

Set 1

Day 2

MORNING MEETING VIDEO

SeeSaw

MORNING FITNESS

LITERACY

Reading - Comprehension – Charlie and the Chocolate Factory. A comprehension worksheet for children to assess the pros and cons of watching a movie or reading a book about the same story. Children read the text and answer the questions in a workbook.

Spelling – Complete Tuesday's Spelling Look, Cover, Say, Write, Check activity **given out on Monday**.

Look, Cover, Say, Write & Check

List 21: let's, much, Ascot, told, another, great, why, cried, Belmont, room.

Using the list provided **on Monday**, upload your lists **at the end of the week** on Seesaw* Seesaw login details included in pack.

CRUNCH & SIP

LITERACY

Journal Writing: Students to complete 10 minutes of free choice journal writing of your choice.

Grammar: Verb Worksheets; Past Tense.

Complete the worksheet provided. Remember: a verb is a doing word. Refer to the Verb definition sheet provided.

Sentence Structure: Students will consolidate their knowledge of Compound Sentences using the worksheets provided.

A Compound sentence* is a sentence that is made up of 2 Independent clauses* and linked together through a coordinating conjunction*.

Independent Clause* is a sentence that has a subject and a verb.

Co-ordinating Conjunction* is a word that joins two simple sentence together. (For, and, nor, but, or, yet, so)

LUNCH

MINDFULNESS

Mindfulness Colouring – Galah

NUMERACY

Basic Facts: Students practice 4 and 8 times tables.

To consolidate your basic Multiplication Fact skills use https://www.mathsonline.com.au/games/speed_skills register as guest for free access online.

Mathematics Activity: Ordering Decimal numbers to the hundredths

Watch the MathAntics video on the link. <https://mathantics.com/lesson/decimal-place-value>

Students will complete the attached worksheet that looks to organise numbers with decimals.

1. Starting from the highest value digit order your numbers from highest to lowest, or lowest to highest.
2. Once the highest values digits have been ordered, move on to the next highest.
3. Repeat and continue steps.

On the worksheet provided; complete the questions one at a time and refer to the instructions at the top of the page.

*Note: Set tasks from the **Studyladder activities** can be completed for extension only.*

<https://www.studyladder.com.au/login/account>

AFTERNOON RECESS

ART

Drawing Texture - Using the provided worksheet, practise drawing a texture with a pencil by copying the the textured squares. Once done, find objects or materials within the room with an interesting texture. Feel them and describe them and then have a go at drawing a textured square. Use the table provided with the headings; Object, Description of texture and Texture in drawing.

DECK OF FITNESS

ACTIVITY GOALS

- I will perform exercises with perfect form and at a safe speed.

TEACHING TIPS

- Use Proper Form
- Pace Your Movement
- Have Fun!

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 deck of cards
- Fun music and music player

Set-Up:

- Shuffle and place the deck of cards face down where everyone can reach it.
- Create an exercise chart using the list shown under the "Tips" section below. (It's okay to modify your chart using different exercises.)



Activity Procedures:

- Today's friendly competition is Deck of Fitness. The object of the game is to do as many repetitions as you can of each exercise.
- When you draw a card, you'll use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.
- Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.
- In round 1, you and your friends will play together and select 1 card for everyone to perform. In round 2, you can compete: Everyone will choose their own card and complete their own repetitions/exercises.

Tips:

- Make sure you pace your activity safely. Don't give up form for the sake of speed.
- Be sure you have enough activity space for safe movement.
- Follow this format, or create your own:
 - Hearts = Jumping Jacks
 - Clubs = Push-Ups
 - Diamonds = Invisible Jump Rope Jumps
 - Spades = Squats

EATING
HEALTHY
101

- Hydration Station:** Be sure to stay hydrated before, during, and after exercising. Water has zero calories and is the best way to stay hydrated!

Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!



Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?
2. Why did Tom like the movie better than the book?
3. What did Sam and Tom both like about the story?
4. Think of a story that you have both read the book and watched the movie.

Which did you prefer, the book or the movie?
Explain why.

CRAZY CREATIVE CHALLENGE

Design and create your own golden ticket for a competition.

- ☐ What will the prize be?
- ☐ Where will you hide the golden tickets?

Name _____

Date _____

Charlie and the Chocolate Factory

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2. Why did Tom like the movie better than the book?

3. What did Sam and Tom both like about the story?

4. Think of a story that you have both read the book and watched the movie.
Which did you prefer, the book or the movie? Explain why.

Verb Past Tense Worksheet

Name: _____

1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my parents when I _____ (get) home.
6. I _____ (catch) three bugs at the park. I _____ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I _____ (think) my brother Sam could help me identify the tiny bug.
8. We _____ (get) out the bug book, and Sam _____ (open) my bug jar to get a closer look. The bug _____ (crawl) up Sam's sleeve.
9. It _____ (give) him a fright, and he _____ (spit) out the water he was _____ (drink).
10. We _____ (laugh) until we _____ (fall) down.



Action Verbs

An action verb expresses something that a person, animal, object or force of nature can do or be, as in, "The water gurgled all the way down the sink."

Saying Verbs

Saying verbs indicate speaking. They can provide more information as to how things are being said, as in, "I'm really sorry," sobbed Tony.

Thinking Verbs

Thinking verbs tell the reader what the characters are thinking about the events or what they were thinking at the time, as in, "I wonder what's for lunch?" he thought.

Relating Verbs

Relating verbs tell us how the characters relate to other parts of the story, as in, "Amazing Man was here saving people." They also describe a state, as in, Europe is a large collection of countries.

A **compound sentence** is made up of **two independent clauses**.

- A compound sentence links the clauses with a coordinating conjunction.
- Each independent clause has a subject (S), a verb (V), and is separated by a comma.

		Relationship	Compound sentence?
1.	Sharks have a two-chambered heart but humans have a four-chambered heart.		yes/no
2.	Arteries carry blood away from the heart yet veins carry blood towards the heart.		yes/no
3.	The human heart has a left ventricle and a right ventricle.		yes/no
4.	Blood is received in the left atrium and the right atrium.		yes/no
5.	The right ventricle pumps blood to the lungs and the left ventricle pumps blood to the body.		yes/no
6.	Oxygen-poor blood is pumped into the heart and oxygen-rich blood is pumped out of the heart.		yes/no

Coordinating Conjunctions and their Relationships		
for (cause)	and (addition)	or, nor (choice)
but, yet (contrast)	so (result)	

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		Relationship	Compound sentence?
7.	Blood delivers oxygen to the body so blood flows to the lungs first.		yes/no
8.	Poor circulation leads to many health problems so you should exercise often.		yes/no
9.	Humans cannot breathe under water nor can humans live without oxygen.		yes/no
10.	Blood is pumped to the lungs or blood is pumped to the body.		yes/no
11.	Stomach acid causes discomfort for the acidic juices can rise into the esophagus.		yes/no
12.	Kidneys are very important organs for they remove waste from our blood.		yes/no

Coordinating Conjunctions and their Relationships		
for (cause)	and (addition)	or, nor (choice)
but, yet (contrast)	so (result)	

Skill Closure

		Relationship	Compound sentence?
1.	Humans have two lungs but the lungs are not identical.		yes/no
2.	The right lung has three lobes and the left lung has two lobes.		yes/no
3.	The air goes through the windpipe and into the lungs.		yes/no

Concept Closure

James wrote: *Adam likes video games, or Stacy likes board games.*
His teacher said the sentence used an incorrect relationship. Why was he incorrect?

Summary Closure

What did you learn today about identifying compound sentences with coordinating conjunctions? (Pair-Share) Use words from the word bank.





To **order** numbers is to arrange them **by value** from least to greatest or greatest to least.

Place Value

Ones	Decimal Point	Tenths	Hundredths
	•		

- 1) Order the decimal numbers:
3.04, 3.88, 3.85

Place Value Chart			
Tens	Ones	Tenths	Hundredths

Order from **least to greatest**.

Order from **greatest to least**.

_____, _____, _____

- 2) Order the decimal numbers:
2.03, 2.75, 2.72

Place Value Chart			
Tens	Ones	Tenths	Hundredths

Order from **least to greatest**.

Order from **greatest to least**.

_____, _____, _____

- 3) Order the decimal numbers:
7.37, 7.4, 7.35

Place Value Chart			
Tens	Ones	Tenths	Hundredths

Order from **least to greatest**.

Order from **greatest to least**.

_____, _____, _____

- 4) Order the decimal numbers:
6.24, 6.3, 6.28

Place Value Chart			
Tens	Ones	Tenths	Hundredths

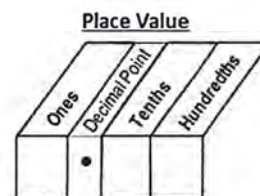
Order from **greatest to least**.

Order from **least to greatest**.

_____, _____, _____

Skill Development/Guided Practice (continued)

To **order** numbers is to arrange them **by value** from least to greatest or greatest to least.



5) Order the decimal numbers:

13, 13.1, 13.09

Place Value Chart			
Tens	Ones	Tenths	Hundredths

Order from **least to greatest**.

_____, _____, _____
Order from **greatest to least**.

_____, _____, _____

6) Order the decimal numbers:

15.2, 15.07, 15

Place Value Chart			
Tens	Ones	Tenths	Hundredths

Order from **least to greatest**.

_____, _____, _____
Order from **greatest to least**.

_____, _____, _____

Application

Place Value Chart			
Tens	Ones	Tenths	Hundredths
	7	. 3	2
	7	. 3	
	7	. 3	6

7) What digit in the hundredths place would make the middle number the greatest of the three numbers?

Application

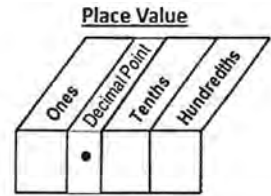
Place Value Chart			
Tens	Ones	Tenths	Hundredths
	5	. 6	1
	5	.	2
	5	. 3	5

8) What digit in the tenths place would make the middle number the least of the three numbers?

