Werrington Public School – Learning From Home Plan Stage 3 (Term 3, 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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**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.	**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.	**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. **Comprehension** -refer to the Comprehension Week 2 outline and complete Lesson 1 – NAIDOC. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 2 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 2 outline and complete Lesson 2 – Sketch to Stretch. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 2 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 2 outline and complete Lesson 3 – The Loudest Sound. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 2 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 2 outline and complete Lesson 4 – The Eureka Stockade (this could be done over Thursday and Friday as it is quite a big task). **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 2 outline and complete the activities for the day. **Reading Eggs** – 15 minutes.
Break					
Middle	**Mathematics** **Number of the day** **Lesson: Fractions and Decimals** – watch the math antics video "Fractions and Decimals" (https://www.youtube.com/watch?v=Mst8iZjlpFE) and work through the exercises for the day.	**Mathematics** **Number of the day** **Lesson: Fractions and Decimals** – re-watch the math antics video "Fractions and Decimals" (https://www.youtube.com/watch?v=Mst8iZjlpFE) and complete worksheets 1&2.	**Mathematics** **Number of the day** **Lesson: Fractions and Decimals** – complete worksheets 3-5 (re-watch the video from Monday and Tuesday if needed).	**Mathematics** **Number of the day** **Lesson: Converting Base-10 Fractions** – watch the math antics video "Converting Base-10 Fractions" (https://www.youtube.com/watch?v=_jcW-ZgpRbM) and work through the exercises for the day.	**Mathematics** **Number of the day** **Lesson: Converting Base-10 Fractions** – watch the math antics video "Converting Base-10 Fractions" (https://www.youtube.com/watch?v=_jcW-ZgpRbM) and complete worksheets 1&2.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Maths Grid – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).	**Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).	**Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).	**Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).	**Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).
Break					
Afternoon	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Geography** – The World's Indigenous Peoples. Complete the Venn diagram (worksheet).	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Science** – read through the slides 'Facts of Matter' and complete the attached worksheet.	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Geography** – Invented by the Indigenous. Complete the worksheet.	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Creative Arts** – read through the slides 'The Visual Elements of Art' and complete the activity – Moving Lines.	**BTN Classroom** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Creative Arts** – read through the slides 'What is Shape' and complete the activity – Masked in Mystery.

Term 3 Learning from Home Writing Grid

Week 2 Stage 3 Werrington Public School

INSTRUCTIONS: Complete the grammar and writing task for each day as outlined. Remember paragraphs, punctuation, spelling.
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
Grammar: Homophones Watch the video https://www.youtube.com/watch?v=jvDtcRGZkuY Complete **Page 1** of the 'Homophone Colouring' activity.	**Grammar: Homophones** Complete Page 2 of the 'Homophone Colouring' activity. *Remember to rewatch the video or read over the information on the sheet if you are unsure	**Grammar: Nouns** **A noun is a person, place or thing.** Watch the video https://www.youtube.com/watch?v=aPeMKdEzGDs List as many nouns as you can. Remember to use capital letters for a person's name or important place.	**Grammar: Adjectives** **An adjective is a describing word.** Watch the video https://www.youtube.com/watch?v=hifcUYaAC List as many adjectives as you can.	**Grammar: Nouns, Adjectives, Verbs, Adverbs** Watch https://www.youtube.com/watch?v=CzHotHaXGk0 Complete the grammar Robot activity
Writing: Diamante Poetry **Watch the video** https://www.youtube.com/watch?v=HEVxTVkSRYY Complete **Worksheet 1** on Diamante poetry.	**Writing: Diamante Poetry** Complete **Worksheet 2** on Diamante Poetry *Remember to rewatch the video or read over the information on the sheet if you are unsure	**Writing: Bio Poetry** **Watch the video** https://www.youtube.com/watch?v=5LxuXOtvGlc Complete **Worksheet 1** on Bio Poems	**Writing: Bio Poetry** Complete **Worksheet 2** on Bio Poetry. *Remember to rewatch the video or read over the information on the sheet if you are unsure	**Writing:** Publish one of your poems for the week. Make sure it is well edited, written neatly and presented nicely. You can do this on paper or on the computer.
Fast Finishers: Choose a paragraph out of a book you are reading and rewrite it as neatly as possible	**Fast Finishers:** Research another type of poetry, for example, an acrostic poem. Outline some information about it in a paragraph.	**Fast Finishers:** Go to https://www.typingclub.com/ and go through some of the typing lessons.	**Fast Finishers**: Finish of any incomplete work for the week or begin the Grammar Robot activity	**Fast Finishers:** Complete the Grammar Robot activity

Monday

Name_____ Date_____

1

DIAMANTE

A diamante is a structured poem with seven lines that form the shape of a diamond. A diamante compares two contrasting, or even opposite words.

Pattern:

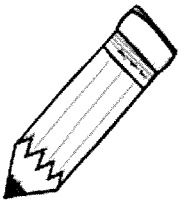
Line 1: Noun – opposite of Line 7
Line 2: Two adjectives that describe Line 1
Line 3: Three –ing verbs relating to Line 1
Line 4: Four nouns; two about Line 1, two about Line 7
Line 5: Three –ing verbs relating to Line 7
Line 6: Two adjectives that describe Line 7
Line 7: Noun – opposite of Line 1

Example:

son
eager, innocent
asking, learning, wondering
toys, games, glasses, books
answering, teaching knowing
patient, wise
father

Now try writing your own diamante.

Tip: write lines 1 and 7 first.



_____
Noun - opposite of last line

_____, _____
Two adjectives that describe the first line

_____, _____, _____
Three -ing verbs relating to the first line

_____, _____, _____, _____,
Two nouns about the first line Two nouns about the last line

_____, _____, _____
Three -ing verbs relating to the last line

_____, _____
Two adjectives that describe the last line

_____
Noun - opposite of first line

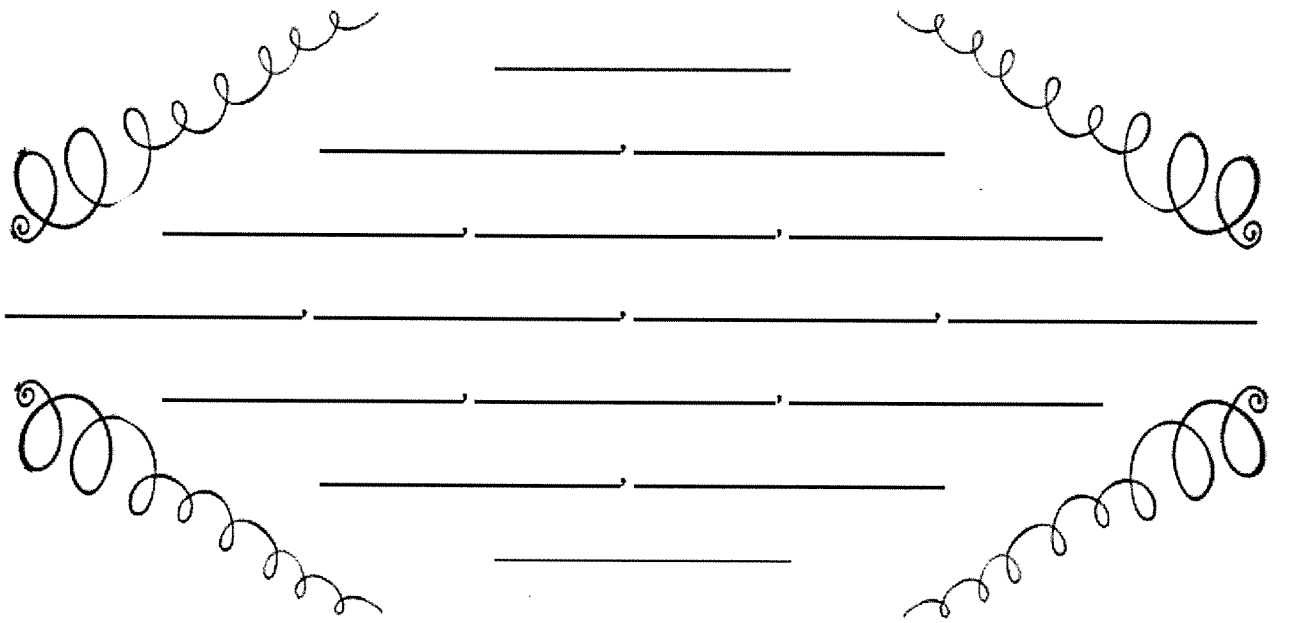
Tuesday

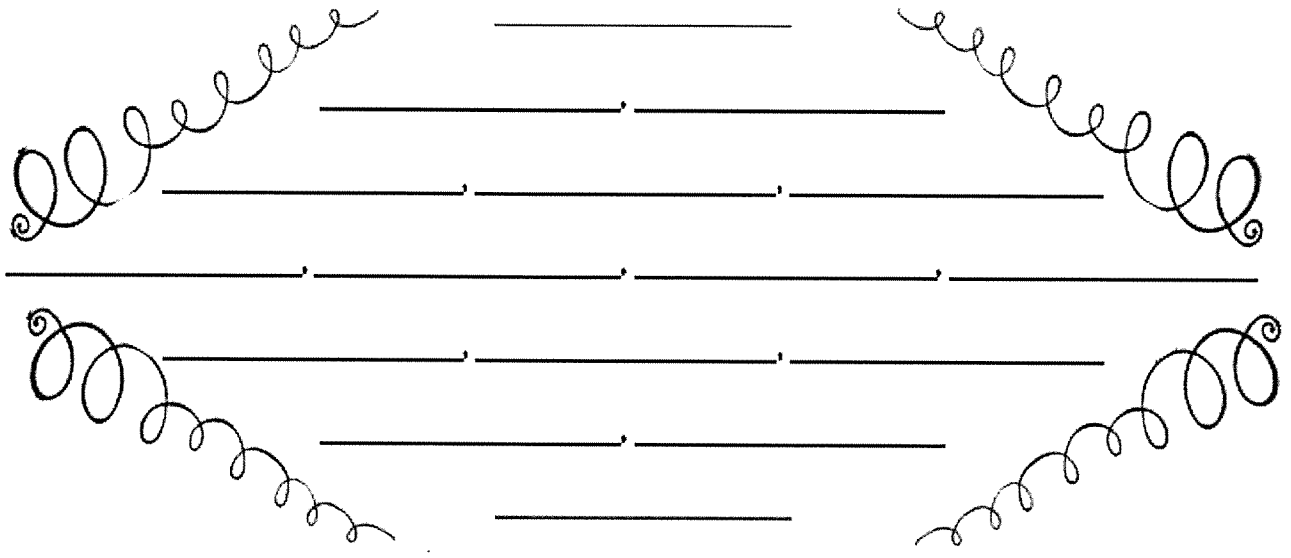
Name_____ Date_____

2 MORE DIAMANTE PRACTICE

Now try writing 2 more diamante poems. Remember to follow the pattern.

Noun – opposite of the last line
Two adjectives that describe the first line
Three –ing verbs relating to the first line
Four nouns; two about the first line, two about the last line
Three –ing verbs relating to the last line
Two adjectives that describe the last line
Noun – opposite of the first line





Wednesday

Name_____ Date_____

1

BIO POEM

Bio poems are about a person. You can write a bio poem about yourself or someone else. Bio poems are ten lines long and follow a specific pattern. They do not rhyme.

Pattern:		Example:
Line 1:	First name	*Lucy*
Line 2:	Four adjectives	*Creative, Daring, Joyful, Kind*
Line 3:	Son/Daughter of...	*Daughter of Adam and Rachel*
Line 4:	Who loves....	*Who loves drawing, dancing, and skating*
Line 5:	Who fears....	*Who fears boredom and the garbage disposal*
Line 6:	Who needs....	*Who needs her friends and her family*
Line 7:	Who gives...	*Who gives warm hugs and frequent smiles*
Line 8:	Who would like to see...	*Who would like to see a parade of bunnies*
Line 9:	Resident of....	*Resident of Woodinville, Washington*
Line 10:	Last name	*Lynette*

Now try writing your own bio poem. When you are writing your poem, try to think of two or three different things for the lines that start with the word, "Who."

First name _____

Four adjectives _____

Son/Daughter of... _____

Who loves.... _____

Who fears.... _____

Who needs.... _____

Who gives... _____

Who would like to see... _____

Resident of.... _____

Last name _____

Thursday

Name_____ Date_____

2 MORE BIO POEM PRACTICE

Write another bio poem. Remember to follow the pattern.

Line 1: First name
Line 2: Four adjectives
Line 3: Son/Daughter of...
Line 4: Who loves....
Line 5: Who fears....
Line 6: Who needs....
Line 7: Who gives...
Line 8: Who would like to see...
Line 9: Resident of....
Line 10 Last name

Bio Poem Ideas

- Yourself
- Someone in your family
- A friend
- A fictional character
- Your teacher
- Someone famous
- Your pet

Monday

Homophone Coloring Page 1 of 2: Advanced Pencil

Name:
Date:

Homophones are words that are pronounced alike, but have different spellings and meanings. Find the correct missing homophone in each sentence below. Then use those answers along with page 2 of this activity to color the artwork correctly.

TO – A preposition, shows direction
TWO – Number
TOO – Also

THERE – Towards a location
THEIR – Belonging to them
THEY'RE – They are

PRINCIPAL – Most important or school administrator
PRINCIPLE – An idea

1	I like _____ write stories.	TO	TOO	TWO
2	Look over _____!	THERE	THEIR	THEY'RE
3	Paul has _____ pairs of shoes.	TO	TOO	TWO
4	Aly played a _____ role in the play.	PRINCIPAL		PRINCIPLE
5	They forgot _____ lunches.	THERE	THEIR	THEY'RE
6	My keys are under _____.	THERE	THEIR	THEY'RE
7	Sometimes I am _____ tired to stay up late.	TO	TOO	TWO
8	They visited _____ grandfather.	THERE	THEIR	THEY'RE
9	_____ going to a tournament.	THERE	THEIR	THEY'RE
10	Out of _____, I couldn't take the unfair test.	PRINCIPAL		PRINCIPLE
11	We went _____ the circus.	TO	TOO	TWO
12	They rode bikes for _____ miles.	TO	TOO	TWO
13	Have you traveled _____ before?	THERE	THEIR	THEY'RE
14	Tomorrow, _____ having a party.	THERE	THEIR	THEY'RE
15	Are you coming _____?	TO	TOO	TWO
16	We are a class with strong moral _____.	PRINCIPALS		PRINCIPLES
17	Sally played with _____ new kitten.	THERE	THEIR	THEY'RE
18	I will give the present _____ my mom.	TO	TOO	TWO
19	Those _____ flowers are yellow.	TO	TOO	TWO
20	Eastview School hired a new _____.	PRINCIPAL		PRINCIPLE

