

| NSW Department of Education

Term 3, Week 3 Overview

Monday 26.07.21		Tuesday 27.07.21		Wednesday 28.07.21		Thursday 29.07.21		Friday 30.07.21	
Morning	ENGLISH Reading Fantastic Mr Fox Ch 3 Writing (Sentences)	ENGLISH Reading Fantastic Mr Fox Ch 4 Writing (Sentences)	ENGLISH Reading Fantastic Mr Fox Ch 4 Writing (Sentences and Literary Devices)	ENGLISH Reading Fantastic Mr Fox Ch 4 Writing (Sentences and Literary Devices)	ENGLISH Reading Fantastic Mr Fox Ch 5 Writing (Sentences and Literary Devices)	ENGLISH Reading Fantastic Mr Fox Ch 5 Writing (Sentences and Literary Devices)	ENGLISH Reading Fantastic Mr Fox Ch 5 Writing (Sentences and Literary Devices)	ENGLISH Reading Fantastic Mr Fox Ch 5 Writing (Sentences and Literary Devices)	ENGLISH Reading Fantastic Mr Fox Ch 5 Writing (Sentences and Literary Devices)
Break									
Middle	MATHS Number of the Day Chance	MATHS Number of the Day Position	MATHS Number of the Day Angles	MATHS Number of the Day Angles	MATHS Number of the Day Volume & Capacity	MATHS Number of the Day Volume & Capacity	MATHS Number of the Day Money	MATHS Number of the Day Money	MATHS Number of the Day Money
Break									
Afternoon	PE Hopscotch SCIENCE Magnetism	PE Fielding Fanatics SCIENCE Friction	PE Bucket Bowling PDH Identifying Emotions	PE Bowling Battleships VISUAL ART Grid Method - Fox	PE H-O-W-Z-A-T VISUAL ART Grid Method - Fox	PE H-O-W-Z-A-T VISUAL ART Grid Method - Fox	PE H-O-W-Z-A-T VISUAL ART Grid Method - Fox	PE H-O-W-Z-A-T VISUAL ART Grid Method - Fox	PE H-O-W-Z-A-T VISUAL ART Grid Method - Fox





Stage 2

TERM 3

Week 3, 2021

LEARN-FROM-HOME PACK





























Name: _____

Class: _____

Class: _____

INSTRUCTIONS

- Complete your work each day
- Tick or colour each box when you complete the activity
- Ask an adult to sign next to the box when you have completed your daily reading if you can't find your Home Reading Log

Monday 	Tuesday 	Wednesday 	Thursday 	Friday 
Reading	Reading	Reading	Reading	Reading
Fantastic Mr Fox-Read	Fantastic Mr Fox-Read	Fantastic Mr Fox-Read	Fantastic Mr Fox-Read	Fantastic Mr Fox-Read
Fantastic Mr Fox-Read	Fantastic Mr Fox-Comprehension	Fantastic Mr Fox-Comprehension	Fantastic Mr Fox-Comprehension	Fantastic Mr Fox-Comprehension
Writing-Sentences	Writing-Sentences	Writing-Sentences & Literary Devices	Writing-Sentences & Literary Devices	Writing-Literary Devices
Number of the day	Number of the day	Number of the day	Number of the day	Number of the day
Maths: Chance	Maths: Position	Maths: Angles	Maths: Volume and Capacity	Maths: Money
PE: Hopscotch	PE: Fielding Fanatics	PE: Bucket Bowling	PE: Bowling Battleships	PE: H-O-W-Z-A-T
Science: Magnetism	Science: Friction	PDH (Personal Development & Health): Emotions	Art: Grid Method	Art: Grid Method
    	    	    	  	    

Monday



Activity 1: Reading

Online: **PM Reader online** at the level you have been set (this will be below the level you read with your teacher): <https://app.pmecollection.com.au/login>;

If you have a microphone on your device (laptop, phone, computer), please record 2 pages of your reading (your teacher will be able to listen to your recording automatically):

- 1) Select your book
- 2) Press orange 'Read' button
- 3) Click the 'Settings' button (3 white horizontal lines in bottom left of screen)
- 4) Click 'Record'
- 5) Choose a page to read and click microphone icon
- 6) Start reading
- 7) Press (square) stop button when complete

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox – Read



Chapter 3 – The Shooting

Online: Go to TED ed (link) – there is a separate link for each Stage 2 class. Make sure you log in through YOUR class link. Read along with the e-book (turn the sound off if you want to read it yourself again)

Monday: Chapter 3

3P: <https://ed.ted.com/on/Ev7H2YbT>

3B: <https://ed.ted.com/on/bs7YVYVq>

4H: <https://ed.ted.com/on/OcwOYXpL>

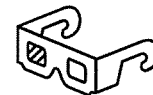
4L: <https://ed.ted.com/on/QmEIHF0I>

Paper: Read Chapter 3 of Fantastic Mr Fox again (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Why is Mr Fox described as “cocky” (explain what this means; what behaviour or attitude does Mr Fox have that shows he is “cocky”)?

Activity 4: Writing



This week you will practise some writing skills.

Today the focus is on types of sentences:

- Simple
- Compound
- Complex

A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. A sentence contains a verb.

Think about your favourite icecream. You are going to write a simple sentence about your icecream. Then you will use the same sentence but build upon it to turn it into a compound sentence. After that, you will add a *clause* to turn your sentence into a complex sentence. Watch what I do:

Simple Sentence	I love vanilla icecream.
Compound Sentence	I love vanilla icecream <u>because it is delicious.</u>
Complex Sentence	I love vanilla icecream, <i>which I ate yesterday for dinner,</i> <u>because it is delicious.</u>

Now it's your turn to write in the box below each instruction:

Simple Sentence	Write a simple sentence about icecream.
Compound Sentence	Write the same sentence again but instead of a full stop write a conjunction (such as <i>because, and, or</i>), then finish the sentence.
Complex Sentence	<ol style="list-style-type: none">1. Write your simple sentence but instead of a full stop, put a comma.2. Now think about some extra information you can tell me about your icecream.3. Next, write the word <i>which</i> after the comma, then write your extra information followed by another comma instead of a full stop. (The writing between the commas is a <i>clause</i>).4. Add your conjunction and the rest of your compound sentence after the comma.5. Finish with a full stop.6. Read your sentence to check it makes sense.

