

Werrington Public School – Learning From Home Plan

Stage 3 (Term 3, Week 10)

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 10 Writing Grid for today’s activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 10 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 10 Writing Grid for today’s activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 10 Writing Grid for today’s activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Spelling – refer to the Spelling Week 10 outline and complete the activities for the day. Comprehension -refer to the Comprehension outline for Week 10. Reading Eggs – 15 minutes.	Spelling – refer to the Spelling Week 10 outline and complete the activities for the day. Comprehension -refer to the Comprehension outline for Week 10. Reading Eggs – 15 minutes.		Spelling – refer to the Spelling Week 10 outline and complete the activities for the day. Comprehension -refer to the Comprehension outline for Week 10. Reading Eggs – 15 minutes.	Spelling – refer to the Spelling Week 10 outline and complete the activities for the day. Comprehension -refer to the Comprehension outline for Week 10. Reading Eggs – 15 minutes.
Break					
Middle	Mathematics Number of the day Lesson: Polygons Watch the following video: https://www.youtube.com/watch?v=laoZhhxI9s Complete the exercises page. Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).	Mathematics Number of the day Lesson: Polygons Watch the following video: https://www.youtube.com/watch?v=laoZhhxI9s Complete page 1 of the worksheets. Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).		Mathematics Number of the day Lesson: Polygons Watch the following video: https://www.youtube.com/watch?v=laoZhhxI9s Complete page 2 of the worksheets. Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).	Mathematics Number of the day Lesson: Polygons Watch the following video: https://www.youtube.com/watch?v=laoZhhxI9s Complete page 3 of the worksheets. Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).
Break					

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	BTN Newsbreak Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Geography – Complete the activity – “Diversity Across Asia”.	BTN Newsbreak Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Science – Read the slides “Using Light to Classify Objects” and complete the activity (if possible).		BTN Newsbreak Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Creative Arts – complete the first music activity from ‘Exploring Pop Music’.	BTN Classroom Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Creative Arts – complete the second music activity from ‘Exploring Pop Music’.

Term 3 Learning from Home Writing Grid

Week 10 Stage 3 Werrington Public School

INSTRUCTIONS: Complete the writing task for each day as outlined. Please refer to the persuasive writing prompts, text scaffold, writing poster and criteria.

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
<p>Watch the video Persuasive Writing for Kids 6 Self assess, revise and edit - YouTube Using this as a guide you need to self-assess, revise and edit your writing. This should take 20 minutes to be done properly.</p>	<p>Choose one Persuasive Writing Prompt from the list provided. Using this, you will work at your own pace for the remainder of the week to complete your own writing independently. Remember to brainstorm your ideas, include an introduction, 3 arguments and a conclusion. Ensure that you have edited your work well and included language features to enhance the quality of your writing. If this is done properly, you should be working on it for approximately 20-25 mins each day. You can publish it once you are finished and submit it to google classroom on Friday 😊</p>	<p>Finish off any work from Monday and Tuesday, or alternatively, choose a 'Well-being Wednesday' activity from the grid provided. 😊</p>	<p>***See Tuesday's instructions</p>	<p>***See Tuesday's instructions</p>
<p>Persuasive writing Task Publish your work on the computer or on paper and submit it to google classroom if you can 😊</p>				

Persuasive Writing Prompts

Statements

- Cats are better than dogs.
- Boys are better than girls.
- Animals should not be kept in zoos.
- Homework is a waste of time.
- Watching T.V. is better than playing outside.
- All schools should show students how to recycle.
- We should use less electricity at school.
- Students shouldn't wear school uniforms.
- All kids should have to play sport on the weekend.
- Everyone should have to holiday in another country.
- Children should be able to stay up as late as they like.
- Chocolate should be banned.
- Students should not have to wear a hat at playtime.
- Everyone should learn a second language.
- Everyone should have their hair shaved off.
- Students should be allowed their phones at school.
- Boys should wear skirts and dresses.

Writing A Persuasive Text



Title



Opening Statement
State your position



At Least 3 Arguments



State the argument



Provide supporting evidence



Conclusion

Provide a short summary
of your arguments



Concluding Statement
Re-state your position

Name _____

Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).

Name:

We are learning to: **write a persuasive text**

This is because: **we need to convince our audience of our point of view**

Topic:

Success Criteria:

Brainstorm	Introduction	Argument 1	Argument 2	Argument 3	Conclusion
<ul style="list-style-type: none"> o 10 ideas o Group o 3 main points o Evidence o Explanation 	<ul style="list-style-type: none"> o Sizzling Start o Point Of View o Preview of Ideas 	<ul style="list-style-type: none"> o Point of View o Evidence o Explanation o Link 	<ul style="list-style-type: none"> o Point of View o Evidence o Explanation o Link 	<ul style="list-style-type: none"> o Point of View o Evidence o Explanation o Link 	<ul style="list-style-type: none"> o Recap Point of View o Preview of Ideas o Exciting Ending

<p>Sizzling Start</p> <ul style="list-style-type: none"> □ Imagine... □ How would you feel if... □ What if you could... □ Pick your best idea from your brainstorm □ Add it to your Sizzling Start Sentence <p>Point of View</p> <ul style="list-style-type: none"> □ Start with a strong sentence starter □ Answer the persuasive topic <p>Preview of Ideas</p> <ul style="list-style-type: none"> □ Start with a strong sentence starter □ I have included a comma, "and" and a full stop . □ This is because (argument 1), (argument 2) and (argument 3). □ This is vital/clear/obvious because (argument 1), (argument 2) and (argument 3). 	<p>Point</p> <ul style="list-style-type: none"> □ Start with a strong sentence starter □ Answer the persuasive topic □ Include Argument 1 <p>Evidence</p> <ul style="list-style-type: none"> □ For example, □ For instance, ... <p>Explanation</p> <ul style="list-style-type: none"> □ This means that ... □ Because of this, ... <p>Link</p> <ul style="list-style-type: none"> □ It is clear that ... □ As a result, ... □ We can therefore see that ... <p>Remember to use Strong Sentence Starters!</p>	<p>Point</p> <ul style="list-style-type: none"> □ Start with a strong sentence starter □ Answer the persuasive topic □ Include Argument 1 <p>Evidence</p> <ul style="list-style-type: none"> □ For example, □ For instance, ... <p>Explanation</p> <ul style="list-style-type: none"> □ This means that ... □ Because of this, ... <p>Link</p> <ul style="list-style-type: none"> □ It is clear that ... □ As a result, ... □ We can therefore see that ... <p>Remember to use Strong Sentence Starters!</p>	<p>Point</p> <ul style="list-style-type: none"> □ Start with a strong sentence starter □ Answer the persuasive topic □ Include Argument 1 <p>Evidence</p> <ul style="list-style-type: none"> □ For example, □ For instance, ... <p>Explanation</p> <ul style="list-style-type: none"> □ This means that ... □ Because of this, ... <p>Link</p> <ul style="list-style-type: none"> □ It is clear that ... □ As a result, ... □ We can therefore see that ... <p>Remember to use Strong Sentence Starters!</p>	<p>Recap Point of View</p> <ul style="list-style-type: none"> □ Start with a strong sentence starter □ Answer the persuasive topic <p>Review of Ideas</p> <ul style="list-style-type: none"> □ Start with a strong sentence starter □ This is vital/clear/obvious as (argument 1), (argument 2) and (argument 3). <p>Exciting Ending</p> <p>Rhetorical ? or Call to Action</p> <ul style="list-style-type: none"> □ Wouldn't you want to...? □ Don't you think it would be great if... ? □ The time has come to... □ We must ... now! <p>Strong Sentence Starters:</p> <p>In conclusion, ...</p> <p>We'd all be better off if...</p> <p>Therefore, ...</p> <p>As we can see, ...</p>
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Language features:

Rhetorical questions	Exaggeration	Modality	Strong, emotive words	Personal pronouns	Alliteration
<i>How would you feel if you were never lonely?</i>	The lack of pets are destroying the need for exercise in today's children.	It is certain that having a pet will make you happier! You must buy a pet today!	Think about all the <u>unwanted</u> dogs and cats who must <u>suffer</u> through the <u>horrific</u> task of waiting for someone to take them home <u>every single day</u> .	We need pets to help us lead a happier life.	Families should own pets to be social after school , not stuck inside sitting and stressing !

GOOD	GREAT	AMAZING	FABULOUS
Has attempted to include an Introduction, 3x Arguments and Conclusion.	Has included some of the criteria in the Introduction, 3x Arguments and Conclusion but not all.	Has included ALL of the criteria in the Introduction, 3x Arguments and Conclusion. Attempts to include 1-4 language features.	Has included ALL of the criteria in the Introduction, 3x Arguments and Conclusion. Has included 5-6 language features.

Comprehension Week 10

Lesson 1 The Teleporting Trampoline	Have a look at the advertisement of the “Teleporting Trampoline” and answer the associated questions.
Lesson 2 Editing	Complete the editing activity titled ‘Fast Lane’. You might like to either re-write the text, or type it into your Google Doc, ensuring that you have corrected all of the spelling errors, and added in anything that is required.
Lesson 3 Visualising	<p>Pick a book that you have at home. Re-read a chapter, it can be any chapter of the book. Complete the visualising activity.</p> <p>This activity would be better suited to a chapter of your book where there is a lot of descriptive language. If you don’t have a book at home, use the setting description from Diagon Alley from last week.</p>
Lesson 4 Character Report	Choose a character from a novel or a film that you really identify with. Perhaps it is Percy Jackson or Katniss from The Hunger Games.

Spelling Week 10

Monday	<p>Look, cover write and check your Week 10 spelling words in the ‘Monday’ column of your spelling sheet.</p> <p>Dictionary Meanings</p> <p>Pick 8 of your spelling words and find their meaning. If you are doing this on the computer, you simply type ‘define’ and then the word after it.</p>
Tuesday	Look, cover write and check your Week 10 spelling words in the ‘Tuesday’ column of your spelling sheet.
Wednesday Wellbeing Wednesday	No set spelling activity today. Ensure you have completed Monday and Tuesday’s activities.

Thursday	<p>Look, cover write and check your Week 10 spelling words in the 'Thursday' column of your spelling sheet.</p> <p>Rainbow words Choose at least 10 of your spelling words to write in rainbow colours. If working on a Google Doc, have a go at using different colours and fonts.</p>
Friday	<p>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.</p> <p>Practice writing the following dictation sentences:</p> <ol style="list-style-type: none"> 1. The Principal wanted to buy a whole new set of playground equipment. 2. They're playing with their friends over there on the swings. 3. The bird of prey tried to eat the whole flower during the bad weather.

Stage 3 Weekly Spelling Sheet Term 3 Week 10

Focus: Revision of homophones

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
their				
they're				
there				
by				
buy				
bye				
Orange spelling words				
hole				
whole				
know				
no				
weather				
whether				
Green spelling words				
pray				
prey				
flour				
flower				
principal				
principle				

TELEPORTING TRAMPOLINE

LET IMAGINATION BE YOUR GUIDE!

The Teleporting Trampoline is the perfect way to escape your chores (and your little brother or sister)!

Climb up, bend your knees and jump start your imagination to escape on an epic journey to wherever you desire.

There are millions of adventures to choose from. Dive with dolphins, jump into a Jurassic jungle, somersault in space or do cartwheels in the clouds!

100% fun guaranteed or your money back!

Price on delivery.
Imagination not included.



Name: _____

Date: _____

Teleporting Trampoline

1. Who is the target audience for this advertisement?

2. What does the Teleporting Trampoline do?

3. Name some of the adventures you could have on the Teleporting Trampoline.

4. The advertisement states, *Price on delivery*.

Do you think this is fair? Explain why or why not.

5. The advertisement also states, *Imagination not included*.

Why do you think this statement has been included in the advertisement?

6. If you had a Teleporting Trampoline, where would you go? Give reasons for your answer.

Answers

1. Who is the target audience for this advertisement?

The target audience for this advertisement is children.

2. What does the Teleporting Trampoline do?

The Teleporting Trampoline takes you on an adventure to wherever you desire.

3. Name some of the adventures you could have on the Teleporting Trampoline.

Some of the adventures you could have include diving with dolphins, jumping into a Jurassic jungle, somersaulting in space or doing cartwheels in the clouds.

4. The advertisement states, *Price on delivery*.

Do you think this is fair? Explain why or why not.

No, this is not fair because you are not informed of how much the product will cost until after it has been delivered to your house.

5. The advertisement also states, *Imagination not included*.

Why do you think this statement has been included in the advertisement?

This statement has been included in the advertisement because the product will only work if the user of the trampoline has a good imagination.

6. If you had a Teleporting Trampoline, where would you go? Give reasons for your answer.

Answers will vary.

2

Fast Lane

Fast Lane, a new action moovie, hit cinemas last night. the movie, based on the life of a moter racing driver, is terrible. Simon Spanner, usually a great actor, is awlful in this movie. His co-star, danny Draper, is not much better. Maybe i am wrong, but I dont think this movie is going too win any awards



Find 4 spelling mistakes.
Add 3 capital letters, 1 exclamation mark and 1 apostrophe of contraction.

