



Weekly Overview					
	Session 1	Session 2		Session 3	
Monday	English WALT: read for an extended time WALT: comprehend texts by making predictions and making connections WALT: Write to create imaginative texts to entertain WALT: Speak clearly and with expression	Mathematics WALT: Model and represent fractions	Wellbeing WALT: practise strategies that improve mental health and wellbeing	P.D.H WALT: recognise healthy eating choices	Physical Education WALT: keep fit and healthy
Tuesday	English WALT: read for an extended time WALT: Comprehend visual texts WALT: Identify parts of speech WALT: Write to create imaginative texts and entertain.	Mathematics WALT: Model and represent fractions	Wellbeing WALT: practise strategies that improve mental health and wellbeing	Science and Technology WALT: identify patterns to group living things according to their external features	Physical Activity WALT: keep fit and healthy
Wednesday	English WALT: read for an extended time WALT: comprehend texts WALT: Spell unfamiliar words WALT: Write to create imaginative texts and entertain an audience	Mathematics WALT: Model and represent fractions	Wellbeing WALT: practise strategies that improve mental health and wellbeing	H.S.I.E WALT: Explore the importance of natural vegetation and resources to animals	Physical Activity WALT: keep fit and healthy
Thursday	English WALT: read for an extended time WALT: Write fluently and legibly WALT: Write to create imaginative texts Library WALT: Summarise a story	Mathematics WALT: Model and represent fractions	Mindfulness WALT: practise strategies that improve mental health and wellbeing	Creative Arts WALT: keep the beat to music	Physical Activity WALT: keep fit and healthy
Friday	English WALT: read for an extended time WALT: Identify language features in a text WALT: summarise knowledge WALT: Spell unfamiliar words	Mathematics WALT: create a timetable	Wellbeing WALT: practise strategies that improve mental health and wellbeing	Physical Education WALT: keep fit and healthy	
See if you can complete the Kindness Challenge every week!					
*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!					
See the attachments for some daily maths challenges!					

English Focus Text: Tigris - Watch here: <https://vimeo.com/57710821>




Monday Overview

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<p>WALT: read for an extended time Choose a fiction book for today's activity. Before you start reading, use the book cover, blurb and prior knowledge to make a prediction about what the text. Read your chosen book for 20 minutes. As you're reading, and after you've finished, make a text-to-self, text-to-text, and text-to-world connection for what you've just read.</p> <p>WALT: Comprehend texts by making predictions and making connections Below is a picture for a text (Monday attachments). Create a KWL chart for the book cover. You can use the one provided below or create your own on Google Docs/Word.</p> <ol style="list-style-type: none"> Fill out the K and W sections of the chart based off what you viewed on the picture and what you know about Sumatran Tigers. Try to write 3 or more ideas. Watch the video of the text https://vimeo.com/57710821 Add some ideas to the L section of your chart. <p>WALT: Write to create imaginative texts to entertain Plan and begin writing the Introduction to a story. You have been given a picture and a sizzling start to help you</p> <ol style="list-style-type: none"> <u>Plan your story</u> - Use the Story Planner (attached). <u>Write the introduction</u> - you need to introduce the main character/s, the setting and use descriptive and figurative language. Upload your plan and introduction to Google Classroom as a Google Doc or a clear picture. <p>WALT: Speak clearly and with expression. Record yourself reading your introduction out aloud. Use expression and a clear voice. Your video or voice recording should not be longer than 30 - 40 seconds. Add your recording as an attachment in Google Classroom to the assignment: Reading your story aloud.</p>	<p><u>Mathematics</u> WALT: Model and represent fractions Watch this video about fractions: https://www.youtube.com/embed/U44my48zgFE Then complete the fraction problems below. WALT: solve a variety of mathematical problems Complete your Mathematics activities and/or play Live Mathletics. https://www.mathletics.com/au/</p> <p><u>Wellbeing</u> WALT: practise strategies that improve mental health and wellbeing Wellbeing Check in Complete your wellbeing check in on Google Classroom. Learn it- Gratitude Being grateful is about focusing on what's good in our lives and being thankful for the things we have. Gratitude is pausing to notice and appreciate things that we sometimes take for granted. For example, having a place to live, food, clean water, friends and family. Find a comfy place to sit and listen carefully to the words of the song. Click here to listen: 'Grateful' by John Bucchino Activity: Trace around your hand on a piece of paper and draw something on/next to each finger that represents something for which you are grateful. Little finger = little things in life, like sunshine Ring finger = relationships (friends and family) Middle finger = a nice thing about someone Pointer finger = point out the beauty around you, for example something in nature Thumb = something nice about yourself Mindful Reflection: Share your hand with your teacher by uploading a photo of it to Seesaw/Google Classroom.</p>	<p>P.D.H WALT: recognise healthy eating choices</p> <p>In the attachments is a blank Australian Guide to Healthy Eating pie chart. See if you can work out which section of the pie belongs to each of these categories:</p> <ul style="list-style-type: none"> -Grain (cereal) foods, mostly wholegrains and/or high cereal fibre foods -Vegetables and legumes/beans -Lean meats and poultry, fish, eggs, tofu, nuts and seeds -Milk, yoghurt, cheese and/or alternatives, mostly reduced fats -Fruit <p>In each of the sections, try and think of some examples of foods that would fit into each part and add them to the pie chart.</p> <p><u>Physical Activity</u> 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</p>



