

Stage 3 Term 4 - Week 3

Tuesday 19th 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	
New Sound		'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 😊	I UNDERSTAND 😊😊	I APPLY 😊😊😊	I ANALYZE 😊😊😊😊	I CREATE 😊😊😊😊😊	I EVALUATE 😊😊😊😊😊😊
Verbal 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 acrostic poem 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.
Mathematical I am logical and work well with numbers	Write your spelling words in order from least letters to most letters.	Use scrabble tiles to work out the sum of each of your words.	Play spelling dollars to work out the value of your words. Vowels = \$1 2 syllables = \$2 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?
Visual/Spatial 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 Tagxedo or Wordle	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.
Kinaesthetic I am hands on and enjoy physical activity	Play celebrity heads with a partner. Give them clues to work out the word.	Play Google Spell Up	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.
Musical 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.
Interpersonal 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
Intrapersonal I work well on my own	List the words that you find hard and easy and why?	Complete a look, say, cover, write, check for homework.	Choose 5 words that you have trouble with. Write them out 5 times each.	Create a word ladder 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

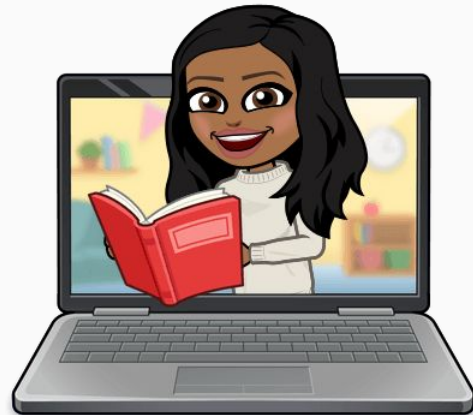
Grab a piece of fruit or have a 10 minute break to go outside reset, refresh and restart.



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?

ANIMALS IN CAPTIVITY

I am writing this letter to inform you that, in my opinion, catching wild animals and using them for the pleasure of others is cruel and very unkind.

Capturing wild animals and taking them out of their natural habitat and putting them into circuses should be illegal. These animals are made to perform circus acts and to live in very restrictive cages. They are also exposed to large crowds and loud noises which is terrible for their general wellbeing. Wouldn't you will agree that this is definitely a form of abuse?

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

(Hint: They must end with a question mark ??????)



LANGUAGE FEATURES ANSWERS

- High Modality/Emotional Words

- Should be, restrictive,
- Cruel, unkind, terrible,
- Definitely



- Evidence or examples to support arguments

- Made to perform circus acts
- Live in restrictive cages
- Exposed to loud noises, large crowds

- Rhetorical Questions

- Wouldn't you will agree that this is definitely a form of abuse?

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.

- 4 Capital Letters
- 2 full stops
- 2 add or change a word
- Remove 1 apostrophe
- Remove 1 hyphen
- 5 spelling mistakes

Too much?
Just do 1 paragraph.

Indoor Play

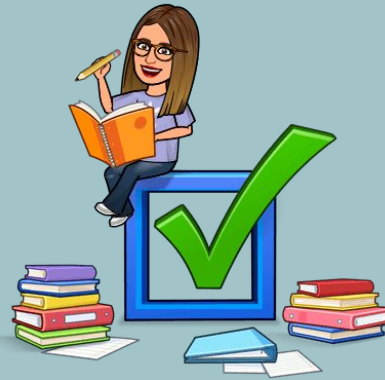
my mum keeps telling me to go and play outside She say's I need fresh air sunshine and physical exercize. But I like indoor play much better!

Some games is simply better suited to in-side play drawing and painting are easier to do at desk. Reading is much more relaxing when sit on a comfortable chair. It makes much more sense to do art and craft on a big table wear you can lay out all of your materials. it makes no sense to do these things outdoors when thay can be done indoors.



15 errors in total

Challenge yourself- Try the whole passage!



 **Check
Your Work**



Text 4 – Indoor Play

My mum keeps telling me to go and play outside. She **says** I need fresh air, sunshine and physical **exercise**. But I like indoor play much better!

