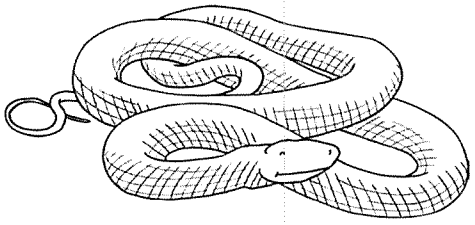
Learning From Home 2021 Term 3 Week 2

Stage 3
Wed-Fri

Wednesday

Spelling Activity Card 5



Read the text about the Eastern Brown Snakes.
Each line has **one** word that is **incorrect**.
Write the **correct** spelling of the word in the box.

Eastern Brown Snakes

1. The Eastern Brown Snake is aknowledged as the world's second most venomous land snake. ____

2. They live along the east coast of Australia and are adapted to a variete of habitats. ____

3. These snakes are known for their speed and aggressive behavior. ____

4. Their diet mainly consists of rodents, particulaly house mice. ____

5. Without medicle treatment, the bite of an Eastern Brown Snake can be fatal. ____

Circle the 3 words in the box that are **incorrect.**

climing	clawing	hideing	hunting	watching	listerning	eating

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.

Story starter!

The night was still. Not a breath of wind could be felt. An eerie silence filled the warm evening air, broken only by the sound of the crow's wings flapping as it returned to its nest with food.

Combined with the ghostly silhouette of the tower and the rickety pathway that led to it, the ominous silence made Lucy nervous. She felt a prickle on the back of her neck as she thought about what she might find inside the tower, and what might be lurking in the darkness around her.

Her heart began to thump inside her chest, seemingly matching the beat of the crow's wings.

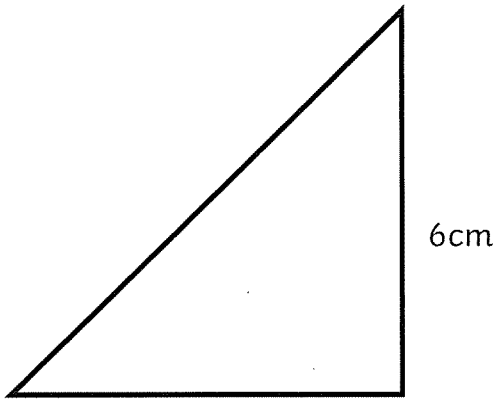
Lucy had always been slightly wary of crows; they had sooty, black wings, piercingly sharp beaks and menacing, staring eyes. The crow had settled down in one of the gnarled branches of a nearby tree. She thought it was watching her. Surely it wasn't though? Crows didn't do that. It must have been her imagination.

Area of Triangles and Parallelograms

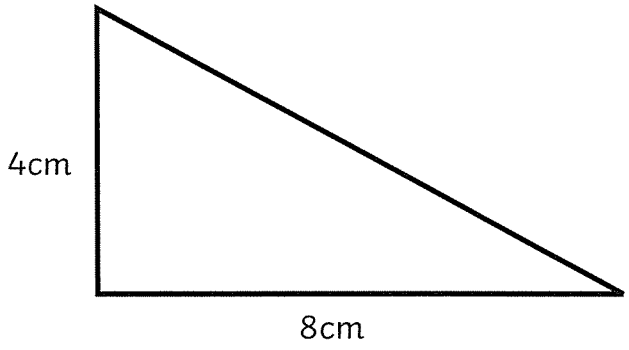
I can calculate the area of triangles and parallelograms.

1. Calculate the area of these triangles and place the shape letter in the correct column.

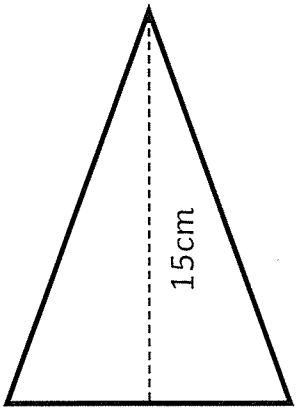
Shape A



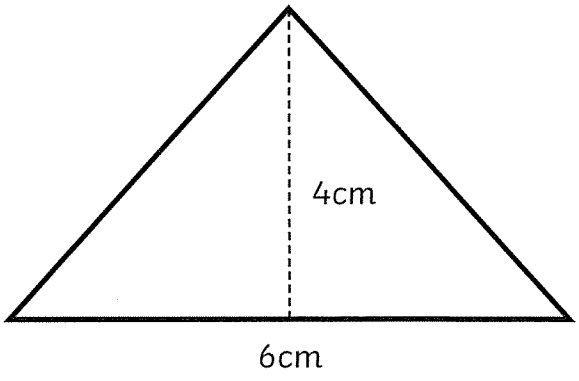
Shape B



Shape C

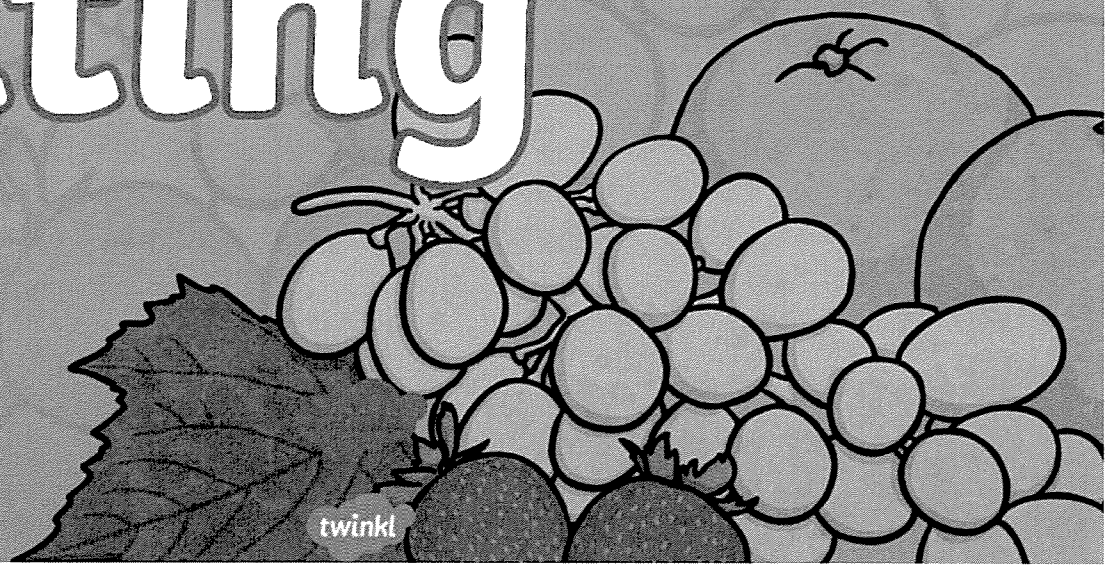


Shape D



Area below 15cm^2	Area 15cm^2–20cm^2	Area over 20cm^2

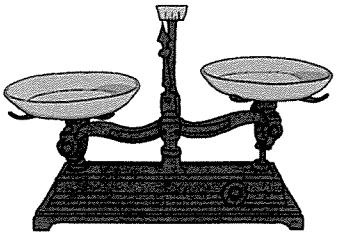
Healthy Eating



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.

