Learning From Home

Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL

STAGE 2

Term 4 | Weeks 1, 2 & 3

2021

Year 3 and 4

Week 1 - At Home Learning Overview

As students are uploading work at different times of the day teachers will endeavour to provide feedback to students the day after work is submitted on google classroom. Teachers are also busy planning additional lessons, working with parents to support learning from home, answering student questions on the google classroom, participating in whole staff meetings, stage meetings and also supervising students who are coming to school so please be patient for a response to your question or work that has been submitted.

	Monday 4 October	**Tuesday 5 October**	**Wednesday 6 October**	**Thursday 7 October**	**Friday 8 October**
	PUBLIC HOLIDAY	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am **Teacher Professional Learning** 12-3pm Teachers will be unavailable to students and parents during this time. We have tried to create learning tasks that will not require too much teacher support in the afternoon. If the tasks do need clarification then please have a look in the morning and ask questions on the zoom call.	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am
English					

<table>
<tr><td>Spelling</td><td></td><td>For this week you will use the following lists (available on google classroom and in the take home pack): Term 4 Weeks 1-2
<u>Cut and Initial</u>
1. Print, cut and initial your word sort.
2. Place your sort in a ziplock bag.
<u>Sort</u>
1. Start doing your initial sort of the words.
2. Take a photo and upload onto google classroom.</td><td rowspan="4"><u>Wellbeing Wednesday: Concentrate on the good and funny bits when things go wrong</u>
Watch the following videos a Read Aloud of <u>Sunday Chutney by Aaron Blabey</u> and <u>The Tenth Good Thing About Barney by Judith Viorst</u>.

Reflect and answer the questions based on the videos

Choose one of the activities to complete (you can do more than one):

<u>Wacky Wednesday:</u>
Create an artwork using the letters of your name. Each alphabet of your name needs to be an object or an idea that represents something about you. The letters also need to be shaped like the item. Be creative in how you shape the letters, maintaining the original shape of the item as much as possible.

Once done, complete upload a photo of it in your Stage 2 Padlet.</td><td><u>Definitions and Sentence-A-Day</u>
Select 5 of your spelling words and write their definitions onto a piece of paper. You are to either use a dictionary or google search. However, these 5 words should be words:
• that you are unfamiliar with or
• words that you do not understand.

You will create a variety of sentences using the 5 spelling words you had selected.</td><td><u>Blind Sort</u>
• Find a family member.
• Type/write the headings on the table.
• Select and read 10 to 12 words aloud.
• After they have read the words, type/write the words in under the rules.
• When finished, check the words for correct spelling and category.
• Say thank you to your family member.</td></tr>
<tr><td></td><td></td><td>Video Reading of ‘The Illustrated Encyclopedia of Ugly Animals’
Storytime with Sami Bayly - The Illustrated Encyclopaedia of Ugly Animals
Link:
<u>https://www.youtube.com/watch?v=AjmQUkUuGCU</u>

AND Access the PDF Extract of some of the Ugly Animals.

FIELD AND CONTEXT:
Building field Knowledge

Exploring the Context of the Text</td><td colspan="2"><u>Geography</u>
The Earth’s Environment
Students explore different environments and the animals that are found there. In doing so, they investigate how the environment meets the needs of the animal. Identify the factors that distinguish one environment from another.</td></tr>
<tr><td>Reading and Viewing</td><td></td><td>Lesson Sequence
Step 1: Introduction to the different types of environments and the animals found in each.
Step 2: After reading through the slides, compile a list of all the different types of wild animals you can recall.
Step 3: Categorise the list of these animals.
Step 4: Note that one way we could categorise these animals by looking at where they’re found and the type of environments which they live.</td><td>Lesson Sequence
Step 5: View the YouTube video: What a Wonderful World with David Attenborough
Step 6: Read through the environment slides on the Geography learning hub.
Step 7: KWL Chart on Environments.
Step 8: Choose a type of environment and think of as many animals that can be found in the allocated environment.</td></tr>
<tr><td>Writing and Representing</td><td></td><td><u>Poetry: Introduction</u>
Introduce Poetry</td><td><u>Poetry: Introduction- Haiku and String Poems</u></td><td><u>Poetry: Personification & Concrete Poetry</u></td></tr>
</table>

		• What is poetry? • Introduce different Poetic Terms and device • Introduce different types of poems Exploring Context, Purpose and Audience: Poem Analysis Worksheet		Introduce and analyse Haiku Poem (Worksheet) Create own Haiku Poem (scaffold) Create a String Poem Level 1: Words ending <-ing> Level 2: Alliteration Level 3: Trisyllabic	Introduce concrete poetry • What is a shape poem? • Introduce examples • Revisit the concept of personification and imagery Poetic Devices Activity: Brainstorming different ways we can personify and describe different objects. Analysing Imagery. Create own concrete/shape poem.
Speaking and Listening					
Mathematics					
Number and Algebra		Warm up: Complete the warm up times tables Must Do tasks : Complete the multiplication shape grid Complete at least level 1 and 2. Start at level 1 and complete the worksheet. Keep going to level 2 and 3 if you can keep going. If not make sure you have completed at least 1 level.	Warm up:Bin Game Write 5 boxes in a row (to represent a 5 digit number) and two bins. You roll the die 7 times. Each number must be put in either a box or the bin as soon as it is called. Aim is to make the biggest/ smallest/ closest to a predetermined value. Must Do tasks: Complete the multiplication shape grid. Complete at least level 1 and 2. Start at level 1 and complete the worksheet. Keep going to level 2 and 3 if you can keep going. If not make sure you have completed at least 1 level.		Choose a different times table that you aren't very confident with and write these out on a piece of paper. Try timing yourself and then see if you can beat your time the second or third time you write them out. Verse a sibling or an adult.
Measurement and Geometry				<u>Mass</u>	CREATIVE MATHS DAY!

				Before we continue learning about mass, it is important to make sure we all have the same understanding of our learning intention. Brainstorm the meaning of the key words. Watch this mass video: *MooMooMaths What is the metric unit for measuring mass?* Activities: • Identify what items will be measured by which unit • Conversion worksheet • Comparing mass • Addition and Subtraction	Use these instructions to create your own balance scale at home. If you are missing an item, ask you parents to help you think of a substitute. For example: If you do not have plastic cups you could use a plastic bowl. Instructions here: https://www.wikihow.com/Make-a-Balance-Scale-for-Kids Send a copy of your YouTube video or poster to your teacher.
Statistics and Probability					
Other KLAs					
PDHPE			<u>Dealing with Conflict</u> Students learn to consider others' feelings when making decisions and take steps to resolve conflict. • What is Conflict? • Dealing with conflict • identifying different ways conflict can be dealt with scenarios. • Create a Script!		
Creative Arts			<u>In search of Monet</u> In search of Monet is presented as an adventure? A series of games where students imagine they are taking a trip to France to find out about Monet and his work.		

Year 3 and 4

Week 2 - At Home Learning Overview

As students are uploading work at different times of the day teachers will endeavour to provide feedback to students the day after work is submitted on google classroom. Teachers are also busy planning additional lessons, working with parents to support learning from home, answering student questions on the google classroom and supervising students who are coming to school so please be patient for a response to your question or work that has been submitted.

	Monday 11 October	**Tuesday 12 October**	**Wednesday 13 October**	**Thursday 14 October**	**Friday 15 October**
	Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am **Teacher Professional Learning** 12-3pm Teachers will be unavailable to students and parents during this time. We have tried to create learning tasks that will not require too much teacher support in the afternoon. If the tasks do need clarification then please have a look in the morning and ask questions on the zoom call.	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am **Assembly** 12.30pm Link on google classroom
English					
Spelling	Word Web Using your spelling words, choose one from the list. Make a word web, placing a word in the centre, and branch out to synonyms, short definitions, pictures, or sentences from texts	Pyramid Words You are to create pyramid words with your spelling words. Pick 12 words that you would like to use for this activity. You will then write these words in a pyramid.	Wellbeing Wednesday: Everybody has setbacks sometimes Watch the following videos a Read Aloud of *Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst* and *Today was*	Word Hunt You are to select a few books and read/skim through them. Whilst doing so, you are to look for words that following the same spelling rules as your spelling sort.	Word Art Create an artwork with your words on a piece of paper where you write your words 2-3 times in different colours and sizes. No drawing pictures allowed. Upload a photo of this to google classroom.

	where students have found the word.	Remember to check your spelling!	*a Terrible Day by Patricia Reilly Giff*. Complete Postbox Survey: Have You Ever?	For example one of the spelling rule is <-ian>, I would be looking for words that ends in <-ian>. Write these on a piece of paper and upload them to google classroom	
Reading and Viewing	Video Reading of 'The Illustrated Encyclopedia of Ugly Animals' **Storytime with Sami Bayly - The Illustrated Encyclopaedia of Ugly Animals** Link: https://www.youtube.com/watch?v=AjmQUkUuGCU AND Access the PDF Extract of some of the Ugly Animals. RESPONDING AND CREATING: Responding to the Text Creating Texts	Video Reading of 'The Illustrated Encyclopedia of Ugly Animals' **Storytime with Sami Bayly - The Illustrated Encyclopaedia of Ugly Animals** Link: https://www.youtube.com/watch?v=AjmQUkUuGCU AND Access the PDF Extract of some of the Ugly Animals. EXAMINING: Examining Text Structure and Organisation Examining Grammar Examining Visual and Multimodal Features.	Reflect and answer the questions based on the videos Read *Hellen Keller* and answer the questions. Wacky Wednesday: Create your own percussion instrument: Shakers. Be as creative as you want with the outside design of your shaker. You may wish to record yourself playing the instrument with music to share with the class. Once done, complete upload a photo of It in your class' Padlet.	Geography **Coniferous and deciduous forests** In this lesson, students investigate the characteristics of coniferous and deciduous forests and the animals that live there. Students investigate the adaptations of animals and plants to the coniferous or deciduous forest environment. Students lean to identify different types of animals and explore their needs and how the environment meets these needs. **Lesson sequence:** **Step 1:** There are different types of forest found on earth. **Step 2:** Watch and listen to the YouTube video: I love the whole world–Taiga/Boreal forest. At the end of the video, answer the question. **Step 3:** Read through the slides in the Geography Learning Hub Unit 2, forests and answer the questions. **Step 4:** Identify some of the countries in which coniferous forests are located. **Step 5:** Watch YouTube video: One year in 50 seconds https://youtu.be/lmIFXIXQQ_E and discuss the differences between deciduous forests and coniferous forests.	**Tropical Forests** **Step 8:** Watch and listen to the YouTube video: Facts About Tropical Rainforest. **Step 9:** Read through the slides in the Geography Learning Hub. **Step 10:** Discuss questions **Step 11**: Using the map on the PowerPoint and the map of the world's vegetation zones colour in the area of the world occupied by coniferous, deciduous and Tropical forests. **Step 12:** Discuss the difference between a rainforest, coniferous forest and deciduous forest. **Step 13:** Using the PowerPoint on the Geography learning hub as a guide, draw and colour a picture of a rainforest environment.

				Step 6: Discuss the location of these forests, the climate, and the vegetation and animals. **Step 7:** Deciduous trees found in the school grounds or nearby streets.	**Step 14:** Quick research tasks: Do we have any rainforests in Australia? If yes, where are they located, what type of animals can be found?
Writing and Representing	<u>Poetry: Rhyming Couplets</u> Introduce Rhyming Couplet poems • What are Rhyming Couplet poems? • Introduce different examples of Rhyming Couplet poems • Revisit the concept of rhyming words Planning: Pick a theme and Brainstorm rhyming words.	<u>Poetry: Rhyming Couplets</u> Poetic Device: Exploring Onomatopoeia in poems Revise what Rhyming Couplet poems are. Creating Rhyming Couplet poem: Using brainstorms of rhyming words from the previous day and Onomatopoeia.		<u>Poetry: Sensory Poetry</u> Introduce "Sensory Poem" • What is a "Sensory Poem"? • Introduce different examples of "Sensory Poems" • Revisit the concept of Personification and Simile Poetic Devices: Personification and Simile- Brainstorming different ways we can personify and compare (using Similes) different objects.	<u>Poetry: Sensory Poetry</u> Revise what "Sensory Poems" are. Plan and create a "Sensory Poem" (Scaffold)
Speaking and Listening					
Mathematics					
Number and Algebra	Warm up Times tables practice. Complete either 3 or 13. Time yourself. Must do's Complete the problem-solving task Levelled activities on Fractions. Start at Level 1 and work your way up through the tasks.	Warm up Times tables practice. Complete either 5 or 15.Time yourself. Must do's Complete the problem-solving task Levelled activities on Fractions. Start at Level 1 and work your way up through the tasks.	Warm up Times tables practice. Complete either 8 or 18. Time yourself. Must do's Complete the problem-solving task Levelled activities on Fractions. Either complete Level 1 or start at Level 2 and 3.	Warm up Times tables practice. Complete either 8 or 18. Time yourself. Complete the Division Garden activity.	Warm up Times tables practice. Complete either 9 or 19. Time yourself.

Statistics and Probability				Probability and Chance Brainstorm the meaning of, and give examples of, the key words. Organise the events below onto the line in order of least likely to most likely. Tree Diagram to work out possible outcomes and questions Chance experiment activity	New chance vocabulary When everyone has the same chance of winning a game or competition, it is **fair**. It is **unfair** when everyone does not have the same chance of winning. Answer the chance questions. Play the *Greedy Pig* chance game with somebody at home.
Measurement and Geometry					
Other KLAs					
PDHPE			Yoga Lesson https://youtu.be/vzaFg7aPagE Fundamental Movement skills- Dynamic Balance https://youtu.be/OeU77fFqGZ0		
Creative Arts			Still life with flowers • record information about objects through drawing and printing • learn about still life represented in artworks by looking at paintings by different artists • further explore the theme of still life in collages and paintings.		

Year 3 and 4

Week 3 - At Home Learning Overview

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	Monday 18 October	**Tuesday 19 October**	**Wednesday 20 October**	**Thursday 21 October**	**Friday 22 October**
	Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am **Teacher Professional Learning** 12-3pm Teachers will be unavailable to students and parents during this time. We have tried to create learning tasks that will not require too much teacher support in the afternoon. If the tasks do need clarification then please have a look in the morning and ask questions on the zoom call.	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	**Teacher Check in** Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am
English					
Spelling	For this week you will use the following lists (available on google classroom and in the take	<u>Definitions and Sentence-A-Day</u> Select 5 of your spelling words and write their definitions onto a piece of paper. You are	<u>Wellbeing Wednesday: Other people can help if you talk to them- get a reality check</u>	<u>Blind Sort</u> • Find a family member. • Type/write the headings on the table.	<u>Rhyme Time</u> Choose 3-5 words from your spelling list and think of 3 new words that rhymes with each.

	home pack): **Term 4 Weeks 3-4 words** <u>Cut and Initial</u> 3. Print, cut and initial your word sort. 4. Place your sort in a ziplock bag. <u>Sort</u> 3. Start doing your initial sort of the words. 4. Take a photo and upload onto google classroom.	to either use a dictionary or google search. However, these 5 words should be words: • that you are unfamiliar with or • words that you do not understand. You will create a variety of sentences using the 5 spelling words you had selected.	Watch the following videos a Read Aloud of *A Terrible Thing Happened by Margaret Holmes* and *Onion Tears by Diana Kidd* Reflect and answer the questions based on the videos. Create a Lift-Up Flaps: How does a… help? <u>Wacky Wednesday:</u> The tallest tower challenge. Create the tallest tower that you can only using spaghetti and marshmallow. Test the stability of the tower by blowing on it to make sure it does not tip over. Measure the height of your tower and share it with your class to see who made the tallest tower. Once done, complete upload a photo of It in your class' Padlet.	• Ask them to select and read 10 to 12 words aloud. • After they have read the words, type/write the words in the correct rules. • When finished, check the words for correct spelling and category. • Say thank you to your family member.	For example: Cat and Mat. Shine and Dine. Goals and Coals.
Reading and Viewing	COMPREHENSION STRATEGY FOCUS: 'MAIN IDEA' Activity 1: A Picture Paints a Thousand Words Activity 2: Analysing Paragraphs	COMPREHENSION STRATEGY FOCUS: 'LITERAL COMPREHENSION' Activity 1 & 2: Choose 2 out of the 3 Text options and complete the: Who? What? Where? When? Which? How?		<u>Geography</u> **Deserts, Temperate Grasslands and Tundra** In this lesson, we will investigate the characteristics of deserts, grasslands and tundra and the animals that live there. In doing so, you will investigate the adaptations of animals and plants to the various environments. You will lean to identify different types of animals and explore their needs and how the environment meets these needs.	
				<u>Geography</u> **Lesson sequence:** **Step 1:** Watch and listen to the YouTube video: 10 Wonderful Desert Landscapes. **Step 2:** Read through the slides on the Geography learning Hub and Describe **Step 3:** Discuss questions. **Step 4:** Using the world maps of deserts on PowerPoint as a guide colour. **Step 5:** Watch and listen to the YouTube video: Grasslands of the world. **Step 6:** Discuss questions.	<u>Geography</u> **Step 7:** Watch and listen to the YouTube video **Step 8:** Describe tundras **Step 9:** Answer questions **Step 10:** Colour the area where deserts, temperate grasslands & tundra are. **Step 11:** Identify countries where deserts, grassland and tundra environments are. **Step 12:** Research the type of animals found in one of the environments examined in the previous lessons.

Writing and Representing	Poetry: Raps Introduce Raps • What are Raps? • Introduce different examples of Raps • Poetic Devices: Rhyming words and Rhythm. Planning: Pick a theme and Brainstorm rhyming words.	Poetry: Raps Using The Schoolkids' Rap by John Foster, identify and change the rhyming words. Creating Rap: Using brainstorms of rhyming words from the previous day.		Poetry: Songs Introduce Songs • What are Songs? • Introduce different examples of Songs • Poetic Devices: Rhyming words and Rhythm. Planning: Pick a theme (from the list) and Brainstorm rhyming words.	Poetry: Songs Using Fight Song by Rachel Platten, identify from the different verses- what is the rhyming pattern used in this song? Creating a Verse and Chorus: Using brainstorms of rhyming words from the previous day.
Speaking and Listening					
Mathematics					
Number and Algebra	Warm up Complete the warm up times tables Converting Fractions to Decimals The below website has information on converting fractions to decimals. https://www.bbc.co.uk/bitesize/topics/znmtsbk/articles/z4ymtv4 Complete at least 1 of the levelled activities. 1, 2 or 3.	Warm up Complete the warm up times tables Adding and Subtracting Decimals Complete must do tasks, multiplication puzzle and decimal fact file. Complete levelled tasks Level 1, 2 or 3.	Fractionville Activity Create a town using fractions and fill out on the 6x6 grid.	Warm up Come up with 3 challenging problems that involve decimals. Give them to your siblings or parents to work out. Try to trick them!	Choose a different times table that you aren't very confident with and write these out on a piece of paper. Try timing yourself and then see if you can beat your time the second or third time you write them out. Verse a sibling or an adult.
Measurement and Geometry				Volume and Capacity Brainstorm the meaning of the key words below, you could even give examples.	Volume of a Cube Watch this YouTube video: https://www.youtube.com/watch?v=UnP3qKCqoMM

			Complete Must Do and levelled tasks Level 1, 2 or 3. • Read volume of containers • Estimate volume • Convert between Litres and Millilitres	(Piece of Pi – How to find the volume of a cube) Complete Must Do and levelled tasks Level 1, 2 or 3. • Identifying dimensions • Calculating the volume • Poster
Statistics and Probability					
Other KLAs					
PDHPE			<u>Challenging Stereotypes</u> Students learn to describe and differentiate between gender stereotypes and show sensitivity to the feelings of others.		
Creative Arts			<u>Web of Life</u> Students discuss the meaning of biodiversity and view images of different Australian ecosystems. Students create woven forms to represent the diversity of Australia using a range of reused and recycled materials.		

TUESDAY

5 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Spelling

For this week you will use the following lists (available on google classroom and in the take home pack)

Term 4 Week 1 and 2 words

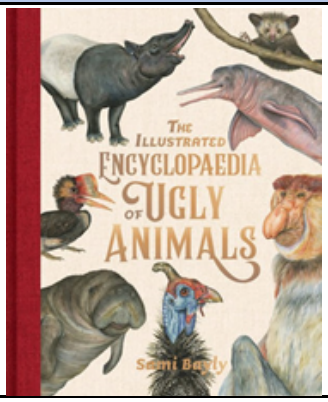
Cut and Initial

Print, cut and initial your word sort.
Place your sort in a ziplock bag.

Sort

Start doing your initial sort of the words.
Take a photo and upload onto google classroom.

Reading

TASKS	READING & VIEWING
Video Reading of 'The Illustrated Encyclopedia of Ugly Animals' Link: https://www.youtube.com/watch?v=AjmQUkUuGCU And Access the PDF Extract of some of the Ugly Animals.	
FIELD AND CONTEXT Building Field Knowledge	What does the word 'Encyclopedia' mean? _____ _____ _____ _____ Use this link, https://australian.museum/learn/animals/conservation-status-what-does-it-mean/ to find out what 'conservation status' means. _____ _____ _____ _____ What do you understand about the word, 'Adaptation'? _____ _____ _____ _____
Exploring the Context of the Text	The word, 'Ugly' is subjective which means it's someone's opinion. What do you think? _____ _____ _____ _____ _____

Writing

Poetry: Introduction

Poetry comes in many different forms – rhyme, limerick, haiku, cinquain, diamante, colour poems, free verse, raps, songs etc. We will be learning and writing a few different poems for the next few weeks.

When writing poems, there are different Poetic Terms and Devices that needs to be considered.

Find the definitions and give examples to these Terms and Devices:

Alliteration	
Onomatopoeia	
Personification	
Rhyme	
Rhythm	
Metaphor	
Simile	
Sensory Language	
Imagery	
Stanzas	
Line Breaks	

Examples of Poems

Onomatopoeia Poems

An onomatopoeia poem uses words that sound like the object or noise they are describing.

Pancakes

Some flour – flop!
An egg – plop!
Some milk – sploosh!
Now stir – whoosh!
Some butter – sizzle!
Some batter – fizzle!
A flip – yippee!
Pancakes for me!

Simile Poems

A simile poem uses the words 'like' or 'as' to compare two objects based on things they have in common.

All About Me!

I am fast like a cheetah.
I am as funny as a clown.
I am as sweet as honey.
I am as busy as a bee.
I am bright like the sun.

Concrete Poems

A concrete poem (or shape poem) is written in the shape of the object it describes.

Sensory Poems

A sensory poem uses vivid words to describe how something looks, sounds, smells, feels and tastes.

Winter

I see snow falling from the sky.
I hear the crackling of the fire.
I smell noodle soup on the stove.
I feel the cold on my nose and ears.
I taste the yumminess of hot cocoa.

Alliteration Poems

An alliteration poem uses words that begin with the same letter.

Black Bunny

The beautiful black bunny,
Bumped Betsy the beagle,
Breaking her basket,
Bearing bread for the eagle.
But before Betsy began,
Biking briskly away,
She saw that black bunny,
Blowing bubbles by the bay.

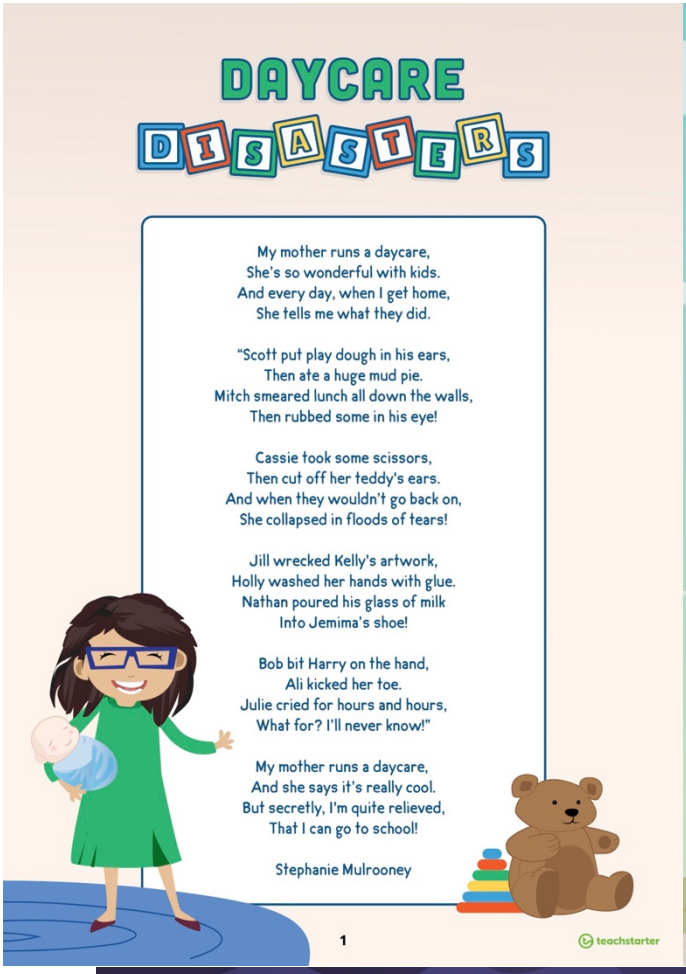
Rhyming Poems

A rhyming poem includes words that rhyme, usually at the end of the line.

The Bat

There once was a bat,
Living in my brother's hat.
My mum ran in fear,
Which made my brother cheer.
It finally flew away,
But not until May.

Exploring Context, Purpose and Audience

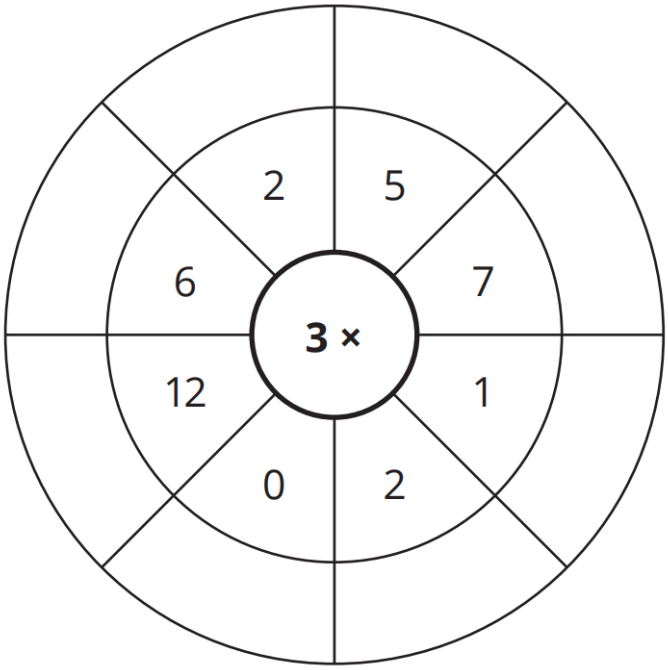


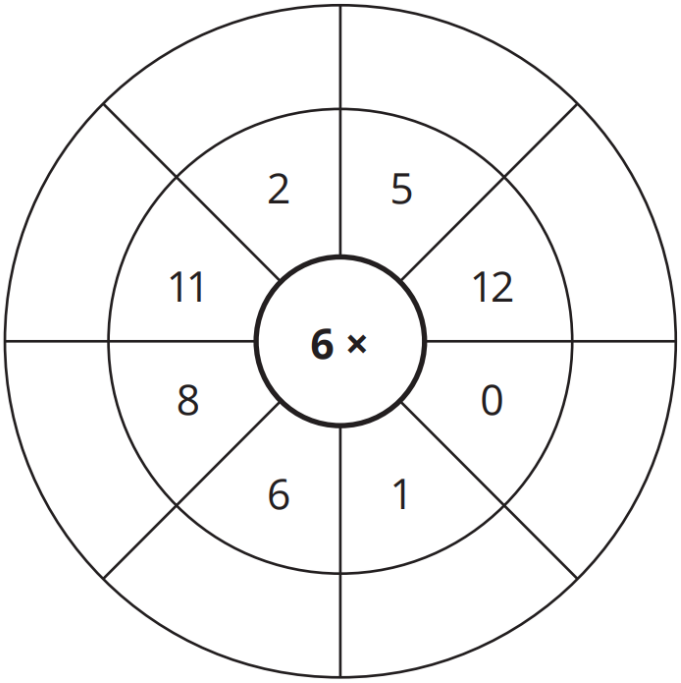
Exploring Context, Purpose and Audience

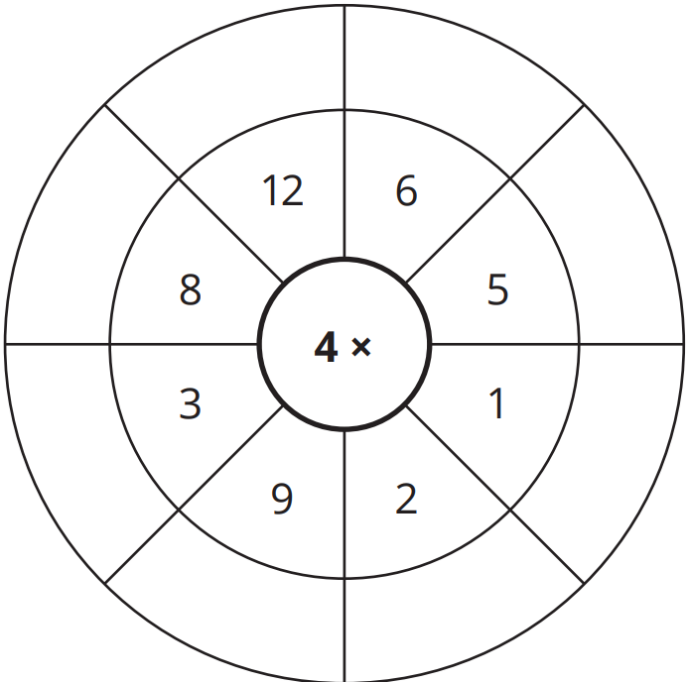
1. Read the poems *Daycare Disasters*, *My House* and *Night.* Complete the table below.

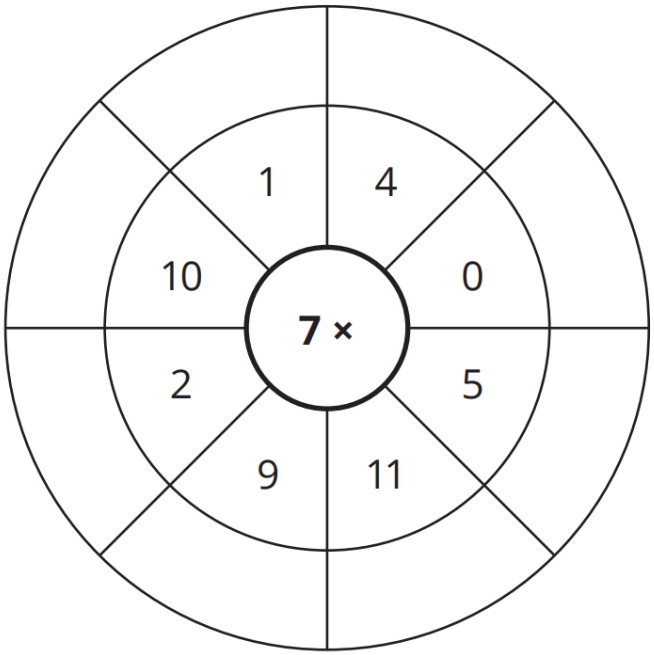
	Daycare Disasters	***My House***	***Night***
Context Describe what the poem is about in one or two sentences.			
Purpose What is the purpose of the poem? How do you know?			
Audience Who is the intended audience of the poem? How do you know?			

