



STAGE 2 - TERM 3 WEEK 3 PROGRAM OVERVIEW - STUDENTS

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>
Morning Session Literacy 9:00 - 11:00 am	<p><i>Pick an activity from the wellbeing grid</i> Colour the activity on the grid once you have completed it</p> <p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: Summarise. WILF: Identify the VIPs by the text</p> <p>Read the text called: <i>What is Minecraft?</i></p> <p>Highlight VIPs and complete the table with 10 facts from the text.</p>	<p><i>Pick an activity from the wellbeing grid</i> Colour the activity on the grid once you have completed it</p> <p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: identify Author's Purpose. WILF: Use clues in the text to identify Author's Purpose and the Audience</p> <p>Read the text called: <i>Lions Eat Vegetables.</i></p> <p>Identify the purpose / audience and provide clues from the text to support your thinking.</p>	<p><i>Pick an activity from the wellbeing grid</i> Colour the activity on the grid once you have completed it</p> <p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: Read a text with fluency. WILF: Using expression and punctuation when reading.</p> <p>Read the text to your parents, siblings or pet with expression.</p> <p>Answer this reflection question: What went well and what would you do to improve for next time?</p>	<p><i>Pick an activity from the wellbeing grid</i> Colour the activity on the grid once you have completed it</p> <p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: visualise (picture) a text. WILF: use clues in the text to visualise and draw images to match</p> <p>Read the text: <i>Through the Magic Garden.</i> Reread and highlight clues to help draw your images for the Orientation, Complication, Sequence of events, Resolution. Draw what you visualise in the table.</p>	<p><i>Pick an activity from the wellbeing grid</i> Colour the activity on the grid once you have completed it</p> <p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: Make inferences. WILF: Clues from the image.</p> <p>Look at the image and observe what you think it is about. - Scaffold provided</p> <p>E.g.</p> <ul style="list-style-type: none"> • <i>I wonder... because</i> • <i>I can tell that...</i> • <i>I know this... because</i> • <i>Based on the picture... I think that...</i>
	Fruit Break	Fruit Break	Fruit Break	Fruit Break	Fruit Break
	<p>English: Writing WALT: Write a persuasive text using high modality words</p> <p>Online learning should replace going to school. Do you agree or disagree?</p>	<p>English: Writing WALT: Write a descriptive paragraph using show don't tell.</p> <p>What do you think happens next? How is the person feeling?</p>	<p>English: Writing WALT: Write a letter using compound and complex sentences.</p> <p>Write a letter to someone you haven't seen during lockdown. Tell them what you have been doing at home and how you have been feeling.</p>	<p>English: Speaking & Listening WALT: Conduct an interview.</p> <p>Interview an adult from home and find out what life was like when they were a child. Think of at least 3-5 questions to ask. Record your questions and answers.</p>	<p>English: Writing WALT: Write a diary entry using compound and complex sentences.</p> <p>If you could go anywhere in the world right now, where would you go and why?</p>

LUNCH	Break 11:00- 11:50 am	Break 11:00- 11:50 am	Break 11:00- 11:50 am	Break 11:00- 11:50 am	Break 11:00- 11:50 am
<p>Middle Session Numeracy</p> <p>11:50 - 1:35pm</p>	<p><u>Mathematics: Multiplication</u> WALT: to solve multiplication problems. WILF: a range of multiplication strategies.</p> <p>Choose one question to complete - pineapple, orange or watermelon.</p> <p>Solve the question using the given strategies.</p>	<p><u>Mathematics: Multiplication</u> WALT: to solve multiplication problems. WILF: a range of multiplication strategies.</p> <p>Choose one question to complete - pineapple, orange or watermelon.</p> <p>Solve the question using the given strategies.</p>	<p><u>Mathematics: Division</u> WALT: to solve division problems. WILF: use division strategies and provide reasoning.</p> <p>Choose one question to complete - pineapple, orange or watermelon.</p> <p>Solve the question using the given strategies.</p>	<p><u>Mathematics: Division</u> WALT: to solve division problems. WILF: use division strategies and provide reasoning.</p> <p>Choose one question to complete - pineapple, orange or watermelon</p> <p>Solve the question using the given strategies.</p>	<p><u>Mathematics: Multiplication/ Division</u> WALT: use inverse operations WILF: making a connection between multiplication and division</p> <p>Choose one question to complete - pineapple, orange or watermelon</p> <p>Solve the question using the given strategies.</p>
<p>RECESS</p> <p>1:35 - 2:00 pm</p>	Break	Break	Break	Break	Break
<p>Afternoon Session</p> <p>2.00 - 2:50 pm</p>	<p><i>Complete RFF/Cultural Study activity</i> Activity found in your RFF seesaw class.</p> <p>Offline: see worksheets</p>	<p><i>Pick an activity from the KLA grid</i> Colour the activity on the grid once you have completed it.</p>	<p><i>Pick an activity from the KLA grid</i> Colour the activity on the grid once you have completed it.</p>	<p><i>Pick an activity from the KLA grid</i> Colour the activity on the grid once you have completed it.</p>	<p><i>Pick an activity from the KLA grid</i> Colour the activity on the grid once you have completed it.</p>

KLA Activity Grid

Pick one activity to complete each day. Colour in the activity once you have completed it.

