



Term 3 Week 8 Framework for Learning – Stage 2

These activities are designed to start on **Monday 30th August** and finish on **Friday 3rd September (Week 8 only)**.

PBL Focus: Week 8: **Showing Respect** – Using good manners - patience and waiting your turn.

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.

***** **Look out for messages about your upcoming Zoom meetings.** *****

*** **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	Google Classroom <input type="checkbox"/> Complete attendance online <input type="checkbox"/> Read Daily Check In notice from class teacher	Google Classroom <input type="checkbox"/> Complete attendance online <input type="checkbox"/> Read Daily Check In notice from class teacher	Google Classroom <input type="checkbox"/> Complete attendance online <input type="checkbox"/> Read Daily Check In notice from class teacher	Google Classroom <input type="checkbox"/> Complete attendance online <input type="checkbox"/> Read Daily Check In notice from class teacher	Google Classroom <input type="checkbox"/> Complete attendance online <input type="checkbox"/> Read Daily Check In notice from class teacher
	<p>English</p> <p>Spelling:</p> <p>Attached are your new spelling words for Weeks 8 and 9.</p> <p>Break each word into syllables.</p> <p>(Sydney group: break your words up into sounds)</p> <p>Reading: Reading Eggspress</p> <p>Complete the <u>next lesson</u> on Reading Eggspress. (Once complete you should now have the Placement test and the first 2 lessons done)</p> <p>www.readingeggs.com.au</p> <p>Your login details are in</p> <p>Google Classroom→Reading Eggspress (CILSP: Super Group to complete this please)</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: Vocabulary Study Use the word:</p> <p>neighbouring</p> <p>to complete the attached vocab study worksheet "Dictionary Detective"</p> <p>Reading and Viewing: Inferring (Making Inferences)</p> <p>Google Classroom→ Reading→ Week 8</p> <p>Watch the video "What is Inference?"</p> <p>Read the text "The Case of the Missing Cookie".</p> <p>Using clues from the text and your background knowledge to answer the questions. <u>Use full sentences!</u></p>	<p>English</p> <p>Reading: Inferring (Making Inferences)</p> <p>Read the passages on the worksheet "Making Inferences".</p> <p>Using clues from the text and your background knowledge to answer the questions.</p> <p><u>Use full sentences!</u></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>Google Classroom→ Writing→ Week 8→ Apostrophe</p> <p>Read the information on the slides. Play the Apostrophe game.</p>	<p>English</p> <p>Writing: Informative Text (Structure)</p> <p>Complete the worksheet "Thunderstorms- Sequencing Task".</p> <p>Cut out the sentences and paste them in the correct order to show the correct structure of an informative text.</p> <p>Writing</p> <p>In Week 7 (last week), you started your research on an Australian Natural Feature. (Geography) Continue your research. Group your notes under different <u>subheadings</u>.</p>	<p>English</p> <p>Writing: Informative Text (Features)</p> <p>Informative texts use technical words. Technical words are words that relate to the topic.</p> <p>For example, If I wrote an informative text about cars the technical words that I would include are: tyres, engine, seats, dashboard, steering wheel, mirrors, ignition etc.</p> <p>Read the text "Thunderstorms" and list all the <u>technical words</u> that were used in the text.</p> <p>Handwriting: Practise your cursive writing by completing the handwriting sheet, "Diagonal Joins to Drop-ins"</p>

