

Year 3: Term 2, Week 4 Learning Grid

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p>Morning Routine</p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p>Grammar and Punctuation</p> <p>Use colour to shade in the coordinating adjectives in the sentence and put a comma where needed.</p> <p>Reading</p> <p>Prepare activity</p> <p>Writing</p> <p>If you have access to a device, watch the first Writing video titled 'But being sentences'. Use the sheet in your home learning pack to learn about the 'But being' sentences. Go through the steps outlined on Monday's sheet.</p>	<p>English</p> <p>Morning Routine</p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p>Grammar and Punctuation</p> <p>Use colour to shade the coordinating adjectives in the sentence and put a comma where needed.</p> <p>Reading</p> <p>Guided activity</p> <p>Writing</p> <p>Review Writing video. Planning- Draw the block planner and plan your story by filling in your ideas for each section. Draw your character. Add some adjectives around your character that describe him/her. <i>*Write in your exercise book.</i></p>	<p>English</p> <p>Morning Routine</p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p>Grammar and Punctuation</p> <p>Fill in suitable coordinating adjectives in each sentence.</p> <p>Reading</p> <p>Vocabulary activity</p> <p>Writing</p> <p>Write your introductory paragraph. Don't forget to include the setting and introduce your character. Add some character traits (adjectives) so that the reader gets an understanding of what your character is like on the inside and the outside. <i>*Write in your exercise book.</i></p>	<p>English</p> <p>Morning Routine</p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p>Grammar and Punctuation</p> <p>Use the 'character trait' vocabulary provided to create sentences with coordinating adjectives.</p> <p>Reading</p> <p>Follow Up activity</p> <p>Writing</p> <p>Add to your writing by adding the warning and your 'but being' paragraph. Remember these are the paragraph where the character is warned against doing something but does it anyways. <i>*Write in your exercise book.</i></p>	<p>English</p> <p>Morning Routine</p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p>Grammar and Punctuation</p> <p>Review coordinating adjectives by completing the sheet titled 'Commas Everywhere'.</p> <p>Reading</p> <p>Literacy Pro or independent reading activity.</p> <p>Writing</p> <p>Independent- Write a warning tale text about a curious ladybird beetle that did not listen to her mother's warning. Draw the block planner and plan inside of it. Write a warning tale that includes a title, introductory paragraph, a warning paragraph, and a paragraph where the character goes against the warning.</p>

<p>Middle</p>	<p>Maths</p> <p>We are learning about features of quadrilaterals. Use the link in your digital resource pack located in Google Classroom to watch the lesson on quadrilaterals. You can also refer to the information in this learning pack to help you.</p> <p>Investigate features of quadrilaterals by completing Monday's Measurement and Geometry sheets</p>	<p>Maths</p> <p>Review the lesson on quadrilaterals by watching the video you viewed on Monday. You can also refer to the information in this learning pack to help you.</p> <p>Investigate features of quadrilateral's by completing Tuesday's Measurement and Geometry sheets.</p>	<p>Maths</p> <p>Use the link in your digital resource pack located in Google Classroom to watch the lesson on area. You can also refer to the levels included in this learning pack.</p> <p>Investigate area by completing Wednesday's math sheets.</p>	<p>Maths</p> <p>Review the lesson on area by watching the video you viewed on Wednesday. You can also refer to the information in this learning pack to help you.</p> <p>Investigate features of quadrilateral's by completing Thursday's Measurement and Geometry sheets.</p>	<p>Maths</p> <p>Go on a minibeast hunt in your backyard and record the minibeast you find using the graph provided. Next, label each axis and write a title for your graph.</p> <p>Answer these questions in your exercise book:</p> <p>-Which minibeast was the most popular? Least popular?</p> <p>Can you write other statements based on the data you collected?</p>
<p>Afternoon</p>	<p>HSIE</p> <p>Unit 4 Lesson 1– 'Settlement Patterns'</p> <p>If you have a device, log into Inquisitive:</p> <p>http://inq.co/class/hsb</p> <p>Class code: 6846</p> <p>Complete attached activities</p>	<p>Handwriting</p> <p>We are learning diagonal joins. Practise by completing the handwriting sheet.</p>	<p>Science and Technology</p> <p>Unit 1 Lesson 5– 'You Make My Day'</p> <p>If you have a device, log into Inquisitive</p> <p>http://inq.co/class/hsb</p> <p>Class code: 6846</p> <p>Complete attached activities</p>	<p>PDHPE:</p> <p>If you have access to a device, follow the link in your digital resource pack located in your Google Classroom. You can also access the link by typing in 'getactive@home nsw' in the search bar. Click on Episode 2 (Striking) and follow along.</p> <p>Alternatively, you can try some of the activities</p>	<p>CAPA</p> <p>Use the step by step instructions included to draw a picture of a praying mantis.</p>

***Read for at least 15 minutes everyday. You can read your home reader from school, your book bank book, a text from Literacy Pro, or a book from home that is suitable for your reading level.**

Reading Activities

Use the attached texts 'Jenna Vs the Giant Cricket' and 'Know Your Cricket' and complete the following activities over the week.

Monday- Prepare

Prepare for reading by completing the 'Activating Background Knowledge' sheet based on the 'Jenna Vs the Giant Cricket' text.

Tuesday - Guided

Read 'Jenna Vs the Giant Cricket' and answer the comprehension questions attached with the text.

Wednesday- Follow Up

Read the text titled 'Know Your Cricket' and answer the comprehension questions.

Thursday- Vocabulary

Write down some words that you found challenging or are unfamiliar with. Find out the meaning by using a dictionary, looking on the internet, or asking an older sibling /adult. Complete the word level work sheet with new vocabulary you have found this week during reading.

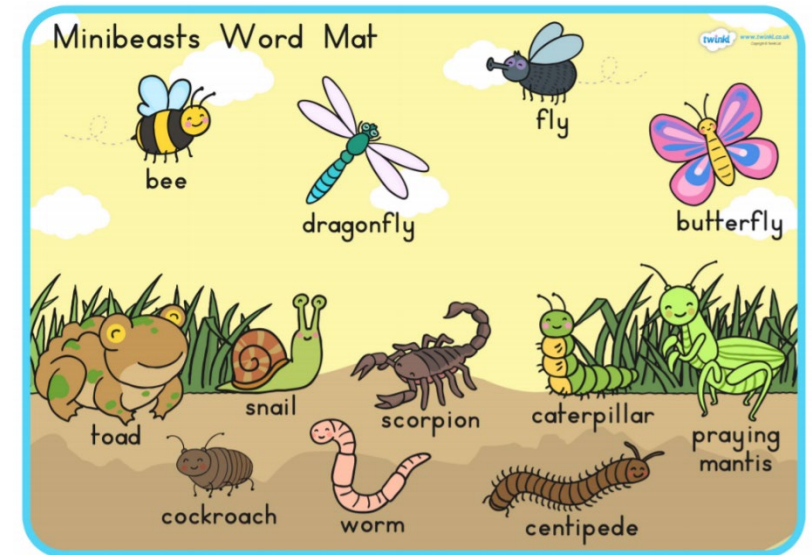
Friday-Literacy Pro or Independent Reading

Read a text for 15-20 minutes (using a text from Literacy Pro or your home reader) and give a recount of it to an adult or older sibling.

Morning Routine Daily Review

We are learning:

- Facts about Minibeasts (Ladybird Beetle)
- To get ideas for writing
- New vocabulary
- To write and punctuate sentences



For Morning Routine you should do the following every day:

- Write the long date
- Write the short date
- Write your number facts
- Check weather and temperature
- Talk to a family member using full sentences about facts that you remember.
- Write facts on the Ladybird Beetle (use daily fact sheet)



2020 MAY						
SUN	MON	TUE	WED	THU	FRI	SAT
					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						

Weather Vocabulary



SUN



- Bright
- Blazing
- Sunlight
- Sunshine

RAIN



- Drizzling
- Pouring
- Raining
- Lashing

CLOUDS



- Cloudy
- Gloomy
- Foggy
- Overcast

FOG



- Mist
- Haze
- Dense fog
- Patchy fog

SNOW



- Snowfall
- Snowstorm
- Snowflake
- Blizzard

WIND



- Breeze
- Blustery
- Windstorm
- Hurricane

TEMPERATURE



- Hot
- Warm
- Cool
- Cold
- Freezing



NATURAL DISASTERS



- Landslide
- Avalanche
- Storm
- Drought
- Earthquake

Monday

Morning Routine



Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Ways of moving: treck, scuttle, tip-toe, skip, sprint, walk, fly, slide, pounce, crawl, burrow, roll, leap, march

Grammar and Punctuation

Coordinating adjectives (refer to attached sheet for explanation of coordinating adjectives)

Mr. Westcott is a **tall, handsome** fellow who loves to read.

Now write your own sentence using coordinating adjectives.

Tuesday

Morning Routine



Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Ways of moving: treck, scuttle, tip-toe, skip, sprint, walk, fly, slide, pounce, crawl, burrow, roll, leap, march

Grammar and Punctuation

Coordinating adjectives

Miss Dandashli went to the **spectacular, fantastic** show on the weekend.

Now write your own sentence using coordinating adjectives.

Wednesday

Morning Routine



Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Ways of moving: treck, scuttle, tip-toe, skip, sprint, walk, fly, slide, pounce, crawl, burrow, roll, leap, march

Grammar and Punctuation

Coordinating adjectives

The **creepy, furry** spider pounced on the couch and scared the children.

Now write your own sentence using coordinating adjectives.

Thursday

Morning Routine



Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Ways of moving: treck, scuttle, tip-toe, skip, sprint, walk, fly, slide, pounce, crawl, burrow, roll, leap, march

Grammar and Punctuation

Coordinating adjectives

"The flowers smelt **rosy, fresh** in the garden," said Miss Hadir.

Now write your own sentence using coordinating adjectives.

Friday

Morning Routine



Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Ways of moving: treck, scuttle, tip-toe, skip, sprint, walk, fly, slide, pounce, crawl, burrow, roll, leap, march

Grammar and Punctuation

Coordinating adjectives

I really miss my **energetic, thoughtful** class and can't wait till they return.

Now write your own sentence using coordinating adjectives.

Morning Routine – 100 Days of Learning

Daily Fact Sheet – Write at least 1 fact that you remember about the Ladybird Beetle.



Monday

Tuesday

Wednesday

Thursday

Friday

See how much you remember!

On Friday, use a blank piece of paper to record everything you know and learnt about ladybird beetles over the week. Remember to try your best to not look at this fact sheet when you do this.