Activity 5: Number of the Day



Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

49 or 149 or 2149 or 31 249

Activity 6: Chance

Online: **StudyLadder** – log in and complete the Chance activity in the pod
<https://www.free-training-tutorial.com/probability/machine/machine.html>

Paper: Complete the following activity



Coin Flip Investigation

Equipment: 1 coin, pencil, activity sheet

- Instructions:
- 1) Flip the coin
 - 2) Record the result as a tally mark in the 'heads' or 'tails' space in the table below
 - 3) Repeat steps 1) and 2) so that you record 10 tally marks altogether

	<i>Tally of 10 flips</i>	<i>Total</i>
Heads		
Tails		

You are now going to repeat the experiment, but for 20 flips. Make a prediction (before you start flipping!) on what you think the results will be. Will it be the same as your first set (above)? Why or why not?

My prediction is: _____

because _____

	<i>Tally of 20 flips</i>	<i>Total</i>
Heads		
Tails		

Was your prediction correct? Why or why not?

My prediction _____

because _____

If you were to complete the experiment but with 40 flips, do you think the results would be the same? Why or why not?



I think _____

because _____

If you flipped heads five times and tails fifteen times, does this mean that tails will also have the larger number of flips next time you complete this activity? Why/why not?

This means _____

because _____



Activity 7: PE (Hopscotch)

Description	<ul style="list-style-type: none"> You will need some chalk/ tape and something to use as a marker (bean bags, rocks) Use the chalk to make a hopscotch grid, numbering the squares 1, 2, 3, 4, 5, 6, 7 & 8 Before setting off, toss your marker onto the grid. Hop over the marker (single foot or both feet) and make your way to the end Turn around and come back, stopping to collect your marker, before hopping over that square
Daily Challenges	You have 30 seconds: how many times can you do the grid without making a mistake?
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> If you don't have room for a grid, have someone call the instructions out e.g., hop on the spot, forward, back, left and right No chalk or tape to make the grid? Lay out sticks, rocks or even some rope
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Get a partner to throw a ball to you while you complete the grid Set up two grids and have a race
Change it up (SKILL)	<ul style="list-style-type: none"> Do it on one foot Add in a bowl or throw at a target at the end Throw a ball to yourself while you do the grid
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-hopscotch/R75spQ4LYkSJeyggFCCGOg

10 more

100 more

1000 more

10 less

100 less

1000 less

Number of the Day

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

=

=

Number Story

Activity 8: Science (Magnetism)



A magnet is a rock or a piece of metal that can pull certain types of metal toward itself. The force of magnets, called magnetism, is a basic force of nature, like electricity and gravity. Magnetism works over a distance. This means that a magnet does not have to be touching an object to pull it.

(Source: kids.britanica)

Fun with Magnets!

<https://www.youtube.com/watch?v=s236Q1nuWXg>

Can you see magnetism?

Are all metals magnetic?

Science Investigation: Magnetic House

Discover everyday magnetic objects.

Steps

1. Arrange your testing items into two groups; items that you think are magnetic and those you think are not magnetic.
2. Test the items. If the magnet attaches to the object, it is magnetic.
3. Write a list of the items that are magnetic



Materials

- any items around your house such as forks, spoons, paper, clips, kitchen foil, pencil, toy cars, soft toys
- magnet

DID YOU KNOW?

There are five planets with magnetic fields in our solar system. They are Earth, Neptune, Jupiter, Uranus and Saturn

Magnetic Items	Non-Magnetic Items

Tuesday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmeollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 4 – The Terrible Shovels

Online: Go to TED ed (link). Read along with the e-book (turn the sound off if you want to read it yourself)

Tuesday: Chapter 4

3P: <https://ed.ted.com/on/fhH8yGeG>

3B: <https://ed.ted.com/on/8Ba0d3ra>

4H: <https://ed.ted.com/on/sfgLMMF4>

4L: <https://ed.ted.com/on/VTWHTEE6>

Paper: Read Chapter 4 of Fantastic Mr Fox (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Online: answer the online questions (in your class TED ed link)

Paper: (circle the best answer for the question):

1. When Mr. Fox saw the soil above him crumbling, he decided to
 - a) run out of the foxhole
 - b) begin digging deeper into the ground
 - c) howl and yell to stop the 3 farmers from digging
 - d) give up
2. Mrs. Fox stopped the family and said that it was because of Mr. Fox that they were not dead. She called him
 - a) over to her and whispered in his ear
 - b) a good father
 - c) a Fantastic Fox
 - d) the best worker ever
3. What is the synonym for the word GLUM?
 - a) Sad
 - b) Happy
 - c) Nervous
 - d) Angry

4. True or False – The word quivering means to shake with rapid motion?

- a) True
- b) False



Activity 4: Writing

Follow the format from yesterday to write a simple, compound and complex sentence about a sport you like (go back to yesterday's work and follow each instruction).

Simple Sentence	I sped across the ice.
Compound Sentence	I sped across the ice <u>and it was thrilling.</u>
Complex Sentence	I sped across the ice, <i>which was smooth and cold,</i> <u>and it was thrilling.</u>

Now it's your turn to write in the box below each instruction:

Simple Sentence	Write a simple sentence about your sport.
Compound Sentence	Add a conjunction and more information.
Complex Sentence	Add a clause.



Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

38 or 238 or 7238 or 10 238

Activity 6: Position (Map Drawing)

Online: **StudyLadder** – log in and complete the Position activity in the pod; and
<https://education.abc.net.au/web/splash#!/media/103220/>
<https://www.scootle.edu.au/ec/viewing/L350/index.html#>
<https://education.abc.net.au/home#!/media/2971399/on-the-grid>

Paper: Complete the following activity

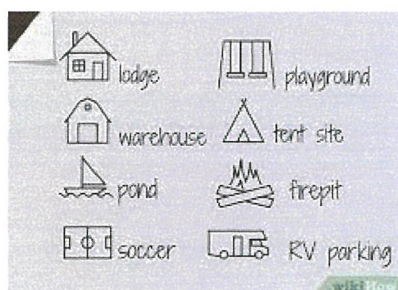


Draw a simple map. This could be a map of your house, or simply a room at home (bedroom, loungeroom etc). Use the grid paper provided. Plot coordinates on the map. Remember you need to crawl (horizontal axis) before you can walk (vertical axis). If you like you can also include a key. On the back of your sheet you can describe the location of items on your map using coordinates. You can also describe how to get from one point to another on the map using positional language (eg move forward, turn left, head south etc...).

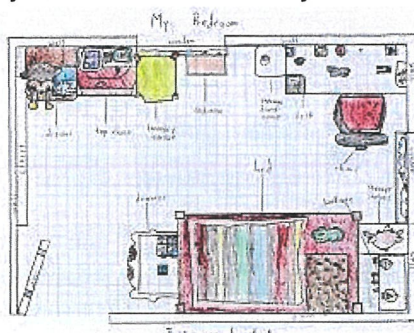
**Remember when drawing your map you are looking at it from a birds eye view (looking down from the top as if you are a bird flying over your room).*

#Extension activity

Hide something in your house, room (or whatever you've created on your map) and write up some clues or grid references for a family member to see if they can find it.



