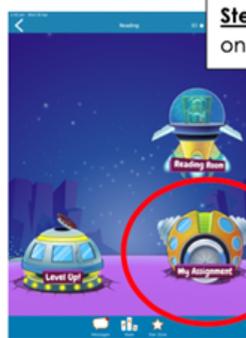


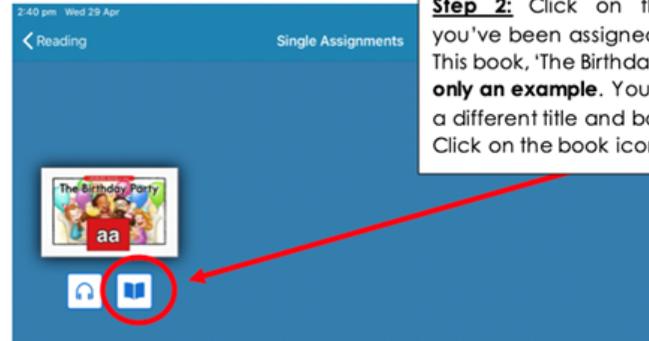
Good morning everyone! These are the activities for Tuesday 26th of May, 2020

<p>Reading & Viewing</p> <p>Time Guideline: 45 minutes</p>	<p>Guiding Question: How do I group words together in meaningful chunks to improve my fluency?</p> <p>Success Criteria: Practice reading groups of words together. Identify meaningful chunks such as noun groups, prepositional phrases. Read at a steady pace. Continue to pause at punctuation marks.</p> <p>Lesson: Watch this video on about phrasing: https://vimeo.com/414878447</p> <p>We want you to pay attention to how the teacher is showing you how to read fluently by grouping words together in meaningful chunks. Also, see if you can notice the change in the teacher's voice when they get to the end of a sentence.</p> <p>Student Activity: You'll be recording yourself reading on RAZ Kids today. Remember, our reading focus is to build our reading fluency by grouping words together in meaningful chunks. Use the Raz Kids Guide to help you. Make sure you follow all steps! Step 5 is very important.</p> <p>Reflection: What group of words did you chunk together, to improve your fluency? What do you think you'll need to improve on?</p>	<p>Feedback Required?</p> <p><u>With a device:</u> Write 'Complete' to let your teacher know you have recorded yourself on RAZ Kids.</p> <p><u>Without a device:</u> If you don't have access to a device, record your reflection in your workbook.</p>
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Using Raz Kids App



Step 1: Login in to RAZ Kids and click on 'My Assignment'



Step 2: Click on the book you've been assigned to. This book, 'The Birthday Party' is **only an example**. You will have a different title and book. Click on the book icon.

Step 3: Click on the microphone icon to **start recording** and **start reading out loud**.



Step 4: Once you have finished reading, you **must click on the stop button**. This lets your iPad know that you have finished reading.



Step 5: It's very important to do this last step! Please press on the upload button once you have finished!



The birthday party.



The birthday party.

Maths:

Time Guideline:
45 minutes

Guiding Question:

How can I show my knowledge and skills in Addition?

Success Criteria:

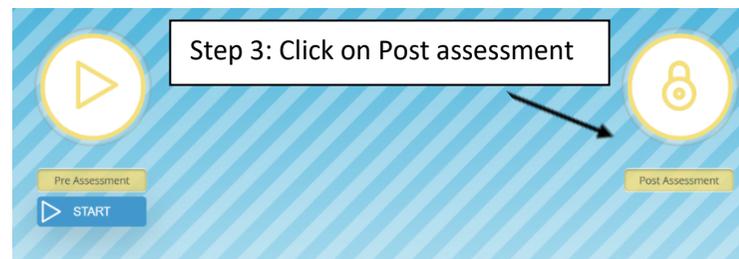
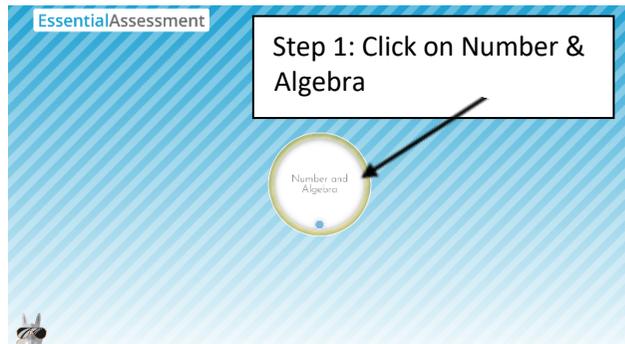
Log in to my Addition post-test using the steps given to me.
Work independently with no help from my family members.
Read the questions carefully.
Use the strategies I know, to solve the Addition problems given to me.
Review my test and my growth in Addition.

Warm up game (optional):

Make 30:

<https://www.youtube.com/watch?v=rV-JdLSVYw0&feature=share&fbclid=IwAR1ivkgnBleMjWTw-TNmdPvcZO6pof5JzFHOrFIe4swt4IQILN7FuZBYgqo>

Lesson / Student Activity:



Reflection:

Which areas have you improved in? Which areas do you still need to focus on?

Feedback Required?

With a device:

If you have access to ClassDojo, submit a screenshot of your results screen to your portfolio.

Without a device:

If you are receiving a hard copy pack, you will receive a copy of your post-test in this pack. Please complete, and either upload photos to your teacher, or hand it into the office at school.

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: How do I persuade my reader to believe my point of view?</p> <p>Success Criteria: Form an opinion Plan three reasons and supporting examples Use persuasive techniques Use high modality words Use paragraphs Edit and revise my work Write in a given time limit</p> <p>Student Activity: Today you are going to write a persuasive piece of writing independently. Your teacher wants to see how much you have learnt!</p> <p>You are going to set a timer to help you know how much time you should spend writing.</p> <p>Look at the prompt on the next page, use the pictures to help you with your planning.</p> <p>Set a timer for 10 minutes. Spend that time brainstorming in your book, planning your reasons and examples.</p> <p>Set a timer for 30 minutes, and write as much as you can in that time. Write this on a new page in your book.</p> <p>Set a timer for 10 minutes and edit your work.</p> <p>Reflection: Have somebody in your household read your work. Were they persuaded? What did they think was your strongest reason?</p>	<p>Feedback Required?</p> <p><u>With a device:</u> If you have access to ClassDojo, take a photo of the work you have done and upload it to your Writing Folder.</p> <p><u>Without a device:</u> If you do not have access to ClassDojo, just keep your work in your book.</p>
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Junk food – Should it be banned at school?