Independent Practice

Name _____

To **order** numbers is to arrange them **by value** from least to greatest or greatest to least.



- 1) Order the decimal numbers:
1.02, 1.67, 1.64

Order from **greatest to least**.

_____, _____, _____

Order from **least to greatest**.

_____, _____, _____

- 2) Order the decimal numbers:
4.52, 4.6, 4.57

Order from **least to greatest**.

_____, _____, _____

Order from **greatest to least**.

_____, _____, _____

- 3) Order the decimal numbers:
29, 29.3, 29.08

Order from **least to greatest**.

_____, _____, _____

Order from **greatest to least**.

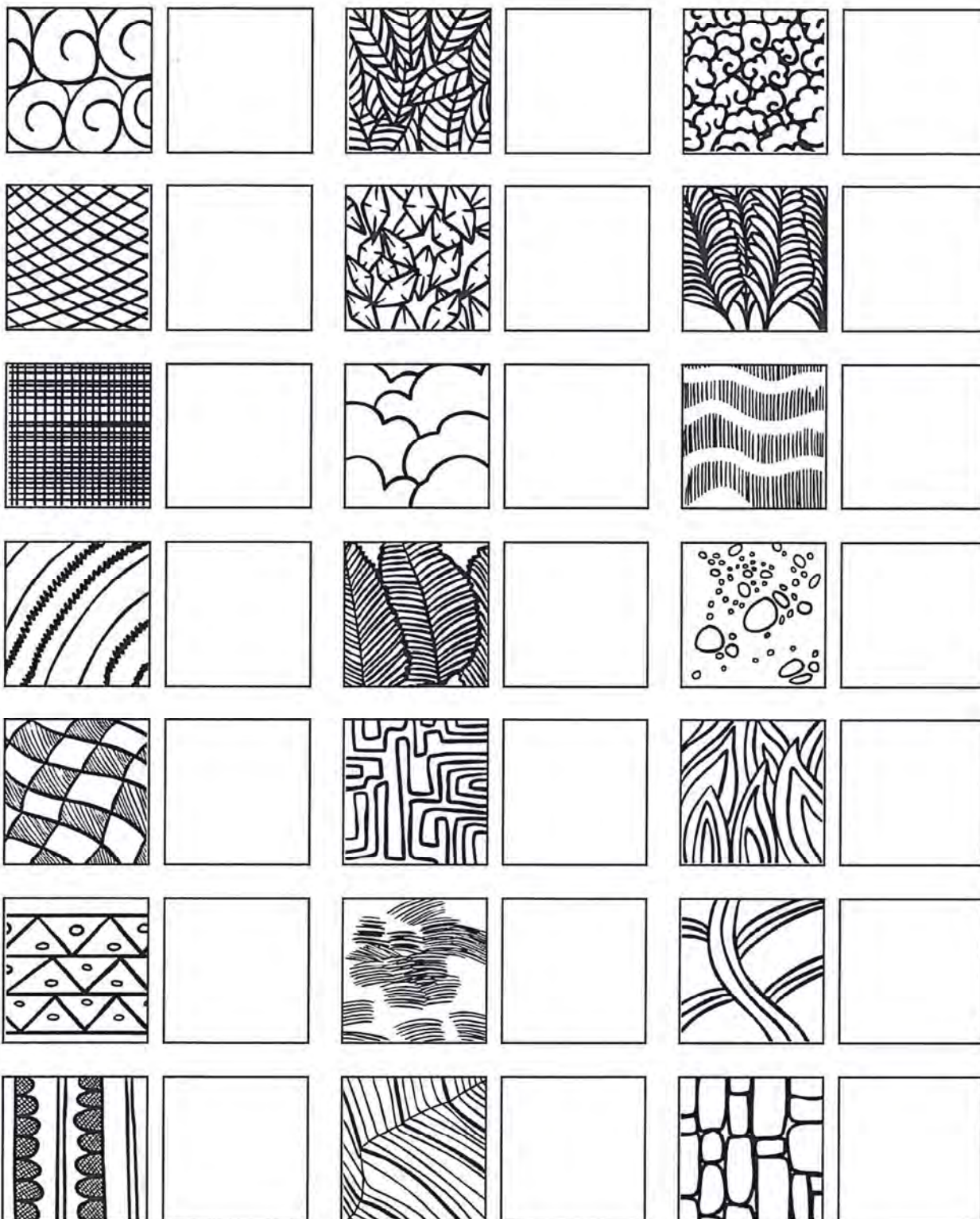
_____, _____, _____

- 4) What digit in the tenths place would make the middle number the greatest of the three numbers?

Place Value Chart			
Tens	Ones	Tenths	Hundredths
	3	. 7	2
	3	.	
	3	. 7	6

Drawing Texture

1. Practise drawing a texture with a pencil by copying these textured squares.



2. Find objects or materials within the room with an interesting texture. Feel them and describe them and then have a go at drawing a textured square.

Object	Description of texture	Texture in drawing