

Stage 3 Term 4 - Week 2

Tuesday 12th of October 2021





COVER



Week 2 Spelling Lists

Look Cover Say Write check your spelling words in your book.

Then complete two activities from the spelling choice board.

Look Cover Say Write Check

LOOK ...at the sounds, or parts of the words as you read the word.
 three... **th**.r...ee
 phonemic spelling strategy
 twice... **tw**_ice
 onset rime spelling strategy
 enormous...**en**_or...mous
 syllabic spelling strategy

COVER ...the word. Try to see the word and all its sounds in your head.
 th.r.ee







SAY ...each sound or part of the word while revealing a finger.
 three... **th** - r - **ee**
 phonemic spelling strategy
 twice... **tw** - **ice**
 onset rime spelling strategy
 enormous...**en** - **or** - **mous**
 syllabic spelling strategy

WRITE ...the word in alternating colours.
 three... **th** - **r** - **ee**
 phonemic spelling strategy
 twice... **tw** - **ice**
 onset rime spelling strategy
 enormous...**en** - **or** - **mous**
 syllabic spelling strategy

CHECK ...your work.

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Week 2 Words

		Starfish 	Seahorses 	Turtles 	Dolphins 	Stingrays 	Sharks 
Old Words	1	shark	couch	page	build	purify	primitiveness
	2	garden	pout	cringe	biscuit	modify	primogeniture
	3	alarm	spout	tinge	cuilder	electrify	primacy
	4	scar	bout	singe	built	classify	primary
	5	scarf	south	rage	building	magnify	primer
	6	hard	mound	plunge	guild	testify	primarily
	7	car	wound	huge	buildup	rectify	primitive
	8	harp	sound	luge	built-in	identify	primeval
New Sound		'er' as in finger	'aw' as in straw	'dg' as in budget	've' as in sleeve	ology (meaning: study of)	manus (meaning: hand)
New Words	9	ever	saw	badger	grieve	geology	manually
	10	never	draw	budget	native	cardiology	manipulate
	11	under	law	fidget	achieve	mythology	manipulative
	12	river	paw	gadget	deceive	technology	manifest
	13	number	lawn	ledger	believe	astrology	manufacture
	14	sister	drawn	midget	retrieve	terminology	manuscript
	15	jumper	yawn	widget	attractive	psychology	manumit
	16	duster	fawn		extensive	ecology	

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

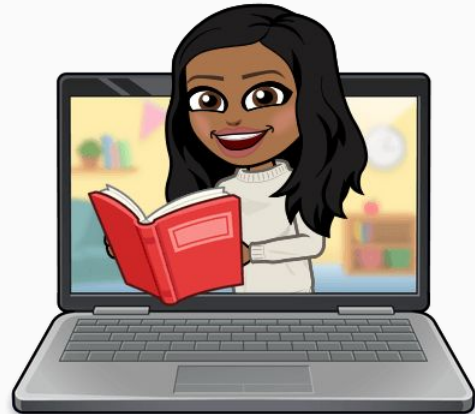
Grab a piece of fruit or have a 10 minute break to go outside reset, refresh and restart.



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.



Grammar and Punctuation

Change these sentences to **commands**.

Can you stop talking please?

We need to walk in a straight line.

Please pass me the remote control.

Can you tell me the time please?

I need help with the shopping bags.



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.

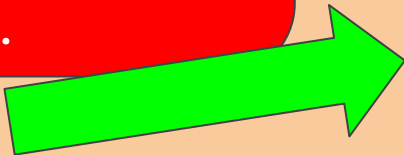
Everyone else, please go to the next slide.



EDITING

Rewrite the passage making the corrections required.

There are 20 errors to find.



7

Under the Bridge

under the villige bridge there lived an unfriendly troll every time a villager tryed to cross the bridge the troll would stop them there was no other way to get to the other side so the villagers had to cross the bridg as soon as they got close to him the troll would reqwest payment for crossing his bridge



Find 4 spelling mistakes.
Add 4 capital letters, 4 full stops and 4 commas.

