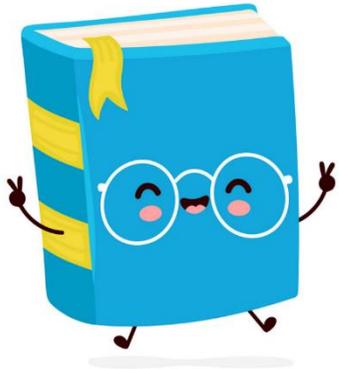# STAGE THREE

OFFLINE PACK – WEEK 3

Try to follow the schedule as much as you can

You will need to complete your work on paper

Take breaks each day – be sure to have lunch and recess!

Brain Breaks – you need to choose 2 each day!

Have a snack and go outside for some fresh air. Take some deep breaths while you are there.	Listen to your favourite song. Think about why you like it so much. Have a snack and a glass of water.	Walk around outside with no shoes on. Think about how the ground feels under your feet. How does it make you feel?	5 minutes of stretching: touch your toes, rolling back up slowly just like a cat stretches.	Sit quietly outside with your eyes closed. What can you hear? Breathe slowly and deeply as you focus on the sound.
Have a snack and go outside for some fresh air. Take some deep breaths while you are there.	Listen to your favourite song. Think about why you like it so much. Have a snack and a glass of water.	Walk around outside with no shoes on. Think about how the ground feels under your feet. How does it make you feel?	5 minutes of stretching: touch your toes, rolling back up slowly just like a cat stretches.	Sit quietly outside with your eyes closed. What can you hear? Breathe slowly and deeply as you focus on the sound.

WORD WORK (Mon-Tue-Wed)

1.   governor 2. lieutenant   3. apologise 4. suppress   5. solstice
6. procession   7. provisions   8. revolution

Select 5 of your words; use a thesaurus to find synonyms (similar/same meaning) and antonyms (opposite/different meaning) for the word.		Sort the words on your spelling list into three different categories of your choice. (e.g: verb, noun, adjective, animal, person, place)	Write your words in alphabetical order (a-z) Write your words in reverse alphabetical order (z-a).	Create an acrostic poem for 4 of your words.	Write the vowels and consonants in 5 of your words in upper and lower case letters (Vowels are uppercase and consonants are lower case) eg: mOUsE
Use each word in a sentence. Write a sentence for every list word.		Write a short imaginative story using as many of your spelling words as you can, many times as you can. Underline each of your spelling words.	Put your words in order from easiest to spell to hardest to spell. Give some reasons why you ordered them this way- which parts of the words are easier or harder	Choose three of your spelling words (mix all the letters together) and then list any other words you can make with the letters.	Give each letter a value A=1, B=2, C=3, D=4 etc Calculate which of your list words have: • Highest value • Lowest value • Same value Show your working out.
Find the meaning of each word and record it in your own words- do not copy and paste from online dictionaries or books.		Select 5 words and design/present them in a fancy or attractive way (word art, bright colours, font, pictogram, graffiti style)	Select 4 words from the list and investigate the origin of this word- which language did it come from? Was there a root word that it came from? What does it mean?	Use all of the list words in a short (half a page) piece of factual writing on a topic of your choice.	Create a short quiz (12 questions MAX) that could test one of your classmate's knowledge of the words.

Weekly Learning Intentions	
Mathematics	**English**
Number: We are learning to calculate percentages of simple decimals We are successful when we can solve money problems using percentages **Strand** **We are learning to use appropriate units of measurement for area:** We are successful when we can use the correct unit of measurement when solving problems finding area.	**Poetry** **We are learning to identify different types of poetry.** We are successful when we can name the features of poetic forms **Persuasive Writing** We are learning to identify language devices in persuasive texts. We are successful when we can use these in a range of texts both digital and non digital.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Stage Reading -** Read/listen to the next section of 'A Banner Bold'. Look at the information about character traits and think about what we've learnt about Rosa so far. Complete the graphic organiser for your activity. **Fun Writing** Construct a piece of writing about what would happen if: *You wake up tomorrow with the superpower of your choosing.*	**Persuasive Writing** You will be looking at different language features used in persuasive writing. **Word Work - Turn in** You must complete THREE different tasks per day.	**Persuasive writing** You will begin by completing a warm up to refresh your memory on language devices. The activity is an opportunity for you to practise writing persuasive sentences using a range of different language devices. **Stage Reading - Turn in** Re-read/listen to the same section of text. Complete the graphic organiser about The Governor of Victoria for your activity.	**Poetry** Complete the FREE VERSE poetry task. **Word Work - Turn in** You must complete THREE different tasks per day.	**Poetry** Look at the alliteration task and see what alliteration you can create using object from your home! **Personal Reading** Read a book quietly for 20min. What was your favourite moment from your book that you have read this week? Draw a picture of the moment.
			Break		
Middle	**Personal Reading** Read a book quietly for 20min then explain a text to text connection you made with the book **Maths Warm Up - Turn in** Choose your level and complete the 10 questions. **Maths Number** Use the table that shows that shows the relationship between decimal place value and the matching fraction to solve the questions.	**Personal Reading** Read a book quietly for 20min then summarise in approximately 10 words what you read **Maths Number** You will need to calculate the sale price of an item after a percentage discount. Use the information provided on how to work out the percentage discount and subtract it from the total price to find the new price.	**Personal Reading** Read a book quietly for 20min then write and answer a hidden or head question you have about your text **Maths Warm Up** Choose your level and complete the 10 questions. **Maths Strand** Look at the shapes and calculate the area by counting the squares. Be careful not all squares are complete.	**Personal Reading** Read a book quietly for 20min then write down words or phrases you had trouble understanding **Maths Strand-** Use the grid paper to create drawings of your initials and calculate the area.	**Maths Friday** Complete the multiplication task and be careful to check your answers to complete the picture. **Reflection Task** Hashtag it Look at the reflection prompts and create a hashtag that sums up your thoughts. Create a poster with your hashtags
			Break		
Afternoon	**PE** You are going to be learning about athletics skills and correctly performing shot put.	**HISTORY** Read the information about the goldrush and answer the questions.	**CAPA** You will make a straw kazoo. See how many different sounds you can make from it- can you change the pitch from deep or high? Can you compose a short song?	**SCIENCE** Complete the experiment and record your findings.	**FRIDAY FUN** *Time to get outside!* Choose one or all three of the outdoor tasks to do. 1 - Wash the car. Help a family member by washing their car for them. 2 - Wash or clean your pet (if you have one). This might include washing the dog or cleaning out the pet cage and their belongings. 3 - Have a picnic lunch in your yard. Share pictures to the task stream if you would like to.