CAPA	HSIE	PDHPE
<p>Visual Arts</p> <p>Find a rock outside and paint it. Make your own cute rock pet.</p> 	<p>Geography</p> <p>Choose a vegetation type. Draw, colour and label a detailed picture of this vegetation type and write a short paragraph to explain its features.</p> 	<p>PE</p> <p>Running challenge: Time yourself running. Record your time. Do this 5x and try to beat your time every time you run. What is your fastest time? How far did you run?</p> 
<p>Dance</p> <p>Make up a dance to your favourite song and record yourself dancing to this song. <i>*Make sure the lyrics are appropriate.</i></p> 	<p>History</p> <p>Research the history of the Playstation and make a timeline of how this technology has changed over time.</p> 	<p>PDH</p> <p>Write a letter to a classmate/school friend asking them how they are and letting them know you are thinking of them. Share with them how learning from home is going and what you have been doing.</p> 
<p>Drama</p> <p>Choose a scene from a movie. Act this out and record yourself.</p> 	<p>Civics & Citizenship</p> <p>Surprise your family by cleaning up a room in the house without being asked. How neat can you make it? What was their reaction to this?</p> 	<p>PDH</p> <p>Design a healthy menu for a day at home. Present the menu to your family in a creative way.</p> 
<p>Visual Arts</p> <p>Use building blocks to make shapes you can draw around. How does the shadow change if you rotate the block? Is the shadow different at different times of day?</p> 	<p>Civics & Citizenship</p> <p>Write a list of everyone in the class. Write something nice about each person in the class and share it to Seesaw for everyone to see.</p> 	<p>PE</p> <p>How many times can you jump up and down in 1 minute?</p> 

SCIENCE

Science: Walking Water Experiment

You'll need: paper towels, food colouring, six cups and water.

Before you start - Predict!

1. What do you think will happen to the coloured water?



Science: Walking Water - Do the experiment!

1. Prepare the six cups:
 - One with water and yellow food colouring
 - One with water and red food colouring
 - One with water and blue food colouring
 - Three empty cups
2. Arrange them in a line, alternating coloured and empty cups.
3. Make bridges between the containers with folded paper towels.
4. After 24 hours, observe the changes.

Write a paragraph describing what happened to the coloured water and paper towels. Was your prediction correct? Explain your thinking.

Science: Zip Line

You'll need:

- Two different types of long string (wool, thread or rope)
- Two empty toilet paper rolls.

Before you start - Predict!

1. How long do you think it will take for your toilet rolls to reach the other end?
2. Which string will it travel faster on?



Science: Zip Line - Do the experiment!

1. Decorate the empty toilet paper rolls.
2. Connect two long pieces of string from one end of the room to another. Slide on the toilet paper rolls so each zipline has its own one. Make sure that one side is higher than the other side. The steeper the incline, the faster your toilet rolls will go.
3. Hold your toilet rolls from the higher end of the zip line and release.

Science: Magic Milk

You'll need: A shallow bowl of milk, food colouring, cotton bud tip and dish soap.

Before you start - Predict!

1. What do you think will happen when dish soap is added?



Science: Magic Milk - Do the experiment!

1. Put a few drops of food colouring in a shallow bowl of milk.
2. Add a little dish soap to a cotton bud tip and dip it into the bowl of milk.
3. Observe what happens to the food colouring and milk.

Challenge: Explain why the chemical reaction happened.

Science: Ice-Cream in a Bag

You'll need: Milk, 2 tablespoon sugar, 1/2 teaspoon vanilla extract, 3 cups ice, 1/3 cup salt, a small zip lock bag and a large zip lock bag

Before you start - Predict!

1. What do you think will happen to the milk?



Science: Ice-Cream in a Bag - Do the experiment!

1. In a small zip lock bag, combine milk, sugar and vanilla extract. Carefully push out excess air and seal.
2. Combine ice and salt in a large zip lock bag.
3. Place the small bag inside the bigger bag and shake vigorously for 7 to 10 minutes, until ice cream has hardened.
4. Remove from the bag and enjoy.

Reading (Term 3 Week 3 – Monday)

1. Read a book of your choice for 15 mins

2. Read What is Minecraft? And complete the activity on ViPs

What Is Minecraft?

Minecraft is a super popular video game. In this game, players build and create with a variety of different blocks in digital, three-dimensional worlds. The purpose of the game is to build and explore. There are no points or levels to work through.

There are two main modes, or ways to play, Minecraft. They are *Survival* and *Creative*.

In *Survival mode*, players need to find their own building supplies and food to be able to continue playing the game. They can also interact with mobs, which are block-shaped creatures that move. Some of these creatures are friendly, but some are definitely not!

In *Creative mode*, players are given the supplies they will need to build and break all kinds of blocks. Players do not need to eat to survive when playing in Creative.

To play *Minecraft*, you will need a computer or digital device. There are compatible versions of the *Minecraft* game for a variety of different computers, tablets and smartphones. You will also need to create an online account. Any players aged 12 or under will need to have a parent create their account for them.

Don't forget, you should always ask a parent before going online!



WALT: Summarise. **WILF:** Identify the Very Important Points (Facts) in the text

Read *What is Minecraft* and highlight the facts.

Write **10 facts** from the text about Minecraft:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Monday- Writing



English - Writing (Teacher Model)



WALT: Write a persuasive text using high modality words

Example: Here is an example of how you can start off your persuasive writing. Try to give at least 3 reasons as to why you agree or disagree.

We live in a world with too much technology.
Do you agree or disagree?

I agree, I think we do live in a world with too much technology.

I **strongly** believe that technology is disconnecting us from each other. I **think** that families are so addicted to their devices that they are no longer spending time together. We should **regularly** have quality conversations with each other, it's far more meaningful than a text. It's **undoubtedly** quite sad that while we live in a world that's connected, we're more disconnected than ever from the people we love most.

