



# Monday Week 10



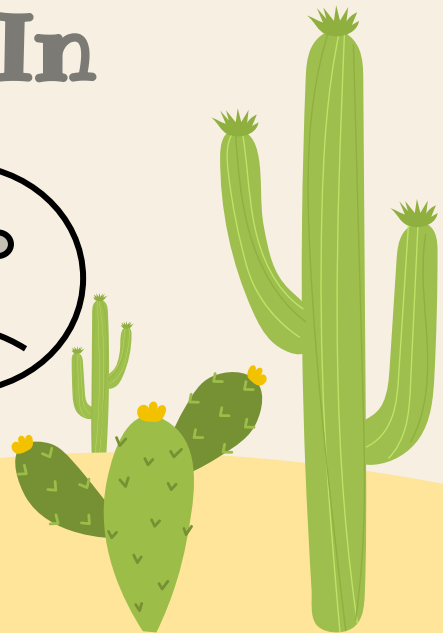
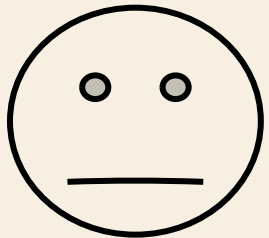
Stage 3, 2021

Tregear Public School

Daily Remote Learning Lessons and Activities.



# Morning Check In

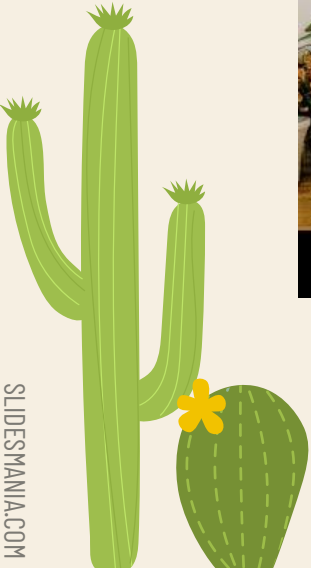


# Attitude of gratitude



WRITE AN ACROSTIC POEM  
FOR RAINBOW ABOUT  
GRATITUDE:

R  
A  
I  
N  
B  
O  
W



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

Words	Re-type your Words	Type your words in a different font
<p>yacht stew pupil obtuse misuse argue arguing volume tubeless humanly annually museum refusal regular circular particular curable lawyer insecure newspaper duplicate genuinely amusement endurance communicate</p>		





# Sydney Harbour Bridge

## What Is It?

The Sydney Harbour Bridge is a world-famous bridge in Sydney, New South Wales. It is located on Sydney Harbour. It connects the southern and northern shores of the Sydney Harbour. Australians are proud of this iconic landmark. It is a popular tourist attraction with millions of visitors each year, contributing to the economy of Sydney.



## Why Was It Built?

The people of Sydney had needed a bridge to connect the southern and northern shores of the Sydney Harbour for a long time. It was a long and arduous effort to get from one side of the harbour to the other. Residents kept requesting one to make transportation easier, but it wasn't until the early 1920s that it was actually considered. In 1922, the New South Wales government decided to build a bridge. They began accepting design proposals from different engineering companies. They asked for designs for a bridge that would serve its purpose and be iconic. The engineering companies were very competitive in completing this task as they knew the bridge would become an icon. Eventually, the government chose a bridge design by a talented engineer named Dr John Bradfield.

## Building the Bridge

An obstruction faced the builders of the Sydney Harbour Bridge before they even started constructing it. Prior to construction of Sydney Harbour Bridge commencing, builders required a way to let the steel used in the bridge move. This was vital because in Sydney it is scorching hot during summer and bitterly cold during winter. When steel gets hot, it expands and when it gets cold, it contracts.



Not catering for this aspect of steel would mean the bridge would collapse onto itself during extreme hot or cold temperatures. The engineers designed special giant latches to allow the steel to move when it needed to. These latches allow parts of the bridge to move 18cm without collapsing on itself.

# Reading Comprehension

1. Where is the Sydney Harbour Bridge?

Answer:

---

2. What is the purpose of the Sydney Harbour Bridge?

Answer:

---

3. In what order were the different parts of the bridge built?

Answer:

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4. Describe the problem the builders had before construction began.

Answer:

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# Writing: Informative

## Writing

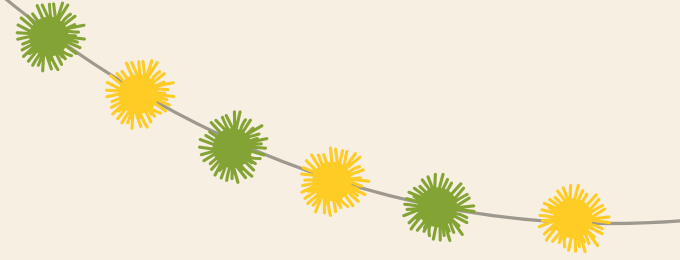
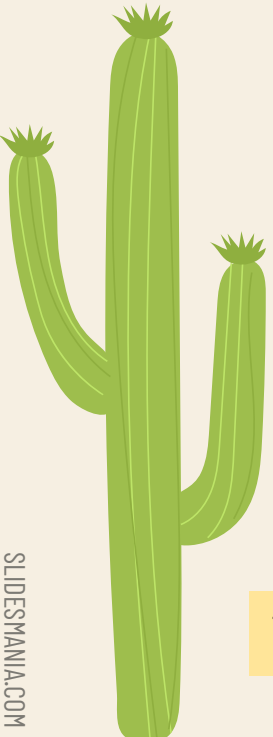
Students are going to create a research task based on one of the following Animals:

- *Kangaroo*
- *Koala*
- *Dingo*
- *Snake (of your choice)*
- *Platypus*
- *Shark*
- *Echidna*
- *Crocodile*
- *Dolphin*

**Learning intention:**  
Create an informative slideshow based on research of a topic!

**Success Criteria:**  
Students to use each subheading to find information about a chosen animal!

*The animal i chose is:*

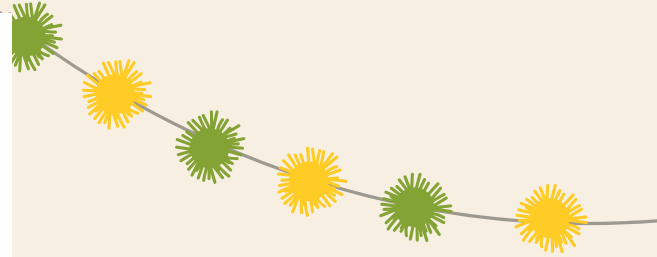






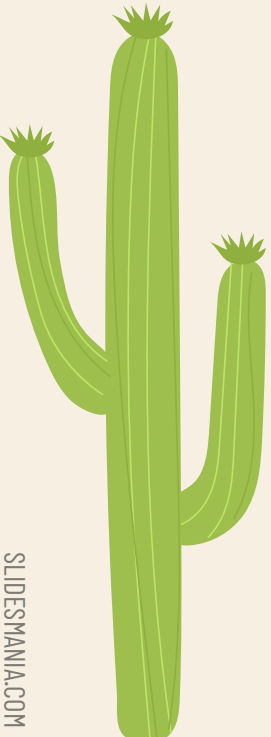
# Information Report

Appearance	The Jaguar coat helps it camouflage in with in its Surroundings. The Jaguar belongs with the cat family. Most Jaguars are yellow with black spots. All Jaguars have different markings.
Habitat	Jaguars live in the wild in Southern USA and in South Central America. but is also found in the desert. The United Mexico border region is a home many Jaguars there few place in the dark.
Food	Sometimes they catch fish. Eat otters, turtles and snakes. The Jaguar is the most greatest meat-eating animal in the world.
Enemies	The Jaguar has no Enemies and farmers and poacher are killing them. ranchers
Others	They are Endangered, they live to 12 to 15 years weight 100 to 250 lbs. The Jaguar is able to breed at about two years old.
how they move	They are very good Swimmers



## Example

**Be mindful  
with your  
writing.  
You must have  
more than 3 - 5  
sentences for  
each section.**



# Classification (what it is)



# Habitat



# Diet





# Behaviours



# Reproduction



# Predator or prey/Possible dangers?



# 10 amazing and interesting facts:



# DIARY:

IF you could be any celebrity who would it be?

Why?

If you could go anywhere in the world where would it be?

Why?

What is one wish you have right now?

# Fitness!





Use this time to have a 30 minute break

# 1st Break Time

1. Have a snack
2. Drink some water
3. Play a game

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)



-100

+100

-5000

+5000

-10 050

+10 050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**

**39 758**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

**Extension: Tell me all the possible ways you can make the number 39 758.**



# Math Mentals

1.  $17 + 81 = \underline{\quad}$

2.  $91 - 5 = \underline{\quad}$

3.  $53 + 46 = \underline{\quad}$

4.  $1 \times 2 = \underline{\quad}$

5.  $42 \div 6 = \underline{\quad}$

6. Write these numbers in descending order: 537, 6109, 8689, 3694, 2201, 2491.

\_\_\_\_\_

7. Complete this counting pattern:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



# Maths Revision

## TERM 3

We are revising:

- Whole Number
- Place Value
- Addition
- Subtraction
- Angles



# MATH FOCUS: What is Place Value?

Identify the Value of the Bold digit:

Example:

- 1**2**3: Tens
- 12**3**4: Ones

★ 8**2**7:

★ 2**3**4:

★ 7**6**4:

★ 3**4**2:

★ 2**4**5:

★ 1**2**49:

★ 8**4**95:

★ 5**2**9**2**4:

★ 8**2** 247:

★ 23 4**3**4:

★ 7**6** 454:

★ 34 8**7**2:

★ 24 3**4**5:

★ 1**2**4 349:

★ 8**4**9 455:

★ 529 2**2**4:



# MATH FOCUS: Whole Number Activity

Using your knowledge of place value. Write each number in expanded form.  
Extension - can write the written form. (As Below)

- 827:  $800 + 20 + 7$ .

Eight hundred and twenty seven.

- 234:  $200 + 30 + 4$ .

Two hundred and thirty four.

- 764:

- 342:

- 245:

- 1249:

- 8495:

- 52924:

# MATH FOCUS: Addition

Using your knowledge of place value. Answer the following addition questions

1. 
$$\begin{array}{r} 56833 \\ + 44105 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 68640 \\ + 28360 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 92195 \\ + 17742 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 28446 \\ + 55824 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 68586 \\ + 75019 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 94929 \\ + 68567 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 84658 \\ + 85858 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 71778 \\ + 88411 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 34522 \\ + 45861 \\ \hline \end{array}$$

# MATH FOCUS: Subtraction

Using your knowledge of place value. Answer the following subtraction questions

$\begin{array}{r} 451 \\ - 218 \\ \hline \end{array}$ <input data-bbox="311 517 542 604" type="text"/>	$\begin{array}{r} 840 \\ - 525 \\ \hline \end{array}$ <input data-bbox="664 517 884 604" type="text"/>	$\begin{array}{r} 472 \\ - 238 \\ \hline \end{array}$ <input data-bbox="993 525 1213 612" type="text"/>	$\begin{array}{r} 481 \\ - 323 \\ \hline \end{array}$ <input data-bbox="1321 525 1541 612" type="text"/>
$\begin{array}{r} 690 \\ - 526 \\ \hline \end{array}$ <input data-bbox="316 923 537 1011" type="text"/>	$\begin{array}{r} 726 \\ - 419 \\ \hline \end{array}$ <input data-bbox="645 923 865 1011" type="text"/>	$\begin{array}{r} 427 \\ - 233 \\ \hline \end{array}$ <input data-bbox="969 923 1190 1011" type="text"/>	$\begin{array}{r} 519 \\ - 450 \\ \hline \end{array}$ <input data-bbox="1321 923 1541 1011" type="text"/>

# MATH FOCUS: angles

## Translation, Rotation and Reflection

Translation - Slide



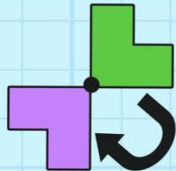
The figure moves in a straight direction.

Reflection - Flip



A figure gives a mirror image.

Rotation - Turn



Moves a figure around a point.

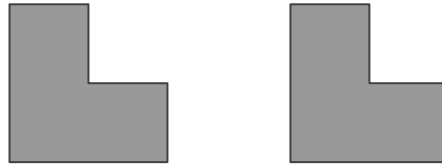
Move these shapes around to show;

\* Hint: when you click on the shape the little circle up the top lets you rotate the shape around.

