S2 Week 6 Learning from Home Booklet

Check your class dojo for zoom and to check in with your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	❑ Spelling	❑ Spelling	Wellbeing Wednesday (see grid)	❑ Spelling	❑ Spelling
	❑ Sentence a Day	❑ Sentence a Day		❑ Sentence a Day	❑ Sentence a Day
	❑ Writing	❑ Reading (Vocab)		❑ Reading	❑ Reading
		❑ Writing		❑ Writing	❑ Writing
Middle	❑ Maths - 2D Shapes	❑ Maths - 2D Shapes		❑ Maths - Division	❑ Maths - Division
				❑ Integrated Unit	
	❑ Brain Break	❑ Brain Break		❑ Brain Break	❑ Brain Break
Afternoon	❑ CAPA	❑ Integrated Unit		❑ PDHPE	❑ STEM - Mrs McPhan

Happy Monday!

Monday
❑ Spelling
❑ Sentence a Day
❑ Writing
❑ Maths - 2D Shapes
❑ Brain Break
❑ CAPA

Spelling

Learning Intention

- To identify, spell and say words which contain the given rule. *Words that have a consonant followed by ‘y’, change the ‘y’ to ‘i’ before adding ‘-ful’*

Success Criteria

- I can identify words that have the given rule in them.
- I can use my skills to find other words using this rule.
- I can understand the meaning of chosen words using this rule.

Spelling

What is the meaning of ‘ful’?

The suffix ‘ful’ is used at the end of a word, it means full of.
For example the word ‘beautiful’ means ‘full of beauty’.

Tips for spelling words with this rule.

- Start by spelling the base word
- Replace the ‘y’, at the end of the word, with an ‘i’
- Finish it off by adding the suffix ‘ful’ - Remember only one ‘l’

Spelling Activities

Rule: Words that have a consonant followed by 'y', change the 'y' to 'i' before adding '-ful'

Here is a list of words that follow this rule.

You can practise these words in your exercise book.

Beautiful fanciful pitiful merciful plentiful dutiful bountiful

Choose 3 words from above and write their base word. E.g. Beautiful comes from the word beauty.

1) 2) 3)

Spelling Activities

Rule: Words that have a consonant followed by 'y', change the 'y' to 'i' before adding '-ful'

Using a dictionary, or the internet, find the meaning of 4 words using this rule. You may choose the words from your list of others that you know.

1)

2)

3)

4)

Sentence a Day

Learning Intention

I can use pronouns accurately to avoid repetition in my writing

Success Criteria

- I know what a pronoun is
- I can use a pronoun to refer to the correct word it is replacing
- I can be clear with my pronoun reference to avoid confusion

Sentence a Day

A pronoun is a word that replaces a noun to make writing less repetitive.

How many pronouns can you list here in 1 minute?

Sentence a Day

Rewrite this sentence below with appropriate pronouns.

Tom has a new dog. ***Tom*** has named ***the dog*** Max and ***Tom*** lets ***the dog*** sleep by ***Tom***'s bed.

Writing

Learning Intention

Group related facts together and plan effectively

Success Criteria

- I can group related facts together.
- I can select appropriate headings and subheadings to organise information.
- I can organise facts in chronological order.

Writing

When we are writing an informative text like a biography, it is important that we group all related facts together.

This helps our reader to develop their understanding as they read rather than jumping from one fact to the next with no connection between them.

Writing

When we plan our writing, we use a story graph to help us.

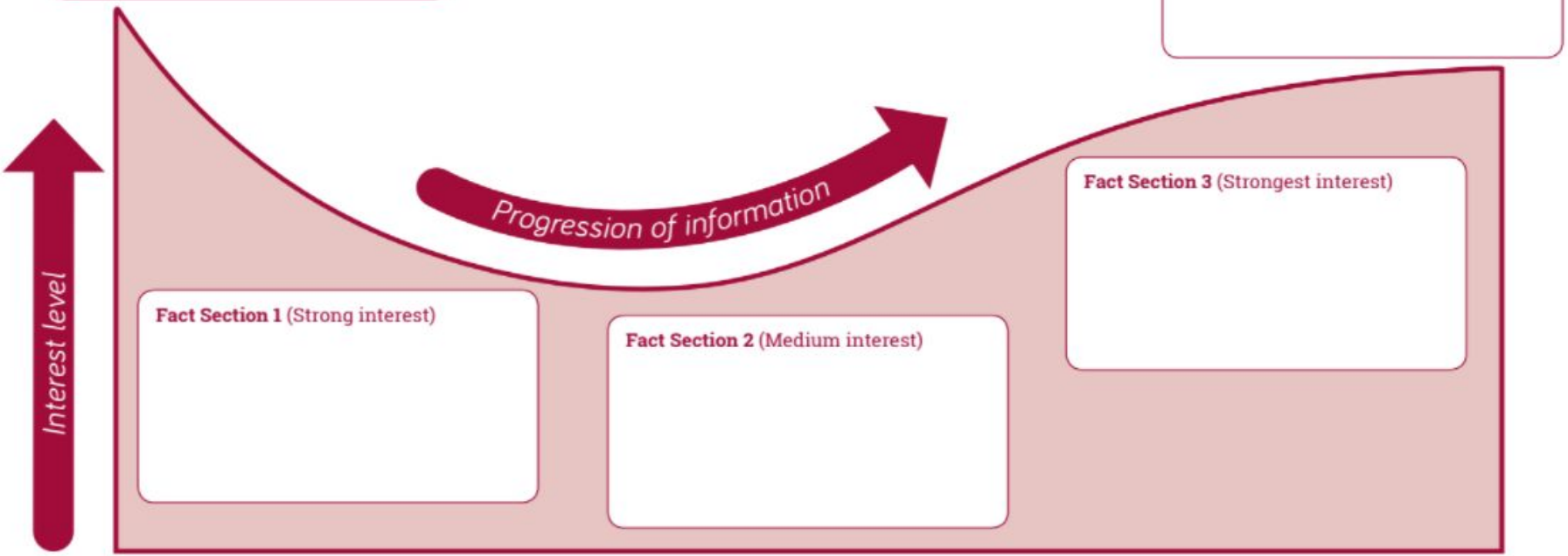
We can use these even when planning an informative piece of writing.

Let's have a look at a blank informative writing graph.

What do you notice about the graph? Write your ideas here.

Informative Writing Graph

Topic:



Writing

Now, let's look how an author used the writing graph to help them plan a biography on 'Leonardo da Vinci'.

Pay attention to how the author has identified what subheadings they would use to help them organise their information.

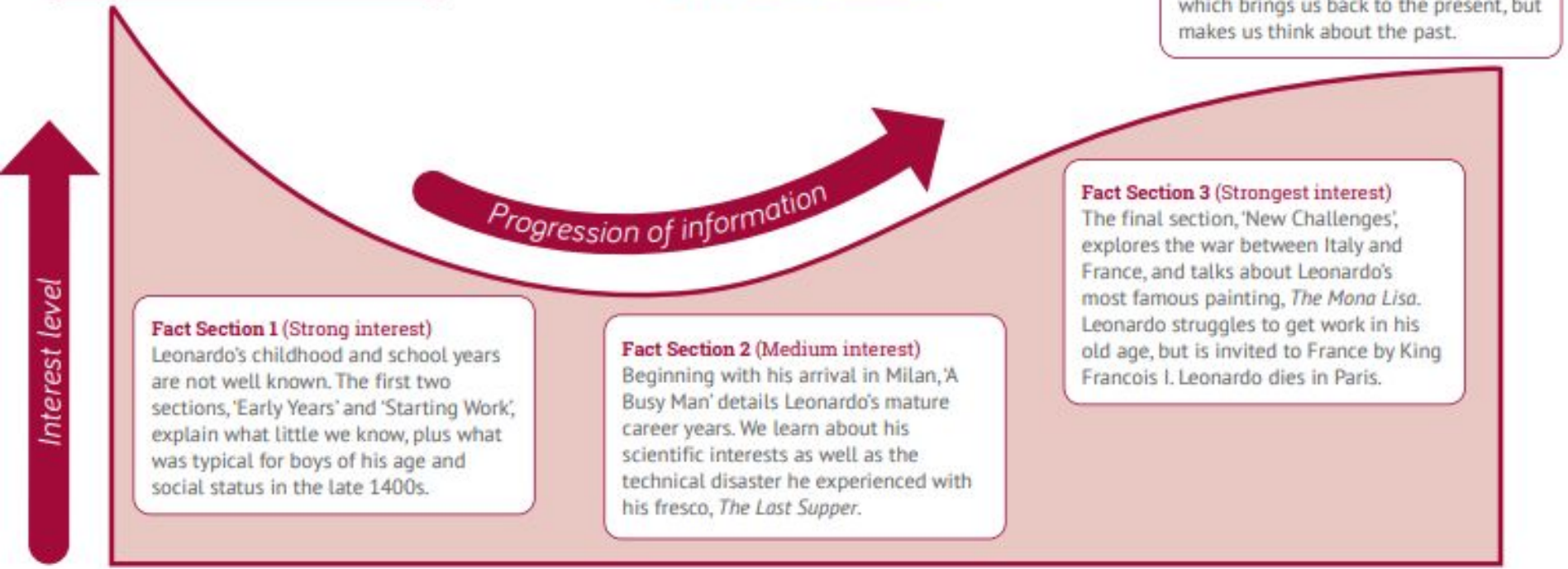
Also notice that the information moves chronologically (in time order). They don't start with Leonardo dying but with his childhood and schooling years.

Leonardo da Vinci: The Genius Who Defined the Renaissance

by John Malam

Sizzling Start
The book starts by making the reader curious: The mystery of Leonardo is that we know very little about his early life, few of his paintings survive and yet he is one of the most famous painters in the world. (Opposition and contrast.)

Ending with Impact
The books ends by making the reader think: It shows examples of inventions that Leonardo predicted several hundred years before they were made which brings us back to the present, but makes us think about the past.



Fact Section 1 (Strong interest)
Leonardo's childhood and school years are not well known. The first two sections, 'Early Years' and 'Starting Work', explain what little we know, plus what was typical for boys of his age and social status in the late 1400s.

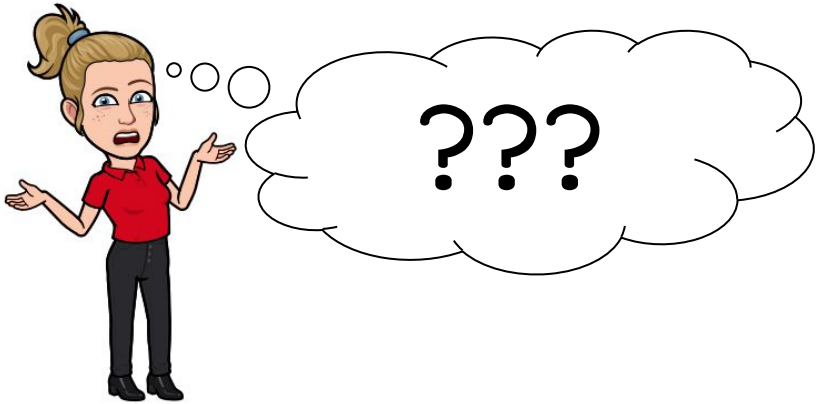
Fact Section 2 (Medium interest)
Beginning with his arrival in Milan, 'A Busy Man' details Leonardo's mature career years. We learn about his scientific interests as well as the technical disaster he experienced with his fresco, *The Last Supper*.

Fact Section 3 (Strongest interest)
The final section, 'New Challenges', explores the war between Italy and France, and talks about Leonardo's most famous painting, *The Mona Lisa*. Leonardo struggles to get work in his old age, but is invited to France by King Francois I. Leonardo dies in Paris.

Writing

Miss Villa wanted to start planning her biography on Abel Tasman after completing all her research but she got a little bit stuck with which facts should go with which and in which section!

Can you help her to group related facts together and suggest suitable subheadings for each section?



Write the facts in the correct section.

Writing

Suggested Subheading 1: _____	Suggested Subheading 2: _____

Abel Janszoon Tasman was born in 1603.

Tasman was employed by the Dutch East India Company and moved to Batavia in 1633 to work for them.

Tasman was born in Groningen, Holland.

Anchored near New Zealand.. They were attacked by Maori in large war canoes and four soldiers died.

Very little is known about his family or early childhood.

He was instructed to explore the Southern Pacific and Indian Oceans.

They then sailed to Tonga and Fiji before returning to Batavia in 1643.

Found an island and claimed it for the Dutch in 1642, called it Van Dieman's land.

Write the facts in the correct section.

Writing

Suggested Subheading 3:_____	Suggested Subheading 4: _____

Returned to Batavia in August that same year with proof that QLD and WA were part of the same land mass.

In 1644, Tasman was sent on another voyage to discover a sea passage from Batavia to Chile.

He died in 1659.

Ended up sailing along the west coast of New Guinea and the northern coast of Australia.

Retired in 1653 as a landowner.

He missed the Torres Strait which is the sea passage he was looking for.

They were disappointed with Tasman's explorations as they didn't find any lands of potential wealth or any useful shipping routes.

Tasman's maps and charts were used for many years.

Maths

Learning Intention

We are learning to identify, describe and construct regular and irregular two-dimensional shapes.

