## Stage 3 Week 9 - Offline Learning Plan

## Home Learning Instructions:

Home Learning is provided for all of our students as optional work. It is not compulsory for students to complete all the work provided.
This booklet is for students who do not have access to online resources. Students with online access will be completing similar work.
Work has been provided for a variety of the Key Learning Areas.
Students do not need to 'turn in' or submit their work until they have been directed by their teacher. Classroom teachers will be able to monitor and view the students work without the need to submit or 'turn in'.

## Stage 3 Home Learning

## Home Learning Timetable:

This is a suggested timetable for students completing Home Online Learning. Please note that this is just a guideline and that it is not compulsory for students to complete everything on the timetable each day.

| Subject Area: | Suggested Duration |
| :--- | :--- |
| Literacy: <br> Reading, Comprehension, Spelling and Writing | 2 hours each day (Including 30 minutes reading) <br> (Morning) |
| Mathematics: <br> Number and Algebra \& Measurement and Geometry | 1.5 hours each day <br> (Midday) |
| Other Subjects: <br> Geography, Science, PDHPE \& CAPA (Creative Arts \& Performing Arts) | 40 minutes per subject <br> (Midday/Afternoon) |
| Homework: (Afternoon/Evening) <br> Homework procedures will remain the same. You will need to go to the homework folder in google classroom and <br> continue as per normal. Spelling words will be posted each week if required. |  |

## Literacy <br> Reading, Comprehension, Spelling and Writing



## Reading log <br> (Students may log into EPIC reading 9-4pm)

Students should read for at least 30 minutes a day. Please record reading in the log below.

| Book rime | Dote | Minues | Pages |  |
| :---: | :---: | :---: | :---: | :---: |
|  | ${ }_{180320}$ | 35 Sminues | ${ }^{13} \mathrm{sogeges}$ | Reoo wilh mum |
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## Music Players and Your Hearing - Editing

Do you now how much time you spend listening 2 music on your music device? Do you turn it up so loud that you cant here any outside noise. Well you may be doing

## Editing Task:

Rewrite the passage in the space provided below. There are 20 errors to correct.
(Highlight the errors you have corrected)

## Spelling

Complete a new activity from the grid below each day. Open a new slide or page to complete the activity. (Instructions on how to add a new slide are provide on page 3)

| Syllable Sort <br> Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. <br> Date: | Odd One Out <br> For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. <br> Date: $\qquad$ | Wacky Words <br> On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. <br> Date: $\qquad$ | Word Detective <br> Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. <br> Date: $\qquad$ | Digging in the Dictionary <br> Use a dictionary to find the definition and write a sentence for each of your spelling words. <br> Date: $\qquad$ |
| :---: | :---: | :---: | :---: | :---: |
| Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. <br> Date: $\qquad$ | Alliteration <br> Write a sentence for each of your spelling words using as much alliteration as possible. <br> Date: $\qquad$ | Sentence Smart <br> Write a sentence for each of your spelling words. <br> Date: $\qquad$ | Story Time <br> Write a story using as many of your spelling words as you can. Underline each of your spelling words. <br> Date: $\qquad$ | Sort Them Out <br> Sort the words on your spelling list into three different categories of your choice. <br> Date: $\qquad$ |
| Word Search <br> Create your own word search using all the words on your spelling list. <br> Date: $\qquad$ | Handwriting Hero Write out your spelling words in your very best cursive hand writing. <br> Date: $\qquad$ | Letter Lingo <br> Write a letter to a friend. Use as many spelling words in your letter as you can. <br> Date: $\qquad$ | Words Within Words Make a list of as many smaller words as you can find from your spelling list. <br> Date: $\qquad$ | Code Breaker Use the code guide to make a code for each of your spelling words. <br> Date: $\qquad$ |


| Week 9 Spelling Words |  |
| :---: | :---: |
| Year 5 | Year 6 |
| sacred | followed |
| special | brought |
| centre | holiday |
| breathe | wrong |
| community | lounge |
| believe | treasure |
| receive | umbrella |
| doesn't | universe |
| discovery | struggle |
| comparison | terrible |
| except | instead |
| interest | tomorrow |
| sincerely | furniture |
| drawer | fantastic |
| competition | mountain |

## Spelling Grid Activity - Week 9

Spelling Grid Chosen Activity 1
Spelling Grid Chosen Activity 2

## Spelling Grid Activity - Week 9

Spelling Grid Chosen Activity 3
Spelling Grid Chosen Activity 4

## Writing

Use the stimulus provided to complete the task


Write FIVE persuasive things you could say to prove it's not scary!


