



# Monday, Week 6.

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

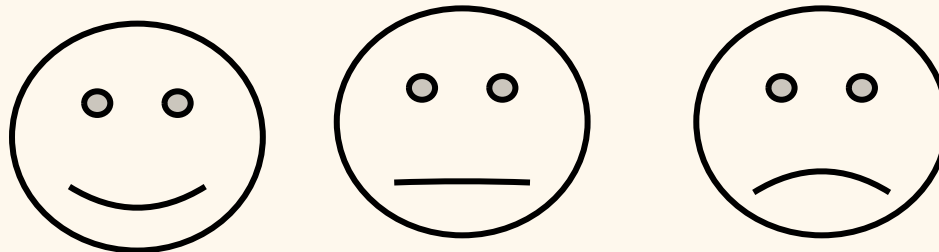




# Morning Check In

Please complete your morning check in on Google Classroom!

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



# Daily Schedule: have a great day!



## *Morning:*

Morning Check-in

Attitude of Gratitude

English Slides

*1st Break*

## *Middle:*

Maths Slides

*2nd Break*

PDHPE

# Attitude of gratitude



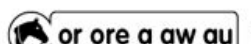
“We are grateful to be your teacher. We all miss you very much”

What are your 5 best memories about school?

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



# Spelling: We are focusing on the sound.

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

or	ore	aw	au
- <u>h</u> orse	- <u>st</u> ore	- <u>a</u> wful	- <u>l</u> audry



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



Words	Re-type your Words	Type your words in a different font
<p>reporter sure drawn haunted crawling broad stories storey brought cause awful quarter force course thoughtful taught ought sword fortune wardrobe laundry autograph audience applaud applause</p>		

## Reading: Repeat tastes the key to liking vegetables



Babies and kids need to be given the same vegetable up to 10 times to increase their chance of liking them, a new study has found. Repeated tastes of a vegetables between the ages of six months and five years make it more likely kids will like them and eat more of them, Flinders University researchers have found.

There is even evidence that familiarity\* with vegetable flavours in utero\* and through breast milk can boost a child's willingness to try veggies once they are old enough.

Other successful strategies\* uncovered by researchers included offering vegetables – not fruit – as a first food, using non-food rewards and reading children vegetable-based story books. The findings, reported in the American Journal of Clinical Nutrition, come as young kids are still refusing to eat enough nutritious\* leafy greens and other vegetables.

The Australian Health Survey found only 6% of children aged two to 17 ate the recommended servings of vegetables, leading experts to call for more practical advice for parents.

## Reading: Repeat tastes the key to liking vegetables



The analysis\* from the Flinders University Caring Futures Institute and science agency CSIRO found a child's like of vegetables could be set before they were even born.

“It appears that the maternal\* diet also plays a part through exposure to vegetable flavours in-utero and increasing children's chances of liking and eating them later, and the same goes for the mothers' diet while breastfeeding,” said Flinders University Professor Rebecca Golley, who is deputy director of the Caring Futures Institute.

She said food preferences were established within a child's first five years of life, which was why it was so important to establish healthy eating habits early.

“We know that a lack of vegetable consumption across the lifespan has effects on health, including an increased risk of chronic\* diseases, obesity and being overweight,” she said.





Comprehension: Answer the following questions based on your reading.

## Repeat tastes the key to liking vegetables



1. How many times should children try a vegetable to increase the chance of liking it?
2. Which University conducted this research?
3. Name one of the other successful strategies the researchers found encouraged kids to eat vegetables.
4. What percentage of children aged two to 17 ate the recommended servings of vegetables?
5. What health problems can people have if they don't eat enough vegetables during their life?

**EXTENSION ACTIVITY: Write a delicious kid-friendly recipe that includes at least five different vegetables.**

Recipe Slide: Add your recipe for something yummy made with vegetables.

## **Repeat tastes the key to liking vegetables**

Add recipe here:



# Writing: Point of View



**Learning Intention:** Today we will identify the purpose of the text and the individual point of view for each of the crayons portrayed through dialogue in 'The Day the Crayons Quit' by Oliver Jeffers.

**First we need to understand that**

**Point of view-** is the particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.

**Dialogue** - is a conversation between two or more people as a feature of a book, play, or film.

# Writing: Point of View



***Before reading 'The Day the Crayons Quit':***

View the cover and title. Identify the following:

- The title of the book:
- The author:
- The illustrator:
- The publisher:

# Writing: Point of View



**Answer the following questions to activate our Prior Knowledge:**

What does it mean to write persuasively?

What is the difference between telling or recounting a story and trying to make others see things from your point of view?

When would we use persuasive writing?

When would we use the other types including narrative/informative?

# Writing: The day the crayons quit.



# Writing: The day the crayons quit.



What is the purpose of the text?

Who would be the common audience for this text?

What features would help to engage that particular audience? (consider characters, colour, pictures, storyline)

Why do the crayons write it capital letters, underline words? How does this affect your interpretation of each crayon's point of view?

# Writing: The day the crayons quit.

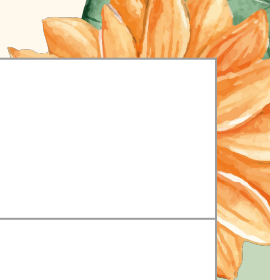


**Using provided chart, complete the table to identify each crayon's complaint:**

*Use red as an example on what to do: give example for each using quotes.*

Crayon	Point of view / complaint
Red	Red's point of view is that he is overused and worn out. "You make me work harder than any other crayons." "I wear myself out all year long, colouring so many different things. I even work on the holidays. I have to colour Santa at christmas and all the hearts on valentines. I need a rest!"
Purple	Purple's point of view is that
Beige	Beige's point of view is that





<b>Grey</b>	Grey's point of view is that
<b>White</b>	White's point of view is that
<b>Black</b>	Black's point of view is that
<b>Green</b>	Green's point of view is that
<b>Yellow</b>	Yellow's point of view is that
<b>Orange</b>	Orange's point of view is that



<b>Blue</b>	Blue's point of view is that
<b>Pink</b>	Pink's point of view is that
<b>Peach</b>	Peach's point of view is that



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



Use the example to help you write your own diary entry!!

## DIARY OF A STONE AGE CHILD

Dear Diary,

Today was the most incredible day of my life. Shall I tell you what I did?

I woke feeling cold and looked up to see my younger brother, Stoat, leaving. The fire had gone out and the deer skin that my mother, Fennel, had draped carefully over me last night had fallen off, so my bare feet could feel the autumn breeze blowing in. It was time to get up. Emerging from the tipi, I looked out at the hills beyond our camp to see the sun slowly rising. I had jobs to do that morning but first I had to help my brother to gather some breakfast. We took our rabbit skin bags to the edge of the wood where the blackberries grew and filled them up to the brim. We couldn't resist gobbling a few berries as we picked, because the hunters had not had a successful day out yesterday and we had only had a baby deer to share between our large family of twenty-four so we were ravenously hungry.

# Fitness!



-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**  
**7777**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

***Extension: Word problem***

*There were 7777 people who won tickets to the NRL grand final. The stadium could hold 52000 people. How many people had to buy a ticket, if 7777 people won a ticket?*

*Extension: If each ticket cost \$80. How much money was made from selling tickets to the NRL Grand final?*

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

REPEAT 3 TIMES WITH 3 DIFFERENT NUMBERS.



## Times tables



1x	2x	3x	4x	5x	6x
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4	1 x 5 = 5	1 x 6 = 6
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8	2 x 5 = 10	2 x 6 = 12
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12	3 x 5 = 15	3 x 6 = 18
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16	4 x 5 = 20	4 x 6 = 24
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25	5 x 6 = 30
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40	10 x 5 = 50	10 x 6 = 60
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44	11 x 5 = 55	11 x 6 = 66
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48	12 x 5 = 60	12 x 6 = 72

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

--	--	--

# MATH FOCUS: PRE-ASSESSMENT MISSING NUMBER PATTERNS



① Apply the rule to complete the number patterns.

a) Rule:   $\times 2 =$

	1	2	3	4	5	6	7	8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

b) Rule:   $+ 5 =$

	1	3	5	7	9	11	13	15
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

c) Rule:   $\times 10 =$

	1	3	5	7	9	11	13	15
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Learning intention:**  
I can use the rule to continue the number pattern.

Example:

$$\begin{array}{l} \star = 1 \\ 1 \times 10 = 10. \end{array} \quad \begin{array}{l} \star = 3 \\ 3 \times 10 = 30 \end{array}$$

# MATH FOCUS: PRE-ASSESSMENT BALANCING NUMBER PATTERNS



## Maths Strategy:

Look at the equation and work out the value of one side. Then, use this information to help you calculate the missing number on the other side.

## Handy Tip!

Once you have found the missing number, check that it makes sense by putting it into the original equation. Both sides should be worth the same value.

1.  $10 + 15 = 8 + \square$

7.  $28 \div 7 = 46 - \square$

2.  $30 - 12 = 24 - \square$

8.  $11 \times 6 = \square + 38$

3.  $8 \times 6 = 12 \times \square$

9.  $84 - \square = 37 + 28$

**Learning intention:**  
I can balance number patterns by making sure both sides equal the same.

The first one has been done for you.



## MATH FOCUS: PRE-ASSESSMENT MISSING NUMBER PATTERNS



① Complete each number sentence by filling in the missing value.

a)  $14 + \boxed{6} = 20$

b)  $\boxed{\phantom{00}} - 5 = 10$

c)  $3 \times \boxed{\phantom{00}} = 18$

d)  $19 + \boxed{\phantom{00}} = 26$

e)  $100 - \boxed{\phantom{00}} = 55$

**Learning intention:**  
I can use the known product to help find the missing number

The first one has been done for you.

## MATH FOCUS: PRE-ASSESSMENT MISSING NUMBER PATTERNS



② Complete each number sentence by filling in the missing value.

a)  $16 + 4 = 5 \times \square$

b)  $25 - \square = 3 \times 5$

c)  $\square - 6 = 32 + 8$

d)  $100 \div 5 = \square - 20$

e)  $20 \times 2 = 80 \div \square$

### Learning intention:

I can work out the answer to one side to help find the balancing equivalent answer on the other side.

Two examples are done for you.

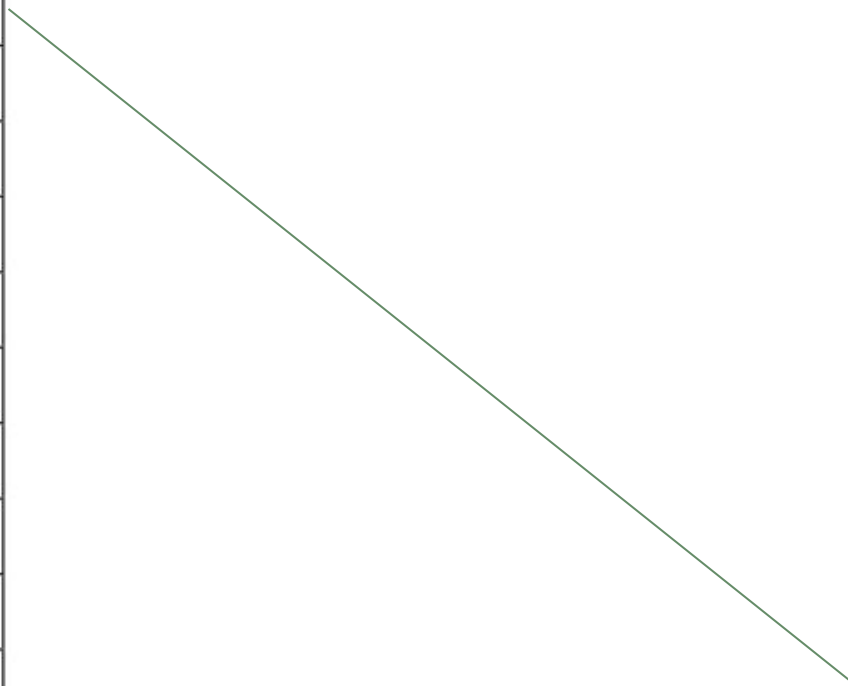
# MATH FOCUS: PRE-ASSESSMENT MISSING NUMBER PATTERNS



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

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

$20 \div 4$
$77 \div 11$
$48 \div 12$
$16 \div 2$
$27 \div 9$
$36 \div 4$
$50 \div 5$
$30 \div 5$
$21 \div 7$
$18 \div 3$



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

An example has been done for you

## MATH FOCUS: PRE-ASSESSMENT MISSING NUMBER PATTERNS



### Learning intention:

I can use the correctly matched inverse operations and write them in number sentences.

An example has been done for you

*You can  
copy your  
÷  
from here*

Choose 4 of the equivalent number sentences to write out with the answers.