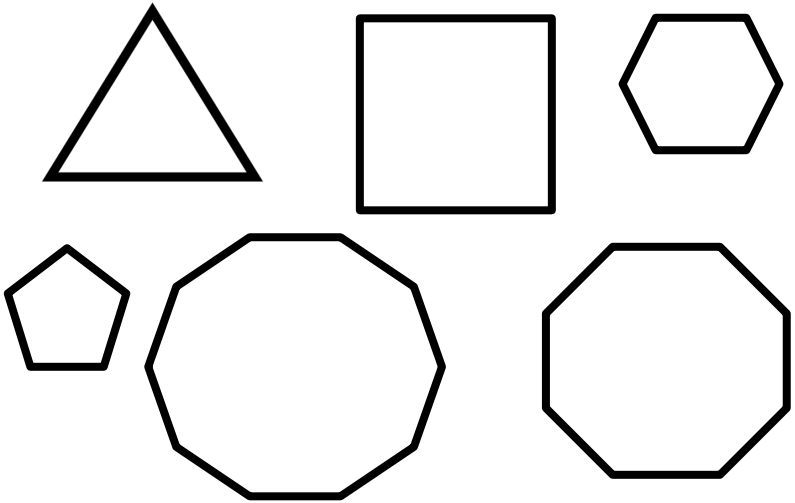
Success Criteria

I can create two-dimensional shapes and identify whether they are regular or irregular.

Maths - 2D Space

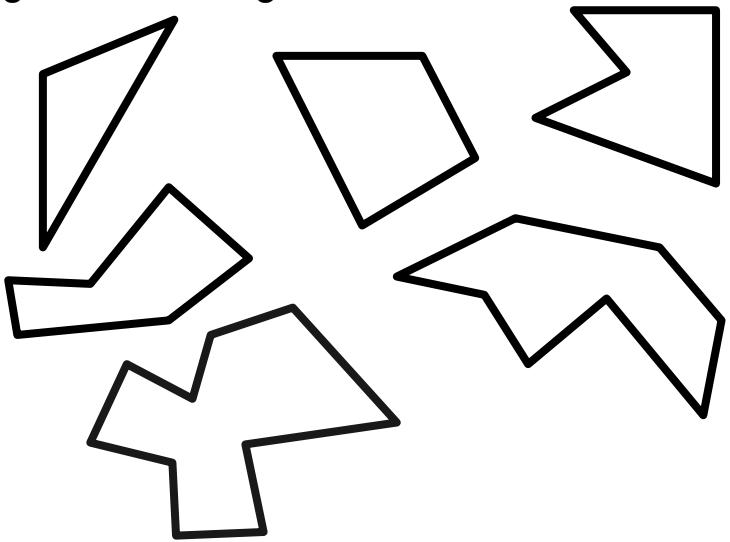
Regular Shapes

A regular shape has sides, faces and angles of equal size.



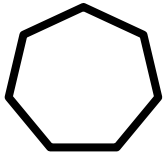
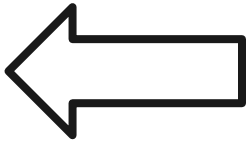
Irregular Shapes

An irregular shape has sides, faces or angles of differing sizes.



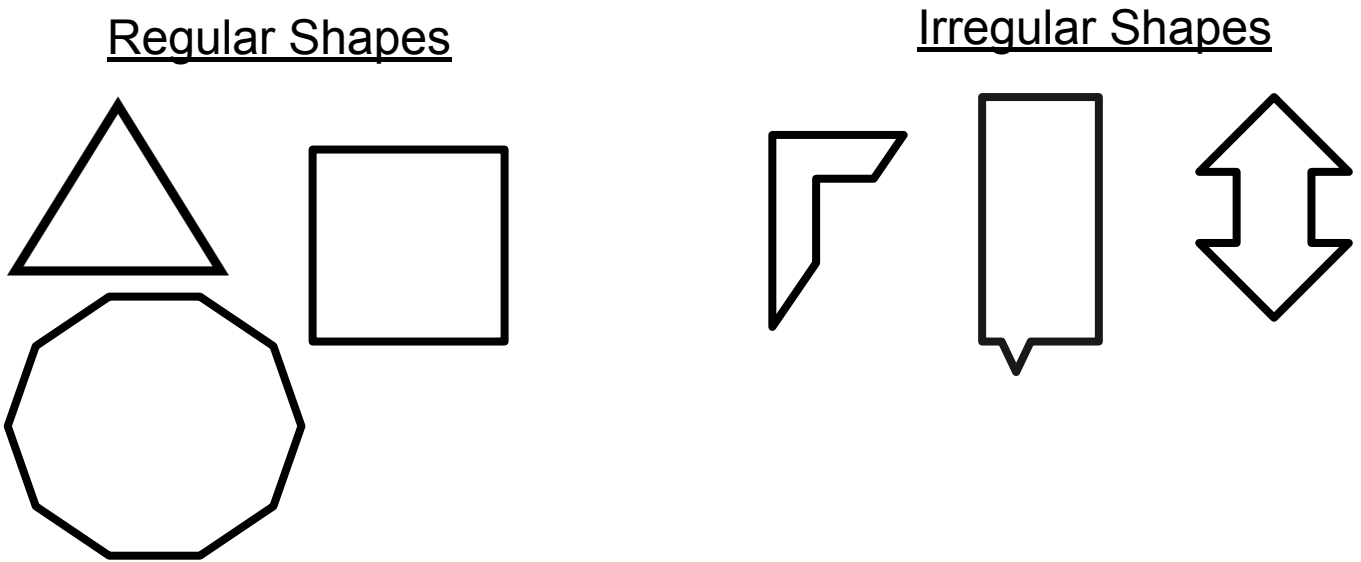
Maths - 2D Space

Complete the table below, saying whether the shapes are Regular or Irregular.

Maths - 2D Space

Draw 2 subheadings in your book, 1 called “Regular Shapes” and the other called “Irregular Shapes”. Show your knowledge of regular and irregular shapes by drawing 3 shapes under each heading. It should look something like this: (Don’t copy my shapes!)

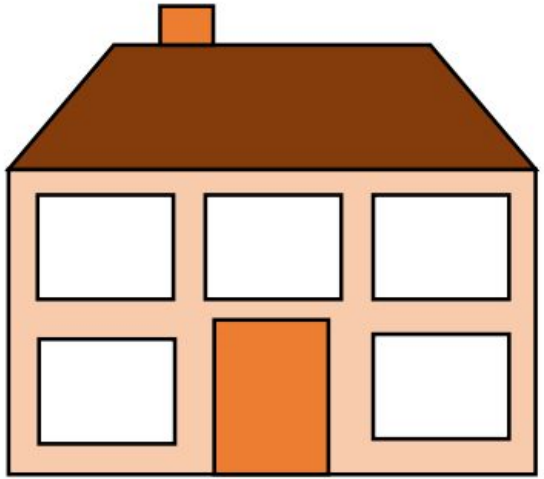


Maths - 2D Space

Using materials and resources around your house, create your very own regular object and irregular object. You could use cardboard and cut it all out and tape it together! You could go outside and use sticks and branches! You could use lego! You could make them with your toys! Just remember to take a photo of them and send them to your teacher on Dojo.

Maths - Problem Solving

How many right angles can you see in this image?

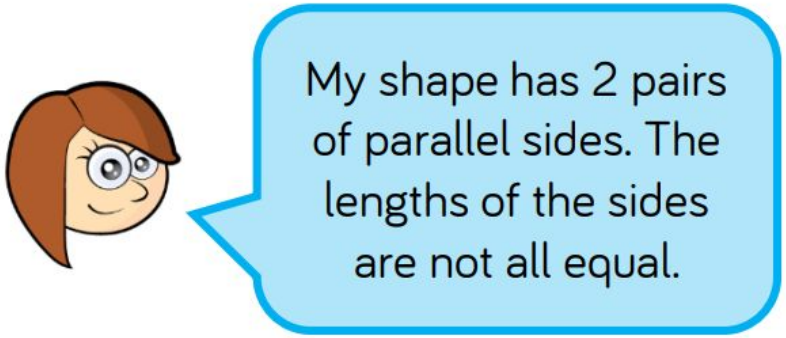


Challenge: Can you create/draw your own image with the same number of right angles?

Maths - Problem Solving

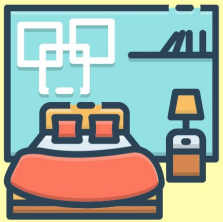
Rosie describes a two-dimensional (2D) shape.

Draw the shape that you think Rosie is describing.



Brain Break - Scavenger Hunt

Time yourself to see how long it takes you to collect these 20 items



WHAT'S IN MY ROOM SCAVENGER HUNT

- ☐ SOMETHING BLUE
- ☐ MONEY
- ☐ AN ANIMAL
- ☐ A BOOK
- ☐ PIECE OF PAPER
- ☐ A PICTURE
- ☐ A RACECAR
- ☐ A DOLL
- ☐ SOMETHING SOFT
- ☐ MY FAVORITE TOY
- ☐ SOMETHING STICKY
- ☐ A PILLOW
- ☐ COLORFUL SOCKS
- ☐ A BACKPACK
- ☐ A GAME
- ☐ A HANGER
- ☐ SOMETHING WARM
- ☐ PAIR OF SHOES
- ☐ A LEGO/BLOCK
- ☐ SOMETHING THAT MAKES NOISE

CAPA

Learning Intention

Create a ‘Nature artwork’ using natural resources

Success Criteria

- Use natural resources to complete your artwork
- Create an artwork that makes you feel happy
- Be as creative as you want to be

CAPA

Get outdoors and create a nature art masterpiece using natural resources from outside such as leaves, bark, flowers and sticks. Please avoid pulling things from gardens and trees we do not want to harm plants.

Your 'nature art' needs to reflect something that makes you happy
for examples your family, animals, friends, the outdoors.

We would love to see the end product so do not forget to take a photo and send it to your teacher.

Terrific Tuesday!

Tuesday
❑ Spelling
❑ Sentence a Day
❑ Reading (Vocab)
❑ Writing
❑ Maths - 2D Shapes
❑ Brain Break
❑ Integrated Unit

Spelling

Learning Intention

- To create sentences which are used accurately and show understanding of the meaning.

Success Criteria

- I can create sentences using the words that follow the rule.
- I can write sentences using correct grammar and punctuation.
- I can create compound sentences.

Spelling Activities

Rule: Words that have a consonant followed by 'y', change the 'y' to 'i' before adding '-ful'

A compound sentence contains two independent clauses joined by a coordinating conjunction (and, but, for, nor, or, so, yet, because). Scott was playing tennis and Mary went to the beach.

Put the following words into compound sentences.

1) **His son was always dutiful...**

2) **The kids were in a very pitiful mood...**

3) **The sprout grew into a beautiful flower...**

4) **The stars were bright and plentiful...**

Sentence a Day

Learning Intention

I can use pronouns accurately to avoid repetition in my writing

Success Criteria

- I know what a pronoun is
- I can use a pronoun to refer to the correct word it is replacing
- I can be clear with my pronoun reference to avoid confusion

Sentence a Day

Write here how you would explain what a pronoun is to someone else.

Sentence a Day

A pronoun is a word that replaces a noun to make writing less repetitive.

Sentence a Day

Look at this sentence.
Identify what pronouns have been used and which noun they refer to.

Max lifted the boxes on the table but <u>they</u> were too heavy for <u>it</u> and so <u>he</u> had to put <u>them</u> back on the floor.

What is they?
What is it?
Who is he?
What is them?

Reading- Vocabulary

Learning Intention

I am learning to vary my vocabulary use when writing and build my vocabulary knowledge when reading.

Success Criteria

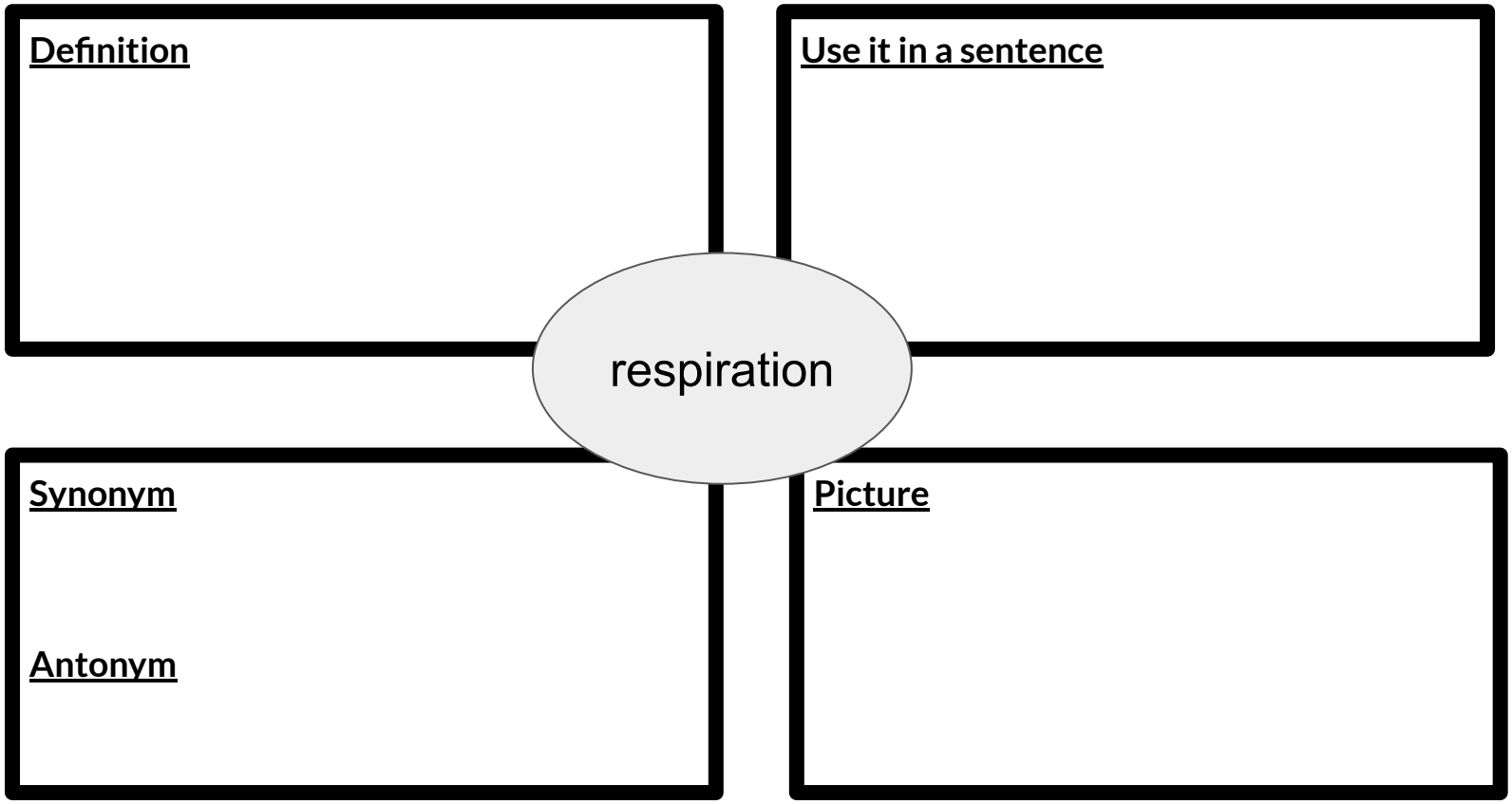
I understand the importance of vocabulary

I can vary my use of vocabulary.

