

# Good Morning

STAGE 2

WEEK 6 - THURSDAY 19/8

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](#)

[Writing](#)

**Morning Tea**

[Maths](#)

**Lunch**

[Creative Arts](#)

[PE](#)



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



Finish the words with **ar**, **a**, **au** or **ear** to represent  **ar a**. Draw a picture for each.

\_\_\_t on a b\_\_\_sket

a p\_\_\_t of a gl\_\_\_ss

a l\_\_\_ge h\_\_\_t

the sky

a c\_\_\_ going

a tom\_\_\_to that can

\_\_\_fter d\_\_\_k

p\_\_\_st a p\_\_\_k

l\_\_\_gh

## 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.

Write **are**, **ask**, **asked** and **after** in alphabetical order. Finish the sentences with these words.

1. \_\_\_\_\_ your father if he has the basket.

2. \_\_\_\_\_ the last race we went home.

3. \_\_\_\_\_ these your large tomatoes?

4. Have you \_\_\_\_\_ if you can go to the park?



# 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

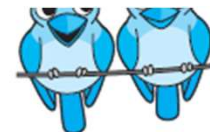


List 1	List 2		Extension List	
dirt first third thirteen thirty stir were word heard early	church circle purple return world worst learn serve	service Thursday turtle journey observe vertical worthwhile	affirm burglar burgundy circular commercial courteous determine emergency fertile herbicide	observatory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

# SPELLING - YEAR 4



- 8 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.



He herd the heard of cattle before he saw it.

---

She thinks she is the world footballer in the worst.

---

We like the serve here as they service us very quickly.

---

- 9 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddles by writing the letters from the shaded boxes in the boxes with matching numbers.

observe	8	5					
journey			10				
return	7						
vertical				9		2	

early			4	
world			1	
heard			3	
thirty		6		

Which bird is a bug in a dress?

a

1	2	3	4	5	6	3
---	---	---	---	---	---	---

Which bird steals from you?

a

7	8	5	9	10
---	---	---	---	----

## Instructions:

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

# SPELLING - YEAR 4 WORK

## Instructions:

1. If you can't use the draw tool, answer on paper and upload a picture on this slide.





# WRITING

## Instructions:

Read the information, watch the video and complete the activities of the following slides.



The job of a writer is not only to write but to get the reader wanting to read the text. Many people will decide if a book is worth reading after 3 or 4 sentences so it is important to hook them and make them want to read on from the very beginning.

Think of it like a movie - if the start isn't interesting we go back to the menu and find something else to watch!

So here is what we are learning to do...

- 1) Don't start when things are boring.
- 2) Start with action or a moment of change.
- 3) Use backfill to explain who, what and why.
- 4) Then get back to the action to keep your reader engaged.

PROOF

Bobby woke up and grabbed his soccer ball ready for the game.

Whoop! Whoop! Whoop! The alarm clock wailed louder than the fire alarm. Bobby sprang out of bed in a desperate search for it. He could not believe the day had finally come. "Bobby, you're going to be late" yelled Mum. With a quick outfit change, Bobby was out the door on the way to the big soccer game.



Scan me for the video



Or got to...

[bit.ly/sizzlestep](https://bit.ly/sizzlestep)

# WRITING - START AGAIN



The starts of the stories are boring and uninteresting. Your job is to rewrite them and make your teacher want to read on. Think about:

**What sounds could be happening?  
Could someone say something?**

**What would the scene look like?  
How could you surprise your reader?**

The first one has been done for you - If you are still unsure watch the video for extra help!

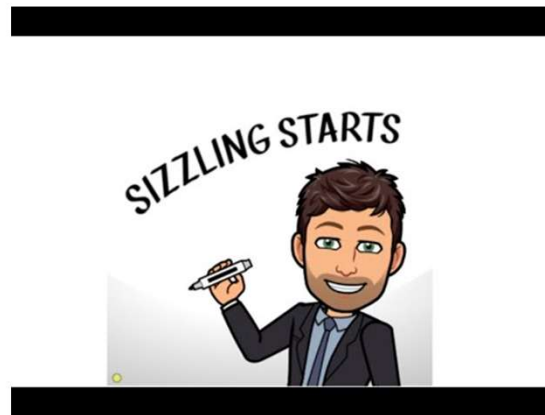
James spilt his breakfast all over his homework

Splash, clang, crash! A wave of milk races towards his homework. "NOOO!" James screams. All his hard work ruined.

Laura tripped over her shoe laces. It hurt!

Jordan won the race, it was the best day of his life.

The fire fighters came to visit because Kurtis burnt his toast



Scan me for the video



Or got to...

<https://bit.ly/TPSsizzle>

# WRITING - MY WORK

## Instructions:

Use the planning you completed at the beginning of the week to write a sizzling start.

Remember to hook your reader in and get them interested ready for the next part of your story!



*Record your sizzling start here:*

# MATHS- NUMBER TALK



## Instructions:

1. Look at the image below and think of all the ways you can show your mathematical thinking.
2. Complete this number talk on the next slide or insert a photo of your work.



