

Learning From Home

Take-home Pack



Term 3 | Week 8 & 9

2021



Year 3 and 4

Week 8 - 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 30 August	Tuesday 31 August	Wednesday 1 September	Thursday 2 September	Friday 3 September
	<p>No daily Zoom today to account for author presentation</p> <p>Year 3 – 9:30 – 10.15 Year 4 - 10.30 - 11.15</p> <p><u>Link (available on google classroom as well)</u></p> <p>Meeting ID: 633 1714 8125 Passcode: nkps</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p> <p>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.</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>



English

<p>Spelling</p>	<p>For this week you will use the following lists (available on google classroom and in the take home pack)</p> <p>4MN Term 3 Week 8 and 9 words 4/3JC – Term 3 Week 9 and 10 words 3BG – Term 3 Week 9 and 10</p> <p><u>Cut and Initial</u></p> <p>Print, cut and initial your word sort.</p> <p>Place your sort in a ziplock bag.</p> <p><u>Sort</u> Start doing your initial sort of the words.</p> <p>Take a photo and upload onto google classroom.</p>	<p><u>Definitions and Sentence-A-Day</u></p> <p>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:</p> <ul style="list-style-type: none"> • that you are unfamiliar with or • words that you do not understand. <p>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.</p>	<p><u>Wellbeing Wednesday: Life had ups and downs but you can bounce back.</u></p> <p>Watch the following videos of <u><i>Boundin Short Film</i></u> and a Read Aloud of <u><i>Sunday Chutney by Aaron Blabey.</i></u></p> <p>Reflect and answer the following questions based on the videos:</p> <ol style="list-style-type: none"> 1. What is an example of an ‘up’ part of a day? 2. What is an example of an ‘down’ part of a day? 3. Can people be ‘squashed’ or experience setback and still bounce back? <p>Analyse the colours used by the <i>Sunday Chutney</i> Illustrator. Describe the colours used to highlight Sunday’s “positive” and “negative” perceptions.</p>	<p><u>Blind Sort</u></p> <ul style="list-style-type: none"> • Find a family member. • Type/write the headings on the table. • Ask them to select and read 10 to 12 words aloud. • After they have read the words, type/write the words in the correct category. • When finished, check the words for correct spelling and category. • Say thank you to your family member. • Remember to put back your words in the ziplock bag. 	<p><u>Rhyme Time</u></p> <p>Choose 3-5 words from your spelling list and think of 3 new words that rhymes with each.</p> <p>For example: Cat and Mat. Shine and Dine. Goals and Coals.</p>
<p>Reading and Viewing</p>	<p>Before Reading Questions</p> <p>Watch Video Reading of Book: ‘Adelaide’s Secret World’</p>	<p>Watch Video Reading of Book: ‘Adelaide’s Secret World’ by Elise Hurst on Google Classroom. *There is no PDF Version.</p>		<p><u>Geography</u></p> <p>To introduce students to the processes responsible for the formation of the Himalayas watch these videos:</p>	<p><u>Geography</u></p> <p>Students present their research of one of the world’s mountain ranges in either an oral (using Google</p>



	<p>World' by Elise Hurst on Google Classroom. *There is no PDF Version.</p>	<p>During Reading Questions</p>	<p>Draw your own positive and negative even and colour them similarly to how it was presented in the book.</p> <p><u>Wacky Wednesday: Build a Bridge Challenge</u></p> <p>In this challenge, you will battle against your classmates to see who can build the craziest, longest and strongest bridge with paddle pop sticks and masking tape.</p> <p>You will need to construct a bridge between two level surfaces. You will need to use a rolling object to test if your bridge works.</p> <p>Once done, complete upload a photo of It in your class' Padlet.</p>	<ul style="list-style-type: none">• YouTube video clip: <i>How the Himalayas Were Formed</i> [https://www.youtube.com/watch?v=ICzKCLA9Sxo]• YouTube video clip: <i>Formation of Himalayas HD</i> [https://www.youtube.com/watch?v=PDrMH7RwupQ] <p>Lesson 3 Google slides in the Geography Learning Hub can be used to help students understand this process.</p> <p>Using the internet or library resources investigate one of the mountain ranges named on the Google Slides in Lesson 3.</p> <p>In doing so, students are encouraged to answer the following questions:</p> <ul style="list-style-type: none">- Where is the mountain range located?- In what county/countries is the mountain range located?- How was the mountain range formed?- What plants and animals make their home in the mountains?- Do people live in the mountains? If so, how do they use the land to support their way of life?	<p>Slides, Site or Canvas) or written form.</p> <p>This presentation must include:</p> <ul style="list-style-type: none">- Include at least 5 pictures of the mountain range.- Where is the mountain range located?- In what county/countries is the mountain range located?- How was the mountain range formed?- What plants and animals make their home in the mountains?- Do people live in the mountains? If so, how do they use the land to support their way of life?
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<p>Writing and Representing</p>	<p><u>Figurative Language: Simile</u></p> <p>Simile: Comparing one thing to another using 'like' or 'as'. For example: <i>They stood as silent as tree shadows.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><u>Figurative Language: Metaphor</u></p> <p>Metaphor: A comparison in which one this is said to be another. For example: <i>My knees were jelly, and my hands were shaking so bad I almost dropped the sword.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>		<p><u>Figurative Language: Hyperbole</u></p> <p>Hyperbole: Deliberate exaggeration or overstatement. For example: <i>Every second was an eternity.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><u>Figurative Language: Idiom</u></p> <p>Idiom: A group of words established by common use, which means something different to its literal meaning. For example: <i>You've bitten off more than you can chew.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>
<p>Speaking and Listening</p>					



Mathematics

<p>Number and Algebra</p>	<p>Warm up Complete the warm up times tables</p> <p>Must Do tasks Complete the multiplication shape grid Have a go at the multiplication problem solving task</p> <p>Levelled tasks 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.</p>	<p>Warm up Complete the warm up times tables</p> <p>Must Do tasks Complete the multiplication shape grid Have a go at the multiplication problem solving task</p> <p>Levelled tasks 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.</p>	<p>Multiplication escape room.</p> <p>Follow the instructions and work through each of the tasks.</p>	<p>Warm up Complete the warm up times tables</p> <p>Must Do tasks Complete the multiplication shape grid Have a go at the multiplication problem solving task</p> <p>Levelled tasks 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.</p>	<p>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.</p>
<p>Measurement and Geometry</p>					<p>Learning Intention: We are learning to measure, estimate and compare masses of objects.</p> <p>Success Criteria: I can...</p> <ol style="list-style-type: none"> 1. Identify and use formal units to measure mass



2. Record the masses of objects using scales
3. Estimate the mass of objects and explain my accuracy

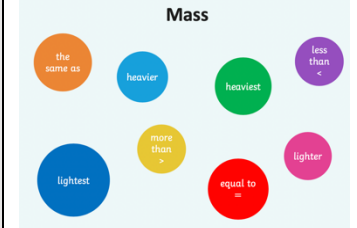
Before we start learning about mass, it is important to make sure we all have the same understanding of our learning intention. Brainstorm the meaning of the key words below:

Measure -->

Estimate -->

Compare-->

Vocabulary: These are some of the mathematical words we will be using to achieve our learning intention. If you don't know what some mean you must find out!



Watch this YouTube video:
BrainPopJr Grams and Kilograms
https://www.youtube.com/watch?v=bPwCNT26R_g

Complete this sorting activity:

Circle the object below, sort it by unit of mass at the top of each column. Place the objects in the unit that would be most appropriate to measure the object's mass.

	KILOGRAMS	TONNES
Pen Ball Truck	Chair Luggage Suitcase	Laptop Suitcase Deck of cards
Pin Ball Truck	Screw Printer	Jam jar Basketball Deck










Now that we have a good understanding of units. Complete this activity to practise estimating the mass of objects:








A **gram** (g) is used to measure the weight or mass of very light objects.
A small paperclip weighs about a gram.

A **kilogram** (kg) is used to measure the weight of heavier objects.
A one-liter bottle of water weighs about a kilogram.

Choose the best estimate for each object or animal shown.

1.  18 grams 4 kilograms 8 kilograms	2.  25 grams 500 grams 18 kilograms	3.  900 grams 9 kilograms 90 kilograms
4.  960 grams 18 kilograms 3 kilograms	5.  570 grams 7 kilograms 37 kilograms	6.  3 grams 300 grams 3 kilograms
7.  100 grams 1 kilogram 100 kilograms	8.  1 gram 50 grams 1 kilogram	9.  600 kilograms 60,000 kilograms 6,000 grams

Estimate the weight of these objects.

 a) <input type="text"/>	 b) <input type="text"/>	 c) <input type="text"/>
 d) <input type="text"/>	 e) <input type="text"/>	

Complete this home investigation task using household items. You will need some sort of scales to do so (You should have kitchen scales!) Then answer the 2 questions below.



Mass Investigation



Mass is measuring the matter in an object. We usually measure mass using weight.
 Find seven objects that are located around you.
 Predict the mass of each of the objects.
 Measure the correct mass using scales and record the result. Remember to write the type of measurement, whether grams or kilograms.

Object	Prediction	Result



Question 1.
 A) How did you make your estimate for object number 2 on your list?
 B) Were you accurate? Why/why not?

Question 2.
 A) Were any of your predictions exactly correct?
 B) If so, why do you think you estimated correctly?

Statistics and Probability

Other KLAs

PDHPE

Watch the SISA video titled 'Juggling'. On completion of the video, complete the worksheet.
<https://www.youtube.com/watch?v=lyby9w-3vpY>



What does the word coordination mean?

List 3 things to remember when practicing our throw and catch

List 3 other sports that we use throwing and catching skills in

Creative Arts

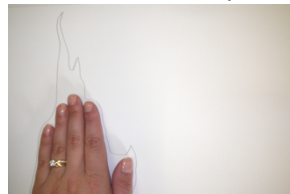
Vincent van Gogh painted 'Starry Night'



How to replicate your own Starry Night by van Gogh

1. Draw with pencil
2. Add colour pencils

Step1- With a pencil, trace the shape of your hand onto the paper. Make one finger really long so it stretches to the top.

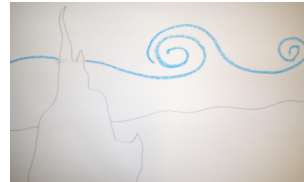




Step 2- With a pencil, draw the horizon line (where the sky meets the ground).



Step 3- With a medium blue pencil, draw a swirl across the sky to represent the wind.



Step 4- With yellow pencil, draw a crescent moon and 6-8 circles for stars.



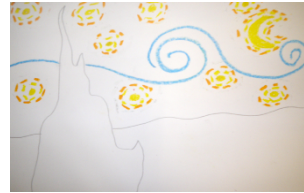
Step 5- With yellow pencil, draw a line of dashes around the moon and each star.



Step 6 - With orange pencil, draw a second line of



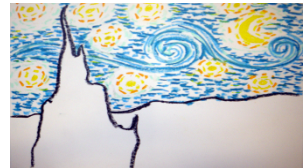
dashes around the moon and each star too.



Step 7- With a medium/light blue pencil, draw little dashes to fill in the remainder of the sky.



Step 8 - With a black colour pencil, trace over horizon line and outline of the hand.



Step 9- With a black and brown colour pencils, draw long vertical lines.



Step 10- With bright coloured pencils, draw houses in the village using lines.



Using green oil pastel, draw lines below the horizon for the hill.

Use black coloured pencil, draw some lines over the hill and also fill in the gaps between the houses.





Year 3 and 4

Week 9 - At Home Learning Overview

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	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p> <p>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.</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>



English

<p>Spelling</p>	<p><u>Word Web</u> 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 where students have found the word.</p>	<p><u>Pyramid Words</u> 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!</p>	<p><u>Wellbeing Wednesday: Nobody is perfect- not you and not others</u> Watch the Read Aloud video of <u>The Girl Who Never Made Mistakes by Mark Pett</u> Reflect and answer the following questions based on the videos: 1. How is the character in the book 'perfect'? 2. Tell us the time when you made a mistake or forgot to do something important or behaved inappropriately.</p>	<p><u>Word Hunt</u> 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>. Write these on a piece of paper and upload them to google classroom</p>	<p><u>Word Art</u> 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.</p>
<p>Reading and Viewing</p>	<p>Watch Video Reading of Book: 'Adelaide's Secret World' by Elise Hurst on Google Classroom. *There is no PDF Version. After Reading Questions</p>	<p>Watch Video Reading of Book: 'Adelaide's Secret World' by Elise Hurst on Google Classroom. *There is no PDF Version. Vocabulary Word Study</p>	<p>3. Can anyone do everything perfectly all the time? 4. What is the difference between trying to do something very well and aiming for a high standard, and trying to be perfect? 5. What's not good about thinking you can be perfect? 6. What's not good about expecting others to be perfect?</p>	<p><u>Geography</u> Volcanoes, Earthquakes and Tsunamis In this lesson, students are introduced to the processes responsible for the physical characteristics of its surface. In this instance, we focus on volcanoes and their associated landform features and earthquakes, their causes and impacts. Also addressed are tsunamis, their cause and impacts. Students are introduced to the topic by watching Ryan World's YouTube video: How Do Volcanoes Erupt?</p>	<p><u>Geography</u> Volcanoes, Earthquakes and Tsunamis Students will have the opportunity to investigate a recent earthquake or volcanic eruption. In doing so, they focus on where it occurred, the nature of the event and its impacts on people and the environment. Plan, deliver and present your investigation using PowerPoint or Goggle Slides or Movie Maker</p>



			<p>7. How is it helpful to make mistakes and get things wrong sometimes?</p> <p>8. Would you want to invite someone who was perfect to your home? Why/why not?</p> <p>Read <i>Absolutely Perfect</i> and answer the questions.</p> <p><u>Wacky Wednesday: Build a Tower Challenge</u></p> <p>In this challenge, you will battle against your classmates to see who can build the highest tower with toothpicks and marshmallows.</p> <p>You make like to time this one! It's tricker than it looks...</p>	<p>[https://www.youtube.com/watch?v=hQHoe_Okpzs&index=20&list=PLNmQOp_5agfNkBBN-itVloK93u-r1yAJhZ&t=0s]</p> <p>Using Google Slides on the Geography Learning Hub (Lesson 4), students will be able to read about the processes responsible for volcanic eruptions and the key landform features associated with volcanoes.</p> <p>https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-1/lesson-4-volcanoes-earthquakes-and-tsunamis</p>	<p>etc. In a manner that you think is most appropriate.</p> <p>Your presentation must include the following:</p> <ul style="list-style-type: none"> - location of the event on a map - description of the location and extent of the event - description the nature of the event and its likely tectonic causes - outline the impacts of the event on people and environments - Photos or pictures of the event <p>Present your findings to the class</p>
<p>Writing and Representing</p>	<p><u>Figurative Language: Oxymoron</u></p> <p>Oxymoron: A figure of speech in which contradictory words or ideas are joined for effect. For example: <i>It</i></p>	<p><u>Figurative Language: Alliteration</u></p> <p>Alliteration: The use of the same beginning sound in a phrase or sentence. For example: <i>Behaving like a babbling,</i></p>	<p>Once done, complete upload a photo of It in your class' Padlet.</p>	<p><u>Figurative Language: Personification</u></p> <p>Personification: Attributing human characteristics to non-living things. For example: <i>Spring was moving in the air above.</i></p>	<p><u>Figurative Language: Onomatopoeia</u></p> <p>Onomatopoeia: A word which imitates the natural sound of a thing. For example: <i>The boom of a feet on hard earth began again, the</i></p>



	<p><i>was her silence they had heard.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><i>bumbling band of baboons.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>		<p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><i>elephants were stamping all together now.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>
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Speaking and Listening					
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Mathematics					
Number and Algebra	<p>Warm up Times tables practice. Complete either 4 or 14. Time yourself.</p> <p>Must do's Complete the problem-solving task</p>	<p>Warm up Times tables practice. Complete either 6 or 16. Time yourself.</p> <p>Must do's Problem solving task</p>	<p>Warm up Times tables practice. Complete either 7 or 17. Time yourself.</p> <p>Division House Follow the instructions and understanding of</p>	<p>Warm up Times tables practice. Complete either 8 or 18. Time yourself.</p> <p>Complete the Division Garden activity.</p>	<p>Warm up Times tables practice. Complete either 9 or 19. Time yourself.</p>



	<p>Representing multiplication and division.</p> <p>Levelled activities Level 1 – no remainders Level 2 – remainders Level 3 – remainders larger numbers Level 4 – extension</p>	<p>Complete 2 or 3 levelled activities.</p> <p>Levelled Activities Level 1 – no remainders Level 2 – remainders Level 3 - remainders with large numbers Level 4 – remainders as a decimal.</p>	<p>division to create a house.</p>		
<p>Measurement and Geometry</p>					<p>Learning Intention: We are learning to compare, convert and explain the masses of objects.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none">4. Convert between grams and kilograms5. Order objects based on their mass6. Use mathematical reasons to solve mass problems; <p>Before we continue learning about mass, it is important to make sure we all have the same understanding of our</p>



learning intention.
Brainstorm the meaning
of the key words below:

Compare-->

Convert-->

Explain-->

Watch this YouTube
video: *Matholia Channel
converting grams to
kilograms*

<https://www.youtube.com/watch?v=AY1heUpO9PE>

Complete the conversion
table below to practise
converting between
grams and kilograms.

3	Kilograms	Grams	4.	Kilograms	Grams	5.	Kilograms	Grams
		266			9594			819
		49			7865			236
		231			7426		0.292	
		985			7702		0.448	
		867			6916			148
		323			1742		0.876	
		967			7511		0.529	
		620			9753			403
		459			3061			356
		371			2098		0.2	

Cut out the masses and
paste them on the line
from lightest to heaviest.

**Hint: You will need to
convert them to the
same unit first!**



5000g	8kg	0.25kg	5g
1324kg	0.5kg	500g	100kg

Weight

Use **mathematical reasons** to answer the following questions. We must see full sentences, diagrams or equations, not one word answers.

1. What's heavier: A tonne of bricks or a tonne of feathers?
2. Jacob and his friend are comparing the weights of their schoolbags. Jacob says his is



heavier. Is he correct? Explain your answer



Jacob

$5\frac{1}{2}$ kg

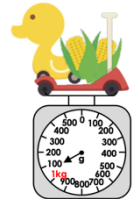
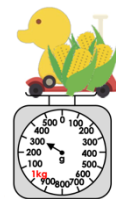


Maisie

5kg 500g

3. Pretend you are shopping at Woolworths. You weighed an apple and it is 336g. You need approx. 5kg of apples to make dessert. How many apples will you buy?

4. If the duck weighs 400g and the scooter ways 500g, how much does one corn weigh?





Other KLAs

PDHPE

The importance of physical activity

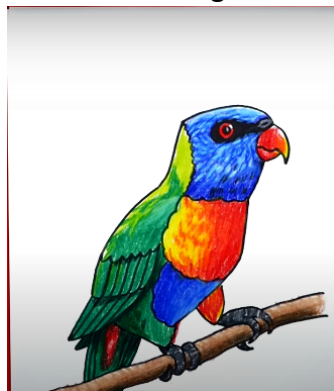
In the columns below list the physical activity you participate in during the week

At Home	Outside of Home

Why is it important to be physically active?
Identify 3 activities that could be used during class time as a brain break. Draw and label with an explanation.

Creative Arts

Rainbow Lorikeet directed drawing



<http://www.youtube.com/watch?v=aw-EnFaqOqc>



Year 3 and 4

Week 10 - 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 13 September	Tuesday 14 September	Wednesday 15 September	Thursday 16 September	Friday 17 September
	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p> <p>Weekly Focus This week you will be organising a holiday to a country and city of your choosing for you and your family for a 7 day period. Each task will ask you to research the location and come up with a fantastic holiday for you and your family. Try to complete each task to the best of your ability.</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p> <p>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.</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>



English

<p>Spelling</p> <p>For this week you will use the following lists (available on google classroom and in the take home pack)</p> <p>4MN: Week 8-9 words 4/3JC: Week 9-10 words 3BG: Week 9-10 words</p>	<p><u>Wacky Words</u></p> <p>On a sheet of paper or on the slide, write/type your spelling words in different directions, filling up the whole page. Use different colours, fonts, sizes for each word.</p>	<p><u>Code Breaker</u></p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Challenge on of your family member, if possible, to decode your codes.</p>	<p><u>Wellbeing Wednesday: Colour Mindfulness</u></p> <ol style="list-style-type: none"> 1. Pick any colour of the rainbow. 2. Set a time for 5 minutes. 3. Try to think as many items as possible that are the same colour you choose—use the environment around you as inspiration. <p>When the time is up, reflect—why did you pick this colour? Did any thoughts come up during the activity?</p>	<p><u>Word Search</u></p> <p>Create your own word search using all the words on your spelling list.</p> <p>Challenge on of your family member, if possible, to complete the word search you created.</p>	<p><u>Fun Friday Escape Room</u></p>
<p>Reading and Viewing</p>	<p><u>Brochure</u></p> <p>Throughout the week, you will be researching and collecting information to add to your brochure.</p>	<p><u>Brochure</u></p> <p>Throughout the week, you will be researching and collecting information to add to your brochure.</p>	<p><u>Self-care Wednesday</u></p>	<p><u>Brochure</u></p> <p>Throughout the week, you will be researching and collecting information to add to your brochure.</p>	<p><u>Advertisement</u></p>
<p>Writing and Representing</p>	<p>Today’s focus is on:</p> <ol style="list-style-type: none"> 1. Country you have chosen 2. The flag 3. National Language and dialects (if applicable) 4. Which continent? 	<p>Today’s focus is on:</p> <ul style="list-style-type: none"> • Capital City • Population • Currency • Traditional costumes • Cultural practices. • Interesting facts 	<p>Create an artwork that you would love to display in your room. Think of this as a piece that you can admire everyday and remind you that you have done amazing things. It can be an artwork that inspires you to do amazing things or something that makes you happy.</p>	<p>Today you will be focusing on creating the brochure based on the information you have created.</p> <p>Within your brochure, you can have:</p> <ol style="list-style-type: none"> 1. photos 2. facts 3. hyperlinks 	<p>Imagine you are a Travel Agent and trying to advertise and persuade for people to visit your chosen country.</p> <p>You will need to your own advertisement 1-2 minute video that discusses:</p> <ul style="list-style-type: none"> • Why they should visit your chosen country



	<p>5. Native Animals 6. National Food 7. Landmarks</p>		<p><u>Wacky Wednesday: Roll and Spell</u></p> <p>Play this game with a partner. Roll the die and spell a word in the column. The first person to fill 4 column wins.</p> <p><u>Recycling and Reusing</u></p> <p>Use recycling materials to create something. What did you make and what's its purpose?</p>	<p>Make sure to check for</p> <ul style="list-style-type: none"> • spelling • punctuation • grammar 	<ul style="list-style-type: none"> • How much will they need to save (hint: the more affordable the better) • Could you offer deals? • What sights and places that they must visit? • What experiences should they consider to do whilst on their trip? • When is the best time to visit? <p>Don't forget to be as persuasive as you can. You can use the information that you have collected throughout the week for your advertisement.</p>
<p>Speaking and Listening</p>					
<p>Mathematics</p>					



<p>Number and Algebra</p>	<p>Travel and Accommodation Once you have chosen your destination you will need to spend today arranging your travel to and from the location and organise your accommodation. Use the templates to help you figure out each step of the way. o outline each item of travel and include the cost of each section. Once you have completed the whole table then work out the total cost.</p>	<p>Activities Plan each days activities (remember that you are going for 7 days and you are travelling with your family so you may need to buy more than one ticket for each destination). If you are going to more than one destination on a day then make sure you include this on the plan. Use the table to insert each activity and remember to include the cost and total cost of the week.</p>	<p>Complete the multiplication fast facts sheet Play Multiplication bump with a family member if you can. Maths quiz Check google classroom for a maths quiz for today. <i>Parents please allow your child to do this task by themselves. If they do not know an answer then they can guess or skip the question. This will inform our teaching in Term 4 so it is vital that we see exactly where your child is up to in order to develop learning goals that are specific to them. If they need help answering the questions then we need to reteach the topic or teach it in another way that makes sense to your child.</i></p>	<p>Food Think about what food your family will be eating each day. Does your hotel have a kitchen? If so you may decide to go to the supermarket to buy some meals, if not you will need to choose a place to each day. Double check what is available in your hotel before you plan the meals as some accommodations provide options for breakfast and restaurants.</p>	<p>Total cost of the holiday Insert all the items from your work this week to create a total cost of your holiday</p>
<p>Measurement and Geometry</p>	<p>Maps Create a map (or use a map and draw on it) to outline your trip from your house to the airport</p>				<p>Weather Research the location you are going to and the time of the year you have chosen to see what the weather is</p>



	<p>Create a map (or use a world map and draw on it) of your plane trip from Sydney to the country you are going</p> <p>Create a map (or use a map and draw on it) of your trip from the airport to your accommodation</p>		<p>going to be like during your stay.</p> <p>Create a table to show the low and high temperature for each day of your stay</p> <p>Use the example to help you .</p>
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Statistics and Probability			
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Other KLAs				
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PDHPE			<p>Sun Safety Watch the Following video: <u>Sun Exposure - Benefits and Risks - YouTube</u> Record the benefits of the sun on your worksheet. Pause the video to write down a few points for each.</p> <p>Harmful effects of the sun Watch the video: <u>https://www.youtube.com/watch?v=Jygtvd7ZWMU</u> Record the harmful effects of the sun on your worksheet. Pause the video to write down a few points for each.</p> <p>We all need sun protection</p>		
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Humans aren't the only species that require sun protection
On your worksheet, you will see there are a range of different animals
For each one, research and make a note of how these animals protect themselves from the sun
Compare this to the way we protect ourselves.
The first one is done for you.
For each animal, write how it can protect itself from the sun and compare this to humans



Elephants use dirt and hay as a natural protection, they spread it on their backs to cover their skin. This is similar to the way that humans use

.....



