Werrington Public School – Learning From Home Plan Stage 3 (Term 4, Week 1)

The Google Classroom page will be updated daily with the tasks for that day. It will be monitored throughout the day by Stage 3 teachers who will reply to posts and/or questions where appropriate. For most learning tasks, students are required to select a task from the relevant learning grid and either upload or post evidence of their work. The timetable below is just a guide. Tasks do not need to be completed in this exact order and if there are any tasks that your child is having trouble with please leave it and move on to the next.

The Google Classroom page is titled "Stage 3 2021" and can be accessed using the code: 2wlb2ez. Alternatively, all work can be completed offline on paper or in a workbook. In these cases, please refer to the school's SkoolBag app, Facebook page or website for information regarding the pick-up and drop-off of work.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 1 Writing Grid for today's activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 1 Writing Grid for today's activities.	Well-being Wednesday Select a research task from the Wonderful Wednesday grid. If you like, you may also use today to catch up on any other work or to take a break and spend time with your family/help out	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 1 Writing Grid for today's activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 1 Writing Grid for today's activities.
			around the house.		



	Monday	Tuesday	Wednesday	Thursday	Friday
	Spelling – refer to the Spelling Week 1 outline and complete the activities for the day.	Spelling – refer to the Spelling Week 1 outline and complete the activities for the day.		Spelling – refer to the Spelling Week 1 outline and complete the activities for the day.	Spelling – refer to the Spelling Week 1 outline and complete the activities for the day.
	Comprehension -refer to the Comprehension outline for Week 1.	Comprehension -refer to the Comprehension outline for Week 1.		Comprehension -refer to the Comprehension outline for Week 1.	Comprehension -refer to the Comprehension outline for Week 1.
	Reading Eggs – 15 minutes.	Reading Eggs – 15 minutes.		Reading Eggs – 15 minutes.	Reading Eggs – 15 minutes.
Break					
Middle	Mathematics	Mathematics		Mathematics	Mathematics
	Number of the day	Number of the day		Number of the day	Number of the day
	Lesson: Arithmetic	Lesson: Arithmetic		Lesson: Arithmetic	Lesson: Arithmetic
	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=IwW0GJ</u> <u>WKH98</u>	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=IwW0GJ</u> <u>WKH98</u>		Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=IwW0GJ</u> <u>WKH98</u>	Watch the following video: https://www.youtube.c om/watch?v=IwW0GJ WKH98
	Complete the exercises page.	Complete pages 1-4 of the worksheets.		Complete pages 5-8 of the worksheets.	Complete pages 9-10 of the worksheets.
	Maths Grid – select a task from the maths grid.	Maths Grid – select a task from the maths grid.		Maths Grid – select a task from the maths grid.	Maths Grid – select a task from the maths grid.
	Mathletics – log on and work on the assigned tasks (approx. 15 minutes).	Mathletics – log on and work on the assigned tasks (approx. 15 minutes).		Mathletics – log on and work on the assigned tasks (approx. 15 minutes).	Mathletics – log on and work on the assigned tasks (approx. 15 minutes).
Break					

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	BTN Newsbreak	BTN Newsbreak		BTN Newsbreak	BTN Classroom
	Physical activity – 15 minutes of physical activity.	Physical activity – 15 minutes of physical activity.		Physical activity – 15 minutes of physical activity.	Physical activity – 15 minutes of physical activity.
	Geography – Complete the activity – "Lifestyle diversity across Asia".	Science – Read the slides "Types of light sources" and complete the activity (if possible).		Creative Arts – complete the first music activity from "Elements of music".	Creative Arts – complete the second music activity from "Elements of Music".

Term 4 Learning from Home Writing Grid

Week 1 Stage 3 Werrington Public School

INSTRUCTIONS: Complete the writing task for each day as outlined.

Students can complete activities online on Google Docs and submit to their teacher via Google Classroom, or on paper or an exercise book.

Monday	Tuesday	Wednesday	Thursday	Friday
Informative Writing Watch the video:InformationalWriting for Kids- Episode 1: What Is It? - YouTubeAnswer the questions:1.What is informative writing?2.What is the difference between fiction and non- fiction?3.What are some features of information texts?Watch the Video: Fact or Opinion for Kids - YouTubeRead through the text 'Bikes' and write down 8 facts included in the text.	Informative Writing Watch the Video: https://youtu.be/53L-5zE7Ibw Ask yourself: What is a reliable source of information? Why is structure important? Using the document 'Informative Texts Example' familiarise yourself with the structure of an informative text. Then complete the activity labelled 'sorting task'. You can choose to cut and paste, rewrite or type the labels in the correct order.	Well-being Wednesday Choose an activity from the grid to complete or spend the day doing something you enjoy $\widehat{\mathbf{c}}$	Informative Writing Watch the Video: How to Write an Information Report [EasyTeaching - YouTube This will give you more information about the structure of an information report as well as the language features used. Write down the language features while you are watching the video. Read the text 'What are Earthquakes' then highlight or circle some examples of the language features, such as facts and technical vocabulary.	 Informative Writing Watch the video: Informational Writing for Kids- Episode 2: Brainstorming & Choosing a Topic - YouTube Brainstorm a list of topics you are interested in or know a lot about. Remember you will need to do some additional research to add to the facts you already have. Once you have your list have a think about which topic you think would be best for your audience and choose one that you will write about in the upcoming lessons.

1. Cut out and read	each paragraph of the informative text.			
2. Decide which pa	rt of informative structure each paragraph belongs to.			
3. Glue the paragra	ph into the correct row of the table on the next page.			
4. Read through th	e entire text in the correct order.			
Modern iPads ha movies and lister applications. Nev	ve many useful features. The iPad has internal speakers, allowing the user watch n to music. When connected to the internet, iPads are able to download a variety of ver iPads also contain a camera, enabling the user to shoot video and capture photos.			
The iPad was the first popular mobile tablet of its kind. It was designed specifically for people who required a mobile device that was bigger than a smartphone, but smaller than a laptop.				
The iPad has bee screen and wi-fi Newer versions (en adapted many times since it was first released in 2010. The first iPad had a 9.7-inch capabilities, but no camera. It came only in black and had a battery life of ten hours. of the device are thinner, have greater storage capacity and additional features.			
The Apple iPad				
So far, there hav adapt with new a	e been six versions of the iPad. It is likely that the device will continue to advances in technology in the future.			
The iPad looks si and weighs arou from scratch-res	milar to other hand-held tablet devices. It is approximately the size of a sheet of paper nd 500 grams (1.5 pounds). The touchscreen display is high resolution and is made istant glass. People often purchase a cover for their iPad to protect it from damage.			
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Conclusion

Bikes

What Is a Bike?

Bikes are a form of land transport. They are designed to carry one or two riders across land, roads, and paths. Today, many people also use them for recreation.

What Do Bikes Look Like?

Bikes have two rubber wheels attached to a light-weight metal frame. All bikes have a powerful rotating chain, and some bikes have handle bars with compression brakes. Handle bars are provided for the riders so that they can balance. Riders also use the handle bars to steer the bike in the direction that they want to go in. The seat at the back is needed in order for the rider to be able to sit down. Most seats are triangular in shape, and they are able to be moved up and down depending on how tall or short the rider is.



What Kinds of Bikes Exist?

There are many different types of bikes because they all have different uses. The most common bikes include: tough BMX bikes, light-weight racing bikes, motorbikes, and foldaway ones for people who live in apartments. The first bike that was ever made was called the pennyfarthing.



Safety

When you first start out riding, you may like to use training wheels. These are smaller wheels that are attached using screws to the back of the bike. The training wheels help with balance and stability. Regardless of whether you are riding around on the grass or on the road, you must always wear a helmet. Helmets are used to keep the head of the rider protected. If you are riding a bike on the road you must always obey the street signs and speed limits.



Informative Texts – Example

Introduction: This is a general statement about the subject of the text. It may also classify the subject as a part of a particular group e.g. sharks are fish.

Description: This is a series of factual paragraphs which describe the subject's characteristics.

Conclusion: This is a statement which summarises the information presented in the subject of the text.

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Informative Text Example – The Great T-Rex

Introduction

Tyrannosaurus rex (also known as T-rex) was one of the largest dinosaurs that ever walked Earth. It lived around 66 million years ago in an area now known as North America.

Description

Tyrannosaurus rex was the size of a modern-day bus. It had a large head with strong, sharp teeth. It had a long tail which helped it to balance on its back legs. The arms of the T-rex were quite small, ending in hands with only two fingers.



