

Name: _____

Manilla Central School



Stage 3

Learning from Home

2021 Term 3 Week 5

Stage 3 Term 3 Week 5 - Tuesday

Morning		Notes for Teacher	Completed ✓
10min	Quiet Reading - read a book, newspaper, magazine		
20mins	Spelling <ul style="list-style-type: none"> Complete one activity for maximum of 10 words from spelling activity page Complete spelling sheet 		
30mins	Reading and Comprehension <ul style="list-style-type: none"> Read your novel and complete activities Complete Comprehension pages 		
30mins	Literacy activities- your choice - circle the one completed <ul style="list-style-type: none"> Reading Eggs Get Epic Ed Alive - Typing Reading English and Numeracy Booklet 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing <ul style="list-style-type: none"> Complete planning for Narrative Use Narrative poster for help PowerPoint on google slide will also assist 		
10mins	Brain Break activity		
40mins	Mathematics - Multiplication and Division <ul style="list-style-type: none"> Complete lesson for maths Start Mystery game at back of booklet 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive ?? English and Numeracy Booklet 		
15 mins	PE/Fitness - write in notes what you did. <ul style="list-style-type: none"> Go noodle, just dance, throw a ball, ride your bike, play a game with siblings, yoga, running 		

Afternoon		Notes for Teacher	Completed ✓
15 mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> Colouring Boggle Squiggle drawing Brain Breaks 		
40mins	Visual Arts - Elements of Art - Space <ul style="list-style-type: none"> complete the activities Roll-a-Monster 		
10mins	Finish and check work from today		

Narrative Writing

What is a narrative?

Narratives tell stories. They are written to entertain and to share experiences with a reader. Narratives can be written in many genres, such as novels, short stories, poems, diaries, and even biographies.

What is the structure of a narrative?

Orientation

This gives the reader an idea of what the text will be about.

1. The main character and sometimes other characters are introduced.
2. The setting, place and time is introduced.

Complication

1. A problem, complication or dilemma that the main character, or other characters is faced with is introduced.
2. This prompts more events for the characters to face in order to solve the original problem.

Series of Events

1. Paragraphs are used to explain and tell the story by exploring a series of events.
2. The feelings of the main character, and other characters, about the problem and other events is shown throughout this section.

Resolution

1. The problem, complication or dilemma is sorted out and the problem is resolved.
2. The series of events is brought to a close.

Coda

This part of the text is optional.

1. If there is a moral, or a lesson to be learnt from the text, then it is written at the end.



Narrative Writing Annotated

Example Poster

The Quest for the Raindrop of Life Excerpt

The sun **dazzled**¹ in the sky above the **Burrow**⁶ on yet another **splendid**¹ summer day. **Slumped**¹ against a tree, **ten-year-old**² Kian **flicked**¹ lazily through his favourite book. His **brown curls**² flopped down over his **crystal blue eyes**² and he blew them away with a half-hearted puff.

In the distance³, **faint sounds**⁴ of village life could be **heard**⁴. The local children played happily on their bicycles while their parents bustled about their daily chores of **cleaning, cooking and mending**⁵. Out in the **farmers'**⁵ fields, workers were dutifully harvesting fresh crops and loading up their carts ready for market. **The Burrow**⁶ was a **picture of perfection**⁷ and Kian was **contently enjoying**⁷ another day in **paradise**⁷, completely **unaware of what was about to happen**⁷.

Suddenly⁸, Kian heard the approaching clip-clopping of a **horse's**⁹ hooves. He looked up and saw a man wearing a tall, pointy hat and flowing cloak riding towards him. **It was Irwin!**¹⁰ Kian leapt to his feet and rushed towards the wizard. **For years**⁹, Irwin had been coming to the Burrow and telling them all stories of his great adventures. As Kian **skipped**¹¹ through the long grass towards the **special visitor**¹¹ he wondered what daring adventure Irwin would tell him about today. Irwin slowed his horse, jumped down and swept Kian into a **tight embrace**¹¹. Kian pushed the wizard away and **laughed**¹¹.

"Hey, I'm not a baby anymore!"¹²

"I know, I know," Irwin replied. "It's just so good to see you."¹²

Text Structure: Character; setting is introduced first.

Paragraph 2: Focussed on one idea; description of setting to set up conflict/resolution.

Paragraph 3: Focussed on one idea; arrival of the wizard.

¹Vocabulary: Interesting descriptive words relating to theme.

²Character: Distinct character, clear initial description. Inferred, 'read lazily', 'slumped', 'flopped'.

³Cohesion: Connecting device – place.

⁴Audience: Using the senses to engage reader.

⁵Punctuation: Commas, list apostrophe possessive timeframe.

⁶Setting: Name: Burrow, second paragraph describes setting and sets scene.

⁷Ideas: Moving story forward, established life is perfect so something will go wrong.

⁸Cohesion: Connecting device – time.

⁹Punctuation: Apostrophe possessive. Comma, frontal adverbial.

¹⁰Sentence Structure: Short sentence, exclamation for impact.

¹¹Audience: Tone.

¹²Sentence Structure: Dialogue correctly formatted. Exclamation mark for emphasis.



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Through the Magic Mirror

You are going to write a fantasy narrative story about a mirror that you find after you move into a new house. While exploring your new house, you find a mirror covered by an old sheet in the attic. It isn't your normal everyday mirror. This one is different from all the others, but how? You are very interested to know what this mirror can do.

Remember that a narrative is a detailed story of a series of events with a complication, and is in a chronological order.

Before you begin your writing, think about the following:

- 1. Orientation:** Set the scene by including who, what, when, where and why. Who found the mirror with you? Where is the mirror and why do you think it was left behind? Why do you think it's different? When did you find the mirror and what is so special about it?
- 2. Complication:** What complication, problem or dilemma occurred? What happens when you find the mirror? Does it bring good or bad fortune? Does it take you to another world, or does it allow you to make three wishes?
- 3. Series of Events:** What happens in your story from the time you find the magic mirror? What events unfold after your complication? How will everything go back to normal?
- 4. Resolution:** How was the complication, problem or dilemma solved? Was there any sort of magic involved in helping to solve the problem?
- 5. Coda:** Remember, this is optional; if you include it you will need to provide a moral of the story, or a lesson that was learnt.

Remember to:

- plan your writing;
- give your narrative an eye-catching title;
- make sure to include in your orientation the scene, mood and introduce the characters, place and time when you found the magic mirror;
- include a complication, problem or dilemma;
- use paragraphs, and start a new paragraph for each part or event;
- use time sequence words and phrases to indicate when certain events occurred;
- describe using detailed and descriptive language;
- include a resolution that involves something that you think would never happen in the real world;
- write in the past tense;
- pay attention to your spelling and punctuation.



Narrative Writing Planner

Title: Through the Magic Mirror

Orientation:

Who? _____
What? _____
When? _____
Where? _____
Why? _____

Complication/ Problem/ Dilemma: _____

Series of Events:

Event 1: _____
Event 2: _____
Event 3: _____
Event 4: _____
Event 5: _____

Resolution: _____

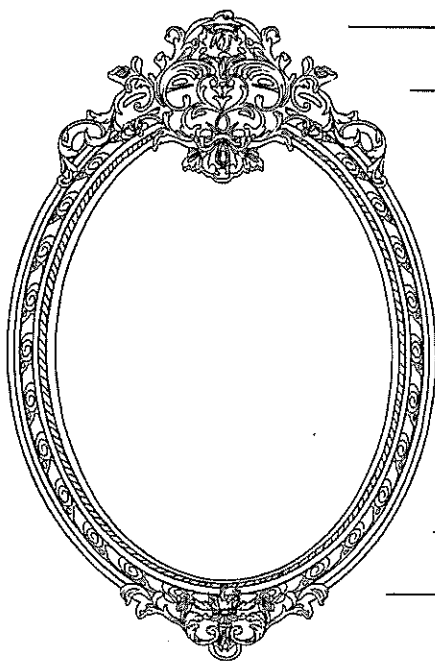
Coda (optional): _____

Conclusion: _____

Descriptive Language Ideas

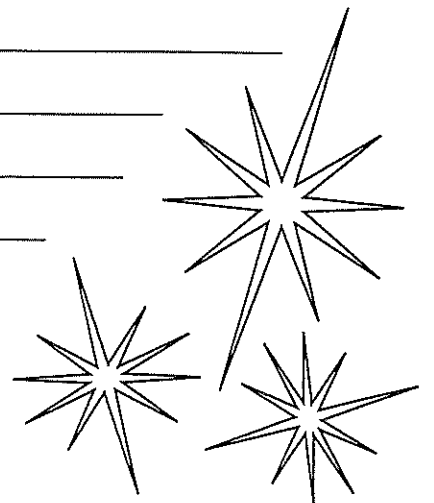
Time Sequence Words and Phrases

Handwriting practice lines consisting of 18 horizontal lines.

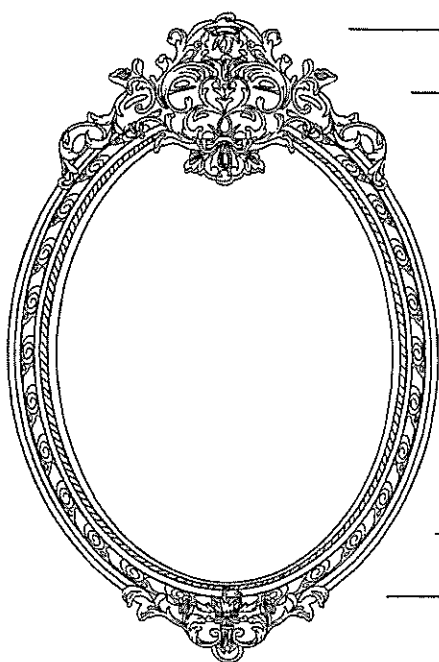


Handwriting practice lines consisting of 8 horizontal lines.

Handwriting practice lines consisting of 20 horizontal lines.

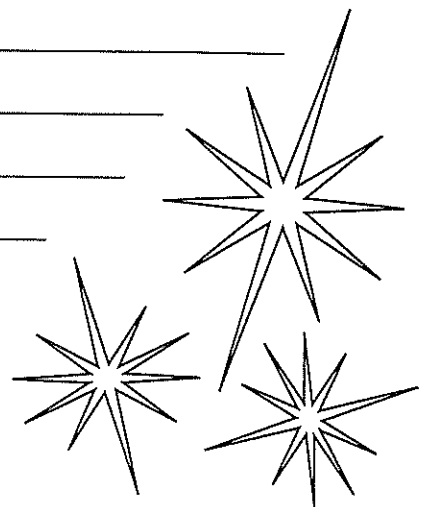


Handwriting practice lines (18 lines).

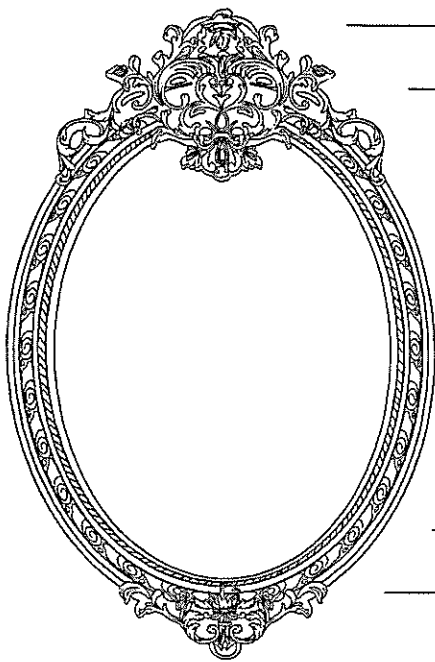


Handwriting practice lines (8 lines).

Handwriting practice lines consisting of 20 horizontal lines.

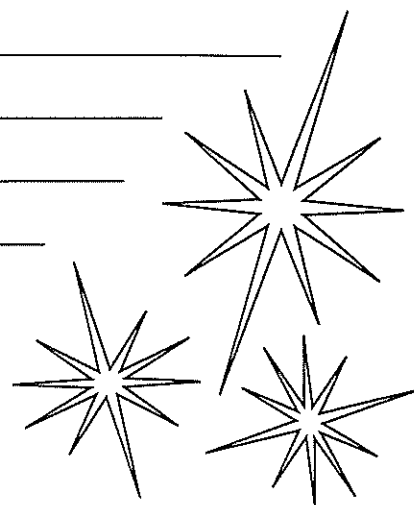


Handwriting practice lines consisting of 18 horizontal lines.



