

## Werrington Public School – Learning Continuity Plan Stage 2 (Term 3, Week 7)

Week 7 will be the same as last week, with the Google Classroom page being updated daily with the tasks for that day. It will be monitored by Stage 2 teachers who will reply to posts and/or questions where appropriate. 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: ypwjozx. 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.

### SPELLING Week 7

<b>RED</b>	<b>ORANGE</b>	<b>GREEN</b>
colour	honour	flavoursome
colouring	colourful	splendour
favour	neighbour	behaviour
flavour	glamour	favourite
flavoured	flavourful	honouring
odour	rumour	neighbourhood

**FOCUS:** The trigraph /our/ making the sound “eh” as in colour

**RULE/GENERALISATION:** In most words just add the suffix e.g. flavour, flavoursome, flavourful, flavoured.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>English</u></b></p> <p><b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading.</p> <p><b>Reading Task-</b> <i>The Boy Who Cried Wolf</i></p> <p><b>Writing Task-</b> Imaginative writing task: <i>CRASH!</i></p> <p><b>Spelling</b> – complete a look/cover/write/check and place your words in alphabetical order. Select a task from your spelling grid.</p> <p><b>Grammar</b> – <i>Colour grammar</i></p>	<p><b><u>English</u></b></p> <p><b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading.</p> <p><b>Reading Task-</b> <i>The Man with the Golden Touch</i></p> <p><b>Writing Task-</b> Writing Sentences: Adverbial Phrases</p> <p><b>Spelling</b> – complete a look/cover/write/check Select a task from your spelling grid.</p> <p><b>Grammar</b> – <i>Inventing new similes</i></p>	<p><b>WONDERFUL WEDNESDAY</b></p> <p>Complete any activities on the Wonderful Wednesday grid or choose your own topic to research.</p> <p>If you prefer, you can just finish previous work, engage in other activities you enjoy, perhaps just focus on being active or creative, or have a rest day completely.</p>	<p><b><u>English</u></b></p> <p><b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading.</p> <p><b>Reading Task-</b> <i>The Owl in the Tree</i></p> <p><b>Writing Task-</b> Sentences: more adverbial phrases</p> <p><b>Spelling</b> – complete a look/cover/write/check Select a task from your spelling grid.</p> <p><b>Grammar-</b> Prefixes</p>	<p><b><u>English</u></b></p> <p><b>Reading Eggs or DEARS</b> – students complete 15-20 minutes of independent reading.</p> <p><b>Reading Task-</b> <i>The Two Brothers</i></p> <p><b>Writing Task-</b> Imaginative writing task: Magic Biscuits!</p> <p><b>Spelling</b> – complete a look/cover/write/check Select a task from your spelling grid. Can someone at home test you on this weeks' words?</p> <p><b>Grammar-</b> Contractions</p>
<b>Break</b>					
<b>Middle</b>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the day</b></p> <p><b>Maths lesson:</b> Location and Transformation</p> <p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Optional:</b> Mathletics (related to todays' topic) Wishball, Number</p>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the day</b></p> <p><b>Maths lesson:</b> Money-Shopping Catalogue</p> <p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Optional:</b> Mathletics (related to todays' topic) Wishball, Number</p>	<p>Continue to upload anything you want to share with your teachers, and communicate on Google Classroom with your friends if you wish.</p>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the day</b></p> <p><b>Maths lesson:</b> Length</p> <p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Optional:</b> Mathletics (related to todays' topic) Wishball, Number</p>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the day</b></p> <p><b>Maths lesson:</b> Analogue Time (half hour)</p> <p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Optional:</b> Mathletics (related to todays' topic)</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	Game.	Game.		Game.	Wishball, Number Game.
<b>Break</b>					
<b>Afternoon</b>	<u><b>Other KLAs</b></u> <b>BTN Newsbreak-</b> write a quick recap <b>Creative Arts-</b> Bucket Drumming	<u><b>Other KLAs</b></u> <b>BTN Newsbreak-</b> write a quick recap <b>Geography-</b> Countries in the Olympics		<u><b>Other KLAs</b></u> <b>BTN Newsbreak-</b> write a quick recap <b>Science-</b> Life Cycle of a Frog	<u><b>Other KLAs</b></u> <b>BTN Classroom Episode-</b> take notes during and write a recap of one story <b>SPORT:</b> Practice a sporting <b>And/or</b> <b>CAPA:</b> Make your own dance moves

### 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.

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

**Term 3 Learning from home Maths Grid Stage 2 Weeks 6 & 7 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 align="center"><b>Number</b></p> <p>Draw and write everything you know about 360, 450 and 1600 (you can use any operation you like)</p>	<p align="center"><b>Addition &amp; Subtraction</b></p> <p>Look at a catalogue from the mail. Choose and list the price of 5 items. Round each price to the nearest dollar. Use the rounded price to calculate the total cost of the items.</p>	<p align="center"><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 align="center"><b>Measurement</b></p> <p>Estimate and then measure the length of each family member's hands. Draw them and order them from largest to smallest. Take a photo and post it.</p>	<p align="center"><b>Statistics &amp; Probability</b></p> <p>Heads and Tails - Flipping a coin 100 times. Record your results on a chart. Analyse your results. What did you notice? Use 20 cents then 10 cents. Did it make a difference?</p>	<p align="center"><b>Geometry</b></p> <p>Design your own backyard and draw a map of where everything would be placed. Think about the measurements of objects/features. Try to be realistic. If you would like a challenge, Include a measurement scale e.g. 1cm=1m</p>
<p align="center"><b>Number</b></p> <p>Write the following numerals in words and represent them using expanded notation:</p> <p>254 916 1723 5829 10 231</p>	<p align="center"><b>Addition &amp; Subtraction</b></p> <p>Solve these subtraction questions anyway you would like. Show your working out: 56 - 23 = 45 - 21 = 63 - 28 = 644 - 212 = 537 - 226 = 734 - 233 = 3 836 - 1 734 =</p>	<p align="center"><b>Multiplication &amp; Division</b></p> <p>Divide a packet of biscuits between each member of your family. How many biscuits will each person get? Are there any remainders? Draw and explain your working.</p>	<p align="center"><b>Measurement</b></p> <p>Make a timetable for the week. Include waking up, school work, eating times, breaks, other activities and bedtime. Remember to put the time for each activity in digital time.</p>	<p align="center"><b>Statistics &amp; Probability</b></p> <p>You will need a packet of jelly beans/lollies for this activity. Only pull 1 jelly bean out at a time until you have pulled out 20. Make sure you are not looking as you pull them out. Record this data using tally marks and then represent the data in a table and column graph. Analyse data - greater than, equal, least likely.</p>	<p align="center"><b>Geometry</b></p> <p>Tessellation is when 2D shapes fit together in a pattern with no gaps. Make a list of shapes you can find in and outside of your house that will tessellate. On a piece of paper, create your own tessellating design. Take a photo and post it!</p>
<p align="center"><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. a) 486 b) 3621 c) 76 453</p>	<p align="center"><b>Addition &amp; Subtraction</b></p> <p>Solve these addition questions anyway you would like. Show your working out: 45 + 22= 12 + 45 = 644 + 212 = 530 + 357 = 317 + 428 = 2 657 + 4 836 =</p>	<p align="center"><b>Multiplication &amp; Division</b></p> <p>Draw a visual representation of all the different arrays for the number 64. Write a number sentence to accompany each array.</p>	<p align="center"><b>Measurement</b></p> <p>We use millimetres(mm), centimetres (cm), metres(m) and kilometres(km) to measure lengths and distances. Make a list of 5 things you would measure using each of the units of measurement.</p>	<p align="center"><b>Statistics &amp; Probability</b></p> <p>Watch the BTN classroom for the week and record how many times the following words are said: <b>Olympics, Covid, school, people.</b> represent the data in a table and column graph.</p>	<p align="center"><b>Geometry</b></p> <p>Find examples of objects that have three-dimensional objects around your home, draw and label them.</p>
<p align="center"><b>Number</b></p> <p>Use a piece of string. Write these numbers on paper and place them on the string as though it is a number line. Place the following numbers on your line. Remember to space them out carefully: 0, 30, 14, 27, 22, 11</p>	<p align="center"><b>Addition &amp; Subtraction</b></p> <p>You are making dinner for a family of 4. Imagine you have \$50 to spend. What will you make? You will need to make a listing of the items you will need to buy with their amounts. Don't forget dessert!</p>	<p align="center"><b>Multiplication &amp; Division</b></p> <p>Write the next 6 numbers for each pattern. Describe the rule for each pattern. 12, 16, 20 ... 18, 24, 30 ... 21, 28, 32 ... 27, 24, 21 ... 88, 80, 72, ...</p>	<p align="center"><b>Measurement</b></p> <p>A can of soup weighs 420g. Find 10 items/things in your house that weigh more and 10 items/things that way least. Write down your lists in order.</p>	<p align="center"><b>Statistics &amp; Probability</b></p> <p>Tokyo Olympics Choose 5 of your favourite countries At the end of the week take a look at their tally. Record their medal count. Gold, silver and bronze.</p>	<p align="center"><b>Geometry</b></p> <p>Angles In your home or back yard find 10 acute angles, 10 right angles, and 10 obtuse angles. Write them down.</p>