Example:  $4 \times 6 = 24$  and  $24 \div 4 = 6$

1.  $6 \times 3 = 18$  and  $18 \div 3 = 6$

1.

2.

3.

4.


**PE: LETS SEE IF YOU CAN BEAT LAST WEEKS!**  
**TIME YOURSELF AND TELL ME HOW LONG IT TAKES TO COMPLETE!**



Workout	10 burpees	40 star jumps	20 shoulder taps	60 high knees
1st attempt				
2nd attempt				

PE: TIME TO GET PHYSICAL WITH YOUR FAMILY!



total time  
06:38

Turkey Walk

Watch

group.hill.com

# PDH - MAKING DECISIONS

As we get older, we are faced with many different scenarios where we have to make decisions in friendships, school, shops, arguments, relationships, family, sporting. Each decision we make in life impacts us. Here is the process we go through when deciding what a good decision to make is:

The steps taken in making effective decisions:

1. identify problem; *Will this choice cause an issue for someone or myself?*
2. gather information; *Will this choice harm someone or myself? Will it make me feel good or bad?*
3. consider alternatives; *Is there something nicer or better I can do instead?*
4. consider consequences of alternatives; *Will I get in trouble if I do this choice?*
5. make a decision; *I am confident that this choice is the right choice for everyone involved*
6. act on decision; and
7. evaluate the decision. *Because I made that choice it was positive for me.*

# PDH - MAKING DECISIONS

Before we can make decisions we need to understand our personal responsibilities regarding the health of self, family and friends and identify responsibilities of parents and teachers.

<b>MY RESPONSIBILITIES</b>	<b>PARENT/TEACHER RESPONSIBILITIES</b>



# PDH - MAKING DECISIONS

The **TEC** tool:



We make decisions every day. Sometimes we need to think a little harder about the choices we make, particularly when using technology – because all choices have consequences.

*When you have a tricky decision to make, try this before you take any action online:*

- **Think** of all your options. What can you do?
- **Evaluate** these options. What will happen if you choose to follow a particular option?
- **Choose** the best outcome for yourself and the people involved.

You can use the TEC to begin to develop decision – making skills when it comes to image sharing and interacting with others online safely and respectfully. This not only helps you think of how your decisions affect you, but also allows you to think about how what you do impacts on others. It is also a great strategy to help you work out the consequences of each decision

## Remember TEC!

 <b>Poor choice</b>	Follow it and make the situation worse.
	Ignore it- it will go away.
 <b>Good choice</b>	Not follow the link.
	Ask the student if he/she is ok and needs help.
	Report it to an adult – you may also want to take a screenshot so that you can report it with evidence.

# PDH - MAKING DECISIONS ONLINE

We come across many conflicts online. In the following table use your TEC tool to help create a resolution to your decision making process.

<b>DILEMMA/CONFLICT</b>	<b>POSITIVE DECISION</b>
<p>Imagine someone asks you to forward a hurtful comment about another student – to all your friends. What would you do in this situation?</p>	
<p>Imagine someone in your class creates a hurtful page on social media about another student in your class. What should you do in this situation?</p>	
<p>Imagine someone in your class creates a hurtful TIKTOK about another student or Teacher and asks you to duet it and make one too. What should you do in this situation?</p>	

## ***Making choices Remember that your choice can:***

- Not only affect you, it can affect others e.g. your family, friends and the school.
- Be a poor decision but it is important to learn from your mistakes.  
Sometimes an apology can be helpful when you have done the wrong thing.
- Change how other people think of you. Sometimes we might make a mistake and hurt a friend when chatting online.



eSafety Kids has ideas for what to do if you've 'been mean online', this might include being honest about your behaviour and apologising.

### **Personal reflection follow-up activity:**

It's a good idea to take some time to consider why it is important to make the right decisions. Think about the following questions:

- What consequences may occur if you spread hurtful posts or rumours?
- If it happens to you, who would you go to for support?
- What action would you take if this happened to a classmate?



# Tuesday, Week 6



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



# Daily Schedule: have a great day!

## *Morning:*

Morning Check-in

Attitude of Gratitude

English Slides

*1st Break*

## *Middle:*

Maths Slides

*2nd Break*

Geography

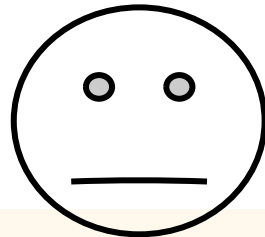
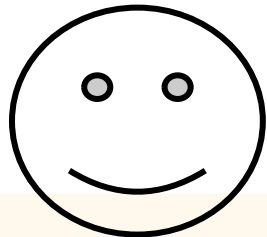




# Morning Check In

Please complete your morning check in on Google Classroom!

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



# Attitude of gratitude



What are you grateful for and WHY??

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

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

“Where gratitude flows, happiness grows...”

# Spelling:



## List words:

reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories  
storey  
brought  
cause  
awful  
quarter  
force  
course  
thoughtful  
taught  
ought  
sword  
fortune  
wardrobe  
laundry  
autograph  
audience  
applaud  
applause

Write graphemes to represent  or **ore a aw au** to finish these List Words.

s\_\_\_\_ br\_\_\_\_d t\_\_\_\_t qu\_\_\_\_ter appl\_\_\_\_d \_\_\_\_dience  
c\_\_\_\_se \_\_\_\_t f\_\_\_\_tune l\_\_\_\_ndry appl\_\_\_\_se th\_\_\_\_tful  
c\_\_\_\_se sw\_\_\_\_d h\_\_\_\_nted br\_\_\_\_t w\_\_\_\_drobe \_\_\_\_tograph

Write the words in the box, beginning with the prefix **auto** and words built from the roots **audio** and **applaudo**, to match these meanings. Use your dictionary.

★ The prefix **auto** means *self*, root **audio** means *I hear*, and root **applaudo** means *to clap*.

automatic applause autograph automobile audience audible applaud autobiography

a person's life story written by him or her**self** \_\_\_\_\_

person's name written by him or her**self** often as a signature \_\_\_\_\_

works by **itself** \_\_\_\_\_ motor vehicle moving by **itself** \_\_\_\_\_

can be **heard** \_\_\_\_\_ **listeners** at a concert \_\_\_\_\_

praise that can be **heard** (clapping) \_\_\_\_\_ (verb) \_\_\_\_\_ (noun)



# Spelling:



## List words:

reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories  
storey  
brought  
cause  
awful  
quarter  
force  
course  
thoughtful  
taught  
ought  
sword  
fortune  
wardrobe  
laundry  
autograph  
audience  
applaud  
applause

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

Are you \_\_\_\_\_ you can see the sea \_\_\_\_\_ from here? (shore, sure)

I saw a wild \_\_\_\_\_ trying to \_\_\_\_\_ a hole through the floor. (boar, bore)

The ladies tried to \_\_\_\_\_ the position of the \_\_\_\_\_ in the church. (altar, alter)

We yelled ourselves \_\_\_\_\_ at the \_\_\_\_\_ races. (hoarse, horse)

The adventurers plan to set \_\_\_\_\_ on the \_\_\_\_\_ day of Autumn. (forth, fourth)

The \_\_\_\_\_ boy wiggled the loose \_\_\_\_\_ while he waited. (board, bored)

The author moved \_\_\_\_\_ to autograph his book below the \_\_\_\_\_. (foreword, forward)

\_\_\_\_\_ a great friend because \_\_\_\_\_ willing to share \_\_\_\_\_ pencils. (your, you're)

# Grammar:



## The Solar System - Editing

Add editing marks to text. There are 20 errors.

The soler system is made up of eight planet's which orbit around the Sun

The four smaller planets closest to the Sun are mercury, Venus earth and Mars. They made up of rock and metel. the four outer planets are much larger. The too largest are Jupiter and Saturn, composd mainly of hydrogen and helium. The outermost Planets are Uranus and "Neptune". They are composed largely of ices, including frozen water ammonia and methane

our solar system is located within one of outer arms of the milky way galaxy, witch contains about 200 billion stars.

### How many errors?

Capital letter	
End punctuation	
Insert a word	
Change to lower case	
Take something out	
Check spelling	
New paragraph	

Rewrite the text here with the correct punctuation:

# Reading



## FORMATION <sup>OF</sup> THE EARTH

The origin of our home planet, Earth, is linked to the emergence of the sun. About 5 billion years ago, a nebula of gas and dust floating in space began to coalesce, contract and spin, forming a disc in the middle. It became so dense that it led to the creation of a star, our sun. The remaining disc of dust and gas kept revolving around the newly formed star.

These specks of dust were pulled towards each other as a result of their own gravity. The specks of dust grew bigger and became small rocks. Small rocks combined to make bigger rocks and so it went for another 500 million years.

4.5 billion years ago, Earth became the size and shape that we know today but it was a very different place. It was a boiling ball of molten rock. The temperature on this lava-like surface would have been about 1000°C. There was no air and only traces of water in the form of steam.

For the next 700 million years, Earth was hit with a bombardment of debris from the solar system. During this time, another planet about the size of Mars collided with the newly formed Earth. The collision sent dust and debris into space which, over the next 1000 years, settled to form a ring that orbited Earth. 100 million years later, this debris coalesced to form a large ball of rock that we now call the moon.

This bombardment also provided the new planet with different chemicals and minerals. The meteoroids and asteroids were made of different materials and also carried very small particles of something that would be a key feature of the future planet: water. Over hundreds of millions of years, these minerals and water particles accumulated to a point where liquid water became present on the surface.

The Earth's surface began to cool which allowed a crust to form. Gases also started to accumulate and an atmosphere began to develop. 3.8 billion years ago, the bombardment of the planet eased and Earth began to look something like we know today. Oceans of water were present, with volcanic islands scattered across them.

It would be another 2 billion years before large land masses and breathable air appeared and complex organisms were living in the oceans. The first humans didn't arrive for another 1.6 billion years after that.



It seems remarkable that this planet we know today, the planet we call home, came into existence as a result of some specks of dust floating in space.



# Comprehension Questions!



1. What celestial body had to be formed first before Earth could come into existence?

2. How long did it take for Earth to become roughly the size and shape it is today?

3. Research the definitions for the words below. Write the definition beside the word.

a ) nebula

b ) debris

c ) bombardment

4. Create a five step summary for the formation of Earth.

1 )

2 )

3 )

4 )

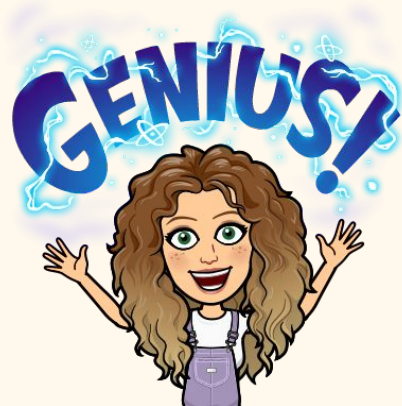
5 )

# Check your answers!



How many did you get correct?

Did you fix up the ones you needed to?



## Answers

1. What celestial body had to be formed first before Earth could come into existence?

**The sun had to be formed first to enable Earth to come into existence.**

2. How long did it take for Earth to become roughly the size and shape it is today?

**It took about 500 million years for Earth to become a size and shape similar to what it is today.**

3. Research the definitions for the words below. Write the definition beside the word.

a) nebula - **a giant cloud of dust and gas in space**

b) debris - **scattered remains and broken pieces**

c) bombardment - **a continuous flow of objects that can cause damage**

4. Create a five step summary for the formation of Earth.

*Teacher note: Some variation can be allowed with the responses but the first step must be the formation of the sun/solar system.*

i) **The sun ignites and the solar system is formed.**

ii) **Specks of dust began to collide and form bigger rocks, eventually forming Earth.**

iii) **The planet is bombarded with debris, including a small planet, whose remains became the moon.**

iv) **Meteoroids and asteroids brought new chemicals and water to the planet.**

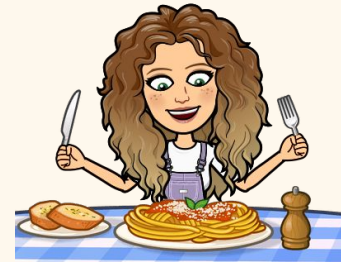
v) **The surface began to cool, forming a crust, then leading to an atmosphere and large bodies of water.**

# Writing

These pictures may give help you when you read the next slides!



vs.



# OPINION

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



Is camping or staying in a hotel better? Why.

Miss Roberson thinks that camping is a lot more fun than a holiday where you stay in a hotel. Write a persuasive text agree or disagree with me! Is a camping or hotel holiday better!?

What do you think is better? Why! Put your reasons here to help you write your SEEL paragraphs (hints on the next slide).

Remember:  
You will need to form a clear opinion about the topic and then support that opinion with facts, details, and examples.