7. Under the Bridge

Under the **village** bridge, there lived an unfriendly troll. **E**very time a villager **tried** to cross the bridge, the troll would stop them. **T**here was no other way to get to the other side, so the villagers had to cross the **bridge**. **A**s soon as they got close to him, the troll would **request** payment for crossing his bridge.

Persuasive Texts - Language Features

Persuasive texts use formal, clear and persuasive language. This helps the author to convince the reader or listener to agree with their view.

Here are some examples of language you might find in a persuasive text:

- use of the verb 'to be' in the present tense
- use of thinking verbs to describe mental processes
- use of connecting words and phrases to link arguments together
- use of cause and effect connectives to show consequences
- use of strong, emotive words to emphasise a point
- use of modal verbs (modality) to express different levels of certainty.

Persuasive Language - Example

Here are some examples of **present tense verbs**, **connecting words**, **cause and effect words**, **emotive words** and **modal verbs** used in *Stop Polluting the Ocean*.

There **are** many things we **can** do in our everyday lives to help **reduce** this **environmental disaster**. **Drink** water from the tap instead of from plastic bottles. **Also**, **take** reusable shopping bags to the supermarket instead of using plastic ones. **Think** about the amount of garbage you **produce**; don't **waste** unnecessarily. **If** you **see** rubbish while you **are** outdoors, you **should pick** it up and **dispose** of it **responsibly**.



Watch the video for more information on the language features of persuasive texts.

<https://www.youtube.com/watch?v=snTxISDNMSQ&t=7s>

Persuasive Texts

- Let's review

Identifying Persuasive Language

Find and colour these language features in the following persuasive text:

- the verb 'to be' in present tense (red)
- use of cause and effect connectives to show consequences (blue)
- use of modality to express different levels of certainty (green).

Use the example on the previous slide to help you.

Smart Phones Should Be Banned From Classrooms

The number of school-aged children with smart phones is rising. However, smart phones have no place in the classroom and should be banned. They are a huge distraction and are detrimental to learning.



Firstly, smart phones provide access to tools such as calculators. If students are allowed to have their smart phone with them in class, they will use these tools at inappropriate times, such as during exams.

In addition to this, if a student's smart phone was to ring during a lesson, other students could become very distracted. Who wants to listen to someone's private conversation in the middle of class?

Lastly, students will use their smart phone at times when they should be paying attention to their teacher. Students will miss important information and therefore perform poorly in the subject.

In conclusion, the dangers of smart phones in the classroom should not be ignored. For the sake of our children's education, we must ban smart phones from classrooms now and in the future.

Persuasive Texts

- Answers



Smart Phones Should Be Banned From Classrooms

The number of school-aged children with smart phones **is** rising. However, smart phones have no place in the classroom and **should** be banned. They **are** a huge distraction and **are** detrimental to learning.



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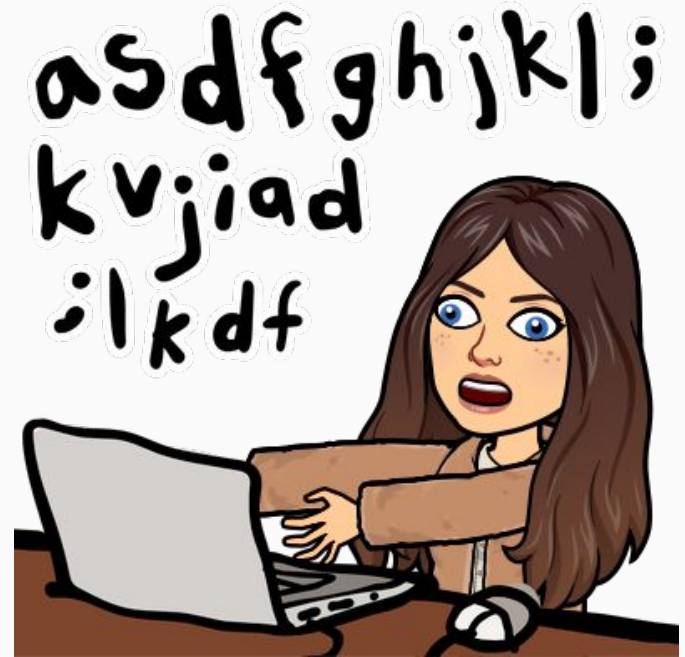
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In conclusion, the dangers of smart phones in the classroom **should not** be ignored. For the sake of our children's education, we **must** ban smart phones from classrooms now and in the future.

