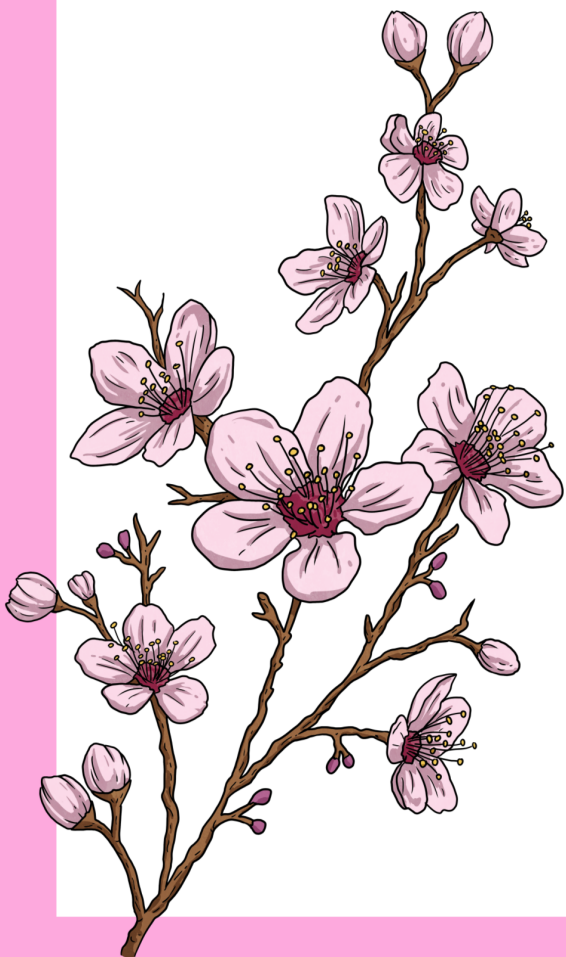


<p><u>Informative Texts</u></p> <p>**SPRING**</p> <p>30 minutes each day</p>	<p>Writing</p> <p><i>Writing and editing are best friends!</i></p> <p><i>Full stops and capital letters are best friends!</i></p> <p>Remember the writing process:</p> <p><i>Discuss</i></p> <p><i>Plan</i></p> <p><i>Write</i></p> <p><i>Edit</i></p> <p><i>Share</i></p>	<p>SPRING</p> <p>Cherry Blossom Trees</p> <p>www.youtube.com</p> <p>Japanese Cherry Blossoms – 10 Facts By Carl Rosa (8min)</p> <p>Task:</p> <p>Write 5-10 facts about Japanese cherry blossom trees using the cherry blossom border paper. You may need to rule lines.</p>	<p>SPRING</p> <p>Reading Comprehension</p> <p>English Google Classroom Folder</p> <p>Read and answer questions about spring in Australia.</p> <p>There are 3 versions:</p> <ul style="list-style-type: none"> -Easy -Medium -Hard <p>Write the answers on the page.</p>	<p>SPRING</p> <p>Acrostic Poem</p> <p>www.youtube.com</p> <p>How do you write an acrostic poem? By Ms Gehrman</p> <p>Task:</p> <p>Write an acrostic poem for SPRING using the template in the Google Classroom folder.</p>	<p>SPRING</p> <p>I see...I smell... Sensory Poem</p> <p>Go for a walk outside and observe what you can see, hear, touch, taste and smell, and then...</p> <p>Task:</p> <p>Write a sensory poem using the template provided in the Google Classroom folder.</p>	<p>SPRING</p> <p>Haiku Poem</p> <p>Write a Haiku poem about spring.</p> <p>English Google Classroom Folder</p> <ul style="list-style-type: none"> - Example poem - Instructions - Haiku template page
	<p>Extra Tasks</p>	<p>Australian Reading Hour Tuesday morning: runs for 35mins.</p> <p>https://dartlearning.org.au/excursion/au</p>	<p>Book Writing</p> <p>Build on your ideas from last week to write a book for Mrs Doran's annual book writing competition!</p>	<p>Spring Word Search</p>		

Term 3, Week 10 SMART Spelling

Focus: 'y' as in 'fly'

Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
Red Words				
fly				
cry				
dry				
sky				
why				
shy				
Orange Words				
retry				
reply				
type				
rely				
July				
apply				
Green Words				
butterfly				
relying				
identify				
python				
multiply				
supply				
BOB Words (My own words)				



Explore Spring through your senses.

Complete the sentences below and create your very own Spring sensory poem.

