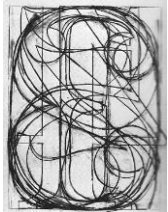


Stage 3 - Learning From Home

	Monday 16 th August	Tuesday 17 th August	Wednesday 18 th August	Thursday 19 th August	Friday 20 th August
Care and Connect	Draw a picture of your special family and friends. If you have pets, you can draw them too.	Let's Stretch! Pretend you are a superhero and stretch your body. Stretch your arms up like you are flying, change directions.	Could you help bring in the clothes? Are you able to help fold the clothes?	Play a board game with someone in your house - what did you play?	Happy memories: Draw a picture of one of your happiest memories.
Morning	<p>English</p> <p><u>Reading</u> Log into your PM Reader eCollection and read a story at your level set by your teacher. https://app.pmeollection.com. https://app.pmeollection.com. au/login <i>Username and Password sent via Seesaw last week.</i> OR Read a book of your choice for 30-40 minutes.</p> <p>Make a list of all of the adjectives (describing words) the author has used in your book.</p> <p><u>Descriptive language</u> Autumn Picture (in your home learning pack)</p> <p>Describe the picture and record this in your workbook. Remember to use adjectives such as orange, crunchy, dry and beautiful. What can</p>	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com. au/login OR Read a book of your choice for 30-40 minutes</p> <p>Task: Record or have someone listen to you reading aloud, using appropriate:</p> <ul style="list-style-type: none"> • expression • pitch • pause. <p><u>Descriptive language</u> Complete the 'Finding Adjectives' and 'Evaluative Adjectives' activity in your learning from home pack.</p> <p><u>Writing</u> Using the stimulus in your learning from home pack.</p>	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com. au/login OR Read a book of your choice for 30-40 minutes</p> <p>Task Write down any words that are new to you in your workbook. Look these words up in a dictionary and write down what they mean.</p> <p><u>Connotation, imagery and symbol</u> Read the poem 'End of Term' from your home learning pack. After reading the poem:</p> <ul style="list-style-type: none"> • Write down any words that are new to you in your workbook. 	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com. au/login OR Read a book of your choice for 30-40 minutes</p> <p>Task: Record what happened at the beginning, middle and end in your purple writing book.</p> <p><u>Let's Learn about symbols</u> Using the Aboriginal Symbols picture in your learning from home pack.</p> <ul style="list-style-type: none"> ▪ What symbols can you see? ▪ Why do you think there are some smaller circles and some larger circles? ▪ What do you think the blue symbolises? 	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com. au/login OR Read a book of your choice for 30-40 minutes</p> <p>Task: Record or have someone listen to you reading aloud, using appropriate:</p> <ul style="list-style-type: none"> • expression • pitch • pause. <p><u>Connotation, imagery and symbol</u> What do you think these symbols mean:</p> <p>love heart? cross? tick? dove?</p>

<p>you see, hear, smell and feel?</p> <p>Can you compare the leaves to something else? For example, they are as crunchy as my fresh apple.</p> <p><u>Symbolism</u></p> <p>Write down what you think of when you hear the word 'magpie'.</p> <p>Write down what you think a magpie symbolises.</p> <p>Let's explore how we can use our senses to write a poem.</p> <p>Write a senses poem about a magpie, including a simile or metaphor. For example:</p> <p>I see eyes as cunning as a hungry fox. (Simile)</p> <p>I see a sharp beak that is a razor. (Metaphor).</p>	<p>Write a short text about what the cat looks like, what the cat is doing and how the cat is doing it.</p> <p>Include:</p> <ul style="list-style-type: none"> describing words (adjectives) action words (verbs) adverbs (how the cat is doing it) at least two similes. For example, as comfortable as... <p>Describe the cat's colours, patterning, eyes, ears, paws and posture.</p>	<ul style="list-style-type: none"> Look these words up in a dictionary and write down what they mean. Find three adjectives (describing words) in the poem. <p><u>Writing:</u> If I was invisible I would...</p> <p>Imagine you can become invisible whenever you wanted to. Create a story that will entertain your teacher about your invisible adventures.</p> <p>We are learning to:</p> <ul style="list-style-type: none"> write an imaginative text about our invisible adventures use descriptive language to enhance the detail of our story <p>Success Criteria:</p> <p>I will:</p> <ul style="list-style-type: none"> be creative include a range of descriptive language, for example, adverbs, adjectives, metaphors and similes <p>If possible, listen to the story below before you start your writing.</p> <p>The Invisible Boy by Trudy Ludwig - YouTube</p>	<p><u>Vocabulary</u></p> <p>Read the text 'The Sea' in your learning from home pack.</p> <p>Choose an unfamiliar word and write it at the top of a page in your workbook.</p> <p>Divide your page into 4 sections and add headings like those shown in the example in your learning from home pack.</p> <p>Write down the definition of the word.</p> <p>Draw a picture to show the meaning of the word.</p> <p>Write the word in a sentence.</p> <p>List synonyms (words that have the same or similar meaning).</p> <p>List antonyms (words with the opposite meaning).</p> <p>Read the poem 'The Sea' again.</p> <p>Divide your page into 4 sections and add headings like those shown in the example.</p> <p>Write words in each of the sections.</p> <p>Write two sentences describing what you can see and smell at the sea.</p>	<p>plane? wheelchair? thumbs up? owl? key?</p> <p>Do most people have the same meaning for these symbols? Record in your workbook.</p> <p><u>Writing: Personification</u></p> <p>Copy the personification match-up activity from your learning pack into your workbook.</p> <p>Draw a line from the noun to a human characteristic.</p>	
Break	Break	Break	Break	Break	Break

	<p>Mathematics</p> <p><u>Number Talk</u></p> <p>You are sharing 8 pizzas amongst 6 friends. How much pizza does each person get? Think of as many ways to record this as you can.</p> <p><u>What other shapes can you find inside a hexagon?</u></p> <p>You will need -Plain paper cut into a hexagon or a hexagon drawn in your book. What shapes can you find hiding inside of the hexagon? Record in your workbook.</p> <p>What can we find hiding inside of 47? We found... 30 and 17 4 tens and 7 ones Can you find more? Record this in your workbook.</p>	<p>Mathematics</p> <p><u>Mastermind</u></p> <p>Rules: Player 1 composes a secret 3-digit number which his/her opponent must figure out within ten tries. Player one guesses the digits and player two responds with hints using dots and x's (template in learning from home pack) to let player one know how accurate the guess was. A dot indicates that one digit is correct. An x indicates that one digit is correct, but placed in the wrong spot. Player one gives player two these hints after every guess. If player one can crack the code within ten tries, he/she wins. If not, player two wins.</p> <p>Play 'Mastermind' using 4-digit numbers.</p> <p>Play 'Mastermind' using 5-digit numbers.</p> <p>Play 'Mastermind' using 6-digit numbers.</p>	<p>Mathematics</p> <p><u>Number of the Day 96</u></p> <p>Use the Number of the Day 'activity' in your home learning pack. Record this in your work book.</p> <p><u>Number Visuals</u></p> <p>Use the number visuals worksheet in your home learning pack to write down the different ways you see each number visual made up of other numbers.</p> <p>How many different ways did you come up with?</p>	<p>Mathematics</p> <p><u>Number Talk</u></p> <p>Which number is the odd one out? Why?</p> <table border="1" data-bbox="1429 466 1585 609"> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>12</td> <td>9</td> </tr> </table> <p>You can have more than one answer.</p> <p>Give your answer and explain your reasoning.</p> <p><u>Card flip</u></p> <p>Cut out the first page of your number cards in your home learning pack 0-12. Turn them over and flip 2 cards. Add these cards together. Record this in your workbook. e.g. $15+6=21$</p> <p>See how many you can do in 10 minutes.</p> <p>Extension activity: Flip 3 cards and find the total.</p>	2	6	12	9	<p>Mathematics</p> <p><u>Number Talk</u></p> <p>What is the total? $628 + 51 + 326 = ?$ -What strategies did you use to solve the problem? -How can you check your answer?</p> <p><u>101 and You're Out</u></p> <p>The goal is to score as close to 101 points as possible without going over. You need two players. Players take turns in flipping over a number card (1-6), strategising to count the number at face value or multiply it by 10. For example, players who roll a six can keep that number or turn it into 60. Keep adding until you reach 101. If you go over 101 you are out and the other player wins.</p>
2	6								
12	9								

Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative Arts <u>Continuous line self-portrait</u> The line in a continuous line drawing is unbroken from the beginning to the end. The drawing implement stays in uninterrupted contact with the surface of the paper during the entire length of the drawing. Jasper Johns's charcoal drawing 0 through 9 is an example of this technique.</p>  <p>You will need:</p> <ul style="list-style-type: none"> • a pencil • a mirror or a photo of yourself • a piece of paper or your workbook. <p>Find the instructions over the page. Follow step by step</p> <p>Reflect: Does your self-portrait look like you?</p>	<p>Geography <u>It's time to explore our world.</u> For example:</p> <ul style="list-style-type: none"> • pictorial • topographic • political. <p>List the Asian countries that you have heard of or visited. <u>Mapping Asia</u> draw the outline of an Asian country, for example Japan.</p> <p>Label major cities and the capital city.</p> <p>2. Draw relevant features on your map, including:</p> <ul style="list-style-type: none"> ▪ mountain ranges ▪ rivers ▪ national parks ▪ oceans and seas. <p>3. Include on your map:</p> <ul style="list-style-type: none"> ▪ a title ▪ orientation (north point) ▪ key (legend). <p><u>Design challenge Day 1</u></p> <p>Your challenge is to create a procedure of how to make a machine that is sustainable and changes the world in a good way. Draw and label your creation.</p>	<p>Personal Development <u>Guide to Healthy Eating</u> Look at the images of 2 different lunch boxes in your learning from home pack.</p> <p>In your workbook, list the food groups each lunch box contains.</p> <p>Using the 'Australian Guide to Healthy Eating', make suggestions for how each lunch box could be improved. <u>Physical Education</u> Plan an obstacle course in your backyard, lounge room or anywhere else with enough space that you can safely move around Draw a picture of your obstacle course and label the main parts. (Example in your home learning pack). Complete the obstacle course two more times using a variety of movement skills that also include controlling an object. For example, while running, jumping or galloping, you also have to throw and catch a small ball or balance an object on your head.</p>	<p>Science and Technology <u>Water Everywhere!</u> Let's explore surface tension. You will need:</p> <ul style="list-style-type: none"> • paper clips • container of water • strips of tissue paper. <p>See if you can float a paper clip on the surface of the water. If you can float one paper clip, try another. How many could you float on the surface of the water before they all sank? Copy and record your findings using the headings in your learning from home pack.</p> <p><u>Design challenge Day 2</u></p> <p>Revisit your creation from the design challenge on Tuesday.</p> <p>Write a letter to the Prime Minister convincing him why your freedom machine should be purchased for every town and made available all around Australia.</p>	<p>STEM (Science, technology, engineering and mathematics)</p> <p><u>Paper Shoe Challenge</u> Read the Shoe Challenge task card in your learning from home pack.</p> <p>Record the findings of the challenge in your workbook.</p> <p>Design thinking is a way of solving problems. It follows four steps:</p> <p>Identify and define the challenge</p> <p>Brainstorm ideas</p> <p>Make and test</p> <p>Test, make improvements and present.</p>

Monday- Descriptive Language



Image by [Valiphotos](#) from [Pixabay](#)

Finding Adjectives

1. The cat had beautiful, green eyes.
2. Mark the spider has eight long legs.
3. She laughed excitedly at the funny, foolish clown.
4. The shiny diamond glistened in the bright sun.
5. The black and white penguin waddled calmly around the pebbly beach.
6. The furry, adorable dog wagged his stubby tail at the postman.
7. She won an impressive prize for being an inspiring, remarkable scientist.
8. The enormous elephant stomped loudly through the thick and wild forest.

Read the sentences and circle the adjectives in each of them.



Now rewrite all of the sentences below. Add more detail by extending the sentences or adding in another adjective to make them more exciting.

Example: The cat had beautiful, green eyes *and a gorgeous tail.*

Evaluative Adjectives

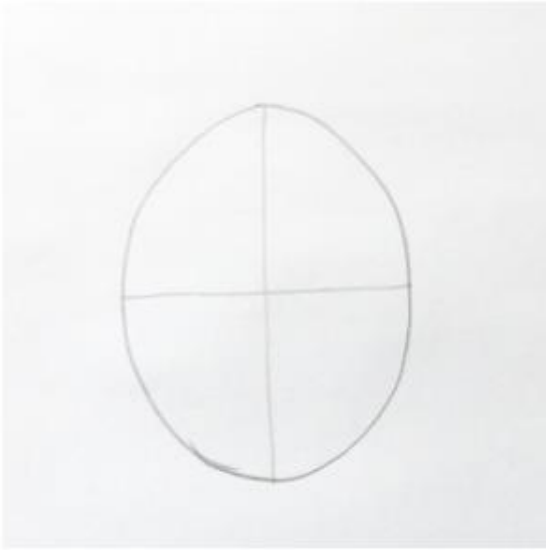
Evaluative adjectives are words that express a judgement on what they are describing. They can have a positive or negative effect.

Sort the following words below into the positive or negative column. Add some of your own evaluative adjectives.

amazing	disastrous	horrific	sensational
appalling	disgusting	incredible	shocking
astonishing	dreadful	lovely	terrible
atrocious	fantastic	magnificent	unbelievable
awesome	fascinating	marvellous	wonderful
awful	ghastly	revolting	
beautiful	horrendous	ridiculous	

Positive Evaluative Adjectives	Negative Evaluative Adjectives

Step 1



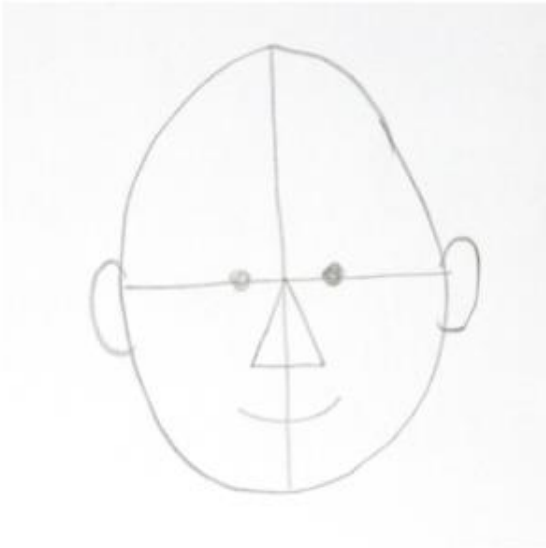
Step 2



Step 3



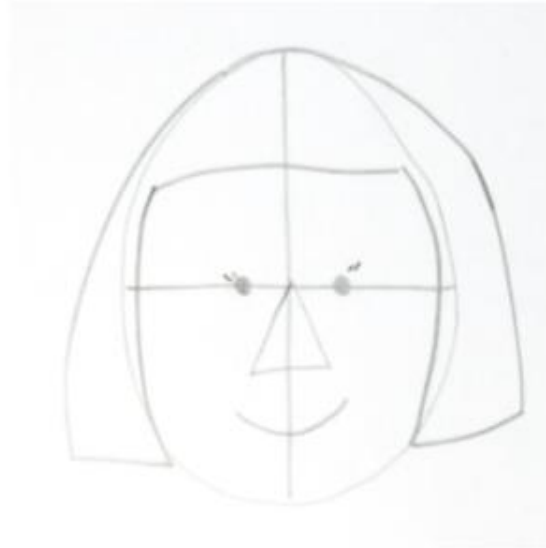
Step 4



Step 5



Step 6



**Continuous
line self
portrait
instructions**

Tuesday- Writing Task



Number Mastermind
Gameboard

1	○ ○ ○	_____	_____	_____
2	○ ○ ○	_____	_____	_____
3	○ ○ ○	_____	_____	_____
4	○ ○ ○	_____	_____	_____
5	○ ○ ○	_____	_____	_____
6	○ ○ ○	_____	_____	_____
7	○ ○ ○	_____	_____	_____
8	○ ○ ○	_____	_____	_____
9	○ ○ ○	_____	_____	_____
10	○ ○ ○	_____	_____	_____

Number Mastermind
Gameboard

1	○ ○ ○	_____	_____	_____
2	○ ○ ○	_____	_____	_____
3	○ ○ ○	_____	_____	_____
4	○ ○ ○	_____	_____	_____
5	○ ○ ○	_____	_____	_____
6	○ ○ ○	_____	_____	_____
7	○ ○ ○	_____	_____	_____
8	○ ○ ○	_____	_____	_____
9	○ ○ ○	_____	_____	_____
10	○ ○ ○	_____	_____	_____

English – Stage 3

Poetry – End of Term



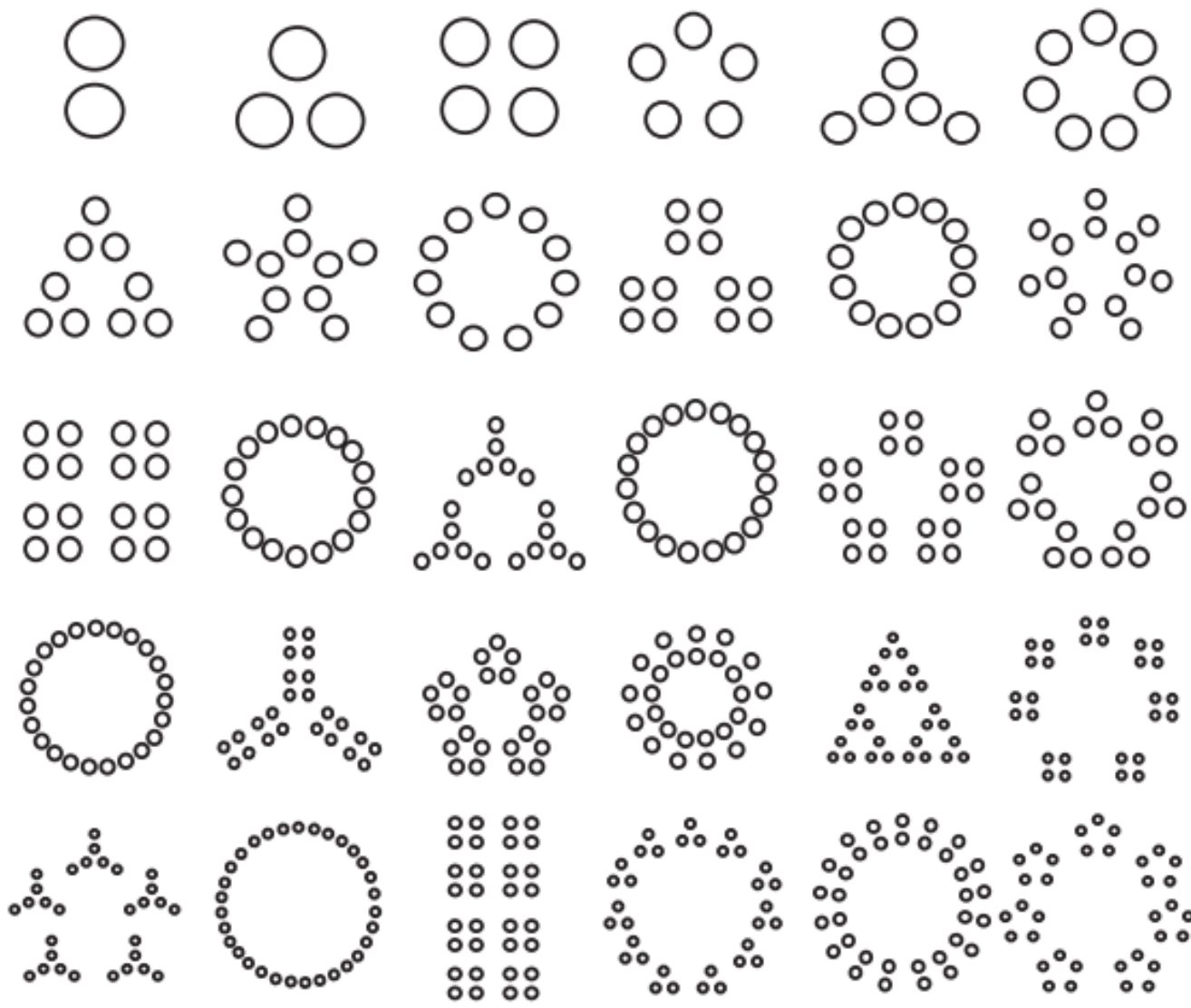
End of Term

poem by Anne Bell, illustrated by Cheryl Orsini

I make some silly mistake in maths—
'What were you thinking of, Daniel Malone?' says Miss McGee.
'What were you thinking of?'
'I don't know,' I say,
but I do—
I was thinking *It's only three more days.*
And I was thinking of how summer smells of mangos
and salt and mouldy towels and suntan stuff;
and of the youch of hot sand on the soles of your dancing feet,
and the cool ooze where the comforting waves wash in.
And of Mum, who fusses about kilojoules and vitamins and things,
saying, 'Let's just have fish and chips for tea tonight.'

And I was thinking of going round to Maxi's place,
and of us lying under the tree in his backyard, watching the sky between
the leaves
and not thinking,
just not thinking of anything at all.

Number Visuals Task



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day. Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



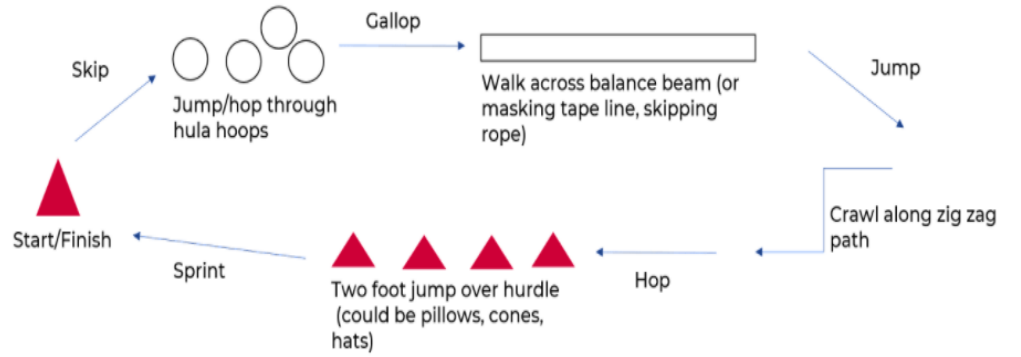
Use small amounts



Only sometimes and in small amounts



Example obstacle course



Lunch box 1



"Lunch in the Boon Trunk Elephant Snack Box" by anotherlunch.com is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/)

Lunch box 2



"Wendolonia: Lunch Box Idea List (with free printable PDF)" by [Wendy Cooley](http://WendyCooley.com) is licensed under [CC BY-NC-SA 2.0](https://creativecommons.org/licenses/by-nc-sa/2.0/)



Image by [esther1721](#) from Duration: 5:05 [Pixabay](#)

'The Sea' Resources

THE SEA

By Paula Stevenson

I can smell it first—
the salty air, feel it
crusting my skin,
stiffening my hair.

Then I can hear it—
the engine of the sea
roaring, churning.

I race across
the stinging sand
to the cool fringes
of the waves.

My toes disappear—
footless I stand
like a statue
on a strange shore.

The waves unroll
then retreat
exposing my feet
on corrugated ridges.

Above me gulls shriek
diving like arrows,
piercing the skin
of the sea.
I trace a trail
past glowing bluebottles
and beaded seaweed.

On the sandy floor
of the rock pool
three red starfish
gaze at the sky above.



4

Example of how to set out your work in your book

The Sea: See, smell, hear, feel

See:

Smell:

Hear:

- churning

Feel:

- cool waves

Investigation: Exploring surface tension

Purpose: To investigate surface tension with paper clips

Materials: I used these things: ...

Method: This is what I did (record this in steps)


Results: Describe exactly what you saw and draw a picture to show what happened.

Explain what happened:

Friday: Personification Matchup

Personification matchup: Draw a line from the noun to a human characteristic

clouds	marched
tree	stomped
branched	tiptoed
waves	cried
soil	laughed
pram	punched
computer	giggled
coffee machine	slapped
sand	held
water	growled
desert	smiled
mushroom	scratched
lightning	licked



Shoe challenge task card

Challenge

Design and build a paper shoe to fit your foot.

1. You can only use the materials on the list, but you don't have to use all the materials
2. After you have made your shoe, you can use any materials you like to decorate it!

Materials allowed

- paper
- cardboard
- tape
- scissors
- 50 cm string
- pencil
- ruler

Make a paper shoe

This section includes the design thinking process, instructions, and helpful hints



Identify and define the challenge

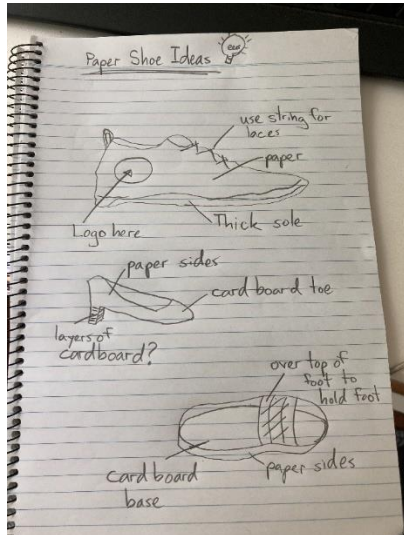
- Read the rules 👍
- Collect materials and think about how they could be used or changed for the challenge
- Keep a notebook or STEM journal to record your ideas and discoveries
- Gather different types of shoes such as sports shoes, hiking boots and slippers. What are the features of these shoes? What is the purpose of each type of shoe?



Brainstorm and design your shoe

- Draw and label at least 3 different shoe designs. What materials will you use to make each part of the shoe?
- Which shoe are you going to make? Why did you choose that design?
- Does your design meet the challenge rules?

Figure 1 Record your ideas in your workbook



Extra maths challenge: Find the area and perimeter of your shoe. You will need string and graph paper. To find the perimeter, use string to measure around your foot. Stretch the string out and measure with a ruler. How many centimetres is the perimeter of your foot? Trace your foot on graph paper and count the squares to find the area of your foot in cm^2



Time to build! Make and test your shoe

- Make and try on your shoe
- Draw or take a photo of your design
- Why do you think it did/did not work?
- What else could you try?



Figure 2 Shoe design



Test, improve and present

- Make any improvements to your shoe. Note this on your drawing
- Did your design meet the challenge?
- Decorate your shoe
- You might like to give your shoe a brand name
- Who is your shoe for? What are the unique features of your shoe?