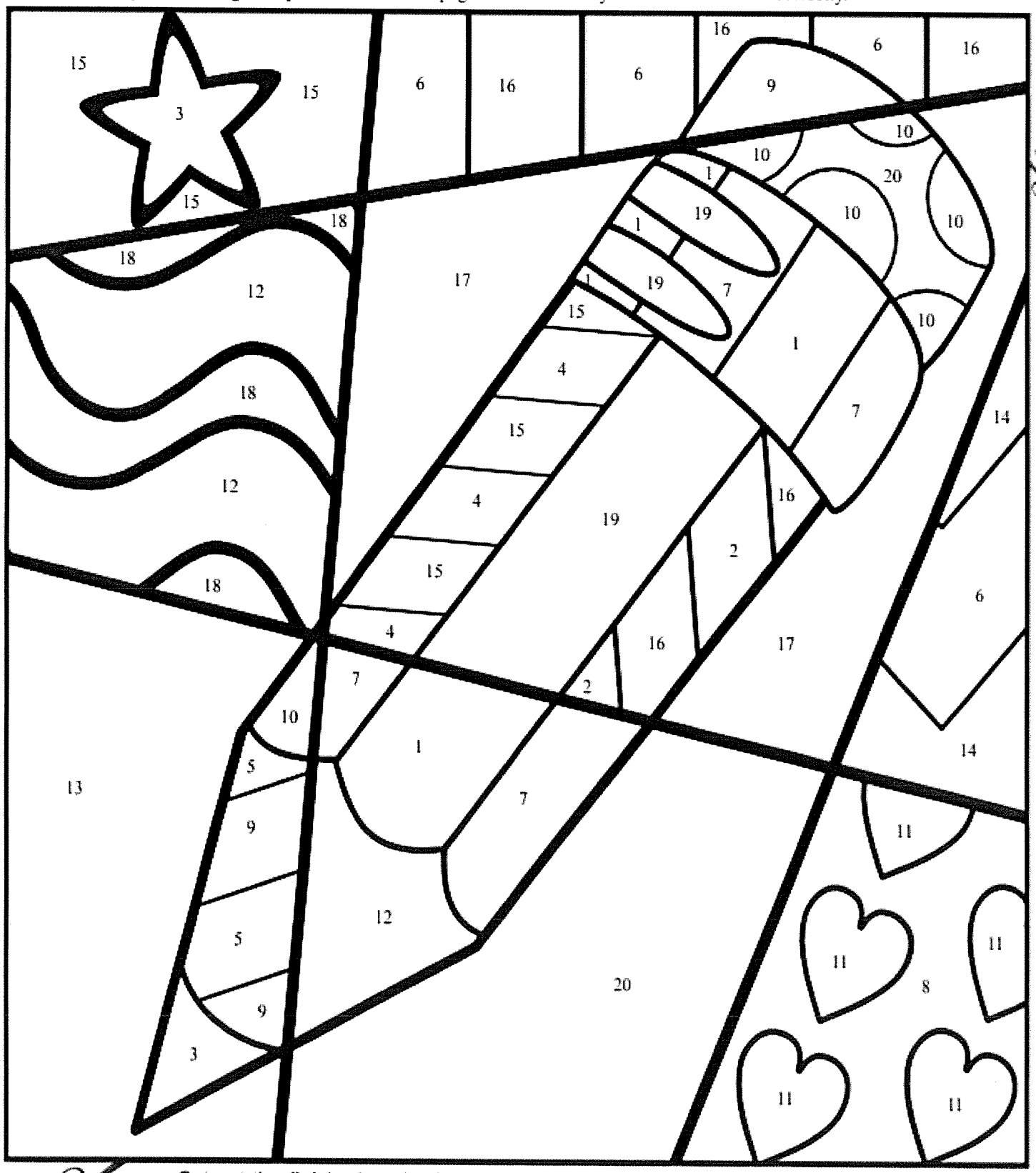
Tuesday

Homophone Coloring Page 2 of 2: Advanced

Name:
Date:

If the answer is...	Then color it...	If the answer is...	Then color it...
TO	Red	THERE	Green
TWO	Yellow	THEIR	Purple
TOO	Blue	THEY'RE	Orange
PRINCIPAL	Light Blue	PRINCIPLE	Light Green

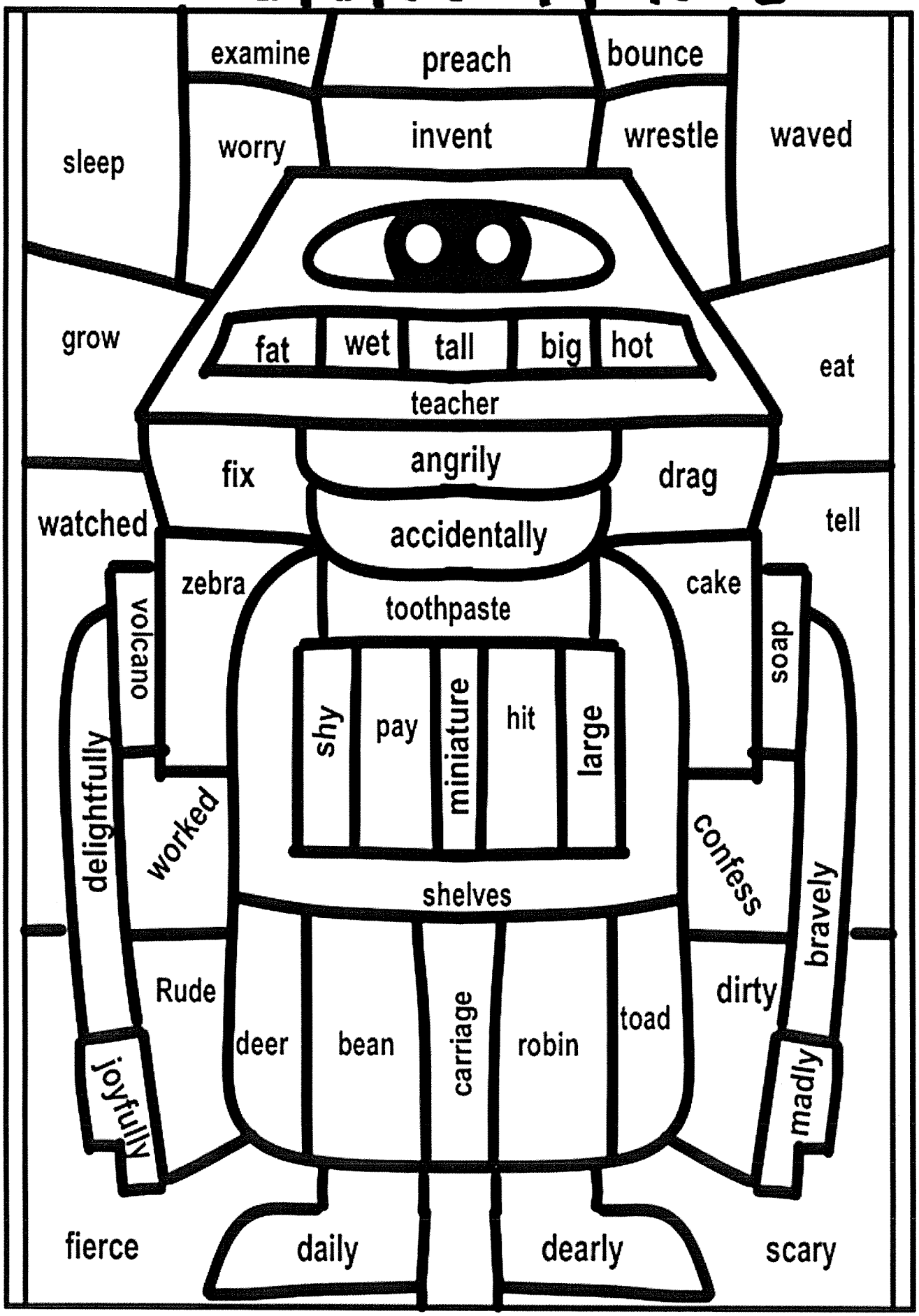
Use the color key above along with your answers from page 1 of this activity to color the artwork correctly.



Cut out the finished work when you are done coloring.

Friday

Grammar Robot



Nouns- Orange Verbs-Blue Adjectives-Gray
Adverbs-Purple

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. **Code Breaker** Find the 'Code Breaker' activity in the Word Work grid. Use the sheet to 'code' 12 of your spelling words. See if a parent or sibling can use the code and work out the word. **Remember, if you misspell the word, the code won't work!
Wednesday	Look, cover write and check your Week 2 spelling words in the 'Wednesday' column of your spelling sheet. **Letter Lingo** Complete the 'Letter Lingo' activity from the Word Work grid. Try and use as many of your spelling words as possible! Remember, it doesn't have to make sense, but you need to use the words in the correct context!
Thursday	Look, cover write and check your Week 2 spelling words in the 'Thursday' column of your spelling sheet. **Sentence Smart** Complete the 'Sentence Smart' activity from the Word Work grid. Choose at least 10 of your spelling words to write in separate sentences.

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:** 1. The woman bought a mouse and a goose to scare her children. 2. A child saw some geese eating fungus next to the man. 3. The fungi on the dice was evident to all of the women in the shop.

Stage 3 Weekly Spelling Sheet Term 3 Week 2

Focus: *Creating plurals (more than one)*

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
mouse				
foot				
goose				
die				
person				
child				
Orange spelling words				
mice				
feet				
geese				
dice				
people				
children				
Green spelling words				
fungus				
fungi				
man				
men				
woman				
women				

Name: _____ Date: _____

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Sort Write your spelling words in order from least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date: _____	**Odd One Out** For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date: _____	**Wacky Words** On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date: _____	**Word Detective** Write three clues about four of your spelling words. Ask someone to try to guess your spelling words using your clues. Date: _____	**Digging in the Dictionary** Use a dictionary to find the definition and write a sentence for each of your spelling words. Date: _____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date: _____	**Alliteration** Write a sentence for each of your spelling words using as much alliteration as possible. Date: _____	**Sentence Smart** Write a sentence for each of your spelling words. Date: _____	**Story Time** Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date: _____	**Sort Them Out** Sort the words on your spelling list into three different categories of your choice. Date: _____
Word Search Create your own word search using all the words on your spelling list. Date: _____	**Handwriting Hero** Write out your spelling words in your very best cursive handwriting. Date: _____	**Letter Lingo** Write a letter to a friend. Use as many spelling words in your letter as you can. Date: _____	**Words Within Words** Make a list of as many smaller words you can find in the words on your spelling list. Date: _____	**Code Breaker** Use the code guide to make a code for each of your spelling words. Date: _____

Name: _____ Date: _____

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

 Tuesday

Name: _____ Date: _____

Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Comprehension Week 2

Lesson 1 NAIDOC	Students go to the following link to access a video about NAIDOC week 2021. https://www.youtube.com/watch?v=swVVDqnes3Y 1. What does NAIDOC stand for? 2. How did NAIDOC week start? 3. What was the day of mourning? 4. Who are the Australian Tokyo Olympic flag bearers? 5. Who is Patty Mills? Why is NAIDOC week important to him? 6. What is the 2021 NAIDOC week theme? 7. What is cultural burning and how does it help protect the land? Complete your answers in a Google Doc.
Lesson 2 Sketch to Stretch	This is an activity in visualising. Choose a novel that you have access to at home. If you do not have one, think of a movie that you have seen recently. • Divide a sheet of paper into 6 even squares. Label them with the numbers 1-6. • Pick a chapter from the book (or a section of the movie). In 6 illustrations, you need to illustrate the chapter so that it can be re-told just through the pictures. For example, if I was doing Chapter 7 of Harry Potter and the Philosophers stone, my first picture might be Harry finding Professor Quirrell in the basement, my next picture might be him revealing the back of his head to be Voldemort and so on. You should be able to summarise your chapter in 6 pictures. You can use some words (but only minimal) to accompany your pictures if you need to. You can either take a picture of your work and upload it, or complete the task in a Google Doc.
Lesson 3 The Loudest Sound	Read the text 'The Loudest Sound in the World'. Highlight or note down any key (important) parts of the text. Answer the associated questions. If you can't print them, you can copy the questions into a Google Doc and answer them there.
Lesson 4 The Eureka Stockade (Super 6)	Read the text titled 'The Eureka Stockade'. Write down 6 'VIP's (very important points) that you have taken away from the text. Access the 'QR' codes document and with a device, choose 1 from each 'super 6' strategy to scan. Answer the question (based on the Eureka Stockade text) in your Google Doc.

Wednesday

The Loudest Sound in the World

Long ago, in the faraway land of Lilst, there lived a king and queen. King Moko and Queen Yu Yan were beloved rulers. They were kind and generous to everyone in the kingdom. Their subjects adored and respected them.

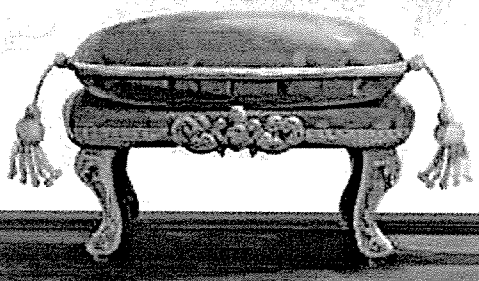
King Moko and Queen Yu Yan had one daughter, Princess Antonia. She was not as well-liked as her parents. Princess Antonia was very rude and very loud. She would run through the palace, making all sorts of noises. She would knock over furniture and leave a terrible mess wherever she went. Sometimes it was an accident... but often, she did it on purpose! This behaviour was extremely annoying for everyone who worked at the palace.

When the royal family went out in public, Princess Antonia liked to cause a scene.

"I'm bored!" she would complain loudly. "She has a wart on her nose!" she would rudely remark, upsetting some of the subjects who lived in the kingdom. No one said anything about the princess's bad manners, as they didn't want to offend King Moko and Queen Yu Yan.

King Moko and Queen Yu Yan were aware of Princess Antonia's bad behaviour. However, they never corrected or punished their daughter. She was the royal couple's only child, and they loved her dearly. So, year after year, Princess Antonia grew ruder and louder.

Every November, King Moko and Queen Yu Yan hosted a magnificent party to celebrate Princess Antonia's birthday. Everyone from the surrounding towns and villages was invited. The king and queen would always present Princess Antonia with a special gift at the annual celebration.



As the birthday celebration approached, Queen Yu Yan asked her daughter the same question she asked every year. "What would you like for your birthday this year, my precious princess?"

"Would you like a castle? A team of horses? A hot-air balloon?" suggested King Moko.

Princess Antonia took a moment to ponder her parents' question. A wry smile crept across her face. "I want to hear the loudest sound in the world!" she bellowed.

The king and queen glanced at each other, both feeling quite bewildered. How could they possibly make the loudest sound in the world? They tried to change the princess's mind, but Princess Antonia insisted. She hollered her wish louder and louder. "I WANT TO HEAR THE LOUDEST SOUND IN THE WORLD!"

Finally, King Moko and Queen Yu Yan agreed to create the loudest sound in the world for Princess Antonia's birthday.

Upon hearing the princess's strange request, the royal advisors devised a plan. They decided to gather the kingdom's subjects together in one room at the palace. Then, at the queen's command, everyone would shout at the top of their voices. Hopefully, it would be the loudest sound the princess had ever heard. Everyone agreed that it was a very clever plan!

Princess Antonia's birthday finally arrived. All of the subjects and servants gathered at the palace. Excitement filled the air – everyone was curious about what was going to happen during the festivities.

"I wish I could hear the loudest sound in the world," one old man muttered sadly to his friend, "but I probably won't be able to hear it over my own shouting."

"That's true," replied his friend. "If we shout, we won't be able to hear the sound."

The first man pondered this problem for a moment. Then he announced, "I am not going to shout. That way, I'll be able to say I have heard the loudest sound in the world too, just like the princess!"

"What a cunning plan," replied his friend. "I, too, will not shout."

A lady who was walking past the two friends heard their idea. She decided not to shout either. She wanted to hear the loudest sound in the world too. "I plan to stay silent," she whispered to her friends. The idea swept through the guests like wildfire.