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Creative Arts

What is White?

LI: Students will-
explore the concept of white
through collage techniques
create a non-
representational composition
demonstrating visible
qualities of white.



What are the qualities of
white?
Look at Tony Tuckson's White
Lines (Vertical) on
Ultramarine.
What are the elements of
design?
What concept has Tony tried
to convey?



			<p>How have the elements and concepts been presented? Why did Tony Tuckson use oil paint to produce the painting? Why do you think he painted the painting? What would happen if the materials and techniques used were changed from oil paint to collage. Would the meaning change? What changes might occur?</p> <ul style="list-style-type: none">• Today we are creating a collage of your idea of white including some colour accents.• What colour accents could you use to bring life and depth to your collage, keeping in mind the intention is to depict 'the idea of white'.• Questions :• How might you create visual texture in your painting?• How might you use accents of colour to bring life to your work?		
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MONDAY

30 August 2021



Spelling

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

4MN – Term 3 Week 8 and 9 words

4/3JC – Term 3 Week 9 and 10 words

3BG – Term 3 Week 9 and 10 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
	Do not watch the Book Reading Yet. Answer the Before Reading Questions first.
BEFORE READING: Look at the cover. 'Making Predictions'	<p>What do you think this story is about?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Why do you think Adelaide lives in a 'secret world'?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>What is a secret world?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
Read the blurb. 'Making Connections'	<p>Blurb: She lives a solitary existence. A life once full of delight and wonders, now, a world confined in glass jars, hidden within a cloak and a red curtain. The town in which Adelaide lives is bustling with movement, but it seems the townsfolk are simply, and privately, just passing through each day. Longing for a connection, a serendipitous moment finds Adelaide at the door that opens her heart and soul to a whole new world full of possibilities. As she finds her inner calm, it is that very red curtain that once blocked her vision that she courageously uses as the missing link. By connecting the torn thread amongst the townsfolk, those who were once lonely and silent, including Adelaide, have now found a voice, and each other.</p>

What does it tell you about Adelaide's life?

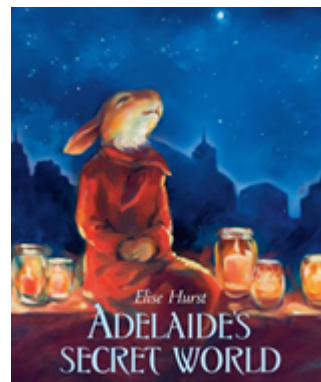
How do you think it changes?

Look at the colours...

What do you think the red represents?

What might the blue represent?

Watch the Video
Reading of the Book:
**'Adelaide's Secret
World'** Written and
Illustrated by Elise
Hurst on Google
Classroom.



Writing

Figurative Language: Simile

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on simile. Below is a definition and examples of simile.

Simile: Comparing one thing to another using 'like' or 'as'. For example:
They stood as silent as tree shadows.

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

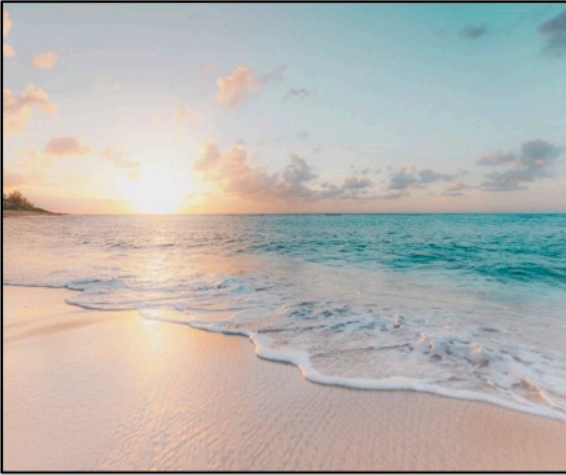
Complete the following task cards.

Level 1 (See, Think and Wonder)




FIGURATIVE LANGUAGE TASK CARD

SIMILE

Comparing one thing to another using 'like' or 'as'



Study the photo then write what you see, think and wonder:

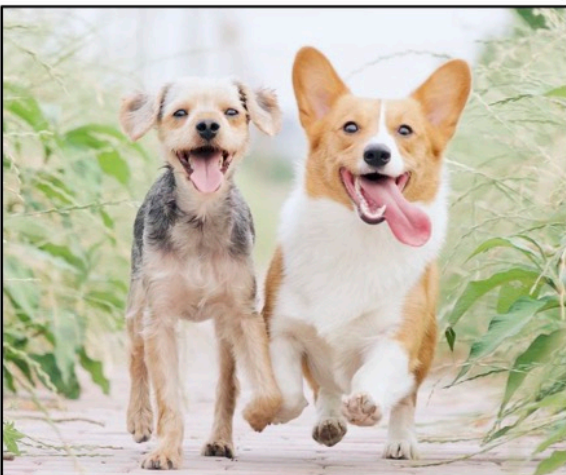
Write a description of the scene that incorporates ideas from your brainstorming and at least 1 simile:

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FIGURATIVE LANGUAGE TASK CARD

SIMILE

Comparing one thing to another using 'like' or 'as'



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 simile:

The Sydney Teacher


FIGURATIVE LANGUAGE TASK CARD

SIMILE

Comparing one thing to another using 'like' or 'as'



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 simile:

The Sydney Teacher






FIGURATIVE LANGUAGE TASK CARD

SIMILE

Comparing one thing to another using 'like' or 'as'



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

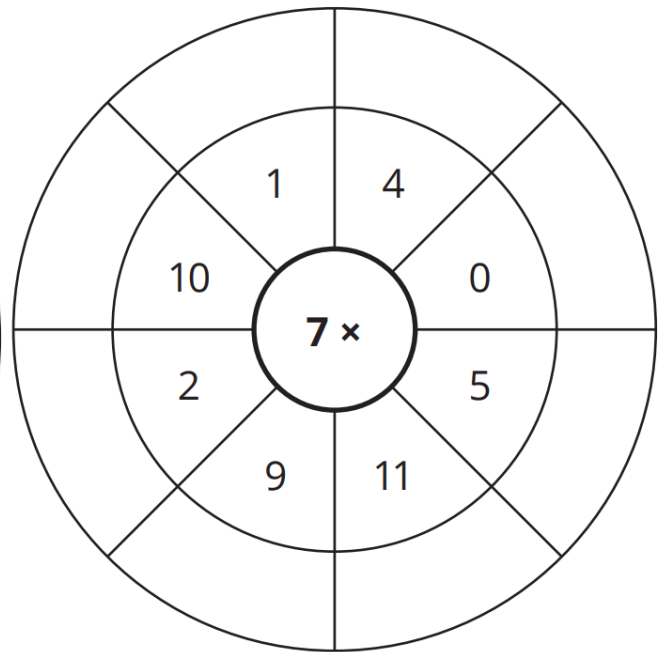
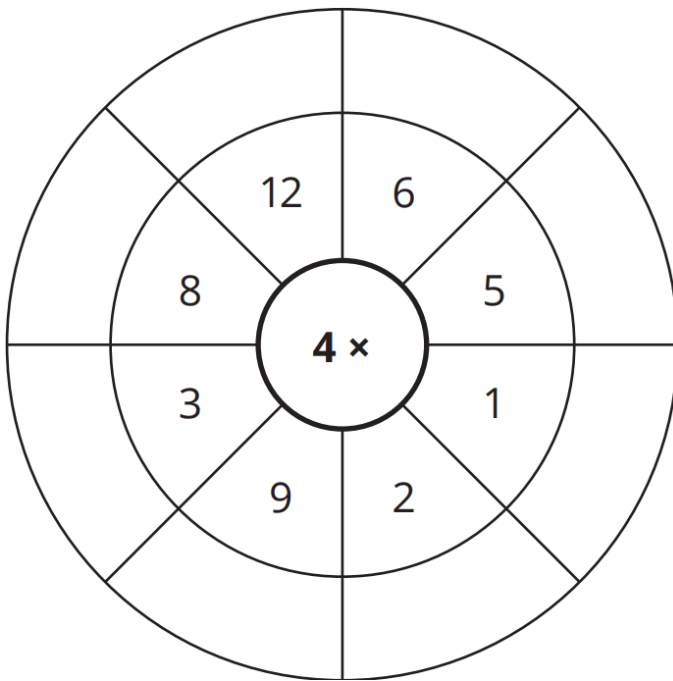
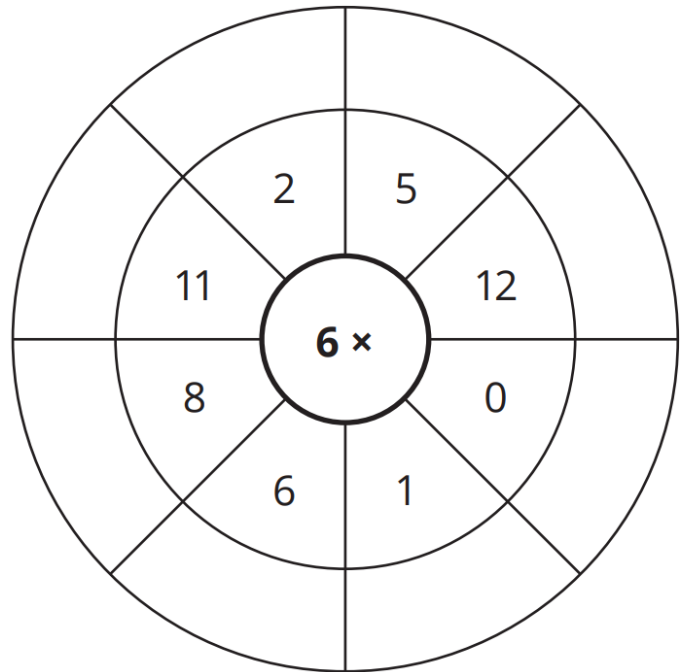
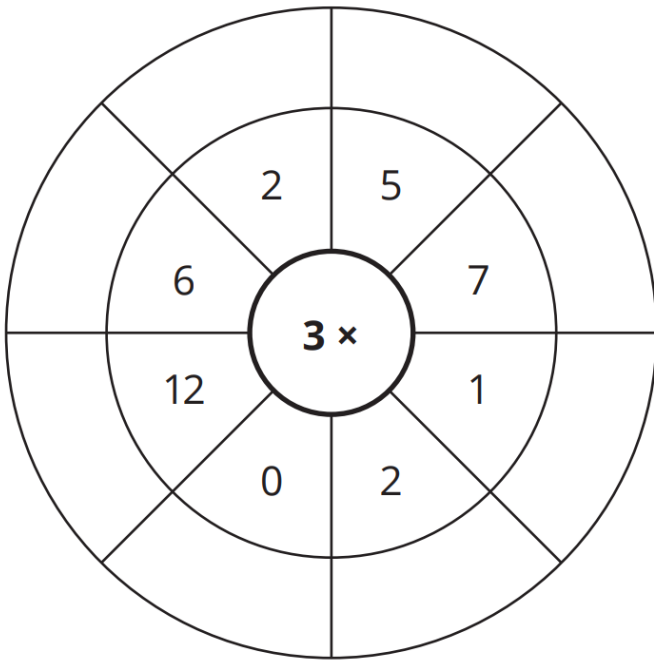
	
	
	
	
	

Write a description of the scene that incorporates the 5 senses and at least 1 simile:

The Sydney Teacher

Number and Algebra

Warm up – complete as many of these as you can

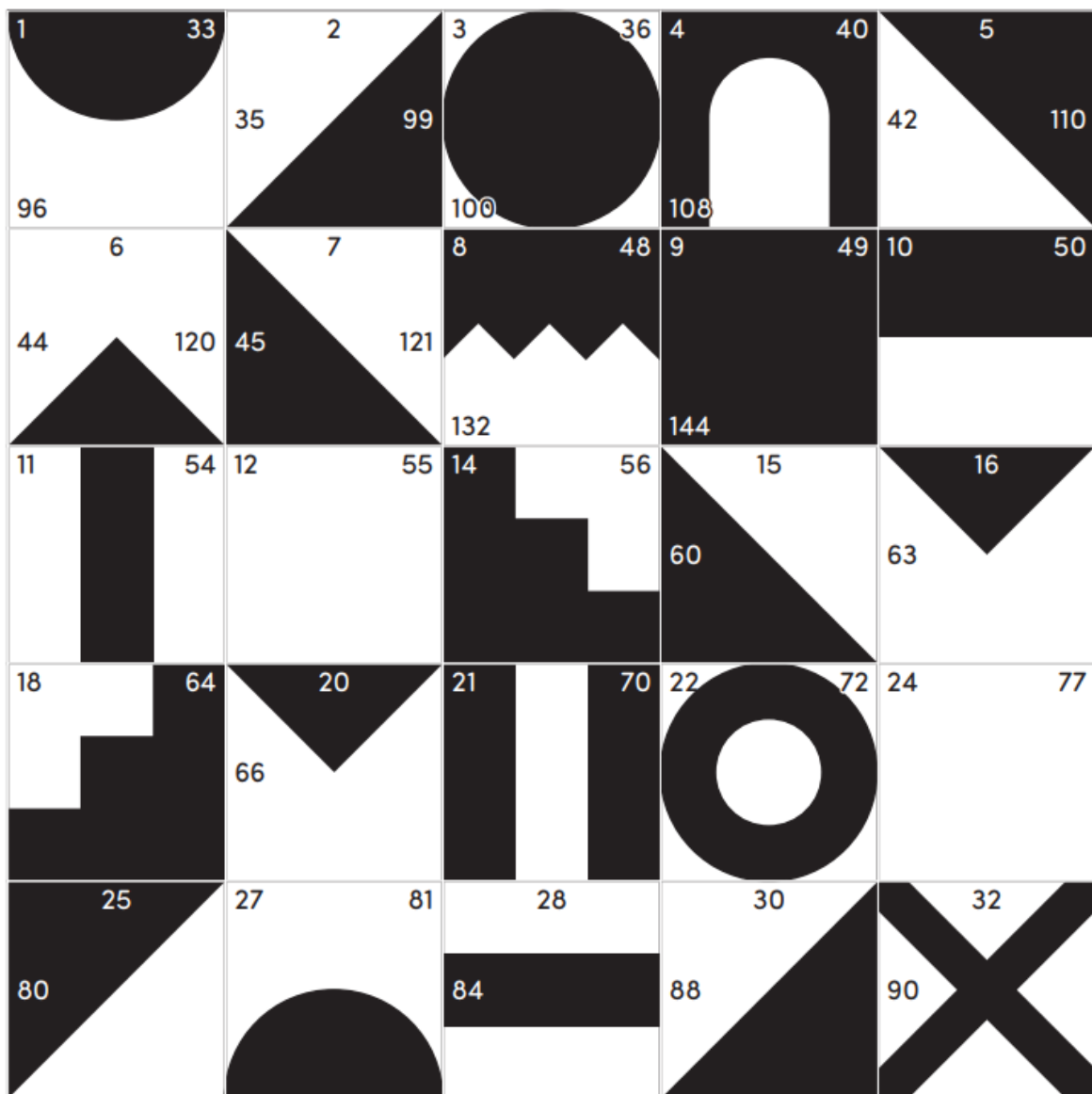


Shape Grid

(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.

A3 $7 \times 6 = \underline{42}$ →  → 



Name: _____ Date: _____

Mystery Pattern Grid

(Multiplication)

For each question below:

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

- | | | | | | |
|-----------|-----------------|-------|-----------|-----------------|-------|
| A3 | $7 \times 6 =$ | _____ | C1 | $11 \times 2 =$ | _____ |
| B3 | $5 \times 2 =$ | _____ | C4 | $3 \times 10 =$ | _____ |
| B1 | $2 \times 6 =$ | _____ | A2 | $3 \times 8 =$ | _____ |
| A4 | $9 \times 5 =$ | _____ | C3 | $5 \times 5 =$ | _____ |
| B2 | $6 \times 6 =$ | _____ | C2 | $11 \times 5 =$ | _____ |
| B4 | $12 \times 8 =$ | _____ | A1 | $3 \times 9 =$ | _____ |

	A	B	C
1			
2			
3			
4			

Multiplication or Division?

Sally had 4 piles of letters to post. In each pile there was 6 letters. The stamps she needs cost 50c each. How much money did Sally need to spend to post her letters?

Underline the important information in the problem. Which operation will you use to solve this problem?

Multiplication

Division

How could I work this out?	My Answer
<ul style="list-style-type: none"><input type="checkbox"/> Draw a picture<input type="checkbox"/> Make a table<input type="checkbox"/> Use a number sentence<input type="checkbox"/> Find a pattern<input type="checkbox"/> Work backwards<input type="checkbox"/> Act it out<input type="checkbox"/> Use tally marks	<p>Does this answer seem right?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Work it out!

MULTIPLYING 1**Mental**

- | | | | | | | | |
|---|----------------------|---|----------------------|---|----------------------|---|----------------------|
| a | $2 \times 2 = \dots$ | a | $3 \times 3 = \dots$ | a | $4 \times 5 = \dots$ | a | $6 \times 3 = \dots$ |
| b | $2 \times 4 = \dots$ | b | $3 \times 6 = \dots$ | b | $5 \times 5 = \dots$ | b | $6 \times 4 = \dots$ |
| c | $2 \times 5 = \dots$ | c | $3 \times 7 = \dots$ | c | $6 \times 5 = \dots$ | c | $6 \times 5 = \dots$ |
| d | $2 \times 6 = \dots$ | d | $3 \times 8 = \dots$ | d | $7 \times 5 = \dots$ | d | $6 \times 7 = \dots$ |

Written Multiplying whole numbers. Estimate to check all answers are reasonable!

Activity 1. No regrouping.

a	$\begin{array}{r} 22 \\ \times 2 \\ \hline \end{array}$	b	$\begin{array}{r} 23 \\ \times 2 \\ \hline \end{array}$
---	---	---	---

c	$\begin{array}{r} 21 \\ \times 3 \\ \hline \end{array}$	d	$\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$
---	---	---	---

Activity 2. No regrouping.

a	$\begin{array}{r} 41 \\ \times 5 \\ \hline \end{array}$	b	$\begin{array}{r} 50 \\ \times 5 \\ \hline \end{array}$
---	---	---	---

c	$\begin{array}{r} 62 \\ \times 4 \\ \hline \end{array}$	d	$\begin{array}{r} 41 \\ \times 4 \\ \hline \end{array}$
---	---	---	---

Activity 3. No regrouping.

a	$\begin{array}{r} 63 \\ \times 3 \\ \hline \end{array}$	b	$\begin{array}{r} 31 \\ \times 5 \\ \hline \end{array}$
---	---	---	---

c	$\begin{array}{r} 50 \\ \times 6 \\ \hline \end{array}$	d	$\begin{array}{r} 70 \\ \times 6 \\ \hline \end{array}$
---	---	---	---

Activity 4. No regrouping.

a	$\begin{array}{r} 424 \\ \times 2 \\ \hline \end{array}$	b	$\begin{array}{r} 320 \\ \times 3 \\ \hline \end{array}$
---	--	---	--

c	$\begin{array}{r} 210 \\ \times 4 \\ \hline \end{array}$	d	$\begin{array}{r} 122 \\ \times 4 \\ \hline \end{array}$
---	--	---	--

Activity 5. No regrouping.

a	$\begin{array}{r} 410 \\ \times 6 \\ \hline \end{array}$	b	$\begin{array}{r} 411 \\ \times 8 \\ \hline \end{array}$	c	$\begin{array}{r} 910 \\ \times 7 \\ \hline \end{array}$	d	$\begin{array}{r} 911 \\ \times 9 \\ \hline \end{array}$
---	--	---	--	---	--	---	--

MULTIPLYING 4



Practise makes perfect!

	Yes	Nearly	Not yet
Are you ready to be tested on multiplication?			

Set A

$$\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ \times 5 \\ \hline \end{array}$$

Set B

$$\begin{array}{r} 32 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ \times 3 \\ \hline \end{array}$$

Set C

$$\begin{array}{r} 53 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 7 \\ \hline \end{array}$$

Set D

$$\begin{array}{r} 56 \\ \times 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 78 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ \times 7 \\ \hline \end{array}$$

Set E

$$\begin{array}{r} 642 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 592 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 973 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 782 \\ \times 2 \\ \hline \end{array}$$

Set F

$$\begin{array}{r} 533 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 535 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 532 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 552 \\ \times 9 \\ \hline \end{array}$$

THINKING ABOUT MULTIPLYING

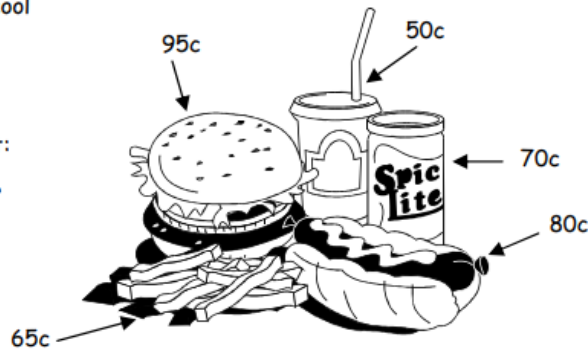
Activity 1. Which problems can be solved using multiplication?

- Read through each problem and tick those where you will multiply.
- Solve the problems in your pad.

1. What would it cost to buy a hamburger, fries and a cool drink for lunch?

2. What is the cost of five hamburgers?

6. Which costs the most: 6 cans of cool-drink or 7 cups of fries?



3. I bought four hotdogs. Will a \$5 note be enough to pay for the food?

5. The shop made a profit of \$390 on Saturday and \$452 on Sunday. How much more profit did the shop make on Sunday?

4. How many cups of juice could I buy for \$4?

Activity 2. Discussion time before working.

- Read through each problem and decide how you would use multiplying to help find a solution.
- Discuss as a group and class.
- Solve the problems in your pad.

2. How can multiplying be used to find the number of \$1 coins that will fit on this sheet of paper?

3. How can multiplying be used to find the number of 20c coins needed to make \$25?

5. How can you use these calculator keys



to find the answer to 5×44 ?

1. How can multiplying be used to find the distance around this square?

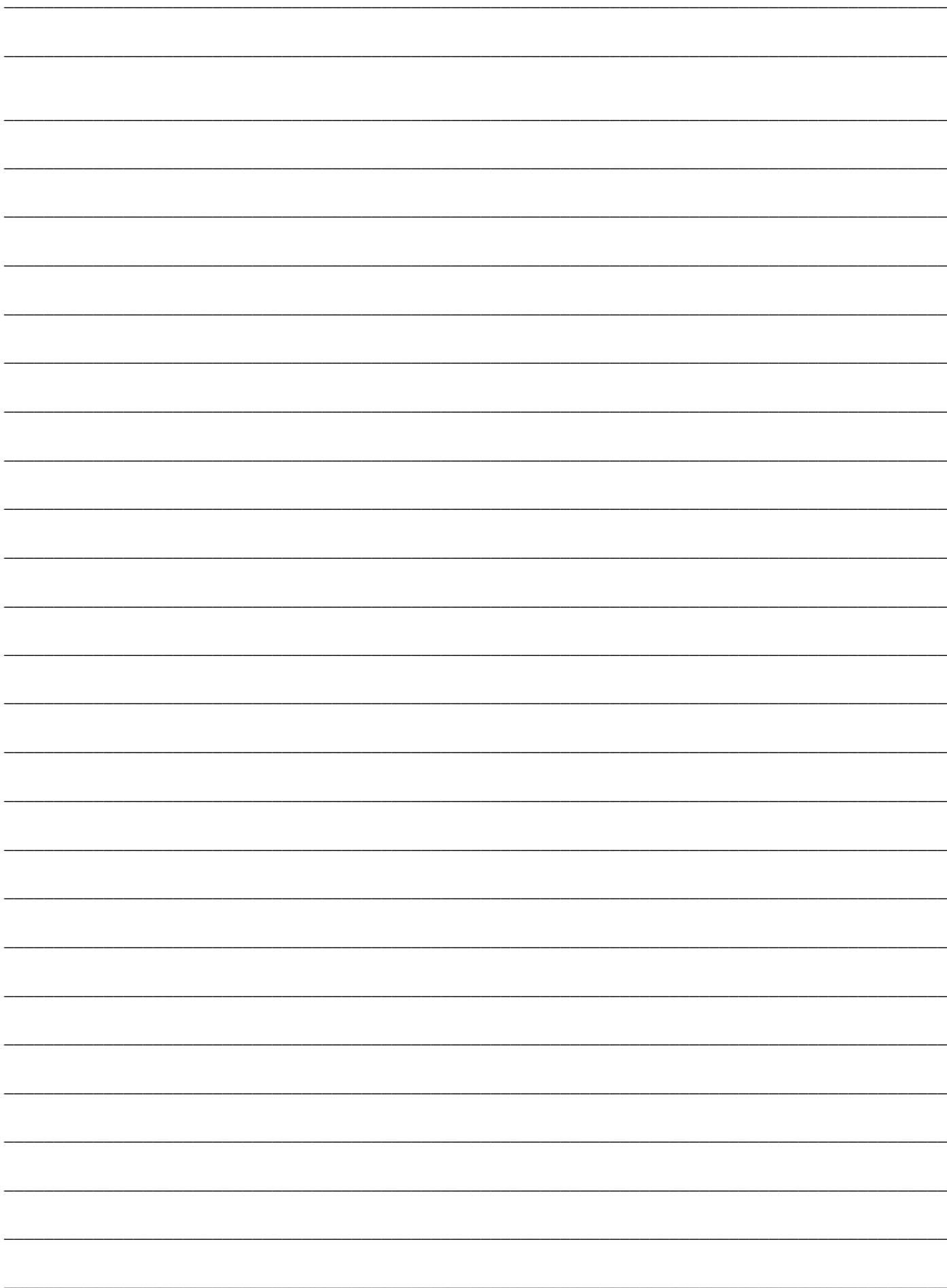
4. How can you multiply this sum on your calculator if the 8 key is broken?

$$8 \times 32 =$$

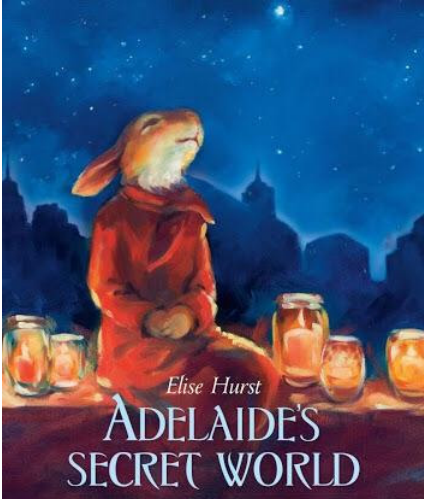
TUESDAY

31 August 2021





Reading

TASKS	READING & VIEWING
Watch the Video Reading of the Book: 'Adelaide's Secret World' Written and Illustrated by Elise Hurst on Google Classroom.	
<p>DURING READING:</p> <p>Think about these questions whilst listening to the book.</p> <p>'Understanding the Text'</p>	<p>Do you think she likes the quiet?</p> <hr/> <hr/> <hr/> <p>What do you notice in the illustrations?</p> <hr/> <hr/> <hr/> <p>How might she be feeling at this moment?</p> <hr/> <hr/> <hr/> <p>Why do you think Adelaide couldn't talk to the Fox at the door?</p> <hr/> <hr/> <hr/>

Writing

Figurative Language: Metaphor

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on metaphor. Below is a definition and examples of metaphor.

