

# Stage 3 Term 4 - Week 3

Thursday 21st of October 2021











**COVER**



# Week 3 Spelling Lists

Look Cover Write check your spelling words in your book.  
Record your list words using red for the consonants and blue for the vowels.  
Then complete an activity from the spelling choice board.

# Week 3 Words

|           |                  | Starfish  | Seahorses  | Turtles  | Dolphins  | Stingrays  | Sharks  |
|-----------|------------------|---|--|--|---|--|---|
| Old Words | 1                | splinter  | dawn   | badger   | sensitive   | radiology  | manually  |
|           | 2                | winter  | straw  | budget   | detective   | neuropathology   | manipulate  |
|           | 3                | temper  | shawl  | fidget   | aggressive  | zoology  | manipulative  |
|           | 4                | silver  | prawn  | gadget   | cursive   | criminology  | manifest  |
|           | 5                | timber  | flaw   | ledger   | deceptive   | morphology   | manufacture   |
|           | 6                | clever  | gawk   | midget   | elective  | meteorology  | manuscript  |
|           | 7                | muster  | pawm   | widget   | elusive   | pharmacology   | manumit   |
|           | 8                | barter  | saw  |  | incentive   | audiology  |   |
|           | <b>New Sound</b> | 'oy' as in oyster   | 'aw' 'or' words combined   | 'al' as in walk  | 'wr' as in wrench   | 'de' (as in aide)  | corpus (meaning: body)  |
| New Words | 9                | boy   | horse  | walk   | write   | Adelaide   | incorporate   |
|           | 10               | toy   | story  | talk   | wrong   | aide   | corporation   |
|           | 11               | joy   | morning  | walked   | wren  | blonde   | corpse  |
|           | 12               | enjoy   | short  | walking  | wring   | concorde   | corpulence  |
|           | 13               | royal   | porch  | balk   | wrap  | horde  | corpus  |
|           | 14               | destroy   | north  | chalk  | wrist   | promenade  | megacorporation   |
|           | 15               | ahoy  | sport  | stalk  | wrench  | roulade  | reincorporated  |
|           | 16               | annoy   | thorn  | stalker  | wreck   |  |   |

Spelling (20 minutes) - Look Cover Say Write Check your words. Complete an activity from the Spelling Choice Board.

| Learning Style  | Spelling Activities based on Bloom's Taxonomy Six Thinking Levels          |   |   |   |   |  |
|---|--|---|---|---|---|--|
|   | I KNOW<br>😊  | I UNDERSTAND<br>😊😊  | I APPLY<br>😊😊😊  | I ANALYZE<br>😊😊😊😊   | I CREATE<br>😊😊😊😊😊   | I EVALUATE<br>😊😊😊😊😊😊   |
| <b>Verbal</b><br>When I read, speak & write I learn                           | Handwrite your spelling words in 3 different fonts                         | Choose 5 spelling words and Use each in a different sentence  | Create an <a href="#">acrostic poem</a> for one of your spelling words.   | Create a word search and swap it with a friend.   | Use a dictionary to find the meanings of 6 challenging words.                                 | Write 4 dictation sentences using your spelling words.   |
| <b>Mathematical</b><br>I am logical and work well with numbers                | Write your spelling words in order from least letters to most letters.     | Use <a href="#">scrabble tiles</a> to work out the sum of each of your words.                                 | Play spelling dollars to work out the value of your words.<br>Vowels = \$1<br>2 syllables = \$2<br>3 syllables+ = \$3 | Group your words based on number of letters they have. Then by consonants. Compare      | Place your spelling words into groups. Explain how you grouped them.                          | Put your words onto a scale from easiest to spell – hardest to spell. Why did you order them that way?                 |
| <b>Visual/Spatial</b><br>Art, Geometry and Visual imagery are important to me | Create a crossword from your words.  | Select 5 words and draw a picture for each one.   | Put your words into <a href="#">Tagxedo</a> or <a href="#">Wordle</a>   | Rainbow Words - spell words using different colored markers or crayons for each letter. | Create a cartoon of at least 4 boxes. Write a caption under each image including a list word. | Create an abstract artwork using only your spelling words.   |
| <b>Kinaesthetic</b><br>I am hands on and enjoy physical activity              | Play celebrity heads with a partner. Give them clues to work out the word. | <a href="#">Play Google Spell Up</a>  | Ball toss back and forth in pairs spelling each other's words   | hop on one foot as you spell words, this is a great exercise in balance.                | Write a conversation between two people using ten of your spelling words.                     | Choose any activity from the grid and complete it. Explain why it helped you.  |
| <b>Musical</b><br>Music and rhythm make sense to me                           | Record yourself singing your words   | Clap out and record the syllables in each of your spelling words.   | Create a tongue twister using your words.   | Rap your words - S to the P to the E to the Double L, spells SPELLI.                    | Write a song using your spelling words.   | Create a hand clapping chant with a partner and spelling words. Show the teacher.                                      |
| <b>Interpersonal</b><br>I work well in groups                                 | As a group organize your words into categories                             | Mystery Letters – in pairs write words with missing letters. Child must figure out which letters are missing. | Choose 5 words and explain to a partner why you chose them.   | Partner spell: Take it in turns to spell each other's word letter by letter.            | Create a new group spelling activity to help others learn their words.                        | Write a spelling word and then write at least two words made from the same letters. Example: side side lie lid led etc |
| <b>Intrapersonal</b><br>I work well on my own                                 | List the words that you find hard and easy and why?                        | Complete a <a href="#">look, say, cover, write, check</a> for homework.                                       | Choose 5 words that you have trouble with. Write them out 5 times each.   | Create a <a href="#">word ladder</a> using all of your spelling words.                  | Organise your words in reverse alphabetical order. Z – A.                                     | Use your spelling words to write a story. Underline your words in red.   |