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 2 : Session 2



Numeracy Ninjas

Complete the questions, you have 5 -10 minutes

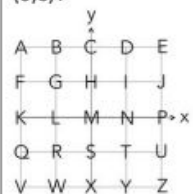
MENTAL STRATEGIES -
do these in your head

Q	Question	Answer
1	$\square + 2 = 5$	
2	$10 + \square = 100$	
3	Halve 6	
4	$79 - 10 = \square$	
5	$24 + \square = 30$	
6	$94 = 34 + \square$	
7	$360 - 353 = \square$	
8	$1 \times 3 = 3$, so $3 \div 3 = \square$	
9	What is 7:20 pm in 24 hour clock format?	
10	From 1:33 pm, how many minutes until 1:51 pm?	
Total out of 10		

TIMESTABLES -
do these in your head

Q	Question	Answer
1	$42 \div \square = 6$	
2	$\square \div 3 = 7$	
3	$2 \times \square = 8$	
4	$\square \div 8 = 8$	
5	$3 \times 8 = \square$	
6	$20 \div \square = 5$	
7	$\square \times 9 = 45$	
8	$\square \div 4 = 10$	
9	$\square \times 7 = 63$	
10	$\square \times 9 = 90$	
Total out of 10		

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$93 \times 241 = \square$	
2	$11259 - 5825$	
3	6.5×1.69	
4	$1.461 = \square\%$	
5	$2.38 + 48.56$	
6	$30 \div (-10)$	
7	$(-3) + (-3)$	
8	Round 861 to 2 s.f.	
9	What is the letter at (0,0)? 	
10	What is $1/5$ of 15?	
Total out of 10		

Numeracy Ninjas: ANSWERS



Mental Strategies

Q	Question	Answer
1	$\square + 2 = 5$	3
2	$10 + \square = 100$	90
3	Halve 6	3
4	$79 - 10 = \square$	69
5	$24 + \square = 30$	6
6	$94 = 34 + \square$	60
7	$360 - 353 = \square$	7
8	$1 \times 3 = 3$, so $3 \div 3 = \square$	1
9	What is 7:20 pm in 24 hour clock format?	19:20
10	From 1:33 pm, how many minutes until 1:51 pm?	18

Timestables

Q	Question	Answer
1	$42 \div \square = 6$	7
2	$\square \div 3 = 7$	21
3	$2 \times \square = 8$	4
4	$\square \div 8 = 8$	64
5	$3 \times 8 = \square$	24
6	$20 \div \square = 5$	4
7	$\square \times 9 = 45$	5
8	$\square \div 4 = 10$	40
9	$\square \times 7 = 63$	9
10	$\square \times 9 = 90$	10

Numeracy Ninjas: ANSWERS

Key Skills

Q	Question	Answer
1	$93 \times 241 = \square$	22 413
2	$11259 - 5825$	5434
3	6.5×1.69	10.985
4	$1.461 = \square\%$	146.1
5	$2.38 + 48.56$	50.94
6	$30 \div (-10)$	-3
7	$(-3) + (-3)$	-6
8	Round 861 to 2 s.f.	860
9	What is the letter at (0,0)?	M
10	What is $\frac{1}{5}$ of 15?	3



Maths - Fractions



I am learning to:

- Express mixed numerals as improper fractions and vice versa
- Develop mental strategies for generating equivalent fractions, such as multiplying or dividing the numerator and the denominator by the same number,

Let's review ...