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Informative Text Example – The Great T-Rex

Description (continued)

Tyrannosaurus rex was a carnivore, which means it was a meat-eating dinosaur. T-rex gripped its food with its giant, clawed feet. Then it ripped the flesh apart with its strong jaws. Scientists think that the *Tyrannosaurus rex* may also have stolen food from smaller dinosaurs.

Tyrannosaurus rex walked upright on its two back legs. Scientists can only guess how fast it moved, based on footprints and tracks which are millions and millions of years old. Their best estimate is somewhere between 17-40 km/h (11-43 m/h).

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Informative Text Example – The Great T-Rex

Conclusion



What are Earthquakes?

An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth's surface directly above the focus. This point is called the epicentre.

Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake.

So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth's surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In an earthquake with a rating of 8, many buildings will fall down and people's lives will be at serious risk.

Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur. However, they do know that earthquakes occur along fault lines and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.

Comprehension Week 1

Lesson 1	Read the text and answer the associated questions.
The History of Codes	
Lesson 2 Mp3 players	Today you won't be reading the text. You just need to consider the title "Mp3 players and your hearing" and answer the following questions: Before Reading
and your	1. What is an MP3 Player?
nearing	2. When and how do you use an MP3 Player?
	3. What are some things that can cause hearing loss?
	4. Why is protecting your hearing important?
	5. What type of text do you think this is? Justify your answer.
Lesson 3	Today you will need to read the text and answer the following questions During Reading
Mp3 players	1. What is sound measured in?
and your	2. How can people spend hours listening to their MP3 Players?
nearing	3. Write three more rhetorical questions that you could write for the beginning of the piece of text?
	4. Place these sounds in order from loudest to softest using dB – Ambulance siren, MP3
	Players, conversation, busy city traffic, chainsaw and hairdryer.
	5. What factors combine to make MP3 Players a hazard to young people's hearing?
	6. What are the ways you can reduce your risk of hearing loss when listening to an MP3 Plaver?
	7. Why do people turn their music up too loud?
	8. Using the information in the text, can you surmise that over the head earphones are
	better for reducing the risk of hearing damage than earphones that are placed
	directly in the ear canal? Justify your answer.
Lesson 4	Now that you have read the text, answer the following questions After Reading
Mp3 players	1. How do you feel about your parents or carers ability to limit the volume on your iPod?
and your	Do you think this is a reasonable action?
hearing	2. What are some other ways that you can think of to reduce your risk of hearing
	damage in your everyday life?
	3. What would you say to a family member who had their music up too loud?
	4. What changes, if any, are you going to make to your MP3 Player listening habits?
	5. Would you encourage or discourage young people to have the volume on their iPod
	locked at a suitable level? Justify your answer.

Spelling Week 1

Monday	Look, cover write and check your Week 1 spelling words in the 'Monday' column of your spelling sheet.	
	Dictionary Meanings	
	Pick 8 of your spelling words and find their meaning. If you are doing this on the computer, you simple type 'define' and then the word after it.	
Tuesday	Look, cover write and check your Week 8 spelling words in the 'Tuesday' column of your spelling sheet.	
	Alphabetical order Place your words in alphabetical order. You can do this as a list of all 18 words, or you could put all 3 lists in alphabetical order separately.	
Wednesday		
Wellbeing Wednesday	No set spelling activity today. Ensure you have completed Monday and Tuesday's activities.	
Thursday	 Look, cover write and check your Week 8 spelling words in the 'Thursday' column of your spelling sheet. Spelling paragraph Put as many of your spelling words into a paragraph as possible. The paragraph does not have to make sense but the words need to be used in the correct context. Try picking a topic and writing about that if 	
Friday	you get stuck. If possible, have a parent/sibling test you on your spelling words. What score did you get? If you do not have someone to test you, look, cover, write and check them in the 'Friday' column of your spelling sheet.	
	Practice writing the following dictation sentences:	
	 The lukewarm weather brought about a swarm of bees. The student found the work rewarding and decided to complete it in their wardrobe. The award for the best speller resulted in a reward. 	

Stage 3 Weekly Spelling Sheet Term 4 Week 1

Focus: The diagraph /ar/ making the sound "or" as in warm

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
warm				
warn				
award				
reward				
swarm				
quarter				
	Orar	nge spelling w	vords	
warmly				
warning				
awarding				
rewarding				
swarming				
quarterly				
	Gre	en spelling wo	ords	
wardrobe				
lukewarm				
warmth				
warmest				
warmer				
towards				

THE HISTORY OF CODES

Codes have traditionally been used to communicate with others in many ways and for a variety of different reasons. A code can be used to communicate a word, sentence or instruction for someone or something else, like a computer, to understand and follow. A code can be communicated across great distances, or without either person having to actually be in the same city, state or country. It can be a secret code, which is unable to be read by anyone who doesn't have the 'key' or understands that specific coding language. One of the most famous historical codes is Morse code.

Morse Code

The telegraph was invented in the 1830's and 40's. This form of communication used the power of electricity to send pulses along wire cables. It was the first time in history that a message could be sent faster than the speed that a horse and messenger could ride (or sail!). The telegraph device worked by pushing a key down to complete the electric circuit of the battery. This action sent an electric signal across a wire to a receiver at the other end. It required a physical wire to send the electric signal (or pulse). As the distance increased between the sender and the receiver, a code was needed to understand the signals. Otherwise, the receiver didn't know if a series of frantic pulses meant 'Help, come quickly! The house is burning down' or 'Don't come home unless you want to help clean the bathrooms'.

Samuel Morse developed this code which assigned every letter of the alphabet a different combination of dots (dits) and dashes (dahs). The sender could hold the key down to send a long dash or a quick tap for a dot. This was the first code that bridged the communication distance between people using the power of electricity.

Telegraphs are no longer used to communicate, but as radio communication grew and expanded from America, Morse code became the international mode of communication. Morse code allowed people to send messages all over the world using this common code of dots and dashes so that anyone with an understanding of how to read this code could interpret its messages.

Even today people still know and use some of these coded words and letters. The most famous sequence is 0 0 0 - - - 0 0 0.

To 'read' this code, it is important to know that three dots ($o \circ o$) = S and three dashes (- - -) = O. So when reading this code as a whole it becomes S O S, which is still the international distress 'code' and most often used at sea by those in distress.



The History of Codes - Questions

Name

Date __

The History of Codes - Questions

1. Literal Comprehension

a) In the first sentence, the author uses the word many. What other word is also used in this sentence that has a similar meaning?

b) Which has the closest meaning to 'contribution to society'?

- successfully helping a small group of people
- benefitting the wider community
- supporting your community.

2. Purpose for Reading

a) What is the purpose of this text? (circle the correct answer)

- to entertain
- to inform
- to persuade

Explain why you chose this purpose.

3. Making Connections

a) Fill in the table below with a text-to-text, text-to-self and text-to-world connection that you can make to the text.

Connection	Words or idea from the text	What am I connecting it to?
Text-to-Text		
Text-to-Self		
Text-to-World		

ame	Date
Predicting	S
a) lf this abou	s text was to continue for one more paragraph, what do you predict it would be t? (Choose the best answer)
• Wh	ere we see Morse code used in modern times.
• Mo	rse codes use on land.
• Hov	v Morse code would be used in the future.
Explain w	hy you chose this prediction.
. Research	Activity: Some people mistakenly believe that S.O.S stands for 'Save our Ship' o
Research / 'Save our	Activity: Some people mistakenly believe that S.O.S stands for 'Save our Ship' of Souls'. Can you find out if the letters S.O.S really have a meaning?
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A-Z



MPS Players and Your Hearing

Do you know how much time you spend listening to music on your MP3 device? Do you turn it up so loud you can't hear any outside noise? Well, you may be doing more harm than good!

MP3 players are a great source of entertainment, but they are also the cause of serious hearing problems for young people today. Research has found that young people are more likely to play their music too loud, which can result in hearing loss later in life.

Several factors combine to make these devices a hazard to your hearing. The ear pieces are designed to fit firmly in the listener's ear canal, allowing outside noise to be eliminated. This means that the music is pumped directly into the ear, potentially causing permanent damage. Another factor is the length of time that young people are spending listening to music on their MP3 players. Due to the long battery life and ability to load such a large number of songs, people can spend hours listening to music that is being streamed directly into their ear drums.

Sound is measured using decibels (dB). People speaking normally in a conversation would generally be measured at around 60dB. Busy city traffic could be measured at 85 dB, whilst a hairdryer is generally around 95dB. MP3 players at their loudest can range from 105dB to 130dB. That's about the same as a chainsaw or an ambulance siren. Worryingly, it's not only prolonged exposure to this noise level that can cause damage, but as little as 30 seconds spent listening can cause permanent damage to your hearing.