Soon, the crowd began to fill the palace. Princess Antonia was ecstatic! She ran wildly around the palace, screaming and shouting and boasting that she alone was going to hear the loudest sound in the entire world.

She rushed out onto the palace balcony. "You're all too slow! Everyone hurry up and get inside!" she demanded.

Finally, everyone in the kingdom was crowded into the palace's huge ballroom — squashed in like sardines in a can. King Moko, Queen Yu Yan and Princess Antonia sat on their gilt thrones at one end of the room, gazing out at the throng of people. Queen Yu Yan raised her hand. Whispers of muffled excitement spread through the crowd. Princess Antonia squealed with delight. Everyone knew that when Queen Yu Yan dropped her hand, it would be time to make the loudest sound in the world.

The murmurs grew louder. The princess started jumping up and down in anticipation. Queen Yu Yan smiled. She dropped her hand.

That's when they heard it.

Silence.

Everyone and everything in the kingdom was completely silent!

No one had wanted to miss out on hearing the loudest sound in the world, so everyone had decided to remain quiet. Instead of hearing the loudest sound in the world, Princess Antonia heard absolutely nothing at all.

The princess stood motionless. Her face was frozen. Her lips began to quiver as if she was trying to say something. Her father crouched down beside her. Princess Antonia begin to speak.

"It's... it's..." she stammered. "It's... beautiful."

In the days, weeks and years that followed, Princess Antonia raved about that birthday. She gushed about how the silence had seemed to wash over her; how it had made her feel calm, peaceful and happy in a way that being loud and obnoxious never had.

On that day, Princess Antonia learned an important lesson: how to stop, be still and calm herself down. Of course, sometimes she was still loud. Sometimes she was still naughty, too. She still let herself become excited, but she now knew that she enjoyed being quiet too – and that other people did as well!

So, with a new sense of calm tranquillity, Princess Antonia (and her parents!) lived happily ever after.

Name: _____ Date: _____

The Loudest Sound in the World

Questions

1. What words would you use to describe the princess in the story?

2. Why do you think the princess acted the way that she did?

3. Why do you think she wanted to hear to the loudest sound in the world for her birthday?

4. If you had to produce the loudest sound in the world, how would you do it?

5. Why do you think hearing silence changed the princess' attitude?

6. What life advice would you give the princess?

Thursday and/or Friday

THE EUREKA STOCKADE

The discovery of gold in Buninyong near the Victorian town of Ballarat in 1851 formed a major part of Australian identity. It resulted in a rebellion - a dramatic battle over unfair laws and regulations imposed on miners by the Victorian government.

People descended on Ballarat from all over Australia, Europe, China and America in the hopes of finding their fortune. Life on the goldfields proved difficult and many gave up and returned home poor. Others were luckier and found gold that changed their lives. By law, Queen Victoria owned all the land in Australia and the government decided that for the privilege of mining, the miners would have to pay a licence fee. The miners thought this was terribly unfair.

If miners were found not to be carrying a licence, they were tied up at night, and often sent to jail. This caused growing tension between the miners and authority and often fights broke out. At the time, only wealthy men had the right to vote, so this excluded miners. In 1854, the miners formed the Ballarat Reform League, and demanded the following from the government; voting rights, better working conditions and the abolition of the licence fee. The Government refused and the miners responded by building a stockade on December 2, 1854, to separate themselves from the troops. The miners armed themselves in anticipation of an attack, and elected Peter Lalor as their leader. Inside the stockade, the miners burnt their licences and raised a new flag that displayed the Southern Cross on a blue background. This became known as the Eureka Flag.

On December 3, 1854, a brief but devastating battle occurred at the stockade. The Victorian Government claims at least 6 troopers and 22 miners were killed, with 125 miners taken prisoner. With the exception of Peter Lalor, the leaders of the miners were later tried for treason. The charges were dismissed and the men were set free. Following this, licence fees were lowered to £1 per year. More importantly, the miners were finally given the right to vote.

In 1855, Peter Lalor was elected to parliament and represented the constituents of Ballarat. He sought to improve many conditions for the people in the area. A monument dedicated to the men who died in the Eureka Stockade stands in Ballarat today.

Name _____ Date _____

The Eureka Stockade

1. Describe what would life have been like for the miners of Ballarat.

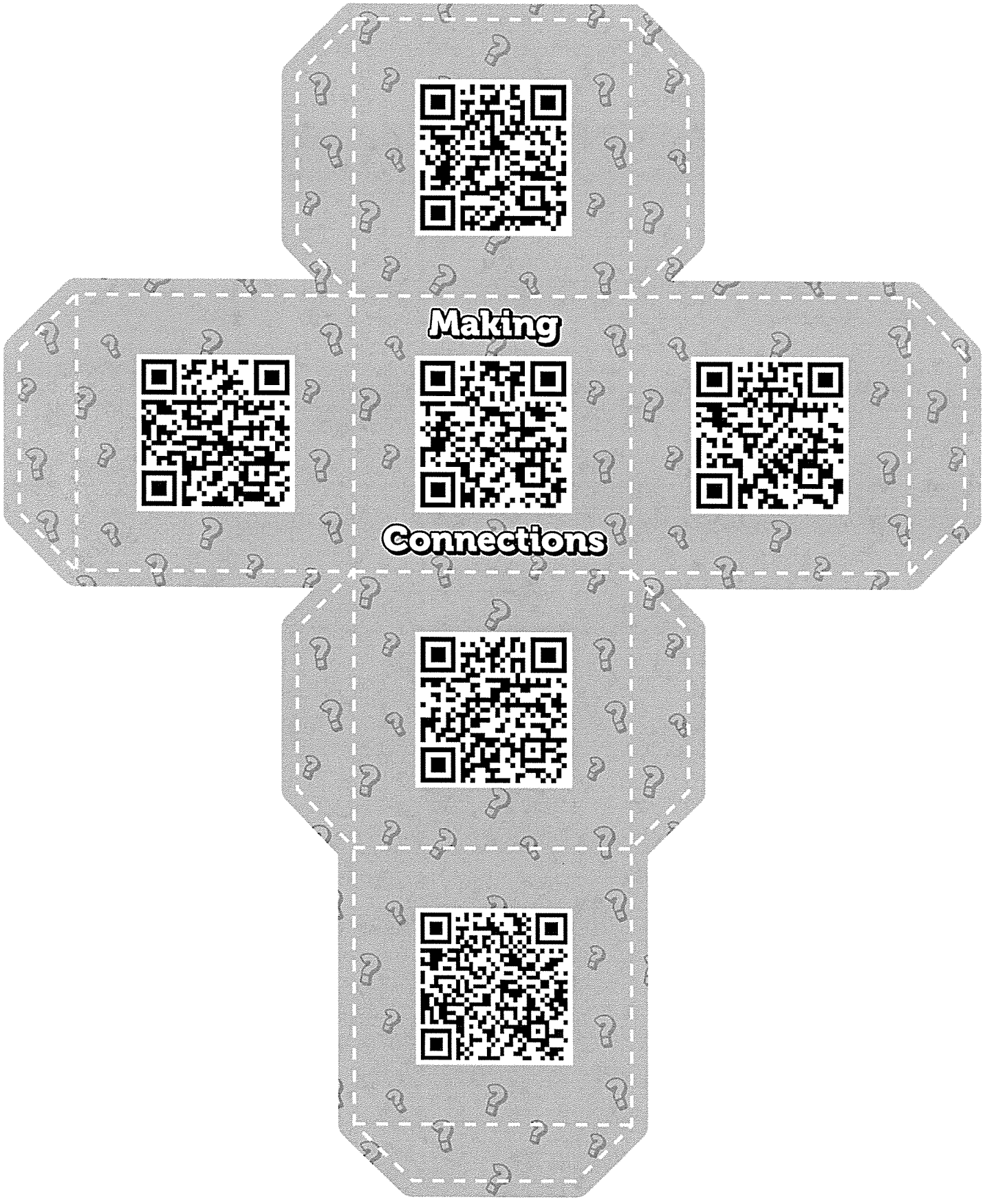
2. Do you think it was fair that the miners had to pay a licence fee? Why? Why not?

3. The Eureka Stockade is often credited as the birth of Australian democracy. Explain what this means.

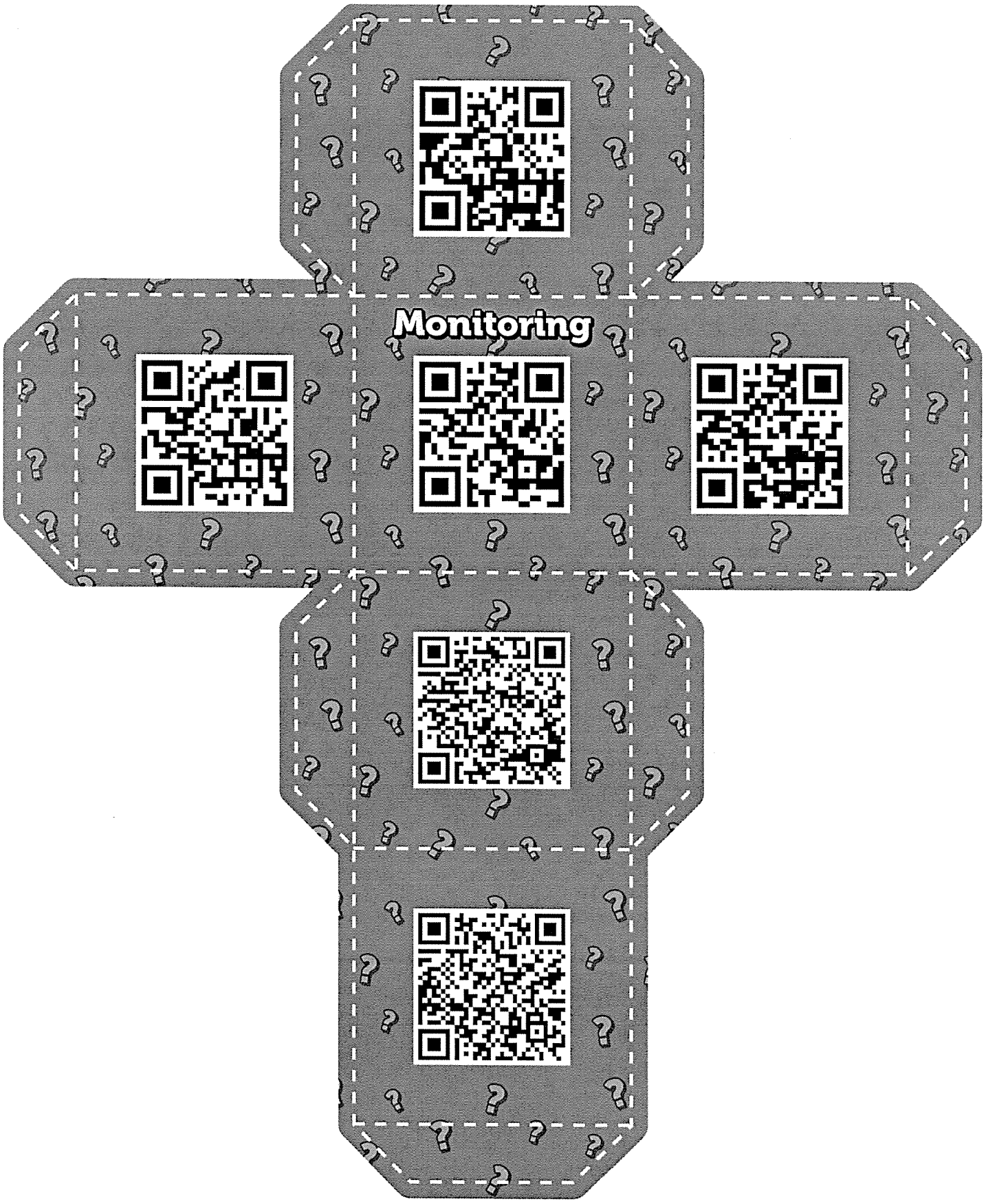
4. What questions do you have about the Eureka Stockade?

