

Stage 2- Peakhurst West Public School

You will need minimal access to a digital device to complete the following activities. You may need help from a parent/carer.

Please upload at least 2 activities per day. You do not need to follow the daily schedule, this is just a plan to assist you with your school day at home.

Term 3 Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Check In					
Morning	<p>Write your spelling words. Write the day of the week on top.</p> <p>Yr 3 - Write 5 or more words that have the “oi” sound. (year 4 - write 5 or more words that have the silent “k” sound)</p> <p>Spelling Conventions (yr 3) pg. 40 (yr 4) pg. 38</p> <p>Writing - Explanations Lesson 1: Read the slides and answer the questions.</p>	<p>Write your spelling words. Write the day of the week on top.</p> <p>Spelling Conventions (yr 3) pg. 41 (yr 4) pg. 39</p> <p>Writing - Pobble 365: Using the picture as a stimulus, write your very own superhero story.</p> <p>Reading - Read “Bob Hightails it!” by Geoffrey McSkimming pages 20 and 21.</p>	<p>Write your spelling words. Write the day of the week on top.</p> <p>Alliteration - pick 5 spelling words and write a sentence for each word using as much alliteration as possible.</p> <p>Writing - Explanations Lesson 2: Read the slides and answer the questions. Text: What Causes Earthquakes?</p> <p>Reading - Read the last part of “Bob Hightails it!” by Geoffrey</p>	<p>Write your spelling words in your best cursive hand writing</p> <p>Writing - Seesaw Activity: Favorite Winter Activities Paragraph Writing by Erin Freitas</p> <p>Reading - Read the article about the Olympic Flag Bearers. Write down three things you found interesting in the article.</p>	<p>Spelling test - on a blank piece of paper, have a family member call out your spelling words. Mark them and see how many you got right.</p> <p>Writing - Correct the Sentence Punctuation worksheet</p> <p>Reading - Read the article about Big Ronnie the snake. Write down three things you learnt about how snakes shed their skin.</p>

	Text: How do Hermit Crabs Change Shells? Reading - Read "Bob Hightails it!" by Geoffrey McSkimming pages 18 and 19. Highlight in yellow the words that Captain Ahab says. Highlight in pink the words that Shasta says. Highlight in blue the words that Bob says.	Highlight all the question marks in green. Highlight the exclamation points in red.	McSkimming and answer the comprehension questions. You may need to go back and read the other pages again to answer some of the questions.		
Break	Break	Break	Break	Break	Break
Middle	Maths Plus year 3 Counting by tens or hundreds p.78 Maths Plus year 4:Tens of thousands p.61 Mathletics- Whole number tasks https://www.mathletics.com/au/ Seesaw activity -Place value mat (Meredith Deschambeau)	Maths Plus Year 3 Bridging the decades p.56 Maths Plus yr 4 Mixed addition p.102 Mathletics - Addition and subtraction Seesaw activity -Double digit addition with and without regrouping (Kara Brad)	Yr 3 Problem Solved p.25 Yr 4 Problem Solved p. Mathletics - Patterns and algebra Seesaw activity - Subtraction word problems(Annalise Dawson)	Maths plus Year 3 Informal capacity/Litres p.29 Maths Plus Year 4 Litres p.29 Mathletics - Volume and capacity- using Litres Seesaw activity -.Measuring with litres(Mrs Thompson)	Maths Plus Year 3 Chance-possible outcomes p.81 Maths Plus Year 4 Investigating likelihood p.81 Mathletics - Chance activity Seesaw activity -Chance in Everyday life (Annaliese Dawson)
Break	Break	Break	Break	Break	Break
Afternoon	To begin this session DEAR	To begin this session DEAR	To begin this session DEAR	To begin this session DEAR	To begin this session DEAR

	(DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling	(DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling	(DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling	(DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling	(DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling
				History - Great Journeys https://www.inquisitive.com/video/82-the-age-of-exploration Complete the worksheet- What do you see, wonder and think about great explorers in history?	Crossing Safely Think about how you travel to and from school. Based on how you travel, answer the questions on the worksheet.
	Physical activity - Hot lava game Get creative and use whatever you have (a crib mattress, pillows, blankets). The object is to avoid touching the floor (hot lava)	Physical activity - Spelling your name... Work It Out <i>appendice 1a - spell your name</i>	Physical activity - Create your own indoor game <i>appendice 1b - indoor game</i>	Physical activity - Participate in a session of 'Breathing Exercises' <i>appendice 1c - breathing exercises</i>	Physical activity - Your choice for a work out for this session. It can either be active, turn taking (board game) or a mindful activity

If you are looking for extra learning activities please look at the resources available found at :

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/learning-packages>

Monday 26/07

<p>Write your spelling words. Write the day of the week on top.</p> <p>Spelling Conventions (yr 3) pg. 40 (yr 4) pg. 38</p> <p>Yr 3 - Write 5 or more words that have the "oi" sound.</p> <p>Writing - Explanations Lesson 1: Read the slides and answer the questions. Text: How do Hermit Crabs Change Shells?</p> <p>Reading - Read "Bob Hightails it!" by Geoffrey McSkimming pages 18 and 19. Highlight in yellow the words that Captain Ahab says. Highlight in pink the words that Shasta says. Highlight in blue the words that Bob says.</p>
Break
<p>Maths Plus year 3- pg. 78 Maths Plus year 4 -pg. 61 Mathletics- https://www.mathletics.com/au/ Seesaw activity -(Year 3 - Place value mat) - (Year 4 -</p>
Break
<p>To begin this session DEAR (DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>
<p>Physical activity - Hot lava game Get creative and use whatever you have (a crib mattress, pillows, blankets). The object is to avoid touching the floor (hot lava)</p>
Seesaw activity -

