

Name: _____

Manilla Central School



Stage 3

Learning from Home

2021 Term 3 Week 7

Stage 3 Term 3 Week 7 - Monday

Morning		Notes for Teacher	Completed ✓
10min	Quiet Reading - read a book, newspaper, magazine		
20mins	Spelling <ul style="list-style-type: none"> Complete LCWC sheet Complete one activity for maximum of 10 words from spelling activity page 		
30mins	Reading and Comprehension <ul style="list-style-type: none"> Read your novel and complete activities Complete Comprehension pages 		
30mins	Vocabulary - Complete this week's words in Google Classroom OR the sheets provided. <ul style="list-style-type: none"> declaration international traditional 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing - Skill focus: direct speech in writing <ul style="list-style-type: none"> read posters about inverted commas and quotation marks rules Complete sheets <i>Do away with the dull</i> and <i>Said is dead</i> 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Time activities 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive Typing Club English and Numeracy Booklet 		
15mins	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 ✓
15mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> Colouring Brain Breaks - Charades or scavenger hunt Listen to some music 		
40mins	Visual Arts - Elements of Art - Texture complete the activities		
10mins	Finish and check work from today		

Vocabulary

Learning Intention:

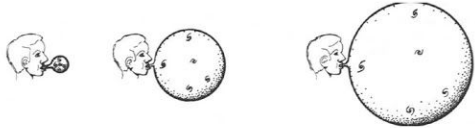
- ❖ We are learning about language - vocabulary

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.
- ❖ We can identify synonyms and antonyms to help understand new vocabulary.

[example]

Word: **expand**

What it is or isn't	Use it in a sentence	Morphemic word building (base words/prefixes/suffixes)
It is to make something bigger. It isn't changing it completely.	The object will expand as it increases in heat.	expands expanding expanded expansion expandable unexpandable
Synonyms	Antonyms	Visual Representation
inflate swell distend	shrink contract collapse condense	

Word: declarations

What it is or isn't	Use it in a sentence	Morphemic word building (base words/prefixes/suffixes)
Synonyms	Antonyms	Visual Representation

Word: international

What it is or isn't	Use it in a sentence	Morphemic word building (base words/prefixes/suffixes)
Synonyms	Antonyms	Visual Representation

Word: traditional

What it is or isn't	Use it in a sentence	Morphemic word building (base words/prefixes/suffixes)
Synonyms	Antonyms	Visual Representation

Inverted Commas

Beginning and End

Keep your inverted commas at the beginning and the end of the words being spoken.
"Stop!" I said.

New Speaker, New Line

Start a new line whenever someone new speaks.
"How are you doing today?" asked Henry.
"I'm great!" said Ashton.

Capital Letter

Begin what is spoken with a capital letter!
"What an amazing day!" he announced.

Commas

Remember to add commas.
Ashton whispered, "Be quiet!"
"Goodbye," said Jules.

Different Names

Inverted Commas are also called:
Speech Marks
Quotation Marks

Punctuation

Make sure your speech is correctly punctuated!
"There are times, I feel, that you are a little cold," I said.

“ Quotation Marks Rules ”

Always Inside ●

Full Stops

“Good day sir, I hope that you are having a nice day.”

Commas

“I think so too,” she said.

Always Outside ●●

Colons

In his book, Alphie describes some aspects of what he calls his “Ride to heaven”: doing good deeds, praying and keeping his hair neat.

Semicolons

Calvin rejoiced and said that the discovery was “ground-breaking for humanity”; however, his colleagues weren’t so sure.

Depends on Context ?

Question Marks

- a) Do your parents always say “You will know when you are an adult”?
- b) He asked her another “What is life about?” question.

Exclamation Points

- a) “I love you!” he yelled.
- b) I couldn’t believe that the sign said “No children”!

twinkl

www.twinkl.co.uk

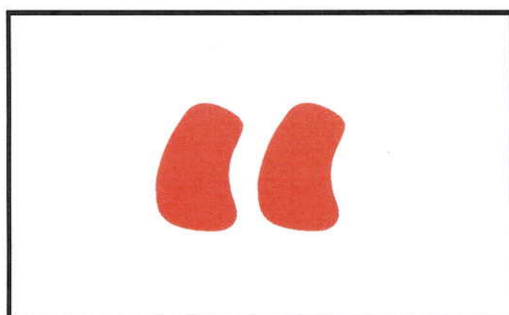
Do Away with the Dull:

Adding Dialogue Activity

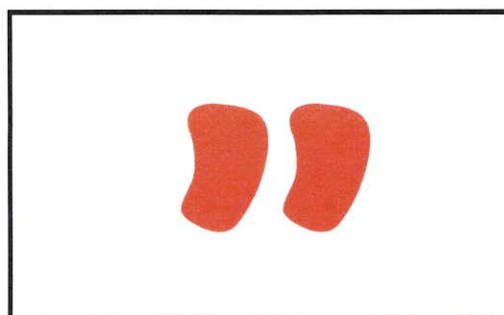
Stories don't need to be dull! We can easily add dialogue to move the story along and make it more interesting.

Another word for dialogue is direct speech. This is when you write something your character says, exactly how they're saying it. The reader knows that your character is talking because they can see the **quotation marks**.

Quotation marks are a type of punctuation. We use quotation marks to show what a character is saying in our writing. Quotation marks look like this:



Use opening quotation marks
when your character begins
talking.



Use closing quotation marks
when your character stops
talking.

Quotation marks can be used at the **beginning**. For example:

"That dog is sweet," Mary said.

"Would you like an apple in your lunchbox?" asked mum.

Quotation marks can be used at the **end**. For example:

Jessica looked down the street, "I wonder where the postman is?"

Kirt shouted, "Look out!"

Quotation marks can be used in the **middle**. For example:

"Quotation marks can be a bit tricky", Sahara said, "but I think I nearly understand them."

"Christopher went to the beach", Nawaal muttered, "but he will be back very soon."

Do Away with the Dull: Adding Dialogue Activity

There are some rules you need to remember when using quotation marks.

1. Keep the quotation marks at the beginning and end of the words being spoken.

2. Start a new line whenever someone new speaks.

3. Begin the direct speech with a capital letter.

4. Include a piece of punctuation before closing the quotation marks.

Activity One

Rewrite the following sentences adding opening quotation marks when the talking starts and closing quotation marks when the talking stops.

1. I love working in the studio, said Louise.

2. My favourite colour is red, Michael said quietly.

3. Shiloh queried, May I have a look?

4. I think it's warm enough for swimming, Josh said, but I'll take an extra towel.

5. It will take about four litres of paint, Micah guessed, to paint the entire wall.

RIP

'said' is dead

complained

exclaimed

called

screamed

squealed

laughed

spoke

observed

answered

hollered

asked

thought

howled

yelled

expressed

cried

told

instructed

wailed

sighed

peeped

grinned

shouted

squawked

whispered

replied

Said is Dead

Using 'Said' Synonyms in Direct Speech

Use the 'said is dead' gravestone on the following page to help you improve the following sentences. The first has been done for you.

1. "What a terrible day!" said Michael.
"What a terrible day!" exclaimed Michael.
2. "Can we go to Disney World?" the children excitedly said.

3. The teacher said, "Use your best handwriting."

4. The instructor said, "First place your harness over your shoulder like this."

5. "I wonder what's on at the cinema?" Lucy said.

6. "GET OUT!" said a ghostly voice.

7. After being woken up, Jordan stretched and said, "I'm... I'm... still tired!"

8. "A tiger!" said the little girl in shock whilst at the zoo.

Challenge: Well done for replacing said with a said synonym in each sentence. Now write two of your own speech sentences using the 'said is dead' sheet.

1. _____

2. _____

3. _____

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

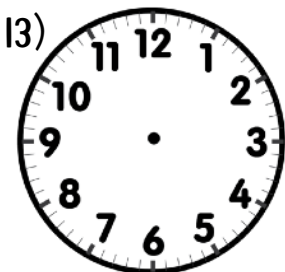
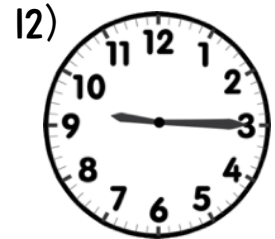
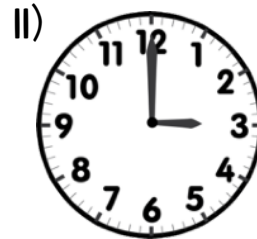
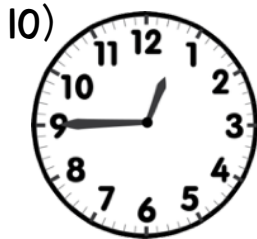
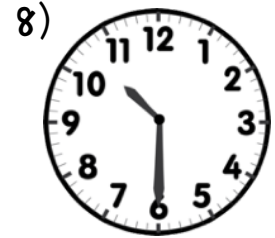
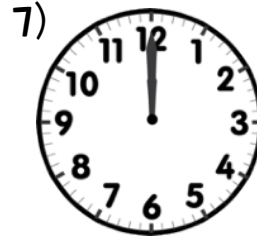
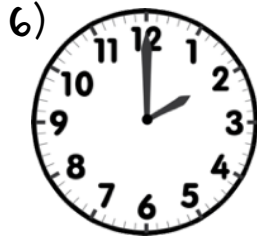
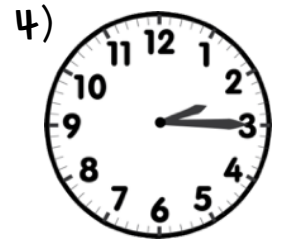
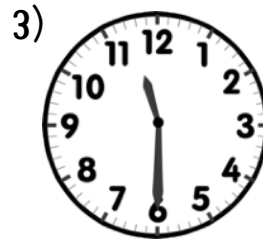
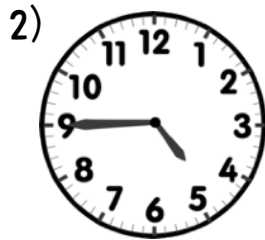
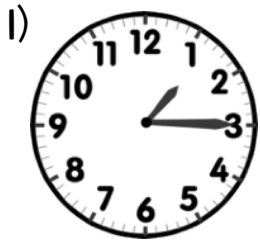
$$75 - 49 \text{?}$$

Maths - Number Talk

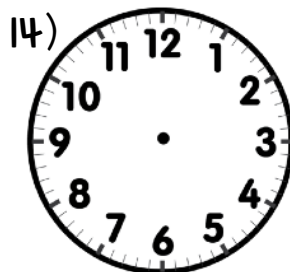
Show/explain how you solved it.

5 Minute Time

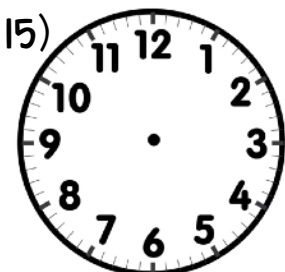
It is time to show all you already know about using clocks. Complete all of the questions below by either writing the correct time in the box or by drawing the correct time on the clock.



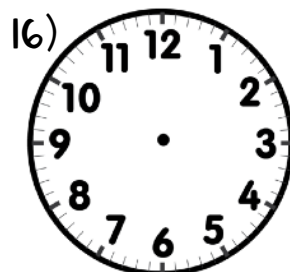
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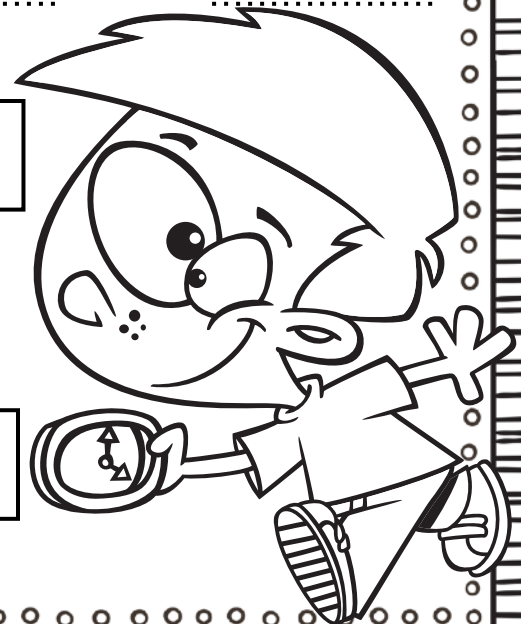
2:30



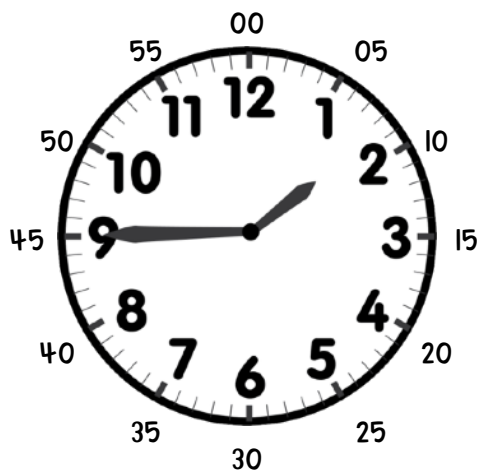
9:00



7:15



TELLING TIME TO THE 5



The markers around the outside of a clock face not only show us the hour, but they also divide that hour into 5-minute blocks. The easiest way of figuring out how many minutes each number represents is to skip count by fives from the number one. Figure out the times displayed on the analogue clocks on the left and then match them with the digital clocks on the right.



6:10

11:05

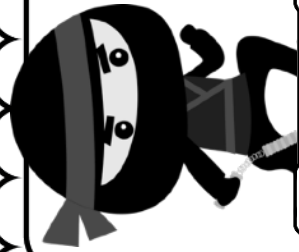
9:25

7:40

4:50

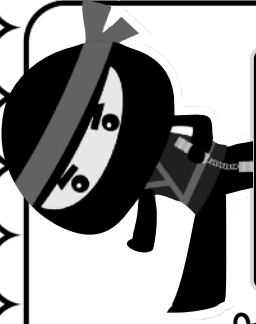
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3:55

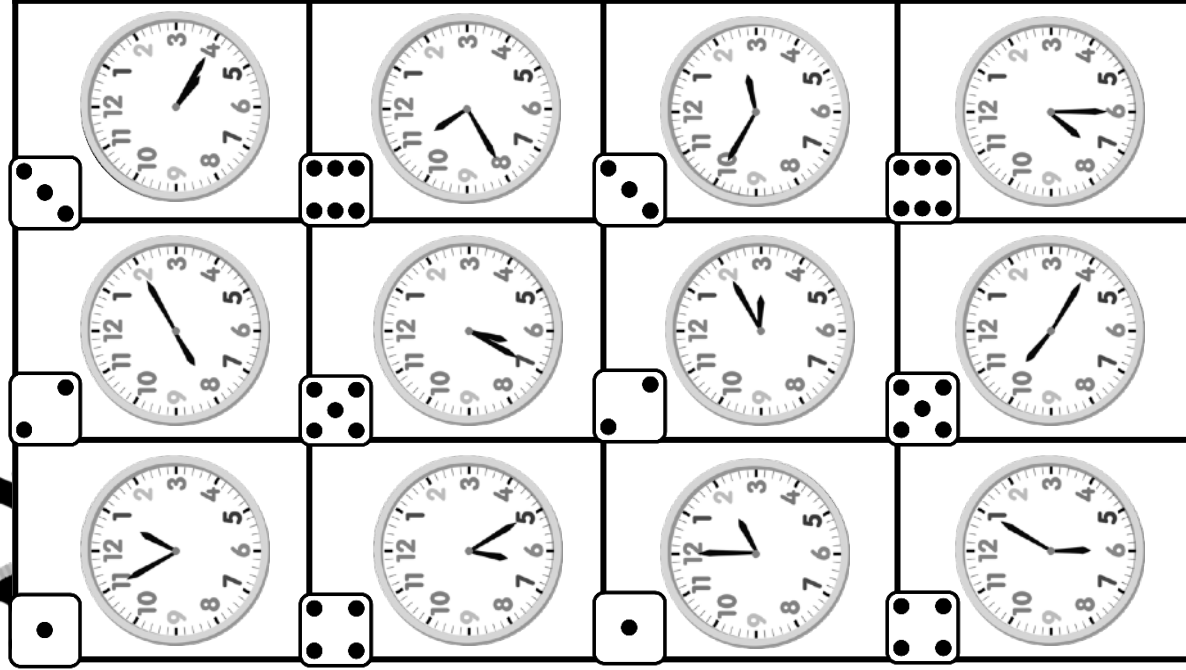


Roll It, Tell It, Cover It

How to Play: Roll a die. Read the clock that matches the die you rolled. Cover the digital time on the game board to match the time. Can you get five in a row?



