Set 3

Day 1

FAMILY MORNING FITNESS
Mini Golf home challenge (see attachment)

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

Reading Comprehension – Thunderstorms – Compare and Contrast
Read Thunderstorms A and B worksheets and use the Venn Diagram to complete a compare and contrast between the two articles. Refer to the "Compare and Contrast" guide as well as the "Text to Text" sheet to assist you with your answers. Remember to label the Venn Diagram with the aim of finding a minimum of 8 similarities and differences.

Speaking and Listening –
(Technology NOT required) - The Importance of Recycling and Reusing Trash
Read the Importance of Recycling and Reusing Trash articles. Once you have read these articles in your own words I want you to tell me why it's important to recycle and to reuse trash? Please provide full sentence answers in your English books.

OR

(Technology required) - Read the assigned book on Scholastic "Tiny Turtle Wants a Friend" and complete the quiz associated with the book. (technology required, activity optional). Complete a video reflection summarising the book. Please use the following link: https://slz04.scholasticlearningzone.com/slz-portal/#/login3/AUSTGFT

Alternate Online Option – You can create a podcast or "Breaking News Story" discussing your thoughts on this topic. Complete this activity on your iPad or device and upload to Seesaw.

Spelling
Look, Cover, Say, Write & Check
List 23: jade, place, mother, azure, boat, window, sleep, feet, morning, queen.

BREAK

LITERACY

Writing

Warm-up: *Handwriting.*

Look at the handwriting examples shown for letter G. Circle the correctly formed letters.

In your lined school exercise book write two lines of both capitals and lower case letter G and choose your best line of work.

Remember to use your dotted thirds.

Write 10 words that begin with the letter G.

Writing – Simple and Compound, Statement Sentences

Instructions – Write 5 Simple sentences and 5 Compound sentences that are **statement sentences** in your exercise book to show your working out. Use the Statement Sentences Poster to identify what statement sentences need and extend your writing from a simple sentence to a compound sentence.

Example: Dogs have strong legs for jumping, but the claws on cats are perfect for climbing.

Remember compound sentences need FANBOYS (for, and, nor, but, or, yet, so)

Grammar: Question Marks

Instructions – Using the Question Mark grammar sheet, complete the Kung Fu Punctuation worksheet sentences by editing each passage with the correct punctuation in your exercise books.

BREAK

MINDFULNESS CHOICES www.smilingmind.com.au

Journal Writing

Mindful Mats

NUMERACY

Basic Facts - Warm Up

2 Times Table Revision Sheet. Complete the triangles by using your tables facts. Use the products (they will be the numbers at the bottom of each triangle) to fill in the 100 grid. ALL multiples of 2 must be coloured in. **2 Times Table Challenge Day 1**. Start the first set. You have *3 minutes* to complete as many as you can.

Additional Activities to consolidate learning: Technology Required

Kahoot Challenge – Place Value. Go to https://kahoot.it/ and enter the game *PIN*.* Students view questions and answer them on their own device. Once finished they must address their errors.

PIN Codes: TH1: 0531076   TH2: 02167609   TH3: 0875260   TH4: 06221788

****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 each activity, screenshot each score screen, then post all 3 in a single post to Seesaw;

- *2* times table (**Tables up to 12** tab).
- *Repeat* this process with the **Doubles,**
- And **Halves**.

Main Learning Concept

Multiplication worksheet – A visual reminder of what multiplication is. Read and understand. **Word Problems 1 worksheet** – Pulling apart word problems in order to solve them.

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

BREAK

SCIENCE

Watch the SeeSaw video about Science for the week. Read the information on the sheet 'How does the sun affect the Earth?' Highlight important information as you go.

BEDTIME STORY

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

Seesaw Upload

Please upload Monday's activities to the "Learning at Home Monday 4th May" on Seesaw. Note: You're going to upload all activities in your booklet as one file.

BUILD AND PLAY YOUR OWN MINIGOLF 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

Here are some ideas to build your course:

Obstacles:
- Toys
- Teddies
- Ramps
- Blocks
- Chairs

Boundaries:
- Wood
- Walls
- Blocks
- Books

The Hole:
- Jar
- Toilet roll
- Bucket
- Cup

PLAN YOUR COURSE

START

FINISH

Thunderstorms

A

Thunderstorms are electrical storms that usually happen in the spring and summer months. During a thunderstorm, there is usually thunder and lightning. There is also heavy rain. Thunderstorms can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time. Damage may include fallen trees and power lines, flooding and destruction of property.

THUNDERSTORMS B

Thunderstorms are electrical storms. During a thunderstorm, there is likely to be thunder, lightning and heavy rain.

Thunderstorms are most likely to happen during the spring and summer months of the year. This is because the air is often warm and moist. When warm, moist air quickly moves upwards, this causes clouds to form and a thunderstorm builds.

Thunderstorms can happen anywhere. However; they are more common in parts of the world with a temperate climate. This means that the average temperature is never too hot or too cold.

Thunderstorms can be very dangerous. Some of the worst damage occurs when a single thunderstorm stays in one area for a long time. Some examples of the damage thunderstorms can cause includes fallen trees and power lines, flooding and destruction of property.