Metaphor: A comparison in which one thing is said to be another. For example: *My knees were jelly, and my hands were shaking so bad I almost dropped the sword.*

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

Complete the following task cards.

Level 1 (See, Think and Wonder)




FIGURATIVE LANGUAGE TASK CARD

METAPHOR

A comparison in which one thing is said to be another



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 metaphor:

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FIGURATIVE LANGUAGE TASK CARD

METAPHOR

A comparison in which one thing is said to be another



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 metaphor:

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FIGURATIVE LANGUAGE TASK CARD

METAPHOR

A comparison in which one thing is said to be another



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 metaphor:





FIGURATIVE LANGUAGE TASK CARD

METAPHOR

A comparison in which one thing is said to be another



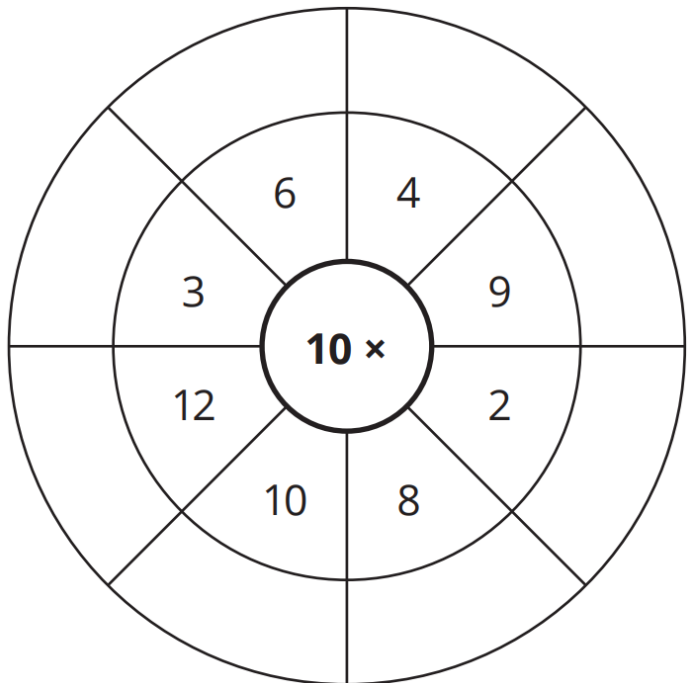
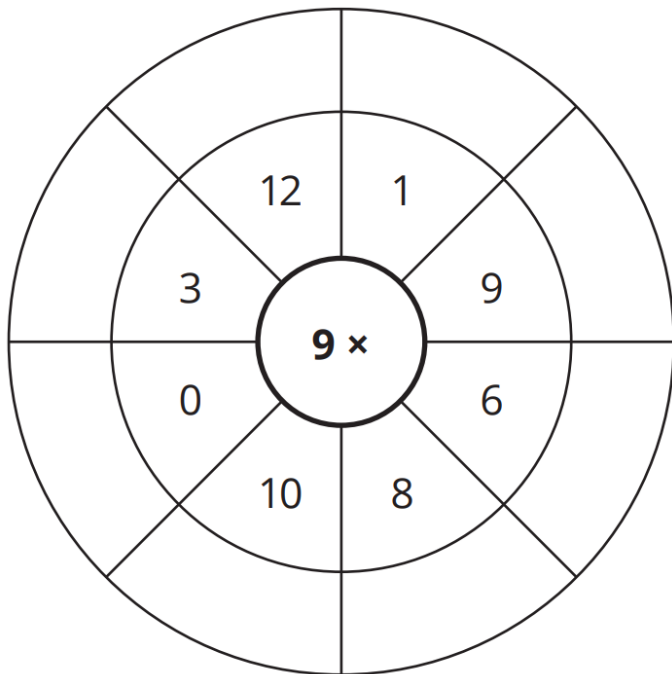
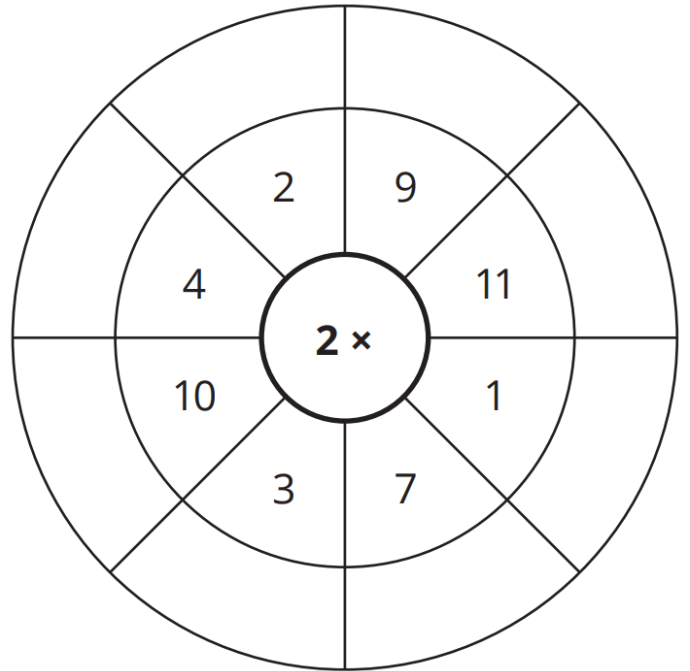
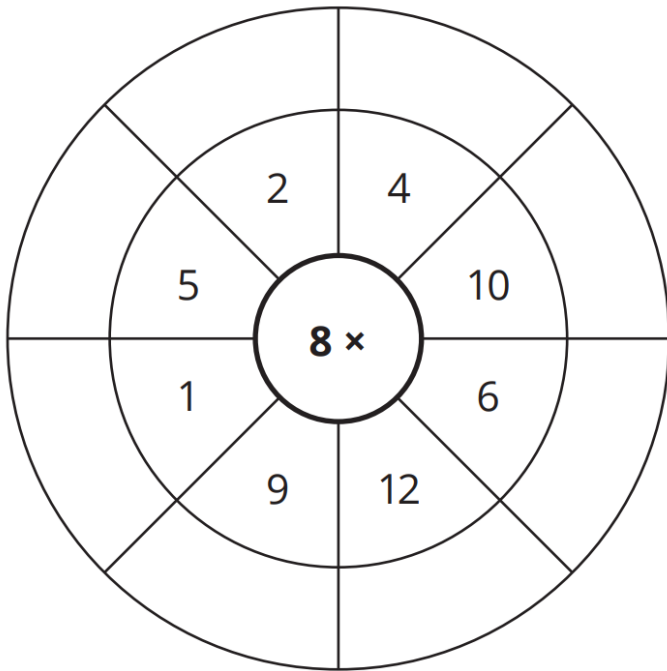
Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 metaphor:

Number and Algebra


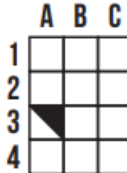
Warm up – complete as many of these as you can

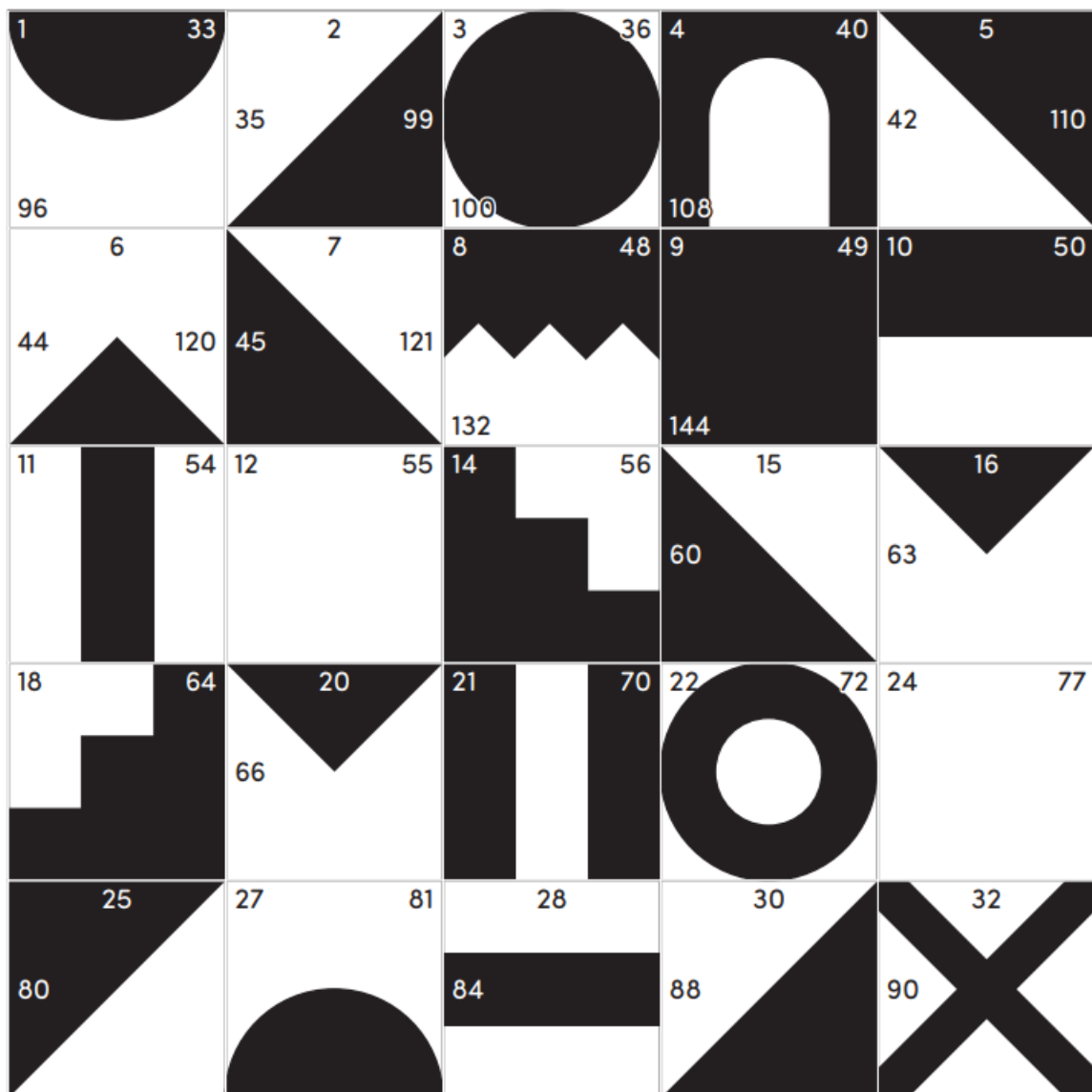


MUST DO TASK

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.

A3 $7 \times 6 = \underline{42}$ →  → 



Name: _____ Date: _____

Mystery Pattern Grid

(Multiplication)

For each question below:

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

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

A B C

1

2

3

4

Multiplication or Division?

16 teddies sat at 4 picnic tables. The same number of teddies sat at each table. How many teddies sat at each table?

Underline the important information in the problem. Which operation will you use to solve this problem?

Multiplication

Division

How could I work this out?	My Answer
<ul style="list-style-type: none"><input type="checkbox"/> Draw a picture<input type="checkbox"/> Make a table<input type="checkbox"/> Use a number sentence<input type="checkbox"/> Find a pattern<input type="checkbox"/> Work backwards<input type="checkbox"/> Act it out<input type="checkbox"/> Use tally marks	<p>Does this answer seem right?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Work it out!

MULTIPLYING 2

Mental

a $4 \times 5 = \dots$

a $4 \times 9 = \dots$

a $6 \times 6 = \dots$

a $7 \times 3 = \dots$

b $2 \times 8 = \dots$

b $4 \times 6 = \dots$

b $5 \times 5 = \dots$

b $7 \times 8 = \dots$

c $3 \times 5 = \dots$

c $4 \times 7 = \dots$

c $7 \times 7 = \dots$

c $7 \times 5 = \dots$

d $2 \times 7 = \dots$

d $4 \times 8 = \dots$

d $9 \times 9 = \dots$

d $7 \times 9 = \dots$

Written Multiplying whole numbers. Estimate to check all answers are reasonable!

Activity 1. Regrouping.

$$\begin{array}{r} a \quad 26 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} b \quad 28 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} d \quad 28 \\ \times 3 \\ \hline \end{array}$$

Activity 2. Regrouping.

$$\begin{array}{r} a \quad 45 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} b \quad 57 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} c \quad 64 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} d \quad 48 \\ \times 4 \\ \hline \end{array}$$

Activity 3. Regrouping.

$$\begin{array}{r} a \quad 62 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} b \quad 45 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} c \quad 34 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} d \quad 56 \\ \times 6 \\ \hline \end{array}$$

Activity 4. Regrouping in one place.

$$\begin{array}{r} a \quad 424 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} b \quad 309 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} c \quad 562 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} d \quad 609 \\ \times 4 \\ \hline \end{array}$$

Activity 5. Regrouping in more than one place.

$$\begin{array}{r} a \quad 434 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} b \quad 527 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} c \quad 444 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} d \quad 333 \\ \times 9 \\ \hline \end{array}$$

MULTIPLYING 6**Step 1.****Step 2.**

1. A school has four classes of 32 plus a class with 29.

How many children are in the school?

2. A school has five classes of 32 children and 3 classes of 29 children.

How many children are in the school?

Step 1.**Step 2.****Step 3.****Step 1.****Step 2.**

3. The fare for a train trip to the circus is 45c per child and \$2.50 per adult.

What would it cost for an adult and 2 children to travel to the circus?



4. How many hours do you sleep each year?

- Work on the back.
- You can use a calculator to help with the sums.

Step 1.

Estimate the hours you sleep each night.

Step 2.

Make a sum to work out the hours you sleep each week.

Step 3.

Make a sum to work out the hours you sleep each year.

MULTIPLYING WHOLE NUMBERS 4

Working



1. How many weeks old are you on your sixth birthday?

2. A 20c Australian coin is about 9 cm around the outside edge.



If a 20c coin rolls for 56 complete circles before falling over, how far did it travel?

3. A 50c Australian coin is just over 3 cm wide.

Step 1.

Step 2.



If you placed 95 50c coins in a line, how long would the line be?

4. A 50c Australian coin is nearly 3 mm thick.

Step 1.

Step 2.



If you placed 99 50c coins in a single stack, how high would it be?

5. One edge of an Australian 50c coin measures 9 mm.

What is the perimeter of a shape made up of three 50c coins where they are each joined to one other 50c coin along one edge?

- Hint: Make a model or draw a diagram of the 50c coins.
- Show all your working on the back of this activity sheet.



WEDNESDAY

1 September 2021



English

Wellbeing Wednesday: Life had ups and downs, but you can bounce back.

Watch the following videos of [Boundin Short Film](#) and a Read Aloud of [Sunday Chutney by Aaron Blabey](#).

Reflect and answer the following questions based on the videos:

1. What is an example of an 'up' part of a day?

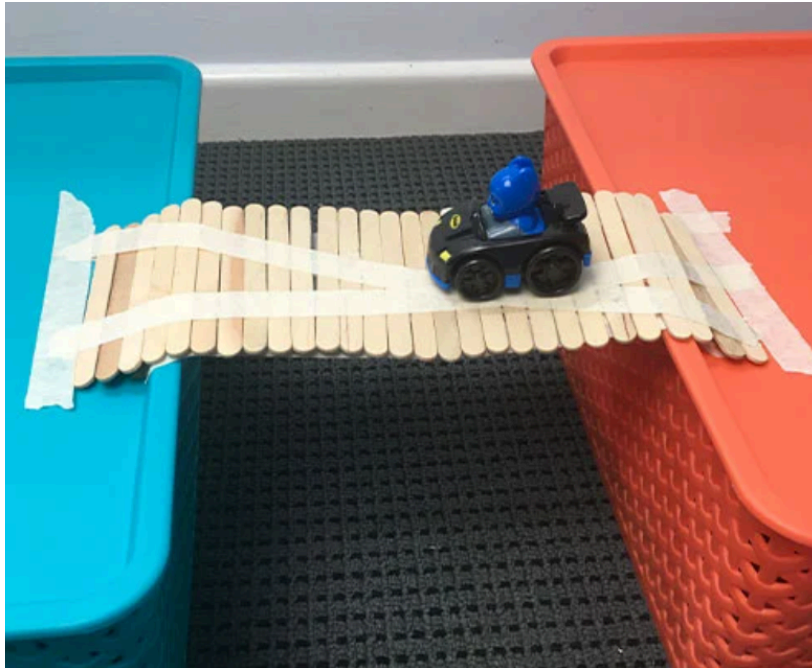
2. What is an example of an 'down' part of a day?

3. Can people be 'squashed' or experience setback and still bounce back?

Draw your own positive and negative even and colour them similarly to how it was presented in the book.

Wacky Wednesday: Build a Bridge Challenge

In this challenge, you will battle against your classmates to see who can build the craziest, longest and strongest bridge with paddle pop sticks and masking tape.



You will need to construct a bridge between two level surfaces. You will need to use a rolling object to test if your bridge works.

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

Number and Algebra

Escape room

Work your way through each of the tasks – you will need to place your answers in the google form which can be found at the website: <https://tinyurl.com/NKPSescape>

The Sydney Teacher

ESCAPE THE ZOMBIES!



The staffroom and office are currently over run with teacher zombies!

Your teacher has managed to lock them inside, but the only way to save these teachers and your fellow classmates is to get the antidote!

To access the antidote you will need to follow the clues and find the 4 security codes.

The whole school is relying on you, so make sure you read all the instructions carefully and work together as a team!

LET'S GET STARTED!



1. You will have a package that contains all of the instructions and materials needed to uncover the 4 secret codes
2. Read all instructions carefully and work to solve the problems
3. When you finish a task, the code must be typed into the Google Form (provided by your teacher). If your code is incorrect, you will be prompted to 'try again'. If your code is correct, continue to the next task!

TASK ONE

Supplies needed:

- ✓ Task 1 answer sheet
- ✓ Task 1 cards (cut out)

Directions:

1. Work together to solve the division problems on each card
2. Cut the cards, then order the squares on the grid by matching the division answers that are the same
Note: All letters will be the correct way up
3. Record the letters on the code line, from left to right and top to bottom
4. Type your code in CAPITALS into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK ONE ANSWER SHEET

CODE: _ _ _ _ _

TASK ONE CARDS

$63 \div 7 =$ B $15 + 5 =$	$42 \div 7 =$ S $4 + 04 =$	$12 \div 2 =$ O $56 \div 8 =$	$49 \div 7 =$ R $72 \div 9 =$
$20 \div 4 =$ K $14 \div 7 =$	$24 \div 6 =$ W $81 \div 9 =$	$36 \div 6 =$ J $6 \div 81 =$	$35 \div 7 =$ H $80 \div 8 =$

TASK TWO

Supplies needed:

- ✓ Task 2 question sheet

Directions:

1. Work together to find the missing numbers for the 2 multiplication square puzzles
2. The numbers on the edge are created by multiplying 2 single-digit numbers in the row/column, e.g. number A x B = 24 and number A x C = 28
3. Record the answers in ABC order on the line below, this is your code
4. Type your code into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK TWO QUESTION SHEET

PUZZLE 1

A	B	24
C	D	21
28	18	

PUZZLE 2

E	F	30
G	H	32
20	48	

CODE: _ _ _ _ _

TASK THREE

Supplies needed:

- ✓ Task 3 puzzle sheet

Directions:

1. Work together to find your way through the maze
2. Begin on the 'start' tile and make your way to the 'finish' tile by identifying the correct number sentences. As you find a correct answer, colour it in
3. Type the letter sequence you followed through the maze into the Google Form in CAPITALS with no spaces. If the code is correct, progress to the next task.

TASK THREE PUZZLE SHEET

B $110 \div 10 = 9$	G $40 \div 4 = 36$	S $24 \div 6 = 3$	START	D $18 \div 3 = 6$	F $45 \div 5 = 9$	I $8 \div 8 = 8$
R $24 \div 2 = 14$	K $81 \div 9 = 8$	C $6 \div 6 = 0$	X $14 \div 7 = 7$	G $88 \div 8 = 80$	U $90 \div 9 = 10$	T $12 \div 2 = 3$
J $99 \div 9 = 9$	P $45 \div 5 = 7$	P $46 \div 6 = 8$	U $10 \div 10 = 0$	O $60 \div 5 = 10$	A $36 \div 4 = 9$	J $27 \div 3 = 7$
D $28 \div 4 = 6$	V $40 \div 8 = 6$	H $56 \div 9 = 6$	E $42 \div 7 = 7$	V $24 \div 8 = 6$	F $48 \div 8 = 6$	M $77 \div 6 = 10$
E $62 \div 7 = 9$	S $9 \div 9 = 1$	N $24 \div 6 = 4$	I $14 \div 2 = 7$	W $45 \div 9 = 5$	Q $99 \div 11 = 9$	C $46 \div 9 = 4$
H $12 \div 4 = 4$	L $10 \div 1 = 10$	M $9 \div 3 = 6$	T $132 \div 9 = 8$	Y $15 \div 5 = 4$	L $108 \div 10 = 8$	N $30 \div 5 = 5$
O $90 \div 9 = 8$	Q $63 \div 7 = 9$	K $30 \div 10 = 3$	FINISH	B $18 \div 6 = 2$	Z $24 \div 4 = 8$	R $96 \div 8 = 9$

CODE: _ _ _ _ _

TASK FOUR

Supplies needed:

- ✓ Task 4 question sheet

Directions:

1. Work together to find all the multiplication number sentences in the grid
Note: number sentences can be found horizontally, vertically and diagonally. All numbers are only used once. One has been done for you.
2. The numbers left over at the end, once all problems are found, will be your code
3. Record these numbers from left to right and top to bottom on the line below
4. Type the code into the Google Form with no spaces. If the code is correct, you've made it out!

