

STAGE 2

TERM 3

Week 2

MONDAY

SPELLING

1. Double consonants - look, cover, write and check words daily.

attic	collect	bitter	channel
address	happen	messy	annoyed
lesson	button	traffic	soccer

2. Write your own definitions for 3 words from the spelling list.

3. Rewrite the spelling list in alphabetical order.

READING

Read one article from the magazine provided in your pack. Write your answers in the boxes below.

Predict - Before you read the article write what you think the article will be about.

Connect - Have a look at the video to help you further understand what connections are <https://www.youtube.com/watch?v=SHsdQvsN8ag> or read the poster on the next page.

Summarising - Write a summary of what the article was about, have a look at the video to give you ideas of how to summarise <https://www.youtube.com/watch?v=LbO3lRXT0ww> or read the poster on the next couple of pages.

Predict	Connect	Summarise

MAKING CONNECTIONS

We are learning how to make connections when we read.

SUCCESS CRITERIA

1. Make connections between the text and our own life.
2. Make connections between the text and other texts, movies or literature that we have seen or read.
3. Make connections between the text and the real world.

WHAT IS CONNECTING?

- Connecting is when you relate your reading to yourself, other books/movies and to the real world.
- We relate to the story and make connections that we understand.



WHY DO WE CONNECT?

- Connecting helps us to relate to the text so that we understand our reading better.
- We enjoy our reading more when we are able to connect it to ourselves or the real world.



STEP 1 - READ

Carefully read the text, thinking about anything that you have seen, read or experienced before.



STEP 2 - TEXT TO SELF

Is there anything you read in the text that you can relate to yourself? Do you have anything in common with the characters or the setting? Has anything in the text happened to you before?

EXAMPLE

The part of the story when ... happened connects to my life because ...

STEP 3 - TEXT TO TEXT

Is there anything in the text that is similar to another text that you know? Is there a movie that relates to your reading? Think about the characters, setting and events in your text.

EXAMPLE

This part of the story reminds me of another book because...



STEP 4 - TEXT TO WORLD

Is there anything that you read in your text that is also in the real world. Think of specific places that are in your text and the real world. Have any of the events in your story happened in real life?

EXAMPLE

In this text there are ... and in the real world there are also ...



STEP 5 - WRITE IT

- Make sure you use full sentences when you make connections.
- You must describe what happened in the book and how it connects to the world, yourself or another text.



STEP 6 - REVIEW

Read back through your sentences and make sure that there are no spelling or grammatical errors.

- Have you included a reference to the text?
- Have you explained what the connection is?



CONNECTING PROMPTS

- This reminds me of...
- I connected to my reading because...
- ... made me remember when...
- My reading was familiar because...
- This story makes me think of...
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to retell the main events of a story in a shorter version.

Somebody	Who is the main character?
Wanted	What did the character want?
But	What was the problem?
So	How did the character try to solve the problem?
Then	How does the story end?

CRUNCH & SIP



WRITING

Television Advertising - Persuasive Texts

Reflection:

Where do you see advertising? What is its purpose? How are some ads different from one another? Reflect on ads that are made to persuade the audience- either persuade to buy something, attend something, think a certain way or agree with a point of view.

- Adverts have different codes and conventions and different target audiences. For example, television adverts have different codes and conventions than billboard advertising- and an ad on the television may have a different target audience than an ad delivered on the radio.
- Adverts create an emotional response from the audience to sell their product. They can use drama, comedy and/ or music to convey a message and often use a vulnerable character (child, elderly, animal) to play with our emotions.
- Some of the codes and conventions of television advertising: lighting, editing, music and sound, storyline, special effects, camera angles, hidden and overt messages.

Activity: Choose two television adverts to compare. For example, McDonald's, toys, fun parks or shop adverts, Think about:

Does it persuade the audience to buy? Why? Who is the targeted audience? Did it use emotional responses to sell their product? How? Where was the setting of it? What visuals/imagery did you notice? Are the adverts similar? How?

***Refer to next slide for examples

Advertising Strategies and Techniques

Celebrity Endorsements

Encourage your audience to associate your product with a beloved or admired celebrity.

Bandwagon

Convince the audience that others are using your product and they should too! Let your audience know they will be left out if they do not buy what you're selling.

Unrealistic Expectations

Present your product in a way that is almost too good to be true. This works especially well with images. Just think of the succulent, juicy burger from the ad compared to the slightly squashed and lopsided one that you actually receive from the fast food restaurant.

Putting Down the Competitor

Even without directly mentioning the competition you can still use the idea of a lesser or inferior product from a competitor to help boost the appeal of your own.

Humor

Make your audience laugh, this will help them to associate the advertised product with positive feelings and emotions.

Individuality

Encourage the audience to celebrate their own style or rebel against what others are doing. This is especially useful when trying to sell a product that is unique.

Sense of Urgency

Push the audience to act fast in purchasing a product, let them know that they do not want to miss out and that buying now is the best option.



SYMBOLIC CODES



OBJECTS

convey meaning



SETTING

shows time & place



COLOUR

suggests a mood



COSTUME

clothing, hair & makeup



BODY LANGUAGE

emotion & movement



Codes and conventions of TV news broadcast programmes



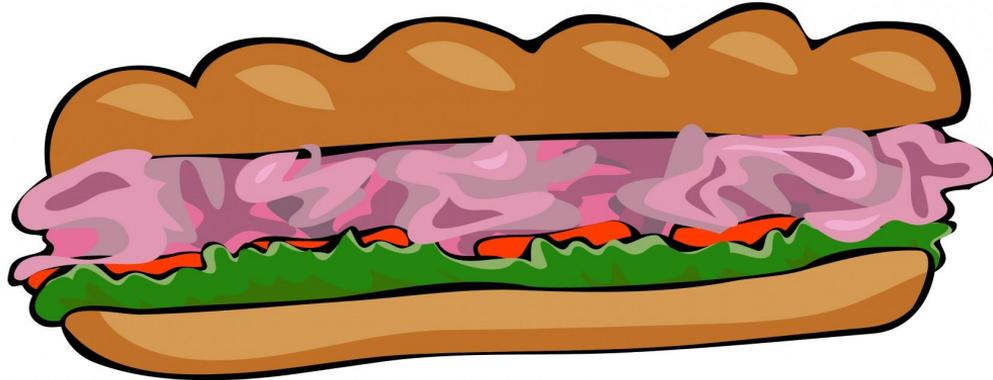
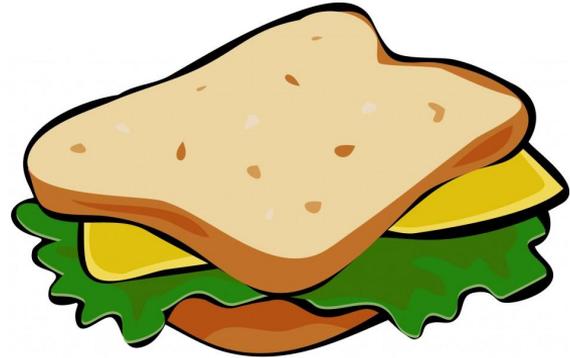
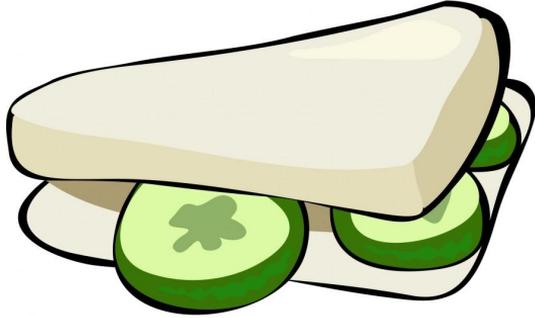
The programme starts with its recognisable music and title sequence (ident).

There is a studio that has furniture in it as well as TV screens behind the presenter.

The presenter gives an introduction to themselves and the main news stories.

There may be only one presenter, sometimes two and they will present the news regularly.

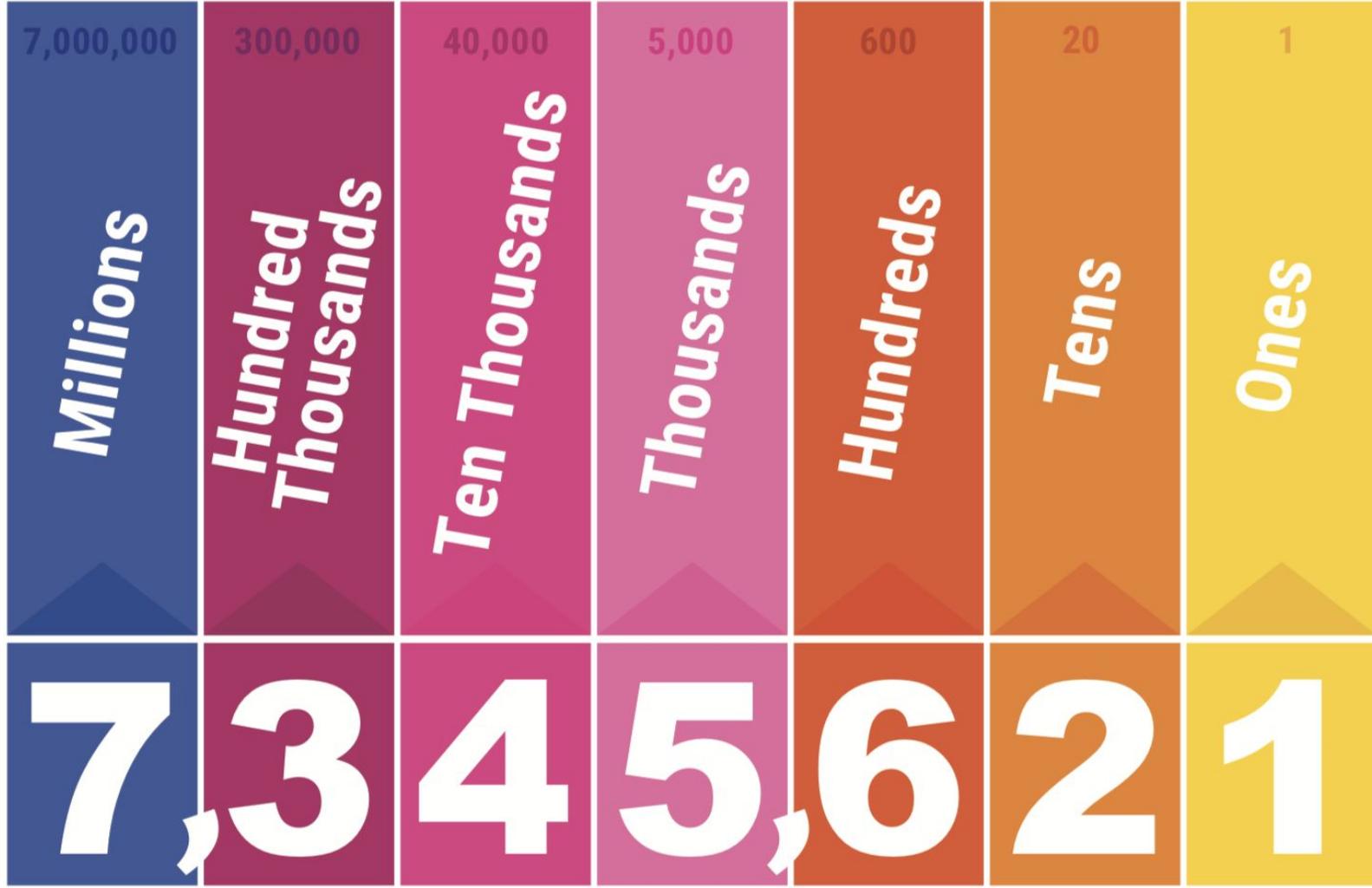
RECESS



MATHEMATICS

Today you will be completing some revision of place value.

On the next page you will find a place value chart to help you with the worksheet for today. Have the chart open in front of you to help you with the work today.



WARM UP.

With a partner play the place value game. You need to make the highest/lowest 3 digit number rolling the dice.

Player 1 will roll the dice and add a number into the hundreds, tens or ones column. Remember, if you're making the highest number and you roll a 6 you would put it in the hundreds place. Player 2 will then do the same, adding their number to the place value table. Play a total of 6 games.

You can use the tables on the next two slides.

<u>Player 1</u>	HUNDREDS	TENS	ONES
Highest Number			
Lowest Number			
Highest Number			
Lowest Number			
Highest Number			
Lowest Number			

<u>Player 2</u>	HUNDREDS	TENS	ONES
Highest Number			
Lowest Number			
Highest Number			
Lowest Number			
Highest Number			
Lowest Number			

ACTIVITY - PLACE VALUE WORKSHEET

Complete the place value worksheet found in your pack. The title of the worksheet is “K5 Learning - Thousands, Hundreds, Tens and Ones. It looks like this >>>

[Click here](#) for the worksheet

Remember to take a photo of your work and upload it on class dojo. You may also comment on class dojo if you have completed the work.



Thousands, hundreds, tens & ones

Grade 3 Place Value Worksheet

Example: $\underline{5}3 = \underline{5} \text{ tens}$

Determine the value of the underlined digit.