Some games **are** simply better suited to **inside** play. **D**rawing and painting are easier to do at **a** desk. Reading is much more relaxing when **sitting** on a **comfortable** chair. It makes much more sense to do art and craft on a big table **where** you can lay out all of your materials. **I**t makes no sense to do these things outdoors when **they** can be done indoors.

In the next two slides, you will read a persuasive text on the topic of
Handwriting vs Typing.

Your task is to **circle the persuasive words and phrases** that you might find.

Other than modality, persuasive language can also include statistics, facts, emotive language, repetition or rhetorical questions and alliteration.

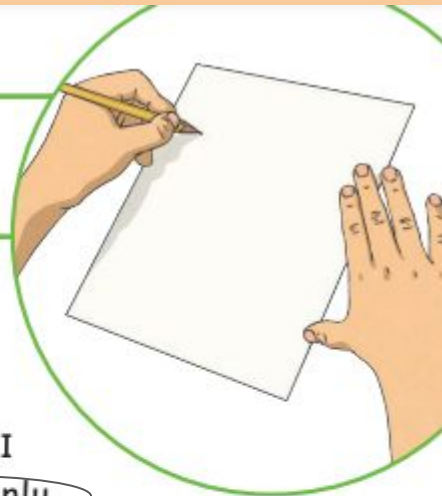
The first few have been circled for you.

**Persuasive
Writing**

Handwriting Is Better Than Typing

In this busy modern world, everyone seems to be looking for the quickest and easiest way to get things done. Just because something is faster though ~~does not mean it is always better~~. While typing on a keyboard may seem like the more convenient and efficient option, I am going to tell you ~~why that is incorrect~~. Handwriting is ~~most certainly~~ better than typing.

To begin, writing by hand is a fantastic tool for ~~developing and strengthening fine motor skills~~. Fine motor development is an essential part of our learning. Without these fine motor skills, we would not only struggle to draw or write anything effectively but also to properly feed ourselves, tie our shoelaces and button or zip our clothes. ~~How on earth would we look after ourselves?~~ Typing on a keyboard may offer some small benefit towards our fine motor development but as it is a less complex task not nearly as much as handwriting. For this reason, it is so important to practice writing by hand, rather than on a keyboard, as often as possible.



Additionally, when writing things down by hand, you really do know what you are writing. Studies have shown that while you are writing your brain is simultaneously comprehending each and every word. You know and understand exactly what you have written and can easily recall where it all is on the page. Typing a text, using a keyboard, makes it much easier to lose track of what you are writing, creating the very likely possibility that your text will turn out to be far more confusing and incoherent.



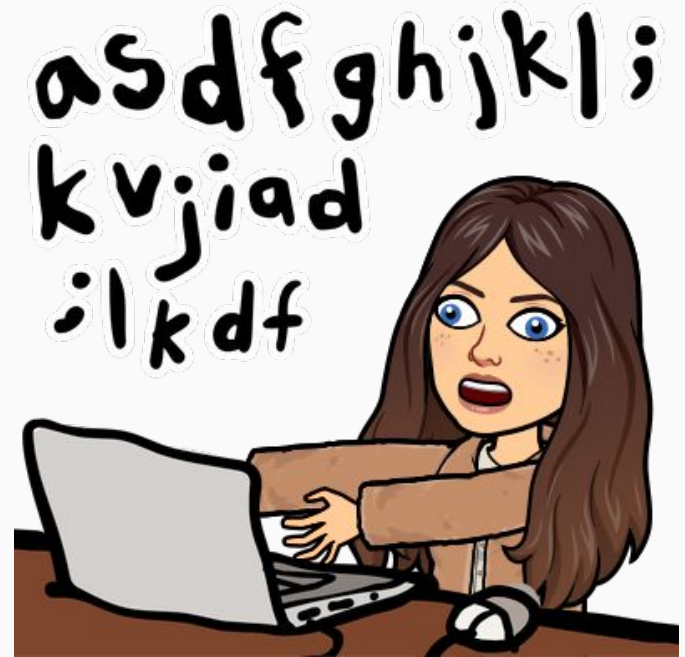
Furthermore, have you ever seen someone working on a computer with just one tab open? Well, I certainly haven't! Computers may offer many exciting opportunities but that also means they offer many more distractions. Even if you don't have multiple programs and tabs open and running at the same time, there will still be a constant stream of pop-up notifications, system alerts or

even technical issues to distract you from your writing process. Therefore, using computers, phones, laptops or any other devices to type your writing really will not serve you well. They disturb and sidetrack your focus, which in turn will affect your writing.

