



Weekly Overview					
	Session 1	Session 2	Session 3		
Monday	English <b>WALT:</b> read for an extended time <b>WALT:</b> comprehend texts by making predictions and making connections <b>WALT:</b> spell unfamiliar words	Mathematics <b>WALT:</b> understand the commutative property of multiplication	Wellbeing <b>WALT:</b> practise strategies that improve mental health and wellbeing	P.D.H <b>WALT:</b> recognise healthy eating choices	Physical Education <b>WALT:</b> keep fit and healthy
Tuesday	English <b>WALT:</b> read for an extended time <b>WALT:</b> identify parts of speech <b>WALT:</b> summarise our knowledge	Mathematics <b>WALT:</b> model and apply mental strategies (repeated addition) to solve multiplication problems	Wellbeing/Mindfulness <b>WALT:</b> practise strategies that improve mental health and wellbeing	Science and Technology <b>WALT:</b> conduct scientific investigations and collect data	Physical Activity <b>WALT:</b> keep fit and healthy
Wednesday	English <b>WALT:</b> read for an extended time <b>WALT:</b> comprehend texts by find information and inferring meaning <b>WALT:</b> select and organise information <b>WALT:</b> spell unfamiliar words	Mathematics <b>WALT:</b> model and apply mental strategies (place value) to solve multiplication problems	Wellbeing/Mindfulness <b>WALT:</b> practise strategies that improve mental health and wellbeing	H.S.I.E <b>WALT:</b> communicate geographical information	Physical Activity <b>WALT:</b> keep fit and healthy
Thursday	English <b>WALT:</b> read for an extended time <b>WALT:</b> write fluently and legibly <b>WALT:</b> write to inform an audience Library <b>WALT:</b> identify the most important events in a story	Mathematics <b>WALT:</b> solve word problems using multiplication.	Wellbeing <b>WALT:</b> practise strategies that improve mental health and wellbeing	Creative Arts <b>WALT:</b> identify the difference between rhythm and beat	Physical Activity <b>WALT:</b> keep fit and healthy
Friday	English <b>WALT:</b> read for an extended time <b>WALT:</b> summarise knowledge <b>WALT:</b> write to inform an audience <b>WALT:</b> spell unfamiliar words	Mathematics <b>WALT:</b> recognise the need for formal units to measure capacity	Wellbeing <b>WALT:</b> practise strategies that improve mental health and wellbeing	Physical Education <b>WALT:</b> keep fit and healthy	
<b>See if you can complete the Kindness Challenge every week!</b>					
<b>*Please note: activities highlighted in yellow in the daily grid, means your teachers would like you to submit this learning to them via Google Classroom!</b>					

English focus text for this week  
 Tracks of a Panda By Nick Dawson: <https://youtu.be/TB5JY0bUotY>



Monday Overview

Session 1

English:

**WALT:** read for an extended period of time

Log in to Wushka and choose one of the texts to read. Before you begin reading, in your book create 3 columns. One column is ‘What happened so far’, one is ‘What will happen next?’ and the other is ‘What actually happened?’. As you read the text, fill out the first two columns. Once you have finished reading, go back and fill out the last column about what actually happened in the text.

**WALT:** Comprehend texts by making predictions and making connections

Below is a picture for a text (Monday attachments). Create a KWL chart for the poster. You can use the one provided below or create your own in Google Classroom.

1. Fill out the K and W sections of the chart based off what you viewed on the picture.
2. Watch the video of the text <https://youtu.be/TB5JY0bUotY>
3. Complete the L section of your chart after watching the video.

Submit this KWL chart on Google Classroom.

**WALT:** Spell unfamiliar words

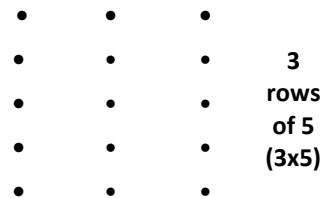
Choose two different activities from the spelling grid below and complete this activity using 20 spelling words for the week.

Session 2

Mathematics

**WALT:** understand the commutative property of multiplication

The commutative property of multiplication means that 5 rows of 3 is the same as 3 rows of 5. Therefore,  $5 \times 3 = 3 \times 5$ . Create arrays using dots in rows and columns. Remember rows go across the page (left to right) and columns go down the page (from top to bottom). Create an array then label with the two descriptions, e.g. 5 rows of 3 and 3 rows of 5.



5 rows of 3 (5 x 3)

Create the following arrays and then label (as above):

- a) 4 rows of 3
- b) 6 rows of 5
- c) 2 rows of 7

**CHALLENGE:**

- d) 8 rows of 7

Write down what you have learned about the commutative property of multiplication? What did you learn about arrays and keeping them in rows and columns?

**WALT:** solve a variety of mathematical problems (Approximately 10 minutes)

Complete your Mathletics activities and/or play Live Mathletics.

<https://www.mathletics.com/au/>

Session 3

P.D.H

**WALT:** recognise healthy eating choices

Interview members of your family who purchase food for your home. Create 3-5 questions you could ask your family members that will give you information about food choices and why certain foods are chosen for your household. Write down these questions before interviewing your family members.

Some questions you might ask could be:

- How often do you go shopping for our family?
- Why do you choose the items you buy?

Write down the responses you get to these questions. What conclusions can you draw from the responses? Write 3-5 statements from the information you have collected.

Eg --Altogether, members of my family go shopping once a week.