Stage 2 Fitness Grid

<p><b>Warm Up</b>            15 High Knees            30 Second Plank            18 Burpees            10 Push-ups</p>	<p><b>Fun Fitness Activities</b>            Join in with today's            'PE with Joe'            (Search PE with Joe on            Youtube)</p>	<p><b>Fun Fitness Activity</b>            Create a 1-minute dance            routine.</p>	<p><b>Fun Fitness Activity</b>            Learn a new            stretch/exercise.            Write what it is and how            you learnt it.</p>	<p><b>Warm up</b>            45 Second Jog on Spot            10 Jumping Jacks            10 Burpees</p>
<p><b>Fun Fitness Activity</b>            Do Yoga, search 'Cosmic            Kids Yoga' on Youtube.</p>	<p><b>Warm Up</b>            20 second plank            1 minute Run on the spot            15 Push-ups</p>	<p><b>Fun Fitness Activity</b>            Go for a walk with an            adult.</p>	<p><b>Warm Up</b>            15 Star Jumps            20 High Knees            25 Sit Ups</p>	<p><b>Fun Fitness Activity</b>            Jump on your            trampoline/Jump around            your backyard.</p>
<p><b>Warm Up</b>            10 Mountain Climbers            45 Second Plank            15 Burpees</p>	<p><b>Fun Fitness Activity</b>            Learn a new dance</p>	<p><b>Warm Up</b>            20 Sit ups            15 Push-ups            30 High Knees</p>	<p><b>Fun Fitness Activity</b>            Time yourself skipping a            lap around your backyard            or every room in your            house. Then try to keep            beating your time.</p>	<p><b>Warm Up</b>            Do any 4 stretches you            know, for 30 seconds            each.            20 Mountain Climbers</p>
<p><b>Fun Fitness Activity</b>            Join in with today's            'PE with Joe'            (Search PE with Joe on            Youtube)</p>	<p><b>Warm Up</b>            20 Bottom Kicks            20 Push-ups            20 Sit ups            20 Second Plank</p>	<p><b>Fun Fitness Activity</b>            Join in with today's            'PE with Joe'            (Search PE with Joe on            Youtube)</p>	<p><b>Warm Up</b>            20 Bottom Kicks            30 Star Jumps            15 Sit Ups</p>	<p><b>Fun Fitness Activity</b>            Make an obstacle course.            Record yourself doing it</p>
<p><b>Warm Up</b>            30 Push Ups            30 Sit Ups            30 Burpees            1 Minute Plank</p>	<p><b>Fun Fitness Activity</b>            Make a hopscotch grid.            Do hopscotch.</p>	<p><b>Fun Fitness Activity</b>            Play handball against the            brick wall/ with a sibling in            your backyard.</p>	<p><b>Fun Fitness Activity</b>            Play tip with a family            member.</p>	<p><b>Warm Up</b>            30 Static Jumps            20 Lunges per leg            10 Star Jumps</p>

## Reading Comprehension- Story: The Boy Who Cried Wolf!

Once, there was a boy who became bored when he watched over the village sheep grazing on the hillside. To entertain himself, he sang out, "Wolf! Wolf! The wolf is chasing the sheep!"

When the villagers heard the cry, they came running up the hill to drive the wolf away. But, when they arrived, they saw no wolf. The boy was amused when seeing their angry faces.

"Don't scream wolf, boy," warned the villagers, "when there is no wolf!" They angrily went back down the hill.

Later, the shepherd boy cried out once again, "Wolf! Wolf! The wolf is chasing the sheep!" To his amusement, he looked on as the villagers came running up the hill to scare the wolf away.

As they saw there was no wolf, they said strictly, "Save your frightened cry for when there really is a wolf! Don't cry 'wolf' when there is no wolf!" But the boy grinned at their words while they walked grumbling down the hill once more.

Later, the boy saw a real wolf sneaking around his flock. Alarmed, he jumped on his feet and cried out as loud as he could, "Wolf! Wolf!" But the villagers thought he was fooling them again, and so they didn't come to help.

At sunset, the villagers went looking for the boy who hadn't returned with their sheep. When they went up the hill, they found him weeping.

"There really was a wolf here! The flock is gone! I cried out, 'Wolf!' but you didn't come," he wailed.

An old man went to comfort the boy. As he put his arm around him, he said, "Nobody believes a liar, even when he is telling the truth!"



Review Questions:

1. Why was the boy at the top of the hill on his own?
2. Why did the boy call out "Wolf" when there wasn't one around?
3. What happened to the sheep when the wolf actually was there?
4. Why didn't the people believe the boy the last time he called out "wolf!"?
5. If you were in the same situation as the boy and had to watch the sheep what would you do differently?
6. What do you think is the underlying message (moral) of this story?



Monday 23rd August 2021

## Crash!



### Story starter

*Lawrence was injured, afraid, lost and completely alone. He had been thrown viciously from the aircraft after the flock of birds had attacked the propellers.*

*As he laid there, listening to his racing heart, he wondered what would happen to him. How would he make it out alive?*

### Continue the story.

\* The title of your story is **Crash!**

\* 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

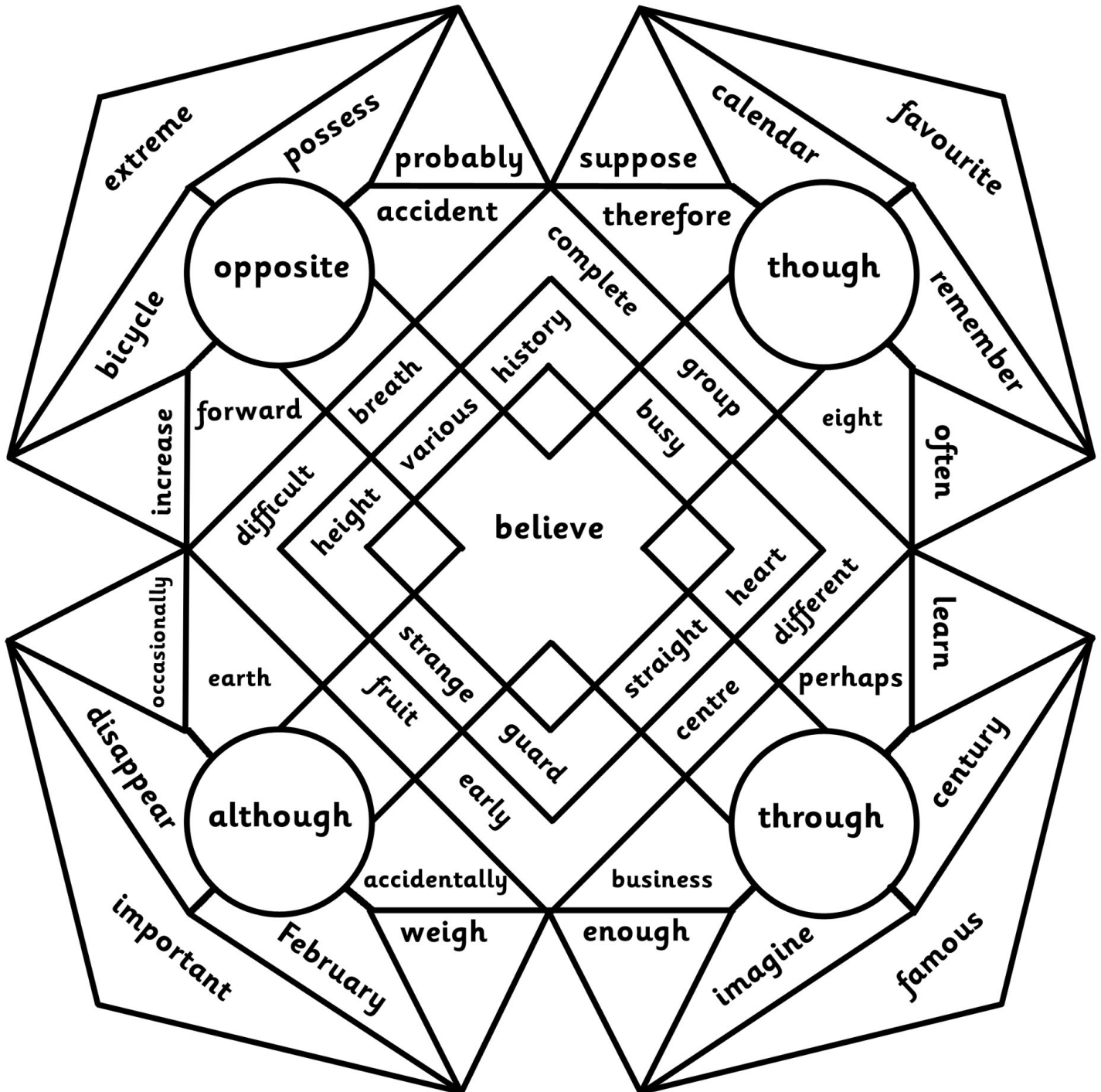
<b>Have I...</b>	✓
<b>written a story that has an opening, a build up, a problem, a resolution and an ending?</b>	
<b>Described my setting to engage the reader?</b> E.g. • dark, gloomy, mysterious forest with pairs of eyes staring everywhere • sky as black as coal covered the land like a blanket	
<b>Created 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	
<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>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>

# Colour by Word Classes Year 3 and 4

LO: I can recognise and name verbs, nouns, adjectives, adverbs, conjunctions and prepositions.



Verbs = yellow

Nouns = blue

Adjectives = purple

Adverbs = green

Conjunctions = red

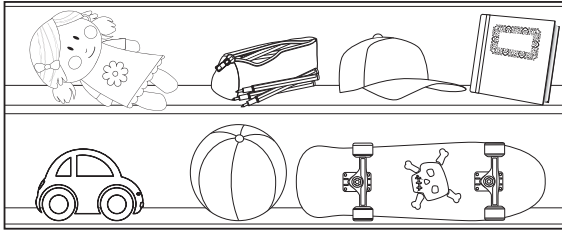
Prepositions = orange

Name \_\_\_\_\_

Date \_\_\_\_\_

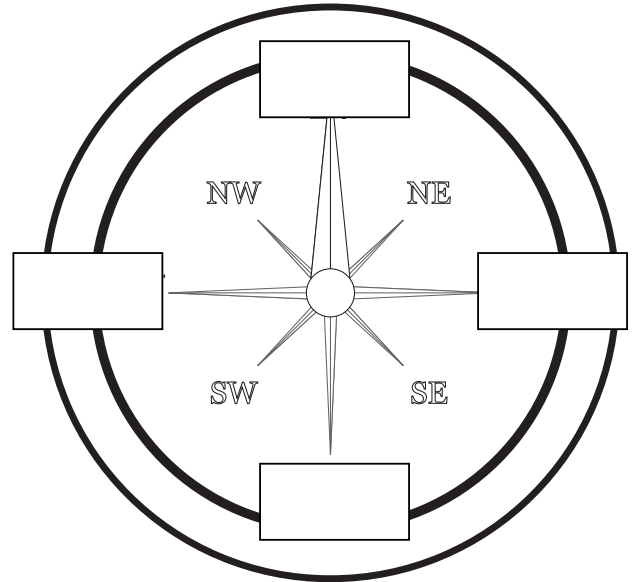
## Position, Direction and Compass Points (A)

- ① Use the bookshelf to answer the questions.

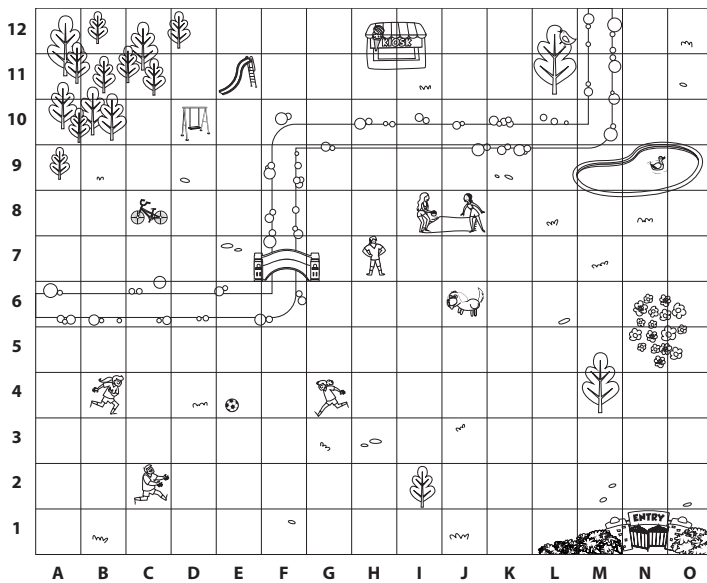


- a) What toy is on the bottom shelf, in the middle?  
\_\_\_\_\_
- b) What object is on the top shelf, second from the right?  
\_\_\_\_\_

- ② Label the compass points correctly.



- ③ Look at the map and follow the directions.



- a) Start at the gates at N1 and travel north-west towards the river. Cross west over the bridge. When you come off the bridge turn right and travel in a north direction until you see a place to play.

Where did you end up?  
\_\_\_\_\_

- b) Start at the gates at N1 and travel in a north, north-west direction towards a tree. Quickly change direction and travel north-east. When you get to the flowers, travel directly north until you see water.

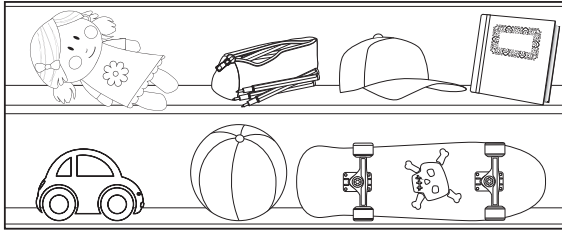
Where did you end up?  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Position, Direction and Compass Points (B)

- ① Use the bookshelf to answer the question.



Describe the position of the hat.

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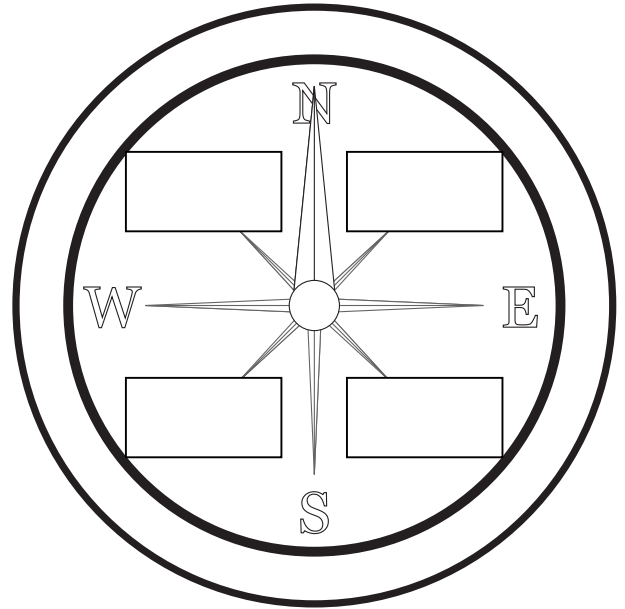


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- ② Label the compass points correctly.



- ③ Write a set of directions to explain how to get from the boat to the X.




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- ④ Use compass points to describe the direction the volcano is from:



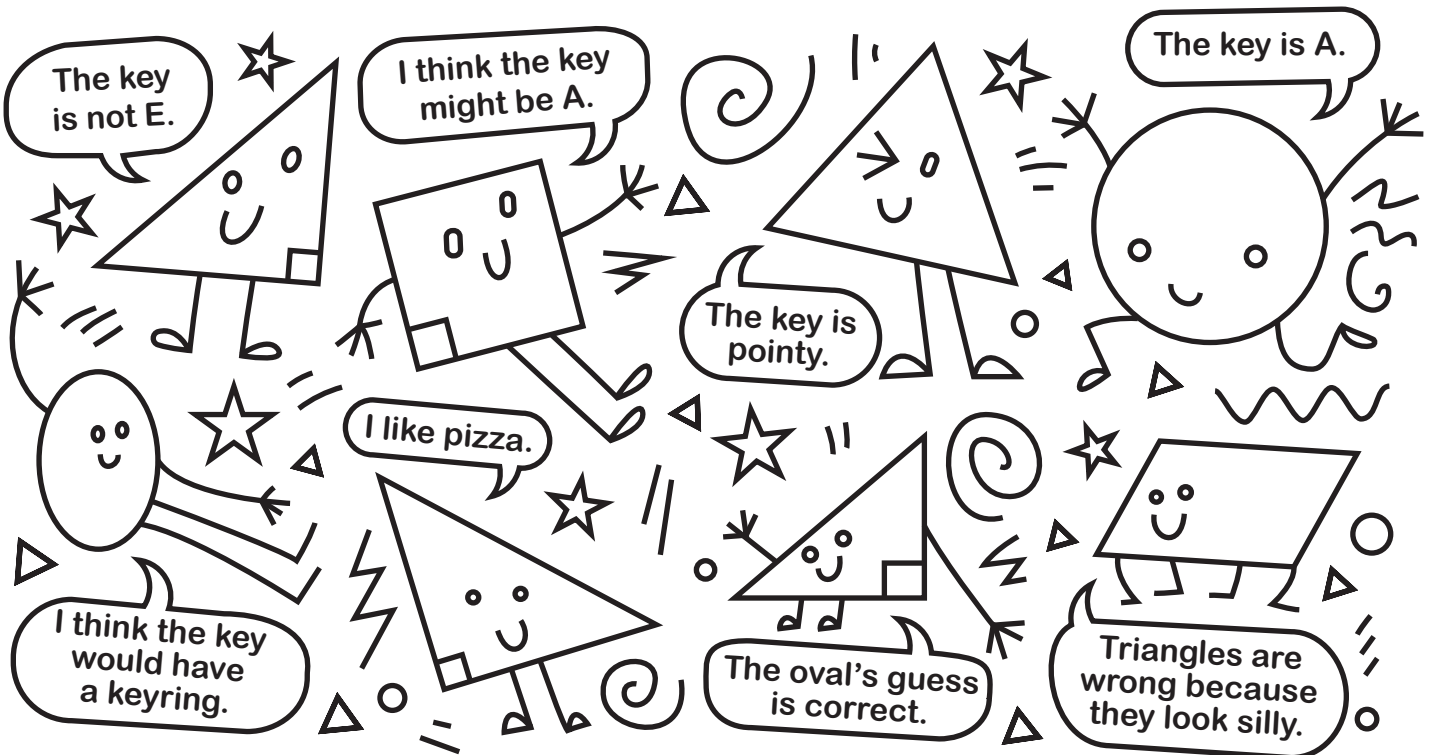
- a) the boat \_\_\_\_\_
- b) the octopus \_\_\_\_\_
- c) the island \_\_\_\_\_
- d) the cross \_\_\_\_\_



# MINI-MYSTERY



**QUESTION:** Which key opens the door?



## COLD HARD FACTS



Fact: Shapes with a right angle always tell the truth.

Fact: Only triangles know which key fits the lock.

## Music

### CAPA Week 7

# Bucket Drumming

## Materials

- Bucket or Plastic bowl
- Drumming sticks or Wooden spoons
- Something to play music from e.g phone, radio, tv music show etc
- Can't stop this Feeling <https://youtu.be/icFrFICfzLU> (drumming)
- Desert Sky Easy drumming <https://youtu.be/dNgAAJHplpc>

Choose your own song and drum along with it. Have fun!



Reading Comprehension: The man with the Golden touch.

There once was a king named Midas who did a good deed for a Satyr. And he was then granted a wish by Dionysus, the god of wine.

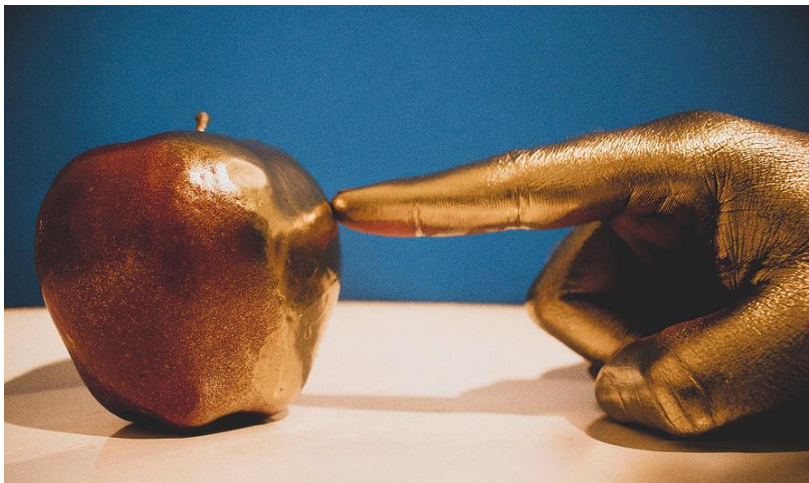
For his wish, Midas asked that whatever he touched would turn to gold. Despite Dionysus' efforts to prevent it, Midas pleaded that this was a fantastic wish, and so, it was bestowed.

Excited about his newly-earned powers, Midas started touching all kinds of things, turning each item into pure gold.

But soon, Midas became hungry. As he picked up a piece of food, he found he couldn't eat it. It had turned to gold in his hand.

Hungry, Midas groaned, "I'll starve! Perhaps this was not such an excellent wish after all!"

Seeing his dismay, Midas' beloved daughter threw her arms around him to comfort him, and she, too, turned to gold. "The golden touch is no blessing," Midas cried.





### **Comprehension Questions:**

1. Who is the main character of the story?
2. Who was the main character granted a wish by and why did he earn this wish?
3. Why did the main character wish to be able to turn everything to gold?
4. What problem did the character face after their wish was granted?
5. What would you wish for if you were given one wish that could come true?
6. What is the underlying message (moral) of this story?

Week 7 Tuesday 24th August 2021

## Sentences- Adverbial Phrases

Sometimes to make their writing more interesting an author will add an adverbial phrase to give the reader extra information.

They describe how, when, where or why.

They can be anywhere in the sentence.

You are a freelance journalist. Create an interesting descriptive paragraph about this creature for your next *Junior Kids* article.



### Learning Goal

- Write more interesting sentences by adding adverbial phrases.

### Success Criteria

- I have used adverbial phrases to tell how, when, where, how often, and in what way in my sentences.
- I have used interesting adjectives in noun groups to build more accurate descriptions of the image.
- I have used elaborated noun groups to build a richer description by extending the noun group.  
(eg. that crazy, little cattle dog, with the crooked tail.)

**Before you start writing:**

- ★ List some interesting vocabulary words about meerkats.

**After you finish writing:**

- ★ Use the checklist below to check your sentences.

1. \* Write a sentence using the adverbial phrase.....in a while \*

Remember: The adverbial phrase can appear anywhere in the sentence.

2. Write 4 more sentences to create a paragraph.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ in a while

Write a sentence using an adverbial phrase.  
Add at least 4 more sentences to create a paragraph.



Adverbial phrases

**MY CHECKLIST**

Remember to:


- Add interesting and relevant adverbs to the sentence.
- Use interesting vocabulary in my other sentences.
- Write a paragraph that makes sense.
- Start my sentences with a capital letter.
- End my sentences with the correct punctuation : . ? !
- Use even spaces between my words.
- Use neat joined handwriting.

**SELF ASSESSMENT**



My work was checked by \_\_\_\_\_

**PEER ASSESSMENT**

*On Butterfly Wings* 



# Inventing New Similes

Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

New version: As happy as...

---

2. As fresh as a daisy.

New version: As fresh as...

---

3. As busy as a bee.

New version: As busy as...

---

4. As cool as a cucumber.

New version: As cool as...

---

5. As clean as a whistle.

New version: As clean as...

---

6. As flat as a pancake.

New version: As flat as...

---

7. As quick as a wink.

New version: As quick as...

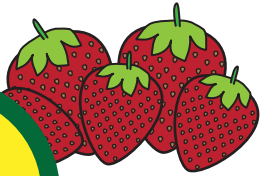
---

8. As snug as a bug in a rug.

New version: As snug as...

---

# Shopping Catalogue



**\$3**  
per kg



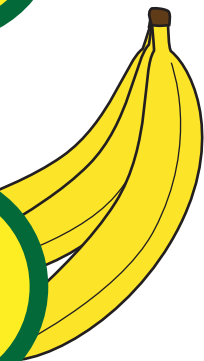
**\$1.50**  
per kg



**\$1.80**  
each or  
3 for \$6



**\$5**  
per kg



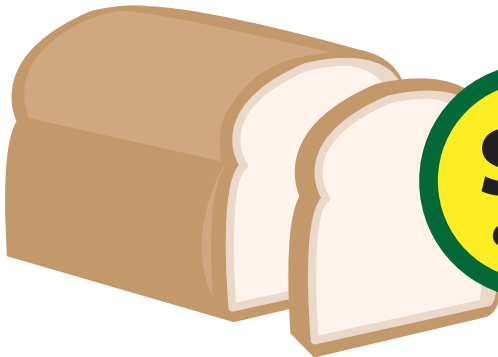
**\$2**  
per kg



**\$4**  
per kg



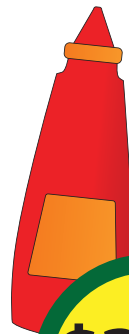
**\$11**  
per kg



**\$2**  
each



**\$8**  
per kg



**\$3.10**  
each



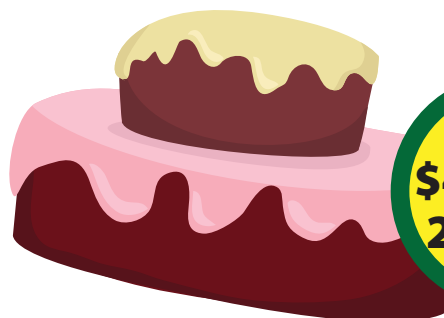
**\$4.80**  
each



**\$2.30**  
per kg



2 for  
**\$1.50** or  
3 for **\$2**



1 for  
**\$4.50** or  
2 for **\$9**

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

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

## Shopping Catalogue Worksheet

1. How much would it cost for:

- a) 2 kg of bananas and 3 cookies?
  
- b) 0.5 kg of cherries?
  
- c) a loaf of bread and a bottle of sauce?
  
- d) 1 kg of each of the fruit and vegetable items and 1 pineapple?
  
- e) 2 cakes and 2 kg of strawberries?

---

2. Which price provides the best value for the:

- a) pineapples?
  
- b) cakes?
  
- c) cookies?

---

3. How much would it cost to make a fruit salad using 2 kg of strawberries, cherries, bananas and apples?

---

4. Why do you think shops offer multi-buy purchases?



# Geography

## Week 7

Choose a country that is competing in the Olympics

Create a poster that highlights the country you have chosen



You will need.

- Paper or cardboard
- Textas / coloured pencils
- The internet to research information

Where are they located on a map?

How many people live there?

How many competitors do they have competing?

What sports are they competing in?

What does their flag look like?

What does their uniform look like?

### Challenge

Keep a tally of the amount of Gold, Silver and Bronze Medals your country wins at the Olympics.



<p align="center"><b><u>The History of the Summer Olympics</u></b></p> <p>Research information about the Olympics. When did they start? What is the motto and the meaning of the Olympics? What were the original Olympics like? Have sports remained the same?</p>	<p align="center"><b><u>Sports in the Tokyo Olympics</u></b></p> <p>List all the sports that will be played at these Olympics.</p> <p>What are the new sports?</p>	<p align="center"><b><u>4 Greatest Moments!</u></b></p> <p>Research 4 of the greatest moments in Australia's Olympic history. What was achieved?</p> <p>To help you: Cathy Freeman, Ian Thorpe, Dawn Fraser, Duncan Armstrong</p>
<p align="center"><b><u>Picture Graph</u></b></p> <p>Create a picture graph to show Australia's medal tally throughout the 2021 Tokyo Olympics. Which Australian won the most medals? In which sport did they compete?</p>	<p align="center"><b><u>Olympic torch</u></b></p> <p>Research facts about the Olympic torch.</p> <p>You may wish to find out why they have the torch or its importance.</p>	<p align="center"><b><u>Your favourite Olympic Sports</u></b></p> <p>List 5 of your favourite Olympic sports and tell us why they are your favourite. You may like to research facts about 1 of the sports that you are most interested in.</p>
<p align="center"><b><u>The Olympic Rings</u></b></p> <p>Research the meaning behind the Olympic rings. Why are they the colours they are? What do they symbolise?</p>	<p align="center"><b><u>When and Where?</u></b></p> <p>Research how often the Olympics are held. List some of the countries (and cities) that they have been held in and what years? When were the Olympics in Sydney? Where will they be in 2032?</p>	<p align="center"><b><u>Emma McKeon</u></b></p> <p>Emma McKeon is now our most decorated Olympian. Research some facts about her. What sport did she participate in? What medals did she win in Tokyo?</p>



## The Owl In the Tree Comprehension

There was an old owl who lived in an oak tree. Every day, he observed incidents that occurred around him.

Yesterday, he watched as a young boy helped an old man carry a heavy basket. Today, he saw a young girl shouting at her mother. The more he saw, the less he spoke.

As the days went on, he spoke less but heard more. The old owl heard people talking and telling stories.

He heard a woman saying an elephant jumped over a fence. He heard a man saying that he had never made a mistake.

The old owl had seen and heard what happened to people. There were some who became better, some who became worse. But the old owl in the tree had become wiser, each and every day.



### Comprehension Questions:

1. Who is the main character in this story?
2. What does the main character usually do with their time?
3. What is an example of something that the main character saw or heard?
4. Why do you think the main character chooses to watch and listen?
5. What is something that made you wiser from watching or listening?
6. What is the underlying message (moral) of this story?

## Sentences- Adverbial Phrases

Sometimes to make their writing more interesting an author will add an adverbial phrase to give the reader extra information.

They describe how, when, where or why.

They can be anywhere in the sentence.

You are a freelance journalist. Create an interesting descriptive paragraph about this creature for your next Junior Kids article.



### **Learning Goal**

- Write more interesting sentences by adding adverbial phrases.

### **Success Criteria**

- I have used adverbial phrases to tell how, when, where, how often, and in what way in my sentences.
- I have used interesting adjectives in noun groups to build more accurate descriptions of the image.
- I have used elaborated noun groups to build a richer description by extending the noun group.  
(eg. that crazy, little cattle dog, with the crooked tail.)

**Before you start writing:**

- ★ List some interesting vocabulary words about stump tailed macaques.

**After you finish writing:**

- ★ Use the checklist below to check your sentences.

1. \* Write a sentence using the adverbial phrase.....in the first race \*

Remember: The adverbial phrase can appear anywhere in the sentence.

2. Write 4 more sentences to create a paragraph.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ in the first race

Adverbial phrases

Write a sentence using an adverbial phrase.  
Add at least 4 more sentences to create a paragraph.



A large rectangular writing area with a decorative border of circles and lines. Inside, there are seven horizontal lines for writing.

**MY CHECKLIST**

Remember to:

- Add interesting and relevant adverbs to the sentence.
- Use interesting vocabulary in my other sentences.
- Write a paragraph that makes sense.
- Start my sentences with a capital letter.
- End my sentences with the correct punctuation : . ? !
- Use even spaces between my words.
- Use neat joined handwriting.

**SELF ASSESSMENT**



My work was checked by \_\_\_\_\_

**PEER ASSESSMENT**

*On Butterfly Wings*



# Prefixes

Prefixes go at the beginning of words. This changes the meaning of the word.

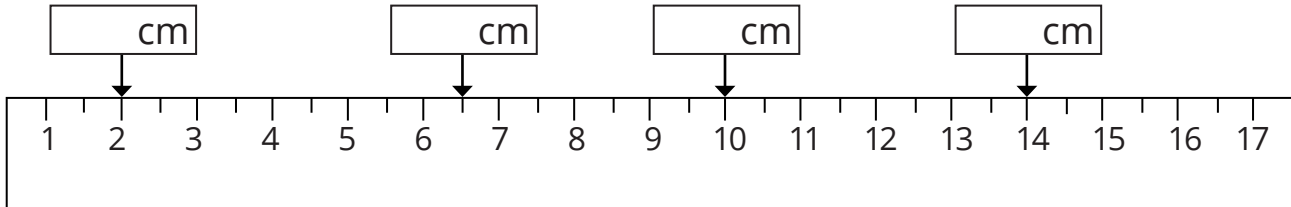
prefix	meaning	example	Write down 3 more examples of words with this prefix
re	to do again	<u>r</u> eturn	
bi	two	<u>b</u> icycle	
dis	not	<u>d</u> islike	
mis	wrong	<u>m</u> isbehave	
pre	before	<u>p</u> rehistoric	
over	too much	<u>o</u> vercook	
un	not	<u>u</u> nhappy	

Name \_\_\_\_\_

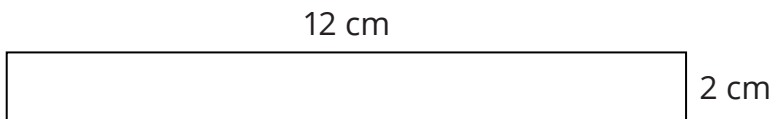
Date \_\_\_\_\_

## Length (A)

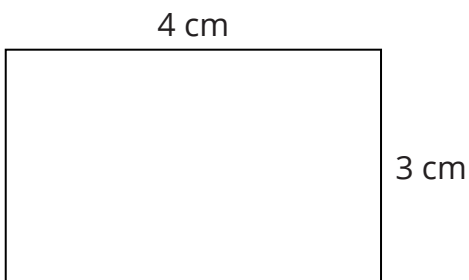
- ① Record the lengths indicated in centimetres on the ruler.



- ② Record the length and width indicated in centimetres on each shape.



Length = \_\_\_\_ cm      Width = \_\_\_\_ cm



Length = \_\_\_\_ cm      Width = \_\_\_\_ cm

- ③ How many centimetres are there in:

2 m = \_\_\_\_ cm      6 m = \_\_\_\_ cm       $\frac{1}{2}$  m = \_\_\_\_ cm      5 m = \_\_\_\_ cm

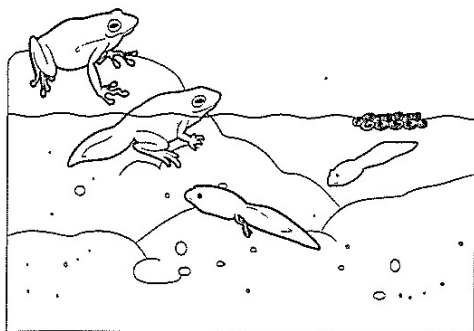
- ④ Peter is 1.45 m tall. Sarah is 15 cm shorter than Peter.  
How tall is Sarah?

# What is the life cycle of a frog? – I

## Read the text.

A frog is an amphibian. Most amphibians spend their early life in water and most of their adult life on land. Nearly all types of frogs begin life as eggs laid in water. When a frog egg hatches, the larva is known as a tadpole. The tadpole gradually changes as it grows and eventually becomes a frog.

### Egg



An adult female frog lays her eggs in calm water or in wet places among vegetation. The plants there help to hide and protect the eggs. Some eggs are laid in a large clump, called frog spawn. This large, slippery clump is usually too big to be eaten by other creatures living nearby. Some frogs stay with their eggs to look after them as they develop. Others lay their eggs and leave.

Inside each egg, an embryo forms and slowly begins to look more like a tadpole. The embryo eats the yolk surrounding it in the egg. Tiny tadpoles are ready to hatch in 6 to 21 days.

### Larva

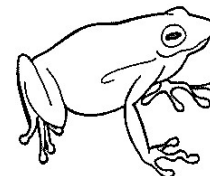
The tiny tadpoles (larvae) move very little for the first week or two. They attach themselves to floating plants and try to remain hidden. The rest of the yolk provides them with the food they need. At this stage, they have poorly developed gills, a mouth and a long tail. After about a week, the tadpoles begin to swim around and feed on algae.

From about four weeks, they begin to change. The tadpoles develop tiny teeth and start to grow back legs. A bit later, front legs begin to form. Their tails become smaller and their lungs develop. Now and then they swim to the surface to breathe in air. They eat plants, decaying animal matter and some even eat other frogs' eggs and smaller tadpoles.

After about 12 weeks, the tadpoles have become tiny frogs. They have lungs, legs, a frog's head and no tail. They now live mostly on land, eating animals such as insects and worms.

### Adult

Adult frogs may live for one or several years. Generally, the larger the species of frog, the longer they live. When frogs are ready to mate, the male frogs use loud croaking noises to attract the females. Then the cycle begins again.



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toad,  
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# What is the life cycle of a frog? – 2

Use the text on page 7 to complete the following.

1. A frog is an amphibian. What does this mean?

---

---

2. These sentences about the egg stage are wrong.

Rewrite them so they are correct.

(a) Female frogs lay eggs on dry land.

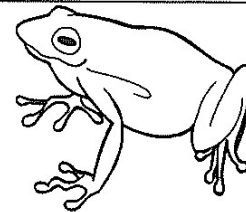
---

(b) Frog spawn is one large egg.

---

(c) A tiny frog hatches from each egg.

---



3. Describe two different things frogs do to try to protect their eggs.

---

---

4. What would most likely be happening if you heard a frog croak?

---

5. What do you think would happen if a frog laid its eggs in rough water?

---

---

---

6. Explain why you would be more likely to see more older tadpoles swimming near the surface than young ones.

---

---



*Scientists are concerned because research has shown there are fewer and fewer frogs in many parts of the world. Find out if this is true in your country and write a report.*



## The Two Brothers Reading Comprehension

Once, there were two brothers who lived at the forest's edge. The oldest brother was always unkind to his younger brother. The older brother took all the food and snatched all the good clothes.

The oldest brother used to go into the forest in search of firewood to sell in the market. As he walked through the forest, he chopped off the branches of every tree, until he came upon a magical tree.

The tree stopped him before he chopped its branches and said, 'Oh, kind sir, please spare my branches. If you spare me, I will provide you with golden apples.'

The oldest brother agreed but was feeling disappointed with how many apples the tree gave him.

Overcome by greed, the brother threatened to cut the entire tree if it didn't provide him with more apples. But, instead of giving more apples, the tree showered him with hundreds of tiny needles. The brother fell to the ground, crying in pain as the sun began to set.

Soon, the younger brother became worried and went to search for his older brother. He searched until he found him at the trunk of the tree, lying in pain with hundreds of needles on his body.

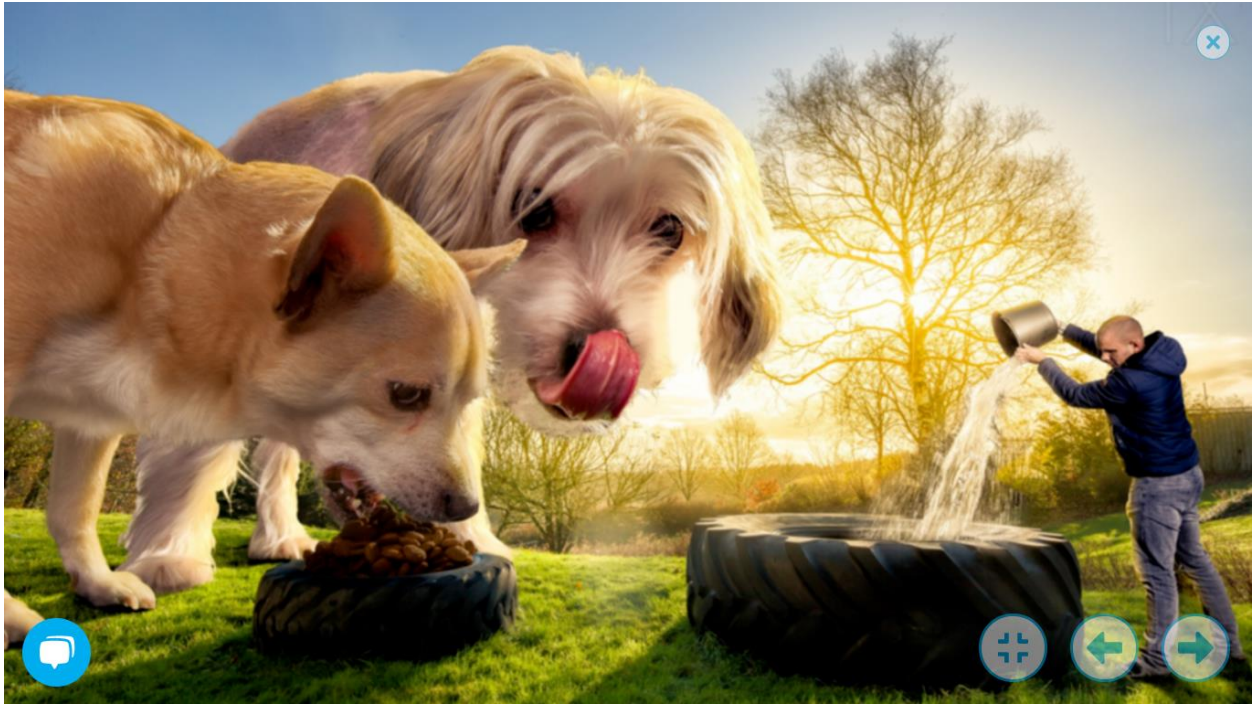
He rushed to him and started to painstakingly remove each needle with love. Once the needles were out, the oldest brother apologized for treating his younger brother so badly. The magical tree saw the change in the older brother's heart and gifted them with all the golden apples they could need.