I can use strategies to explore vocabulary.

I can use contextual clues to determine the meaning of unknown words

Complete this 4 square/freya model



Writing

Learning Intention

Plan an effective sizzling start

Success Criteria

- I know about different techniques which can be used for a sizzling start.
- I can use facts, action or questions to plan a sizzling start.

Writing - Biography

As we're all stuck at home, there's no better time to write a biography about a famous world explorer - Abel Tasman!

Some of you completed a WebQuest on him last week and you all helped Miss Villa with her planning yesterday. We're going to use all of that to help us with our writing.

Thankfully, with your help, Miss Villa was able to complete her story graph with all her research about Abel Tasman (see the next slide).

You're going to use that plan to help you write your biography throughout this week and next.

Informative Writing Graph

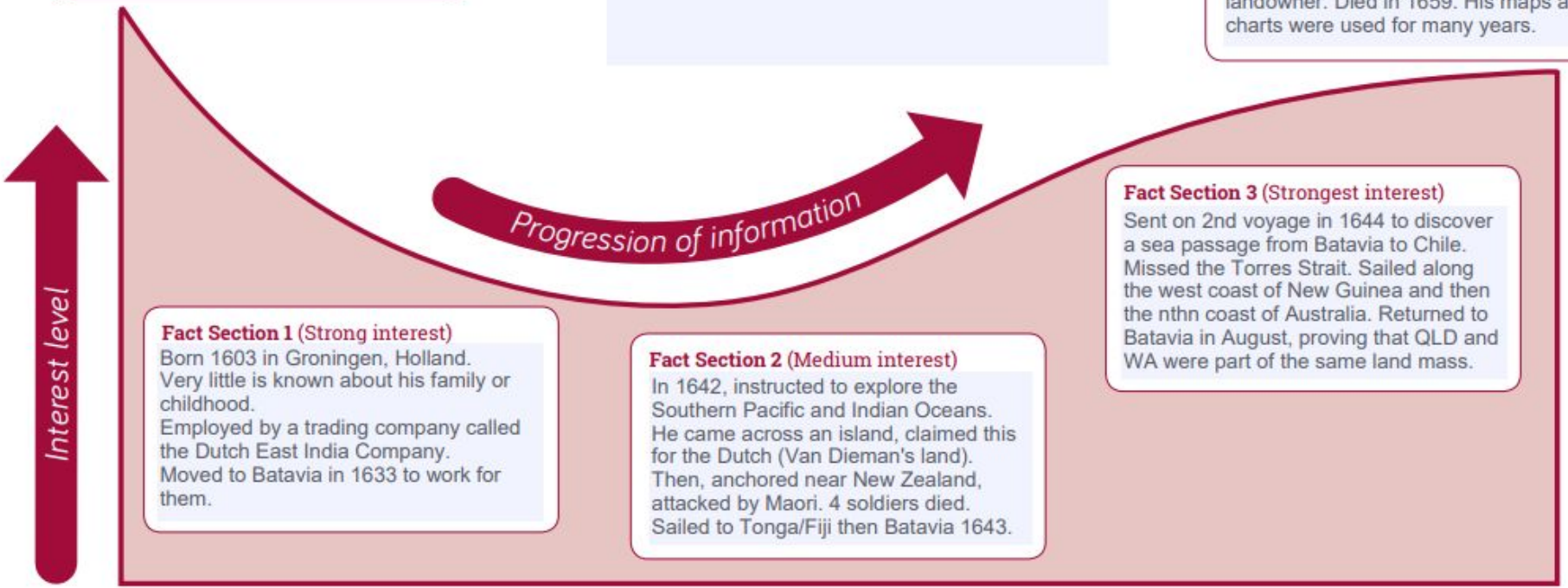
Sizzling Start

Topic: Abel Tasman

The Man Who Discovered Tasmania, but Missed Australia!

Ending with Impact

His superiors were disappointed with his explorations - they didn't reveal any lands of potential wealth or find a useful shipping route. He retired in 1653 as a landowner. Died in 1659. His maps and charts were used for many years.



Fact Section 1 (Strong interest)

Born 1603 in Groningen, Holland.
Very little is known about his family or childhood.
Employed by a trading company called the Dutch East India Company.
Moved to Batavia in 1633 to work for them.

Fact Section 2 (Medium interest)

In 1642, instructed to explore the Southern Pacific and Indian Oceans.
He came across an island, claimed this for the Dutch (Van Dieman's land).
Then, anchored near New Zealand, attacked by Maori. 4 soldiers died.
Sailed to Tonga/Fiji then Batavia 1643.

Fact Section 3 (Strongest interest)

Sent on 2nd voyage in 1644 to discover a sea passage from Batavia to Chile.
Missed the Torres Strait. Sailed along the west coast of New Guinea and then the nthn coast of Australia. Returned to Batavia in August, proving that QLD and WA were part of the same land mass.

Sizzling Start

Today, we're going to be writing the introduction paragraph for our biography using a sizzling start. Some say this is the MOST important paragraph!

Even in an informative piece of writing, a Sizzling Start has to make the reader curious, challenged or fascinated so they want to keep reading. Here are some great examples!

- ★ Every time you lick a stamp, you're consuming one tenth of a calorie.
- ★ Polar bears are left handed.
- ★ The can opener was invented 48 years after the can!
- ★ Metal shrinks when it is cold, thus the Eiffel Tower is 6 inches shorter in winter.

Three techniques of a sizzling start:

- **Start with a question:** *“Did you know that Vasco de Gama was a Portugese explorer who discovered you could sail from Europe to India?” or “What could be better than discovering something new? How about being the first ever person to learn that two oceans connected to make a path between Europe and India!”*
- **Paint a word picture:** *“Rocky, rough ocean waves threatened to make the ship coming crashing down, feeding the explorers to the hungry, vicious sharks circling the Portugese ship. That wouldn’t stop Vasco de Gama, nothing would.”*
- **Tell an anecdote:** *“I discovered that you can’t lick your elbow with your tongue, but that’s nothing compared to Vasco de Gama who discovered the route from Europe to India.”*

Now it's time to start writing your biography!

In your writing book write the heading **"Abel Tasman Biography".** We will be working on this for the next TWO weeks! So make sure you leave plenty of pages to complete this work before completing other writing tasks in your books.

Under this heading you need to start writing your sizzling start!

Spend some time on it and make it some good quality work. Read it to someone at home, did it get them hooked? Do they want to know more?

Don't forget! Your introduction should include who your biography is about and why they are so important. You will be working on this all week so stop after writing your sizzling start!

Make sure to send a photo once you have finished writing your sizzling start so you can get feedback from your teacher on how to make your writing even better!

Maths

Learning Intention

We are learning to identify symmetry in shapes, patterns and pictures.

We are learning to create symmetrical patterns, shapes and pictures by translating (sliding), reflecting (flipping) and rotating (turning).

We are learning whether shapes do or do not tessellate.

Success Criteria

I can determine symmetry in shapes by drawing in a line.

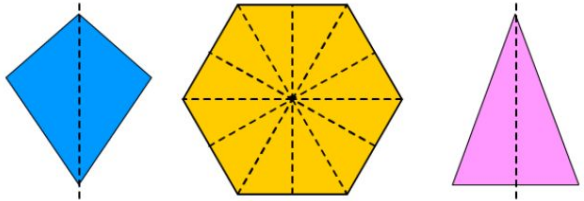
I can create my own symmetrical patterns, shapes and pictures by sliding, flipping and turning.

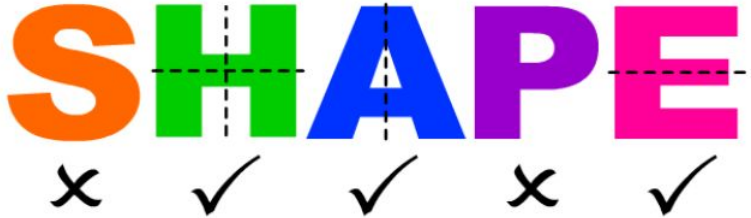
I can tell if shapes can tessellate.

Maths - 2D Space (Symmetry)

What is symmetry?

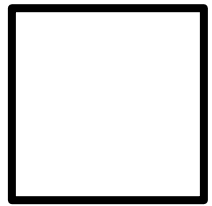
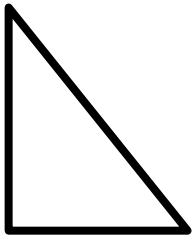
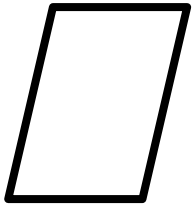
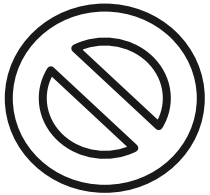
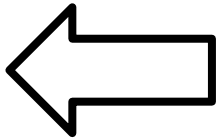
Symmetry is having one side that exactly matches the other side, like a mirror image. It may be divided by one or more lines of symmetry.





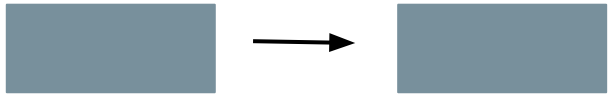
Maths - 2D Space (Symmetry)

In the table below, write either ‘yes’ or ‘no’ to determine whether or not the shape has any lines of symmetry. Can you draw in the lines of symmetry?

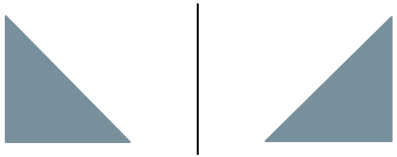
				

Maths - 2D Space (Translating, Reflecting and Rotating)

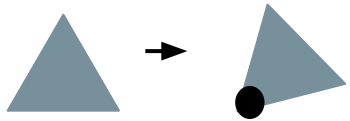
When you are translating a shape, you are sliding it in any direction without rotating it.



When you are reflecting a shape, you are flipping it, resulting in a mirror image.

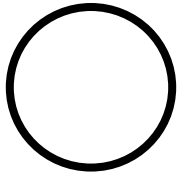


When you are rotating a shape, you are turning it around a point.



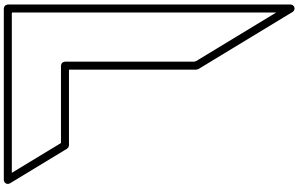
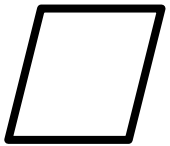
Maths - 2D Space (Translating)

Below: translate/slide the following shapes

Before	After
	
	
	

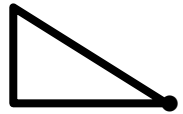
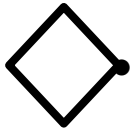
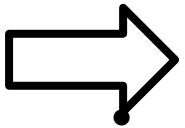
Maths - 2D Space (Reflecting)

Below: reflect/flip the following shapes

Before	After
	
	
	

Maths - 2D Space (Rotating)

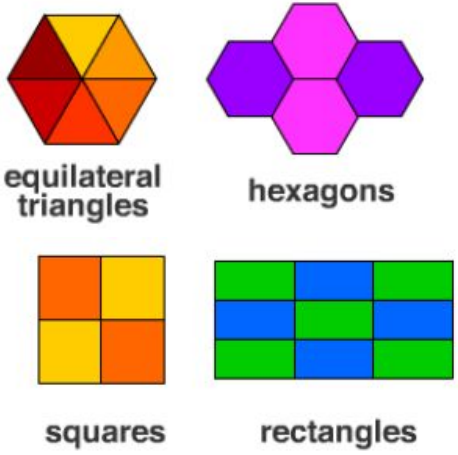
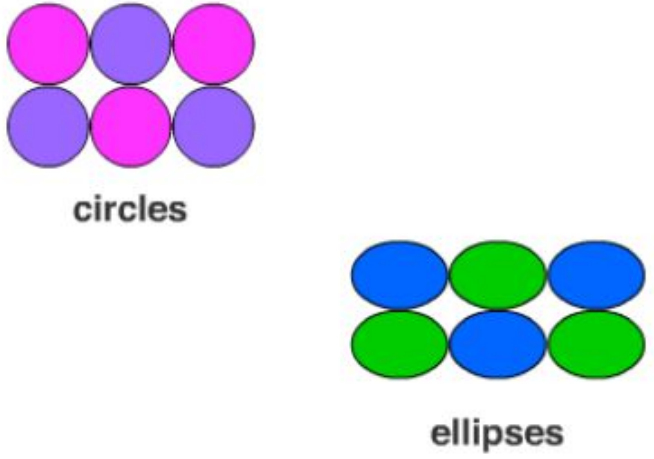
Below: rotate/turn the following shapes one quarter turn to the right (or 90° clockwise).