1. $7,\underline{8}38 = \underline{\hspace{2cm}}$ 2. $3\underline{8} = \underline{\hspace{2cm}}$

3. $2,\underline{9}58 = \underline{\hspace{2cm}}$ 4. $8\underline{0}1 = \underline{\hspace{2cm}}$

5. $8,1\underline{6}6 = \underline{\hspace{2cm}}$ 6. $59\underline{1} = \underline{\hspace{2cm}}$

7. $5,3\underline{0}9 = \underline{\hspace{2cm}}$ 8. $5,84\underline{0} = \underline{\hspace{2cm}}$

9. $3\underline{1}6 = \underline{\hspace{2cm}}$ 10. $50\underline{7} = \underline{\hspace{2cm}}$

11. $38\underline{3} = \underline{\hspace{2cm}}$ 12. $\underline{9}7 = \underline{\hspace{2cm}}$

13. $6,35\underline{2} = \underline{\hspace{2cm}}$ 14. $7,3\underline{6}6 = \underline{\hspace{2cm}}$

15. $3,1\underline{1}6 = \underline{\hspace{2cm}}$ 16. $57\underline{8} = \underline{\hspace{2cm}}$

FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



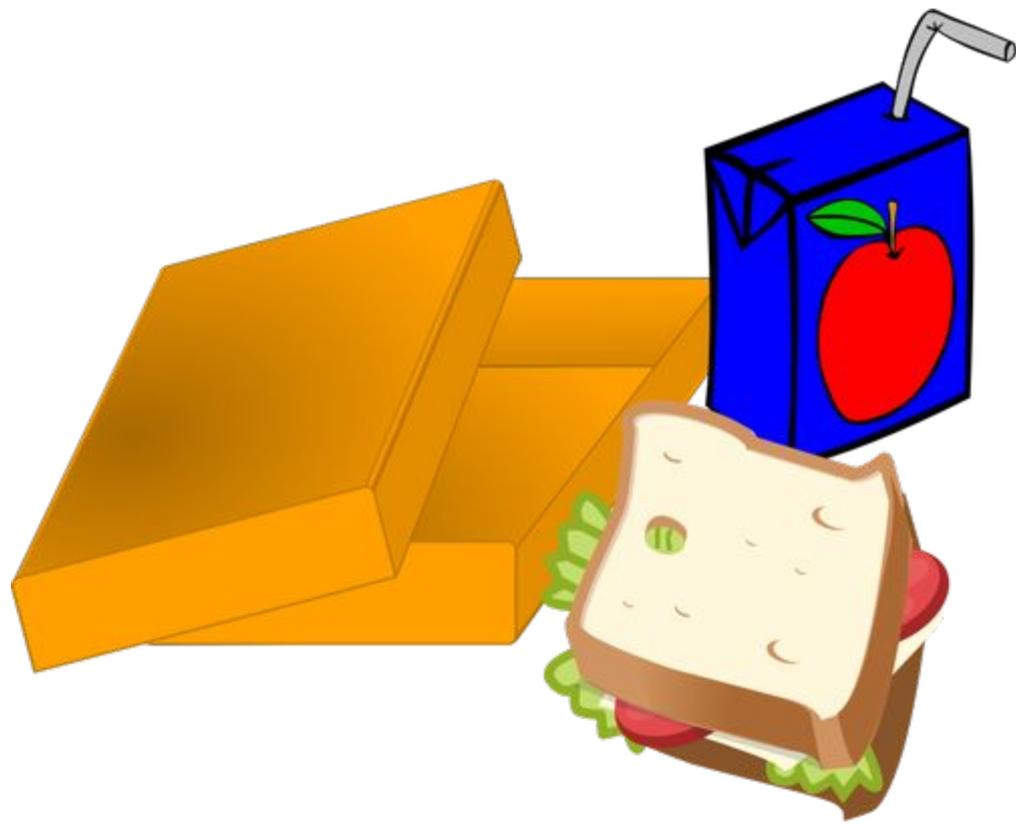
FITNESS ACTIVITY: WEEK 2 AND 3

Fitness Bingo

Complete 3 or 5 activities each day

+	Play catch and kick a ball	Make up a dance and teach your family	Learn a tic toc dance	Family bike or scooter ride	Clean your room
	Clean your room	5 star jumps and jog on the stop for 10 minutes	Family Walk	Learn a tic toc dance	Make up a dance and teach your family
	Family Walk	Play catch and kick a ball	Family bike or scooter ride	Play catch and kick a ball	Play catch and kick a ball
	Make up a dance and teach your family	Learn a tic toc dance	Play catch and kick a ball	Family Walk	Learn a tic toc dance
	Learn a tic toc dance	Family bike or scooter ride	5 star jumps and jog on the stop for 10 minutes	Skip up and down your driveway for 10 minutes	Family bike or scooter ride
	Have a relay race with your family	Family Walk	Clean your room	Have a plank contest	Play soccer, basketball or touch football
	Family bike or scooter ride	Play soccer, basketball or touch football	Skip up and down your driveway for 10 minutes	Play soccer, basketball or touch football	Family Walk
	5 star jumps and jog on the stop for 10 minutes	Help adult in the garden	Play soccer, basketball or touch football	5 star jumps and jog on the stop for 10 minutes	Help adult in the garden
	Play soccer, basketball or touch football	Skip up and down your driveway for 10 minutes	Help adult in the garden	Help adult in the garden	Skip up and down your driveway for 10 minutes

LUNCH



TUESDAY

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2. Write your own definitions for 3 words from the spelling list

3. Put 2-3 spelling words into a sentence using capital letters, full-stops, question marks, exclamation marks, etc

READING

Read one article from the magazine provided in your pack. Write your answers in the boxes below.

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STEP 4 – TEXT TO WORLD

Is there anything that you read in your text that is also in the real world. Think of specific places that are in your text and the real world. Have any of the events in your story happened in real life?

EXAMPLE

In this text there are ... and in the real world there are also ...



STEP 5 – WRITE IT

- Make sure you use full sentences when you make connections.
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Read back through your sentences and make sure that there are no spelling or grammatical errors.

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CONNECTING PROMPTS

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Summarize

to retell the main events of a story in a shorter version.

Somebody

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CRUNCH & SIP



WRITING

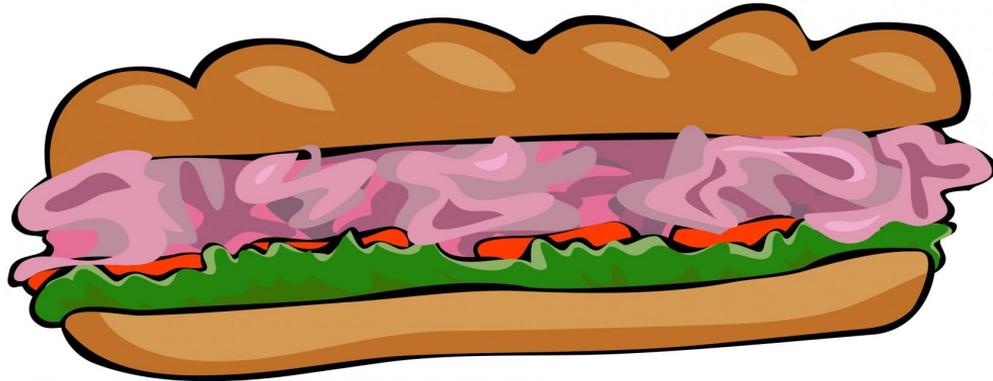
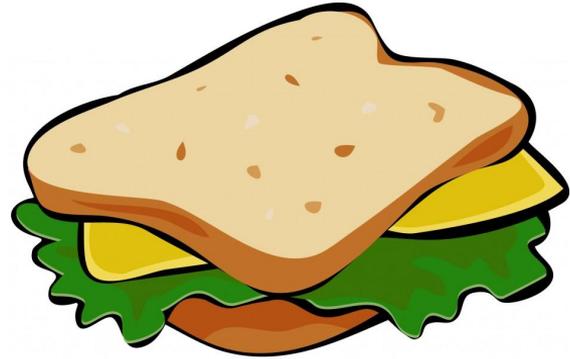
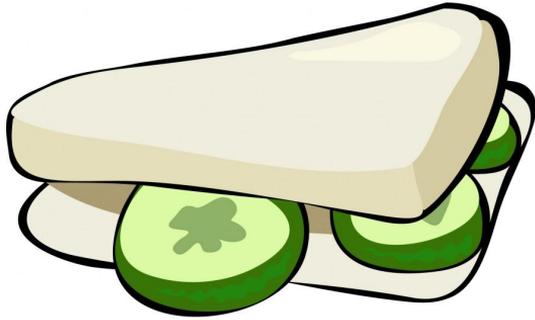
Activity:



What would you expect to see, feel and think when viewing an ad for these products/services. For example, when viewing an ad for ice-cream, a viewer might expect to see a hot day, a delicious looking ice-cream, people having fun, upbeat music and bright lighting. Write at least a paragraph of your responses in workbook for each one.

1. Smiggle lunch box
2. Win state of origin tickets
3. Ripples leisure centre
4. KFC dinner

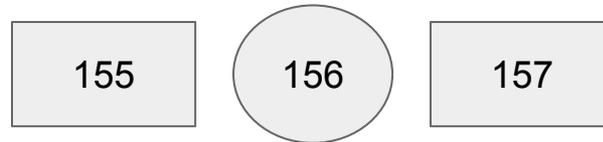
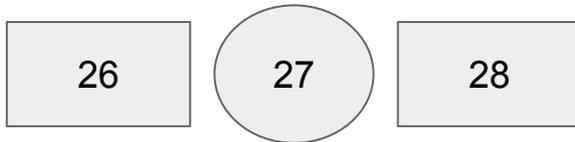
RECESS



MATHEMATICS

Today we will be learning about the number before and after a given number. For example; if I have 15, the number before is 14 and the number after is 16.

Use the dice to roll a 2-3 digit number. Write this number on the back of this page and write the number before and after. You might like to do this to show your understanding;



Extension: find the number 10 before or 10 after. You could also use 4 digit numbers and find 100 before and 100 after. It would look like this:



ACTIVITY: PARTITIONING (WORKSHEET)

Complete the following worksheet >>

Remember to partition a number you are just breaking the number into their place value columns.

For example:

$$546 = 500 + 40 + 6$$

(5 hundreds, 4 tens, 6 ones)

Remember to send a photo once you have completed this or message your teacher on class dojo.

[Click here](#) for the worksheet

Number Partitioning

1.

2	6	7
---	---	---

 =

200	+	60	+	7
-----	---	----	---	---

3.

8	2	4
---	---	---

 =

	+		+	
--	---	--	---	--

5.

4	1	1
---	---	---

 =

	+		+	
--	---	--	---	--

7.

5	6	2
---	---	---

 =

	+		+	
--	---	--	---	--

9.

1	8	3
---	---	---

 =

	+		+	
--	---	--	---	--

11.

8	1	2
---	---	---

 =

	+		+	
--	---	--	---	--

2.

1	2	4
---	---	---

 =

	+		+	
--	---	--	---	--

4.

2	1	3
---	---	---

 =

	+		+	
--	---	--	---	--

6.

5	3	2
---	---	---

 =

	+		+	
--	---	--	---	--

8.

9	9	9
---	---	---

 =

	+		+	
--	---	--	---	--

10.

6	5	4
---	---	---

 =

	+		+	
--	---	--	---	--

12.

2	7	0
---	---	---

 =

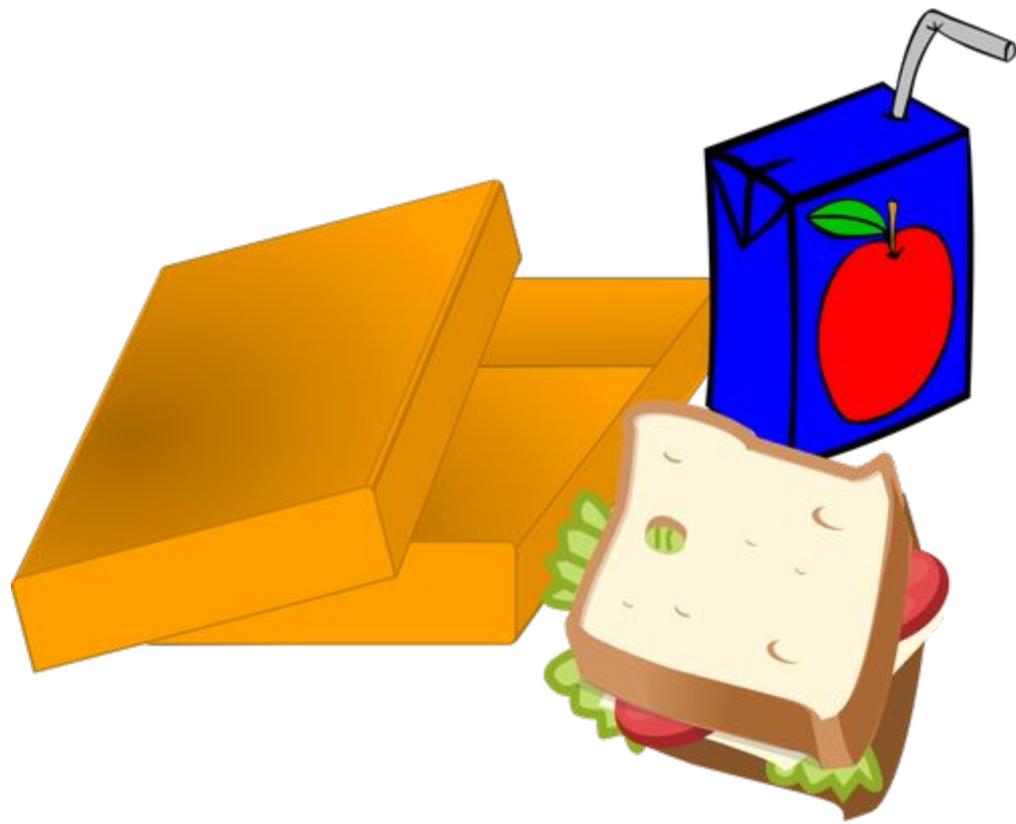
	+		+	
--	---	--	---	--

FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



LUNCH



SCIENCE

Watch the following video. Once you have watched the video you will need to completed the worksheet which looks like this >> The worksheet is found in your pack.

