

Learning From Home 2021 Term 3 Week 2

Stage 2
Wed - Fri

Wednesday

Year 3 and 4 Correct the Spelling Mistake (3)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. The boat sailed across the oshan.
2. I woud really like a cup of hot chocolate.
3. The girl fell over and hurt her nee.
4. China is a large countree.
5. My teacher said I did a grate job!
6. The king fought off the men with his sord.
7. I wanted to be shaw that I was correct.
8. We always have a choise in everything we do.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. There were meny birds flying in the sky.
2. I had to wate patiently at the bus stop.
3. The mother needed to prowteck her baby.
4. The boy hurt his showlder when he played football.
5. Normaly I enjoy eating apples, but this one isn't very nice.
6. Penguins are blak and white.
7. My parents were very proud of me when I came first at swimming.
8. The dog growlled when the stranger walked closer.

Name: _____

Date: _____

Non-Fiction Text – All About Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.



Vasin Lee/Shutterstock.com

Name: _____

Date: _____

All About Thunderstorms - Comprehension Tasks

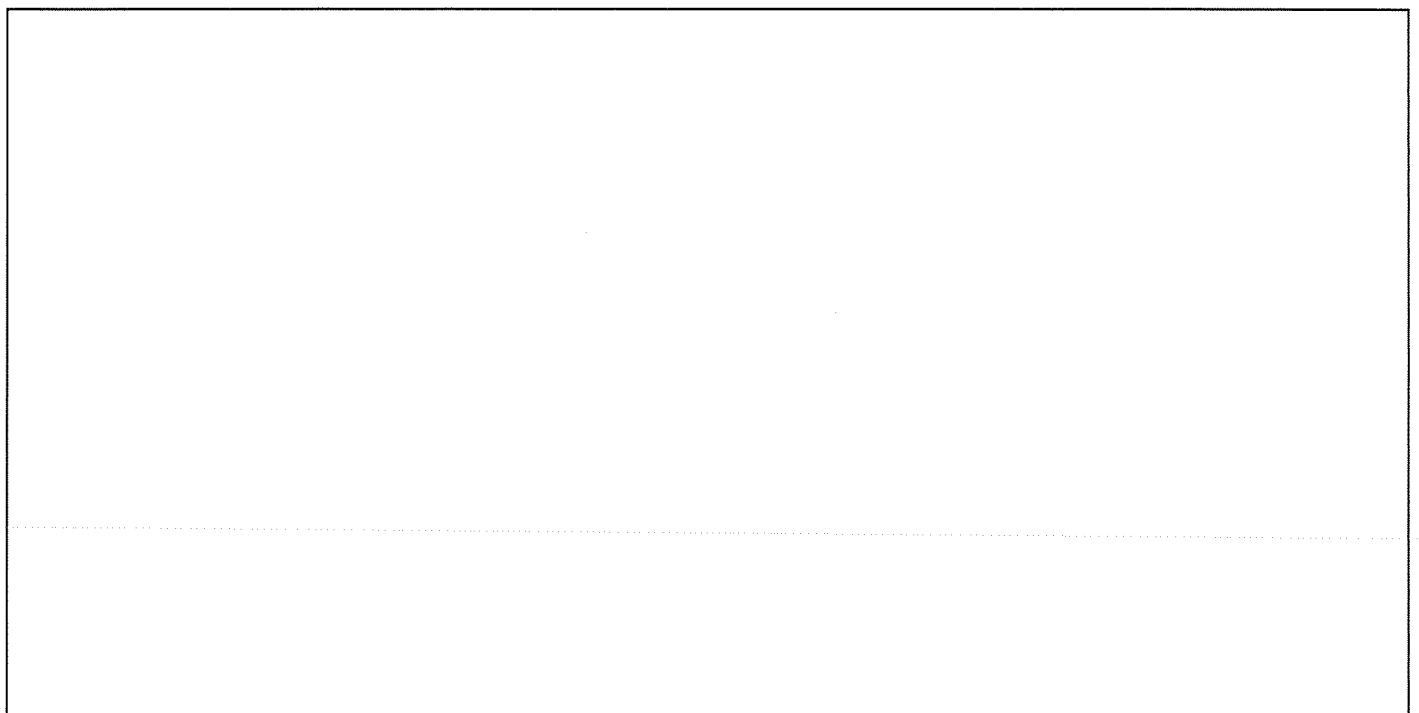
After you read - Summarising

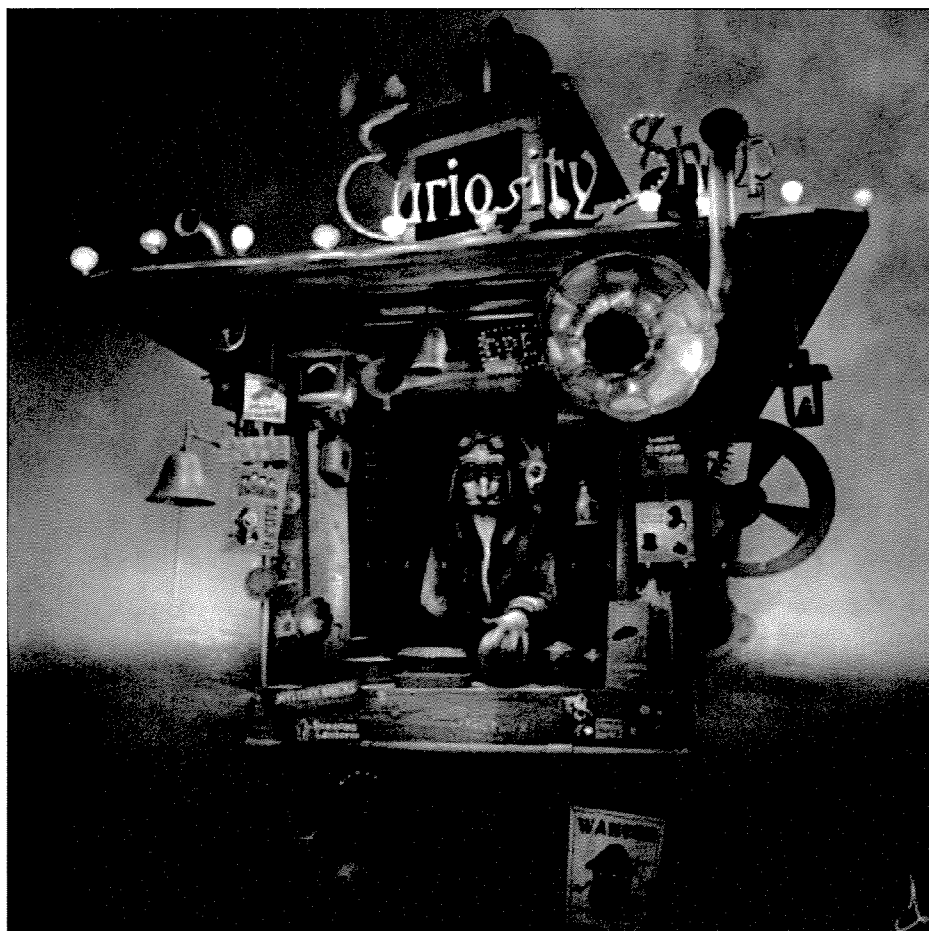
The main idea of a text can be described as the topic that a text is mostly about. Write a paragraph to summarise the text, *All About Thunderstorms*.

Now that you have read the text, go back and fill in the second column of the table on the previous page.

Creative activity

Using the sights, sounds and smells from both texts, draw your own colourful picture of a thunderstorm in the box below.





Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

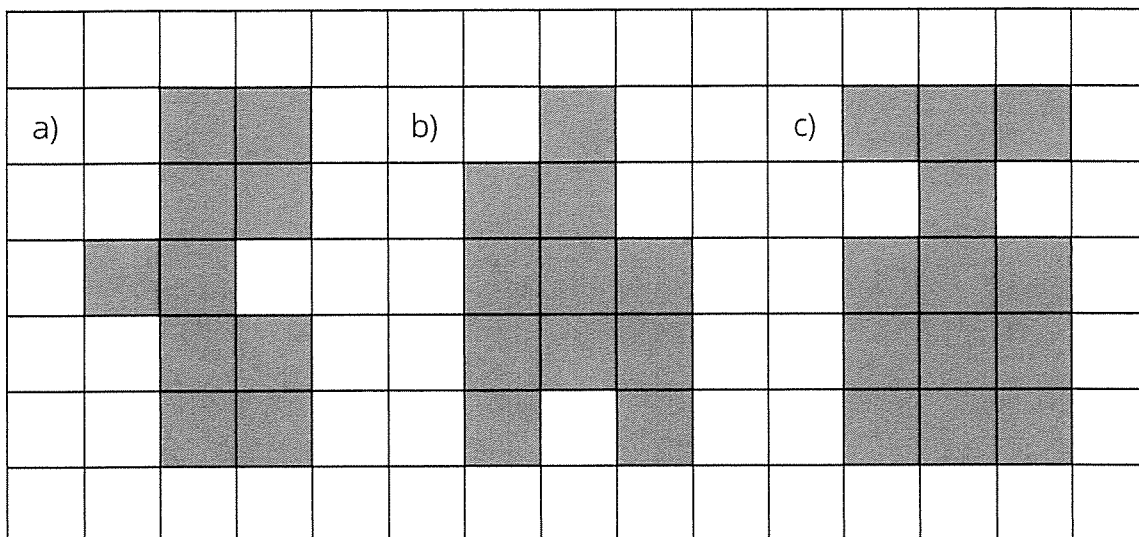
Mr. Obadiah was a tall man. He wore a jacket and some goggles. He tapped on the counter. On is shoulder was a creature'

Name: _____

Date: _____

Using Metric Units of Area

1. Find the area of these shapes in cm^2 .



a) Area = _____ b) Area = _____ c) Area = _____

2. Choose the most suitable unit of measure (cm^2 , m^2 , km^2) for each area.

- | | | | |
|---------------------------|-------|--------------------|-------|
| a) the classroom floor | _____ | d) the whiteboard | _____ |
| b) an envelope | _____ | e) a book cover | _____ |
| c) the suburb you live in | _____ | f) a netball court | _____ |

3. One hectare (ha) = 10 000 m^2 . How many hectares in:

- | | | | |
|------------------------|-------|-------------------------|-------|
| a) 30 000 m^2 | _____ | c) 190 000 m^2 | _____ |
| b) 80 000 m^2 | _____ | d) 430 000 m^2 | _____ |

4. Write the following areas in m^2 .

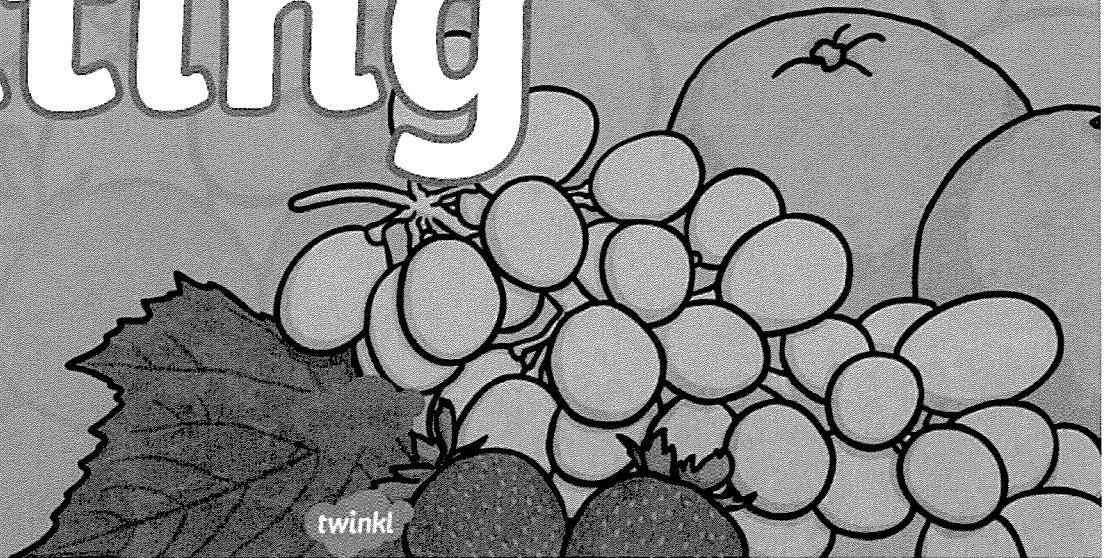
- | | | | |
|---------|-------|----------|-------|
| a) 8 ha | _____ | c) 26 ha | _____ |
| b) 2 ha | _____ | d) 78 ha | _____ |

5. Underline the areas that you would use to measure in hectares.

- | | |
|-------------------|---------------|
| a) a tennis court | c) a farm |
| b) a cricket oval | d) a footpath |



Healthy Eating

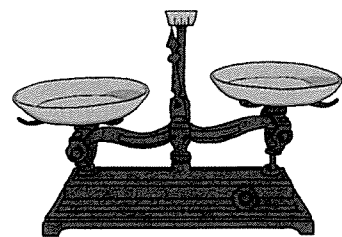


Why Do We Need Food?

Food keeps us healthy and help us grow.

Food gives us energy to be able to do things during the day.

Without proper nutrition, your body can't survive.



When you eat a balanced diet, your body obtains the fuel and nutrients it needs to function properly.

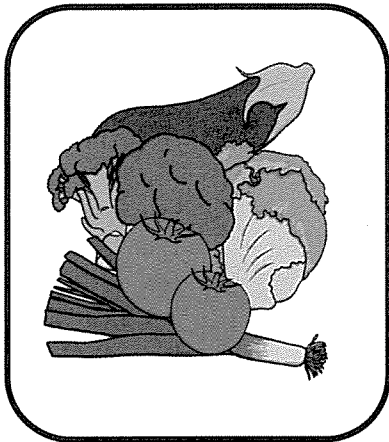
For example:

- Your body needs minerals to make hormones, build bones and regulate your heartbeat.
- Water is needed to flush out toxins, transport nutrients to cells and perform other vital bodily processes.

Fruit and Vegetables

Fruit and vegetables are a good source of vitamins and minerals, including vitamin C and potassium.

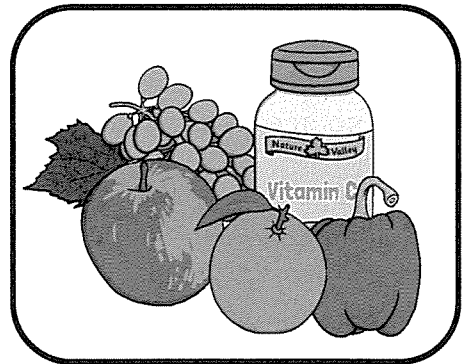
They're an excellent source of dietary fibre, which Vitamins and minerals help to keep maintain healthy digestion.



A diet high in fibre can also reduce your risk of heart disease, stroke and some cancers.

Vitamins and minerals help to keep your body healthy, to grow and repair and help to fight infections.

Fruit and vegetables taste delicious and there's a wide variety to choose from.



Fruit and Vegetables

What counts as 1 portion of fruit and vegetables?

