

Good Morning

STAGE 2

WEEK 6 - MONDAY 16/8

Please make sure you have checked Teams to fill in your **Daily Check-in** form.

TURN IN your work on **Teams** by Sunday Week 6 22.8.21

TODAY'S ROUTINE

Remember between each subject, get up and take a 5-10 minute break!

[Spelling](#)

[Grammar](#)

[Reading](#)

Morning Tea

[Maths](#)

Lunch

[Science](#)



Scan these QR codes on your parent's phone to watch the videos if you don't have internet access on your device!

Look for this box on your slides for instructions on your task...

Instructions:

1.

SPELLING WORD LIST - YEAR 3 - UNIT 21

ar	star
a	glass
ear	heart
al	half
au	laugh
er	sergeant



List 1	List 2		Extension List	
bar car far jar tar arm art bark star farm	are part hard dark March ask asked after past fast	last sharp tomato charge large basket calm class laugh heart	article argument barbeque participate marvellous guard guardian carnivorous departure parcel	pasta rather staff master disaster koala photograph laughter aunty afterwards

SPELLING ACTIVITIES - YEAR 3


Unjumble the letters to make **ar** words to match the clues.

dog noise	krab _____	not light	dkra _____
a piece	trap _____	part of the body	ram _____
begin	ratst _____	not blunt	hraps _____
difficult	darh _____	a month	cMhra _____
big	eglra _____	a fee	gacrhe _____

Instructions:

1. Write out your spelling words each day.
2. Record your answers using the 'draw' tool or write your answers on paper and upload a picture to the next slide.



Circle the letters that represent  **ar a** in the List Words.

List Words

are	fast
ask	last
bark	arm
part	start
hard	class
dark	sharp
after	large
father	half
asked	

Complete the words so the sentences make sense. Write the words you have made on the star.

★ Sometimes letters **a** and **al** represent  **ar a**.

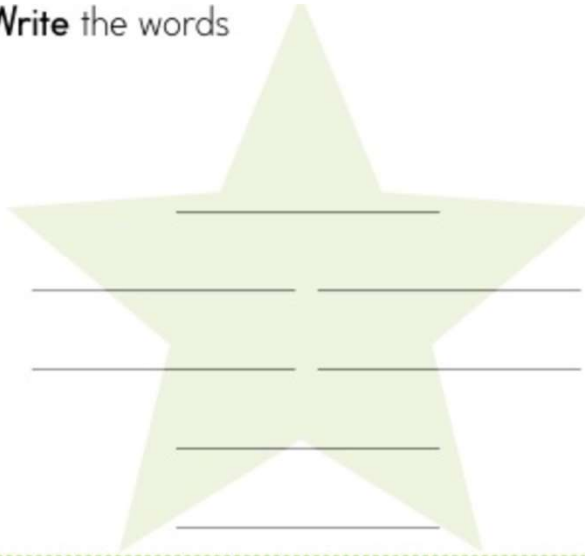
He ate the _ a _ _ piece of pizza.

_ al _ our _ _ a _ _ was away.

A t _ _ a t _ is in the ba _ k _ t.

May I have a _ _ a _ _ of water.

Today the sea is very _ al _ .



SPELLING - YEAR 3

Instructions:

1. Complete your spelling on a piece of paper and upload a photo here if you cannot use the draw tool.



SPELLING WORD LIST - YEAR 4




List 1	List 2		Extension List	
dirt first third thirteen thirty stir were word heard early	church circle purple return world worst learn serve	service Thursday turtle journey observe vertical worthwhile	affirm burglar burgundy circular commercial courteous determine emergency fertile herbicide	observatory occurred permanently returnable semicircle surgeon turquoise vertically worthless yearned

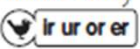
SPELLING - YEAR 4 MY WORK



Instructions:

- Complete the questions using the 'draw' tool or write your answers on paper and upload a picture to the next slide.