Tuesday Overview

Session 1	Session 2	Session 3
<p><u>English:</u> WALT: read for an extended time Log onto Wushka and select a book you have not read yet. Read through that text but DO NOT complete the quiz at the end. Create 10 questions about the text. They might be questions for the characters or for the author of the text. Try to create questions that start with “how” or “why”. Make sure you put a question mark at the end of your question. Write an answer for 5 of your questions. You might have to make a guess. WALT: Comprehend visual texts See – Think – Wonder - Below in Tuesday’s attachments you will find a picture of a tiger and a see, think, wonder table. You will need to look closely at the picture for 2-3 minutes. After you have looked at the picture carefully, you will need to fill out the table, noting what you SEE, writing what you THINK is happening and writing some questions about what you WONDER. See the attachment below for more information.</p>	<p><u>Mathematics</u> WALT: Model and represent fractions Watch the video about fractions of a collection. https://www.youtube.com/embed/lfYX2iwFQBc Complete the fraction problems below. Take a photo of your working out and upload it to Google Classroom.  WALT: solve a variety of mathematical problems Complete your Mathletics activities and/or play Live Mathletics. https://www.mathletics.com/au/</p>	<p><u>Science and Technology</u> WALT: identify patterns to group living things according to their external features Task 1: Processing and analysing data Living things are divided into smaller groups called kingdoms. Read the information sheet about ‘Kingdoms’ and then use this information to help you complete the matching activity. Task 2: Communicating Come up with your own way of grouping animals within each kingdom by completing the ‘Grouping living things’ worksheet. You could base it on anything that you can see – colour, pattern or something else! Upload your work to your Science and Technology Google Classroom. If you have hand written your answers you can take a photo of your work and upload it to your Science and Technology Google Classroom.</p>
<p>WALT: Identify parts of speech Complete the worksheet below by using the correct pronoun(s). Remember: PRONOUNS refer to nouns, which are words used to identify people or things. Example: To change the frog back into a prince, the princess gave him three kisses. WALT: Write to create imaginative texts and entertain. Continue on with your creative writing from yesterday. You might need to press ‘Unsubmit’ if you were writing on the Google Doc. Today you are writing the <u>Body and Complication</u> part of your story. You will describe the characters and setting in more detail. You will create a problem in your story for the characters, but do not solve the problem today.</p>	<p><u>Wellbeing</u> WALT: practise strategies that improve mental health and wellbeing Wellbeing Check in Complete your wellbeing check in on Google Classroom. Learn it- Gratitude Click here to watch: What a Wonderful World Activity: Think about all the good things that have happened to you so far this week. Make a list. <u>Three Good Things That Happened This Week:</u> Mindful Reflection: Share this list with a family member. Maybe you could ask them what good things have happened to them this week?</p>	<p><u>Physical Activity</u> 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</p>




Wednesday Overview		
Session 1	Session 2	Session 3
<p>English: WALT: read for an extended time Continue reading your text from Monday. As you read, write down any words you encountered in your reading that were unfamiliar. Once you have read for at least 20 minutes, look up the meaning of these words in a dictionary. Have you been picturing what is happening in the text in your head as you read? Draw your favourite aspect of the text; it might be your favourite character, the setting, an event that takes place etc.</p> <p>WALT: Spell unfamiliar words Choose 2 different activities from the spelling grid below and complete this activity using 20 spelling words for the week.</p> <p>WALT: Comprehend written texts Read the text (Wednesday attachments) about Sumatran tigers from National Geographic. You will need to answer 10 questions based on the text, in full sentences, and upload/type your answers on Google Classroom. Don't forget to read the information carefully, think about the text and apply your own knowledge. The attachments are also on Google Classroom with the assignment.</p> <p>WALT: Write to create imaginative texts and entertain an audience. Continue on with your creative writing from yesterday. You need to press 'Unsubmit' if you were writing on the Google Doc. Today you are writing the <u>conclusion</u> part of your story. You will find a solution to the problem in your story and end your story. Use full sentences that make sense. Use descriptive language.</p>	<p>Mathematics WALT: Model and represent fractions Watch the video about equivalent fractions. https://www.youtube.com/embed/N1X0vf5PUz4 Then complete the fraction problems below. WALT: solve a variety of mathematical problems Complete your Mathematics activities and/or play Live Mathematics. https://www.mathletics.com/au/</p> <p>Wellbeing WALT: practise strategies that improve mental health and wellbeing</p> <p>Wellbeing Check in Complete your wellbeing check in on Google Classroom. Learn it- Gratitude Click here to watch: Kid President's 25 Reasons To Be Thankful! Which of those things are you also grateful for? Activity: Take a sensory walk outside. Make sure you walk silently. Use your 5 senses (sight, sound, smell, taste, touch) to observe and appreciate nature. Collect 5 fallen leaves of different sizes and textures during your walk. Make sure the leaves are big enough to write a few words on. Once inside, write things you're grateful for on these leaves. Then create a 'Gratitude Tree' using the leaves, a craft roll/roll from paper towel and some glue or sticky tape. Mindful Reflection: Upload a photo of your creation to Seesaw/Google Classroom.</p>	<p>H.S.I.E WALT: Explore the importance of natural vegetation and resources to animals Key inquiry question- How does the environment support the lives of living things? Ku-ring-gai Chase national Park has lots of flora (plants) and fauna (animals) to study. This week we will focus on fauna. The long-nosed bandicoot is an animal that you may see in the national park.</p> <p>Long-nosed bandicoot <i>(Perameles nasuta)</i> A nocturnal marsupial and one of the smaller Australian native animals, the long-nosed bandicoot is found across eastern Australia. Populations in the Sydney region have dwindled since European settlement, leaving only endangered colonies in inner western Sydney and at North Head, near Manly. The long-nosed bandicoot has grey-brown fur and a pointed snout which it uses to forage for worms and insects. Click on the link below you can find out lots more information about the bandicoot. https://www.softschools.com/facts/animals/bandicoot_facts/236/</p> <p>Complete the questions in Wednesday attachments. There is also a copy of the text from the website.</p> <p>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</p>





Thursday Overview

Session 1	Session 2	Session 3
<p><u>English:</u> WALT: read for an extended time Log into Wushka and re-read the text you selected on Tuesday. Once you have completed a second reading of the story, complete the quiz on the book. WALT: Write fluently and legibly Read the poem below and then rewrite the poem. As you write this poem, make sure you write using correct NSW Pre Cursive Handwriting. <i>I see a tiger in the jungle and his eyes are shining bright. I see a tiger in the jungle and his teeth are big and white. I see a tiger in the jungle and he is running fast and free.</i> WALT: Write to create imaginative texts and entertain <u>Edit your story</u> that you have been writing in the Google Doc and submit to Google Classroom. If you have been writing it on paper type it up and attach it to Google Classroom. When editing ask yourself: - Does my story have a title? - Have I used the sizzling starter to entertain the reader? - Have I introduced characters and setting at the beginning of my story? - Is there a problem in my story and have I given more information about my characters and the setting? - Do I have a solution to the problem in my story? Have you used capital letters and full stops? Full sentences that make sense? Descriptive language? <u>Library</u> WALT: Summarise a story Use the events identified in Week 3 story (last week) to write a brief summary of the story. You can access your Wk 3 library work, through your Library Google Classroom. Mrs.Ranaweera has given you feedback and returned your work to you.</p>	<p><u>Mathematics</u> WALT: Model and represent fractions Watch the video on equivalent fractions. https://www.youtube.com/embed/G4VxHxwi6DY Complete the fraction problems below. Take a photo of your working out and upload it to Google Classroom.</p>  <p>WALT: solve a variety of mathematical problems Complete your Mathletics activities and/or play Live Mathletics. https://www.mathletics.com/au/</p> <p><u>Wellbeing</u> WALT: practise strategies that improve mental health and wellbeing</p> <p>Wellbeing Check in Complete your wellbeing check in on Google Classroom. Mindful Moment- Gratitude This week we have focused on Gratitude.</p> <p>Click here to watch: Be Grateful (It will need to be opened in your Chrome browser)</p> <p>Mindful Reflection: Take a moment to be grateful for all that you have. Share your thoughts with a family member.</p>	<p><u>Creative Arts</u> WALT: keep the beat to music Listening: Listen to the following song: VIVALDI – Summer https://www.youtube.com/watch?v=nJTfGIMmMwQ (Orchestra)</p> <p>Whilst listening, imagine what you think the song is about and draw a picture on an A4 page or workbook. Ask yourself “Does it have a beat? What is the beat?”</p> <p>Create: Use your imagination to create your own instrument and draw a diagram of it. Think about the materials you would use and the sounds it would make.</p> <p>Research: Choose an orchestral instrument and use your google skills to find out the following: When was it first made? How is it made? Which instrument family does it belong to? Why? Find a song which features this instrument.</p> <p><u>Physical Activity</u> 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</p>



Friday Overview

Session 1

English:
WALT: read for an extended time & summarise knowledge
 Continue reading your text from Monday and Wednesday. Once you have finished the text or read for at least 20 minutes, write a new blurb for the book you have been reading. This blurb should summarise the main ideas of the story without giving it away.

WALT: Identify language features in a text
SEE FRIDAY ATTACHMENTS or GOOGLE CLASSROOM FOR WORKSHEET AND PICTURE – This must be submitted to Google Classroom

TASK 1: Listen to the text “Tigress” again. Write down all the words and phrases that help you paint a picture in your head.
<https://vimeo.com/57710821>

TASK 2: Read page 10 from Tigress (on the left) and complete

Language	What it is	Example/s from page 10.
Adjective	A word that describes a person place or thing	
Verb	An action	
Simile	Compares 2 unlike things using 'like' or 'as'	
Alliteration	The repetition of the same consonant sound	

TASK 3: Answer the following question in full sentences:
 Why would the author choose to use descriptive and figurative language in the book Tigress?

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: create a timetable
 Create a timetable of your week. Include the time you spend on your learning, sleeping, eating and other activities you do. How much time do you spend sleeping during the week?

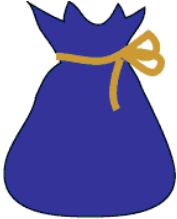

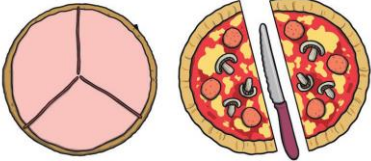

Use the template below or create your own.
WALT: solve a variety of mathematical problems
 Complete your Mathematics activities and/or play Live Mathematics.
<https://www.mathletics.com/au/>

Wellbeing
WALT: practise strategies that improve mental health and wellbeing
Wellbeing Check in
 Complete your wellbeing check in on Google Classroom.
 How have you felt this whole week? Reflect on your posts to your teacher.
 • Have you been happy all week or have you had a few ups and downs?
 • Do you know why you felt that way?
 What did you do to make yourself feel better?
 • Could you do this next time you felt the same again?

Session 3

Physical Education (PE)
WALT: keep fit and healthy
 Watch this video break down the steps to an effective sidestep. <https://www.youtube.com/watch?v=D812EVCdyOw>
 There are also instructions in Friday’s attachments showing you step-by-step how to sidestep successfully.
 Watch how a successful sidestep remains on the balls of your feet. It’s a simple, bouncy movement.
 Think about how you can practice your sidestepping skills by yourself. The video calls sidestepping side galloping. Why do you think that is? It also lists some sports that you may use sidestepping in. Have you played a game or sport that uses sidestepping? Have you ever used sidestepping in a dance? How will you know you are sidestepping successfully?
 Think about how you can track your progress as your skill develops (video yourself, have a family member watch and tell you, perform the skill in front of a mirror etc.).
 Think about how you can incorporate sidestepping into a game you already play. If you have enough room and people, try playing tip but instead of running, everyone must sidestep. Does this change the way the game is played?
 How can you creatively incorporate your arms into your sidestepping? Can you move them around or do you need them for balance? You could clap them over your head, spin them around, bounce a ball while you’re sidestepping; it’s up to you!
 If you have a backyard, see how many sidesteps it takes for you to move around the edge of your yard. If you don’t have a backyard, is there a space inside you could do this activity safely? Can you go to a park and try it there?



Monday – Maths	Tuesday - Maths	Wednesday – Maths	Thursday – Maths
<p>Watch this video about fractions: https://www.youtube.com/embed/U44my48zgFE</p> <p>Complete the following questions in your book and use items at home if you can.</p> <p>A teacher has a bag of marbles.</p>  <p>$\frac{1}{4}$ of the marbles are blue.</p> <ul style="list-style-type: none"> • How many marbles are in the bag? • Can you show your working out using marbles or different items you have at home, like Lego pieces? <p>Otherwise, draw your working out in your book.</p> <p>Challenge 1: Can you find more than one answer and explain it?</p> <p>Challenge 2: Can you match the fractions in this puzzle? https://www.wageningse-methode.nl/applets/Mini-loco_breuken_in_fig.html</p>	<p>Watch the video about fractions of a collection. https://www.youtube.com/embed/lfYX2iwFQBc</p> <p>Complete the following questions in your book.</p> <p>A year 3 class visited the park nature centre to see the tadpoles and frogs.</p> <ul style="list-style-type: none"> • $\frac{3}{4}$ of the animals had already changed to frogs. • The rest were still tadpoles. • How many frogs might there be in the tank? • How many tadpoles would there be in the tank? • How many frogs and tadpoles would there be in the tank altogether? • Explain how you know your answers are correct. <p>Challenge: Answer the same questions but this time $\frac{7}{8}$ of the animals are frogs.</p> <p>Can you find multiple different answers and explain your answers? Take a photo of your working out and upload it to Google Classroom.</p> 	<p>Watch the video about equivalent fractions. https://www.youtube.com/embed/N1X0vf7PUz4</p> <p>Complete the following questions in your book.</p> <ul style="list-style-type: none"> • Is $\frac{1}{3}$ larger than $\frac{1}{2}$? True or false? Explain your answer in your maths book.  <p>Draw the following fractions in your book or make them out of food/objects you have at home.</p> <p>Which is the larger fraction? Why? (You may like to use a number line or a fraction wall to help you).</p> <ul style="list-style-type: none"> • $\frac{2}{4}$ or $\frac{1}{4}$ • $\frac{1}{2}$ or $\frac{2}{4}$ • $\frac{1}{3}$ or $\frac{1}{4}$ • $\frac{2}{3}$ or 1 whole • $\frac{2}{5}$ or $\frac{4}{5}$ <p>Challenge:</p> <ul style="list-style-type: none"> • $\frac{3}{4}$ or $\frac{1}{3}$ • $\frac{4}{6}$ or $\frac{1}{3}$ • $\frac{3}{8}$ or $\frac{3}{7}$ • $\frac{8}{10}$ or $\frac{4}{5}$ • 1 and $\frac{3}{4}$ or 1 and $\frac{2}{3}$ 	<p>Watch the video on equivalent fractions. https://www.youtube.com/embed/G4VxHxwi6DY</p> <p>Complete the following questions in your book and use items at home if you can.</p> <ul style="list-style-type: none"> • How many different ways can you show the fraction, $\frac{3}{5}$? <p>Be creative with what you use!</p> <ul style="list-style-type: none"> • Find two fractions that equal to 1. • Find three fractions that equal to 1. • Can you find two or three different fractions that equal to 1. Eg: $\frac{2}{4}$ and $\frac{1}{2}=1$ <p>Challenge: Find 3 fractions smaller than $\frac{1}{3}$. Find 3 fractions equal to $\frac{2}{3}$. Find 3 fractions greater than $\frac{2}{5}$. Find 3 fractions equal to $\frac{4}{5}$.</p> <p>Take a photo of your working out and upload it to Google Classroom.</p> 



The Kindness Challenge!

It is important we continue to recognise, celebrate and spread kindness during these 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 4

Send an email, video call or write a letter to a loved one. Things to include:

- 3 questions
- what you have been up to
- 3 things you're grateful for

THE 20 DAY KINDNESS CHALLENGE

Home Edition




@giftedandtalentedteacher









Daily Maths Challenges (Optional Extra)

Monday

Autumn Math Puzzle (A)




 x  = 49 




 +  = 15 




 x  +  =

Tuesday

Autumn Math Puzzle (B)





 x  = 16 




 -  = 6 




 x  +  =

Wednesday

Autumn Math Puzzle (C)




 +  +  = 24 




 x  = 88 




 x  +  =

Thursday

Autumn Math Puzzle (D)


 x  = 144 

 x  = 48 

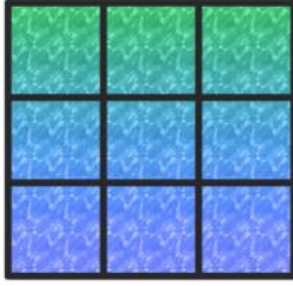
 x  +  =

Friday

1.) TRUTH OR SQUARE?

 #1

How many total squares are there?



My Answer: _____



Spelling Words

Year 3 - T2 Weeks 3-4







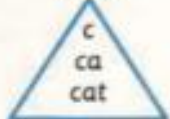




Revision: scr, spr, str

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

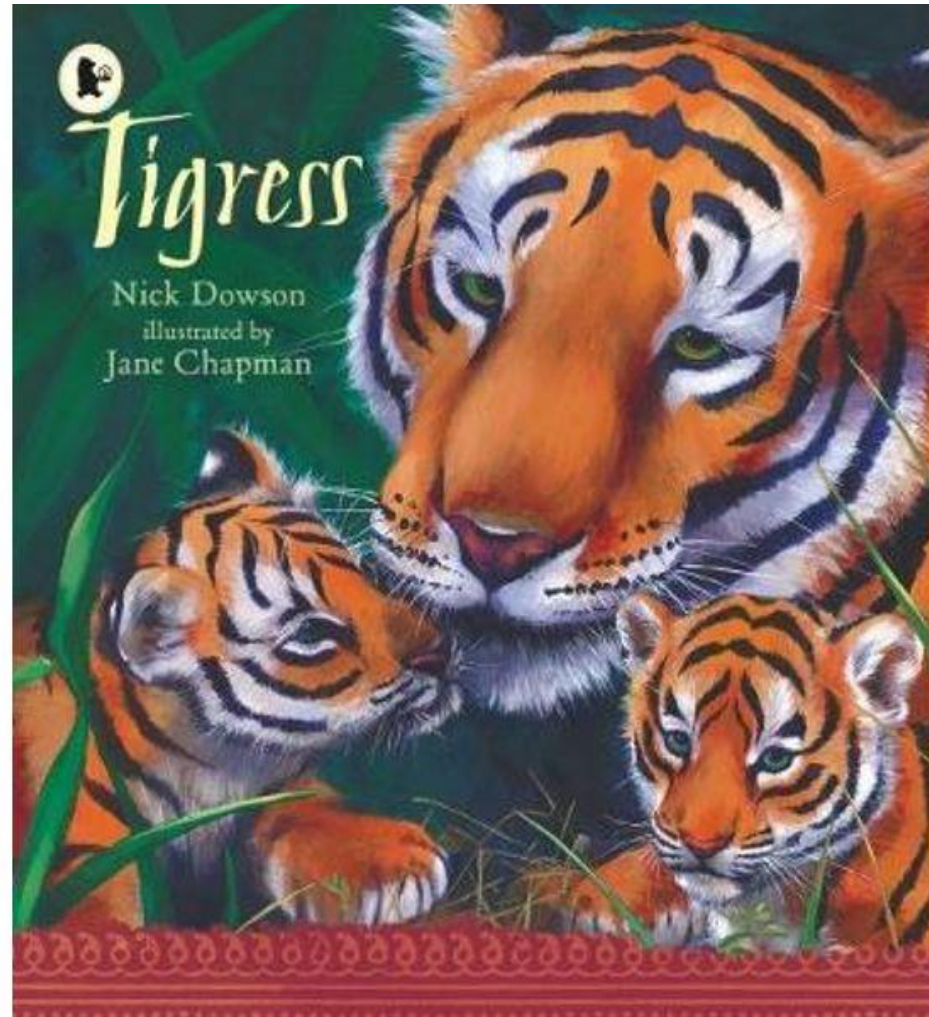


Spelling Activity Grid

<p>Handwriting Heroes Write out your spelling words using your very best cursive handwriting.</p> 	<p>Magazine Words Use magazines or newspapers to cut out the letters you need to spell your spelling words. Stick them into your book.</p> 	<p>Colourful Words Write each of your spelling words in different colours in your book.</p> <p>apple baby frog</p>	<p>Rainbow Words Write each of your spelling words in your book using a different colour for each letter.</p> <p>apple</p>	<p>Rhyming Words 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>Red and Blue Words Write your spelling words in your book. Write the vowels in red and the consonants in blue.</p> <p>cat</p> 																				
<p>You're a Poet Write an acrostic poem about one or more of your spelling words.</p> <p>Freely swimming in the ocean Schooling together riding in a row!</p> 	<p>Building Blocks 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>Wacky Words Write your spelling words in different directions, filling up the page. Use different colours and fonts.</p> 	<p>Reverse Order Write your words in reverse alphabetical order – starting from Z through to A.</p> <p>zoo yes white pretty best</p>	<p>Pyramids Use your words to make spelling pyramids by adding one letter each time.</p> <p>c ca cat</p> 	<p>Left and Right Write your spelling words once with your left hand and once with your right hand.</p> 																				
<p>Spelling Stairs 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>Upper and Lower Write your spelling words in uppercase and then in lower case.</p> <table border="1" data-bbox="526 1061 705 1181"> <tbody> <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> </tbody> </table>	CHICKEN	chicken	HORSE	horse	PIG	pig	SHEEP	sheep	DUCK	duck	<p>Across and Down Write your spelling words across and then downwards.</p> <p>chicken h i c k e n</p>	<p>Finding Words Create your own word search using all the words on your spelling list.</p>  <table data-bbox="1288 1061 1422 1149"> <tbody> <tr> <td>always</td> <td>made</td> </tr> <tr> <td>beastie</td> <td>know</td> </tr> <tr> <td>found</td> <td>laugh</td> </tr> <tr> <td>green</td> <td>much</td> </tr> <tr> <td>glut</td> <td>down</td> </tr> </tbody> </table>	always	made	beastie	know	found	laugh	green	much	glut	down	<p>Type 'Em' Type your spelling words and make each word a different font.</p> <p>chicken ELEPHANT horse pig</p> 	<p>Tongue Twisters Write a tongue twister for each of your spelling words.</p> <p>Big brown bears buy berty bubblegum.</p> 
CHICKEN	chicken																								
HORSE	horse																								
PIG	pig																								
SHEEP	sheep																								
DUCK	duck																								
always	made																								
beastie	know																								
found	laugh																								
green	much																								
glut	down																								
<p>Define It Use a dictionary to find the definition and write a sentence for each of your spelling words.</p>	<p>Flash Writing In the dark, use a torch to write your spelling words on the wall.</p>	<p>Story Time Write a story using as many words as you can. Underline each of your spelling words.</p>	<p>Syllable Sort Write your spelling words into columns (1, 2, 3, 4 syllables). For each column, the words should be in alphabetical order.</p>	<p>Rap It Write a rap using as many of your spelling words as possible.</p>	<p>Several Sentences 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...

Know

Want to know

Learned

--	--	--



Planning a Story



Moments earlier, she had been standing in her classroom holding the tiny port-key up in her hand, waiting for the magic to happen. With a flash and a puff of smoke they had vanished into thin air.

Monday – English: Planning a Story

Introduction <ul style="list-style-type: none"><input type="checkbox"/> Introduce the main characters<input type="checkbox"/> Introduce the story setting	
Body <ul style="list-style-type: none"><input type="checkbox"/> Develop the characters and the setting<input type="checkbox"/> The characters have a problem or some trouble.<input type="checkbox"/> How do the characters feel and react.	
Conclusion <ul style="list-style-type: none"><input type="checkbox"/> How is the complication resolved and the ending to the story.	



Writing the Introduction to a Story

In the introduction you need to introduce the main character/s and the setting. Use descriptive language.

WILE: What I'm Looking For:-

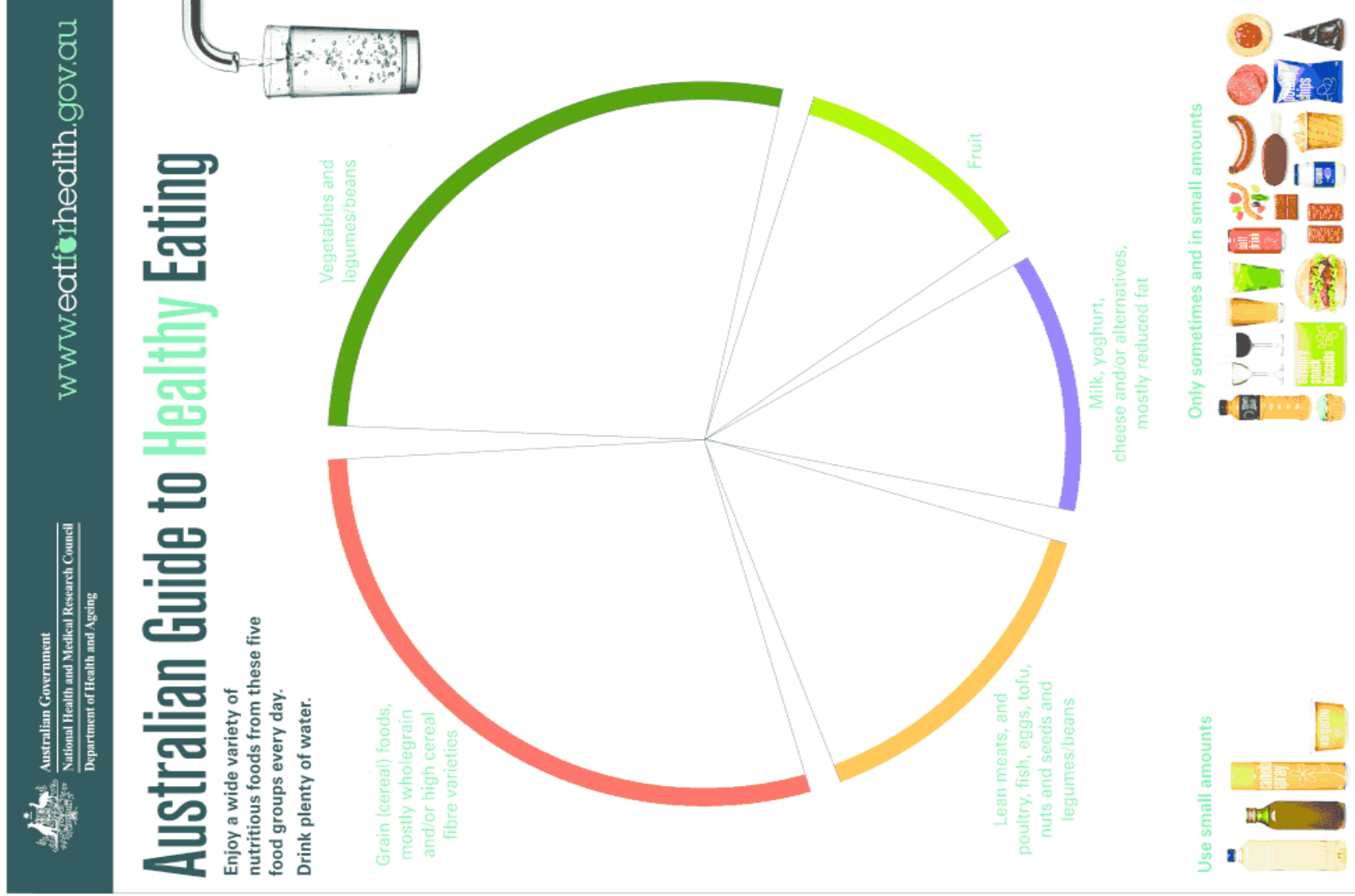
- I have used the exciting start in my writing to grab the attention of the reader.
- I have introduced characters at the beginning of my story.
- I have a setting for my story.

I have used adjectives to describe/describing words my characters and setting.

Monday – English: Writing an Introduction



Monday – PD/H





Tuesday – English: Writing the Body and Complication of a Story

Writing the Body and Complication

WILF: What I'm Looking For:

- I have a problem in my story
- I have given more information about my characters and the setting






Tuesday – English (SEE-THINK-WONDER)



WALT: Comprehend visual texts

WILF:

- I can observe a picture and write what I am seeing
- I can draw conclusions about what is happening by applying my own knowledge and observations
- I can wonder about a picture and ask “why” and “how” to think more deeply about what is happening

SEE 	THINK 	WONDER 
Write down the things you can see in the picture, just your observations.	Write what you think is going on in the picture. You will need to guess what is happening and write your opinion on what is happening.	Write some questions that you wonder about this picture.

Tuesday English – Pronouns

Learning about Pronouns



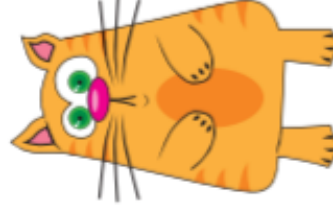
A *pronoun* is a word or form that is used as a substitute for a noun or noun phrase. *Pronouns* refer to nouns, which are words used to identify people or things. Here is an example:

To change the frog back into a prince, the princess gave him three kisses.

The pronoun in this sentence is the word *him*.

Circle the correct pronoun to complete each sentence.

1. (She, her) is a good friend.
2. Everyone knows that (I, me) am a fast runner.
3. After dinner, (we, us) played a game of catch.
4. The girl told (he, him) a secret.
5. Why is Jasmine mad at (I, me)?
6. Are (they, them) going to the carnival?
7. His mother thinks (he, him) is sleeping.
8. Arthur gave (she, her) a high five.
9. Let (we, us) know what time the show starts.
10. The neighbor showed (he, him) where the cat was.
11. My best friend gave (I, me) a present.
12. Andrew lost his glasses. Have you seen (they, them)?





Tuesday - Science and Technology (3 pages)

Kingdoms

In the last couple of lessons we looked at living things and non-living things. There are many of each. In fact, over one million living things have been discovered on Earth.

With so many living things, it would help scientists to study them if they were organised into smaller groups. One way to do this is by grouping living things that are similar into *kingdoms*. The only problem is, scientists do not agree on what all the kingdoms should be! We will look at the four kingdoms that scientists do agree on.



Kingdom Animalia

Animal Kingdom

The Animal Kingdom is the largest kingdom. It consists of living things that rely on other living things for food. **Animals can be very small like ants or very big like elephants.**



Kingdom Plantae

Plant Kingdom

All plants are a part of the Plant Kingdom. They are able to make their own food using water and sunlight. (I will tell you more about that in another lesson.) **Plants include trees, flowers and grass.**



Kingdom Fungi

Fungi Kingdom

Some people think fungi are like plants but they differ in one very big way - they cannot make their own food. **Mushrooms and mould are types of fungi.**



Kingdom Bacteria

Bacteria Kingdom

The Bacteria Kingdom consists of living things that are made up of only one very simple part called a cell. **The bacteria in this picture help to turn milk into cheese.**





Kingdoms

Instructions: Match each of the living things in the pictures below to their Kingdom. If you are using the online version, you can drag and drop the picture into the correct column.

If you are using a printed copy, you can cut and paste the picture or simply write the name of the living thing in the correct column.



(Extension) If you would like a challenge, try the next five living things. You may need to research these!



Animals



Plants



Fungi



Bacteria



Grouping living things

Instructions: Group the living things in the boxes below based on something that they have in common that you can see.

For example, they could have the same colour or pattern.

Let me know how you made your group by 1) circling your group and 2) finishing the sentence to describe how you grouped your living things.

I have completed the first box as an example.

1) I grouped animals together that...**have stripes.**



2) I grouped animals together that...



3) I grouped plants together that...



4) I grouped fungi together that...





Wednesday – English 1 of 2

SUMATRAN TIGER

What is the Sumatran tiger?

The Sumatran tiger is a subspecies of tiger native to the Indonesian island of Sumatra. It's the [smallest](#) of the tigers, [possibly](#) because it evolved on an isolated island habitat. The Sumatran tiger's stripes are [closer together](#) and its fur is a darker orange than other subspecies, better allowing it to blend into its tropical rainforest habitat. Its distinctive [beard and mane](#) also help set it apart.

Diet and hunting

Like all tigers, Sumatran tigers are carnivores. They will [prey on](#) almost any available animal, big or small. This [includes](#) fish, monkeys, wild boar, tapirs, and deer, among many others. They [hunt at night](#) and tend to make about one large kill a week. They can run up to [nearly 65kms per hour](#), but only in short bursts, so they have to make the most of it. That's why they're [ambush predators](#), slowly and silently stalking their prey until they're ready to pounce. Habitat loss means Sumatran tigers are having to walk farther and farther in search of a meal—sometimes [up to 30kms](#).

Lifecycle

Sumatran tigers are solitary, except during courtship, when a male and female will spend several days together. A female is pregnant for about a hundred days before giving birth to a litter of one to six cubs. The cubs stick with their mothers for about two years.

Threats

Habitat loss and [poaching](#) are the two biggest threats the [critically endangered](#) Sumatran tiger faces. The expansion of oil palm plantations was the primary driver behind a nearly 20 percent loss in Sumatran tiger habitat between 2000 and 2012, one study [found](#). ([Palm oil](#), from the oil palm tree, is now the world's most popular vegetable oil, used in everything from cookies and pizza dough to lipstick and soap.) Loss of prey animals because of [deforestation](#) is also having a negative effect on Sumatran tigers. Tiger poaching occurs even in protected areas. Tiger bones are used to make [tiger bone wine](#), a drink in demand by a small number of wealthy people who believe it will impart the characteristics of the tiger to the drinker. Tiger canines may be worn as jewellery, and tiger skin furniture and other products are seen as status symbols.

Conservation

Many of the remaining Sumatran tigers live in protected areas, such as national parks. Park rangers' [anti-poaching patrols](#) give them an extra layer of protection.

As the world's largest Muslim country, Indonesia has also turned to religion for help. In 2014, the country's top religious body announced [a fatwa, or religious decree](#), against poaching. Conservation groups have used this fatwa as [a way to raise awareness](#) that killing Sumatran tigers isn't just against the law of the country—it's against religious law as well.

There are also [conservation efforts](#) supporting sustainable management of tiger habitat, stronger protections of the tigers in those habitats, and development programs for the communities that live nearby, so that no one feels forced to turn to poaching to feed their families.

Captive-breeding programs outside of Indonesia have allowed researchers to learn more about Sumatran tiger reproduction and behaviour, with the goal of improving conservation efforts on the ground.

COMMON NAME: Sumatran tiger

SCIENTIFIC NAME: *Panthera tigris sumatrae*

TYPE: Mammals

DIET: Carnivore

AVERAGE LIFE SPAN IN THE WILD: 15 years

AVERAGE LIFE SPAN IN CAPTIVITY: 20 years

SIZE: Up to eight feet

WEIGHT: 260 pounds



IUCN RED LIST STATUS: ?

Critically Endangered



CURRENT POPULATION TREND: Unknown



Wednesday – English 2 of 2

WALT: Comprehend written texts

WILF:

- I can find information from the text
- I can think about what I have read and apply my own understanding
- I can identify the purpose of a text
- I can summarise a text

Comprehension Questions

1. What is the scientific name for the Sumatran tiger?
2. Name some of the food a Sumatran tiger might eat?
3. What does habitat mean?
4. Find out what the following measurements are in the metric system. You might need research this.
 - a. WEIGHT – How many kilograms is 260 pounds?
 - b. SIZE – How many metres is 8 feet?
5. In the sentence “Sumatran tigers are solitary, except during courtship,” what does the word solitary mean?
6. Why do you think Sumatran tigers can only run fast in short bursts?
7. Why is it important to know that Sumatran tigers are “critically endangered”?
8. Why are Sumatran tigers “critically endangered”?
9. Do you think the purpose of this text is to entertain, persuade or inform? What makes you say this?
10. Summarise the 5 main points of the text in 5 dot points or sentences.



Wednesday – English: Writing the Conclusion of a Story

Writing the Conclusion to a Story

- WILF: What I'm Looking For -
- I have a solution to the problem in my story.



Wednesday - HSIE Geography Activity

Answer the following questions about the long-nosed bandicoot.

- 1) What kinds of environments can you find the long-nosed bandicoot?
- 2) How many different species are considered to be critically endangered or extinct?
- 3) What has caused some species of bandicoot to become endangered or extinct?
- 4) What do bandicoots do during the day to protect themselves from predators?
- 5) The bandicoot is the prey for which animals?
- 6) How does the national park provide for the diet of the bandicoot?

Extension- List some facts that you found interesting about the bandicoot.

You could also draw a picture of the bandicoot using the image and the description in the information.

Bandicoot Facts

Bandicoot is a small animal that belongs to the group of marsupials. It looks like a rat, but it is actually more closely related to a rabbit. Bandicoot can be found in the rainforests, wet and dry woodlands, swamps and thickets of Australia. Out of 21 species of bandicoots, seven are classified as critically endangered or already extinct. Number of bandicoots decreased greatly as a result of climate change, habitat loss and introduction of new predatory species.

Interesting Bandicoot Facts:

Bandicoot is a small marsupial. Males can be double of the size of the females. Bandicoots can reach 11 to 31 inches in length, and 0.4 to 3.5 pounds in weight.

Bandicoots have long, pointed snout, large ears, short body and long tail. Their body is covered with fur that can be brown, black, golden, white or grey in colour.

Bandicoots have strong hind legs designed for jumping. Just like in kangaroos, second and third toe on each foot are merged together.

Bandicoots are nocturnal (active at night) animals. They will spend day hidden in dense vegetation, to avoid predators.

Due to small size, bandicoots are easy prey for dingoes, foxes, snakes and wildcats.

Bandicoots are omnivores (they eat both plants and animals). They usually look for insects, small rodents, eggs, fruit, nuts, seed and berries.

When bandicoot detects underground prey, it digs a hole using its front paws and reaches its meal with long snout.

Bandicoots are vocal animals. They produce snuffing sound while they are looking for food and piglet-like grunting when the food is detected. Also, they produce high-pitched sounds when disturbed.

Bandicoots are territorial animals. They will aggressively protect their territory from all intruders that attempt to conquer it. Bandicoots are solitary animals that will gather only for mating. Both males and females reach sexual maturity at age of five months. Although female is able to have new litter every 7 to 8 weeks, only 2 to 3 litters will be produced each year.

Just like in other marsupials, female is equipped with pouch. Bandicoots have the shortest period of pregnancy of all mammals that lasts only 12 days. Baby is very small and poorly developed at birth. After birth, it will crawl toward the pouch, where it will complete its development.

Baby spends 54 days in the pouch, attached to the teat which provides milk. Pouch usually holds between 3 and 6 babies at the same time.

Unlike in other marsupials, pouch is open backward. This is special adaptation to the life style of bandicoots. Backward opening prevents dirt to enter the pouch when mother digs the ground while searching for food.

Young bandicoots are ready for independent life when they reach age of four months.

Bandicoots have short lifespan. If they manage to escape from the predators, bandicoots can survive up to three years.



Friday – English

Language Hunt

Smooth as a river she moves;
 her plate-sized paws press the ground
 but don't make a sound.
 When she runs, strong muscles stretch
 and ripple her body like wind on water.



She finds an untidy pile of rocks across the clearing,
 full of dark cracks and crevices.
 Perfect hiding for tiny cubs.
 She will bring them here tonight.

WALT: Identify language features in a text

- WILF:**
- I can identify descriptive language (adjective, adverbs, verbs)
 - I can identify figurative language (similes, metaphors, alliteration)
 - I can explain why an author would use these in a text

TASK 1: Listen to the text "Tigress" again. Write down all the words and phrases that help you paint a picture in your head. <https://vimeo.com/57710821>

TASK 2: Read page 10 from Tigress (on the left).

Language feature	What it is	Example/s from page 10.
Adjective	A word that describes a person place or thing	
Verb	An action.	
Simile	Compares 2 unlike things using 'like' or 'as'	
Alliteration	The repetition of the same consonant sound	

TASK 3: Answer the following question in full sentences:

Why would the author choose to use descriptive and figurative language in the book Tigress?



Friday P.E - Sidestepping

Side Stepping



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**