

Monday 26th July

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: Log onto readworks (what you use for homework). Complete one of the tasks that has been set for your today.

If you can't access readworks, read the read the ["how to wash a dog"](#) procedure below and complete the [worksheets](#) that go with it. Discuss with an adult what you have read. You can complete both if you have time.

Writing:

Click on the following links to view [how to write a procedure](#).

Brainstorm on a piece of paper when you might use or write a procedure.

Grammar: Verbs – Click on the [Verbs](#) link to complete the adjectives worksheet below.

Middle Session

Mathematics

Go onto Matific

<https://www.matific.com/au/en-au/login-page/>

enter your login and password and complete set tasks.

and/or

Number Games: Click on the link to learn how to play ["Strike it"](#). Use a spare piece of paper to do your own.

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8

8 x 1 =	8
8 x 2 =	16
8 x 3 =	24
8 x 4 =	32
8 x 5 =	40
8 x 6 =	48
8 x 7 =	56
8 x 8 =	64
8 x 9 =	72
8 x 10 =	80
8 x 11 =	88
8 x 12 =	96

Dividing by 8

8 ÷ 8 =	1
16 ÷ 8 =	2
24 ÷ 8 =	3
32 ÷ 8 =	4
40 ÷ 8 =	5
48 ÷ 8 =	6
56 ÷ 8 =	7
64 ÷ 8 =	8
72 ÷ 8 =	9
80 ÷ 8 =	10
88 ÷ 8 =	11
96 ÷ 8 =	12

Lunch (10mins eating & 30 mins play)

Afternoon Session

Geography

Last week athletes from all over the world have travelled to Japan, Tokyo to compete in the 2021 Olympics Games. Over the next couple of weeks, you will be researching information about the Olympic Games.

Use the internet to research the follow: Record your research on a piece of paper.

- Make a list of all the sports that will be played at the 2021 Tokyo Olympic games.
- Are there any new sports played at the Olympics this year? If so, what are they?

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (30mins)

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: Log onto readworks (what you use for homework). Complete one of the tasks that has been set for your today.

If you can't access readworks, look at the [invitation](#) below and complete the [worksheets](#) below.

Discuss with an adult what you have read. You can complete both if you have time.

Writing:

Click on this link and read through the [writing stimulus](#) below. Write a procedure on how to make.....

Grammar: Verbs – Click on the [Verbs](#) link to complete the adjectives worksheet below.

Middle Session

Mathematics

Go onto Matific

<https://www.matific.com/au/en-au/login-page/>

enter your login and password and complete set tasks.

and/or

Number Games: Our number for today is 5322. Draw and write everything you know about 5322 (you can use any operation).

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8

8 x 1 =	8
8 x 2 =	16
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Lunch (10mins eating & 30 mins play)

Afternoon Session

Geography Olympic Games Project

Last week athletes from all over the world have travelled to Japan, Tokyo to compete in the 2021 Olympics Games. Over the next couple of weeks, you will be researching information about the Olympic Games.

Use the internet to research the follow: Record your research on a piece of paper.

- Draw the symbols that are used for each sport at the Olympic games.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (30mins)

Morning Session

English

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Reading: Log onto readworks (what you use for homework). Complete one of the tasks that has been set for your today.

If you can't access readworks, read the poem "[Spring is here](#)" below complete the worksheet. Discuss with an adult what you have read. You can complete both if you have time.

Writing:

Edit the procedure that you wrote yesterday.

Click on this link and read through the writing [stimulus](#) below. Write a new procedure on how to play.....

Grammar: Verbs – Click on the [Verbs](#) link to complete the adjectives worksheet below..

Middle Session

Mathematics

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and/or

Number Games: Play ten questions with a member of your family to guess a number (up to 1,000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8

8 x 1 =	8
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Afternoon Session

Geography Olympic Games Project

Last week athletes from all over the world have travelled to Japan, Tokyo to compete in the 2021 Olympics Games. Over the next couple of weeks, you will be researching information about the Olympic Games.

Use the internet to research the follow: Record your research on a piece of paper.

- Research a famous Indigenous Australian athlete. List five to ten facts about them.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (10mins eating & 30 mins play)

Lunch (30mins)

Morning Session

English

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Reading: Log onto readworks (what you use for homework). Complete one of the tasks that has been set for your today.

If you can't access readworks, read the text below "[Sophia the Superdog](#)" and complete the activity below. Discuss with an adult what you have read. You can complete both if you have time.

Writing:

Edit the procedure that you wrote yesterday.

Click on this link and read through the writing [stimulus](#) below. Write a new procedure on how to build a.....

Grammar: Verbs – Write 5 sentences that contain a thinking and saying verb.

Lunch (10mins eating & 30 mins play)

Middle Session

Mathematics

Go onto Matific

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enter your login and password and complete set tasks.

and/or

Number Games: Click on the link to learn how to play "[Strike it](#)". Use a spare piece of paper to do your own.

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

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Lunch (30mins)

Afternoon Session

Geography Olympic Games Project

Last week athletes from all over the world have travelled to Japan, Tokyo to compete in the 2021 Olympics Games. Over the next couple of weeks, you will be researching information about the Olympic Games.

Use the internet to research the follow: Record your research on a piece of paper.

- Research another famous Australian athlete. List five to ten facts about them.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: Log onto readworks (what you use for homework). Complete one of the tasks that has been set for your today.

If you can't access readworks, read the text "[How to make pancakes](#)" and answer the questions. Discuss with an adult what you have read. You can complete both if you have time.

Writing:

Edit the procedure that you wrote yesterday.

Publish one of the procedures that you wrote this week. You could make it into a poster or a brochure.

Grammar: Verbs – Write 5 sentences that contain a relating and doing verb.

Lunch (10mins eating & 30 mins play)

Middle Session

Mathematics

Go onto Matific

<https://www.matific.com/au/en-au/login-page/>

enter your login and password and complete set tasks.

and/or

Number Games: Our number for today is 421. Draw and write everything you know about 581 (you can use any operation).

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8

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Lunch (30mins)

Afternoon Session

Creative Arts

Click on the link below to learn

[How to draw a gold medal](#)

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Week 3 Words

	 Michelangelo	 Raphael	 Donatello	 Leonardo
	The suffix -s means there is more than one of something	The suffix -ed turns a verb into past tense.	The suffix -ed turns a verb into past tense Rule: 111 = Double	To make a verb into it's past tense you can add an t
1	Frogs	tracked	throbbed	lend - lent
2	trucks	jumped	hugged	creep - crept
3	crabs	flashed	chopped	kneel - knelt
4	snacks	helped	skipped	sleep - slept
5	creeks	brushed	flipped	feel - felt
6	blocks	cracked	mapped	dream - dreamt
7	plugs	picked	scrapped	spend - spent
8	sleds	smashed	stripped	keep - kept
9	brooms	mashed	whipped	build - built
10	trays	wished	strapped	sweep - swept
11		cooked	shopped	spoil - spoilt
12		fished	travelled	lose - lost
13			clapped	deal - dealt
14			committed	mean - meant
15				weep - wept
16				leave - left

Master Splinter and Shredder Groups - Wk 3



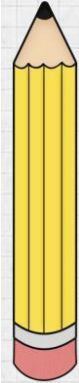
The suffix -s means there is more than one of something

Splinter
zips
cats
pots
legs
kids
dots
bins



Prefixes
con- (meaning: with or thoroughly)
Sounding Out Strategy: syllabic spelling
e.g. con-nect

Shredder	Spelling Bee Words
1	concrete 9 Asteroid
2	condense 10 automatic
3	conclude 11 average
4	conceal 12 bionics
5	concave 13 browser
6	confide 14 calculator
7	conquest 15 calorie
8	concord 16 decimal



Spelling - Choice Board (A)

Pyramid Words

Spell each of your words adding just one letter at a time, so you make a pyramid.



Add 'Em Up!

Write your spelling words.
Total up the value of each spelling word.

Vowels = 5 points
Consonants = 2 points

Ask A Question?

Use each of your spelling words to write a question.
Make sure you use a question mark!

Silly Story

Write a silly story (a paragraph) using all of your spelling words.
Underline your spelling words.

Follow the Swirl

Draw a swirly line. Write your words over and over along the line.



Colour Code

Write the vowels in **blue** and the consonants in **red**.
create

Code Creation

Assign each letter of the alphabet a number.
Write each word using your code.

Picture Perfect

Write each word and draw a picture to represent each word.



zebra

Thesaurus Dig

Choose 5 of your spelling words and find antonyms for them.
Choose 5 of your words and find synonyms for them.



Types of Verbs

Name: _____

Use the words below to complete the sentences.

seem	become	worries	buy	ask	is	whispers	understand	cries	turns	push	feel
laugh	imagine	believe	has	sleep	read	shout	gets	remember	sing	tell	play

Each of these sentences includes a **thinking** verb.

1. His mother _____ a lot over his grades.
2. Can you _____ living in a cave?
3. The boys _____ that the rules are not fair.
4. I don't _____ why she is doing this.
5. We _____ that Peter is innocent.
6. Susan did not _____ her own birthday.

Each of these sentences includes a **doing** verb.

1. John likes to _____ books.
2. They _____ football every Sunday.
3. We _____ the school song every week.
4. Did you _____ Sharon just now?
5. I try not to _____ too late at night.
6. The girls ask their mother to _____ them a toy.

Each of these sentences includes a **saying** verb.

1. What did you _____ him?
2. The little girl _____ when she sees the mouse.
3. They did not _____ for permission to go home.
4. All of us _____ at the teacher's jokes.
5. I _____ at her to warn her of the danger.
6. Sally _____ softly to me about her plan.

Each of these sentences includes a **relating** verb.

1. Jason wants to _____ a pilot in the future.
2. They _____ unhappy over the results.
3. She _____ the top student in her school.
4. This rabbit _____ long ears.
5. My grandmother _____ tired after a short walk.
6. The sky _____ dark very quickly.

Writing A Procedure



Title



Goal

What the procedure aims to make or produce



Materials or Ingredients



Steps in Order
Step-by-step instructions



Conclusion

A short statement outlining what the final product should be/look like

PROCEDURE

The purpose of a procedure is to provide instructions about how to achieve a goal by following a series of steps. Examples of procedures include:

- recipes
- instruction manuals.

Procedures use:

Present tense
Action verbs or commands
Adverbs
Subject-specific vocabulary
Short, clear sentences

Title

Materials

Sequence of steps

How to Wash your Dog

What you will need:

- a large basin
- dog shampoo
- a small bucket
- a large towel
- a dog brush
- a dog treat

What to do:

1. Gently take off your dog's collar and **place** it somewhere safe.
2. Fill up a large basin or sink with warm water.
3. Carefully place your dog into the water.
4. Scoop some water into the small bucket and pour it over your dog.
5. Squeeze some dog shampoo into the palm of your hand. **Gently** massage the shampoo all over your dog. **Do not put** any in your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog.
7. Slowly pick up your dog and wrap it in a towel. **Dry your dog.**
8. When your dog is dry, carefully brush your dog's hair until it feels soft.
9. Give your dog a dog treat as a reward for having a bath.


Subject-specific vocabulary

Present tense

Adverbs

Commands

Short, clear sentences



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Name _____

Date _____

Understanding Sequence

Sequence is the order in which things happen in a text.

1. Number these steps from the procedure from 1 to 9.

When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.	
Give your dog a dog treat as a reward for having a bath.	
Gently take off your dog's collar and place it somewhere safe where it will not get lost.	
Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.	
Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.	
Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo, as it may make your dog itchy.	
Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.	
Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.	
Squeeze some dog shampoo into your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.	

Name _____

Date _____

2. To wash your dog, which of these things should you do first?

Underline the correct answer in each example.

- a) Place your dog into the water **or** brush your dog's hair?
 b) Fill up a large basin with water **or** take off your dog's collar?
 c) Massage shampoo over your dog **or** give your dog a treat?

3. Write down another step that you might do at the beginning of this procedure, before you take off your dog's collar.

4. Write down another step that you might do at the end of this procedure, after you give your dog a treat.

5. Draw a diagram to illustrate these steps of the procedure.

Fill up a large basin with warm water	Massage shampoo all over your dog	Brush your dog's hair until soft

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Types of Verbs

Name: _____

Use the words below to complete the sentences and decide the type of verbs.

believe	appear	whisper	are	is	notice	do	has	shout	seem
say	remember	arrange	wonder	suggest	giggle	yell	understand	stand	kick

- Did you _____ (thinking/saying/doing/relating verb) that weird-looking man over there?
- You can _____ (thinking /saying /doing /relating verb) to him what he can do about this problem.
- Can you _____ (thinking /saying /doing /relating verb) the ball to me?
- I hope he can _____ (thinking /saying /doing /relating verb) what I'm trying to do for him.
- These _____ (thinking /saying /doing /relating verb) my friends.
- They _____ (thinking /saying /doing /relating verb) to have a lot of ideas about what to do.
- You should not _____ (thinking /saying /doing /relating verb) at people, as it is rude to do so.
- He could not _____ (thinking /saying /doing /relating verb) his eyes when he saw all that money.
- Don't just _____ (thinking /saying /doing /relating verb) there. Come and help me.
- We sometimes _____ (thinking /saying /doing /relating verb) how he can do his work so fast.
- The girls tried not to _____ (thinking /saying /doing /relating verb) during the ceremony.
- She tried to _____ (thinking /saying /doing /relating verb) to me but I couldn't hear her well.
- I decided to let her _____ (thinking /saying /doing /relating verb) whatever she wanted.
- Do you still _____ (thinking /saying /doing /relating verb) how to do this?
- The mouse _____ (thinking /saying /doing /relating verb) a long tail.
- She _____ (thinking /saying /doing /relating verb) my teacher.
- The coach had to _____ (thinking /saying /doing /relating verb) out his instructions during the game.
- Do you know how to _____ (thinking /saying /doing /relating verb) this in French?
- Sally likes to carefully _____ (thinking /saying /doing /relating verb) her things.
- She doesn't _____ (thinking /saying /doing /relating verb) to understand this at all.



Types of Verbs

Name: _____

Use the words below to complete the sentences and decide the type of verbs.

imagine	leave	stop	get	guess	chat	believe	decide
pull	laugh	is	grumble	ring	ask	seem	

- As I grow older, I _____ (thinking/saying/doing/relating verb) tired more easily.
- They will definitely _____ (thinking/saying/doing/relating verb) when they learn that they have to do all these work.
- After they have graduated, they will _____ (thinking/saying/doing/relating verb) this town.
- Did you _____ (thinking/saying/doing/relating verb) him whether he wanted to join us tonight?
- She doesn't _____ (thinking/saying/doing/relating verb) to be interested in what I was telling her.
- Try to _____ (thinking/saying/doing/relating verb) yourself as a bird that can soar high into the sky.
- He tried to _____ (thinking/saying/doing/relating verb) her to safety, but to no avail.
- There is no need to _____ (thinking/saying/doing/relating verb) at him, as he is already trying his best to finish the race.
- Mrs. Smith _____ (thinking/saying/doing/relating verb) a good teacher, who is well-liked among the students.
- I can't _____ (thinking/saying/doing/relating verb) the dog from barking whenever it sees a stranger.
- Both my alarm clocks _____ (thinking/saying/doing/relating verb) at the same time every morning.
- We don't _____ (thinking/saying/doing/relating verb) your story, as it is too ridiculous.
- They like to _____ (thinking/saying/doing/relating verb) with each other, while walking to school every morning.
- We still can't _____ (thinking/saying/doing/relating verb) what to do during the holidays.
- Can you _____ (thinking/saying/doing/relating verb) whom I saw at the theatre last night?

How to Make...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Make..."

Think:

What are you going to explain how to make?

Think of something you know how to make well. This could be a food item, a drink, something made out of craft, a computer program or an app.

Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.



teachstarter

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Name: _____

Date: _____

Making Inferences

Making inferences when reading is using what you already know in your head and clues from the text to figure out what will happen next.

1. *Sam is making a splash for his 8th birthday!*

Come get soaked as we celebrate!

What type of party is Sam having? How do you know?

2. *Food: Italian food*

What food might Sam be serving at his party?

3. *Sam's party is due to finish at 5 pm.*

Why do you think this end time was chosen?

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Name: _____

Date: _____

Making Inferences

4. *Bring: Everything you need to jump in and get wet.*

In the box, draw some items you would need to take to the party.

5. Based on the information on the invitation, underline the events that will probably happen at Sam's birthday party.

- a) Sam's dad will read Sam and his friends a bedtime story.
- b) Sam will blow out the candles on his birthday cake.
- c) Sam's sister will be given presents.
- d) The guests will be served fried rice for afternoon tea.
- e) Sam and his friends will swim in Sam's pool.

How to Build a...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Build a..."

Think:

What are you going to explain how to build?

Think of something you know how to build well. This could be a Lego tower, a snowman, a sandcastle, a model or a house of cards.

Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.

How to Play...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Play..."

Think:

What game are you going to explain how to play?

Think of a game you know how to play well. This could be a board game, a game you play with your friends at lunch time, a computer game or a card game.

Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.

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Spring is Here - Worksheet

Name: _____

Date: _____

Spring is Here

Questions

1. In the poem, why do you think the animals are happy that winter is over and spring has arrived?

2. Name all four seasons and write something you know about each one.

3. Which season is your favourite? Why?

4. In the place where you live, in which months does spring occur?

5. Identify three verbs in the poem. Name the noun that is 'doing' that verb.

SOPHIA THE SUPERDOG!

My grandparents have a dog named Sophia. Everyone thinks she's just an ordinary, little white dog, but I know that secretly, she's a Superdog!

Every Sunday, Mum, Dad, Alex and I, go to my Nonna and Nonno's house for a big family lunch. All of my aunts, my uncles and my cousins come too. It's loud and busy, and the food always smells delicious!

Only Nonna and I know that Sophia is a superdog. Last Sunday while Nonna was cooking lunch, Sophia started to bark and jumped around.

"Yap! Yap! Yap!" said Sophia.

"Oh, be quiet!" said my Nonna.

I looked into the kitchen and saw why Sophia was barking. The spaghetti that Nonna was about to cook was alive! The long, skinny noodles slithered along the bench like little snakes.

Everybody else was busy talking and laughing. They didn't see the pasta snakes trying to escape through the kitchen window.

Sophia looked at me. We both knew that if all of the pasta snakes ran away there would be no spaghetti and our family lunch would be a disaster!

Quick as a flash, Sophia jumped up onto the bench and grabbed the pasta snakes between her paws. She put them into a bowl then sat by my feet before anyone had a chance to see.

Except for Nonna.

Nonna smiled at Sophia. Then she smiled at me. Nonna put her finger to her lips and said, "Shhh!".

Sophia the Superdog, had once again saved the day!



Name: _____

Date: _____

Sophia the Superdog!

1. Write about a secret or something special you share with your grandparents.

2. What do you think will happen next time Nonna cooks pasta?

3. Imagine Sophia the Superdog can talk. Write three questions you would ask her.

4. Did the story of Sophia the Superdog make sense to you? Explain why or why not.

5. Imagine you were at the family lunch. Use the table below to record what you would see, smell and hear.

see	smell	hear

6. In one sentence, explain what happened.

Ingredients:

- 1 cup of self-raising flour
- 1 tablespoon of sugar
- 1 egg, lightly beaten
- ¾ cup of milk
- 50 g butter, melted

Equipment:

- Mixing bowl
- Wooden spoon
- Sifter
- Whisk

Method:

- 1) Wash your hands with soap and then gather all the ingredients.
- 2) Whisk the flour and sugar in a mixing bowl.
- 3) Mix in the egg.
- 4) Mix in the milk a little at a time until the batter is smooth and lump free.
- 5) Put the pan on medium heat.
- 6) Brush butter over the cooking surface.
- 7) Pour ¼ of a cup of the pancake mixture into the middle of the pan.
- 8) Flip the pancake over when large bubbles form on the surface.
- 9) Cook until lightly golden on the other side.
- 10) Repeat steps 7-10 until all of the pancake mixture has gone.

Name: _____

Date: _____

Comprehension Questions

1) What is this procedure about?

2) List the things you will need.

3) How many steps are there in this procedure?

4) List the ten words used at the beginning of each step.

5) What types of words are these? (e.g. noun, verb, adjective)

6) What would happen if you forgot to complete step 5 of the method?

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