Handwriting practice lines consisting of 10 horizontal lines.

Handwriting practice lines consisting of 20 horizontal lines.



Cratt **My Narrative** **Writing Checklist**

Name.....

My story has an interesting title.	
I have described the setting and atmosphere using descriptive language.	
I have introduced my character or characters and told the reader about them.	
I have explained what is happening at the beginning of the story.	
My story has a believable but interesting problem.	
My character(s) solve the problem in a believable way.	
I have shown the feelings of my character(s) as they deal with the problem.	
I have finished writing effectively to complete the story.	
I have written in paragraphs and each paragraph contains a new idea or event.	
I have used interesting language throughout my story to paint a clear picture for the reader.	
I have used time words to help the reader follow the story.	
I have used different types of sentences to make my writing entertaining.	
I have used speech carefully with correct punctuation.	
I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	

Final **My Narrative** **Writing Checklist**

Name.....

My story has an interesting title.	
I have described the setting and atmosphere using descriptive language.	
I have introduced my character or characters and told the reader about them.	
I have explained what is happening at the beginning of the story.	
My story has a believable but interesting problem.	
My character(s) solve the problem in a believable way.	
I have shown the feelings of my character(s) as they deal with the problem.	
I have finished writing effectively to complete the story.	
I have written in paragraphs and each paragraph contains a new idea or event.	
I have used interesting language throughout my story to paint a clear picture for the reader.	
I have used time words to help the reader follow the story.	
I have used different types of sentences to make my writing entertaining.	
I have used speech carefully with correct punctuation.	
I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	

1x table

$1 \times 1 = 1$
 $2 \times 1 = 2$
 $3 \times 1 = 3$
 $4 \times 1 = 4$
 $5 \times 1 = 5$
 $6 \times 1 = 6$
 $7 \times 1 = 7$
 $8 \times 1 = 8$
 $9 \times 1 = 9$
 $10 \times 1 = 10$
 $11 \times 1 = 11$
 $12 \times 1 = 12$

2x table

$1 \times 2 = 2$
 $2 \times 2 = 4$
 $3 \times 2 = 6$
 $4 \times 2 = 8$
 $5 \times 2 = 10$
 $6 \times 2 = 12$
 $7 \times 2 = 14$
 $8 \times 2 = 16$
 $9 \times 2 = 18$
 $10 \times 2 = 20$
 $11 \times 2 = 22$
 $12 \times 2 = 24$

3x table

$1 \times 3 = 3$
 $2 \times 3 = 6$
 $3 \times 3 = 9$
 $4 \times 3 = 12$
 $5 \times 3 = 15$
 $6 \times 3 = 18$
 $7 \times 3 = 21$
 $8 \times 3 = 24$
 $9 \times 3 = 27$
 $10 \times 3 = 30$
 $11 \times 3 = 33$
 $12 \times 3 = 36$

4x table

$1 \times 4 = 4$
 $2 \times 4 = 8$
 $3 \times 4 = 12$
 $4 \times 4 = 16$
 $5 \times 4 = 20$
 $6 \times 4 = 24$
 $7 \times 4 = 28$
 $8 \times 4 = 32$
 $9 \times 4 = 36$
 $10 \times 4 = 40$
 $11 \times 4 = 44$
 $12 \times 4 = 48$

5x table

$1 \times 5 = 5$
 $2 \times 5 = 10$
 $3 \times 5 = 15$
 $4 \times 5 = 20$
 $5 \times 5 = 25$
 $6 \times 5 = 30$
 $7 \times 5 = 35$
 $8 \times 5 = 40$
 $9 \times 5 = 45$
 $10 \times 5 = 50$
 $11 \times 5 = 55$
 $12 \times 5 = 60$

6x table

$1 \times 6 = 6$
 $2 \times 6 = 12$
 $3 \times 6 = 18$
 $4 \times 6 = 24$
 $5 \times 6 = 30$
 $6 \times 6 = 36$
 $7 \times 6 = 42$
 $8 \times 6 = 48$
 $9 \times 6 = 54$
 $10 \times 6 = 60$
 $11 \times 6 = 66$
 $12 \times 6 = 72$

7x table

$1 \times 7 = 7$
 $2 \times 7 = 14$
 $3 \times 7 = 21$
 $4 \times 7 = 28$
 $5 \times 7 = 35$
 $6 \times 7 = 42$
 $7 \times 7 = 49$
 $8 \times 7 = 56$
 $9 \times 7 = 63$
 $10 \times 7 = 70$
 $11 \times 7 = 77$
 $12 \times 7 = 84$

8x table

$1 \times 8 = 8$
 $2 \times 8 = 16$
 $3 \times 8 = 24$
 $4 \times 8 = 32$
 $5 \times 8 = 40$
 $6 \times 8 = 48$
 $7 \times 8 = 56$
 $8 \times 8 = 64$
 $9 \times 8 = 72$
 $10 \times 8 = 80$
 $11 \times 8 = 88$
 $12 \times 8 = 96$

9x table

$1 \times 9 = 9$
 $2 \times 9 = 18$
 $3 \times 9 = 27$
 $4 \times 9 = 36$
 $5 \times 9 = 45$
 $6 \times 9 = 54$
 $7 \times 9 = 63$
 $8 \times 9 = 72$
 $9 \times 9 = 81$
 $10 \times 9 = 90$
 $11 \times 9 = 99$
 $12 \times 9 = 108$

10x table

$1 \times 10 = 10$
 $2 \times 10 = 20$
 $3 \times 10 = 30$
 $4 \times 10 = 40$
 $5 \times 10 = 50$
 $6 \times 10 = 60$
 $7 \times 10 = 70$
 $8 \times 10 = 80$
 $9 \times 10 = 90$
 $10 \times 10 = 100$
 $11 \times 10 = 110$
 $12 \times 10 = 120$

11x table

$1 \times 11 = 11$
 $2 \times 11 = 22$
 $3 \times 11 = 33$
 $4 \times 11 = 44$
 $5 \times 11 = 55$
 $6 \times 11 = 66$
 $7 \times 11 = 77$
 $8 \times 11 = 88$
 $9 \times 11 = 99$
 $10 \times 11 = 110$
 $11 \times 11 = 121$
 $12 \times 11 = 132$

12x table

$1 \times 12 = 12$
 $2 \times 12 = 24$
 $3 \times 12 = 36$
 $4 \times 12 = 48$
 $5 \times 12 = 60$
 $6 \times 12 = 72$
 $7 \times 12 = 84$
 $8 \times 12 = 96$
 $9 \times 12 = 108$
 $10 \times 12 = 120$
 $11 \times 12 = 132$
 $12 \times 12 = 144$

Word Search

3 Times Tables

Answer the calculations below and find the answers in the word search:

$3 \times 3 =$

$3 \times 4 =$

$3 \times 10 =$

$3 \times 6 =$

$3 \times 2 =$

$3 \times 7 =$

e	t	h	i	r	t	y	n	e	l
t	n	h	x	t	t	e	r	t	o
w	i	u	e	d	b	i	w	n	e
e	n	r	w	e	s	e	e	o	s
l	e	e	l	p	n	e	h	u	i
v	k	e	e	t	t	i	e	r	x
e	a	e	y	h	a	u	t	n	e
m	q	o	g	e	o	o	k	i	e
o	n	i	e	e	t	h	g	n	e
e	e	d	j	p	z	o	b	n	n

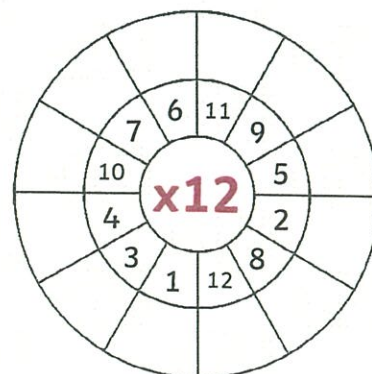
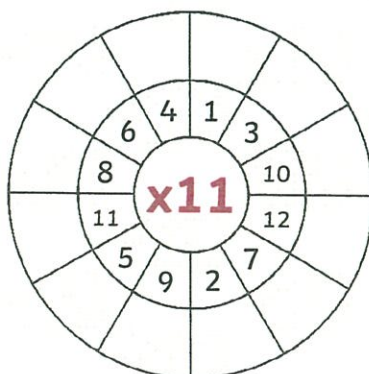
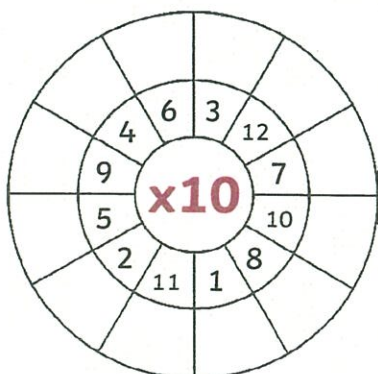
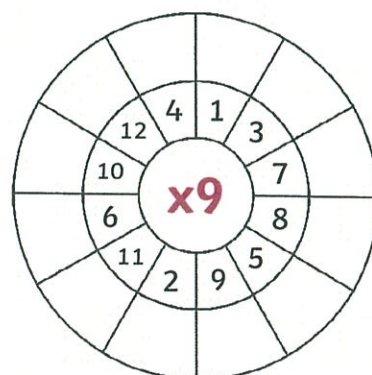
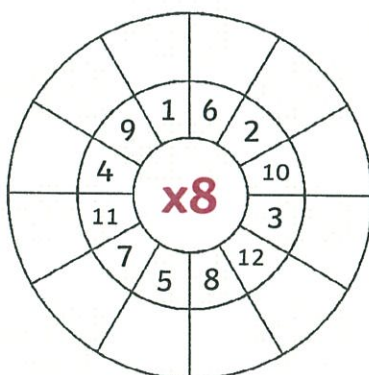
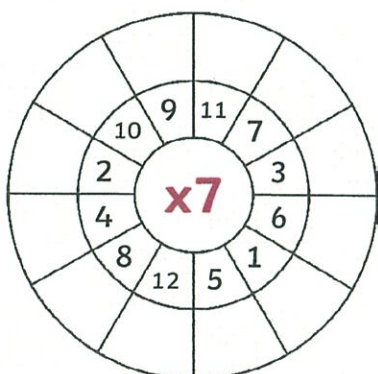
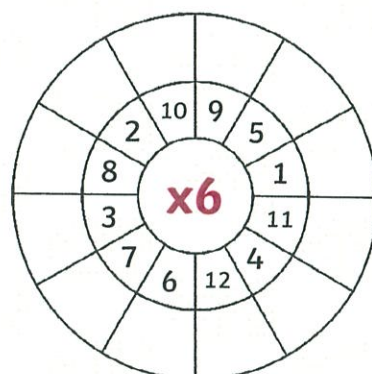
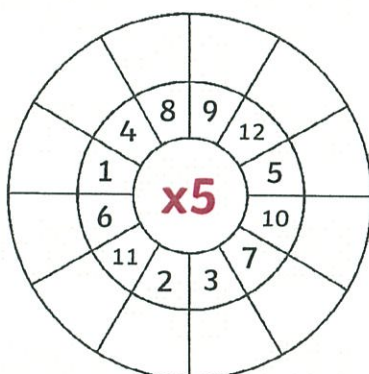
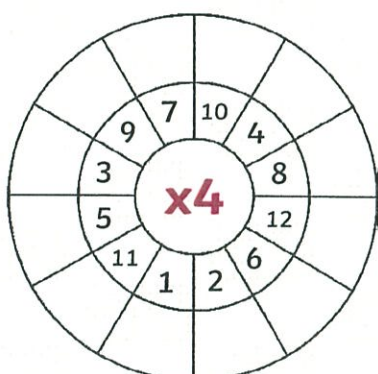
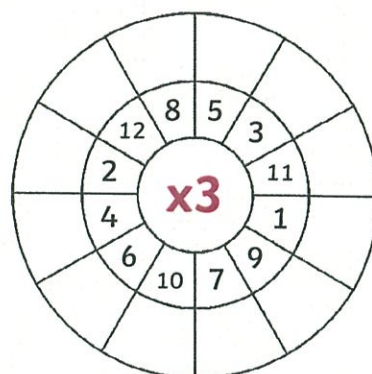
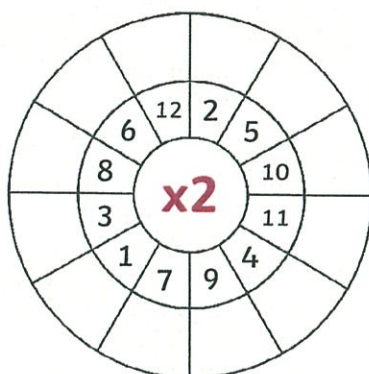
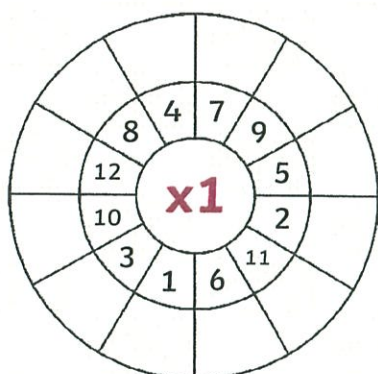
Table at the Double

Find the 2x table by doubling each number. Find the 4x table by doubling the 2x table. Find the 8x table by doubling the 4x table. Can you complete the whole sheet?