Translation:



Reflection:




Rotation:



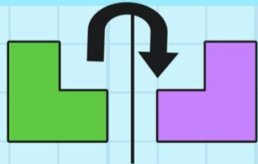
# MATH FOCUS: angles

Translation, Rotation and Reflection

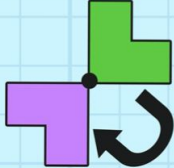
Translation - Slide  
The figure moves in a straight direction.



Reflection - Flip  
A figure gives a mirror image.



Rotation - Turn  
Moves a figure around a point.



twinkl

Move these shapes around to show;

\* Hint: when you click on the shape the little circle up the top lets you rotate the shape around.

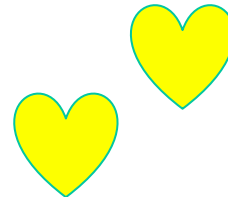
Translation:



Reflection:



Rotation:





# 2nd Break!

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)



**STARVING**



# PHYSICAL EDUCATION:

TIME YOURSELF AND TELL ME HOW LONG IT TAKES TO COMPLETE!

Workout	1 minute Burpee's	90 seconds of star jumps	1 minute of ankle taps	90 seconds of high knee's
1st attempt How many did you do?				
2nd attempt How many did you do?				

# PDH - CHILDREN'S MENTAL HEALTH + CHANGE

## We are learning about:

- An understanding of what mental health is and the difference between positive and negative self talk.
- Understanding our thoughts affect our feelings.
- An understanding of how change in our life can cause anxiety and how to overcome it.

## Key Inquiry Questions

- What actions positively influence the health, safety and wellbeing of my community?
- How does a healthy, safe and active lifestyle enhance connection with others?

Watch this video on children's mental health:



# Mental Health Matters

## Video Reflection “You are not your thoughts”

Tell me 5 things you learnt from the video “You are not your thoughts”

- 
- 
- 
- 
- 

## Video Reflection “Being with all your experiences”

Watch the video > Tell me 5 things you learnt about “being with your emotions”

- 
- 
- 
- 
- 



# Star Qualities

## Learning Outcome:

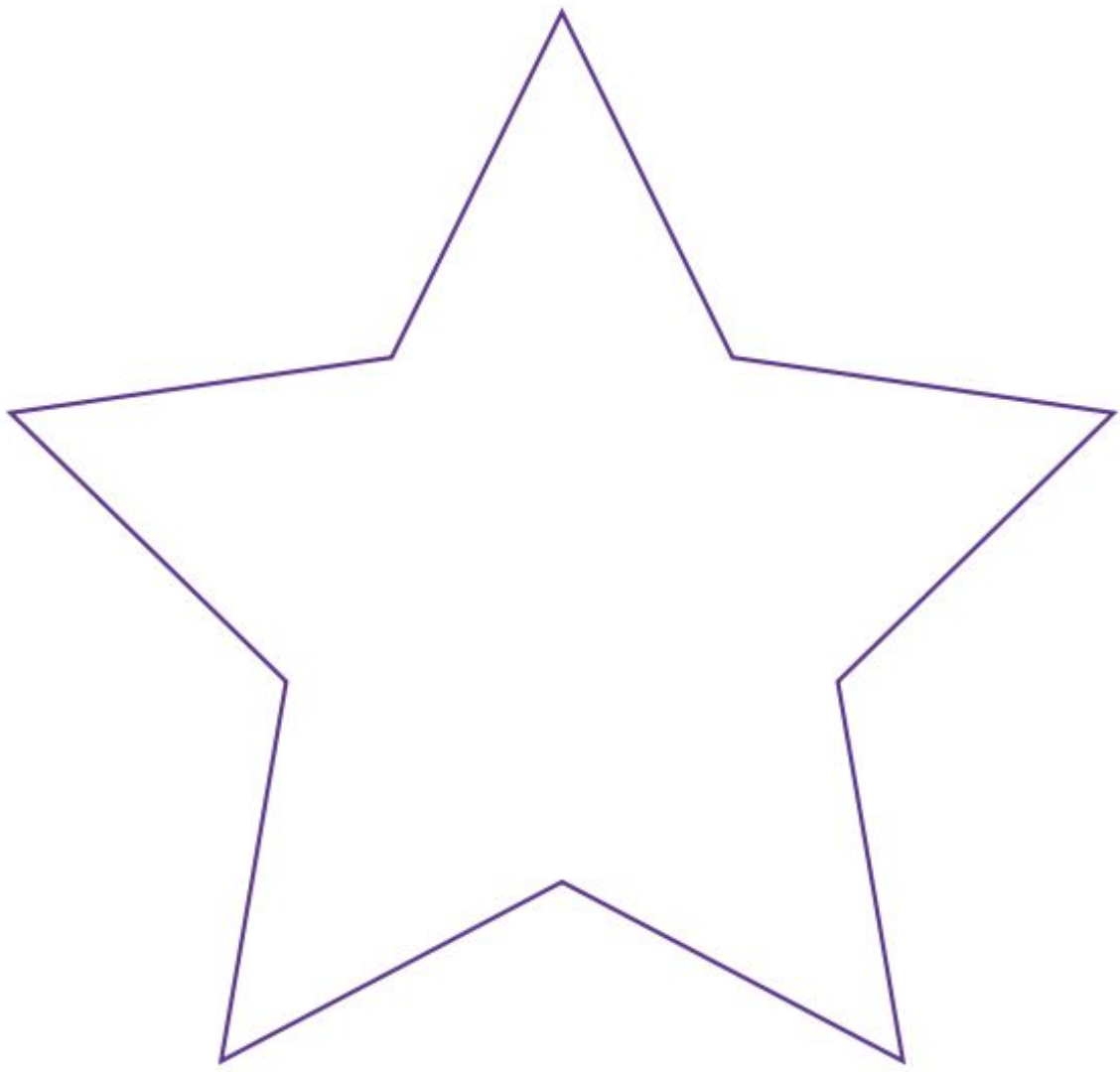
**To identify positive qualities about myself.**

I encourage you to reflect on some positive thoughts about yourself. By taking a moment to be mindful.

I would like you to do 5 big deep belly breaths and to have a moment of reflection and think of some of the strengths and qualities that you have in yourself. Things that are positive, and put them into the star by clicking the Text box.

- Write as many words as possible
- Use different fonts and colours

By changing our thought process we allow yourself to see the good things about yourself to improve our mental health. **YOU CAN THINK POSITIVE THOUGHTS BECAUSE YOU ARE ENOUGH!**



# CHANGE TUNNEL

## All about change

### Learning Outcome:

To be aware of how they feel about changes happening during transition to secondary school

### Context:

Transition to secondary school is a significant change for children and many will feel nervous and/or excited about it. Feeling isolated can heighten anxiety. Therefore, sharing their worries and anticipation can help to make children feel reassured.



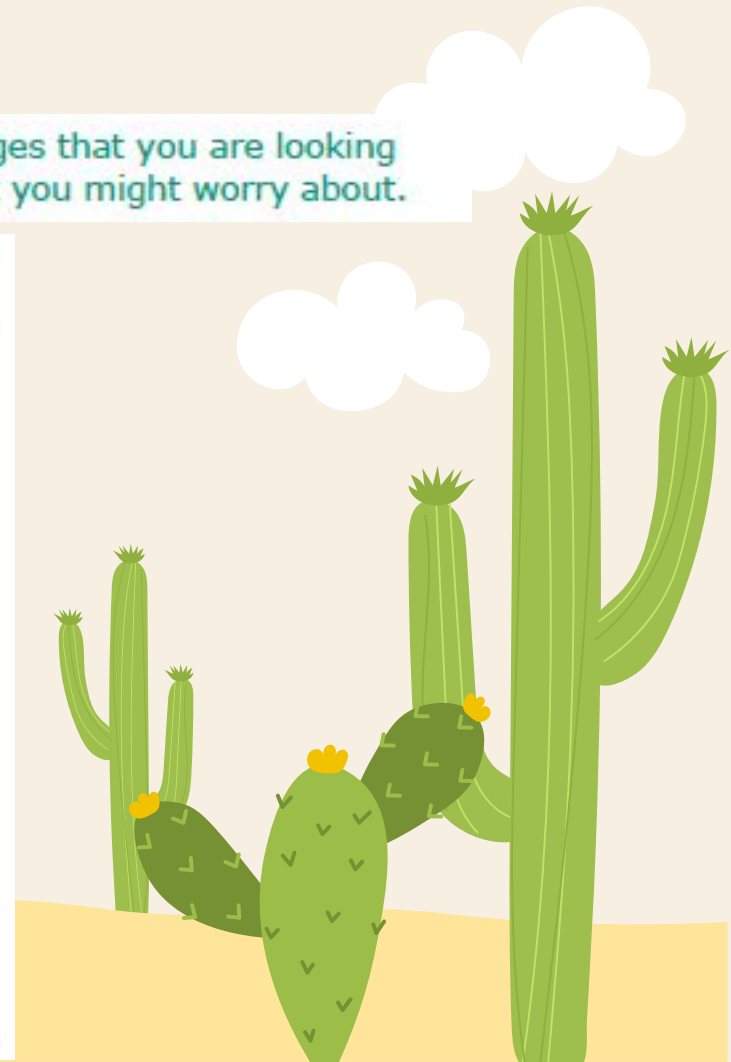
### Activity Video Reflection:

- Can you identify any of the characters worries about starting secondary school?
- Can you think of any other worries that people might have when they start secondary school?

# Embracing Change

Using the ideas in the chart below fill out the table with the changes that you are looking forward to about starting secondary school, and the changes that you might worry about.

Changes that I am looking forward to:	Changes that I am worried about:
I am looking forward to...	I am worried about...





# Finding support

*IN THE VIDEO YOU SEE ALBIE AND ALISHA TALK TO TEACHERS ABOUT THEIR WORRIES, BY DOING THIS MAKES THEM BOTH FEEL BETTER AND LESS ANXIOUS*

Using your completed table from Activity One: Embracing Change explain three of your potential worries in the table below.

- Can you identify who at secondary school you would talk to about this problem?
- When you get to your new school, if you are still worried, remember to find this person and ask just like Albie did in the video.
- If you have already started secondary school and are worried, find someone at school to talk to just like Albie did in the video.

The first one has been completed for you.





<b>Why I am worried</b>	<b>Who could help me to find a solution?</b>	<b>What is the solution?</b>
I am worried I will forget to do my homework and get in trouble.	My form tutor or subject teacher.	I will have my planner to write down all of my homework. When I get home each day I can check my planner, complete my homework and tick it off.
1. 1.	1.	1.
2. 2.	2.	2.
3. 3.	3.	3.

# Create a positive affirmation poster.



Using quotes, lyrics, pictures or drawings create a poster that is filled with positivity and embracing good thoughts to help boost your mental health. Screenshot and add it to the classroom :)





# Tuesday, Week 10



Stage 3, 2021

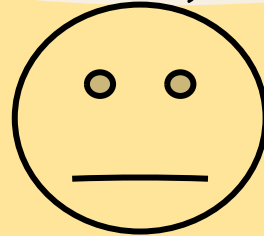
Tregear Public School

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

## STRETCH AND WARM-UP ROUTINE FOR KIDS



I am so grateful to be able to keep my breath and body in tune.

Focus on your breathing while stretching to ensure you get deep into your muscles.

What are 5 things you thought of during this stretch?

- 1.
- 2.
- 3.
- 4.
- 5.

# Spelling:

yacht  
stew  
pupil  
obtuse  
misuse  
argue  
arguing  
volume  
tubeless  
humanly  
annually  
museum  
refusal  
regular  
circular  
particular  
curable  
lawyer  
insecure  
newspaper  
duplicate  
genuinely  
amusement  
endurance  
communicate

Choose 3 words that you do not know the meaning of and define them:

- 1.
- 2.
- 3.

<p><b>Rhyming Wheels</b></p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p><b>Alliteration</b></p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p><b>Sentence Smart</b></p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p><b>Story Time</b></p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p><b>Sort Them Out</b></p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p><b>Word Search</b></p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p><b>Handwriting Hero</b></p> <p>Write out your spelling words in your very best cursive handwriting.</p> <p>Date: _____</p>	<p><b>Letter Lingo</b></p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p><b>Words Within Words</b></p> <p>Make a list of as many smaller words you can find in the words on your spelling list.</p> <p>Date: _____</p>	<p><b>Code Breaker</b></p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Choose 3 different spelling activities to complete with your spelling words and complete them on the next slide.

Drag the mini Miss Roberson onto the activities you completed.



# Spelling:

What activities did you choose? Complete them here.

Task 1:

Task 2:

Task 3:

# READING

It is a sight guaranteed to lift everyone's spirits – the spectacular migration\* of southern right whale calves and their "very protective" mothers.