Before	After
	
	
	

Maths - 2D Space (Tessellation)

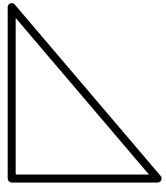
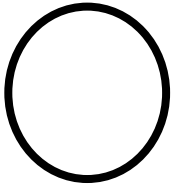
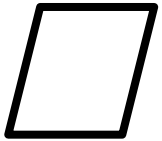
What is Tessellation?

Tessellation is a pattern of shapes that fit together without any gaps.

These shapes WILL tessellate	These shapes WILL NOT tessellate as they leave gaps
	

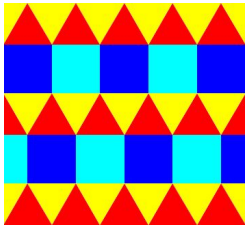
Maths - 2D Space (Tessellation)

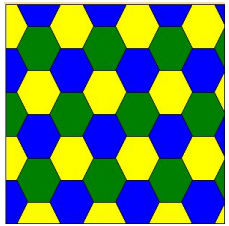
In the table below, write either ‘yes’ or ‘no’ to determine whether or not the shape will tessellate! If you aren’t sure, draw them on some paper and see if there is any gaps.

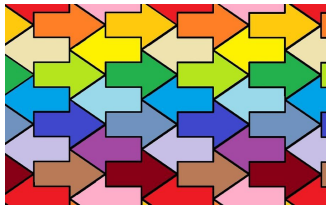
				

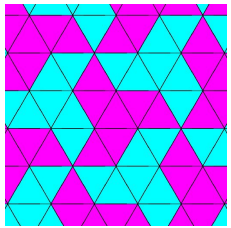
Maths - 2D Space (Tessellation)

Pick some 2D shapes that will tessellate and create your own pattern bedspread! Colour in the shapes and make it look good! Do this on the next blank page.









Problem Solving Challenge

Complete each of the boxes in the table with a different quadrilateral.

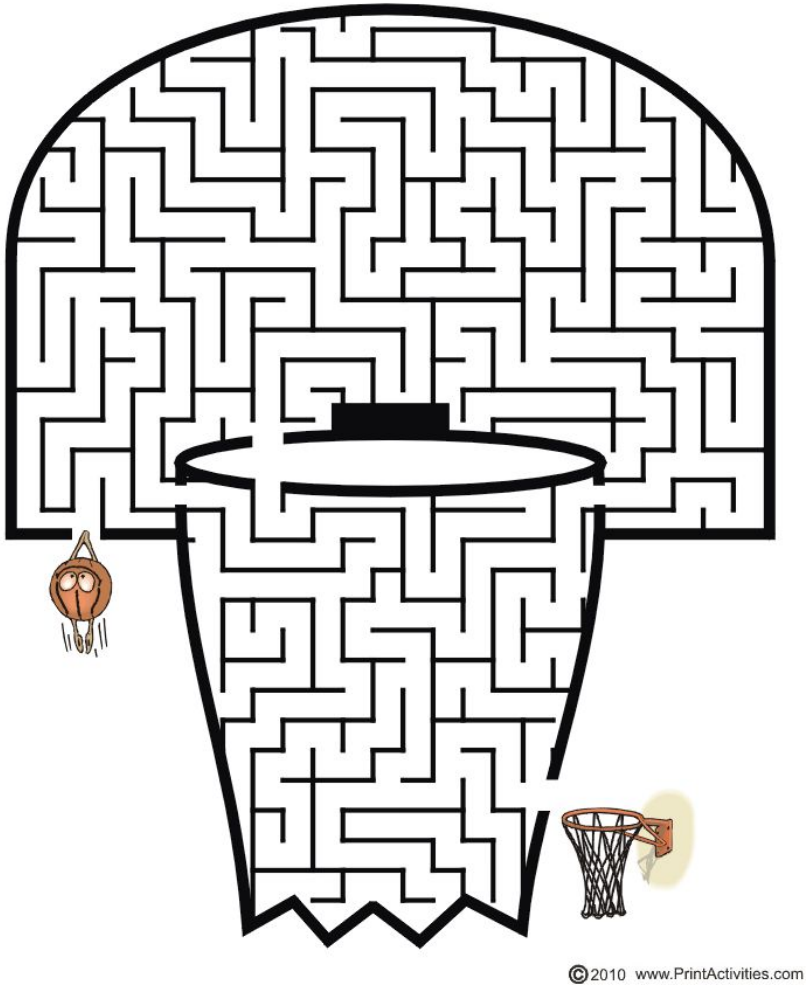
	4 equal sides	2 pairs of equal sides	1 pair of parallel sides
4 right angles			
No right angles			

Which box in the table can't be filled in? Can you explain why?

Problem Solving

Always, sometimes or never true? ***Look at the statements below and tell me if they are always true, sometimes true or never true***	
A regular polygon has equal sides but not equal angles.	
A triangle is a regular polygon.	
A rhombus is a regular polygon.	
The number of angles is the same as the number of sides on the polygon.	

Brain Break! Can you help the ball find its way to the hoop?



Integrated Unit

Learning Intention

Understand what was going on in the 18th century around the world.

Success Criteria

I can understand the events that led to the British coming to Australia

Integrated Unit

Read the information about **The Industrial Revolution** and answer the questions.

The Industrial Revolution

The Industrial Revolution took place in Britain from the late 1700s to the late 1800s. It is named the Industrial Revolution because it saw people in Britain moving away from farming and agriculture and towards industrial factory work.

What Was Life like before the Industrial Revolution?

Before the Industrial Revolution, many people in Britain lived on farms; they would raise their own livestock and grow their own food.

The fastest way to get anywhere was in a horse-drawn cart and only a small amount of people lived in large towns.

In addition to this, crafts, such as making pots and cloth, were completed within people's homes.

What Made the Industrial Revolution So Successful?

Because the Industrial Revolution marked a period in history in which lots of things changed, historians find it difficult to name one specific moment which started the revolution. Instead, several factors led to Britain's rapid change.

Firstly, several key inventions led to many tasks suddenly becoming much easier. For example, James Watt perfected the design of the steam engine – a machine engine which used coal as a fuel – to make it more efficient. Before the steam engine, machines had to rely on water power; this meant that they could only be built in towns near water. As a result of the steam engine's invention, factories could be built all over the country.

People started to develop canals, railways and roads. With new, faster steam trains and more transport links, it was a lot easier and faster to move around the country. By 1880, a trip from London to Manchester, which would have taken four days in 1700, took only four hours! This also meant that goods, such as textiles and coal, could be transported across the country quicker than ever before.

Important Inventions

Alongside the steam engine, there were a number of other key inventions during the Industrial Revolution. In 1764, the spinning jenny was invented: it was a machine that made it much quicker to weave cotton into cloth (compared to a person completing the task by hand). In 1863, the first route on the London Underground was built and, by 1885, Karl Benz had invented the first motorised car.

There is still much debate as to how the spinning jenny gained its name. Some people think that the word 'jenny' sounds a bit like the word 'engine'. Others think that Jenny might have been the name of the inventor's wife or daughter.

What Was Life like during the Industrial Revolution?

Everyday life in Britain changed dramatically during the Industrial Revolution. Before the introduction of the steam engine, most goods were made by hand. However, the introduction of steam power made it possible to invent machines which were much faster at working than people could be. As a result, large factories were built to house giant machines and people moved from working at home to working long shifts in dirty, noisy and dangerous conditions.

During this time, there were fewer laws to protect children; this meant that children as young as five years old would be sent to work. People were no longer living in small rural communities; the majority lived in large, industrialised towns. These towns were often overcrowded and were filled with pollution from nearby factories. To accommodate the growing population, houses were constructed quickly and with cheap materials; many were built without running water or proper sanitation.

Rights for Child Workers

Young children who worked in factories were often subjected to terrible and dangerous conditions. To combat this, the government introduced a Factory Act in 1833 which made it compulsory for every child working within a factory to receive two hours of schooling each day. The act also stated that children under the age of nine were not allowed to work in factories and that all children were forbidden from working at night. Although children were receiving an education, children between the ages of nine and thirteen were still allowed to work up to nine hours per day.

By the late 1800s, revolutionary inventions had helped Britain to become an industrialised country. Soon, the invention of the telephone and the introduction of a widespread sewer system would lead Britain into a new era of technological revolution.

Questions

1. When did the government stop children from working at night? Tick one.

   - ○ 1764
   - ○ 1833
   - ○ 1863
   - ○ 1865

2. Number the events from 1-4 to show the order that they occurred.

   - ☐ Getting from London to Manchester took four days.
   - ☐ Britain moved into the technological revolution.
   - ☐ Children were given two hours of schooling each day.
   - ☐ The spinning jenny was invented.

3. What fuel did the steam engine require?

   _____

4. Look at the paragraph beginning **Firstly, several...**
   Find and copy one word which shows that the inventions were important.

   _____

5. Why did it become easier to move around the country?

   _____

   _____

6. Imagine that you are living during the Industrial Revolution.
   Describe one of your daily activities.

   _____

   _____

   _____

7. Do you think that the government's Factory Act was a positive thing? Explain your answer.

8. How was life before the Industrial Revolution different to life after the Industrial Revolution?

9. Do you think that the Industrial Revolution was good for Britain? Explain your answer.

Answers

1. When did the government stop children from working at night? Tick one.

   ○ 1764
   ⊘ **1833**
   ○ 1863
   ○ 1865

2. Number the events from 1-4 to show the order that they occurred.

   [1] Getting from London to Manchester took four days.
   [4] Britain moved into the technological revolution.
   [3] Children were given two hours of schooling each day.
   [2] The spinning jenny was invented.

3. What fuel did the steam engine require?
   The steam engine required coal as fuel.

4. Look at the paragraph beginning **Firstly, several...**
   Find and copy one word which shows that the inventions were important.
   key

5. Why did it become easier to move around the country?
   It became easier to move around the country because there were more transport links (such as canals, railways and roads) and there were new, faster steam trains.

6. Imagine that you are living during the Industrial Revolution.

   Describe one of your daily activities.
   Pupils' own responses provided that the answer makes reference to information within the text, such as: One of my daily activities would be going to work in a dangerous factory because, even though I am only nine years old, children are expected to work.

7. Do you think that the government's Factory Act was a positive thing?

   Explain your answer.
   Pupils' own responses, such as: I think that the government's Factory Act was a positive thing because it protected children from having to work at night and it made sure that they went to school for two hours per day.

8. How was life before the Industrial Revolution different to life after the Industrial Revolution?
   Pupils' own responses provided that the answer makes reference to information within the text, such as: Life before the Industrial Revolution was quiet because many people lived on farms. When the Industrial Revolution started, people began living closer to one another and working in noisy factories instead.

9. Do you think that the Industrial Revolution was good for Britain?
   Explain your answer.
   Pupils' own responses, such as: I don't think that the Industrial Revolution was good for Britain because people were not treated very well and they had to live in terrible conditions where there was pollution and no running water.

Good morning Thursday!

Thursday
❑ Spelling
❑ Sentence a Day
❑ Reading
❑ Writing
❑ Maths - Division
❑ Integrated Unit
❑ Brain Break
❑ PDHPE

Spelling

Learning Intention

- To accurately spell words using the ‘igh’ phoneme sound.
- To build on words using various suffixes

Success Criteria

- I can spell words using the ‘igh’ phoneme
- I can change the meaning of words by adding different suffixes.

Spelling Activities

Phonemic focus: 'igh'

Words that have the long 'i' sound spelled with 'igh', end in 't'.
Here are some examples of this rule: The only words that don't end in 't' are 'high', 'nigh', 'sigh', and 'thigh'.

Practise these words in your exercise book.

-igh rule

When the letters 'G' and 'H' meet their friend 'I' they are so happy that they call out name of letter 'I'. So, the sound of '-igh' is long i.

high	sight	fright
sigh	tight	tonight
flight	bright	fight
light	flight	plight
might	knight	slight
night	delight	twilight
right	thigh	highlight

Spelling Activities

Phonemic focus: 'igh

Change the following words by adding a different ending.

Base word	'er'	'est'	'ly'
light			
tight			
high			

Spelling Activities

Phonemic focus: 'igh

How many syllables are in each word. Break them up using a dash '-' Eg. twi-light

eighteenth	
delightful	
brightness	
playwright.	
lighthouse	

insightful	
limelight	
moonlight	
slightly	
midnight	

Sentence a Day

Learning Intention

I can use pronouns accurately to avoid repetition in my writing

Success Criteria

- I know what a pronoun is
- I can use a pronoun to refer to the correct word it is replacing
- I can be clear with my pronoun reference to avoid confusion

Sentence a Day

Miss Villa tried to write some sentences with pronouns but got a little confused.

