



Term 3 Week 5 Framework for Learning – Stage 2

These activities are designed to start on **Monday 9th August** and finish on **Friday 13th August (Week 5 only)**. All students are expected to submit their **online attendance** in Google Classroom and read the **Daily Check-in** notification from their teacher for class-related messages.

PBL Focus: Week 5: **Learning Always** and **Showing Respect** – Please look after your belongings, tidy up and help others.

Read your **Check-in messages** **each morning** for all the important information you need to know.

Open your **emails** and read the **Private Comments** from your teacher. Please respond so we know you are seeing them.

You will now have **two Zoom meetings** per week.

Read your Daily Check-in messages **every morning** so you don't miss out!

***** PLEASE NOTE:**

*If you are completing **Multilit work** with **Mrs Maloney**, then you don't need to complete the **Spelling** activities on the Framework.

*If you are in **Mrs MacTackett's EaLD group** please read the Framework carefully to see which activities you don't have to complete. They are in **BLUE**.

*If you are in **Ms Flett and Mrs Kotevich's Year 4 CILSP Google Classroom** group you need to do the work they set on their Google Classroom **each day** and you may leave out the **READING** activities on the Framework.

Remember to email your teacher if you are unsure about any of the work on the framework!

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Google Classroom</p> <p><input type="checkbox"/> Complete attendance online</p> <p><input type="checkbox"/> Read Daily Check In notice from class teacher</p>	<p>Google Classroom</p> <p><input type="checkbox"/> Complete attendance online</p> <p><input type="checkbox"/> Read Daily Check In notice from class teacher</p>	<p>Google Classroom</p> <p><input type="checkbox"/> Complete attendance online</p> <p><input type="checkbox"/> Read Daily Check In notice from class teacher</p>	<p>Google Classroom</p> <p><input type="checkbox"/> Complete attendance online</p> <p><input type="checkbox"/> Read Daily Check In notice from class teacher</p>	<p>Google Classroom</p> <p><input type="checkbox"/> Complete attendance online</p> <p><input type="checkbox"/> Read Daily Check In notice from class teacher</p>
	<p>English</p> <p>Spelling:</p> <p>Put your spelling words in alphabetical order.</p> <p>Reading: Figurative Language</p> <p>Onomatopoeia are words like Bam! Pow! Whack!</p> <p>Watch the video on similes in Google Classroom → Classwork → Reading → Onomatopoeia</p> <p>Look at the onomatopoeia words on the attached sheet "Appendix 1" and complete the next 3 tasks.</p> <ol style="list-style-type: none"> Write 3 sentences using an animal onomatopoeia word from the sheet. Write 3 sentences using a human onomatopoeia word from the sheet. Put the words from the third column in groups. What type of onomatopoeia words would each of these groups be? Saying them out loud may help with this task. 	<p>English</p> <p>EaLD students need to complete Mrs MacTackett's lesson on Google Classroom and not complete the following spelling activity.</p> <p>Spelling:</p> <p>Write the definitions of 5 of your words.</p> <p>Reading: Figurative Language</p> <p>Onomatopoeia is giving a word to a sound, which enhances the text's literary description.</p> <p>For example, "The spurting tap wreaked havoc in the bathroom' sounds more interesting than 'the tap was leaking'.</p> <p>The author used the word "spurting" to describe how the water came out of the tap with great force.</p> <p>-Complete the attached sheet "Appendix 2 – Examples of Onomatopoeia"</p> <p>Use the example above to complete the sheet.</p>	<p>English</p> <p>Writing:</p> <p>You should have received feedback from your teacher about your speech by now. Check on your Google Classroom for resources to help you with writing your speech.</p> <p>Use this feedback to improve your speech. Re-read your work.</p> <p>Submit your final draft to your teacher by Friday.</p> <p>Reading and Viewing:</p> <p>Read one chapter of your novel or e-book. (20mins)</p> <p>EaLD students to complete Mrs MacTackett's Lesson on Google Classroom and not complete the following Grammar activity.</p> <p>Grammar: Verb Tenses</p> <p>Read the instructions on the attached sheet "A Walk in the Park".</p> <p>-Change the text to past tense. Type it up onto the Google Slide your teacher has provided for today's work.</p>	<p>English</p> <p>Reading: Figurative Language</p> <p>Simile: A figure of speech that compares two usually dissimilar (not similar) things.</p> <p>The comparison starts with <i>like, as</i> or <i>as if</i>.</p> <p>E.g.</p> <p>Her dress was <u>as white as snow</u>.</p> <p>Means that the girl's dress was a very bright white colour.</p> <p>Watch the video on similes in Google Classroom → Classwork → Reading → Similes</p> <p>Complete the attached worksheet "Similes"</p> <p>Typing: Practise your Typing by going onto Typing Club.</p> <p>Reading and Viewing:</p> <p>Read one chapter of your novel or e-book. (20mins)</p>	<p>English</p> <p>Reading: Figurative Language</p> <p>Simile:</p> <p>Watch the video from yesterday again.</p> <p>-Read the character descriptions on the attached worksheet "Appendix 5".</p> <p>-Identify examples of similes in the text.</p> <p>-Complete the worksheet.</p> <p>Writing:</p> <p>Make sure you have submitted your final draft of your speech by the end of today as an assignment on a google doc!</p> <p>If you have done this already, start putting your speech on palm cards and practise saying your speech in front of a mirror.</p> <p>Are you using eye contact and a clear voice?</p> <p>Reading and Viewing:</p> <p>Read one chapter of your novel or e-book. (20mins)</p>