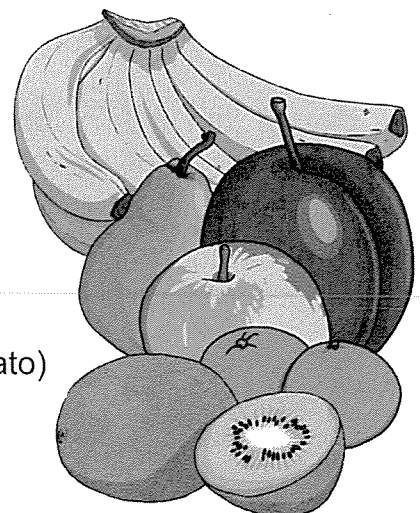
A portion of fruit (150g) is roughly equivalent to:

- 1 medium apple, banana, orange or pear
- 2 small size apricots, kiwi fruit or plums
- 1 cup of diced or canned fruit (no added sugar)

A portion of vegetables (75g) is roughly equivalent to:

- ½ cup cooked green or orange vegetables (for example, broccoli, spinach, carrots or pumpkin)
- ½ cup cooked dried or canned beans, peas or lentils (preferably with no added salt)
- 1 cup green leafy or raw salad vegetables
- ½ cup sweet corn
- ½ medium potato or other starchy vegetables (sweet potato)
- 1 medium tomato

Eat at least 5 every day!



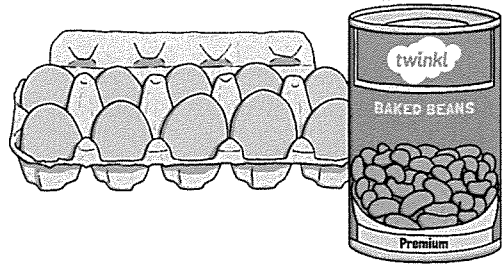
Meat, Fish, Eggs and Beans

(and other non-dairy products)

These products are a good source of protein, vitamins and minerals in your diet.

These foods help the body to grow and repair itself and keep hair, skin, muscles and nails strong.

Some meats are high in saturated fat, which can raise blood cholesterol levels.



We should eat some foods from this group every day.

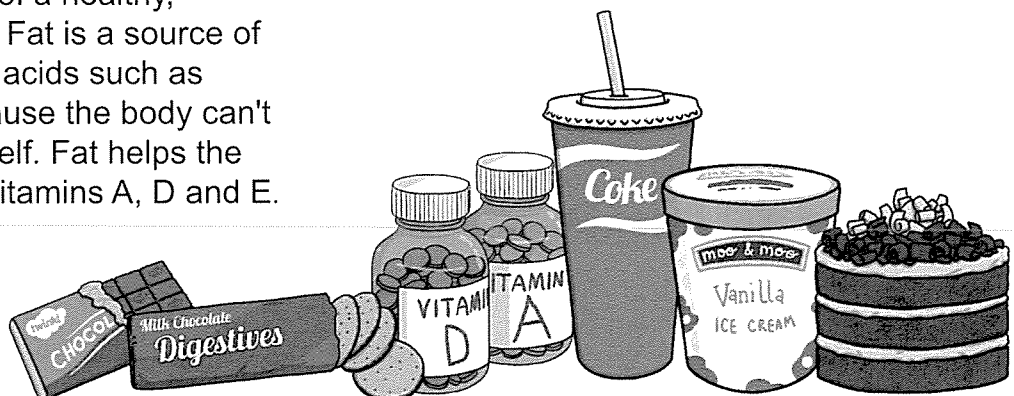


Foods and Drinks High in Fat and Sugar

These foods provide the body with energy, warmth and insulation around vital organs.

Too much fat in your diet can raise cholesterol, which increases the risk of heart disease.

A small amount of fat is an essential part of a healthy, balanced diet. Fat is a source of essential fatty acids such as omega-3 because the body can't make them itself. Fat helps the body absorb vitamins A, D and E.

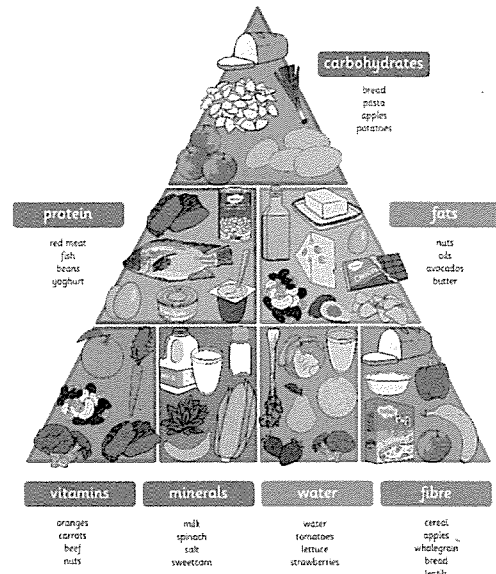
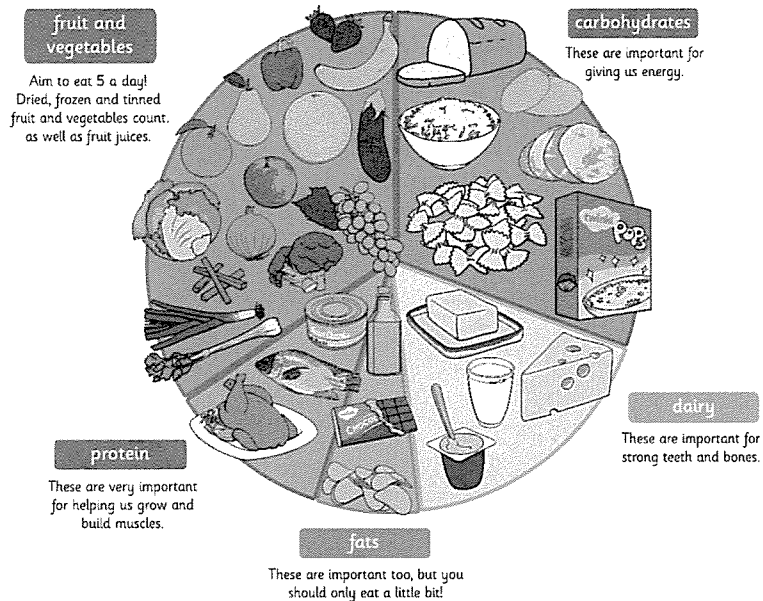


Spot the Difference

What is the difference between food groups and types of nutrients?

Food groups

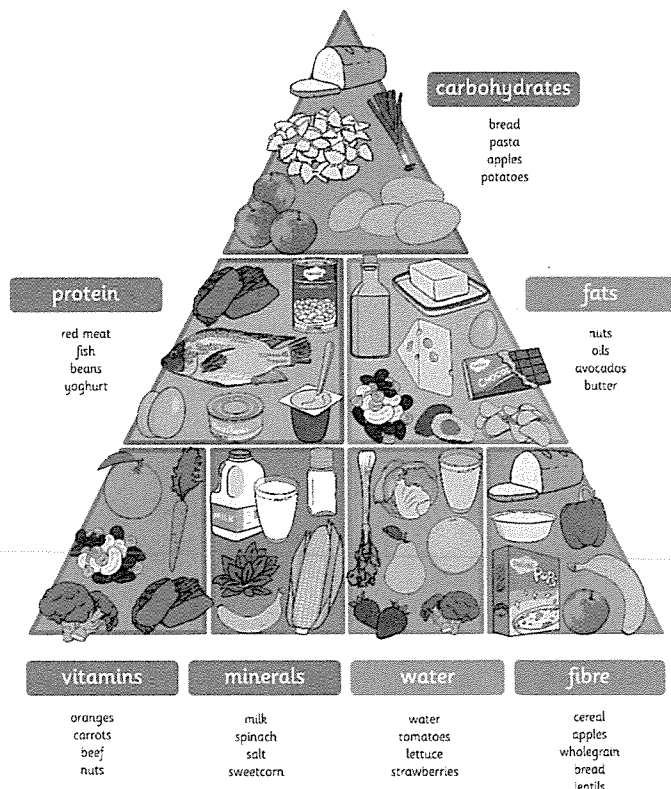
Types of nutrients



The Nutrient Pyramid

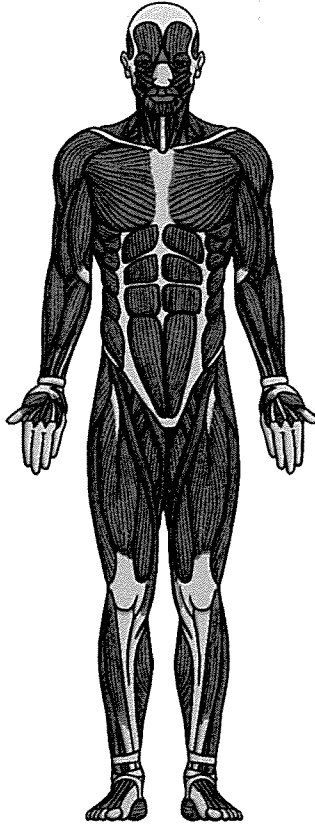
There are 7 types of nutrients.

Most foods contain more than one type of nutrient.



What does protein do for your body?

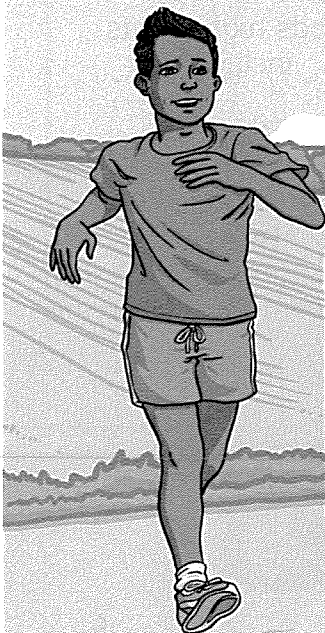
Protein builds, maintains, and replaces the tissues in your body. Your muscles, your organs, and your immune system are made up mostly of protein.



Your body uses the protein you eat to make lots of specialised protein molecules that have specific jobs. For instance, your body uses protein to make haemoglobin the part of red blood cells that carries oxygen to every part of your body.

What does protein do for your body?

Other proteins are used to build cardiac muscle in your heart.

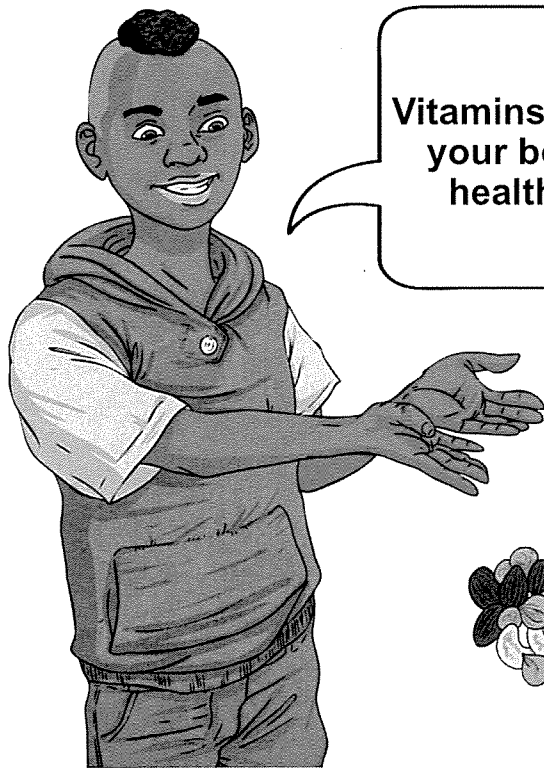


In fact, whether you're running or just relaxing, protein is doing important work like moving your legs, moving your lungs, and protecting you from disease.

Many foods contain protein, but the best sources are beef, poultry, fish, eggs, dairy products, nuts, seeds, tofu and lentils.



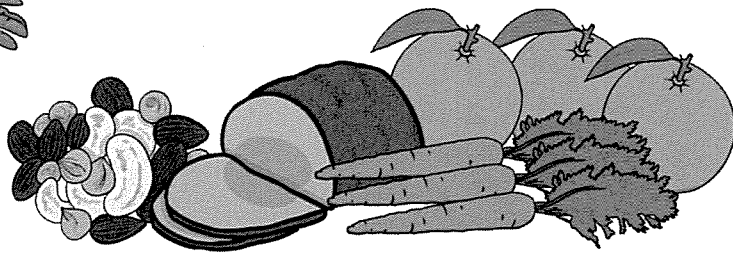
Types of Nutrients - Vitamins



**Vitamins keep
your body
healthy.**

Foods high in vitamins
include:

Oranges
Carrots
Beef
Nuts



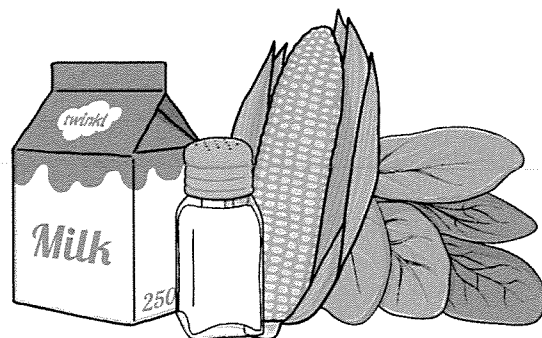
Types of Nutrients - Minerals



**Minerals
keep
your
body
healthy.**

Foods high in minerals
include:

Milk
Spinach
Salt
Sweetcorn



Can We All Eat Every Type of Food?

Food Allergy

Food allergies are rare. About 2% of the population and 8% of children under the age of three are affected.

A food allergy is a rapid reaction to a food by your immune system. It can trigger symptoms such as a rash, wheezing and itching or sometimes more seriously, can affect breathing.

The most common food allergies are to fish and shellfish and nuts, including peanuts, walnuts, hazelnuts and brazil nuts.

Food Intolerance

Food intolerances are more common than food allergies. The symptoms of food intolerance tend to come on more slowly, often many hours after eating the problem food.

Typical symptoms include bloating and stomach cramps.

It's possible to be intolerant to several different foods. This can make it difficult to identify which foods are causing the problem.

Useful Websites

<http://gofor2and5.com.au/>

<https://www.eatforhealth.gov.au/>

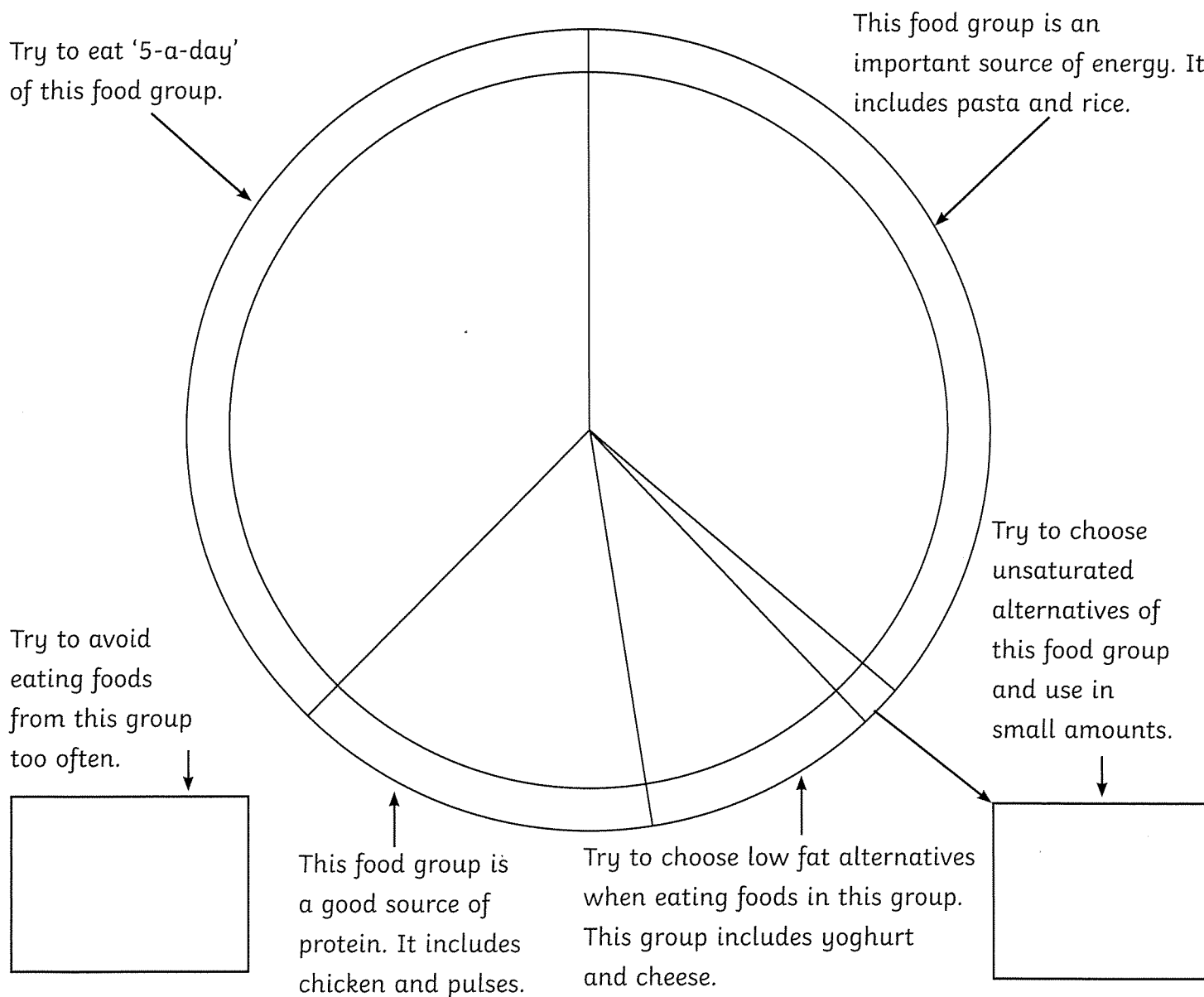
<http://www.healthyeatingaustralia.com/>

<https://heartfoundation.org.au/healthy-eating>



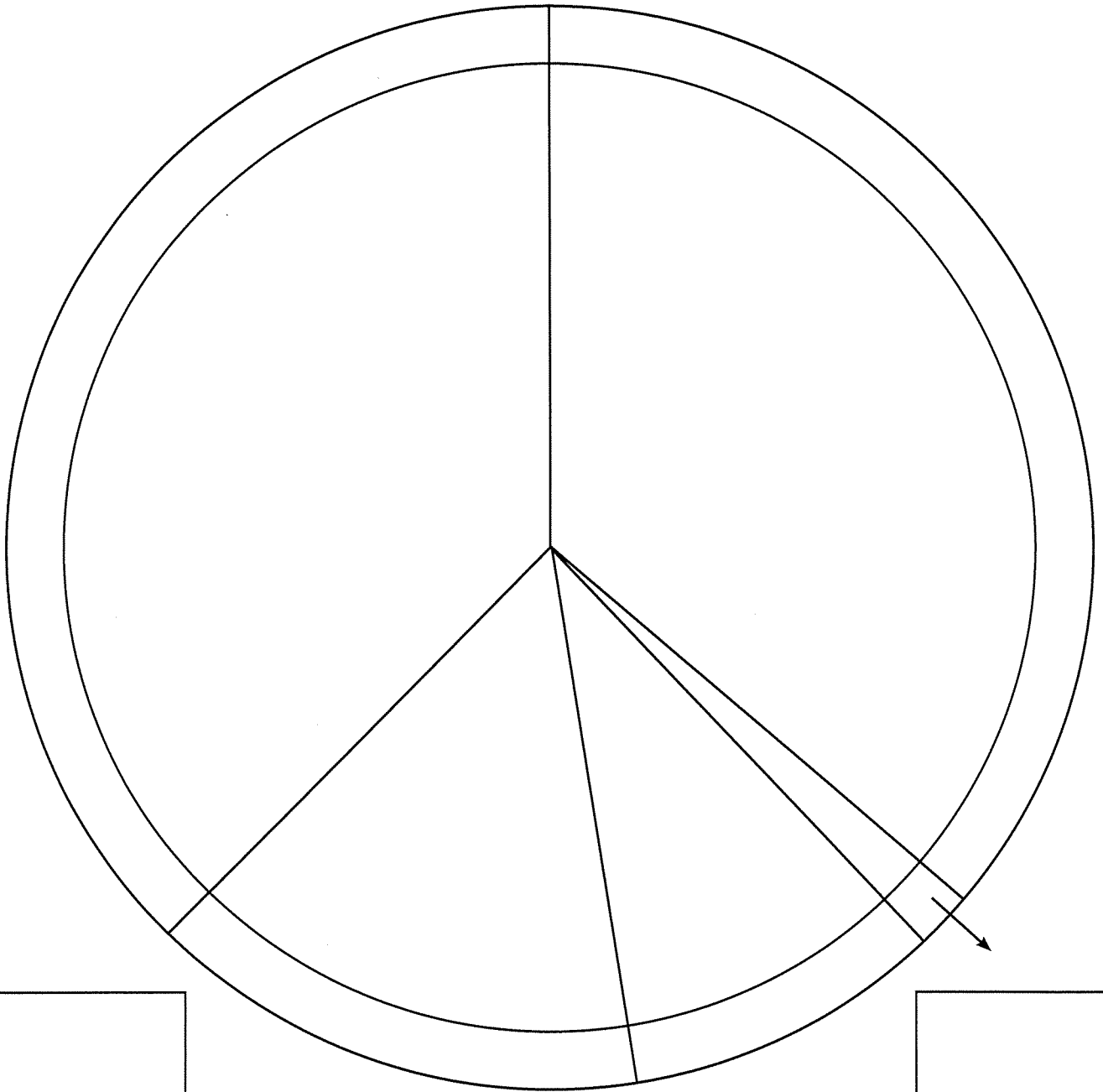
Finding the Food Group

We can divide the food we eat into five food groups. We should follow a balanced diet to stay healthy. We should eat a variety of different foods in correct proportions. The plate below shows you the five food groups. We should always try to eat more of the two largest food groups and less of the food groups in the smaller sections.



Label each section of the plate with one of the following:

1. bread, rice, potatoes, pasta and other starchy foods
2. fruit and vegetables
3. meat, fish, eggs, beans and other non-dairy sources of protein
4. milk and dairy foods
5. foods and drinks high in fat and/or sugar
6. oils and spreads



Thursday

Year 3 and 4 Correct the Spelling Mistake (4)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. The Sydney Harbour Bridge opend in 1932.
2. He was famus for starring in an action movie.
3. The carpenter had to blid a two-storey house.
4. Torists like to visit many different places.
5. There is always a lot of trafic in the morning before school.
6. My little brother loves sitting on the roking horse.
7. Can we please go to the utha park?
8. I love watching tropicle fish swim around the ocean.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. Seahorses use their snouts to suck in food and swallow it hole.
2. The Tyrannosaurus Rex wayed more than an aeroplane.
3. Some animals are known to atack their prey.
4. Bananas make a delisious and healthy snack.
5. Fruit contains many important vitimins.
6. Apples are pict from the trees and sent to food shops.
7. Sugar is bad for our teeth so we shouldn't eat it offen.
8. If we don't look after our teeth we can get painful tooth akes.

Drop by Drop Visualising Task.

Read the text below and complete the reading response activity on the next page.



The little boys and girls could also see the bottom of the pond was now filled with rocks, fish and water plants. They felt bad but decided to remain quiet. Some time later, a factory came up near the village. It let out a lot of thick black smoke that smelt very bad. It also discharged many chemicals into the pond. When these chemicals travelled from the pond to the irrigation channels to the fields, many plants died.

The pond became black from blue and smelt horrible. It smelt so bad that the children did not like going near it anymore. They could not even think of splashing water and playing in it as before. "This is so dirty. How can we play in it?" they exclaimed. Then came the summers. It was scorching hot. The pond dried up completely. There was not a drop of water left in it. Such was the heat that the beautiful creepers around the pond died too. The children started crying.



Story starter!

Down in the town, streets became abandoned as people scuttled into their houses to escape the sudden downpour. Those left stranded took shelter under their umbrellas, or those without darted to find cover in shop doorways. Many 'tut-tutted' as they went, glancing up at the sky and frowning. It did seem to have rained a lot recently!

The weather in this particular town had always been strange. The town's inhabitants would often debate the current weather over their breakfasts, jokingly asking "wouldn't it be wonderful if someone could control the weather?" That was, of course, a ridiculous thing to say. No-one could control the weather, could they?!

Can you continue the story of the Weather Tree?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Catching challenges

GetActive@Home

Episode 1 - Catching

Stage 3

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

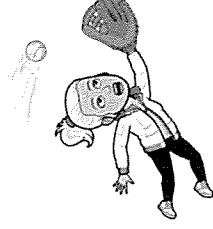
Mega Challenges

- Flick and catch - place the ball in between your feet on the ground.
- Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD3-4 adapts movement skills in a variety of physical activity contexts.

PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

Sample questions

How do you move your body when catching a high or low ball?

How do you move your hands when catching a fast or slow ball?

Teaching cues

Throw the ball - 'toss the egg'.

Eyes on the ball - 'eyes on the prize'.

Arms extended and hands together - 'make the nest'.

Bend the knees and slightly lower hands - 'soften the nest'.

Equipment

Ball, soft toy, pair of rolled up socks.

Student name:

Throwing and catching skills

Episode link: bit.ly/DoEGetActive

Catching Episode: 1

Underarm throw Episode: 2

Overarm throw Episode: 3

Learning cues		Learning cues		Learning cues	
<ul style="list-style-type: none"> - Throw the ball - 'toss the egg'. - Eyes on the ball - 'eyes on the prize'. - Arms extended and hands together - 'make the nest'. - Bend the knees and slightly lower hands - 'soften the nest'. 		<ul style="list-style-type: none"> - Eyes on the target (laser eyes). - Step forward (opposite leg to throwing arm). - Throwing arm back then forward (smiley arm). - Point at the target. 		<ul style="list-style-type: none"> - Stand side on to the target (warrior pose). - Throwing arm at side then up (thumb to thigh, ball to the sky). - Step opposite leg forward. - Throw the ball and follow through. 	
Date:		Date:		Date:	
Challenges	Record	Challenges	Record	Challenges	Record
<ul style="list-style-type: none"> - Throw and catch. - Throw, clap and catch. - Throw, spin, clap and catch. - Kneel, stand and catch. - Sit, stand and catch. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> - Throw the ball at a set target from a close distance. - Set markers at varying distances then throw the ball at the target. 	<input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> - Set a comfortable distance from the target to practice throwing the ball. - With a partner, play a game of 'throw, catch and return'. 	<input type="checkbox"/> <input type="checkbox"/>
Mega challenges	Record	Mega challenges	Record	Mega challenges	Record
<ul style="list-style-type: none"> - Flick and catch: Place the ball in between the feet on the ground. Flick forward then catch. - Bunny hop then catch: Place the ball in between the feet on the ground. Flick it up with the feet then catch. - Move any way you can while throwing and catching. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> - Set a number of balls at varying distances from a target. Perform five 'ice skater' movements before throwing the ball at the target. Then perform a standing long jump to the next throwing position then repeat the sequence. - Move the body into varying throwing positions and throw using dominant/non-dominant hand. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> - Throw the ball at targets set at varying distances and heights. - Throw to a partner while they are moving. - Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

AREA – RECTANGLES

Name: _____ Date: _____

1.

5 m

Rectangle

15 m

Formula _____

= _____

= _____

2.

8 cm

Rectangle

12 cm

Formula _____

= _____

= _____

3.

10 m

Rectangle

25 m

Formula _____

= _____

= _____

3.

14 mm

Rectangle

30 mm

Formula _____

= _____

= _____

5.

75 mm

Rectangle

110 mm

Formula _____

= _____

= _____

6.

32 km

Rectangle

50 km

Formula _____

= _____

= _____

Friday



Question time!

Please answer the following questions on the lined paper attached:

What causes the weather to change in this town?

Can you explain how different types of weather are generated?

Who is the figure that lives in the tree?

Who do you think lives in the town?

How are they similar/different to use?

What came first: the town or the tree?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Year 3 and 4 Correct the Spelling Mistake (5)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Antarctica is the coldest and dryest place on earth.
2. Chocolate is a sweet treat injoyed by many people.
3. Some coffee can taste very bitta.
4. It was pooring rain outside.
5. Antarctica is very speshal place that needs to be protected.
6. I saw ice melting when the sun came out from behind the clouds.
7. Thowsands of chocolate bars are made, sold and eaten every day.
8. Bakeing is something that I love to do on the weekends.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

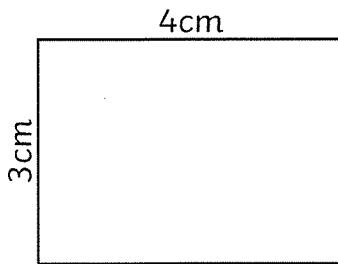
1. Car fumes poloot the air.
2. If you want to borrow his toy you will need to ask nisly.
3. The map was ment to show us how to get to our destination.
4. The netball team paid close attenshion to the umpire.
5. Rebecca doesn't lyk eating cucumbers or mangoes.
6. My dad complained about the next-door naybour.
7. Baby animels need to be looked after by their parents.
8. Blood carrys oxygen to the cells.

Calculate and Compare the Area of Rectangles, Squares and Irregular Shapes

I can calculate and compare the area of rectangles, squares and irregular shapes.

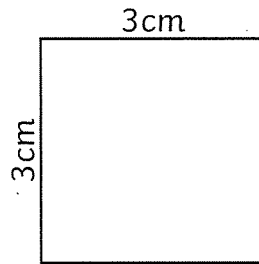
1) Calculate the area of these shapes.

a)



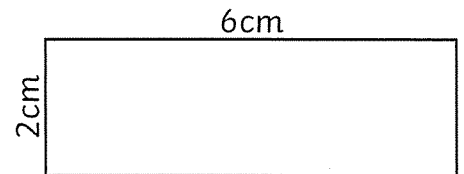
Area = _____ cm^2

b)



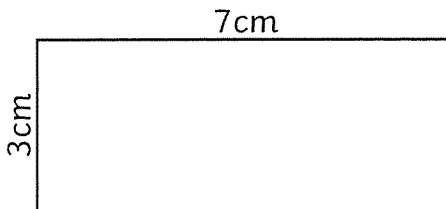
Area = _____ cm^2

c)



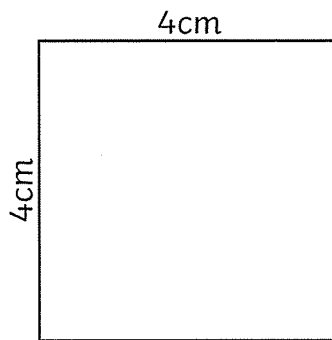
Area = _____ cm^2

d)



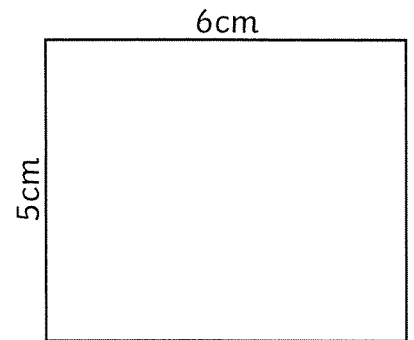
Area = _____ cm^2

e)



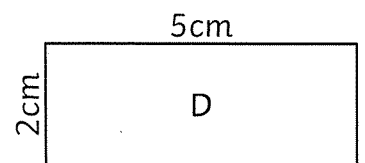
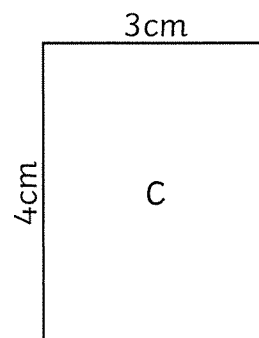
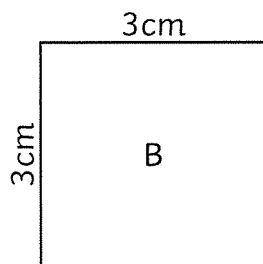
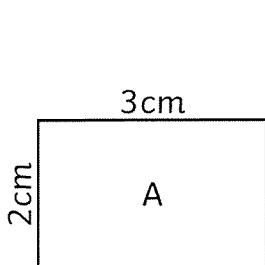
Area = _____ cm^2

f)



Area = _____ cm^2

2) Order each set of rectangles by area, from smallest to largest.



Smallest ←————→ Largest			

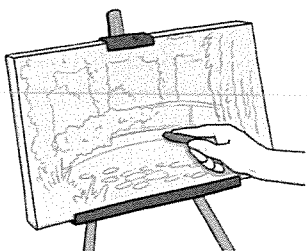
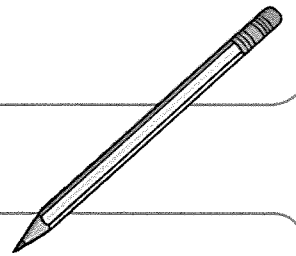
My Piece of Art

When artists have some of their artwork displayed in an exhibition, it is very special.

Use the space below to design a piece of art you are going to make.

I will need:

Draw what your piece of art will look like.



Uluru Dreaming Visualising Activity

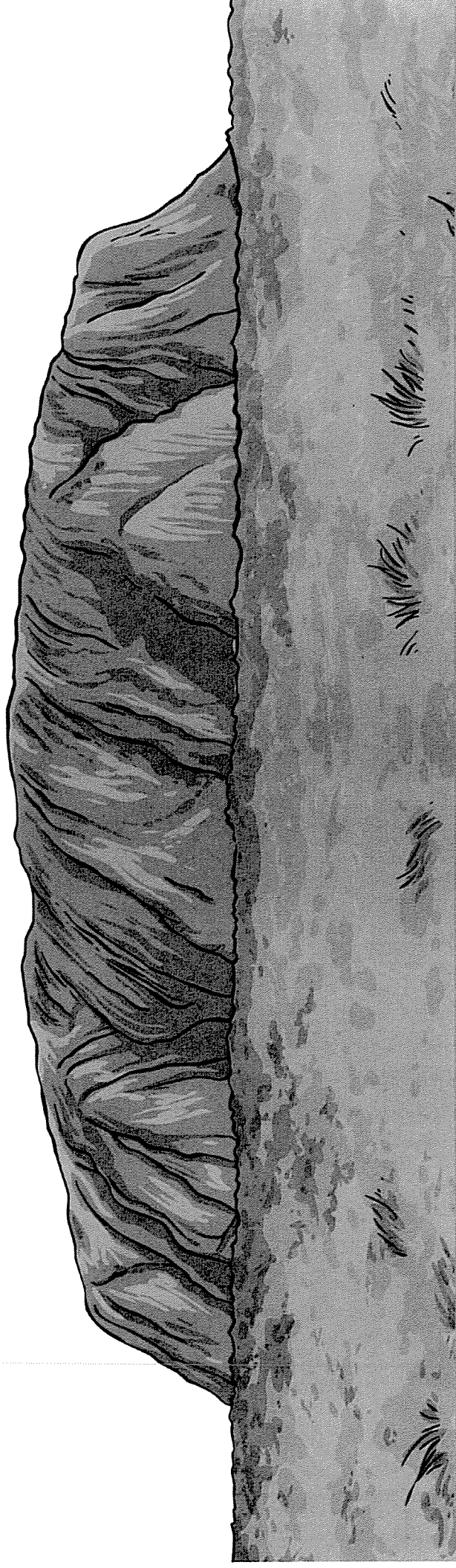
Teaching Notes

This activity is designed for students to practise their visualisation skills. Visualising is an important reading strategy where students connect to the text in a personal way to increase overall understanding.

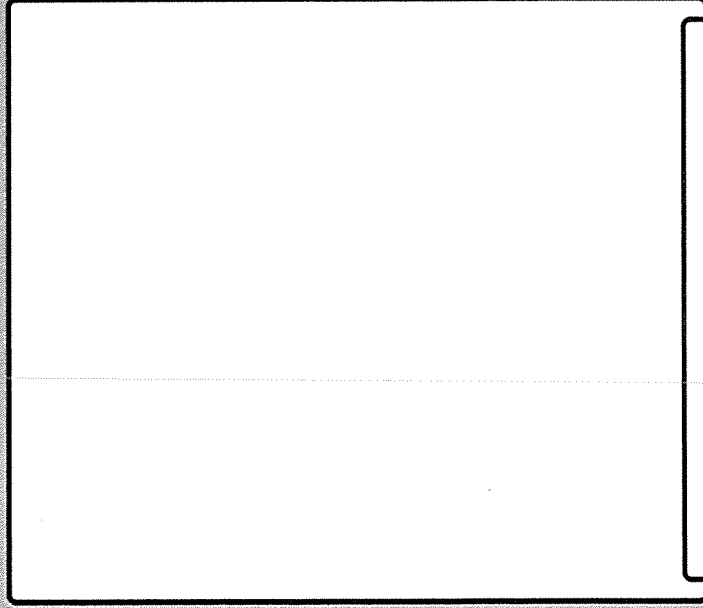
In the middle box, students draw their visualisation of what may happen next. Stopping the reading just before the climactic point in the story will give students material to make their predictions.

In the beginning box, students visualise what the story may be about using only the title and beginning discussions.

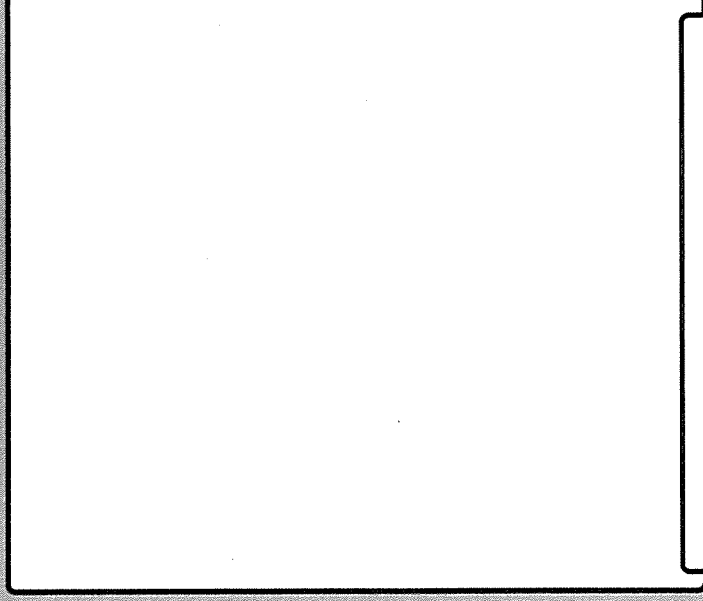
In the final box, students draw the strongest visualisation they had throughout the entire story.



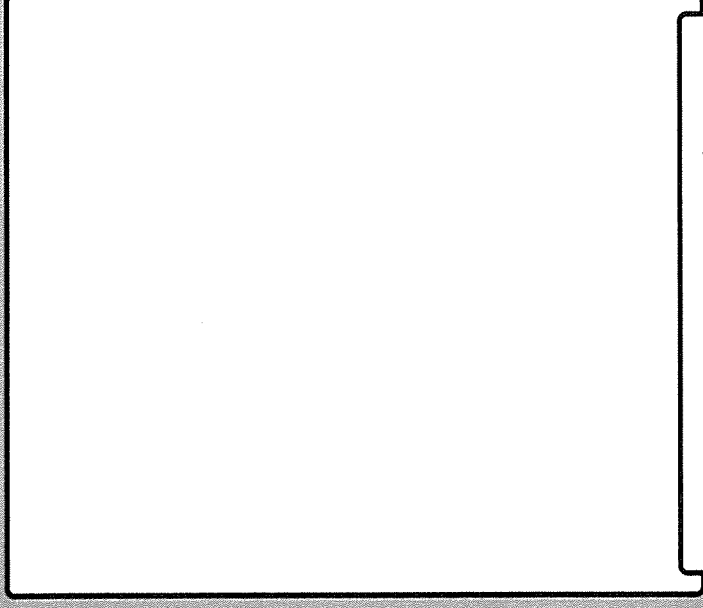
Tatji and His Kali



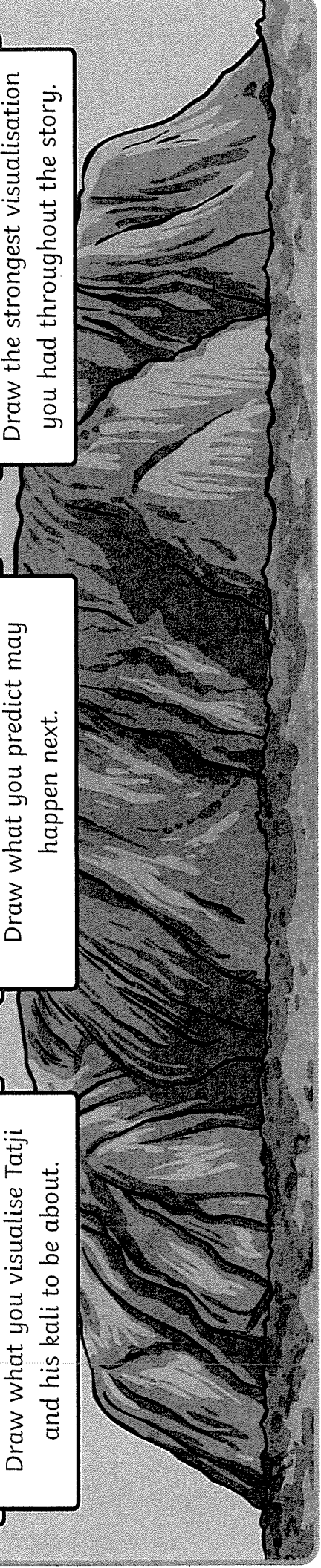
Draw what you visualise Tatji
and his kali to be about.



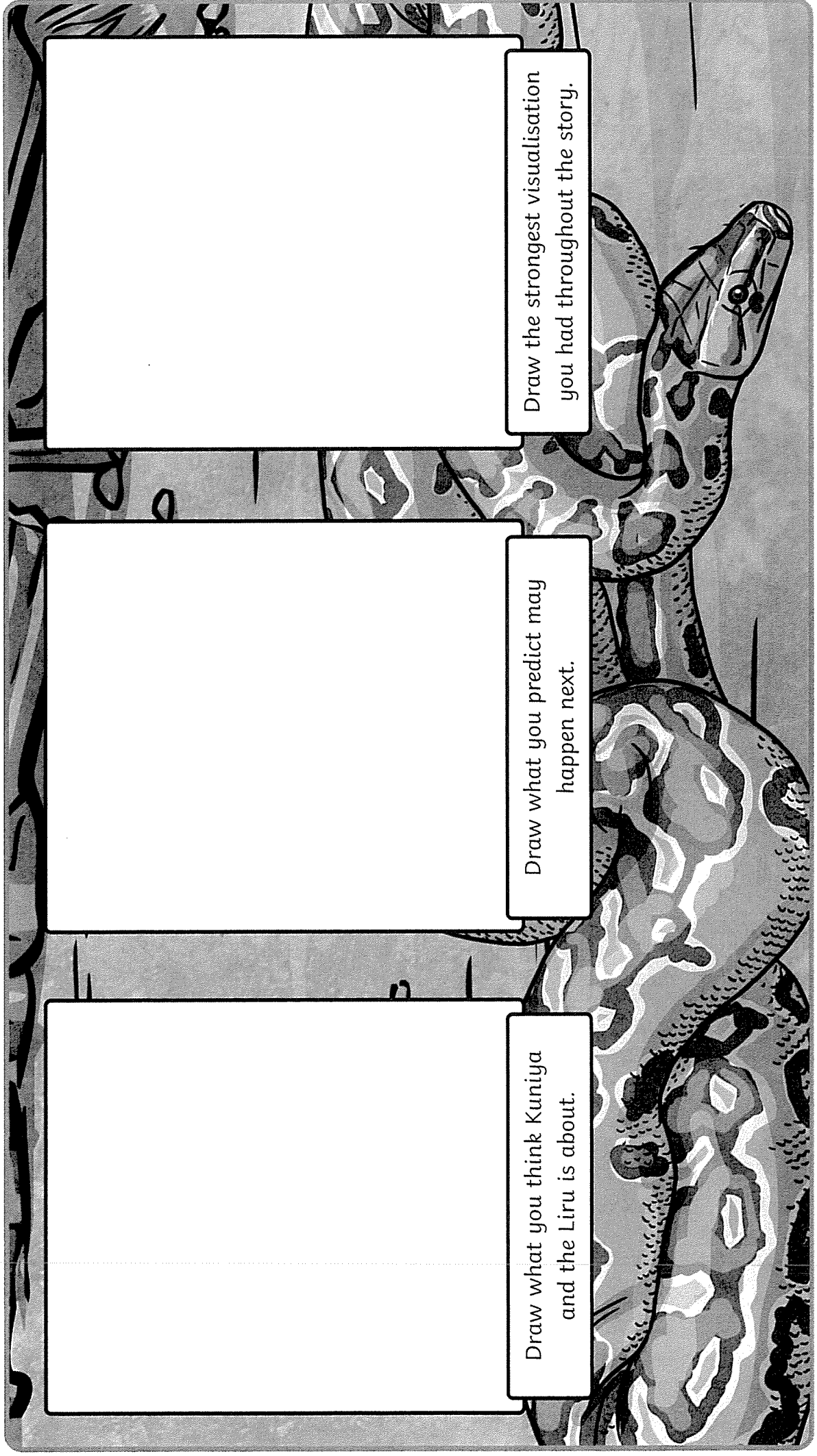
Draw what you predict may
happen next.



Draw the strongest visualisation
you had throughout the story.



Kuniya and the Liru



Blank drawing area for the first box.

Draw what you think Kuniya and the Liru is about.

Blank drawing area for the second box.

Draw what you predict may happen next.

Blank drawing area for the third box.

Draw the strongest visualisation you had throughout the story.