



# Stage 2- Term 3 Week 6 PROGRAM OVERVIEW- students

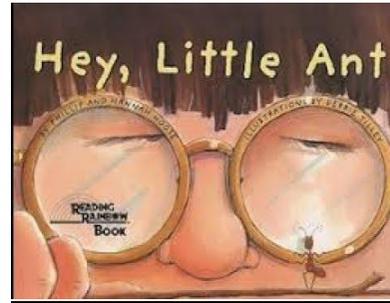
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	<b>Check In Time</b> <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b>	<b>Check In Time</b> <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b>	<b>Check In Time</b> <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b>	<b>Check In Time</b> <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b>	<b>Check In Time</b> <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b>
Morning Session Literacy  9:00 - 11:00 am	<b>Pick an activity from the wellbeing grid</b> Colour the activity on the grid once you have completed it	<b>Pick an activity from the wellbeing grid</b> Colour the activity on the grid once you have completed it	<b>Pick an activity from the wellbeing grid</b> Colour the activity on the grid once you have completed it	<b>Pick an activity from the wellbeing grid</b> Colour the activity on the grid once you have completed it	<b>Pick an activity from the wellbeing grid</b> Colour the activity on the grid once you have completed it
	<b>English: Reading</b> Read a text/book of your choice for at least 15mins.  Read: Hey, little ant <a href="https://www.youtube.com/watch?v=ehH6l6v5sYM">https://www.youtube.com/watch?v=ehH6l6v5sYM</a> Teacher provided learning material (Questions to answer)  <b>WALT:</b> identify the author's purpose <b>WILF:</b> Use clues in the text to identify the author's purpose and the audience	<b>English: Reading</b> Read a text/book of your choice for at least 15mins.  Read: Hey, little ant Teacher provided learning material (Reflection)  <b>WALT:</b> read texts with fluency <b>WILF:</b> read with expression and pay attention to punctuation	<b>English: Reading</b> Read a text/book of your choice for at least 15mins.  Read: The true story of the three little pigs <a href="https://www.youtube.com/watch?v=vB07RfntTvw">https://www.youtube.com/watch?v=vB07RfntTvw</a> Teacher provided learning material (Questions to answer)  <b>WALT:</b> identify the author's purpose <b>WILF:</b> Use clues in the text to identify the author's purpose and the audience	<b>English: Reading</b> Read a text/book of your choice for at least 15mins.  Read: The true story of the three little pigs Teacher provided learning material (Fact and opinion sheet)  <b>WALT:</b> identify what is a fact and an opinion <b>WILF:</b> use clues in the text to identify what is a fact and an opinion	<b>English: Reading</b> Read a text/book of your choice for at least 15mins.  Read: Don't let the pigeon drive the bus <a href="https://fliphtml5.com/piaso/lfql/basic">https://fliphtml5.com/piaso/lfql/basic</a> Teacher provided learning material (Reflection)  <b>WALT:</b> read texts with fluency <b>WILF:</b> read with expression and pay attention to punctuation
	<b>Fruit Break</b>	<b>Fruit Break</b>	<b>Fruit Break</b>	<b>Fruit Break</b>	<b>Fruit Break</b>
	<b>English: Mini Lesson</b> <b>WALT:</b> Use high modality words to persuade. <b>WILF:</b> Choose the most appropriate high modality word to fill in the blanks.	<b>English: Mini Lesson</b> <b>WALT:</b> Use rhetorical questions <b>WILF:</b> Highlight rhetorical questions in a given text.	<b>English: Mini Lesson</b> <b>WALT:</b> Use emotive language. <b>WILF:</b> Rate emotive language in a cline. Other words for good.	<b>English: Mini Lesson</b> <b>WALT:</b> Use emotive language to persuade. <b>WILF:</b> Use newly learnt emotive language in a paragraph about the wolf.	

	<p><b>English: Writing</b></p> <p><b>WALT:</b> Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.</p> <p><b>WILF:</b> Persuasive devices such as <b>modality words</b>, rhetorical questions and emotive language</p> <p><b>Should the kids squish or save the ant?</b></p> <p>Students write a short persuasive response with reason and evidence to support their opinion.</p>	<p><b>English: Writing</b></p> <p><b>WALT:</b> Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.</p> <p><b>WILF:</b> Persuasive devices such as modality words, <b>rhetorical questions</b> and emotive language</p> <p><b>Should the kids squish or save the ant?</b></p> <p>Students write a short persuasive response with reason and evidence to support their opinion.</p>	<p><b>English: Writing</b></p> <p><b>WALT:</b> write a persuasive text.</p> <p><b>WILF:</b> Use <b>evaluative language</b> and <b>reasons</b> to support your opinion.</p> <p><b>Persuade the reader that the Wolf is telling the truth.</b></p> <p>Use the <b>PLAN</b> to plan out your reasons and <b>evaluative language</b>.</p> <p>Write a <b>short persuasive response</b> with <b>reason</b> and <b>evidence</b> to support your opinion.</p>	<p><b>English: Writing</b></p> <p><b>WALT:</b> write a persuasive text.</p> <p><b>WILF:</b> Use <b>evaluative language</b> and <b>reasons</b> to support your opinion.</p> <p><b>Persuade the reader that the 3 Little Pigs are telling the truth.</b></p> <p>Use the <b>PLAN</b> to plan out your reasons and <b>evaluative language</b>.</p> <p>Write a <b>short persuasive response</b> with <b>reason</b> and <b>evidence</b> to support your opinion.</p>	<p><b>English: Writing</b></p> <p><b>WALT:</b> write a persuasive text.</p> <p><b>WILF:</b> Use <b>evaluative language</b> and <b>reasons</b> to support your opinion.</p> <p><b>Do you think the Pigeon should be allowed to drive the bus? Why or Why not?</b></p> <p>Use the <b>PLAN</b> to plan out your reasons and <b>evaluative language</b>.</p> <p>Write a <b>short persuasive response</b> with <b>reason</b> and <b>evidence</b> to support your opinion.</p>
LUNCH	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am	<b>Break</b> 11:00- 11:50 am
Middle Session Numeracy  11:50 - 1:35pm	<p><b>Mathematics: Place Value</b></p> <p><b>WALT:</b> understand the place value system.</p> <p><b>WILF:</b> 10 of these makes 1 of those.</p> <p><b>Make, Represent and Write it</b></p> <p>Students choose their level (pineapple, orange or watermelon) and complete the table by making it, representing it and writing it in word form.</p>	<p><b>Mathematics: Place Value</b></p> <p><b>WALT:</b> understand the place value system.</p> <p><b>WILF:</b> 10 of these makes 1 of those.</p> <p><b>Make Me activity</b></p> <p>Students choose their level (pineapple, orange or watermelon) and complete the Make Me activity by drawing the MAB blocks.</p>	<p><b>Mathematics: Place Value</b></p> <p><b>WALT:</b> understand the place value system.</p> <p><b>WILF:</b> Partition numbers in three different ways</p> <p><b>Standard and Non-Standard Partitioning</b></p> <p>Students choose their level (pineapple, orange or watermelon) and partition the numbers in three different ways.</p>	<p><b>Mathematics: Temperature</b></p> <p><b>WALT:</b> measure, record and compare temperature.</p> <p><b>WILF:</b> record the temperature.</p> <p>Students choose their level (pineapple, orange or watermelon) and record the correct temperature of the various thermometers using celsius.</p>	<p><b>Mathematics: Temperature</b></p> <p><b>WALT:</b> measure, record and compare temperature.</p> <p><b>WILF:</b> record temperatures and answer questions.</p> <p>Students choose their level (pineapple, orange or watermelon). They record the temperature at various times of the day and answer the questions by interpreting the data collected.</p>
RECESS	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm	<b>Break</b> 1:35 - 2:00 pm
Afternoon Session 2.00 - 2:50 pm	<p><b>Complete RFF/Cultural Study activity</b></p> <p>Activity found in your RFF seesaw class.</p> <p><b>Offline:</b> see worksheets</p>	<p><b>Pick an activity from the KLA grid</b></p> <p>Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b></p> <p>Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b></p> <p>Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b></p> <p>Colour the activity on the grid once you have completed it.</p>