## Track your progress

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



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



## Example SEEL paragraph

Seel - **s**tatement sentence, **e**xplain your reason, give an **e**xample, link back to your opinion.

**(s)** Camping is definitely a better holiday than staying in a hotel. **(e)** When camping, you get to connect with nature and stay in a new environment. **(e)** For example, when staying in a hotel, it is the same as staying in a bedroom. When camping, you get to sleep outside, under the stars and sleep in a new space like in a tent. **(L)** This is why camping is better than going on holidays and staying in a hotel.

### Brainstorm ideas if you need help!

Camping: Being in nature, exploring/bushwalking, campfires, toasting marshmallows, campfire bedtime stories, building things in nature e.g. a tree house.

Hotel: warm, blankets, a comfy bed, locked inside away from animals, tv in the room, bathroom to use, room service (food).

The next 3 slides are your drafting slides for making 3 SEEL paragraphs! After you draft them, put them all together on slide 14 to write your persuasive text.



# OPINION

Use your brainstorming ideas to organize your thoughts.

Paragraph Title: **Draft your SEEL paragraphs!**



Topic Sentence:

Supporting Reason:

Supporting Reason:

Example:

Closing Sentence:

State your opinion and catch your reader's attention.

Use facts, details, and examples to support your opinion.

Use synonyms to restate your opinion or draw a conclusion.



# OPINION

Use your brainstorming ideas to organize your thoughts.

Paragraph Title: **Draft your SEEL paragraphs!**



Topic Sentence:

Supporting Reason:

Supporting Reason:

Example:

Closing Sentence:

State your opinion and catch your reader's attention.

Use facts, details, and examples to support your opinion.

Use synonyms to restate your opinion or draw a conclusion.



# OPINION

Use your brainstorming ideas to organize your thoughts.

Paragraph Title: **Draft your SEEL paragraphs!**



Topic Sentence:

Supporting Reason:

Supporting Reason:

Example:

Closing Sentence:

State your opinion and catch your reader's attention.

Use facts, details, and examples to support your opinion.

Use synonyms to restate your opinion or draw a conclusion.



Paragraph Title:

Copy and paste your revised and edited draft here.

# OPINION

Did you....

- State your opinion in your topic sentence?
- Give 3 reasons that support your opinion, using facts, details and examples?
- Include a closing sentence that restated your opinion or drew a conclusion?
- Use complete sentences?
- Use linking words to connect your points (such as: first, second, third, also, in addition, finally)?
- Use correct grammar, spelling, punctuation and capitalization?
- Use a readable font?



# DEAR DIARY



Who is your favorite person on the planet? What do you like most about that person?

If you could have any secret super power, what would you want it to be and why?

Write about 3 places you would like to travel someday.

Anything you would like to add about your week?

-100

+100

-500

+500

-1000

+1000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**784**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

***Extension: Word problem***

It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?



# MATH Revision: Inverse Operations



See if you can figure out the inverse operations by working out these questions! Take notice of any patterns you see!

1.  $5 \times \underline{\hspace{2cm}} = 80$

4.  $\underline{\hspace{2cm}} \times 7 = 84$

7.  $6 \times \underline{\hspace{2cm}} = 72$

2.  $\underline{\hspace{2cm}} \div 8 = 8$

5.  $\underline{\hspace{2cm}} \div 3 = 9$

8.  $24 \div \underline{\hspace{2cm}} = 6$

3.  $\underline{\hspace{2cm}} \times 3 = 45$

6.  $\underline{\hspace{2cm}} \div 6 = 6$

9.  $9 \times \underline{\hspace{2cm}} = 180$



**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**

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

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

# Inverse operations.



Inverse operations work the same with addition and subtraction too!

For example!

$14 + 3 = 17$  and  $17 - 3 = 14$ !

# Inverse Operations



# Lets practice!



A. For each of these addition calculations, work out the answer to the inverse operation, to check whether each answer is right or wrong.

1.  $37 + 7 = 43$

$43 - 7 =$

3.  $25 + 8 = 33$

$33 - 8 =$

5.  $47 + 5 = 52$

$52 - 5 =$

7.  $34 + 6 = 40$

$40 - 34 =$

9.  $76 + 8 = 85$

$85 - 76 =$

Correct?

2.  $26 + 8 = 44$

$44 - 8 =$

4.  $17 + 9 = 25$

$25 - 9 =$

6.  $22 + 9 = 30$

$30 - 22 =$

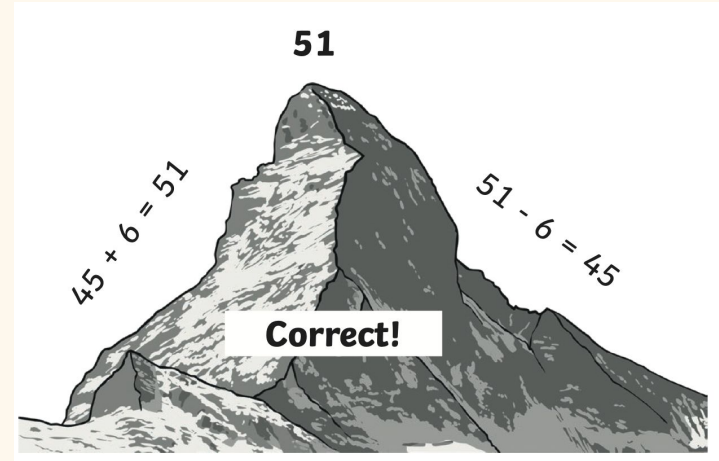
8.  $19 + 9 = 28$

$28 - 9 =$

10.  $46 + 7 = 53$

$53 - 46 =$

Correct?



# KLA: Geography: Global Connections



Trade is the buying and selling of goods and services. Goods are objects that people grow or make—for example, food, clothes, and computers. Services are things that people do—for example, banking, communications, and health care. People have traded since prehistoric times. Today most countries take part in international trade, or trade across country borders.

## Reasons for Trade



Trade happens because people need or want goods that they do not have. People also trade for services when they do not have the time or the skills to do things. Trade between countries happens for similar reasons. For example, some countries have resources, such as oil, or skills, such as car manufacturing, that other countries will buy.

Both people and countries want trade to benefit them. Families want to earn more money than they spend on goods and services. Countries try to sell, or export, as much as they buy, or import, from other countries.



**Import:** Import means that other countries send Australia items that we need for example clothes from Vietnam or oil from Singapore.

**Export:** Export means that Australia sells other countries items that they need to import. For example, coal.

Asia has a huge global connection with Australia.

The countries of Asia take up two thirds of imports to Australia!

A lot of the things we buy today are made in Asia and imported to Australia.



# KLA: Geography: Global Connections



**Your task:** Look around your house for items ‘made in’ another country. This can be found on clothing tags, the bottom of plates or bottles, toys or tags on items such as towels or bags. Write down 8 items and what country it was made in and answer the following questions based on the data you found.

Item	Country
-	
-	
-	
-	
-	
-	
-	
-	

1. What country was the most popular on your list?
2. Is it an Asian country?
3. Why do you think trade (imports and exports) are important?



# KLA: Calligraphy - Japanese writing!

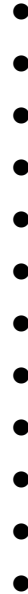


Watch the video and have a go drawing your own Japanese words with pen on paper! I would love to see photos uploaded onto Class Dojo or on a new slide!

# Daily Reflection!!



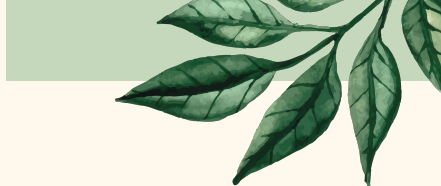
- One thing I am proud of today is \_\_\_ because...
- One thing I could have done better today is \_\_\_ because...
- Tomorrow I will improve \_\_\_ by...
- One thing that challenged me today was \_\_\_ because...
- One thing I struggled with today was \_\_\_ because...
- One interesting thing I learned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





# Wednesday Week 6

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





# Daily Schedule: have a great day!



## *Morning:*

Morning Check-in

Attitude of Gratitude

English Slides

*1st Break*

## *Middle:*

Maths Slides

*2nd Break*

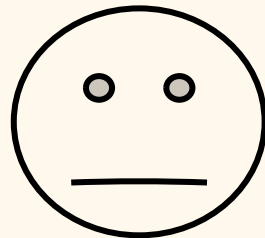
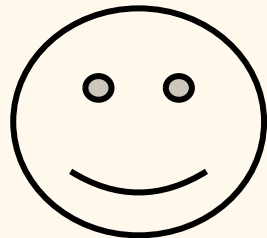
Science and Technology



# 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)



*Gratitude*  
IS THE BEST  
*attitude*

Think about everything you are grateful  
for.

Reflect on this as you meditate to this  
video





# Reading



**#LINKTOMARIO**

<http://mario.ign.com/>



Click the picture to the left or  
click down below to learn about  
the Museum of Mario

If it does not work, choose  
another book from your own  
home.

After, complete 2  
comprehension tasks on the  
next page



# Reading



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

## **Make a sequel:**

If you were to make a sequel to what you read, what would it be about?

## **Music Time:**

Write lyrics to a song retelling what happened in what you read

## **Review:**

Book critic time! Give it rating out of five stars. What did you dislike or like about the story?

## **Empathy**

If you were one of the characters, how would you feel?

## **Interview:**

You are going to interview a character. Write five interesting questions to ask them

## **Designing Challenge:**

If you were to give the website read or book read a front cover/page, what would be a new updated refreshing front cover/page that you could give it? Design one



# Reading

Write down below or upload a picture of your work

Task 1:



# Reading

Write down below or upload a picture of your work

Task 2:



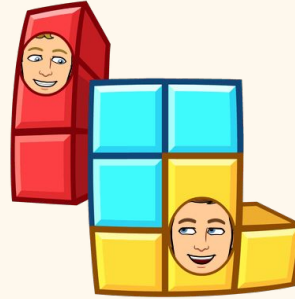


# Persuasive Writing



What is the best game in the entire world?

If you have it, **AMAZING**, go to the next slide



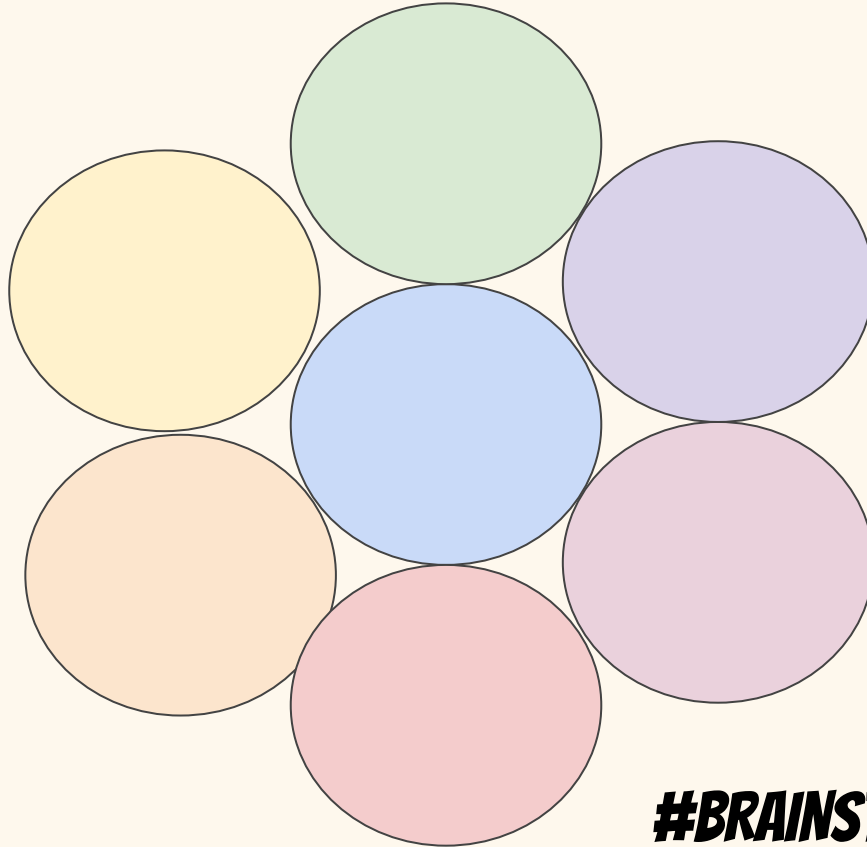
**CHECKMATE!**



# Writing



Write that game in the middle circle and around it, write some brief reasons around it in the other circles on why it is great. This is BRAINSTORMING



**#BRAINSTORMINGISIMPORTANT**

# Writing



Using what you learnt yesterday about SEEL, use this to write one draft argument from the reasons from the last slide!