1 Circle the letters that represent  in the List Words.

2 Write any other letters that can represent  on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

Grapheme Chart

letters	words

dirt _____
 first _____
 third _____
 thirteen _____
 thirty _____
 stir _____
 were _____
 word _____
 heard _____
 early _____
 church _____
 circle _____
 purple _____
 return _____

world _____
 worst _____
 learn _____
 serve _____
 service _____
 Thursday _____
 turtle _____
 journey _____
 observe _____
 vertical _____
 worthwhile _____

SPELLING - YEAR 4 MY WORK

Instructions:

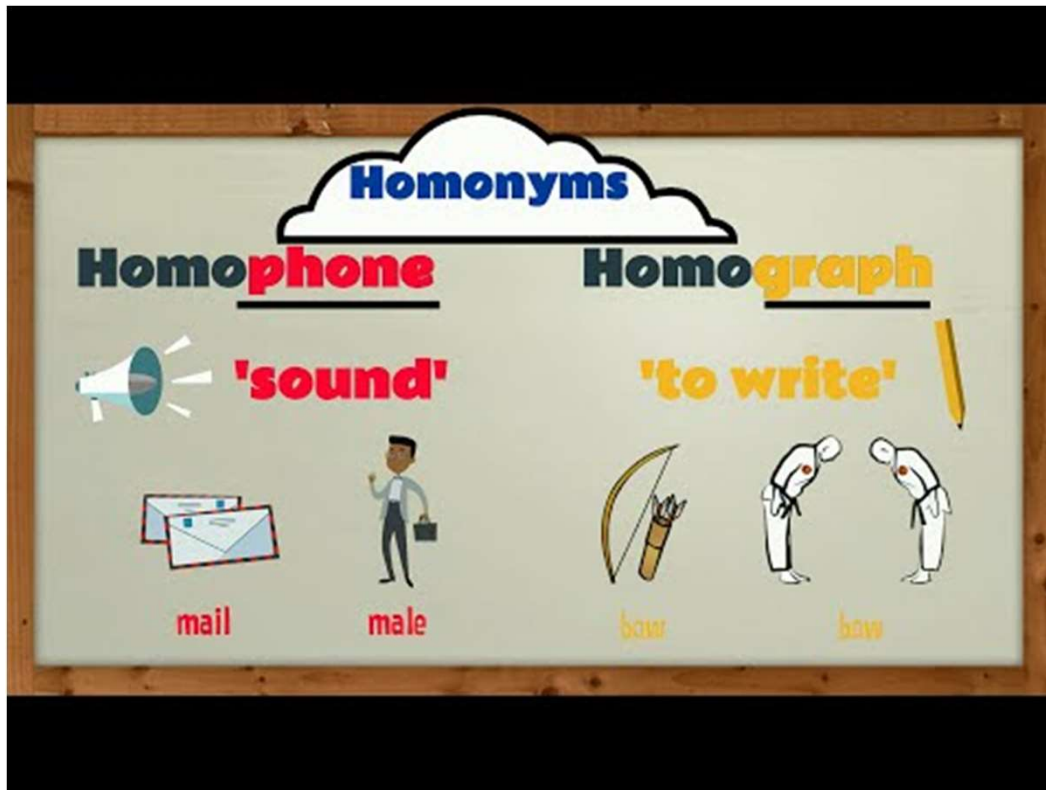
1. Complete your spelling on a piece of paper and upload a photo here if you cannot use the draw tool.



GRAMMAR- HOMOPHONES

Instructions:

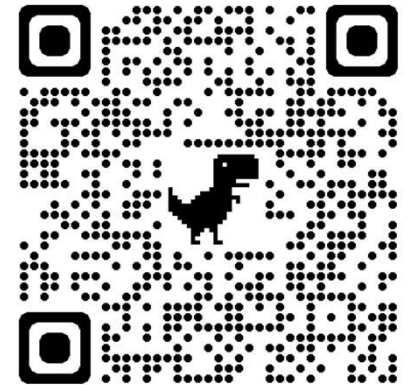
1. Watch the video (use QR code if paper copy).
2. Complete the activities on the next slide.