Monday

Minibeasts – Ladybird Beetle

Read this fact sheet to learn new facts.

Scientific name: Coccinellidae septempunctata (seven-spot ladybird)

Family name: Coccinellidae

Classification: Insect

Lifespan (in wild): Around one year (two years maximum)

Body length: Up to 1cm

Top speed: 24km/h

Diet: Mostly carnivores

Habitat: Grasslands, forests, cities, suburbs and along rivers.



Tuesday

Minibeasts - Ladybird Beetle

Read this fact sheet to learn new facts.

There are about **5,000 different species of ladybirds** in the world. These much loved critters are also known as lady beetles or ladybugs, and in many cultures they're considered good luck. They come in many different colours and patterns, but the most familiar in the UK is the seven-spot ladybird, which has a shiny, red-and-black body. Most people like ladybirds because they are pretty, graceful and harmless to humans. But farmers *love* them because they eat aphids and other plant-eating pests. And boy do they eat – in it's year-long life, a single seven-spot ladybird can gobble more than **5000 aphids!**

Wednesday

Minibeasts - Ladybird Beetle

Read this fact sheet to learn new facts.

Most ladybirds have oval, dome-shaped bodies with six short legs. Depending on the species, they can have spots, stripes or no markings at all. Seven-spotted ladybugs are red (or sometimes orange) with three spots on each side and one in the middle. Their head is black with white patches on either side. The ladybird's bright colours act as an important **defence mechanism**, warning animals they'd best not eat them. When threatened, the bugs secrete an oily, yukky, yellow fluid from joints in their legs – and their colouring acts a reminder to any peckish predators who've eaten their kind before that they taste disgusting!

Thursday

Minibeasts - Ladybird Beetle

Read this fact sheet to learn new facts.

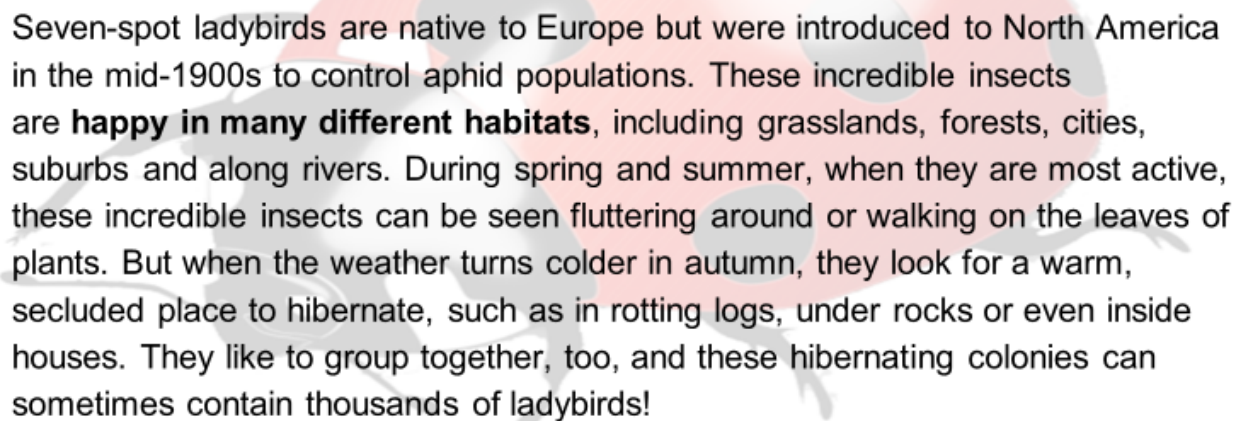
These brilliant bugs have another trick to avoid danger, too – remain still and **pretend to be dead**. Simple, eh? Birds are ladybugs' main predators, but they also fall victim to frogs, wasps, spiders and dragonflies. Ladybirds lay their eggs in clusters or rows on the underside of a leaf, usually where aphids have gathered. Larvae, which vary in shape and colour depending on the species, emerge in a few days. Seven-spot ladybird larvae are long, black and spiky-looking with orange or yellow spots – some say they look a bit like small alligators! Larvae grow quickly and **shed their skin several times**. When they reach full size, they attach to a leaf by their tail, and a 'pupa' is formed. In only a week or two later, the pupa becomes an adult ladybug.

Friday

Minibeasts - Ladybird Beetle

Read this fact sheet to learn new facts.

Seven-spot ladybirds are native to Europe but were introduced to North America in the mid-1900s to control aphid populations. These incredible insects are **happy in many different habitats**, including grasslands, forests, cities, suburbs and along rivers. During spring and summer, when they are most active, these incredible insects can be seen fluttering around or walking on the leaves of plants. But when the weather turns colder in autumn, they look for a warm, secluded place to hibernate, such as in rotting logs, under rocks or even inside houses. They like to group together, too, and these hibernating colonies can sometimes contain thousands of ladybirds!



What Are Coordinating Adjectives?

Coordinate adjectives are **adjectives (describing words)** that appear in sequence with one another to modify the same noun. They also need to have a comma in between them.

Below are some examples. The coordinating adjectives are underlined.

1. We picked a cute, cuddly puppy at the shelter.
 2. He loves to play with his dirty, red truck.
 3. One day, he rolled around in a filthy, stinky puddle.
-

Monday

Read each sentence. Find the coordinating adjectives in each sentence and use a colouring pencil to shade them. Then put a comma in between the coordinating adjectives.

- 1.) The rusty creaky door led to the backyard.
- 2.) The cute innocent puppy wagged his tail at me.
- 3.) Her innocent warm smile made me happy.
- 4.) A praying mantis has large beady eyes on the side of its head.
- 5.) My friendly kind neighbour gave me some pie.

Tuesday

Read each sentence. Find the coordinating adjectives in each sentence and use a colouring pencil to shade them. Then put a comma in between the coordinating adjectives.

- 1.) The lake was full of clean sparkling water.
 - 2.) I bought a shiny new car to celebrate my birthday.
 - 3.) Can I please have a piece of that delicious mouth-watering cake?
 - 4.) The puddle was full of stinky squishy mud.
 - 5.) Sandra was a clever witty girl who always knew the answer.
-

Wednesday

Read each sentence. Write suitable coordinating adjectives to complete the sentence. Make sure that it makes sense.

- 1.) The _____, _____ girl decided to go against her warning and play in the puddle.
- 2.) My friend bought a _____, _____ toy for my birthday.
- 3.) Ladybird Beetles have a _____, _____ body.
- 4.) Flash was a _____, _____ praying mantis who loved adventure.

Thursday

Use the adjectives below to write some sentences of your own in each box. Remember it takes at least 2 adjectives to make coordinating adjectives.

<u>Nice</u>	<u>Mean</u>	<u>Happy</u>	<u>Sad</u>
helpful	wicked	cheerful	depressed
friendly	rude	joyful	serious
kindhearted	thoughtless	excited	gloomy
compassionate	impolite	satisfied	miserable
pleasant	cruel	content	unhappy
thoughtful	hateful	delighted	discouraged
agreeable	unfriendly	pleased	sorrowful
courteous	unkind	glad	mournful
<u>Smart</u>	<u>Brave</u>	<u>Tricky</u>	<u>Funny</u>
intelligent	daring	dishonest	amusing
brilliant	courageous	deceitful	hysterical
clever	adventurous	sneaky	humorous
bright	fearless	secretive	comical
skillful	heroic	sly	hilarious
wise		untrustworthy	silly
brainy			

Example:

*Charlotte was a **friendly, helpful** girl that always made friends easily.*

Commas Everywhere!

Coordinate adjectives are two or more adjectives that precede and describe the same noun and which have equal weight in describing the noun. If two or more adjectives are coordinate, separate them with a comma to provide clarity. If you can replace the comma with the word "and" and reverse the order of the adjectives, the comma is necessary.

DIRECTIONS: Add commas where needed in each sentence below.

1. *The growling ferocious dog scared my sister.*
2. *We ate crispy hot French fries with our burgers.*
3. *We like soft fluffy absorbent paper towels.*
4. *My dear old friend called me yesterday.*
5. *When we arrived we were disheveled tired and hungry.*
6. *The book is interesting entertaining and educational.*
7. *I got a hole-in-one on that last challenging hole.*
8. *The women are vicious cruel and snarky when they gossip.*
9. *Without a reliable hard-working handyman I doubt anything will get done.*



Activating Background Knowledge

Topic:

Words I know related to the topic:

What I know about the topic:

Experiences I have had related to the topic:

Will this be a challenging read? Why? Why not?

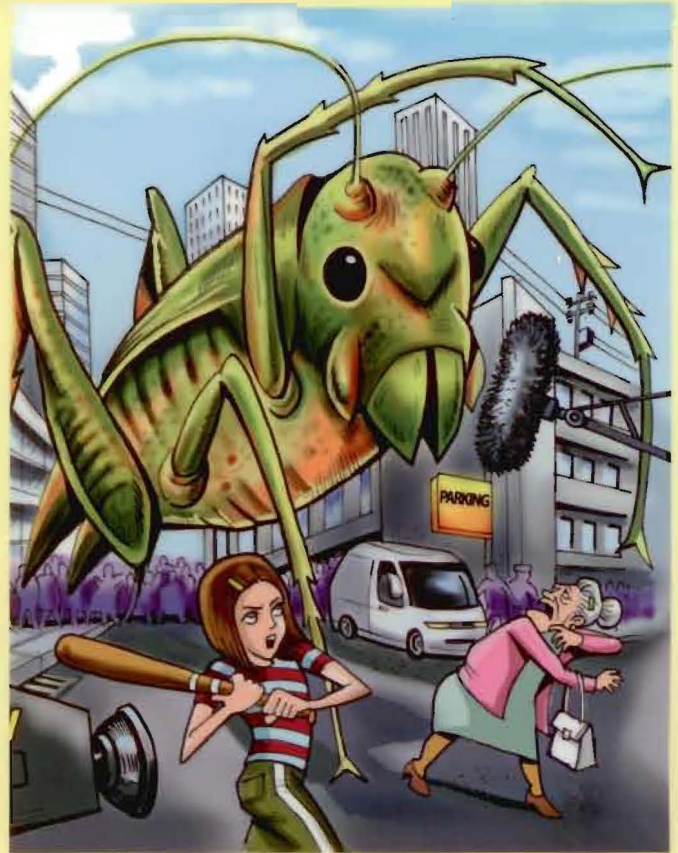
New knowledge:

I am learning to activate my background knowledge to help me comprehend what I read.

What did I learn?