STAGE READING

Read A Banner Bold up until page 17 and complete the task below.

Instructions:

After reading the next section of '*A Banner Bold*', we are given more of an insight into Rosa Aarons as a character.

In the green boxes, write an external characteristic (or trait) that Rosa has.

In the orange boxes, you need to explain why you think she has that trait, and support it with an example from the text.

Character Description

Reason:

Reason:

Trait:

Trait:

Rosa Aarons

Trait:

Trait:

Reason:

Reason:
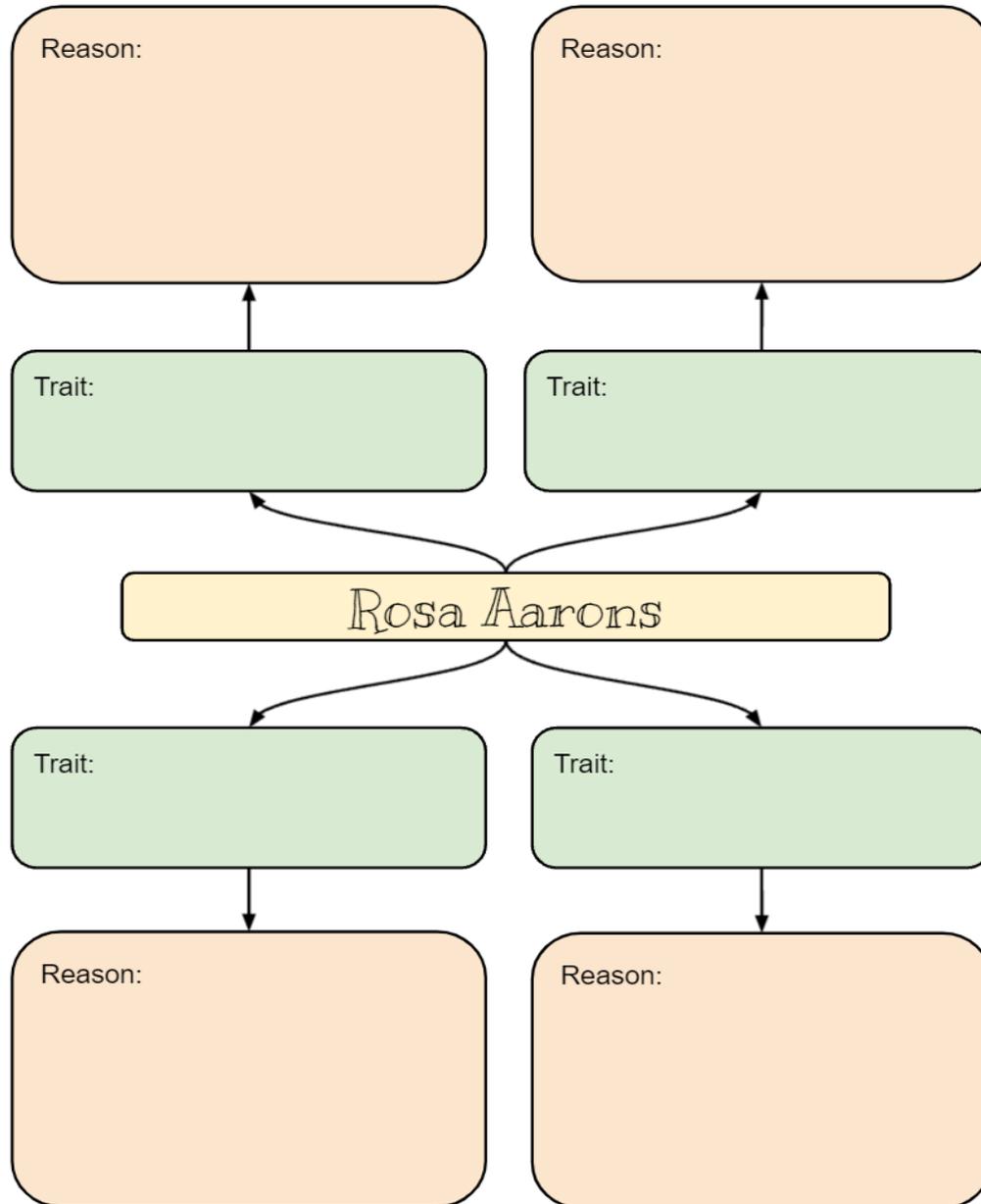
WORD WORK

Select three tasks from the grid to complete.

FUN WRITING

Create a piece of creative writing about what would happen if:

You wake up tomorrow with the superpower of your choice!