People living on the eastern coast of Australia are used to seeing the annual migration of humpback whales, but these majestic\* southern right whales have also been spotted over the past two months. Some have even cruised into beaches and inlets, to the delight of lucky locals.

While Australia's southern right whale population is usually concentrated on the southern coastline of the Great Australian Bight, taking in Western Australia, South Australia and Victoria, the beautiful creatures have ventured into NSW this winter.

"We have counted five adults, two of which have calves, in NSW waters in the past two months," said Jools Farrell, vice president of the Organisation for the Rescue and Research of Cetaceans\* in Australia.

"It's pretty rare for NSW to have such a large number sighted off our coast, especially those with calves.

"They are on the endangered\* list, with about 270-275 around South Australia and Victoria."



# READING

Around July 18 a single mother and calf were even spotted veering\* a little off course, heading into the Hawkesbury River near Sydney's Palm Beach.

Based on the NSW south coast, Maree Jackson saw the whales in multiple places over a week in August.



"They seem to like to bring their babies into shallow water and move towards rock formations," Jackson said.

"They keep their babies close to the shore line. I think it's protection rather than anything else.

"They are very different to the humpback whale. Humpbacks are further out to sea and allow their calves to be much more independent. Humpback mums will let their calves play around. They will also come up to breach."

Adult southern right whales can weigh as much as four city buses (80 tonnes) and reach 18m in length, or one and a half buses. Adult females are generally one to two metres longer than males.

# READING

“We are sorry people are in lockdown and cannot see them,” Jackson said. “Normally it’s amazing, the amount of people who look out for the whales during their migration.”



The researchers have found that southern right whales travel across widely separated coastal areas of between 200 and 1500 km within a season. The longest journeys are taken by non-calving whales, but calving whales have also been recorded at locations up to 700 km apart within a single season.

Listed as endangered since 2000, southern right whales are distinguishable by their black colour. They are large, baleen whales that do not have a dorsal fin, unlike most of their balaenopteridae\* cousins and they have a thick layer of blubber covering their bodies.

Whales migrate annually for feeding and breeding purposes. The federal Department of Agriculture, Water and the Environment said that the exact timing of the migration period varies from year to year “depending on water temperature, sea ice, predation risk, prey abundance and the location of their feeding ground.” The majority migrate from before heading back towards the Southern Ocean and Antarctica from September to November.

# READING COMPREHENSION

1. Which species of whale is more commonly seen off the coast off NSW?
2. Where are scientists monitoring southern right whales and what is their research group called?
3. Why do whales migrate?
4. When were southern right whales listed as endangered?
5. How long can southern right whales grow and how much can they weigh?



## GLOSSARY

migration: seasonal movement of animals from one region to another

majestic: having impressive beauty and/or scale

cetaceans: marine mammal; whales, dolphins and porpoises

endangered: a species seriously at risk of extinction

veering: swerving, swing, sudden of change direction

monitored: observed, checked, watched

predation: the preying of one animal on others

balaenopterid: member of the baleen whale cetaceans

# Writing Assessment

Yesterday you completed a fact file research task on a chosen animal. Today you are going to look at the example on the next two slides and write your very own informative writing. You must use the subheading provided and write in FULL SENTENCES. Look at the checklist below to ensure you have all elements of a good informative text.

## Student Assessment Checklist Informative Text

	Yes	No	Comment
<b>Structure</b>			
I have included an introduction to identify and classify the topic.			
My informative text contains factual paragraphs.			
I have used paragraphs and sub-headings to organise my information.			
I have included pictures and diagrams where appropriate.			
I have researched my topic using books, the Internet and other creditable sources.			
I have completed my text with a conclusion and concluding statement which sums up the information presented.			

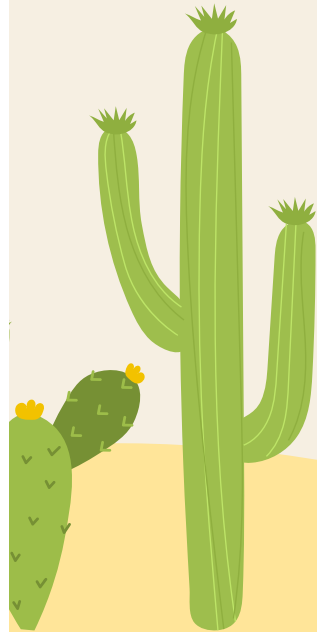
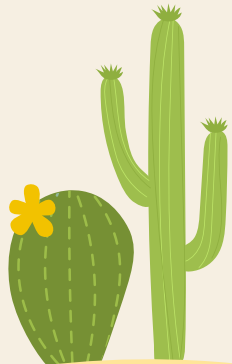


# Example Informative Writing planning

Cuscus

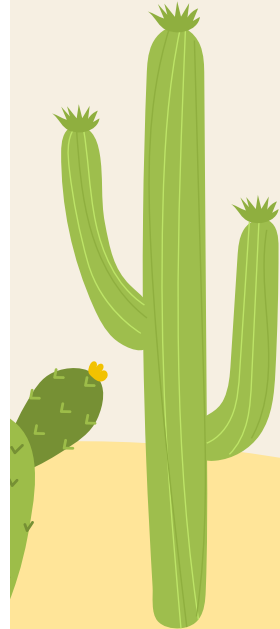
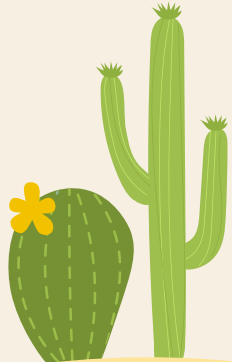
## Information Report

Appearance	A cuscus has two thumbs which allow it to grasp branches easily. Cuscuses can hold onto branches with their tails. They have four legs and a curly tail. They have soft fur and a long nose. They have small, round eyes. They are 60cm
Habitat	In Australia cuscuses are only found in the rainforests of Cape York in Queensland. They live in tropical and temperate rainforests. They prefer the tropical rainforests
Food	Cuscuses eat leaves, flowers and fruit They are omnivores, they eat insects and occasionally hunt lizards or birds



# Example Informative Writing planning

Enemies	Cuscuses don't have enemies except for humans. Humans can destroy their homes for trees and they capture them for the zoo.
Others	They are only pregnant for 2 weeks with 1 or 2 babies being born. The young stays in it's mothers pouch for many months
Interesting facts	A Cuscus is a type of monkey. they are nocturnal They can live for 3-11 years in Captivity The Cuscus is a marsupial





# Example Informative Writing without subheadings

Cuscus

## Information Report

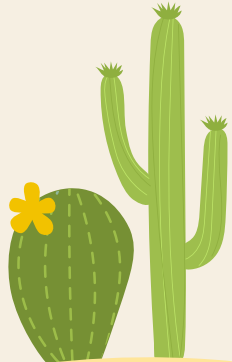
The Cuscus is a Marsupial and is a type of monkey. They can live for 3-11 years in captivity and they are nocturnal.

A Cuscus has two thumbs which allow it to grasp branches easily. Cuscuses can hold onto branches with their tail because they have a prehensile tail. A prehensile tail is a tail that is used like another arm. They have four legs and a really curly tail. They have soft fur and a long nose. Cuscuses have small round eyes and can grow up to 60cm.

In Australia Cuscuses are only found in the rainforests of Cape York in Queensland. They live in tropical and temperate rainforests but prefer the tropical.

Cuscuses are omnivores. This means they eat both meat and plants. They also eat leaves, flowers, fruit and insects and occasionally hunt lizards or birds.

The Cuscuses only enemy is the human. Humans can destroy their homes for trees and they capture them for the zoo. They are only pregnant for 2 weeks with 1 or 2 babies being born. The young stays in its mothers pouch for many months.



# Example Informative Writing with subheadings

## CROCODILES

### Classification

Crocodylia is a group of reptiles that consists of crocodiles and alligators. Crocodylians are the oldest living reptiles, dating back to 180,000,000 yrs ago. They are the closest living relatives of Dinosaurs.

### Description

The crocodile's colour is mainly brown, black and grey.

Crocodiles have a thick skin which is very tough. The crocodile has a long snout, unlike the alligator which has a short snout. In its mouth is a row of sharp gleaming teeth.

The one thing that makes a crocodile a crocodile is its long tail. Crocodiles have an amazing connection with dinosaurs. The crocodile has a series of abdominal ribs below its skin. Some dinosaurs also had abdominal ribs below their skin to protect their belly.

The male crocodile grows bigger than the female crocodile. The Estuarine crocodile is the largest in the world. It grows more than eight metres long, whereas the Fresh-water crocodile grows only about 2 metres long.



## Habitat

Most crocodiles live along a river bank and spend most of their time in the water. There are two main groups of crocodiles: Estuarine which live in estuaries (where the river meets the sea) and Fresh-water which is only found in Australia.

## Movement

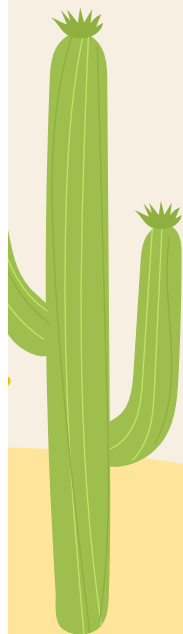
One amazing fact is that crocodiles do not swim by paddling with their feet. They actually use their tails to swim.

## Feeding Habits

A crocodile's meal is a combination of snakes, frogs, turtles, crabs, fish, birds, small reptiles. The Estuarine crocodile sometimes eats big meals such as pigs, kangaroos, and cattle. They even eat humans and sometimes each other (they are cannibals).

## Other Facts

All crocodiles have predators. Lions, leopards or even an angry hippopotamus will kill an adult crocodile. Some birds even eat the crocodiles' young eg the Goliath Heron. Invadors of the nest are the lace-monitors, pigs, mongooses and other small animals. Men also kill them for their valuable skin and meat.



# Your Informative Writing

Chosen Topic Animal:

**Classification**

**Description**

**Habitat**

**Diet**

**Movement**

**Reproduction**

**Behaviour**

**Other interesting facts**



# Fitness!



# DEAR DIARY

- What kind of day are you having, and why?
- What's your favorite color, place, food, book, song, or movie, and why?
- What do you like to do? How does it make you feel?
- Where are you happiest? Describe that place.
- What's something you're good at? What makes you good at it?

# 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](https://www.youtube.com/results?search_query=brain+breaks+for+kids)

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



-100

+100

-5000

+5000

-1050

+1050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**8329**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

**Extension: Word problem**

How many numbers can you add together to make 8329.  
Write them below:

# Maths Revision

## TERM 3

We are revising:

- Whole Number
- Addition (decimals)
- Subtraction (decimals)
- Inverse operations





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

[https://www.youtube.com/watch?v=9C4EN7mFHcK&list=PLaSZ7kwwxKqXpdLA0hIA9fa8RVmRC32p\\_v&index=1](https://www.youtube.com/watch?v=9C4EN7mFHcK&list=PLaSZ7kwwxKqXpdLA0hIA9fa8RVmRC32p_v&index=1)

**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**

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

# MATH task

Complete the following using the split strategy. Remember to show your working out.

Example:

$$325 + 552 =$$

$$3255 + 1234 =$$

$$3000 + 1000 = 4000$$

$$200 + 200 = 400$$

$$50 + 30 = 80$$

$$5 + 4 = 9$$

$$673 + 316 =$$

$$2344 + 3245 =$$

$$\text{Total} = 4489$$

EXTENSION:

$$23564 + 2567 =$$

# MATHs: Problem solving

On Sunday, Jacob spent 86 minutes on his maths homework and 37 minutes reading. On Tuesday, he spent 69 minutes on his project.

What calculations will you use to find the difference between the time spent on homework on Sunday and Tuesday?



Working out/Answer:



# MATH FOCUS: Adding and Subtracting Decimals

REMEMBER:  
Take note of  
the sign  
some are  
addition and  
some are  
subtraction.