Jenna vs. the giant cricket

1. If there was one thing Jenna couldn't stand, it was crickets. Sure, they were little, didn't bite and weren't big enough to hurt anyone, but ... there was just something about the way they jumped so unpredictably that unnerved Jenna.
2. One Thursday, as Jenna was coming home from softball practice, she noticed that a crowd had gathered on the street behind the shops. Curious about what was happening, she wandered down to investigate.
3. As Jenna inched her way to the front of the crowd (with only a little bit of help from her softball bat), she looked for people she knew. She thought it was a bit strange that she didn't recognise anyone from her small town in the crowd.
4. Jenna finally made her way to the front and had a chance to see what everyone was looking at. A little old lady was cowering in front of a cricket. A very big, very angry, brown beast of a cricket. It was about as big as the buildings and was waving its front legs menacingly over the little old lady. Someone in the crowd shouted, 'It's a giant cricket from Mars! We're doomed! Run for your lives!'
5. The crowd screamed as one. People started to run. But not the old lady. 'Run, old lady', Jenna thought. But the lady didn't run. She just stood there with her hands raised over her head. 'I've got to do something', thought Jenna. She dashed forward, raised the bat, and swung it at the closest of the cricket's legs. Jenna was very surprised when the leg broke apart and pieces of brown foam fell around her.
6. 'Cut! Cut!' Jenna looked up and saw a cross-looking man in a chair and a number of movie cameras. 'You've ruined the shot! Someone fix the cricket, and everyone get back in place. And get that kid out of here!' the director yelled into his megaphone.
7. Feeling just a little embarrassed, Jenna waved to the crowd of actors as she was led away. No wonder she hadn't recognised anyone! She couldn't wait to tell her friends all about defeating the giant cricket from Mars ... and almost becoming a movie star!



1. Which sport did Jenna play?
 - (a) cricket
 - (b) basketball
 - (c) softball
2. The word *menacingly* in Paragraph 4 means in a:
 - (a) friendly way.
 - (b) loud voice.
 - (c) threatening way.
3. What is the main idea of Paragraph 6?
 - (a) Jenna was really on a movie set.
 - (b) Jenna met some good actors.
 - (c) The movie was ruined.
4. You could conclude that Jenna is probably:
 - (a) a brave girl.
 - (b) a coward.
 - (c) silly.
5. Why did the old lady just stand there with her hands over her head?
 - (a) She was too old to run away from the giant cricket.
 - (b) That was what she had to do as her part in the film.
 - (c) She was too scared to run.
6. Jenna didn't recognise the people in the crowd because they were:
 - (a) neighbours.
 - (b) actors.
 - (c) from the next town.
7. Which word best describes Jenna's efforts to help the old lady?
 - (a) courageous
 - (b) interesting
 - (c) embarrassing
8. The giant cricket was made of:
 - (a) foam.
 - (b) papier-mâché.
 - (c) plastic.
9. The word *if* in Paragraph 4 is used instead of the:
 - (a) buildings.
 - (b) old lady.
 - (c) cricket.
10. Jenna discovered the cricket wasn't real _____ she had hit it.
 - (a) before
 - (b) after
 - (c) while



Something extra

- ★ Think about other creatures from outer space that could attack us. Draw and label your idea of such a creature.
- ★ Write what you think Jenna told her friends about what happened that day.

Word Level Work

L.I: To widen our oral and written vocabulary.

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

Know Your Cricket!

Crickets are insects somewhat related to grasshoppers. They have flattened bodies and long antennae. There are about 900 species of crickets. They tend to be nocturnal and are often confused with grasshoppers because they have a similar body structure including jumping hind legs.

Crickets, like all other insects, are cold-blooded. They take on the temperature of their surroundings.

Cricket chirping

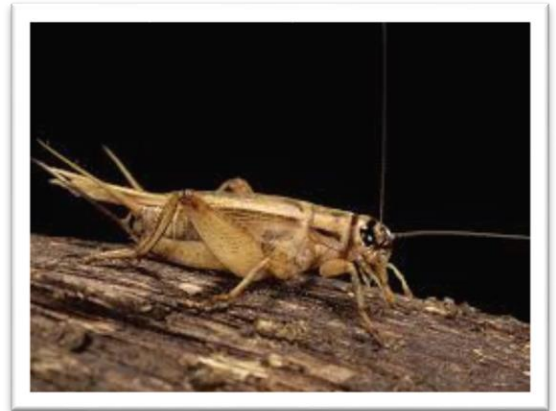
Crickets are known for their chirp (which only male crickets can do; male wings have ridges or "teeth" that act like a "comb and file" instrument). The left forewing has a thick rib which bears 50 to 300 "teeth". The chirp is made by raising their left forewing to a 45 degree angle and rubbing it against the upper hind edge of the right forewing, which has a thick scraper. This sound producing action is called "stridulation" and the song is species-specific.

Crickets chirp at different rates depending on their species and the temperature of their environment. Most species chirp at higher rates the higher the temperature is.

Popular culture

Crickets are popular pets and are considered good luck in Asia, especially China where they are kept in cages. It is also common to have them as caged pets in some European countries.

In American comedy, the sound of crickets may be used to humorously indicate a dead silence when a response or activity is expected. For example, if a comedian in a TV show tells a bad joke, instead of the audience laughing, crickets may chirp.



Questions About Know Your Cricket!

1. What insect is the cricket related to?

2. Crickets are warm-blooded. True or False?

3. What type of sound do crickets make?

4. Why is it more common to hear crickets on warm summer nights?

5. Do all crickets chirp?

6. Which country considers crickets to be 'good luck'?

7. Give an example when the sound of crickets may be used on a TV show or movie.

8. *This sound producing action is called "stridulation" and the song is species-specific. What does the term species-specific mean?*

Example warning tale

(for reference)

Scuttle Learns a Lesson

Introductory paragraph

-time sentence

-character introduced (using adjectives)

One fine morning somewhere between sunrise and mid-morning, a mother called her son to the kitchen. Scuttle was a troublesome teenage cockroach full of pride and no common sense. He rarely did as he was told!

Warning Paragraph

-character is warned not to do something

"Now Scuttle, I want you to take these cake crumbs over to Aunty Wing's burrow," ordered his mother. Scuttled listened as his mother warned him not to cut across the shiny, white tiles in the kitchen, but instead, to take the long arduous journey through the long bladed grass.

'But being...' paragraph

-character does it anyway

But being the mischievous cockroach he was, he ignored his mum's warning. Scuttle knew that trekking carefully through the grass was a safe option, however he was a boy full of adventure and daring, so he decided to take the risk. "Yes", he thought, "I can run fast and I have eagle eyes. I'm sure I can make it!" He peered out from the crevice behind the warmth of the fridge. All was safe. He made a run for it.

'Without warning' paragraph

-something bad happens

Without warning, an ominous shadow form appeared in front of him. A loud pitched scream filled the room. Then he heard it...that hissing sound. It could only be Fiona, the female giant of the house. She was pointing the Bug Off spray right at him! Scuttle froze. He thought, maybe she wouldn't see him.

'Character is rescued' paragraph

-the character gets rescued

Just as Scuttle believed his end had arrived, Webby the Spider dropped from the light bulb above him. She hung on the end of her web, right in front of the giant! Fiona shrieked and took a few wobbly steps backwards— just enough time for Scuttle to squeeze under the door and out into the garden.

Character learns a lesson paragraph

Scuttle trembled with fear until he arrived at Aunty Wing's burrow. He learned his lesson and knew he should have listened to his mother's warning. On the way home, he went through the grass even though it took longer.



Character Traits: Synonyms

Nice

helpful
friendly
kindhearted
compassionate
pleasant
thoughtful
agreeable
courteous

Mean

wicked
rude
thoughtless
impolite
cruel
hateful
unfriendly
unkind

Happy

cheerful
joyful
excited
satisfied
content
delighted
pleased
glad

Sad

depressed
serious
gloomy
miserable
unhappy
discouraged
sorrowful
mournful

Smart

intelligent
brilliant
clever
bright
skillful
wise
brainy

Brave

daring
courageous
adventurous
fearless
heroic

Tricky

dishonest
deceitful
sneaky
secretive
sly
untrustworthy

Funny

amusing
hysterical
humorous
comical
hilarious
silly

Mad

exasperated
annoyed
outraged
furious
frustrated
angry
displeased
irritated

Scared

terrified
panicked
nervous
afraid
alarmed
frightened
fearful
petrified

Thankful

appreciative
grateful

Clumsy

awkward
uncoordinated

Active

athletic
energetic

Shy

bashful
quiet

Talkative

chatty
communicative

Positive Character Traits

Active	Curious	Kind
Admirable	Dedicated	Lively
Adventurous	Easygoing	Loving
Agreeable	Educated	Loyal
Amiable	Enthusiastic	Neat
Amusing	Ethical	Nice
Appreciative	Exciting	Optimistic
Athletic	Extraordinary	Organized
Authentic	Fair	Passionate
Benevolent	Firm	Patient
Brave	Focused	Peaceful
Bright	Forgiving	Playful
Brilliant	Friendly	Polite
Calm	Generous	Principled
Capable	Gentle	Reliable
Caring	Good-natured	Respectful
Charming	Grateful	Responsible
Cheerful	Happy	Self-disciplined
Clean	Hardworking	Selfless
Clear-headed	Helpful	Sincere
Clever	Heroic	Skillful
Compassionate	Honest	Strong
Confident	Hopeful	Sweet
Considerate	Humble	Thoughtful
Cooperative	Innocent	Trustworthy
Courageous	Intelligent	Understanding
Courteous	Inventive	Unselfish
Creative	Joyful	Wise

Negative Character Traits

Aggressive	Envious	Moody
Angry	Fearful	Negative
Anxious	Foolish	Neglectful
Argumentative	Forgetful	Obnoxious
Arrogant	Frightening	Petty
Bored	Gloomy	Possessive
Bossy	Greedy	Power-hungry
Brutal	Grim	Prejudiced
Careless	Hateful	Resentful
Charmless	Haughty	Rude
Clumsy	Hostile	Scornful
Conceited	Ignorant	Selfish
Cowardly	Impatient	Shallow
Critical	Impractical	Sloppy
Cruel	Inconsiderate	Sneaky
Dangerous	Insincere	Snobbish
Deceitful	Insulting	Thoughtless
Destructive	Intolerant	Unappreciative
Devious	Irresponsible	Uncaring
Difficult	Irritable	Uncooperative
Discouraging	Jealous	Unforgiving
Discourteous	Lazy	Unfriendly
Dishonest	Liar	Ungrateful
Disloyal	Mean	Unhealthy
Disobedient	Meddlesome	Unreliable
Disorganized	Messy	Violent
Disrespectful	Miserable	Weak
Disruptive	Monstrous	Wicked

Warning Tales – Writing to entertain



Learning Intention: We are learning to write to entertain.