Rewrite her sentences with the correct pronoun use.

1. When Andy the Astronaut came back from space, they had to learn to walk again.
1.
1. Mrs Smith bought himself a new hat.
2.
3. Luke and I were fighting the dragon. They defeated them.
3.

Sentence a Day

Possessive Pronouns

These are pronouns which show **belonging**. They also **prevent you from repeating a noun**.
Examples: **mine, yours, his, hers, ours, theirs.**

***Complete the sentences with the correct possessive pronoun*.**

1. Despite the heavy rain, the children still went out on _____ scooters.

2. “Whose shoes are these?” asked Mum.
“They are _____,” replied Jennifer.

Reading- Making inferences

Learning Intention

I am learning to make inferences when using pictures.

Success Criteria

I can use the clues in the pictures to make inferences.

I can use my background knowledge to make inferences.

WAGOLL-What a good one looks like

I want you to look at the picture, answer the questions and tell me why you think that way. See my example below.

Questions:

1. Are these adults or children?
2. Is the dog calm or angry?
3. Is it more likely to be at a home or a doctors' office?

Answers: How do you know? What clues?

1. Children because their legs can't touch the ground.
2. Calm because he is letting the children pet him.
3. Their home because you usually don't see dogs in doctor's offices.

Making inferences

Making Inferences 1

Questions:

1. Is the couple at the ocean or the lake?
2. Did they walk or ride their bikes?
3. Is it noon or evening?

Answers: How do you know? What clues?

1. _____
   _____
2. _____
   _____
3. _____
   _____

Making Inferences 2

Questions:

1. Is the water deep or shallow?
2. Does the pig know how to swim?
3. Is it probably a river or an ocean?

Answers: How do you know? What clues?

1. _____
   _____
2. _____
   _____
3. _____
   _____

Making inferences

Making Inferences 3

Questions:

1. Is the boy happy or sad?
2. Is it hot or is it cold?
3. Is he by himself or with other people?

Answers: How do you know? What clues?

1. _____
2. _____
3. _____

Making Inferences 4

Questions:

1. Is the person energetic or tired?
2. Is it in a public place or at person's home?
3. Is it in the city or the county?

Answers: How do you know? What clues?

1. _____
2. _____
3. _____

Writing

Learning Intention

Write a biography

Success Criteria

- I can use a plan to write a cohesive paragraph.
- I can use different sentence types.
- I can link my sentences using fronted adverbials and connectives.
- I can reread to ensure my writing makes sense.

Fact section one

This is your first subheading that you created for Miss Villa on Monday.

Looking at the informative writing graph (next slide). You can see that ‘Fact Section 1’ has all related facts but the information isn’t written in full sentences. They don’t link with each other either.

You need to use your knowledge of connectives, conjunctions and adverbial phrases to help create a paragraph from this information.

Let’s have a look at how we might do this with an example paragraph about Vasco de Gama.

Informative Writing Graph

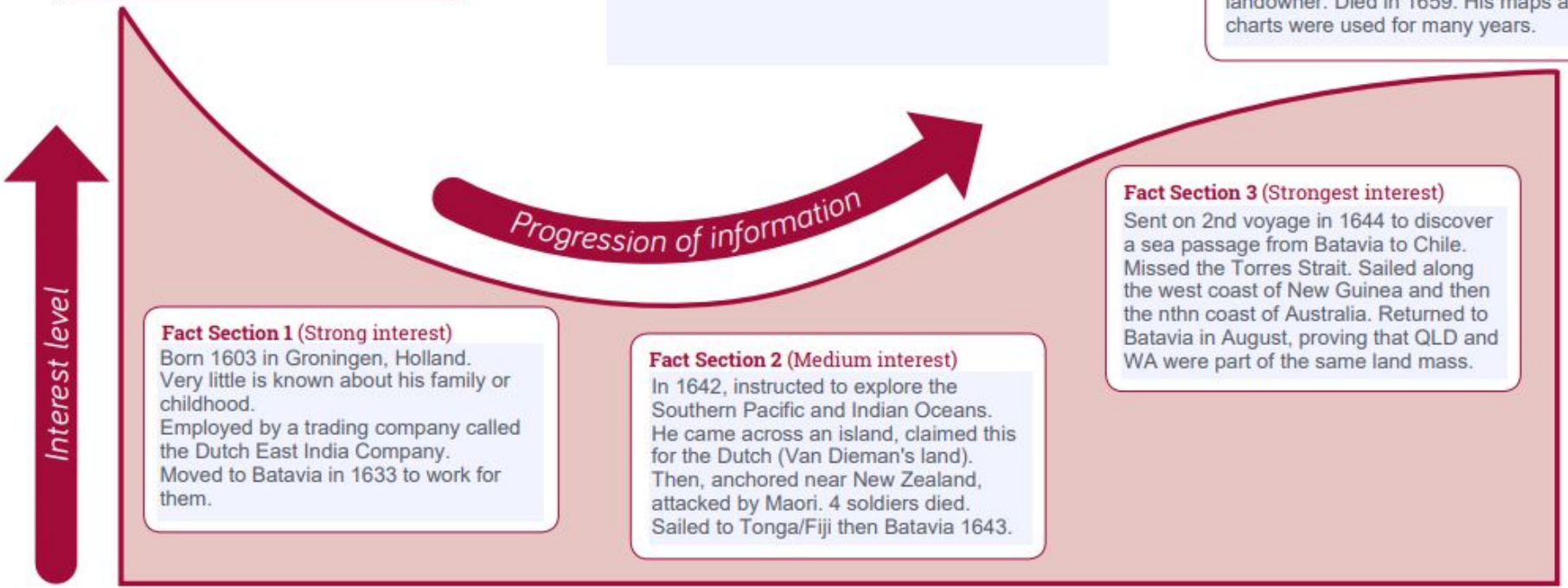
Sizzling Start

Topic: Abel Tasman

The Man Who Discovered Tasmania, but Missed Australia!

Ending with Impact

His superiors were disappointed with his explorations - they didn't reveal any lands of potential wealth or find a useful shipping route. He retired in 1653 as a landowner. Died in 1659. His maps and charts were used for many years.



Fact Section 1 (Strong interest)

Born 1603 in Groningen, Holland.
Very little is known about his family or childhood.
Employed by a trading company called the Dutch East India Company.
Moved to Batavia in 1633 to work for them.

Fact Section 2 (Medium interest)

In 1642, instructed to explore the Southern Pacific and Indian Oceans.
He came across an island, claimed this for the Dutch (Van Dieman's land).
Then, anchored near New Zealand, attacked by Maori. 4 soldiers died.
Sailed to Tonga/Fiji then Batavia 1643.

Fact Section 3 (Strongest interest)

Sent on 2nd voyage in 1644 to discover a sea passage from Batavia to Chile.
Missed the Torres Strait. Sailed along the west coast of New Guinea and then the nthn coast of Australia. Returned to Batavia in August, proving that QLD and WA were part of the same land mass.

Turning notes into a paragraph!

Research Notes

- The King of Portugal wanted to find a way to get from Europe to India by sailing on the ocean in order to become rich by trading spices.
- People weren't sure there actually was a way. They didn't believe the oceans were connected.
- Vasco de Gama was given 4 ships and told to find a trade route around Africa to India as well as make the most of any trade opportunities along the way.
- The expedition rounded the southern tip of Africa and then headed north up the east coast of Africa.
- They met a local navigator who knew the direction to India.
- A Monsoon wind helped them cross the Indian Ocean quickly and they reached India in less than a month.

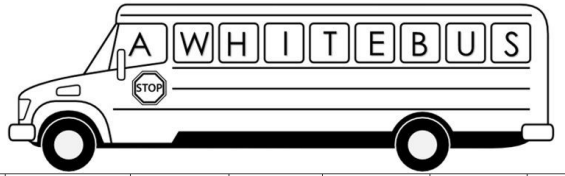
Vasco's Important Voyage

The King of Portugal aspired to become rich by trading spices **and** he desired to find a sailing route from Europe to India. **However at the time**, people were not sure this could actually be achieved **as** they didn't believe the two oceans were connected. **Nevertheless**, Vasco de Gama was given 4 ships and instructions to find the trade route around Africa to India. **Thankfully**, the expedition rounded the southern tip of Africa and headed north along the east coast of Africa. **Due to a local navigator they met and a monsoonal wind**, they sailed across the Indian Ocean quickly and reached India in less than a month.

Don't forget! We use conjunctions to make compound and complex sentences.

Use these conjunctions to link your ideas. How many of these can you include in your writing?

Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

Your turn to write!
Fact section one

Using the information in the plan, write your version of Fact section 1.

Remember, you will write this in your writing books from Tuesday
"Abel Tasman Biography"

Continue on from your sizzling start, start a new paragraph and remember your subheading!
Use connectives, conjunctions and adverbials to link your sentences and help the information flow.

If you ever want to include more information in each section, you are welcome to add in your own research!
Make sure to send a photo once you have finished writing your paragraph for feedback from your teacher!

Maths

Learning Intention

We are learning to divide 2 or 3 digit numbers by 1 digit numbers using inverse operations.

Success Criteria

Yellow	Green	Blue	Purple
Divide a 2 digit number by a 1 digit number using x2 and x3 facts	Divide a 2 digit number by a 1 digit number using x4 and x5 facts	Divide a 2 digit number by a 1 digit number using facts up to x10	Divide a 3 digit number by a 1 digit number using facts up to x10

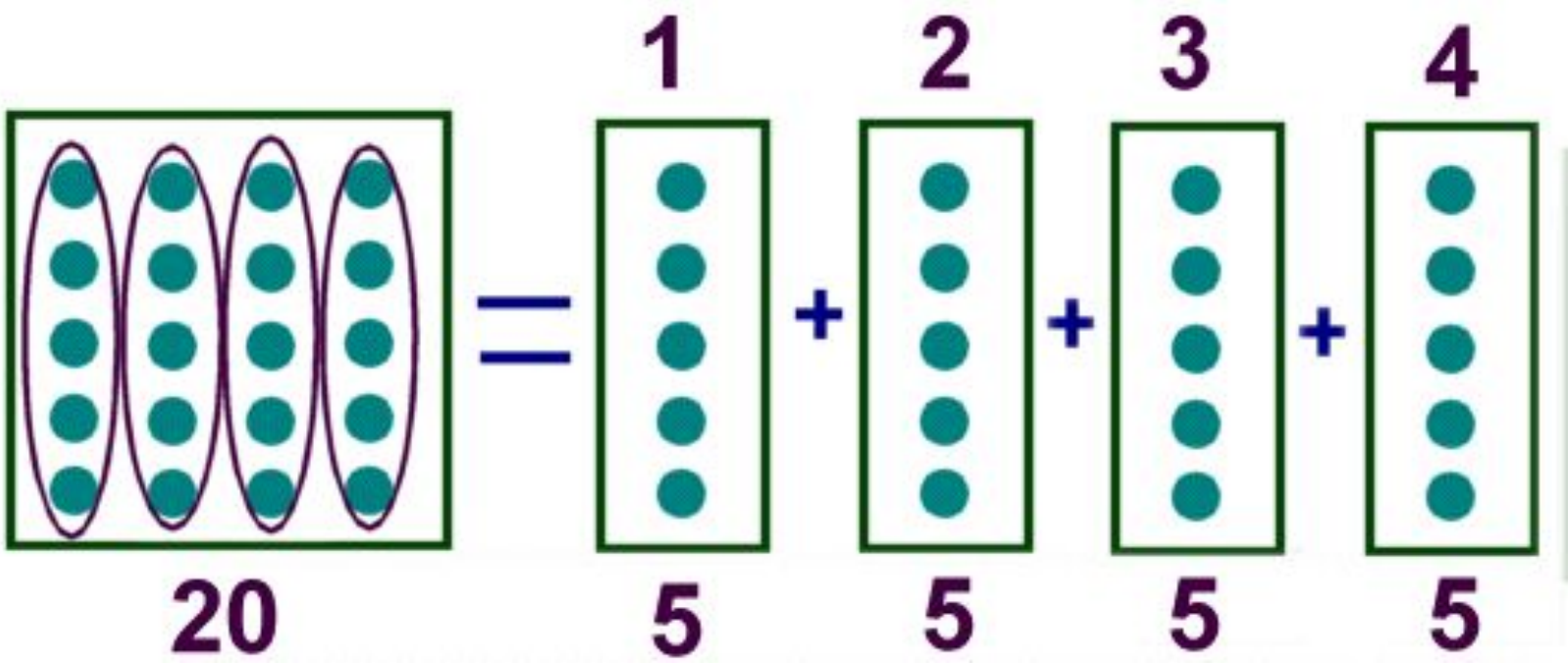
What is division?

Write what you think division means in your own words.

Division is….

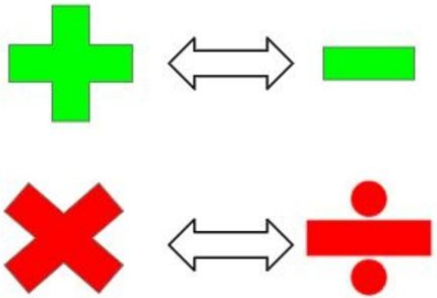
Separating something into equal parts.

