Set 2
Day 4

MORNING MEETING VIDEO
SeeSaw

FAMILY MORNING FITNESS
Offline Option: Grab your favourite song and choregraph your own moves.
Family Dance Off (JustDance, Go Noodle, TikTok etc) and upload video/photo to SeeSaw .

LITERACY

Daily Reading – Each morning have your child read a book to you of their choice.

Reading Comprehension – Furry Fights – Turning on the Meaning Worksheet. (Tuesday's Pack, same page as Blinky Bill)

You now have a better understanding of what literal, inferential and personal meanings are. Read Furry Fights and write your own set of questions using the three types of meanings. You are to think of two questions for each category.

Student Reflection: Students to complete a video or written response and give examples of literal, inferential and personal meanings.

Speaking and Listening – Read the assigned book on Scholastic "Cat Catchers Killers" and complete the quiz associated with the book. (technology required, activity optional). Redesign a front cover for this book. Please use the following link: https://slz04.scholasticlearningzone.com/slz-portal/#/login3/AUSTGFT

Alternative option: Read a short story or book of choice and redesign front cover. (please see cover page worksheet)

Complete 4 Inferencing Cards that have been attached and respond to them verbally and in written form. This could be a combination of a video reflection or written in your English books.

Spelling
Test
List 22: Parents are to read aloud the spelling words (List 22) to the student/s, collect work, mark and upload to Seesaw or hand in with your pack to school.

BREAK

LITERACY

Writing

Warm-up: *Handwriting.*

Letter D cursive. Rule up in your lined exercise book and follow the letter D handwriting sheet. **Writing – Simple, Compound and Complex Sentences**

Instructions -

- Reviewing the information from Tuesday, Wednesday and Thursday complete the activities on the worksheets. These worksheets will require you to identify simple, compound and complex sentences. Remember to re-read the Simple, Compound and Complex Sentences poster cards.

IMPORTANT: A complex sentence combines an *independent clause* with one or more *dependent clause*). Using the information on complex sentences, complete the Complex Sentences worksheet. You will need to identify the independent and dependent clause.

Independent clause is *a complete thought that has a subject and a verb.*

Dependent clause is an incomplete thought that needs more information to make sense. Example; 'When the cat is sleeping'. This sentence needs more information to make sense. A dependent clause will have a subject, a verb and a subordinating conjunction.

Subordinating conjunction is a word that connects another thought which introduces a dependent clause.

Useful Videos to explain sentences further; https://www.youtube.com/watch?v=smgyeUomfyA
- Simple, compound and complex sentences. https://www.youtube.com/watch?v=hNT1D0JoFk8
- Independent and dependent clause.

Grammar: Capital Letters Rule 4 *The pronoun 'I' always needs a capital.*

Instructions -

- We are practising editing our work and making sure that the pronoun 'I' needs a capital. Read the Capital Letters Rule 4 sheet. Using the 8 cards on the next page, complete the sentences by making sure each sentence starts with a capital letter AND all proper nouns start with a capital AND each important word in a title start with a capital letter AND the pronoun I needs to be capitalised. Each sentence will need to be written in your writing book using the proper use of capitals. You need to make sure every sentence is perfect before handing it in to be checked. EDIT Tuesdays and Wednesday's and Thursday's words AS WELL as todays.

Nouns: Collective and Abstract

Instructions-

- Read the Nouns (collective and abstract) definitions. Use the information on this page to complete the activity on the next page which asks you to re-write the sentences and underline the abstract noun in the sentence.

BREAK
MINDFULNESS CHOICES www.smilingmind.com.au   Journal Writing Colouring

NUMERACY

Basic Facts - Warm Up

Tables Challenge (sheet): Complete the Friday column for the 6 x and 8 x tables.

Additional Activities to consolidate learning: Technology Required

- **Kahoot Quiz:** Go to https://kahoot.it/ and enter the Game Pin **0528361**

Students view questions and answer them on their own device. Once finished they must address their errors.
****Please use your **real first name** and last initial for your nickname. **Teachers will be assessing your results.***

- **Hit the Button** *(online):* Go to https://www.topmarks.co.uk/maths-games/hit-the-button

Practise 3 sets of the **6 times table** (**Tables up to 12** tab) and screenshot your scores in a single post to Seesaw. *Repeat* this process with the **8 times table**.Also, practise **Number Bonds to 10, Number Bonds to 20** and **Number Bonds to 100**. 3 sets each and post.