You will be successful if you can:

- ✓ structure your writing
- ✓ write in paragraphs
- ✓ write a 'but being' sentence

Follow the steps in order to complete your writing lessons.

Step 1: In writing, we are learning to write warning tales.

There are three types of writing. **List them** on the lines provided. **Put a circle** around the type of writing we are learning to write when we write our warning tales.

3 Types of Writing



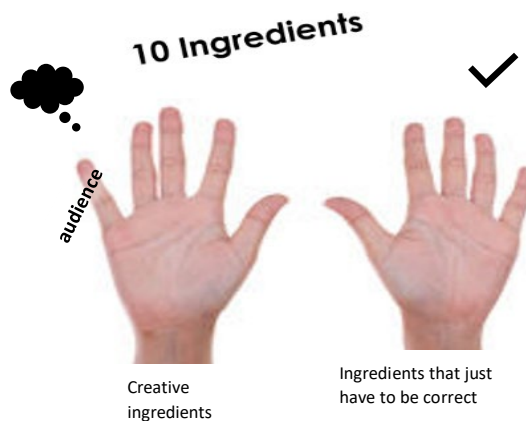
The 3 types of writing are:
Writing to _____.

Writing to _____

Writing to _____

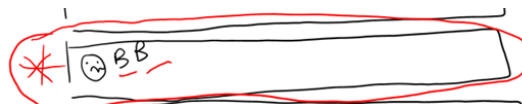
Step 2:

The 10 ingredients of writing are – audience, ideas, text structure, character/setting, vocabulary, cohesion, paragraphing, sentence structure, punctuation, spelling. Label them on the hand below. The first one has been done for you.



Step 3: **DRAW THE BLOCK PLANNER** (in your exercise book)

This week we are focusing on writing a 'But being' paragraph which is the third paragraph on the block planner.



Warning Tales – Writing to entertain

What are 'But being' sentences?

A 'But being' sentence tells the reader that the character is going against the warning he or she was given.

Here are some examples of 'But being' sentences.

But being the curious girl she is, Sarah wondered if the dress would fit.



When we write a 'But being' sentence we must always remember to have the correct punctuation (capital letters at the beginning, end punctuation marks – full stop).

But being the fearless boy he is, Ayman swam outside of the red and yellow flags.



We must always remember to include a character trait which describes the character. For example, in this sentence we know that Ayman is a fearless character.

But being the adventurous girl she is, Mariam decided to take the long way home through the forest.



But being Sentences

Write a 'But being' sentence for each picture.






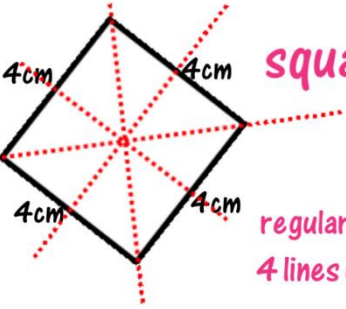



Monday – Measurement and Geometry

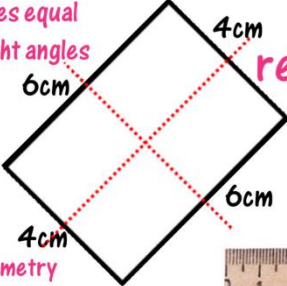

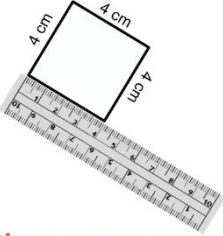
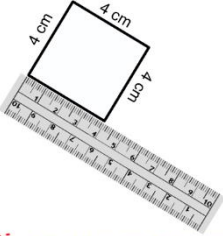
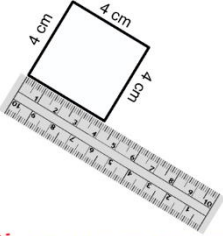
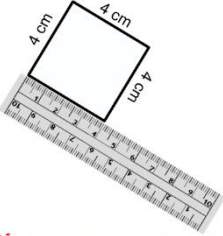
I might need to INVESTIGATE this now!



square
regular
4 lines of symmetry





rectangle
irregular
2 lines of symmetry

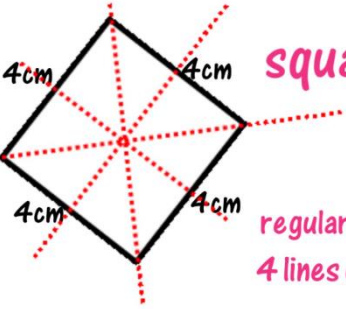








All sides and the angle in each vertex equal
square
regular
4 lines of symmetry

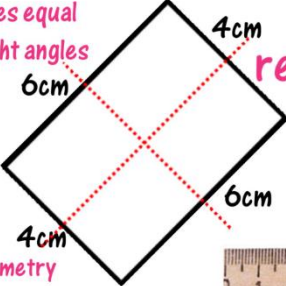

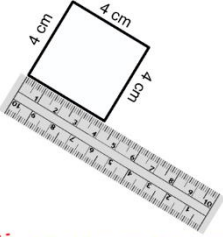
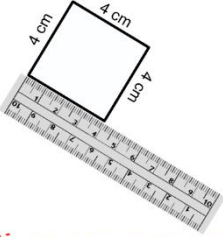
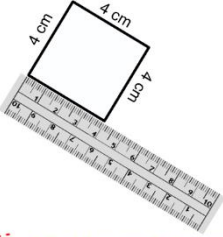
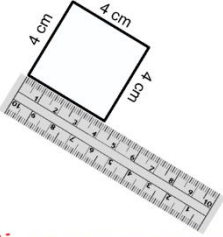
I might need to INVESTIGATE this now!



square
regular
4 lines of symmetry


rectangle
irregular
2 lines of symmetry

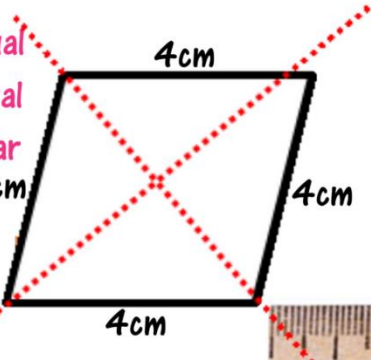

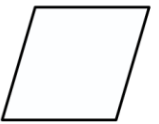
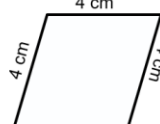



opposite sides equal
all angles right angles
irregular
rectangle
irregular
2 lines of symmetry

opposite sides equal, and all angles in its vertices equal
rectangle
irregular
2 lines of symmetry

I might need to INVESTIGATE this now!



rhombus
irregular
2 lines of symmetry

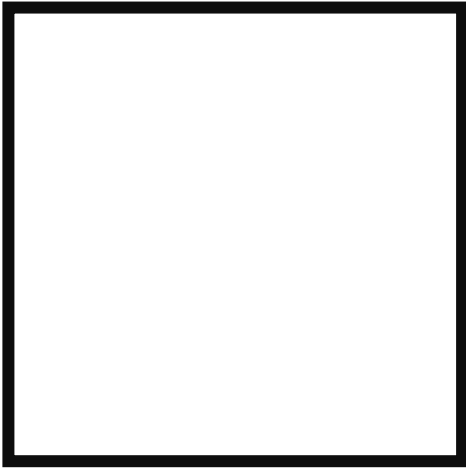








all sides equal
opposite angles equal
irregular
rhombus
2 lines of symmetry

all sides equal and the angles in its opposite vertices equal
rhombus
irregular
2 lines of symmetry

Monday – Measurement and Geometry

Using a ruler, measure the length and label the sides of each shape, describe the angles, label the vertices, draw the lines of symmetry and show if the shapes are regular or irregular. Use the questions and checklist to make sure you have described the shape and name the shape.



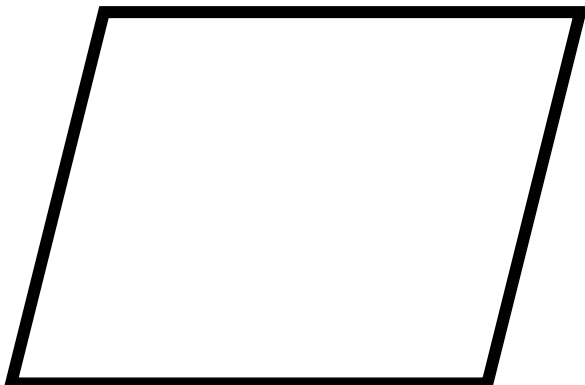
Questions and checklist:

- Measure and label side lengths
- Describe angles: _____
- Label the vertices
- Draw lines of symmetry
- Is the shape regular or irregular: _____
- Name the shape: _____



Questions and checklist:

- Measure and label side lengths
- Describe angles: _____
- Label the vertices
- Draw lines of symmetry
- Is the shape regular or irregular: _____
- Name the shape: _____



Questions and checklist:

- Measure and label side lengths
- Describe angles: _____
- Label the vertices
- Draw lines of symmetry
- Is the shape regular or irregular: _____
- Name the shape: _____

Monday – Measurement and Geometry

Using a ruler, draw and label 2 different sizes of each quadrilateral. You will also need to describe the angles, label the vertices and draw lines of symmetry.

Square:

Rectangle:

Rhombus:

kite
 irregular
 1 pair of opposite angles equal
 1 line of symmetry

2 pairs of adjacent sides equal

6cm
 4cm
 6cm
 4cm

I might need to INVESTIGATE this now!

4 cm
 4 cm

2 pairs of adjacent sides are equal and the angles in the 2 vertices where the adjacent sides are unequal, and the angles in the other 2 vertices are not equal
 kite
 irregular
 1 line of symmetry

trapezium
 irregular
 1 line of symmetry

2 pairs of adjacent angles equal
 3 adjacent sides equal

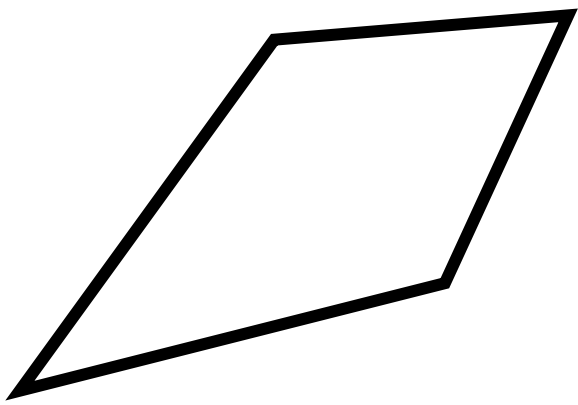
8cm
 4cm
 4cm
 4cm

I might need to INVESTIGATE this now!