Number	x2	x4	x8
2	4	8	16
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
15			
20			
50			
100			

Multiplication Wheels

Multiply the numbers by the middle number.



The Mystery of the Missing Trophy

The crowds are cheering, banners are waving, and celebratory confetti is floating through the air.

The final match of the Football Championship has been played and preparations are underway to present the winning team with their trophy.

Whilst the winning team are running laps of the pitch, celebrating with their fans, the officials begin to look worried. They cannot find the trophy!

It should be ready to take out of its locked, glass cabinet but someone has opened it and taken it.

Help solve the mystery by finding out who has taken the missing trophy.



The Mystery of the Missing Trophy

Name	Boy or Girl	Age	Hair Colour	Job	Location
Adam	boy	25	brown	physio	changing room
Bethany	girl	31	blonde	footballer	football pitch
Casper	boy	40	black	referee	side line
Daniel	boy	50	ginger	photographer	changing room
Emily	girl	67	brown	lines person	football pitch
Fran	girl	71	blonde	commentator	side line
George	boy	43	black	journalist	changing room
Grace	girl	35	ginger	physio	football pitch
Harry	boy	23	brown	footballer	side line
Henry	boy	58	blonde	referee	changing room
Isaac	boy	68	black	photographer	football pitch
Jacob	boy	78	ginger	lines person	side line
Isobel	girl	52	brown	commentator	changing room
Julio	boy	46	blonde	journalist	football pitch
Magdalena	girl	39	black	physio	side line
Marcel	boy	24	ginger	footballer	changing room
Ola	girl	67	brown	referee	football pitch
Olivia	girl	75	blonde	photographer	side line
Samir	boy	26	black	lines person	changing room
Sara	girl	37	ginger	commentator	football pitch
Terri	girl	49	brown	journalist	side line
Thomas	boy	58	blonde	physio	changing room



The Mystery of the Missing Trophy

Clue 1: Crack the Code

Answer the maths calculations, then use the code breaker to find the first clue.

a	b	c	d	e	f	g	h	i	j	k	l	m
26	25	24	23	22	21	20	19	18	17	16	15	14

n	o	p	q	r	s	t	u	v	w	x	y	z
13	12	11	10	9	8	7	6	5	4	3	2	1

	Answer	Letter
$50 - 43 =$		
$29 - 10 =$		
$48 - 26 =$		
$15 - 13 =$		

$14 + 12 =$		
$3 + 3 + 3 =$		
$18 + 4 =$		

$30 - 17 =$		
$22 - 10 =$		
$19 - 12 =$		

	Answer	Letter
$19 + 7 =$		

$6 + 4 + 1 =$		
$10 + 9 =$		
$18 - 16 =$		
$22 - 14 =$		
$35 - 17 =$		
$44 - 32 =$		

Clue 1: _____

The Mystery of the Missing Trophy

Clue 2: Crack the Code

Choose the correct answer for each missing number calculation.

The column with the most correct answers in will reveal a clue about the culprit's hair colour.

$28 + \underline{\quad} = 50$	19	20	21	22
$38 + \underline{\quad} = 50$	11	12	13	14
$28 + \underline{\quad} = 60$	30	31	32	33
$27 + \underline{\quad} = 50$	13	23	33	43
$50 - \underline{\quad} = 24$	26	36	46	56
$60 - \underline{\quad} = 26$	4	14	24	34
$50 - \underline{\quad} = 15$	5	15	25	35
	The culprit's hair colour is not brown.	The culprit's hair colour is not blonde.	The culprit's hair colour is not black.	The culprit's hair colour is not ginger.

Clue 2: _____



The Mystery of the Missing Trophy

Clue 3: Cross It Off

Solve the answers to the problems. Cross off the answers in the grid. The clue that is not crossed off will reveal the age of the person who has the trophy.

I'm thinking of a number.

I add 6.

The answer is 24.

What was my number?

I'm thinking of a number.

I subtract 10.

The answer is 21.

What was my number?

I'm thinking of a number.

I add 9.

The answer is 25.

What was my number?

I'm thinking of a number.

I subtract 5.

The answer is 20.

What was my number?

I'm thinking of a number.

I add 7.

The answer is 28.

What was my number?

<p>31</p> <p>The tens digit of their age is 2.</p>	<p>25</p> <p>The tens digit of their age is 3.</p>	<p>20</p> <p>The tens digit of their age is 4.</p>
<p>18</p> <p>The tens digit of their age is 5.</p>	<p>16</p> <p>The tens digit of their age is 6.</p>	<p>21</p> <p>The tens digit of their age is 7.</p>

Clue 3: _____

The Mystery of the Missing Trophy

Clue 4: Maze

Find a path across the football pitch, colouring in number bonds to 100, to reveal the location of the person who took the trophy.

START	$20 + 80$	$50 + 50$	$10 + 10$	$20 + 30$	$70 + 30$
$30 + 40$	$40 + 20$	$100 + 0$	$80 + 20$	$40 + 60$	$50 + 50$
$60 + 40$	$50 + 10$	$60 + 70$	$70 + 10$	$80 + 40$	$10 + 90$
$70 + 10$	$80 + 40$	$30 + 70$	$0 + 100$	$70 + 30$	$40 + 60$
$50 + 50$	$40 + 20$	$90 + 10$	$50 + 10$	$60 + 70$	$70 + 10$
$100 + 10$	$40 + 70$	$60 + 40$	$30 + 40$	$40 + 60$	$100 + 0$
$90 + 10$	$70 - 0$	$10 + 90$	$55 + 1$	$30 + 70$	$20 + 80$
Changing Room	Football Pitch	Side Line	Changing Room	Football Pitch	Side Line

Clue 4: The person who took the trophy is: _____

The Mystery of the Missing Trophy

Clue 5: True or False

Check these maths calculations. If a calculation is **right**, put a **tick**. If it is **wrong**, put a **cross**.

Count the number of ticks and crosses.

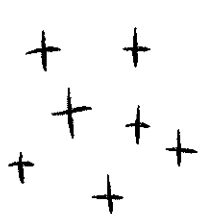
If there are more ticks than crosses, the person who took the trophy is a **girl**.

If there are more crosses than ticks, the person who took the trophy is a **boy**.

	Right ✓	Wrong ✗
$36 + 15 = 50$		
$24\text{cm} + 12\text{cm} = 36\text{cm}$		
$10 + 6 + 3 = 20$		
$21\text{p} + 18\text{p} = 39\text{p}$		
thirty-two plus eleven equals forty-four		
$58 - 27 = 32$		
$11 + 8 + 2 = 21$		
$50\text{cm} - 32\text{cm} = 18\text{cm}$		
$45\text{p} - 19\text{p} = 26\text{p}$		
Total		

Clue 5: The person who took the trophy is a _____

The person who took the trophy is: _____



Space



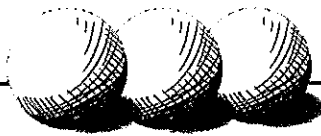
SPACE CREATES A
SENSE OF BALANCE
AND RHYTHM



Introduction To Space

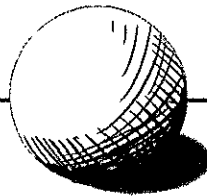
The element of **SPACE** is used to create the illusion of depth. Artists use some clever techniques to create the illusion of depth within their two-dimensional artwork.

Overlap



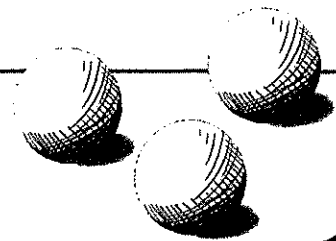
Shapes in the distance will be overlapped by shapes that are closer.

Shading



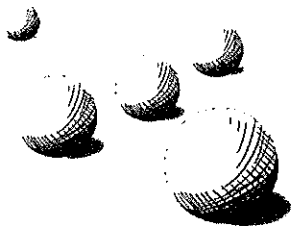
Adding shading and shadows to 2D shapes can make them appear as if they are 3D forms.

Placement



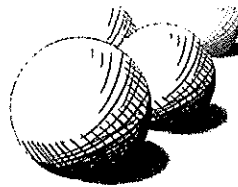
Objects that are farther away are placed closer to the horizon line.

Size



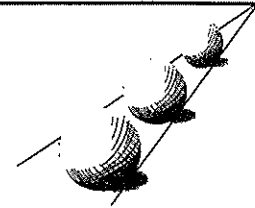
Objects that are far away appear smaller. Objects that are closer appear bigger.

Value & Focus



Objects that are far away appear lighter in colour and slightly blurred than objects that are close.

Perspective



Depth can be created by using one point vanishing points, which we know as one point perspective.

Choose one of the techniques above and practice your skills below:

Positive & Negative Space

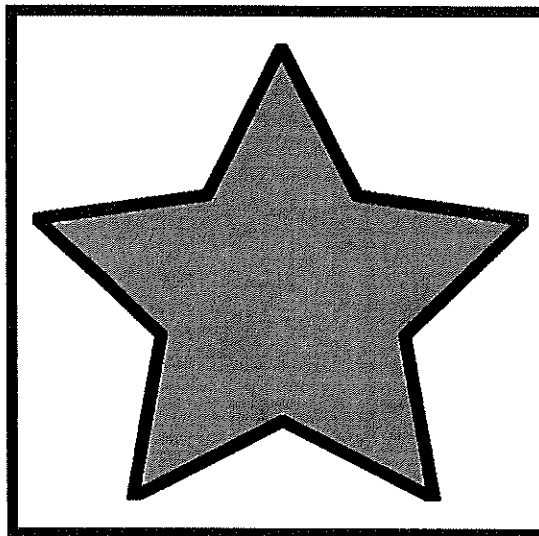
POSITIVE SPACE is the actual space taken up by the line, shape, or form.

NEGATIVE SPACE is the shape or space surrounding a line, shape, or form.