Complete the following;

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.
- I.
- J.
- K.
- L.
- M.
- N.
- O.
- P.
- Q.

$$\begin{array}{r} \text{(a)} \quad 0.7 \\ + 0.2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 2.2 \\ - 2.1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 4.0 \\ + 1.2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 0.5 \\ - 0.2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 1.5 \\ - 1.2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 9.9 \\ + 1.0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(h)} \quad 9.9 \\ + 0.1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(i)} \quad 3.6 \\ - 2.5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(j)} \quad 5.7 \\ + 0.3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(k)} \quad 10.6 \\ + 1.5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(l)} \quad 6.7 \\ - 0.5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(m)} \quad 1.2 \\ - 0.7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(o)} \quad 15.0 \\ - 5.5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(p)} \quad 20.3 \\ - 12.4 \\ \hline \end{array}$$

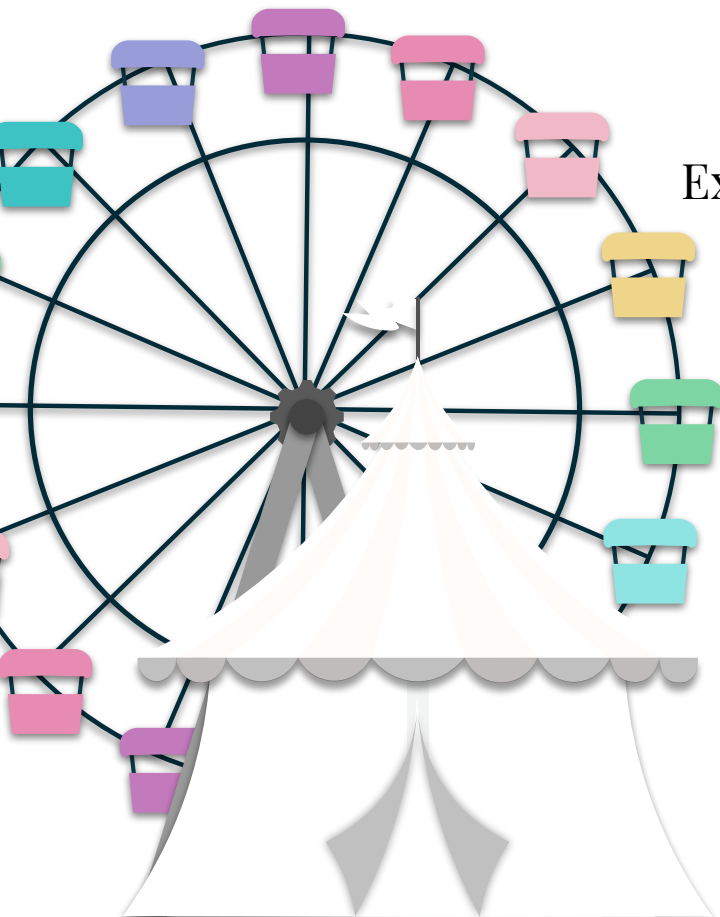
$$\begin{array}{r} \text{(q)} \quad 3.7 \\ + 3.7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(r)} \quad 8.3 \\ - 2.6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(s)} \quad 2.325 \\ + 3.505 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(t)} \quad 6.798 \\ - 4.527 \\ \hline \end{array}$$

# 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	$20 \div 5 = 4$
$6 \times 2 = 12$		$12 \div 2 = 6$
$7 \times 4 =$		$\div =$
$5 \times 6 =$		$\div =$
$5 \times 5 =$		$\div =$
$6 \times 4 =$		$\div =$
$3 \times 3 =$		$\div =$
$12 \times 3 =$		$\div =$
$4 \times 6 =$		$\div =$

# 2nd Break!

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)

STARVING

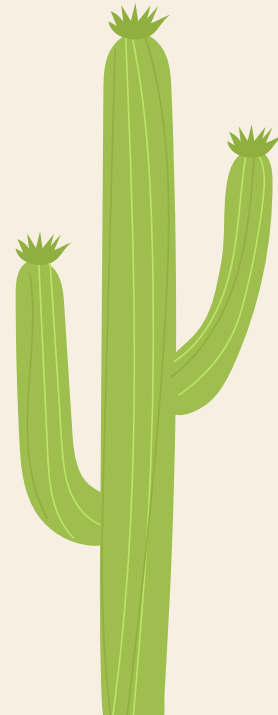
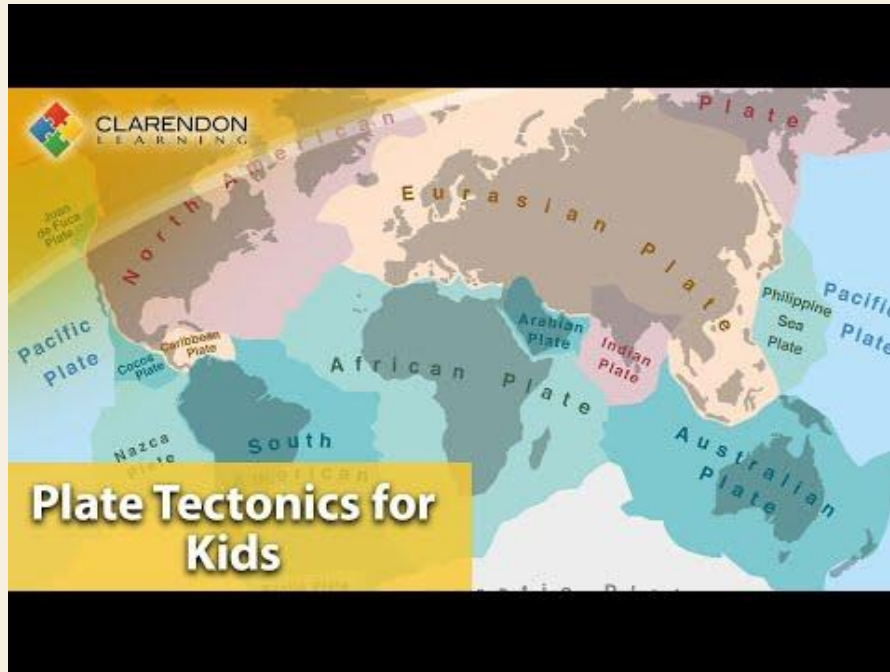




# KLA: What a disaster!!

Japan is the country most likely to experience natural disasters as it sits on the Earth's tectonic plate edge.

Watch the following videos to gather background information on tectonic plates and their relationship with Earthquakes and Tsunamis.







# KLA: Tōhoku Earthquake and Tsunami

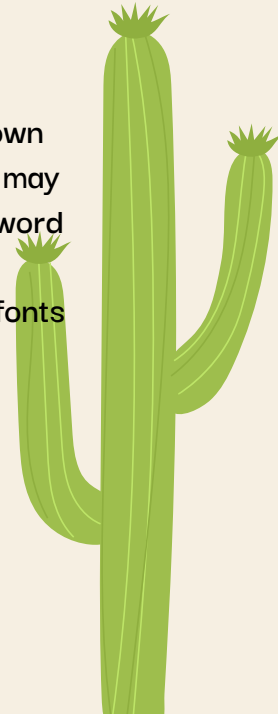
## Research task:

Create a presentation answering the following research questions;

1. When did it happen?
2. What happened?
3. How did it happen (explain the impact of tectonic plates in your own words)
4. What impact did it have on; the people, the environment
5. Death/injury toll
6. Who was there to help?
7. Interesting facts/Images

## Checklist:

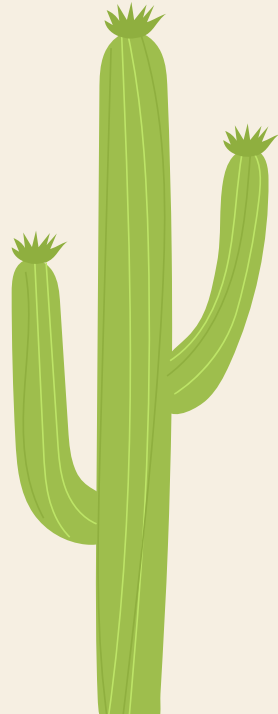
- Watch the information videos.
- Include your own research in your own words (do not copy and paste). You may wish to google answers also but re-word the information in your own words.
- Include pictures, colours, different fonts (make it visually appealing).
- Write in full sentences/paragraphs.  
I do not want dot point information.

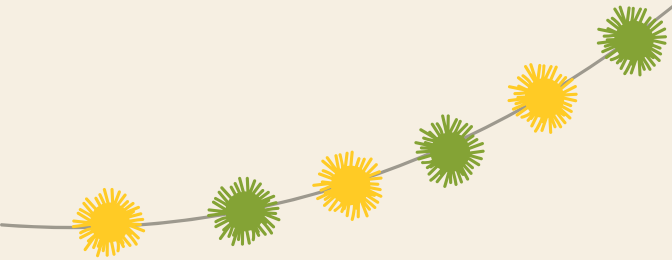




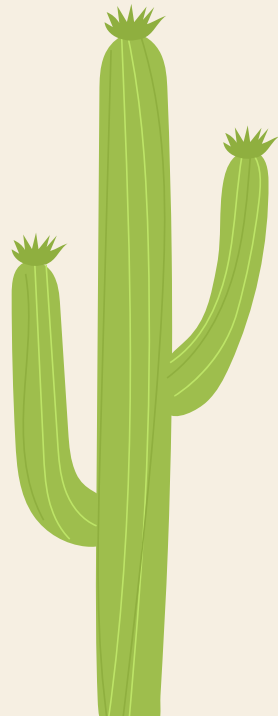
# Title Page:

## Tōhoku Earthquake and Tsunami

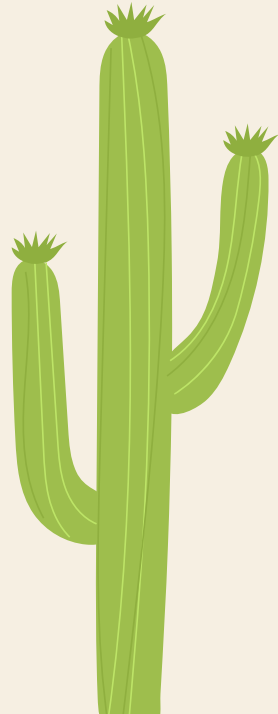




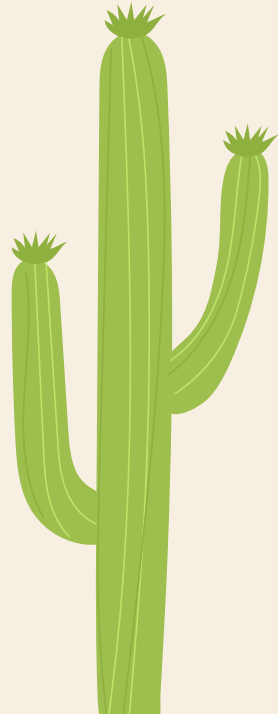
**Title:** When did it happen and what happened?



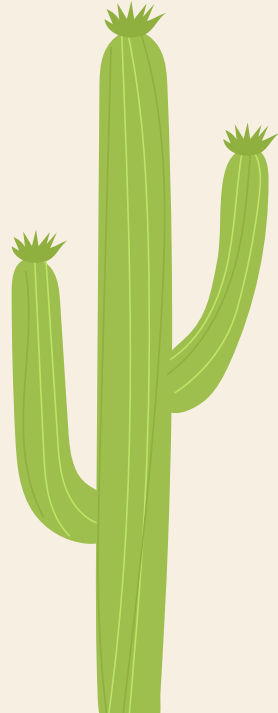
**Title:** How did it happen (explain the impact of tectonic plates in your own words)

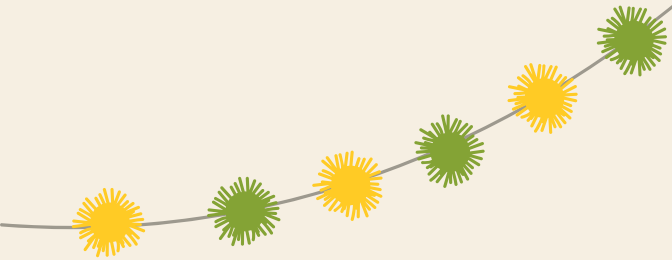


**Title:** What impact did it have on; the people, the environment

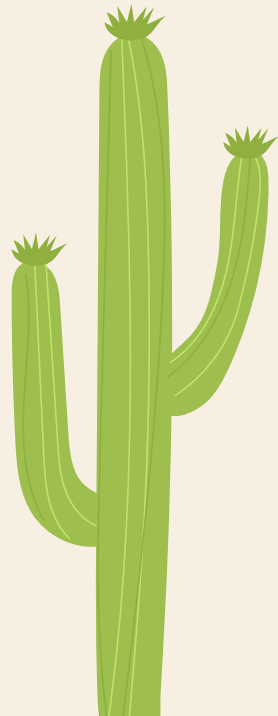


# Title: Death/injury toll



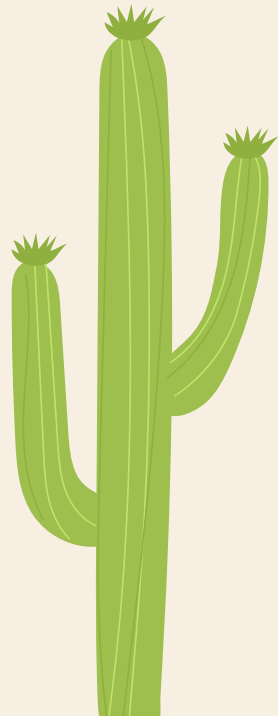


# Title: Who was there to help?





**Title:** Interesting facts/Images





# KLA: Cherry Blossoms

Cherry Blossoms are a traditional Japanese flowering tree. They have a beautiful festival to acknowledge the beauty of these trees. The tree represents renewal and optimism (positivity and happiness).