4 cm
 4 cm
 4 cm

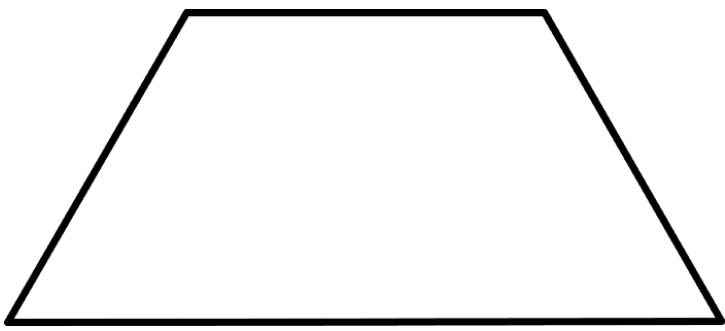
3 pairs of adjacent sides are equal and the angles in 2 pairs of adjacent vertices are equal
 trapezium
 irregular
 1 line of symmetry

Using a ruler, measure the length and label the sides of each shape, describe the angles, label the vertices, draw the lines of symmetry and show if the shapes are regular or irregular. Use the questions and checklist to make sure you have described the shape and name the shape.



Questions and checklist:

- Measure and label side lengths
- Describe angles: _____
- Label the vertices
- Draw lines of symmetry
- Is the shape regular or irregular: _____
- Name the shape: _____



Questions and checklist:

- Measure and label side lengths
- Describe angles: _____
- Label the vertices
- Draw lines of symmetry
- Is the shape regular or irregular: _____
- Name the shape: _____

Tuesday – Measurement and Geometry

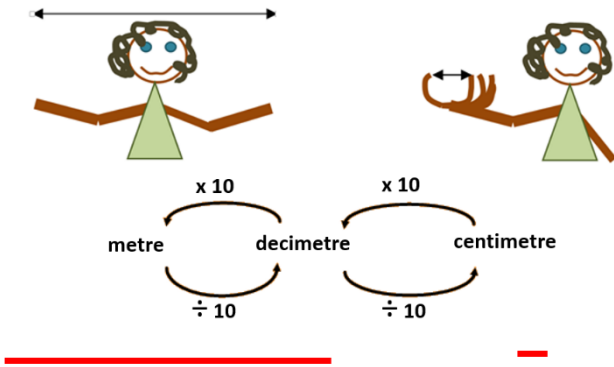
Using a ruler, draw and label 2 different sizes of each quadrilateral. You will also need to describe the angles, label the vertices and draw lines of symmetry.

Kite:

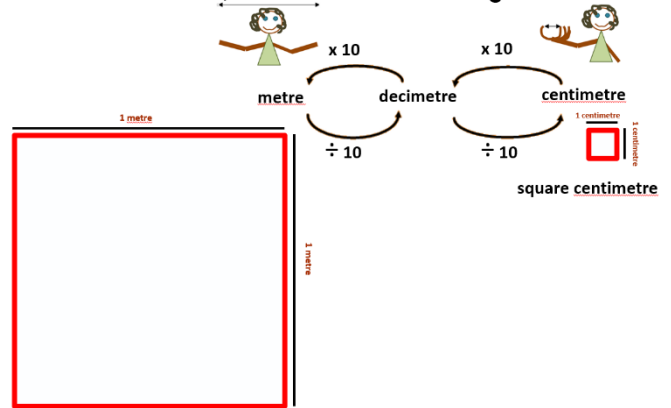
Trapezium:

Read over these slides and have a think about how we can use square metres and square centimetres to measure area.

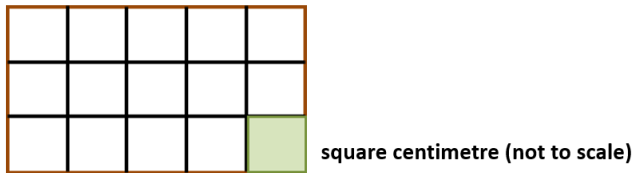
Metric Area, Related to Metric Length



Metric Area, Related to Metric Length

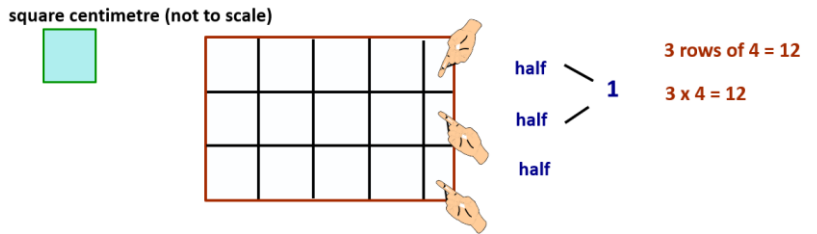


Metric Area, Related to Metric Length



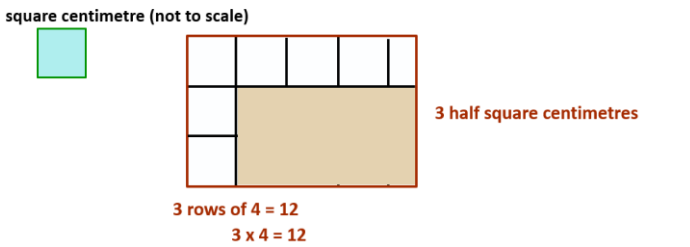
3 rows of 5 square centimetres = 15 square centimetres
 $3 \times 5 = 15$
 Area = 15 square centimetres

Metric Area, Related to Metric Length



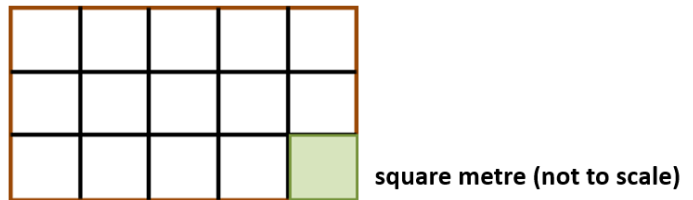
Area = 12 square centimetres + 1 square centimetre + half a square centimetre
 Area = 12 + 1 + half square centimetres
 Area = 13 and a half square centimetres
 Area = $13 \frac{1}{2}$ square centimetres

Metric Area, Related to Metric Length



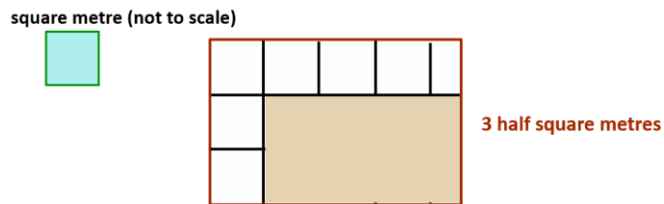
Area = 12 whole square centimetres + 3 half square centimetres
 half + half = 1
 Area = 12 + 1 + half square centimetres
 Area = 13 and a half square centimetres
 Area = $13 \frac{1}{2}$ square centimetres

Metric Area, Related to Metric Length



3 rows of 5 square metres = 15 square metres
 $3 \times 5 = 15$
 Area = 15 square metres

Metric Area, Related to Metric Length



3 rows of 4 = 12
 $3 \times 4 = 12$
 Area = 12 whole square metres + 3 half square metres
 half + half = 1
 Area = 12 + 1 + half square metres
 Area = 13 and a half square metres
 Area = $13 \frac{1}{2}$ square metres



Use a ruler to make a square centimetre and measure the area of these shapes.



Calculate and Compare the Area of Rectangles, Squares and Irregular Shapes

I can calculate and compare the area of rectangles, squares and irregular shapes.

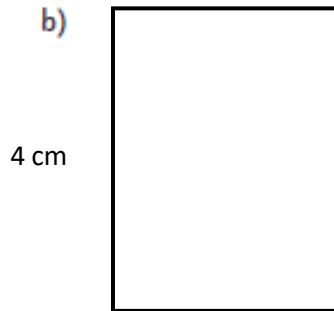
1) Calculate the area of these shapes. 3 cm

a) 3 cm



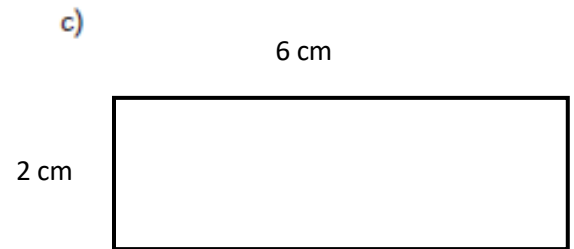
Area = ____ cm^2

b)



Area = ____ cm^2

c)



Area = ____ cm^2

d) 5 cm



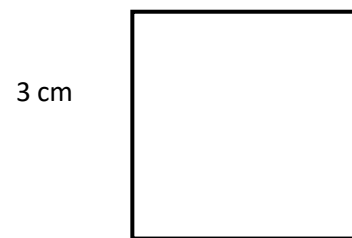
Area = ____ cm^2

e) 2 cm



Area = ____ cm^2

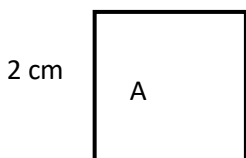
f) 3 cm



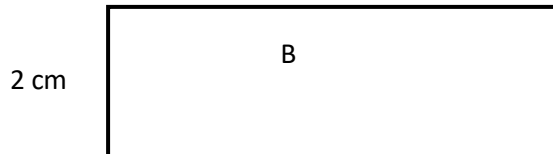
Area = ____ cm^2

2) Order each set of rectangles by area, from smallest to largest.