Recess Break – include a Physical Activity

Middle Session	<p>Mathematics</p> <p><u>Number – Decimals</u></p> <p>Watch the videos on decimals in Google Classroom → Maths → Decimals</p> <p>Complete the attached Maths sheet “Fractions: Tenths”</p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p>	<p>Mathematics</p> <p><u>Number – Decimals</u></p> <p>Complete the Maths sheet “Fractions, Decimals and Percentages. (Watch the videos from yesterday if you need to)</p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p>	<p>Mathematics</p> <p><u>2D Shapes – Lines of Symmetry</u></p> <p>What is a line of symmetry?</p> <p>Explain your answer.</p> <p>(You may need to research online if you are not sure.)</p> <p>Mathletics: As assigned by your classroom teacher complete, two of your online tasks.</p>	<p>Mathematics</p> <p><u>2D Shapes – Lines of Symmetry</u></p> <p>Using the Square Dot Paper that is attached and a ruler, draw five 2-Dimensional shapes and their lines of symmetry.</p> <p>Mathletics: As assigned by your classroom teacher complete, two of your online tasks.</p>	<p>Mathematics</p> <p><u>Word Problems</u></p> <p>1. Write a multiplication word problem where the answer is either 12, 36, 100 or greater.</p> <p>Show how you solved your word problem.</p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p> <p>Catch up on any Mathletics activities that you have missed.</p>
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Lunch Break – include a Physical Activity

Afternoon Session	<p>Geography</p> <p><u>Mapping</u></p> <p>BOLTSS is an acronym. It helps us to remember the 6 essential features of a map.</p> <p>It stands for: Border, Orientation, Legend, Title, Scale and Source. (See attached sheet poster)</p> <p>Complete the worksheet "Features of Maps"</p>	<p>Library:</p> <p>Go to Google Classroom → Classwork → Library → Lesson 4 and complete the task Mrs Dufty has set for you.</p> <p>The work sheet “ ” is also attached.</p> <p>Mrs Dufty is waiting for those of you who <u>haven't handed in the past few week's assignments.</u></p> <p>Please go and TURN IN to the Classwork topic 'Library' now.</p>	<p>Science</p> <p>Go to Mrs Simmonds' RFF Google Classroom → Classwork → Science and complete the task that has been set for you.</p> <p>You can join Mrs Simmonds' RFF Google Classroom by clicking the + icon, join class and then typing in the following class code: 5oizhdz</p> <p>Mrs Simmonds is waiting for those of you who <u>haven't handed in the past few week's assignments.</u></p> <p>Please go and TURN IN to her Google Classroom now.</p>	<p>Creative Arts- Visual Arts</p> <p><u>Artist Appreciation</u></p> <p>For the next few Art lessons we will be learning about a well-known indigenous artist named Albert Namatjira.</p> <p>Go to Google Classroom → Classwork → Art</p> <p>Click on the links to read about this artist. Complete the worksheets that are also attached.</p> <p>PE: <u>Premier's Sporting Challenge</u> starts this week. Go and read the information in the Classwork tab under the topic 'Premier's Sporting Challenge' and follow the instructions.</p>	<p>Activities</p> <p>Complete an activity from the <u>"Some activities and ideas for home for parents of primary learners"</u>.</p> <p>The sheet is attached to the framework.</p> <p>You may post a photo of what you did. We would love to see it!</p> <p><u>Catch Up on any work you need to complete.</u></p>
	Before Bed	20 minutes of DEAR (Drop everything and read) using your choice of text.	20 minutes of DEAR (Drop everything and read) using your choice of text.	20 minutes of DEAR (Drop everything and read) using your choice of text.	20 minutes of DEAR (Drop everything and read) using your choice of text.

***** Read our Check-in messages each morning for all the important information you need to know.

***** Open your emails and read the Private Comments from your teacher.

Please respond so we know you are seeing them.

