Werrington Public School – Learning From Home Plan Stage 3 (Term 4, Week 2)

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.

Mond	lay	Tuesday	Wednesday	Thursday	Friday
Morning Englis DEAR compl of inde Writin Week today'	sh RS – students lete 15-20 minutes ependent reading. ng – refer to the 2 Writing Grid for 's activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 2 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 around the house.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 2 Writing Grid for today's activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 2 Writing Grid for today's activities.



	Monday	Tuesday	Wednesday	Thursday	Friday
	Spelling – refer to the Spelling Week 2 outline and complete the activities for the day.	Spelling – refer to the Spelling Week 2 outline and complete the activities for the day.		Spelling – refer to the Spelling Week 2 outline and complete the activities for the day.	Spelling – refer to the Spelling Week 2 outline and complete the activities for the day.
	Comprehension -refer to the Comprehension outline for Week 2.	Comprehension -refer to the Comprehension outline for Week 2.		Comprehension -refer to the Comprehension outline for Week 2.	Comprehension -refer to the Comprehension outline for Week 2.
	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: Order of operations	Lesson: Order of operations		Lesson: Order of operations	Lesson: Order of operations
	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=dAgfnK5</u> <u>28RA</u>	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=dAgfnK5</u> <u>28RA</u>		Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=dAgfnK5</u> <u>28RA</u>	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=dAgfnK5</u> <u>28RA</u>
	Complete the exercises page.	Complete pages 1-2 of the worksheets.		Complete pages 3-4 of the worksheets.	Complete page 5 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).

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
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 – "It's not just rice paddies in Asia – Part 2".	Science – Complete the "Angles of reflection" activity.		Creative Arts – complete the first half of "Music and emotions".	Creative Arts – complete the second half of "Music and emotions".

Term 4 Learning from Home Writing Grid

Week 2 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: Informational Writing for Kids- Episode 3: Making a Plan - YouTube Using the video as a guide come up with a plan for the topic you chose on Friday. Remember a plan should only be dot points and include sub-topics as well as facts or information related to each one. You may need to use Google to research some facts as well.	Informative Writing Watch the Video: Informational Writing for Kids- Episode 4: Writing an Introduction - YouTube Using the video as a guide write an introduction to your topic. Remember you will need to include a hook and outline your topics. This should be approximately 4-5 sentences.	<u>Well-being Wednesday</u> Choose an activity from the grid to complete or spend the day doing something you enjoy 😊	Informative Writing Watch the Video: Informational Writing for Kids- Episode 5: Writing a Draft - YouTube Using the video as a guide, write 3 paragraphs (one paragraph per subtopic). Draw or copy and past any relevant pictures or captions to match the information you are presenting. You should now have 4 paragraphs in total (including Tuesday's introduction).	Informative Writing Watch the Video: Informational Writing for Kids- Episode 6: Writing a Closing - YouTube Using the video as a guide, come up with a conclusion for your writing. Following this, edit your work to ensure that the sentences make sense, spelling errors are corrected and add or delete information where necessary.

Comprehension Week 2

Lesson 1 How thinking changes	Think of a novel that you have read all the way through that you can remember well and complete the 'How thinking Changes' activity.
Lesson 2 The History of Halloween	Read the text about the history of Halloween and answer the associated questions.
Lesson 3 Editing	Edit the text tiled 'Maggie's Surprise'.
Lesson 4 Important Events	Using the same novel that you used for Lesson 1 this week, complete the 'important events' activity. Think about the consequences that characters' actions can have on the outcome of a story.

Spelling Week 2

Monday	Look, cover write and check your Week 2 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 2 spelling words in the 'Tuesday' column of your spelling sheet	
	Rainbow words Use different fonts on the computer to write out your spelling words. If you are doing this on paper, use different colours to write them.	
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 2 spelling words in the 'Thursday' column of your spelling sheet.	
	Find-a-word Go to the following link and create a word search for as many of your spelling words as possible. https://puzzlemaker.discoveryeducation.com/word- search	
Friday	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 naughty pony ran to victory. Sorry, I can't attend the compulsory family meeting. History is dramatically scary. 	

Stage 3 Weekly Spelling Sheet Term 4 Week 2

Focus: The diagraph /y/ making the sound "E" as in pony. **Rule:** When a word ends in y, change the y to i and add the vowel suffix.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
	Re	ed Spelling Wo	ords	
pony				
many				
naughty				
sorry				
scary				
angry				
	Ora	nge spelling w	/ords	
silliness				
happiness				
history				
victory				
canopy				
family				
	Gre	een spelling w	ords	
dramatically				
advisory				
glossary				
February				
compulsory				
introductory				

Name _____

Date _____

Novel Study: How Thinking Changes

Events in a novel may change how the main character thinks or feels about certain things.

Think of one example from your class novel where your main character has changed their opinion about something because of an event in the story. Give an example of how you know their thinking has changed.



THE HISTORY OF HALLOWEEN

Halloween is a very popular holiday all around the world, and it's easy to see why! Who doesn't enjoy dressing up in a costume, getting plenty of lollies, and watching spooky movies? While these traditions are exciting and entertaining, Halloween hasn't always been about fun costumes and delicious treats.

To learn the history of Halloween, you'll have to look back 2000 years in the past to the Celtic festival of Samhain (pronounced SAH-win). This festival celebrated the end of the harvest season and the coming of winter. The Celtic people in Europe would gather together and celebrate with bonfires, dancing, and eating.

The Celtic people believed that the veil between the living and the dead was its thinnest on Samhain. This allowed people to contact their loved ones who had passed away because they were closer than usual. Traditionally, a 'silent supper' was observed. People ate dinner in silence, placed pictures of family members on the table, and reserved an empty seat for the loved one's spirit. Occasionally, families would set their loved ones' favourite foods outside to welcome them into their homes.

Because the veil between the living and the dead was thin this night, many people believed they needed to protect their homes from unwanted spirits. They would hollow out gourds and place

a candle inside. Then, they would place the gourds outside of the house to ward off any unwanted spirits. Many people also dressed up in 'costumes' to blend in with the spirits. They would put fire ash on their faces, making them unrecognisable to any unwanted spirits. This would later lead to people wearing masks.

It's easy to see where many of the Halloween traditions <u>originate</u>. Dressing up in costumes, carving pumpkins, and trick or treating can all be traced back to the festival of Samhain. While Halloween is now a night of fun for those celebrating, it was a sacred, sometimes spooky, night for the Celtic people in Europe.



Some children would knock on doors and ask for a 'soul cake', a small, individual dessert. Children would offer to pray for the family in exchange for the treat.



The His	The History of Halloween – Questions			
Name:	Date:			
	The History of Halloween			
1.	Compare and contrast the festival of Samhain with how we celebrate Halloween. List at least 3 similarities and 3 differences.			
2.	What is the main idea of this text?			
	a) to show how Samhain and Halloween are differentb) to explain the history of Halloween and where its traditions come fromc) to explain why Halloween is such a popular holidayd) to explain why we wear costumes on Halloween			
3.	In paragraph 5, what does the word <u>originate</u> mean? What words or phrases help you determine the meaning?			
4.	Read the following sentence from the text:			
	To learn the history of Halloween, you'll have to look back 2000 years in the past to the Celtic festival of Samhain (pronounced SAH-win).			
	Why does the author include this particular sentence in the text?			
	a) to show the reader how to pronounce the word Samhain			
	b) to persuade the reader that Halloween is an ancient holiday			
	 c) to describe to the reader where the celebration of Halloween originated d) to explain to the reader that Halloween is a Celtic holiday 			

A-Z



The Hi	The History of Halloween – Questions			
Name	: Date:			
5.	Read the following sentence from the text: The Celtic people believed that the veil between the living and the dead was its thinnest on Samhain.			
	What does the author mean by this sentence? What information from the surrounding sentences gives you a clue as to what the author means?			
6.	If you were given the task of creating an additional text feature for this article, what would you create, e.g. sub-headings, photographs, bold words, etc. and why?			
7.	 What can the reader infer from the image and caption? a) The idea of trick or treating came from the tradition of asking for 'soul cakes'. b) Children asking for 'soul cakes' were dressed up in costumes. c) 'Soul cakes' were a delicious treat that children enjoyed. d) Children loved walking to other people's houses to ask for a 'soul cake'. 			

A-Z



Answers

1. Compare and contrast the festival of Samhain with how we celebrate Halloween. List at least 3 similarities and 3 differences.

Answers may vary, e.g. For both Halloween and Samhain, people dress up in costumes and go door-to-door asking for treats. People also hollow out gourds, or pumpkins, and place a candle inside of them. The festival of Samhain celebrated the end of the harvest season, while Halloween doesn't have a particular celebration. People would observe a 'silent supper' for Samhain, but that is not done for Halloween. Halloween and Samhain are also different because for Halloween, people do not set their loved ones' favourite foods outside to welcome them into their homes.

- 2. What is the main idea of this text?
 - a) to show how Samhain and Halloween are different
 - b) to explain the history of Halloween and where its traditions come from
 - c) to explain why Halloween is such a popular holiday
 - d) to explain why we wear costumes on Halloween
- 3. In paragraph 5, what does the word <u>originate</u> mean? What words or phrases help you determine the meaning?

Answers may vary, e.g. The word originate means to come from, or where something started. I know this because in the next sentence the author says that traditions "can all be traced back to the festival of Samhain".

4. Read the following sentence from the text:

To learn the history of Halloween, you'll have to look back 2000 years in the past to the Celtic festival of Samhain (pronounced SAH-win).

Why does the author include this particular sentence in the text?

- a) to show the reader how to pronounce the word Samhain
- b) to persuade the reader that Halloween is an ancient holiday
- c) to describe to the reader where the celebration of Halloween originated
- d) to explain to the reader that Halloween is a Celtic holiday



5. Read the following sentence from the text:

The Celtic people believed that the veil between the living and the dead was its thinnest on Samhain.

What does the author mean by this sentence? What information from the surrounding sentences gives you a clue as to what the author means?

Answers may vary, e.g. The author is telling us that the people believed that the amount of separation or space between the living and the dead was very small on Samhain. I know this because the following sentence says, "This allowed for people to contact their loved ones who had passed away because they were closer than usual."

6. If you were given the task of creating an additional text feature for this article, what would you create, e.g. sub-headings, photographs, bold words, etc. and why?

Answers will vary.

- 7. What can the reader infer from the picture and caption?
 - a) The idea of trick or treating came from the tradition of asking for 'soul cakes'.
 - b) Children asking for 'soul cakes' were dressed up in costumes.
 - c) 'Soul cakes' were a delicious treat that children enjoyed.
 - d) Children loved walking to other people's houses to ask for a 'soul cake'.



3 Maggie's Surprise

maggies parents serprised her with a trip to the snow in the morning, maggie waited eagily inside her dads car soon they were on their way to her uncles caburn in the mountains maggie was so exited that she was finally old enough to use her mums skis

> Find 4 spelling mistakes. Add 5 capital letters, 4 full stops and 4 apostrophes of possession.



Novel Study	: Importa	nt Events	Worksheet
Novel Study	. importa	IL LVCIILS	worksheet

Name ____

Date _____

Novel Study: Important Events

The plot in a novel progresses because of the decisions and actions of the main characters. If a character decided to handle a situation differently, it could change the whole course of the story.

- 1. Decide on an important event from your class novel.
- 2. Discuss the decisions made by the main characters during the event and how it affected the outcome of the story.
- 3. Suggest how the events could have been handled differently and how this may have changed the plot of the story.

Important event: _____

Briefly outline the event and the decisions made by the characters.

What were the consequences of these decisions?

How might the event have been handled differently?

How do you think this may have changed the storyline?







Date:

Order of Operations

Simplify this expression:	2 Simplify this expression:
$2 + 7 \times 3$	$10 - 2 \times 3 + 5$
3 Simplify this expression:	4 Simplify this expression:
$15 \div 3 \times 4 \div 2$	25 - 10 + 3 - 8
5 Simplify this expression:	Simplify this expression:
$3 \times (21 \div 7)$	$(6 \times 2) + 8 - (40 - 4 \times 5)$
Simplify this expression:	8 Simplify this expression:
$[2 \times (14 \div 7)] - 3$	$2^3 + 9 - 4^2$
9 Simplify this expression:	10 Simplify this expression:
$36 - 1 \times 4^2 + 5$	$(40 - 15) + 3^3$

Date:



Order of Operations

Simplify this expression: $2 + 7 \times 3$ 2 + 21 (23)	2 Simplify this expression: $10 - 2 \times 3 + 5$ 10 - 6 + 5 4 + 5 9
3 Simplify this expression: $15 \div 3 \times 4 \div 2$ $5 \times 4 \div 2$ $20 \div 2$ 10	4 Simplify this expression: 25 - 10 + 3 - 8 15 + 3 - 8 18 - 8 10
5 Simplify this expression: $3 \times (21 \div 7)$ 3×3 9	6 Simplify this expression: $(6 \times 2) + 8 - (40 - 4 \times 5)$ (12) + 8 - (40 - 20) 12 + 8 - 20 20 - 20 0
7 Simplify this expression: $[2 \times (14 \div 7)] - 3$ $[2 \times (2)] - 3$ [4] - 3 1	8 Simplify this expression: $2^{3} + 9 - 4^{2}$ 8 + 9 - 16 17 - 16 1
9 Simplify this expression: $36 - 1 \times 4^2 + 5$ $36 - 1 \times 16 + 5$ 36 - 16 + 5 20 + 5 25	10 Simplify this expression: $(40 - 15) + 3^{3}$ (25) + 27 52

www.mathantics.com

See Video for step-by-step solutions to each problem.



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Date:

Multiply and Divide Before You Add and Subtract

OPS 1





Date:

OPS 2

Order of Operations: From Left To Right





Date:

OPS 3

Order of Operations: Parentheses First





OPS 4

Date:

Simplify Exponents Before Other Arithmetic





Date:

OPS 5

Order Of Operations Practice





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Date:

Multiply and	Multiply and Divide Before You Add and Subtract		
Instructions: U swer in the spa	Instructions: Use the Order of Operations Rules to simplify each expression. Write your an- swer in the space provided and be sure to show your work.		
Examples	$5 + 2 \times 3 = 11$ $5 + 6$ 11 Multiply First	$15 \div 5 - 1 = 2$ $3 - 1$ Divide First 2	
1	$6 + 4 \times 2 = 14$ 6 + 8 14	2 $10 \times 4 - 5 = 35$ 40 - 5 35	
3	$10 - 6 \div 3 = 8$ 10 - 2 8	$ \begin{array}{ccc} 4 & 20 - 5 \times 4 = \underline{0} \\ 20 - 20 \\ 0 \end{array} $	
5	$3 \times 7 + 4 = 25$ 21 + 4 25	$\begin{array}{ccc} 6 & 3+24 \div 8 = \underline{6} \\ 3+3 \\ 6 \end{array}$	
7	$8 + 4 \times 3 = 20$ 8 + 12 20	8 $1+6 \times 5 = 31$ 1 + 30 31	
9	$12 \div 6 + 7 = 9$ 2 + 7 9	10 $50 - 10 \div 2 = 45$ 50 - 5 45	



Date:

OPS 2

Order of Operations: From Left To Right

Instructions: Use the Left To Right Rule to simplify each expression. Write your answer in the space provided and be sure to show your work. $1 \quad 6 - 4 + 8 = 10$ $30 \div 3 \div 5 = 2$ 2 10 ÷ 5 2 + 810 2 $20 \div 5 \times 4 = 16$ 3 $4 \quad 38 - 9 - 4 = 25$ 4 x 4 29 - 4 16 25 12 - 5 + 3 = 105 $6 \quad 8 + 7 - 2 = 13$ 7 + 3 15 - 2 10 13 $32 \div 4 \div 2 \times 4 = 16$ $24 \div 3 \div 2 \times 5 = 20$ 7 $8 \div 2 \times 5$ 8 ÷ 2 x 4 4 x 5 4 x 4 20 16 $10 \quad 14 \div 2 \times 3 \div 3 = \underline{7}$ 9 $4 \times 6 \div 2 \times 5 = 60$ 7 x 3 ÷ 3 $24 \div 2 \times 5$ $21 \div 3$ 12 x 5 60 7 11 35 - 5 - 10 + 3 = 23 $12 \quad 43 - 5 + 6 - 10 = 34$ 30 - 10 + 338 + 6 - 10 20 + 344 - 10 34 23





Date:

OPS 3

Order of Operations: Parentheses First

Instructions in the space	Instructions: Use the Order of Operations Rules to simplify each expression. Write your answer in the space provided and be sure to show your work.			
1	$3 \times (2 + 5) = 21$ 3 × 7 21	2	$10 \times (1 + 6) = 70$ 10×7 70	
3	$(5+4) \times 2 = 18$ 9 × 2 18	4	$(15-4) \times 3 = 33$ 11 × 3 33	
5	$25 \div (8 - 3) = 5$ 25 ÷ 5 5	6	$(8+6) \div 7 = 2$ 14 ÷ 7 2	
7	$30 \div (12 - 7) \times 3 = \underline{18}$ $30 \div 5 \times 3$ 6×3 18	8	$(14-5) \times 6 + 3 = 57$ 9 × 6 + 3 54 + 3 57	
9	$4 \times 6 \div (7 - 5) = 12$ $4 \times 6 \div 2$ $24 \div 2$ 12	10	$28 \div (3 + 2 \times 2) = 4$ $28 \div (3 + 4)$ $28 \div 7$ 4	
11	$6 \times (10 - 4) + 3 = 39$ $6 \times 6 + 3$ 36 + 3 39	12	$(12-3) \div (7-4) = 3$ 9 ÷ 3 3	





Date:

OPS 4

Simplify Exponents Before Other Arithmetic

Instructions: Use the Order of Operations Rules to simplify each expression. Write your answer in the space provided and be sure to show your work. **2** $4^2 \div 2 = 8$ 1 $1 + 3^2 = 10$ 16 ÷ 2 1 + 9 10 8 4 $5+4^2 = 21$ $3 15 - 2^3 + 3 = 10$ 15 - 8 + 3 5 + 16 7 + 3 21 10 **5** $2^2 \times 5 + 4^2 = 36$ $3 \times 2^2 - 4 = 8$ 4 x 5 + 16 3 x 4 - 4 20 + 1612 - 4 8 36 7 $2^3 \div 4 - 1 = 1$ 8 $11 \times 3 - 5^2 = 8$ 8 ÷ 4 - 1 11 x 3 - 25 2 - 1 33 - 25 1 8 10 $1^5 + 2^3 \div 4 = 3$ 9 $5^2 - 3^2 = 16$ 25 - 9 $1 + 8 \div 4$ 16 1 + 23 **12** $10^2 - 99 = 1$ 11 $6^2 + 4 = 40$ 36 + 4 100 - 99 40 1



Date:

OPS 5

Order Of Operations Practice

Instructions: Use the Order of Operations Rules to simplify each expression. Write your answer in the space provided and be sure to show your work. **2** $14 - (3 + 5) \div 2^2 = 12$ $2 \times (4^2 - 4) = 24$ 1 $14 - 8 \div 2^2$ $2 \times (16 - 4)$ 14 - 8 ÷ 4 2 × 12 14 - 2 24 12 3 $(1+3^2) \times 5 = 50$ 4 $7 \times (7 - 1) + 3 = 45$ $7 \times 6 + 3$ $(1+9) \times 5$ 42 + 3 10×5 45 50 $6 7^2 - (5 + 24) = 20$ 5 $40 \div (12 - 7) = 8$ 7² - 29 40 ÷ 5 49 - 29 8 20 $(3^2 \times 3) - (2 + 5^2) = 0$ 7 $2^3 + 30 \div (7 + 3) = 11$ (9×3) - (2+25) $2^3 + 30 \div 10$ 8 + 30 ÷ 10 27 - 27 8 + 3 0 11 9 $(24+6) \div (14-4 \times 2) = 5$ 10 $[20 - (3 + 4) \times 2] + 5 = 11$ $[20 - (7) \times 2] + 5$ $30 \div (14 - 8)$ [20 - 14] + 5 30 ÷ 6 [6] + 5 5 11 11 $6^2 - (11 + 3) \times 2 = 8$ 12 $[2^3 + (15 - 7)] \div 8 = 2$ [2³ + 8] ÷ 8 6² - 14 × 2 36 - 14 x 2 [8 + 8] ÷ 8 36 - 28 16 ÷ 8 2 8

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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		
			l dearees Fahrenheit.		

<u>It's not just rice paddies in Asia – Part</u> 2

There's no rice paddies in Russia

Australia's industry (even in our densely populated city capitals) is largely supported by our rural community. Since colonisation Australia's global industry has been focused on agriculture and natural resources. Even before colonisation our indigenous participated in the trade of natural goods with neighbouring countries.

However not all countries have remained constant with their rural or agricultural dependency like Australia has. Many Asian countries have moved away from rural or agricultural produce as their primary local and global trade. The most diverse trade industry within a single nation of the Asian continent would be Russia. Russia is part Asian, part European, 77% of Russia is in Asia, the 23% that is European is on the other side Ural Mountain ranges. European Russia includes Moscow. In early medieval trade it was fur and wax products that were the primary exports from the Asian side of Russia. Later in the Middle Ages (from 1555 to 1853) Russia imported other agricultural products for the shipbuilding industry, the textile industry and glass industries. In the early 1800s, when Russia was supported by their rural life, only two Russian cities (St Petersburg and Moscow- on the European side) contained more than 100.000 residents. The industrialization of the Russian Empire (1905) saw the development of a new economy, labour productivity increased and the demand for industrial goods was now the primary trade within the empire. By 1910 there were twelve cities the size of Moscow, 8 of those cities were on the Asian side of Russia. Russia's new primary trade was coal energy, nuclear energy, chemical industry, metallurgy, defence industry, aerospace and aviation manufacturing, shipbuilding and marine machinery manufacturing, automobile manufacturing, and heavy transportation machinery manufacturing. The rapid Russian industrialisation gave rise to a new working class that was exploited, poorly treated, clustered together in large numbers and therefore susceptible to social inequality and revolutionary ideas. The Russian revolution started in 1913 and continued to 1928.

Following the revolution, the modern Russian exports are now focused on natural resources, including oil and natural gas production, with agriculture, forestry, fishing, and manufacturing serving the local economic market.

Complete the following sentences (using the information above):

1. During the 1800s	, Russia was supported by	life.
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2. Russia's in 1905 was designed to modernise Russia's economy.

3. These changes gave rise to city population and the movement of workers into the

cities. TRUE or FALSE (circle your answer).

4. In economic terms, Russia's industrialisation was successful, but how / who did it fail?

5. Modern Russia's exports are focused on ______,

while Russia's local economy is focused upon

Angles of Reflection

Looking at the World

Light can be reflected or bounced off objects. Light also travels in straight lines. Is there a relationship between these two phenomena that can help us make predictions about where light will be reflected? Let's investigate!

Aim

To investigate the reflection of light.

Scientist's Note

A darker/darkened space will make it easier to observe the reflected light.

Method

- 1. Set up the experiment as shown in the diagram.
- 2. Use the protractor template to measure the angle of the string from the mirror to the light source. Record the measurement in the 'Angle of incidence' column of the results table.
- 3. Use a protractor to measure the angle of the string from the mirror to the reflected light. Record the measurement in the 'Angle of reflection' column of the results table.
- 4. Move the light source to two different positions along the wall and repeat the steps each time.

Equipment

Light source e.g. a lamp or torch

String

Protractor

Pieces of sticky tack for marking positions and/or placing the string

Mirror (or another reflective surface)





Test Design: Fill out the table below and identify the variables.

What is the independent variable (what will you change for each test)?	What are the constants (what are the other variables that you have to keep the same for each test)?
What is the dependent variable (what will you measure/observe) ?	



Angles of Reflection - Worksheet	
Name	Date

Hypothesis: Complete the statement below by circling the option that you believe will be correct.

The angle that the light hits the mirror (angle of incidence) is

larger than

the same as

smaller than

the angle that the light reflects away from the mirror (angle of reflection).

Results: Perform the tests and record your measurements in the table below.

Light position	Angle of incidence	Angle of reflection
Position 1		
Position 2		
Position 3		

Discussion: Answer the following questions to help explain your results.

1. Choose one of the tests/light positions and draw a diagram showing the results. Include pictures and labels for the equipment used, arrows to show the direction of the light rays and the angle measurements.





Angles of Reflection - Worksheet	
Name Date	
2. How did the angles change when the light source was moved?	
3. Suggest one way that the measurements could be made more accurate.	
Conclusion: Write a sentence that states the relationship between the angle of the angle of reflection. Hint: Rewrite the hypothesis according to the actual re	of incidence and sults.

EXPERIMENT

Æ





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?

MY LIFE

Indtro

Name: type your name here

- 1) Create 4 short 'mood' playlists (Happy, Sad, Excited, Calm). Consider:
- What type of music do you prefer to listen to when you are feeling each emotion?
- If you are feeling that emotion before listening to your chosen songs, how do you wish to feel after you listen to the playlist?
- What is the overall message/feeling of the songs you chose? How do those songs relate to the 'mood' of that playlist?
- What message/feeling is communicated through the lyrics or through the musical components of each song?
- How does each playlist differ from one another, depending on the mood?

Each playlist should include 2-3 songs that you prefer to listen to when you are feeling each given emotion. Include the title of the song, the artist, and the Standout Musical Moment. The Standout Musical Moment is the most memorable part of the song and/or 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!

2) After you have created your playlists, choose 2 songs from 2 different playlists to compare. You will explore these songs further including:

- The overall message of the song and how it impacts you
- Specific musical elements you hear within the song

3 Critically think about the power of music and how it connects to our feelings and emotions

① Create cover artwork representing the songs you have chosen. You may choose to create artwork for I song you chose OR both songs (represented with contrasting artwork). Consider the overall mood and feeling of each musical piece - select images, symbols, words and colours that best represent the music.

Songs-TO GET YOU STARTED

High Hopes BY Panic! At The Disco

Firework BY Katy Perry

Can't Stop the Feeling BY Justin Timberlake

Happy BY Pharell

Here Comes The Sun BY The Beatles

Rise Up BY Andra Day

Count on Me BY Bruno Mars

Somewhere Over The Rainbow BY Israel Kamakawiwo'ole

Disney Medley BY Forty Fingers Good Feeling BY Flo Rida

Thunder BY Imagine Dragons

How Far I'll Go BY Auli'i Cravalho

Shake It Off BY Taylor Swift

Brave BY Sara Bareilles

Walking on Sunshine BY .Katrina & the Waves

River Flows In You BY Yiruma

A Thousand Years (Acoustic Guitar Cover) BY Casper Esman

Shallow (Cover) BY Pentatonix

Play	fist
2	SON9S THAT MAKE ME FEEL: Happy

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type Standout Musical Moment:

type

I chose these songs because:

Pl a	Mict.	
· 04	SONGS THAT MAKE ME FEEL	
	Sad	

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type Standout Musical Moment:

type

I chose these songs because:

Pla	ylist
	SON9S THAT MAKE ME FEEL:
	Excited

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type Standout Musical Moment:

type

I chose these songs because:

Pla	wist
	SON 95 THAT MAKE ME FEEL:
	Calm

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type

Standout Musical Moment:

type

Title: type

Artist: type Standout Musical Moment:

type

I chose these songs because:

Chacen, Sanga
Choose 2 songs from different playlists.
Compare and contrast each song.
Song #I
Song Title: type
Artist: type
Maylist: type
Uverali Message or Song
Туре
Most Impactful Lyric or Musical Moment
Туре
This song reminds me of
Туре
After I listen to this song, I feel I think I feel this way because
Туре

<u>periodente de de</u>
Chosen Songs
choose z songs from different playlists.
Compare and contrast each song.
Song #I
The instruments I hear are
Type instruments here
The voices I hear are
 Man Woman Child None
If yes, is it a solo or a choir?
Type here
The tempo is
 Fast (allegro) Medium (moderato) Type answer here Slow (adagio)
The overall dynamic level is
 Very loud (<i>fortissimo</i>) Loud (<i>f - forte</i>) Medium Loud (<i>mf - mezzo-forte</i>) Soft (<i>p - piano</i>) Very soft (<i>pp - pianissimo</i>)
Do you hear any changes in the dynamics (getting louder - <i>crescendo</i> , getting softer - <i>decrescendo</i>)? Explain.
Type here
The articulation is
 Smooth (legato) Separated (staccato) Type answer here

Chosen Songs
Choose 2 songs from different playlists. 🖌
Compare and contrast each song.
Song #2
The instruments I hear are
Type instruments here
The voices I hear are
 Man Woman Child None
If yes, is it a solo or a choir?
Type here
The tempo is
 Fast (allegro) Medium (moderato) Type answer here Slow (adagio)
The overall dynamic level is
 Very loud (<i>fortissimo</i>) Loud (<i>f - forte</i>) Medium Loud (<i>mf - mezzo-forte</i>) Soft (<i>p - piano</i>) Very soft (<i>pp - pianissimo</i>)
Do you hear any changes in the dynamics (getting louder - <i>crescendo</i> , getting softer - <i>decrescendo</i>)? Explain.
Type here
The articulation is
 Smooth (legato) Separated (staccato) Type answer here

Music & EMOTIONS

CONNECT: Describe a time when you were listening or performing music, and this musical experience helped you to get through a big emotion you were feeling. How did you feel before? How did you feel after?

Type here

THINK: In your opinion, what is the connection between music and emotions? How can music impact our emotions?

Type here

REFLECT: How can you use music in your everyday life to express, process and/or understand the different emotions that you feel?

Type here

over, art Create artwork to represent: one song you chose to analyze □ Both songs you chose to analyze, with contrasting artwork Consider the mood/feeling of your songs and choose images, symbols, words and colors that best represent your chosen songs.