Reason 2:

Reason 3:

Choose some modality words you would use for reason 1

High Modality	Medium Modality	Low Modality
Strongly Undoubtedly Certainly Must Definitely Have to	Regularly Probably Often Usually Likely Should	I think Maybe Sometimes Might Could Occasionally



English - Writing (Your Turn)

WALT: Write a persuasive text using high modality words

Try to share 3 reasons why you agree or disagree with the following statement

Online learning should replace going to school.
Do you agree or disagree?

Going to school to learn



Online Learning



Modality

Low (Weakest)	Medium	High (Strongest)
could	apparently	absolutely
couldn't	frequently	must
doubtful	likely	always
I think	often	certainly
may	ought to	clearly
maybe	probably	definitely
might	regularly	has to
might not	scarcely	have to
occasionally	should	impossibly
perhaps	shouldn't	invariably
possibly	usually	is
potentially	would	will not
rarely	wouldn't	
sometimes		
unsure		



Reading (Term 3 Week 3 – Tuesday)

1. Read a book of your choice for 15 mins

2. Read Lions Eat Vegetables and answer the questions

Lions Eat Vegetables

story by Rolli | illustrated by David Legge

PSST. WANT TO KNOW A SECRET?

Lions eat vegetables. It's true. They used to eat only zebras, zebras and more zebras. But they got tired of that (wouldn't you?) and decided to try other things. This is how it happened ...

...

One morning, just after breakfast, all the lions in the savannah lay around picking bits of zebras out of their teeth.

'Hey!' cried the Oldest Old Lion. 'Why don't we try something else, something besides zebras?'

'But zebras are all we like,' another lion pointed out.

'Anyway, there's nothing else to eat.'

'Of course there is!' snapped the Oldest Old Lion.

'Like what?'

The Oldest Old lion looked left, right and up and down—which meant he was thinking. Finally, he said one word: 'Vegetables.'

'Vegetables!' cried the lions. 'They don't look very tasty.'

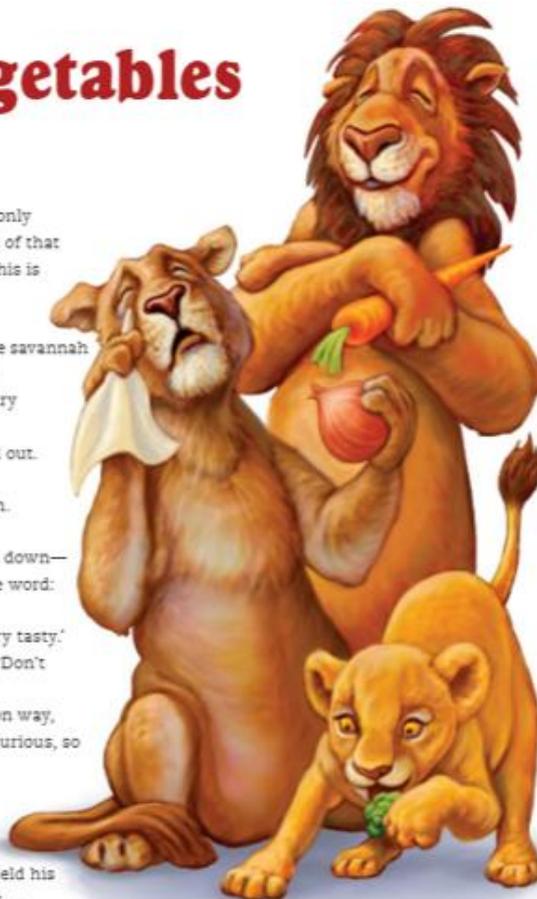
The Oldest Old lion crossed his arms and said, 'Don't decide till you've tried them.'

Then he sneaked off in his crafty Oldest Old Lion way, which takes years to learn. The other lions were curious, so they followed him.

Before too long, they spotted a bunch of broccoli skipping about in the tall grass.

'Watch this!' whispered the Oldest Old Lion.

He flattened himself out like a furry pancake, held his breath tightly, crept forward slowly, slowly, silently ...



And POUNCED.

The broccoli bunch gave a little scream and tried to run. But it was no use. The lion tore the bunch into a thousand pieces, and gobbled down every last one.

'How was it?' asked the other lions nervously.

The old lion licked his paws, and replied, 'Delicious!'

'Roar!' cried the lions excitedly.

Now it was their turn.

They stalked the celery.

They shredded the cabbage.

They mashed the potatoes.

Soon the little cubs wanted to try. The big lions taught them the proper way to catch an onion (which is to take along a handkerchief). They showed the cubs the easiest way to sneak up on a cauliflower (which is to pretend you're a cauli-bee). Catching green peas was the most fun of all. The cubs would wait patiently at the bottom of the hill with their jaws stretched wide, and when the little peas came rolling down—well, I don't need to tell you what happened next.

In no time, every lion in the jungle was nibbling carrots, chewing spinach and chomping corn (even though it got stuck in their teeth).

'Now, admit it,' said the Oldest Old Lion, burping.

'Admit that you all love vegetables.'

'Roar!' cried the lions excitedly.

The Oldest Old Lion crossed his arms and grinned.

...

Psst. Want to know another secret?

I'm a lion too. I'm the Oldest Old Lion's grandson.

You should come visit us, one day. We don't bite ...

... unless you're a carrot. ■

WALT: identify Author's

Purpose. **WILF:** Use clues in the text to identify Author's Purpose and the Audience

Persuade

Did the author change your point of view of something?
Did the author make you think/believe something?