Appendix 1

Onomatopoeia match and sort

Animal onomatopoeia	Human onomatopoeia	Student categorise these examples
squeak	giggle	whoosh
squawk	grunt	roar
meow	groan	zip
woof	moan	puff
moo	blurt	hiss
cluck	babble	slush
neigh	chatter	gurgle
whinny	growl	splatter
oink	murmur	crash
baa	hum	fizzle
bark	squeal	sputter
chirp	gulp	snip

Appendix 2

Examples of Onomatopoeia

Text extract	Example from text extract	Why do you think the author used onomatopoeia?
<p>“Chug, chug, chug. Puff, puff, puff. Ding-dong, ding-dong. The little train rumbled over the tracks.” <i>“The Little Engine That Could” by Watty Piper</i></p>		
<p>“It went zip when it moved and bop when it stopped. And whirr when it stood still. I never knew just what it was and I guess I never will.” <i>“The Marvelous Toy” by Tom Paxton</i></p>		
<p>Baa baa black sheep, have you any wool? Yes sir, yes sir, three bags full! One for the master, one for the dame, And one for the little boy who lives down the lane. <i>Nursery Rhyme</i></p>		
<p>Water plops into pond splish-splash downhill warbling magpies in tree trilling, melodic thrill whoosh, passing breeze flags flutter and flap frog croaks, bird whistles babbling bubbles from tap <i>“Running Water” by Lee Emmett</i></p>		
<p>And who tolling, tolling, tolling, In that muffled monotone, Feel a glory in so rolling On the human heart a stone... <i>“The Bells” by Edgar Allan Poe</i></p>		
<p>Over the cobbles he clattered and clashed in the dark inn-yard, He tapped with his whip on the shutters, but all was locked and barred... <i>“The Highwayman” by Alfred Noyes</i></p>		

Appendix 5

Identifying and interpreting similes in texts

James and the Giant Peach, Roald Dahl (1961)

Aunt Sponge was enormously fat and very short. She had small piggy eyes, a sunken mouth and one of those white flabby faces that looked exactly as though it had been boiled. She was like a great white soggy overboiled cabbage. Aunt Spiker, on the other hand, was lean and tall and bony, and she wore steel-rimmed spectacles that fixed on to the end of her nose with a clip. She had a screeching voice and long wet narrow lips, and whenever she got angry or excited, little flecks of spit would come shooting out of her mouth as she talked. And there they sat, these two ghastly hags, sipping their drinks, and every now and again screaming at James to chop faster and faster. They also talked about themselves, each one saying how beautiful she thought she was.

If the aunt was an animal, what animal would she be? Why?

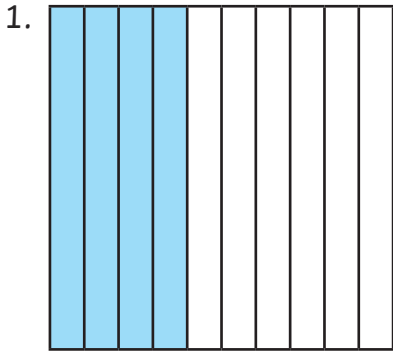
If the aunt was a piece of fruit, what would she be? Why?

If the aunt was an object, what would she be? Why?

Simile example found in text	What does it mean?	My version

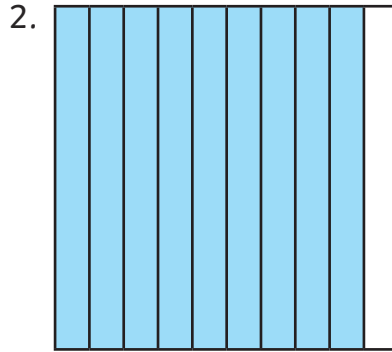
Fractions: Tenths

All the squares below have been separated into ten equal parts. Each part is $\frac{1}{10}$. To write this as a decimal fraction you would write 0.1. For all the squares below, write the fraction shaded both as a fraction and a decimal fraction.