Name: _____

Date: _____

Reading Response: Visualising

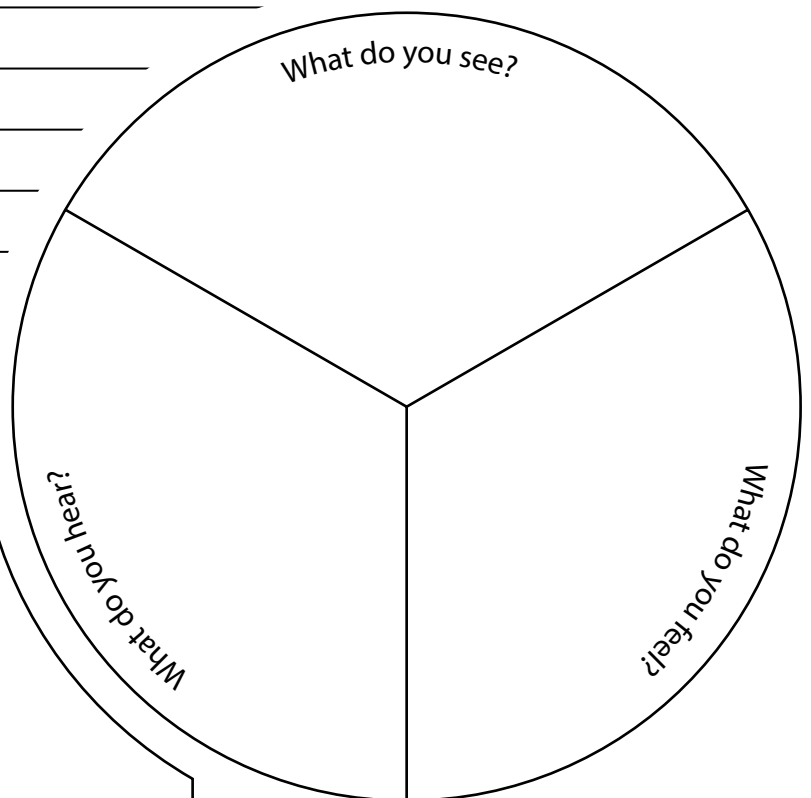
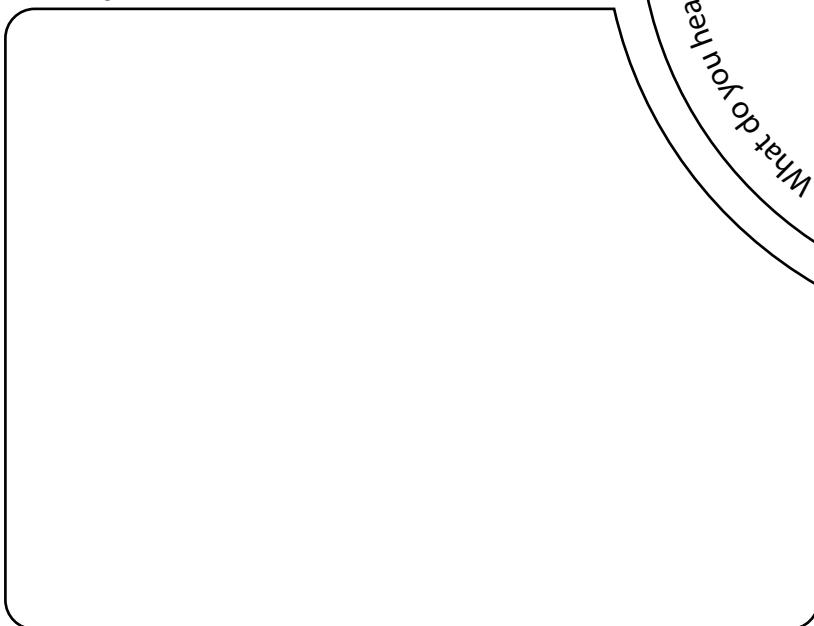
What is it?

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.

Draw your visualisation.



Name: _____

Date: _____

Reading Response: Character Report

What is it?

A character report is a profile that focuses on a single character: who they are, and opinions you may have about them. Often you can develop these ideas from the text, or sometimes you need to use inferences from clues given in the text.

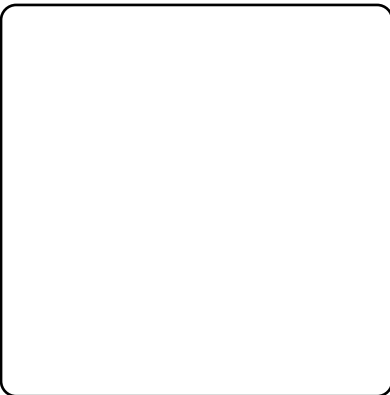
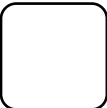
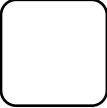


Image of character.

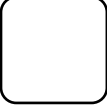
Friends and Family:



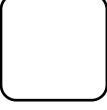
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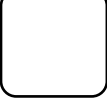
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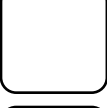
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.....

Name: _____

Age: Gender: 

Home Location: _____



Some things I liked about this character are...

.....

.....



I could empathise with this character by...

.....

.....



This character reminded me of...

.....

.....



If I met this character, I would say...

.....

.....



If I could spend one day with this character, we would...

.....

.....



Other things I know about this character are...

.....

.....

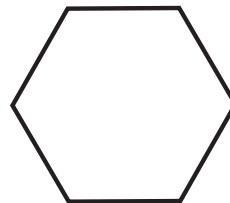
Polygons

In this exercise set, you get to play a game of:



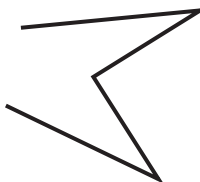
Look at each object and mark the correct box.