5 Minutes



6:25	8:10	10:40	2:50	6:05
2:50	3:10	4:20	12:55	6:35
12:55	6:35	8:10	2:00	7:30
10:40	4:20	10:20	3:10	6:25
7:30	2:00	6:05	10:20	12:55



Texture



TEXTURE ADDS
DEPTH, REALISM AND
INTEREST TO ART



Introduction To Texture

TEXTURE is the way an object *feels* or the way it looks like it might feel. There are two types of texture:

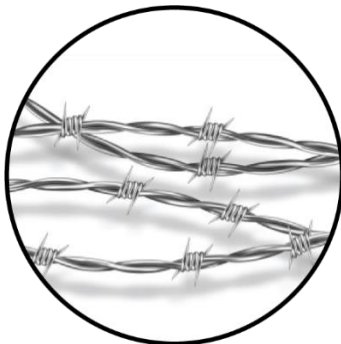
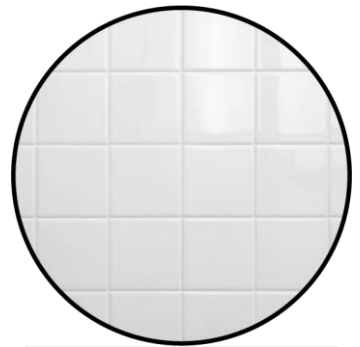
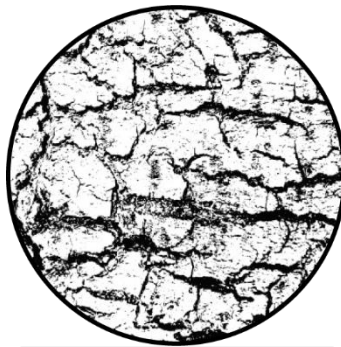
2D Texture

2D texture is the way something might feel. Lines, shapes, value and form can all create the illusion of texture.

3D Texture

3D texture is the way an object actually feels. We can feel this on forms like sculpture or pottery.

Write one word to describe the texture in each picture below:



DRAWING TEXTURE

The best way to learn to draw texture is to practice drawing while looking at real-life textures. Hunt around for some different textures and create a drawing of each type of texture below.

rough

smooth

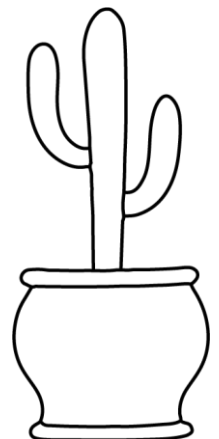
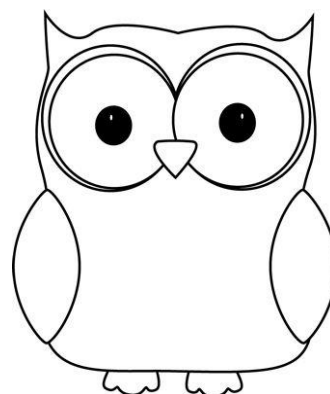
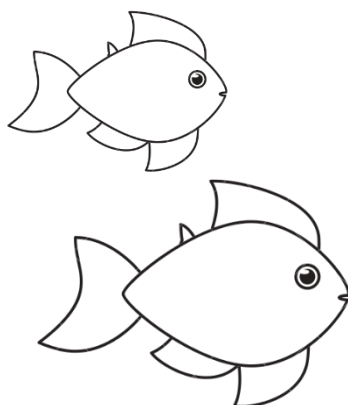
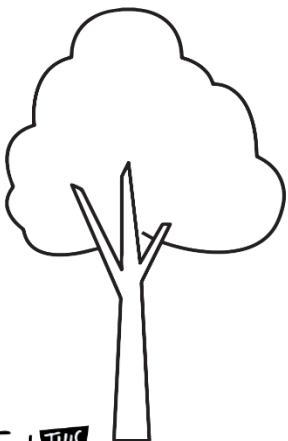
bumpy

woven

jagged

fluffy

When you draw texture on an object, you show how it would feel to touch. Add texture to these objects.



Tiger Texture Art

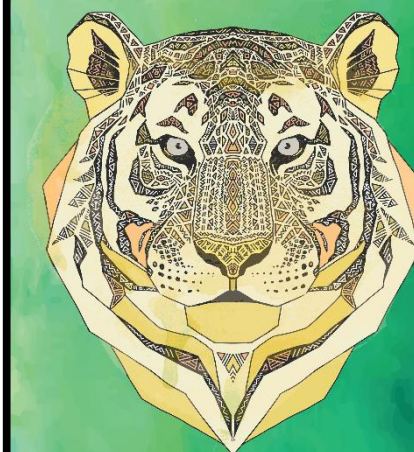
Texture is all around us! Nature is a wonderland of different textures that are both unique and interesting. Let's explore the different textures of leaves and create a beautiful masterpiece. Follow the following steps to create your own Tiger Texture using the tiger template (on the next page).



1. On a piece of paper, paint or colour a background. This does not need to be perfect, as most of the background will be covered. A piece of coloured or black paper would also work well.



2. Colour the tiger head (from the next page) using pencils, markers, or paint. Be as creative as you like. You might like to colour the tiger in different shades.



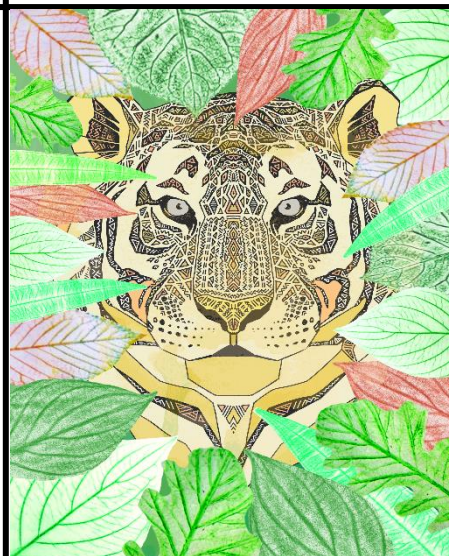
3. Carefully cut out the tiger head and put a few dabs of glue on the back just to secure it to the centre of the green background. Leave the edges unglued.



4. Collect different leaves from the garden or playground. Place the leaves under a piece of paper and hold in place. Use crayons or pastels to create leaf rubbings. The leaf texture should show through on the paper.



5. Cut around the leaf rubbings. You will need around 25 leaf textures but you can adjust this to suit your design. Begin to arrange the leaves around the tiger as if he is peering out from the jungle. Place some leaves under the tiger and overlap the others to create depth.



6. Once you have arranged your leaves, glue them around the tiger. You will also need to add more glue around the edge of the tiger. Leave some of the leaf edges unglued to create movement and texture. Trim off the excess leaves around the edge of the paper.

Tiger Texture Art

Sample



Tiger Texture Art

Colour and cut the tiger to create your Tiger Texture collage.



Stage 3 Term 3 Week 7 - 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 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 - Skill focus: direct speech in writing <ul style="list-style-type: none"> Revise posters from Monday Complete sheets <i>Dialogue writing</i> and <i>Be the teacher</i> 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Time activities 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive English and Numeracy Booklet 		
15mins	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 ✓
15mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> Colouring Brain Breaks - Charades or scavenger hunt Listen to some music 		
40mins	UOI - start lesson (Lesson 1 Global Connections) <ul style="list-style-type: none"> Use inquisitive from google classroom link to help complete work. 		
10mins	Finish and check work from today		

Dialogue Writing

Read the sentences carefully. Then convert each telling sentence into dialogue.

Example: I asked my mum if we could go to the shop.

"Mum, can we go to the shop?" I asked _____

1. My mum wanted to know why I needed to go to the shop.

2. I told her that I needed to buy some flowers.

3. My mum said we could go, but she wondered whom the flowers were for.

4. I excitedly explained that they were for my teacher because her birthday is tomorrow.

5. My mum told me that this was a very nice idea.

6. I told her we should go now because I wanted to have time to pick out the best flowers.

7. My mum laughed and said she would race me to the car.



Be the Teacher

Using Inverted Commas for Direct Speech

Mr Clark is marking the children's work in his class. They have been written using direct speech. Help Mr Clark by circling the mistake(s) in each example below and then write it out correctly.

1. "We're very proud of him", said Jake's parents.

2. "I'm looking for a dragon," said Pete. "Have you seen him"

3. "the only tired I was, was tired of giving in," said Rosa.

4. "What is it?" asked Hansel. "A house made of sweets," Gretel replied.

5. The dentist said "Open wide!"

6. "Mum," cried Cynthia "Is my dinner ready yet?"

7. "that's a horrible song choice, said Simon. Do you have anything else?"

8. I'll take the blue one," said the lady. "Here you go," replied the man.

9. We'll investigate "what happened said the policeman whilst making" notes.

10. First, "put on your safety helmet" said the instructor. Then "tie your harness around your waist.

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$142 - 31?$$

Maths - Number Talk

Show/explain how you solved it.

CLOCK MAKING

TIME TO THE 5 MINUTES

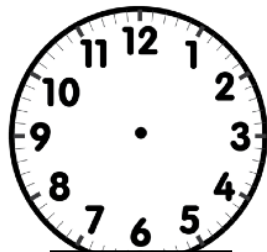
Draw hands on the clock faces to match the times below. The first one is done as an example.



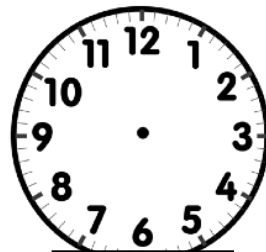
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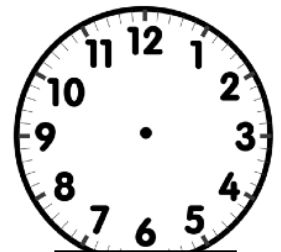
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6:45



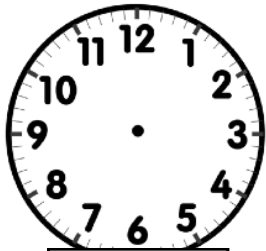
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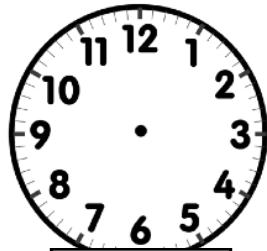
11:35



8:20



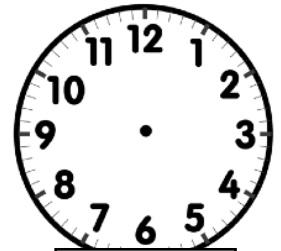
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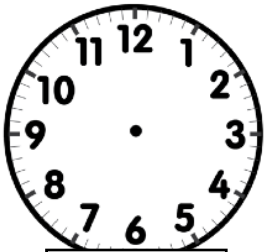
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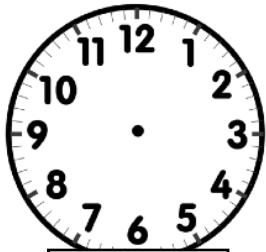
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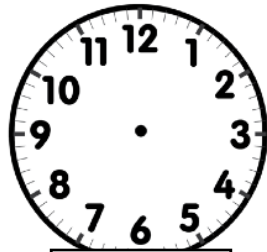
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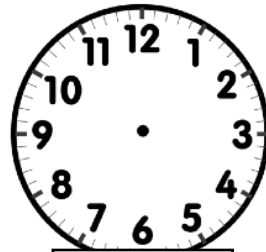
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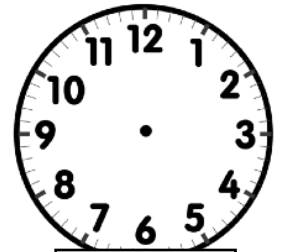
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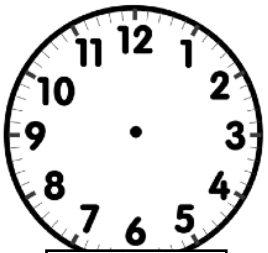
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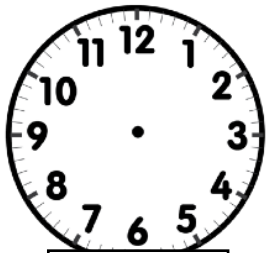
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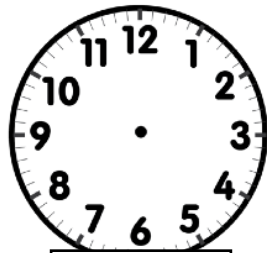
1:20



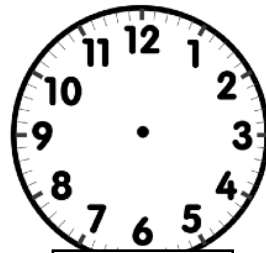
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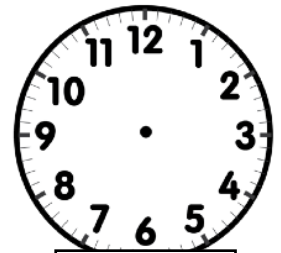
9:15