TASK FOUR QUESTION SHEET

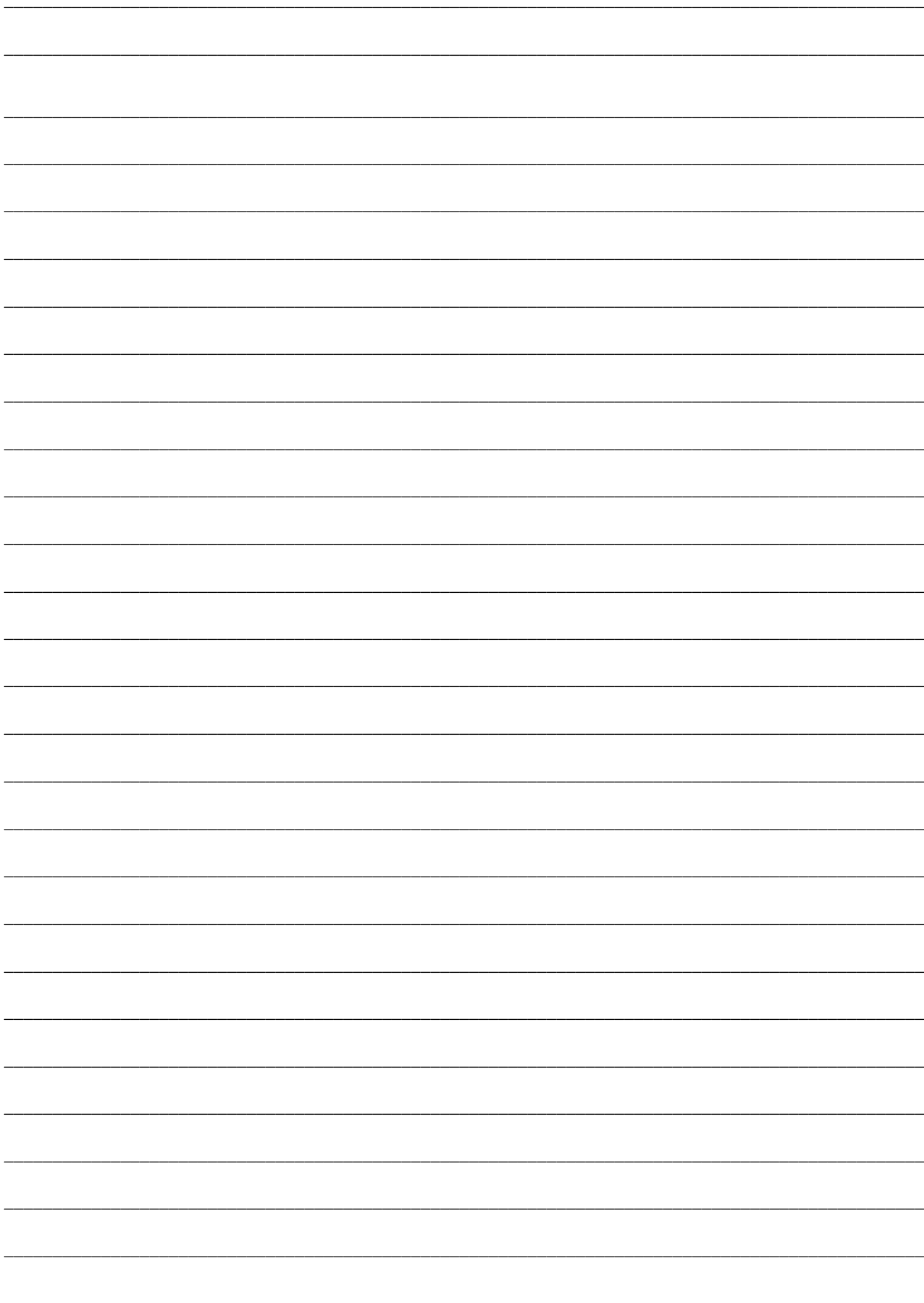
10	2	9	18	2	3	4	4	16
2	7	2	14	7	9	9	81	5
20	8	9	21	8	9	72	7	5
3	2	3	2	6	4	35	2	4
9	16	6	4	24	10	1	6	20
27	7	6	42	3	8	3	12	8
10	10	100	30	8	7	9	4	36

CODE: _ _ _ _ _

THURSDAY

2 September 2021





Reading-Geography

Lesson 3: Earth's Mountains

Learning Intentions:

- To identify and describe, in simple terms, the process of mountain building and its role in determining the characteristics of places and environments.
- To interpret world maps and satellite images.

Success Criteria:

- I can explain the key processes shaping the physical character of the Earth's surface.
- I can describe how the movement of the earth's crustal plates are linked to mountain building.
- I can develop a geographical question.

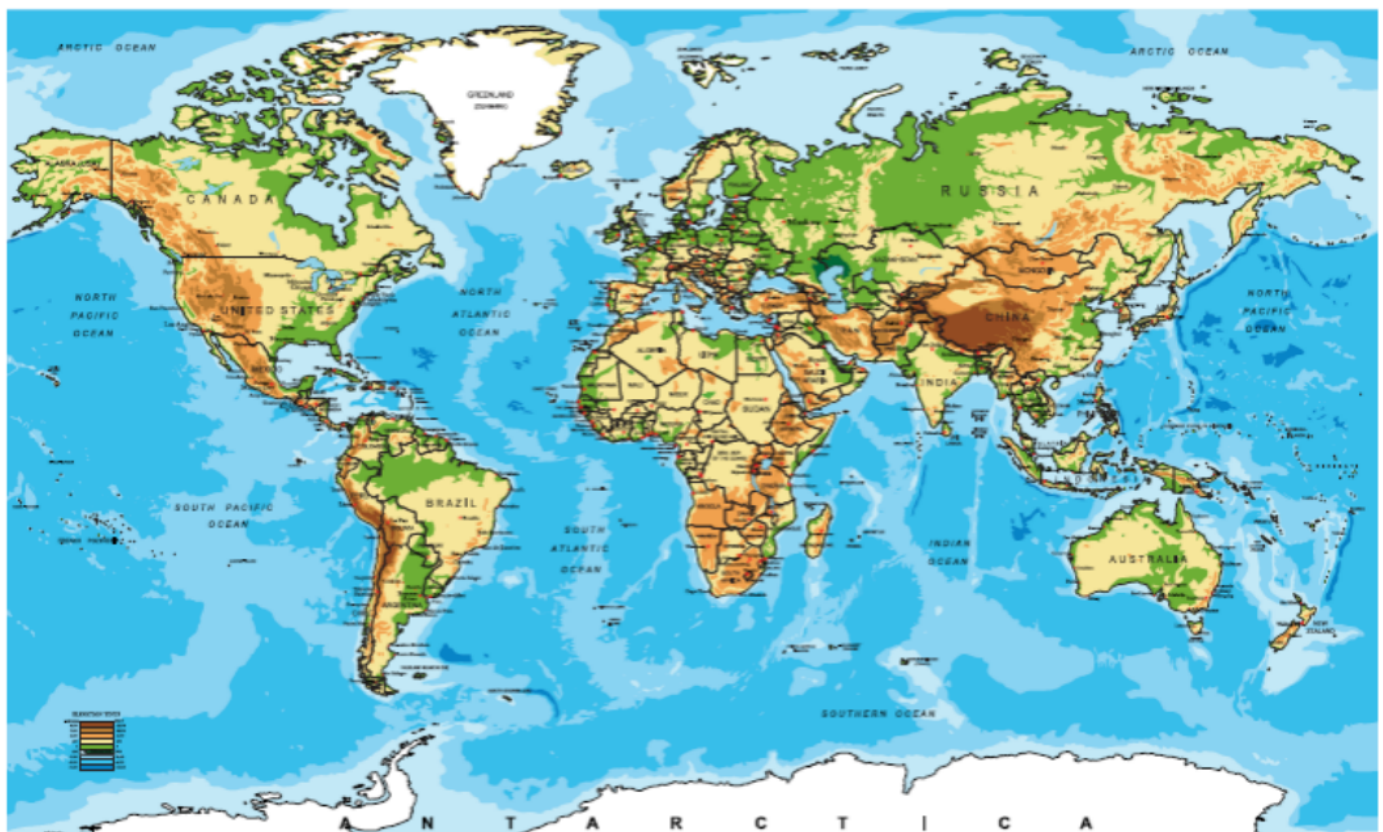
Mountains

In last week's Lesson 2 we looked at the distribution of the world's earthquakes and active volcanoes had a close relationship with the edges of the earth's plates. The same is also true for the world's great mountain ranges.

Where two plates collide, the earth's crust is forced up, forming mountain ranges. Figure 1 shows the location of the world's great mountain ranges—the Andes Mountains of South America, the Rocky Mountains of North America, the Alps of Europe and the Himalaya of Asia. All these mountains are found along the edges of the world's plates. As the plates press against each other, the pressure increases, and layers of rock are forced upwards.

Where plates move apart molten material, from deep within the earth's mantle fills the gap, forming mid-ocean ridges. These ridges extend through all the earth's oceans. Deep ocean trenches are formed when plates are drawn down into the earth's mantle, where they melt.

Figure 1: The world's mountain ranges are shown in brown on this world map. Can you name any of them?



Watch the following Videos:

- YouTube video clip: *How the Himalayas Were Formed* [<https://www.youtube.com/watch?v=ICzKCLA9Sxo>]
- YouTube video clip: *Formation of Himalayas HD* [<https://www.youtube.com/watch?v=PDrMH7RwupQ>]

Read Google Slides for Lesson 3 on the Geography Learning Hub:

<https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/home>

Activity -Location of the world's great mountain ranges

Using the internet, investigate one of the mountain ranges discussed in the Google Slides (Lesson 3-Mountains).

In doing so, answer the following questions:

- Where is the mountain range located?

- In what county/countries is the mountain range located?

- How was the mountain range formed?

- Include at least 5 pictures of the mountain range.

Writing

Figurative Language: Hyperbole

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on hyperbole. Below is definition and examples of hyperbole.

Hyperbole: Deliberate exaggeration or overstatement. For example: *Every second was an eternity.*

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

Complete the following task cards.

Level 1 (See, Think and Wonder)




FIGURATIVE LANGUAGE TASK CARD

HYPERBOLE

Deliberate exaggeration or overstatement



Study the photo then write what you see, think and wonder:

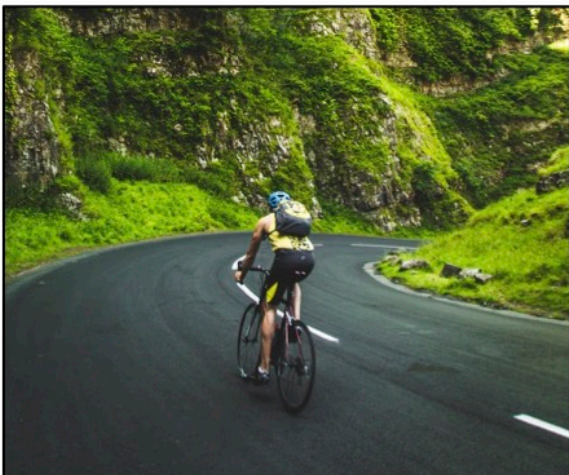
Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of hyperbole:

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FIGURATIVE LANGUAGE TASK CARD

HYPERBOLE

Deliberate exaggeration or overstatement



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of hyperbole:

The Sydney Teacher


FIGURATIVE LANGUAGE TASK CARD

HYPERBOLE

Deliberate exaggeration or overstatement



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of hyperbole:






FIGURATIVE LANGUAGE TASK CARD

HYPERBOLE

Deliberate exaggeration or overstatement



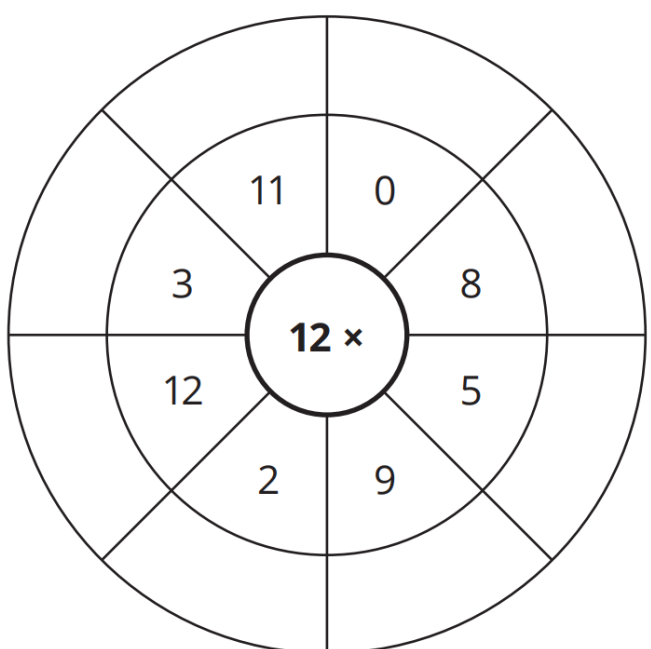
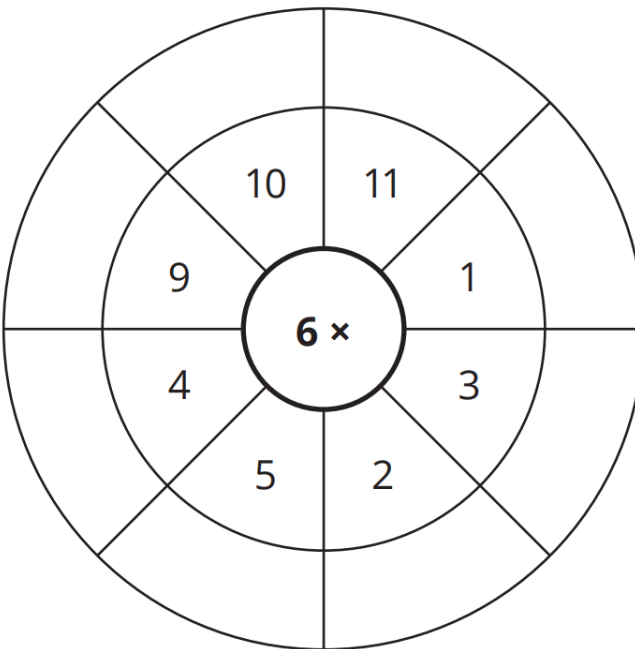
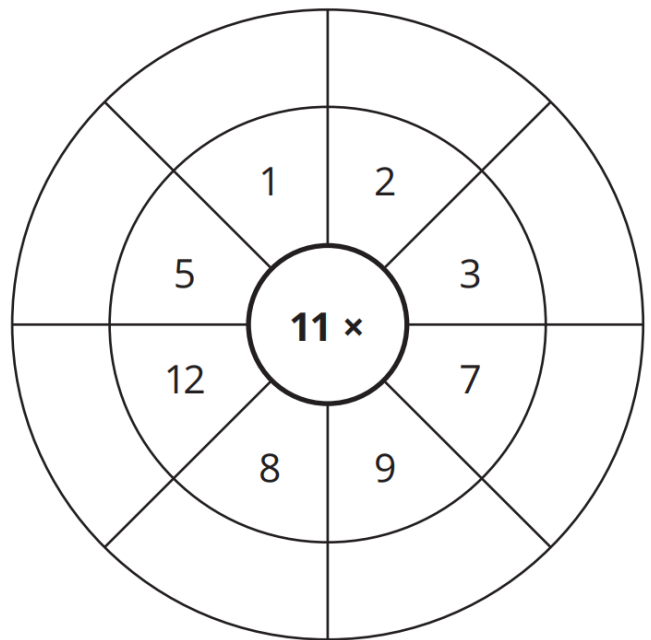
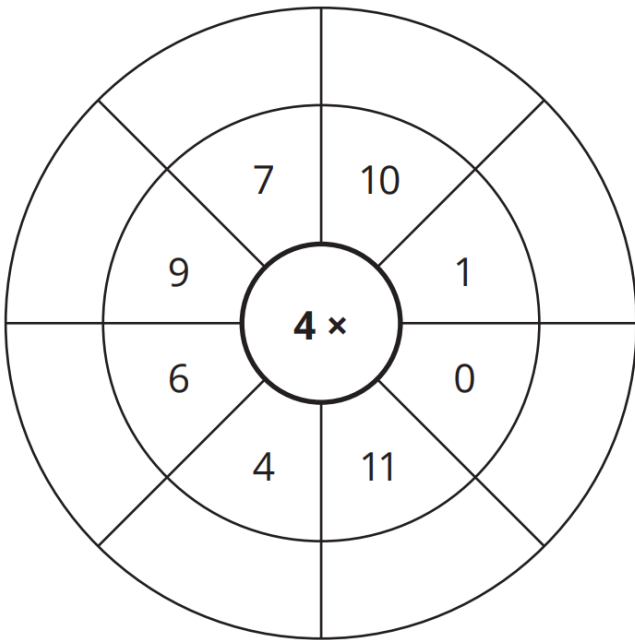
Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of hyperbole:

Number and Algebra


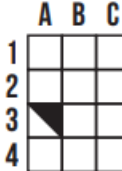
Warm up – complete as many of these as you can

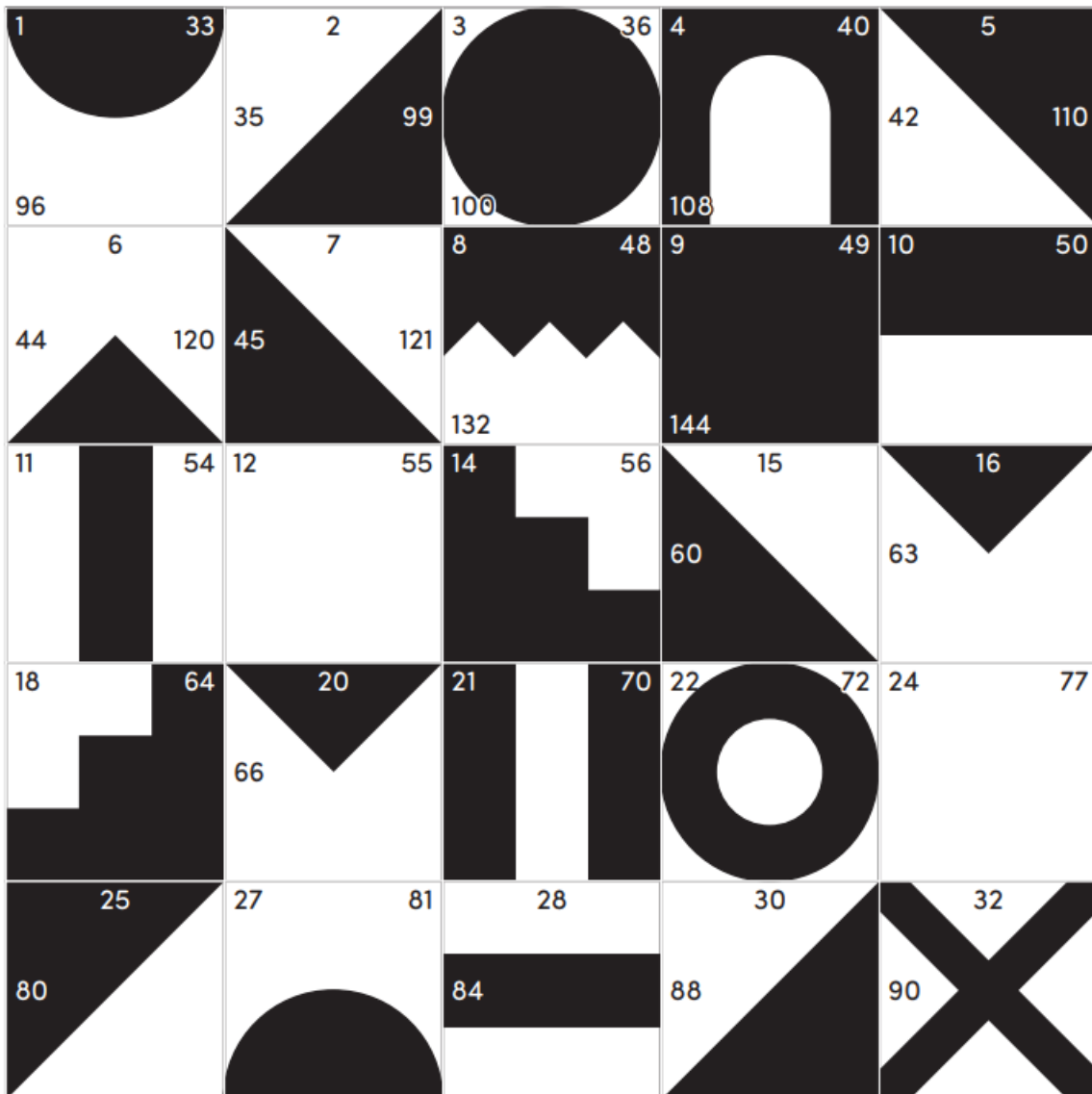


Shape Grid

(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.

A3 $7 \times 6 = \underline{42}$ →  → 



Name: _____ Date: _____

Mystery Pattern Grid

(Multiplication)

For each question below:

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

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

	A	B	C
1			
2			
3			
4			

Multiplication or Division?

Abby used 6 cubes to build a tower. Tom's tower was twice as high as Abby's. Harper's tower was three times as high as Tom's. How high was Harper's tower?

Underline the important information in the problem. Which operation will you use to solve this problem?

Multiplication

Division

How could I work this out?	My Answer
<input type="checkbox"/> Draw a picture <input type="checkbox"/> Make a table <input type="checkbox"/> Use a number sentence <input type="checkbox"/> Find a pattern <input type="checkbox"/> Work backwards <input type="checkbox"/> Act it out <input type="checkbox"/> Use tally marks	<p>Does this answer seem right?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Work it out!

MULTIPLYING 3

Mental

- | | | | | | | | |
|---|----------------------------|---|----------------------------|---|-----------------------------|---|-------------------------------|
| a | $20 \times 3 = \dots\dots$ | a | $5 \times 20 = \dots\dots$ | a | $20 \times 20 = \dots\dots$ | a | $90 \times 90 = \dots\dots$ |
| b | $20 \times 4 = \dots\dots$ | b | $7 \times 20 = \dots\dots$ | b | $50 \times 50 = \dots\dots$ | b | $80 \times 80 = \dots\dots$ |
| c | $20 \times 5 = \dots\dots$ | c | $6 \times 20 = \dots\dots$ | c | $40 \times 40 = \dots\dots$ | c | $70 \times 70 = \dots\dots$ |
| d | $30 \times 3 = \dots\dots$ | d | $8 \times 20 = \dots\dots$ | d | $30 \times 30 = \dots\dots$ | d | $60 \times 60 = \dots\dots$ |
| e | $30 \times 4 = \dots\dots$ | e | $9 \times 20 = \dots\dots$ | e | $10 \times 10 = \dots\dots$ | e | $100 \times 100 = \dots\dots$ |

Written Show all the smaller sums you need to do for each problem.

a

$\begin{array}{r} 53 \\ \times 4 \\ \hline \\ \hline \\ \hline \end{array}$	$\begin{array}{l} 4 \times 3 \\ 4 \times 50 \end{array}$
---	--

b

$\begin{array}{r} 32 \\ \times 6 \\ \hline \\ \hline \\ \hline \end{array}$	$\begin{array}{l} 6 \times \\ 6 \times \end{array}$
---	---

c

$\begin{array}{r} 45 \\ \times 3 \\ \hline \\ \hline \\ \hline \end{array}$	$\begin{array}{l} 3 \times \\ 3 \times \end{array}$
---	---

d

$\begin{array}{r} 38 \\ \times 5 \\ \hline \\ \hline \\ \hline \end{array}$	
---	--

e

$\begin{array}{r} 42 \\ \times 7 \\ \hline \\ \hline \\ \hline \end{array}$	
---	--

f

$\begin{array}{r} 52 \\ \times 8 \\ \hline \\ \hline \\ \hline \end{array}$	
---	--

MULTIPLYING WHOLE NUMBERS 3



Practise makes perfect!

	Yes	Nearly	Not yet
Are you ready to be tested on multiplication?			

Set A

$$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ \times 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 49 \\ \times 5 \\ \hline \end{array}$$

Set B

$$\begin{array}{r} 304 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 218 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 416 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 804 \\ \times 6 \\ \hline \end{array}$$

Set C

$$\begin{array}{r} 533 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 323 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 435 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 648 \\ \times 7 \\ \hline \end{array}$$

Set D

$$\begin{array}{r} 566 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 778 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 783 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 509 \\ \times 7 \\ \hline \end{array}$$

Set E

$$\begin{array}{r} 2\ 644 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4\ 109 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4\ 983 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5\ 782 \\ \times 2 \\ \hline \end{array}$$

Set F

$$\begin{array}{r} 2\ 563 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3\ 565 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 562 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9\ 456 \\ \times 9 \\ \hline \end{array}$$

MULTIPLYING WHOLE NUMBERS 9

Written The numbers missing in each sum are numbers that, when multiplied by themselves, give each of the answers.



Set 1.

a

$$\begin{array}{r} \\ \times \\ \hline 1\ 089 \\ \hline \end{array}$$

b

$$\begin{array}{r} \\ \times \\ \hline 1\ 936 \\ \hline \end{array}$$

c

$$\begin{array}{r} \\ \times \\ \hline 3\ 025 \\ \hline \end{array}$$

Set 2.

a

$$\begin{array}{r} \\ \times \\ \hline 3\ 844 \\ \hline \end{array}$$

b

$$\begin{array}{r} \\ \times \\ \hline 5\ 625 \\ \hline \end{array}$$

c

$$\begin{array}{r} \\ \times \\ \hline 1\ 369 \\ \hline \end{array}$$

Set 3.

a

$$\begin{array}{r} \\ \times \\ \hline 7\ 056 \\ \hline \end{array}$$

b

$$\begin{array}{r} \\ \times \\ \hline 8\ 281 \\ \hline \end{array}$$

c

$$\begin{array}{r} \\ \times \\ \hline 6\ 241 \\ \hline \end{array}$$

FRIDAY

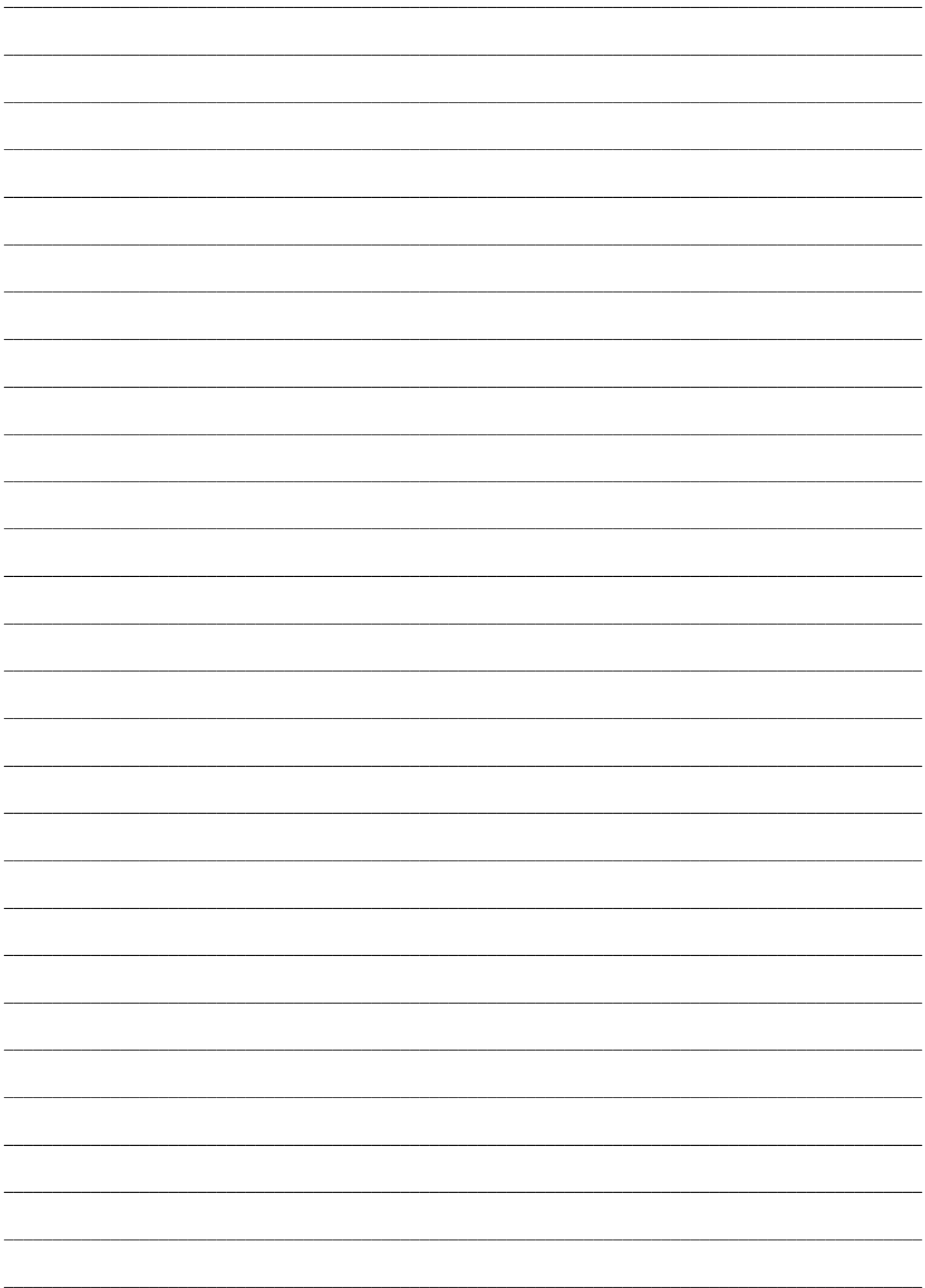
3 September 2021



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:					



Writing

Figurative Language: Idiom

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on idiom. Below are definitions and examples of idiom.