An example of a key



Example of a map

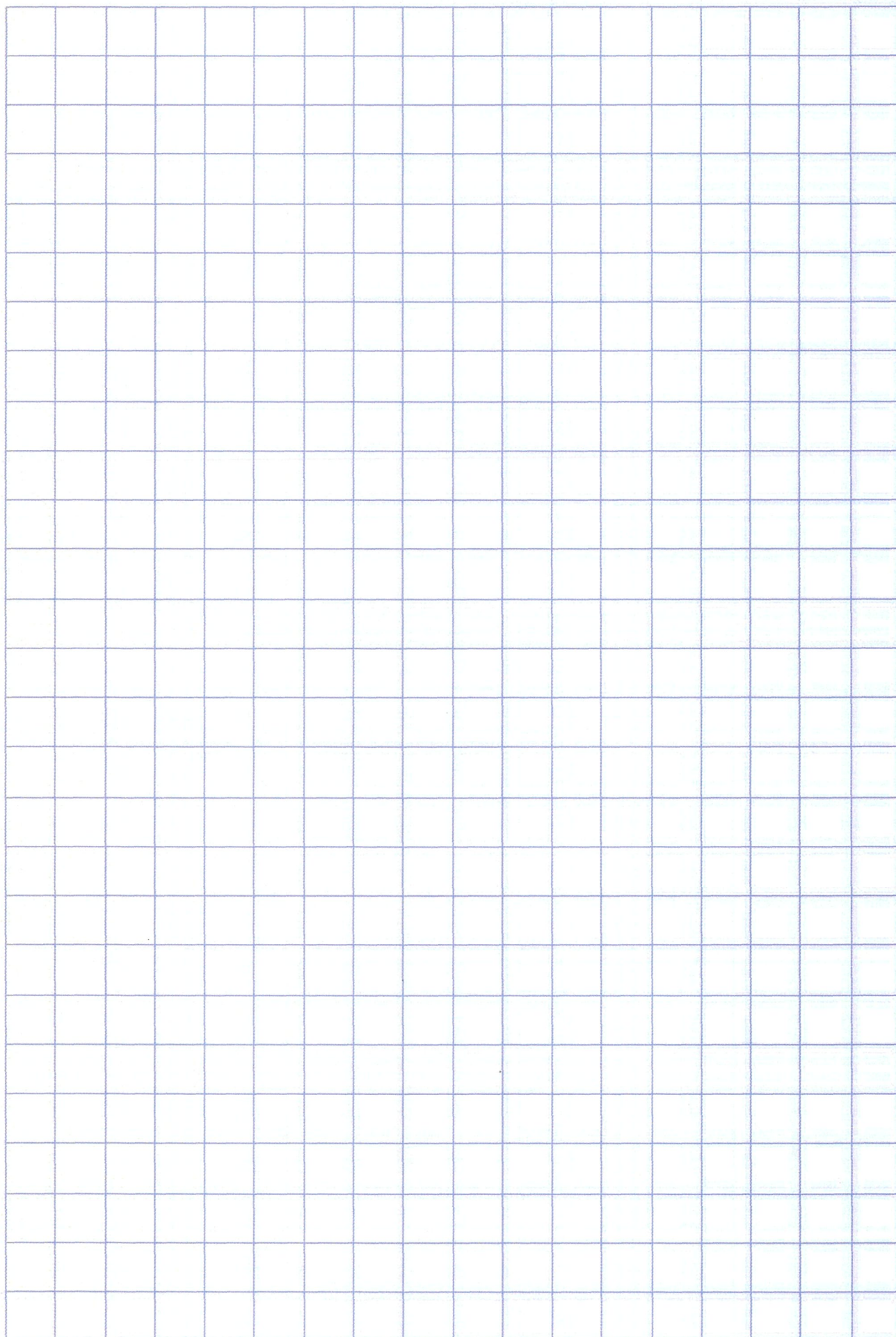


Compass

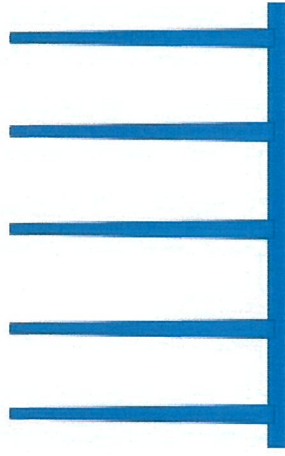
Activity 7: PE (Fielding Fanatics)



Description	<ul style="list-style-type: none"> You will need one ball (or object) per player Create fun ball handling and catching challenges Players can play on their own, throwing the ball in the air and trying to complete as many claps as possible before catching Use a variety of balls, alternate hands and create your own challenges
Daily Challenges	How many times can you clap between throwing and catching? OR Can you bounce the ball, spin around and catch it?
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> Use as much or little space as you have e.g., sit on the couch or bed Use socks, a ball of foil, an apple or orange
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Play 'Simon Says' - Compete against family members by creating challenges for each other. See who can wrap the ball around their head, waist, knees, and ankles the fastest Work together: players throw the ball back and forth to complete as many passes as they can in one minute
Change it up (SKILL)	<ul style="list-style-type: none"> Use a variety of balls, alternate hands and create your own challenges One handed catching Add bouncing Introduce fundamental movement skills e.g., hopping and catching Wrap the ball around your body parts
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-fielding-fanatics/RSB454hEQE6ky9KYZFPyRA



Place Value Stacks



Number of the Day



Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Base 10

Spelling

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

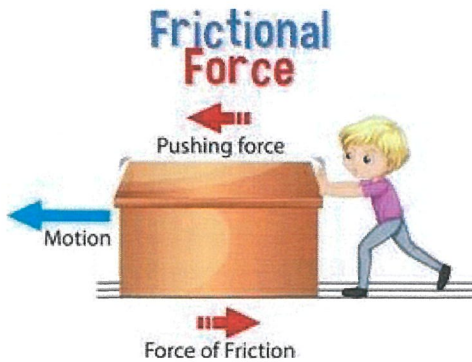
Subtract 42 =

Subtract 137 =

Number Line



Activity 8: Science (Friction)



Friction occurs when an object rubs on another object and creates resistance. Anytime two objects rub against each other, they cause friction. Friction works against the motion and acts in the opposite direction. When an object is sliding down another object it will begin to slow down because of friction. This means there is a loss of energy. We can reduce friction, and this allows objects to move along other objects easily. A ball or a wheel roll over surfaces and this helps to reduce friction. Machines often use grease to reduce friction. Imagine if cars had square or cube tyres!

