



Below is a sample recommended timetable that adheres to the National Education Standards Authority (NESA) requirements for each key learning area.

We recommend that you follow this routine as much as possible according to what works in your house.

The following equates to one week of work and is applicable to all year groups.

	Lynwood Park Public School Learning From Home Whole School Timetable Stage 3 – Term 3 Week 9					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
15 mins	Reading	Reading	Reading	Reading	Reading	
15 mins	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	
30 mins	Writing	Writing	Writing	Writing	Writing	
BREAK	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	
45 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
20 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
45 mins	Science & Technology	Creative Arts	Wellbeing Wednesday	Geography / History	Catch up	

Stage 3 Term 3 Week 9 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reading	Reading Read the ' <i>The Most Unusual Zoo</i> ', attached below.	Reading Read the ' <i>The Most Unusual Zoo</i> ', attached below.	Reading Read the KidsNews article: ' <i>Apes Mind Their Manners When Mixing with Each Other</i> ', attached below.	Reading Read the KidsNews article: ' <i>Apes Mind Their Manners When Mixing with Each Other</i> ', attached below.	Reading Read a text of your choice for 20 minutes. It could be one of your school magazines or another text you have at home. Please record what you read and for how long you read.
Morning	Comprehension / Word Work <u>WOW – Word of the week</u> Word – flit Complete the WOW activity below.	Comprehension / Word Work <u>Comprehension</u> Complete the activity below related to ' <i>The Most Unusual Zoo</i> '	Comprehension / Word Work <u>Glossary Words</u> Complete the activity below related to ' <i>Apes Mind Their Manners When Mixing with Each Other</i> '.	Comprehension / Word Work <u>Summarise</u> Complete the activity below related to ' <i>Apes Mind Their Manners When Mixing with Each Other</i> '.	Comprehension / Word Work <u>Spelling test</u> Please ask someone in your house to give you a spelling test. Please record your results and include them in your assignment today.
English	Writing <u>Spelling</u> Complete the attached spelling activities.	Writing <u>Informative</u> Complete the activity below, brainstorming about how learning has changed for you since lockdown.	Writing <u>Informative</u> Use the brainstorming from yesterday to write about how your learning is different. Remember to write at least 4 paragraphs.	Writing <u>Persuasive</u> Complete the activity below about the best breakfast meal ever!	Writing <u>Handwriting</u> Complete the handwriting activity attached below.
Break					

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle Mathematics	Mathematics Task 1 – Mentals Task 2 – Addition and subtraction number patterns	Mathematics Task 1 – Mentals Task 2 – Geometric Patterns	Mathematics Task 1 – Mentals Task 2 – Balancing equations Task 3 – Balancing equations	Mathematics Task 1 – Mentals Task 2 – Likelihood of events occurring Task 3 – Ways to represent chance	Mathematics Task 1 – Number of the Day Task 2 – Chance from 0 to 1 Task 3 – Mark all Week 7 math activities
Middle	Fitness Keep a diary of physical activity you participate in each day this week. Record the time spent each time. How could you improve your throwing, catching or kicking skills? Respond: write a list of strategies you could use to improve your skills. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.	Fitness Complete the alphabet name workout (see attached). If you need a challenge complete the workout for your first and last name. OR Mindfulness Do a guided meditation on the smiling minds website or app. You do have to sign up but do not have to pay a subscription. www.smilingmind.com Alternatively, you could also try listening to some quiet music or sitting outside with your eyes closed and focus on what you can hear, feel and smell.	Fitness Keep a diary of physical activity you participate in each day this week. Record the time spent each time. How could you improve your throwing, catching or kicking skills? Respond: write a list of strategies you could use to improve your skills. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.	Fitness Complete the alphabet name workout (see attached). If you need a challenge complete the workout for your first and last name. OR Mindfulness Do a guided meditation on the smiling minds website or app. You do have to sign up but do not have to pay a subscription. www.smilingmind.com Alternatively, you could also try listening to some quiet music or sitting outside with your eyes closed and focus on what you can hear, feel and smell.	Fitness Keep a diary of physical activity you participate in each day this week. Record the time spent each time. How could you improve your throwing, catching or kicking skills? Respond: write a list of strategies you could use to improve your skills. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.
BREAK					

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	Science and Technology <u>Fashionable Fabrics</u> Complete the activity below about common fabrics that are used to make our clothes.	Creative Arts <u>Making a Rainbow</u> Complete the attached activity to create a rainbow with objects found near you.	Wellness Wednesday <u>Mindful Breathing</u> Complete the attached activity to practice mindful breathing.	Geography <u>Lifestyle and Employment in Asia</u> Watch the teacher video attached to today's assignment and complete the attached activities.	Catch Up This time is for you to catch-up on any work you have not finished this week. If you are looking for extra activities you can complete any of the optional activities listed below.
Optional Extension activities	If you are looking for more reading or extension activities here are a few websites you can visit (please note that some websites require you to sign up): <ul style="list-style-type: none"> - READ READ READ!!! Reading everyday makes you a better reader. - https://www.studyladder.com.au/login/account?lc_set= - you will need your username and password to log in - 'Education Live' talk with presentations from Taronga Zoo zookeepers, scientists, authors and other people who are experts in what they do. Visit the 'learning from home' website to watch the live stream every day! https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home - Read up on some kid's news at https://www.kidsnews.com.au/ - https://www.abc.net.au/btn/ - https://www.headspace.com/meditation/kids - PE with Joe on Youtube! 				