Personal Reading

Read your book for 20 minutes and talk about some personal connections you made with it, with someone at home.

Decimals to Fractions

Decimal	Word	Fraction
0.1	One Tenth	$\dfrac{1}{10}$
0.01	One Hundredth	$\dfrac{1}{100}$
0.001	One Thousandth	$\dfrac{1}{1000}$

Using the information above, fill in the table below:

Decimal	Word	Fraction
0.4		
0.07		
0.009		
0.6		
0.05		
0.003		
0.2		
0.14		
0.109		
0.056		

MATHS WARM UP

Choose your level – Nice and easy, bit more to it or challenging.

Answer the questions using the number in the first row, then use that answer to answer the question in the next line.

Eg: 42 divided by 6 = 7

Then use 7 to answer the question on the next line

7 x 2 = 14

Then use 14 to answer the question on the next line

14 + 26 = 40 and continue until you get a final answer in the last row.

Do NOT use a calculator!

Nice and easy	Bit more to it	Challenging
42	4	96
÷ 6	x 27	87 ½ % of it
x 2	5/12 of it	− 18
+ 26	− 9	x 25
x 12	x 4	30 % of it
÷ 60	7/18 of it	200 % of it
x 2	+ 16	30 % of it
¼ of it	5/12 of it	200 % of it
x 5	x 14	+ 6
x 19	5 % of it	37 ½ % of it
Answer =	Answer =	Answer =

Answer =

What are language features?

As you would have learned in previous lessons, persuasive texts seek to convince the audience of an argument or point of view using persuasive devices/language features.

Language features help readers understand what the writer is saying. We can use a range of language features to persuade a reader. However, we need to think carefully on how we place and position these devices as they are used to position the reader to accept a particular point of view.

EMOTIVE LANGUAGE
Language used to make the reader feel certain emotions.

EXAGGERATION
Providing information that is inflated, or over-the-top.

RHETORICAL QUESTION
Questions asked just for effect, or to emphasise a point.

MODALITY
Modality helps the speaker or writer take a position of high, medium or low, in relation to the topic

PERSONAL PRONOUNS
Words used to make the reader feel like you are talking to them.

RULE OF 3
Three adjectives or phrases used together to emphasise a point. For example- The hunting of animals to extinction is sad, worrying, and damaging.

REPETITION
Important words or phrases that are used more than once.

EXAMPLES OF LANGUAGE FEATURES USED PERSUASIVE TEXTS

Emotive language	Personal pronouns	Repetition
Exaggeration	Rhetorical question	Modality
		Rule of 3

MODALITY

Modal words or modality are words that express different levels of certainty

High modality words
Used when something is certain or definite e.g. must, will, definitely.

Medium modality words
Used when something is possible or likely e.g. can, should, probably.

Low modality words
Used when something is doubtful or unlikely e.g. may, might, possibly.

Read the examples provided below then decide what language features are used in each. When you have figured it out, write them in the correct box

Rhetorical Question	Emotive Language
Rule of 3	Personal Pronouns
Repetition	Exaggeration

Examples

Don't students deserve to unwind and relax after a long day at school?

Think about all the exhausted children who must suffer through the horrific task of homework every single night.

Homework is destroying the childhoods of today's children.

We need to work together to make schools see that homework is a completely unnecessary exercise.

After school, children deserve to unwind, relax and just be kids.

Homework is stressful for the student, boring for the student and pointless for the student.

PE

Follow the instructions to practice throwing a shot put. Use a small ball or tennis ball you can find at home.

1. The Grip	2. Preliminary Position
☐ Place the put at the base of the first three fingers with the thumb and little finger supporting at the sides. ☐ Fingers evenly spread. ☐ Shot placed under the chin with elbow high.	☐ FEET straight on ☐ HIPS square ☐ SHOULDER closed/square ☐ SHOT close into side of neck
3. Balance Position (T-position)	4. Crouch
☐ SHOULDERS square parallel to rear ☐ RIGHT FOOT straight ☐ FREE LEG balancing body	☐ LEGS bent ☐ FREE ARM closed/square to right leg

Personal Reading

Read a book quietly for 20min then write and answer a hidden or head question you have about your text

MATHS

Read the instructions carefully to help you calculate the percentages and discounts.

SALE, SALE, SALE!

In this task you need to find the prices of the following items if they were on sale.

Support:
- For an item that is 50% off, you halve the price
- For and item that is 25% off, you divide the price by 4 or half the total price twice, then subtract it from the total price
- For an item that is 10%, move the decimal point one space to the left to find the value of 10% then subtract it from the total price.

Examples

Question	Working out	Answer
50% of a $60 item	Half of 60 is 30	$30
25% off an $80 item	Half of 80 is 40, half of 40 is 20. 80 - 20 = 60	$60
10% off a $30 item	$30.00 (move decimal to the right) = $3.00. 30-3 = 27	$27

Questions

50% of a $40 item		
25% off an $100 item		
10% off a $50 item		
50% of a $120 item		
25% off an $120 item		
10% off a $120 item		
50% of a $90 item		
25% off an $16 item		
10% off a $80 item		

Australian Gold Rush

The Australian Gold Rush began in 1851 and is a significant event in Australia's history. The gold rushes changed Australia from a convict settlement to a free settlement.

Gold was actually discovered by convicts as early as 1815 in the Blue Mountains but authorities kept this information quiet to prevent a convict uprising.

Convicts and workers were needed to build roads, buildings, transportation and to run farms - among other things - and authorities didn't want workers to leave their jobs. Authorities were able to keep gold discoveries in New South Wales and Victoria secret until 1851.