Using positive and negative space in art can be powerful, as it can draw your eye toward the intended focus of the artwork. Have a look at the example below:

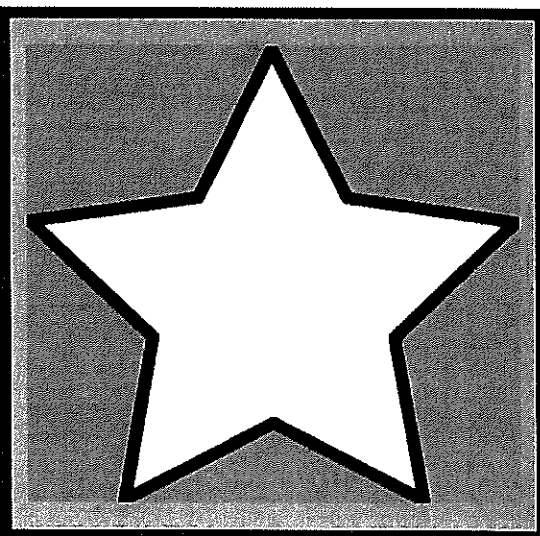
Positive

The Object

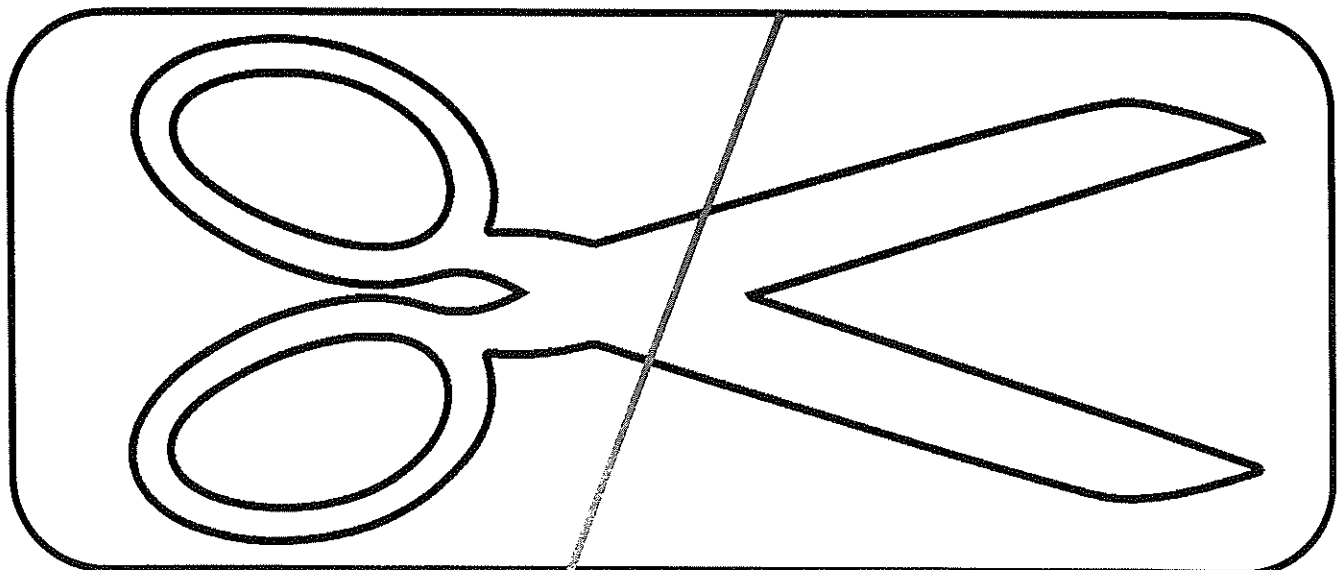


Negative

Space around the object

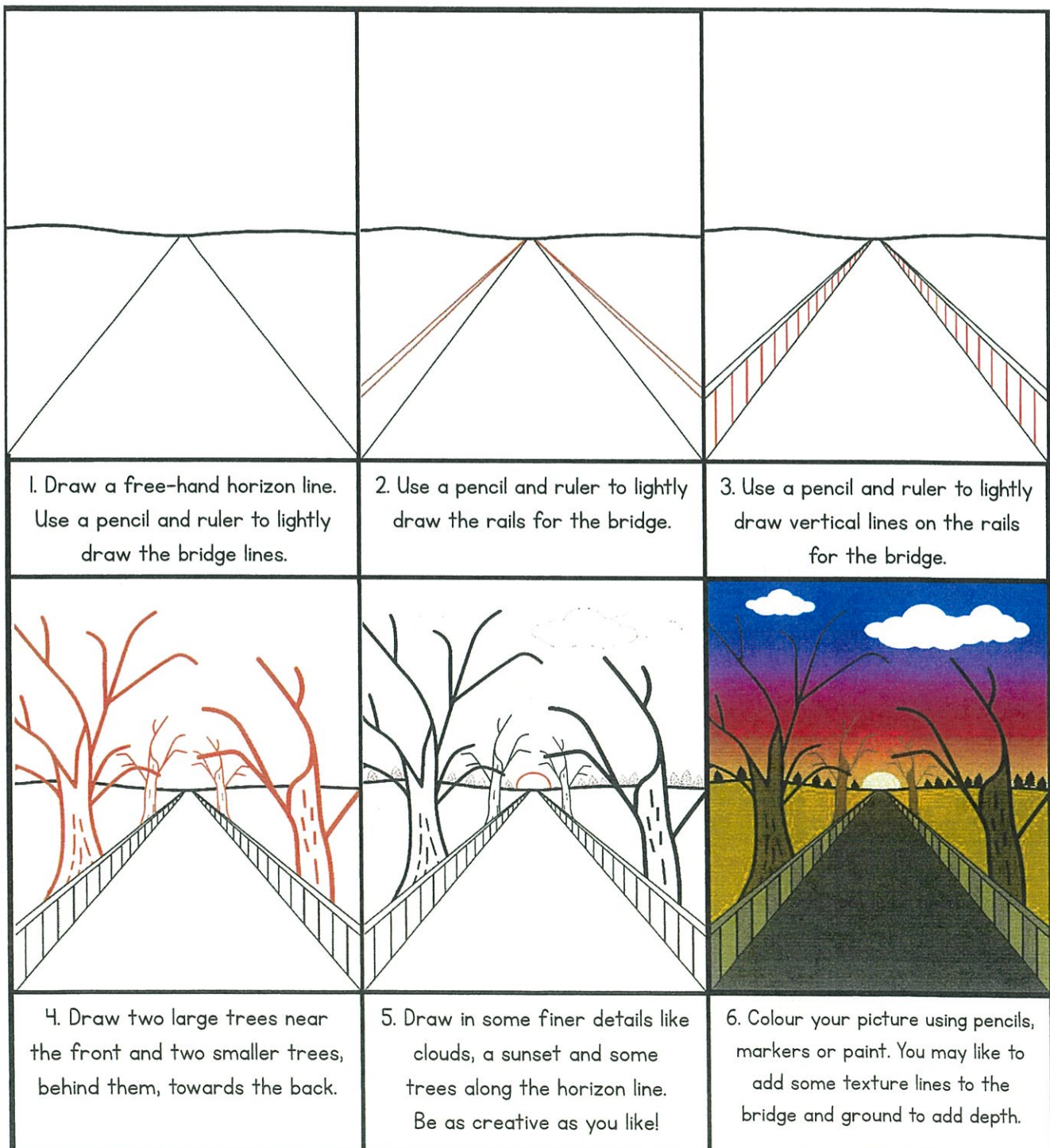


Colour the scissors to show positive and negative space on each side of the diagonal line:

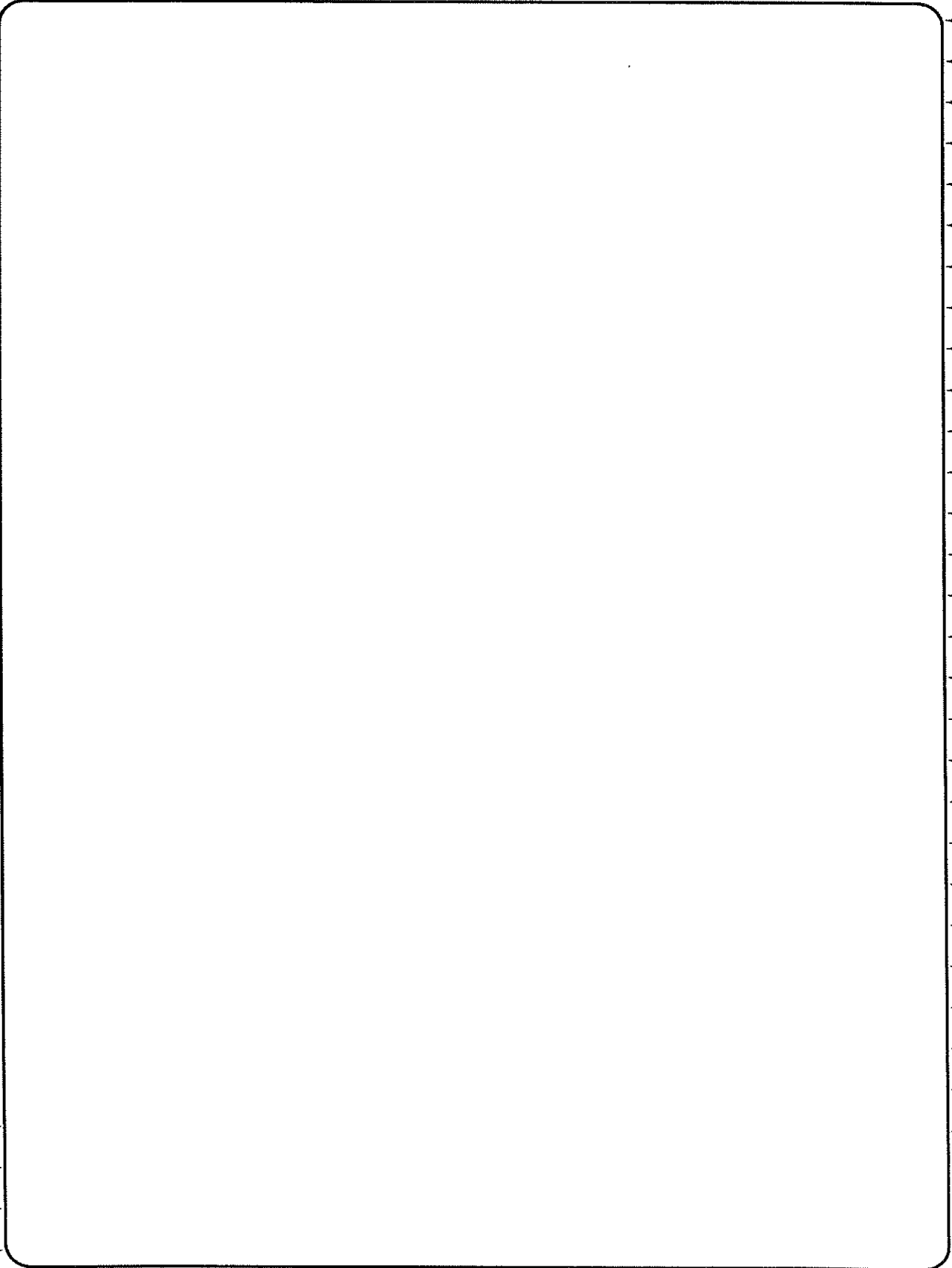


Sunset Perspective

PERSPECTIVE is what gives a picture a sense of three-dimensionality and depth. Take a moment to look out your closest window. Observe how the trees/buildings/houses closest to you appear larger, while the trees/buildings/houses farther from you appear much smaller. Follow the following steps to create your own perspective drawing on the next page.



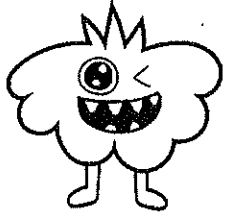
SUNSET PERSPECTIVE



SUNSET PERSPECTIVE

Sample





Roll-A-Monster

create your own monster!



Start in the first column and roll the dice. Find the dice number and draw the monster body that matches. Then move to the second column and roll the dice again. Find the dice number and draw the monster eyes that match. Continue to roll the dice to find the mouth and then feet, legs or arms. When you roll the dice for the 5th time, you get to be creative! Find the dice number and draw the monster body part that matches. You can use this part anywhere on your monster!



	1st Roll Body	2nd Roll Eyes	3rd Roll Mouth	4th Roll Feet, Legs or Arms	5th Roll Be Creative

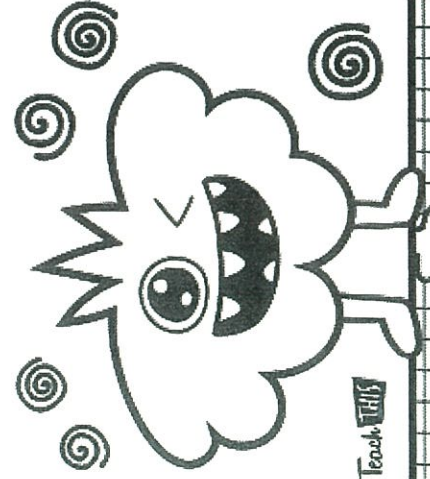
Roll-A-monster

You will need: A pencil, paper, a dice and colouring pencils or pens.

create your own monster!