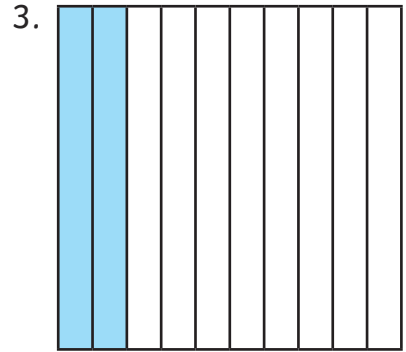
Fraction: _____

Decimal: _____



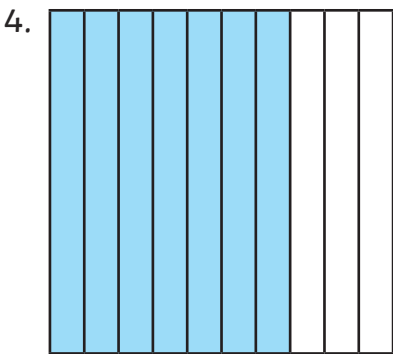
Fraction: _____

Decimal: _____



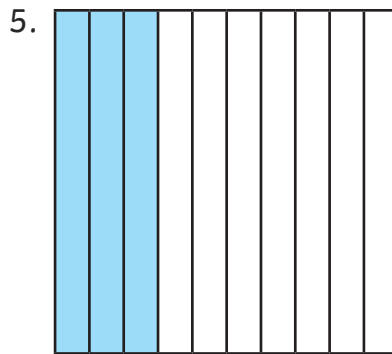
Fraction: _____

Decimal: _____



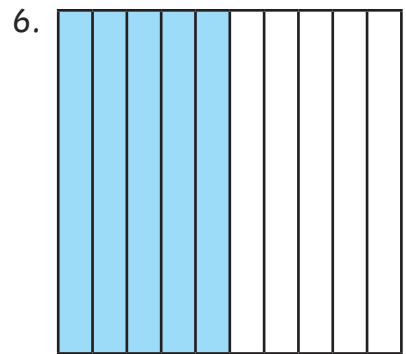
Fraction: _____

Decimal: _____



Fraction: _____

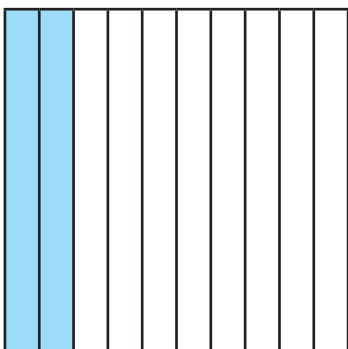
Decimal: _____



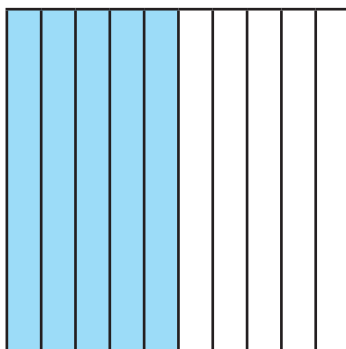
Fraction: _____

Decimal: _____

Challenge: Look at the two squares below. Write the total number of tenths shaded as a fraction and decimal fraction.



+



=

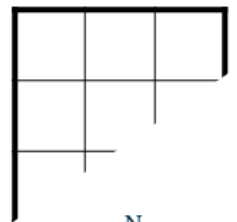
Fraction: _____

Decimal: _____

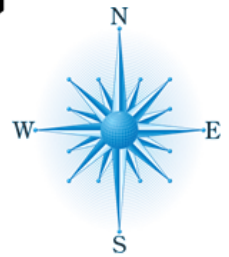
BOLTSS

FEATURES OF MAPS ACRONYM

B **order**
WHERE THE EDGES OF THE MAP ARE.



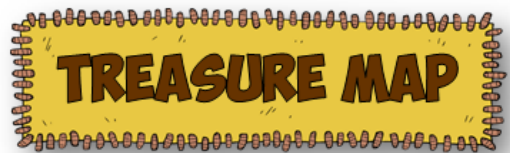
O **rientation**
WHICH DIRECTION IS NORTH (UP DOWN ETC).



L **egend**
SHOWS WHAT THE SYMBOLS MEAN.



T **itle**
DESCRIBES THE MAP.



S **cale**
SHOWS THE ACTUAL DISTANCE
COMPARED TO THE MAP.

1:100

S **ource**
WHO MADE THE MAP?

MADE BY: CAPTAIN SPARROW

Features of Maps

Label the features of the map below. Use the BOLTSS poster to help you:

Oakes District Map

Legend:

mountains	dirt road	river	city	walking track
airport	main road	train track	town	village

5 Made by: Oaks City Council

6 1 cm : 1 km

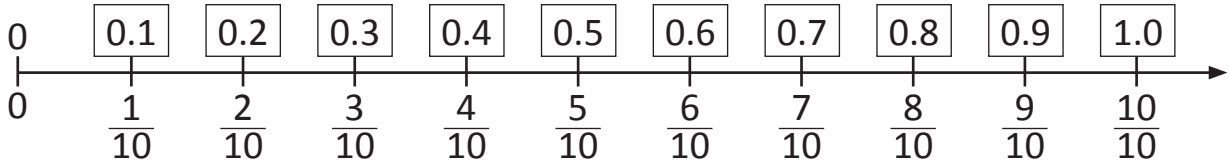
1		4	
2		5	
3		6	

Answer the following questions:

1. Which symbol on the legend represents the mountains?
2. Which symbol represents the train track?
3. What is the title of the map? _____
4. Who was the map made by? _____
5. What is the scale for this map? _____
6. How far is it in kilometres (km) from Oakes to Bligh? _____

Fractions, decimals and percentages – writing tenths as decimals

Tenths are written as decimals like this:



1 Shade the fraction strips so each one matches the fraction or the decimal:

a 0.7

--	--	--	--	--	--	--	--	--	--	--

b $\frac{4}{10}$

--	--	--	--	--	--	--	--	--	--	--

c 0.5

--	--	--	--	--	--	--	--	--	--	--

2 Order each set of fractions and decimals from smallest to largest:

a 0.8, 0.2, $\frac{4}{10}$, $\frac{9}{10}$

b $\frac{9}{10}$, 0.1, 1.0, $\frac{5}{10}$

3 Show the place value of these decimals by writing them in the table:

		Units		Tenths
a	0.6		•	
b	2.7		•	
c	5.1		•	



Units		Tenths
3	•	8

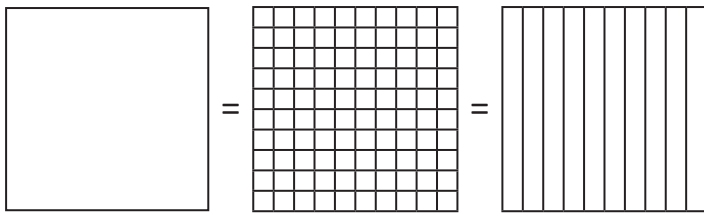
The decimal point signals the place value of numbers smaller than 1.
This number is 3 and $\frac{8}{10}$ or 3 and 0.8.

4 Connect the matching fractions and decimals:

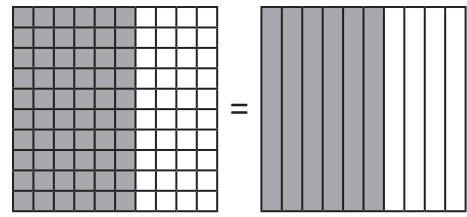
$\frac{4}{10}$	0.6
$1\frac{2}{10}$	0.7
$\frac{6}{10}$	1.2
$\frac{7}{10}$	0.4

$\frac{7}{10}$	3.5
$4\frac{3}{10}$	0.9
$\frac{9}{10}$	4.3
$3\frac{5}{10}$	0.7

Fractions, decimals and percentages – writing tenths as decimals



1 whole 100 hundredths 10 tenths

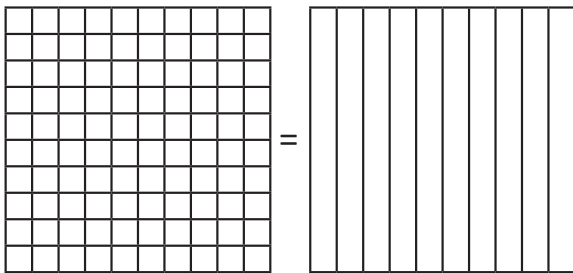


$\frac{60}{100}$ is the same amount as $\frac{6}{10}$.

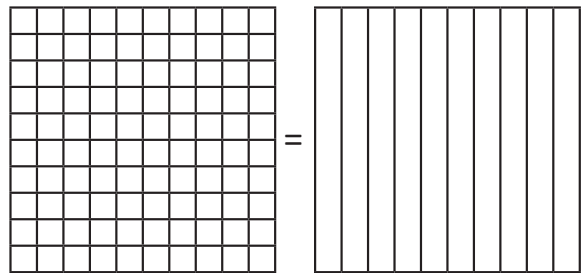
We can divide a whole into one hundred parts. These are called hundredths. Hundredths are made up of 10 lots of tenths.

1 Show how these amounts are the same:

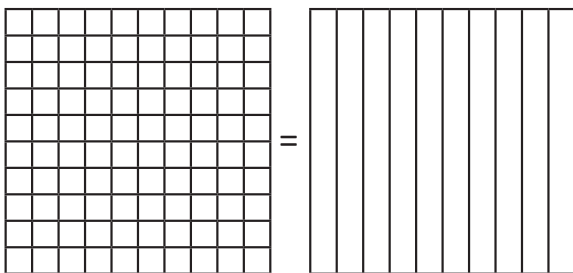
a $\frac{80}{100}$ is the same amount as $\frac{8}{10}$.



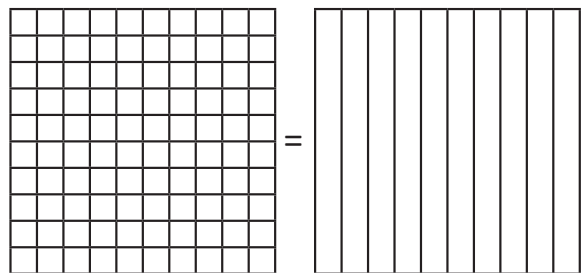
b $\frac{20}{100}$ is the same amount as $\frac{2}{10}$.



c $\frac{30}{100}$ is the same amount as $\frac{3}{10}$.

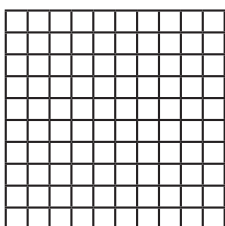


d $\frac{70}{100}$ is the same amount as $\frac{7}{10}$.