## Week 6 & 7 - Stage 2 Choice Board

<u>Wellbeing</u>	<u>Healthy Eating</u>	<u>Road Safety</u>	
<p><b><u>Connect with others</u></b></p> <ul style="list-style-type: none"> <li>★ Have a chat with a family member</li> <li>★ FaceTime a cousin</li> <li>★ Zoom with a friend</li> </ul> 	<p><b><u>Night Sky</u></b></p> <p>Sit or lay outside and look up at the stars.</p> <ul style="list-style-type: none"> <li>★ Can you make shapes with the stars?</li> <li>★ Do you recognise any stars?</li> </ul> 	<p><b><u>Food Collage</u></b></p> <p>Create a healthy food collage. You can cut pictures from magazines, use google images or draw.</p> 	<p><b><u>Poster</u></b></p> <p>Make a poster in Canva or on paper to promote road safety. Choose one message to promote:</p> <ul style="list-style-type: none"> <li>- Use the crossing</li> <li>- Wear a helmet</li> <li>- Wear your seatbelt</li> </ul> 
<p><b><u>Dance party</u></b></p> <p>Get dressed up, turn on your favourite songs and have a dance party</p> 	<p><b><u>Gardening</u></b></p> <p>Help out with the gardening at home or grab some seeds and plant something new! Watch it grow!</p> 	<p><b><u>Fruit Face</u></b></p> <p>Make a yummy fruit platter that looks like a happy face. Take a photo and share it on SeeSaw</p> 	<p><b><u>Talk</u></b></p> <p>Talk to your family about why you all think road safety is so important. Record your chat and post to SeeSaw.</p> 
<p><b><u>Time out</u></b></p> <p>Find a quiet spot in your home, meditate for 5 minutes. Remember to focus on your breathing.</p> 	<p><b><u>Be kind</u></b></p> <p>Do something special for someone in your family. For example:</p> <ul style="list-style-type: none"> <li>★ Cook them breakfast</li> <li>★ Give them a hug</li> </ul> 	<p><b><u>Eat</u></b></p> <p>Eat some healthy fruit and sit outside in the sunshine. Pour yourself a big glass of water to have with it.</p> 	<p><b><u>Song</u></b></p> <p>Make up a catchy song about road safety. Either write out the lyrics or record yourself singing it or both!</p> 

Watch Youtube video - Hey, Little ant



**WALT:** Identify the **purpose** of a text.

**WILF:** Identify the purpose of the text and support this using **evidence** from the text

**Question:** What is the **purpose** of this text? Give at least **3 pieces of evidence** from the text to support this

**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?



The Purpose of this text is to

I know this because,

In addition, the text also says,

Finally, the text identifies,



# Grammar- High Modality Words

<b>absolutely</b> <b>impossible</b> <b>definitely</b> <b>no doubt</b>	<b>certainly</b> <b>obvious</b> <b>vital</b> <b>totally</b>	<b>clearly</b> <b>must</b> <b>will</b> <b>always</b>
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**WALT:** use high modality words to persuade the audience of our opinion.  
**WILF:** use a range of high modality words when writing a persuasive text.

<b>absolutely</b>	<b>certainly</b>	<b>clearly</b>
<b>impossible</b>	<b>obvious</b>	<b>must</b>
<b>definitely</b>	<b>vital</b>	<b>will</b>
<b>no doubt</b>	<b>totally</b>	<b>always</b>

Use the **High Modality** poster to fill in the blanks of the 'Hey Little Ant' text below.

Please, oh please, do not squish me,  
Change your mind and let me be,  
I'm on my way with a crumb of pie,  
Please, oh **please**, don't make me die!



But my mom says that ants are rude,  
They carry off our picnic food!  
They steal our chips and bread crumbs, too,  
It's **good** if I squish a crook like you.

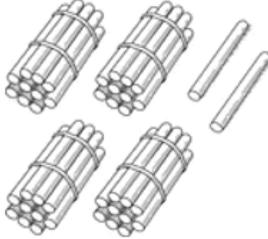
**Ant:**  
Please, oh please, \_\_ **definitely** \_\_ do not squish me.  
It is \_\_\_\_\_ that you change your mind and let me be,  
I'm on my way with a crumb of pie,  
Please, oh please, it is \_\_\_\_\_ that you don't make me die!

**Kid:**  
But my mom says that ants are \_\_\_\_\_ rude,  
They \_\_\_\_\_ carry off our picnic food!  
They \_\_\_\_\_ steal our chips and bread crumbs, too,  
It's \_\_\_\_\_ good if I squish an **obvious** crook like you.

TERM 3, WEEK 6 MATHS

Monday, 16th of August

Draw this table in your Maths Book. Choose one set of numbers from the pineapple, orange or watermelon to complete.

Number	Draw it	Words	How many thousands, hundreds, tens and ones? <i>(3 different ways)</i>
<b>Example:</b>  42		Forty-two	4 tens and 2 ones 3 tens and 12 ones 42 ones

Pineapple 	Orange 	Watermelon 
23	463	1253
64	232	3214
46	573	6221
84	863	5632

# English - Reading

Read a text of your choice for 15 minutes

**WALT:** Read with fluency

**WILF:** Read with expression and pay attention to punctuation.

Record yourself reading the book 'Hey, Little Ant' below then answer the reflection questions on the next slide. 



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! 

www.thewriteacher.com

**!!** Read number 1 as the Kid then number 1 as the Ant. **!!**

Follow this sequence until the end and **Remember** to **switch** your voices between the two characters.

### Hey, Little Ant

by Phillip and Hannah Hoose

Kid:	Ant:
<p><b>1</b> Hey, little ant down in the crack, Can you hear me? Can you talk back? See my shoe, can you see that? Well, now it's gonna <i>squish</i> you flat!</p>	<p><b>1</b> Please, oh please, do not squish me, Change your mind and let me be, I'm on my way with a crumb of pie, Please, oh <i>please</i>, don't make me die!</p>
<p><b>2</b> Anyone knows that ants can't feel. You're so tiny you don't look real. I'm so big and you're so small, I don't think it'll hurt at all.</p>	<p><b>2</b> But you are a giant and giants can't Know how it feels to be an ant. Come down close, I think you'll see That you are very much like me.</p>
<p><b>3</b> Are you crazy? <b>ME</b> like <b>YOU</b>? I have a home and a family, too. You're just a speck that runs around, No one would care if my foot came down.</p>	<p><b>3</b> Oh big friend, you are so wrong, My nest mates need me 'cause I am strong. I dig our nest and feed baby ants, too, I must not die beneath your shoe.</p>
<p><b>4</b> But my mom says that ants are rude, They carry off our picnic food! They steal our chips and bread crumbs, too, It's <i>good</i> if I squish a crook like you.</p>	<p><b>4</b> Hey, I'm not a crook, kid, read my lips! Sometimes ants need crumbs and chips. One little chip can feed my town, So please don't make your shoe come down.</p>
<p><b>5</b> But all my friends squish ants each day, Squishing ants is a game we play. They're looking at me—they're listening, too. They all say I <i>should</i> squish you.</p>	<p><b>5</b> I can see you're big and strong, Decide for yourself what's right and wrong, If you were me and I were you, What would <i>you</i> want <i>me</i> to do?</p>

## Reflection Time

After recording and listening to yourself, answer this question:

What went well in your reading?