<https://www.inquisitive.com/video/1613-underground-oven>

This link can be found on class dojo.

[Click here](#) to get the worksheet - go to page 5.

Unit 2 Heat, Light and Electricity

Lesson 1 Heating Up!

Heat is often used to cook food. Using science skills developed over thousands of years, Aboriginal and Torres and Strait Islander Peoples have used heat energy to steam, bake and grill their food.

- 4 Watch the video *Underground Oven*.
- 5 Use information from the video to complete the sentences below.



The rocks in the oven are important...

This oven is different from mine at home because...

To build an underground oven you will need...

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CRUNCH & SIP



My Favourite Food Advert

What food advert do you like best?

My favourite food advert is _____

Explain what happens in the advert.

In the advert _____

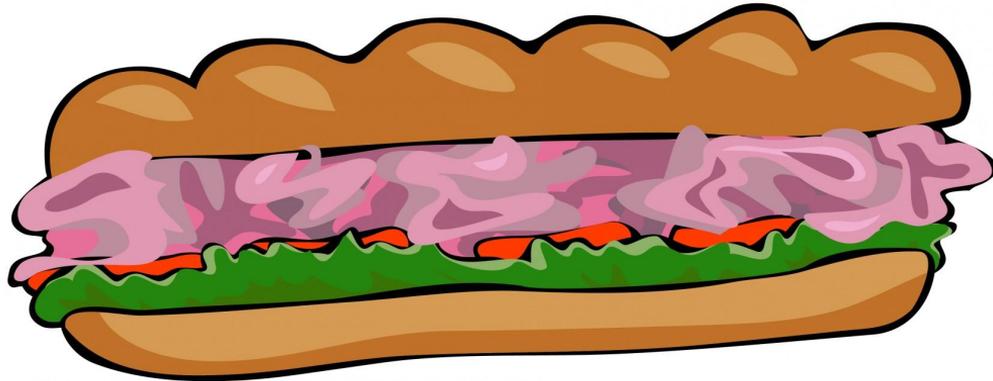
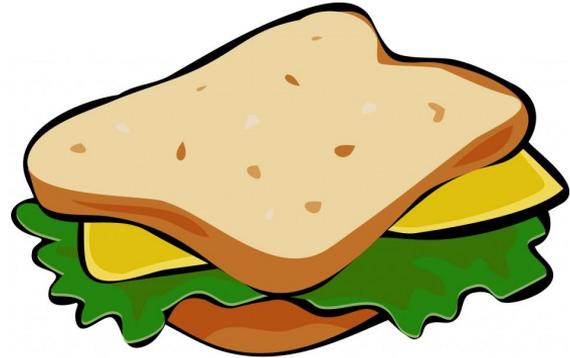
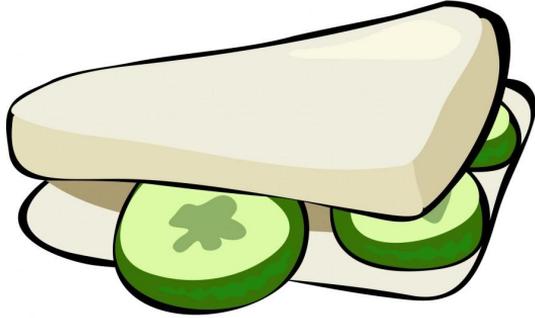
Why do you like this advert?

I like this advert because _____

Draw the product being advertised in the box below:

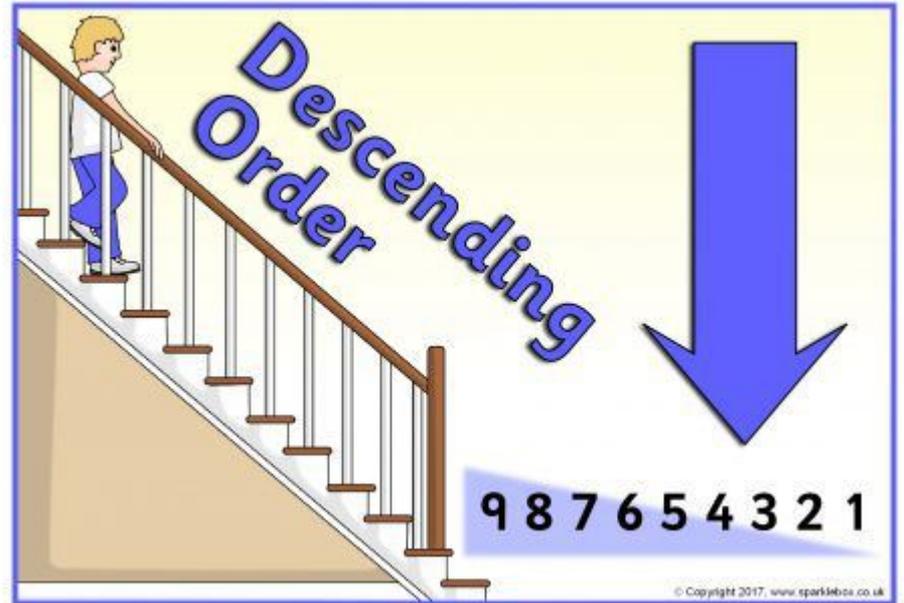
WRITING

RECESS



MATHEMATICS

Today we will be learning about ascending and descending order. Use these to pictures to help your understanding.



ASCENDING AND DESCENDING ORDER - EXPLAINED

Ascending order: smallest number to biggest number.

Descending order: biggest number to smallest number.

Here is an example using the following numbers;

12, 9, 36, 14, 7

Ascending order for these numbers would be: 7,9,12,14,36

Descending order for these numbers would be: 36,14,12,9,7

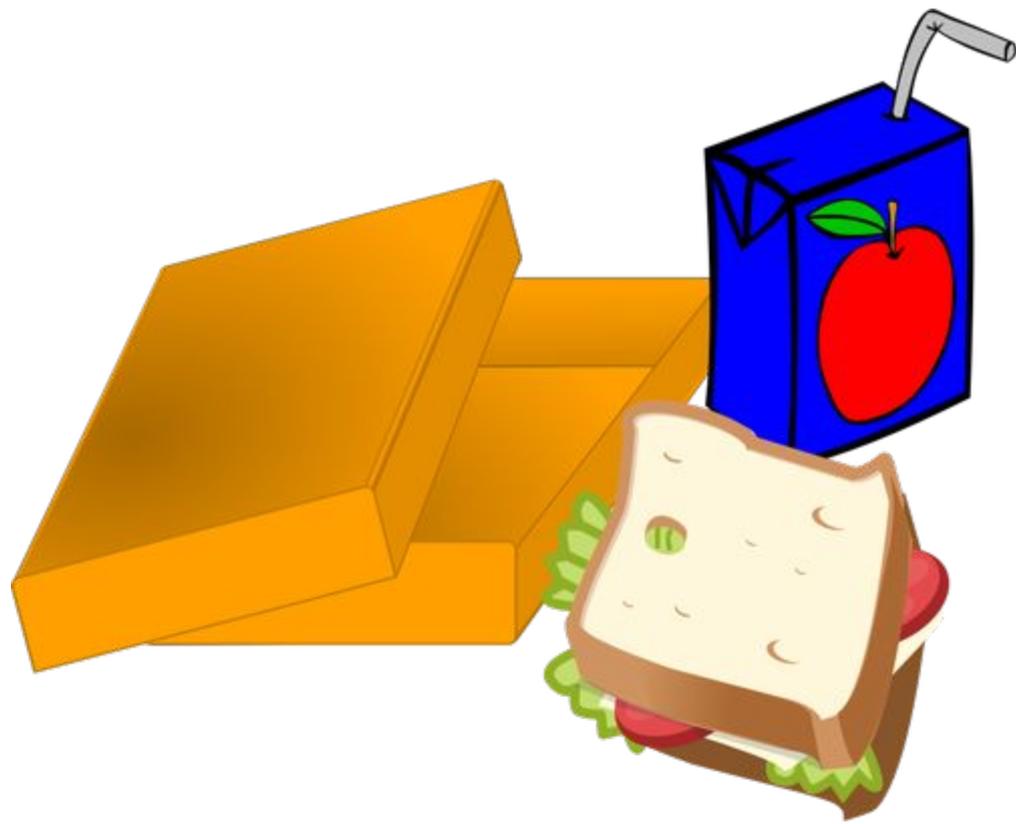
FITNESS ACTIVITY: WEEK 2 AND 3

Fitness Bingo

Complete 3 or 5 activities each day

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Clean your room	5 star jumps and jog on the stop for 10 minutes	Family Walk	Learn a tic toc dance	Make up a dance and teach your family
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5 star jumps and jog on the stop for 10 minutes	Help adult in the garden	Play soccer, basketball or touch football	5 star jumps and jog on the stop for 10 minutes	Help adult in the garden
Play soccer, basketball or touch football	Skip up and down your driveway for 10 minutes	Help adult in the garden	Help adult in the garden	Skip up and down your driveway for 10 minutes

LUNCH



CREATIVE ARTS

Connection to the Community

Make a poster about “Connections to the community”. Here are some examples:

- What do you do in your community?
- Who are your friends?
- What school do you attend?
- Where do you go in the community?
- What parks do you go to?
- What shops do you go to ?

THURSDAY

SPELLING

1. Double consonants - look, cover, write and check words daily

attic	collect	bitter	channel
address	happen	messy	annoyed
lesson	button	traffic	soccer

2. Write your own definitions for 3 words from the spelling list

3. Put 2-3 spelling words into a sentence using capital letters, full-stops, question marks, exclamation marks, etc

READING

Read one article from the magazine provided in your pack. Write your answers in the boxes below.

Predict - Before you read the article write what you think the article will be about.

Connect - Have a look at the video to help you further understand what connections are
<https://www.youtube.com/watch?v=SHsdQvsN8ag> or read the poster on the next page.

Summarising - Write a summary of what the article was about, have a look at the video to give you ideas of how to summarise <https://www.youtube.com/watch?v=LbO3IRXT0ww> or read the poster on the next couple of pages.

Predict	Connect	Summarise

MAKING CONNECTIONS

We are learning how to make connections when we read.

SUCCESS CRITERIA

1. Make connections between the text and our own life.
2. Make connections between the text and other texts, movies or literature that we have seen or read.
3. Make connections between the text and the real world.

WHAT IS CONNECTING?

- Connecting is when you relate your reading to yourself, other books/movies and to the real world.
- We relate to the story and make connections that we understand.



WHY DO WE CONNECT?

- Connecting helps us to relate to the text so that we understand our reading better.
- We enjoy our reading more when we are able to connect it to ourselves or the real world.



STEP 1 – READ

Carefully read the text, thinking about anything that you have seen, read or experienced before.



STEP 2 – TEXT TO SELF

Is there anything you read in the text that you can relate to yourself? Do you have anything in common with the characters or the setting? Has anything in the text happened to you before?

EXAMPLE

The part of the story when ... happened connects to my life because ...

STEP 3 – TEXT TO TEXT

Is there anything in the text that is similar to another text that you know? Is there a movie that relates to your reading? Think about the characters, setting and events in your text.

EXAMPLE

This part of the story reminds me of another book because...



STEP 4 – TEXT TO WORLD

Is there anything that you read in your text that is also in the real world. Think of specific places that are in your text and the real world. Have any of the events in your story happened in real life?

EXAMPLE

In this text there are ... and in the real world there are also ...



STEP 5 – WRITE IT

- Make sure you use full sentences when you make connections.
- You must describe what happened in the book and how it connects to the world, yourself or another text.



STEP 6 – REVIEW

Read back through your sentences and make sure that there are no spelling or grammatical errors.

- Have you included a reference to the text?
- Have you explained what the connection is?



CONNECTING PROMPTS

- This reminds me of...
- I connected to my reading because...
- ... made me remember when...
- My reading was familiar because ...
- This story makes me think of...
- This connects with my life because ...
- After reading today I was reminded about...
- When ... happened I recalled ...
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- My text-to-world/text/self connection is...
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- The character relates to me because ...
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- The setting reminds me of...
- This chapter is the same as ...
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- My reading today connects with ...

