

# OHPS Week G Year 3 timetable

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><b>English –</b>  <b>Journal:</b> Isolation  <b>Spelling:</b> Spelling video, SMART spelling grid, spelling 'look, cover, right, check' and fancy writing  <b>Speaking and Listening:</b> Public speaking  <b>Reading and Viewing:</b> Word investigation  <b>Writing:</b> The Power of Advertising</p>	<p><b>English –</b>  <b>Journal:</b> Isolation  <b>Spelling:</b> spelling 'look, cover, right, check' and meaningful sentences  <b>Speaking and Listening:</b> Public speaking  <b>Writing:</b> The Power of Advertising</p>	<p><b>English –</b>  <b>Journal:</b> Isolation  <b>Spelling:</b> Spelling 'look, cover, right, check' and dictionary meanings  <b>Speaking and Listening:</b> Public speaking  <b>Reading and Viewing:</b> Convince me  <b>Writing:</b> The Power of Advertising</p>	<p><b>English –</b>  <b>Journal:</b> Isolation  <b>Spelling:</b> Spelling 'look, cover, right, check' and highlight the spelling pattern  <b>Speaking and Listening:</b> Public speaking  <b>Reading and Viewing:</b> 1957 AD  <b>Writing:</b> The Power of Advertising</p>	<p><b>English –</b>  <b>Journal:</b> Isolation  <b>Spelling:</b> Spelling test  <b>Speaking and Listening:</b> Public speaking  <b>Reading and Viewing:</b> Chocolate advertisement  <b>Writing:</b> The Power of Advertising</p>
<p><b>Mathematics</b>            Number of the day            Multiplication</p>	<p><b>Mathematics</b>            Number of the day            Multiplication</p>	<p><b>Mathematics</b>            Number of the day            Multiplication</p>	<p><b>Mathematics</b>            Number of the day            Multiplication</p>	<p><b>Mathematics</b>            Number of the day            Multiplication</p>
<p><b>Creative Arts</b>            Can you see the sounds?</p>	<p><b>HSIE</b>            Nature Map</p>	<p><b>PDHPE</b>            Things that influence how we choose to be active</p>	<p><b>Science and Technology</b>            Shadowy pictures</p>	<p><b>STEM</b>            Ball launcher challenge</p>

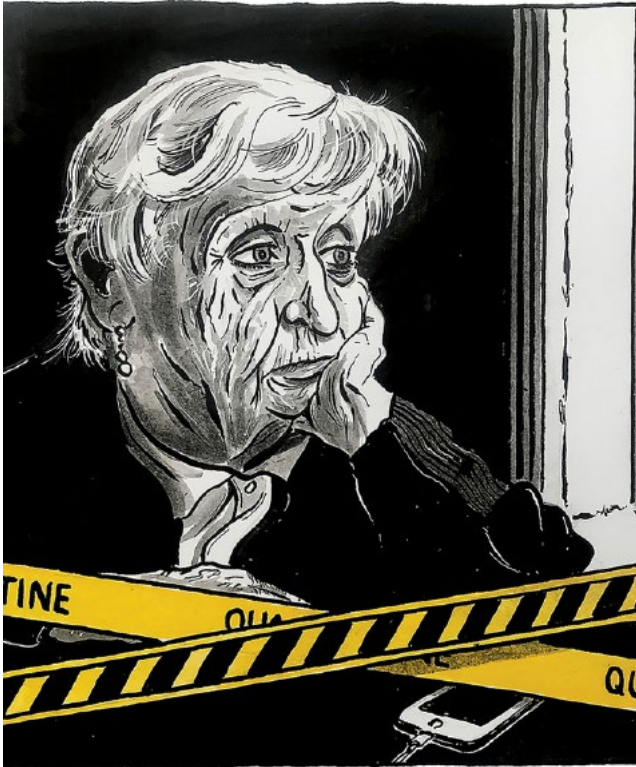
- Please refer to the DOE guided learning packs for care and connect and brain breaks. <https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g>

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Name: \_\_\_\_\_

## Orana Heights Public School Year 3 –Week H Monday

Journal writing:



What do you see in this picture. Look at all the details.  
Write 5 sentences about what you see.

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Write 5 sentences about how the picture makes you feel?

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NESS IS ONLY A PHONE CALL AWAY

### English – The role of public Speaking:

To view the lesson, scan the QR code or go to the link: <https://edu.nsw.link/mrfvtv>. If you can't watch the lesson, you can read the instructions below.



Public speaking isn't just something you have to do in school – it is a life skill. For today's lesson, let's think about some of the times that you may need to have these skills.

In the table below, there are two columns. In the first column, **list the times** you may need to have public speaking skills. In the second column, **list some of the occupations** that may require you to have these skills. Some examples have been done for you.

## Times in your life you need public speaking skills

- Going to a job interview
- End of year sports presentation events
- Interview for radio or news
- Accepting an award at a special presentation
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## Occupations with public speaking

- **Tour guide**
- **Teacher**
- **Actor**
  
- **Lecturer**
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## English – Reading and viewing: Word investigation

To listen to the poem, 'I Don't Want a Pet Snake', scan the QR code or go to the website: <https://edu.nsw.link/VCQHF4>. It is also written below for you. You will use this poem over the next few days.



### I Don't Want a Pet Snake

Poem by Kathryn Apel

Snakes slither and make me shiver.  
They squeeze too tight,  
have a dangerous bite,  
and sleep in winter, day ... and night.  
If there's one thing I would NEVER do  
it's keep a snake as a pet—would you?  
Snakes aren't cosy like a kitty,  
curled and furry-purry pretty.  
They twist and tie you up in turns  
then squeeze you tight—like Chinese burns.  
In winter, snakes are always ssssnoozing. (Yawn)  
They're much too cool to be amusing!



"photo" by Alejandro Sevilla is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

I want a pet that likes to run.  
 A pouncing pup is much more fun!  
 What if my pet snake bit ME?  
 I'm sure that you would all agree  
 that it would be a tragedy,  
 if a snake should spell 'The End' for me.  
 It's true, that experts milk some snakes;  
 the thought of which gives me the shakes.  
 The serum they mix might be WOW—  
 but I'd much rather milk a cow!  
 In conclusion, I will never buy  
 a snake to pet, and this is why:  
 They squeeze too tight,  
 have a dangerous bite,  
 and sleep all winter  
 day and night.  
 I most definitely am not sssssmitten,  
 have certainly never—won't ever be bitten  
 by the pet snake bug!

The words below come from the text 'I don't want a pet snake'. Have you seen these words before? What do you think each word means? Complete the table below.

	Have you seen this word before?	What do you think it means?	Definition from a dictionary
e.g. slither	Yes	Wiggle along	To move along by sliding or gliding
quiver			
cozy			
amusing			

	Have you seen this word before?	What do you think it means?	Definition from a dictionary
pouncing			
tragedy			
expert			
serum			

### Spelling:

Watch the spelling video put on ClassDojo by your teacher. Complete the SMART spelling grid and your look cover write check.

### Fancy Writing (complete this after the SMART spelling grid and look, cover, write, check)

1. Say the word aloud.
2. Write the word in a 2 column note.
3. Now write the word in a fancy way.

Word	Fancy Writing
Eg, Famous	Famous

Repeat for each word.

Word	Fancy Writing	Word	Fancy Writing
1		10	
2		11	
3		12	
4		13	
5		14	
6		15	
7		16	
8		17	
9		18	

## Year 3 - Week 2 (Week H) Spelling Words

Focus: Drop the /y/ add 'ies'

if /y/ is the last letter of a digraph just add 's'

Say the word Write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
lady				
lolly				
toys				
tray				
puppy				
play				
Orange Spelling Words				
lollies				
ladies				
trays				
berry				
puppies				
plays				
Green Spelling Words				
journey				
supply				
berries				
family				
libraries				
library				





## Writing:

### Techniques:



### Other language to use in advertising:

In his famous book, *Confessions of an Advertising Man*, David Ogilvy identifies the most pervasive and effective words used in advertising.

Amazing	Suddenly	Magic	Challenge
Sensational	Now	Offer	Compare
Remarkable	Announcing	Quick	Bargain
Revolutionary	Introducing	Easy	Hurry
Startling	Improvement	Wanted	Miracle

### Why do you think these kinds of words are effective?

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Are some of the words effective for different reasons? If yes, how and why are they effective?