8:10



2:00



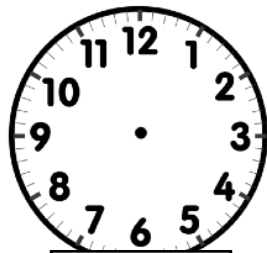
7:25



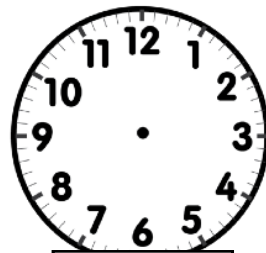
11:25



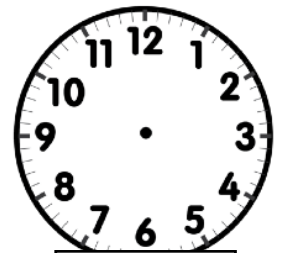
10:05



9:45



7:35

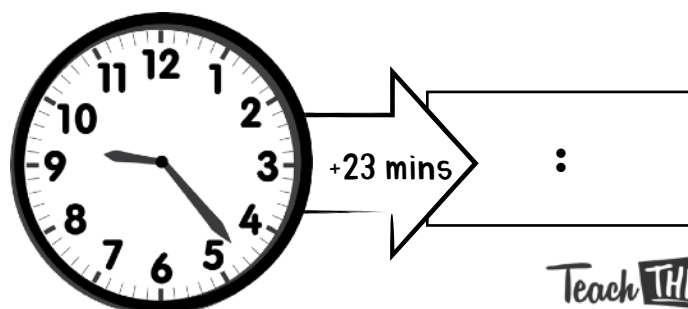
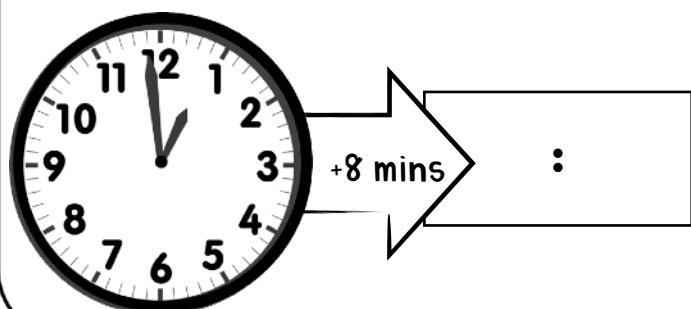
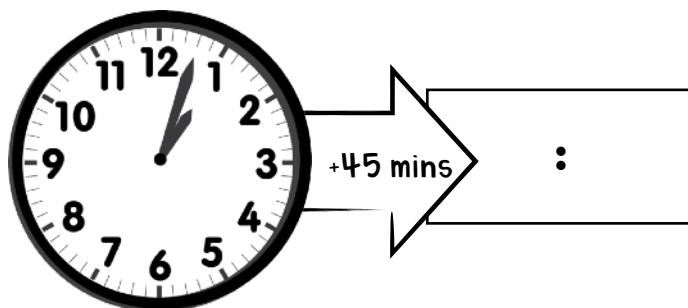
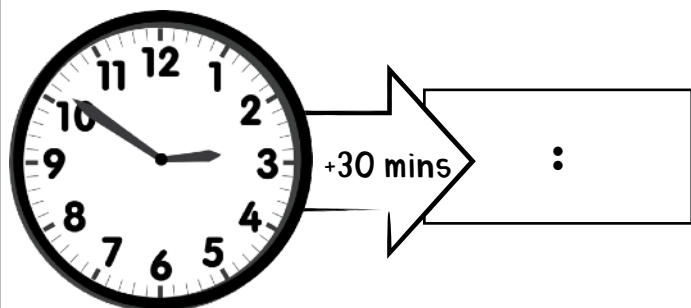
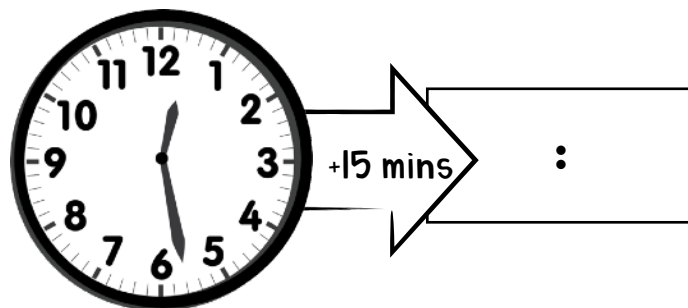
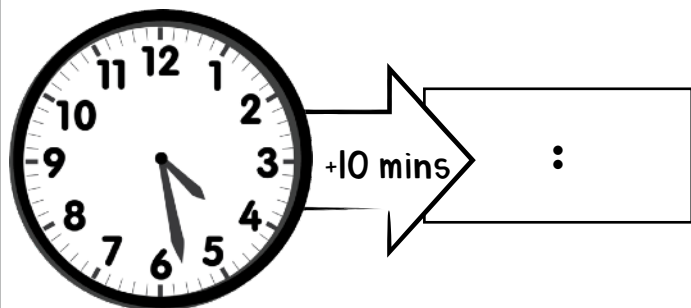
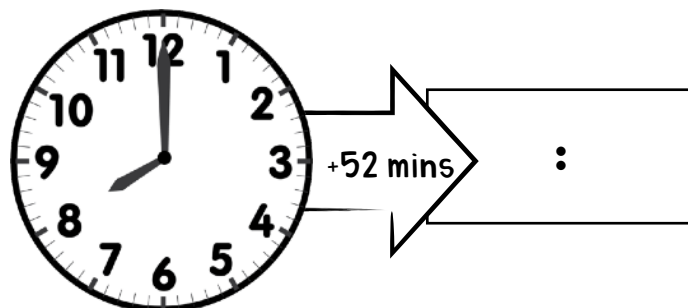
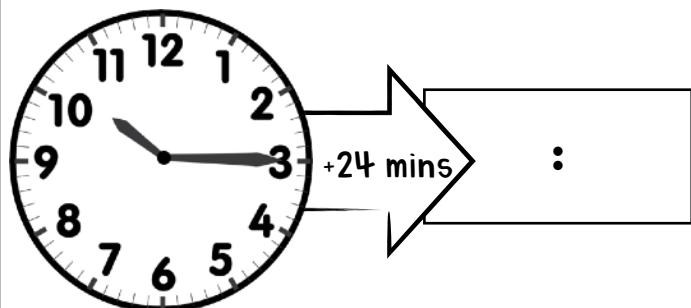
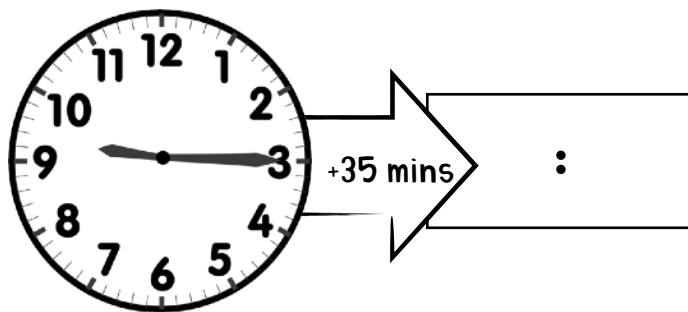
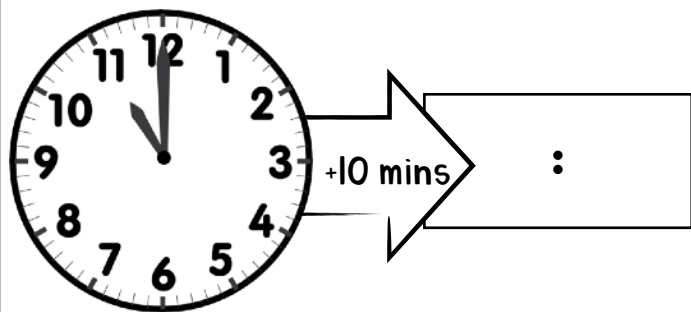


10:10

WHAT TIME WILL IT BE?

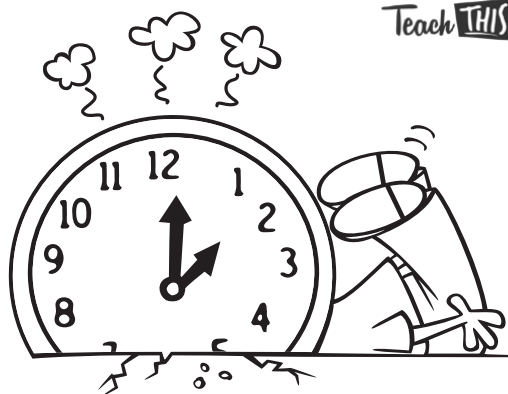


Figure out what the time will be in the future, by adding the right number of minutes to the times shown on the clock.

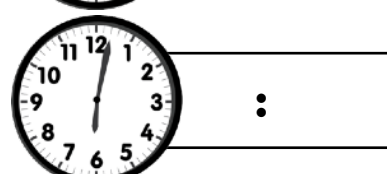
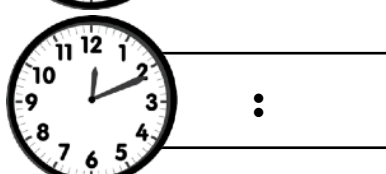
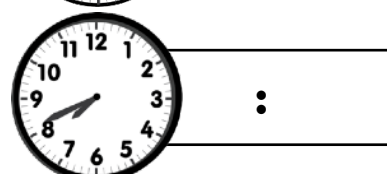
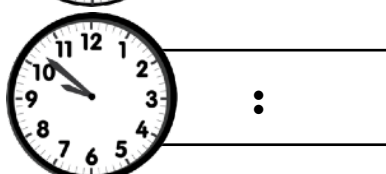
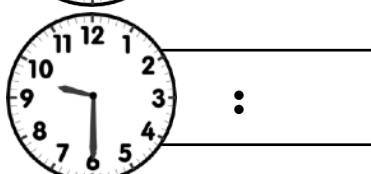
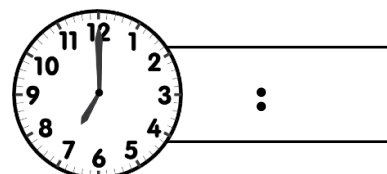
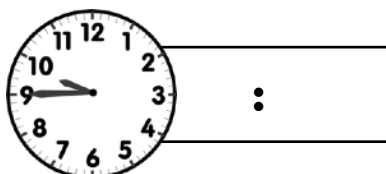
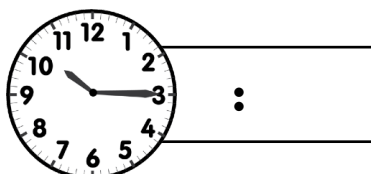


CLOCK CRAZY

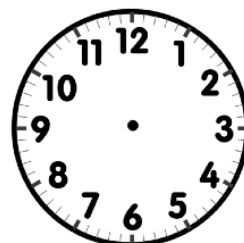
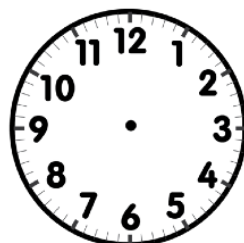
Use everything you have learned about reading time to complete these questions.



1) Work out the time shown on the clock and then write it in the box provided.



2) Draw the correct hands on each clock, using the time suggested below.



12:47

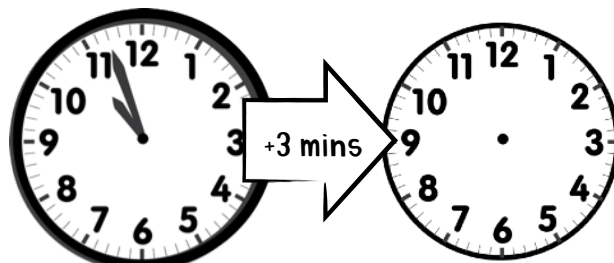
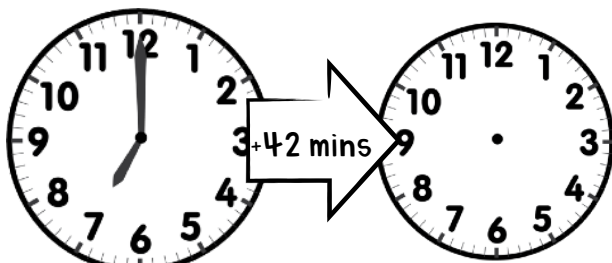
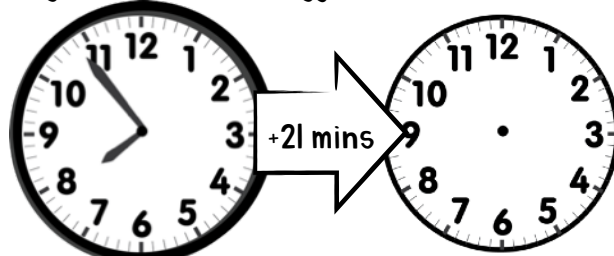
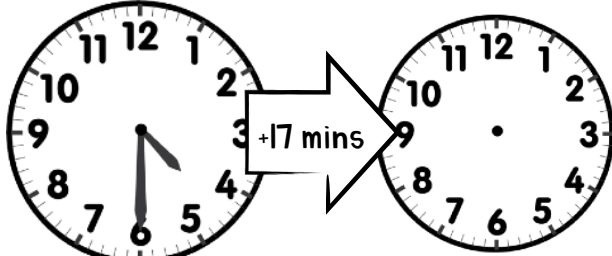
5:55

3:02

1:31

9:50

3) Draw the correct hands on each clock, adding to the time suggested.



What special connections does Australia have with other countries?



What special connections does Australia have with other countries?

1 Watch the video about Antarctica.

2 Make a collage of words in the iceberg shape below to represent what you saw in the video.



3 Looking at the NASA image of the Earth's city lights, what do you notice about the continent of Antarctica and what do you think this means?

4 Which seven countries have territorial claims to Antarctica?

5 Find a map of Antarctica, including the territories “owned” by the seven countries and draw your own freehand version, with the territories included. Include the North Point, map title, oceans, seas, islands, and any other geographical mapping conventions.



6

Read the articles about how Australia and other countries are co-operating in the management of Antarctica. List some key points and then summarise each one by composing a tweet (280 characters or less).

AUS/USA/NZ**AUS/China****AUS/France/others**

7 These are acronyms for some groups that Australia belongs to:

G20 WTO ASEAN APEC IORA ASEM OECD FEALAC

Find out what three of these organisations are and record what they do as a group.

 <p>1: _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>2: _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>3: _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

8 Give an example of one of these organisations in action, describing a project the countries are working on together.

One of the ways that Australia connects with other countries is by trading. Australia has some of the richest minerals in the world, along with world class commodities such as wool, wheat and meat. Trading with other countries means we can sell (export) our produce, creating more jobs in mining, farming, manufacturing and transport. By setting up good connections with trading partners around the world, it also means we can buy (import) things we can't produce easily in Australia.

9

List five items in your classroom or school and write if they were imported or made in Australia.

10

Go to the interactive trade map. Find Australia's top 10 trading partners and label them and Australia on the world map below.



11 Conduct your own research to find one of the things we import from each of our top 10 trading partners and label this on the map, next to the corresponding country. List some of the things we export to these trading partners next to Australia on the map.

12 Watch the advertisement for working in Antarctica. Which jobs that would be crucial to a successful working environment in Antarctica are not included in this ad?

13 What is wrong with this picture?



Stage 3 Term 3 Week 7 - 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 - Skill focus: direct speech in writing <ul style="list-style-type: none"> Revise posters from Monday Complete sheets <i>Missing Punctuation</i> and <i>Direct Speech Punctuation</i> 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Time activities 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive English and Numeracy Booklet 		
15mins	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 ✓
15mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> Colouring Brain Breaks - Charades or scavenger hunt Listen to some music 		
40mins	UOI - Continue lesson (Lesson 1 Global Connections) <ul style="list-style-type: none"> Use inquisitive from google classroom link to help complete work. 		
10mins	Finish and check work from today		

Missing Punctuation



I can punctuate direct speech.

Someone has encrypted *Raider's Peril* and destroyed some of the punctuation in the communication system. Read the extract below and input the missing punctuation.

Use these punctuation marks:

?	!	,	" "	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

Don't forget to start a new line for each new speaker! **You will need to rewrite the extract.**

Who gets that bow then asked Croctordocor pointing
at the pearl bow with the tip of his arrow oh Perian
said can I have it Perian loved shiny weapons sure
said Katka Perian gets it said Croctordocor his
voice rising suddenly to an unlikely squeak she
has a good bow already what about me

Direct Speech Punctuation

I can punctuate direct speech.

Someone has removed the punctuation and capital letters from the extract below. Can you improve it by putting them back?

Use these punctuation marks:

?	!	,	" "	.
question mark	exclamation mark	comma	inverted commas	full stop

Don't forget to start a new line for each new speaker! You will need to rewrite the extract.

sam steered his mother towards a huddle of families heading to the safety of the stairs when she was locked between two waddling grandmothers he whispered i'll meet you by the cigarette machine what no his mother twisted and threw a hand out towards him but sam moved too quickly her straining fingertips lightly grazed his shoulder as he dodged back towards the street samm-eeeeee it'll only take a minute he assured her watching the crowd carry his mother towards the underground sanctuary then he added under his breath dad would want me to check



NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$698 - 136?$$

Maths - Number Talk

Show/explain how you solved it.