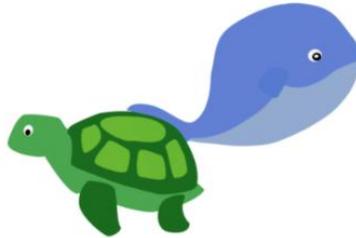
What would you do to improve next time?

**WALT:** use rhetorical questions to persuade the audience of our opinion.  
**WILF:** highlight rhetorical questions in a persuasive text.

# RHETORICAL QUESTIONS

Rhetorical questions do not require an answer. They are used to create effect and emphasise a point.

APPROXIMATELY 100,000 MARINE ANIMALS DIE FROM INGESTING PLASTIC IN THE OCEAN.  
**HOW MUCH LONGER WILL THIS CONTINUE?**



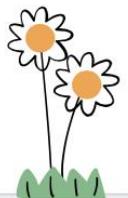
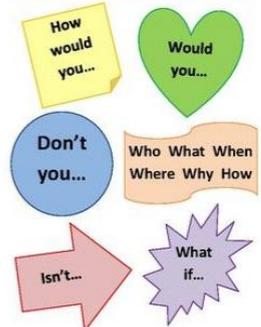
## RHETORICAL Questions

Rhetorical questions are questions that don't need an answer. They get the reader thinking about your point of view.

### EXAMPLES

How could you sit back and let this injustice continue?  
 How would you feel if you were in this position?

### Rhetorical Questions Starters



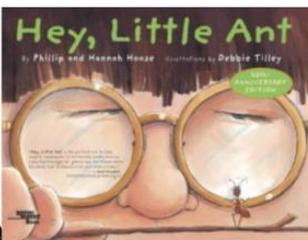
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### EXAMPLES

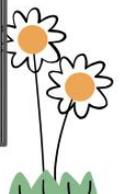
How could you sit back and let this injustice continue?  
 How would you feel if you were in this position?



### Hey, Little Ant

by Phillip and Hannah Hoose

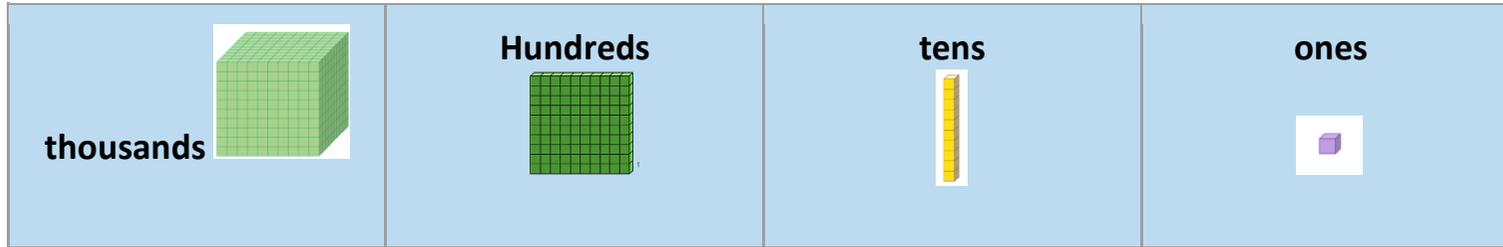
Kid:	Ant:
<b>1</b> Hey, little ant down in the crack, Can you hear me? Can you talk back? See my shoe, can you see that? Well, now it's gonna <i>squish</i> you flat!	<b>1</b> Please, oh please, do not squish me, Change your mind and let me be, I'm on my way with a crumb of pie, Please, oh <i>please</i> , don't make me die!
<b>2</b> Anyone knows that ants can't feel. You're so tiny you don't look real. I'm so big and you're so small, I don't think it'll hurt at all.	<b>2</b> But you are a giant and giants can't Know how it feels to be an ant. Come down close, I think you'll see That you are very much like me.
<b>3</b> Are you crazy? <b>ME</b> like <b>YOU</b> ? I have a home and a family, too. You're just a speck that runs around, No one would care if my foot came down.	<b>3</b> Oh big friend, you are so wrong, My nest mates need me 'cause I am strong. I dig our nest and feed baby ants, too, I must not die beneath your shoe.
<b>4</b> But my mom says that ants are rude, They carry off our picnic food! They steal our chips and bread crumbs, too, It's <i>good</i> if I squish a crook like you.	<b>4</b> Hey, I'm not a crook, kid, read my lips! Sometimes ants need crumbs and chips. One little chip can feed my town, So please don't make your shoe come down.
<b>5</b> But all my friends squish ants each day, Squishing ants is a game we play. They're looking at me—they're listening, too. They all say I <i>should</i> squish you.	<b>5</b> I can see you're big and strong. Decide for yourself what's right and wrong. If you were me and I were you, What would <i>you</i> want <i>me</i> to do?



TERM 3, WEEK 6 MATHS

Tuesday, 17th of August

MAB Place Value blocks:



Draw this table in your Maths Book. Choose one set of numbers from the pineapple, orange or watermelon to complete. 'Make and Write' the number by drawing the MAB blocks.

	Make Me	Write Me: What number am I?
Example: 13 hundreds, 2 tens and 5 ones		1325

Pineapple 	Orange 	Watermelon 
<ul style="list-style-type: none"> <li>• 2 tens and 26 ones</li> <li>• 12 tens and 3 ones</li> <li>• 16 tens and 8 ones</li> <li>• 7 tens and 12 ones</li> </ul>	<ul style="list-style-type: none"> <li>• 14 hundreds, 2 tens and 6 ones</li> <li>• 9 hundreds, 12 tens and 3 ones</li> <li>• 10 hundreds, 8 tens and 8 ones</li> <li>• 7 hundreds and 12 ones</li> </ul>	<ul style="list-style-type: none"> <li>• 1 thousand, 14 hundreds, 2 tens and 6 ones</li> <li>• 3 thousands, 9 hundreds, 12 tens and 3 ones</li> <li>• 5 thousands, 10 hundreds, 8 tens and 8 ones</li> <li>• 6 thousands, 7 hundreds and 12 ones</li> </ul>



**WALT:** Identify the purpose of a text.

**WILF:** Identify the purpose of the text and support this using evidence from the text

**Question:** What is the **purpose** of this text? Give at least **3 pieces of evidence** from the text to support this

**Persuade**

Did the author share your point of view of something?  
Did the author make you think before something?

**Inform**

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

**Entertain**

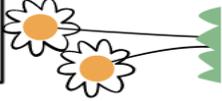
Did the author entertain you by making you laugh?  
Did the author enjoy the story?

The Purpose of this text is to

I know this because,

In addition, the text also says,

Finally, the text identifies,



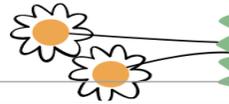
**WALT:** Answer comprehension questions about what we have read

**WILF:** I can answer comprehension questions correctly using full sentences



1. Why do you think that the pigs didn't open their doors for the Wolf?

2. What might have happened if the wolf was not sick and did not sneeze?



**WALT:** use emotive language to persuade the audience of our opinion.  
**WILF:** Order emotive language in a cline and give reasons for your answers.



## EMOTIVE Language

Emotive language is powerful descriptive language which involves the reader and makes them feel different emotions as they read.