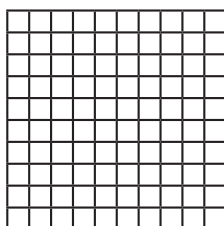


2 Shade these amounts on the hundred grids:

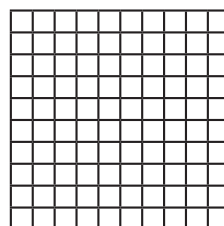
a $\frac{5}{100}$



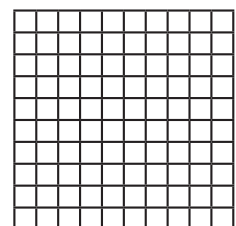
b $\frac{9}{100}$



c $\frac{10}{100}$

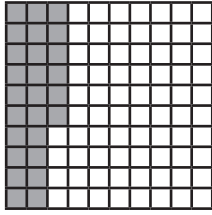


d $\frac{1}{100}$



Fractions, decimals and percentages – relating tenths, hundredths and decimals

This diagram shows 26 hundredths shaded or $\frac{26}{100}$.



Fractions can be written as decimals.
As a decimal, this amount is written as:

Units	Tenths	Hundredths
0	2	6

3 Complete this table to show the amounts as tenths, hundredths and decimals:

a

Tenths	<input type="text"/>	
Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

b

Tenths	<input type="text"/>	
Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

c

Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

d

Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

1.5 is same as 1.50.



THINK

4 Show the place value of these decimals by writing them in the table:

	Hundreds	Tens	Units		Tenths	Hundredths
a	2.6			•		
b	3.76			•		
c	112.6			•		
d	45.67			•		

Indonesia

Lesson 4 Indonesia's Rainforests

Answer the questions below:



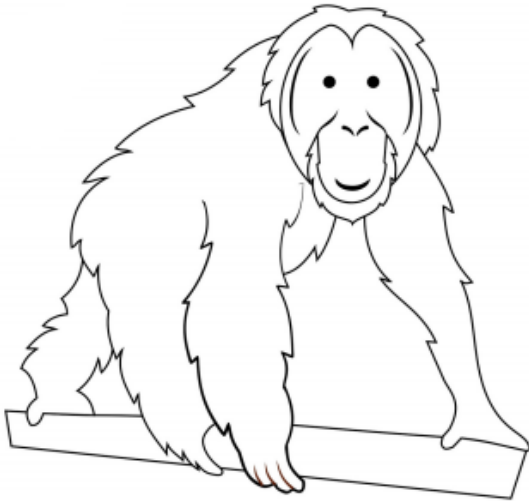
Research about Indonesia's rainforests.

Include; flora and fauna, threats, locations

Type here...

Indonesia's rainforests are home to some of the highest levels of biological diversity in the world.

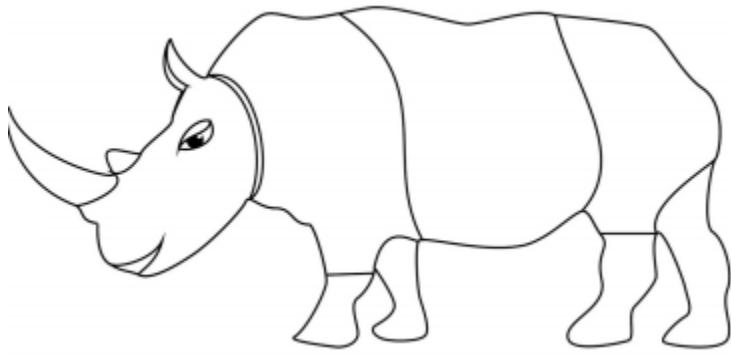
Label the animals below and write one interesting fact about each of them (i.e. where do they live? What do they eat?)



Type here:



Type here:



Type here:



Type here:

A Walk in the Park

It's a walk in the park to use consistent verb tenses!

Read this paragraph; what tense is it? Find the verbs. Can you put the necessary verbs into the **past** tense so the paragraph still makes sense?

As we (my dog Hodge and I) approach the playing fields, Hodge is straining to pull away. "What's the matter with you?" I grumble, tugging hard at his lead. "We'll be there any minute anyway." However, the moment we squeeze through the gap in the hedge and onto the grass, he plonks his bottom down and wags his curly tail furiously in his best 'what a good dog!' position.

Then, I see what he has already smelled - his best friend Willow is waiting for him about fifty metres away. The second I unclip him, he is off like a bullet towards her! Meeting in the middle of the cricket pitch with a sort of doggy high-five, they race deliriously around and over each other for the next twenty-five minutes. Exhausted, finally, they both collapse on the grass in a heap, while Willow's owner jokes that they are puffing like a pair of furry steam trains.



Write the meaning of the simile

Jill turned as white as a ghost when you jumped out at her.

You will have to run like the wind if you are going to catch the train.

I was as sick as a dog when I woke up.

William is as stubborn as a mule sometimes.

Jim and Maria are as alike as two peas in a pod.

I feel as fresh as a daisy after a swim.