Idiom: A group of words established by common use, which means something different to its literal meaning. For example: *You've bitten off more than you can chew.*

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

Complete the following tasks
Level 1 (See, Think, Wonder)




FIGURATIVE LANGUAGE TASK CARD

IDIOM

A group of words established by common use, which mean something different to its literal meaning



Study the photo then write what you see, think and wonder:

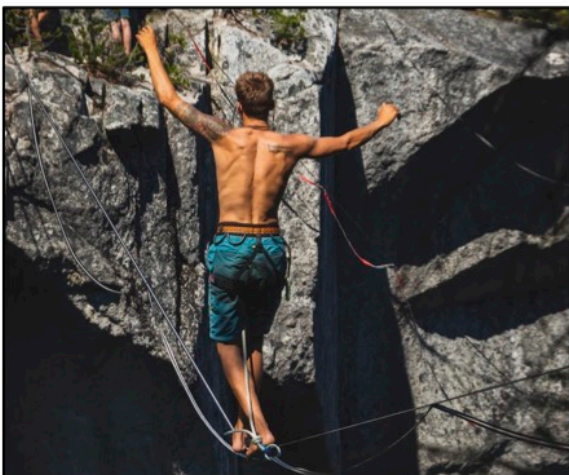
Write a description of the scene that incorporates ideas from your brainstorming and at least 1 idiom:

The Sydney Teacher



FIGURATIVE LANGUAGE TASK CARD

IDIOM

A group of words established by common use, which mean something different to its literal meaning



Study the photo then write what you see, think and wonder:

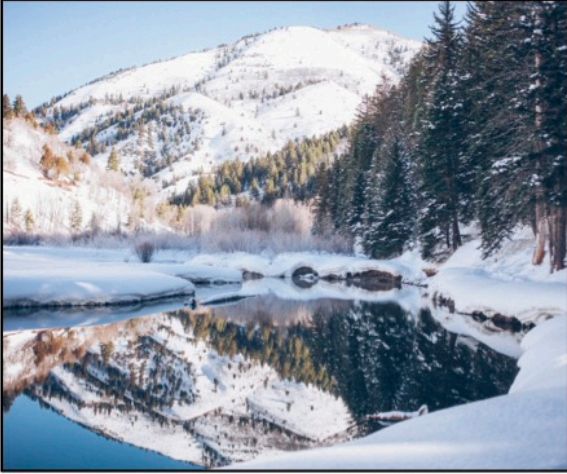
Write a description of the scene that incorporates ideas from your brainstorming and at least 1 idiom:

The Sydney Teacher






FIGURATIVE LANGUAGE TASK CARD

IDIOM

A group of words established by common use, which mean something different to its literal meaning



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 idiom:





FIGURATIVE LANGUAGE TASK CARD

IDIOM

A group of words established by common use, which mean something different to its literal meaning



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 idiom:

Number and Algebra

	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	=	
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	x	12	=	
Time:				

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	x	12	=	
Time:				

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

Measurement and Geometry

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

Success Criteria:

I can...

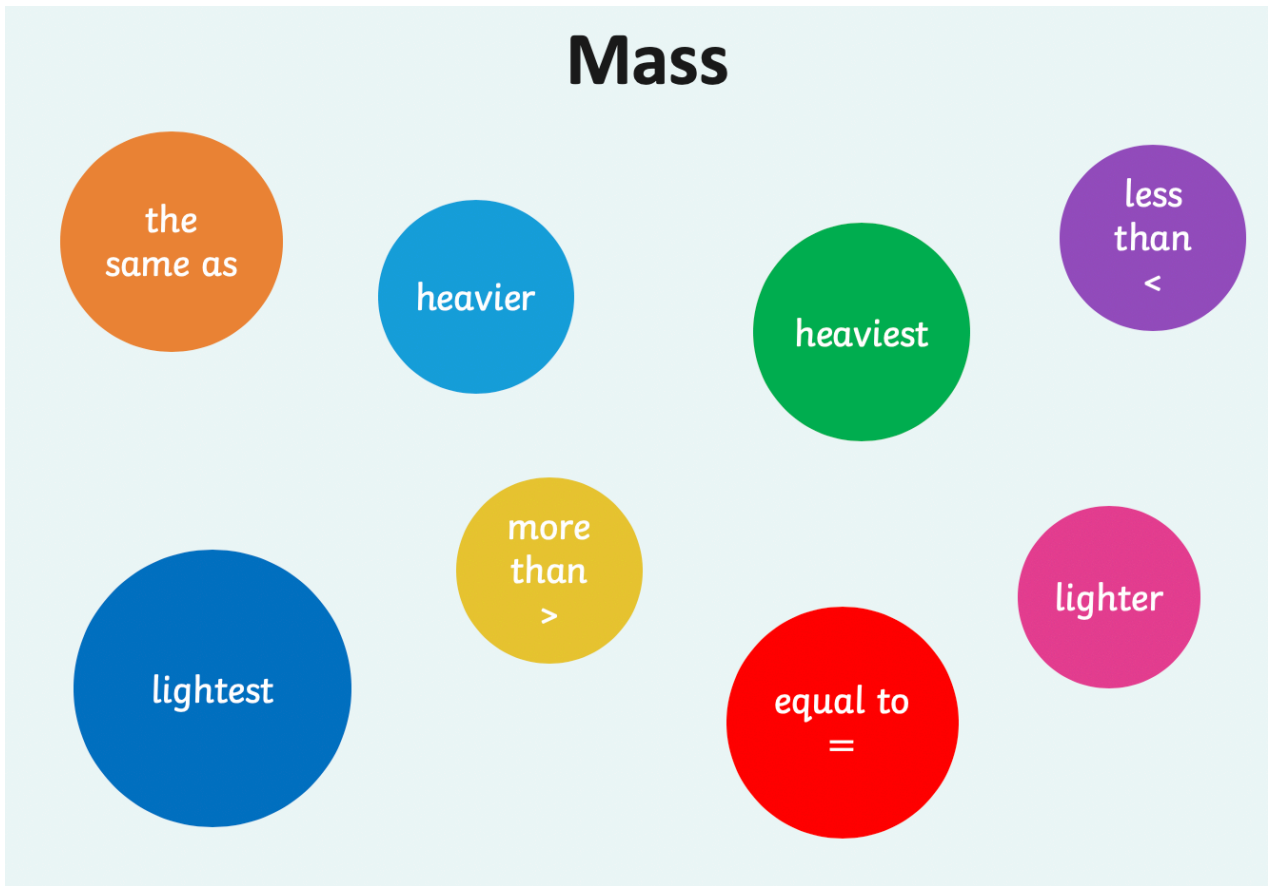
- Identify and use formal units to measure mass
- Record the masses of objects using scales
- Estimate the mass of objects

Before we start 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:**

Measure	Estimate	Compare

Vocabulary: These are some of the mathematical words we will be using to achieve our learning intention. If you don't know what some mean you must find out!

Mass



****There are no levels today, you must complete every task****

Watch this YouTube video: [BrainPopJr Grams and Kilograms](https://www.youtube.com/watch?v=bPwCNT26R_g&t=31s)
https://www.youtube.com/watch?v=bPwCNT26R_g&t=31s

Complete this sorting activity:

Cut out the objects below. Look at the units of mass at the top of each column. Paste the objects into the unit that would be most appropriate to measure the object's mass.

GRAMS	KILOGRAMS	TONNES

Pen	Child	Screw	Jam jar	Laptop
Brick	Dictionary	Whale	Basket of apples	House
Truck	Staple	Printer	Desk	Slice of bread

Now that we have a good understanding of units, complete this activity to practise

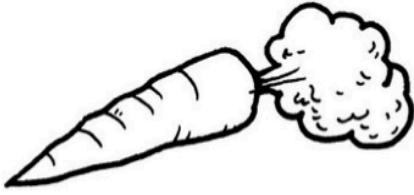
estimating the mass of everyday objects:

A **gram** (g) is used to measure the weight or mass of very light objects.
A small paperclip weighs about a gram.

A **kilogram** (kg) is used to measure the weight of heavier objects.
A one-liter bottle of water weighs about a kilogram.

Choose the best estimate for each object or animal shown.

1.



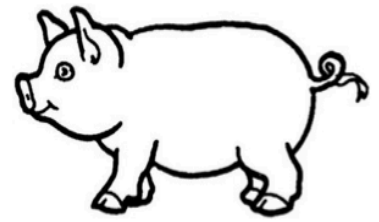
- 18 grams
- 4 kilograms
- 8 kilograms

2.



- 20 grams
- 500 grams
- 18 kilograms

3.



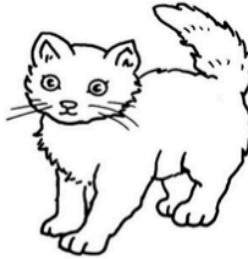
- 900 grams
- 9 kilograms
- 90 kilograms

4.



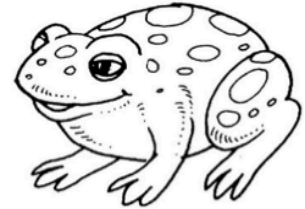
- 960 grams
- 18 kilograms
- 3 kilograms

5.



- 570 grams
- 7 kilograms
- 37 kilograms

6.



- 3 grams
- 300 grams
- 3 kilograms

7.



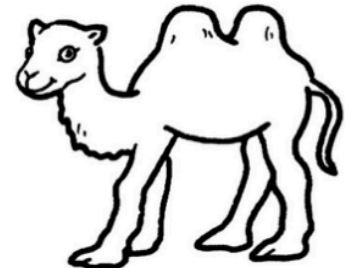
- 100 grams
- 1 kilogram
- 100 kilograms

8.



- 1 gram
- 50 grams
- 1 kilogram

9.



- 600 kilograms
- 60,000 kilograms
- 6,000 grams

Estimate the weight of these objects.



a)



b)



c)



d)

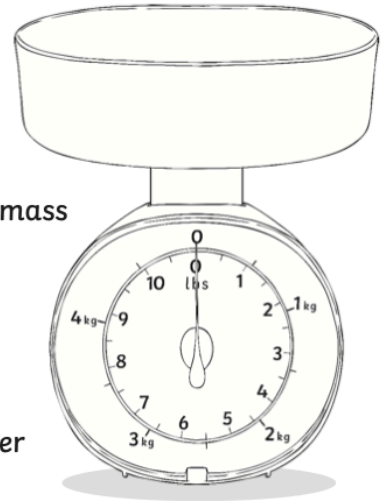


e)

Home Investigation Task

Complete this activity using household items. You will need some sort of scaled instrument to do so (you should have kitchen scales or bathroom scales!) Then answer the 2 questions below.

Mass Investigation



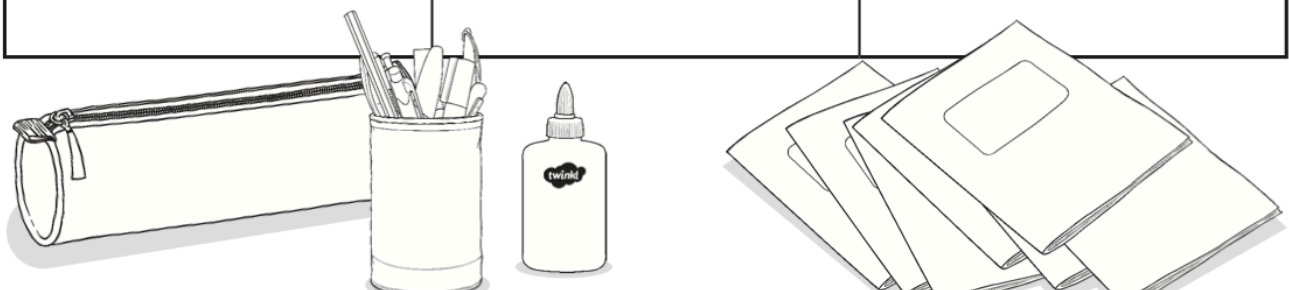
Mass is measuring the matter in an object. We usually measure mass using weight.

Find seven objects that are located around you.

Predict the mass of each of the objects.

Measure the correct mass using scales and record the result. Remember to write the type of measurement, whether grams or kilograms.

Object	Prediction	Result



Question 1:

A) How/why did you make your estimate for object number 2 on your list?

B) Were you accurate? Why or why not?

Question 2:

A) Were any of your predictions the same as the result?

B) If so, why do you think you estimated correctly?

MONDAY

6 September 2021

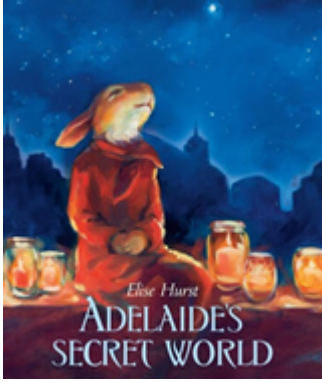


Spelling

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.

Reading

TASKS	READING & VIEWING
<p>Watch the Video Reading of the Book: 'Adelaide's Secret World' Written and Illustrated by Elise Hurst on Google Classroom.</p>	 <p style="text-align: center;"><small>Elise Hurst</small> ADELAIDES SECRET WORLD</p>
<p>AFTER READING:</p>	<p>What aspects did Adelaide like and dislike about the quiet stillness?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>In the beginning, why do you think Adelaide enjoyed watching the still and quiet ones? What thoughts might she have been telling herself?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>What discovery did she make when she peered into Fox's world?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

How did this change her view on herself?

What did she use to connect the creatures? How is this item significant?

What did Adelaide learn about herself and the other creatures?

Do you ever feel the same way?

What ways can you 'reach out' to others you don't know so well?

Writing

Figurative Language: Oxymoron

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on oxymoron. Below are definitions and examples of oxymoron.

Oxymoron: A figure of speech in which contradictory words or ideas are joined for effect. For example: *It was her silence they had heard.*

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

Complete the following tasks
Level 1 (See, Think, Wonder)



FIGURATIVE LANGUAGE TASK CARD

OXYMORON

A figure of speech in which contradictory words or ideas are joined for effect



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 oxymoron:

The Sydney Teacher




FIGURATIVE LANGUAGE TASK CARD

OXYMORON

A figure of speech in which contradictory words or ideas are joined for effect



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 oxymoron:

The Sydney Teacher






FIGURATIVE LANGUAGE TASK CARD

OXYMORON

A figure of speech in which contradictory words or ideas are joined for effect



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 oxymoron:





FIGURATIVE LANGUAGE TASK CARD

OXYMORON

A figure of speech in which contradictory words or ideas are joined for effect



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 oxymoron:

Number and Algebra

Choose **4** or **14** 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	=	
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	x	9	=	
	x	10	=	
	x	11	=	
	x	12	=	
Time:				

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

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	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:				

Problem solving

At a farm the farmer looked under his car and saw 100 legs. What are 3 different combinations of farm animals that these legs could belong to?

For example, 25 cows = 100 legs.

Try to include as many farm animals as you can to challenge yourself.

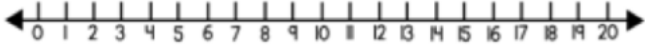
Division

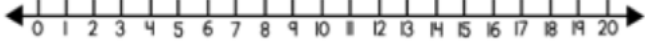
Representing Multiplication and Division

Name _____

Date _____

REPRESENTING MULTIPLICATION AND DIVISION

Grouping Model:	Repeated Addition:
Equation $4 \times 3 =$	
Array:	Number Line: 

Grouping Model:	Repeated Subtraction:
Equation $20 \div 4 =$	
Array:	Number Line: 

Division

Complete at least one worksheet

Level 1: Without remainders

Name.....

Date.....

MORE REMAINDERS



Solve the following division problems. Show how you found the answer to each problem.

$42 \div 4 =$	$32 \div 3 =$	$27 \div 4 =$	$37 \div 5 =$
$49 \div 8 =$	$38 \div 4 =$	$54 \div 5 =$	$47 \div 9 =$
$6 \overline{)41}$	$8 \overline{)23}$	$7 \overline{)40}$	$3 \overline{)17}$
$6 \overline{)49}$	$6 \overline{)32}$	$3 \overline{)31}$	$9 \overline{)50}$

Zoom

Level 2: With remainders

Name _____

Date _____

DIVISION WITH REMAINDERS



Solve the following division problems. Show how you found the answer to each problem.

$34 \div 5 =$	$43 \div 4 =$	$16 \div 3 =$	$26 \div 6 =$
$51 \div 8 =$	$27 \div 4 =$	$63 \div 5 =$	$36 \div 8 =$
$5 \overline{)41}$	$9 \overline{)23}$	$7 \overline{)40}$	$2 \overline{)17}$
$3 \overline{)49}$	$6 \overline{)92}$	$4 \overline{)34}$	$8 \overline{)50}$

Level 3: With remainders, larger numbers



Division Worksheet

up to 100 x 12

Created by the Math Salamanders www.math-salamanders.com

1) $152 \div 2 = \underline{\quad}$

2) $175 \div 5 = \underline{\quad}$

3) $672 \div 8 = \underline{\quad}$

4) $744 \div 8 = \underline{\quad}$

5) $495 \div 5 = \underline{\quad}$

6) $300 \div 10 = \underline{\quad}$

7) $28 \div 1 = \underline{\quad}$

8) $438 \div 6 = \underline{\quad}$

9) $583 \div 11 = \underline{\quad}$

10) $106 \div 2 = \underline{\quad}$

11) $913 \div 11 = \underline{\quad}$

12) $180 \div 6 = \underline{\quad}$

13) $380 \div 4 = \underline{\quad}$

14) $350 \div 10 = \underline{\quad}$

15) $253 \div 11 = \underline{\quad}$

Level 4 - extension

$$16 \overline{)1664}$$

$$21 \overline{)18585}$$

$$13 \overline{)2041}$$

$$15 \overline{)4595}$$

$$19 \overline{)10281}$$

$$13 \overline{)10116}$$

$$11 \overline{)4015}$$

$$23 \overline{)6601}$$

$$14 \overline{)8477}$$

$$12 \overline{)11372}$$

$$24 \overline{)17928}$$

$$18 \overline{)15234}$$

TUESDAY

7 September 2021

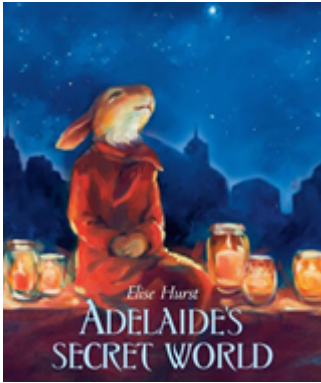


Spelling

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
<p>Watch the Video Reading of the Book: 'Adelaide's Secret World' Written and Illustrated by Elise Hurst on Google Classroom.</p>	 <p>Elise Hurst ADELAIDES SECRET WORLD</p>
<p>VOCABULARY WORD STUDY:</p> <p>Interpretation of phrases</p>	<p>Write your interpretation of <u>ONLY 2</u> of the following sentences:</p> <p><i>"...the quiet stillness crept into her heart and stayed."</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><i>"...taking a little bit of the world and making it her own."</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><i>"...though her heart called out she could make no sound."</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

"...found their voices."

Definitions
(Meanings)

Use a dictionary to find and write the meanings of the following words:

Word	Dictionary Meaning
'brooding'	
'unravelling'	
'bustling'	
'scurried'	

Synonyms
(Words similar to...)

These are a few carefully chosen verbs from the story. Find 2 words with similar meanings for the following:

Word	Synonym 1	Synonym 2
'scattered'		
'scooped'		
'restless'		
'burst'		
'tumbled'		

Writing

Figurative Language: Alliteration

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on alliteration. Below are definitions and examples of alliteration.

Alliteration: The use of the same beginning sound in a phrase or sentence.
For example: *Behaving like a babbling, bumbling band of baboons.*

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

Complete the following tasks
Level 1 (See, Think, Wonder)




FIGURATIVE LANGUAGE TASK CARD

ALLITERATION

The use of the same beginning sound in a phrase or sentence



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of alliteration:

The Sydney Teacher



FIGURATIVE LANGUAGE TASK CARD

ALLITERATION

The use of the same beginning sound in a phrase or sentence



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of alliteration:

The Sydney Teacher






FIGURATIVE LANGUAGE TASK CARD

ALLITERATION

The use of the same beginning sound in a phrase or sentence



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of alliteration:




FIGURATIVE LANGUAGE TASK CARD

ALLITERATION

The use of the same beginning sound in a phrase or sentence



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of alliteration:

Number and Algebra

Choose **6** or **16** 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	=	
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	x	10	=	
	x	11	=	
	x	12	=	
Time:				

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	x	1	=	
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	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:				

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	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:				

Division

Problem solving task

Must Do: Problem Solving Tasks

A farmer has 100 animals on their farm. The animals consist of cows and chickens. Given that there are 286 legs altogether between the two animals, how many cows are there?

Possible answers

Level 1 – no remainders

1. $7 \overline{)28}$

2. $5 \overline{)40}$

3. $5 \overline{)95}$

4. $2 \overline{)36}$

5. $3 \overline{)78}$

6. $2 \overline{)20}$

7. $8 \overline{)40}$

8. $6 \overline{)42}$

9. $4 \overline{)48}$

10. $7 \overline{)56}$

11. $5 \overline{)30}$

12. $6 \overline{)36}$

13. $9 \overline{)81}$

14. $5 \overline{)50}$

15. $3 \overline{)90}$

Name.....

Date.....

MORE REMAINDERS



Solve the following division problems. Show how you found the answer to each problem.

$42 \div 4 =$	$32 \div 3 =$	$27 \div 4 =$	$37 \div 5 =$
$49 \div 8 =$	$38 \div 4 =$	$54 \div 5 =$	$47 \div 9 =$
$6 \overline{)41}$	$8 \overline{)23}$	$7 \overline{)40}$	$3 \overline{)17}$
$6 \overline{)49}$	$6 \overline{)32}$	$3 \overline{)31}$	$9 \overline{)50}$

Short Division Practice Worksheet

1.

2	4	1					

2.

8	2	5	7				

3.

9	3	9	9				

4.

5	2	1	4				

5.

7	5	4	5				

6.

9	8	6	7				

7.

5	4	3	3				

8.

5	1	3	7				

9.

7	4	3	9				

10.

8	4	8	9				

11.

1	1	3	4	2			

12.

1	2	2	9	3			

Four Digit Division with Remainders

1. $8 \overline{)4593}$

2. $5 \overline{)3901}$

3. $3 \overline{)8288}$

4. $6 \overline{)1291}$

5. $9 \overline{)2210}$

6. $5 \overline{)8302}$

7. $4 \overline{)7401}$

8. $9 \overline{)3230}$

9. $5 \overline{)7774}$

10. $6 \overline{)8900}$

11. $12 \overline{)3891}$

12. $17 \overline{)5594}$

13. $24 \overline{)7589}$

14. $31 \overline{)8781}$

15. $38 \overline{)3289}$

16. $46 \overline{)4028}$

17. $16 \overline{)9482}$

18. $56 \overline{)8492}$

19. $18 \overline{)2401}$

20. $44 \overline{)9991}$



WEDNESDAY

8 September 2021



English

Wellbeing Wednesday: Nobody is perfect- not you and not others

Watch the Read Aloud video of [The Girl Who Never Made Mistakes by Mark Pett](#)

Reflect and answer the following questions based on the videos:

1. How is the character in the book 'perfect'?

2. Tell us the time when you made a mistake or forgot to do something important or behaved inappropriately.

3. Can anyone do everything perfectly all the time?

4. What is the difference between trying to do something very well and aiming for a high standard, and trying to be perfect?