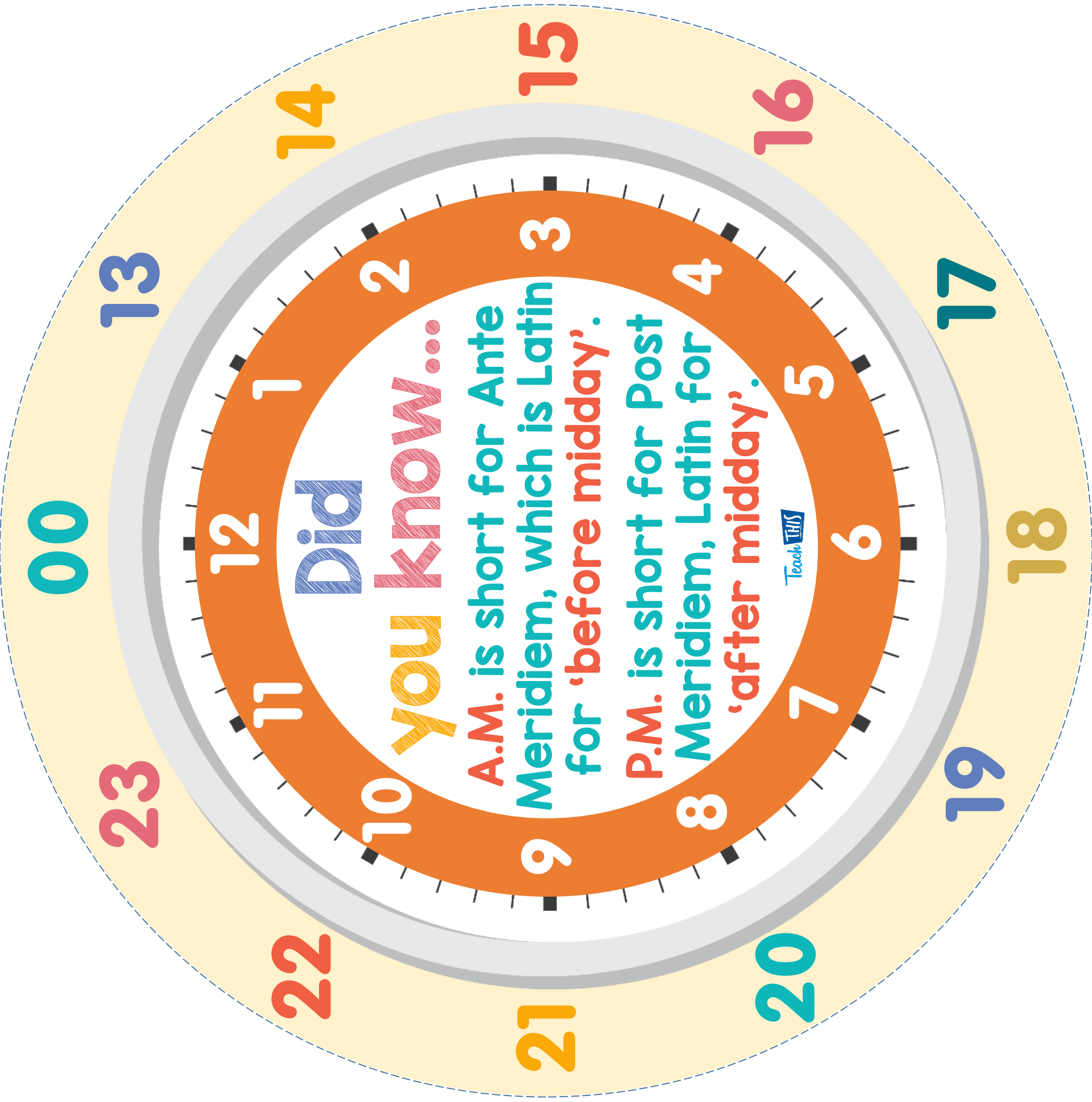
24-hour Time tells us
the number of HOURS *and* MINUTES
that have PASSED SINCE MIDNIGHT.



24 Hour	12 Hour
0:00	12:00
1:00	1:00
2:00	2:00
3:00	3:00
4:00	4:00
5:00	5:00
6:00	6:00
7:00	7:00
8:00	8:00
9:00	9:00
10:00	10:00
11:00	11:00
12:00	12:00
13:00	1:00
14:00	2:00
15:00	3:00
16:00	4:00
17:00	5:00
18:00	6:00
19:00	7:00
20:00	8:00
21:00	9:00
22:00	10:00
23:00	11:00

Morning (A.M.)

Afternoon / Night (P.M.)



00

13

14

15

16

17

18

19

20

21

22

23

12

11

10

9

8

7

6

5

4

3

2

1

Did

you know...

A.M. is short for Ante Meridiem, which is Latin for 'before midday'.

P.M. is short for Post Meridiem, Latin for 'after midday'.

Teach THIS

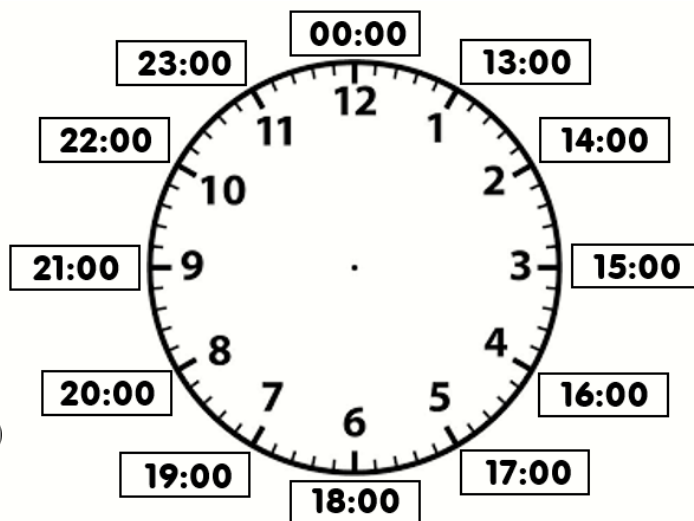
24 Hour Time

There are 24 hours in a day. When reading the time digitally, you can use the 24 hour clock. A day can be split into AM or PM.

AM = 12:00 o'clock midnight till 12:00 o'clock midday (lunch time).

PM = 12:00 o'clock midday till 12:00 midnight (night time).

Use this clock to help you remember the 24 hour clock.



AM Times: 01:00, 02:00, 03:00, 04:00, 05:00, 06:00, 07:00, 08:00, 09:00, 10:00, 11:00, 12:00

PM Times: 13:00, 14:00, 15:00, 16:00, 17:00, 18:00, 19:00, 20:00, 21:00, 22:00, 23:00, 00:00

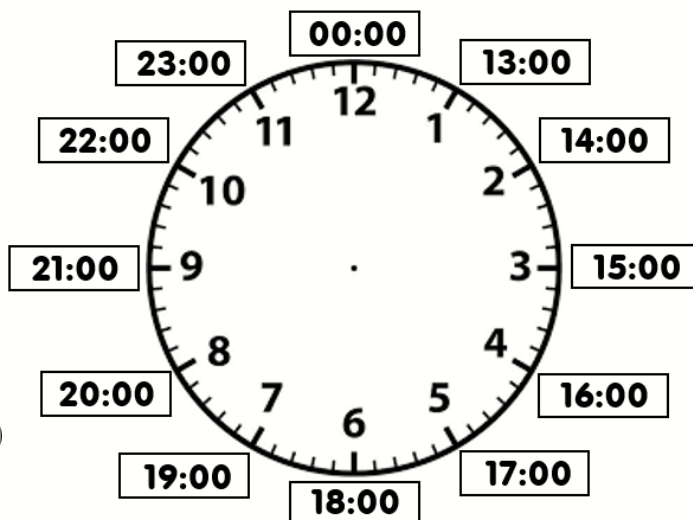
24 Hour Time

There are 24 hours in a day. When reading the time digitally, you can use the 24 hour clock. A day can be split into AM or PM.

AM = 12:00 o'clock midnight till 12:00 o'clock midday (lunch time).

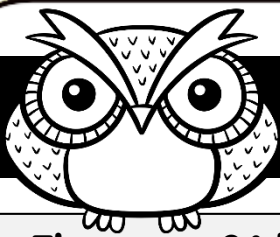
PM = 12:00 o'clock midday till 12:00 midnight (night time).

Use this clock to help you remember the 24 hour clock.



AM Times: 01:00, 02:00, 03:00, 04:00, 05:00, 06:00, 07:00, 08:00, 09:00, 10:00, 11:00, 12:00

PM Times: 13:00, 14:00, 15:00, 16:00, 17:00, 18:00, 19:00, 20:00, 21:00, 22:00, 23:00, 00:00



24 Hour Clock

There are 24 hours in a day. When reading the time digitally, you can use the 24 hour clock. A day can be split into AM or PM.

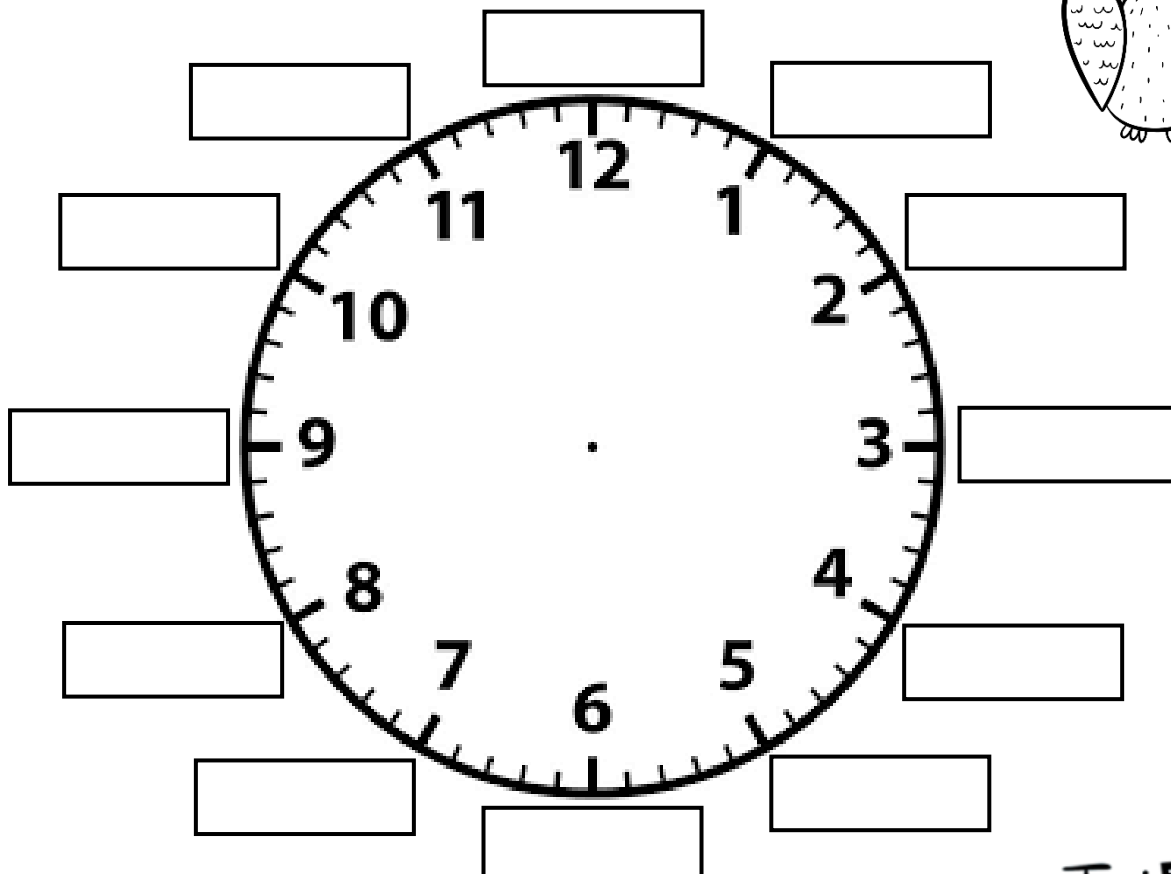
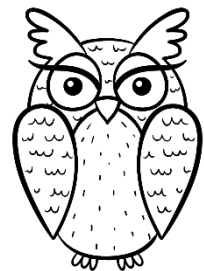
AM = 12:00 o'clock midnight till 12:00 o'clock midday (lunch time).

PM = 12:00 o'clock midday till 12:00 midnight (night time).

AM Times: 01:00, 02:00,
03:00, 04:00, 05:00,
06:00, 07:00, 08:00,
09:00, 10:00, 11:00, 12:00

PM Times: 13:00, 14:00,
15:00, 16:00, 17:00, 18:00,
19:00, 20:00, 21:00,
22:00, 23:00, 00:00

Use this clock to help you remember the 24 hour clock.
Fill in the missing PM hours using times from above.

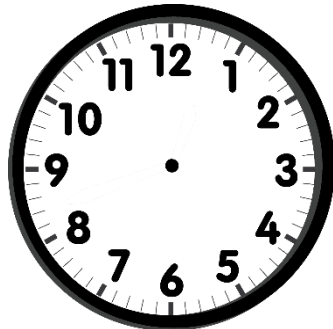




TWENTY-FOUR HOUR TIME

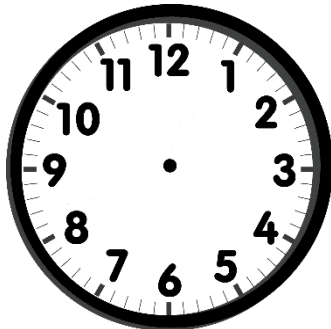
Draw the time on the analogue clock.

0800



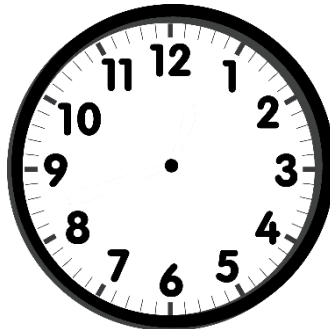
☐ am ☐ pm

1100



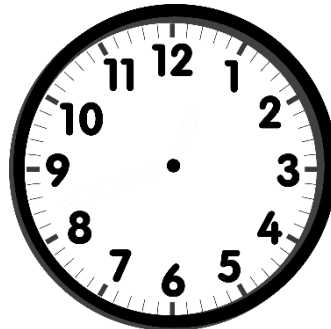
☐ am ☐ pm

1300



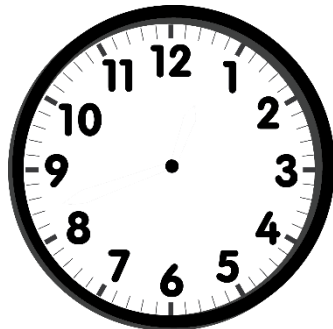
☐ am ☐ pm

1900



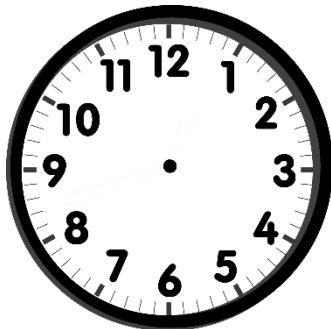
☐ am ☐ pm

2100



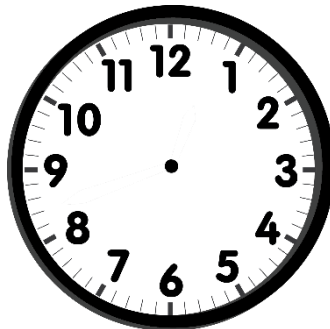
☐ am ☐ pm

1600



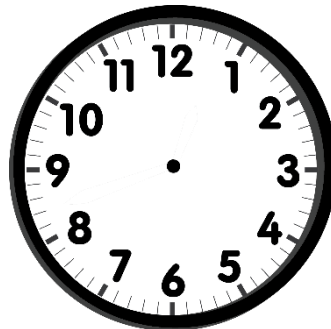
☐ am ☐ pm

0100



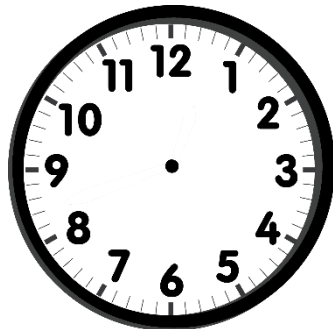
☐ am ☐ pm

1400



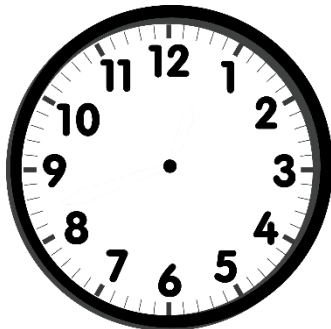
☐ am ☐ pm

0000



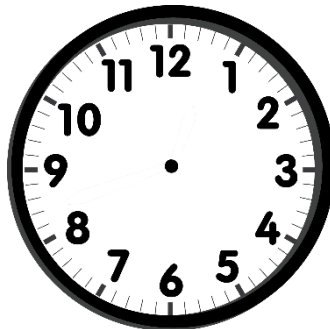
☐ am ☐ pm

2300



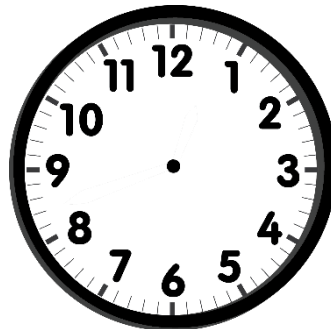
☐ am ☐ pm

1700



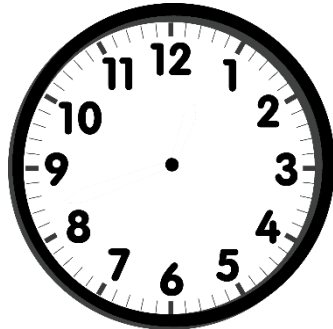
☐ am ☐ pm

1000



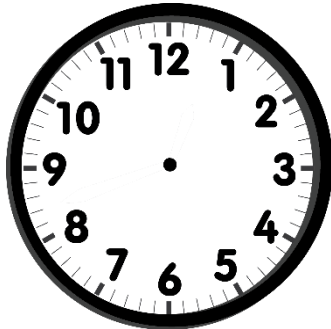
☐ am ☐ pm

2200



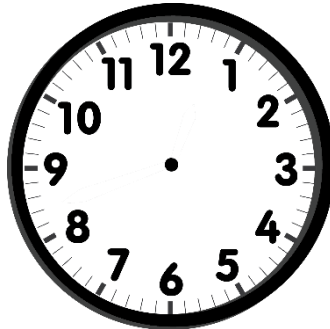
☐ am ☐ pm

1800



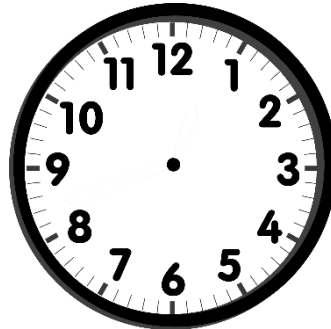
☐ am ☐ pm

1500



☐ am ☐ pm

2000

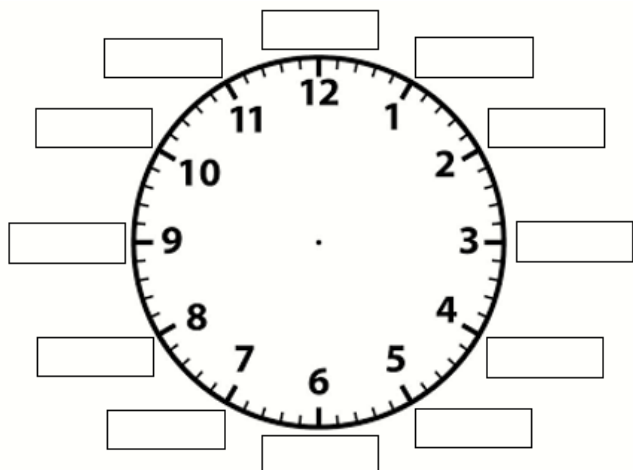


☐ am ☐ pm



24 Hour Time

Fill in the missing PM hours:



Convert these 24 hour times to 12 hour times. Remember your AM and PM!

- 06:00 hours = _____
- 12:00 hours = _____
- 23:00 hours = _____
- 14:00 hours = _____
- 02:00 hours = _____
- 16:20 hours = _____

Draw lines to match the 12 hour time to the 24 hour time:



12:14 pm
06:28 am
01:45 pm
11:30 pm
05:15 pm
10:45 pm
8:55 pm
12:34 am
06:41 am
02:25 pm



06:41 hours
20:55 hours
17:15 hours
23:30 hours
13:45 hours
12:14 hours
00:34 hours
14:25 hours
22:45 hours
06:28 hours



Convert the 24 hour time and then draw it on the 12 hour clock:



13:14

22:05

00:34

10:14



17:47

20:25

09:18

15:56



Stage 3 Term 3 Week 7 - 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 Spelling 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 BTN worksheet or complete on your google slide for week 7 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing - Skill focus: direct speech in writing <ul style="list-style-type: none"> Revise posters from Monday Complete sheets <i>Don't forget the quotation marks</i> and <i>Comic Strip Speech</i> 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Time activities 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive English and Numeracy Booklet 		
15mins	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 ✓
15mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> Colouring Brain Breaks - Charades or scavenger hunt Listen to some music 		
40mins	UOI - Finish lesson (Lesson 1 Global Connections) <ul style="list-style-type: none"> Use inquisitive from google classroom link to help complete work. 		
10mins	Finish and check work from today		



BTN



Stage 3
Term 3, 2021
Week 7

Name:

Learning Intention:

- ❖ We are learning to comprehend current news issues.

Success Criteria:

- ❖ We can use the super six comprehension strategies to comprehend news articles from BTN.

Predicting

When we predict, we think about what is going to happen in a text.

We predict...

Before reading

During reading

After reading



Making connections

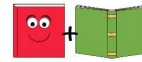
When we make connections, we think about how the text is **similar** to;



Our own lives **text to self**

Another text

text to text



Something in our world **text to world**

Monitoring

When we monitor, we **stop** and **think** about a text. We ask ourselves "Does this make sense?"



?!



Does this make sense?

Visualising

When we visualise we **make pictures** in our heads about what we are reading, watching or listening to.



Summarising

When we summarise, we take the most **important** ideas from a text and say or write them in our **own words**.



First...
Next...
Then...
Finally...

The main idea was...

Questioning

When we question, we **ask** and **answer** questions about a text. We ask questions to help understand what is happening.

I wonder why...

How did the...

What if...

Who...

when...



[date]

Wednesday - Watch the latest BTN episode. Complete the Super Six Comprehension Strategies on the following slides.		
Predicting	What I think one of the stories will be about...	
Making Connections text-self-world	What I heard.... Reminded me of... Text to:	
Monitoring	I already knew... Something I learnt...	

[date]

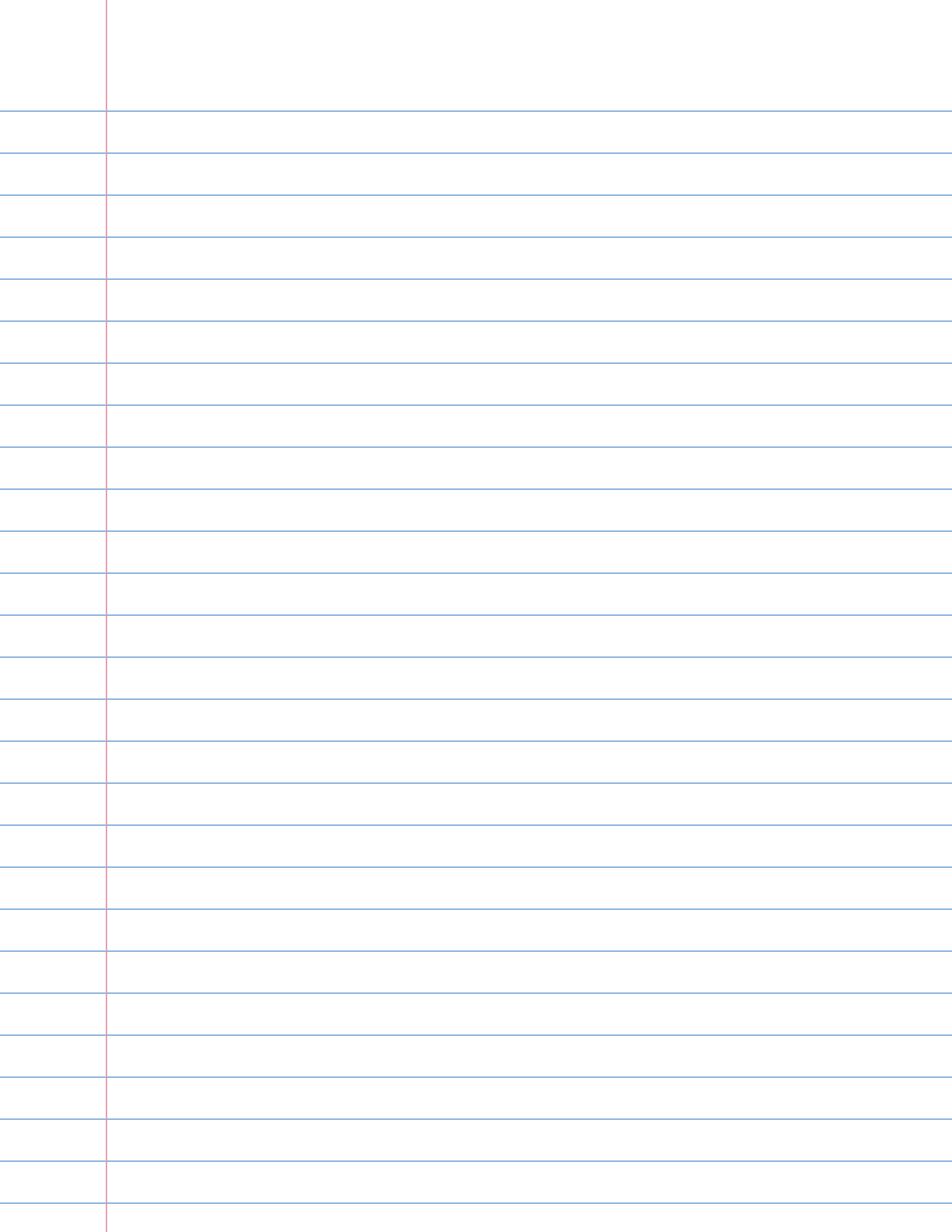
Wednesday - Watch the latest BTN episode. Complete the Super Six Comprehension Strategies on the following slides.		
Visualising	An image that helps me understand this more...	
Summarising	Write a summary of the main points from one article. (3-4 sentences)	
Questioning	I still have a question about...	

Don't Forget the Quotation Marks!

Read each paragraph. Add the missing quotation marks. Rewrite each paragraph correctly on the next page.

1. Can you hear that noise, James? Molly whispered. She peered around the corner and spied a big, orange, and white stripy cat. James! Molly exclaimed, I've never seen that cat before! Do you know where it came from? James' eyes widened as he looked at the cat. No, I don't, he said, but I sure wish we could keep it!
2. It was a sunny, hot morning on the beach. Katie gazed at the greenish-blue water and smiled. I sure can't wait to get in, she murmured. Katie! Katie heard her mother calling from the top of the beach, where the Marram grass was. You've forgotten your sunscreen! Katie reluctantly turned around and wandered back up to her mother. I'll be back soon, she smiled wistfully, glancing back at the water over her shoulder.
3. Jonah was excited. It was his sixth birthday and he'd been waiting a whole year, since his fifth birthday, to visit the Natural History Museum. I wonder if it will have dinosaur bones, he said to himself as he watched buildings speed by the car window. Dad, he asked, will they have dinosaur bones at the museum? Dad looked thoughtful. Hmm, he wondered. I expect they will Jonah, he replied, it is a natural history museum after all.
4. Aidan was feeling sick. His throat hurt, his nose was blocked and running and he felt hot. I bet I'm getting a cold. Soccer season starts tomorrow and I'm going to miss the first game, Aidan groaned sadly. He slumped further down in his chair and pushed the buttons on the game controller dejectedly. Oh well, he muttered, hopefully, I'll make the game next week.
5. The shops were bustling as Carol and her mother arrived on Saturday morning. Wow! exclaimed Carol's mum, looks like everyone is at the shops today, hey Carol? Carol grinned. Everyone including us, mum, she replied. I love it when the shopping centre is busy.

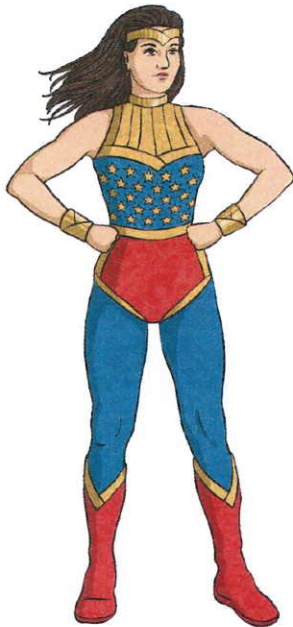




Comic Strip Speech

Using Inverted Commas to Show Direct Speech

Look at the comic strip speech bubbles below. Change each speech bubble into a speech sentence with inverted commas. The first has been done for you.



Hold on tight! I'll save you!

The superhero flew through the air and shouted,
"Hold on tight! I'll save you!"

**Hold on tight! I'll save you!
I will protect the castle
from the dragon!**



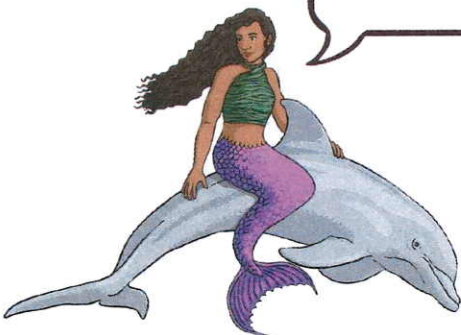
I wonder how I solve this problem.

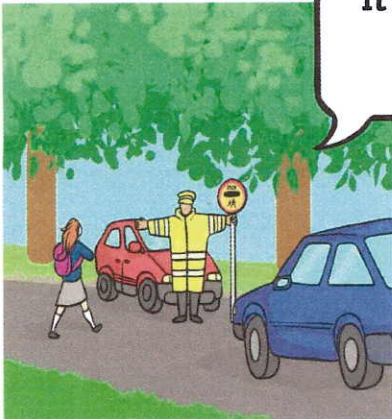


Take out your books and write the date please.



I wonder what treasures I'll find in the sunken ship?





**It's safe to cross the road
now.**

Are you ready to order?