State your opinion

Explain

Give Examples

Link back to your opinion



# Writing



FANTASTIC! Now, I want you to think about your explanation and examples from the last slides.

In **Explain**, you need to Tell me more about the reason in detail. It should be 1 to 2 good sentences.

In **Examples**, you need to examples that are valid like facts from the news or articles or from people like Scientists.

Now, edit your argument and rewrite it again here



A large, empty light blue rectangular box intended for the student to edit and rewrite their argument.

CHECK IN: HOW ARE YOU FEELING? WHAT HAVE YOU BEEN DOING LATELY?



-100

+100

-500

+500

-1000

+1000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**53 270**

Addition Problem

Subtraction Problem

Make the Smallest Number

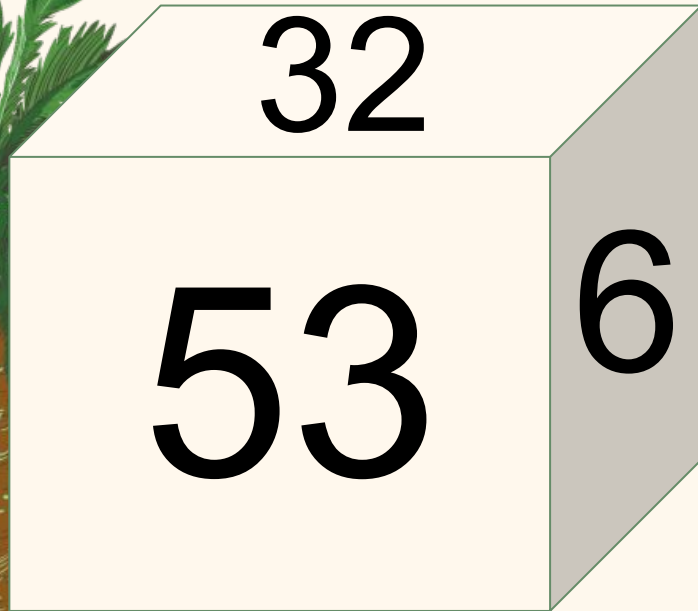
Make the Largest Number

Write It Out

***Extension: Word problem***

Last week, I added 5 lots of 350 of lollies to my collection, which now became 53 270 pieces. How many lollies did I begin with?

# Detective Maths



The sum of the die is 172. What could the other numbers be?

***#SOLUTION***



# What do we already know about *Inverse Operations*?

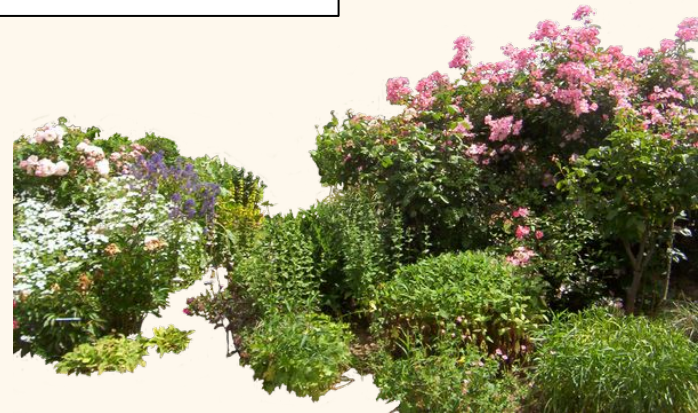


The word 'inverse' means reverse in direction or position. In mathematics, an inverse operation is an operation that undoes what was done by the previous operation.

For example, **addition and subtraction** are *opposites* along with **multiplication and division**.

**We can do like this, down below:**

$$5 + 31 = 36 \text{ and } 36 - 31 = 5 \quad | \quad 3 \times 6 = 18 \text{ and } 18 \text{ divided by } 3 = 6$$





# Language

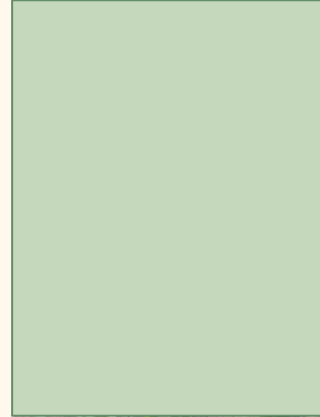
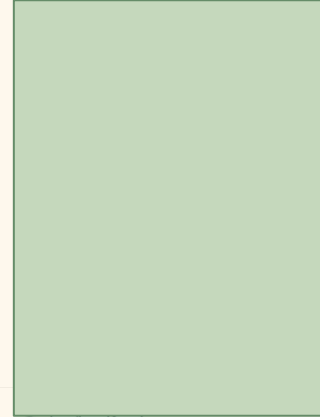
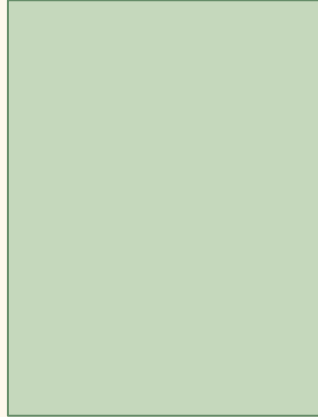
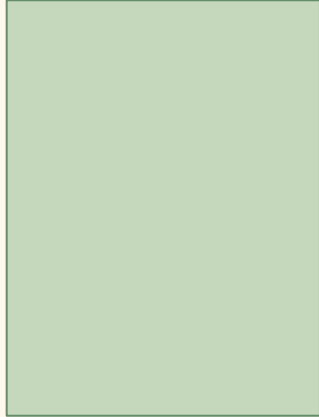


**#ADDITION**

**#SUBTRACTION**

**#MULTIPLICATION**

**#DIVISION**



We are going to be learning about using inverse operations in word problems.

To help with this, you need to know the language of addition, subtraction, multiplication and division. Read it above!



# Language

## #ADDITION

sum  
increase  
total  
together  
more  
add  
plus  
and

## #SUBTRACTION

take away  
minus  
less  
reduce  
remain  
difference  
how many more  
fewer  
take

## #MULTIPLICATION

multiply  
times  
product  
groups of  
lots of  
doubled

## #DIVISION

share  
divide  
share equally  
each  
group  
divisible by  
divided by

Great, here is important Mathematics language you need to know



# Deconstructing Inverse Operation Word Problems



Let's work together to look at inverse operations.

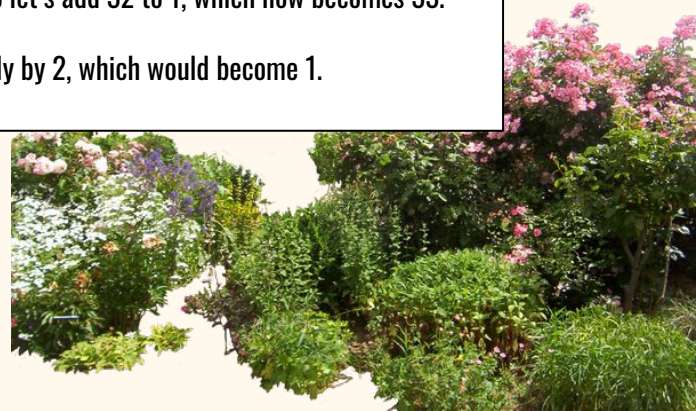
*I thought of a number, I subtracted 32, added 9 and then multiplied by 2. My answer was 20. What was the number?*

Here we would do the reverse of all the operations backwards. We would start with doubling or multiplication and the opposite to this is, halving so we would halve 20 to become 10.

After this, we would now subtract 9 as the opposite to adding 9 is subtracting, so it would  $10 - 9 = 1$ .

Final step, we do the opposite of subtracting 32, which is adding 32. So let's add 32 to 1, which now becomes 33.

To check it, we start with 33 subtract 32, add 9 and multiply by 2, which would become 1.



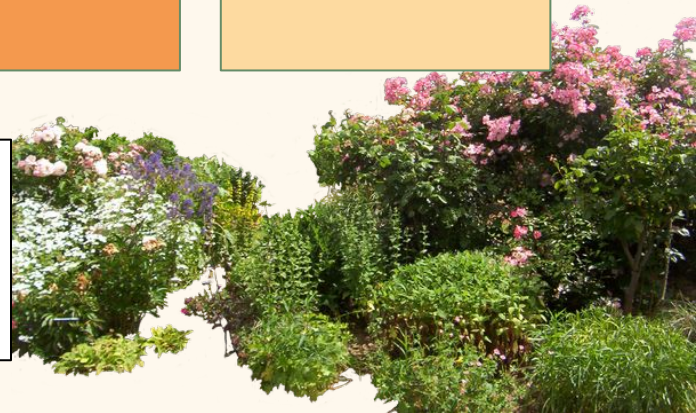
# Inverse Operations Word Problems



I thought of a number, added and my answer was 42. What do you think it was?

I thought of a number, multiplied it by 2 and I got 26, what do you think it was?

Try the following word problems. Remember to go backwards and do the opposite



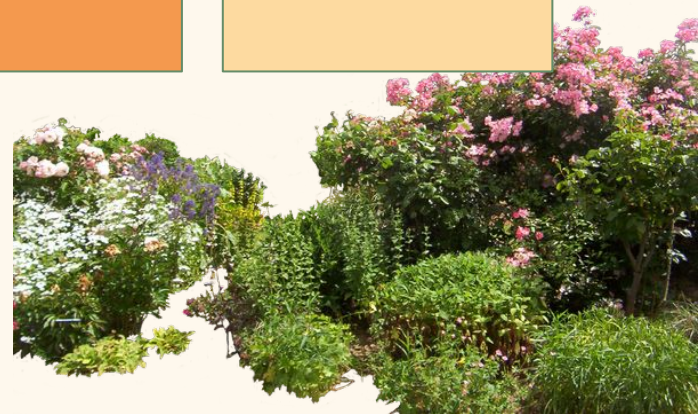
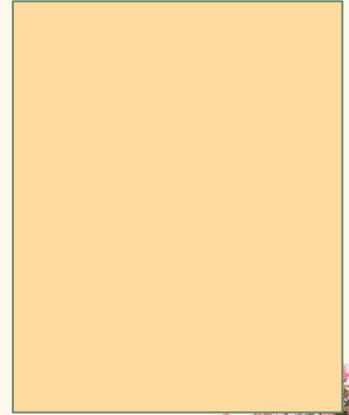
# Inverse Operations Word Problems



I thought of a number. I added 30, multiplied by 2 and subtracted 20. My answer was 120. What do you think I started with?



I thought of a number. I multiplied by 20, divided by 10 and subtracted 5. The answer is 96. What was my number?

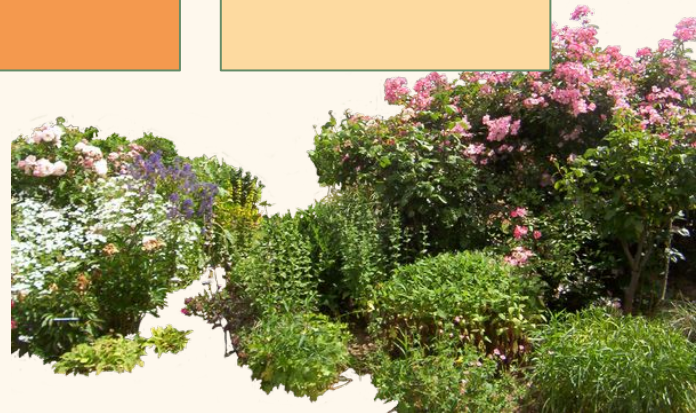


# Inverse Operations Word Problems



I thought of a number.  
I multiplied by itself,  
subtracted 50, added  
10 and my answer  
was 100. What was  
my number?

I thought of a number,  
doubled it, doubled it  
again, doubled it  
again and did it once  
more. I got 40. What  
was my number?



# Science & Technology



Each state of matter can change from one state to another by adding heat or removing heat. For example, Solid to Liquid or Liquid to Gas. This can be seen below

## **#ADDINGHEAT**



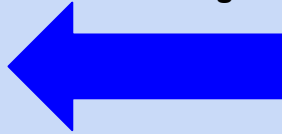
Melting



Boiling



Freezing

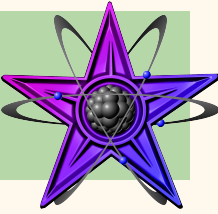


Condensation



## **#REMOVINGHEAT**

# Science & Technology



Each state of matter can change from one state to another by adding heat or removing heat. Here are some examples of this:

## Melting

- Hard gold to liquid gold

## Freezing

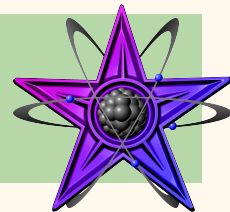
- Orange juice to Ice Blocks

## Boiling

- Boiling water in a saucepan



# Science & Technology



Let's see if you can find where the change of state happens in the next few recipes. In two recipes of your own choosing, move the symbol (s) for either melting, freezing and/or boiling) to where you think the change is happening in the recipe

1. In a blender, puree strawberries with four teaspoons honey then set aside. Clean blender, puree sliced peaches with two teaspoons of honey, set aside.
2. Layer the popsicles as follows; 2 teaspoons strawberry puree, 1 teaspoon yogurt, 2 teaspoons peach puree and repeat. Make a fruit puree your last layer.
3. Tap the mold on the counter to make sure all of the layers settle. Use a small spoon to drag vertically from the bottom to the top of the mold a few times to create a swirled pattern.
4. Gently tap the molds on the countertop to remove any air bubbles. Insert the popsicle sticks, and then freeze for at least 6 hours, or overnight.