### EXAMPLES

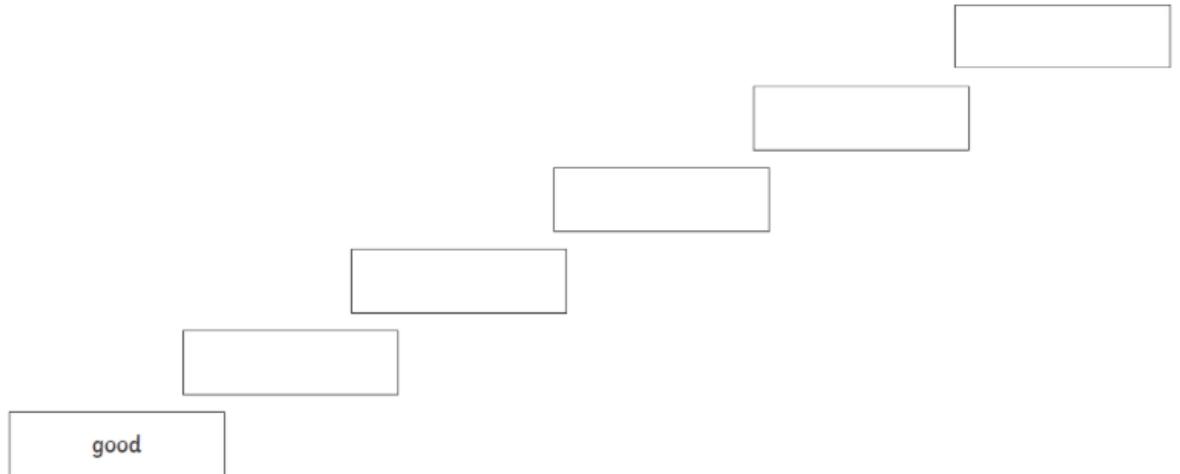
Horrific, terrifying, abysmal, joyful, ecstatic, thrilling, adrenaline, soul-crushing, devastating.



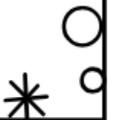
## Word Cline - Good

Fill in the boxes using the words below. Start with the word at the bottom of the page and put the words in order from the weakest to the strongest.

sensible nice innocent responsible righteous humble

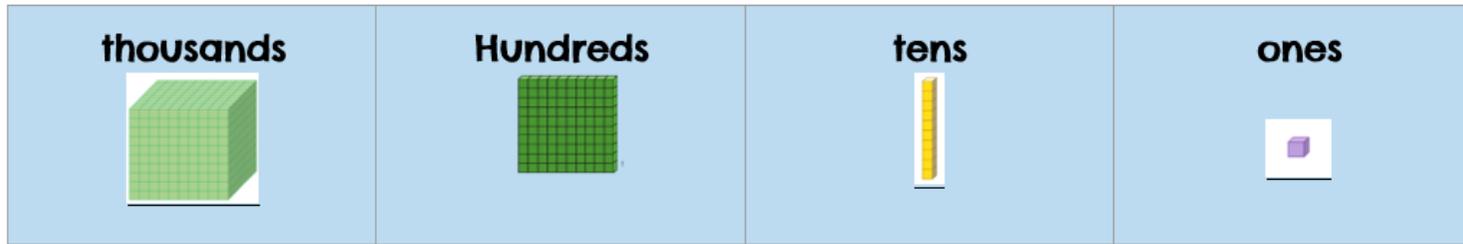


Why did you put the emotive words in this order?

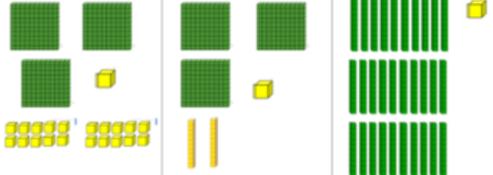


Wednesday, 18th of August

MAB Place Value blocks:



Draw this table in your Maths Book. Choose one set of numbers from the pineapple, orange or watermelon to complete. Partition the numbers in three different ways by drawing the MAB blocks.

	Partition 1	Partition 2	Partition 3
<p>Example</p> <p>321</p> 			

Pineapple 	Orange 	Watermelon 
<ul style="list-style-type: none"> <li>• 45</li> <li>• 84</li> <li>• 65</li> <li>• 79</li> </ul>	<ul style="list-style-type: none"> <li>• 645</li> <li>• 384</li> <li>• 565</li> <li>• 279</li> </ul>	<ul style="list-style-type: none"> <li>• 1645</li> <li>• 2384</li> <li>• 3565</li> <li>• 7279</li> </ul>

Read a text of your choice for **15**  
minutes

Listen to the book 'The True Story of the  
Three Little Pigs!'

From that story, answer the statements with  
either **FACT** or **OPINION**.

## What's the difference between **FACT AND OPINION?**

# FACT



Something that  
really exists, has  
occurred, or is  
actually the case.

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# OPINION

A personal  
belief,  
judgement, or  
view on a topic.



©Steve Rucker

Name: \_\_\_\_\_

## The True Story of the 3 Little Pigs!



**Directions.** Write whether each sentence is a **FACT** or **OPINION** on the line.

1. The wolf's name is Alexander T. Wolf. \_\_\_\_\_
2. The wolf felt the whole "Big Bad Wolf" story was wrong. \_\_\_\_\_
3. Wolves eat cute little animals like bunnies and sheep and pigs. \_\_\_\_\_
4. The best house was made out of sticks. \_\_\_\_\_
5. The wolf's neighbor was a pig. \_\_\_\_\_
6. The news reporters found out about the two pigs the wolf had for dinner. \_\_\_\_\_
7. This is the true story of the 3 little pigs. \_\_\_\_\_
8. The first little pig's house was made of sticks. \_\_\_\_\_
9. The wolf in the story is a mean animal. \_\_\_\_\_
10. The wolf didn't really want to eat the pigs. \_\_\_\_\_

**Directions.** Write **ONE** fact and **ONE** opinion from the story.

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

**WALT:** use emotive language to persuade the audience of our opinion.  
**WILF:** Use persuasive language in a text.

good    sensible    nice    innocent    responsible    righteous    humble

bad    wicked    dreadful    awful    terrible    horrible    mean

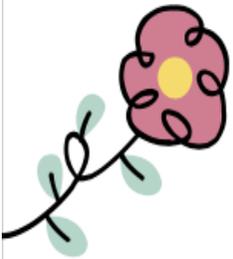


Use the emotive words above to describe the wolf in a written paragraph.

*You can decide whether your wolf is good or bad!*



Write your paragraph on paper, take a photo and post it here.



**Thursday, 19th of August**

**WALT:** measure, record and compare temperature.

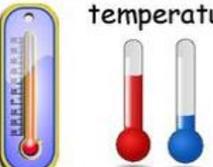
**WILF:** record the temperature

Temperature posters

**What is Temperature?**

Temperature is the measure of how hot or cold something is.

A thermometer is a tool used for measuring temperature.