What do you think about this idea? Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



<p>Social and Emotional Learning</p> <p>Time Guideline: 30 mins</p>	<p>Guiding Question: How can I show inclusivity?</p> <p>Success Criteria: Explain what inclusivity is. Know how to be kind. Do something nice for someone and know it is a kind gesture. Know that by doing something kind I am being inclusive.</p> <p>Lesson: This week we will look at a different school value and ask you to choose a different activity to complete.</p> <p>We've had a look at Empathy as one of our school values. Now we are going to look at Inclusivity. Inclusivity is all about accepting everyone and making sure everyone feels included. It's also about making sure everyone gets the same chance at doing something – whether that be a game or a task in the classroom, everyone is included and treated fairly.</p> <p>It may seem hard to be inclusive while we are stuck indoors, but when we complete acts of kindness, we are showing someone that we want them to feel included in some way. We want to make sure they are not alone, that they are important and that someone is thinking of them.</p> <p>When you are kind, you are inclusive and empathetic. Today we will be using the Kindness Grid again, that is on the next page. It is the same one on our Westgrove Dojo Page. When you choose your activity today, have a think about how that might make someone feel included. For example: Number 13 - Help prepare a meal for your family – you could make sure that everyone in the house had a chance to help prepare the meal– this way you were all included.</p> <p>Student Activity:</p> <ol style="list-style-type: none"> 1. Select one of the Acts of Kindness activities. (on the next page) 2. Follow the instructions in the box you have chosen. 3. Shade the box in after you have completed the activity. 4. Then using the Acts of Kindness Reflection sheet below, reflect on how completing your chosen activity today made you feel. <p>Challenge yourself to complete one activity from the chart each day. But don't tell anyone in advance. It's nice to get surprised by other people's kindness. You do not need to do the reflection sheet for any other days. Just today.</p> <p>Reflection: How did it make you feel to complete a different activity today? Can you identify how being kind would make someone feel included? Will this make you change the way you do things at school?</p>	<p>Feedback Required?</p> <p><u>With a device:</u> Complete the reflection sheet and upload it to ClassDojo.</p> <p><u>Without a device:</u> Complete the Reflection sheet and glue into your book.</p>
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ACTS OF KINDNESS GRID

Social and Emotional Activities - Acts of Kindness. Choose whichever one or two you wish to do for an activity.

1 Write a "thank you" note to a health care worker.	2 Draw a picture of a friend that you miss and save it for them.	3 Send your teacher an email to just say hello.	4 Play a game with a family member.	5 Spend time outside and collect objects then make a collage.	6 Draw a self portrait and write down 5 things that you really like about yourself!	7 Call a family member on the phone or have a video chat.
8 Write down a positive message about everyone in your family.	9 Do something nice for someone in your house. Random act of kindness!	10 Thank your family and tell them why you love them.	11 Write a positive message on a poster and put in your front window to make other people feel good.	12 Tie balloons on your letterbox to bring a smile to someone's face for the day.	13 Help prepare a meal for your family.	14 Clean your bedroom or a space in your house without being asked.
15 Teach a family member something which you are good at. Ask them to teach you something too!	16 Pay a compliment to someone in your household.	17 Share your favourite song with a family member and ask them to share their favourite with you.	18 Create a vision board of some things you and your family would like to do in the future.	19 Set up a fun family movie night and allow one of your family members to pick the movie.	20 Ring a friend to say hello.	21 Conduct a family game afternoon and play Scrabble or Monopoly.
22 Make a photo collage by choosing your favourite family photos, frame it and give it to a family member.	23 Feel motivated! Set some goals you want to achieve and set up a strategy to achieve them!	24 Write down a list of three things which you are grateful for.	25 Set the table ready for dinner. Maybe include some flowers from the garden or a picture you drew.	26 Make a thank you card for your parents who are helping you with your learning.	27 Tell someone a joke or make up a joke and share it with a friend.	28 Help your family tidy up your garden.

Good morning everyone! These are the activities for Wednesday 27th of May, 2020.

Acts of Kindness Reflection Sheet

What Act of Kindness did you perform and who was it for?

How did you feel when you did this?

What reaction did the other person give you?

How did this make you feel?

Draw a picture of your act of kindness!

Reading & Viewing

Time Guideline:

45 minutes

Guiding Question:

What is the purpose of this letter?

Success Criteria:

Read the letter

Identify the author's audience

Identify the author's purpose

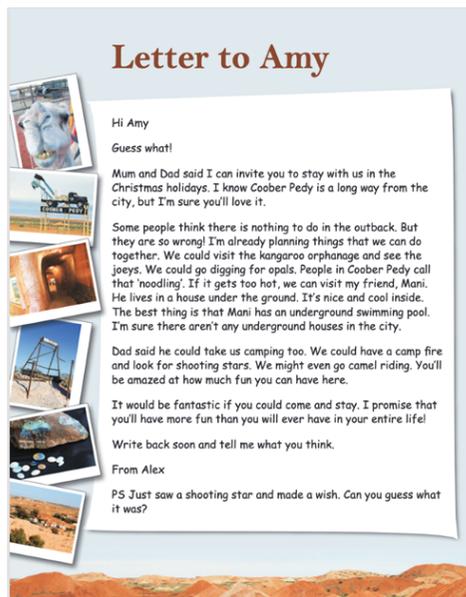
Understand that the author may have more than one purpose.

Lesson:

There are different ways to persuade people, and different texts to do so. This is an example of a persuasive text but it is in the structure of a letter. Let's read to understand what the author is talking about and what the main idea is.

If you have connection to a device, watch this video: <https://youtu.be/cWDQmQPeg98> to hear the video being read to you.

Otherwise, you can read it here:



Dear Amy,

Guess what!

Mum and Dad said I can invite you to stay with us in Christmas holidays. I know Coober Pedy is a long way from the city, but I'm sure you'll love it.

Some people think there is nothing to do in the outback. But they are so wrong! I'm already planning things that we can do together. We could visit the kangaroo orphanage and see the joeys. We could go digging for opals. People in Coober Pedy call that 'noodling'. If it gets too hot, we can visit my friend, Mani. He lives in a house under the ground. It's nice and cool inside. The best thing is that Mani has an underground swimming pool. I'm sure there aren't any underground houses in the city.

Dad said he could take us camping too. We could have a camp fire and look for shooting stars. We might even go camel riding. You'll be amazed at how much fun you can have here.

It would be fantastic if you could come and stay. I promise that you'll have more fun than ever have in your entire life!

Write back soon and tell me what you think.

Feedback Required?

With a device:

Take a photo of your responses to the questions and upload it to ClassDojo.