Summarize

to retell the main events of a story in a shorter version.

Somebody	Who is the main character?
Wanted	What did the character want?
But	What was the problem?
So	How did the character try to solve the problem?
Then	How does the story end?

CRUNCH & SIP



Children's Advertising: For or Against?

Amazing Fact

In Sweden and Norway, advertising to children under the age of 12 is illegal.

Challenge

Many people believe that the exposure of advertising, marketing and promotion to young children should not be allowed. There are now tougher restrictions on food advertising shown to children however, the promotion of toys to children is widespread.

Write a list of the pros and cons for advertising toys to children. Add as much detail as you can in your points.

Reasons for Advertising to Children	Reasons against Advertising to Children

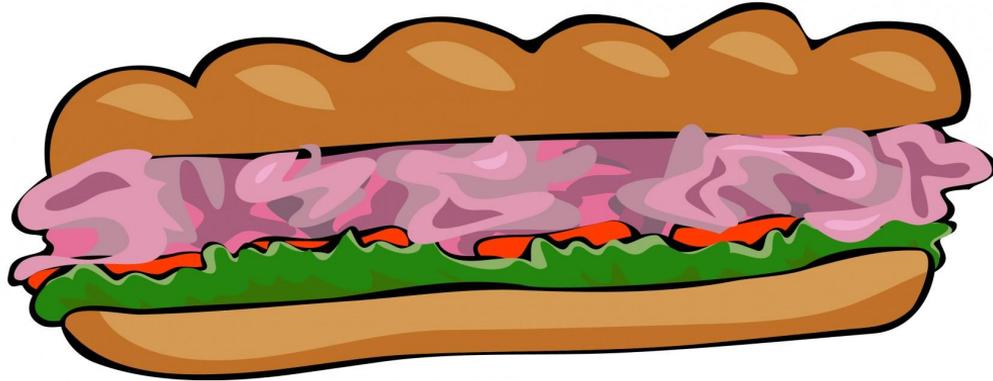
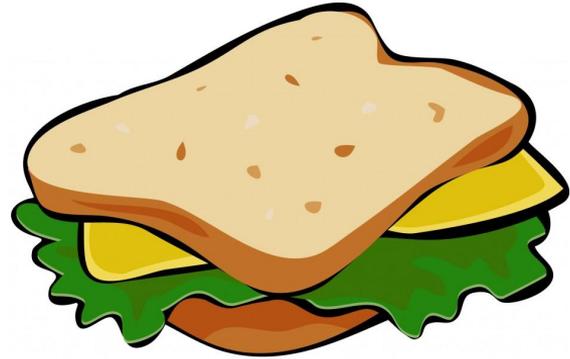
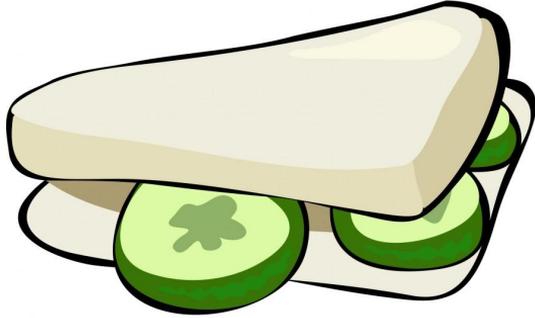
Can you think of any alternatives to advertising? What could be shown between children's programmes instead of product advertising? You may wish to write and sketch your ideas.



You could also try to find out:

- about the effect that advertising has on children;
- which products are not allowed to be advertised where you live;

RECESS



MATHEMATICS

Today we will be learning about rounding. You will first need to go onto class dojo and find/watch the following video;

<https://www.youtube.com/watch?v=fd-E18EqSVk>

This video will explain how to complete the activities for today.

ROUNDING - EXPLAINED

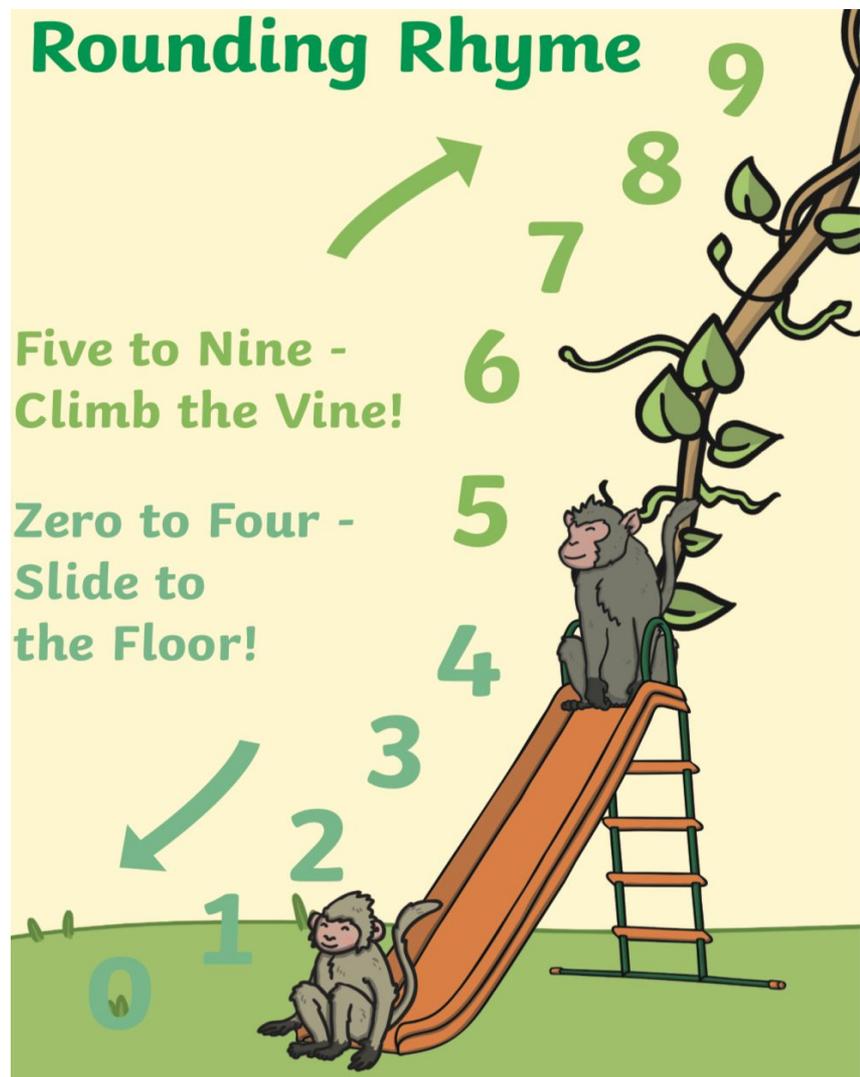
The poster > helps you remember how to round.

If the number ends in 5,6,7,8 or 9 we round UP.

If the number ends in 0,1,2,3,4 we round DOWN.

For example, rounding to the nearest ten (look in the ones place) for the number $1\underline{6}$ would be 20. For the number $1\underline{3}$ it would be 10.

Rounding to the nearest 100 (look in the tens place) for the number $1\underline{6}3$ would be 200. For the number $1\underline{4}3$ it would be 100.



ACTIVITY: WORKSHEETS

After watching the rounding video, complete the following worksheets >>

Remember to upload a photo of your work to class dojo or send a message once you have completed the worksheets.

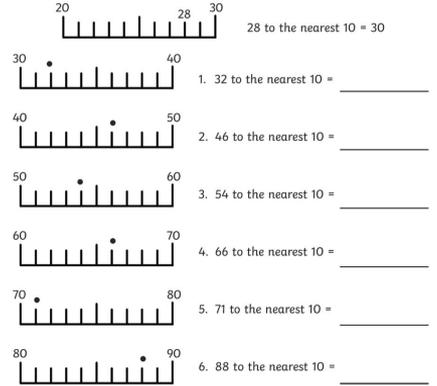
If you need help, ask a parent/carer or message your teacher on class dojo for guidance.

[Click here](#) for worksheet 1

[Click here](#) for worksheet 2

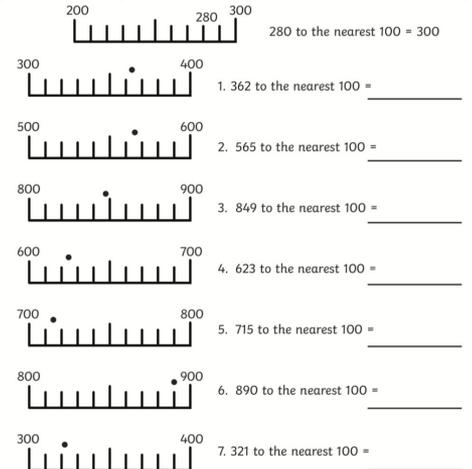
Rounding to the Nearest 10

Can you round these two-digit numbers to the nearest 10? Use the number lines to help you.



Rounding to the Nearest 100

Can you round these 3-digit numbers to the nearest 100? Use the number lines to help you.

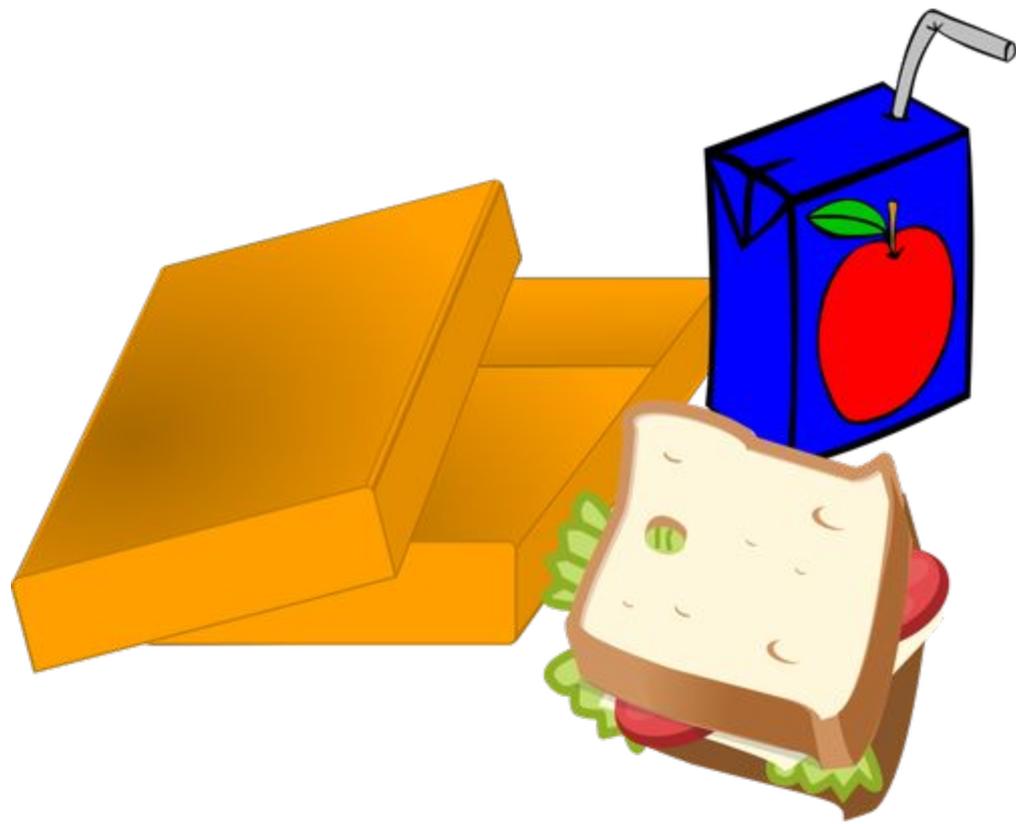


FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



LUNCH



PDHPE

1. Write a self reflection about what “Connections to the community” means to you.
2. Brainstorm “Connections to community”:
 - What makes you belong to a community?
 - Name members of the local community in Mount Druitt
3. Write list in workbooks
4. Research different types of connections to the community in the Mount Druitt area.
5. Add list in workbooks
6. Choose one community member to write a brief description. For example, Police Officer: A Police Officer is employed by the government to keep members of the community safe. They’re highly respected community members. Each state and territory in Australia wear different uniforms. Complete activity in workbook.

FRIDAY

SPELLING

Write your weekly spelling test. Get someone from home to read aloud the spelling list to you and check your spelling.

Complete the word search found in your pack and next slide..

K X W A M P G C Q Z V J T B T
F Y A N D V E G H S M N B R U
X C Q A P D L I O A E B A H L
X P F R V A R C Y U N F J A T
T C E L L O C E X K F N R O Q
A J R C W E X A S I O E E C N
N P N K R V A X C S T U Q L O
N C Z E D Y R P W T L Z O N T
O K M Z P N H A I J F Y T R T
Y V L L M P N B L W L H W L U
E I B E B F A D G T J H M C B
D T B S A H P H X H M P H T J
G A X S P S J M F E Z L Q Y X
F K B O P O D S D Y X U K H M
R E C N M E S S Y A T T I C A

address

attic

button

collect

lesson

soccer

annoyed

bitter

channel

happen

messy

traffic

READING

Read one article from the magazine provided in your pack. Write your answers in the boxes below.

