## **Learning From Home – Stage 3**

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:30 – 11:30			<ul> <li>Spelling <ol> <li>Write out your spelling list and break into syllable sounds. (Remember each syllable needs a vowel within it. Eg. a/bili/ly = 4</li> <li>Complete Spelling worksheet- Unit 9 p. 22 and 23.</li> <li>Parents/Carers to check answers with students once completed.</li> </ol> </li> <li>Complete 'Heroic Homophones' worksheet.</li> <li>Homophones are two words that sound the same but have different meanings.</li> <li>Parents/Carers to check answers once completed.</li> </ul> Endating <ol> <li>Read page 22 of the school magazine.</li> <li>Answer questions on worksheet (check title to make sure it is for page 22.)</li> <li>Extended response (questions without a line) can be done in a separate workbook or on the back.</li> <li>Parents to check answers with students once completed.</li> </ol> Eventieneed <ol> <li>Read through 'Writing a Narrative' handout provided. Highlight/underline organisation structure and other key ideas on what is included in a narrative.</li> <li>Plan a narrative story using the structure provided. Allow 5-10mins for planning time.</li> <li>Use the worksheet 'Narrative' Using your imagination' to draft your narrative story.</li> <li>Once completed, re-read your work, edit and correct any mistakes using a red pen.</li> <li>Parents/Carers to read narrative once completed and provide feedback.</li> <li>Extension: Publish final draft, including changes/editing, using a laptop or neat handwriting on a separate paper/workbook.</li> </ol>	<ul> <li>Spelling <ol> <li>Write out your spelling list.</li> <li>Write the base word next to each spelling word. (A base word is the basic word where the list word has been built from. Eg. Flexibility = flexible.</li> <li>Write 7 sentences, each using a different list word.</li> <li>Parents/Carers to revise and check sentences when completed.</li> </ol> </li> <li>Brannar and Punctuation <ol> <li>Read passage on the worksheet 'Unit 24:1 Can Do That1 – Final Revision' (p. 69 &amp; 70).</li> <li>Complete questions on page 69 and 70.</li> <li>Parents/Carers to revise and check sentences when completed.</li> </ol> </li> <li>Read pass 23 of the school magazine.</li> <li>Answer questions on worksheet (check title to make sure it is for page 23.)</li> <li>Extended responses (questions without a line) can be done in a separate workbook or on the back.</li> <li>Parents to check answers with students once completed.</li> </ul> Writing <ol> <li>Use the worksheet 'Description: An Alien Monster' to draft a descriptive piece of writing.</li> <li>Ouc completed, re-read your work, edit and correct any mistakes using a red pen.</li> <li>Parents/Carers to revise of writing or just simply use your imagination.</li> <li>Once completed, re-read your work, edit and correct any mistakes using a red pen.</li> <li>Parents/Carers to read description once completed and provide feedback.</li> <li>Extension: Publish final draft, including changes/editing, using a laptop or neat handwriting on a separate paper/workbook.</li> </ol>	Spelling         1.       Parents/Carers to test students on their spelling list. Read the word, put it in a sentence, then repeat the word.         2.       Provide students with a score.         3.       Students re-write each mistake with the correct spelling. <b>Handwriting</b> Complete the handwriting page 'The Man from the Fruit Shop' using cursive handwriting. Focus on using consistent letter size and joining of letters. Use the lines to assist you.         Note: Each line needs to be completed twice underneath. <b>Read passage on the worksheet</b> 'Unit 12: I Can Do That! –Revision' (p. 34 & 35).         2.       Complete questions on page 34 and 35.         3.       Parents/Carers to revise and check sentences when completed.         Writing         1.       Use the worksheet ' Exposition: Technology is Vital' to draft an exposition to persuade an audience on why technology is OR isn't vital.         2.       Allow 5-10 minutes for students to plan arguments or statements regarding their point of view.         3.       Once completed, re-read your work, edit and correct any mistakes using a red pen.         4.       Parents/Carers to read description once completed and provide feedback.         5.       Extension: Publish final draft, including changes/editing, using a laptop or neat handwriting on a separate paper/workbook.
Break	Break	Break	Break	Break	Recess

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
11:30 - 12:00					
Middle			<u>Maths</u>	Maths	Maths
12:00 -1:00			<u>Warm Up</u>	<u>Warm Up</u>	Warm Up
			<ol> <li>Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple).</li> <li>Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends.</li> <li>Order of Operations worksheet. Complete Question 1 (a-o) only.</li> </ol>	1. Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends. Note: Compare with previous time/score and see if there's improvement.	1. Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends. Note: Compare with previous time/score and see if there's improvement.
			<ol> <li>Number patterns and rules – Yr 5 and Yr 6 p. 23</li> <li>Time Zones and Timelines – Yr 5 and Yr 6 p. 147 and p. 119</li> </ol>	<ol> <li>Order of Operations worksheet. Complete Question 2 and 3 only.</li> <li>Multiplication strategies – Yr 5 p. 26, Yr 6, p. 26</li> </ol>	<ol> <li>Order of Operations worksheet. Complete remaining parts of the worksheet.</li> <li>Division with fraction remainders – Yr 5 p. 44, Problems Solved p. 18, Yr 6, p. 34, Problems Solved p. 10</li> </ol>
Break	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 2:00					
2:00 - 3:00			D.E.A.R (Drop Everything And Read) Silent reading of a novel or stage-appropriate book for 30mins.	D.E.A.R (Drop Everything And Read) Silent reading of a novel or stage-appropriate book for 30mins.	D.E.A.R (Drop Everything And Read) Silent reading of a novel or stage-appropriate book for 30mins.
			Science-Inventions	HSIE- Great Barrier Reef	Handwriting
			<ol> <li>Students use the Internet to research a famous invention, or an invention that is great use in everyday life.</li> <li>Use the headings on worksheet 'Information Report: Inventions' to organise your notes and gather the information you need.</li> <li>Use your notes/research to complete an information report on your chosen invention. This can be completed in your workbook or lined paper given.</li> </ol>	On a separate piece of paper, design a poster or brochure advertising the Great Barrier Reef and why people should visit it.	Complete the handwriting page 'Bushfires' using cursive handwriting. Focus on using consistent letter size and joining of letters. Use the lines to assist you. Note: Each line needs to be completed <u>twice</u> underneath. <b>Visual Art</b> Complete Harmony Day Poster colouring page, find-a-word, or Great Barrier Reef colouring pages.
			Handwriting	Handwriting	
			Complete the handwriting page 'The Storm' using cursive handwriting. Focus on using consistent letter size and joining of letters. Use the lines to assist you. Note: Each line needs to be completed <u>twice</u> underneath.	Complete the handwriting page 'The Blue Tongue Lizard' using cursive handwriting. Focus on using consistent letter size and joining of letters. Use the lines to assist you. Note: Each line needs to be completed <u>twice</u> underneath.	