Spring

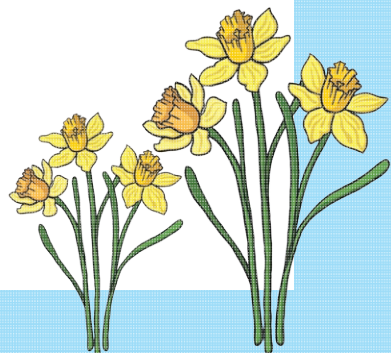
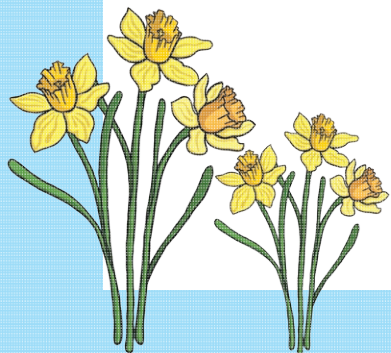
Spring looks like _____


Spring sounds like _____

Spring smells like _____

Spring tastes like _____

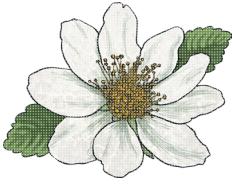
Spring feels like _____



A decorative border of sunflowers with yellow petals and brown centers, set against a light blue sky and brown soil background. The sunflowers are of various sizes and are positioned around the edges of the page.

S P R I N G

Spring Haiku

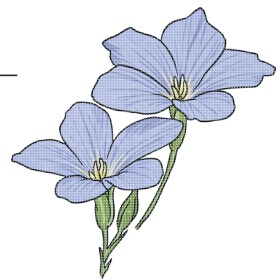
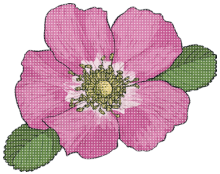


Draft


(5 syllables)

(7 syllables)

(5 syllables)



Here is an example of a haiku:



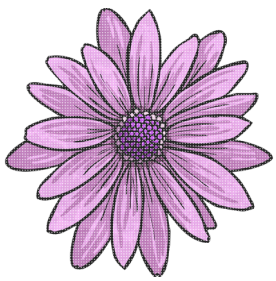
The salty blue sea,
So great and so powerful,
Carries hope to shore.

Spring Haiku

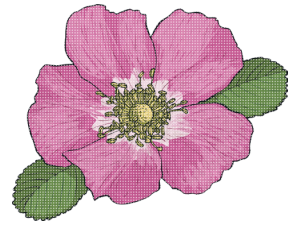
Instructions

1. A haiku is a traditional Japanese style poem that has only three lines. Haikus don't usually rhyme. The first and the last line in a haiku have five syllables, and the middle line has seven syllables.
2. Follow these instructions to write a lovely poem:
3. What is your favourite thing about spring? Use the Spring Haiku Graffiti sheet to mindmap words and phrases to use in your poem.
4. Use the Spring Haiku Draft sheet to make a rough draft of your poem. You can also find an example of a haiku there to find out what your poem should look like.
5. Use the Spring Haiku Template to write the final version of your lovely poem.
6. Present your poem to your classmates!

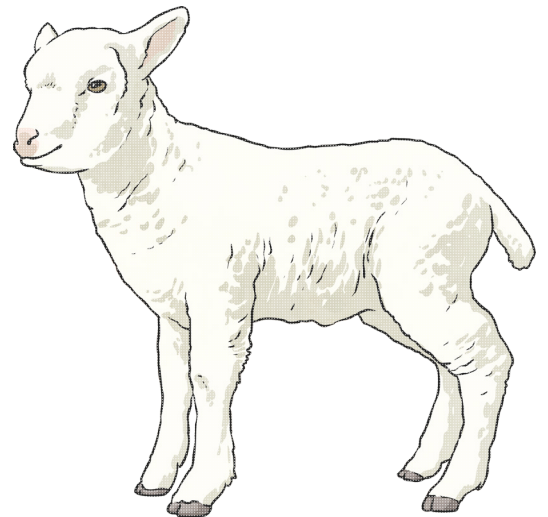
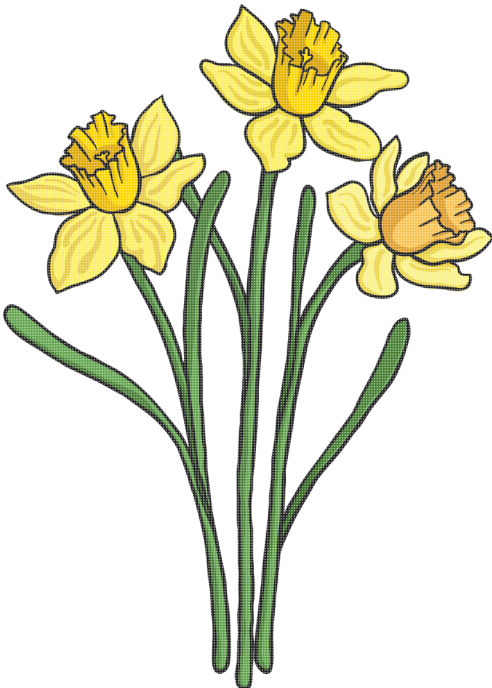