Homophones are words that sound the same but have different spelling.

For example:

- to/ too/ two
- bye/by/buy
- peace/ piece
- see/sea
- here/hear
- one/won



GRAMMAR- MY WORK

Complete the sentences below using the correct homophone:

1. Please get a _____ of paper and write your name on it.
(peace/piece)
2. I sat and read my book in _____.
(peace/piece)
3. A bluebird _____ into the tree and sand a song.
(flew/flu)
4. I was sick with the _____ so I stayed home from school.
(flew/flu)
5. I am going to play over _____.
(their/there/they're)
6. _____ going to the park tomorrow.
(their/there/they're)
7. The boy returned the birds to _____ nest.
(their/there/they're)

What I'm Looking For (WILF):

- capital letters and full stops
- correct spelling, word usage



EXTENSION: Choose a sentence from above and 'vamp it up'- make it more interesting by adding adverbs and adjectives.

READING

Instructions:

Read the information about the comprehension skill “Questioning”



Questioning

Good readers ask questions before, during and after they have read a text.

Sometimes the question is answered in the text.

Sometimes you have to use your own prior knowledge and what’s in the text to help you come up with the answer.

Sometimes the question may not be answered by the text at all and you will have to find another source of information to help you.

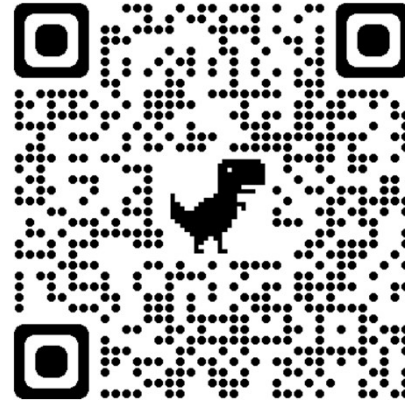
Asking and answering questions helps you look for information, which builds understanding.



I wonder why the prince is being so mean to the wizard when the wizard is really just trying to help him . . .

READING- MY WORK

I wonder . . .



Instructions:
1. Watch the video and record any questions you have before, during and after the video on the “I wonder” mind map

Float: A father discovers that his son **floats**, which makes him different from other kids.



<https://youtu.be/MnU1hHFSGQc>

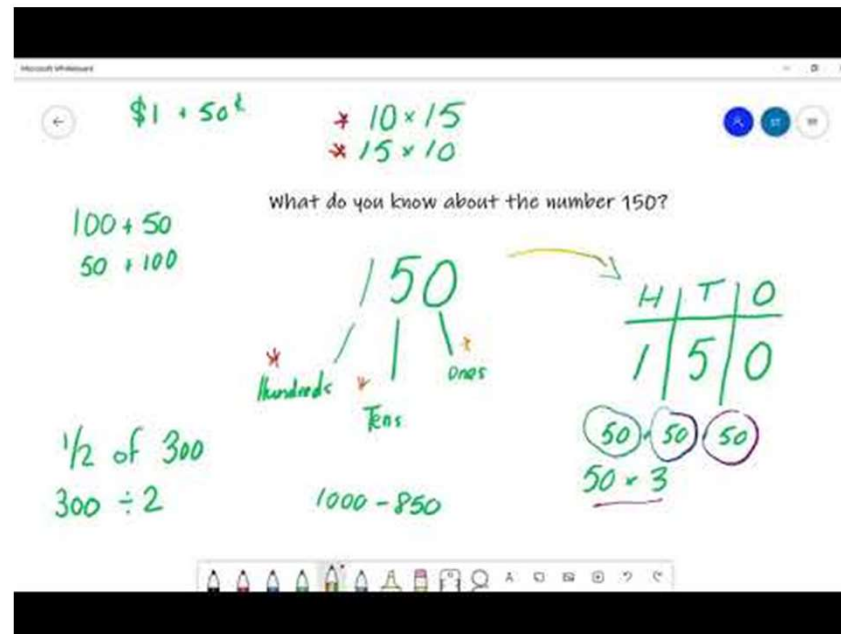
MATHS - NUMBER TALK

Instructions:

1. Watch the video.
2. Complete this number talk on the next slide or insert a photo of your work.



What do you know about the number 150?