How to reduce your risk of hearing loss



When you are listening to music on your MP3 player, ask someone around you if they can hear your music. If they can – it's too loud! This is one of the easiest ways to identify that you are putting your hearing at risk and that you need to turn it down.

Another way to reduce your risk is to limit the amount of time that you spend listening to music on your MP3 player. If you are at home, take your earphones out and listen to your music through your computer or stereo.

You should also try to avoid using your MP3 player when you are in a place that is already rather noisy. Public transport, areas with lots of people talking or whilst using loud machinery, such as the lawnmower, will lead to you having to turn your music up even louder to hear over the outside noise.

Parents taking control

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With the help of the ever increasing advancements in technology today, parents are able to take control of their children's iPods and lock the volume settings so their children are not able to listen to it above 100dBs. They can even lock you out of your iPod, so you can't go in and change the settings yourself!

So next time you are listening to your MP3 player, check the volume you have set it on... is it too loud?

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TeachStarter.com

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So next time you are listening to your MP3 player, check the volume you have set it on... is it too loud?

Questions

Before Reading

- 1. What is an MP3 Player?
- 2. When and how do you use an MP3 Player?
- 3. What are some things that can cause hearing loss?
- 4. Why is protecting your hearing important?
- 5. What type of text do you think this is? Justify your answer.

During Reading

- 1. What is sound measured in?
- 2. How can people spend hours listening to their MP3 Players?
- 3. Write three more rhetorical questions that you could write for the beginning of the piece of text?
- 4. Place these sounds in order from loudest to softest using dB Ambulance siren, MP3 Players, conversation, busy city traffic, chainsaw and hairdryer.
- 5. What factors combine to make MP3 Players a hazard to young people's hearing?
- 6. What are the ways you can reduce your risk of hearing loss when listening to an MP3 Player?
- 7. Why do people turn their music up too loud?
- 8. Using the information in the text, can you surmise that over the head earphones are better for reducing the risk of hearing damage than earphones that are placed directly in the ear canal? Justify your answer.

After Reading

- 1. How do you feel about your parents or carers ability to limit the volume on your iPod? Do you think this is a reasonable action?
- 2. What are some other ways that you can think of to reduce your risk of hearing damage in your everyday life?
- 3. What would you say to a family member who had their music up too loud?
- 4. What changes, if any, are you going to make to your MP3 Player listening habits?
- 5. Would you encourage or discourage young people to have the volume on their iPod locked at a suitable level? Justify your answer.



Answers

Before Reading

- 1. An MP3 Player is a portable device for playing MP3s or other digital audio files.
- 2. (Answers may vary.) MP3 Players are used to listen to music anywhere.
- 3. The major cause of hearing loss is exposure to excessive noise. Hearing loss can also be acquired through illness, accident, exposure to certain drugs and chemicals, or as part of the normal ageing process.
- 4. (Answers may vary). Protecting your hearing is important because we use speaking and listening as the predominate means of communication.
- 5. This is an informational text because it is designed to inform or instruct the reader.

During Reading

- 1. Sound is measured in decibles (dB).
- 2. People can spend hours listening to their MP3 players because they have a long battery life and the ability to store a large number of songs.
- 3. (Answers will vary) Do you know you may be causing damage to your hearing when you listen to your MP3 Player? How loud do you listen to the music on your MP3 Player? Can you hear people talking around you when you are listening to music on your MP3 Player?
- 4. Conversation (60 dB), busy city traffic (85 dB), hairdryer (95 dB), MP3 Players, Ambulance siren and chainsaw (105 130 dB).
- 5. The factors that combine to make MP3 Players a hazard to young people's hearing are the design of the ear pieces that fit firmly in the listener's ear canal, pumping music directly into the ear. Another factor is the time that young people spend listening to MP3 Players due to their long battery life and the large number of songs they can store. The fact that the volume on MP3 Players can be turned up so high, also acts as a hazard to young people's hearing.
- 6. Some of the ways you can reduce your risk of hearing loss when listening to an MP3 Player is asking someone else if they can hear your music (so you know if it is too loud), limit the amount of time you spending listening to your MP3 Player and to avoid using your MP3 Player when you are in a place that is already noisy.
- 7. People turn their music up too loud to hear it over outside noise such as people talking around them or loud machinery.
- 8. Yes, you could surmise that over the head headphones are better for you then ear pieces because they do not sit firmly in the ear canal which streams music directly into the ear. They may also cancel out more outside noise by covering the whole ear which means the music does not need to be up too loud.

After Reading

1. (Answers may vary). No, because our MP3 Player is our property and parents or carers do not have the right to change the setting without our permission.

Yes, because they care about us and they are trying to protect our hearing for later in life.

- 2. Some other ways people can reduce their risk of hearing loss is to use ear plugs when around loud machinery or devices, not to stand too close to speakers or loud machinery and to be careful when using chemicals or particular products.
- 3. (Answers may vary). Students need to ensure they justify their answer using information from the text.
- 4. (Answers may vary). Students need to ensure they justify their answer using information from the text.
- 5. (Answers may vary). Students need to ensure they justify their answer using information from the text.





Date:

What Is Arithmetic?

1 If you can switch the order of the numbers in a math operation and still get the same answer, then that operation has the:	2 Math operations that "undo" one another are called:
Property	Operations
3 Circle to indicate if this statement is true or false.	4 Circle to indicate if this statement is true or false.
Addition and Subtraction have the Commutative Property.	Multiplication and Division are Inverse Operations.
TRUE or FALSE	TRUE or FALSE
5 Complete the 'Fact Family'.	6 Complete the 'Fact Family'.
6 + 4 = 10	$3 \times 5 = 15$
10 - 4 = 10 - 6 =	$15 \div 5 = $ $15 \div 3 = $
7 Complete the 'Fact Family'.	8 Complete the 'Fact Family'.
5 + 7 = 12	$4 \times 6 = 24$
12 - 7 = 12 - 5 =	$24 \div 6 = $ $24 \div 4 = $
9 Complete the 'Fact Family'.	10 Complete the 'Fact Family'.
8 + 6 = 14	$7 \times 8 = 56$
14 − = 8 14 − = 6	$56 \div = 7 56 \div = 8$

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math Antics[®] Exercises Name:

Date:

What Is Arithmetic?



solutions to each problem.



Date:

Memorizing Addition Facts

WIA 1

Memorizing all of the addition facts can be a challenge. Fortunatly, a few basic math rules reduce the number of addition facts that you need to actually memorize. This page is a summary of those rules.

Addition Rules:

Identity Property of Addition : Anything plus 0 is just itself. You don't have to memorize addition facts involving 0. The answer is always just the same number you started with.

Example: 9 + 0 = 9

2. Commutative Property : You can switch the order of an addition problem. You don't have to memorize both combinations of an addition problem. You get the same answer no matter which order the numbers are in.

lf you know:	Then you also know:
3 + 7 = 10	7 + 3 = 10

3. Adding 1 is just counting.

You don't need to memorize the facts for adding 1 if you already know how to count. Adding 1 is just like counting up to the next highest number.

Example: 2 + 1 = 3

4. Adding 10 is Multi-Digit Addition

When you add 10 to a single-digit number, all you have to do is put a 1 in the tens place of the answer. The ones place digit will just be the single digit-number you added to 10.

Addition Fact List

Knowing the rules above means that you really only need to focus on memorizeing the 36 addition facts listed here:

2 + 2 = 4	3 + 3 = 6	4 + 4 = 8	5 + 5 = 10	6 + 6 = 12	7 + 7 = 14
2 + 3 = 5	3 + 4 = 7	4 + 5 = 9	5 + 6 = 11	6 + 7 = 13	7 + 8 = 15
2 + 4 = 6	3 + 5 = 8	4 + 6 = 10	5 + 7 = 12	6 + 8 = 14	7 + 9 = 16
2 + 5 = 7	3 + 6 = 9	4 + 7 = 11	5 + 8 = 13	6 + 9 = 15	
2 + 6 = 8	3 + 7 = 10	4 + 8 = 12	5 + 9 = 14		8 + 8 = 16
2 + 7 = 9	3 + 8 = 11	4 + 9 = 13			8 + 9 - 17
2 + 8 = 10	3 + 9 = 12				0) = 1/
2 + 9 = 11					
					9 + 9 = 18



Date:

Addition Fact Practice

Addition Fact Practice		WIA 2
Instructions: Add. (This set incl	ludes the 36 addition facts you really	need to memorize.)
1 2 + 4 =	2 5 + 5 =	3 2 + 3 = <u> </u>
4 + 7 =	5 3 + 5 =	6 6 + 6 = <u> </u>
7 3 + 3 =	8 5 + 8 =	9 2 + 7 =
10 3 + 4 =	11 4 + 5 =	12 7 + 7 =
13 5 + 6 =	14 2 + 9 =	15 2 + 8 =
16 5 + 9 =	17 3 + 8 =	18 2 + 5 =
19 3 + 6 =	20 2 + 2 =	21 6 + 7 =
22 8 + 8 =	23 9 + 9 = <u> </u>	24 4 + 6 =
25 5 + 7 =	26 2 + 6 =	27 4 + 8 =
²⁸ 7 + 9 =	²⁹ 8 + 9 =	30 4 + 9 =
31 3 + 7 =	32 7 + 8 =	33 6 + 9 =
34 4 + 4 =	35 3 + 9 =	36 6 + 8 =





Date:

Memorizing Multiplication Facts

Memorizing the Multiplication Table can be a challenge. Fortunatly, a few basic math rules reduce the number of multiplication facts that you need to actually memorize. This page is a summary of those rules.

Multiplication Rules:

1. Zero Property on Multiplication : Anything times zero is zero. You don't have to memorize multiplication facts involving zero. The answer is always just 0.

Example:
$$7 \times 0 = 0$$

2. Identity Property of Multiplication : Anything times 1 is just itself. You don't have to memorize multiplication facts involving 1. The answer is always just the same number you started with.

Example: $9 \times 1 = 9$

3. Times 10 : Anything times 10 just gets an extra zero stuck to the end. You don't have to memorize multiplication facts involving 10. You just put an extra zero on the end of the number being multiplied by 10.

Example:
$$4 \times 10 = 40$$

4. Commutative Property : You can switch the order of a multiplication problem. You don't have to memorize both combinations of a multiplication problem. You get the same answer no matter which order the numbers are in.

lf you know:	Then you also know:
$3 \times 5 = 15$	$5 \times 3 = 15$

Multiplication Table:

Knowing the rules above means that you only really need to memorize the 36 multiplication facts shown in white on this table.

	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81



Math Antics[®] Worksheets

Name:

WIA 4

Date:

Multiplication Fact Practice

Instructions: Multiply. (This set includes the 36 multiplication facts you really need to memorize.)				
1 $2 \times 3 =$	2 2 × 4 =	3 5 × 5 =		
4 $6 \times 6 =$	5 4 × 7 =	6 3 × 5 =		
7 2 × 7 =	⁸ 3 × 8 =	9 5 × 8 =		
10 $7 \times 7 = $	11 $2 \times 2 =$	12 $4 \times 5 =$		
13 2 × 8 =	14 9 × 9 =	15 2 × 9 =		
16 $2 \times 5 =$	17 2 × 6 =	18 5 × 9 =		
19 $6 \times 7 =$	20 8 × 9 =	21 $3 \times 6 =$		
22 $4 \times 6 =$	23 7 × 8 =	24 8 × 8 =		
25 4 × 8 =	26 $3 \times 9 =$	27 5 × 7 =		
28 4 × 9 =	²⁹ 3 × 3 =	30 7 × 9 =		
31 6 × 9 =	$32 3 \times 4 = $	33 3 × 7 =		
34 6 × 8 =	$5 \times 6 = $	$36 4 \times 4 = $		



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			C .

Date:

Addition/Subtraction Fact Families

Instructions: In each problem, use the Addition Fact that is given to figure out the answers for the two Subtraction Facts that are in the same "Fact Family". 9 - 4 = ____ 10 - 7 =____ 7 - 3 =____ 11 – 5 = 9 - 5 = ____ 10 - 3 = 7 - 4 = 11 - 6 =**5** 8+2=10 **6** 8+7=15 **7** 4+8=12 **8** 7+6=1310 - 8 = 15 - 7 = 12 - 4 = 13 - 7 =10 - 2 = 15 - 8 = 12 - 8 = 13 - 6 =9 2+9=11 10 5+3=8**11** 9 + 5 = 14 **12** 8 + 6 = 1411 - 2 = 8 - 3 = 14 - 9 = 14 - 6 =11 - 9 = 8 - 5 = 14 - 5 = 14 - 8 =**13** 3+9=12 **14** 7+2=9**15** 7 + 5 = 12 **16** 2 + 4 = 612 - 9 = 9 - 7 = 12 - 7 = 6 - 2 =12 - 3 = 9 - 2 = 12 - 5 = 6 - 4 =**17** 7 + 4 = 11 **18** 6 + 3 = 9**19** 9 + 4 = 13 **20** 5 + 8 = 1311 - 4 = ____ 9 - 6 = ____ 13 – 9 = ____ 13 – 8 = ____ 11 - 7 = 9 - 3 = 13 - 4 = 13 - 5 =**21** 8 + 9 = 17 **22** 2 + 6 = 8 **23** 7 + 9 = 16 **24** 4 + 6 = 1017 - 9 = 8 - 6 = 16 - 7 = 10 - 6 =17 - 8 = 8 - 2 = 16 - 9 = 10 - 4 =



Math Antics[®] Worksheets

Name:

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Subtraction Fact Practice

		WIA 6
Instructions: Subtract.		· · · · · · · · · · · · · · · · · · ·
10-4 =	2 9 - 5 =	3 8 – 3 =
<u>4</u> 6 – 4 =	5 11 − 4 =	■ 12 - 6 =
7 9 − 7 =	⁸ 10 − 5 =	14 − 7 =
10 $11 - 5 =$	<u>11</u> 14 – 8 =	12 $10 - 3 =$
<u>13</u> 9 – 6 =	14 $12 - 4 =$	15 $11 - 3 =$
16 $13 - 7 = $	17 12 - 3 =	<u>18</u> 10 − 8 =
19 $10 - 7 = $	20 14 − 5 =	21 11 - 6 =
22 9 – 4 =	23 7 - 3 =	24 $13 - 8 =$
25 $10 - 6 =$	26 8 − 5 =	27 11 – 7 =
28 $14 - 6 =$	29 $15 - 8 = $	15 - 9 =
31 $10 - 2 =$	32 $14 - 7 = $	16 - 7 =
17 - 9 =	12 - 8 =	13 - 9 =



Date:

WIA 7

Multiplication/Division Fact Families

Instructions: In each probl for the two Division Facts th	em, u nat are	ise the Multiplicatio e in the same "Fact F	on Fact Family	t that is given to figu ".	ure ou	t the answers
1 $7 \times 2 = 14$	2	$2 \times 4 = 8$	3	$7 \times 5 = 35$	4	$3 \times 9 = 27$
$14 \div 7 =$		8 ÷ 2 =		35 ÷ 7 =		27 ÷ 9 =
$14 \div 2 =$		8 ÷ 4 =		35 ÷ 5 =		$27 \div 3 =$
$3 \times 7 - 21$	G	6 × 5 – 30	7	$3 \times 4 - 12$		$4 \times 5 - 20$
$3 \times 7 = 21$	0	$0 \times 5 = 50$		$3 \times 4 = 12$ $12 \cdot 3 =$	0	$4 \times 3 = 20$
$21 \div 7 = _$ $21 \div 3 =$		$30 \div 5 =$ $30 \div 6 =$		$12 \div 3 =$ $12 \div 4 =$		$20 \div 4 =$ $20 \div 5 =$
9 $2 \times 6 = 12$	10	$4 \times 6 = 24$	11	7 × 9 = 63	12	8 × 9 = 72
12 ÷ 6 =		24 ÷ 6 =		63 ÷ 7 =		72 ÷ 9 =
12 ÷ 2 =		24 ÷ 4 =		63 ÷ 9 =		72 ÷ 8 =
13 $5 \times 3 = 15$	14	$8 \times 6 = 48$	15	$9 \times 5 = 45$	16	$2 \times 9 = 18$
$15 \div 3 =$		48 ÷ 6 =		45 ÷ 9 =		18 ÷ 2 =
15 ÷ 5 =		48 ÷ 8 =		45 ÷ 5 =		18 ÷ 9 =
17 $6 \times 3 = 18$	18	$5 \times 8 = 40$	19	$9 \times 4 = 36$	20	$7 \times 4 = 28$
18 ÷ 6 =		40 ÷ 8 =		36 ÷ 9 =		28 ÷ 4 =
18 ÷ 3 =		40 ÷ 5 =		36 ÷ 4 =		28 ÷ 7 =
8 × 7 – 56	22	$7 \times 6 - 42$	22	$1 \times 8 - 32$	24	$8 \times 2 - 16$
$56 \cdot 7 = 30$	22	$7 \times 0 = 42$	23	$37 \pm 1 =$	24	$16 \div 9 =$
50÷/		12 · /		$32 \div 4 = $		$10 \div 0 - _$
$50 \div 6 =$		$42 \div 0 = $		$32 \div 0 = $		$10 \div 2 = $



Name:		

Date:

Division Fact Practice		WIA 8
Instructions: Divide.		
1 24 ÷ 4 =	2 30 ÷ 5 =	3 15 ÷ 3 =
4 12 ÷ 4 =	5 32 ÷ 4 =	6 14 ÷ 7 =
7 18 ÷ 6 =	⁸ 54 ÷ 6 =	9 21 ÷ 3 =
10 $20 \div 4 =$	11 16 ÷ 8 =	12 $72 \div 9 =$
13 $42 \div 6 =$	14 $35 \div 5 =$	15 $36 \div 9 =$
16 $40 \div 8 =$	17 28 ÷ 7 =	18 27 ÷ 3 =
19 $30 \div 6 =$	20 24 ÷ 6 =	21 20 ÷ 5 =
22 45 ÷ 5 =	23 21 ÷ 7 =	24 35 ÷ 7 =
25 32 ÷ 8 =	26 18 ÷ 3 =	27 15 ÷ 5 =
28 12 ÷ 3 =	²⁹ 28 ÷ 4 =	30 $54 \div 9 =$
31 36 ÷ 4 =	32 16 ÷ 2 =	33 72 ÷ 8 =
34 42 ÷ 7 =	35 14 ÷ 2 =	36 27 ÷ 9 =



Date:

Math Fact Involving "Double Numbers"

numbers" (for example: 2 + 2 or 5×5)







Date:

"Doubles" Facts Practice

WIA 10





Date:

Memorizing Addition Facts

WIA 1

Memorizing all of the addition facts can be a challenge. Fortunatly, a few basic math rules reduce the number of addition facts that you need to actually memorize. This page is a summary of those rules.

Addition Rules:

Identity Property of Addition : Anything plus 0 is just itself. You don't have to memorize addition facts involving 0. The answer is always just the same number you started with.

Example: 9 + 0 = 9

2. Commutative Property : You can switch the order of an addition problem. You don't have to memorize both combinations of an addition problem. You get the same answer no matter which order the numbers are in.

lf you know:	Then you also know:
3 + 7 = 10	7 + 3 = 10

3. Adding 1 is just counting.

You don't need to memorize the facts for adding 1 if you already know how to count. Adding 1 is just like counting up to the next highest number.

Example: 2 + 1 = 3

4. Adding 10 is Multi-Digit Addition

When you add 10 to a single-digit number, all you have to do is put a 1 in the tens place of the answer. The ones place digit will just be the single digit-number you added to 10.

Addition Fact List

Knowing the rules above means that you really only need to focus on memorizeing the 36 addition facts listed here:

2 + 2 = 4	3 + 3 = 6	4 + 4 = 8	5 + 5 = 10	6 + 6 = 12	7 + 7 = 14
2 + 3 = 5	3 + 4 = 7	4 + 5 = 9	5 + 6 = 11	6 + 7 = 13	7 + 8 = 15
2 + 4 = 6	3 + 5 = 8	4 + 6 = 10	5 + 7 = 12	6 + 8 = 14	7 + 9 = 16
2 + 5 = 7	3 + 6 = 9	4 + 7 = 11	5 + 8 = 13	6 + 9 = 15	
2 + 6 = 8	3 + 7 = 10	4 + 8 = 12	5 + 9 = 14		8 + 8 = 16
2 + 7 = 9	3 + 8 = 11	4 + 9 = 13			8 + 9 - 17
2 + 8 = 10	3 + 9 = 12				0) = 1/
2 + 9 = 11					
					9 + 9 = 18



Date:

Addition Fact Practice

WIA 2

Instructions: Add. (This set includes the 36 addition facts you really need to memorize.)					
1 2 + 4 = 6	2 5 + 5 = <u>10</u>	<u>3</u> 2 + 3 = <u>5</u>			
4 + 7 = <u>11</u>	5 3 + 5 = <u>8</u>	6 + 6 = 12			
3 + 3 = 6	⁸ 5 + 8 = <u>13</u>	<u>9</u> 2 + 7 = <u>9</u>			
10 $3 + 4 = 7$	11 $4 + 5 = 9$	12 $7 + 7 = 14$			
13 $5 + 6 = 11$	14 2 + 9 = 11	15 2 + 8 = 10			
16 $5 + 9 = 14$	17 $3 + 8 = 11$	18 $2 + 5 = 7$			
19 $3 + 6 = 9$	20 $2 + 2 = 4$	21 $6 + 7 = 13$			
22 $8 + 8 = 16$	23 $9 + 9 = 18$	4 + 6 = 10			
25 $5 + 7 = 12$	26 2+6=8	27 4 + 8 = <u>12</u>			
28 $7 + 9 = 16$	29 $8 + 9 = 17$	30 4 + 9 = 13			
31 $3 + 7 = 10$	<u>32</u> 7 + 8 = <u>15</u>	6 + 9 = 15			
34 4 + 4 = <u>8</u>	35 3 + 9 = 12	6 + 8 = 14			



Date:

Memorizing Multiplication Facts

Memorizing the Multiplication Table can be a challenge. Fortunatly, a few basic math rules reduce the number of multiplication facts that you need to actually memorize. This page is a summary of those rules.

Multiplication Rules:

1. Zero Property on Multiplication : Anything times zero is zero. You don't have to memorize multiplication facts involving zero. The answer is always just 0.

Example:
$$7 \times 0 = 0$$

2. Identity Property of Multiplication : Anything times 1 is just itself. You don't have to memorize multiplication facts involving 1. The answer is always just the same number you started with.

Example: $9 \times 1 = 9$

3. Times 10 : Anything times 10 just gets an extra zero stuck to the end. You don't have to memorize multiplication facts involving 10. You just put an extra zero on the end of the number being multiplied by 10.

Example:
$$4 \times 10 = 40$$

4. Commutative Property : You can switch the order of a multiplication problem. You don't have to memorize both combinations of a multiplication problem. You get the same answer no matter which order the numbers are in.

lf you know:	Then you also know:
$3 \times 5 = 15$	$5 \times 3 = 15$

Multiplication Table:

Knowing the rules above means that you only really need to memorize the 36 multiplication facts shown in white on this table.

	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81



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Name:

WIA 4

Date:

Multiplication Fact Practice

Instructions: Multiply. (This set includes the 36 multiplication facts you really need to memorize.)					
$2 \times 3 = \underline{6}$	2 $2 \times 4 = 8$	3 5 × 5 = <u>25</u>			
$4 6 \times 6 = \underline{36}$	5 $4 \times 7 = 28$	$3 \times 5 = \underline{15}$			
$2 \times 7 = 14$	⁸ 3 × 8 = <u>24</u>	$5 \times 8 = 40$			
10 $7 \times 7 = 49$	$11 2 \times 2 = 4$	12 $4 \times 5 = 20$			
$13 2 \times 8 = \underline{16}$	$9 \times 9 = 81$	$15 2 \times 9 = 18$			
$\underline{16} 2 \times 5 = \underline{10}$	$17 2 \times 6 = 12$	$5 \times 9 = 45$			
19 $6 \times 7 = 42$	$20 8 \times 9 = \underline{72}$	$21 3 \times 6 = \underline{18}$			
$22 4 \times 6 = \underline{24}$	$23 7 \times 8 = 56$	$\underline{24} 8 \times 8 = \underline{64}$			
$25 4 \times 8 = \underline{32}$	$26 3 \times 9 = \underline{27}$	27 $5 \times 7 = 35$			
$\underline{28} 4 \times 9 = \underline{36}$	$3 \times 3 = 9$	$30 7 \times 9 = 63$			
$31 6 \times 9 = 54$	$32 3 \times 4 = \underline{12}$	$33 3 \times 7 = 21$			
$\underline{34} 6 \times 8 = \underline{48}$	$5 \times 6 = 30$	$36 4 \times 4 = \underline{16}$			



Date:

Addition/Subtraction Fact Families

Instructions: In each problem, use the Addition Fact that is given to figure out the answers for the two Subtraction Facts that are in the same "Fact Family".

 1
 4+5=9 2
 3+7=10 3
 3+4=7 4
 6+5=11
 9-4=5 10-7=3 7-3=4 11-5=69-5=4 10-3=7 7-4=3 11-6=5**5** 8+2=10 **6** 8+7=15 **7** 4+8=12 **8** 7+6=1310 - 8 = 2 15 - 7 = 8 12 - 4 = 8 13 - 7 = 610 - 2 = 8 15 - 8 = 7 12 - 8 = 4 13 - 6 = 711 - 2 = 9 8 - 3 = 5 14 - 9 = 5 14 - 6 = 811 - 9 = 2 8 - 5 = 3 14 - 5 = 9 14 - 8 = 6133+9=12147+2=9157+5=12162+4=612 - 9 = 3 9 - 7 = 2 12 - 7 = 5 6 - 2 = 412 - 3 = 9 9 - 2 = 7 12 - 5 = 7 6 - 4 = 2177+4=11186+3=9199+4=13205+8=13 $11 - 4 = \underline{7}$ $9 - 6 = \underline{3}$ $13 - 9 = \underline{4}$ $13 - 8 = \underline{5}$ 11 - 7 = 4 9 - 3 = 6 13 - 4 = 9 13 - 5 = 8**21** 8 + 9 = 17**22** 2 + 6 = 8**23** 7 + 9 = 16**24** 4 + 6 = 1017 - 9 = 8 8 - 6 = 2 16 - 7 = 9 10 - 6 = 417 - 8 = 9 8 - 2 = 6 16 - 9 = 7 10 - 4 = 6





Date:

Subtraction Fact Practice

Subtraction Fact Practic	e	WIA 6
Instructions: Subtract.		
10-4 = 6	2 $9-5=$ 4	3 8 - 3 = 5
4 6 – 4 = <u>2</u>	5 $11 - 4 = _7$	6 12 - 6 = 6
7 9−7 = <u>2</u>	8 $10-5=5$	9 14 − 7 = <u>7</u>
10 $11 - 5 = 6$	11 $14 - 8 = 6$	12 $10 - 3 = 7$
13 $9-6=$ 3	14 $12 - 4 = 8$	15 $11 - 3 = 8$
16 $13 - 7 = 6$	17 $12 - 3 = 9$	<u>18</u> 10 – 8 = <u>2</u>
19 $10 - 7 = 3$	20 $14 - 5 = 9$	21 $11 - 6 = 5$
<u>22</u> 9 – 4 = <u>5</u>	23 $7 - 3 = 4$	24 13 − 8 = <u>5</u>
25 $10 - 6 = 4$	26 8-5=3	27 $11 - 7 = 4$
28 14 − 6 = <u>8</u>	29 $15 - 8 = _7$	30 $15 - 9 = 6$
31 $10 - 2 = 8$	32 $14 - 7 = 7$	33 16 − 7 = <u>9</u>
17 - 9 = 8	12 - 8 = 4	36 13 - 9 = 4

Math Antics[®] Worksheets

Name:

Date:

WIA 7

Multiplication/Division Fact Families

Instructions: In each problem, use the Multiplication Fact that is given to figure out the answers for the two Division Facts that are in the same "Fact Family".							
1	$7 \times 2 = 14$	2	$2 \times 4 = 8$	3	7 × 5 = 35	4	3 × 9 = 27
	14 ÷ 7 = 2		8 ÷ 2 = _4		35 ÷ 7 = 5		$27 \div 9 = 3$
	14 ÷ 2 = <u>7</u>		8 ÷ 4 = _2		35 ÷ 5 = <u>7</u>		27 ÷ 3 = <u>9</u>
5	$3 \times 7 = 21$	6	$6 \times 5 = 30$	7	$3 \times 4 = 12$	8	$4 \times 5 = 20$
	$21 \div 7 = 3$		$30 \div 5 = 6$		$12 \div 3 = 4$		20 ÷ 4 = <u>5</u>
	21 ÷ 3 = <u>7</u>		$30 \div 6 = 5$		$12 \div 4 = 3$		20 ÷ 5 = <u>4</u>
9	$2 \times 6 = 12$	10	$4 \times 6 = 24$	11	$7 \times 9 = 63$	12	8 × 9 = 72
	12 ÷ 6 = 2		$24 \div 6 = 4$		63 ÷ 7 = 9		72 ÷ 9 = <u>8</u>
	12 ÷ 2 = <u>6</u>		24 ÷ 4 = <u>6</u>		63 ÷ 9 = <u>7</u>		72 ÷ 8 = <u>9</u>
13	$5 \times 3 = 15$	14	$8 \times 6 = 48$	15	$9 \times 5 = 45$	16	2 × 9 = 18
	15 ÷ 3 = <u>5</u>		48 ÷ 6 = <u>8</u>		45 ÷ 9 = 5		18 ÷ 2 = 9
	15 ÷ 5 = <u>3</u>		48 ÷ 8 = <u>6</u>		45 ÷ 5 = <u>9</u>		18 ÷ 9 = _2_
17	$6 \times 3 = 18$	18	$5 \times 8 = 40$	19	$9 \times 4 = 36$	20	$7 \times 4 = 28$
	$18 \div 6 = 3$		40 ÷ 8 = <u>5</u>		$36 \div 9 = 4$		28 ÷ 4 = <u>7</u>
	18 ÷ 3 = <u>6</u>		40 ÷ 5 = <u>8</u>		$36 \div 4 = 9$		28 ÷ 7 = _4
21	$8 \times 7 = 56$	22	$7 \times 6 = 42$	23	$4 \times 8 = 32$	24	8 × 2 = 16
	56 ÷ 7 = <u>8</u>		$42 \div 7 = 6$		32 ÷ 4 = <u>8</u>		16 ÷ 8 = 2
	$56 \div 8 = 7$		$42 \div 6 = \underline{7}$		32 ÷ 8 = _4		$16 \div 2 = 8$



Name:		

Date:

Division Fact Practice		WIA 8
Instructions: Divide.		
1 $24 \div 4 = 6$	2 $30 \div 5 = 6$	3 15 ÷ 3 = <u>5</u>
4 $12 \div 4 = 3$	5 $32 \div 4 = 8$	6 $14 \div 7 = 2$
7 $18 \div 6 = 3$	8 $54 \div 6 = 9$	9 $21 \div 3 = _7$
10 $20 \div 4 = 5$	11 $16 \div 8 = 2$	12 $72 \div 9 = 8$
13 $42 \div 6 = _7$	14 $35 \div 5 = 7$	15 $36 \div 9 = 4$
16 $40 \div 8 = 5$	17 $28 \div 7 = 4$	18 $27 \div 3 = 9$
19 $30 \div 6 = 5$	20 $24 \div 6 = 4$	21 $20 \div 5 = 4$
22 $45 \div 5 = 9$	23 $21 \div 7 = 3$	24 $35 \div 7 = 5$
25 $32 \div 8 = 4$	26 $18 \div 3 = 6$	27 $15 \div 5 = 3$
28 $12 \div 3 = 4$	29 $28 \div 4 = 7$	30 $54 \div 9 = 6$
31 $36 \div 4 = 9$	32 $16 \div 2 = 8$	33 72 ÷ 8 = <u>9</u>
34 $42 \div 7 = 6$	35 $14 \div 2 = 7$	36 $27 \div 9 = 3$



Date:

Math Fact Involving "Double Numbers"

The addition and multiplication facts that involve "double numbers" (for exampe: 2 + 2 or 5×5) are easier to memorize because there are only two numbers that you have to associate. It is also easier to memorize the subtraction and division facts that go along with them because there is only one other fact in the "fact family" instead of two.

Instructions: Use the <u>Addition Facts</u> given to figure out the answers for the Subtraction Fact in the same "Fact Family".



Instructions: Use the Multiplication Facts given to figure out the answers for the Division Fact in the same "Fact Family".

 1
 $2 \times 2 = 4$ 2
 $3 \times 3 = 9$ 3
 $4 \times 4 = 16$ 4
 $5 \times 5 = 25$
 $4 \div 2 = 2$ $9 \div 3 = 3$ $16 \div 4 = 4$ $25 \div 5 = 5$

 5
 $6 \times 6 = 36$ 6
 $7 \times 7 = 49$ 7
 $8 \times 8 = 64$ 8
 $9 \times 9 = 81$
 $36 \div 6 = 6$ $49 \div 7 = 7$ $64 \div 8 = 8$ $81 \div 9 = 9$





Date:

"Doubles" Facts Practice

Instructions: This is a mixture of addition, subtraction, multiplication and division problems involving the "doubles facts" described on the previous page. Caution! Look carefully at each operation symbol before answering!							
5 + 5 =	10	2	6 – 3 =	3	3	4 × 4 =	16
25 ÷ 5 =	5	5	6 + 6 =	12	6	9 + 9 =	18
16 ÷ 4 =	4	8	10 – 5 =	5	9	36 ÷ 6 =	6
7 × 7 =	49	11	3 + 3 =	6	12	9 ÷ 3 =	3
5 × 5 =	25	14	12 - 6 =	6	15	81 ÷ 9 =	9
8 + 8 =	16	17	2 + 2 =	4	18	49 ÷ 7 =	7
4 – 2 =	2	20	14 – 7 =	7	21	6 × 6 =	36
7 + 7 =	14	23	18 – 9 =	9	24	2 × 2 =	4
64 ÷ 8 =	8	26	3 × 3 =	9	27	16 – 8 =	8
8 - 4 =	4	29	8 × 8 =	64	30	4 ÷ 2 =	2
9 × 9 =	81	32	4 + 4 =	8			
	ctions: This is ing the "double ion symbol be 5 + 5 = $25 \div 5 =$ $16 \div 4 =$ $7 \times 7 =$ $5 \times 5 =$ 8 + 8 = 4 - 2 = 7 + 7 = $64 \div 8 =$ 8 - 4 = $9 \times 9 =$	ctions: This is a mixture of adding the "doubles facts" described find the "doubles facts" described ion symbol before answering! 5 + 5 = 10 $25 \div 5 = 5$ $16 \div 4 = 4$ $7 \times 7 = 49$ $5 \times 5 = 25$ 8 + 8 = 16 4 - 2 = 2 7 + 7 = 14 $64 \div 8 = 8$ 8 - 4 = 4 $9 \times 9 = 81$	ctions: This is a mixture of addition, ing the "doubles facts" described on sition symbol before answering! $5 + 5 = 10$ 2 $25 \div 5 = 5$ 5 $16 \div 4 = 4$ 8 $7 \times 7 = 49$ 11 $5 \times 5 = 25$ 14 $8 + 8 = 16$ 17 $4 - 2 = 2$ 20 $7 + 7 = 14$ 23 $64 \div 8 = 8$ 26 $8 - 4 = 4$ 29 $9 \times 9 = 81$ 32	ctions: This is a mixture of addition, subtraction, r ing the "doubles facts" described on the previous p ition symbol before answering! $5 + 5 = 10$ $2 - 3 = 2 - 3 = 2 - 3 = 2 - 3 = 5 - 5 = 5 - 5 = 5 - 5 - 5 = 6 - 3 = 5 - 5 = 5 - 5 = 5 - 5 = 6 - 5 = 6 - 5 = 2 - 5 - 5 = 2 - 5 = 1 - 5 = 2 - 5 = 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 5 = 1 - 2 - 1 - 2 - 5 = 1 - 2 - 2 - 2 - 2 - 1 - 2 - 2 - 2 - 2 -$	ctions: This is a mixture of addition, subtraction, multiplication and ing the "doubles facts" described on the previous page. Caution! Lion symbol before answering! $5 + 5 = 10$ $2 - 3 = 3$ $25 \div 5 = 5$ $5 - 6 + 6 = 12$ $16 \div 4 = 4$ $8 - 4 = 4$ $10 - 5 = 5$ $7 \times 7 = 49$ $11 - 7 = 7$ $7 \times 7 = 25$ $14 - 7 = 7$ $5 + 5 = 25$ $14 - 7 = 7$ $7 + 7 = 14$ $23 - 7 = 9$ $64 \div 8 = 8$ $26 - 3 = 9$ $8 - 4 = 4$ $29 - 9 = 81$ $9 \times 9 = 81$ $32 - 4 + 4 = 8$	ctions: This is a mixture of addition, subtraction, multiplication and diving the "doubles facts" described on the previous page. Caution! Look clion symbol before answering! $5 + 5 = 10$ $2 - 6 - 3 = 3$ 3 $25 \div 5 = 5$ $5 - 6 + 6 = 12$ 6 $16 \div 4 = 4$ $8 - 4 = 4$ $10 - 5 = 5$ 9 $7 \times 7 = 49$ $11 - 5 = 5$ 9 $7 \times 7 = 49$ $11 - 5 = 6$ 12 $5 \times 5 = 25$ $14 - 7 = 6$ 15 $8 + 8 = 16$ $17 - 2 + 2 = 4$ 16 $4 - 2 = 2$ $20 - 14 - 7 = 7$ $21 - 7 = 7$ $7 + 7 = 14$ $23 - 3 = 9$ $27 - 3 = 27$ $8 - 4 = 4$ $29 - 8 = 64$ $30 - 9 = 9$ $9 \times 9 = 81$ $32 - 4 + 4 = 8$	ctions: This is a mixture of addition, subtraction, multiplication and division problems ing the 'doubles facts' described on the previous page. Caution! Look carefully at each ion symbol before answering! $5 + 5 = 10$ $2 - 3 = 3$ $3 + 4 = 2$ $25 \div 5 = 5$ $5 - 6 + 6 = 12$ $9 + 9 = 2$ $16 \div 4 = 4$ $8 - 4 = 12$ $9 + 9 = 2$ $16 \div 4 = 4$ $8 - 4 = 4$ $8 - 4 = 12$ $9 + 9 = 2$ $16 \div 4 = 4$ $8 - 4 = 4$ $10 - 5 = 5$ $9 - 3 = 25$ $7 \times 7 = 49$ $11 - 5 = 6$ $12 - 9 \div 3 = 25$ $5 \times 5 = 25$ $14 - 2 = 6$ $16 + 81 \div 9 = 26$ $8 + 8 = 16$ $17 - 2 + 2 = 4$ $16 + 9 \div 7 = 49$ $4 - 2 = 2$ $20 - 14 - 7 = 7$ $21 - 6 \times 6 = 26 + 26 + 26 + 26 + 26 + 26 + 26 + $

Term 4 Learning from home Maths Grid Stage 3 Werrington public School

Instructions: Each Day choose one math activity to complete. Students may change the size and place value of a number to make it more/less challenging

			-		
Number	Addition & Subtraction	Multiplication & Division	Measurement	Statistics & Probability	Geometry
Show all the pairs of	Choose and list the	Write 5 real-life word	Research and record	List all the possible	Draw a grid reference
factors for the numbers	price of 10 supermarket	problems involving 1-	the length of 10	outcomes for rolling two	system for your kitchen.
52, 64 and 48.	items. Round each	digit by 2-digit	different items from	dice. Play a game with	Use this grid to describe
	price to the nearest	multiplication. Use a	around the house,	a member of your	the location of 3 items
	dollar. Use the rounded	written strategy to solve	making sure there are	family and tick each	in your room.
	price to calculate the	each problem. Show	decimals in your	outcome as it occurs	
	total cost of the items.	your working.	measurements. Order		
			from smallest to largest.		
Number	Addition & Subtraction	Multiplication & Division	Measurement	Statistics & Probability	Geometry
Draw a visual	Write as many addition	Divide a packet of	Measure and record	Write down each of the	Find a picture that you
representation of all the	and subtraction	biscuits (or something	the time that it takes	colours in a small box of	like in a newspaper or
different arrays for the	number sentences as	else) between each	you to get ready in the	Smarties. Use fractions	magazine. Using a grid
number 60. Write a	you can using these	member of your family.	morning. Order the	to show the possibility of	system, try to enlarge
number sentence to	fractions: 1/4, 2/4, 3/4,	How many pieces does	tasks from quickest to	choosing each colour.	the picture by drawing
accompany each	4/4. You do not need to	each person get? Are	longest.		it to the size of an A4
array.	use every fraction in	there any remainders?			sheet of paper.
	each sum.	Draw and explain your			
		working.			
Number	Addition & Subtraction	Multiplication & Division	Measurement	Statistics & Probability	Geometry
During a weekly	Write 5 real-life word	Calculate the GST	Measure and record	Observe and record the	Choose a two-
grocery shop, estimate	problems involve	component of your	the mass of each	type and number of	dimensional shape.
the cost of all the items	fractions with the same	family's weekly grocery	person in your family.	cars that drive past your	Draw a translation, a
in your trolley. Check	denominator. Answer	shop.	Order the family	home during a half hour	reflection and a
your estimate at the	each problem and		members from lightest	period.	rotation of this shape
checkout.	show your working.		to heaviest.		
Number	Addition & Subtraction	Multiplication & Division	Measurement	Statistics & Probability	Geometry
Draw a number line	Imagine you are having	Create a number	Measure the	Use a weekend	Find 10 angles from
between 0 and 1. Place	a party. You have \$100	pattern involving	temperature in your	weather forecast to	around your home and
the following fractions	to spend. Create a	decimals that increases	home each morning for	determine the type of	draw them. Measure
on your number line:	simple budget for the	and another that	a week. Use a	activities you could do	each angle with a
1/2, 1/3, 2/3, 1/4, 2/4,	party, listing the items	decreases. Describe the	conversion app to	as a family.	protractor and label the
3/4. Under the number	you will buy with their	rule tor each pattern.	convert each		angle.
line, draw each	amounts.		measurement from		
fraction.			degrees Celsius to		
			I dearees Fahrenheit.		

Lifestyle diversity across Asia

The Asian continent is the largest consumer of rice in the world. There are more than 200 million rice farms across Asia. Rice growing sustains many of the poorer rural areas in Asia, employing millions of people each year.

The Asian climate and landscape are well suited to rice growing so practices and processes have been well established over many years.

It's not just rice paddies in Asia

RESEARCH an Asian trade industry (other than rice) and write notes explaining what they do.



Write notes about what you find during your research below.

You'll need notes about a GLOBAL trade produce that is NOT rice, that economically supports an Asian country.

C TEACHER SLIDE

Types of Light Sources

Anything that produces light is a light source. Examples include the sun, stars, electric lights and bioluminescent organisms.

When studying the properties of light, scientists classify these light sources as either extended light sources or point light sources.



b teachstarter

1 TEACHER SLIDE

1

Extended Light Sources

In simple terms, an **extended light source** is one that sends light rays out in a wide angle. Most light sources that we are familiar with are extended light sources.



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C TEACHER SLIDE

Point Light Sources

A **point light source** is one that produces light from a very small point of origin.

These are often created by shining an extended light source through a very small hole.



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3

1 TEACHER SLIDE

Different Light Sources, Different Shadows

When light hits an opaque object, a shadow is formed.

Shadows can contain two parts: the 'umbra' and 'penumbra'.

The umbra is the darkest, middle part of a shadow.

The penumbra is a lighter shadow that surrounds the umbra.

Extended and point light sources produce different shadows.



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1 TEACHER SLIDE

Shadows of Extended Light Sources

Extended light source shadows have an umbra and a penumbra as in the diagram below.

The penumbra is created by the different angles of the rays of light from the wider light source.



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1 TEACHER SLIDE

Shadows of Point Light Sources

Point light source shadows only have an umbra.

The shadow from these light sources are sometimes called 'hard shadows' or 'sharp shadows'.



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In The Shadows - Worksheet

Name .

Date _____

In the Shadows

Participants

Individuals or small groups

Equipment

Torch Small ball e.g. tennis ball A piece of opaque cardboard (big enough to cover the light from the torch) Clear cup/glass Pin/needle/sharpened pencil Sticky tape or similar

Scientist's Note

This activity will work best in a darker space.

Method

- Place the clear cup or glass on a stable surface in front of a wall. Put the ball on top
 of the glass.
- Shine the torch on the ball so that a shadow is created on the wall behind it. Draw the shadow you observe in the 'Extended Light Source' section of the worksheet.
- Make a very small hole in the middle of the opaque card by pushing the tip of the pin/needle/sharpened pencil through it.
- Cover the light of the torch with the opaque card, placing the hole in the middle, using the sticky tape.
- Shine the covered torch on the ball so that a shadow is created on the wall behind it. Draw the shadow you observe in the 'Point Light Source' section of the worksheet.

Name _____

Date _____

In the Shadows

Draw a diagram for the shadows that are created by each light source. Label the umbra and penumbra (where they appear). Draw arrows to show the light rays moving from the light source to the ball and onto the wall.



WONDERFUL WEDNESDAYS RESEARCH GRID 2

Choose any person, place, object/invention or animal that interests you and research answers to any of the questions below.

PERSON	PLACE	OBJECT/ INVENTION	ANIMAL
Who is the person? Write their full name including any nicknames for the person.	Where is this place? Where in the world it is and which other countries are nearby or where in a country is the town or city.	What is it ? What is or was it used for?	What is it? Which animal family does it belong to?
When was he/she born? When did he/she die?	What is it like there? Describe the geography of the place (<i>land forms</i> <i>such as mountains, rivers, forests,</i> <i>lakes etc</i>). Describe the climate (<i>weather</i>).	What is it made of? How is it made? Where is it made?	What does it look like? Describe its shape, size, covering, colour, special body features. How does it move?
Where was he/she born? Name the place and anything information about family members.	What animals and plants are there? Describe the native flora and fauna.	What does it look like? Describe its appearance including colour, size, shape etc; What are the parts of the object? How does it work?	 Where does it live? Where in the world the animal is found. What is its habitat? What kind of natural environment does the animal live in and why is it suited to this environment?

What did he/she achieve? Why is this person remembered?	What are the country's main cities or landmarks? What famous sights/sites are there?	Who invented it? Why was it invented?	What does it eat? Describe how it get its food.
What problems did they have to overcome?	How do the people live? Describe their houses, their work, transport, festivals, religions, schools, entertainment, sports.	What impact has it had on people?	Explain the life cycle and how the animal cares for its young.
Is there something named after this person? Describe it.	What is the flag or emblems of the country/city? What money do the people use?	How do you think it can be improved?	How does it protect itself? What enemies does it have?
How has what he/she achieved affected others?	Who are the famous people of the place?	What might be the next development?	What is this animal's status? (common, rare, endangered?) If endangered are there special programs to conserve the species? How might you help the conservation of this species?

The Element of music



undtrack

MY

LIFE

Create a playlist of songs that you think best represents you!
 Consider:

- What genre of music best represents you?

Name:

- What mood/feelings sum up your personality?
- Do the lynics describe you and/or your unique life?
- Do you wish to incorporate any songs that are meaningful to you, or have been important in your life?

Your playlist should include 6-8 songs that best represent you (feel free to include more songs if you wish). Include the title of the song, the artist, and your favourite musical moment. Your favourite musical moment is the reason why the song appeals to you - it can be a specific lyric, instrument choice, dynamic, mood of the piece, etc. Choose a specific musical element that stood out to you!

The songs in your playlist can follow a common theme, or be a diverse mix - whichever you think best represents you!

2 After you have created your playlist, choose 1 song that you feel best represents you. You will explore this song further including:

- Specific musical elements you hear within the song
- Why you chose this song

()f

3 Create cover artwork for the song you have chosen. Consider the overall mood and feeling of the piece - select images, symbols, words and colours that best represent the music.

This assignment is due on: _____

Songs-TO GET YOU STARTED

High Hopes BY Panicl At The Disco

Wild Things BY Alessia Cara

Can't Stop the Feeling BY Justin Timberlake

Happy BY Pharell

Today Is The Day BY Pink

Rise Up BY Andra Day

Count on Me BY Bruno Mars

This Is The Greatest Show BY the cast of 'The Greatest Showman' Good Feeling BY Flo Rida

I Can Go The Distance BY Michael Bolton (From 'Hercules')

How Far I'll Go BY Auli'i Cravalho

This Is Me BY Keala Settle (from 'The Greatest Showman')

Brave BY Sara Bareilles

Walking on Sunshine BY Katnina & the Waves

You've Got A Friend In Me BY Randy Newman (from 'Toy Story')

Play	list
	TITLE
Title: Artist: Favourite musical moment:	
Title: Artist: Favourite musical moment:	
Title: Artist: Favourite musical moment:	ē,
Title: Artist: Favourite musical moment:	
Title: Antist:	

الركيمة وكمعار وكمار وكمار

Favourite musical moment:

Title: Artist: Favourite musical moment:

Title Artist: Favourite musical moment:

Title: Artist: Favourite musical moment:

Chosen	, Song			
CHOOSE I SONG FROM YOUR PLAYLIST AND DESCRIBE THE MUSICAL ELEMENTS YOU HEAR J				
Song Title:	Artist:			
1) Name the instruments that you hea	P.			
Do you hear any voices? Man Wom If yes, is it a solo or a choir?	an Child None			
2 What is the tempo? Fast (allegro)Medium (modera	to)Slow (adagio)			
Do you hear any changes in tempo (spe <i>nitardando</i>)? Explain.	eds up - <i>accele<mark>rando,</mark> s</i> lows down -			
 3 What is the overall dynamic level? Very loud (<i>F</i> - <i>Fortissimo</i>) Loud (<i>F</i> - <i>Forte</i>) Medium Loud (<i>mF</i> - <i>mezzo-forte</i>) Soft (<i>p</i> - <i>plano</i>) Very soft (<i>pp</i> - <i>planissimo</i>) Do you hear any changes in the dynamic 	cs (getting louder - <i>crescendo</i> , getting			
softer - <i>decrescendo</i>)? Explain.				
4 The articulation is smooth <i>(legato)</i> sep	arated <i>(staccato)</i>			
TRATE GO YOU IS NOT				

Chosen Song CONT'D

What is the mood of this piece?

What does this music make you think of?

Why did you choose this song? Support your answer with specific details, lyrics, and musical elements (dynamics, tempo, instrumentation/voices, articulation, mood, etc).

Cover, art,

CREATE ARTVORK TO REPRESENT YOUR CHOSEN SON'S. CONSIDER THE MOOD/FEELING OF YOUR SON'S AND CHOOSE IMAGES, SYMBOLS, VORDS AND COLOURS THAT BEST REPRESENT YOUR CHOSEN SON'S.