# Fruit Break/ Brain Break

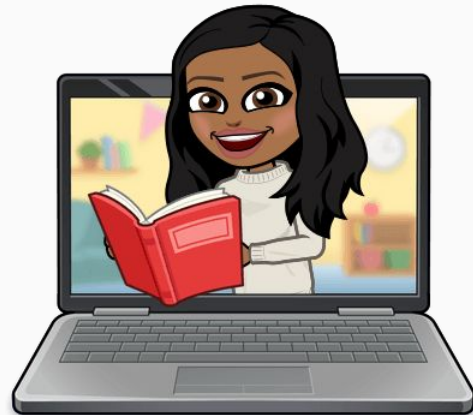
Grab a piece of fruit or have a 10 minute break to go outside reset, refresh and restart.



# Read works and Read Theory

Complete the reading passage and comprehension questions that have been provided by your class teacher in the google classroom.

This should take you 40-45 minutes to complete.



# LANGUAGE FEATURES OF PERSUASIVE TEXTS

## High Modality/Emotional Words

Eg. Must, absolutely, terrible, definitely, should, have to ,

## Evidence or examples to support arguments

Eg. 75% of doctors will agree....  
Research states....

## Rhetorical Questions

Eg. How would you like it if.....

Wouldn't you agree?

## EXAMPLE-

School canteens **must** not sell junk food. **Research states that 40% of children under 12 years old are obese.** You wouldn't want to make your child sick, would you?

# Rubbish on the School Playground

Everybody agrees that our school playground has too much litter on it. I believe it comes down to laziness, and not having the right amount of accessible bins in place.

To begin, a possible reason for rubbish on the playground is because of negligence. I believe that students are too lazy to walk to a bin and, therefore, throw their rubbish on the ground. When students go outside to play, they do not want to waste this time trying to find a bin to put their litter in, so they decide to throw it on the playground. As a result of this, valuable class learning time is cut short because waste needs to be collected. I firmly believe that time should be taken from playtime if there is a considerable amount of rubbish found on the school playground.



Read the persuasive text, identify and list the following (See Slide 7 for examples)

- High Modality/Emotional Words
- Evidence or examples to support arguments
- Rhetorical Questions (There isn't one! Can you think of one of your own?)



# LANGUAGE FEATURES ANSWERS

- High Modality/Emotional Words

- Everybody agrees, laziness, negligence
- Lazy
- Firmly

- Evidence or examples to support arguments

- Valuable class learning time is cut short because waste needs to be collected

- Rhetorical Questions
- (There isn't one!)
- Can you think of one of your own?

- 



# Learning Support



If you are working with Ms Carrington, Mrs Waggie or Mrs McCormick in Term 3, you will find your work in the Learning Support Google Classroom.

Everyone else, please go to the next slide.



# EPIC EDITING

Rewrite the passage making the corrections required.

- 3 Capital Letters
- Add 1 exclamation mark
- Add 3 apostrophes
- Add 2 question marks
- 1 spelling mistakes
- 10 errors in total

Too much?  
Just do 1 or 2 paragraphs.

## Canine Communication Collar

Have you ever wondered what your dog's barks really mean Wonder no more

Introducing the incredible Canine Communication Collar!

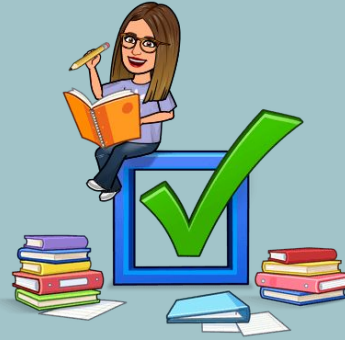
Canine Communication Collar's groundbreaking bark-recognishion technology will translate your dogs woofs, barks and bow-wows into whatever language you choose.