Spring Haiku

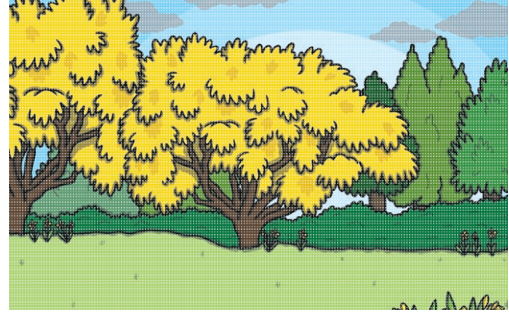


By: _____



Spring in Australia

There are four seasons during a year. The four seasons are spring, summer, autumn and winter. Each season lasts for three months. In Australia, spring happens during September, October and November.

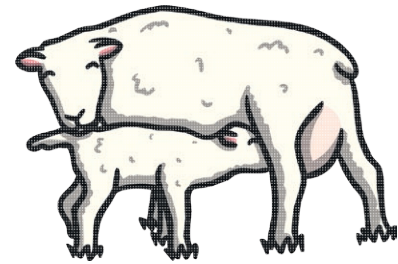


Weather in Spring

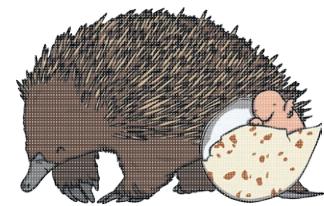
In spring, the days become warmer and longer. There is more daylight in spring than in winter. During spring, the weather is mixed as it can be warm, cool and rainy.

Animals in Spring

In spring, many animals and birds have their young. There is more food and the days are longer for the parents to find food. Animals may also start to shed their winter coat because of the warmer weather.



Animals that hibernate will start to wake up and become active. Hibernation is the way some animals survive during the colder months. They find somewhere safe and stay there until spring. The breathing of some animals slows down and during the winter, they do not eat. Native Australian animals that hibernate are some types of possums, bats and echidnas.



Plants in Spring

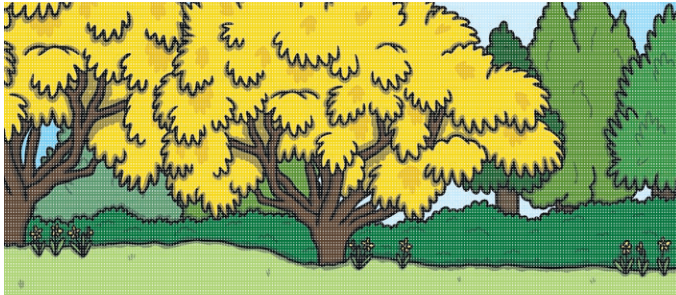
Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. Flowers may start to bloom with the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, also begin to grow.

Deciduous trees (trees that lose their leaves for winter) will grow their leaves once again. Almost all native trees in Australia are evergreens - they do not lose their leaves during winter.

Spring in Australia

There are four seasons in a year. The four seasons are spring, summer, autumn and winter.

Spring happens during the months of September, October and November.



Weather in Spring

In spring, the days become warmer and longer. During spring, the weather can be warm, cool, windy and rainy.

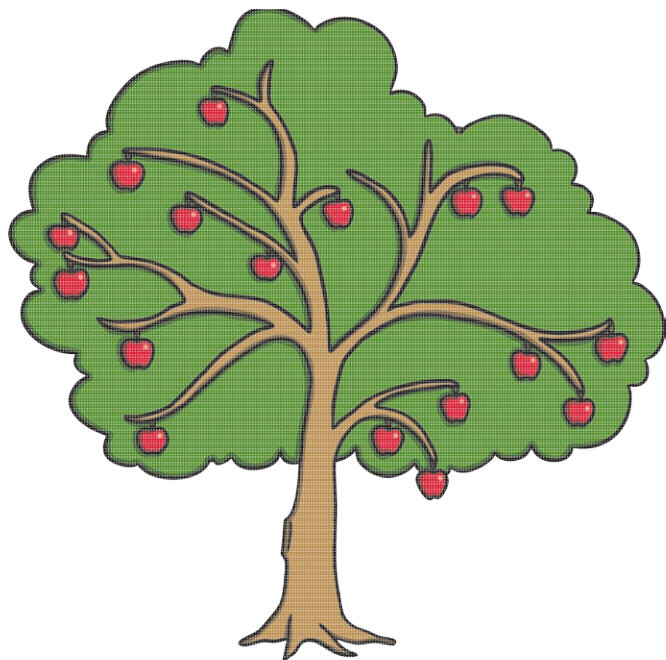


Animals in Spring

In spring, many animals have their babies. Birds start to build their nests and then lay their eggs.