Inform

Did the author teach you something new?
Did the author give you facts?



Entertain

Did the author entertain you by making you laugh?
Did the author enjoy the story?



What is the purpose of the text (Persuade / Inform / Entertain)?
How do you know? Give at least 3 clues from the text.

Who would read this text and why? Give at least 2 reasons:



Tuesday- Writing



Show, Don't Tell: Teacher Example



What do you think happens next?
How is the character feeling?

As the water gushed through Sonny's hair, **it felt like 33 octopuses were wrestling in his stomach**. His knuckles were stark white as he was holding on for his life swerving past humongous rocks. **Sonny's mind was performing backflips**, as 30 seconds ago he was petrified for his life, but now the exhilaration **surged from the tips of his fingers to the ends of his toes**. As the furious Sea Monster was about to swallow him whole, a grey flash of lightning caught his eye. Sonny blindly stretched out and grabbed the slippery rope and held on like a dog with a bone. He didn't know if it was luck, or if the Shark was trying to save him and he didn't care. When Sonny was sure he was far enough away from the Sea Monster he let go of his rescuer and struggled towards the surface. Fresh air filled his lungs, **as fear left his body like a deflating balloon**. Light as a feather, Sonny slowly floated toward the shore, below him a dark shadow was rising, all Sonny could see, was the sun...



English - Writing (Your Turn)



What do you think happens next?

How is the character feeling?

SCARED



You can show being scared by:

- heart beating out of chest
- hands trembling
- lips quivering
- voice shaking
- can not speak
- eyes wide open
- body very tense
- screaming
- fast and heavy breathing
- covering eyes with your hands

Saying Verbs

- croaked
- gaspd
- gaped
- mumbled
- screamed
- shrieked
- stammered
- whispered
- yelled

NERVOUS



You can show being nervous by:

- butterflies in stomach
- feeling like going to vomit
- big lump in throat
- heart pounding out of chest
- knees wobbling
- shallow breathing
- sweaty palms/ hands
- tumbling/ fidgeting with hands
- stumbling over words
- jump/ startle easily
- stomach tied in knots

Saying Verbs

- chattered
- fretted
- mumbled
- spuffed
- stammered
- stuttered
- whimpered
- whispered

SAD



You can show being sad by:

- lips trembling
- tears in eyes
- frowning
- head hanging low
- shaky or quiet voice
- crying or sniffling
- head held in your hands
- slow, dragging feet
- being down in the dumps
- feeling out of sorts

Saying Verbs

- bawled
- begged
- cried
- howled
- sniffled
- sobbed
- spuffed
- wailed
- whispered



Reading (Term 3 Week 3 – Wednesday)

Read a book of your choice for 15 mins

Focus: Fluency

Read the following text with Expression. Once you have practised enough read it out to your parents/siblings or even your pet.

The Little Seed

One day, Grace was eating some watermelon. She wanted to grow a watermelon of her very own. She decided that she would try.

Grace went to the kitchen. She took some little seeds from her watermelon and put them into a pot of soil. She added some water.

Grace placed the pot on the table. She waited for her watermelon to grow. Nothing happened! Grace went outside to play.

Every day, Grace watered her watermelon seeds. They were taking a very long time to grow! She quickly forgot about them.

One day, Grace noticed something growing out of the pot. It was a little watermelon! She was so excited. Grace watered her little watermelon each day. Finally, it was ready to eat.

It was the most delicious watermelon that Grace had ever had!



Read with Expression - read w/feeling
use punctuation to help you

- ! Exclamation Point *show excitement*
STOP - Voice goes up ↑
- . Period
STOP
- ? Question marks
STOP - Voice goes up ↑
- , Comma
PAUSE - Slow down and take a breath
- “ ” Quotation Marks
GO - Keep going - like you're talking. Imagine being the character

Read like you speak! You are NOT a Robot! 🤖

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After reading - Reflection Time

What went well in your reading and what would you do to improve next time?

Wednesday- Writing



English - Writing

WALT: Write a letter using **compound** and **complex**.

Write a letter to someone you haven't seen during lockdown. Tell them what you have been at home and how you have been feeling.

EXAMPLE:

Monday 19th July 2021

Dear Mrs Seng,

I can't believe we haven't seen each other in over 3 weeks! I've been stuck inside my tiny, crowded home **and** I'm beginning to run out of things to do. During my time in lockdown I have tried to stay active by running around my neighbourhood, **but** sometimes I become extremely lazy. **Since** we are in the middle of winter, I rather stay rugged up in my pyjamas and snuggle in my warm, cosy bed.

Compound Sentence (FANBOYS)	Complex Sentences (ISAWAWABUB)
For and Nor but Or Yet So	If since As When Although While After Before Until Because



Compound Sentences

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.

twinkl visit [twinkl.com](https://www.twinkl.com)

Complex Sentences

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.

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Reading (Term 3 Week 3 – Thursday)

1. Read a book of your choice for 15 mins
2. Read Through the Magic Garden and complete the visualising activity.

Through the Magic Garden

Orientation (Orientation is the BEGINNING of the story)

A beautiful tree stood on its own, with frosty tulips dancing around its base. In the shade of the tree, an antique bench stood proudly. On it sat Emily. She was excited as she pulled back her long golden hair. She gazed at her mysterious book and whispered quietly, "I wish that I was like Alice in Wonderland, where everything is mysterious."

Complication (Complication is the PROBLEM of the story)

Suddenly, the book began to shake. Emily was so scared she jumped out of her seat. "What's happening to my book?" she wondered. Slowly, she reached towards it and opened it up. The pictures looked real, so she jumped right in and landed on her hands and knees. When she looked up, she saw a long curved blue path which led into a deep, dark forest. Emily realised that her wish had come true.