Main Learning Concept Place

Value Activity

Understanding Multiplication Worksheet: Simply work through the sheet section by section. There is little to complete, but the concept is very important.

Subtraction Practice (sheet): Work through all the questions using both sides of the brain.

The Power of 10 (sheet): Continue honing this skill by working through this sheet.

Note: basic facts and main learning concept to be uploaded to Seesaw or hand in your pack to school.

BREAK

SCIENCE See

the 'Cyclone Tracy' sheet.
Scan the QR codes to watch YouTube clips about Cyclone Tracy and how cyclones form.
Complete an informative poster about the event using paper, Keynote, Pic Collage or SeeSaw

BEDTIME STORY
Choose a book you could read with your child and/or family before bed ☺
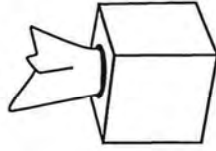
Seesaw Upload
Please upload Friday's activities to "Learning at Home Term 2 Friday"
Note: You're going to upload all activities in your booklet in the one file.

INFERENCE TASK CARDS

My friend messaged me asking why I was not at work. I read it as I lay on the sofa in a blanket with tissues all around me.

- How did my friend message me?
- Why am I home and not at work?
- Where is my friend while they are messaging me?

© teachstarter

INFERENCE TASK CARDS

The five chefs who know the secret recipe were never allowed to travel together.

- What is the secret recipe for?
- Why would it be secret?
- For what reasons are they not allowed to travel together?

© teachstarter

INFERENCE TASK CARDS

The family got all of their precious belongings and took them downstairs. They locked the door behind them. They waited.

- Why are they going downstairs?
- What kind of belongings would they take?
- What level of the house are they going to?

© teachstarter

INFERENCE TASK CARDS

As I ran into the room, the first thing I said to my boss was, "Sorry, my alarm didn't go off again!"

- What happened in this scene?
- Where are they?
- Has this happened before?

© teachstarter

Name _____

Date _____

Novel Study: Create a New Book Cover

Design a new book cover for your class novel. Think about the theme of the story and how the author would want the cover to look.

Remember to include:

- a title

- illustrations

- the name of the author

- a brief blurb on the back cover.

COMPREHENSION

Notes to remember:

- We are adding ligatures to all appropriate letters.
- We can join letters together by extending the ligatures.
- We are sloping our letters.
- We are making our letters smaller now.
- Capital letters have no ligature.

Warm—up: practise your slope, size and shape.

v v v

d d d

ddd

Practise joining 'd' with vowels. Remember to link the 'd' from the base.

da

de

di

do

du

Simple, Compound, & Complex Sentences

We can improve our writing by learning about different sentence structures.

A **SIMPLE SENTENCE** contains an independent clause, also called main clause, that stands alone.

A **COMPOUND SENTENCE** contains two independent clauses joined with a coordinating conjunction and a comma. A compound sentence may also be joined with a semi-colon.

A **COMPLEX SENTENCE** contains an independent clause plus one or more dependent clauses.

Read each sentence below. If it is a complex sentence, write CX in the blank. If it is a compound sentence, write CD in the blank. If it is a simple sentence, write S in the blank.

_____ 1. Morgan and Riley plan to enter their robot in an engineering competition.

_____ 2. If they place first, they might win five hundred dollars.

_____ 3. The second place prize is three hundred dollars, and the third place prize is one hundred dollars.

_____ 4. Their robot can follow a simple path through a maze.

_____ 5. The robot can also sort objects, but it cannot count.

_____ 6. Morgan and Riley cannot wait until it is time for the competition.

_____ 7. They named their robot Rowdy and painted it gold.

_____ 8. When the competition is over, Rowdy will be kept in Mr. Blake's science class.

_____ 9. Mr. Blake is in charge of the engineering club.

_____ 10. Morgan and Riley are already planning to build a drawbridge for next year's competition.

Name _____

Date _____

Sorting Sentences

Cut and paste the sentences under their correct headings.

I like bananas and I like grapes.

The football match was postponed because it was raining.

The dog barked whenever I knocked on the door.

Our team tried hard but we lost the game.

Tom can read chapter books.

It was very hot outside and the ice cream melted.

Birds wash themselves in our bird bath.

I love roast potatoes while my mum prefers them mashed.

I went to the beach.

GRAMMAR

Name _____

Sorting Sentences Table

Simple Sentences	Compound Sentences	Complex Sentences

Name _____   Date _____

What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping around the yard	around the horse track.
The bunch of red roses	in their bee hives.
The lion is roaring	is in a purple vase.
Bees make honey	is brown and white.
The little white kitten was waiting patiently	in the cage.
The horse galloped	by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

_____

_____

_____

36. Capital Letters – Rule 4

Rule 4: The letter I, when used as a pronoun referring to yourself must always be written as a capital letter.

a. I am not happy.

b. Am I the first person here?

c. Tell me what I have to do.

i can ride a bike.

25. © Little Miss Literacy 2016

i saw a fish. it was green.

26. © Little Miss Literacy 2016

the cat is oN the mat. it is sleePy.

27. © Little Miss Literacy 2016

on tuesday I went to the park. i played on the Swing.

28. © Little Miss Literacy 2016

on Wednesday bill went to soccer. he got a goal.

29. © Little Miss Literacy 2016

two cats are in a tree. they are called kit and sam.

30. © Little Miss Literacy 2016

on friday matt watched a movie. it was called finding nemo.

31. © Little Miss Literacy 2016

i like space. the best planet is neptune.

32. © Little Miss Literacy 2016

1. Nouns – Abstract Nouns

Activity 1.

Direction: Re-write the sentences below into your work book. Underline the abstract noun in the sentence.

1. I had lots of fun at school today.

2. I put in my best effort for the mathematics test.

3. I dislike eating my vegetables.

4. I had a thrill at Adventure World.

5. In Personal Fitness, we tested out strength, power and force.

6. Spelling is a weakness of mine.

7. As a Christian I have the faith.

8. I love it when Mr. Higgs teaches us.

Name: _____

Common and Proper Nouns

Determine whether each noun is a common noun or a proper noun.
- If the noun is common, write <u>common noun</u> on the line.
- If the noun is proper, re-write the noun on the line using correct capitalization.

examples:	waterfall	common noun
	niagara falls	Niagara Falls

1. march _____

2. month _____

3. day _____

4. tuesday _____

5. holiday _____

6. christmas _____

7. cereal _____

8. cheerios _____

9. dr. gomez _____

10. doctor _____

11. city _____

12. boston _____

13. street _____

14. main street _____

15. burger king _____

16. restaurant _____

17. slate creek _____

18. creek _____

19. dog _____

20. snoopy _____

★ **Challenge:** Write a complete sentence that has a proper noun <u>and</u> a common noun in it.

_____

_____

Part 2: Write the word *common* next to each common noun.
Re-write each proper noun correctly.