Without a device:

Write your responses to the questions in your book.

Student Activity:

First:

Answer the questions and record it in your book.
Upload a photo of your work to ClassDojo if you have a device.

Question: Who is the author writing to?

Response: The author is writing to _____

Question: Why did the author write this letter? What is it about?

Response: The author wrote this letter because _____

Second:

- Set a timer for 30 minutes
- Read out loud for the first 5 minutes
- Read in your head for the remaining 25 minutes
- Remember to practise your fluency goal of phrasing – don't forget to keep going with pausing as well.

Reflection: Think about a time you have written a letter, what was the purpose of the letter? Why did you write it and who was it for?

Maths:

Time Guideline:
45 minutes

Guiding Question:

How can I demonstrate my understanding of subtraction?

Success Criteria:

- Write words I know that describe subtraction.
- Draw pictures of my understanding of subtraction.
- Write examples of subtraction number sentences.
- Write a worded problem that is solved using subtraction.
- Connect with another student's understanding of subtraction.

Warm up game (optional):

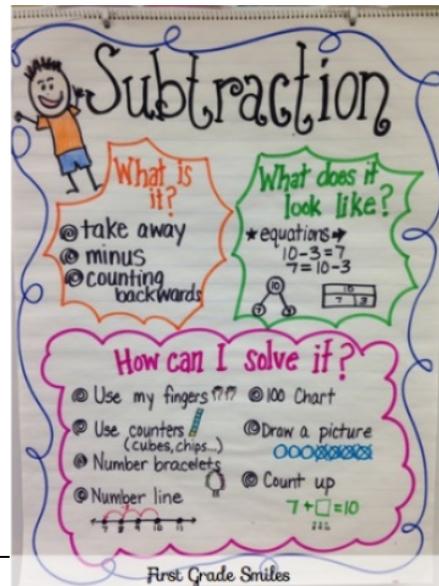
Counters in a cup:

https://www.youtube.com/watch?time_continue=302&v=2p982pl8_SM&feature=emb_logo

Lesson / Student Activity:

Today you are going to be creating a poster that displays your understanding of what subtraction is. You can include anything you like. You might like to include, words, pictures, number sentences or worded problems. We would love for you to use your creativity! Below are some examples. We don't want you to copy, but you might get some ideas from them.

Examples:



Feedback Required?

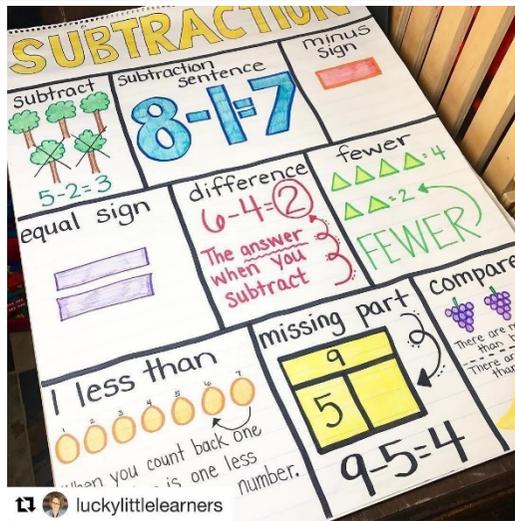
With a device:

Take a photo of your poster and upload it to your portfolio on ClassDojo. We would also like you to upload a photo of your poster to this Padlet page so other students can view your poster.

https://padlet.com/jesse_langdon/jnqi0p18hp6q5cw/

Without a device:

Create a poster and keep it in your exercise book.



Optional:

You might like to use the graphical organiser below on the next page to help you.

<p><u>Words I know that describe subtraction</u></p>	<p><u>Pictures that show my understanding of subtraction</u></p>
<p><u>Subtraction worded problem</u></p>	<p><u>Subtraction number sentences</u></p>

Reflection:

Upload your poster to the Padlet page. I would like you to look at some of the other Year 3 posters. Please leave a comment on someone's poster explaining what you may have learned from it, or didn't think of before.

Words I know that describe subtraction

Pictures that show my understanding of subtraction

Subtraction worded problem

Subtraction number sentences

Writing**Time Guideline:**
50 minutes**Guiding Question:**

How can I write a letter to persuade someone?

Success Criteria:

Select a topic you feel passionate about.
Brainstorm your reasons and examples.
Identify who you are going to write to.

Lesson:

Mrs Richardson wants to know what you think about our school canteen. She wants to know what you would like to change about it.

There are lots of things you might like to think about:

- The opening hours
- The prices
- Special Lunch days
- Students should work in the canteen
- No Junk food
- More lollies
- Year 3s should be served first

Student Activity:

Write the topic "Canteen" in the middle of your page. Brainstorm 5 or more things you might like to change about our canteen. Have a look at Mrs. West's model brainstorm. Now come up with your own ideas about possible changes to the canteen.

Look at Mrs West's example on the next page to help you.

We are going to spend this week writing a letter to Mrs Richardson about the changes we would like to see.

Here is the price list in case you need reminding of what is sold in our canteen.

Once you have done your brainstorm, select one topic you would like to write about. Think about some reasons and examples you could include. To do this you will now brainstorm or list the reasons and examples. Mrs West has shown you how she did hers.

Feedback Required?With a device:

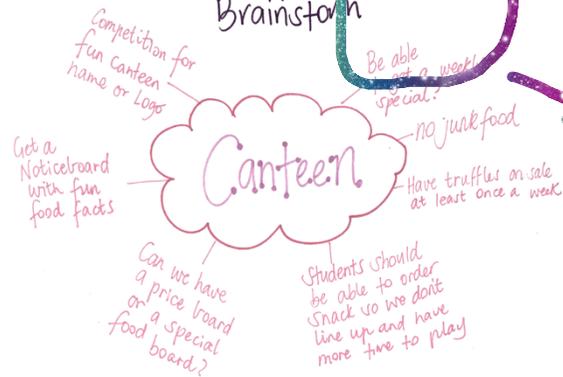
Take a photo of your letter to Mrs Richardson and upload it to your portfolio on ClassDojo.

Without a device:

Write your letter to Mrs Richardson in your book.

I've chosen my best idea from my brainstorm and that is that I would like our canteen to have a weekly special.

Persuasive letter to Mrs Richardson
Brainstorm



Now I've brainstormed my reasons and examples to make writing my letter easier later in the week.

Now I have chosen my topic from my brainstorm, I need to write reasons and examples.



Optional:

If you do not want to write about our canteen, that is ok. We will spend the week writing a letter to someone to persuade them to make a change. What would you like to see changed? Who should you write a letter to?