Warm up – complete as many of these as you can





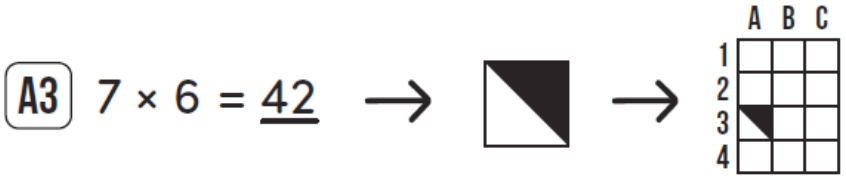


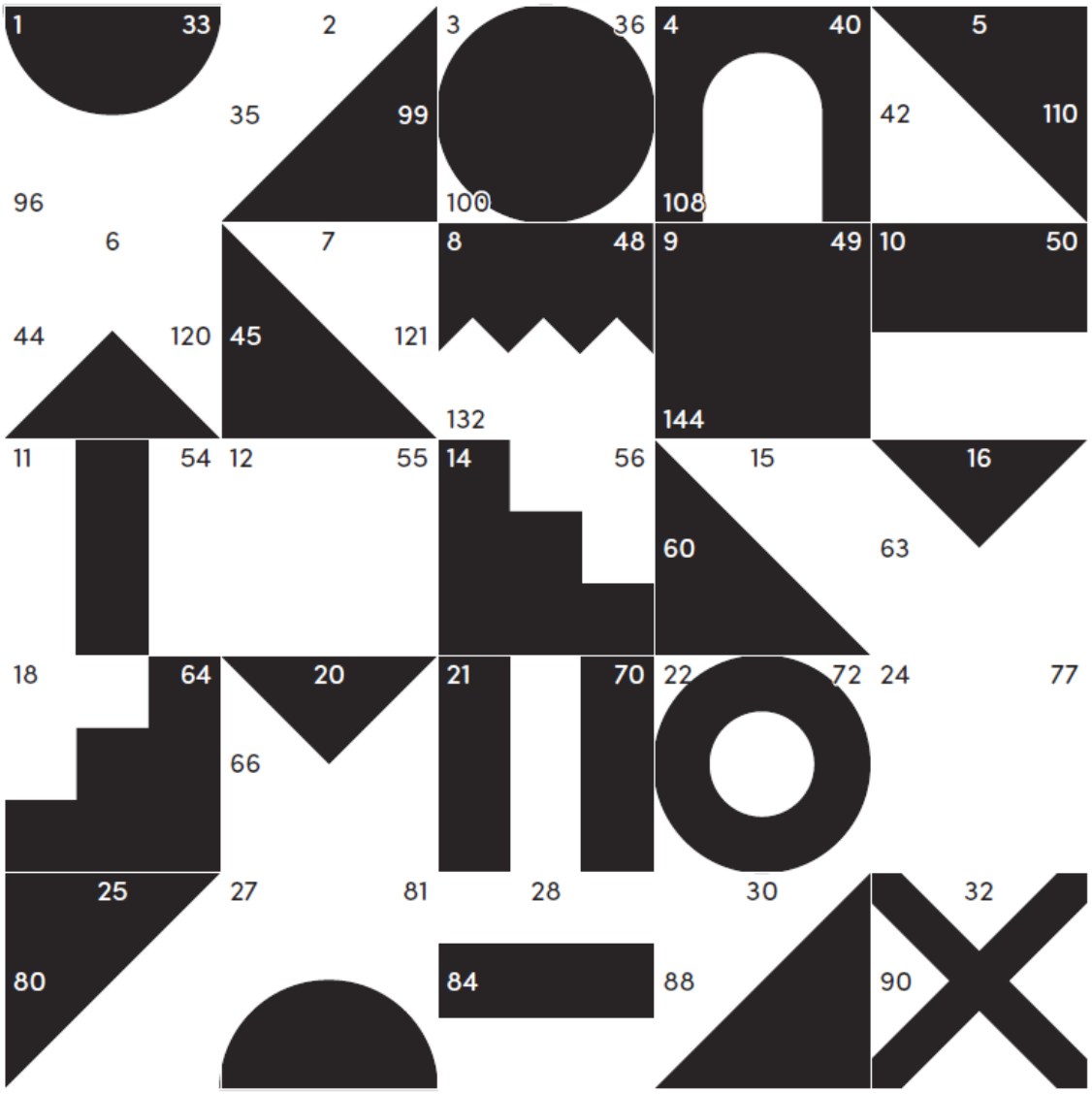


Shape Grid

(Multiplication)

This Shape Grid determines the shapes you will draw in your Mystery Pattern Grid. The answer to the following question is 42. Look for the number 42 in the Shape Grid. Then draw this shape in the position A3 on your Mystery Pattern Grid.





teachstarter

Name: _____ Date: _____

4

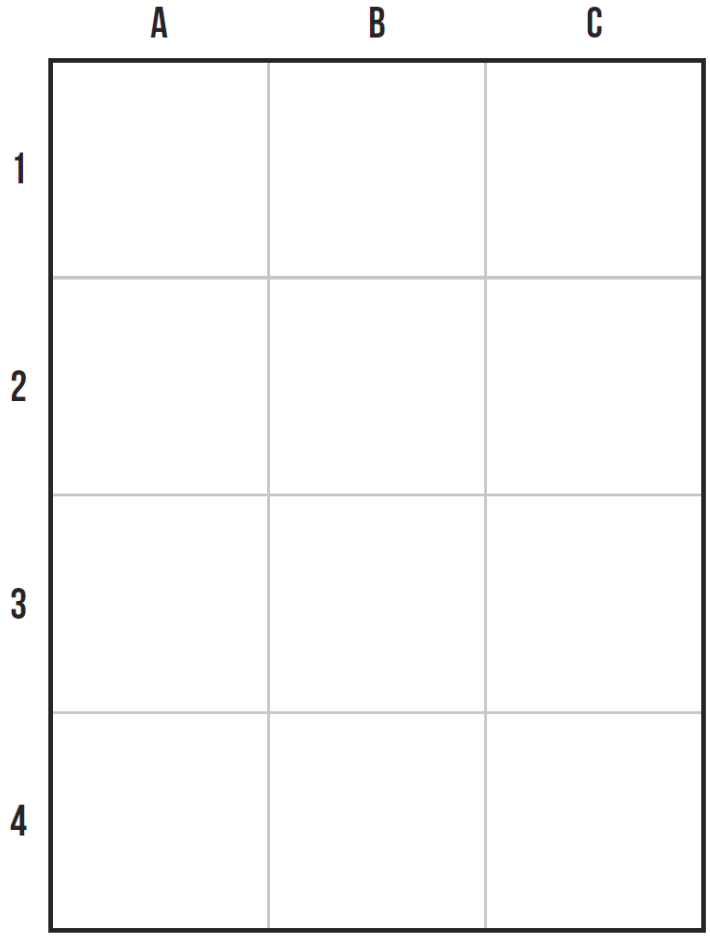
Mystery Pattern Grid

(Multiplication)

For each question below:

1. Determine the product of the two numbers.
2. Use this number to find the matching shape on the Shape Grid (separate to this page).
3. Draw the shape inside the correct square of the Mystery Pattern Grid by using the question's coordinates.

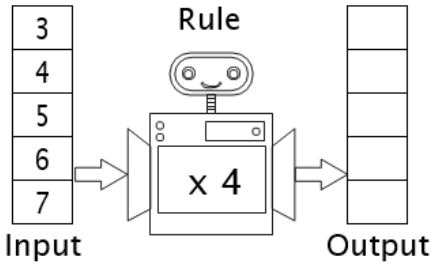
A3	2 × 6 = _____	A1	3 × 7 = _____
B3	12 × 2 = _____	C2	9 × 9 = _____
C4	8 × 8 = _____	C3	11 × 7 = _____
B2	11 × 5 = _____	A2	9 × 3 = _____
B4	7 × 9 = _____	C1	7 × 10 = _____
B1	1 × 9 = _____	A4	2 × 7 = _____



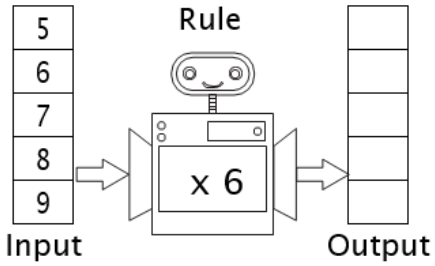
Multiplication and Division Number Patterns (A)

(1) Follow the rule to complete these number patterns.

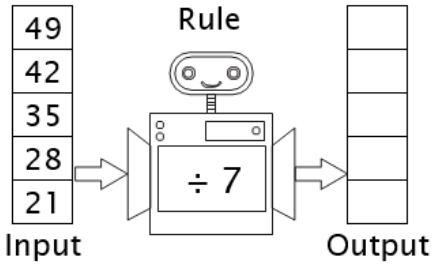
a)



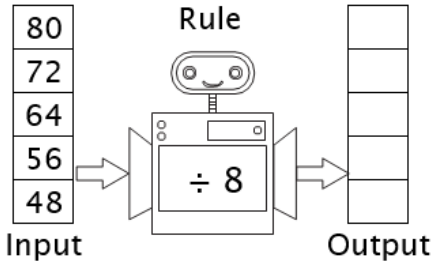
c)



b)



d)



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(2) Use the clues to work out the missing number.

a) If you add 9, my total will be 36. ☐

b) If you add 8, my total will be 24. ☐

c) If you divide me by 3, my quotient is 7. ☐

d) If you divide me by 6, my quotient is 4. ☐

e) If you multiply me by 4, my product is 40. ☐

f) If you multiply me by 6, my product is 42. ☐

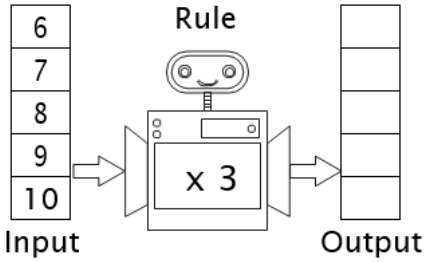
g) If you multiply me by myself my product is 49. ☐

h) If you multiply me by myself my product is 36. ☐

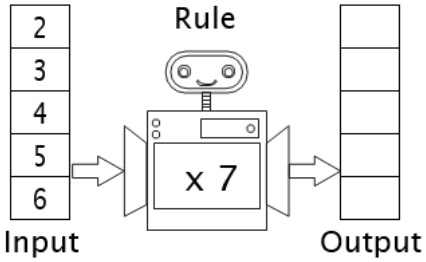
Multiplication and Division Number Patterns (B)

(1) Follow the rule to complete these number patterns.

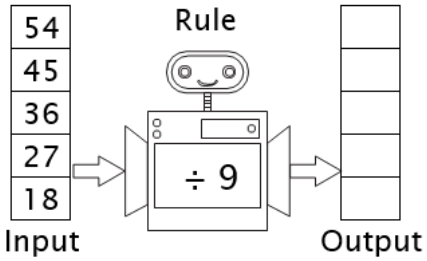
a)



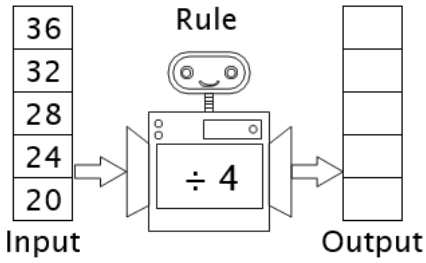
c)



b)



d)



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(2) Complete these mutliplication and division problems.

a) Sally saved $5 per week for 8 weeks.
How much did she save in total?

b) If a tap leaks at a rate of 4 litres per hour, how much water has been wasted in 7 hours?

c) Lisa is paid $9 per hour for her babysitting job.
How much will she earn in 3 hours?

d) Ryan is buying a new scooter for $180.
To pay for it, he has to make 6 equal payments.
How much will he pay each time?

Level 3

Number Patterns (A)

(1) Apply the rule to complete the number patterns.

a) Rule: ☆ x 2 = □

☆	1	2	3	4	5	6	7	8
□								

b) Rule: ☆ + 5 = □

☆	1	3	5	7	9	11	13	15
□								

c) Rule: ☆ x 10 = □

☆	1	3	5	7	9	11	13	15
□								

---

(2) Continue these fraction and decimal number patterns.

a)

$\frac{1}{12}$	$\frac{2}{12}$					$\frac{7}{12}$	

b)

$\frac{1}{20}$	$\frac{3}{20}$					$\frac{13}{20}$	

c)

0.2	0.4			1			1.6

d)

2.02			2.08			2.14	

Number Patterns (B)

(1) Apply the rule to complete the number patterns.

a) Rule: ☆ x 4 = □

☆	1	2	3	4	5	6	7	8
□								

b) Rule: ☆ + 8 = □

☆	1	3	5	7	9	11	13	15
□								

c) Rule: ☆ x 11 = □

☆	1	3	5	7	9	11	13	15
□								

---

(2) Continue these fraction and decimal number patterns.

a)

$\frac{3}{5}$	$1\frac{1}{5}$			3			

b)

$\frac{1}{6}$	$\frac{5}{6}$					$4\frac{1}{6}$	

c)

1.5	3						

d)

3.205	3.225						

WEDNESDAY

6 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

English

Wellbeing Wednesday: Concentrate on the good and funny bits when things go wrong

Watch the following videos a Read Aloud of *Sunday Chutney by Aaron Blabey* and *The Tenth Good Thing About Barney by Judith Viorst*.

Reflect and answer the following questions based on the videos:

1. What is one good thing about a match that your team lost, being sick on the day of an excursion, being away from your best friend's birthday part?

2. How does finding the good things in an unhappy situation make us feel a bit better?

3. How does having a bit of a laugh sometimes help if we are feeling sad or worried?

Choose one of the following activities below to complete (you can do more than one):

- Write an imaginative text about a pet, in the style of *The Tenth Good Thing About Barney*.
- Journal writing about a time when something went wrong in their family but there some positive as well (or a funny side to it).

Wacky Wednesday: Name art

Create an artwork using the letters of your name. Each alphabet of your name needs to be an object or an idea that represents something about you. The letters also need to be shaped like the item. Be creative in how you shape the letters, maintaining the original shape of the item as much as possible. Limit your item to one per letter.

- The viewers should be able to guess the things you like or enjoy doing from looking at your name art.
- For example, if your name has the letter 'E' and it is shaped like a keyboard (as above) then then viewers will think you play the piano or enjoy listening to music.

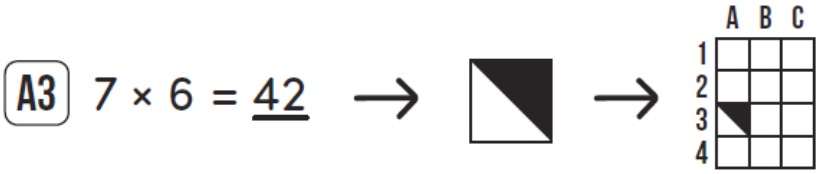
Warm up: Bin game

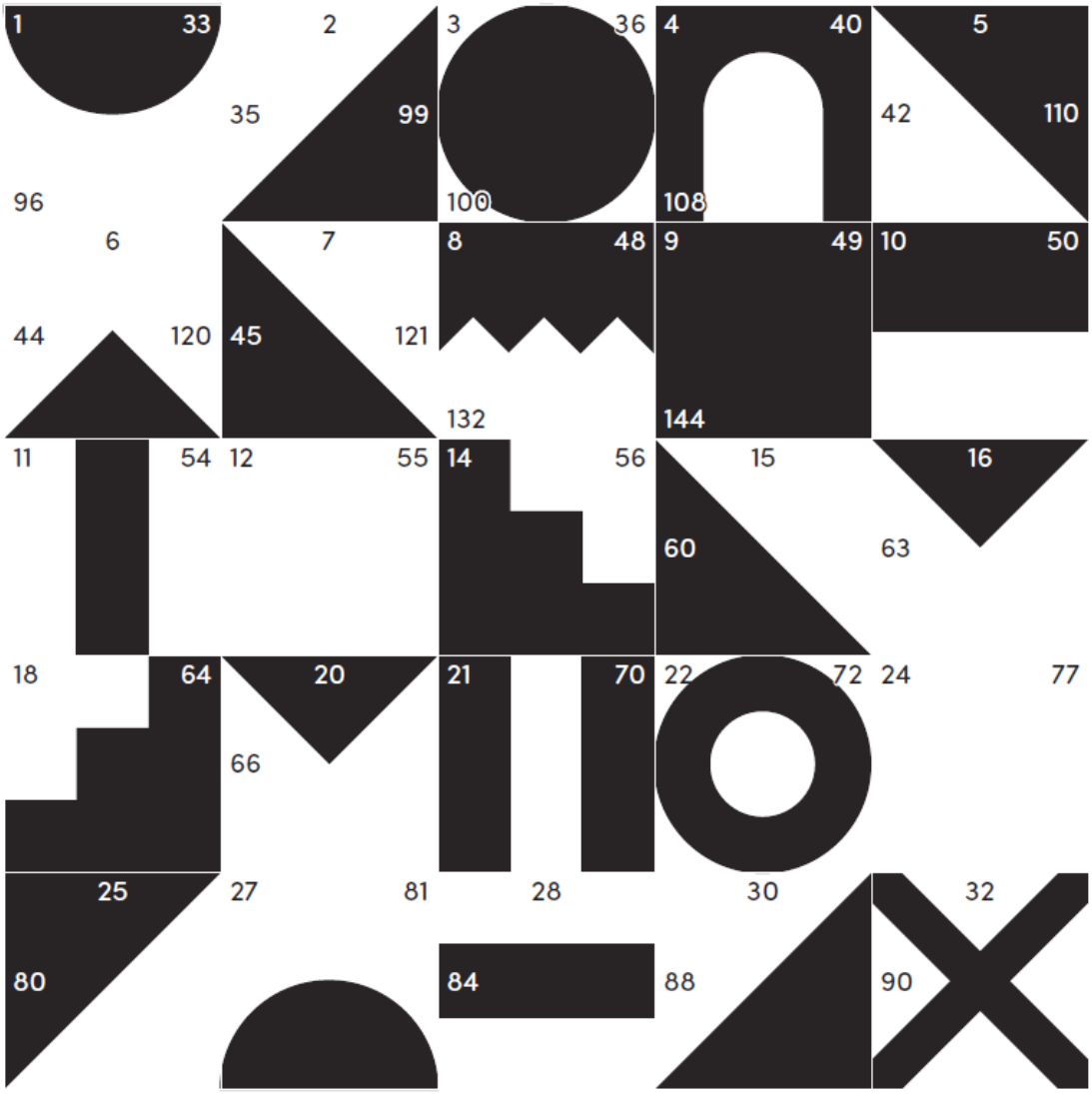
Write 5 boxes in a row (to represent a 5 digit number) and two bins. You roll the die 7 times. Each number must be put in either a box or the bin as soon as it is called. Aim is to make the biggest/ smallest/ closest to a predetermined value

Shape Grid

(Multiplication)

This Shape Grid determines the shapes you will draw in your Mystery Pattern Grid. The answer to the following question is 42. Look for the number 42 in the Shape Grid. Then draw this shape in the position A3 on your Mystery Pattern Grid.





teachstarter

Name: _____ Date: _____ 6

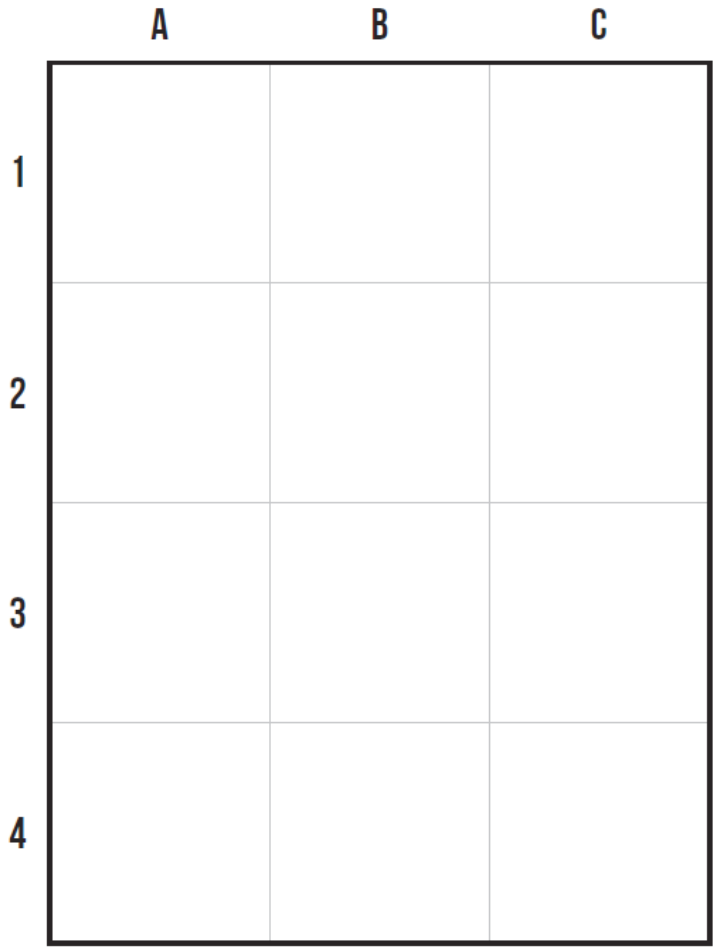
Mystery Pattern Grid

(Multiplication)

For each question below:

1. Determine the product of the two numbers.
2. Use this number to find the matching shape on the Shape Grid (separate to this page).
3. Draw the shape inside the correct square of the Mystery Pattern Grid by using the question's coordinates.

C1	1 × 5 = _____	C4	9 × 11 = _____
A4	5 × 7 = _____	A1	8 × 10 = _____
B2	4 × 7 = _____	C2	6 × 6 = _____
B1	8 × 12 = _____	A2	10 × 10 = _____
A3	12 × 1 = _____	C3	7 × 11 = _____
B3	2 × 8 = _____	B4	3 × 11 = _____



Level 1 and 2

Addition and Subtraction Number Patterns (A)

① Complete these number sentences to make them true.

a) 42 + ☐ = 66

b) ☐ + 42 = 79

c) 83 - ☐ = 40

d) ☐ - 53 = 36

e) 23 + ☐ = 99

f) ☐ + 18 = 58

g) 58 - ☐ = 22

h) ☐ - 53 = 24

---

② Complete these equivalent number sentence to make them true.

a) ☐ + 50 = 75 - 10

b) 25 + ☐ = 80 - 30

c) 13 + 20 = 56 - ☐

d) ☐ + 22 = 65 - 25

e) 73 + ☐ = 99 - 14

f) 16 + 18 = ☐ - 15

g) 13 + 44 = 97 - ☐

h) ☐ + 11 = 99 - 31

Addition and Subtraction Number Patterns (B)

(1) Complete these number sentences to make them true.

a) 61 + ☐ = 75

b) ☐ + 56 = 86

c) 94 - ☐ = 41

d) ☐ - 33 = 53

e) 62 + ☐ = 74

f) ☐ + 15 = 32

g) 59 - ☐ = 27

h) ☐ - 64 = 11

---

(2) Complete these equivalent number sentence to make them true.

a) ☐ + 16 = 83 - 21

b) 17 + ☐ = 93 - 52

c) 12 + 21 = ☐ - 26

d) 15 + 10 = 50 - ☐

e) ☐ + 10 = 90 - 12

f) 23 + ☐ = 67 - 11

g) 41 + 43 = ☐ - 13

h) 11 + 16 = 54 - ☐

Level 3

Unknown Quantities in Number Sentences (A)

(1) Complete each number sentence by filling in the missing value.

a) 14 + _____ = 20

b) _____ - 5 = 10

c) 3 x _____ = 18

d) 19 + _____ = 26

e) 100 - _____ = 55

f) _____ + 18 = 30

g) 15 ÷ _____ = 3

h) 7 x _____ = 35

i) _____ + 8 - 2 = 16

(2) Complete each number sentence by filling in the missing value.

a) 16 + 4 = 5 x _____

b) 25 - _____ = 3 x 5

c) _____ - 6 = 32 + 8

d) 100 ÷ 5 = _____ - 20

e) 20 x 2 = 80 ÷ _____

f) 15 - _____ = 3 x 3

g) 18 ÷ _____ = 16 - 10

h) 200 - 50 = 75 x _____

i) 250 - 50 = _____ x 4

(3) Use = or ≠ to complete the number sentences.

a) 4 x 3 _____ 6 + 6

b) 10 ÷ 2 _____ 10 - 5

c) 35 - 12 _____ 11 x 2

d) 17 + 17 _____ 68 ÷ 2

e) 200 - 50 _____ 70 + 70

f) 56 + 6 _____ 62 x 1

g) 100 ÷ 10 _____ 90 - 80

h) 210 - 100 _____ 11 x 10

i) 12 x 4 _____ 7 x 6

(4) Write an equation and solve each of these word problems.

a) Selena joined a gym and was paying $11 per month. How much did she pay over 12 months?

b) Brian had $3000, but he bought 5 computers that cost $200 each. How much money does he have left?

Unknown Quantities in Number Sentences (B)

(1) Complete each number sentence by filling in the missing value.

a) 22 + _____ = 55

b) _____ x 5 = 150

c) 20 x _____ = 80

d) 122 + _____ = 126

e) 189 - _____ = 120

f) _____ + 56 = 135

g) 49 ÷ _____ = 7

h) 12 x _____ = 144

i) _____ + 11 x 3 = 66

(2) Complete each number sentence by filling in the missing value.

a) 82 + 18 = 5 x _____

b) 125 - _____ = 4 x 5

c) _____ - 16 = 32 + 8

d) 120 ÷ 4 = _____ - 15

e) 30 x 2 = 120 ÷ _____

f) 45 - _____ = 5 x 3

g) 180 ÷ _____ = 9 x 10

h) 220 - 50 = 170 x _____

i) 300 - 50 - 30 = _____ x 2

---

(3) Write an equation and solve each of these word problems.

a) Some friends decide to split the bill evenly for dinner. How many friends were at the dinner if the total of the bill was $210 and each person paid $42?

b) Troy bought some video games. He paid $175 in total for them and they were $25 each. How many video games did he buy?

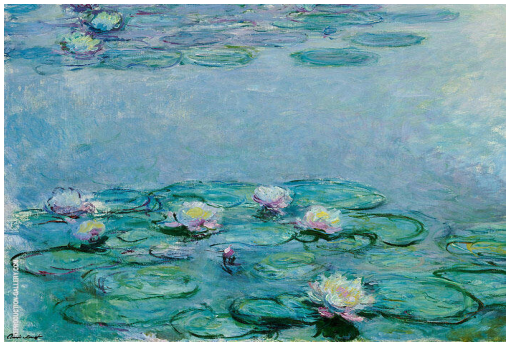
c) Steven had enough dog biscuits to last his 2 dogs 4 weeks. If they have 100 grams each for dinner each night, how much food did Steven start with?

In Search of Monet

Appreciating artworks by Monet

1. The Search for Monet involves finding out about the life and work of Monet.
2. Research the areas in France where Monet lived and worked (Paris and Le Havre).
3. Collect information about cultural features and landmarks from the same places.
4. Make or collect bus and museum tickets, photos, etc. and enter them into a class trip diary.

Examples of Claude Monet's paintings



Water Lilies

Rouen Cathedral

Haystack End of Summer

Poplar Trees

Giverny Garden

Bouquet of Sunflowers

Find out about the life and work of Monet

Use the internet to search via Monet or French Impressionism.

1. View examples of Monet's paintings representing waterlilies, haystacks, poplar trees or the Rouen Cathedral series to look at investigations of different light and atmospheric conditions.
2. Write a summary of the types of things that Monet painted (subject matter – places and spaces).

3. Discuss Monet's use of colour and his interest in representing light and atmospheric conditions.

4. Why did Monet focus on outdoor scenes?

5. Why did he paint several paintings of the same place at different times (Refer to his Waterlilies, Haystacks, Poplar trees or Rouen Cathedral series).

6. What types of colours did Monet use? What colours did he use in light areas as opposed to shadows?

7. How did Monet apply paint onto the canvas?

Appreciating and making artworks

Imagine that you are in Paris France and would like to recreate a Monet work to feature on a postcard to be sent home.

Your task is to sketch one of the works from one of Monet's series (Waterlilies, Haystacks, Poplar trees or Rouen Cathedral). Write a message on the back of the postcard stating where the work is, describing what the work is about and include a personal response to the work.

Front of the postcard for your artwork

Back of the postcard for your message stating where the work is, describing what the work is about and include a personal response to the work.

POST CARD

PLACE STAMP HERE

Dealing with Conflict

Learning Intention:

- We are learning to consider others' feelings when making decisions, and take steps to resolve conflict

Success criteria:

- 1 star – Is able to identify ways to resolve conflict
- 2 star – Is able to demonstrate ways to resolve conflict
- 3 star – Is able to demonstrate ways to resolve conflict and communicate why it is important

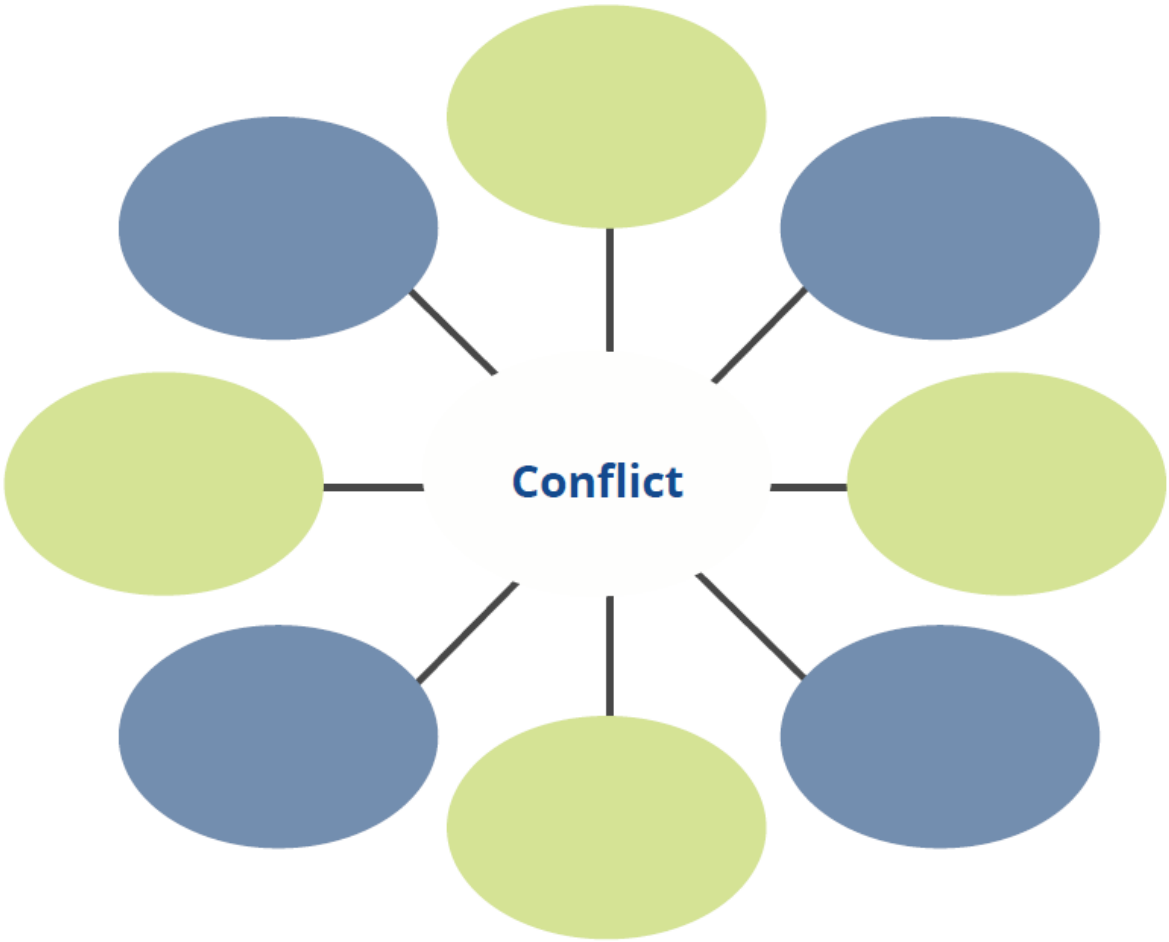
What is Conflict?

- On the space below, write down your own definition of what you think conflict is.

_____

_____

- On the mind map below, write down the words you think of when you hear the word conflict.



"Conflict is a serious disagreement or argument"

How do I respond to conflict?

Below are some ways that we can respond to conflict fairly. Which response would you use for each of the below statements?

Conflict	Response
1. A year 6 student wants your canteen money.	
2. You get angry and say something to hurt your friend's feelings.	
3. You and your sister both want the same toy.	
4. You both want to go fist on the computer.	
5. Your little brother keeps annoying you.	
6. A classmate is making up stories/rumours about you.	
7. You see a year 5 student hurting a younger student.	
8. Your classmates won't let you play.	
9. You receive an email/message from someone you don't know, who wants to meet you.	
10. You hit someone with a ball in a game of soccer.	

Resolving Conflict Script

- You are to create a role-play script based on one of the following:
    - Sharing a new toy
    - Choosing a show to watch on tv with a sibling
    - Joining in a game
    - Losing something that doesn't belong to you
    - Being called names at school
- In your script, be sure to address what the issue is, and at least one way to resolve the conflict fairly

The characters in this scene are:

The setting of this scene is:

THURSDAY

7 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Spelling

Definitions and Sentence-A-Day

Select 5 of your spelling words and write their definitions onto a piece of paper. You are to either use a dictionary or google search. However, these 5 words should be words:

- that you are unfamiliar with or
- words that you do not understand.

You will then create sentences using the 5 spelling words you had selected. These sentences should either be a simple, compound or a complex sentence.

Reading-Geography

The Earth's Environment

Students explore different environments and the animals that are found there. In doing so, they investigate how the environment meets the needs of the animal. The also identify the factors that distinguish one environment from another.

Learning Intentions:

- To identify the different types of environments in which animals live.
- To distinguish between different types of environments.
- To describe the characteristics of different environments.
- To acquires and communicate geographical information using geographical tools for inquiry.

Success Criteria:

- I can describe how the different environments support living things.
- I can explain the distinguishing characteristics of different environments.
- I can name what animals are found in different environments.
- I can develop a geographical question.

Step 1: Introduction to the different types of environments and the animals found in each. Read the slides in the Geography Learning Hub, Unit 2, lesson 1. https://tinyurl.com/ed8paby6

See if you can identify the animal and then describe the environment that the animal is pictured in. Does the environment look cold, wet or Dry? Do you think this animal can survive in other environments?