Monday Reading – The Most Unusual Zoo

By Deborah Hunt

<https://www.shortkidstories.com/story/the-most-unusual-zoo/>

Joey shouted. "Look at that weird bug!"

"That's not a bug. It's a tiger with fur that looks like a ladybug," said Cole.

Inside the tiger exhibit was a large four-legged insect with red fur and black spots, and when it opened its mouth to roar, it just made a gentle squeak.

Luke read the inscription. "It's a Ladytigerbug discovered on an unnamed planet in the Andromeda Galaxy."

"I think it's cool," Cole snapped a photo.

Chase walked towards the other exhibit. "I think it's ugly."

Joey ran ahead of his brothers. "Wow!"

Cole and Luke looked on in horror.

Inside the thick green bars was a large giraffe-like bug with a tiny ant's head.

Joey read the inscription. "Girannte, found on Planet Strategonian."

Chase shrugged his shoulders. "Let's keep going. I want to see something really weird and amazing."

His brothers winked at each other and trotted after him.

Luke called out, "Chase, you didn't even glance at this one."

Chase paused. "It's no big deal. It's just a stupid Butterphant from the Planet Oriona."

Joey snapped a picture of the strange insect that looked like an orange and black elephant with Monarch Butterfly ears that were flapping back and forth.

The boys followed Chase down a narrow hallway until they arrived at the next exhibit.

"Yikes!" shouted Cole. "It's a Deerhopper, from the Planet Gojobu."

Chase barely looked at the weird bug. It was a giant grasshopper with a deer head and giant antlers.

Luke looked at his brothers in disbelief and grabbed Chase's arm. "How can you not see how awesome this is?"

Chase shrugged his shoulders. "You've seen one weird bug you've seen them all." He ran through to the remaining exhibits with barely a glance.

His brothers stopped to look at each unusual insect with amazement and kept snapping pictures. There were Monkeybees that were eating bananas from Planet Bulgon, Firegoats that glowed from Planet Uton, and Snakepillars that slithered from Planet Sultrin. There were tons more, but they had to stop looking, so they could keep up with Chase.

When they reached the last exhibit, Chase shouted. "Look, guys! Isn't this the weirdest bug you have ever seen?"

The brothers all gasped.

Luke read the sign. "Common housefly from Planet Earth."

The boys snapped a bunch of pictures.

Joey smiled at Chase. "You did it again. You found the most unique one."

Luke and Cole nodded and gave him a high five.

"I can't wait to go to the Very Odd Fish Zoo next week," said Chase.

Luke replied, "Maybe they'll have one of those really strange goldfish...from Planet Earth."

Monday WOW – Word of the week – flit

Learning Intention – Students use interesting language to engage the audience

Definition: _____

How many syllables: _____

Synonyms: _____

Antonyms: _____

Write an imaginative paragraph using the WOW word (please write on a google doc, workbook or blank piece of paper).

Monday Spelling Week 9

Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words

sight	Rule – suffix to 'y'	Rule – suffix to 'y'	Geography	Science	Extension
there their they're thorn throw	buyer buying employ employer enjoy	empty emptying carry carrying supply	regions countries foreign connections organisations	sustainable synthetic fibre polyester waterproof	thermometer throughout thistle faithful breadth

1. Write out your spelling list words in your homework and spelling book.

2. Write out this week's spelling rules:

Adding a suffix to y

If a word ends in 'y' preceded by a vowel, then the y is kept when a suffix is added.

If a word ends in -y preceded by a consonant, change the y to -i, then add the suffix.

If the suffix you are adding is 'ing' then you keep always keep the 'y'

3. Write a spelling rule for 5 of your words that can help you remember how to spell them.

4. Write your sight words in 'Alphabetical Order' using red for vowels and blue for consonants.

5. Dictionary meanings – find and write the dictionary meaning for 4 of your words.

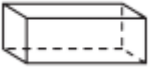

6. Word manipulation – use 5 spelling words and change or add 1 or 2 letters to make new words

7. How many words can you make using the letters in the word box.

t	u	a
i	b	l
e	s	f

Monday Maths Activities

Task 1

1. $20 - 19 =$ ____
2. $48 + 69 =$ ____
3. $32 \div 8 =$ ____
4. $5 \times 10 =$ ____
5. $12 \times 4 =$ ____
6. Round 48480 to the nearest ten. ____
7. What is the value of the number in the ten thousands place in 97972? ____
8. Complete this counting pattern: 34, 45, 56, 67, ____, ____, ____
9. Complete this counting pattern: 90, 95, 100, 105, ____, ____, ____
10. What is the difference between 19 and 14? ____
11. Share 4 apricots between 4 children. ____
12. $\$1.00 + 20 \text{ cents} + 5 \text{ cents} =$ ____
13. What is $\frac{1}{11}$ of 11? ____
14. What is $\frac{1}{4}$ of 16? ____
15. Write these decimals in ascending order: 0.61, 0.42, 0.36, 0.97 ____
16. Write these decimals in descending order: 0.87, 0.95, 0.76, 0.99 ____
17. How many minutes from 5 am to 7 pm? ____
18. If a square has a perimeter of 272cm, what is the length of a side? ____
19. How many faces does a rectangular prism have? ____ 
20. Imagine these stars are in a bag. What is the probability of pulling out a white star? 

Task 2 – Addition and subtraction number patterns

Learning Intention - Students can describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction

14	18	22	___	___	___	Rule: _____
28	26	24	___	___	___	Rule: _____
65	___	75	80	___	___	Rule: _____
150	145	___	135	___	___	Rule: _____
36	30	24	___	___	___	Rule: _____

90 96 99 Rule: _____

201 211 221 Rule: _____

77 66 55 Rule: _____

30 60 75 Rule: _____

66 63 51 Rule: _____

249 244 229 Rule: _____

21 28 49 Rule: _____

Can you create your own tricky addition and subtraction number patterns?

Don't forget to write down the rule!

My addition number pattern rule: _____

My number pattern is:

My subtraction number pattern rule: _____

My number pattern is:

Monday – Science: Fashionable Fabrics

Learning Intention – Students will be able to identify the properties of a material that make it suitable for a particular purpose and understand that some choices of materials are more sustainable than others.

Choose six items of clothing from your wardrobe. Make sure the items are very different, both in the way they feel and their purpose (e.g. shirt, raincoat, swimming costume, sports shorts, jumper, pyjamas). Look closely at the label on the inside. Complete the table below, using the label and the information from last week's information about properties of materials to help you.

Item of clothing	What material(s) is it made out of?	List a few properties of this/these materials	Why do you think this material was used to make this item of clothing?

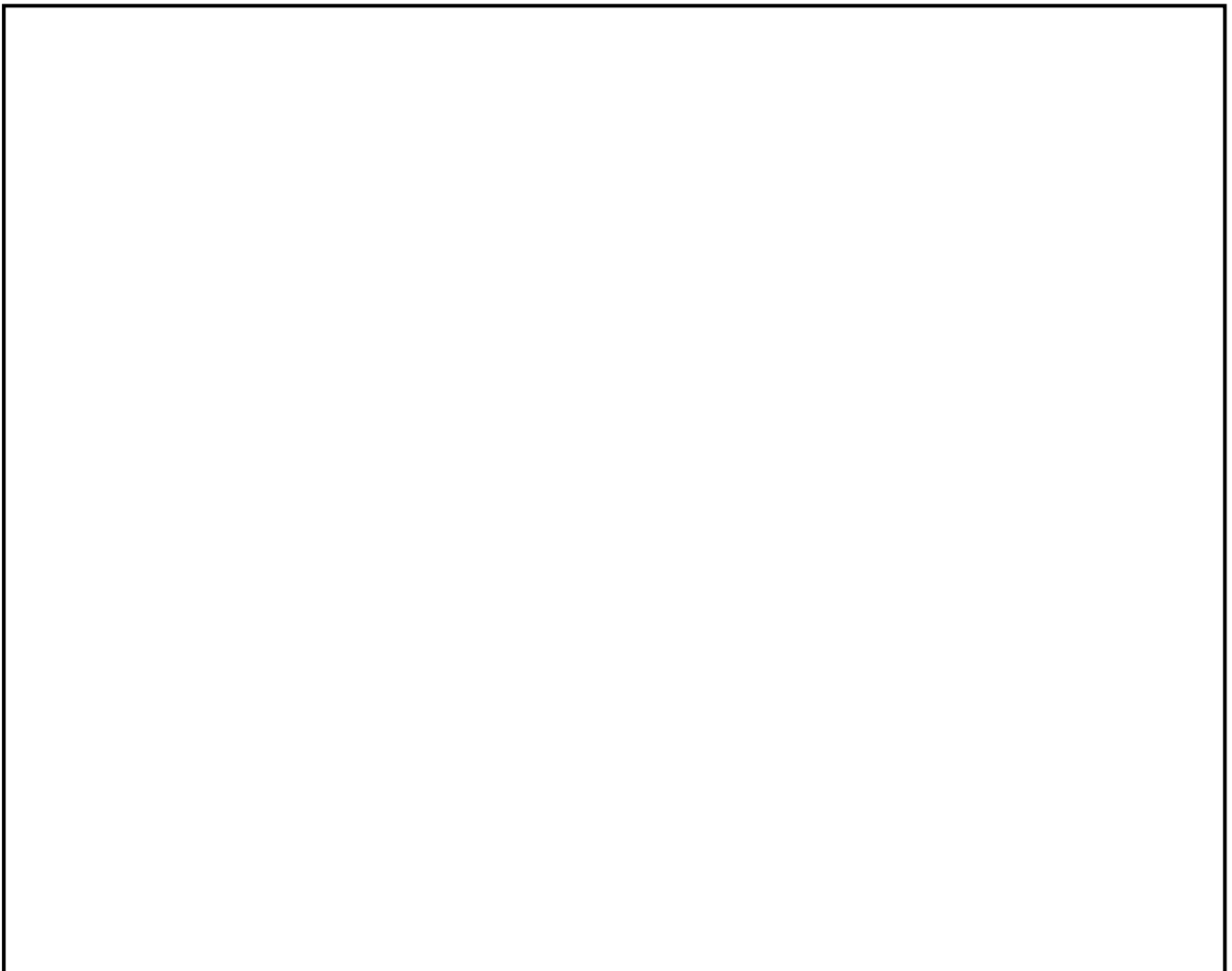
Tuesday – Comprehension

The Most Unusual Zoo

Learning intention: Students answer questions related to the text '*The Most Unusual Zoo*.'

On google docs or on a piece of paper, use full sentences to answer the following questions.

1. Who are the characters in this story and how are they related?
2. Where is this story set? (location)
3. How do you think the names of the animals at this unusual zoo were created?
4. Who do you think was the most excited to be at the zoo? Give reasons for your answer.
5. Where do you think all the animals came from?
6. What were some synonyms of said that were used in this text? (words that mean the same as said)
7. List all the colours that are used in this text.
8. Would you like to visit this zoo? Give reasons for your answer.
9. List four animals that you think they might see at the Very Odd Fish Zoo next week.
10. Choose one animal from this story and draw a picture of it in the box below. Please label your picture. Use led pencil then add colour to your drawing.

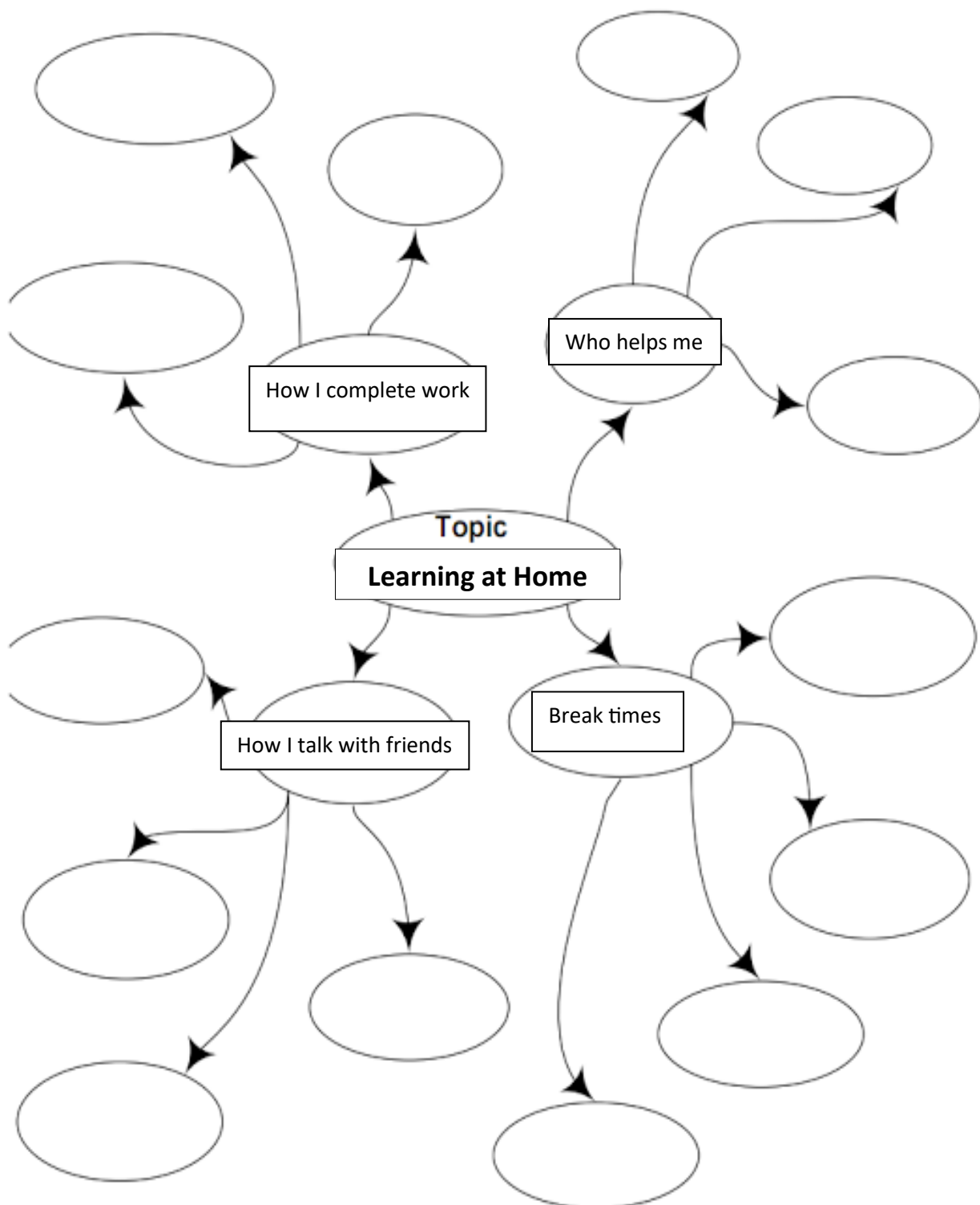


Tuesday Writing - Informative

Learning intention: Students brainstorm ideas they can use to create an informative piece of writing related to how their learning has changed due to lock down.

Instructions: Write an explanation of how learning has changed since the introduction of learning from home.

Today's job is to create a brainstorm of the positive and negative ways that learning has changed. Create a plan and begin you draft. Some ideas have been put onto this brainstorm. You can use your own if you would rather.



Tuesday Maths Activities

Task 1

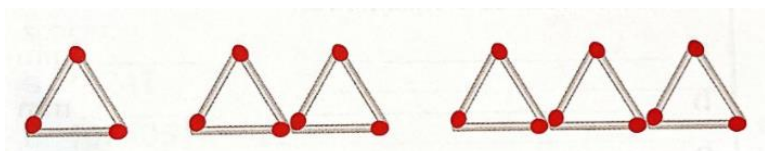
1. $92 - 25 = \underline{\hspace{2cm}}$
2. $45 + 66 = \underline{\hspace{2cm}}$
3. $7 \times 5 = \underline{\hspace{2cm}}$
4. $33 \div 3 = \underline{\hspace{2cm}}$
5. $8 \times 7 = \underline{\hspace{2cm}}$
6. Round 1866 to the nearest ten. $\underline{\hspace{2cm}}$
7. List the factors of 87: $\underline{\hspace{2cm}}$
8. Complete this counting pattern: 21, 32, 43, 54, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$
9. Complete this counting pattern: 47, 49, 51, 53, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$
10. If there were 135 fans at a football game, 39 were wearing maroon and the rest were wearing blue, how many were wearing blue?
 $\underline{\hspace{2cm}}$
11. Share \$540 between 10 children. $\underline{\hspace{2cm}}$
12. What is the price after taking 50% off \$14?
 $\underline{\hspace{2cm}}$
13. What is $\frac{1}{9}$ of 63? $\underline{\hspace{2cm}}$
14. What is $\frac{1}{2}$ of 732? $\underline{\hspace{2cm}}$
15. Write these decimals in ascending order:
0.40, 0.28, 0.48, 0.32 $\underline{\hspace{2cm}}$
16. Write these decimals in descending order:
0.25, 0.72, 0.23, 0.99 $\underline{\hspace{2cm}}$
17. 360 minutes = $\underline{\hspace{2cm}}$ hours
18. The length of a rectangle's sides are 15cm and 20cm. What is its perimeter? $\underline{\hspace{2cm}}$
19. How many faces does a square-based pyramid have?
 $\underline{\hspace{2cm}}$
20. Imagine these stars are in a bag. What is the probability of pulling out a black star?



Task 2 – Geometric Patterns

Learning Intention – Students can complete a table of values for a geometric pattern and describe the pattern in words

1.

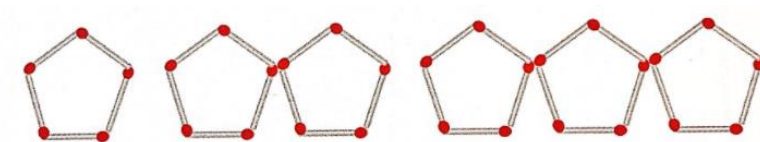


- a) In the box, sketch the next set of triangles in the sequence.
- b) Complete the table to record the number of matches needed to make the pattern of triangles.

Triangles	1	2	3	4	5	6	7	8	9
Matches	3	6							

- c) What might the rule for this number pattern be?
- d) How many matches would be needed for 15 triangles?

2.

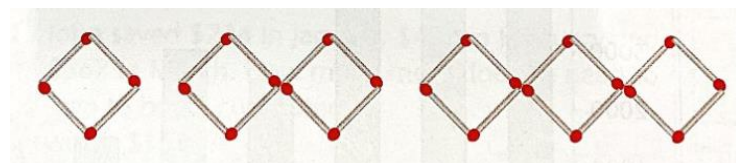


- a) In the box, sketch the next set of pentagons in the sequence.
 b) Complete the table to record the number of matches needed to make the pattern of pentagons.

Pentagons	1	2	3	4	5	6	7	8	9
Matches	5								

- c) What might the rule for this number pattern be?
 d) How many matches would be needed for 10 pentagons?

3.



- a) In the box, sketch the next set of squares in the sequence.
 b) Complete the table to record the number of matches needed to make the pattern of squares.

Squares	1	2	3	4	5	6	7	8	9
Matches	4								

- c) What might the rule for this number pattern be?
 d) How many matches would be needed for 12 squares?

ALPHABET WORKOUT

Spell out your full name and complete the activity listed for each letter.
For more fun, try spelling a family member's name or a teacher's name!

- | | |
|---|---|
| A jump up and down 10 times | N pick up a ball without using your hands |
| B walk like a bear for a count of 5 | O walk backwards 50 steps and skip back |
| C do 3 cartwheels | P do 10 push-ups |
| D run to the nearest door and run back | Q walk like a crab for a count of 10 |
| E do 10 jumping jacks | R hop on one foot 5 times |
| F hop like a frog 8 times | S bend down and touch your toes 20 times |
| G flap your arms like a bird 25 times | T pretend to jump rope for a count of 10 |
| H walk on your knees for a count of 10 | U crawl across the room on your hands and knees |
| I balance on your left foot for a count of 10 | V run in place for a count of 10 |
| J balance on your right foot for a count of 10 | W pretend to pedal a bike for a count of 15 |
| K skip from one end of the room to the other | X reach for the sky 10 times |
| L do 5 sit ups | Y do 3 somersaults |
| M march like a soldier for a count of 12 | Z walk sideways 10 times one way and 10 times back the other way |

Tuesday Creative Arts – Making a Rainbow

Learning intention: Students create a rainbow using 3D objects they can find.

Information: Look around you. Can you see the colours of the rainbow? Collect objects that you can easily find near you. Position the objects to create a rainbow as shown in the pictures below. Upload a picture attached to your google classroom, or email a photo to the school's email address: lynwoodpk-p.school@det.nsw.edu.au





Study finds apes mind their manners much like humans

Kaya Burgess, August 16, 2021 7:00PM The Times

ANIMALS

Reading level: Orange

Many people think that leaving a social situation without saying goodbye is rude – and it turns out that apes would agree.

As humans, we typically say we are leaving, shake hands or use other body language to signal when interactions*with others are ending.

Now scientists have discovered that apes such as bonobos and chimpanzees have a similar system, using gestures and physical contact to start and finish play or grooming* sessions. Durham University researchers said that common etiquette* includes butting heads, holding hands, gazing at and touching each other.

Researcher Dr Raphaella Heesen said that the apes used the same sense of commitment as humans when they signalled each other to talk or play together. They also used the same signals to bring the interaction to an end.

The study, published in the journal iScience, observed 1242 interactions within groups of bonobos and chimpanzees at zoos in the United States, Switzerland and France. In 90 per cent of cases, bonobos used an “entry signal” before starting an interaction as well as a form of “exit signal” to end an interaction in 92 per cent of cases.

Chimpanzees used entry signals in 69 per cent of cases and exit signals in 86 per cent of interactions.

The closer the relationship between the animals, the shorter the gestures, researchers found. “When you’re interacting with a good friend, you’re less likely to put in a lot of effort in communicating politely,” Dr Heesen said.

The ability to collaborate* on joint projects and activities was seen as a particularly human trait*, made easier by our ability to communicate through language, but co-operation and teamwork could also be seen in our primate cousins.

“We were able to land on the moon because we have the ability to share our intentions, which allows us to achieve things so much bigger than a single individual can achieve alone,” Dr Heesen said. “This ability has been suggested to be at the heart of human nature.”

While the scientists were already aware that apes used signals to begin interactions, prior to the study they did not know if they did anything to mark ending and leaving them.

“Do they just walk off and unilaterally* abandon their partner?” Dr Heesen said. “Or is it important to communicate something about the end of the encounter?”

She said some earlier studies had compared apes with children who had not learnt to talk. When an adult played with a youngster then suddenly stopped, the child would protest and want to keep playing. The chimpanzees did not appear to protest and so it was assumed that they did not require a signal to end an interaction.

She said, however, that she had seen two bonobos interrupted while grooming each other. They then gestured to signal that they wanted to resume the grooming.

She said that the study suggested the concept of “joint commitment” to shared endeavours* might have evolved in our primate ancestors. The study found that the behaviour among bonobos, in particular, had “some similarities to what, in humans, is considered ‘social etiquette’.”

Previous studies have found that even humans struggle when trying to end social interactions. A study this year examined 932 conversations, finding that only 2 per cent ended at the point desired by both participants.

This story was originally published in The Times and is republished with permission.

Wednesday Comprehension – Glossary Words

Apes Mind Their Manners When Mixing with Each Other

Learning intention: Students use the words from the glossary of *Apes Mind Their Manners When Mixing with Each Other* in their own sentence.

The words listed below are glossary words from *Apes Mind Their Manners When Mixing with Each Other*. Use these words in your own sentences. Try to use a variety of sentences e.g. simple, compound and complex.

Additional optional challenge: Try to use as many glossary words as possible in your own sentence.

GLOSSARY

interaction: communication or direct involvement

grooming: human and animal practice of combing, brushing and cleaning oneself or others

etiquette: usual code of polite, socially acceptable behaviour

collaborate: work jointly on an activity or project

trait: distinguishing quality or characteristic

unilaterally: done without agreement by only one person, animal, group or country

endeavours: efforts to reach certain goals

Wednesday Writing – Informative

Learning intention: Students create an informative piece of writing related to how their learning has changed due to lock down

Instructions: Use the information that you planned yesterday about how learning has changed since you started learning at home

Remember to write one big idea for each paragraph and include some examples, elaboration, evidence or an explanation of your big ideas.

Please include:

- an introduction
- 2 - 3 paragraphs which explain your big ideas
- and a conclusion.

Also remember to edit for:

- spelling mistakes
- capital letters
- full stops
- paragraphs
- interesting vocabulary
- does my writing make sense?

Wednesday Maths Activities

Task 1

1. $73 + 56 =$ ____

2. $11 - 11 =$ ____

3. $9 \times 3 =$ ____

4. $3 \div 3 =$ ____

5. $6 \div 6 =$ ____

6. Round 48814 to the nearest hundred. ____

7. Round 45970 to the nearest hundred. ____

8. Complete this counting pattern: 32, 41, 50, 59, ____, ____, ____

9. Complete this counting pattern: 81, 93, 105, 117, ____, ____, ____

10. What is the sum of 78 and 37? ____

11. Share 60 avocados between 6 children.

12. What is the price after taking 50% off \$91?

13. What is $\frac{1}{6}$ of 66? ____

14. What is $\frac{1}{6}$ of 66? ____

15. Write these decimals in descending order:
0.30, 0.73, 0.93, 0.85 ____

16. Write these decimals in ascending order:
0.64, 0.37, 0.19, 0.52 ____

17. If it was 6:22 in the afternoon, would you write am or pm? ____

18. The length of a square's sides are 6cm.
What is its area? ____

19. Draw a line of symmetry on this oval:



20. Which circle has the highest chance of being selected?
Black or white? ____



Task 2 – Balancing Equations

Learning Intention - Students can use equivalent number sentences to find unknown quantities

1. $10 + 15 = 8 + \square$

5. $32 \div 4 = \square + 5$

2. $30 - 12 = 24 - \square$

6. $17 + \square = 6 \times 5$

3. $8 \times 6 = 12 \times \square$

7. $28 \div 7 = 46 - \square$

4. $21 \div 3 = 35 \div \square$

8. $11 \times 6 = \square + 38$

Task 3 – Balancing Equations

Learning Intention - Students can use equivalent number sentences to find unknown quantities

$$29 - 2 = \square \times 3$$

$$53 + 3 = \square \times 8$$

$$\square \times 3 = 26 - 5$$

$$\square \times 3 = 13 + 2$$

$$1 \times 8 = \square \times 4$$

$$27 + 1 = 4 \times \square$$

$$4 \times 4 = 8 \times \square$$

$$8 \times \square = 4 \times 6$$

Wellness Wednesday – Mindful Breathing

Learning intention: Students practise mindful breathing.

Instructions: Complete the below activity. Please answer the questions at the end on a google doc or on paper and upload a photo of your work to google classroom. Remember if you can't upload photos to Google Classroom, please email your photo to the school's email address: lynwoodpk-p.school@det.nsw.edu.au

Department of Education

Mindful breathing



This exercise can be used as a relaxing and thoughtful way to start the day, end the day or help relax and calm your child.

Tip: find somewhere quiet or put on some relaxing music in the background. For younger children, this can be done with a parent or teacher guiding them. For older children, it can be done alone or with others.

1. Find a comfortable place to sit or to lie down on your back.
2. Place your hands on your stomach.
3. Take a big deep breath – in through your nose and out through your mouth. Do this three times and then gently close your eyes.
4. Continue to slowly breathe in through your nose and count 1, 2, 3 in your head (or out loud).
5. Hold your breath and count 1, 2, 3 in your head (or out loud).
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head (or out loud).
7. Count 1, 2, 3 in your head (or out loud) and then breathe in again through your nose.
8. Repeat these steps for five minutes and think about the questions below while you are breathing.
9. When you have finished, gently open your eyes. Have a look at the room around you and think about how you feel. Do you feel different compared to before the activity?

Questions to think about

- What parts of your body move when you breathe in?
- Do different parts of your body move when you breathe out?
- Can you feel your hands moving?
- What does it feel like when you breathe in – where does the breath go?
- What does your breath sound like?
- What other sounds can you hear while you're breathing?
- Does your body feel heavy or light while you're breathing?



Thursday Comprehension - Summary

Apes Mind Their Manners When Mixing with Each Other

Learning intention: Students summarise a text they have read, *Apes Mind Their Manners When Mixing with Each Other*.

Reminder: A summary is a brief statement of the main points of something. It does not usually include extra detail or elaborate on the main points.

Instructions: Use the 5W & H model (who, what, where, when, why and how) to help you find the key points of this article.

1. Read the article carefully to locate who and what this article is about, and where, when, why and how this is happening.
2. Use the information you located in part 1 to write a paragraph that summarises the article either on a google doc or on paper and attach it to your google classroom.

Thursday Writing – Persuasive

Learning intention: Students write an informative piece of writing related to how their learning has changed.

Instructions: On a google doc or on a piece of paper, choose a breakfast meal and convince your audience that it is the best ever breakfast meal. It could be Coco Pops, Cornflakes, Rice Bubbles, a bacon and egg roll, scrambled eggs on toast etc Think about the taste, how healthy the food is and how filling it is.

Remember to write one big idea for each paragraph and include some examples, elaboration, evidence or an explanation of your big ideas.

Please include:

- an introduction
- 2 - 3 paragraphs which explain your big ideas
- and a conclusion.

Also remember to edit for:

- spelling mistakes
- capital letters
- full stops
- paragraphs
- interesting vocabulary
- does my writing make sense?



Thursday Maths Activities

Task 1

1. $79 + 70 =$ _____
2. $15 - 12 =$ _____
3. $60 \div 12 =$ _____
4. $11 \times 11 =$ _____
5. $66 \div 6 =$ _____
6. Round 70407 to the nearest thousand.

7. Write the numeral for sixty-one thousand and thirty-seven: _____
8. Complete this counting pattern: 65, 70, 75, 80, _____, _____, _____
9. Complete this counting pattern: 35, 45, 55, 65, _____, _____, _____
10. What is the sum of 44, 44 and 14? _____
11. If 3 kilograms costs \$3, how much would 21 kilograms cost?
12. 20 cents + 10 cents + \$2.00 = _____
13. What is $\frac{1}{2}$ of 816? _____
14. What is $\frac{1}{9}$ of 72? _____
15. Write these decimals in descending order: 0.74, 0.94, 0.35, 0.93 _____
16. Write these decimals in ascending order: 0.70, 0.16, 0.21, 0.17 _____
17. How many minutes from 3 am to 5 pm?

18. The length of a square's sides are 6cm. What is its area? _____
19. What type of angle is 94° ? _____
20. Imagine these stars are in a bag. What is the probability of pulling out a black star?



Task 2 - Likelihood of events occurring

Learning Intention - Students can name events based on the likelihood that they occur.

What are some events that have no chance of ever happening?	What are some events that are certain to occur?	What are some events that have a fifty-fifty chance of happening?

Task 3 – Ways to represent chance

Learning Intention - Students can name events based on the likelihood that they occur.

Brainstorm other ways that they can describe the chance of something happening using words and numbers. An example has been done for you.

Words	Numbers
Certain	100%

Thursday Geography: Lifestyle and Employment in Asia

Learning Intention – Students examine the lifestyle and social differences of certain places in Asia

Watch the teacher video attached to today's assignment and complete the following activities.

Task 1: Complete the table below

	I see...	I think...	I wonder...
The Train Market Video			
The Sherpas Video			
The Sulphur Miners Video			

Task 2: Complete the table below and explain a positive, negative and something interesting about each occupation.

	Plus	Minus	Interesting
Market stall holders of Indonesia			
Sherpas of Nepal			
Sulphur Miners of Indonesia			

Friday Handwriting

Learning Intention – Students can use appropriate letter formations, joins and patterns.

Use your neatest cursive (joined) handwriting to write the passage below in a book or on blank paper (scroll down to see passage).

Long date

Aaaaa

Ddddd

Gggggg

Qqqqq

3 4

aaa eae iai oao uau ada ede idi odo udu

aga ege igi ogo ugu

aqe eqe iqi oqo uqu

Jupiter, Saturn, Uranus and Neptune are classed as Jovian planets. The Jovian Planets are 'Jupiter like' in that they are giants compared to the other inner planets. Jupiter and Saturn are 'Gas Giants' and Uranus and Neptune are 'Ice Giants'. All have rings made of pieces of ice and rock that orbit the planets. However, the rings of Saturn are the only ones that are visible from Earth.

Friday Maths Activities

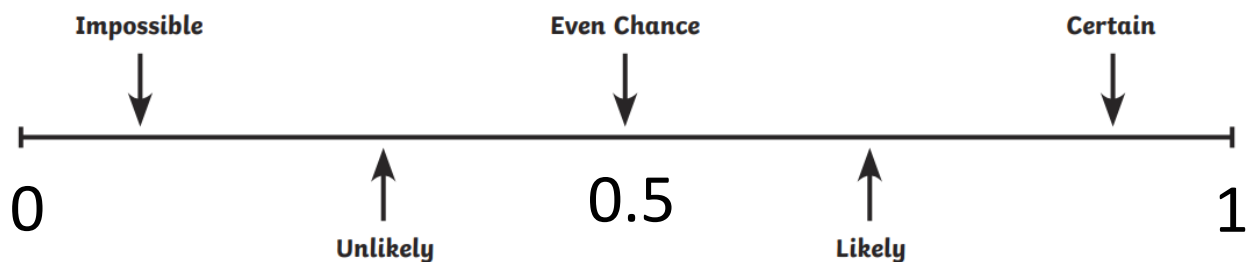
Task 1 – Number of the Day

Number of the Day = 3465

1. In words
2. 5 less
3. 20 more
4. Add 41.
5. Round to nearest 10
6. Next odd
7. Complete the pattern, add **11**: 3465, _____, _____, _____
8. Prime or composite?
9. Divisible by 5?
10. Times 100.

Task 2 – Chance from 0 to 1

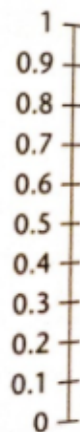
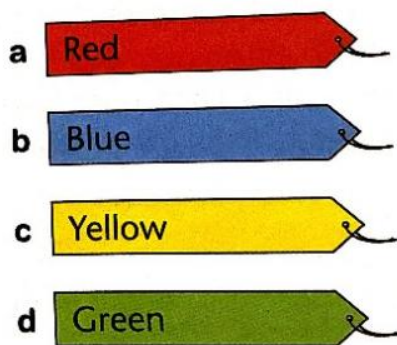
Learning Intention – Students can recognise that probabilities range from 0 to 1



1. Rate the likelihood of these events happening, using the range 0 to 1.

Event	Probability
a. Tomorrow is Tuesday	
b. You will walk 20 steps today	
c. You will have a maths task to complete on Mondays	
d. The sun will rise tomorrow	
e. It will rain tomorrow	
f. You will have ice cream for dessert	
g. Tomorrow you will wake up with 2 heads	

2. Draw lines from the tags to the scale to show the chance from 0 to 1 of each colour being drawn from the bag.



GO BACK AND MARK YOUR MATHS WORK FOR THIS WEEK!!

Maths answers will be uploaded to google classroom on Friday mornings.