Thunderstorms can be very beautiful to watch. However; it is important to remember that they are also very powerful.

Compare and Contrast

Compare – find how things *are the same.*
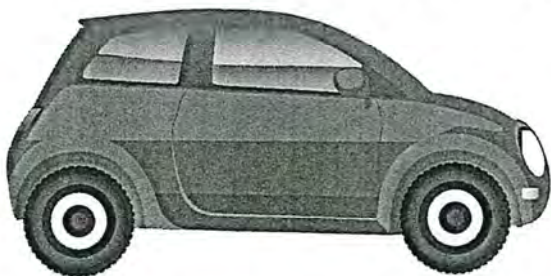Contrast – find how things *are different.*

Words that compare:
- like
- some
- both
- most important
- similarly
- in common
- the same as
- in the same way
- too
- as well as.

Words that contrast:
- although
- however
- differ
- even though
- yet
- unlike
- but
- instead
- whereas
- while.

Comparing and contrasting the cars:

- Both have 4 wheels.
- One is red, whereas the other is yellow.
- One has 2 doors and the other has 4 doors.
- Both have 2 windows on the side.

text to text

Connecting big ideas and themes across texts

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

Are there similarities / differences in ...

Genre
Text structure
Author
Topic
Theme
Message
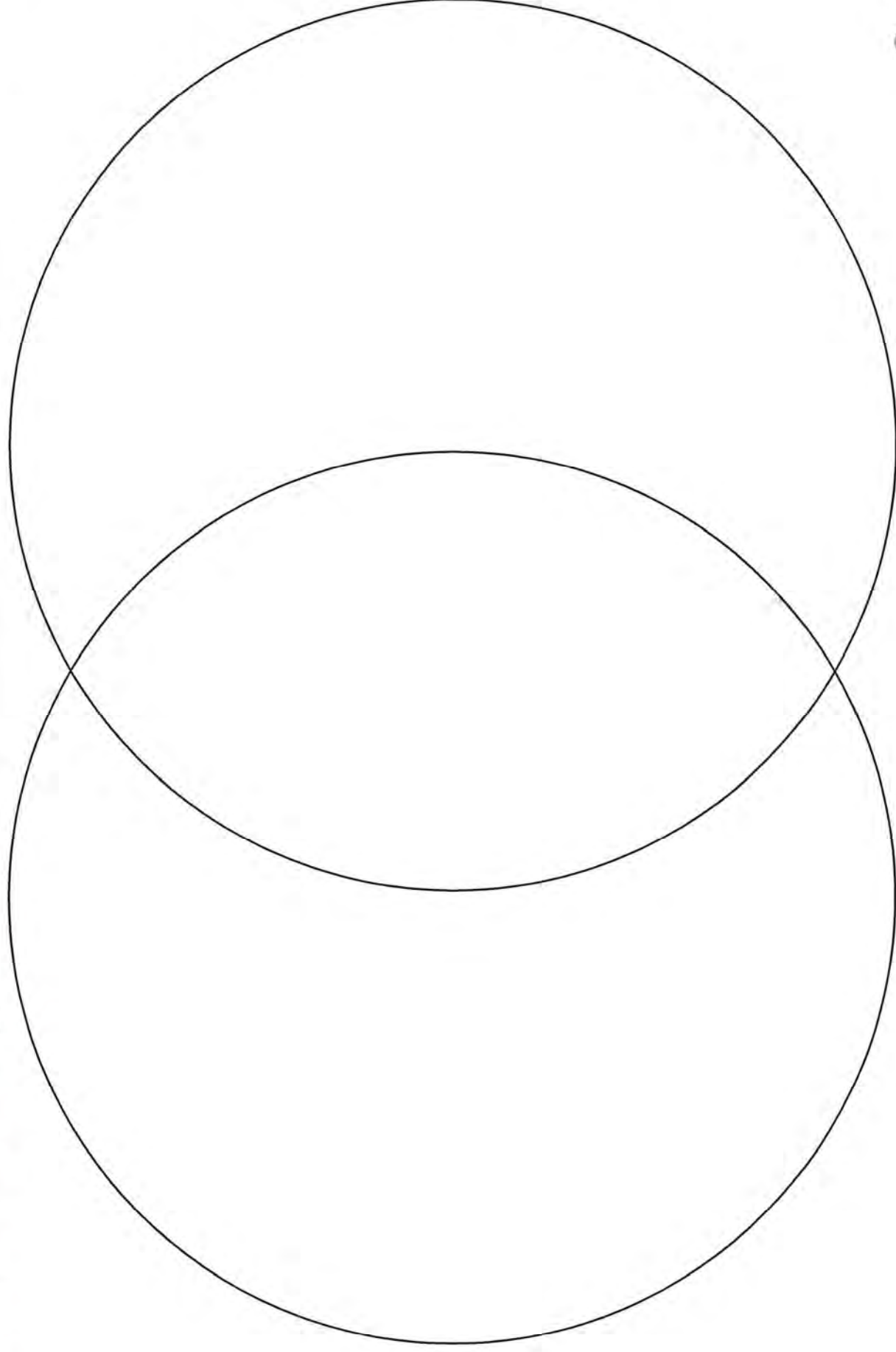*Plot*
Character
Fact
Opinion
Information
Vocabulary

Name: _____

Date: _____

Venn Diagram

Title: _____

Importance of Recycling

A

We use resources from our planet to make things like toys, cars, dishes, houses, and so much more! This is a good thing. Our Earth has been good to us and now it's time to return the favor!