Spelling Conventions - Year 3

UNIT 20

Phonics

oi

oil

coil

soil

spoil

spoil

Basic list - high frequency

men

easy

clear

strong

instead

key

final

east

bear

finish

tough

rough

valley

locate

monkey

Difficult

drawer

success

touched

November

treasure

My Words



Spelling rule

Words ending in 'ay', 'ey' or 'oy' add an 's' to make them plural. For example: day days

1 Rewrite these words using your spelling rule to make them plural.

a delay _____ f essay _____

b monkey _____ g play _____

c boy _____ h key _____

d relay _____ i valley _____

e tray _____ j donkey _____

2 Write the *missing letters* to complete the list words.

a	__a__y
b	__poi__
c	s__r__n__

d	__l__ar
e	fi__s__
f	to__h

g	__oca__e
h	m__n__ey
i	s__c__e__s

Words in context

3 In the word shapes, write the list words that are missing from the sentences.

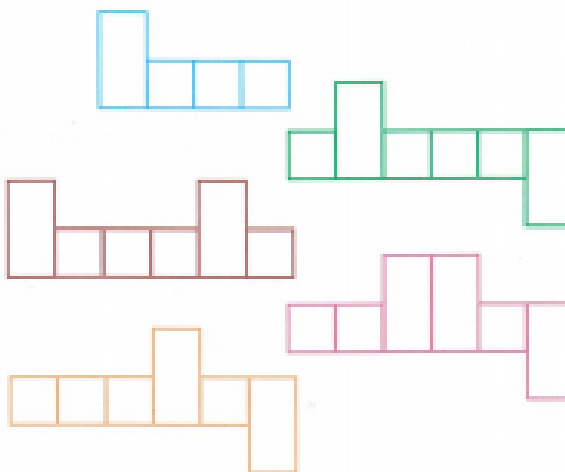
a The liked the honey.

b The wind blew from the east.

c Mum couldn't her car key.

d The man walked through the .

e A climbed up the tree.



Building words

4 Build these words by adding s or es, d or ed and ing.

a clear __	d locate __	g delay __	j finish ____
b clear ____	e locate __	h delay ____	k finish ____
c clear _____	f locat _____	i delay _____	l finish _____

Writing - Explanations Lesson 1:

Read the slides and answer the questions. Text: How do Hermit Crabs Change Shells?

INFORMATIVE TEXT WRITING - EXPLANATION

PWPS
Stage 2
2021

LESSON 1 TEXT, EXPLANATION & PURPOSE

Learning Intention

- What is a text?
- What is an Explanation?
- What is the purpose of an Explanation text?

Success Criteria

- I can explain the answers to these 3 questions to my partner.

LESSON 1 - TEXT ACTIVITY

- What is a text? A text is a piece of writing
- What types of texts are there?
- How many texts can you think of?

Write your ideas down below:

TEXT - ACTIVITY

- Did you know there are 3 different groups of texts:
 - Imaginative
 - Informative
 - PersuasiveLook at your list and group your ideas using the following key.
Circle the imaginative texts
Underline the informative texts
Triangle for the persuasive texts

TEXT - ACTIVITY ANSWERS

- How did you go? Here are a few examples...

Imaginative Texts	Informative Texts	Persuasive Texts
<u>Narrative (stories)</u>	<u>Report</u>	Exposition  <small>(one sided argument)</small>
<u>Novels</u>	<u>Explanations</u>	Debates 
<u>Poetry</u>	<u>Articles</u>	Discussions 
<u>Traditional tales</u>	<u>Rules and Laws</u>	Advertising 
<u>Plays</u>	<u>News Bulletins</u>	Influential Essays 

THE INFORMATIVE TEXT - EXPLANATION

- An explanation text tells the audience HOW something works or WHY something happens.
- An explanation text often describes the stages of a process or a life cycle.
Example:
 - The life cycle of a frog
 - Why is the sky blue?
 - How our heart pumps blood
- An explanation can be broken up into parts. We are going to learn how to write all the different parts and then put them altogether.

PURPOSE OF AN EXPLANATION

Before we learn how to write an explanation we have to know why we are writing it.

- Why do you think people write explanation or informative texts?
- Write your answer:

PURPOSE OF AN EXPLANATION

- The purpose of an explanation is to tell the audience how things work and/or why things happen commonly in science and technical fields.
- An explanation is part of the bigger group of texts called 'Informative' texts.
- There are many types of Informative texts, such as:
 - Explanations
 - Reports
 - Articles
 - Rules & Laws
 - News Bulletins

How do Hermit Crabs Change Shells?

Read "How do Hermit Crabs Change Shells?" and think about whether this text is informative or not and why?

Write answer:

- What makes it informative?
- What could be improved to make it more informative?

How Do Hermit Crabs Change Shells?

Hermit crabs fit into a category called crustacean. This means they have a hard exoskeleton (outer skeleton), and belong to the same family as lobsters, shrimp, and crabs. A hermit crab always needs its shell to protect itself from predators (animals that eat the hermit crab). Hermit crabs are often seen changing their shells. Let's learn more about why hermit crabs change shells.

When a hermit crab outgrows his shell, he needs to find the perfect new shell. The shell must be the right size for his body and have no damage or holes. It needs to have enough room for the hermit crab to completely withdraw inside if he needs to hide from a predator. The new shell must also be at the right moisture level, which is essential for the hermit crab's survival.

