

Writing

Stage 3
Term 2, 2020
Week 1

Name:

Learning Intention:

- ❖ We are learning about informative writing - historical recounts

Success Criteria:

- ❖ We can identify the purpose for historical recounts
- ❖ We can identify the structure of historical recounts
- ❖ We can identify language features used in historical recounts
- ❖ We can plan ideas before writing a historical recount

Writing - Week 1

Monday 27/04/2020	Tuesday 28/04/2020	Wednesday 29/04/2020	Thursday 30/04/2020	Friday 1/05/2020
	<p style="text-align: center;">Staff Development Day</p>	<ol style="list-style-type: none"> 1. Unaided Writing Assessment Plan - Plan your ideas on the template provided or a blank piece of paper. Write - Write your Historical Recount on the lined paper provided. 2. Draw and colour a title page for your workbooks. Call them: Home Learning If you use textas make sure they don't go through the page. 3. Early Finishers Writing Activities: <ul style="list-style-type: none"> • Choose a writing topic from the April Writing Prompts Calendar and write it in your workbook. • Use a picture prompt from Pobble365 to write a story. Include the picture in your workbook with the story if you can. https://www.pobble365.com/ 		

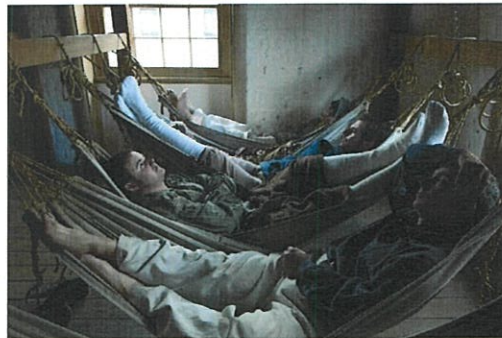
Historical Recount

Today you are going to write a historical recount to provide information around an early Australian event.



Think about:

- An orientation
- A chronological sequence of events
- A conclusion
- Formal tone
- Factual language
- Past tense
- Time connectives



Remember to:

- Plan your writing using the graphic organiser
- Write in a variety of sentences
- Check spelling, grammar and punctuation
- Choose your words carefully to avoid historical bias
- Begin a new paragraph for each idea
- Check and edit your writing

Historical Recount Structure – Sorting Task

Name _____

Date _____

Title	
Orientation (what, when, who)	
Series of Events (chronological order)	
Conclusion (significance of event)	



WRITING

Blank lined area for writing.

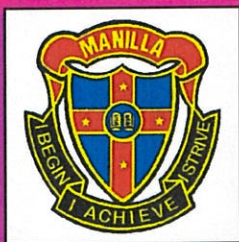
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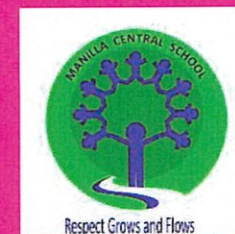
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Teacher:



Writing

Stage 3
Term 2, 2020
Week 2



Name:

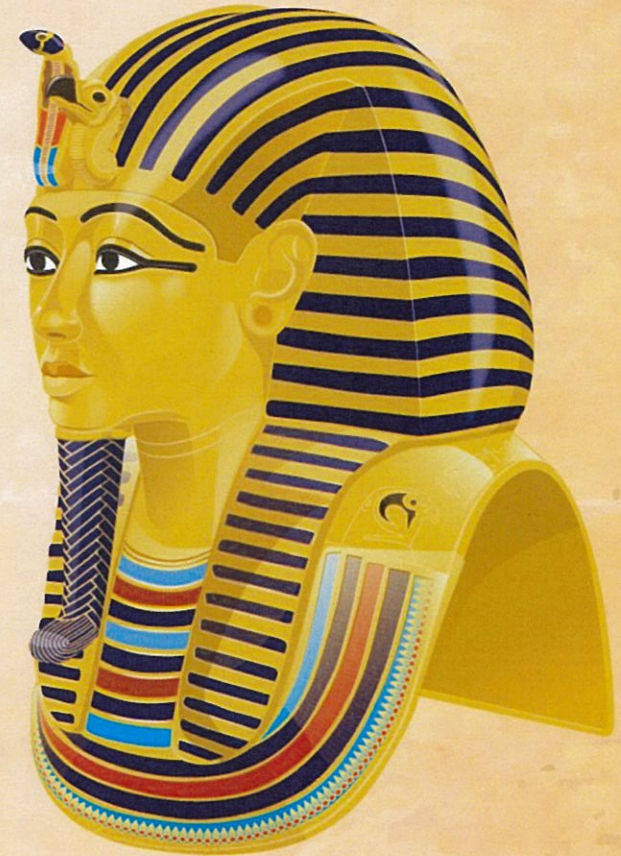
Writing - Week 2

Monday 4/05/2020	Tuesday 5/05/2020	Wednesday 6/05/2020	Thursday 7/05/2020
<p>1. Read slides 8 & 9 of the "Introduction to Historical Recounts."</p> <p>2. In your own words, answer in your workbook: What are historical recounts?</p> <p>3. Read slides: 10, 11 & 12.</p> <p>4. In your workbooks, write the structure of an historical recount.</p>	<p>1. Revise (Say it out loud): What is the purpose and the structure of a historical recount?</p> <p>2. Label the structure of the recount "The discovery of King Tutankhamen's Tomb." (slides 13 & 14)</p> <p>3. Complete the Historical Recount Structure Sorting Task - <i>The Moon Landing</i> by cutting and pasting the text in the correct order.</p>	<p>1. Revise (Say it out loud): What is the purpose and the structure of a historical recount?</p> <p>2. Read slides 16 & 17 "Language Features"</p> <p>3. On slide 18, use coloured pencils to colour/underline the language features for the example text. Past tense action verbs Adjectives Adverbial phrases Time connectives Evaluative language</p>	<p>1. Revise (Say it out loud): What is the purpose and the structure of a historical recount? Revise (re-read) the Language Features of a historical recount.</p> <p>3. Read <i>Captain Cook's Landing at Botany Bay</i>.</p> <p>Label the structure of the text.</p> <p>Colour/underline the language features of the text.</p>
<p>Early Finishers Writing Activities:</p> <ul style="list-style-type: none"> Choose a writing topic from the April Writing Prompts Calendar and write it in your workbook. Use a picture prompt from Pobble365 to write a story. https://www.pobble365.com/ 			

INTRODUCTION TO

HISTORICAL RECOUNTS

POWERPOINT



Symbols



I do: my turn to talk. This is the explanation section of our lesson where you are required to listen.



We do: this is where we can discuss or work on the concepts together.



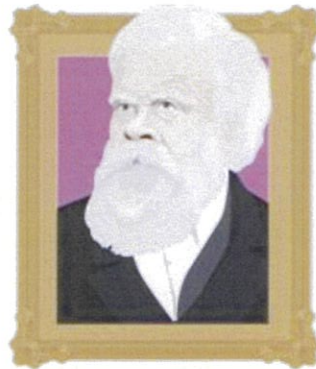
You do: your turn to be involved. You may be working in a group or on an activity individually.