B

We mix resources like wood, oil, and minerals from the Earth with other things to create the stuff we use every day. The problem is, when we do this, we create something that stays around forever. Items such as plastic won't decompose, or break down. The problem with this is that most people just throw it away when they are finished with it. Where does it all go?

C

Landfills are places where trash is taken and dumped off. This space is limited and when we fill it up we have to find somewhere else to take the garbage. There is a solution, though, and that is to recycle. Recycling means that we reuse it or turn it into a new product. This keeps it from going into landfills and just sitting there.

D

Many things that we use each day can be recycled. We can turn writing paper or newspapers into new types of paper. An aluminum can, can be melted down and turned into a new one. Glass can be melted and used as jewelry, mirrors, counter tops and many other things.

E

Recycling is not hard to do. It just takes time to sort the materials into different piles and take them to a recycling center. However, many cities have made it easy by offering a recycling service where they come to your house and pick up the material. What will you do? How do you recycle?

Reusing Trash?

A   Have you ever wondered where all the trash goes when the garbage truck comes and takes it away? It is taken to a place called a landfill. A landfill is a place where they pile garbage, smash it up, and then bury it. This can be harmful to us and animals. But what if we could reuse that stuff? Well, the good news is, we can!

B   If you have something that you don't want anymore or you have outgrown, then you can give it to someone or donate it. Maybe your family is getting new furniture? They can sell the old furniture and someone else can reuse it. Most things do not have to be thrown away.

C   Another option for our stuff is to recycle it. Most of the things we use everyday can be recycled. If you think about it, you can probably put most of your trash items in one of the following categories: plastics, metals, glass, or paper. All of these things are easy to recycle.

D   Recycling is where the items are melted or broken down and made into something new. We are basically reusing the things that we would have thrown away. This is important because it keeps that stuff from sitting in a landfill and staying there forever!

E   Can you imagine wearing an empty milk jug as a shirt? Once the milk jugs are cut into tiny pieces, they can be used to make shirts, mittens, and other fabrics. Aluminum, like soda cans, can be used for car parts and bicycles. Glass can be made into tiles used for floors, artwork, and jewelry. Recycling protects our Earth, animals, and us...and that is pretty cool!

List 23 Spelling Word List

Word 1	jade
Word 2	place
Word 3	mother
Word 4	azure
Word 5	boat
Word 6	window
Word 7	sleep
Word 8	feet
Word 9	morning
Word 10	queen

Look, Say, Cover, Write, Check

Look, Say, Cover	Write and Check	Write and Check	Write and Check

Warm-up: *Handwriting.*

Look at the handwriting examples shown for **letter G**. Circle the correctly formed letters.
In your lined school exercise book write two lines of both capitals and lower case **letter G** and choose your best line of work.
Remember to use your dotted thirds.
Write 10 words that begin with the **letter G**.

Please complete this section in your dotted thirds workbook.
Rule up using a read pen, and write with a sharp pencil!

Statement Sentences

A statement sentence provides information. It ends with a **full stop**.

For example:

We both wear glasses.
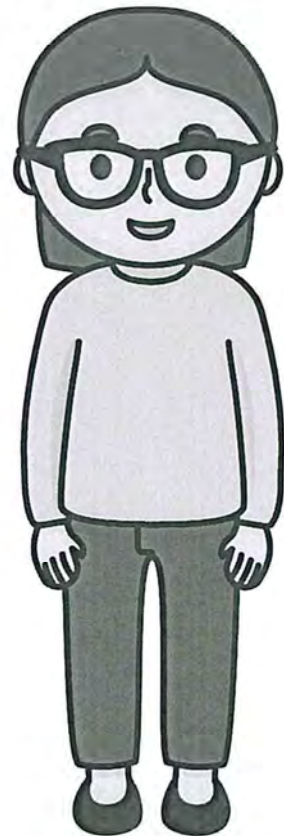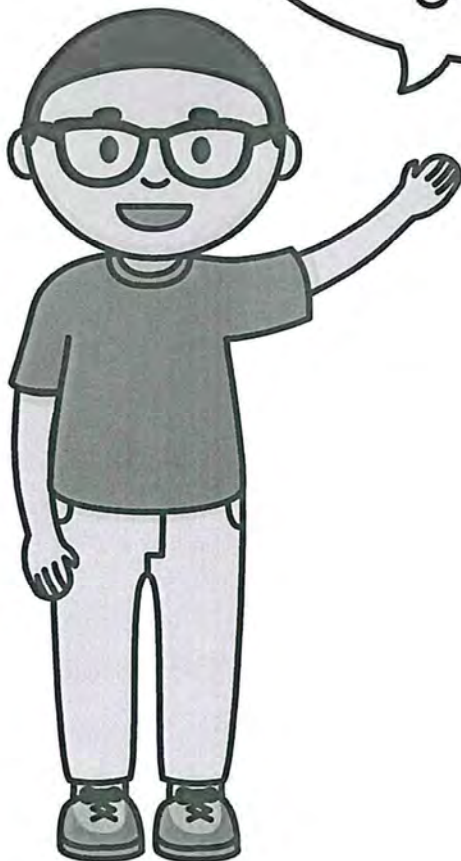
Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb**. A simple sentence expresses a complete thought.