-Most of the food items bought are healthy choices.

Physical Activity

**WALT:** keep fit and healthy

Go outside if you can and get at least 30 minutes of physical activity. **Log this in your physical activity journal** (see below)

Wellbeing

**WALT:** practise strategies that improve mental health and wellbeing

Wellbeing Check in


Complete your wellbeing check in on Google Classroom.

**Complete the Kindness Challenge!**






**Tuesday Overview**


Session 1	Session 2	Session 3
<p><u>English:</u>  <b>WALT:</b> read for an extended period of time            Log in to Wushka and choose one of the texts to read. As you read your chosen text, write down 3 different types of connections you make to the text:</p> <ol style="list-style-type: none"> <li>1. Text to text</li> <li>2. Text to self</li> <li>3. Text to world</li> </ol> <p><b>WALT:</b> Identify parts of speech            Complete the worksheet by choosing the correct adjectives.  <b>Remember:</b>            An <b>adjective</b> is a descriptive word (eg: large, endangered, stunning)  <b>WALT:</b> Summarise our knowledge (45 minutes)            In your book or on some paper, write the title "Pandas". You are going to view and read some information about pandas. You will need to take some notes of the key ideas and facts. While reading and viewing the material, add some notes to your page. You can pause the video to take notes. Don't forget that when you take notes you don't need to write the whole sentence, you just need to write the key ideas or important information to remind you.</p> <p>You can use these links or do your own research. Don't forget to write down anything you already know!  <a href="https://www.youtube.com/embed/dqT-UIYlg1s">https://www.youtube.com/embed/dqT-UIYlg1s</a>  <a href="https://www.natgeokids.com/au/discover/animals/general-animals/ten-panda-facts/">https://www.natgeokids.com/au/discover/animals/general-animals/ten-panda-facts/</a>  <a href="https://www.wwf.org.uk/learn/wildlife/giant-pandas">https://www.wwf.org.uk/learn/wildlife/giant-pandas</a></p>	<p><u>Mathematics</u>  <b>WALT:</b> model and apply mental strategies (repeated addition) to solve multiplication problems            Adding may be easier than multiplying in some cases, so using repeated addition is another strategy you can use to solve multiplication problems.            Complete the repeated addition worksheet.  <b>Challenge:</b>            Complete the table below (Tuesday attachments)            Take a photo of your work and submit it on Google Classroom.</p> <p><b>WALT:</b> solve a variety of mathematical problems            Complete your Mathletics activities and/or play Live Mathletics. <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p> <p><u>Wellbeing/Mindfulness</u>  <b>WALT:</b> practise strategies that improve mental health and wellbeing  <b>Wellbeing Check in</b>            Complete your wellbeing check in on Google Classroom.  <b>Headspace</b>            Are you a good listener? Let's see if you are by clicking on the link below. <a href="#">The Listening Game   Cosmic Kids Zen Den - Mindfulness for kids</a>  <b>Mindful reflection:</b> After watching the listening game, practise using your 'Spidy senses' and go outside for 5 minutes. Find a place to sit. Use your fingers and count how many sounds you can hear. Do you think you were a good listener? Make sure you activate your 'Spidy senses' next time you are listening to someone.</p> 	<p><u>Science and Technology</u>  <b>WALT:</b> conduct scientific investigations and collect data            In this lesson, we are going to investigate what living things are in an area and then study one of the living things we have found.            You can either write your answers on the worksheet in the resources titled 'Living Things Investigation' or on another piece of paper.            You could also open the document found in your Science and Technology Google Classroom and type your answers into the document.            Task: Planning and conducting investigations            Choose an area <u>inside</u> your house like the lounge room or somewhere in the classroom. Write down at least three (3) non-living things that you can see and then write down as many living things as you can see.            Choose a second area <u>outside</u> your house like a patio or a section of the backyard or in the school grounds. Again, write down at least three (3) non-living things that you can see and then write down as many living things as you can see.            Choose one of the living things you have found. Using a timer or a clock, watch the living thing for three minutes. What does your living thing do? Write down what you see.            Upload your work to Google Classroom. If you have hand written your answers you can take a photo of your work and upload it to Google Classroom</p> <p><u>Physical Activity</u>  <b>WALT:</b> keep fit and healthy            Go outside if you can and get at least 30 minutes of physical activity. <b>Log this in your physical activity journal</b> (see below)</p>