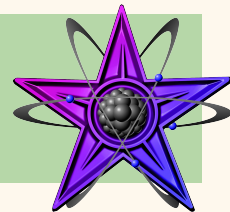
Melting  
*M*     *M*     *M*     *M*

Freezing  
*F*     *F*     *F*     *F*

Boiling  
*B*     *B*     *B*     *B*

**#PEACHSTRAWBERRYOGURTPOPSCILES**

# Science & Technology



Let's see if you can find where the change of state happens in the next few recipes. In two recipes of your own choosing, move the symbol (s) for either melting, freezing and/or boiling) to where you think the change is happening in the recipe

1. **Start by melting chocolate** – Place in the microwave. Heat it in 30 second burst making sure to stir well between each one. It shouldn't take more than 2 minutes.
2. **Add your add-ins** – marshmallows, coconut, biscuits and raspberry candy all go in now and mix it all well.
3. **Tip it into a lined loaf tin** – then place in the fridge to chill for about an hour.
4. **Cut it into slices** – you can store it in the fridge now or wrap it and give it as gifts.

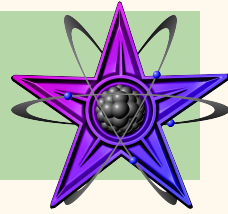
Melting  
*M*     *M*     *M*     *M*

Freezing  
*F*     *F*     *F*     *F*

Boiling  
*B*     *B*     *B*     *B*

**#ROCKYROAD**

# Science & Technology



Let's see if you can find where the change of state happens in the next few recipes. In two recipes of your own choosing, move the symbol (s) for either melting, freezing and/or boiling) to where you think the change is happening in the recipe

1. Line a wire rack with baking paper. Place melts in a heat-safe bowl. Place water into saucepan. Boil water in saucepan. Place heat-safe bowl over the the saucepan. Wait until melts have melted and are smooth.
2. Add enough of the food colouring to tint the chocolate pale pink.
3. Lightly crush half the Fruit Tingles. Dip tops of the cones in the melted chocolate, swirling to coat and shaking off the excess. Sprinkle with the crushed Fruit Tingles. Place the cones, chocolate side down, on prepared rack. Set aside until the chocolate sets.
4. Place 2 scoops of ice-cream in each cone. Decorate with the remaining Fruit Tingles and mini meringues.

Melting

*M*      *M*      *M*      *M*

Freezing

*F*      *F*      *F*      *F*

Boiling

*B*      *B*      *B*      *B*

**#FRUIT TINGLE ICE-CREAM CONES**



# Thursday, Week 6



Stage 3, 2021

Tregear Public School

Daily Remote Learning Lessons and Activities.



# Daily Schedule: have a great day!



## *Morning:*

Morning Check-in

Attitude of Gratitude

English Slides

*1st Break*

## *Middle:*

Maths Slides

*2nd Break*

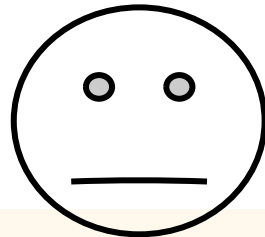
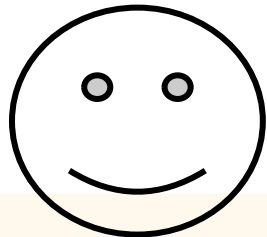
Music



# 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)



# Desktop Drumming



## Get Rhythm!

“ A jumpy rhythm makes you feel so fine,  
It'll shake all the troubles from your worried mind,  
Get rhythm..... when you get the blues...”



- Johnny Cash

Can you learn the  
drumming pattern??  
Have a go !!! :)



# Spelling:



or ore a aw au



reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories  
storey  
brought  
cause  
awful  
quarter  
force  
course  
thoughtful  
taught  
ought  
sword  
fortune  
wardrobe  
laundry  
autograph  
audience  
applaud  
applause

**Think of the list words that match the clues !**

1. Half of one half? A q\_\_\_\_\_
2. The spooky house was h\_\_\_\_\_.
3. I washed my dirty l\_\_\_\_\_ and hung it on the clothesline.
4. The crowd erupted in cheers and a\_\_\_\_\_ !
5. I put my jacket away in my w\_\_\_\_\_ .
6. Gravity is a powerful f\_\_\_\_\_ .
7. I b\_\_\_\_\_ my hat to school today.
8. The teacher t\_\_\_\_\_ the students about poetry.
9. The knight swung his s\_\_\_\_\_ at the dragon!
10. The ticket B65 was d\_\_\_\_\_ from the prize box!



# Spelling:

Use your line tool to find the words from your list ----->

## Spelling Find-a-word

Y	G	F	S	T	O	R	I	E	S	C	A	S	I
D	R	E	D	N	E	L	U	F	W	A	R	R	T
R	S	B	S	C	E	U	B	E	Q	T	N	S	T
R	L	A	L	R	S	A	E	U	U	E	E	U	N
U	W	U	O	A	U	B	N	R	A	U	E	R	N
B	E	L	F	W	A	B	A	S	R	R	S	E	W
R	U	R	U	L	C	E	U	E	T	H	R	B	A
O	R	S	R	I	A	S	H	O	E	O	U	R	R
U	E	B	R	N	E	T	R	A	R	S	O	O	D
G	R	R	R	G	A	W	A	D	U	E	C	A	D
H	R	R	E	T	R	O	P	E	R	N	C	D	N
T	R	N	Y	E	R	O	T	S	T	C	T	A	U
O	D	O	S	F	O	R	C	E	A	U	E	E	R
F	W	R	D	T	E	U	F	A	S	E	R	S	D

DRAWN  
AWFUL  
CAUSE  
BROUGHT  
QUARTER  
REPORTER  
BROAD  
COURSE  
HAUNTED  
FORCE  
STORIES  
CRAWLING  
STOREY  
SURE



# Reading: China's Wandering Elephants



Meet some of China's biggest celebrities. This herd of elephants has been captivating the country and the world, appearing on TV screens and social media feeds as millions follow their unlikely journey. It started more than a year ago when the group of Asian elephants left their jungle home in the Xishuangbanna National Nature Reserve in the south west of Yunnan and headed north. Since then, they've covered more than 500km, through farmland and even cities.

And while they've been winning fans, they're also a big problem. Because while they're cute, they're also wild animals, enormous wild animals that have caused more than a million dollars' worth of damage to crops and towns and are putting people at risk.

DR WAYNE BOARDMAN: They can be quite dangerous, particularly if you come in contact into their environment, particularly in the wild.

This is Doctor Wayne Boardman. He's a wildlife vet and he's had some experience with elephants.



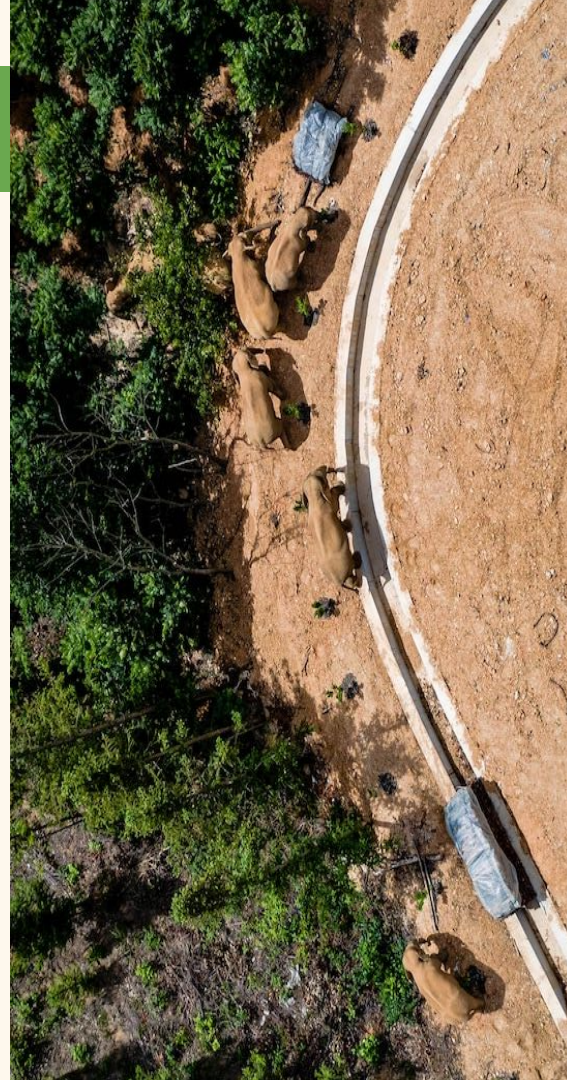
# Reading

DR WAYNE BOARDMAN: They're incredibly intelligent. They have a matriarchal society, which means the female is the head of the family. I love watching them, I've worked with them in captivity. I've worked with them in the wild. They're one of my favourite species.

But like many experts, Dr Boardman is a bit baffled by this elephant journey.

DR WAYNE BOARDMAN: This behaviour is very unusual. I can only think that they are looking for resources, probably food resources, and they've just gone on this incredible trek. They've gone in incredible distances. So, it's really bizarre behaviour.

He says while there are only 300 Asian elephants in the wild in China, their numbers are growing, while their habitat is shrinking because of development. Climate change could also be having an effect on their natural food supplies and sending them looking for something else to eat.



# Reading



Whatever the reason, Chinese authorities are looking for ways to keep the elephants and people safe. They're using drones to watch their movements from above, thermal cameras to track their movements. Trucks to block their path and tonnes of food to try to lure them away from villages. But so far, they've shown no sign of wanting to turn around.

In fact, two babies have been born since the journey began and one had to be rescued when it was found injured and alone. Another two elephants that strayed from the herd have been taken back to the nature reserve. As for the rest, for now everyone's having to just wait and watch as these gentle giants continue their unexpected journey.

**Questions: Answer next to questions.**



1. When did the elephants first leave their 'jungle home' ?
2. How far has the group travelled?
3. Are elephants dangerous to humans? Why?
4. Who is usually the leader or head of a family of elephants?
5. Give 2 reasons why the elephants may be moving through new environment's?

# Writing



Would you like to be an Olympic athlete???



Reasons Yes

Reasons No

Write 3 reasons for and against being an Olympic athlete!



# Writing

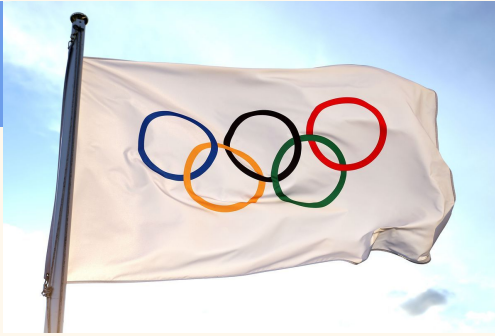
**Start your Introduction with a 'statement sentence'**



**Example;** I would really like to become an olympic athlete for a number of reasons. Olympic athletes travel all over the world, they meet people from different places and get to do something they enjoy as an occupation (job).

**Write your Introduction here;**

# Writing



## ARGUMENTS

- Include 3 arguments to support your point of view.
- Start each paragraph with a strong sentence starter.
- Each paragraph/argument must include:
  - 1 A topic sentence that gives the main idea of what the paragraph will be about
  - 2 Details, evidence, reasons and examples that support your argument.



# Writing: Example paragraph



## Example SEEL paragraph



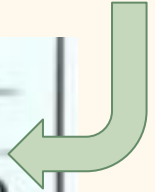
Seel - **s**tatement sentence, **e**xplain your reason, give an **e**xample, link back to your opinion.



Statement sentence



Example & Evidence



<p>ARGUMENT #1</p> <ul style="list-style-type: none"><li>• Firstly</li><li>• To begin</li><li>• To start</li><li>• The first reason</li><li>• Secondly</li><li>• In addition</li></ul>	<p>To begin, Olympic athletes get to travel to other countries. This year all the Australian athletes have travelled to Japan, while no one else in Australia is allowed to travel.</p>
--	---



# Writing

## Remember! SEEL paragraphs

Seel - **s**tatement sentence, **e**xplain your reason, give an **e**xample, link back to your opinion.