For example:

Scott plays tennis in the morning.

> **simple sentence = subject + ONE verb**
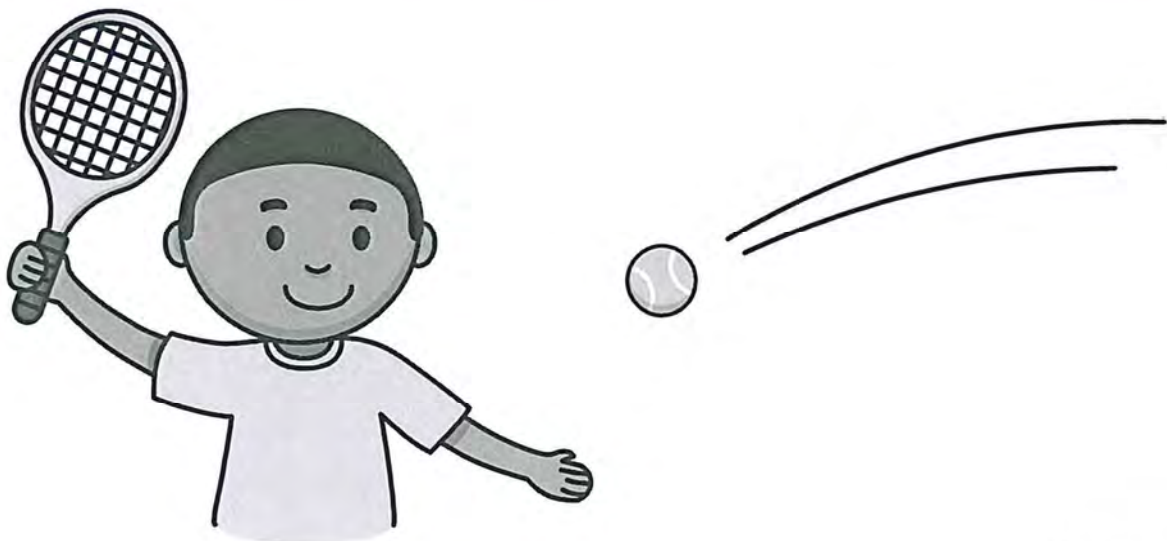
Compound Sentences

A compound sentence contains two independent clauses, joined by a **coordinating conjunction**.

For example:

Scott was playing tennis, so Mary went for a walk.

> **compound sentence =**
> **main clause + conjunction +**
> **main clause**

39. Question Marks & Exclamation Marks

- Use a **question mark** at the end of a direct question. It is considered bad form to use a question mark with other marks.

Example:

How many apples are there?

Indirect question – I asked my sister if she had a date (NO QUESTION MARKED USED).

The flowers look sad. Can I water them.

1. © Little Miss Literacy 2016

did? You enjoy your holiday.

2. © Little Miss Literacy 2016

can a cat dance I would like to see a cat. Dancing.

3. © Little Miss Literacy 2016

Where is my? Boot

4. © Little Miss Literacy 2016

Look at that tree is it an Apple tree

5. © Little Miss Literacy 2016

How many? bugs are in the garden.

6. © Little Miss Literacy 2016

Is it a bird is it a plane no it's superman

7. © Little Miss Literacy 2016

is your? Mum a superhero.