Wednesday Overview		
Session 1	Session 2	Session 3
<p><u>English:</u>  <b>WALT:</b> read for an extended period of time            Log in to Wushka and choose one of the texts to read.            Create two columns in your book. Label the columns: 'Before reading' and 'After reading'. Before reading, fill in the column with any questions you have about the text you are going to read. During and after you finish reading, fill in the 'After reading' column with as many of the answers to the questions you could find.  <b>WALT:</b> Comprehend texts by finding information and inferring meaning            Below is a text about The Giant Panda (Wednesday attachments).            Read the text and answer the attached questions – then submit this task via Google Classroom.  <b>WALT:</b> Spell unfamiliar words            Choose two different tasks from the spelling grid below and complete this activity using 20 spelling words for the week.  <b>WALT:</b> Select and organise information            Using your research from yesterday and any new information you have found out, you are going to organise your information.            THINK:  <i>How might you categorise or organise your facts?</i>  <i>How could you group these ideas?</i>            If you need some suggestions you might organise your information into these subheadings, questions or some of your own.            - appearance (what does it look like?) - diet (what does it eat?)            - habitat (where does it live?) - breeding (what are the babies like?)            - lifespan (how long do they live?) - other interesting facts            When you have decided on your subheading, spend some time now to neatly re-write you facts under the correct subheading. Make sure that the information matches the heading or question.</p>	<p><u>Mathematics</u>  <b>WALT:</b> model and apply mental strategies (place value) to solve multiplication problems            Place value can help us to solve more difficult multiplication problems when there is a multiple of ten in the problem e.g. 10, 20, 30. When solving <math>3 \times 20 = \underline{\quad}</math>, instead of multiplying <math>3 \times 20</math>, you can multiply <math>3 \times 2</math> (the number of tens) first. This tells you there are 6 tens or 60.  <math>3 \times 20 = 3 \times 2 \text{ tens} = 6 \text{ tens} = 60</math>            Complete the worksheet Mental Multiplying 2 (Wednesday attachments).  <b>WALT:</b> solve a variety of mathematical problems            Complete Mathletics activities and/or play Live Mathletics.  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p> <p><u>Wellbeing/Mindfulness</u>  <b>WALT:</b> practise strategies that improve mental health and wellbeing  <b>Wellbeing Check in</b>            How are you feeling today?            Complete your wellbeing check in on Google Classroom.</p>  <p><b>Story Time- Podcast</b>            The Podcast talks about the importance of trying our best, trying again (or practicing), and pivoting (changing direction /strategy). We promote resiliency in our students by encouraging them to keep trying and start to look for ways to be excellent. Click on the link below to listen to this podcast:            Start the Podcast at 2 minutes.  <a href="#">Podcast - 'Try, Try, and Try again by Peace Out</a></p>	<p><u>H.S.I.E</u>  <b>WALT:</b> communicate geographical information            Look at the <u>first</u> graph on the following website about average temperatures and precipitation (rainfall).  <a href="https://www.meteoblue.com/en/weather/forecast/modelclimate/ku-ring-gai-chase-national-park-australia-2160940">https://www.meteoblue.com/en/weather/forecast/modelclimate/ku-ring-gai-chase-national-park-australia-2160940</a>            Pretend you are a geographer and observe the graph, then answer the questions below (Wednesday attachments) in your book.</p> <p><u>Physical Activity</u>  <b>WALT:</b> keep fit and healthy            Go outside if you can and get at least 30 minutes of physical activity. <b>Log this in your physical activity journal</b> (see below)</p>




Thursday Overview

Session 1	Session 2	Session 3
<p><u>English:</u>  <b>WALT:</b> read for an extended period of time            Log in to Wushka and choose one of the texts to read. After reading, use the 5 W's to summarise the text.  <b>Who</b> was the story about? <b>What</b> happened? <b>Where</b> did it take place? <b>When</b> did the story happen? <b>Why</b> did the complication happen?            Or come up with your own questions using the 5 W's.  <b>WALT:</b> Write fluently and legibly            Create a passage of writing using as many spelling words as you can. As you write this passage, make sure you write using correct NSW Pre Cursive Handwriting.  <b>WALT:</b> Write to inform an audience            Using your information notes about pandas from yesterday create a poster, google slide or document that informs a reader about pandas. You will have today and tomorrow to work on your information text. You will need to upload your work on Friday to Google Classroom (this will come up as an assignment today but it is to be handed in on Friday).</p> <p><u>Library</u>  <b>WALT:</b> Identify the most important events in a story            Create a timeline of the story. The events can be arranged under the headings important events 1,2,3.... or they could be arranged under the headings beginning, middle and end.            Check the Library Google Classroom.</p>	<p><u>Mathematics</u>  <b>WALT:</b> solve word problems using multiplication.            Solve the multiplication word problems using two different strategies on the sheet below (Thursday attachments).            Then post a photo of your work or complete your work on the worksheet in Google Classroom.  <b>WALT:</b> solve a variety of mathematical problems            Complete your Mathletics activities and/or play Live Mathletics. <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p> <p><u>Wellbeing</u>  <b>WALT:</b> practise strategies that improve mental health and wellbeing  <b>Wellbeing Check in</b>            How are you feeling today?            Complete your wellbeing check in on Google Classroom.</p> <p><u>Music Time</u>            Listen to the song by clicking this link- <a href="#">'Get Back Up Again' (Trolls) by Anna Kendrick</a>. This song is all about resilience.  <b>Mindful Reflection:</b>            Resilience is the ability to bounce back. How do you bounce back when you are faced with difficult times? Tell your parent or sibling. Get a ball and bounce it 5 times. Each time you bounce it, say something out loud that you do to feel better when you are feeling down.</p> 	<p><u>Creative Arts</u>  <b>WALT:</b> Identify the difference between rhythm and beat  <b>Resources:</b> grater (cheese shredder) and soup spoon, empty water bottle filled with rice (handmade do it yourself rainmaker), pots and pans, 2 x wooden spoons, wooden spoon and pot lid, 2 x pot lids.  <b>Learning Activities</b> – on a sheet or Google Doc write            Title: Rhythm &amp; Beat            1. Define what is rhythm? Give some examples.            2. Define what is beat? Give some examples            3. <b>Play Queen's – We Will Rock You</b>  <a href="https://www.youtube.com/watch?v=-tJYN-eG1zk">https://www.youtube.com/watch?v=-tJYN-eG1zk</a>            Record what instruments you can hear? What count the beat of the music is in? Does the music have rhythm?            4. <b>Play the video</b> Difference between beat and rhythm.  <a href="https://www.youtube.com/watch?v=9DjoipqbkC8">https://www.youtube.com/watch?v=9DjoipqbkC8</a>  <b>Stop</b> – in your own words explain the differences between beat and rhythm.            5. <b>CREATE/COMPOSE</b> Write down sentences that create a beat and rhythm (It can be words, numbers, sound).            6. <b>RECORD and SHARE</b>            Record yourself playing your compose item using instruments found at home (see suggestion in Resources).</p> <p><u>Physical Activity</u>  <b>WALT:</b> keep fit and healthy            Go outside if you can and get at least 30 minutes of physical activity. <b>Log this in your physical activity journal</b> (see below)</p>