Sequence of Events (Sequence of Events is the MIDDLE of the story)

She began to walk along the thin and narrow path. The trees were very peculiar. They seemed to be looking at her as she passed. The eyes of the trees followed her until she left the forest. At the edge of the forest, she caught her breath and was amazed to see a beautiful and unique bird.

A long-legged flamingo hopped around Emily and said, "Come with me." She was shocked. "A bird that can talk?" she thought to herself.

The brightly-coloured bird led her into a huge, imposing castle. "Wow!" she exclaimed.

"Come inside," said the bird. Inside the castle was a magnificent hall. To the side of the hall was a door. Emily slowly opened it. "Search for your book!" instructed the flamingo.

Resolution (Resolution is the END of the story)

Emily searched for over an hour until she found her treasured book. Quickly, she turned the pages of 'Alice in Wonderland' and jumped right back in. She landed on her feet in the middle of her garden. "I'm glad that's over!"

WALT: visualise (picture) a text. **WILF:** use clues in the text to visualise and draw images to match

1. Go back and reread/listen to the teacher read *Through the Magic Garden*. HIGHLIGHT clues from each section of the text to help you DRAW e.g. 'long golden hair' in the orientation. 2. Use those clues to draw a picture for each section of the story in the table below.

1. Orientation <i>(Beginning of the Story)</i>	2. Complication <i>(Problem of the Story)</i>
3. Sequence of Events <i>(Middle of the Story)</i>	4. Resolution <i>(Ending of the Story / Solves the Problem)</i>

Thursday



English - Writing



WALT: Conduct an interview.

Interview an adult from home and find out what life was like when they were a child.

Think of 5 questions to ask the adult.

Write down the questions and answers.

Example questions you can ask:

- Did you have computers or ipads?
- What toys did you play with growing up?
- Were your parents strict?
- Did you have to do any chores?
- Did you get any free time?
- What kind of homework did you get?
- What was your school like?

Example Interview with Mr. H

What was your school like?

I lived right across the street from my school. In those days there weren't any fences or gates, so I could play on our playground whenever I wanted. I would play soccer, footy and cricket every day on the enormous grass area. In class I wasn't the best student, but I always loved when the teacher read books to the class, especially Rhal Darl.

Did you have computers or ipads?

I can only remember computers coming into school when I was in year 4. We couldn't carry them around like iPads or laptops. They were huge and had to stay in one place. We had a computer lab and we only went once a week. All we could do was publish work. No pictures, no games, no internet.

What toys did you play with growing up?

I was a sporty kid, so I enjoyed all the toys that got me outside and playing. Basketballs, footballs and bikes. In the house I occasionally played with lego.

Were your parents strict?

I used to think they were strict, but now when I look back they were just teaching me how to be a good person. I used to have to always use my manners and speak with respect. I usually got into trouble if I didn't do those things. I would have to go to my room or not be allowed outside if I was in trouble.

Did you have to do any chores?

I used to dry the dishes every night and as I got older I helped my dad in the garden. When I first mowed the lawn I thought it was great, but eventually that became boring work.

Reading (Term 3 Week 3 – Friday)

Read a book of your choice for 15 mins

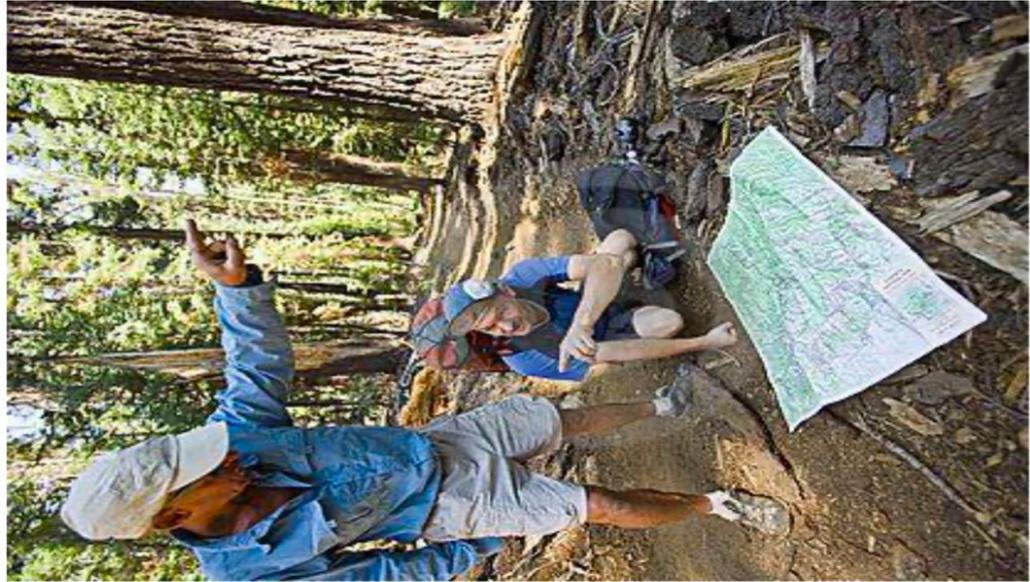
Name:-----

Observe

Wonder?

Infer

- Did I look at everything in the picture?
- Did I ask myself 3 questions about the picture?
- Did I make an inference using the starter "I think" or "Maybe"?





English - Writing (Teacher Model)

WALT: Write a diary entry using compound and complex sentences.