An **improper fraction** is when the numerator is larger than the denominator.

A **proper fraction** is when the numerator is smaller than the denominator.

A **mixed numeral** involves a whole number and a fraction.

Types of Fractions	
Proper Fractions	
Numerator (top number) is smaller than Denominator (bottom number)	$\frac{1}{3}$ $\frac{5}{8}$
Improper Fractions	
Numerator is larger than Denominator	$\frac{7}{3}$ $\frac{4}{3}$
Mixed Numbers	
Whole number and a fraction	$3\frac{5}{7}$ $2\frac{4}{9}$

Maths - Fractions



I am learning to:

- ❑ Express mixed numerals as improper fractions and vice versa
- ❑ Develop mental strategies for generating equivalent fractions, such as multiplying or dividing the numerator and the denominator by the same number,

A **mixed number** contains whole numbers and parts of a whole (a fraction)

Whole number

A diagram showing the mixed number 2 5/6. The number 2 is a large purple digit. To its right is the fraction 5/6, with 5 as the numerator and 6 as the denominator. An arrow points from the text "Whole number" above to the digit 2. Another arrow points from the text "Fraction" below to the fraction 5/6.

Fraction

Maths - Fractions



I am learning to:

- Express mixed numerals as improper fractions and vice versa
- Develop mental strategies for generating equivalent fractions, such as multiplying or dividing the numerator and the denominator by the same number,

$$3\frac{1}{2}$$

$$2\frac{3}{5}$$

$$5\frac{3}{5}$$

$$4\frac{1}{5}$$

These are all examples of mixed numerals. They include a whole number and a fraction.

What is a Mixed Numeral (or Mixed Number)?

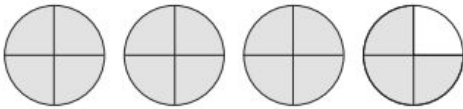
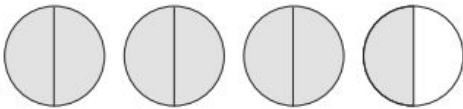
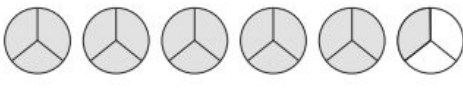
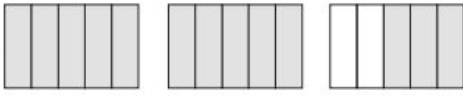
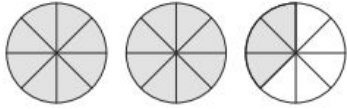



Watch the video. Pause if you need some thinking time and rewatch if you need to.

Your turn ... Don't forget to send a photo to your teacher.

Improper Fractions

7. Write the proper fractions and mixed numbers represented by the shapes below.

Improper Fraction		Mixed Number
a) _____		_____
b) _____		_____
c) _____		_____
d) _____		_____
e) _____		_____
f) _____		_____