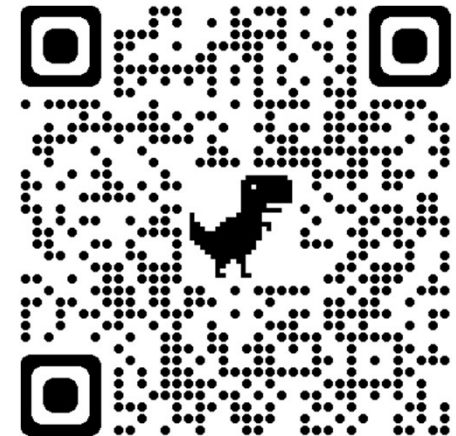
The screenshot shows a digital workspace with the following content:

- Top left: $\$1 + 50^k$
- Top middle: $\times 10 \times 15$ and $\times 15 \times 10$
- Center: "What do you know about the number 150?"
- Left side: $100 + 50$ and $50 + 100$
- Bottom left: $\frac{1}{2}$ of 300 and $300 \div 2$
- Center: A tree diagram for 150 with branches for Hundreds (1), Tens (5), and Ones (0).
- Bottom center: $1000 - 850$
- Right side: A place value chart for 150:

H	T	O
1	5	0

Below it, three circles containing 50, and the equation 50×3 .

<https://bit.ly/TPSY3NT1>



MATHS - NUMBER TALK - MY WORK

Instructions:

1. Complete on the slide or insert a photo of your answer to the question below



What do you know about the number 150?

MATHS YEAR 3

<https://bit.ly/TPSY3Bridging>

Strategies:
Bridging Decades

Instructions:

1. Look at the example below.
2. Use the bridging decades strategy to answer the questions on the following slides.



MATHS YEAR 3- MY WORK

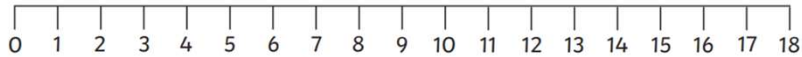


Forwards Fred

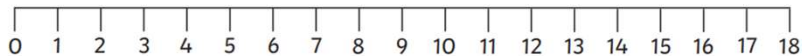
I can bridge 10 to add.

Partition the number you are adding. Jump to 10, then add the rest.

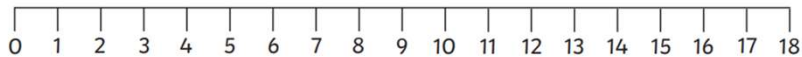
$8 + 5 =$



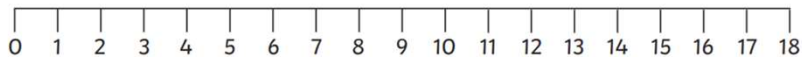
$9 + 5 =$



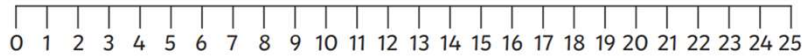
$8 + 6 =$



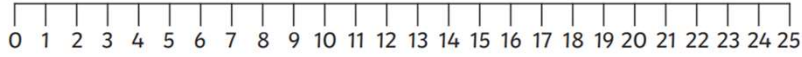
$9 + 6 =$



$15 + 7 =$



$16 + 7 =$



Instructions:

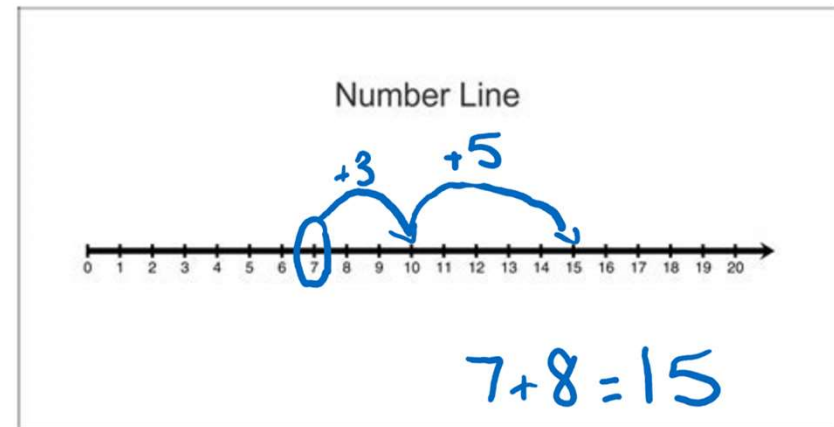
1. Use the bridging decades strategy to complete the Forwards Fred activity.
2. Partition the number you are adding. Jump to 10 and add the rest.



Example:

$$\begin{array}{r} 3 \quad 5 \\ 7 + 8 = 15 \end{array}$$

Hint: Use your friends of 10 to help bridge the decade.
(7 + 3 = 10)



MATHS YEAR 4 - ADDITION

Addition - Formal Algorithm (no carrying)

We can do addition by writing one number below the other and then add **one column at a time**, like this:

$$\begin{array}{r} 13 \\ + 23 \\ \hline 36 \end{array}$$

Step 1 - add the 'ones' column

$$\begin{array}{r} 13 \\ + 23 \\ \hline 6 \end{array}$$

$3 + 3 = 6$

Step 2 - add the 'tens' column

$$\begin{array}{r} 13 \\ + 23 \\ \hline 36 \end{array}$$

$1 + 2 = 3$

Instructions:

1. Look at the example below.
2. Use the formal algorithm strategy to answer the questions on the following slides.



MATHS YEAR 4 - ADDITION



Addition - Formal Algorithm (no carrying)

It works for larger numbers, too:

Step 1 - add the 'ones' column

$$\begin{array}{r} 62 \\ + 81 \\ \hline 3 \end{array}$$

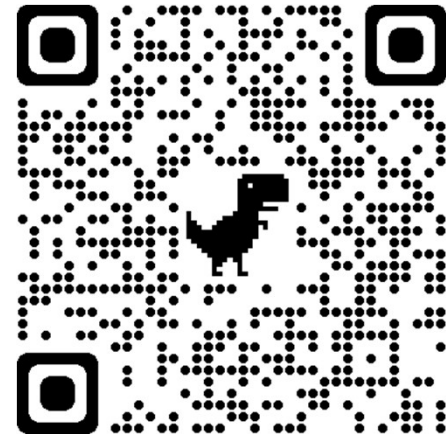
$2 + 1 = 3$

Step 2 - add the 'tens' column

$$\begin{array}{r} 62 \\ + 81 \\ \hline 143 \end{array}$$

$6 + 8 = 14$

Here's a link to a video if you need more [examples](https://www.youtube.com/watch?v=knouT).
shorturl.at/knouT



MATHS YEAR 4- MY WORK

Instructions:

1. Choose a level of question to answer - remember to challenge yourself! Can you work your way through all levels?!
2. Complete the following questions in a book or on a sheet of paper.
3. Take a photo of your work and upload onto the slide.



I'm learning level

$$\begin{array}{r} 52 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 50 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 56 \\ \hline \end{array}$$

I can do it level

$$\begin{array}{r} 734 \\ + 243 \\ \hline \end{array}$$

$$\begin{array}{r} 736 \\ + 243 \\ \hline \end{array}$$

$$\begin{array}{r} 210 \\ + 364 \\ \hline \end{array}$$

$$\begin{array}{r} 1138 \\ + 5460 \\ \hline \end{array}$$

$$\begin{array}{r} 2043 \\ + 7901 \\ \hline \end{array}$$

$$\begin{array}{r} 1046 \\ + 8610 \\ \hline \end{array}$$

$$\begin{array}{r} 3524 \\ + 1154 \\ \hline \end{array}$$

Challenge me! level

$$\begin{array}{r} 44514 \\ + 13413 \\ \hline \end{array}$$

$$\begin{array}{r} 48406 \\ + 50380 \\ \hline \end{array}$$

$$\begin{array}{r} 235005512 \\ + 551454187 \\ \hline \end{array}$$

$$\begin{array}{r} 310411155 \\ + 412411210 \\ \hline \end{array}$$

$$\begin{array}{r} 631710315 \\ + 253263232 \\ \hline \end{array}$$

MATHS YEAR 4 - MY WORK

Instructions:

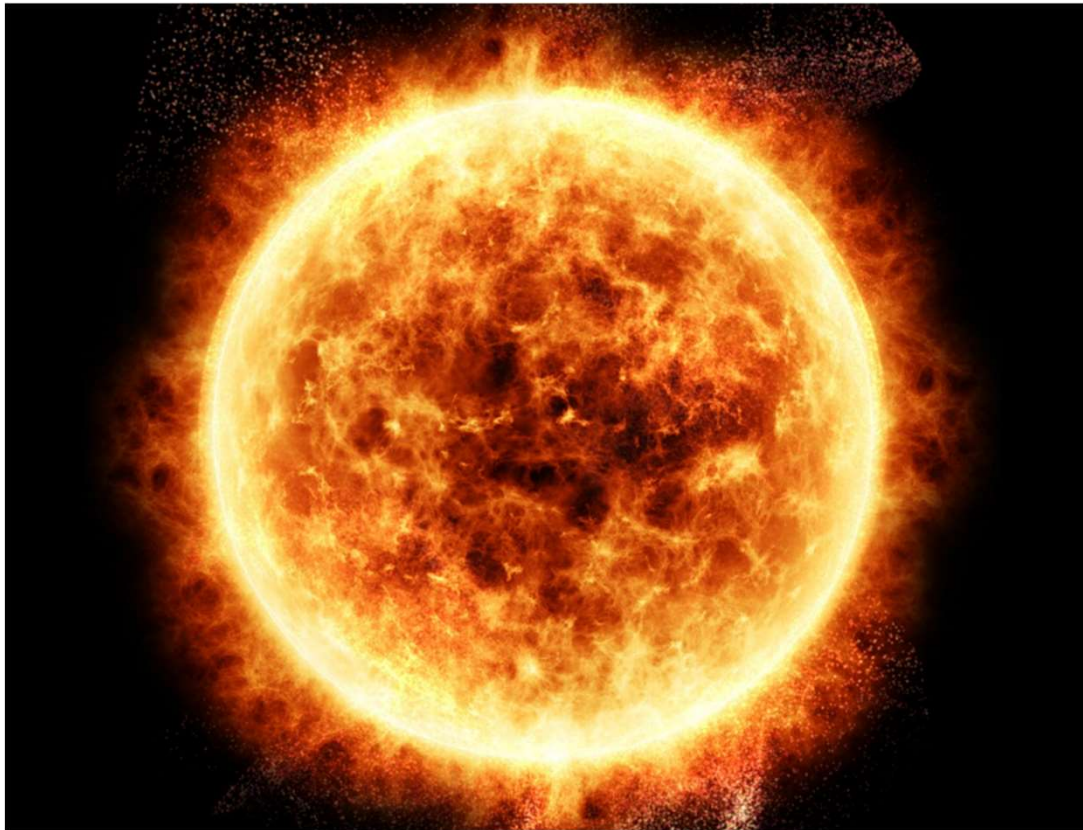
1. Choose a level of question to answer - remember to challenge yourself! Can you work your way through all levels?!
2. Complete the following questions in a book or on a sheet of paper.
3. Take a photo of your work and upload onto the slide.