In 1851, Australia changed forever when Edward Hargraves discovered gold in Bathurst in New South Wales. He announced his discovery in the Sydney Herald newspaper.

Within a month, over a thousand men had left their jobs and rushed to Bathurst, in the hope of finding gold and becoming rich.

As more gold was found in New South Wales, gold fever took over the country. Many workers left their jobs and headed into the gold fields.

The first gold found in Victoria was in 1851 in Bendigo by two women, Julia Farrell and Margaret Kennedy. It led to a thriving Melbourne, with visitors coming from Britain, Germany, Italy, France, USA and China to join in the boom time.

In the ten years from the first gold being discovered in New South Wales, the population tripled. This led to convicts no longer being needed as there were plenty of workers to help in construction and farms.

Colonial life was changed from the wealth created by the gold. New towns were formed and telegraph poles were built - allowing increased communications between people through telegraphs.

A few people struck good finds of gold and became rich, but many did not and had to struggle with living and working on a mine site in very tough conditions.

Telegraphs

The telegraph is a device for communicating over a distance. It sends coded messages through wires and in the 1800s was the fastest way to communicate over long distances.

HISTORY

Read the information and answer the questions.

Questions

What was Australia before it was a free settlement?

_____

When was the first gold actually discovered in Australia?

_____

List three jobs that the workers were needed for in 1850s Australia?

_____

_____

Who found gold in 1851 and announced it in the Sydney Morning Herald?

_____

After Bathurst, where was the next gold found in Australia? Who found the gold?

_____

_____

Why were convicts no longer needed?

_____

_____

What countries did people come from to mine for gold in Australia?

_____

Describe what a telegraph is used for?

_____

_____

Learning Intention

I am learning to include different language features in persuasive sentences

Success Criteria

I can include a range of language features in my persuasive sentences

Warm up

Use the words in the word bank to complete the sentences.

1. _____ helps the speaker or writer take a position of high, medium or low, in relation to the topic
2. _____ Language is used to make the reader feel certain emotions.
3. _____ questions are used to create effect, or to emphasise a point.
4. _____ is when the writer provides information that is inflated, or over-the-top.

Word bank

Modality
Rhetorical
Emotive
Exaggeration

Today you will be looking at writing your own persuasive sentences using the different language devices we learned about last lesson. Let's all have a look at the statement and the example provided. **Plastic pollution is killing our marine wildlife.**

What a good one looks like

I **strongly believe** that the amount of plastic that is placed and found in the ocean is a **disgrace**. To think that people could be so **cruel** to our environment and our animals is **truly awful**. I know that life would be really great if we all used eco-friendly bags you can choose to buy at the shopping centre. It is **absolutely terrible** to think that innocent marine life is **dying** due to humans throwing various plastic bits and pieces into their habitats. **If it were those poor marine animals would we enjoy having humans ruin our lives just by their silly actions?**

Emotive language
Rhetorical question

PERSUASIVE WRITING

Read the information and then complete the task below.

YOUR TURN

Your friends are arguing whether or not books are more enjoyable than movies. Choose which side you support. Write a sentence using each persuasive device to help argue your viewpoint. Have a look at the example I have created, then give the rest a go.

Example: Rhetorical Question-

Reading books is far more enjoyable than watching movies. When you read a book, you use much more of your imagination. Books allow you to create your own 'picture' of a story, whereas **how can you do this when watching a movie?**

Emotive Language-

Exaggeration-

Repetition -

Personal Pronoun-

Rule of 3-

Rhetorical Question-

STAGE READING

Describing Characters
Character Bullseye

A character bullseye is a graphic organiser that helps us describe a character from a text.
- The 'target' of the bullseye holds the character's name.
- The next layer is the physical features of the character, which might include things such as the way they move and how they look.
- The last layer is the emotional layer, the way they feel and how their actions describe them (e.g. depressed or anxious).