Reflection:

Look at your opinion and reasons. Have you used high modality words? If not, go back and add them in.

Good morning everyone! These are the activities for Thursday 28th of May, 2020.

WESTGROVE PRIMARY SCHOOL
CANTEEN PRICE LIST
February 2020



☑ - EVERYDAY HEALTHY FOOD ITEMS ☹ - SELECT CAREFULLY
H - HALAL GF - GLUTEN FREE
V - VEGETARIAN

LUNCH PACKS			
HOT DOG SPECIAL- Hot dog - flavoured milk - Icy Twist	☑		\$6.00
CHICKEN SURPRISE - Chicken burger – JJ's - Juice	☑		\$6.00

SANDWICHES		s/w	Roll/ Wrap
Roast chicken	☑	\$3.00	\$3.50
Tuna	☑	\$3.00	\$3.50
Ham	☑	\$3.00	\$3.50
Salad	☑ V	\$5.00	\$5.50
Chicken & salad	☑	\$5.50	\$6.00
Ham & salad	☑	\$5.50	\$6.00
Cheese & tomato	☑ V	\$3.00	\$3.50
Cheese	☑ V	\$3.00	\$3.50
Tomato	☑ V	\$3.00	\$3.50
Cheese & vegemite	☑ V	\$3.00	\$3.50
Vegemite or jam	☑ V	\$3.00	\$3.50
Extra lettuce, cheese etc		\$.50	\$.50
Carrot sticks	☑ V	\$.70	\$.70

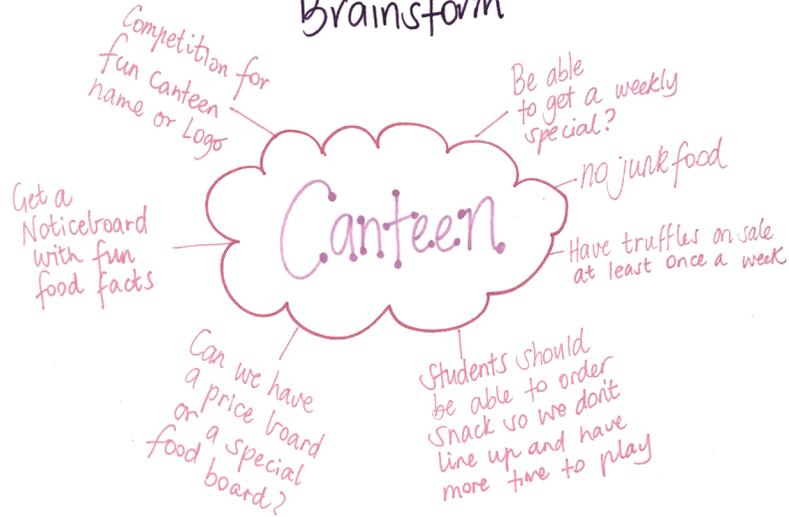
SNACKS			
Corntos	☹		\$1.00
Popcorn Butter	☹	GF	\$1.00
Popcorn cheese	☹		\$1.00
JJs	☹		\$1.00
De lites -salt & vinegar	☹	GF	\$1.00
Jols 9 fruit lollies	☹		\$.60
Grain waves-sour cream & chives	☹		\$1.00
Honey soy chicken chips	☹		\$1.00
Plain chips	☹		\$1.00
Seasonal fruit	☑		\$.50
Jelly cup	☹	GF	\$.50

HOT FOOD			
Pasta spirals	☑		\$3.40
Macaroni cheese	☑ V		\$3.40
Hawaiian pizza	☑		\$3.20
Margarita pizza	☑ V		\$3.20
Chicken burger with lettuce & mayo	☑		\$3.80
Hot dog with sauce	☹		\$3.60
Lite party pie	☹		\$1.20
Sausage roll	☹		\$3.30
Traveller pie	☹		\$3.40
Halal pie	☹ H		\$3.80
Chicken wedges	☹ H		\$1.00
Steamed dim sims	☹ H		\$1.00
Noodle cup	☹ H		\$2.70
Sauce			\$.50

DRINKS			
100% Fruit Juice (200ml) Orange, Apple, Paradise Punch or Apple/Blackcurrant	☑		\$1.80
Oak Flavoured Milk chocolate or strawberry	☑		\$2.20
Banana Up & Go	☑		\$2.20

FROZEN ICES			
Paddle Pop	☑		\$1.70
Paddle Pop Cup	☑		\$2.00
Icy Twist	☹		\$1.20
Mini Calippo	☹		\$1.20
Zooper Dooper	☹		\$.60
Frozen yoghurt	☑		\$1.10

Persuasive letter to Mrs Richardson Brainstorm



Now I have chosen my topic from my brainstorm, I need to write reasons and examples.

My idea

I strongly feel that the canteen should have weekly specials

My reasons

I go to canteen once a week, I look forward to specials!

I want to save my pocket money for the weekly special.

Leanne could advertise it so it makes lots of money for our school.

My examples

I would hate to buy the same old food all the time.

I work hard doing jobs for my parents to be able to buy my own food each week as a treat!

Each week kids could draw on a board to promote the special on Facebook too for our parents.

Please label your child's lunch order with their name, grade and room number on a large lunch bag.
(Lunch Bags are available for an additional 40 cents)

Please try to give the correct money, as we cannot accept responsibility for any lost change.

CREDIT IS NOT AVAILABLE AT THE CANTEEN

Good morning everyone! These are the activities for Thursday 28th of May, 2020.

Reading & Viewing

Time Guideline:

45 minutes

Guiding Question:

How do authors use reasons and examples to persuade the reader?

Success Criteria:

Identify the reasons.

Identify the examples.

Reflect on which argument was the most persuasive.

Lesson:

There are different ways to persuade people, and different texts to do so. This is an example of a persuasive text but it is in the structure of a letter. Let's read to understand what the author is talking about and what the main idea is.

If you have connection to a device, watch this video: <https://youtu.be/cWDQmQPeg98> to hear the video being read to you.

Otherwise, you can read it here:



Letter to Amy

Hi Amy
Guess what!

Mum and Dad said I can invite you to stay with us in the Christmas holidays. I know Coober Pedy is a long way from the city, but I'm sure you'll love it.

Some people think there is nothing to do in the outback. But they are so wrong! I'm already planning things that we can do together. We could visit the kangaroo orphanage and see the joeys. We could go digging for opals. People in Coober Pedy call that 'noodling'. If it gets too hot, we can visit my friend, Mani. He lives in a house under the ground. It's nice and cool inside. The best thing is that Mani has an underground swimming pool. I'm sure there aren't any underground houses in the city.

