

# Good Morning

## STAGE 2

### WEEK 6 - WEDNESDAY 18/8

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



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



6 Finish the words with **ir, or, er, ere, ur, ear** or **our** to represent  **ir ur or er**.  
Write some of your words to match the clues.

st\_\_\_ w\_\_\_ d\_\_\_t ret\_\_\_n w\_\_\_st obs\_\_\_ve  
c\_\_\_de w\_\_\_ld \_\_\_ly j\_\_\_ney f\_\_\_st w\_\_\_thwhile

Find antonyms for these words. Find synonyms for these words.

last _____	soil _____
best _____	mix _____
late _____	earth _____
keep _____	trip _____
useless _____	watch _____



## Instructions:

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

7 Join the word beginnings and endings to make List Words.

thir	ly	_____
pur	cle	_____
ear	ty	_____
re	tle	_____
cir	ple	_____
tur	turn	_____

ob	day	_____
ser	vice	_____
jour	serve	_____
thir	while	_____
Thurs	ney	_____
worth	teen	_____

+ ▾

# SPELLING - YEAR 4 WORK

## Instructions:

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

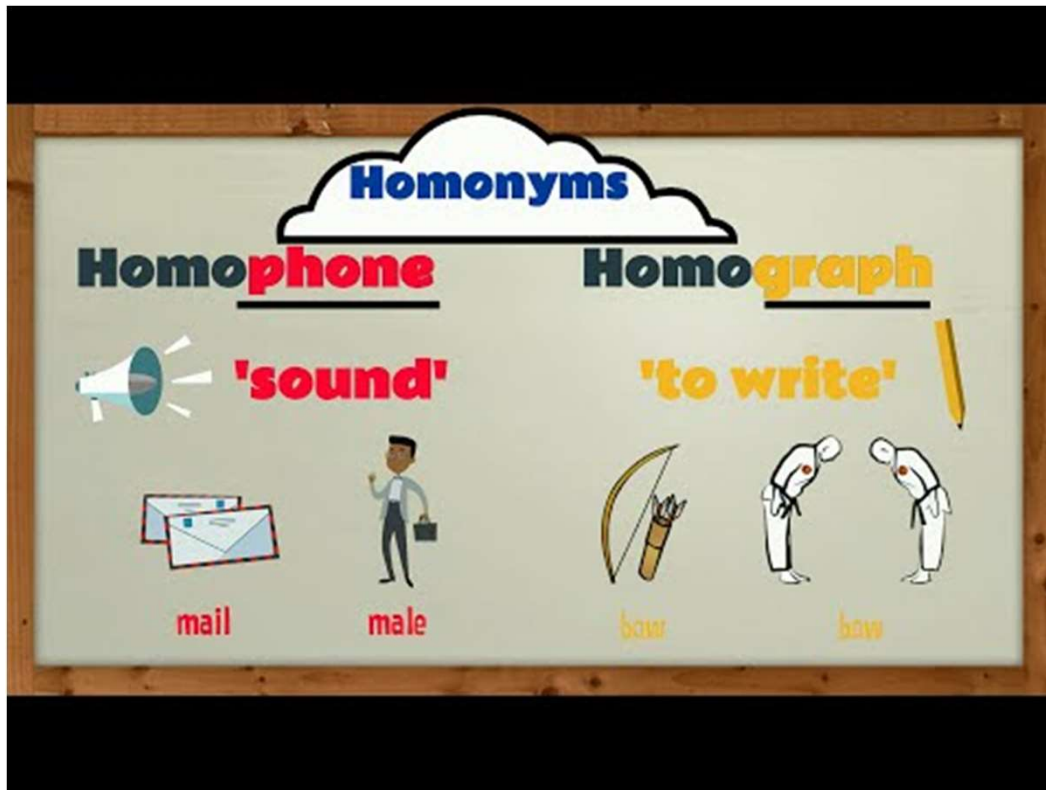




# GRAMMAR- HOMOPHONES

## Instructions:

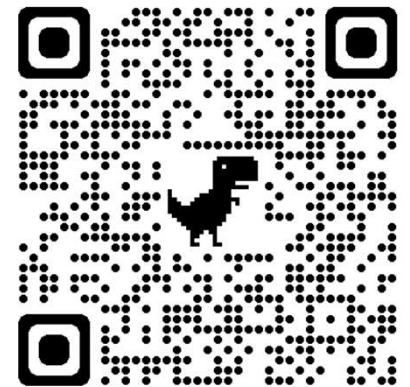
1. Watch the video (use QR code if paper copy).
2. Complete the activities on the next slide.



