

## Stage 3 Learning From Home Plan - Term 4, Week 3



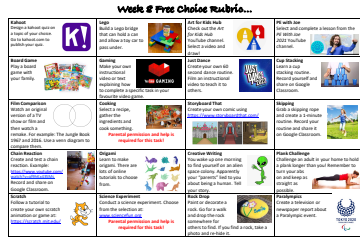
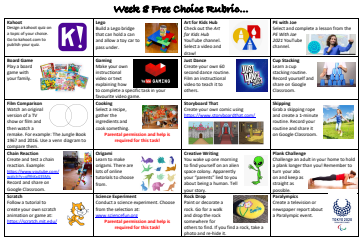
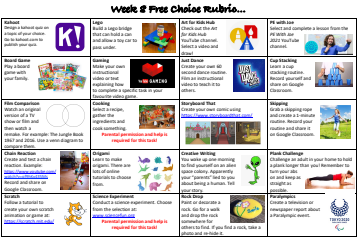
**All tasks can be found in Google Classroom.** Go to the Classwork page and look under each day's heading.

If you do not have access to a device or Internet, you can complete the tasks described below on paper or using the attached worksheet.

Where possible, please turn in all tasks through Google Classroom by attaching either a file or photo of your work.

MONDAY 18 <sup>th</sup> October	TUESDAY 19 <sup>th</sup> October 9:00am ZOOM	WEDNESDAY 20 <sup>th</sup> October	THURSDAY 21 <sup>st</sup> October 9:00am ZOOM	FRIDAY 22 <sup>nd</sup> October
<b>SPELLING - Learning Intention:</b> To recognise the sound pattern in my spelling words and other words.				
<ul style="list-style-type: none"> <li>Read your words aloud with an adult.</li> <li>Highlight your personal spelling words.</li> <li>Write your spelling words and check carefully.</li> <li>Complete the <i>Spelling Word Search</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Read your words aloud.</li> <li>Write your spelling words and check carefully.</li> <li>Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week.</li> </ul>	<ul style="list-style-type: none"> <li>Read your words aloud.</li> <li>Write your spelling words and check carefully.</li> <li>Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week.</li> </ul>	<ul style="list-style-type: none"> <li>Read your words aloud.</li> <li>Write your spelling words and check carefully.</li> <li>Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week.</li> </ul>	<ul style="list-style-type: none"> <li>Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week.</li> <li>Have a family member test you on your spelling words.</li> </ul>
<b>GRAMMAR - Learning Intention:</b> To identify and write using relative pronouns			<b>HANDWRITING - Learning Intention:</b> To practice cursive handwriting.	
<b>Relative Pronouns 1</b> <ul style="list-style-type: none"> <li>Watch: <i>Relative Pronouns and Relative Clauses</i> (link in Google Classroom) OR</li> <li>Read: <i>Relative Pronouns</i></li> <li>Complete the worksheet: <i>Grammar Monday – Relative Pronouns</i></li> </ul>	<b>Relative Pronouns 2</b> <ul style="list-style-type: none"> <li>Complete the worksheet: <i>Grammar Tuesday – Relative Pronouns</i></li> </ul>	<b>Relative Pronouns 3</b> <ul style="list-style-type: none"> <li>Complete the worksheet: <i>Grammar Wednesday – Relative Pronouns</i></li> </ul>	<b>Song</b> <ul style="list-style-type: none"> <li>Write the lyrics to a favourite song using your best cursive handwriting. You must include one verse and one chorus. Please ensure the lyrics are school appropriate.</li> </ul>	<b>Typing Club</b> <ul style="list-style-type: none"> <li>Go to: <a href="http://www.typingclub.com">www.typingclub.com</a></li> <li>Complete 2 touch typing lessons.</li> <li>Note: You do not need to log in. You can use the free version of the website.</li> </ul>
<b>READING - Learning Intention:</b> To read and respond to texts that explore ideas drawn from different times and cultures.				<b>LIBRARY</b>
<b>Read</b> <ul style="list-style-type: none"> <li>Read: <i>Sadako and the Thousand Paper Cranes – Chapter 3: Sadako's Secret</i></li> <li>Write/record a brief summary based on your reading.</li> </ul>	<b>Discuss</b> <ul style="list-style-type: none"> <li>Answer the following questions about the text:                             <ol style="list-style-type: none"> <li>What is Field Day?</li> <li>Why does Sadako want to win the race on Field Day?</li> <li>What were the signs that Sadako might be unwell?</li> <li>What did Sadako do over the winter months?</li> <li>What is Sadako's secret?</li> <li>Why does the author end this chapter with a question? What does it make the reader think?</li> </ol> </li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Research the definition of the following words, as they relate to the text:                             <ol style="list-style-type: none"> <li>supper</li> <li>dizziness</li> <li>drowsily</li> <li>temple</li> <li>shrine</li> <li>kimono</li> <li>amidst</li> <li>throngs</li> </ol> </li> </ul>	<b>Respond</b> <ul style="list-style-type: none"> <li>Imagine you are Sadako's friend. Write Sadako a letter and give her some advice about her secret.</li> </ul>	<b>Indigenous People</b> <ul style="list-style-type: none"> <li>Complete the Stage 3 Library task: <i>Who are the Indigenous People of the World?</i></li> </ul>

<b>WRITING - Learning Intention:</b> To understand the importance of using memorable and interesting characters in story writing.				
<b>Character Development</b> <ul style="list-style-type: none"> <li>• Watch: <i>Pixar In A Box - Character Development</i> (link in Google Classroom)</li> <li>• Record 5 key pieces of information you learned about the importance of using interesting characters when writing stories.</li> <li>• Who is your favourite character? (They can be from anywhere e.g. book, film, TV etc)</li> <li>• What is it that you like about this character?</li> </ul>	<b>The Present</b> <ul style="list-style-type: none"> <li>• <b><i>This activity will be included in today's Zoom session.</i></b></li> <li>• Watch: <i>The Present</i> (link in Google Classroom)</li> <li>• Answer the following questions about the video: <ul style="list-style-type: none"> <li>○ Who is the main character?</li> <li>○ What flaws does the character have?</li> <li>○ What struggles does the character go through?</li> <li>○ How is this character similar to you?</li> <li>○ In what ways did the character change through the story?</li> <li>○ What changed the character?</li> </ul> </li> </ul>	<b>Creating a Memorable Character</b> <ul style="list-style-type: none"> <li>• Use the <i>Creating a Memorable Character</i> template to create a character. You will need to focus on your character's history, family and friends likes, dislikes and experiences.</li> <li>• Draw a detailed image of your character. Add clues to your image which hint at the information in your character profile.</li> <li>• You will be using this character for some writing tasks later this week.</li> </ul>	<b>Scenario 1</b> <ul style="list-style-type: none"> <li>• Select one activity from the <i>Character Scenario</i> grid. Imagine that your character is completing this task. How would they go about it? What would they do, say, feel and think?</li> <li>• Write a short story (2-3 paragraphs) describing your character in this situation.</li> <li>• Optional: Dress up as your character and act out the scenario. Film your short skit and share with your teacher on Google Classroom.</li> </ul>	<b>Scenario 2</b> <ul style="list-style-type: none"> <li>• Select a different activity from the <i>Character Scenario</i> grid. Imagine that your character is completing this task. How would they go about it? What would they do, say, feel and think?</li> <li>• Write a short story (2-3 paragraphs) describing your character in this situation.</li> <li>• Optional: Dress up as your character and act out the scenario. Film your short skit and share with your teacher on Google Classroom.</li> </ul>
<b>MATHS - Learning Intention:</b> To identify the factors of a whole number. To estimate, measure and compare mass.				
<b>Mentals</b> <ul style="list-style-type: none"> <li>• Complete Think Mentals, Unit 27, Day 1 OR complete 1 column of <i>All Operations H</i></li> </ul>	<b>Mentals</b> <ul style="list-style-type: none"> <li>• Complete Think Mentals, Unit 27, Day 2 OR complete 1 column of <i>All Operations H</i></li> </ul>	<b>Mentals</b> <ul style="list-style-type: none"> <li>• Complete Think Mentals, Unit 27, Day 3 OR complete 1 column of <i>All Operations H</i></li> </ul>	<b>Mentals</b> <ul style="list-style-type: none"> <li>• Complete Think Mentals, Unit 27, Day 4 OR complete 1 column of <i>All Operations H</i></li> </ul>	<b>Mentals</b> <ul style="list-style-type: none"> <li>• Complete Think Mentals, Unit 27, Day 5 OR complete 1 column of <i>All Operations H</i></li> </ul>
<b>Factors and Multiples</b> <ul style="list-style-type: none"> <li>• Watch: <i>Multiples vs Factors</i> (link in Google Classroom)</li> <li>• Play the <i>Factors and Multiples Game</i>. All instructions are on the game sheet.</li> </ul>	<b>Maths Maze</b> <ul style="list-style-type: none"> <li>• Complete the <i>Maths Maze – Factors</i>.</li> <li>• There are three levels to choose from: <ul style="list-style-type: none"> <li>○ 1 = easier</li> <li>○ 2 = harder</li> <li>○ 3 = challenging</li> </ul> </li> </ul>	<b>Mass</b> <ul style="list-style-type: none"> <li>• Watch: <i>Metric System Explained Simply</i> (link in Google Classroom)</li> <li>• Complete the <i>Maths - Mass</i> worksheet</li> </ul>	<b>Fruit Salad</b> <ul style="list-style-type: none"> <li>• Complete the <i>Maths – Fruit Salad</i> worksheet</li> </ul>	<b>Animal Mass</b> <ul style="list-style-type: none"> <li>• Complete the <i>Maths – Animal Mass</i> worksheet</li> </ul>
<b>Mathletics</b> <ul style="list-style-type: none"> <li>• 2 x Mathletics tasks</li> </ul>	<b>Mathletics</b> <ul style="list-style-type: none"> <li>• 2 x Mathletics tasks</li> </ul>	<b>Mathletics</b> <ul style="list-style-type: none"> <li>• 2 x Mathletics tasks</li> </ul>	<b>Mathletics</b> <ul style="list-style-type: none"> <li>• 2 x Mathletics tasks</li> </ul>	<b>5 Minute Multiplication Frenzy</b> <ul style="list-style-type: none"> <li>• Complete the <i>5 Minute Multiplication Frenzy</i>.</li> </ul>