5. Would you determine the Eureka Stockade successful for the miners? Why? Why not?

Making Connections



Monitoring



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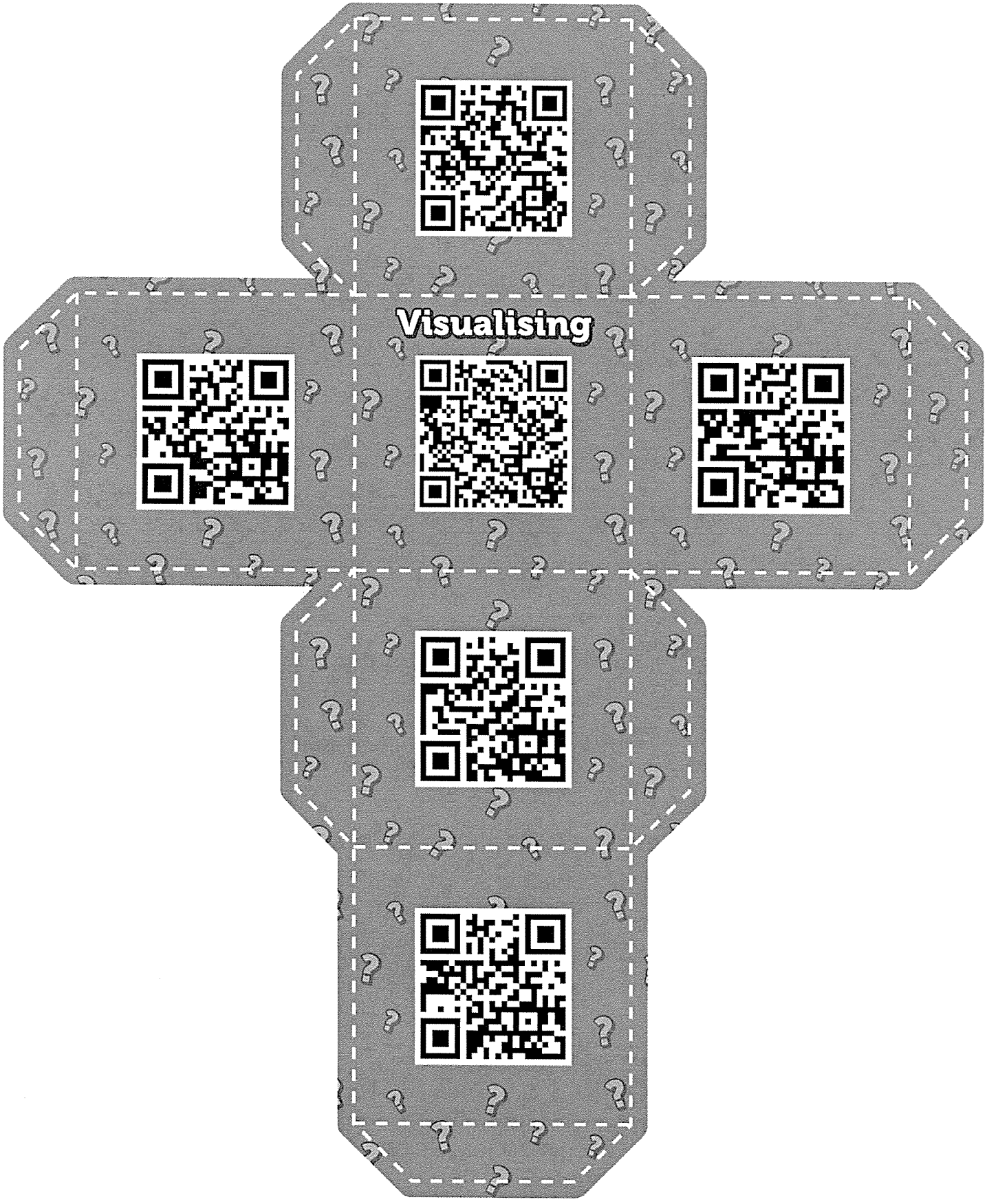
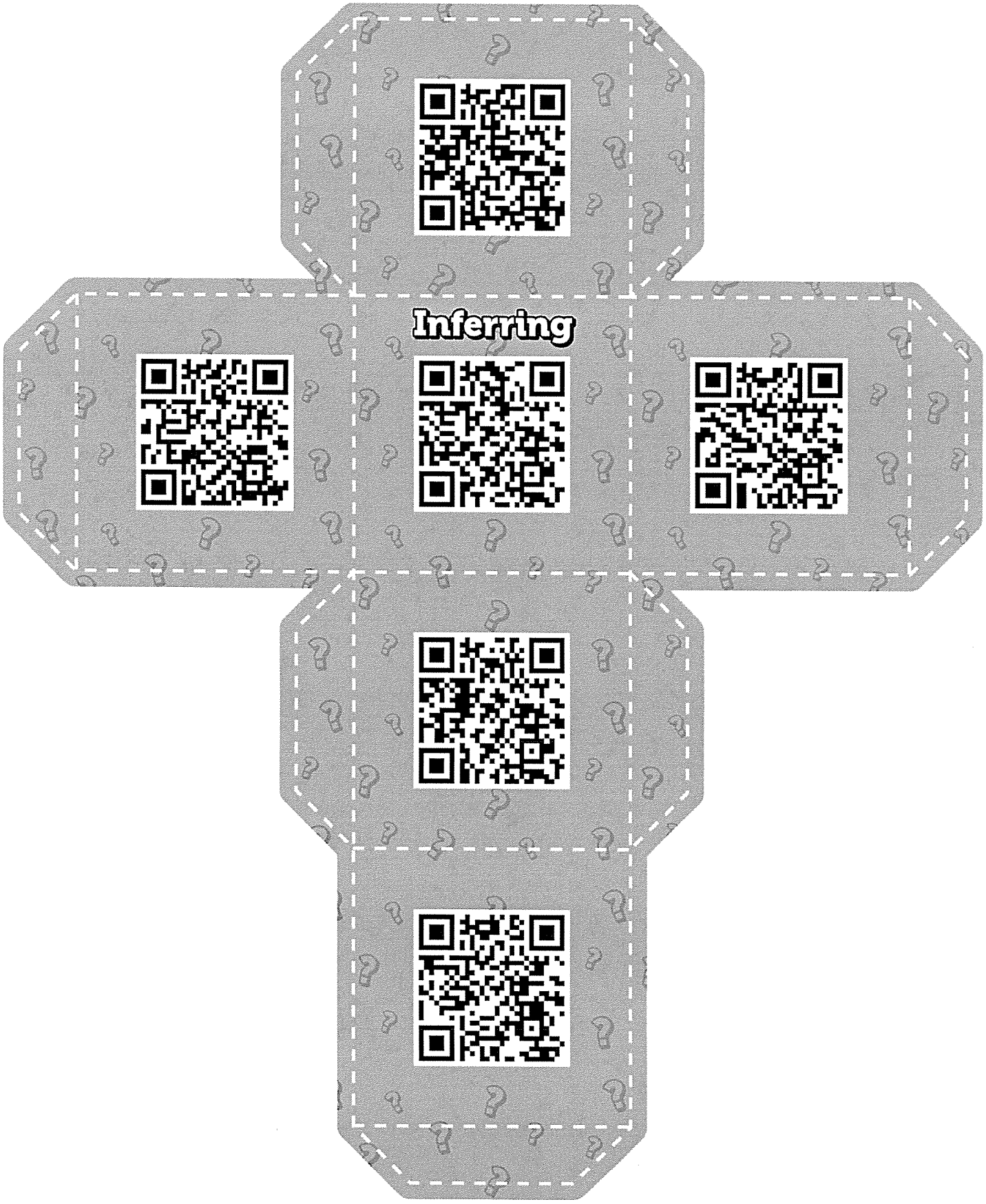
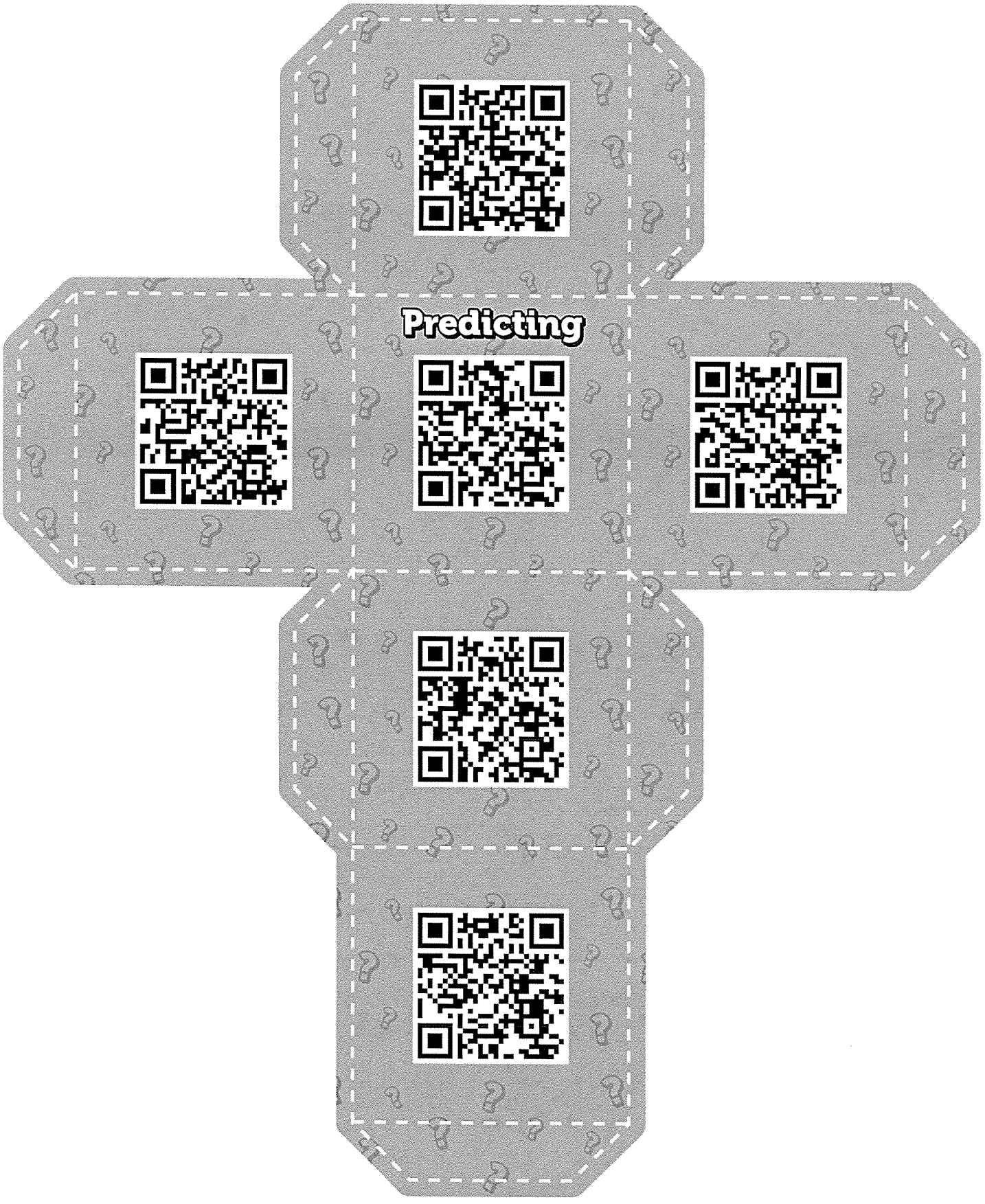


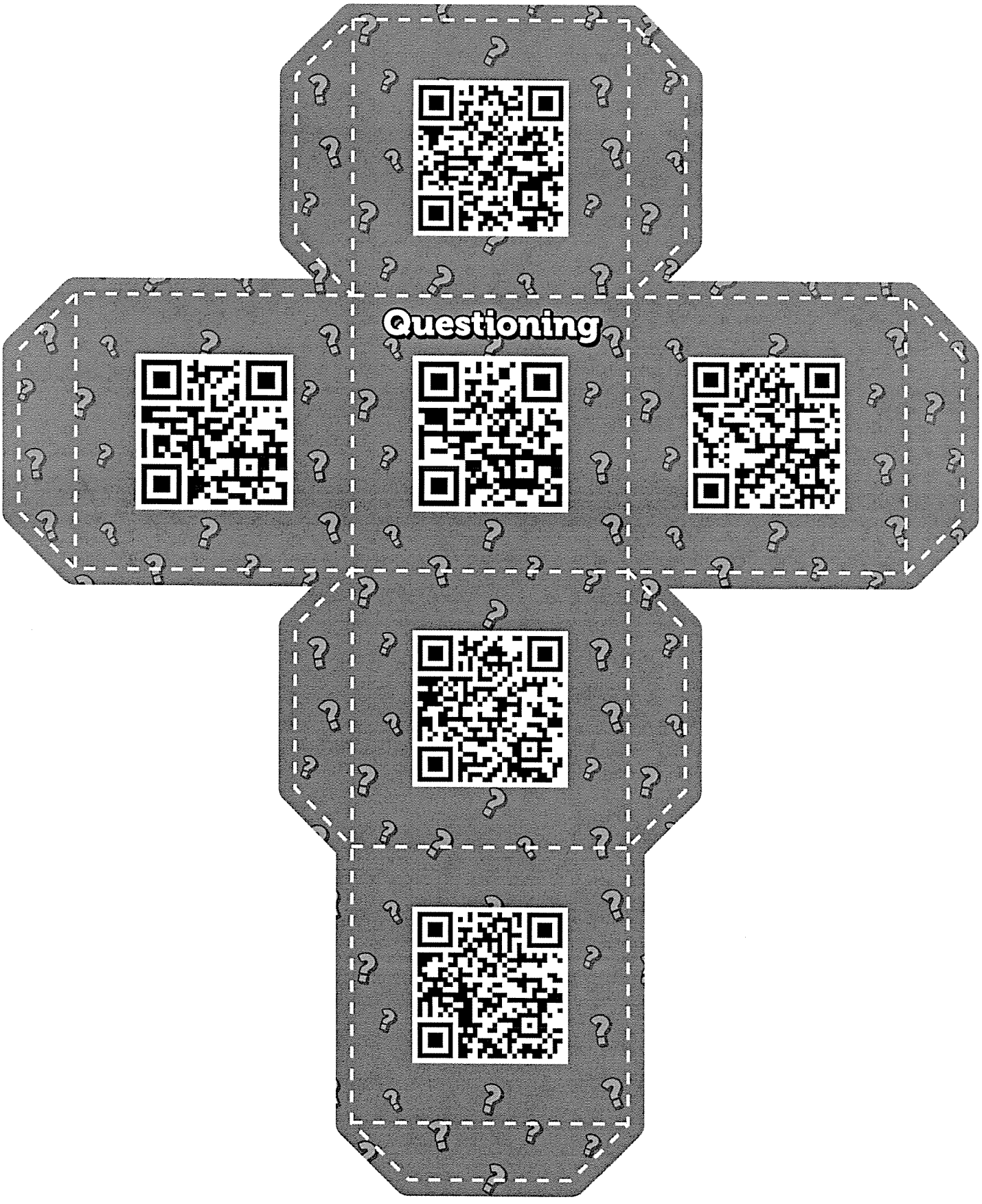
Inferring



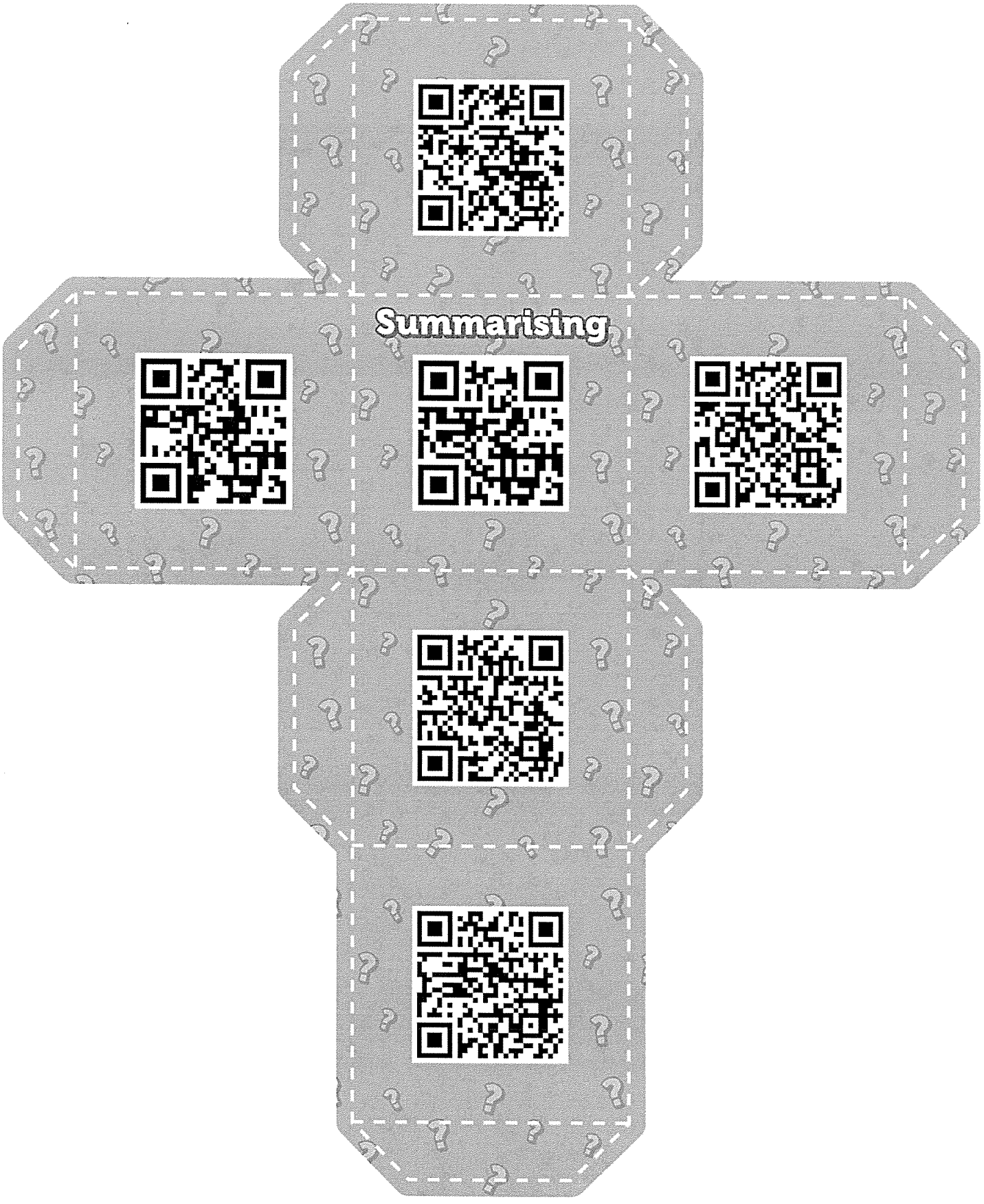
Predicting



Questioning



Summarising



math Antics®
Exercises

Monday

Name:

Date:

Fractions And Decimals

1 What digit is in the tenths place?
What is its value?

25.72

2 What digit is in the hundredths place?
What is its value?

4.238

3 What digit is in the thousandths place?
What is its value?

2.7128

4 What digit is in the tenths place?
What is its value?

1.065

5 Write in standard form:

4 tens
6 ones
1 tenth
7 hundredths

6 Write in standard form:

3 ones
2 tenths
7 hundredths
5 thousandths

7 Write in standard form:

2 hundreds
5 ones
8 thousandths

8 Put the decimal in the correct place to make each number.

thirty-four point eight 348

three point four eight 348

Tuesday

math Antics®
Worksheets

Name:

Date:

Greater or Less Than One

DEC 1

Instructions: Compare the top and bottom numbers of each fraction to tell if its value is greater than 1 or less than 1. Use the greater than (>) or less than (<) signs to show which has the greatest value.