Statement sentence #1



Explain / Examples

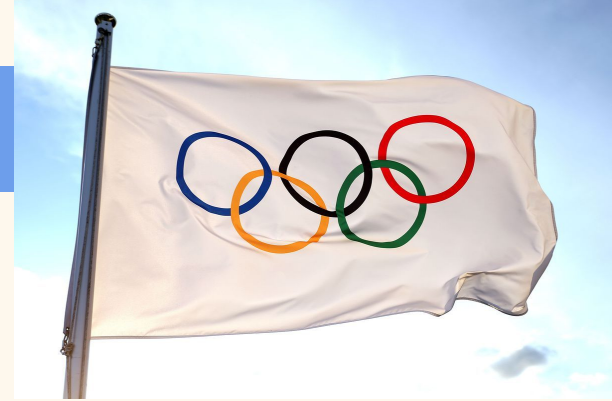


# Writing



Statement sentence #2

Explain / Examples



# Writing

Remember! SEEL paragraphs!



Seel - **s**tatement sentence, **e**xplain your reason, give an **e**xample, link back to your opinion.

Statement sentence #3

Explain / Examples



# Writing



Write your Conclusion here;

## CONCLUSION

1. Repeat the issue and your point of view.
2. Briefly restate each of your arguments
3. An exciting ending. You can use:
  - A rhetorical question
  - A call to Action



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



# BRUH.



## Mathematics

Complete your mathematics activities on the following slides



-100

+100

-500

+500

-1000

+1000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**1612**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

***Extension: Word problem***

*There were 1612 pieces of litter sorted for recycling. 680 items were plastic wrappers and 475 were cardboard boxes. The remaining items of litter were plastic bottles. How many plastic bottles were collected ?*

*If I get 10 cents per plastic bottle, how much money would I make for all the plastic bottles???*

# Math Mentals



1.  $22 + 83 =$  \_\_\_\_\_

2.  $32 - 25 =$  \_\_\_\_\_

3.  $62 \div 2 =$  \_\_\_\_\_

4.  $3 \times 11 =$  \_\_\_\_\_

5.  $36 \div 9 =$  \_\_\_\_\_

6. Round 76351 to the nearest thousand. \_\_\_\_\_

7. Write the largest number you can using: 5, 7, 9, 6, 9, 6.

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



# Math Mentals



8. Complete this counting pattern:

50, 57, 64, 71, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9. Complete this counting pattern:

72, 77, 82, 87, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10. What is the sum of 85, 23 and 12? \_\_\_\_\_

11. Double 14 = \_\_\_\_\_

12. What is the price after taking 50% off \$62?

13. What is  $\frac{1}{2}$  of 242? \_\_\_\_\_

14. What is  $\frac{1}{3}$  of 33? \_\_\_\_\_

8.

9.

10.

11.

12.

13.

14.

# Chance: From Impossible to Certain



Impossible  
0%  
0, 0/1, Not  
going to happen

Unlikely  
25%  
0.25, 1/4, Could  
happen

Equal chance,  
50%, 0.5, 1/2,  
Equally likely,  
half a chance

Likely  
75%, 3/4, 0.75,  
Has a high  
chance

Certain, 100%,  
1.0, 5/5,  
definitely will  
happen



We can see chance in this linear platform. It ranges from impossible to certain. We use this language when determining the chance of an event occurring



# Chance: Events



Getting heads on tossing a coin

The sun setting tonight

Getting 1 in the first throw of a die

A tree falling down in the world

Picking out red in a bag of marbles of purple and blue



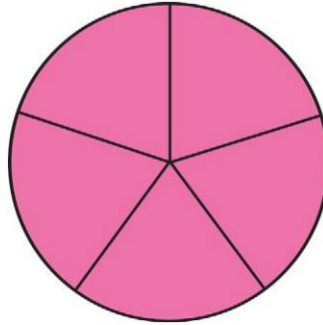
These are events of chance. Write the following words to describe the likelihood of the event to occurring:  
**Impossible, Unlikely, Even Chance, Likely or Certain**

# Chance: Spinners



What is the chance of it landing on pink?

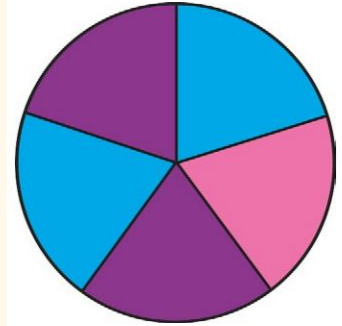
All of them are pink. We would say there is 100% chance or 1.0 chance it would land pink



twinkl.com

What is the chance of it landing on purple?

Only 2 are purple. We would say there is 60% chance or 0.60 chance it would land purple



twinkl.com

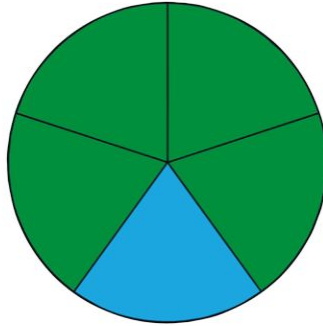
We can also see chance of events in spinners. AMAZING, right? Let's look at chance in the spinners above



# Chance: Spinners

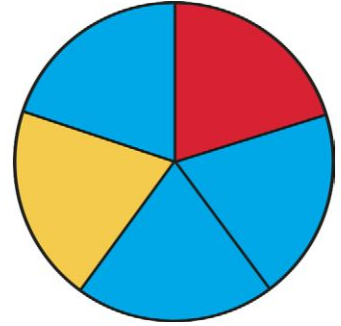


What is the chance of it landing on blue?



twinkl.com

What is the chance of it landing on blue?



twinkl.com

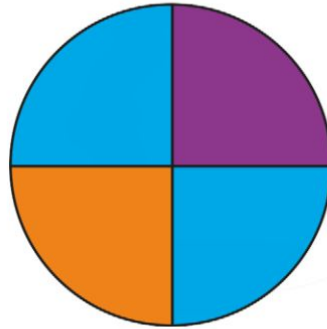


Try these challenging tasks with spinners by yourself

# Chance: Spinners

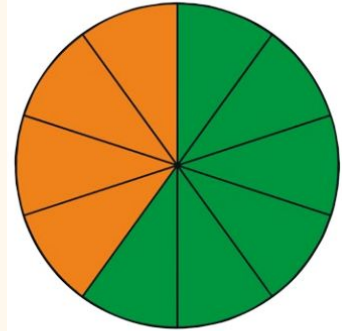


What is the chance of it landing on orange?



twinkl.com

What is the chance of it landing on orange?



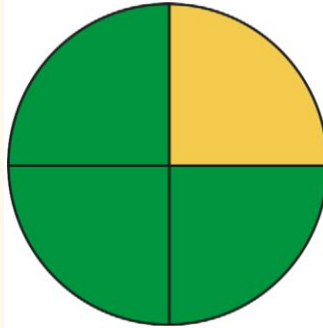
twinkl.com



# Chance: Spinners

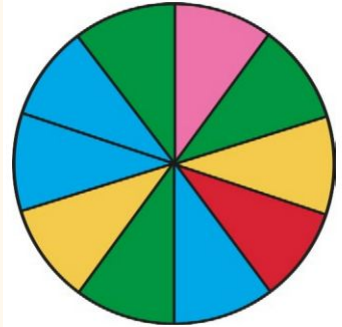


What is the chance of it landing on yellow?



twinkl.com

What is the chance of it landing on yellow?



twinkl.com

The slide features a teal background with a repeating pattern of light beige leaves and circles. A white rectangular box with a thin black border is centered on the slide. At the top center of this box is a small, solid beige rectangle. The text "Lesson 5" is written in a large, black, sans-serif font, and "Pitch" is written below it in a larger, black, cursive font. Below the title, the text "Review Previous Lessons" is written in a smaller, black, sans-serif font.

# Lesson 5

## *Pitch*

Review Previous Lessons

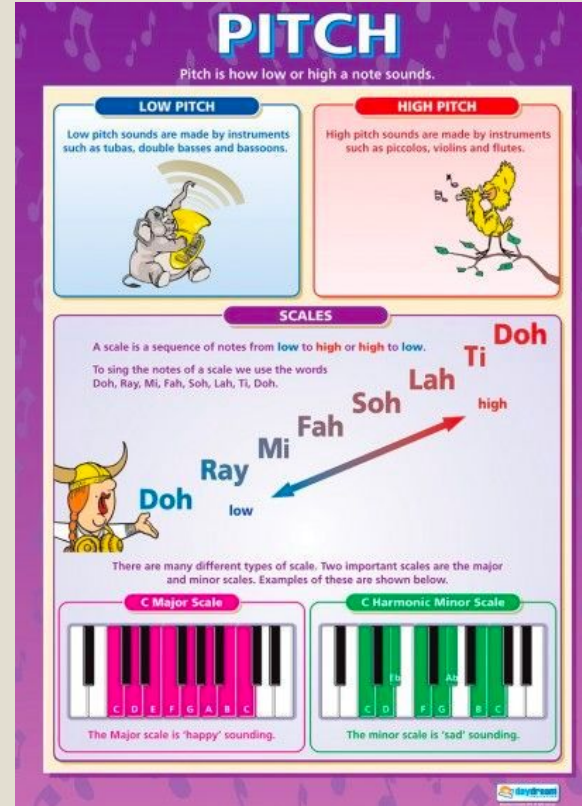


Play a game of high- middle-low  
<https://www.onlinepianist.com/virtual-piano>

# Pitch


- Pitch is about high and low sounds
- Can you make a high sound?
- Can you make a low sound?
- Make sure you're not just making louder or softer sounds 😊

[https://www.youtube.com/watch?v=bJJUG\\_Elt5g](https://www.youtube.com/watch?v=bJJUG_Elt5g)




**PITCH**  
Pitch is how low or high a note sounds.

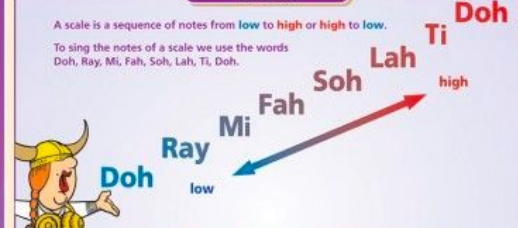
**LOW PITCH**  
Low pitch sounds are made by instruments such as tubas, double basses and bassoons.



**HIGH PITCH**  
High pitch sounds are made by instruments such as piccolos, violins and flutes.




**SCALES**  
A scale is a sequence of notes from **low** to **high** or **high** to **low**.  
To sing the notes of a scale we use the words  
Doh, Ray, Mi, Fah, Soh, Lah, Ti, Doh.

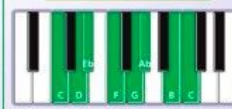


There are many different types of scale. Two important scales are the major and minor scales. Examples of these are shown below.

**C Major Scale**  
The Major scale is 'happy' sounding.



**C Harmonic Minor Scale**  
The minor scale is 'sad' sounding.



daydream

A photograph of Bobby McFerrin performing on stage. He is shown from the chest up, looking upwards and to the left, holding a microphone in his right hand. The background is dark, and the lighting is focused on him. The text 'BOBBY MCFERRIN' is overlaid on the bottom left of the image in white, bold, sans-serif font, with a red vertical bar to its left.

**BOBBY MCFERRIN**

**AND THE POWER OF THE PENTATONIC SCALE**

# HOW TO READ MUSIC



Just like there are proper names for a notes rhythm (crochet, quaver) there is also names for the notes pitch

Sometimes we use Doe, Ray Mi etc. to name the pitch sounds.

Listen and sing along to this famous song from The Sound of Music.

DO a deer, a female deer  
RAY a drop of golden sun  
ME a name I call myself  
FAR a long long way to run  
SO a needle pulling thread  
LA a note to follow so

# PITCH

Pitch is how low or high a note sounds.


### LOW PITCH

Low pitch sounds are made by instruments such as tubas, double basses and bassoons.



### HIGH PITCH

High pitch sounds are made by instruments such as piccolos, violins and flutes.



### SCALES

A scale is a sequence of notes from **low** to **high** or **high** to **low**.  
To sing the notes of a scale we use the words Doh, Ray, Mi, Fah, Soh, Lah, Ti, Doh.



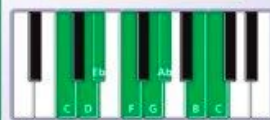
There are many different types of scale. Two important scales are the major and minor scales. Examples of these are shown below.

### C Major Scale




The major scale is 'happy' sounding.

### C Harmonic Minor Scale



The minor scale is 'sad' sounding.