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If you saw these words written on a poster or advertisement in a magazine do you think that you would be persuaded to buy a product? Why?

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### Visual effects

Eye-catching headlines, pictures, photographs, cartoons, posters, and cleverly designed graphics, including fonts and colours.

Absolutely everything you see in an advert is planned and crafted to give a specific image and idea...



### Dove commercial



Scan the QR code to watch the Dove Commercial.

1. What happened during this clip?

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2. How was the woman's appearance changed throughout the clip?

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3. Why do you think they changed her appearance?

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## Maths:

### Number of the day

Write numeral in words:	Create a algorithm that equals this number:
	
Show two different ways of expanded form:	100 more , 100 less

### Practise your 3 times tables

$3 \times 1 =$

$3 \times 2 =$

$3 \times 3 =$

$3 \times 4 =$

$3 \times 5 =$

$3 \times 6 =$

$3 \times 7 =$

$3 \times 8 =$

$3 \times 9 =$

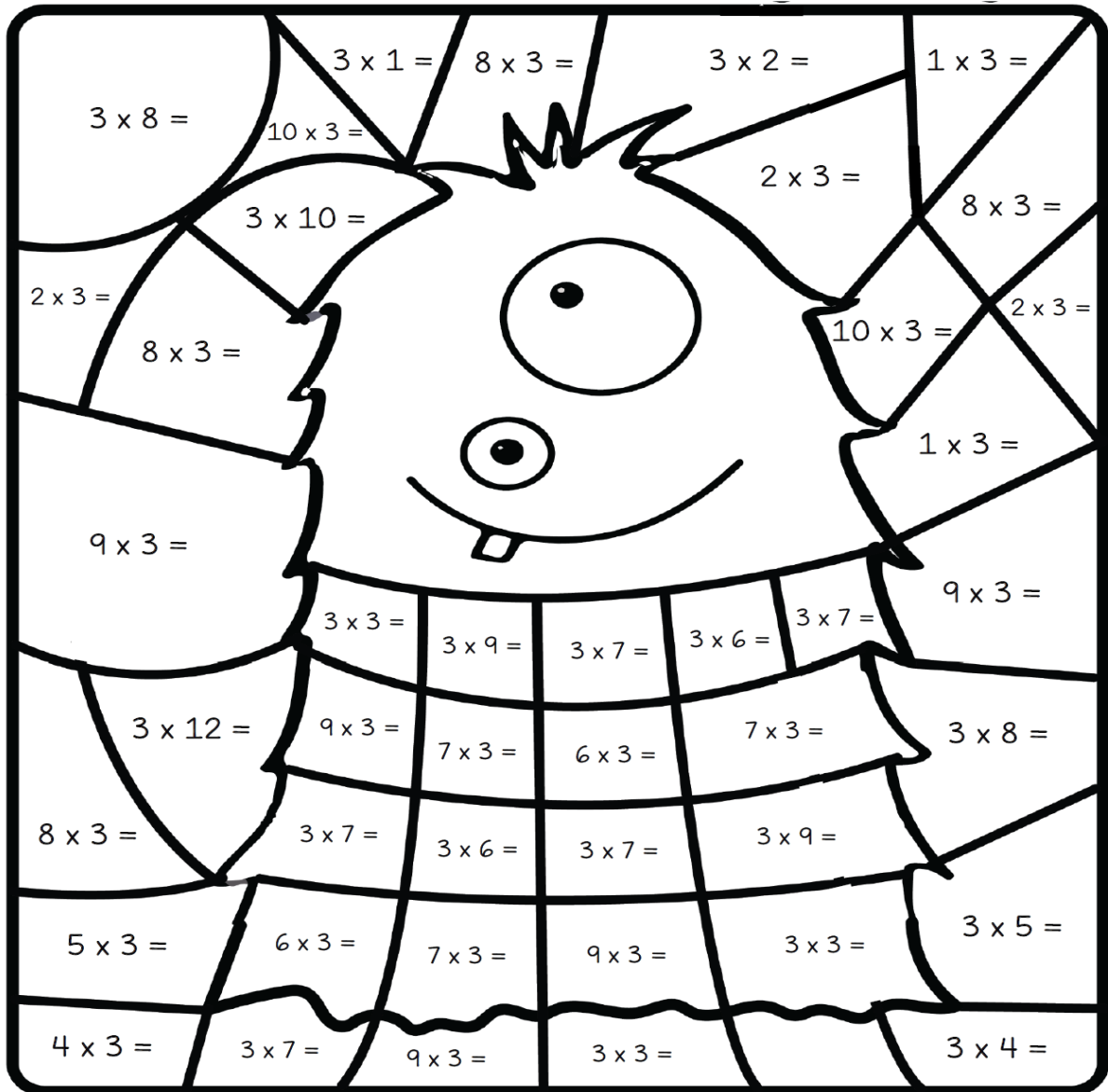
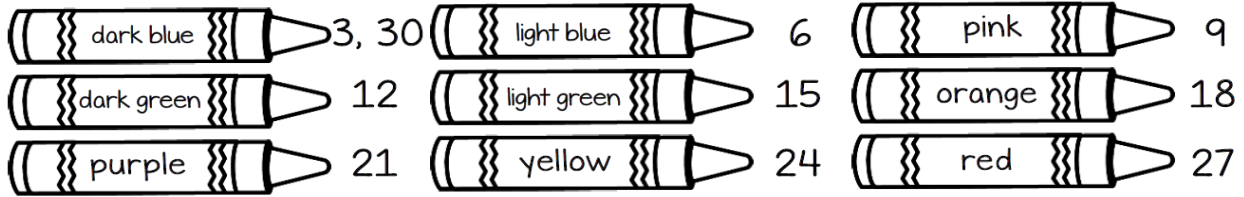
$3 \times 10 =$

$3 \times 11 =$

$3 \times 12 =$

# Colour by Number- 3X

Instructions: Answer the questions. Find the answer next to the coloured crayon.  
Colour the section in!



Name: \_\_\_\_\_

Using a dictionary, find the definitions of these words and write them in the columns:

Word	Definition	Example
multiply		
multiple		
multiplication		
product		

What does the multiplication sign look like? \_\_\_\_\_

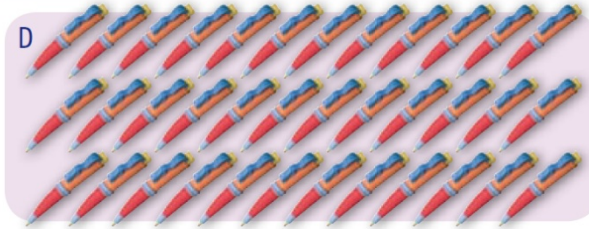
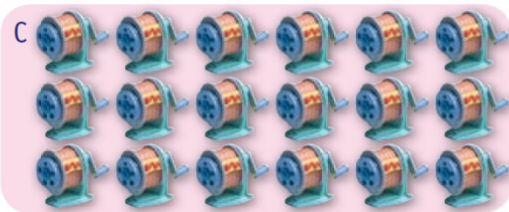
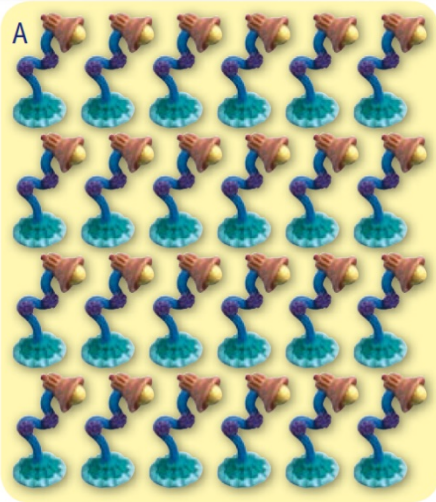
How many ways can you say a multiplication sentence? 4 x 3?

Eg. 4 lots of 3.

Can you think of 2 other ways to write:

\_\_\_\_\_

\_\_\_\_\_



Write as many multiplication facts as you can for each group.

A	B	C	D	E

## Creative arts – Can you see the sounds?

Scan the QR code or go to the link <https://edu.nsw.link/YXJzY1> to watch the teaching video Can you see the sounds? Or read the instructions below.