1



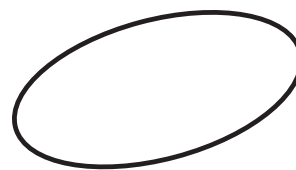
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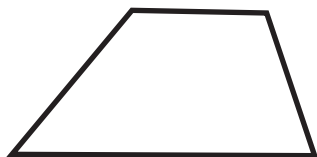
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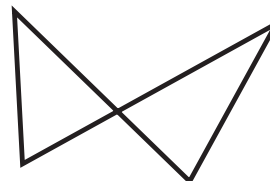
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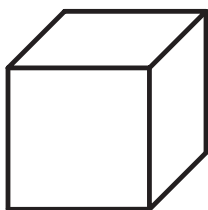
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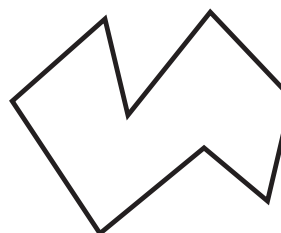
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6



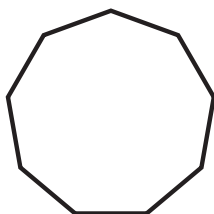
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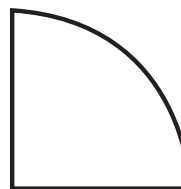
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8



☐ Polygon ☐ NOT a Polygon

9



☐ Polygon ☐ NOT a Polygon

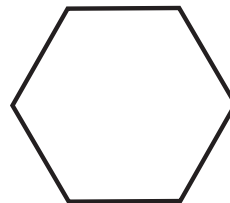
Polygons

In this exercise set, you get to play a game of:



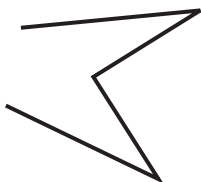
Look at each object and mark the correct box.

1



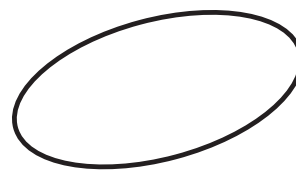
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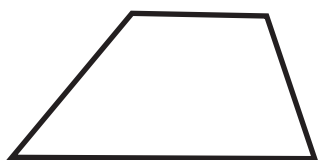
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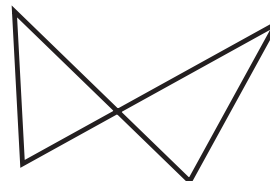
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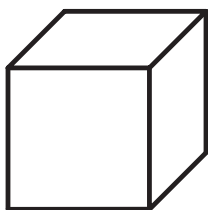
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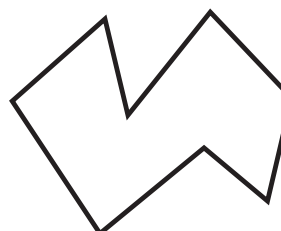
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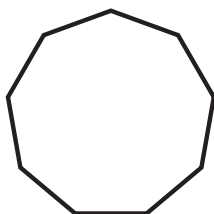
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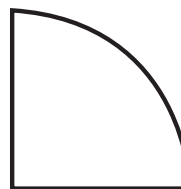
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8



☒ Polygon ☐ NOT a Polygon

9



☐ Polygon ☒ NOT a Polygon

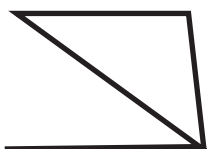
Identifying Polygons

PG 1

Instructions: Tell if each of these objects is a polygon. Mark 'yes' if the object is a polygon. Mark 'no' if it is not.

1

☐ Yes
☒ No



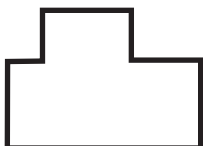
2

☐ Yes
☐ No



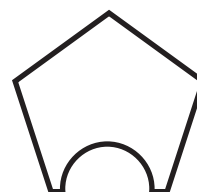
3

☐ Yes
☐ No



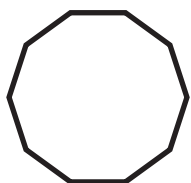
4

☐ Yes
☐ No



5

☐ Yes
☐ No



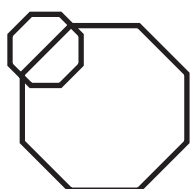
6

☐ Yes
☐ No



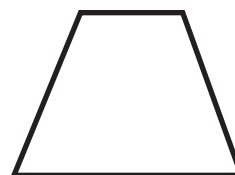
7

☐ Yes
☐ No



8

☐ Yes
☐ No



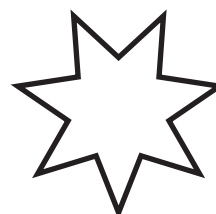
9

☐ Yes
☐ No



10

☐ Yes
☐ No

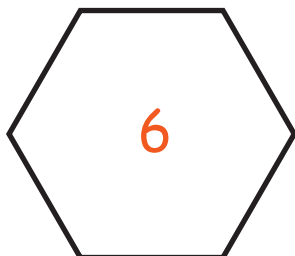


Polygon Sides

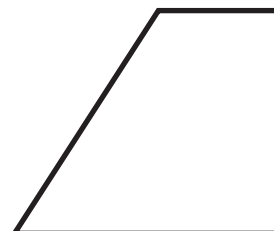
PG 2

Instructions: Count how many sides each of these polygons has and write the total inside the polygon.

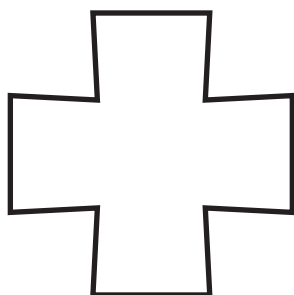
1



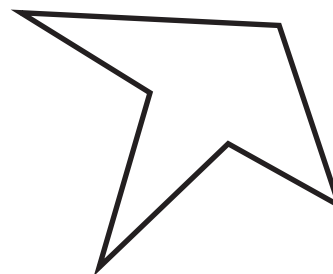
2



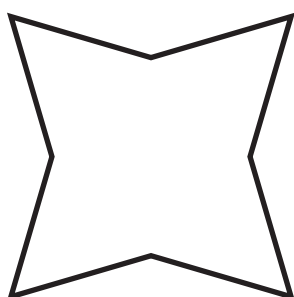
3



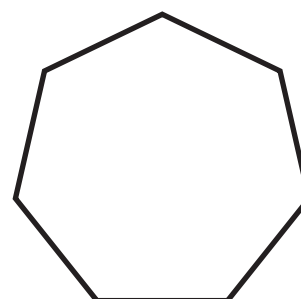
4



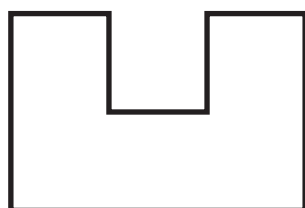
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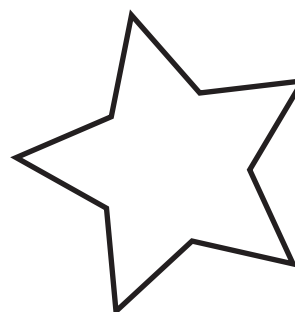
6



7



8



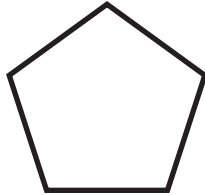
Polygon Names

PG 3

Instructions: For each polygon, mark the box that matches its name.