In conclusion, it is clear that the more traditional method of writing by hand is the superior option. While writing with a keyboard may seem like a quick and fun option, it is undoubtedly less effective in getting the job done properly. Stick to pen and paper - it's definitely the best way to write.

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.

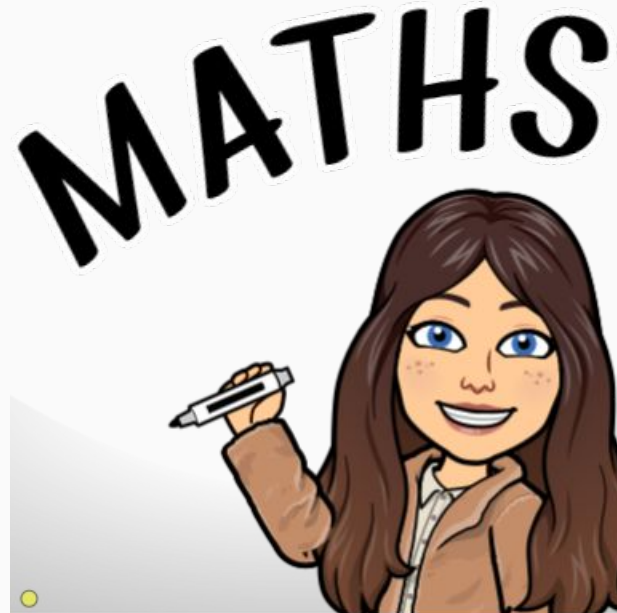


**LET'S DO
LUNCH**

Middle session

Numeracy: Numeracy Ninjas

Week 3 : Session 2



Numeracy Ninjas

Complete the questions, you have 5 -10 minutes

MENTAL STRATEGIES -

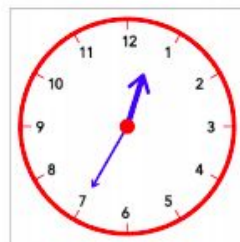
do these in your head

Q	Question	Answer
1	$10 = \square + 3$	
2	$20 = 15 + \square$	
3	What is double 34?	
4	$168 + 10 = \square$	
5	$117 - 70 = \square$	
6	$4 = 3 + \square$	
7	$51 - 10 = 51 - 1 - \square$	
8	$3 + 3 = \square \times 3$	
9	What time is shown on the clock?	am
10	What time was it 59 minutes before 4:00 pm?	
Total out of 10		


TIMESTABLES -

do these in your head

Q	Question	Answer
1	$7 \times 10 = \square$	
2	$9 \div 3 = \square$	
3	$\square \div 7 = 4$	
4	$8 \times \square = 48$	
5	$4 \times \square = 24$	
6	$\square \div 2 = 5$	
7	$5 \times \square = 30$	
8	$10 \times 5 = \square$	
9	$70 \div \square = 7$	
10	$\square \times 10 = 80$	
Total out of 10		



KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$765 + 8937$	
2	$5 - 1 \times 2$	
3	Write 59168 in words. Use the opposite page for your answer.	
4	$16.942 \div 10$	
5	$10 \times (-10)$	
6	Round 0.6938 to 2 decimal places	
7	Value of the dot 	
8	List the first 4 multiples of 15	
9	What is the value of 2^3 ?	
10	$10/1 = \square/6$	
Total out of 10		

Numeracy Ninjas: ANSWERS



Mental Strategies

Q	Question	Answer
1	$10 = \square + 3$	7
2	$20 = 15 + \square$	5
3	What is double 34?	68
4	$168 + 10 = \square$	178
5	$117 - 70 = \square$	47
6	$4 = 3 + \square$	1
7	$51 - 10 = 51 - 1 - \square$	9
8	$3 + 3 = \square \times 3$	2
9	What time is shown on the clock?	12:35 am
10	What time was it 59 minutes before 4:00 pm?	3:01 pm

