

Set 3

Day 1

SeeSaw

FAMILY MORNING FITNESS

Mini Golf Home Challenge. Please see provided attachment for instructions.

LITERACY

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

Reading - Comprehension – Making Connections to Text: Cross Curricular Focus – Thinking Skills

This comprehension worksheet describes how readers make connections with the text by connecting it to their background knowledge. Read the comprehension worksheet to answer 5 comprehension questions. Answers have been provided.

Spelling - High Frequency Words List 23: jade, place, mother, azure, boat, window, sleep, feet, morning, queen.

Please use the 'Look, Say, Cover, Write, Check worksheet to write your list words into the FIRST column.

Spelling Activity – Syllable Words

A **syllable** is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A **syllable** is also called a 'beat' and teachers often teach children to identify **syllables** by clapping the 'beats' in words. Another way to describe a **syllable** is a 'mouthful' of a word. For example, spider= spi/der. This means that the word spider has 2 syllables.

Organise your spelling words into the categories of 1-5 syllables. Use body beats (say the word out loud and tap the number of beats in the word onto your body starting from your head then shoulders, knees and toes).

BREAK

LITERACY

Writing- Grammar: Coordinating Conjunctions Lesson 1 (and, but, or)

A **coordinating conjunction** is a word that joins words, phrases, or parts of sentences. The three most-used conjunctions are **and**, **but** and **or**. For example: I'd like five peanut butter **and** jelly sandwiches, please. In the "Coordinating Conjunctions: Worksheet 1" look at the sentences and choose the best conjunction to join the clauses. The first one has been done for you. Then write your own sentence using the coordinating conjunction "**but**".

Handwriting- Capital letters A-H

Complete the handwriting worksheet focusing on letters A-H. Please print this neatly with a finger spacing.

BREAK

MINDFULNESS CHOICES www.smilingmind.com.au

Journal Writing and Colouring (Sheets have been provided).

NUMERACY

Times Tables - Please practise your 5 times tables. Write it on a piece of paper or practise saying it aloud.

Mental Maths – Complete the Monday Mental Maths. Answers have been provided.

Place Value Activity - Reading and Writing Numbers to 100,000 Lesson 1.

In this lesson you will read and write numbers to 100,000. You will also be able to identify the values of digits and place values of 5 digit numbers. Refer to the PR1ME pages provided (pages 7 to 9). **iPad** - Once you have completed the worksheet, you may use Prodigy and/or Matific.

BREAK

SCIENCE

Watch the SeeSaw video about Science for the week. Read the information on the sheet 'What is erosion' Highlight important information as you go.

BEDTIME STORY

Choose a book you could read with your child and/or family before bed 😊



**BUILD AND PLAY YOUR OWN
MINIGOLF COURSE!**

Here are some ideas to build
your course:

Use anything as a club and
ball, pool noodle, cardboard
tube, rolled up socks, rolled
up paper

Here are some tips for
striking skills:

- ✓ Hands together
- ✓ Stand side on
- ✓ Writing hand at the bottom
- ✓ Eyes on the ball

Obstacles:

- Toys
- Teddies
- Ramps
- Blocks
- Chairs

Boundaries:

- Wood
- Walls
- Blocks
- Books

The Hole:

- Jar
- Toilet roll
- Bucket
- Cup

PLAN YOUR COURSE

START

FINISH

Making Connections

with Text

Text to Self

How does the text relate to something from your life?

- » What does this text remind me of in my life?
- » What is this text similar to in my life?
- » How is this text different from my life?
- » Has something from this text ever happened to me?
- » What were my feelings when I read this text?



Text to Text

How does the text connect to another story you have read?

- » What does this text remind me of in another book?
- » How is this text similar to other things I've read?
- » How is this text different from other books I've read?
- » Have I read about something similar to this text?



Text to World

How does the text relate to the world around you?

- » What does this text remind me of in the real world?
- » How is this text similar to things that happen in the real world?
- » How is this text different from things that happen in the real world?
- » How does the text relate to the world around me?



Making Connections to Text

Cross-Curricular Focus: Thinking Skills



You read all the time. Sometimes you read just for fun. Other times you read for schoolwork. No matter what you are reading, what you read has meaning. You can **connect** to what you read.

Making connections is important. It's giving your brain a place to store what you read. Your brain is like a file box. The new information is kept in a safe place. You can think about it later. When you want to use the information, it's there in your brain. The more connections you make, the better. If you have a lot of connections your brain can work faster. If you have many ways to think about something, the information will be easier to find.

There are different ways to connect as you read. One kind of connection is **self-to-text**. This is when you realize something you read in a story has happened to you in your own life. Usually, this kind of connection comes with the emotions you felt at that time. It may make you feel happy, afraid, or sad. Another kind of connection is **text-to-text**. This is when reading a story reminds you about a story you read before. The last kind of connection is **text-to-world**. It reminds you of something you have seen happen to someone you know or have seen in the news.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why is it important to connect to the text when you read?

2) How do connections make it easier for your brain to find information? _____

3) What is a self-to-text connection?

4) What is a text-to-text connection?

5) What is a text-to-world connection?

Making Connections to Text

Cross-Curricular Focus: Thinking Skills



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Name: _____

Key

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

Wording of answers may vary.

1) Why is it important to connect to the text when you read?

It gives your brain a place to store the information.

2) How do connections make it easier for your brain to find information? **Connections give your brain more ways to think about things.**

3) What is a self-to-text connection?

when what you read reminds you of something that happened to you

4) What is a text-to-text connection?

when what you read reminds you of something else you read

5) What is a text-to world connection?

when what your read reminds you of something that happened to someone else you know or something you saw in the news.



Look, Say, Cover, Write, Check

[illegible]

Name: _____

Date: _____

Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

FANBOYS

The English language has 7 co-ordinating conjunctions, which are easy to remember if you use the acronym: FANBOYS.

For

Explains reason or purpose (just like "because")

e.g. I always save my pocket money, for I love to buy new things.

And

Used for addition

e.g. My dog Floyd sleeps on the bed, and my cat Buster naps in the bathtub.

Nor

Presents an alternative negative idea to an already mentioned negative idea

e.g. To be honest, neither the shops nor the chocolates interest me the most. I really just like the clothes.

But

Used to show contrast

e.g. The shops are fantastic any day, but it's better when the sales are on!

Or

Presents a choice or alternative

e.g. You can come buy groceries with me, or you can stay home until I get back.

Yet

Presents a contrasting idea, that logically follows the preceding idea (similar to "but")

e.g. I seem to save my money for weeks, yet I never seem to have enough.

So

Used to indicate a consequence or result

e.g. Running out of money has become a real problem for me, so I've decided to start doing some extra jobs!



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Co-ordinating Conjunctions

I can use a co-ordinating conjunction in my writing to join clauses.

I can choose the best conjunction for my sentence.



1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a) I wanted to go swimming but the swimming pool was closed.
- b) I fell over _____ I bumped my head.
- c) Would you like to go to the park _____ would you rather play on your bike?
- d) I wanted to go to the beach _____ mum said we couldn't go.
- e) I like to watch football _____ I can't play it.
- f) I took my dog for a walk across the field _____ we both got muddy.



2. Write your own sentence using the co-ordinating conjunction below.

but

A

B

C

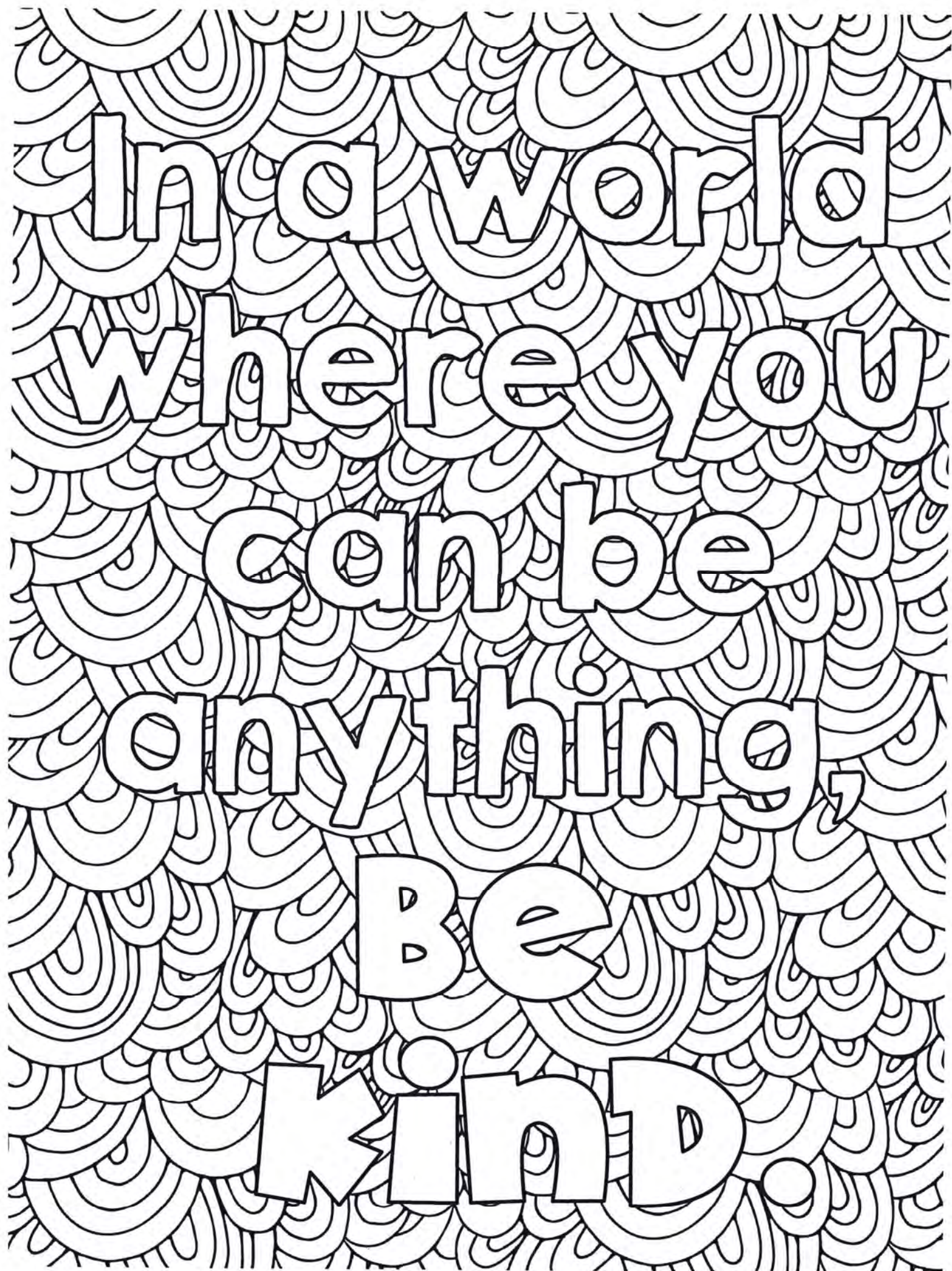
D

E

F

G

H



In a world
where you
can be
anything,
Be
kind.

Monday

1. $99 + 87 = \underline{\hspace{2cm}}$

2. $74 - 6 = \underline{\hspace{2cm}}$

3. $12 + 81 = \underline{\hspace{2cm}}$

4. $10 \div 10 = \underline{\hspace{2cm}}$

5. $0 \times 9 = \underline{\hspace{2cm}}$

6. Write the numeral for four thousand, one hundred and sixty-four: $\underline{\hspace{2cm}}$

7. Complete this counting pattern:
62, 65, 68, 71, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$

8. What is the sum of 7, 3 and 2? $\underline{\hspace{2cm}}$

9. Divide 48 by 4. $\underline{\hspace{2cm}}$

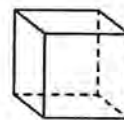
10. 5 cents + 10 cents + 50 cents = $\underline{\hspace{2cm}}$

11. 5 cents + 50 cents + \$1.00 = $\underline{\hspace{2cm}}$

12. How many days is 96 hours? $\underline{\hspace{2cm}}$

13. If it was 3:38 in the afternoon, would you write am or pm? $\underline{\hspace{2cm}}$

14. How many faces does a cube have? $\underline{\hspace{2cm}}$



15. Which circle has the lowest chance of being selected? Black or white? $\underline{\hspace{2cm}}$



Monday

1. 186
2. 68
3. 93
4. 1
5. 0
6. 4164
7. 62, 65, 68, 71, 74, 77, 80
8. 12
9. 12
10. 65 cents
11. \$1.55
12. 4 days.
13. Pm
14. 6 faces
15. Black



1

Whole Numbers

Unit 1: Numbers to 100 000

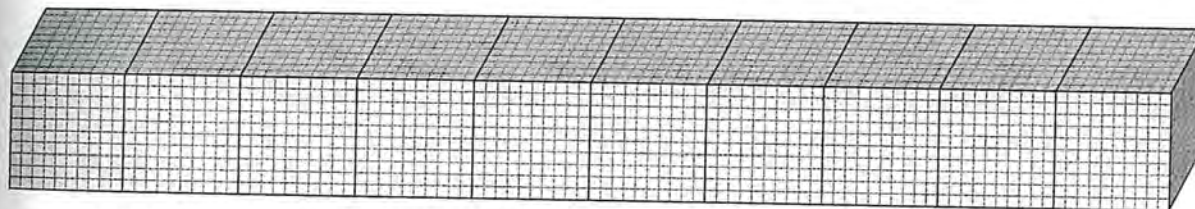
You will learn to...

- read and write numbers within 100 000
- identify the values of digits and place values in a 5-digit number
- find 1, 10, 100, 1000 or 10 000 more or less than a given number within 100 000
- read number lines
- compare and order numbers within 100 000

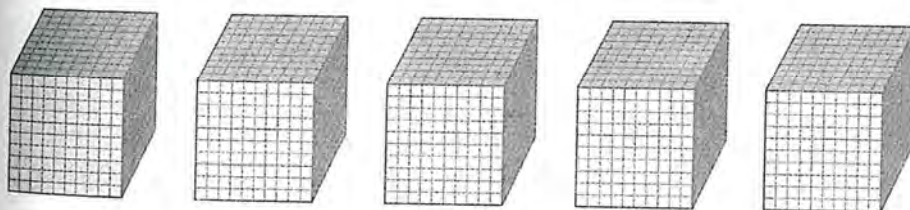
Lesson 1: Reading and writing numbers

Let's Learn

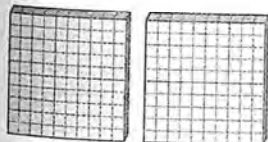
How many unit cubes are there altogether?



10 000
ten thousand



5000
five thousand



200
two hundred








60
sixty



3
three

The total number of unit cubes is 15 263.

Ten Thousands (T Th)	Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)
				
1	5	2	6	3

10000					
5000					
200					
60					
3					






→ 1 5 2 6 3

$$\begin{array}{r}
 10\,000 + 5000 + 200 + 60 + 3 = 15\,263 \\
 15\,000 \quad \quad \quad + 263 \quad \quad \quad = 15\,263
 \end{array}$$

15 263 is read as **fifteen thousand, two hundred and sixty-three**.

Let's Do

1. Write the numeral.

Ten Thousands (T Th)	Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)
				
4	6	2	1	7

_____ + _____ + _____ + _____ + _____ = _____

The numeral is _____.

2. Write the numerals.

- a) six thousand and seventy-nine _____
- b) forty-five thousand, seven hundred and eighty-two _____
- c) ninety thousand, five hundred and twelve _____

3. Write the numerals in words.

- a) 7680 _____
- b) 32 624 _____
- c) 18 101 _____

Let's Practise

1. Write the numerals.

a)

T Th	Th	H	T	O
1 dot	2 dots	1 dot	3 dots	4 dots
1	2	1	3	4

b)

T Th	Th	H	T	O
5 dots	0 dots	3 dots	2 dots	5 dots
5	0	3	2	5

2. Write the numerals.

- a) thirty-four thousand, four hundred and fifty-two _____
- b) forty-five thousand and twenty-seven _____
- c) twenty thousand and three _____

3. Write the numerals in words.

- a) 85 667 _____
- b) 61 070 _____
- c) 90 500 _____

What is erosion? – I

1

Read the text.

Erosion is one of Earth's natural processes. It changes the landscape by moving rock, soil and sediment from one place to another. Coastlines, hillsides and valleys have been created by the action of wind, water in rivers and waves, and ice in glaciers.

Rivers

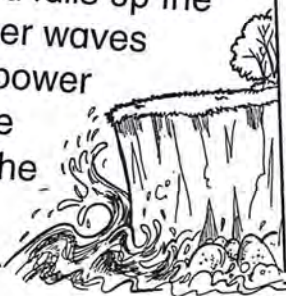
A river begins on high ground where it is narrow, shallow and fast flowing. In its swift current, it picks up gravel and silt from the riverbanks and riverbed, and rolls large stones along as it carves out its path.

A river never runs in a straight line towards the sea or a lake. Currents force the water in different directions so erosion on each side of the river is different. This is what causes a river to bend. When a river reaches its end, it is wider, deeper and slower.

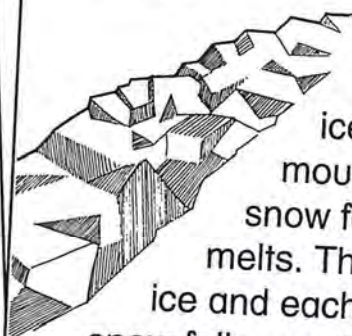


Waves

The energy of the sea as it pounds against the shore erodes beaches and coastlines. Even a calm sea moves the sand as the water rises and falls up the beach. Stronger waves have enough power to lift and move rocks lying at the foot of cliffs.



Glaciers



Glaciers are slow moving rivers of ice. They form in mountain areas where snow falls but never melts. The snow turns to ice and each winter as more snow falls, another layer of ice is formed. Eventually, the glacier is pulled down the mountainside by the force of gravity.

As it moves, the glacier carves out a deep, wide path. It rubs against the floor and sides of the valley, picking up everything in its way, from tiny pebbles to large boulders. Glaciers can be found in mountain areas all over the world. They may be as short as one hundred metres or as long as one hundred kilometres.

Wind

Wind erosion creates sand dunes in deserts and on beaches. It can also erode soil especially if there aren't many plants growing in it. Plant roots hold on to the soil, stopping the wind from blowing it away.



Erosion is happening all the time at a steady pace but sometimes it occurs more violently. Storms with high winds and heavy rains cause flooding and speed up the erosion process. Major changes to the landscape can be made within just a few hours or days.

Extreme heat and wind can cause fires that destroy trees and plants. The exposed soil is then more likely to be eroded and the landscape changed.