What Are Recounts?

Recounts retell events that have happened in the past. You might write a recount about:



**a historical
event**



**a famous
person**



**a special
celebration**



**a recipe or
experiment**



Factual Historical Recounts - Purpose

- The purpose of a historical recount (factual) is to retell a particular historical event and explain its significance using facts.
- Unlike personal recounts, the writer of a historical recount does not need to be personally involved in the event they are writing about.
- You might write a historical recount about:
 - a famous battle
 - the reign of a monarch
 - the development of an invention
 - an event which changed society.



Historical Recounts - Structure

Orientation and Background Information

What is the event? When and where did it happen?

Series of Events in Chronological Order

What was the time sequence of the event?

Conclusion

What is the historical significance of the event?



Example Text - World War I



Orientation

The First World War (also known as the 'Great War') took place from July 1914 until November 1918. Although the war was fought mainly on European soil, over 135 countries around the world were involved.

Series of Events

The causes of the war were many and complicated. Some European countries wanted to regain territories from past conflicts; others were looking to create new empires. During the early 20th century, the continent had begun to split into two main groups – the Allies and the Central Powers. This meant that if one country decided to declare war on another, many other countries would be forced (by association) to join in.

The main trigger for the beginning of World War I was the assassination of the Archduke Franz Ferdinand (heir to the throne of Austria-Hungry) and his wife Sophie (who was pregnant at the time). This led to several declarations of war involving Serbia, Austria-Hungry, Germany and Russia. Because of alliances, many other European countries (including Great Britain) joined the conflict.



World War I – Continued



Series of Events

People believed that the war would be over in a few months. In actual fact, it lasted four years. Many battles took place all across Europe including the Battle of the Somme (1916), the Battle of Verdun (1916) and the Battle of Passchendaele (1917).

In 1917, the United States of America joined the war. The arrival of fresh American soldiers boosted the war effort for the Allies. During this time, the German campaign began to suffer. In 1918, people began to protest about the effects of the war on the population. Many Germans were starving, as British navel ships were blocking their food imports. Some of Germany's allies had already withdrawn from the war.

World War I officially ended at 11 am on November 11, 1918. Germany signed an armistice (peace agreement) that had been prepared by Britain and France. Finally, after four long years, the guns across Europe fell silent.

Conclusion



Due to the horrendous brutality of the war and the countless number of casualties, the First World War was one of the most significant conflicts of the modern era.

The Discovery of Tutankhamen's Tomb

Can you label the structure of this historical recount correctly?

During the 1800s, archaeologists began excavating the tombs of the ancient pharaohs of Egypt in the Valley of the Kings (near the modern city of Luxor). In 1922, one of the most significant events in archaeological history took place - the discovery of King Tutankhamen's tomb.

During the early 1900s, a British archaeologist called Howard Carter was working in Egypt as an artist. He strongly believed that the tomb of the boy king, Tutankhamen, had not yet been discovered. With the support of his wealthy friend, Lord Carnarvon, Carter hired 50 men to help him search the Valley of the Kings for the missing tomb.



Tutankhamen's Tomb - Continued

In 1922, after six years of searching, Carter found a stone step under some old workman's huts. He and his workers carefully dug around the area and discovered more steps leading in the same direction. They continued digging until the stairs finally ended at a doorway. Carter immediately sent a message to Lord Carnarvon.

On November 4, by the light of a candle, Carter and Lord Carnarvon cut a small hole in the secret door. When Carnarvon asked Carter if he could see anything, his response was, "Yes. Wonderful things." The room was full of treasures, furniture, chariots and everyday household items. Most amazingly of all, the tomb contained the mummified body of King Tutankhamen himself.

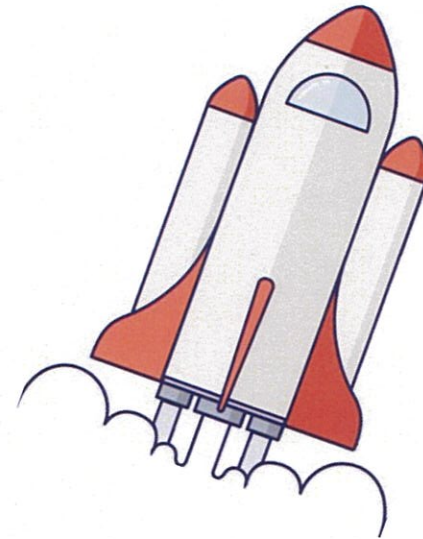
The excavation of King Tutankhamen's tomb transformed the relatively unknown king into a household name. Historians learned so much about the life, culture and beliefs of the ancient Egyptians from Howard Carter's incredible discovery.



Historical Recount Structure – Activity

To review the structure of historical recounts, complete the [Historical Recount Structure Sorting Task – The Moon Landing](#) by cutting and pasting the text in the correct order.

When you have finished, discuss the correct sequence of the text as a class.



Historical Recount Structure - Sorting Task

1. Cut out and read each paragraph of the historical recount.
2. Decide where each paragraph belongs in the structure of the historical recount.
3. Glue the paragraph in the correct row of the table on the next page.
4. Read through the entire text in the correct order.

The lunar module (called 'Eagle') finally touched down on the surface of the moon on July 20, 1969. A camera located in the lunar module sent live television coverage as astronaut Neil Armstrong climbed down the ladder and walked on the moon for the very first time. His historic words, "That's one small step for man, one giant leap for mankind" are still quoted regularly to this day.

In July 1969, one of the most exciting and ground-breaking events of the 20th century took place. The human race took its first ever steps on our closest celestial neighbour, the moon.

A task that had seemed impossible at the time of Kennedy's speech had become a reality in the space of a few short years. The moon landing continues to be considered one of the greatest achievements in human history.

The Moon Landing

In the early 60s, John F. Kennedy (the President of the United States of America) was concerned that America was falling behind the Soviet Union in space technology and exploration. He was determined that an American astronaut would walk on the moon before the end of the decade. In the following years, several unmanned missions took photographs and samples of the moon's surface.

At 11:32 pm on July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Centre near Orlando, Florida. Three crew members were on board: Neil Armstrong (mission commander), Buzz Aldrin (pilot) and Michael Collins (pilot). After lift-off, the astronauts travelled in space for three days before commencing lunar orbit.



Historical Recount Structure – Sorting Task

Name _____

Date _____

Title	
Orientation (what, when, who)	
Series of Events (chronological order)	
Conclusion (significance of event)	



WRITING

Historical Recounts – Language Features

- Historical recounts use formal, factual and evaluative language.
- Here are some examples of the language features you might find in a historical recount:
 - action verbs in past tense
 - adjectives
 - adverbial phrases
 - time connectives
 - evaluative words.