## Comprehension Questions

1. Who are the main characters in this story?
2. Where is the story set?
3. How would you describe the older brother in the first part of the story?
4. What did the younger brother do to help the older brother?
5. What is something important you have done to help someone else?
6. What is the underlying message (moral) of this story?

Friday 27th August 2021

## Magic Biscuits



### Story starter

*Brian had often bought things from the market that had turned out to be the most outrageous, disappointing fakes.*

*He had presumed that the magic biscuits would have been exactly the same. How wrong he had been...*

### Continue the story.

\* The title of your story is **Magic Biscuits.**

\* Use the story starter above to begin writing your own imaginative story. Can you continue the story of the Magic Biscuits?

\*Use the attached Success Criteria, and today's or yesterday'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> Eg. • 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	

## Verb Word Bank

# Powerful verbs



### Ordinary verbs

said

walked

ran

ate

sat

### Powerful verbs

whispered • moaned • shouted • exclaimed

crept • stomped • marched • tiptoed • crawled

raced • galloped • strided • zipped • zoomed

gobbled • devoured • chomped • munched

slouched • perched • flopped



# Contractions

Work out the contractions.

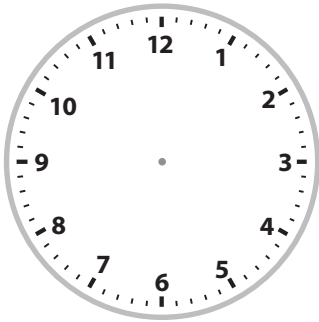
1. did + not = \_\_\_\_\_
2. \_\_\_\_\_ + not = couldn't
3. have + not = \_\_\_\_\_
4. \_\_\_\_\_ + not = can't
5. \_\_\_\_\_ + will = he'll
6. \_\_\_\_\_ + would = I'd
7. should + have = \_\_\_\_\_
8. should + not = \_\_\_\_\_
9. they + are = \_\_\_\_\_
10. they + \_\_\_\_\_ = they've
11. you + \_\_\_\_\_ = you'd

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

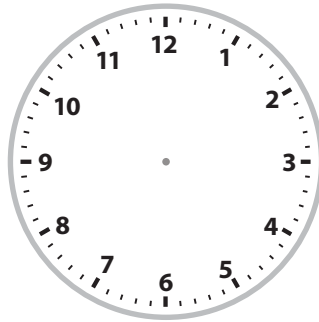
Date: \_\_\_\_\_

# Analogue Time to the Half Hour

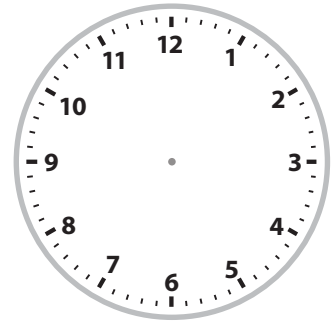
Read the times and draw the hour and minute hands on the analogue clocks.



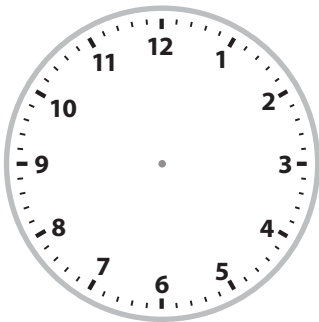
3 o'clock



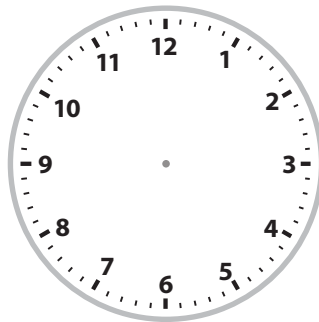
5 o'clock



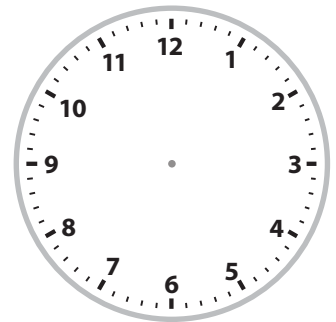
9 o'clock



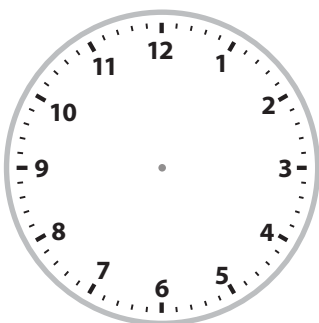
Half past 4



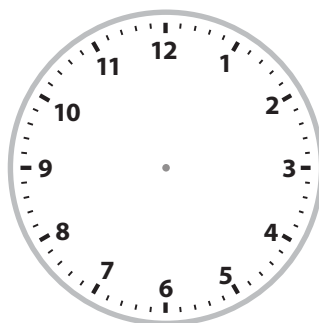
Half past 7



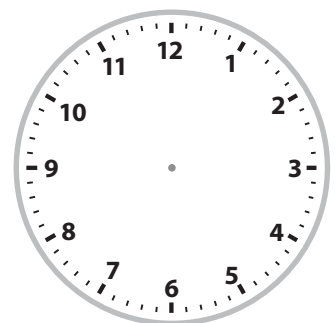
Half past 11



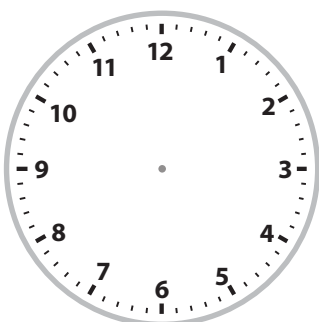
1 o'clock



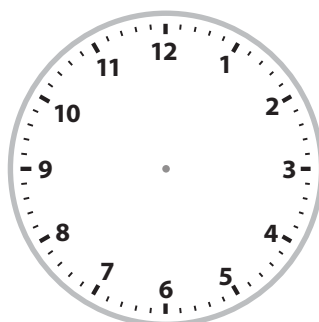
4 o'clock



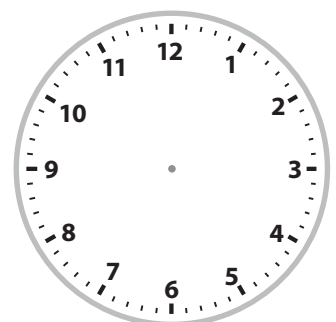
7 o'clock



Half past 1



Half past 3



Half past 6



## Dance

### CAPA Week 7

# Make your own dance moves

Choreograph some moves to a favourite song

Watch these videos and learn some dance moves

- [https://youtu.be/4iZPv7GY\\_dc](https://youtu.be/4iZPv7GY_dc)
- [https://youtu.be/6QObE0zvN\\_E](https://youtu.be/6QObE0zvN_E)
- <https://youtu.be/Ojblhvzvjsk> Can't stop the Feeling
- <https://youtu.be/sNog54ovi8Q> Best day of my life

Now make your own dance to a song. Get someone to video you and share it with us.