Times Tables

Q	Question	Answer
1	$7 \times 10 = \square$	70
2	$9 \div 3 = \square$	3
3	$\square \div 7 = 4$	28
4	$8 \times \square = 48$	6
5	$4 \times \square = 24$	6
6	$\square \div 2 = 5$	10
7	$5 \times \square = 30$	6
8	$10 \times 5 = \square$	50
9	$70 \div \square = 7$	10
10	$\square \times 10 = 80$	8

Numeracy Ninjas: ANSWERS

Key Skills

Q	Question	Answer
1	$765 + 8937$	9702
2	$5 - 1 \times 2$	3
3	Write 59168 in words. Use the opposite page for your answer.	Fifty nine thousand, one hundred and sixty eight
4	$16.942 \div 10$	1.6942
5	$10 \times (-10)$	-100
6	Round 0.6938 to 2 decimal places	0.69
7	Value of the dot	35
8	List the first 4 multiples of 15	15, 30, 45, 60
9	What is the value of 2^3 ?	8
10	$10/1 = \square/6$	60



Maths - Fractions

I am learning to

- ❑ Add and subtract like fractions (where the denominators are the multiples).
- ❑ Convert improper fractions to mixed numerals
- ❑ Simplify answers when adding and subtracting fractions



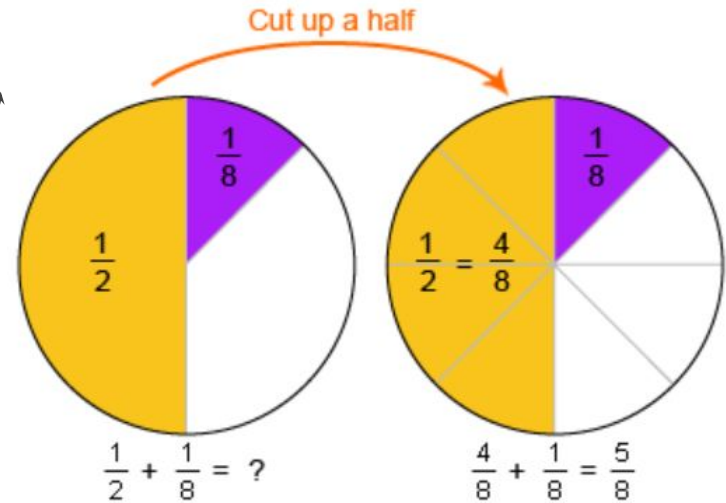
Let's recap...

Yesterday we learnt how to add and subtract fractions with the same denominator, and how to simplify fractions. Today we are going to look at adding and subtracting fractions where the denominators are unlike but are multiples of each other.

Let's learn how!

To add or subtract to unlike fractions, we have to rewrite at least one of the fractions so that they both have the same denominator (are like).

To find $\frac{1}{2} + \frac{1}{8}$, rewrite $\frac{1}{2}$ as an **equivalent fraction**, $\frac{4}{8}$.



Unlike fractions
(different denominators)

Like fractions
(same denominators)

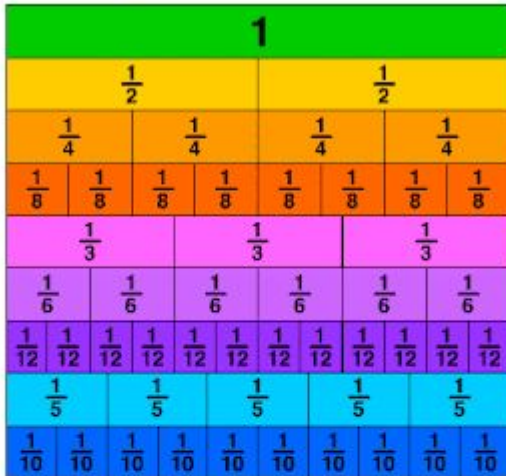
Maths - Fractions

I am learning to

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Watch the video to see how →



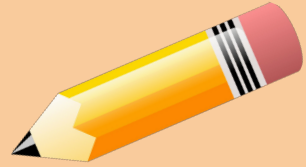
To help, let's recap some equivalent fractions.