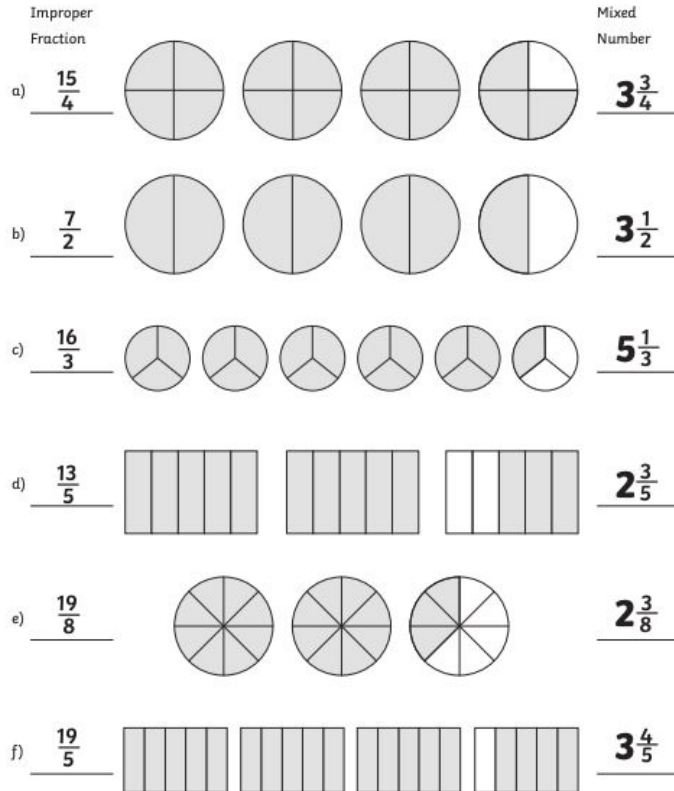


YOUR TURN

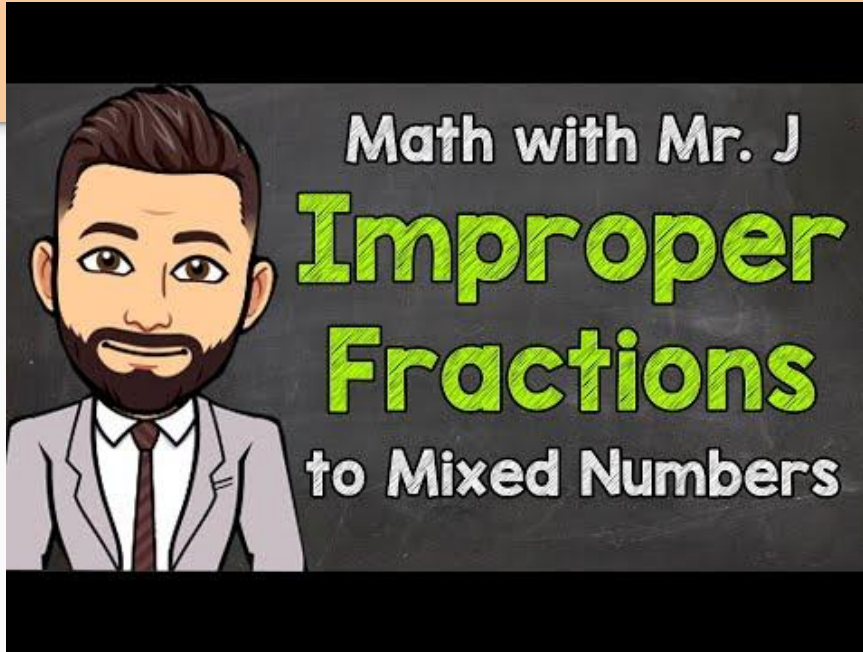
Check your answers

Improper Fractions Answers

7. Write the proper fractions and mixed numbers represented by the shapes below.



So how do we convert improper fractions to mixed numerals and vice versa?



Watch the video. Pause if you need some thinking time and rewatch if you need to.

Your turn ... Remember to rewatch the video if you need to.