Historical Recounts – Language Features

Past Tense Action Verbs

These words describe what people have done.

e.g. fought, explored, discovered, invented.

Adjectives

These words describe objects.

e.g. hungry, speedy, several, black.

Adverbial Phrases

These phrases tell where, when, why and how.

e.g. on the opposite side, early in the morning.

Time Connectives

These words help to order events.

e.g. firstly, next, then, afterwards, finally.

Evaluative Words

These words assess the significance of something.

e.g. remarkable, noble, important, tragic.



Historical Recount Language - Example

Find the **past tense action verbs**, **adjectives**, **adverbial phrases**, **time connectives** and **evaluative language** in the historical recount below.

The tragic sinking of the *RMS Titanic* occurred in the North Atlantic Ocean on the night of April 14, 1912. The horrific event resulted in the deaths of over 1500 people.

On the day of the sinking, *RMS Titanic* received numerous warnings about the dangerous sea ice in the surrounding ocean. When the lookouts sighted the iceberg, the ship was moving far too quickly. The ship suffered a devastating hit which ripped several compartments. Within hours, the ship was sinking. Due to the remote location of the vessel, help could not arrive in time. In another cruel twist, there were not enough life boats for all of the passengers on board.

The sinking of the *RMS Titanic* is one of history's greatest tragedies.



Captain Cook's Landing at Botany Bay

Recount of Captain James Cook

Sunday 29th April 1770

Almost a week had passed since Lieutenant Hicks shouted 'land ahoy' and heralded our discovery of the east coast of New Holland.

Since then, we have sailed the Endeavour steadily northwards, keeping land in sight all the while. We have been kept busy mapping the coastline of this new and mysterious land.

On the morning of Sunday 19th April, we reached a place of great interest. It was a wide but shallow inlet. We immediately dropped anchor off a low headland covered with sand dunes. The great number of stingrays caught that morning prompted me to rather uncreatively name this place 'Stingrays Harbour'.

Around lunchtime we lifted anchor and sailed the Endeavour into the inlet. On either headland, we saw natives.

Soon after we dropped anchor again, a number of fellow sailors and myself set out in a rowboat to investigate. As we drifted toward the shore I said to sailor Isaac Smith, 'Jump out, Isaac,' thus making him the first European to set foot on the fabled east coast of New Holland. We all soon followed and waded through the shallow, warm water to the shore.

Before long, two natives came down from a group of six or so huts not far from our landing point. One was an old man, the other a younger fellow. We offered them gifts but they would not accept them. Perhaps they had misunderstood what we had said. Nonetheless, one of my men then took up a



Captain Cook's Landing at Botany Bay

musket and fired a shot over their heads, wounding the old man slightly. They promptly retreated back to their huts and came back with a number of other men. Not a moment later, they threw long spears at us - all landing harmlessly I am glad to say. We fired two more musket rounds over their heads and fortunately they left us.

Slowly we crept up to the group of huts. Inside we found only a small huddle of children but no sign of adults. Unable to communicate with the youngsters, we left a gift of colourful beads and returned to our boats.

I am now back in my cabin. What an eventful day. We shall stay here another week or so I should think, then continue our explorations up the east coast of this most curious land. Who knows what wonders we might find?






Writing



Stage 3
Term 2, 2020
Week 3

Name:

Monday	Tuesday	Wednesday	Thursday
<p>1. Revise the structure of a historical recount.</p> <p>2. In your workbooks, brainstorm a list of words that come to mind when you look at this image. Who is in the picture? When and where is this happening? What is happening? Why is this happening?</p> 	<p>1. Using the picture and words from yesterday:</p> <p>plan a historical account of the event from the perspective of one of the Aboriginal people.</p> <p>Use a blank planning template or you can plan in your workbook.</p>	<p>1. Write a draft historical recount of the event in the picture from the perspective of an Aboriginal person.</p> <p>Use your planning from yesterday.</p> <p>Remember the correct structure.</p> <p>Don't forget to leave a line between paragraphs.</p> <p>Check your spelling and punctuation.</p>	<p>1. Finish writing your draft historical recount of the event in the picture from the perspective of an Aboriginal person.</p> <p>Use your planning from yesterday.</p> <p>Remember the correct structure.</p> <p>Don't forget to leave a line between paragraphs.</p> <p>Check your spelling and punctuation.</p>

Early Finishers Writing Activities:

- Choose a writing topic from the April Writing Prompts Calendar and write it in your workbook.
- Use a picture prompt from Pobble365 to write a story. <https://www.pobble365.com/>



Historical Recount Structure – Sorting Task

Name _____

Date _____

Title	
Orientation (what, when, who)	
Series of Events (chronological order)	
Conclusion (significance of event)	



WRITING

April

World Health Day (7th April)

It is ANZAC Day! Why is it important for us to commemorate ANZAC day?



It is Easter! What does your family do for the Easter break?



It is World Health Day! Should healthy eating and exercise be taught in school? Why/why not?



Make a list of all of the fruits and vegetables that you eat.



How do you think eating junk food affects you?



Write a rhyming poem about the approaching winter.

Free choice

Make a list of all of your favourite songs at the moment, including title and artist.

Invent a monster and describe it. Explain its characteristics and habitat.

What makes you laugh? Why is it important to laugh?

Persuade someone to go outside.

Free choice

If you could be any book character, who would you be and why?

What is your favourite shop? Why?

I found a strange package by the door...

Write a review of your favourite book or movie. What do you like about it? Why would other people like it?

Free choice

What is your favourite time of the day? Why?

The birds were chirping and the sun was shining...

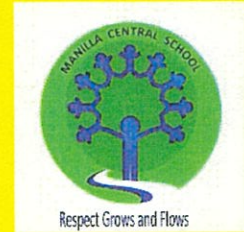
Convince someone to eat at your favourite restaurant.



Reading & Comprehension

Group 2 Novel Study:

Tom Appleby Convict Boy by Jackie French



Stage 3

Term 2, 2020

Weeks 1-3

Name:

Learning Intention:

- ❖ We are learning to read and comprehend what we read.

Success Criteria:

- ❖ We can read fluently.
- ❖ We can monitor our reading and record unknown words.
- ❖ We can answer and ***literal*** comprehension questions from the text (answers come directly from the text)
- ❖ We can answer ***inferential*** comprehension questions from the text (we may need to think about these answers and use some of our own knowledge to add to an answer).

Reading & Comprehension - Week 1

Group:	Monday	Wednesday	Thursday
1.		1. Read or listen to Chapters 1-3 of Tom Appleby Convict Boy. 2. Tell someone what has happened in the story so far.	1. Read or listen to Chapters 4 & 5. 2. In your Novel Study Booklet complete worksheet 1.
2.		1. Read Chapters 1-3 of Tom Appleby Convict Boy. 2. In you workbook write a summary of has happened in the story so far.	1. Read Chapters 4 & 5. 2. In your Novel Study Booklet complete worksheet 1.
3.		1. Read Chapters 1 & 2 of Tom Appleby Convict Boy. 2. Complete the Chapter Study & Worksheet 1 in your Novel Study Booklet.	1. Read Chapters 3 & 4. 2. Complete the Chapter Study & Worksheet 2 in your Novel Study Booklet.
All Groups		Record any unknown words as read in a list in your workbook under the heading <i>Tom Appleby Unknown Words</i> Early Finishers: Independent Reading, Get Epic, Reading Eggs, Study Ladder	

Reading & Comprehension - Week 2

Group:	Monday	Wednesday	Thursday
1.	1. Read or listen to Chapters 6 & 7. 2. Tell someone what has happened in the story so far.	1. Read or listen to Chapters 8 & 9. 2. Tell someone what has happened in the story so far.	1. Read or listen to Chapter 10. 2. In your Novel Study Booklet complete worksheet 2.
2.	1. Read Chapters 6 & 7. 2. In you workbook write a summary of has happened in the story so far.	1. Read Chapters 8 & 9. 2. In you workbook write a summary of has happened in the story so far.	1. Read Chapter 10. 2. In your Novel Study Booklet complete worksheet 2.
3.	1. Read Chapters 5 & 6. 2. Complete the Chapter Study & Worksheet 3 in your Novel Study Booklet.	1. Read Chapters 7 & 8. 2. Complete the Chapter Study & Worksheet 4 in your Novel Study Booklet.	1. Read Chapters 9 & 10. 2. Complete the Chapter Study & Worksheet 5 in your Novel Study Booklet.
All Groups	Record any unknown words as read in a list in your workbook under the heading <i>Tom Appleby Unknown Words</i> Early Finishers: Independent Reading, Get Epic, Reading Eggs, Study Ladder		

Reading & Comprehension - Week 3

Group:	Monday	Wednesday	Thursday
1.	1. Read or listen to Chapters 11 & 12. 2. Tell someone what has happened in the story so far.	1. Read or listen to Chapters 13 & 14. 2. Tell someone what has happened in the story so far.	1. Read or listen to Chapter 15. 2. In your Novel Study Booklet complete worksheet 3.
2.	1. Read Chapters 11 & 12. 2. In you workbook write a summary of has happened in the story so far.	1. Read Chapters 13 & 14. 2. In you workbook write a summary of has happened in the story so far.	1. Read Chapter 15. 2. In your Novel Study Booklet complete worksheet 3.
3.	1. Read Chapters 11 & 12. 2. Complete the Chapter Study & Worksheet 6 in your Novel Study Booklet.	1. Read Chapters 13 & 14. 2. Complete the Chapter Study & Worksheet 7 in your Novel Study Booklet.	1. Read Chapters 15 & 16. 2. Complete the Chapter Study & Worksheet 8 in your Novel Study Booklet.
All Groups	Record any unknown words as read in a list in your workbook under the heading <i>Tom Appleby Unknown Words</i> Early Finishers: Independent Reading, Get Epic, Reading Eggs, Study Ladder		

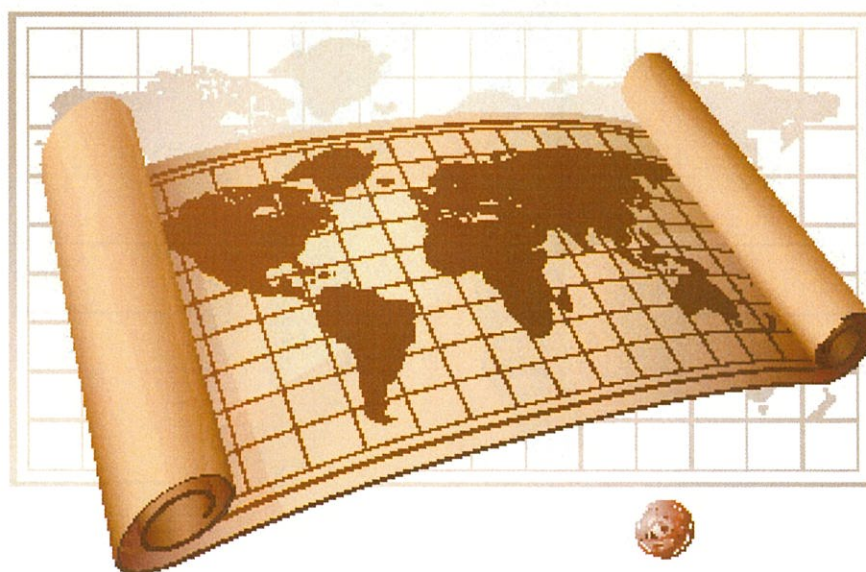
TOM APPLEBY, CONVICT BOY

BY JACKIE FRENCH

COMPREHENSION BOOKLET

NAME: _____

CLASS: _____



Tom Appleby Convict Boy

Chapters 6-10

Read chapters 6-10 of Tom Appleby Convict Boy and answer the following questions.

Vocabulary

Find the meanings for these words in a dictionary:

1. soot: _____

2. scullery: _____

3. hoard: _____

British Slang

Match the slang words with their meaning:

barrow boy

A chimney.

coves

A pair of pants.

chimley

A person.

workhouse

A cart from which fruit or other goods is sold from the street.

breeches

A place where those unable to support themselves were offered accommodation and employment

'Between the Lines' Comprehension

Why does Jem trust Tom with his secret?

'On Your Own' Comprehension

Do you agree or disagree with Tom's choice to steal items from the house? Write three reasons for or against your decision.

Tom Appleby Convict Boy **Chapters 16-20**

In Chapter 17, Tom stands before the judge accused of theft. Imagine you have been appointed his defense lawyer. Write three arguments to convince the judge not to hang him.

Opening Statement - Summarise your case

First Argument

Second Argument

Third Argument

Concluding Statement - Summarise your case


Read chapters 26-30 of Tom Appleby Convict Boy. Imagine you've just opened the first Australian newspaper. Write a front page article, including the newspaper name, headline, image and text, about the settlement. You may like to include details about:

- Plants and animals encountered
- Convict behaviour in the settlement, including the first hanging
- How the construction is going

