

Name: _____

Manilla Central School



Stage 3

Learning from Home

2021 Term 3 Week 9

Stage 3 Term 3 Week 9 - 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"> abroad destination 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing - Skill focus: descriptive & figurative writing <ul style="list-style-type: none"> Onomatopoeia Extension - Irony 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Coordinate activities - Make sure you read the posters first. 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive Typing Club 		
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- At back of booklet (circle the one chosen) <ul style="list-style-type: none"> Colouring Brain Breaks Listen to some music 		
40mins	CAPA - Music <ul style="list-style-type: none"> Read the posters, listen to some music & complete the Venn Diagram. 		
10mins	Finish and check work from today		

Vocabulary

Learning Intention:

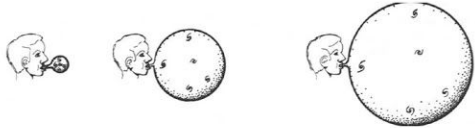
- ❖ We are learning about language - vocabulary

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: abroad

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

Word: destination

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

DESCRIPTIVE *Writing*



to describe a person,
place, or thing well enough
that a picture can be
formed in the reader's mind

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THE 5 SENSES



describes sensory stimuli
(sight, touch, taste, smell, hearing)

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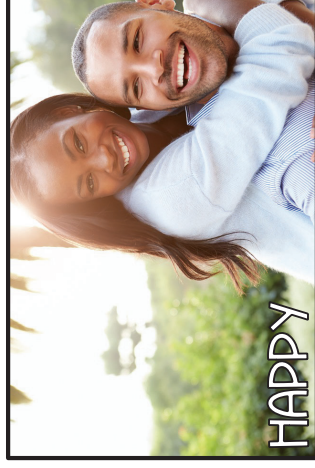
ADJECTIVES



describes a noun
(person, animal, place, thing,
or idea)

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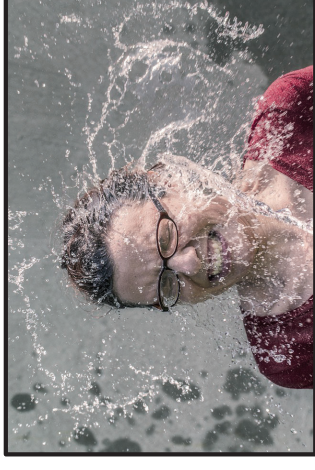
SYNONYMS



words with the same, or
similar meanings

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VERBS



describes an action
(thinking, doing, state of being)

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FIGURATIVE *language*



words that are not used with
their literal meaning
(simile, metaphor, onomatopoeia,
alliteration, or hyperbole)

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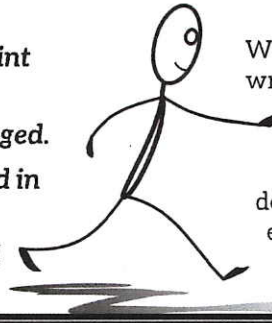
Onomatopoeia
is the use of
words that
imitate the
sounds
associated with
the objects or
actions to which
they refer.

ONOMATOPOEIA

"SOUND GIVES LIFE TO OUR WORDS JUST AS WELL AS THE IMAGES THEY CONJURE UP AND THE SOUND IS THERE, WHETHER OR NOT WE READ THEM ALOUD." - A. A. PATAWARAN

EXAMPLES:

- » I could hear a faint buzzing.
- » The guitar twanged.
- » The boy whistled in my ear.
- » The cat meowed loudly.



Why use onomatopoeia?

Writers often use onomatopoeia in their writing to make it more descriptive, as it allows the reader to almost hear what they are describing. It creates a sound effect that mimics the thing described, making the description more expressive and interesting and it helps the reader to create better images in their mind while reading.

Task One: UNDERLINE/HIGHLIGHT ANY EXAMPLES OF ONOMATOPOEIA IN THE FOLLOWING PARAGRAPHS:

As I lay in the forest I could hear the deep thumping of my heart. I was keenly aware of my surroundings: the wind whispering through the trees; the rustling of the undergrowth; the gentle buzz and hum of the forest at night. I slowly rolled over and onto my knees and began crawling away from my hideout. I was trying to make my way to the gushing water, desperate for something to drink.

I soon came to the edge of the life-giving river and began furiously gulping, trying to take in as much as possible. After a few minutes, as my thirst was starting to abate, I became aware of a strange sound. Without looking up I listened for a while. There it was. Plop. Plop. Plop. I cautiously raised my head and saw a strange boy standing on the opposite bank. He returned my stare without stopping his rhythmic throwing of stones.

Task Two: TRY TO THINK OF AS MANY ONOMATOPOEIC WORDS AS YOU CAN AND WRITE THEM BELOW:

Task Three: USE ONOMATOPOEIA AND WRITE FIVE OF YOUR OWN SENTENCES. TRY TO USE ONOMATOPOEIC WORDS NOT PREVIOUSLY USED ON THIS WORKSHEET.

1. _____
2. _____
3. _____
4. _____
5. _____

Extension

IRONY

"IRONY IS JUST HONESTY WITH THE VOLUME CRANKED UP." - GEORGE SAUNDERS

EXAMPLES:

- » The criminals decided to rob the police station.
- » That dentist has really bad teeth.
- » I need this meeting like I need a hole in the head.
- » "Wow this bathroom smells fresh!" (When it really doesn't!)



What is the purpose of irony?

Writers and poets regularly use irony, but people in everyday speech also use it.

Often verbal irony is employed in conversation - frequently in the form of sarcasm. Irony in literature is intended to provoke the reader to think about and analyze a situation. By comparing and contrasting reality with assumptions about reality, the reader is able to gain a deeper understanding.

3 TYPES OF IRONY

Situational Irony

When there is a contrast between the result of a situation, and what was intended or usually expected

Verbal Irony

When what is said is actually the opposite of what is really meant

Dramatic Irony

When the audience or reader knows more than the characters in a work of literature

Task One: FOR EACH OF THE FOLLOWING, IDENTIFY THE TYPE OF IRONY & THEN EXPLAIN WHY IT'S IRONIC.

		Type	Explain
example	When watching a scary movie, the audience knows the killer is under the bed, but the girl is totally unaware as she enters.	Dramatic Irony	The audience knows more than the character, therefore it is dramatic irony. It is employed to heighten the sense of suspense and the thrill of the drama.
1	Bill Gates was seen using an Apple computer.		
2	My hairdresser has a really awful hairstyle.		
3	A Facebook status: "I really hate it when people make grammatical errors in there writing."		
4	John posted a video on YouTube about how much he hates YouTube.		
5	In <i>Romeo and Juliet</i> , we watch as Romeo, thinking Juliet is dead, kills himself. Yet the audience knows that she is not dead.		
6	The boy said, "Oh how wonderful!" when he found out he had failed his exam.		
7	Jill protested the ill-treatment of animals while wearing her mink coat.		
8	"This steak is as tender and delicious as chewing an old boot."		

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$101 - 94?$$

53

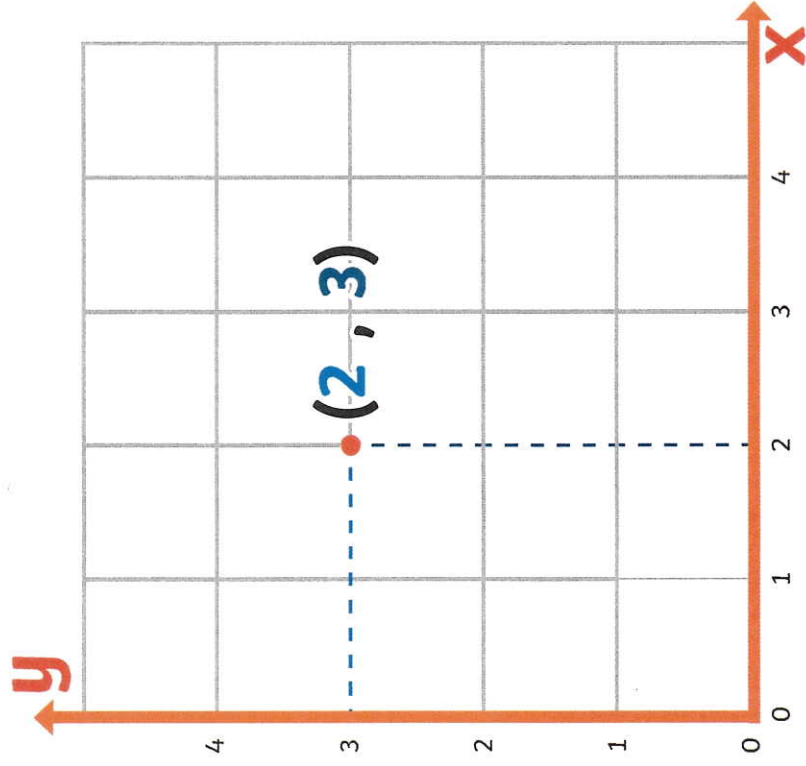
Maths - Number Talk

Show/explain how you solved it. Try and use a strategy other than an algorithm.

Coordinates

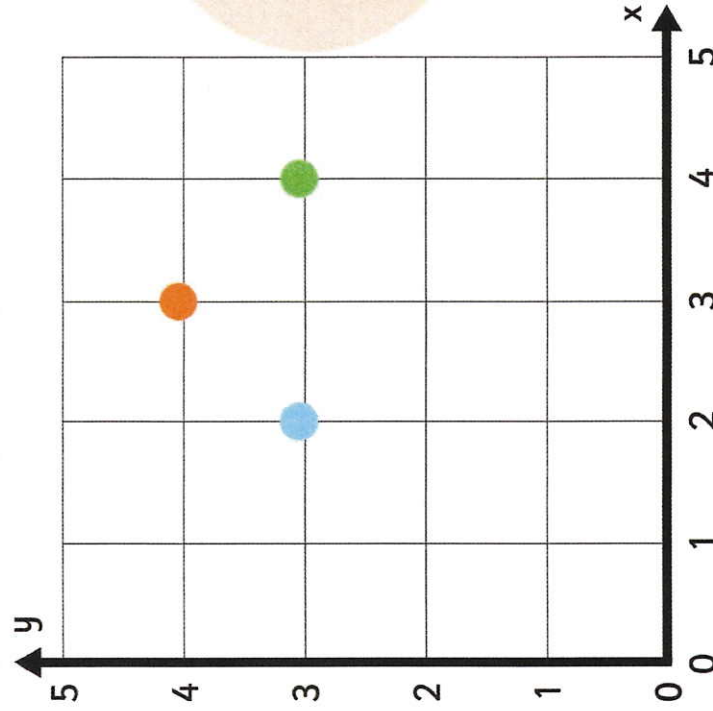


Along the Corridor
and up the
Stairs



Co-ordinates

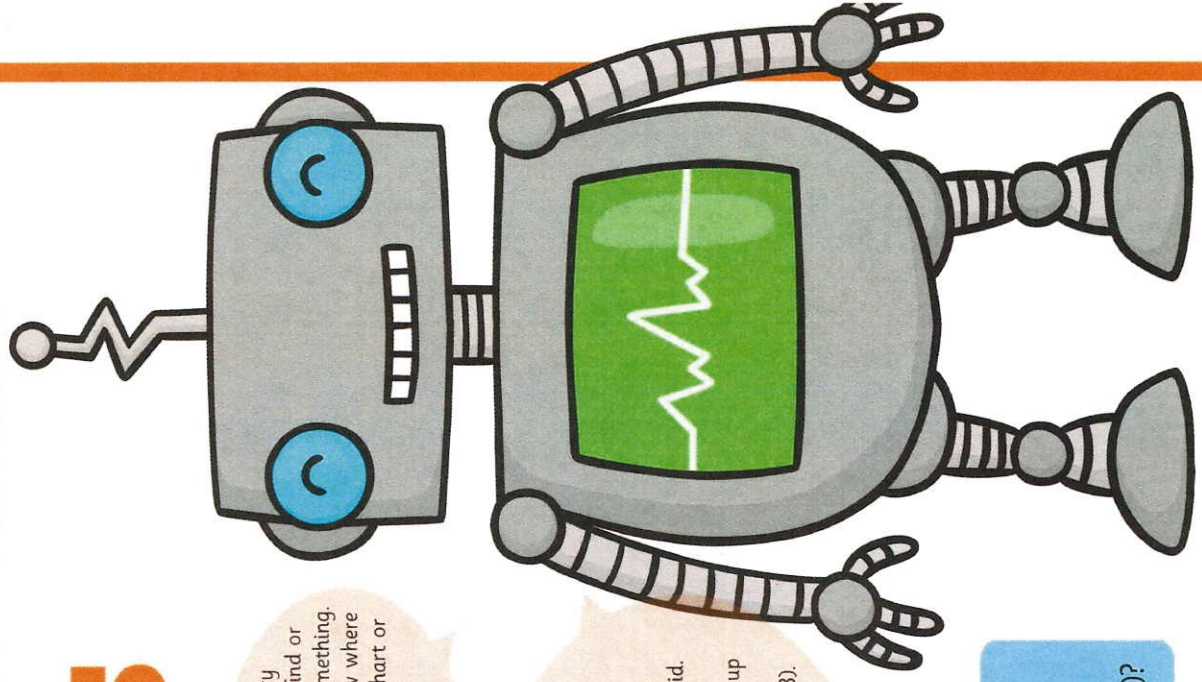
The x-axis co-ordinate always comes first, with the y-axis co-ordinate after it. Just like in the alphabet, x comes before y!



Co-ordinates are very useful for helping us to find or describe the position of something. Numbers are used to show where something is on a map, chart or graph.

On this grid there are two axes.
One axis is horizontal. This is the x axis.
One axis is vertical. This is the y axis.
Look at the blue circle. I can use the axes to create co-ordinates to say where it is on the grid.
It is 2 squares along the x axis, and 3 squares up the y axis.
So the co-ordinates for the blue circle are (2, 3).

Can you work out the co-ordinates for the orange circle?
What would you find at (4, 3)?



Co-ordinates in the 4 Quadrants

Warning! This work involves negative numbers. Remember to follow the same rules for creating co-ordinates – x before y.

1st Quadrant

If both co-ordinates are positive numbers, it will fall in here.

(4,3)

2nd Quadrant

If the first co-ordinate is negative and the second co-ordinate is positive, it will fall in here.

(-4,3)

4th Quadrant

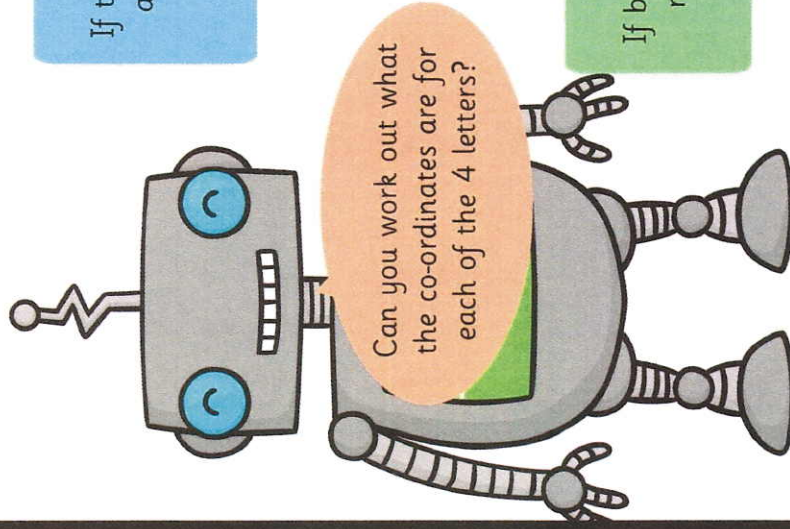
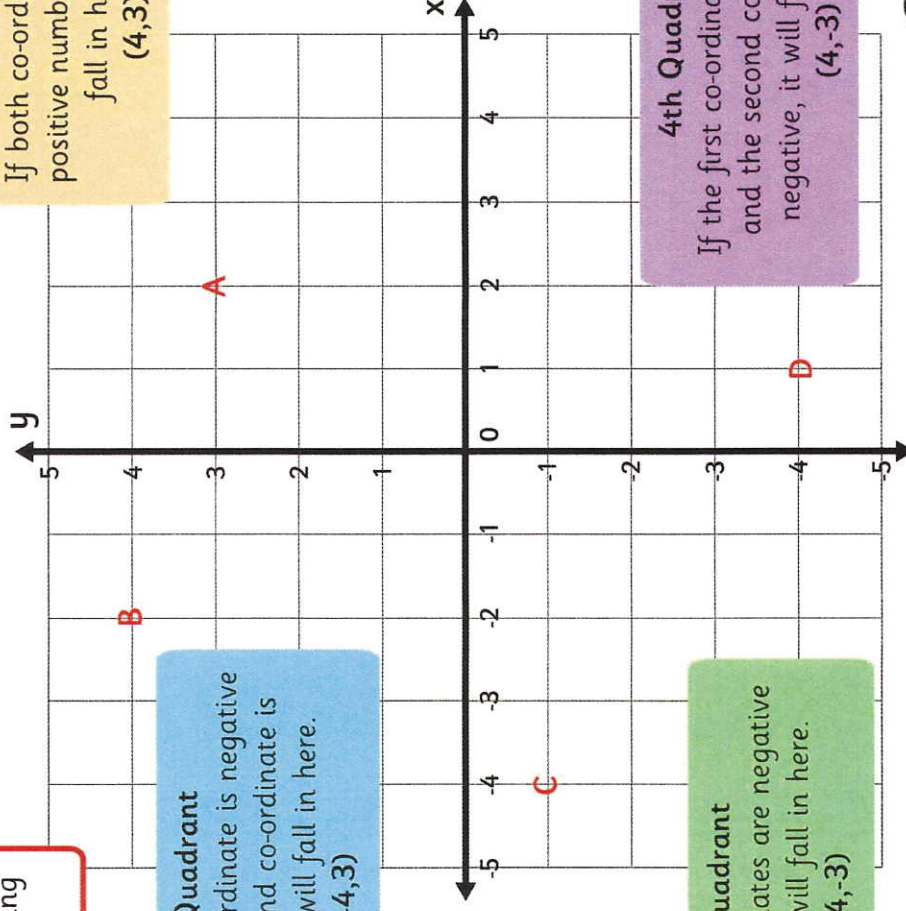
If the first co-ordinate is positive and the second co-ordinate is negative, it will fall in here.

(4,-3)

3rd Quadrant

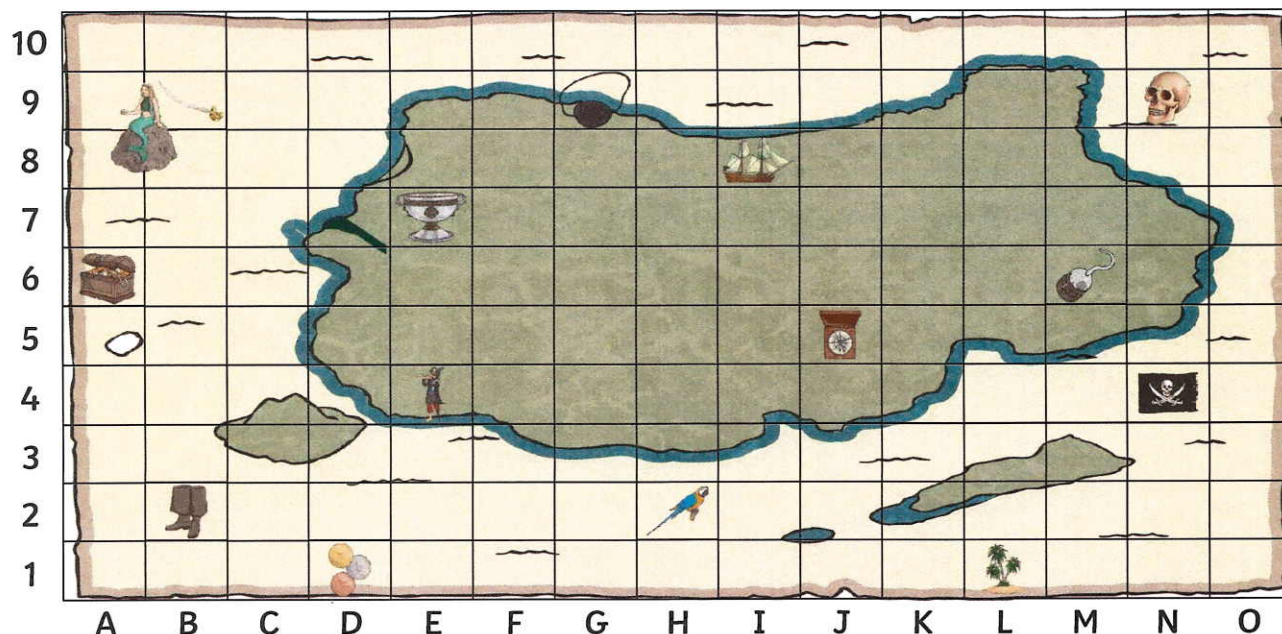
If both co-ordinates are negative numbers, it will fall in here.

(-4,-3)



Pirate Map Grid Reference

I can read, write and plot grid references in the first quadrant.



What object is at each of these grid references on the pirate map?

(H2) = _____

(M6) = _____

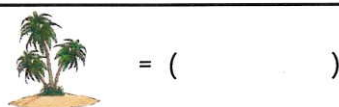
(B9) = _____

(N4) = _____

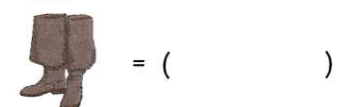
(A6) = _____

(J5) = _____

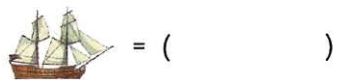
Write the grid reference for each of these items on the pirate map:



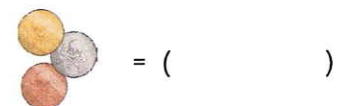
= ()



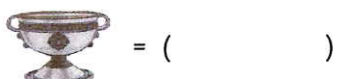
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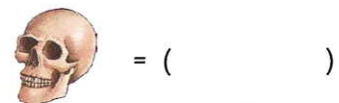
= ()



= ()



= ()



= ()

Plot these grid references on the grid using a cross:

(K9)

(M3)

(F1)

(A9)

(H6)

(A2)

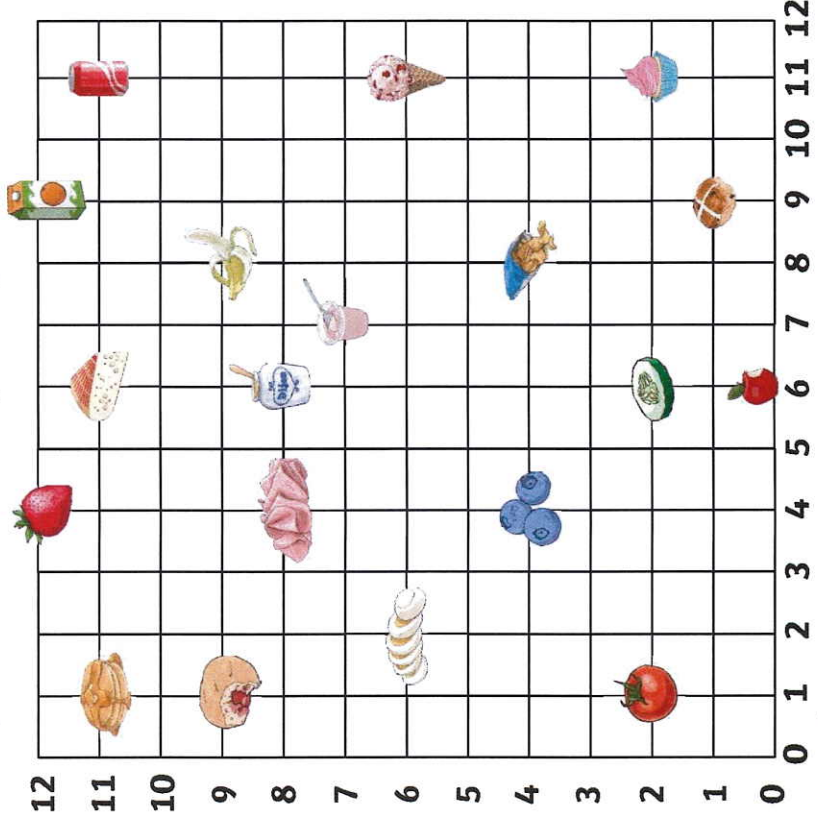
(B3)



Café Coordinates

I can read coordinates in the first quadrant.

What food and drink is at the following coordinates?



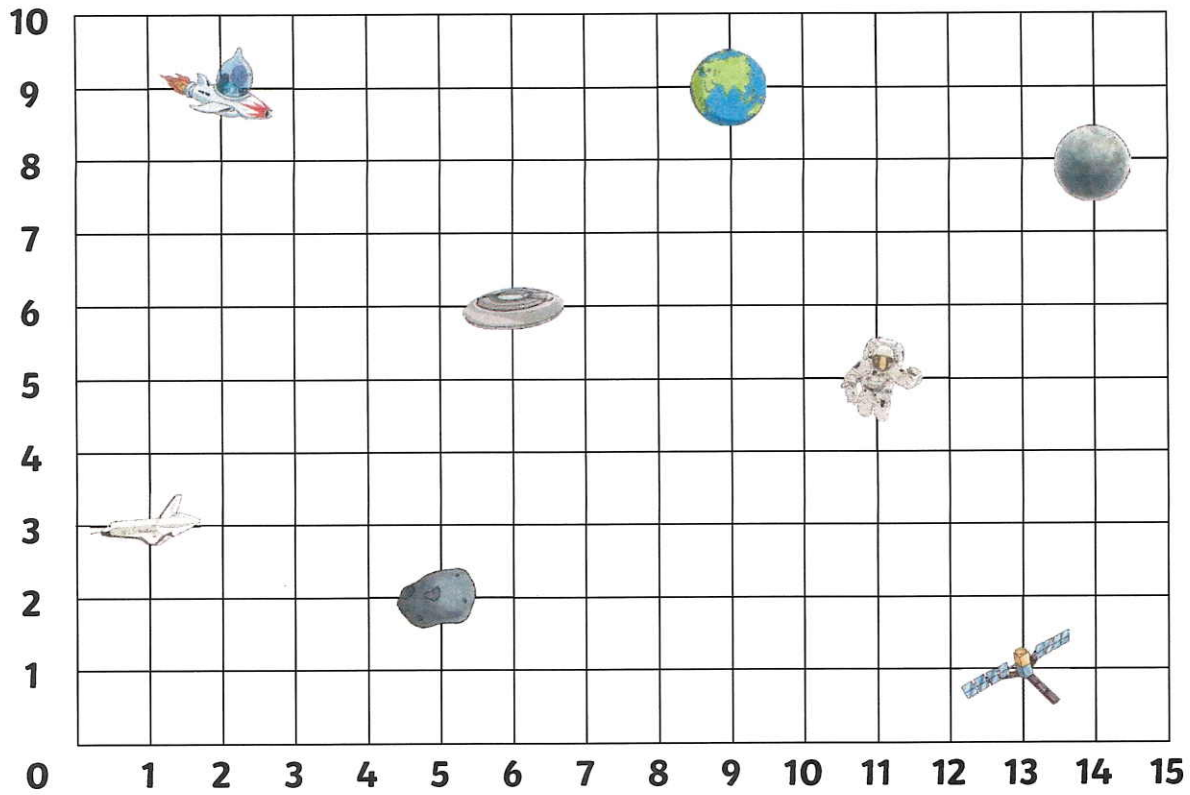
- $(6, 11) =$ _____ $(7, 7) =$ _____
- $(2, 6) =$ _____ $(11, 6) =$ _____
- $(11, 11) =$ _____ $(1, 9) =$ _____
- $(9, 1) =$ _____ $(8, 4) =$ _____
- $(4, 8) =$ _____ $(6, 2) =$ _____







pancakes	strawberry	cheese	cola
doughnut	banana	orange juice	ham
mustard	ice cream	eggs	yoghurt
blueberries	tomato	cupcake	cucumber
apple	hot cross bun	crisps	



Space Coordinate Translations

Write the coordinates of the space objects, then translate them
and write the new coordinate:



Space Object	Original Coordinate	Translation	Finishing Coordinate
	(,)	Left 6, Down 7	(,)
	(,)	Right 8, Down 4	(,)
	(,)	Left 7, Up 3	(,)
	(,)	Right 5, Up 4	(,)
	(,)	Left 9, Down 6	(,)
	(,)	Right 1, Up 7	(,)



Music Activity - Week 9

Read through the posters "Musical Styles Through the 20th Century". Find and listen to 2 different songs from differing styles of music.

(You could listen to songs on the radio, tv, you tube, cd's etc)

Complete the Venn diagram to record the Song Title, Artist, Style and identify any similarities and differences between the 2 songs.

Musical Styles Through the 20th Century

Classical

Classical Music can be described as orchestral works, chamber music, solo instrumental works, electronic music, choral music, songs, operas, ballets, concertos and symphonies.

20th-century classical music refers to music composed in a classical style between 1901 and 2000.

Classical music from the 20th century is enormously varied.

Pieces would vary greatly in style and length – in many lengthier compositions, short tunes are used repeatedly and evolve over the course of the piece.

Instruments often used include grand pianos, string instruments, such as violins and cellos, and, in many cases, full size orchestras.

Romantic, neoclassicism and jazz-influenced classical composition are all styles of 20th-century classical music.

Impressionism, modernism, expressionism, postmodernism and minimalism were notable movements in classical music during 1901 – 2000.

Notable Composers

John Cage
Sofia Gubaidulina
Steve Reich
Eric Satie
Igor Stravinsky
Claude Debussy



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Musical Styles Through the 20th Century

Reggae

Reggae music originated in Jamaica and became popular in the late 1960s.

Before becoming the name of a genre, the term 'Reggae' is said by some to have meant ragged clothing or a quarrel, a row.

The distinct 'Reggae' style features syncopated (off-beat) chords and percussion styles such as the 'one drop rhythm' where the snare and kick sound together on the third beat.

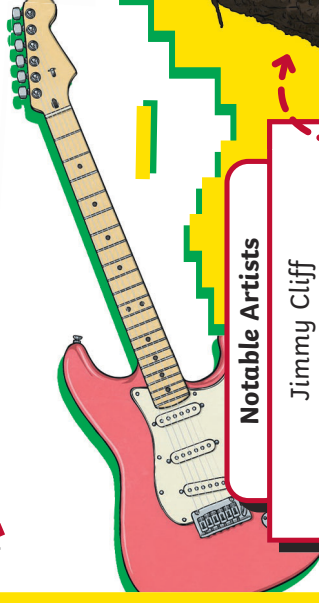
Other instruments popular in Reggae music include the saxophone and other brass instruments, electric guitars, bass and backing singers.

Bob Marley is considered one of the pioneers of Reggae.

Reggae songs are often about love, religion and social issues.

Notable Artists

Jimmy Cliff
Toots Hibbert
Peter Tosh
Gregory Issacs
Marcia Griffiths
Bob Marley



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Jazz

Musical Styles Through the 20th Century

Jazz music originated during the late 19th and early 20th centuries in the Black communities in New Orleans.

There are many different jazz styles, including ragtime, swing, cool jazz and bebop.

Instruments used include trumpets, pianos, trombones and the four types of saxophone – soprano, alto, tenor and baritone.

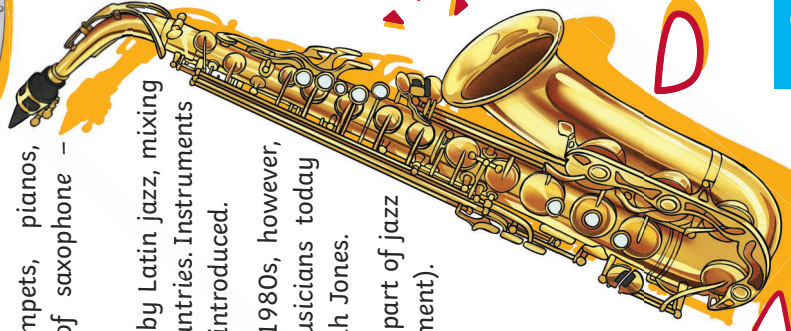
In the 1970s, jazz was influenced by Latin jazz, mixing rhythms from Latin and African countries. Instruments such as the güiro and claves were introduced.

Jazz became less popular in the 1980s, however, there are many popular jazz musicians today including Gregory Porter and Norah Jones.

Improvisation is a very important part of jazz (playing what you feel in that moment).

Notable Artists

Duke Ellington
Billie Charlie Parker
John Coltrane
Ella Fitzgerald
Django Reinhardt



Big Band and Swing

Musical Styles Through the 20th Century

Swing began in the late 1920s but it was between 1935 and 1946 when big band swing music became the most popular music in America, also known as the Swing Era.

A typical song played in swing style would include a strong rhythm accompanied by wind, string or brass instruments, as well as vocals. A soloist would commonly take centre stage and improvise a solo with the band in the background.

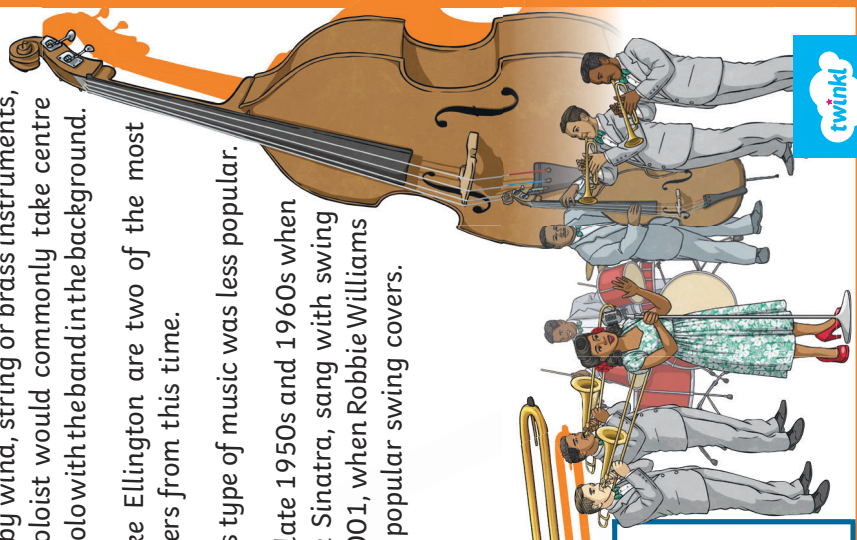
Glenn Miller and Duke Ellington are two of the most famous big band leaders from this time.

By the late 1940s, this type of music was less popular.

It had a revival in the late 1950s and 1960s when singers, such as Frank Sinatra, sang with swing bands, and again in 2001, when Robbie Williams recorded an album of popular swing covers.

Notable Artists

Billie Holiday
Louis Armstrong
Tommy Dorsey
Ella Fitzgerald
Cab Calloway



Rock 'n' Roll

Musical Styles Through the 20th Century

Rock 'n' roll is a popular music style which came from America during the late 1940s and early 1950s.

It emerged as a result of Black American musical styles such as blues, boogie, ragtime and gospel music.

In the early 1940s, the saxophone or piano were often the lead instrument but this was replaced with the guitar in the 50s.

The classic rock and roll sound is created with one or two electric guitars, an electric bass guitar, a double bass and drums.

A very popular rock 'n' roll hit was 'Rock Around The Clock' by Bill Haley & His Comets.

Another famous musician from this era was Elvis Presley who was known by many as the King of Rock and Roll. He had many hits, such as 'Heartbreak Hotel' and 'Blue Suede Shoes'.

Notable Artists

Bo Diddley
Buddy Holly
Chuck Berry
Fats Domino
Little Richard



Soul

Musical Styles Through the 20th Century

1960s soul music is a style of Black American music that originated in the southern US.

Memphis is said to be the birthplace of soul and Aretha Franklin is known as the Queen of soul music.

Soul music was similar in style to Rhythm and Blues - the main difference being that there are gospel influences in soul (including call and response phrases) and lyrics are often spiritual in theme.

As well as its gospel influence, soul had lyrical melodies, a strong rhythm and large horn sections including saxophones, trombones and trumpets.

It has led to many other genres including Motown, Psychedelic soul and Hyper soul - a combination of soul music and dance music used by artists such as Whitney Houston.

Notable Artists

The Four Tops
Otis Redding
Marvin Gaye
Amy Winehouse
Aretha Franklin



Pop

Musical Styles Through the 20th Century

Pop is short for 'popular' and refers to songs that appeal to wide audiences at their release, instead of a particular group.

As such, the sound of pop music can vary from decade to decade – it is a continuously evolving genre, having been influenced by many other genres throughout its history.

The main influences on pop music through the 20th century were:

- 1920s – 1940s – Jazz, Blues and R&B
- 1950s – 1960s – Rock 'n' Roll
- 1970s – 1980s – Funk, Disco and Stadium Rock
- 1990s – 2000s – Hip Hop, Grunge and Rock

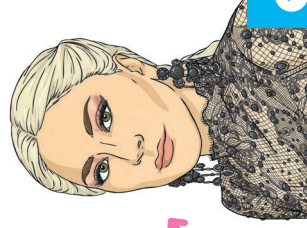
Pop songs usually feature danceable rhythms, simple melodies and follow a traditional verse/chorus structure. The chorus, in particular, features a catchy tune and memorable lyrics.

In the 1960s, the UK charts became official, listing the top-selling songs of the week.

The Beatles and Garth Brooks are the only artists to have received seven Diamond records. A Diamond record is 10 million records.

Notable Artists

Michael Jackson
Lady Gaga
David Bowie
Queen
The Spice Girls



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Funk

Musical Styles Through the 20th Century

Funk music was popular in the late 1960s and 1970s with performers such as James Brown and Kool & The Gang and Bootsy Collins.

Funk originated as a result of Black American musicians combining soul, jazz and rhythm and blues with a focus on danceability.

Typical 'funk' instruments consist of the electric guitar, electric bass and drums.

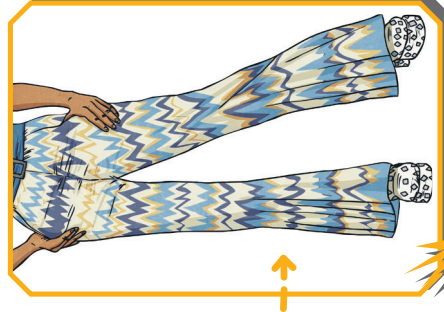
Funk was influenced by soul music and would sometimes include a horn section of saxophones and/or trumpets.

Funk bands typically wore shiny and highly-patterned clothing on stage.

A classic example can include bell-bottom pants and platform shoes.

Notable Artists

George Clinton and
Parliament/Funkadelic
Sly and Family Stone
Rick James
Cameo
Prince



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Disco

Musical Styles Through the 20th Century

Disco was a very popular style of dance music originating in the 1970's.

A beat-heavy style of popular music, you can really boogie on down to disco songs on the dance floor.

Disco music is often up-tempo and includes elements of soul, funk and Latin music. It usually has electronic effects in it too.

Its name comes from the word 'discotheque', which was the name of the dance-themed nightclubs that were popular in the 1960s.

These LGBTQ+ bars, such as the Stonewall Inn, are where disco gained popularity within the LGBTQ+ community before becoming more mainstream.

In 1977, the Saturday Night Fever film soundtrack made disco incredibly popular and inspired artists of other genres to attempt disco, including the Rolling Stones and Rod Stewart.

Famous hits of this decade include 'Dancing Queen' (Abba) and 'Stayin Alive' (The Bee Gees).

Notable Artists

Abba
The Bee Gees
Chic
Gloria Gaynor
Donna Summer



Hip Hop

Musical Styles Through the 20th Century

Hip hop began in America in the 1970s.

This musical style emerged in New York, where block parties became protest events. The parties would take place outside and would feature an MC (master of ceremonies) who would speak about political issues in the communities.

It includes programmed beats, rapping and samples. A sample is a short, recorded sound often played back in a sequence from an electronic device called a 'sampler' or a 'drum machine'.

The rapping element could be traced back to Africa where, centuries ago, people told stories rhythmically over the beats of drums.

DJs would make the instrumental sections of songs longer by using a technique known as 'beat juggling'. This is where a DJ has two identical records on a turntable - they let one record play the beat, then let the other play, while rewinding the first record so it can play the beat again. They keep alternating between the records to keep playing the beat for as long as they wish.

Hip Hop has now become one of the most popular genres of music in the world, often featuring rapping from many different languages and influences from many walks of life.

Notable Artists

Dr Dre
Laurn Hill
Tupac
Noname
Drake



Stormzy



Musical Styles Through the 20th Century

Indie

The term 'Indie' was initially short for 'Independent' Music.

Indie originally described music created by small or low budget bands and record labels. This music was not created for a mainstream audience and so musicians were able to experiment with sounds and styles more freely.

The term 'Indie' is often used to refer to many types of alternative music. There are several genres which could fall into the Indie classification, such as shoegaze, noise rock, pop-punk and synthpop.

In the 90s, Independent music started to gain in popularity.

Hugely popular UK bands Oasis and Blur were often referred to as indie because of their diverse range of musical influences, however, they were far from being independent or low budget

Notable Artists

Bloc Party
The Smiths
Sonic Youth
Pixies
Oasis
Cat Power

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Contemporary R & B Through the 20th Century

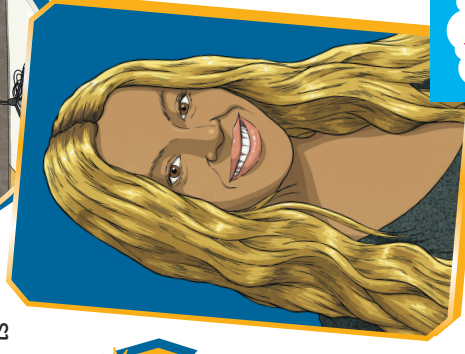
R & B began in America during the late 1980s with artists such as Whitney Houston and Janet Jackson.

Contemporary R & B shouldn't be confused with earlier R & B (rhythm and blues) - Black American music which began in the 1940's combining jazz and blues.

This kind of R & B music mixes elements of hip-hop and soul music.

It often features several vocal tracks, layered together to create a rich quality of sound.

R & B artists are often known for their use of melisma - or vocal run - a term used to describe singing a single syllable of a word while moving between several different notes. Mariah Carey is especially known for this.



Notable Artists

Destiny's Child
TLC
Mary J. Blige
D'Angelo
Boyz II Men
Beyoncé

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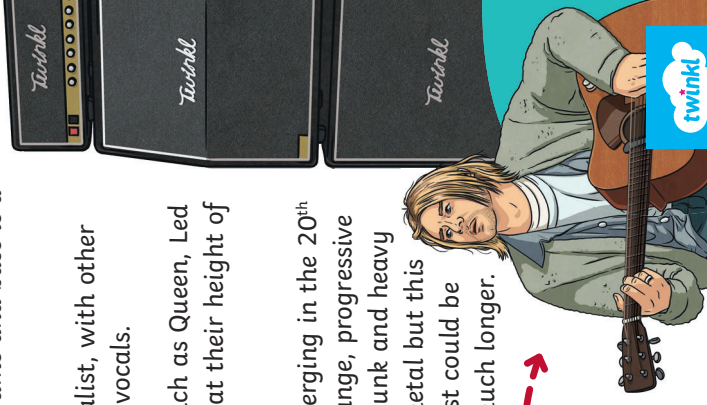
Rock

Musical Styles Through the 20th Century

- Rock music is a genre that often features guitar, bass, drums and keyboard sounds.
- The electric guitars in rock are often heavily amplified - creating a distorted sound that is rich in harmonics.
- Rock music often contains complicated guitar solos and catchy 'riffs'. A riff is a repeated pattern of notes or chords that form the basis of a song.
- A solid backbeat created by the drums and bass is a common feature.
- Rock bands often have a lead vocalist, with other band members providing backing vocals.
- In the 1970s, hard rock bands, such as Queen, Led Zeppelin and Black Sabbath were at their height of international fame.
- Other subgenres of rock music emerging in the 20th century include: country rock, grunge, progressive rock, new wave, punk rock, post punk and heavy metal but this list could be much longer.

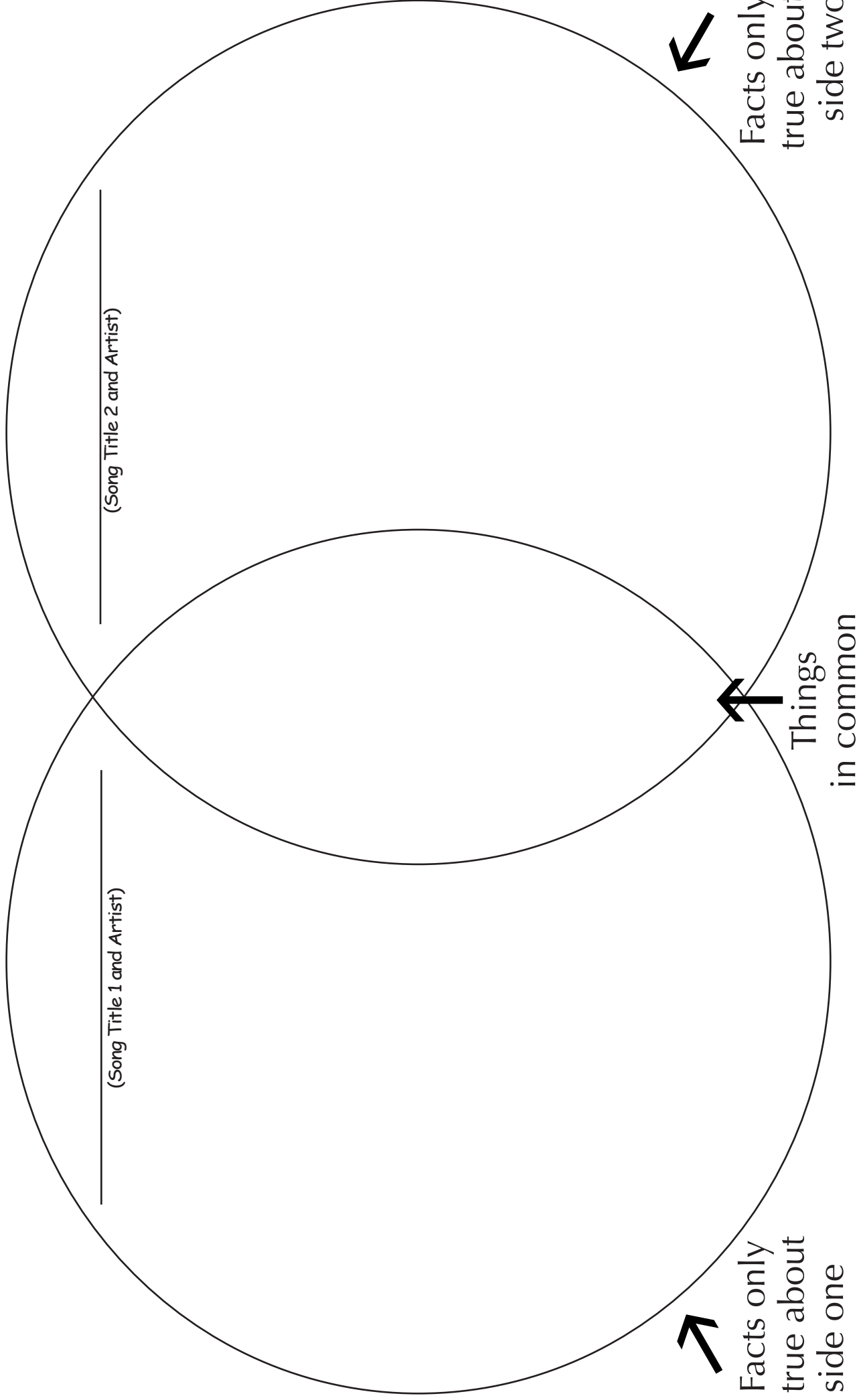
Notable Artists

Bob Dylan
Lynyrd Skynyrd
Nirvana
Electric Light Orchestra
Ramones
Def Leppard



Compare & Contrast

Comparing styles of music



Stage 3 Term 3 Week 9 - 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 Story Box Library (Log in: manillacs Password: manillacs)		

Middle		Notes for Teacher	Completed ✓
30mins	Writing - Skill focus: descriptive & figurative writing <ul style="list-style-type: none"> Similes Extension - Euphemism 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Coordinate activities - Re-read posters from Monday if you need to 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive 		
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 		

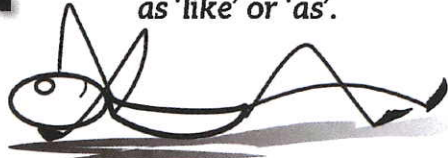
Afternoon		Notes for Teacher	Completed ✓
15mins	Mindfulness Activity- At back of booklet (circle the one chosen) <ul style="list-style-type: none"> Colouring Brain Breaks Listen to some music 		
40mins	UOI - start lesson (Lesson 3 Global Connections) <ul style="list-style-type: none"> Use inquisitive from google classroom link to help complete work. 		
10mins	Finish and check work from today		

SIMILES

"SIMILES PROVE NOTHING, BUT YET GREATLY LIGHTEN AND RELIEVE THE TEDIUM OF AN ARGUMENT"

ROBERT SOUTH

A simile is a figure of speech in which a comparison is made between two things, with the use of a connective word such as 'like' or 'as'.



Why use similes?

Writers, poets, and songwriters use similes to add depth and emphasize what they are trying to convey to the reader or listener; it makes their writing more descriptive and effective. Similes can be funny, serious, mean, or creative.

EXAMPLES:

- » He eats like a pig.
- » Life is like a box of chocolates.
- » This cake is as dry as a bone.
- » You look as white as a ghost.

Task One: FOR EACH OF THE FOLLOWING SENTENCES, EXPLAIN THE MEANING OF THE SIMILE.

EXAMPLE: She slept like a log last night. This means that she slept deeply and well.

1. I feel like a limp dishcloth. _____
2. She eats like a pig when she is hungry. _____
3. Bob is like a bull in a china shop today. _____
4. Fly like the wind! _____
5. My father is as sharp as a pin. _____
6. She swims like a fish. _____
7. Cindy's skin is like porcelain. _____
8. My bag feels like a ton of bricks. _____
9. Tom and Joe are like two peas in a pod. _____
10. I feel as flat as a pancake. _____

Task Two: CREATE YOUR OWN SIMILES. (REMEMBER: MAKE COMPARISONS USING CONNECTIVE WORDS):

EXAMPLE: Tom is as anxious as a mouse in a cattery.

1. She dances like _____.
2. Betty is as _____ as _____.
3. My teacher teaches like _____, because she _____.
4. The day was like _____.
5. I always feel like a _____ when I _____.
6. My dad's words were as _____ as _____.
7. When John is tired, he is like _____.
8. My sister is like a _____ when she _____.
9. He spun around like a _____ when I _____.
10. Steven eats like _____ when he eats _____.

Extension



EUPHEMISM

"EUPHEMISM IS A HUMAN DEVICE TO CONCEAL THE HORRORS OF REALITY." - PAUL JOHNSON

Why do we use euphemisms?

Euphemisms are used regularly, and there are many examples in every day language. The purpose of euphemisms is to replace unpleasant and severe words with more genteel ones in order to disguise the harshness, and soften the meaning when talking about unpleasant issues such as death, unemployment, crime or other 'embarrassing' matters.

EXAMPLES:

- » My father passed away last year.
- » Betty is large-boned.
- » The company has to let people go.
- » His dog was put down.

A euphemism is a polite expression used in place of words or phrases that otherwise might be considered harsh or unpleasant to hear.

Task One: FOR EACH OF THE FOLLOWING SENTENCES, EXPLAIN THE TRUE MEANING OF THE EUPHEMISM.

EXAMPLE: His wife passed away last year. This means that his wife died.

1. There was collateral damage in the war. _____
2. Did you just pass wind? _____
3. We sell pre-owned vehicles. _____
4. Tom's cooking skills leave room for improvement. _____
5. Your cat needs to be put to sleep. _____
6. Beth is vertically challenged. _____
7. My sister is always borrowing clothes without asking. _____
8. Elizabeth is expecting again. _____
9. He spent some time at a correctional facility last year. _____
10. The company is downsizing. _____

Task Two: CREATE YOUR OWN EUPHEMISMS - REWRITE THE FOLLOWING, TRYING TO 'SOFTEN' THEM.

EXAMPLE: My uncle is a liar. = My uncle likes to stretch the truth.

1. My aunty Ann is very old. _____
2. She is uglier than her sister. _____
3. Your mother died this morning. _____
4. My brother is really lazy. _____
5. Gertrude is a thief. _____
6. Your cousin is unintelligent. _____
7. I am going to the toilet. _____
8. Tim cheated on his homework. _____
9. My husband is unemployed. _____
10. Bob is poor. _____

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

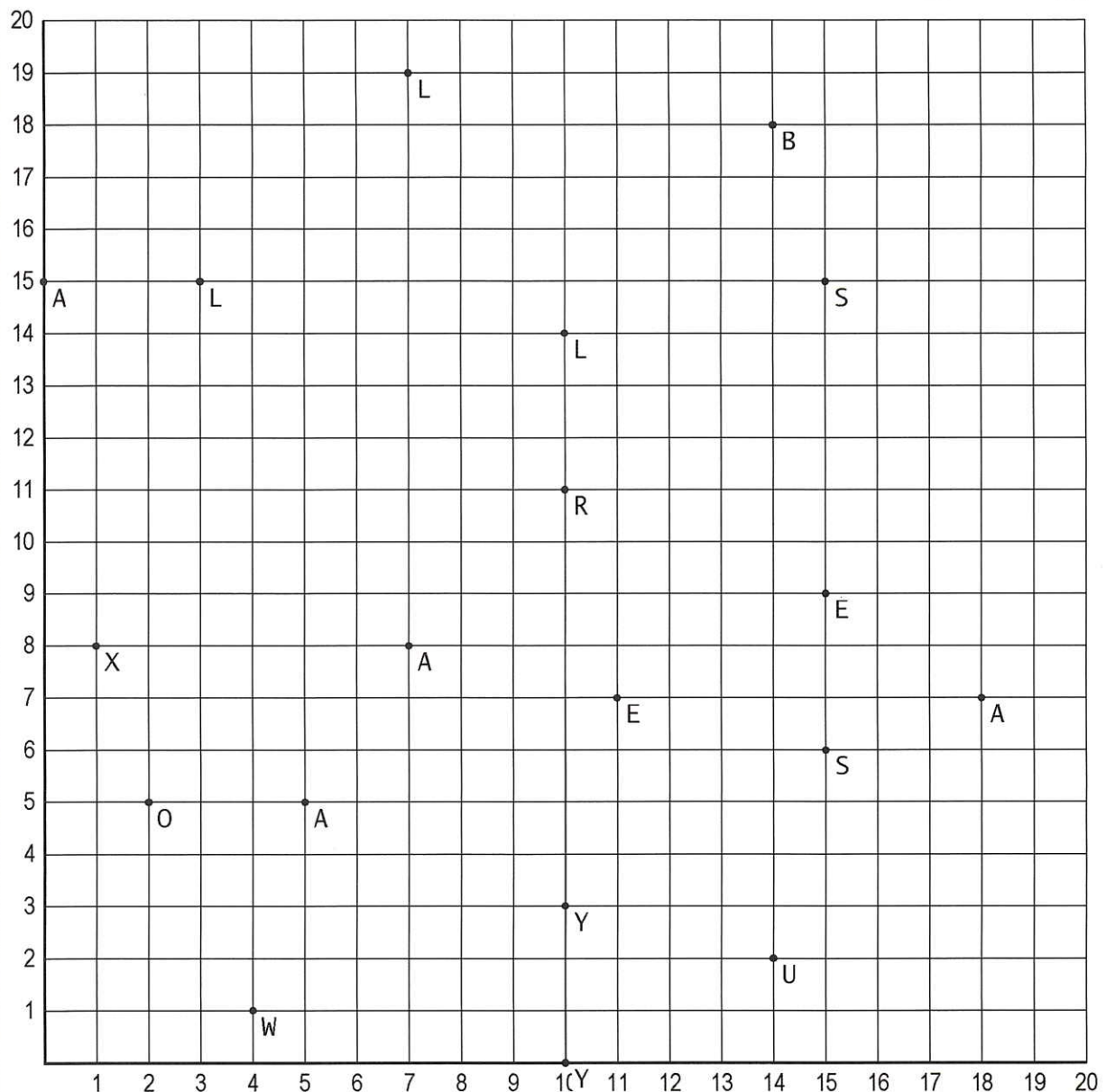
$$286 - 137?$$

54

Maths - Number Talk

Show/explain how you solved it. Try and use a strategy other than an algorithm.

what is the first lesson they teach cartesian vikings?



(7,8)	(3,15)	(4,1)	(5,5)	(10,3)	(15,15)

(10,14)	(18,7)	(14,18)	(15,9)	(7,19)

(10,0)	(2,5)	(14, 2)	(10,11)

(0, 15)	(1,8)	(11,7)	(15,6)



Coordinate Pictures

Plot these co-ordinates to make a picture of a tractor:

Line 1: (15,10), (15,14), (16,15), (16,10)

Line 2: (7,12), (9,14)

Line 3: (4,7), (3,6), (3,5), (4,4), (5,4), (6,5), (6,6), (5,7), (4,7)

Line 4: (15,4), (15,3), (16,2), (17,2), (18,3), (18,4), (17,5), (16,5), (15,4),

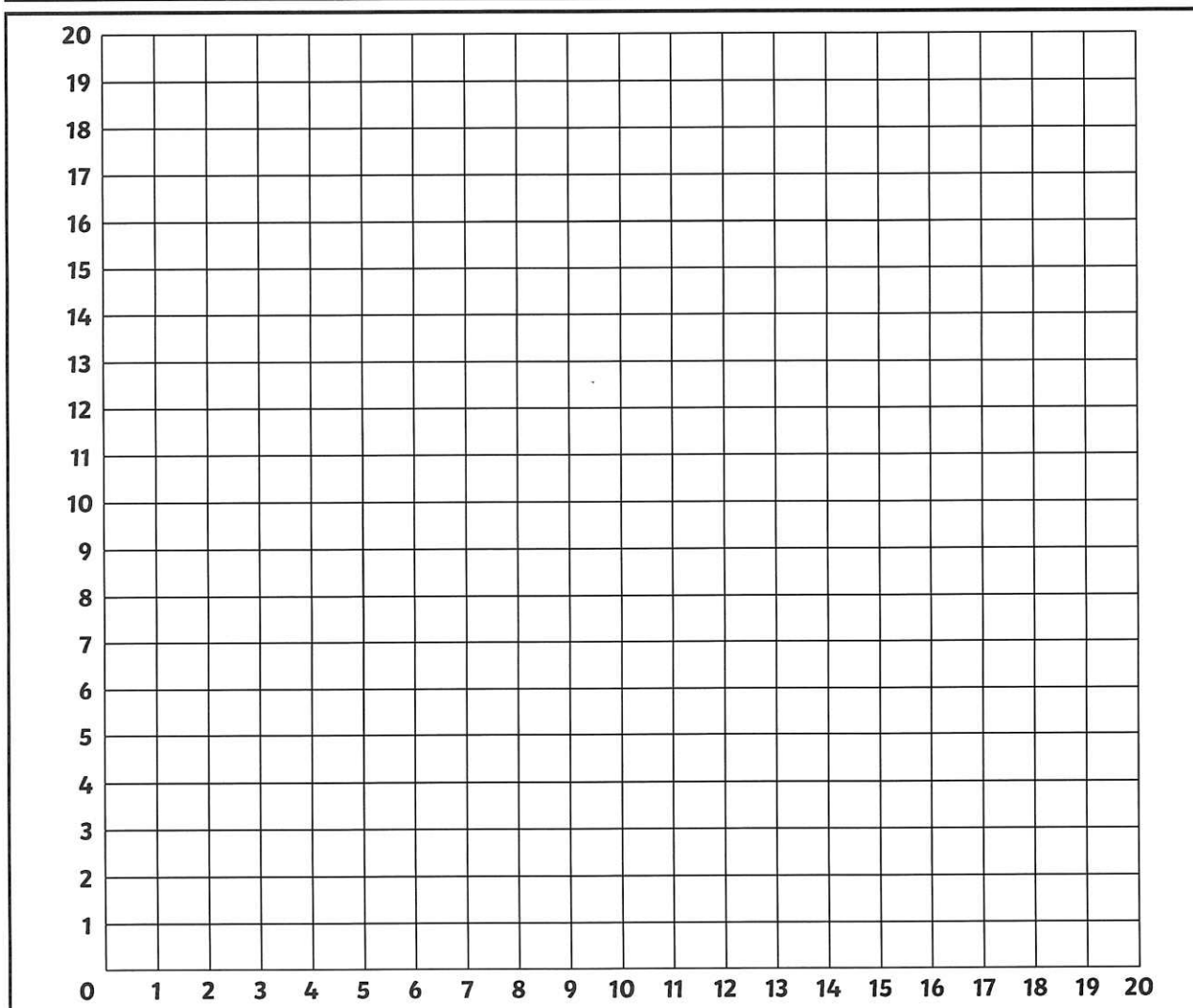
Line 5: (8,4), (8,7), (6,9), (3,9), (1,7), (1,4), (3,2), (6,2), (8,4)

Line 6: (11,10), (8,13)

Line 7: (1,17), (12,17), (10,18), (1,18), (1,10), (0,9), (0,8), (2,10), (7,10), (9,8), (9,6), (12,6),
(13,10), (10,17)

Line 8: (18,4), (20,5), (20,10), (16,10), (16,8), (17,8), (17,7), (15,7), (15,10), (7,10), (6,11), (3,11),
(3,15), (2,15), (2,8)

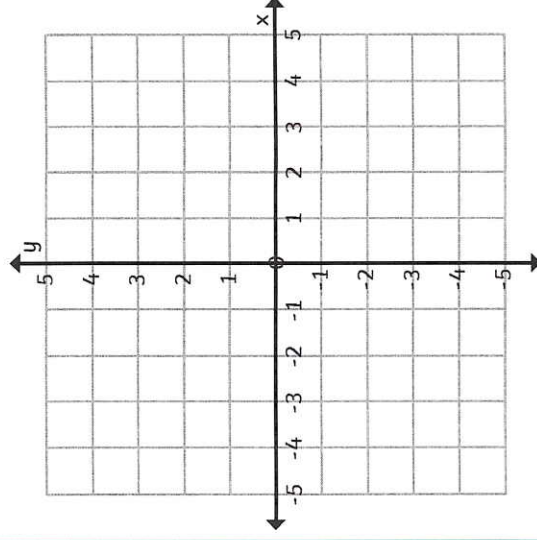
Line 9: (8,4) (15,4)



Four Quadrant Coordinate Shapes Challenge Cards



Four Quadrant Coordinate Shapes



1. Plot these coordinates to reveal a shape.

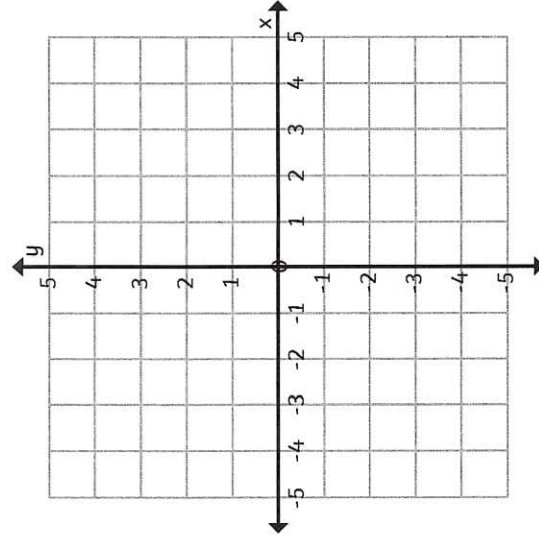
$(-5, 1)$
 $(-1, 4)$
 $(5, 0)$
 $(1, -3)$

Name the shape.

Translate the shape up 1.

What are the shape's new coordinates?

Four Quadrant Coordinate Shapes



2. Plot these coordinates to reveal a shape.

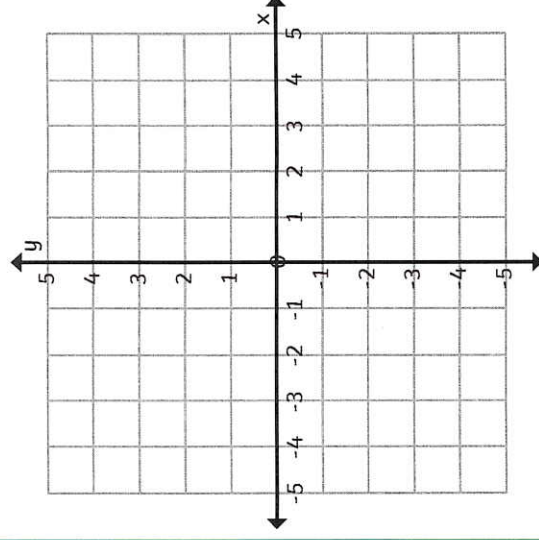
$(2, 4)$
 $(-4, -2)$
 $(0, -5)$

Name the shape.

Translate the shape right 2.

What are the shape's new coordinates?

Four Quadrant Coordinate Shapes



3. Plot these coordinates to reveal a shape.

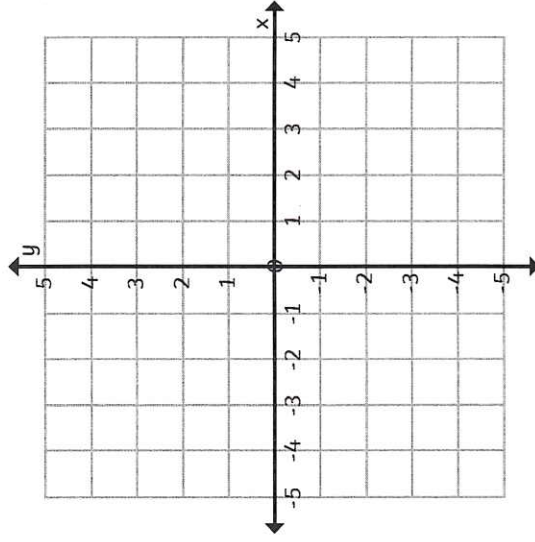
$(1, -5)$
 $(1, 4)$
 $(-3, 2)$
 $(-3, -3)$

Name the shape.

Translate the shape right 4.

What are the shape's new coordinates?

Four Quadrant Coordinate Shapes



4. Plot these coordinates to reveal a shape.

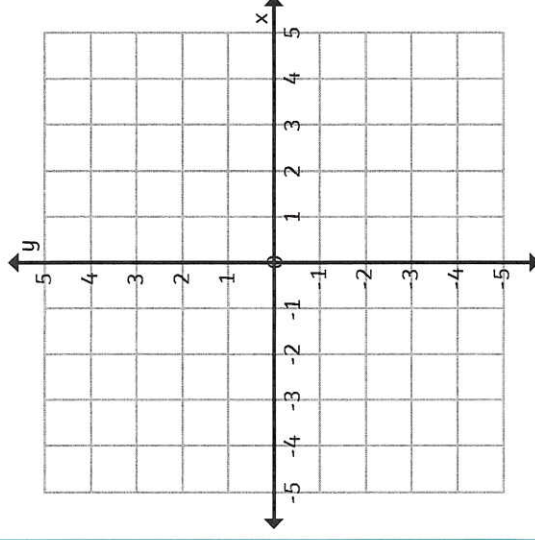
$(-4, 3)$
 $(0, -1)$
 $(4, 3)$

Name the shape.

Translate the shape down 3.

What are the shape's new coordinates?

Four Quadrant Coordinate Shapes



5. Plot these coordinates to reveal a shape.

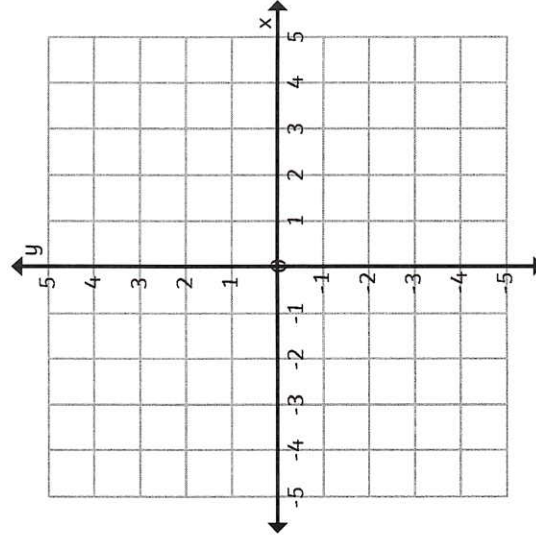
$(-3, 2)$ $(4, 3)$
 $(-5, 0)$ $(2, 5)$
 $(-2, -3)$ $(-2, 1)$

Name the shape.

Translate the shape right 1, down 1.

What are the shape's new coordinates?

Four Quadrant Coordinate Shapes



6. Plot these coordinates to reveal a shape.

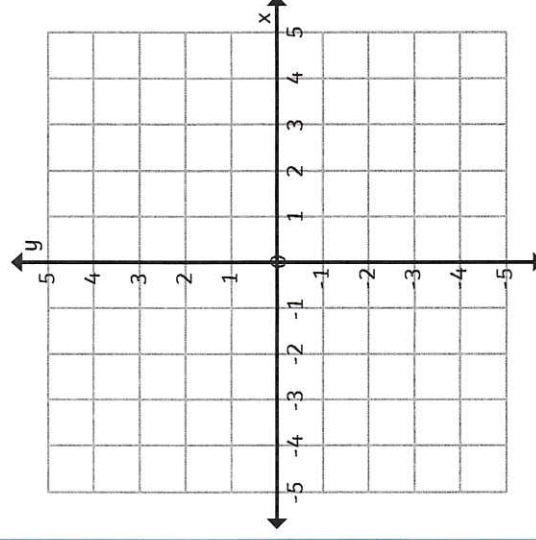
$(0, 4)$ $(0, -4)$
 $(-3, 1)$ $(2, -2)$
 $(-2, 1)$ $(2, 1)$
 $(-2, -2)$ $(3, 1)$

Name the shape.

Translate the shape left 2, up 1.

What are the shape's new coordinates?

Four Quadrant Coordinate Shapes



7. Plot these coordinates to reveal a shape.

$(3, 2)$ $(1, -3)$ $(2, 0)$
 $(3, -4)$ $(2, -2)$ $(1, 1)$
 $(2, -4)$ $(1, -1)$ $(2, 2)$

Name the shape.

Translate the shape left 5, up 2.

What are the shape's new coordinates?

How does Australia provide aid to other countries?



How does Australia provide aid to other countries?

1 Watch the video links below.

40K Global

Two Wolves Abroad

2 Both of the organisations shown in the videos are made up of groups of Australians who volunteer to provide help in less fortunate places in other countries. Choose one of the groups and conduct your own research about them. Start by writing questions about what you would like to discover and use the website links provided to conduct your research.

Questions and research notes:

3 Present your findings below as an infographic.

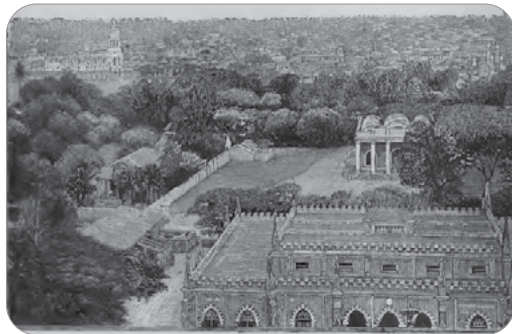
An infographic is a fun, visual way to present information without too much reading. Things to include in an infographic could be; graphs, sketches, maps, charts, short statements of facts, timelines, statistics, images, not too much text!

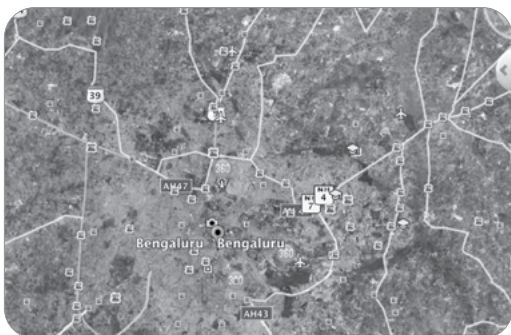
**4** Go to the website and make comparisons between Australia and the countries that 40K Globe and The Two Wolves Abroad work in. What do you think are some of the reasons why these organisations choose to provide aid here?

5

Look at the supplied images of Bangalore, where 40K Global carries out their work. Write the correct label for each one (aerial photograph, photograph, illustration, topographical, small scale, satellite image). For each image, write one thing you can learn about Bangalore.













Australia provides aid to other countries in several ways. **The Australian Government** uses some of the money from tax payers to directly support countries in need. This is called bilateral aid and includes the Australian Defence Force work overseas (Army, Navy, Air Force). Multilateral aid is where the Australian government gives money to organisations like the United Nations, to support them in their international aid work. **Non-government organisations** (NGOs) are set up independently from the government and rely on public donations to carry out their aid work.

6

Complete the table below by naming the groups as NGOs or government organisations and finding out about one way they are providing international aid.

Organisation	NGO or government	Aid they are providing
The Fred Hollows Foundation		
CARE Australia		
Australian Army		
Australian Red Cross		

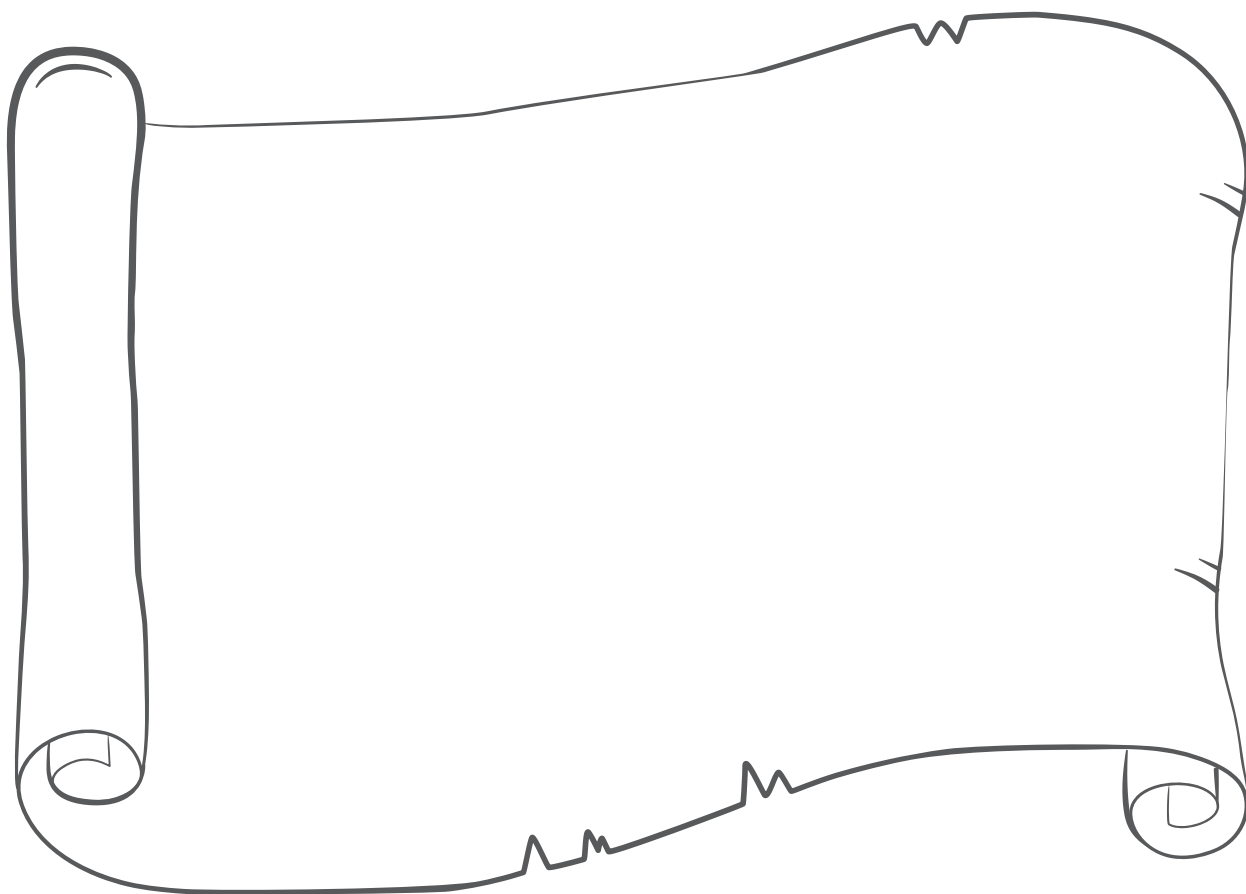
7

Find another aid Australian organisation not listed above and complete the information bubbles.

Name	
Where?	
What?	
NGO/Government?	

- 8** Thinking about one of the organisations in this lesson what do you think the effects of this aid work would be on the local people?

- 9** Read the lazy person's guide to saving the world. Select three of the listed actions that you could take and create one more idea of your own. Put these together to write your own pledge of actions which will make an impact on the world.



- 10** One of the founders of the Two Wolves Abroad volunteer organisation says: "In the process it is we who are transformed" What does this mean?

Stage 3 Term 3 Week 9 - 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	Library Activities <ul style="list-style-type: none"> Complete your library activities for this week 		
30mins	Book Week Dress-Up <ul style="list-style-type: none"> Dress up in your Book week costume. Take a photo and ask your parents to post the photo in the comments of the Book Week post on our MCS Facebook page. 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing - Skill focus: descriptive & figurative writing <ul style="list-style-type: none"> Metaphors Extension - Paradox 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Coordinate activities - Re-read posters from Monday if you need to 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive 		
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- At back of booklet (circle the one chosen) <ul style="list-style-type: none"> Colouring Brain Breaks Listen to some music 		
40mins	UOI - Continue lesson (Lesson 3 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		

A metaphor is a figure of speech in which a comparison is made between two unlike things that actually have something important in common.



METAPHORS

"METAPHORS HAVE A WAY OF HOLDING THE MOST TRUTH IN THE LEAST SPACE."
ORSON SCOTT CARD

Why do we use metaphors?

Metaphors are used to emphasize the qualities of something by comparing it to something else, and thus the meaning becomes clearer and more effective. Think about the difference between saying 'he controls his students' and 'his students are puppets on a string and he is the puppet master.' One is definitely more descriptive and communicates the meaning more powerfully.

EXAMPLES:

- » Love is a battlefield.
- » He is floating on a sea of grief.
- » She has rats' tails for hair.

Task One: FOR EACH OF THE FOLLOWING SENTENCES, EXPLAIN THE MEANING OF THE METAPHOR.

EXAMPLE: John can lift 20 bricks; he is an ox. This means that John is extremely strong.

1. He turned over a new leaf. _____
2. My dad was very blue yesterday. _____
3. Mary is a couch potato at the moment. _____
4. Sara is the apple of her father's eye. _____
5. My mum has a bubbly personality. _____
6. The teacher immediately shot down my idea. _____
7. Ben has the heart of a lion. _____
8. She is the brightest in the class. _____
9. It rained cats and dogs yesterday. _____
10. Aunt Jo has a heart of gold. _____

Task Two: CREATE YOUR OWN METAPHORS. (REMEMBER: MAKE DIRECT COMPARISONS WITHOUT 'LIKE' OR 'AS').

EXAMPLE: Friendship is a life boat that is always there in times of trouble.

1. Life is _____ which _____.
2. Love is _____, which never _____.
3. My teacher is _____; she always _____.
4. The day was _____.
5. The pen was _____ in his hand when he _____.
6. He was a _____ during their relationship, as he always _____.
7. My pillow is a _____ beneath my head when I _____.
8. My mother is a _____ when she _____.
9. The spoon was _____, when I _____.
10. He _____ down the stairs, because he _____.

Extension

A paradox is a seemingly contradictory statement, which actually makes sense or contains some truth.

PARADOX

"IN LOVE THE PARADOX OCCURS THAT TWO BEINGS BECOME ONE AND YET REMAIN TWO." - ERICH FROMM

What is the purpose of a paradox?

The purpose of a paradox is to capture attention and provoke fresh thought. As the sense is not clear without deeper reflection and thought, it prompts the reader/listener to think critically about the topic to search for the meaning.

EXAMPLES:

- » Less is more.
- » Deep down you are really shallow.
- » This is the beginning of the end.



Task One: FOR EACH OF THE FOLLOWING, IDENTIFY THE CONTRADICTION & THEN EXPLAIN HOW THIS MIGHT BE TRUE.

EXAMPLE: This is the beginning of the end. The 'beginning' and the 'end' are opposites, therefore apparently contradictory. However, this can mean the point at which something starts to deteriorate.

1. Dieting makes you fat. _____

2. You need to be cruel to be kind. _____

3. There is nobody poorer than a rich man. _____

4. Nobody goes to that restaurant, as it is too crowded. _____

5. You need to spend money to make money. _____

6. (printed on a piece of paper) This page is intentionally left blank. _____

7. You must learn to swim before you get into the water. _____

8. The best advice I can give you is: Do not listen to people's advice. _____

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$314 - 263?$$

55

Maths - Number Talk

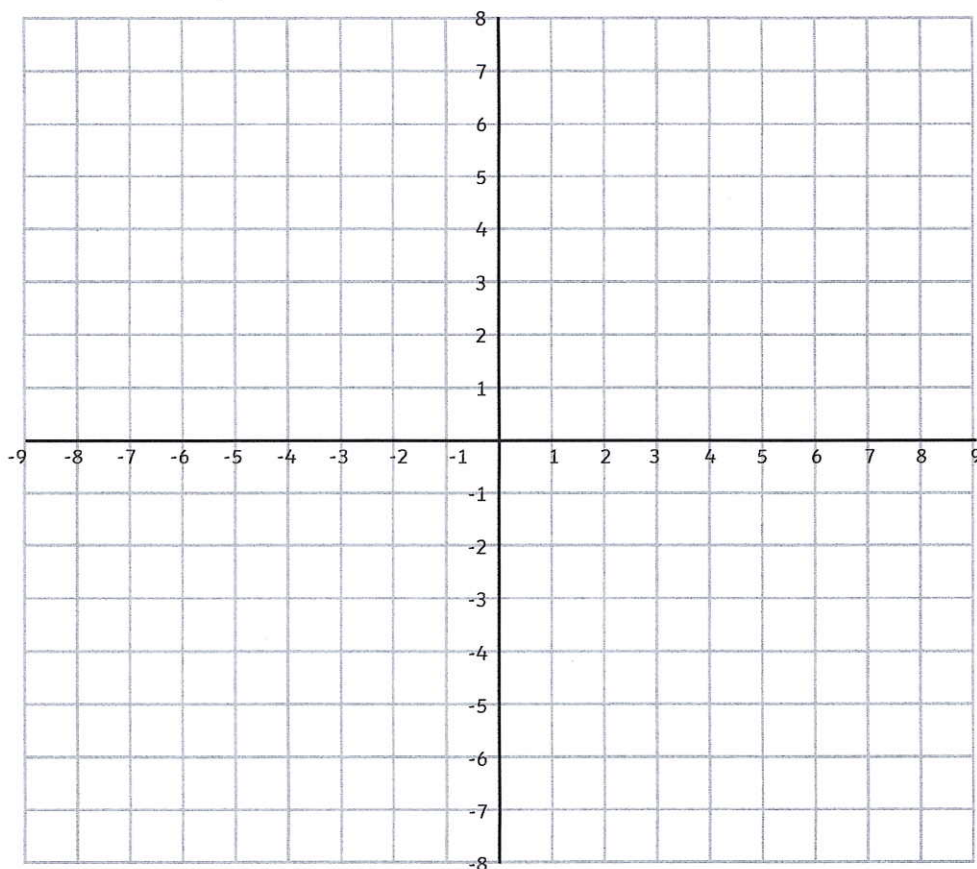
Show/explain how you solved it. Try and use a strategy other than an algorithm.

Shape Coordinates

For each letter, plot the coordinates to reveal a missing shape.

For each shape, you need to do the following:

- name the shape;
- describe the properties of the shape (think about sides, angles, how it can be described).



- A. $(3,-3)$ $(3,-6)$ $(7,-6)$ _____
- B. $(-7,-3)$ $(-9,-6)$ $(-2,-6)$ $(-4,-3)$ _____
- C. $(-3,0)$ $(-5,2)$ $(-7,0)$ $(-5,-2)$ _____
- D. $(0,4)$ $(3,7)$ $(8,7)$ $(5,4)$ $(0,4)$ _____
- E. $(-5,4)$ $(-8,4)$ $(-8,6)$ $(-6,8)$ $(-4,6)$ _____

Challenge: Translate shape A 4 left and 4 up. Write the new coordinates.

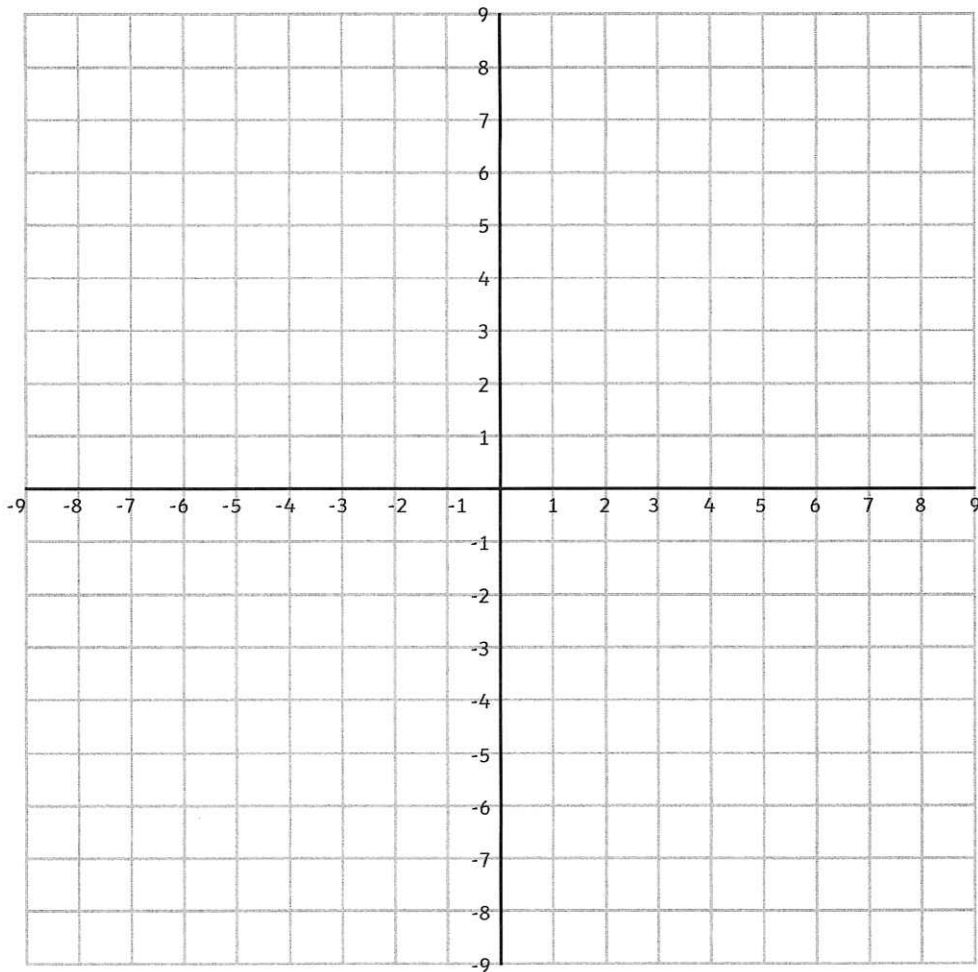
(,) (,) (,)

Shape Coordinates

For each letter, plot the coordinates to reveal a missing shape.

For each shape, you need to do the following:

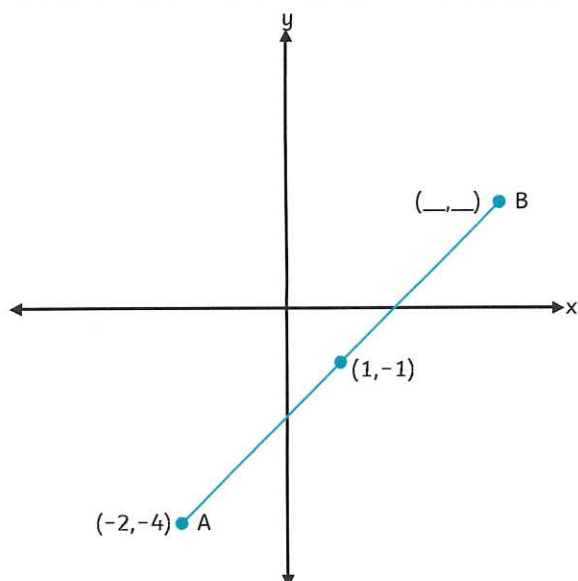
- name the shape;
- describe the properties of the shape (think about sides, angles, how it can be described).



- A. $(0,-2)$ $(4,2)$ $(9,2)$ $(5,-2)$ $(0,-2)$ _____
- B. $(-9,-8)$ $(0,-8)$ $(-3,-5)$ $(-6,-5)$ $(-9,-8)$ _____
- C. $(5,-9)$ $(9,-6)$ $(7,-6)$ $(5,-4)$ $(3,-6)$ $(5,-9)$ _____
- D. $(3,5)$ $(7,5)$ $(5,9)$ $(3,5)$ _____
- E. $(-7,5)$ $(-5,7)$ $(-3,6)$ $(-3,9)$ $(-7,9)$ $(-9,7)$ $(-7,5)$ _____

Challenge: Reflect shape A in the y axis. Write the new coordinates.

(,) (,) (,) (,) (,)



- 1) Alfie, the secret agent, is solving this problem to establish where fingerprint B was found.

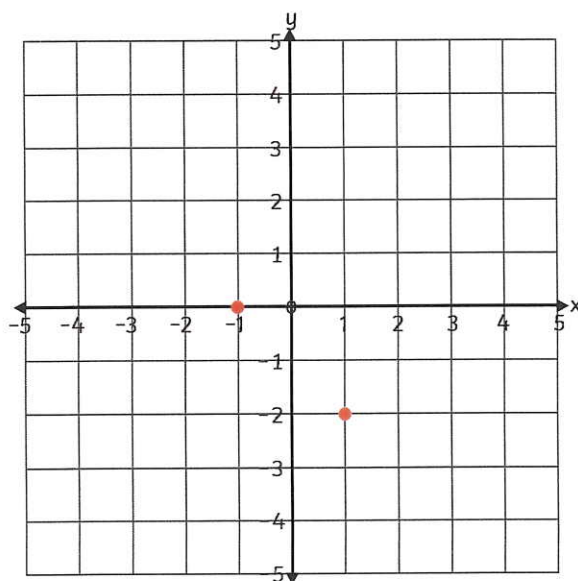


If the coordinates $(1, -1)$ are the midpoint between A and B, what are the coordinates of B?

In order to find the coordinates of point B, I will just need to double the coordinates of A. I think the coordinates of B must be $(-4, -8)$.



Is Alfie correct?
Explain your reasoning.



- 2) Halim, the secret agent, is plotting the missing vertices to complete this square of where clues were found.

He thinks he needs to plot the coordinates $(-2, -3)$ and $(-4, -1)$ but his partner Olivia thinks he needs to use $(-3, -2)$ and $(-1, -4)$.

- a) Explain which secret agent is correct.

- b) Complete the drawing of the square for the detectives.

Stage 3 Term 3 Week 9 - 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"> Novel Study 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 9 		

Middle		Notes for Teacher	Completed ✓
30mins	Writing - Skill focus: descriptive & figurative writing <ul style="list-style-type: none"> Personification Extension - Allusion 		
10mins	Brain Break activity		
40mins	Mathematics <ul style="list-style-type: none"> Number Talk Coordinate activities - Re-read posters from Monday if you need to 		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> Prodigy Study ladder Ed Alive 		
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- At back of booklet (circle the one chosen) <ul style="list-style-type: none"> Colouring Brain Breaks Listen to some music 		
40mins	UOI - Finish lesson (Lesson 3 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 8

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

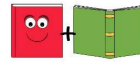
When we make connections, we think about how the text is **similar** to;



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...	

Why personify?

Personification can make descriptions of non-human things more vivid, or can help readers understand, sympathize with, or react emotionally to non-human characters.

PERSONIFICATION

"IT WOULD BE CURIOUS TO DISCOVER WHO IT IS TO WHOM ONE WRITES IN A DIARY. POSSIBLY TO SOME MYSTERIOUS PERSONIFICATION OF ONE'S OWN IDENTITY." - BEATRICE WEBB

EXAMPLES:

- » The wind whispered through the trees.
- » The sun beat down on us.
- » Love is blind.
- » Her life passed her by.

Personification is a figure of speech in which a thing, idea or animal is given human characteristics. Whatever is being personified is portrayed in such a way that we feel they have the ability to act like human beings.

Task One: FILL IN THE FOLLOWING TABLE.

		What's being personified?	What human characteristic is given?
Ex.	Love will carry us through.	Love	The ability to hold and carry (which you need arms for).
1	The sun announced that it was time to get up.		
2	Time flew as we enjoyed each other's company.		
3	They slept soundly in front of the comforting fire.		
4	The chocolate ice cream is calling my name.		
5	He was aware that Death was knocking at his door.		
6	The words leapt off the page as she read.		
7	The bees played hide and seek atop the flowers.		
8	In the moonlight, the waves dance & play with the shore.		

Task Two: COMPLETE THE FOLLOWING, BY USING PERSONIFICATION.

1. The clock on the wall _____.
2. The oven _____ the food I had prepared.
3. I suddenly felt Anger _____.
4. My cell phone _____ on the table and _____.
5. The mountains _____ as the plane flew overhead.
6. His alarm clock _____ from the bedside table.
7. She ran as fast as she could as Time _____.
8. The book _____ and then _____ as I began to read it.

Extension

An allusion is a figure of speech that makes a brief indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance.



ALLUSION

"NEVER AFFIRM, ALWAYS ALLUDE: ALLUSIONS ARE MADE TO TEST THE SPIRIT AND PROBE THE HEART." - UMBERTO ECO

Why allude?

The use of allusions enables writers or poets to simplify concepts or ideas without having to give lengthy descriptions. Often, writers allude to biblical stories, Greek mythology or works of literature or art, which will be known to the reader.

EXAMPLES:

- » He's a real Solomon when it comes to making decisions.
- » She's opened Pandora's box with that letter.
- » You don't need a man to save you; you're not Cinderella.

Task One: FOR EACH OF THE FOLLOWING, IDENTIFY WHAT IS BEING ALLUDED TO, AND EXPLAIN THE ALLUSION.

		Allusion	Explain
ex	We love having Beth help out here; she is a Mother Theresa in the making.	Mother Theresa	Mother Theresa was a missionary known for her selflessness and work with the poor. Therefore, Beth is being attributed with these characteristics.
1	These flowers are beautiful! You are quite the Romeo, aren't you?		
2	My wife has a smile which rivals the Mona Lisa.		
3	Even though he is only 5 years old, he is quite the little Einstein.		
4	Don't be a Grinch; just please help me decorate the Christmas tree.		
5	Ben was a good Samaritan yesterday, helping that old lady the way he did.		
6	Completing a triathlon is a Herculean task, but I think that Toby is up for it.		
7	Lance needs to stay away from Kylie - she is like kryptonite to him.		
8	Make the right choice and be loyal to your friends. Don't be a Judas.		

Task Two: WRITE THREE SENTENCES OF YOUR OWN, INCORPORATING THE FOLLOWING ALLUSIONS:

1. Achilles' heel: _____
2. Pinocchio: _____
3. Garden of Eden: _____

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$509 - 175?$$

56

Maths - Number Talk

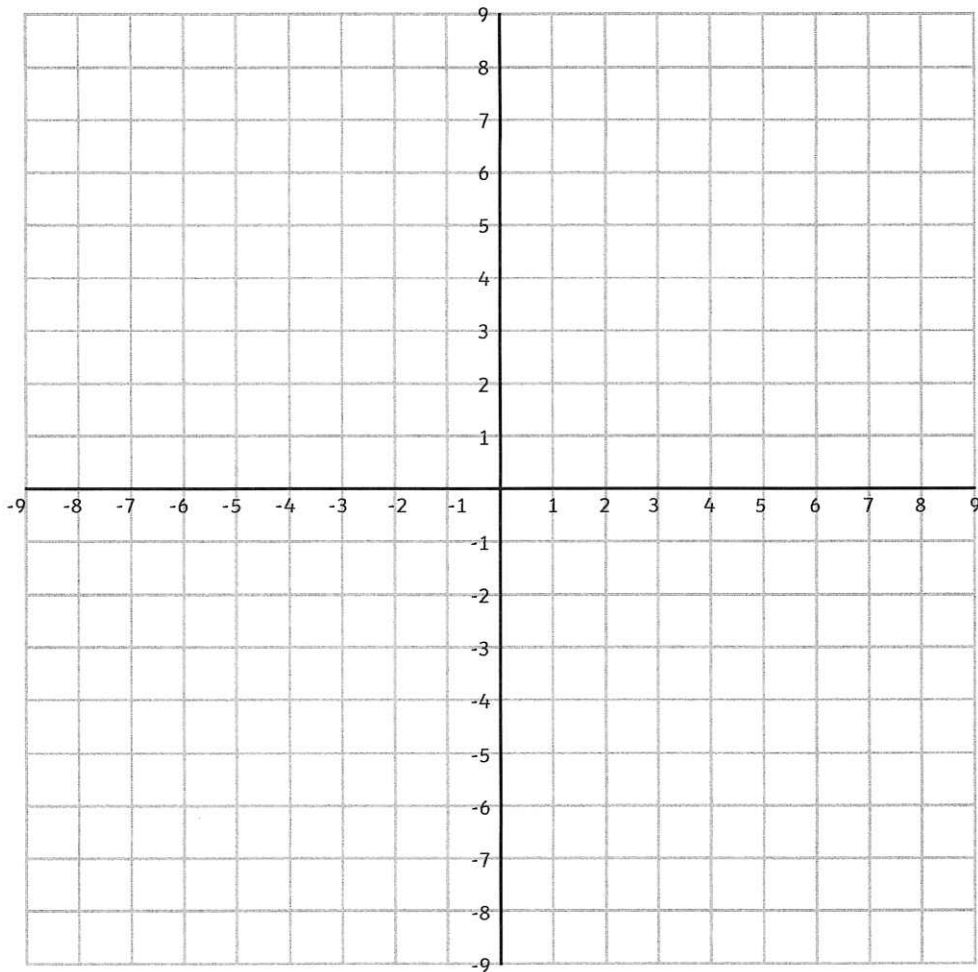
Show/explain how you solved it. Try and use a strategy other than an algorithm.

Shape Coordinates

For each letter, plot the coordinates to reveal a missing shape.

For each shape, you need to do the following:

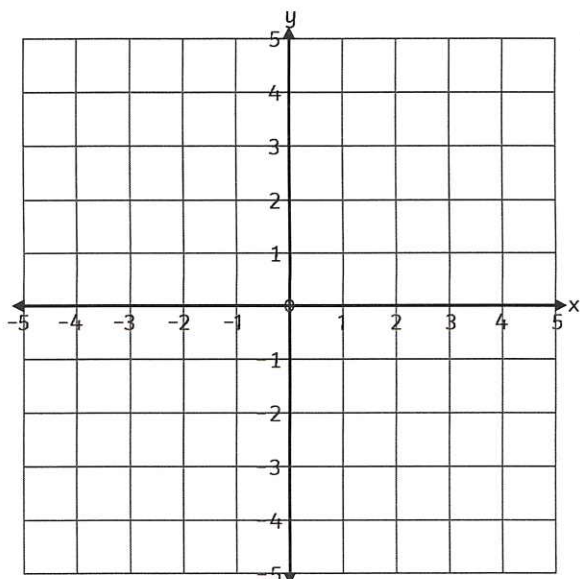
- name the shape;
- describe the properties of the shape (think about sides, angles, how it can be described).



- A. $(0,-2)$ $(4,2)$ $(9,2)$ $(5,-2)$ $(0,-2)$ _____
- B. $(-9,-8)$ $(0,-8)$ $(-3,-5)$ $(-6,-5)$ $(-9,-8)$ _____
- C. $(5,-9)$ $(9,-6)$ $(7,-6)$ $(5,-4)$ $(3,-6)$ $(5,-9)$ _____
- D. $(3,5)$ $(7,5)$ $(5,9)$ $(3,5)$ _____
- E. $(-7,5)$ $(-5,7)$ $(-3,6)$ $(-3,9)$ $(-7,9)$ $(-9,7)$ $(-7,5)$ _____

Challenge: Reflect shape A in the y axis. Write the new coordinates.

(,) (,) (,) (,) (,)



- 1) a) Here are the coordinates of three vertices of a parallelogram where the secret agent found evidence. Plot these on the grid. Remember to label each vertex.

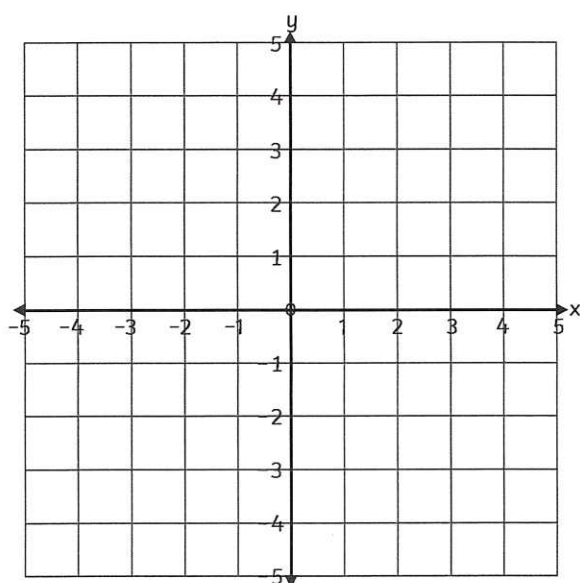


Vertex A: $(-1, 2)$

Vertex B: $(-3, -2)$

Vertex C: $(2, -2)$

- b) Now plot vertex D, labelling its coordinates on the grid.
c) Complete the drawing of the parallelogram to show where the evidence was found.

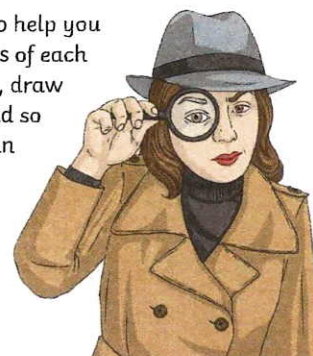


- 2) The secret agent needs to draw two congruent isosceles triangles on this grid for surveillance.

Here are some of the coordinates of the vertices of both triangles.

$(-1, 4)$ $(1, 4)$ $(5, 4)$ $(-3, -4)$

- a) Plot the above coordinates on the grid.
b) Use these coordinates to help you plot the missing vertices of each isosceles triangle. Then, draw each triangle on the grid so that the secret agent can complete her route.



Stage 3 Term 3 Week 9 - 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"> • Novel Study • Reading Eggs or Get Epic 		
30mins	Writing - Skill focus: descriptive & figurative writing <ul style="list-style-type: none"> • Write a short narrative trying to incorporate descriptive and/or figurative language devices. 		

Middle		Notes for Teacher	Completed ✓
40mins	Mathematics <ul style="list-style-type: none"> • Number Talk • Coordinate activities - Re-read posters from Monday if you need to 		
10mins	Brain Break activity		
30mins	Numeracy activities - your choice- circle the one complete <ul style="list-style-type: none"> • Prodigy • Study ladder • Ed Alive 		
20mins	PD Health (Personal Development & Health) <ul style="list-style-type: none"> • Complete the activities on staying safe. 		
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- At back of booklet (circle the one chosen) <ul style="list-style-type: none"> • Colouring • Brain Breaks • 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 passwords page Keep your colouring/mindfulness pages if you want to		

Narrative Writing

Learning Intention:

- We are learning about descriptive and figurative writing techniques.

Success Criteria:

- We can write a **short** narrative using descriptive and figurative language.

After writing, use different colours to highlight (or underline) examples in your text.

******You do not have to use every figurative writing technique. Choose carefully to add creativity and dramatic effect, but do not overuse either ******

adjectives

adverbs

5 senses

synonyms

onomatopoeia

similes

metaphor

personification

irony

euphemism

paradox

allusion

You may choose what your story is about. If you wish to use a picture as inspiration you may do so. Plan your story first. Think about: the characters (**WHO**), the setting (**WHERE/WHEN**), the complication & resolution (**WHAT/WHY/HOW**). Remember to check/edit punctuation.

Planning

Narrative Writing

[illegible]

Narrative Writing

[illegible]

Narrative Writing

[illegible]

NUMBER TALKS PROBLEM OF THE DAY

How many different ways can you **mentally** compute

$$318 - 47?$$

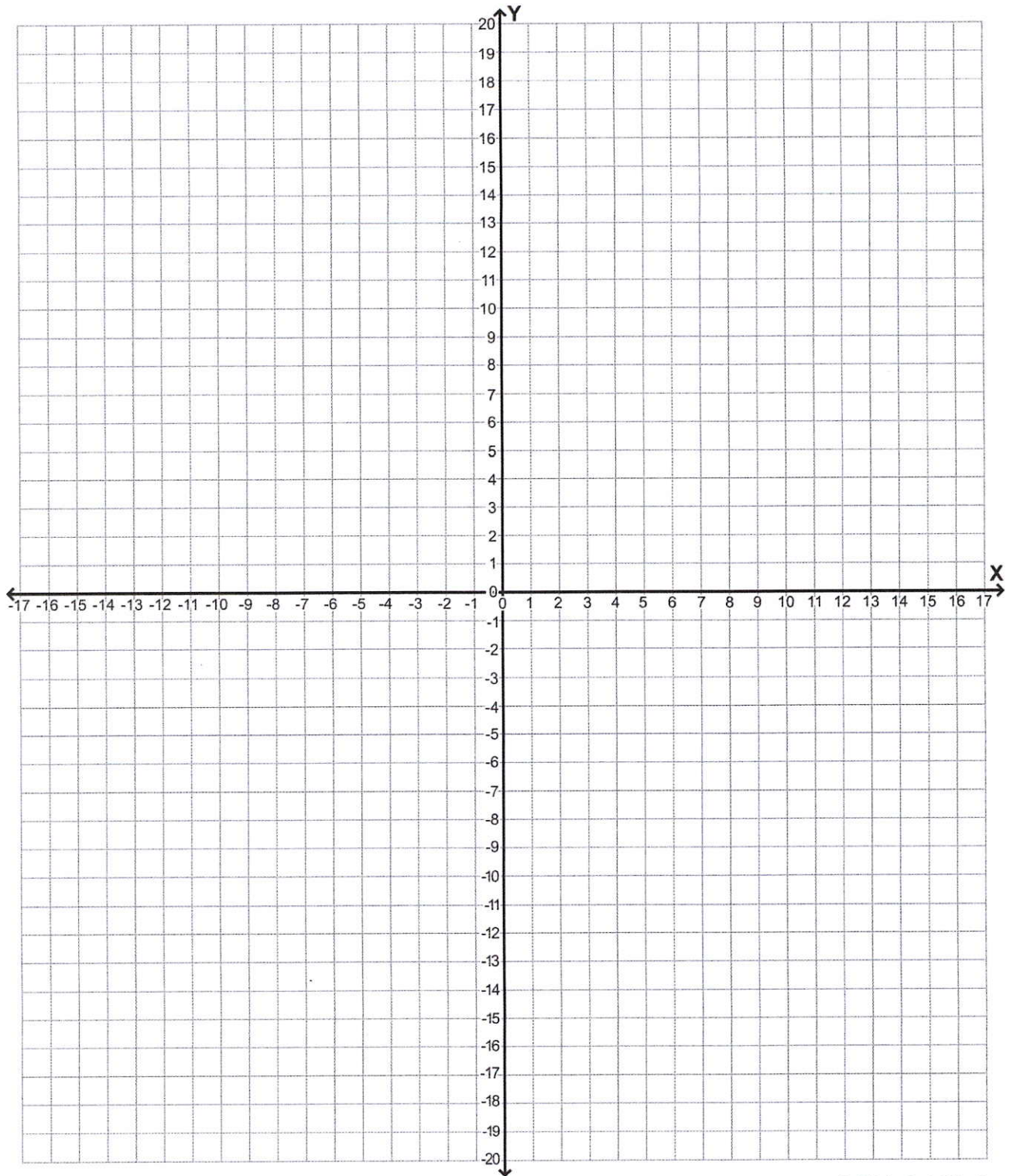
57

Maths - Number Talk

Show/explain how you solved it. Try and use a strategy other than an algorithm.

Coordinate Graphing Mystery Picture - Four Quadrants

Name: _____



Coordinate Graphing Mystery Picture - Four Quadrants

Plot the ordered pairs and connect them with a straight line as you plot.

START	(2,-17)	START	(-8,6)	START
(7,12)	(1,-15)	(-6,-14)	(-7,5)	(-7,-8)
(7,15)	(-1,-15)	(-10,-13)	(7,5)	(-8,-3)
(6,18)	(-2,-17)	(-12,-11)	(8,6)	(-8,-1)
(5,19)	(-5,-17)	(-13,-9)	STOP	(-9,4)
(5,16)	(-6,-14)	(-14,-6)		(-9,7)
(4,15)	(-7,-8)	(-14,-5)	START	(-8,11)
STOP	(7,-8)	(-13,-5)	(2,-17)	(-9,11)
	STOP	(-12,-6)	(2,-19)	(-10,12)
START		(-10,-7)	(3,-20)	(-9,13)
(-7,-8)	START	(-7,-8)	(5,-20)	(-8,13)
(-8,-6)	(-4,15)	STOP	(6,-19)	(-7,12)
(-10,-7)	(-2,18)		(6,-18)	(-4,15)
(-10,-5)	(-1,19)	START	(5,-17)	(-1,16)
(-12,-6)	(1,20)	(1,5)	STOP	(1,16)
(-12,-4)	(2,20)	(2,4)		(4,15)
(-13,-5)	(1,18)	(3,5)	START	(7,12)
STOP	(3,18)	STOP	(4,5)	(8,13)
	(1,16)		(5,4)	(9,13)
START	STOP	START	(6,5)	(10,12)
(8,-3)		(1,11)	STOP	(9,11)
(12,-1)	START	(3,11)		(8,11)
(13,-2)	(0,9)	(3,9)	START	(9,7)
(14,-2)	(0,11)	(1,9)	(-7,12)	(9,4)
(14,-1)	(1,13)	(1,11)	(-7,15)	(8,-1)
(13,0)	(3,13)	STOP	(-6,18)	(8,-3)
(14,1)	(5,12)		(-5,19)	(7,-8)
(14,2)	(5,8)	START	(-5,16)	STOP
(13,2)	(4,7)	(-8,-3)	(-4,15)	
(12,1)	(1,7)	(-12,-1)	STOP	
(11,2)	(0,9)	(-13,-2)		
(10,2)	STOP	(-14,-2)	START	
(10,1)		(-14,-1)	(0,9)	
(11,0)	START	(-13,0)	(-1,7)	
(8,-1)	(-5,-17)	(-14,1)	(-4,7)	
STOP	(-6,-18)	(-14,2)	(-5,8)	
	(-6,-19)	(-13,2)	(-5,12)	
START	(-5,-20)	(-12,1)	(-3,13)	
(-3,11)	(-3,-20)	(-11,2)	(-1,13)	
(-3,9)	(-2,-19)	(-10,2)	(0,11)	
(-1,9)	(-2,-17)	(-10,1)	STOP	
(-1,11)	STOP	(-11,0)		
(-3,11)		(-8,-1)	START	
STOP	START	STOP	(-3,5)	
	(-6,5)		(-2,4)	
START	(-5,4)	START	(-1,5)	
(7,-8)	(-4,5)	(8,6)	STOP	
(6,-14)	STOP	(6,3)		
(5,-17)		(-6,3)		

PD Health - Week 8

Learning Intention: We are learning about being healthy, safe and active.

Success Criteria: I can plan and practise strategies to promote health, safety and wellbeing.

Define "Safety".

Complete the mind-map to show what you already know about being safe. (Add as many points as you can)





Safety strategies 1

Being healthy, safe and active

Colour/highlight the strategies that could keep you safe.

Walk/Stand alone so that other people can't harm you.

Ensure you have access to a phone—at a friend's house, payphone or a mobile.

Don't talk to unfamiliar people, even if they seem friendly.

Carry some money for emergencies.

Walk/Stand with headphones in and loud music playing so you can't hear noises.

Be actively aware of your surroundings all the time.

Take shortcuts and alleyways to get home or to your destination faster.

Keep your belongings close to you.

When you feel uncomfortable or unsafe, be polite and leave when you can.

When you feel uncomfortable or unsafe, leave the situation immediately.

Know personal information such as phone numbers and addresses.

Carry lots of money around with you, just in case you need it.

Always plan the route you are going to take to your destination and home again.

Tell others your personal information so they can help you if you need it.

Always walk/stand on well lit, commonly used pathways.



Safety strategies – 2

Being healthy, safe and active

1. Write or draw potential hazards that could cause physical harm at each place.

At the shops

At the park

At school

Safety hazards

At a friend's house

At home

In the community

2. With a partner, discuss strategies that could be used to keep you safe from each potential hazard identified on both your and your partner's page.



Safety strategies 3

Being healthy, safe and active

1. You and your friends have walked for half an hour to a special park. When you reach your destination, you find broken glass in the sandpit. You and your friends pick up the glass you can see and decide to play anyway.

(a) Use a coloured pencil to rate **your** physical safety in this situation.

unsafe			average			safe
--------	--	--	---------	--	--	------

(b) Justify your rating.

2. At the park, you see a man walking his two dogs—one big dog and one little dog. They are on a lead and have been sniffing some adults as they walked past. You think the dogs must be friendly, and run over to give them a pat. You hear the owner yell, 'Stop!' but you keep approaching the dogs.

(a) Rate the safety of this situation.

unsafe			average			safe
--------	--	--	---------	--	--	------

(b) Justify your rating.

3. At the park, you and your friends see two people having an argument. Before you know it, a fight has broken out and your friends have run over to see what is happening. A big group of people, including some of your friends, have jumped in to help break it up.



(a) Use different coloured pencils to rate your physical safety and that of your friends in this situation.

unsafe			average			safe
--------	--	--	---------	--	--	------




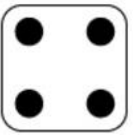

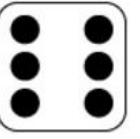






(b) Justify your rating.

Your safety	Your friends' safety



BRAIN BREAKS

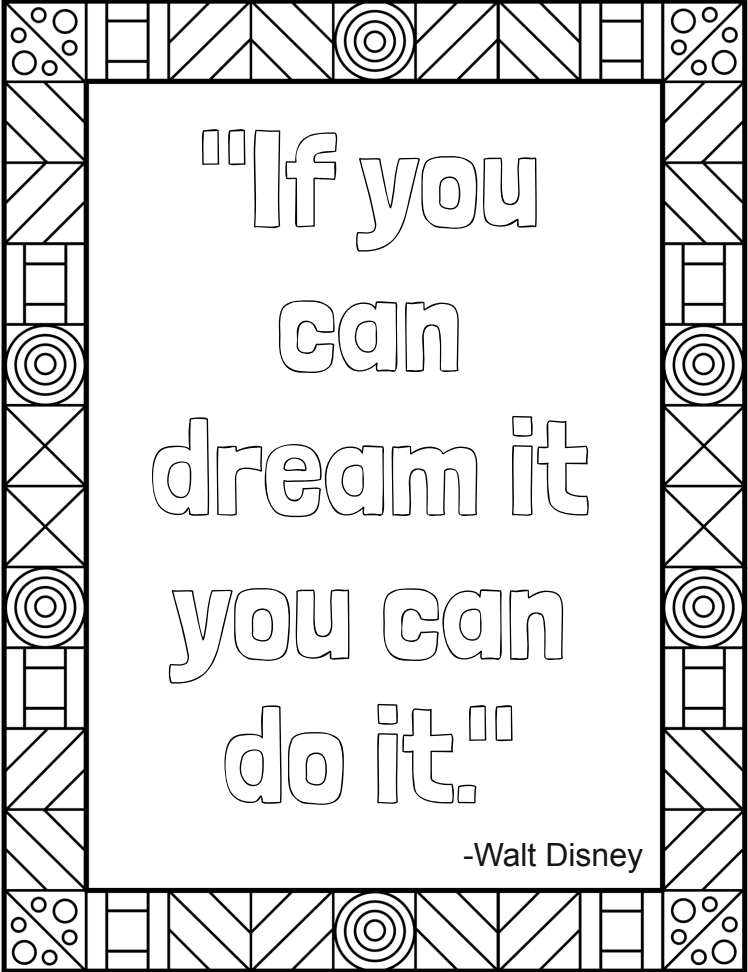
Roll two dice and do one of the
brain breaks that you roll!

Happy Rolling!						
	Put on one of your favorite songs and play air guitar	Slowly squeeze your left arm with your right up and down then switch	Listen to a song w/ eyes closed and imagine you are at your favorite place	Stand behind a chair and balance on one foot at a time – which foot can you do longer?	Walk backwards all around your house	Walk on a pretend tight rope from one end of the house to the other
	Put on the Macarena on YouTube and Dance!	See how long you can hold a plank or compete with someone at home	Use a real or pretend jump rope and jump rope for a couple minutes	Eat a piece of fruit and enjoy the sweetness!	Dump a small cup of water outside, then predict and count how long it takes to evaporate	15 Jumping Jacks 30 Second Toes Stretch
	Have a Rock, Paper, Scissors competition with someone. Best out of 15!	Say your name and favorite animal in sign language (see internet)	15 Heel Raises 15 Marches	Play Simon Says with someone at home	In your head, count to 50, then count backwards from 50	Play red light, green light with someone at home
	Draw an emoji that describes how you feel	Walk around the house until you find every color of the rainbow	Three Times: In your head, breathe in counting to 6, then out counting to 7	Walk around the room for 2 min. while balancing a paper plate on your head	10 Shoulder Rolls on each side	Face Gymnastics: Wiggle eyebrows, mouth, nose, individually
	Challenge yourself to see how many jumping jacks you can do in two minutes	Give Yourself a Big Hug!	Jump forwards and backwards 25 times without falling	Throw a ball or a safe object back and forth with someone	Use a real or pretend trampoline to jump for two minutes	Crawl like a crab then waddle like a duck
	Look up two Yoga poses and try them out!	Look up a joke on the internet and try it out on someone at home	Run as fast as you can for 30 seconds, then slow motion for 30 seconds	Play a couple games of Tic-Tac-Toe with someone	Try saying the alphabet backwards twice	Listen to or sing your favorite song

Recess & Brain Break

Choice Board

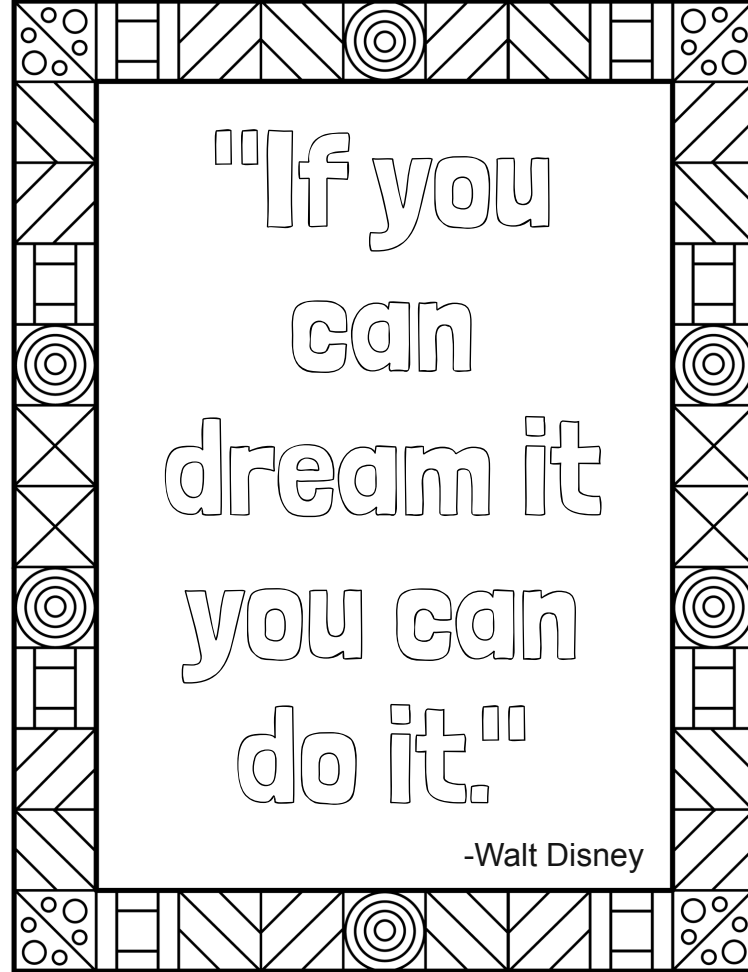
Online: Dance along with GoNoodle videos	DO NOW: 10 jumping jacks 10 sit ups 10 lunges Challenge: repeat twice!	Turn up some music and have a mini dance party!	How many jumps does it take to get across your room? Try again and aim for the least amount of jumps!	Game Time! Play a game of Twister! Make sure to stretch first.
Shadow puppets! Find somewhere dark, grab a flashlight and create a shadow puppet show.	Ask someone to play a game of hide and seek!	Challenge yourself: How many jumping jacks can you do in 2 minutes?	Play tag with someone at home for 10-15 minutes.	Take a short walk outside with someone at home!
Go on a short bike ride (or scooter). How fast or how slow can you go?	Play indoor or outdoor hopscotch and create your own rules!	DO NOW: 10 forward lunges 10 push ups 10 backward lunges	YOGA! Online: Cosmic Kids Yoga or just do some slow stretching for 15 minutes.	Balloon Volleyball! Pair up & sit on the floor facing each other. Try not to let the balloon touch the ground as you rally.
Game Time! Play Red Light, Green Light with someone at home.	TIME YO'SELF! Jump rope for as long as you can. If you don't have a jump rope just do mini jumps!	Play catch! Pair up & find something to toss. How many times can you catch it without dropping the ball?	Game Time! Play Jenga! Every time you get a block out successfully, do 3 jumping jacks!	Do some weight training! Use a full milk jug, laundry detergent bottle or canned goods.



"If you
can
dream it
you can
do it."

-Walt Disney

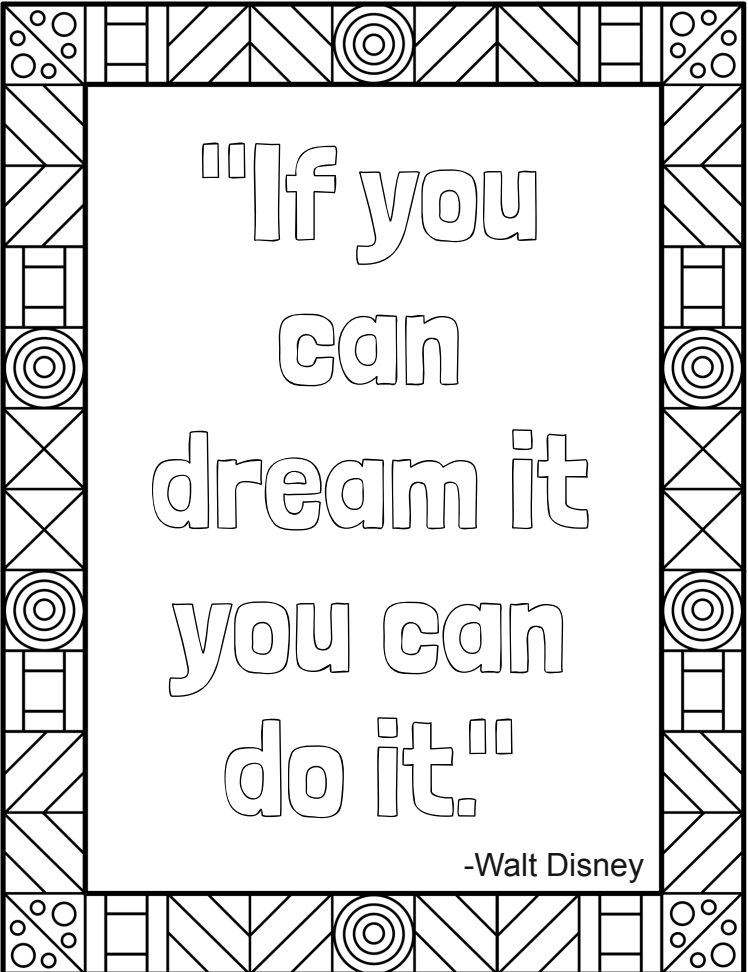
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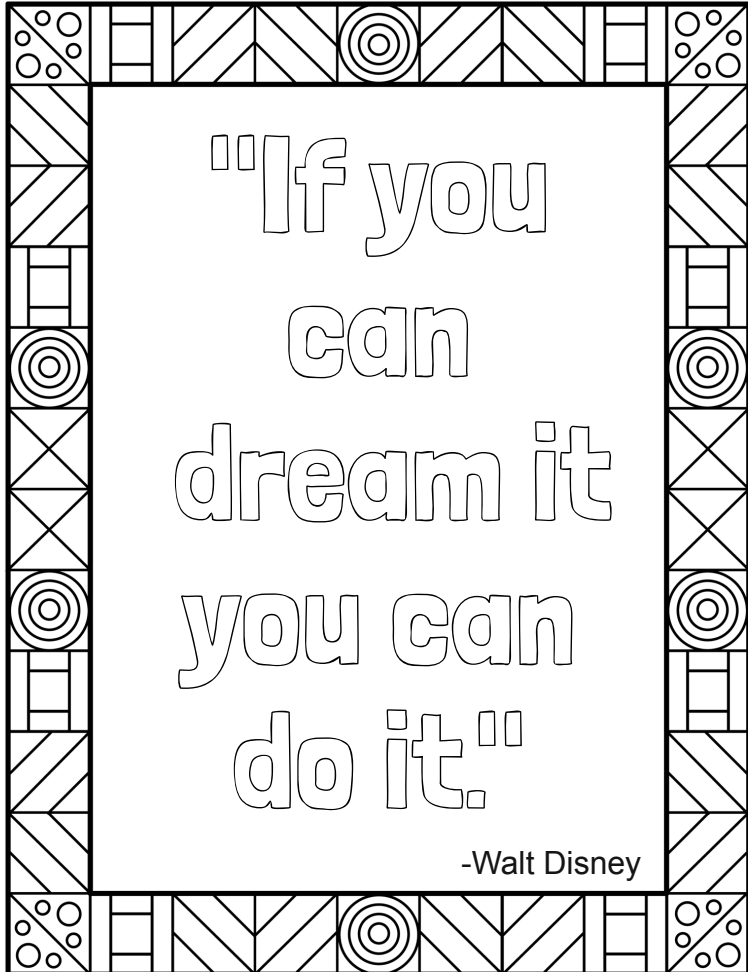
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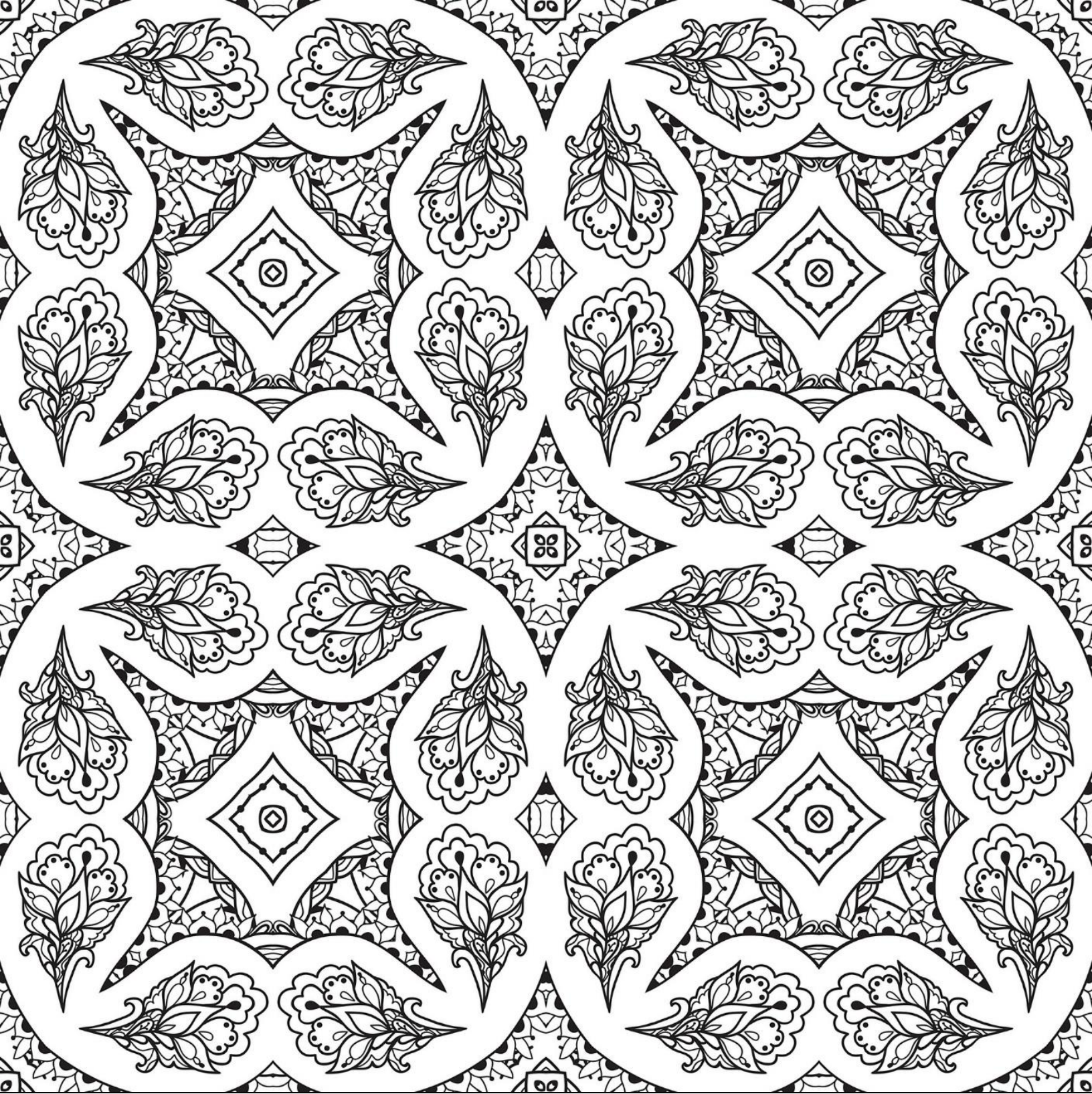
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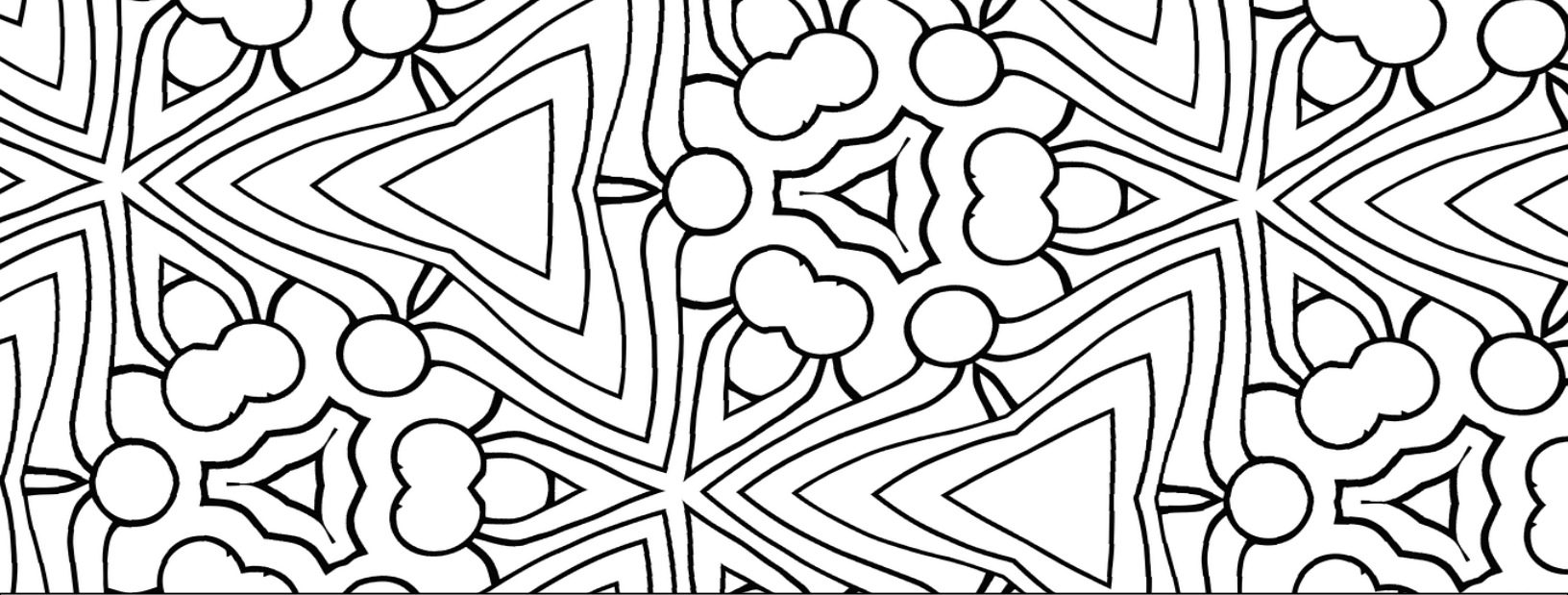
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You are worth the
effort.

TAKE TIME TO RECHARGE YOURSELF. SIT
AND LISTEN TO THE TREES, ENJOY THE
BREEZE. TODAY IS A TREASURE.





You gotta nourish to flourish.