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STEP 2 – TEXT TO SELF

Is there anything you read in the text that you can relate to yourself? Do you have anything in common with the characters or the setting? Has anything in the text happened to you before?

EXAMPLE

The part of the story when ... happened connects to my life because ...

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EXAMPLE

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But	What was the problem?
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CRUNCH & SIP





Comparing Adverts

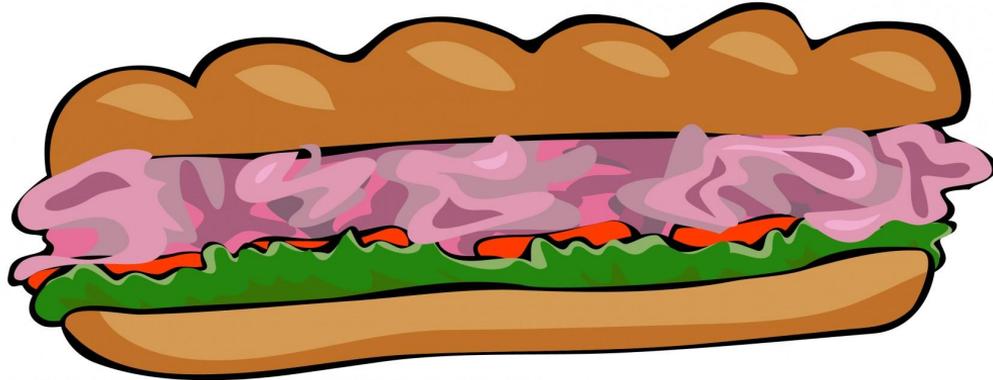
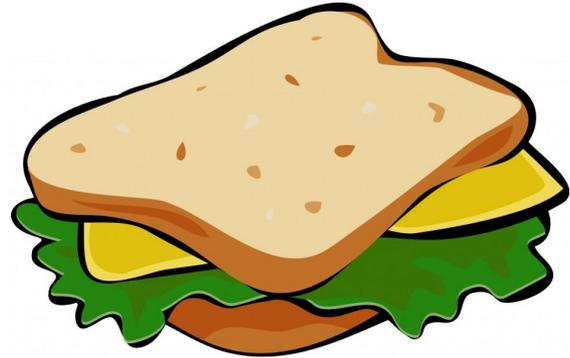
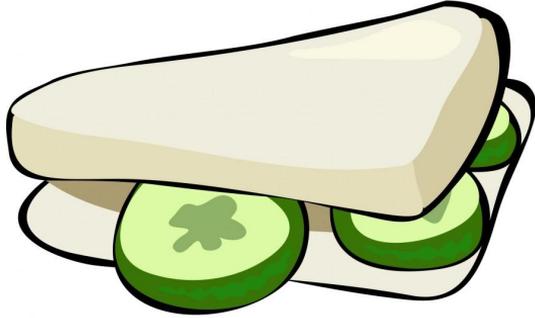


Adverts can affect the food choices we make. Choose a food product to focus on, e.g. breakfast cereal.
Look out for different adverts on TV for this product. Record what you see in the table below.

Food Product	Brand or Product Name	What is the advert like? Give as much detail as you can!	Would you want to buy or try this product because of what you have seen? Explain your answer!

Which advert was most effective and why?

RECESS



MATHEMATICS

For maths today you will be catching up on any work that you have not yet completed for maths this week.

After that, you may go on Prodigy, Matific or Studyladder for 45 minutes. If you don't have a device you may move onto the next activity.

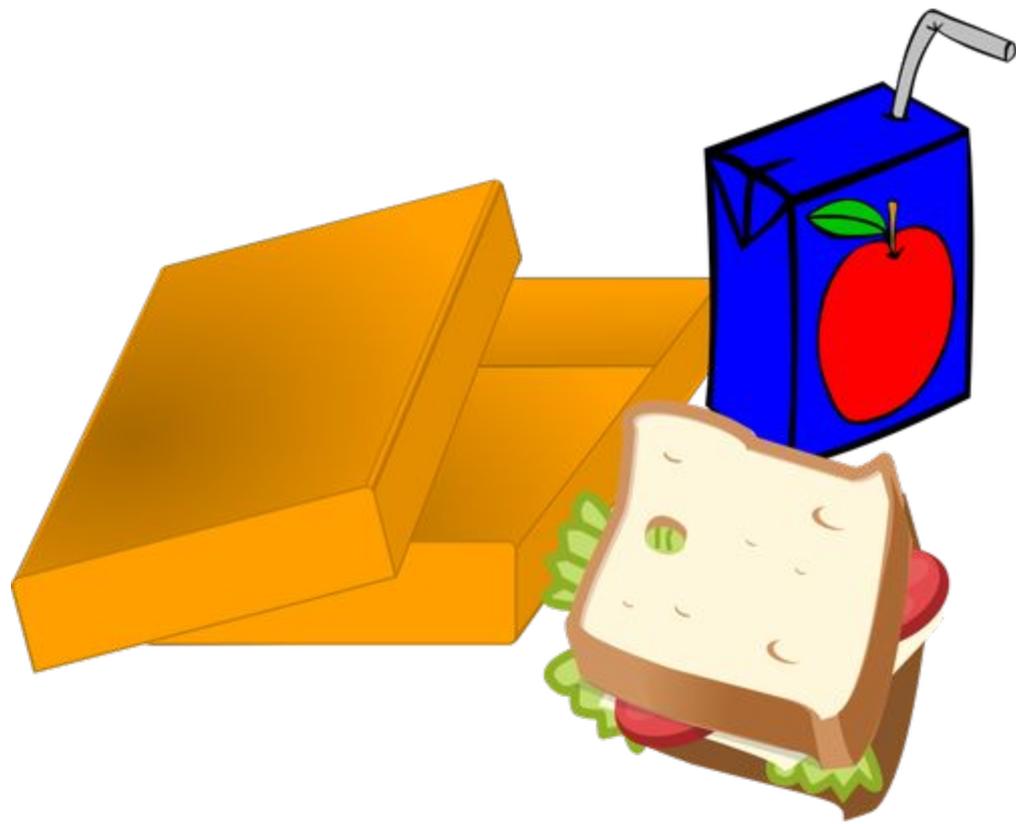
Well done for completing the first week of maths!

FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



LUNCH



WEEK 2 LEARNING JOURNAL

Monday	Tuesday	Wednesday	Thursday	Friday
The learning activities I completed today were:				
Student's signature:				
Parent's signature:				

STAGE 2

TERM 3

Week 3

MONDAY

SPELLING

1. Compound words - look, cover, write and check words daily.

football	butterfly	firefly	superman
starfish	forget	bulldog	rowboat
honeybee	jellyfish	daydream	teaspoon

2. Write your own definitions for 3 words from the spelling list.

3. Think of 5 compound words of your own and write them down.

READING

Read one article from the magazine provided in your pack. Write your answers in the boxes below.

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EXAMPLE

In this text there are ... and in the real world there are also ...



STEP 5 - WRITE IT

- Make sure you use full sentences when you make connections.
- You must describe what happened in the book and how it connects to the world, yourself or another text.



STEP 6 - REVIEW

Read back through your sentences and make sure that there are no spelling or grammatical errors.

- Have you included a reference to the text?
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CONNECTING PROMPTS

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Summarize

to retell the main events of a story in a shorter version.

Somebody	Who is the main character?
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CRUNCH & SIP

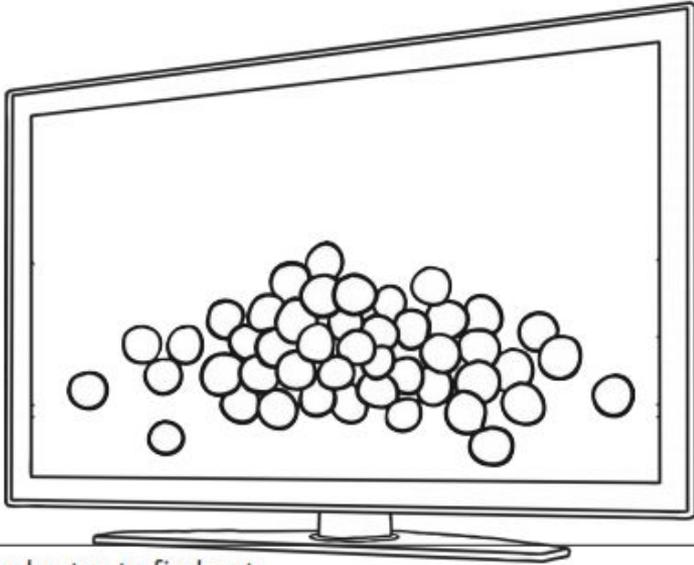


Challenge

Could you make a TV commercial about your favourite toy?

Use the storyboard on the following page to tell a brief story which advertises your favourite toy.

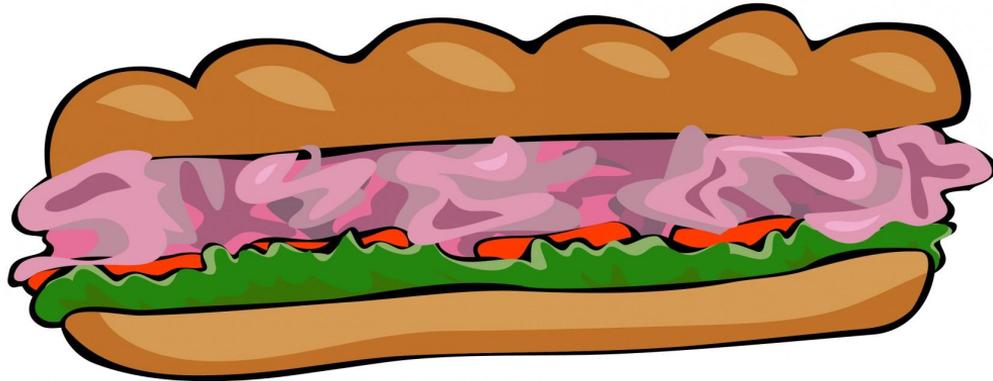
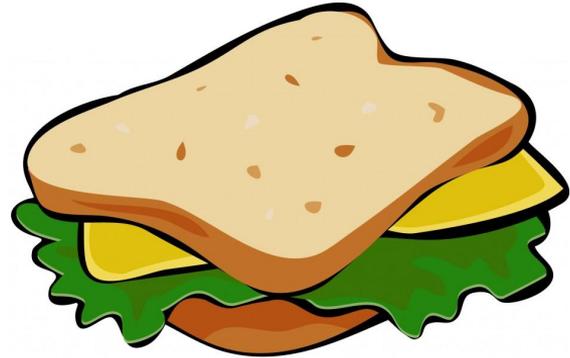
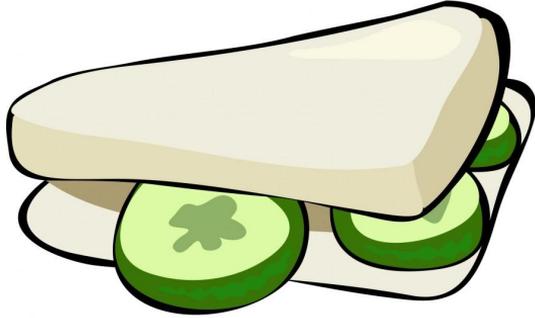
WRITING



You could also try to find out:

- how much it costs to advertise on TV;
- how many different ways there are to advertise;
- what product placement is and how it has been used in films;
- what the most successful advertising campaigns are believed to be.

RECESS



MATHEMATICS

Number of the day: Your number for today is 14.

Choose based upon your ability (harder numbers can be found on the following pages).

Using number 14, answer the following questions;

1. Write the number in words
2. Add 10
3. What is 10 less
4. Round your number to the nearest ten
5. Complete the pattern by adding 2 each time - 14, 16, __, __, __.
6. Round to the nearest 10. 10 or 20? Circle your answer.
7. Even or odd? Circle your answer
8. Partition the number - __ tens and __ ones.

NUMBER OF THE DAY - 163

Number = 163

1. Write the number in words
2. Add 50
3. Subtract (take away) 35
4. Round your number to the nearest ten
5. Complete the pattern 163, 166, 169, ____, ____, ____.
6. Round to the nearest 100. 100 or 200? Circle your answer.
7. Even or odd? Circle your answer
8. Partition the number - _ hundreds, _ tens, _ ones
9. Double 163 =

NUMBER OF THE DAY - 2145

Number = 2145

1. Write the number in words
2. Add 160
3. Subtract (take away) 76
4. Round your number to the nearest 10.
5. Round your number to the nearest 100.
6. Complete the pattern 2145, 2245, 2345, _____, _____, _____.
7. Even or odd? Circle your answer
8. Partition the number - _ thousands, _ hundreds, __tens and __ ones.
9. Double 2145 =
10. Next three odd numbers are? _____, _____, _____.

ACTIVITY:

Remember to upload a photo of your completed work or message your teacher on class dojo.