Start in the first column and roll the dice. Find the dice number and draw the monster body that matches. Then move to the second column and roll the dice again. Find the dice number and draw the monster eyes that match. Continue to roll the dice to find the mouth and then feet, legs or arms.

When you roll the dice for the 5th time, you get to be creative! Find the dice number and draw the monster body part that matches. You can use this part anywhere on your monster!



1 st Roll Body	2 nd Roll Eyes	3 rd Roll Mouth	4 th Roll Feet, Legs or Arms	5 th Roll Be Creative

Stage 3 Term 3 Week 5 - Wednesday

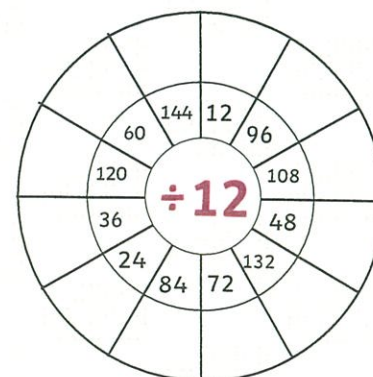
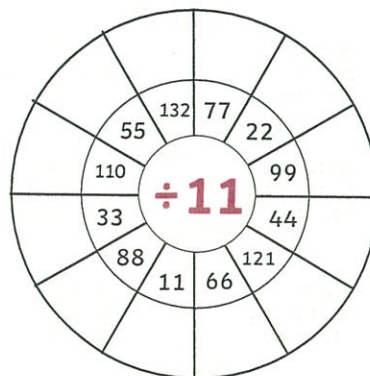
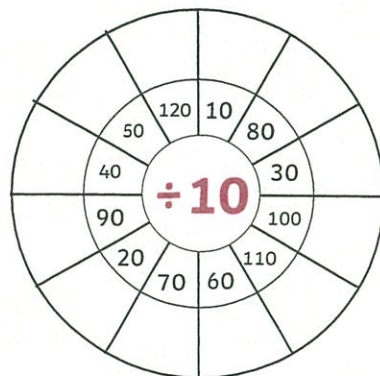
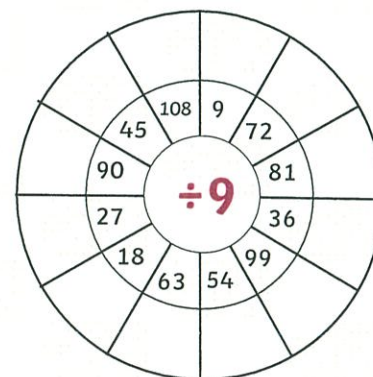
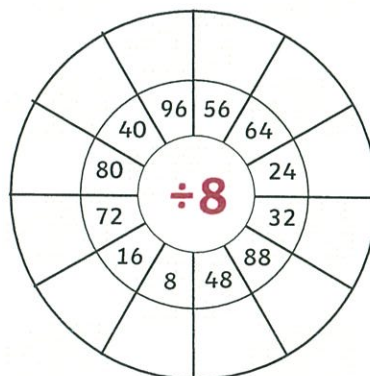
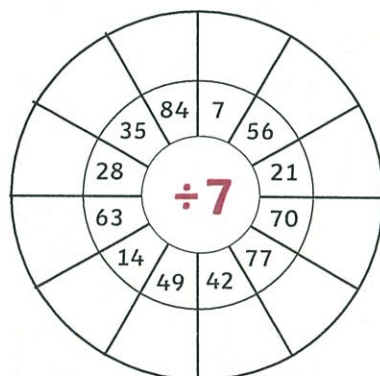
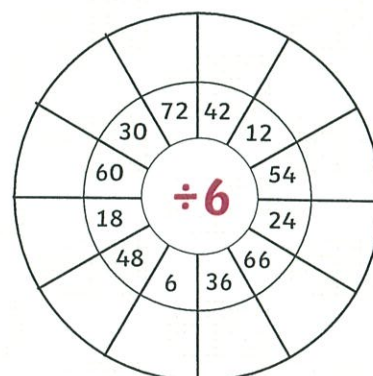
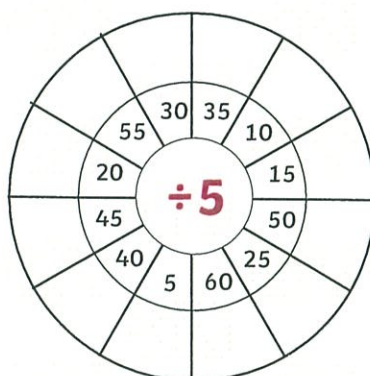
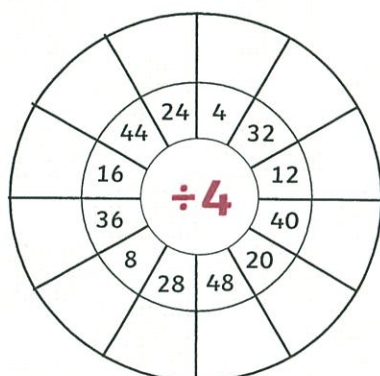
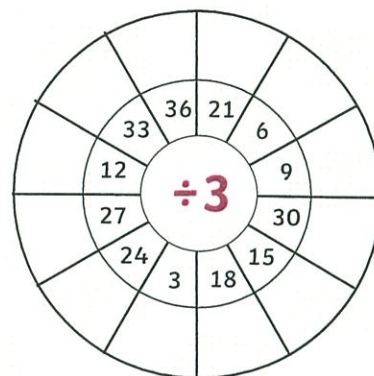
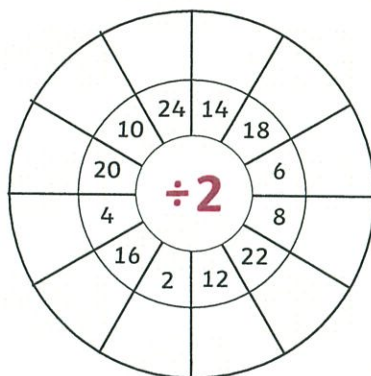
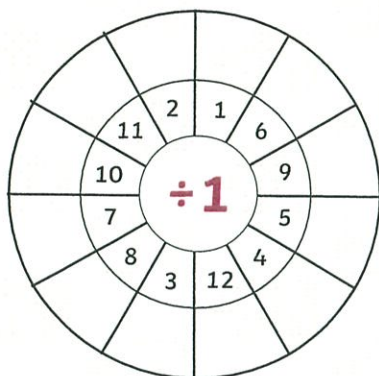
Morning		Notes for Teacher	Completed ✓
10min	Quiet Reading - read a book, newspaper, magazine		
20mins	Spelling <ul style="list-style-type: none"> Complete one activity for maximum of 10 words from spelling activity page Complete spelling sheet 		
30mins	Reading and Comprehension <ul style="list-style-type: none"> Read your novel and complete activities Complete comprehension pages 		
30mins	Literacy activities- your choice - circle the one completed <ul style="list-style-type: none"> Reading Eggs Get Epic Ed Alive - Typing Reading English and Numeracy Booklet 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing <ul style="list-style-type: none"> start draft for Narrative writing Use Narrative poster for help PowerPoint on google slide will also assist 		
10mins	Brain Break activity		
40mins	Mathematics - Multiplication and Division <ul style="list-style-type: none"> Complete lesson for maths continue Mystery game at back of booklet 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive ?? English and Numeracy Booklet 		
15 mins	PE/Fitness - write in notes what you did. <ul style="list-style-type: none"> Go noodle, just dance, throw a ball, ride your bike, play a game with siblings, yoga, running 		

Afternoon		Notes for Teacher	Completed ✓
15 mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> Colouring Boggle Squiggle drawing Brain Breaks 		
40mins	UOI - start lesson Use inquisitive from google classroom link to help complete work.		
10mins	Finish and check work from today		

Division Wheels

Divide the numbers by the middle number.



Multiplying 2-digit Numbers by 1-digit Numbers Using the Grid Method

1

x	10	3
9		

2

x	70	1
5		

3

x	50	6
5		

4

x	20	3
3		

5

x	80	9
9		

6

x	60	3
7		

7

x	70	5
7		

8

x	10	3
5		

9

x	20	8
9		

10

x	50	3
8		

Missing Number Calculations

2 Digit by 1 Digit Multiplication

Fill in the missing boxes to make each calculation correct.

1

$$\begin{array}{r} 9 \square \\ \times \quad 8 \\ \hline 7 \quad 2 \quad 0 \end{array}$$

2

$$\begin{array}{r} \square 7 \\ \times \quad 2 \\ \hline 7 \quad 4 \end{array}$$

3

$$\begin{array}{r} 7 \quad 1 \\ \times \quad \square \\ \hline 4 \quad 2 \quad 6 \end{array}$$

4

$$\begin{array}{r} \square 9 \\ \times \quad 7 \\ \hline 4 \quad 8 \quad 3 \end{array}$$

5

$$\begin{array}{r} 4 \quad 1 \\ \times \quad \square \\ \hline 2 \quad 4 \quad 6 \end{array}$$

6

$$\begin{array}{r} 8 \square \\ \times \quad 5 \\ \hline 4 \quad 0 \quad 5 \end{array}$$

7

$$\begin{array}{r} \square 9 \\ \times \quad 6 \\ \hline 4 \quad 1 \quad 4 \end{array}$$

8

$$\begin{array}{r} 7 \square \\ \times \quad 8 \\ \hline 5 \quad 6 \quad 0 \end{array}$$

9

$$\begin{array}{r} \square 4 \\ \times \quad 8 \\ \hline 5 \quad 1 \quad 2 \end{array}$$

10

$$\begin{array}{r} 5 \quad 1 \\ \times \quad \square \\ \hline 3 \quad 5 \quad 7 \end{array}$$

11

$$\begin{array}{r} 2 \square \\ \times \quad 4 \\ \hline 8 \quad 8 \end{array}$$

12

$$\begin{array}{r} 4 \quad 2 \\ \times \quad \square \\ \hline 1 \quad 6 \quad 8 \end{array}$$

13

$$\begin{array}{r} 3 \square \\ \times \quad 3 \\ \hline 1 \quad 1 \quad 4 \end{array}$$

14

$$\begin{array}{r} \square 6 \\ \times \quad 6 \\ \hline 2 \quad 1 \quad 6 \end{array}$$

15

$$\begin{array}{r} 6 \quad 2 \\ \times \quad \square \\ \hline 1 \quad 2 \quad 4 \end{array}$$

16

$$\begin{array}{r} 8 \square \\ \times \quad 9 \\ \hline 7 \quad 4 \quad 7 \end{array}$$

How are indigenous peoples and other groups around the world protected and supported?



How are indigenous peoples and other groups around the world protected and supported?

1

Watch the video **Kid President visits the UN.**

2

Complete the Think, Puzzle, Explore matrix.

**Think**

What do you think you know about the UN?

Puzzle

What puzzles or questions do you have about the UN?

Explore

How can you explore more about the UN?

3

Use your exploration ideas to find answers to your puzzles and questions.
Record your findings in the olive wreath below.

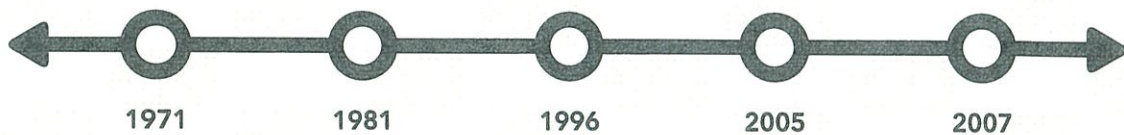


The United Nations General Assembly is a place where global issues are discussed by diplomats from each country. This group also passes resolutions, declarations and conventions which support the UN's goals of peace and security.

- 4** Give these UN declarations a 1–5 rating for how important you think they are. (1 is not really that important, 5 being very important).

- ☐ Human rights
- ☐ Rights of Indigenous Peoples
- ☐ International co-operation in the exploration of outer space
- ☐ Human cloning
- ☐ The prevention of a nuclear catastrophe
- ☐ The Indian Ocean as a zone of Peace

- 5**
- a** Find out which year each of the declarations in question four was made. Draw an arrow from each declaration to its place on the timeline.



- b** What do you notice about when the declaration of the rights of indigenous peoples was made?