Today we are learning about artists who used shapes and colours to represent sounds.

Wassily Kandinsky was an artist and musician. He was thought to be able to see sounds and hear colours, which is called synaesthesia. He often used shapes and colours to represent sounds. Investigate this artwork by Kandinsky called 'Succession'.

*"Succession" by Wassily Kandinsky* by [moonlightbulb](#) is licensed under [CC BY 2.0](#)



Explore the shapes in the artwork.

- Choose a shape and move your body to match that shape.
- Freeze like a statue in this shape then choose another shape and try it again.
- Do the colours change the way you move or the amount of energy you have?
- Examine another shape in the artwork and think about how you could make a musical sound to match that image. You could use your voice, your body, a musical instrument or some items around your house like a bouncing ball, water bottle or a stick.

Kandinsky became interested in abstract styles of art earlier in his career. This artwork is 'Composition IV' (1911)

*"Kandinsky - Composition IV"* by [pixelsniper](#) is licensed under [CC BY 2.0](#)

Explore the colours and shapes in the artwork.

Can you notice some familiar shapes, colours and symbols?

Kandinsky wasn't happy with this work until it was turned around sideways from portrait to landscape. Try looking at the artwork in portrait. What changes does that make, and which way do you prefer?



'Impression III' (Concert) was also painted by Kandinsky in 1911.

This artwork was painted after he went to a piano concert by a composer named Schoenberg. He then went home and painted this work. Can you recognise the piano and the audience in the painting? Think about the black blob and the figures you can see when considering your answer.

*"2013-05 München 202 Lenbachhaus, Wassily Kandinsky, Impression III"* by [Allie Caulfield](#) is licensed under [CC BY 2.0](#)

### Activity: Art based on Music

1. Pick a song that you like to listen to.
2. Play the song and imagine you are inside a bubble.
3. Move around the room as though you are stuck inside the bubble. Think carefully about how much space you have and how you will move in that space.
4. Create an artwork

Option 1: Create an artwork based on listening and moving to music inside the bubble. Think about the colours and shapes you use. You can choose whichever style or technique you would like such as drawing or painting.

Option 2: Create an artwork based on listening to a song. You might choose to focus on some of the instruments, the overall sound, or the way it makes you feel. Think about the colours and shapes you use. You can choose whichever style or technique you would like such as drawing or painting.

# Tuesday

Journal writing:

## What Is a Persuasive Text?

### What is a persuasive text?

A persuasive text is a text which argues a point of view, to convince the reader to agree with the author.



### What's in a persuasive text?

**Opening statement:** Introduce your point of view.

**Arguments:** State your point of view and reasons for each argument.

**Conclusion:** Summarise your arguments and repeat your point of view.

## Organisation

### How is a persuasive text organised?

A persuasive text is organised into paragraphs to make it easier to read.

### What's in a persuasive text?

**Opening paragraph:**  
Include opening statement and a list of arguments.

**Main body paragraphs:**  
Include one argument in each paragraph.  
Support your argument with two reasons.

**Concluding paragraph:**  
Summarise your arguments and restate your point of view.





# Features

Persuasive writing is written in the present tense.

- Children spend too much time doing homework.
- Dogs are the greatest pets for kids.
- Fidget spinners are a popular toy.



**Logical connectives** are used in persuasive writing to make the arguments flow.

**For example:** because, however, this shows, therefore.

**Time connectives** are used to begin the main body paragraphs.

**For example:** firstly, secondly, finally.

# Features

When writing persuasive text, always use facts.  
It gives evidence and proof to your arguments.

Give a reasonable argument to get the reader  
interested and on your side.

Interest the reader by using interesting, strong and emotive words.

Simple sentences help the reader to understand your arguments.

Persuasive writing is about informing the reader about a subject and convincing them to agree with you. Choose a topic you believe in.

# Features

Using strong, clear, emotive language helps the reader to agree with you.  
Below, are some helpful phrases that are used in persuasive writing.

## Persuasive phrases:

It is outrageous that...

I strongly believe...

It's disgraceful that...

It's concerning that...

How could we possibly...

# Features

Finally, reread your persuasive text.

Would you be persuaded?



# Persuasive Text Example

Read this example of a persuasive text. Underline the title, the point of view, arguments, reasons and persuasive language.

## **Children Should Stop Watching Television!**

I strongly believe that watching television is bad for children. It is not educational, it creates laziness and it increases bad behaviour.

Firstly, because television involves watching, not thinking, it is not educational. When children are not thinking, they are not using their imagination, which is tragic! A lack of thinking and imagination can also affect a child's schoolwork.

Secondly, when watching television, students are sat for long periods of time. Sitting still for a long time can create bad habits like not wanting to play outside, which in turn can affect a child's health, weight and friendships.

Finally, there are countless shows on television that are not appropriate for children to watch. Some of these show swearing, being mean, bad manners and fighting. If children watch shows that have these things in them, it's possible they will think these behaviours are OK in real life. This means that children could become rude and violent.

In conclusion, it's obvious that children watch too much television and should be stopped. This is because children's education, physical fitness and behaviour are at risk. Make yourself smarter, fitter and better behaved TODAY by not watching television!





## English – Public speaking – ‘matter’:

To view the video about ‘Matter’, scan the QR code or go to the link:  
<https://edu.nsw.link/uJuMHw>. Information from the video is also recorded below.



**Matter** is what you say in your speech. It's the words, stories, ideas and examples you use to explain your topic to the audience.

When judging speeches, adjudicators will look for a strong point of view and a speech which goes in a clear direction. The best speeches are delivered with a clear purpose in mind. Speeches need to also contain a balance. They need to include both personal experiences and the bigger ideas, particularly what may be happening in a community, country or around the world. They can't just be personal, but they shouldn't be an information report either. A tip for good speeches is to include personal stories in the introduction, then talk about how this is related to what is happening in the community or the country.

Speeches should also be unique and original. Speech writers need to think about including something that will catch the audience's attention. This can be done by using humour, stories or using rhetorical questions, however only when this is appropriate. There needs to be a balance between these devices and actual facts. Speeches must also be sincere. The presenter needs to believe what they are saying.



Record two key messages from this video or the information above.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## English – Activity 2 – Reading and viewing: Reasons why

We will be using the poem we used yesterday, ‘I don't want a pet snake’ from The School Magazine. If you can watch today's lesson online, scan the QR code or go to the link:  
<https://edu.nsw.link/ZjnKhA>.



In the poem, the author presented her reasons why she DIDN'T want a pet snake. She used persuasive language and high modality to present her point of view.

Record at least 3 reasons why the author will never buy a pet snake. You can draw, write or tell someone your answer.

A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You are now going to be creative and imaginative. Try to record at least 3 reasons why you think having a pet snake might be beneficial or good.

Reason 1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*"photo" by webherper is licensed under [CC BY 4.0](#)*

Reason 2:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason 3:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Anything else you would like to add:**



## Writing:

Using the pictures, write a response to each of the questions. Your response should be a full sentence, for example: *In this advertisement, I can see ...*



What can you see in this ad?

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Why was this ad made?

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How do you know?

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Is it easy to tell?

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Is the ad effective? How do you know?

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Does it make you want to buy the product or use the service?

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What can you see in this ad?

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Why was this ad made?

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How do you know?

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What can you see in this ad?

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Why was this ad made?

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Does it make you want to buy the product or use the service?

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What can you see in this ad?

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Why was this ad made?

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How do you know?

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Is it easy to tell?

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Is the ad effective? How do you know?

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Does it make you want to buy the product or use the service?

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What can you see in this ad?

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Why was this ad made?

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How do you know?

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Is it easy to tell?

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Is the ad effective? How do you know?

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Does it make you want to buy the product or use the service?