Dont spend another day second-guessing your best friends needs. Order your canine communication collar today

# FEED ME!



**Challenge yourself- Try the whole passage!**



 **Check  
Your Work**

## Text 10 – Canine Communication Collar \_\_\_\_\_

Have you ever wondered what your dog's barks really mean? Wonder no more!

Introducing the incredible Canine Communication Collar!

Canine Communication Collar's groundbreaking bark-**recognition** technology will translate your **dog's** woofs, barks and bow-wows into whatever language you choose.

**Don't** spend another day second-guessing your best **friend's** needs. Order your **Canine Communication Collar** today!

In the next two slides, you will see two columns. One with rhetorical questions and one with statements.

Your task is to **match the correct rhetorical question to its statement.**

**Persuasive  
Writing**

# Rhetorical Questions

Rhetorical questions can be used to persuade a reader. They are questions that do not require a response but instead are asked and included in persuasive texts for effect.

Match the rhetorical question to the topic by colouring the matching pairs in the same colour.

|  |  |
|--|--|
| Young children should not be allowed to watch TV.  | Haven't you always longed to go home when it's too hot to work properly at school?   |
| It is cruel to keep animals in cages.              | Have you ever wondered what it would be like to live in a mansion or to have people from all over the world recognise your face? |
| School uniforms should be banned.                  | Do you enjoy eating ice cream by the beach on a warm, sunny day?   |
| Being famous would be the best thing in the world. | Wouldn't you love to be able to wear whatever you wanted to school each day?   |
| Summer is the best season of the year.             | How would you feel about being kept in a cage, locked up with hardly any space to move around in?                                |
| Schools should be closed on days over 30°C.        | Did you know that too much time in front of a television can seriously affect children's eye health?                             |

**Your turn!**

Have a go at writing your own rhetorical question for this topic:

**Mathematics is the hardest subject at school.**

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**Bonus: Can you make up some more examples of statements and turn them into rhetorical questions?**

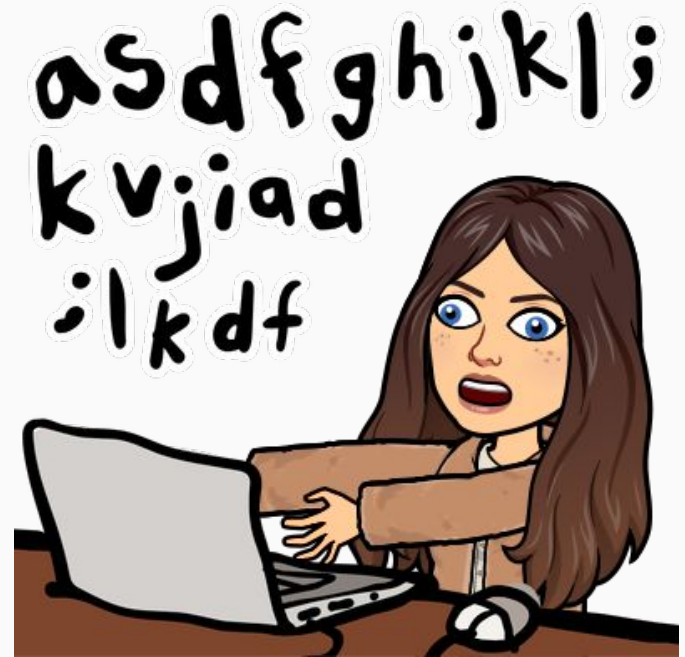
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# Handwriting / Typing

As part of the curriculum we need to learn how to effectively type and use digital technologies. Google Typing Club and take their placement test then complete one or more of the lessons. This should take 20 -30 minutes.





# Lunch break - Break 1

Enjoy the 30 minute lunch break with your family.

Try to eat something healthy and drink some water.