11. alice smith   _____
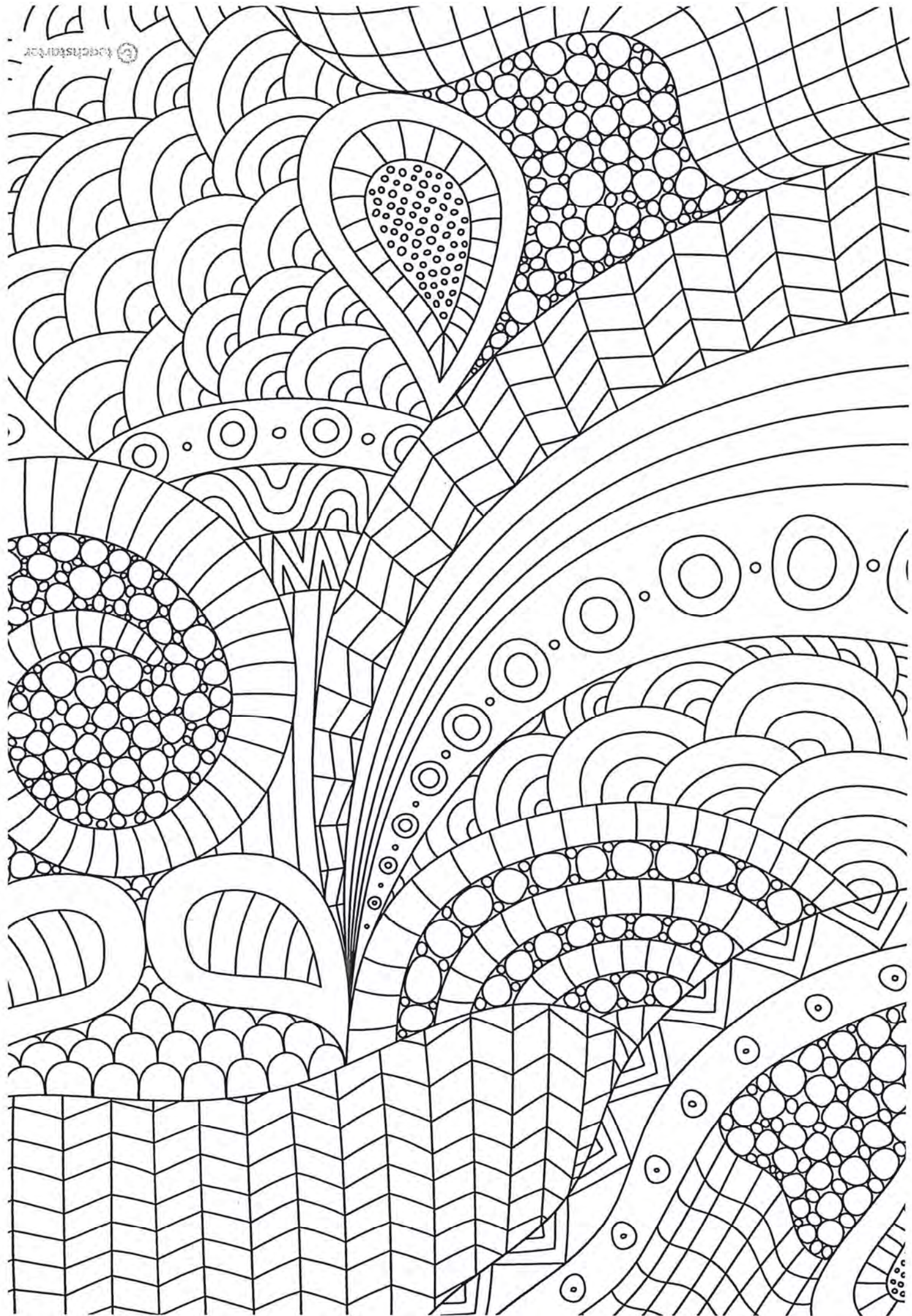
12. carpenter   _____

13. dog   _____

14. max   _____

15. book   _____

16. mayberry library   _____

17. jupiter   _____

18. planet   _____

19. restaurant   _____

20. doug's diner   _____

Part 3: Write the proper noun for each common noun.