1. Ring or write down any mixed number that is equivalent to the improper fraction.

$\frac{13}{3}$	$2 \frac{2}{3}$	$4 \frac{1}{3}$	$5 \frac{1}{3}$	$4 \frac{2}{3}$	$2 \frac{2}{3}$
$\frac{14}{4}$	$3 \frac{2}{4}$	$4 \frac{1}{2}$	$3 \frac{1}{2}$	$4 \frac{1}{4}$	$2 \frac{1}{2}$
$\frac{16}{10}$	$1 \frac{4}{10}$	$1 \frac{2}{5}$	$1 \frac{3}{5}$	$1 \frac{6}{10}$	$1 \frac{8}{10}$
$\frac{20}{6}$	$2 \frac{2}{3}$	$3 \frac{2}{6}$	$3 \frac{2}{3}$	$2 \frac{1}{3}$	$3 \frac{1}{3}$
$\frac{19}{5}$	$4 \frac{1}{5}$	$4 \frac{2}{5}$	$3 \frac{4}{5}$	$3 \frac{3}{5}$	$5 \frac{1}{5}$

Check your answers ...

1. Ring or write down any mixed number that is equivalent to the improper fraction.

$\frac{13}{3}$	$2\frac{2}{3}$	$4\frac{1}{3}$	$5\frac{1}{3}$	$4\frac{2}{3}$	$2\frac{2}{3}$
$\frac{14}{4}$	$3\frac{2}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$	$4\frac{1}{4}$	$2\frac{1}{2}$
$\frac{16}{10}$	$1\frac{4}{10}$	$1\frac{2}{5}$	$1\frac{3}{5}$	$1\frac{6}{10}$	$1\frac{8}{10}$
$\frac{20}{6}$	$2\frac{2}{3}$	$3\frac{2}{6}$	$3\frac{2}{3}$	$2\frac{1}{3}$	$3\frac{1}{3}$
$\frac{19}{5}$	$4\frac{1}{5}$	$4\frac{2}{5}$	$3\frac{4}{5}$	$3\frac{3}{5}$	$5\frac{1}{5}$

Your turn ... Remember to rewatch the video if you need to.

2. Write the following improper fractions as mixed number.

a. $\frac{22}{3} =$ _____

f. $\frac{14}{5} =$ _____

k. $\frac{23}{10} =$ _____

b. $\frac{5}{2} =$ _____

g. $\frac{16}{3} =$ _____

l. $\frac{19}{4} =$ _____

c. $\frac{21}{6} =$ _____

h. $\frac{17}{8} =$ _____

m. $\frac{19}{7} =$ _____

d. $\frac{34}{10} =$ _____

i. $\frac{22}{9} =$ _____

n. $\frac{21}{5} =$ _____

e. $\frac{31}{4} =$ _____

j. $\frac{27}{12} =$ _____

o. $\frac{30}{6} =$ _____

All you need to do is use **DIVISION** eg for No1 - how many times does 3 fit into 22? Remember to record the remainder over the denominator.

Check your answers ...

2. Write the following improper fractions as mixed number.

a. $\frac{22}{3} = \underline{7 \frac{1}{3}}$

b. $\frac{5}{2} = \underline{2 \frac{1}{2}}$

c. $\frac{21}{6} = \underline{3 \frac{1}{2} \text{ or } 3 \frac{3}{6}}$

d. $\frac{34}{10} = \underline{3 \frac{4}{10} \text{ or } 3 \frac{2}{5}}$

e. $\frac{31}{4} = \underline{7 \frac{3}{4}}$

f. $\frac{14}{5} = \underline{2 \frac{4}{5}}$

g. $\frac{16}{3} = \underline{5 \frac{1}{3}}$

h. $\frac{17}{8} = \underline{2 \frac{1}{8}}$

i. $\frac{22}{9} = \underline{2 \frac{4}{9}}$

j. $\frac{27}{12} = \underline{2 \frac{3}{12}}$

k. $\frac{23}{10} = \underline{2 \frac{3}{10}}$

l. $\frac{19}{4} = \underline{4 \frac{3}{4}}$

m. $\frac{19}{7} = \underline{2 \frac{5}{7}}$

n. $\frac{21}{5} = \underline{4 \frac{1}{5}}$

o. $\frac{30}{6} = \underline{5}$

CHALLENGE TIME!!