**To be or not to be? That is
the question.**

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$888 - 241 \text{ ?}$$

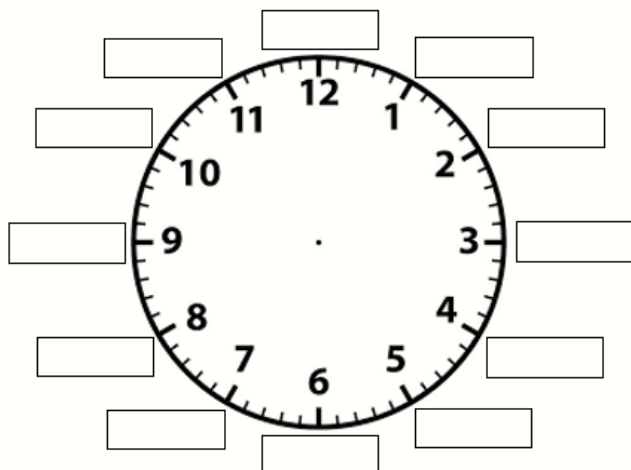
Maths - Number Talk

Show/explain how you solved it.



24 Hour Time Review

Fill in the missing PM hours:



Convert these 24 hour times to 12 hour times. Remember your AM and PM!

16:40 hours = _____

12:10 hours = _____

21:45 hours = _____

02:30 hours = _____

22:05 hours = _____

03:55 hours = _____

Draw lines to match the 12 hour time to the 24 hour



6:34 pm

01:18 am

05:45 pm

7:30 am

03:35 pm

11:05 pm

10:55 pm

12:13 am

08:10 am

04:25 am



04:25 hours

15:35 hours

23:05 hours

01:18 hours

17:45 hours

08:10 hours

18:34 hours

07:30 hours

22:55 hours

00:13 hours



Convert the 24 hour time and then draw the time on the 12 hour clock:



15:36



00:12



13:05



23:22



14:45



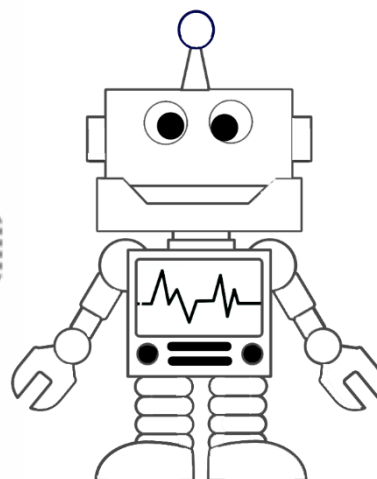
02:33



17:15



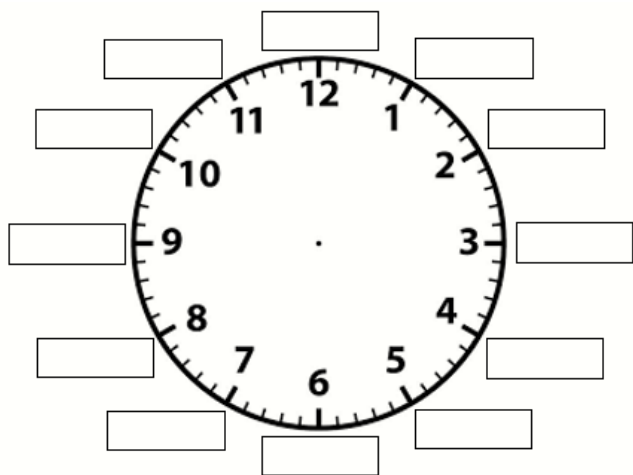
22:13





24 Hour Time

Fill in the missing PM hours:



Convert these 12 hour times to 24 hour times. Remember your AM and PM!

1. 12:46 am = _____
2. 4:31 pm = _____
3. 10:06 pm = _____
4. 2:12 am = _____
5. 1:55 pm = _____
6. 7:18 am = _____



Complete the missing parts of the table below:



24 Hour Time	12 Hour Time	24 Hour Time	12 Hour Time
11:45 hours			12:34 pm
	4:15 am	00:14 hours	
	12:03 am		7:05 pm
14:25 hours		21:20 hours	
23:12 hours			1:29 pm
	1:43 pm		4:36 pm



Teach THIS

Convert the 24 hour time and then draw it on the 12 hour clock:



13:21

00:14

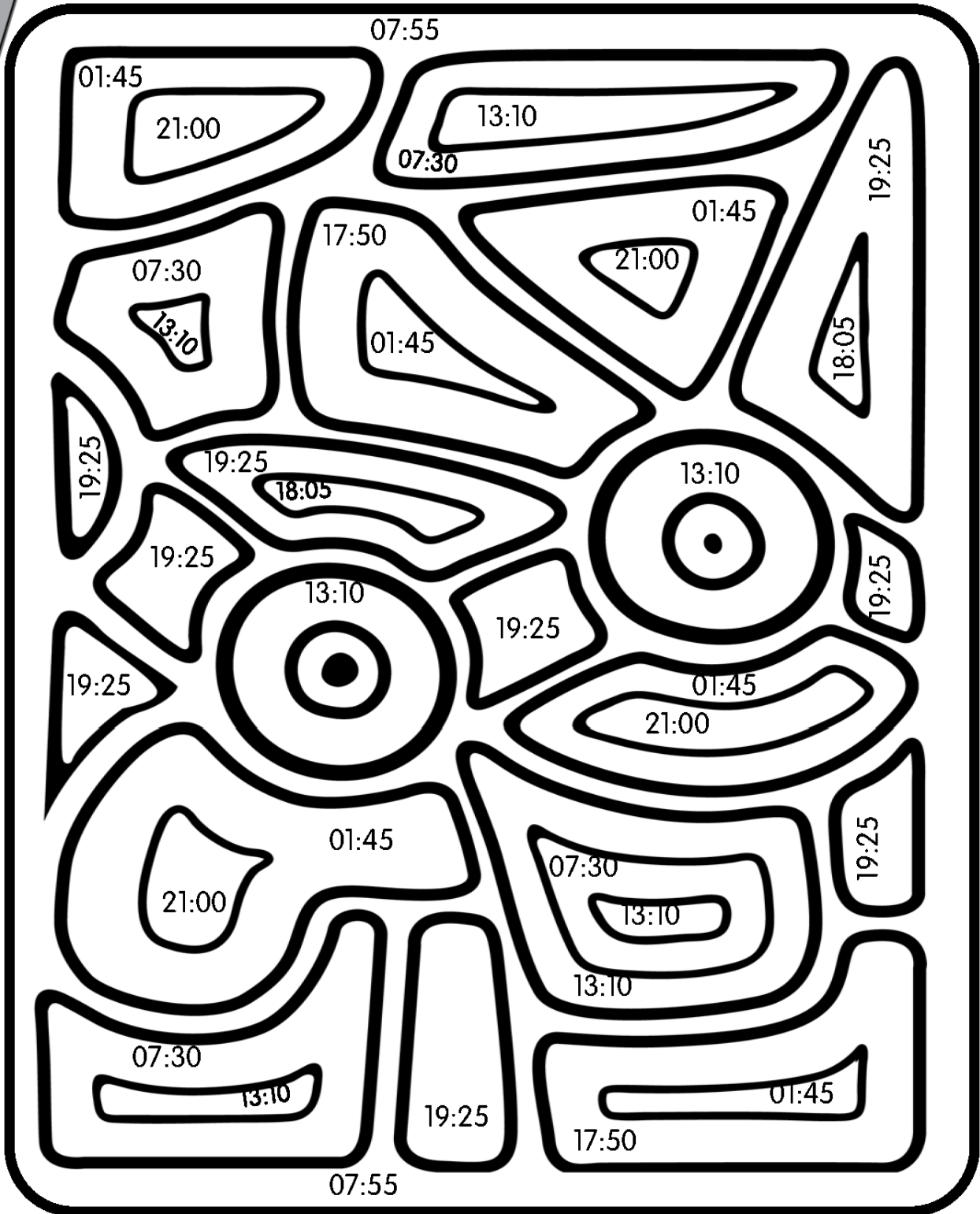
16:45

06:57

19:39

Name: _____

Twenty-four Hour Time Trade



light
green
7.30 am

dark
green
1.10 pm

red
9.00 pm

yellow
1.45 am

brown
5.50 pm

black
7.55 am

light
blue
7.25 pm

dark
blue
6.05 pm

7.30 am

1.10 pm

9.00 pm

1.45 am

5.50 pm

7.55 am

7.25 pm

6.05 pm

Stage 3 Term 3 Week 7 - 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 - Skill focus: direct speech in writing <ul style="list-style-type: none"> • Revise posters from Monday • Complete sheets <i>Using Speech Punctuation</i> 		

Middle		Notes for Teacher	Completed ✓
40mins	Mathematics <ul style="list-style-type: none"> • Number Talk • Time activities 		
10mins	Brain Break activity		
20mins	PD (Personal Development) <ul style="list-style-type: none"> • Nutritional Information - Reading food labels. Complete the worksheets on reading food labels. 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> • Prodigy • Study ladder • Ed Alive • English and Numeracy Booklet 		
15mins	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 ✓
15mins	Mindfulness Activity- circle the one chosen <ul style="list-style-type: none"> • Colouring • Brain Breaks - Charades or scavenger hunt • Listen to some music 		
40mins	• Free Time!!		
10mins	Finish and check work from today Place all work that needs to be returned into Week 6 Folder ready to return to school Keep your novel and novel study work booklet Keep your early finisher booklet Keep your passwords page		

Using Speech Punctuation

Practise in Independent Writing

Look at this scene below.

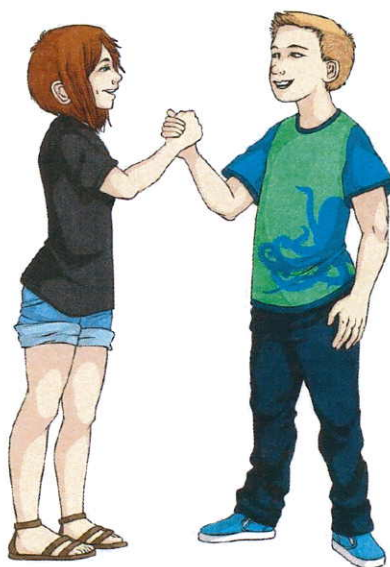
- What do you think is happening?
- What might the children be saying to each other?

Write a short description about each of the scenes below. You must include direct speech in each description and include the correct punctuation such as inverted commas. The first one has been done for you.



During first lesson, Rory and Isobel worked together on their history research project.

"We're never going to get this finished in the next ten minutes," muttered Rory quietly so that Miss Roper wouldn't hear.







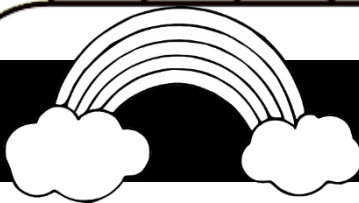
NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$461 - 95?$$

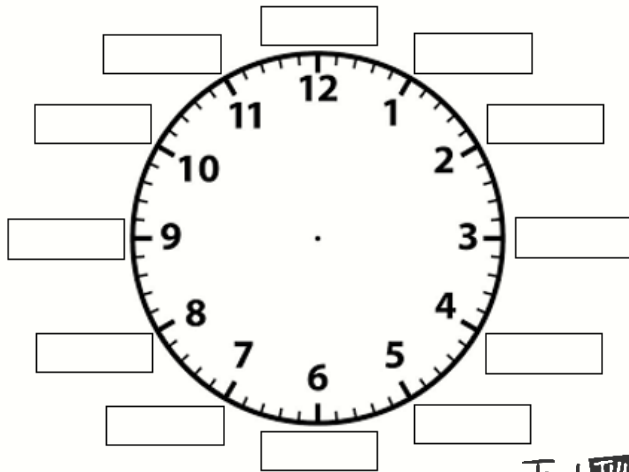
Maths - Number Talk

Show/explain how you solved it.



Time To Shine

Fill in the missing PM hours:



Teach **THIS**

Convert these 12 hour times to 24 hour times. Remember your AM and PM!

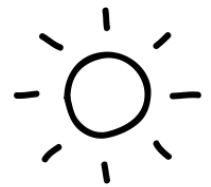
1. 5:56 pm = _____
2. 9:49 pm = _____
3. 11:10 am = _____
4. 2:32 pm = _____
5. 8:08 pm = _____
6. 12:23 am = _____



Complete the missing parts of the table below:



24 Hour Time	12 Hour Time	24 Hour Time	12 Hour Time
15:45 hours			2:34 am
	6:35 am	18:44 hours	
	12:23 am		9:05 am
17:55 hours		20:50 hours	
13:12 hours			1:29 pm
	12:43 pm		4:46 pm



Write the 24 hour time to match the 12 hour time:



1:25 pm

____:____



12:00 am

____:____



11:30 pm

____:____



9:05 pm

____:____



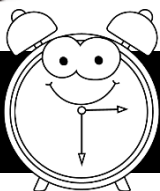
7:30 pm

____:____



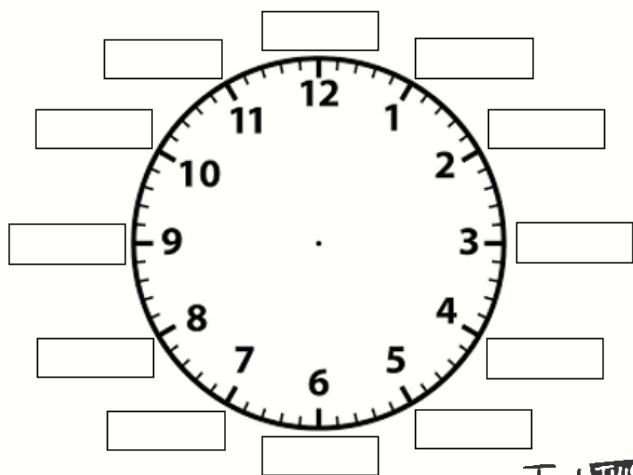
8:30 pm

____:____



Converting Time

Fill in the missing PM hours:



Teach **THIS**


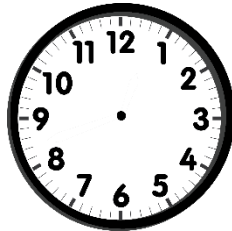
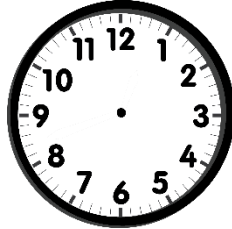
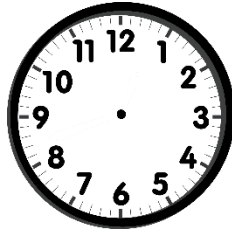

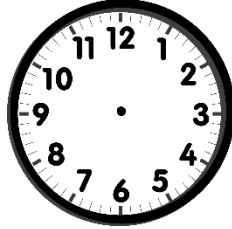
Convert these 24 hour times to 12 hour times. Remember your AM and PM!

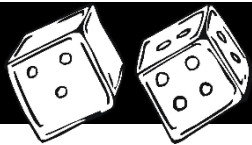
1. 13:45 hours = _____
2. 00:05 hours = _____
3. 19:21 hours = _____
4. 07:57 hours = _____
5. 22:47 hours = _____
6. 07:38 hours = _____



Complete the missing parts of the table below:



Time in Words	24 Hour Clock	12 Hour Clock	Analogue
			
five o'clock in the morning			
		8:51 pm	
			



What's the 24 Hour Time Mr Wolf?

1. Roll the die and count forward that number of spaces. Read the time on that square.
2. Find the matching time on the centre grid and place a marker on the matching time.
3. The first person to roll the number '6' gets to cover the Lucky 6! Square.
4. If there are no empty matching spaces, miss a turn.
5. The player with the most squares covered at the end is the winner.



	Start →	12:36 am	15:05 hrs	10:45 pm	
05:42 hrs	12:32 am	3:05 pm	8:54 pm	11:43 pm	
11:21 pm	00:36 hrs	13:55 hrs	14:19 hrs	5:42 am	03:16 hrs
01:55 pm	09:02 hrs	04:34 hrs	LUCKY 6!	01:55 hrs	13:55 hrs
20:54 hrs	22:45 hrs	23:21 hrs	3:16 am	6:21 pm	4:34 am
					23:43 hrs
	09:02 am	18:21 hours	00:32 hrs	2:19 pm	



Food and Nutrition Labels

All packaged food is required to display a nutrition information label. These labels are regulated by Food Standards Australia New Zealand through the Food Standards Code. These labels show the average amount of vitamins and nutrients in a food product. They tell the consumer exactly what is in the product they are eating or drinking and help people to make healthy food choices.

Opposite is an example of a nutrition label.

What does g stand for? _____

What does mg stand for? _____

What does kJ stand for? _____

Work out the total weight of the product

What fruit is there most of in this product?

Looking at the ingredients of this product, what you think this product might be?

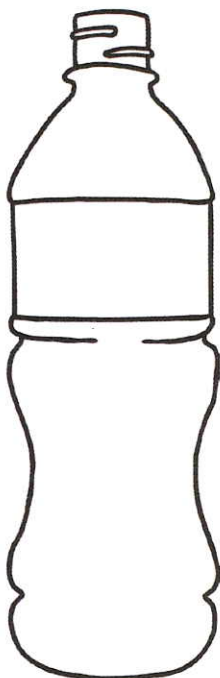
NUTRITION INFORMATION		
Servings per package: 4		
Serving Size 150g		
	Quantity per serving	Quantity per 100g
Energy	600kJ	450kJ
Protein	4.2g	3g
Fat, total	7.4g	5g
- saturated	4.5g	3.0g
Carbohydrate, total	18.6g	12.4g
-Sugars	18.6g	12.4g
Sodium	90mg	60mg
Ingredients: Whole Milk, concentrated skim milk, banana (10%), strawberry (5%), kiwi fruit (4%), plum (3%), pear (2%), gelatin, culture, thickener (1442)		
All quantities above are averages		

Draw the product below. Think about what the packaging might look like and what it will include.

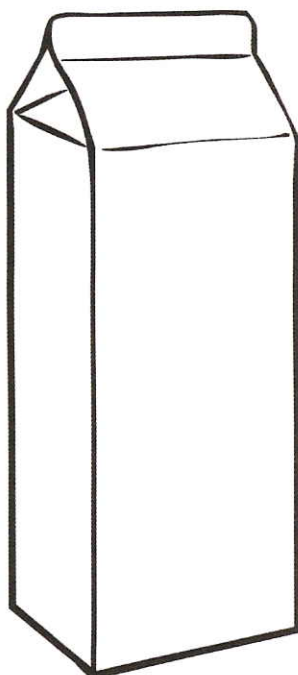
Food Nutrition Labels

Making Healthy Choices

Look at the nutrition labels on the two products below:



NUTRITION INFORMATION		
Servings per package: 4		
Serving Size: 150g		
	Quantity per serving	Quantity per 100g
Energy	600kJ	450kJ
Protein	4.2g	3g
Fat, total	7.4g	5g
- saturated	4.5g	3.0g
Carbohydrate, total	18.6g	12.4g
-sugars	18.6g	12.4g
Sodium	90mg	60mg
Ingredients: Whole Milk, concentrated skim milk, banana (10%), strawberry (5%), kiwi fruit (4%), plum (3%), pear (2%), gelatin, culture, thickener (1442)		
All quantities above are averages.		



NUTRITION INFORMATION		
Servings per package: 2		
Serving Size: 50g		
	Quantity per serving	Quantity per 100g
Energy	500kJ	450kJ
Protein	4.2g	3g
Fat, total	3.4g	6.8g
- saturated	0.5g	1.0g
Carbohydrate, total	10.0g	20.0g
-sugars	7.0g	14.0g
Sodium	50mg	100mg
Ingredients: Water, skim milk, apple (20%), blueberry (12%), pineapple (10%)		
All quantities above are averages.		

Food Nutrition Labels Making Healthy Choices

1. Which product has the most amount of sugar per serving?

2. Which product had the least amount of sodium?

3. Which product has the most amount of saturated fat?

4. Which product has fewer additives?

5. After reading the nutrition labels on both products, which would you choose as a healthier option? Explain why.

Food Label

Extra Challenge Food Label Scavenger Hunt

Use your knowledge about food labelling to complete the scavenger hunt.

Find a product that contains no fat.

Find a vegetable that has more than 5% sugar per 100g.

Find a box of cereal that is high in sugar.

Find a tin of food that has less than 1% fat.

Find a bakery product that is low in saturated fat.

Find a snack that has less than 5% saturated fat per 100g.



Find two products that have all green labels.

Find a drink that has more than 25% sugar per serving.

**Food Label
Scavenger Hunt**

Find a product that has an
amber salt label.

Find a product that has more
than 2g of fibre.

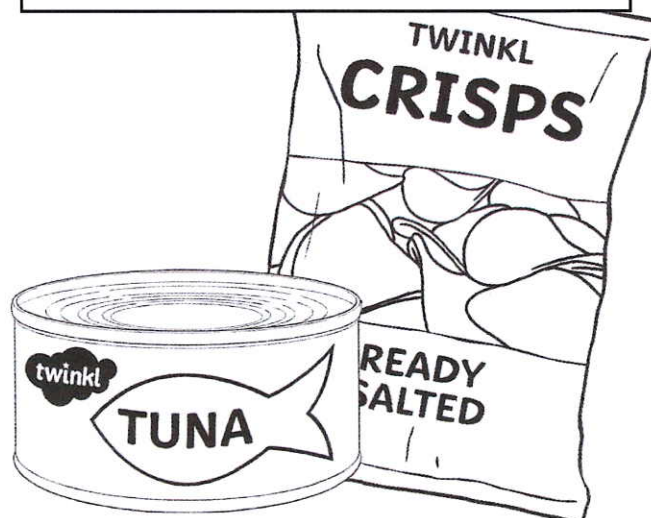
Find a sauce that has an amber
sugar label.

Find a dairy product that has
green saturated fat label.

Find a product that has no
salt or sugar.

Find a product that has less
than 100 calories per 100g.

Find a product that has a red
sugar label.



Scavenger Hunt

Something blue

Something that rolls

Something that
makes a loud noise

Something light

Something that
makes me feel happy

Something smaller
than my thumb

Something that
smells nice

Something that
makes a scratchy
noise

Something
multi-coloured

Something that
makes a quiet noise

Something green

Something bigger
than my hand

Scavenger Hunt

Something orange

Something fluffy

Something silent

Something as big as
my foot

Something metal

Something dry

Something pretty

Something flat

Something grey

Something that
begins with 'd'

Something pink

Something that
makes a crunchy
sound

Scavenger Hunt

Something black

Something that
begins with 'p'

Something old

Something made of
wood

Something bumpy

Something wet

Something new

Something shiny

Something square

Something healthy

Something purple

Something funny

Brain break: Charades - Cut out cards, mix them up, choose a card to act out, have a family member guess what you are or what you are doing.

KANGAROO

**EATING CORN
ON THE COB**

**PLAYING
THE VIOLIN**

CLOCK

**PLAYING
TENNIS**

**CLIMBING A
LADDER**

PRINCESS

**HIP HOP
DANCING**

FROG

**OPENING
PRESENTS**

**HARRY
POTTER**

**MAKING A
SANDWICH**

**CRACKING
AN EGG**

TIGER

**RIDING A
SKATEBOARD**

**THROWING
A BASEBALL**

TURTLE

**BLOWING
BUBBLES**

**PLAYING
THE PIANO**

PIRATE

**RIDING
A BIKE**

**WASHING
DISHES**

DOCTOR

**ROLLER
SKATING**

MONKEY

SWIMMING

**THE CAT
IN THE HAT**

**FLYING
A KITE**

**READING
A BOOK**

SCARED

BANANA

JUMP ROPE

SHARK

**EATING
ICE CREAM**

**PLAYING
A TRUMPET**

TREE

**PLAYING
BASKETBALL**

**BRUSHING
YOUR TEETH**

COWBOY

**BALLET
DANCING**

SNAKE

**BAKING
COOKIES**

**MICKEY
MOUSE**

**TYING
A SHOE**

**WASHING
YOUR HAIR**

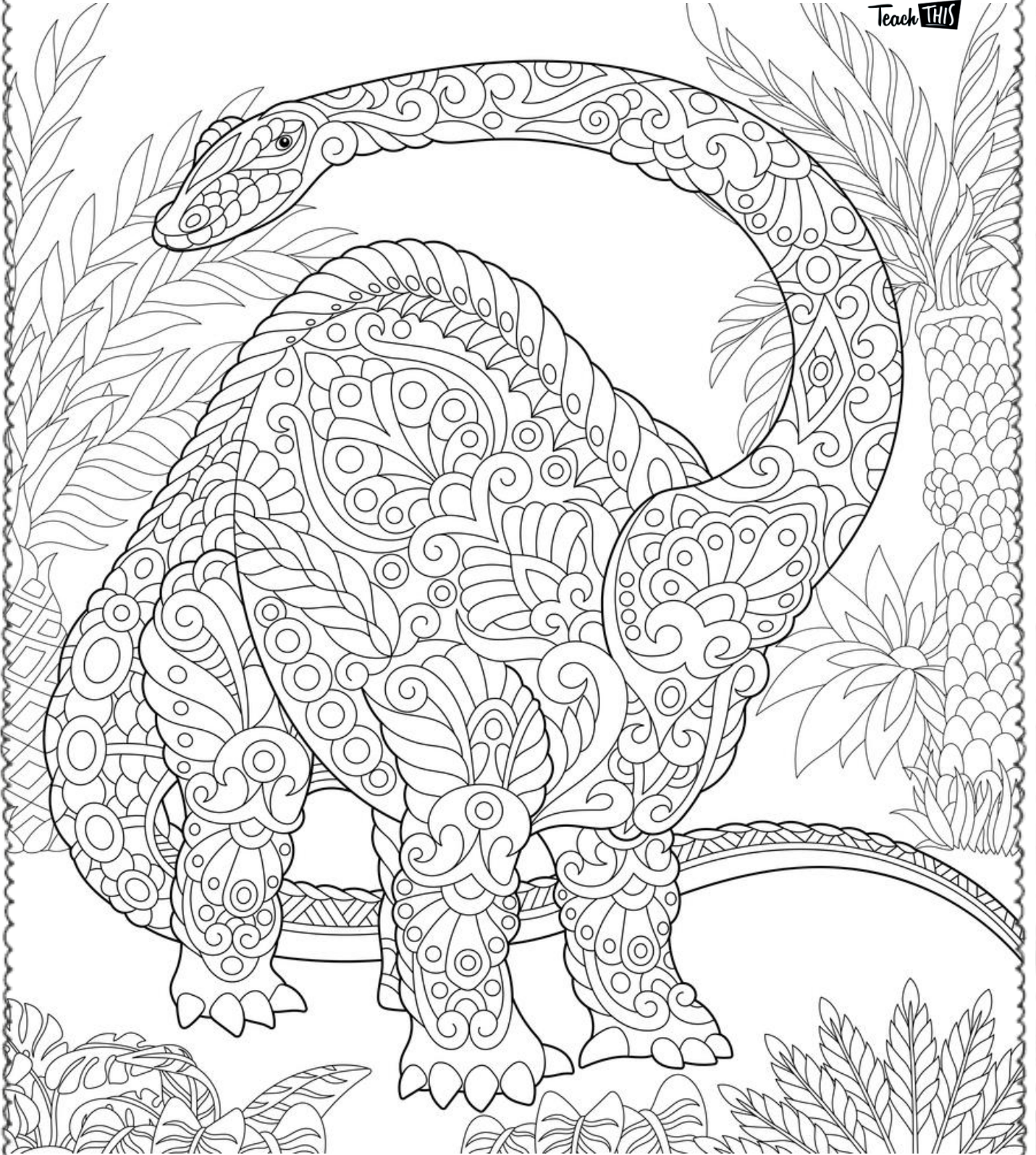
T-REX

FISHING

SINGING

OLD WORLDS

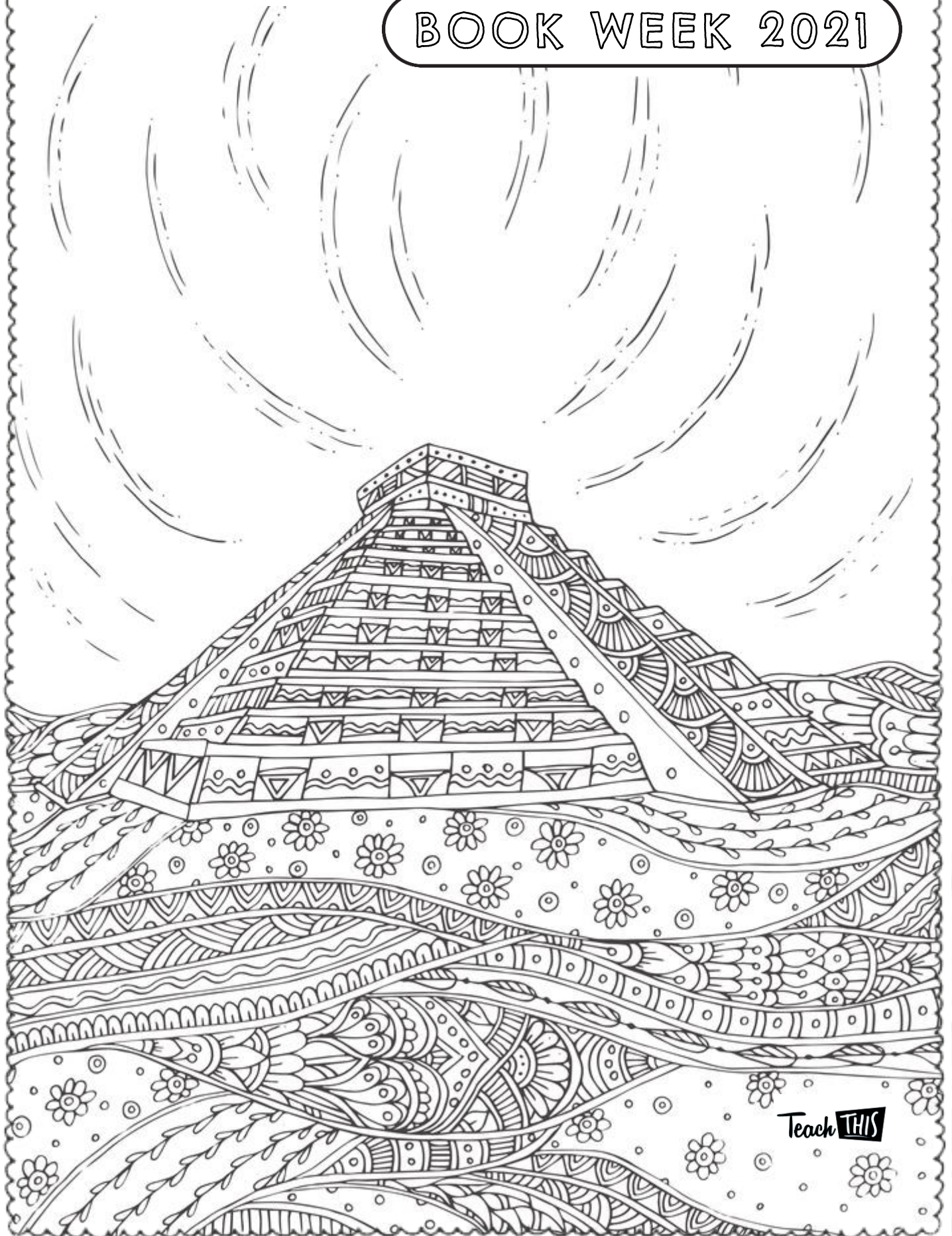
Teach **THIS**



BOOK WEEK 2021

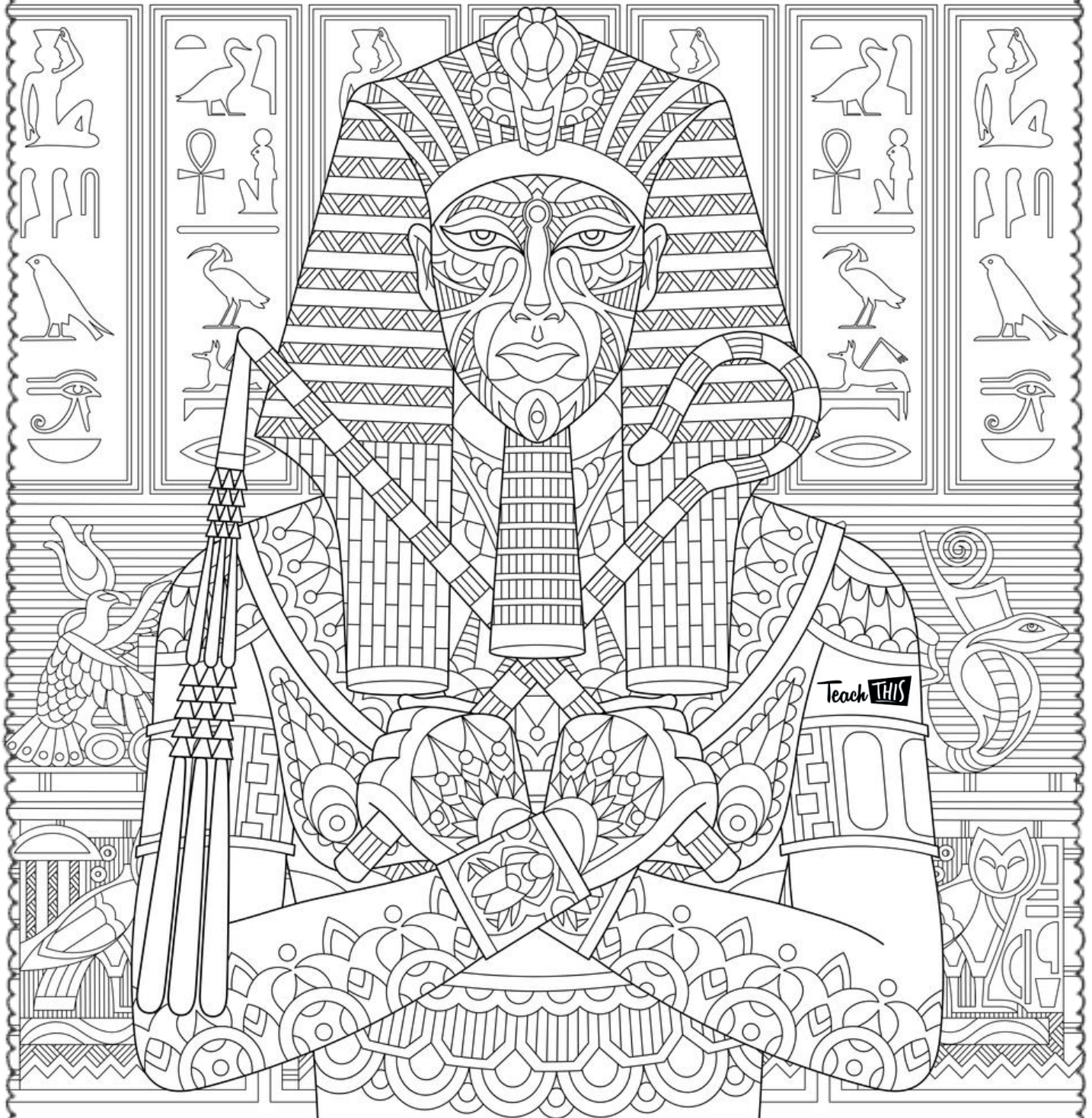
OLD WORLDS

BOOK WEEK 2021



Teach **THIS**

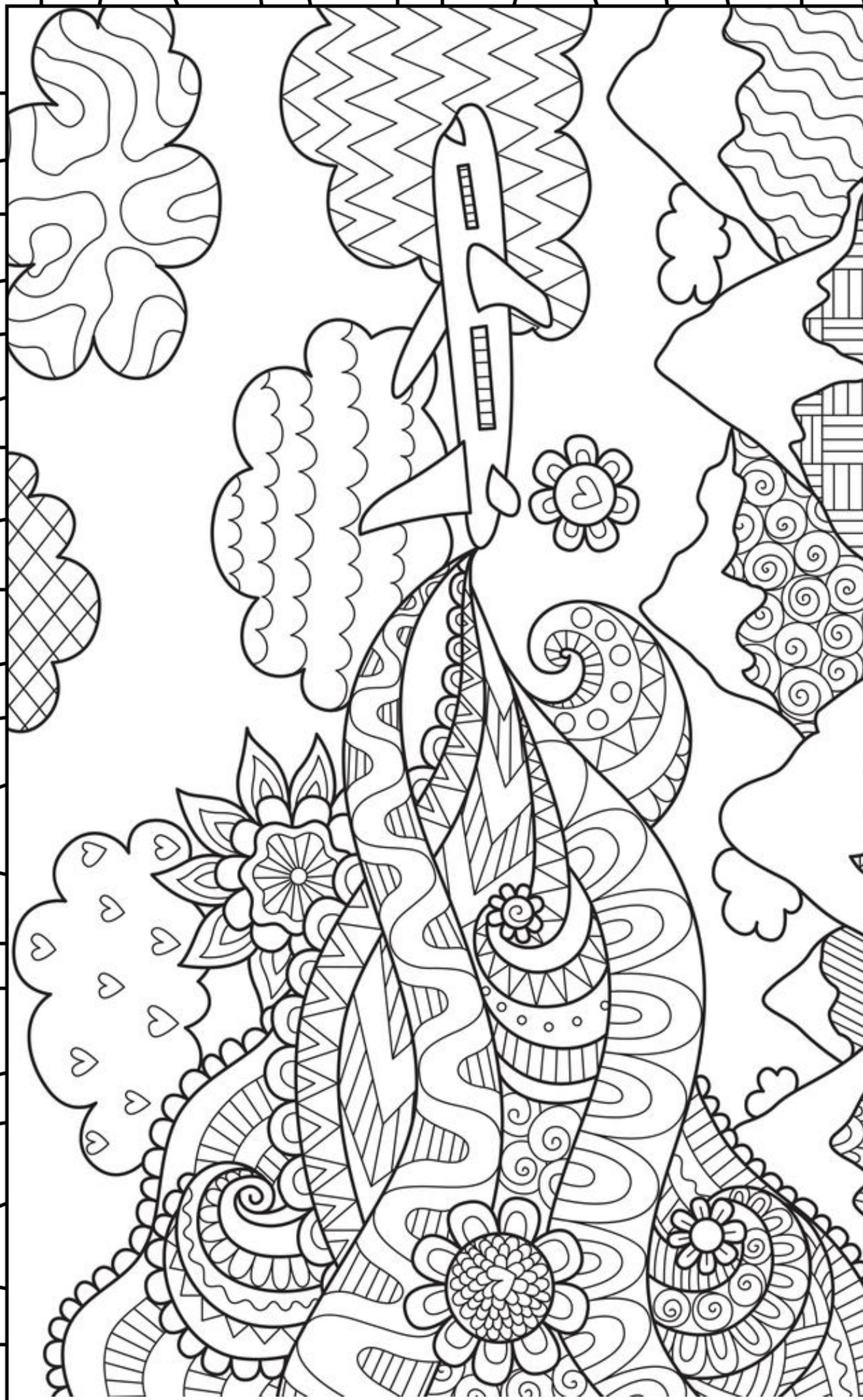
OLD WORLDS



BOOK WEEK 2021

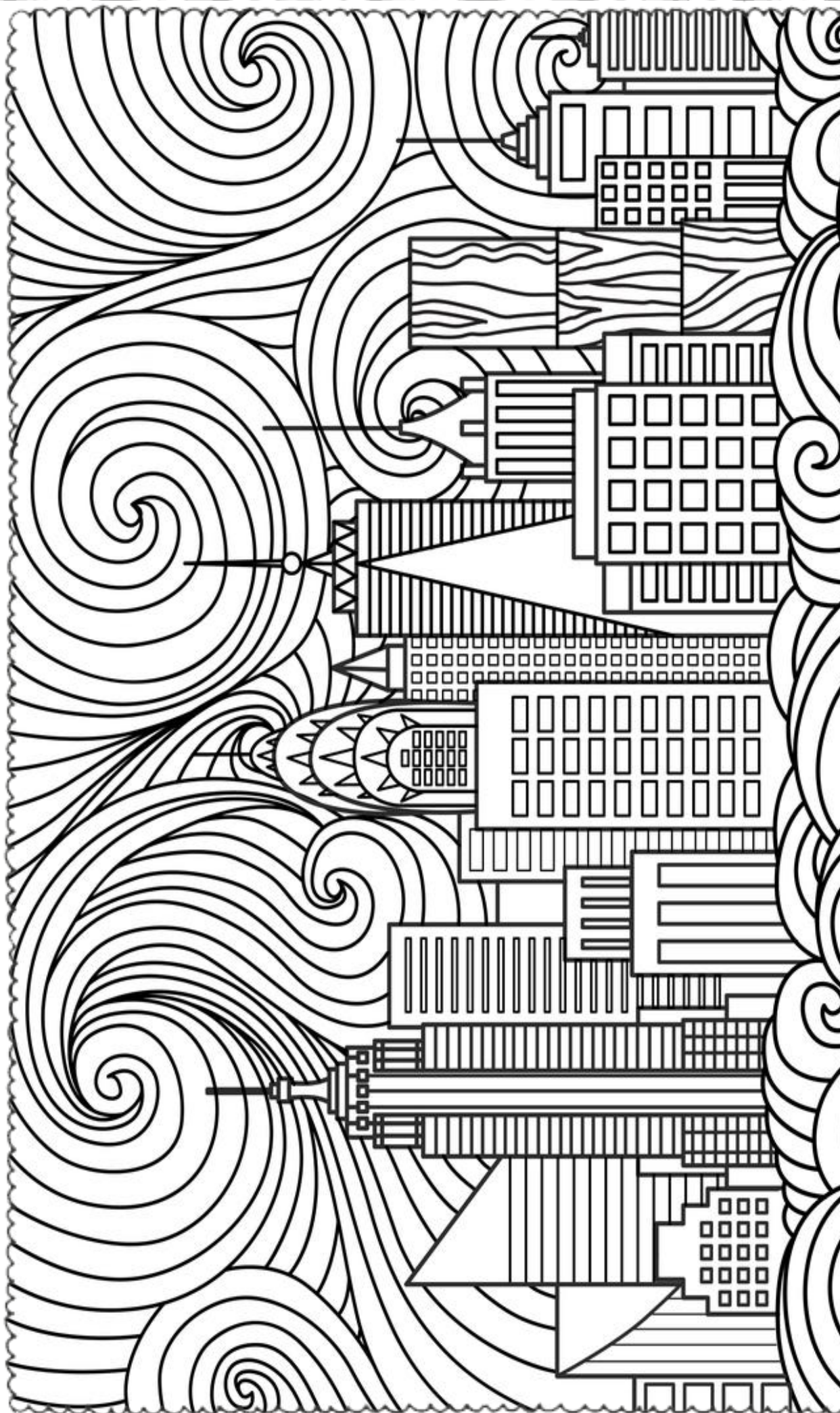
BOOK WEEK 2021

NEW WORLDS

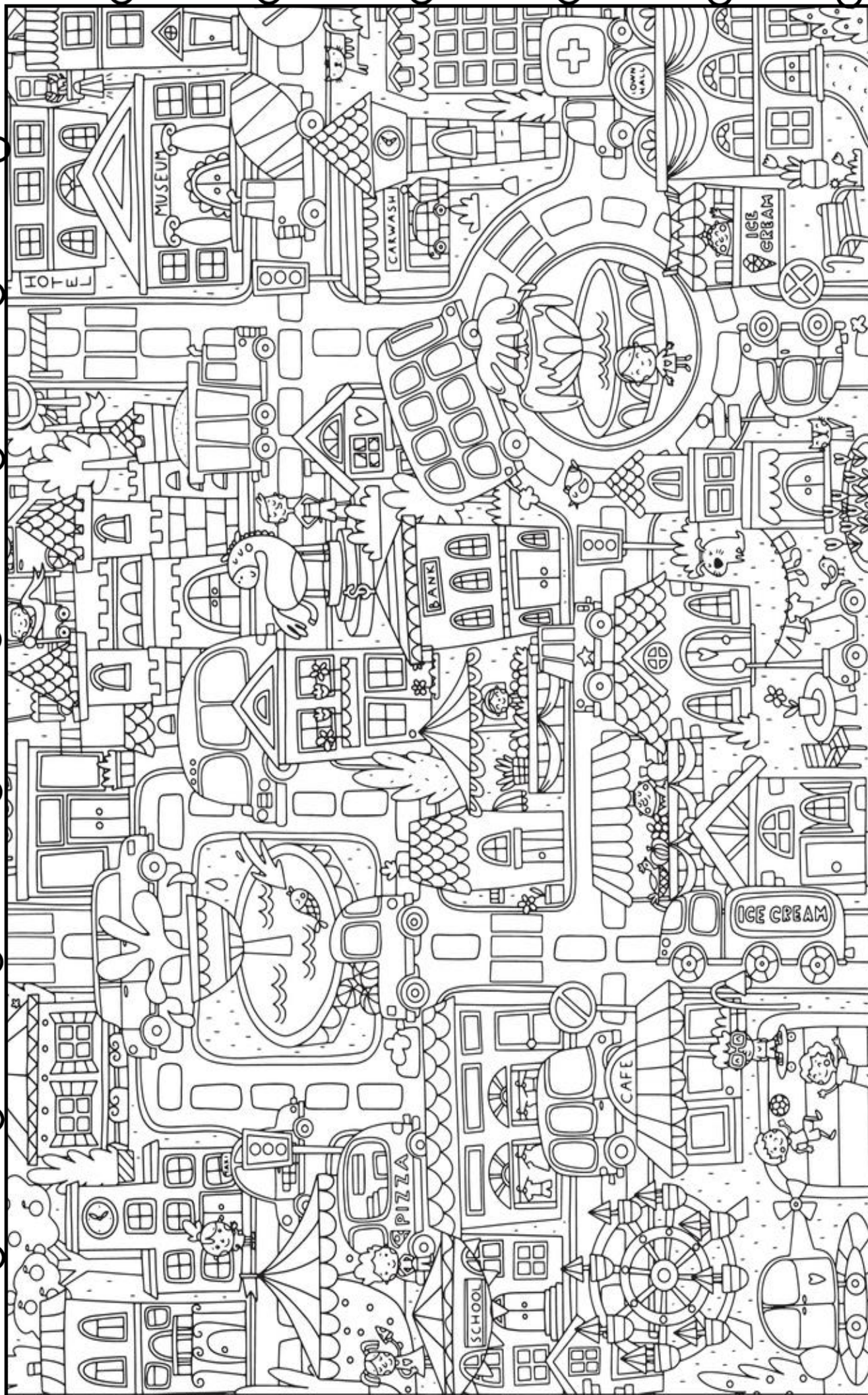


BOOK WEEK 2021

NEW WORLDS



NEW WORLD S



OTHER WORLDS

BOOK WEEK 2021

Teach **THIS**



OTHER WORLDS

Teach THIS

BOOK WEEK 2021



BOOK WEEK 2021

OTHER WORLDS