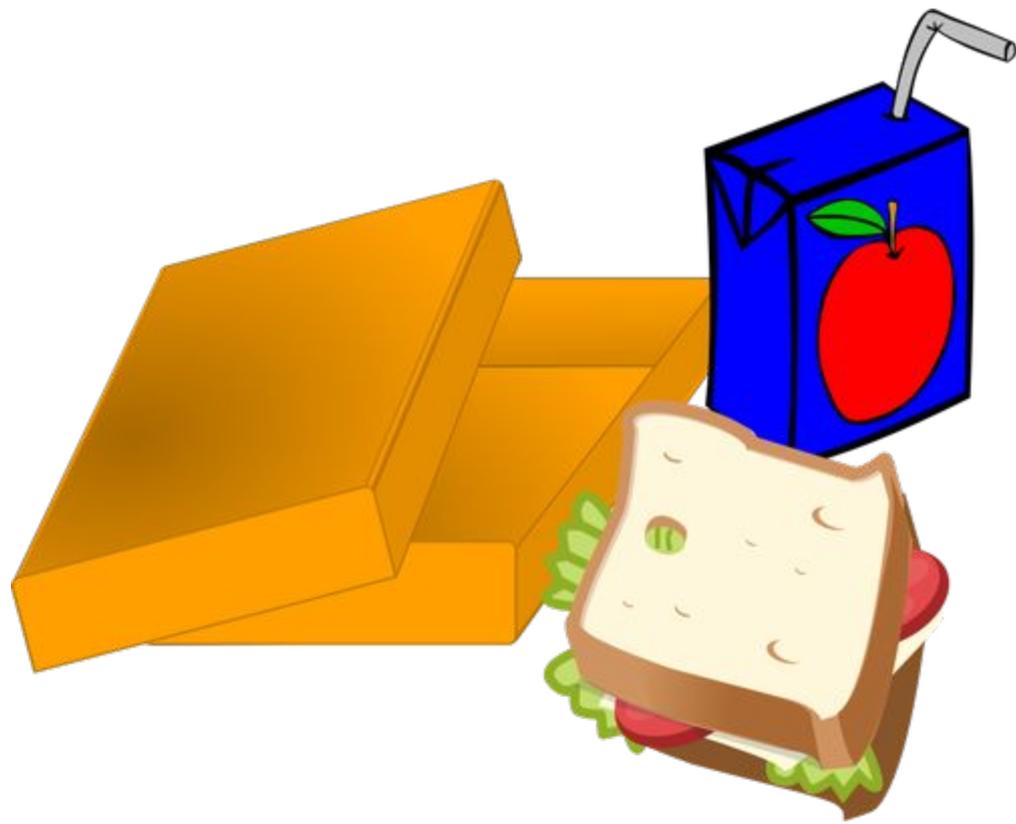
Once you have completed this, go on Prodigy, Matific or Studyladder for 30 minutes. If you don't have a device you may move onto the next activity.

FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



LUNCH



TUESDAY

SPELLING

1. Compound words - look, cover, write and check words daily.

football	butterfly	firefly	superman
starfish	forget	bulldog	rowboat
honeybee	jellyfish	daydream	teaspoon

2. Write your own definitions for 3 words from the spelling list.

3. Put 2-3 spelling words into a sentence using capital letters, full-stops, question marks, exclamation marks, etc

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Read one article from the magazine provided in your pack. Write your answers in the boxes below.

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EXAMPLE

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EXAMPLE

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Read back through your sentences and make sure that there are no spelling or grammatical errors.

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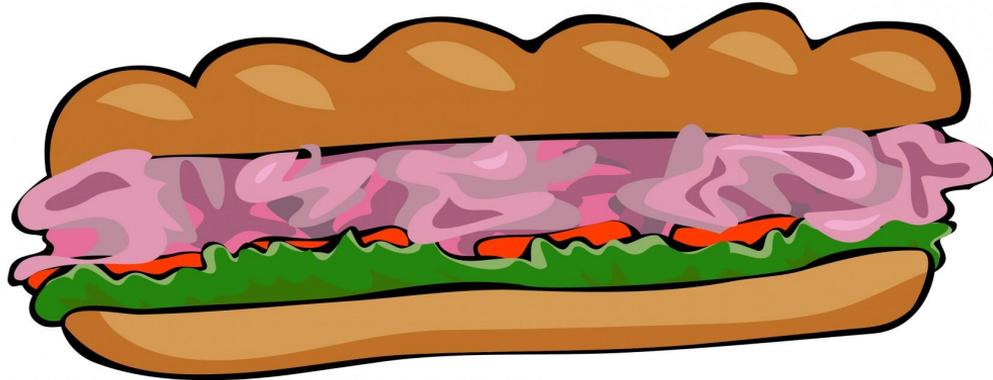
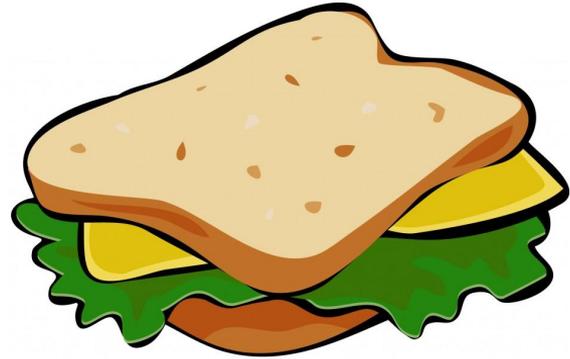
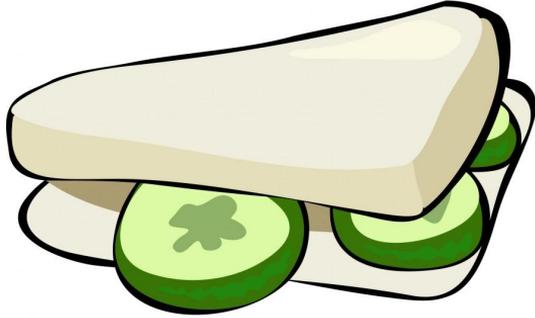


WRITING

Activity: Make a television advertisement. It may be about your favourite food, favourite book, your bike or scooter, favourite clothes, etc. Be as creative as you can. Remember to write a script for your advert in your workbook. Think of all the codes and conventions for your advertisement (refer to week one writing slide). Once you have recorded it, upload onto class dojo.



RECESS



MATHEMATICS

This week we will be learning about graphs. You will be collecting data and putting that data in different graphs.

For today's lesson you will need to watch the following video in class dojo.

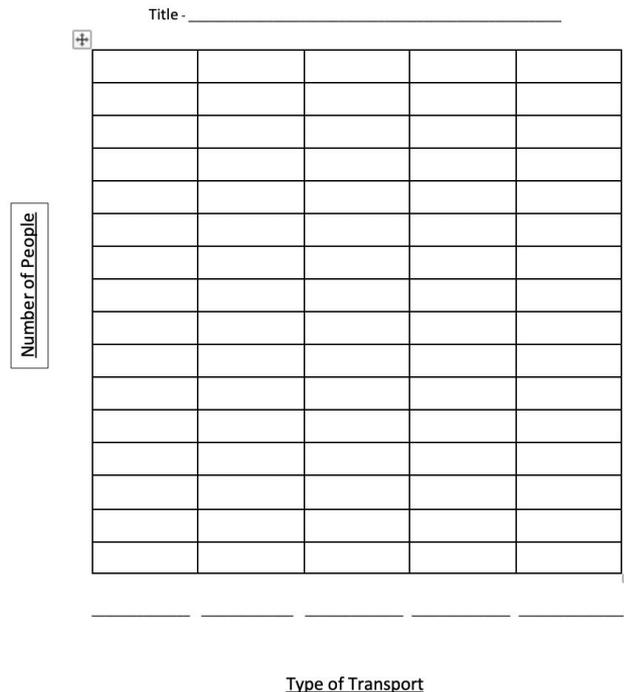
<https://www.youtube.com/watch?v=ReW4MPqXTvA>

ACTIVITY: GRAPHS

Use the following data to make a graph. If you are unsure how to do this you can rewatch the video. You will need to use the blank graph template in the resource pack.

[Click here](#) for the blank graph template

Type of Transport	Count (How many)
<u>Bike</u>	5
<u>Bus</u>	8
<u>Car</u>	3
<u>Walk</u>	9
<u>Scooter</u>	2

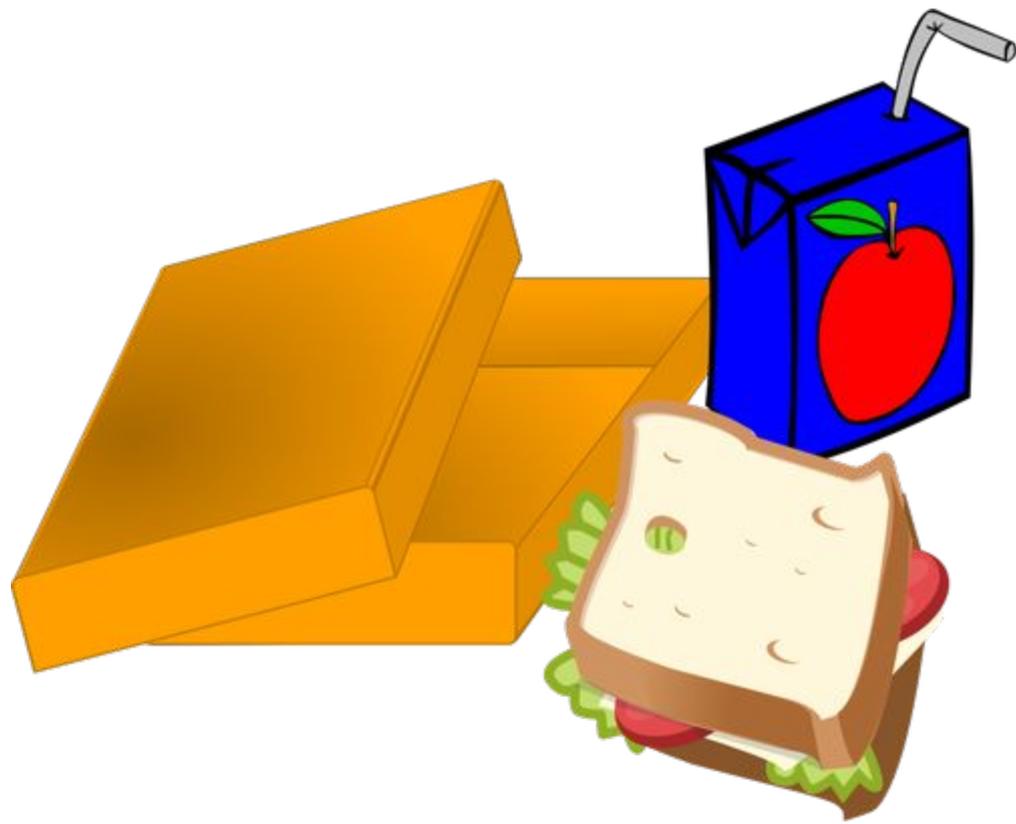


FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



LUNCH



SCIENCE

Watch the following video (found on google classroom and ask your parents/carers about different ways that we cook to help you with this activity.

<https://www.youtube.com/watch?v=oCPH09CaFrU>

Complete the worksheet >> once you have watched the video. Worksheet found in resource pack.

[Click here](#) for the worksheet - page 6

Heat is used to help us prepare food in many different ways.

bake sizzle
toast boil melt
grill fry

6 Be the chef and think about how you would use heat to cook these foods.

Ready!
Steady!
Heat!

Ingredient	Write about how you would cook it	Draw what the cooked food looks like
Marshmallows 		
Potatoes 		
An egg 		
Your choice!		

WEDNESDAY

SPELLING

1. Compound words - look, cover, write and check words daily.

football	butterfly	firefly	superman
starfish	forget	bulldog	rowboat
honeybee	jellyfish	daydream	teaspoon

2. Write your own definitions for 3 words from the spelling list.

3. Put 2-3 spelling words into a sentence using capital letters, full-stops, question marks, exclamation marks, etc

READING

Read one article from the magazine provided in your pack. Write your answers in the boxes below.

Predict - Before you read the article write what you think the article will be about.

Connect - Have a look at the video to help you further understand what connections are
<https://www.youtube.com/watch?v=SHsdQvsN8ag> or read the poster on the next page.

Summarising - Write a summary of what the article was about, have a look at the video to give you ideas of how to summarise <https://www.youtube.com/watch?v=LbO3IRXT0ww> or read the poster on the next couple of pages.

Predict	Connect	Summarise

MAKING CONNECTIONS

We are learning how to make connections when we read.

SUCCESS CRITERIA

1. Make connections between the text and our own life.
2. Make connections between the text and other texts, movies or literature that we have seen or read.
3. Make connections between the text and the real world.

WHAT IS CONNECTING?

- Connecting is when you relate your reading to yourself, other books/movies and to the real world.
- We relate to the story and make connections that we understand.



WHY DO WE CONNECT?

- Connecting helps us to relate to the text so that we understand our reading better.
- We enjoy our reading more when we are able to connect it to ourselves or the real world.



STEP 1 – READ

Carefully read the text, thinking about anything that you have seen, read or experienced before.