3. Answer these questions, writing your answer as mixed numbers

a. 27 children sit at tables of 6, filling all the tables where possible. Express how the tables are filled using a mixed number. _____

b. A teacher asks 2 children to sort 73 tennis balls into baskets of 10 balls, filling the baskets where possible. Express how the baskets are filled using a mixed number. _____

c. A pizza van sells pizza slices. Each slice is one quarter of a pizza. At the end of the day the pizza seller works out how many pizzas he has left. On one day he has 9 pieces. How many pizzas does he have left? _____

d. Write some of your own questions for which the answer is a mixed number.

Send a photo of all your work to your teacher.

TAKE THE
CHALLENGE



Check your answers ...



3. Answer these questions, writing your answer as mixed numbers

a. 27 children sit at tables of 6, filling all the tables where possible. Express how the tables are filled using a mixed number. $4 \frac{3}{6}$ or $4 \frac{1}{2}$

b. A teacher asks 2 children to sort 73 tennis balls into baskets of 10 balls, filling the baskets where possible. Express how the baskets are filled using a mixed number. $7 \frac{3}{10}$

c. A pizza van sells pizza slices. Each slice is one quarter of a pizza. At the end of the day the pizza seller works out how many pizzas he has left. On one day he has 9 pieces. How many pizzas does he have left? $2 \frac{1}{4}$

d. Write some of your own questions for which the answer is a mixed number.

Reflection ...

How confident are you in converting between improper fractions and mixed numerals?
Complete the self assessment by choosing an answer below...

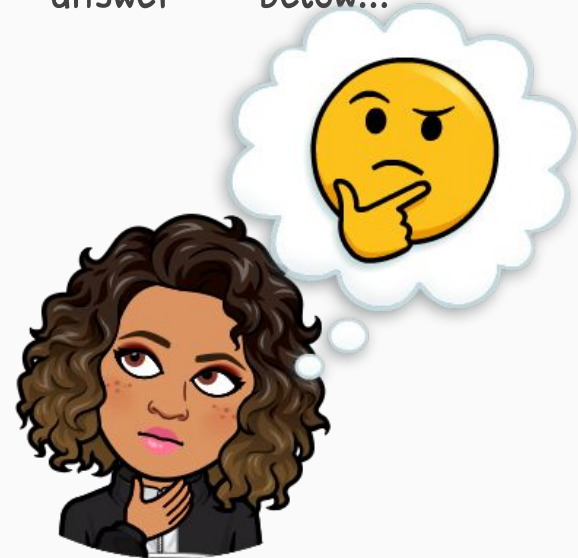
Very Confident,

Confident,

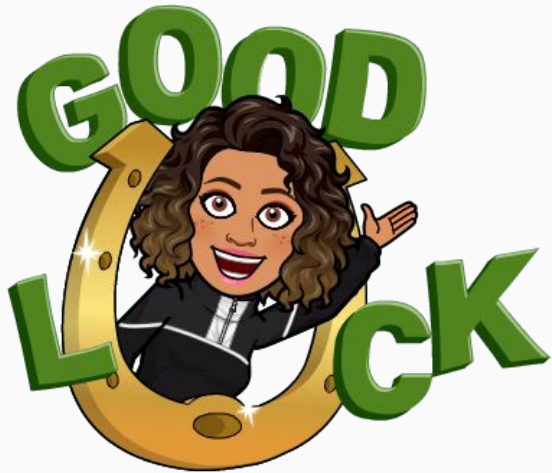
OK,

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.