For example: 20 divided by 4 = 5



Inverse Operations

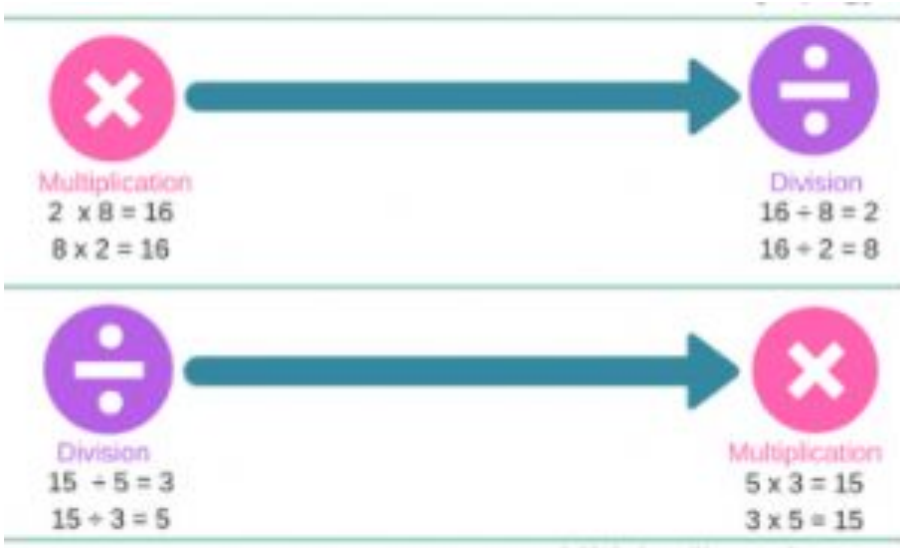
Inverse operations are opposite operations. They are the operation that reverses the effect of another operation. For example, addition is the inverse operation of subtraction and multiplication is the inverse operation of division.

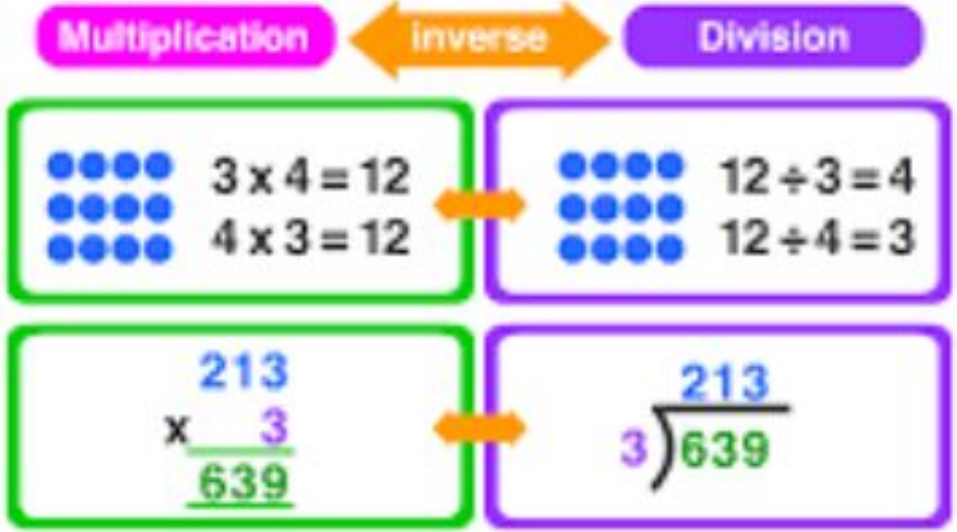


We are going to use ‘inverse operations’ to help us solve multiplication and division problems.

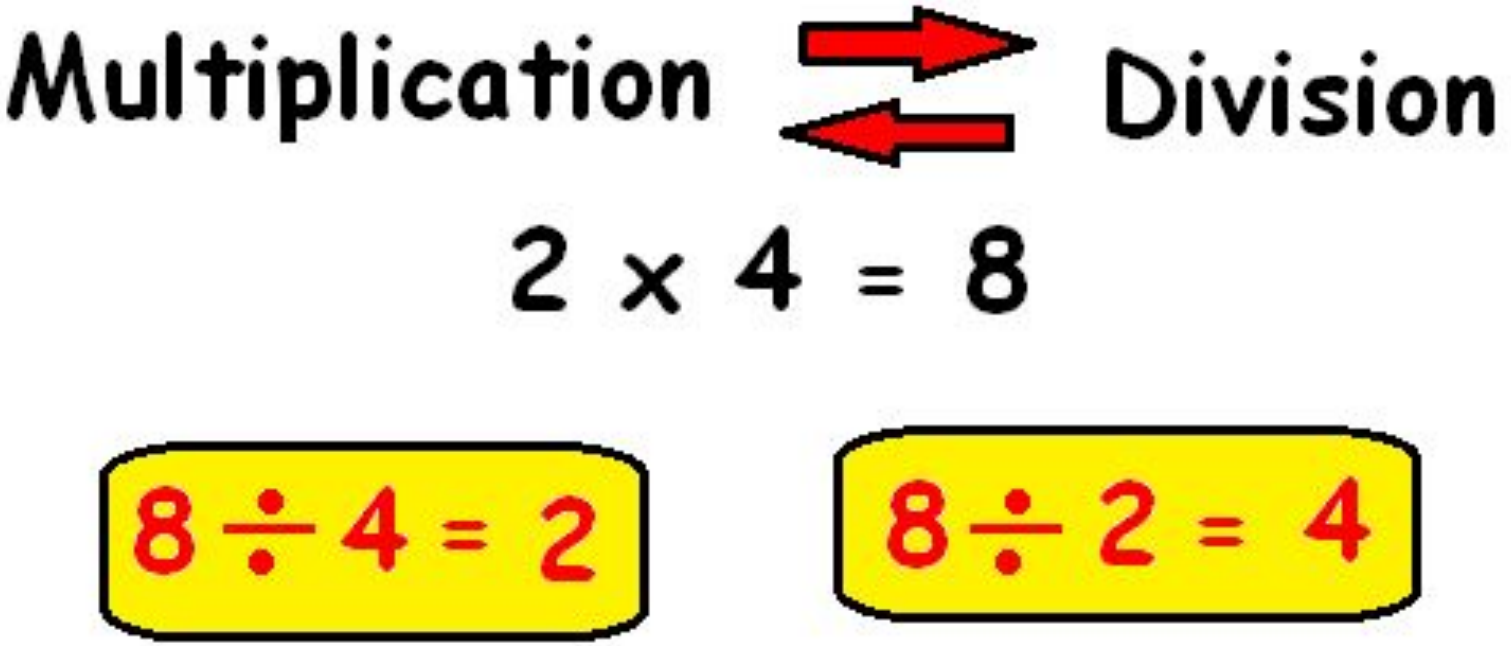
Here is an example of an inverse operation:

2 x 4 = 8. So, the inverse operation would be
8 divided by 4 = 2.


Multiplication
2 x 8 = 16
8 x 2 = 16
Division
16 ÷ 8 = 2
16 ÷ 2 = 8
Division
15 ÷ 5 = 3
15 ÷ 3 = 5
Multiplication
5 x 3 = 15
3 x 5 = 15


Multiplication
inverse
Division
3 x 4 = 12
4 x 3 = 12
12 ÷ 3 = 4
12 ÷ 4 = 3
213
x 3
639
213
3 639

You can also switch the two numbers being multiplied to find your answer!



Have a go at these ones

1. 2 x 5 = 10 inverse:

2. 4 x 3 = 12 inverse:

3. 4 x 5 = 20 inverse:

Use inverse operations to solve these multiplication and division problems.
Choose the colour you would do at school. Go up a colour if you would like to challenge yourself!

Yellow

3 x 3 =
Inverse:

3 x 7 =
Inverse:

2 x 8 =
Inverse:

2 x 3 =
Inverse:

2 x 10 =
Inverse:

3 x 8 =
Inverse:

2 x 9 =
Inverse:

Green

5 x 10 =
Inverse:

4 x 8 =
Inverse:

5 x 5 =
Inverse:

4 x 7 =
Inverse:

5 x 6 =
Inverse:

4 x 9 =
Inverse:

5 x 7 =
Inverse:

Blue

8 x 10 =
Inverse:

3 x 10 =
Inverse:

6 x 9 =
Inverse:

7 x 7 =
Inverse:

10 x 10 =
Inverse:

13 x 10 =
Inverse:

15 x 10 =
Inverse:

Purple

3 x 143 =
Inverse:

4 x 140 =
Inverse:

123 x 5 =
Inverse:

4 x 191 =
Inverse:

134 x 5 =
Inverse:

121 x 3 =
Inverse:

102 x 5 =
Inverse:

Extension

This is optional!

22 divided by 11 =	60 divided by 5 =	36 divided by 4 =	110 divided by 11 =
28 divided by 7 =	8 divided by 8 =	96 divided by 8 =	54 divided by 6 =
18 divided by 6 =	33 divided by 11 =	48 divided by 8 =	88 divided by 8 =
56 divided by 8 =	16 divided by 8 =	77 divided by 6 =	84 divided by 7 =
32 divided by 8 =	55 divided by 5 =	132 divided by 12 =	72 divided by 12 =

Problem Solving

Alex has 20 sweets and shares them between 5 friends.

Tommy has 20 sweet and shares them between 10 friends.

Whose friends will receive the most sweets?

How do you know? Explain your answer

Integrated Unit

Learning Intention

Understand what life was like in Britain in 18th century.

Success Criteria

I can explain why people stole in Britain and why they were sent to Australia.

Integrated Unit

Read the information on “Life in Britain” to help you complete the 2 comics. You might also need to remember what you read yesterday, “The Industrial Revolution”. You can even read it again if you need!

Life in Britain

Life in Britain was extremely difficult and hard. The large towns lacked proper water supplies and sewage systems. There was a lot of diseases and people did not know how disease spread or how to stop them.

Working Conditions

Many new machines were invented, which meant that people were no longer needed to do farming jobs. This encouraged them to move to the cities, which caused the cities to become very overcrowded. Due to the new machines that were invented, many young children had to work. Children as young as five years old had to work in order to help their family survive. They worked for 12 hours each day, six days a week. The conditions they worked in were very dangerous and they earned a very low wage. Some of the jobs that children had to do include mining, street sweeping, chimney sweeping, farming, factory work and being servants to those who were rich. Many children died from the factory machines and punishments - they were often physically beaten to make sure that they worked hard.

School and Education

Many children spent the majority of their time working in factories so there was very little for them to learn the basics. They had to to survive, which meant that they didn't have time to learn reading, writing or maths.

Crime

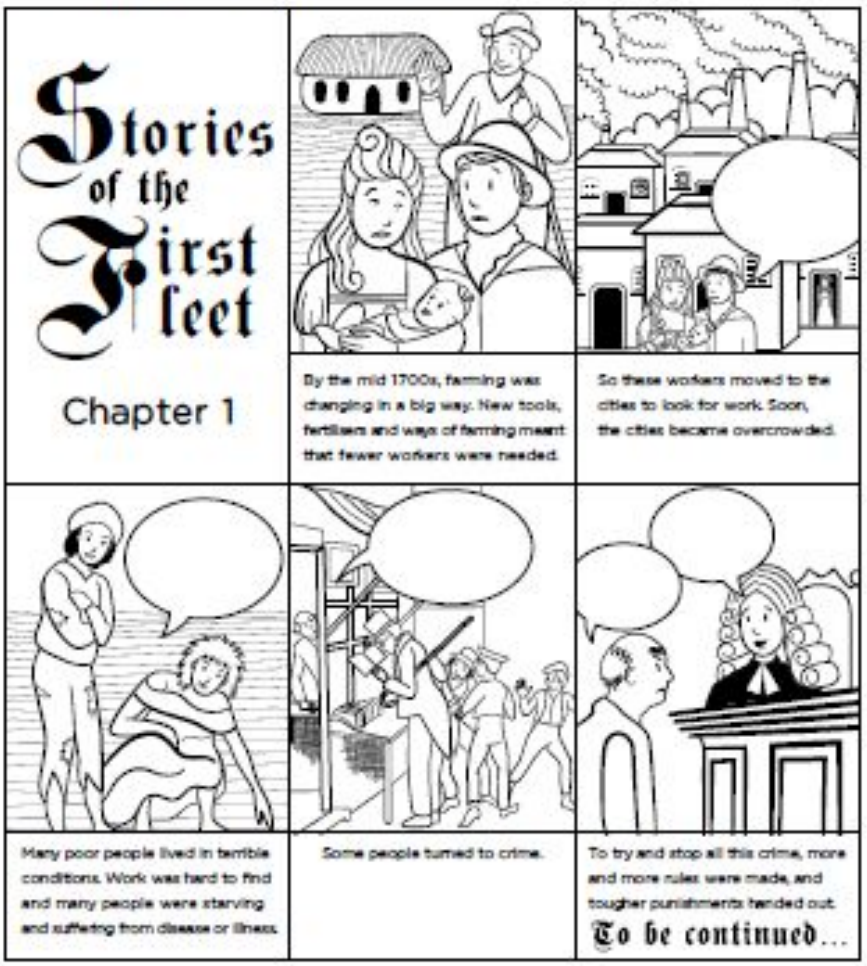
A lot of families were poor and could barely afford to survive on the low wages from working in factories and mines. Due to this, many adults and children began pickpocketing and stealing. Minor crimes such as stealing items worth more than one shilling (which was about a day's wage for a working person), cutting down orchard trees or stealing livestock were punishable by transportation. Adults were often hanged for stealing food too. England's laws were very, very strict. There were a lot of crimes being committed in London in the 1700s - the British couldn't keep up with them and the jails were very crowded. This was a major problem, so many children and adults were jailed and transported to faraway countries to serve their time.

The convicts, also known as prisoners, were sent to Africa and America. However, the Americans protested against the English so it was no longer an option to take the prisoners there. The government looked to the land of New Holland and a place called New South Wales, which would later be claimed to the British by Captain Cook in 1770.

What was life like in 18th century Britain?

In this unit, you will learn about the First Fleet – what it was, who was on it and why and where it travelled. You will also learn about what life was like for some of the First Fleeters, before, during and after the trip.

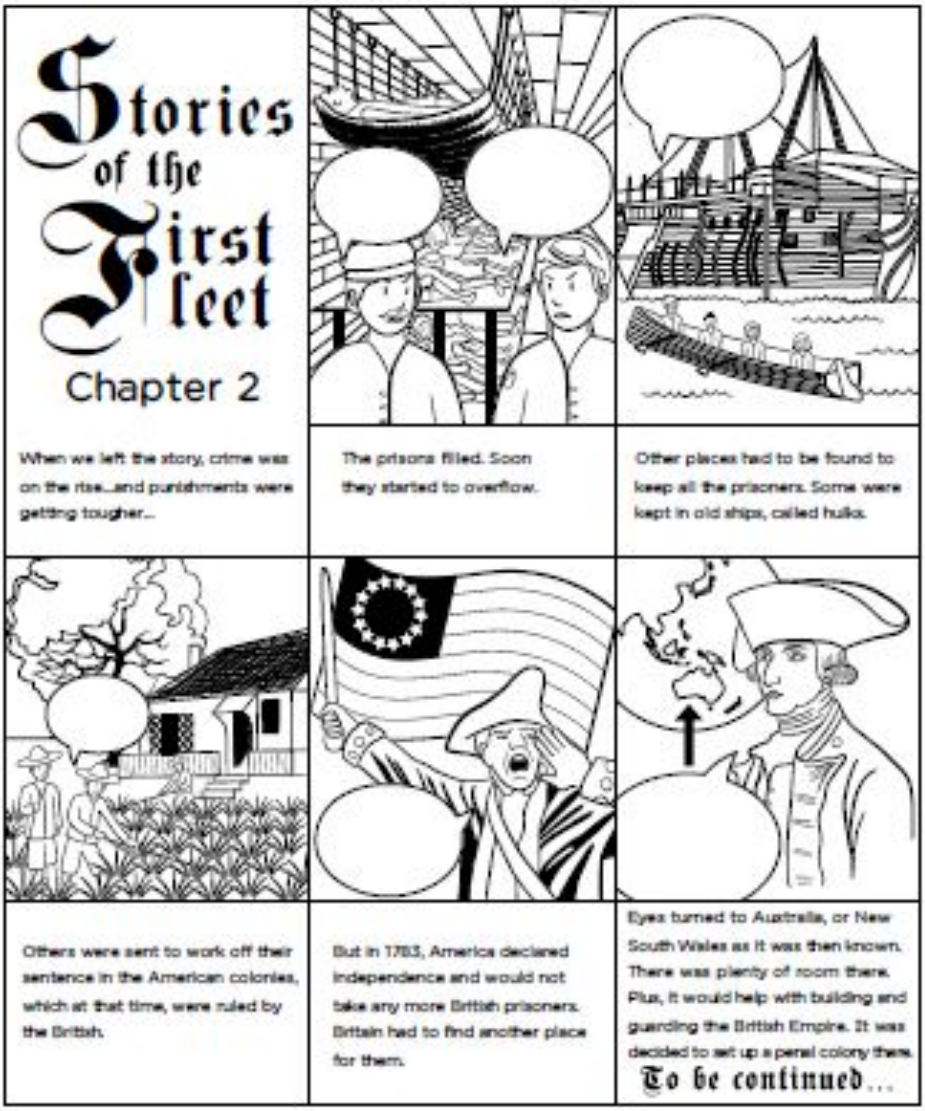
1 Let's start in Britain in the 1700s. Read the comic.



2 What might the characters be saying or thinking? Use the speech bubbles to show your ideas.

What is to be done with all these criminals?

1 Continue reading the comic and fill in the speech bubbles.



Brain Break

Teacher Trivia - Draw a line to match the fact with the teacher

1. Travelled to over 18 different countries
2. Got married in Mexico
3. Grew up on a turf farm
4. Raced in the Sydney Olympic Pool as a kid
5. Petrified of snakes and cockroaches
6. Drove dump trucks before becoming a teacher
7. Worked in America at a summer camp
8. Worked in America for a celebrity
9. Played for Australia in his chosen sport and been with wife since he was 15 years old
10. As a kid had 3 pet goats, 10 geese and loads of chickens (not on a farm, just in the backyard)

Miss Mitchell

Miss Saunders

Mr McDean

Mrs Mulhearn

Mrs Johnson

Miss Villa

Mr Stone

Miss Stojkovska

Mrs McPhan

Mr Osland

PDHPE

Learning Intention

- To apply fitness skills to my daily fitness routine
- To engage in various activities, which require gross motor movement skills

Success Criteria

- I can use a variety of skills to form a routine.
- I can engage in games which allow me to be active.

Thursday 16/8/21

Afternoon Session

Spell out your teachers name and complete the activity listed for each letter.

A: 10 Burpees B: 1 Minute Plank C: 20 Push ups D: 40 Star Jumps E: 15 Squats F: 3 Minute Wall Sit G: 15 Crunches H: 30 Calf Raises I: 20 Body Squats J: 20 Mountain Climbers K: 15 Tricep Dips L: 1 Minute Plank M: 20 Lunges	N: 30 Second Plank O: 20 Push Ups P: 25 Arm Circles Q: 15 Side Lunges R: 10 Burpees S: 20 Mountain Climbers T: 20 Jump Squats U: 1 Minute High Knees V: 40 Star Jumps W: 15 Tricep Dips X: 15 Crunches Y: 3 Minute Wall Sit Z: 30 Calf Raises

Fit Dice Game

Find someone to play this fitness game with. You will need two dice and an empty area to do your exercise in.

Created By: Mike Ginicola (@PhysEdDepot)

FIT DICE v.2

ROLL 2 DICE

IF YOU ROLLED	THEN YOU'LL DO THIS EXERCISE	ROLL THIS MANY DICE FOR # OF REPS
2	BUNNY HOPS	4 DICE
3	SKY JUMPS	3 DICE
4	LEG SCISSORS	4 DICE
5	BURPEES	2 DICE
6	BELL JUMPS	4 DICE
7	ELBOW PLANK (SECS)	3 DICE
8	FRONT KICKS	4 DICE
9	PUNCHES	3 DICE
10	PUSH-UPS	2 DICE
11	CURL-UPS	3 DICE
12	JUMPING JACKS	3 DICE

Fabulous Friday!

Friday
❑ Spelling
❑ Sentence a Day
❑ Reading
❑ Writing
❑ Maths - Division
❑ Brain Break
❑ STEM - Mrs McPhan

Spelling

Learning Intention

- To build vocabulary by identifying synonyms and antonyms of given words.
- Creates sentences for a variety of purposes.

Success Criteria

- I can find synonyms and antonyms for words with ‘igh’ phoneme.
- I can create funny sentences, which form a short story, using the ‘igh’ rule.
- I can use correct grammar and punctuation to form my sentences.

Spelling Activities

Phonemic focus: 'igh

Synonyms - same meaning.	**Antonyms - opposite meaning.**

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

'igh' word	**synonym**	**antonym**
light		
tight		
might		
tight		
high		

Spelling Activities

Phonemic focus: 'igh

Funny Story Friday

In the text box below create a funny, short story using as many 'igh' words as you can.

Write here…

Sentence a Day

Learning Intention

I can use pronouns accurately to avoid repetition in my writing

Success Criteria

- I know what a pronoun is
- I can use a pronoun to refer to the correct word it is replacing
- I can be clear with my pronoun reference to avoid confusion

Sentence a Day

Write at least one sentence which uses **more than one** pronoun based on this picture.

Write them in your books!

Reading

Learning Intention

I am learning to apply different comprehension skills such as inferencing, finding facts, determining the cause & effect and comparing and contrasting to help determine the meaning of what is being viewed or read.

Success Criteria

I can make inferences.
I can determine whether something is a fact or opinion.
I can determine the cause and effect.
I can compare and contrast characters.

Reading Comprehension- What you need to know

Inference: Use your background knowledge and the clues in the text or image to make predictions or draw conclusions.

Eg: The front yard was wet. You can use your background knowledge that the grass was wet because it rained or someone turned on a sprinkler.

Facts & opinion: A fact gives you information that can be proven. An opinion is someone's thoughts.

Eg: It is 30C today (fact). It is beautiful outside today (opinion).

Cause & effect: A cause explains why something happens. An effect is is the result of the cause.

Eg: It had snowed (cause). We made a snowman (effect).

Compare & contract: We compare to find similarities. We contrast to find differences.

Eg. raincoat and umbrellas are similar because they both keep your dry and you use them in the rain (compare). Raincoats and umbrellas are different because you wear a raincoat and you hold an umbrella (contrast).

Task: Fill in the text boxes on the the following pages. It will ask you to infer, state the facts, determine the cause and effect or compare and contrast the brother and sister.

Using Picture to Practice Reading Skills A

OBSERVE IT!

What do you see? What is happening? Where is the boy?

CHOOSE IT!

WHICH OF THE FOLLOWING STATEMENT(S) ARE FACTS ABOUT THE PICTURE?

A. Roasting marshmallows is a fun way to spend your evenings while camping.

B. The little boy is roasting a marshmallow over the campfire.

C. If you are near a campfire, your clothes may smell like smoke later.

D. Campfire smoke smells bad.

Using Picture to Practice Reading Skills

B

WRITE IT!

Fill in the cause OR effect, based on the picture above.

CAUSE	EFFECT
	The fire was almost burning out.
The boy put the marshmallow over the flame.	
The roasting stick was too short.	

APPLY IT!

Max knelt down beside the burning fire. He held his marshmallow above the flames, eager to put the gooey ball of sugar in his mouth. Waiting patiently, he carefully turned the stick so that the marshmallow would be perfectly crisped on all sides. He took in a deep breath of the smoky campfire air. It smelled like summer!

His sister, on the other hand, sat in her camp chair, yards away from the camp fire. She loved a good roasted marshmallow, but she couldn't stand the smell of smoke. She hated the way the ashes got in her hair, and the way her throat burned in the smoky air. She wished she could be back in her house.

BRIEFLY DESCRIBE HOW THE BROTHER AND SISTER ARE THE SAME AND HOW THEY ARE DIFFERENT.

Writing

Learning Intention

Reread and edit my work

Success Criteria

- I can read my writing carefully
- I can edit accurately to correct any spelling, punctuation or grammar errors
- I can read and action my teacher's feedback

Reread, edit and feedback

You have worked hard this week to write your sizzling start and fact section 1.

Today, you need to go back and reread what you have written so far.

Writing work from Tuesday “Abel Tasman Biography”

Read it out loud (this could be to yourself or someone else at home). As you read it out loud, have you noticed some editing changes you could make?

Is there a stronger vocabulary choice you could make?

Could you reword a sentence or two to make your idea clearer?

Is there a connective or conjunction that would help your ideas flow?

Once you have reread, edited and actioned your feedback, be sure to send through a photo of it to your teacher!

Maths

Learning Intention

Yellow and Green

We are learning to use mental strategies to divide a two-digit number by a one-digit number.

Blue

We are learning to use mental and written strategies to divide a number with three or more digits by a one-digit
divisor where there is no remainder

Purple

We are learning to use mental and written strategies to divide a number with three or more digits by a one-digit
divisor where there is remainders

Success Criteria

Yellow and Green

I can apply the inverse operation to solve the equation

Blue

I can use the formal algorithm to solve division equations with no remainders

Purple

I can use the formal algorithm to solve division equations with remainders

Remember ‘inverse operations’?

Inverse operations are opposite operations. They are the operation that reverses the effect of another operation. For example, addition is the inverse operation of subtraction and multiplication is the inverse operation of division.

If you have access to a device, watch this youtube video:

“Multiplication and Division Relationships - Fun Math Videos for Kids 3rd Grade” by Math and Learning Videos 4 Kids

What other strategies can we use to solve division problems?

Let’s look at the halving strategy to solve division problems when dividing by 2, 4 and 8.

For example 36 ÷ 4
Halve 36 and then halve again
36 ÷ 2 = 18,
18 ÷ 2 = 9.

36 ÷ 4 = 9!

Halving...

The ability to halve (divide by 2 or ÷ 2) numbers is useful for division.

Use partitioning to help halve larger numbers...

half of 364 is?

300 + 60 + 4

150 + 30 + 2 = 182

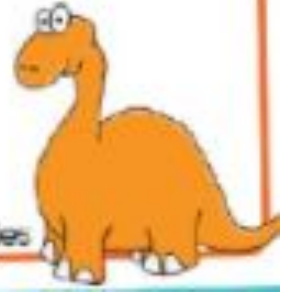
You can also...

÷ 4 by halving twice

104 ÷ 4 = 52 ÷ 2 = 26

÷ 8 by halving three times

104 ÷ 8 = 52 ÷ 4 = 26 ÷ 2 = 13



Division

Maths Calculation Strategies

Here is another example

56 ÷ 8 = ?

We need to halve 3 times!