Friday Overview

Session 1	Session 2	Session 3
<p><b>English:</b>  <b>WALT: read for an extended period of time</b>            Log in to Wushka and choose one of the texts to read. After reading, choose 10 words from the text you are not familiar with and find their meaning. If there were no words you were unfamiliar with, choose 10 words and create your own sentences using them.</p> <p><b>WALT: summarise knowledge</b>            Add any new knowledge you have learnt over the week about pandas to the L section of the KWL Chart from Monday. You will need to click unsubmit on your submitted task if you originally completed this in Google Classroom. To refresh your memory, re-read the text 'Tracks of a Panda' before adding to your chart.</p> <p><b>WALT: Spell unfamiliar words.</b>            Pick one:            1 - Have someone at home test you on your 20 spelling words. Once you have finished, any words you spell incorrectly, practise writing them correctly 3 times each.            OR            2 -Choose two different activities from the spelling grid below and complete this activity using your 20 spelling words for the week.</p> <p><b>WALT: Write to inform an audience</b>            Continue to work on your informative text about Pandas. You will need to submit this work via Google Classroom by uploading a picture of your poster or attaching your Slide/Google Doc.</p>	<p><b>Mathematics</b>  <b>WALT: recognise the need for formal units to measure capacity.</b>            Write down what you know about volume and capacity in your book. Watch this video:  <a href="https://www.youtube.com/embed/GKCE8ohIBqE">https://www.youtube.com/embed/GKCE8ohIBqE</a>            Then add more information to what you know:            Why is it important to use formal units to measure capacity?            Activity: Find 1 container/bottle that can hold 1 litre of liquid. Find 2 other objects that hold liquid and compare whether they hold:            -less than 1 litre or more than 1 litre            Place the 3 containers in order from smallest to largest            Can you draw and label the 3 objects using L for litres and mL for millilitres in your book? (1L=1000mL).  <b>WALT: solve a variety of mathematical problems</b>            Complete your Mathletics activities and/or play Live Mathletics. <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p> <p><b>Wellbeing</b>  <b>WALT: practise strategies that improve mental health and wellbeing</b>  <b>Mindful Reflection:</b>            How have you felt this whole week?            Reflect on your posts to your teacher.</p> <ul style="list-style-type: none"> <li>• Have you been happy all week or have you had a few ups and downs?</li> <li>• Do you know why you felt that way?</li> <li>• What did you do to make yourself feel better?</li> <li>• Could you do this next time you felt the same again</li> </ul> <p><b>Wellbeing Check in</b>            Complete your wellbeing check in on Google Classroom.</p> 	<p><b>Physical Education (PE)</b>  <b>WALT: keep fit and healthy</b>            Watch this video break down the steps to balancing successfully.  <a href="https://www.youtube.com/embed/tXsEEgHi05A?list=PLXfMBzshPay7czt0hq5rccNc5TqpqHJ_N">https://www.youtube.com/embed/tXsEEgHi05A?list=PLXfMBzshPay7czt0hq5rccNc5TqpqHJ_N</a>            Before we start practising, have a think and see if you can explain the difference between static and dynamic balancing? There instructions in Friday's attachments showing you step-by-step how to perform a static balance. Did you notice anything different between the two sets of instructions?  <b>Static Balancing:</b> Once you feel like you've mastered the static balance the way the video shows you, try to balance the way the photo shows, bending your non-support leg at the knee and keeping your foot away from your support leg.            Do you have a preference for one way in particular?            How long can you hold a static balance for?            Time yourself or ask someone if your household to time you. See if you or someone else can beat your record.  <b>Musical Statues:</b> Ask someone at your house to play this with you. Put on your favourite song and play musical statues! When the song stops, you have to freeze in a static balance position! Hold the position for 10 seconds before playing the music again. Whoever can last until the end of the song wins!  <b>Dynamic Balancing:</b> Once you feel confident in your dynamic balancing, try balancing in different ways using different parts of your body. Can you balance on your left foot and left hand? What about your left foot and your right hand?  <b>DIY Twister:</b> In Friday's attachments, there are pictures that you can print out and use for your very own game of Twister. You can print the pictures or make your own coloured circles. Have them call out a body part and a colour eg. Right foot, yellow. Try and hold each position for 10 seconds before the spinner calls out a new position.</p>





## The Kindness Challenge!

It is important we continue to recognise, celebrate and spread kindness during these new and uncertain times.

The Kindness Challenge is intended to be completed on a daily basis, but we will share it with you on a weekly basis instead, to give you more time to complete the challenge!