What is Friction?

<https://www.youtube.com/watch?v=qN0V0NXV3Kw>

What is rolling Friction?

What is an example of fluid friction?

In your investigation you need to find at least three different surfaces and think which surface will generate least friction and why?

Science Investigation: Friction

Spinning Top Steps

1. Create a design on the spinning top template
2. Cut out the spinning top
3. Poke a toothpick through the spinning top (be careful!)
4. Use tape or playdough to keep the toothpick from moving around
5. Spin the top
6. Try different surfaces. What happen?

Materials

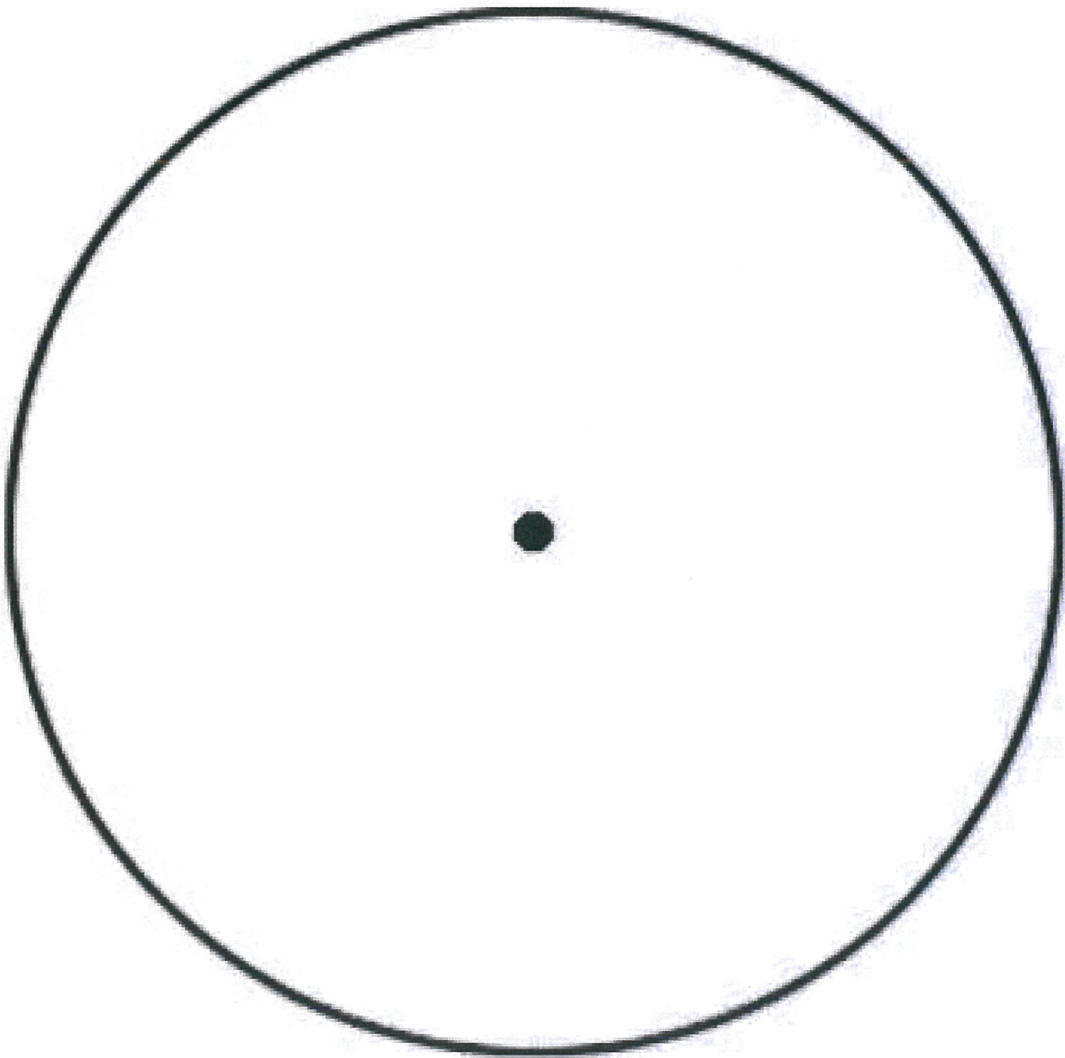
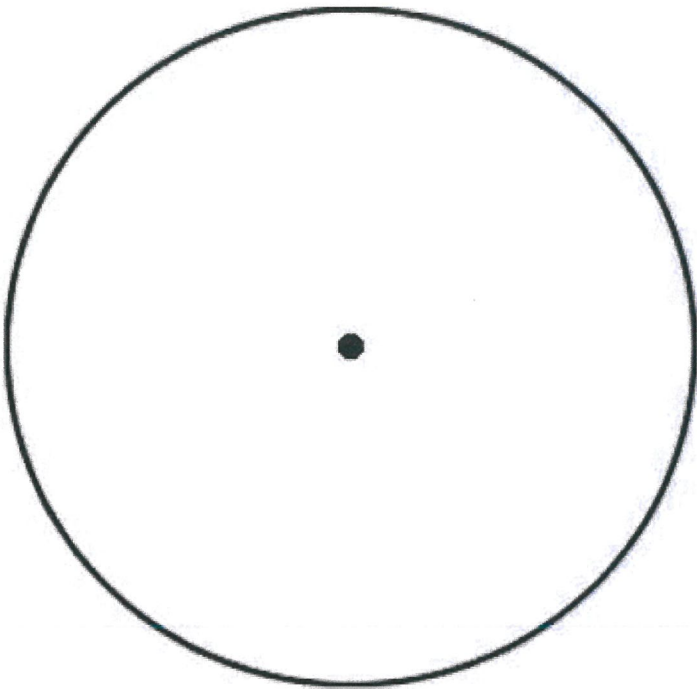
- spinning top template
- toothpick
- scissors
- tape or play dough
- stopwatch (optional)



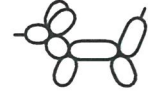
DID YOU KNOW?

It would be difficult to stand up without friction!

Surface	How long did it spin?