Your task is to create a character bullseye about The Governor of Victoria using parts of the text we have read so far.
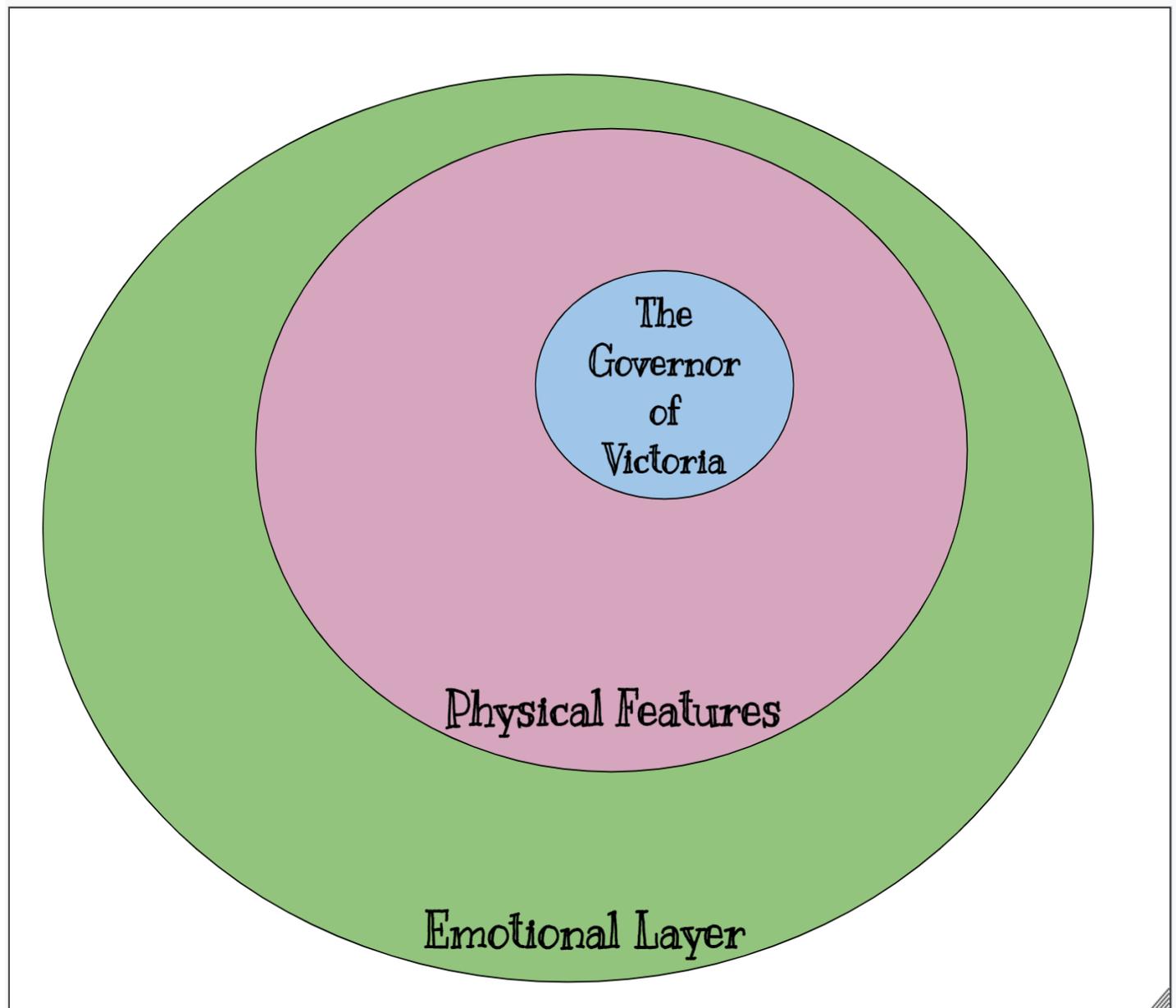
The
Governor
of
Victoria

Physical Features

Emotional Layer

MATHS WARM UP

Choose your level - **Nice and easy**, **bit more to it** or **challenging**.

Answer the questions using the number in the first row, then use that answer to answer the question in the next line.

Eg: 42 divided by 6 = 7

Then use 7 to answer the question on the next line

7 x 2 = 14

Then use 14 to answer the question on the next line

14 + 26 = 40 and continue until you get a final answer in the last row.

Do NOT use a calculator!			
Nice and easy		Bit more to it	Challenging
Twenty		171	400
A quarter of this		1/9 of it	8 % of this
Times 8		Double it	500 % of this
Plus 2		Double it	7/8 of this
Halve of it		Double it	17 ½ % of this
Divide by 3		- 8	Double it
Times by itself		5/12 of it	4/7 of this
Add on 9		75 % of it	2 ¼ times this
Subtract 30		2/9 of it	33 1/3 % of this
A quarter of it		Times by itself	x 2 1/3
Answer=		Answer =	Answer =

Answer =

Area – square centimetres

Area is the amount of space a shape covers. It is a 2D measurement. We measure area in square units. For small areas, we use square centimetres.
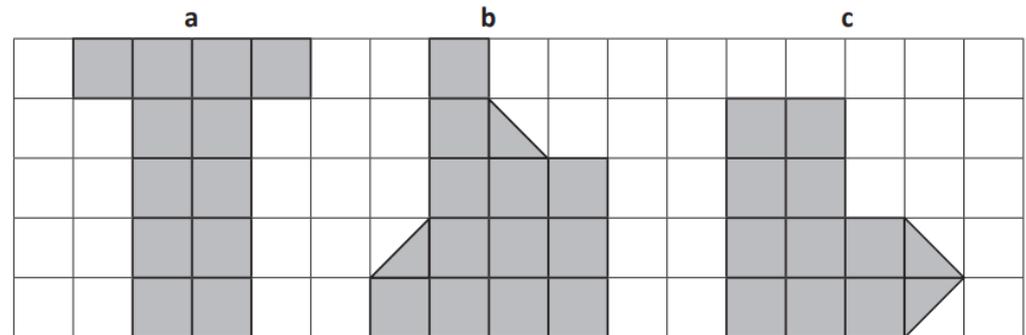
1 cm
1 cm
= 1 square centimetre
= 1 cm²
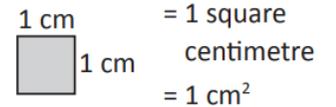
1 Each square covers an area of 1 square centimetre (1 cm²). Record the area of each shape:

a   b   c   d
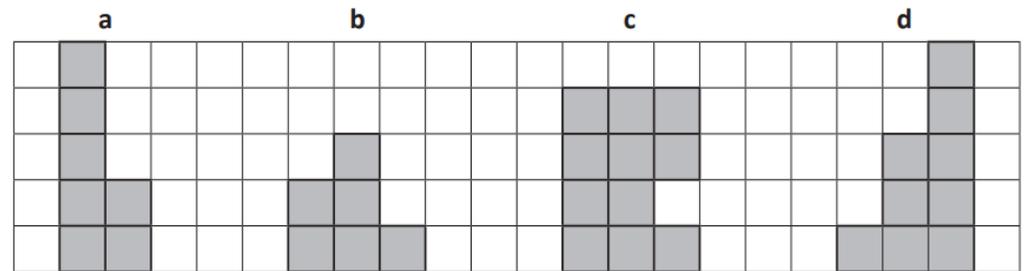
Area = _____ cm²   Area = _____ cm²   Area = _____ cm²   Area = _____ cm²