30/7/21

Dear Diary,

It's day 10 of online learning and I miss school so much!
 I love to would drive straight to Lansvale Public School and say hello to my teacher friends.

Since covid hit, being bound within these 4 walls has been tough! I would give anything for life to go back to normal again. I wish coughing didn't feel like a crime or toilet paper isn't so hard to find in supermarkets. I also can't wait to go to Cabramatta and eat a big bowl of Pho with my friends who I haven't seen for a month now. Although I'm not a morning person, I'll be so happy to wake up each morning knowing that I get to teach my students in the classroom. I know it will be awhile before I get to teach at school but I'll hold onto my hopes until that day comes.

Write soon!

Yours sincerely,
 Mrs Halwagy

Choose one of the following conjunctions to write a compound or complex sentence

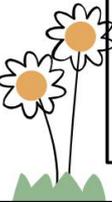
Compound Sentence (FANBOYS)	Complex Sentences (ISAWAWABUB)
For And Nor But Or Yet So	If Since As When Although While After Before Until Because

Tip: Complex Sentence

A dependent clause cannot "stand" by itself. It depends on an independent clause to help it be part of a complete sentence.

An independent clause is a sentence that can "stand" by itself.

Since Mea lost the bet, she had to do her brother's chores.



English - Writing Write your work in a book or on a piece of paper.

WALT: Write a diary entry using compound and complex sentences.
 If you could go anywhere in the world right now, where would you go and why



Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.

Compound Sentences

for and nor but or yet so
 F A N B O Y S

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.

Complex Sentences

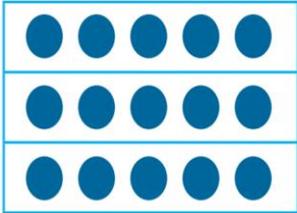
if since as when although while after before until because
 I S A W A W A B U B

Term 3 Week 3 - Maths

Multiplication Strategies

Array

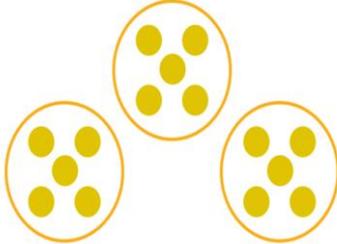
Rows and columns with an equal amount in each.



$$3 \times 5 = 15$$

Equal Groups

Use the same number of ones in each group.



$$3 \times 5 = 15$$

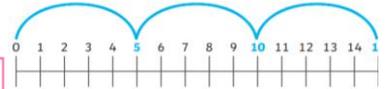
Repeated Addition

$$5 + 5 + 5 = 15$$

$$3 \times 5 = 15$$

Number Line

Starting from zero, hop 5 at a time. Where do you land?



1 hop of 5 = 5

2 hops of 5 = 10

3 hops of 5 = 15

$$3 \times 5 = 15$$

<h2>1</h2> <p>When you multiply by 1, the answer will always be the same as the other number.</p>	$1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$ $1 \times 11 = 11$ $1 \times 12 = 12$	<h2>7</h2> <p>5, 6, 7, 8... Remember that and you'll know at least one fact already! $56 = 7 \times 8$</p>	<h2>10</h2> <p>Learning your tens is easy! Add a zero to the end of the other number to get the answer every time.</p>	$10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$ $10 \times 11 = 110$ $10 \times 12 = 120$	
<h2>4</h2> <p>To multiply by 4, double the number and then double it again.</p>	$4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$ $4 \times 11 = 44$ $4 \times 12 = 48$	<h2>2</h2> <p>When you multiply by 2, just think of your doubles facts and add the other number to itself.</p>	$2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$ $2 \times 11 = 22$ $2 \times 12 = 24$	<h2>11</h2> <p>To multiply by eleven, just repeat the other number twice. (Hint: This only works with numbers up to 9.)</p>	$11 \times 1 = 11$ $11 \times 2 = 22$ $11 \times 3 = 33$ $11 \times 4 = 44$ $11 \times 5 = 55$ $11 \times 6 = 66$ $11 \times 7 = 77$ $11 \times 8 = 88$ $11 \times 9 = 99$ $11 \times 10 = 110$ $11 \times 11 = 121$ $11 \times 12 = 132$
<h2>5</h2> <p>Multiplying by 5 is the same as counting by fives. Or multiply times 10 and cut your answer in half.</p>	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$ $5 \times 11 = 55$ $5 \times 12 = 60$	<h2>8</h2> <p>Double, Double, and Double Again! That's how the trick to multiply by eight.</p>	$8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$ $8 \times 11 = 88$ $8 \times 12 = 96$	<h2>9</h2> <p>Did you know that the digits in the product of any nines fact add up to 9? Try it and you'll see (except 9×11).</p>	$9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$ $9 \times 11 = 99$ $9 \times 12 = 108$
<h2>3</h2> <p>To multiply by 3, double the number and then add another.</p>	$3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$ $3 \times 11 = 33$ $3 \times 12 = 36$	<h2>6</h2> <p>When you multiply a number by six, the product will always be an even number.</p>	$6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$ $6 \times 11 = 66$ $6 \times 12 = 72$	<h2>12</h2> <p>Multiply a number $\times 10$, then $\times 2$, and add the answers. That's a fast way to multiply by 12.</p>	$12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$ $12 \times 11 = 132$ $12 \times 12 = 144$

Choose one group to complete from the pineapple, orange or watermelon. Working out in your Maths book

Monday Maths task:

Pineapple	Orange	Watermelon
<p>Use array and equal group to solve the following questions:</p> <p>Use both of these strategies to solve:</p> <p>$2 \times 7 =$</p> <p>$3 \times 5 =$</p> <p>$4 \times 6 =$</p> <p>$5 \times 9 =$</p> <p>$3 \times 9 =$</p>	<p>Use array, equal group, repeated addition and skip counting to solve the following questions:</p> <p>Use all these strategies to solve:</p> <p>$8 \times 2 =$</p> <p>$5 \times 12 =$</p> <p>$6 \times 6 =$</p> <p>$4 \times 12 =$</p> <p>$9 \times 7 =$</p>	<p>Use orange strategies and the multiplication facts to help you solve the following:</p> <p>$8 \times 2 =$</p> <p>$5 \times 12 =$</p> <p>$6 \times 6 =$</p> <p>$4 \times 13 =$</p> <p>$9 \times 7 =$</p> <p>*explain what strategy is better & why. Use this example to help you explain 4×12</p>

Tuesday Maths task:

<p>Pineapple</p> <p>Question 1. Use both of these strategies to solve these word problems or number problems:</p> <p>$2 \times 6 =$</p> <p>$3 \times 8 =$</p> <p>$4 \times 9 =$</p>	<p>Question 2</p> <p>If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?</p> 	<p>Question 3</p> <p>While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?</p>	<p>Question 4</p> <p>All four judges gave the dancer a score of 10. How many did she score altogether?</p> 
<p>Orange</p> <p>Question 1 How many wheels would 9 tricycles have? Tricycle means 3 wheels</p> 	<p>Question 2</p> <p>Cinema tickets are \$8. Six people go to see a film. How much will they pay altogether?</p> 	<p>Question 3</p> <p>There are 8 chocolates in a bag, and Josef has 6 bags to sell. How many chocolates are there in total?</p> 	<p>Question 4</p> <p>Sarah gets \$4 pocket money from her parents every day of the week if she does all of her chores. How much pocket money would she get in a week?</p> 
<p>Watermelon</p> <p>Question 1 The farmer plants carrots in rows of 9. He decides to plant 7 rows of carrots. How many carrots are there in total?</p>	<p>Question 2</p> <p>My teacher decided to reward us with a pizza party at the end of the week. There are 21 people in my class, and each person is allowed 2 pieces of pizza. A pizza has 7 slices. How many pizzas does he need to buy?</p>	<p>Question 3</p> <p>Create your own word problem using:</p> <ul style="list-style-type: none"> ● $4x$ ● $6x$ ● $7x$ ● $8x$ ● $9x$ <p>Solve it and explain how/why</p>	<p>Question 4</p> <p>Create your own word Problem using a 2 digit and 1 digit number. Solve it and explain how/why For example: Miss Le wants to buy 10 cupcakes. Each cupcake cost \$2. How much will it cost Miss Le to buy all the cupcakes?</p> <p>$10 \times \\$2 = \\20</p>

Inverse

Use multiplication tables to work out a division question.

$$63 \div 9 = ?$$

You can work this out by knowing...

$$7 \times 9 = 63$$

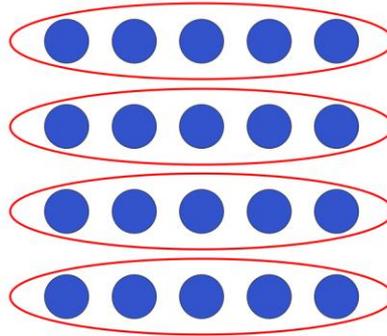
So using the inverse, we know that...

$$63 \div 9 = 7$$

Grouping

$$20 \div 5 = 4$$

20 divided by 5 gives 4 groups.

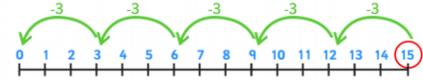


Grouping using arrays.

Repeated Subtraction

You can use repeated subtraction to see how many times a smaller number goes into a bigger one.

$$15 \div 3 = ?$$



The number of times you can take 3 from 15 is 5.

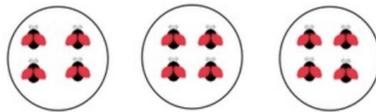
$$15 - 3 - 3 - 3 - 3 - 3 = 0$$

$$15 \div 3 = 5$$

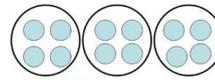
What is Division?

Division means breaking up a whole into smaller, equal pieces.

For example: $12 \div 3 = 4$



division



$$12 \div 3 = 4$$

A mathematical operation based on "sharing" or "separating into equal parts".

Wednesday Maths task:

Pineapple	Orange	Watermelon
<p>Grouping</p> $20 \div 5 = 4$ <p>20 divided by 5 gives 4 groups.</p> <p>Grouping using arrays.</p>	<p>Grouping</p> $20 \div 5 = 4$ <p>20 divided by 5 gives 4 groups.</p> <p>Grouping using arrays.</p> <p>Repeated Subtraction</p> $15 \div 3 = ?$ <p>The number of times you can take 3 from 15 is 5.</p> $15 - 3 - 3 - 3 - 3 - 3 = 0$ $15 \div 3 = 5$	<p>Multiplication Facts and rules</p> <p>Inverse</p> <p>Use multiplication tables to work out a division question.</p> $63 \div 9 = ?$ <p>You can work this out by knowing...</p> $7 \times 9 = 63$ <p>So using the inverse, we know that...</p> $63 \div 9 = 7$
<p>Use arrays and grouping to solve:</p> <p>14 divide it by 2=</p> <p>35 divide it by 5=</p> <p>24 divide it by 2=</p> <p>45 divide it by 5=</p> <p>20 divide it by 10=</p>	<p>Use all these strategies to solve:</p> <p>27 divide it by 3=</p> <p>36 divide it by 3=</p> <p>48 divide it by 4=</p> <p>60 divide it by 5=</p> <p>64 divide it by 8=</p>	<p>Use the orange and watermelon strategies to efficiently solve:</p> <p>72 divide it by 7=</p> <p>81 divide it by 9=</p> <p>99 divide it by 9=</p> <p>110 divide it by 10=</p> <p>144 divide it by 12=</p> <p>*explain what strategy is better & why. Use this example to help you explain</p> <p>72 divide it by 7 is ...I got this by...</p>