Try drawing your own by following this video. Post it to the Google Classroom, we would love to see it!





# Wednesday, Week 10



Stage 3, 2021

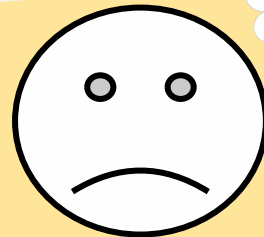
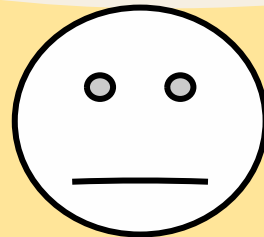
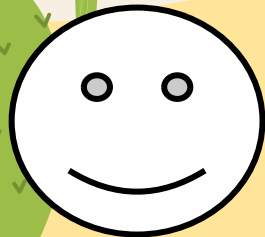
Tregear Public School

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

In our world, we are filled with so many cultures that are all beautiful! Listen to the song and after, write one fact about a different culture or a phrase in a different language

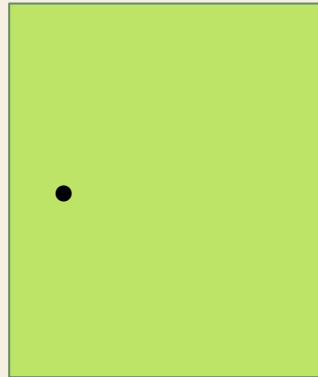


# Spelling:

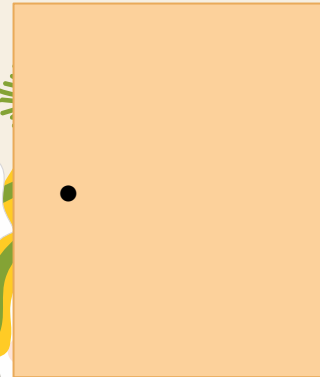
Using the list words provided, find words that have the same beginning, middle and ending parts of the words. Write those words of those groups in the boxes below.



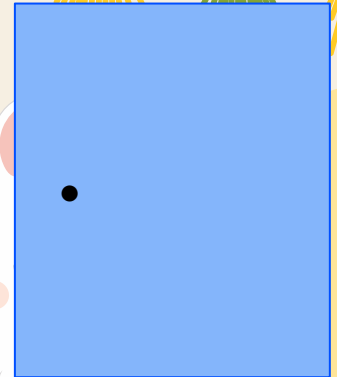
**Beginning**



**Middle**



**End**



- Yacht
- Stew
- Pupil
- Obtuse
- Misuse
- Argue
- Arguing
- Volume
- Tubeless
- Humanly
- Annually
- Museum
- Refusal
- Regular
- Circular
- Particular
- Curable
- Lawyer
- Insecure
- Newspaper
- Duplicate
- Genuinely
- Amusement
- Endurance
- Communicate

# READING

## The Bottom of the Stairs

Catherine had never been afraid of the dark. To her, the dark night was where adventures happened, where ogres fought each other in the forest, and where dragons flew through the blackened sky. She had never been afraid of the dark before, so why should she start being afraid now?

Catherine trod carefully, the air was becoming warm and wet as she descended into the basement. She arrived at the bottom of the stairs and a long, tiled corridor stretched out before her. At the end of the corridor was a door with a deep red glow shining through. "The dragon," she said to herself, and crept towards the door.



# READING



1. What two adjectives describe the air?



2. In what part of the text does Catherine's journey begin?





3. Why might the writer have described a deep red glow shining through the door?



4. Do the dragons and ogres in this story make a link to any other type of story?



5. How would you describe this text?



6. What question does the writer ask in the story?



# Narrative Writing

This year you learnt how to Write a Narrative using a range of skills. Today you are going to plan and write a story based on the stimulus provided. Use the example to show you what a good story looks like. Use the checklist below to make sure you have all elements of a GOOD STORY!

My story has an interesting title.		I have written in paragraphs and each paragraph contains a new idea or event.	
I have described the setting and atmosphere using descriptive language.		I have used interesting language throughout my story to paint a clear picture for the reader.	
I have introduced my character or characters and told the reader about them.		I have used time words to help the reader follow the story.	
I have explained what is happening at the beginning of the story.		I have used different types of sentences to make my writing entertaining.	
My story has a believable but interesting problem.		I have used speech carefully with correct punctuation.	
My character(s) solve the problem in a believable way.		I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	
I have shown the feelings of my character(s) as they deal with the problem.			

# Narrative Writing Planning Example

Who - Stacey and Niki Twins - naughty like best friends	where - school Laboratory find chemicals make poison.	③ makes double of Stacey & Niki
④ - Everyone wants a turn at School - Now 1000 children!	Teacher (Mr Flirk.) makes poison go away.	⑤ - Everyone back to normal. Stacey and Niki have detention for 2 months.

Orientation - who, what, when, where

Complication - series of events in order

Resolution - How do we answer our complication?

# Narrative Writing Example

## Trouble twins

There once was two girls and their names were Stacey and Niki. Stacey and Niki were both twins (very naughty twins!) Both of them were like best friends they had no other friends except each other.

One day both of them were really bored at school, so they just left their class and went into the laboratory. Mr Flirk who worked in the laboratory wasn't there, Stacey and Niki just started going through all of the chemicals and posions that were there. Then Niki found this high shelf in the cupboard that had all of the SPECIAL chemicals. So she took them down, and started making a random positon up. Niki just put any chemical in the container and started mixing it up. Then Stacey started putting other posions in aswell. Finally when they had put every chemical in they could find, Niki said "Finished!" Then Stacey decided to pour the posion all over herself, and pour it over

Niki as well. In about 30 seconds there was 5 on Stacey's and 5 of Niki's! This meant that the posion had made more of Stacey and Niki! This was TERRIBLE!

Where ever the real Stacey or Niki went the clones of Stacey and Niki would copy them and follow them.

Then Stacey and Niki told everyone in the school what had happened, and everyone wanted to have a go.

So Stacey and Niki poured the posion on everyone in the school.

Then that instint all of the teachers found that they used to have 500 children in the school now they had 1000!

The next day Mr Flirk came to school and was HORRIFIED! He could not believe what Stacey and Niki had done.

But what is very lucky that Mr Flirk new the posion up and this. So Mr Flirk made up the posion and poured it over everyone. Now everyone was back to normal.

(But Stacey and Niki weren't back to normal...  
THEY HAD DETENTION FOR 2 MONTHS!)



# Your writing Stimulus

## Emergency!

Today you are going to write a narrative (a story). The topic of your story is an 'emergency'. Your story might be about a rescue mission with emergency services, such as the police, fire brigade or ambulance. You might have just witnessed an accident or it could be that you have just got to school and realised that you have left your homework on the kitchen bench and it was due today.

### Think about:

- what the heading/title is;
- the orientation or introduction;
- the types of characters and setting;
- the complication or problem;
- the sequence or series of events;
- the resolution or conclusion – How the story will end?

### Remember to:

- plan your story;
- write in sentences;
- focus on your spelling, punctuation, grammar and paragraphs;
- check your spelling and edit your writing when you have finished.



# Your Narrative Writing PLAN

Who	Where	When
complication	Series of events	Conclusion



# Your Turn Narrative Writing Assessment

**Title:**

**Story:**

DEAR DIARY...



# 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](https://www.youtube.com/results?search_query=brain+breaks+for+kids)

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



-100

+100

-5000

+5000

-1050

+1050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**987**

Addition Problem

Subtraction Problem

Make the Smallest Number

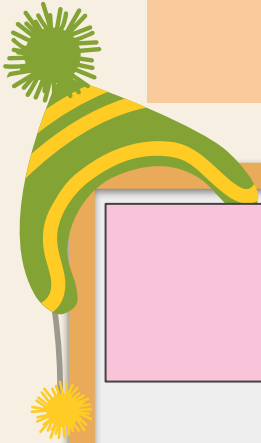
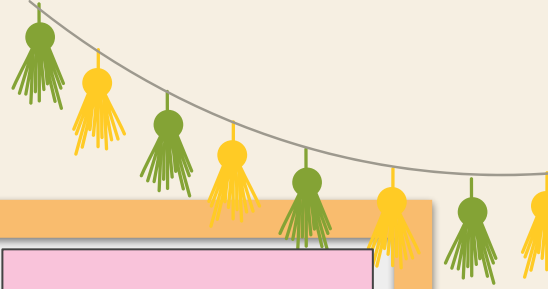
Make the Largest Number

Write It Out

**Extension: Word problem**

Broken calculator time! You cannot use the 1, 9, 8, & 7 buttons, how do you get to 987?

# Mental Warm Up



Blank pink rectangular box for writing.

Blank pink rectangular box for writing.

Blank pink rectangular box for writing.

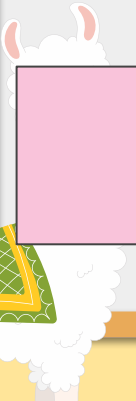
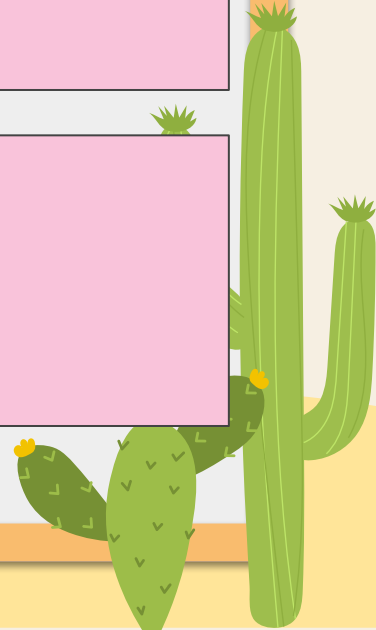
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Write as many different ways as you can think of to get to 323

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# Maths Revision

## We are revising:

- Using Rounding in Subtraction Problems
- Multiplicative Arrays
- Adding decimals
- Two-way tables
- Inverse operations



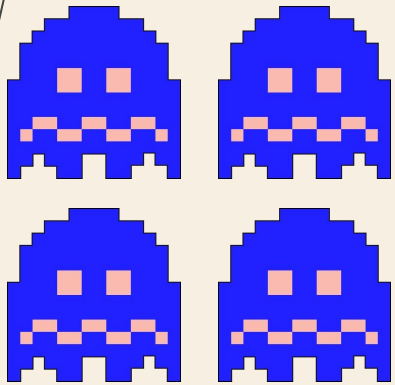
# Using Rounding to Check Answers

Round these numbers to the nearest ten and perform a mental calculation. Decide if your answer is close.

Calculation	Rounded Approximation	Does the original answer look correct based on rounded estimation?	Corrected answer (if necessary)
$456 - 242 = 214$	$460 - 240 = 220$	Yes	
$595 - 41 = 554$			
$859 - 342 = 517$			
$3256 - 1112 = 2144$			
$4367 - 345 = 4002$			
$435.25 - 122 = 313.25$			
$5427 - 4353 = 1074$			
$2345.75 - 435.5 = 1910.25$			

# #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.



$4 \times 4 = 16$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Maths Task

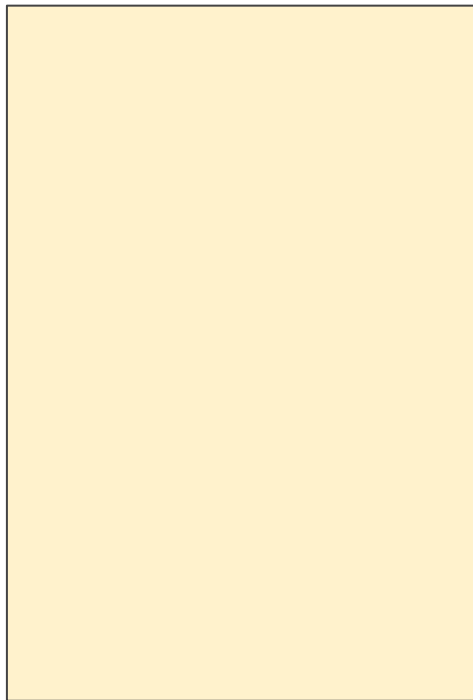
### Complete this word problem

Holidaying in Sydney, Bob would like to purchase tickets to go to 4 events

- Luna Park is \$23.30 dollars,
- Frozen Musical is \$79.50 dollars
- Harbour Bridge Climb is \$75.60 dollars
- Sydney Tower Walk is \$54.90 dollars
- 4D Cinema is \$27.70 dollars
- History Tour is \$14.45 dollars
- Taronga Zoo is \$42.30 dollars
- Sydney Aquarium is \$32.00 dollars

What would his total be?

