlan' is the first book in John Flanagan's Ranger's Apprentice series. It follows the life and adventures of young Will who goes from being an orphan to a King's Ranger in the mythical land of Araluen.

Have you ever wanted to write a book and get it published? Well I have. It has been my dream ever since I was a young child. And now it has finally happened. I'm wrapped!

The series of books known as 'Maximising Test Results-Literacy' is a fantastic resource for those year 3 and 5 students who are preparing for their national reading and writing tests. Featuring top tips for avoiding common errors, it also provides expert advice and generous hints from experienced teachers.

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

- film reviews
- book reviews.

#### Reviews use:

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



#### Matilda by Roald Dahl

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

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

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

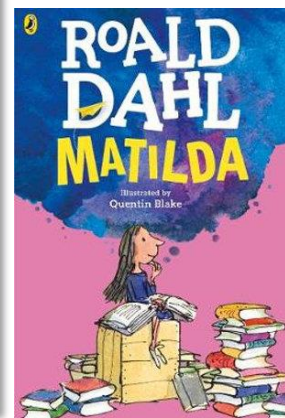
Present tense

Descriptive language

Cause and effect connective

Evaluative language

Modality



**Use the video and example to help you complete your Book Review Plan  
(on the next page)**

**Mon**

**Complete your Introduction for your own book review**  
(remember to keep looking back at the example of 'Matilda')

**Tues**

**Read the information below to complete your Summary**

**Summary**

The plot of a story is another way of saying events – what happens in the book.  
This is used in reviews of imaginative stories, biographies or autobiographies.  
Plot is not something you cover in reviews of other informative or argument texts.

The summary needs to be written in chronological (time) order. To do this well you should use 'connectives', which are special words writers use to connect ideas and events in their writing. Look at the connectives below. Rearrange them so they are in order from first to last.



But before long she was day dreaming again and she tripped and fell.

Every day Min Min would daydream in the fields instead of doing her chores.

As she sat crying on the path, Min Min thought about how childish she had been.

Many years ago, there lived a poor farming family who had a daughter called Min Min.

After this realisation, Min Min quickly found the herbs and returned.

When Min Min made it back to the village, her parents were truly proud of her.

One morning, Min Min was sent on a very important job to collect herbs for a special ceremony.



**Main Body**

The main body is where the evaluation (judgment) of the text happens.

You need to say:

- 1** what you thought about the characters and their actions and what you thought about the information presented and how relevant it is to the audience.
- 2** what you thought about the plot and give examples to support your opinions and what you thought about the ideas/opinions presented in the text and give examples to support your opinions.
- 3** if you liked the way the author wrote and why – look at sentence structure, ideas, themes and language.
- 4** if you liked the illustrations (pictures, diagrams, maps, photos) and why – look at how well they matched the text. In imaginative texts, also look at the line, colour, size, layout of the illustrations within the text.

**Wed**

**Read the information below to complete your Conclusion**  
(remember to keep looking back at the example of 'Matilda')

**Review of Written Text Structure**



**Conclusion**

The conclusion to a review is kept short.

It tells the reader:

- your overall opinion of the text
- your recommendation for the text's audience

Do not put new information or ideas in your conclusion.

Read through the conclusions below. Which ones would be suitable for a review? Click on them to reveal the answers.

In the end, Will and Horace become firm friends and go through lots of amazing adventures together throughout Araluen.

Even though it is a picture book, the themes and ideas are not for young children. I would recommend it to upper primary students or as a high school literacy study.

This series is one not to be missed. The characters are well developed and the fast paced plot will keep everyone engaged from start to finish. 10 out of 10!

It's amazing to find out how the eye actually works.





## Mon

We are only focusing on the introduction.

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

Write down the book title and author.

In your introduction:

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

## Tues

We are only focusing on the Summary / Text description.

In your Summary:

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

## Wed

We are only focusing on the Conclusion.

In your Conclusion:

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

### Book Review Plan

**Book Title:**

**Author:**

**Introduction:**

**Introduce the topic:**

**Setting:**

**Main idea:**

**Summary / Text description:**

**What happened in the story?**

**Conclusion / Recommendations / Opinions:**

**Overall Opinion:**

**Recommendation:**

**Rating:** ★★★★★

Thur

Revise and edit your Book Review

# CONSIDERATIONS WHEN WRITING

A BOOK REVIEW

**THINK**

What was the story about?

Who were the main characters?

Were they credible?

What did they do? And what challenges did they face?

Who was your favourite character? Why?

**CONNECT**

Could you relate to any of the characters in the story?

Have you ever done or felt some of the things, the characters did?