Dad said he could take us camping too. We could have a camp fire and look for shooting stars. We might even go camel riding. You'll be amazed at how much fun you can have here.

It would be fantastic if you could come and stay. I promise that you'll have more fun than you will ever have in your entire life!

Write back soon and tell me what you think.

From Alex

PS Just saw a shooting star and made a wish. Can you guess what it was?

Dear Amy,

Guess what!

Mum and Dad said I can invite you to stay with us in Christmas holidays. I know Coober Pedy is a long way from the city, but I'm sure you'll love it.

Some people think there is nothing to do in the outback. But they are so wrong! I'm already planning things that we can do together. We could visit the kangaroo orphanage and see the joeys. We could go digging for opals. People in Coober Pedy call that 'noodling'. If it gets too hot, we can visit my friend, Mani. He lives in a house under the ground. It's nice and cool inside. The best thing is that Mani has an underground swimming pool. I'm sure there aren't any underground houses in the city.

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It would be fantastic if you could come and stay. I promise that you'll have more fun than ever have in your entire life!

Write back soon and tell me what you think.

From Alex

PS Just saw a shooting star and made a wish. Can you guess what it was?

Feedback Required?

With a device:

Take a photo of your responses to the questions and upload it to ClassDojo.

Without a device:

Write your responses to the questions in your book.

Good morning everyone! These are the activities for Thursday 28th of May, 2020.

Student Activity:

First:

Answer the questions and record it in your book.

Upload a photo of your work to ClassDojo if you have a device.

The author, Alex, is trying to persuade his friend Amy, to stay with him and his family in Coober Pedy over the Christmas holidays.

Question: What is the first reason why Amy should go to Coober Pedy?

Response: The first reason why Amy should go to Coober Pedy is because _____

Question: What are the supporting examples to match this reason?

Response: The supporting examples why there are so many things to do in outback are:

-
-
-

Question: What is another of the reason why Amy should go to Coober Pedy?

Response: The first reason why Amy should go to Coober Pedy is because _____

Question: What are the supporting examples to match this reason?

Response: The supporting examples why there are so many things to do in outback are:

-
-
-

Second:

-Set a timer for 30 minutes

-Read out loud for the first 5 minutes

-Read in your head for the remaining 25 minutes

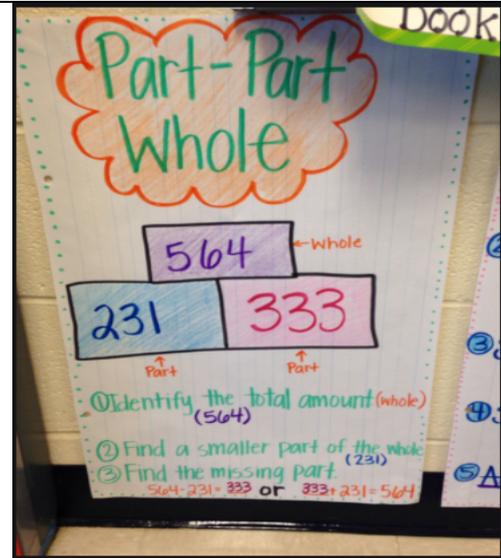
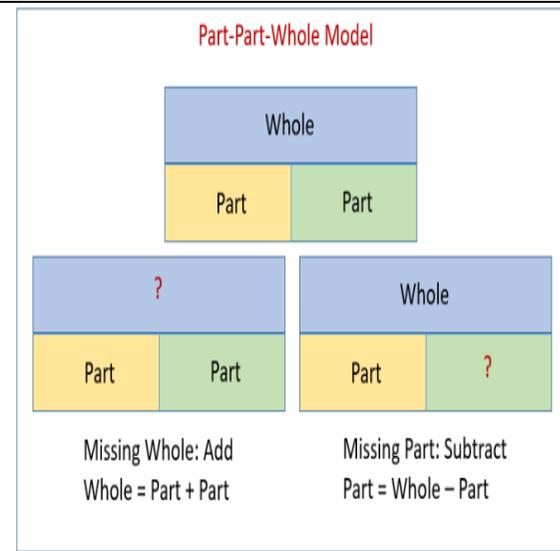
-Remember to practise your fluency goal of phrasing – don't forget to keep going with pausing as well.

Reflection: Have you grouped words together to sound more fluent like an experienced reader? Practise in front of a family member and ask for their opinion.

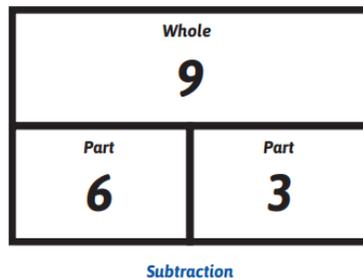
Good morning everyone! These are the activities for Thursday 28th of May, 2020.

<p>Maths:</p> <p>Time Guideline: 45 minutes</p>	<p>Guiding Question: How do I use part / part / whole to solve subtraction number sentences?</p> <p>Success Criteria: Subtraction can be modelled in different ways Use the part-part-whole model to solve subtraction questions Understand the relationship between addition and subtraction. Identify what part of the model I need to work out.</p> <p>Warm up game (optional): (https://www.youtube.com/watch?v=1VrX5n-OHmE&feature=share&fbclid=IwAR0Bh0eseLYHUc38eEvQT-JsbnAtRd927wTBTDw5gh0fAa6bp9QUo18Ort4) (If you haven't played this game before) Here is an optional warm-up activity called From Here to There, where you can practice your mental addition or subtraction strategies.</p> <p>Lesson / Student Activity:</p> <p>Yesterday we brainstormed the vocabulary of subtraction and demonstrated our understanding of subtraction using a poster or a graphic organiser. Today we are going to look at the how to use Part / Part/ Whole strategy to create and solve subtraction number sentences.</p> <p>First, let's watch this video that explains the Part/ Part/ Whole concept so you can have a clearer understanding of what it means. https://www.youtube.com/watch?v=vzeeaxLQDKE</p>	<p>Feedback Required?</p> <p><u>With a device:</u> Upload a photo of your completed work to ClassDojo.</p> <p><u>Without a device:</u> Complete your work in your exercise book.</p>
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Good morning everyone! These are the activities for Thursday 28th of May, 2020.



Example:



Let's look at this part / part/ whole organiser.

Step 1: I need to identify the total amount, which is 9 (whole). When we subtract, we always start with the 'Whole' or the bigger number.

Step 2: We then find a smaller part of the whole, which is 6.