Wednesday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 4 – The Terrible Shovels

Online: Go to TED ed (link). Read along again with the e-book (turn the sound off if you want to read it yourself)

Wednesday: Chapter 4

3P: <https://ed.ted.com/on/fhH8yGeG>

3B: <https://ed.ted.com/on/8Ba0d3ra>

4H: <https://ed.ted.com/on/sfgLMMF4>

4L: <https://ed.ted.com/on/VTWHITEE6>

Paper: Read Chapter 4 again of Fantastic Mr Fox (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

List five characteristics of a fox as described in the book:

- _____
- _____
- _____
- _____
- _____

Activity 4: Writing

Today you will write a sentence about a pet (if you don't have a pet, you can make up a pet). You can choose to write a simple, compound or complex sentence. Write your sentence on the lines below:

Now you are going to add 2 adjectives to a noun to make a noun group (eg the cold, wet day – *cold* and *wet* are the adjectives which describe the day). Choose a noun (something you can touch or count) in the sentence you have written about your pet and add 2 adjectives to make your writing more interesting. Rewrite your sentence to include your noun group. Challenge: also include one adverb.



Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

29 or 614 or 3897 or 58 726

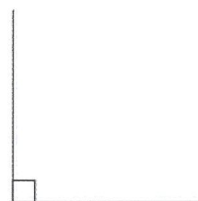
Activity 6: Angles

Online: **StudyLadder** – log in and complete the Angles activity in the pod;
Watch an introduction to different types of angles video [Types of Angles Introduction - YouTube](#)

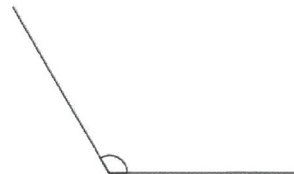
Paper: Complete the following activities

Naming Angles

Look at these angles. Use this information to help you name the angles on the following page.



Right Angle - a square 90° .



Obtuse Angle - is greater than a right angle but less than a straight line (as anything over 180° is a reflex angle).

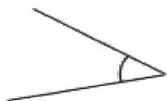


Acute Angle - is smaller than a right angle.

Label the angles (right, obtuse, acute):



1.



2.



3.



4.



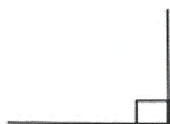
5.



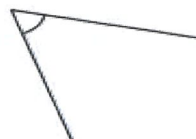
6.



7.



8.



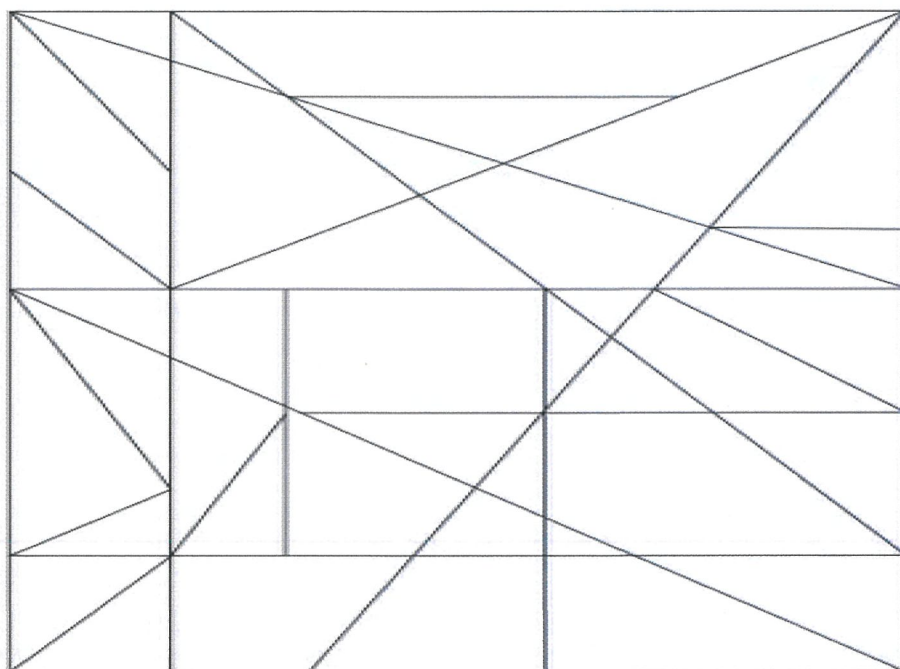
Extension activities: colour angles activity and/or make a list of the various types of angles you can find in and around your house

Right angles	Acute angles	Obtuse angles	Other types of angles

Which angles are the most common? _____

Why do you think this is? _____

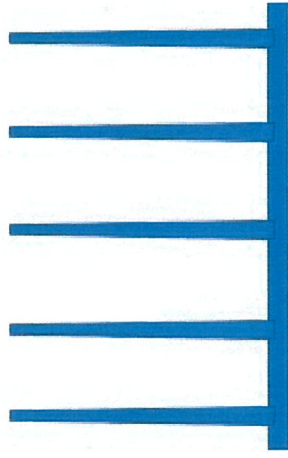
Mark the angles using different colours: blue right angles, red obtuse angles, green acute angles:



Activity 7: PE (Bucket Bowling)

Description	<ul style="list-style-type: none"> You will need a ball and a basket/ bucket/ wheelie bin (any item that has some depth that can be used as a goal) Select a starting position. Move your starting point further away as you improve Bowl the ball. Make sure you aim to land the ball in the goal. <p><u>Optional:</u></p> <ul style="list-style-type: none"> Create a scoring game for several successful bowled goals Start with a big target and progress to a smaller one Try experimenting with different sized balls and distances Encourage bowlers to deliver the ball with a straight arm from the highest point
Daily Challenges	<p>Give each bucket/target a score from 1-10 and see how many throws it takes to get to 25 points OR Number the targets from 1 to however many you have - you cannot move on until the target is hit</p>
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> Do it inside or outside Be creative with your targets No ball? Use a pair of socks or a ball of foil No bucket? Paint your targets on pieces of paper or draw them on a wall outside using chalk
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Compete against a partner or work together
Change it up (SKILL)	<ul style="list-style-type: none"> Stationary bowling Bowling with a run up Must bounce before hitting the target or must hit on the full Move further back or closer Change to throwing
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-bucket-bowling/ky1nMf14YUCIWD2oRIGcJQ

Place Value Stacks



Number of the Day



Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Base 10

Spelling

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

Number Line



Activity 8: PDH (Identifying Emotions)



Click on hyperlinks to access videos:

Inside Out: Guess the Emotion - <https://www.youtube.com/watch?v=dOkyKyVFnsS>

StoryBots: Emotions Episode - <https://www.youtube.com/watch?v=akTRWJZMks0>

Why is it important to have safe and respectful relationships? Have a go at answering these questions:

What are emotions?