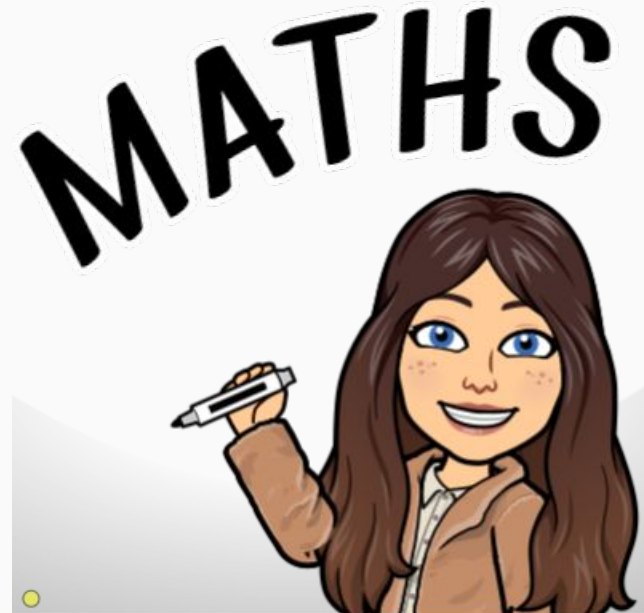


**LET'S DO  
LUNCH**

Middle session

Numeracy: Numeracy Ninjas

Week 3 : Session 4



# Numeracy Ninjas

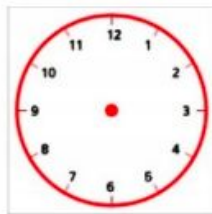
Complete the questions, you have 5 -10 minutes

**MENTAL STRATEGIES** -  
do these in your head


| Q                      | Question                                     | Answer |
|------------------------|--|--------|
| 1                      | $\square + 5 = 10$                           |        |
| 2                      | $20 = 1 + \square$                           |        |
| 3                      | Double 15                                    |        |
| 4                      | $177 + 10 = \square$                         |        |
| 5                      | $81 - 40 = \square$                          |        |
| 6                      | $8 = 6 + \square$                            |        |
| 7                      | $72 - 5 = 72 - 2 - \square$                  |        |
| 8                      | $2 + 2 + 2 = \square \times 2$               |        |
| 9                      | Draw hands on the clock face showing 7:30 am |        |
| 10                     | What time was it 44 minutes before 9:31 pm?  |        |
| <b>Total out of 10</b> |  |        |

**TIMESTABLES** -  
do these in your head

| Q                      | Question                | Answer |
|------------------------|-------------------------|--------|
| 1                      | $56 \div \square = 8$   |        |
| 2                      | $\square \div 3 = 2$    |        |
| 3                      | $\square \div 7 = 7$    |        |
| 4                      | $56 \div \square = 7$   |        |
| 5                      | $\square \times 9 = 36$ |        |
| 6                      | $2 \times \square = 18$ |        |
| 7                      | $5 \times \square = 25$ |        |
| 8                      | $\square \times 2 = 20$ |        |
| 9                      | $20 \div \square = 2$   |        |
| 10                     | $8 \times \square = 32$ |        |
| <b>Total out of 10</b> |                         |        |



**KEY SKILLS** - you may use written calculations for these questions

| Q                      | Question  | Answer |
|------------------------|---|--------|
| 1                      | $8073 + 9792$   |        |
| 2                      | $(51 - 3) \div 8$   |        |
| 3                      | Write 72506042 in words. Use the opposite page for your answer.   |        |
| 4                      | $276.83 \div 100$   |        |
| 5                      | $(-6) \times 9$   |        |
| 6                      | Round 32.3798 to 2 decimal places   |        |
| 7                      | Value of the dot<br> |        |
| 8                      | What is the lowest common multiple of 4 and 7?  |        |
| 9                      | What is the cube root of 64?  |        |
| 10                     | $9/10 = \square/100$  |        |
| <b>Total out of 10</b> |   |        |

# Numeracy Ninjas: ANSWERS



## Mental Strategies

| Q  | Question                                     | Answer    |
|----|--|-----------|
| 1  | $\square + 5 = 10$                           | 5         |
| 2  | $20 = 1 + \square$                           | 19        |
| 3  | Double 15                                    | 30        |
| 4  | $177 + 10 = \square$                         | 187       |
| 5  | $81 - 40 = \square$                          | 41        |
| 6  | $8 = 6 + \square$                            | 2         |
| 7  | $72 - 5 = 72 - 2 - \square$                  | 3         |
| 8  | $2 + 2 + 2 = \square \times 2$               | 3         |
| 9  | Draw hands on the clock face showing 7:30 am | See above |
| 10 | What time was it 44 minutes before 9:31 pm?  | 8:47 pm   |

## Times Tables

| Q  | Question                | Answer |
|----|-------------------------|--------|
| 1  | $56 \div \square = 8$   | 7      |
| 2  | $\square \div 3 = 2$    | 6      |
| 3  | $\square \div 7 = 7$    | 49     |
| 4  | $56 \div \square = 7$   | 8      |
| 5  | $\square \times 9 = 36$ | 4      |
| 6  | $2 \times \square = 18$ | 9      |
| 7  | $5 \times \square = 25$ | 5      |
| 8  | $\square \times 2 = 20$ | 10     |
| 9  | $20 \div \square = 2$   | 10     |
| 10 | $8 \times \square = 32$ | 4      |

# Numeracy Ninjas: ANSWERS

## Key Skills

| Q  | Question  | Answer   |
|----|---|--|
| 1  | $8073 + 9792$   | 17 865   |
| 2  | $(51 - 3) \div 8$   | 6  |
| 3  | Write 72506042 in words. Use the opposite page for your answer. | Seventy two million, five hundred and six thousand and forty two |
| 4  | $276.83 \div 100$   | 2.7683   |
| 5  | $(-6) \times 9$   | -54  |
| 6  | Round 32.3798 to 2 decimal places                               | 32.38  |
| 7  | Value of the dot  | 45   |
| 8  | What is the lowest common multiple of 4 and 7?                  | 28   |
| 9  | What is the cube root of 64?                                    | 4  |
| 10 | $9/10 = \square/100$  | 90   |



# Mathematics: The Cartesian Coordinate System



I am learning to:

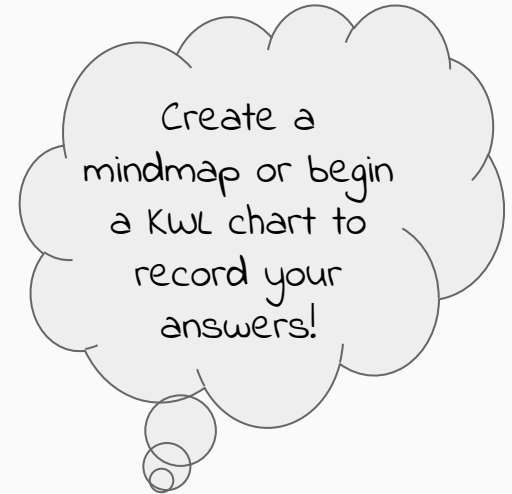
- identify and record the coordinates of given points in all four quadrants of the number plane
- recognise that the order of coordinates is important when locating points on the number plane, eg (2, 3) is a location different from (3, 2)
- plot and label points, given coordinates, in all four quadrants of the number plane
- plot a sequence of coordinates to create a picture

## WHAT DO WE ALREADY KNOW ABOUT CARTESIAN COORDINATE SYSTEM?

→ **let's brainstorm our prior knowledge on cartesian coordinate system**

Think about....

- WHY DO WE USE CARTESIAN COORDINATE SYSTEM?
- WHERE DO YOU FIND CARTESIAN COORDINATE SYSTEM?
- HOW DO WE PLOT POINTS ON A COORDINATE SYSTEM?



# Mathematics: The Cartesian Coordinate System



I am learning to:

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## Recap of the Cartesian Coordinate System





# Mathematics: The Cartesian Coordinate System

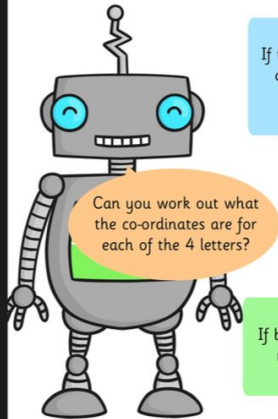


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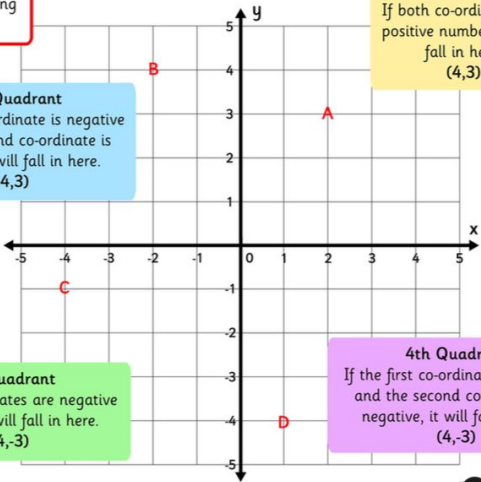
## Co-ordinates in the 4 Quadrants

**Warning!** This work involves negative numbers. Remember to follow the same rules for creating co-ordinates – x before y.



**2nd Quadrant**  
If the first co-ordinate is negative and the second co-ordinate is positive, it will fall in here.  
(-4,3)