**SOLVE HERE** →



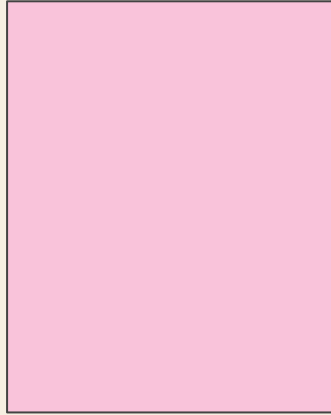
**#VIRTUALMATHS**



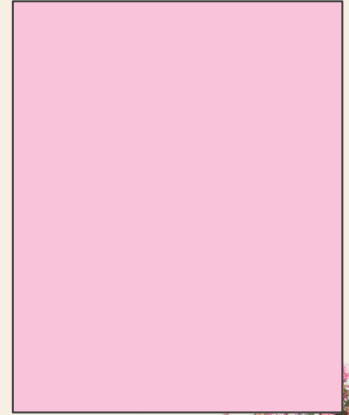
# Inverse Operations Word Problems



I thought of a number.  
I added 15 multiplied  
by 2 and subtracted  
20. My answer was  
100. What do you  
think I started with?



I thought of a number.  
I subtracted by 20,  
added 10 and  
subtracted 32. The  
answer is 96. What  
was my number?



## Maths Explicit Teaching: Data

Complete the following task. You will need use your addition and subtraction skills in filling this table out.

**33 STUDENTS LIKE VIDEO GAMES AND LIKE MOVIES**

**54 STUDENTS DO NOT LIKE VIDEO GAMES AND LIKE MOVIES**

**45 STUDENTS DOES NOT LIKE MOVIES BUT LIKE VIDEO GAMES**

**23 STUDENTS DOES NOT LIKE MOVIES AND VIDEO GAMES**

	Likes Video Games	Does not like video games	Total
Likes movies			
Does not like movies			
Total			

#VIRTUALMATHS

# 2nd Break!

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:

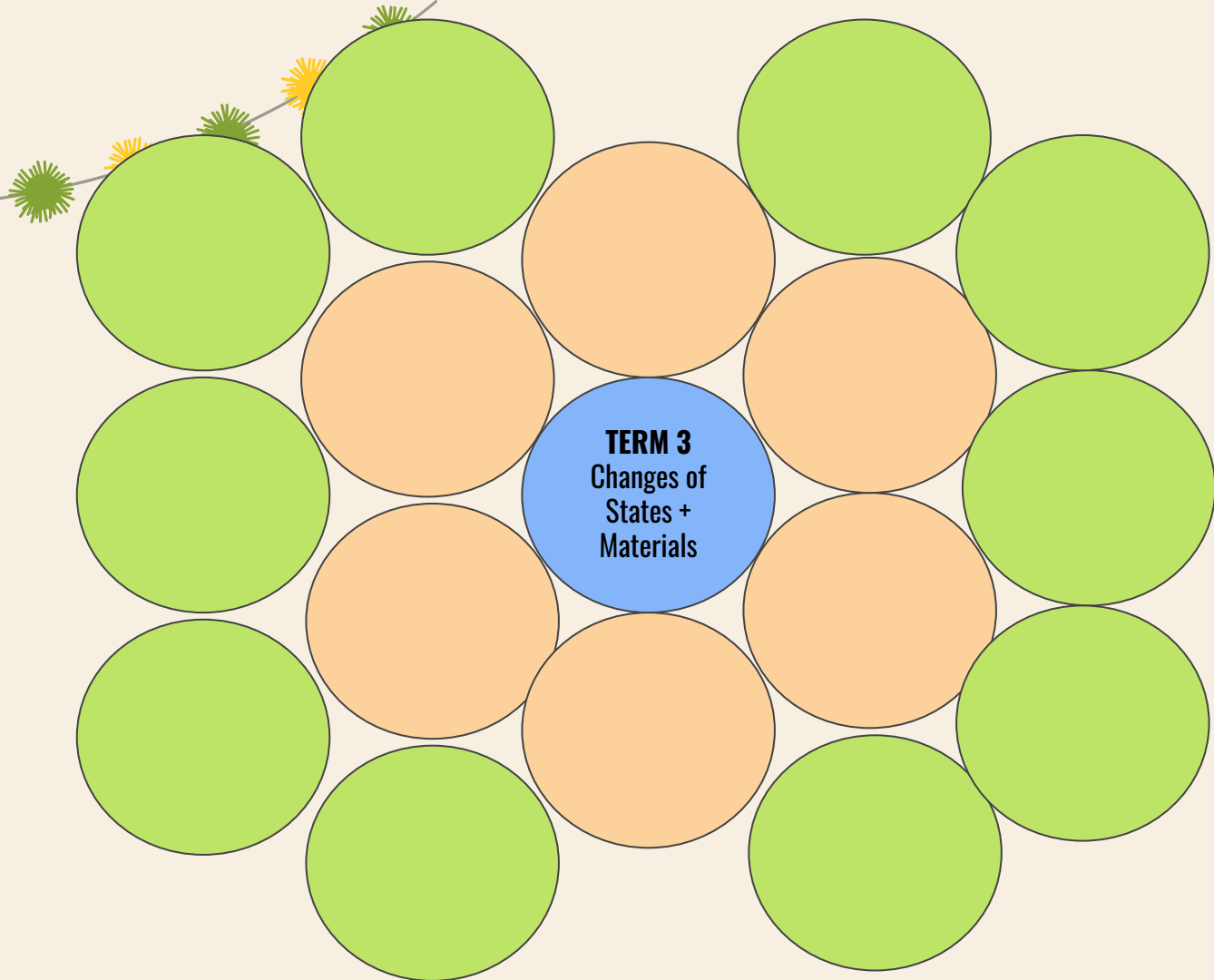
[https://www.youtube.com/results?search\\_query=brain+breaks+for+kids](https://www.youtube.com/results?search_query=brain+breaks+for+kids)



**STARVING**

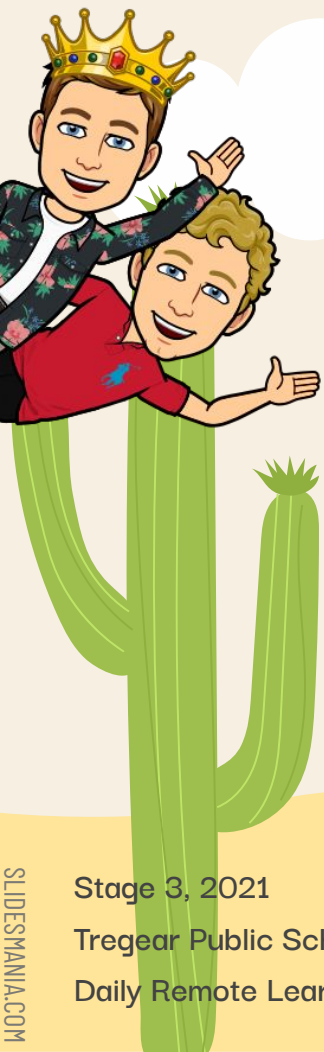


# Science and Technology



In this term, we learnt a lot about the changes of state. Summarise all the ideas you learnt in the bubbles





# Thursday Week 10



Stage 3, 2021

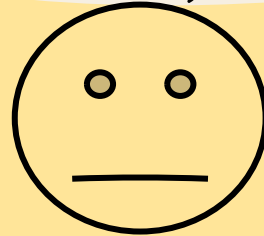
Tregear Public School

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





# Spelling:

yacht  
stew  
pupil  
obtuse  
misuse  
argue  
arguing

volume  
tubeless  
humanly  
annually  
museum  
refusal  
regular  
circular  
particular  
curable  
lawyer  
insecure  
newspaper  
duplicate  
genuinely  
amusement  
endurance  
communicate

Make an acrostic poem for each word;

Y  
A  
C  
H  
T

M  
U  
S  
E  
U  
M

O  
B  
T  
U  
S  
E

# Spelling:

## W10 words

N	O	R	T	H	G	I	L	I	W	T	I	H	R
E	H	W	W	A	E	S	U	I	T	L	W	T	W
D	R	A	W	R	O	F	H	T	G	R	E	H	L
H	T	W	W	T	W	R	H	H	S	E	I	G	I
H	W	I	H	W	W	T	H	E	L	T	G	U	W
H	H	E	E	Q	W	O	H	H	A	T	H	E	H
M	Q	U	E	S	T	I	R	L	F	H	T	W	H
H	E	T	L	M	E	W	T	S	T	D	S	E	H
G	W	I	L	O	A	H	H	W	T	W	T	H	E
T	W	D	A	S	E	W	A	S	T	E	H	L	W
T	R	E	N	O	W	H	E	R	E	L	R	W	R
H	O	O	E	W	R	R	T	E	I	R	E	W	W
M	E	A	N	W	H	I	L	E	H	W	D	S	W
W	H	I	S	T	L	E	O	Q	H	E	W	R	A

WASTE  
NOWHERE  
QUEST  
FORWARD  
MEANWHILE  
WORST  
WEIGHT  
WHEEL  
WHISTLE  
TWILIGHT

Use your line  
tool to find the  
words!



# READING

## The Geography of Australia

Australia is the world's smallest continent; it is roughly the size of the continental United States. Australia and Antarctica are the two continents that are islands. Australia is bordered to the west and south by the Indian Ocean and to the north and east by the Pacific Ocean. More specifically the Coral Sea, a subdivision of the Pacific Ocean, lies to the northeast of Australia. The nearby large islands of Tasmania and New Guinea, as well as some smaller islands, are all considered to be part of the Australian continent. The Great Barrier Reef is the largest reef system in the world with nearly 3,000 reefs and 900 islands. It is located in the Coral Sea off the northeast coast of Australia.



# READING

Culturally, most the non-native people of Australia are related to British or Irish ancestors. Yet Australia lies close to southern Asia and people have close economic ties to the Asian continent and Oceania. Oceania is the name given to the combination of Australia, New Zealand, and the island groups in the Pacific Ocean called Micronesia, Melanesia and Polynesia. Micronesia includes the Caroline, Gilbert, Mariana and Marshall island groups plus Wake Island, together having about 2,250 small islands. Melanesia is a grouping of Pacific islands that includes New Caledonia and the Bismarck, Solomon, New Hebrides, and Fiji island groups. Polynesia contains the Hawaiian Islands, Tonga, Samoa and other nearby islands.







# READING



The Australian Alps are a mountain range located in southeastern Australia. The highest mountain in the chain and the highest point in Australia is Mount Kosciusko, just 7,316 feet in height. The Hamersley Range is located in Western Australia and contains some of the oldest portions of the earth's crust. More famous to travelers are the snow-capped Southern Alps of New Zealand. New Zealand is a country of two large islands and other small islands southeast of Australia. This mountain chain contains Mount Cook, the highest point on the island of New Zealand at 12,316 feet. There are many mountains about this height in the Southern Alps.

Except for a few mountainous areas, the continent of Australia is mostly flat. The western half of the continent is arid and one-fifth of Australia is desert.



# READING

1. Which of the following bodies of water borders on Australia?
  - a. Mediterranean Sea
  - b. Black Sea
  - c. Coral Sea
  - d. Aegean Sea
2. The Great Barrier Reef
  - a. Lies northeast of the continent of Australia
  - b. Lies in the Coral Sea
  - c. Is the largest reef system in the world
  - d. All of the above
3. The Hawaiian Islands are geographically part of
  - a. Polynesia
  - b. Melanesia
  - c. Micronesia
  - d. Australia
4. Which of the following islands is considered geographically to be part of Australian continent?
  - a. Tonga
  - b. New Caledonia
  - c. Wake Island
  - d. Tasmania
5. There are mountains named Alps in
  - a. Australia
  - b. New Guinea
  - c. Both a. and b. above
  - d. None of the above
6. The continent of Australia is mostly
  - a. Mountainous
  - b. Flat
  - c. Desert
  - d. Forested

## Answers here :)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

# Persuasive Writing

This year you learnt how to Write a Persuasive Text using a range of skills. Today you are going to plan and write an argument to persuade your audience based on the stimulus provided. Use the examples to show you what a good persuasive text looks like. Use the checklist below to make sure you have all elements of a GOOD PERSUASIVE ARGUMENT!

