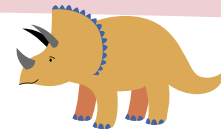
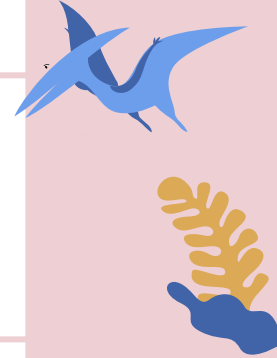
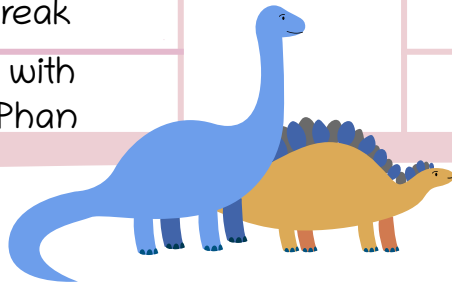
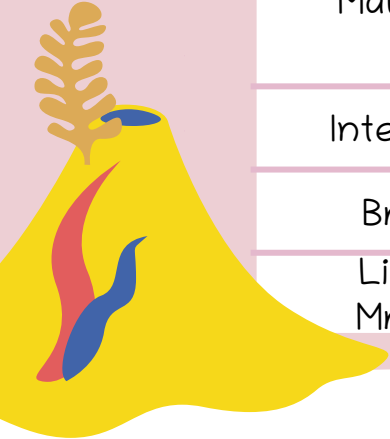


Stage 2 Learning from Home

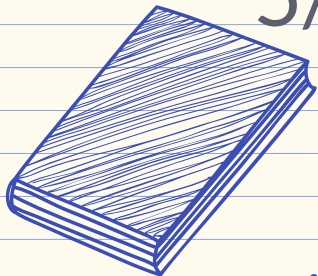
Week 1 Timetable

Tuesday		Thursday	Friday
Check In		Check In	Check In
Sentence a Day Spelling Reading Writing	W E L L B E S I D N A G Y	Sentence a Day Spelling Reading Writing	Sentence a Day Spelling Reading Writing
Maths - Whole Number		Maths - Whole Number	Maths - Whole Number
Integrated Unit			
Brain Break		Brain Break	Brain Break
Library with Mrs McPhan		Integrated Unit	PDHPE



Terrific Tuesday!

5/10/21



Tuesday

Check In

Sentence a Day
Spelling
Reading
Writing

Maths - Whole
Number

Integrated Unit

Brain Break

Library with
Mrs McPhan





Welcome
Back!

Sentence a Day

★ Learning Intention

Identify and use rhyme
in poetry ★

Success Criteria

- I can identify words that rhyme.
- I understand different ways to rhyme in poetry.
- I can describe the rhyming scheme of a poem



Sentence a Day

How do we know that words rhyme?

Words rhyme if they have the same (or similar) ending sound.

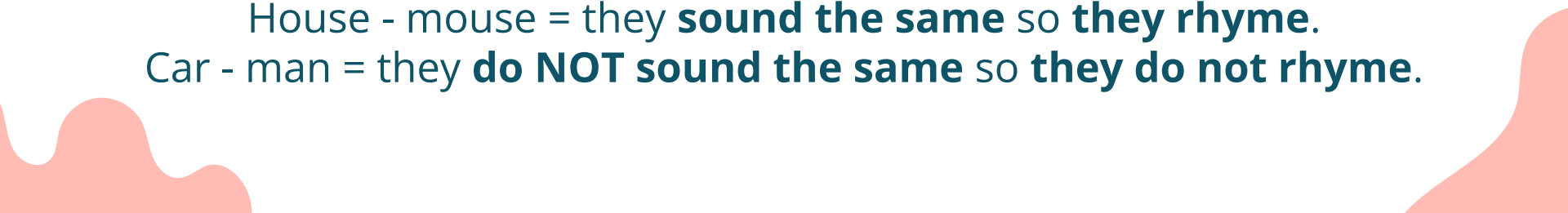
It helps to say words out loud to determine if they rhyme.

Use your ears to listen carefully. If they sound the same, they rhyme. If they sound different, they do not.

For example, say these words out loud:

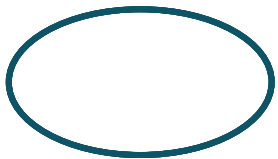
House - mouse = they **sound the same** so **they rhyme**.

Car - man = they **do NOT sound the same** so **they do not rhyme**.



Sentence a Day

Put a circle (click and drag) around the words that rhyme with:
MOAT



goat

ship



float

coat

boat

hate

snot



Sentence a Day



Complete the table by identifying a word that rhymes with each of these words. The first one has been done for you.

Remember,
words don't
have to have
the same
spelling to
rhyme.

Starting Word	Word that Rhymes
bed	said
blue	
hoot	
put	
flower	

Spelling

★ Learning Intention

- To spell words containing the the phonological sound 'ance'.
- Recognise when to use 'ance' in comparison to 'ence'.

Success Criteria

- I can identify and spell words ending with 'ance'.
- I can use my phonological skills to find smaller words within big ones.
- I can use my phonological skills to break up the words into syllables.

Spelling Focus 1

Phonological focus 'ance'



Suggested words:
chance, dance, glance,
lance, prance,
stance, finance,
romance, enhance



Spelling Activities

Word

Syllables

Chance	→
Dance	→
Glance	→
Lance	→
Prance	→
Stance	→
Finance	→
Romance	→
Enhance	→
Importance	→
Maintenance	→
Counterbalance	→

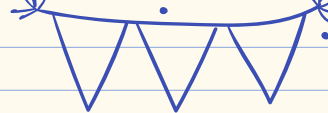


Find smaller words in the following word.

COUNTERBALANCE

-
-
-
-
-
-
-
-

Remember to practise these words by doing LCWC in your exercise book.



Spelling - word of the Day

Definition

use it in a sentence

finance

Synonym

Picture

Antonym

Reading

★ Learning Intention

To identify the audience and purpose of texts and
• how an author crafts texts to meet a purpose and target an audience.

Success Criteria

I can identify the purpose of the text as to inform, persuade or entertain the audience.

Different purposes of texts

Which	Purpose	Suggestions for what to look for	Text examples
Inform	The author wants to give the reader information.	facts references technical language headings, sub-headings, topic sentences	textbooks science journal articles encyclopaedia reference
Persuade	The author wants the reader to do something or believe in something.	rhetorical questions strong modality (must, should) arguments are structured throughout	advertisement travel brochure news article
Entertain	The author wants the reader to be amused or enjoy what they are reading.	relatable characters jokes and humour orientation, complication and resolution structure dialogue literary devices descriptive language	poetry novels plays songs narratives

Author's purpose sorting mat

Sort each text under the correct purpose heading

Persuade	Inform	Entertain

Brochure for new shoes

Advertisement for a toy

Poster for upcoming movie

Science textbook

Comic book

Songs

Newspaper article

Dictionary

Fairy tales

Writing

★ Learning Intention

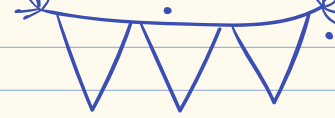
Identify the
context, purpose
and mood of
poems.

Success Criteria

I can enjoy various poems.

I can share my opinions
about poems.

I can determine the
context, purpose and mood
of poems.



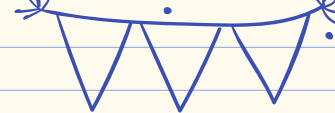
what is a Poem?

Have you ever thought about what makes a poem... a poem?

Maybe you have... but you probably haven't!

The next slides contain short texts.

Read each text, then determine whether or not you consider the text to be a poem.

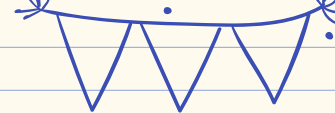


The Shopping List

*Today at the shops I need to buy:
Apples, bananas, ice cream and pie,
Carrots and milk, berries and meat,
Bread, spaghetti and also a treat.*

Do you think this text is a poem? _____

Why or why not? _____



Snakes

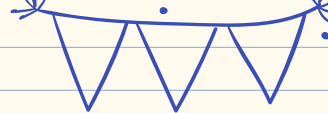
Snakes slither along slippery surfaces using the sidewinding method.

The snake spears its head forward and the rest of the body follows.

Some snakes can ascend sandy slopes without slipping while sidewinding.

Do you think this text is a poem? _____

Why or why not? _____



Snowflakes

Snowflakes

Graceful, intricate

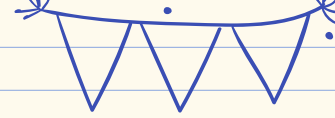
Floating, dancing, falling

Perfect in their uniqueness

Flawless

Do you think this text is a poem? _____

Why or why not? _____



what is Poetry?

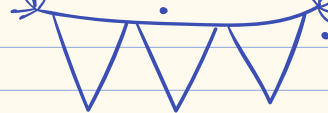


Poetry is a form of imaginative writing. It allows people to express their thoughts and feelings about something in a creative way.

Poetry is meant to engage and excite the imagination of the reader, or to stir a particular emotional response within them.

Poetry can be structured or unstructured, long or short, funny or sad, rhyming or non-rhyming. It is up to the poet to decide!





Let's do this one together!

Daycare Disasters



- My mother runs a daycare,
• She's so wonderful with kids.
And every day, when I get home,
• She tells me what they did.

- "Scott put play dough in his ears,
Then ate a huge mud pie.
Mitch smeared lunch all down the walls,
Then rubbed some in his eye!

Cassie took some scissors,
Then cut off her teddy's ears.
And when they wouldn't go back on,
She collapsed in floods of tears!

Jill wrecked Kelly's artwork,
Holly washed her hands with glue.
Nathan poured his glass of milk
Into Jemima's shoe!

Bob bit Harry on the hand,
Ali kicked her toe.
Julie cried for hours and hours,
What for? I'll never know!"

My mother runs a daycare,
And she says it's really cool.
But secretly, I'm quite relieved,
That I can go to school!

While reading
the poem, think
about:

What is this
poem about?

What is the
purpose?

What is the
mood of the
poem?



Let's do this one together!

Daycare Disasters

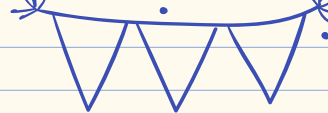
Context (what the poem is about): Daycare Disasters is about what happens during the day at a mum's daycare.

Purpose: The purpose is to entertain.

Mood: The mood is lighthearted and playful.



Your turn. Read the poem and answer the questions on the next slide.



My House

Would you like to come over to my house?

Would you like to come over and play?

We'll have fun and adventures at my house,

Would you like to come over today?

We could dress up as circus performers,

As acrobats, jugglers and clowns.

We could act like we're lions and zebras,

And scare Mum with our animal sounds!

We could play in my big, yellow treehouse,

And pretend it's a castle up high.
We'll watch over our make-believe kingdom,

And wave when our subjects walk by.

Please, won't you come over to my house?

Please, won't you come over and play?

It just won't be as much fun at my house,

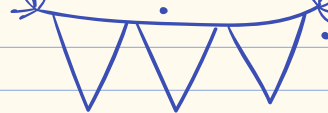
If you can't come over today.

While reading the poem, think about:

What is this poem about?

What is the purpose?

What is the mood of the poem?



My House

What is this poem about? _____

What is the purpose? _____

Choose a word or words from below to describe the mood of the poem. _____

tense scary mysterious uncertain
light-hearted optimistic gloomy upbeat
urgent sad joyful playful

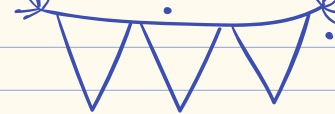
Maths

★ Learning Intention

we are learning to partition numbers in non-standard forms.

Success Criteria

I can partition four and five digit numbers in non-standard forms.



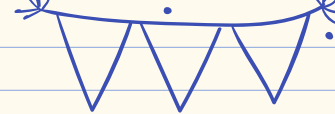
Partitioning

Partitioning is a strategy that splits (partitions) numbers into smaller numbers or place values to help make calculations easier. The numbers below are partitioned into place values.

$$\begin{array}{c} 149 \\ \swarrow \quad \downarrow \quad \searrow \\ 100 + 40 + 9 \end{array}$$

$$\begin{array}{c} 2107 \\ \swarrow \quad \downarrow \quad \searrow \\ 2000 + 100 + 7 \end{array}$$

$$\begin{array}{c} 15942 \\ \swarrow \quad \downarrow \quad \downarrow \quad \searrow \quad \searrow \\ 10000 + 5000 + 900 + 40 + 2 \end{array}$$



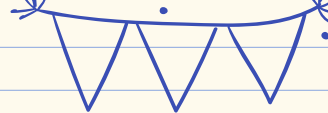
Partitioning

The numbers below are partitioned into non-standard forms. Non-standard partitioning is a more flexible way to break up numbers. They don't necessarily need to be split up into their place values.

$$\begin{array}{c} 149 \\ \swarrow \quad \downarrow \quad \searrow \\ 120 + 20 + 9 \end{array}$$

$$\begin{array}{c} 2107 \\ \swarrow \quad \downarrow \quad \searrow \\ 1000 + 1100 + 7 \end{array}$$

$$\begin{array}{c} 15942 \\ \swarrow \quad \downarrow \quad \downarrow \quad \downarrow \quad \searrow \\ 5000 + 5000 + 5900 + 20 + 22 \end{array}$$

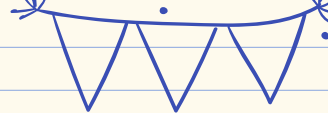


Non-Standard Partitioning

There are a number of different ways that numbers can be partitioned into non-standard form.
The number 1797 can be partitioned in multiple correct ways.

$$\begin{aligned} 1797 &= 1100 + 600 + 80 + 17 \\ &= 500 + 500 + 700 + 97 \\ &= 1000 + 600 + 100 + 97 \\ &= 1200 + 500 + 50 + 47 \end{aligned}$$

There is no 'one way' to correctly partition a number into non-standard form, you can partition it into whatever way works best for you!



Non-Standard Partitioning



Partition the number 2021 into four different non-standard forms. The first one has been done for you.

$$2021 = 1000 + 1000 + 11 + 10$$

=

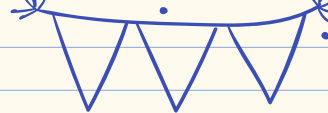
=

=

=

There is no 'one way' to correctly partition a number into non-standard form, you can partition it into whatever way works best for you!





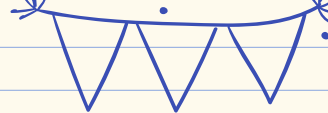
Non-Standard Partitioning



Complete the table by filling out the Non-Standard Forms.

Number	Standard Form	Non-Standard Form
533	$500 + 30 + 3$	
734	$700 + 30 + 4$	
4735	$4000 + 700 + 30 + 5$	
9668	$9000 + 600 + 60 + 8$	
35000	$30000 + 5000$	
72123	$70000 + 2000 + 100 + 20 + 3$	





Non-Standard Partitioning



Complete the table by filling out the Number column.

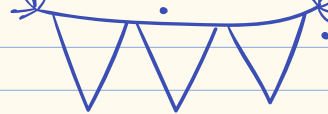
Number	Standard Form	Non-Standard Form
	$200 + 30 + 2$	$100 + 100 + 32$
	$800 + 400 + 7$	$500 + 300 + 47$
	$7000 + 900 + 10 + 4$	$5000 + 2000 + 900 + 14$
	$6000 + 800 + 20 + 4$	$6000 + 500 + 300 + 14 + 10$
	$20000 + 7000 + 900 + 30 + 4$	$20000 + 5500 + 2400 + 34$
	$10000 + 3000 + 800 + 40 + 2$	$5000 + 5000 + 3000 + 840 + 2$



Non-Standard Partitioning

Pick the colour that challenges you the best and complete the questions in the table below.

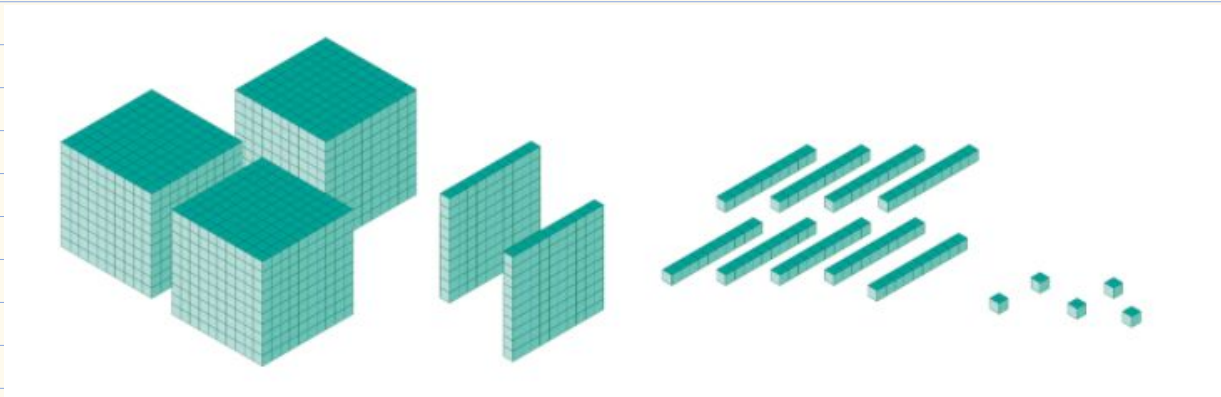
Yellow	Green	Blue	Purple
Partition the following numbers in Non-Standard Form. 123: 711: 255: 341: 197:	Partition the following numbers in Non-Standard Form. 1793: 8563: 3692: 4895: 2590:	Partition the following numbers in Non-Standard Form. 17 386: 86 936: 12 995: 67 822: 55 005:	Partition the following numbers in Non-Standard Form. 163 803: 265 839: 370 046: 583 209: 904 758:
Solve the following Non-Standard partitions: $100+100+6$ = $50+50+50+21$ = $300+50+49$ =	Solve the following Non-Standard partitions: $1000+500+400+9$ = $5000+1000+900+60$ = $2000+600+50+40+7$ =	Solve the following Non-Standard partitions: $6000+6000+500+21$ = $25000+2500+250+25$ = $50000+40000+900+99$ =	Solve the following Non-Standard partitions: $980000+700+200+50+37$ = $71000+52000+600+150+2$ = $500000+7700+5300+159$ =



Problem Solving

The place value blocks below can be partitioned in a number of different ways. Enter answers into the boxes to show other number pairs she can model using all of the blocks.

1. 1290 and ____
2. 1000 and ____
3. 195 and ____



Integrated Unit

★ Learning Intention

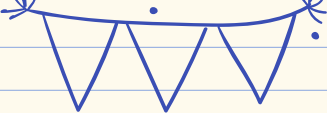
★ Understand what kindness is and how it can be shown to others.

Success Criteria

★ I understand that being kind involves generosity, friendliness and consideration.

I can reflect upon when I have been kind to others and others have been kind to me.

I understand that being kind affects how others feel.



what is Kindness?

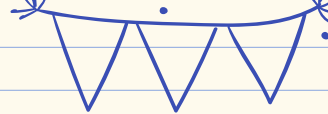
The benefits of kindness for the recipient (the person you are kind to) are obvious.

However, there is now research that indicates that there are also benefits for the person showing kindness.

Kindness has been found to ease anxiety, prevent illness and release oxytocin (the 'feel good' hormone).

**No act of kindness,
no matter how small,
is ever wasted.**





what is kindness?

Read the story, then answer the questions:

The Pelican and the Curlew

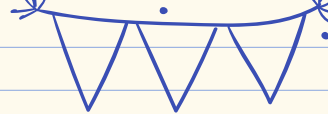
story by Philippa Rae , illustrated by Marjorie Crosby-Fairall

ONCE UPON A TIME a pelican was fishing at the mouth of a river. The sparkling water gushed into the deep blue sea, sending out ripples of white surf. The tide was some distance off the beach, leaving dry crisscross cracks in the yellow sand.

Rummaging in the green seaweed, the large pelican was hoping to find something tasty to eat. He let out a *squawk* when he spied a large glass bottle glinting on a sandbank. It had fallen off a fishing boat when the vessel had tackled a large wave.

Through the thick glass, the bird could see the bottle's tasty fishy contents swimming about. He opened and shut his very large beak and looked longingly.

I could easily carry all those fish in my beak, thought the pelican; I have a special throat for that. The only problem is, how could I get the fish out of the bottle? The neck of the glass is too narrow for my big beak to reach them.



what is kindness?

Read the story, then answer the questions:

The Pelican and the Curlew

story by Philippa Rae , illustrated by Marjorie Crosby-Fairall

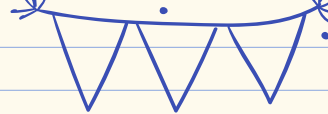
Maybe I can roll the bottle onto its side

But the glass jar was too heavy for a bird to push over.

The pelican sat and thought some more. The rush of the sea was becoming louder as the tide began to return to the shore. He would have to act fast.

As the pelican sat with his back to the sandbank, a curlew came wading through the grass. He, too, had seen the bottle and had come to investigate the delicious smell that was floating on the air. He felt hungry at the thought of a succulent dinner. He could easily slip his long slender beak inside the container. The only problem was that the tide was definitely turning back inland, and his beak could only carry one fish at a time.

While he carried on thinking, he savoured a fish with a large gulp. The pelican turned around when he heard the other bird.



what is kindness?

Read the story, then answer the questions:

The Pelican and the Curlew

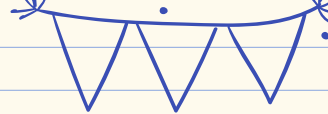
story by Philippa Rae , *illustrated by Marjorie Crosby-Fairall*

‘Finders keepers! I found this bottle first,’ said the pelican, puffing out his chest crossly. ‘These fish are all mine. I’m going to take them to my wife.’

The curlew watched as the pelican tried to move the bottle again. Despite his pride, he finally ruffled his feathers and told the watching curlew, ‘You may as well have them.’

‘But now the tide is coming in and it’s going to take me too long to get all the fish out,’ replied the curlew. ‘I’ll never manage to carry them away from the sandbank to dry land in time. Soon the water will become strong and dislodge the bottle from its resting place and sweep it out to sea. You can have the fish.’

Both birds sat on the bank, glumly staring back and forth at each other and then at the jar. Both were reluctant to leave their find for either the hungry sea or the other bird.



what is Kindness?

Read the story, then answer the questions:

The Pelican and the Curlew

story by Philippa Rae , *illustrated by Marjorie Crosby-Fairall*

Just then a grey and white seagull flew by on the breeze. He was puzzled when he saw the two forlorn birds sitting on either side of the big bottle. He glided down to see what was going on.

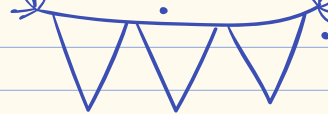
‘What’s up?’ he asked curiously.

The pelican and the curlew told him.

‘This container is too heavy for a bird to move so I can’t push it over to tip the fish out,’ said the pelican. ‘I can’t get my beak through the bottle’s neck.’

‘And I could get the fish out,’ added the curlew. ‘But only one by one, so I wouldn’t be able to carry them away quickly enough before the tide comes in.’

The seagull gave a squawk of laughter. ‘But it’s easy. Think.’



what is kindness?

Read the story, then answer the questions:

The Pelican and the Curlew

story by Philippa Rae , *illustrated by Marjorie Crosby-Fairall*

The pelican and the curlew thought hard.

‘I can’t get the fish out to take them away,’ repeated the pelican.

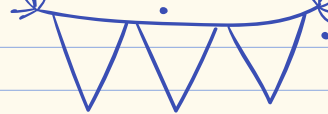
‘I can’t carry all the fish in one go,’ repeated the curlew.

‘If I give you the answer,’ said the seagull, ‘will you promise to share the fish with me?’

‘Yes,’ agreed the two birds listening intently.

‘The answer is staring you in the face, my feathered friends,’ said the seagull. ‘Each other! You are both thinking only about yourselves. However, if you work together in a team, then you’ll both win the day.’

‘Curlew, your beak is long and slender. It will easily fit into the bottle’s neck, and can bring out one fish at a time,’ said the seagull.



what is Kindness?

Read the story, then answer the questions:

The Pelican and the Curlew

story by Philippa Rae , illustrated by Marjorie Crosby-Fairall

‘Pelican, your beak is large and your throat is like a carrier bag. It can easily carry most of the fish away in one go. If you work together, you can share the fish. Surely half each is better than nothing.’

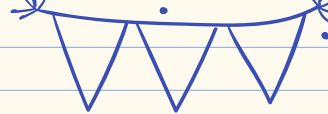
The pelican and curlew looked at each other.

‘Deal,’ they both said, knocking beaks.

And a good deal it was too. The curlew quickly emptied the jar of its contents, placing each fish straight into the pelican’s beak. When the jar was empty and the pelican’s beak full, both birds moved away from the rising tide. They waded off to a safer place where they could share the food.

There the pelican, the curlew, and the seagull watched the bottle slowly being lifted by the tide and carried off by the waves.

‘You see, my dear pelican and my dear curlew,’ said the seagull, picking out a choice piece of fish for himself, ‘always remember, two beaks are better than one!’



What is Kindness?

Read the story, then answer the questions:

The Pelican and the Curlew

story by Philippa Rae, illustrated by Marjorie Crosby-Fairall

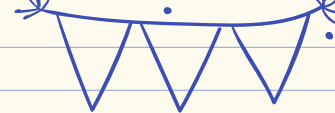
Did you like this story? Why or why not? _____

Why did the pelican and the curlew need the seagull's help? _____

How does this story reflect kindness? _____



what is Kindness?



To be kind, you must show that you are:

Generous:

You give without wanting anything in return.

For example, sharing your coloured pencils with someone because they don't have any.

Friendly:

You are nice, polite and respectful to others.

For example, using good manners when people are talking to you.

Considerate:

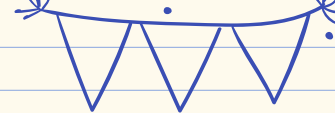
You think about the needs of others.

For example, you give your seat on the bus to an elderly person as they need it more than you.

When was the last time you were kind to someone?



what is Kindness?

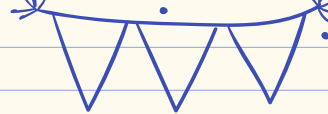


List ten people you come across in your lives. This can be people you know or people you don't. I've listed some to get you started.

1. Classmates
2. Other students at school
3. Bus drivers
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



what is Kindness?



Do you think we should only be kind to people that we know?

When was the last time someone showed you generosity?

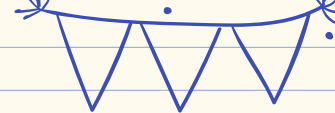
When was the last time someone showed friendliness towards you?

When was the last time someone showed consideration towards you?





what is Kindness?



How does it make you feel when others are kind to you by showing generosity, being friendly or considerate?

Your challenge for the rest of this week: Think of all the different ways you can spread kindness and do it! Be the reason someone smiles!

Do things for people

NOT BECAUSE OF WHO
THEY ARE OR WHAT
THEY DO IN RETURN,
BUT BECAUSE
OF WHO YOU ARE.



Brain Break

Roll a Dice 4 times to see what activities to complete.

	1st Activity	2nd Activity	3rd Activity	4th Activity
1	10 jumping jacks	5 Deep breaths	Dance to the Chicken Dance	Hop on one foot
2	10 wall push ups	Head rolls clockwise	Dance to the Macarena	Touch your toes
3	Run on the spot for 10 seconds	Stretch your arms	Dance to Gangnam Style	Chair Dips
4	10 Large circles with your arms	Head rolls anti-clockwise	Dance to Waka Waka	Jog on the spot
5	10 push ups	Planking	Dance to YMCA	Frog Jumps
6	10 lunges	Stretch your legs	Dance to Whip/Nae Nae	Burpees



The Great Desert Island STEM CHALLENGE

Library Stage 2

Term 4, Week 1





Not so long ago, a group of adventurous travelers set sail for a week on the open seas. The skies were clear and blue. The water peaceful and calm - The ideal conditions for a relaxing voyage.

Unfortunately, on the second night, a great storm came upon the group while they slept in the cabin below deck. The violent storm tossed the passengers from one side of the ship to the other. The captain tried to take control but was knocked overboard by a massive wave!

Eventually, the ship came to a crashing halt when the storm threw it onto the rocky shore of a deserted island. Sadly, only one traveler survived the ordeal - Sir Harley Houndstooth III. He dragged himself onto the beach and looked around, wondering what to do next.

It is now your job to help him survive the island and get back to the civilized world. Are you up to the challenge?



Day 2: My first night on this dreaded island is over. I slept fitfully, alert for wild animals that might be lurking in the jungle. This is no place for a man like me! I am hopeful that help will arrive soon but must make the best of things while I'm here. Today I will find more suitable sleeping arrangements.

Perhaps I can construct a hut of some sort to at least keep the wind from ruffling my hair. Yes, a cozy hut shouldn't be too difficult to build. Now, let's see what I can find on this island to start the job...



STEM challenge - Design a hut

Plan, design and build a hut that can survive a small windstorm.



Your hut must :

- Have a labelled plan that you have designed and followed when building your hut. Remember builders don't construct houses without a plan!
- Have a door that opens and closes.
- Withstand a small “windstorm” (You could use a fan or a hairdryer to test out your huts once you have built them).

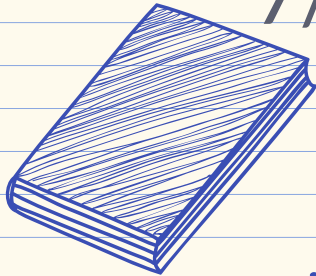
Describe the problem. What do you want to happen?

Brainstorm! Put all of your ideas here. Circle the best ones.

Draw your plan here:

Fabulous Thursday!

7/10/21



Thursday

Check In

Sentence a Day
Spelling
Reading
Writing

Maths - Whole
Number

Brain Break

Integrated Unit



Sentence a Day

★ Learning Intention

Identify and use rhyme
in poetry ★

Success Criteria

- I can identify words that rhyme.
- I understand different ways to rhyme in poetry.
- I can describe the rhyming scheme of a poem



Sentence a Day

A rhyme scheme is the pattern of rhyming words at the end of each line of a poem. We label rhyme scheme using letters (A, B, C, D, and so on).

You need to use your knowledge of rhyme to to help you identify the rhyming scheme.





Sentence a Day

Let's look at an example:

Roses are **red**, A

Violets are blue. B

EPS is the *best* C

And so are you! B

First, we need to identify which words rhyme.

Then, we place a letter next to these to show the rhyming scheme.

You will see that both 'blue' and 'you' have the letter 'B' after them as these words rhyme.

The rhyme scheme of this poem is ABCB.





Sentence a Day



Complete the rhyming scheme of this poem.

Remember use the next letter when the word doesn't rhyme with the end rhyme before.

Dinner Venue

We're sitting on a picnic rug	A
beside our lemon tree.	
We pass around the water jug	
then start to eat our tea.	
I'm staring at a brussels sprout	
with mounting discontent	
When I suggested eating out	
this wasn't what I meant!	



Spelling

★ Learning Intention

To spell words containing the 'ier'.

Understands how to use comparative and superlative words in a sentence.

Success Criteria

I can spell words containing the the 'ier' suffix.

I can use comparative and superlative words in my sentences.

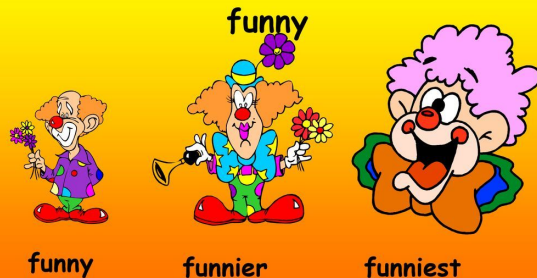
Spelling Focus 2

If a word ends in a consonant followed by a 'y', change the 'y' to 'i' before adding a suffix.

Suggested words

drier, flier, easier, windier, needier, muddier, mouldier, multiplier, sportier, creepier, hungrier

What spelling rule will we use?



Add 'er' to each base word.
[turns an adjective into 'more']
4. Change the 'y' to an 'i' and add 'er'. Compares 2 things.

adjective 'more'

angry	+ier =	angrier
bumpy	+ier =	
crazy	+ier =	
dirty	+ier =	
dusty	+ier =	
early	+ier =	
foggy	+ier =	
furry	+ier =	
hair	+ier =	

Phase 6 suffixes

DE2014

card 1

FACTSUMO | SPELLING RULE 20

For words ending in a consonant + "y": Before adding "-er" and "-est", change the "y" to an "i". This creates the comparative and superlative forms.



Easy → Easier → Easiest
Happy → Happier → Happiest
Silly → Sillier → Silliest

The bus would be **easier** to take as it is less crowded.

Spelling Activities

Write comparative sentences using the following words.

Happy/happier -

Hungry/hungrier -

Funny/funnier -

Early/earlier -

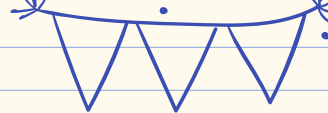
Busy/busier -

Now try to guess the blanks.. Note they are all vowels

fr__ndl__r pr__tt__r h__lth__r b__s__r d__t__r

Remember to practise these words by doing LCWC in your exercise book.





Spelling - word of the day

Definition

use it in a sentence

prance

Synonym

Antonym

Picture



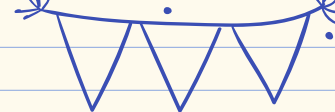
Reading

★ Learning Intention

to identify the audience and purpose of texts and
• how an author crafts texts to meet a purpose and target an audience.

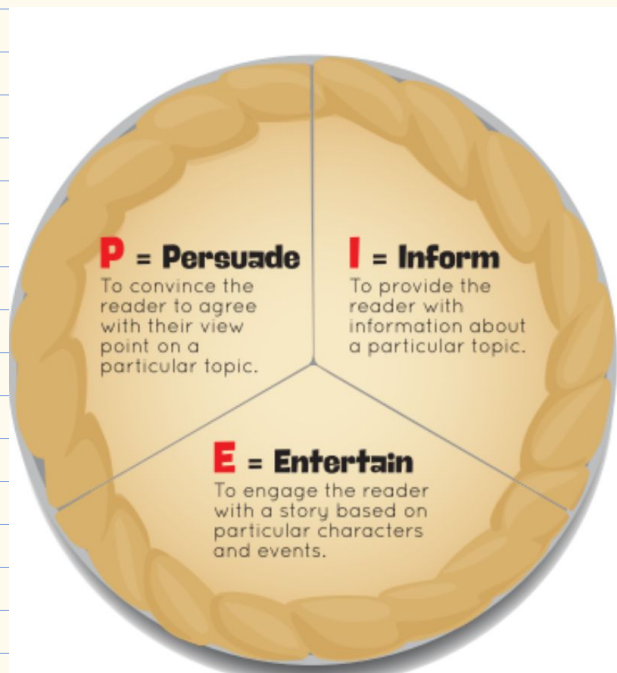
Success Criteria

I can identify the purpose of the text as to inform, persuade or entertain the audience.



Author's purpose PIE

The author writes a text for 3 reasons: PIE



Author's audience

The audience is who the writer is expecting to read his or her text.

The intended audience could be:

- a specific person (e.g., a newspaper editor)
- a group of people (e.g., students, parents)
- the general public (e.g., the public at large)

What helps to determine the targeted audience is identifying the location of the reading. An article, for example, in Seventeen magazine will generally be intended for a teenage girl, whereas a piece in the Australian Journal of Advanced Nursing will probably be intended for medical professionals such as a nurse.

An author creates a text with a particular audience in mind and makes decisions about elements such as how they structure a text, the language features used, vocabulary used, how a character is portrayed or actions that might occur. These decisions will be made based on this audience - the people who are the target group for the text.

Blueback by Tim Winton



This is the same book but has multiple book cover designs.

Why do you think he did that?

what is the purpose and who is the audience?

"I can see a sign that says: 'All visitors must sign in at the office on arrival.'

I know that this sign is used to remind visitors to our school to go to the office and sign in.

The purpose of this sign is to inform visitors about their responsibility to help keep our school safe by communicating when they will be on school grounds.

I wonder who the audience is for this sign?

It doesn't actually say who this sign is for, but I can infer, using my background knowledge and clues from the text such as the words 'on arrival', that it means the audience is for visitors to our school."

What is the purpose & audience?

Read the text and answer the questions

Brain Freeze

Do you ever eat an ice-cream on a hot day and get a headache from the cold? Some people call this a 'brain freeze'.

The ice-cream makes your mouth very cold, very quickly. Your body sends messages from your mouth to your brain. Blood then rushes in to warm up your mouth. It hurts!

But there is something you can do to make the pain go away. You need to warm the roof (or top part) of your mouth. You can do this with your tongue. If you can, roll your tongue, then press it on the roof of your mouth. It's better to use the underneath of your tongue because it's warmer than the top. You could also use your thumb. But be sure it's clean.

A brain freeze should only ever last for about 30–60 seconds.

What is the purpose?

How do you know?

Underline or highlight clues in the text.

Who is the intended audience?

Writing

★ Learning Intention

Identify rhyme and rhyme schemes in poetry ★

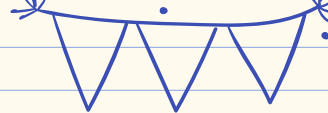
Success Criteria

I can enjoy various poems.

I can identify words that rhyme in a poem. ✨

I can use this knowledge to determine a poem's rhyming scheme.

I understand how to use different letters to show a poem's rhyme scheme. ✨



Rhyme



Following on from yesterday's sentence a day activity, let's find the rhyming words in the next two poems. Highlight or draw shapes around words to show which words rhyme. **NOTE:** Not all words will have a rhyming partner.

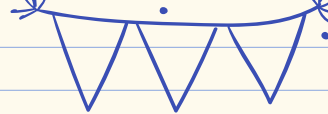
My duck MacDuff is a mighty tough duck,
a swashbuckling duck is she.

When you hear her quack
don't turn your back,
for she'll attack with glee.

She chases the dogs, she chases the cats,
she chases the pigs up trees.

She chases the cows for hours and hours—
she chases the buzz out of bees!





Rhyme

Highlight or draw shapes around words to show which words rhyme.

Early morning mist about.

Dewdrops show their webs are out.

Across the trees and through the grass

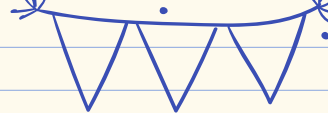
Lines and lines of web-caught glass.

Droplets stuck like precious pearls

Reveal the spider's twists and twirls.

Leaves held hostage—laced in net!

Booby traps. Trip wires set.



Rhyming Schemes

Following on from what you started in sentence a day today, let's have a little more practise with finding the rhyming schemes of poems.

First, let's read the poem below.

Cat Versus

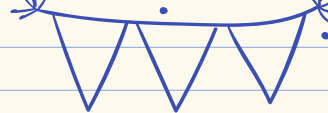
My cat stares blankly at the wall
Trying to hunt the light.
She flicks her tail and starts to crawl,
Eyes focused, fur upright.

I watch her, silently, as she creeps
Slowly towards her prey.
I remain still, as if fast asleep
For this is *not* child's play.

Her moving stops, she is ready
To jump up and attack.
I see her ascend, now unsteady;
I gasp, and she looks back.

Her eyes are chasms, black holes throughout,
And my flashlight goes quickly out.





Rhyming Schemes

Now, let's find the words that rhyme and highlight them to show this.

Cat Versus

My cat stares blankly at the wall

Trying to hunt the light.

She flicks her tail and starts to crawl,

Eyes focused, fur upright.

I watch her, silently, as she creeps

Slowly towards her prey.

I remain still, as if fast asleep

For this is *not* child's play.

Her moving stops, she is ready

To jump up and attack.

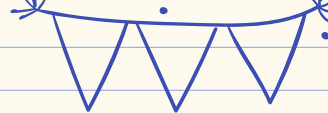
I see her ascend, now unsteady;

I gasp, and she looks back.

Her eyes are chasms, black holes throughout,

And my flashlight goes quickly out.



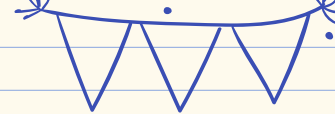


Rhyming Schemes

Now that I have the rhyming words identified, describing the rhyming scheme becomes a simple process.

Cat Versus

My cat stares blankly at the wall	A	Her moving stops, she is ready	E
Trying to hunt the light.	B	To jump up and attack.	F
She flicks her tail and starts to crawl,	A	I see her ascend, now unsteady;	E
Eyes focused, fur upright.	B	I gasp, and she looks back.	F
I watch her, silently, as she creeps	C		
Slowly towards her prey.	D	Her eyes are chasms, black holes throughout,	G
I remain still, as if fast asleep	C	And my flashlight goes quickly out.	G
For this is <i>not</i> child's play.	D		



Rhyming Schemes

Your turn - find the rhyming scheme of the poem below.
You can highlight the rhyming words first if that helps you!

A kingfisher upon his perch	
looks down below in careful search.	
He'll sit above the rippling creek	
exhibiting his own technique	
of staying motionless, until—	
a dive! And dinner's in his bill!	

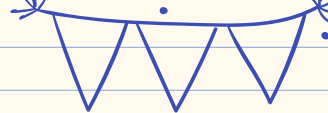
Maths

★ Learning Intention

We are learning to
round numbers. ★

Success Criteria

I can round numbers to
the nearest ten, hundred
thousand or ten thousand. ★



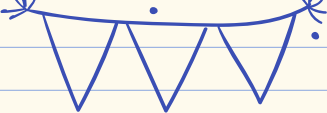
How to Round Numbers

When rounding numbers, the first thing you need to do is look at the column of what you are rounding to.
Below, we are rounding 76 to the nearest 10, so we look in the tens column.

76

7 is the number we are looking at, and now we need to determine whether the 7 stays the same or goes up to 8. To do that, we look at the next number (which in this question is the 6). 6 gets rounded up which means that 76 gets rounded up to 80.

Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.



How to Round Numbers

Round 142 to the nearest 10

142

4 is the number in the tens column, so we need to look at the next number to determine whether it stays as 4 or goes up to 5. The next number is 2 and we know that 2 gets rounded down.

Therefore, 142 gets rounded down to 140.

Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.



How to Round Numbers

Round 271 to the nearest 100

271

2 is the number in the hundreds column, so we need to look at the next number to determine whether it stays as 2 or goes up to 3. The next number is 7 and we know that 7 gets rounded up.

Therefore, 271 gets rounded up to 300.

Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.

How to Round Numbers

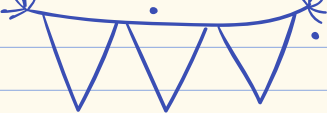
Round 1845 to the nearest 100

1845

8 is the number in the hundreds column, so we need to look at the next number to determine whether it stays as 8 or goes up to 9. The next number is 4 and we know that 4 gets rounded down.

Therefore, 1845 gets rounded down to 1800.

Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.



How to Round Numbers

Round 6219 to the nearest 1000

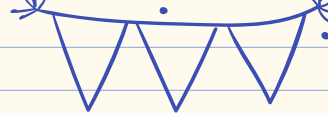
6219

6 is the number in the thousands column, so we need to look at the next number to determine whether it stays as 6 or goes up to 7. The next number is 2 and we know that 2 gets rounded down.

Therefore, 6219 gets rounded down to 6000.

Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.





How to Round Numbers

Round 47841 to the nearest 1000

47 841

7 is the number in the thousands column, so we need to look at the next number to determine whether it stays as 7 or goes up to 8. The next number is 8 and we know that 8 gets rounded up.

Therefore, 47841 gets rounded up to 48000.

Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.

How to Round Numbers

Round 84444 to the nearest 10000

84 444

8 is the number in the ten thousands column, so we need to look at the next number to determine whether it stays as 8 or goes up to 9. The next number is 4 and we know that 4 gets rounded down.
Therefore, 84444 gets rounded down to 80000.

Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.

How to Round Numbers

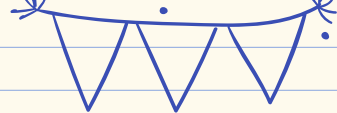
Round 199678 to the nearest 10000

199 678

9 is the number in the ten thousands column, so we need to look at the next number to determine whether it stays as 9 or goes up to 10. The next number is 9 and we know that 9 gets rounded up. However, we cannot round the 9 to 10, otherwise we would get the wrong answer, so we round 19 to 20 instead.

Therefore, 199678 gets rounded up to 200000.

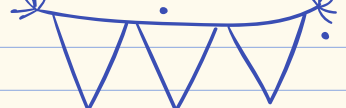
Numbers 1,2,3 and 4 round down.
Numbers 5,6,7,8 and 9 round up.



Rounding Numbers

Complete the table below by rounding various numbers.

	Nearest 10	Nearest 100
291		
433		
655		



Rounding Numbers

Complete the table below by rounding various numbers.

	Nearest 1000	Nearest 10000
41991		
88633		
55155		

Rounding Numbers

Pick the colour that challenges you the best and complete the questions in the table below.

Yellow	Green	Blue	Purple
Round to the nearest ten: 67 = 41 = 85 = 29 = 115 =	Round to the nearest hundred: 786 = 555 = 1578 = 9777 = 6231 =	Round to the nearest thousand: 1572 = 43 228 = 32 191 = 78 682 = 91 945 =	Round to the nearest ten thousand: 55 789 = 167 831 = 759 274 = 981 462 = 165 274 =
Round to the nearest hundred: 121 = 199 = 222 = 350 = 1119 =	Round to the nearest thousand: 7832 = 5601 = 6781 = 17 145 = 56 974 =	Round to the nearest ten thousand: 22 222 = 19 999 = 67 915 = 91 456 = 889 121 =	Round to the nearest hundred thousand: 555 555 = 212 121 = 1 109 999 = 1 567 284 = 1 983 125 =

Problem Solving

Complete the two 'who am I' challenge questions and list your answers below.

CHALLENGE A

- I am a 3-digit number.
- My tens digit is even, but I am odd.
- If you round me to the nearest 10, I round up.
- I am 400 rounded to the nearest 100.

Who am I?

378	411	463	367
426	391	443	296

CHALLENGE B

- I am a 4-digit number.
- If you round me to the nearest 100, I round down.
- I am 8000 rounded to the nearest 1000.
- My tens digit is a multiple of 3.

Who am I?

7264	7538	7641	8092
8427	8164	7744	865

Challenge A answer =

Challenge B answer =

Brain Break - Mindfulness



Get into a comfortable position and close your eyes. Inhale through your nose. Feel your belly fill up. Exhale through your mouth. Repeat 5 times.



Close your eyes and listen. Do you hear many things? Or maybe you just hear your breath. Focus on one sound and sway with the rhythm.

Brain Break - Mindfulness



fit

SAY CHEESE

Close your eyes, relax your face, put your chin down. Slowly start to smile. Start with a tiny smile and work up to a big smile. As you do, lift your head and open your eyes wide and your smile big!



fit

PICK A COLOR

Choose your favourite colour. Look around the room and find 10 objects that are your colour. Pick a new colour and repeat.

Integrated Unit

★ Learning Intention

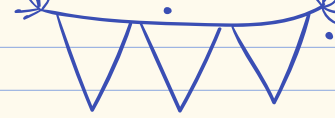
Learn the
importance of being
grateful for people
and things in our
lives

Success Criteria

I understand what gratitude is.

I can determine examples of people and things I am grateful for.

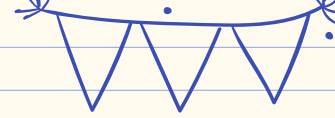
I will develop more positive thoughts and resilience.



Gratitude

Showing gratitude is a way of expressing thankfulness and appreciation. Being grateful for people, events and things in our lives and identifying them can reduce many negative emotions.

Gratitude has social, physical and cognitive (how well your brain functions) benefits. It helps you to become more positive as you recognise the good in your life.

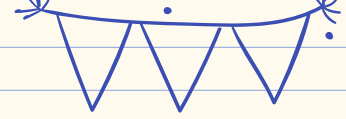


Gratitude

Each day, you should try to think of three things you are grateful for. Make them specific and different.

For example, I am grateful for technology as it means I am able to still see my family and class through video chats. It helps me to feel connected in a time when we can't see each other in person.

Think of three things you are grateful and why.
You don't need to share these but think hard about them.

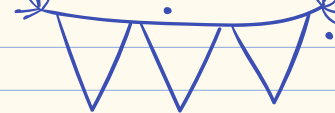


Gratitude

Read the following scenarios and identify what the people can still be grateful for.

- Jack went for a picnic with his family by the river in the sunshine but when he arrived, he realised that the sandwiches had come out of their wrappers and had made a mess in the basket.

- Kelly was looking forward to going to a friend's birthday party but she had to go visit her grandma instead.

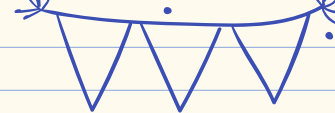


Gratitude

What does it mean to you to show gratitude?

Why is it a good idea to focus on things or people that we are grateful for?

Why is practising gratitude especially important during tough times?



Gratitude

Activity Time!

Choose from one of the below activities or complete both!

Gratitude Jar

Cut strips of paper (large enough for you to write on). Write things that you are grateful for - these can be things, events or people that you are thankful for.

Put the strips into an empty jar. Design a label for your gratitude jar.

If you're ever feeling down, you can pull out one of your slips and remind yourself of things you have to be grateful for.

Gratitude Letter

Write a thank you letter to someone you are grateful for.

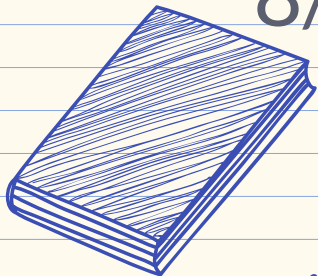
Share what it is they do that makes you feel important and valued.

It could be your parent, carer, coach, teacher or anyone at all!

If you are able, you could deliver the letter or call the person and tell them what you wrote. You might just make their day by sharing your gratitude!

Fantastic Friday!

8/10/21



Friday
Check In
Sentence a Day Spelling Reading Writing
Maths - Whole Number
Brain Break
PDHPE



Sentence a Day

★ Learning Intention

Identify and use rhyme
in poetry ★

Success Criteria

- I can identify words that rhyme.
- I understand different ways to rhyme in poetry.
- I can describe the rhyming scheme of a poem



Sentence a Day

Rhyming in Poetry

In poetry, there are different ways to use rhyme.

End Rhyme: the rhyme is at the **end of a line** of poetry.

Internal Rhyme: the rhyme is **within a single line** of the poem.

Near Rhyme: involves **sounds that are similar**, but not exactly the same.





Sentence a Day

Rhyming in Poetry



Read this poem, use different coloured circles to show which words rhyme and then identify what type of rhyme has been used (end, internal or near).

Dirty Dan

Oh I'm Dirty Dan, the world's dirtiest man.

I can't see my shirt - it's so covered with dirt.

I live in a pen with five hogs and a hen.

The thought of a towel and some soap makes me howl.



What type of rhyme has been used?





Sentence a Day

Rhyming in Poetry

Read this poem, use different coloured circles to show which words rhyme and then identify what type of rhyme has been used (end, internal or near).

Fish and Chips on the Beach

Such a bully and loud,
it stands out from the crowd
as we gather together to eat.
Dashing forwards and back
it looks set to attack
every bird homing in on a treat.

What type of rhyme has been used?



Spelling

★ Learning Intention

Can find synonyms and antonyms to match the given words.
Demonstrates and understanding of comparative words.

Success Criteria

I can find synonyms and antonyms to match the words ending in 'ier'.

I can complete various activities using the given rule.

Spelling Focus 2

If a word ends in a consonant followed by a 'y', change the 'y' to 'i' before adding a suffix.

Suggested words

drier, flier, easier, windier, needier, muddier, mouldier, multiplier, sportier, creepier, hungrier

COMPARISON OF ADJECTIVES (ending in -y)

- Two-syllable adjectives ending in consonant + y lose y and add -ier and -iest

• busy	• busier	busiest
• happy	• happier	happiest
• dirty	• dirtier	dirtiest

- Some two-syllable adjectives not ending in "-y"
- also add -er / -est; e.g. narrow, clever, gentle, quiet, simple.

Spelling Activities

Synonyms - same meaning.

Antonyms - opposite meaning.

Write one synonym and one antonym for each of the spelling words.

'ier' word

synonym

antonym

busier

happier

dirtier

friendlier

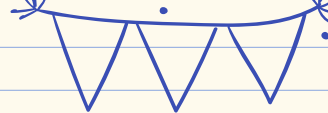
smellier

Spelling Activities

Using the words you have chosen to focus on this week, complete 2 of the following activities. Drag a star across to show which ones you have done.



Syllable Sort Write your spelling words in order from least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date: _____	Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date: _____	Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date: _____	Word Detective Write three clues about four of your spelling words. Ask someone to try to guess your spelling words using your clues. Date: _____	Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words. Date: _____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date: _____	Alliteration Write a sentence for each of your spelling words using as much alliteration as possible. Date: _____	Sentence Smart Write a sentence for each of your spelling words. Date: _____	Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date: _____	Sort Them Out Sort the words on your spelling list into three different categories of your choice. Date: _____
Word Search Create your own word search using all the words on your spelling list. Date: _____	Handwriting Hero Write out your spelling words in your very best cursive handwriting. Date: _____	Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can. Date: _____	Words Within Words Make a list of as many smaller words you can find in the words on your spelling list. Date: _____	Code Breaker Use the code guide to make a code for each of your spelling words. Date: _____



Spelling - word of the day

Definition

use it in a sentence

glance

Synonym

Antonym

Picture



Reading

★ Learning Intention

To identify the audience and purpose of texts and
• how an author crafts texts to meet a purpose and target an audience.

Success Criteria

I can identify the purpose of the text as to inform, persuade or entertain the audience.

I can identify the intended audience.

Complete "Reading- purpose & audience"

Writing

Learning Intention

Use rhyme when writing poetry

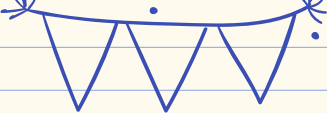
Success Criteria

I can express an opinion.

I can identify words that rhyme.

I can choose words to complete rhymes.

I can write lines of poetry that rhyme.



Rhyme and Poetry

Let's enjoy this poem which uses rhyme.

Zippy and Alba

Weary from a day of travel,

Zippy seeks a spot to rest.

Alba stretches out an arm
to welcome her exhausted guest.

All night long, while Zippy slumbers,

Alba keeps her safe and warm,

providing shelter from the thrashing,

flashing, passing thunderstorm.

Alba is afraid of lightning

and of winds that blow too strong.

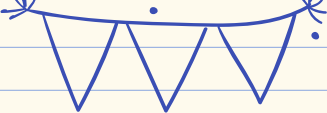
But Zippy's slow and steady breathing
comforts like a soothing song.

By morning time, the two are friends,

though neither speaks a single word.

For Alba is a growing oak,

and Zippy is a hummingbird.



Rhyme and Poetry

Now, enjoy this poem which doesn't use rhyme.

Nearly

Neck stretched

ears pointing down

and the darker outline

of whiskery bottom jaw

trying

to

reach

in every possible

sheepy, woolly way

the delicate waving

green leaves of the lower branch

of the tree

growing outside the sheep pen.

Nearly

there

if only I could jump

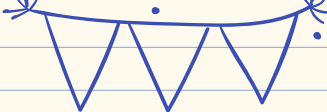
on these little hooves

but we are crowded

in

and my neck

is too sheepy short.



Rhyme and Poetry



Which poem did you prefer? _____

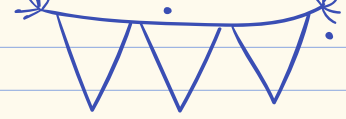
Zippy and Alba (rhyme) or Nearly (no rhyme)?

Why? _____

What effect do you think rhyme has on poems? _____

Do all poems have to rhyme? _____





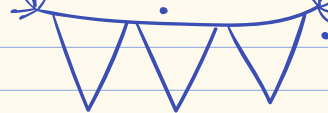
Rhyme and Poetry

Today, you're going to try and use rhyme and write some poetry.

First, we're going to create some word families to help us when rhyming.

Add 5 more words to each family (remember it is the sound, not the spelling that you are matching)

-at	-ace	-op	-in
pat	place	shop	skin
splat	face	pop	Flynn



Rhyme and Poetry

Now, let's use those word families to help write a poem using an AABB rhyme scheme.

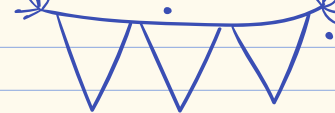
Once when I was outside the **shop**,
I saw a cat and had to **stop**.
I so wanted to give it a pat,
But fell in a puddle and went splat!

You can see that having the word families already established helps to create the poem.

Go to the next slide for your challenge levels.
Choose one to complete based on your confidence with rhyme.



Rhyme and Poetry



Complete the poem below by finding a word which rhymes with the end word of the second line in each verse (in bold) .	Write line 4 for each of the poems below. Follow the rhyme scheme ABCB.	Choose your own rhyme scheme (for example AABB, ABCB) and write a short poem.
Whoever thought up where to put The pieces of my face Must have loved my nose because It holds a central _____.	Line 1: Whenever I play soccer Line 2: I cannot kick the ball Line 3: I think that maybe I should Line 4:	
My ears are way off to the sides, My mouth down by my chin , My eyes are to the left and right They twinkle when I _____.	Line 1: Our picnic was ruined Line 2: by too many ants. Line 3: At least I am grateful Line 4:	
And yet my nose, I'm proud to say, Is like a meeting place For up and down, and left to right, It unifies my _____.	Line 1: My brother's a genius, Line 2: as smart as they come. Line 3: Without his computer though Line 4:	

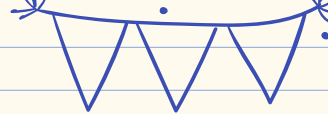
Maths

★ Learning Intention

We are learning to partition and round numbers.

Success Criteria

★ I can partition numbers in non-standard form and round numbers to the nearest ten, hundred, thousand and ten thousand.



Whole Number Quiz

Over the week, we have been learning about the whole number topic, more specifically, rounding and partitioning numbers. Try your best at completing the quiz "Whole Number Quiz" to share what you know from this week's learning.

Please have a go at every question and give it your best effort! It is okay if you don't know, but it's not okay if you don't try.
Good luck!

Brain Break - Lego Challenge



Since we can't travel during lock down I want you to create your favourite holiday destination...
Is it on a cruise, in your caravan, a beach holiday, city or country holiday?
Create your own, send us a photo and see if I can guess what you have built!!!

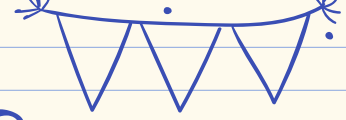
PDHPE

★ Learning Intention

We are learning to perform locomotor, object control and stability skills. ★

Success Criteria

I can do an overarm throw, balance on one leg, dodge to evade an object and hop on one foot. ★



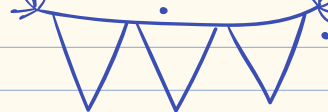
Activity 1 - Overarm Throw & Balance

While standing on one leg, have 10 shots at a target by throwing the tennis ball overarm. Only put your foot on the ground when you go to pick up a ball. How many times out of 10 did you hit the target?





Activity 2 - Dodging & Hopping



Get a partner (a parent, sibling or relative) and get them to stand 5 metres away from you. They will try to throw a ball at you using an overarm throw (if you have a soft ball) or an underarm throw (if you don't have a soft ball). You have to dodge the throws by hopping. You have to stay on one foot and hop the whole time, you cannot put your foot on the ground or the time starts again! You have 1 minute to avoid the throws.



Activity 3 - Tips

You will need a partner for this activity as well. You and your partner will try and take in turns tipping the other person with a ball. You will not throw the ball at your partner, you will just try and tip them with the ball. Set out an area where you can go to make it a little bit harder. Have 1 minute each to try and tip the other!



Activity 4 - Modified Soccer

You will also need a partner to play against in this activity!

Play a game of soccer, but with 1 little change - you don't kick the ball into a net to score a goal, you dribble the ball into a little square and trap it to score a goal. Every time you dribble the ball into the square and trap it, that's 1 point. There is no time limit with this activity, play it for as long as you want!