# MATHS - NUMBER TALK - MY WORK

**Instructions:**

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



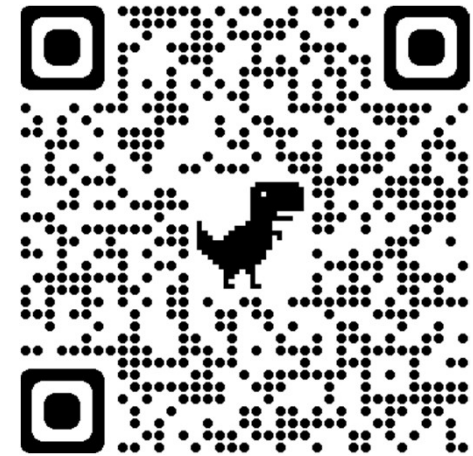
# MATHS YEAR 3

## Instructions:

1. Watch the example below.
2. Choose 3 cards and find the sum.



<https://bit.ly/TPSY3AddendsCards>



# MATHS YEAR 4 - ADDITION

## 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 next slide.

## Addition - Formal Algorithm (with carrying)

Let's see what we remember from yesterday. Go back to Wednesday Maths Year 4, if you need to revise!



### I'm learning level

$$\begin{array}{r} 76 \\ + 64 \\ \hline \end{array} \quad \begin{array}{r} 99 \\ + 15 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ + 69 \\ \hline \end{array} \quad \begin{array}{r} 98 \\ + 47 \\ \hline \end{array} \quad \begin{array}{r} 46 \\ + 94 \\ \hline \end{array} \quad \begin{array}{r} 386 \\ + 985 \\ \hline \end{array}$$

### I can do it level

$$\begin{array}{r} 386 \\ + 985 \\ \hline \end{array} \quad \begin{array}{r} 5763 \\ + 8389 \\ \hline \end{array} \quad \begin{array}{r} 5999 \\ + 8453 \\ \hline \end{array} \quad \begin{array}{r} 47857 \\ + 93155 \\ \hline \end{array} \quad \begin{array}{r} 59555 \\ + 51945 \\ \hline \end{array} \quad \begin{array}{r} 99134 \\ + 37977 \\ \hline \end{array}$$

### Challenge me! level

$$\begin{array}{r} 666986648 \\ + 884046364 \\ \hline \end{array} \quad \begin{array}{r} 872935755 \\ + 737975269 \\ \hline \end{array} \quad \begin{array}{r} 975997184 \\ + 439198927 \\ \hline \end{array} \quad \begin{array}{r} 777435868 \\ + 425864346 \\ \hline \end{array}$$

# 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.





# CREATIVE ARTS

## Instructions:

1. Choose at least ONE activity to complete.
2. Insert an image of your work on the next slide.



## Visual Arts

### Task: Cat-toons!

Explore elements of drawing by creating a cartoon character cat.

Click on the link or scan the QR code to access the lesson:

<https://bit.ly/3jNOMhb>



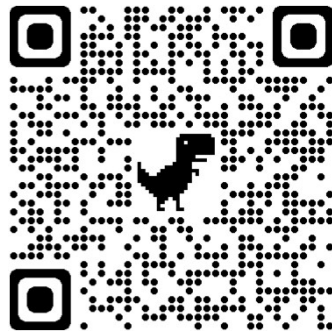
## Music

### Task: Body Percussion

Create a body percussion rhythm to the song and perform. Have someone film/photo you if you like and upload it.

Click on the link or scan the QR code to access the lesson:

<https://bit.ly/3yCNoUN>



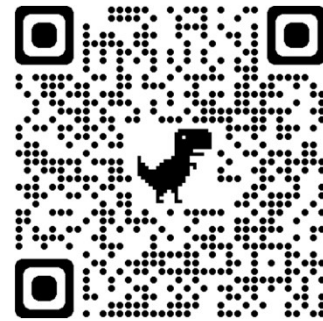
## Drama

### Task: Play a game of charades

Charades is a game you have to "act out" without speaking, while the other members of your team try to guess what the phrase is.

Click on the link or scan the QR code for some hints:

<https://bit.ly/3s944AL>



## Craft

### Task: Town Planning

Use everyday objects around the house (cardboard rolls, cardboard boxes, recycled goods, lego etc.) to construct your own model town. It can be any design - your own creation.

# CREATIVE ARTS - MY WORK

**Instructions:**

1. Choose at least ONE activity to complete.
2. Insert an image of your work on the slide.



# PHYSICAL EDUCATION

## Instructions:

1. Complete the activity to get some much needed exercise!



## Hearts-clubs-diamonds-spades

Time: 20 minutes

### Activity

#### Partner/group

- Players begin in the middle of the room and pick up one card each off the ground.
- They then run to the wall/area that matches the suit of the card.
- Each has a selection of skills/activities, for example, at the 'hearts' wall, the card might read 'star jumps'.
- Players perform the exercise the number of times indicated by the playing card.
- Once the skill is completed, the player keeps the card and runs to the middle to select another card and repeats the process.

### Scoring

- Play for a set amount of time, or until all cards in the deck have been taken.
- Players score 1 point per card collected.

### Equipment

- A deck of playing cards.
- 4 posters with pictures or descriptions of various skills or activities (e.g. burpees, frog hops, lunges, star jumps).
- Wall space to display the posters.
- Music and a music player (optional).

### Activity variations

- Play in pairs – one person rests while the other completes the exercise.



# 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!