- c** What is your opinion about this?

6

Read the information about The United Nations declaration of the rights of indigenous peoples. Write a headline and three points you would use to write an article about the declaration. Don't forget to include the date.



7 The United Nations has a calendar filled with special days during the year. Choose one of the days below and find out some interesting facts.

- International Mother Language Day.
- International day of the World's Indigenous Peoples.
- International Day of Happiness.
- International Human Solidarity Day.
- International Mountain Day.

Day: _____

Date: _____

Why is it observed?

One interesting fact:

A sketched image to represent it:

8 Find someone who has found out about a different day. Compare what you both discovered and list the similarities between the two days.

9

Four countries originally chose not to sign the UN declaration of the rights of Indigenous Peoples. Which countries were they? Why do you think they chose not to sign it?

10

Go to the map section of the United Nations website. Compare **The World in 1945** map with **The World Today** map. Describe the difference and explain why.



Stage 3 Term 3 Week 5 - Thursday

Morning		Notes for Teacher	Completed ✓
10min	Quiet Reading - read a book, newspaper, magazine		
20mins	Spelling <ul style="list-style-type: none"> Complete one activity for maximum of 10 words from spelling activity page Complete LCWC sheet 		
30mins	Reading and Comprehension <ul style="list-style-type: none"> Reading Eggs or Get Epic 		
30mins	BTN - watch on your device <ul style="list-style-type: none"> Search for BTN - classroom episode Complete worksheet or on your google slide for week 5 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing <ul style="list-style-type: none"> Continue draft for Narrative writing Edit and start final copy Use Narrative poster for help PowerPoint on google slide will also assist 		
10mins	Brain Break activity		
40mins	Mathematics - Multiplication and Division <ul style="list-style-type: none"> Complete lesson for maths continue Mystery game at back of booklet 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive ?? English and Numeracy Booklet 		
15 mins	PE/Fitness - write in notes what you did. <ul style="list-style-type: none"> Go noodle, just dance, throw a ball, ride your bike, play a game with siblings, yoga, running 		

Afternoon		Notes for Teacher	Completed ✓
15 mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> Colouring Boggle Squiggle drawing Brain Breaks 		
40mins	UOI - start lesson <ul style="list-style-type: none"> Use inquisitive from google classroom link to help complete work. 		
10mins	Finish and check work from today		

Look, Say, Cover, Write and Check!

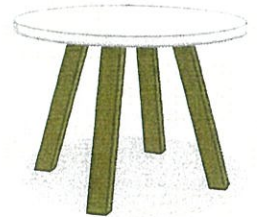
Write your spelling words in the WORDS column. Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

[illegible]

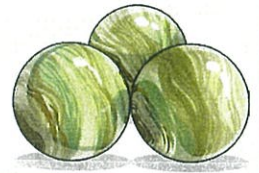
Multiplication and Division

Word Problems

1. How many tables are needed to seat 237 people when the tables seat 11 people each?



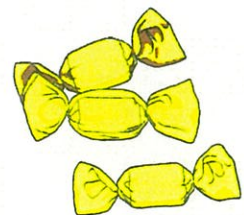
2. Samuel has 241 marbles at a party. He puts 8 marbles into each gift bag. How many gift bags does he fill?



3. Video games cost \$5 each. How many can you buy with \$156?



4. The teacher gives out 423 lollies. The children are given 16 each. How many children get 16 lollies?



Multiplication and Division Word Problems

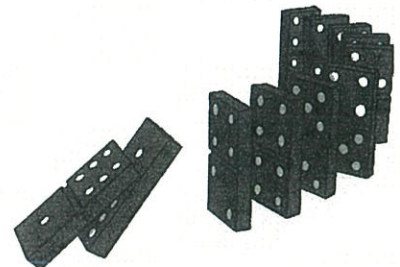
5. In the garden there is space for 18 rows of 32 seeds in a flower bed.
How many seeds in a flower bed?



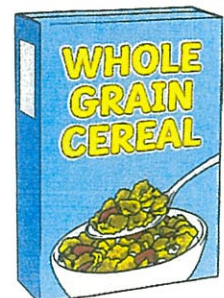
6. There are 25 rows of 18 stickers on a sheet. How many stickers are there on a sheet?
How many on 10 sheets?



7. There are 35 rows of 14 dominoes. How many dominoes are there altogether?



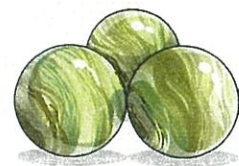
8. There are 38 boxes of cereal on a shelf. How many boxes on 5 shelves?



Multiplication and Division

Word Problems

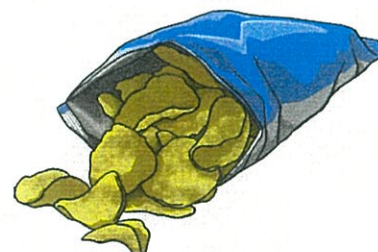
9. 256 marbles are sorted into boxes of 7. How many boxes are needed?



10. 313 people are sorted into teams of 9 for a competition. How many teams are there?



11. 428 bags of chips are bought for a school disco. 12 packets are put into one bowl. How many bowls are needed?



12. Discount vouchers come in sheets of 14. How many sheets are needed for 291 vouchers?



Stage 3 Term 3 Week 5 - Friday

Morning		Notes for Teacher	Completed ✓
10min	Quiet Reading - read a book, newspaper, magazine		
20mins	Spelling <ul style="list-style-type: none"> • Finish spelling worksheet • Spelling Test - ask someone to help you with your spelling test. Complete on page 		
30mins	Reading and Comprehension <ul style="list-style-type: none"> • Reading Eggs or • Get Epic 		
30mins	Writing <ul style="list-style-type: none"> • Continue final copy(publish) for Narrative writing • Use Narrative poster for help • PowerPoint on google slide will also assist 		

Middle		Notes for Teacher	Completed ✓
40mins	Mathematics <ul style="list-style-type: none"> • Complete lesson for maths • continue Mystery game at back of booklet 		
10mins	Brain Break activity		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> • Prodigy • Study ladder • Ed Alive • ?? • English and Numeracy Booklet 		
15 mins	PE/Fitness - write in notes what you did. <ul style="list-style-type: none"> • Go noodle, just dance, throw a ball, ride your bike, play a game with siblings, yoga, running 		

Afternoon		Notes for Teacher	Completed ✓
15 mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> • Colouring • Boggle • Squiggle drawing • Brain Breaks 		
40mins	• Free Time!!		
10mins	Finish and check work from today Place all work that needs to be returned into Week 5 Folder ready to return to school Keep your novel and novel study work booklet Keep your early finisher booklet Keep your passwords page		

Drain Breaks

Bumble Bee Breaths

Place your hands over your face, with your fingers over your eyes and thumbs over your ears. Close your lips, with your teeth slightly apart. Breathe in deeply through your nose, counting to five. Breathe out through your mouth for five counts, while humming quietly like a bee. Repeat.

Copy That Rhythm

The teacher claps or taps a rhythm that the pupils copy. The teacher could increase the difficulty each time, e.g. by increasing the number of beats.

Finger Taps

Slowly, bring your index finger down to meet your thumb and press them together. Repeat with your middle finger, then your ring finger, then your little finger. Repeat the sequence again in reverse. Repeat for the other hand. Then repeat the sequence with both hands at the same time.

High Fives, Low Fives

Pupils move silently around the classroom and high five the first person they meet. They low five the second person. They continue alternating high fives with low fives until they have 'met' ten people, then they return to their seats.

Balloon Breaths

Sit on the floor, with your legs crossed. Place your hands on top of your tummy. Breathe in slowly, counting to five and imagine your tummy is a balloon, as you feel it expand. Breathe out slowly, counting to five and feel your 'balloon' deflate. Repeat ten times.

Curl, Uncurl

Stand up tall and stretch your hands in the air, as high as they can go. Breathe in and count to ten. Exhale slowly, counting to ten and as you do so, bring your hands down to your sides and slowly curl your body forward so that you are bent double, with your hands hanging by your sides. Stay in this position for a count of five and then breathe in and uncurl yourself slowly, so that you return to your starting position. Repeat as many times as you wish.

Child Pose

Kneel on the floor, and lean forward so that your head touches the ground. Place your hands behind you, so that they are lying flat, with palms facing upwards (child pose). Allow yourself to relax for two minutes. Return to your kneeling position slowly.

Starfish Breaths

Spread the fingers out on one hand, like a starfish. Use the index finger of your other hand, to trace the outline of your fingers, from your small finger, to your thumb. Each time you trace up a finger, breathe in. Each time you trace down a finger, breathe out. Switch hands and repeat.

Agree, Disagree, Unsure

Designate one area of the classroom as 'agree', one area as 'disagree' and one area as 'unsure.' The teacher makes a statement, e.g. 'spiders are scary,' and pupils must move to the corresponding area of the classroom to show if they agree, disagree or are unsure with the statement given.

Simon Says

Play 'Simon Says.' Pupils must do what Simon Says. Try to trick them by not saying 'Simon Says' before some of the instructions. Choose pupils to take it in turns to give the instructions.

Hop and Bow

Pupils hop on one leg to find a partner. When they find one, they bow, while standing on one leg. They then continue hopping and bowing, until they have met five people.

Seat Swap

The teacher calls out a characteristic, such as 'anyone with glasses'. Pupils then swap places with another pupil with the same characteristic.

Sun Breaths

Sit on the floor, with your legs stretched out in front of you and close your eyes. Picture the bright, warm sun above you. Concentrate on different parts of your body, starting with your face and imagine the sun's warm rays on it. Slowly breathe in and out, visualising the warmth of the sun travelling down your body, to your shoulders and back, legs, feet and toes, until you are warmed up. Stretch your arms in the air and fold your body forwards over your legs. Concentrate on breathing in and out slowly for 30 counts.

Shake It Out!

Pupils stand up behind their chairs and shake out different parts of their body, as the teacher calls out 'hands,' 'arms', etc. Finish with a whole body shake.

Pencil Balance

Pupils balance their pencils horizontally on their index fingers. They move slowly and carefully around the room, trying not to drop their pencil. If they do, they sit down.

Hot Potato

Have a small squishy toy that can be thrown without damage. Pupils stand behind their chairs facing into the classroom. The teacher passes the sponge toy (the hot potato), by throwing it to another child, who must try to catch it. They then have to pass the potato on to another child, without holding onto it for too long. When a child has caught the potato, they may sit down. It is best not to use a ball, as these will roll when dropped!