STEP 2 – TEXT TO SELF

Is there anything you read in the text that you can relate to yourself? Do you have anything in common with the characters or the setting? Has anything in the text happened to you before?

EXAMPLE

The part of the story when ... happened connects to my life because ...

STEP 3 – TEXT TO TEXT

Is there anything in the text that is similar to another text that you know? Is there a movie that relates to your reading? Think about the characters, setting and events in your text.

EXAMPLE

This part of the story reminds me of another book because...



STEP 4 – TEXT TO WORLD

Is there anything that you read in your text that is also in the real world. Think of specific places that are in your text and the real world. Have any of the events in your story happened in real life?

EXAMPLE

In this text there are ... and in the real world there are also ...



STEP 5 – WRITE IT

- Make sure you use full sentences when you make connections.
- You must describe what happened in the book and how it connects to the world, yourself or another text.



STEP 6 – REVIEW

Read back through your sentences and make sure that there are no spelling or grammatical errors.

- Have you included a reference to the text?
- Have you explained what the connection is?



CONNECTING PROMPTS

- | | |
|------------------------------------------------------|-----------------------------------------------|
| • This reminds me of... | • My text-to-world/text/self connection is... |
| • I connected to my reading because... | • My reading today reminded me of... |
| • ... made me remember when... | • I can relate to this story because ... |
| • My reading was familiar because ... | • The character relates to me because ... |
| • This story makes me think of... | • I read another book where ... |
| • This connects with my life because ... | • This part is similar to ... |
| • After reading today I was reminded about... | • The setting reminds me of... |
| • When ... happened I recalled ... | • This chapter is the same as ... |
| • There is a similar movie that I recall because ... | • This story is like ... because ... |
| | • My reading today connects with ... |

Summarize

to retell the main events of a story in a shorter version.

Somebody	Who is the main character?
Wanted	What did the character want?
But	What was the problem?
So	How did the character try to solve the problem?
Then	How does the story end?

CRUNCH & SIP

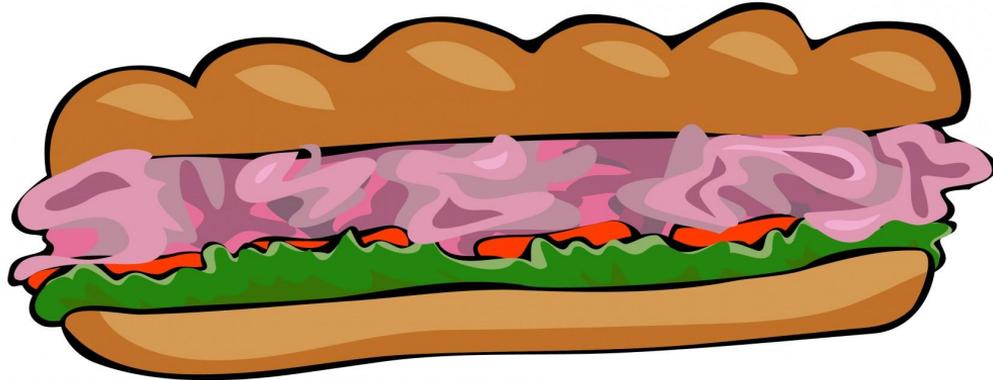
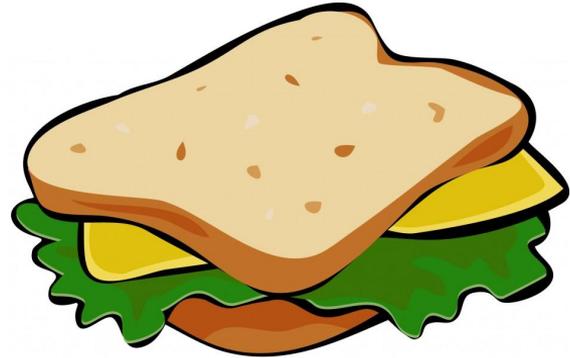
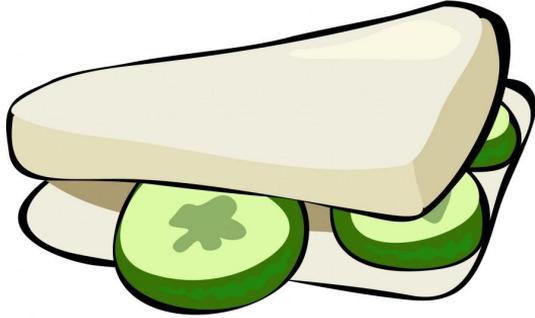


WRITING

FINISH: Make a television advertisement. It may be about your favourite food, favourite book, your bike or scooter, favourite clothes, etc. Be as creative as you can. Remember to write a script for your advert in your workbook. Think of all the codes and conventions for your advertisement (refer to week one writing slide). Once you have recorded it, upload onto class dojo.

Activity: If you have finished, you may complete another television advertisement. You could use family members too! Be as creative as you like.

RECESS



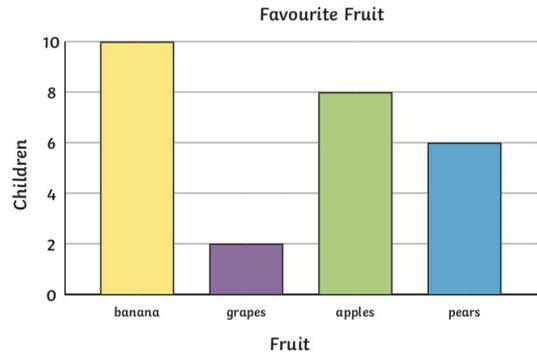
MATHEMATICS

Now that you have created your own bar graph, today we will try to understand other bar graphs with different information. Do your best to answer the following questions from the worksheet below (found in resource pack).

Remember to submit your work on class dojo or message your teacher. The worksheet looks like this >>>

[Click here](#) for the worksheet.

Interpreting Scaled Bar Charts



Answer the following questions.

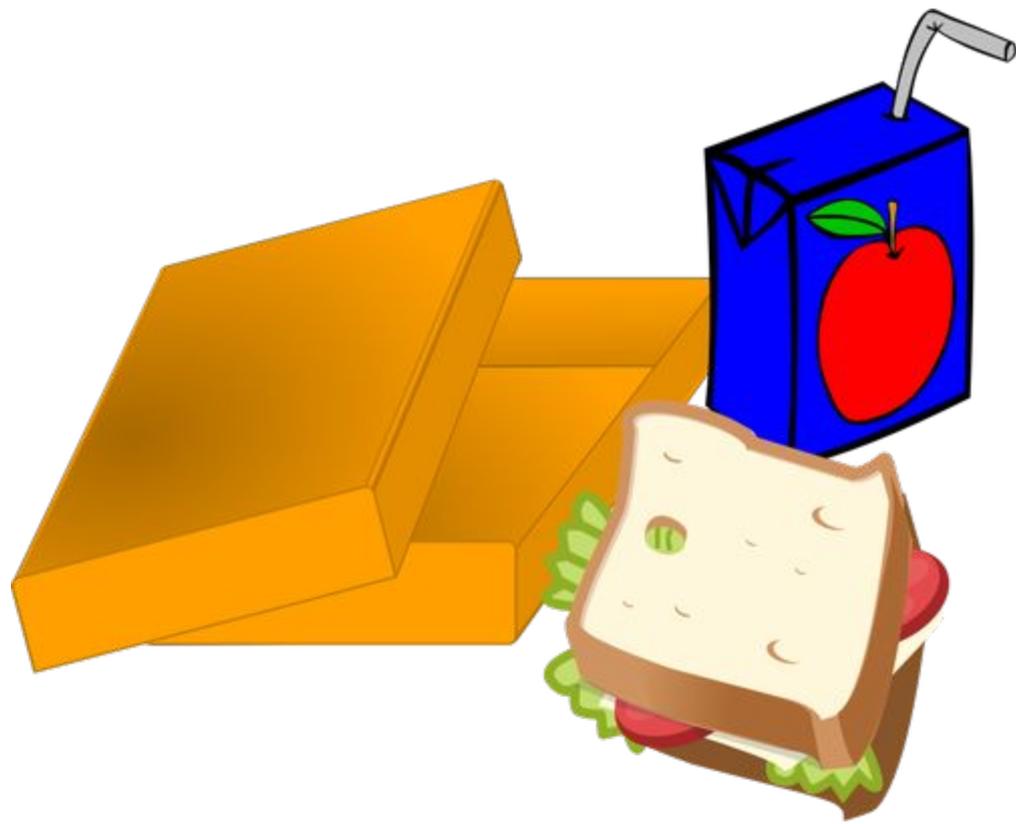
1. What is the favourite fruit? _____
2. How many children chose apples as their favourite fruit? _____
3. How many more children chose bananas than grapes, as their favourite fruit? _____
4. How many children chose apples or pears as their favourite fruit? _____

FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



LUNCH



CREATIVE ARTS

Activity 1: Connection to the Community

1. Research local and international playgrounds. Note what fun activities they have and record so you can create your own playground. Remember to think of the safety for everyone.
2. Design and make your own dream playground with recyclable goods from your house. Remember to sketch your playground first in your workbook.
3. Take a photo of your playground and upload to class dojo.
4. Write a brief description of your playground (name, how to use it, etc).

THURSDAY

SPELLING

1. Compound words - look, cover, write and check words daily.

football	butterfly	firefly	superman
starfish	forget	bulldog	rowboat
honeybee	jellyfish	daydream	teaspoon

2. Write your own definitions for 3 words from the spelling list.

3. Put 2-3 spelling words into a sentence using capital letters, full-stops, question marks, exclamation marks, etc

READING

Read one article from the magazine provided in your pack. Write your answers in the boxes below.

Predict - Before you read the article write what you think the article will be about.

Connect - Have a look at the video to help you further understand what connections are <https://www.youtube.com/watch?v=SHsdQvsN8ag> or read the poster on the next page.

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Predict	Connect	Summarise

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STEP 1 - READ

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Is there anything you read in the text that you can relate to yourself? Do you have anything in common with the characters or the setting? Has anything in the text happened to you before?

EXAMPLE

The part of the story when ... happened connects to my life because ...

STEP 3 - TEXT TO TEXT

Is there anything in the text that is similar to another text that you know? Is there a movie that relates to your reading? Think about the characters, setting and events in your text.

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This part of the story reminds me of another book because...



STEP 4 - TEXT TO WORLD

Is there anything that you read in your text that is also in the real world. Think of specific places that are in your text and the real world. Have any of the events in your story happened in real life?

EXAMPLE

In this text there are ... and in the real world there are also ...



STEP 5 - WRITE IT

- Make sure you use full sentences when you make connections.
- You must describe what happened in the book and how it connects to the world, yourself or another text.



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Read back through your sentences and make sure that there are no spelling or grammatical errors.

- Have you included a reference to the text?
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CONNECTING PROMPTS

- This reminds me of...
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- ... made me remember when...
- My reading was familiar because ...
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CRUNCH & SIP



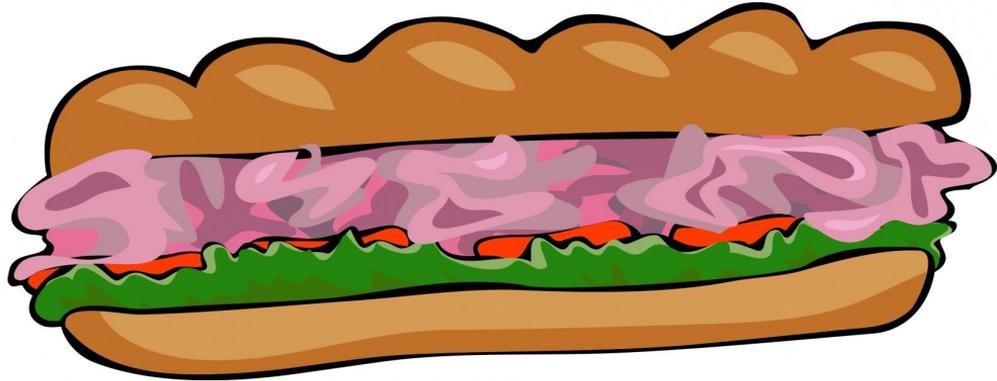
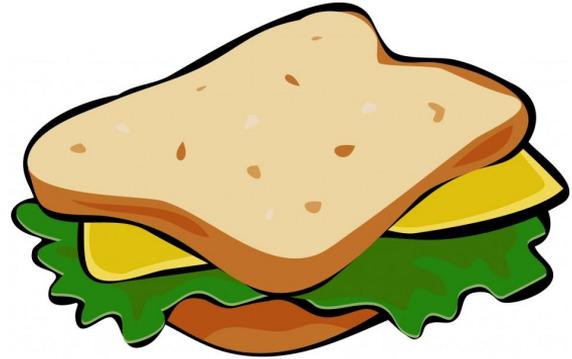
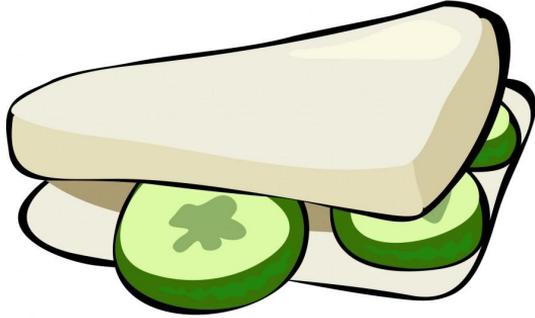
WRITING

Workbook Activity:

Write self reflection about your television advertisements. For example, what did you enjoy? Why? What did you dislike? Why? Do you think you persuaded the targeted audience? Why? Would you make any changes? Why? Give yourself a rating out of 10.



