

# Werrington Public School – Learning Continuity Plan

## Stage 2 (Term 3, Week 2)

The Google Classroom page will be updated daily with the tasks for that day. It will be monitored throughout the day by Stage 2 teachers who will reply to posts and/or questions where appropriate. For some learning tasks, like last week, students will be required to select a task from the relevant learning grid, at other times, there will be additional attachments to the daily post. With all work, students should either upload or attach evidence of their work on the Google Doc attachment provided on the daily post. The timetable below is just a guide. Tasks do not need to be completed in this exact order and if there are any tasks that your child is having trouble with please leave it and move on to the next.

The page is titled Stage 2 Term 3 Home Learning 2021 and can be accessed using the code: ypwjzox. Alternatively, all work can be completed offline on paper or in a workbook. In these cases, please refer to the school's SkoolBag app, Facebook or website for information regarding the pick-up and drop-off of work.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<u>English</u> <b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading. <b>Reading Task-</b>	<u>English</u> <b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading. <b>Reading Task-</b>	<u>English</u> <b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading. <b>Reading Task-</b>	<u>English</u> <b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading. <b>Reading Task-</b>	<u>English</u> <b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading. <b>Reading Task-</b>

	comprehension passage 'Pets' and the additional questions attached. <b>Writing Task-</b> 'The Great Scam' <b>Spelling</b> – complete a look/cover/write/check and place your words in alphabetical order. Select a task from your spelling grid. <b>Grammar</b> – common nouns	comprehension passage 'Tricky Fox' and related questions <b>Writing Task-</b> 'After Work' <b>Spelling</b> – complete a look/cover/write/check Select a task from your spelling grid. <b>Grammar</b> – noun groups	comprehension passage 'Not a Good Day' and related questions <b>Writing Task</b> <i>The Predator</i> <b>Spelling</b> – complete a look/cover/write/check Select a task from your spelling grid. <b>Grammar</b> – text connectives	comprehension passage 'The Hunt' and related questions <b>Writing Task-</b> 'The Jeffersons' House' <b>Spelling</b> – complete a look/cover/write/check Select a task from your spelling grid. <b>Grammar-</b> adverbs	comprehension passage 'State of Origin' and related questions <b>Writing Task-</b> 'The Predator' <i>Magic Carpet Ride</i> <b>Spelling</b> – complete a look/cover/write/check Select a task from your spelling grid. <b>Grammar-</b> prepositions
<b>Break</b>					
<b>Middle</b>	<u><b>Mathematics</b></u> <b>Number of the day</b> <b>Maths lesson: <i>Multidigit addition</i></b> Watch the Math Antics clip then complete the exercise worksheet attached <a href="https://www.youtube.com/watch?v=mAvuom42NyY">https://www.youtube.com/watch?v=mAvuom42NyY</a>	<u><b>Mathematics</b></u> <b>Number of the day</b> <b>Maths lesson: <i>Multidigit subtraction</i></b> Watch the Math Antics clip then complete the exercise worksheet attached <a href="https://www.youtube.com/watch?v=Y6M89-6106I">https://www.youtube.com/watch?v=Y6M89-6106I</a>	<u><b>Mathematics</b></u> <b>Number of the day</b> <b>Maths lesson: <i>Place Value</i></b> Watch the Math Antics clip then complete the exercise worksheet attached <a href="https://www.youtube.com/watch?v=T5Qf0qS5JFI">https://www.youtube.com/watch?v=T5Qf0qS5JFI</a>	<u><b>Mathematics</b></u> <b>Number of the day</b> <b>Maths lesson: <i>Using multiplication to solve division</i></b> Watch the clip below then complete the worksheet attached <a href="https://www.youtube.com/watch?v=PyQ-rMzGcZ0">https://www.youtube.com/watch?v=PyQ-rMzGcZ0</a>	<u><b>Mathematics</b></u> <b>Number of the day</b> <b>Maths lesson: <i>Basic Division</i></b> Watch the Math Antics clip then complete the exercise worksheet attached <a href="https://www.youtube.com/watch?v=KGMf314LUc0">https://www.youtube.com/watch?v=KGMf314LUc0</a>
	<b>Maths Grid</b> – select a task from the maths grid. <b>Optional:</b> Wishball, Number Game.	<b>Maths Grid</b> – select a task from the maths grid. <b>Optional:</b> Wishball, Number Game.	<b>Maths Grid</b> – select a task from the maths grid. <b>Optional:</b> Wishball, Number Game.	<b>Maths Grid</b> – select a task from the maths grid. <b>Optional:</b> Wishball, Number Game.	<b>Maths Grid</b> – select a task from the maths grid. <b>Optional:</b> Wishball, Number Game.

Break					
Afternoon	<p><b>Other KLAs</b></p> <p><b>BTN Newsbreak-</b> write a quick recap</p> <p><b>Creative Arts</b></p> <p>Choose a task from the Creative Arts grid.</p>	<p><b>Other KLAs</b></p> <p><b>BTN Newsbreak-</b> write a quick recap</p> <p><b>History</b></p> <p>Choose a history task from the HSIE and PDHPE grid.</p>	<p><b>Other KLAs</b></p> <p><b>BTN Newsbreak-</b> write a quick recap</p> <p><b>PD/H/PE</b></p> <p>Choose a PDHPE task from the HSIE and PDHPE grid.</p>	<p><b>Other KLAs</b></p> <p><b>BTN Newsbreak-</b> write a quick recap</p> <p><b>Science</b></p> <p>Complete the attached worksheet classifying things and giving your reasons</p>	<p><b>Other KLAs</b></p> <p><b>BTN Classroom Episode-</b> take notes during and write a recap of one story</p> <p><b>SPORT</b></p> <p>Practice a sporting or dance skill</p>





### Term 3 Learning from Home Creative Arts Grid Stage 2 Werrington Public School

**INSTRUCTIONS:** each day, choose one Creative Arts activity to complete. You could take a photo or record your work and upload to Google Classroom.

Dance	Drama	Music	Art Appreciation	Visual Art	Visual Arts
Choose your favourite song and choreograph some dance moves.	Watch one of your favourite television shows. Create a mind map showing all the ways the actors use their voice, face and bodies to portray their character.	Create a soundscape for a stormy night. List the sounds you might hear and the instruments you would use to represent each sound.	Choose a favourite artist/artwork and write about them. You would also create an artwork inspired by them.	Create an artwork using different shades of a single colour. Write a paragraph to explain your artwork.	Create an artwork using different types of lines. Write a paragraph to explain your artwork.
Dance Go to GoNoodle and learn a guided dance. Practise and define your movements.	Drama Imagine you are playing the role of an evil criminal in a drama. Create a mind map showing how you would use your voice, face and body to portray this character.	Music Create a soundscape for a day at the beach. List the sounds you might hear and the instruments you would use to represent each sound.	Art Appreciation Recreate by acting out/posing your favourite masterpiece. Take a photo.	Visual Arts Draw an animal hybrid; two animals combined to create a new creature.	Visual Arts Think of one of your happiest memories. Create an artwork that reflects this memory using a medium of your choice.
Dance Play a game of freeze with your family. Apply a certain style of dancing for each song.	Drama Play a mime game with your family. Each member acts out an everyday activity or chore and others try to guess the activity.	Music Listen to music and draw shapes and lines as you listen, to match the sounds, rhythms and mood.	Art appreciation Research an art style or period and write a report outlining the movement and the artists involved.	Visual Arts Use a camera or smartphone to create different viewpoints of the same object. Try and sketch these.	Visual Arts Using a mirror, create a self-portrait using sketching and shading techniques.
Dance Ask your parents/grandparents to teach you a traditional dance (i.e. heel and toe polka)	Drama Imagine you are playing the role of a superhero in a drama. Create a mind map showing how you would use your voice, face and body to portray this character.	Music Listen to a piece of instrumental music. As you listen, draw a response to the music on a piece of paper using patterns or images.	Art Appreciation Learn about your favourite artist watching Art With Mati and DADA on You Tube	Visual Arts Collect a range of natural materials from around your home e.g. leaves, twigs, flowers. Use these to create a nature collage.	Visual Arts Gather 3-5 objects from around your house and arrange them to draw a still life

## Learning from Home HSIE and PDHPE Grid Stage 2 Werrington Public School

**INSTRUCTIONS:** each day, choose one HSIE/PDH activity to complete. You could take a photo or record your work and upload to Google Classroom. Choose a PE activity to undertake each day.