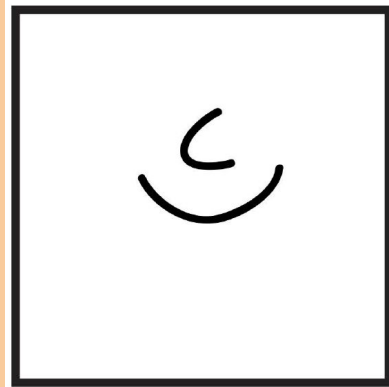
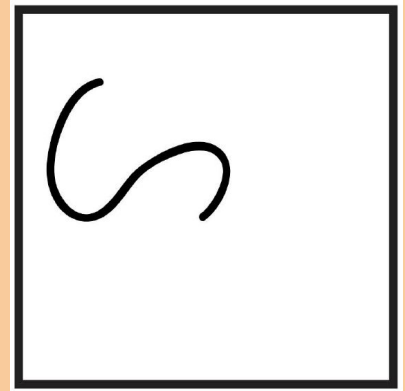
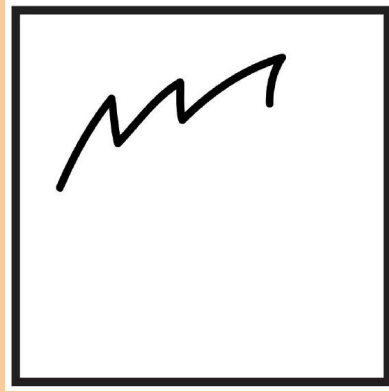
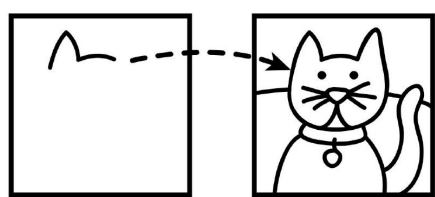


Creativity Warm-up

whoops! Someone forgot to finish
these three pictures.

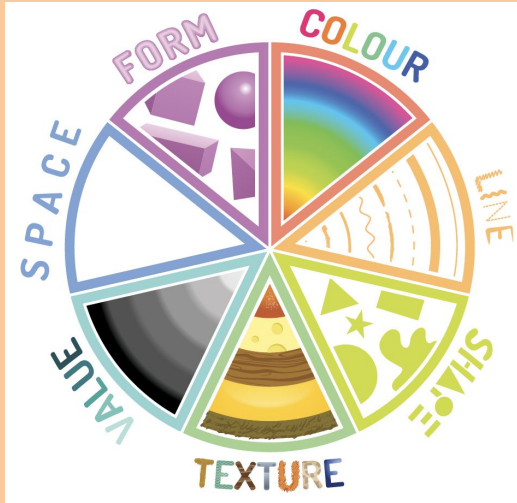
Use your imagination to draw the
rest. You can use lead pencil, crayons,
markers or coloured pencils to design.

Here's an example ...



Visual Arts: Colour

Today you'll be creating an artwork based on the art element 'colour'. Read through the poster before moving onto the next slide.



COLOUR

Colour is the hue that is created when light reflects off an object and hits a person's eye.

The diagram features a central color wheel with 12 segments. Surrounding the wheel are four groups of color swatches:

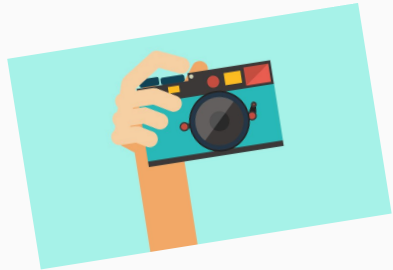
- PRIMARY COLOURS**: RED, YELLOW, BLUE
- SECONDARY COLOURS**: GREEN, ORANGE, PURPLE
- WARM COLOURS**: RED, YELLOW, ORANGE
- COOL COLOURS**: GREEN, BLUE, PURPLE

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A Found Objects Colour Wheel

Explore the art element 'colour' by creating your own colour wheel using objects from around your house.

You must gather items that fit into each colour on the colour wheel. The objects don't have to be completely one colour to fit into the colour family, but they should be mostly that one colour (have a look at the examples below). Make sure you return everything when you're done.



Don't forget to share your colour wheel with your teacher!



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YOU ARE LLAMAZING