VOLUME 1, ISSUE 1

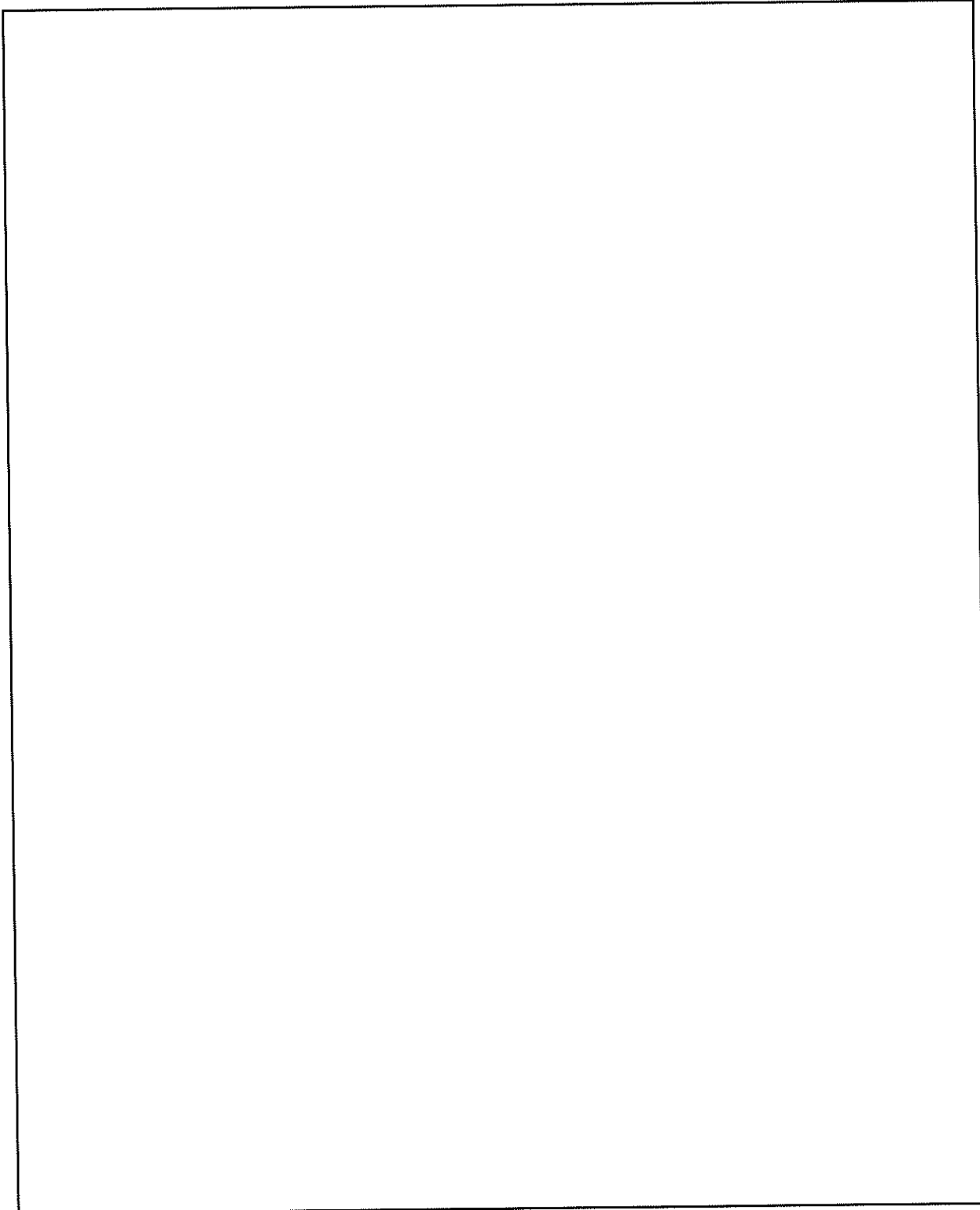
VOLUME 1, ISSUE 1

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Tom Appleby Convict Boy Chapters 36-40

Read chapters 36-40 of Tom Appleby Convict Boy. Someone has been stealing from the food stores. Design a warning poster to keep thieves away. Include reasons for the protection of food and details about possible punishments.

A large, empty rectangular box with a thin black border, intended for students to draw their warning poster.

Tom Appleby Convict Boy Chapters 46-52

Read chapters 46-52 of Tom Appleby Convict Boy. Write a book review about the story.

Author: _____

Publisher: _____

Year of Publication: _____

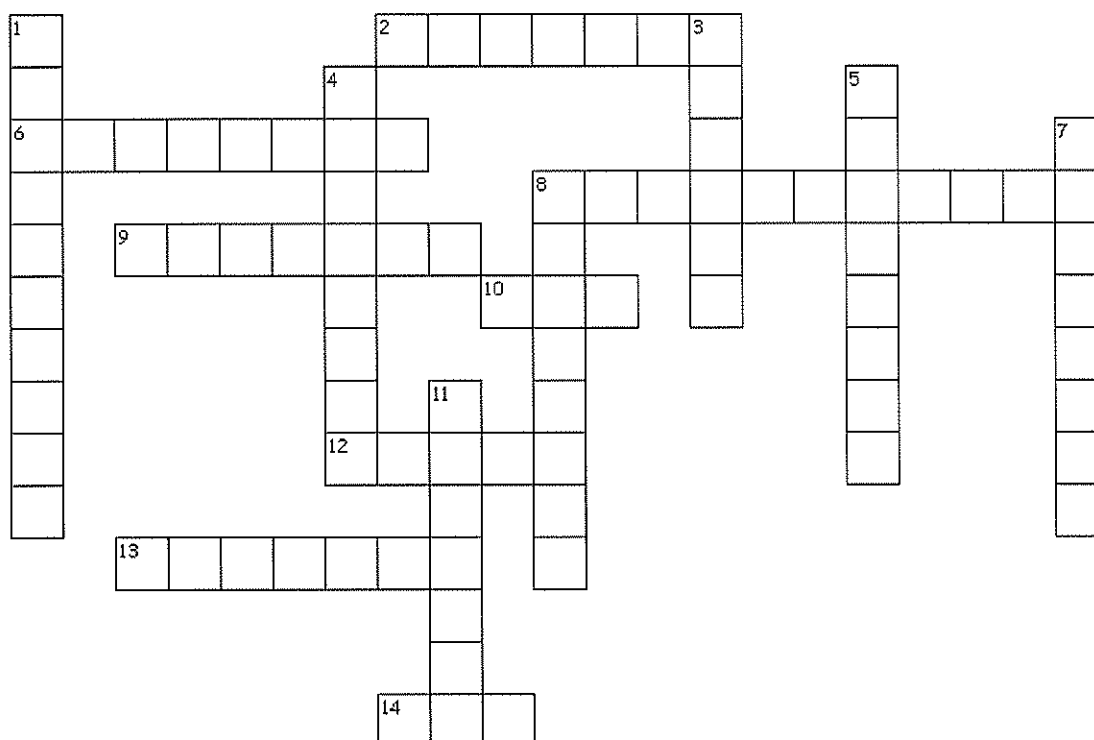
Introduce the book.

What is the story about? (Don't give away the ending!)

What was your favourite part of the story? Or make a connection to the story about your own experience or another book you've read.

Who would you recommend this book too? Include their age, other books they may like or interests.