<b>History</b> Australia's national symbols represent what is unique about the geography, climate, culture, life and history. What does being Australian mean to you? Draw some things that symbolise your life and experiences in Australia.	<b>Geography</b> Choose a vegetation type. Draw, colour and label a detailed picture of this vegetation type and write a short paragraph to explain its features.	<b>Civics and Citizenship</b> Choose a service that is provided by your local council. Write a paragraph explaining how you and your family use and benefit from this service.	<b>PDH</b> Write a paragraph about a time that you had to deal with change in your life. Explain how you felt about the change and describe any strategies you used to help yourself adapt.	<b>PE</b> 20 jumping jacks 10 situps 20 mountain climbers 10 side-to-side jumps	<b>PE</b> Mindfulness Minute: For 60 seconds hold or perform one of the Yoga poses we taught you and clear your mind. Focus only on your breathing. Do this 3-5 more times today.
<b>History</b> Pretend you are a convict being transported to Australia. Write a diary entry to describe your experiences on board the First Fleet.	<b>Geography</b> Choose a raw material. Create a mind map showing how many products as possible that come from this raw material. Draw a picture of each product.	<b>Civic and Citizenship</b> List some laws that people in our society need to follow. Explain why you think it is important to abide by each of the laws on your list.	<b>PDH</b> Create an informative poster explaining strategies that children can use if they ever feel uncomfortable or unsafe in a particular situation.	<b>PE</b> 15 high kicks 30 second plank 18 burpees 10 pushups	<b>PE</b> 25 jumping jacks 10 situps 20 mountain climbs 12 squat jumps
<b>History</b> Draw a venn diagram to compare the way life of Australia's Indigenous people in the late 1700's to the way of life of the British colonists.	<b>Geography</b> Choose a natural resource. Create a poster to encourage members of the community to use this resource more sustainably.	<b>Civic and Citizenship</b> Describe a group that you belong to. Explain what you have in common with the other groups members and describe how it feels to be a part of this group.	<b>PDH</b> Every day this week, record an action you have taken that has shown empathy or respect for someone else's feelings or rights.	<b>PE</b> 30 hig knees 20 second plank Jog in place for 30 seconds 15 pushups	<b>PE</b> 30 jumping jacks 30 mountain climbs 30 squat jumps 30 situps
<b>History</b> Write a letter to your school Principal explaining why "acknowledgement of Country" should be observed at the start of each school assembly.	<b>Geography</b> Choose a country which neighbours Australia. Research and record 10 interesting facts about the natural or human features of this country.	<b>Civics and Citizenship</b> Describe a situation that might arise at home or at school where a decision could be made by voting.	<b>PDH</b> Write a paragraph about a time that you overcame a tough challenge. Explain what helped you to complete the task and how you felt once you succeeded.	<b>PE</b> 20 high kicks 40 second plank Jog in place for 30 seconds	<b>PE</b> Be Mindful: What did you notice around you? Write down 5 things you see, 3 things you hear and 1 thing you smell.

### Term 3 Learning from home Maths Grid Stage 2 Werrington public School

**Instructions:** Each Day choose one math activity to complete. Students may change the size and place value of a number to make it more/less challenging

<p><b>Number</b></p> <p>Show all the pairs of factors for the numbers 36, 32 and 24.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Choose and list the price of 10 supermarket items. Round each price to the nearest dollar. Use the rounded price to calculate the total cost of the items.</p>	<p><b>Multiplication &amp; Division</b></p> <p>Write 5 real-life word problems involving multiplication. Use a written strategy to solve each problem. Show your working.</p>	<p><b>Measurement</b></p> <p>Estimate and then measure the length of 10 different household kitchen items. Order them from smallest to largest.</p>	<p><b>Statistics &amp; Probability</b></p> <p>List all the possible outcomes for winning a game of 'Scissors-Paper-Rock'. Play a game with a member of your family and tick each outcome as it occurs</p>	<p><b>Geometry</b></p> <p>Draw a map of your bedroom. Think about the measurements of objects/features. If you would like a challenge, include a measurement scale e.g. 1cm=1m</p>
<p><b>Number</b></p> <p>Partition any or all of the following numbers using standard place value and then as many non-standard place value representations as possible.</p> <p>a) 342 b) 6943 c) 51 264</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Write as many addition and subtraction number sentences as you can using</p>	<p><b>Multiplication &amp; Division</b></p> <p>Divide a block of chocolate between each member of your family. How many pieces does each person get? Are there any remainders? Draw and explain your working.</p>	<p><b>Measurement</b></p> <p>Record the time you do certain activities during the day (e.g. woke up/ ate lunch/ fed the dog/ played with lego etc)</p> <p>List the activity and record the time on a clock face next to it and also in digital time.</p>	<p><b>Statistics &amp; Probability</b></p> <p>Observe the type and number of cars that drive past your home during a half hour period. Record this data using tally marks and then represent the data in a table and column graph.</p>	<p><b>Geometry</b></p> <p>What is a line of symmetry?</p> <p>Identify symmetry in countries' flags. then create your own symmetrical flag for an imaginary country.</p>
<p><b>Number</b></p> <p>During a weekly grocery shop, estimate the cost of all the items in your trolley. Check your estimate at the checkout.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Write 5 real-life worded problems involving addition or subtraction. Answer each problem and show your working.</p>	<p><b>Multiplication &amp; Division</b></p> <p>Draw a visual representation of all the different arrays for the number 48. Write a number sentence to accompany each array.</p>	<p><b>Measurement</b></p> <p>Measure and record the mass of each person in your family. Order the family members from lightest to heaviest.</p>	<p><b>Statistics &amp; Probability</b></p> <p>Skim a news article or chapter of a book and record how many times the following words appear: <b>the, and, a, because, for, to.</b> represent the data in a table and column graph.</p>	<p><b>Geometry</b></p> <p>Find examples of objects that have two-dimensional shapes around your home, draw and label them.</p>
<p><b>Number</b></p> <p>Draw a number line between 0 and 1. Place the following fractions on your number line: <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>. Under the number line, draw each fraction.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Imagine you are having a party. You have \$100 to spend. Create a simple budget for the party, listing the items you will buy with their amounts.</p>	<p><b>Multiplication &amp; Division</b></p> <p>Create a number pattern involving numbers that increase and numbers that decrease. Describe the rule for each pattern.</p>	<p><b>Measurement</b></p> <p>Measure the temperature in your home each morning for a week. Use a conversion app to convert each measurement from degrees Celsius to degrees Fahrenheit.</p>	<p><b>Statistics &amp; Probability</b></p> <p>Use a weekend weather forecast to determine the type of activities you could do as a family.</p>	<p><b>Geometry</b></p> <p>Identify letters and then words that have symmetry, for example: 'A' (but not 'a') MUM,</p>

### Term 3 Learning from home SPELLING GRID Stage 2 Werrington Public School

Instructions: Complete one activity each day from this grid. Write the date you completed each activity in your work book.

<b>Spelling</b> Write your spelling words in forwards and backwards alphabetical order.	<b>Spelling</b> Colour code your spelling words according to the vowels and consonants.	<b>Spelling</b> Write each of your spelling words inside a word search.	<b>Spelling</b> Write your spelling words showing breaks for each syllable.	<b>Spelling</b> Write each of your spelling words in a meaningful sentence.	<b>Spelling</b> Write a conversation (using direct speech) which includes your spelling words.
<b>Spelling</b> Write the dictionary definition of each of your spelling words.	<b>Spelling</b> Write a true statement and a false statement for each of your spelling words.	<b>Spelling</b> Write 5 clues about each of your spelling words.	<b>Spelling</b> Write your spelling words in an interesting font.	<b>Spelling</b> Write each of your spelling words with the letters jumbled up	<b>Spelling</b> Write a paragraph which includes your spelling words.
<b>Spelling</b> Pick 5 of your spelling words and draw a picture that represents each of them.	<b>Spelling</b> Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word.	<b>Spelling</b> Search through old magazines or newspapers to find as many spelling words as you can. Cut them out and glue them in your book.	<b>Spelling</b> For each of your spelling words, write four words. One is your spelling word, two relate to you spelling word and one is the odd word out that doesn't fit with the other two.	<b>Spelling</b> On a sheet of paper write your spelling words in different directions, filling up the whole sheet. Use different colours and style of writing for each word.	<b>Spelling</b> Write your spelling words in groups of nouns, verbs and adjectives.
<b>Spelling</b> Think of as many words as possible that rhyme with each of your spelling words and write them down.	<b>Spelling</b> Write a sentence for each of your spelling words using as much alliteration as possible.	<b>Spelling</b> Create a funny poster selling something using only your spelling words.	<b>Spelling</b> Write a short story using as many of your spelling words as you can. Write your spelling words in a different colour.	<b>Spelling</b> Sort your spelling words into three different categories of your choice.	<b>Spelling</b> Create a code for the alphabet and write your spelling words using the code. Then have someone decipher your words.