Australia measures temperature using degrees Celsius. °C

**The Temperature**  
English Vocabulary

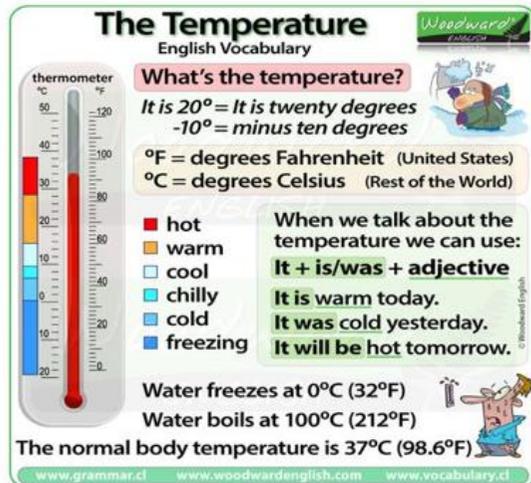
**What's the temperature?**  
It is 20° = It is twenty degrees  
-10° = minus ten degrees

°F = degrees Fahrenheit (United States)  
°C = degrees Celsius (Rest of the World)

- hot
- warm
- cool
- chilly
- cold
- freezing

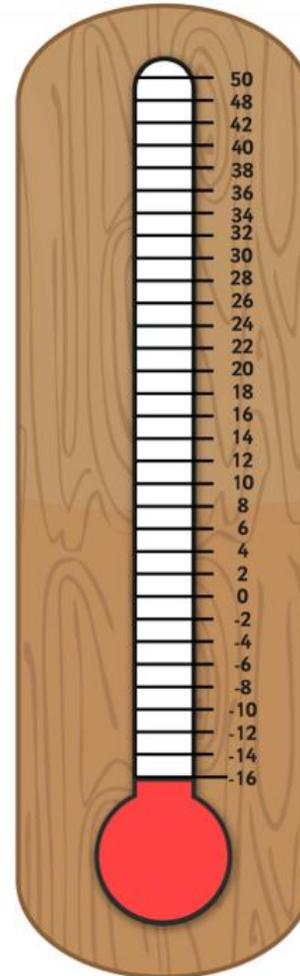
When we talk about the temperature we can use:  
**It + is/was + adjective**  
It is warm today.  
It was cold yesterday.  
It will be hot tomorrow.

Water freezes at 0°C (32°F)  
Water boils at 100°C (212°F)  
The normal body temperature is 37°C (98.6°F)



Draw a line to **correctly match** where the words belong on the thermometer.

**Temperature**

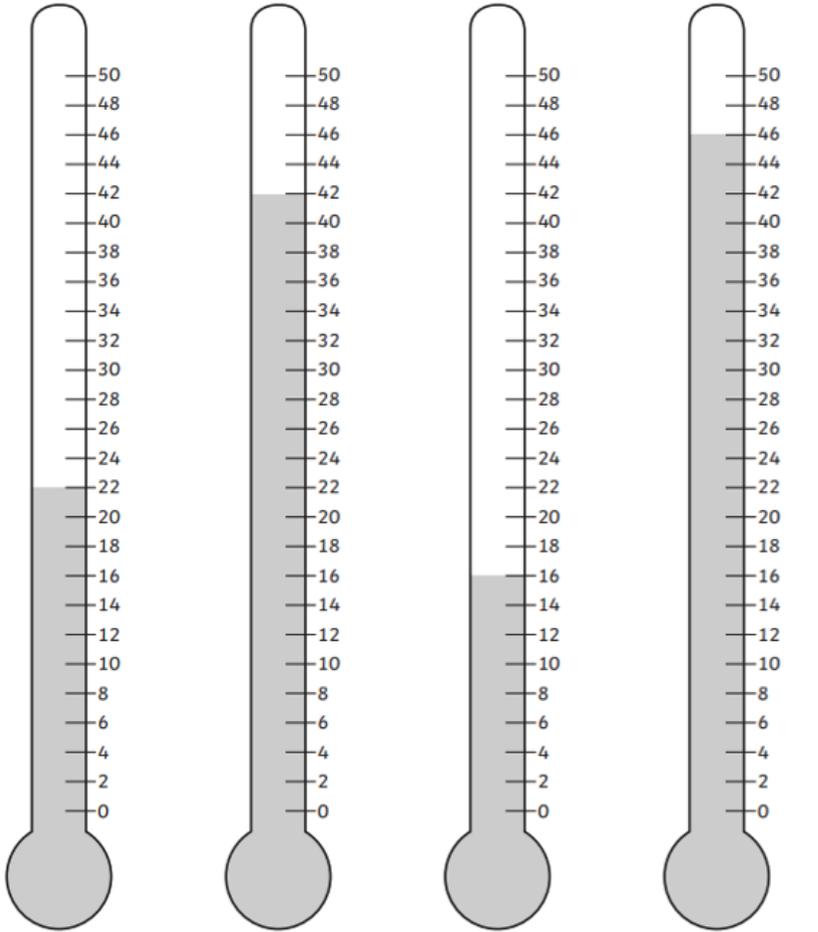


- freezing ❄️❄️❄️
- scorching ☀️🔥🔥🔥
- cold ❄️❄️
- hot 🔥☀️
- cool ☁️
- warm ☀️

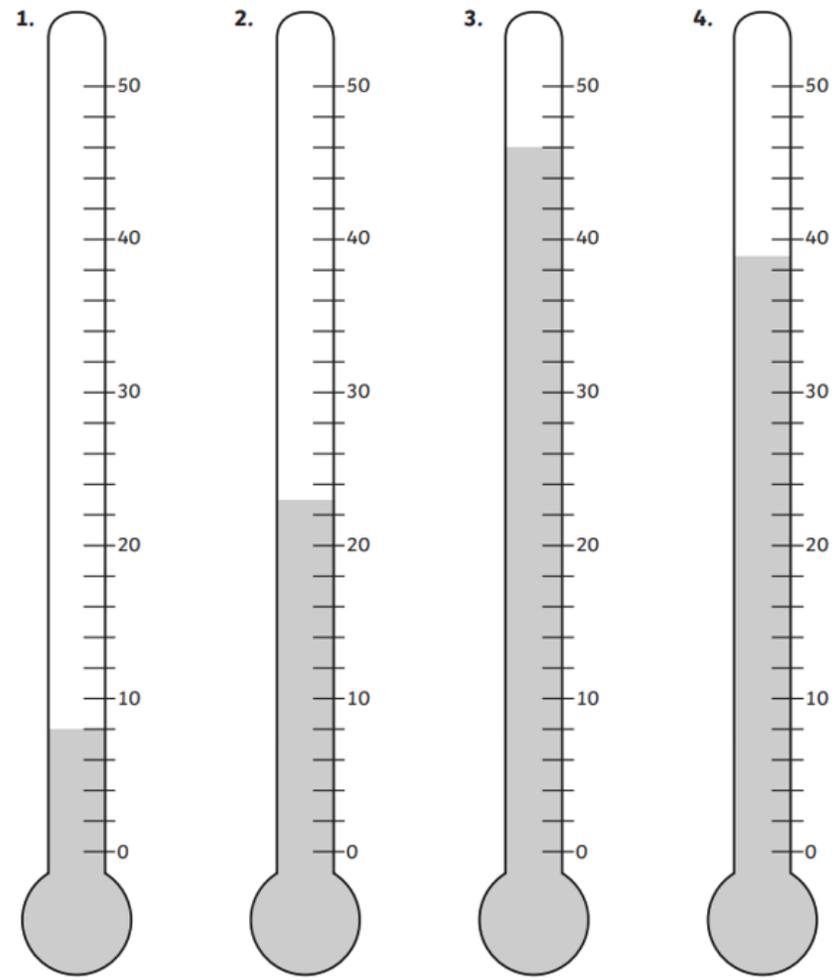
Pick one fruit (Watermelon on the next page). Read the thermometers and record the temperatures using

Write the temperature underneath.