Step 3: We subtract using Whole- Part=Part, $9-6=3$, or alternatively we can rewrite the subtraction sentence this way: $9-3=6$.

Did you notice the connection between the Part / Part / Whole strategy and the Fact Family Triangle?

Good morning everyone! These are the activities for Thursday 28th of May, 2020.

Find the missing numbers:

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Good morning everyone! These are the activities for Thursday 28th of May, 2020.

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: How can I write a letter to persuade someone?</p> <p>Success Criteria: Identify the features of a letter. Use a template to plan my letter with my reasons and examples.</p> <p>Lesson: In reading, we looked at a letter from Alex, persuading Amy to come to Coober Pedy.</p> <p>Student Activity:</p> <p>We are now going to plan our own letter. Look at the template on the next page. We are going to write a letter like this.</p> <p>Use your brainstorm from yesterday to <u>plan</u> your writing. You will need:</p> <ul style="list-style-type: none">- The date- Who the letter is to- Your opinion- Your three reasons and examples (sorted into three paragraphs)- Call to action (what you would like them to do)- Who the letter is from- <p>This is not your draft. Short simple sentences or dot points are enough today to transfer your information across from your brainstorm.</p> <p>Reflection: Tomorrow you will use your plan to draft your letter. Is there anything else you need in your plan to help you? Are you ready to write a draft of your letter?</p>	<p>Feedback Required?</p> <p><u>With a device:</u> Upload a photo of your completed plan for your letter to ClassDojo.</p> <p><u>Without a device:</u> Complete your plan for your letter in your exercise book.</p>
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Good morning everyone! These are the activities for Thursday 28th of May, 2020.

Letter to Amy

Hi Amy

Guess what!

Mum and Dad said I can invite you to stay with us in the Christmas holidays. I know Coober Pedy is a long way from the city, but I'm sure you'll love it.

Some people think there is nothing to do in the outback. But they are so wrong! I'm already planning things that we can do together. We could visit the kangaroo orphanage and see the joeys. We could go digging for opals. People in Coober Pedy call that 'noodling'. If it gets too hot, we can visit my friend, Mani. He lives in a house under the ground. It's nice and cool inside. The best thing is that Mani has an underground swimming pool. I'm sure there aren't any underground houses in the city.

Dad said he could take us camping too. We could have a camp fire and look for shooting stars. We might even go camel riding. You'll be amazed at how much fun you can have here.

It would be fantastic if you could come and stay. I promise that you'll have more fun than you will ever have in your entire life!

Write back soon and tell me what you think.

From Alex

PS Just saw a shooting star and made a wish. Can you guess what it was?

Read the letter and find the following:

- Circle who the letter is to
- Put a box around who the letter is from
- Highlight the paragraphs in different colours
- Underline a "call to action" or what the writer wants the reader to do

Good morning everyone! These are the activities for Thursday 28th of May, 2020.

To: Mrs Richardson

Greeting:

Opinion:

Reason 1:

Reason 2:

Reason 3:

Call to action:

From:

<p>Reading & Viewing</p> <p><u>Time Guideline:</u> 45 minutes</p>	<p>Guiding Question: What is the purpose of this letter and what reasons and examples did the writer give to persuade the reader?</p> <p>Success Criteria: Identify the author's audience. Identify the author's purpose. Understand that the author may have more than one purpose. Identify the reasons. Identify the examples. Reflect on which argument was the most persuasive.</p> <p>Lesson: Today we are going to look at a new letter and once again we will identify the author's purpose. We will also look at the reasons and examples the author gave. Let's read to understand what the author is talking about and what the main idea is. If you have connection to a device, click here https://youtu.be/HLVEaMqHI9Y to listen to the video of the letter being read to you.</p> <p>Hi Simmy Did you see that show about polar bears on TV last night? It said global warming is putting the bears in danger!</p> <p>Polar bears need ice floes in the Arctic to get to their food, and to get from their hunting grounds to where they make dens. But the ice is melting earlier in the summer and freezing later in the winter. The bears have less ice when they need it most. If this continues, polar bears could become extinct by the end of this century.</p> <p>If I ever have kids, I want them to be able to see real polar bears, not just old TV shows about them. People always seem to destroy the things they care about, don't you think? Will we ever learn? But it's not too late. Simmy, we've got to do something urgently, or there will be no polar bears left ...</p>	<p>Feedback Required?</p> <p><u>With a device:</u> Upload a photo to ClassDojo of your work.</p> <p><u>Without a device:</u> Record your response in your book.</p>
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Student Activity:

First:

Answer these questions and record it in your book.

Question: Who is the author writing to?

Response: The author is writing to _____

Question: Why did the author write this letter? What is it about?

Response: The author wrote this letter because _____

Upload a photo of your work to ClassDojo if you have a device.

Second:

With a device:

- Take a screen shot of the letter and box the reason and underline the examples.

Do you remember this example?

- **Box** the reason

- **Underline** the examples (evidence)

For one thing, pigs **hate** to march. They prefer to snuffle, which is kind of like walking with your nose. Snuffling is fine when trying to find leftover apple skins and acorns around the barnyard. But snuffling is simply an inappropriate way to conduct yourself along a parade route.

-Upload a picture of your work to class dojo.

Without a device:

In your book:

- Read the text

- Record the reasons and examples in your book.

Third:

-Set a timer for 30 minutes

-Read out loud for the first 5 minutes

-Remember to practise your fluency goal of phrasing – don't forget to keep going with pausing as well.

-If you notice a persuasive device use in your text, record it like you would in your reader's notebook.

Reflection:

What do you think was the most persuasive argument in the letter? Why? Can you share with someone in your house?

Maths:

Time Guideline:
45 minutes

Guiding Question:

How do I use part / part / whole to solve subtraction problems?

Success Criteria:

Subtraction can be modelled in different ways.
Use the part-part-whole model to solve subtraction questions.
Understand the relationship between addition and subtraction.
Identify what part of the model I need to work out.

Disposition

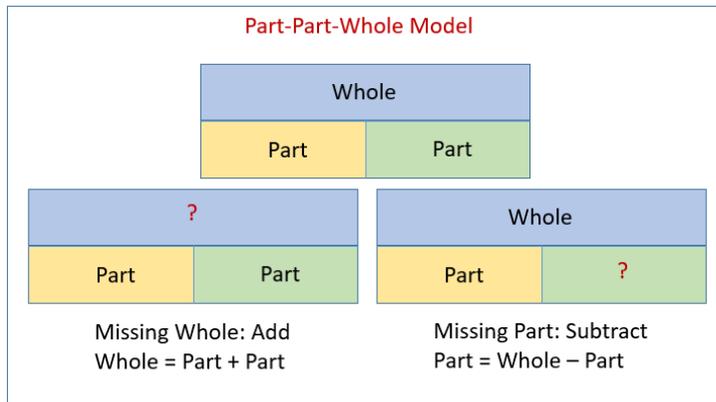
Identify more than one possible solution.
Strategies to solve problems.