1. $\frac{1}{3}$ < 1
2. $\frac{0}{10}$ ◯ 1
3. $\frac{2}{1}$ ◯ 1
4. $\frac{17}{10}$ ◯ 1
5. $\frac{7}{8}$ ◯ 1
6. $\frac{22}{7}$ ◯ 1
7. $\frac{4}{6}$ ◯ 1
8. $\frac{1}{10}$ ◯ 1
9. $\frac{9}{3}$ ◯ 1
10. $\frac{3}{4}$ ◯ 1
11. $\frac{5}{16}$ ◯ 1
12. $\frac{4}{3}$ ◯ 1
13. $\frac{7}{1}$ ◯ 1
14. $\frac{21}{50}$ ◯ 1
15. $\frac{14}{20}$ ◯ 1
16. $\frac{18}{11}$ ◯ 1
17. $\frac{25}{30}$ ◯ 1
18. $\frac{30}{34}$ ◯ 1
19. $\frac{18}{4}$ ◯ 1
20. $\frac{100}{78}$ ◯ 1

Tuesday

math Antics®
Worksheets

Name: _____

Date: _____

Base 10 "Building Blocks"

DEC 2

Instructions: Complete the table below. Multiply by 10 to find Powers of 10 that are greater than 1. (hint: each time you multiply by 10, you can just put another zero on the end of your answer.) The first two have been done for you.

$1 \times 10 =$	10	**ten**
$10 \times 10 =$	100	**one hundred**
$100 \times 10 =$	_____	**one thousand**
$1{,}000 \times 10 =$	_____	**ten thousand**
$10{,}000 \times 10 =$	_____	**one hundred thousand**
$100{,}000 \times 10 =$	_____	**one million**
$1{,}000{,}000 \times 10 =$	_____	**ten million**

Instructions: Complete the table below. Divide by 10 to find Powers of 10 that are less than 1. (hint: each time you divide by 10, you can just put another zero on the end of the denominator.) The first two have been done for you.

$1 \div 10 =$	$\frac{1}{10}$	**one tenth**
$\frac{1}{10} \div 10 =$	$\frac{1}{100}$	**one hundredth**
$\frac{1}{100} \div 10 =$	_____	**one thousandth**
$\frac{1}{1{,}000} \div 10 =$	_____	**one ten-thousandth**
$\frac{1}{10{,}000} \div 10 =$	_____	**one hundred-thousandth**

Wednesday

math Antics® Worksheets

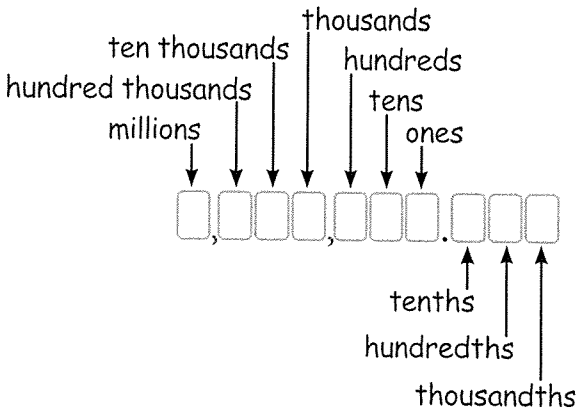
Name:

Date:

Number Place Names

DEC 3

Instructions: The diagram to the right shows the names of the Number Places we use most often. Use this diagram to help you complete the exercises below.



Example put a 2 in the tens place

□,□□□,□2□.□□□

1. put a 1 in the ones place
2. put a 5 in the thousands place
3. put a 8 in the hundreds place
4. put a 4 in the tenths place
5. put a 3 in the millions place
6. put a 6 in the ten thousands place
7. put a 7 in the hundredths place
8. put a 0 in the tens place
9. put a 2 in the thousandths place
10. put a 9 in the hundred thousands place

Math Antics® Worksheets

Wednesday

Name:

Date:

Number Places

DEC 4

Instructions: Put the correct digits in the Number Places to show the amounts listed.
If there are empty Number Places between digits, fill them with zeros as place-holders.

1 3 tens
5 ones
8 hundredths

□,□□□,□35.08□

Fill empty spots between other digits with zeros

2 4 hundreds
2 ones
5 tenths

□,□□□,□□□.□□□

3 8 thousands
7 tens
1 tenth
3 hundredths

□,□□□,□□□.□□□

4 5 ten thousands
4 thousands
2 ones
6 tenths

□,□□□,□□□.□□□

5 3 ones
1 tenth
4 hundredths
1 thousandth

□,□□□,□□□.□□□

6 2 ten thousands
9 thousands
8 hundreds
7 tenths
7 thousandths

□,□□□,□□□.□□□

7 7 millions
9 ten thousands
4 hundreds
6 tens
9 tenths
7 thousandths

□,□□□,□□□.□□□

Wednesday

math Antics® Worksheets

Name:

Date:

The Decimal Point

F-DEC 5

Instructions: These numbers are missing a decimal point. Put a decimal point in the spot necessary to make the number shown in written form.

1. fifty-nine point seven — 59.7
   five point ninety-seven — 5.97

2. twenty-five point six — 25.6
   two point fifty-six — 2.56

3. three-hundred, sixty-five point four — 365.4
   thirty six point fifty-four — 36.54

4. fifteen point seven, five — 15.75
   one hundred, fifty-seven point five — 157.5

5. eight point one, five, six — 8.156
   eight-hundred, fifteen point six — 815.6

6. three-thousand, two-hundred point nine — 3200.9
   thirty-two point zero, zero, nine — 32.009

7. fifty-five thousand, two-hundred, fourteen — 55,214
   fifty-five point two, one, four — 55.214

8. six-hundred and two point five, seven — 602.57
   sixty point two, five, seven — 60.257

Thursday

Math Antics
Exercises

Name:

Date:

Converting Base-10 Fractions

1 Convert this fraction into a decimal.

$$\frac{6}{10} = \_\_\_\_$$

2 Convert this fraction into a decimal.

$$\frac{15}{100} = \_\_\_\_$$

3 Convert this fraction into a decimal.

$$\frac{42}{1000} = \_\_\_\_$$

4 Convert these fractions into decimals.

$$\frac{1}{10} \qquad \frac{1}{100} \qquad \frac{1}{1000}$$

____ ____ ____

5 Convert this fraction into a decimal.

$$\frac{168}{100} = \_\_\_\_$$

6 Convert this decimal into a fraction.

$$0.3 = \_\_\_\_$$

7 Convert this decimal into a fraction.

$$0.27 = \_\_\_\_$$

8 Convert this decimal into a fraction.

$$0.384 = \_\_\_\_$$

9 Convert this decimal into a fraction.

$$0.05 = \_\_\_\_$$

10 Convert this decimal into a fraction.

$$11.72 = \_\_\_\_$$

math Antics®
Worksheets

Friday

Name:

Date:

Converting Tenths to Decimals

CBF 1

Instructions: Write each fraction as a decimal number. (Then try it without the number place boxes in the second half of the exercise set.)

1. $\frac{5}{10} = 0.5$
2. $\frac{9}{10} = \square.\square$
3. $\frac{8}{10} = \square.\square$
4. $\frac{0}{10} = \square.\square$
5. $\frac{3}{10} = \square.\square$
6. $\frac{6}{10} = \square.\square$
7. $\frac{1}{10} = \square.\square$
8. $\frac{4}{10} = \square.\square$
9. $\frac{7}{10} = \square.\square$
10. $\frac{2}{10} = \square.\square$

11. $\frac{4}{10} = \_\_\_\_$
12. $\frac{7}{10} = \_\_\_\_$
13. $\frac{5}{10} = \_\_\_\_$
14. $\frac{2}{10} = \_\_\_\_$
15. $\frac{9}{10} = \_\_\_\_$
16. $\frac{6}{10} = \_\_\_\_$
17. $\frac{1}{10} = \_\_\_\_$
18. $\frac{8}{10} = \_\_\_\_$
19. $\frac{0}{10} = \_\_\_\_$
20. $\frac{3}{10} = \_\_\_\_$

math Antics®
Worksheets

Friday

Name: _____

Date: _____

Converting Hundredths to Decimals

CBF 2

Instructions: Write each fraction as a decimal number.

1. $\frac{4}{100} = 0.04$
2. $\frac{20}{100} =$ _____
3. $\frac{22}{100} =$ _____
4. $\frac{79}{100} =$ _____
5. $\frac{10}{100} =$ _____
6. $\frac{85}{100} =$ _____
7. $\frac{8}{100} =$ _____
8. $\frac{15}{100} =$ _____
9. $\frac{50}{100} =$ _____
10. $\frac{63}{100} =$ _____
11. $\frac{42}{100} =$ _____
12. $\frac{41}{100} =$ _____
13. $\frac{9}{100} =$ _____
14. $\frac{17}{100} =$ _____
15. $\frac{1}{100} =$ _____
16. $\frac{7}{100} =$ _____
17. $\frac{75}{100} =$ _____
18. $\frac{33}{100} =$ _____
19. $\frac{38}{100} =$ _____
20. $\frac{99}{100} =$ _____

Math Antics
Exercises

Answers - Monday

Name:

Date:

Fractions And Decimals

1 What digit is in the tenths place? What is its value?

$25.\underline{7}2$

7

Its value is $\frac{7}{10}$

2 What digit is in the hundredths place? What is its value?

$4.2\underline{3}8$

3

Its value is $\frac{3}{100}$

3 What digit is in the thousandths place? What is its value?

$2.71\underline{2}8$

2

Its value is $\frac{2}{1000}$

4 What digit is in the tenths place? What is its value?

$1.\underline{0}65$

0

Its value is $\frac{0}{10}$ or 0

5 Write in standard form:

4 tens
6 ones
1 tenth
7 hundredths

46.17

6 Write in standard form:

3 ones
2 tenths
7 hundredths
5 thousandths

3.275

7 Write in standard form:

2 hundreds
5 ones
8 thousandths

205.008

8 Put the decimal in the correct place to make each number.

thirty-four point eight 34.8

three point four eight 3.48

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

Answers - Tuesday

math Antics®
Worksheets

Name:

Date:

Greater or Less Than One

DEC 1

Instructions: Compare the top and bottom numbers of each fraction to tell if its value is greater than 1 or less than 1. Use the greater than (>) or less than (<) signs to show which has the greatest value.

1. $\frac{1}{3} < 1$
2. $\frac{0}{10} < 1$
3. $\frac{2}{1} > 1$
4. $\frac{17}{10} > 1$
5. $\frac{7}{8} < 1$
6. $\frac{22}{7} > 1$
7. $\frac{4}{6} < 1$
8. $\frac{1}{10} < 1$
9. $\frac{9}{3} > 1$
10. $\frac{3}{4} < 1$
11. $\frac{5}{16} < 1$
12. $\frac{4}{3} > 1$
13. $\frac{7}{1} > 1$
14. $\frac{21}{50} < 1$
15. $\frac{14}{20} < 1$
16. $\frac{18}{11} > 1$
17. $\frac{25}{30} < 1$
18. $\frac{30}{34} < 1$
19. $\frac{18}{4} > 1$
20. $\frac{100}{78} > 1$

Math Antics Worksheets

Answers - Tuesday

Name:

Date:

Base 10 "Building Blocks"

DEC 2

Instructions: Complete the table below. Multiply by 10 to find Powers of 10 that are greater than 1. (hint: each time you multiply by 10, you can just put another zero on the end of your answer.) The first two have been done for you.

$1 \times 10 =$	10	**ten**
$10 \times 10 =$	100	**one hundred**
$100 \times 10 =$	1,000	**one thousand**
$1{,}000 \times 10 =$	10,000	**ten thousand**
$10{,}000 \times 10 =$	100,000	**one hundred thousand**
$100{,}000 \times 10 =$	1,000,000	**one million**
$1{,}000{,}000 \times 10 =$	10,000,000	**ten million**

Instructions: Complete the table below. Divide by 10 to find Powers of 10 that are less than 1. (hint: each time you divide by 10, you can just put another zero on the end of the denominator.) The first two have been done for you.

$1 \div 10 =$	$\frac{1}{10}$	**one tenth**
$\frac{1}{10} \div 10 =$	$\frac{1}{100}$	**one hundredth**
$\frac{1}{100} \div 10 =$	$\frac{1}{1{,}000}$	**one thousandth**
$\frac{1}{1{,}000} \div 10 =$	$\frac{1}{10{,}000}$	**one ten-thousandth**
$\frac{1}{10{,}000} \div 10 =$	$\frac{1}{100{,}000}$	**one hundred-thousandth**

Answers - Wednesday

math Antics® Worksheets

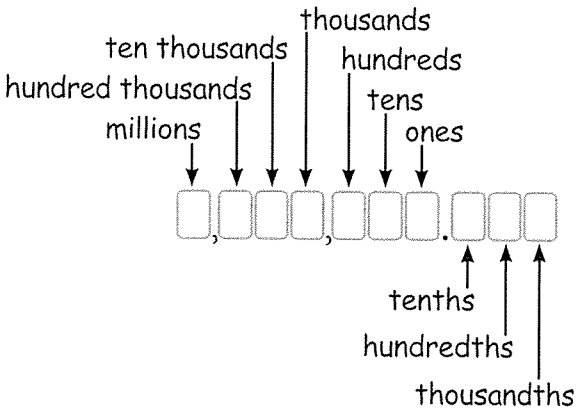
Name:

Date:

Number Place Names

DEC 3

Instructions: The diagram to the right shows the names of the Number Places we use most often. Use this diagram to help you complete the exercises below.



Example put a 2 in the tens place

□,□□□,□2□.□□□

1. put a 1 in the ones place — □,□□□,□□1.□□□
2. put a 5 in the thousands place — □,□□5,□□□.□□□
3. put a 8 in the hundreds place — □,□□□,8□□.□□□
4. put a 4 in the tenths place — □,□□□,□□□.4□□
5. put a 3 in the millions place — 3,□□□,□□□.□□□
6. put a 6 in the ten thousands place — □,□6□,□□□.□□□
7. put a 7 in the hundredths place — □,□□□,□□□.□7□
8. put a 0 in the tens place — □,□□□,□0□.□□□
9. put a 2 in the thousandths place — □,□□□,□□□.□□2
10. put a 9 in the hundred thousands place — □,9□□,□□□.□□□

Answers - Wednesday

math Antics®
Worksheets

Name:

Date:

Number Places

DEC 4

Instructions: Put the correct digits in the Number Places to show the amounts listed.
If there are empty Number Places between digits, fill them with zeros as place-holders.