See if your whole family can complete the challenge!

# Day 3

Agree on a space in the house that needs to be cleaned or organised. Devise a plan, set a date or start cleaning today! Some ideas include cleaning:

- under your bed
- the garage
- toys/games area
- kitchen cupboards

THE 20 DAY KINDNESS CHALLENGE

*Home Edition*

@giftedandtalentedteacher



### Spelling Words

#### Year 3 - T2 Weeks 3-4

Revision: scr, spr, str





Rule: er, est, iest

Revision Words	List Words Level 1	List Words Level 2	Challenge Words	Theme Words - The Earth's Environment
strap	hotter	thickest	happier	expressions
straw	kinder	hardest	happiest	honoured
spray	colder	lightest	prettiest	dominant
sprout	stronger	thinnest	messier	orphans
sprain	weaker	cheeriest	straighter	plantation
screen	meaner	bounciest	straightest	survival
scream	taller	bossiest	narrower	deforestation
scrape	greatest	tiniest	narrowest	endangered
live	smallest	angriest	quickest	conservation
usual	softest	learn	cleverest	rehabilitation
	darkest	America		civilisation



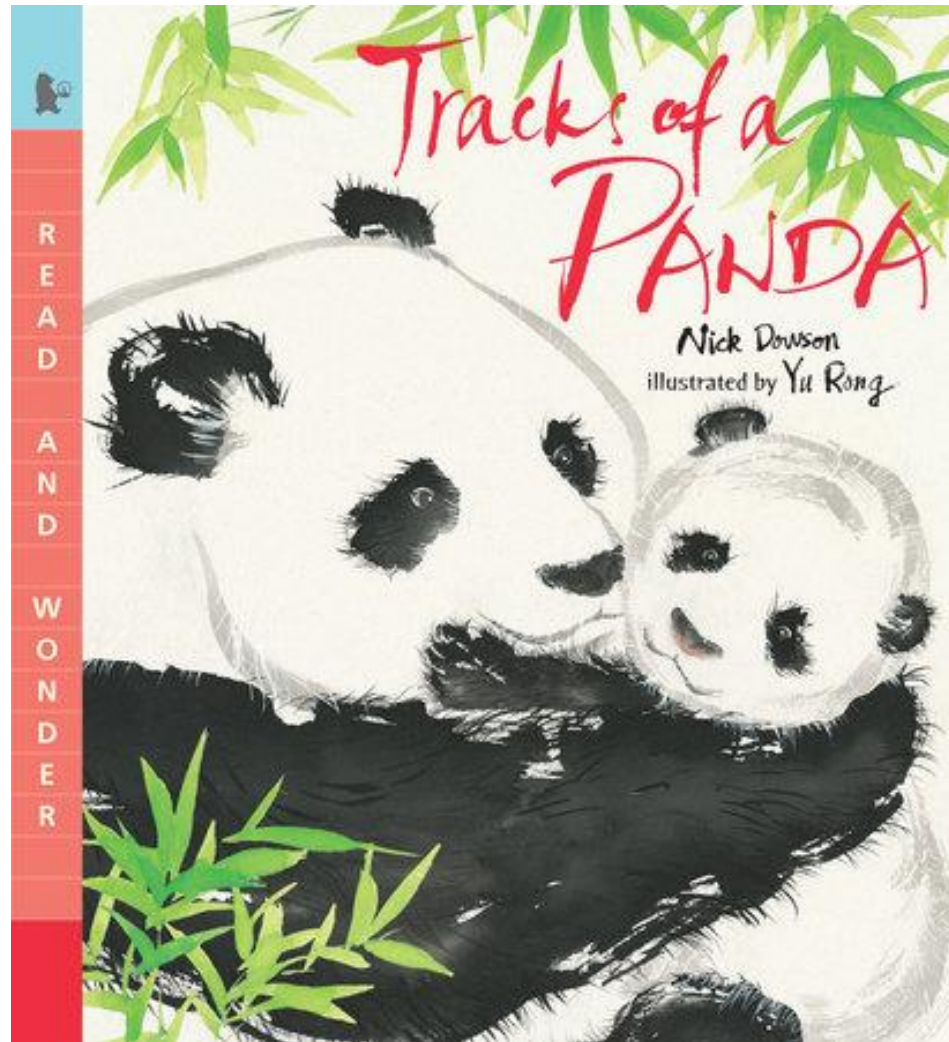


### Spelling Activity Grid

<p><b>Handwriting Heroes</b> Write out your spelling words using your very best cursive handwriting.</p> <p><i>elephants sausages</i></p>	<p><b>Magazine Words</b> Use magazines or newspapers to cut out the letters you need to spell your spelling words. Stick them into your book.</p> <p>letter</p>	<p><b>Colourful Words</b> Write each of your spelling words in different colours in your book.</p> <p>apple baby frog</p>	<p><b>Rainbow Words</b> Write each of your spelling words in your book using a different colour for each letter.</p> <p>apple</p>	<p><b>Rhyming Words</b> Write as many words as you can that rhyme with each of your spelling words. You could even make a poem using the rhyming words.</p> <p>see tree sea</p>	<p><b>Red and Blue Words</b> Write your spelling words in your book. Write the vowels in red and the consonants in blue.</p> <p>cat</p>																									
<p><b>You're a Poet</b> Write an acrostic poem about one or more of your spelling words.</p> <p>Freely swimming In the ocean Schooling together Using its tail</p> 	<p><b>Building Blocks</b> Draw letter boxes for your spelling words. Box the shape of short, tall and tail letters and write the words in your boxes.</p> <p>elephant</p>	<p><b>Wacky Words</b> Write your spelling words in different directions, filling up the page. Use different colours and fonts.</p> 	<p><b>Reverse Order</b> Write your words in reverse alphabetical order – starting from Z through to A.</p> <p>zoo yes white pretty best</p>	<p><b>Pyramids</b> Use your words to make spelling pyramids by adding one letter each time.</p> <p>c ca cat</p>	<p><b>Left and Right</b> Write your spelling words once with your left hand and once with your right hand.</p> 																									
<p><b>Spelling Stairs</b> Write each spelling word a letter at a time to make it look like a stairs.</p> <p>h ho hor hors horse</p>	<p><b>Upper and Lower</b> Write your spelling words in uppercase and then in lower case.</p> <table border="1" data-bbox="526 1053 705 1173"> <tr><td>CHICKEN</td><td>chicken</td></tr> <tr><td>HORSE</td><td>horse</td></tr> <tr><td>PIG</td><td>pig</td></tr> <tr><td>SHEEP</td><td>sheep</td></tr> <tr><td>DUCK</td><td>duck</td></tr> </table>	CHICKEN	chicken	HORSE	horse	PIG	pig	SHEEP	sheep	DUCK	duck	<p><b>Across and Down</b> Write your spelling words across and then downwards.</p> <p>chicken h i c k e n</p>	<p><b>Finding Words</b> Create your own word search using all the words on your spelling list.