## Writing (Exxension)

Use the stimulus provided to complete the task

Brainstorm FIVE ideas FOR. (agreeing with the topic)


Brainstorm FIVE ideas AGAINST. (disagreeing with the topic)


## Writing

Use the stimulus provided to plan and write a persuasive text. (Instructions on how to add a new slide are provide on page 3)

## All Families Should Own a Pet



## Check List:

Before beginning:

- Plan your writing

Introduction:

- Sizzling start
- State your position

Argument 1-3:

- Point
- Evidence
- Example
- Link
- Strongest argument last, weakest in middle

Conclusion

- Ending with impact!
- Summarise arguments


## Persuasive Devices:

- High modality words
- Rhetorical Questions
- Emotive Language

Use the stimulus provided to plan and write a persuasive text. (Instructions on how to add a new slide are provide on page 3)

Write persuasive text here:

## Persuasive Devices:

- High modality words
- Rhetorical Questions
- Emotive Language

Use the stimulus provided to plan and write a persuasive text. (Instructions on how to add a new slide are provide on page 3)
(Continued)

## Mathematics

Number and Algebra \& Measurement and Geometry


# Mathematics 

Search different matific activities and complete them. Record activities below:

## Matific:

## Number and Algebra

Topics: Addition, Subtraction, Division, Multiplication, Patterns \& Inverse operations

| Inverse operations |  |  |  |
| :--- | :--- | :--- | :--- |
| Name of activity: | Date Completed: | Name of activity: | Date Completed: |
| 1. |  | 1. |  |
| 2. |  | 2. |  |
| 3. |  | 3. |  |
| 4. |  | 4. |  |
| 5. | 5. |  |  |
| 6. |  | 6. |  |
| 7. |  | 7. |  |
| 8. |  | 8. |  |




| Write two different <br> word problems <br> using addition where <br> the answer is 47 | In my pocket I have <br> \$36. What notes and <br> coins might I have? | What if you had to <br> use a calculator to <br> work out 2000-143 <br> and the zero button <br> was broken? How <br> could you do it? |
| :---: | :---: | :---: |
| Write down a list of <br> actions you would <br> take to calculate a <br> $25 \%$ discount off <br> $\$ 3000$ | Construct a monthly <br> budget where your <br> income is $\$ 20$ per <br> week. | List all of the mental <br> strategies you know <br> for addition and rate <br> them in order to <br> easiest to most <br> difficult |
| Addition is related to <br> subtraction. Explain <br> this statement | The answer is 4350. <br> Write 5 possible <br> subtraction word <br> problems. | Add the numbers 19 <br> and 33 using mental <br> computation. Explain <br> the different ways this <br> can be done. How <br> many ways can you <br> think of? |

## MULTIPLICATION AND DIVISION

[^0]| hoice board <br> Name: |  |  |
| :---: | :---: | :---: |
| Write a division problem that involves ducks and oranges. Don't forget to calculate the answer | Draw pictures to show $12 \times 7$ | If you already know that $7 \times 4$ is 28 , what else do you know or able to work out? |
| Brainstorm examples of everyday situations that require you to use multiplication and division | How is multiplication related to division? <br> Write an explanation appropriate for a younger child | The answer toa division question is 6. What might the question be? Write it as a number sentence and as a word problem |
| What could you add to 542 to make it divisible by 10 ? Divisible by 5 ? Divisible by 8 ? | Compare 3 different methods of solving a multiplication problem | _ _ _ divided by 7 = $\qquad$ <br> Explore what the missing numbers could be. Justify your responses |

## Science



## Adaptations Vocabulary

## Use the word bank to match the correct term with its definition.

An animal that eats both plants and animals
A group of related organisms with similar characteristics
An adaptation due to physical features

No longer in existence
A physical feature that helps to identify an organism $\qquad$
All of the conditions affecting an organism in a specific area $\qquad$
An animal that eats only animals $\qquad$
The place where an animal or plant lives $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
The process which enables organisms to adjust to their environment $\qquad$
A living thing
An adaptation due to internal or cellular features
An animal that eats only plants
Plants, animals and non-living features that interact in an environment

To change in response to a particular environment
An adaptation due to actions

## What is Adaptation?

The process which enables organisms to adjust to their environment in order to ensure survival.


| species | organism | environment | mutation |
| :---: | :---: | :---: | :---: |
| ecosystem | omnivore | structural | physiological |
| carnivore | herbivore | habitat | adapt |
| characteristic | adaptation | behavioural | extinct |

## Physical Adaptations - Polar Bears

Label some of the physical adaptations polar bears have developed in order to survive in their environment.


## Physical Adaptations - Sharks

Label some of the physical adaptations sharks have developed in order to survive in their environment.