List some ways that emotions can be shown with your body:

Think about this scenario:

You have spent 10 weeks making a model for your school project. On the day that it is due, you argue with your brother and the model is smashed to pieces. You don't want to go to school but your family send you anyway. At school your teacher asks for you to hand your project in and you say you haven't done it.

Use the scenario to fill in the table.

	How would they react? What emotion would they show?
You	
Parents/caregivers	
Teacher	
Best Friend	
Brother	

Draw a line from each scenario to the strategy you think is best. You can add your own strategies in the blank boxes. You may also use a strategy more than once.



Scenario	Draw an arrow (use a different colour for each scenario)	Best Strategy to use
You are very worried about a friend who is being bullied and they are very upset.		
You get angry because your teacher keeps you in at recess because you didn't do your homework, even though you did.		Tell an adult
You are very excited because you have just been told that you are a school parliamentarian for next year but aren't allowed to tell anyone.		Walk away from the situation
You are feeling a little scared because your friends want to play 'tackle footy' instead of touch.		Calm down before responding - count to 10, take 5 deep breaths
You are panicking because you can't find your blue socks for soccer training and you are running late.		Think about alternatives
You are confused about what to do for a school project. It is due tomorrow and you don't know what to do.		

Read the following scenarios and write how you would respond.



Scenario	What would I do?
Your best friend has been selected for the school netball team, but you didn't. They keep talking to you about how great a netballer they are now and how awesome the team is. It makes you upset, angry and frustrated. What do you do?	
Your birthday is coming up and you have invited everyone from your class to the party. No one has responded and you are feeling really upset. You don't understand why your friends aren't coming.	
You have been working very hard during Maths class at school. You receive your test marks and you haven't scored as well as you thought you would. You feel disappointed.	

Thursday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmeollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 5 – The Terrible Tractors

Online: Go to TED ed (link). Read along with the e-book

Thursday: Chapter 5

3P: <https://ed.ted.com/on/uBjMWKcl>

3B: <https://ed.ted.com/on/FVXCqIHU>

4H: <https://ed.ted.com/on/VjgWvCI5>

4L: <https://ed.ted.com/on/1H23YITP>

Paper: Read Chapter 5 of Fantastic Mr Fox again (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Online: answer the online questions (in your class TED ed link)

Paper: (circle the best answer for the question):

1. Bean's ear holes were clogged because
 - a) he had dirt in them
 - b) he had a bad cold
 - c) he put cotton balls in them
 - d) he never took a bath or washed
2. Farmer Bean thought the job could be done better if
 - a) they would stop yelling at him
 - b) they used mechanical shovels
 - c) they ate a good breakfast to gain energy
 - d) they would let him do it himself
3. What did Mr Fox tell his family to do when they saw the tunnel getting shorter and shorter?
 - a) huddle together
 - b) Follow me!
 - c) Dig, dig, dig!
 - d) run out quickly

4. What is the synonym for the word CLANKING?

- a) banging
- b) digging
- c) enormous
- d) soundless



Activity 4: Writing

Today you will write a sentence about a car. You can choose to write a simple, compound or complex sentence. Write your sentence on the lines below:

Now you are going to add 2 adjectives to a noun to make a noun group (eg the cold, wet day – *cold* and *wet* are the adjectives which describe the day). Choose a noun (something you can touch or count) in the sentence you have written about your car and add 2 adjectives to make your writing more interesting. Rewrite your sentence to include your noun group. Challenge: also include one adverb and a simile.

Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

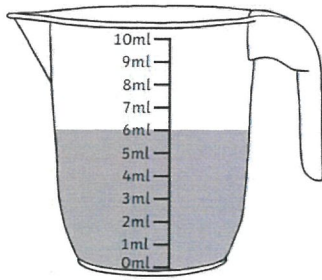
97 or 397 or 8397 or 39 397

Activity 6: Volume and Capacity

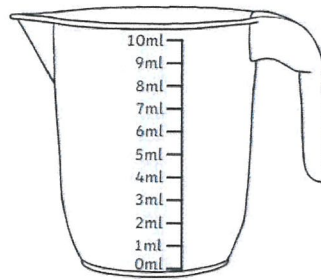
Online: **StudyLadder** – log in and complete the Volume and Capacity activity in the pod
<https://www.sheppardsoftware.com/math/geometry/volume-game/>

Paper: Complete the following activity

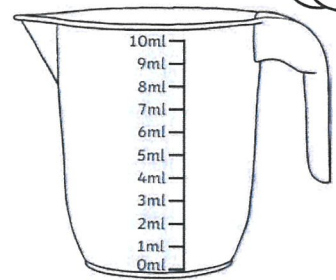
Colour each jug to show the correct volume.



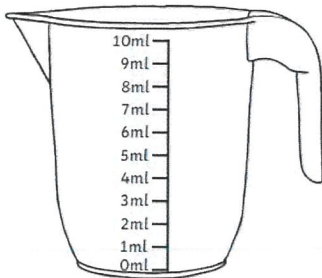
Example: 6ml



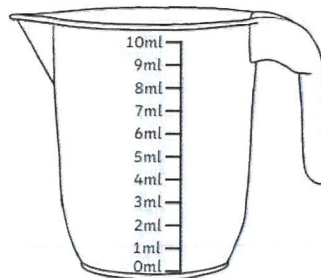
8ml



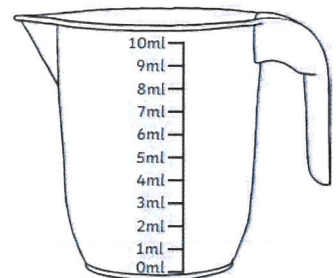
3ml



7ml

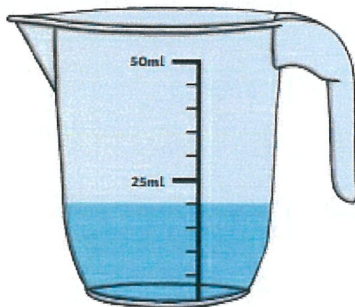


2ml

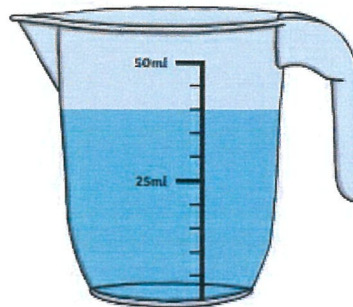


9ml

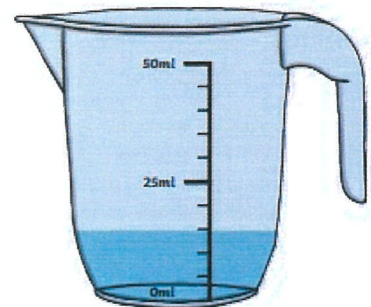
Approximately how much water is in each jug?