Activity 1: Questions -Describe the environment and identify the animal.

1. Does the environment look cold, wet or Dry?

   _____
   _____
   _____
   _____

2. Do you think this animal can survive in other environments?

   _____
   _____
   _____
   _____

1. Does the environment look cold, wet or Dry?

_____
_____
_____
_____

2. Do you think this animal can survive in other environments?

_____
_____
_____
_____

1. Does the environment look cold, wet or Dry?

_____
_____
_____
_____

2. Do you think this animal can survive in other environments?

_____
_____
_____
_____

1. Does the environment look cold, wet or Dry?

_____
_____
_____
_____

2. Do you think this animal can survive in other environments?

_____
_____
_____
_____

	1. Does the environment look cold, wet or Dry? _____ _____ _____ _____ 2. Do you think this animal can survive in other environments? _____ _____ _____ _____
	1. Does the environment look cold, wet or Dry? _____ _____ _____ _____ 2. Do you think this animal can survive in other environments? _____ _____ _____ _____

Step 2: After reading through the slides, compile a list of all the different types of wild animals you can recall.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step 3: Categorise this list of animals. What types of categories could they place them in? You may want to list these animals by type, by size, the countries where they are found or whether they are carnivore or herbivore. Or you may want to classify them by type of environment in which they are found. The latter form of classification pre-empts tomorrow's activity.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step 4: Read through the slides in the Geography Learning Hub, Unit 2, lesson 1. https://tinyurl.com/ed8paby6 Note that one way we could categorise these animals is by looking at where they are found and the type of environments in which they live. Go through the rest of the slides and try to identify what kind of environment you think they are. For example, a picture of a sandy, dry landscape might be considered a desert environment. The other environments shown are: forests, wetlands, cold, mountainous, river-based environments and grasslands.

What type of environment does this look like?

Answer the questions in full sentences the space below:

1. What type of climate might this environment experience?

_____

_____

_____

2. What types of vegetation (plant life) might grow in this environment?

_____

_____

_____

	3. What types of animal life might live in this environment? _____ _____ _____ 4. How might humans interact with and connect with this environment? _____ _____ _____
	Answer the questions in full sentences the space below: 1. What type of climate might this environment experience? _____ _____ _____ 2. What types of vegetation (plant life) might grow in this environment? _____ _____ _____ 3. What types of animal life might live in this environment? _____ _____ _____ 4. How might humans interact with and connect with this environment? _____ _____ _____
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Answer the questions in full sentences the space below:

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_____

_____

_____

4. How might humans interact with and connect with this environment?

_____

_____

_____

Answer the questions in full sentences the space below:

1. What type of climate might this environment experience?

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_____

2. What types of vegetation (plant life) might grow in this environment?

_____

_____

_____

3. What types of animal life might live in this environment?

_____

_____

_____

4. How might humans interact with and connect with this environment?

_____

_____

_____

Poetry: Introduction- Haiku and String Poems

Introduce and analyse Haiku Poem

A syllable is a part of a word pronounced as a unit. It is usually made up of a vowel alone or a vowel with one or more consonants. The word "syllable" has three syllables: syl-la-ble.

"Haiku" is a traditional form of Japanese poetry. Haiku poems consist of 3 lines. Here is an example of Haiku poetry.

Green and speckled legs,
Hop on logs and lily pads
Splash in cool water.

How many syllables are in the each line of the example? Use a / to separate each syllable.

Green and speckled legs, syllables: _____

Hop on logs and lily pads syllables: _____

Splash in cool water. syllables: _____

What animal do you think the Haiku is describing?

_____

The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. Here is a Haiku to help you remember.

I am first with five
Then seven in the middle --
Five again to end.

Purpose
Haiku poems describe a particular topic. Traditionally, they are written about nature; however, you can write a haiku about any topic you like.

Structure
Haiku poems have three lines. The first and third lines have five syllables and the second line has seven syllables.

Rhythm
Haiku have rhythm, created by the number of syllables in each line.

Rhyming Pattern
Haiku poems do not usually rhyme.

Example
Here is an example haiku poem about roses.

Petals red as blood (five syllables)
Fragrant perfume fills the air (seven syllables)
A delicate rose (five syllables)

Writing a Haiku

Step 1

Choose a topic for your haiku poem. Here are some ideas:

- *fire*
- *raindrops*
- *wind.*

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

Step 3

Write your haiku. Remember to create the correct rhythm by counting the number of syllables in each line.

_____

(five syllables)

_____

(seven syllables)

_____

(five syllables)

Create a String Poem

- Choose your topic.
- Write the topic on three post-it notes and stick these up.
- Then write out a few more post-its with the topic on as line finishers for your poem (as many lines as you like) and three more for the final line (Similar to the photo below).
- Choose a level and type of word below for you to write
  - Level 1: Words ending <-ing>
  - Level 2: Alliteration
  - Level 3: Trisyllabic
- With the post-it notes, create a string Poem. You can create multiple groups of words.

Learning Intention: We are learning to measure, estimate and compare masses of objects.
Success Criteria:

I can...

- Convert units of mass including g, kg and t
- Use addition and subtraction strategies to solve mass problems

Before we continue learning about mass, it is important to make sure we all have the same understanding of our learning intention. **Brainstorm the meaning of the key words below, you could even give examples:**

Convert	Problem Solving

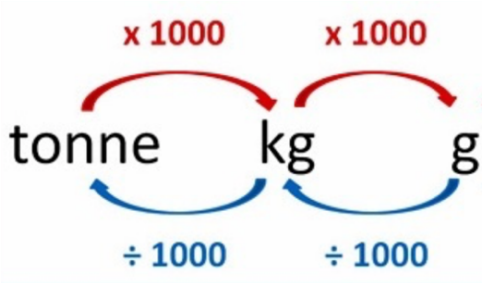
There are no levels today, you must complete every task

Watch this video: *MooMooMaths What is the metric unit for measuring mass?* https://tinyurl.com/jmyyeha8

Complete the table. List at least 5 items that would be most appropriately measured by each unit of mass.

Grams (g)	Kilograms (Kg)	Tonnes (t)

Complete the conversion questions below. This is revision from the last week of term, you may need to revise how to convert units using the picture below.



From Kilogram (kg) to Grams (g) = multiply (x) 1000

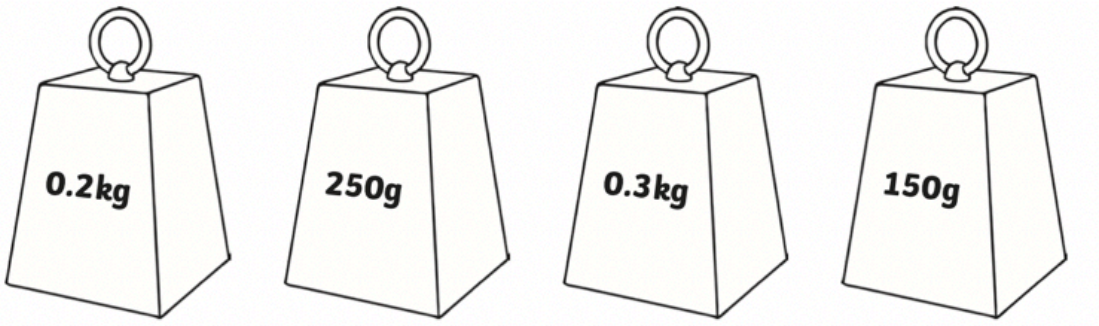
From Grams (g) to Kilogram (kg) = divide (÷) 1000

Converting and comparing masses

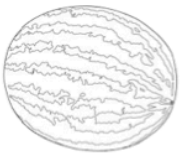
Match these measurements:

30g	3000g
3kg	0.003kg
300g	0.03kg
3g	30000g
30kg	0.3kg

Order these masses from lightest to heaviest.
Hint: You will need to convert them into the same unit first.



Use your addition and subtraction strategies to solve the following mass problem worksheet. You must show your working out otherwise your teaching cannot give you feedback on your strategies.

						
blueberry 5g	strawberry 10g	apricot 30g	apple 80g	peach 100g	banana 150g	melon 2kg

1) Use the correct symbol (<, > or =) to compare these items:

6 strawberries and 1 banana		2 peaches and 3 blueberries
8 blueberries, 2 apricots and 1 apple		2 apricots, 1 peach, 4 blueberries
1 melon		5 peaches, 2 bananas, 4 apricots

2) Calculate the difference in mass between:

a)

1 apple and 6 strawberries	2 apricots and 5 blueberries	

b)

2 bananas and 3 apricots	4 strawberries and 2 peaches	

c)

3 apricots and 1 peach	3 apples and 6 blueberries	

FRIDAY

8 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Blind Sort

1. Find a family member.
2. Type/write the headings on the table.
3. Ask them to select and read 10 to 12 words aloud.
4. After they have read the words, type/write the words in the correct category.
5. When finished, check the words for correct spelling and category.
6. Say thank you to your family member.
7. Remember to put back your words in the ziplock bag.

The Earth's Environment

Step 5: Watch the YouTube video: What a Wonderful World with David Attenborough [https://youtu.be/auSo1MyWf8g]. Reflect and answer the following questions in full sentences based on the video. Justify your answer with observations from the video.

What natural relationships did you observe in the video?

_____

_____

_____

_____

How did some of the images make you feel?

_____

_____

_____

_____

What was the overall message behind the video?

_____

_____

_____

Step 6: KWL Chart. Record what you already know about the importance of environments and what would you like to find out. Draw pictures and write the names of any relevant plants and animals (if known).

What I **K**now	What I **W**ant to Know	What I **L**earned

Step 7: Presentation

Choose one of the following environments.

1. Dessert
2. Forests
3. Wetlands
4. Cold
5. Mountainous
6. river-based environments
7. grasslands

Think of as many animals you can that can be found in the allocated environment and list them below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Once you have identified as many as you can think of, use an iPad or computer to add more animals to your list. Create a Google Slides presentation or Google website with these animals.

In doing so, answer the following questions:

- Where is this environment located around the world?
- In what county/countries are these animals found?
- Add photos of each animal

Poetry: Personification & Concrete Poetry

Introduce concrete/shape poetry

Shape Poems

Purpose
Shape poems describe a particular topic. They are sometimes referred to as concrete poems.

Structure
Shape poems are written in the shape of the object they describe.

Rhythm
Shape poems do not usually follow a rhythm pattern.

Rhyming Pattern
Shape poems do not usually rhyme.

Example
Here is an example shape poem about raindrops.

A
raindrop
slips down
my silent face.
It falls so gently
off my cheek.
Now gone.

Poetic Devices Activity

- Personification - where animals, plants or even inanimate objects, are given human qualities - resulting in a poem full of imagery and description. Example:
  - The tree waved its arms in the wild wind
  - The thunder growled angrily
- Imagery: writing that creates pictures in the reader's mind.

On the table below, brainstorming different ways we can personify/describe different objects .

Lightning
Apples
Rainbows

Writing a concrete/shape poem

Using the brainstorm you did, write a concrete/shape poem

Step 1

Choose a topic for your shape poem. Here are some ideas:

- *lightning*
- *apples*
- *rainbows.*

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

Step 3

Write your shape poem. Draw the outline of your shape in the box below, then fill in the shape with descriptions of the topic.

Number and Algebra

Choose a different times table that you aren't very confident with and write these out on a piece of paper. Try timing yourself and then see if you can beat your time the second or third time you write them out. Verse a sibling or an adult.

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
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	x	3	=	
	x	4	=	
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	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

CREATIVE MATHS DAY! (Must Do)

Use these instructions to create your own balance scale at home. If you are missing an item, ask you parents to help you think of a substitute. For example: If you do not have plastic cups you could use a plastic bowl.

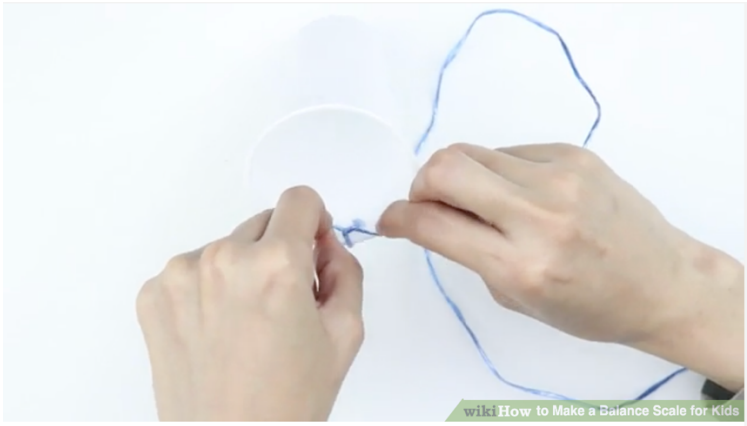
Note: You are not required to go to the shops for supplies.

Part 1 **Making Buckets for the Scale**

1 **Use a hole punch to make holes in 2 small paper cups.** Punch 2 holes in each cup. Make the holes close to the rim of the cups and on opposite sides.[1]

- If you don't have paper cups, you can make the buckets for your balance scale with plastic cups instead.

2 **Cut 2 pieces of twine that are each around 1 foot (0.30 m) long.** Any kind of twine will work, but a thick, strong twine will make the balance scale more durable. After you cut the twine pieces, lay them next to each other to make sure they're the same length. If they're not, cut them with scissors to adjust their lengths.[2]

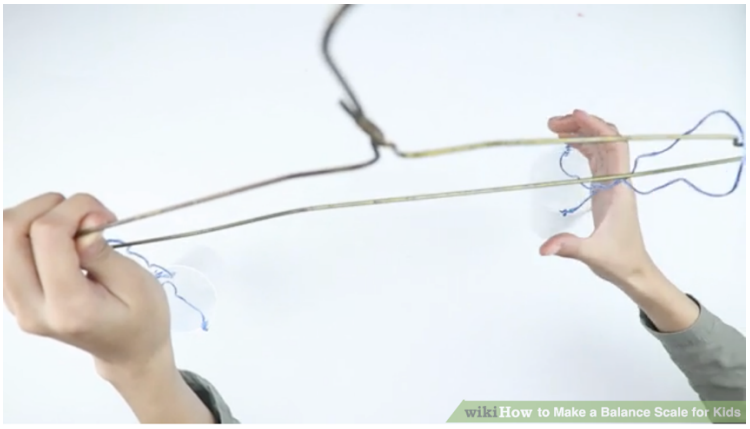


3 **Tie the ends of the twine through the holes in the cups.** Use 1 piece of twine per cup. When you're finished, the twine pieces should form thin handles on the cups, like the cups are little buckets.[3]

Part 2 **Putting the Scale Together**

1 **Find a notched clothes hanger.** A plastic, metal, or wooden hanger will work, as long as it has a notch on both sides of the hook. Otherwise, the paper buckets will slip and fall right off the scale.[4]

- If you don't have a notched clothes hanger, you can use some more twine to tie the handles on the paper buckets to the bottom of a regular clothes hanger so they don't fall off.



2 **Hang the buckets on the clothes hanger using the twine handles.** Hang the cups on opposite sides of the clothes hangers in the notches. When you're finished, lift up the scale and hold it by the top to examine the buckets. Both buckets should be hanging at the same level — if one is higher than the other, you'll need to adjust the twine handles.[5]

3 **Let your kids decorate the buckets on their new balance scale.** Put out stickers, markers, and crayons and let your kids personalize the scale. They'll enjoy playing and learning with it more if they get to add their own personal touch.

- One way to decorate the scale is to help your kids write their names on it.
- Don't attach anything too heavy to the buckets or it could interfere with how the scale works.

Part 3 Using the New Scale

1 **Hang your balance scale on a doorknob.** Doorknobs are great to hang balance scales from because they're low enough for kids to reach them. If you can't find a doorknob to use, look for any kind of handle or bar you can hook the clothes hanger onto.[6]

MONDAY

11 October 2021

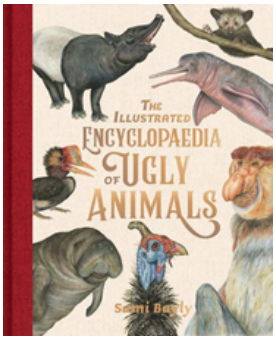
NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Spelling

Word Web

Using your spelling words, choose a one from the list. Make a word web, placing a word in the centre, and branch out to synonyms, short definitions, pictures/drawings, or sentences from texts where students have found the word.

TASKS	READING & VIEWING
Video Reading of 'The Illustrated Encyclopedia of Ugly Animals' Link: https://youtu.be/AjmQUkUuGCU and Access the PDF Extract of some of the Ugly Animals.	
RESPONDING AND CREATING Responding to the Text	*'Beauty is in the eye of the beholder' means* that which one person finds beautiful or admirable may not appeal to another. Which animals do you think SHOULD NOT have been included in the text, in their opinion, and justify why? _____ _____ _____ _____ _____
Creating Texts	Choose one of the animals in the text and write a letter, FROM THE POINT OF VIEW of the animal, TO THE PUBLISHER demanding to be removed from The Illustrated Encyclopedia of Ugly Animals. Use persuasive and emotive language that relates to this purpose. *Date:* To: Hachette Australia Publishing Company, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ From:

Poetry: Rhyming Couplets

In **rhyming couplets,** the final word in each pair of lines rhymes. Can be AABB or ABAB.

Rhyming Poems

A rhyming poem includes words that rhyme, usually at the end of the line.

The Bat

There once was a bat,
Living in my brother's hat.

My mum ran in fear,
Which made my brother cheer.

It finally flew away,
But not until May.

teachstarter

Planning: Pick a theme and Brainstorm rhyming words.

In the table below, can you write down the theme you have chosen for the poem will write tomorrow. Write down 5 groups of rhyming words below. Each group should have 4 rhyming words that you can use for your poem.

Theme:				
1.				
2.				
3.				
4.				
5.				

Number and Algebra

Choose 3 or 13 and write these out. Try timing yourself and then see if you can beat your time the second or third time you write them out.

	x	6	=	
	x	0	=	
	x	5	=	
	x	8	=	
	x	3	=	
	x	9	=	
	x	11	=	
	x	4	=	
	x	7	=	
	x	10	=	
	x	1	=	
	x	12	=	
	x	2	=	
Time:				

	x	0	=	
	x	6	=	
	x	9	=	
	x	3	=	
	x	10	=	
	x	7	=	
	x	1	=	
	x	4	=	
	x	12	=	
	x	11	=	
	x	5	=	
	x	8	=	
	x	2	=	
Time:				

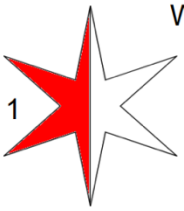
	x	3	=	
	x	8	=	
	x	5	=	
	x	11	=	
	x	0	=	
	x	12	=	
	x	2	=	
	x	6	=	
	x	9	=	
	x	1	=	
	x	10	=	
	x	7	=	
	x	4	=	
Time:				

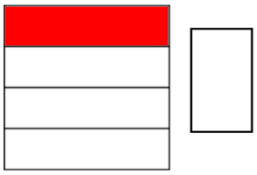
	x	6	=	
	x	2	=	
	x	10	=	
	x	7	=	
	x	3	=	
	x	1	=	
	x	11	=	
	x	8	=	
	x	12	=	
	x	4	=	
	x	0	=	
	x	9	=	
	x	5	=	
Time:				

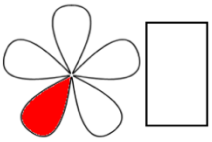
Problem solving

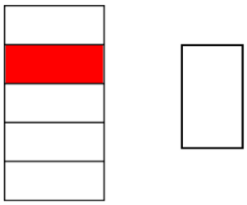
Brian is buying fruit for a picnic. He needs at least 100 pieces, but doesn't want more than 110.
The fruit shop sells fruit in bags. Apples come in bags of 10, oranges come in bags of 8, passionfruit come in bags of 12 and pears come in bags of 6. What combinations of fruit bags could Brian buy for the party?
List some possibilities.

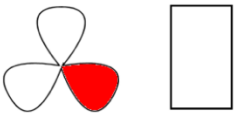
Write down what fraction of the whole shape is shaded.

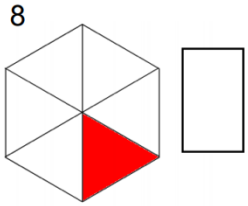
1 

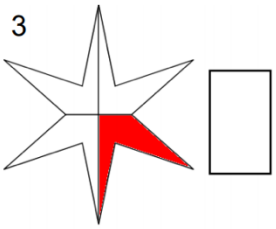
4 

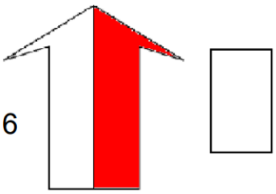
7 

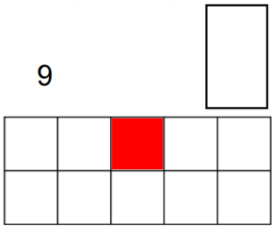


5 

8 

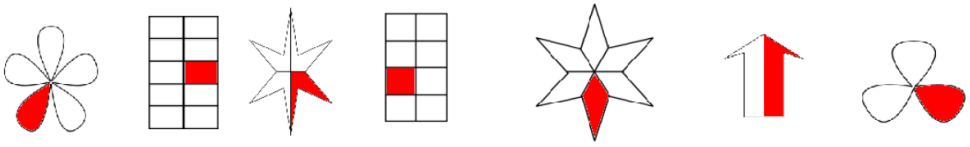
3 

6 

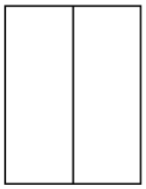
9 

Link the fraction to the shape

$\frac{1}{3}$ $\frac{1}{8}$ $\frac{1}{2}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{10}$ $\frac{1}{4}$

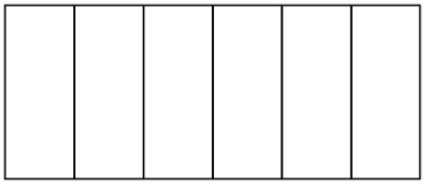


Colour in

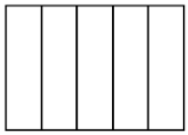


$\frac{1}{2}$

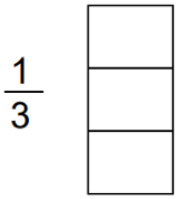
$\frac{1}{3}$



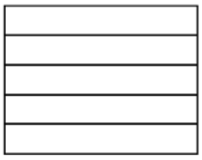
$\frac{1}{6}$



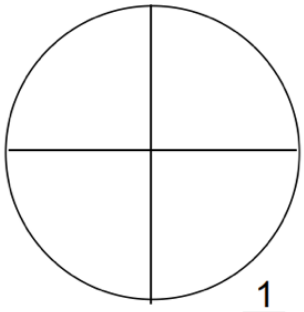
$\frac{1}{5}$



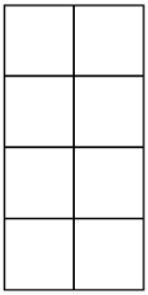
$\frac{1}{3}$



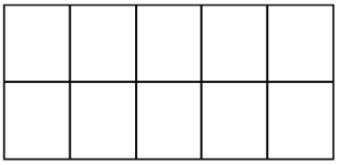
$\frac{1}{5}$



$\frac{1}{4}$

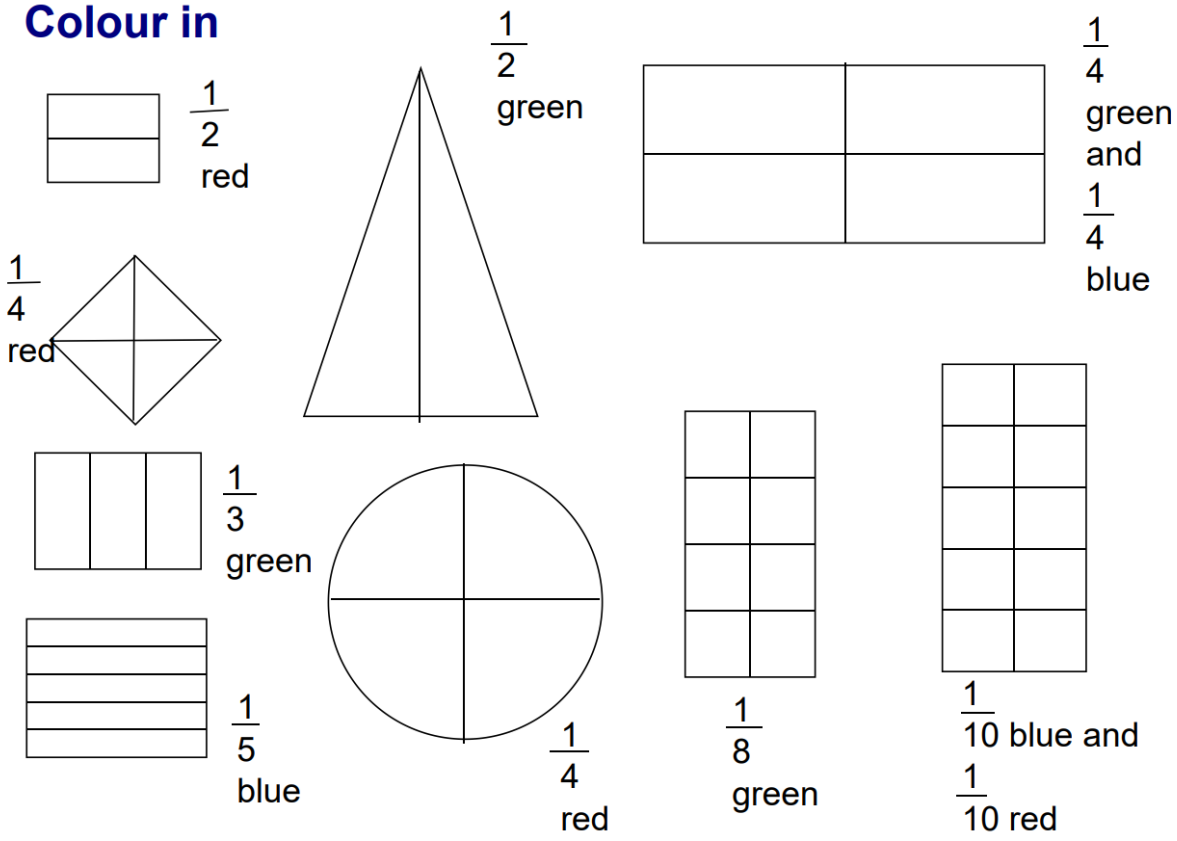


$\frac{1}{8}$



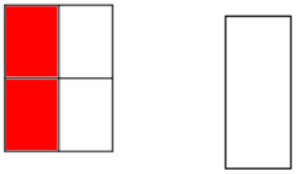
$\frac{1}{10}$

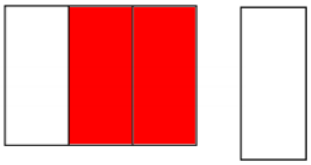
Colour in

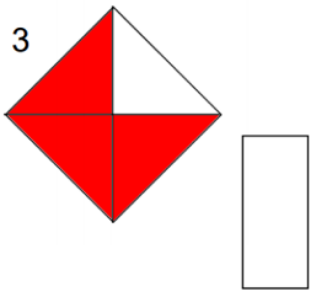


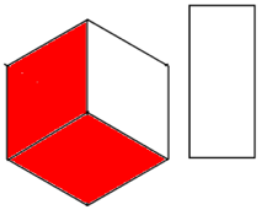
Fractions Level 2

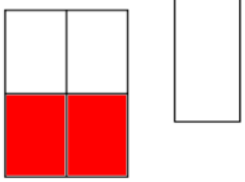
Write down what fraction of the whole shape is shaded.

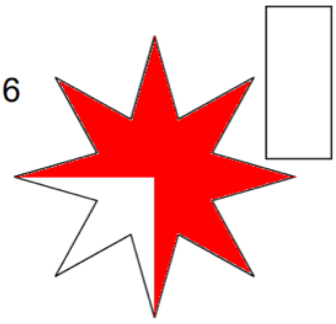
1 

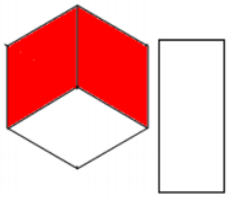
2 

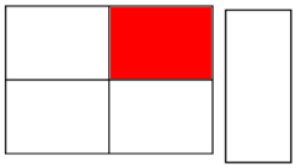
3 

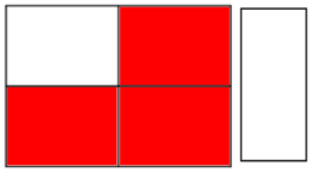
4 

5 

6 

7 

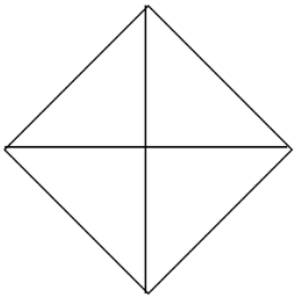
8 

9 

Colour in these fractions

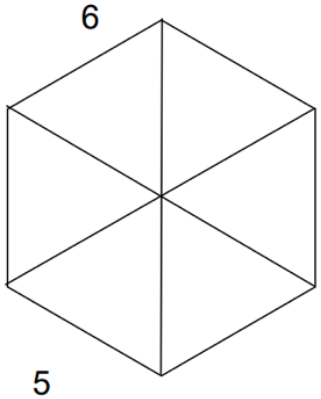
$\frac{2}{3}$ 

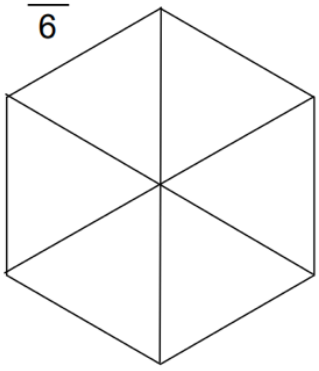
$\frac{3}{4}$ 

$\frac{2}{4}$ 

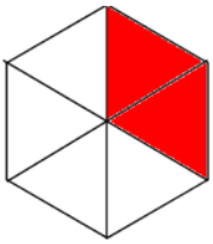
$\frac{3}{5}$ 

$\frac{4}{5}$

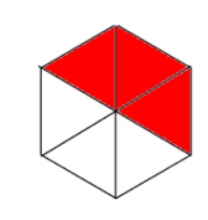
$\frac{3}{6}$ 

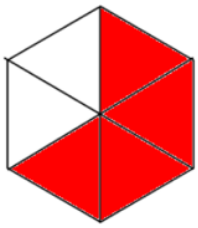
$\frac{5}{6}$ 

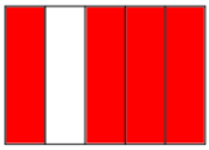
Write down what fraction of the whole shape is shaded.

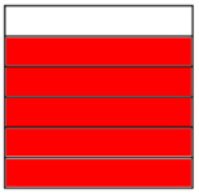
1 

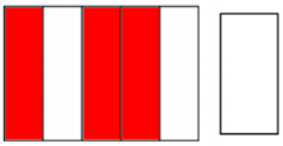
2 

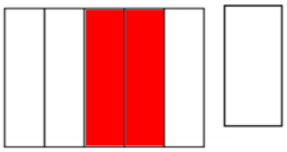
3 

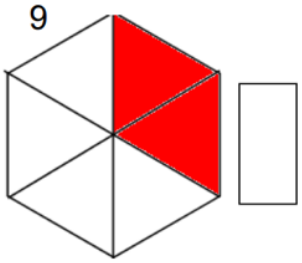
4 

5 

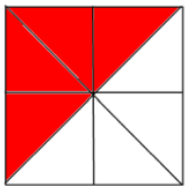
6 

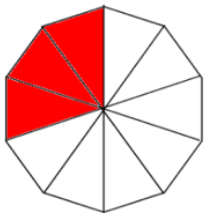
7 

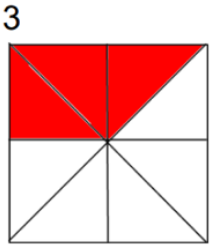
8 

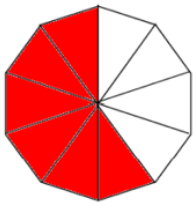
9 

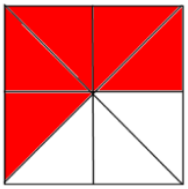
Write down what fraction of the whole shape is shaded.