examples:	author - <u>E. B. White</u>
	singer - <u>Carrie Underwood</u>

21. book _____

22. country _____

23. school _____

24. holiday _____

25. athlete _____
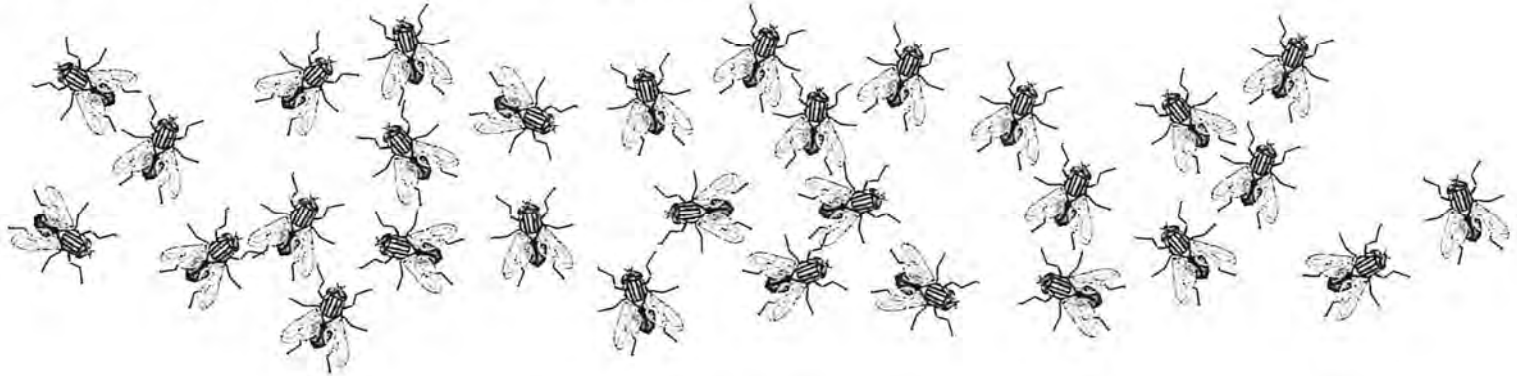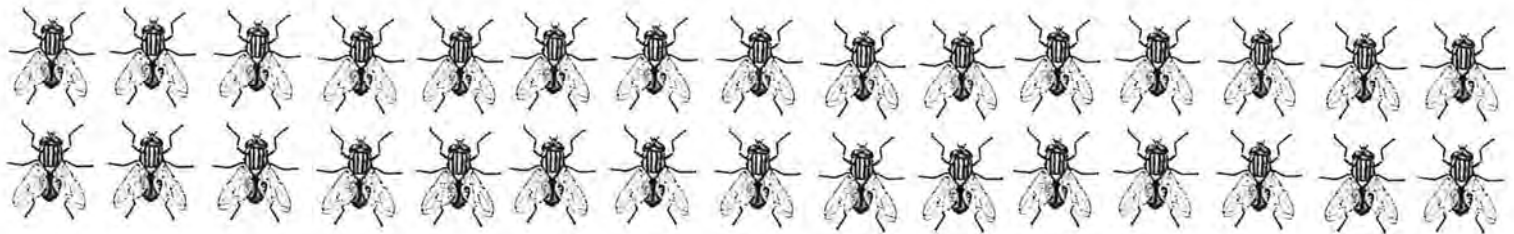
Understanding Multiplication

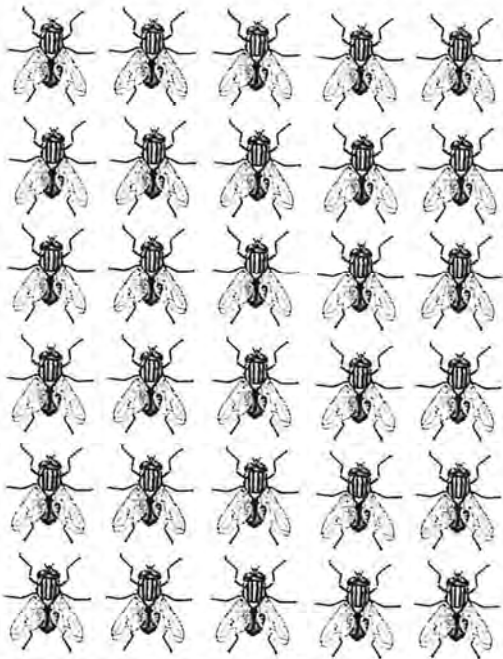Remember! Just because you *do* something doesn't mean that you *understand* it.

Ewww! Count how many gross little flies there are here!

Do you think they would be easier to count if we got them all to stand to attention?

Or, maybe this would be even easier..?

So, there are a couple of Learning Points I want you to take in here;

Firstly—Mathematics is largely about the search for *patterns*. When you feel that the maths is too hard, you're simply not seeing the pattern (yet).

Secondly—when we first counted the flies, we used *addition*, because we couldn't see a more useful pattern.

Then, when we started rearranging them, we were unknowingly moving straight into *multiplication*, using an *array*.

The first array we used was 15 x 2, and the second one was 5 x 6.

What *other* arrays could we have used to rearrange the flies?

1 x _____,   2 x _____,   _____ x 10 ,

6 x _____,   10 x _____,   30 x _____.

___

Smiley is having a party with his 11 brothers and sisters.

Draw *3 different arrays* to show how all *12* of them could stand together.

Subtraction Practice

Complete the following subtraction problems. Try using both sides of your brain - complete the algorithm, and then use the space to the right to check it using a right-brain method. Remember—the best mathematicians always use both!

1)
$$\begin{array}{r} 2\overset{3}{4}\overset{13}{3} \\ -\ 126 \\ \hline 117 \end{array}$$

Check you're right by adding these. The answer should be

4)
$$\begin{array}{r} 483 \\ -137 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 251 \\ -\ 36 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 572 \\ -254 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 358 \\ -\ 215 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 352 \\ -236 \\ \hline \end{array}$$

13)
$$\begin{array}{r} 435 \\ -\ 107 \\ \hline \end{array}$$

16)
$$\begin{array}{r} 268 \\ -\ 35 \\ \hline \end{array}$$

17)
$$\begin{array}{r} 670 \\ -\ 255 \\ \hline \end{array}$$

20)
$$\begin{array}{r} 758 \\ -139 \\ \hline \end{array}$$

Remember to subtract the ones first, then the tens and finally the hundreds.

The Power of 10 (sheet 2)

Make these numbers *10 times bigger (times by 10)* by moving the decimal point *one place to the right*.

A)   14.5 _____   D)   12.87 _____   G)   10.09 _____   J)   0.852 _____

B)   63.8 _____   E)   4.582 _____   H)   108.4 _____   K)   101.02 _____

C)   6.43 _____   F)   14.956 _____   I)   0.6 _____   L)   905.30 _____

Make these numbers *10 times smaller (divide by 10)* by moving the decimal point *one place to the left*.

A)   14.5 _____   D)   12.87 _____   G)   10.09 _____   J)   0.852 _____

B)   63.8 _____   E)   4.582 _____   H)   108.4 _____   K)   101.02 _____

C)   6.43 _____   F)   14.956 _____   I)   0.6 _____   L)   0.045 _____

So...we can make a number *ten times bigger or smaller* simply *by adding or subtracting a single zero.* I wonder what effect adding or subtracting *two zeroes* would have..?

We can also do the same thing by *moving a decimal point one place right or left*... But what would happen if we moved the decimal point *two places instead of one..?*

Make these numbers *100 times bigger* by moving the decimal point *one place to the right, then adding a zero*.

A)   14.5 _____   D)   128.7 _____   G)   100.9 _____   J)   85.2 _____

B)   63.8 _____   E)   458.2 _____   H)   108.4 _____   K)   101.2 _____

C)   64.3 _____   F)   1495.6 _____   I)   0.6 _____   L)   400.5 _____

So we can make a number 10 times bigger by adding a zero to the end of the number, or moving a decimal point to the right! *This is multiplying by 10!*

And we can make a number ten times smaller by taking a zero from the end, or moving a decimal point to the left! *This is dividing by 10!*

And we can apply the same thinking when multiplying or dividing by 100, 1000 or even 100,000,000,000! We perform the process *once for each zero* in the new number!

These zero or decimal moves *can also be performed in combination* with each other! We just need to make sure we *don't take away any zeroes that are place-holders, or add zeroes between two other numbers!*

For each of the questions below, write down whether the first number has been *divided or multiplied*, and by *which power of 10*. The first one has been done for you.

A)   6.3 ⟶ 6300   X by 1000   D)   0.007   700   _____

B)   945   9.45   _____   E)   45000   0.045   _____

C)   1107   1.107   _____ F)   100000   0.00001   _____

Cyclone Tracy

Hi Everyone.

Today we a learning about a natural disaster in Australia's history. Scan the QR code above to see what happened. Then, create a poster showing information about Cyclone Tracy and what happened. You could complete your poster on this paper, Keynote or SeeSaw. Try to include what, where, when and how information on your poster. Thanks.

Mr Liackman

This QR will help to explain how cyclones form.