A video thumbnail for a Twinkl explainer video. The background is blue and white. The title "Adding Fractions with Denominators That Are Multiples" is written in white on a blue background. Below the title, there are several circular diagrams representing fractions: a purple circle labeled "1" (one whole), a blue circle labeled $\frac{1}{2}$ (half), an orange circle labeled $\frac{1}{3}$, a red circle labeled $\frac{1}{6}$ (sixth), and a blue circle labeled $\frac{1}{10}$. The Twinkl logo is in the bottom right corner. The text "Twinkl Explainer Video" is at the bottom left.

Maths - Fractions

I am learning to

- ❑ Add and subtract like fractions (where the denominators are the multiples).
- ❑ Convert improper fractions to mixed numerals
- ❑ Simplify answers when adding and subtracting fractions



Add the following fractions by changing one of the denominators so that they are the same. Simplify your answer to its simplest form...

$$1. \quad \frac{2}{3} + \frac{1}{6} =$$

$$2. \quad \frac{1}{4} + \frac{1}{8} =$$

$$3. \quad \frac{1}{2} + \frac{3}{10} =$$

$$4. \quad \frac{2}{5} + \frac{7}{15} =$$

$$5. \quad \frac{3}{4} + \frac{1}{12} =$$

Maths - Fractions

I am learning to

- ❑ Add and subtract like fractions (where the denominators are the multiples).
- ❑ Convert improper fractions to mixed numerals
- ❑ Simplify answers when adding and subtracting fractions

A circular logo with a white background and a red border. Inside the circle, there is a red outline of an open book. To the right of the book, the words "Check your work!" are written in a red, handwritten-style font. The text is arranged in two lines: "Check" on the top line and "your work!" on the bottom line.

Check
your work!

Mark your answers for questions 1-5...

$$1. \quad \frac{2}{3} + \frac{1}{6} = \frac{5}{6} \quad 2. \quad \frac{1}{4} + \frac{1}{8} = \frac{3}{8} \quad 3. \quad \frac{1}{2} + \frac{3}{10} = \frac{8}{10} = \frac{4}{5}$$

$$4. \quad \frac{2}{5} + \frac{7}{15} = \frac{13}{15} \quad 5. \quad \frac{3}{4} + \frac{1}{12} = \frac{10}{12} = \frac{5}{6}$$

Maths - Fractions

I am learning to

- ❑ Add and subtract like fractions (where the denominators are the multiples).
- ❑ Convert improper fractions to mixed numerals
- ❑ Simplify answers when adding and subtracting fractions



Now let's try **subtracting** the following fractions by changing one of the denominators so that they are the same. Simplify your answer to its simplest form...

$$6. \quad \frac{1}{2} - \frac{1}{6} =$$

$$7. \quad \frac{6}{8} - \frac{1}{4} =$$

$$8. \quad \frac{3}{5} - \frac{3}{10} =$$

$$9. \quad \frac{2}{3} - \frac{4}{15} =$$

$$10. \quad \frac{4}{5} - \frac{4}{20} =$$

Maths - Fractions

I am learning to

- ❑ Add and subtract like fractions (where the denominators are the multiples).
- ❑ Convert improper fractions to mixed numerals
- ❑ Simplify answers when adding and subtracting fractions

A circular logo with a white background and a red border. Inside the circle, there is a red outline of an open book with pages. To the right of the book, the words "Check your work!" are written in a red, handwritten-style font. The text is arranged in two lines: "Check" on the top line and "your work!" on the bottom line.

Check
your work!

Mark your answers for questions 6-10...

$$6. \quad \frac{1}{2} - \frac{1}{6} = \frac{2}{6} \quad 7. \quad \frac{6}{8} - \frac{1}{4} = \frac{4}{8} = \frac{1}{2} \quad 8. \quad \frac{3}{5} - \frac{3}{10} = \frac{3}{10}$$

$$9. \quad \frac{2}{3} - \frac{4}{15} = \frac{6}{15} \quad 10. \quad \frac{4}{5} - \frac{4}{20} = \frac{12}{20} = \frac{3}{5}$$

Reflection

How confident are you in adding and subtracting unlike fractions that are multiples?
Complete the self assessment by choosing an answer below...