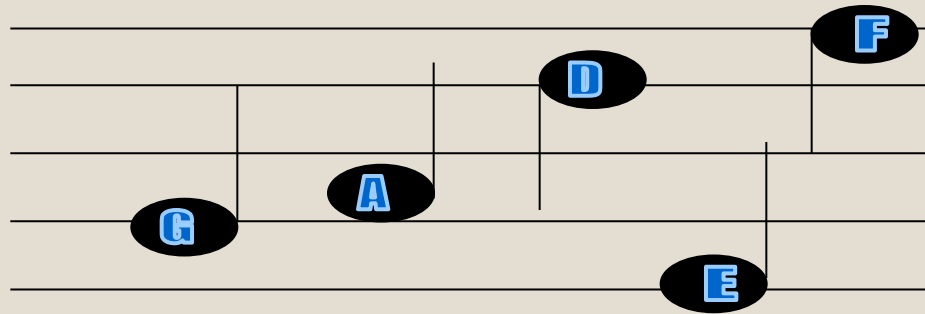


# MUSIC APPRECIATION



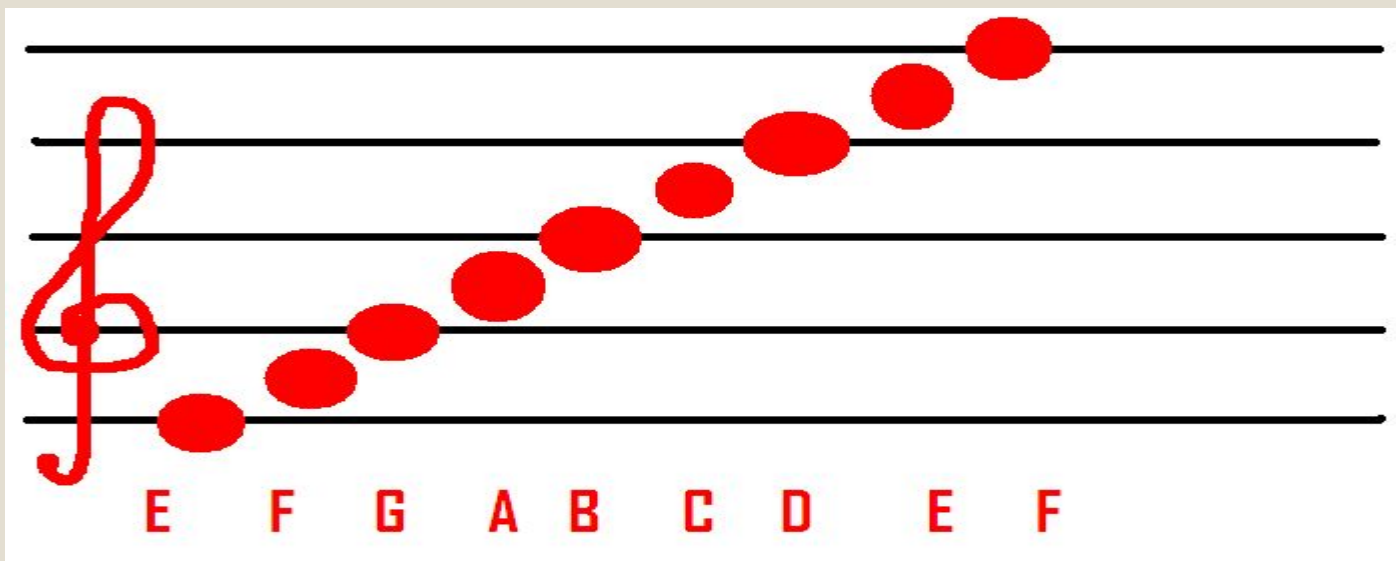
WHAT  
IS  
PITCH?

Another way to represent a notes pitch is on a staff  
Each note has been given a letter name...



**It sits in a certain  
place on the staff**

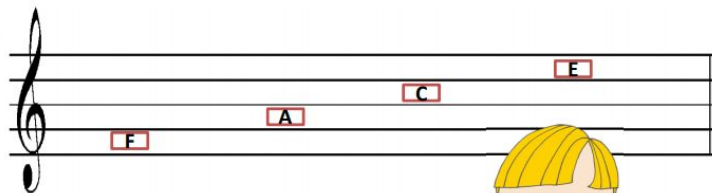
# Here are all of the notes on the treble clef (higher notes)



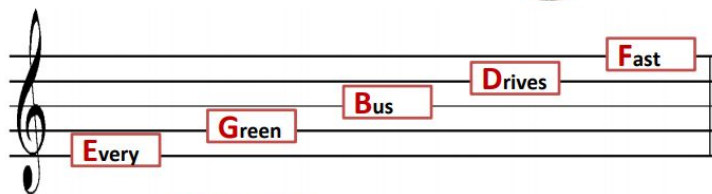
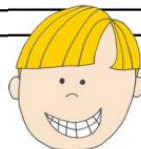
Sometimes people remember which note is which by using a little poem.

## TREBLE STAVE

- The following words and sentences will help you remember the lines and spaces for the **treble** clef.
- Make up your own sentences if you don't like these!



The Treble clef spaces spell "FACE"

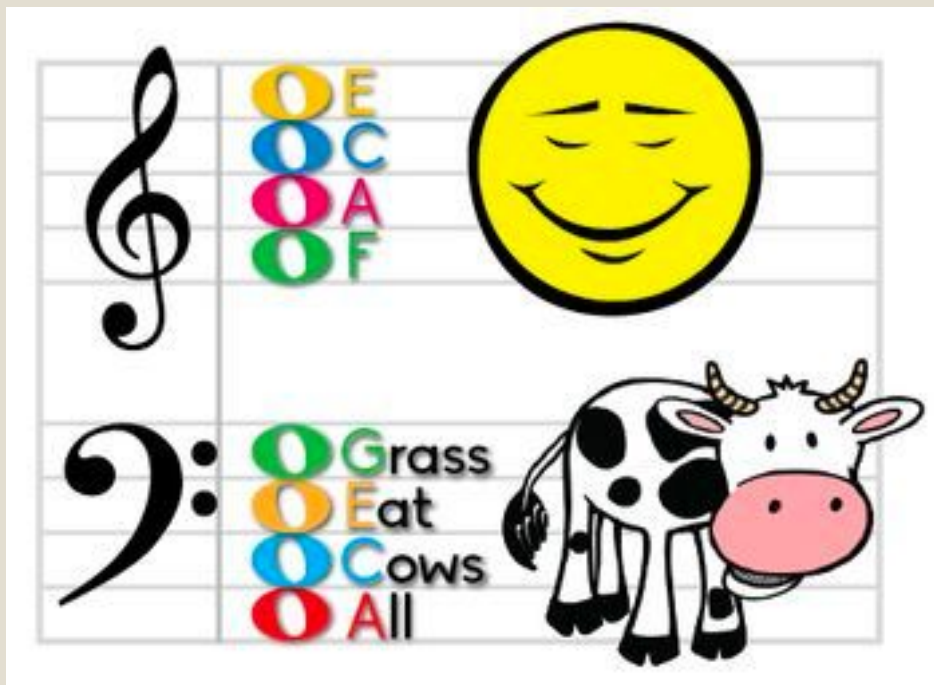


<https://www.youtube.com/watch?v=uCZ3qOnN0sk> (only watch about treble clef 2 mins)





# Ways to remember notes in SPACES



The image displays two musical staves with mnemonic devices for remembering notes in the spaces. The top staff features a treble clef and a yellow smiley face. The bottom staff features a bass clef and a cartoon cow. Each staff has four colored circles corresponding to the notes in the spaces, with associated words or letters.

Clef	Space 1	Space 2	Space 3	Space 4	Image
Treble	O	E	A	F	Smiley face
Bass	G	E	C	A	Cow

**Treble Clef Mnemonic:**

- O (Orange)
- E (Yellow)
- A (Pink)
- F (Green)

**Bass Clef Mnemonic:**

- G (Green) Grass
- E (Orange) Eat
- C (Blue) Cows
- A (Red) All

# Ways to remember notes on LINES

The image shows a musical staff with a treble clef on the left and a bass clef on the right. The staff is divided into two sections. The top section, under the treble clef, lists five words corresponding to the lines of the staff: Fruit (green), Deserves (blue), Boy (orange), Good (teal), and Every (purple). To the right of this list is a yellow apple with a green core. The bottom section, under the bass clef, lists five words corresponding to the lines of the staff: Avenue (pink), Fifth (teal), Down (orange), Boogies (green), and Granny (red). To the right of this list is a cartoon illustration of an elderly woman with grey hair, wearing a yellow jacket and a green skirt, holding a blue bag.

**Treble Clef Mnemonic:**

- Fruit
- Deserves
- Boy
- Good
- Every

**Bass Clef Mnemonic:**

- Avenue
- Fifth
- Down
- Boogies
- Granny

# Let's practice pitch by singing

- No need to know the notes.
- Watch how they go up and down the lines.
- Move your hand up and down to indicate what the pitch is doing

**Inanay** *Australian Aboriginal*

The musical score for 'Inanay' is written in 2/4 time and consists of five staves. The lyrics are written below the notes, and guitar chords are indicated above the staff lines. The melody is simple and repetitive, suitable for a singing exercise.

**Staff 1:** Chord C. Notes: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. Lyrics: In - a - nay\_ gu - pu wa - na In - a - nay\_ gu - pu wa - na

**Staff 2:** Chords G and F. Notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, B3, A3, G3, F3, E3, D3, C3. Lyrics: Ay ay ay oo - la\_ Oo la Oo - la

**Staff 3:** Chords C, G, C. Notes: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. Lyrics: Oo - la ay yip - py yay yip - py yay\_

**Staff 4:** Chords F, C, G, C. Notes: F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, B3, A3, G3, F3, E3, D3, C3. Lyrics: Goo wa - na goo wa - na goo wa - na goo wa - na goo wa Choo

**Staff 5:** Chords F, C, G, C. Notes: F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4, B3, A3, G3, F3, E3, D3, C3. Lyrics: Goo wa - na goo wa - na goo wa - na goo wa - na goo wa Choo.

INANAY

BY  
TIDDAS

# World Music

- Pitch plays an important role in music from around the world.
- Some don't use the same notes as the western classical music.
- How would you describe the pitch in these pieces of music.

## Cambodia-

- Khmer kings ruled between 802 and 1431.
- A delicate classical dance style and court music were developed to honour the gods at the temples.
- This music remains an essential part of

Cambodian life.



<https://worldmusic.net/blogs/guide-to-world-music/cambodia-from-dancing-angels-to-dengue-fever>

## Israel-

- Yiddish or Ladino songs
- From their heritage and language,
- Record the "old" music with a new approach.
- Yasmin Levy and the Kol Oud Tof Trio.



<https://worldmusic.net/blogs/guide-to-world-music/israel-narrow-bridge-global-village>

# Daily Reflection!!



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





# Friday, Week 6.



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



# Daily Schedule: have a great day!



## *Morning:*

Morning Check-in

Attitude of Gratitude

English Slides

*1st Break*

## *Middle:*

Maths Slides

*2nd Break*

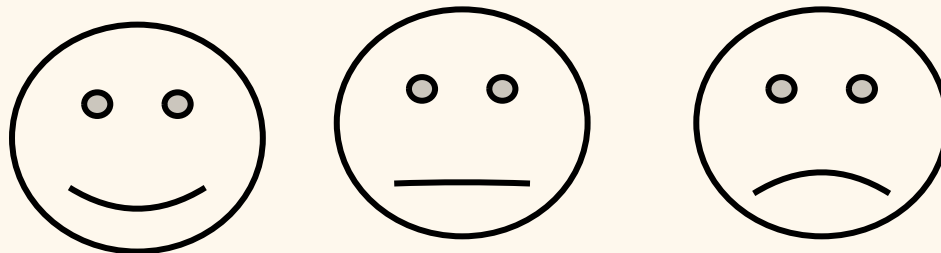
PE and Visual Arts



# Morning Check In

Please complete your morning check in on Google Classroom!

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





# *Attitude of gratitude*



What are at least 10 things you can be thankful for:

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



# Spelling Test/ Boggle Board.

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

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

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

**Total Points:**

## BOGGLE

A	Q	S	B	U
N	J	C	F	H
D	V	P	O	V
E	R	H	K	I

### Points

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

Created by Rachel Lunata Copyright ©2011

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

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

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

**Total Points:**

# Reading: Fears for spelling in the digital age



Social media and text messaging are killing kids' spelling skills, most Australians fear.

A survey reveals more than two-thirds of adults are worried about the spelling abilities of children, saying standards have eroded\* as technology has taken hold.

The online poll\* by personal finance app Humaniti found that while 97 per cent rated spelling as important, 67 per cent were very or somewhat concerned about how well children can spell.