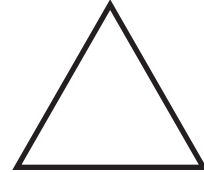
1

- ☐ Hexagon
- ☐ Triangle
- ☒ Pentagon
- ☐ Quadrilateral



2

- ☐ Pentagon
- ☐ Triangle
- ☐ Octagon
- ☐ Hexagon



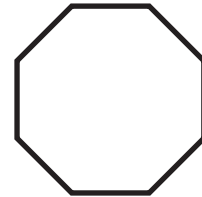
3

- ☐ Quadrilateral
- ☐ Triangle
- ☐ Pentagon
- ☐ Octagon



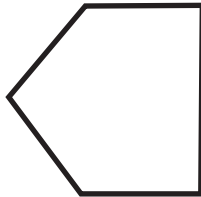
4

- ☐ Hexagon
- ☐ Octagon
- ☐ Triangle
- ☐ Quadrilateral



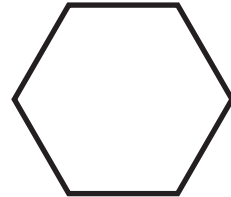
5

- ☐ Triangle
- ☐ Hexagon
- ☐ Quadrilateral
- ☐ Pentagon



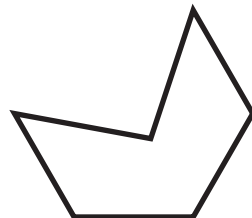
6

- ☐ Hexagon
- ☐ Pentagon
- ☐ Octagon
- ☐ Triangle



7

- ☐ Quadrilateral
- ☐ Triangle
- ☐ Hexagon
- ☐ Pentagon



8

- ☐ Pentagon
- ☐ Quadrilateral
- ☐ Triangle
- ☐ Octagon



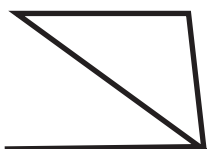
Identifying Polygons

PG 1

Instructions: Tell if each of these objects is a polygon. Mark 'yes' if the object is a polygon. Mark 'no' if it is not.

1

☐ Yes
☒ No



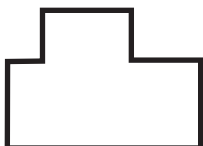
2

☒ Yes
☐ No



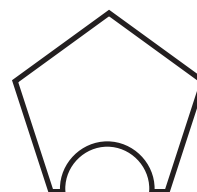
3

☒ Yes
☐ No



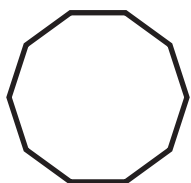
4

☐ Yes
☒ No



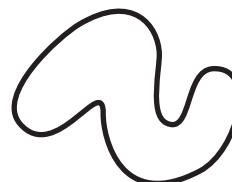
5

☒ Yes
☐ No



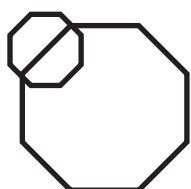
6

☐ Yes
☒ No



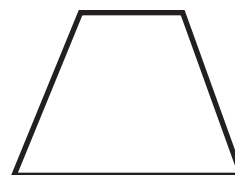
7

☐ Yes
☒ No



8

☒ Yes
☐ No



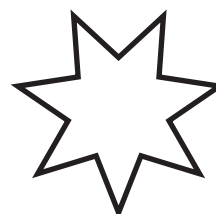
9

☐ Yes
☒ No



10

☒ Yes
☐ No

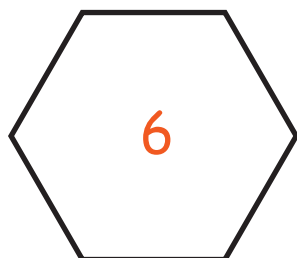


Polygon Sides

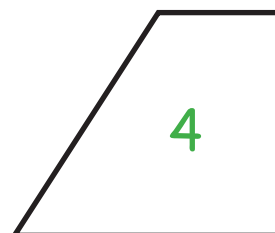
PG 2

Instructions: Count how many sides each of these polygons has and write the total inside the polygon.

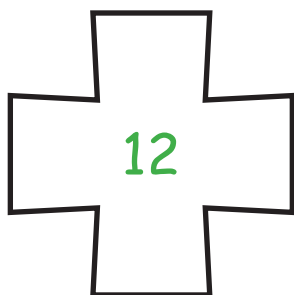
1



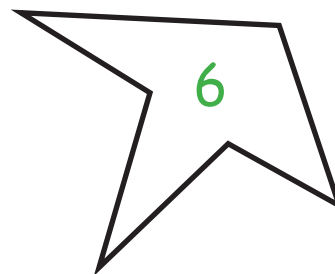
2



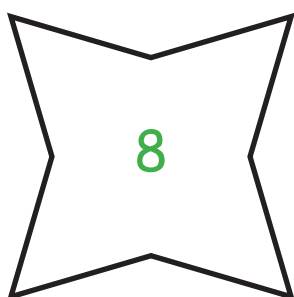
3



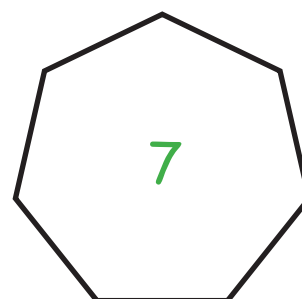
4



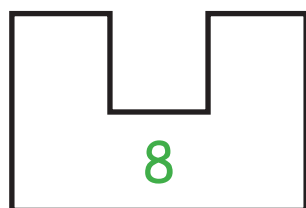
5



6



7



8



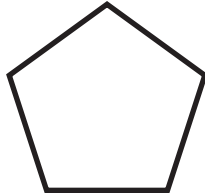
Polygon Names

PG 3

Instructions: For each polygon, mark the box that matches its name.