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## Mathematics:

### Number of the day

Write numeral in words:	120	Create a algorithm that equals this number:
Show two different ways of expanded form:		100 more , 100 less

To warm-up, play this game with someone in your household:

## Math Slap!

Game adapted by Pamela Moeai

**SKILL:** Review and practice of multiplication facts to 169 (13 X 13)

**PLAYERS:**  
Two of equal skill level

**EQUIPMENT:**  
Playing Cards

**VALUES:**

- Jokers - 0
- Aces - 1
- 2 - 10 - Face Value
- Jacks - 11
- Queens - 12
- Kings - 13

**DIRECTIONS:**

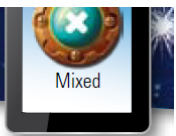
- Players divide the cards equally into two piles face down and take a pile.
- Players turn over one card at the same time
- Players multiply the two cards. The first player who says the correct answer out loud, collects both cards.
- In the event of a tie, players leave their cards face down and let the pile build
- Play resumes until one player gives the correct answer before the other and collects all of the accumulated cards.



Yesterday you found the word 'product' means the answer when numbers are multiplied together.

# Products

Product is the answer when numbers are multiplied.



Match the number sentence to its answer.  
Then write the letter in the secret message.

1	$6 \times 7 =$																		
2	$9 \times 8 =$																		
3	$4 \times 4 =$																		
4	$8 \times 6 =$																		
5	$3 \times 7 =$																		
6	$5 \times 4 =$																		
7	$9 \times 6 =$																		
8	$7 \times 7 =$																		

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	2	3	4	5	6	1	2	1	3	6	2	7	8	1	4				

9 a	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	b	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	c	$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$	d	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	e	$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	f	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$
	_____		_____		_____		_____		_____		_____

- 10 Write the product of:
- |   |               |   |               |   |               |   |               |
|---|---------------|---|---------------|---|---------------|---|---------------|
| a | 6 and 4 _____ | b | 3 and 6 _____ | c | 9 and 1 _____ | d | 2 and 5 _____ |
| e | 4 and 3 _____ | f | 7 and 4 _____ | g | 6 and 6 _____ | h | 8 and 7 _____ |

11 Fill in the missing facts.

eg		4 groups of 6	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$6 \times 4$	24
a		3 groups of 8			
b			$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$		
c					16

## HSIE – Nature maps

Scan the QR code or go to the link <https://edu.nsw.link/EKEx0P> to watch the teaching video Nature maps, or read the instructions below.



Today we are learning to create maps using common symbols and physical features of places that we live in and belong to.

What is a map?

A map is a drawing of all or part of the Earth's surface. Its basic purpose is to show where things are. Maps could include things like rivers and lakes, forests, buildings and roads, as well as invisible things like borders and boundaries.

Today, you're going to make your own nature map out of natural material that you can find outside. If you can't go outside, you can use things from around your home and find a space in your home to create your map.

1. Choose a nice flat area of at least a 1 metre x 1 metre on the ground. This will be the base of your map. You can do it on dirt, soil grass, or even on the bricks and carpet. Create a border using sticks or bark or you could draw a line if you are working on dirt. Have a close look at the area around you. You have to decide how much you want to fit into your map. Will you represent a room in your house, an area in your garden, or perhaps a part of the suburb you live in.
2. Collect materials that you can use to represent the features on your map. Any natural materials or items from your home will do. In this example we have used sticks, rocks, berries, leaves and cones to represent features such as a road, fence, metal sign, brick building, garden beds and planted trees. Take your time to create a detailed map and try to get as close to scale as you can, although it does not have to be perfect.
3. Once you have completed your map, ask someone at home to have a look at your map and guess the things or place you have represented in your map.  
You can make as many different maps as you like.



**\*Take a picture of your map and send it to your teacher. 😊**



# Wednesday

## Journal writing:

Discuss the image with somebody at home. Answer the following questions:

Who is in the picture?

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How would they be feeling?

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How could people help?

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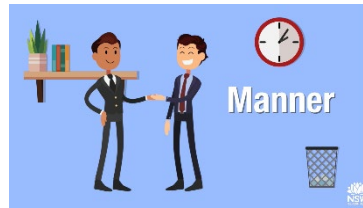
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## English – Public Speaking – ‘Manner’

To view the video, scan the QR code or go to the link:  
<https://edu.nsw.link/0yodLq>



**Manner** is what you look and sound like when you give your speech. In other words, your mannerisms. When judging speeches, adjudicators look for presentations which are natural and conversational. Despite this, it's important to realise that everyone has their own style. Some speakers may be naturally more serious, while others are more light-hearted and entertaining.

When delivering speeches, speakers do not use exaggerated hand gestures or over act. They also cannot use props and should not act out scenes or sing. It's a speech – not a performance.

It's important to make eye contact with the audience, however this doesn't mean that a speech should be learnt off by heart and be overly rehearsed. It's great for speakers to refer to their palm cards so that they aren't reciting their speech robotically, and it's perfectly acceptable to occasionally stumble over words or say ummm during a speech.

Body language is another important feature of a speech. This includes natural hand gesturing, a comfortable stance and an occasional step from the one spot.

Record two key messages from this video.

a. \_\_\_\_\_

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b. \_\_\_\_\_

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## English – Convince Me!

Today's lesson includes a BTN (ABC) story called 'School recycling campaign'. To view the lesson, scan the QR code or go to the link: <https://edu.nsw.link/PFw0av>



If you can't view the story, here is an overview:

Up till recently, Kangaroo Inn Area School didn't have a recycling program. Because they were so far away from the nearest town, they weren't on the council recycling route.

The students did an audit to find out how much they were throwing out each day. They discovered that each day they threw out 17.6kg of paper and cardboard which meant that over 100kg of cardboard and paper was going to landfill each week. They decided to write a letter to their council and ask for recycling services to be made available.

It took two years, but they finally got a recycling bin. Students were relieved that their concerns were heard and that they had made a change.

They also set up a centre for the locals to drop off 10c recyclable items. This will go towards the cost of the new bin and school excursions. To help students sort their rubbish correctly, they also set up a traffic light bin system in the school and gave points to students who are recycling correctly.

They hope that they have inspired the younger students to speak up for things they believe in.

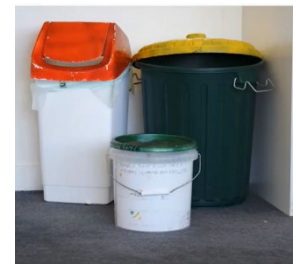


Image of bins from the story

Thinking about the letter the students wrote to the council, what reasons do you think they used to convince the council to get them a recycling bin for the school?

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Give 3 reasons why recycling at home and school is important. You may need to complete research to explain why and give evidence and justify your answer. For example:

**Single use plastic is bad for the environment because globally, more than eight million tonnes of plastic ends up in our oceans every year.**

1. 

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2. 

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3. 

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## Spelling:

Complete your look, cover, write, check.

### Dictionary Meanings

1. Say the word aloud.
2. Write the word in a 3 column note.  
**Repeat for each word.**
3. Using a dictionary (can be online) look up 5 of your words.
4. Write down the meaning in your own words.

Eg:

Word	Dictionary Meaning	Meaning in my own words
Famous	known about by many people.	Somebody who is in the media and really popular.

Word	Definition	Own meaning
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

## Writing:

### Presentation time

Look at the scenario cards and pick one. Devise a strategy for advertising the item listed in the chosen scenario card. What would be the best way to advertise each scenario?

You need to be creative with the way you present the item. You are trying to convince people to buy or attend your business. You may decide to make a short video (like a tv commercial), a poster (like a billboard sign) or a song (to be played on a radio).

### Scenario Cards:

<p>A. You want to sell a new type of mobile phone. You are trying to get young people to buy it. How do you get their attention? When would you show your advertisement, where would you show your advertisement?</p>	<p>B. You have just opened a new local flower shop. You are trying to spread the news about your new business. How do you get their attention? When would you show your advertisement, where would you show your advertisement?</p>
<p>C. You have invented a new kind of cooker and you want to market this to people 20 years and up. How do you get their attention? When would you show your advertisement, where would you show your advertisement?</p>	<p>D. You want to try and sell a house. You are trying to get buyers attention. How do you get their attention? When would you show your advertisement, where would you show your advertisement?</p>
<p>E. You have just started a new local football club. You are trying to get new members to join - 5 years and up. How do you get their attention? When would you show your advertisement, where would you show your advertisement?</p>	<p>F. You have created a new type of fruit drink. It is different to every other. It is the perfect drink for people of all ages. How do you get their attention? When would you show your advertisement, where would you show your advertisement?</p>

### Plan

What scenario card have you picked? \_\_\_\_\_

What kind of advertisement will you use to promote your item or business?