**EVALUATE**

Did you like the book?

What was your favourite part of the book?

Do you have a least favourite part of the book?

What might you change?

**RECOMMEND**

Would you recommend this book to another person?

What type of person would like this book?

Why? Or Why not?

Fri

Publish and record yourself reading your review

## Book Reviews



Today you will be recording your published review.



Be creative! You may want to create a backdrop and choose illustrations from your book of choice.



Make sure you read your work fluently and with expression.

You can find an example of a student reviewing a book here: <https://safeYouTube.net/w/pcQC>

Once you finish, please use the template below and complete

## BOOK REVIEW RATING SHEET

Name: \_\_\_\_\_

### How Was the Book Review?

The book review started in an interesting way.	1	2	3	4
The reviewer gave a summary of the book without telling the ending.	1	2	3	4
The reviewer ended the book review in an interesting way.	1	2	3	4
The reviewer used at least 3 features from our list in their book review.	1	2	3	4
The reviewer used expression, read smoothly, and read at a nice pace.	1	2	3	4

I would rate the reviewer as:      Proficient      Apprentice      Novice

- 1 = Totally disagree (This was not done at all.)
- 2 = Disagree (It wasn't awful, but it was not the best.)
- 3 = Agree (Pretty darn good.)
- 4 = Totally agree (It was the very best.)

## VOCABULARY

**WALT:** Use given words and put them into simple, compound and complex sentences.

**Success Criteria:**

- \*I can define what my given word means
- \*\*I can use the word in a simple sentence
- \*\*I can use the word in a compound sentence
- \*\*\*I can use the word in a complex sentence

Determine if each sentence is simple, compound or complex.

Sentences	simple	compound	complex
1. The children wore their dirty boots.	✓		
2. It was time for bed, yet it was still light outside.			
3. The front door was locked, so she entered through the back.			
4. They took a lot of pictures when they visited Montana.			
5. After the show began, he sat very quietly.			
6. The girl was wearing a red dress.			
7. He was playing on his computer.			
8. Georges would like to play, for he is the best player on the team.			
9. Before the bell rings, the student lined up at the door.			
10. We turned off the lights.			
11. We turned off the lights, and we went to sleep.			
12. We turned off the lights after our mom told us to go to sleep.			

## Simple Sentence

A simple sentence consists of one clause that has a subject and a verb. A simple sentence puts across one simple idea.

**The owl hooted.**



## Compound Sentence

Compound sentences contain two or more pieces of information and the pieces are linked by connectives.

**The owl hooted then flew away.**



## Complex Sentence

A complex sentence is used to put across more detailed ideas. A complex sentence contains one main clause that can make sense on its own, and one or more minor clauses that are linked to it.

**The hungry owl hooted loudly then flew away as it spotted its next meal.**

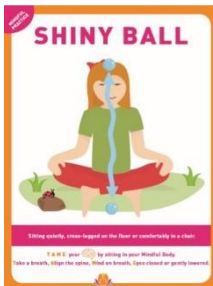
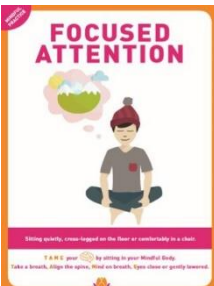
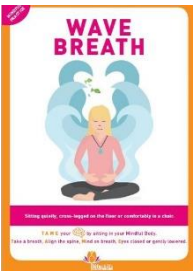




**VOCABULARY**Watch a video demonstration <https://bit.ly/2SM2eoP>

Example <b>'celebrate'</b>	Definition	To take part in special enjoyable activities in order to show that a particular occasion is important.
	Simple	I can't wait to celebrate my birthday.
	Compound	I can't wait to celebrate my birthday with my nephew, he always gives the best birthday hugs.
	Complex	I can't wait to celebrate my birthday, which I'll spend eating ice cream cake.
Monday <b>'deliberate'</b>	Definition	
	Simple	
	Compound	
	Complex	
Tuesday <b>'ingredient'</b>	Definition	
	Simple	
	Compound	
	Complex	
Wednesday <b>'proofread'</b>	Definition	
	Simple	
	Compound	
	Complex	
Thursday <b>'taught'</b>	Definition	
	Simple	
	Compound	
	Complex	
Friday <b>'compress'</b>	Definition	
	Simple	
	Compound	
	Complex	