Tom Appleby Convict Boy Crossword



Across

2. The food for the settlement was divided in to _____.
6. Where Tom lived as an elderly man.
8. Tom came on the ship, _____.
9. First Fleet's name for Indigenous peoples.
10. Tom's second friend.
12. Tom gained his fortune from farming _____.
13. Punishment for stealing food in the colony.
14. Died from a chimney fall.

Down

1. The main character.
3. It's important to eat fresh fruit and meat so you don't get _____.
4. Grew well in Australia.
5. Rob's father's marine rank.
7. Captain of the First Fleet.
8. Disease believed to have infected the Indigenous peoples.
11. The prison where Tom was held.



Spelling Booklet

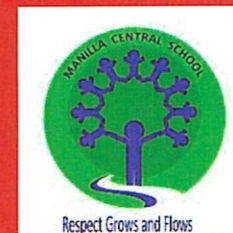
Group: 3

Stage 3

Term 2, 2020

Week 1

Name:



	Tuesday 28/04/2020	Thursday 30/04/2020																					
	<p>Staff Development Day</p>	<p>ANZAC Spelling Activities</p> <p>1. Write the following words in your workbook.</p> <table> <tr> <td>Australia</td><td>New Zealand</td><td>Army</td></tr> <tr> <td>Corps</td><td>memorial</td><td>honour</td></tr> <tr> <td>poppies</td><td>Gallipoli</td><td>wreaths</td></tr> <tr> <td>bugle</td><td>battlefield</td><td>trench</td></tr> <tr> <td>soldiers</td><td>service</td><td>pride</td></tr> <tr> <td>silence</td><td>remembrance</td><td>parade</td></tr> <tr> <td>medals</td><td>peace</td><td></td></tr> </table> <p>2. Make a Word Search for these words using the blank template provided in your booklet. Have a family member complete your word search.</p>	Australia	New Zealand	Army	Corps	memorial	honour	poppies	Gallipoli	wreaths	bugle	battlefield	trench	soldiers	service	pride	silence	remembrance	parade	medals	peace	
Australia	New Zealand	Army																					
Corps	memorial	honour																					
poppies	Gallipoli	wreaths																					
bugle	battlefield	trench																					
soldiers	service	pride																					
silence	remembrance	parade																					
medals	peace																						

Word Search

Create a word search using your own words list.

[illegible]

Write your word list here:



Spelling Booklet

Group: 3

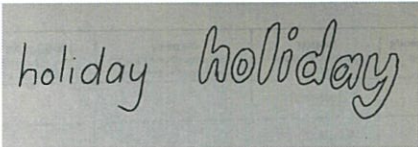

Stage 3

Term 2, 2020

Week 2



Name:

Monday 4/05/2020	Wednesday 6/05/2020	Friday 8/05/2020
<p>1. Write the highlighted words on your list in your workbooks.</p> <p>Group 1 - ch sh th wh Group 2 - e ee ea y Group 3 - r rr wr</p> <p>2. Read your words out loud.</p> <p>3. Complete the Trash or Treasure/Fab or Fake/Trick or Treat spelling activity in your spelling booklet.</p> <p>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</p>	<p>1. Write the highlighted words on your list in your workbooks using <i>bubble</i> writing.</p>  <p>2. Write dictionary definitions for the words with a D next to them, in your workbook.</p> <p>3. Complete the word find activity in your spelling booklet.</p> <p>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</p>	<p>1. Write the highlighted words on your list in your workbooks using <i>rainbow</i> writing with at least 3 different colours for each word.</p>  <p>2. Write simple sentences for the words with a S next to them, in your workbook.</p> <p>3. Play hangman with your spelling words with someone from your family. Or another spelling game.</p> <p>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</p>

Word Lists

Unit 1 - r rr wr

Target Representations		
r	rr	wr
run	lorry	wrap
red	hurry	wrist
ram	carry	wrong
rag	ferry	wrung
rat	merry	wreck - S
rib	berry	write
robot	marry	writer
rind	cherry	wrote
ride	carrot	wrench - D
road	hurrying	wren
rain	carrying	writing
ring	marrying	wrapping
rent		wrangle - S
racket		wriggle
rocket		wristband
ripe		wry - D
tree		playwright
rugby		
ribbon		
roast		
read		
rusty - S		
rung		
robin		
reach		
radio		
rubbish		
risky - S		
robbing		
Extension Representations		
rh		
rhino	rhubarb - D	
rhyme	rhombus - D	

Unit 2 - oi oy

Target Representations	
oi	oy
oil	boy
oilcan	toy
boil	joy
coil	soy
coin	coy
join	employ
soil	destroy
foil	annoy
point	enjoy
boiling	royal
spoil	soya
spoilt	royalty
toil	annoying
toilet	joyful
loin	ploy
groin	loyal
void	decoy
joint	alloy
avoid	envoy
moist	toyshop
poison	boycott
appointment	oyster
hoist	
pointing	
avoiding	
pointless	
doily	
appoint	
Extension Representations	
uoy	
buoy	





Trick or Treat Word List



Unit 1

rent	rint	red	wrochn
berry	wribl	road	rus
wreck	carry	rain	wrong
kepi	ferry	rat	lorry
sirrt	write	rit	rung
wrimt	marry	ras	girrv
rag	jarrt	ruij	rurt
ring	wirrt	relt	wrinf
wrote	wrolt	wrench	
rup	jarry	rib	

Unit 2

oil	destroy	foil	doy
soy	joy	royalty	xoy
oie	coin	toil	joint
foy	tresvoy	annoy	enjoy
point	hoy	coig	soya
avoid	noip	buroy	jinoy
employ	join	boylkip	loirp
voint	roip	doiy	goy
beoi	boil	coy	
rumcoy	koiw	boy	



Trick or Treat Record Sheet





Unit 1 Word Find

h	u	rr	y	s	wr	a	p	h	rh
w	f	a	r	ea	d	v	r	n	i
r	e	rr	u	f	wr	h	a	j	n
s	rr	q	r	a	t	z	m	c	o
d	y	f	wr	i	t	er	d	p	s
r	oa	d	s	w	h	wr	i	s	t
l	k	n	m	a	rr	y	f	wr	s
d	w	r	y	l	r	o	b	o	t
m	e	rr	y	a	rr	wr	e	ck	v

ram

marry

rat

wrist

wreck

merry

road

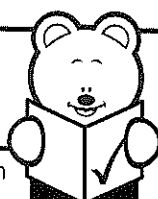
writer

robot

ferry

wrap

hurry





Spelling Booklet

Group: 3

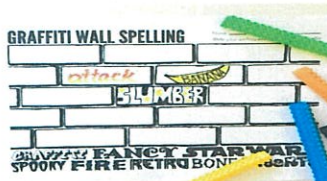
Stage 3

Term 2, 2020

Week 3

Name:



Monday 11/05/2020	Wednesday 13/05/2020	Friday 15/05/2020								
<div>1. Write the highlighted words on your list in your workbooks.</div> <div>Group 1 - ch sh th wh Group 2 - i igh y ie i_e Group 3 - oi oy</div> <div>2. Read your words out loud.</div> <div>3. Complete the Trash or Treasure/Fab or Fake/Trick or Treat spelling activity in your spelling booklet.</div> <div>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</div>	<div>1. Use your highlighted spelling words to write on the graffiti wall worksheet in your booklet.</div> <div></div> <div>2. Write dictionary definitions for the words with a D next to them, in your workbook.</div> <div>3. Complete the word find activity in your booklet.</div> <div>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</div>	<div>1. Write the highlighted words on your list in your workbooks using blue for consonants and red for vowels.</div> <div><table border="1"><tr><td>climb</td><td>tag</td></tr><tr><td>friend</td><td>swing</td></tr><tr><td>play</td><td>slide</td></tr><tr><td>park</td><td>jump</td></tr></table></div> <div>2. Write simple sentences for the words with a S next to them, in your workbook.</div> <div>3. Play hangman with your spelling words with someone from your family. Or another spelling game.</div> <div>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</div>	climb	tag	friend	swing	play	slide	park	jump
climb	tag									
friend	swing									
play	slide									
park	jump									

Word Lists

Unit 1 - r rr wr

Target Representations		
r	rr	wr
run	lorry	wrap
red	hurry	wrist
ram	carry	wrong
rag	ferry	wrung
rat	merry	wreck
rib	berry	write
robot	marry	writer
rind	cherry	wrote
ride	carrot	wrench
road	hurry	wren
rain	carrying	writing
ring	marrying	wrapping
rent		wrangle
racket		wriggle
rocket		wristband
ripe		wry
tree		playwright
rugby		
ribbon		
roast		
read		
rusty		
rung		
robin		
reach		
radio		
rubbish		
risky		
robbing		
Extension Representations		
rh		
rhino	rhubarb	
rhyme	rhombus	

Unit 2 - oi oy

Target Representations	
oi	oy
oil	boy
oilcan	toy
boil	joy
coil	soy
coin	coy - D
join	employ
soil	destroy - S
foil	annoy
point	enjoy
boiling	royal
spoil	soya
spoilt	royalty - S
toil	annoying
toilet	joyful
loin	ploy
groin	loyal
void - D	decoy
joint	alloy
avoid	envoy - D
moist	toyshop
poison	boycott
appointment	oyster
hoist - S	
pointing	
avoiding - S	
pointless	
doily	
appoint	
Extension Representations	
uoy	
buoy - D	





Trick or Treat Word List



Unit 1

rent	rint	red	wrochn
berry	wribl	road	rus
wreck	carry	rain	wrong
kepi	ferry	rat	lorry
sirrt	write	rit	rung
wrimt	marry	ras	girrv
rag	jarrr	ruij	rurt
ring	wirrt	relt	wrinf
wrote	wrolt	wrench	
rup	jarry	rib	

Unit 2

oil	destroy	foil	doy
soy	joy	royalty	xoy
oie	coin	toil	joint
foy	tresvoy	annoy	enjoy
point	hoy	coig	soya
avoid	noip	buroy	jinoy
employ	join	boylkip	loirp
voint	roip	doiy	goy
beoi	boil	coy	
rumcoy	koiw	boy	

Trick or Treat Record Sheet





GRAFFITI WALL SPELLING

Name: _____

Write your spelling words on the wall in graffiti

© childhood101

GRAFFITI FANCY STAR WARS
SPOOKY FIRE RETRO BONES HEARTS

Unit 2 Word Find

oi	l	c	a	n	z	j	oi	n	s
u	oy	n	j	q	e	n	v	oy	t
d	e	s	t	r	oy	d	t	u	oy
h	oi	st	d	c	c	r	n	oi	a
oy	l	p	s	oi	m	oy	e	j	n
s	oi	l	m	l	a	a	n	r	n
c	j	oy	s	t	er	l	j	o	oy
u	s	oy	a	oy	r	d	oy	a	i
j	oi	n	t	h	b	oi	l	i	ng

oilcan

coil

join

boiling

joint

annoying

toy

destroy

enjoy

royal

soya

soil





BTN, Punctuation & Handwriting



Stage 3
Term 2, 2020
Weeks 1-3

Name:

Learning Intention:

- ❖ We are learning to comprehend current news issues
- ❖ We are learning about Grammar and punctuation
- ❖ We are learning correct writing strokes

Success Criteria:

- ❖ We can recount and summarise a news article from BTN
- ❖ We can use basic punctuation correctly: Capital letters, full stops, question marks, exclamation marks
- ❖ We can write our letters neatly with correct pencil grip and stroke order

Week 1

Tuesday 28/04/2020	Friday 1/05/2020
<p>Staff Development Day</p>	<p><u>Punctuation</u></p> <p>Complete pages 4 & 5 in your punctuation booklet.</p>
	<p><u>Handwriting</u></p> <p>Complete pages 1 & 2 in your handwriting booklet.</p> <p>A a</p>

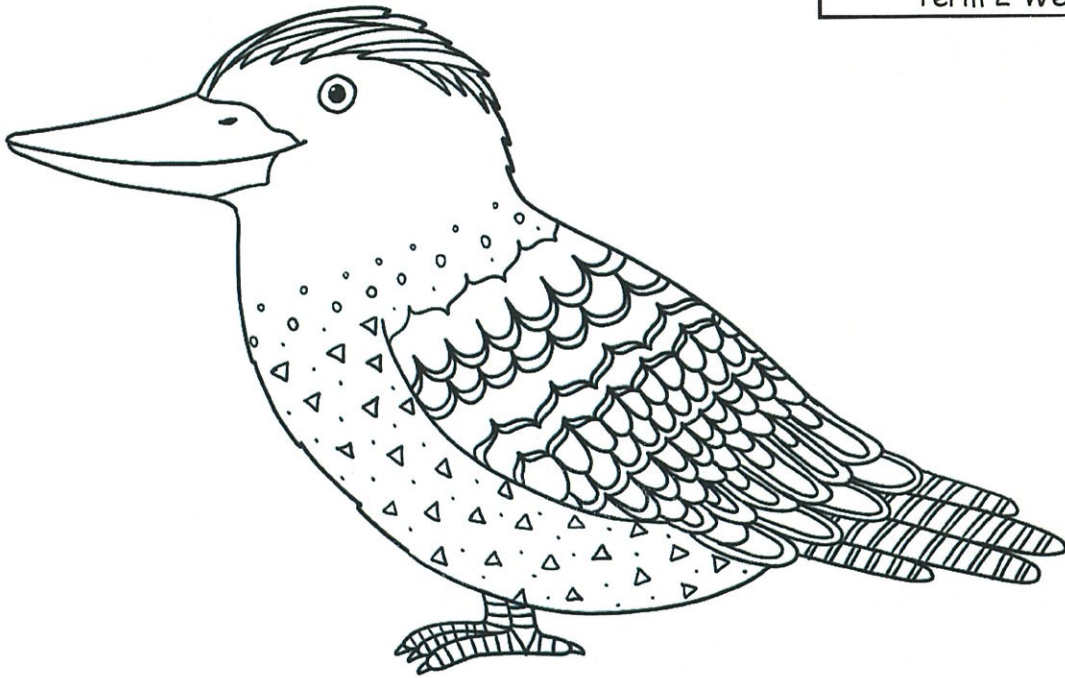
Tuesday 28/04/2020	Friday 1/05/2020
<p><u>BTN</u></p> <p>Watch the latest BTN episode on ABCme (Tuesdays 11.45am). Choose a news story and write or type a summary of the article in this space.</p>	<p><u>Punctuation</u></p> <p>Complete pages 6 & 7 in your punctuation booklet.</p>
	<p><u>Handwriting</u></p> <p>Complete pages 3 & 4 in your handwriting booklet.</p> <p>B b</p>