Recess Break – include a Physical Activity

Middle Session	<p>Mathematics</p> <p><u>Number – Division without remainders</u></p> <p><u>Click on the blue link below or go to Google Classroom→Maths→ Maths Week 8</u></p> <p>Watch the video up to the 8-minute mark.</p> <p>https://online.clickview.com.au/libraries/categories/10068053/videos/3713145/division</p> <p>Complete the attached worksheet “Division- sharing and grouping”.</p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p>	<p>Mathematics</p> <p><u>Number – Division with remainders</u></p> <p><u>Click on the blue link below or go to Google Classroom→Maths→ Maths Week 8</u></p> <p>Watch the video.</p> <p>https://online.clickview.com.au/libraries/categories/10068053/videos/3713145/division</p> <p>Complete the worksheet “Division- Remainders”</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><u>12:00 – 3:00pm</u></p> <p><u>“Wellbeing</u></p> <p><u>Wednesday”</u></p> <p><u>Time!</u></p>  <p><u>Enjoy some free</u></p> <p><u>time to do</u></p> <p><u>something away</u></p> <p><u>from your device!</u></p>	<p>Mathematics</p> <p><u>Measurement – Volume Experiment</u></p> <p><u>Click on the blue link below or go to Google Classroom→Maths→ Maths Week 8</u></p> <p>Watch the video: https://www.youtube.com/watch?v=7JNjlcCP240</p> <p>Look at the Google Slides presentation: https://docs.google.com/presentation/d/1hdOb5Gv_e1AYji8jgLVpeJfgifTdAwbm-cng9wXC4kY/edit?usp=sharing</p> <p>Follow instructions to complete the worksheet attached. Take a photo and upload it with your daily work.</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>Complete at least one of the word problems on the Division Problems sheet attached. You can do more if you like.</p> <p><u>Record your answer</u> and include <u>an explanation of the strategy you used</u> to solve the problem.</p> <p>SHOW YOUR WORKING OUT!</p> <p><u>(Tip: Show what type of number sentence used to solve the problems)</u></p> <p>Mathletics: As assigned by your classroom teacher, complete two of your online tasks.</p> <p>Catch up on any <u>Mathematics</u> activities that you have missed.</p>
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Lunch Break – include a Physical Activity

<p>Afternoon Session</p>	<p>Geography</p> <p><u>Climate and Weather</u></p> <p>Go to Google Classroom → Geography → Week 8</p> <p>Watch the video and use the Climate Zone Map to complete the 2 worksheets “What is the difference between weather and climate?”</p>	<p>Library:</p> <p>Complete the find-a-word that is attached for Mrs Dufty.</p> <p>Turn it in to the <u>Library</u> topic in the Classwork tab.</p>	<p>Ideas:</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 -Smiling Mind <p>https://www.smilingmind.com.au/at-home</p> <p>***Upload a photo to our Stream!</p> 	<p>Science</p> <p>Go to Mrs Simmonds’ RFF Google Classroom → Science → Week 8</p> <p>Complete the task that has been set for you.</p> <p>‘Turn in’ your work in to Mrs Simmonds’ RFF Google Classroom.</p> <p>You can join it by clicking the + icon, join class and then typing in the following class code: 5oizhdz</p>	<p>Creative Arts- Visual Arts</p> <p><u>Artist Appreciation</u></p> <p>Go to Google Classroom → Classwork → Art → Week 8</p> <p>Read and complete the task.</p> <p>PE:</p> <p><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>‘Turn in’ your information to the Premier’s Sporting Challenge topic in the Classwork tab.</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>	<p>20 minutes of DEAR (Drop everything and read) using your choice of text.</p>

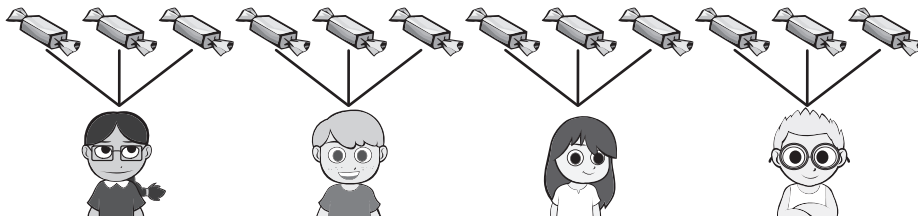
Spelling T3 Weeks 8 & 9

Sydney	New South Wales	Australia
noise	morning	volcano
point	shortfall	volcanic
foil	forty	conspire
join	northern	conspiracy
choice	border	serene
spoil	stormy	serenity
voice	ignore	divine
boil	inform	divinity
joy	ashore	compose
destroy	perform	composition
soy	forest	define
annoy	reward	definition
		

Division – division is sharing and grouping

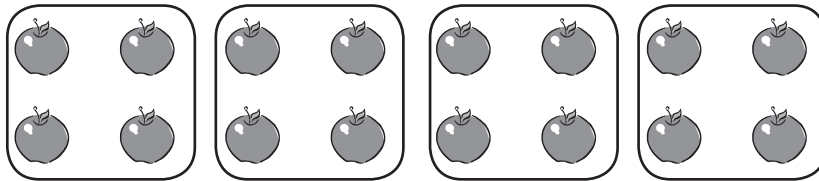
Division can mean sharing *or* grouping.

There are 12 lollies shared between 4 kids. How many are **in** each share?



$$12 \div 4 = 3$$

There are 16 apples and 4 go into each basket. How many baskets do I need?



$$16 \div 4 = 4$$

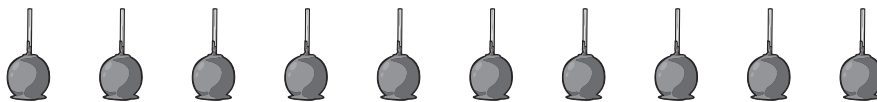
1 Solve these sharing and grouping questions:

a There are 9 cupcakes and 3 kids are sharing. How many are in each share?



$$\square \div \square = \square$$

b 10 lollies are shared between a group of kids so they each get 2. How many kids are sharing?



$$\square \div \square = \square$$

c There are 24 pencils and 6 pencil pots. How many pencils go into each pencil pot?



$$\square \div \square = \square$$

Division – division is sharing and grouping

- 2** Draw pictures to show these division questions. Then write the division fact and decide whether it is a sharing or a grouping question.

If you need to find out how many items there are in each share, it's a sharing question. If you need to find out the number of equal shares, it's a grouping question.



CHECK

- a** Divide 16 lollies between 4 girls. How many does each girl get?

$$\square \div \square = \square$$

sharing / grouping

- b** From a packet of 24 pencils, each person will get 6. How many people are sharing the pencils?

$$\square \div \square = \square$$

sharing / grouping

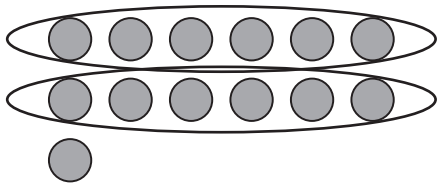
- c** 48 eggs are laid by 6 hens. If they all laid the same amount, how many did each hen lay?

$$\square \div \square = \square$$

sharing / grouping

Division – remainders

Sometimes division is not exact.

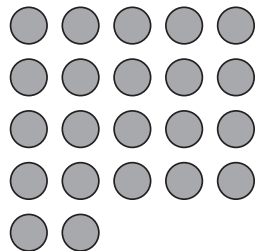


From 13, we can make 2 fair shares of 6 with 1 left over. We call the left over the remainder.

$$13 \div 6 = 2 \text{ remainder } 1$$

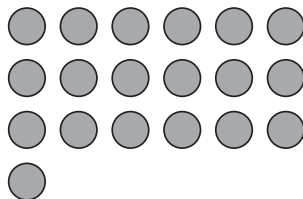
1 In each array, ring the fair shares to see the remainder:

a



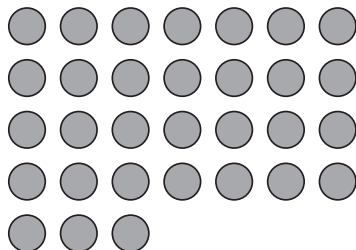
$$22 \div 5 = \square \text{ remainder } \square$$

b



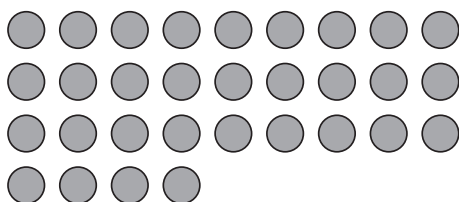
$$19 \div 6 = \square \text{ remainder } \square$$

c



$$31 \div 7 = \square \text{ remainder } \square$$

d



$$31 \div 9 = \square \text{ remainder } \square$$

Division – remainders

Now use your multiplication facts.

$$25 \div 6 = \boxed{?} \quad \text{Think} \quad 4 \times 6 = 24 + 1 \text{ is } 25$$

$$\text{So, } 25 \div 6 = 4 \text{ remainder } 1$$

2 Use your multiplication facts to write the division facts and the remainder:

a $32 \div 10 = \boxed{?}$ Think $\boxed{} \times \boxed{} = \boxed{} + \boxed{}$ is $\boxed{}$

So, $\boxed{} \div \boxed{} = \boxed{}$ remainder $\boxed{}$

b $30 \div 4 = \boxed{?}$ Think $\boxed{} \times \boxed{} = \boxed{} + \boxed{}$ is $\boxed{}$

So, $\boxed{} \div \boxed{} = \boxed{}$ remainder $\boxed{}$

c $37 \div 9 = \boxed{?}$ Think $\boxed{} \times \boxed{} = \boxed{} + \boxed{}$ is $\boxed{}$

So, $\boxed{} \div \boxed{} = \boxed{}$ remainder $\boxed{}$

3 Complete each word problem:

a 39 pencils were shared between 6 kids. How many did each kid get?

$$\boxed{} \div \boxed{} = \boxed{} \text{ remainder } \boxed{}$$

b 43 fish were divided between 6 tanks. How many fish are in each tank?

$$\boxed{} \div \boxed{} = \boxed{} \text{ remainder } \boxed{}$$

c From 17 flowers, 5 flowers were arranged in each vase. How many vases were used?

$$\boxed{} \div \boxed{} = \boxed{} \text{ remainder } \boxed{}$$

4 Write in the missing digit to make this statement true:

$$\boxed{} \div 6 = 8 \text{ remainder } 2$$

What is the difference between weather and climate?

1  Watch the video: **Weather Report.**

2 List all of the words in the video that tell us about the weather.

3 List any more words you can think of which tell us about the weather.

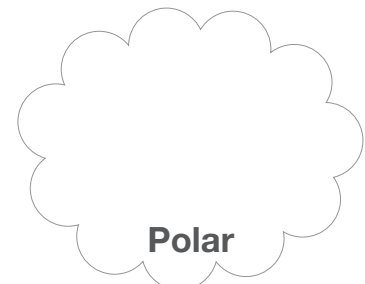
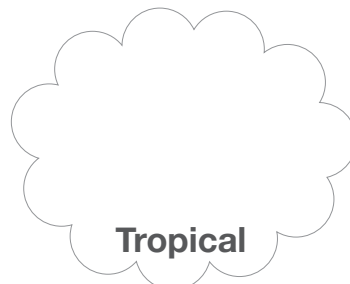
4 Make a weather chart for a week by filling in each day's weather. You can use symbols (drawings) instead of words.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
weather	weather	weather	weather	weather	weather	weather

← **Climate** →

If you add up each day's weather for 30 years, and check how many days it rained and how hot or cold it was, you would know the weather pattern of a place. It may be mostly hot and dry or hot and wet or cold and wet. The weather pattern of a place over many years is called its climate.

5 What weather do you think you would see in these climates? Write or draw your answers in the boxes.



6 Talk to your partner, group or class about a place you have been to or would like to go to with a different climate.

Climate is like the personality of a place. A person's personality usually stays the same. There are many ways to describe a personality e.g. quiet, friendly, funny, clever.

7

How would you describe your personality? _____

Just like there are different types of personality. There are different types of climate. The climate (personality) of Australia is split into zones.



Tropical (hot and wet)



Desert (hot and dry)



Temperate (long warm summer and short, cool winter)

The climate of a place doesn't change but the weather can change daily.



8



Look at the climate zone map.

a Which climate zone do you live in?

b What is the weather like today?

9

Name two cities in each climate zone.

Climate Zone	City	City
Desert		
Temperate		
Tropical		

Name one natural feature you would expect to find in each climate type.


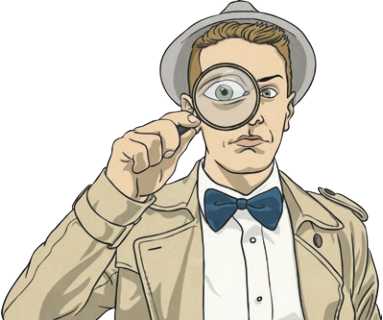
Tropical _____

Desert _____

Temperate _____

Dictionary Detective

Word			
Prefix Meaning:			Suffix Meaning:
Parts of Speech noun verb adjective adverb other		Base Word Meaning:	Plural



Dictionary Detective

Syllables

Homophones

(sounds the same; different meaning)

Synonyms

(similar meaning)

Antonyms

(opposite meaning)

Definition:

Sentence:



Draw Conclusions and Make Inferences

Drawing conclusions when reading is using what you know in your head and *what you have read* in the story to figure out what will happen next.



Making inferences when reading is using what you already know in your head and *clues from the text* to figure out what will happen next.



The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



The Case of the Missing Cookie

1. Who do you think stole the cookie?
Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

- Provide information about the thief, what they stole and the clues that led to them being caught.

Making Inferences

Scenario 1

Dad was home from work and looking forward to sitting down and relaxing. As he came around the corner, he saw his wife's special vase shattered on the floor. Lying a short distance away was his son's football. "Hudson!" Dad yelled, but Hudson was nowhere to be seen.

Scenario 2

'Closed Today' said the sign on the front gate. Sabrina's shoulders sagged and she tried not to let her tears show. She removed her swimming cap and goggles and walked back to the car with her parents.

Scenario 3

Senith had just placed the lid back on the tin and finished packing up his equipment. He needed to wash out his brushes and try and get as much paint off his hands as he could. He would be back again tomorrow to finish the back of the house.



Making Inferences

1. What happened to the vase?
2. Why do you think Hudson left?
3. Where do you think Sabrina was planning on going?
How did Sabrina feel? How do you know?
4. What is Senith's job?
What clues in the text make you think that?

CRAZY CREATIVE CHALLENGE

Create your own 'Who Am I?' clues.

- 🕒 Give the clues to a partner to see if they can guess who or what your clues are for.

Week 8 Review - Fun activity

() Borobudur

() Rhino

() Hijab

() Komodo dragon

() Suharto

() Tumpeng

() Proboscis monkey

() Nasi goreng

() Peci

() Orangutan

() Satay

() Sumatran tiger

() Mount Bromo

() Kebaya

() Rupiah

Y	E	K	N	O	M	S	I	C	S	O	B	O	R	P	D
S	J	X	K	O	M	O	D	O	D	R	A	G	O	N	L
U	I	Q	M	N	M	B	M	B	E	S	P	P	P	L	Z
M	Z	B	N	E	Q	W	R	O	O	L	L	U	F	S	N
A	Y	A	T	A	S	C	B	H	R	K	L	F	H	U	C
T	M	A	X	A	S	Q	W	P	I	B	U	S	H	H	M
R	N	C	Y	H	A	I	P	U	R	N	T	M	V	A	S
A	F	T	N	A	T	U	Q	N	A	R	O	N	I	R	C
N	R	U	D	U	B	O	R	O	B	L	A	X	U	T	X
T	I	M	F	Y	Q	E	M	J	R	A	N	P	S	O	R
I	X	P	Y	P	P	F	K	N	T	E	J	Q	E	A	M
G	X	E	X	B	C	E	W	C	D	K	N	I	J	C	A
E	C	N	U	C	O	K	P	I	V	W	Q	Q	H	Q	I
R	L	Q	L	L	I	O	B	W	D	L					



Name: _____

Date: _____

Thunderstorms – Sequencing Task

Cut out the sentences from the table below.

Glue the text in the correct order on the next page.

They are more common in places with a temperate climate.

Thunderstorms are most likely to happen during spring and summer.

They can cause trees to fall, flooding and destruction of property.

Thunderstorms can happen anywhere.

During a thunderstorm, there is thunder, lightning and heavy rain.

Thunderstorms can be very dangerous.

Warm, moist air quickly moves upwards and causes clouds to form.

It is important to remember that they are also powerful.

Thunderstorms are electrical storms.

Thunderstorms can be very beautiful to watch.

Name: _____

Date: _____

Thunderstorms – Sequencing Task

Classification (introduces the topic)	
Description (when they happen)	
Description (where they happen)	
Description (what effects they have)	
Conclusion (sums up the topic)	

Thursday Week 8 Volume Experiment

Displacement

investigate



What to do

For this investigation, you'll need a baking tray, an ice cream container, a measuring jug and a toy car.

Step 1 Place the ice cream container on the tray.

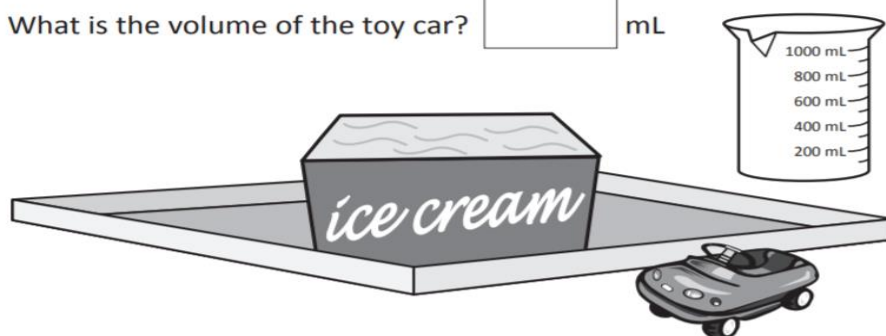
Step 2 Fill the ice cream container with water right up to the brim.

Step 3 Carefully place the toy car into the water.

Step 4 Observe the water spilling over the brim of the ice cream container into the baking tray.

Step 5 Measure how much water overflowed by pouring it into the measuring jug.

What is the volume of the toy car? mL



Look at the Google Slides presentation in the Google Classroom and continue to measure several WATERPROOF household items

Estimation and observation table

Item	Estimation Millilitres	Measurement Millilitres (mL)	Measurement Cubic Centimetres (cm ³)

THUNDERSTORMS

Thunderstorms are electrical storms. During a thunderstorm, there is likely to be thunder, lightning and heavy rain.

Thunderstorms are most likely to happen during the spring and summer months of the year. This is because the air is often warm and moist. When warm, moist air quickly moves upwards, this causes clouds to form and a thunderstorm builds.



Thunderstorms can happen anywhere. However; they are more common in parts of the world with a temperate climate. This means that the average temperature is never too hot or too cold.

Thunderstorms can be very dangerous. Some of the worst damage occurs when a single thunderstorm stays in one area for a long time. Some examples of the damage thunderstorms can cause includes fallen trees and power lines, flooding and destruction of property.

Thunderstorms can be very beautiful to watch. However; it is important to remember that they are also very powerful.

Name: _____ Date: _____

a [˙] c	a [˙] d
a [˙] g	a [˙] o
a [˙] s	c [˙] a
c [˙] c	c [˙] o
d [˙] a	d [˙] d
e [˙] a	e [˙] c
e [˙] d	e [˙] g
e [˙] q	h [˙] a
h [˙] o	i [˙] a
i [˙] d	i [˙] g
i [˙] o	i [˙] s
k [˙] a	l [˙] a
n [˙] a	t [˙] a
t [˙] s	u [˙] d

Friday Week 8

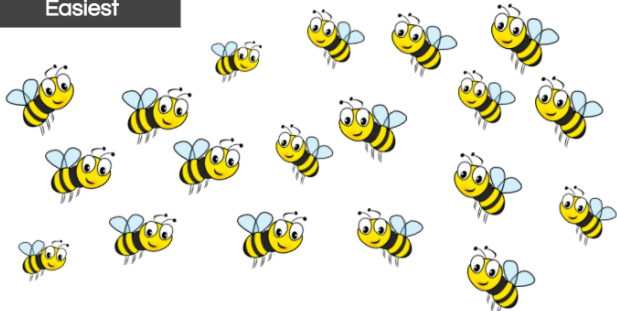
DIVISION PROBLEMS

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

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

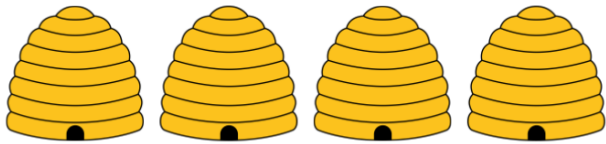
Do as many as you can and share your working out with your teacher.

Easiest



There are 20 bees and 4 hives.

If you split the group equally, how many bees would be in each hive?



Harder



Mrs May, Ms Field, Mrs Veitch and Mrs Tran bought a gigantic bag of 50 KitKats to help them get through remote learning.

If the KitKats were shared equally (in a Covid-safe way) how many would they each get?

Would there be any left over?

Hardest



I'm
outta
here!

A colony of 600 bees decides to break into two.

How many bees are in each of the new colonies if two-thirds go to one colony and one-third goes to the second colony?