Boggle

Spelling Word Puzzle

C	K	I	S
A	H	N	R
T	I	G	M
B	L	L	E

Word Count

1 or 2 Letters: _____

3 Letters: _____

4 Letters: _____

5 Letters: _____

6 or More Letters: _____

Total Number of Words: _____

Boggle

Spelling Word Puzzle

K	B	A	H
C	J	O	T
A	G	U	M
T	N	I	P

Word Count

1 or 2 Letters: _____

3 Letters: _____

4 Letters: _____

5 Letters: _____

6 or More Letters: _____

Total Number of Words: _____

Boggle

Spelling Word Puzzle

U	N	S	L
I	S	D	E
K	A	E	O
L	T	P	R

Word Count

1 or 2 Letters: _____

3 Letters: _____

4 Letters: _____

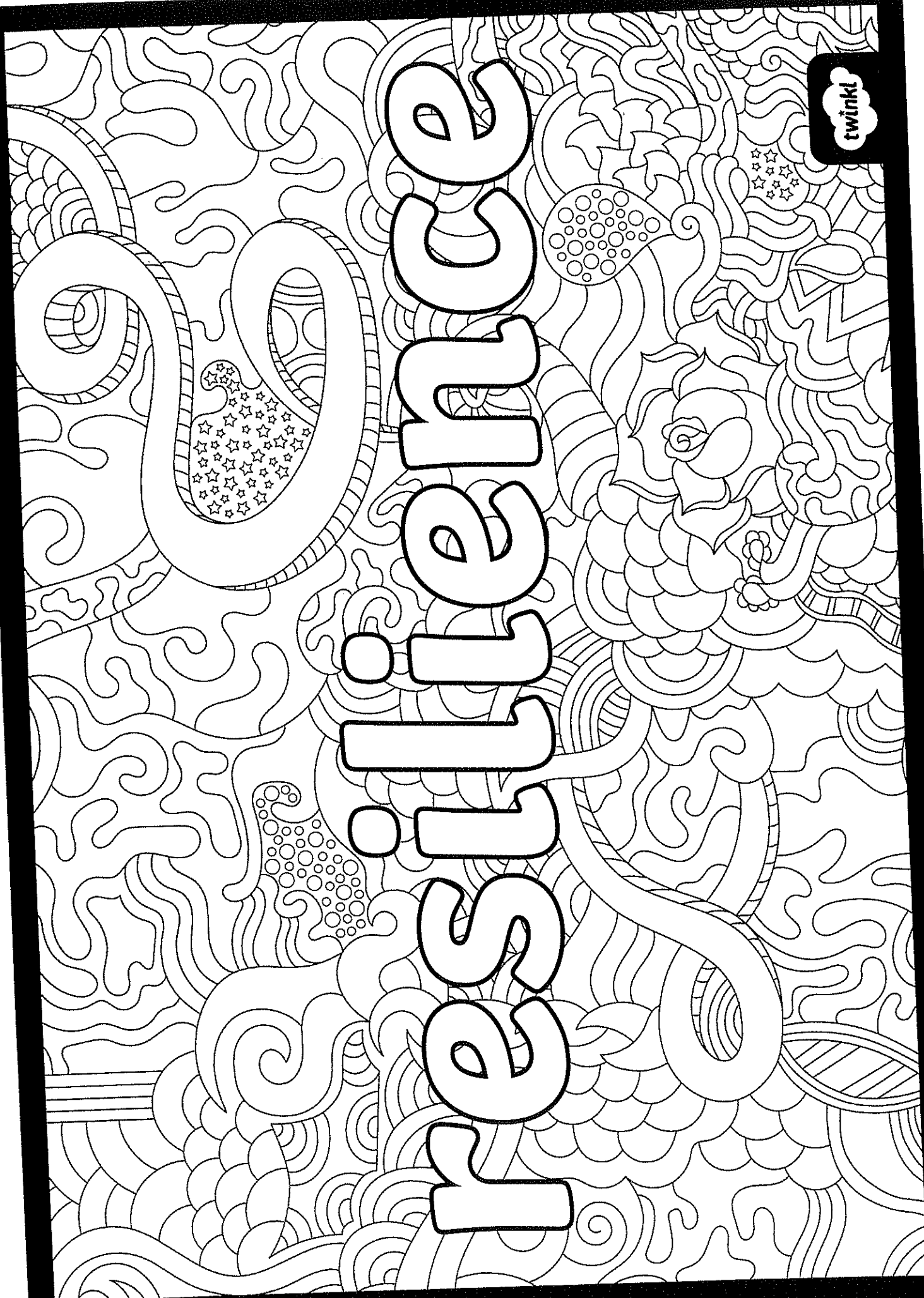
5 Letters: _____

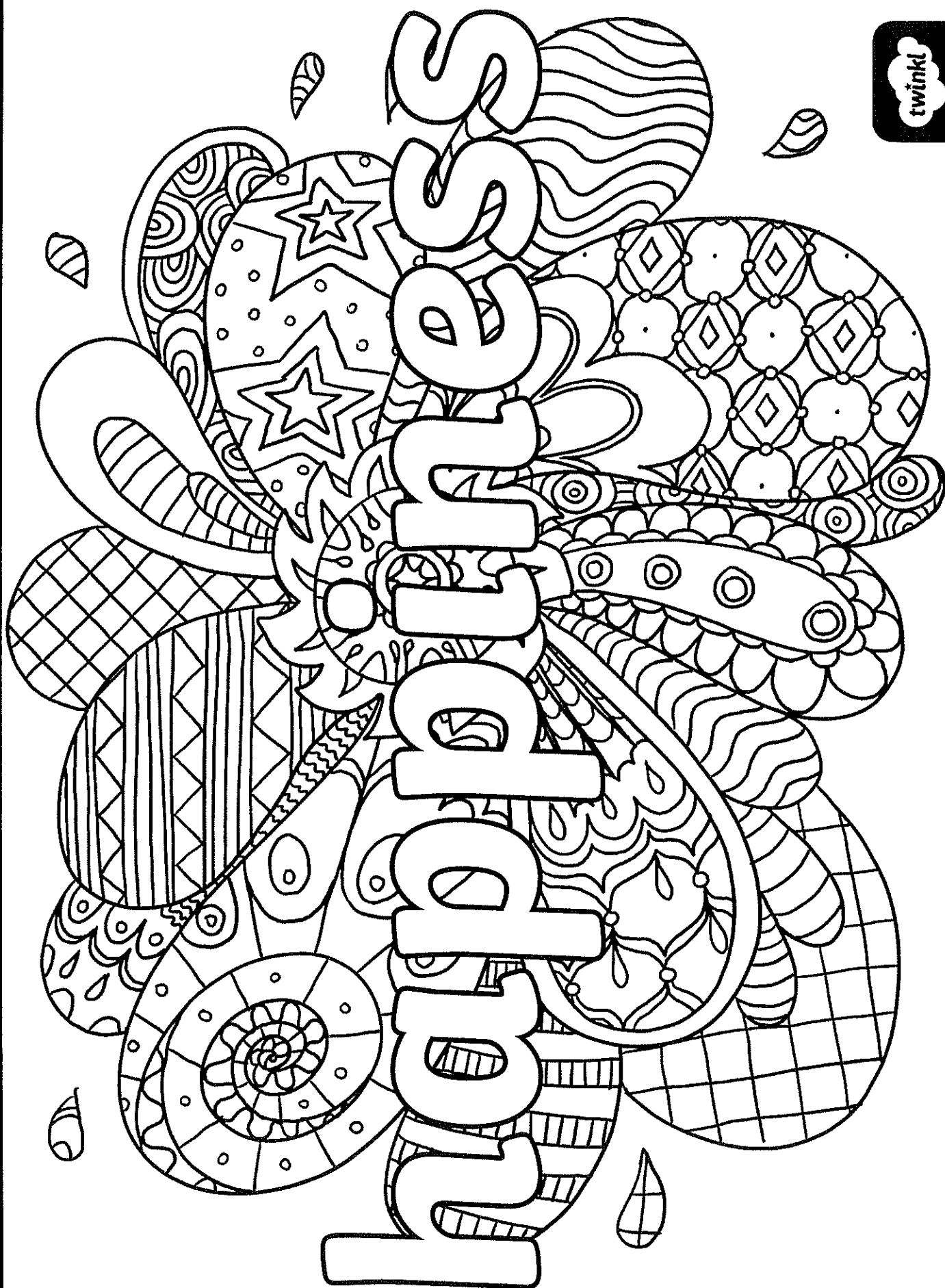
6 or More Letters: _____

Total Number of Words: _____

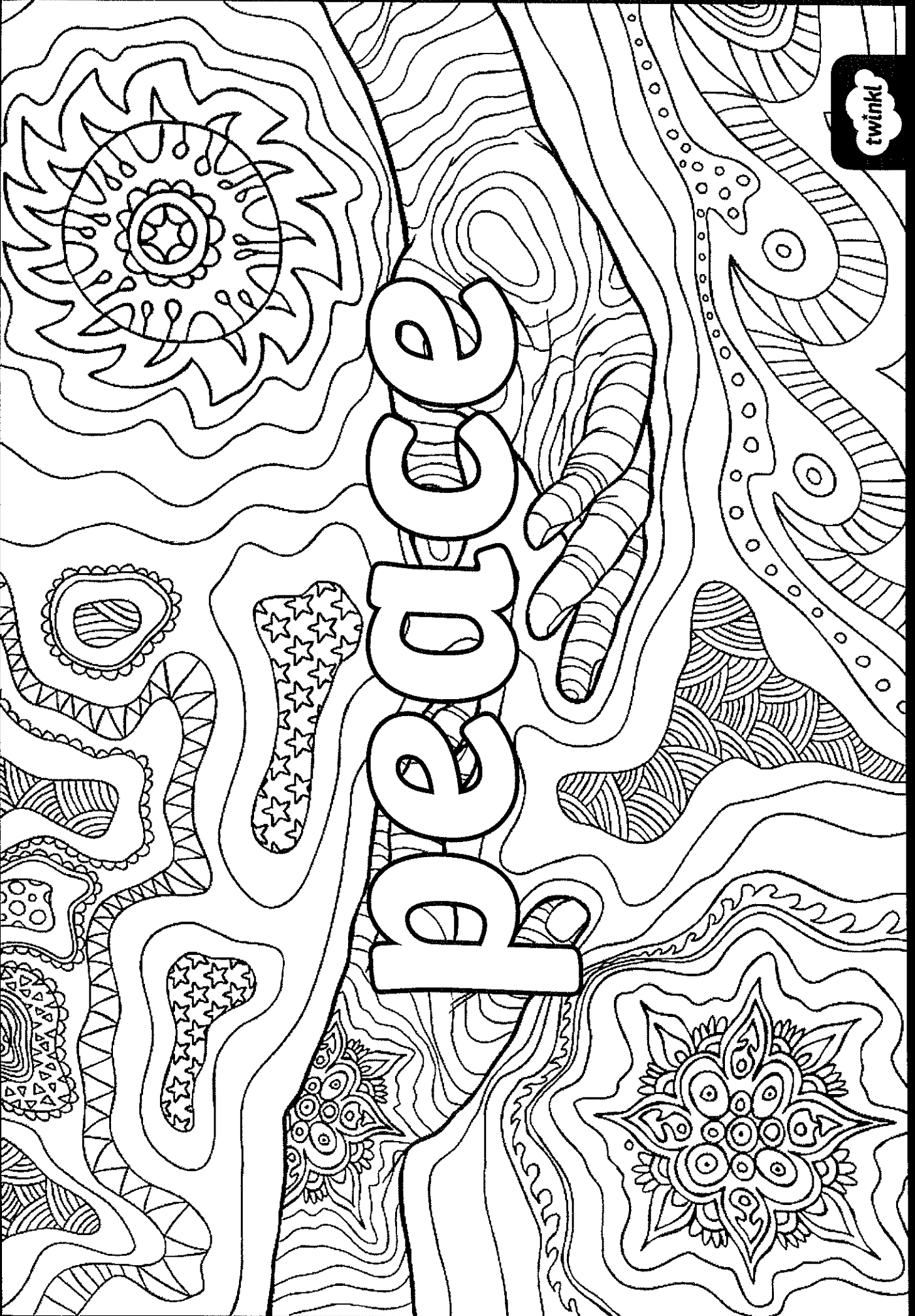
resiliens

twinkl

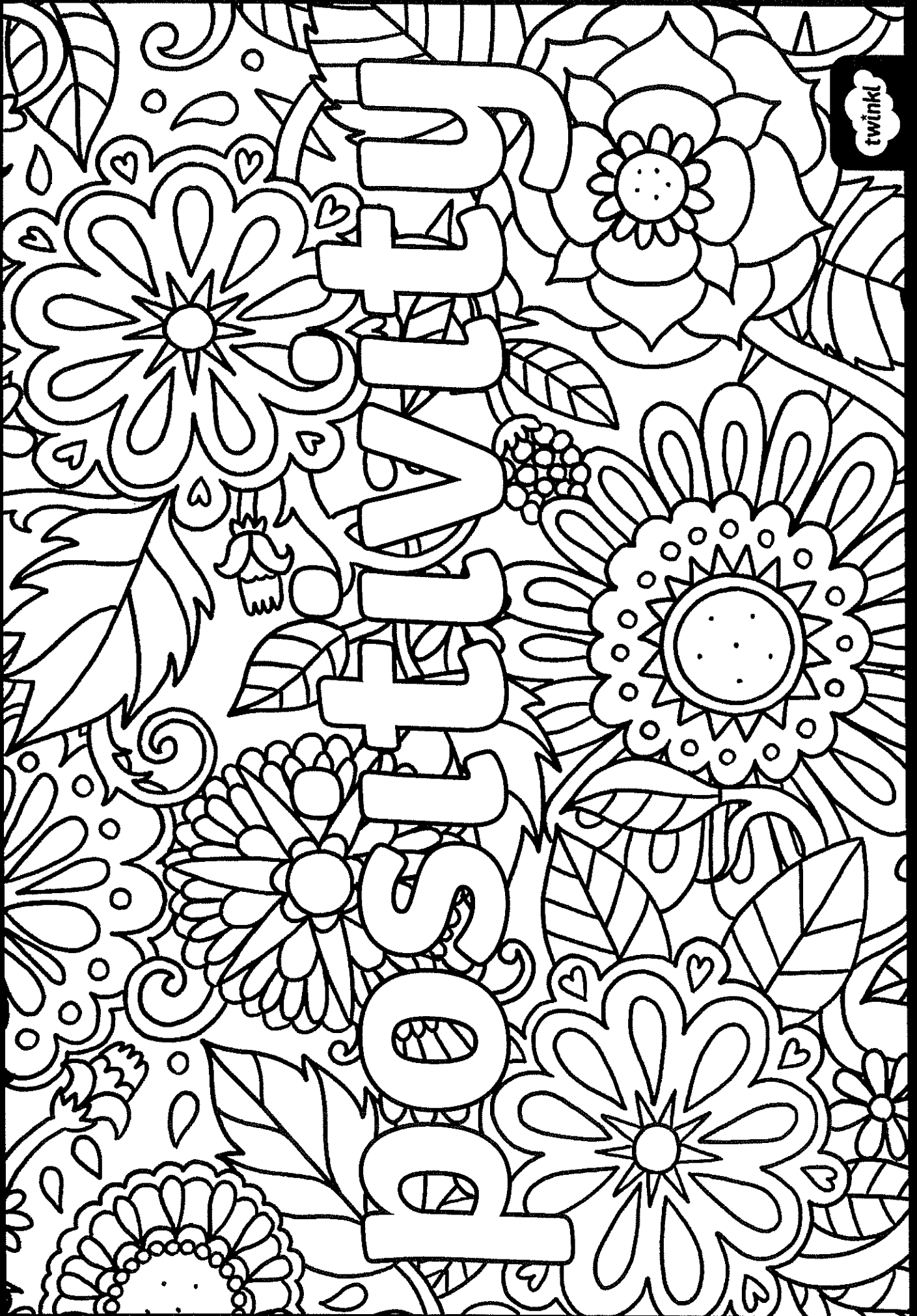