1 3 tens
5 ones
8 hundredths

□,□□□,□35.08□

Fill empty spots between other digits with zeros

2 4 hundreds
2 ones
5 tenths

□,□□□,402.5□□

3 8 thousands
7 tens
1 tenth
3 hundredths

□,□□8,070.13□

4 5 ten thousands
4 thousands
2 ones
6 tenths

□,□54,002.6□□

5 3 ones
1 tenth
4 hundredths
1 thousandth

□,□□□,□□3.141

6 2 ten thousands
9 thousands
8 hundreds
7 tenths
7 thousandths

□,□29,800.707

7 7 millions
9 ten thousands
4 hundreds
6 tens
9 tenths
7 thousandths

7,090,460.907

Answers - Wednesday

math Antics® Worksheets

Name:

Date:

The Decimal Point

F-DEC 5

Instructions: These numbers are missing a decimal point. Put a decimal point in the spot necessary to make the number shown in written form.

1. fifty-nine point seven — 59.7
   five point ninety-seven — 5.97 (decimal point)

2. twenty-five point six — 25.6
   two point fifty-six — 2.56

3. three-hundred, sixty-five point four — 365.4
   thirty six point fifty-four — 36.54

4. fifteen point seven, five — 15.75
   one hundred, fifty-seven point five — 157.5

5. eight point one, five, six — 8.156
   eight-hundred, fifteen point six — 815.6

6. three-thousand, two-hundred point nine — 3200.9
   thirty-two point zero, zero, nine — 32.009

7. fifty-five thousand, two-hundred, fourteen — 55214. (optional)
   fifty-five point two, one, four — 55.214

8. six-hundred and two point five, seven — 602.57
   sixty point two, five, seven — 60.257

Answers - Thursday

math Antics®
Exercises

Name:

Date:

Converting Base-10 Fractions

1 Convert this fraction into a decimal.

$\frac{6}{10} = 0.6$

2 Convert this fraction into a decimal.

$\frac{15}{100} = 0.15$

3 Convert this fraction into a decimal.

$\frac{42}{1000} = 0.042$

4 Convert these fractions into decimals.

$\frac{1}{10}$ = 0.1 $\quad \frac{1}{100}$ = 0.01 $\quad \frac{1}{1000}$ = 0.001

5 Convert this fraction into a decimal.

$\frac{168}{100} = 1.68$

6 Convert this decimal into a fraction.

$0.3 = \frac{3}{10}$

7 Convert this decimal into a fraction.

$0.27 = \frac{27}{100}$

8 Convert this decimal into a fraction.

$0.384 = \frac{384}{1000}$

9 Convert this decimal into a fraction.

$0.05 = \frac{5}{100}$

10 Convert this decimal into a fraction.

$11.72 = \frac{1172}{100}$

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

math Antics® Worksheets

Answers - Friday

Name:

Date:

Converting Tenths to Decimals

CBF 1

Instructions: Write each fraction as a decimal number. (Then try it without the number place boxes in the second half of the exercise set.)

1. $\frac{5}{10} = 0.5$
2. $\frac{9}{10} = 0.9$
3. $\frac{8}{10} = 0.8$
4. $\frac{0}{10} = 0.0$
5. $\frac{3}{10} = 0.3$
6. $\frac{6}{10} = 0.6$
7. $\frac{1}{10} = 0.1$
8. $\frac{4}{10} = 0.4$
9. $\frac{7}{10} = 0.7$
10. $\frac{2}{10} = 0.2$

11. $\frac{4}{10} = 0.4$
12. $\frac{7}{10} = 0.7$
13. $\frac{5}{10} = 0.5$
14. $\frac{2}{10} = 0.2$
15. $\frac{9}{10} = 0.9$
16. $\frac{6}{10} = 0.6$
17. $\frac{1}{10} = 0.1$
18. $\frac{8}{10} = 0.8$
19. $\frac{0}{10} = 0.0$
20. $\frac{3}{10} = 0.3$

Answers - Friday

math Antics®
Worksheets

Name:

Date:

Converting Hundredths to Decimals

CBF 2

Instructions: Write each fraction as a decimal number.

1. $\frac{4}{100} = 0.04$
2. $\frac{20}{100} = 0.20$
3. $\frac{22}{100} = 0.22$
4. $\frac{79}{100} = 0.79$
5. $\frac{10}{100} = 0.10$
6. $\frac{85}{100} = 0.85$
7. $\frac{8}{100} = 0.08$
8. $\frac{15}{100} = 0.15$
9. $\frac{50}{100} = 0.50$
10. $\frac{63}{100} = 0.63$
11. $\frac{42}{100} = 0.42$
12. $\frac{41}{100} = 0.41$
13. $\frac{9}{100} = 0.09$
14. $\frac{17}{100} = 0.17$
15. $\frac{1}{100} = 0.01$
16. $\frac{7}{100} = 0.07$
17. $\frac{75}{100} = 0.75$
18. $\frac{33}{100} = 0.33$
19. $\frac{38}{100} = 0.38$
20. $\frac{99}{100} = 0.99$

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 Show all the pairs of factors for the numbers 36, 32 and 24.	**Addition & Subtraction** Choose and list the price of 10 supermarket items. Round each price to the nearest dollar. Use the rounded price to calculate the total cost of the items.	**Multiplication & Division** Write 5 real-life word problems involving 1-digit by 2-digit multiplication. Use a written strategy to solve each problem. Show your working.	**Measurement** Research and record the length of 10 different minibeasts, making sure there are decimals in your measurements. Order the minibeasts from smallest to largest.	**Statistics & Probability** List all the possible outcomes for winning a game of 'Scissors-Paper-Rock'. Play a game with a member of your family and tick each outcome as it occurs	**Geometry** Draw a grid reference system for your bedroom. Use this grid to describe the location of 3 items in your room.
Number Draw a visual representation of all the different arrays for the number 48. Write a number sentence to accompany each array.	**Addition & Subtraction** Write as many addition and subtraction number sentences as you can using these fractions: 1/4, 2/4, 3/4, 4/4. You do not need to use every fraction in each sum.	**Multiplication & Division** Divide a block of chocolate between each member of your family. How many pieces does each person get? Are there any remainders? Draw and explain your working.	**Measurement** Research and record the length of 10 different minibeasts (insects), making sure there are decimals in your measurements. Order the minibeasts from smallest to largest.	**Statistics & Probability** Write down each of the colours in a small box of Smarties. Use fractions to show the possibility of choosing each colour.	**Geometry** Find a picture that you like in a newspaper or magazine. Using a grid system, try to enlarge the picture by drawing it to the size of an A4 sheet of paper.
Number During a weekly grocery shop, estimate the cost of all the items in your trolley. Check your estimate at the checkout.	**Addition & Subtraction** Write 5 real-life word problems involve fractions with the same denominator. Answer each problem and show your working.	**Multiplication & Division** Calculate the GST component of your family's weekly grocery shop.	**Measurement** Measure and record the mass of each person in your family. Order the family members from lightest to heaviest.	**Statistics & Probability** Observe and record the type and number of cars that drive past your home during a half hour period.	**Geometry** Choose a two-dimensional shape. Draw a translation, a reflection and a rotation of this shape
Number Draw a number line between 0 and 1. Place the following fractions on your number line: 1/2, 1/3, 2/3, 1/4, 2/4, 3/4. Under the number line, draw each fraction.	**Addition & Subtraction** Imagine you are having a party. You have $100 to spend. Create a simple budget for the party, listing the items you will buy with their amounts.	**Multiplication & Division** Create a number pattern involving decimals that increases and another that decreases. Describe the rule for each pattern.	**Measurement** Measure the temperature in your home each morning for a week. Use a conversion app to convert each measurement from degrees Celsius to degrees Fahrenheit.	**Statistics & Probability** Use a weekend weather forecast to determine the type of activities you could do as a family.	**Geometry** Find 10 angles from around your home and draw them. Measure each angle with a protractor and label the angle.

Term 3 Learning from Home HSIE and PDHPE Grid Stage 3 Werrington Public School

INSTRUCTIONS: each day, choose one HSIE/PDH activity to complete. You could take a photo or record your work and upload to Google Classroom. Choose a PE activity to undertake each day.

History Create a table with two headings: Risks and Rewards. List at least 5 possible risks and 5 possible rewards for 18th century exploders setting gout on a voyage.	**Geography** Choose a vegetation type. Draw, colour and label a detailed picture of this vegetation type and write a short paragraph to explain its features.	**Civics and Citizenship** Choose a service that is provided by your local council. Write a paragraph explaining how oy und your family use and benefit from this service.	**PDH** Write a paragraph about a time that you had to deal with change in your life. Explain how you felt about the change and describe any strategies you used to help yourself adapt.	**PE** 20 jumping jacks 10 situps 20 mountain climbers 10 side-to-side jumps	**PE** Mindfulness Minute: For 60 seconds hold or perform one of the Yoga poses we taught you and clear your mind. Focus only on your breathing. Do this 3-5 more times today.
History Pretend you are a convict being transported to Australia. Write a diary entry to describe your experiences on board the First Fleet.	**Geography** Choose a raw material. Create a mind map showing how many products as possible that come from this raw material. Draw a picture of each product.	**Civic and Citizenship** List some laws that people in our society need to follow. Explain why you think it is important to abide by each of the laws on your list.	**PDH** Create an informative poster explaining strategies that children can use if they ever feel uncomfortable or unsafe in a particular situation.	**PE** 15 high kicks 30 second plank 18 burpees 10 pushups	**PE** 25 jumping jacks 10 situps 20 mountain climbs 12 squat jumps
History Draw a venn diagram to compare the way life of Australia's Indigenous people in the late 1700's to the way of life of the British colonists.	**Geography** Choose a natural resource. Create a poster to encourage members of the community to use this resource more sustainably.	**Civic and Citizenship** Describe a group that you belong to. Explain what you have in common with the other groups members and describe how it feels to be a part of this group.	**PDH** Every day this week, record an action you have taken that has shown empathy or respect for someone else's feelings or rights.	**PE** 30 hig knees 20 second plank Jog in place for 30 seconds 15 pushups	**PE** 30 jumping jacks 30 mountain climbs 30 squat jumps 30 situps
History Write a letter to your school Principal explaining why "acknowledgement of Country" should be observed at the start of each school assembly.	**Geography** Choose a country which neighbours Australia. Research and record 10 interesting facts about the natural or human features of this country.	**Civics and Citizenship** Describe a situation that might arise at home or at school where a decision could be made by voting.	**PDH** Write a paragraph about a time that you overcame a tough challenge. Explain what helped you to complete the task and how you felt once you succeeded.	**PE** 20 high kicks 40 second plank Jog in place for 30 seconds	**PE** Be Mindful: What did you notice around you? Write down 5 things you see, 3 tings you hear and 1 thing you smell.

Monday

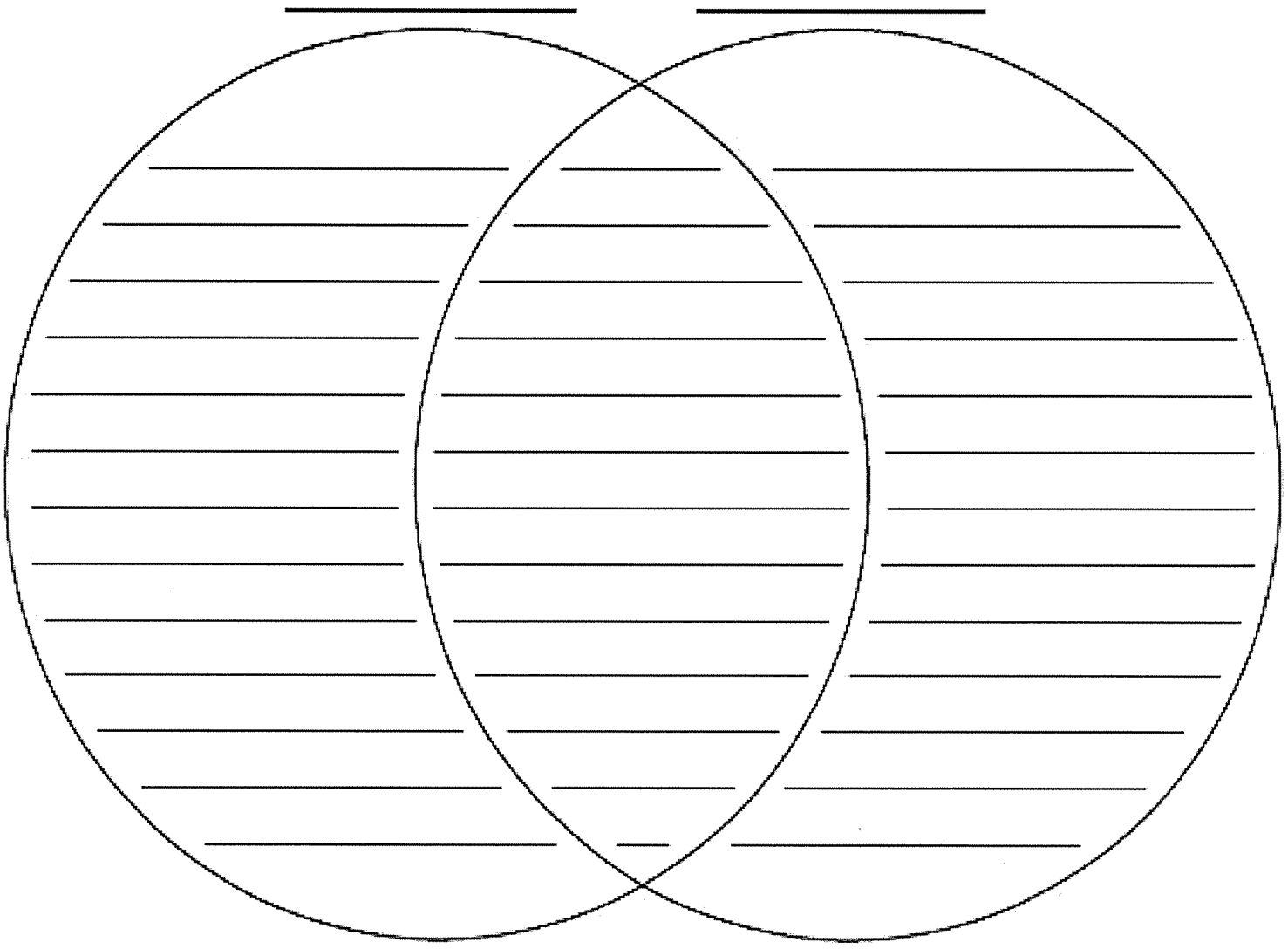
The World's Indigenous Peoples: What do you know ?