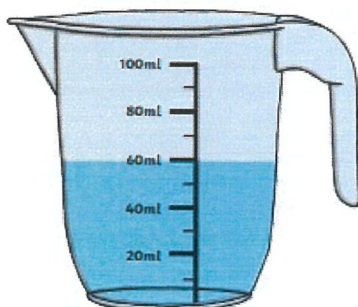
1. _____ ml



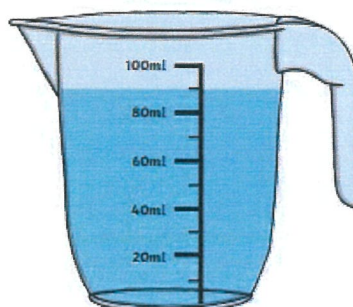
2. _____ ml



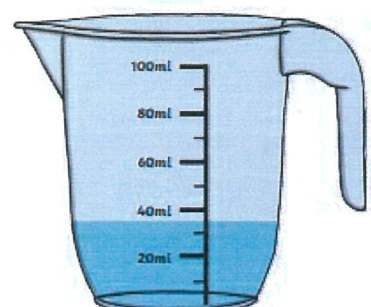
3. _____ ml



4. _____ ml



5. _____ ml



6. _____ ml

[illegible]

10 more

100 more

1000 more

10 less

100 less

1000 less

Number of the Day

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

=

=

Number Story



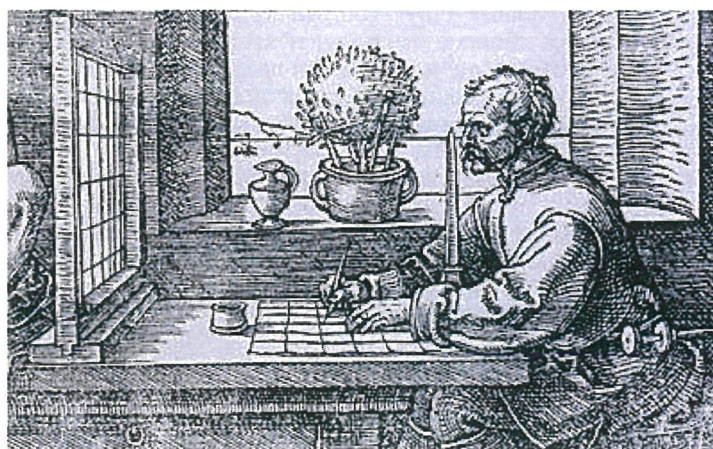
Activity 7: PE (Bowling Battleships)

Description	<ul style="list-style-type: none"> You will need a ball and some things to use as targets, such as water bottles, buckets, chairs etc. Place your targets around a playing area - these are your battle ships Select a starting point and bowl the ball at the battleships If the bowler hits the battleship, they collect that ship The winner is the bowler who collects the most battleships
Daily Challenges	See how many 'ships' you can collect in 1 minute OR Who can get the most ships?
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> Do it inside or outside Be creative with your targets. Instead of using objects, do it on tiles and see who can claim the most squares No ball? Use a pair of socks or a ball of foil
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Compete against a partner or work together
Change it up (SKILL)	<ul style="list-style-type: none"> Stationary bowling Bowling with a run up Must bounce before hitting the target or must hit on the full Move further back or closer Change to throwing
Video Link	https://www.community.cricket.com.au/coach/resources/cricketblast-bowling-battleships/c7oA7yPmBEylqs6j4QjPbg

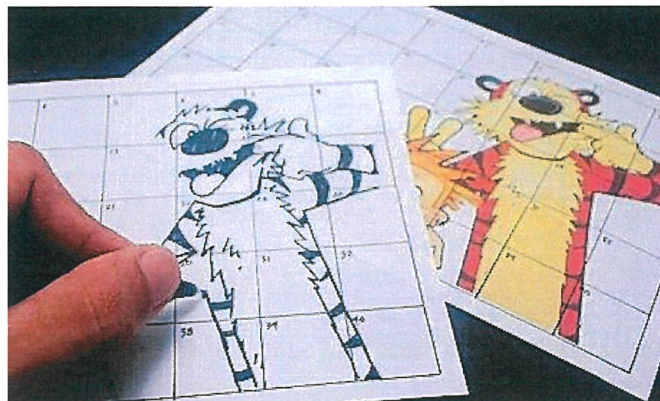
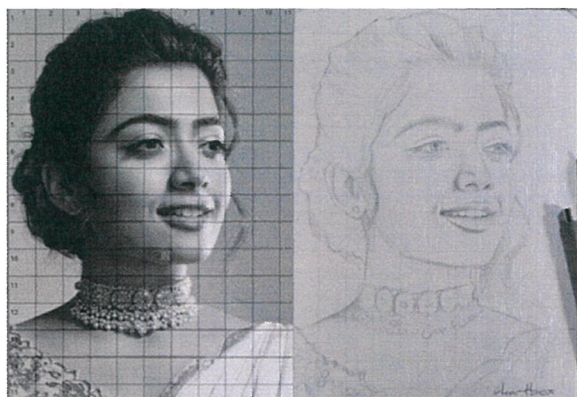
Activity 8: Art (The Grid Method)

Since ancient Egyptian times, artists have been using the Grid Method as a drawing tool to improve accuracy. The Egyptians used this method by 'snapping' a string soaked in dye against their canvas to create the lines.

Renaissance artists used the Grid Method a bit differently. They built a wooden frame with a hammer and nails and tied string vertically and horizontally to create the rows and columns. The frame would be placed in front of the subject so the artist could look through the grid at what they were painting.



Throughout history many famous artists have used the Grid Method for drawing including Leonardo Da Vinci and Vincent Van Gogh. Since the invention of the camera, the Grid Method has evolved so that artists can now print out a photo and draw their grid directly onto the photo or overlay it on a computer image.