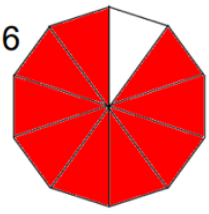
1 

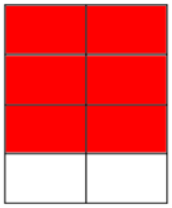
2 

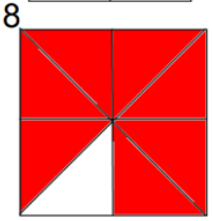
3 

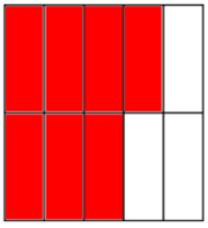
4 

5 

6 

7 

8 

9 

Fractions to One

Extension

Copy and complete

1) $\frac{4}{8} + \frac{?}{8} = 1$

2) $\frac{3}{8} + \frac{?}{8} = 1$

3) $\frac{1}{8} + \frac{?}{8} = 1$

4) $\frac{7}{8} + \frac{?}{8} = 1$

5) $\frac{6}{9} + \frac{?}{9} = 1$

6) $\frac{2}{7} + \frac{?}{7} = 1$

7) $\frac{5}{7} + \frac{?}{7} = 1$

8) $\frac{4}{8} + \frac{4}{8} =$

9) $\frac{3}{8} + \frac{4}{8} =$

10) $\frac{1}{8} + \frac{8}{8} =$

11) $\frac{7}{8} + \frac{3}{8} =$

5) $\frac{6}{9} + \frac{3}{9} =$

6) $\frac{2}{7} + \frac{5}{7} =$

7) $\frac{5}{7} + \frac{4}{7} =$

Find the sum.

1. $5\frac{1}{10} + \frac{1}{10} =$ _____

2. $4\frac{1}{2} + \frac{1}{2} =$ _____

3. $7\frac{7}{9} + \frac{1}{9} =$ _____

4. $2\frac{2}{6} + \frac{4}{6} =$ _____

5. $2\frac{21}{25} + \frac{6}{25} =$ _____

6. $6\frac{44}{50} + \frac{35}{50} =$ _____

7. $6\frac{2}{3} + \frac{2}{3} =$ _____

8. $8\frac{60}{100} + \frac{16}{100} =$ _____

9. $5\frac{8}{12} + \frac{11}{12} =$ _____

10. $5\frac{18}{20} + \frac{16}{20} =$ _____

11. $9\frac{2}{6} + \frac{3}{6} =$ _____

12. $2\frac{1}{2} + \frac{1}{2} =$ _____

13. $3\frac{2}{10} + \frac{6}{10} =$ _____

14. $8\frac{2}{4} + \frac{3}{4} =$ _____

15. $10\frac{22}{50} + \frac{14}{50} =$ _____

16. $2\frac{6}{11} + \frac{6}{11} =$ _____

1) $2\frac{2}{4} + \_\_\_\_\_ = 5$

2) $5\frac{1}{5} + \_\_\_\_\_ = 7$

3) $5\frac{2}{7} + \_\_\_\_\_ = 7$

4) $5\frac{2}{11} + \_\_\_\_\_ = 6$

5) $3\frac{1}{3} + \_\_\_\_\_ = 5$

6) $8\frac{1}{3} + \_\_\_\_\_ = 10$

7) $7\frac{1}{2} + \_\_\_\_\_ = 8$

8) $3\frac{3}{9} + \_\_\_\_\_ = 4$

9) $4\frac{3}{5} + \_\_\_\_\_ = 6$

10) $5\frac{1}{5} + \_\_\_\_\_ = 7$

11) $5\frac{2}{11} + \_\_\_\_\_ = 6$

12) $4\frac{4}{5} + \_\_\_\_\_ = 6$

13) $1\frac{5}{8} + \_\_\_\_\_ = 2$

14) $4\frac{2}{6} + \_\_\_\_\_ = 6$

15) $2\frac{3}{7} + \_\_\_\_\_ = 3$

16) $7\frac{1}{3} + \_\_\_\_\_ = 11$

TUESDAY

12 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

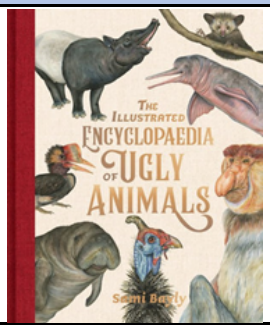
LEARNING FROM HOME

Spelling

Pyramid Words

You are to create pyramid words with your spelling words. Pick 12 words that you would like to use for this activity. You will then write these words in a pyramid. Remember to check your spelling!

Reading

TASKS	READING & VIEWING
Video Reading of 'The Illustrated Encyclopedia of Ugly Animals' Link: https://youtu.be/AjmQUkUuGCU and Access the PDF Extract of some of the Ugly Animals.	
EXAMINING Examining Text Structure and Organisation	The organisation of the text is created using cohesive devices. Elements such as sub headings help organise the information, such as: Description, Conservation status, Diet, Location / Habitat and Fun Facts. What other sub headings could you include? _____ _____ _____ _____ _____
Examining Grammar	Create a vocabulary wall to include words and their meanings as they are encountered in the text and in wider reading (for example, endemic, terrestrial). What are one weird words from the text? _____ _____ _____ _____ _____ _____
Examining Visual and multimodal Features	The beautiful water colour images provide very detailed representations of the animals. Draw your own version of an Ugly Animal below.

Poetry: Rhyming Couplets

Poetic Device: Exploring Onomatopoeia

Onomatopoeic Poems

The Noisy House

Bang! Clonk! Not again!
My dad's out in the shed.
He thumps and hammers all day long,
It really hurts my head!

Smash! Crash! Not him as well!
My brother's on his drums.
He'll bash and clang for hours on end,
How noisy it becomes!

Fa-la-la! Please, not her too!
Mum's singing in the shower.
And once she starts, she doesn't stop,
For at least a half an hour.

Tic-tock! Meow! Woof, woof! Ding-dong!
Tweet-tweet! Beep-beep! A-choo!
With all this noise, I think it's fine,
For me to make noise, too!

Stephanie Mulrooney

Pancakes

Some flour - Flop!
An egg - Plop!
Some milk - Sploosh!
Now stir - Whoosh!

Some butter – Sizzle!
Some batter – Fizzle!
A flip - Whoopee!
Pancakes for me!

Stephanie Mulrooney

Raindrops

Drip, drop, drip,
Plip, plop, plip,
Tiny, falling raindrops,
Drip, drop, drip.

Stephanie Mulrooney

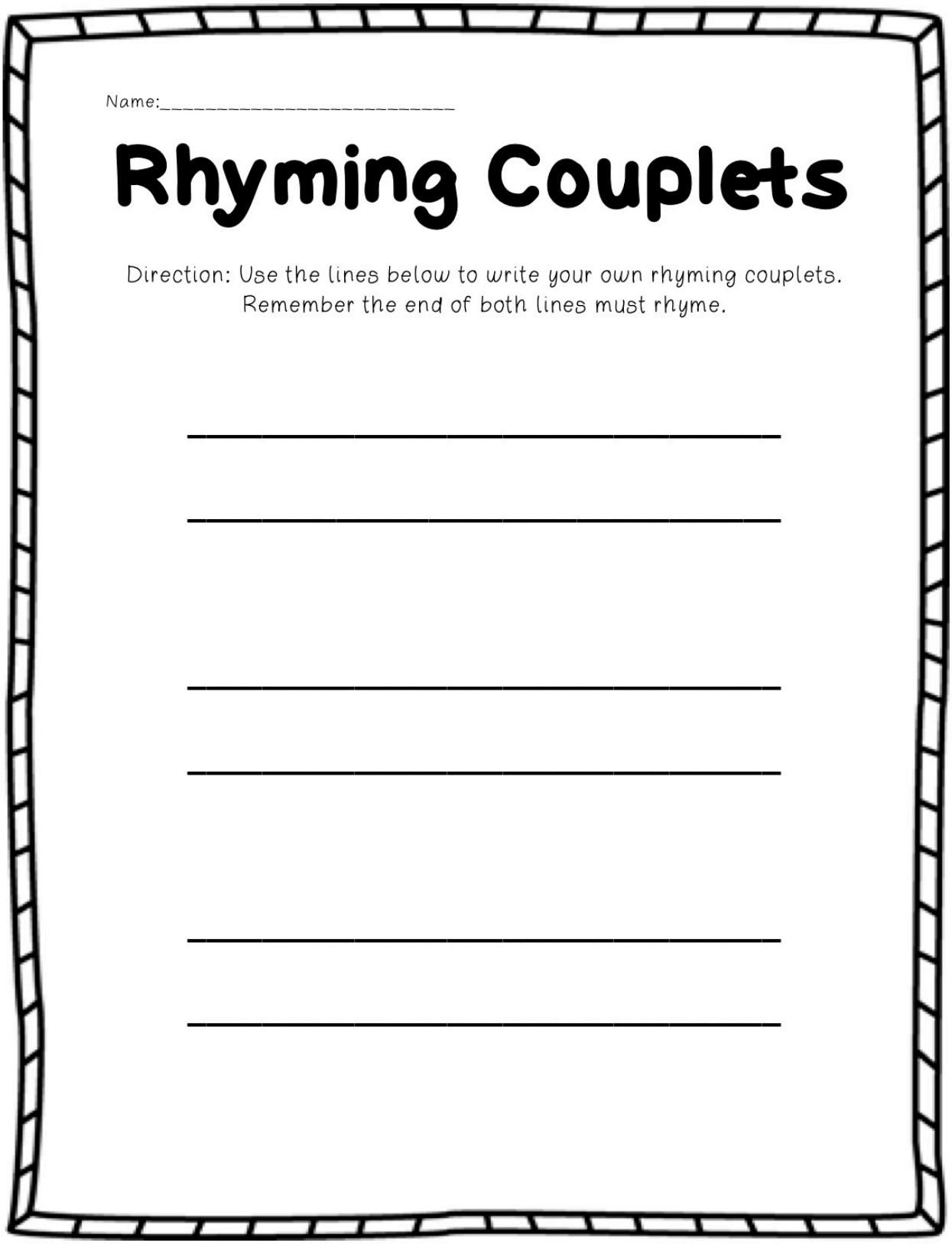
Exploring Onomatopoeia

1. Onomatopeia is a word that imitates the sound of the object or action it refers to. Explore the onomatopoeia in the poems *The Noisy House*, *Pancakes* and *Raindrops*. List the onomatopoeic words in each poem in the table below.

The Noisy House	***Pancakes***	***Raindrops***

2. Think of something simple that makes a noise that can be expressed using onomatopoeia e.g. a buzzing bee. Using the structure of the poem *Raindrops* as a guide, write your own onomatopoeic poem about your subject. Draw a picture to accompany your poem.

Creating Rhyming Couplet poem: Using brainstorms of rhyming words from the previous day and Onomatopoeia.



Name:_____

Rhyming Couplets

Direction: Use the lines below to write your own rhyming couplets.
Remember the end of both lines must rhyme.

_____

_____

_____

_____

_____

_____

Number and Algebra

Choose 5 or 15 and write these out. Try timing yourself and then see if you can beat your time the second or third time you write them out.

	x	6	=	
	x	0	=	
	x	5	=	
	x	8	=	
	x	3	=	
	x	9	=	
	x	11	=	
	x	4	=	
	x	7	=	
	x	10	=	
	x	1	=	
	x	12	=	
	x	2	=	
Time:				

	x	0	=	
	x	6	=	
	x	9	=	
	x	3	=	
	x	10	=	
	x	7	=	
	x	1	=	
	x	4	=	
	x	12	=	
	x	11	=	
	x	5	=	
	x	8	=	
	x	2	=	
Time:				

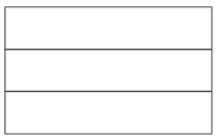
	x	3	=	
	x	8	=	
	x	5	=	
	x	11	=	
	x	0	=	
	x	12	=	
	x	2	=	
	x	6	=	
	x	9	=	
	x	1	=	
	x	10	=	
	x	7	=	
	x	4	=	
Time:				

	x	6	=	
	x	2	=	
	x	10	=	
	x	7	=	
	x	3	=	
	x	1	=	
	x	11	=	
	x	8	=	
	x	12	=	
	x	4	=	
	x	0	=	
	x	9	=	
	x	5	=	
Time:				

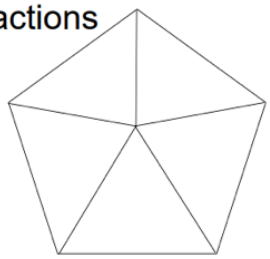
Problem solving task

Chen is playing a game at a carnival. He must pick three numbers out of a bag. The numbers in the bag are: 21, 8, 16, 32, 65 and 14. Chen will win a prize if the three numbers add up to a number less than 50; if the three numbers add up to a multiple of five; or if the three numbers add up to a number greater than 80.
List some winning combinations of numbers.

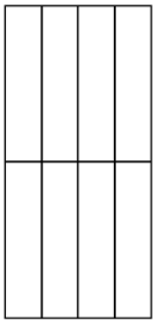
Colour in these fractions



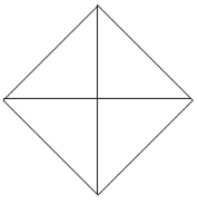
$\frac{2}{3}$



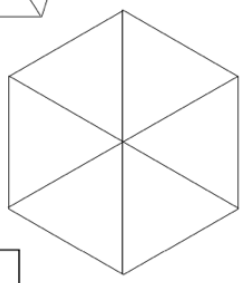
$\frac{4}{5}$



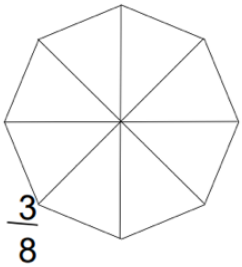
$\frac{4}{8}$



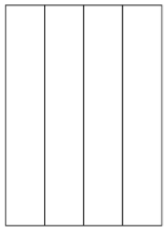
$\frac{2}{4}$



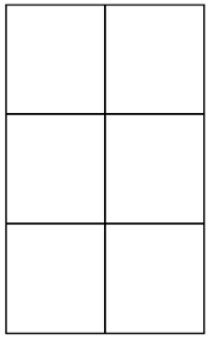
$\frac{4}{6}$



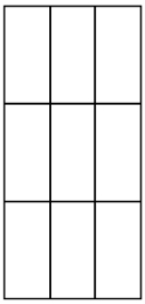
$\frac{3}{8}$



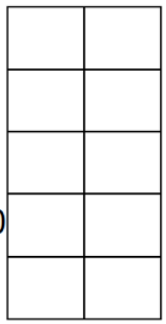
$\frac{3}{4}$



$\frac{5}{6}$

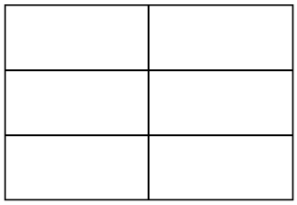


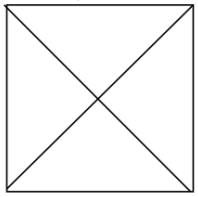
$\frac{5}{9}$

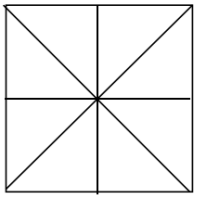


$\frac{7}{10}$

$\frac{2}{4}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{3}{5}$ $\frac{5}{6}$ $\frac{7}{8}$







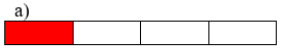
Use these shapes to colour in these fractions

Level 2

Section 1

Red – write in what fraction is shaded.
Orange – Cicle the fractions that are the same as a half.
Green – Can you write another fraction for each one?

a)



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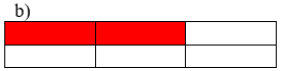
b)



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c)

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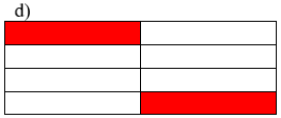
d)



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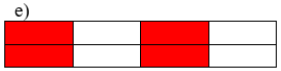
e)



__

f)

__

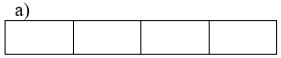
g)

__ or __

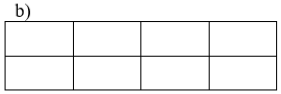
Section 2

Red – shade ½ of each shape
Orange – shade in ¼ of each shape
Green – Shade in ¾ of each shape.

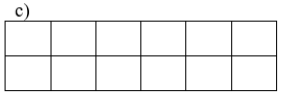
a)



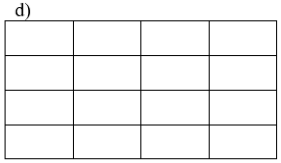
b)



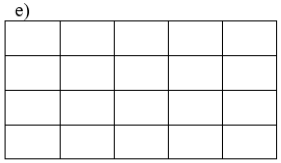
c)



d)



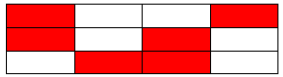
e)



Extension – True or false?

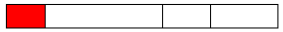
Circle the correct answer

Half of the shape is shaded



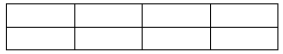
True False

¼ of the shape is shaded



True False

It is impossible to shade 3/6 of the shape below



True False

What do you feel you have learnt from today's lesson?

Draw a face to show your understanding

Addition

1. $^{10}/_{100} + {}^{20}/_{100} =$
2. $^{5}/_{100} + {}^{15}/_{100} =$
3. $^{30}/_{100} + {}^{25}/_{100} =$
4. $^{45}/_{100} + {}^{30}/_{100} =$
5. $^{50}/_{100} + {}^{40}/_{100} =$
6. $^{21}/_{100} + {}^{16}/_{100} =$
7. $^{32}/_{100} + {}^{19}/_{100} =$
8. $^{43}/_{100} + {}^{25}/_{100} =$
9. $^{64}/_{100} + {}^{12}/_{100} =$
10. $^{85}/_{100} + {}^{13}/_{100} =$

Subtraction

11. $^{65}/_{100} - {}^{19}/_{100} =$
12. $^{41}/_{100} - {}^{29}/_{100} =$
13. $^{51}/_{100} - {}^{41}/_{100} =$
14. $^{83}/_{100} - {}^{13}/_{100} =$
15. $^{99}/_{100} - {}^{51}/_{100} =$
16. $^{92}/_{100} - {}^{84}/_{100} =$
17. $^{49}/_{100} - {}^{30}/_{100} =$
18. $^{87}/_{100} - {}^{22}/_{100} =$
19. $^{75}/_{100} - {}^{62}/_{100} =$
20. $^{39}/_{100} - {}^{28}/_{100} =$

Task 2

1. $^{58}/_{100} + {}^{37}/_{100} =$
2. $^{24}/_{100} + {}^{49}/_{100} =$
3. $^{73}/_{100} + {}^{25}/_{100} =$
4. $^{48}/_{100} + {}^{44}/_{100} =$
5. $^{81}/_{100} + {}^{19}/_{100} =$
6. $^{76}/_{100} - {}^{42}/_{100} =$
7. $^{41}/_{100} - {}^{16}/_{100} =$
8. $^{65}/_{100} - {}^{38}/_{100} =$
9. $^{88}/_{100} - {}^{49}/_{100} =$
10. $^{97}/_{100} - {}^{76}/_{100} =$

Task 3

1. $^{4}/_{10} + {}^{42}/_{100} =$
2. $^{7}/_{10} + {}^{18}/_{100} =$
3. $^{34}/_{100} + {}^{2}/_{10} =$
4. $^{67}/_{100} + {}^{3}/_{10} =$
5. $^{3}/_{10} + {}^{3}/_{10} + {}^{24}/_{100} =$
6. $^{9}/_{10} - {}^{37}/_{100} =$
7. $^{85}/_{100} - {}^{67}/_{100} =$
8. $^{8}/_{1}0 - {}^{41}/_{100} =$
9. $^{6}/_{10} - {}^{28}/_{100} =$
10. $^{10}/_{10} - {}^{3}/_{10} - {}^{62}/_{100} =$

Recipe for making chocolate buns

(Makes 12)

Ingredients

100g self-raising flour
2 eggs
80g sugar
60g butter
40g cocoa

1. Write out the ingredients again as if you were making buns for ¾ as many people. Think about what ¾ of 12 is.

2. Write out the ingredients again as if you were making buns for ½ as many people.

3. Write out the ingredients again as if you were making buns for ¼ as many people.

Recipe for making pizza snacks

(Serves 8)

4 hamburger buns
60g butter, melted
½ cup tomato sauce
24 thin slices of salami
16 thin slices of cheese
2 teaspoons dried oregano

1. Write out the ingredients again as if you were making pizza snacks for ¾ as many people. Think about what ¾ of 8 is.

2. Write out the ingredients again as if you were making pizza snacks for ½ as many people.

3. Write out the ingredients again as if you were making pizza snacks for ¼ as many people.

Find the difference.

1. $13 - \frac{2}{3} =$ _____
2. $1 - \frac{3}{4} =$ _____
3. $13 - \frac{4}{7} =$ _____
4. $12 - \frac{14}{20} =$ _____
5. $13 - \frac{12}{40} =$ _____
6. $12 - \frac{11}{15} =$ _____
7. $6 - \frac{19}{50} =$ _____
8. $17 - \frac{1}{2} =$ _____
9. $2 - \frac{4}{8} =$ _____
10. $2 - \frac{5}{16} =$ _____
11. $4 - \frac{17}{18} =$ _____
12. $6 - \frac{86}{100} =$ _____
13. $19 - \frac{4}{6} =$ _____
14. $6 - \frac{12}{30} =$ _____
15. $4 - \frac{7}{12} =$ _____
16. $19 - \frac{6}{10} =$ _____

Find the difference.

1. $10 - \frac{34}{50} =$ _____
2. $16 - \frac{4}{11} =$ _____
3. $20 - \frac{10}{11} =$ _____
4. $11 - \frac{15}{18} =$ _____
5. $17 - \frac{3}{4} =$ _____
6. $12 - \frac{11}{16} =$ _____
7. $5 - \frac{24}{25} =$ _____
8. $1 - \frac{2}{3} =$ _____
9. $20 - \frac{98}{100} =$ _____
10. $2 - \frac{24}{30} =$ _____
11. $11 - \frac{6}{12} =$ _____
12. $12 - \frac{9}{10} =$ _____
13. $6 - \frac{26}{40} =$ _____
14. $9 - \frac{24}{50} =$ _____
15. $18 - \frac{19}{20} =$ _____
16. $12 - \frac{3}{6} =$ _____

Find the difference.

1. $3\frac{1}{7} - \frac{2}{7} =$ _____
2. $3\frac{3}{12} - \frac{7}{12} =$ _____
3. $1\frac{3}{8} - \frac{5}{8} =$ _____
4. $2\frac{10}{15} - \frac{12}{15} =$ _____
5. $12\frac{88}{100} - \frac{94}{100} =$ _____
6. $19\frac{37}{50} - \frac{45}{50} =$ _____
7. $3\frac{10}{15} - \frac{14}{15} =$ _____
8. $7\frac{2}{8} - \frac{3}{8} =$ _____
9. $18\frac{2}{20} - \frac{10}{20} =$ _____
10. $2\frac{1}{4} - \frac{2}{4} =$ _____
11. $6\frac{14}{25} - \frac{22}{25} =$ _____
12. $9\frac{3}{16} - \frac{4}{16} =$ _____
13. $13\frac{2}{5} - \frac{3}{5} =$ _____
14. $11\frac{7}{9} - \frac{8}{9} =$ _____
15. $18\frac{1}{3} - \frac{2}{3} =$ _____
16. $7\frac{5}{10} - \frac{7}{10} =$ _____

WEDNESDAY

13 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

English

Wellbeing Wednesday: Everybody has setbacks sometimes

Watch the following videos a Read Aloud of *Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst* and *Today was a Terrible Day by Patricia Reilly Giff*.

Complete Postbox Survey: Have You Ever? https://forms.gle/82DCbAtTN325wEZy8

Reflect and answer the following questions based on the videos:

Pick a character from one of the books, what are some of the bad things that happened to the character?

_____

_____

_____

How did the character manage the bad times?

_____

_____

_____

Are there any people who never experience unhappy times, problems or worries?

_____

_____

_____

If a day starts badly, will it be bad all day?

_____

_____

_____

Why do people sometimes think they are the only ones who have problems or unhappy times in their life?

_____

_____

_____

What are some of the unhappy things that occasionally happened to children your age?

Some children think they are jinxed. What does this mean?

Is it true that some children are jinxed?

Some children get an attack of “I-can’t-stand-it-itis”. What do you think that means? Is “I-can’t-stand-it-it is” another example of unhelpful thinking? What would be a more helpful way of thinking when you’re disappointed?

What do we mean by personalising a bad event?

What do we mean by “it is the kind of thing that sometimes happens in life”?

Read *Hellen Keller* and answer the questions.

Helen Keller

Name: _____

Imagine not being able to see or hear. Helen Keller was born in the United States of America on 27 June 1880. Sadly, at the age of nineteen months, she caught an illness and she was no longer able to see or hear. Because she was unable to hear words, she also could not learn to speak. Despite this terrible disability, she grew up to become a famous author and public speaker. She did not give up, even though her life was very hard. She showed people that having a disability was not the end of the world.

Helen was very frustrated by her disability. She tried to find ways to communicate with her family. She felt their faces with her hands so that she could recognise them. She touched and smelled everything so she could identify objects in her home. She felt like she was trapped in a dark prison. She was so angry at not being able to communicate with anyone that she had terrible tantrums. She threw things and sometimes she became so angry that she bit people. She constantly screamed in frustration.

Her parents hired a private teacher called Annie Sullivan to help Helen. Annie had also been blind, but an operation had helped her to see again. Annie taught Helen a new language. To use this language you used your fingers to make the letters of words on the palm of the other person's hand. Helen quickly learned to use this new language. It totally changed her world. She learned to read and write and eventually to speak.

Helen Keller had many problems and setbacks. She never gave up. She always believed that she could do it. She wrote many books, including one about herself called *My Life*. A film called *The Miracle Worker* was made about her and Annie Sullivan. She became very well known. She gave many speeches and received many honours and awards.

1. What helped Helen Keller to "bounce back" from her very difficult situation? _____
2. How do you think Helen felt before she learnt the new sign language?

   _____
3. How did Helen give hope to other people with disabilities?

   _____
4. Which people supported Helen in achieving her goals?

   _____

Wacky Wednesday: How to make a shaker

You will need

- Toilet rolls (1 per shaker). Paint them beforehand for coloured shakers.
- Duct or electrical tape (the thin kind)
- Milk bottle caps (2 per shaker)
- Sharpie markers
- Dried beans, rice, coffee beans or similar to make the shaking sound
- Paints if desired, although they aren't really necessary

How to

Stick a milk bottle cap on to the end of a toilet roll with electrical (or duct) tape.

Fill your toilet roll with the dried beans (the example in the picture is using coffee beans).

Choose 8 or 18 and write these out. Try timing yourself and then see if you can beat your time the second or third time you write them out.

	x	6	=	
	x	0	=	
	x	5	=	
	x	8	=	
	x	3	=	
	x	9	=	
	x	11	=	
	x	4	=	
	x	7	=	
	x	10	=	
	x	1	=	
	x	12	=	
	x	2	=	
Time:				

	x	0	=	
	x	6	=	
	x	9	=	
	x	3	=	
	x	10	=	
	x	7	=	
	x	1	=	
	x	4	=	
	x	12	=	
	x	11	=	
	x	5	=	
	x	8	=	
	x	2	=	
Time:				

	x	3	=	
	x	8	=	
	x	5	=	
	x	11	=	
	x	0	=	
	x	12	=	
	x	2	=	
	x	6	=	
	x	9	=	
	x	1	=	
	x	10	=	
	x	7	=	
	x	4	=	
Time:				

	x	6	=	
	x	2	=	
	x	10	=	
	x	7	=	
	x	3	=	
	x	1	=	
	x	11	=	
	x	8	=	
	x	12	=	
	x	4	=	
	x	0	=	
	x	9	=	
	x	5	=	
Time:				

Problem Solving

Assign a dollar value to each letter of the alphabet (a=$1, b=$2, c=$3, d=$4 and so on).
Use addition to calculate the value of your full name and three friends' names.
Whose name is the most expensive? Whose name is the cheapest? How much are your names worth altogether?

Fractions – Halves and Quarters (A)

① Halves

a) Represent the shaded part.

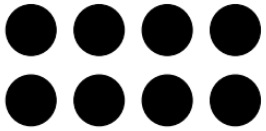
☐ out of 2

or ☐/2

b) Shade the shape to match the fraction.

1/2

c) Circle one-half of the group.



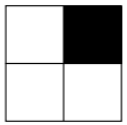
d) Use less than (<) or greater than (>) to make these number sentences true.

1/2 ☐ 1/4

1/5 ☐ 2/2

② Quarters

a) Represent the shaded part.



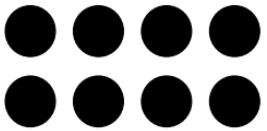
☐ out of 4

or ☐/4

b) Shade the shape to match the fraction.

1/4

c) Circle one-quarter of the group.



d) Use less than (<) or greater than (>) to make these sentences true.

1/3 ☐ 1/4

3/4 ☐ 1/2

Fractions – Halves and Quarters (B)

① Halves

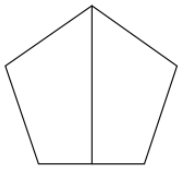
a) Represent the shaded part.

☐ out of 2

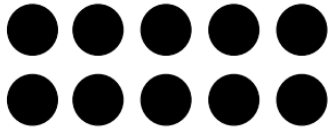
or ☐/2

b) Shade the shape to match the fraction.

1/2



c) Circle one-half of the group.



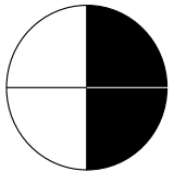
d) Use less than (<) or greater than (>) to make these number sentences true.

1/2 ☐ 3/4

1/3 ☐ 2/2

② Quarters

a) Represent the shaded part.

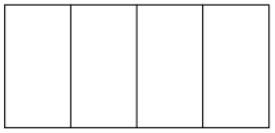


☐ out of 4

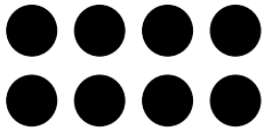
or ☐/4

b) Shade the shape to match the fraction.

1/4



c) Circle one-quarter of the group.



d) Use less than (<) or greater than (>) to make these sentences true.

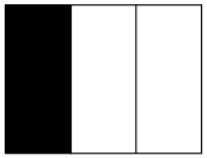
2/3 ☐ 1/4

1/5 ☐ 3/4

Fractions – Thirds and Fifths (A)

1 Thirds

a) Represent the shaded part.



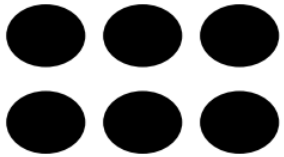
☐ out of 3

or $\frac{\square}{3}$

b) Shade the shape to match the fraction.

$\frac{2}{3}$

c) Circle one-third of the group.



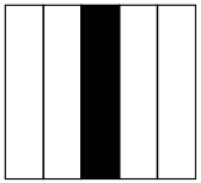
d) Use less than (<) or greater than (>) to make these sentences true.

$\frac{1}{3}$ ☐ $\frac{1}{4}$

$\frac{4}{5}$ ☐ $\frac{3}{3}$

2 Fifths

a) Represent the shaded part.



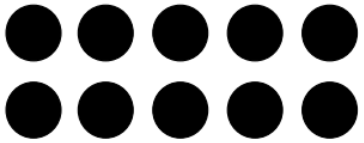
☐ out of 5

or $\frac{\square}{5}$

b) Shade the shape to match the fraction.

$\frac{3}{5}$

c) Circle one-fifth of the group.



d) Use less than (<) or greater than (>) to make these sentences true.

$\frac{1}{5}$ ☐ $\frac{1}{4}$

$\frac{5}{5}$ ☐ $\frac{1}{2}$

Fractions – Thirds and Fifths (B)

1 Thirds

a) Represent the shaded part.

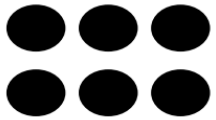
☐ out of 3

or $\frac{\square}{3}$

b) Shade the shape to match the fraction.

$\frac{1}{3}$

c) Circle one-third of the group.



d) Use less than (<) or greater than (>) to make these sentences true.

$\frac{1}{3}$ ☐ $\frac{1}{2}$

$\frac{4}{5}$ ☐ $\frac{3}{4}$

2 Fifths

a) Represent the shaded part.

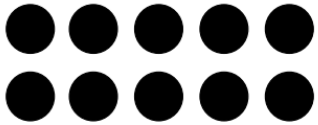
☐ out of 5

or $\frac{\square}{5}$

b) Shade the shape to match the fraction.

$\frac{2}{5}$

c) Circle one-fifth of the group.



d) Use less than (<) or greater than (>) to make these sentences true.