And it's not just kids they were worried about, with 66 per cent saying spelling standards had slipped in Australian society overall.

They pointed the finger at technology, with social media and text messaging seen as the main culprit\*. This was closely followed by a reliance on smartphones and voice-controlled technology like Siri.

Combined, these were considered the main reasons for spelling decline by 67 per cent of respondents.

When asked for other reasons, a decrease in reading books was blamed by 42 per cent, while laziness was blamed by 26 per cent and education blamed by 20 per cent.



Literacy expert Dr Jennifer Buckingham said NAPLAN results showed “patchy” progress on spelling since national testing was introduced in schools in 2008. And she said parents’ concerns should not be dismissed.

“I think parents are pretty good bellwethers\* with this sort of thing,” Dr Buckingham said.

“If parents are worried about this then I think it’s something schools should be looking at.”

But Dr Buckingham, a phonics\* advocate\* and the director of strategy at literacy program provider MultiLit, said the way technology was taking a toll on spelling was different to what people might think.

Dr Buckingham said there was little research at the moment to show a link between social media use and worsening spelling, but there was evidence that the shift away from handwriting in favour of typing and texting was hurting spelling ability.

“The thing that’s most likely to impact on it is the crowding out of handwriting,”

Dr Buckingham said.

“There is a lot of evidence that handwriting is very important for learning spelling because that fine motor process of forming the letters in handwriting helps children to learn the letter and also to learn the letter patterns that contribute to their spelling.”

The Humaniti survey of 1662 adults, including more than 600 parents of school aged children, revealed technology was overwhelmingly seen as a negative when it comes to kids’ spelling.

The negative impact was seen as either significant or moderate by:

- 88 per cent for text and chat messaging;
- 86 per cent for social media;
- and 75 per cent for voice-controlled assistants like Siri.





Only 4 per cent believed these digital-age obsessions\* had a positive impact on a child's spelling ability.

But Australian Catholic University literacy teaching expert Professor John Munro said the spelling and language young people used in SMS did not necessarily follow into other areas of their life.

He said SMS was just one of the "cultures" today's students lived in and they adapted their communication to suit, just like they did when speaking to their teachers or parents compared to their friends.

"Could SMS language, social media language impact (spelling)? It could if the student isn't learning to survive in multiple cultures," Prof Munro said.

"If there is one thing the 21st century requires kids to be able to do, it is to live in multiple cultures."

## Comprehension: Fears for spelling in the digital age



1. What do people see as the main reason for declining spelling ability?
2. Name two other reasons people think spelling is getting worse.
3. How many people took part in the survey?
4. What national test has been done in schools since 2008?
5. What does Dr Buckingham believe is important for learning spelling?

### Do You Agree?

Do you think technology is making kids' skills in spelling, writing and maths worse? Give specific reasons for your answer. Make your answer convincing!

### GLOSSARY

- **eroded:** been gradually destroyed
- **poll:** taking of people's opinions
- **culprit:** the source or cause of a problem
- **bellwethers:** signs of a trend
- **phonics:** the method of teaching reading by sounding out letters
- **advocate:** a person who recommends or supports something
- **obsessions:** things people love or always think about

# Writing

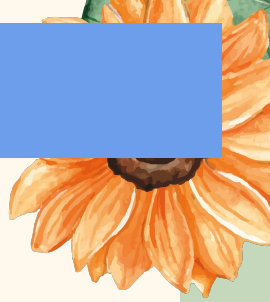
Write a creative response to the following Pobble 365 image:

## The Tsunami

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: Story starter!

**Must add 2 paragraphs with dialogue and show don't tell.**



It was that time again... Our annual surfing trip to Devon. While my parents packed up the suitcases 'and loaded up the car for the long journey ahead, we chatted excitedly about what an incredible holiday this was going to be!

Not too long into the journey, the beautifully clear, blue sky became dark and ominous. All of a sudden, crashing towards the long line of traffic, was a colossal wave – not the kind you'd want to catch on a board either...

Desperately, people raced wildly out of their cars, running, screaming and panicking yet as I looked to my left, I saw a man...

# Writing: Pobble 365 activities



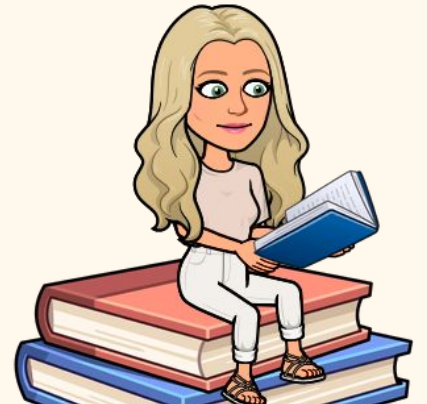
## Question time!

Who do you think the man is and why is he there?

How do you think the people who are in the vehicles are feeling at this point and why?

If you were in one of those cars, what do you think you would do?

Imagine you are on the telephone to the emergency services. Can you describe what is happening?



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



Use the example to write your own diary entry:

Dear Diary,

Dear Diary,

20<sup>th</sup> June

I've been dying to tell you what happened today! I suppose this is the best day of my life so far!

Guess what... Robin came away from his friends when I entered the hall at Susan's birthday party, and walked straight to me. I was so nervous that I began sweating. I pretended not to notice him coming, of course. Tania and Sheela pinched me from both sides, and just wouldn't LEAVE! I was really irritated, I tell you! But thankfully Robin looked at neither of them. He came straight to me, said 'Hi' and then guess what!!! He asked me for a DANCE!! Can you believe it!!! The school star footballer asking ME for a dance??? But I could have slapped myself just then, I tell you, dear diary! Instead of the low tone and husky voice that I carefully rehearsed for my words, I stammered and stuttered and actually tripped over my dress... but thankfully he didn't seem to notice.....

# FITNESS!

## LEARNING INTENTION:

STUDENTS WILL LEARN WHAT A HIIT SESSION IS, WHAT IT ACHIEVES AND HOW OUR BODIES BENEFIT FROM HIIT.



-1000

+1000

-5000

+5000

-10000

+10000

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

**NUMBER OF THE DAY**  
**43 829**

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

***Extension: Word problem***

43 829 people watched the semi-final of the world cup football match, but 31 896 more people watched the finals. Find the number of people who watched the finals.

=

# 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

--	--	--

# MATH FOCUS: POST-ASSESSMENT MISSING NUMBER PATTERNS



1) Apply the rule to complete the number patterns.

a) Rule:  $\star \times 4 = \square$

$\star$	1	2	3	4	5	6	7	8
$\square$								

b) Rule:  $\star + 8 = \square$

$\star$	1	3	5	7	9	11	13	15
$\square$								

c) Rule:  $\star \times 11 = \square$

$\star$	1	3	5	7	9	11	13	15
$\square$								

**Learning intention:**  
I can use the rule to continue the number pattern.

# MATH FOCUS: POST-ASSESSMENT BALANCING NUMBER PATTERNS



## Maths Strategy:

Look at the equation and work out the value of one side. Then, use this information to help you calculate the missing number on the other side.

## Handy Tip!

Once you have found the missing number, check that it makes sense by putting it into the original equation. Both sides should be worth the same value.

4.  $21 \div 3 = 35 \div \square$

10.  $\square \times 6 = 17 + 19$

5.  $32 \div 4 = \square + 5$

11.  $54 \div 6 = \square \times 3$

6.  $17 + \square = 6 \times 5$

12.  $9 \times \square = 112 - 49$

**Learning intention:**  
I can balance number patterns by making sure both sides equal the same.

The first one has been done for you.



## MATH FOCUS: POST-ASSESSMENT MISSING NUMBER PATTERNS



① Complete each number sentence by filling in the missing value.

a)  $22 + \underline{33} = 55$

b)  $\underline{\quad} \times 5 = 150$

c)  $20 \times \underline{\quad} = 80$

d)  $122 + \underline{\quad} = 126$

e)  $189 - \underline{\quad} = 120$

**Learning intention:**  
I can use the known product to help find the missing number.

The first one has been done for you.  
 $55 - 22 = 33$

## MATH FOCUS: POST-ASSESSMENT MISSING NUMBER PATTERNS



② Complete each number sentence by filling in the missing value.

a)  $16 + 4 = 5 \times \square$

b)  $25 - \square = 3 \times 5$

c)  $\square - 6 = 32 + 8$

d)  $100 \div 5 = \square - 20$

e)  $20 \times 2 = 80 \div \square$

### Learning intention:

I can work out the answer to one side to help find the balancing equivalent answer on the other side.

Two examples are done for you.

# MATH FOCUS: POST-ASSESSMENT MISSING NUMBER PATTERNS



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

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

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

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

An example has been done for you.

## MATH FOCUS: POST-ASSESSMENT MISSING NUMBER PATTERNS



### Learning intention:

I can use the correctly matched inverse operations and write them in number sentences.

An example has been done for you.

Choose 4 of the equivalent number sentences to write out with the answers.

Example:  $4 \times 6 = 24$  and  $24 \div 4 = 6$

1.  $9 \times 5 = 45$  and  $45 \div 9 = 5$

1.

2.

3.

4.

*You can  
copy your  
÷  
from here*

**PE: LETS SEE IF YOU CAN BEAT MONDAY!**  
**TIME YOURSELF AND TELL ME HOW LONG IT TAKES TO COMPLETE!**



Workout	10 burpees	40 star jumps	20 shoulder taps	60 high knees
1st attempt				
2nd attempt				

# PE: UNDERSTANDING INVASION GAMES!



At school this week we would have been learning about invasion games, watch this video to learn more about invasion games!



## Questions:

1. *What are invasion games?*
2. *How do you play invasion games?*
3. *Name all the different types of invasion games.*

-

-

-

-

-

-

-

-

-

-

# KLA: CREATIVE ARTS



*Artist: Vincent Van Gogh*

*The sunflower paintings had a special significance for Van Gogh: they communicated 'gratitude', he wrote. He hung the first two in the room of his friend, the painter Paul Gauguin, who came to live with him for a while in the Yellow House.*

## DID YOU KNOW?

The sunflower is native to North America and was first grown as a crop by indigenous tribes over 4,500 years ago. Native Americans cultivated the sunflower from its original bushy, multi-headed type to produce a single-stemmed plant bearing a large flower.

# KLA: CREATIVE ARTS: VISUAL ARTS - DRAWING

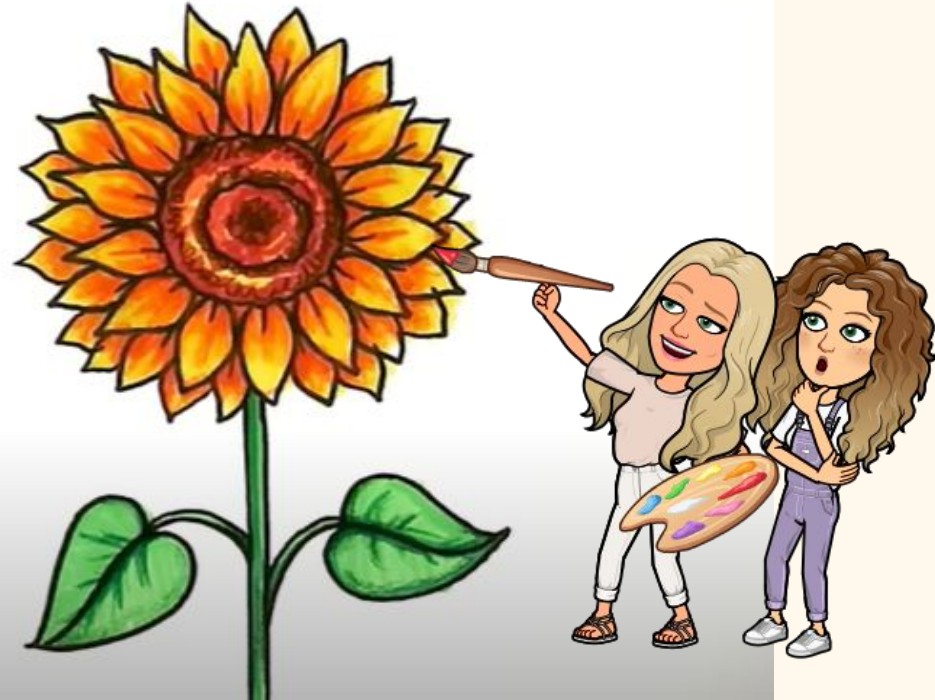


*WALT: draw real life objects with a focus on lines, colours, shade for affects.*

This is the image you will be drawing... DO NOT FREAK OUT 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:



**OPTIONAL: WATCH THIS!**  
**SHOW GRATITUDE BY ATTEMPTING TO DRAW VAN GOGH STYLE**



**Thank you Stage 3**  
**Turn-it-in**  
**Have a great weekend!**