## MINDFULNESS

Monday	Wednesday	Friday
<ol style="list-style-type: none"> <li>Take three mindful breaths. Imagine you have a shiny ball inside you. As you breathe in the ball moves from your toes to your head, and slowly returns to your toes as you breathe out. The shiny ball is filled with all the things you need for the day.</li> <li>As you breathe in the ball slowly moves up your body and pauses in your head for a moment. It pauses long enough to give your brain everything it needs for the day. Then as you slowly breath out the ball returns to your toes. Let the ball stay in your toes for a moment and then repeat.</li> <li>As the ball settles in your toes for the last time allow it to disappear. Gently open your eyes.</li> </ol> 	<ol style="list-style-type: none"> <li>Think of something that you think is beautiful. Keep this image in your mind and inspect it as though this is the first time seeing it.</li> <li>Notice the shape, the colour, the smell and the different textures.</li> <li>Keep exploring every detail of this beautiful image. Your mind will wander and that is fine. Each time you notice it has wandered bring your mind back to the beautiful image.</li> <li>Take another mindful breath in. As you breath out listen for any sounds in the room. Open your eyes slowly and quietly.</li> <li>Practise this for one minute or longer.</li> </ol> 	<ol style="list-style-type: none"> <li>Take three mindful breaths. As you breathe in, imagine there is a wave travelling through your body.</li> <li>As you breathe out, imagine the wave retreating back into the ocean.</li> <li>Remember that just as in real life, we can ride the waves – they come and they go. Practise this thought as you continue to breathe like a wave for a minute.</li> </ol> 

## CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

Tuesday	Thursday
 <h3 style="text-align: center;">Backwards Quiz</h3> <p style="text-align: center;">A critical thinking exercise for your brain</p> <p style="text-align: center;">CCT CURRICULUM - TEST OPTIONS TO IDENTIFY THE MOST EFFECTIVE SOLUTION. CONSIDER REASONABLE CRITICISM AND ADJUST THEIR THINKING IF NECESSARY. EXPLAIN AND JUSTIFY CHOICES</p> <p style="text-align: center;"><b>Conduct a backwards quiz using words from a current classroom topic.</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Example:</b></p> <p>A. "Heart is the answer. What is the question?"</p> <p>Q. "What is an organ that keeps you alive?"</p> <p>(This question is wrong because it has more than one answer: "brain", "kidneys", "liver" and "lungs" as well as "heart".)</p> <p>Q. "What is the organ in the human body that pumps the blood?"</p> <p>(This question is correct because it has only one possible answer: "heart".)</p> </div> <p><small>* This activity works best with the whole class together led by the teacher. But offer practice students can do this activity in small groups independent of their teacher.</small></p>	 <h3 style="text-align: center;">Cloud Painting</h3> <p style="text-align: center;">A creative thinking exercise for your brain</p> <p style="text-align: center;">CCT CURRICULUM - USE IMAGINATION TO CREATE THINGS IN NEW WAYS. IDENTIFY AND DESCRIBE IDEAS DURING A DISCUSSION, CHANGE PERSPECTIVE</p> <ol style="list-style-type: none"> <li>On a partly cloudy day go outside with a friend, lie down on the grass and look up at the sky.</li> <li>Look at the different combinations of cloud shapes and patches of blue sky. Keep looking until you start to 'see' shapes that look like people, places or things.</li> <li>Imagine the whole sky is your canvas and try to make the surrounding clouds a part of your 'painting' also. (For example, "I can see Santa standing next to his sleigh, and that cloud over there is his bag of presents!")</li> <li>Describe to your friend the scene that you've imagined. Ask your friend if they can 'see' what you can see.</li> <li>As the clouds change and move along with the wind try to imagine different cloud paintings.</li> </ol> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Tips:</b></p> <p>Shade your eyes from the sun with your hand or hat.</p> <p>Be patient. It takes time to make a good cloud painting.</p> <p>Change your viewpoint (rotate your body) and imagine other possibilities.</p> </div> <p><small>INDOOR CLOUD PAINTING? Get a computer or device and go to the Cloud Appreciation Society website – <a href="https://cloudappreciationsociety.org/gallery/">https://cloudappreciationsociety.org/gallery/</a> and look at photos of clouds. Look at each picture and imagine different cloud paintings. Describe to your teacher or another student what you can see.</small></p>

## 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/SjpC>



### Tuesday: Dice Workout

Set a timer for 15 mins. 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/ut9C>

#### Cha Cha Slide



### Thursday: Hoodie Challenge

Find a hoodie and pair of socks. Put the hoodie on back to front so the hood is under your chin. Put the socks inside the hood and bounce the socks outside and try to catch the socks in the hood. See how many times you can do this in 30 seconds. Challenge yourself and then a family member.

<https://safeYouTube.net/w/Ue9C>



### 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.

\* I can perform the Butterfly Pose. Sitting with my feet together and gently moving my legs like a butterfly.

\*\* I can perform the Cobra Pose. Lying on my stomach, palms of hands near shoulders and lifting head and shoulders off the ground.

\*\*\* I can perform the Cow Pose. On all fours, look up and arch back and open chest.







## TUESDAY

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

### Success Criteria:

\*I can use a formal algorithm to multiply 2 digit numbers by one digit.

\*\* I can identify a mental multiplication strategy and use a formal algorithm to multiply 2 digit numbers by one digit and two digits.

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

- Watch the demonstration video <https://bit.ly/3ftmgvy3>
- Complete the activity sheet in your book and upload in your portfolio.

### Multiplying Two-Digit Numbers by One-Digit Numbers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Multiplication Battle

**Skill:** Multiplication

**Aim:** To multiply numbers to win as many cards as possible.

#### How To:

- Deal the cards evenly among the players.
- One player throws the dice.
- Each player then flips up one card from their pile of cards.
- Each player multiplies the number of their card with the number rolled on the dice, the highest total wins the cards that have been flipped over.
- The player that is left with cards wins!

**Extension** – Add face cards to multiply larger numbers.

40 cards: 1 (Ace) to 10  
Extension: include face cards  
Dice



## WEDNESDAY

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

### Success Criteria:

\*I can use divide 2 digit numbers by one digit.

\*\* I can identify a mental division strategy and use a formal algorithm to divide 2 digit numbers by one digit and two digits.

\*\*\* I can identify and use a mental division strategy and I can use a formal algorithm to divide three and four digit numbers by two, and three digits.

- Watch the video to understand some strategies and new words about division.

<https://bit.ly/3duouf5>

- Complete the activity sheet in your book and upload
- Then play *Division Draw*

Find the quotient.

1.  $600 \div 6 =$  \_\_\_\_\_ 2.  $84 \div 6 =$  \_\_\_\_\_

3.  $12 \div 6 =$  \_\_\_\_\_ 4.  $450 \div 3 =$  \_\_\_\_\_

5.  $4,260 \div 4 =$  \_\_\_\_\_ 6.  $6,288 \div 6 =$  \_\_\_\_\_

7.  $640 \div 8 =$  \_\_\_\_\_ 8.  $63 \div 7 =$  \_\_\_\_\_

9.  $9,948 \div 4 =$  \_\_\_\_\_ 10.  $8,984 \div 4 =$  \_\_\_\_\_

11.  $9,420 \div 3 =$  \_\_\_\_\_ 12.  $7,665 \div 7 =$  \_\_\_\_\_

13.  $2,840 \div 4 =$  \_\_\_\_\_ 14.  $16 \div 2 =$  \_\_\_\_\_

15.  $1,041 \div 3 =$  \_\_\_\_\_ 16.  $30 \div 6 =$  \_\_\_\_\_

17.  $7,848 \div 3 =$  \_\_\_\_\_ 18.  $3,351 \div 3 =$  \_\_\_\_\_

19.  $544 \div 8 =$  \_\_\_\_\_ 20.  $4,656 \div 8 =$  \_\_\_\_\_



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

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

### Level 1

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

### Level 2

- Same as above but each player draws three cards from the pile.
- If a player can use two cards to make a 2-digit number that can be evenly divided by the third card (without a remainder), the player keeps these three cards.
- Eg if 2, 3 and 4 are flipped, 24 can be divided evenly by 3 ( $24 \div 3 = 8$ ) or 32 can be divided evenly by 4 ( $32 \div 4 = 8$ ), so a player would keep 2, 3 and 4.  
But if 3, 5, 6 were flipped, no combination can be divided evenly so a player wouldn't keep those cards.  
 $35 \div 6 = 5 \text{ r } 5$ ,  $53 \div 6 = 8 \text{ r } 5$ ,  $36 \div 5 = 7 \text{ r } 1$ ,  $63 \div 5 = 12 \text{ r } 3$ ,  $56 \div 3 = 18 \text{ r } 2$ ,  $65 \div 3 = 21 \text{ r } 2$



**WALT:** We are learning about three-dimensional objects, including prisms and pyramids and their properties, on the basis of their properties, and nets.

\*I can name prisms and pyramids according to the shape of their base.

**\*\*I can describe and compare properties of prisms and pyramids using shapes, faces, edges and vertices.**

\*\*\*I can describe and compare properties of three-dimensional objects with their nets.

- In your book write down all the things that you know about 3D shapes.
- Watch the video <https://safeYouTube.net/w/f9C>
- Add (write) any new words or information about 3D Shapes to your list and upload to your portfolio.

**\*\*Important! Get your parents for permission!**

- Look around your house (inside/outside) and make a list of all 3D objects that you can find.
- How are the 3D objects related to everyday usage?
- Sort them out:
  - into prisms and pyramids
  - count the number of faces, edges and vertices.
  - complete the worksheet and upload.



Vertices =  
corners

[illegible]

## FRIDAY

**WALT:** We are learning about three-dimensional objects, including prisms and pyramids and their properties. on the basis of their properties, and nets.

### Success Criteria:

\*I can name prisms and pyramids according to the shape of their base.

\*\*I can describe and compare properties of prisms and pyramids using shapes, faces, edges and vertices.

\*\*\*I can describe and compare properties of three-dimensional objects with their nets.

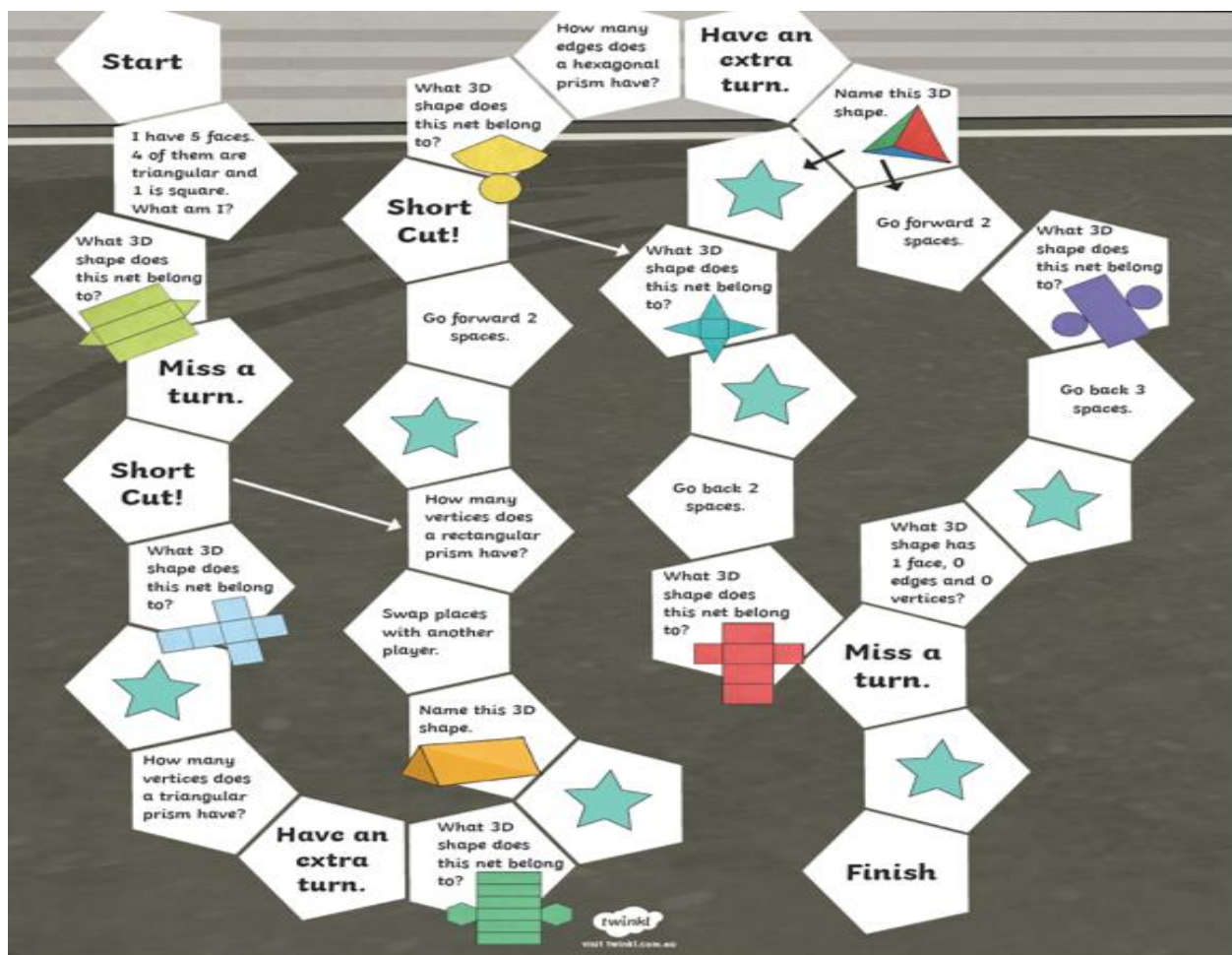
## What do I know about 3D objects?

- In your book explain what do you understand by the following terms? Draw and label diagrams.
- Explain what are faces, edges, vertices, apex.
- What is the difference between a prism and a pyramid?
- Draw pyramids and prisms. Label faces, edges, vertices, apex.
- Upload to your portfolio.



### How to Play

1. You will need dice and counters.
2. Roll the dice and move forward the correct number of spaces.
3. Answer the question or follow the instructions on the space.
4. If you answer incorrectly, move back to your previous position.
5. If you land on a star, you can stay on the space without having to answer a question.
6. The winner is the player who reaches 'Finish' first.



## HISTORY

**WALT:** We are learning to identify who arrived in Australia and why it is important to know about Australia's history.

### Success Criteria:

- ★ I can review information from the previous lesson on Mungo National Park and share my responses.
- ★★ I can watch the videos of The First Voyage of James Cook and The First Colony then share my responses.
- ★★★ I can complete the worksheet First Contact and draw pictures to sequence events that occurred when Europeans had contact with the Aboriginal people.

In the last lesson, we investigated who the first inhabitants of Australia were and explored why Mungo National Park is so important to Indigenous culture. Today, we will investigate who were the next people to arrive in Australia. We will look at how they arrived and what interactions were like between the two cultures.



There is some evidence that Aboriginal people on western and northern coastlines of Australia has some contact with fisherman and traders from Indonesia and other islands close by for thousands of years. These encounters, however, did not change Indigenous way of life.

## Lesson Part 1

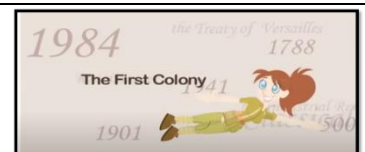
\* Please click on the links below, watch the videos and write some notes about the information you see.

### 1) The First Voyage of James Cook



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

### 2) The First Colony



<https://bit.ly/2zUYlaJ>

\* Go to your portfolio and share some of your notes that you have written (please label your work with the heading "**Video notes of The First Encounters**"). This helps teachers know what your work is for).

\* You might like to present your note taking work by: drawing a picture about the information, using dot points or drawing a table with headings of key information. Be creative!



## Lesson Part 2

# FIRST CONTACT

The Aboriginal people had never seen European people until Captain James Cook landed in Botany Bay in 1770. They were shocked to see their strange vessels and white people in their strange clothes. When the Aborigines first saw the ships of the 'First Fleet' enter Botany Bay in 1788, they thought they were the spirits of their dead ancestors because of their white skin. In actual fact, these were the first European settlers led by Captain Arthur Phillip. On board the 11 ships were 778 convicts (586 men, 192 women), supplies and agricultural implements.



Captain Arthur Phillip

### Misunderstandings

Captain Phillip was very careful not to offend the Aborigines but both cultures were very different and they struggled to understand each other. Captain Arthur Phillip befriended an old indigenous man. As a friendly gesture, he gave him some beads and a hatchet. Later that night, Captain Phillip discovered the old man taking one of his shovels and slapped the man on his shoulder and pushed him away while pointing to the spade. The old man was very upset and did not understand why his friend was acting this hostile way. In Aboriginal culture, it is customary to share food and resources with relatives and friends and there is very little concept of personal property.

### Massacre


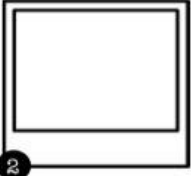

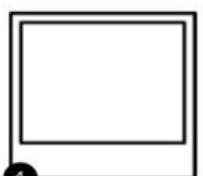
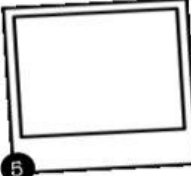


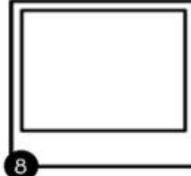
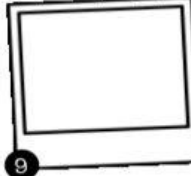

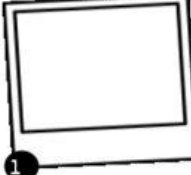
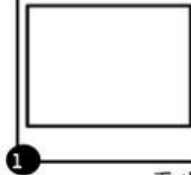
When the Aborigines finally realised that the white men were not the spirits of their dead ancestors and that the settlers were taking more and more of their land and destroying the trees and wild life, they began to fight back. Led by a man named Pemulwuy, the Aborigines killed a number of the settlers and even wounded Captain Phillip in an attack. The settlers reacted by slaughtering and poisoning the Aborigines and systematically destroying the land and wild animals they relied upon as their food source. The Aborigines were pushed out of their ancestral lands and forced to retreat into uninhabitable areas of the country where the settlers didn't want to venture.



Teach This

# FIRST CONTACT

Use the information from the videos and text to draw pictures to show the sequence of events surrounding the first contact between Europeans and Aborigines.

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

Teach This

# MUSIC

## THURSDAY

**WALT:** We are learning to write a rap which has verses, a chorus and that follows a rhythm and beat pattern.

### Success Criteria:

- \* I can write a simple rap.
- \*\* I can write a rap with verses and a chorus.
- \*\*\* I can write a rap with verses and a chorus which follows rhythm and beat.

YOU WILL BE WORKING ON THIS LESSON OVER 2 WEEKS

Today you will be planning your rap and starting to write it.

Next week you will finish writing your rap, practice it and perform it.

Compose a rap about a topic of your choice using musical elements and the poetic element: alliteration

### Choosing your topic

1. Choose a topic that's important to you. This should be something that you feel strongly about, enjoy or have a unique perspective on.
2. Brainstorm a list of ideas, words and phrases linked to this topic.

### Tip

Keep it simple. Most rap songs are written in 4/4 time (four beats in each bar).

### Writing your chorus

1. The chorus is the repetitive hook within a song and should not only be linked strongly to the topic or theme, but be interesting and catchy as well.
2. Play with the words and ideas from your brainstorm list and write four lines for your chorus.
  - ☐ You will have 16 beats to work within your chorus (4 lines, with 4 beats in each line).

### Remember

Writing a rap requires you to try different combinations of words and rhymes until you come up with something that sounds good. Some rap artists like to create the feel of a rhyme in their lyrics by using the rhythm of words and matching syllables. For example, the words 'respect' and 'relate' have two syllables each. By saying the word 'respect' at the end of line one then the word 'relate' at the end of line two, you can create the feel of a rhyme. Play with the sounds of language and the link between rhythm and words. Try choosing words based on how they sound as well as their meanings.

### Writing your verses

1. The verses expand on the ideas raised in the chorus and can be a great place to explore poetic and musical elements.
2. Write two or three verses for your rap (16 beats each), using alliteration as the driving force behind the language that you choose.
  - ☐ Try fleshing out ideas and words from your brainstorm list.
  - ☐ Don't forget to use the conventions of rap.
  - ☐ Focus on including at least two musical elements into your piece.

### The structure

1. Think about how you will structure your rap song. There are a number of ways you can do this, but some sample structures are:

Verse, chorus, verse, chorus, verse, chorus (ABABAB).

Chorus, verse, verse, chorus, verse, chorus (BAABAB).

Verse, verse, chorus, chorus, verse, chorus (AABBAB).

You may also like to include an intro.

2. Rehearse and refine your work, and don't be afraid of re-working your lyrics.

Upload your rap into your Class Dojo Portfolio.  
Keep your rap in a safe place as you will need it  
for next week's lesson.

# 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.

### Activity

Moon landscape drawing.

Watch the video below and follow the instructions to complete your landscape drawing.

<https://safeYouTube.net/w/Bi19>



## SCIENCE

**WALT:** We are learning about what happens to water in soil when it is left uncovered and covered so we know the best conditions for plants to grow in.

**Success Criteria:**

\*I can make predictions about what will happen when I leave soil covered and uncovered.

\*\*I can measure equal amounts of soil and water into 2 containers

\*\*\*I can explain why there is condensation inside a sealed bottle.

### Activity: Impact of Water on Soil

#### **What is Soil?**

Soil is one of the three major natural resources, alongside air and water. It is one of the marvelous products of nature and without which there would be no life.

#### **So let's find out:**

What happens when wet soil is left in the sun uncovered for the day? Why?

What happens when wet soil is left covered in the sun all day? Why?

#### **Investigate**

1. Cut 2 clear bottles in half to create 2 cup like containers.
2. Fill both containers with same quantity of wet soil.
3. In one of the containers place cotton wool or any absorbent materials on the top and place the top half of the bottle back on top to seal the bottle.
4. Weigh both bottles and note down the weights. (use scale or estimate)
5. Place both bottles outside in direct sunlight for the day.
6. Revisit after two hours. Observe and take note of any changes.
7. Revisit the bottles in the afternoon and note the changes.
8. What has happened to the cotton wool in the sealed bottle?

#### **Observation and Results**

- Draw and label your experiment.
- What changes did you observe in both the bottles?
- Do the bottle weigh the same now as they did in the morning? Why?
- Why there is condensation inside the sealed bottle?
- What do you understand by condensation?
- How would this investigation have an impact on the plants?
- Write all the observations, results and upload on your portfolio.

## CODING

#### **Activity:**

- Go to the Khan Academy website for your next lesson <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: VEA8JJP  
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:** I am learning how to use my power positively?

**Success Criteria:**

- \* I can name 4 people in my life I have positive relationships with
- \*\* I can name 6 or more people in my life I have positive relationships with

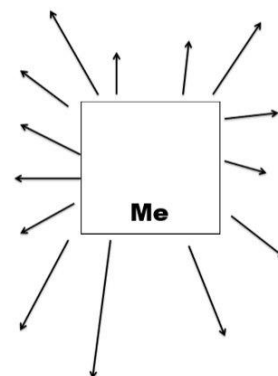
We are looking at positive relationships and how important it is to have positive relationships in our lives. To be in a positive relationship, each person needs to give of themselves, and in turn needs to accept and respect the other person in that relationship.

Click on the link below to see a demonstration video, to help give you some ideas on how to fill out the positive relationship's worksheet.

<https://bit.ly/2Wvpmcx>

Now complete your own relationships sheet in your workbook and upload a photo to your portfolio.

### My Relationships



## Library

**WALT:** We are learning about life in the 1800s.

**Success Criteria**

- \* I can write two things I know about life in the 1800's.
- \*\* I can write several pieces of information I know about life in the 1800's and two things I would like to know more about.
- \*\*\* I can write several pieces of information I know about life in the 1800's and several things I would like to know more about. I can suggest three places I could find more information.

- This week we are beginning to answer the question; - How does my life today compare with the life of children in Australia in the late 18th and early 19th Century?
- Firstly, we are going to use the KWW chart to record what we know about the lives of children in the early days of Australia.
- Next, in the second column we will write the things we would like to know about the times.

<u>What I know</u>	<u>What I want to know</u>	<u>Suggested places to find the information</u>

- Now compare your chart with mine, you can change your chart if you like.

<u>What I know</u>	<u>What I want to know</u>	<u>Suggested places to find the information</u>
Many children lived in difficult conditions. Lots of people were in gaol. (jail and gaol are both acceptable ways of spelling the same word.)	Why were children sent to jail? Where were the children's parents? Did the children go to school? Who looked after the children? Did the children have enough to eat? Did the children play games and what did they play? Did they have much free time? Where did the children sleep?	Books – school library Web search Comparing notes with other people in my class

- After you have finished your KWW chart you might like to play another game in World Book Online.  
Login to World Book Online [www.worldbookonline.com](http://www.worldbookonline.com)  
Login ID = lwps  
Password = lwps

## 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?*

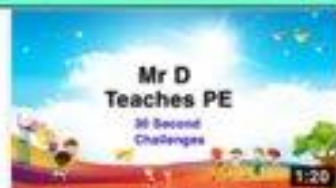
*What's going well?*

*What would you change?*

*Please share your reflections on Dojo.*

## WEEK 3 CHALLENGES

### Physical Challenge



Plank Stack Attack

<https://safeYouTube.net/w/kkO6>



### Word Challenge

#### Meanings

If the words in the following pairs are similar, write YES.

If they are opposite to each other, write NO.

If they have no obvious connection, write X.



- |              |       |       |            |       |       |
|--------------|-------|-------|------------|-------|-------|
| 1. straight  | bent  | _____ | 9. broad   | wide  | _____ |
| 2. buy       | sell  | _____ | 10. tall   | silly | _____ |
| 3. plentiful | ample | _____ | 11. margin | edge  | _____ |
| 4. old       | table | _____ | 12. cease  | stop  | _____ |
| 5. summit    | top   | _____ | 13. jewel  | gem   | _____ |
| 6. finish    | end   | _____ | 14. strong | weak  | _____ |
| 7. sharp     | new   | _____ |            |       |       |
| 8. sour      | sweet | _____ |            |       |       |



### Picture Challenge

#### Can You Solve This?

$$\text{Red flower} + \text{Red flower} + \text{Red flower} = 60$$

$$\text{Red flower} + \text{Blue flower} + \text{Blue flower} = 30$$

$$\text{Blue flower} - \text{Yellow flower} = 3$$

$$\text{Yellow flower} + \text{Red flower} \times \text{Blue flower} = ?$$

### Maths Challenge

Jane earned \$25 one week for shovelling snow and \$50 for the next week. Then, she gave  $\frac{2}{5}$  of her earnings to her little sister for helping her.

How much money did she give to her little sister?

### Mystery Number Challenge

- I am a 2 digit number less than 50.
- I am a multiple of 3.
- My ten's digit is 2 more than my Unit's digit.
- What number am I?

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### 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.)