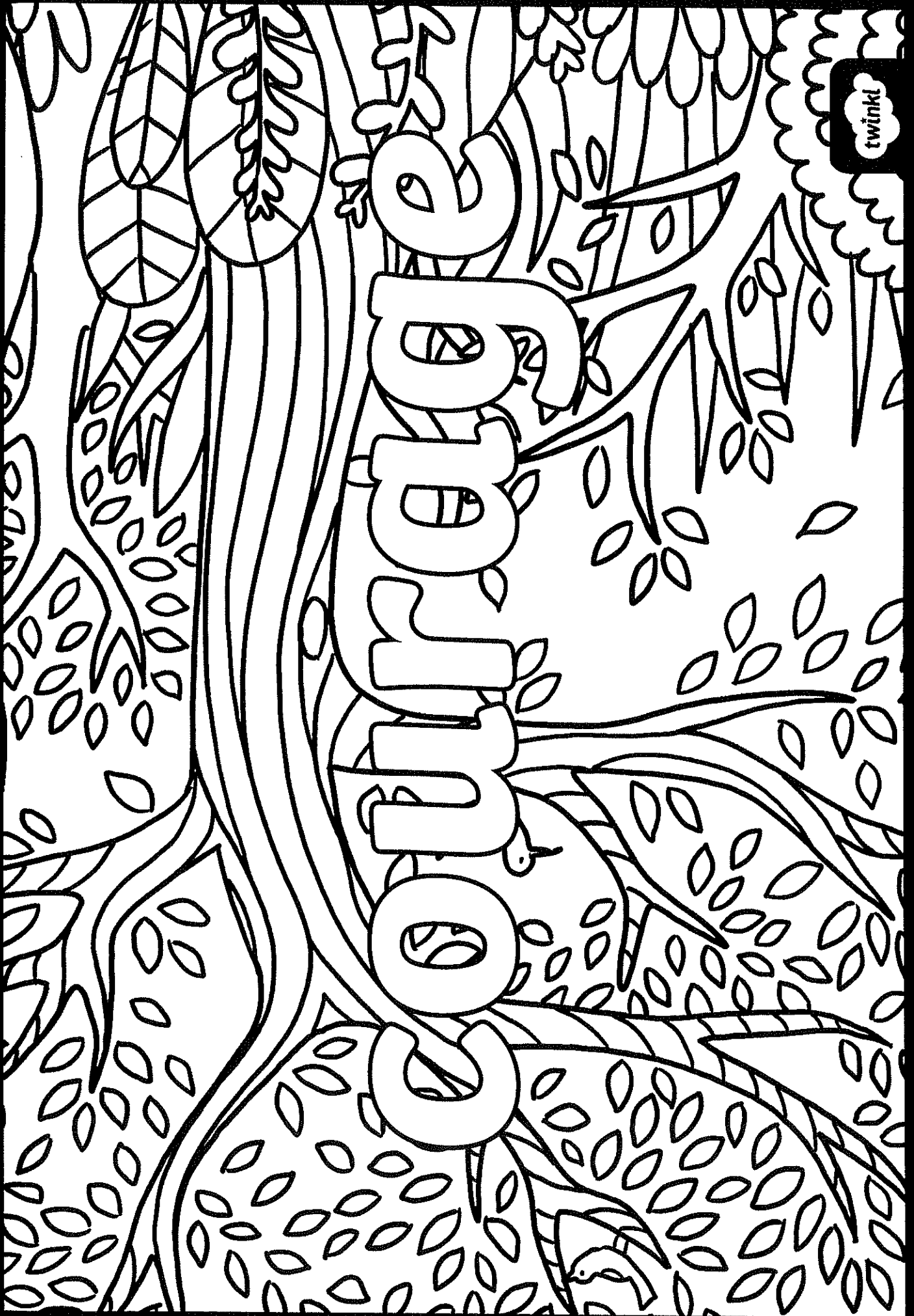
Prep

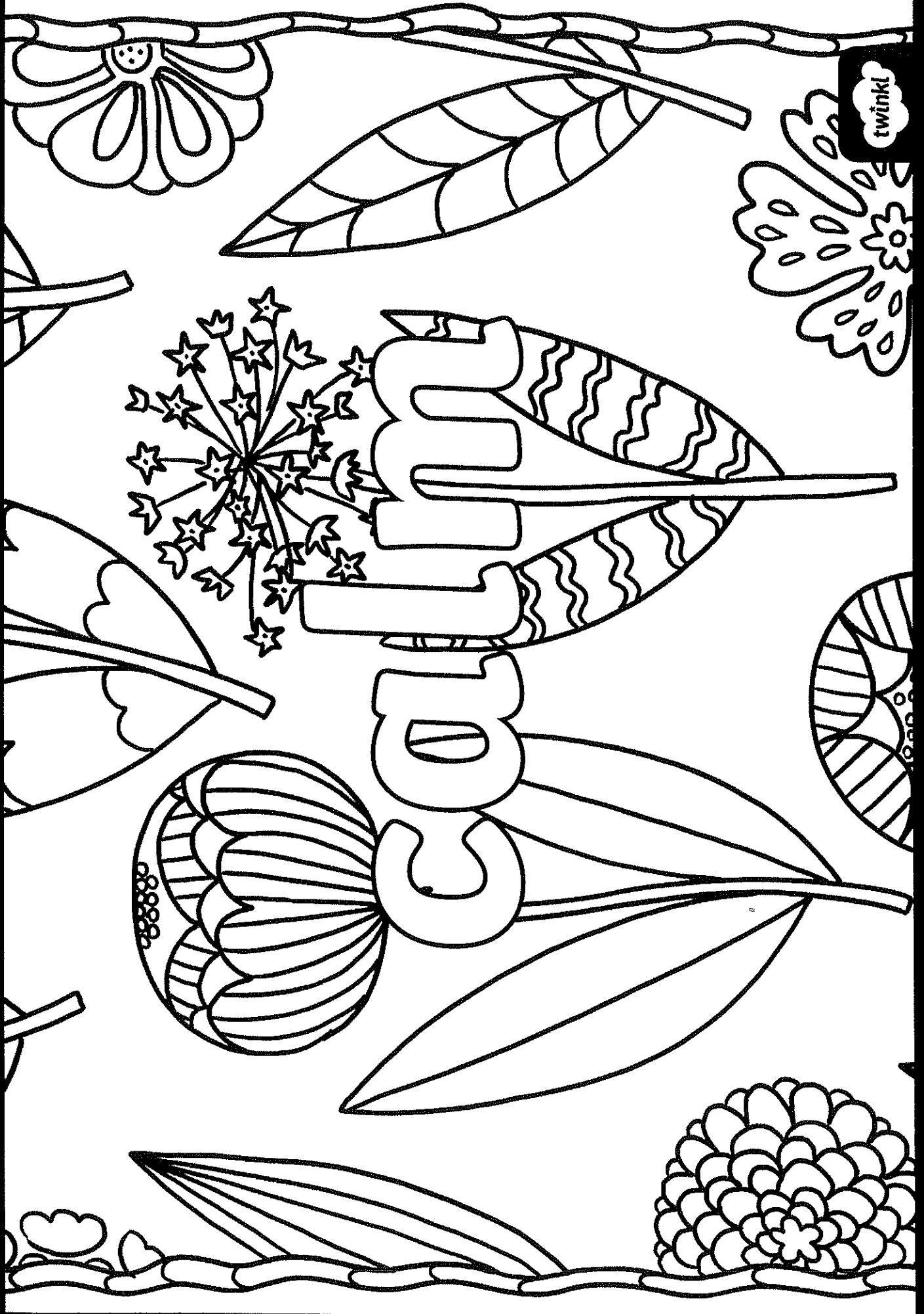


WASH YOUR FACE



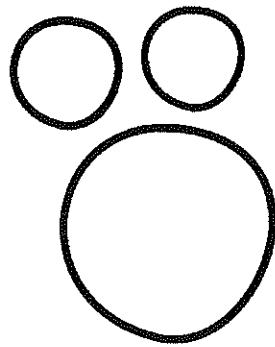
Spelling





1 SQUIGGLE MASTER

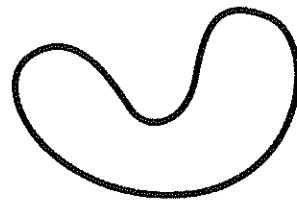
Make a new picture, using the squiggles below:



Teach **THIS**

2 SQUIGGLE MASTER

Make a new picture, using the squiggles below:



Teach **THIS**

3 SQUIGGLE MASTER

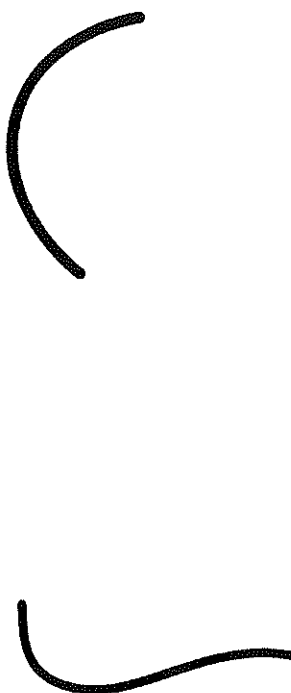
Make a new picture, using the squiggles below:



Teach **THIS**

4 SQUIGGLE MASTER

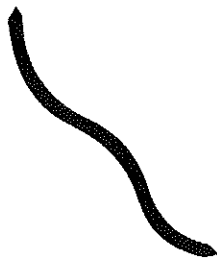
Make a new picture, using the squiggles below:



Teach **THIS**

5 SQUIGGLE MASTER

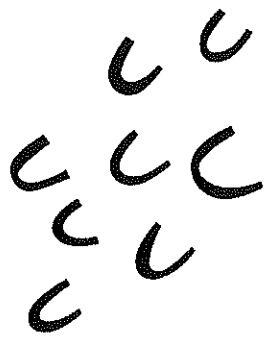
Make a new picture, using the squiggles below:



Teach **THIS**

6 SQUIGGLE MASTER

Make a new picture, using the squiggles below:



Teach **THIS**