## Science Activity Grid (Additional)

Go on a nature hunt. Find an object from nature and draw an 'up close' diagram of the object

Document and/or draw the moon for 7 days. Note the changes each day.

Create a rollercoaster using found objects and either a ball or marble. Use straws, cardboard or other items to make a track.

What factors affect the movement of objects? Investigate the use forces (pushes/pulls) to make objects move.

Place ice cubes in three bowls. Place one bowl in the sun, one in the dark and one with the ice cubes wrapped in paper towel. Note which bowl melts first.

Observe the effect of changing the variables on movement such as, surface it moves on (rough or smooth), strength of force used.

Design a method of transportation that uses wind or sun power. Draw your design and label the parts.

Research the Solar System. Use books or online sources to find out facts for each planet.

Complete one or more of the experiments from the following website: http://www.sciencefun. org/kidszone/experimen ts/

Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Show your sketch to a family member for feedback.

Try to create a model of your previous wind or sun power design.

Ask someone to create an outline of your body on paper or in chalk. Try to draw your skeleton and organs inside the outline. Check online or using a reference book to see if you were correct!

## Geography

Student to complete 2 activities each week during week 9-11

Geography

## Geography Activity Grid

| Try and draw a map of your neighbourhood from memory. Include all the interesting locations or features. (See Activity 1) | Use an atlas or Google Earth to locate your suburb/town where you live. Try and find your street. | Try and list all the interesting locations in your area. Include beaches, parks, or other special places. (See Activity 2 ) | Create a map for your own perfect island. Include areas that might be important to the community. Include housing, schools, business etc. (Activity 3) |
| :---: | :---: | :---: | :---: |
| Create a travel poster for visiting Sydney. Make sure you include features that are nearby to Matraville. (Activity 4) | Investigate the flag of Australia and what it means. Draw the flag. Investigate and draw a flag from another country. <br> (Activity 5) | Create a postcard to send to a friend. <br> Decorate one side with features and/or monuments from Australia. (Activity 6) | Keep a journal of the weather each day. Note the changes throughout the day and time. Compare the weather as the seasons change. (Activity 7) |
| Create your own treasure map. Make sure you provide instructions for those who need to seek the treasure. (Activity 8) | Using the map provided. Locate your state and colour this in. Locate Sydney and label on the map. Try and label any other towns or states. (Activity 9) | Draw a map of your home. Include all the rooms and furniture. (Activity 10) | Compare the climate Australia with another country in the world. What are the differences? What are the similarities? |

ACTVITY 1: Try and draw a map of your neighbourhood from memory.

Activity 2.
Try and list all the interesting locations in your area. Include beaches, parks, or other special places.
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ACTVVITY 4: Create a travel poster for visiting Sydney.

ACTVVITY 5: Investigate the flag of Australia and what it means. Draw the flag. Investigate and draw a flag from another country.

ACTVITY 6: Create a postcard to send to a friend.


ACTVVITY 4: Create a travel poster for visiting Sydney.

ACTVITY 7: Keep a journal of the weather each day.

## Monday

## TUESDAY

## WEDNESDAY

## THURSDAY

FRIDAY

| ACTVTY 8: | Create | your own treasure map. |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
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| ACTVITY 1O: Draw | a map | bf your home. |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
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## PDHPE

Activities to be completed in weeks 9-11

## PDHPE

Stay healthy and activity by completing some of the tasks below. How many can you tick off?


## CAPA

Student to complete 2 activities each week during week 9-11


## CAPA Activity Grid (Week 9-11)

Make up your own dance or song. Perform for your family.
If you have any instruments at
home, make sure you
practise! OR try to make your
own
https://www.learningliftoff.co
m/make-homemade-music- $\mathrm{m} /$ make-homemade-music-with-these-6-diy-instruments/

Draw a portrait of someone in your family. It could even be your pet! (Artwork 1)

With a member of your family, try to mime an action and see if they can guess what you are doing.

Using objects from around your home or from nature, create a still life scene that you can draw. (Artwork 3)

Participate in a GoNoodle dance activity that you enjoy.

Draw a picture of your local park. Add some interesting activities that you would like to see there. (Artwork 2)

Write a short play to help people understand our school values; Respect, Responsibility, Learning and Safety. (Drama 2)

Re-write the story of The Three Little Pigs so that it is a modern version. Create a script that you could perform with your family. (Drama 1)

Play your favourite song and try to make up a dance to match the mood and temp of the song.


ARTWORK 1: Draw a portrait of someone in your family.

ARTWORK 2: Draw a picture of your local park.
 can draw.

DRAMA 1: Re-write the story of The Three Little Pigs

DRAMA 2; write a short play to help people understand our school values.


[^0]:    Multiplication and Division Choice Board Working out space!