SCIENCE

Instructions:

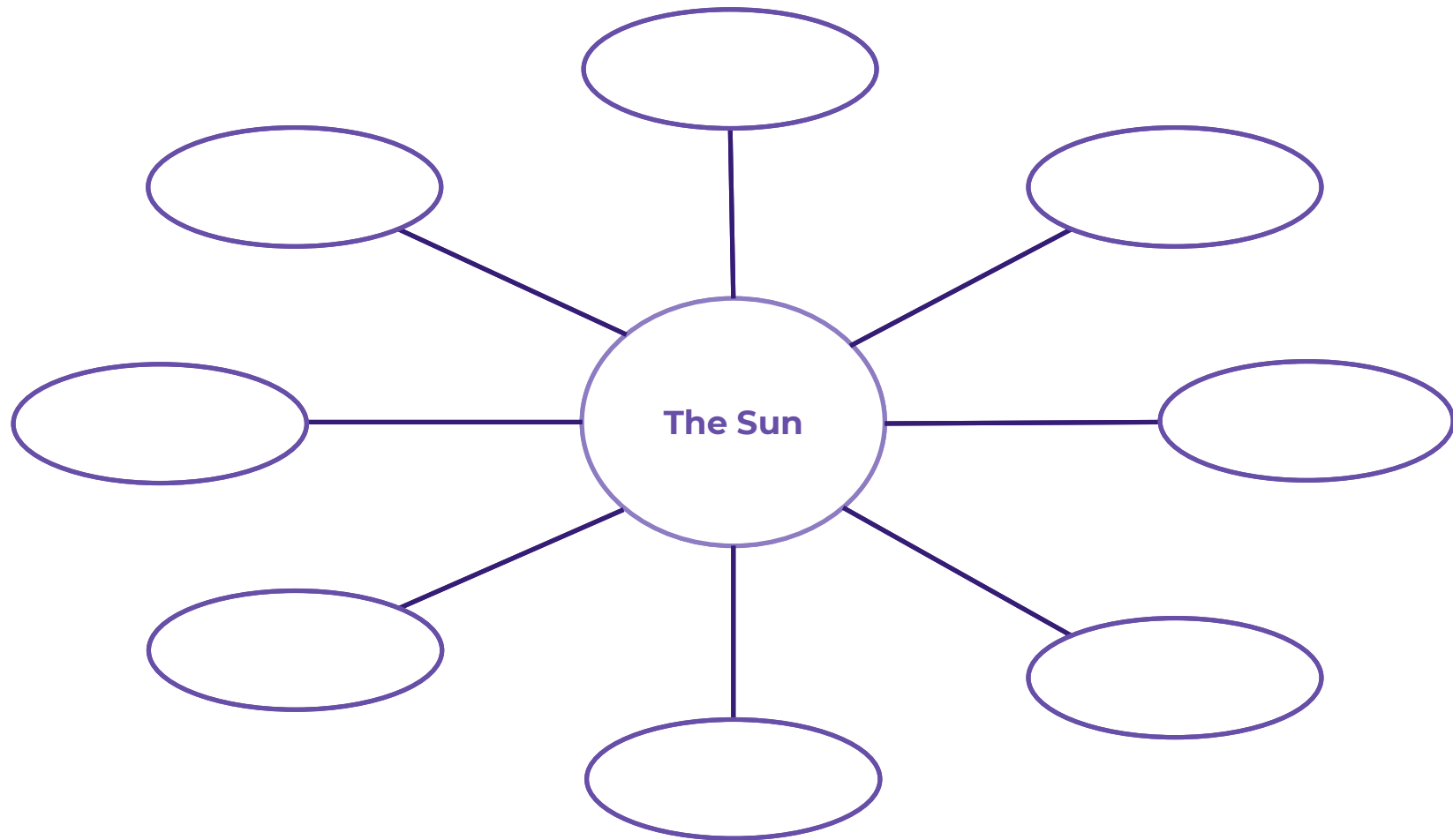
1. Click on the image to watch a video about the Sun. Use QR code if paper copy.



SCIENCE - MY WORK

Instructions:

1. Create a mindmap of all the things you know about the Sun



FINISHED?



Check your work. If you're happy with what you have finished, you now need to submit your work on **Teams**.

- Click on 'Home Learning'
- Click on 'Assignments'
- Click 'Turn in' when finished

Have a great afternoon!