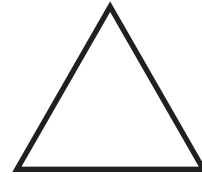
1

- ☐ Hexagon
☐ Triangle
☒ Pentagon
☐ Quadrilateral



2

- ☐ Pentagon
☒ Triangle
☐ Octagon
☐ Hexagon



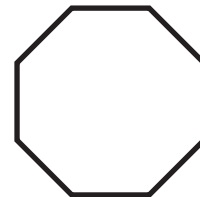
3

- ☒ Quadrilateral
☐ Triangle
☐ Pentagon
☐ Octagon



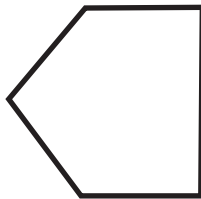
4

- ☐ Hexagon
☒ Octagon
☐ Triangle
☐ Quadrilateral



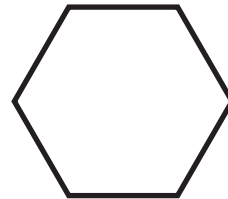
5

- ☐ Triangle
☐ Hexagon
☐ Quadrilateral
☒ Pentagon



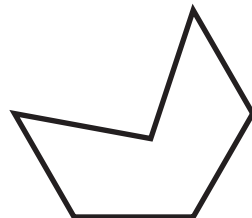
6

- ☒ Hexagon
☐ Pentagon
☐ Octagon
☐ Triangle



7

- ☐ Quadrilateral
☐ Triangle
☒ Hexagon
☐ Pentagon



8

- ☐ Pentagon
☒ Quadrilateral
☐ Triangle
☐ Octagon



Term 3 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 Draw a hundreds board. Colour the prime numbers in red and the composite numbers in blue.	Addition & Subtraction What happens when you add an odd number to an even number? Do this 5 times using different numbers, then explain what the rule might be.	Multiplication & Division Place the following fractions on a number line between 0 and 1: $\frac{3}{12}$, $\frac{12}{12}$, $\frac{3}{4}$, $\frac{1}{2}$, $\frac{1}{6}$, $\frac{4}{6}$, $\frac{5}{8}$, $\frac{7}{8}$.	Measurement Find a recipe from a cookbook or the Internet. Triple each of the quantities for all the ingredients. Rewrite the new amounts.	Statistics & Probability Make a spinner that represents a 25% chance of landing on red, a 0.5 chance of landing on green and a $\frac{1}{4}$ chance of landing on yellow.	Geometry Design a logo for a new Italian restaurant in your street. Use some reflection and rotation in your logo.
Number Write as many number sentences as you can using the numbers 8, 4 and 11, making sure that the answer is an odd number.	Addition & Subtraction Research the population of 5 towns in your state. Write each population figure in numbers and in words. Then add them together.	Multiplication & Division Draw visual representations for 3×3 , 4×6 and 6×8 . Write a sentence to explain each drawing.	Measurement Research the monthly average temperature at the South Pole, Antarctica, for each month of the year. Order the months from the warmest to the coldest.	Statistics & Probability Flip a coin 5 times, then 10 times, then 20 times. Record the results for each experiment. Was the outcome different when you did more trials? How? What do you think might happen if you flip the coin 100 times?	Geometry Draw 3 different three-dimensional shapes with a volume of 8 cubic centimetres.
Number Write 3 different number sentences using all four operations where the answer is 21.	Addition & Subtraction Write 5 real-life word problems that need to be solved using addition or subtraction. Answer each problem and show your working.	Multiplication & Division Draw visual representations for $9 \div 3$, $24 \div 6$ and $16 \div 8$. Write a sentence to explain each drawing.	Measurement Measure 5 objects from around your home. Record the lengths in millimetres, centimetres and metres, then order the items from shortest to longest.	Statistics & Probability Make a list of 5 survey questions where you could represent the data in a side-by-side column graph.	Geometry Draw a symmetrical picture or pattern of your own choice. Colour your picture or pattern, making sure that the colours maintain the symmetry.
Number Write 5 real-life word problems that use discounts of 10%, 25% or 50%. Answer the word problems and show your working.	Addition & Subtraction Using a take-away menu, order dinner for your family. List each item and how much it costs, then calculate the total price. Use a calculator to check your calculations.	Multiplication & Division Create a number pattern involving decimals that increases and another that decreases. Describe the rule for each pattern.	Measurement Research and define the meanings of the following measurement prefixes: <i>milli</i> , <i>centi</i> , <i>kilo</i> , <i>giga</i> , <i>mega</i> .	Statistics & Probability Find a graph in the newspaper or online. Decide whether you think the graph accurately represents the topic. Explain your viewpoint.	Geometry Write a detailed set of directions (at least 5 instructions) explaining how to get from your front door to another part of your home.

[illegible]

Name _____

Date _____

See Light Through Me

Participants

2 or more students, working in pairs or small groups

Equipment

- 1 x tissue
- 1 x empty photo/picture frame
- 1 x book
- 1 x hat
- 1 x clear drinking glass/cup
- 1 x piece of plastic wrap
- 1 x light source e.g. lamp, torch

Scientist's Note

A darker/darkened space will give the best observations for this activity.

Method

1. Set up the light source so that the light is shining on a wall or another clear backdrop. Observe how the light looks.
2. Hold the first object in between the light and the wall. Observe what happens to the light on the wall.
3. Classify the object by circling the appropriate option on the worksheet. If the object completely blocks the light and makes a shadow on the wall, circle 'opaque'. If some light is passing through, circle 'translucent'. If all of the light is passing through (which means the light on the wall appears not to change) circle 'transparent'.
4. If it is difficult to classify the object, try moving it closer and/or further away from the light source and observe the changes to the light on the wall. Alternatively, move the object closer and/or further away, but look for light coming through the object (rather than looking at the wall). Do not look directly into the light source! Observe the light from an angle e.g. from the side.
5. Repeat the steps until all of the objects have been classified.



Name _____

Date _____

See Light Through Me

1. Before starting the activity, predict how much light will be transmitted through the objects listed in the table. Circle either 'opaque', 'translucent' or 'transparent'.

Object	Classification		
tissue	opaque	translucent	transparent
empty picture/photo frame	opaque	translucent	transparent
book	opaque	translucent	transparent
hat	opaque	translucent	transparent
clear drinking glass/cup	opaque	translucent	transparent
plastic wrap	opaque	translucent	transparent