## WEEK 2

**FOCUS:** The graph /s/ making the sound “zh” as in treasure

<b>RED</b>	<b>ORANGE</b>	<b>GREEN</b>
treasure	treasuring	leisure
measure	treasury	exposure
pleasure	measurement	visual
closure	usual	visually
measuring	casual	television
treasured	casually	division

**RULE/GENERALISATION:** *When a word ends in ‘e’ drop the ‘e’ and add the vowel suffix e.g. treasure, treasuring, treasured*



# Monday

## Popular Pets

Some words to practice before reading the passage:

popular, love, care, walk, right, safe, sure, water, loyal, loving, cuddle, beautiful, move, breathe, means, snooze, lazy, string, watch, tank, gills, vital



**Dogs** are fantastic pets. They love to run and play. You can even teach them to do tricks!

To care for your dog, you must take them for a walk every day. You must feed them the right sort of food and make sure they have fresh water. Your dog will also need a warm and safe spot to sleep.

Dogs are very popular pets because they are so loyal and loving.

A **cat** is a good pet for you if you like to cuddle and snooze.

Cats like to sleep in the sun and can seem a bit lazy, but they do like to play too.

Just like dogs, cats need the right foods and some fresh water every day.

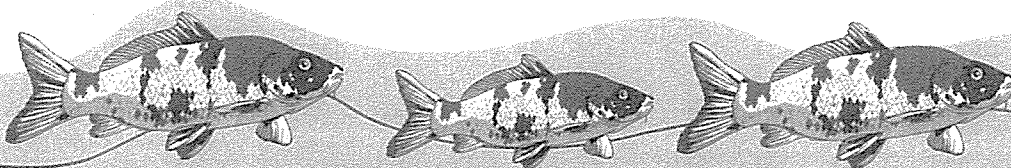
Cats do not need to go out for walks but they do like to play with small toys and bits of string.



**Fish** are also very popular pets. Dogs and cats can be fun to play with, but fish are beautiful to watch as they swim in the water.

If you are going to keep a fish as a pet at home, it will need to be kept in a fish tank. If there is just one fish, like a goldfish, then they do not need a big tank, but they do need room to move and swim freely. You may choose to keep lots of fish at one time, but if you do, you will need a bigger tank.

It is vital to keep the water in fish tanks clean. Fish breathe underwater with their gills, so if the water is dirty, that means they are 'breathing in' the dirt from the water. This can make them sick. If you are going to have a pet fish, you must make sure to keep the tank clean.



Monday

## Comprehension Questions for 'Popular Pets'

1. How often should you take your pet dog for a walk? \_\_\_\_\_

\_\_\_\_\_

2. Why are dogs popular pets? \_\_\_\_\_

\_\_\_\_\_

3. Make a list of things cats like to do. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why would you need a bigger fish tank? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Find and copy one word from the text which means 'important'. \_\_\_\_\_

\_\_\_\_\_

6. In your opinion, which of these three pets would be the easiest pet to look after? Explain your answer with examples from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Monday 19th July 2021

## The Great Scam



### Story starter

*So far, her plans had all been successful. The orders kept flooding in on her website and she had to work tirelessly just to keep up!*

*How long until someone realised what she was up to? Would they ever?*

### Continue the story.

\* The title of your story is **The Great Scam.**

\* Use the story starter above to begin writing your own imaginative story.

\*Use the attached Success Criteria and today's Word Bank to help plan and write your story.

**Success Criteria**

<b>Have I...</b>	✓
<b>written a story that has an opening, a build up, a problem, a resolution and an ending?</b>	
<b>Described my setting to engage the reader?</b> E.g. • dark, gloomy, mysterious forest with pairs of eyes staring everywhere • sky as black as coal covered the land like a blanket	
<b>Created detailed characters to engage the reader?</b> E.g. • a gargantuan beast with thick, hairy legs waited patiently for...	
<b>Organised my writing into paragraphs around a theme so it is cohesive and helps the reader follow it?</b> • described the setting • introduced characters • described the problem • resolved the problem • a suitable ending	
<b>Punctuated my writing correctly?</b> • capital letters • full stops • exclamation marks • question marks • commas in lists • apostrophes for contraction	
<b>Re-read my writing and corrected errors to improve it?</b> • spellings • punctuation • grammar • missing words • improving adjectives	

**Adjective Word Bank**

<b>Appearance</b>	<b>Size and shape</b>	<b>Feel</b>	<b>Colour</b>
<i>shiny</i>	<i>large</i>	<i>rough</i>	<i>yellow</i>
<i>matt</i>	<i>tiny</i>	<i>smooth</i>	<i>orange</i>
<i>bright</i>	<i>small</i>	<i>bumpy</i>	<i>brown</i>
<i>muted</i>	<i>tall</i>	<i>hairy</i>	<i>green</i>
<i>dull</i>	<i>short</i>	<i>soft</i>	<i>violet</i>
<i>beautiful</i>	<i>round</i>	<i>cold</i>	<i>black</i>
<i>ugly</i>	<i>square</i>	<i>warm</i>	<i>pink</i>
<i>dirty</i>	<i>flat</i>	<i>spongy</i>	<i>white</i>
<i>clean</i>	<i>curved</i>	<i>slippery</i>	<i>grey</i>

[illegible]



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

Date: \_\_\_\_\_

## Common Nouns in Your House

List the common nouns that are in your house from A to Z.

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

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

Date: \_\_\_\_\_

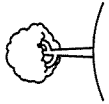

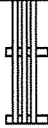



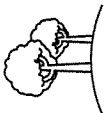







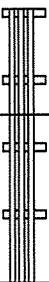



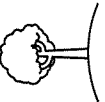

# Common Nouns in Your House

Navigate yourself through the map to complete the sentence.  
Write each word as it is discovered on the line below.

Begin at 'Start'.

1. Move 2 spaces north.
2. Move 1 space east.
3. Move 3 spaces north.
4. Move 4 spaces east.
5. Move 2 spaces south.
6. Move 2 spaces west.
7. Move 3 spaces south.
8. Move 1 space west and then 6 spaces north.
9. Move 2 spaces east.
10. Move 4 spaces south.
11. Move 3 spaces north.
12. Move 2 spaces north and then 4 spaces west.
13. Move 3 spaces east.

Write the sentence below and circle the common nouns.

the			barn		
		to		collect	
	was			from	walking
					
			the		in
the	farmer			eggs	
					
Start			rain		

### Multi-Digit Addition

**1**  $45 + 53$

**2**  $134 + 24$

**3**  $208 + 93$

**4**  $365 + 135$

**5**

$$\begin{array}{r} 847 \\ + 358 \\ \hline \end{array}$$

**6**

$$\begin{array}{r} 2,105 \\ + 976 \\ \hline \end{array}$$

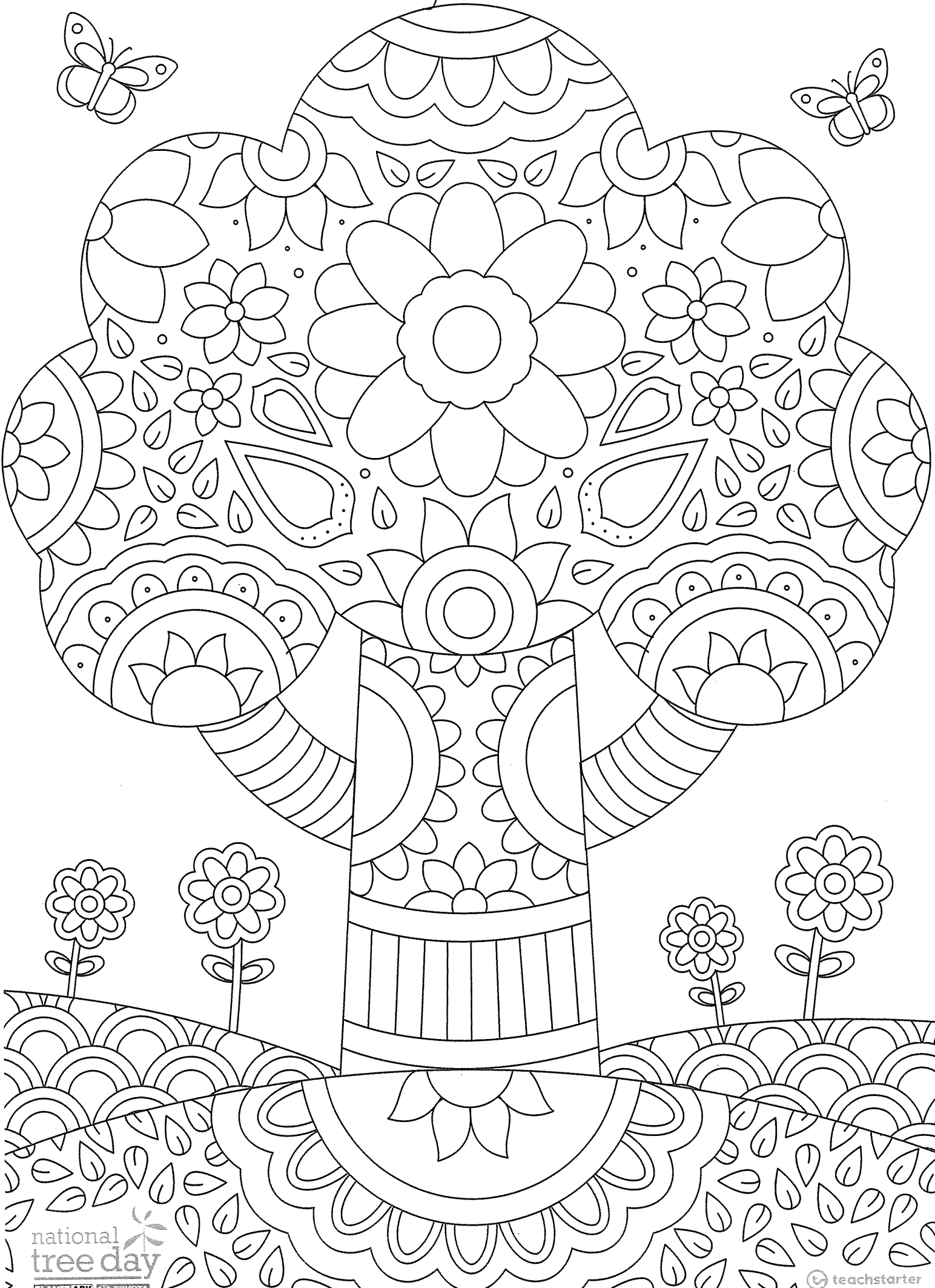
**7**

$$\begin{array}{r} 15,403 \\ + 2,658 \\ \hline \end{array}$$

**8**

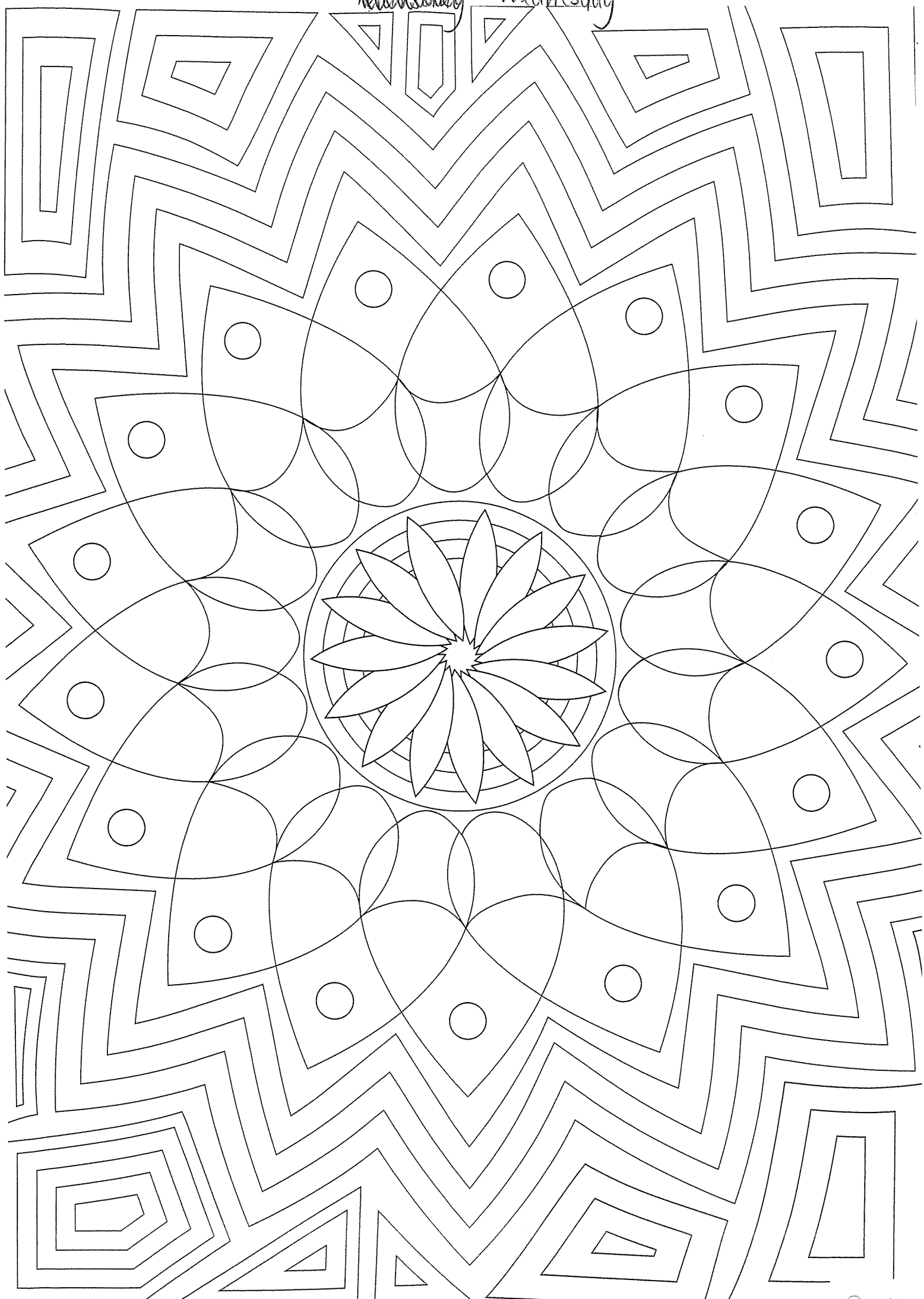
$$\begin{array}{r} 28 \\ 32 \\ 15 \\ + 56 \\ \hline \end{array}$$

Monday





Monday Wednesday

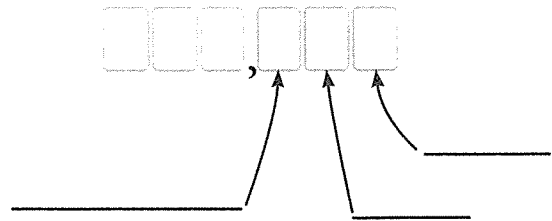


## Place Value

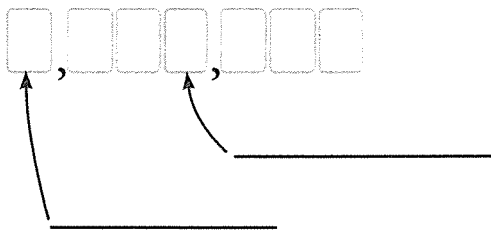
**1** Fill in the blank.

In a multi-digit number, the number place that a digit is in determines its \_\_\_\_\_.

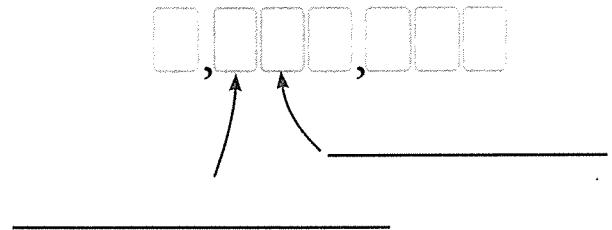
**2** Name the number places:



**3** Name the number places:



**4** Name the number places:



**5** What is the place value of the digit '2' in this number?

425

**6** What is the place value of the digit '6' in this number?

1,682

**7** What is the place value of the digit '7' in this number?

17,018

**8** What is the place value of the digit '3' in this number?

3,854,172

**9** Write this number in expanded form:

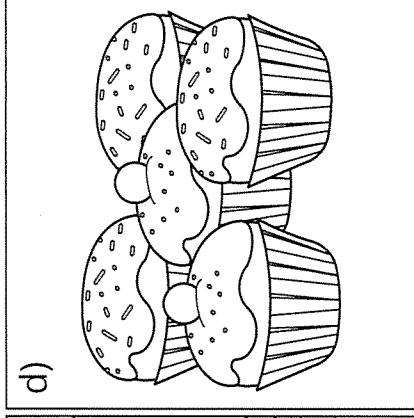
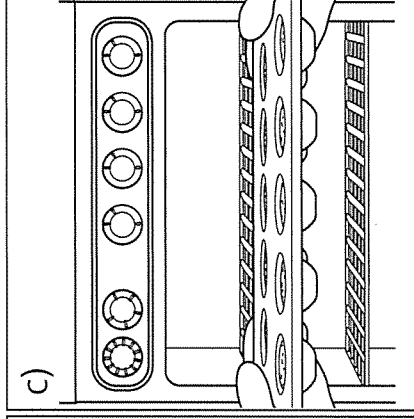
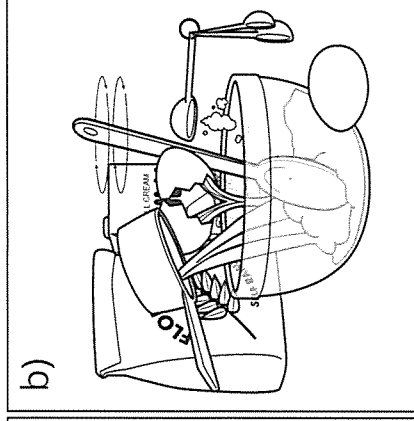
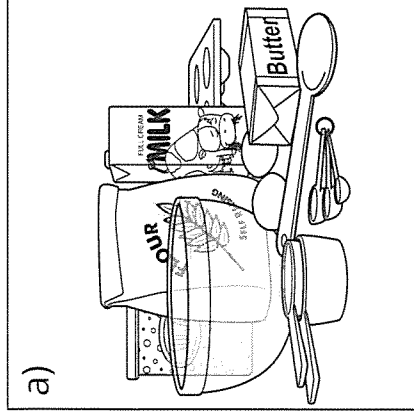
836

**10** Write this number in expanded form:

2,507

Name \_\_\_\_\_

Date \_\_\_\_\_



2. For each picture, write a sentence that begins with a text connective. Remember to use any other necessary punctuation.

a)

b)

c)

d)

e)

Name \_\_\_\_\_

Date \_\_\_\_\_

## Text Connectives

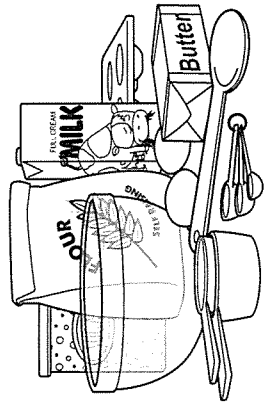
Text connectives link sections of a text and help to sequence events through time. Examples of text connectives include:

- firstly
- then
- next
- later
- finally.

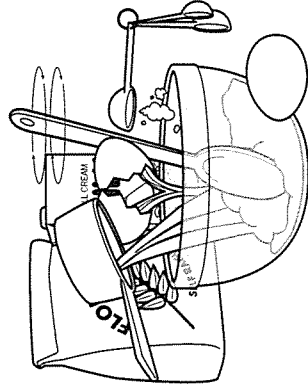
1. The pictures below show a sequence of events. Choose an appropriate text connective for each of the pictures and write it in the correct box.

Wednesday

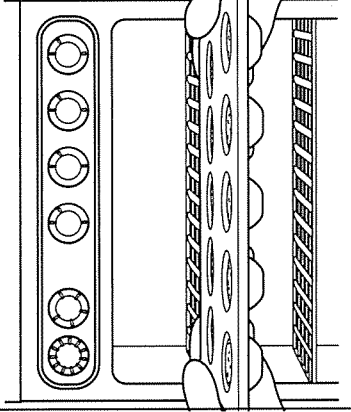
a)



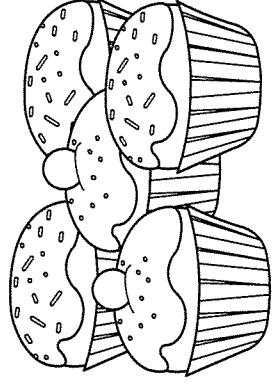
b)



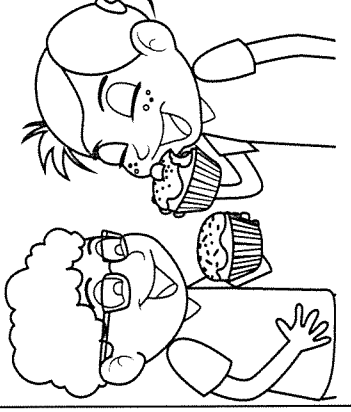
c)



d)



e)



[illegible]



**Success Criteria**

<b>Have I...</b>	✓
<b>written a story that has an opening, a build up, a problem, a resolution and an ending?</b>	
<b>Described my setting to engage the reader?</b> E.g. • dark, gloomy, mysterious forest with pairs of eyes staring everywhere • sky as black as coal covered the land like a blanket	
<b>Created detailed characters to engage the reader?</b> E.g. • a gargantuan beast with thick, hairy legs waited patiently for...	
<b>Organised my writing into paragraphs around a theme so it is cohesive and helps the reader follow it?</b> • described the setting • introduced characters • described the problem • resolved the problem • a suitable ending	
<b>Punctuated my writing correctly?</b> • capital letters • full stops • exclamation marks • question marks • commas in lists • apostrophes for contraction	
<b>Re-read my writing and corrected errors to improve it?</b> • spellings • punctuation • grammar • missing words • improving adjectives	

**Fronted Adverbials Word Bank**

<b>Time</b>	<b>Frequency</b>	<b>Place</b>	<b>Manner</b>
<i>Later</i>	<i>Rarely</i>	<i>Here</i>	<i>Slowly</i>
<i>Soon</i>	<i>Regularly</i>	<i>Over there</i>	<i>Quickly</i>
<i>Now</i>	<i>Once or twice</i>	<i>There</i>	<i>Awkwardly</i>
<i>In the morning</i>	<i>Constantly</i>	<i>Upstairs</i>	<i>Courageously</i>
<i>Later that night</i>	<i>Never before</i>	<i>Down by the...</i>	<i>Nervously</i>
<i>All of a sudden</i>	<i>Every second</i>	<i>Behind the...</i>	<i>Curiously</i>
<i>Just then</i>	<i>Sometimes</i>	<i>Under the...</i>	<i>Carefully</i>
<i>Immediately</i>	<i>Frequently</i>	<i>North of here</i>	<i>Bravely</i>
<i>Tomorrow</i>	<i>Often</i>	<i>Beside the...</i>	<i>Lazily</i>

Wednesday 21st July 2021

## The Predator



### Story starter

*A low growl could be heard; a rumble that came from deep within the predator like a distant storm approaching.*

*With milky grey eyes like miniature moons, the cat began to prowl stealthily out of the tall grass...*

### Continue the story.

\* The title of your story is **The Predator**

\* Use the story starter above to begin writing your own imaginative story.

\*Use the attached Success Criteria and one of your Word Banks to help plan and write your story.



Wednesday

## Comprehension Questions for 'Not a Good Day'

1. Why is Pip running late this morning? \_\_\_\_\_

2. Why do you think mum frowned at Pip when she took the banana for her breakfast? \_\_\_\_\_

3. Where has Dad been? \_\_\_\_\_

4. Why do you think Pip is so desperate to get to school today? \_\_\_\_\_

5. How do you think Pip will get to school now that she has missed the bus?

6. Make some predictions. What do you think will happen next in this story?

# Wednesday

## Not a Good Day

Some words to practice before reading the passage:

bright, eyes, snooze, school, homework, downstairs, kitchen, brother, banana, something, night, late, button, clock

Beep! Beep! Beep! I sit up in bed, the sun bright in my still sleepy eyes. I tap the snooze button on the clock next to my bed. Just a few more... Oh no! That was not a good idea, now I am going to be late!

I put on my school dress, put my homework into my bag and go downstairs. In the kitchen, Mum is at the sink and my baby brother is playing with bits of egg and toast. The rest of his eggs are on the wall and the floor. Not good. "Do you want some eggs Pip? Or just toast?" Mum asks.

"No thanks." I say, "I need to go."

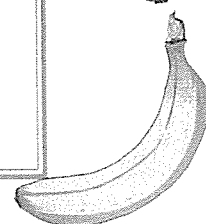
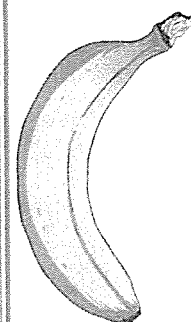
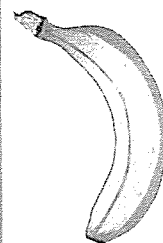
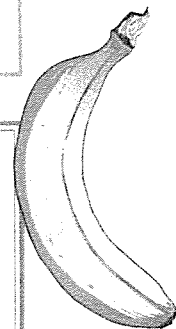
"You need to eat something Pip!"

"I will." I grab a banana. Mum looks, frowning, but says nothing. I just keep going, I need to get to school.

I put the banana into my bag and set it on my back. As I rush out the door...Whack! I walk right into Dad, who is just getting back from his night shift. I fall onto my back, right on top of my school bag. Oh no! My homework is in there...with the banana. "Oh, sorry Pip!" says Dad. He helps me up and I look in my school bag.

"Oh, man!" I say. It is a mess. And my homework? Yuk! Oh well, I need to keep going. I cannot miss the bus. Not today. "Bye Dad!" I yell as I start running. I run for the bus stop, which is just at the end of my street. By the time I get there, it is too late. Oh no.

Today is not going to be a good day.



# Thursday

## The Hunt

Some words to practice before reading the passage:

small, come, opened, read, water, clue, more, only, own, alone, could, hidden, split, shocked, shrubs, river, rushing, bush

It is Sunday. On Sundays, Sam spends the day with his Pop.

Today, Pop and Sam are going to the park. On the way there, Pop says to Sam, "Today you are going to go on a hunt, but I cannot go with you. You must do this on your own." Pop passes a small card to Sam and says to him, "You must find what has been hidden in the big, red box. Good luck, Sam."

Sam opens the card and reads, "Find the spot where the water is split." It was the clue to start him on his hunt. He stops to think, then asks, "What does that mean, Pop?"

But Pop was not there.

In fact, as Sam looks up he is shocked to find that he is not in the park. He sees trees, shrubs and more trees, as well as a river rushing by.

He is in the bush.

And he is alone.

Sam can see what he needs to do. To get back to the park, and to Pop, he must find out what is in the big red box.

But first, he must find it.

Thursday

## Comprehension Questions for 'The Hunt'

1. What did Pop give to Sam? \_\_\_\_\_

2. What adjectives are used to describe the box? \_\_\_\_\_

3. What does Sam need to do to finish the hunt? \_\_\_\_\_

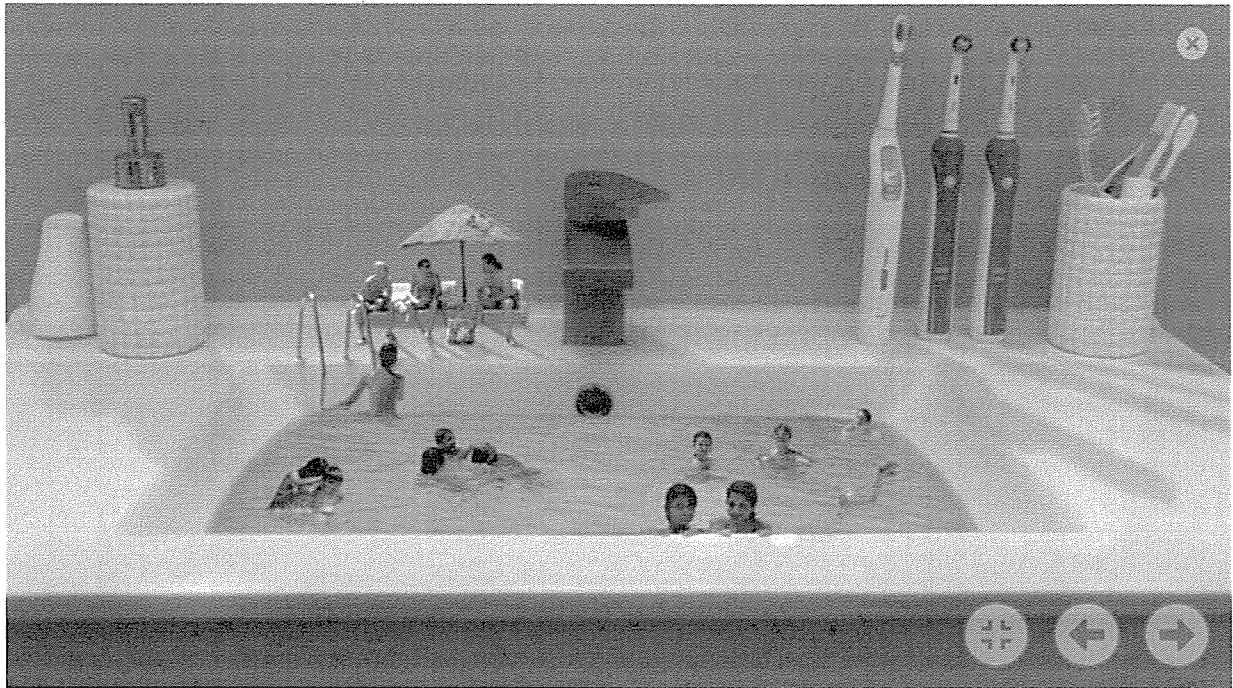
4. How do you think Sam felt when he realised he was no longer in the park with Pop but in the bush all on his own? \_\_\_\_\_

5. Can you solve the clue? Where might you go to find 'where the water splits'?

6. Now that Sam is alone in the bush, what do you predict might happen next?

Thursday 22nd July 2021

## The Jeffersons' House



### Story starter

*When the Jefferson family were out, their house came alive with activity.*

*Every morning, when Mr. and Mrs. Jefferson headed off to work and their two children ran along to the bus stop to catch their ride to school, the signal for 'all clear' would sound and out of the woodwork the little people came...*

### Continue the story.

\* The title of your story is **The Jeffersons' House**

\* Use the story starter above to begin writing your own imaginative story.

\*Use the attached Success Criteria and one of your Word Banks to help plan and write your story.

**Success Criteria**

Have I...	✓
written a story that has an opening, a build up, a problem, a resolution and an ending?	
<b>Described my setting to engage the reader?</b> E.g. • dark, gloomy, mysterious forest with pairs of eyes staring everywhere • sky as black as coal covered the land like a blanket	
<b>Created detailed characters to engage the reader?</b> E.g. • a gargantuan beast with thick, hairy legs waited patiently for...	
<b>Organised my writing into paragraphs around a theme so it is cohesive and helps the reader follow it?</b> • described the setting • introduced characters • described the problem • resolved the problem • a suitable ending	
<b>Punctuated my writing correctly?</b> • capital letters • full stops • exclamation marks • question marks • commas in lists • apostrophes for contraction	
<b>Re-read my writing and corrected errors to improve it?</b> • spellings • punctuation • grammar • missing words • improving adjectives	

**Word Bank**

<b>Adjectives to describe size (people)</b>			
<i>giant</i>	<i>large</i>	<i>puny</i>	<i>colossal</i>
<i>gigantic</i>	<i>small</i>	<i>petite</i>	<i>enormous</i>
<i>huge</i>	<i>short</i>	<i>heavy</i>	<i>long</i>
<i>wide</i>	<i>meagre</i>	<i>tall</i>	<i>little</i>
<i>massive</i>	<i>humongous</i>	<i>miniscule</i>	<i>tiny</i>

[illegible]





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

Date: \_\_\_\_\_

## Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly
--------	--------	-----------	---------	---------

- The snow fell \_\_\_\_\_ on the ground.
- The mouse ran \_\_\_\_\_ across the room.
- \_\_\_\_\_, she turned into a toad.
- The snail crawled \_\_\_\_\_.
- The elephant stomped \_\_\_\_\_.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

- The class walked slowly around the museum.
- We eagerly explored the dinosaur exhibition.
- Jack looked carefully at each exhibit.
- The boys sat outside and ate their lunch quietly.
- The students ran quickly to catch the train.

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

Date: \_\_\_\_\_

f) The steam train chugged steadily along the tracks.

g) The school trip was exhausting.

3. Choose an adverb from the box to complete the sentences below.

very

so

finally

twice

a) Dad took a \_\_\_\_\_ long time to cook dinner.

b) The rain \_\_\_\_\_ stopped.

c) The doorbell rang \_\_\_\_\_.

d) The movie was \_\_\_\_\_ exciting.

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and correct punctuation.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_


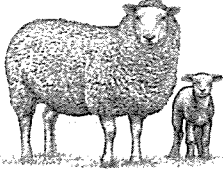
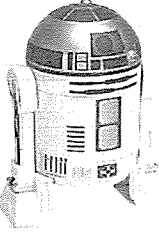
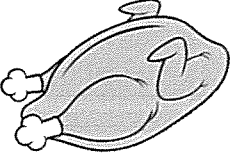
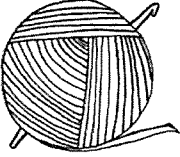


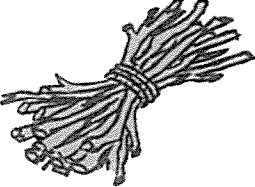
5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

d	f	g	j	v	a	i	q	p	h
s	s	o	f	t	l	y	u	c	a
h	j	l	k	c	z	x	i	d	p
s	l	n	o	x	v	n	c	b	p
w	m	j	k	w	e	r	k	y	i
f	b	h	j	g	l	t	l	t	l
e	s	d	h	f	e	y	y	o	y
f	i	e	r	c	l	y	r	u	q
r	n	c	x	f	e	k	m	g	e
c	a	r	e	f	u	l	l	y	j



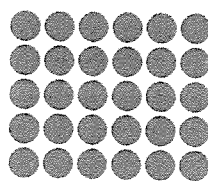
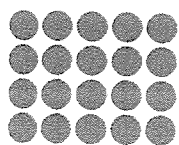
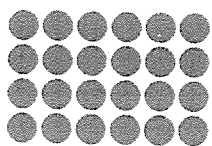
Label the pictures below, then place a tick in the column you think it belongs to.

Explain your selection **CLEARLY** using a **short sentence** (in the REASON column at the end of each line).

	NAME it	Living?	Non-Living?	Once-Living?	Product of a Living thing?	Your REASON
						<hr/> <hr/> <hr/> <hr/>
						<hr/> <hr/> <hr/> <hr/>
						<hr/> <hr/> <hr/> <hr/>
						<hr/> <hr/> <hr/> <hr/>
						<hr/> <hr/> <hr/> <hr/>
						<hr/> <hr/> <hr/> <hr/>
						<hr/> <hr/> <hr/> <hr/>



**3** Use known facts or the arrays to answer the questions.



a  $24 \div 4 = \square$

d  $20 \div 4 = \square$

g  $20 \div 5 = \square$

b  $24 \div 6 = \square$

e  $20 \div 10 = \square$

h  $30 \div 6 = \square$

c  $20 \div 2 = \square$

f  $30 \div 5 = \square$

**4** Use known facts to solve the problems.

- a 8 marbles shared between 4 girls.
- b 20 football cards shared between 4 boys.
- c \$16 shared between 4 sisters.
- d 12 cows shared between 4 paddocks.
- e \$24 shared between 4 children.
- f 32 eggs shared between 4 people.
- g 40 chickens shared between 4 families.

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Halve, then  
halve again to  
divide by 4.



**5** Solve the secret code by exchanging numerals for letters.

2	4	8	6	10	3	9	7	1	5
K	A	G	W	D	T	R	O	U	E

1  $16 \div 2 = \square$

6  $12 \div 2 = \square$

11  $6 \div 6 = \square$

2  $18 \div 2 = \square$

7  $14 \div 2 = \square$

12  $40 \div 4 = \square$

3  $15 \div 3 = \square$

8  $90 \div 10 = \square$

13  $30 \div 6 = \square$

4  $16 \div 4 = \square$

9  $12 \div 6 = \square$

5  $9 \div 3 = \square$

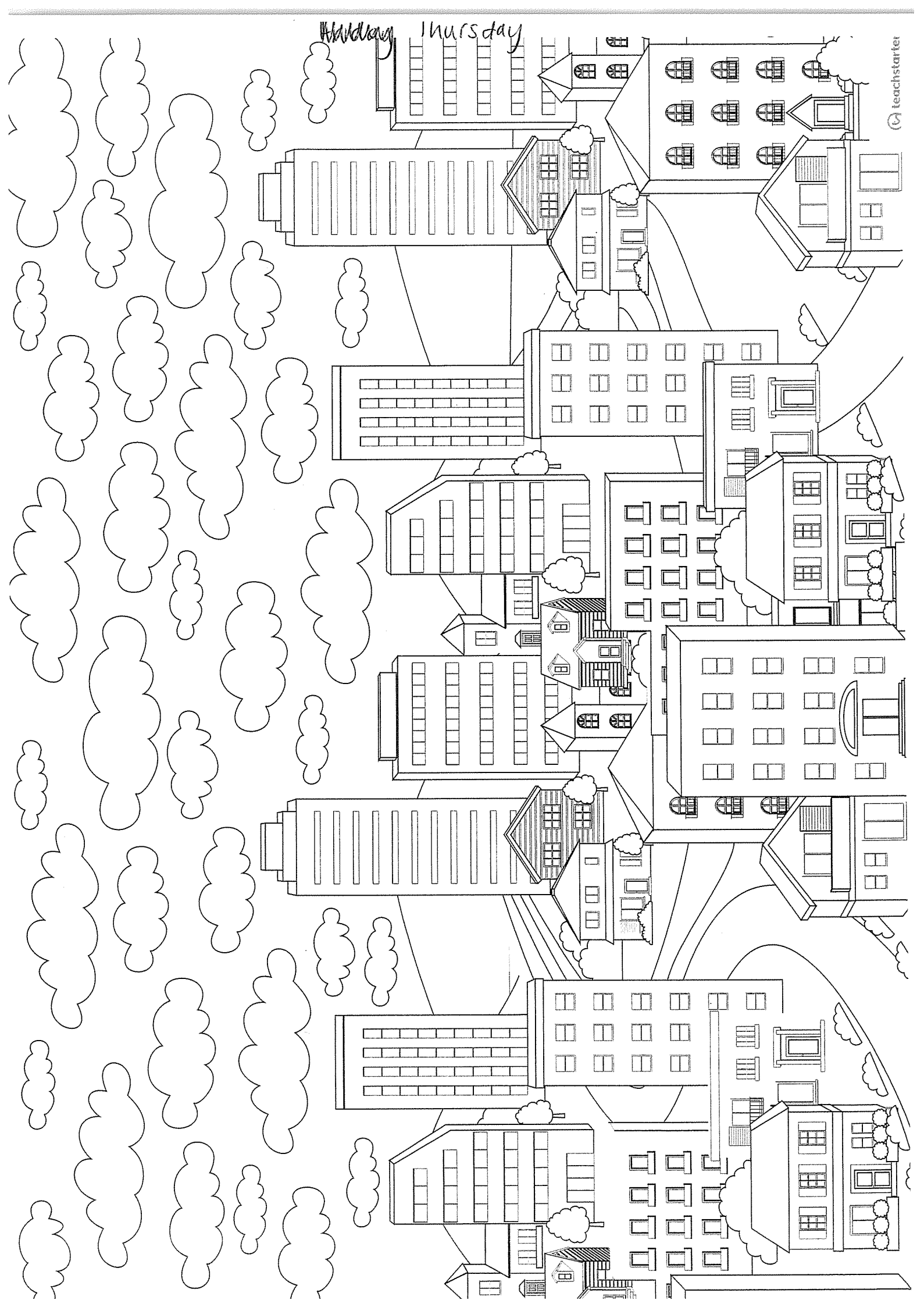
10  $60 \div 6 = \square$

1	2	3	4	5
---	---	---	---	---

6	7	8	9
---	---	---	---

10	11	12	13
----	----	----	----

Wednesday Thursday



Friday

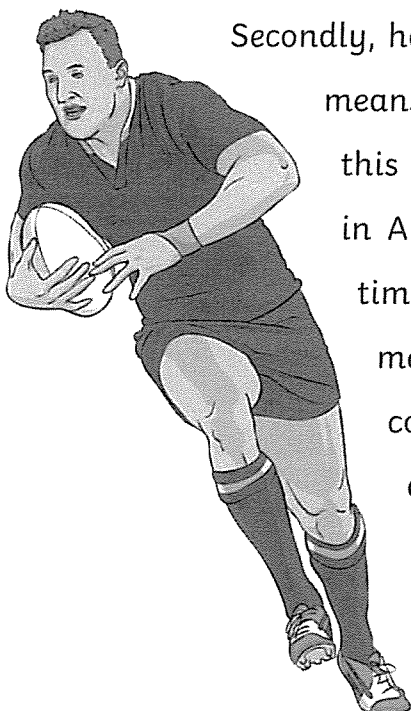
# All States Should Play in the State of Origin Cloze Activity

Fill in the missing words using the word bank below.

believe	teams	rugby	conclusion	Australia	Origin
Maroons	play	current	fan	South	permitted
healthy	states	territories	teams	includes	supporters

I firmly \_\_\_\_\_ that all states in Australia should participate in the State of Origin. The \_\_\_\_\_ formation of the competition is unsportsmanlike and needs to be improved. Allowing all states to play would be more inclusive, it would gain supporters and it would allow a \_\_\_\_\_ Australia-wide competitiveness among teams.

Firstly, the only two teams that compete in the State of Origin are the New \_\_\_\_\_ Wales Blues and the Queensland \_\_\_\_\_. Allowing only two states out of six in Australia to \_\_\_\_\_, the series shows preferential treatment to New South Wales and Queensland, while excluding the four remaining \_\_\_\_\_. Why are New South Wales and Queensland \_\_\_\_\_ to participate but not the others? The \_\_\_\_\_ supporters from around Australia must feel excluded which is not fair.



Secondly, having only two \_\_\_\_\_ in the State of \_\_\_\_\_ means only two groups of supporters. The majority of the supporters of this sport come from New South Wales and Queensland. If all states in Australia were to play in the State of Origin, there would be four times the number of \_\_\_\_\_. More supporters would mean a nation-wide \_\_\_\_\_ base, a fully inclusive competition, more money for the sport and an increase in knowledge and interest among younger sport fans.

Finally, the current sporting rivalry between the Blues and Maroons is one of the biggest in \_\_\_\_\_. While this

## All States Should Play in the State of Origin Cloze Activity

provides great competitiveness among \_\_\_\_\_ and supporters, a nation-wide competition would significantly increase and improve this. A State of Origin which \_\_\_\_\_ all six states would mean all six states were competing against each other, and sporting rivalries are a great way to learn about other teams and the states from which they come.

In \_\_\_\_\_, it is obvious that all states and \_\_\_\_\_ should play in the State of Origin. This is to promote inclusivity, gain supporters and improve the competitiveness of the competition.



Friday 23rd July 2021

## Magic Carpet Ride



### Story starter

*The boy leant to his left and swooped around another corner. He never felt more alive than when he was on his magic carpet.*

*Finding a straight stretch of road, he urged the carpet to top speed, sending plumes of dust from the ground all around him. He quickly approached a woman dressed in black, carrying a bowl of fruit and...*

### Continue the story.

\* The title of your story is **Magic Carpet Ride**

\* Use the story starter above to begin writing your own imaginative story.

\*Use the attached Success Criteria and one of your Word Banks to help plan and write your story.

**Success Criteria**

<b>Have I...</b>	✓
<b>written a story that has an opening, a build up, a problem, a resolution and an ending?</b>	
<b>Described my setting to engage the reader?</b> E.g. • dark, gloomy, mysterious forest with pairs of eyes staring everywhere • sky as black as coal covered the land like a blanket	
<b>Created detailed characters to engage the reader?</b> E.g. • a gargantuan beast with thick, hairy legs waited patiently for...	
<b>Organised my writing into paragraphs around a theme so it is cohesive and helps the reader follow it?</b> • described the setting • introduced characters • described the problem • resolved the problem • a suitable ending	
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<b>Re-read my writing and corrected errors to improve it?</b> • spellings • punctuation • grammar • missing words • improving adjectives	

**Word Bank**

<b>Verbs to describe movement</b>		
<i>glide</i>	<i>fly</i>	<i>skip</i>
<i>float</i>	<i>climb</i>	<i>charge</i>
<i>tiptoe</i>	<i>drift</i>	<i>slither</i>
<i>sneak</i>	<i>race</i>	<i>swim</i>
<i>crawl</i>	<i>dash</i>	<i>leap</i>
<i>gallop</i>	<i>jog</i>	<i>hobble</i>
<i>travel</i>	<i>rush</i>	<i>creep</i>
<i>bolt</i>	<i>stomp</i>	<i>stumble</i>

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Prepositions

A preposition is a word that is placed in front of a noun, pronoun or other group of words to show relationships. Most prepositions are small words such as **in, at, on, to, under, over, with, into.**

The ball went **into** the net.

The cat sat **under** the table.

under	on	with	between
through	over	into	

1. Use the prepositions in the box to complete the sentences below. Each preposition should only be used once. Rewrite the sentences using capital letters and other correct punctuation.

a) the girl sat \_\_\_\_\_ the chair

\_\_\_\_\_

b) the fish swam \_\_\_\_\_ the net

\_\_\_\_\_

c) the ball rolled \_\_\_\_\_ the table

\_\_\_\_\_

d) the rainbow arched \_\_\_\_\_ the trees

\_\_\_\_\_

e) the lifeguards told us to swim \_\_\_\_\_ the flags

\_\_\_\_\_

f) we walked \_\_\_\_\_ the gate

\_\_\_\_\_

g) she lives \_\_\_\_\_ her parents

\_\_\_\_\_

### Extending division facts

We know that  $8 \div 2 = 4$  so  $80 \div 2$  must equal 40.

**5** Solve each pair of divisions.

a	9	÷	3	=	
b	12	÷	2	=	
c	15	÷	3	=	
d	20	÷	4	=	
e	25	÷	5	=	
f	24	÷	6	=	
g	36	÷	6	=	

90	÷	3	=	
120	÷	2	=	
150	÷	3	=	
200	÷	4	=	
250	÷	5	=	
240	÷	6	=	
360	÷	6	=	

$12 \div 4 = 3$  so  
 $120 \div 4 = 30$ . Cool!



### Trial and error

Use trial and error to find the answers to the divisions with remainders. E.g.  $26 \div 4$ . Try  $5 \times 4 = 20$ ,  $6 \times 4 = 24$ ,  $7 \times 4 = 28$ . The answer is 6 remainder 2.

**6** Use trial and error to solve these divisions.

- a  $29 \div 3 =$   remainder
- b  $19 \div 4 =$   remainder
- c  $29 \div 5 =$   remainder
- d  $38 \div 5 =$   remainder
- e  $31 \div 6 =$   remainder

- f  $21 \div 4 =$   remainder
- g  $23 \div 5 =$   remainder
- h  $31 \div 3 =$   remainder
- i  $42 \div 8 =$   remainder
- j  $29 \div 6 =$   remainder

**7** Solve the division problems.

- a Jim had 15 football cards that he shared among two friends and himself. How many did each child receive?
- b Mr Smith put 150 people on 3 buses. If they all had the same amount of children on them, how many were on each bus?

- c Sally bought 6 CDs at the music store. What is the cost of each CD if the total cost for all of them was \$54?
- d Jack had 48 marbles that he shared between himself and 5 other children. How many marbles did each child receive?

Friday