56 ÷ 2 = 28

28 ÷ 2 = 14

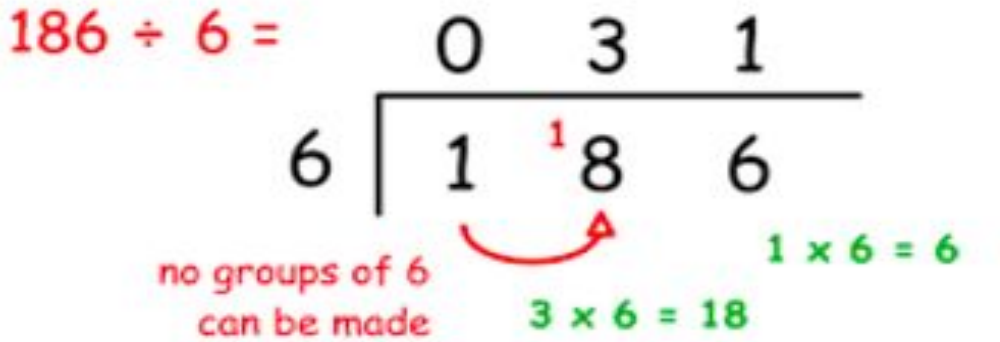
14 ÷ 2 = 7

56 ÷ 8 = 7!

Have a go at these ones!

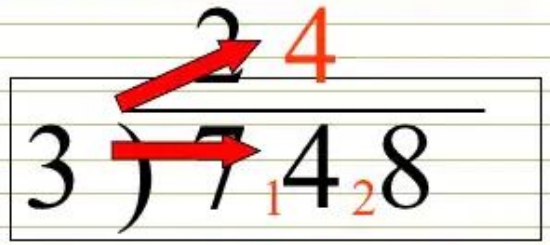
Yellow	Green	Blue	Purple
48 ÷ 2 =	88 ÷ 4 =	80 ÷ 8 =	152 ÷ 8=
10 ÷ 2 =	76 ÷ 4 =	96 ÷ 8 =	128 ÷ 16=
20 ÷ 4 =	56 ÷ 4 =	112 ÷ 8 =	160 ÷ 16=
32 ÷ 4 =	96 ÷ 8 =	128 ÷ 8 =	208 ÷ 16=
36 ÷ 4 =	88 ÷ 8 =	144 ÷ 8 =	224 ÷ 16=
32 ÷ 8 =	80 ÷ 4 =	76 ÷ 4 =	256 ÷ 32=
72 ÷ 4 =	72 ÷ 8 =	128 ÷ 16 =	576 ÷ 64=

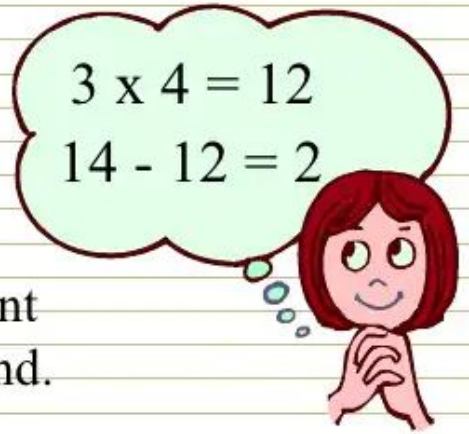
Here is another example...



Steps in Short Division

- Divide 3 into 14.
- Place answer above # divided into.
- Multiply new number & divisor together in your head.
- Subtract product from 14.
- Put your answer, 2, in front of the 8 in the dividend.





Now try using short division on your own :)

Do the working out on paper and write your answer in the box.

Yellow	Green	Blue	Purple
84 ÷ 2=	44 ÷ 2=	56 ÷ 4=	560 ÷ 4=
88 ÷ 4=	56 ÷ 4=	96 ÷ 4=	615 ÷ 5=
55 ÷ 5=	69 ÷ 3=	72 ÷ 3=	288 ÷ 3=

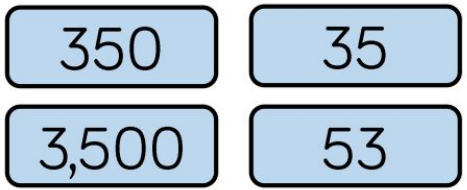
Problem Solving

Four children are in a race. The numbers on their vests are:

Use the clues to match the best numbers to each child

- Jack's number is ten times smaller than Mo's
- Alex's number is not ten times smaller than Jack's or Dora's or Mo's.
- Dora's number is ten tens smaller than Jack's

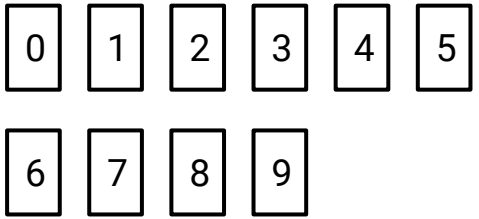
Name	Number
Jack	
Alex	
Dora	
Mo	



Problem Solving

Use the digit cards to fill in the missing digits.
Each number can only be used once.

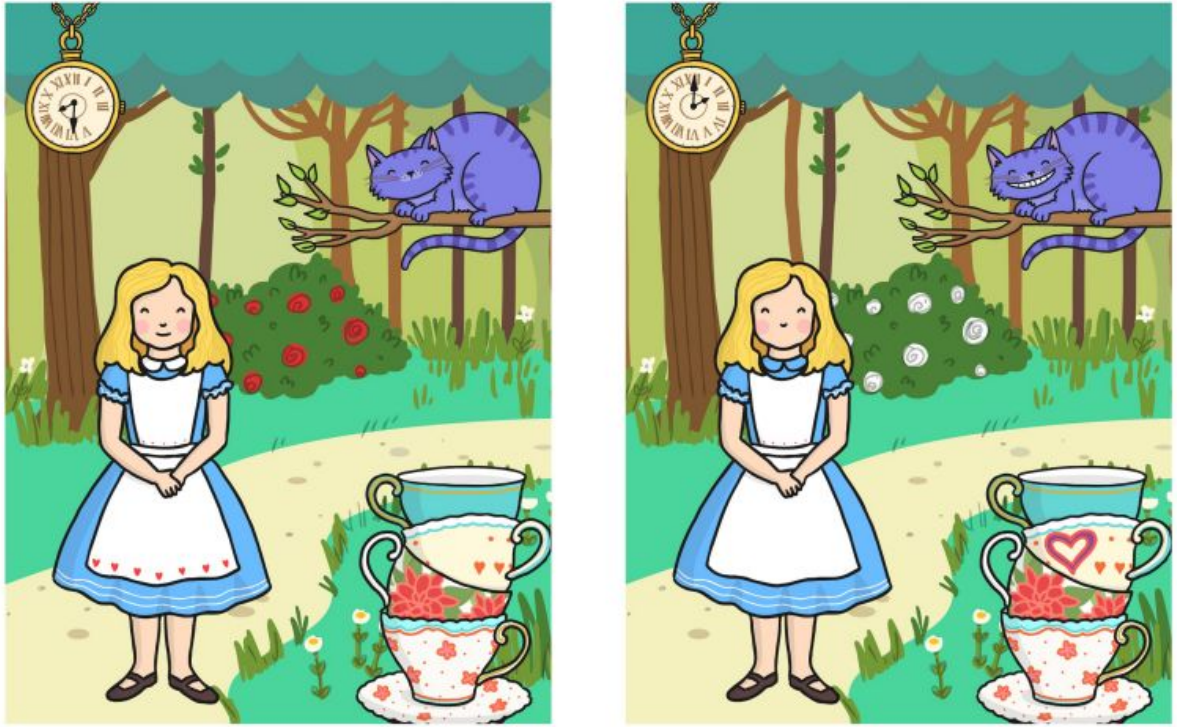
170 ÷ 10 = __ __
__20 x 10 = 3__00
18__0 ÷ 10 = 1__6
__9 x 100 = 5__00
6__ = 6400 ÷ 100



Brain Break

Spot the Difference

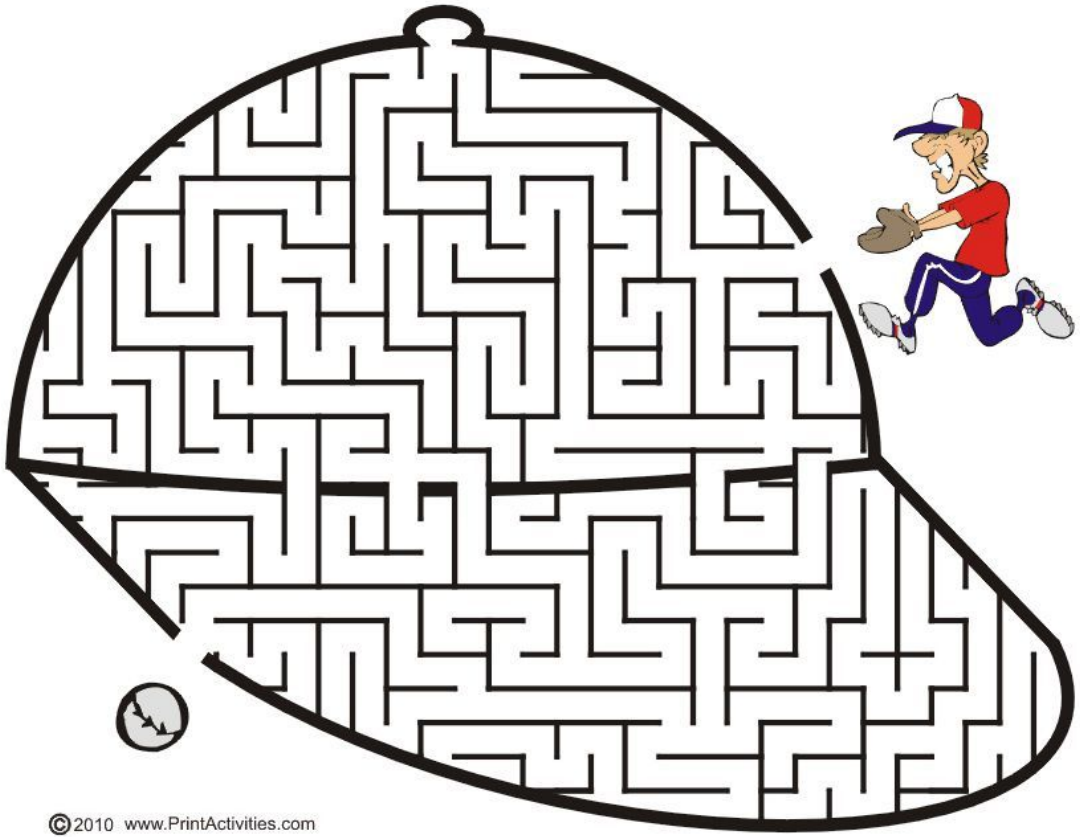
There are 10 differences in the pictures below, can you find them all?



Write answers here.

Brain Break

Help the baseball player through the cap shaped maze to find his baseball



Library / S.T.E.A.M Lesson

Old Worlds,

New Worlds,

Other Worlds

Our theme in library this term is
Old Worlds, New Worlds, Other Worlds.

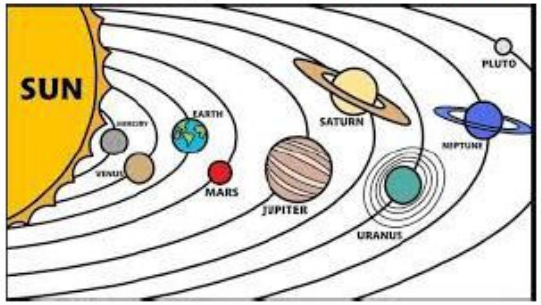
For the next couple of weeks we will explore some **New Worlds**

This week we are going to take off and venture to the greatest new world...Mars.

We will learn where Mars is located, why are humans trying to reach Mars and what life might be like on Mars.

Where is Mars?

Mars is the closest planet to Earth. NASA predict that a shuttle with humans on board would take approximately 7 months to reach Mars.



The following information about Mars is from Worldbook online

Mars is the fourth planet from the sun. It is a reddish planet covered with rocks and large holes called craters. Mars was named after the ancient Roman god of war.

Some scientists believe life may have existed on Mars billions of years ago. Several countries have sent space missions to the planet. The spacecraft were sent to gather information about the planet and to look for signs of life. Mars travels around the sun in an elliptical, or oval-shaped, orbit.

It takes about 687 Earth days for Mars to go all the way around the sun. The length of a day on Mars is just a bit longer than Earth's. The Martian solar day is 24 hours 39 minutes 35 seconds long. Mars has two small moons called Phobos and Deimos.

Living on Mars - Plan

STEAM ACTIVITY

Imagine you are employed by NASA as the first Astronaut to land and live on Mars. When you arrive, you will have to build somewhere to live and work (remember, there is no oxygen in the atmosphere of Mars so we will need to create a way for us to breathe). What would our home look like? What will it need? What are the differences between where we live now on Earth and our homes on Mars?

Draw a plan of your building. Make sure to label it so that others can see what you have included.

ONCE YOU HAVE DRAWN YOUR PLAN.

If you would like to build a model, you can build from lego, playdough, or even recycled materials (cereal boxes, milk bottles etc). If you would like to practise your collaboration (team work) and communication (speaking AND listening) skills and have a sibling at home you could work with them.

You can take a photo of your plan and model and send it to Mrs McPhan via ClassDojo or Google Classroom or send your plan back to school with your booklet at the end of the week.

Remember our skills that we are learning to use.

Things to remember:

1. We always plan first.

   The plan is the must do task. Constructing a model of the building is a can do task.

2. Any questions you can message me on Class Dojo.

3. Have FUN! This is the most important one.

I can't wait to see your amazing ideas!

Missing you all so much. Keep reading!

See you soon,

Mrs McPhan