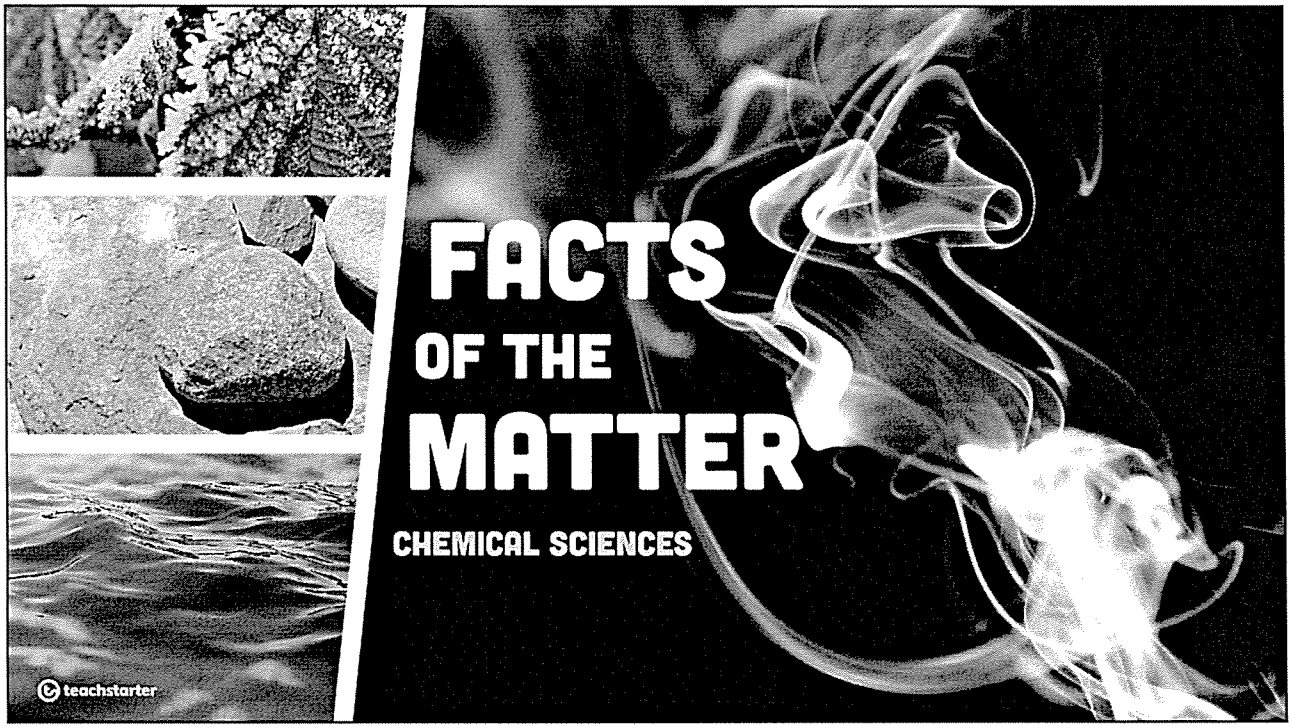
Choose two of the following Indigenous groups and write POINT FORM notes to show what you know about the TWO cultures into the Venn diagram below.

Your Venn diagram needs to have the **differences** between the two different cultures **on each side** and the **similarities** between the cultures **in the middle.**

Maori	**Inuit**	**Australian Indigenous**
Orang Asli	**Aztecs**	**American First Nation**
Egyptian	**Moken**	**The Sami people**

If you are unsure, please research the cultures above to get a better understanding of their lifestyles.





1

TEACHER SLIDE

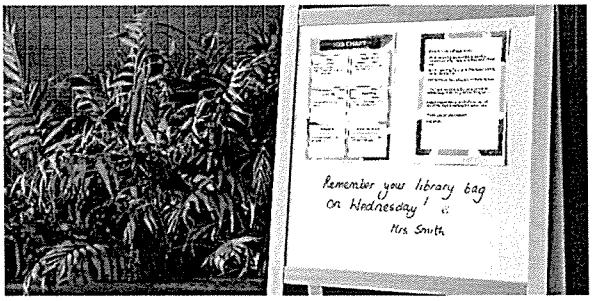
What's the Matter?

Everything around you is made from matter. The sun in the sky, the objects in your classroom and even people, all contain matter.

Matter is any physical substance that has **mass** and **volume**.

Mass is the amount of material in a substance or object

Volume is the amount of space occupied by a substance or object.



teachstarter

2

TEACHER SLIDE

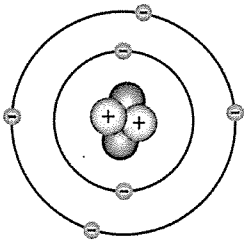
What's Matter Made From?

The basic building block of all matter is the **atom**.

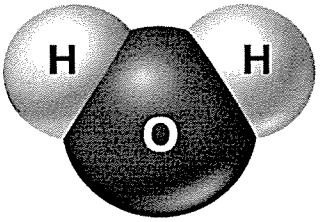
There are many types of atoms. An **element** is a substance made from one type of atom.

Atoms of different elements can combine to form new substances, or **compounds**. The bonded elements are called **molecules**.

For example, two hydrogen atoms can combine with an oxygen atom to form a compound that we call water.



ATOM



WATER MOLECULE

teachstarter

3

TEACHER SLIDE

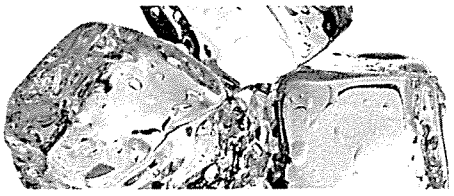
States of Matter

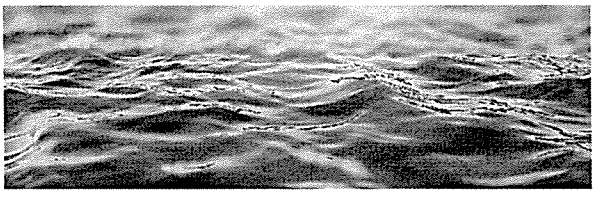
Matter exists in three main states:

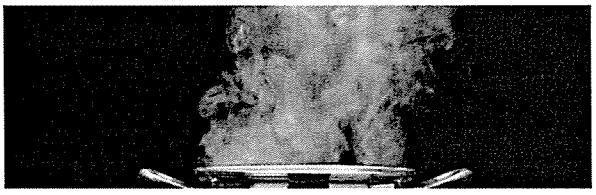
1. solid
2. liquid, or
3. gas.

The state of matter is determined by looking at the observable properties of the substance or object.

The observable properties that need to be considered are **shape**, **volume** and **mass**.







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4

Name _____ **Date** _____

What's the Matter?

Research the answers to the following questions. Record your responses on the lines provided.

1. What is matter?

2. Give three examples of something that contains matter.

3. Write a definition for volume.

4. What is an atom?

5. Describe what an element is. Give an example in your answer.

6. What is the difference between an atom and a molecule?

7. What are the three main states in which matter can exist?

8. What are the observable properties that help decide what state of matter a substance is in?

Wednesday

Lesson TWO INVENTED BY THE INDIGENOUS

Life jackets	For thousands of years, water-oriented traditional indigenous cultures, such as the **Inuit,** have used inflated sea mammal stomachs and bladders to make floating vests (**life jackets**).
Hockey	The **ancient Egyptians played** a game very similar to **hockey,** with a semicircle-shaped puck, made from fibre and leather, this was around 4,000 years ago.
Sheep shearing handpiece	The **shearing of sheep** began around 3500 B.C, by **the Crete** (ancient people of the Greek islands) it is one of the world's oldest industries.
Sun protection lotion	There are records of Egyptians, Ancient Greeks and Native Americans all using some form of sun protection, all 3 have used it used for thousands of years.
Snow shoes	**Snow shoes** came from central Asia about 6,000 years ago. It is believed that during a migration from Asia to North America, the tribes brought the **snowshoes** with them.
Chewing gum	**Mayans** were the first to chew **gum** 4000 years ago; they used a natural tree gum, they used it to stick objects together in everyday **use.** Forms of **chewing gum** were also **chewed** in **Ancient** Greece, 3000 years ago.
Popcorn	**The Aztecs** have been making **popcorn** for thousands of years. Fossil evidence from Peru suggests that corn was popped as early as 4700 BC.

Many everyday objects are now known to have been first created or invented by indigenous peoples.

Read the item chart above, then research the items using a Google search to see if they are publicly recognised as being invented by indigenous persons.

Write three items and the 'inventors' that you find on Google below.

1. _____

_____

2. _____

_____

3. _____

_____

Why do you think the inventions of these items may have been credited to someone else?

_____

_____

_____

_____

The Visual Elements of Art

Just as authors cleverly use language to communicate their ideas and 'hook' readers, artists rely on visual tools (or elements) to express thoughts or communicate their message.

The Visual Elements of Art are: line, colour, shape, texture, form, value and space. Artists consider these elements when creating artwork.

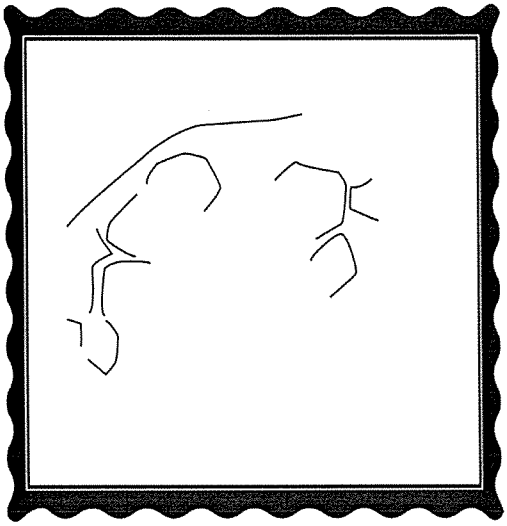
When we view art, understanding these elements allows us to appreciate the ideas or emotions the artist is communicating.

1

What is Line?

Line is a dot that keeps going.

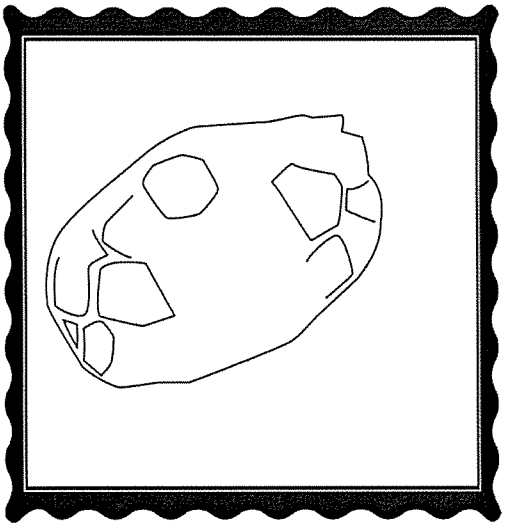
It is one of the most fundamental elements of art.



2

What is Line? (Cont.)

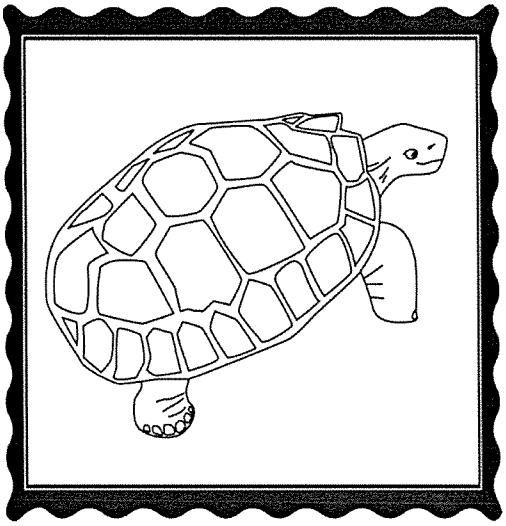
A line may connect with other lines to form shapes…



3

What is Line? (Cont.)

…which in turn are parts of a work of art.



4

Thursday

MOVING LINES

ACTIVITY INSTRUCTIONS

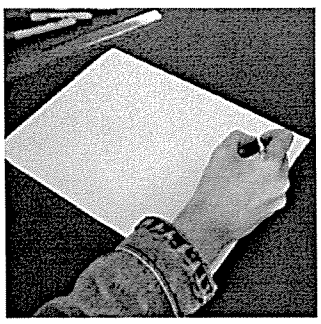
Task

Experiment with using line to create movement, in the style of Op Art. You may choose to work in black and white or in two contrasting colours.

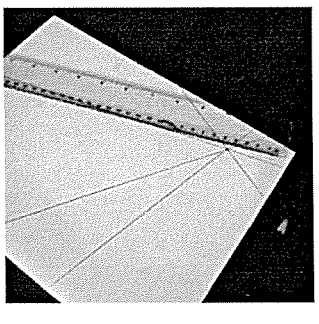
Materials

A lead pencil
White card
Ruler
2 contrasting coloured felt pens OR a black felt pen
Ideally, fine-tip felt pens in the same colour

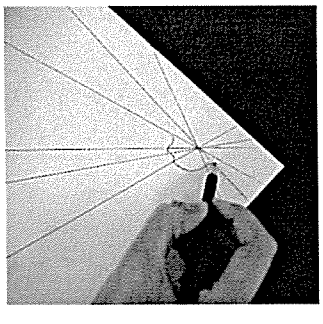
Procedure



1. Using your lead pencil, place a small, off-centre dot in the top (or bottom) third of the card.

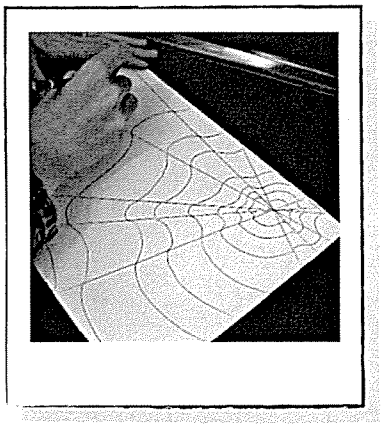


2. Using a ruler, draw 6 lines that start at the edge of the page and pass through the dot, so the lines all intersect. Each line should start and finish at an edge. These intersecting lines will create triangular sections. Try to place your lines so that the sections are different widths, i.e. they're not all equidistant.

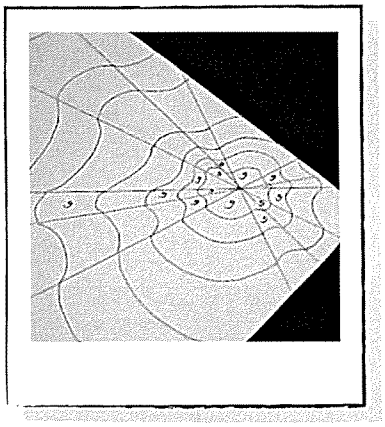


3. Start in one triangular section and draw a curved line across to the next section. Join this section to the next, but change the direction of the curve.

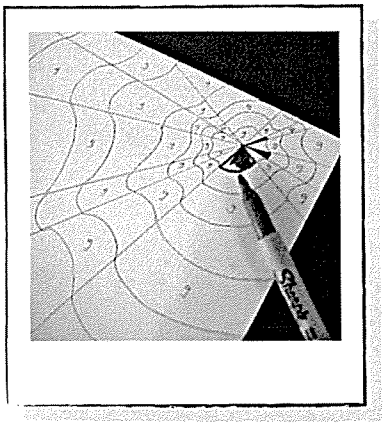
Procedure (cont.)



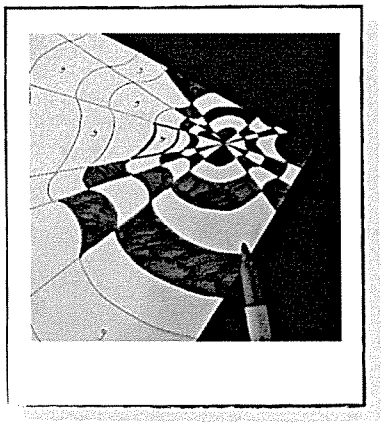
4. Continue creating concentric curved lines, alternating the direction of the curve for each section. Gradually widen the bands as you move away from the dot where the lines intersect.



