Week 3 Tuesday 05.05.2020

Today we are learning to: understand the structural features of a news article and revise multiplication facts.

The materials I will need:

- A computer (if you have one)
- Paper (book) and a pencil
- The article sheet "***Ruthless march of the toxic invader"*** from previous lessons
- Calculator for checking your math if you need to.

When searching for anything online ensure that you follow cyber safety rules and get your parent's permission.

9:00 – 9:30

Spelling

Rainbow Writing: Write out your spelling words using a different colour for each letter. Remember to practice your neatest cursive handwriting.

Digraphs — 'gh', 'ph' Blend — 'qu'	
laugh	geography
tough	biography
rough	equator
enough	equal
draught	conquer
laughter	quarter
graphics	question
alphabet	equation
photograph	equipment
digraph	inquiry

9:30 – 10:00

Quiet Reading

Choose any text to read for enjoyment. Find somewhere comfortable to read. Please remember to keep filling in your reading log.

Go to Sunshine Online

Username – jinibara

Password – jinibara

HOT TIP - Parents – you can talk to your child about their reading if you have time! Ask about the characters, what is happening in the story, what they are enjoying…..

Stop and enjoy a fruit break.

Talk to your family about what you would do if you were a millionaire who owned a money tree.



10:00 – 10:30

Daily Writing

10:30 – 11:00

English

Revision of the structural features of a feature article

The **headline** attracts the reader's attention, often with the use of a **pun**.

The **blurb** or **by-line** gives a quick outline of what the article will be about.

The **orientation** (summary lead) or introductory paragraph outlines general facts.

The **body paragraphs** give evidence to support the point of view.

The **conclusion** (tail) summarises the point of view.

In a feature article, a paragraph:

- ✓ Explores one idea through a series of related sentences
- ✓ Includes a topic sentence and supporting sentences (body sentences)

The **topic sentence** is found at the beginning of a paragraph and lets the reader know what the paragraph will be about.

The **concluding sentence** of the final paragraph is especially important because it is the last idea left with the reader.

Find your sheet with the feature article ***"Ruthless march of the toxic invader"*** from previous lessons. Complete the table below and the focus questions. Please send all of the answers to your teacher.

Developing paragraphs

The first column lists some of the topic sentences from the feature article **"R*uthless march of the toxic invader"***. Scan back through your text and re-read those paragraphs, then write down (in note form) the supporting evidence in the blank column. Complete the focus questions below.

Topic sentence	Supportive evidence (found in the body sentences linked to the topic sentence)
It's now official: our cane toads are unstoppable.	Cane toads are found in WA and in Sydney.
Native to south and central American rainforests, these giant amphibians have adapted so well to our conditions that they're happy even in our arid interior.	Breeding in Longreach, Windorah in central-west Qld and NT desert regions
It means the cane toads have won.	
In the race across the tropics, the fastest toads end up in front.	

Reference: Meredith, P 2011, 'Ruthless march of the toxic invader' in *Australian Geographic,* Jan–March, pp. 36–7. Used with permission.

Focus Questions:

1. What is the purpose of a topic sentence? _____

_____

2. What did you notice about the type of information provided in the sentences that follow the topic sentence? _____

_____

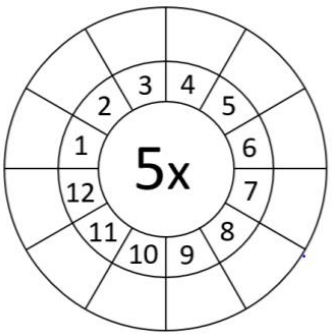
3. Why are concluding sentences important? _____

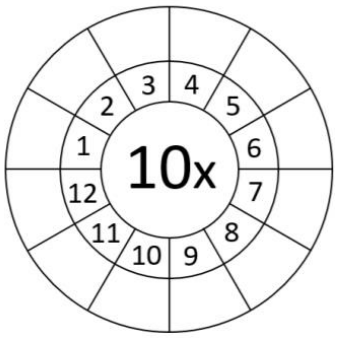
_____

Stop and have something to eat, go and enjoy the fresh air outside

12:00 – 1:00
Maths

Warm Up – Multiplication wheels – Multiply the numbers by the middle number, write your answer in the blank spot or in your book.





Math lesson - multiplication revision. Complete all the questions below.
The ** are challenge questions. These questions are optional! Remember to keep practicing all your multiplication facts daily.

1 **a** Complete the grid.

	8	10	3	4	1	5	0	9	7	2	6
x 5											
x 10											

b What is the pattern? _____

2 **a** Multiply the calculations from **A** to **Z** then check using a calculator.

A 2 x 2 = ____	**B** 4 x 3 = ____	**C** 8 x 5 = ____	**D** 7 x 3 = ____
E 3 x 2 = ____	**F** 6 x 9 = ____	**G** 9 x 4 = ____	**H** 5 x 3 = ____
I 4 x 2 = ____	**J** 3 x 9 = ____	**K** 9 x 9 = ____	**L** 5 x 4 = ____
M 10 x 5 = ____	**N** 7 x 5 = ____	**O** 5 x 2 = ____	**P** 4 x 6 = ____
Q 6 x 7 = ____	**R** 7 x 8 = ____	**S** 3 x 3 = ____	**T** 4 x 8 = ____
U 6 x 2 = ____	**V** 9 x 7 = ____	**W** 4 x 4 = ____	**X** 10 x 10 = ____
Y 8 x 8 = ____	**Z** 9 x 8 = ____		

1. What is the total value of your first name?
For example - "Sam" = 9 + 4 + 50 = 63 is the total value of the name "Sam"

2. What is the total value of one of your pets' name if you have one?

3. Pick a family member, what is the total value of their first and last name?

4. What is the total value of the vowels?

****5**. What is the total value of all the answers from A to Z?

****6**. Decode my message:

____	____	____	____	____		____	____	____	____ !!
36	56	6	4	32		16	10	56	81

****7**. Have a go at creating your own message for a family member to try and solve. . . are they just as clever at their multiplication facts as you? 😊

1:00 – 1:30

P.E

Complete the activities in the PE grid (you should have this grid from week 1).

Stop and have a picnic lunch outside with your family.
Play hand ball with your sibling/s, parents or do 25 star jumps.

2:00 – 3:00

Science

This term in Science, we are learning about how animals <u>adapt to survive in their environment</u>. An **adaption** is a special skill that helps an animal to live, stay healthy and do everything it needs to do. Read the following information about the Water-holding frog, then answer the questions below. Send to your teacher.

Water-holding frog

(Cyclorana platycephala)

The water-holding frog lives in the desert areas of Australia and has structural, functional and behavioural features that help it to survive in its often harsh environment.

It is an unusual-looking frog with a wide flat head, eyes that face upwards, a thick body and broad feet that can shovel dirt. When the conditions are wet the frog lives like any other frog, but when the dry times start the unique features of the frog help it to survive.

The water-holding frog can absorb water through its skin. The water is then stored in the frog's tissues and its bladder. It burrows into the soil and seals itself into a watertight covering made from its external skin. The frog can stay sealed in this covering for a long time until the rains come again. When it is ready to leave its burrow, the frog can eat its external skin for added nutrition.

Focus Questions: *Remember to try and answer in complete, detailed sentences, the first question has been done for you as an example of what we are looking for in your responses. Questions 6 & 7 are challenge questions - the answers aren't found in the text, try and have a go at them.*

1. Where does the water-holding frog live?

The water-holding frog lives in the desert areas of Australia.

_____

2. What structural features does the water-holding frog have? What does it look like?

_____

_____

3. How does the water-holding frog reduce water loss?

_____

_____

4. Where does the frog live during dry periods when it is **dormant** (not active)?

_____

_____

5. How does the water-holding frog protect itself?

_____

_____

6. What does the water-holding frog do with its excess skin?

_____

_____

****7.** Why would the water-holding frog need to eat its excess skin?

_____

_____

****8**. If you lived in the Australian desert, what structural feature/s (body part/s) would you like to have that would help you survive? You can write your response or draw a labelled diagram of the adaptation you created for yourself.

_____

_____

** Remember to think carefully about what the environment in the Australian desert would be like . . . . what the land has a lot of, what it would not have much of, the temperatures of day and night.