</p> <table border="1" data-bbox="1131 1053 1422 1157"> <tr><td></td><td>always</td><td>made</td></tr> <tr><td></td><td>because</td><td>know</td></tr> <tr><td></td><td>found</td><td>laugh</td></tr> <tr><td></td><td>green</td><td>much</td></tr> <tr><td></td><td>gone</td><td>down</td></tr> </table>		always	made		because	know		found	laugh		green	much		gone	down	<p><b>Type 'Em'</b> Type your spelling words and make each word a different font.</p> <p>chicken ELEPHANT horse</p>	<p><b>Tongue Twisters</b> Write a tongue twister for each of your spelling words.</p> <p>Big brown bears buy Berry bubblegum.</p> 
CHICKEN	chicken																													
HORSE	horse																													
PIG	pig																													
SHEEP	sheep																													
DUCK	duck																													
	always	made																												
	because	know																												
	found	laugh																												
	green	much																												
	gone	down																												
<p><b>Define It</b> Use a dictionary to find the definition and write a sentence for each of your spelling words.</p>	<p><b>Flash Writing</b> In the dark, use a torch to write your spelling words on the wall.</p>	<p><b>Story Time</b> Write a story using as many words as you can. Underline each of your spelling words.</p>	<p><b>Syllable Sort</b> Write your spelling words into columns (1, 2, 3, 4 syllables). For each column, the words should be in alphabetical order.</p>	<p><b>Rap It</b> Write a rap using as many of your spelling words as possible.</p>	<p><b>Several Sentences</b> Use as many of your spelling words as you can in sentences. Ensure they make sense and you underline the spelling word.</p>																									



Monday – English 1 of 2





Monday – English 2 of 2

# K-W-L Chart

What I...

**K**now

**W**ant to know

**L**earned


## Tuesday English - Adjectives

**ADDING ADJECTIVES**

An **adjective** is a word that describes something.  
Choose an adjective from the box to complete the sentence and make it more interesting.

naughty	hilarious	playful	scary
blazing	glittering	purple	heavy
stunning	plump	peaceful	bright

1. A playful squirrel jumped on a branch.
2. We went to a \_\_\_\_\_ movie after school.
3. In the morning, the \_\_\_\_\_ snow was covering the ground.
4. I went out in the garden and found \_\_\_\_\_ tomatoes.
5. We saw \_\_\_\_\_ birds on the \_\_\_\_\_ forest path.
6. The \_\_\_\_\_ kitten was scratching on the chair.
7. My friends sat near the \_\_\_\_\_ fire and told \_\_\_\_\_ stories.
8. All night the \_\_\_\_\_ rain pounded the roof.
9. The \_\_\_\_\_ sun came out after the rain.
10. I bought a \_\_\_\_\_ sweater to go with my hat.

 Write your own adjective to describe each noun.

1. \_\_\_\_\_ tall \_\_\_\_\_ building
2. \_\_\_\_\_ clothes
3. \_\_\_\_\_ boat
4. \_\_\_\_\_ trees
5. \_\_\_\_\_ ocean
6. \_\_\_\_\_ moon

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### Tuesday Maths Worksheet:

## Multiplication as Repeated Addition

One ostrich has two legs. 	2	$1 \times 2 = 2$
How many legs do 2 ostriches have? 	$2 + 2 =$	$2 \times 2 =$
How many legs do 3 ostriches have? 	$2 + 2 + 2 =$	$3 \times 2 =$
How many legs do 4 ostriches have? 	$\_ + \_ + \_ + \_ =$	$4 \times 2 =$
How many legs do 5 ostriches have? 		$5 \times 2 =$
One lemur has 4 legs. 	4	$1 \times 4 =$
How many legs do 2 lemurs have? 	$4 + 4 =$	$2 \times 4 =$
How many legs do 3 lemurs have? 	$\_ + \_ + \_ =$	$3 \times 4 =$
How many legs do 4 lemurs have? 		$4 \times 4 =$
How many legs do 5 lemurs have? 		$5 \times 4 =$