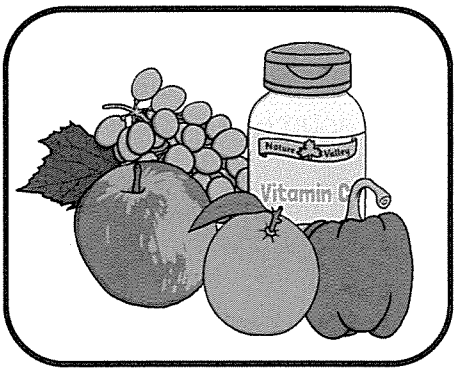
When you eat a balanced diet, your body obtains the fuel and nutrients it needs to function properly.

For example:

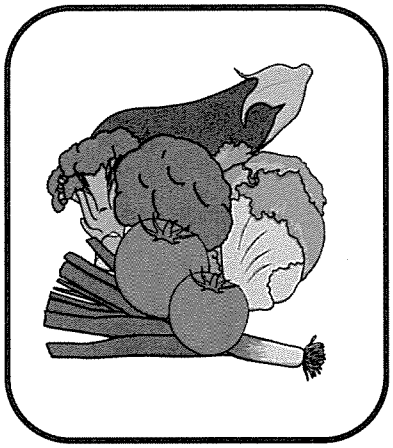
- Your body needs minerals to make hormones, build bones and regulate your heartbeat.
- Water is needed to flush out toxins, transport nutrients to cells and perform other vital bodily processes.

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.

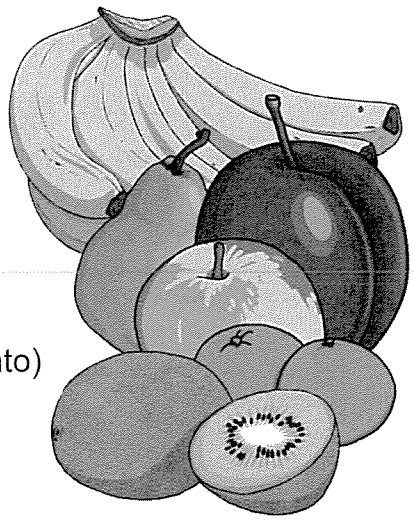
Fruit and vegetables taste delicious and there's a wide variety to choose from.

Fruit and Vegetables

What counts as 1 portion of fruit and vegetables?

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

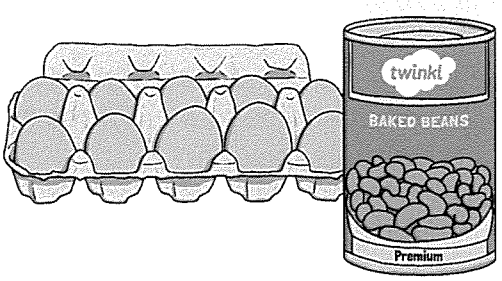
1 medium apple, banana, orange or pear
2 small size apricots, kiwi fruit or plums
1 cup of diced or canned fruit (no added sugar)
A portion of vegetables (75g) is roughly equivalent to:
½ cup cooked green or orange vegetables (for example, broccoli, spinach, carrots or pumpkin)
½ cup cooked dried or 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.

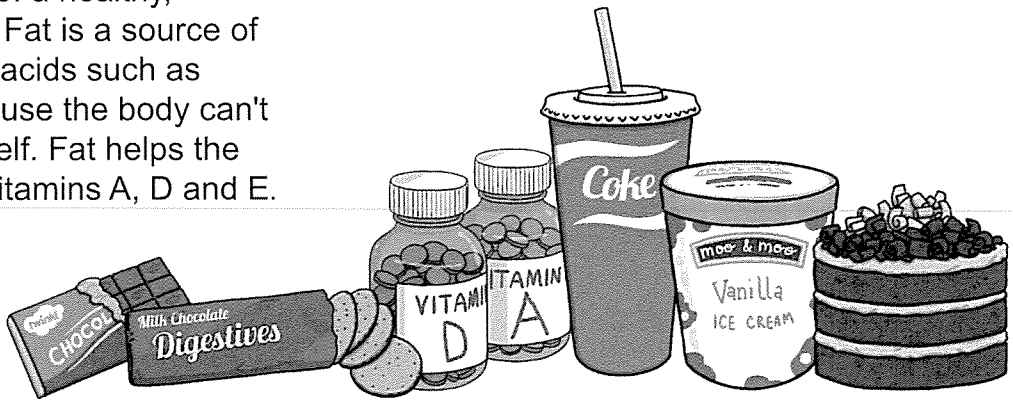
We should eat some foods from this group every day.

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.



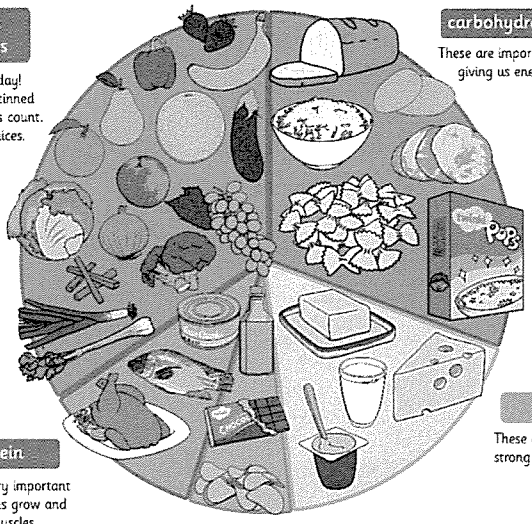
Spot the Difference

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

Food groups

fruit and vegetables
Aim to eat 5 a day! Dried, frozen and tinned fruit and vegetables count as well as fruit juices.

carbohydrates
These are important for giving us energy.