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

## What I'm Looking For (WILF):

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



Complete the sentences below using the correct homophone:

1. Belle went \_\_\_\_\_ the library today.  
(to/too/two)
2. Mrs Hanly bought \_\_\_\_\_ chocolates.  
(to/too/two)
3. Mrs Allen ate \_\_\_\_\_ many chocolates and felt sick.  
(to/too/two)
4. Justin waves \_\_\_\_\_ to all his screaming fans.  
(by/buy/bye)
5. Justin is going to \_\_\_\_\_ a new pair of shoes.  
(by/buy/bye)
6. Justin is dancing \_\_\_\_\_ the restaurant.  
(by/buy/bye)

EXT: 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:

Watch the video “Alma” and record any questions you have **before, during and after** the video on the “I wonder” mind map

**Alma**, a little girl, skips through the snow-covered streets of a small town. Her attention is caught by a strange doll...



<http://www.youtube.com/watch?v=irbFBgl0jhM>

# READING- MY WORK

## Instructions:

Record questions you have **before** watching the video "Wind", **during** the video and **after** the video on the Before During After (BDA) chart

?s before reading

?s during reading

?s after reading

"Wind" sees a grandmother and her grandson trapped deep down an endless chasm, scavenging debris that surrounds them to...



<https://youtu.be/i94p0PGUies>

# MATHS - NUMBER TALK

What do you know about the number 4257?

## Instructions:

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



Microsoft Whiteboard

What do you know about the number 4257?

double  
$$\begin{array}{r} 4257 \\ \times \quad 2 \\ \hline \end{array}$$

$$4000 + 200 + 50 + 7$$

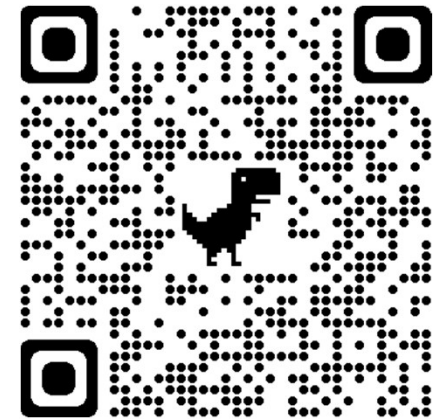
Th	H	T	O
4	2	5	7

Odd number can't be halved

nearest thousand  
4000

$4257 + 3 = 4260$   
nearest decade

$4257 - 57 = 4200$



<https://bit.ly/TPSY3NT3>

# 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 4257?

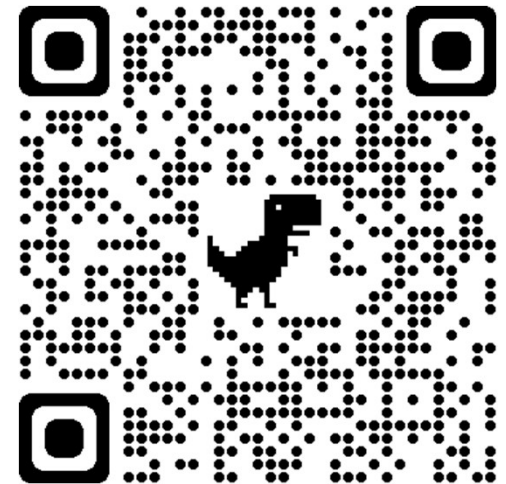
# MATHS YEAR 3

$$42 + 37 + 23 = ?$$

$$42 + 37 + 23 =$$

## Instructions:

1. Look at the example below.
2. Change the order of addends to make multiples of ten to answer the questions on the following slides.