Very Confident,
Confident,

OK,

I Need Some Help,

I Have No Idea!



Brain Break

A clean space can help clear your mind, so spend 2 minutes tidying up your work space and have a boogie to the Robot tune at the same

time!

BEEP
BOOP
BEEP



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.





Drama –

Learning Intentions

- ❑ I will be able to create characters using improvisation
- ❑ I will understand improvisation is spontaneous and imagined in the moment
- ❑ I can explain the purpose of improvisation and an improvisation activity
- ❑ I will explore how to make tell stories and create characters using improvisation





Drama – Lesson 7: Improvisation

In this lesson you must watch the 20 minute video '[Improvising Drama L5/6 – Part 1](#)'. You will be required to pause the video and complete the activities as requested. The activities can be found in the following slides following. Once an activity has being completed you can resume the video where you left off.

Click on the link to watch the lesson <https://vimeo.com/415684086>





Drama – Lesson 7: Improvisation

Activity 1: What is improvisation?

- In your own words, what is improvisation?
- Why might someone want to build improvisation skills?
- Why might you want to 'Make it Matter' in improvisation?





Drama – Lesson 7: Improvisation

Activity 2: Warm Ups

Chewy Toffee / Chewing Gum

Imagine you are chewing a lolly that grows in your mouth making it harder to chew with each bite

Tongue Twisters

*Betty Botter bought a bit of
butter
But Betty Botter bought a bit of
bitter butter
So, Betty Botter bought a bit of
better butter
to make the bitter butter better*
8 Shake

Shake each arm eight times, then your whole body eight times, and then shake them seven times, then six times then, five times, and so on until you get to one big shake.

Malapropism

Point at items nearby and name them with improper titles (Call a chair a fish)

*Fuzzy Wuzzy was a bear,
Fuzzy Wuzzy had no hair,
Fuzzy Wuzzy wasn't very fuzzy,
was he?*

*Black Background, Brown, Background
Background, Background, Black, Brown*





Drama – Lesson 7: Improvisation

Activity 3: Improvisation Activities

10, 20, 30, Second Challenge

A topic will pop up on the screen, for you to talk about and then a 10, 20 or 30 second timer, will tick down. The challenge is to talk about that topic without saying umm, ahh, or pausing.

Quick conversations

This activity sees you playing two characters having a short conversation. Just 3 lines.

Character 1 speaks, then Character 2 speaks, and then Character 1 speaks again

We will give you some characters to play and you can bring them to life for 10 seconds.

Opening Lines

We will give you the opening lines of a range of 20 second monologues you can perform. We will also give you a 20 second timer to keep the improvisation snappy.

Mime

This improvisation will see you miming a range of objects, emotions or actions one after the other.

As soon as the word appears on the screen pick up and interact with the object, do the action or bring the emotion to life using mime. You will have 10 seconds per suggestion.

Chairs Have Ears

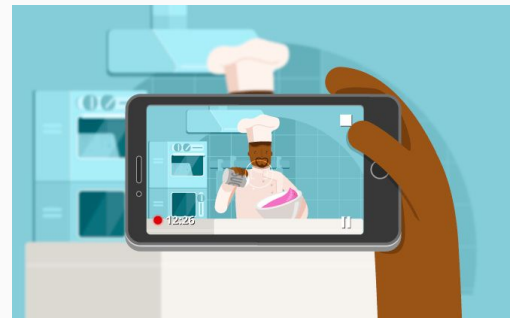
This improvisation will see you choosing one of the stories from a short list and telling the story out loud to a nearby chair, lamp, hat-rack, or similar. The idea is to entertain the chair as much as possible.



Drama – Lesson 7: Improvisation

Activity 4: Record your improvisation

- ★ Practice and film yourself performing a few of your favourite activities.
- ★ Play a character, be physical and have fun! Send that recording to your teacher







GRAPE
JOB!