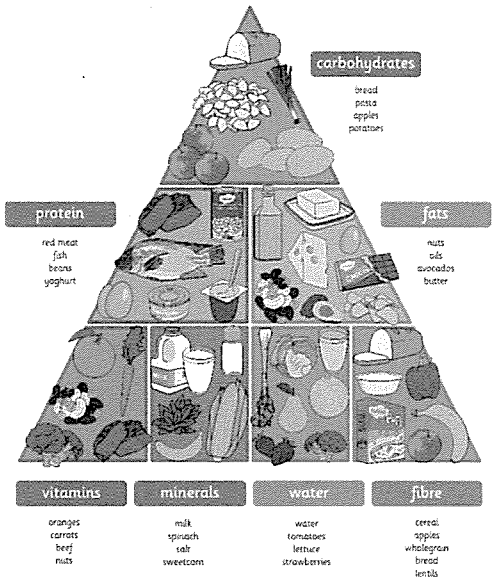


dairy
These are important for strong teeth and bones.

protein
These are very important for helping us grow and build muscles.

fats
These are important too, but you should only eat a little bit!

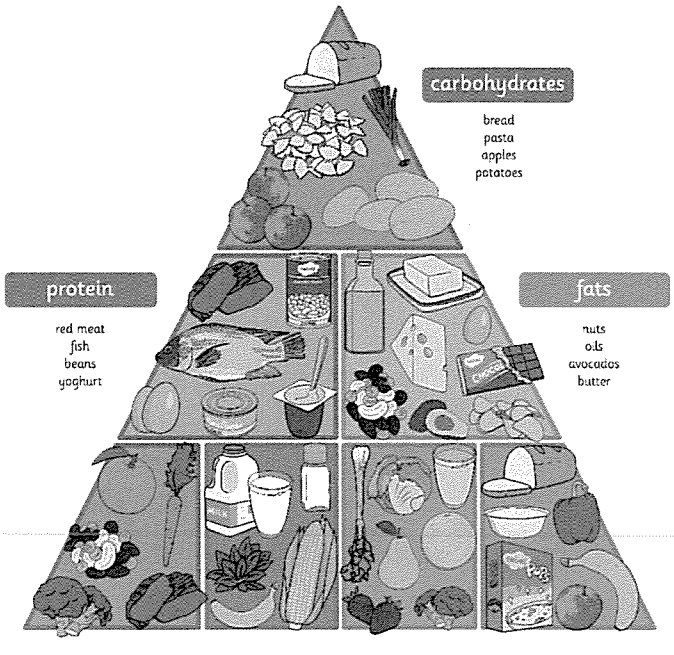
Types of nutrients



The Nutrient Pyramid

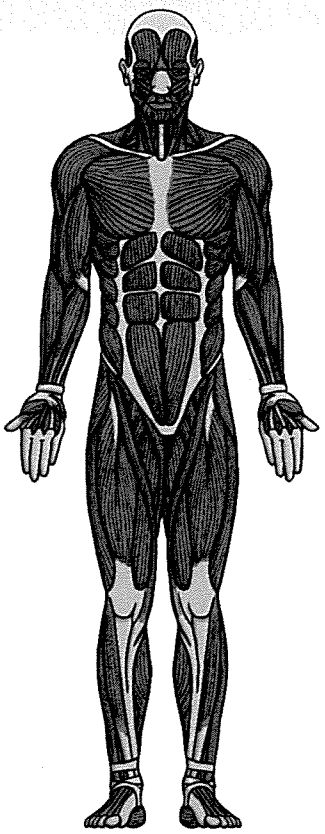
There are 7 types of nutrients.

Most foods contain more than one type of nutrient.



What does protein do for your body?

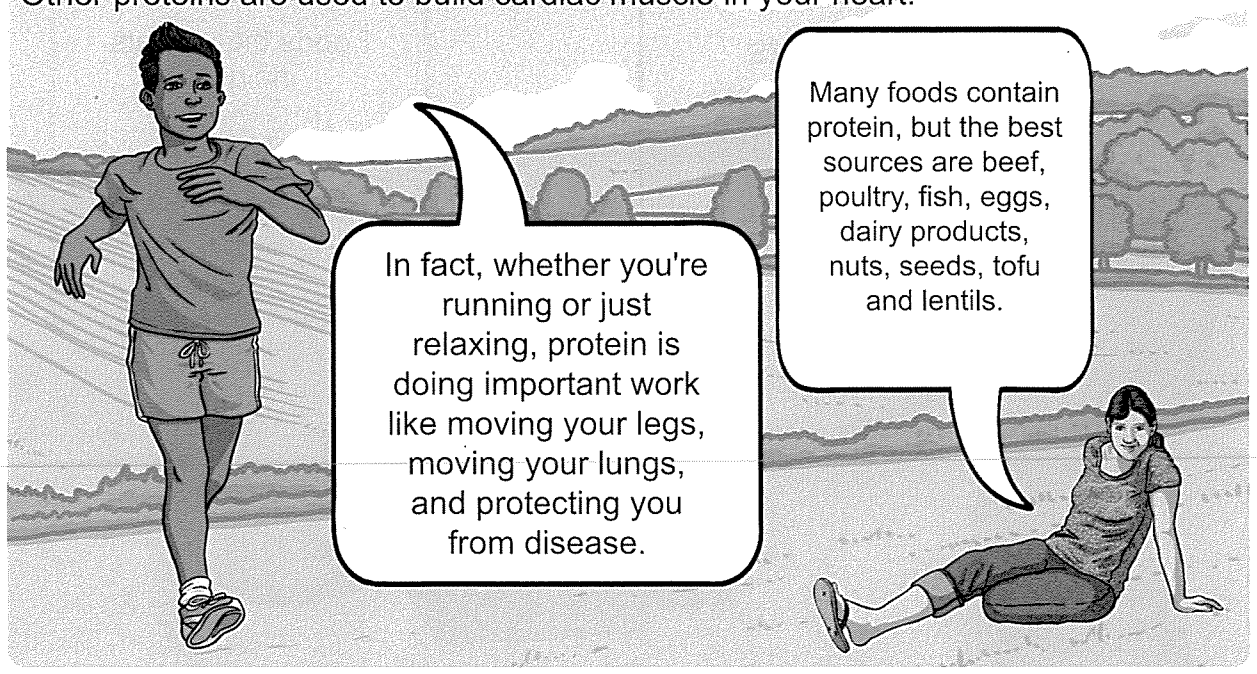
Protein builds, maintains, and replaces the tissues in your body. Your muscles, your organs, and your immune system are made up mostly of protein.



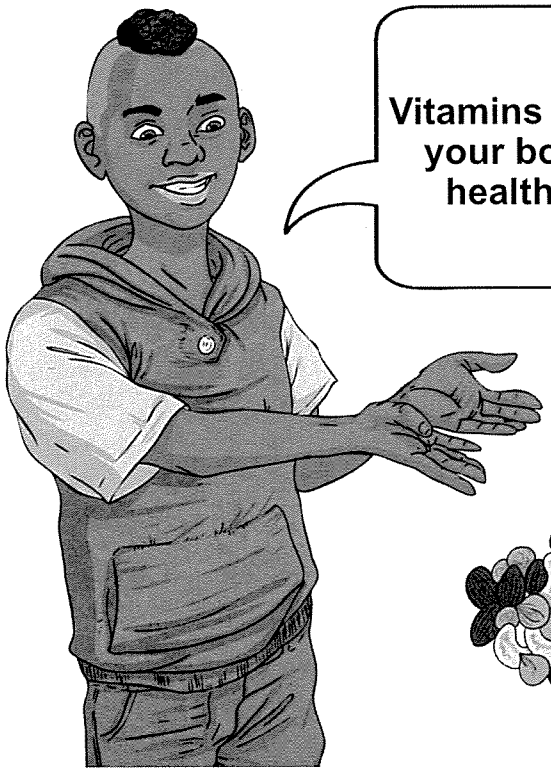
Your body uses the protein you eat to make lots of specialised protein molecules that have specific jobs. For instance, your body uses protein to make haemoglobin the part of red blood cells that carries oxygen to every part of your body.

What does protein do for your body?

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



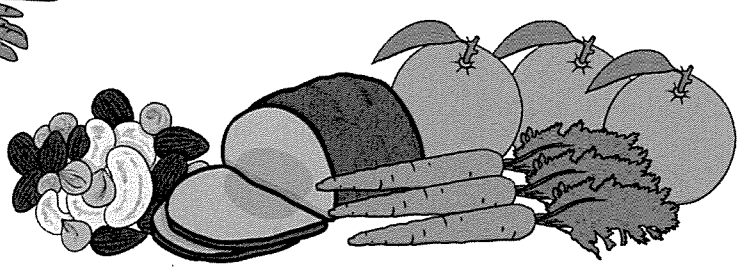
Types of Nutrients - Vitamins



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/

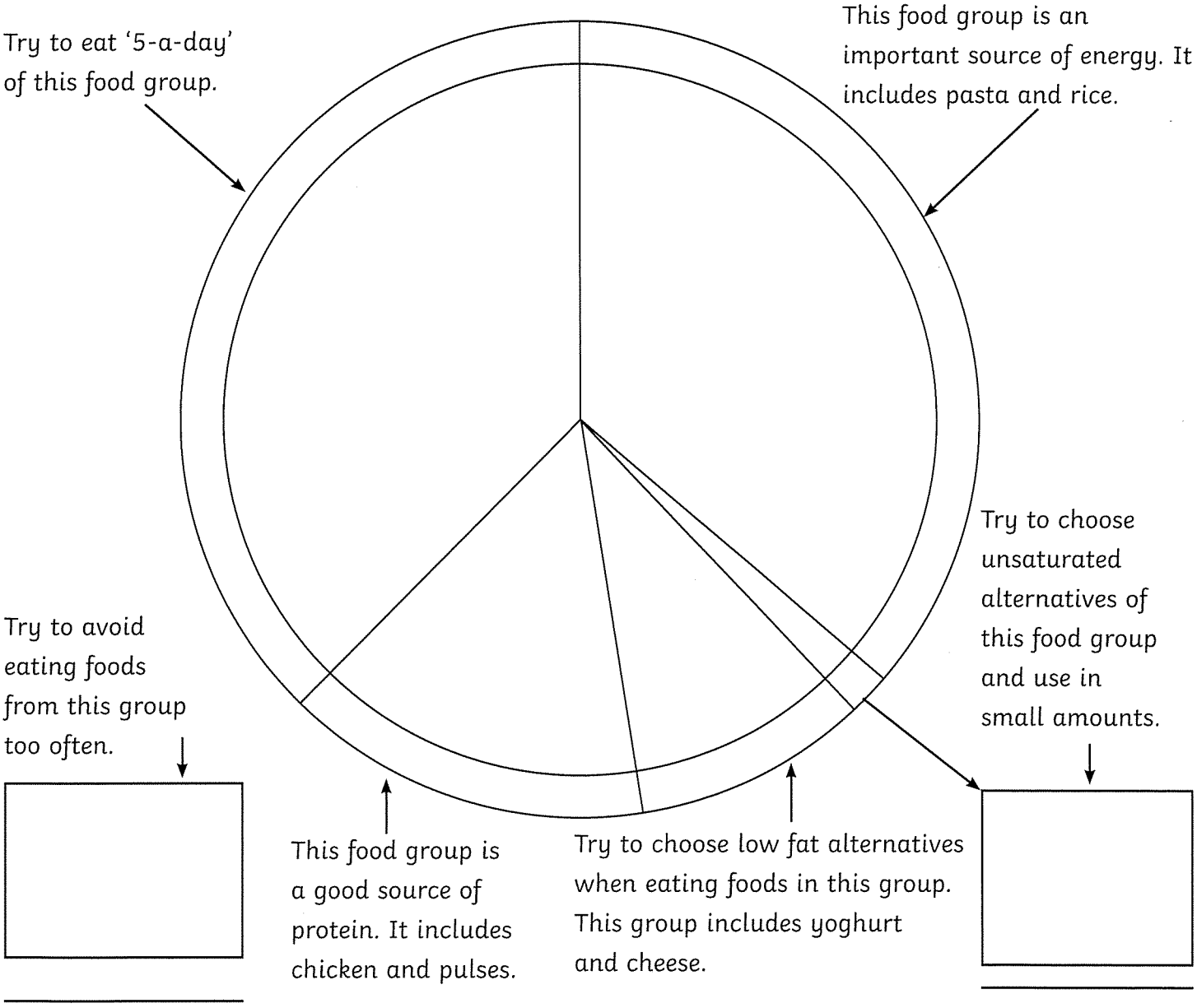
https://www.eatforhealth.gov.au/

http://www.healthyeatingaustralia.com/

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

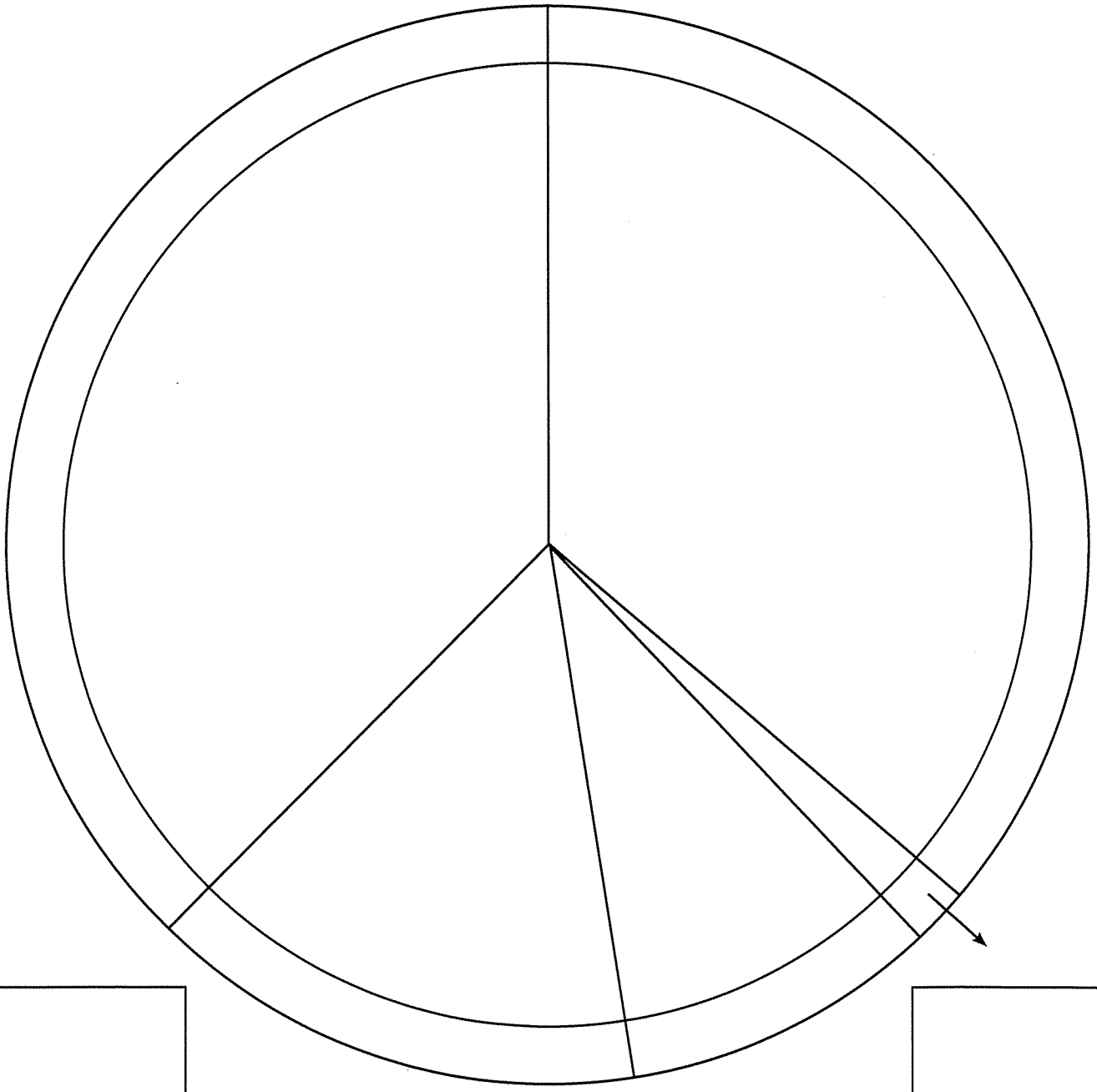
Finding the Food Group

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.

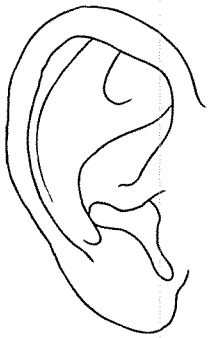


Label each section of the plate with one of the following:

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



Spelling Activity Card 7

Read the text about sound.
Each line has **one** word that is **incorrect**.
Write the **correct** spelling of the word in the box.

Sound

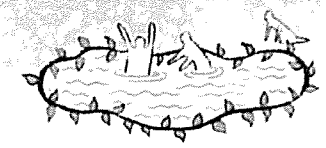
1. Sounds are all around us, whether we nowtice them or not. | |
2. Sound is caused by back and forth movments called vibrations. | |
3. These vibrations travel through the air until they are identifyed by our eardrums. | |
4. Sound moves in waves and the further it travels, the weeker the vibrations get. | |
5. Sound travels though solids more easily than it does through gases or liqwids. | |

Circle the 3 words in the box that are **incorrect.**

drums	guitar	floote	reacorder	piano	keyboard	symbols

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.

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?

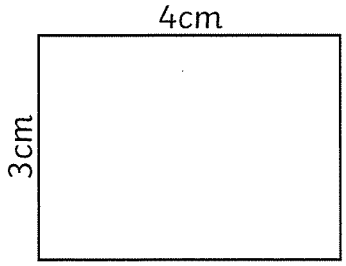
What came first: the town or the tree?

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

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

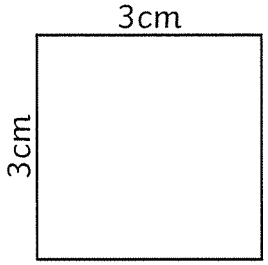
1) Calculate the area of these shapes.

a)



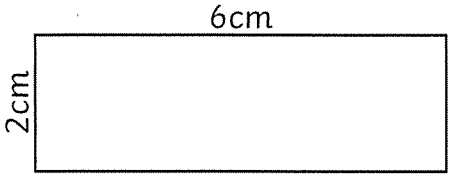
Area = _____ cm²

b)



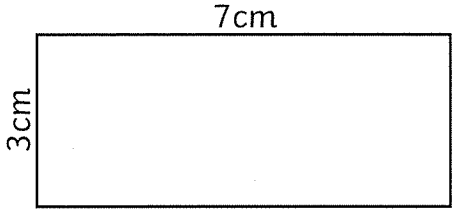
Area = _____ cm²

c)



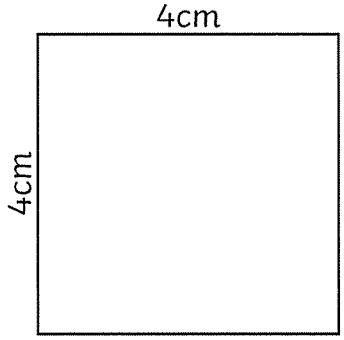
Area = _____ cm²

d)



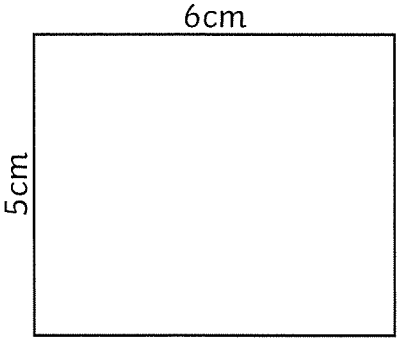
Area = _____ cm²

e)



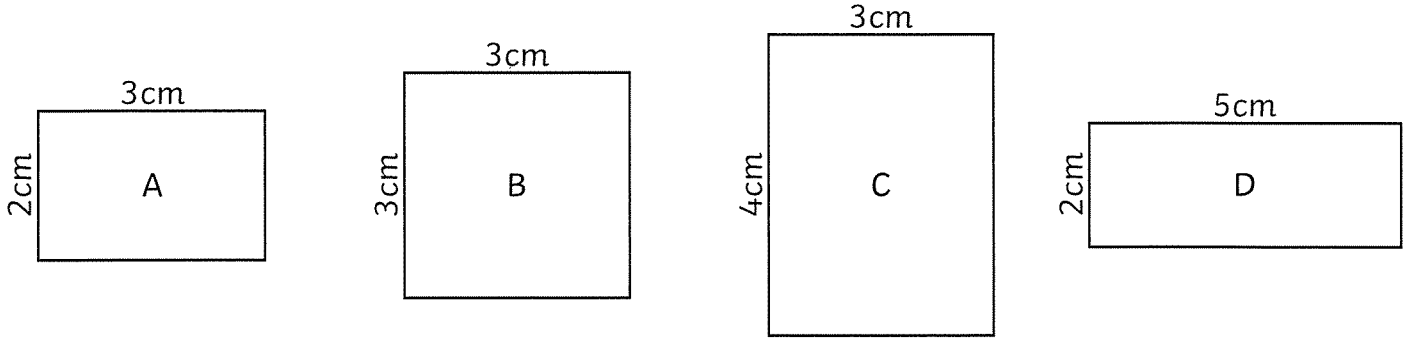
Area = _____ cm²

f)



Area = _____ cm²

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



Smallest ⟷ Largest			

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.

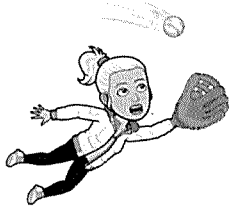
Mega Challenges

- 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.

GetActive@Home

Student name:

Throwing and catching skills

Episode link: bit.ly/DoEGetActive

Catching
Episode: 1

Learning 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'.

Date:

Challenges	Record
- Throw and catch.	☐
- Throw, clap and catch.	☐
- Throw, spin, clap and catch.	☐
- Kneel, stand and catch.	☐
- Sit, stand and catch.	☐

Mega challenges	Record
- 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.	☐

Underarm throw
Episode: 2

Learning cues

- Eyes on the target (laser eyes).
- Step forward (opposite leg to throwing arm).
- Throwing arm back then forward (smiley arm).
- Point at the target.

Date:

Challenges	Record
- Throw the ball at a set target from a close distance.	☐
- Set markers at varying distances then throw the ball at the target.	☐

Mega challenges	Record
- 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.	☐

Overarm throw
Episode: 3

Learning cues

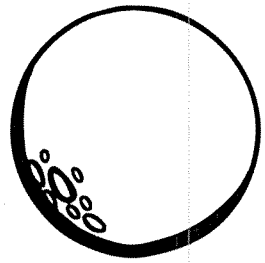
- Stand side on to the target (warrior pose).
- Throwing arm at side then up (thumb to thigh, ball to the sky).
- Step opposite leg forward.
- Throw the ball and follow through.

Date:

Challenges	Record
- Set a comfortable distance from the target to practice throwing the ball.	☐
- With a partner, play a game of 'throw, catch and return'.	☐

Mega challenges	Record
- 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.	☐

Friday



Spelling Activity Card 9

Read the text about Mercury.
Each line has **one** word that is **incorrect**.
Write the **correct** spelling of the word in the box.

Mercury

1. Mercury is the smallest planet in our Solar Sysetem and the closest one to the Sun.

2. It has no atmosfere to retain heat so it can be extremely hot in the day and cold at night.

3. Mercury's surface is covered in crators and is similar in appearance to the Moon.

4. Due to its close proximity to the Sun, Mercury is incredably difficult to observe from Earth and can only be seen in the morning or evening.

5. The planet is named after Mercury, who was the Roman messanger to the gods.

Circle the 3 words in the box that are **incorrect.**

space	teliscope	orbit	rotate	axsis	sphere	astronomer	astronaught

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?!

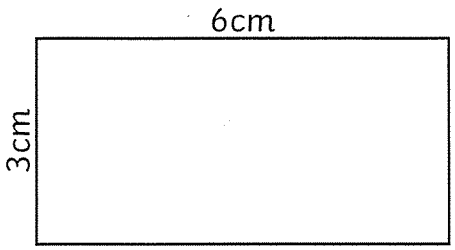
Can you continue the story of the Weather Tree?

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

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

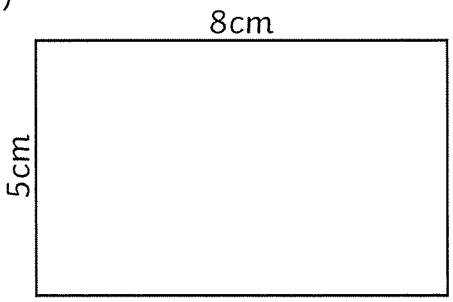
1) Calculate the area of these shapes.

a)



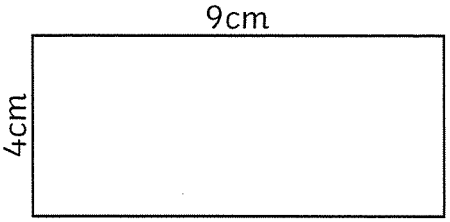
Area = _____ cm²

b)



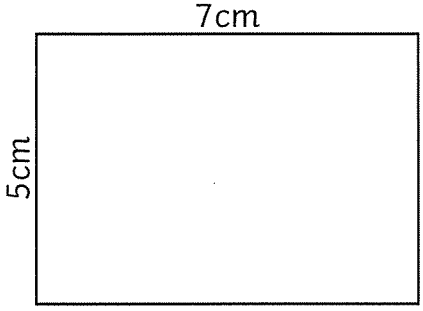
Area = _____ cm²

c)



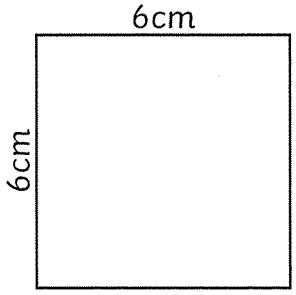
Area = _____ cm²

d)



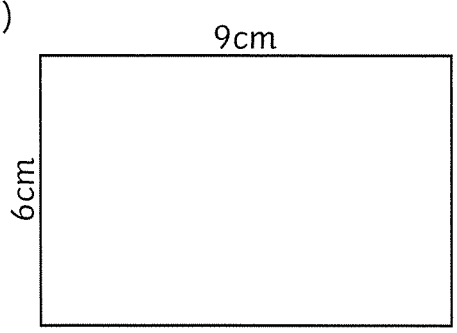
Area = _____ cm²

e)



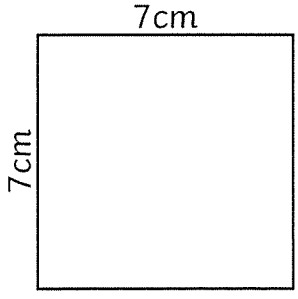
Area = _____ cm²

f)



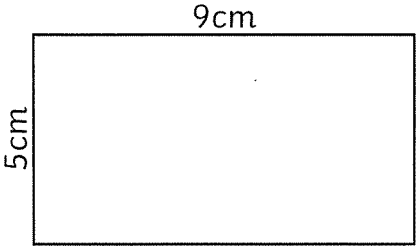
Area = _____ cm²

g)

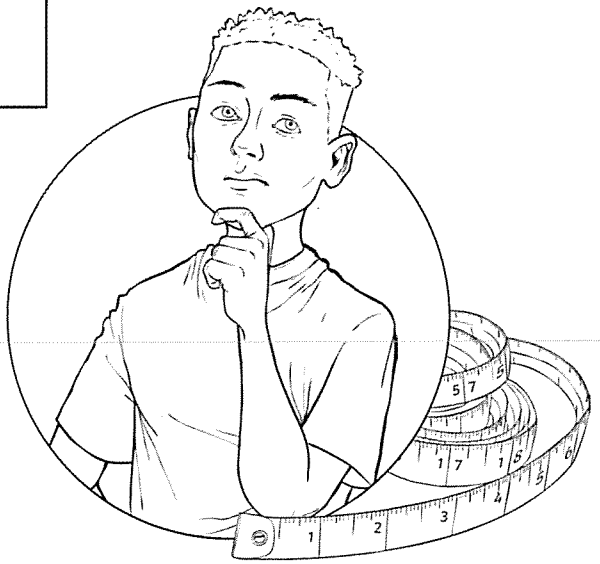


Area = _____ cm²

h)



Area = _____ cm²

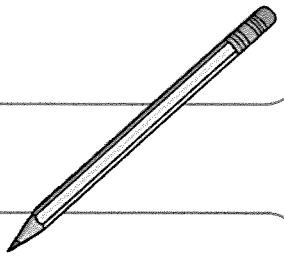


My Piece of Art

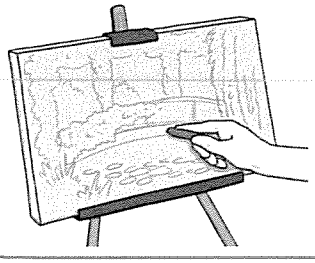
When artists have some of their artwork displayed in an exhibition, it is very special.

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

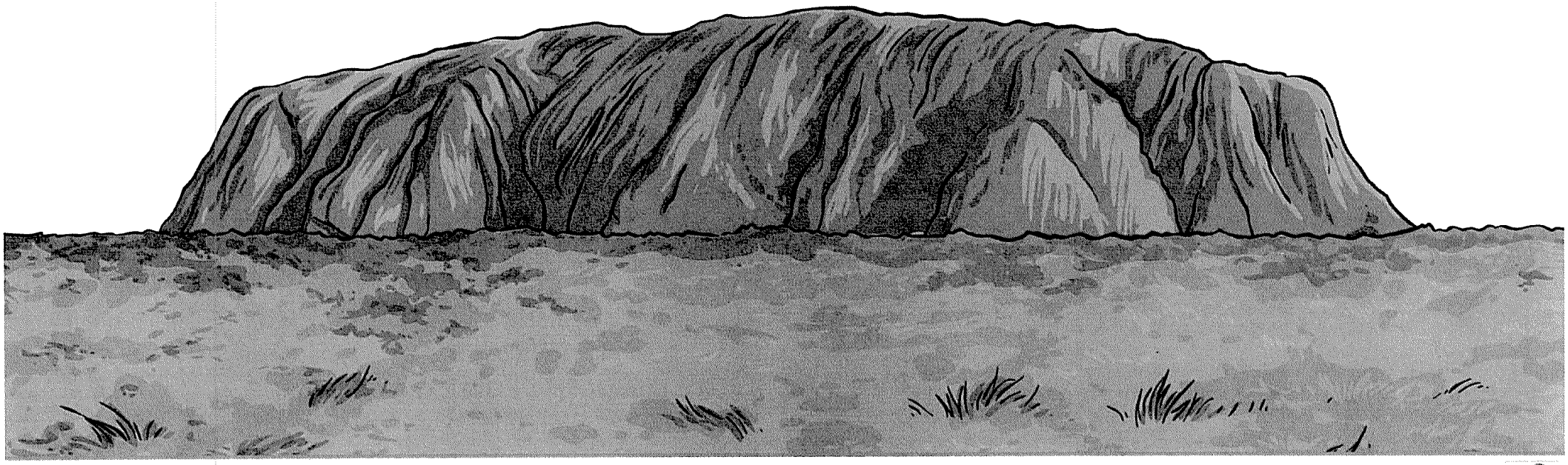
Teaching Notes

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.

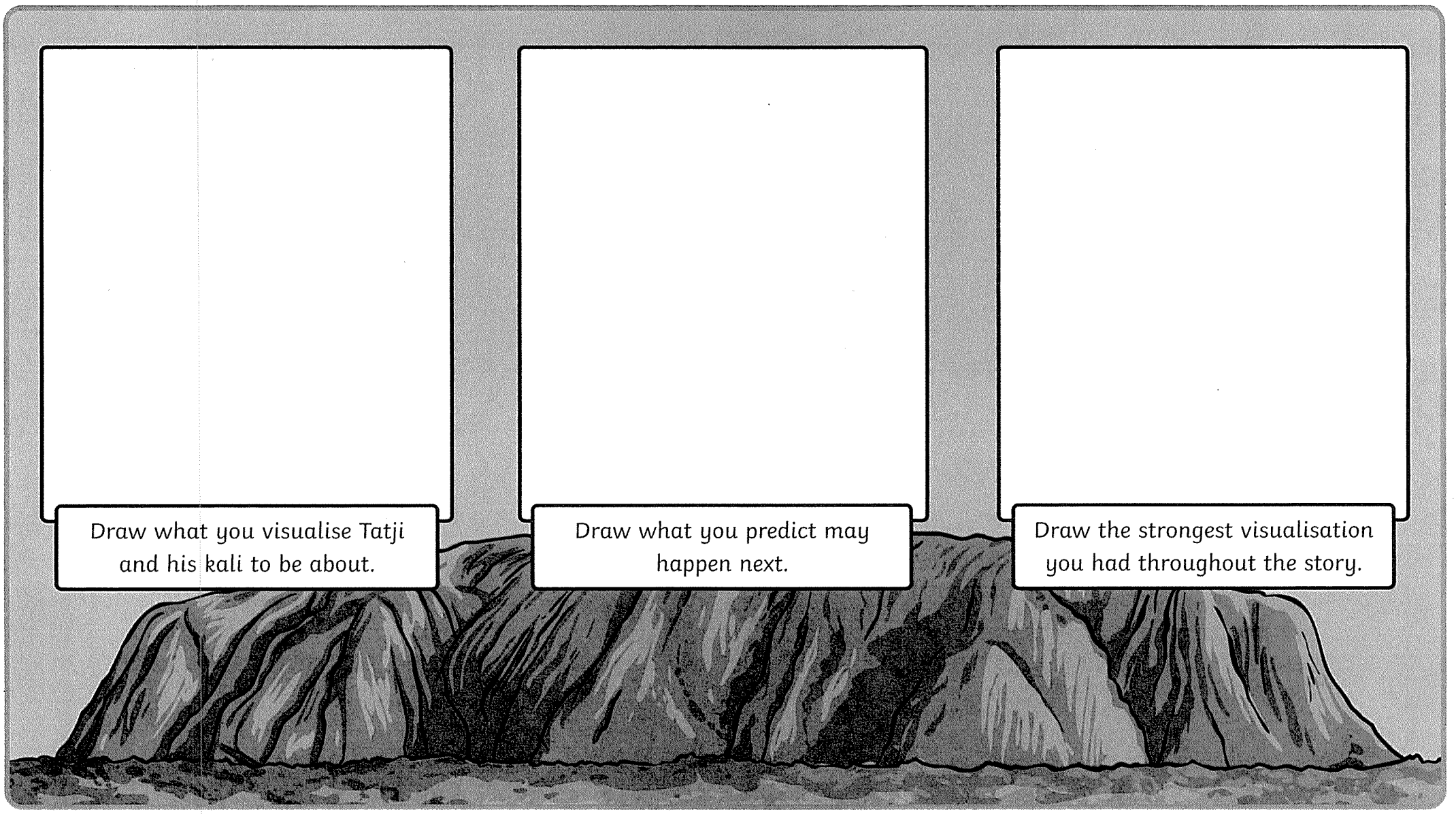
In the beginning box, students visualise what the story may be about using only the title and beginning discussions.

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.

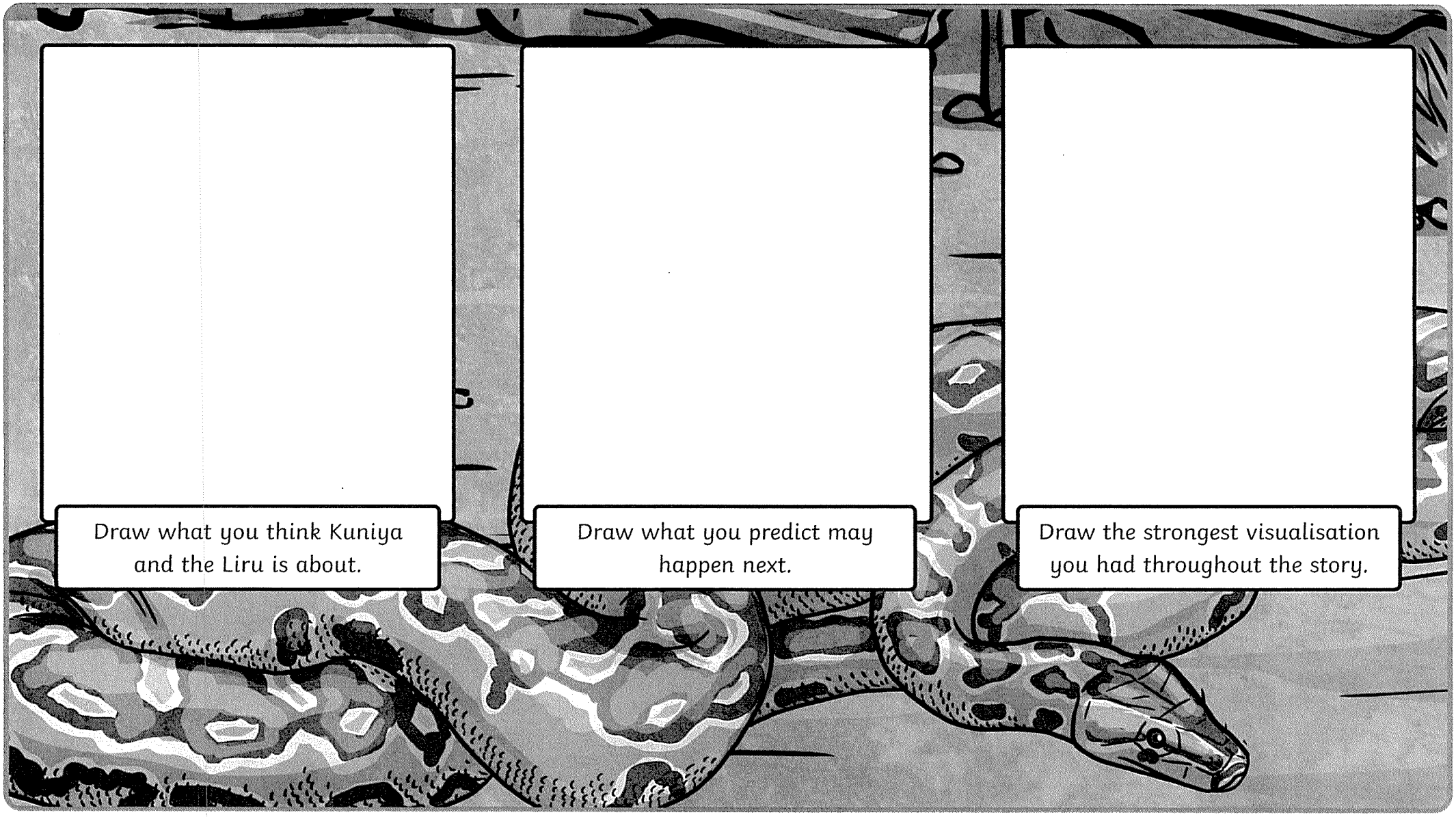
In the final box, students draw the strongest visualisation they had throughout the entire story.



Tatji and His Kali



Kuniya and the Liru



Draw what you think Kuniya and the Liru is about.

Draw what you predict may happen next.

Draw the strongest visualisation you had throughout the story.