8. © Little Miss Literacy 2016

MINDFUL
Mats

I am grateful for…

2 Times Table Revision

| 1 | 2 | | 2 | 2 | | 3 | 8 | | 4 | |
| 2 | | | 4 | | | | | | | |
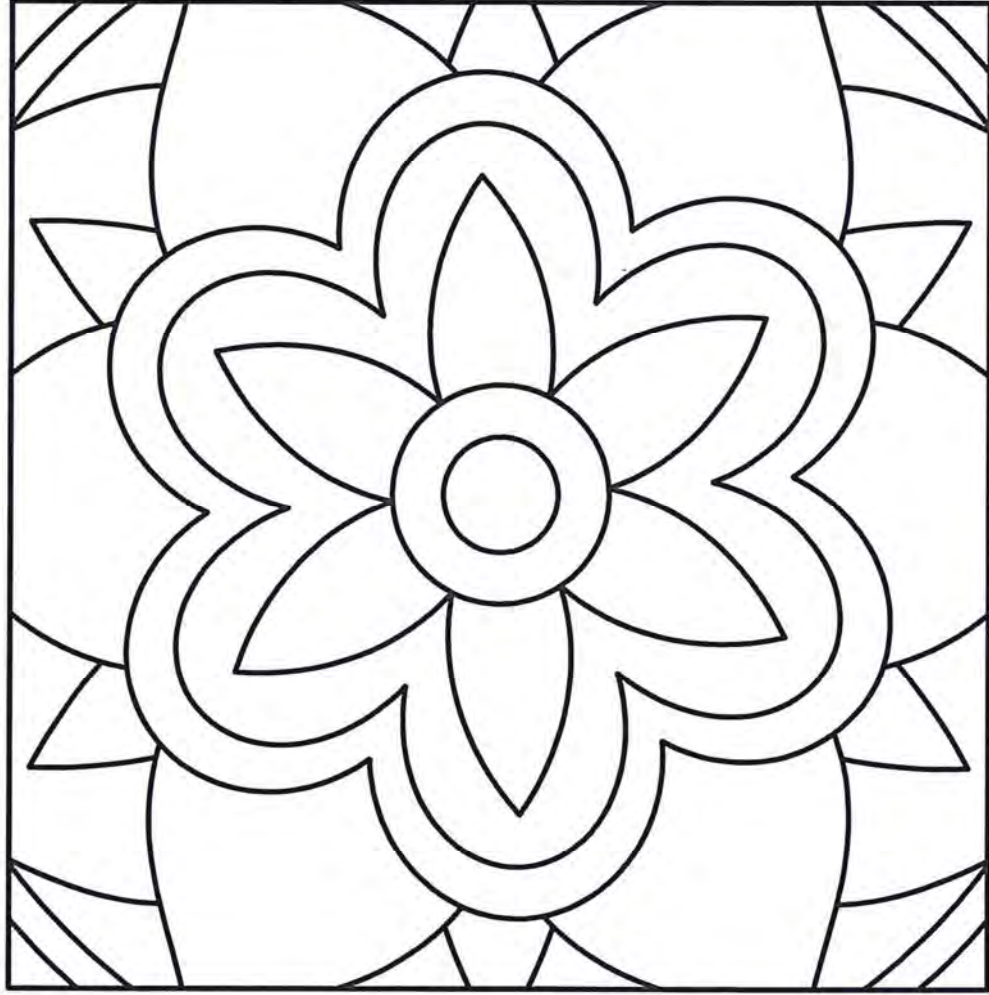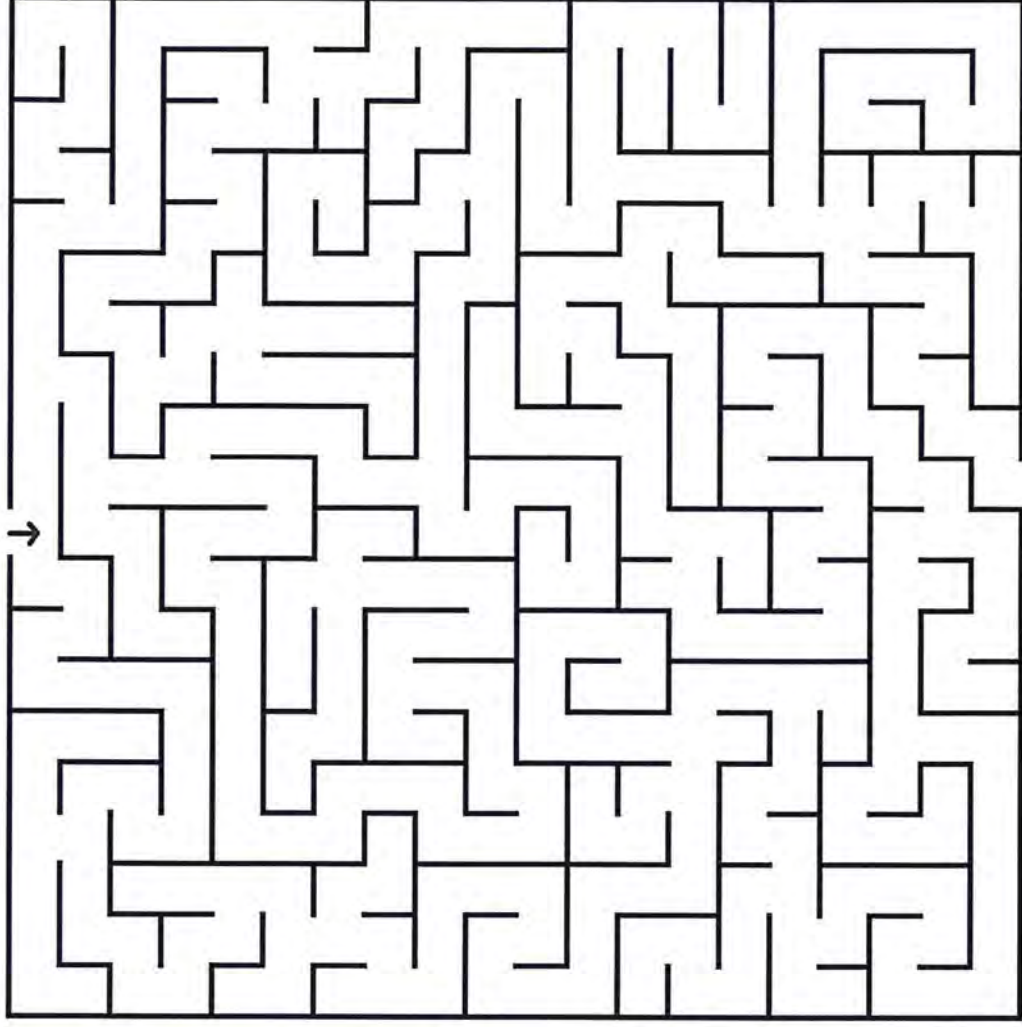
The numbers at the top are **factors**.

The numbers at the bottom are **products**.

| 5 | 2 | | | 2 | | | | | 8 | |
| | | | | | | 14 | | | | |

| 9 | | | 10 | 2 | | 11 | | | 12 | 2 |
| | | | 20 | | | | | | | |

Now, use a highlighter to put all the **products** above into this grid.

Can you fill in all the remaining multiples of 2 by using the pattern you see?

*Maths is all about finding **patterns**. Once you find an existing pattern, it helps you to see what will come next!*

*Not seeing the pattern is when people start saying "I'm bad at Maths!", but sometimes you just need to look at numbers in a **different** way!*

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Times Table Challenge!

Mon
Mon: Let's start easy. Use your iPad timer and give yourself **3 minutes** to complete this set.

#		#	
1.	$1 \times 2 =$ ___	21.	$13 \times 2 =$ ___
2.	$14 \times 2 =$ ___	22.	$9 \times 2 =$ ___
3.	$2 \times 2 =$ ___	23.	$13 \times 2 =$ ___
4.	$12 \times 2 =$ ___	24.	$2 \times 6 =$ ___
5.	$5 \times 2 =$ ___	25.	$2 \times 8 =$ ___
6.	$2 \times 6 =$ ___	26.	$1 \times 2 =$ ___
7.	$14 \times 2 =$ ___	27.	$2 \times 14 =$ ___
8.	$2 \times 5 =$ ___	28.	$2 \times 15 =$ ___
9.	$4 \times 2 =$ ___	29.	$2 \times 2 =$ ___
10.	$12 \times 1 =$ ___	30.	$2 \times 7 =$ ___
11.	$13 \times 2 =$ ___	31.	$2 \times 12 =$ ___
12.	$2 \times 3 =$ ___	32.	$2 \times 7 =$ ___
13.	$14 \times 2 =$ ___	33.	$2 \times 6 =$ ___
14.	$2 \times 15 =$ ___	34.	$4 \times 2 =$ ___
15.	$1 \times 2 =$ ___	35.	$2 \times 12 =$ ___
16.	$3 \times 2 =$ ___	36.	$4 \times 2 =$ ___
17.	$2 \times 4 =$ ___	37.	$5 \times 2 =$ ___
18.	$2 \times 5 =$ ___	38.	$2 \times 5 =$ ___
19.	$2 \times 8 =$ ___	39.	$0 \times 2 =$ ___
20.	$2 \times 0 =$ ___	40.	$3 \times 2 =$ ___

My Score: _____

Tue
Tue: The pressure's on! You only have **2.5 minutes (150 seconds)** to complete this set.

#		#	
1.	$1 \times 2 =$ ___	21.	$13 \times 2 =$ ___
2.	$14 \times 2 =$ ___	22.	$9 \times 2 =$ ___
3.	$2 \times 2 =$ ___	23.	$13 \times 2 =$ ___
4.	$12 \times 2 =$ ___	24.	$2 \times 6 =$ ___
5.	$5 \times 2 =$ ___	25.	$2 \times 8 =$ ___
6.	$2 \times 6 =$ ___	26.	$1 \times 2 =$ ___
7.	$14 \times 2 =$ ___	27.	$2 \times 14 =$ ___
8.	$2 \times 5 =$ ___	28.	$2 \times 15 =$ ___
9.	$4 \times 2 =$ ___	29.	$2 \times 2 =$ ___
10.	$12 \times 1 =$ ___	30.	$2 \times 7 =$ ___
11.	$13 \times 2 =$ ___	31.	$2 \times 12 =$ ___
12.	$2 \times 3 =$ ___	32.	$2 \times 7 =$ ___
13.	$14 \times 2 =$ ___	33.	$2 \times 6 =$ ___
14.	$2 \times 15 =$ ___	34.	$4 \times 2 =$ ___
15.	$1 \times 2 =$ ___	35.	$2 \times 12 =$ ___
16.	$3 \times 2 =$ ___	36.	$4 \times 2 =$ ___
17.	$2 \times 4 =$ ___	37.	$5 \times 2 =$ ___
18.	$2 \times 5 =$ ___	38.	$2 \times 5 =$ ___
19.	$2 \times 8 =$ ___	39.	$0 \times 2 =$ ___
20.	$2 \times 0 =$ ___	40.	$3 \times 2 =$ ___

My Score: _____

Wed
Wed: 2 minutes! That's it! You can do it!