$\frac{1}{5}$ ☐ $\frac{3}{4}$

$\frac{2}{5}$ ☐ $\frac{2}{2}$

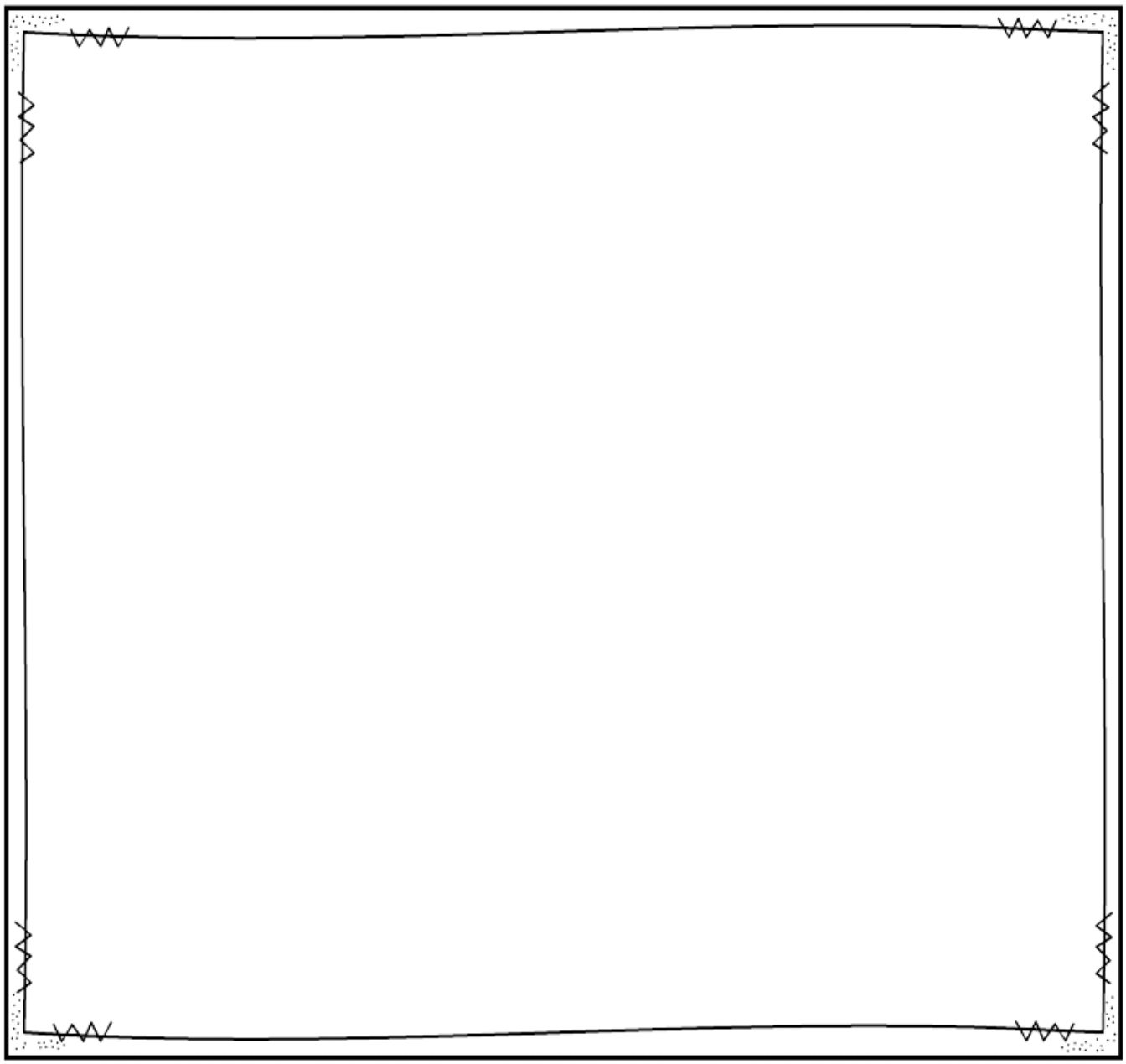
Level 2 and 3

Fraction Drawings

Park Scene

Follow the instructions below to create a park scene using fractions!

1. Draw 3 trees: $\frac{1}{3}$ of the trees have apples, $\frac{2}{3}$ of the trees have no apples.
2. Draw 6 flowers: $\frac{4}{6}$ of the flowers are yellow, $\frac{2}{6}$ of the flowers are red.
3. Draw 8 birds: $\frac{5}{8}$ of the birds are in the air, $\frac{2}{8}$ of the birds are perched on trees, and $\frac{1}{8}$ of the birds are on the ground.
4. Draw 2 butterflies: $\frac{1}{2}$ of the butterflies are blue and $\frac{1}{2}$ of the butterflies are green.
5. Add a sun, clouds, and grass!



Fraction Drawings

Party Scene

Follow the instructions below to create a birthday party scene using fractions!

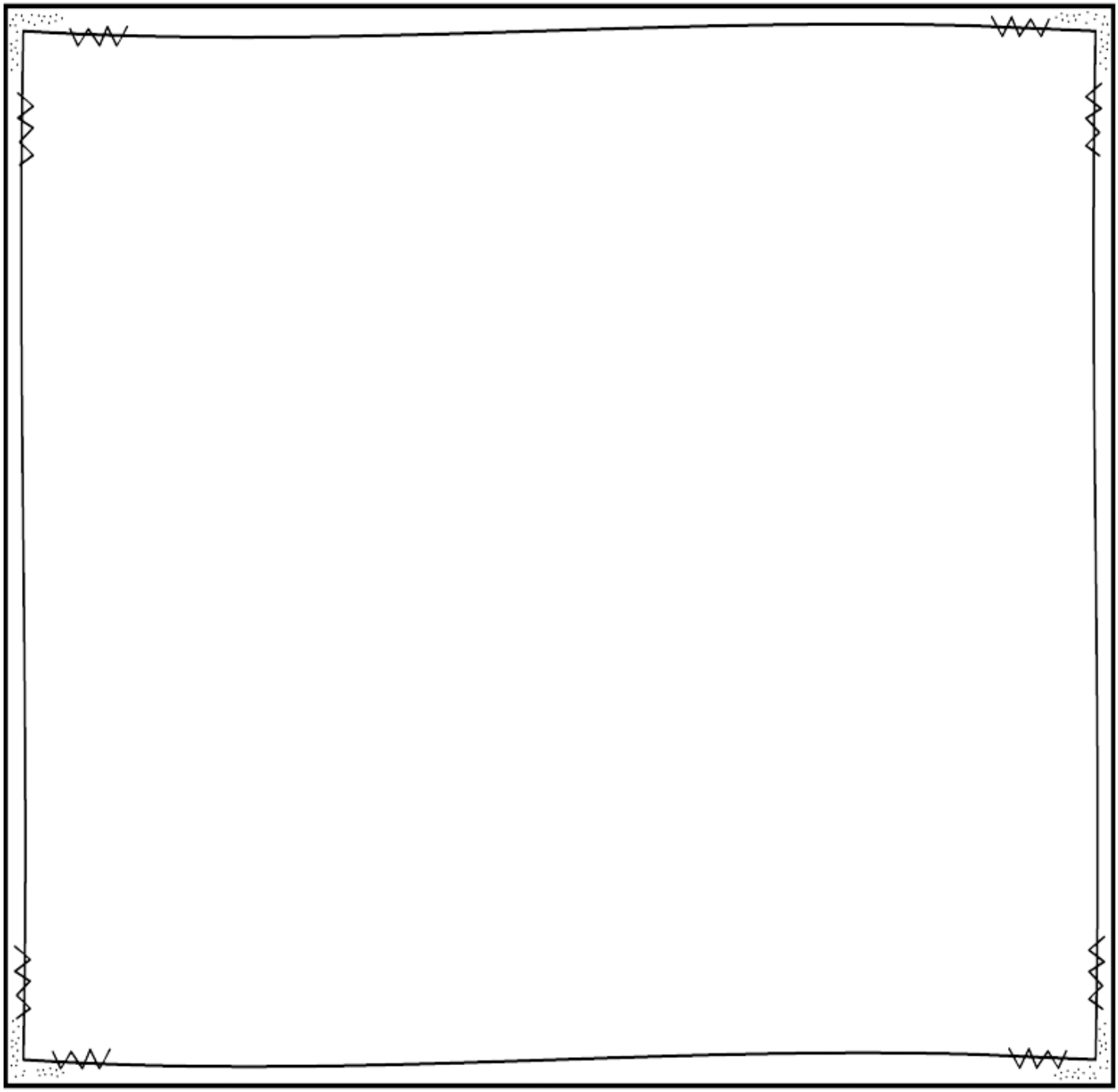
1. Draw a table with 10 presents on it. Color $\frac{3}{10}$ of the gifts red, $\frac{2}{10}$ of the gifts orange, and $\frac{5}{10}$ of the gifts purple.
2. Draw 5 kids around the table. Make $\frac{2}{5}$ of the kids boys and $\frac{3}{5}$ of the kids girls.
3. Draw party hats on $\frac{4}{5}$ of the kids, and draw no hat on $\frac{1}{5}$ of the kids.
4. Draw 12 balloons. Color $\frac{6}{12}$ of the balloons yellow, $\frac{4}{12}$ of the balloons green, and $\frac{2}{12}$ of the balloons blue.
5. Add other birthday party decorations.

Fraction Drawings

Rainy Day Scene

Follow the instructions below to create a rainy day scene using fractions!

1. Draw 4 people: $\frac{2}{4}$ of the people are girls, $\frac{2}{4}$ of the people are boys.
2. Give $\frac{3}{4}$ of the people umbrellas. $\frac{1}{4}$ of the people have no umbrellas.
3. Color $\frac{1}{3}$ of the umbrellas red, and $\frac{2}{3}$ of the umbrellas yellow.
4. Draw 5 clouds. $\frac{3}{5}$ of the clouds are on the left side of the picture, $\frac{2}{5}$ of the clouds are on the right side of the picture.
5. Add rain!



Still Life with Flowers

To record information about objects through drawing and printing. You will learn about still life represented in artworks by looking at paintings by different artists. The theme of still life is then further explored in collages and paintings.

Resources

Image

- Cubist artworks by George Braque, Juan Gris or Pablo Picasso
  - Page on Georges Braque- http://www.artchive.com/artchive/B/braque.html
  - Page on Juan Gris- http://www.artchive.com/artchive/G/gris.html
  - Page on Pablo Picasso- Artchive page on Pablo Picasso - http://www.artchive.com/artchive/P/picasso.html
- Paintings by Vincent Van Gogh featuring images of flowers- http://www.vangoghgallery.com/

Enter art

- Abstract-the kitchen stove, Eric Wilson- https://www.artgallery.nsw.gov.au/collection/works/7663/

Beyond the frame

- Gum Blossom and Drapery, Grace Crossington Smith- https://nga.gov.au/Exhibition/CossingtonSmith/Detail.cfm?IRN=130932&BioArtistIRN=16350&MnuID=2?

Other: Pencils, drawing paper, black felt pens, solid objects or containers such as bottles, fruit, jugs, musical instruments, cups, vegetables, textured papers, glue, cardboard, flowers and leaves, floral arrangement.

Activity: Making drawings and rubbings of objects and surfaces

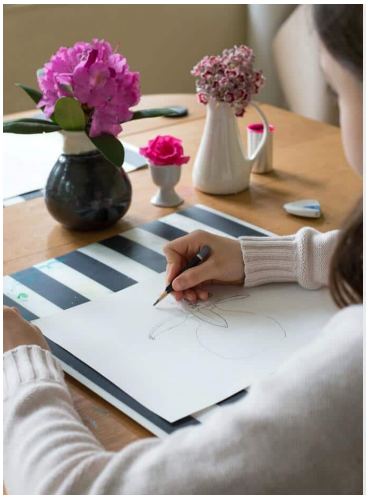
What is a still life?

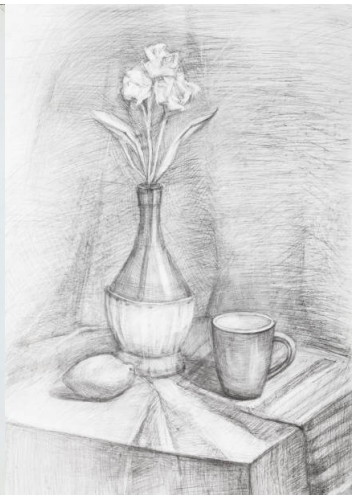
Artworks composed of simple objects arranged on tables or benches are referred to as still life.

Choose objects at home for the following activity.

1. Draw individual objects with felt pens and soft brush. Show the linear outlines and details of the objects.
2. Draw individual objects using a soft (3B or 4B) pencil or charcoal.
3. Look at the parts of the objects that are light and those that are dark and in shadow.
4. Use shading from light to dark to create roundness.
5. Enhance one of the drawings by using coloured ink or washes of coloured paint.
6. Make rubbings of different surfaces using paper and a soft graphite pencil.

Examples:





Use the space below to draw your objects

Appreciating artworks

Look at Cubist artworks by George Braque, Juan Gris or Pablo Picasso and Abstract – the kitchen stove by Eric Wilson.

Cubist Artworks

 Braque, Georges Musical Instruments- Paris, autumn 1908	What objects do you recognise? Describe the different shapes and textures that can be seen. Are the objects represented in a realistic way?
 Gris, Juan Still Life with Flowers, 1912	What objects do you recognise? Describe the different shapes and textures that can be seen. Are the objects represented in a realistic way?
 Picasso, Pablo Still Life with bowl and Fruit, 1912	What objects do you recognise? Describe the different shapes and textures that can be seen. Are the objects represented in a realistic way?
 Abstract- The Kitchen Stove 1943 Eric Wilson	What objects do you recognise? Describe the different shapes and textures that can be seen. Are the objects represented in a realistic way?

Note – cubism was an attempt to reduce natural forms to a geometric basis. It is not necessarily a realistic representation. Cubist artists analysed, cut and rearranged parts of objects into a geometric composition. The object could be viewed from multiple positions, made partially transparent and overlapped. Pasting pieces of coloured paper, cloth, newspaper, etc, on the picture (collage) was a technique first used by Picasso and Braque. Not all Cubist paintings are still life.

Appreciating artworks by Vincent Van Gogh and Cossington Smith

Investigate the representations of floral arrangements by Van Gogh and Cossington Smith.

Sunflowers by Van Gogh 1

Still life by Grace Cossington Smith 1

What colours and textures have the artists used to express the special qualities of flowers?

_____

_____

_____

_____

What kinds of brushstrokes have the artists used to create textures?

_____

_____

_____

_____

Note – the aesthetic qualities of the flowers are created by varying subtle changes of colour and texture in one flower and in the whole arrangement.

Making a print or painting of a floral arrangement
Draw a representation of the floral arrangement.

Note – construct a still life floral arrangement to draw.

Use paint or coloured pencils to draw the arrangement onto a sheet of paper.

When the print is dry, develop and build up this work by using oil pastel, paint, ink or felt tip pens to enrich the textures and intensify the colours.

PDHPE

Yoga Lesson
https://youtu.be/vzaFg7aPagE

Fundamental Movement skills- Dynamic Balance
https://youtu.be/OeU77fFqGZ0

THURSDAY

14 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Word Hunt

You are to select a few books and read/skim through them. Whilst doing so, you are to look for words that following the same spelling rules as your spelling sort.

For example one of the spelling rule is <-ian>, I would be looking for words that ends in <-ian>.

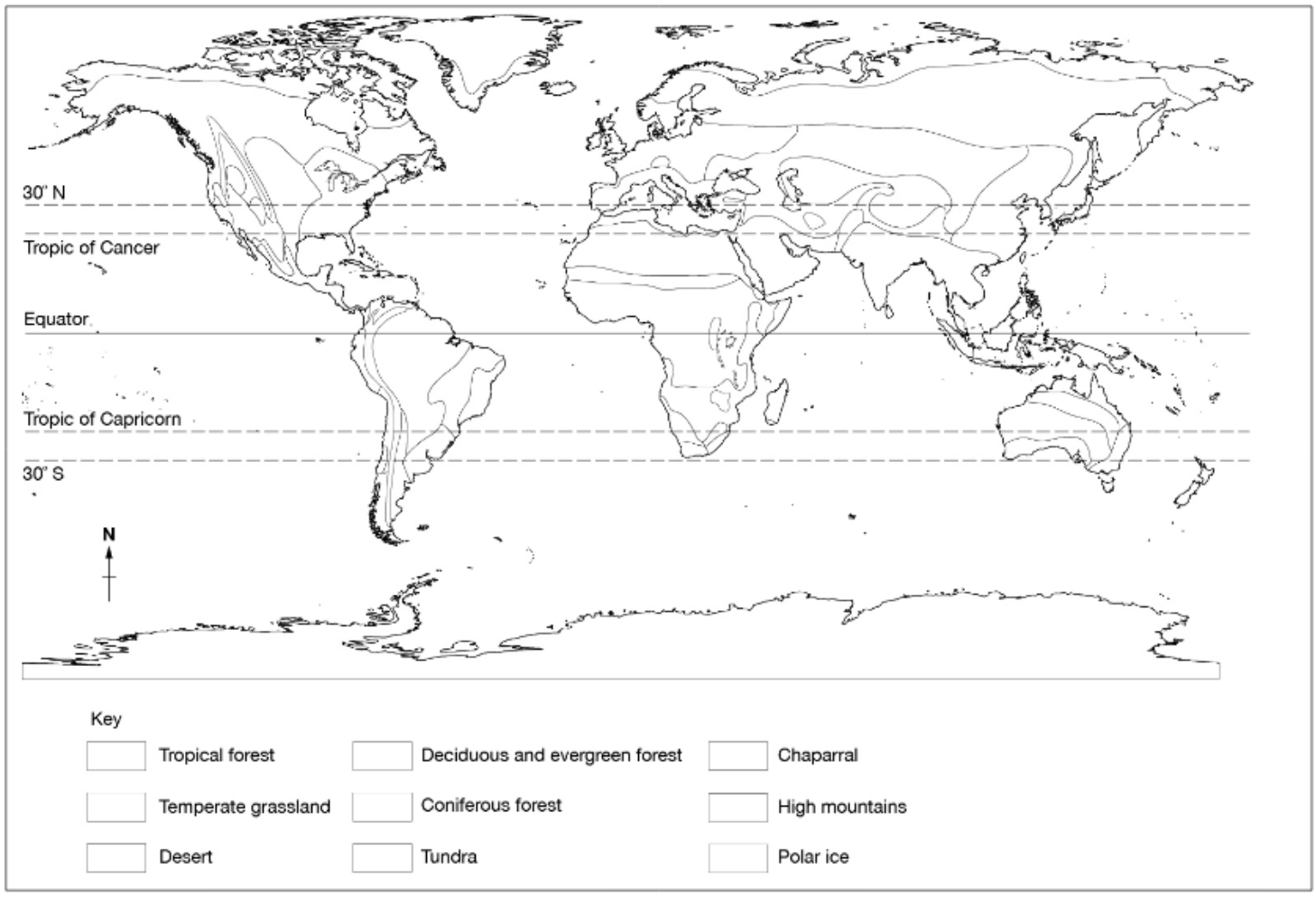
median	Martian	musician	librarian	pedestrian
vegetarian	comedian	guardian	custodian	historian

Write these on a piece of paper.

Reading-Geography

World Map of Vegetation types:

You will use this map for the next 3 weeks to colour in the various type of vegetation



Use a different colour pencil for each

1. Colour the location of Coniferous forests
2. Colour the location of Deciduous forests
3. Colour the location of Tropical forests

Coniferous and Deciduous forests

Learning Intentions:

- To describe the characteristics that make coniferous and deciduous forest environments unique
- To describe the climate of coniferous and deciduous forest environments
- To identify plants and animals that live in coniferous forest as well as plants and animals that live in the deciduous forests
- To explain, in simple terms, how selected plants and animals have adapted to the coniferous or deciduous forest environment.

Success Criteria:

- Can I explain what makes deciduous forest or a coniferous forest environment unique?
- Can I name what plants animals live in each of the two types of forests?
- Can I explain how these plants and animals have adapted to the different forest environment?

Step 1: There are different types of forest found on earth. There are three main types of forest:

1. **deciduous** forests,
2. **coniferous** forests and
3. **rainforests**.

Rainforests are typically found in the tropics, near the Equator. As you move outwards towards the North Poles, you will come across deciduous forests in the temperate (mid-) latitudes. Coniferous forests are only found in the Northern Hemisphere, close to the top of the earth.

Coniferous Forest Facts

Coniferous forests (also known as Taiga or Boreal forests) are dominated by pine trees with needle-shaped leaves. They are evergreen, have shallow root systems and usually bear cones. The needle-like leaves reduce water loss. Coniferous trees are tolerant of a wide range of soils and climates. They can grow in thin, nutrient-poor and acidic soils common in the northern latitudes. The branches of these conical shaped coniferous trees are flexible and let snow slide off.

Location: Coniferous forests are between 50˚ and 60˚ of latitude north of the Equator. They occur in a broad belt, just to the south of the Tundra, across northern Europe, Asia and North America. Large areas of coniferous forest are found in Scandinavia, Alaska and Canada. Countries with large areas of coniferous forests include Sweden, Finland, Norway, Russia, Japan, Canada and the United States of America.

Climate: Coniferous forests grow in climates that have long snowy winters with temperatures averaging –20°C. Summers are warm and often humid with temperatures averaging 18˚C. Low through to quite high levels of annual rainfall/snow (300–900mm) are possible depending on location.

Plants: The pines that dominate coniferous forests are very hardy species. They can withstand the extreme weather conditions in both the summer and winter. Other trees found in these forests include spruces, larches and birches.
Animals: Coniferous forests provide a home for many different insects, birds and mammals. Insect species include mosquitoes, ants, spruce bark beetles and aspen leaf miners. Birdlife includes woodpeckers, grouse, hawks and owls. Mammal species include bears, caribou, foxes, lynx, minks, moose, reindeer, squirrels and wolves
Step 2: Watch and listen to the YouTube video: I love the whole world–Taiga/Boreal forest, located in the Geography Learning Hub-Unit 2-Lesson 2. https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-2/lesson-2-forests
At the end of the video, answer the following question

Activity 1: Questions on Taiga/Boreal Forests

1. What type of vegetation dominates the Taiga (coniferous forest)?

_____

_____

_____

_____

_____

2. What is the climate of the Taiga like?

_____

_____

_____

_____

_____

3. What animals live in the Taiga?

_____

_____

_____

_____

_____

Activity 2: Coniferous Forests

1. Where are coniferous forests located?

_____

_____

_____

2. What is the climate of coniferous forests like?

_____

_____

_____

3. What plants and animals grow and live in the coniferous forest environment?

_____

_____

_____

4. Why do so few cold-blooded animals, such as reptiles, live in coniferous forests?

_____

_____

_____

5. How does the climate of the coniferous forest environment affect the types of animals and vegetation that can live and grow there?

_____

_____

_____

Deciduous Forest Facts

Deciduous forests are dominated by trees that shed all their leaves during winter. In Spring they burst into life as leaf buds open. In Autumn their leaves turn bright yellow, orange and red before falling to the ground. Some forests have a mix of deciduous and evergreen trees as you can see in the photograph above. Deciduous plants lose their leaves to conserve water or to better survive cold winter weather conditions.

Location: Deciduous forests are found in the mid-latitudes, in places with a temperate climate. Deciduous forests are found in North America, East Asia and Europe. Russia, China, Canada, the United States of America, and the countries of Western Europe all have large areas of deciduous forest.

Climate: Deciduous forests grow in areas warm, with moist summers and cold winters. Temperatures can range between -30°C and 30°C. Annual rainfall/snow ranges from 750– 1,500 mm a year.

Plants: Trees and plants that lose their leaves during winter dominate the deciduous forest. During Summer the thick forest canopy reduces the amount of light reaching the forest floor. Tree species include beech, elm, maple and oak.

Animals: The habitat of the deciduous forest is home to many insects, vertebrates, birds and mammals. Insects include ants, bees, butterflies and dragonflies. Invertebrates include frogs, snakes and salamanders. Bird species include woodpeckers, hawks and owls. Small mammals include rabbits, otters, beavers, raccoons and squirrels. Bears, deer and moose are some of the larger mammals that live in this biome.

Step 3. Watch and listen to the YouTube video: One year in 50 seconds https://youtu.be/lmIFXIXQQ_E found in the Geography Learning Hub-Lesson 2-Deciduous Forests https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-2/lesson-2-forests/deciduous-forests and discuss the differences between deciduous forests and coniferous forests.

Activity 3: Comparison Questions

What are the differences between deciduous forests and coniferous forests?

_____

_____

_____

What can you see in this clip that is different from the coniferous forest studied?

_____

_____

_____

How did the vegetation change throughout the year?

_____

_____

_____

Activity 4: Deciduous Forests questions

Why do deciduous trees lose their leaves in winter?

_____

_____

_____

What is the forest floor like in summer compared to winter?

_____

_____

_____

How does the climate of the deciduous forest affect the animals that live there?

_____

_____

_____

Activity 5: Do you know of any deciduous trees to be found in the school grounds or your home nearby streets.

_____

_____

_____

Poetry: Sensory Poetry

What the first 2 mins of Sensory Poem Video https://youtu.be/ESYgiwb0Jm0

As you're watching, write down what you know and learnt from the video about Sensory Poems.

Poetic Devices: Personification and Simile Activity

Brainstorming different ways we can personify and compare (using Similes) different objects.

Poetic Devices Activity

- Personification - where animals, plants or even inanimate objects, are given human qualities - resulting in a poem full of imagery and description. Example:
  - The tree waved its arms in the wild wind
  - The thunder growled angrily
- Simile: To compare one thing with another using the words 'like' or 'as'.
  - For example, the subject may be *'creeping as quietly as a mouse'* or be *'sly, like a fox.'*
  - she ran like the wind
  - he at like a pig
  - as light as a feather
  - as cold as ice

On the table below, brainstorming different ways we can personify/describe different objects.

	Personification	Simile
Fire		
Raindrops		
Wind		

Number and Algebra

Choose **8 or 18** and write these out. Try timing yourself and then see if you can beat your time the second or third time you write them out.

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
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	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

Learning Intention: We are learning to describe and compare chance events in social and experimental contexts.

Success Criteria:

I can...

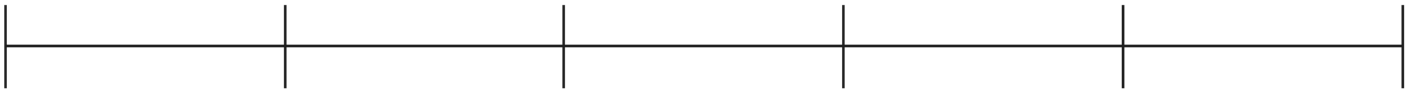
- Use chance vocabulary and fractions to describe the likelihood of an event
- Identify all possible outcomes
- Use mathematical reasoning to explain the fairness of a chance experiment

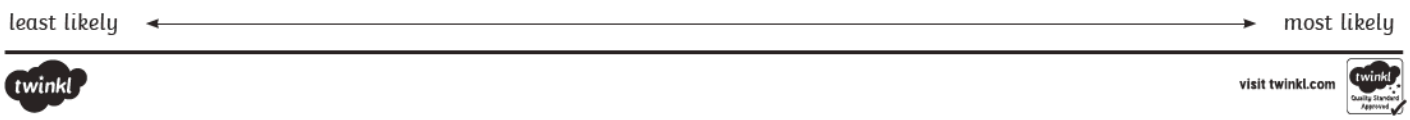
Before we continue learning about chance, it is important to make sure we all have the same understanding of our topic vocabulary. **Brainstorm the meaning of the key words below, you could even give examples:**

Certain	
Impossible	
Likely	
Unlikely	
Even chance	

There are no levels today, you must complete every task

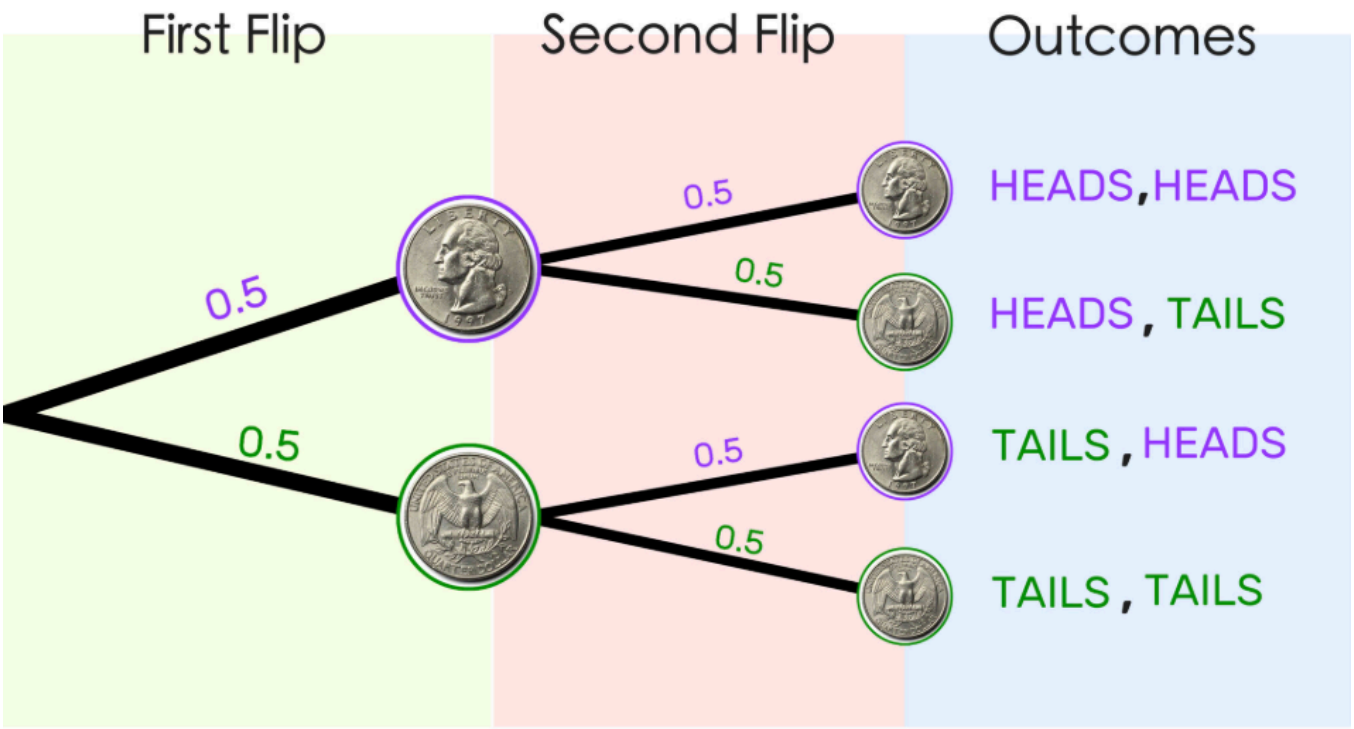
Cut and paste the events below onto the line in order of least likely to most likely.





It will be snowing in Darwin.	There will be a boat on the Murray River.	I will visit the school library this week.	I will play outside today.	I will read/be read to today.

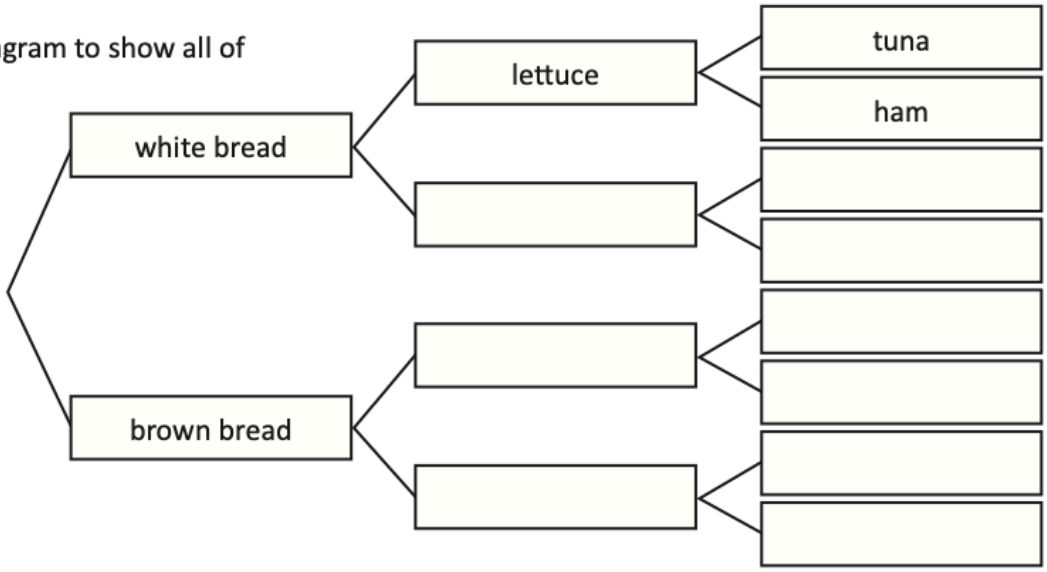
Before we conduct a chance experiment, we need to work out what all the possible outcomes are. This helps us to look at how likely a particular outcome is and if the results are surprising or not. To do this, we can use a **tree diagram**. We count the boxes at the end of the diagram to find the total number of options. Here is an example of a tree diagram to determine the possible outcomes of flipping a coin twice:



Complete the tree diagram questions below:

Lisa is ordering her lunch from the canteen. She has a choice of white bread or brown bread, lettuce or tomato, tuna or ham.

