



Term 3 Week 6 Framework for Learning – Stage 2

These activities are designed to start on **Monday 16th August** and finish on **Friday 20th August (Week 6 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 6: Showing Respect – tidying up and putting rubbish in the bin

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.

***** PLEASE NOTE:**

*If you are completing **Multit 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>Attached are your new spelling words for Weeks 6 and 7.</p> <p>Break each word into syllables. (Sydney group: break your words up into sounds)</p> <p>Reading: Kids News Click on the link below or go to Google Classroom→Reading→ Week 6: Kids News</p> <p>Read and answer the questions that are at the <u>bottom</u> of the news story.</p> <p>Use full sentences (part of the question needs to be in your answer)</p> <p>https://www.kidsnews.com.au/environment/battered-by-bleaching-events-and-extreme-weather-the-great-barrier-reef-shows-coral-comeback/news-story/015b07a7cfdc9874148402237b6f2eb6</p> <p>Optional extension: <u>Summarise the news article.</u></p>	<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>1. Write what type of words your spelling words are. E.g. chair is a noun</p> <p>2. Can your words be changed from being one type of word to another? E.g. Brightness (n) to bright (adj) (Use a dictionary for help)</p> <p>Reading and Viewing: How Old is the Earth? Click on the link below or go to Google Classroom→Reading→ Week 6: How Old is the Earth?</p> <p>http://mysterydoug.com/mysteries/old-earth?code=874a471b91e514522618e6fc90726abe</p> <p>Watch the Mystery Doug video "How Old is the Earth?"</p> <p>Answer the questions found in Google Classroom→ Reading→ Week 6: How Old is the Earth?</p>	<p>English</p> <p>Talking and Listening:</p> <p>Write or print your speech onto small palm cards and number them.</p> <p>Practise, practise! You will be <u>recording</u> yourself saying your speech next week. Be ready to present your speech.</p> <p>Remember to use:</p> <ul style="list-style-type: none"> - eye contact - clear and loud voice - some gestures - palm card sometimes <p>Is it 3 minutes long? If not add more info!!</p> <p>EaLD students to complete Mrs MacTackett's Lesson on Google Classroom and not complete the following Grammar activity.</p> <p>Punctuation: Apostrophe</p> <p>Apostrophes are used in contractions. A contraction is a shortened form of two words. The apostrophe <u>replaces the missing letters</u>.</p> <p>E.g. You + have = you've You + are = you're</p> <p>1. Complete the worksheet "Contractions"</p> <p>2. List as many other contractions as you can.</p>	<p>English</p> <p>Reading: Figurative Language</p> <p>Metaphors are used like similes. They compare two things that do not seem the same but have something in common.</p> <p>Metaphors do not use "like" or "as"</p> <p>*** Good writers usually use metaphors in their imaginative writing.</p> <p>E.g., Her hair is pure silk.</p> <p>In this example the two things that being compared are "her hair" and "pure silk".</p> <p>Go to Google Classroom→Reading→ Week 6: Metaphors and Personification</p> <p>Complete the worksheet "Metaphors".</p> <p>Typing: <u>Practise your Typing</u> by going onto Typing Club.</p>	<p>English</p> <p>Reading: Figurative Language</p> <p>Personification: Notice the word 'person' within the word "personification".</p> <p>Personification is when you make a non-human object seem like it is a person.</p> <p>*** Good writers usually use personification to make their imaginative writing more detailed and interesting.</p> <p>E.g., "The trees <u>sighed</u> and <u>moaned</u> in the wind" is more interesting than "the strong wind was moving the trees."</p> <p>Go to Google Classroom→Reading→ Week 6: Metaphors and Personification</p> <p>Complete the attached worksheet "Personification" (or you can type up the answers onto your Google slide),</p> <p>Writing: Write <u>5 sentences</u> that use personification. Look at the example above for ideas.</p>




Recess Break – include a Physical Activity

Middle Session	<p>Mathematics</p> <p>Number – Decimals on number lines</p> <p>Click on the blue link below or go to Google Classroom→Maths→ Maths Week 6</p> <p>Watch the Decimal Notation song.</p> <p>Decimal Notation Song Relating Fractions and Decimals for 4th Grade by NUMBROCK</p> <p>Complete the attached “Decimals a Number Line” worksheet.</p> <p>Optional extension: Decimals units and tenths worksheet</p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p>	<p>Mathematics</p> <p>Number – Decimals on number lines</p> <p>Click on the blue link below or go to Google Classroom→Maths→ Maths Week 6</p> <p>Watch the decimal fractions video.</p> <p>Decimal Fractions on the Number Line</p> <p>Complete the worksheets to place decimals on number lines. Take a photo and upload it with your daily work.</p> <p>Optional extension: See Rounding decimal numbers to the nearest whole number and Rounding decimal numbers to the nearest tenth worksheets.</p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p>	<p>Mathematics</p> <p>Mathletics: As assigned by your classroom teacher, complete one of your online tasks.</p> <p style="text-align: center;">12:00 – 2:50pm</p> <p style="text-align: center;">“Wellbeing Wednesday”</p> <p style="text-align: center;">Time!</p> <div style="text-align: center;">  </div> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Enjoy some free time to do something away from your device!</p> <p style="text-align: center;">NO video games!</p>	<p>Mathematics</p> <p>2D Shapes – Transformations</p> <p>Click on the blue link below or go to Google Classroom→Maths→ Maths Week 6</p> <p>Watch the video about transformations.</p> <p>Transformations Song Flip & Reflection, Slide & Translation, Turn & Rotation by NUMBROCK</p> <p>Complete Transformations worksheets.</p> <p>Optional Extension: Use the tessellation creator (link is below or in Google Classroom) to create an interesting tessellation. Don’t forget to apply transformations to create your design.</p> <p>https://www.nctm.org/Classroom-Resources/Illuminations/Interactivities/Tessellation-Creator/</p> <p>Mathletics: As assigned by your classroom teacher complete, two of your online tasks.</p>	<p>Mathematics</p> <p>Word Problems</p> <p>Complete at least one of the word problems on the Multiplication Problems sheet attached.</p> <p>Record your answer and include <u>an explanation of the strategy you used</u> to solve the problem.</p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p> <p>Catch up on any Mathematics activities that you have missed.</p>
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Lunch Break – include a Physical Activity

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Afternoon Session</p>	<p><u>Geography</u></p> <p><u>What are the features of places?</u></p> <p>Go to Google Classroom → Geography → Week 6</p> <p>1. Watch the 2 videos.</p> <p>2. Complete the 2 worksheets “What are the features of places?”</p> <p>You may type up your answers on a Google Doc or on Google Slides. * Remember to add a <u>title</u> and number your answers.</p> <p>*<u>You need to type</u>; no one else should be typing for you!)</p> <p>Question 4 requires you to draw 3 natural features of a place. You can insert images from the internet or take photos of your drawings and insert onto the slide.</p>	<p><u>Library:</u></p> <p>Go to Google Classroom → Classwork → Library → Week 6</p> <p>and complete the task Mrs Dufty has set for you.</p> <p>The work sheet “ Week 6 Indonesian Games” is also attached.</p> <p><u>Mrs Dufty</u> is waiting for those of you who <u>haven’t handed in</u> the past few week’s assignments.</p> <p>Please go and TURN IN to the <u>Classwork topic ‘Library’</u> now.</p>	<p><u>Ideas:</u></p> <ul style="list-style-type: none"> -Invent a game outside -Play cards -Dance to your favourite music -Draw with chalk on the pavement -Lie down, close your eyes, and listen to music -Draw -Colour in -Make a card to thank each family member for something -Make something out of empty boxes -do some yoga 	<p><u>Science</u></p> <p>Go to Mrs Simmonds’ RFF Google Classroom → Classwork → Science → Week 6</p> <p>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><u>Mrs Simmonds</u> is waiting for those of you who <u>haven’t handed in</u> the past few week’s assignments.</p> <p>Please go and TURN IN to her <u>Google Classroom</u> now</p>	<p><u>Creative Arts- Visual Arts</u></p> <p><u>Artist Appreciation</u></p> <p>Go to Google Classroom → Classwork → Art → Week 6</p> <p>Read (or listen) to the information about the indigenous artist Albert Namatjira.</p> <p>Complete the Reflection task that is in the link in Google Classroom. (Sheet also attached)</p> <p>PE: <u>Premier’s Sporting Challenge</u></p> <p>Go and read the information in the Classwork tab under the topic ‘Premier’s Sporting Challenge’ and follow the instructions</p>
	<p>Before Bed</p>	<p>20 minutes of DEAR (Drop everything and read) using your choice of text.</p>	<p>20 minutes of DEAR (Drop everything and read) using your choice of text.</p>	<p>20 minutes of DEAR (Drop everything and read) using your choice of text.</p>	<p>20 minutes of DEAR (Drop everything and read) using your choice of text.</p>

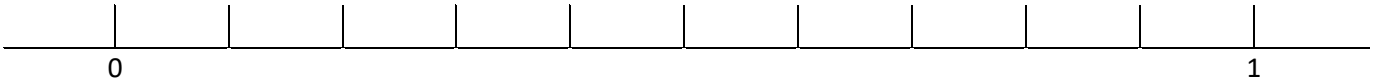
Spelling T3 Weeks 6 & 7

<i>Sydney</i>	<i>New South Wales</i>	<i>Australia</i>
crook stood wood soot hook stool proof groom could would should route	garden carpet marble harvest airplane fairy careful barely aware declare despair repair	suffice sufficient inspire inspiration democrat democracy mandate mandatory narrate narration transpire transpiration
 <p>Photo: Tourism Australia</p>		

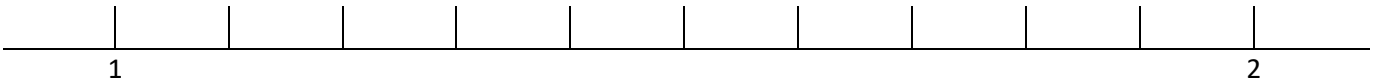
Decimals on a Number line

Place the following decimals on the number lines below.

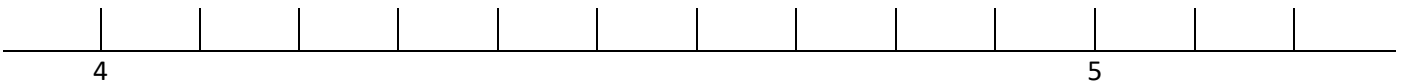
1. 0.3, 0.7, 0.5, 0.1, 0.8



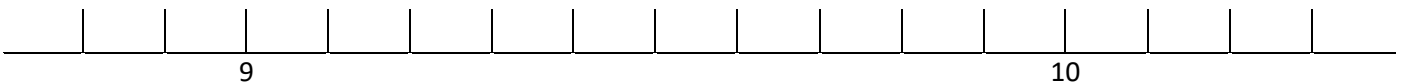
2. 1.2, 1.4, 1.6, 1.5, 1.9



3. 4.5, 5.2, 4.7, 5.1, 4.3

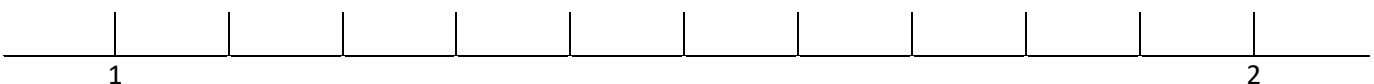


4. 9.8, 10.3, 9.6, 10.1, 8.9



Think carefully about this one. (Tip: You can add some extra markers)

5. 1.9, 1.1, 1.5, 1.25, 1.75



What are the features of places?

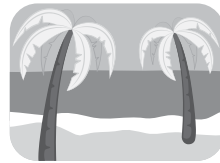
1

Watch the video: **Why I Love Australia** by Bronwyn Bancroft.

Talk with your partner, group or class about what you liked about the book. This book is based on settings instead of characters. The settings are the landforms or natural features of Australia.

2

Can you match the natural feature to the word?



river

desert

beach

hill

mountain

3

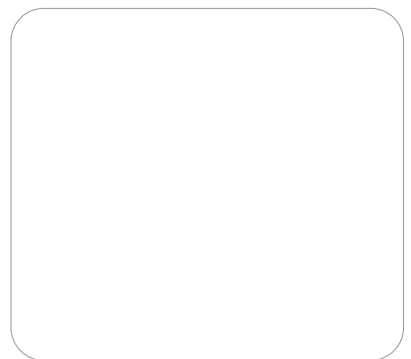
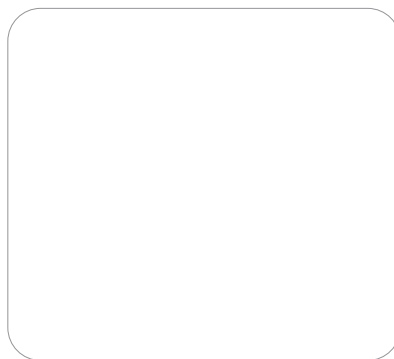
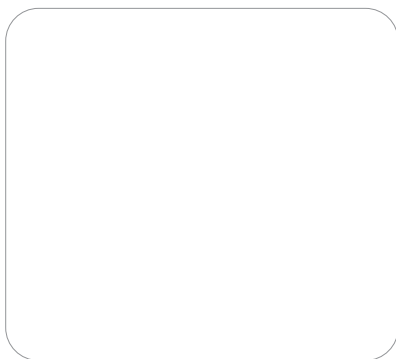
How many natural features can you name?

4

Some words such as saltpan, scrub and plains may be new to you.

Choose three natural features that are new to you.

Draw a picture and name each one.



The person in the corner of each spread in *Why I Love Australia* is welcoming you to Country or Place. Place is very important to Aboriginal and Torres Strait Islander Peoples. They also believe you should always show respect for other people's places.

5

a What places are important to you?

b How can people show respect for your place?

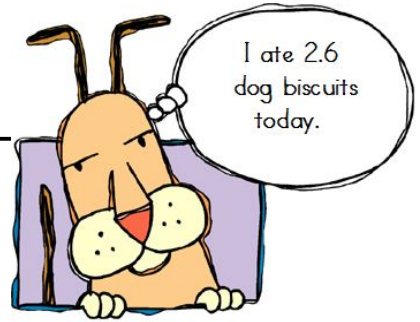
6

You will now know many of the features of Australia. Some are natural and some are human (man-made). Use your atlas to find the natural and human features of Australia. Write them in the table below.

Natural Features	Human Features

Name: _____

Decimals: Tenths



	decimal number	word name	fraction or mixed number
a.	0.5	five tenths	
b.		one and two tenths	$1 \frac{2}{10}$
c.	3.7		
d.		one tenth	
e.			$9 \frac{7}{10}$
f.	10.3		
g.		thirteen and nine tenths	
h.			$\frac{6}{10}$
i.	9.4		
j.		eighteen and two tenths	
k.			$5 \frac{8}{10}$

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

Indonesia

Week 6 Indonesian Games

Answer the questions below:



What is Egrang game?

Research and answer here;

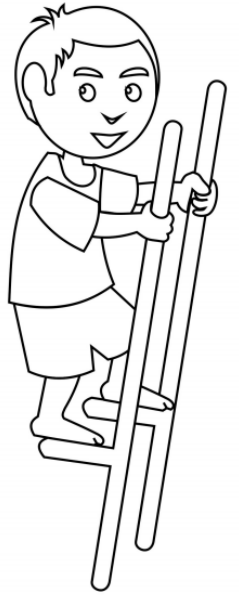
What is other games or sports are played in Indonesia?

Type here...

Watch a video on how to play Egrang and in your own words, write down the instructions on how to play Egrang.

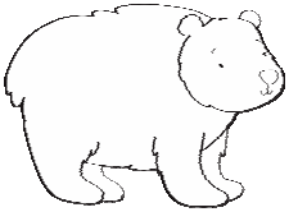
Instructions by steps

Type here:





Metaphors are comparisons made between two things that do not seem to be alike, but may share a common trait. They are direct comparisons, usually using a form of the verb "to be."



Example: *My dad is a hungry bear when he wakes up in the morning.*



Circle the two things being compared with a metaphor in each sentence.

1. The mountain of clothes on the couch reminded her that she must do laundry.
2. The giant's footsteps were thunder as he chased Jack to the beanstalk.
3. My pillow was a cushiony cloud for my head when I finally went to sleep.
4. The bar of soap was a slippery eel in the dog's wash tub.
5. The paintbrush was a magic wand in the artist's hand.
6. My dad is a frisky puppy when we go to the beach.
7. After the first mile, his suitcase was an iron weight in his hand.
8. The field is a rainbow of colors in the Spring.
9. The snow is a blanket that covers the Winter ground.
10. The smooth lake is a mirror for the sky.
11. The clouds are fluffy balls of cotton in the sky.
12. The soccer goalie was a wall, not letting a single ball get through.

Try some metaphors of your own:

Compare someone or something you know to a monkey using a metaphor:

13. _____

Compare someone or something you know to a river using a metaphor:

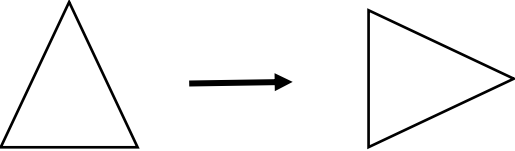
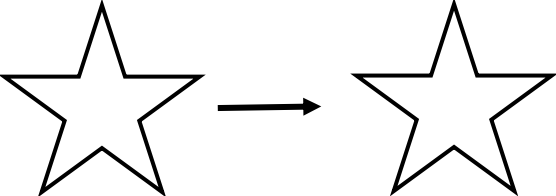
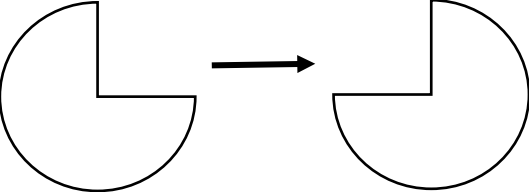
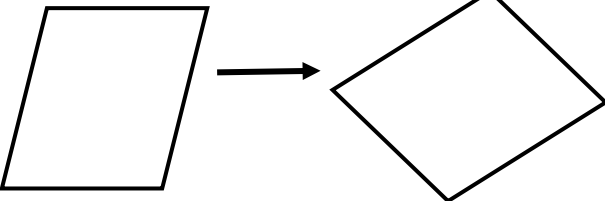
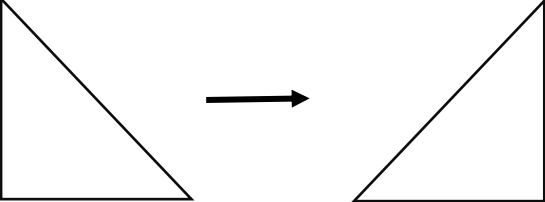
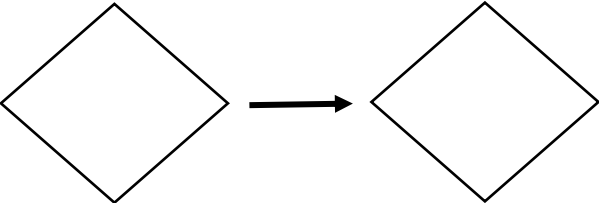
14. _____

Compare someone or something you know to a tiger using a metaphor:

15. _____

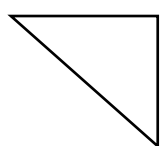
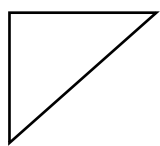
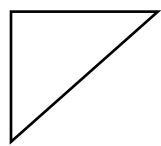
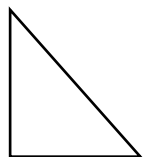
Transformations 1

Using the words reflection, rotation and translation. Write the correct word or words beside each of the transformed shapes. The first one has been done for you.

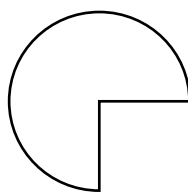
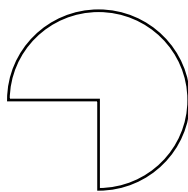
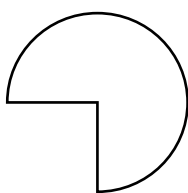
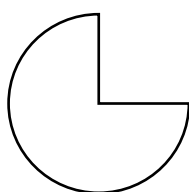
	Rotation
	
	
	
	
	

Transformations 2

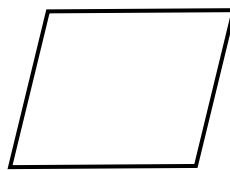
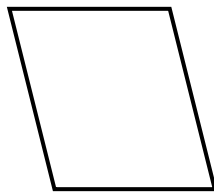
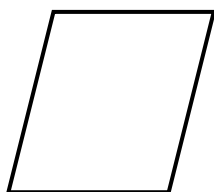
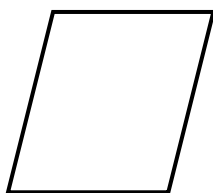
Under each shape write reflection, rotation or translation to describe how the shape has transformed. Draw the last shape in each row.



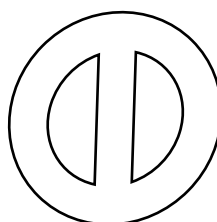
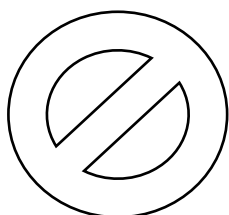
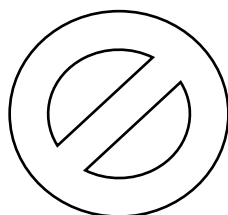
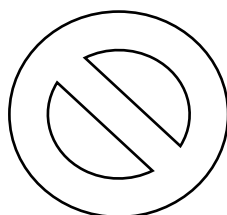
Translation



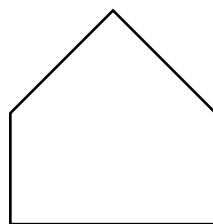
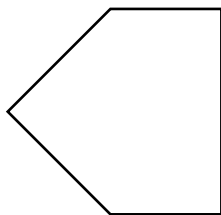
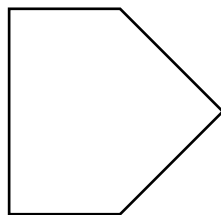
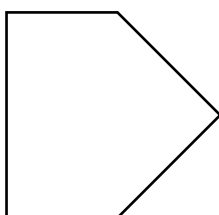
Reflection



Reflection



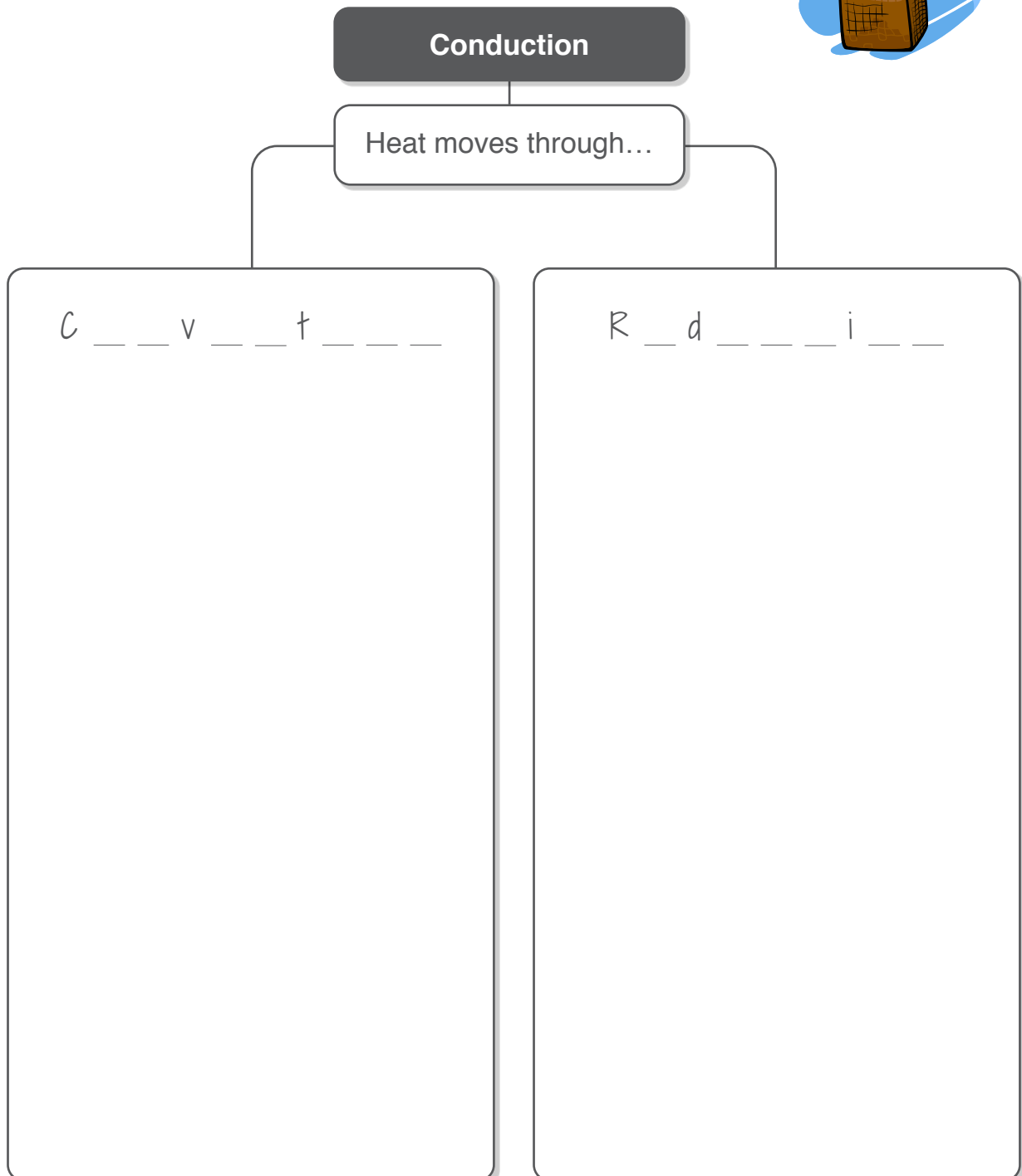
Translation



Rotation

- 7** Conduction is when heat moves through objects touching.

Use these websites and library books to find out how heat moves in other ways. Complete the titles for the two sections in the organiser below. Draw and label examples of heat moving to match each title.



Personification

Aim: Choose and use words and phrases that capture the reader's interest and imagination.

Definition

Personification is a figure of speech in which an object, an idea or an animal is given human qualities.

If you can imagine an object doing actions or behaving like a person, that's personification.

Activity

1. Match the object to the human quality to complete the sentence.

Object		Human quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.

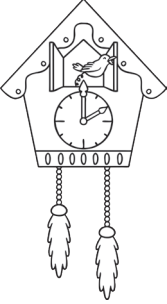
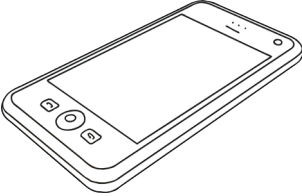
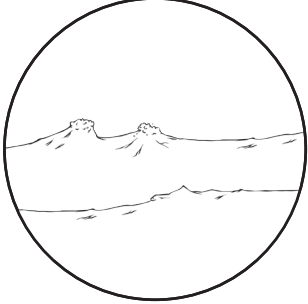
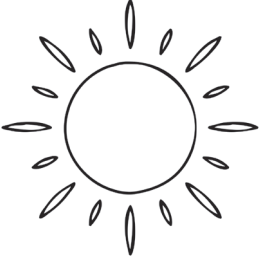


2. Once you have matched the parts of the sentence, underline the object and underline the verb in each sentence.

3. What effect does the use of personification have on the reader?

4. Use a picture and choose a verb to create your own sentence using personification to describe the object. Use the best verb to create the image that you want to put in the reader's mind.

For example:

The summer sun hugged the meadow.

	sang		watched	
hugged			screached	
	yelled			
	smiled			swallowed
				

Challenge:

Can you use more than one verb to personify the objects in each sentence to create the image you want for the reader?

Use the same pictures or choose your own objects to describe.

For example:

The tiny boat danced wildly in the waves as the sails pleaded for calm.

Friday Word Problems

MULTIPLICATION PROBLEMS

Today we are looking at **multiplication word problems**.

Remember that you can draw pictures or use counters like pasta to help you work out the answer.

Take a photo of your working out and share it with your teacher.

Easiest

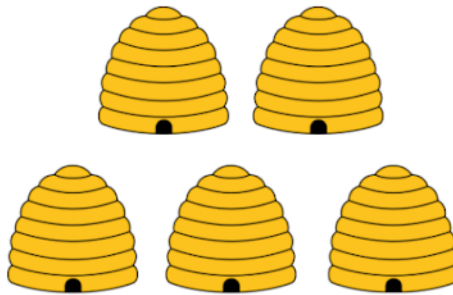


Bees have 2 antennae.
They have 6 legs.
They have 4 wings.

There were 10 bees flying around.

How many antennae altogether?
How many legs altogether?
How many wings altogether?

Harder



There were 5 beehives at Random Guy's farm.

Each hive was home to 32 bees (very small hives, obviously).

How many bees did Random Guy have on his farm altogether?

Hardest

No lockdown for me!
Yippee!



On a sunny day, a honeybee flies out of the hive around 30 times a day, and visits about 100 flowers each time.

How many flowers would be visited by 15 bees?

Reflection Task:

Take a moment to record a journal entry by writing **a summary of what you have learnt today** about Albert Namatjira and Aboriginal styles of art.

Optional: add a drawing

This should be at least half a page.