Fill the missing word to complete the simile.

as cold as _____ (wind, ice, snow)

as gentle as a _____ (ram, sheep, lamb)

as tough as _____ (monster, nails, leather)

as good as _____ (silver, glass, gold)

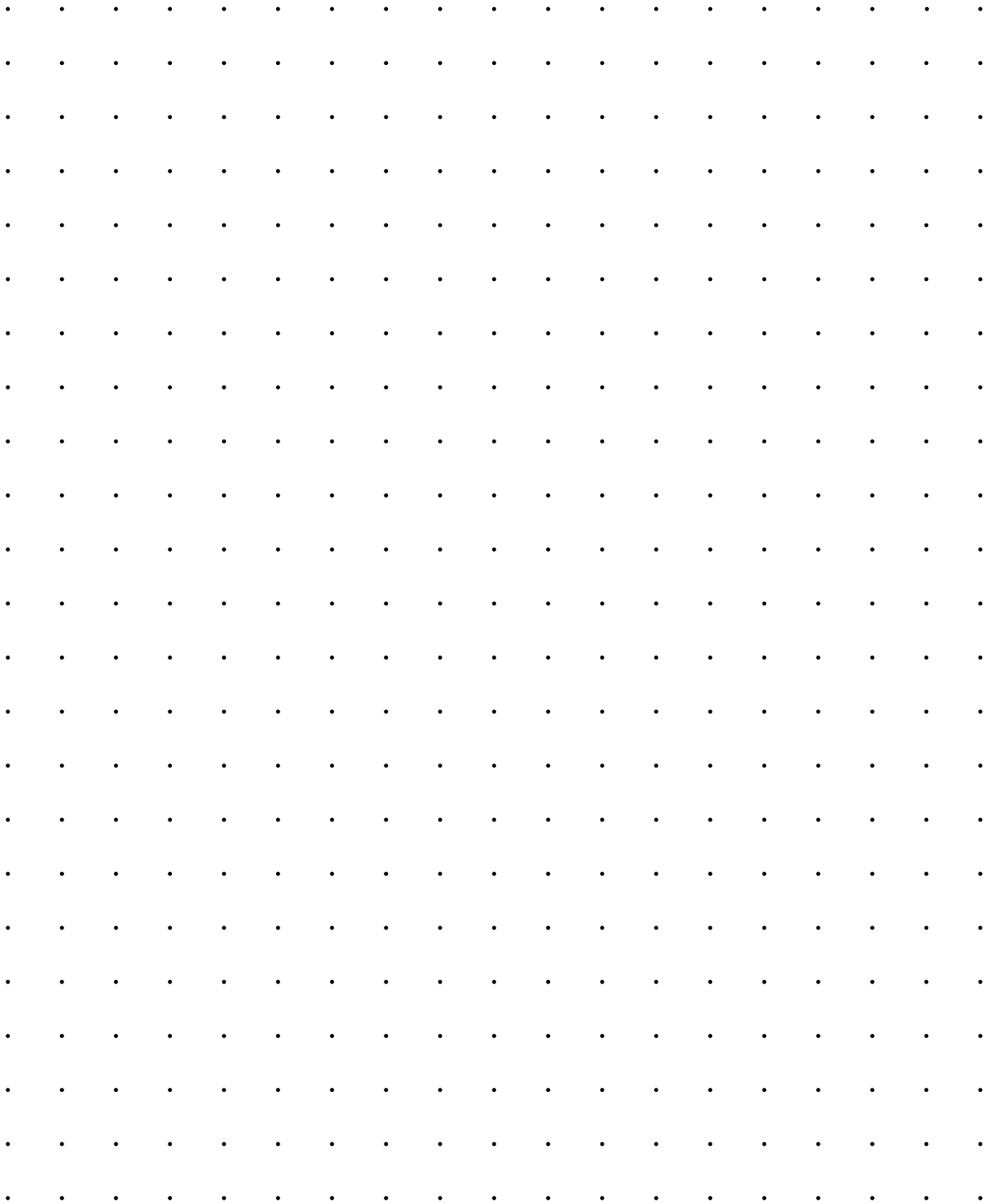
as busy as a _____ (fly, bee, spider)

as clean as a _____ (soap, wash, whistle)

as cool as a _____ (cucumber, ice, lettuce)



Square Dot Paper (1 cm)



Lesson 1, Week 5

INTRODUCING THE ARTIST

ALBERT NAMATJIRA



TASK 1: In today's lesson, you must read the passage below about Albert Namatjira to yourself and highlight what you find interesting about him and his early life. After reading, you must create an artist profile using the template below to honour and celebrate Albert Namatjira.

TASK 2: Using the AIATSIS Aboriginal Australia map, OR Google Maps to locate states/ territories and "**MacDonnell Ranges**" on a map and label it on the map provided.