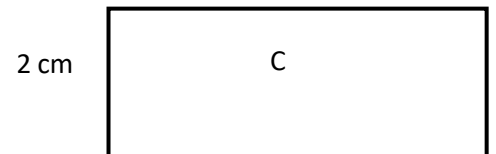
2 cm



6 cm



5 cm

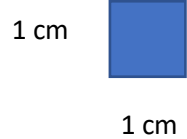


Smallest



Largest

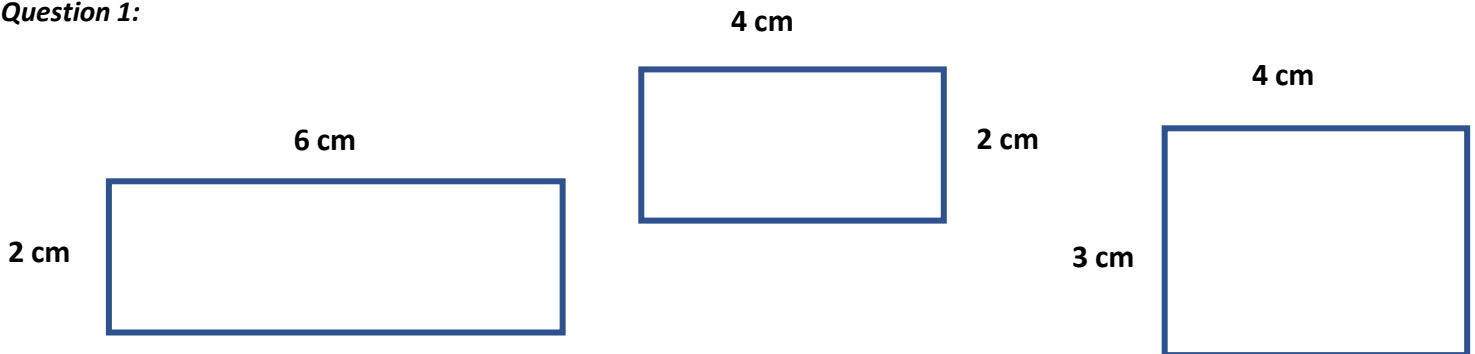
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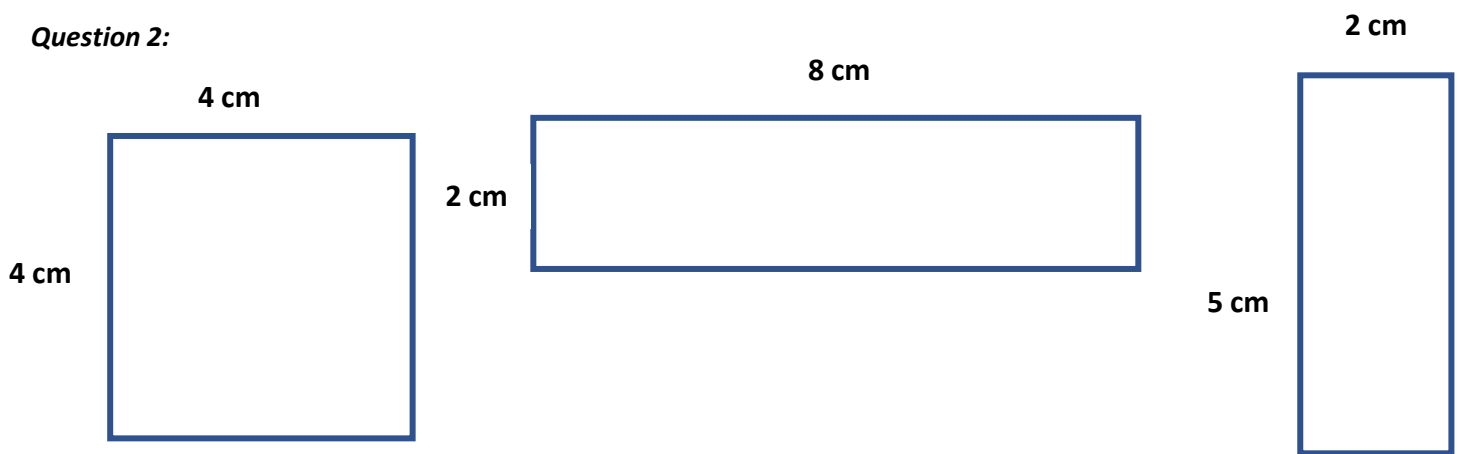
Use a ruler to make a square centimetre and measure the area of these shapes.

Task: Circle the 2 rectangles from each question that have the same area. Use square centimetres to find your answer.

Question 1:

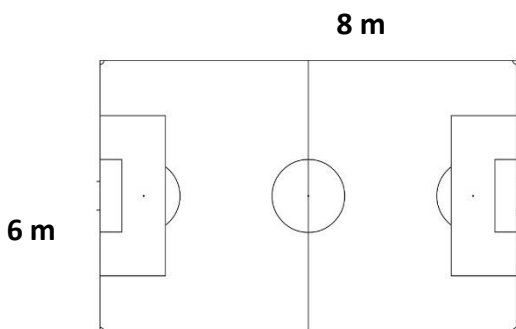


Question 2:



Investigate:

This soccer field is measure in metres. Let's investigate the area of the soccer field in square metres.



The area of the soccer field is: _____ m²

This child's bedroom is measured in metres. Let's investigate the area of the bedroom floor using square metres.



The area of the bedroom floor is: _____ m²

PROBLEM SOLVING

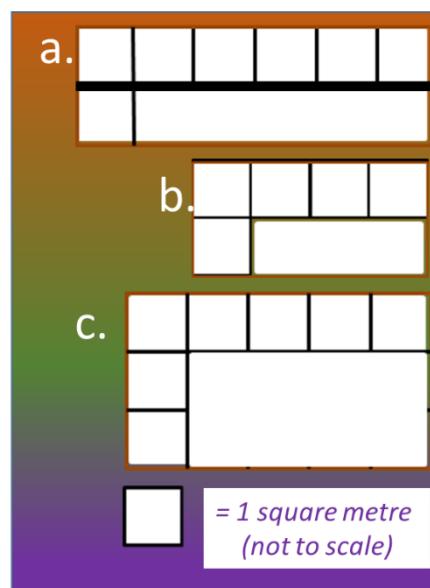
Area in Square Centimetres and Square Metres

MG 33 (2a) Billy measured the area of a shape.
He found that the area was 8 square metres.
Which shape is Billy's?

Area in Square Centimetres and Square Metres

MG 33 (2b) Billy measured the area of a shape.
He found that the area was 12 square metres.
Which shape is Billy's?

Area in Square Centimetres and Square Metres



MG 33 (2c) Billy constructed these 3 shapes.
Martha constructed a shape had a larger area than Billy's second largest shape, and a smaller area than Billy's largest shape.
What could be the area of Martha's shape?
a. 12 square metres b. 14 square metres
c. 15 square metres c 16 square metres

Area in Square Centimetres and Square Metres

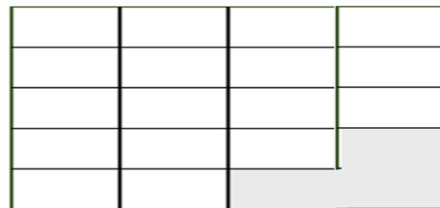
PROBLEM SOLVING

Area in Square Centimetres and Square Metres

MG 33 (8a) The children started to cover the floor with mats.

How many more mats will they need?

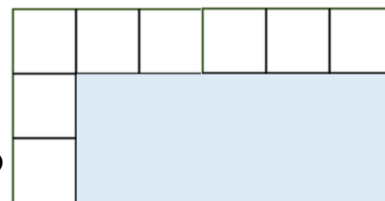
Area in Square Centimetres and Square Metres



MG 33 (8b) The children started to cover the floor with mats.

How many mats will they need altogether?

Area in Square Centimetres and Square Metres



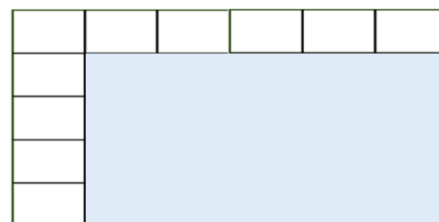
MG 33 (8c) The children started to cover the floor with mats.

They want to cover the whole floor with mats of this size without any overlaps or gaps.

She has 12 more mats.

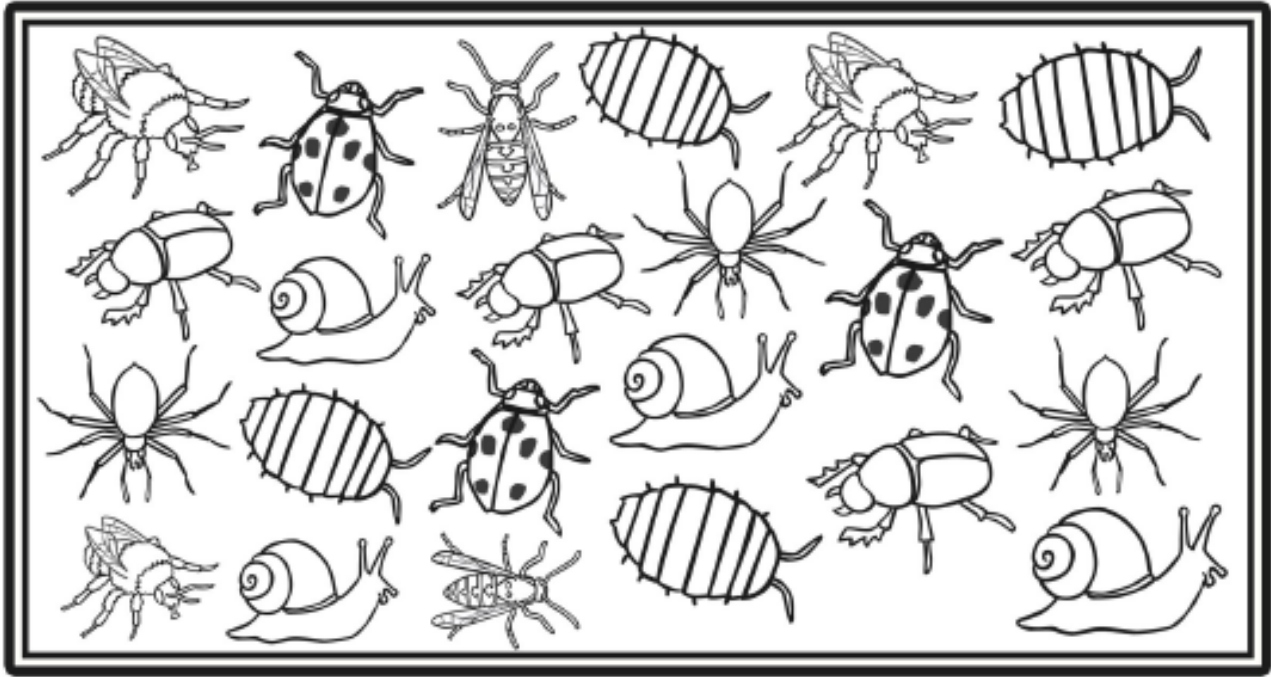
Will the children have enough mats to cover the floor?

Area in Square Centimetres and Square Metres










Go on a minibeast hunt in your backyard. Colour a box for each minibeast you find. Remember to be safe and respect their habitat.