2 Find the area of these irregular shapes. Use the 1 cm grid paper as your guide:

a   b   c

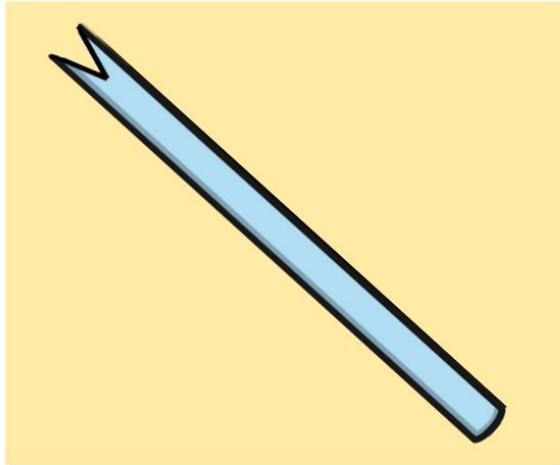Area = _____ cm²   Area = _____ cm²   Area = _____ cm²

MUSIC

Create a KAZOO following the instructions- can you make a variety of sounds? Can you compose a short song?
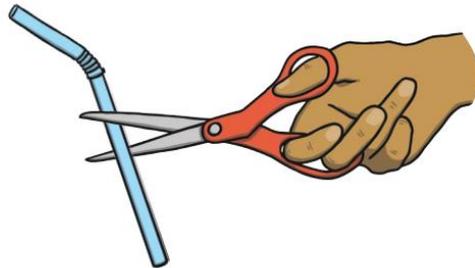
Straw Kazoo

You will need:

Big plastic straw

Scissors

Instructions

1. Press down on the end of the straw.

2. Cut a 2cm V shape out of the end of the straw.

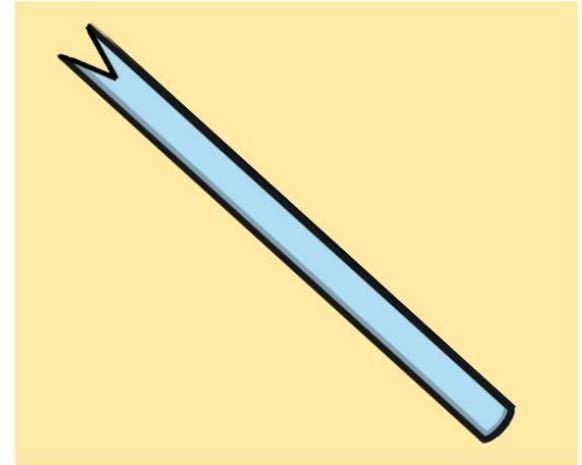3. Put the cut end of the straw in your mouth and blow.

Changes you can make:
- make it shorter or longer;
- use different straws;
- put holes in the straw.
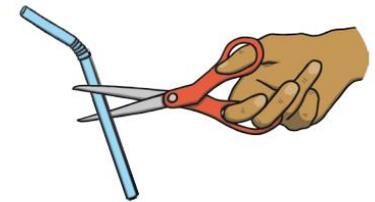
Instructions

1. Flatten one end of the straw.

2. Using the scissors, cut a V shape out of the flattened end of the straw. It should be about 2 cm long.

3. Place the cut end of the straw in your mouth so that the V cut is completely covered by your lips.

4. Slightly press down on the straw with your lips and blow.

Changes you can make:
- use different sized straws;
- shorten or lengthen the straw;
- poke holes in the straw;
- make the V cut longer or shorter.

POETRY

Read the information bout Free Verse poetry and create your own.

Free Verse Poetry

Free verse poetry is 'free' from the limitations of a particular structure. It is a device for creative expression. Free verse poems don't usually rhyme.

As the wind breathes gently
the leaves begin their dance,
slowly at first.
The wind is enchanted
by the movement,
and whispers 'Let's dance'.
Exhaling and puffing,
the wind chortles
at the frenzied tempo
of the leaves' morning tango.

My teacher,
she's a believer.
Tells me I can be anything I
want to be.
even an astronaut.
maybe a world record holder.
When she's not busy believing in me,
and for me, when I forget,
she teaches, coaches, laughs, explains
and nurtures.
She's a believing kind of person.
I wonder who believed in her first and
gave her that gift?

My Free Verse Poem

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

MATHS

Calculating the Area of Shapes by Counting Squares

Count the squares to find the area of the letter shapes.

Top tip – make a mark in each square you have counted to save you counting it twice.