<https://bit.ly/TPSY3Addends>



# MATHS YEAR 3- MY WORK

## Adding Three One-Digit Numbers

Add three one-digit numbers (using number bonds to 10).

Tip: Circle the pairs of numbers that add up to 10, then add the third number to make the total.

$4 + 6 + 3 = \underline{\quad}$	$5 + 8 + 5 = \underline{\quad}$	$6 + 4 + 6 = \underline{\quad}$
$5 + 5 + 6 = \underline{\quad}$	$5 + 7 + 3 = \underline{\quad}$	$5 + 2 + 5 = \underline{\quad}$
$7 + 3 + 4 = \underline{\quad}$	$4 + 8 + 2 = \underline{\quad}$	$1 + 1 + 9 = \underline{\quad}$
$8 + 2 + 9 = \underline{\quad}$	$9 + 5 + 1 = \underline{\quad}$	$7 + 8 + 3 = \underline{\quad}$
$1 + 9 + 7 = \underline{\quad}$	$8 + 2 + 7 = \underline{\quad}$	$5 + 7 + 5 = \underline{\quad}$
$7 + 2 + 3 = \underline{\quad}$	$7 + 7 + 3 = \underline{\quad}$	$6 + 4 + 9 = \underline{\quad}$
$6 + 3 + 4 = \underline{\quad}$	$4 + 8 + 2 = \underline{\quad}$	$7 + 2 + 3 = \underline{\quad}$
$3 + 8 + 7 = \underline{\quad}$	$5 + 5 + 5 = \underline{\quad}$	$6 + 3 + 7 = \underline{\quad}$
$5 + 3 + 5 = \underline{\quad}$	$3 + 3 + 7 = \underline{\quad}$	$7 + 6 + 4 = \underline{\quad}$
$2 + 9 + 8 = \underline{\quad}$	$8 + 8 + 2 = \underline{\quad}$	$9 + 2 + 8 = \underline{\quad}$

Challenge: Can you use number bonds to 10 to make sets of 4 one-digit numbers that total 20? How many different sets can you make?

### Instructions:

1. Solve the following number sentences.
2. Find the numbers that add up to 10 and then add the remaining number to find your total.



# MATHS YEAR 4 - ADDITION

## Addition - Formal Algorithm (with carrying)

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

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

But sometimes **two-digit numbers can get in the way** like this:

$$\begin{array}{r} 16 \\ + 16 \\ \hline 12 \end{array} \quad \begin{array}{c} \text{6 + 6 = 12} \\ \longrightarrow \end{array} \quad \begin{array}{r} 16 \\ + 16 \\ \hline 22 \end{array} \quad \begin{array}{c} \text{1 + 1 = 2} \\ \longrightarrow \end{array} \quad \begin{array}{r} 16 \\ + 16 \\ \hline 22 \end{array} \quad \text{(Bad)}$$

In this case, we have an **extra step to split the two-digit number** into 'ones' and 'tens' and carry the 'tens'.

Look at the next slide to see how it should be solved!

### Instructions:

1. Look at the example below.
2. Use the formal algorithm strategy to answer the questions on the my work slide.



# Addition - Formal Algorithm (with carrying)

**THIS** is how it **should be done**:



**Step 1** - add the 'ones' column

$$\begin{array}{r} 16 \\ + 16 \\ \hline \end{array}$$

$6 + 6 = 12$

12

**Step 4** - add the 'tens' column

$$\begin{array}{r} 1 \\ 16 \\ + 16 \\ \hline 32 \end{array}$$

$1 + 1 + 1 = 3$

**Step 2** - split the two-digit number into 'ones' and 'tens'

$$\begin{array}{r} 16 \\ + 16 \\ \hline \end{array}$$

$6 + 6 = 12$

tens ones  
1 2

**Step 3** - put down the 'ones' and carry the 'tens' to the 'tens' column

$$\begin{array}{r} 1 \\ 16 \\ + 16 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 1 \\ 16 \\ + 16 \\ \hline 2 \end{array}$$

Remember

Clear space

Did you see how we split the 12 into **1 Ten** and **2 Ones**?