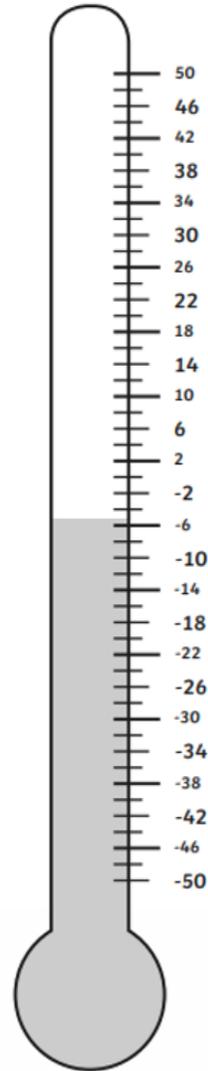
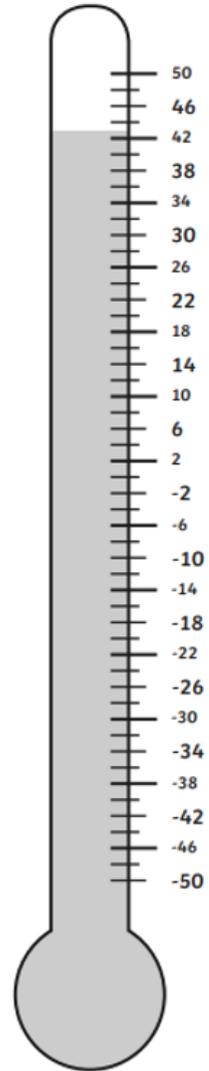
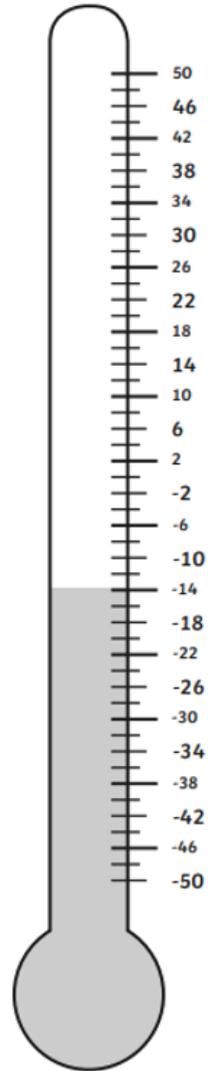
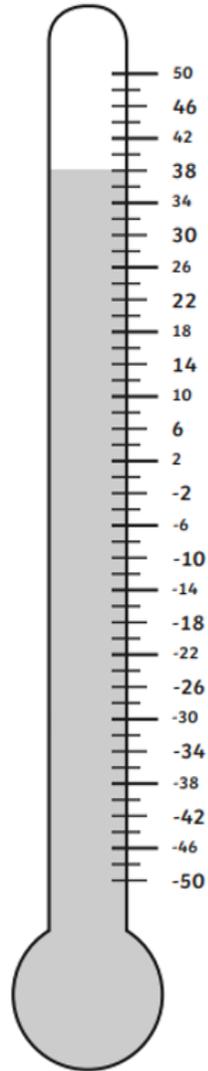
Pineapple



Orange



# Watermelon



Read a text of your choice for at least 15 minutes.

**WALT:** Read with fluency

**WILF:** Read with expression and pay attention to punctuation.

## English - Reading

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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Record yourself reading the book 'Don't Let the Pigeon Drive the Bus!' on the next slides and then answer the reflection questions on the last slide. 



## Reflection Time

After recording and listening to yourself, answer this question:

What went well in your reading?

What would you do to improve next time?

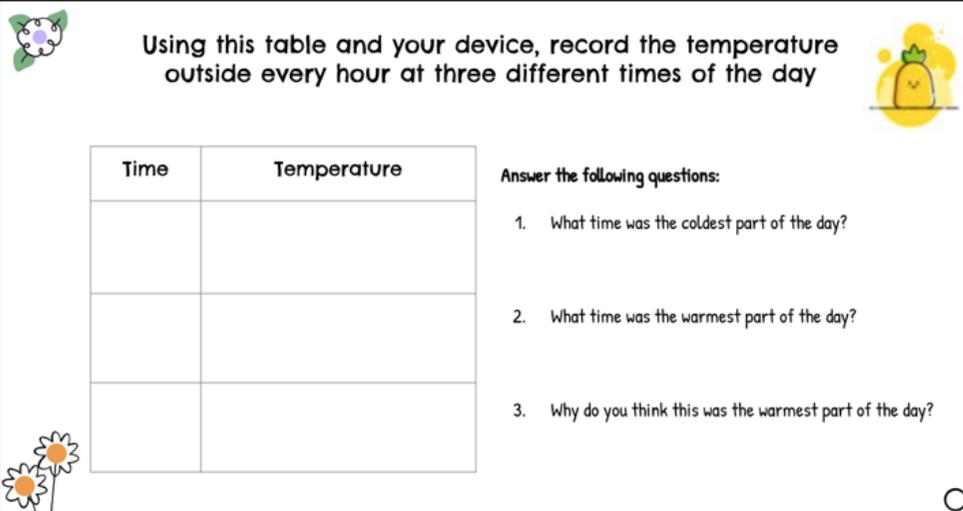
# TERM 3, WEEK 6 MATHS

## Friday, 20th of August

WALT: measure, record and compare temperatures.

WILF: record temperatures and answer questions.

**Pick one fruit to complete. Use a phone to record the temperatures. Draw the table and questions in your maths book.**

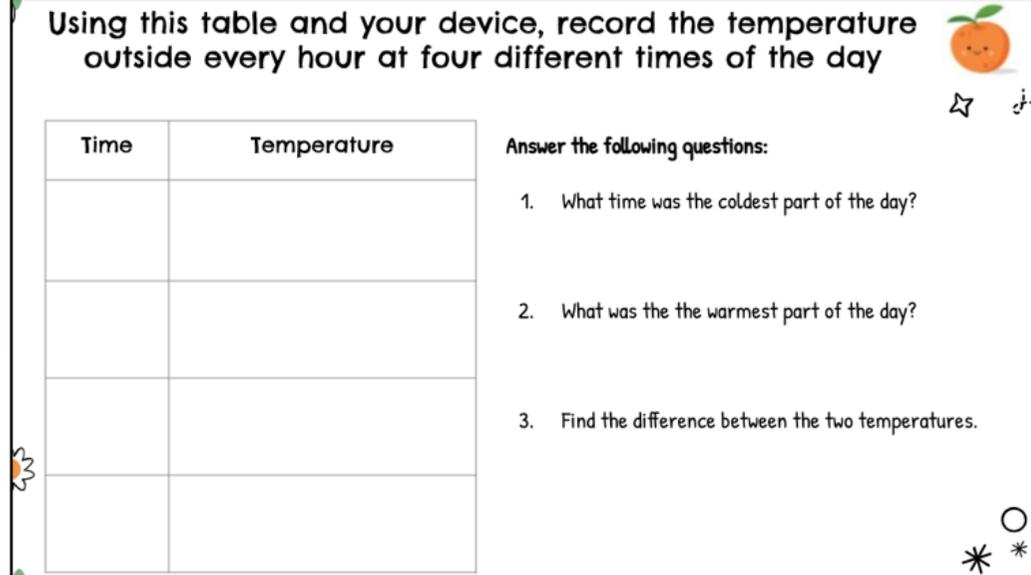


**Using this table and your device, record the temperature outside every hour at three different times of the day**

Time	Temperature

**Answer the following questions:**

1. What time was the coldest part of the day?
2. What time was the warmest part of the day?
3. Why do you think this was the warmest part of the day?