Tuesday 28/04/2020	Friday 1/05/2020
<p><u>BTN</u></p> <p>Watch the latest BTN episode on ABCme (Tuesdays 11.45am). Choose a news story and write or type a summary of the article in this space.</p>	<p><u>Punctuation</u></p> <p>Complete pages 8 & 9 in your punctuation booklet.</p>
	<p><u>Handwriting</u></p> <p>Complete pages 5 & 6 in your handwriting booklet.</p> <p>C c</p>

Name: _____

Handwriting

Term 2 Weeks 1 -3

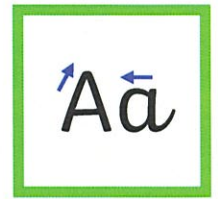


Handwriting



Notes to remember:

- We are adding ligatures to all appropriate letters.
- We can join letters together by extending the ligatures.
- We are sloping our letters.
- We are making our letters smaller now.
- Capital letters have no ligature.



Warm-up: practise your slope, size and shape.

c c c

a a a

aaa

Practise joining 'a' with common combinations. Remember to link the 'a' from the base.

an

ad

at

ap

al

Now copy this sentence.

Annie the anteater accidentally ate
Andy Alligator's apples, so angry
Andy ate all of Annie's ants.

Self assessment			Self reflection
Even slope	<input type="radio"/>	<input type="radio"/>	I am pleased with:
Correct ligatures	<input type="radio"/>	<input type="radio"/>	
Even size	<input type="radio"/>	<input type="radio"/>	Next time I will work on:
Even spaces	<input type="radio"/>	<input type="radio"/>	

Notes to remember:

- We are adding ligatures to all appropriate letters.
- We can join letters together by extending the ligatures.
- We are sloping our letters.
- We are making our letters smaller now.
- Capital letters have no ligature.



Warm-up: practise your slope with long lines. Then practise your size, shape and ligature of the 'b'.

l

b b b

bbb

Practise joining 'b' with each vowel. Remember to link the 'b' from the base then lead to the top of the vowel.

ba

be

bi

bo

bu

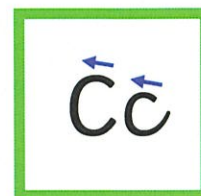
Now copy this sentence.

Betty bought a bit of butter but
she found the butter bitter. So
Betty bought a better bit of butter
to make her bitter butter better.

Self assessment		Self reflection
Even slope	<div><div></div><div></div><div></div></div>	I am pleased with:
Correct ligatures	<div><div></div><div></div><div></div></div>	
Even size	<div><div></div><div></div><div></div></div>	Next time I will work on:
Even spaces	<div><div></div><div></div><div></div></div>	

Notes to remember:

- We are adding ligatures to all appropriate letters.
- We can join letters together by extending the ligatures.
- We are sloping our letters.
- We are making our letters smaller now.
- Capital letters have no ligature.



Warm-up: practise your slope, size and shape.

c c c

C C C

ccc

Practise joining 'c' with vowels. Remember to link the 'c' from the base.

ca

ce

ci

co

cu

Now copy this sentence.

Carey the caterpillar caught
calmy and carefully caught the
cheeky cat.

Self assessment			Self reflection
Even slope	<input type="radio"/>	<input type="radio"/>	I am pleased with:
Correct ligatures	<input type="radio"/>	<input type="radio"/>	
Even size	<input type="radio"/>	<input type="radio"/>	Next time I will work on:
Even spaces	<input type="radio"/>	<input type="radio"/>	



Vocabulary Booklet



Stage 3
Term 2, 2020
Week 1

Name:

Learning Intention:

- ❖ We are learning about language - vocabulary

Success Criteria:

- ❖ We can define technical vocabulary using our own words and images.
 - ❖ We can correctly use learnt vocabulary in a sentence.
- ❖ We can use morphemic spelling strategies to spell additional words.

[example]

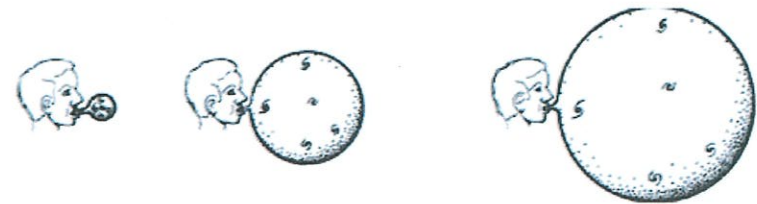
Word: **expand**

What it is or isn't

It is to make something bigger.

It isn't changing it completely.

Draw it



Use it in a sentence

The object will expand as it increases in heat.

Morphemic word building (prefixes/suffixes)

expands
expanding
expanded
expansion
expandable
unexpandable

Word: **convict**

What it is or isn't	Draw it
Use it in a sentence	Morphemic word building (prefixes/suffixes)

Week 1 - Friday 1/05/2020

Word: **colony**

What it is or isn't

Draw it

Use it in a sentence

Morphemic word building (prefixes/suffixes)



Vocabulary Booklet



Stage 3
Term 2, 2020
Week 2

Name:

Word: **settlement**

<p>What it is or isn't</p>	<p>Draw it</p>
<p>Use it in a sentence</p>	<p>Morphemic word building (prefixes/suffixes)</p>

Word: **inhabitant**

<p>What it is or isn't</p>	<p>Draw it</p>
<p>Use it in a sentence</p>	<p>Morphemic word building (prefixes/suffixes)</p>



Vocabulary Booklet



Stage 3
Term 2, 2020
Week 3

Name:

Week 3 - Tuesday 12/05/2020

Word: **voyage**

<p>What it is or isn't</p>	<p>Draw it</p>
<p>Use it in a sentence</p>	<p>Morphemic word building (prefixes/suffixes)</p>

Word: **dysentery**

<p>What it is or isn't</p>	<p>Draw it</p>
<p>Use it in a sentence</p>	<p>Morphemic word building (prefixes/suffixes)</p>