#		#	
1.	$1 \times 2 =$ ___	21.	$13 \times 2 =$ ___
2.	$14 \times 2 =$ ___	22.	$9 \times 2 =$ ___
3.	$2 \times 2 =$ ___	23.	$13 \times 2 =$ ___
4.	$12 \times 2 =$ ___	24.	$2 \times 6 =$ ___
5.	$5 \times 2 =$ ___	25.	$2 \times 8 =$ ___
6.	$2 \times 6 =$ ___	26.	$1 \times 2 =$ ___
7.	$14 \times 2 =$ ___	27.	$2 \times 14 =$ ___
8.	$2 \times 5 =$ ___	28.	$2 \times 15 =$ ___
9.	$4 \times 2 =$ ___	29.	$2 \times 2 =$ ___
10.	$12 \times 1 =$ ___	30.	$2 \times 7 =$ ___
11.	$13 \times 2 =$ ___	31.	$2 \times 12 =$ ___
12.	$2 \times 3 =$ ___	32.	$2 \times 7 =$ ___
13.	$14 \times 2 =$ ___	33.	$2 \times 6 =$ ___
14.	$2 \times 15 =$ ___	34.	$4 \times 2 =$ ___
15.	$1 \times 2 =$ ___	35.	$2 \times 12 =$ ___
16.	$3 \times 2 =$ ___	36.	$4 \times 2 =$ ___
17.	$2 \times 4 =$ ___	37.	$5 \times 2 =$ ___
18.	$2 \times 5 =$ ___	38.	$2 \times 5 =$ ___
19.	$2 \times 8 =$ ___	39.	$0 \times 2 =$ ___
20.	$2 \times 0 =$ ___	40.	$3 \times 2 =$ ___

My Score: _____

Thurs
Thurs: Ay Caramba! Set your timer for **90 seconds**!!

#		#	
1.	$1 \times 2 =$ ___	21.	$13 \times 2 =$ ___
2.	$14 \times 2 =$ ___	22.	$9 \times 2 =$ ___
3.	$2 \times 2 =$ ___	23.	$13 \times 2 =$ ___
4.	$12 \times 2 =$ ___	24.	$2 \times 6 =$ ___
5.	$5 \times 2 =$ ___	25.	$2 \times 8 =$ ___
6.	$2 \times 6 =$ ___	26.	$1 \times 2 =$ ___
7.	$14 \times 2 =$ ___	27.	$2 \times 14 =$ ___
8.	$2 \times 5 =$ ___	28.	$2 \times 15 =$ ___
9.	$4 \times 2 =$ ___	29.	$2 \times 2 =$ ___
10.	$12 \times 1 =$ ___	30.	$2 \times 7 =$ ___
11.	$13 \times 2 =$ ___	31.	$2 \times 12 =$ ___
12.	$2 \times 3 =$ ___	32.	$2 \times 7 =$ ___
13.	$14 \times 2 =$ ___	33.	$2 \times 6 =$ ___
14.	$2 \times 15 =$ ___	34.	$4 \times 2 =$ ___
15.	$1 \times 2 =$ ___	35.	$2 \times 12 =$ ___
16.	$3 \times 2 =$ ___	36.	$4 \times 2 =$ ___
17.	$2 \times 4 =$ ___	37.	$5 \times 2 =$ ___
18.	$2 \times 5 =$ ___	38.	$2 \times 5 =$ ___
19.	$2 \times 8 =$ ___	39.	$0 \times 2 =$ ___
20.	$2 \times 0 =$ ___	40.	$3 \times 2 =$ ___

My Score: _____

Multiplication

Multiplication is, very simply, just a heap of **added** numbers. We may say "*What is 4 + 4?*" and it would be very easy to understand, but if we asked "*What is 4+4+4+4+4+4+4+4+4+4+4+4?*" then we will be creating some obvious problems.

Instead of saying 4+4+4+4+4+4+4+4+4+4+4+4 it is far more efficient to say 12 x 4. We have already seen how to construct an array, and an array is just a diagram that does the same job as 12 x 4. Let's look at how that works...

Teacher says...

Four cars with *four* birthday guests in each come to your party. *How many* chairs will you need for your new guests?
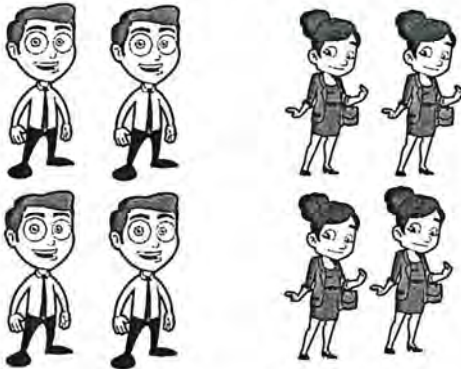
This could look like...

Or as repeated addition...

Groups...

Or arrays...

Leading to...

4
X 4
16

Abstract reasoning

## Or...

4 x 4 = 16

Known facts

Word Problems 1

Many people find **Word Problems** to be very difficult, so I think it's time we had a look at them. The **first** thing you need to know is that **you will be given all the info** you need to solve the problem, **so no guessing** the answer! If you feel you need to guess, you really need to look at the question again and **pull it apart** properly.

Let's start with this one, which almost everyone gets wrong the first time...