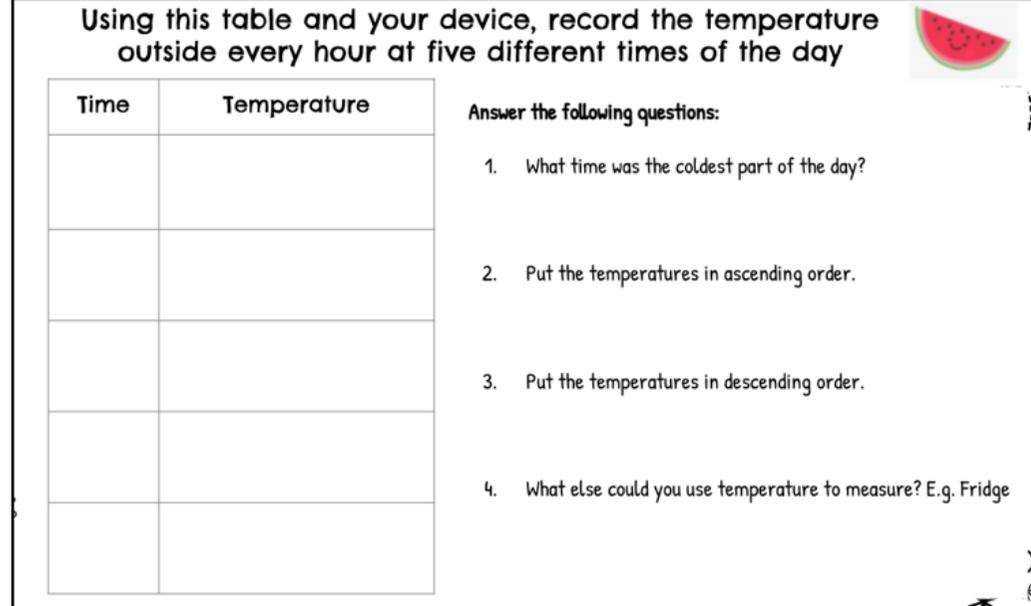


**Using this table and your device, record the temperature outside every hour at four different times of the day**

Time	Temperature

**Answer the following questions:**

1. What time was the coldest part of the day?
2. What was the the warmest part of the day?
3. Find the difference between the two temperatures.



**Using this table and your device, record the temperature outside every hour at five different times of the day**

Time	Temperature

**Answer the following questions:**

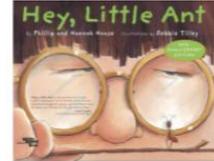
1. What time was the coldest part of the day?
2. Put the temperatures in ascending order.
3. Put the temperatures in descending order.
4. What else could you use temperature to measure? E.g. Fridge

Week 6: Monday - Writing

Monday and Tuesday Writing you will need to have read the text "Hey Little Ant". Look at the teacher model to help you with your writing task today.

Teacher Model:

Writing Task: Persuasive response to the text "Hey Little Ant".



WALT: Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.

WILF: Persuasive devices such as modality words, rhetorical questions and emotive language

Teacher model

Should animals be kept in the zoo?

Kept in zoo

Should not be kept in the zoo

My opinion on why animals should be kept in the zoo	
Reason 1	Evidence 1
Freedom from hunger and thirst	<ul style="list-style-type: none"> <li>access to sufficient clean drinking water at all times</li> <li>quality food that is suitable for the species to keep them healthy.</li> </ul>
Reason 2	Evidence 2
Freedom from fear and harm	<ul style="list-style-type: none"> <li>enclosures provide safety for the animal</li> <li>provide medical care when needed</li> </ul>

WALT: Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.  
 WILF: Persuasive devices such as modality words, rhetorical questions and emotive language

High Modality Words		
absolutely	certainly	clearly
impossible	obvious	must
definitely	vital	will
no doubt	totally	always

Teacher model

My opinion on why animals should be kept in the zoo

Clearly animals should be kept in the zoo for many reasons.

Have an opinion

Firstly, no doubt when animals are kept in the zoo they will never go hungry or thirsty. They will always have access to sufficient clean drinking water at all times, and will be given quality food and type that is appropriate to their species and will always keep them healthy.

Reason 1 with evidence

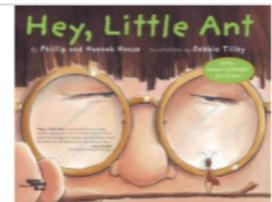
Secondly, it is obvious that animals need our protection from their predators and to keep them safe. If animals are kept in zoos we can always provide them the shelter and medical attention they need if they are injured or in serious illness. The enclosures that they are kept in will definitely be clean and hygienic to prevent the animals from getting ill.

Reason 2 with evidence

- Checklist
- Have an opinion
  - Provide 2 reasons with evidence
  - Use a range of modality words in my writing.



Writing Task: Persuasive response to the text "Hey Little Ant".



WALT: Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.

WILF: Persuasive devices such as modality words, rhetorical questions and emotive language

**Your Turn**

Should the kid **Squish** or **Save** the ant?

Squash

Save

My opinion on why the kid should squish the ant

Reason 1

Evidence 1

Reason 2

Evidence 2

**Your turn**

My opinion on why the kid should squish the ant.

High Modality Words

absolutely  
impossible  
definitely  
no doubt

certainly  
obvious  
vital  
totally

clearly  
must  
will  
always

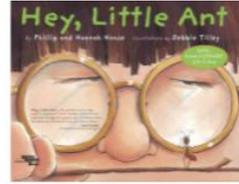
### Checklist

- Have an opinion
- Provide 2 reasons with evidence
- Use a range of modality words in my writing.

Week 6: Tuesday- Writing

Teacher Model:

**Writing Task:** Persuasive response to the text "Hey Little Ant".



**WALT:** Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.  
**WILF:** Persuasive devices such as modality words, rhetorical questions and emotive language

**Teacher model**      Should animals be kept in the zoo?      Kept in zoo      **Should not be kept in the zoo**

My opinion on why animals should not be kept in in the zoo	
Reason 1	Evidence 1
Not their natural habitat	<ul style="list-style-type: none"> <li>Separated from their families</li> <li>Stress</li> </ul>
Reason 2	Evidence 2
Zoos can't provide sufficient space	<ul style="list-style-type: none"> <li>Some animals need a bigger space to roam</li> <li>Space is smaller than what they will get in the wild</li> </ul>

**WALT:** Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.  
**WILF:** Persuasive devices such as modality words, rhetorical questions and emotive language



**Teacher model**      My opinion on why animals should not be kept in in the zoo

It is obvious that animals should not be kept in the zoo for many reasons.

Have an opinion

Firstly, animal **must** not be kept in the zoo as they also have a family too. **Clearly** when animals are separated from their families they will feel lonely and stressed. Most of the time baby animals are taken from their parents in the wild to be kept in the zoo at a young age. **How would you feel if you were taken away from your family?**

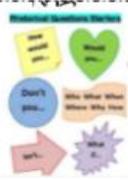
Reason 1 with evidence

Secondly, it is **obvious** that zoos do not provide the sufficient space animals need. When animals are kept in zoos the space they are given is smaller than what they get in the wild. It is **vital** that animals **should** have the space they need to roam. **What if you had only your room to live in for the rest of your life?**

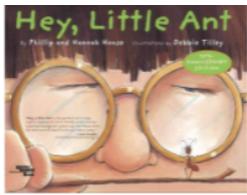
Reason 2 with evidence

**Checklist**

- Have an opinion
- Provide 2 reasons with evidence
- Use a range of modality words in my writing.
- Add 1-2 Rhetorical question



**Writing Task:** Persuasive response to the text "Hey Little Ant".



**WALT:** Write a persuasive opinion with supporting ideas and evidence to form 1-2 arguments.  
**WILF:** Persuasive devices such as modality words, rhetorical questions and emotive language

**Your Turn**      Should the kid **Squish** or **Save** the ant?      Squash      **Save**

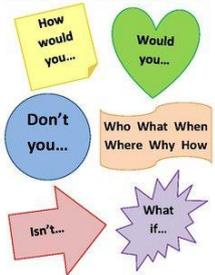
My opinion on why the kid should <u>save</u> the ant	
Reason 1	Evidence 1
Reason 2	Evidence 2

**Your turn**

My opinion on why the kid should save the ant.