RECESS



MATHEMATICS

Now that we understand bar graphs, we are going to try to understand line graphs. These are much more difficult so if you find this lesson harder than others, that's okay. This will be covered again once you return to school.

Watch the following video on class dojo to help you understand line graphs:

<https://www.youtube.com/watch?v=n2YkbdNORp8>

ACTIVITY: INTERPRETING LINE GRAPHS

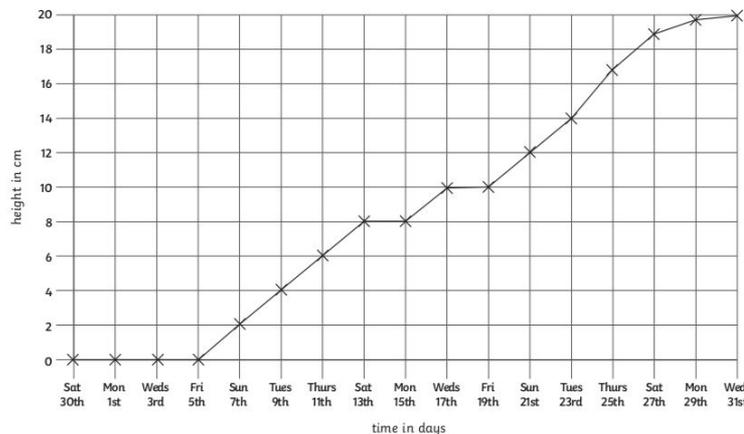
Attempt to complete the following worksheet using the line graphs. Do your best to answer the questions found on the worksheet.

Remember to send a photo or message to your teacher on class dojo. The worksheet looks like this >>

[Click here](#) for worksheet

Sunflower Line Graph

Here is a line graph showing a sunflower's growth. It was planted on Saturday 30th July and its height was measured every 2 days.

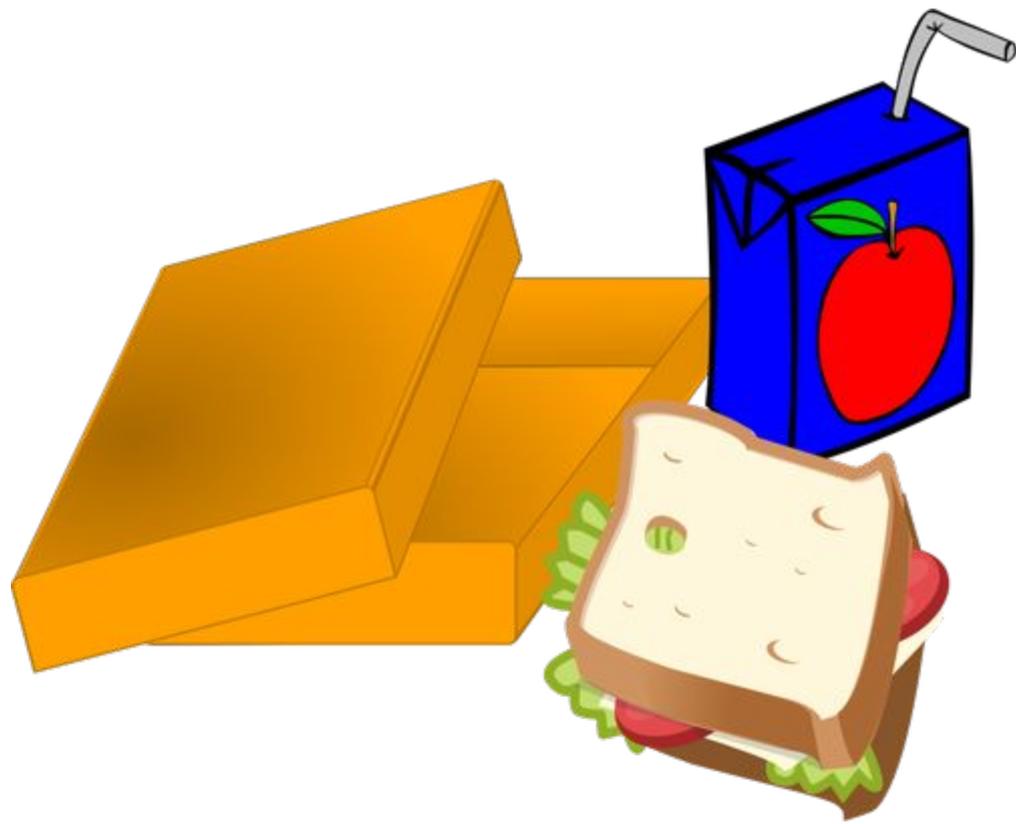


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LUNCH



Activity 2: FINISH - Connection to the Community

1. Research local and international playgrounds. Note what fun activities they have and record so you can create your own playground. Remember to think of the safety for everyone.
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3. Take a photo of your playground and upload to class dojo.
4. Write a brief description of your playground (name, how to use it, etc).

FRIDAY

SPELLING

Write your weekly spelling test. Get someone from home to read aloud the spelling list to you and check your spelling.

Complete the word search found in your pack and next page.

K H I R R C G E F H F B F L P
G E F Y P F C E J U O O I U M
F U Z L Y M W B N Y F H R X Y
F Q L J E L L Y F I S H E L N
F O Z C E P B E V N H D F I A
N C R H H U M N S E Z R L P M
V Z S G L S V O B K E A Y A R
F X F L E T I H M T U Z Y T E
B M D G N T D F T J E J A U P
Q O M W M X P U R S N O T I U
G O X A O X B Q O A B E S O S
M A E R D Y A D L W T Z M T O
N C T E A S P O O N V S D H F
X N A A U Z W R Y O L B I I F
L L A B T O O F D B O I I B Q

bulldog

butterfly

daydream

firefly

football

forget

honeybee

jellyfish

rowboat

starfish

superman

teaspoon

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But	What was the problem?
So	How did the character try to solve the problem?
Then	How does the story end?

CRUNCH & SIP



WRITING

Activity:

Create a 1-3 minute speech about “Television Advertisement”. You may either agree, disagree or both. The goal is to persuade the targeted audience to agree with you. Remember:

- Plan
- Draft
- Publish (on small cards)
- Present (recorded video and put on class dojo)

SPEECH

Speech Plan

Task: Think about and research the topic of your speech. Organise your ideas and information in the mind map below using only key words.

Fact 1:

Fact 2:

Topic:

Fact 3:

Summary:

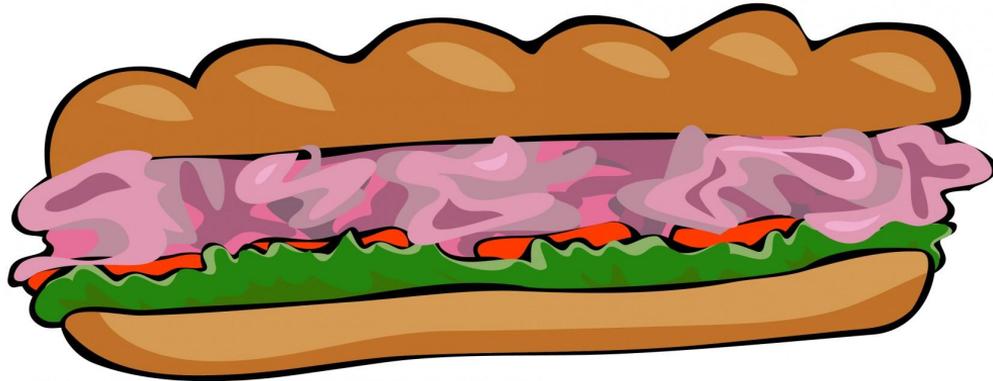
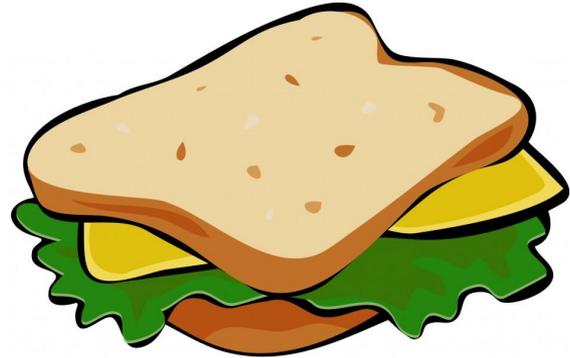
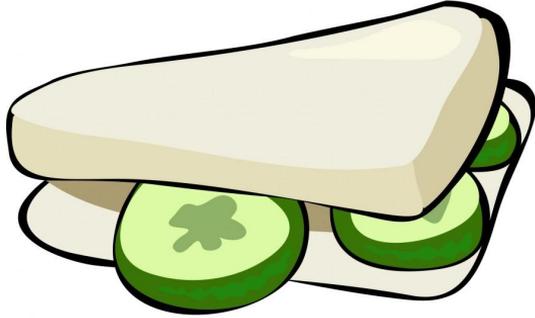
Public Speaking Checklist

Student Name: _____

Speech Topic: _____

Feature	Achieved	Comment
Speech had a clear topic.		
Speech began with an introduction.		
Speech had three sub-topics.		
Speech had a clear conclusion.		
Speaker stood with feet shoulder-width apart.		
Speaker held notes at waist height.		
Speaker made eye contact with the audience.		
Speaker elaborated on dot points.		
Speaker used appropriate voice.		
Speaker used appropriate breathing.		
Speaker used visual aids if necessary.		

RECESS



MATHEMATICS

Use this time to catch up on any work that you didn't complete throughout the week.

If you have completed maths for this week, you may go on Prodigy, Matific or Studyladder for 45 minutes. If you don't have a device you may move onto the next activity.

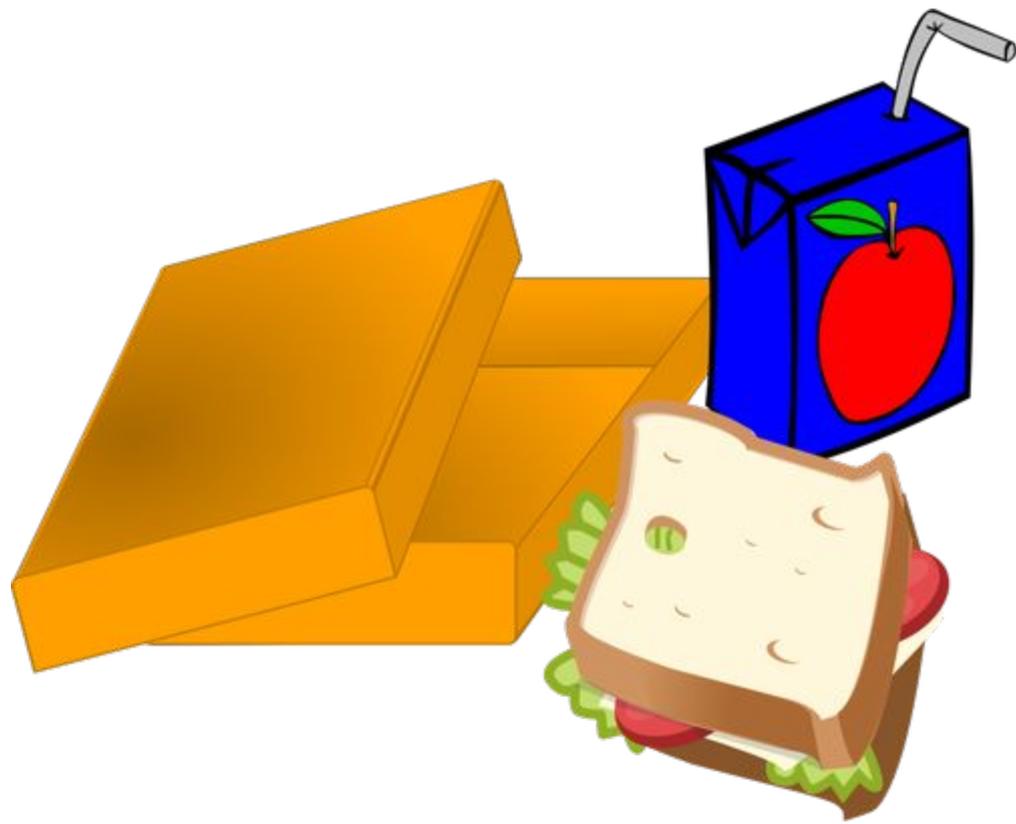
Congratulations on finishing Maths for week 3

FITNESS TIME!

Describe what fitness activity you completed today (20-30 minutes)



LUNCH



WEEK 3 LEARNING JOURNAL

Monday	Tuesday	Wednesday	Thursday	Friday
The learning activities I completed today were:				
Student's signature:				
Parent's signature:				