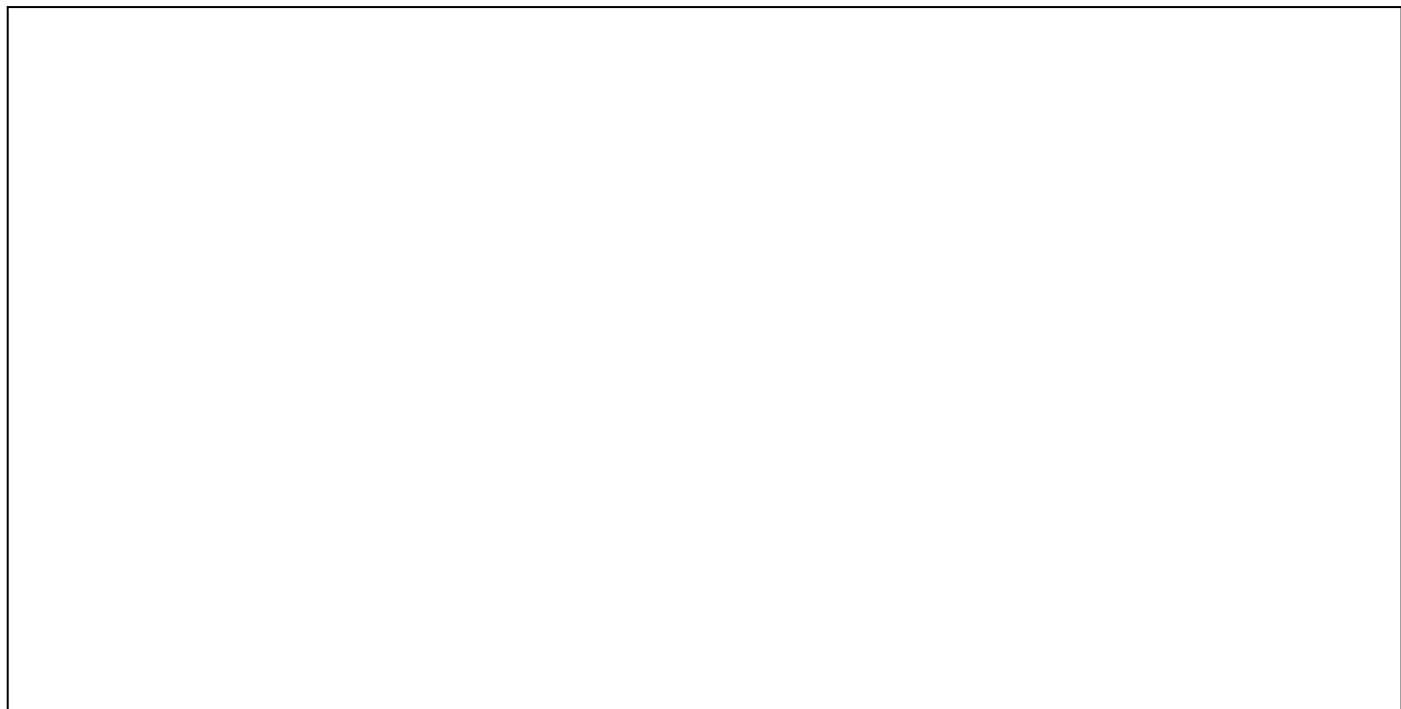
2. Complete the activity and classify each object. Record your results by circling one of the classifications for each object in the table below.

Object	Classification		
tissue	opaque	translucent	transparent
empty picture/photo frame	opaque	translucent	transparent
book	opaque	translucent	transparent
hat	opaque	translucent	transparent
clear drinking glass/cup	opaque	translucent	transparent
plastic wrap	opaque	translucent	transparent



Name _____ Date _____

3. Choose one of the objects from the activity. Draw a diagram with labels to illustrate what happened when it was placed in front of the light. Include drawings of the light source, the object, the light on the wall behind the object and arrows to indicate the direction of the light rays' movement.



4. How does this activity prove that light travels in straight lines?

5. What is one thing that you would change to make this activity easier to complete?





TEACHER SLIDE

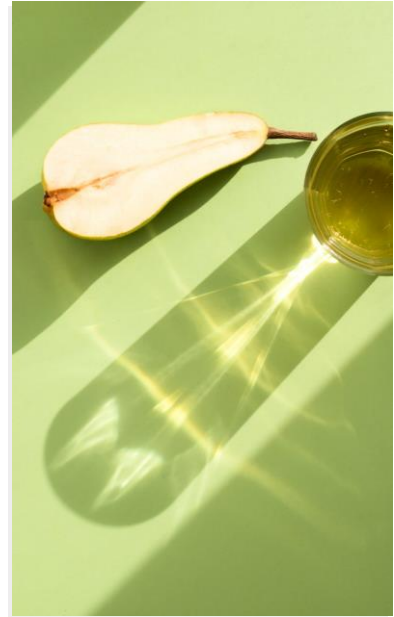
Using Light to Classify Objects

In Science, objects can be classified, or put into groups. We can classify objects based on what happens when light hits them.

When light hits an object, it can be classified as either:

1. opaque,
2. translucent, or
3. transparent.

Let's take a closer look at what these terms mean.



teachstarter

1

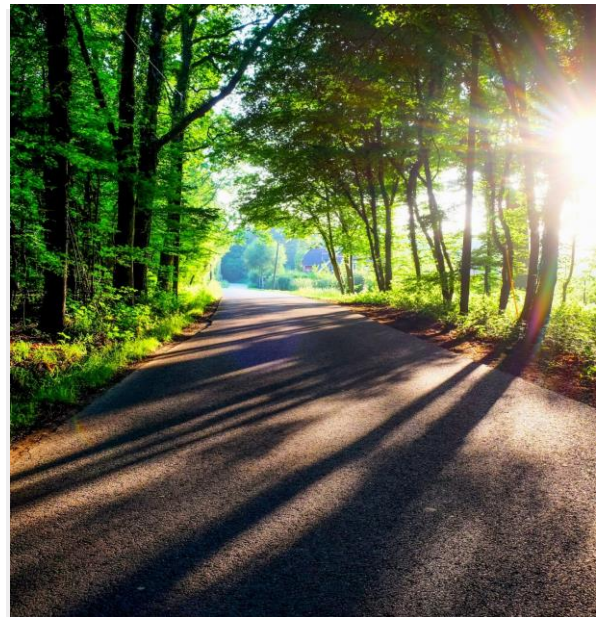


TEACHER SLIDE

Opaque

If an object completely blocks light, which means it completely absorbs or reflects light, it is said to be **opaque**.

An opaque object will cast a shadow where the light has been blocked.



teachstarter

2

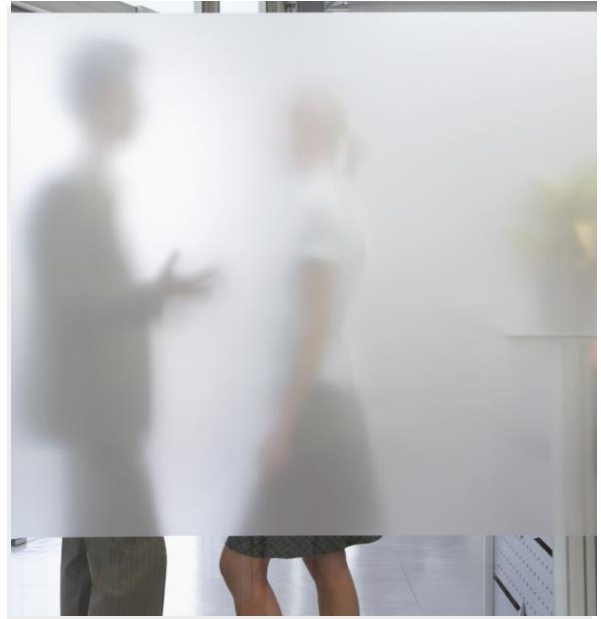


TEACHER SLIDE

Translucent

If an object transmits some light, which means that it allows some light to go through it, it is said to be **translucent**.

