

# Hammondville P.S. Stage 3: Remote Learning Program - Term 3 Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p>English</p> <p>Complete 20 minutes of silent reading</p> <p><input type="checkbox"/> Task 1 - <b>Spelling our rule of the week is adding suffixes to change the meaning of words. We are looking at the suffix -full and -fill. When we add these suffixes we need to drop one l, so they become -ful and -fil.</b> Watch the following video. <a href="https://www.youtube.com/watch?v=tMWpbgG1_JI">https://www.youtube.com/watch?v=tMWpbgG1_JI</a> Complete the activity by writing as many words with the suffix -ful and -fil as you can think of. complete Monday's rule practice and complete the word of the week activity.</p> <p><input type="checkbox"/> Task 2 - Education Live Video stream 10am (optional)- Click on the live stream at 10am and enjoy some life lessons with famous Australians <a href="https://education.nsw.gov.au/teaching-and-learning/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-at-home</a></p> <p><input type="checkbox"/> Task 3 - <b>School Magazine</b> This is based on the poem, Monster Mollusc, (p8-9 July Magazine). * Discuss or research the points under the 'Discuss' heading at the top of the page. * Read the poem twice and complete the questions.</p> <p><input type="checkbox"/> Task 4 <b>Grammar:</b> Write two sentences about the picture from Monday</p>	<p>English</p> <p>Complete 20 minutes of silent reading</p> <p><input type="checkbox"/> Task 1 - <b>Spelling,</b> Complete Tuesday's rule practice, complete scrabble spelling activity, alphabetical order and book covers.</p> <p><input type="checkbox"/> Task 2 - Education Live Video stream 10am (optional)- Click on the live stream at 10am and enjoy some life lessons with famous Australians <a href="https://education.nsw.gov.au/teaching-and-learning/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-at-home</a></p> <p><input type="checkbox"/> Task 3 - <b>School Magazine</b> This is based on the poem, Monster Mollusc, (p8-9 July Magazine). * Discuss or research the points under the 'Discuss' heading at the top of the page. * Read the poem twice and complete the questions.</p> <p><input type="checkbox"/> Task 4 <b>Grammar:</b> Write two sentences about the picture from Monday</p>	<p>English</p> <p>Complete 20 minutes of silent reading</p> <p><input type="checkbox"/> Task 1 - <b>Spelling</b> Complete Wednesday's rule practice, the sheet on contractions and homophones, complete the sentences and graffiti wall activity.</p> <p><input type="checkbox"/> Task 2 - Education Live Video stream 10am (optional)- Click on the live stream at 10am and enjoy some life lessons with famous Australians <a href="https://education.nsw.gov.au/teaching-and-learning/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-at-home</a></p> <p><input type="checkbox"/> Task 3 - <b>Research Project:</b> <b>OPTIONAL</b> <b>Due Mon 9th</b> Watch the video clip and review the website before starting your project. All items to be done on one page in your A4 book - the distribution map item can be done on the</p>	<p>English</p> <p>Complete 20 minutes of silent reading</p> <p><input type="checkbox"/> Task 1 - <b>Spelling</b> Complete Thursday's rule practice, and the -ful and til match up activity.</p> <p><input type="checkbox"/> Task 2 - Education Live Video stream 10am (optional)- Click on the live stream at 10am and enjoy some life lessons with famous Australians <a href="https://education.nsw.gov.au/teaching-and-learning/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-at-home</a></p> <p><input type="checkbox"/> Task 3 - <b>Grammar</b> Create a word collage (using the computer or coloured pencils)using the words you chose on Monday. Use colours and shapes that convey the emotion that you are trying to demonstrate. <a href="https://wordart.com/create">https://wordart.com/create</a></p> <p><input type="checkbox"/> Task 4 - <b>Writing - Persuasive language</b> Read advertisement on</p>	<p>English</p> <p>Complete 20 minutes of silent reading</p> <p><input type="checkbox"/> Task 1 - <b>Spelling</b> Play the suffix/prefix game online <a href="https://wordwall.net/resource/1859485/prefix-suffix-meaning-balloon-pop-game">https://wordwall.net/resource/1859485/prefix-suffix-meaning-balloon-pop-game</a></p> <p><input type="checkbox"/> Task 2 - 10am Stage Zoom meeting with Mrs Stanley: Join us for a Zoom meeting to find out what your library tasks involve during this next learning cycle. Mrs Stanley cannot wait to see you all online. Zoom meeting link will be sent to your Google classroom and Dojo.</p> <p><input type="checkbox"/> Task 3 - <b>Comprehension</b> Watch the video of Ms Beller reading the "Shane Gould Fact Sheet" and read along with her using your matching worksheet.</p> <p>This video can be accessed on Google Classroom.</p>



	<input type="checkbox"/> Task 3 - Grammar <b>EMOTIVE LANGUAGE</b> View the video that explains emotive language. <a href="https://www.youtube.com/watch?v=bEM3pDMJsAc">https://www.youtube.com/watch?v=bEM3pDMJsAc</a> Emotive language is the term used when certain word choices are made to evoke an emotional response. View the picture - Rubbish in the park Think of 10 words to describe how this scene makes you feel, in other words, what emotions do you feel when you look at this picture? Write the words from the strongest emotion to the lesser emotion.	using the vocabulary you recorded. Begin your sentences with strong emotive vocabulary which demonstrates how you feel about the disgusting mess left in the park.	sheet provided. This is about the Red Triangle Slug from yesterday's poem. <b>Grammar:</b> Create a sign that you would erect in the park to stop littering. Or Select one of the words from your Monday list to create an acrostic poem. <input type="checkbox"/> Task 4 - Writing - Persuasive language <a href="https://www.youtube.com/watch?v=z5yq_eI23EA">https://www.youtube.com/watch?v=z5yq_eI23EA</a> Find an advertisement at home in a newspaper or magazine and create a mind map of the different techniques the creator has used to persuade the viewer. For example, use of colour, font, text etc.	'Milton Mentor' then answer the questions to better understand the purpose of advertising. <input type="checkbox"/> <b>Task 5 - Comprehension</b> Watch the video of Ms Beller reading the "Ian Thorpe Fact Sheet" and read along with her using your matching worksheet. This video can be accessed on Google Classroom. Complete the comprehension questions about the "Ian Thorpe Fact Sheet",	Complete the comprehension questions about the "Shane Gould Fact Sheet", <b>Creative Arts - Music</b> <input type="checkbox"/> Task 1 - Write a list of your 10 favourite songs and share it with your class on your Google Classroom stream. For each song, also include the artist and the year it came out. Listen to some of the songs that your classmates list.
<b>Break</b> 11:00 am - 11:30 am					
<b>Middle</b>	<b>Maths</b> <input type="checkbox"/> Task 1 - Mental Computation * Times tables * Mental addition <input type="checkbox"/> Task 2 - Whole	<b>Maths</b> <input type="checkbox"/> Task 1 - Mental Computation * Times tables * Mental addition <input type="checkbox"/> Task 2 - Addition &	<b>Maths</b> <input type="checkbox"/> Task 1 - Mental Computation * Times tables * Mental addition <input type="checkbox"/> Task 2 - Patterns	<b>Maths</b> <input type="checkbox"/> Task 1 - Mental Computation * Times tables * Mental addition <input type="checkbox"/> Task 2 - 3D Space	<b>Maths</b> <input type="checkbox"/> Task 1 - Chance * Complete the worksheet on spinner colour and the worksheet on spinner likelihoods

	<p><b>Number</b></p> <p>* Complete the worksheet on place value</p> <p>* View the PowerPoint on prime numbers then play the interactive game. Choose between the easier version 1-20:  <a href="https://wordwall.net/play/19484/022/220">https://wordwall.net/play/19484/022/220</a>  or the harder version 1-50:  <a href="https://wordwall.net/play/19569/572/203">https://wordwall.net/play/19569/572/203</a></p>	<p><b>Subtraction</b></p> <p>* Complete the worksheet on word problems (Unit 15 is for Year 5 and Unit 17 is for Year 6)</p>	<p>* Complete the worksheet on table of values</p> <p><input type="checkbox"/> Task 3 - Position</p> <p>* Complete the worksheet F15 on maps</p>	<p>* Complete the worksheets G28 and F32 on nets</p>	<p><b>Library</b></p> <p>Book Creator_ This term we should be celebrating the wonderful world that is 'Book Week' and looking at quality literature from Australian Authors and illustrators. Unfortunately, we are unable to do that, so the most exciting next thing for us to do would be to create one of our own!</p> <p>So, the task for the next 2 weeks ( 1 hour a week which would be your library lesson) is to start to create your own book. It will take us longer than this time, but we are starting the process. How exciting!!</p> <p>The link below ( you will need to copy and paste it) is to show you some examples of things people have put together and the different formats available to use (standard story book, comics etc)</p> <p><a href="https://bookcreator.com/schools-districts/remote-learning/families/">https://bookcreator.com/schools-districts/remote-learning/families/</a></p> <p>All log in details and more detailed explanations will be posted on Google classroom for you to use and in your activity pack.</p>
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<b>Break</b> <b>1:10 pm - 1:50 pm</b>	<b>Geography</b> <input type="checkbox"/> Task 1 - Traditional Land Management * Discuss with a parent what a farm without fences would look like. Think about how Aboriginal and Torres Strait Islander people managed the land. * Complete questions 1-5 on the worksheets. Video link: <a href="#">Inquisitive - Enjoy teaching Science, History and Geography</a>	<b>Geography</b> <input type="checkbox"/> Task 1 - Traditional Land Management Continue the lesson from yesterday. Complete questions 6-8 on the worksheets. * Choose 2 Aboriginal or Torres Strait Islander farming techniques to research. * Fill in the table to help with your research. *Some useful websites: <a href="#">Traditional Farming Methods (inquisitive.com)</a> <a href="#">Inquisitive - Enjoy teaching Science, History and Geography</a> <a href="#">Australia - Biomes Map (4272x3339) (inquisitive.com)</a> * Write your notes on the sheet provided.	<b>2:00 pm Stage Zoom meeting assembly - Link will be sent to your Google classroom and Class DOJO</b> <b>Science</b> <input type="checkbox"/> <b>Task 1 - Lesson 3: What is the internet?</b> This lesson can be found as a post on your Google Classroom, or by typing in this link: <a href="https://docs.google.com/presentation/d/1LqlywW2i9LpDony3nVlKfJGLS-LfJqvBFPXlJ_MBOY/edit?usp=sharing">https://docs.google.com/presentation/d/1LqlywW2i9LpDony3nVlKfJGLS-LfJqvBFPXlJ_MBOY/edit?usp=sharing</a>	<b>Science</b> <input type="checkbox"/> Task 1 - STEM WEEK 4: Walking Paper Dog (Friction) * Complete the STEM activity in a competition with your family, or independently. This activity can be found on your Google Classroom, or in the activity pack. Create your own dog/dogs and race them! Which one was the fastest? Could you alter your ramp in any way to make the dog quicker? (think about our forces from last term, gravity, friction etc.) Take a picture of your dog and upload it to DOJO or Google Classroom! OR film a video to share how well it works if you can.	<b>PDHPE</b> <input type="checkbox"/> Task 1 - In Term 3, Hammondville's PDHPE focus is on developing our Fundamental Movement Skills. Visit the Hammondville YouTube page at <a href="https://www.youtube.com/channel/UCFI8inXSYtI8PVkECSuD7g">https://www.youtube.com/channel/UCFI8inXSYtI8PVkECSuD7g</a> to see what lessons and challenges Mr. Withers has set for you to participate in this week. Term 3 Week 4: Fundamental Movement Skills - Dodge <input type="checkbox"/> Task 2 - Health <b>Week 4: General and Fire Safety</b> The police, ambulance and fire brigade are the 3 major organisations that provide emergency services to our communities. These can be accessed by phoning 000. There are often separate numbers that can be used when situations are not life threatening. Can you work out the difference? It's important to have a plan in case of a fire. Do you understand the fire safety rules? Complete the worksheets
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				on Google Classroom):			-Who can help in an emergency and fire safety.
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