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What items will you need to create your advertisement?

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**Draft:**

**Draw your ideas and create your draft here:**

**Mathematics:**

**Number of the day**

Write numeral in words:	Create a algorithm that equals this number:
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"><span style="font-size: 48px; font-weight: bold;">400</span></div>	
Show two different ways of expanded form:	100 more , 100 less

**Warm up:**

# MULTIPLICATION GRID

Teach **THIS**

Complete the grid using your multiplication facts.

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													



## Work it out:

The answer is 345. Use these numbers to work out a number of questions – 10, 3, 4, 5, 2, 1, 100.

For example:  $100 \times 3 + 4 \times 10 + 5 = 345$

Can you think of some others?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Complete these multiplication word stories:

# Multiplication Word Problems

Finish each story and draw a picture to match.

1. There are \_\_\_\_\_ packets of sausages.  
There are \_\_\_\_\_ sausages in each packet.  
How many sausages altogether? \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

2. There are \_\_\_\_\_ towers of blocks.  
There are \_\_\_\_\_ blocks in each tower.  
How many blocks altogether? \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

# Multiples



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Colour the multiples of 7 yellow.
- Colour the multiples of 8 red.
- Colour the multiples of 9 green.
- Which numbers have been coloured more than once?

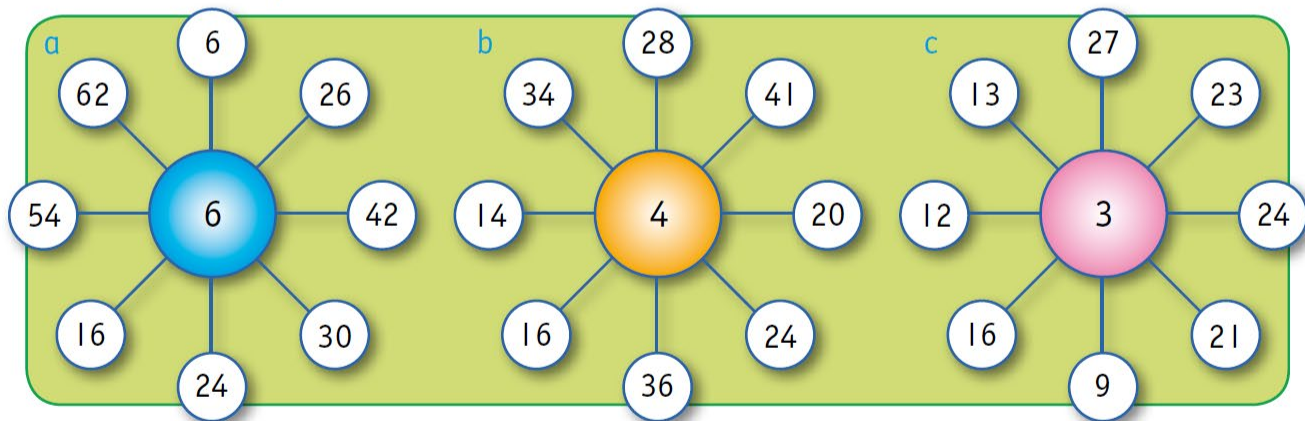
\_\_\_\_\_

e Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Colour the multiples of the middle number.



3 What is the value of each pile?

<p>a</p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>	<p>b</p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>	<p>c</p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>	<p>d</p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>
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## PDHPE – Things that influence how we choose to be active

Scan the QR code or go to the link <https://edu.nsw.link/AoEVZ8> to watch the teaching video: Things that influence how we choose to be active, or read the instructions below.



Today we are learning about what active means, what influences us to be active and how you feel about being influenced.

What does the word active mean?

The word active means moving your body. Being active can include actively playing with your family and friends, playing a sport or other exercise. Remember you can be active both inside your home and outside your home.

What influences how we are active?

Create a mind map of the influences on being active. Write some of the things which influence you to be active around the outside of the words influences on being active.

Things that might influence how you are active could include:

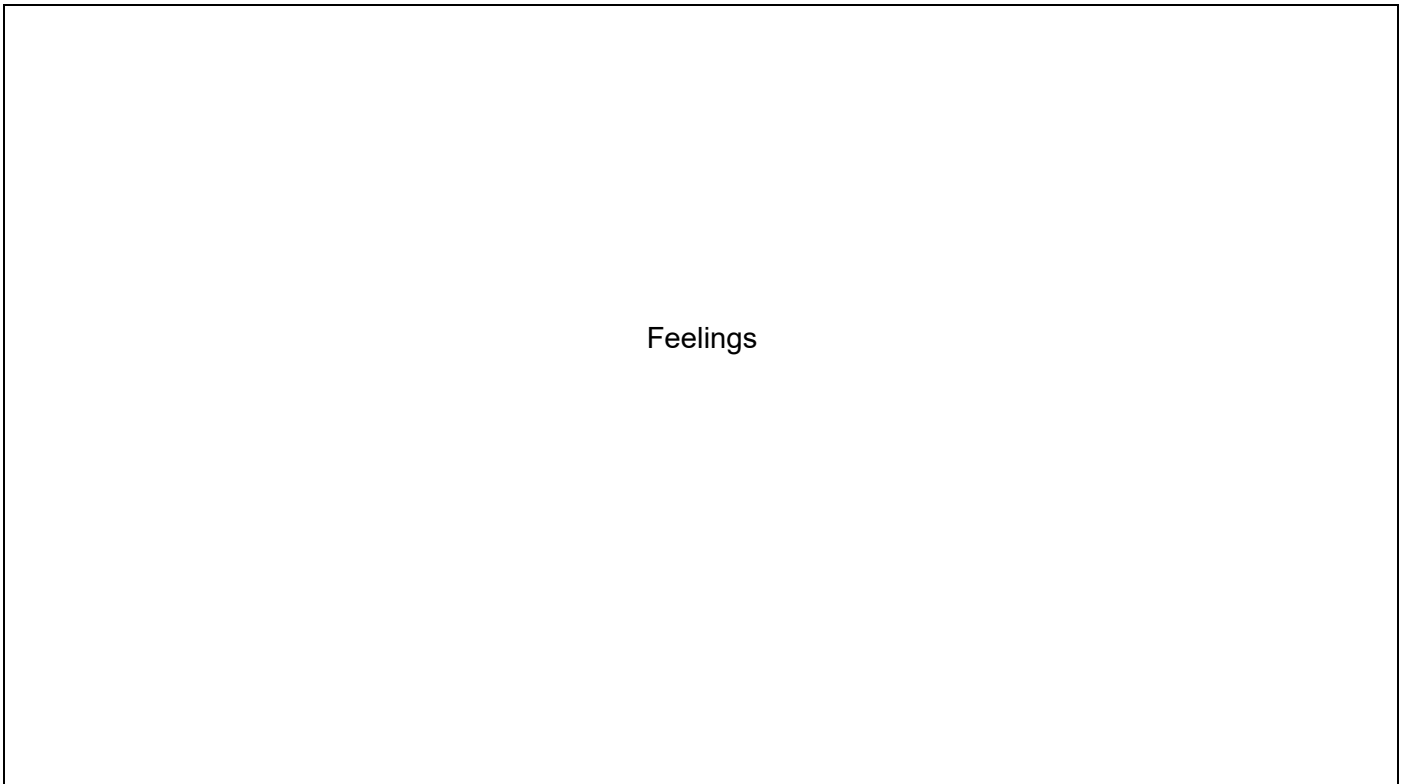
- family
- friends
- space
- places
- media

Influences on being active

How do you feel about these things influencing how you are active?

How do you feel when your friends influence the ways you are active?

Create a mind map of your feelings about being influenced to be active by your friends. Write your feelings around the outside of the word feelings.



Feelings

Examples of how you could feel due to the influence of friends could include feeling:

- happy
- excited
- nervous
- worried

Activity: How do your friends or family influence you to be active?

Explain how your family and friends influence the ways you are active and describe how this makes you feel. For example, you could record this by:

- writing a letter to a friend
- creating a poster with pictures and words
- designing slides with images and record your voice
- recording a video of yourself

Here are some examples of how a friend or family member might influence you to be active.

**How do my family and friends influence how I am active and how does this make me feel?**

My friend Jack likes to go mountain bike riding. This influences me because Jack encourages me to be active even though I am not confident at bike riding.