Minibeasts Block Diagram



Colour a box for each item that you find.

6							
5							
4							
3							
2							
1							
							

Do the features of places affect where people choose to live?

People choose to live in places for many reasons. Do you know why you live where you do?

- 1 Discuss with your class, group or partner where you live and why you live there.

The features of places help people to decide where to live. These features can be visible or invisible. Visible features are roads, buildings, trees, rivers and mountains. Invisible features are weather, culture and communities. People choose to live in places for both their visible and invisible features.

- 2 Write two visible features that you think people **must** have to live in a place.

- 3 Write two invisible features that you think people would **like** to have to live in a place.

- 4 List three human or natural features (visible or invisible) you would like to live near.

- 5 How could you find out what the most popular features were for the people in your class? Discuss this with your class or group.

- 6
a List the five most popular features in the table below.

Name of feature	Number of people who liked this feature

- b Discuss with your group or class- "Places with the most popular features will usually have the most people living nearby."

The spaces in Australia can be arranged in many different ways, for example – states and territories, climate zones, Aboriginal Language Groups. This map shows Australia arranged in settlement patterns. A settlement is a place where people choose to build and live.

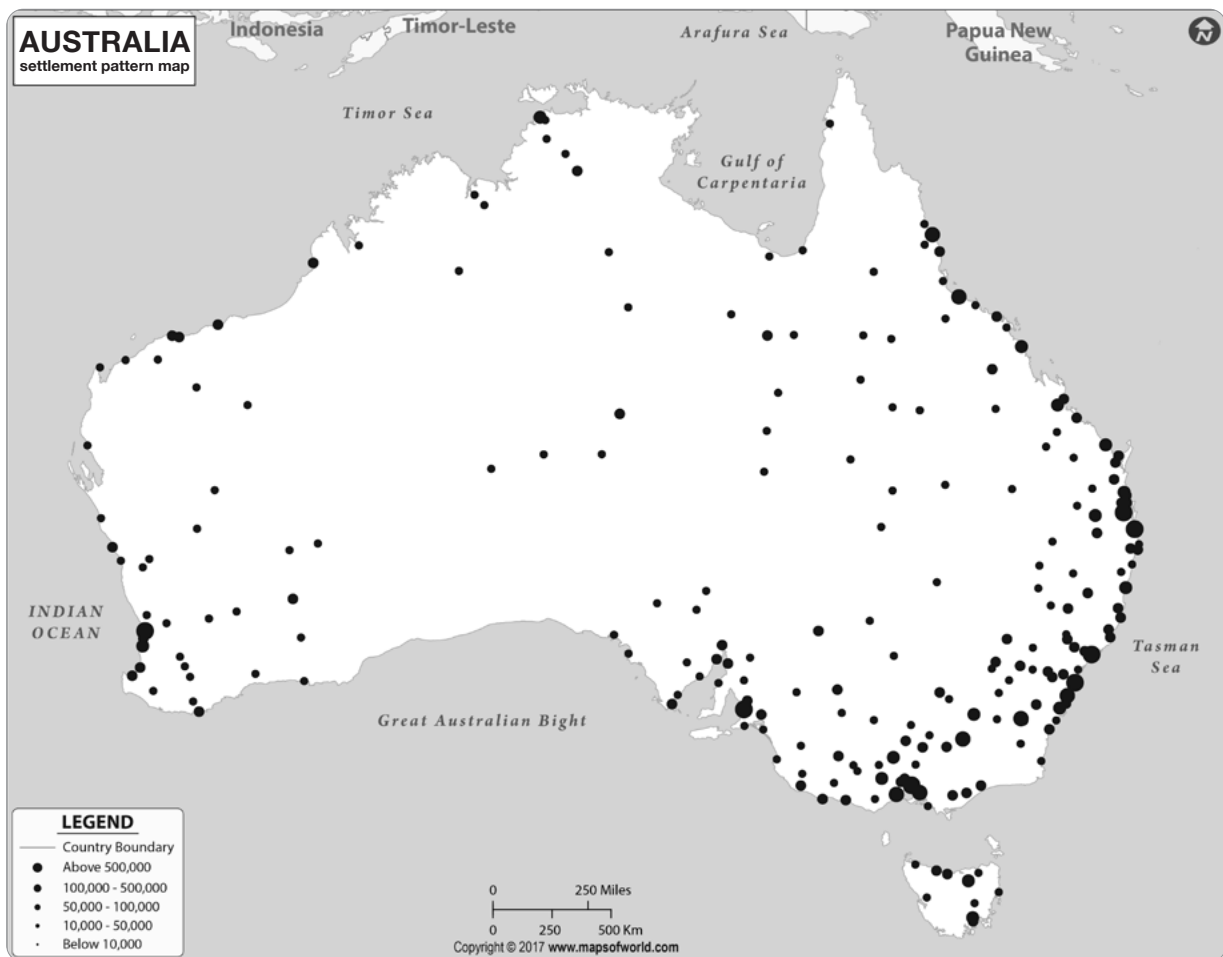
This settlement pattern map shows where people live in Australia. The more dots there are the more people live there.

7



Look at the settlement pattern map for Australia. Write three questions that you think could be answered by this settlement pattern map.

- a _____
- b _____
- c _____



8

What features would you expect to find in the most populated places? Discuss with your partner, group or class.

There are many types of settlements, for example – towns, cities, villages and farms.

9

a Use an atlas or Google Earth to find these places and then write them in the table.



You can add some more places if you would like to.

Type of settlement			
Remote	Small Town	Large Town	City

b What type of settlement would you like to live in and why would you live there?

Diagonal joins to head and body letters

You can join a letter with an exit flick to a head and body letter using a diagonal join.

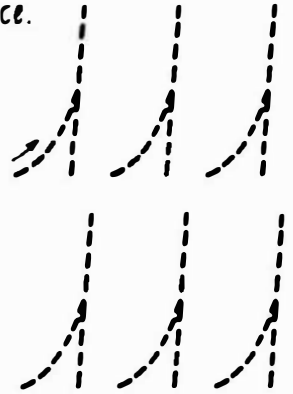


a → a (exit flick) → a (exit flick, a bit longer) → a (exit flick, straighten up) → al (exit flick, up, retrace) → al



Don't lift that pencil!
Just go from the exit flick right up to the top of the head and body letter. Then retrace a little on your way back down.

Trace.



Trace, then copy.

ab ah ak al at ahoy able

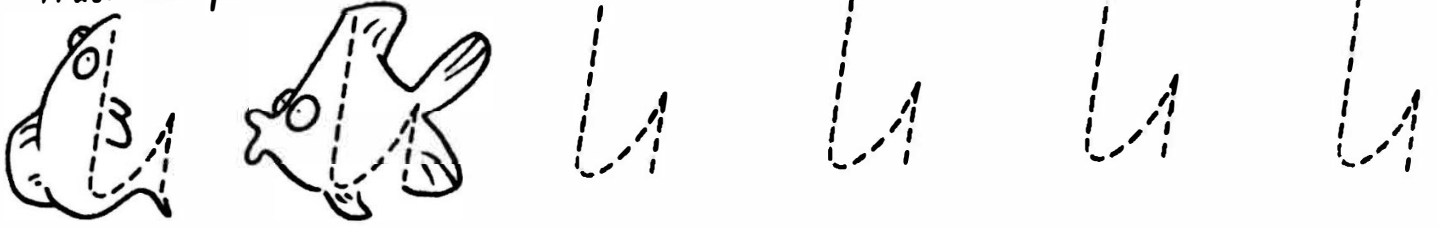
ch ch ck cl cl deck deat

nb nh nk nl nl nl plank

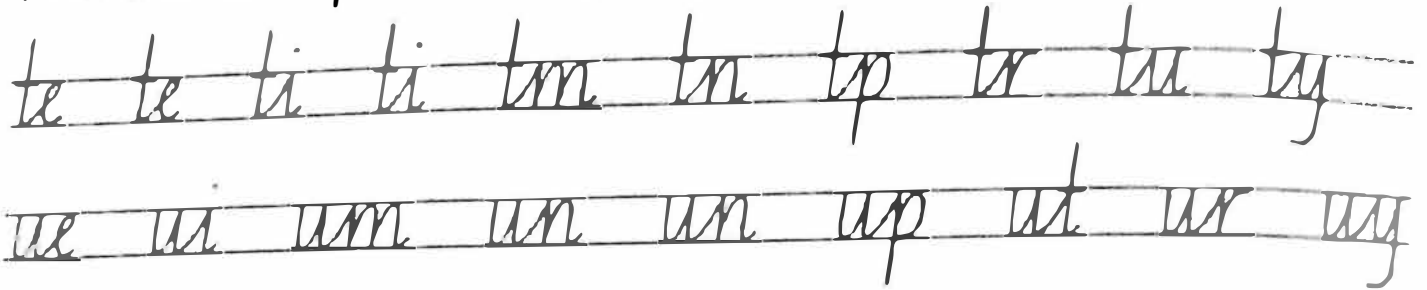
db dh dl dl hl hl hl hl

Diagonal joins

Trace the patterns. Turn them into fish.



Trace these letter pairs with diagonal joins.

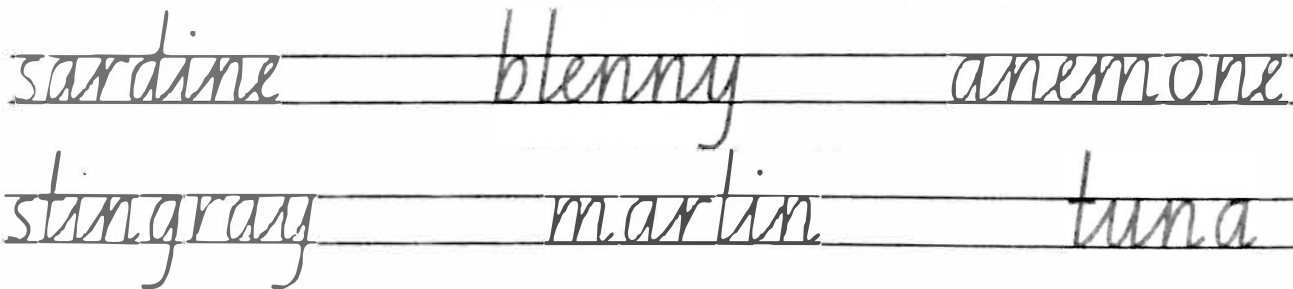


Most letters with diagonal joins meet at the top body line.