### Tuesday Maths Challenge Option:

One spider has 8 legs. Show this as a multiplication problem in the following table:

Spiders	Repeated Addition	Multiplication
How many legs does 1 spider have?	8	$1 \times 8 = 8$
How many legs do 2 spiders have?	$\_\_ + \_\_ = \_\_$	$\_\_ \times \_\_ = \_\_$
How many legs do 3 spiders have?	$\_\_ + \_\_ + \_\_ = \_\_$	$\_\_ \times \_\_ = \_\_$
How many legs do 4 spiders have?	$\_\_ + \_\_ + \_\_ + \_\_ = \_\_$	$\_\_ \times \_\_ = \_\_$
How many legs do 5 spiders have?	$\_\_ + \_\_ + \_\_ + \_\_ + \_\_ = \_\_$	$\_\_ \times \_\_ = \_\_$
How many legs do 6 spiders have?	$\_\_ + \_\_ + \_\_ + \_\_ + \_\_ + \_\_ = \_\_$	$\_\_ \times \_\_ = \_\_$



## Tuesday – Science

### Living Things Investigation



1. My **inside** area to study: \_\_\_\_\_

Non-Living things I found:
Living things I found:

2. My **outside** area to study: \_\_\_\_\_

Non-Living things I found:
Living things I found:

3. Choose one living thing to study in detail. For example, you could study your pet if you have one.  
Write the type of living thing that you are studying below and draw it in the box.

My living thing: \_\_\_\_\_

Drawing of my living thing:



Watch your living thing for three minutes and write down what it does.





# The GIANT Panda

## Where in the World?

Giant pandas like to live alone high up in the forest covered mountains of China, where the climate is cool and wet. A long time ago, giant pandas lived all across East Asia. They could be found all over China and as far south as Vietnam. Today pandas live in only a small part of China in the Tibetan Plateau. They are endangered, which means there are very few left in the wild. The forests where they live are being cut down to make room for roads. There are about 300 giant pandas being looked after in nature reserves and zoos around the world. This is called living in captivity. About 1600 pandas live in the wild such as mountains.

## Cool Coat

When giant pandas are first born, they are blind and their fur is all white. As they get older, they grow big black patches on their head and body. Some people think that they are black and white to help them to camouflage on snowy mountains and dark rocks.

## Bear Facts

In the winter, bears sleep or hibernate, but giant pandas do not. Instead, they move to warmer land. They find shelter in hollow trees and dens but don't have a permanent den.

## Panda Paws

Giant pandas mostly eat bamboo. In the wild, they sometimes eat the meat of small animals. Their paws have five fingers and a special thumb made from bone, which helps hold the bamboo when they eat.

## Wednesday English – Comprehension



### Wednesday English – Comprehension

Using the text about Pandas answer the following questions. Use full sentences where possible.

1. In which country do Pandas live?

\_\_\_\_\_

2. Put ticks in the boxes to show which sentences are true or false.

	True	False
<b>About 1600 giant pandas live in the wild.</b>		
<b>Giant pandas are an endangered species.</b>		
<b>About 200 giant pandas live in captivity.</b>		
<b>They live in mountains.</b>		

3. Write down two facts about baby pandas when they are first born.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Which word in the text means hide.

\_\_\_\_\_

5. In what season do giant pandas move?

\_\_\_\_\_

6. What do pandas mostly eat?

\_\_\_\_\_

7. Why do giant pandas have a special thumb?

\_\_\_\_\_  
\_\_\_\_\_

8. What could be another name for this text?

\_\_\_\_\_  
\_\_\_\_\_

9. What does the word climate mean?

\_\_\_\_\_  
\_\_\_\_\_

10. What is the main problem affecting the panda population?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Wednesday Maths Worksheet:

#### MENTAL MULTIPLYING 2

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**Investigate 2.** Can you see patterns when multiplying tens and hundreds?

- Use your calculator or head to do each sum.
- Talk about any patterns you see in your group.