"Andrew and Barry ate 12 delicious, chocolatey Easter Eggs, but Andrew ate twice as many as Barry. How many Easter Eggs did Barry eat?"

- You probably want to say the answer is 24. **Don't!**

- You may then decide instead to say 12. **Don't!**

- It's not 24, because we are told that Andrew and Barry ate **12**.

- **Not** 12 <u>each</u> - 12 <u>between them</u>.

- It's not 12, because then Barry wouldn't have eaten any at all!

- So what we need is for Andrew's and Barry's eggs to equal <u>exactly</u> 12. Let's think...

$a + b = 12$

This is the beginning of *algebra*.
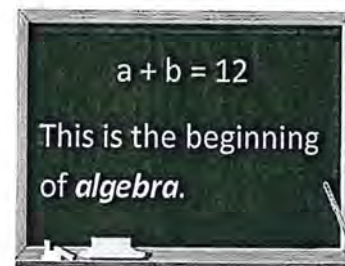
So we need;

- $a + b$ to equal **12**
- For a to be **two times** b
- or $a = 2b$

Andrew's (a) +	Barry's (b)	Total (a + b)	Correct?
12	0	12	No. Barry ate more than zero..
11	1	12	No. 11 is not twice as many as 1.
10	2	12	No. 10 is not twice as many as 2.
9	3	12	No. 9 is not twice as many as 3.
8	4	12	*Yes. 8 is twice as many as 4.*

But be careful - remember that we were asked how many **Barry** had eaten, which was **4**.

Now try these. Remember to **read carefully**, and **think** before you answer.

- *"Cassie and Devah took 20 selfies for a school project, but Devah took three times as many as Cassie. How many selfies did **Cassie** take for the project?"*

- *"Your teacher cuts 12 apples into quarters, then gives each child in her class one piece. If there are 12 pieces left afterwards, how many children are in the class?"*

- *"Your cake recipe needs 4 eggs to make a cake that will feed 8 people. How many eggs will you need to make a cake big enough to feed 20 people?"*

How does the sun affect the Earth? – I

Read the text.

Space is the part of the universe which lies outside the earth's atmosphere. It includes planets, dwarf planets, stars, comets, our sun, moons, asteroids, meteors, natural and built satellites and spacecraft.

Our own special part of space—the solar system—consists of the sun at its centre and the many objects which revolve around it. It is part of the Milky Way galaxy.

The sun is the most important part of our solar system. It is Earth's closest star, at an average distance of about 149.60 million km. This distance, called an astronomical unit (AU), provides the scale for measuring all distances across the solar system.
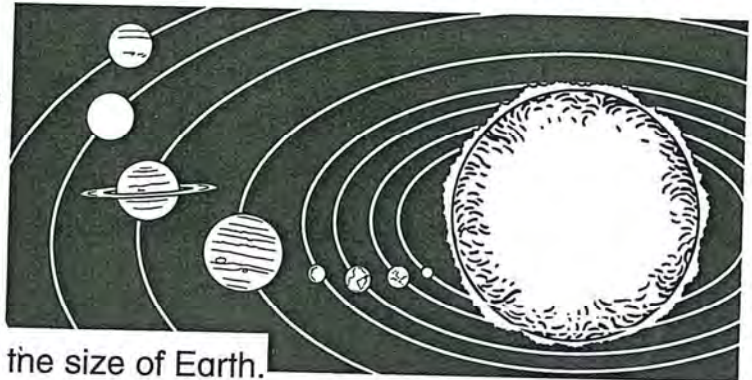
The sun is roughly one million times the size of Earth.

The planets in the solar system have no energy of their own, and they reflect the sun's heat and light. The intense heat from the sun's core produces enough energy to power the sun and radiate into the solar system to give Earth all the heat and energy it needs. Planets closer to the sun receive more heat and energy than those further away. Also, planets closer to the sun travel around it more quickly than those further away. The sun's energy and heat enable life to exist on Earth.

Our planet, Earth, is one of the eight planets in the solar system, and one of four terrestrial, inner planets which orbit the sun. (Terrestrial planets are composed mostly from rock and metal. The other terrestrial planets are Mercury, Venus and Mars. Earth is the largest of the four.) Earth is the third planet from the sun and the fifth largest in the solar system. Its diameter is slightly larger than that of Venus.

As it rotates on its axis, Earth takes approximately 365.26 solar days—or one Earth year—to orbit the sun. The four seasons are caused by the Earth's tilt on its axis as it rotates and orbits the sun. During part of the year, the northern part of Earth tilts towards the sun, experiencing summer, while the southern part tilts away and experiences winter. Later in the year, the opposite occurs.

Earth is a unique planet in the solar system because a large area of its surface is covered with water, making it ideal for supporting a large variety of life. Earth has a circumference at the equator of about 40 030 km and a single natural satellite—the moon.

Earth, like the other planets, is surrounded by layers of gases called an atmosphere. The atmosphere protects Earth from the sun's harmful radiation and meteors which burn up on entry. It also affects Earth's long-term climate and short-term local weather.

What are the other objects in the solar system and how does the sun affect them?

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