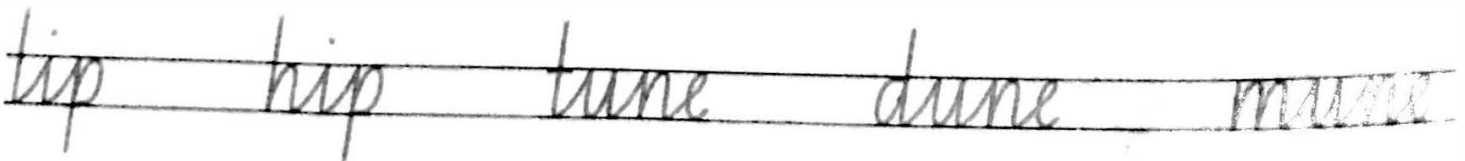
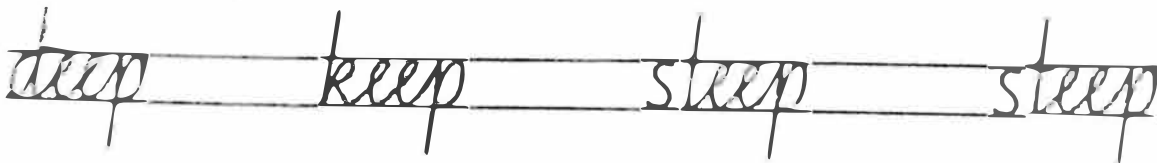
Put a dot to show the line where the letters meet.



Trace these words with diagonal joins.



Trace and copy. Cross out the nonsense word.



How can we explain night and day?



Vocabulary

day night rotate revolve axis orbit sunset sunrise
dawn dusk shadow light midday midnight demonstrate
explain terminator line astronaut

Materials needed

QUESTION 8 PAGE 6

- desk lamp
- torches
- Earth globes
- swivel chair
- variety of spherical (round) objects



How can we explain night and day?

1

▶ Watch the Video
Night Time! Day Time!



2

Think, puzzle and explore.



Think
How do you think night and day really happens?




Puzzle
What questions do you have about how night and day occurs?



Explore
Where could you find out more information?

3

- a**  Look at the Day and Night World Map.
- b** On the map below, shade in grey the areas of the world that are now in night.




4

- a** Draw a dot on a country where it is now around midnight.
- b** What might you see in the sky?

5

- a** Press on the **+12** blue tab below the Day and Night World Map. Describe what will happen in twelve hours' time.
- | | |
|--|--|
| | |
| | |
- b** Explore the other blue tabs to see what happens. Chat with a buddy about what you see and discover.

- 6  Watch and listen carefully to the video *Night and Day*. Imagine you are the astronaut in this video.



- 7 Write an email back to Mission Control reporting on what you saw. Use the words below in your report.

day

night

sunrise

sunset

east

west

axis

rotating

shadow

light

half

Message

Send

Arial 12 B I U

From:

To:

Subject:

GetActive@Home

Week 1 - Episode 2

Stage 2

Challenges

- Tap the ball or socks using the palm and back of the hand while standing on one leg.
- Alternate between using both hands to tap and standing on each leg.
- Using the racquet, tap the ball continuously at the ground for a set amount of taps.
- Toss the socks in the air with one hand, then using the palm of the other hand, hit the socks into the ground. Complete a set amount.

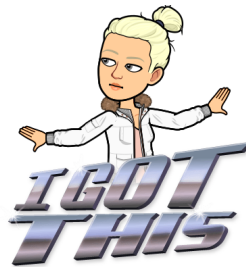
Mega Challenges

- Using the racquet, tap the ball using the forehand and backhand while sitting, kneeling and standing.
- Using the hand, tap the ball or socks using the forehand and backhand continuously.
- Creative challenge - Move any way you can while tapping the ball or socks with the forehand and backhand.

Other variations

With a partner try:

- Create tapping combinations back and forth with a partner.
- Use a bigger soft ball to make it easier.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How do you move to make tapping easier ?

Where do you look when tapping the ball?

How can you control the ball to make tapping successive?

Teaching cues

Flat hand or racquet face.

Eyes on the ball.

Try to tap lightly.

Move your feet to track the ball.

Equipment

Ball or rolled up socks, bat or racquet.

Blowfly

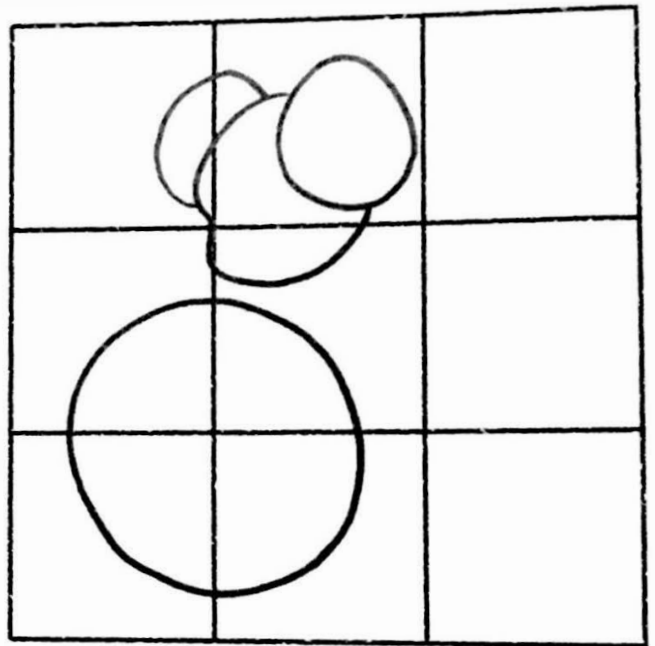


Blowflies are big noisy flies. They are commonly found at barbecues and picnics trying to land on your hot dog or swim in your drink. Other much-loved places to hang out are the garbage bin or the nearest cow pie. Blowflies are typically unclean, slow, and dopey.

1.

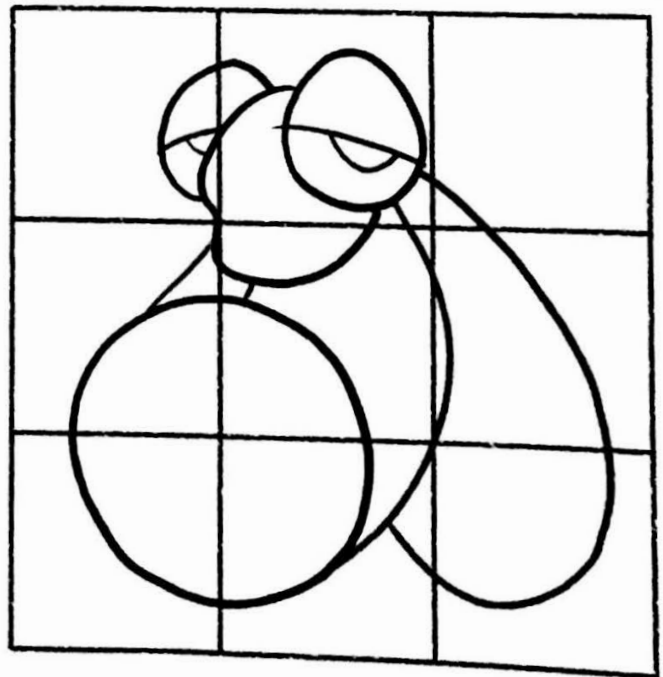
Begin by drawing a grid with three equal squares going across and down.

Now draw a large circle for the body. Add the eyes and face shape above it.



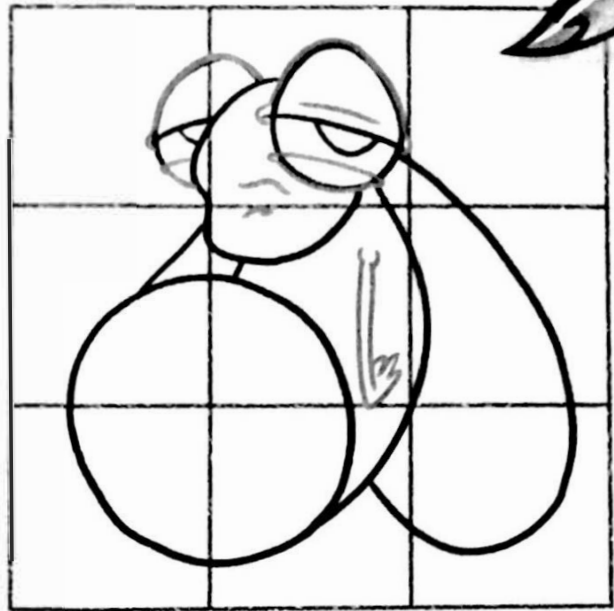
2.

Cut the eye shapes in half with a slightly curved line for eyelids. Draw in a curved line for the pupils. This makes the blowfly look dreamy. Add the rest of the body and the wings on either side.



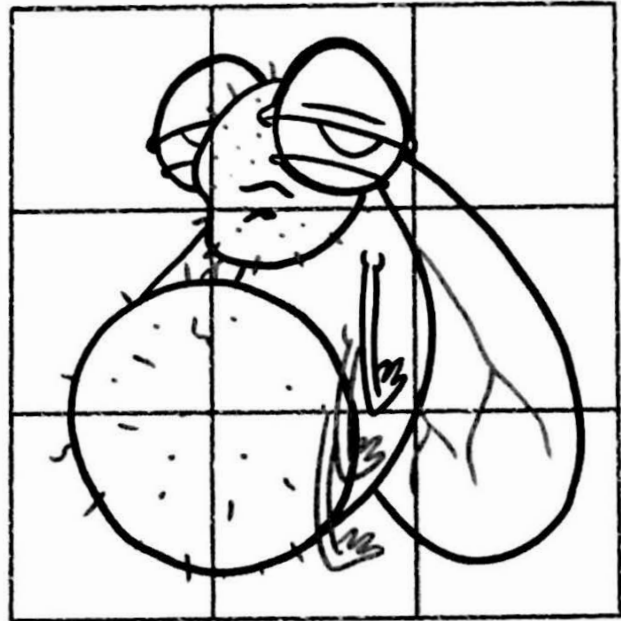
3.

Here we make the eyelids thicker by drawing slightly larger lines around the outside of the eyes. Next add the small mouth parts. Finish this stage with the thin arm and up-turned hand.



4.

Add two more sets of arms below the first set. Put in some veins on the wings. Use short strokes and dots around the body and face to make the blowfly slightly hairy.



5.

A dull, dreary blue-gray best suits a fly. This highlights the dullness and greasiness of his character.