It is possible to see through a translucent material, but objects on the other side will seem blurry or not as clear.



teachstarter

3



TEACHER SLIDE

Transparent

If an object transmits all light, which means that it allows all light to go through it, it is said to be **transparent**.

If an object is transparent, anything behind it will be easily seen.



teachstarter

4

Listen to the following Song <https://www.youtube.com/watch?v=12IGAJ71DKg> or choose from one of the bands/artists in the list below.



EXPLORING the WORLD OF POP MUSIC

read and learn!



OVERVIEW: Pop music is a broad term to describe “popular music”. Pop music is known for blending styles together such as urban, dance, country, and rock. Vocals are typically the focus in pop music.

HISTORY: Pop music can be traced all the way back to the 1920’s when music was described as having a “popular appeal”. The first iconic pop band was The Beatles in the 60’s. The early 1980’s popular music was transformed by MTV. Artists like Michael Jackson and Madonna can be considered as the first global pop icons in pop culture.

FAMOUS MUSICIANS & BANDS: The Beatles, Madonna, Michael Jackson, Britney Spears, Christina Aguilera, Backstreet Boys, NSYNC, Katy Perry, Mariah Carey, Whitney Houston, Lady Gaga

COMMON ELEMENTS OF POP MUSIC: Pop music often focuses on the digitized recording in the studio rather than the live performance. Technology is more frequently used. Pop music often features one singer rather than an entire band. Vocals are typically the focus in pop music.

While listening, describe what you hear. Listen for specific instruments, beats, and rhythms. If anything stands out at you, write about it! There are no wrong answers:

SCAN FOR
MUSIC CLIP!





POP MUSIC

what I learned!



My **FAVORITE** thing about pop music is (and why):

Drawing:



One **FUN FACT** I learned about pop music:

A **QUESTION** I have about pop music would be...



name of band:

members of your band:

what instruments are played? who plays what?



create your own BAND

BRAINSTORM

what genre of music is your band?

describe what your music sounds like:

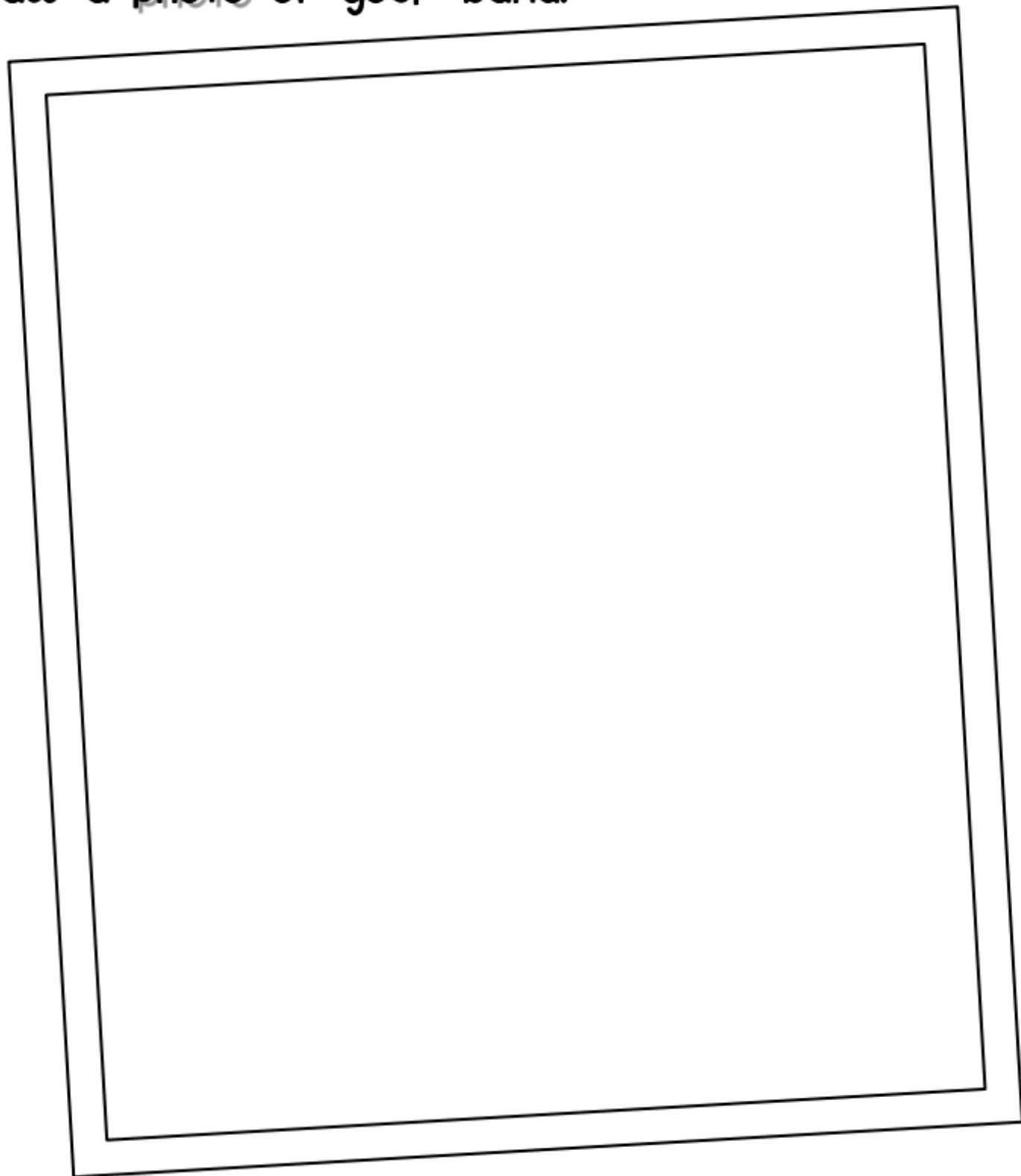
list songs that your band will play:



create your own **BAND**



draw a photo of your band!



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 such as mountains, rivers, forests, 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?