- Checklist**
- Have an opinion
  - Provide 2 reasons with evidence
  - Use a range of modality words in my writing.
  - Add 1-2 Rhetorical question

**Rhetorical Questions Starters**



**High Modality Words**



## Week 6: Wednesday- Writing

Writing Teacher Model (use this for Wednesday, Thursday and Friday)

Please complete **READING** and **GRAMMAR** first

Read the story about **Goldilocks and the 3 Bears** and read the teacher's example on how to complete the plan and write your paragraph.

**Evaluative Language:** words that make a judgement about something. They are used to describe something in a positive or negative way.

POSITIVE			NEGATIVE		
compassionate	hardworking	thoughtful	mean	lazy	disgusting
beautiful	honourable	good	terrible	horrendous	cruel
generous	kind	lovely	shocking	greedy	selfish
innocent	warm-hearted		dreadful	heartless	cold-hearted
healthy					

<p>One day a girl named Goldilocks enters the house of the 3 bears (Papa bear, Mama bear and Baby bear)</p> 	<p>She eats their porridge.</p> 	<p>She sits in their chairs and breaks baby bear's chair.</p> 
<p>She then feels tired and tries out all the bear's beds. She likes baby bear's bed the best.</p> 	<p>The bears come home and find their porridge eaten and baby bear's chair broken.</p> 	<p>They check their rooms and find the girl, Goldilocks, sleeping in Baby bear's bed.</p> 

### 1. Teacher Example on completing the plan:

Teacher model	Goldilocks	Should Goldilocks be put in jail for what she did to the 3 Bears?		
<p><b>Evaluative Language</b></p> <ul style="list-style-type: none"> <li>horrendous</li> <li>disgusting</li> <li>heartless</li> <li>selfish</li> <li>lovely</li> <li>innocent</li> <li>kind</li> </ul>		<p><b>Reason 1 and Evidence</b></p> <ul style="list-style-type: none"> <li>Goldilocks broke into the bear's home.</li> <li>She's seen entering the house when no one is home.</li> </ul>	<p><b>Reason 2 and Evidence</b></p> <ul style="list-style-type: none"> <li>Goldilocks stole food.</li> <li>She's seen eating the porridge of the 3 bears.</li> </ul>	<p><b>Reason 3 and Evidence</b></p> <ul style="list-style-type: none"> <li>Goldilocks damaged property.</li> <li>She's seen breaking baby bear's chair.</li> </ul>
<p><b>Modality</b></p> <ul style="list-style-type: none"> <li>certainly</li> <li>must</li> <li>undoubtedly</li> <li>absolutely</li> </ul>				

### 2. Teacher Example on writing your paragraph:

Teacher model	Should Goldilocks be put in jail for what she did to the 3 Bears?			
<input type="checkbox"/> Underline <b>evaluative language</b>	Modality	Reason 1	Reason 2	Reason 3
<p>Use the <b>words</b> from your plan to write sentences to support your opinion.</p>				
<p>Goldilocks <b>absolutely must</b> be put in jail for what she did to the 3 Bears.</p> <p>Firstly, Goldilocks <b>broke into</b> the three <b>lovely</b> bear's home without permission. She has proven she is a <b>disgusting</b> burglar and <b>must certainly</b> be thrown in jail!</p> <p>Secondly, she <b>stole the food</b> of the <b>hardworking</b> bears. Imagine you have <b>slaved</b> all day making a <b>delicious, healthy</b> meal for your family when it is <b>cruelly stolen</b> away by a <b>selfish, greedy</b> person like Goldilocks.</p> <p>Finally, Goldilocks <b>damaged the property</b> of the most <b>innocent</b> and <b>kind</b> Baby bear. What did he ever do to Goldilocks to deserve such a <b>heartless</b> act that <b>destroyed</b> his most <b>prized</b> possession, his baby chair.</p> <p>In summary, Goldilocks <b>must definitely</b> be imprisoned for her <b>horrendous</b> and <b>unforgivable</b> crimes against the 3 <b>honourable</b> bears.</p>				
			<p>1. State your opinion</p>	
			<p>2. State your three reasons and provide evidence</p>	
			<p>3. Restate your opinion</p>	

Please complete READING and GRAMMAR first

Go to READING and read the text: **The True Story of the 3 Little Pigs!**

WALT: write a **persuasive** text.

WILF: Use **evaluative language** and **reasons** to support your opinion.

Persuade the reader that the **Wolf** is telling the truth.

**Persuade the reader that the Wolf is telling the truth.**

**Evaluative Language**

**The Wolf**



**Evaluative Language:** words that make a judgement about something. They are used to describe something in a positive or negative way.

**POSITIVE**

- compassionate
- hardworking
- thoughtful
- beautiful
- generous
- innocent
- healthy
- honourable
- good
- kind
- lovely
- warm-hearted

**NEGATIVE**

- mean
- terrible
- shocking
- dreadful
- heartless
- lazy
- disgusting
- horrendous
- cruel
- greedy
- selfish
- cold-hearted

**Reason 1 and Evidence**

**Reason 2 and Evidence**

**Reason 3 and Evidence**

**Modality**

Use the **words** from your plan to write sentences to **persuade the reader that the Wolf is telling the truth**. Remember to  
1. State your opinion, 2. State 3 reasons with evidence and 3. Conclude restating your opinion.

Week 6: Thursday- Writing

Please complete READING and GRAMMAR first

Go to READING and read the text: **The True Story of the 3 Little Pigs!**

WALT: write a **persuasive** text.

WILF: Use **evaluative language** and **reasons** to support your opinion.

Persuade the reader that the **3 Little Pigs** are telling the truth.

Persuade the reader that the **3 Pigs** are telling the truth.

Evaluative Language

**The 3 Pigs**



**Evaluative Language:** words that make a judgement about something. They are used to describe something in a **positive** or **negative** way.

POSITIVE			NEGATIVE		
compassionate	hardworking	thoughtful	mean	lazy	disgusting
beautiful		honourable	terrible		horrendous
generous		good	shocking		cruel
innocent		kind	dreadful		greedy
healthy		lovely	heartless		selfish
	warm-hearted			cold-hearted	

Reason 1 and Evidence

Reason 2 and Evidence

Reason 3 and Evidence

Modality

Use the **words** from your plan to write sentences to **persuade the reader that the 3 Little Pigs are telling the truth.**  
 Remember to 1. State your opinion, 2. State 3 reasons with evidence and 3. Conclude restating your opinion.

Week 6: Friday

Please complete READING and GRAMMAR first

Go to READING and read the text: **Don't let the pigeon drive the bus!**

WALT: write a persuasive text.

WILF: Use evaluative language and reasons to support your opinion.

Do you think the Pigeon should be allowed to drive the bus? Why or Why not?

Should the Pigeon be allowed to drive the bus?

Evaluative Language

Pigeon



**Evaluative Language:** words that make a judgement about something. They are used to describe something in a positive or negative way.

**POSITIVE**

compassionate hardworking thoughtful  
 beautiful honourable good  
 generous kind  
 innocent lovely  
 healthy warm-hearted

**NEGATIVE**

mean lazy disgusting  
 terrible horrendous  
 shocking cruel  
 dreadful greedy  
 heartless selfish  
 cold-hearted

Reason 1 and Evidence

Reason 2 and Evidence

Reason 3 and Evidence

Modality

Use the **words from your plan** to write sentences to persuade the reader of your opinion on whether the pigeon should be allowed to drive the bus. Remember to 1. State your opinion, 2. State 3 reasons with evidence and 3. Conclude restating your opinion.