**3rd Quadrant**  
If both co-ordinates are negative numbers, it will fall in here.  
(-4,-3)

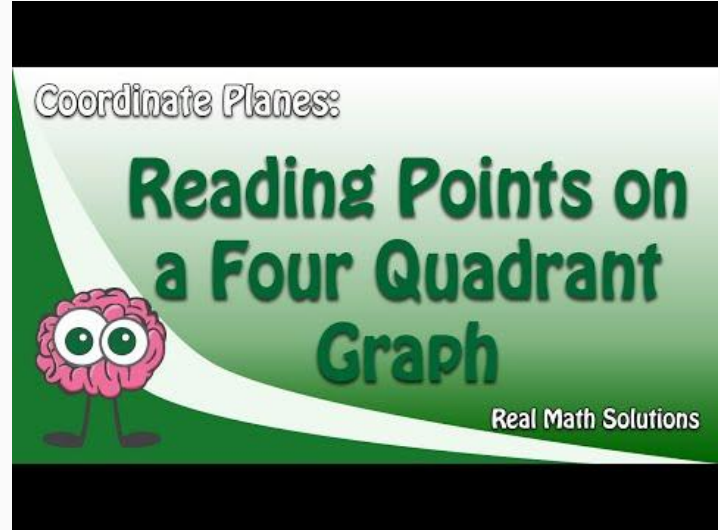


**1st Quadrant**  
If both co-ordinates are positive numbers, it will fall in here.  
(4,3)

**4th Quadrant**  
If the first co-ordinate is positive and the second co-ordinate is negative, it will fall in here.  
(4,-3)

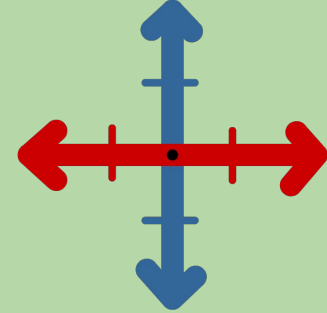


Watch the video to learn how to read and record points on a four quadrant graph.





# Mathematics: The Cartesian Coordinate System

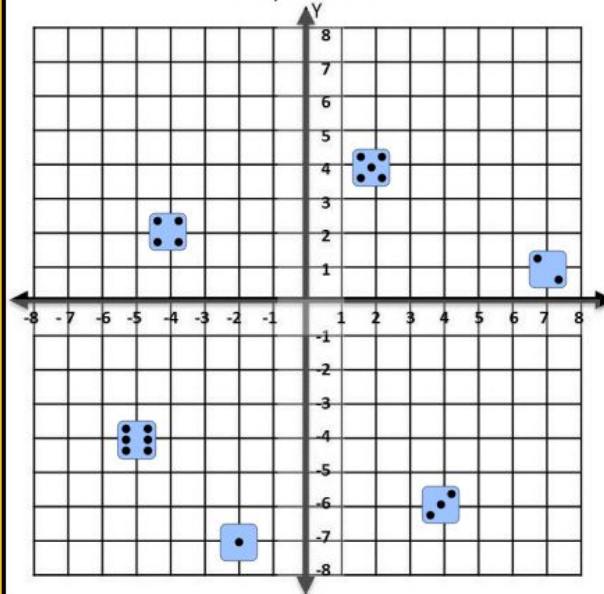


I am learning to:







- identify and record the coordinates of given points in all four quadrants of the number plane
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- plot and label points, given coordinates, in all four quadrants of the number plane
- plot a sequence of coordinates to create a picture

## Level 4 – Card 1

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State the coordinates of the following:

- a)  ( , )
- b)  ( , )
- c)  ( , )
- d)  ( , )
- e)  ( , )
- f)  ( , )

Write the coordinates in your books. Remember if you need help refer back to the video.

# Mathematics: The Cartesian Coordinate System

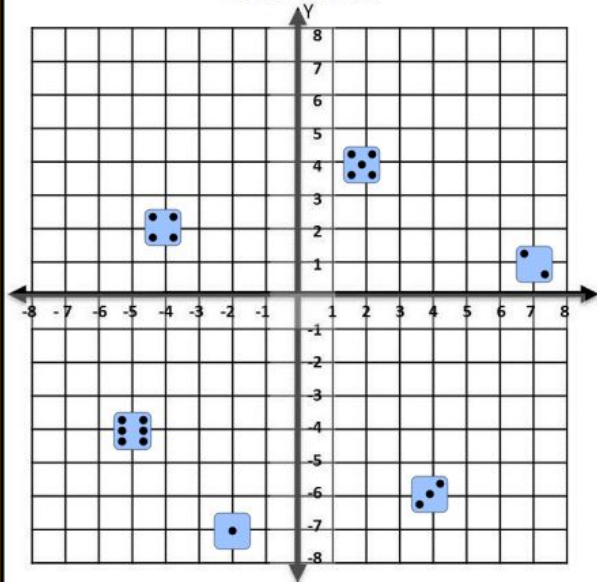


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## Level 4 – Card 1 Answers

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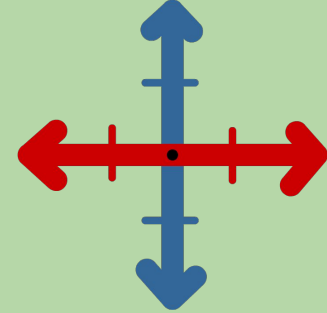


State the coordinates of the following:

- a) ( -2 , -7 )
- b) ( 7 , 1 )
- c) ( 4 , -6 )
- d) ( -4 , 2 )
- e) ( 2 , 4 )
- f) ( -5 , -4 )

Check your answers.  
Remember if you need help refer back to the video.

# Mathematics: The Cartesian Coordinate System



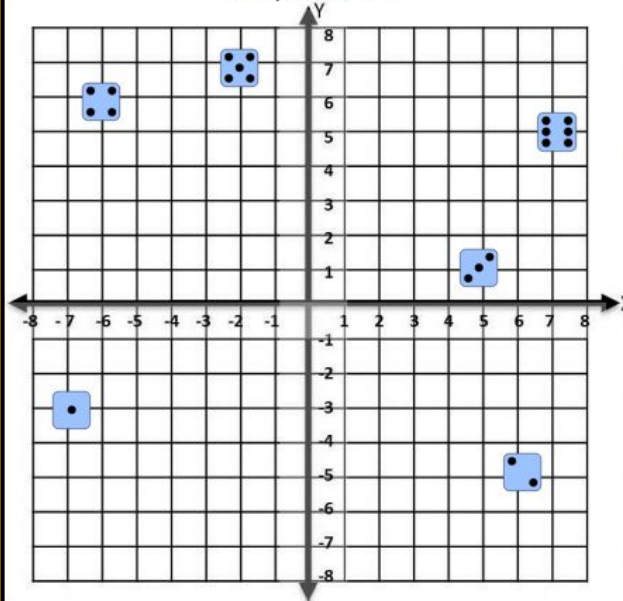
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Write the coordinates in your books. Remember if you need help refer back to the video.

## Level 4 – Card 2

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State the coordinates of the following:

- a) ( , )
- b) ( , )
- c) ( , )
- d) ( , )
- e) ( , )
- f) ( , )

# Mathematics: The Cartesian Coordinate System

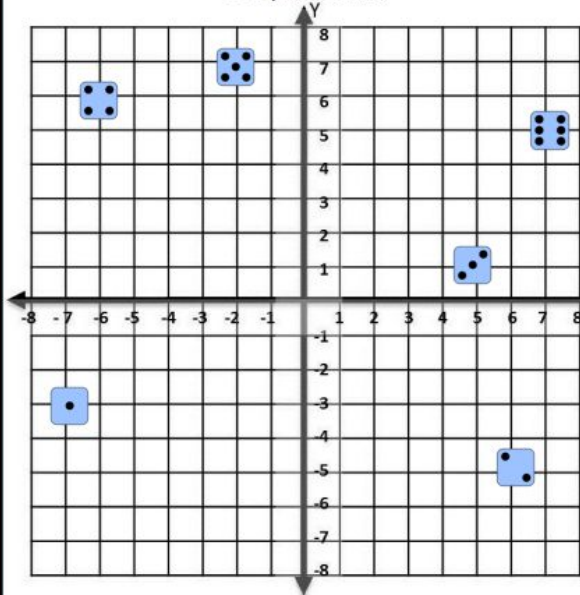
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 Check  
YOUR WORK!

## Level 4 – Card 2 Answers

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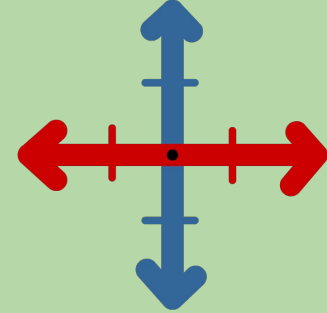


State the coordinates of the following:

- a)  ( -7 , -3 )
- b)  ( 6 , -5 )
- c)  ( 5 , 1 )
- d)  ( -6 , 6 )
- e)  ( -2 , 7 )
- f)  ( 7 , 5 )

Check your answers.  
Remember if you need help refer back to the video.

# Mathematics: The Cartesian Coordinate System



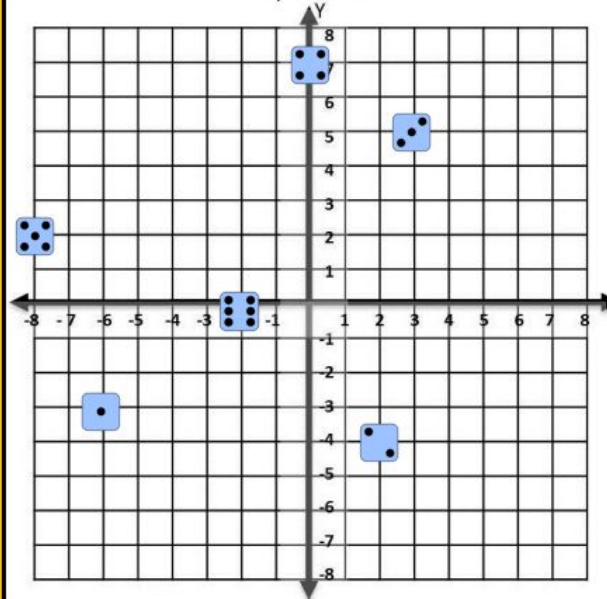
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Write the coordinates in your books. Remember if you need help refer back to the video.

## Level 4 – Card 3

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State the coordinates of the following:

- a) ( , )
- b) ( , )
- c) ( , )
- d) ( , )
- e) ( , )
- f) ( , )

# Mathematics: The Cartesian Coordinate System

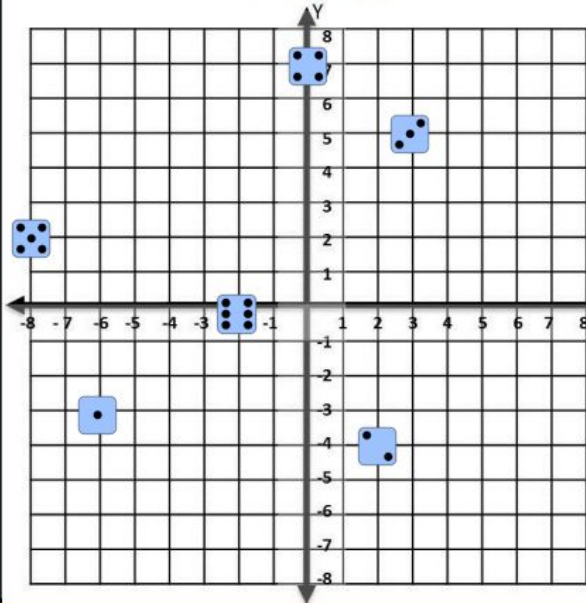


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## Level 4 – Card 3 Answers

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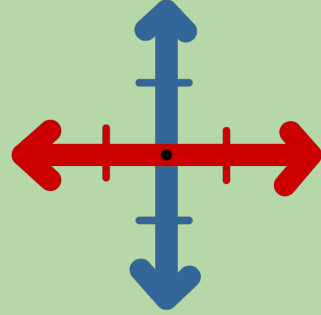


State the coordinates of the following:

- a) ( -6 , -3 )
- b) ( 2 , -4 )
- c) ( 3 , 5 )
- d) ( 0 , 7 )
- e) ( -8 , 2 )
- f) ( -2 , 0 )

Check your answers.  
Remember if you need help refer back to the video.

# Reflection



How confident are you in identifying and recording the given points in all four quadrants of the number plane? Complete the self assessment by choosing an answer below...

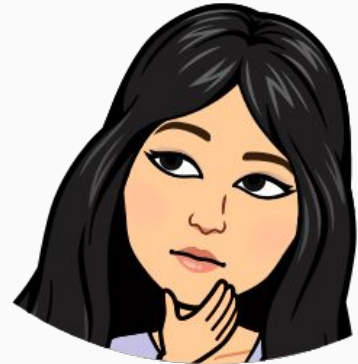
**Very Confident,**

**Confident,**

**OK,**

**I Need Some Help,**

**I Have No Idea!**





# Brain Break





# Matific

1. Go to  
<https://www.matific.com/au/en-au/login-page/>
2. Complete tasks on matific



**matific**

# Break 2: 30 minutes

Go outside.

Take this opportunity to run around outdoors.

Recharge and have a quick bite to eat so that you don't become tired and irritable while you are sitting and working.

Drink plenty of water as well.



# Visual Art and Movement:

*Click on the link below and work through the activities and videos.*



<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-3/monday#h.iros1sgjv7>

Throughout this lesson you will learn about line and artists use this to create artwork and optical illusions. Let's have a closer look at Australian artist, Lesley Dumbrell. She loves to combine patterns with lines, shapes and repetition in a style called 'optical art'.



# Optical Art: Fun Facts



- Optical art is often nicknamed 'op art' and it usually makes an optical illusion.
- Lesley Dumbrell's work is described as a type of 'Morse code' (sound patterns representing letters). In her artwork 'Spangle', she uses patterns with shapes, colours, lines, dots and dashes.
- Artist Bridget Riley is another op artist.
- Use the link if you would like to look at more op art

<https://www.tate.org.uk/kids/explore/what-is/op-art>





**EVERY CHILD IS  
AN ARTIST UNTIL  
HE'S TOLD HE'S  
NOT AN ARTIST.  
- JOHN LENNON**



DIY GENIUS