- <https://aiatsis.gov.au/explore/map-indigenous-australia>
- Google Maps

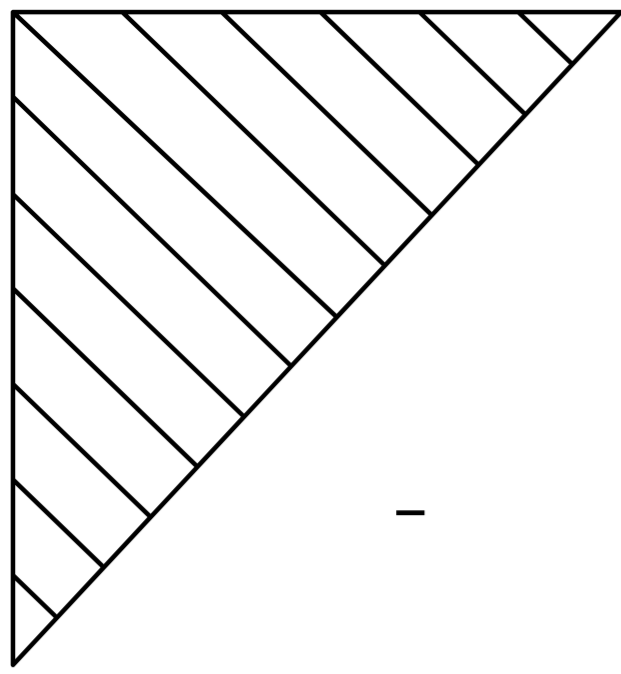
Albert Namatjira actually born 'Elea Namatjira', was an Aboriginal artist who was born on the 28 of July 1902 and died on the 8th of August 1959. He was an Indigenous Australian of the Western MacDonnell Ranges area. The MacDonnell Ranges of the Northern Territory are a long series of mountain ranges located in the centre of Australia (The mountain range contain many spectacular gaps and gorges as well as areas of aboriginal significance

As a child, he sketched what he saw around him. Growing up with a western-style upbringing, Namatjira was separated from his parents. At the age of 13, Namatjira returned to the bush for initiation and was exposed to traditional culture and initiated as a member of the Arrernte community (in which he was to eventually become an elder).

Namatjira was introduced to western-style painting through an exhibition by two painters from Melbourne, Rex Battarbee and John Gardner, at his mission in 1934. Battarbee returned to the area in the winter of 1936 to paint the landscape, and Namatjira, expressing an interest in learning to paint, acted as his guide to show him local scenic areas. Battarbee showed him how to paint with watercolours. This is where Namatjira fell in love with watercolour.

As a pioneer of contemporary Indigenous Australian art, he was the most famous Indigenous Australian of his generation.

ARTIST PROFILE:



Artists Name:

Country of Birth:

-

-

Who/what inspired his art?

Art method/style:

-

-

How would you describe and appreciate this artist based on what you have read? Talented? passionate? Write your answers below:

Was he famous for his art? Why do you think so?

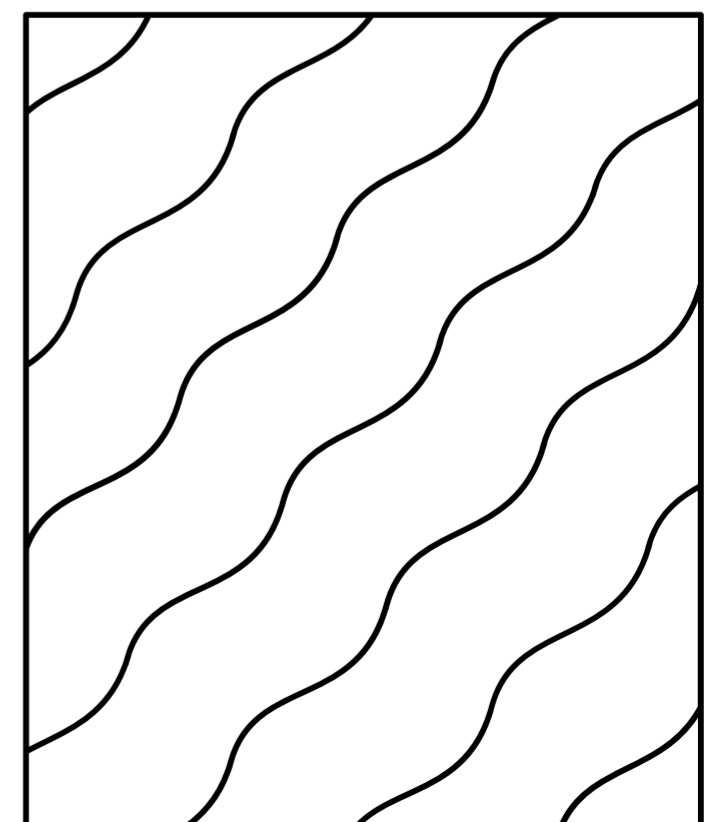
-

Research and **list** some of his artworks:

-

-

-



Map of Australia



Label the states and territories.
Locate and label **MacDonnell Ranges**, where Albert Namatjira lived and created.