Warm up game (optional):

Here is an optional game called Counters in a Cup that involves subtraction concept for you to explore.
(https://www.youtube.com/watch?time_continue=302&v=2p982pl8_SM&feature=emb_logo)

Introduction to Lesson:

Yesterday we looked at the Part / Part / Whole Model to generate subtraction number sentences. Today we are going to look at the Part-Part-Whole Model in solving subtraction worded problems.



Let's look at this worded problem:

There were 17 pieces of blue and yellow Lego. 13 pieces were blue. How many yellow pieces were there?

Feedback Required?

With a device:

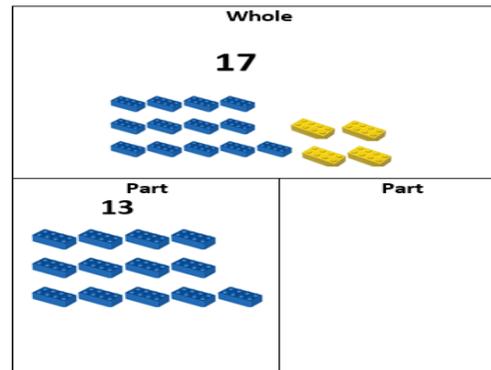
Upload a photo of your work to ClassDojo.

Without a device:

Record your answers in your exercise book.

In order to work out this problem, I need to identify:

1. What is the whole?
2. What is the known part?
3. What is the missing part?



In this worded problem, there were 17 pieces of Lego together, making 17 the whole. Out of these 17 pieces, there were 13 blue pieces, making 13 part of the whole. We are trying to work out the other missing part.

Our known quantity is the Whole and One part, so in order to work out the other part, I can use the whole to subtract the known part, which can be represented as follows:

$$17 - 13 = \underline{4}$$
$$17 - \underline{4} = 13$$

Once I worked out the other missing part, which is 4 pieces of yellow Lego, I can then come up with the subtraction number sentences as follows:

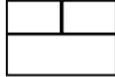
$$17 - 4 = \underline{13}$$
$$17 - \underline{13} = 4$$

Student Activity:

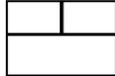
They can be found in full size at the bottom of this planner.

See if you can use Part / Part / Whole Strategy to work out the following worded problems.

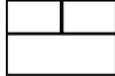
2. Bailey had 45 baseballs at practice. He gave 16 to his friend Bill. How many baseballs does Bailey still have?



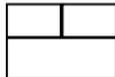
3. The principal gave the 67 second graders in the school each a pencil. She gave the 29 girls a flower pencil. How many bunny pencils did she give to the boys?



4. Lucy has 84 eggs filled with candy to give to her friends. She gave out 18 on Thursday. How many more does she have to give out on Friday?



5. Sam has 78 chocolate bunnies. He ate 56 of them! How many does he have left?



Extension:

See if you can create your own Part / Part Whole word Problems:

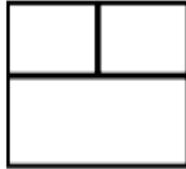
Create Part-Part-Whole Word Problems

Reflection:

What was the most challenging part in solving subtraction problems using part / part/ whole strategy? Why? Explain your reason.

Create Part-Part-Whole Word Problems

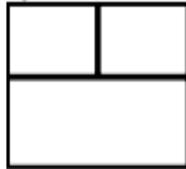
2. Bailey had 45 baseballs at practice. He gave 16 to his friend Bill. How many baseballs does Bailey still have?



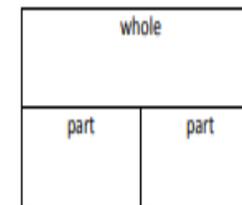
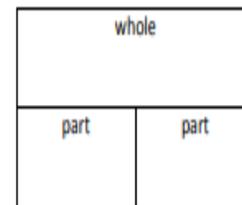
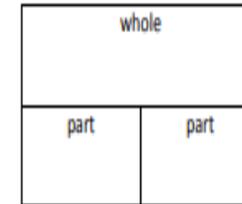
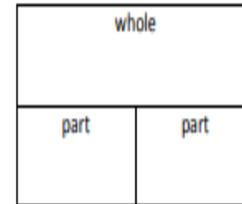
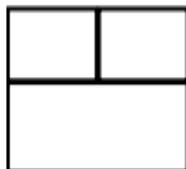
8. The principal gave the 67 second graders in the school each a pencil. She gave the 29 girls a flower pencil. How many bunny pencils did she give to the boys?



4. Lucy has 84 eggs filled with candy to give to her friends. She gave out 18 on Thursday. How many more does she have to give out on Friday?



5. Sam has 78 chocolate bunnies. He ate 56 of them! How many does he have left?



Writing

Time Guideline:

50 minutes

Guiding Question:

How can I write a letter to persuade someone?

Success Criteria:

Write a draft of my letter.

Revise my letter.

Edit my letter.

Lesson:

Yesterday we planned our letter to Mrs. Richardson. Now we are going to write a draft. Use your draft to help you structure your letter using full sentences.

Remember to use:

- High modality words such as "we must", "it is essential"
- Use rhetorical questions
- Use emotive language
- Use exaggeration

Student Activity:

Write a draft of your letter using full sentences. You can use the template on the next page, or you can write in your book.

When you are finished, revise your work and then use the CUPS poster to help you edit your work.

Edit your writing using
C.U.P.S.

C Capital letters	U Understand	P Punctuation	S Spelling
<ul style="list-style-type: none">• Beginning of your sentences• The letter "I" when it stands alone• Names of people• Names of places• Holidays• Days	<ul style="list-style-type: none">• Reread it• Can you understand it?• Does it make sense?	<ul style="list-style-type: none">• Punctuation marks<ul style="list-style-type: none">- Full stop- Exclamation point !- Question mark ?- Comma ,- Apostrophe '- Quotation marks "	<ul style="list-style-type: none">• Sound it out• Use your personal word wall• Use words around the room• Use words from the text

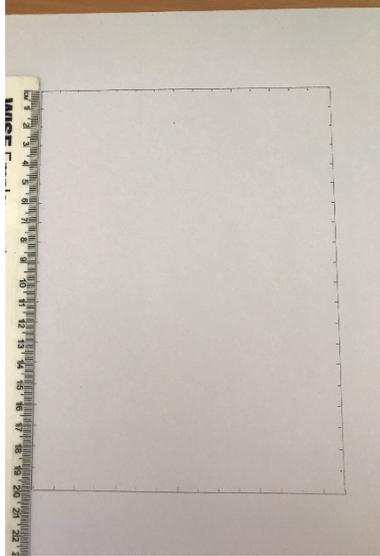
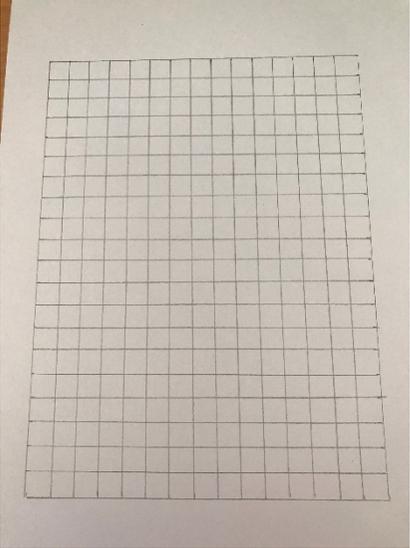
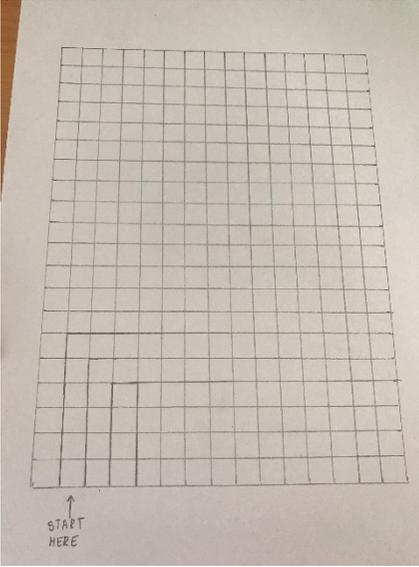
Reflection:

Do you think Mrs. Richardson will be persuaded? Why / why not?

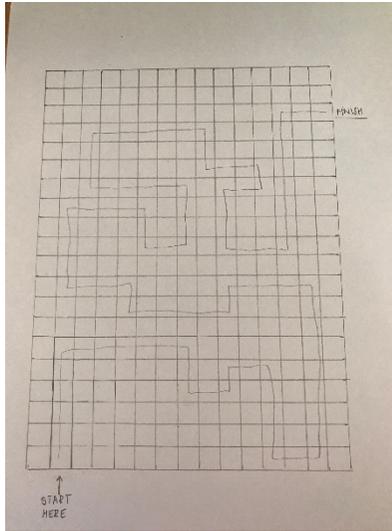
Feedback Required?

With a device: Take a photo of your work and upload it to ClassDojo

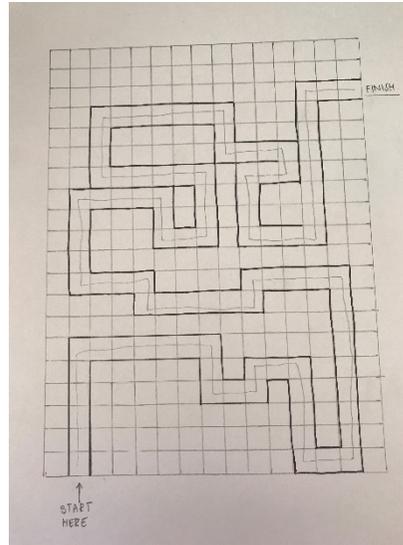
Without a device: Keep your work in your workbook.

<p>Inquiry</p> <p>Time Guideline: 30 mins</p>	<p>Guiding Question: How do we create an algorithm that can be followed by others?</p> <p>Success Criteria: Understand that languages follow a pattern. Understand that digital systems use a language. Understand the when the pattern is broken, the language won't work. Computer languages have changed over time. Create a sequence of steps that direct someone through the maze.</p> <p>Lesson: For this activity, you will need the following items:</p> <ul style="list-style-type: none"> ✓ Grid paper (Like your math book. If you don't have this, you can draw one up) ✓ Black pen ✓ Pencil ✓ Eraser ✓ Ruler <p>Watch this video to see the steps taken for this activity: https://youtu.be/CQg9FXOyHK8</p> <p>Steps to set up your maze:</p>	<p>Feedback Required?</p> <p><i>With a device:</i> Upload a photo of your maze and list of instructions to complete the maze from start to finish.</p> <p><i>Without a device:</i> Draw your maze and list your instructions to complete the maze from start to finish in your book.</p>
	<div style="display: flex; justify-content: space-around;"> <div data-bbox="293 756 808 1372"> <p>Step 1: Rule your margins (20cm x 15cm)</p>  </div> <div data-bbox="808 756 1317 1372"> <p>Step 2: Connect your lines to get a grid</p>  </div> <div data-bbox="1317 756 1825 1372"> <p>Step 3: Label your starting position</p>  </div> </div>	

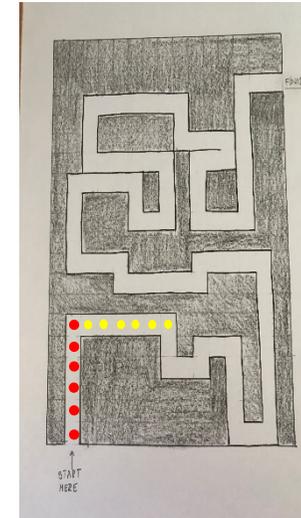
Step 4: Draw a line through your maze to show where you want to go



Step 5: With a black pen, rule the lines around the path of the maze



Step 6: Make your maze stand out by colouring in the space that isn't the path of your maze



This is the most important part. Now that your maze is set up, create a list of instructions to get through the maze. Using instructions like: Up, down, left, right

For my maze, an example my instructions would be:

- ✓ Go up 6 spaces
- ✓ Right 6 spaces
- ✓ Down 2 spaces
- ✓ Right 2 spaces
- ✓ Up 1 space

Student Activity: Follow the same process as above to make your maze. Then write a list of instructions using the commands (up, down, left, and right) The number is the amount of squares counted to get to your next position.

Reflection: Last week we did the same activity but we weren't specific about the number of steps we took. Why is it important to be precise about your instructions?

Date:

Dear _____,

I think _____

Let me tell you why. _____

Here's an example. _____

Let me tell you another reason why. _____

Here's another example. _____

Remember, here's how I feel. _____

Yours sincerely,