Doing something I am not confident at makes me feel worried, but it also makes me challenge myself with something new.



This Photo by Unknown Author is licensed under [CC BY-SA](#)

**How do my family and friends influence how I am active and how does this make me feel?**

My Dad likes to surf and swim at the beach. This influences me and how I am active because my Dad takes us to the beach most weekends when the weather is hot. We are active at the beach by, swimming, surfing and playing on the sand.

Swimming and surfing at the beach makes me happy because I like going surfing and spending time with my family. It also helps me get better at swimming. I enjoy being active with my family.



This Photo by Unknown Author is licensed under [CC BY](#)

Record your answer to the activity below.

A large, empty rectangular box intended for the student to record their answer to the activity.

# Thursday

## Journal writing:

Use the template below to help you write a persuasive letter. Write it to shoppers around the world, encouraging them to shop sensibly. Don't forget to check your spellings and punctuation. (you will use your notes to create your letter tomorrow).

Break down	Examples	My notes
Who are you writing to?	Person's name? Mr? Mrs? Miss	
Introduction.	Why are you writing the letter? I am writing to ... Recently I visited _____ and _____	
Reason 1 and points to explain	The most important reason is ... Firstly, To begin with, Without a doubt,	
Reason 2 and points to explain	The second most important reason is ... Secondly, As well as, In addition to,	
Reason 2 and points to explain	The final reason is... Thirdly, Last but certainly not least As well as the previous ... If you haven't been convinced yet...	
Conclusion	Summarise the points made Considering the value of these lessons learnt you would be ... I'm sure you agree that...	

## English –Public Speaking – ‘Method’

Scan the QR code or follow the link <https://edu.nsw.link/RYV5B3> if you would like to view this video online.



**Method** is how you structure or organise your speech. It's like how you might write a text: with an introduction, middle and conclusion.

**Introductions** need to be interesting, grab the attention of the audience and explain the theme of your speech. Don't begin with 'My name is..... and today I'm here to talk about.....' This is a very boring introduction! Speeches could begin with a question, an anecdote or story, or a bold statement. Introductions don't contain too much detail or information.



The **middle** of the speech is where the detail is found. The speech should contain three or four separate ideas which flow together. For example, a speech may begin with a personal perspective and then move towards a global focus. Alternatively, the speech may begin looking at the past and then progress to the future. Each idea should be explained clearly and given enough time to do this. It's not advised to just list ideas.

Good **conclusions** will be memorable, effective and original. A boring conclusion may contain the phrase, 'I hope you have enjoyed listening to my speech', or other similar clichés. A great conclusion would also avoid thanking the audience but rather giving a strong final statement as the final words spoken.

Great speeches are also be **timed** well. A speech should be wrapping up when the first bell rings and finishing the conclusion at the second bell. Speakers need to avoid reaching the continuous bell which comes one minute after the time has ended.

Record two key messages from this video.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## English –Reading and viewing: 1957 Advertisement

If you would like to view this lesson online, scan the QR code or go to the link: <https://edu.nsw.link/xwm70X>

*You're sure to "have a ball" with this*  
**real thirst-quencher !**



Copyright 1957 by The Dr Pepper Company

- Biggest wing-ding of the semester—or just Saturday night in the rumpus room—a party is fun! And where there's fun, 7-Up is right in step. It's so lively and sparkling!
- Happens to be the best thirst-quencher there is, too. When you finish a bottle of 7-Up, there's no come-back thirst . . . no sticky taste in your mouth to bother you.
- Ask 7-Up to your party! Everybody will be glad you did!

**Nothing *does it* like Seven-Up!**

**7up** "Fresh up" with Seven-Up!

Look at this drink advertisement from 1957. Think about whether you like or dislike the advertisement. The text in the advertisement has been recorded for you.

### You're sure to "have a ball" with this real thirst-quencher!

Biggest wing-ding of the semester – or just Saturday night in the rumpus room – a party is fun! And where there's fun, 7-up is right in step. It's so lively and sparkling!

Happens to be the best thirst-quencher there is, too. When you finish a bottle of 7-Up, there's no come-back thirst... no sticky taste in your mouth to bother you.

Ask 7-Up to your party! Everybody will be glad you did!

### Nothing does it like Seven-Up!

Do you like this advertisement? Write 3 reasons why you like or dislike this advertisement.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_

What language has been used to convince the audience that they need this drink? Record this language.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What colours have been used in the advertisement? Why have they used these colours?

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## Spelling:

Complete your look, cover, write, check.

### Highlight the Spelling Pattern

1. Say the word aloud.
2. Write the word.
3. Now using a highlighter, trace over the spelling pattern that is the same in all of your words. Say the letter names as you do this.

Repeat for each word.

Eg:

Word	Highlight the tricky part
Famous	Famous

Word	Word	Word	Word
1	6	11	16
2	7	12	17
3	8	13	18
4	9	14	
5	10	15	

## Writing:

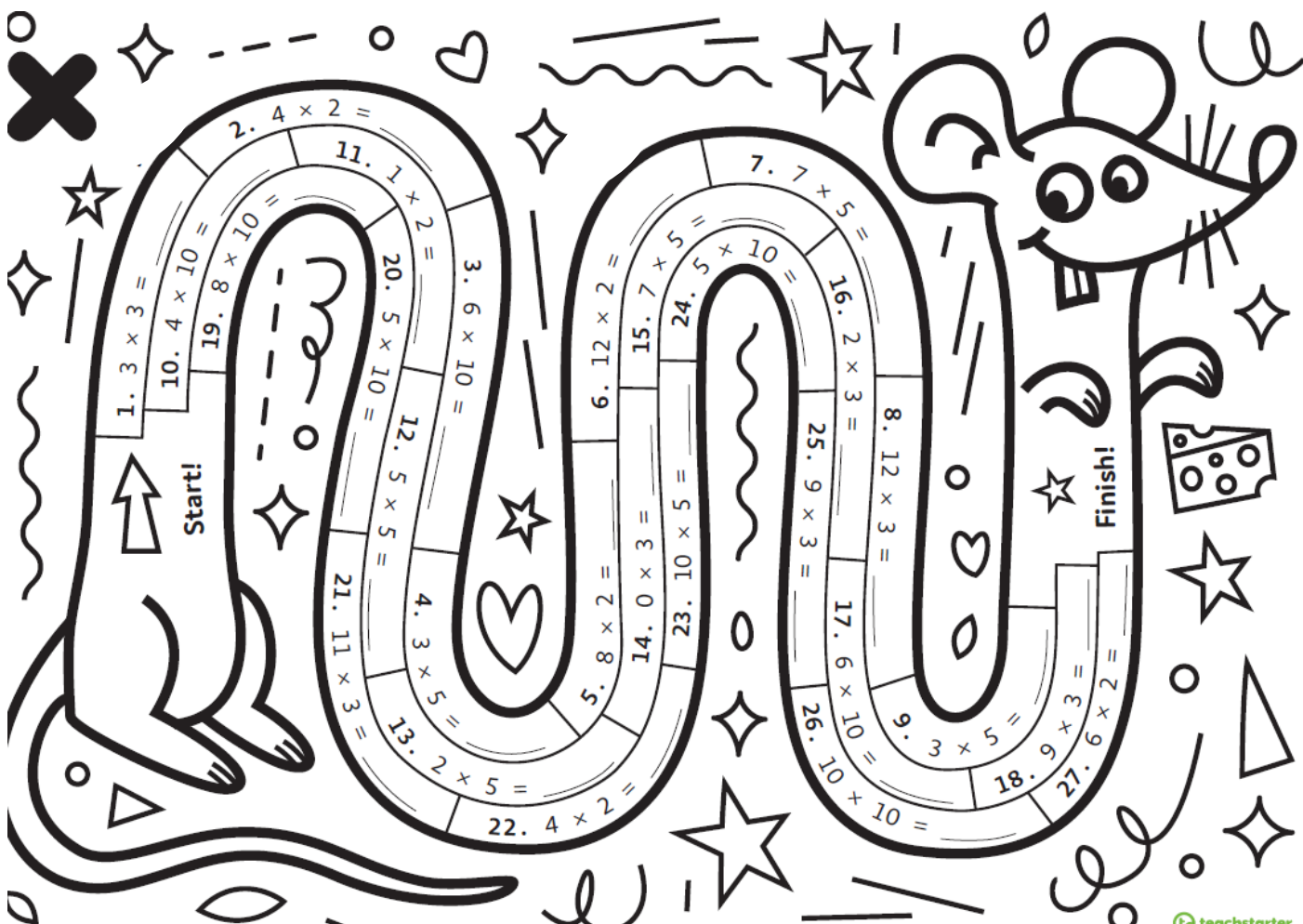
Create your advertisement for your selected scenario. If you finish early, maybe you could create a second advertisement using another scenario.

# Mathematics:

## Number of the day

Write numeral in words:	Create a algorithm that equals this number:
<b>178</b>	
Show two different ways of expanded form:	100 more , 100 less

### Warm up:



Match the correct factors to their product:



56	8 and 8
64	9 and 9
81	6 and 2
12	7 and 8

When you are answering problem's it is important to use words, for example if the question asks 'How many apples? The answer is 10 apples, not just 10.

Get yourself a calculator and complete the problem-solving activity below.

# Problem solving

- 1 John has 8 pairs of socks.  
How many socks altogether?

$$8 \times 2 = \square$$

Answer  socks



# Operations

- 2 Sammy bought 7 apples  
for 8 cents each. How  
much did he spend?

$$\square \times \square = \square$$

Answer  apples



- 3 Mrs Tiredout has 9 children. Each child  
has 4 T-shirts. How many T-shirts  
altogether?

$$\square \times \square = \square$$

Answer  T-shirts



- 4 Jack gathers 4 eggs every day.  
How many eggs in 1 week?

$$\square \times \square = \square$$

Answer  eggs



You write the questions.

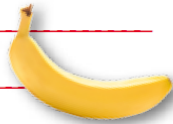
5

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



$$\square \times \square = \square \quad \text{Answer 30 bananas}$$

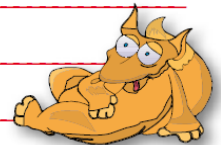
6

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



$$\square \times \square = \square \quad \text{Answer 48 monsters}$$

Use a calculator.

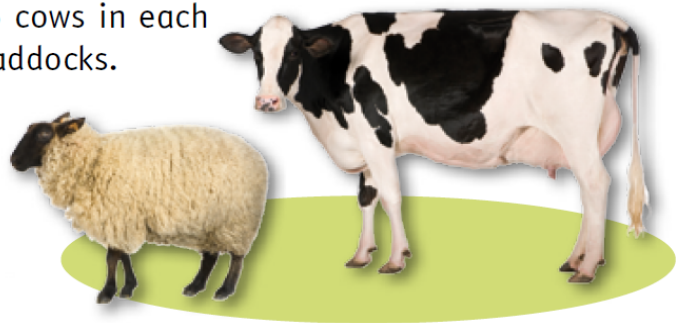
Farmer Joe had 14 paddocks. There were 25 cows in each  
of 6 paddocks and 34 sheep in each of 8 paddocks.

a How many cows?  $\square \times \square = \square$

b How many sheep?  $\square \times \square = \square$

c How many animals altogether?

\_\_\_\_\_



## Science and Technology –A shadowy picture



Scan the QR code or go to the link <https://edu.nsw.link/oA7VY0> to watch the teaching video a shadowy picture or read the instructions below.

Today we are exploring light and how shadows are formed when we interrupt light. This activity helps us to explore how light travels in a straight line from its source. A shadow is created when an object moves in front of the light source and the light is interrupted. The object is lit up and a shadow is behind the object.

Create a shadow by placing something in front of a light (the sun, a torch, a spotlight). Use your hand, the side of your face or any other object to create a shadow. What happens when you move the object closer to the light? Is the shadow different when the object is closer to the paper? Practice your skill in setting up the best sized shadow. Think about shadows, light and distances.

Choose one or more of the activities listed below.

You will need:

- A helper
- 4 x A4 pieces of paper on a table or taped to a door (fridge door)
- Torch or lamp
- tape
- pencil

Activity 1:

- Place paper on the surface where the shadow falls and trace around the shadow.
- Experiment by changing the distances between the light source (torch), paper and object.

Activity 2:

- Attach paper to a door or fridge door (check with some at home first)
- Create a shadow of your hand or face profile.
- Ask the helper to trace your outline.

Activity 3:

- Lay some paper on the ground.
- Create a shadow of your body on the ground.
- Ask your helper to trace your body outline.



Optional Challenge:

Relative size: When you double the distance between the wall and your hand, what happens to the size of the shadow? Does it also double in size? Does the shadow change when you keep your hand still and move the torch closer or farther away from the wall? How?

Trace a shadow of your hand.

Can you create and trace a shadow of your hand that is double the size?

Can you create and trace a shadow of your hand that is half the size?



What did Flynn (or the speaker you are reflecting on) do well? Make notes about Flynn's:

- Matter (what makes the speech interesting to listen to?)

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- Manner (what was good about his voice, stance, gestures, expression and eye contact?)

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- Method (did the order make sense, did the speech have a clear beginning, middle and end?)

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## English –Chocolate advertisement

To complete this task, it would be great for you to view the Cadbury advertisement. Scan the QR code or visit the link: <https://edu.nsw.link/ERb2Uj>.



If you are unable to view this advertisement, watch a commercial on television (a food commercial is ideal).

*"Cadbury "* by AppletonOnfoot is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



After watching the advertisement, complete the 'Advertising Analysis Template'

Reflection Questions	Answers
What product are they trying to sell?	
Who is trying to sell the product? What is the name of the company?	
Who is the target audience for this advertisement? Who are they trying to sell this product to?	
What advertising techniques have been used? List and explain these. For example, music, colour, animations.	
Do you think this is a good persuasive advertisement? Why do you think that?	

## Spelling

Have a parent, carer or an older sibling test you on your spelling words for this week.

RED	ORANGE	GREEN
1	7	13
2	8	14
3	9	15
4	10	16
5	11	17
6	12	18

Complete the spelling words you do in class (6, 12 or 18), those are the words you should be working on.

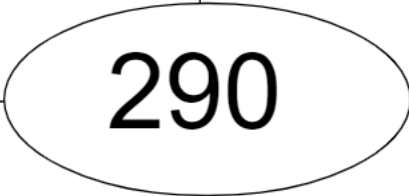
Once you are finished, have your parent, carer or sibling help you mark your words.

## Writing:

Finish your advertisement for your selected scenario (turn back to Thursday to do this). If you have finished you may do some free choice writing on a scrap piece of paper and then attach it to the back of your booklet.

## Mathematics:

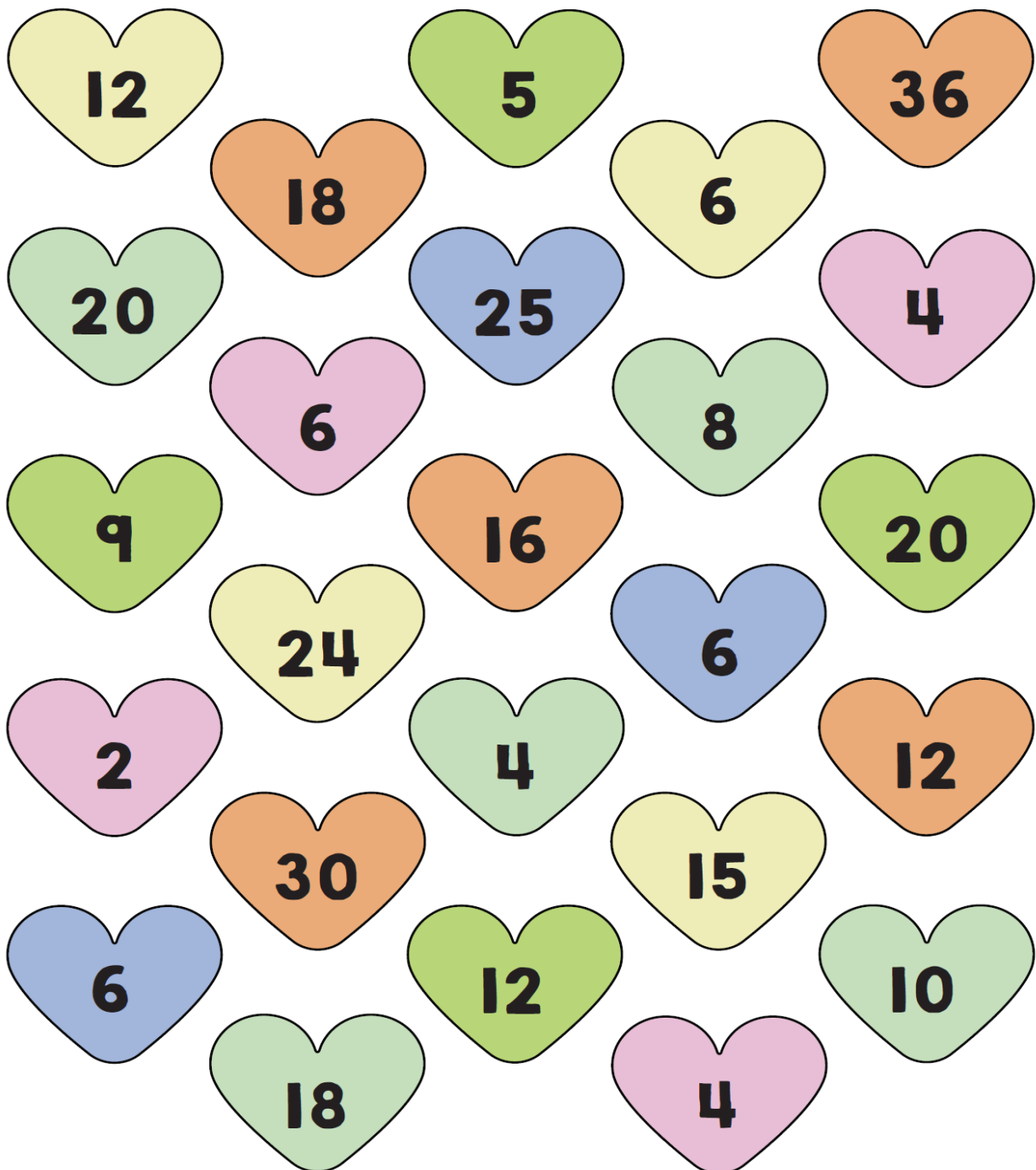
### Number of the day

Write numeral in words:	Create a algorithm that equals this number:
	
Show two different ways of expanded form:	100 more , 100 less

Warm up:

# COVER UP!

Roll a pair of dice and find their product. Then cover one of the matching numbers.



Make a multiplication chatterbox for the 9 times tables and play with a friend or family member:

# Multiplication Chatterbox X9

blue

purple

9 x 11

9 x 4

6 x

9 x 5

9 x 7

45

36

63

Teach THIS

9 x 12

27

108

06

18

9 x 6

6 x 9

9 x

9

pink

yellow

9 x 10

9 x 6

6 x 9

9 x

9



Now practise your times tables. Time yourself and see how fast you complete and how many you get correct!

# Terrific Twos

## Round 1

1.  $6 \times 2 =$
2.  $5 \times 2 =$
3.  $7 \times 2 =$
4.  $4 \times 2 =$
5.  $1 \times 2 =$
6.  $4 \times 2 =$
7.  $8 \times 2 =$
8.  $3 \times 2 =$
9.  $6 \times 2 =$
10.  $7 \times 2 =$
11.  $2 \times 2 =$
12.  $3 \times 2 =$
13.  $9 \times 2 =$
14.  $2 \times 2 =$
15.  $9 \times 2 =$
16.  $12 \times 2 =$
17.  $8 \times 2 =$
18.  $5 \times 2 =$
19.  $10 \times 2 =$
20.  $11 \times 2 =$

Time: \_\_\_\_\_

Errors: \_\_\_\_\_

## Round 2

1.  $2 \times 8 =$
2.  $3 \times 2 =$
3.  $7 \times 2 =$
4.  $2 \times 3 =$
5.  $11 \times 2 =$
6.  $4 \times 2 =$
7.  $2 \times 9 =$
8.  $5 \times 2 =$
9.  $10 \times 2 =$
10.  $9 \times 2 =$
11.  $2 \times 5 =$
12.  $2 \times 4 =$
13.  $8 \times 2 =$
14.  $2 \times 2 =$
15.  $12 \times 2 =$
16.  $2 \times 7 =$
17.  $6 \times 2 =$
18.  $2 \times 1 =$
19.  $2 \times 6 =$
20.  $2 \times 10 =$

Time: \_\_\_\_\_

Errors: \_\_\_\_\_

## Round 3

1.  $16 \div 2 =$
2.  $12 \div 2 =$
3.  $6 \div 2 =$
4.  $12 \div 2 =$
5.  $2 \div 2 =$
6.  $20 \div 2 =$
7.  $24 \div 2 =$
8.  $4 \div 2 =$
9.  $8 \div 2 =$
10.  $10 \div 2 =$
11.  $18 \div 2 =$
12.  $6 \div 2 =$
13.  $22 \div 2 =$
14.  $14 \div 2 =$
15.  $16 \div 2 =$
16.  $18 \div 2 =$
17.  $8 \div 2 =$
18.  $14 \div 2 =$
19.  $4 \div 2 =$
20.  $10 \div 2 =$

Time: \_\_\_\_\_

Errors: \_\_\_\_\_

# STEM – Ball launcher challenge

Scan the QR code or go to the link <https://edu.nsw.link/XHM3C0> to watch the teaching video on the Ball launcher challenge or read the instructions below.



## Challenge

Design and build a machine that launches a ball onto a target that is at least 1 metre away.

## Rules

1. You can only use the materials on the list.
2. The cardboard is to be used as a base for the ball thrower only.
3. The ball must land on the target.
4. You are allowed to use a hand to hold the base of the thrower as you launch the ball.
5. You can only use one finger to activate the throw (you can not use force to launch the ball, for example by striking down on a lever with your whole hand).
6. The launch area needs to be kept clear. DO NOT launch the ball near other people.
7. The target is an A4 piece of paper. Can you get the ball to land in the centre of the target?

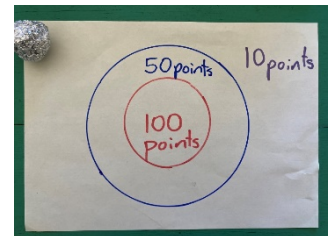
## Materials allowed

- plastic or paper cups
- sticks, craft sticks or pencils
- tape
- ruler
- rubber bands
- paper clips
- milk bottle lid
- a ping pong ball or a ball made out of crumpled aluminium foil
- 1 piece of A4-sized cardboard to make the base of the thrower (the side of a cardboard box is ideal)



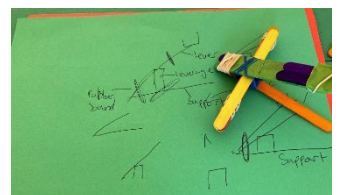
## Step 1: Identify and define the challenge

- Read the rules
- Collect materials and think about how they could be used for the challenge
- How could you build a machine to launch a ball using these materials?
- Record your ideas and discoveries in your workbook
- Make a ball out of aluminium foil or collect a ping-pong ball
- Make a target out of A4 paper. You may like to add scores to your target



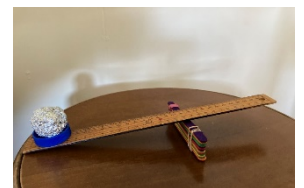
## Step 2: Brainstorm and design your machine

- Think about how you are going to construct the ball thrower.
- How are you going to join the parts of your structure?
- How will you support it to keep it steady?
- Sketch some designs in your workbook.
- Does your design meet the challenge rules?
- Which solution are you going to trial? Why did you choose that solution?



## Step 3: Time to build! Make and test your machine

- Build your ball thrower.
- Make your design and test it.
- Draw your design in your workbook or take a photo of your design.
- Why do you think it did/did not work?
- What else could you try?



## Step 4: Reflect, improve and present

- What could you change or modify on your design to make it work better?
- Redesign or make improvements to your machine. What improvements did you make? Note this in your workbook.
- How many times did you test your design? Did you meet the challenge?



**FEEDBACK:**

What did you like about what you learnt this week?

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What would you change?

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Anything else?

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