1. Area=_____cm²

2. Area=_____cm²

3. Area=_____cm²

4. Area=_____cm²

5. Area=_____cm²

MATHS

Create your initials in each grid and calculate the area of each letter. Which letter was larger? What was the difference in area between the two letters?
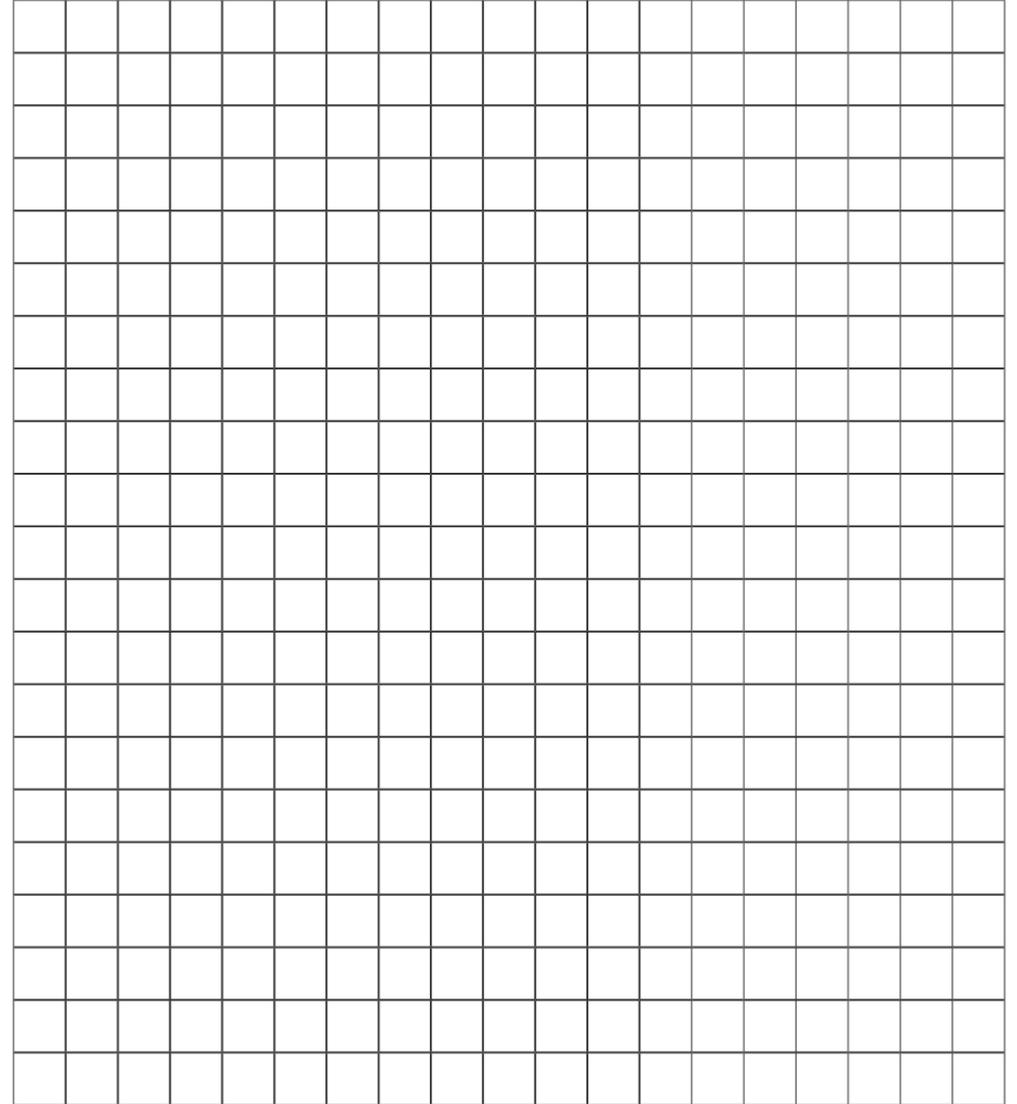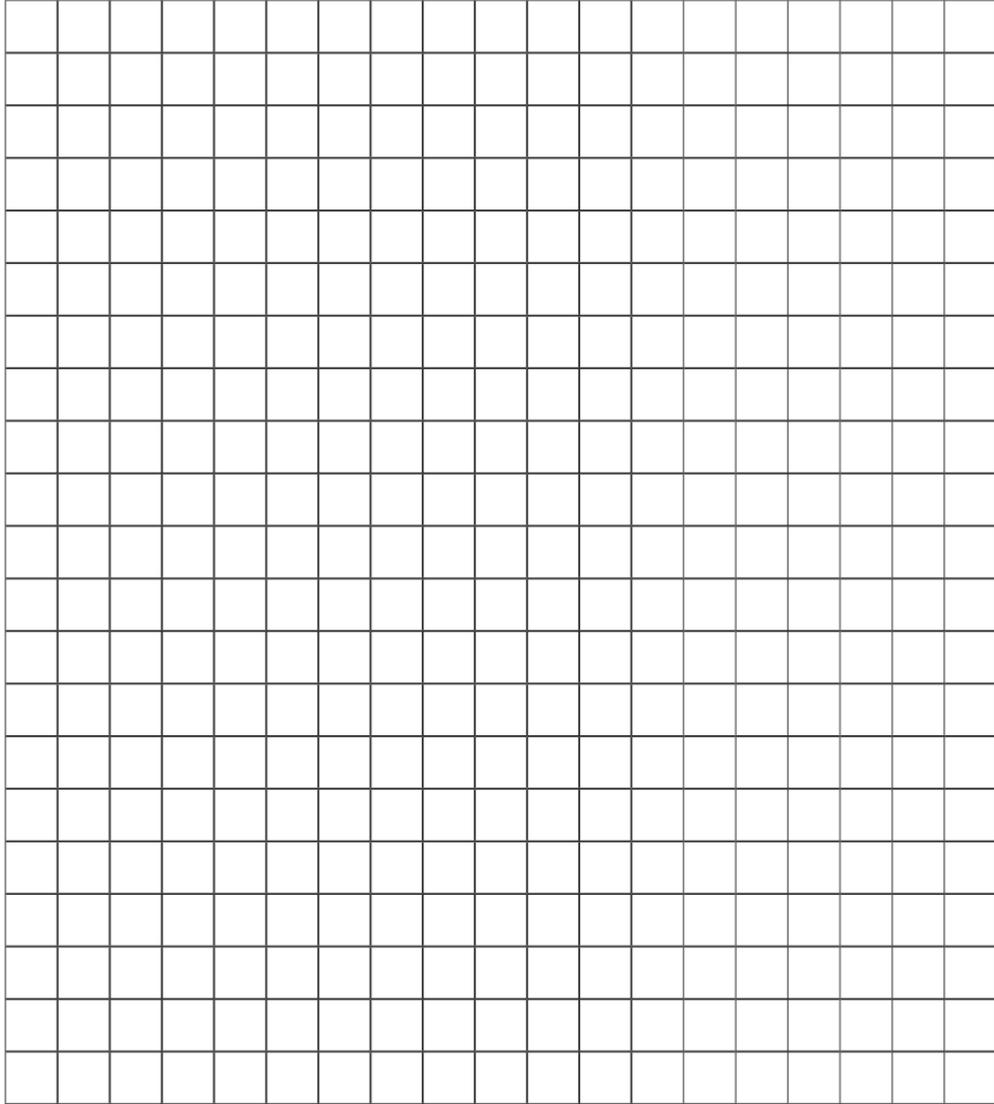
TENSION AND ELASTIC FORCES - CATAPULT B
NOTE: YOU WILL NEED YOUR RESULTS FROM LAST WEEK