We then sent the **1 Ten** to the **top of the Tens column**, so we will remember to add it when we do the Tens.

And there is a nice clear space for the Tens answer below.

# Addition - Formal Algorithm (with carrying)

## What About Bigger Numbers?

The same method works with numbers in the hundreds, thousands and so on.

But we must be careful to **move over one column** each time.

Like this:

$$\begin{array}{r} 428 \\ + 395 \\ \hline \end{array}$$

**Step 1** - add the 'ones' column

$$\begin{array}{r} 428 \\ + 395 \\ \hline \end{array}$$

$8 + 5 = 13$

	tens	ones
	1	3

**Step 2** - add the 'tens' column with the carried digit

$$\begin{array}{r} 1 \\ 428 \\ + 395 \\ \hline 3 \end{array}$$

$1 + 2 + 9 = 12$

	tens	ones
	1	2

**Step 3** - add the 'hundreds' column with the carried digit

$$\begin{array}{r} 11 \\ 428 \\ + 395 \\ \hline 823 \end{array}$$

$1 + 4 + 3 = 8$

Answer

$$\begin{array}{r} 11 \\ 428 \\ + 395 \\ \hline 823 \end{array}$$

Here's a link to a video if you need more [examples](https://shorturl.at/knouT).  
shorturl.at/knouT



# MATHS YEAR 4- PRACTISE

## 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

$$\begin{array}{r} 82 \\ + 58 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 67 \\ \hline \end{array}$$

$$\begin{array}{r} 215 \\ + 788 \\ \hline \end{array}$$

$$\begin{array}{r} 713 \\ + 787 \\ \hline \end{array}$$

## I can do it level

$$\begin{array}{r} 649 \\ + 868 \\ \hline \end{array}$$

$$\begin{array}{r} 379 \\ + 991 \\ \hline \end{array}$$

$$\begin{array}{r} 6257 \\ + 6883 \\ \hline \end{array}$$

$$\begin{array}{r} 7687 \\ + 5514 \\ \hline \end{array}$$

$$\begin{array}{r} 78698 \\ + 35614 \\ \hline \end{array}$$

$$\begin{array}{r} 66675 \\ + 88535 \\ \hline \end{array}$$

## Challenge me! level

$$\begin{array}{r} 7365908 \\ + 4687995 \\ \hline \end{array}$$

$$\begin{array}{r} 8567998 \\ + 9887923 \\ \hline \end{array}$$

$$\begin{array}{r} 4489969 \\ + 9627948 \\ \hline \end{array}$$

$$\begin{array}{r} 327159968 \\ + 786967437 \\ \hline \end{array}$$

# 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 of the Sun and complete the quiz (use QR code if paper copy)

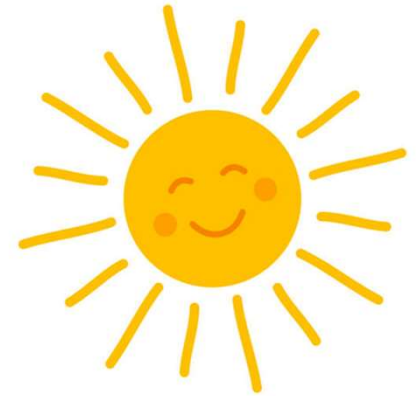


Let's have a little fun!

Click on the picture of the Sun to complete a quiz about the Sun.

## Did you know:

- The Sun's core (middle) is the hottest place in our Solar System.
- The Sun is classed as a Yellow Dwarf
- The Sun is mostly made up of hydrogen
- The Sun's light reaches the Earth in about eight minutes. This is known as the speed of light.



# SCIENCE - MY WORK

**Instructions:**

1. Write down 3 questions you would like answered to know more about the Sun.
2. Research these questions and record your answers.



1.

2.

3.



# 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!