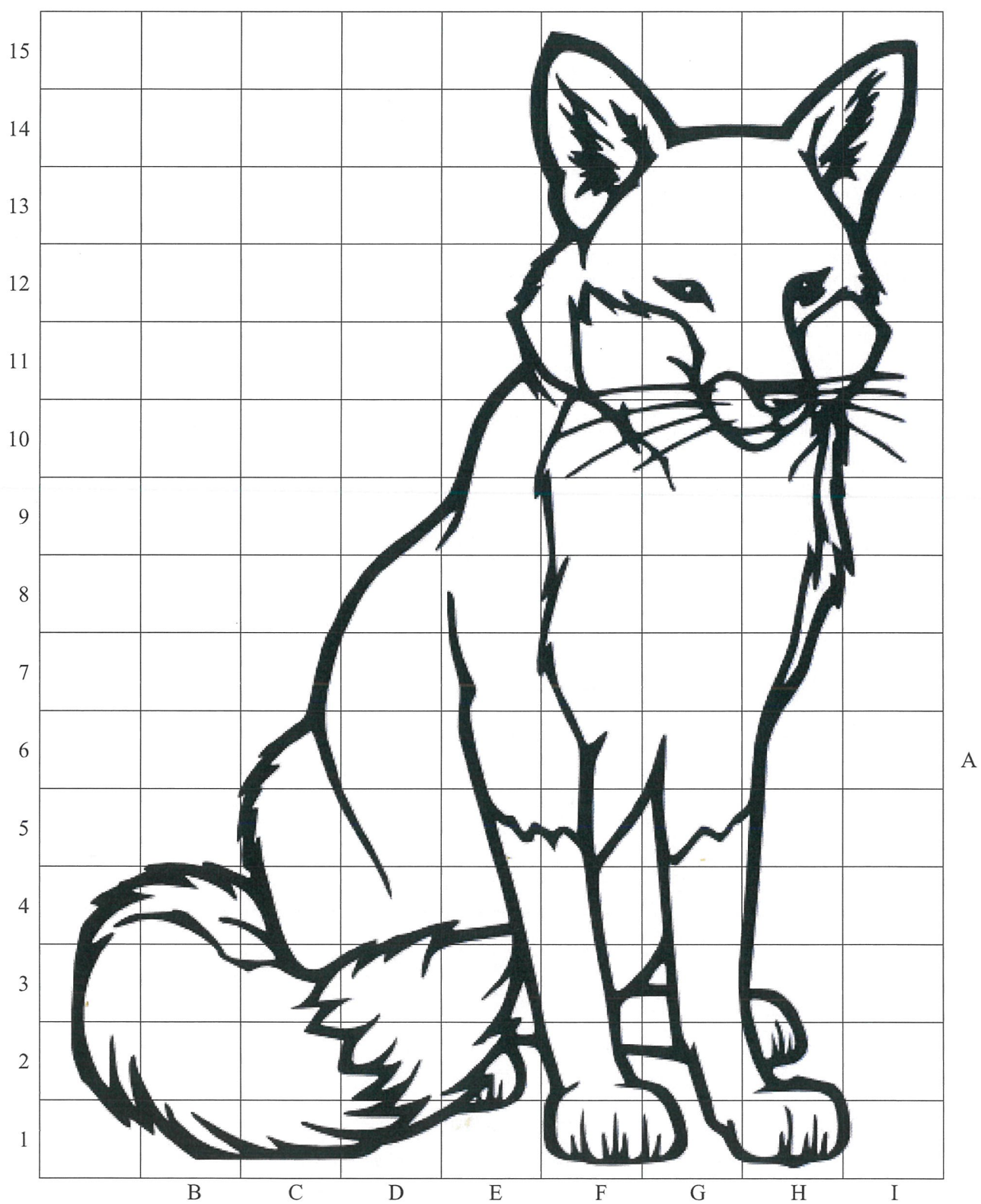
Use the Fox template and the blank grid on the next two pages to create an accurate drawing of a fox using the Grid Method. Make sure that the correct parts of the fox are drawn in the correct grid boxes. Your knowledge of grid references in Maths might come in handy!

You can finish this task tomorrow.

Colour your fox using 'realistic' colours – red, brown, cream, orange, yellow, white, black.

To create, download and print your own grid drawing templates, try this website:

<http://www.griddrawingtool.com/Step1.aspx>



[illegible]

Friday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 5 – The Terrible Tractors

Online: Go to TED ed (link). Read along with the e-book

Thursday: Chapter 5

3P: <https://ed.ted.com/on/uBjMWKcl>

3B: <https://ed.ted.com/on/FVXCqIHU>

4H: <https://ed.ted.com/on/VjgWvCI5>

4L: <https://ed.ted.com/on/1H23YITP>

Paper: Read Chapter 5 of Fantastic Mr Fox again (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Why was Bean so deaf?

Activity 4: Writing

Write 2 sentences about a house (it can be a real or made-up house). Your challenge is to include as many of these literary devices as you know:

☐ 2 noun groups

☐ 2 adverbs

☐ 1 simile

☐ 1 onomatopoeia

☐ 3 alliterative words

☐ 1 hyperbole

☐ 1 personification

Activity 5: Number of the Day



Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

64 or 864 or 5864 or 95 864

Activity 6: Money

Online: **StudyLadder** – log in and complete the Money activity in the pod

Paper: Complete the following activity (write down all the number sentences you use to work out the problems).

Bob bought some AFL cards for \$3.00. He had \$15.00 left. How much money did he have to start with?	Diane bought 2 cupcakes for \$9.40. She started with \$20.00. How much change did she get? How much was the cost of each cupcake?

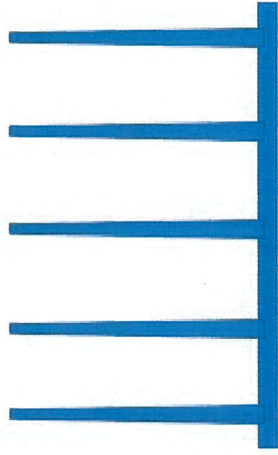
Activity 7: PE (H-O-W-Z-A-T)

Description	<ul style="list-style-type: none"> Grab a ball (or something similar) Choose a safe target, such as a tree, chair, or rubbish bin If a player hits their target, they win the letter 'H' and get to choose the target for the next player If a player misses, they don't get a letter The first player to hit six targets and spell 'HOWZAT' is the winner
Daily Challenges	<p>Who can get all six letters first? OR Time yourself: how long does it take to get all six letters? OR</p> <p>How many bowls does it take to get all six letters? Make a tally</p>
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> Do it inside or outside No ball? Use a pair of socks or a ball of foil Paint your targets on pieces of paper or draw them on a wall outside using chalk
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Compete against a partner or work together
Change it up (SKILL)	<ul style="list-style-type: none"> Stationary bowling Bowling with a run up Must bounce before hitting the target or must hit on the full Move further back or closer Change to throwing
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-howzat/uFu0G_prLUSAoChU4nB0qw

Activity 8: Art (Grid Method)

Finish yesterday's work.

Place Value Stacks



Number of the Day

Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Number Line



Base 10

Spelling

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =