

# Monday, Week 4.



**Stage 3, 2021  
Tregear Public School  
Daily Remote Learning Lessons and Activities.**

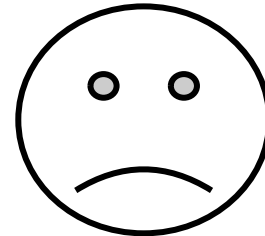
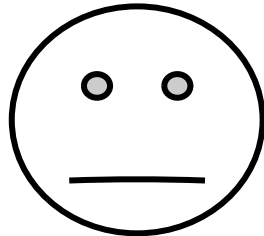
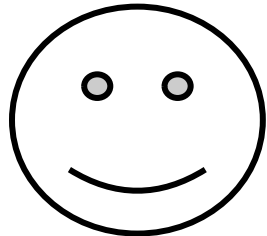


# Morning Check In

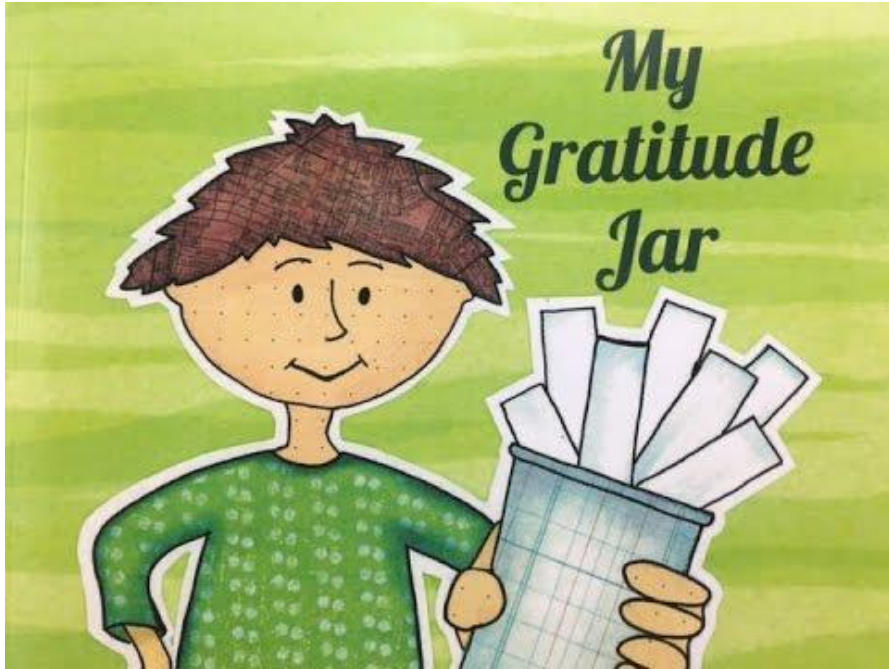
Please complete your morning check in on Google Classroom!

How are you feeling today?

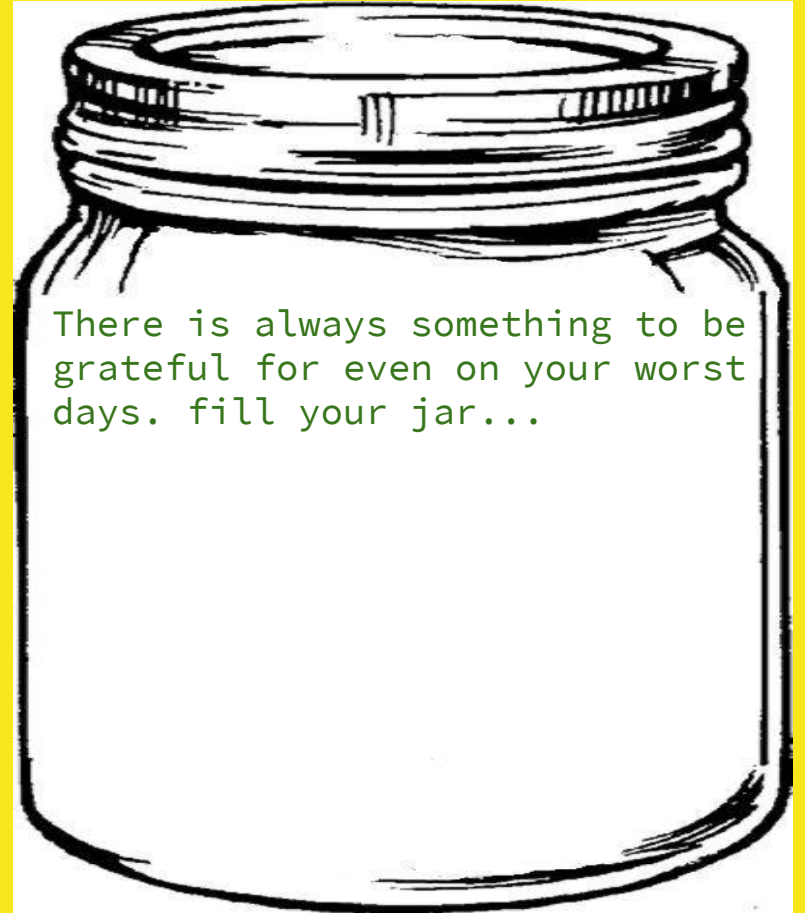
(Colour in the face that represents your mood)



# ATTITUDE OF GRATITUDE...

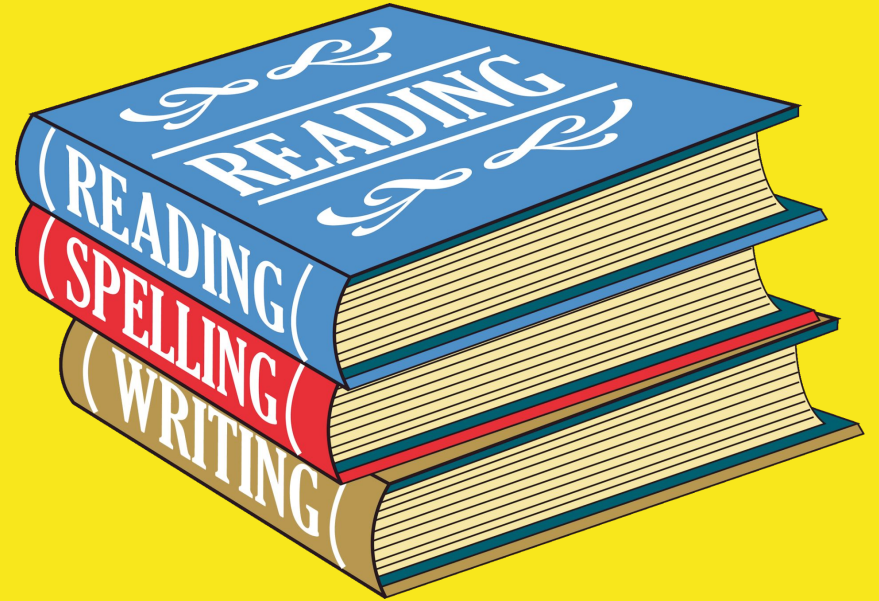


What will you fill your gratitude jar with?



# English


The following slides are your morning session activities.



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**Spelling:** We are focusing on the  sound.

Brainstorm all the words you know that have the “er” sound:  
The “er” sound can look like this: .

# Spelling: We are focusing on the “er” sound

- it can look like this:



Words	Re Write Words	Write in Different Colour
<p>burnt burst refer prefer person perfectly reverse research earthen worse further surface certain curtain concern purchase purpose dessert suburban earliest observant conferred germinate circumnavigate circumstance</p>		

# Main Idea #1

A blizzard is a weather event that occurs most often during the wintertime. Blizzards happen when there are very low temperatures, high winds, and a severe snowstorm. Schools and other workplaces are often closed during blizzards, and it can be very dangerous to travel during a blizzard. Blizzards are **major** snow events!

**What is the main idea of the text?**

# Reading

## NAIDOC Week Revision

### Learning Intention:

- To understand the meaning of NAIDOC Week and explore the 2021 theme, Heal Country!



*Read this slide first to find out about NAIDOC Week.*

## What is NAIDOC Week?

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life. The week is a great opportunity to participate in a range of activities and to support your local Aboriginal and Torres Strait Islander community.

NAIDOC stands for National Aborigines and Islanders Day Observance Committee. Its origins can be traced to the emergence of Aboriginal groups in the 1920's which sought to increase awareness in the wider community of the status and treatment of Aboriginal and Torres Strait Islander Australians.

# Reading

Remembering the NAIDOC Week theme for 2021 is **Heal Country!**

**Click this link below to read about the meaning of this year's theme.** You may be familiar with how important Country is, as you may have discussed then in class in Term 2 or when watching the gardening video.

[2021 theme | NAIDOC](#)

**Answer the questions on the following slide.**

NAIDOC Week Revision Reading Activity



**HEAL  
COUNTRY!**

**4-11 JULY 2021**

# Reading comprehension task:

***Using what you already know and the information on the previous two slides, answer the following questions by typing under each question or writing the answers on paper and uploading an image of your work.***

1. What does it mean to be connected to culture?
2. What does Country mean to Aboriginal and Torres Strait Islander peoples?
3. What is Aboriginal and Torres Strait Islander peoples' relationship with Country?
4. Why do you think we need to heal Country?
5. What do you think we can do to heal Country?



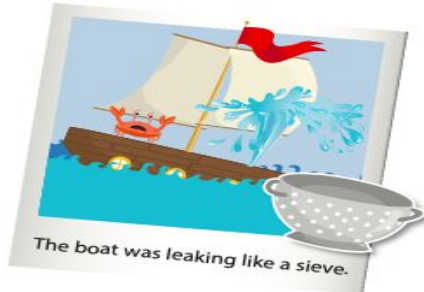
*If you are working offline, answer as best as you can using the first slide and what you have learnt in Term 2 in school.*



# FIGURATIVE LANGUAGE: SIMILE, METAPHOR (READ AND LEARN)

## SIMILE

A simile uses the words 'like' or 'as' to compare one object or idea with another to suggest they are alike.



## METAPHOR

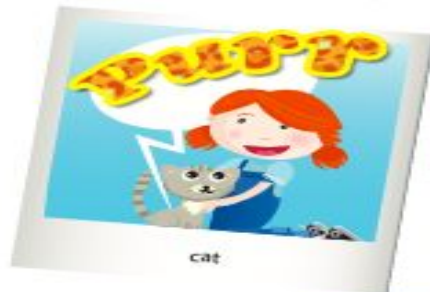
A metaphor is a word or phrase that is used to make a direct comparison between two unlike things.



# FIGURATIVE LANGUAGE: ONOMATOPOEIA, PERSONIFICATION (READ AND LEARN)

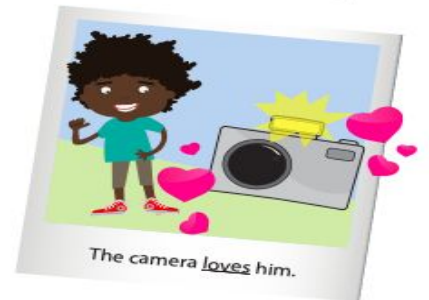
## ONOMATOPOEIA

Onomatopoeia is the use of words that imitate the sounds associated with the objects or actions they refer to.



## PERSONIFICATION

Personification is the act of giving non-human things human characteristics.



# FIGURATIVE LANGUAGE SORT: SIMILE, METAPHOR, ONOMATOPOEIA, PERSONIFICATION

Next to each sentence put S (for simile) M (for metaphor), O (for onomatopoeia) or P for (personification):

The car died on the side of the road.

Buzz!

The paintbrush was a magic wand in the painter's hand.

He swims like a fish!

The giant's footsteps were thunder as he ran after Jack.

Squeak!

The wind knocked on my window.

She is a shining star in her class.

The angry clouds marched across the sky.

Bang!

He crept into the room as quiet as a mouse.

The pie was as hot as the sun.

**WRITING: BUILDING TENSION** LOOK AT THE PICTURE AND WRITE ABOUT WHAT YOU SEE, BUILDING UP THE TENSION TO MAKE A SPOOKY SCENE (ON THE NEXT SLIDE)



WRITING: SPOOKY SCENE WHAT IS HAPPENING?

USE SOME FIGURATIVE LANGUAGE TO ENGAGE YOUR READER



Write response here:



WELLBEING DIARY: DO YOU AGREE OR DISAGREE WITH THE STATEMENT? WRITE A SHORT RESPONSE ABOUT TO THE WALT DISNEY QUOTE BELOW.





# 1st Break Time

Use this time to have a 30 minute break.

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

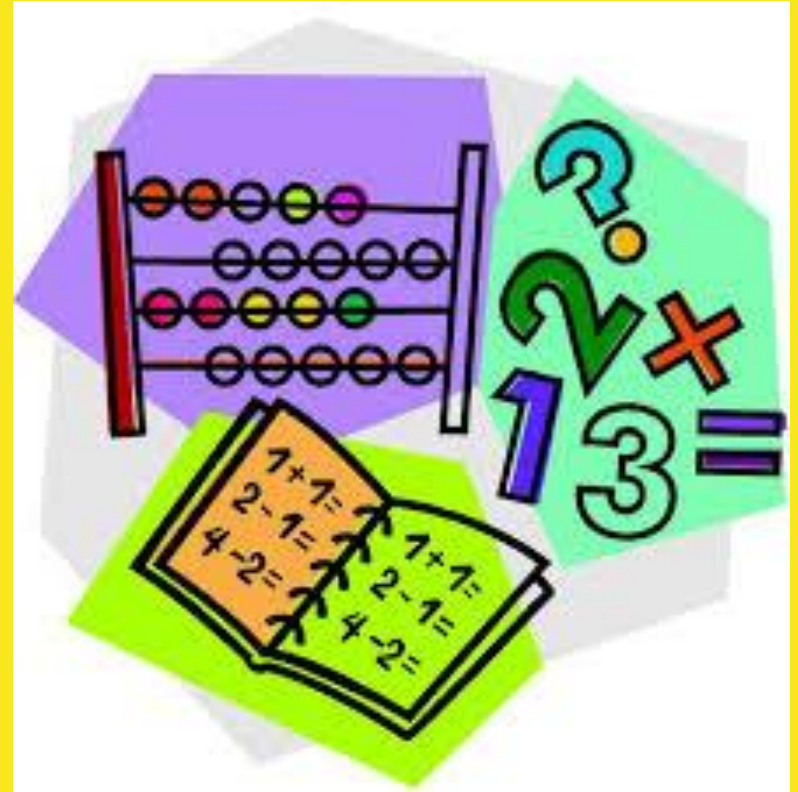


Here is a link for ideas if you need it:

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)

# Mathematics

Complete your mathematics activities on the following slides



—

-100

+100

-500

+500

-1000

+1000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**

**3598**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

***Extension: Word problem***

**A SCHOOL HAS 3598 BOOKS FOR THEIR LIBRARY. HOW MANY YEARS WOULD IT TAKE FOR 23 STUDENTS COMBINED TO READ ALL THE BOOKS IN THE LIBRARY?**

**(HINT = DIVISION)**

# MATH FOCUS: Lesson 1

**Learning intention:** To understand and identify multiples and factors of whole numbers.

**Success Criteria:**

- Identify and describe multiples of whole numbers.

**Read each slide carefully as they contain helpful information you will need to complete the answers on the final slide.**



# Monday Maths Talk



**What can you tell me about this?**

Write your answers in the space below:

# What are multiples and factors?

**Multiple: the answer or product of a multiplication problem.**


24 is a multiple of 8 because  $3 \times 8 = 24$ .

**Factor: two numbers that multiply together to get a number.**

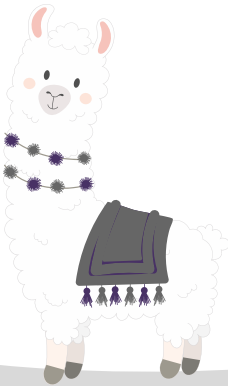
The factors of 30 are; 1, 30, 2, 15, 5, 6



These numbers are **factors** of 20.  
20 is the **multiple** of these  
numbers.


$$\boxed{4} \times \boxed{5} = 20$$

*Think:* What other numbers multiply  
together to give you 20?  
These are also **factors** of 20.



Use this slide or the following link to help you during this lesson. You can come back to this slide at any time!

**1**

$1 \times 1 = 1$   
 $1 \times 2 = 2$   
 $1 \times 3 = 3$   
 $1 \times 4 = 4$   
 $1 \times 5 = 5$   
 $1 \times 6 = 6$   
 $1 \times 7 = 7$   
 $1 \times 8 = 8$   
 $1 \times 9 = 9$   
 $1 \times 10 = 10$   
 $1 \times 11 = 11$   
 $1 \times 12 = 12$

**2**

$2 \times 1 = 2$   
 $2 \times 2 = 4$   
 $2 \times 3 = 6$   
 $2 \times 4 = 8$   
 $2 \times 5 = 10$   
 $2 \times 6 = 12$   
 $2 \times 7 = 14$   
 $2 \times 8 = 16$   
 $2 \times 9 = 18$   
 $2 \times 10 = 20$   
 $2 \times 11 = 22$   
 $2 \times 12 = 24$

**3**

$3 \times 1 = 3$   
 $3 \times 2 = 6$   
 $3 \times 3 = 9$   
 $3 \times 4 = 12$   
 $3 \times 5 = 15$   
 $3 \times 6 = 18$   
 $3 \times 7 = 21$   
 $3 \times 8 = 24$   
 $3 \times 9 = 27$   
 $3 \times 10 = 30$   
 $3 \times 11 = 33$   
 $3 \times 12 = 36$

**4**

$4 \times 1 = 4$   
 $4 \times 2 = 8$   
 $4 \times 3 = 12$   
 $4 \times 4 = 16$   
 $4 \times 5 = 20$   
 $4 \times 6 = 24$   
 $4 \times 7 = 28$   
 $4 \times 8 = 32$   
 $4 \times 9 = 36$   
 $4 \times 10 = 40$   
 $4 \times 11 = 44$   
 $4 \times 12 = 48$

**5**

$5 \times 1 = 5$   
 $5 \times 2 = 10$   
 $5 \times 3 = 15$   
 $5 \times 4 = 20$   
 $5 \times 5 = 25$   
 $5 \times 6 = 30$   
 $5 \times 7 = 35$   
 $5 \times 8 = 40$   
 $5 \times 9 = 45$   
 $5 \times 10 = 50$   
 $5 \times 11 = 55$   
 $5 \times 12 = 60$

**6**

$6 \times 1 = 6$   
 $6 \times 2 = 12$   
 $6 \times 3 = 18$   
 $6 \times 4 = 24$   
 $6 \times 5 = 30$   
 $6 \times 6 = 36$   
 $6 \times 7 = 42$   
 $6 \times 8 = 48$   
 $6 \times 9 = 54$   
 $6 \times 10 = 60$   
 $6 \times 11 = 66$   
 $6 \times 12 = 72$

**7**

$7 \times 1 = 7$   
 $7 \times 2 = 14$   
 $7 \times 3 = 21$   
 $7 \times 4 = 28$   
 $7 \times 5 = 35$   
 $7 \times 6 = 42$   
 $7 \times 7 = 49$   
 $7 \times 8 = 56$   
 $7 \times 9 = 63$   
 $7 \times 10 = 70$   
 $7 \times 11 = 77$   
 $7 \times 12 = 84$

**8**

$8 \times 1 = 8$   
 $8 \times 2 = 16$   
 $8 \times 3 = 24$   
 $8 \times 4 = 32$   
 $8 \times 5 = 40$   
 $8 \times 6 = 48$   
 $8 \times 7 = 56$   
 $8 \times 8 = 64$   
 $8 \times 9 = 72$   
 $8 \times 10 = 80$   
 $8 \times 11 = 88$   
 $8 \times 12 = 96$

**9**

$9 \times 1 = 9$   
 $9 \times 2 = 18$   
 $9 \times 3 = 27$   
 $9 \times 4 = 36$   
 $9 \times 5 = 45$   
 $9 \times 6 = 54$   
 $9 \times 7 = 63$   
 $9 \times 8 = 72$   
 $9 \times 9 = 81$   
 $9 \times 10 = 90$   
 $9 \times 11 = 99$   
 $9 \times 12 = 108$

**10**

$10 \times 1 = 10$   
 $10 \times 2 = 20$   
 $10 \times 3 = 30$   
 $10 \times 4 = 40$   
 $10 \times 5 = 50$   
 $10 \times 6 = 60$   
 $10 \times 7 = 70$   
 $10 \times 8 = 80$   
 $10 \times 9 = 90$   
 $10 \times 10 = 100$   
 $10 \times 11 = 110$   
 $10 \times 12 = 120$

**11**

$11 \times 1 = 11$   
 $11 \times 2 = 22$   
 $11 \times 3 = 33$   
 $11 \times 4 = 44$   
 $11 \times 5 = 55$   
 $11 \times 6 = 66$   
 $11 \times 7 = 77$   
 $11 \times 8 = 88$   
 $11 \times 9 = 99$   
 $11 \times 10 = 110$   
 $11 \times 11 = 121$   
 $11 \times 12 = 132$

**12**

$12 \times 1 = 12$   
 $12 \times 2 = 24$   
 $12 \times 3 = 36$   
 $12 \times 4 = 48$   
 $12 \times 5 = 60$   
 $12 \times 6 = 72$   
 $12 \times 7 = 84$   
 $12 \times 8 = 96$   
 $12 \times 9 = 108$   
 $12 \times 10 = 120$   
 $12 \times 11 = 132$   
 $12 \times 12 = 144$

[https://www.youtube.com/watch?v=9C4EN7mFHCK&list=PLaSZ7kwwxKqXpdLA0hIA9fa8RVmRC32p\\_v&index=1](https://www.youtube.com/watch?v=9C4EN7mFHCK&list=PLaSZ7kwwxKqXpdLA0hIA9fa8RVmRC32p_v&index=1)

# Multiples

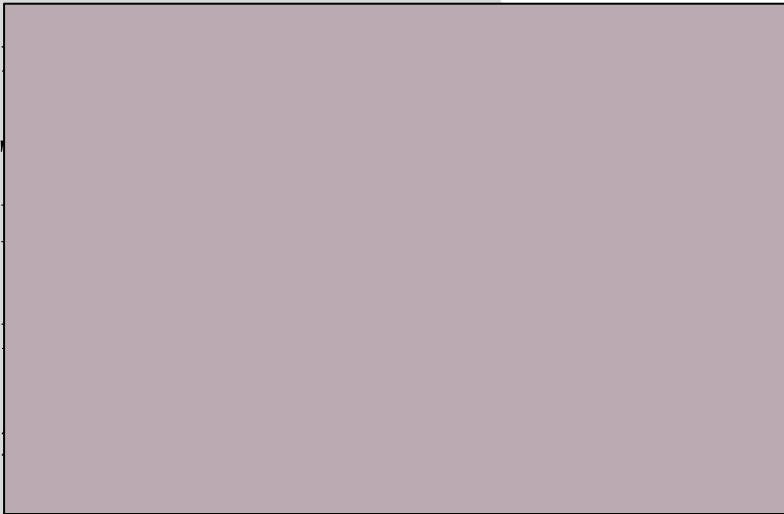
# 24

**Some numbers are multiples of lots of different numbers. For example 24.**

Think of 2 numbers that multiply together to equal 24.

Click and drag the purple box to the right to reveal the answers.

24 is the multiple of:



# Multiples

These are the first five **multiples** of 5.

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

buzz off



## Helpful tip:

To remember the difference between factors and **multiples**, think of the game *Buzz Off!* The answers you call out during the game are **multiples**. For example, your teacher says count by 5s, you are calling out the **multiples** of 5!

# Multiples

$1 \times 10 =$

$2 \times 10 =$

$3 \times 10 =$

$4 \times 10 =$

$5 \times 10 =$

Type the answers  
to each question  
to find the first 5  
**multiples** of 10?

# Multiples

The first question has been done for you.

Write down the first ten multiples of: (similar to skip counting)

**a.** 6 - 6, 12, 18, 24, 30, 36, 42, 48, 54, 60

**b.** 2 -

**c.** 4 -

**d.** 8 -

**e.** 3 -

**f.** 9 -

**g.** 11 -

**h.** 12 -



# Closing activity:

**Detective Maths - Can you figure out what number i am?**

**Clues:**

1. I am a 3 digit number.
2. The middle digit is odd.
3. The digits at the start and end are the same.
4. You can divide me by 2 and it is still a whole number.

**ANSWER:**

**Optional:**

*Complete some of your activities on:*



*Math Games & Worksheets Online, Designed by Math Experts*

**Maths Activity**

# 2nd Break Time

Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)



LUNCH  
BREAK

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)

# Creative Arts - Visual Art

## Learning Intention:

To understand how emotions can be conveyed in art, how simple lines can show movement and action, and use this understanding to create a sculpture inspired by another artist's work.



Artist in focus:

Alberto Giacometti

You will need:

A sheet of paper

A pen or pencil

Aluminium foil

A marker

Scissors

Optional: Clay or Playdoh



# Before we look at any of Giacometti's work, let's do a super-quick warm-up round of stick figures.

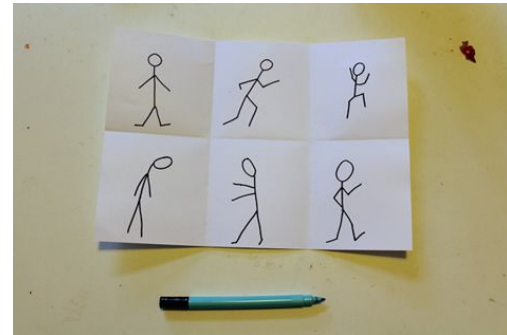
Take a sheet of paper and fold it in half lengthways, then into thirds. When you unfold your sheet, you will have 6 squares.

Using a pen or pencil, **draw a stick-figure person** in one of the squares. You only have ten seconds to draw it, so be quick.

Ready?

**Go!**

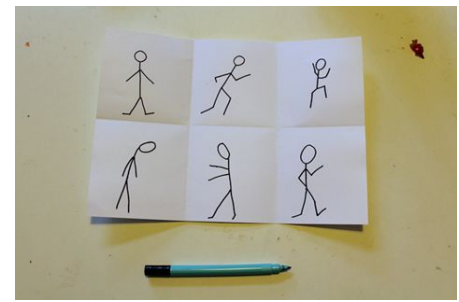
10, 9, 8, 7, 6, 5, 4, 3, 2, 1 – **Stop!**



## Visual Art Activity

# Visual Art Activity

In the next square you need to draw a stick-figure of a person **who is running**.



Think about how your elbows and knees bend when you run and try and capture that in your sketch.

In your third square draw a stick-figure **who is feeling sad**.

In your fourth square draw a stick-figure **who is comforting the one who is feeling sad**. How does your body look when you are being kind to someone else?

In your fifth square draw someone **who is feeling happy**. How does that look?

In your final square, draw someone doing **anything you like**.

*Think about how the simplest of stick-figures can convey strong emotions such as sadness and happiness, and how a few simple lines can show movement and action.*

# Visual Art Activity

**Alberto Giacometti** was Swiss. He was born in 1901 and died in 1966.

He began painting, drawing, and sculpting from a very early age and explored many art forms throughout his life.

He is most famous for his tall, thin figures made of bronze.



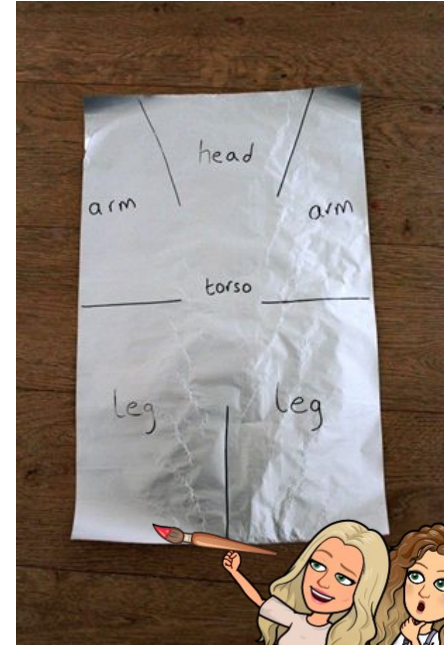


We're going to turn flat, delicate kitchen foil into sculptures of people, inspired by the textured figures that Giacometti created.

You will need a piece of kitchen foil – a piece a bit bigger than A4 size is good to start with.

Have a look at the picture to see how you can segment the foil into pieces that will become the head, arms, legs, and torso of your person.

Draw out the guidelines on your own piece of foil with a marker, and then cut along them. Next, used your hands to scrunch up the foil sections to make your person.



## Visual Art Activity

Once you've got the idea of how the flat kitchen foil can be sectioned out and scrunched up, you can have fun creating all sorts of different figures.

Move your foil figure to recreate some of the stick figures you have drawn. The arms, legs, back, and neck will all bend easily so you can carefully re-position your person.

You can also use additional pieces of foil to make more people.



## Visual Art Activity

Try to make your figure stand, run or even do yoga!



Visual Art Activity

Maybe you can get your sculpture to stand up on its own. This is quite hard, as you need to play around with the balance of your person and their centre of gravity.

Your figure might like to hang upside down from the table!

**Take a photo of your figures and insert it into the next slide.**

Extension: If you would like to keep exploring figures, you might like to use clay or Playdough to recreate one of your favourite poses.



**Visual Art Activity**

# Learning Journal

Please write all the activities  
you completed.

Type or Write signature.

**Monday**

The learning activities I completed today were:

Student's signature:

Parent's signature:

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# I'M FINISHED! NOW WHAT?

If you've reached this point and it's before 3:00pm you need to:

- Check every task has been done. Look at every slide!
- Edit your writing. Check for capital letters and punctuation, and check your spelling. Have you written in full sentences? Do your sentences make sense?
- Have you taken photos of work you did offline and have you uploaded them? Check the how-to video in google classroom if you're not sure how to do this.
- Ask yourself one last time: IS THIS MY BEST WORK? AM I PROUD? WOULD MY TEACHER BE HAPPY WITH MY WORK?

If you've done all this, there is one last task for you to do!

Check out the next couple of slides for your fast finisher activity today.

**Thank you Stage 3**

**Turn-it-in**

**Have a great afternoon, See you at check in  
tomorrow!**

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# Tuesday, Week 4



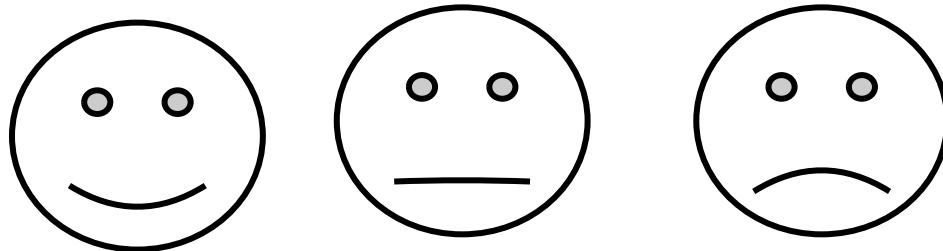
**Stage 3, 2021  
Tregear Public School  
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# Morning Check In

Please complete your morning check in on Google Classroom!

How are you feeling today?  
(Colour in the face that represents your mood)



# Attitude of gratitude



While you join with Miss Roberson and Miss Jayne, think about the muscles that you are stretching. We are grateful that we can move and stretch our bodies!

Write down 3 muscles/body parts you felt stretching.

- 1.
- 2.
- 3.

“Where gratitude flows, happiness grows...”

What is one thing you are thankful for this morning and why?



# English

The following slides are your morning session activities.



# Spelling:

## Spelling Words

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse  
research  
earthen  
worse  
further  
surface  
certain  
curtain  
concern  
purchase  
purpose  
dessert  
suburban  
earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

**Write** words from the brackets to finish these sentences.

★ **Burst** can be a verb meaning *to break open*. **Bust** can be a noun meaning *a model or sculpture of the head and shoulders of a person*. **Farther** refers to *distance only*. **Further** can refer to *more time, information and so on*.

The balloon \_\_\_\_\_ when it hit the sharp corner of the clay \_\_\_\_\_ of a famous artist.


(bust, burst)

The delicious \_\_\_\_\_ was made from the fruit of the cactus plant which grows well in the \_\_\_\_\_.

(desert, dessert)

I needed \_\_\_\_\_ information as I didn't know how much

— **Complete** the table.

Bi ★ When adding **ed** and **ing** to words ending with **er**, we usually double the letter **r** when the grapheme **er** is representing  **ir ur or er**.




Base word	Add ed	
refer		
prefer		
confer		
remember		
answer		

# Spelling:

## Spelling Words

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse  
research  
earthen  
worse  
further  
surface  
certain  
curtain  
concern  
purchase  
purpose  
dessert  
suburban  
earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

Complete the table.

★ When adding **ed** and **ing** to words ending with **er**, we usually double the letter **r** when the grapheme **er** is representing  **ir ur or er**.



Base word	Add ed	Add ing
refer		
prefer		
confer		
remember		
answer		
consider		

Use [www.dictionary.com](http://www.dictionary.com) to find the meaning of 3 of your spelling words that you do not know the meaning of:

- 1.
- 2.
- 3.

# Reading; Read the following

## What is a book review?

### What are reviews and why do we write them?

A review is a summary, analysis and an evaluation of a text resulting in an opinion or judgement. Reviews aim to summarise/analyse a text and access its appeal and value to its audience. This can include factual and literary texts and creative arts which can be found in print, radio and television.

### What structure is needed in a review?

A review includes:

- context and background information - This includes a title, author/artists/composer, and a brief summary of the particular topic, issue or thing.
- text description - This includes an analysis of significant features such as character(s) settings, descriptions, themes, graphics, actors, genre, producers, etc.
- conclusion - This concludes an evaluation of the text and gives a recommendation that attempts to persuade the audience to do something.

## Charlie and The Chocolate Factory by Roald Dahl

### Context and Background Information

'Charlie and the Chocolate Factory' is a children's classic written by the highly-regarded author Roald Dahl, and illustrated by Quentin Blake. Although the book was published in 1964, it is still being enjoyed by millions of children today.

### Text Description

The story is set in a little cottage at the edge of a town outside London. A competition is advertised in the local paper where five golden tickets will be placed randomly in chocolate bars, and the finders will visit Willy Wonka's Chocolate Factory. The winners will also receive a lifetime supply of chocolate. As you can imagine, the town is extremely excited, and everyone wants to find one of the golden tickets.

One windy day, a poor boy named Charlie finds 50 pence. Ordinarily he would never be able to afford a chocolate bar, but after finding the money, he immediately buys one. Luckily, he is the fifth person to find a golden ticket and, as a result, Charlie enters the wonderful magical world of Willy Wonka's Chocolate Factory.

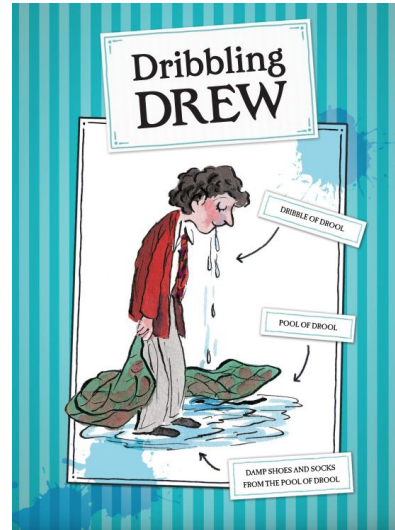
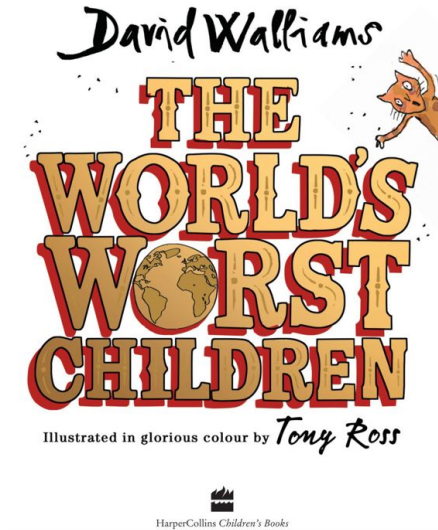
### Judgement and Recommendation

I absolutely love the book and I would recommend it to chocolate lovers and children who love an adventure.





# Reading



You read this text last week. Read it again if you cannot remember, here is the link to read it again. On the next slide, write a book review for the story “Dribbling Drew”.

Use the example book review on “Charlie and the Chocolate Factory” to help you.

Link: [Chapter 1 of The World's Worst Children by David Walliams](#)

# Writing

## Book Review.

Book title:

Illustrator:

Context:

Who is the text written for?

Fact or fiction?

Genre (scary, comedy, informative etc):

Plot (What happens in the story - in order of events):

Star rating: /5

Recommendation:

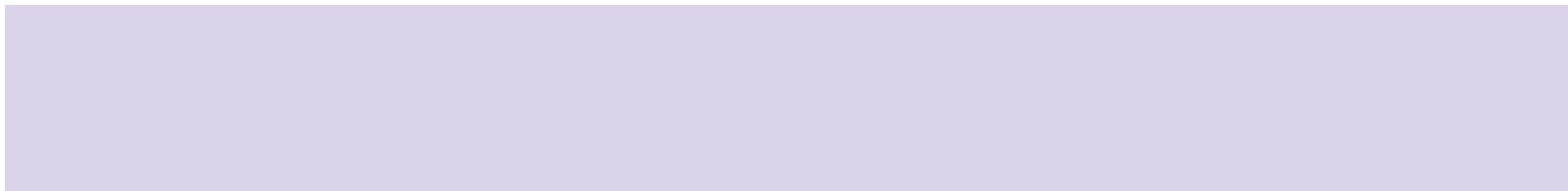
Who would you recommend this book to?

Did you like the book (why/whynot)?

# Main Idea #14

What hobbies do you enjoy during winter? Many people enjoy skiing or snowboarding during the winter season. People from ages 1-101 can participate in skiing or snowboarding, and once you learn how to do it, it is like walking. You **never** forget! Flying down the snowy mountains at top speed is a thrill, and riding the chair lifts up the mountains allows you to see the beauty of nature. Skiing and snowboarding are favorite winter sports for many people.

**What is the main idea of the text?**



# FACT AND OPINION

Write one fact and one opinion about this picture.



FACT

OPINION

# Writing; Introduction of a Narrative

Using a sizzling start, write an introduction to this image using rhetorical questions to build intensity. Example:

## Rhetorical Question

Start your narrative with a **confronting rhetorical question**.



*Have you ever felt like your head was spinning out of control? Does it seem to keep turning, faster and faster, relentlessly sending you off balance?*

Tips;

- The introduction should be at least 3-4 sentences long.
- Remember capital letters and correct punctuation.



The Climb

**Write narrative introduction here:**



# DIARY: HOW IS YOUR DAY GOING? HOW ARE YOU FEELING?

Answer the following questions:

1. Who is one person that you look up to and why?
2. What is your favorite memory? Write down as many details as you can remember.
3. What is one thing about today that surprised you?
4. What is one mistake you made today and what did you learn from it?



# 1st Break Time

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

Use this time to have a 30 minute break



# recess!

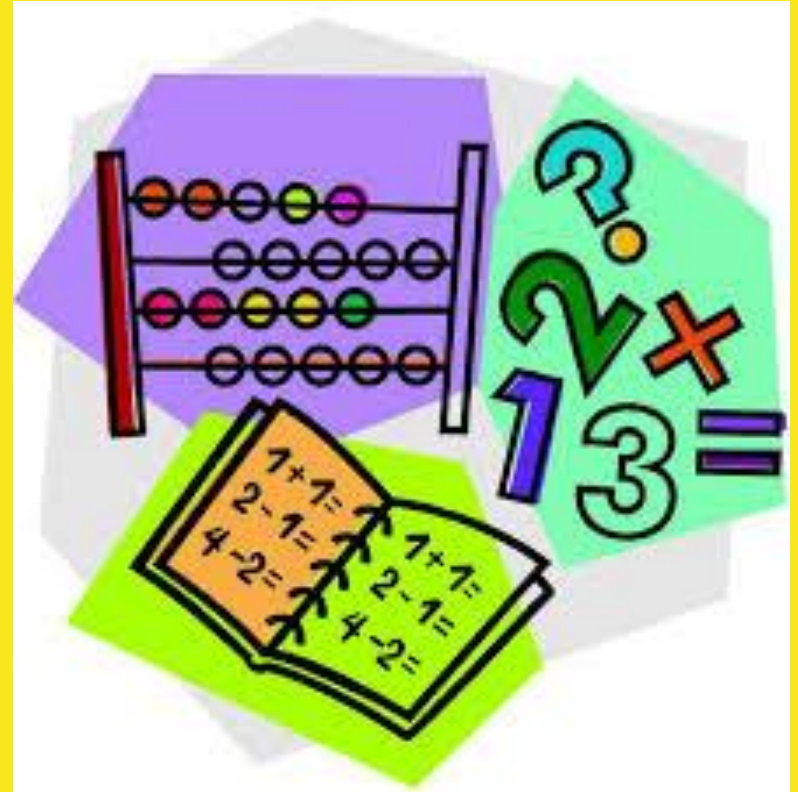
Here is a link for ideas if you want to

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)



# Mathematics

Complete your mathematics activities on the following slides



-100

Cut in Half

+100

Double It

-500

Expanded Form

+500

Round to Nearest 5

-1000

Round to Nearest 10

+1000

Odd or Even

**NUMBER OF THE DAY**  
**855**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

***Extension: Word problem***

Miss Roberson was organising class lolly bags for 5 lucky classes at Tregear Public School. She ordered 855 lollies and then split them evenly between 5 classes. How many lollies will go into each classes lolly bag?

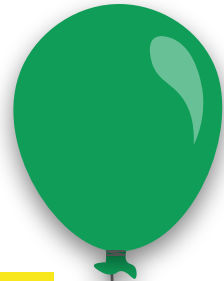
Welcome to the Maths

Funfair





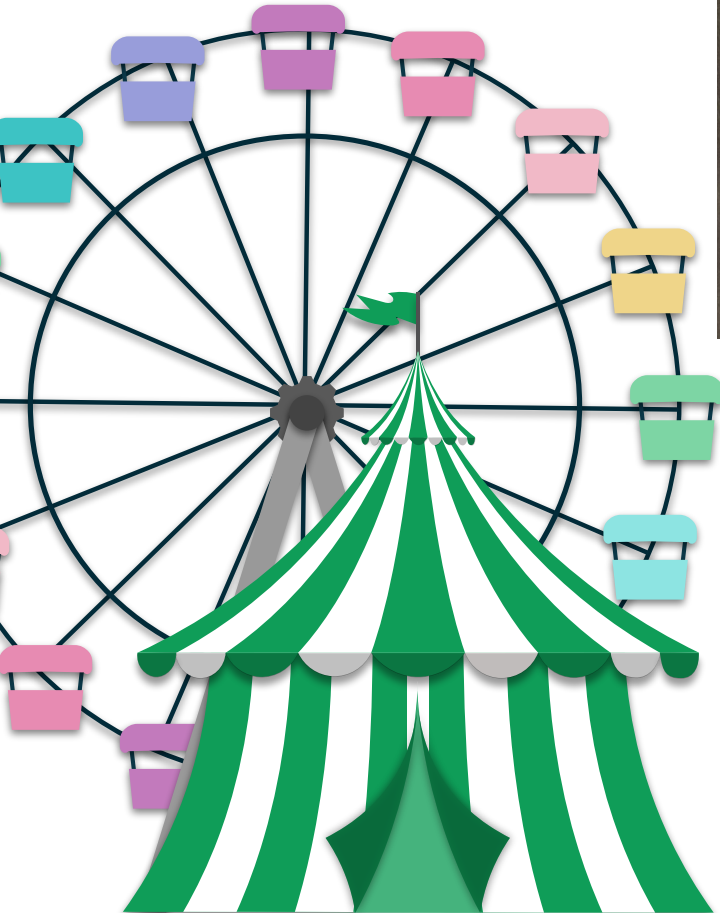
# Entry Ticket



Complete the following to be let into the fair!

What is a multiple of 24?

What are the factors of 30?



Yesterday we looked at using  $6 \times 8$  to find the amount of m&ms on each cupcake that's being sold of the fair.

If we flip this question it is called INVERSE OPERATIONS. This can help us work out division mathematical problems.

We FLIP it by doing this:

$$6 \times 8 = 48$$

BUT

48 m&ms divided by 8 cupcakes is also = to 6 meaning that there are 6 m&M's on each cupcake.

Use this slide or the following link to help you during this lesson. You can come back to this slide at any time!

**1**

$1 \times 1 = 1$   
 $1 \times 2 = 2$   
 $1 \times 3 = 3$   
 $1 \times 4 = 4$   
 $1 \times 5 = 5$   
 $1 \times 6 = 6$   
 $1 \times 7 = 7$   
 $1 \times 8 = 8$   
 $1 \times 9 = 9$   
 $1 \times 10 = 10$   
 $1 \times 11 = 11$   
 $1 \times 12 = 12$

**2**

$2 \times 1 = 2$   
 $2 \times 2 = 4$   
 $2 \times 3 = 6$   
 $2 \times 4 = 8$   
 $2 \times 5 = 10$   
 $2 \times 6 = 12$   
 $2 \times 7 = 14$   
 $2 \times 8 = 16$   
 $2 \times 9 = 18$   
 $2 \times 10 = 20$   
 $2 \times 11 = 22$   
 $2 \times 12 = 24$

**3**

$3 \times 1 = 3$   
 $3 \times 2 = 6$   
 $3 \times 3 = 9$   
 $3 \times 4 = 12$   
 $3 \times 5 = 15$   
 $3 \times 6 = 18$   
 $3 \times 7 = 21$   
 $3 \times 8 = 24$   
 $3 \times 9 = 27$   
 $3 \times 10 = 30$   
 $3 \times 11 = 33$   
 $3 \times 12 = 36$

**4**

$4 \times 1 = 4$   
 $4 \times 2 = 8$   
 $4 \times 3 = 12$   
 $4 \times 4 = 16$   
 $4 \times 5 = 20$   
 $4 \times 6 = 24$   
 $4 \times 7 = 28$   
 $4 \times 8 = 32$   
 $4 \times 9 = 36$   
 $4 \times 10 = 40$   
 $4 \times 11 = 44$   
 $4 \times 12 = 48$

**5**

$5 \times 1 = 5$   
 $5 \times 2 = 10$   
 $5 \times 3 = 15$   
 $5 \times 4 = 20$   
 $5 \times 5 = 25$   
 $5 \times 6 = 30$   
 $5 \times 7 = 35$   
 $5 \times 8 = 40$   
 $5 \times 9 = 45$   
 $5 \times 10 = 50$   
 $5 \times 11 = 55$   
 $5 \times 12 = 60$

**6**

$6 \times 1 = 6$   
 $6 \times 2 = 12$   
 $6 \times 3 = 18$   
 $6 \times 4 = 24$   
 $6 \times 5 = 30$   
 $6 \times 6 = 36$   
 $6 \times 7 = 42$   
 $6 \times 8 = 48$   
 $6 \times 9 = 54$   
 $6 \times 10 = 60$   
 $6 \times 11 = 66$   
 $6 \times 12 = 72$

**7**

$7 \times 1 = 7$   
 $7 \times 2 = 14$   
 $7 \times 3 = 21$   
 $7 \times 4 = 28$   
 $7 \times 5 = 35$   
 $7 \times 6 = 42$   
 $7 \times 7 = 49$   
 $7 \times 8 = 56$   
 $7 \times 9 = 63$   
 $7 \times 10 = 70$   
 $7 \times 11 = 77$   
 $7 \times 12 = 84$

**8**

$8 \times 1 = 8$   
 $8 \times 2 = 16$   
 $8 \times 3 = 24$   
 $8 \times 4 = 32$   
 $8 \times 5 = 40$   
 $8 \times 6 = 48$   
 $8 \times 7 = 56$   
 $8 \times 8 = 64$   
 $8 \times 9 = 72$   
 $8 \times 10 = 80$   
 $8 \times 11 = 88$   
 $8 \times 12 = 96$

**9**

$9 \times 1 = 9$   
 $9 \times 2 = 18$   
 $9 \times 3 = 27$   
 $9 \times 4 = 36$   
 $9 \times 5 = 45$   
 $9 \times 6 = 54$   
 $9 \times 7 = 63$   
 $9 \times 8 = 72$   
 $9 \times 9 = 81$   
 $9 \times 10 = 90$   
 $9 \times 11 = 99$   
 $9 \times 12 = 108$

**10**

$10 \times 1 = 10$   
 $10 \times 2 = 20$   
 $10 \times 3 = 30$   
 $10 \times 4 = 40$   
 $10 \times 5 = 50$   
 $10 \times 6 = 60$   
 $10 \times 7 = 70$   
 $10 \times 8 = 80$   
 $10 \times 9 = 90$   
 $10 \times 10 = 100$   
 $10 \times 11 = 110$   
 $10 \times 12 = 120$

**11**

$11 \times 1 = 11$   
 $11 \times 2 = 22$   
 $11 \times 3 = 33$   
 $11 \times 4 = 44$   
 $11 \times 5 = 55$   
 $11 \times 6 = 66$   
 $11 \times 7 = 77$   
 $11 \times 8 = 88$   
 $11 \times 9 = 99$   
 $11 \times 10 = 110$   
 $11 \times 11 = 121$   
 $11 \times 12 = 132$

**12**

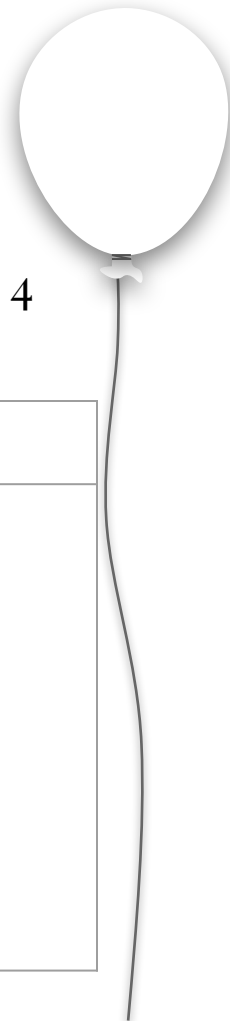
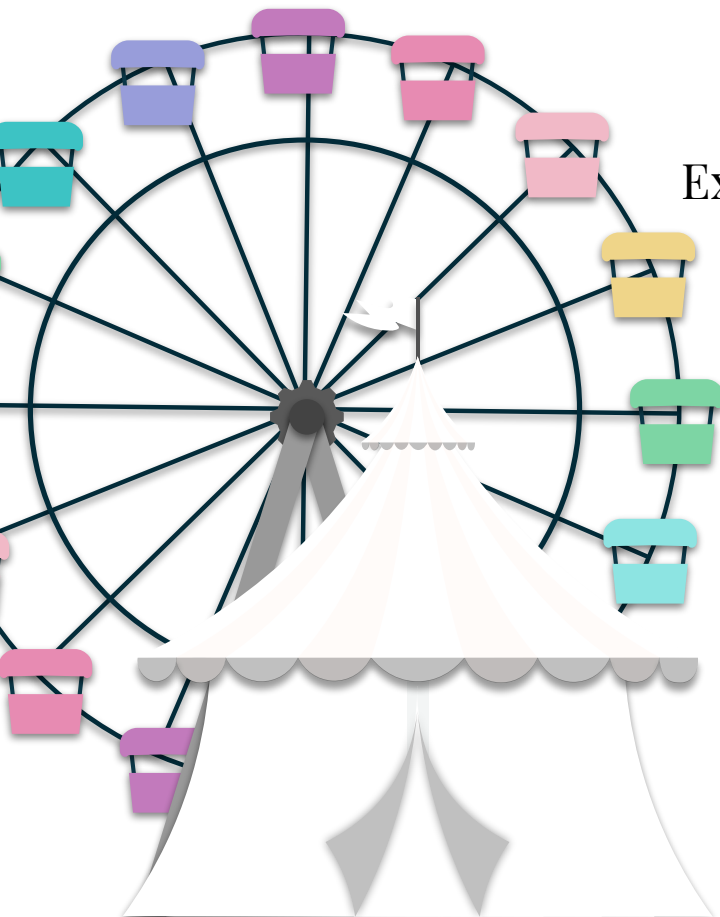
$12 \times 1 = 12$   
 $12 \times 2 = 24$   
 $12 \times 3 = 36$   
 $12 \times 4 = 48$   
 $12 \times 5 = 60$   
 $12 \times 6 = 72$   
 $12 \times 7 = 84$   
 $12 \times 8 = 96$   
 $12 \times 9 = 108$   
 $12 \times 10 = 120$   
 $12 \times 11 = 132$   
 $12 \times 12 = 144$

[https://www.youtube.com/watch?v=9C4EN7mFHCK&list=PLaSZ7kwwxKqXpdLA0hIA9fa8RVmRC32p\\_v&index=1](https://www.youtube.com/watch?v=9C4EN7mFHCK&list=PLaSZ7kwwxKqXpdLA0hIA9fa8RVmRC32p_v&index=1)

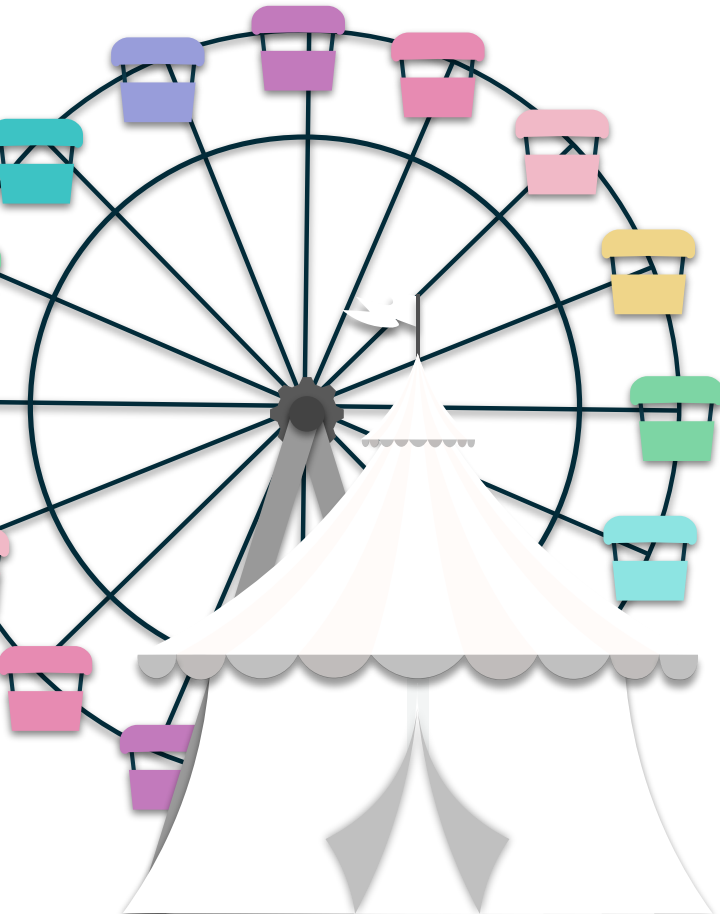


# Complete the following inverse operations

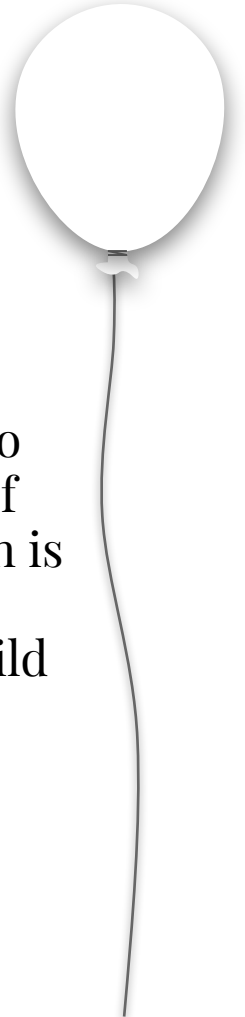
Example:  $5 \times 4 = 20$  is the same as  $20 \div 5 = 4$



Multiply		Division
$4 \times 5 = 20$	Inverse operation	$20 \div 5 = 4$
$6 \times 2 = 12$		$12 \div 2 = 6$
$7 \times 4 =$		$\div =$
$5 \times 6 =$		$\div =$
$5 \times 5 =$		$\div =$
$6 \times 4 =$		$\div =$
$3 \times 3 =$		$\div =$
$12 \times 3 =$		$\div =$
$4 \times 6 =$		$\div =$



# Exit Ticket



## Word Problem

The clown at the fair had 45 balloons to sell. 9 children buy an equal amount of balloons each off the clown. The clown is left with no more balloons after these sales. How many balloons did each child buy?



**Optional:**

*Complete some of your activities on:*



*Math Games & Worksheets Online, Designed by Math Experts*

# 2nd Break Time

Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)



Here is a link for ideas if you need it:

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)



# KLA: Geography

## What are some of the geographical features of Asia?

Asia, being such a large continent, has a diverse range of geographical features. Some of the countries of Asia are stand-alone islands or made up of a group of islands, known as archipelagos. Three of the world's oceans flow in and around the region. Other bodies of water include seas, lakes and rivers, some of which flow from melted glaciers in the highlands. Large mountain ranges, low lying plateaus and expansive deserts are characteristic of many Asian countries.

Type these questions into Google to research the answers.

- 1 Name these geographical features of Asia and their country.
  - a The highest mountain in the world. \_\_\_\_\_
  - b The third longest river in the world. \_\_\_\_\_
  - c The world's deepest freshwater lake. \_\_\_\_\_
  - d The lowest point in the world. \_\_\_\_\_
  - e The tallest volcano in Asia. \_\_\_\_\_
  - f The largest bay in the world (by area). \_\_\_\_\_

# KLA: Geography

## Countries of Asia

North-east	South-east	South	Central	West		
China	Brunei	Afghanistan	Kazakhstan	Armenia		
Japan	Cambodia	Bangladesh	Kyrgyzstan	Azerbaijan		
Mongolia	Timor-Leste	Bhutan	Tajikistan	Bahrain		
North Korea	Indonesia	India	Turkmenistan	Cyprus		
South Korea	Laos	Iran	Uzbekistan	Georgia		
Taiwan	Malaysia	Maldives		Iraq		
Russia	Myanmar Philippines Singapore Thailand Vietnam	Nepal Pakistan Sri Lanka		Israel Jordan Kuwait Lebanon Oman	Palestine Qatar Saudia Arabia Syria	Turkey United Arab Emirates Yemen

Choose 4 Asian countries from the list above and on the next slide, research at least 4 interesting facts about that country. You should have 16 interesting points all up (4 per country).

You might like to include:

- An image of the flag or a map
- Traditional food, dress, lifestyle, sport
- Popular tourist sights, landmarks or Native animals
- Cultural celebrations



# KLA: Geography

Country:

Country:

Country:

Country:

# Learning Journal

Please write all the activities  
you completed.

Type or Write signature.

**Tuesday**

The learning activities I completed today were:

Student's signature:

Parent's signature:

---

# I'M FINISHED! NOW WHAT?

If you've reached this point and it's before 3:00pm you need to:

- Check every task has been done. Look at every slide!
- Edit your writing. Check for capital letters and punctuation, and check your spelling. Have you written in full sentences? Do your sentences make sense?
- Have you taken photos of work you did offline and have you uploaded them? Check the how-to video in google classroom if you're not sure how to do this.
- Ask yourself one last time: IS THIS MY BEST WORK? AM I PROUD? WOULD MY TEACHER BE HAPPY WITH MY WORK?

If you've done all this, there is one last task for you to do!

Check out the next couple of slides for your fast finisher activity today.

# Daily Reflection!!

- One thing I am proud of today is \_\_\_ because...
- One thing I could have done better today is \_\_\_ because...
- Tomorrow I will improve \_\_\_ by...
- One thing that challenged me today was \_\_ because...
- One thing I struggled with today was \_\_\_ because...
- One interesting thing I learned today is...
- One exciting thing that happened today was...
- Something I am looking forward to tomorrow is...
- Something kind I did for someone else today was...
- One extra thing I can do at home to help me learn is...
- One mistake I made today was \_\_\_ but I learned...
- Today I asked for help when... because... and then...





**Thank you Stage 3**

**Turn-it-in**

**Have a great afternoon, See you at check in  
tomorrow!**

---

# Wednesday, Week 4



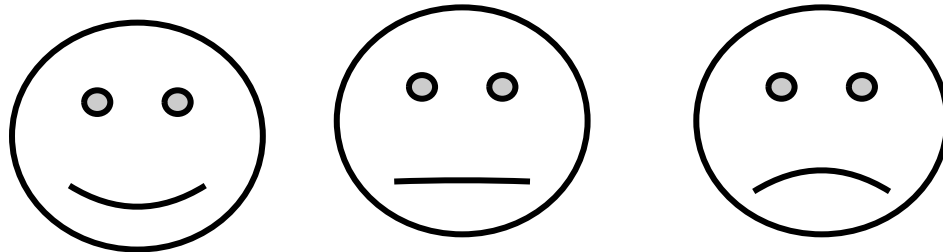
**Stage 3, 2021  
Tregear Public School  
Daily Remote Learning Lessons and Activities.**



# Morning Check In

Please complete your morning check in on Google Classroom!

How are you feeling today?  
(Colour in the face that represents your mood)





Write a heartfelt message to a friend or loved one. If you need sentence starters, you may use the following:

- Thank you for...
- What I love about you...
- I wish...



# English

The following slides are your morning session activities.



# Spelling:

- burnt
- burst
- refer
- prefer
- person
- perfectly
- reverse
- research
- earthen
- worse
- further
- surface
- certain
- curtain
- concern
- purchase
- purpose
- dessert
- suburban
- earliest
- observant
- conferred
- germinate
- circumnavigate
- circumstance

#SPELLINGWORDS

## Verb Tense

- Verbs come in three tenses:
  - Past, which is used to describe things that have already happened (*I just read a book*).
  - Present, which is used to describe things that are happening right now (*I am reading a book*)
  - Future tense, which describes things that have yet to happen (*Tomorrow, I will read a book*)



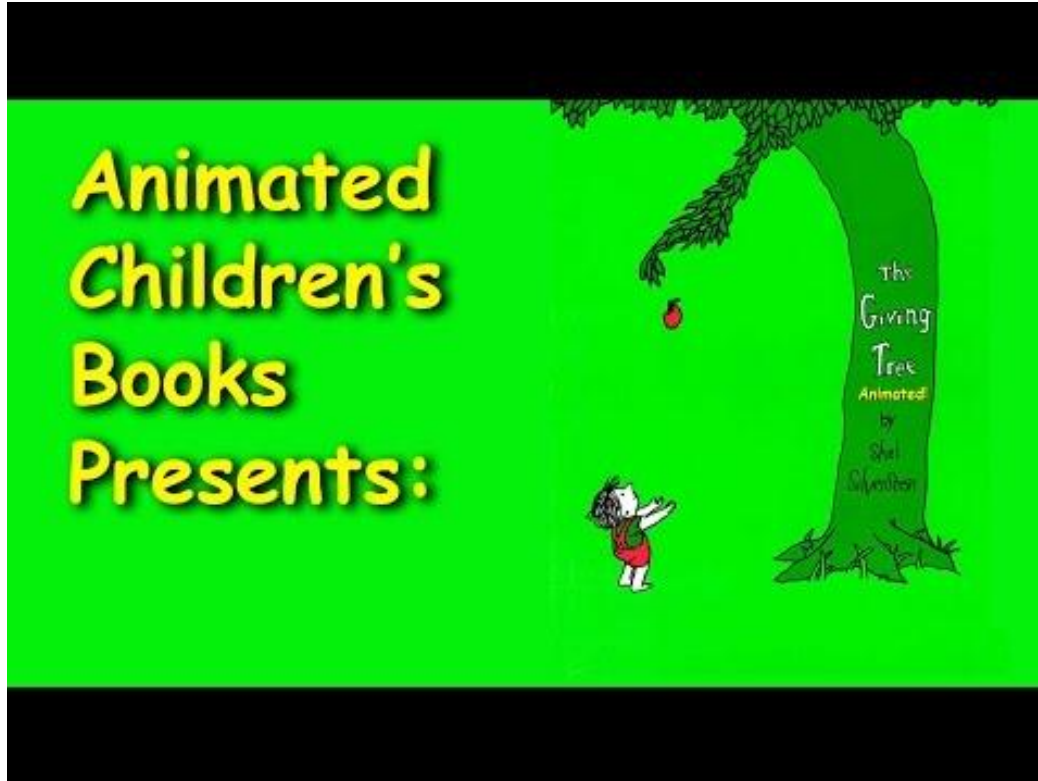
**LEARN MORE ABOUT IT BELOW**





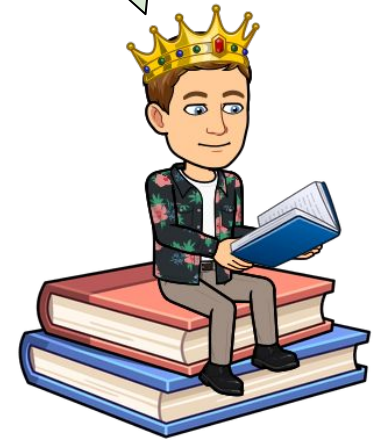


# Reading



Watch the video or  
you can click the link  
below to read it for  
yourself

[The Giving Tree](#)



# Reading: Choose 2, Complete 2

<p><b>Make a sequel:</b> If you were to make a sequel to this book, what would it be about?</p>	<p><b>Book Review:</b> Book critic time! Give it rating out of five stars. What did you dislike or like about the story?</p>	<p><b>Change the Timeline:</b> If you could change one part in the book, what would it be, what would you change it to and what happen if that scene change?</p>
<p><b>Interview:</b> You are now the kid. What would you do?</p>	<p><b>Interview:</b> You are going to interview one of the characters in the book. Write five interesting questions ask them</p>	<p><b>Song:</b> Write lyrics to a song retelling what happened in the story</p>

Click on the green tick and drag it on top of the activity that you completed.



# Reading: Complete task

Write down below or upload a picture of your work

Task 1:



# Reading: Complete task

Write down below or upload a picture of your work

Task 2:



# Writing

What is this poster asking you to do?



*Visit us today at*  
[www.savethewater.au](http://www.savethewater.au)  
For more tips on saving the water

# Writing

Posters are a great way of persuading with visuals.

In this poster, the creator has used the following persuasive techniques to encourage the audience to 'Save the Earth'

- Repetition: Save the
- Colour; Water is blue and bright to symbolise the importance of water
- Imagery of the lead: Highlighting growth



*Visit us today at*

[www.savethewater.au](http://www.savethewater.au)

For more tips on saving the water

# Writing

**Task: On the next slide, you are to create your own poster. It can be had drawn or on the slides.**

**Your topic is to persuade people to save the Earth.**

**If you are using Google slides, you can insert shapes, lines, images and write your text.**

**Mr Cavanagh will be providing a Zoom tutorial on how to do this at 10:30am. Zoom link will be posted at 9:45am**





# Writing

QUESTION TIME: IF WE COULD ALL PLAY A GAME RIGHT NOW, WHAT WOULD IT BE AND WHY?



# 1st Break Time

Use this time to have a 30 minute break.

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

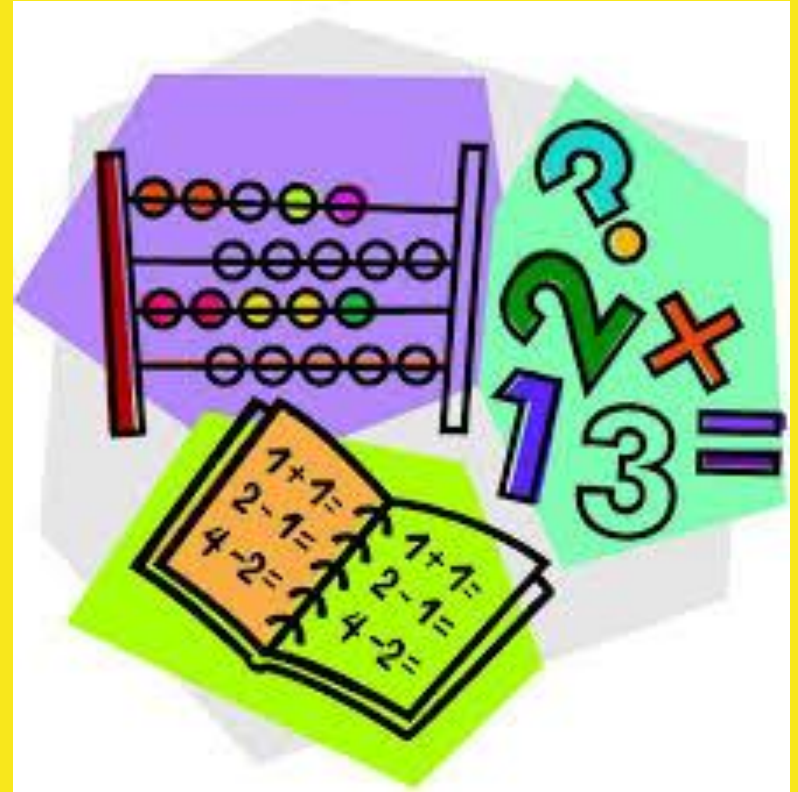
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# Mathematics

Complete your mathematics activities on the following slides



-100

+100

-500

+500

-1000

+1000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**3 478**

Addition Problem

Subtraction Problem

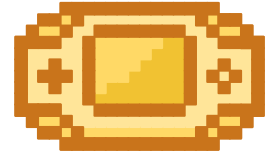
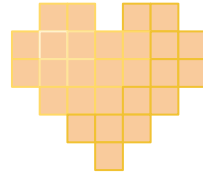
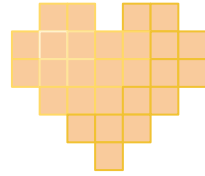
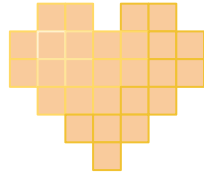
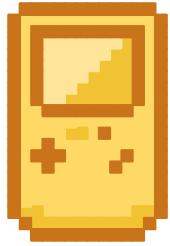
Make the Smallest Number

Make the Largest Number

Write It Out

***Extension: Word problem***

*At the supermarket there was in total 3 478 fruits. There were piles of apples, bananas, kiwi fruit, blueberries, strawberries and oranges, which from estimating none had below 50. How many of each were there?*

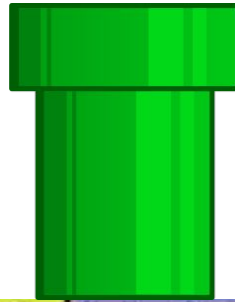
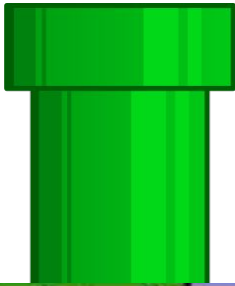


# MULTIPLICATION & DIVISION: THE VIDEO GAME

# RECAP FROM YESTERDAY

What is the inverse operation of  $6 \times 5 = 30$ ?

What is the inverse operation of  $7 \times 3 = 21$ ?





# MATH FOCUS: Multiplication and Division

PIKA PIKA!

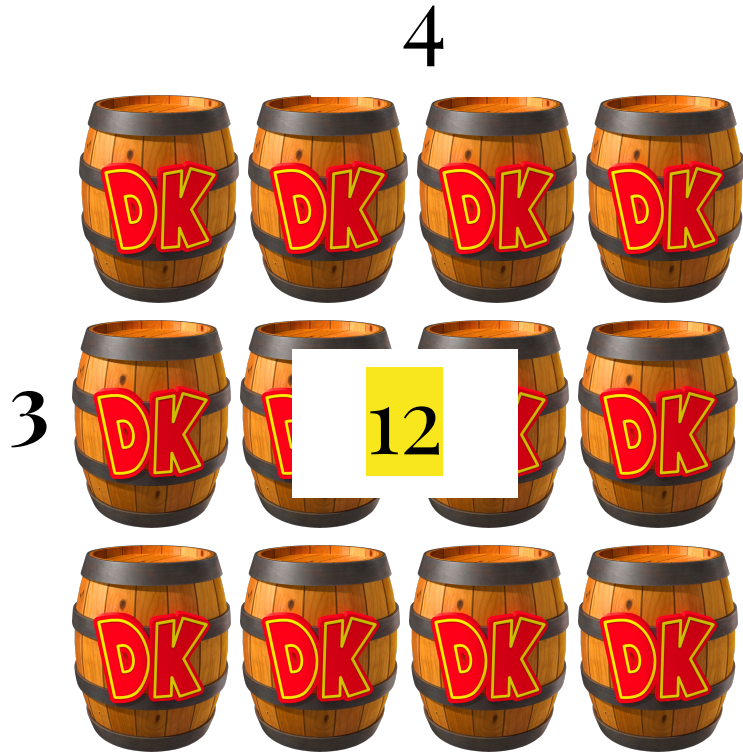
Yesterday, we looked at the inverse operations of multiplication and division. For example:

We can see there are 8 cupcakes, with 6 balloons on them, which means  $6 \times 8 = 48$ . But, did you also know that  $48 \div 6 = 8$ . It is all linked!

Today, we will look at multiplication and division in arrays.



# MATH FOCUS: Multiplication and Division

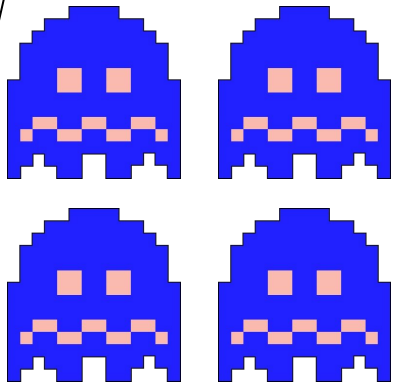


Arrays are a way of seeing multiplication and division. For example, let's look at the barrels to the left. We can see that there are 4 on the top and 3 on the left. We could see it like:  
 $4 \times 3 = 12$

This is the same with division. If we knew there were 12 barrels and DK wanted to place them in piles of 4, we could see it as  $12 \text{ divided by } 4 = 3$

# #PACMANCHALLENGE

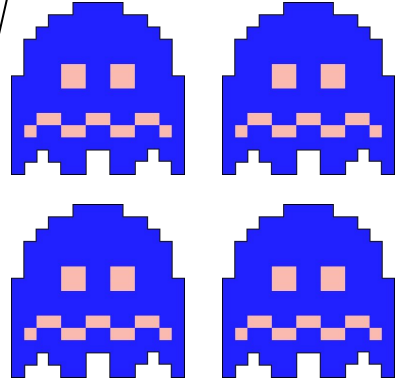
Click the link below to roll two six sided dice. Multiply the numbers together. Make an array to the right with a box. An example is shown to the right. You have only 5 rolls to try and fill it as much as possible.



4 x 4 =  
16

A large grid of 16 columns and 16 rows of yellow squares. A white box with a black border is placed over the top-left 4x4 section of the grid, containing the text "4 x 4 = 16".

Click the link below to roll a dice that is 20 and one is that 6. Divide the large number from the small number  
Make an array to the right with a box. An example is shown to the right  
You have only 5 rolls to try and fill it as much as possible.



# #PACMANCHALLENGE

16 ÷ 4 =  
4

A 16x16 grid of yellow squares. A 4x4 box is placed in the top-left corner of the grid, containing the division problem  $16 \div 4 = 4$ . The box is outlined in black and has a white background.

# MATH FOCUS: Multiplication and Division

At **12:45pm**, we will be playing a Kahoot on Zoom. Get ready.

Mr C will be posting the Zoom link for you all to join at **12:30pm**



**#READYTOPLAY**



# 2nd Break Time

Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

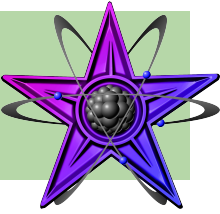
Here is a link for ideas if you need it:

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)

LUNCH  
BREAK



# Science & Technology



## Solids

A solid can keep its size and shape without a container.

## Liquids

A liquid flows and keeps no definite shape or figure.

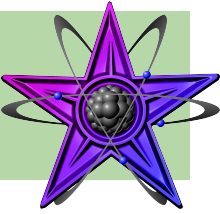
## Gases

A gas can only be contained if it is in a container.

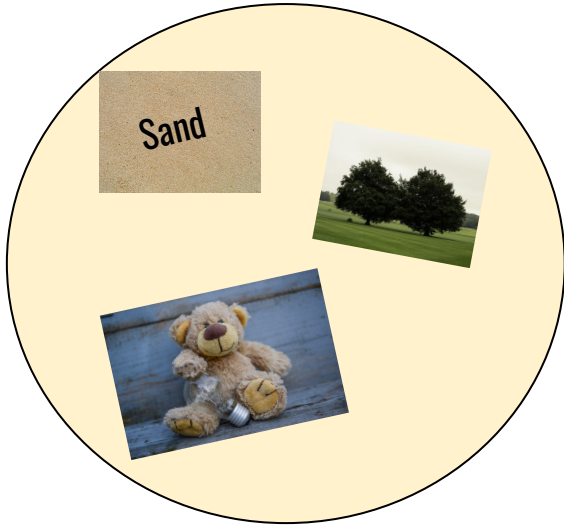
Following on from last week, this is what each state of matter is.



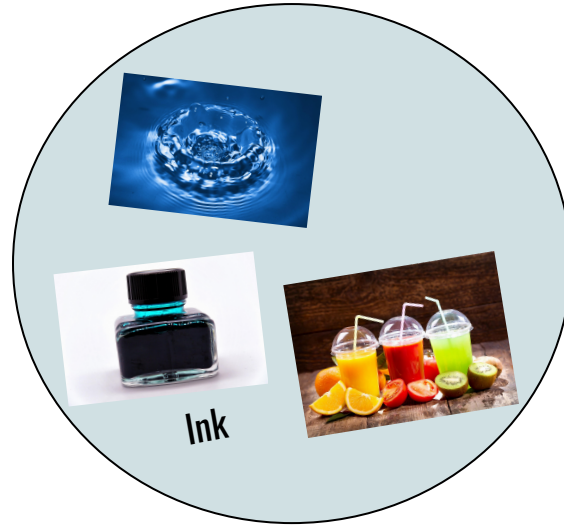
# Science & Technology



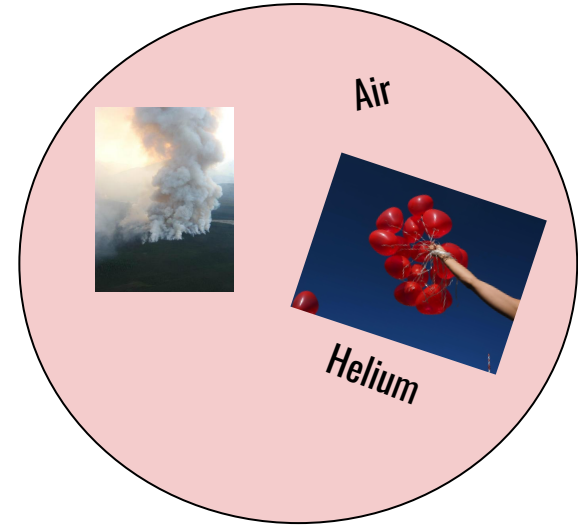
## Solids



## Liquids

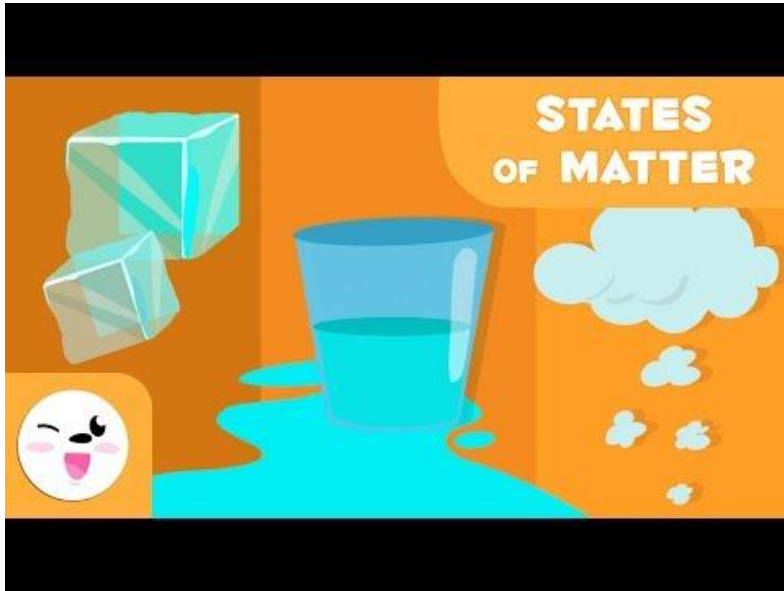
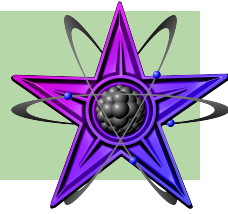


## Gases



Here are some examples of each state of matter

# Science & Technology



Watch the video and research the questions on the next slide. Use the following websites to help you as well

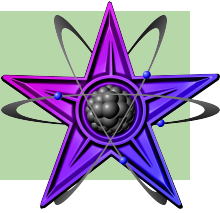
<https://www.theschoolrun.com/what-are-states-of-matter>

<https://www.coolkidfacts.com/states-of-matter-for-kids/>

[http://www.chem4kids.com/files/matter\\_states.html](http://www.chem4kids.com/files/matter_states.html)

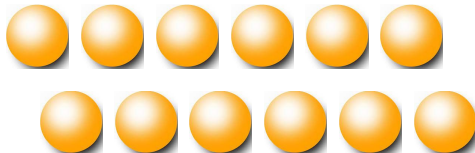
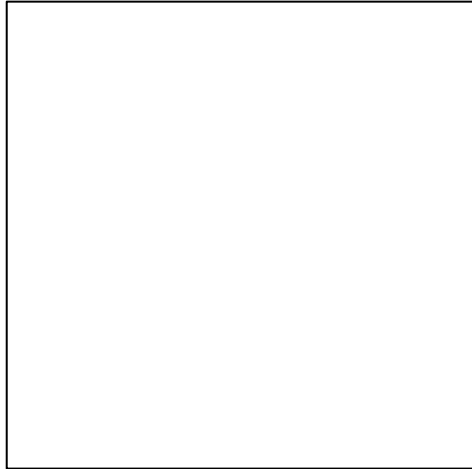


# Science & Technology

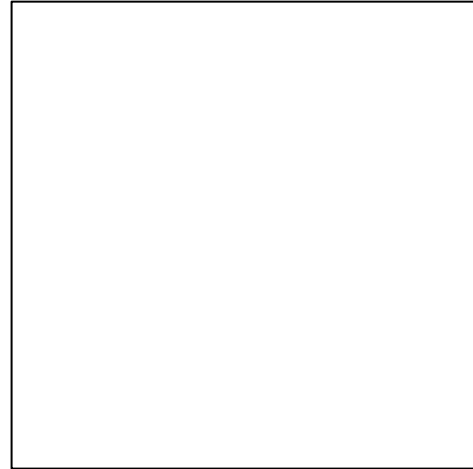


Each state of matter is also different if we look at their particles. Drag the spheres down below into the #DrawBox to make each state of matter of what their particle structure looks like and write why you think it is like this in the #WriteBox

**#DRAWBOX**

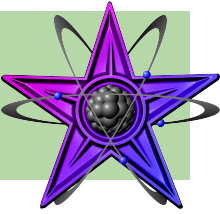


Solid



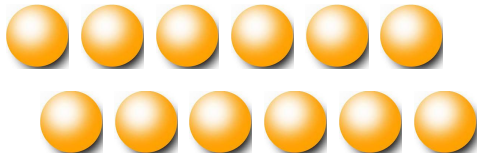
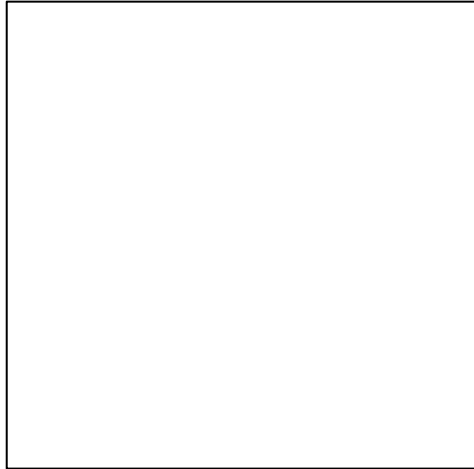
**#WRITEBOX**

# Science & Technology



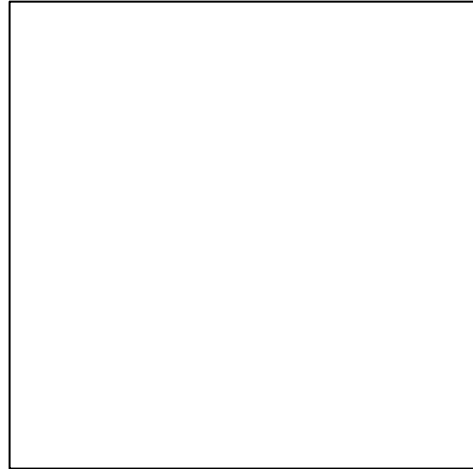
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**#DRAWBOX**

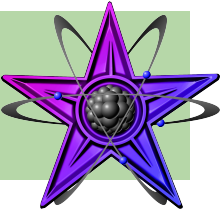


Liquid

**#WRITEBOX**

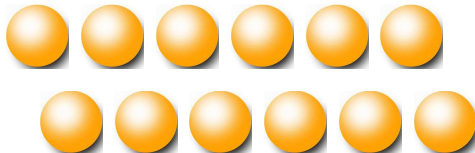
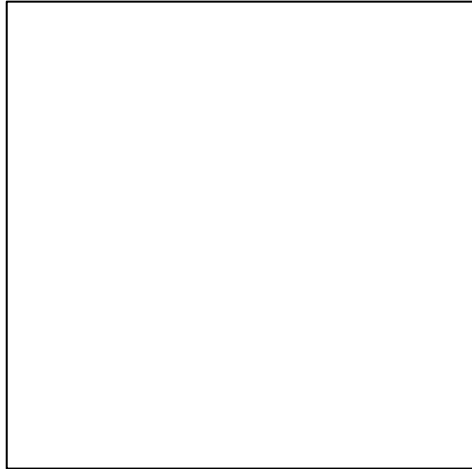


# Science & Technology

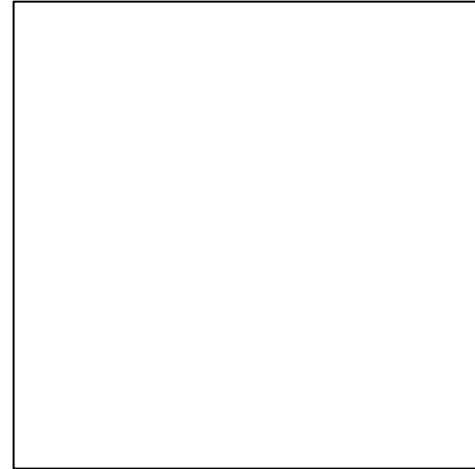


Each state of matter is also different if we look at their particles. Drag the spheres down below into the #DrawBox to make each state of matter of what their particle structure looks like and write why you think it is like this in the #WriteBox

**#DRAWBOX**



Gas



**#WRITEBOX**

# I'm finished! Now what?

If you've reached this point and it's before 3:00pm you need to:

- Check every task has been done. Look at every slide!
- Edit your writing. Check for capital letters and punctuation, and check your spelling. Have you written in full sentences? Do your sentences make sense?
- Have you taken photos of work you did offline and have you uploaded them? Check the how-to video in google classroom if you're not sure how to do this.
- Ask yourself one last time: IS THIS MY BEST WORK? AM I PROUD?  
WOULD MY TEACHER BE HAPPY WITH MY WORK?

If you've done all this, there is one last task for you to do!

Check out the next couple of slides for your fast finisher activity today.

**Thank you Stage 3**

**Turn-it-in**

**Have a great afternoon, See you at check in  
tomorrow!**

---



# Thursday, Week 4



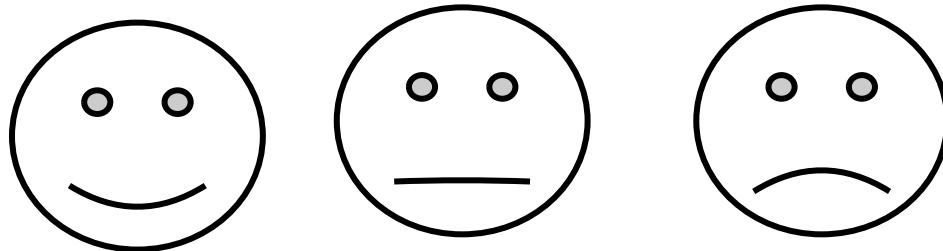
**Stage 3, 2021  
Tregear Public School  
Daily Remote Learning Lessons and Activities.**



# Morning Check In

Please complete your morning check in on Google Classroom!

How are you feeling today?  
(Colour in the face that represents your mood)



# Attitude of gratitude



What are you grateful for and WHY??

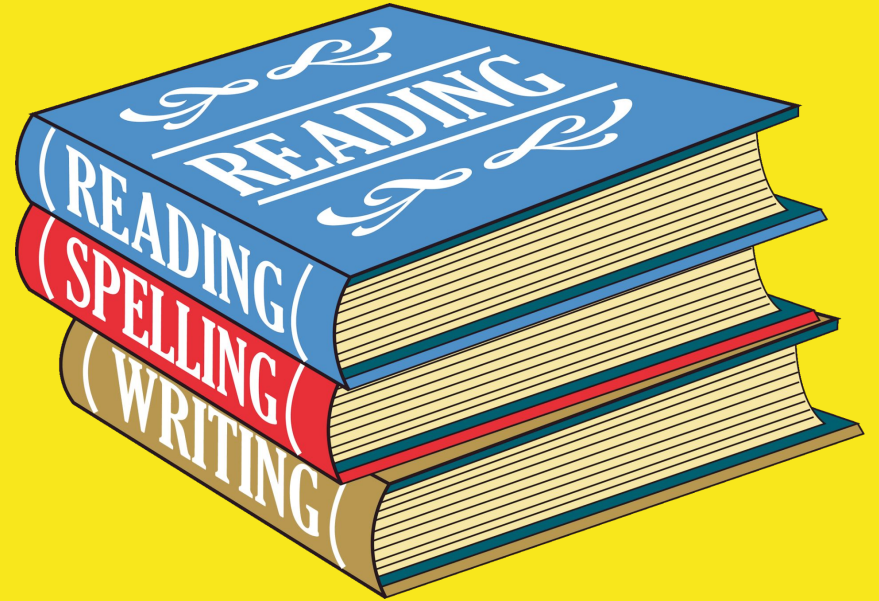
Today I choose to be grateful for 10 things...

1. I am grateful for ....Because
2. I am grateful for ....Because
3. I am grateful for ....Because
4. I am grateful for ....Because
5. I am grateful for ....Because

“Where gratitude flows, happiness grows...”

# English

The following slides are your morning session activities.



---

# Spelling: We are focusing on the sound

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse  
research  
earthen  
worse  
further  
surface  
certain  
curtain  
concern  
purchase  
purpose  
dessert  
suburban  
earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

Write 3 sentences using 3 words from the list;

Use a dictionary or device to find a definition for;

dessert -

# Spelling: We are focusing on the sound

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse  
research  
earthen  
worse  
further  
surface  
certain  
curtain  
concern  
purchase  
purpose  
dessert  
suburban  
earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

**Try to solve these jumbled words from the list;**

- niaterc
- swoer
- apechurs
- nergamite
- sopern
- stairlees

**Research ...**

**What are 2 topics you would like to research further... ?**

- 1.
- 2.

# Reading

## Non-Fiction Text – All About Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.





# Reading

## **After you read - Summarising**

The main idea of a text can be described as the topic that a text is mostly about.

Write a paragraph to summarise the text, *All About Thunderstorms*.

# Reading

Are thunderstorms dangerous? Write a sentence explaining what you think.

Type here

When do thunderstorms usually happen?

Type here

What causes thunderstorms to form?

Type here



# Reading

Why does the sound of thunder last for a few seconds?

Type here

Writing: Research, plan and write a persuasive text

# Outdoor Play is Better Than Indoor Play



# Writing: Research (read) reasons for & against ...

## Outdoor Play is Better Than Indoor Play

### Reasons For

- There is plenty of space outdoors to run around and exercise while playing.
- Outdoor play exposes children to fresh air and sunshine.
- Outdoor play provides opportunities to solve real-life problems.
- Outdoor play allows children to interact with nature.
- Any game can be played outside, which encourages the use of imagination.

### Reasons Against

- Indoors is a comfortable and safe environment for play.
- Indoor play cannot be interrupted by factors such as bad weather or insects.
- Some activities, such as art and craft, are easier to complete indoors.
- Indoor games, such as puzzles and board games, assist brain development.
- Children can mirror and learn life skills during indoor play e.g. cooking.



# Writing

Choose whether you are 'for' or 'against' the title statement. State your opinion in the box below.

Type here

Choose three reasons from the prompt to include in your persuasive text. Write these in the boxes below.

Reasons / arguments

- 1.
- 2.
- 3

# Writing

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Type here.

# DEAR DIARY:

If you could have any pet (even a magical creature like a dragon or unicorn), what would you want? What name would you give it?

What's one goal or challenge you have for yourself this week? How will you accomplish it?

Think about your favorite hobby or activity. Why do you love it?

What's one thing that always makes you laugh?



# 1st Break Time

Use this time to have a 30 minute break.

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

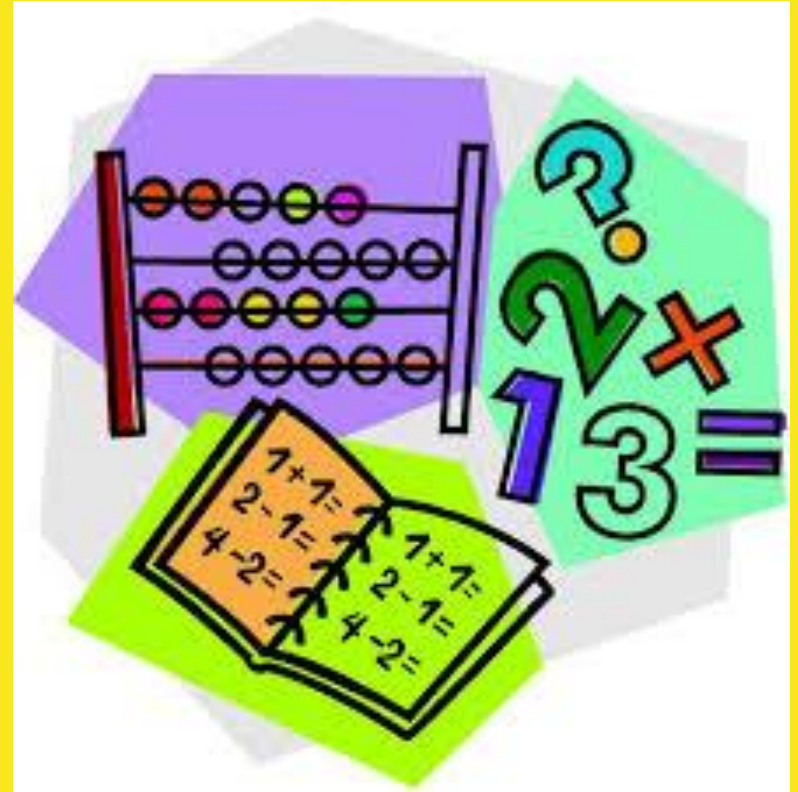
Here is a link for ideas if you need it:

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)



# Mathematics

Complete your mathematics activities on the following slides



—

-100

+100

-500

+500

-1000

+1000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
250

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

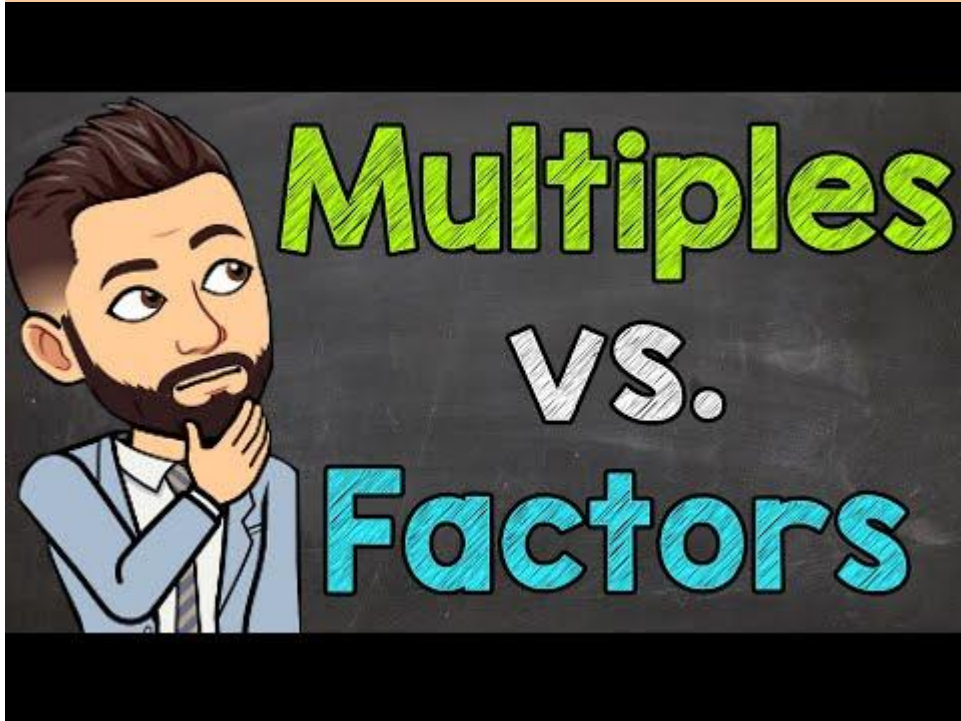
***Extension: Word problem***

***A fishmonger sells 250 fish each day for five days over the holiday break.***

***How many fish did the fishmonger sell altogether?***

***If each fish cost \$4 how many dollars did the fishmonger make selling the fish?***

# MATH FOCUS:



List the multiples of;

4 -

7 -

List factors of;

12

24

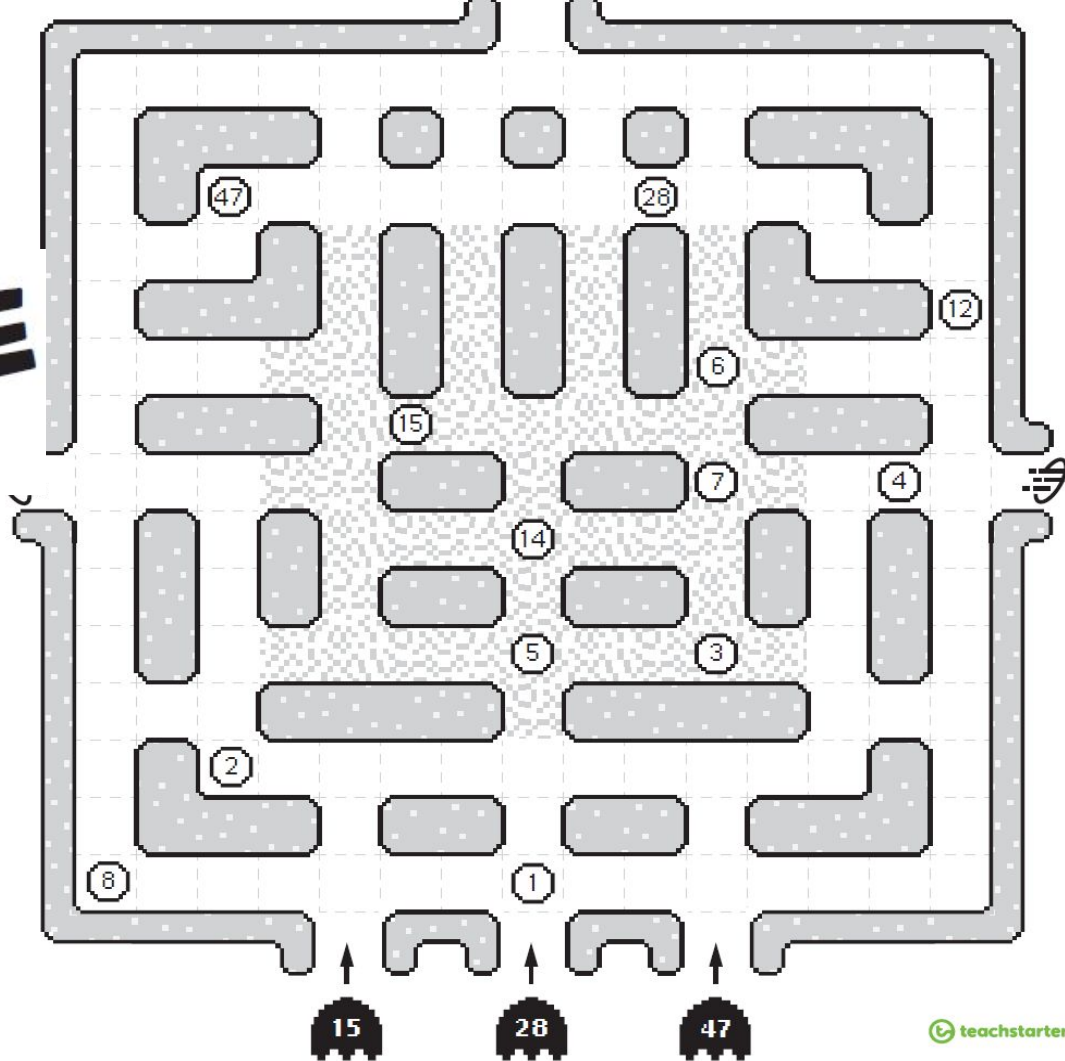
50

**MATH FOCUS:**

# MATHS MAZE

**Factors**

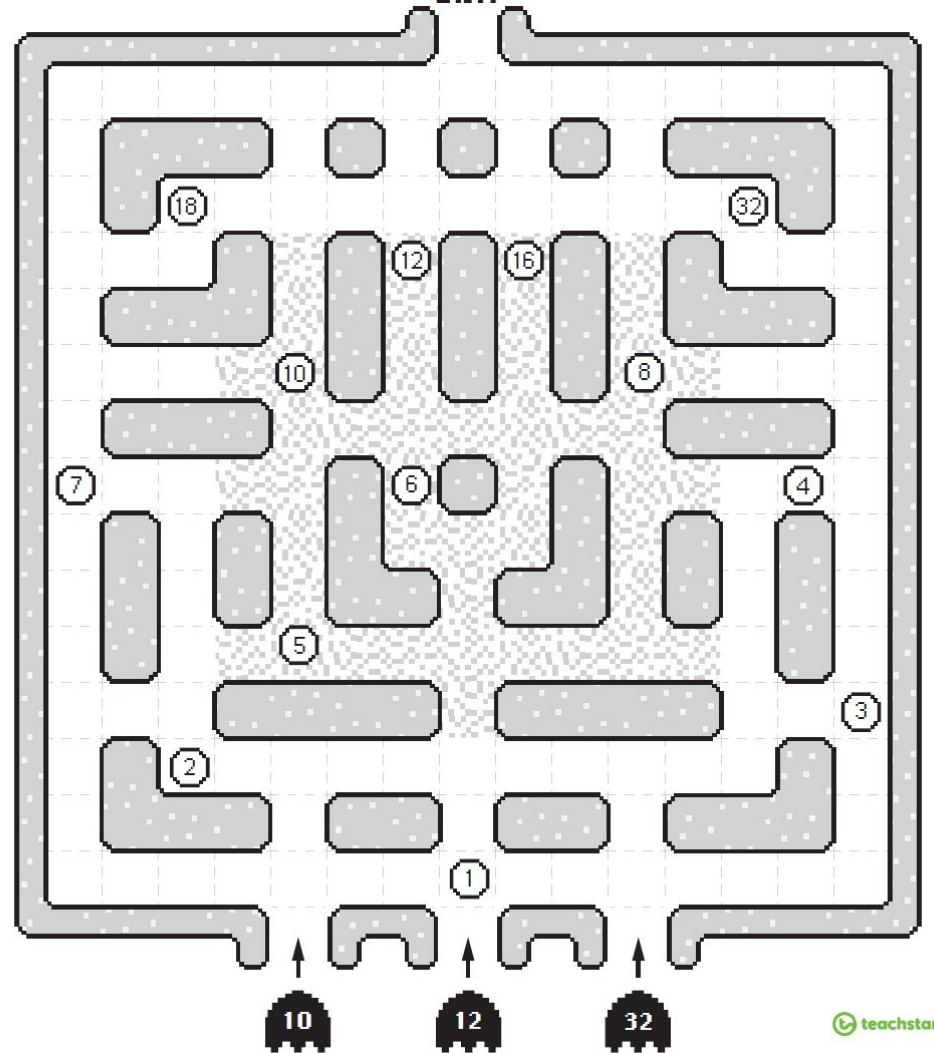
Use your line tool to guide the three Numbers through the maze of factors from the bottom to the top ---- >



# MATH FOCUS:

**Try Again !!**

Use your line tool to guide the three Numbers through the maze of factors from the bottom to the top ---- >



# 2nd Break Time

Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

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LUNCH  
BREAK



# Lesson 3

## *Rhythm Notation*

Review Duration ( beat, rythm, tempo)

[Example of Beat](#)

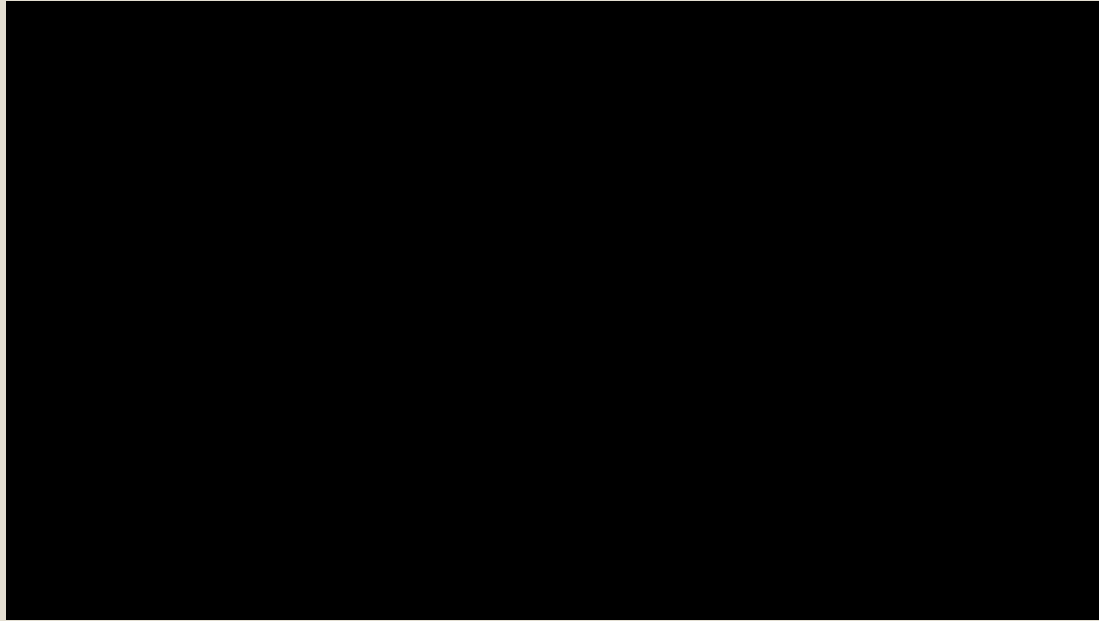
[Example of Rhythm](#)

NB This lesson is quite packed and could be done over 2 lessons or finished with the lesson 4 Dynamics)



# Music Notation

A way to write down music so that we can play it again  
An informal way to write it down could look like this.



What do you think about it? Would it work? Why/Why Not?

# Informal Music Notation

We could use dots and lines like in the video

Although that might be hard for someone else to read.

Last week we used fruit (pear, apple, watermelon) which could be an option to write down a composition.




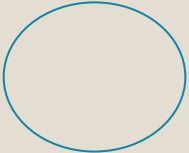
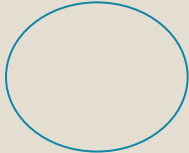




Another easy way to write down rhythms is to use a 4 grid with each square being 1 beat.

Choose for each square to either have

0 note,

1 note,

2 notes

	1	2	3	4
triangle				
drum				
sing laa	LAAAAAAAAA	AAAAAAAAAA		la la
clap stick				

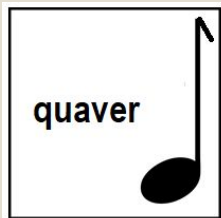
As a class play these rhythms together- Divide class into 4 groups, assign a different body percussion/voice or instrument

# Formal Notation

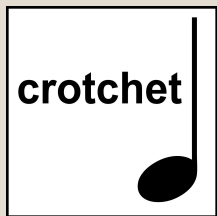
When you play an instrument, you read notes like you would read a book. These are some notes.

Each note looks different which means you hold them for different lengths of time.

$\frac{1}{2}$  a beat



1 beat



hold for  
2 beats



hold for  
4 beats


















Sometimes quavers  
are written together

# RHYTHM NOTATION













# Using a grid we could write it like this

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1				
2	 	 	 	 
3	 This note is played the whole 2 beats			
4	 This note is played the whole 4 beats			

## Another way to look at notes

### DURATION CHART

	NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
US Names Whole Note		<b>Semibreve</b> (4 Beats)	
Half Note		<b>Minim</b> (2 Beats)	
Quarter Note		<b>Crochet</b> (1 Beat)	
Eighth Note		<b>Quaver</b> (1/2 Beat)	
		<b>Semiquaver</b> (1/4 Beat)	

### Rest Notes

When you don't want a note to be played on a particular beat it's called a rest.

In our charts we just leave a space.

This shows you what a 'Rest' looks like for music notes

# World Music

Notation like this is primarily used in western music for orchestras ect. In many traditional world music, notation would either be quite different or non-existent. In many cases music would have been passed on by listening and then playing. Here's 2 examples from other countries.



- Traditional drumming from the island of Sado in Japan
- Ondekoza, the original group of drummers
- Use various drums (taiko), from the massive Daiko to small hand-drums.

<https://worldmusic.net/blogs/guide-to-world-music/japan-in-the-mix>

- **The Nuba** are Indigenous Sudanese people, originating in South-West Sudan.
- The **Kambala**, or harvest festival, is celebrated across the region and often includes dancing till the early



<https://worldmusic.net/blogs/guide-to-world-music/the-music-of-sudan-south-sudan-divided-together>







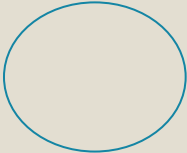







# Your Turn to Compose

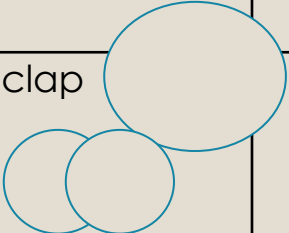


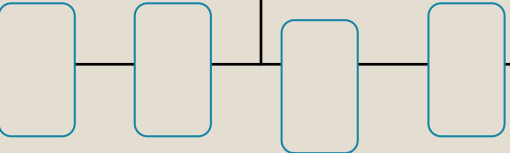
- Use a grid and either symbols or notes
- Add your instruments or body percussion
- Decide if in each square is
  - 0 note (rest)
  - 1 note (crochet)
  - 2 notes (quavers)
  - note plays over 2 squares (minim)
  - note plays over 3 squares (dotted minim)
  - note plays over 4 squares (semibreve)
- Fill in your grid. Use more than 1 grid for a longer rhythm.
- Play your rhythm to the class



**NB next page has example.**

	1	2	3	4
triangle			 	
drum	 			
sing laa				la la
clap stick				



	1	2	3	4
clap 				
stomp 				
sing laa 				la la
Enter your Own instruments... 				

# I'M FINISHED! NOW WHAT?

If you've reached this point and it's before 3:00pm you need to:

- Check every task has been done. Look at every slide!
- Edit your writing. Check for capital letters and punctuation, and check your spelling. Have you written in full sentences? Do your sentences make sense?
- Have you taken photos of work you did offline and have you uploaded them? Check the how-to video in google classroom if you're not sure how to do this.
- Ask yourself one last time: IS THIS MY BEST WORK? AM I PROUD? WOULD MY TEACHER BE HAPPY WITH MY WORK?

If you've done all this, there is one last task for you to do!

Check out the next couple of slides for your fast finisher activity today.

**Thank you Stage 3**

**Turn-it-in**

**Have a great afternoon, See you at check in  
tomorrow!**

---

# Friday, Week 4.

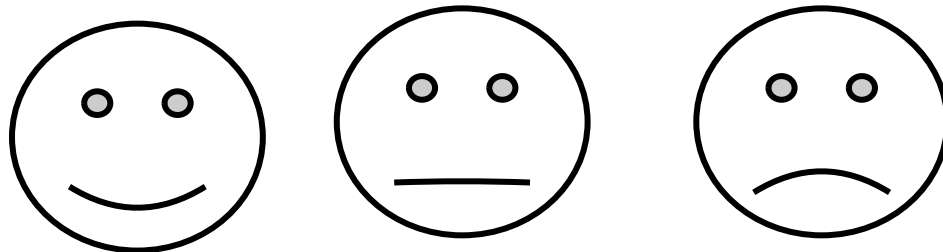


**Stage 3, 2021  
Tregear Public School  
Daily Remote Learning Lessons and Activities.**

# Morning Check In

Please complete your morning check in on Google Classroom!

How are you feeling today?  
(Colour in the face that represents your mood)





# Attitude of gratitude

TEACHER Add a video of  
mindfulness/dance /  
Gratitude / kindness here and  
change writing to match >>

What are you grateful for and WHY??

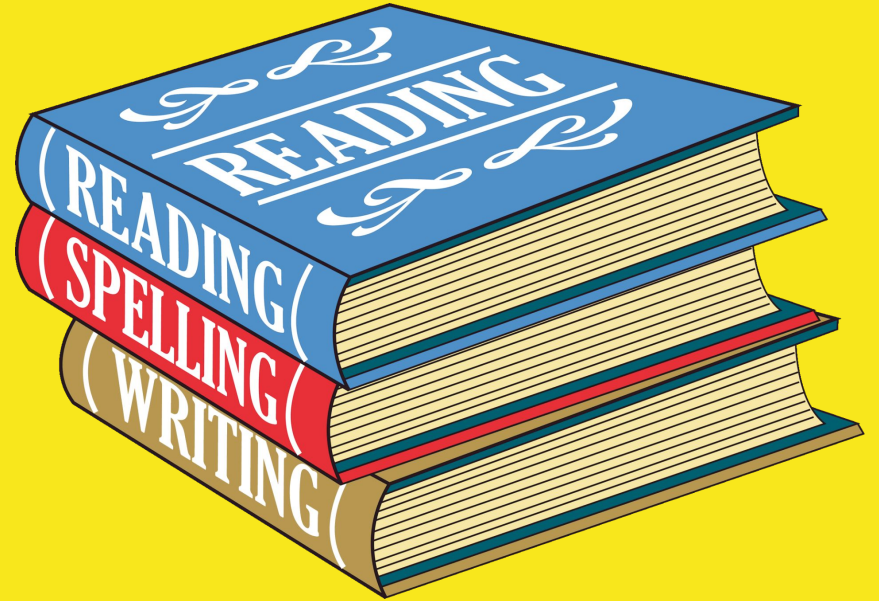
Today I choose to be grateful for 10 things...

1. I am grateful for ....Because
2. I am grateful for ....Because
3. I am grateful for ....Because
4. I am grateful for ....Because
5. I am grateful for ....Because

“Where gratitude flows, happiness grows...”

# English

The following slides are your morning session activities.



---

# Spelling Test/ Boggle Board.

Have a member of your family test you on your words and write them in your book

Make as many words with less than 4 letters as you can find.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Total Points:**

## BOGGLE

A	L	S	U
N	Z	K	M
D	C	O	V
E	R	H	T

### Points

3 letters = 1 point	6 letters = 3 points
4 letters = 1 point	7 letters = 5 points
5 letters = 2 points	8 letters = 9 points

Created by Rachel Lunata Copyright ©2011

<http://teacherinabook.com/Post/RachelLunata>

Make as many words with 5 or more letters as you can find.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Total Points:**

# Reading: Watch the following story



**SHORT STORY:  
BE KIND.**



Tasks about this BOOK  
is on the next slide.

If you are at school please use a book provided.

# Reading: Complete 2 comprehension tasks from the following

**Artist:** Draw a picture of one of or paint the scenes in the chapter or one of the main characters. Alternatively, write a 5 sentence explanation of the scene or a 5 sentence description of the character.

**Vocabulary:** Pick words from your text that you were unfamiliar with. Look up these words in dictionary, and write their definitions or write a sentence using each word.

**Poem:** Write a poem (at least 4 lines long) describing either a character in the story or a scene in the chapter.

**Character Profile:** Choose a character from the story and create their opposite twin. Reverse the personality, likes and dislikes of the character, so if they are good, make them bad and if they are bad, make them good! Create a profile for this character.

**Letter:** Write a one page letter to a friend, telling them about the book you are reading. You must include information about the characters, the setting and the plot of the book as well as what your opinion of the book is.

**Comic Strip:** Draw and colour at least 6 frames of a comic strip showing a scene in the chapter. Make sure to include “dialogue bubbles” so that the reader can follow along with the action.

Tick or highlight when you have completed an activity.

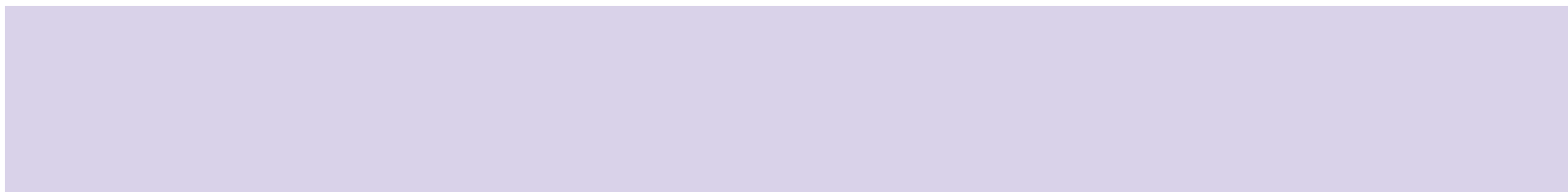


Click on the green tick and drag it on top of the activity that you completed.

# Main Idea #5

Baking different types of cookies is a favorite hobby of many people. There are so many different types of cookies to bake that the possibilities are almost endless! There are chocolate chip cookies, shortbread cookies, oatmeal raisin cookies, peanut butter cookies, sugar cookies, molasses cookies, and so many more types of cookies to bake!

**What is the main idea of the text?**





# FACT AND OPINION

Write one fact and one opinion about each topic.

## BROTHERS

FACT

OPINION

## GRASS

FACT

OPINION

## SUMMER

FACT

OPINION

## PAJAMAS

FACT

OPINION

# WRITING

Write a creative response to the following Pobble 365 image:

## The Mad Hatter

Your response can be in the form of a narrative, a poem, a diary entry, a letter, or a comic strip.

Or, access the link and choose an activity to complete:

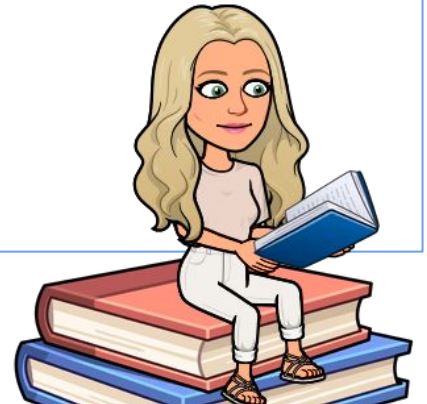
- Story starter
- Sentence challenge
- Perfect picture
- Sick sentences





# WRITING: POBBLE 365 CREATIVE WRITING

Write your response here:



# NARRATIVE

Use this text box to brainstorm all of your thoughts on this topic. You can make a list, use a mind map, or just type ideas as they come to you. Don't worry about using complete sentences or correct spelling.



## Making a Choice

Write about a time when you had to make a decision and how it turned out.

Remember:  
You will need to narrate an event or experience using descriptions and details to tell the story.

### Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft



Put a star ★ next to ideas you think you will use.  
Put an X next to ideas you probably will not use.

# NARRATIVE

Use your brainstorming ideas to organize your thoughts.

Paragraph Title:



Topic Sentence:

Introduce your topic and catch your reader's attention.

Beginning:

Tell about the event or experience in order, using description and detail.

Middle:

Finish with a conclusion that wraps up the story.

End:

Closing Sentence:



# DIARY: HOW IS YOUR WEEK GOING? HOW ARE YOU FEELING?

If you could spend one day doing anything you want, what would you do?

What is one thing that helps you when you're worried?

# 1st Break Time

Use this time to have a 30 minute break.

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)



# Mathematics

Complete your mathematics activities on the following slides



---

-100

+100

-500

+500

-1000

+1000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
2006

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

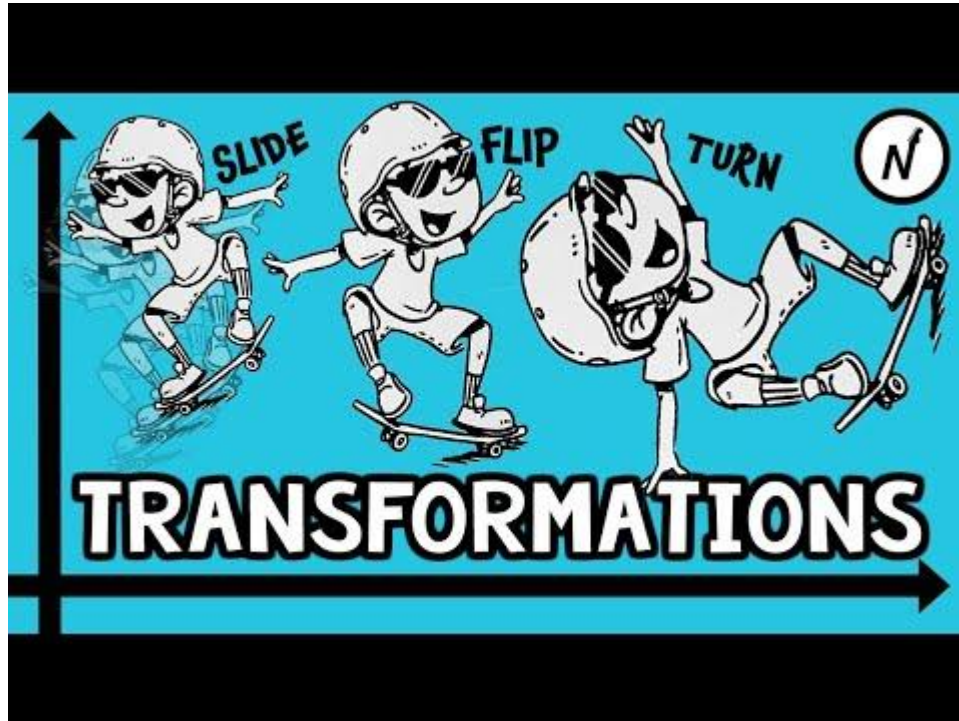
Write It Out

***Extension: Word problem***

Rose started to watch a movie at 2:06pm. The movie went for 85 minutes. What was the time when she finished the movie?



# MATH FOCUS: angles: Translation, Rotation and Reflection

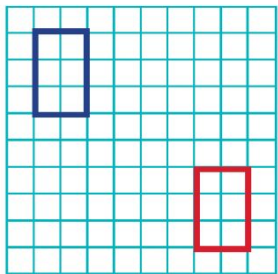




# MATH FOCUS: Translation

## Explicit Teaching:

In geometry **translation** means moving a **shape** into a different position, without changing it in any way. For example, in this grid below, moving the blue rectangle to the position where the red rectangle is. It would need to move six across to the right and five down.



## Translation, Rotation and Reflection

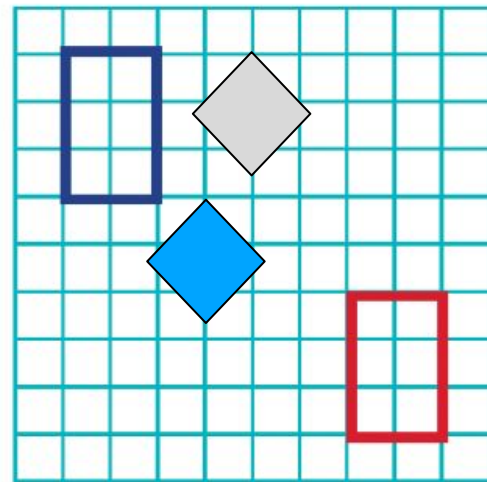
Translation - Slide  
The figure moves in a straight direction.

Reflection - Flip  
A figure gives a mirror image.

Rotation - Turn  
Moves a figure around a point.

Three diagrams illustrating geometric transformations. The first shows a green L-shaped figure moving to a purple L-shaped figure to its right, with a horizontal arrow below. The second shows a green L-shaped figure and a purple L-shaped figure as mirror images across a vertical line, with a curved arrow above. The third shows a green L-shaped figure being rotated 90 degrees clockwise around a central point, with a circular arrow below. A 'twinkl' logo is at the bottom.

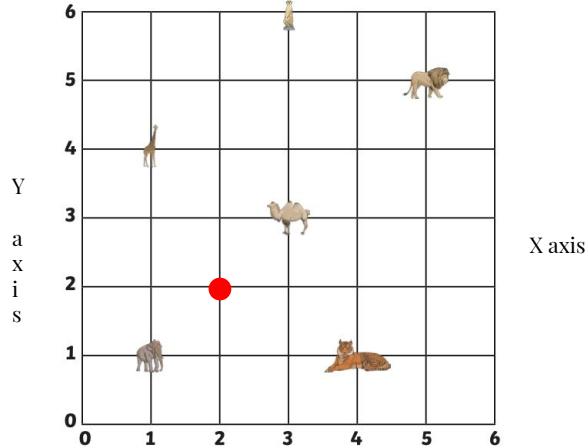
Move the blue diamond down 3 squares.









# MATH FOCUS: Translation

Tip: Remember coordinates link the x and y axis. For example the red dot is located on (2,2).

Write the coordinates of the animal, then translate them and write the new coordinate.



Animal	Original coordinate	Translation	Finishing coordinate
	( , )	Left 4	( , )
	( , )	Down 5	( , )
	( , )	Left 2	( , )
	( , )	Up 4	( , )
	( , )	Right 3	( , )
	( , )	Up 2	( , )

**Optional:**

*Complete some of your activities on:*



*Math Games & Worksheets Online, Designed by Math Experts*

**Maths Activity**

# 2nd Break Time

Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
  - Go Noodle
  - Just Dance
  - Stretching your legs
  - Mindfulness (colouring or breathing)

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)

LUNCH  
BREAK





PDHPE - Olympic Theme: Fair play

# KLA: PDH - The Olympic Oath

## Learning outcome:

- Understanding the significance of the Olympic oath.
- Recognising that cheating has consequences, not only in sport, but also in life.



Themes: Fair play, respect for others, joy of effort

Activity 1: Design a poster that encourages athletes to follow the principles in the Olympic oath: respecting the rules of the Olympic Games, participating with sportsmanship, not doing drugs, competing for the glory of sport and the honour of the team.

Activity 2: Conduct some research about “Zanes”. Create a Zane for the modern Olympic era. Do you think they should be displayed?

Activity 3: Mini olympic Games - Complete 2 chosen sport activities for 30 minutes for Physical Education.

# The Olympic Oath:

## What is the Oath?

The Olympic Oath (distinct from the Olympic creed) is a **solemn promise made by one athlete, judge or official, and one coach at the Opening Ceremony of each Olympic Games**. Each oath taker is from the host nation and takes the oath on behalf of all athletes, officials, or coaches at the Games.



Why do you think it is important for athletes to take the oath?

Why do athletes need to play fair?

What happens if someone is found cheating?

What does sportsmanship mean?

How can you make sure you play fairly and are ready for the games?

# Activity 1: Design a poster



## Zanes of Olympia:



The Zanes of ancient Olympia were bronze statues of Zeus. The name Zanes was the plural of Zeus in the local dialect. These statues were dedicated to Zeus and they were erected with the money of fines imposed by the judges to those athletes did not respect or violated the rules of the Olympic Games.

Conduct some research about "Zanes".

Create a nsw Zane for the modern Olympic era in the box>

Do you think they should be displayed?

# PE: Tregear Mini Olympics at home!

**Complete one activity for 30 minutes.**

*Place the circle around your chosen sport activity,  
Write about activity:*

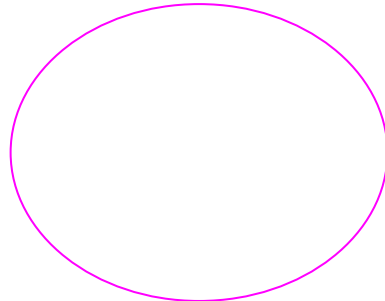
where you did your activity?

Who completed the activity with you?

What materials did you use to play your activity?

What amendments did you have to make to complete activity?

Did you change the rules?



# PE: Tregear Mini Olympics at home!

**Complete a second activity for 30 minutes.**

*Place the circle around your chosen sport activity,  
Write about your second activity:*

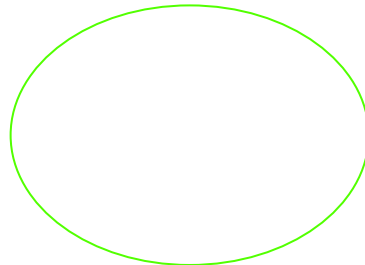
where you did your activity?

Who completed the activity with you?

What materials did you use to play your activity?

What amendments did you have to make to complete activity?

Did you change the rules?



# Optional activities to try at home for some olympia fun:

## Olympic Ring Toss

### Materials You Need:

- Colored Diving Rings (or rings cut out of cardboard)
- 2-Liter Bottle filled with sand, water, or any other liquid
- Optional: Masking tape or Painter's Tape

### Directions:

1. Place your 2-liter bottle on a flat surface.
2. About 4-5 feet away (depending on the age of your child), place a piece of masking or painter's tape.
3. Let your child attempt to toss the ring over the neck of the bottle.

For step-by-step instructions with photos,

go here: <http://www.icanteachmychild.com/2012/07/olympic-ring-toss/>





## Balance Beam



full length of the 2x4.

### Materials You Need:

- 1 2x4 piece of wood
- 2-6 Smaller pieces of wood, a few inches thick

### Directions:

1. Place the smaller pieces of wood (risers) the same length as your 2x4. For young children, use just 1 riser on each side. For older children, use 2-3 risers.
2. Place the 2x4 on top of the risers and adjust as needed.
3. Encourage your child to try balancing the

# I'M FINISHED! NOW WHAT?

If you've reached this point and it's before 3:00pm you need to:

- Check every task has been done. Look at every slide!
- Edit your writing. Check for capital letters and punctuation, and check your spelling. Have you written in full sentences? Do your sentences make sense?
- Have you taken photos of work you did offline and have you uploaded them? Check the how-to video in google classroom if you're not sure how to do this.
- Ask yourself one last time: IS THIS MY BEST WORK? AM I PROUD? WOULD MY TEACHER BE HAPPY WITH MY WORK?

If you've done all this, there is one last task for you to do!

Check out the next couple of slides for your fast finisher activity today.

**Thank you Stage 3**

**Turn-it-in**

**Have a great afternoon, See you at check in  
tomorrow!**

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