Thursday Maths task:

Pineapple	Question 2	Question 3	Question 4
<p>Question 1. Use arrays or grouping to solve these word problems or number problems:</p> <p>12 divide it by 2= 15 divide it by 5= 18 divide it by 3= 20 divide it by 2= 40 divide it by 5=</p>	<p>Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack, how many will they each get?</p>	<p>On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?</p>	<p>A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill?</p>
Orange	Question 2	Question 3	Question 4
<p>Question 1 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?</p>	<p>Three judges award 27 marks overall. They each give the same score. What score did they each give?</p>	<p>Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?</p>	<p>If I save \$21 in one week (saving an equal amount each day), how much money do I save each day?</p>
Watermelon	Question 2	Question 3	Question 4
<p>Question 1 A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?</p>	<p>Mary downloaded the same number of apps for her phone each week. She downloaded 54 apps over a period of 9 weeks. How many apps did she download each week?</p> 	<p>Create your own word problem using:</p> <ul style="list-style-type: none"> ● 77 ● 90 ● 96 ● 110 ● 144 <p>Solve it and explain how/why</p>	<p>Create your own word problem with a remainder. Solve it and explain how/why. For example: <i>3/4S and 3J are going on an excursion. There are 41 students altogether. A car can hold 5 people each. How many cars does the teachers need?</i></p> <p><i>The answer is 8 remainder 1 OR 9 to include the student and the teachers.</i></p>

Friday Maths task:

Division and Multiplication
are Inverse Operations

$$2 \times 3 = 6$$

$$6 \div 2 = 3$$

Multiplication and Division
Fact Families

2, 3, 6
$2 \times 3 = 6$
$3 \times 2 = 6$
$6 \div 2 = 3$
$6 \div 3 = 2$

Pineapple	Question 2	Question 3	Question 4															
<p>Question 1.</p> <p>a) $4 \times \underline{\quad} = 8$</p> <p>b) $3 \times \underline{\quad} = 9$</p> <p>c) $5 \times \underline{\quad} = 20$</p>	<table border="1" style="margin: 10px auto; width: 80%;"> <tr style="background-color: #e0e0e0;"><td>2, 4, 8</td></tr> <tr><td>$2 \times 4 =$</td></tr> <tr><td>$4 \times 2 =$</td></tr> <tr><td>$8 \div 4 =$</td></tr> <tr><td>$8 \div 2 =$</td></tr> </table>	2, 4, 8	$2 \times 4 =$	$4 \times 2 =$	$8 \div 4 =$	$8 \div 2 =$	<table border="1" style="margin: 10px auto; width: 80%;"> <tr style="background-color: #e0e0e0;"><td>2, 6, 12</td></tr> <tr><td>$2 \times \underline{\quad} =$</td></tr> <tr><td>$6 \times \underline{\quad} =$</td></tr> <tr><td>$12 \div \underline{\quad} =$</td></tr> <tr><td>$12 \div \underline{\quad} =$</td></tr> </table>	2, 6, 12	$2 \times \underline{\quad} =$	$6 \times \underline{\quad} =$	$12 \div \underline{\quad} =$	$12 \div \underline{\quad} =$	<table border="1" style="margin: 10px auto; width: 80%;"> <tr style="background-color: #e0e0e0;"><td>3, 6, 18</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	3, 6, 18				
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Orange	Question 2	Question 3	Question 4															
<p>Question 1.</p> <p>a) $6 \times \underline{\quad} = 12$</p> <p>$12 \div \underline{\quad} = 6$</p>	<p>b) $4 \times \underline{\quad} = 16$</p> <p>$16 \div \underline{\quad} = 4$</p>	<p>c) $6 \times \underline{\quad} = 42$</p> <p>$42 \div \underline{\quad} = 7$</p>	<p>f) $10 \times \underline{\quad} = 20$</p> <p>$20 \div \underline{\quad} = 10$</p>															
<p>Create your own inverse operation sentence on a new page. Explain why they are inverse operations.</p>																		
Watermelon	Question 2	Question 3	Question 4															
<p>Teacher example Miss Nghe had 12 lollies and shared it among 2 other teachers. How many lollies do each teacher get?</p> <p>$12 \div 3 = 4$</p> <p>Each teacher will get 4 lollies. I know this because if each teacher has 4 lollies and there are 3 teachers they should have 12 lollies altogether.</p> <p>Because $3 \times 4 = 12$</p>	<p>If I save \$21 in one week (saving an equal amount each day), how much money do I save each day?</p> <p>*Use inverse operation to justify your answer on a separate page</p>	<p>The farmer plants carrots in rows of 9. He decides to plant 7 rows of carrots. How many carrots are there in total?</p> <p>*Use inverse operation to justify your answer on a separate page</p>	<p>Joe plants 5 bushes in his garden. Each bush blooms 6 flowers. How many flowers are there in total?</p> <p>*Use inverse operation to justify your answer on a separate page</p>															