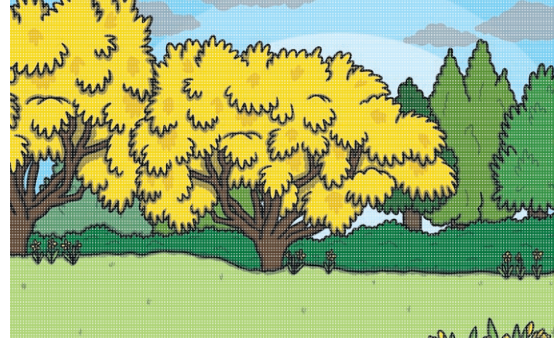
Plants in Spring

Flowers may start to bloom with the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, start to grow.



Spring in Australia

There are four seasons during a year. The four seasons are spring, summer, autumn and winter. Each season lasts for three months. In Australia, spring happens during September, October and November.



Weather in Spring

In spring, the days become warmer and longer. There is more daylight in spring. During spring, the weather is mixed. It can be warm, cool and rainy.

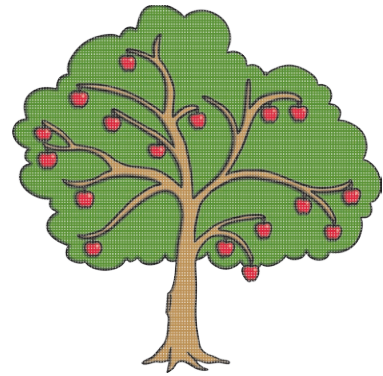


Animals in Spring

In spring, many animals have their babies. Birds start to build their nests and then lay their eggs.

Plants in Spring

Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. Flowers may start to bloom because of the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, begin to grow.



People in Spring

As the weather gets warmer and the days last longer, people spend more time outside. What do you like to do in spring?



Questions

1. When does spring begin? Choose the correct answer.

September

October

November

December

2. Which season comes after spring?

summer

autumn

winter

3. What is the weather like in spring?

4. What might plants grow in spring?

5. What do you like to do in spring?

Answers

1. When does spring begin? Choose the correct answer.

September

October

November

December

2. Which season comes after spring?

summer

autumn

winter

3. What is the weather like in spring?

In spring, the weather can be cool, warm, windy and rainy.

4. What might plants grow in spring?

Plants might grow flowers and fruit in spring.

5. What do you like to do in spring?

Answers will vary.

Questions

1. How long is spring?

2. Which season comes after spring?

3. Describe the weather in spring.

4. How does hibernation help some animals to survive?

5. What are two ways plants may change during spring?

6. What is the difference between a deciduous and an evergreen tree?

7. How do you think spring affects people?

Answers

1. How long is spring?

Spring is three months long.

2. Which season comes after spring?

After spring comes summer.

3. Describe the weather in spring.

In spring, the weather can be windy, warm, cool or rainy.

4. How does hibernation help some animals survive?

Answers will vary but be like: Hibernation helps some animal survive because they hide somewhere safe and will be safe from predators. Also, there might be less food available so they do not have to eat while they are asleep.

5. What do two ways plants change in spring?

In spring, plants may change by growing new leaves, growing fruit or having flowers bloom.

6. What is the different between a deciduous and an evergreen tree?

A deciduous and evergreen tree are different as a deciduous tree loses its leaves for winter and grows them back in spring. Evergreen trees keep their leaves all year around.

7. How do you think spring affects people?

Answers will vary.

Questions

1. When does spring begin? Choose the correct answer.

September

October

November

December

2. How long is spring?

3. Which season comes after spring?

4. What is the weather like in spring?

5. How do plants change in spring?

6. Why do you think people spend more time outside in spring?

7. What do you like to do in the warmer weather?

Answers

1. When does spring begin? Choose the correct answer.



September



October



November



December

2. How long is spring?

Spring is three months long.

3. Which season comes after spring?

After spring comes summer.

4. What is the weather like in spring?

In spring, the weather is mixed. It can be cool, warm and rainy.

5. How do plants change in spring?

In spring, plants change by growing fruit and flowers.

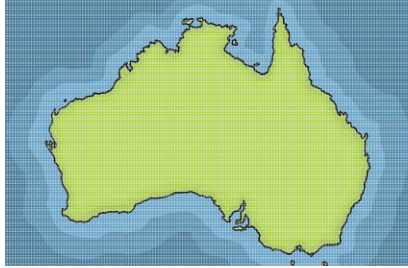
6. Why do you think people spend more time outside in spring?

People might spend more time outside in spring because the days are longer and warmer.

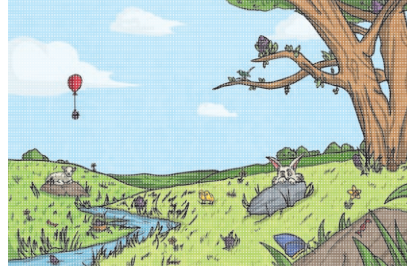
7. What do you like to do in the warmer weather?

Answers will vary.

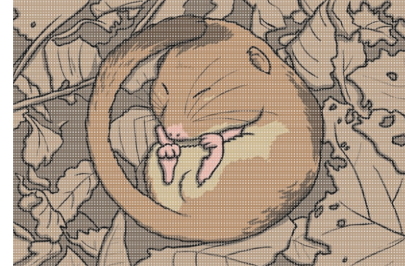
Spring in Australia



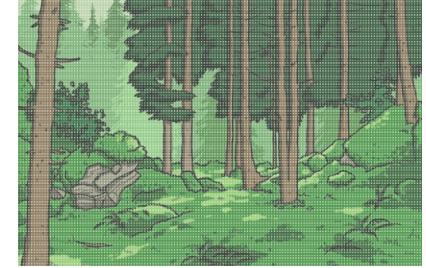
Australia



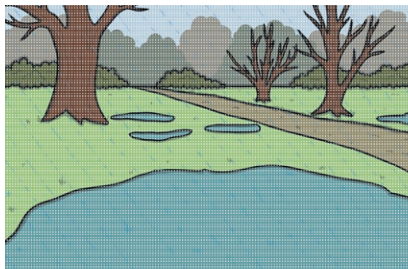
spring



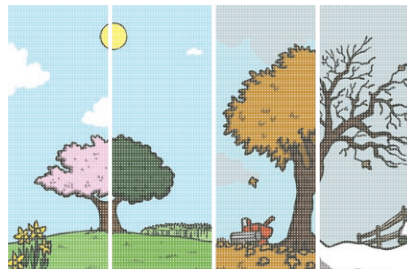
hibernate



forest



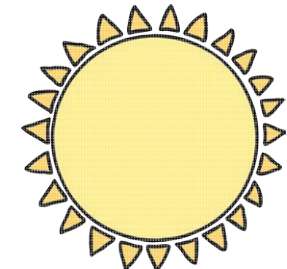
winter



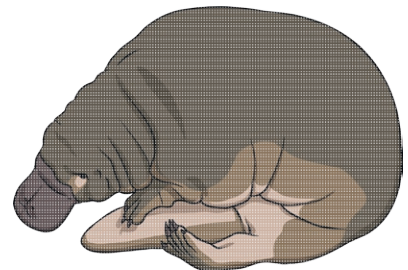
seasons



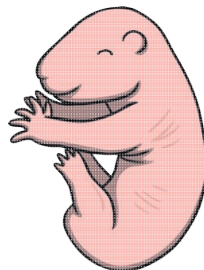
autumn



sun



young



born



rain

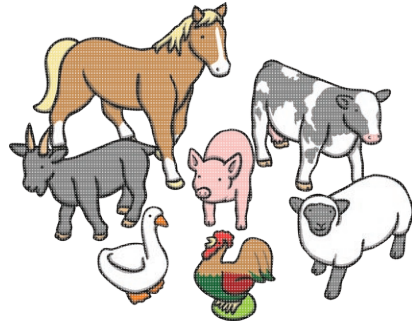


summer

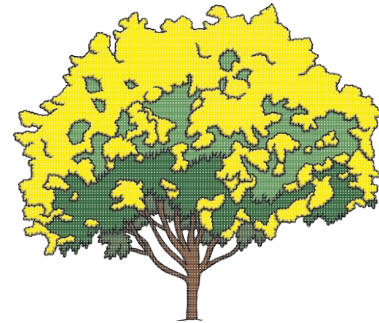
Spring in Australia



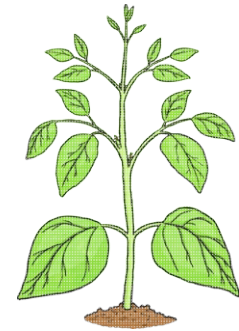
fruit



animals



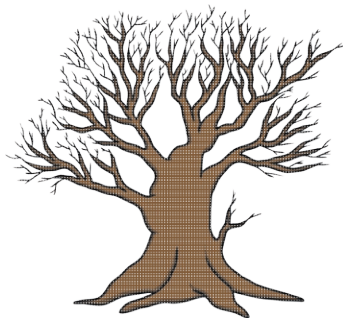
tree



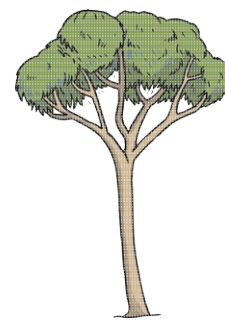
plant



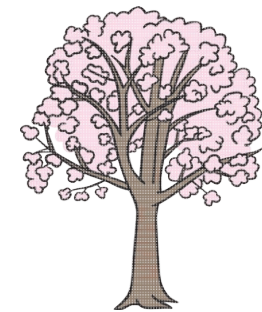
flowers



deciduous



evergreen



bloom

Spring

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

lamb
daffodil
chick
rain

butterfly
frogspawn
buds
grow

blossom
flowers
spring
hatch

Spring

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

lamb	butterfly	blossom
daffodil	frogspawn	flowers
chick	buds	spring
rain	grow	hatch

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Writing numbers a list of as many 3 digit numbers you can using only these numbers – 7, 4, 2, 6 eg 742 make sure you can read them as well.</p> <p>Warm up game (Dice) Roll a 6 die 3 times. Add the numbers together as quickly as you can, using whatever strategy you like (for example doubles, near doubles, bridging to 10). If you would like to extend yourself start with a 2 digit number say 42, roll the die as above and add the total of those numbers together, Think about what strategy you used eg $6 + 4 + 5$. $6 + 4 = 10 + 5 = 15 + 42$ $6 + 4$ are friends of 10 and 5 more is counting by 5's so 15. $15 + 42$ (split strategy) $10 + 40 = 50$; $5+2=7$ so $50+7 = 57$.</p> <p>Patterns and Algebra Go outside and find 5 or more patterns that you can draw that you see outside. Eg brick pattern on the house. Draw and describe what they are and where you found them. Try to include some natural patterns.</p> <p>Or Challenge: Find any patterns that are only tessellating or symmetrical patterns. Draw them and describe them.</p>	<p>Counting Use your skipping rope and starting at 100 count down as you skip by 10's 5' 2's starting at any number without stopping</p> <p>Warm Up <u>Build it Big or Build it Small</u> For 2 or more players. On piece of paper, draw 3 dashes. Decide whether you going to make the biggest number or smallest. So, if you're working on hundreds, you would draw 3 dashes, 4 for thousands, and so on. Take turns rolling dice the same number of times as the dashes. Each time a person rolls, he/she must think logically to place the number shown on the dice, on the dashes. For example, if you are working on a large number and roll a six, it would go on the largest place value space but if you were working on making a small number, it would go on the smallest place value space. Once kids have placed a number, it can not be moved. The person with the highest (or lowest, depending upon the game's goal) wins a point.</p> <p>Patterns and Algebra Using 17 (or 117) as the answer find as many sums as you can that add or subtract to 17 (or 117). Try for 17 or more.</p>	<p>Active Counting use the PE activity of catching and throwing to count as many as you can without dropping the ball.</p> <p>Warm up game: Play Greedy Pig again (See week 8)</p> <p>Patterns and Algebra <i>Investigate the following. Try it with at least 3 sums for each question.</i> What happens when you add two even numbers? What happens when you add two odd numbers? What happens when you add an even number and an odd number? What happens when you add three even numbers? What happens when you add three odd numbers? What happens when you find the difference between two even numbers? What happens when you find the difference between two odd numbers? What happens when you find the difference between an even number and an odd number?</p>	<p>Oral counting by 1's, 2's. 5's, 10's and off the decade (counting from any number by 10 eg 4, 14 etc) See if you count higher or more quickly!</p> <p>Warm up game Play Number Paths</p> <p>Chance Watch this ABC clip https://www.abc.net.au/tveducation/programs/count-us-in-will-it-rain-today/13498100</p> <p>Predict what you think the weather will be over the next 5 days. Use pictures or words similar to the weather diary you used for science.</p>	<p>Written counting Write out your numbers backwards from 100 in one or more patterns 1'2, 2's, 3's, 5's 10's.</p> <p>Warm up game Choose any game to play that you have enjoyed with someone or play Chance Challenge</p> <p>Chance PREDICTING TIME Choose one of the following words to describe the likelihood of an event below happening. Make a table under these headings:</p> <ul style="list-style-type: none"> • likely • unlikely • impossible • possible • certain • uncertain <p>My aunt will visit this weekend My bedroom will tidy itself My cat will talk The sun will rise tomorrow I'll eat Brussel sprouts this week I'll get a 6 if I roll a die It will rain this afternoon A female kangaroo has a pouch Grass is green My mum is older than I am Things fall if you drop them Everyone I know owns a dog</p> <p>WHAT'S THE CHANCE? Your classmates have written down a list of things that are 'certain'. How many different events or things can you think of that are certain?</p>

Maths Game Monday

Greedy Pig

Equipment

1 six-sided dice
Scrap paper, jotter pad or maths book

Grades 2 to 4

Whole Class or Small Group Activity

How to Play

This is a game of chance and probability.

1. Children need a scrap piece of paper, jotter pad or math book and stand behind their chair with their jotter pad in front of them.
2. The teacher rolls the dice. Each game consists of one or more rolls of a dice, the teacher keeps rolling and calling out the numbers until a 6 is rolled. When a 6 is rolled, the game is over.
3. As the teacher rolls the dice, the children keep track of the running total on their jotter pad, adding the numbers called out after each roll. After each roll, children take the risk, will they stay standing up or will they bank their amount and sit down. When a 6 is rolled, all those children still standing up get a score of 0, those sitting down get to keep their total. The winner is the child who had previously sat down with the highest total.
4. All children could either start with zero each time, or add on from their total from the previous game.
5. As an extension of this lesson, children could roll a six-sided dice 50 times, looking at the chance of rolling different numbers or lead into a discussion of tree diagrams.

Variations

- Children could easily play this game in small groups with players taking turns rolling the dice.
- Place a limit on the number of games children play in a certain amount of time.



Two-dice bingo

Make up your own bingo card with nine different numbers from the range 1 to 12.

The bingo calls will be generated by adding the scores on two dice.

The winner will be the first person to complete a row, column or diagonal.

Think carefully about how to make up your card!

1	2	10
7	12	9
11	8	3

Number Paths

- Partner game
- Each player needs a blank path

Instructions

1. Players take it in turns to roll the dice.
2. Make a two digit number from the dice e.g. 4 and 6 could make 46 or 64. You can change it to a 3 digit number if you roll the die 3 times.
3. Write your number in one of the blank spaces along the path. The number must fit between the lowest and highest numbers below and above (the same number is ok). For example, if the blank space is between the numbers 17 and 24, the only numbers that will fit in this space will be 17, 18, 19, 20, 21, 22, 23 and 24.
4. If you can't make a number to fit on your path you miss a turn.

Use or draw this grid (or you can adapt it to any number of blank spaces you like). If you are using a 6 die, the end number can only be to 66.

0					
					100

Managed features and park designs

Hi everybody, and welcome to week 10!

This week we are learning about **managed features**. A managed feature is a place that has both natural and built features and needs people to look after and maintain it.

Click on the link below to watch your instructional video for this lesson:

<https://www.youtube.com/watch?v=sm0HrNFAs78>

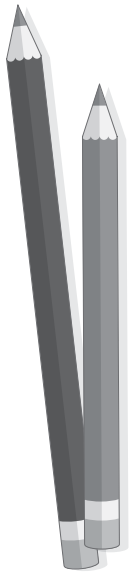
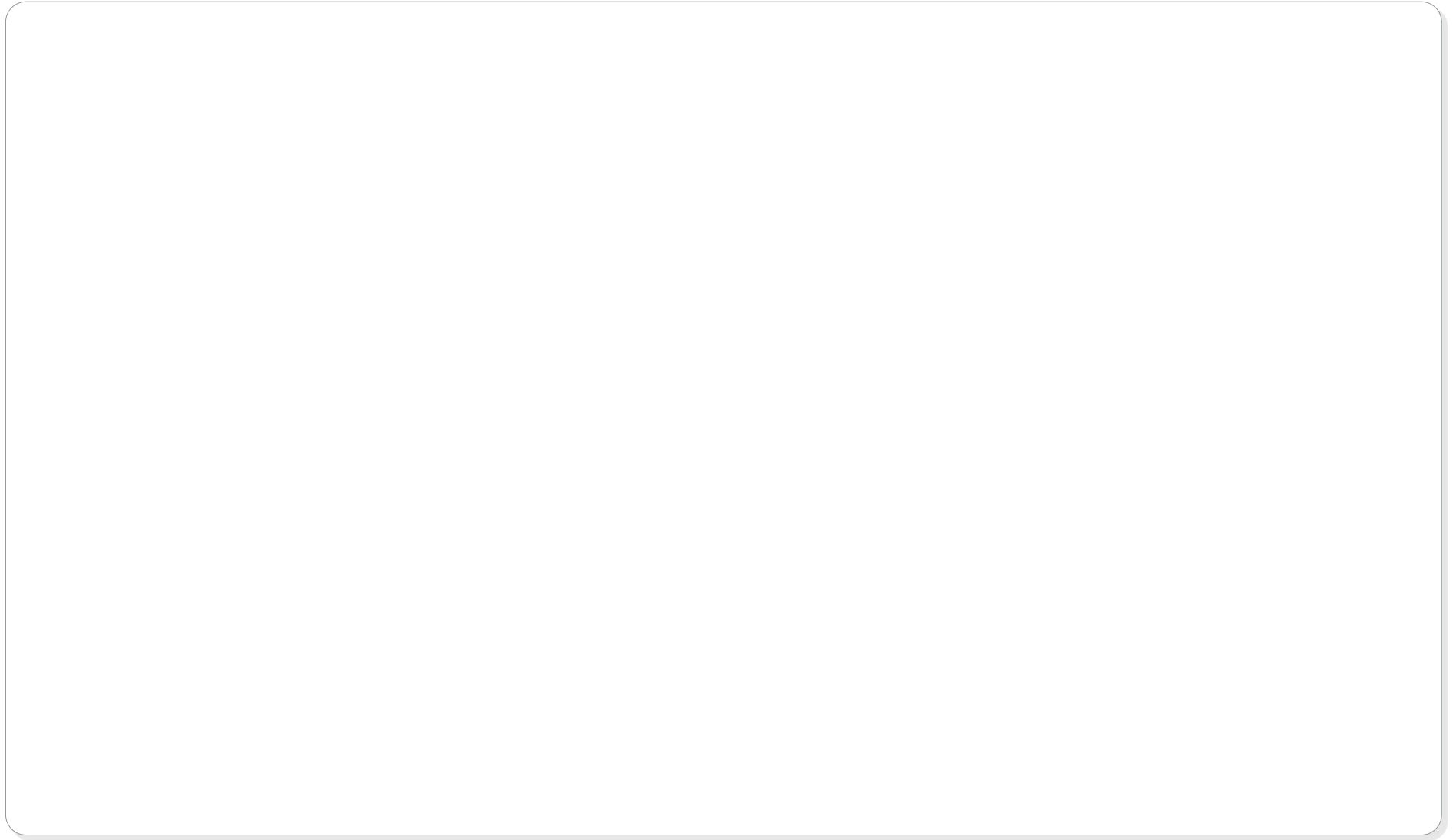
Park ranger video:

<https://www.youtube.com/watch?v=V5pdMzy8YYo>

Now I want you to think: If you were a designer for a park, what would you include? I want you to pretend you are the designer of a park. Now this could be a dog park, a playground, or an adventure park! What would you include? What would you leave out? What extra little things would you put in? Draw and label your ideal park. Remember, you are the architect – so you get to choose how colourful and how inventive this park design is, and if you want a coffee shop inside it, you can – it's completely up to you! Mrs. Lochrin, Mrs. Campbell and myself love to see your amazing creations, so please make sure that you upload it for the week 10 turn it in task. And happy holidays! Take care of yourself, and I will see you next term!

Don't forget to turn in your sheet through Google classroom under 'Geography Week 10 – turn-it-in task'

7 Draw a map of your park.



5 Design and produce another instrument to collect the weather.

Look at this website or library books for ideas, or make your own design.

Purpose

My instrument will measure: _____

My design**Did it work?**

I could make it better by:

6

What do you think a storm chaser is?



A large, empty rounded rectangular box for writing an answer to the question.

Would you chase storms? Why? Why not?

A large, empty rounded rectangular box for writing an answer to the question.

Weather collectors

Hello and welcome to your science lesson for week 9.

This week, we will be looking at **how** we collect information about the weather.

What do you think each of these are? Label them.



Brainstorm:

- How do you think each of these are used?
- How can it tell us about the weather?
- What does it measure?
-

Read the eBook 'Weather Collecting' (appendix 1)

- Discuss with someone what you read.

Your task this week is to design another instrument or object that can be used to collect information about the weather (appendix 2).

Head to

<https://inventorsof tomorrow.com/2018/01/22/diy-weather-station-for-kids/> for some hints or ideas.

We look forward to seeing your designs!

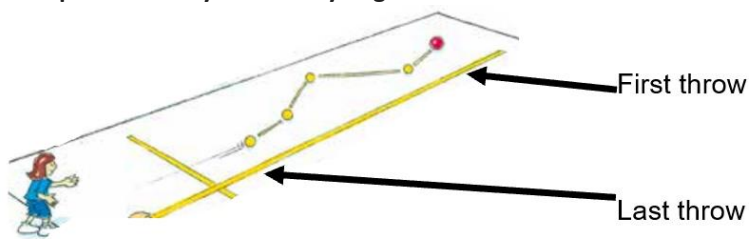
PE
Week 10

Extending on from last week's catching and throwing.

You will need:

- 5 soft objects to throw, such as socks, soft toys or scrunched up paper
- bucket, container or target

Examples of what your activity might look like



Sport Australia 2019, Playing for life

To set up your space:

- Choose a safe playing area where you can throw your chosen soft objects.
- Choose a 'starting point' where you will throw the objects from.



Remember these important points from the video:

- Eyes focused on the target
- Side-on (stand side-on to the target)
- Step-forward (step towards the target area with your opposite foot to your throwing arm).

1. Overarm throw one object at a time, aiming to place each object behind the previous one. This will form a 'snake'.
 - Overarm throw the first object and mark where it lands. This creates the 'head' of the snake. (as far out as you can and then getting closer towards you each time)
 - Overarm throw the next object trying to land it before the 'head'.
 - Repeat the overarm throws with your remaining throwing objects.
2. Repeat playing 'snakes alive' using a variety of throws depending on the distance. You might choose:
 - one handed underarm
 - two handed underarm
 - overarm.

PD week 10

Watch this clip from the Daniel Morcombe Foundation

<https://www.youtube.com/watch?v=puHY4GAHZCg>

Complete the attached sheet. You could even talk to an adult at home about who your trusted adults can be. Choose 5.