$5 \times 2 = \dots\dots\dots$

$5 \times 20 = \dots\dots\dots$

$5 \times 200 = \dots\dots\dots$

$5 \times 5 = \dots\dots\dots$

$5 \times 50 = \dots\dots\dots$

$5 \times 500 = \dots\dots\dots$

$5 \times 4 = \dots\dots\dots$

$5 \times 40 = \dots\dots\dots$

$5 \times 400 = \dots\dots\dots$

**Task 1.** Can you answer each of these sums without using a calculator?

$3 \times 2 = \dots\dots\dots$

$3 \times 20 = \dots\dots\dots$

$3 \times 200 = \dots\dots\dots$

$3 \times 5 = \dots\dots\dots$

$3 \times 50 = \dots\dots\dots$

$3 \times 500 = \dots\dots\dots$

$3 \times 3 = \dots\dots\dots$

$3 \times 30 = \dots\dots\dots$

$3 \times 300 = \dots\dots\dots$

$600 \times 5 = \dots\dots\dots$

$600 \times 4 = \dots\dots\dots$

$700 \times 4 = \dots\dots\dots$

$300 \times 7 = \dots\dots\dots$

$700 \times 3 = \dots\dots\dots$

$600 \times 6 = \dots\dots\dots$

$4 \times 800 = \dots\dots\dots$

$2 \times 800 = \dots\dots\dots$

$8 \times 200 = \dots\dots\dots$

$6 \times 200 = \dots\dots\dots$

$9 \times 200 = \dots\dots\dots$

$2 \times 900 = \dots\dots\dots$

$200 \times 10 = \dots\dots\dots$

$10 \times 300 = \dots\dots\dots$

$10 \times 600 = \dots\dots\dots$

$900 \times 10 = \dots\dots\dots$

$700 \times 10 = \dots\dots\dots$

$800 \times 10 = \dots\dots\dots$

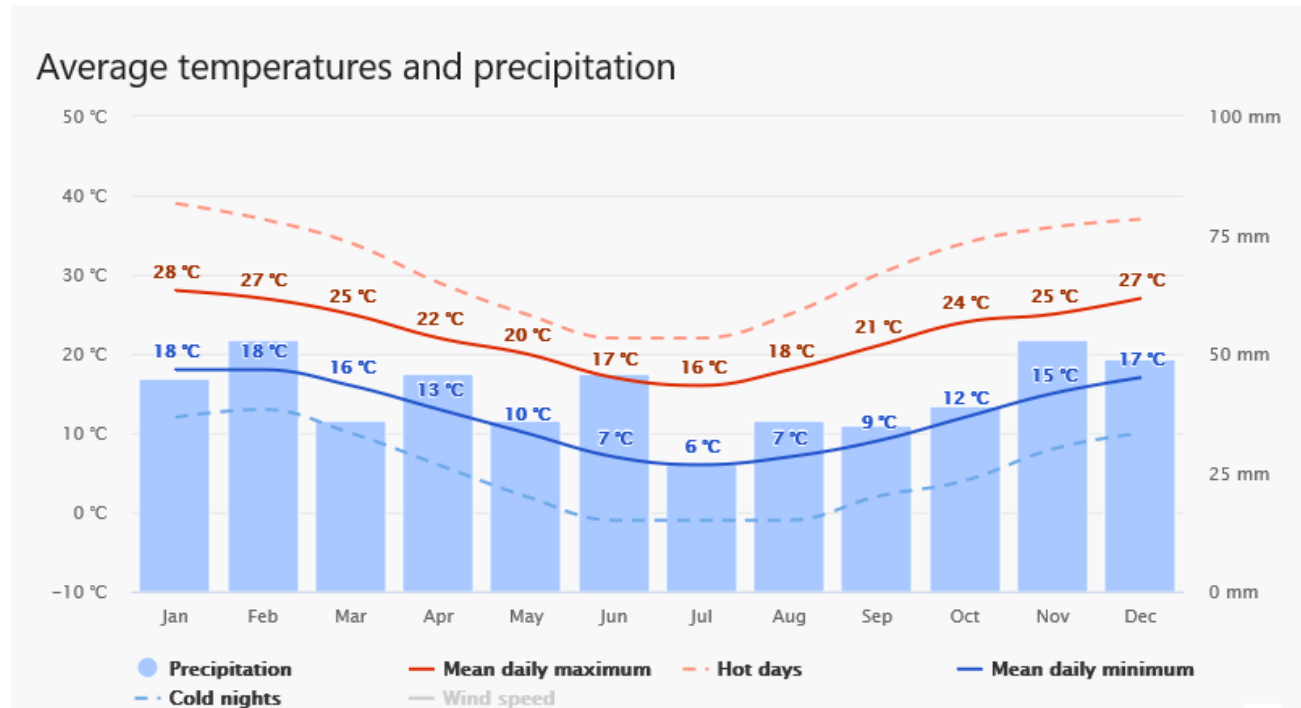
**Investigate 2.** When you multiply any whole number by a number that ends in a zero the answer will always end in a zero.

**Is this statement true or false.**

© Set 4, Activity 187



### Wednesday – HSIE (Geography)



The "mean daily maximum" (solid red line) shows the average maximum temperature for every month for **Ku-ring-gai Chase National Park**. The "mean daily minimum" (solid blue line) shows the average minimum temperature. Hot days and cold nights (dashed red and blue lines) show the average of the hottest day and coldest night of each month of the last 30 years. Monthly precipitations (blue columns) below 30mm is mostly dry.

Pretend you are a geographer and answer the following questions in your book.

1. Which month or season do you think is the best time of year to visit Ku-ring-gai Chase National Park?
2. Why did you choose this month?
3. Which month or season do you think Ku-ring-gai Chase National Park has the least number of visitors?
4. Why did you choose this month?
5. Which month or season would be best to do these activities: bushwalking, fishing, camping, bird watching and picnic. Explain why.



### Thursday Maths Worksheet:

<b>Solve these problems using two different multiplication strategies:</b>	
Michael ate 3 plates of dumplings. Each plate had 5 dumplings each. How many dumplings did he eat in total?	
Mr Bleakly planted carrots in rows of 5 and he planted 7 rows. How many carrots are there altogether?	
Kate swims 4 laps of the pool per day. She swims 5 days a week. How many laps does she swim each week?	
10 people at a birthday party ate 3 pieces of pizza each. How many pieces of pizza did they eat altogether?	
<b>CHALLENGE:</b> If each pizza has 6 slices how many pizzas needed to be ordered?	



## Friday – P.E – Static Balance

# Static Balance



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.



Friday – P.E – Twister Resources







TWISTER