inquisitive

QUESTION (Purpose):
Can this catapult travel further than catapult A?

**HYPOTHESIS (tentative theory/explanation, what do you think will happen?)**
How far will the marshmallow be catapulted? Which catapult will throw the marshmallow the greatest distance?

MATERIALS (What do you need for the experiment):
- 7 Skewers
- 1 thin rubber band
- Plastic spoon
- 5 Marshmallows
- Masking Tape
- Measuring tape
- Paper
- Experiment Template

PROCEDURE (The order you conduct the experiment, step by step instructions):
1. Use 3 skewers and 3 marshmallows, stick the skewers into the marshmallows to make a triangle.
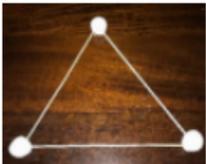
2. Use 3 skewers and marshmallow, stick the skewers into the marshmallows on the first triangle and join them in a point at the top forming a pyramid.

3. Tape the spoon onto another skewer. Stick the skewer into one of the bottom marshmallows. Place a thin rubber band around the top marshmallow and rest the spoon on the other end.

4. Cut a triangle out of paper to fit in the bottom corner of the catapult. Mark 3 evenly spaces down the paper.
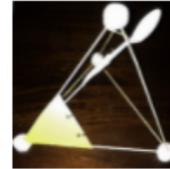
5. Pull back the spoon with a marshmallow in it to line up with the fits line and let go. Measure the distance travelled, repeat 2 more times.
6. Record your result (eg Catapult B Position 1)
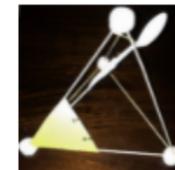
RESULTS (What happened along the way):
Observation and data
Include a diagram of the experiment
AND/OR a short explanation of what occurred in the experiment.

Catapult A   Catapult B

	Distance Attempt 1	Distance Attempt 2	Distance Attempt 3
Catapult A Position 1			
Catapult A Position 2			
Catapult B Position 1			
Catapult B Position 2			

CONCLUSIONS IWhat happened, was it the same as the hypothesis? If yes explain how, if no explain how):
Which catapult had the bigger range (travelled the furthest)? Why?

POETRY

Poets often use ALLITERATION to enhance their poem. See if you can create your own examples of alliteration.

WORD WORK

Select three tasks from the grid to complete.

Personal Reading

Read a book quietly for 20min. What was your favourite moment from your book that you have read this week? Draw a picture of the moment.

Time to get outside!

Choose one or all three of the outdoor tasks to do.

1 - Wash the car. Help a family member by washing their car for them.

2 - Wash or clean your pet (if you have one). This might include washing the dog or cleaning out the pet cage and their belongings.

3 - Have a picnic lunch in your yard.

Alphabet Alliteration

Can you find an object in your house or garden starting with each letter of the alphabet?

Think of an adjective for each object starting with the same letter. This is called **alliteration**. The first one has been done to help you.

A _Amazing apron_ _____
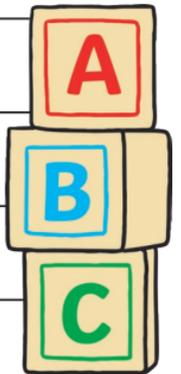
B _____

C _____

D _____

E _____

F _____

G _____

H _____

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W _____

X _____

Y _____

Z _____

MATHS FUN

Solve the multiplication problems and colour the picture. You must work out which number range the answer fits in to help you select the colour.

57 x 8

38 x 9

25 x 8

87 x 8

12 x 6

19 x 9

82 x 6

99 x 8

21 x 8

93 x 6

18 x 2

46 x 8

94 x 8

75 x 8

84 x 8

99 x 9

45 x 3

54 x 8

78 x 7

14 x 6

85 x 7

48 x 6

32 x 6

52 x 3

13 x 7

22 x 6

74 x 6

16 x 9

95 x 7

98 x 9

64 x 8

62 x 5

15 x 3

92 x 8

36 x 6

REFLECTION TIME

FRIDAY REFLECTION TASK – #hashtagit

Look at the prompts below and create hashtag that sums up your thinking or feelings about these things this week. Create a poster of them on paper.

- My greatest accomplishment this week:
- My biggest challenge this week was:
- My greatest strength is:
- I am working hard to:
- I need to overcome:
- I can do it with help from: