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

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 3 Writing Grid for today's activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 3 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 3 Writing Grid for today's activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 3 Writing Grid for today's activities.



	Monday	Tuesday	Wednesday	Thursday	Friday
	Spelling – refer to the Spelling Week 3 outline and complete the activities for the day.	Spelling – refer to the Spelling Week 3 outline and complete the activities for the day.		Spelling – refer to the Spelling Week 3 outline and complete the activities for the day.	Spelling – refer to the Spelling Week 3 outline and complete the activities for the day.
	Comprehension -refer to the Comprehension outline for Week 3.	Comprehension -refer to the Comprehension outline for Week 3.		Comprehension -refer to the Comprehension outline for Week 3.	Comprehension -refer to the Comprehension outline for Week 3.
	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: The Distributive Property	Lesson: The Distributive Property		Lesson: The Distributive Property	Lesson: The Distributive Property
	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=VZ0jG3</u> <u>W53nE</u>	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=VZ0jG3</u> <u>W53nE</u>		Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=VZ0jG3</u> <u>W53nE</u>	Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=VZ0jG3</u> <u>W53nE</u>
	Complete the exercises page.	Complete page 1 of the worksheets.		Complete pages 2-3 of the worksheets.	Complete pages 4-5 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 3".	Science – Read the "When the light hits" slides and complete the "Make your own rainbow" activity.		Creative Arts – complete the first half of "Music throughout the decades".	Creative Arts – complete the second half of "Music throughout the decades".

Term 4 Learning from Home Writing Grid

Week 3 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.

Self-Paced Writing Week

This week you will plan, draft, edit and publish an informative piece of writing on a topic of your own choice. Remember you can refer to any of the sample texts from last week as well as the videos to help you. Below is an example of how you may like to structure your week to pace yourself with each part of the writing process. Remember, for this to be done properly it will take some time to be completed.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
 ✓ Brainstorming and planning of topic and sub- topics ✓ Online Research 	 ✓ Introduction including a 'hook' and outline of sub- topics ✓ Drafting sub-topic paragraphs and conclusion 	<u>Well-being Wednesday</u> Choose an activity from the grid to complete or spend the day doing something you enjoy 😊	 ✓ Self-Editing including sentence structure, grammar, punctuation and spelling ✓ Adding/deleting information where necessary 	 Publishing in your book or online Remember to include pictures and captions to make your writing more interesting.

Comprehension Week 3

Lesson 1 The Enigma of AX29	Read the text 'The Enigma of AX29' and complete the plot structure template.
Lesson 2	Complete the activity on visualising, using the text 'The Enigma of AX29' from vesterday.
Visualising	
Lesson 3	Edit the text titled 'Don't forget the plants'. You can re-type/write the text with the correct editing, or just edit the document.
Editing	
Lesson 4	Complete the inference or prediction activity. Remember, if you aren't sure what they are, you can use Google to help you define them.
Inference or	
Prediction	

Spelling Week 3

Monday	Look, cover write and check your Week 3 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 23spelling words in the 'Tuesday' column of your spelling sheet.
	Other extensions Think of some other words that have the diagraph /y/ that makes the sound E as in pony. Write them down.
Wednesday	No set spelling activity today. Ensure you have
Wellbeing Wednesday	completed Monday and Tuesday's activities.
Thursday	Look, cover write and check your Week 3 spelling words in the 'Thursday' column of your spelling sheet.
	Cross-word Create a crossword for as many of your spelling words as possible. Share with a friend or family member to solve https://worksheets.theteacherscorner.net/make- your-own/crossword/
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 unicorn rode the tricycle biweekly. We rode our bicycle and unicycle in unison. The triplets went to university in uniform.

Focus: Prefixes

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday			
	Red Spelling Words						
unicorn							
uniform							
unicycle							
university							
unison							
unity							
	Orar	nge spelling w	vords				
bicycle							
bilingual							
bilateral							
biweekly							
bicentennial							
bicolour							
	Gre	en spelling wo	ords				
tricycle							
triangle							
trigraph							
trilogy							
triplets							

THE ENIGMA OF AX29

It was hopeless. It was utterly, undeniably hopeless.

Dr Pascal Bernard stared resentfully at the Petri dish on the laboratory bench in front of him. There was nothing especially significant about this particular dish – it was almost identical to the hundreds of similar dishes that had come before it. In fact, to the untrained eye, the Petri dish sitting on the bench looked much like any other you would find in any medical research facility anywhere around the world.

But Pascal knew better. It was not like any other.

To Dr Bernard, the Petri dish represented so much more than the deadly microscopic organisms it contained. It represented an insurmountable problem. It represented ten long, wasted years of his life. It represented his greatest failure.

When the opportunity to research the deadly AX29 virus had been presented to him a decade earlier, Pascal had jumped at the prospect. It was his chance to make a name for himself in the field of biomedical research, to make a real difference to the course of human history. He dreamt of making the breakthrough that had eluded so many others – the invention of an antiviral drug that would cure those infected with AX29. With such a significant discovery to his name, he would be one of the most celebrated, influential medical scientists of the 21st century.

But the dream was starkly different to the reality. Weeks went by... then months... years... until Pascal had been working on the project for five years with no success. Drug after drug had been invented, tested, and subsequently tossed aside due its minimal effects on the virus. AX29 seemed immune to everything his team of researchers concocted to destroy it.

Determined not to be beaten by a dish full of microscopic cells, Pascal threw himself into his research more frantically than ever before.

More funding was sought. The best medical researchers from around the world were called to action. Five more years of Pascal's life were devoted to finding the missing piece of the puzzle. Small discoveries were made, none of which destroyed the virus once and for all.

He was done.

Something in Pascal's brain snapped. It was time. He would not spend one more single minute – one more single second – on this impossible dream. With a surge of uncharacteristic aggression, he swiped his arm along the bench. The Petri dish flew recklessly along the surface and fell into a nearby rubbish bin.

"Good," Pascal muttered under his breath. "You've landed exactly where you belong – with all the other worthless rubbish." He grabbed his coat and scarf, discarded his leftover banana peel (the only thing he had eaten all day), and strode towards the laboratory door.

It was the fizzing sound that stopped him. Pascal's first thought was that the lights were short-circuiting again – they had been playing up lately – but they showed no signs of flickering. He stood still, trying to pinpoint the source of the sound. Could it possibly be coming from... the rubbish bin?

Slowly, cautiously, Pascal crept back towards his laboratory bench. Peering curiously inside the rubbish bin, he noticed his discarded banana peel had landed directly on top of the Petri dish of AX29 cells. Along with the fizzing sound, an unusual vapour was wafting from the surface of the dish. "The creation of sound and gas," Pascal murmured thoughtfully to himself. "Both signs of... A CHEMICAL REACTION!"

With renewed fervour, Pascal retrieved the discarded Petri dish from the rubbish bin. He grabbed the closest microscope and slid the

Petri dish beneath the eyepiece. He took a deep breath. "Please let this be it," Pascal whispered as he placed his open eye above the lens.

It was beautiful. It was breathtaking. The Petri dish was entirely empty.

Pascal was speechless. Was it possible that the missing link was... a banana skin? After years of research, years of trying and failing and trying again, could the solution really lie with one of the most common fruits on the planet?

Pascal knew what he had to do. He hastily pulled his mobile phone from his coat pocket and dialled a man who had left only hours before – his research partner and friend, Dr Louie Bardot.

Louie answered on the tenth ring. "Pascal?" There was a hint of annoyance in his voice. "What's going on? I'm eating dinner."

"I have it, Louie," Pascal said shakily. "I finally have the answer!"

Louie sounded confused. "The answer to 13 across? Look Pascal, it's great that you're taking our daily crossword puzzles so seriously, but I don't think it's worth a phone call at this time of nigh—"

"Not the crossword puzzle, Louie!" Pascal cried. "The virus! AX29! I know how to destroy it!"

"This isn't funny, Pascal," Louie snapped. "It's been a long day. I'm exhausted. I've no time for games."

"And we've no time to play them, Louie! There's not a moment to waste. Look, I'm not messing around here. I think I have the answer. After all these years—" A lump was developing in his throat. He swallowed slowly and deliberately before trying again. "Louie, after all these years, I think I've finally found the answer. You need to get back here right away."

Pascal sensed an immediate change in the person on the other end of the phone.

"You're sure, Pascal?" Louie's voice softened. "It seems we've been down this road many times before... You're sure you have something?"

"I feel more certain about this than about anything we've researched in the past ten years," Pascal replied. "We're partners, Louie. I need you here. Please can you come?"

He hung up the phone. Awash with nervousness and hope, Pascal began pacing the laboratory. The possibilities arising from this evening's serendipitous discovery were endless. A cure for AX29! After all these years, he could hardly believe it was even possible.

Little more than 30 minutes passed before the laboratory door flew open. "This better be good, Pascal," Louie said, an involuntary grin creeping onto his face.

"Oh, it's good, Louie." Dr Pascal Bernard returned his partner's smile. "Are you ready to change the course of human history?"

"Of course I am, partner. Always have been, always will be!"

"Well then," Pascal declared enthusiastically. "Let's get to work!"



Name: _____

The Enigma of AX29

Complete the plot structure template for the narrative, "The Enigma of AX29".



The Enigma of AX29 – Answers

The Enigma of AX29 – Answers





Reading Response: Visualising – Template
Name: Date:
Reading Response: Visualising
What is it?
Visualising is when you can see the ideas you are thinking about inside your head. This often happens when you read, remember, think, or listen to someone talking to you about something they saw or did.
Choose a part of the text that was most important to you. Re-read that part again and focus on visualising what is happening.
Describe or quote it.
What do you see?
$ \longrightarrow $
Draw your visualisation
Draw your visualisation.
*eun il ³⁰



5 Don't Forget the Plants

before we leave, i must rememba to water the plants dispite the fact that ive been watering them every day, i dont thnk they will stay alive in this heat i wouldnt want to come home to druping plants after a fun weekend away



Find 4 spelling mistakes. Add 6 capital letters, 3 full stops and 3 apostrophes of contraction.



Inference or Prediction? - Worksheet

Name _____

Inference or Prediction?

Take a look at the different scenarios below. Read through each situation carefully and decide which 'I think...' item belongs with which 'Situation' item. Draw a line to match each pair and then write whether you think it is a prediction or inference.

Situation	I think	Inference or Prediction?
The man comes inside soaking wet.	There's someone outside.	
The dog is barking at the front door.	It will snow tomorrow.	
The meteorologist said cold weather is on the way.	They won't win their next game.	
The zookeeper has mud and banana in her hair.	It is raining outside.	
Your local team has lost every game this year.	Monkeys threw it at her.	
The teacher asks the class to separate their desks.	There will be a test.	

Date _____







ENGLISH





Date:

The Distributive Property in Arithmetic

Fill in the blanks to make this equation true.	2 Fill in the blanks to make this equation true.
$5 \times (8+3) = \times 8 + \times 3$	$6 \times (12 - 9) = 6 \times \boxed{-6 \times }$
3 Use the Distributive Property to simplify this expression. (Show your work!)	4 Use the Distributive Property to simplify this expression. (Show your work!)
3 × (8 + 10)	7 × (11 – 5)
5 Use the Distributive Property to simplify this expression. (Show your work!) $4 \times (3 + 9 - 2)$	6 Use the Distributive Property to rearrange this multiplication problem so it is easier to do mentally. Then simplify it. 5×29
7 Use the Distributive Property to rearrange this multiplication problem so it is easier to do mentally. Then simplify it.	8 Use the Distributive Property to rearrange this multiplication problem so it is easier to do mentally. Then simplify it.
8 × 82	3 × 158
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math Antics[®] Exercises Name:

Date:

The Distributive Property in Arithmetic

Fill in the blanks to make this equation true.	2 Fill in the blanks to make this equation true.
$5 \times (8 + 3) = 5 \times 8 + 5 \times 3$	$6 \times (12 - 9) = 6 \times 12 - 6 \times 9$
3 Use the Distributive Property to simplify this expression. (Show your work!)	4 Use the Distributive Property to simplify this expression. (Show your work!)
$3 \times (8 + 10)$	$7 \times (11 - 5)$
$3 \times (3 + 10)$ $3 \times 8 + 3 \times 10$ 24 + 30 54	7 × 11 - 7 × 5 77 - 35 42
5 Use the Distributive Property to simplify this expression. (Show your work!)	6 Use the Distributive Property to rearrange this multiplication problem so it is easier to do mentally. Then simplify it.
$4 \times (3 + 9 - 2)$	5×29
$4 \times 3 + 4 \times 9 - 4 \times 2$	$5 \times (20 + 9)$
12 + 36 - 8	$5 \times 20 + 5 \times 9$
48 - 8	100 + 45
40	145
7 Use the Distributive Property to rearrange	8 Use the Distributive Property to rearrange
this multiplication problem so it is easier to	this multiplication problem so it is easier to
do mentally. Then simplify it.	do mentally. Then simplify it.
8×82	3×158
$8 \times (80 + 2)$	$3 \times (100 + 50 + 8)$
$8 \times 80 + 8 \times 2$	$3 \times 100 + 3 \times 50 + 3 \times 8$
640 + 16	300 + 150 + 24
656	474

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

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Date:

DPA 1

The Distributive Property Pattern





Date:

DPA 2

Simplifying Expressions Two Different Ways



Math Antics[®] Worksheets Name:

Date:

Simplifying Expressions with the Distributive Property DPA 3 Instructions: Use the Distributive Property to simplify each of these expressions. Be sure to show all your work. $3 \times (7 + 4)$ $10 \times (3 + 5)$ 1 2 $3 \times 7 + 3 \times 4$ 21 + 12 33 $3 2 \times (7+5)$ 4 $7 \times (5-1)$ 5 $3 \times (12 + 10)$ 6 $4 \times (9+5)$ 8 $6 \times (10 - 6 - 4)$ 7 $5 \times (6 + 5 - 1)$ 9 $12 \times (10 - 5 + 2)$ 10 $8 \times (2 + 3 + 4)$ © 2016 Math Plus Motion, LLC The Distributive Property in Arithmetic • mathantics.com



Date:

DPA 4

Using the Distributive Property to Multiply - Set 1





Date:

DPA 5

Using the Distributive Property to Multiply - Set 2





Date:

DPA 1

The Distributive Property Pattern





Date:

DPA 2

Simplifying Expressions Two Different Ways

Instructions: Simplify each expression two different ways. In the first way, simplify what is inside the group first. In the second way, use the distributive property to eliminate the group. You should get the same answer both ways. Be sure to show your work! Way 1: Group First Way 2: The Distributive Property $5 \times (8 + 2)$ $5 \times (8 + 2)$ 5×10 $5 \times 8 + 5 \times 2$ 40 + 10 50 50 same answer both ways $3 \times (7 + 5)$ $3 \times (7 + 5)$ 2 $3 \times 7 + 3 \times 5$ 3×12 21 + 1536 36 $10 \times (12 - 4)$ $10 \times (12 - 4)$ 3 10×8 $10 \times 12 - 10 \times 4$ 120 - 40 80 80 $6 \times (2 + 5 + 1)$ $6 \times (2 + 5 + 1)$ 4 6 × 8 $6 \times 2 + 6 \times 5 + 6 \times 1$ 12 + 30 + 648 42 + 648 5 $4 \times (10 - 3 + 2)$ $4 \times (10 - 3 + 2)$ $4 \times 10 - 4 \times 3 + 4 \times 2$ $4 \times (7 + 2)$ 40 - 12 + 84 × 9 28 + 836 36

Math Antics[®] Worksheets Name:

Date:

DPA 3

Simplifying Expressions with the Distributive Property

Instructions: Use the Distributive Property to simplify each of these expressions. Be sure to show all your work. 1 $3 \times (7 + 4)$ $10 \times (3 + 5)$ 2 $3 \times 7 + 3 \times 4$ $10 \times 3 + 10 \times 5$ 30 + 50 21 + 1280 33 3 $2 \times (7 + 5)$ $7 \times (5 - 1)$ 4 $2 \times 7 + 2 \times 5$ $7 \times 5 - 7 \times 1$ 14 + 1035 - 7 24 28 6 $4 \times (9+5)$ 5 $3 \times (12 + 10)$ $3 \times 12 + 3 \times 10$ $4 \times 9 + 4 \times 5$ 36 + 3036 + 2056 66 $5 \times (6 + 5 - 1)$ $6 \times (10 - 6 - 4)$ 7 8 $5 \times 6 + 5 \times 5 - 5 \times 1$ 6 × 10 - 6 × 6 - 6 × 4 30 + 25 - 5 60 - 36 - 24 55 - 5 24 - 2450 n 9 $12 \times (10 - 5 + 2)$ $8 \times (2 + 3 + 4)$ 10 $12 \times 10 - 12 \times 5 + 12 \times 2$ 8 × 2 + 8 × 3 + 8 × 4 120 - 60 + 2416 + 24 + 3260 + 2440 + 3284

Math Antics[®] Worksheets Name:

Date:

DPA 4

Using the Distributive Property to Multiply - Set 1



Worksheets

Name:

Date:

DPA 5

Using the Distributive Property to Multiply - Set 2



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.		

Week 3

<u>It's not just rice paddies in Asia – Part 3</u>

https://www.youtube.com/watch?v=vA-rtjlKEYU

Watch the video (URL provided)

Write notes explaining the ECONOMY and the changes to India, that is discussed in the video.



Write notes about what you observed below.

C TEACHER SLIDE

When the Light Hits...

Light will continue to travel until it hits an object. When it does hit an object, the light can be:

- 1. reflected,
- 2. absorbed, and/or
- 3. transmitted.

Let's look at each one in more detail.



b teachstarter

1

1 TEACHER SLIDE

Reflection, Absorption, Transmission

Reflection is when light bounces off an object e.g. light reflects off a mirror.

Absorption occurs when an object holds onto the light energy. Most objects absorb some light. The trapped light energy is usually converted to heat.

Transmission is when the light is passed on by an object e.g. light hits a window and is then transmitted through it.







Make Your Own Rainbow

Participants

Individual students, pairs or small groups (depending on resources)

Materials

- 1 x glass of water (half full)
- 1 x light source e.g. the sun, torch, lamp
- 1 x white sheet of paper

Procedure

- Place the sheet of white paper on a desk or on a stable, flat surface. If using sunlight as the light source, place the paper in a position where the sun will shine on it.
- Place the glass of water on the sheet of paper so that the light source shines through the water and onto the paper.
- 3. If a rainbow doesn't appear, move the light source around or slowly raise and lower the glass of water until a rainbow appears on the paper.
- 4. Draw a picture or take a photo to record your results.

Keep Safe

If using sunlight, do not look directly into the sun. Remember to wear sun-safe clothing if working outside.

Think

The acronym ROYGBIV is associated with rainbows. What could these letters represent?

Science Task Cards - Refracting Light

Broken Pencil

Participants

Individual students, pairs or small groups (depending on resources)

Materials

1 x pencil

1 x glass of water (approximately three-quarters full)

Procedure

- 1. Stand the pencil up in front of the glass of water. Draw a picture or take a photo of what you observe.
- Stand the pencil up behind the glass. Draw a picture or take a photo of what you observe.
- Put the pencil in the glass of water. Draw a picture or take a photo of what you observe.

Keep Safe

Report any spills to the teacher.

Think

Explain why the pencil's appearance changes depending on where it is positioned in relation to the glass.

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?

OF MY LIFE MUSIC THROUGHOUT THE DECADES

undtras

Name: type your name here

1) Choose a decade (i.e. the 20s, 60s, 80s, etc.) and further explore the music during this time period. Research and describe the historical events, key musical characteristics and notable artists and events from this time period.

2 Create a playlist of songs that were released throughout your chosen decade. There is a list of songs to help you get started. Consider:

- Genres of music that were most popular during this time
- Music from influential artists and musicians

Your playlist should include 6-8 songs that accurately represent your chosen decade and the music of that era.

3 After you have created your playlist, choose 1 song to discuss in further detail. Describe and identify the specific musical elements heard within the song.

④ Create cover artwork for the song you have chosen. Consider the overall mood and feeling of the piece, as well as key musical characteristics - select images, symbols, words and colours that best represent the music.

This assignment is due on: type due date here

Songs TO GET YOU STARTED

- 1801 Moonlight Sonata BY Beethoven
- 1899 Maple Leaf Rag BY Scott Joplin
- 1905 Clair de Lune BY Debussy
- 1929 I've Got What It Takes BY Bessie Smith
- 1936 Sing Sing Sing BY Louis Prima
- 1938 Over The Rainbow BY Judy Garland
- 1941 Boogie Woogie Bugle Boy BY The Andrew Sisters
- 1956 I Walk The Line BY Johnny Cash
- 1957 All Shook Up BY Elvis Presley
- 1963 Twist and Shout BY The Isley Brothers
- 1969 Here Comes The Sun BY The Beatles

- 1976 Dancing Queen BY ABBA
- 1977 Stayin' Alive BY the Bee Gees
- 1981 Don't Stop Believing BY Journey
- 1983 Girls Just Wanna Have Fun BY Cyndi Lauper
- 1987 I Wanna Dance With Somebody BY Whitney Houston
- 1990 Groove Is In The Heart BY Deee-Lite
- 1990 U Can't Touch This BY MC Hammer
- 1997 My Heart Will Go On BY Celine Dion
- 1997 Everybody (Backstreet's Back) BY Backstreet Boys
- 1997 Stop BY Spice Girls

Key information

ABOUT YOUR DECADE ♪

Decade/Time Period:

Type here

Historical Context/Key Events (what was happening in the world during this time? Are there any events that might have influenced the music during this time?)

Type here

Popular musical genres:

Type here

Influential and notable artists (name 5):

Playlist
DECADE Type here
Title: Type here
Artist: Type here
Yean: Type here
Title: Type here
Artist: Type here
Year: Type here
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Title: Type here
Artist: Type here
Year: Type here

Chosen Song

CHOOSE I SON 9 FROM YOUR PLAYLIST AND DESCRIBE THE MUSICAL ELEMENTS YOU HEAR A

Song Title: Type here

Artist: Type here

1 Name the instruments that you hear:

Type here

Do you hear any voices? Is the voice a man, woman or child voice? Type here

If yes, is it a solo or a choir?

Type here

2 Is the tempo fast (allegro), medium (moderato), or slow (adagio)? Type here

Do you hear any changes in tempo (speeds up - *accelerando*, slows down - *ritardando*)? Explain.



3 What is the overall dynamic level? ___Very loud (FF - Fortissimo) ___Loud (F - Forte) ___Medium Loud (mf - mezzo-forte) ___Soft (p - piano) ___Very soft (pp - pianissimo)

I think the overall dynamic level is... Type here

Do you hear any changes in the dynamics (getting louder crescendo, getting softer - decrescendo)? Explain.

Type here

4) The articulation is:

____ smooth (legato) ____ separated (staccato)

How do you know?

Chosen Song CONT'D

What is the mood of this piece?

Type here

What does this music make you think of?

Type here

Why is this song representative of your chosen decade? Support your answer with specific details, historical context, lyrics, and musical elements (dynamics, tempo, instrumentation/voices, articulation, mood, etc).

Lover, art,

CREATE ARTVIORK 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.