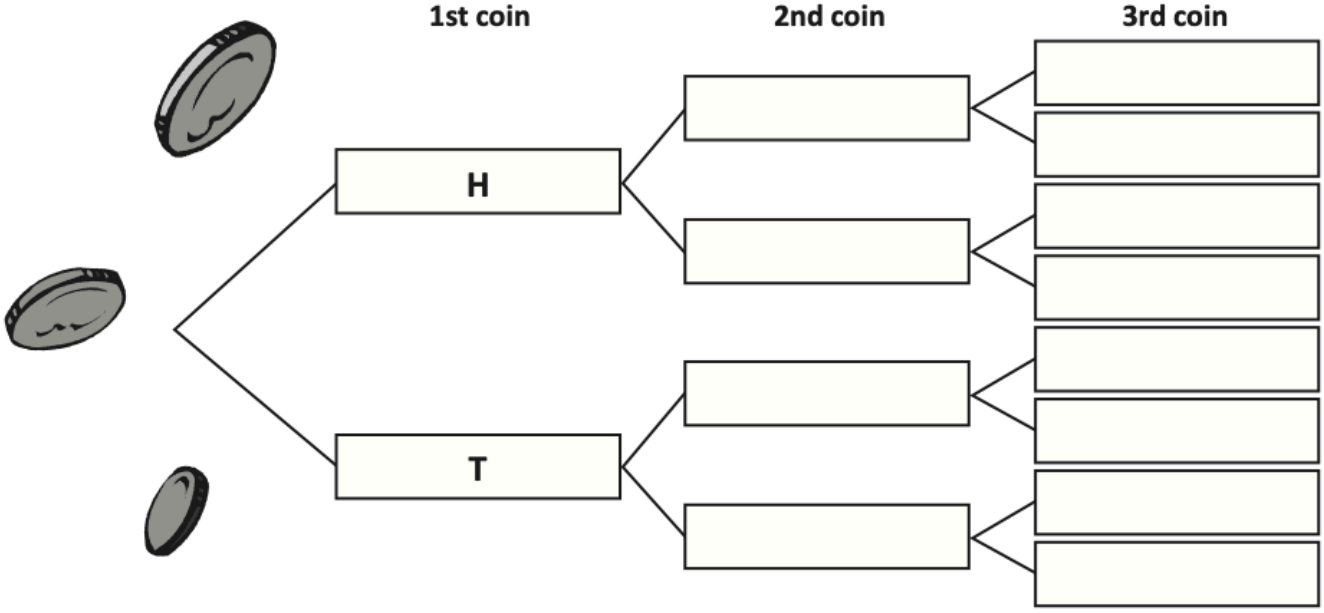
a Complete this tree diagram to show all of her options:



b How many different sandwich combinations does Lisa have to choose from? _____

3 coins are tossed together.

a Fill in this tree diagram to work out all the combinations that are possible when 3 coins are tossed.



b Follow the tree branches to find out the possibility of throwing:

3 heads $\frac{\square}{\square}$ 3 tails $\frac{\square}{\square}$ 2 heads, 1 tail $\frac{\square}{\square}$ 1 head, 2 tails $\frac{\square}{\square}$

Complete your own chance experiment below. Question 1 has been started for you.

Paper-Scissors-Rock Game Probability Investigation

I can represent possible outcomes in fraction format.

1. List all of the likely outcomes in a game of paper-scissors-rock.

Scissors/pape

2. What is the probability (in fraction format) that someone will use a 'paper' move?

3. What is the probability (in fraction format) that someone will use a 'rock' move?

4. What is the probability (in fraction format) that you will win a game of paper-scissors-rock playing against one person?

5. With a partner, play 10 games of paper-scissors-rock and record each win as a tally mark.

Player 1	Player 2

6. Write your 'wins' as a fraction.

7. Was the actual outcome different to the probability of winning?

FRIDAY

15 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Spelling

Word Art

Create an artwork with your words on a piece of paper where you write your words 2-3 times in different colours and sizes. No drawing pictures allowed.

Reading: Geography
Tropical forests

Learning Intentions:

- To describe the characteristics that make tropical forest environments unique
- To describe the climate of tropical forest environments
- To identify plants and animals that live in tropical forests
- To explain, in simple terms, how selected plants and animals have adapted to the tropical forest environment.

Success Criteria:

- Can I explain what makes tropical forest environments unique?
- Can I name what plants animals live in tropical forests?
- Can I explain how these plants and animals have adapted to the tropical forest environment?

Step 1: Watch and listen to the YouTube video: Facts About Tropical Rainforest found in the Geography Learning Hub-Unit 2- Lesson 2- Tropical Forests https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-2/lesson-2-forests/rainforests Facts about Rainforests: https://youtu.be/6uUB7LjJJtM At the end of the video, answer the following questions:

What are some common features of a rainforest?

_____

_____

_____

What are some examples of vegetation that you might find in a rainforest?

_____

_____

_____

What are some examples of animals that you might find living in a rainforest?

_____

_____

_____

Tropical Rainforests Facts

Tropical rainforests are dominated by evergreen, broad-leaved trees that form a dense upper layer or canopy that shades an amazing array of plants growing on the forest floor or clinging to the trunks of trees.

Location: Tropical rainforests are found in wet tropical lands north and south of the Equator. There are larges areas of rainforest south and east Asia, Africa, South America and Central America. There are also areas of rainforest along Australia's east coast.

Climate: The climate of tropical rainforests is humid, warm and wet. Annual rainfall is more than 2,000 millimetres a year. Average temperatures are between 20˚and 25˚C. Beneath the canopy, however, the average temperature in a tropical rainforest is around 18°C.

Plants: Tropical rainforests contain two-thirds of all the flowering plants found on earth. The forest floor is covered by a layer nutrient-rich leaf litter called humus. Without the nutrients supplied by the rotting humus, the soils of the rainforest would be very poor and unable to support the rainforest vegetation. Some trees and plants found in a tropical rainforest include fig trees, palms, ferns, orchids, vines and epiphytes. Epiphytes (sometimes called air plants) are plants that grow on another plant for support. They have no attachment to the ground or obvious nutrient source but do not take nutrients from the plants on which they grow.

Animals: Tropical rainforest provide a habitat for a vast number of different insects, invertebrates, birds, reptiles, amphibians and mammals. The animals will, however, vary according to the region in which the rainforest is located. Different animals also live in different layers of the rainforest. For example, birds live in the canopy (upper layer of the rainforest) and in the crowns of the forest's tallest trees. Large animals (like jaguars) live on the forest floor, while others (like the howler monkey and sloths) live in trees). Insects are found almost everywhere.

Rainforest loss: Protecting the world's remaining forests will play an important role in slowing the rate of climate change and protecting the world's plants and animals. Sadly, however, the destruction of forests continues. We are foregoing the long-term benefits of forests for short-term financial gain.
Forests still cover about 30 per cent of the world's land area, but they are disappearing at an alarming rate. Between 1990 and 2019, the world an area larger than the country of South Africa.
Since humans started clearing forests, almost half of the earth's forests have been lost. Almost 20 per cent of the Amazon's rainforest has been destroyed over the past 50 years.

We need trees for many reasons. Importantly, they absorb heat-trapping greenhouse gases such as CO2 that human activities emit. As these gases enter the atmosphere, global temperatures increase. The plants of the rainforest also supply many of the medicines that keep us healthy.

Agriculture, especially the grazing of livestock accounts for more than half of all deforestation. Timber cutting, wildfires and the growth of cities account for the rest. In Malaysia and Indonesia, forests are cut down to make

way for palm oil plantations. In the Amazon, cattle ranching, and soy plantations are the main causes of deforestation

Step 5: Read through the slides in the Geography Learning Hub https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-2/lesson-2-forests/rainforests and answer the following:

Where tropical rainforests are located

_____

_____

The climate of tropical rainforests

_____

_____

The vegetation and animals that live and grow in a tropical rainforest

_____

_____

_____

Why is the temperature of those parts of the world where tropical rainforests are found much the same throughout the year?

_____

_____

_____

How does the climate of the tropical rainforest affect the types of animals that live there?

_____

_____

_____

Why are the soils of the tropical rainforest described as poor?

_____

_____

_____

If the soils are so poor, how do they support such lush vegetation?

_____

_____

_____

What are the threats to the world's remaining rainforests?

_____

_____

_____

Step 3: Rainforest Picture

Draw a picture of a rainforest environment.

Try and label the layers of the rainforest and see if you can identify any animals that may be found in a rainforest.

Step 4: Using the map on the Google Slides in the Geography Learning Hub and the map of the world's vegetation zones colour in the area of the world occupied by coniferous, deciduous and Tropical forests. Make sure that you are as accurate as possible when locating and shading the areas of each forest.

Poetry: Sensory Poem

Sensory Poems

A sensory poem uses vivid words to describe how something looks, sounds, smells, feels and tastes.

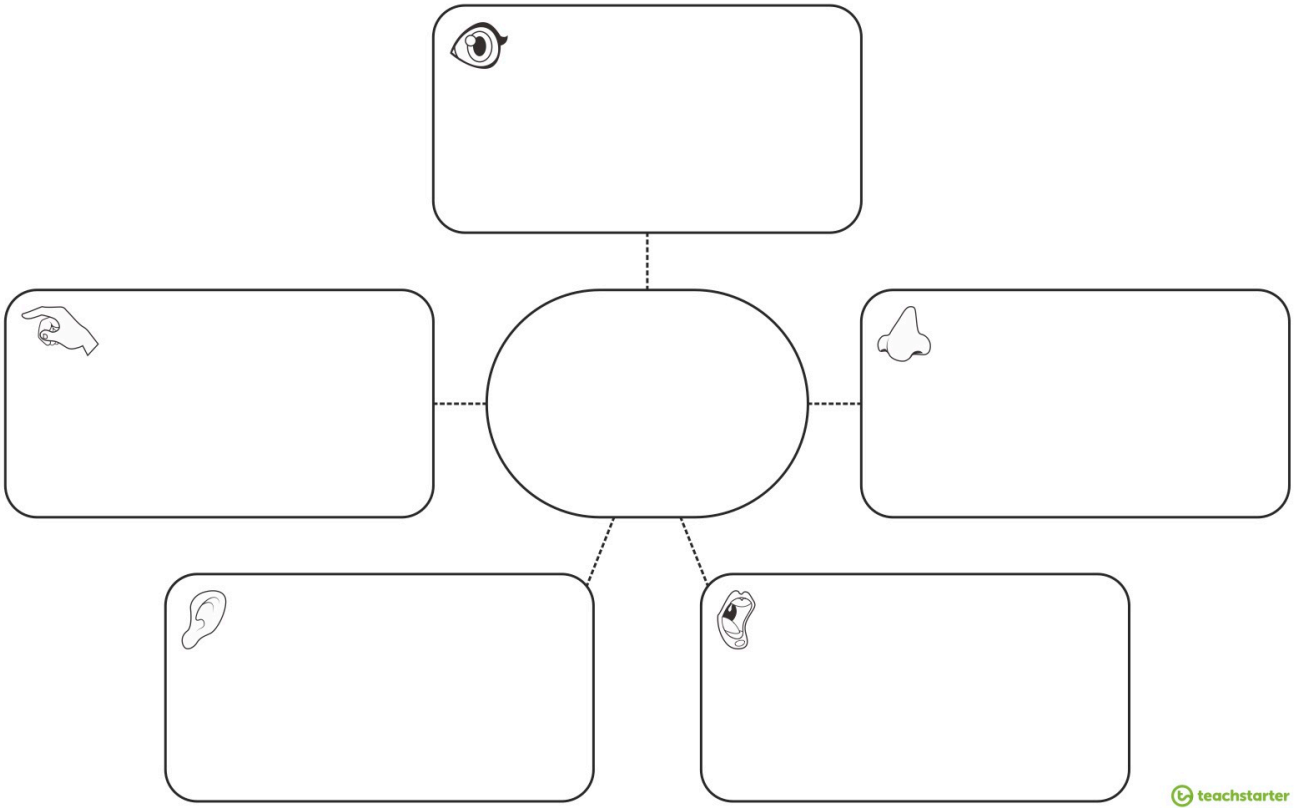
Winter

I **see** snow falling from the sky.
I **hear** the crackling of the fire.
I **smell** noodle soup on the stove.
I **feel** the cold on my nose and ears.
I **taste** the yumminess of hot cocoa.

Writing a “Sensory Poem”

Use the Scaffold below to plan then write your own Sensory Poem

Sensory Chart



teachstarter

What Could It Be?

By: _____

I see _____

I hear _____

I smell _____

I feel _____

I taste _____

What could it be?

It is _____

teachstarter

Number and Algebra

Choose **9 or 19** and write these out. Try timing yourself and then see if you can beat your time the second or third time you write them out.

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
	x	7	=	
	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

Learning Intention: We are learning to describe and compare chance events in social and experimental contexts.

Success Criteria:

I can...

- Use chance vocabulary and fractions to describe the likelihood of an event
- Identify all possible outcomes
- Use mathematical reasoning to explain the fairness of a chance experiment

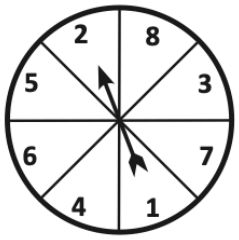
New chance vocabulary **Brainstorm the meaning of the key words below, you could even give examples:**

Fair	
Unfair	

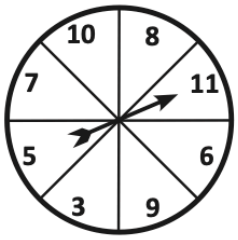
When everyone has the same chance of winning a game or competition, it is **fair**. It is **unfair** when everyone does not have the same chance of winning. For example: look at the cards below. Jack wins if he draws a card with a smiley, Jo wins if she draws a card with a heart shape on it. Do both players have the same chance of winning? No, the possible outcomes are not equal.

Answer the chance questions below. When a question says "explain" you need to use mathematical language and give specific examples.

1 **Jess and Sam play a game with spinners where they each spin their spinner 5 times and add up all the numbers. The person with the biggest total wins.**



Jess' spinner



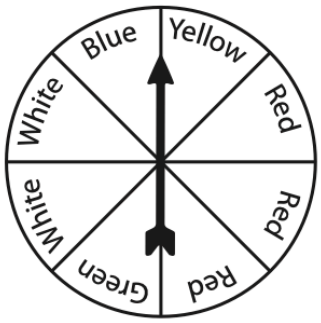
Sam's spinner

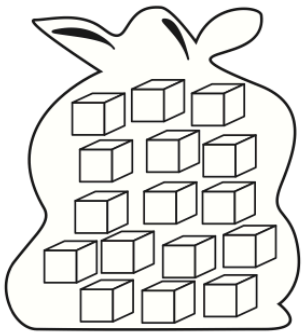
a Is this fair or unfair? _____

b Explain why:

.....

2 **You are playing a game using a spinner and cubes. You are given a cube randomly and then the spinner is spun. If it lands on your colour cube, you are out. Colour the cubes to make the game fair.**



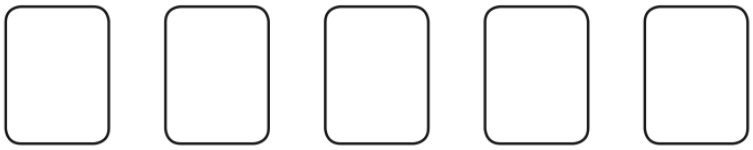


.....

3 **Matty invented a card game for 2 players where each player has 5 cards and turns them over face down. Players then draw a card at the same time. If it has 5 dots you win a point. What should Player 2's cards look like to make the game fair?**

Player 1's cards

Player 2's cards



Play the *Greedy Pig* chance game with somebody at home. You will need some dice. If you don't have one there is a template attached to make your own. Send a video to your teacher of you playing.

Greedy pig

Equipment

- dice
- paper and pencils for recording

Aim

To be the person with the highest score at the end of the game.

How to play

1. The game begins with all students standing.
2. The teacher rolls the die and students add the result to their score. (starting at 0)
3. The teacher keeps rolling until they roll a 1.
4. Students may choose to 'save' their total at any time by sitting down. If they choose to sit down, they do not add any future rolls to their score.
5. Any students still standing when a 1 is rolled, will return their score to 0. Students sitting down, retain their score.
6. After a 1 has been rolled, all students stand up again and the next turn begins. Students add each roll onto their total from the previous turn.
7. A game consists of as many 'turns' as time permits.
8. The player with the highest score wins.

MONDAY

18 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Spelling

For this week you will use the following lists (available on google classroom and in the take home pack)

Term 4 Week 3 and 4 words

Cut and Initial

Print, cut and initial your word sort.
Place your sort in a ziplock bag.

Sort

Start doing your initial sort of the words.
Take a photo and upload onto google classroom.

Reading

Main Idea – Activity 1 – Choose 2 out of the 4 images to respond.

A picture paints a thousand words

Figure 1

Figure 2

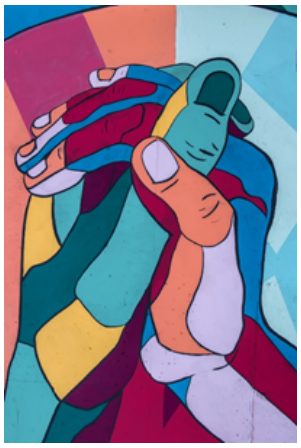


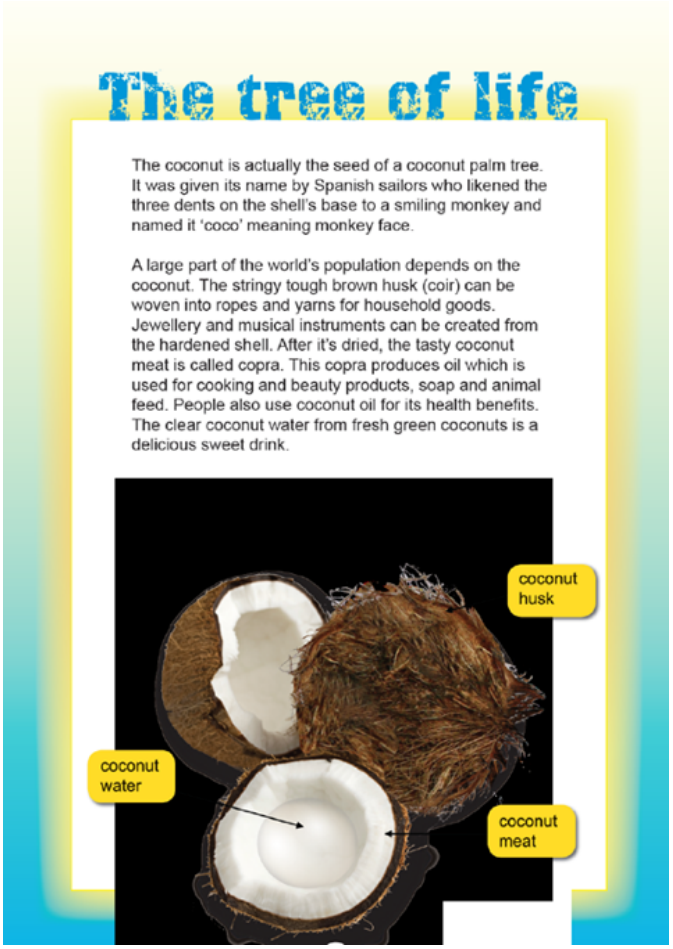
Figure 3

Figure 4

	Figure __	Figure __
What is this text about?		
What key information is in this image?		
What or who is involved?		
Where is this happening?		
What might have been happening before this?		

Main Idea - Activity 2

Use the template to identify the main idea: whole text.

Key Vocabulary	Repeat Vocabulary
	Detail 1: Detail 2: Detail 3:
Main Idea	

Poetry: Raps

A rap is a popular type of rhyming poem, which is written to be spoken or performed. It originating from American street culture and which unlike a song which is set to music is spoken over a musical backing or beat. Rap has a syncopated rhythm meaning that the beats that are emphasised are not the ones you would usually expect. This type of poetry is designed for performance and to be read aloud.

Below are two examples of Raps.

Rap 1

Hey everybody, listen, yo!
Here's a tale you might just know.
It's all about the 3 lil'pigs.
… how 2 moved out to the house of twigs!

The house of straw let in the breeze,
One pig was allergic, and started to wheeze.
'I cant live here', with asthma so bad'
'My huffin'and puffin'is driving me mad!'

(huffin'and a puffin', huffin'and a puffin')

'I'll tell you what we can do,'
His brother said, 'don't be so blue…'
'The house of twigs is up for sale,
We can move in there and ditch this bale!'

(it's up for sale, let's ditch this bale!)

Rap 2

Ah sey, ah want it short,
Short back an' side,
Ah tell him man, ah tell him
When ah teck him aside,
Ah sey, ah want a haircut
Ah can wear with pride,
So lef' it long on top
But short back an' side.

Ah sey try an' put a pattern
In the shorter part,
Yuh could put a skull an' crossbone,
Or an arrow through a heart,
Meck sure ah have enough hair lef'
Fe cover me wart,
Lef' a likkle pon the top,
But the res' – keep it short.

Well, bwoy, him start to cut
An' me settle down to wait,
Him was cuttin' from seven
Till half-past eight,
Ah was startin' to get worried
'Cause ah see it gettin' late,
But then him put the scissors down
Sey, 'There yuh are, mate.'

Well ah did see a skill an' a
Criss-cross bone or two,
But was me own skull an' bone
That was peepin' through
Ah look just like a monkey
Ah did see once at the zoo,
Him sey, 'What's de matter Tammy,
Don't yuh like the hair-do?'

Well, ah feel me heart stop beatin'
When ah look pon me reflection,
Ah feel like somet'ing frizzle up
Right in me middle section
Ah look aroun' fe somewhey
Ah could crawl into an' hide
The day ah mek me brother cut
Me hair short back an' side

Poetic Devices: Rhyming words and Rhythm.

As well as plenty of rhymes, a rap has a very strong rhythm.

- **Rhyming words** sound the same: chair, hair, where, care, prayer, lair.
- **Rhythm** is a natural beat. It affects the mood of the rap.

In the table below, list down the pair/group of rhyming words and describe the rhythm of both Raps.

	Rhyming words	Rhythm
Rap 1		
Rap 2		

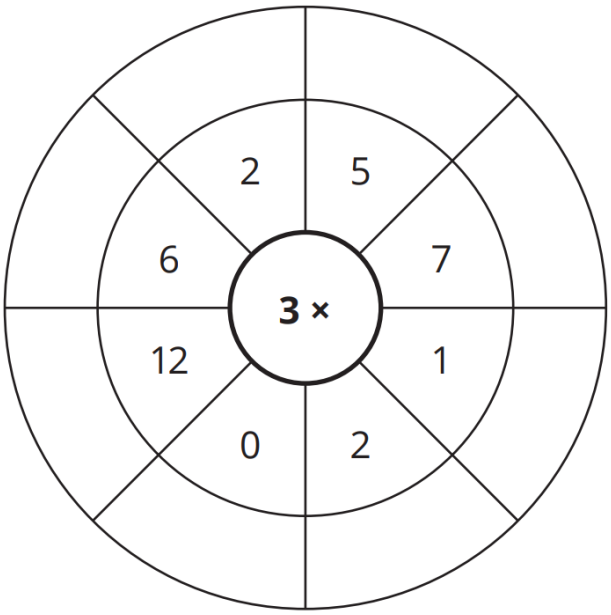
Writing a Rap

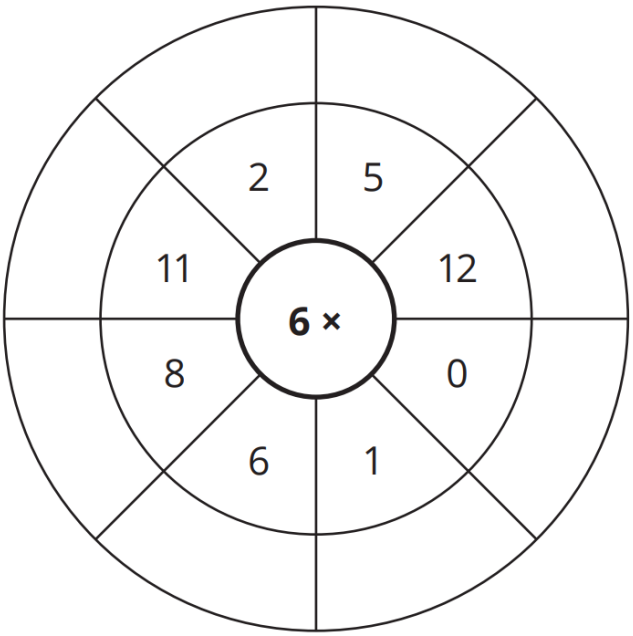
Planning: Pick a theme (from the list) and Brainstorm rhyming words.

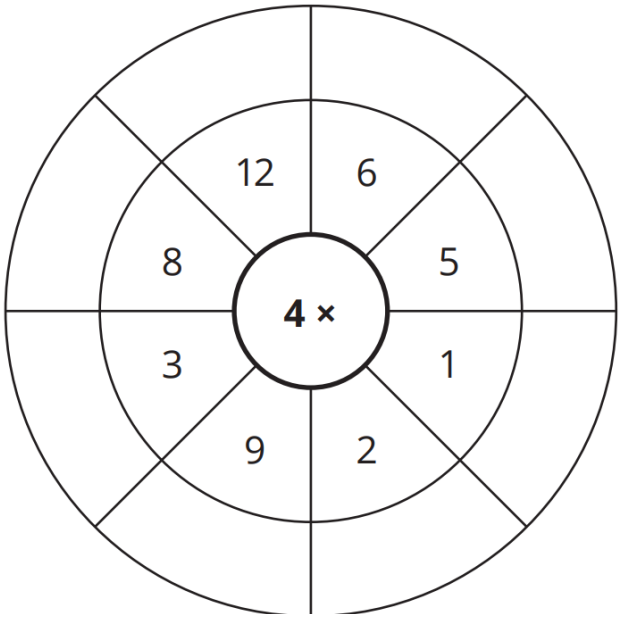
3. Littering Is Bad
4. Eating Healthy Food
5. Be A Nice Person
6. Don't Be A Bully
7. Be A Good Student
8. Be A Good Friend

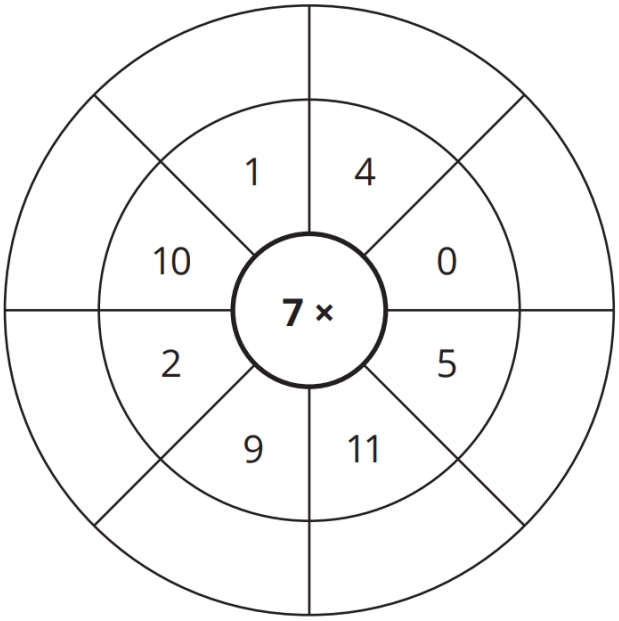
Theme:
Rhyming Words

Warm up – complete as many of these as you can









Level 1

Information on converting fractions

https://www.bbc.co.uk/bitesize/topics/znmtsbk/articles/z4ymtv4

Convert to decimals.

1. $\frac{6}{10}$ = _____
2. $\frac{41}{100}$ = _____
3. $\frac{76}{100}$ = _____
4. $\frac{3}{10}$ = _____
5. $\frac{36}{100}$ = _____
6. $\frac{7}{10}$ = _____
7. $\frac{25}{100}$ = _____
8. $\frac{4}{10}$ = _____
9. $\frac{54}{100}$ = _____
10. $\frac{1}{10}$ = _____
11. $\frac{37}{100}$ = _____
12. $\frac{52}{100}$ = _____
13. $\frac{71}{100}$ = _____
14. $\frac{21}{100}$ = _____
15. $\frac{9}{10}$ = _____
16. $\frac{79}{100}$ = _____
17. $\frac{91}{100}$ = _____
18. $\frac{5}{10}$ = _____

Level 2

Convert to decimals.

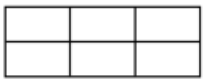
1. $\frac{4}{20}$ = _____
2. $\frac{3}{5}$ = _____
3. $\frac{9}{10}$ = _____
4. $\frac{1}{4}$ = _____
5. $\frac{4}{5}$ = _____
6. $\frac{1}{2}$ = _____
7. $\frac{18}{25}$ = _____
8. $\frac{16}{20}$ = _____
9. $\frac{1}{10}$ = _____
10. $\frac{16}{50}$ = _____
11. $\frac{76}{100}$ = _____
12. $\frac{3}{4}$ = _____
13. $\frac{1}{5}$ = _____
14. $\frac{10}{20}$ = _____
15. $\frac{18}{50}$ = _____
16. $\frac{17}{25}$ = _____
17. $\frac{6}{10}$ = _____
18. $\frac{9}{100}$ = _____

Level 3

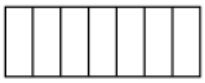
Adding and Subtracting Fractions (B)

(1) Using a different colour for each fraction, colour each fraction in the boxes provided and then answer the addition sentence.

a) $\frac{2}{6} + \frac{3}{6} = \frac{}{6}$

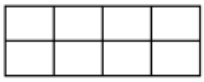


b) $\frac{3}{7} + \frac{2}{7} = \frac{}{7}$

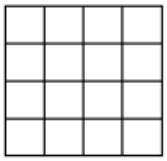


c) $\frac{3}{12} + \frac{2}{12} = \frac{}{12}$

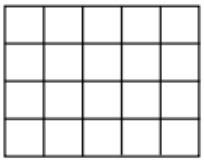
d) $\frac{5}{8} + \frac{2}{8} = \_\_$



e) $\frac{8}{16} + \frac{5}{16} = \_\_$



f) $\frac{3}{20} + \frac{11}{20} = \_\_$



(2) Add these fractions.

a) $\frac{2}{4} + \frac{1}{4} =$

b) $\frac{3}{5} + \frac{1}{5} =$

c) $\frac{3}{6} + \frac{2}{6} =$

d) $\frac{4}{8} + \frac{3}{8} =$

e) $\frac{5}{9} + \frac{3}{9} =$

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

g) $\frac{10}{12} + \frac{1}{12} =$

h) $\frac{5}{15} + \frac{7}{15} + \frac{2}{15} =$

i) $\frac{12}{20} + \frac{3}{20} + \frac{4}{20} =$

(3) Subtract these fractions.

a) $\frac{3}{4} - \frac{1}{4} =$

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

c) $\frac{2}{3} - \frac{1}{3} =$

d) $\frac{4}{6} - \frac{2}{6} =$

e) $\frac{7}{8} - \frac{5}{8} =$

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

g) $\frac{8}{10} - \frac{7}{10} =$

h) $\frac{10}{11} - \frac{5}{11} - \frac{2}{11} =$

i) $\frac{10}{12} - \frac{6}{12} - \frac{2}{12} =$

TUESDAY

19 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Spelling

Definitions and Sentence-A-Day

Select 5 of your spelling words and write their definitions onto a piece of paper. You are to either use a dictionary or google search. However, these 5 words should be words:

- that you are unfamiliar with or
- words that you do not understand.

You will then create sentences using the 5 spelling words you had selected. These sentences should either be a simple, compound or a complex sentence.

Reading

Literal Comprehension – Activity 1 & 2: Choose 2 out of the 3 Text options to complete.

On your bike!

It is important to make sure your bike seat is in the correct position.

- If your bike seat is too low, you will get sore knees.
- If your bike seat is too high, you will get sore heels.
- If your bike seat is too far from the handlebars, you will get a sore back.
- Your bike seat will need to be adjusted as you grow.

You can check whether your bike seat is in the correct position by following this simple guide.

Step 1 Ask a friend to hold your bike for you. This will stop you falling off when you get to Step 2.

Step 2 Sit on the bike seat and put your feet on the pedals. Your feet should be flat.

Step 3 Lean forward and hold on to the handlebars. Your elbows should be slightly bent.

Step 4 Move one of the pedals to its lowest position. Your knee should bend just a little bit.

Step 5 If everything feels fine, you can go for a ride. But if your bike is not comfortable, adjust your bike seat and try again.

Year 3 NAPLAN Reading Magazine, 2014 *ACARA*

What will happen if your seat is too low?

How can you check whether your bike seat is in the correct position?

Which step tells you out pedals?

What position should elbows be in?

Where should your feet be?

Adopt-a-Dog

Adopt-a-Dog
08 9876 1234
adoptadog@dogmail.com

Candy
Size: small
Breed: Australian Terrier cross
Colour: black, white and tan
Age: 4 years old
Personality: gentle

Candy is a fun-loving dog who could come home with you straightaway — or in two wags of a tail. She is a much-loved pet but sadly, her family has moved overseas. Candy is now searching for a new family. Could Candy be the perfect pet you are looking for?

The Evans family found their perfect pet last year when they adopted a Labrador. Here's what they said: "We love Rocky. He is really part of our family. He loves to be walked and to play with the kids."

At Adopt-a-Dog we know that each of our furry friends will make a great addition to your family. Kids, are you having trouble convincing your parents? Tell them that Candy is friendlier than a cat, more interesting than a fish and cheaper to feed than a pony. And if you are lucky enough to take Candy home, you can even start using the excuse, "The dog ate my homework!"

We are proud to say that Adopt-a-Dog has helped more than 50 dogs to find a home this year. All our dogs have been to the vet so they are desexed, microchipped, vaccinated and wormed.

You can adopt Candy now for $300.

You would have to be barking mad to miss out.

Candy has our full 4 paws of approval.

Year 3 NAPLAN Reading Magazine, 2014 *ACARA*

Who…

What…

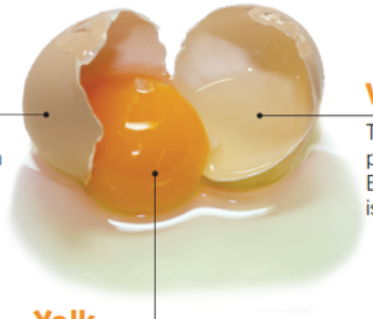
Where…

When…

Free choice…

Eggs

People all over the world eat eggs. Most of the eggs we eat come from hens. Eggs are easy to cook. They can be cooked in lots of ways such as fried, scrambled or hard-boiled. Eggs can be used with other things to make cakes, ice-cream and spaghetti.



Shell

The shell protects the egg. Shells can be brown or white.

White (albumen)

The eggwhite is mostly water, protein and some minerals. Before it is cooked, the white is not white; it is clear.

Yolk

The yolk has most of the egg's vitamins and minerals. The yolk can be pale yellow to dark orange. The colour depends on what the hen eats.

The fresh test

Put your egg in a saucepan of water and use the guide below to find out how old your egg is.

What happens to the egg	Age of egg
Sinks to the bottom of the pan and stays there	3–6 days old
Sinks, but floats at an angle	Just over 1 week old
Sinks, and then stands on end	About 2 weeks old
Floats on top or just under the surface	Over 2 weeks old

Eggs last a long time. You can keep them for about four weeks in your fridge.

Year 3 NAPLAN Reading Magazine, 2014 *ACARA*

Who…

What…

Where…

When…

Free choice…

Poetry: Raps

Using The Schoolkids' Rap by John Foster, identify and change the rhyming words.

The Schoolkids' Rap

Miss was at the blackboard writing with the chalk,
When suddenly she stopped in the middle of her talk.
She snapped her fingers – snap! snap! snap!
Pay attention children and I'll teach you how to rap.

She picked up a pencil, she started to tap.
All together children, now clap! clap! clap!
Just get the rhythm, just get the beat.
Drum it with your fingers, stamp it with your feet.

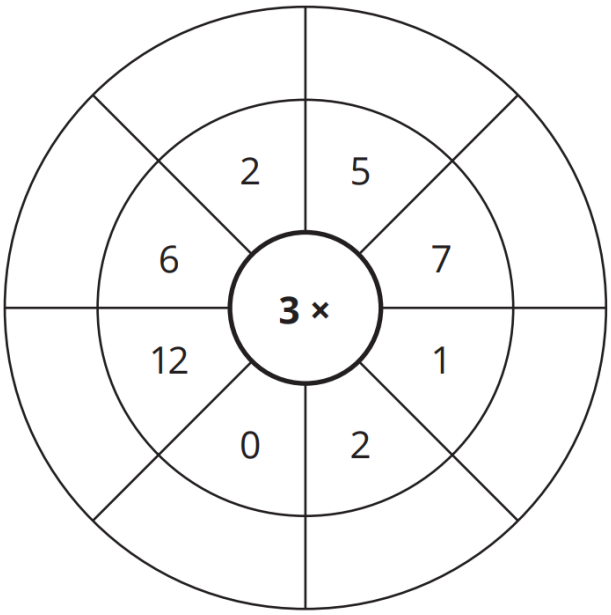
That's right, children, keep in time.
Now we've got the rhythm, all we need is the rhyme.
This school is cool, Miss Grace is ace.
Strut your stuff with a smile on your face.

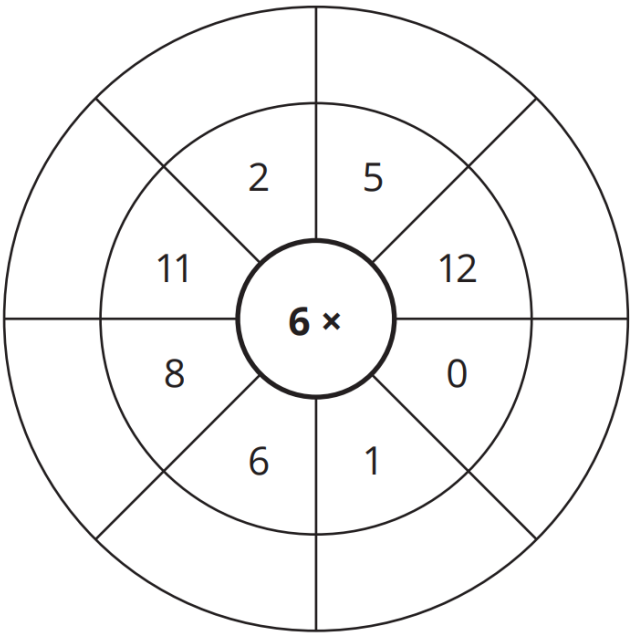
Snap those fingers, tap those toes.

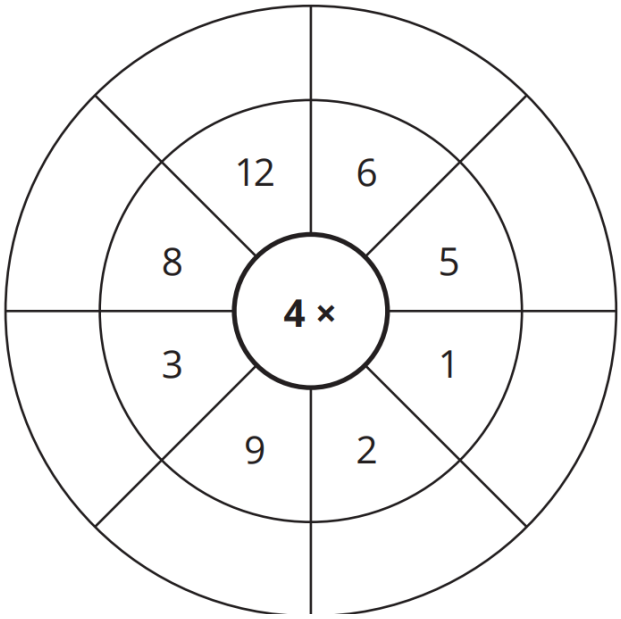
Writing a Rap

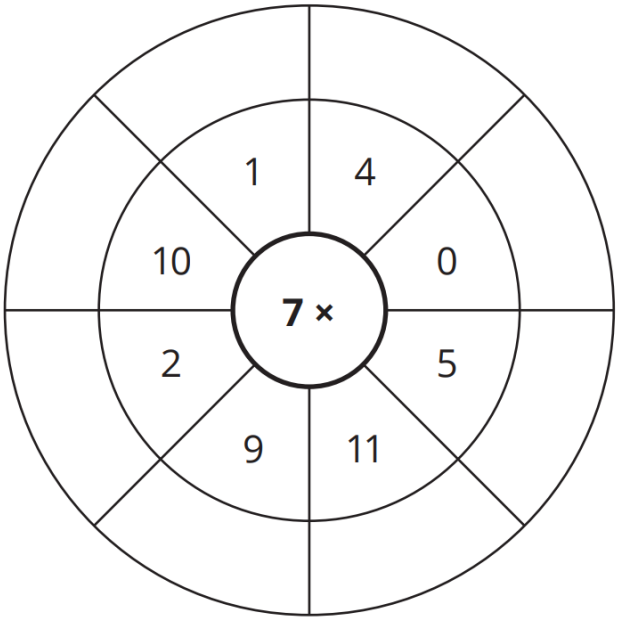
Using brainstorms of rhyming words from the previous day.

Warm up – complete as many of these as you can









Describe That Decimal

Write a smaller decimal.

_____ <

Write a larger decimal.

< _____

Write an equivalent fraction.

Write an equivalent percentage.

Add your decimal to the place value chart.

tens	units	•	tenths	hundredths	thousandths

Multiply by

10:

100:

1000:

Divide by

10:

100:

1000:

Round to the

nearest unit:

nearest tenth:

nearest hundredth:

Add

1:

0.1:

0.01:

Calculate the answers to these sums.

(a) 0.7 + 0.2 = _____

(b) 2.2 - 2.1 = _____

(c) 4.0 + 1.2 = _____

(d) 0.5 - 0.2 = _____

(e) 1.5 - 1.2 = _____

(f) 9.9 + 1.0 = _____

(g) 5.12 + 5.05 = _____

(h) 9.9 + 0.1 = _____

(i) 3.6 - 2.5 = _____

(j) 5.7 + 0.3 = _____

(k) 10.6 + 1.5 = _____

(l) 6.7 - 0.5 = _____

(m) 1.2 - 0.7 = _____

(n) 10.2 - 0.5 = _____

(o) 15.0 - 5.5 = _____

(p) 20.3 - 12.4 = _____

(q) 3.7 + 3.7 = _____

(r) 8.3 - 2.6 = _____

(s) 2.325 + 3.505 = _____

(t) 6.798 - 4.527 = _____

(u) 12.7007 + 5.5304 = _____

Calculate the answers to these multiplications.

(a) 4.1 x 4 = _____

(b) 10.2 x 3 = _____

(c) 5.3 x 6 = _____

(d) 9.7 x 3 = _____

(e) 3.6 x 9 = _____

(f) 15.7 x 3 = _____

(g) 11.34 x 2 = _____

(h) 2.03 x 4 = _____

(i) 3.77 x 7 = _____

Calculate the answers to these division sums.

(a) $6\overline{)16.2}$

(b) $5\overline{)83.2}$

(c) $10\overline{)45.5}$

(d) $4\overline{)77.6}$

(e) $2\overline{)134.5}$

(f) $9\overline{)108.18}$

(g) $12\overline{)128.40}$

(h) $3\overline{)13.23}$

(i) $7\overline{)23.59}$

(j) $5\overline{)68.5}$

(k) $11\overline{)145.233}$

(l) $9\overline{)187.020}$

WEDNESDAY

20 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

English

Wellbeing Wednesday: Other people can help if you talk to them- get a reality check

Watch the following videos a Read Aloud of *A Terrible Thing Happened by Margaret Holmes* https://youtu.be/pUmlBJQcn9w and *Onion Tears by Diana Kidd* *https://youtu.be/uj11wNGV8So*

Reflect and answer the following questions based on the videos:

Who would you talk to if you were:

- feeling sick? _____
- worried about your school work? _____
- feeling like you were letting your sports team down? _____
- being bullied or teased by someone? _____
- unhappy with something a friend had said to you? _____
- unhappy with what your brother or sister said or did? _____

Who did the character talk to about the terrible thing that has happened?

_____

_____

_____

Did the character find it helpful to talk to others?

_____

_____

_____

Who did the character feel after they talked about the terrible thing that has happened?

_____

_____

_____

Why is it helpful to talk to other people if you have a problem or feeling unhappy?

_____

_____

_____

Do we talk to different people depending on the kind of problem?

_____

_____

_____

Who are the people whose job it is to help other by talking to them, helping them solve problems and helping them with a reality check?

_____

_____

_____

What is a reality check?

_____

_____

_____

Why is it good to check your facts?

_____

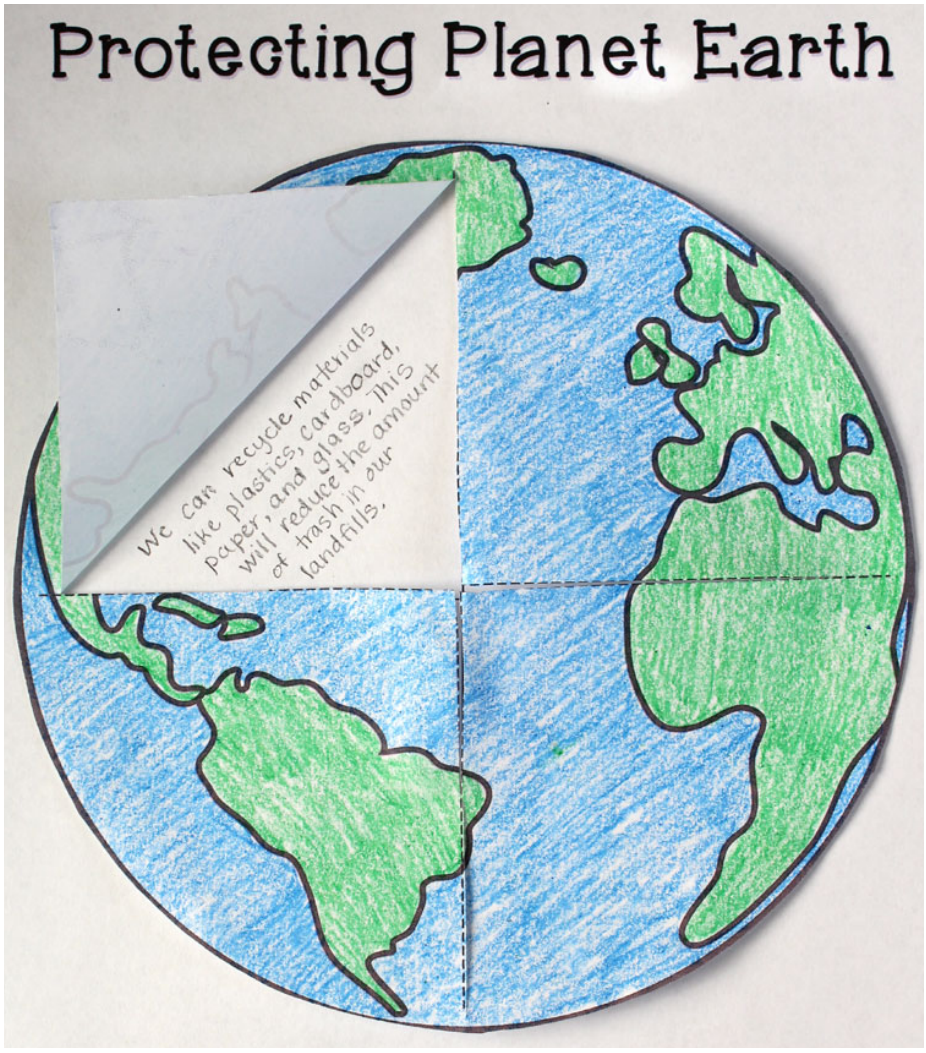
_____

_____

Create a Lift-Up Flaps: How does a… help us?

3. Cut out the How does a… help us? Template along the bold outer line.
4. Fold along the dotted line so that the top half folds down over the bottom half.
5. Cut along the bold lines which meet the dotted line in the middle.
6. On the outside, write: **How does a _____ help us?** You can chose a person that you know, such as parents, doctors, teacher, etc.
7. Underneath or inside the flap, you will write the answer to the question. (e.g., How does a doctor help us? By giving us medicine to make us feel better when we are sick.)
8. Fold the top half of the template over the bottom half so that the information is hidden underneath the flaps
9. Design each flap based on the person you have chosen

Below is an example of a finished Lift-Flap.

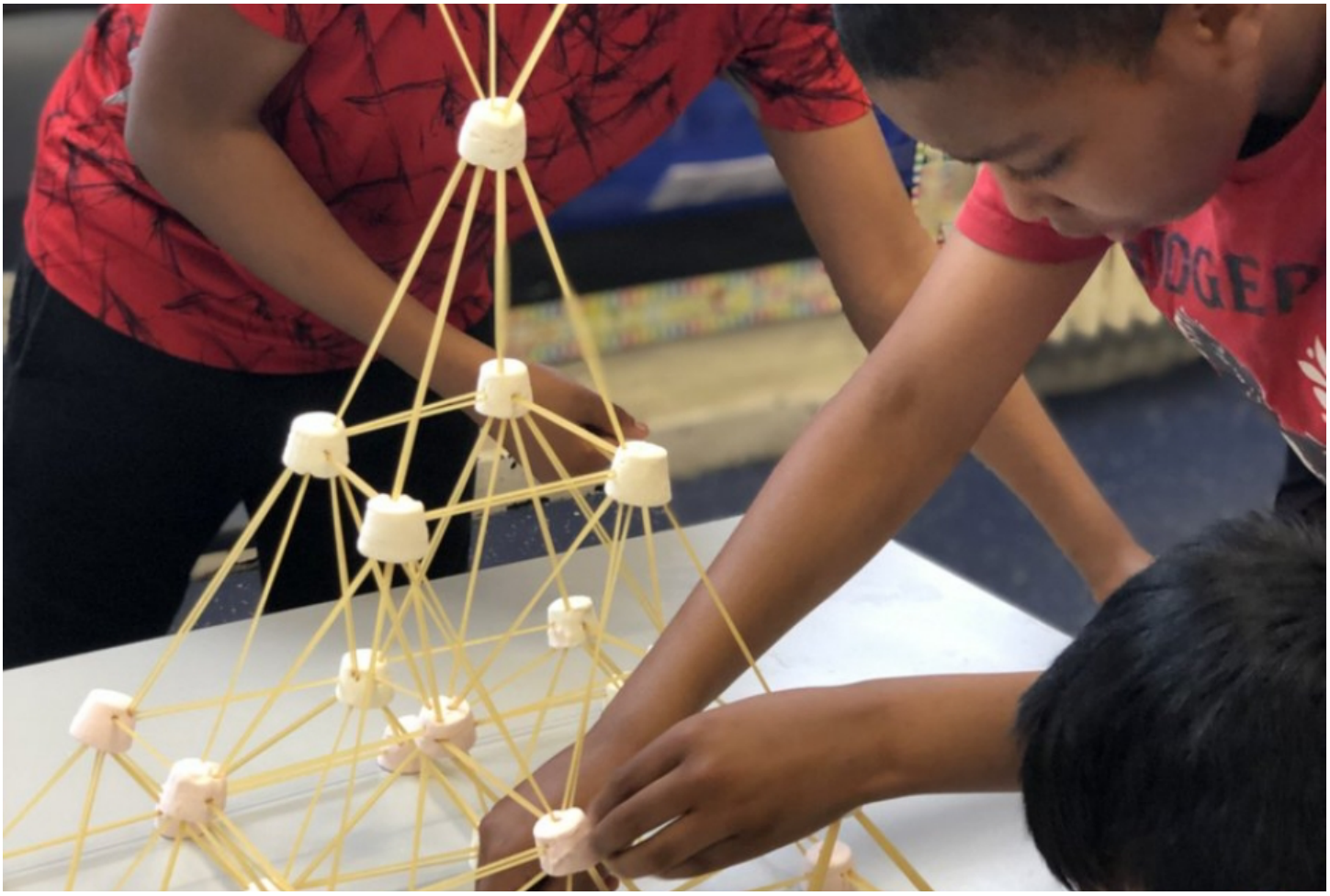


How does a… help us? Template

How does a help us?	How does a help us?	How does a help us?	How does a help us?
Fold along here	Fold along here	Fold along here	Fold along here

Wacky Wednesday:

The tallest tower challenge. Create the tallest tower that you can only using spaghetti and marshmallow. Test the stability of the tower by blowing on it to make sure it does not tip over. Measure the height of your tower and share it with your class to see who made the tallest tower.



Once done, complete upload a photo of It in your class' Padlet.

Fractionville Park

You are a town planner and are designing a new park in North Kellyville. The council has given you the requirements for the park, however, you need to use your knowledge of fractions to work out how much space everything takes up. You must cover all 36 squares. Think carefully are creatively about how you design the park. Add colour and a lot of detail!

What you need

- 1/4 covered in grass
- 1/6 sand pit
- 1/12 pond
- 1/6 play equipment
- 2/36 park bench
- 4/36 bbq arena
- 2/12 your choice

Visual Arts

Web of Life

Students research the meaning of biodiversity and view images of different Australian ecosystems. Students create woven forms to represent the diversity of Australia using a range of reused and recycled materials. Individual weavings are hung together to represent the diversity and interconnectedness of different environmental aspects.

You will need:

- Images of different Australian ecosystems such as the Great Barrier Reef, Simpson Desert, Midlands of Tasmania, Kangaroo island, Northern Kimberly region or the Pilbara;
- smooth sticks (collected from green waste) or bamboo skewers (sticks or skewers need to be at least 20cm long), you will need two sticks;
- wool, twine, raffia, natural strings and fibres, reused fabric cut into strips, this could be second hand shirts or t-shirts and
- pins, bulldog clips, tape, wool or wire for display.

Australian Ecosystems

Kangaroo Island

Northern Kimberly region

Simpson Desert

Great Barrier Reef

Midlands of Tasmania

Pilbara

- what interesting environments like these have you visited?

_____

_____

- did you see any plants or animals there?

_____

_____

- what interesting plants and animals do we have living near our school area?

_____

_____

- what type of habitats do these plants and animals require to survive?

_____

_____

Artmaking

Students respond to the rich biodiversity of Australia by weaving mixed media “ojo de dios” weavings.

To construct an “ojo de dios” follow these simple steps, there are many short video clips available online that could be viewed to aide in communicating these steps. https://www.youtube.com/watch?v=FkN8WL7AxAU

Tie a knot at the mid-point of one of the sticks. Place the centre of the second stick over the centre of the first stick, at a right angle. Secure the two together by criss-crossing yarn around both sticks two or three times in each direction. You should now have a secure cross frame.

Start the weaving by bringing the yarn up over the front of the vertical stick. Wind it all the way around the stick and then bring it back up over the front.
Take the yarn over to the horizontal stick on your left, wrapping it over the top, around the back of the stick, and then back over the top. Moving counter-clockwise, continue the process until you have made the trip around all four sticks twice.
Now you’ve finished the centre, continue in the same direction, but show students how to wrap the yarn around the stick twice before they take it over to the next stick. Keep the wool wrapped tightly around each stick and pulled in close to the centre.

Challenging Stereotypes

Students learn to describe and differentiate between gender stereotypes and show sensitivity to the feelings of others.

Sally and Thomas

For the following statements write down whether you think the answer is Sally of Thomas.

1. Plays with insects.
2. Has a boy as their best friend.
3. Likes to play dress ups.
4. Plays with dolls.
5. Loves football.
6. Likes to climb trees.
7. Plays with their baby sister.
8. Plays in the mud.
9. Has pink as their favourite colour.
10. Is scared of spiders.

Challenging Stereotypes

Why did you answer the way that you did?

_____

_____

_____

Is it wrong for both boys and girls to have pink as their favourite colour?

_____

_____

_____

Are there any statements that can only be for a boy or for a girl? Why?

_____

_____

_____

THURSDAY

21 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Blind Sort

2. Find a family member.
3. Type/write the headings on the table.
4. Ask them to select and read 10 to 12 words aloud.
5. After they have read the words, type/write the words in the correct category.
6. When finished, check the words for correct spelling and category.
7. Say thank you to your family member.
8. Remember to put back your words in the ziplock bag.

Reading-Geography
Deserts, Temperate Grasslands and Tundra

In this lesson, we will investigate the characteristics of deserts, grasslands and tundra and the animals that live there. In doing so, you will investigate the adaptations of animals and plants to the various environments. You will lean to identify different types of animals and explore their needs and how the environment meets these needs.

Learning Intentions:

- To describe the characteristics that make desert, temperate grasslands and tundra environments unique.
- To describe the climate of the desert, temperate grasslands and tundra environment.
- To identify plants and animals that live in these environments.
- To explain, in simple terms, how selected plants and animals have adapted to the various environments.

Success Criteria:

- Can I explain what makes each of these environments unique?
- Can I name what plants animals live in these environments?
- Can I explain how these plants and animals have adapted to the various environments?

Deserts

Step 1: Watch and listen to the YouTube video: 10 Wonderful Desert Landscapes. https://youtu.be/n4crvs-KTBw
At the end of the video, answer in full sentences the following questions:

What did all the deserts in the video have in common?

_____

_____

_____

What types of vegetation did you see growing in the deserts in the video?

_____

_____

_____

What types of animals did you see living in the deserts in the video?

_____

_____

_____

Desert Facts

Location: Deserts are found in the centre of continents. In some cases, these extremely dry areas with little if any vegetation, stretch to the west coast of the continents. They are located in the mid-latitudes near the Tropic of Cancer or the Tropic of Capricorn. Large deserts are found in Australia, Africa, North America and South America. The Sarah Desert of northern Africa is the world's largest deserts. The Great Victoria Desert is Australia's largest desert and the world's fifth-largest. The Great Sandy Desert is Australia's second largest desert. The majority of the world's deserts are found between 15° and 35° latitude, North and South of the equator.

Climate: Temperatures in the desert average 38°C during the day and –3.9°C of night. Rainfall is less than 250mm of per year. The key factor is, however, dryness. Some deserts have low average temperatures but have low rainfall which results in desert-like conditions.

Plants: Due to the hot, dry conditions found in deserts there is little if any vegetation. The soils of the desert are often shallow and very sandy with little decaying plant matter (humus). Some of the plants commonly found in a desert include cacti and succulents. Drought resistant plants are called epiphytes.

Animals: Deserts provide a habitat for a range of insects, reptiles, birds and mammals. These animals have adapted to dry conditions. Insects found in the desert include spiders and ants. Reptiles include a wide variety of lizard, snakes and scorpions. Vultures are birds that prey on decaying dead animals. Desert mammals include camels and small mice-like creatures.

Spread of deserts: Overgrazing is the major cause of desertification (the spread of deserts) worldwide. Other factors that climate change, deforestation, natural disasters and farming practices that expose soils to wind erosion.

Step 2: Read through the slides on the Geography learning Hub-Unit2-Lesson 3-Deserts-https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-2/lesson-3-deserts-grasslands-and-tundra/deserts and a describe:

where deserts are located

_____

_____

_____

the climate of a desert

_____

_____

_____

the vegetation and animals that grow and live in a desert.

_____

_____

_____

Write a paragraph on the following question: Why are the world's deserts becoming larger?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step 3: Answer the following questions:
Why is there such a great difference between the daytime and night-time temperatures in deserts?

_____

_____

_____

Why are most deserts found in the mid-latitudes?

_____

_____

_____

How does the climate of deserts affect the types of animals and plants found there?

_____

_____

_____

How have plants and animals adapted to the desert environment?

_____

_____

_____

With the help of Google earth ask list the world's major deserts.

_____

_____

_____

Which of these have you heard of?

_____

_____

_____

Review the animals that are found in deserts and discuss how you can survive in a dry environment.

_____

_____

_____

_____

_____

_____

Draw and label some desert-based animals and describe their habitat.

Grasslands of the World

Step 4: Watch and listen to the YouTube video: Grasslands of the world. https://youtu.be/-nohuNF4j7c (Please note: This video has been created by a student for a school project and may have some spelling and grammatical errors).
After watching the video respond to the following questions:

What did all the grasslands in the video have in common?

_____

_____

_____

What type of vegetation did you see in the grasslands in the video?

_____

_____

_____

Why do you think it is hard for trees to grow in a grassland?

_____

_____

_____

Temperate Grassland Facts

Location: Temperate grasslands cover large parts of the earth's land surface. They are found on every continent except Antarctica. As the name suggests, temperate grasslands are dominated by grass plant species. They are found in the middle latitudes, in the interiors of most continents. In North America, they are called prairies. In South America, they are called pampas. In Africa, they are known as savanna.

Climate: Annual temperatures typically range from −20C˚ to 30°C and rainfall from 500 mm to 900 mm. There are, however, two different types of grasslands that we can identify. Each has their climatic characteristics. Tall grasslands are found in humid and very wet parts of the world. Short grasslands are found in those areas with dry, hot summers and colder winters.

Plants: The plants found in a temperate grassland is adapted to the dry climate and thin layers of soil. In these conditions, you won't find many trees and shrubs, as the soil is too thin for them to grow in. While you won't find many trees in the temperate grasslands you will find different types of grasses and wildflowers.

Animals: Temperate grasslands provide a habitat for many different species of insects, reptiles, birds and mammals. The range of animals present will, however, depending on where the grasslands are found. The animals of the African savanna include both herbivores (plant eaters) and carnivores (meat eaters). The herbivores include the wildebeest, plains zebra, rhinos, giraffes, elephants and warthogs. The carnivore's lions, leopards, cheetahs, jackals, wild dogs and hyenas. A balance between herbivores and carnivores is an important feature of the savanna environment.

Step 5: Read through the slides on the Geography learning Hub-Unit2-Lesson 3- Grasslands- https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-2/lesson-3-deserts-grasslands-and-tundra/grasslands then answer in full sentences the following questions:

Where are temperate grasslands are located?

_____

_____

_____

What is the climate like in temperate grassland?

_____

_____

_____

Why is it very difficult for trees and shrubs to grow in temperate grasslands?

_____

_____

_____

What types of plants and animals are found in temperate grasslands?

_____

_____

_____

Why does nature maintain a balance between herbivores and carnivores in the savanna grasslands of Africa?

_____

_____

_____

Poetry: Songs

Songs are a type of poetry set to music. They often use rhyming couplets.

Below are two examples of Songs (2 Verses and Chorus).

Count on Me By Bruno Mars

[Verse 1]
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

[Pre-Chorus]
We'll find out what we're made of
When we are called to help our friends in need

[Chorus]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooh-ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh-ooh
Ooh, yeah, yeah

[Verse 2]
If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you, oh

We're All In This Together (High School Musical)

[Verse 1]
Here and now its time for celebration
I finally figured it out (yeah yeah)
That all our dreams have no limitations
That's what its all about(yeah yeah)

[Verse 2]
Everyone is special in their own way
We make each other strong (we make each other strong)
Were not the same
Were different in a good way
Together's where we belong

[Chorus]
We're all in this together
Once we know
That we are
We're all stars
And we see that
We're all in this together
And it shows
When we stand
Hand in hand
Make our dreams come true

Together, together, together everyone
Together, together, come on lets have some fun
Together, were there for each other every time
Together, together come on let's do this right

Poetic Devices: Rhyming words and Rhythm.
As well as plenty of rhymes, a song has a very strong rhythm.

- **Rhyming words** sound the same: chair, hair, where, care, prayer, lair.
- **Rhythm** is a natural beat. It affects the mood of the rap.

In the table below, list down the pair/group of rhyming words and describe the rhythm of both Songs.

	Rhyming words	Rhythm
Count On Me by Bruno Mars		
We're All In This Together (High School Musical)		

Planning: Pick a theme (from the list) and Brainstorm rhyming words.

1. Littering Is Bad
2. Eating Healthy Food
3. Be A Nice Person
4. Don't Be A Bully
5. Be A Good Student
6. Be A Good Friend

Theme:
Rhyming Words

Learning Intention: We are learning to measure, record, compare and estimate volumes and capacities using litres, millilitres and cubic centimetres.

Success Criteria:

I can...

- Use mathematical language to explain the difference .between volume and capacity
- Read and estimate volumes with various units including mL, L and cm^3
- Convert between units of volume

Before we continue learning about volume and capacity, it is important to make sure we all have the same understanding of these words. **Brainstorm the meaning of the key words below, you could even give examples. If you have forgotten since last term, watch this YouTube video:**
https://www.youtube.com/watch?v=GKCE8ohIBqE (Volume and Capacity Introduction- Turtle Diary)

Volume	
Capacity	

Activity 1 (Must Do): Read the volume of each container or prism. Be sure to include the appropriate unit (mL, L, cm^3).

1. 

Volume: _____

2. 

Volume: _____

3. 

Volume: _____

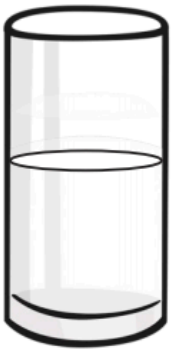
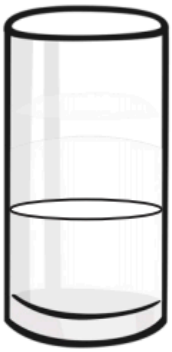
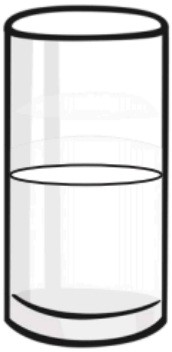
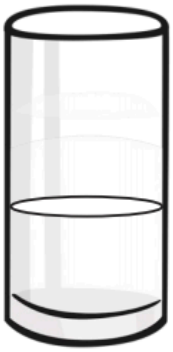
4. 

Volume: _____

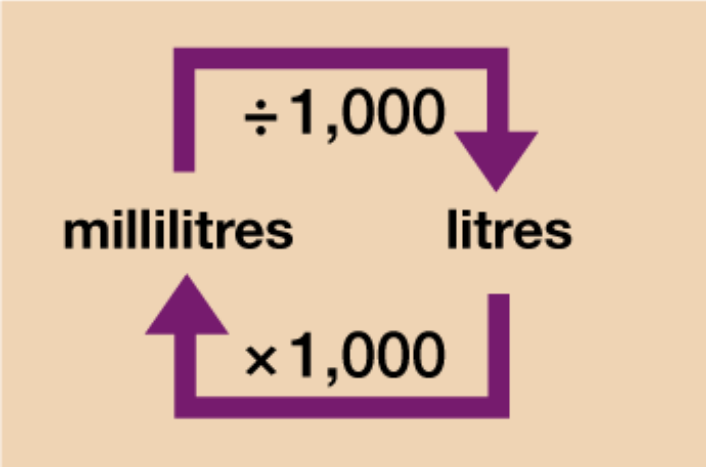
5. 

Volume: _____

Activity 2 (Must Do): Use the capacity of the glass jars below to make an appropriate estimate of the volume.

 50ml glass 1. Estimate _____	 50ml glass 2. Estimate _____
 50ml glass 3. Estimate _____	 50ml glass 4. Estimate _____
 100ml glass 5. Estimate _____	 100ml glass 6. Estimate _____
 100ml glass 7. Estimate _____	 100ml glass 8. Estimate _____

Activity 3 (levels):



Using your knowledge from Term 3, and the picture below, convert the volumes from mL to L and L to mL. Select at least 1 level to complete.

Level 1:

l (Litres)	ml (Millilitres)
2l	**2 000ml**
3l	
	4 000ml
10l	
	8 000ml

Level 2:

l (Litres)	ml (Millilitres)
2l	**2 000ml**
1.3l	
	2 700ml
12.9l	
	900ml
6.2l	
	8 200ml
1.9l	
	7100ml
8.8l	
	3 500ml

Level 3:

l (Litres)	ml (Millilitres)
$\frac{1}{2}$ l	**500ml**
	4750ml
3.02l	
	7120ml
7 $\frac{1}{4}$ l	
	990ml
4.19l	
	3040ml
9 $\frac{3}{4}$ l	
	11 790ml
6.09l	
	10 230ml
14.03l	

FRIDAY

22 October 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Spelling

Choose 3-5 words from your spelling list and think of 3 new words that rhymes with each. For example: Cat and Mat. Shine and Dine. Goals and Coals.

Spelling Words:					
Rhyming Words:					

Reading- Geography
Deserts, Temperate Grasslands and Tundra

In this lesson, we will investigate the characteristics of the tundra and the animals that live there. In doing so, you will investigate the adaptations of animals and plants to the various environments. You will lean to identify different types of animals and explore their needs and how the environment meets these needs.

Learning Intentions:

- To describe the characteristics that make tundra environments unique.
- To describe the climate of the tundra environment.
- To identify plants and animals that live in this environment.
- To explain, in simple terms, how selected plants and animals have adapted to this environment.

Success Criteria:

- Can I explain what makes the tundra unique?
- Can I name what plants animals live in the tundra environment?
- Can I explain how these plants and animals have adapted to this environment?

Tundra

Step 6: Watch and listen to the YouTube video: What are Tundras? https://youtu.be/RT6x5GVPFG8
At the end of the video, answer the following questions:

How would you describe the climate of a tundra?

_____

_____

_____

What type of vegetation did you see growing in the tundra?

_____

_____

_____

What types of animals did you see living in the tundra?

_____

_____

_____

How does the melting of permafrost contribute to global climate change?

Tundra Facts

Tundra landscape late summer

Tundra landscape early winter

Location: A tundra is a vast, partly frozen plain and rolling hills found in the cold regions north of the Arctic Circle. Tundra-like conditions are also found in mountainous regions above the treeline. Tundra environments are found right across the top of Europe, Asia and North America. Russia, Canada and the United States of America.

Climate: The climate of the tundra is cold, especially in winter when the region's landscape is covered with snow and the surface of lakes are frozen. Temperatures can fall to as low as –40˚C. In summer average temperatures rise to an average of around 12˚C and be as high as 18˚C. Annual precipitation (snow and rain) averaged between 150˚C to 250˚C.

Vegetation: In the tundra, the subsoil is permanently frozen and the upper layer freezes in winter and thaws in winter. This cycle of freezing and thawing affects the types of plant life that can grow in the tundra. The plants that can grow in such conditions include mosses, lichens, heath and small shrubs.

Animals: Even though the climate of the tundra is very cold, the environment provides a habitat for many animals. These animals have special adaptations that allow them to survive the very low winter temperatures. Examples of the animals that live in a tundra include Arctic foxes, wolfs, snowy owls, moose, caribous and bears. Unit 2, Lesson 3: Google slide in the Geography Learning Hub (Slide 11) shows the fish, plants, sea mammals, birds and mammals found in the tundra

Step 7: Read through the slides on the Geography learning Hub-Unit2-Lesson 3-Tundra https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-2/lesson-3-deserts-grasslands-and-tundra/tundra and describe the following:

where are tundras located?

_____

_____

_____

the climate of a tundra

_____

_____

_____

the vegetation and animals that live and grow in a tundra.

_____

_____

_____

Step 8: Answer the following questions:

What is meant by the 'freeze-thaw' cycle?

_____

_____

_____

How have animals adapted to the conditions found in the tundra? How do these adaptions help the animals survive?

_____

_____

_____

How does the climate of a tundra affect the types of vegetation that can grow there?

_____

_____

_____

Step 9: Using the world map, colour in the area of the world where, deserts, temperate grasslands and tundra are found.

Step 10. You are encouraged to use the one world map worksheet from previous lessons and answer the following questions in full sentences:

Which vegetation type covers the greatest area of land? Why might this be?

_____

_____

_____

Which vegetation type covers the smallest area of land? Why might this be?

_____

_____

_____

In what ways might the distribution of vegetation across the world change in the future?

_____

_____

_____

Step 11: Identify some of the countries around the world where deserts, grassland and tundra environments are located.

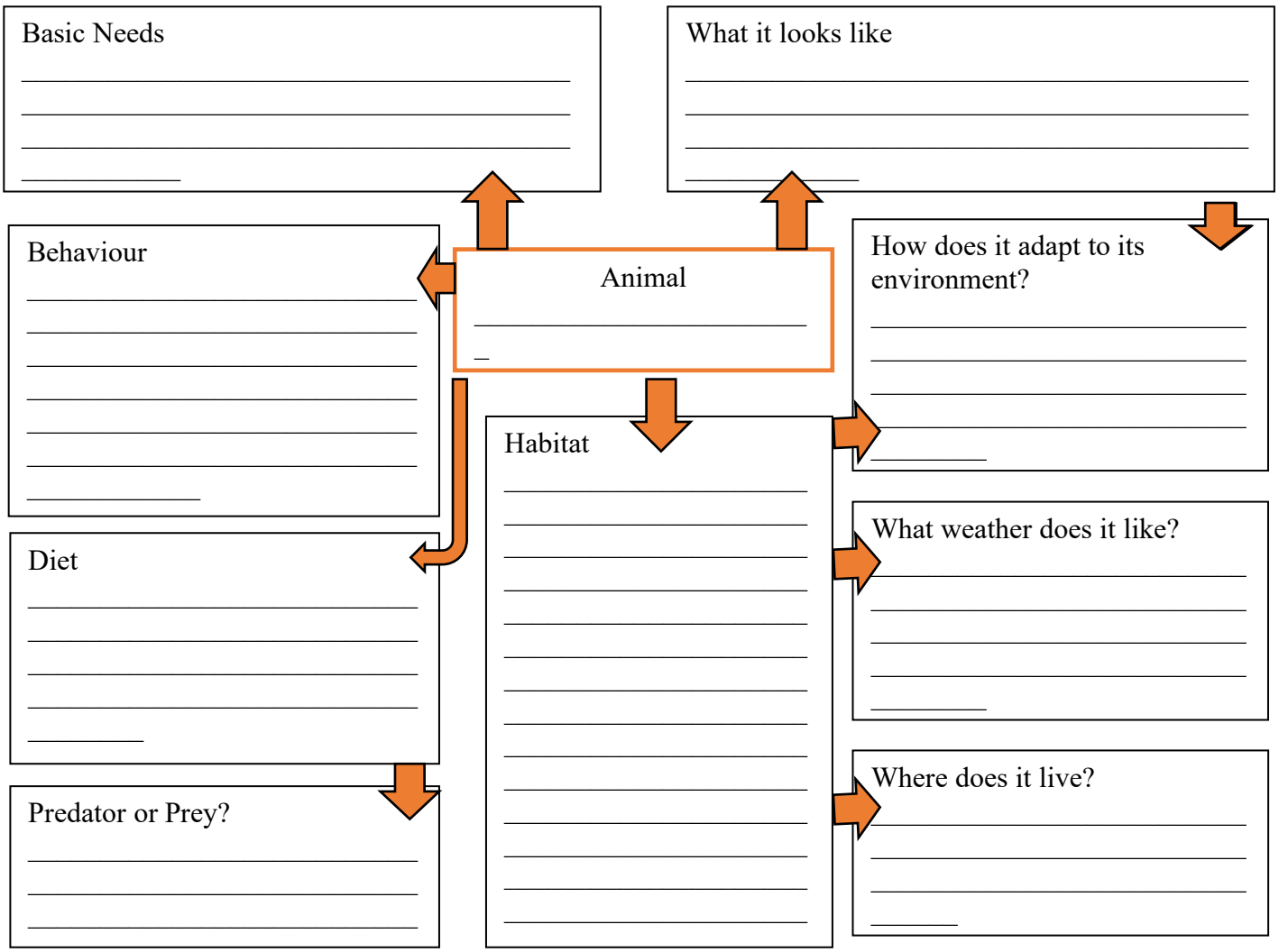
_____

_____

_____

Animal Research Writing

Step 12: Research the type of animals found in one of the environments studied this week (Desert, Grassland or Tundra).



Poetry: Songs

Using Fight Song by Rachel Platten https://youtu.be/XbxNtPiCBK8, identify from the different verses- what is the rhyming pattern used in this song?

Below are sections of the song, you will need to identify the different verse and chorus. Once you have identified it, cut up the sections and arrange it to create the song.

And all those things I didn't say Wrecking balls inside my brain I will scream them loud tonight Can you hear my voice this time?	This is my fight song Take back my life song Prove I'm alright song My power's turned on Starting right now I'll be strong I'll play my fight song And I don't really care if nobody else believes 'Cause I've still got a lot of fight left in me
Like a small boat On the ocean Sending big waves Into motion Like how a single word Can make a heart open I might only have one match But I can make an explosion	Losing friends and I'm chasing sleep Everybody's worried about me In too deep Say I'm in too deep (in too deep) And it's been two years I miss my home But there's a fire burning in my bones Still believe Yeah, I still believe
Like a small boat On the ocean Sending big waves Into motion Like how a single word Can make a heart open I might only have one match But I can make an explosion	This is my fight song Take back my life song Prove I'm alright song My power's turned on Starting right now I'll be strong I'll play my fight song And I don't really care if nobody else believes 'Cause I've still got a lot of fight left in me
And all those things I didn't say Wrecking balls inside my brain I will scream them loud tonight Can you hear my voice this time?	This is my fight song Take back my life song Prove I'm alright song My power's turned on Starting right now I'll be strong (I'll be strong) I'll play my fight song And I don't really care if nobody else believes 'Cause I've still got a lot of fight left in me Know I've still got a lot of fight left in me
This is my fight song Take back my life song Prove I'm alright song My power's turned on Starting right now I'll be strong I'll play my fight song And I don't really care if nobody else believes 'Cause I've still got a lot of fight left in me	Like a small boat On the ocean Sending big waves Into motion Like how a single word Can make a heart open I might only have one match But I can make an explosion

Writing a Song

Creating a Verse and Chorus: Using brainstorms of rhyming words from the previous day.

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
	x	5	=	
	x	6	=	
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	x	8	=	
	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

	x	0	=	
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Time:				

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	x	12	=	
Time:				

	x	0	=	
	x	1	=	
	x	2	=	
	x	3	=	
	x	4	=	
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	x	10	=	
	x	11	=	
	x	12	=	
Time:				

Learning Intention: We are learning to measure, record, compare and estimate volumes and capacities using litres, millilitres and cubic centimetres.

Success Criteria:

I can...

- Calculate the volume of a cube

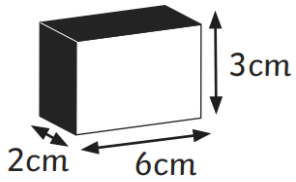
Watch this YouTube video:

https://www.youtube.com/watch?v=UnP3qKCqoMM (Piece of Pi – How to find the volume of a cube)

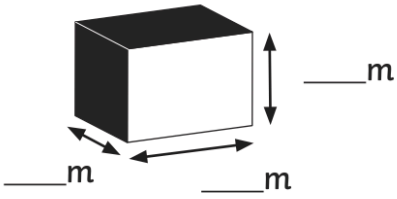
Activity 1 (Must Do):

To calculate the volume of a cuboid, multiply the width by the height by the depth,
e.g. **6 × 3 × 2 = 36cm³**

Remember to give the answer in cm³ or m³.



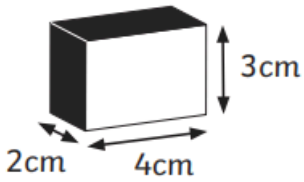
1. a) Label the box with the following dimensions:
   - 5m wide
   - 4m high
   - 3m deep



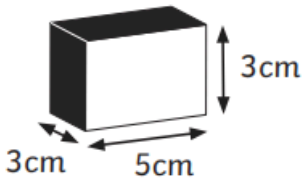
Activity 2 (levels):**Please show your calculations**

Level 1

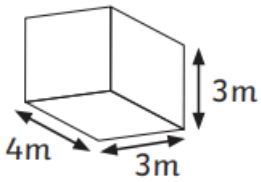
2. James is building a cuboid out of building bricks. It is 4cm wide, 3cm high and 2cm deep. What is the volume of the cuboid?



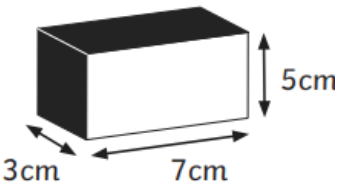
3. Mohammed bought a small trinket box online. The box is 5cm wide, 3cm high and 3cm deep. What is the volume of the box?



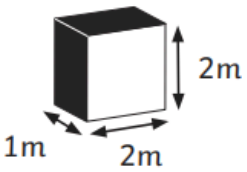
4. Timothy's bedroom is 3m wide, 4m long and 3m from floor to ceiling. What is the volume of Timothy's bedroom?



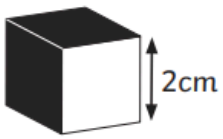
5. Enzo buys a block of butter which is 7cm wide, 5cm high and 3cm deep. What is the volume of the block of butter?



6. Chan bought a new bookcase for his bedroom. It is 2m wide, 2m high and 1m deep. What is the volume of the bookcase?

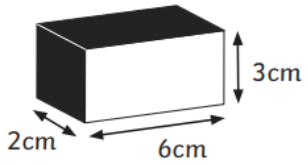


7. Ansel was playing with a dice. He measured one side of the dice. The side measured 2cm. What is the volume of the dice?

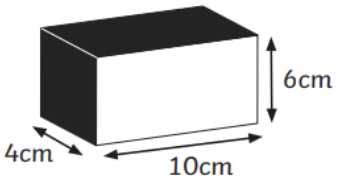


Level 2

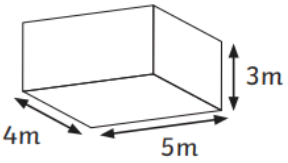
2. Liam builds a cuboid out of building bricks. It is 6cm wide, 3cm high and 2cm deep. What is the volume of the cuboid?



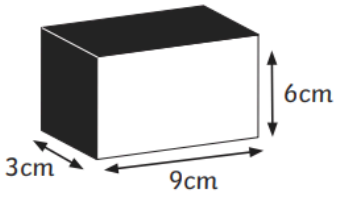
3. Abdul bought a jewellery box online. The box is 10cm wide, 6cm high and 4cm deep. What is the volume of the box?



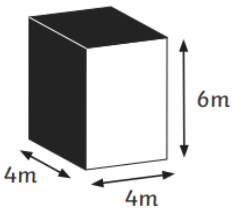
4. Daniel's kitchen is 5m wide, 4m long and 3m from floor to ceiling. What is the volume of Daniel's kitchen?



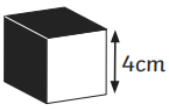
5. Eniola is posting a parcel that is 9cm wide, 6cm high and 3cm deep. What is the volume of the parcel?



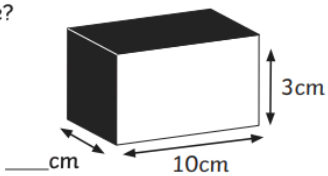
6. Aimee wanted to put her belongings in a storage unit which was 4m wide, 4m long and 6m high. What is the volume of the storage unit?



7. Chan was playing with a puzzle cube. He measured one side of the cube. The side measured 4cm. What is the volume of the puzzle cube?

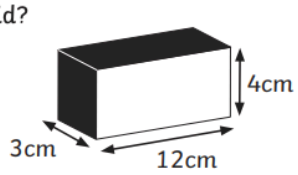


8. Antoine had a pencil case that measured 120cm^3. If it was 10cm wide and 3cm high, what was the depth of the pencil case?

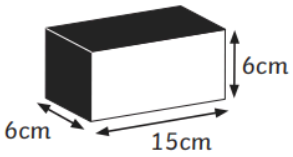


Level 3

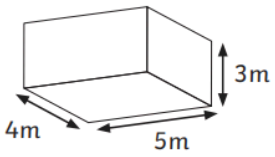
1. James is building a cuboid out of building bricks. It is 12cm wide, 4cm high and 3cm deep. What is the volume of the cuboid?



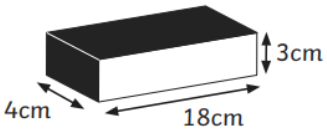
2. Mohammed bought a storage box online. The box is 15cm wide, 6cm high and 6cm deep. What is the volume of the box?



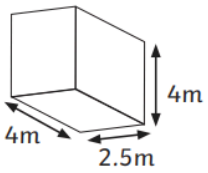
3. Eddo's bedroom is 5m wide, 4m long and 3m from floor to ceiling. What is the volume of Eddo's bedroom?



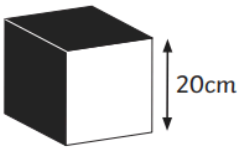
4. Maria is posting a parcel that is 18cm wide, 3cm high and 4cm deep. What is the volume of the parcel?



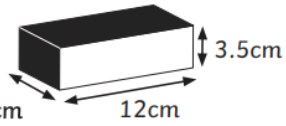
5. Lorenzo wanted to hire a storage unit which was 2.5m wide, 4m long and 4m high. What is the volume of the storage unit?



6. Liberty was building cube coffee table. She measured one side of the table. The side measured 20cm. What is the volume of the table?



7. Amina had a pencil case that measured 210cm^3. If it was 12cm wide and 3.5cm high, what was the depth of the pencil case?



____cm

Creative activity (optional):

Create a poster about calculating the volume of cubes. If it was to be hanging in the classroom to help you, what would it need? Labels, examples, pictures etc.

3B and 3G

Week 1-2 and 3-4 Spelling Words

Weeks 1 - 2 Spelling Words

Group 1

SORT 36 Silent Beginning Consonant Sort (*kn/wr/gn*)

kn	*wr*	*gn*
knife	**wrong**	**gnat**
rap	knack	wreck
known	wrist	knot
gnaw	ring	wrap
knob	knit	wren
wring	knight	knoll
kneel	knelt	knee
wreath	wrinkle	knead

Group 2

SORT 24 Review of Long-Vowel Patterns (CVCC/CVVC/CVCe/CV)

CVCC	CVVC	CVCe
CV & CVV Open syllable	sold	bleed
wave	glow	hold
steep	tone	crew
grind	sneak	slide
dry	crow	bind
school	jail	soak
scene	drew	light
pool	way	feast

Group 3

SORT 15 Short -*u* and Long -*u* (CVCe and CVVC)

ŭ CVC	ū CVCe	ūi CVVC
o͞o CVVC	**cube**	**food**
fruit	**crust**	bloom
smooth	suit	built
dude	skunk	broom
mood	bump	juice
trust	build	moon
prune	spoon	tooth

Weeks 3 - 4 Spelling Words

Group 1

SORT 37 Triple *r*-Blends (*scr/str/spr*)

scr	*str*	*spr*
screen	**strong**	**spring**
strange	spray	scram
strut	strap	strict
stress	scream	scrap
spruce	scrape	string
stripe	struck	spread
scratch	stream	straight
stretch	strength	squirrel

Group 2

SORT 25 *ar/are/air*

ar	*are*	*air*
oddball	**care**	**hair**
part	fair	start
harm	pare	chair
wear	sharp	pair
stare	where	dark
square	hare	pear
heart	shark	fare
bear	stair	bare

Group 3

SORT 16 Short *-e* and Long *-e* (CVVC)

ĕ CVC	ēe CVVC	ēa CVVC
less	**feet**	**mean**
green	team	been
sleep	web	speak
clean	keep	sweep
teeth	heat	week
weak	next	peach
leaf	teach	jeep

4/3JC

Week 1-2 and 3-4 Spelling Words

BLUE SKULLS - WEEKS 1 & 2 SPELLING WORDS

Word Sort for WITHIN WORD PATTERNS

Sort 30 – IR, IRE

Generalisation:

I combines with r to create two r-influenced sounds (ur and ire) and two patterns.

The ire pattern comes at the end of a word and represents the long I sound.

ir = ur			ire	Oddballs
girl*			**fire**	
third	whirl	twirl	tire	liar
bird	swirl	dirt	hire	fur
birth	thirst	first	spire	
shirt	chirp	sir	wire	
fir	skirt	firm		

Parishey, Adam Arm, Mason, Adam Aly, Mienke, Adam M, Yahya, Joshua, Hunter, Noah

BLUE SKULLS - WEEKS 3 & 4 SPELLING WORDS

Word Sort for WITHIN WORD PATTERNS

Sort 31 – OR, ORE, OAR, OUR

Generalisation:

r-influenced o words have a variety of patterns but usually the same sound (or).

This makes them easier to read than to spell.

or	ore	oar	our	Oddballs
form	**more**	**board**	**your**	**hour**
north	store	roar	four	word
thorn	shore	soar	court	
pork	tore	boar	fourth	
fort	wore		pour	
storm	sore			

Parishey, Adam Arm, Mason, Adam Aly, Mienke, Adam M, Yahya, Joshua, Hunter, Noah

ORANGE SKULLS – WEEKS 1 & 2 SPELLING WORDS

Word Sort for WITHIN WORD PATTERNS

Sort 43 – More Triple R-Blends (THR, SHR, SQU, SPL)

Generalisation:

Sometimes triple blends have three sounds (spl and squ) and sometimes only two (/th/+/r/ OR /sh/ + /r/).

thr	shr	squ	spl
three*	**shred**	**square**	**split**
thrill	shrink	squawk	splash
throw	shrub	squint	splotch
throne	shrimp	squirm	
thrown	shriek	squash	
threw		squeeze	
through		squirt	
		squeak	

Niyamat, Karissa, Cayden, Deeksha

ORANGE SKULLS – WEEKS 3 & 4 SPELLING WORDS

Word Sort for WITHIN WORD PATTERNS

Sort 44 – Hard and Soft C and G

Generalisation:

The sounds of g and c are influenced by the vowel that follows. Hard g and c (/k/) come before a, o and u.

Soft g (/j/) and c (/s/) come before e, i and y.

Hard c	Soft c	Hard g	Soft g
card	**city**	**gave**	**gym**
code	cease	guilt	gem
cart	cell	golf	germ
cub	cent	guess	gist
calf	scent	guide	
cuff		guest	
cough		goose	

Niyamat, Karissa, Cayden, Deeksha

GREEN SKULLS – WEEKS 1 & 2 SPELLING WORDS

Word Sort for SUFFIXES AND AFFIXES

Sort 5 – Adding -ED to Words

Generalisation:

When a base word ends in one vowel and one consonant (CVC), double the consonant before adding -ed.

If the base words end in a silent e (CVCe), drop the e.

Nothing needs to be done to other base words (CVCC or CVVC).

double	e-drop	nothing	Oddball
hopped	**hoped**	**joined**	**mixed**
planned	saved	waited	
grabbed	closed	seemed	
nodded	scored	shouted	
stepped	lived	passed	
dropped	named	wanted	
stirred		acted	
		helped	
		started	
		chewed	

Daniel, Alex, Aarav, Aarush, Tisya, Zeeshan

GREEN SKULLS – WEEKS 3 & 4 SPELLING WORDS

Word Sort for SUFFIXES AND AFFIXES

Sort 5A – Double, E-Drop and Nothing

Generalisation:

Words that have two consonants after the vowel, where generally the vowel is short (VCC), e.g. hunted.

Words that have a vowel pattern that is generally long (VVC), e.g sleeping.

double	e-drop	Nothing VCC	Nothing VVC
adding	**sliding**	**hunted**	**sleeping**
stepped	taking	camped	feeling
dropped	coming	funded	seemed
planning	saved	ending	joined
running	lived	shifting	sailing
winning	closed	jumped	cleaning

Daniel, Alex, Aarav, Aarush, Tisya, Zeeshan

YELLOW SKULLS – WEEKS 1 & 2 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 1 – Comparative Suffixes

Generalisation:

When comparing two things, -er is used.

When comparing three or more things, -est is used.

When a word ends in -y, change the y to an I before adding -er or -est.

-er	-est	y to i + -er	y to i + -est
kinder	**kindest**	**earlier**	**earliest**
stranger	strangest	emptier	emptiest
cleaner	cleanest	trickier	trickiest
quieter	quietest	fancier	fanciest
harsher	harshest	crummier	crummiest
		murkier	murkiest
		shinier	shiniest

Laurelle, Pritham, Ananya, Annie, Yash Patel, Lea, Kashish, Gabriel, Suyesh, Shaan, Grace, Hamsini, Melody, Zaid, Rushay, Nina, Kiara, Annabelle, Belle, Saanvi, Tiffany

YELLOW SKULLS – WEEKS 3 & 4 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 2 – Suffixes (-y, -ly)

Generalisation:

The suffixes -y and -ly mean 'like, having the characteristics of', and -ly mean the related meaning 'in a certain manner' (briefly).

Adding suffixes, such as -y or -ly, changes the way a word is used or its part of speech.

Rules such as 'do nothing', 'double final consonant' and 'change y to I' apply when adding these suffixes.

-y	-ly	-y to -I + -ly
swampy	**silently**	**merrily**
squirmy	secretly	greedily
velvety	rapidly	hastily
squeaky	fluently	readily
wealthy	eagerly	
skinny	generously	
scratchy	seriously	
shaggy	politely	
silvery	briefly	
spotty	bravely	

Laurelle, Pritham, Ananya, Annie, Yash Patel, Lea, Kashish, Gabriel, Suyesh, Shaan, Grace, Hamsini, Melody, Zaid, Rushay, Nina, Kiara, Annabelle, Belle, Saanvi, Tiffany

BLACK SKULLS (PURPLE) –

WEEKS 1 & 2 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 23 – Adding -ity:

Vowel alteration, Schwa to Short.

Generalisation:

Thinking of a related word may provide a clue to the spelling of a problematic, or ambiguous, sound in the word you're trying to spell.

Adding the suffix -ity to an adjective usually produces a noun.

-al	-ity
personal	**personality**
local	locality
formal	formality
fatal	fatality
general	generality
brutal	brutality
mental	mentality
original	originality
individual	individuality

Harroop, Mustafa, Maxmillian, Timofei, Dylan, Ella, Zechary, Lukas, Avanti, Jackson, Kazuya

BLACK SKULLS (PURPLE) –

WEEKS 3 & 4 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 24 – Vowel Alterations:

Long, Short and Schwa

Generalisation:

Words that are related in spelling are often related in meaning as well.

Thinking of a related word may provide a clue to the spelling of a problematic, or ambiguous, sound in the word you're trying to spell.

long to short	long to schwa	short to schwa
wise **wisdom**	**preside** **president**	**metallic** **metal**
decide decision	inspire inspiration	emphatic emphasis
suffice sufficient	mandate mandatory	habit habitual
impede impediment	narrate narrative	excel excellent
		democrat democracy

Harroop, Mustafa, Maxmillian, Timofei, Dylan, Ella, Zechary, Lukas, Avanti, Jackson, Kazuya

BLACK SKULLS (RED) –

WEEKS 1 & 2 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 30 – Latin Roots:

To Lead, Turn and Carry (duc/duct, ver/vert, fer)

Generalisation:

The Latin root,

'duc' or 'duct' means 'to lead'

'ver' or 'vert' means 'to turn'

'fer' means 'to bear, carry'

duc/duct	ver/vert	fer
introduction	**reverse**	**transfer**
induce	invert	prefer
conductor	convert	refer
abduct	vertigo	defer
reduce	conversation	
educate	converse	
deduct	conversion	
conduct	inversion	

Janessa, Ethan, Sehej, Yash Dhir

BLACK SKULLS (RED) –

WEEKS 3 & 4 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 31 – Latin Prefixes:

(intra-, inter-, intro-, circum-)

Generalisation:

The prefix,

'intra-' means 'within'

'inter-' means 'between' or 'among'

'intro-' means 'in' or 'inward'

'circum-' means 'around'

intra-	inter-	intro-	circum-
intravenous	**interact**	**introvert**	**circumference**
intrapersonal	interactive	introspective	circumnavigate
intrastate	international	introduce	circumscribe
	interpersonal		circumstance
	interstate		circumspect
	intercept		circumvent
	internet		
	interchange		
	interfere		

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4MN

Week 1-2 and 3-4 Spelling Words

Week 1-2

SORT 24 *BL, BR, GR,* and *GL* Blends

br	bl	gr	gl
bride	globe	blouse	grass
block	bridge	glasses	groceries
blade	glass	grill	
	blanket	bricks	
blockbread		grasshopper	glue
blindfold	glove	brush	grapes

Week 3-4

SORT 25 *PR, TR,* and *DR* Blends

pr	dr	tr
trap	price	drill
pray	dress	tracks
drip	tractor	prize
pretzel	dream	triangle
dragon	truck	drive

Week 1-2

SORT 17 "The Devil Sort" Short -*e* and Long -*e* (CVC and CVVC)

ĕ CVC	ēa CVVC	ēe CVVC
ĕa CVVC	**when**	**dead**
trees	**each**	reach
head	queen	east
street	bread	seat
dream	great	lead
steam	sled	sweet
breath	beach	death

Week 3-4

SORT 18 Review for CVVC Pattern (*ai/oa/ee/ea*)

wait	read	need
beast	toast	wheel
sheep	seat	coast
mail	deaf	three
neat	moan	sheets
meant	rail	cheek
pea	throat	dread
cream	sail	thread

Week 1-2

SORT 29 *ur/ure/ur-e*

ur	ure	ur–e
oddball	**turn**	**sure**
curve	pure	burn
hurt	curl	church
lure	nurse	cure
purse	hurl	burst
churn	curse	surf
purr	curb	
turkey	purple	

Week 3-4

SORT 30 Review of *ar*, Schwa-plus-*r*, and *or*

ar	ər	or
jar	earn	torn
search	snort	hoarse
hard	pearl	horse
worth	core	serve
worst	chore	boar
nerve	bore	yard
spur	score	lurk
march	snore	sir

Week 1-2

SORT 35 More Final Syllables

-cher = /chur/	-ture = /chur/	-sure = /zhur/	-ure = /yur/
catcher	picture	measure	
figure	danger	failure	
pressure	rancher	capture	
future	figure	treasure	
teacher	mixture	senior	
pleasure	creature	culture	
pasture	leisure	pitcher	
injure	torture	posture	

Week 3-4

SORT 36 Final Unaccented Syllable /ən/ (*en, on, ain, in*)

-en	-on	-ain	-in
broken	dragon	mountain	
cousin	eleven	cotton	
gallon	captain	hidden	
heaven	cabin	ribbon	
bargain	chosen	napkin	
mission	apron	fountain	
stolen	bacon	mitten	
violin	curtain	penguin	

Week 1-2

SORT 5 Suffixes (-y, -ly, -ily)

-y	-ly	-ily
scratchy	**silently**	**merrily**
squirmy	velvety	rapidly
secretly	greedily	squeaky
seriously	fluently	hastily
wealthy	skinny	eagerly
readily	swampy	generously
shaggy	politely	silvery
briefly	spotty	bravely

Week 3-4

SORT 6 Comparative Suffixes (-er, -est, -ier, -iest)

-er	-est	-ier	-iest
kinder	**kindest**	**earlier**	
earliest	stranger	emptiest	
cleaner	quieter	trickier	
emptier	cleanest	strangest	
harsher	trickiest	fancier	
crummier	harshest	quietest	
fanciest	shinier	shiniest	
murkier	crummiest	murkiest	

Week 1-2

SORT 9 Suffixes (*-ary, -ery, -ory*)

-ary	*-ery*	*-ory*
imaginary	**bravery**	**category**
stationery	library	machinery
lavatory	stationary	mystery
inventory	military	ordinary
scenery	dormitory	victory
history	necessary	century
delivery	February	directory
secretary	January	grocery

Week 3-4

SORT 10 Suffixes (*-ty, -ity*)

baseword	*-ty*	*baseword*	*-ity*
active	**activity**	**safe**	
safety	festive	special	
novelty	tranquil	festivity	
specialty	novel	royal	
casual	royalty	tranquility	
humid	minor	humidity	
certain	casualty	sensitive	
minority	sensitivity	certainty	