Once the hermit crab has found the perfect shell, it will quickly crawl out of its original shell and into the new shell. This process must happen quickly, because for every second the hermit crab is without a shell, he is vulnerable to predators.

Once the hermit crab moves into his new shell, he is protected from predators such as seagulls and other animals. Hermit crabs rely on this protection because, although they have an exoskeleton, this does not cover their abdomen (stomach area), which leaves them exposed without their shell.

Conclusion

Hermit crabs change shells by first selecting the perfect shell. This shell will protect it from predators and must have the perfect moisture level. The hermit crab quickly moves from his original shell into his new shell to reduce the amount of time he is left vulnerable to predators. The hermit crab will stay in his shell until he runs out of space, then he will find a bigger shell to move into.



Reading

Read "Bob Hightails it!" by Geoffrey McSkimming pages 18 and 19.

Highlight in yellow the words that Captain Ahab says.

Highlight in pink the words that Shasta says.

Highlight in blue the words that Bob says.

Bob Hightails It!

story by Geoffrey McSkimming | illustrated by Douglas Holgate

CAPTAIN AHAB and Shasta the broлга watched as their friend Bob the odd-job otter hammered a row of nails into the deck of the SS *Webweaver*.

Every time they saw him do this, they were fascinated. For when Bob hammered in nails, he didn't do it with a hammer; he pounded the nails down with his tail.

And he did it ever so fast, ever so accurately, ever so *gracefully*, that it was like watching a ballet dancer turning perfect pirouettes on a stage.

Whack whack whack whack whack whack whack went his flat, wide tail.

When he'd finished, Bob looked over his shoulder, waggled his bottom, inspected the driven-in line of nails, and gave a satisfied nod of his head.

'It never ceases to amaze me,' boomed Ahab, 'how clever you are with that tail of yours, Bob.'

'Nor me,' put in Shasta. 'You are an artist when it comes to your nether parts.'

Bob blushed under his fur. 'Why, thank 'ee, my friends.'



'Your posterior's prowess is perfect,' Ahab said.

'Eh?' said Bob, scratching his head.

'He means you are very skilled at using your tail,' Shasta explained.

'Ooh, that's very kind of you both to say so. It be a very handy thing, this here tail. I don't mind tellin' you, this old tail of mine has saved my life, more'n once.'

'Really?' said Ahab, his five eyes growing larger.

'Really?' repeated Shasta, her feathers rustling with interest.

'Ooh, indeed,' said Bob. 'The last time was before I joined the *Webweaver*. When I had a nasty encounter with Greenslade Moloney!'

'Greenslade Moloney?' questioned Ahab and Shasta together.

'*Greenslade Moloney?*'

'Aye. Ye've heard of him?' asked Bob.

Ahab and Shasta both thought for a moment. Then they both replied, 'No, never.'

'Ooh. Well it's probably a good thing. For Greenslade Moloney is a cad, a villain, a dreadful man who would stop at nothing to make a quick dollar from the misfortunes of decent, quiet otters such as myself!'

'Go on,' Ahab encouraged him.

'Yes,' said Shasta. 'Tell us what happened.'

'Well,' began Bob, 'it all took place some years back, when I were little more than an ot.'

'An ot?' said Shasta.

'Aye, a young 'un, not quite a fully-grown otter. I were living with some other ots and otters, up in the north of Canada. I were learnin' all sorts o' things, like how to build dams and carve wood with me teeth and how to tie knots, and how to tell the difference between a pumpkin and a trombone.' He thought for a bit. 'It took me a long time to learn that last thing,' he added. 'I found it very hard to get a tune out of a pumpkin, no matter how hard I'd blow it ...'

'Aye,' said Ahab. 'Go on with your story about Greenslade Moloney.'

'Ooh, indeed, Cap'n. Well, one fine afternoon I were baskin' in the sunshine, having finished all me chores and dam building and blowin' on an especially bothersome pumpkin. I were layin' there on the riverbank, just daydreaming, when I heard a voice coming from somewhere above me.'

Maths

unit
19

Counting by tens or hundreds

1 Count forward by tens or hundreds to complete the sequences.

a 100 110 120

e 230 330 430

b 120 220 320

f 301 401 501

c 205 305 405

g 99 199 299

d 440 450 460

h 58 158 258

2 Supply the missing numbers to complete the sequences.

a 100 200 500 600

b 85 105 115 145

c 3800 3810 3820 3850

d 3127 3227 3427 3627



3 Count backwards by tens or hundreds to complete the sequences.

a 800 790 780

e 550 450 350

b 920 820 720

f 999 899 799

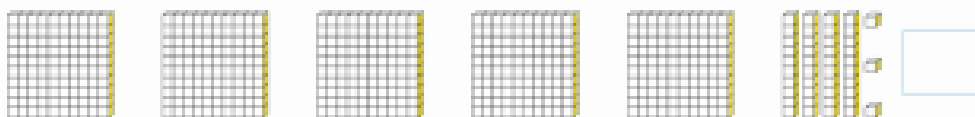
c 850 750 650

g 4801 4701 4601

d 799 789 779

h 3635 3535 3435

4 Use your counting skills to quickly count the Base 10 materials.



5 Think of a number between 1 and 30, then count on by 100 each time.

Tuesday 27/07

Write your spelling words. Write the day of the week on top. Spelling Conventions (yr 3) pg. 41 (yr 4) pg. 39 Writing - Pobble 365: Using the picture as a stimulus, write your very own superhero story. Reading - Read "Bob Hightails it!" by Geoffrey McSkimming pages 20 and 21. Highlight all the question marks in green. Highlight the exclamation points in red.
Break
Maths Plus Year 3 - pg Maths Plus yr 4 -pg102 Mathletics - Addition & Subtraction Seesaw activity Year 3 -Double digit addition with and without regrouping Seesaw activity Year 4-
Break
To begin this session DEAR (DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling
Physical activity - Spelling your name... Work It Out <i>appendice 1a - spell your name</i>
Seesaw activity -

Year 3 Spelling

Word meanings

5 Use the clues to find these words in the list. Then shade them in the wordsearch.

- | | |
|-------------------------------|---------------------|
| a The opposite of difficult | d To end |
| b Not smooth | e To find something |
| c An animal that eats bananas | f Easy to see |

a	g	i	n	m	l	f
y	h	o	e	o	i	e
d	e	t	c	n	o	c
s	u	a	i	k	l	g
q	t	s	s	e	h	e
e	h	c	a	y	c	o
x	e	r	o	u	g	h

6 Write **smaller** words that you can find in these words.

finished	eastern
a	b

7 Write list words that rhyme with these words.

a least		b long	
---------	--	--------	--

A	B	C	D	E	F	G	H	I
✓	□	*	✓	X	▶	↑	★	○

J	K	L	M	N	O	P	Q	R
◀	□	▣	△	\$	+	=	●	▼

S	T	U	V	W	X	Y	Z
■	●	◇	↓	◡	⊙	X	◇

Secret code

8 Use the code to find these words.

- | | | | | | | | |
|---|---|---|----|---|-------|-------|-------|
| a | X | ✓ | ■ | X | _____ | | |
| b | ▶ | ○ | \$ | ✓ | □ | _____ | |
| c | ● | + | ◇ | ↑ | ★ | _____ | |
| d | ↓ | ✓ | □ | □ | X | X | _____ |
| e | * | □ | X | ✓ | ▼ | _____ | |

9 Choose any list word and write it using the secret code. _____

10 Write these words in a sentence.

a valley	
b instead	

Syllables

11 Separate these words into two syllables.

a finish			b locate		
----------	--	--	----------	--	--

Punctuation

12 Shade the bubbles to show where two commas should be in this sentence.

In my bag I have a pen a book a pencil and two bananas.



Writing Task

Over the years, well-known companies such as Marvel and Pixar have released many comics that have since been turned into films. These storylines, although different, contain similar themes, character types and plot structures that you can use to help you create your own superhero story.

Task: Write your very own superhero story

Think about:

- your superhero and their abilities
- the setting
- the superhero's arch enemy
- the reason for the conflict
- the conflict unfolding - battle
- how the conflict is resolved
- Conclusion



Reading

Read "Bob Hightails it!" by Geoffrey McSkimming pages 20 and 21.

Highlight all the question marks in **green**.

Highlight the exclamation points in **red**.



'A voice?' Shasta said, clacking her beak loudly.

'Aye. A harsh, rasping *cruel* sort of voice. My whiskers fairly twitched in alarm at the sound of it!'

'What did this voice say?' asked Captain Ahab.

'Ooh, I remember the words exactly, Cap'n. It said, "Look down there, lads! That young otter will

make a perfect mermaid! Let's nab it for our circus!'"

'A *mermaid?*' exclaimed Ahab.

'You?' asked Shasta. 'A mermaid?'

'Aye,' Bob replied. 'A mermaid.'

A great feeling of dread swept through me, for all of us otters and otters had heard that there were a circus goin' through the country, Greenslade Moloney's Circus of Freaks and Marvels, and they were otter-napping the likes of us and turning us into mermaids, to be put on display for the public to come and pay their coins to gawk at!

'But how could they turn an otter into a mermaid?' Shasta asked.

'Ooooh,' Bob said gravely, 'trust me, Shasta, you don't want to be knowin'! We heard they did nasty things with ... *implements!*'

Shasta shuddered, her feathers hackling.

'But, Bob,' said Ahab. 'If you don't mind me saying, you hardly look like a female. Even if they had done things with ... *implements* ... upon you, you wouldn't have looked much like a mermaid.'

'Well,' Bob said sheepishly, 'on this particular day I looked a bit different. Y'see, before I came down to the riverbank to daydream,

another of the otters by the name of Betty wanted to try something out on me. Betty wanted to be a furdresser, and she wanted to test a new furstyle on someone. So I volunteered, and she went and permed all the fur on my head and round my cheeks, so that it looked all shiny and curly. Why—' he blushed again—'I fell asleep when she were doin' all this perming and furdressing, and while I were dozin' she even tinted me eyelashes!'

'Well, brace my mainsail!' Ahab exclaimed.

'Aye. So, y'see, when I woke up I looked a little more ... like a female ot, I guess.' He shook himself, as if trying to get rid of the memory.

'So what happened?' asked Shasta.

'Well,' Bob continued, 'then I heard one of the other men say,

"She's certainly got a fine-looking tail, Mr Moloney!"

"She does indeed," said Greenslade Moloney, rasping wickedly. That's when I really started to panic, for I knew that if they were admirin' me tail, they were serious in their diabolical intentions!'

Bob flumped his tail against the deck angrily.

'So what did you do?' Ahab asked.

'Well, I were still lyin' there on the bank, with me eyes half-closed. I could see, through the branches and bushes above me, three men slowly creeping down through all the leaves and greenery. They were tryin' to be as quiet as they could, so they wouldn't startle me.'

'Why didn't you just slide down into the river and escape?' asked Shasta.



Maths

unit
14

Bridging the decades

M107

1 Add these numbers by breaking up the second number and adding to a ten first.

a $9 + 6$ becomes $9 + 1 + 5 = 15$

b $8 + 7$ becomes $\square + \square + \square = \square$

c $17 + 5$ becomes $\square + \square + \square = \square$

d $16 + 5$ becomes $\square + \square + \square = \square$

e $28 + 4$ becomes $\square + \square + \square = \square$

f $47 + 5$ becomes $\square + \square + \square = \square$

g $38 + 5$ becomes $\square + \square + \square = \square$

h $54 + 17$ becomes $54 + 10 + 6 + 1 = \square$

i $39 + 13$ becomes $\square + \square + \square + \square = \square$

j $46 + 26$ becomes $\square + \square + \square + \square = \square$

k $67 + 27$ becomes $\square + \square + \square + \square = \square$

$36 + 17 = ?$
Think! $36 + 10 = 46$
Now add 4
and 3 more.



2 Write the missing numbers to make the number sentences equivalent.

a $20 - 5 = 9 + \square$

f $96 - 23 = 50 + \square$

b $\square - 15 = 25 - 10$

g $88 - 25 = 58 + \square$

c $42 - \square = 15 + 15$

h $75 - \square = 43 + 8$

d $36 - 13 = \square + 8$

i $67 - 36 = 19 + \square$

e $50 - \square = 16 + 9$

j $49 - 17 = \square + 16$

3 Write true or false.

a $31 + 23 = 42 + 12$ _____

c $48 - 23 = 13 + 17$ _____

b $80 - 25 = 38 + 19$ _____

d $56 - 14 = 38 + 3$ _____

PDHPE

Appendice 1a
Stage 2

Spell your name

A	-	50 jumping jacks
B	-	20 crunches
C	-	30 squats
D	-	15 push ups
E	-	1 minute wall sit
F	-	10 burpees
G	-	20 seconds arm circles
H	-	20 squats
I	-	30 jumping jacks
J	-	15 crunches
K	-	10 push ups
L	-	2 minute wall sit
M	-	20 burpees
N	-	40 jumping jacks
O	-	25 burpees
P	-	15 arm circles
Q	-	30 crunches
R	-	15 push ups
S	-	30 burpees
T	-	15 squats
U	-	30 seconds arm circles
V	-	3 minute wall sit
W	-	20 burpees
X	-	60 jumping jacks
Y	-	10 crunches
Z	-	20 push ups

Wednesday 28/07

<p>Write your spelling words. Write the day of the week on top.</p> <p>Alliteration - pick 5 spelling words and write a sentence for each word using as much alliteration as possible.</p> <p>Writing - Explanations Lesson 2 Read the slides and answer the questions. Text: What Causes Earthquakes?</p> <p>Reading - Read the last part of "Bob Hightails it!" by Geoffrey McSkimming and answer the comprehension questions. You may need to go back and read the other pages again to answer some of the questions.</p>
Break
<p>Yr 3 Problem Solved p.25 Yr 4 Problem Solved p.25</p> <p>Mathletics - Patterns and Algebra</p> <p>Seesaw activity- subtraction word problems</p>
Break
<p>To begin this session DEAR (DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>
<p>Physical activity - Create your own indoor game <i>appendice 1b - indoor game</i></p>
Seesaw activity -

Writing

Explanations Lesson 2: Read the slides and answer the questions.

INFORMATIVE TEXT WRITING - EXPLANATION

PWPS
Stage 2
2021

LESSON 2 STRUCTURAL FEATURES

Learning Intention

- Identify and explain the structural features of an explanation

Success Criteria

- I can name and explain the structural features of an explanation to my partner.

LESSON 2 – STRUCTURAL FEATURES

Explanation texts are usually organised to include:

- Title** – The topic of the text which is often a question but not always
- Opening Statement** – Identifies what is to be explained which usually includes a definition and refers to a phenomenon
- Explanation Sequence (main body)** – A ordered set of events in paragraphs explaining the topic. Within the explanation sequence visual images such as diagrams, flow charts, pictures can be used with clear labels and/or short explanations
- Concluding Statement** – A summary of the key information. It can include additional information that is interesting and is relevant to the topic.

STRUCTURAL FEATURES ACTIVITY

- How many structural features can you name at the top of your head? Did you remember 4?
- Name and explain 2 structural features in your own words:
Answer:

STRUCTURE FEATURES ACTIVITY

Read the explanation text 'What Causes Earthquakes?' and highlight the different structural parts forming the following key:

- Title - Red**
- Opening Statement – Orange**
- Explanation Sequence + Diagram – Green**
- Concluding Statement – Blue**

What Causes Earthquakes?

An earthquake is the sudden shaking or rumbling of the ground. Earthquakes are measured using seismographs and can range in size and can cause serious destruction. The surface of the earth is like a jigsaw puzzle. Earthquakes are caused by the movement of these jigsaw puzzle pieces.

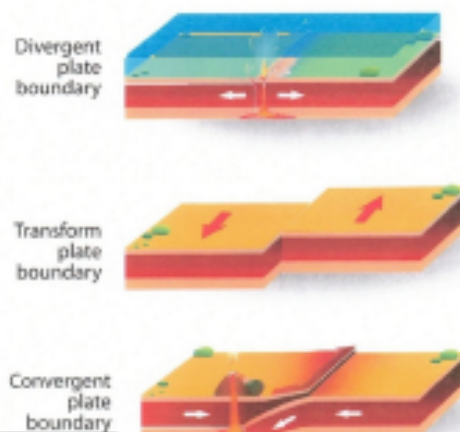
There are about 20 pieces that are constantly moving just below the surface of the earth. These pieces are called tectonic plates. Each of these plates can hit each other or slide against each other, causing an earthquake. The surface where two tectonic plates meet is called the fault plane.

Many times, these movements are so small that we don't even notice them. Other times, the movement is large enough to be felt thousands of miles away and can cause a large amount of destruction on the earth's surface.

There are three types of earthquakes. The first type, called convergent, is where one plate is forced over another. This type of earthquake has formed many of the hills and mountains on earth. Another type, called divergent, is when the plates drift apart, forming new ocean floors. The third type, called transform, occurs when plates slide against each other.

Conclusion

Earthquakes are caused by the movement of the tectonic plates that make up the surface of the earth. The rumbling and movement we feel is a result of the plates bumping or sliding against each other. There are three different types of earthquakes, and this is what creates the mountains and ocean floors.



Explanation Lesson 2 Questions

1. How many structural features can you name off the top of your head? Did you remember 4?
2. Name and explain 2 structural features in your own words.

Reading

Read the last part of “Bob Hightails it!” by Geoffrey McSkimming and answer the comprehension questions. You may need to go back and read the other pages again to answer some of the questions.

‘Now, Miss Shasta, that thought had occurred to me. And I would’ve done so, but I observed that a fourth man had appeared, right alongside the river. He had crept up so quietly, he took me by complete surprise, and he stood between me and the water so that there was no way I could slip past him!’

‘Heavens,’ gasped Shasta.

‘Oooh, it were a tight spot I were in. Three men coming from above, including that notorious Greenslade Moloney, and one man—the biggest of ’em all—blocking my path to the water.’

‘Outrageous!’ boomed Ahab.

‘Otter-ageous,’ nodded Bob. ‘I had to think fast. I decided to lay still and pretend I were still asleep. I thought to myself, *well, if they like me tail so much, I’ll give ’em something to really admire!*

‘As they closed in, I tensed meself and went as still as I could. I even stopped breathing! Then, through me half-opened eyes, I saw four sets of hands reachin’ down for me. Ooh, I were terrified, I’ll tell you, but somehow I forgot my fears and went into action.

‘KAPOW! I lashed out with me tail, as if it were a huge hammer. First I whacked the biggest of ’em, fair and square in the chest, and he fell backwards into the water. KAPOW! Then I whipped me tail to the left and to the right, and two of the men copped it under their chins. A boxer would’ve been proud, I tell ye! Those two scoundrels flew into the air and then tumbled down into the river to join the first scoundrel, who was being carried downstream by the swift current. Then there was only one more to face: the ringleader of this dastardly venture, Greenslade Moloney himself!





‘There he was, leering above me. In a blink, I flipped myself up with me tail, jumped into a front paw-stand and, in a fast blur of bristliness, me tail slapped the man senseless. KAPOW! KAPOW! KAPOW! KAPOW! KAPOW! He made a sound like a gurgling drain as I batted his face back and forth. Then, when he was about to topple, I gave a last mighty lash with me tail, and flung him far out into the river.

‘The last I saw of him was his bewhiskered face, lookin’ like a half-drowned rat, as he was swept away!’

‘Good heavens,’ gasped Shasta.

‘Extraordinary,’ said Ahab.

‘The villains,’ said Bob. ‘And no-one ever heard from or saw Greenslade Moloney and his Circus of Freaks and Marvels ever again.’

‘You are an otter of great cleverness and bravery,’ Ahab commended him.

‘You certainly are,’ Shasta agreed.

‘And,’ Bob said, ‘I can tell ye both another thing that will never be seen again. Bob the odd-job otter will never, to his dying day, have another perm or eyelash tint. No siree!’

And his friends agreed that that was a very fine idea. ■

Know your offer!

Refer to 'Bob Hightails It!' to answer the following questions.

1. Describe Bob's nail hammering technique .

2. Where did Bob grow up?

3. What skills did Bob learn while he was growing up?

4. How would you describe Greenslade Moloney?
Record your ideas on the lines below.

5. How would Shasta and Ahab describe Bob?

6. What clues can you find to suggest that Bob is kind, friendly and quick thinking?

7. Can you suggest two alternative titles for this story?

8. There are some tricky words in this story. Write the dictionary meaning for the following words.

prowess

cad

notorious

Maths-Problem Solved p25

Unit 22

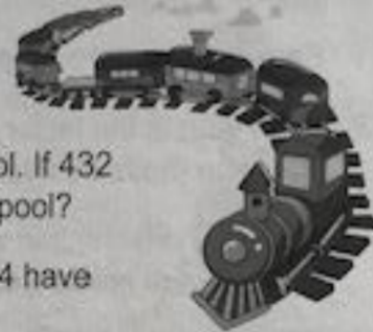
Subtraction

Level 1

1. The painters ordered 96 litres of paint for the job but ended up only using 79 litres. How much paint was left over?
2. Our family booked a 42 day cruise from Queensland to South Australia. How many days are left if we have been away 18 days?
3. There are only 97 students at Ruby's school. If 48 were at the athletics carnival, how many are at school today?

Level 2

1. There were 687 passengers on the train. If 235 were children, how many were adults?
2. During the week, 995 people swam at the pool. If 432 were males, how many females swam at the pool?
3. The new estate has 785 building blocks. If 244 have been sold, how many are still for sale?



Level 3

1. The farmer had 323 sheep. If he decides to sell 259, how many sheep will he have left?
2. In the guessing competition, Lucy said there were 250 marbles. Her guess was 125 too high. How many marbles were in the bag?
3. There are 819 nonfiction books in the library. If 292 are out on loan, how many are still in the library?
4. 644 people attended the opening night of the play. If 380 were school children, how many members of the public attended?

Investigation

Use the data in the 'Start' and 'Finish' columns to calculate the distances travelled.

	Date	Start	Finish	Distance
1	03/06	348 km	462 km	km
2	16/06	237 km	481 km	km
3	21/06	49 km	664 km	km
4	04/07	472 km	715 km	km
5	13/07	685 km	949 km	km

Thursday 29/07

Write your spelling words in your best <u><i>cursive</i></u> handwriting.
Writing- Seesaw Activity: Favourite Winter Activities. Paragraph writing (Erin Freitas)
Reading - Read the article about the Olympic Flag Bearers. Write down three things you found interesting in the article.
Break
Maths plus Yr 3 pg 29 Informal capacity/Litres Maths Plus Yr 4 pg. 29 Litres
Mathletics - Volume and Capacity - using litres
Seesaw activity - Measuring with Litres
Break
History - Great Journeys https://www.inquisitive.com/video/82-the-age-of-exploration
Complete the worksheet- What do you see, wonder and think about great explorers in history?
To begin this session DEAR (DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling
Physical activity - Participate in a session of 'Breathing Exercises' <i>appendice 1c - breathing exercises</i>
Seesaw activity -

Writing

Favourite Winter Activities

Write a paragraph that tells us about your favourite things to do in Winter. Make sure you expand on your sentences to make them interesting to read.



Reading

Read the article about the Olympic Flag Bearers.
Write down three things you found interesting in the article.



Patty Mills and Cate Campbell share flag honour at Olympics opening ceremony

Alex Conrad, July 19, 2021 7:00PM News Corp Australia Network

SPORT

Reading level: **Green**

Basketballer Patty Mills and swimmer Cate Campbell will make history as Australia's flag bearers for the opening ceremony of the Tokyo Olympic Games.

Campbell, 29, will be the first female swimmer to carry the flag at the opening ceremony, while NBA star Mills, 32, will be the first Indigenous Australian flag bearer.

All nations competing will create a historic first at the Olympics, as it will be the first time every country at both the opening and closing ceremonies will have a male and female flag bearer.

It will be the second time a male and female will lead the Australian team at the opening ceremony since the 1980 Moscow Olympics, when runner Denise Robertson-Boyd and swimmer Max Metzker led the way.

The announcement of our Tokyo flag bearers was not done in the traditional way. Usually the flag bearers are told at the Olympic Village only a few days before the opening ceremony. But this time the nation found out at exactly the same time as the athletes on July 7.

Campbell will be the second swimmer since Metzker to carry the flag at the opening ceremony.

"I think it's hard to put into words what this means," Campbell said.

"To receive the flag from a legend like Dawn (Fraser)*, she carried at the closing ceremony at the Tokyo Olympics in 1964, and I just think that the symmetry* and the poetry of that is just so wonderful.

"It brings a little tear to my eye, it is just such an honour and a privilege and I can't fully express that enough."

The soon-to-be four-time Olympian said being named a flag bearer was one of the highlights of her career.

"It's right up there with one of the greatest things that has happened to me," Campbell said.

"It's one thing to represent your country in a sport that you love and another thing to represent your Olympians, your fellow Olympians, and the Olympic family that you become a part of.

"That is an honour and a privilege that I do not take lightly and I am so, so humbled to be able to do."

Mills, who represents Australia with the Boomers and plays for the San Antonio Spurs in the NBA in the US, will be the third basketballer to lead Australia at the opening ceremony after Andrew Gaze* at the 2000 Sydney Games and Lauren Jackson at the 2012 London Games.

"It's such an honour and a massive privilege," Mills said.

SPORTAustralia has a team of 488 athletes for the Tokyo Games. This is our biggest team since the Athens Games in 2004 and the second-largest team after the Sydney Olympics in 2000.

The Tokyo Games opening ceremony will take place on Friday, July 23, with competition kicking off the next day.

Maths

PLANNING L.R.

Informal capacity/litres

unit
7

- 9 Using three small containers like a mug, a tea cup and a glass, tally how many are needed to fill a 1 L bowl or container.

Vessel	Tally
Mug	
Tea cup	
Glass	



Containers needed

12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
			

- 10 Use the grid to graph the results.
- 11 Draw lines to match the most suitable container to measure the capacity of the kettle, bath, medicine bottle and fruit-juice box.



- 12 Find three containers that have their capacity labelled and record them.


a Fruit juice 2 L	c
b	d

History - Great Journeys

Unit 2 Great Journeys

Lesson 1 What was the Age of Exploration?

What was the Age of Exploration?

- 1  Watch the video *The Age of Exploration*.
- 2 What do you see, think and wonder about the Age of Exploration?

I see



The Age of Exploration

I think



I wonder



Friday 30/07

Spelling test - on a blank piece of paper, have a family member call out your spelling words. Mark them and see how many you got right.
Writing - Correct the Sentence-Punctuation worksheet)
Reading - Read the article about Big Ronnie the snake. Write down three things you learnt about how snakes shed their skin.
Break
Maths Plus Yr 3 pg.81 Chance -possible outcomes Maths Plus Yr 4 pg. 81 Chance - Investigating likelihood
Mathletics - Chance activity
Seesaw activity - Chance in Everyday life (Annaliese Dawson)
Break
To begin this session DEAR (DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling
Crossing Safely Think about how you travel to and from school. Based on how you travel, answer the questions on the worksheet.
Physical activity - Your choice for a work out for this session. It can either be active, turn taking (board game) or a mindful activity

Writing

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

3. do we have any money to buy more food asked jessica

4. lilly replied no now we dont have anything for lunch

5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

Reading

Read the article about Big Ronnie the snake.

Write down three things you learnt about how snakes shed their skin.



Aussie scrub python Big Ronnie starts to shed skin this World Snake Day

Diana Jenkins, July 15, 2021 6:30PM News Corp Australia Network

ANIMALS

Reading level: **Green**

This Friday is World Snake Day, the annual global celebration of slithering snakes and their remarkable diversity* – and one Australian snake is celebrating by shedding his skin. Memorably named Big Ronnie, the celebrity reptile at Wild Life Sydney Zoo is currently in lockdown with the rest of the city – but that isn't stopping this 5m long, 20kg scrub python from delighting his fans.

The largest resident snake at the zoo, Big Ronnie is preparing for his shed with the fascinating natural phenomenon* known as "turning blue".

"The natural process of turning blue is truly impressive to witness in a snake of Ronnie's size," said Wild Life Sydney Zoo keeper, Lauren Hughes.

"The reptile's eyes foreshadow* the change of skin that's about to occur. When a snake's eyes turn a milky blue colour, it signifies their spectacles* are about to shed, which starts the process of their entire body shedding."

Snake skin doesn't grow, which is why the shedding process is such an important part of a snake's development: they literally outgrow their skin.

"A snake who is growing – a young snake – will shed more," Ms Hughes said. "As they age, they will shed fewer times. Big Ronnie is an old snake, so he won't shed as often as he has in the past." Keepers also use the shed skin as part of Big Ronnie's health checks, as it provides valuable information such as signs of dehydration*.

"It's amazing to see Ronnie's skin shed in one entire piece, so we often keep it as a way to help educate guests, who can touch and hold the five metre long shed skin when they visit," Ms Hughes said.

It is not clear exactly how many times Big Ronnie has shed his skin, because sheds rely on a few external factors.

"Big Ronnie sheds on average once every eight to 12 weeks. Every 12 weeks is around four times a year. He is 24, so he may have shed up to 100 times in his lifetime," she said.

Snakes begin shedding their head first, all the way down to their tail. From turning blue to completing his shed, the process takes Big Ronnie between one to two weeks and typically two to four hours to physically remove the skin. It is a longer process for him because he is so big and old.

“Younger or smaller snakes may only take 10 to 30 minutes,” Ms Hughes said. “Ronny is slow and a very large python, so it takes him a bit longer to physically shed his skin.”

Finding a rough surface nearby also helps his shedding process – but finding a place to retreat* comes first.

“He will find something abrasive* in his enclosure: a log or a rock, and rub his face and body up against it to assist it to peel off,” Ms Hughes said.

“Prior to this, when he is ‘blue’, it is a vulnerable* state for a snake as they cannot see. In this stage, they will try to find a safe place or refuge to stay until they are ready to shed.”

Along with cloudy eyes, there are other physical indications that a snake is shedding.

“They may lose their appetite,” she said. “They also develop a pinkish hue* on their underbelly, and their entire body goes quite dull, with some flaky scales loosening from the body.”

Different snake species can also have different shedding patterns.

“It depends on how often (and) how much they eat, their geographic location, the temperature and humidity,” Ms Hughes said. “Scrub pythons are native to coastal North QLD, which for most of the year, has climates ideal for a shedding snake.”

Food also plays a part. The more frequently a snake eats, the larger they will grow and the more often they will shed.

Then there is their immediate environment. According to Ms Hughes, snakes don’t typically shed in colder climates, because they don’t eat while their metabolic* rate is very slow. Instead, snakes spend most of the winter months hidden, so the current Sydney lockdown likely suits Big Ronny just fine.

“They may only shed once or twice during winter,” Ms Hughes said. “Humidity also assists with a snake’s shed, as it helps to moisturise the skin and makes it easier to peel off.”

While Big Ronny enjoys the VIP treatment at Wild Life Sydney Zoo, snakes in the wild shed almost as an inbuilt parasite* control.

“When snakes shed their scales, they are also shedding any nasty bacteria or parasites,” Ms Hughes said. “Snakes may also shed prior to mating, and most females will shed once they’ve laid eggs.”

While it is not possible to visit Big Ronny this World Snake Day, kids can always stop by the Wild Life Sydney Zoo online activity hub for super snake and other animal fun.

Maths

Chance – possible outcomes

unit
19

- 15 Draw a line to match each label with a place on the scale from 'Never' to 'Certain'.

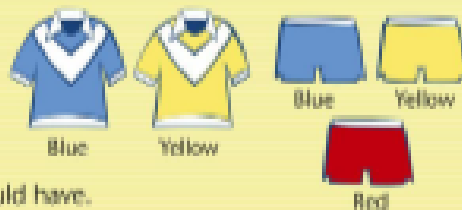
The school swimming carnival will be on a Monday.		Certain
We will have homework tonight.		Likely
A tossed coin lands on heads.		Equally likely
I'll get to school before my teacher.		Unlikely
A red bead is picked out of a bag of five different colours.		Never
A baby is born a boy.		

- 16 Throwing a double with two dice

- a Predict how many times it will take you to throw a double. _____
- b Roll two dice to find out how many times it does take. _____
- c Did everyone get the same result? _____
- d Colour the label that best describes the chance of throwing a double at first go.

CERTAIN	NEVER	UNLIKELY	PROBABLE
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- 17 The football team is about to get a new uniform. They have a choice of a blue top or a yellow top, and blue, red or yellow shorts.



Sketch how many different combinations of uniforms the team could have.