GEOGRAPHY - Learning Intention: To recognise some of the geographical features of Asia.				PDH
<b>Features</b> <ul style="list-style-type: none"> <li>Name these geographical features of Asia and the country they can be found in:               <ul style="list-style-type: none"> <li>The highest mountain in the world.</li> <li>The third longest river in the world.</li> <li>The world's deepest freshwater lake.</li> <li>The lowest point in the world.</li> <li>The tallest volcano in Asia.</li> <li>The largest bay in the world.</li> </ul> </li> </ul>	<b>Komodo Island</b> <ul style="list-style-type: none"> <li>Read: <i>Komodo Island, Indonesia</i></li> <li>Write a blog which includes a set of travel tips for someone planning to visit Komodo Island. Include details such as; weather to expect, safety tips, points of interest.</li> </ul>	<b>Places in Asia</b> <ul style="list-style-type: none"> <li>Complete the <i>Places in Asia Fact File</i>. Using Google Maps explore the area around each place using the zoom tool, photos and quick facts section. Record 2-3 geographical facts about each place. Include geographical terms (e.g. north, south, east, west, near, kilometres from...).</li> </ul>	<b>Himalayan Mountains</b> <ul style="list-style-type: none"> <li>Conduct your own research to find out how the Himalayan Mountain range was formed. Write a 2-3 sentences explanation in your own words.</li> <li>Write two geographical questions about the Himalayas and conduct research to find the answers.</li> </ul>	<b>Effects of Smoking</b> <ul style="list-style-type: none"> <li>Watch: <i>E-cigarette Warning</i> (link in Google Classroom)</li> <li>Read: <i>What are the effects of smoking and tobacco?</i></li> <li>Complete the <i>What are the effects of smoking and tobacco? Quiz</i></li> <li>Create a fact sheet for teens warning them about the effects of drinking alcohol.</li> </ul>
PE/FITNESS	CAPA/STEM			FINISHING OFF
<b>PE/Fitness</b> <ul style="list-style-type: none"> <li>Complete the <i>Week 3 PE</i> lesson provided by Mrs Trotter today.</li> <li>Aim to complete approximately 30 minutes of physical activity each day this week.</li> </ul>	<b>Free Choice Rubric</b> <ul style="list-style-type: none"> <li>Select and complete one activity from the <i>Free Choice Rubric</i>.</li> <li>Year 6 students may complete activities from <i>the Lake High Transition Wellbeing Google Classroom</i> to count towards this task.</li> </ul> 	<b>Free Choice Rubric</b> <ul style="list-style-type: none"> <li>Select and complete one activity from the <i>Free Choice Rubric</i>.</li> <li>Year 6 students may complete activities from <i>the Lake High Transition Wellbeing Google Classroom</i> to count towards this task.</li> </ul> 	<b>Free Choice Rubric</b> <ul style="list-style-type: none"> <li>Select and complete one activity from the <i>Free Choice Rubric</i>.</li> <li>Year 6 students may complete activities from <i>the Lake High Transition Wellbeing Google Classroom</i> to count towards this task.</li> </ul> 	<ul style="list-style-type: none"> <li>Catch up on any unfinished tasks.</li> <li>Upload images of any tasks completed on paper to Google Classroom and turn in the assignment.</li> <li>Check that all of this week's assignments have been turned in on Google Classroom.</li> </ul>