5. What's not good about thinking you can be perfect?

6. What's not good about expecting others to be perfect?

7. How is it helpful to make mistakes and get things wrong sometimes?

8. Would you want to invite someone who was perfect to your home? Why/why not?

Read *Absolutely Perfect* and answer the questions.

Absolutely Perfect

Once there was a girl called Polly who liked everything to be perfect. In her bedroom Polly liked everything to be just right and in its right place. She hated it if her brother came into her room and played with any of her things. He never put things back, so she yelled at him and banned him from her bedroom forever. Once her baby sister drew with crayon on one of her books. Polly cried for hours because the book would never be perfect again. Another time her best friend Chloe came to play and accidentally broke Polly's favourite music box. Polly was very upset. She said that she would never invite Chloe over to play again.

Polly sometimes made herself very unhappy because she didn't like her curly hair. 'Why can't I be perfect and have the kind of hair I want?' she would say. Then she would stay in her room and sulk for hours at a time.

Polly always tried to make her schoolwork absolutely perfect. She spent a lot of time making the page look just right. She wrote slowly and very carefully so that she did not make any mistakes. If she spelt a word wrong, she would be very angry with herself. Sometimes she would cry. If the teacher asked a question and Polly didn't know the answer, she would tell herself how stupid she was.

When the teacher told the class that there would be a spelling test, Polly made herself sick worrying about whether she would get a perfect mark. When she worked in her group on a project, Polly got very cross with the other group members when they did not do things the way she thought they should. Most children in her class did not like working with her.

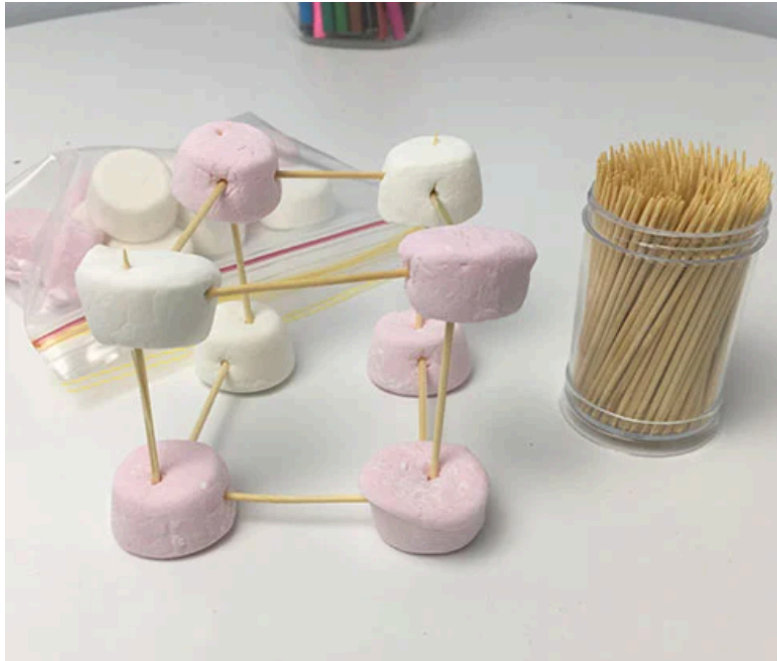
1. What were some of the ways that Polly liked things to be perfect?

2. What did Polly do when things went wrong and they weren't perfect?

3. What were some of the bad things that happened to Polly because she expected herself and other people to be perfect?

Wacky Wednesday: Build a Tower Challenge

In this challenge, you will battle against your classmates to see who can build the highest tower with toothpicks and marshmallows.



You make like to time this one! It's trickier than it looks...

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

Maths

Number and Algebra

Choose **7** or **17** 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.

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The Division House



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

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

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

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

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

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

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

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

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

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

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

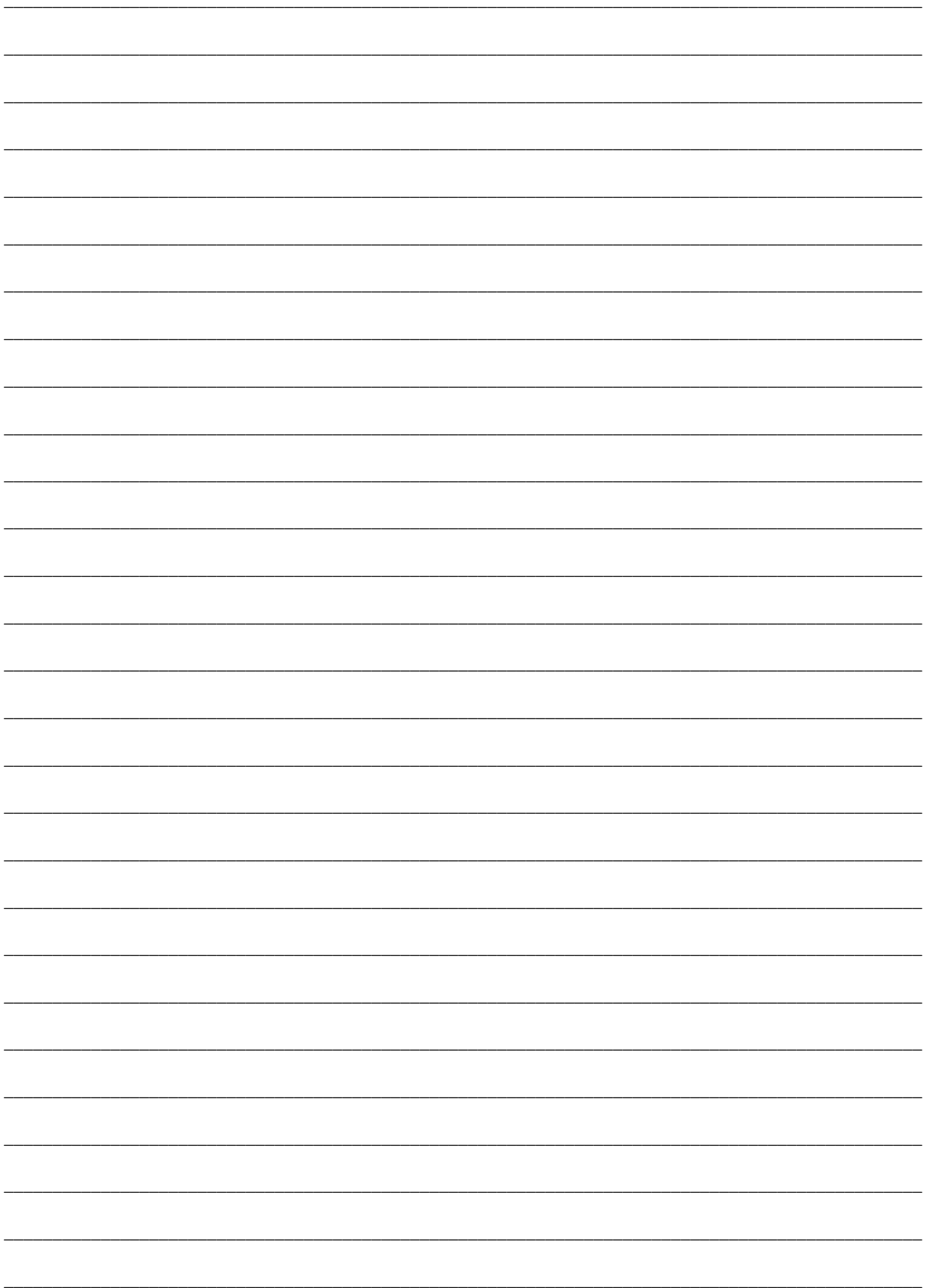
To find the number of FLOWERS in front of your house: Divide the number of days in the current month by the number of people sitting at your desk or table group.

Draw your house below

THURSDAY

9 September 2021





Reading-Geography

Lesson 4: Volcanoes, Earthquakes and Tsunamis

Learning Intentions:

- To identify and describes in simple terms, the processes associated with volcanic activity and the key elements of volcanic landforms.
- To explain, in simple terms, the processes responsible for the formation of natural features of the earth's surface, especially those resulting from volcanic action.
- To explain in simple terms, the process that initiates earthquakes and tsunamis.

Success Criteria:

- I can explain how the movement of the earth's crustal plates are linked to volcanic activity, earthquakes and tsunamis.
- I can name the main parts of a volcano.
- I can explain how earthquakes and tsunamis are related.

Volcanoes

Volcanoes, both active and inactive, are found all over the world. Figure 1 shows the Volcanoes of Bromo National Park, in Indonesia, one of Australia's closest neighbours.

As we discovered in Lesson 1, the Earth's interior is made up of very hot, melted rock called magma. From time-to-time, this magma escapes through openings on the Earth's surface.

These openings are called volcanoes and they are sometimes very dangerous.

Figure 1: The Volcanoes of Bromo National Park, in Indonesia



Figure 2: Volcanic eruption and lava flow

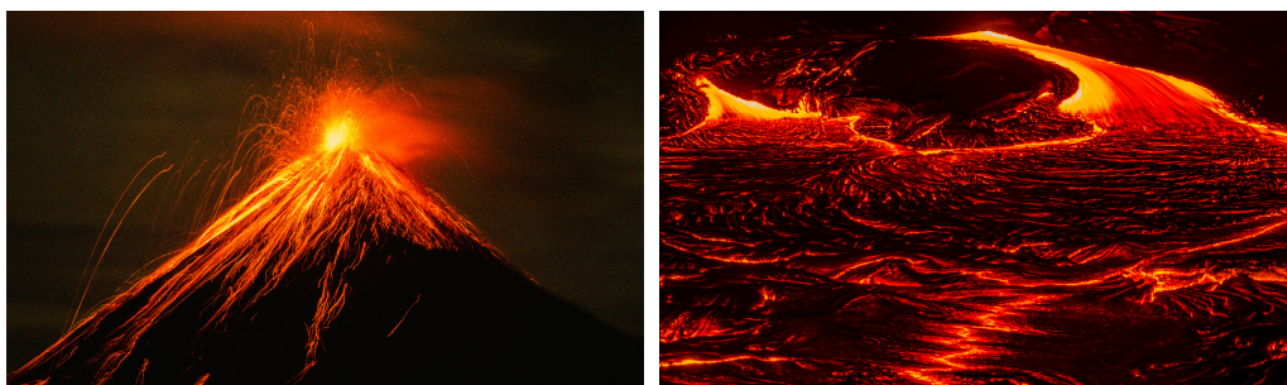
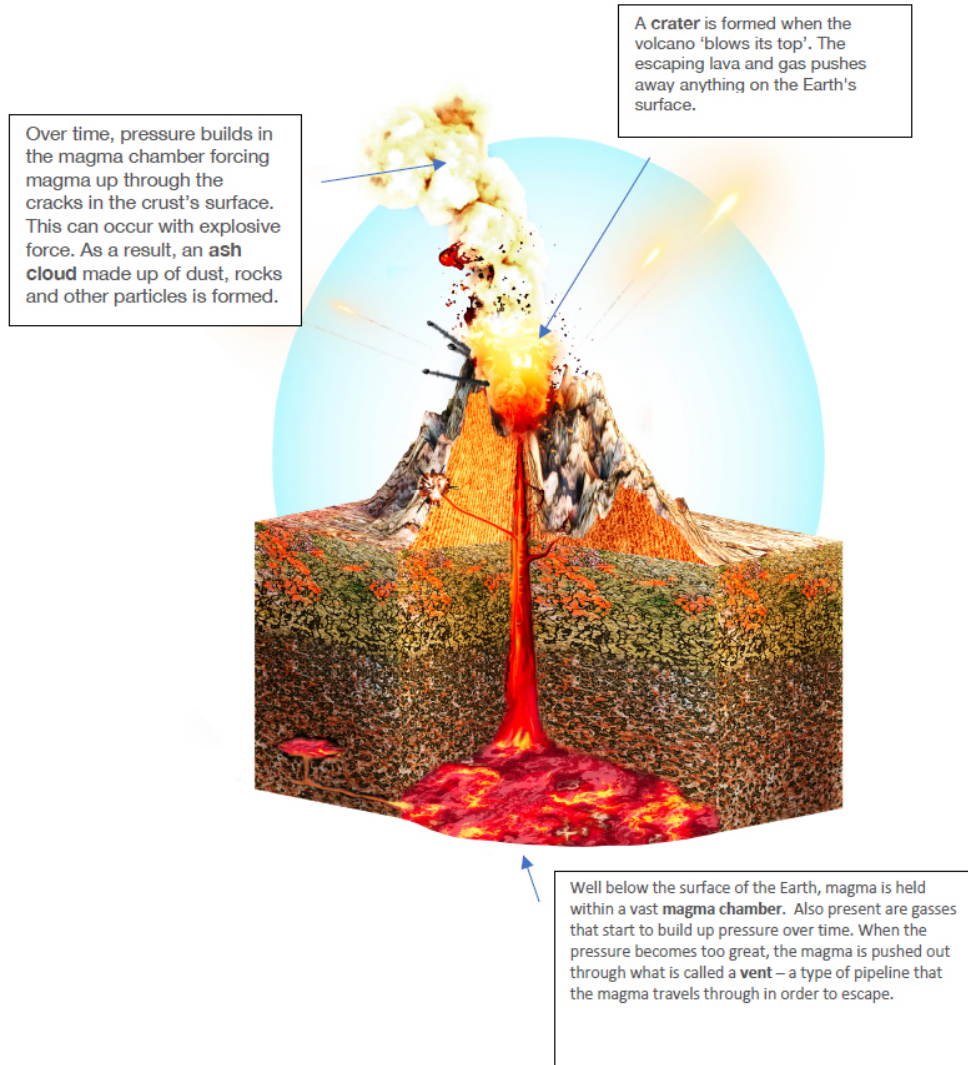


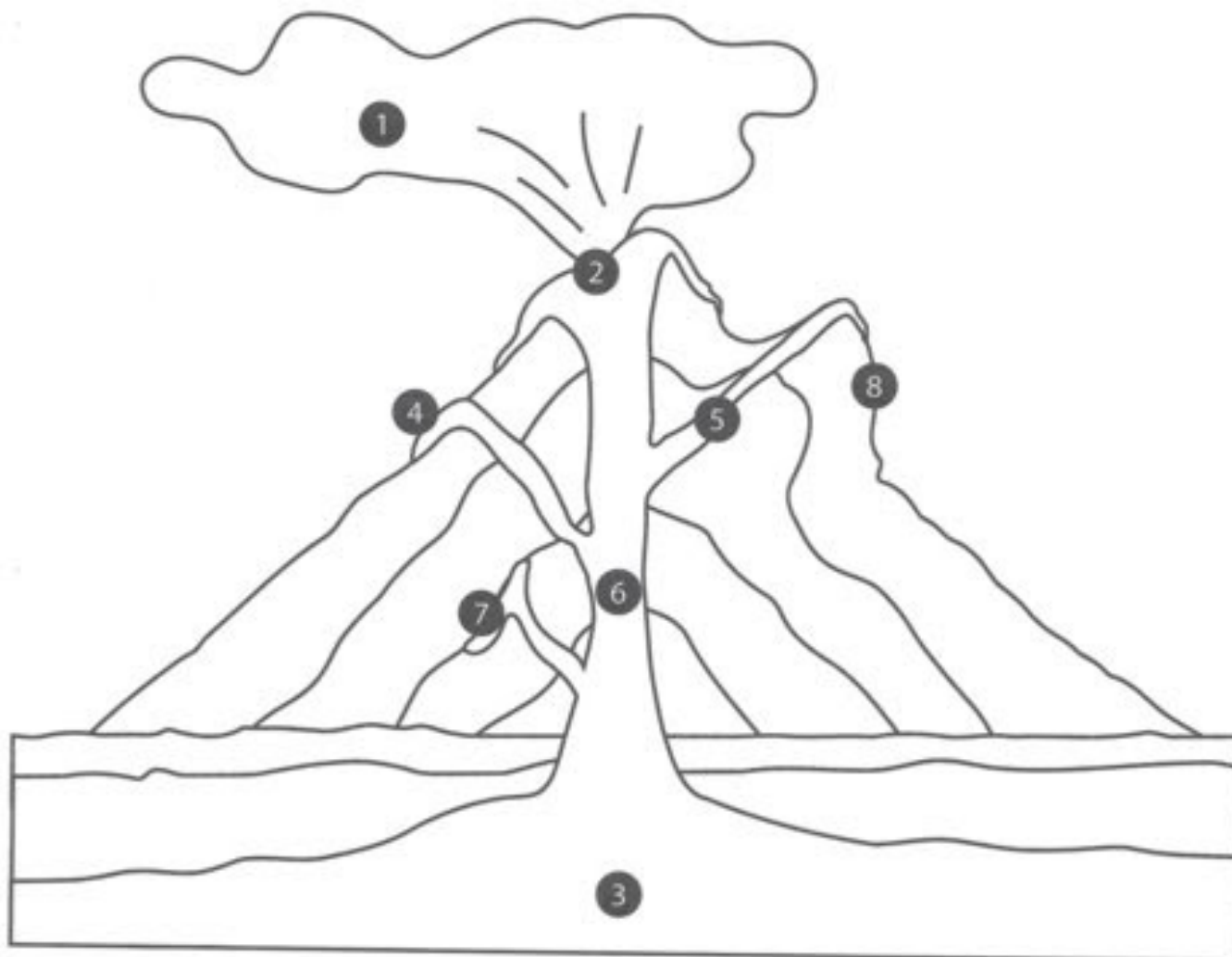
Figure 3: Key features of a volcano



View Lesson 4 Google Slides on the Geography Learning Hub. <https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-1/lesson-4-volcanoes-earthquakes-and-tsunamis>

Activity 1 -Questions

Colour and name the parts of a volcano:



Earthquakes

Earthquakes are the violent shaking of the ground. They occur suddenly and can cause a lot of damage (see Figures 4 and 5). One way to thinking about earthquakes is to think of them as the way the Earth releases built up stress.

This stress occurs when extreme pressure builds up within the Earth's crust and needs to be released. The pressure or stress mostly occurs where the tectonic plates meet.

As we learned in Lesson 1, the Earth's crust has several tectonic plates that fit together like a giant jigsaw puzzle.

These plates float and move, sometimes causing pressures to build up within the Earth's surface. When this pressure is released, earthquakes occur.

Figure 4: Earthquakes

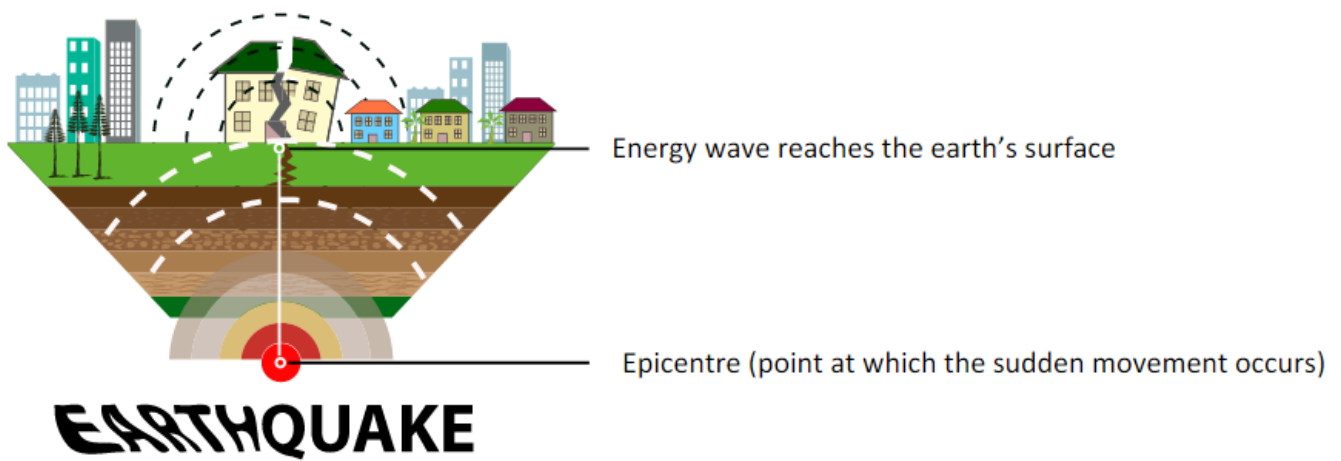


Figure 5: Earthquake damage in Amatrice, Italy, 2016



Tsunami

A tsunami is a series of ocean waves caused by an underwater earthquake, landslide, or volcanic eruption. The wave can cause great damage and loss of life.

Figure 6: Tsunami caused by an underwater earthquake

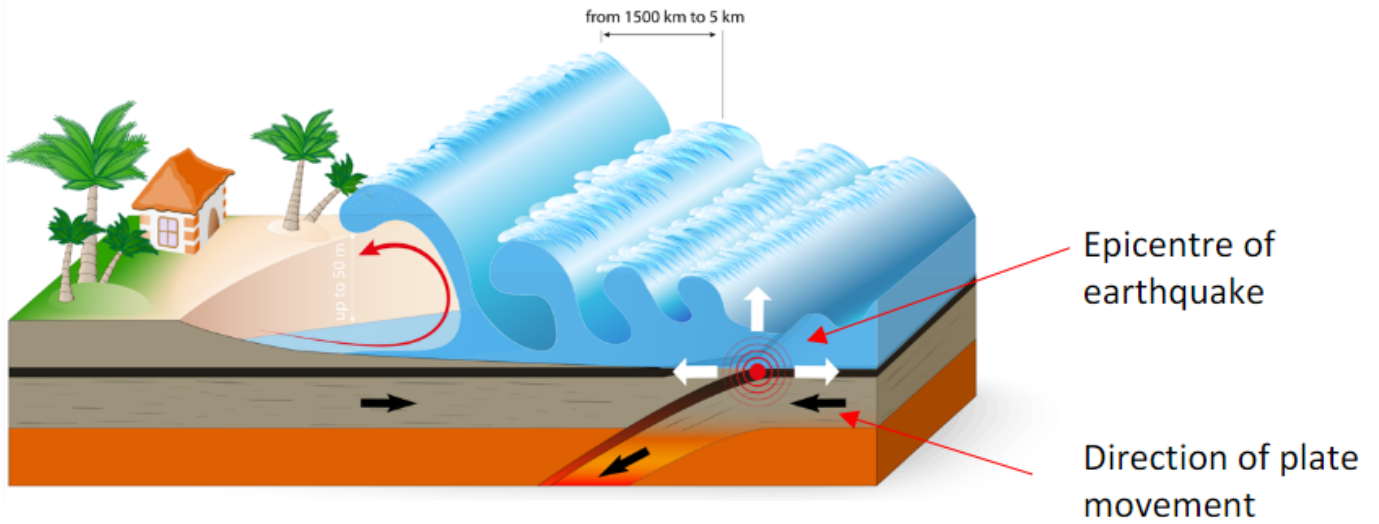


Figure 7: Tsunami damage, Banda Aceh, Indonesia, 2004



Activity 2: Read through the Google slides Lesson 4 and then answer the following questions.

<https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-1/lesson-4-volcanoes-earthquakes-and-tsunamis>

What is an earthquake?

What is a tsunami?

Writing

Figurative Language: Personification

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on personification. Below are definitions and examples of personification.

Personification: Attributing human characteristics to non-living things. For example: *Spring was moving in the air above.*

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

Complete the following tasks
Level 1 (See, Think, Wonder)




FIGURATIVE LANGUAGE TASK CARD

PERSONIFICATION

Attributing human characteristics to non-living things



Study the photo then write what you see, think and wonder:

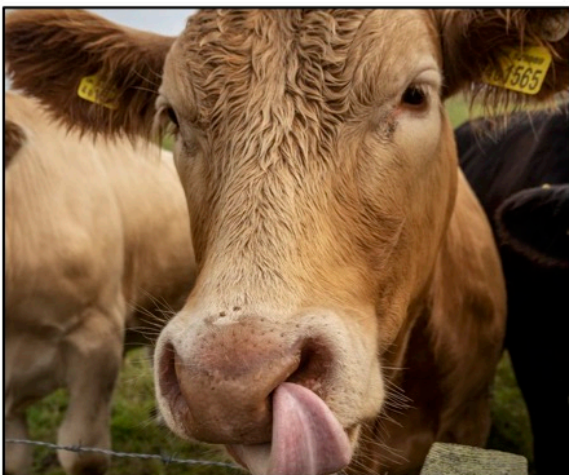
Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of personification:

The Sydney Teacher




FIGURATIVE LANGUAGE TASK CARD

PERSONIFICATION

Attributing human characteristics to non-living things



Study the photo then write what you see, think and wonder:

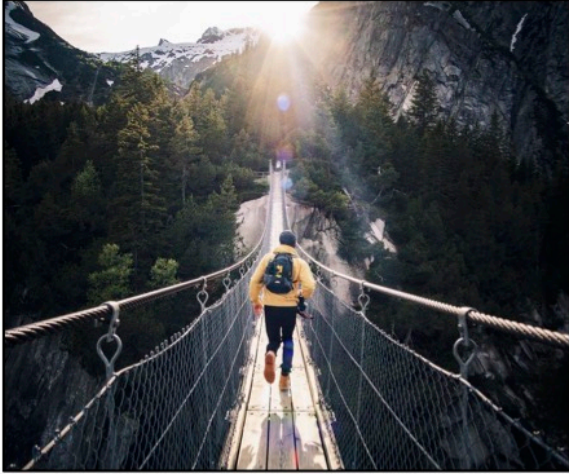
Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of personification:

The Sydney Teacher






FIGURATIVE LANGUAGE TASK CARD

PERSONIFICATION

Attributing human characteristics to non-living things



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of personification:






FIGURATIVE LANGUAGE TASK CARD

PERSONIFICATION

Attributing human characteristics to non-living things



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of personification:

Maths

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.