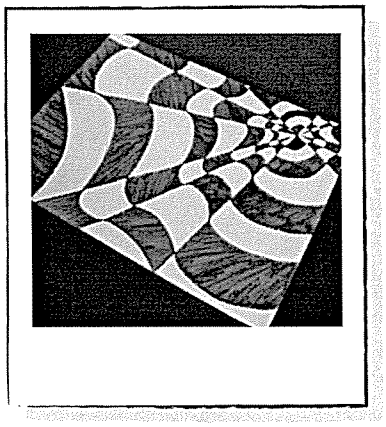
5. You will need to colour alternate segments until they resemble a chequerboard. To avoid mistakes, label each segment in pencil first, so you know which colour to use.



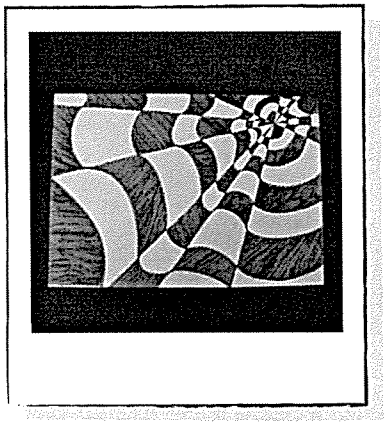
6. Start at the point where the lines intersect. Choose 1 colour and begin to fill in the alternating segments. Work your way around the design. It is best to use a fine-tipped pen at first, because the segments close to the dot are so small.



7. Gradually work your way out from the centre, shading the segments and using a thicker felt pen once the segments become larger.



8. If you are working in a single colour, or in black and white, leave the rest of the segments white. If you are using a second colour, fill the contrasting segments in the same way.



9. When you are finished, your artwork should confuse the eye and appear to move by itself.

What is Shape?

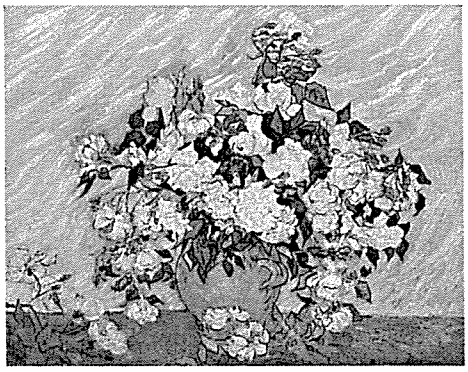
In visual art, the term 'shape' refers to a flat enclosed space with a boundary. In other words, a shape is two-dimensional; it has length and width.

1

Types of Shapes

Shapes can be described as 'geometric' or 'organic'.

Clown 1 by Juan Gris



Roses by Vincent van Gogh

2

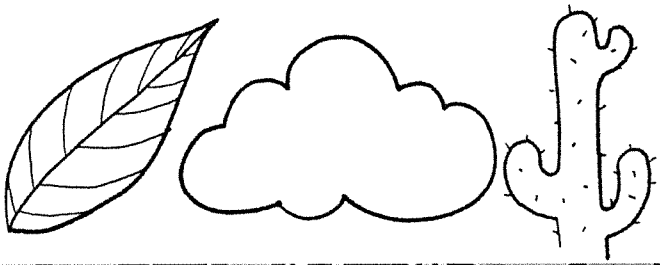
Geometric Shapes

Geometric shapes are easily recognisable shapes that can be named, e.g. circle, square, or rectangle. They are usually made up of angles, vertices and straight sides. Having said that, the circle is a geometric shape that does not have all of these features.

3

Organic Shapes

Organic shapes have a free, natural feeling. They are the shapes of things that change over time, such as a cloud or a leaf at different stages of growth. Organic shapes often contain curves and are unpredictable – just as the shapes of natural objects may be unpredictable, e.g. every apple has a slightly different shape.



4

Friday

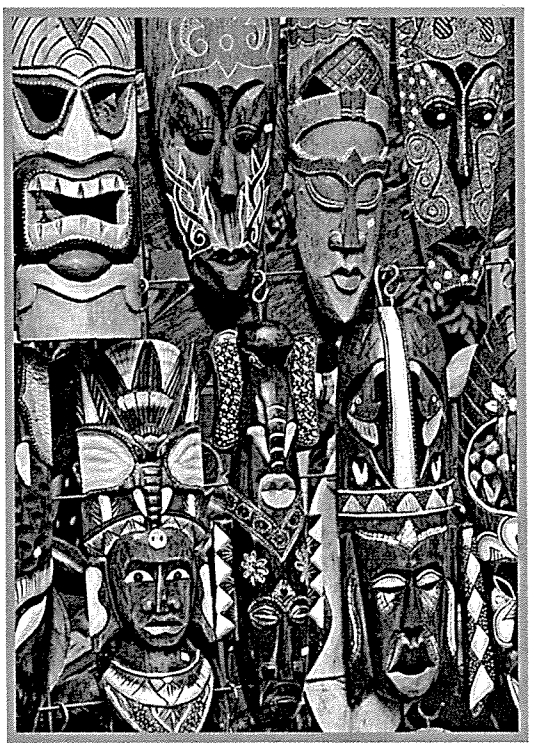
MASKED IN MYSTERY!

Task

Experiment with shape to create a mask.

Materials

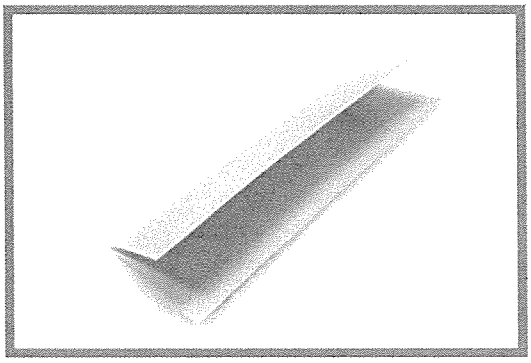
A piece of thick cardboard or poster board (approximately A3 size)
Lead pencil
Scissors
Paper in a variety of colours
Marker pens
Adhesive tape
Glue



Procedure

1. Look at images of African masks for inspiration.

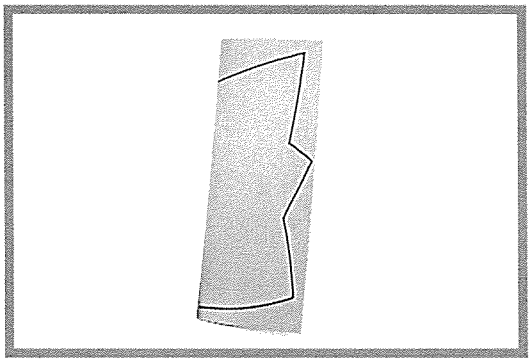
2. You will be creating a symmetrical mask. Fold your cardboard in half so it becomes A4 size. The middle of the cardboard (where the fold is) will be the middle of the face.



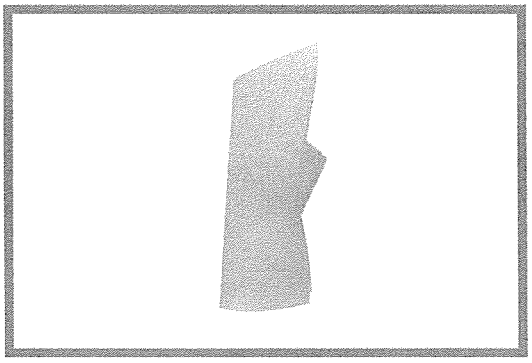
MASKED IN MYSTERY!

Procedure (cont.)

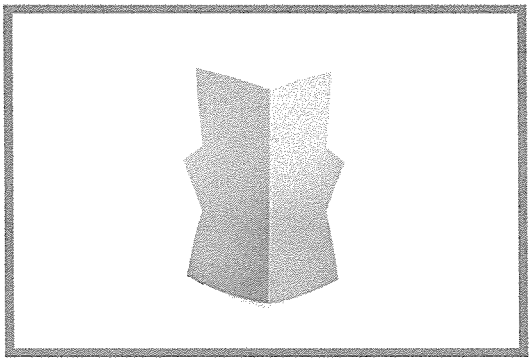
3. Draw a simple shape for one half of the face on the cardboard. Choose a curved face or a more angular one. This shape extends out from the centre fold, not from the open edge. Try to use as much of the page as possible.



4. Cut the shape, making sure your hand is on the fold as you do this.



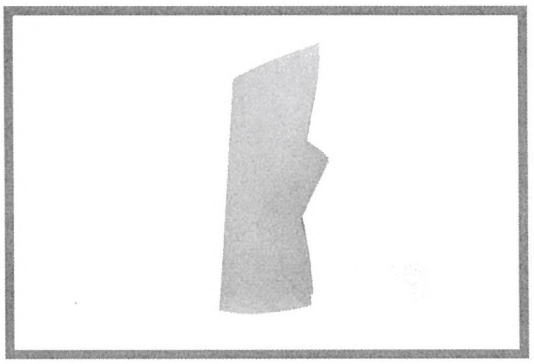
5. Unfold the cardboard to look at the face shape you have created. Which end is the chin? Which is the top of the head? Think about the shape of the eyes you will add. Will they be rounded or elliptical? The shapes you choose will affect the character you create.



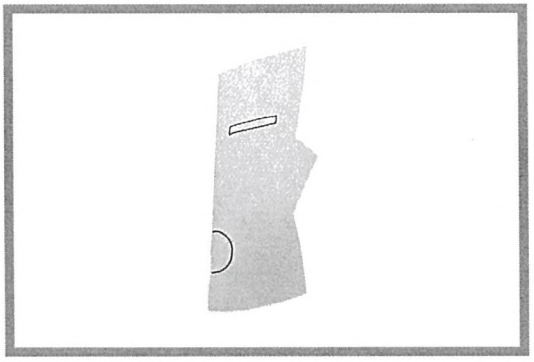
MASKED IN MYSTERY!

Procedure (cont.)

6. Fold the cardboard back again so that you can only see half of the face.

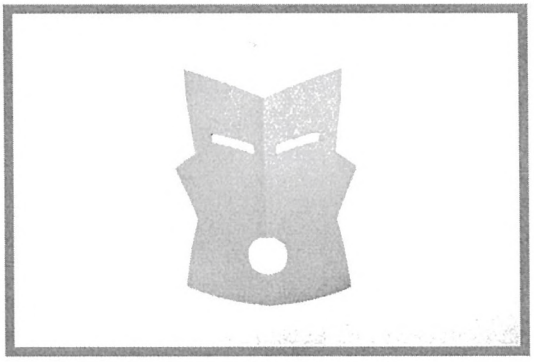


7. Draw an eye on your folded cardboard. Remember that if you place the eye close to the fold, the eyes of your mask will be close together. If you place the eye further away from the fold, the eyes will be wider apart.



8. Draw one side of a mouth on your folded cardboard. The mouth shape will be symmetrical.

9. Cut out the eyes and mouth.

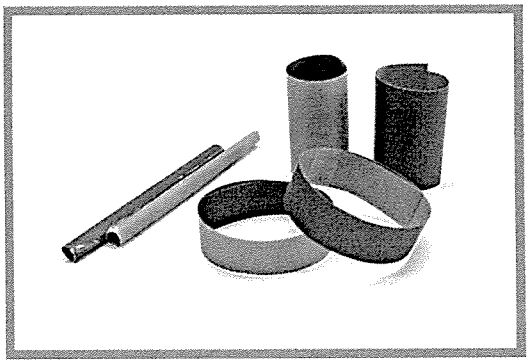


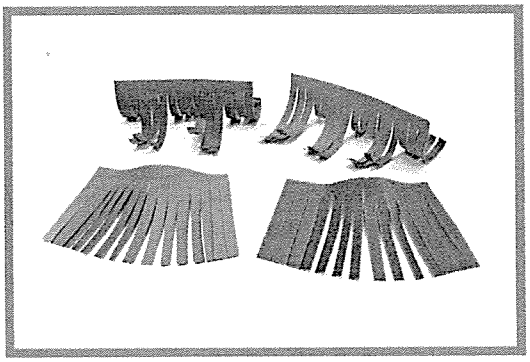
MASKED IN MYSTERY!

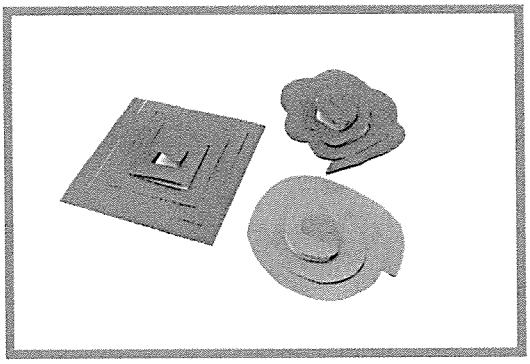
Procedure (cont.)

10. Now it is time to decorate your mask to give it even greater character! Experiment with ways to manipulate pieces of coloured paper to create wispy hair, eyebrows and other embellishments. Try:

- rolling paper into cylinders of various sizes
- fringing paper – either straight or curled around a pencil
- cutting stripes or other geometric shapes
- folding paper back and forth concertina-style
- tearing, scrunching or curling paper
- cutting paper in a spiral fashion.







MASKED IN MYSTERY!

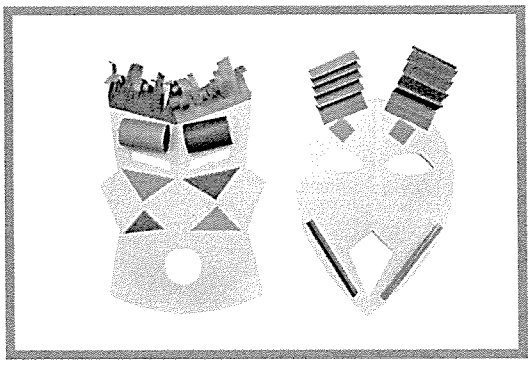
Procedure (cont.)

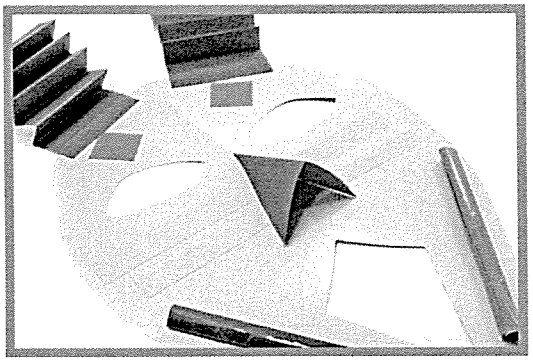
11. Attach your decorations with either adhesive tape or glue.

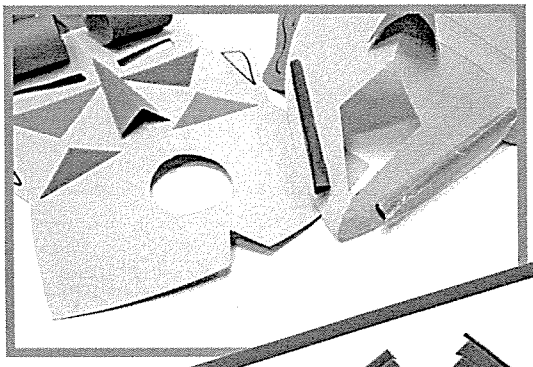
12. If you wish, a nose can be added by cutting a triangular-shaped piece of coloured paper and folding the centre to create a 3D effect.

13. Ears could also be attached and embellishment could be added with marker pens.

14. Cut out a small V-shape at the top and bottom of your mask. Overlap the cut out sections and stick them together to give a 3D feel to your mask.







Finished product