My text has an interesting title.		I have used topic sentences to make the idea of each paragraph clear.	
I have thought about the audience I am writing for and how I will persuade them.		I have used linking words to help the reader follow my text.	
I have an introduction that grabs the reader's attention and clearly explains my opinion about the topic.		I have used persuasive devices to convince the reader of my opinion.	
I have given strong reasons for my opinion and have explained these using interesting facts and details.		I have used strong persuasive language throughout my text.	
I have a conclusion that restates my opinion, reminds the reader of my reasons and leaves them with something to think about.		I have used different types of sentences for impact.	
		I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	

# Persuasive Writing Example 1

## Should Children Work For Their Pocket Money

There are several reasons "for" and "Against" this discussion on 'Should Children Work For their Pocket Money.'

Firstly, it is good for children to work for their pocket money because it makes them mature. Doing some chores in the house will prepare children for the future.

Secondly, if children are being payed for doing chores it saves lots of money. If parents pay their children the money spent stays in the family. If your father payed the carwash \$20 to wash the car he'd end up saving that money by paying his son instead to wash the car. He would pay less to get it done.

In addition, if children work for pocket money they will learn how to have respect for money. If someone bought you something they would not really have respect for their gift, whilst if you bought yourself something with pocket money you'd be much more careful with it.

On the other hand, there are several other reasons against the idea of children having to earn their pocket money.



Firstly, if children work for their pocket money they could become obsessed. They could turn to crime to get their hands on more money or even steal money from their own parents.

Furthermore, if children are working for money they are losing free time. Children should be able to enjoy their childhood while they still can. Children work extremely hard at school, so their time at home should be spent relaxing.

Finally, if children wait for birthdays or Christmas to get money they will learn how to become patient. If they learn patience they will also learn discipline and tolerance. These attributes lead to young children to become fine adults.

After considering the reasons for and against, children should work for their "pocket money". This is because it will teach the children how to earn money and that they can't just get it.

## TEEL Paragraphs

### Students Should Not Be Driven To School

Students should only walk, ride or use public transport to get to school. Being active is better for our health, it would ease traffic on our roads and reduce pollution.

Topic

First of all, walking or riding to school would improve the health of our students. Because of this, walking and riding are great forms of exercise as it does not cost anything, you do not need much equipment and they can be done in all weather. Experts recommend that we should all get thirty minutes of exercise a day. It is clear that if students walked or rode to school, they would increase their daily physical activity.

Explain

Evidence

Link

Topic

Furthermore, if more students were not driven to school, there would be less traffic on the road. Therefore, fewer children being driven to school would mean that there would be fewer cars. This is seen by the terrible traffic

Explain

Evidence

with a fewer cars, this is seen by the less traffic in the morning and afternoons in most cities. From this, we can conclude that it would ease traffic jams and may also lead to fewer accidents on our roads.

Link

Topic

Additionally, with fewer cars on the road, we would be reducing toxic gases that are polluting the environment. This means that many people's health is affected, it harms our environment and the animals and plants that depend on it. Data shows

Explain

Evidence

that half of all air pollution is thought to be caused by cars. We can, therefore, see that if the number of students using sustainable methods of transport increases, we could decrease our carbon footprint.

Link

As you can see, there are many reasons why students should not be driven to school. We could improve everyone's health and wellbeing, reduce traffic and help our environment.



# Your writing Stimulus

Start with an introduction.  
Write your **opinions** on this topic.  
Give **reasons** for your opinion.  
**Explain** your reasons.  
Finish with a **conclusion**.

## All Social Media is **Bad!**

What do you think? Do you agree or disagree? Is this a fair statement?  
Write to convince a reader of your opinion.



**Plan your writing.**  
Use convincing words.  
Write in paragraphs to organise your ideas.  
Pay attention to your spelling and punctuation, do your neatest writing.  
Check, **edit and uplevel** your work so that it is clear to the reader.



# Your Persuasive Writing PLAN

I have given you sentence starters to use to help you plan your arguments... REMEMBER TO USE A LINKING SENTENCE!

<p>My argument topic:</p>	<p>Do you agree or disagree?</p>	<p>1st topic opinion: <i>I believe that</i></p> <p>Explain: <i>My reason for this belief is because</i></p> <p>Evidence: <i>Imagine</i></p>
<p>2nd Topic Opinion: <i>I strongly argue that</i></p> <p>Explain: <i>I stand by this because</i></p> <p>Evidence: <i>Picture this,</i></p>	<p>3rd Topic Opinion:</p> <p>Explain:</p> <p>Evidence:</p>	<p>Conclusion</p>



# Your Turn Persuasive Writing Assessment

Title:

Persuasive writing:

# Fitness!



# DEAR DIARY

- How has your week been?



# 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](https://www.youtube.com/results?search_query=brain+breaks+for+kids)

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



-100

+100

-5000

+5000

-1050

+1050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**7104**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

**Extension: Word problem**

Create a word problem for the number 7104...

# Maths Focus: Revision

1)  $8 + 55 = \underline{\quad}$       2)  $4 + 95 = \underline{\quad}$       3)  $47 + 52 = \underline{\quad}$

4)  $59 + 37 = \underline{\quad}$       5)  $9 + 58 = \underline{\quad}$       6)  $27 + 29 = \underline{\quad}$

7)  $32 + 23 = \underline{\quad}$

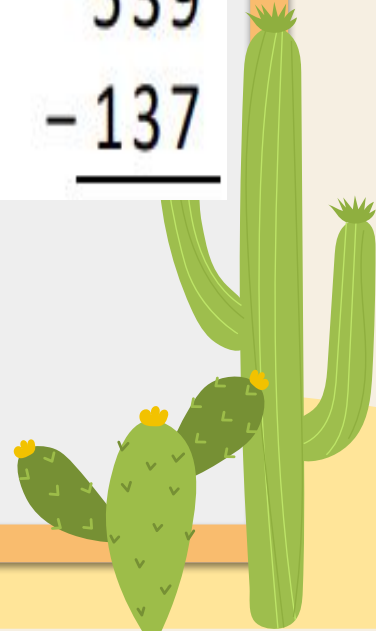
# Maths Focus: Revision

$$\begin{array}{r} 1) \quad 357 \\ - 126 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 268 \\ - 125 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 475 \\ - 134 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 539 \\ - 137 \\ \hline \end{array}$$



# Maths Focus: Revision

Write down the first 5 multiples of each number below.... 2 has been done for you.

2 - 4, 6, 8, 10, 12

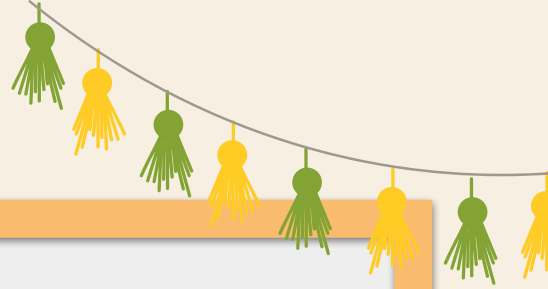
3 -

4 -

6 -

7 -

8 -



# 2nd Break!

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)



**STARVING**



# Play the Piano!

[https://musiclab.chromeexperiments.com/Shared-Piano/#PgOJZ\\_6V4](https://musiclab.chromeexperiments.com/Shared-Piano/#PgOJZ_6V4)

Learn & Practice piano @ Chrome  
Music Lab -Shared Piano ---->

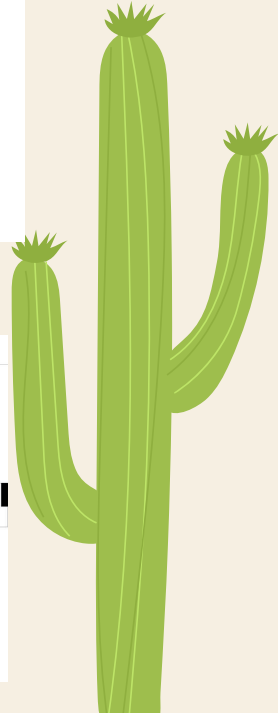
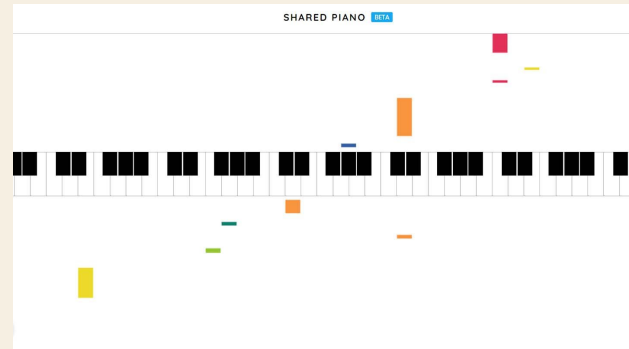
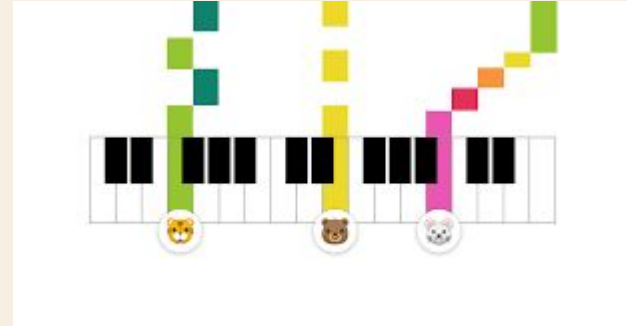
Practice:

Scales

Chords

Songs

Record and share your own songs!!

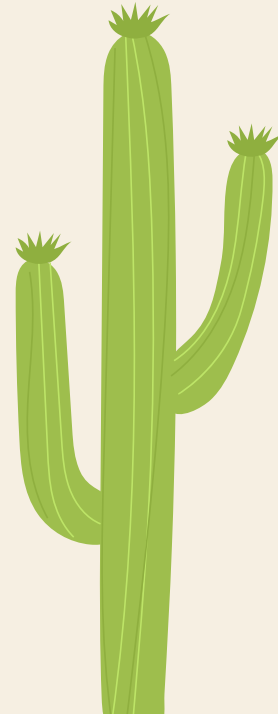
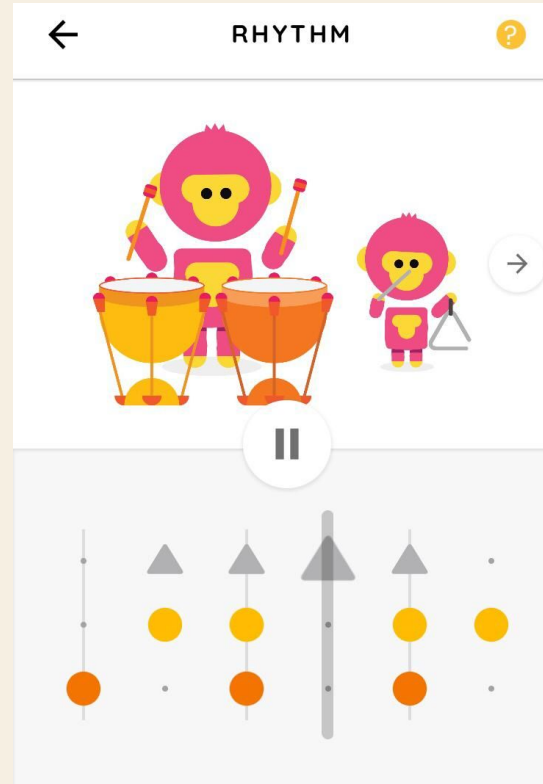


# Make a beat!

<https://musiclab.chromeexperiments.com/Rhythm/>

Make your own beat @ Chrome Music  
Lab - Drum set ---->

Practice different beats and rhythms!







# Friday, Week 10

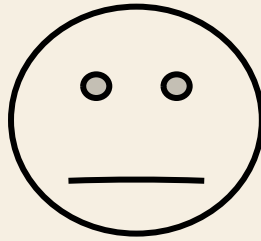


Stage 3, 2021

Tregear Public School

Daily Remote Learning Lessons and Activities.

# Morning Check In



WE MISS YOU ALL SO MUCH!!



# Attitude of gratitude

What are you grateful for and WHY??

Today I choose to be grateful for 5 things...

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

“Where gratitude flows, happiness grows...”