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DIVISION GARDEN

Dear Students,

It is hard to believe it's almost harvest time! The animals and I have been working very hard getting everything ready for the fall harvest! The fields are absolutely full of all kinds of delicious vegetables. The tractor is running smoothly, and we have plenty of water for the produce. I've got my friends ready to help when it is time to harvest.

Mrs. Brown and I have a small request. We need a drawing of the vegetable garden. We've heard that this class is full of amazing mathematicians and artists, so we're hoping you can help. We need good mathematicians, because the vegetable garden is full of division problems. In fact, for each crop in the garden there is a division problem. I don't want my helpers and friends to harvest the wrong vegetables at the wrong time, so the drawing needs to be accurate and neat. To make drawing the diagram of the fields a bit easier, all of the crops are grown in rectangles. You don't have to draw each individual plant. Instead, draw an array to show the crop. Remember, each square in an array equals one plant. You may also need to draw individual items that are not grown in arrays, so read the directions carefully.










If you are willing to help, ask your teacher for my directions. I've enclosed them in a packet. Be sure to follow the directions EXACTLY. Thank you in advance for all of your hard work and help.

Sincerely,

Farmer Brown

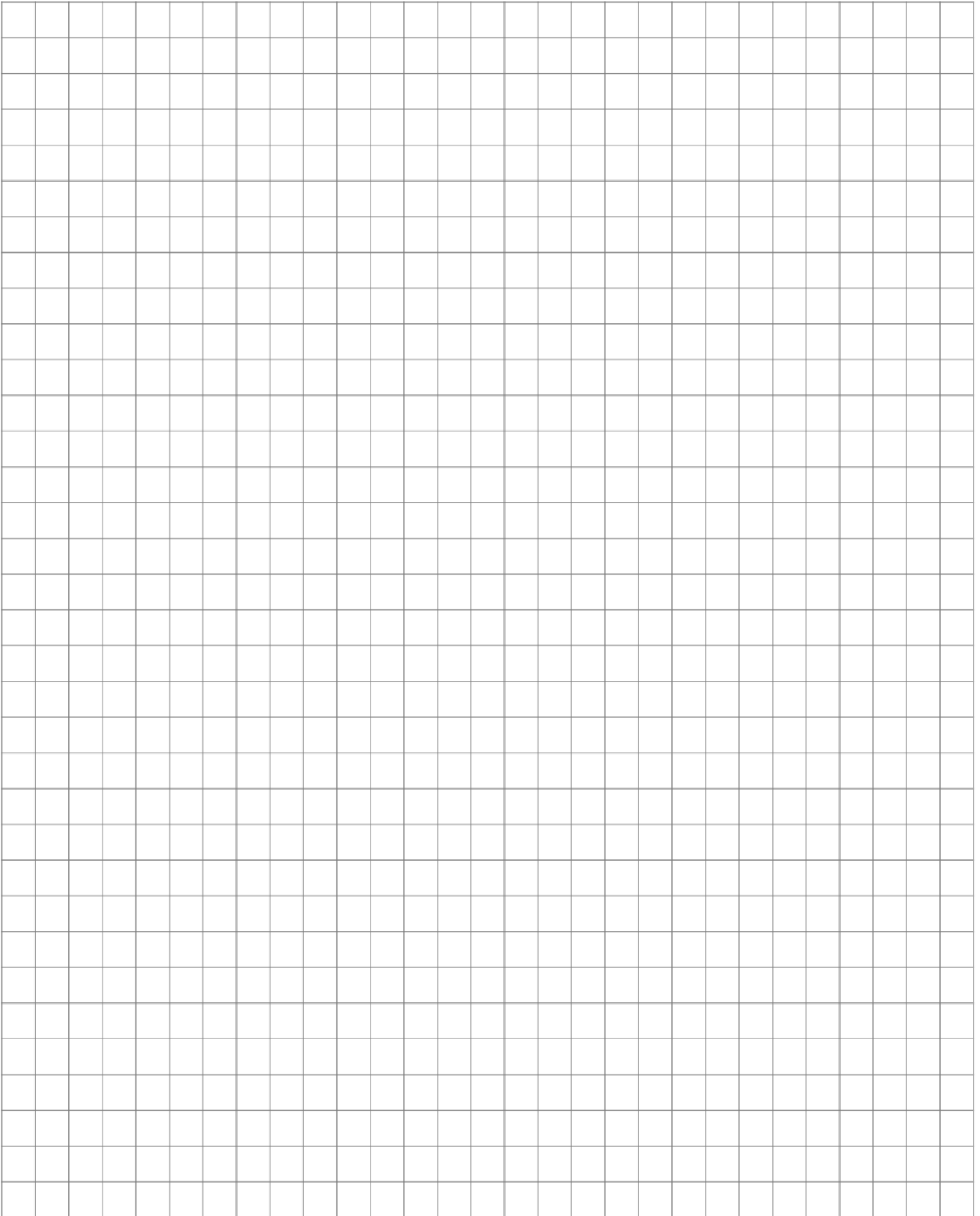
Instructions

Division Garden

- 1** There are 135 broccoli plants growing in three rows. Draw an array to show the crop of broccoli. 
- 2** All 252 carrots are grown in nine rows. Draw an array to show the crop of carrots. 
- 3** Farmer Brown is growing 112 heads of lettuce. The lettuce is planted in four rows. 
- 4** There are pumpkins growing, and will be ready to harvest just in time for fall. There are 128 pumpkins planted in eight rows. 
- 5** Several months ago, Farmer Brown planted 105 bean seeds in five rows. Now the beans are growing quickly and are almost ready to be picked! 
- 6** The seven rows of corn stalks are growing tall. The 119 corn stalks provide a great wind break at the edge of the garden. 
- 7** Everyone says that the tomatoes in this garden are the best ever! There are 144 tomato plants growing in six different rows. 
- 8** There are 156 apples growing on six trees in the garden. Each tree holds the same number of apples. Draw ONE of the apple trees and the CORRECT number of apples on the tree. 
- 9** There are 306 blueberries grown on nine different blueberry bushes. Each bush contains the same number of blue berries. Draw ONE Of the blueberry bushes and the CORRECT number of blueberries on that bush. 
- 10** There are flowers and herbs growing in the empty spaces. You're welcome to organize those the way you think would best fit in Division Garden.

To give yourself a little extra room, simply tape or glue two pieces of grid paper together. Since the Division Garden is so large, you'll probably want the extra space! You should also **label everything**. Label each crop with the name of the space. You can write your labels small, so they are not distracting, but make sure they are easily seen. Most importantly, make sure your division is accurate.

DIVISION



GARDEN

Checklist

- apple tree
- blueberry bush
- broccoli
- carrots
- lettuce
- pumpkins
- seeds
- corn
- tomatoes
- flowers
- extra details

A large grid for drawing a garden, consisting of 20 columns and 30 rows of squares.

FRIDAY

10 September 2021



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

Lesson 4: Volcanoes, Earthquakes and Tsunamis

Learning Intentions:

- To identify and describes in simple terms, the processes associated with volcanic activity and the key elements of volcanic landforms.
- To explain, in simple terms, the processes responsible for the formation of natural features of the earth's surface, especially those resulting from volcanic action.
- To explain in simple terms, the process that initiates earthquakes and tsunamis.

Success Criteria:

- I can explain how the movement of the earth's crustal plates are linked to volcanic activity, earthquakes and tsunamis.
- I can name the main parts of a volcano.
- I can explain how earthquakes and tsunamis are related.

Activity 2 -Research and Investigation

Investigate a recent earthquake or volcanic eruption.

Plan, deliver and present your investigation using PowerPoint or Goggle Slides or Movie Maker etc. In a manner that you think is most appropriate.

Your presentation must include the following:

- at least 5 photos of the event
- location of the event on a map
- description of the location and extent of the event
- description the nature of the event and its likely tectonic causes
- outline the impacts of the event on people and environments
- Photos or pictures

Present your findings to the class

Writing

Figurative Language: Onomatopoeia

This week we will be focusing on figurative language and focus on one concept daily. Today we will focus on onomatopoeia. Below are definitions and examples of onomatopoeia.

Onomatopoeia: A word which imitates the natural sound of a thing. For example: *The boom of a feet on hard earth began again, the elephants were stamping all together now.*

Add descriptive words based on the five senses onto the table below.

Taste
Hear
See
Touch
Smell

Complete the following tasks
Level 1 (See, Think, Wonder)


FIGURATIVE LANGUAGE TASK CARD

ONOMATOPOEIA

A word which imitates the natural sound of a thing



Study the photo then write what you see, think and wonder:

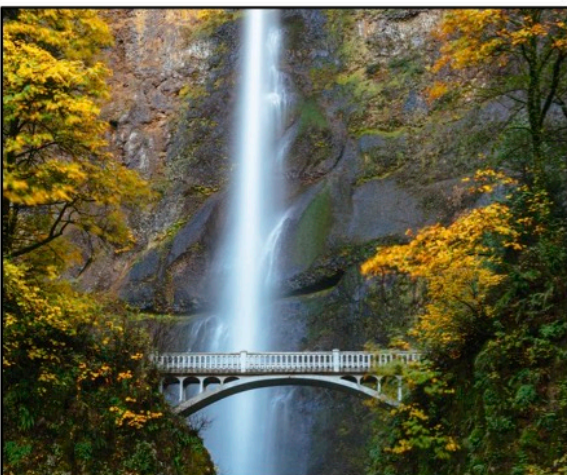
Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of onomatopoeia:

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FIGURATIVE LANGUAGE TASK CARD

ONOMATOPOEIA

A word which imitates the natural sound of a thing



Study the photo then write what you see, think and wonder:

Write a description of the scene that incorporates ideas from your brainstorming and at least 1 example of onomatopoeia:

The Sydney Teacher






FIGURATIVE LANGUAGE TASK CARD

ONOMATOPOEIA

A word which imitates the natural sound of a thing



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of onomatopoeia:






FIGURATIVE LANGUAGE TASK CARD

ONOMATOPOEIA

A word which imitates the natural sound of a thing



Study the photo, then brainstorm descriptive words and phrases using each of the 5 senses:

Write a description of the scene that incorporates the 5 senses and at least 1 example of onomatopoeia:

Maths

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.

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Measurement and Geometry

Learning Intention: We are learning to compare, convert and explain the masses of objects

Success Criteria:

I can...

- Convert between grams and kilograms
- Order objects based on their mass
- Use mathematical reasons 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:**

Compare	Convert	Explain

****There are no levels today, you must complete every task****

Watch this YouTube video: *Matholia Channel converting grams to kilograms*

<https://www.youtube.com/watch?v=AY1heUpO9PE>

Complete the conversion table below to practise converting between grams and kilograms.

3.

Kilograms	Grams
	266
	69
	231
	985
	867
	333
	967
	620
	459
	371

4.

Kilograms	Grams
	9594
	7865
	7426
	7702
	6916
	1742
	7511
	9753
	3061
	2098

5.

Kilograms	Grams
	819
	236
0.292	
0.448	
	148
0.876	
0.529	
	403
	356
0.2	

Cut out the masses and paste them on the line from lightest to heaviest.

Hint: You will need to convert them to the same unit first!

5000g	8kg	0.25kg	5g
1324kg	0.5kg	502g	102kg

Lightest

Heaviest

Use mathematical reasons to answer the following questions. We must see full sentences, diagrams and equations not one word answers.

Question 1) What is heavier: A tonne of bricks or a tonne of feathers? Explain.

Question 2) Jacob and his friend are comparing the masses of their schoolbags. Jacob says his is heavier. Is he correct? Explain.



Jacob

$5\frac{1}{2}\text{kg}$



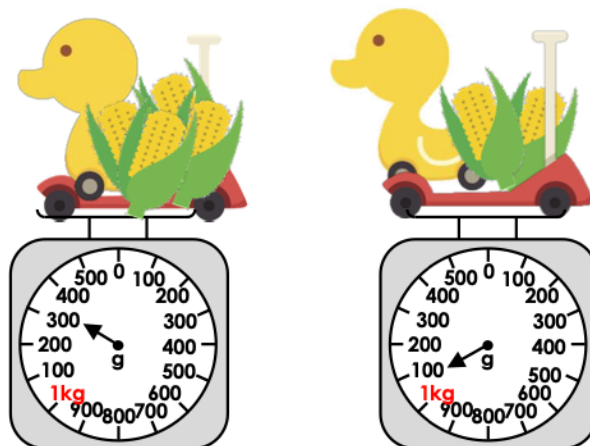
Maisie

5kg 500g

3

Question 3) Pretend you are shopping at Woolworths. You weighed an apple and it is 336g. You need 5kg of apples to make dessert. How many apples will you need to buy? Explain.

Question 4) If the duck weighs 400g and the scooter ways 500g, how much does one corn weigh? Explain.



Learning From Home

Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL



STAGE 2

Term 3 | Week 10

2021

Weekly Focus

This week you will be organising a holiday to a country and city of your choosing for you and your family for a 7 day period. Each task will ask you to research the location and come up with a fantastic holiday for you and your family. Try to complete each task to the best of your ability.

You will have English and Mathematics tasks each day which will help you organise the best holiday you can. Please think about the holiday and make sure you include everything to make sure every aspect of your week is planned out.

MONDAY

13 September 2021



Mathematics

Travel and Accommodation

Once you have chosen your destination you will need to spend today arranging your travel to and from the location and organise your accommodation. Think about how you will get to the airport, what flight you will be taking and how you will be getting from the airport to your accommodation as well as the accommodation itself.

Details	Item	Time (when will you depart and when will you arrive)	Cost
How will you get from your house to the airport? Look at airport transfers, public transport or Uber/Taxi services. Work out what mode of transport you will be using and then find out the cost of this.			
Plane ticket This might be difficult during a pandemic without travel happening so try putting in a date in the future to get the time and price			
How will you get from the airport to your hotel? Look at airport transfers, public transport or Uber/Taxi services. Work out what mode of transport you will be using and then find out the cost of this.			
Accommodation Where will you be staying while you in the city? Make sure you have looked at a map and worked out the best place to be for the types of activities that you might want to do while there.			
Total Cost of Travel and Accommodation			

Create a map (or use a map and draw on it) to outline your trip from your house to the airport

Create a map (or use a world map and draw on it) of your plane trip from Sydney to the country you are going

Create a map (or use a map and draw on it) of your trip from the airport to your accommodation

English

Brochure

Throughout the week, you will be research and collecting information to add to your brochure. Today's focus is on:

Country you have chosen	
The flag	
National Language and dialects (if applicable)	
Which continent?	
Native Animals	
National Food	
Landmarks	

Spelling: Wacky Words

On a sheet of paper or on the slide, write/type your spelling words in different directions, filling up the whole page. Use different colours, fonts, sizes for each word.

TUESDAY

14 September 2021



Mathematics

Activities

Plan each days activities (remember that you are going for 7 days and you are travelling with your family so you may need to buy more than one ticket for each destination). If you are going to more than one destination on a day then make sure you include this on the plan.

Date	Depart from	Depart time	Destination	Arrival time	Travel Time	Cost of travel	Cost of activity (admission if needed)	Total cost
Total cost of Activities including travel								

English

Brochure

Throughout the week, you will be research and collecting information to add to your brochure. Today's focus is on:

Capital City	
Population	
Currency	
Traditional Costumes	
Cultural Practices	
Interesting Facts	

WEDNESDAY

15 September 2021



Wellbeing Wednesday

Colour Mindfulness

1. Pick any colour of the rainbow.
2. Set a time for 5 minutes.
3. Try to think as many items as possible that are the same colour you choose—use the environment around you as inspiration.

When the time is up, reflect—why did you pick this colour? Did any thoughts come up during the activity?

Self-care Wednesday

Create an artwork that you would love to display in your room. Think of this as a piece that you can admire every day and remind you that you have done amazing things. It can be an artwork that inspires you to do amazing things or something that makes you happy.

Wacky Wednesday

Roll and Spell

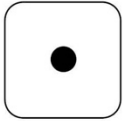
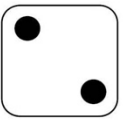

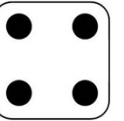
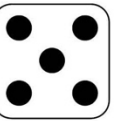
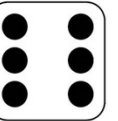
Play this game with a partner. Roll the die and spell a word in the column. The first person to fill 4 column wins.

MY NAME : Example

MY PARTNER'S NAME : _____

ROLL AND SPELL

DIRECTIONS : YOU NEED A PARTNER TO PLAY THIS GAME. ROLL THE DIE AND SPELL A WORD IN THE COLUMN. THE FIRST PERSON TO FILL A COLUMN WINS!

sound	brown	cloud	clown	growl	found
howl	tough	ground	crown	owl	pound
shout	drown	rough	frown	gown	mouth
plow	south	grown	couch	scout	want
chain	camp	tail	space	rain	black
					

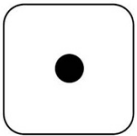





- Fill a column or a row like the example to win!
- Write down words from your sort in the boxes.

MY NAME : _____

MY PARTNER'S NAME : _____

ROLL AND SPELL

DIRECTIONS : YOU NEED A PARTNER TO PLAY THIS GAME. ROLL THE DIE AND SPELL A WORD IN THE COLUMN. THE FIRST PERSON TO FILL A COLUMN WINS!

Recycling and Reusing

Use recycling materials to create something. What did you make and what's its purpose?

MULTIPLICATION *fast facts* **A**

X	12	9	3	11	1	7	4	10	6	5
8										
5										
10										
2										
6										
Score: ____ /50 Time: _____										

X	8	11	7	4	1	10	9	6	2	12
12										
9										
3										
5										
2										
Score: ____ /50 Time: _____										

X	9	6	1	7	10	4	3	11	5	8
12										
8										
5										
10										
2										
Score: ____ /50 Time: _____										

Play this game with a family member if you can

MULTIPLICATION *BUMP!*

Each player starts with 10 counters. Players will then take turns rolling two 6-sided dice, multiplying the numbers and placing a counter on the answer.

But wait!

If all the squares with your answer are taken, you can BUMP another player off this square, and place your counter there instead. Only squares that have 2 of a player's counters are safe. These cannot be bumped. The winner of the game is the person who has no counters left.

4	12	16	5	6	18
1	8	20	30	21	24
36	12	2	25	15	4
10	15	18	9	24	20
3	2	14	36	8	25
30	16	6	22	10	12

Maths quiz

Check google classroom for a link to a quiz for maths today.

Parents please allow your child to do this task by themselves. If they do not know an answer then they can guess or skip the question. This will inform our teaching in Term 4 so it is vital that we see exactly where your child is up to in order to develop learning goals that are specific to them. If they need help answering the questions then we need to reteach the topic or teach it in another way that makes sense to your child.

THURSDAY

16 September 2021



Mathematics

Budget for food

Think about what food your family will be eating each day. Does your hotel have a kitchen? If so you may decide to go to the supermarket to buy some meals, if not you will need to choose a place to eat each day. Double check what is available in your hotel before you plan the meals as some accommodations provide options for breakfast and restaurants.

Day		Location	Meal choice for you and your family (you will need enough food for each member)	Cost
Day 1	Breakfast			
	Lunch			
	Dinner			
	Snacks/Drinks			
Day 2	Breakfast			
	Lunch			
	Dinner			
	Snacks/Drinks			
Day 3	Breakfast			
	Lunch			
	Dinner			
	Snacks/Drinks			
Day 4	Breakfast			
	Lunch			
	Dinner			
	Snacks/Drinks			
Day 5	Breakfast			
	Lunch			
	Dinner			
	Snacks/Drinks			
Day 6	Breakfast			
	Lunch			
	Dinner			
	Snacks/Drinks			
Day 7	Breakfast			
	Lunch			
	Dinner			
	Snacks/Drinks			
Total cost of food				

English

Brochure

Throughout the week, you will be researching and collecting information to add to your brochure. Today you will be focusing on creating the brochure based on the information you have created.

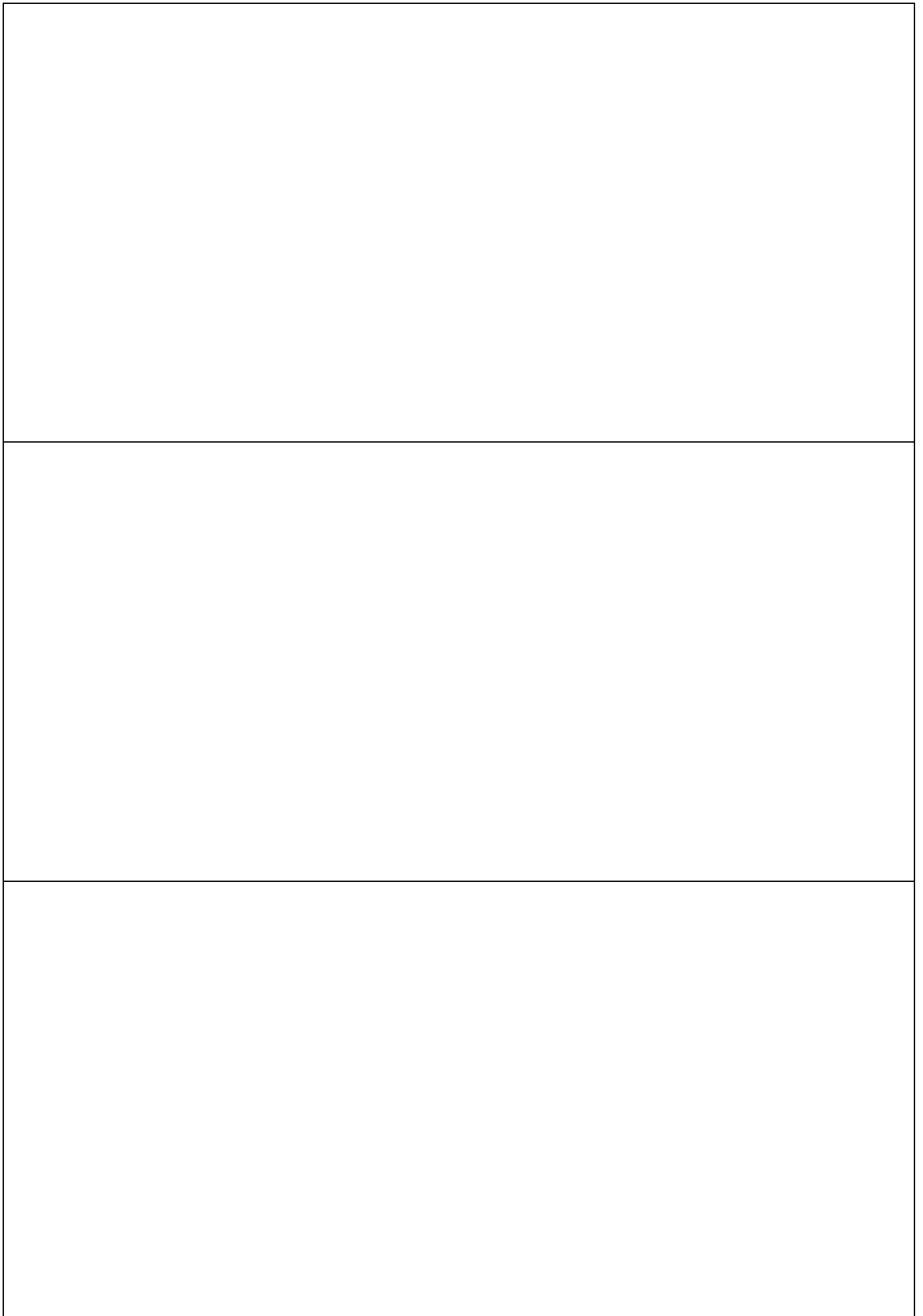
Within your brochure, you can have:

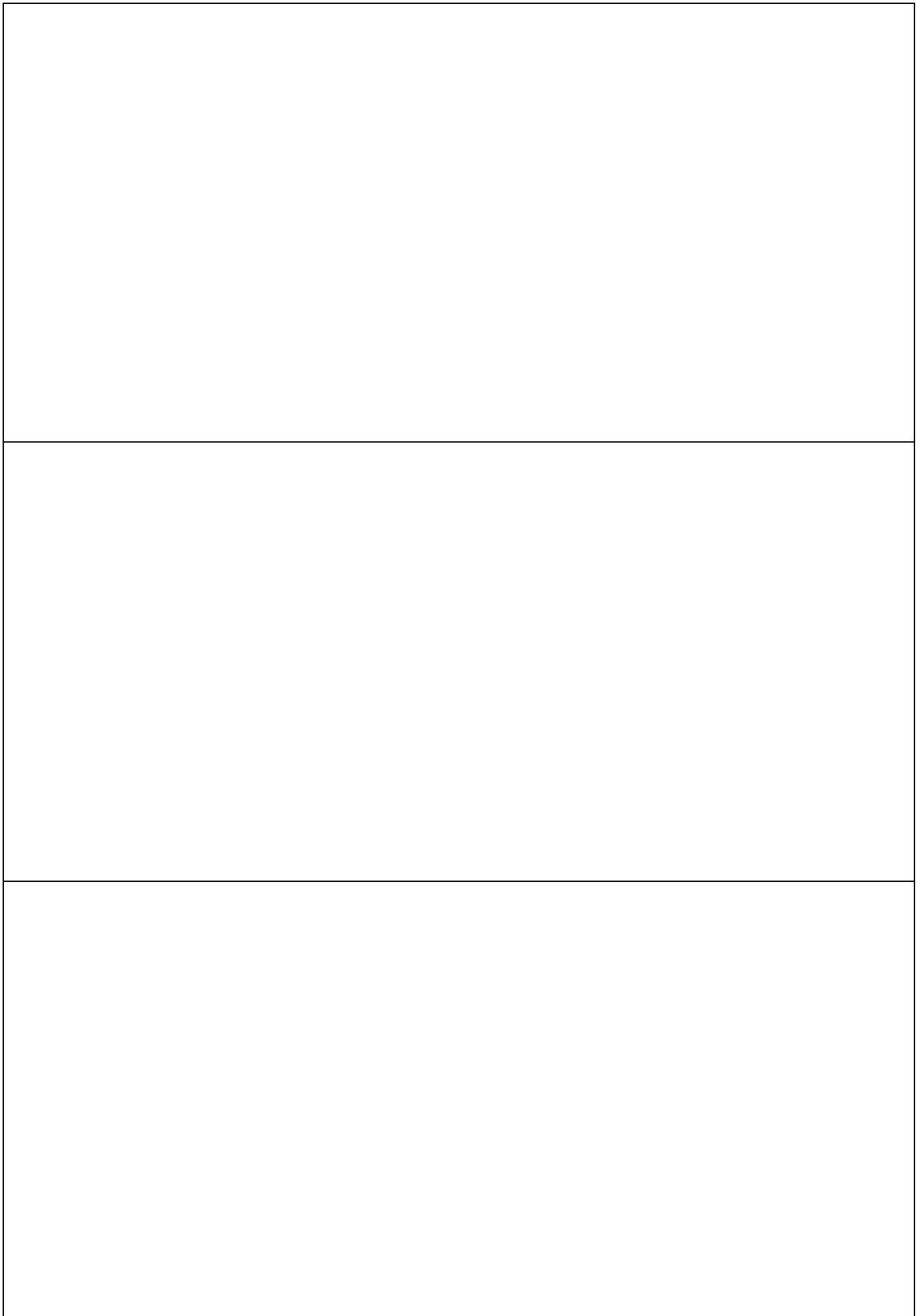
1. photos
2. facts
3. hyperlinks

Make sure to check for:

- Spelling
- Punctuation
- Grammar

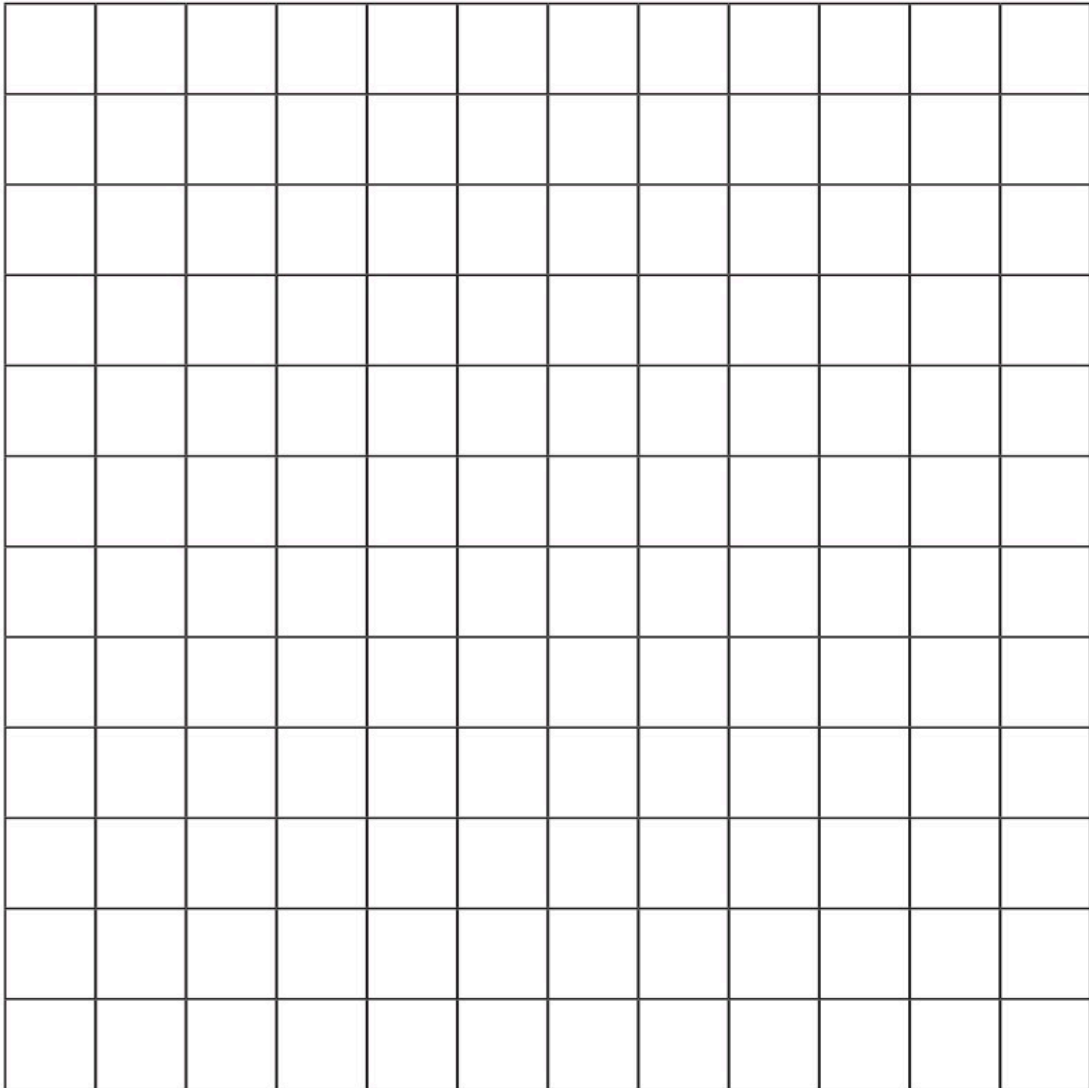
In the next couple of pages, you will have a scaffold of the brochure, where you can your images and information in.





Word Search

Create your own word search using all the words on your spelling list. Challenge one of your family member, if possible, to complete the word search you created.



FRIDAY

17 September 2021



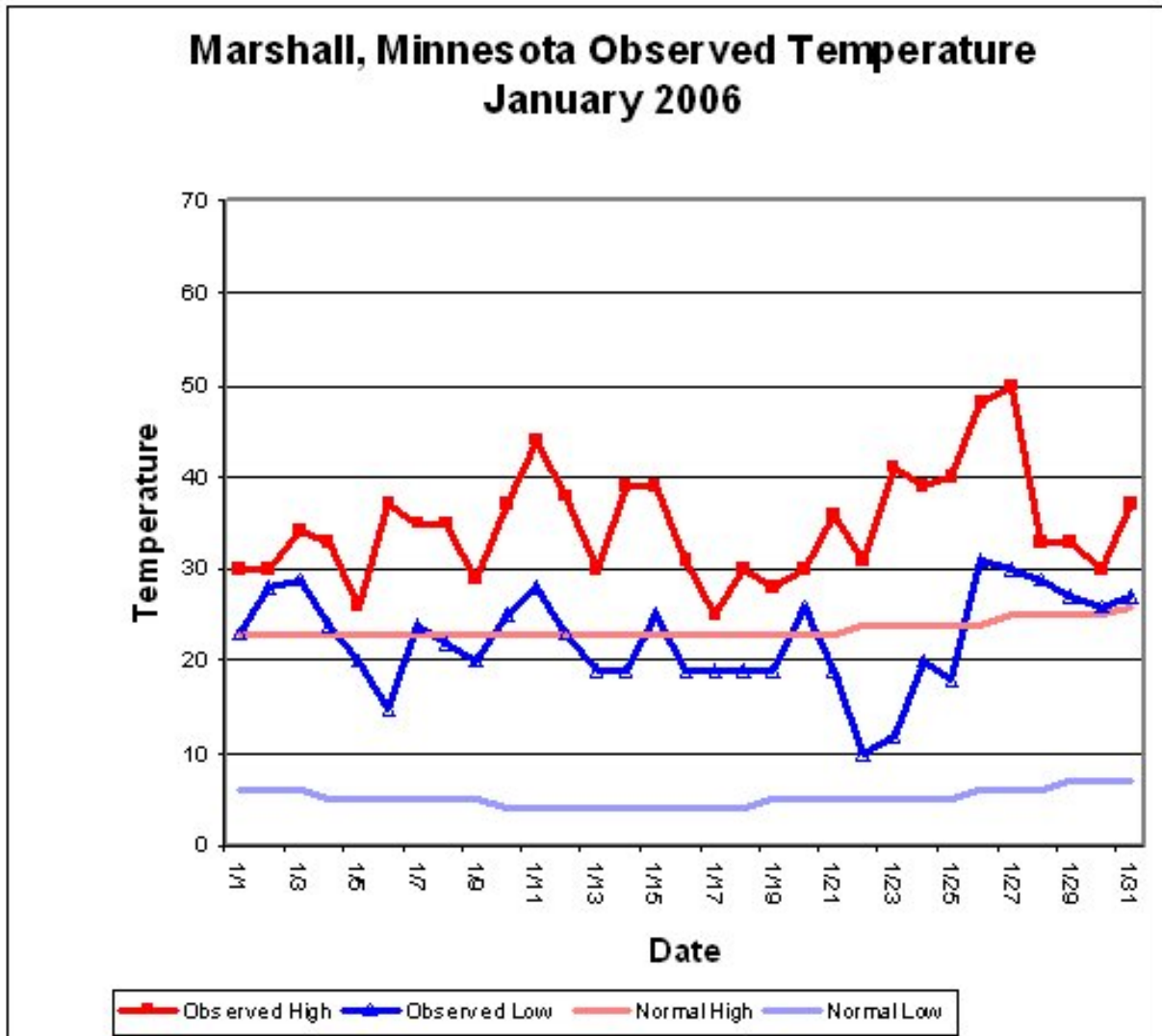
Mathematics

Weather

Research the location you are going to and the time of the year you have chosen to see what the weather is going to be like during your stay.

Create a table to show the low and high temperature for each day of your stay

Here is an example of a table to help you set yours out



Total Budget

Insert all the items from your work this week to create and work out the total cost of your holiday

<p>Total cost of travel and accommodation (from Monday's work)</p>	
<p>Total cost of activities including travel (from Tuesday's work)</p>	
<p>Total cost of food (from Thursday's work)</p>	
<p>Total cost of holiday</p>	

EMERGENCY PROTOCOL ACTIVATED!



The school security system has malfunctioned and now **everyone is locked in!**

The only way to bypass the school's emergency protocol is to follow the clues and find the 4 security codes.

The whole school is relying on you, so make sure you read all the instructions carefully and work together as a team!

The Sydney Teacher

1. You will have a package that contains all the instructions and materials needed to uncover the 4 secret codes
2. Read all the instructions carefully to solve the problems
3. When you finish a task, the code must be typed into the Google Form: <https://tinyurl.com/S2escape>. If the code is incorrect, you will be prompted to try again. If your code is correct, continue to the next task.

The Sydney Teacher

TASK ONE

Supplies needed:

- ✓ Task 1 activity sheet
- ✓ Task 1 answer sheet

Directions:

1. Work together to un-jumble all 8 words on the activity sheet
2. Record the words on the answer sheet, writing a letter in each space
3. Write the boxed letters on the line below to reveal the secret code
4. Type your code word into the Google Form in capital letters with no spaces. If the code is correct, progress to the next task

TASK ONE ACTIVITY SHEET

1	STUTR
2	ECIN
3	PHYAP
4	MYRER
5	MAWR
6	YJO
7	REAC
8	NIDK

TASK ONE ANSWER SHEET

1	<input type="text"/> _ _ _ _
2	_ _ _ <input type="text"/>
3	_ <input type="text"/> _ _ _
4	<input type="text"/> _ _ _ _
5	<input type="text"/> _ _ _ _
6	_ <input type="text"/> _
7	_ _ <input type="text"/> _
8	<input type="text"/> _ _ _

CODE: _ _ _ _ _

TASK TWO

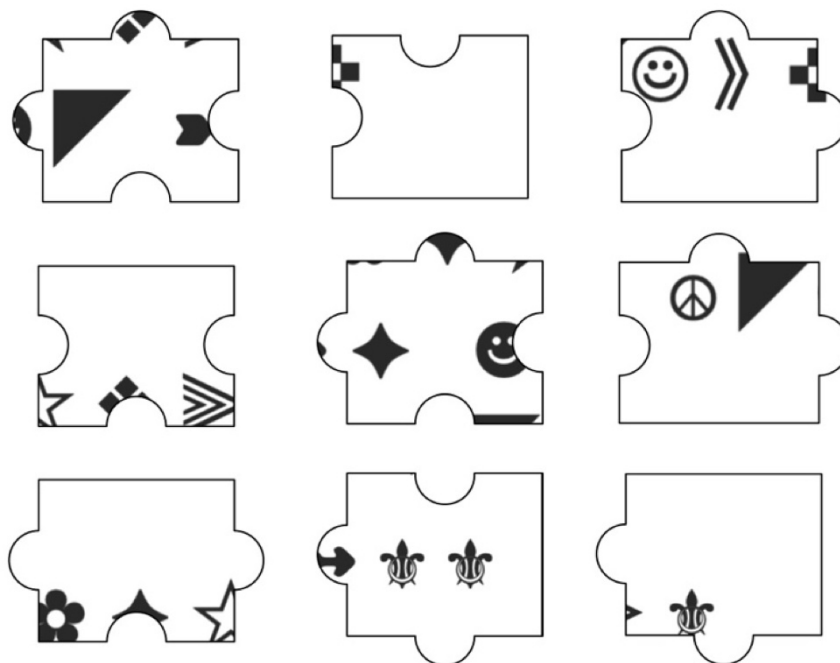
Supplies needed:

- ✓ Task 2 puzzle sheet 1 & 2
- ✓ Task 2 decoder sheet

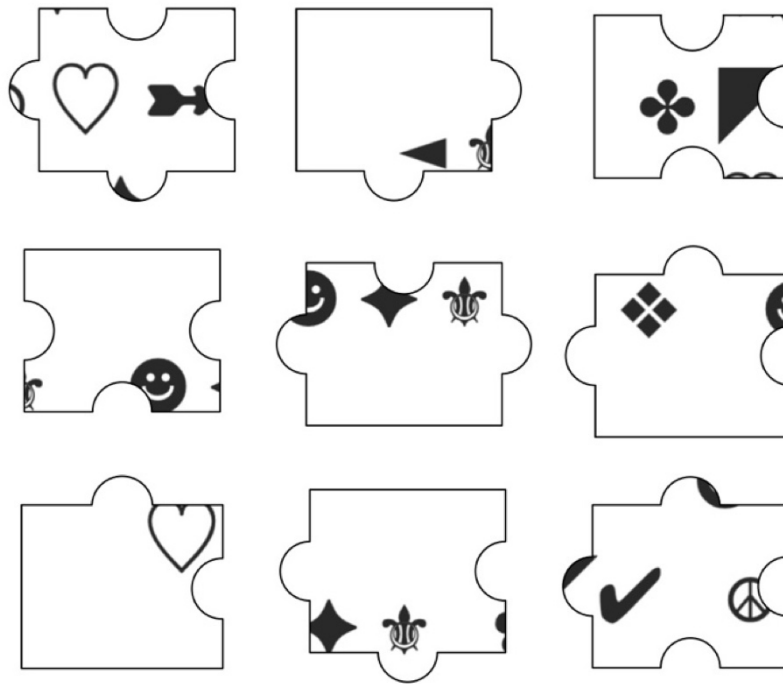
Directions:

1. Carefully cut out all the pieces on puzzle sheets 1 & 2 (18 in total)
2. Arrange the puzzle pieces to see the coded message
3. Use the decoder sheet to match each symbol to their corresponding letter and uncover the secret message - a famous quote from Mahatma Gandhi
4. Type your code word into the Google Form in capital letters with no spaces. If the code is correct, progress to the next task

TASK TWO PUZZLE (I)



TASK TWO PUZZLE (2)



TASK TWO DECODER

A	☆
B	◀
C	☘
D	⊕
E	♣
F	✱
G	➤
H	◆
I	♥
J	▲
K	【
L	»
M	⊙

N	❖
O	▴
P	♥
Q	★
R	😊
S	➡
T	☺
U	✓
V	∞
W	☮
X	⊗
Y	☘
Z	▮

CODE:

Mahatma Gandhi

TASK THREE

Supplies needed:

- ✓ Task 3 puzzle sheet

Directions:

1. Work together to find all the words in the word search
2. The letters left at the end, once all words are found, will reveal your code word
3. Type your code word into the Google Form in capital letters with no spaces. If the code is correct, progress to the next task

TASK THREE PUZZLE SHEET

T	E	X	T	L	D	A	E	R
E	C	N	E	I	C	S	K	M
C	F	P	I	B	O	O	K	A
H	R	N	L	R	A	R	T	T
N	I	P	E	A	D	W	K	H
O	E	A	C	R	Y	O	S	E
L	N	P	I	Y	R	R	E	M
O	D	E	N	N	T	K	D	A
G	S	R	P	E	E	R	P	T
Y	E	S	R	U	L	E	R	I
W	R	I	T	I	N	G	S	C
S	H	I	S	T	O	R	Y	S

history	technology
ruler	science
pen	library
desk	art
try	book
peer	mathematics
friends	read
papers	play
text	writing
nice	work

CODE: _ _ _ _ _

TASK FOUR

Supplies needed:

- ✓ Task 4 puzzle sheet

Directions:

1. Work together to find the missing numbers for the 2 sudoku puzzles
2. All boxes in each puzzle must contain the numbers 1-4, and each number can only appear once in each column and row
3. Your code is the 8 numbers across the top of both puzzles, record them on the line below
4. Type your code number into the Google Form with no spaces. If the code is correct, you have completed the task!

TASK FOUR PUZZLE SHEET

Puzzle 1

3			2
	4	1	
	3	2	
4			1

Puzzle 2

2	3		
		3	2
3		4	
	1		3

CODE: 3 _ _ 2 2 3 _ _

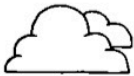

















4MN



Week 8-9

Spelling Words

SORT 23 CR, CL, FL, and FR Blends

cr 	cl 	fr 	fl 
 clip	 fry	 flower	 crown
 float	 clown	 fruit	 crayon
 crib	 fly	 clock	 frame
 freckles	 clap	 climb	 flashlight
 cry	 freezer	 crack	 crackers

Words Their Way: Word Sorts for Letter Name-Alphabetic Spellers ©2004 by Prentice Hall, Inc.

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

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

Words Their Way: Word Sorts for Within Word Pattern Spellers © 2004 by Prentice-Hall, Inc.

SORT 28 *or/ore/oar*

<i>or</i>	<i>ore</i>	<i>oar</i>
<i>w + or</i>	form	shore
board	word	four
horn	store	roar
work	north	more
soar	world	floor
corn	fork	wore
worm	poor	storm
horse	tore	oar

SORT 34 Agents and Comparatives

People who do things	Words used to compare	
dancer	bigger	actor
beggar	dreamer	sooner
better	smaller	driver
farmer	burglar	creator
fresher	jogger	younger
writer	older	sailor
smoother	swimmer	visitor
editor	stranger	voter

Words Their Way: Word Sorts for Syllables and Affixes Spellers © 2005 by Prentice-Hall, Inc.

SORT 4 Prefixes (*sub-*, *com-*, *pro-*, *en-*)

<i>sub-</i>	<i>com-</i>	<i>pro-</i>	<i>en-</i>
subway	combine	propel	
enable	subset	company	
promote	encourage	submarine	
companion	propose	entrust	
subtotal	compound	protect	
endanger	subtitle	compress	
provider	enforce	submerge	
comrade	progress	enlarge	

SORT 8 Suffixes (-ment, -less, -ness)

-ment	-less	-ness
payment	breathless	laziness
powerlessness	replacement	priceless
blindness	flawless	employment
punishment	dizziness	thoughtless
tactless	agreement	friendliness
politeness	fruitless	amusement
government	emptiness	saltiness
hopeless	fearlessness	

4/3JC



Week 9-10

Spelling Words



BLUE SKULLS - WEEKS 9 & 10 SPELLING WORDS

Word Sort for WITHIN WORD PATTERNS

Sort 29 – EAR Review

Generalisation:

The EAR pattern represents three different r-influenced sounds as heard in ear (long e), heard (ur) and bear (long a).

ear = er	ear = ur	ear = ar	Oddballs
ear	heard	bear	heart
fear	earth	pear	hearth
hear	learn	wear	
rear	search	swear	
near	yearn	tear	
dear	earn		
year			
beard			
spear			
clear			
tear			

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



ORANGE SKULLS – WEEKS 9 & 10 SPELLING WORDS

Word Sort for WITHIN WORD PATTERNS

Sort 42 – Triple R-Blends SCR, STR, SPR

Generalisation:

Words with triple blends require careful listening to hear all the tightly meshed sounds.

scr	str	spr
screen	strong	spring
scram	straight	spray
scrape	strange	sprout
scratch	stretch	spread
scrap	strict	sprain
scream	string	
scrub	stream	
	struck	
	strength	
	stress	
	strap	
	stripe	

Niyamat, Karissa, Cayden, Deeksha



GREEN SKULLS – WEEKS 9 & 10 SPELLING WORDS

Word Sort for SUFFIXES AND AFFIXES

Sort 4 – Review of Double, E-Drop and Nothing.

Generalisation:

When a base word ends in one vowel and one consonant (CVC), double the consonant before adding -ing. If the base words end in a silent e (CVCe), drop the e before adding -ing. Nothing needs to be done to other base words (CVCC, CVVC or CV). Final x never doubles

double	e-drop	nothing	Oddball
setting	hiking	reading	
cutting	moving	cheering	
stopping	living	spelling	
begging	coming	floating	
grinning	having	growling	
jogging	sharing	talking	
humming		pushing	
		fixing	
		working	
		going	
		snowing	

Daniel, Alex, Aarav, Aarush, Tisya



YELLOW SKULLS – WEEKS 9 & 10 SPELLING WORDS

Word Sort for SUFFIXES AND AFFIXES

Sort 58 – ‘I’ Before ‘E’ Except After ‘C’

Generalisation:

The sound of long e is sometimes spelled ie or ei. After c, the pattern is always ei. However the ei pattern can also spell the long a sound. The complete old jingle goes like this: ‘i’ before ‘e’ except after ‘c’ or when sounded like ‘a’ as in neighbour and weigh.

ie = long e	ei = long e	cei = long e	ei = long a	Oddball
thief	seize	receive	neighbour	mischief
niece	either	ceiling	eighteen	weird
priest	neither	deceive	weigh	
grief		conceit	sleigh	
shield		receipt	freight	
relieve			reign	
yield				
belief				

* shield, yield, either and neither may be sorted as oddballs according to dialect.

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 9 & 10 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 22 –

Greek Word Parts:

(therm-, meter/metre, geo-, -scope, -logy/ology, bio-)

Generalisation:

The prefix 'therm-' means 'heat'

The prefix 'geo-' means 'earth'

The prefix 'bio-' means 'life'

The suffix '-logy/ology' means 'study'

The root 'meter/metre' means 'measure'

therm-	meter/ metre	geo-	-scope	-logy / -ology	bio-
thermostat	speedometer	geography	telescope	mythology	biography
thermometer	barometer	geology	periscope	zoology	autobiography
thermos	millimetre	geothermal	microscope	etymology	biology
thermal	kilometre	geometry	horoscope	ecology	
	diameter	geode	stethoscope		
	perimeter				

***These words should be sorted into more than one category.**

***Note: 'baro' is a Greek root meaning 'weight, pressure'.**

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



BLACK SKULLS (RED) –

WEEKS 9 & 10 SPELLING WORDS

Word Sort for DERIVATIONAL RELATIONS

Sort 29 – Latin Roots:

The Hand Writes, Makes and Builds

(man, scrib/script, fac, struct)

Generalisation:

The Latin root,

‘man’ means ‘hand’

‘scrib/script’ means ‘to write’

‘fac’ means ‘to make, to do’

‘struct’ means ‘to build, pie up’

man	scrib/script	fac	struct
manual	transcribe	factory	construct
manuscript	prescribe	artifact	construction
manicure	prescription	facismile	structure
manure	scribe	facilitate	restructure
	scribble	manufacture	
	transcription		

***Words may fit into more than one category.**

Janessa, Ethan, Sehej, Yash Dhir

3B and 3G



Week 9-10

Spelling Words

Group 1 Sort 35 (Weeks 9-10)

SORT 35 *ou/ow*

<i>ou</i>	<i>ow</i>	sound
brown	cloud	clown
growl	found	howl
tough	ground	crown
owl	pound	shout
drown	rough	frown
gown	mouth	plow
south	grown	couch
scout	town	count

Words Their Way: Word Sorts for Within Word Pattern Spellers © 2004 by Prentice-Hall, Inc.

Group 2 Sort 23 (Weeks 9-10)

SORT 23 Short -i and Long -i (VCC) with Short -o and Long -o (VCC)

ī CVCC	ī VCC	ō CVCC
ō VCC	wild	told
film	loss	child
fond	lost	both
kind	roll	fist
cold	scold	gold
most	find	pond
post	fold	mild
blind	ghost	mind

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Group 3 Sort 14 (Weeks 9-10)

SORT 14 Short -o and Long -o (CVCe and CVVC)

ō CVC	ō CVCe	ō CVVC
lost	drove	road
chose	boat	love
goat	soap	knock
slope	foam	load
whole	none	toast
soft	toad	coat
float	cross	stone

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