# 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

S	Y	L	W	B
A	O	B	U	L
D	S	E	C	T
O	R	F	T	K

### 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

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

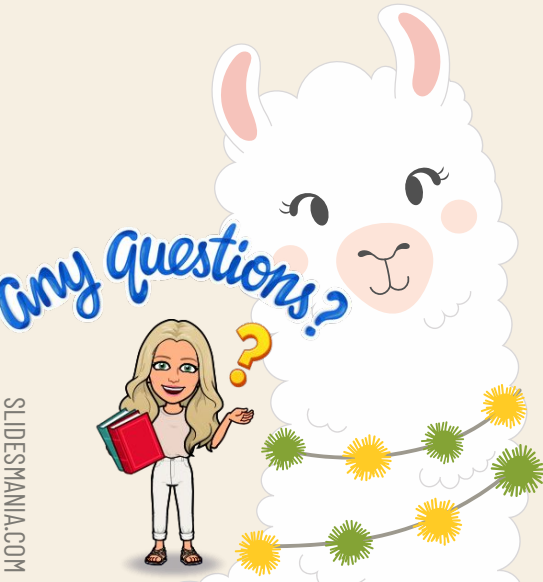
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Total Points:**

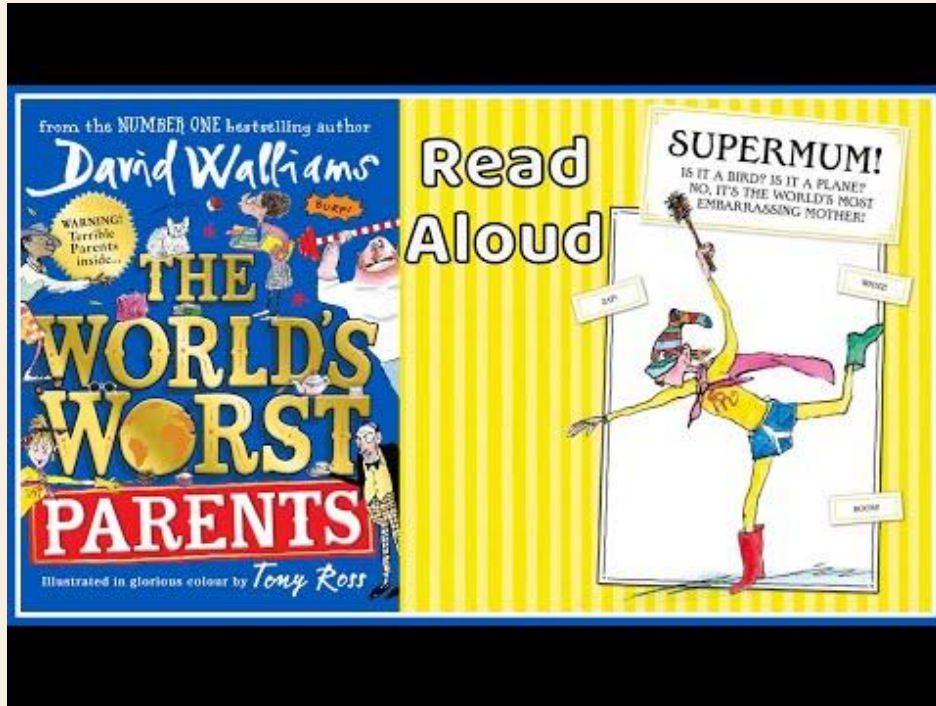
# SPELLING

Write a short story with every word you made in your boggle board go!!

Story:



# Reading: Watch the following story



SHORT STORY: Super mum!.



Tasks about this BOOK is on the next slide.

## Reading: Complete 2 comprehension tasks from the following

<p>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.</p>	<p>New front cover: Design a new front cover.</p>	<p>Poem: Write a poem (at least 4 lines long) describing either a character in the story or a scene in the chapter.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

# Reading: Comprehension

Activity 1:

Activity 2:





# Writing

Write a creative response to the following Pobble 365 image:

## The Race

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:

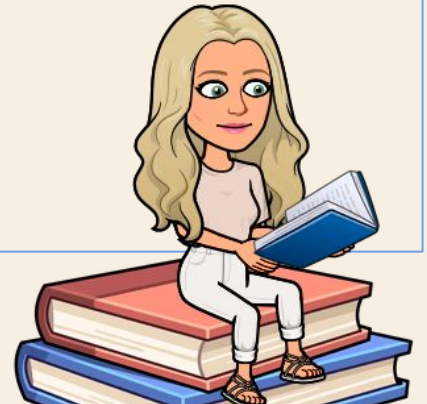
- Story starter
- Sentence challenge
- Perfect picture
- Sick sentences



# Writing: Pobble 365 creative writing

Story Starter: continue the story adding dialogue.

*His heart was pounding as they flew over the crest of the hill. He could taste the gritty dirt that had blown underneath his helmet, and the trickle of sweat that poured down in his neck. The roar of the engines filled his ears, and he fixed his eyes on the next jump; this was his chance to shine...*



# Writing: Pobble 365 Questions

Why was his heart pounding?

What is the 'crest' of the hill?

What sport can you see in the picture?

Which rider is the text describing do you think?

What does 'his chance to shine' mean?

What other challenges might the riders face during the race?

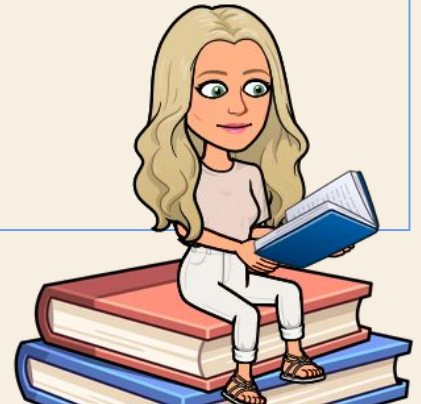
How might the riders feel before, during and after the race?

Have you ever done anything that seemed quite dangerous at the time?

Are there different types of risk?

Is taking a risk always a 'bad' thing?

Is there such a thing as a 'good' risk?



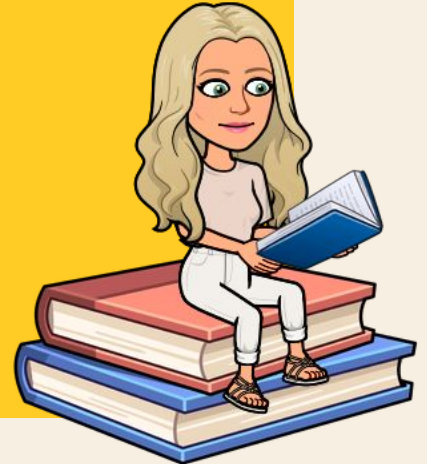


# Fitness!



# DEAR DIARY

- Who are your heroes?
- What habits do you want to change? Think carefully about the plan how you can change that.
- Write down everything that inspires you. Don't forget the little things.
- How do you imagine yourself after 10 years?



# 1st Break Time

recess

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)



-100

+100

-5000

+5000

-1050

+1050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**4324**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out


**Extension: Word problem**

4324 People went to a football game every person bought a ticket for \$50. Each person paid \$5 for a pie and \$4 for a coke. How much did the 4324 people spend in total for the football game?



# MULTIPLICATION: CHOOSE A LIST YOU DON'T KNOW. READ, WRITE AND

REPEAT 3 TIMES WITH 3 DIFFERENT NUMBERS.

Times tables						
<b>1x</b> 1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 8 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12	<b>2x</b> 1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24	<b>3x</b> 1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30 11 x 3 = 33 12 x 3 = 36	<b>4x</b> 1 x 4 = 4 2 x 4 = 8 3 x 4 = 12 4 x 4 = 16 5 x 4 = 20 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 10 x 4 = 40 11 x 4 = 44 12 x 4 = 48	<b>5x</b> 1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60	<b>6x</b> 1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72	
<b>7x</b> 1 x 7 = 7 2 x 7 = 14 3 x 7 = 21 4 x 7 = 28 5 x 7 = 35 6 x 7 = 42 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63 10 x 7 = 70 11 x 7 = 77 12 x 7 = 84	<b>8x</b> 1 x 8 = 8 2 x 8 = 16 3 x 8 = 24 4 x 8 = 32 5 x 8 = 40 6 x 8 = 48 7 x 8 = 56 8 x 8 = 64 9 x 8 = 72 10 x 8 = 80 11 x 8 = 88 12 x 8 = 96	<b>9x</b> 1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108	<b>10x</b> 1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120	<b>11x</b> 1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132	<b>12x</b> 1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144	

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# MATH FOCUS: Revision - adding decimals

$$\begin{array}{r} 5.54 \\ + 4.30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12.09 \\ + 8.48 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 33.41 \\ + 11.97 \\ \hline \\ \hline \end{array}$$

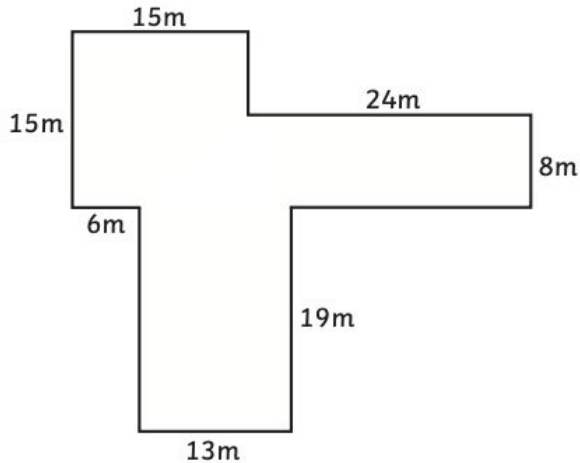
$$\begin{array}{r} 73.05 \\ + 41.29 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 50.99 \\ + 82.25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 50.01 \\ + 39.39 \\ \hline \\ \hline \end{array}$$

# MATH FOCUS: Revision; Perimeter of compound shapes

1. The school caretaker needs to price up some new guttering for the whole way round the school building. Work out the total perimeter of the school building from this plan so that she will know how much guttering to buy.



Working out here:

Tip: remember to find out the unknown lengths by using the other sides to add together the missing place.

# MATH FOCUS: POST-ASSESSMENT MISSING NUMBER PATTERNS

Draw a line to correctly connect the equivalent multiplication and division number sentences.

$9 \times 5$	$24 \div 4$
$8 \times 4$	$110 \div 11$
$5 \times 7$	$42 \div 7$
$6 \times 6$	$35 \div 5$
$4 \times 6$	$63 \div 9$
$3 \times 8$	$45 \div 9$
$2 \times 12$	$24 \div 3$
$7 \times 6$	$32 \div 8$
$9 \times 7$	$36 \div 6$
$11 \times 10$	$24 \div 2$

**Learning intention:**  
I can identify and match the correct inverse operations.

An example has been done for you.

# MATH FOCUS: Multiplying Decimals

Aim: Multiply and Divide decimal numbers by 10, 100 and 1000

Multiply the following numbers by 10, 100 and 1000 to complete the table.

	x10	x100
2.39		
5.73		
319.32		
0.38		

**Multiplying  
Decimals by 100**

Move the **decimal point**  
two places to the right

$$\begin{aligned} & 3.14 \times 100 \\ & = 3.140 \\ & = 314.0 \end{aligned}$$

**Optional:**

*Complete some of your set activities on:*



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

Maths Activity

# 2nd Break!

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)



**STARVING**



# KLA: CREATIVE ARTS

Cacti symbolize endurance as it is a plant that can stand up to the test of time and the elements. The cactus flower is a symbol of maternal love because it can thrive in harsh conditions and therefore symbolic of a mother's unconditional love.



## DID YOU KNOW?

Cacti can be distinguished from other succulent plants by the presence of areoles, small cushion-like structures with trichomes (plant hairs) and, in almost all species, spines or barbed bristles (glochids). Areoles are modified branches, from which flowers, more branches, and leaves (when present) may grow.

# KLA: CREATIVE ARTS: VISUAL ARTS - DRAWING

*WALT: draw real life objects with a focus on lines, colours, shade for affects.*

This is the image you will be drawing... don't worry as there are step-by-step instructions on the next slide...

ART IS PERSONAL...  
EVERYONE'S IS DIFFERENT AND  
THAT'S OK!

TRY YOUR BEST. IF YOU DO THE  
ACTIVITY 3 TIMES, EACH TIME  
IT WILL GET BETTER!!





YOUR TURN:



SLIDESMANIA.COM



# Learning Journal

Please go onto the Google Classroom Learning Journal Document and write all the activities you completed this week and sign off on it. Then submit!

Or send a photo of it through Class Dojo or the school mobile phone. Have a happy holiday, see you next term!



\*elbow bump\*

