

# Werrington Public School – Learning From Home Plan

## Stage 3 (Term 3, Week 3)

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<b>English</b> <b>DEARS</b> – students complete 15-20 minutes of independent reading. <b>Writing</b> – refer to the Week 3 Writing Grid for today’s activities.	<b>English</b> <b>DEARS</b> – students complete 15-20 minutes of independent reading. <b>Writing</b> – refer to the Week 3 Writing Grid for today’s activities.	<b>English</b> <b>DEARS</b> – students complete 15-20 minutes of independent reading. <b>Writing</b> – refer to the Week 3 Writing Grid for today’s activities.	<b>English</b> <b>DEARS</b> – students complete 15-20 minutes of independent reading. <b>Writing</b> – refer to the Week 3 Writing Grid for today’s activities.	<b>English</b> <b>DEARS</b> – students complete 15-20 minutes of independent reading. <b>Writing</b> – refer to the Week 3 Writing Grid for today’s activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>Spelling</b> – refer to the Spelling Week 3 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 3.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>	<p><b>Spelling</b> – refer to the Spelling Week 3 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 3.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>	<p><b>Spelling</b> – refer to the Spelling Week 3 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 3.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>	<p><b>Spelling</b> – refer to the Spelling Week 3 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 3.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>	<p><b>Spelling</b> – refer to the Spelling Week 3 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 3.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Lesson: Converting Base-10 Fractions</b> – re-watch the math antics video “Converting Base-10 Fractions” (<a href="https://www.youtube.com/watch?v=jcV-ZgpRbM">https://www.youtube.com/watch?v=jcV-ZgpRbM</a>) and complete worksheets 3-5.</p>	<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Lesson: Converting Any Fraction</b> – watch the math antics video “Convert any fraction” (<a href="https://www.youtube.com/watch?v=Tceuvq9vjyc">https://www.youtube.com/watch?v=Tceuvq9vjyc</a>) and complete the exercises for the day.</p>	<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Lesson: Converting Any Fraction</b> – watch the math antics video “Convert any fraction” (<a href="https://www.youtube.com/watch?v=Tceuvq9vjyc">https://www.youtube.com/watch?v=Tceuvq9vjyc</a>) and complete worksheets 1&amp;2.</p>	<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Lesson: Converting Any Fraction</b> – watch the math antics video “Convert any fraction” (<a href="https://www.youtube.com/watch?v=Tceuvq9vjyc">https://www.youtube.com/watch?v=Tceuvq9vjyc</a>) and complete worksheets 3&amp;4.</p>	<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Lesson: Comparing Fractions</b> – watch the math antics video “Comparing fractions” (<a href="https://www.youtube.com/watch?v=KNdUJQqd4U">https://www.youtube.com/watch?v=KNdUJQqd4U</a>) and complete the exercises for the day.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Maths Grid</b> – select a task from the maths grid. <b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).	<b>Maths Grid</b> – select a task from the maths grid. <b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).	<b>Maths Grid</b> – select a task from the maths grid. <b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).	<b>Maths Grid</b> – select a task from the maths grid. <b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).	<b>Maths Grid</b> – select a task from the maths grid. <b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).
<b>Break</b>					
<b>Afternoon</b>	<b>BTN Newsbreak</b> <b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas. <b>Geography</b> – complete lesson 3 ‘Protecting the Indigenous’.	<b>BTN Newsbreak</b> <b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas. <b>Science</b> – read the slides and complete the worksheets for ‘States of Matter’.	<b>BTN Newsbreak</b> <b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas. <b>Creative Arts</b> – complete the ‘Plumping it up’ activity.	<b>BTN Newsbreak</b> <b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas. <b>Creative Arts</b> – read the slides ‘Shape and Form’ and complete the ‘Make Your Name Come Alive’ activity.	<b>BTN Classroom</b> <b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas. <b>Catch up</b> – use this time to finish off any work that you were unable to complete during the week.

## Term 3 Learning from Home Writing Grid

### Week 3 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
<b>Grammar:</b> Watch the video <a href="https://www.youtube.com/watch?v=Jl4n0jr8qX8">https://www.youtube.com/watch?v=Jl4n0jr8qX8</a> Complete the activity sheet 'Conjunctions' and check your work using the answer sheet.	<b>Grammar:</b> Now that you understand conjunctions, use this knowledge to complete the 'Sentence Structure' worksheet 'rearranging sentences'	<b>Grammar:</b> Complete the activity outlined on Worksheet 2 'Sentence Structure. Make sure you have used punctuation appropriately.	<b>Grammar: Abbreviations</b> Watch the video <a href="https://www.youtube.com/watch?v=WsYB2Y4CFVU">https://www.youtube.com/watch?v=WsYB2Y4CFVU</a> Complete the worksheet on abbreviations. Research any online that you are unsure of.	<b>Grammar:</b> Using the answer sheets provided for this week, mark your work and revise what you have learned.
<b>Writing: Alliteration</b> Watch the video <a href="https://www.youtube.com/watch?v=Udcxi0UEH-Q">https://www.youtube.com/watch?v=Udcxi0UEH-Q</a> Complete the worksheet 'Alliteration Poem'.	<b>Writing: Haiku Poetry</b> Watch the video <a href="https://www.youtube.com/watch?v=tb6RC0zB_-4">https://www.youtube.com/watch?v=tb6RC0zB_-4</a> Complete the worksheet 'Haiku'.	<b>Writing: Haiku Poetry</b> Complete your own Haiku poem using the worksheet 'More Haiku Practice'.	<b>Writing:</b> Choose one of the forms of poetry you have learned this week (either Haiku or Alliteration) and write another poem.	<b>Writing:</b> Publish your favourite poem for the week either on paper or the computer.
<b>Fast Finishers:</b> Draw a picture to match the poem you have written.	<b>Fast Finishers:</b> Research a famous poet. You might like to include the names of their poems, their inspiration, family life and any other notable facts. This should be no longer than 2 paragraphs.	<b>Fast Finishers:</b> Go to <a href="https://www.typingclub.com/">https://www.typingclub.com/</a> and go through some of the typing lessons.	<b>Fast Finishers:</b> Reflect on the types of poetry you have learned about over the past fortnight. Write one paragraph outlining your favourite one and why.	<b>Fast Finishers:</b> Go to <a href="https://www.typingclub.com/">https://www.typingclub.com/</a> and go through some of the typing lessons

Monday

# CONJUNCTIONS

Name: \_\_\_\_\_

Conjunctions are joining words, used to join sentences or phrases.

1

## WRITE DOWN 16 DIFFERENT CONJUNCTIONS THAT YOU KNOW

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  | 4. _____  |
| 5. _____  | 6. _____  | 7. _____  | 8. _____  |
| 9. _____  | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |

## UNDERLINE THE CONJUNCTIONS IN THE SENTENCES

1. We ran to the beach because we wanted to get to the water.
2. They trained the dog so that it would jump up.
3. Jess missed the dinner, even though she promised to be there.
4. No one has seen Terry since he left last week.
5. The excited players celebrated because they won the game.
6. The boy went to hospital after he was bitten by a snake.
7. Our streets will be flooded if it continues to rain.
8. We will lose if our best players don't race tomorrow.
9. I will not share my answers, unless you help me.
10. Barry cooked the bacon, while I made hot chocolate.

## ADD A CONJUNCTION INTO EACH SENTENCE

1. I fell over painfully \_\_\_\_\_ I grazed my knees.
2. The pretty girls were laughing \_\_\_\_\_ the joke was funny.
3. The car suddenly stopped \_\_\_\_\_ it ran out of fuel.
4. We went to the shops for milk \_\_\_\_\_ they didn't have any left.
5. He went to the birthday party \_\_\_\_\_ he wasn't invited.

Monday

Name \_\_\_\_\_

Date \_\_\_\_\_

# ALLITERATION POEM

Alliteration is when two or more words in a phrase begin with the same sound. In an alliteration poem, most of the words in each line begin with the same sound. You do not need to use the same sound for the whole poem, just for a single line, then you can use a new sound for the next line.

Here's an example:

*Beach*

*Gulls gliding gracefully*

*Waves whooshing*

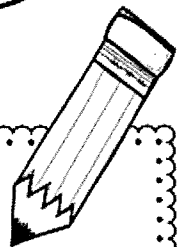
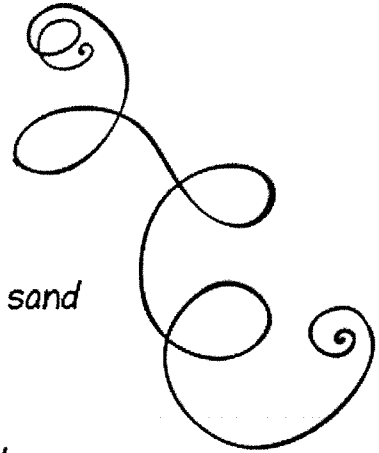
*Seaweed and seashells on the sand*

*Browned bodies on blankets*

*Kids constructing castles*

*That the waves will wash away*

*But for now, the beach is beautiful*



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\_\_\_\_\_

\_\_\_\_\_

# SENTENCE STRUCTURE

Tuesday

Name: \_\_\_\_\_

It is important that your sentences are structured correctly so that they make sense.

**RE-ARRANGE EACH SENTENCES BELOW SO THAT THEY MAKE SENSE.**

1. Henry goat tarantella scrubbed the and danced.

\_\_\_\_\_

2. Beard cleaned because kicked jack straw his in the it goat.

\_\_\_\_\_

3. Baby cow is a calf called.

\_\_\_\_\_

4. We because had the toilet paper to ted go to used all the shop.

\_\_\_\_\_

5. The on its legs crazy like dog it had was springs jumping.

\_\_\_\_\_

6. The ate shark because it had a too much stomach ache fish.

\_\_\_\_\_

7. No one were found could leave the jelly beans until.

\_\_\_\_\_

8. The old rain was dancing crazily in the man.

\_\_\_\_\_

9. The pink pretty bright girl has hair.

\_\_\_\_\_

10. Only bananas monkeys are to eat allowed the.

\_\_\_\_\_

Tuesday

Name \_\_\_\_\_

Date \_\_\_\_\_

# HAIKU

Haiku is a form of Japanese poetry. Haikus are three-lined, poems that follow a 5-7-5 syllable pattern. Haikus are often about nature. Haikus do not rhyme.

## Pattern:

- Line 1: five syllables
- Line 2: seven syllables
- Line 3: five syllables

## Example:

*Look at you, small snail  
There with your house on your back  
Forever alone*

Write a nature Haiku. Do this activity outside if you can. If you cannot go outside, look out a window or imagine a place in nature. Before you write a haiku, it can be helpful to make a list of things that you see and hear in nature.

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Now choose some things from your list to write about. Write two different haikus.

Tip: If your haikus are too long, try getting rid of words like "a," "an," and, "the."

5 syllables

\_\_\_\_\_

7 syllables

\_\_\_\_\_

5 syllables

\_\_\_\_\_

5 syllables

\_\_\_\_\_

7 syllables

\_\_\_\_\_

5 syllables

\_\_\_\_\_



# SENTENCE STRUCTURE

Wednesday

Name: \_\_\_\_\_

It is important that your sentences are structured correctly so that they make sense.

**CHOOSE FROM THE CONJUNCTIONS, ADJECTIVES AND ADVERBS BELOW TO MAKE EACH SENTENCE MORE DETAILED.**

but	beautiful	young	because,	so	new	if	delicious
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1. The \_\_\_\_\_ children were going out to play \_\_\_\_\_ it rained.
2. The girl bought \_\_\_\_\_ flowers for her friend \_\_\_\_\_ she was sick.
3. I wanted to go running \_\_\_\_\_ I put on my \_\_\_\_\_ runners.
4. He will only eat the \_\_\_\_\_ cake \_\_\_\_\_ it is chocolate flavour.

**WRITE 6 SENTENCES, EACH SENTENCE MUST HAVE A CONJUNCTION, AN ADVERB, AN ADJECTIVE, A VERB AND A NOUN.**

**SHADE THE CONJUNCTION RED, THE ADVERB GREEN, THE ADJECTIVE BLUE, THE VERB PURPLE AND THE NOUN YELLOW.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

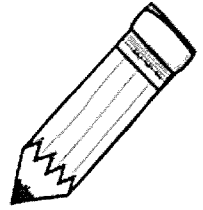
Wednesday

Name \_\_\_\_\_

Date \_\_\_\_\_

# MORE HAIKU PRACTICE

Write four more haikus. Remember to follow the 5-7-5 syllable pattern.  
Draw a simple sketch beside each of your haikus.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ABBREVIATIONS

Name: \_\_\_\_\_

Abbreviations are shorter versions or words that help make writing quicker.

**FIND THE ABBREVIATION FOR EACH OF THE WORDS BELOW.**

- |                      |                      |                      |
|----------------------|----------------------|----------------------|
| 1. Street _____      | 2. Captain _____     | 3. September _____   |
| 4. Meter _____       | 5. Doctor _____      | 6. Kilogram _____    |
| 7. Etcetera _____    | 8. New Zealand _____ | 9. Kilometre _____   |
| 10. South _____      | 11. February _____   | 12. North East _____ |
| 13. Millimetre _____ | 14. Road _____       | 15. Maximum _____    |

**UNDERLINE THE ABBREVIATED WORD IN THE SENTENCE AND WRITE THE FULL VERSION.**

1. My dad has an extremely important job in the FBI.

\_\_\_\_\_

2. When we entered the office we were greeted by the admin.

\_\_\_\_\_

3. The ICT staff are always available to solve our computer issues.

\_\_\_\_\_

4. They took the 4WD camping on the weekend.

\_\_\_\_\_

5. We all have a unique set of DNA that makes us special.

\_\_\_\_\_

6. The family won a holiday to visit the USA.

\_\_\_\_\_

7. The most popular subject at our school is S.O.S.E

\_\_\_\_\_

8. The invitation said to "BYO snacks and drinks".

\_\_\_\_\_

9. When I got sick, I had to have an MRI scan at the hospital.

\_\_\_\_\_

10. We stayed at a lovely B&B on our weekend away.

\_\_\_\_\_

# CONJUNCTIONS - ANSWERS

Conjunctions are joining words, used to join sentences or phrases.

## UNDERLINE THE CONJUNCTIONS IN THE SENTENCES

1. We ran to the beach because we wanted to get to the water.
2. They trained the dog so that it would jump up.
3. Jess missed the dinner, even though she promised to be there.
4. No one has seen Terry since he left last week.
5. The excited players celebrated because they won the game.
6. The boy went to hospital after he was bitten by a snake.
7. Our streets will be flooded if it continues to rain.
8. We will lose if our best players don't race tomorrow.
9. I will not share my answers, unless you help me.
10. Barry cooked the bacon, while I made hot chocolate.

## ADD A CONJUNCTION INTO EACH SENTENCE

1. I fell over painfully and I grazed my knees.
2. The pretty girls were laughing because the joke was funny.
3. The car suddenly stopped when/because it ran out of fuel.
4. We went to the shops for milk but they didn't have any left.
5. He went to the birthday party although/even though he wasn't invited.

# SENTENCE STRUCTURE - ANSWERS

It is important that your sentences are structured correctly so that they make sense.

## RE-ARRANGE EACH SENTENCES BELOW SO THAT THEY MAKE SENSE.

1. Henry goat tarantella scrubbed the and danced.  
Henry scrubbed the goat and danced the tarantella.
2. Beard cleaned because kicked jack straw his in the it goat.  
Jack cleaned his beard because the goat kicked straw in it.
3. Baby cow is a calf called.  
A baby cow is called a calf.
4. We because had the toilet paper to ted go to used all the shop.  
We had to go to the shop because Ted used all the toilet paper.
5. The on its legs crazy like dog it had was springs jumping.  
The crazy dog was jumping like it had springs on its legs.
6. The ate shark because it had a too much stomach ache fish.  
The shark had a stomach ache because it ate too much fish.
7. No one were found could leave the jelly beans until.  
No one could leave until the jelly beans were found.
8. The old rain was dancing crazily in the man.  
The old man was dancing crazily in the rain.
9. The pink pretty bright girl has hair.  
The pretty girl had bright pink hair.
10. Only bananas monkeys are to eat allowed the.  
Only monkeys are allowed to eat the bananas.

## CHOOSE FROM THE CONJUNCTIONS, ADJECTIVES AND ADVERBS BELOW TO MAKE EACH SENTENCE MORE DETAILED.

but	beautiful	young	because,	so	new	if	delicious
-----	-----------	-------	----------	----	-----	----	-----------

1. The young children were going out to play but it rained.
2. The girl bought beautiful flowers for her friend because she was sick.
3. I wanted to go running so I put on my new runners.
4. He will only eat the delicious cake if it is chocolate flavour.

# ABBREVIATIONS - ANSWERS

Abbreviations are shorter versions or words that help make writing quicker.

**FIND THE ABBREVIATION FOR EACH OF THE WORDS BELOW.**

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 1. Street St      | 2. Captain Cpt    | 3. September Sept |
| 4. Meter M        | 5. Doctor Dr      | 6. Kilogram Kg    |
| 7. Etcetera Etc   | 8. New Zealand NZ | 9. Kilometre Km   |
| 10. South Sth     | 11. February Feb  | 12. North East NE |
| 13. Millimetre Mm | 14. Road Rd       | 15. Maximum Max   |

**UNDERLINE THE ABBREVIATED WORD IN THE SENTENCE AND WRITE THE FULL VERSION.**

1. My dad has an extremely important job in the FBI.

**Federal Bureau of Investigation**

2. When we entered the office we were greeted by the admin.

**Administration.**

3. The ICT staff are always available to solve our computer issues.

**Information and communications Technology.**

4. They took the 4WD camping on the weekend.

**Four wheel Drive.**

5. We all have a unique set of DNA that makes us special.

**Deoxyribonucleic Acid.**

6. The family won a holiday to visit the USA.

**United States of America.**

7. The most popular subject at our school is S.O.S.E

**Study of Society and Environment.**

8. The invitation said to "BYO snacks and drinks".

**Bring Your Own.**

9. When I got sick, I had to have an MRI scan at the hospital.

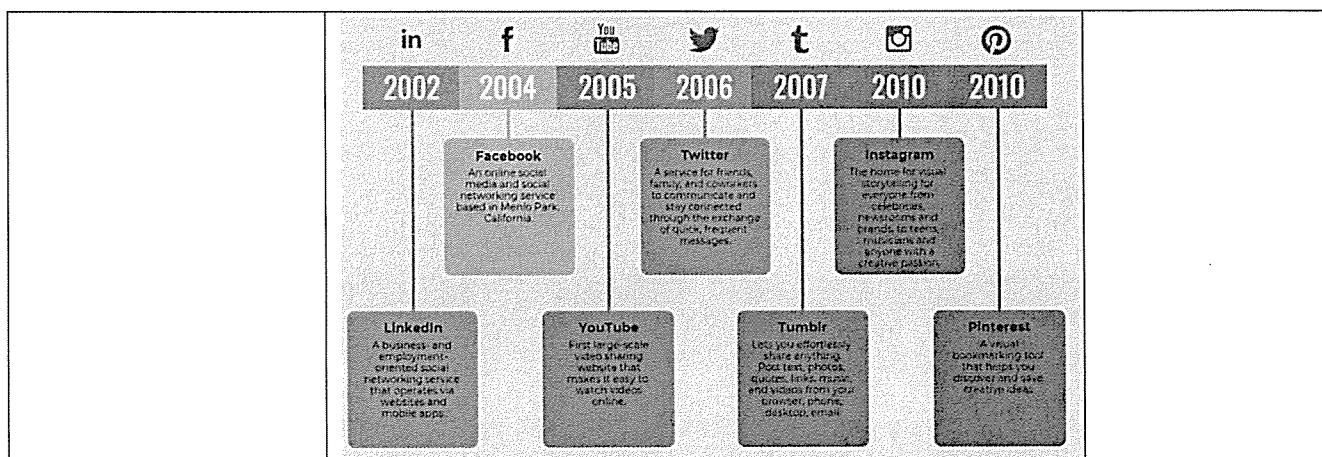
**Magnetic resonance imaging.**

10. We stayed at a lovely B&B on our weekend away.

**Bed and Breakfast.**

## Comprehension Week 3

<b>Lesson 1</b>  Healthy Body, Healthy Mind	<p>Read the 'Healthy Body, Healthy Mind' comprehension text, taking note of the most important points (you might like to highlight these if you have printed off the text, otherwise you can jot down some points).</p> <p>Open the 'Comprehension chatterbox' and complete at least 5 of the questions, relating it to the 'Healthy Body, Healthy Mind' text.</p>
<b>Lesson 2</b>  Word Meaning in Context	<p>Sometimes words mean different things in different contexts. For example, 'love' in tennis means zero, however, in another context, it relates to an emotion or feeling.</p> <p>Complete the 'Word Detectives' activity. Can you think of other words that mean different things in different contexts also? Make a list of these in a Google Doc.</p>
<b>Lesson 3</b>  The Olympic Games	<p>Read the text "The Olympic Games" and complete the associated questions.</p> <p>You are more than welcome to just type your answers into a Google Doc, as we understand it has not been possible to type your answers into the worksheet.</p>
<b>Lesson 4</b>  Crunch n' Sip	<p>Watch the video <a href="https://www.youtube.com/watch?v=OHhqF5P4hE0">https://www.youtube.com/watch?v=OHhqF5P4hE0</a> that talks about crunch n' sip.</p> <ol style="list-style-type: none"> <li>1. What is crunch n' sip?</li> <li>2. How was the Year 3/4 teacher implementing Crunch n' sip in her classroom?</li> <li>3. List some of the benefits of crunch n' sip for kids (this may not necessarily be in the video, think about healthy food choices and why they are important)</li> <li>4. What did Sam and Bree say were the benefits of crunch n' sip?</li> <li>5. How do you think Werrington Public School should implement crunch n' sip? For example, 5/6J earn points for each piece of fruit/vegetable that they bring in. When they reach a certain amount, they receive a whole class reward.</li> </ol>
<b>Lesson 5</b>	<p>Pick a chapter out of a novel that you have read all the way to the end. If you cannot think of one, consider a movie that you have seen all the way through. Think of the timeline of events, i.e. what happened first, second, third etc. Perhaps it is a novel such as Wonder that has months as the chapter names.</p> <p>Create a timeline of events, from the event that happened first, all the way to the end of the novel. Plot at least 10 events on the timeline. The below timeline is an example, it shows the evolution of social media over the years. Complete this on a sheet of paper and upload it, or in a Google Doc.</p>



## Spelling Week 3

<b>Monday</b>	<p>Look, cover write and check your Week 3 spelling words in the 'Monday' column of your spelling sheet.</p> <p><b>Dictionary Meanings</b></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>
<b>Tuesday</b>	<p>Look, cover write and check your Week 3 spelling words in the 'Tuesday' column of your spelling sheet.</p> <p><b>Word Detectives</b></p> <p>Complete the 'Word Detectives' activity from the Word Work grid.</p>
<b>Wednesday</b>	<p>Look, cover write and check your Week 3 spelling words in the 'Wednesday' column of your spelling sheet.</p> <p><b>Story Time</b></p> <p>Complete the 'Story Time' activity from the Word Work grid. Try and use as MANY of your spelling words as possible. Remember, some of the words this week are tricky, so make sure you have completed Monday's dictionary definitions before you complete this task.</p>



<b>Thursday</b>	<p>Look, cover write and check your Week 3 spelling words in the 'Thursday' column of your spelling sheet.</p> <p><b>Wacky Words</b></p> <p>Complete the 'Wacky Words' activity from the Word Work grid. Make sure you do this as colourful as possible and use ALL of your spelling words.</p>
<b>Friday</b>	<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><b>Practice writing the following dictation sentences:</b></p> <ol style="list-style-type: none"> <li>1. The man was able to be reasonable when trying to find an erasable whiteboard.</li> <li>2. The reliable woman made a sizeable donation to the charity of biodegradable plastics.</li> <li>3. A dependable child was knowledgeable in how to be charitable to others.</li> </ol>

### Stage 3 Weekly Spelling Sheet Term 3 Week 3

**Focus:** The graph 'l' making the sound "eh" like in table.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
able				
washable				
reliable				
lockable				
stretchable				
charitable				
Orange spelling words				
reasonable				
definable				
negotiable				
profitable				
desirable				
sizeable				
Green spelling words				
biodegradable				
erasable				
favourable				
dependable				
conceivable				
knowledgeable				

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word Work Grid

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

<b>Syllable Sort</b> 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: _____	<b>Odd One Out</b> 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: _____	<b>Wacky Words</b> 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: _____	<b>Word Detective</b> Write three clues about four of your spelling words. Ask someone to try to guess your spelling words using your clues. Date: _____	<b>Digging in the Dictionary</b> Use a dictionary to find the definition and write a sentence for each of your spelling words. Date: _____
<b>Rhyming Wheels</b> Think of as many words as you can that rhyme with your spelling words. Date: _____	<b>Alliteration</b> Write a sentence for each of your spelling words using as much alliteration as possible. Date: _____	<b>Sentence Smart</b> Write a sentence for each of your spelling words. Date: _____	<b>Story Time</b> Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date: _____	<b>Sort Them Out</b> Sort the words on your spelling list into three different categories of your choice. Date: _____
<b>Word Search</b> Create your own word search using all the words on your spelling list. Date: _____	<b>Handwriting Hero</b> Write out your spelling words in your very best cursive handwriting. Date: _____	<b>Letter Lingo</b> Write a letter to a friend. Use as many spelling words in your letter as you can. Date: _____	<b>Words Within Words</b> Make a list of as many smaller words you can find in the words on your spelling list. Date: _____	<b>Code Breaker</b> Use the code guide to make a code for each of your spelling words. Date: _____

Monday

**HEALTHY MIND,  
HEALTHY BODY**  
Find Your Sport

Are you going  
to come out  
and play a  
game with us?

I hate sports. I find  
them boring. Plus, I  
am never any good  
at sports!

Not all sports are for everyone,  
but that doesn't mean you can't  
find the right sport for you!

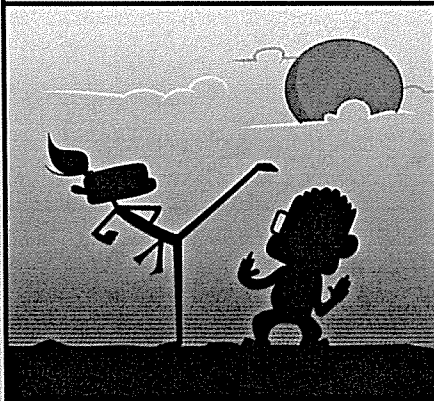
Sports are so  
competitive. It's  
too much pressure!

Not all sports are as  
competitive as rugby,  
hockey or basketball.  
Have you ever tried...

kayaking or  
paddleboarding?

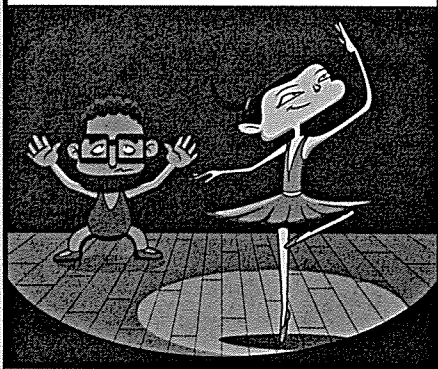
How about kung fu?

Kickball can be low-key,  
but it's great exercise!

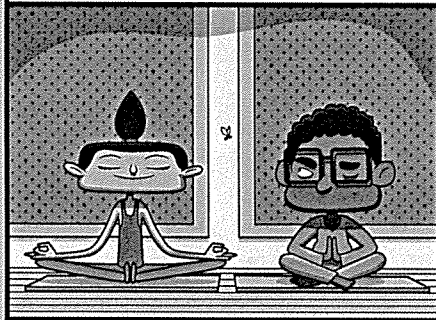




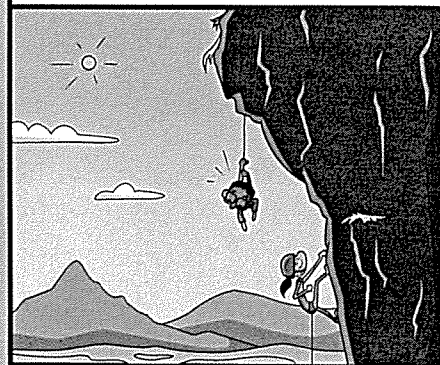
Ballet is surprisingly good for physical fitness.



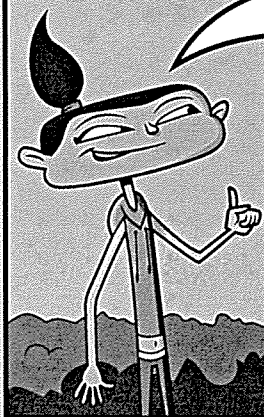
Mindful meditation and yoga can improve your balance and help you remain calm and focused.



Or what about trying rock-climbing or abseiling?



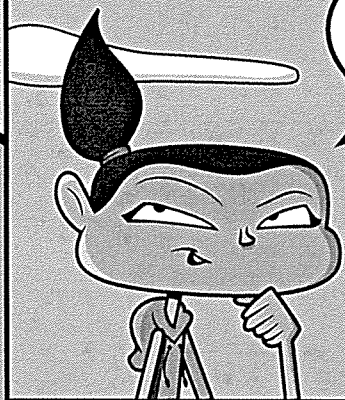
As important as it is to be healthy and active, it is equally important to do something you really enjoy. Try lots of different activities, because you never know what you might like.



Those activities sound really fun. I don't think I would feel as much pressure doing those things as when I play competitive games. What is your favourite sport?



Well, secretly I love to...



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Healthy Mind, Healthy Body: Find Your Sport

### Questions

1. What sorts of sports, games or activities do you like to do?

---

---

2. What do you think the boy in the story's reaction is to being exposed to different sports?

---

---

3. How would you describe the differences between the two main characters?

---

---

4. Why do you think the boy said he hated sports?

---

---

5. What sorts of activities do you think the boy would be into?

---

---

6. What sports or activities would you advise for the boy in the comic? Why?

---

---

7. Which one of these sports would you most like to do or try? Why?

---

---

8. What purpose did the author have for creating this comic?

---

---

# COMPREHENSION

# CHATTERBOX

## INSTRUCTIONS

### Aim

After reading a text, students use the comprehension chatterbox to apply a range of comprehension strategies and answer a set of questions about the text.

### Equipment

1 x Comprehension Chatterbox template

1 x scissors

1 x text

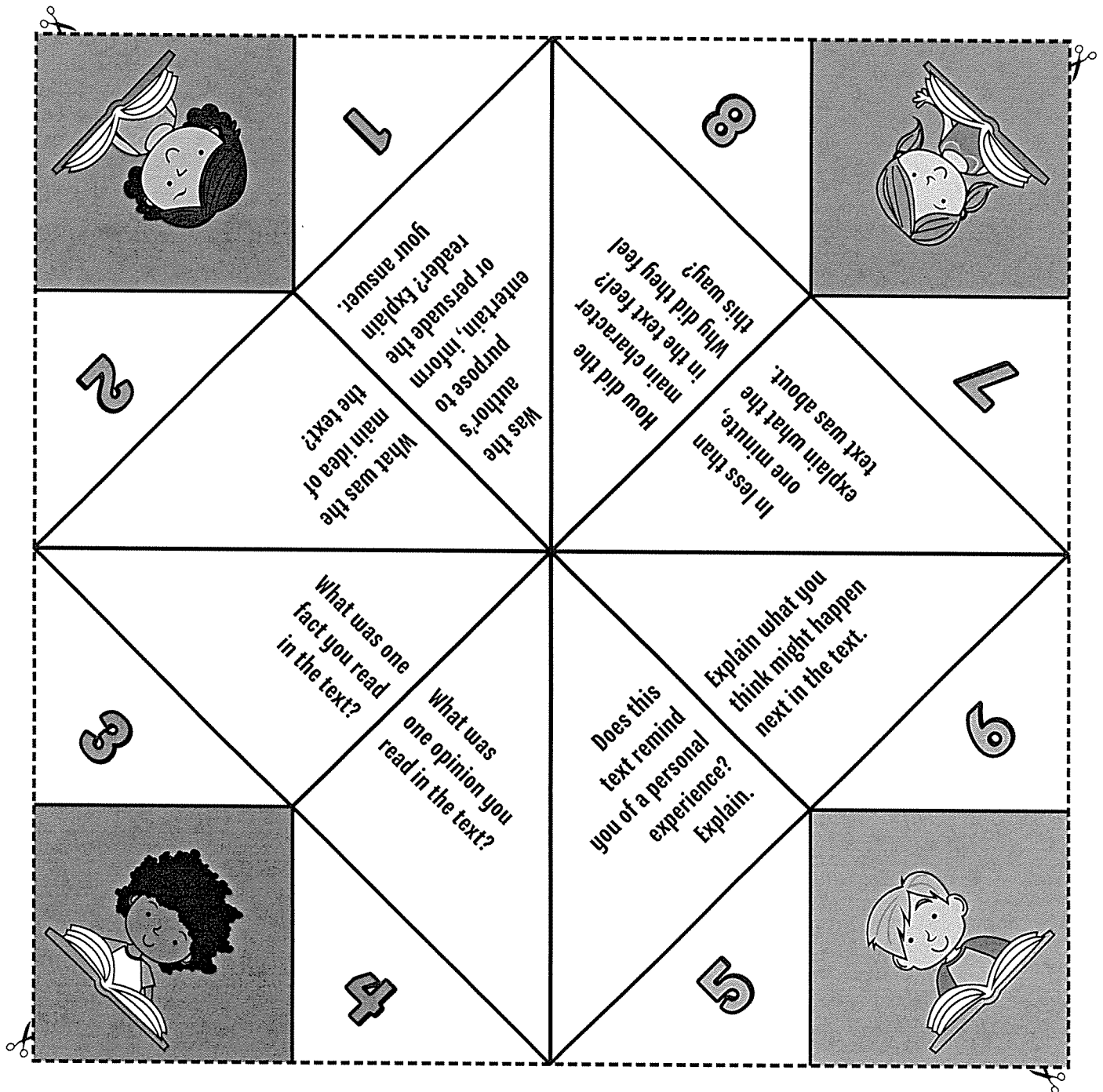
### Differentiation

Change the level of the text to suit the ability level of the group.

### How to use this resource

1. After reading a piece of text, place the students into pairs.
2. Provide each pair with a copy of the Comprehension Chatterbox template.
3. Ask the students to cut out the template then fold the piece of paper along the lines to create a chatterbox.
4. As a pair, one student places the chatterbox on their fingers whilst the other student uses the chatterbox to:
  - a. pick a colour
  - b. pick a number
  - c. answer a question.
5. Students continue the chatterbox activity until all questions have been answered. Encourage the students to switch roles so that each partner has a turn of answering the questions.





## QUESTIONS:

1. Was the author's purpose to entertain, inform or persuade the reader? Explain your answer.
2. What was the main idea of the text?
3. What was one fact you read in the text?
4. What was one opinion you read in the text?
5. Does this text remind you of a personal experience? Explain.
6. Explain what you think might happen next in the text.
7. In less than one minute, explain what the text was about.
8. How did the main character in the text feel? Why did they feel this way?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Word Detective

Write three clues about four of your spelling words. Cover the answers and ask someone to try to guess your spelling words using your clues.

**Word 1**

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_

**Word 2**

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_

**Word 3**

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_

**Word 4**

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_
- c) \_\_\_\_\_  
\_\_\_\_\_

**Answers**

Word 1: \_\_\_\_\_

Word 2: \_\_\_\_\_

Word 3: \_\_\_\_\_

Word 4: \_\_\_\_\_

Fold

Cut

**Answer Cover**

# THE OLYMPIC GAMES

## THE ANCIENT OLYMPICS

The first ancient Olympic Games took place in Greece nearly three thousand years ago in 776 BC. They were held in the religious sanctuary of Olympia, a rich land surrounded by olive trees.

Initially, the ancient Olympics were organised as part of a religious festival to honour the leader of the Greek gods, Zeus. He was the god of the sky and lived on Mount Olympus, the highest mountain in Greece.

In 392 AD, the Olympic Games were suspended until 1500 years later.

## The Modern Olympics

In 1896, Pierre de Coubertin, a French educator and historian, believed that coming together to play sports would encourage peace among the world's countries. He launched the first modern Olympic Games in Athens, Greece, in 1896.

Pierre also designed the Olympic rings. The five rings represent the five continents that originally participated in the Games.

The modern Olympics is the largest sporting event in the world. It is held every four years.

## EVENTS AND REWARDS

At the start of the ancient Olympics, only men who spoke Greek were allowed to participate. They ran short, straight 200 metre foot races that were wide enough for twenty men to run at once. This was to keep them fit for the intensity of war. Eventually, other individual events were added to the ancient Olympics. Team events were only introduced at the start of the modern Olympics.

During the ancient Olympics, there was only ever one winner who received a wreath of olives as a prize and a statue built in his honour. The olive leaves were taken from the sacred Olympia olive trees near the temple of the Greek god, Zeus.

Today, athletes are rewarded with a gold, silver or bronze medal for achieving a first, second or third place when competing in one of the sporting events.

## Participation of Women

During the ancient Olympics, women were not allowed to participate in the events and married women were not allowed to attend the Games. A separate event was created for women called Heraia, dedicated to the wife of Zeus.

Women are able to attend the modern Olympics and participate in a range of sporting events.

## THE OLYMPIC TORCH

As part of a modern Olympic tradition, an Olympic torch is lit in Olympia. The flame is then passed on from torch to torch until it reaches the location of the games.

During the opening ceremony, the flame from the torch is used to light a cauldron at the stadium of the host city to symbolise the start of the Games and peace between countries. The cauldron stays alight for the duration of the games.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Olympic Games

1. Why were the ancient Olympics initially organised?

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2. How and when did the modern Olympics begin?

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---

---

3. Why were athletes originally given olive wreaths as a reward?

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---

4. Why do you think women were not allowed to participate in the ancient Olympics?

---

---

---

---

5. Why is a flame lit at the modern Olympics? Where does the flame come from?

---

---

---

---

Monday

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Converting Thousandths to Decimals

CBF 3

Instructions: Write each fraction as a decimal number.

1  $\frac{8}{1,000} = 0.008$

2  $\frac{99}{1,000} =$  \_\_\_\_\_

3  $\frac{155}{1,000} =$  \_\_\_\_\_

4  $\frac{737}{1,000} =$  \_\_\_\_\_

5  $\frac{38}{1,000} =$  \_\_\_\_\_

6  $\frac{290}{1,000} =$  \_\_\_\_\_

7  $\frac{25}{1,000} =$  \_\_\_\_\_

8  $\frac{10}{1,000} =$  \_\_\_\_\_

9  $\frac{570}{1,000} =$  \_\_\_\_\_

10  $\frac{16}{1,000} =$  \_\_\_\_\_

11  $\frac{345}{1,000} =$  \_\_\_\_\_

12  $\frac{999}{1,000} =$  \_\_\_\_\_

13  $\frac{30}{1,000} =$  \_\_\_\_\_

14  $\frac{100}{1,000} =$  \_\_\_\_\_

15  $\frac{700}{1,000} =$  \_\_\_\_\_

16  $\frac{55}{1,000} =$  \_\_\_\_\_

17  $\frac{1}{1,000} =$  \_\_\_\_\_

18  $\frac{605}{1,000} =$  \_\_\_\_\_

19  $\frac{48}{1,000} =$  \_\_\_\_\_

20  $\frac{180}{1,000} =$  \_\_\_\_\_

Monday

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Converting Fractions to Decimals - Mixed Practice

CBF 4

**Instructions:** Write each fraction as a decimal number.

1  $\frac{47}{100} = 0.47$

2  $\frac{125}{1,000} =$  \_\_\_\_\_

3  $\frac{80}{1,000} =$  \_\_\_\_\_

4  $\frac{95}{100} =$  \_\_\_\_\_

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

6  $\frac{35}{100} =$  \_\_\_\_\_

7  $\frac{482}{1,000} =$  \_\_\_\_\_

8  $\frac{2}{10} =$  \_\_\_\_\_

9  $\frac{9}{10} =$  \_\_\_\_\_

10  $\frac{36}{1,000} =$  \_\_\_\_\_

11  $\frac{86}{100} =$  \_\_\_\_\_

12  $\frac{360}{1,000} =$  \_\_\_\_\_

13  $\frac{70}{1,000} =$  \_\_\_\_\_

14  $\frac{21}{100} =$  \_\_\_\_\_

15  $\frac{75}{100} =$  \_\_\_\_\_

16  $\frac{5}{1,000} =$  \_\_\_\_\_

17  $\frac{12}{100} =$  \_\_\_\_\_

18  $\frac{5}{10} =$  \_\_\_\_\_

19  $\frac{8}{10} =$  \_\_\_\_\_

20  $\frac{5}{100} =$  \_\_\_\_\_

21  $\frac{65}{100} =$  \_\_\_\_\_

22  $\frac{874}{1,000} =$  \_\_\_\_\_

23  $\frac{510}{1,000} =$  \_\_\_\_\_

24  $\frac{37}{100} =$  \_\_\_\_\_



## Converting Decimals to Fractions

CBF 5

**Instructions:** Convert these decimals into fractions.

**Examples**

$$0.7 = \frac{7}{10}$$

one place →  
one zero →

$$0.72 = \frac{72}{100}$$

two places →  
two zeros →

$$0.725 = \frac{725}{1000}$$

three places →  
three zeros →

1      $0.1 = \underline{\hspace{1cm}}$

2      $0.250 = \underline{\hspace{1cm}}$

3      $0.29 = \underline{\hspace{1cm}}$

4      $0.80 = \underline{\hspace{1cm}}$

5      $0.015 = \underline{\hspace{1cm}}$

6      $0.97 = \underline{\hspace{1cm}}$

7      $0.4 = \underline{\hspace{1cm}}$

8      $0.107 = \underline{\hspace{1cm}}$

9      $0.25 = \underline{\hspace{1cm}}$

10      $0.3 = \underline{\hspace{1cm}}$

11      $0.312 = \underline{\hspace{1cm}}$

12      $0.61 = \underline{\hspace{1cm}}$

13      $0.070 = \underline{\hspace{1cm}}$

14      $0.552 = \underline{\hspace{1cm}}$

15      $0.43 = \underline{\hspace{1cm}}$

16      $0.2 = \underline{\hspace{1cm}}$

17      $0.8 = \underline{\hspace{1cm}}$

18      $0.010 = \underline{\hspace{1cm}}$

19      $0.09 = \underline{\hspace{1cm}}$

20      $0.349 = \underline{\hspace{1cm}}$

## Converting Any Fraction

- 1** Convert the fraction into a decimal by dividing.

$$\frac{4}{5} = \underline{\hspace{2cm}}$$

- 2** Convert the fraction into a decimal by dividing.

$$\frac{1}{6} = \underline{\hspace{2cm}}$$

- 3** Convert the fraction into a decimal by dividing.

$$\frac{5}{12} = \underline{\hspace{2cm}}$$

- 4** Convert the fraction into a decimal by dividing.

$$\frac{8}{11} = \underline{\hspace{2cm}}$$

- 5** Convert the fraction into a decimal using a **calculator**.  
Round off to three decimal places.

$$\frac{22}{95} = \underline{\hspace{2cm}}$$



Wednesday

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Converting Any Fraction to a Decimal (by Dividing)

CAF 1

**Instructions:** Use 'decimal division' to convert these fractions into decimal values. These all have non-repeating digits. Be sure to show your work!

1  $\frac{2}{5} = \underline{0.4}$

2  $\frac{1}{4} = \underline{\hspace{2cm}}$

$$\begin{array}{r} 0.4 \\ 5 \overline{) 2.0} \\ \underline{- 2.0} \\ 0 \end{array}$$

3  $\frac{3}{4} = \underline{\hspace{2cm}}$

4  $\frac{3}{8} = \underline{\hspace{2cm}}$

5  $\frac{1}{8} = \underline{\hspace{2cm}}$

6  $\frac{5}{8} = \underline{\hspace{2cm}}$



## Repeating Decimals from Fractions

CAF 2

**Instructions:** Use 'decimal division' to convert these fractions into decimal values. These all have repeating digits. Be sure to show your work!

**Example**

$$\frac{1}{6} = 0.1\overline{6}$$

$$\begin{array}{r} 0.166 \\ 6 \overline{) 1.000} \\ \underline{- 6} \phantom{00} \\ 40 \phantom{0} \\ \underline{- 36} \phantom{0} \\ 40 \phantom{0} \\ \underline{- 36} \phantom{0} \\ 4 \phantom{0} \end{array}$$

same pattern in division  
means a repeating decimal

1  $\frac{1}{9} =$  \_\_\_\_\_

2  $\frac{5}{9} =$  \_\_\_\_\_

3  $\frac{5}{12} =$  \_\_\_\_\_

4  $\frac{3}{11} =$  \_\_\_\_\_

Thursday

## Long Repeating Decimals from Fractions

CAF 3

**Instructions:** Use 'decimal division' to convert these fractions into decimal values. These all have long decimal parts, so **round off to three decimal places**. Be sure to show your work!

Example

$$\frac{1}{7} = \underline{0.143}$$

$$\begin{array}{r} 0.1428 \\ 7 \overline{) 1.0000} \\ \underline{- 7} \phantom{00} \\ 30 \phantom{00} \\ \underline{- 28} \phantom{00} \\ 20 \phantom{00} \\ \underline{- 14} \phantom{00} \\ 60 \phantom{00} \\ \underline{56} \phantom{00} \end{array}$$

let's just stop here and round off our answer

1  $\frac{3}{7} =$  \_\_\_\_\_

2  $\frac{6}{7} =$  \_\_\_\_\_

3  $\frac{5}{13} =$  \_\_\_\_\_

4  $\frac{2}{17} =$  \_\_\_\_\_

## Converting with a Calculator

CAF 4

**Instructions:** The following fractions have been converted to decimals with a calculator. Round the answers off to **three** decimal places or use the repeat symbol to shorten the answer if you see a repeating pattern.

$$1 \quad \frac{2}{7} = 0.2857142... = \underline{0.286}$$

$$2 \quad \frac{7}{9} = 0.7777777... = \underline{0.\overline{7}}$$

$$3 \quad \frac{15}{21} = 0.7142857... = \underline{\hspace{2cm}}$$

$$4 \quad \frac{19}{33} = 0.5757575... = \underline{\hspace{2cm}}$$

$$5 \quad \frac{9}{14} = 0.6428571... = \underline{\hspace{2cm}}$$

$$6 \quad \frac{9}{23} = 0.3913043... = \underline{\hspace{2cm}}$$

$$7 \quad \frac{8}{11} = 0.7272727... = \underline{\hspace{2cm}}$$

$$8 \quad \frac{6}{19} = 0.3157894... = \underline{\hspace{2cm}}$$

$$9 \quad \frac{7}{22} = 0.3181818... = \underline{\hspace{2cm}}$$

$$10 \quad \frac{11}{12} = 0.9166666... = \underline{\hspace{2cm}}$$

**Instructions:** Use a calculator to convert these fractions to decimals. Round off to **three** decimal places or use the repeat symbol if you see a repeating pattern.

$$1 \quad \frac{4}{7} = \underline{0.571}$$

$$2 \quad \frac{12}{17} = \underline{\hspace{2cm}}$$

$$3 \quad \frac{12}{13} = \underline{\hspace{2cm}}$$

$$4 \quad \frac{15}{22} = \underline{\hspace{2cm}}$$

$$5 \quad \frac{10}{11} = \underline{\hspace{2cm}}$$

$$6 \quad \frac{3}{13} = \underline{\hspace{2cm}}$$

$$7 \quad \frac{16}{31} = \underline{\hspace{2cm}}$$

$$8 \quad \frac{4}{3} = \underline{\hspace{2cm}}$$

Friday

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Comparing Fractions

**1** Compare these fractions:

$$\frac{7}{16} \bigcirc \frac{9}{16}$$

**2** Compare these fractions:

$$\frac{3}{20} \bigcirc \frac{2}{20}$$

**3** Compare these fractions:

$$\frac{5}{6} \bigcirc \frac{7}{8}$$

**4** Compare these fractions:

$$\frac{3}{4} \bigcirc \frac{9}{12}$$

**5** Compare these fractions:

$$\frac{8}{11} \bigcirc \frac{3}{5}$$

**6** Compare these fractions:

$$\frac{4}{10} \bigcirc \frac{5}{12}$$

**7** Compare these fractions:

$$\frac{8}{23} \bigcirc \frac{5}{17}$$



**8** Compare these fractions:

$$\frac{5}{16} \bigcirc \frac{20}{64}$$



**9** Convert to decimals to compare:

$$\frac{2}{17} \bigcirc \frac{3}{19}$$

\_\_\_\_\_



**10** Convert to decimals to compare:

$$\frac{7}{32} \bigcirc \frac{5}{29}$$

\_\_\_\_\_



### 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

<p><b>Number</b></p> <p>Show all the pairs of factors for the numbers 36, 32 and 24.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>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.</p>	<p><b>Multiplication &amp; Division</b></p> <p>Write 5 real-life word problems involving 1-digit by 2-digit multiplication. Use a written strategy to solve each problem. Show your working.</p>	<p><b>Measurement</b></p> <p>Research and record the length of 10 different minibeasts, making sure there are decimals in your measurements. Order the minibeasts from smallest to largest.</p>	<p><b>Statistics &amp; Probability</b></p> <p>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</p>	<p><b>Geometry</b></p> <p>Draw a grid reference system for your bedroom. Use this grid to describe the location of 3 items in your room.</p>
<p><b>Number</b></p> <p>Draw a visual representation of all the different arrays for the number 48. Write a number sentence to accompany each array.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Write as many addition and subtraction number sentences as you can using these fractions: <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{4}{4}</math>. You do not need to use every fraction in each sum.</p>	<p><b>Multiplication &amp; Division</b></p> <p>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.</p>	<p><b>Measurement</b></p> <p>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.</p>	<p><b>Statistics &amp; Probability</b></p> <p>Write down each of the colours in a small box of Smarties. Use fractions to show the possibility of choosing each colour.</p>	<p><b>Geometry</b></p> <p>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.</p>
<p><b>Number</b></p> <p>During a weekly grocery shop, estimate the cost of all the items in your trolley. Check your estimate at the checkout.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Write 5 real-life word problems involve fractions with the same denominator. Answer each problem and show your working.</p>	<p><b>Multiplication &amp; Division</b></p> <p>Calculate the GST component of your family's weekly grocery shop.</p>	<p><b>Measurement</b></p> <p>Measure and record the mass of each person in your family. Order the family members from lightest to heaviest.</p>	<p><b>Statistics &amp; Probability</b></p> <p>Observe and record the type and number of cars that drive past your home during a half hour period.</p>	<p><b>Geometry</b></p> <p>Choose a two-dimensional shape. Draw a translation, a reflection and a rotation of this shape</p>
<p><b>Number</b></p> <p>Draw a number line between 0 and 1. Place the following fractions on your number line: <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>. Under the number line, draw each fraction.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>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.</p>	<p><b>Multiplication &amp; Division</b></p> <p>Create a number pattern involving decimals that increases and another that decreases. Describe the rule for each pattern.</p>	<p><b>Measurement</b></p> <p>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.</p>	<p><b>Statistics &amp; Probability</b></p> <p>Use a weekend weather forecast to determine the type of activities you could do as a family.</p>	<p><b>Geometry</b></p> <p>Find 10 angles from around your home and draw them. Measure each angle with a protractor and label the angle.</p>

## Converting Thousandths to Decimals

CBF 3

Instructions: Write each fraction as a decimal number.

$$1 \quad \frac{8}{1,000} = \underline{0.008}$$

$$2 \quad \frac{99}{1,000} = \underline{0.099}$$

$$3 \quad \frac{155}{1,000} = \underline{0.155}$$

$$4 \quad \frac{737}{1,000} = \underline{0.737}$$

$$5 \quad \frac{38}{1,000} = \underline{0.038}$$

$$6 \quad \frac{290}{1,000} = \underline{0.290}$$

$$7 \quad \frac{25}{1,000} = \underline{0.025}$$

$$8 \quad \frac{10}{1,000} = \underline{0.010}$$

$$9 \quad \frac{570}{1,000} = \underline{0.570}$$

$$10 \quad \frac{16}{1,000} = \underline{0.016}$$

$$11 \quad \frac{345}{1,000} = \underline{0.345}$$

$$12 \quad \frac{999}{1,000} = \underline{0.999}$$

$$13 \quad \frac{30}{1,000} = \underline{0.030}$$

$$14 \quad \frac{100}{1,000} = \underline{0.100}$$

$$15 \quad \frac{700}{1,000} = \underline{0.700}$$

$$16 \quad \frac{55}{1,000} = \underline{0.055}$$

$$17 \quad \frac{1}{1,000} = \underline{0.001}$$

$$18 \quad \frac{605}{1,000} = \underline{0.605}$$

$$19 \quad \frac{48}{1,000} = \underline{0.048}$$

$$20 \quad \frac{180}{1,000} = \underline{0.180}$$



## Converting Fractions to Decimals - Mixed Practice

CBF 4

**Instructions:** Write each fraction as a decimal number.

1  $\frac{47}{100} = \underline{0.47}$

2  $\frac{125}{1,000} = \underline{0.125}$

3  $\frac{80}{1,000} = \underline{0.080}$

4  $\frac{95}{100} = \underline{0.95}$

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

6  $\frac{35}{100} = \underline{0.35}$

7  $\frac{482}{1,000} = \underline{0.482}$

8  $\frac{2}{10} = \underline{0.2}$

9  $\frac{9}{10} = \underline{0.9}$

10  $\frac{36}{1,000} = \underline{0.036}$

11  $\frac{86}{100} = \underline{0.86}$

12  $\frac{360}{1,000} = \underline{0.360}$

13  $\frac{70}{1,000} = \underline{0.070}$

14  $\frac{21}{100} = \underline{0.21}$

15  $\frac{75}{100} = \underline{0.75}$

16  $\frac{5}{1,000} = \underline{0.005}$

17  $\frac{12}{100} = \underline{0.12}$

18  $\frac{5}{10} = \underline{0.5}$

19  $\frac{8}{10} = \underline{0.8}$

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

21  $\frac{65}{100} = \underline{0.65}$

22  $\frac{874}{1,000} = \underline{0.874}$

23  $\frac{510}{1,000} = \underline{0.510}$

24  $\frac{37}{100} = \underline{0.37}$

## Converting Decimals to Fractions

CBF 5

**Instructions:** Convert these decimals into fractions.

**Examples**

one place  $\nearrow$   $0.7 = \frac{7}{10}$   
one zero  $\nearrow$

two places  $\nearrow$   $0.72 = \frac{72}{100}$   
two zeros  $\nearrow$

three places  $\nearrow$   $0.725 = \frac{725}{1000}$   
three zeros  $\nearrow$

**1**  $0.1 = \frac{1}{10}$

**2**  $0.250 = \frac{250}{1000}$

**3**  $0.29 = \frac{29}{100}$

**4**  $0.80 = \frac{80}{100}$

**5**  $0.015 = \frac{15}{1000}$

**6**  $0.97 = \frac{97}{100}$

**7**  $0.4 = \frac{4}{10}$

**8**  $0.107 = \frac{107}{1000}$

**9**  $0.25 = \frac{25}{100}$

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

**11**  $0.312 = \frac{312}{1000}$

**12**  $0.61 = \frac{61}{100}$

**13**  $0.070 = \frac{70}{1000}$

**14**  $0.552 = \frac{552}{1000}$

**15**  $0.43 = \frac{43}{100}$

**16**  $0.2 = \frac{2}{10}$

**17**  $0.8 = \frac{8}{10}$

**18**  $0.010 = \frac{10}{1000}$

**19**  $0.09 = \frac{9}{100}$

**20**  $0.349 = \frac{349}{1000}$



## Converting Any Fraction

- 1** Convert the fraction into a decimal by dividing.

$$\frac{4}{5} = \underline{0.8}$$

$$\begin{array}{r} 0.8 \\ 5 \overline{)4.0} \\ \underline{-40} \\ 0 \end{array}$$

- 2** Convert the fraction into a decimal by dividing.

$$\frac{1}{6} = \underline{0.1\overline{6}}$$

$$\begin{array}{r} 0.16\overline{6} \\ 6 \overline{)1.000} \\ \underline{-6} \\ 40 \\ \underline{-36} \\ 40 \\ \underline{-36} \\ 4 \end{array}$$

- 3** Convert the fraction into a decimal by dividing.

$$\frac{5}{12} = \underline{0.41\overline{6}}$$

$$\begin{array}{r} 0.416\overline{6} \\ 12 \overline{)5.0000} \\ \underline{-48} \\ 20 \\ \underline{-12} \\ 80 \\ \underline{-72} \\ 80 \\ \underline{-72} \\ 8 \end{array}$$

- 4** Convert the fraction into a decimal by dividing.

$$\frac{8}{11} = \underline{0.7\overline{2}}$$

$$\begin{array}{r} 0.727\overline{2} \\ 11 \overline{)8.0000} \\ \underline{-77} \\ 30 \\ \underline{-22} \\ 80 \\ \underline{-77} \\ 30 \\ \underline{-22} \\ 8 \end{array}$$

- 5** Convert the fraction into a decimal using a **calculator**. Round off to three decimal places.

$$\frac{22}{95} = \underline{0.232}$$



## Converting Any Fraction to a Decimal (by Dividing)

CAF 1

**Instructions:** Use 'decimal division' to convert these fractions into decimal values. These all have non-repeating digits. Be sure to show your work!

1  $\frac{2}{5} = \underline{0.4}$

$$\begin{array}{r} 0.4 \\ 5 \overline{) 2.0} \\ \underline{- 20} \\ 0 \end{array}$$

2  $\frac{1}{4} = \underline{0.25}$

$$\begin{array}{r} 0.25 \\ 4 \overline{) 1.00} \\ \underline{- 8} \\ 20 \\ \underline{- 20} \\ 0 \end{array}$$

3  $\frac{3}{4} = \underline{0.75}$

$$\begin{array}{r} 0.75 \\ 4 \overline{) 3.00} \\ \underline{- 28} \\ 20 \\ \underline{- 20} \\ 0 \end{array}$$

4  $\frac{3}{8} = \underline{0.375}$

$$\begin{array}{r} 0.375 \\ 8 \overline{) 3.000} \\ \underline{- 24} \\ 60 \\ \underline{- 56} \\ 40 \\ \underline{- 40} \\ 0 \end{array}$$

5  $\frac{1}{8} = \underline{0.125}$

$$\begin{array}{r} 0.125 \\ 8 \overline{) 1.000} \\ \underline{- 8} \\ 20 \\ \underline{- 16} \\ 40 \\ \underline{- 40} \\ 0 \end{array}$$

6  $\frac{5}{8} = \underline{0.625}$

$$\begin{array}{r} 0.625 \\ 8 \overline{) 5.000} \\ \underline{- 48} \\ 20 \\ \underline{- 16} \\ 40 \\ \underline{- 40} \\ 0 \end{array}$$

## Repeating Decimals from Fractions

CAF 2

**Instructions:** Use 'decimal division' to convert these fractions into decimal values. These all have repeating digits. Be sure to show your work!

**Example**

$$\frac{1}{6} = 0.1\overline{6}$$

$$\begin{array}{r} 0.166 \\ 6 \overline{) 1.000} \\ \underline{- 6} \phantom{00} \\ 40 \phantom{0} \\ \underline{- 36} \phantom{0} \\ 40 \phantom{0} \\ \underline{- 36} \phantom{0} \\ 4 \phantom{0} \end{array}$$

same pattern in division  
means a repeating decimal

**1**  $\frac{1}{9} = 0.1\overline{1}$

$$\begin{array}{r} 0.11 \\ 9 \overline{) 1.00} \\ \underline{- 9} \phantom{00} \\ 10 \phantom{0} \\ \underline{- 9} \phantom{0} \\ 1 \phantom{0} \end{array}$$

**2**  $\frac{5}{9} = 0.5\overline{5}$

$$\begin{array}{r} 0.55 \\ 9 \overline{) 5.00} \\ \underline{- 45} \phantom{00} \\ 50 \phantom{0} \\ \underline{- 45} \phantom{0} \\ 5 \phantom{0} \end{array}$$

**3**  $\frac{5}{12} = 0.41\overline{6}$

$$\begin{array}{r} 0.4166 \\ 12 \overline{) 5.0000} \\ \underline{- 48} \phantom{0000} \\ 20 \phantom{000} \\ \underline{- 12} \phantom{000} \\ 80 \phantom{00} \\ \underline{- 72} \phantom{00} \\ 80 \phantom{0} \\ \underline{- 72} \phantom{0} \\ 8 \phantom{0} \end{array}$$

**4**  $\frac{3}{11} = 0.27\overline{27}$

$$\begin{array}{r} 0.2727 \\ 11 \overline{) 3.0000} \\ \underline{- 22} \phantom{0000} \\ 80 \phantom{000} \\ \underline{- 77} \phantom{000} \\ 30 \phantom{00} \\ \underline{- 22} \phantom{00} \\ 80 \phantom{0} \\ \underline{- 77} \phantom{0} \\ 3 \phantom{0} \end{array}$$

## Long Repeating Decimals from Fractions

CAF 3

**Instructions:** Use 'decimal division' to convert these fractions into decimal values. These all have long decimal parts, so **round off** to **three** decimal places. Be sure to show your work!

**Example**

$$\frac{1}{7} = \underline{0.143}$$

$$\begin{array}{r} 0.1428 \\ 7 \overline{) 1.0000} \\ \underline{- 7} \phantom{000} \\ 30 \phantom{00} \\ \underline{- 28} \phantom{00} \\ 20 \phantom{00} \\ \underline{- 14} \phantom{00} \\ 60 \phantom{00} \\ \underline{- 56} \phantom{00} \end{array}$$

let's just stop here and round off our answer

**1**  $\frac{3}{7} = \underline{0.429}$

$$\begin{array}{r} 0.4285 \\ 7 \overline{) 3.0000} \\ \underline{- 28} \phantom{000} \\ 20 \phantom{00} \\ \underline{- 14} \phantom{00} \\ 60 \phantom{00} \\ \underline{- 56} \phantom{00} \\ 40 \phantom{00} \\ \underline{- 35} \phantom{00} \\ 5 \phantom{00} \end{array}$$

**2**  $\frac{6}{7} = \underline{0.857}$

$$\begin{array}{r} 0.8571 \\ 7 \overline{) 6.0000} \\ \underline{- 56} \phantom{000} \\ 40 \phantom{00} \\ \underline{- 35} \phantom{00} \\ 50 \phantom{00} \\ \underline{- 49} \phantom{00} \\ 10 \phantom{00} \\ \underline{- 7} \phantom{00} \\ 3 \phantom{00} \end{array}$$

**3**  $\frac{5}{13} = \underline{0.385}$

$$\begin{array}{r} 0.3846 \\ 13 \overline{) 5.0000} \\ \underline{- 39} \phantom{000} \\ 110 \phantom{00} \\ \underline{- 104} \phantom{00} \\ 60 \phantom{00} \\ \underline{- 52} \phantom{00} \\ 80 \phantom{00} \\ \underline{- 78} \phantom{00} \\ 2 \phantom{00} \end{array}$$

**4**  $\frac{2}{17} = \underline{0.118}$

$$\begin{array}{r} 0.1176 \\ 17 \overline{) 2.0000} \\ \underline{- 17} \phantom{000} \\ 30 \phantom{00} \\ \underline{- 17} \phantom{00} \\ 130 \phantom{00} \\ \underline{- 119} \phantom{00} \\ 110 \phantom{00} \\ \underline{- 102} \phantom{00} \\ 8 \phantom{00} \end{array}$$

## Converting with a Calculator

CAF 4

**Instructions:** The following fractions have been converted to decimals with a calculator. Round the answers off to **three** decimal places or use the repeat symbol to shorten the answer if you see a repeating pattern.

1  $\frac{2}{7} = 0.2857142... = \underline{0.286}$

2  $\frac{7}{9} = 0.7777777... = \underline{0.\overline{7}}$

3  $\frac{15}{21} = 0.7142857... = \underline{0.714}$

4  $\frac{19}{33} = 0.5757575... = \underline{0.\overline{57}}$

5  $\frac{9}{14} = 0.6428571... = \underline{0.643}$

6  $\frac{9}{23} = 0.3913043... = \underline{0.391}$

7  $\frac{8}{11} = 0.7272727... = \underline{0.\overline{72}}$

8  $\frac{6}{19} = 0.3157894... = \underline{0.316}$

9  $\frac{7}{22} = 0.3181818... = \underline{0.3\overline{18}}$

10  $\frac{11}{12} = 0.9166666... = \underline{0.9\overline{16}}$

**Instructions:** Use a calculator to convert these fractions to decimals. Round off to **three** decimal places or use the repeat symbol if you see a repeating pattern.

1  $\frac{4}{7} = \underline{0.571}$

2  $\frac{12}{17} = \underline{0.706}$

3  $\frac{12}{13} = \underline{0.923}$

4  $\frac{15}{22} = \underline{0.6\overline{81}}$

5  $\frac{10}{11} = \underline{0.\overline{90}}$

6  $\frac{3}{13} = \underline{0.231}$

7  $\frac{16}{31} = \underline{0.516}$

8  $\frac{4}{3} = \underline{1.\overline{3}}$

## Comparing Fractions

**1** Compare these fractions:

$$\frac{7}{16} < \frac{9}{16}$$

**2** Compare these fractions:

$$\frac{3}{20} > \frac{2}{20}$$

**3** Compare these fractions:

$$\frac{40}{5} < \frac{42}{8}$$

**4** Compare these fractions:

$$\frac{36}{3} = \frac{36}{12}$$

**5** Compare these fractions:

$$\frac{40}{8} > \frac{33}{5}$$

**6** Compare these fractions:

$$\frac{48}{4} < \frac{50}{12}$$

**7** Compare these fractions:

$$\frac{136}{8} > \frac{115}{17}$$



**8** Compare these fractions:

$$\frac{320}{5} = \frac{320}{64}$$



**9** Convert to decimals to compare:

$$\frac{2}{17} < \frac{3}{19}$$

$$0.118 \quad 0.158$$



**10** Convert to decimals to compare:

$$\frac{7}{32} > \frac{5}{29}$$

$$0.219 \quad 0.172$$



## Lesson THREE PROTECTING THE INDIGENOUS



The 4 countries that didn't sign the Declaration of the Rights of Indigenous Peoples were:

Canada, USA,  
New Zealand & Australia.

Year	United Nations Declarations
1971	The Declaration of the Indian ocean as a peace zone.
1981	The Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief.
1996	Prohibit all forms of human cloning, as it is incompatible with human dignity, and does not ensure the protection of human life.
2005	International co-operation in the exploration of outer space.
2007	The Declaration on the Rights of Indigenous Peoples.

### Many declarations have been signed within The United Nations.

Read the declaration chart above, then research the declarations that match the dates below to see what the importance of each declaration was.

Write a SUMMARY of what you find about the declarations below.

1971. \_\_\_\_\_

\_\_\_\_\_

1981. \_\_\_\_\_

\_\_\_\_\_

2007. \_\_\_\_\_

\_\_\_\_\_

Why do you think Australia didn't sign the Declaration on the rights of Indigenous peoples?

\_\_\_\_\_

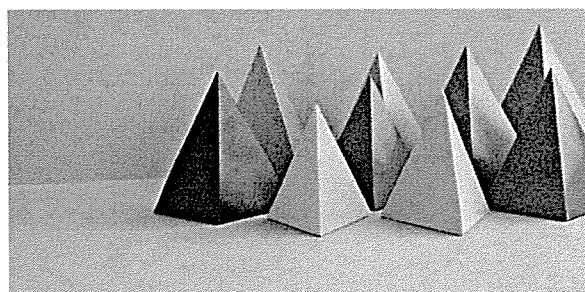
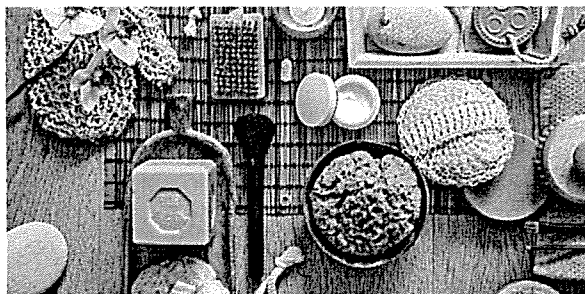


TEACHER SLIDE

## Solids

Solids have the following observable properties:

- **shape is constant** - it does not change unless a significant force acts on it
- **volume is constant** – the space it takes up remains the same
- **mass is constant** – the amount of matter in the substance or object does not change.



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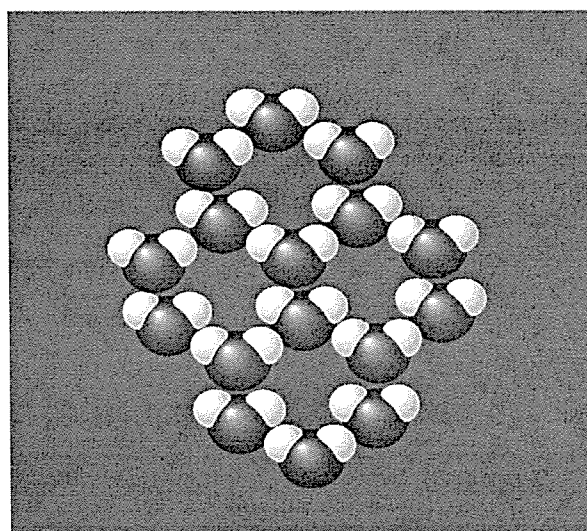
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TEACHER SLIDE

## Solids at the Atomic Level

The atoms or molecules of a solid are tightly packed together. They can vibrate, but they are otherwise unable to move.

This is why their shape, volume and mass remain constant.



## Solid

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2

# States of Matter

## Looking at the World

Matter makes up all substances in the physical universe. Substances can exist in three states of matter: solid, liquid, or gas. The state of a substance can be changed by changing its temperature. Turning a liquid into a solid is called *freezing*. So, if a liquid is put in a freezer, will that always make it a solid? Let's investigate!

## Aim

To investigate whether lowering the temperature of a liquid will change its state of matter.

## Scientist's Note

For the best results, take your time completing this experiment.

## Method

1. Complete the **Test Design** and **Hypothesis** section of the experiment worksheet.
2. Pour  $\frac{1}{2}$  a cup of water into a container/beaker/glass. Use the marker pen to record the water level on the outside of the container. Do the same for the milk and the sunflower oil.
3. Place the liquids into the freezer. For the best results, leave them there for as long as possible, e.g. the length of a school day, or overnight.
4. Observe the state of matter of the liquids after the allotted time. Record the observations in the **Results** section.
5. Check the level of the substance against the mark on the container. Record this observation in the **Results** section as well.

## Equipment

3 x clear containers/beakers/glasses  
 $\frac{1}{2}$  cup measuring cup  
 $\frac{1}{2}$  cup of water  
 $\frac{1}{2}$  cup of milk  
 $\frac{1}{2}$  cup of sunflower oil  
Marker pen  
Freezer

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## States of Matter – Worksheet

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

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

### Hypothesis:

1. Complete the statement below by circling the option you predict will be correct.

*Substances that are liquids at room temperature will*

**become solid**

**stay liquid**

**become a gas**

*when their temperature is lowered after being placed in a freezer.*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

2. Predict the state of matter for each substance by completing the table below.

Substance	State of matter after lowering temperature (circle one option)		
water	solid	liquid	gas
milk	solid	liquid	gas
sunflower oil	solid	liquid	gas

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

Substance	State of matter after lowering temperature (circle one option)	Level of liquid after lowering temperature (circle one option)
water	solid      liquid      gas	higher    same    lower
milk	solid      liquid      gas	higher    same    lower
sunflower oil	solid      liquid      gas	higher    same    lower



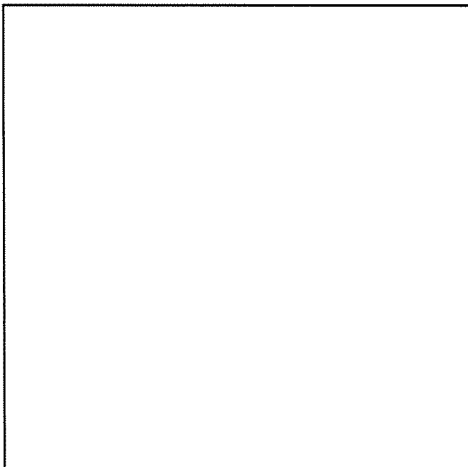
Name: \_\_\_\_\_

Date: \_\_\_\_\_

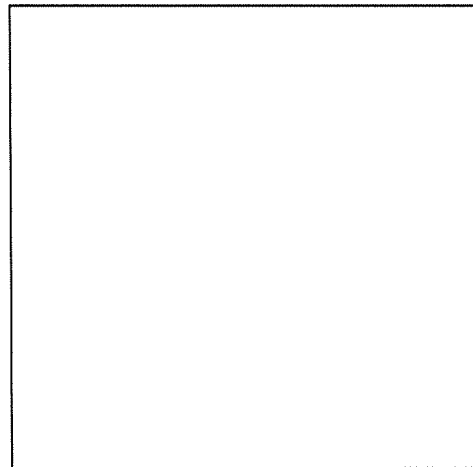
**Discussion:** Answer the following questions to help explain your results.

1. Choose a substance that changed from a liquid to a solid. Draw a diagram of that substance's atoms/molecules in both states.

Substance: \_\_\_\_\_



**Liquid**



**Solid**

2. Explain how changing the temperature changed the arrangement of the substance's atoms/molecules.

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3. List any substances for which a change in level was observed.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

4. Suggest a reason why the substance level changed. If no changes were observed, suggest a reason why lowering the temperature would not affect the level of a substance.

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5. If you had doubts about whether the substance was a liquid or a solid, how could you test it to find out?

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**Conclusion:** Write a summary that states the relationship between lowering the temperature and changing a substance's state of matter. Include a rewritten hypothesis that reflects the actual results, any concerns or inaccuracies that might have affected those results, and any new questions arising from the experiment.

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Wednesday

## PLUMPING IT UP

### Task

Experiment with using line to give form to an object in a drawing.

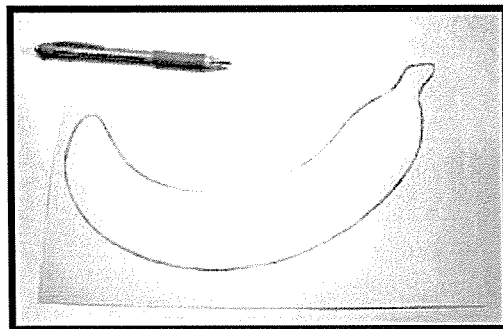
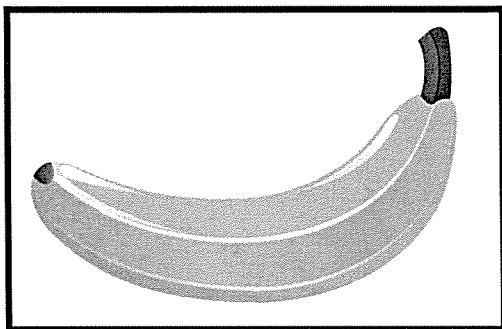
### Materials

A lead pencil

White card

Coloured felt-tip pens

### Procedure



1. Think of an object with a simple rounded shape that you can confidently draw a basic line drawing of, e.g. a piece of fruit, a balloon, a stylised cat or a turtle.

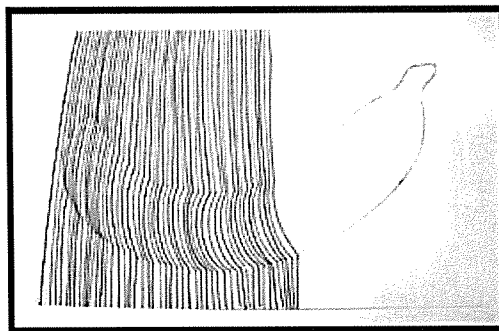
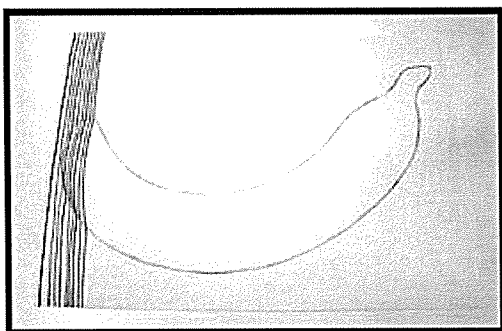
2. Using your lead pencil, lightly draw the shape of your chosen object on the card. You should make it big enough to take up most of the page.



## PLUMPING IT UP

### Procedure (cont.)

3. You are going to imagine this object is beneath a striped blanket and learn how to use parallel lines to create the illusion of a rounded 3D form.



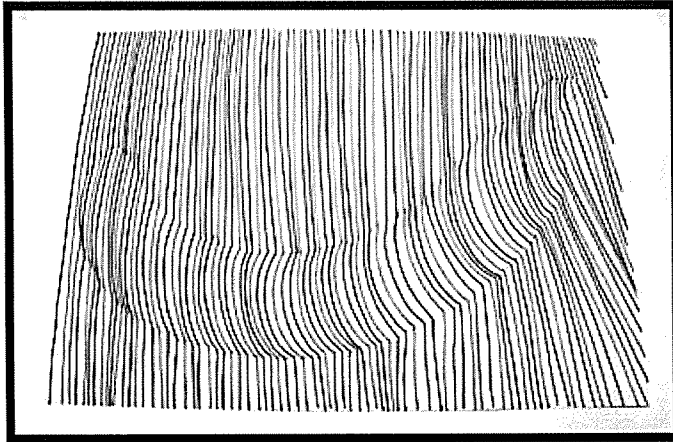
4. Starting in a corner of the card, use a felt-tip pen to draw a line parallel with the card's edge. When you reach the object you drew earlier, draw a bump (i.e. curve the line) to create a 3D look. Straighten the line again and continue it past the object to the other edge. (Tip: vertical lines are easier to keep straight and parallel.)

5. Choose a different coloured felt-tip pen and draw a second parallel line, once again drawing a bump when you meet the object you drew earlier. Make sure your curved line always stays parallel with the previous line. Continue drawing the parallel line until you reach the edge of the page.

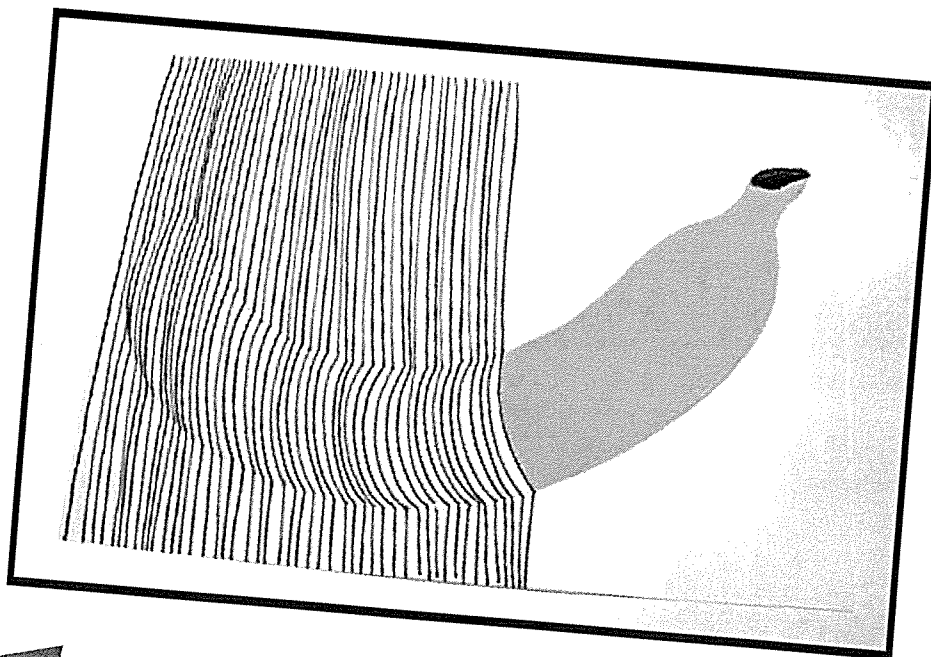
## PLUMPING IT UP

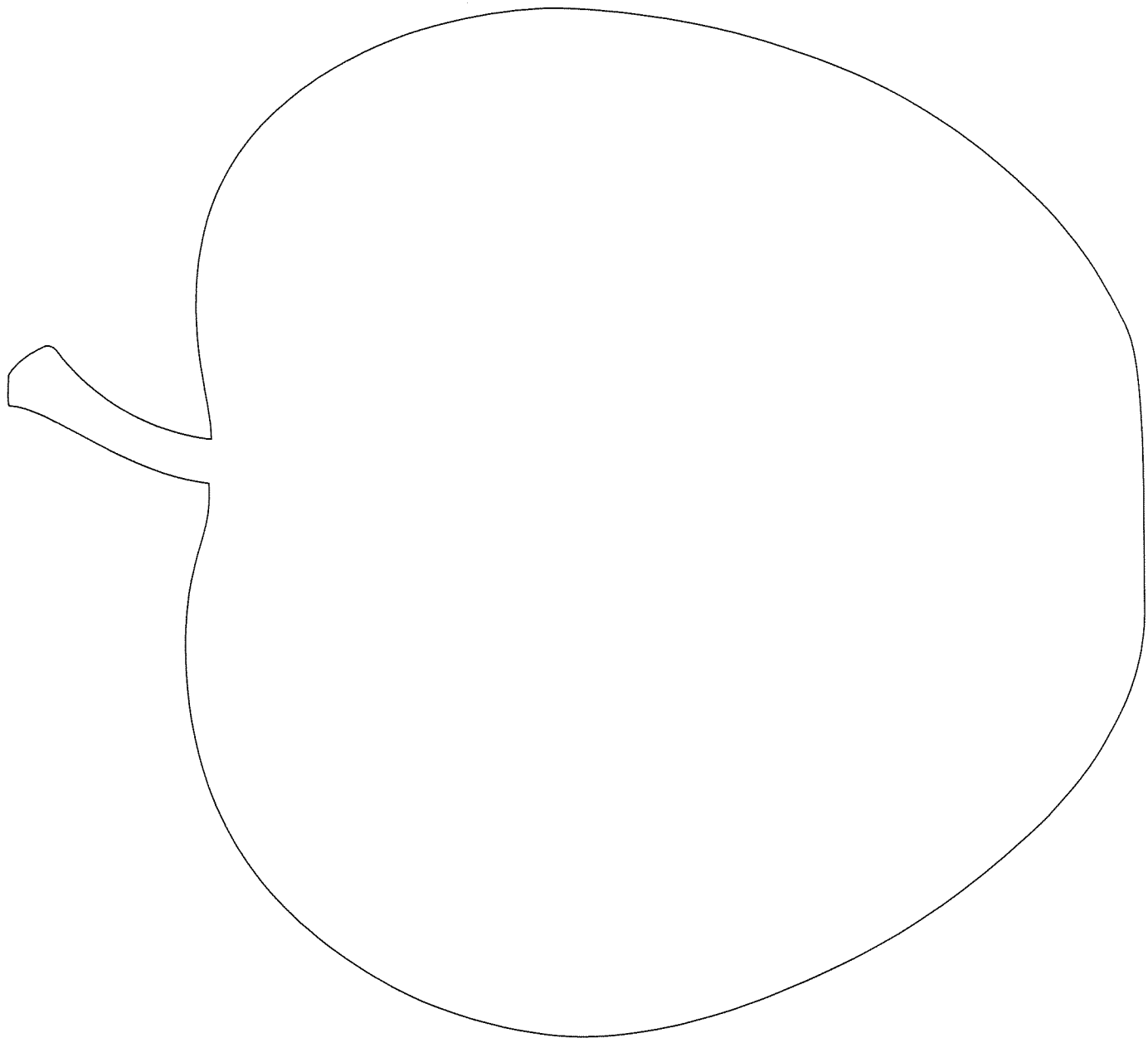
### Procedure (cont.)

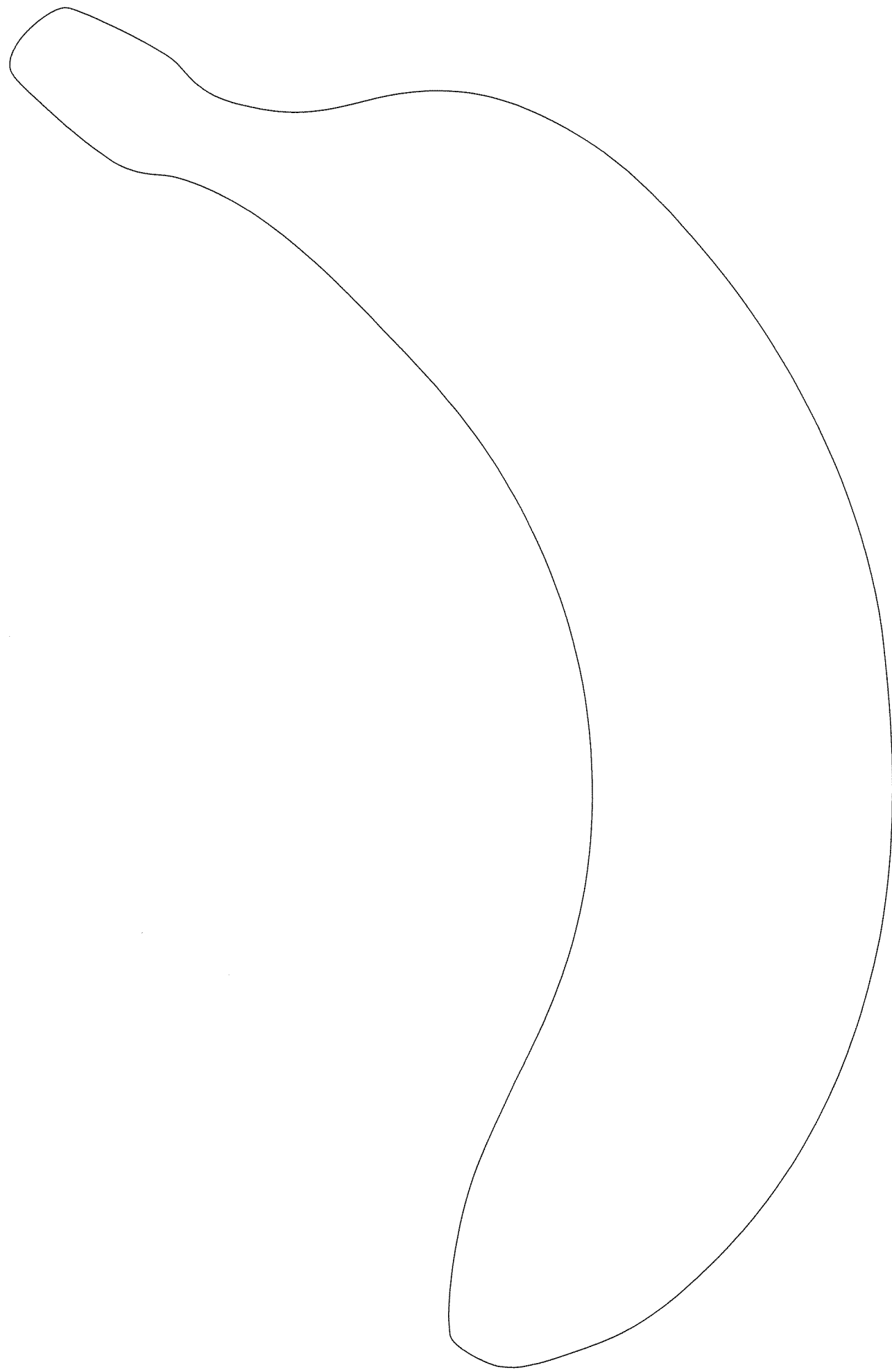
6. Complete the entire page in the same way. You may find a repeated colour pattern works well.

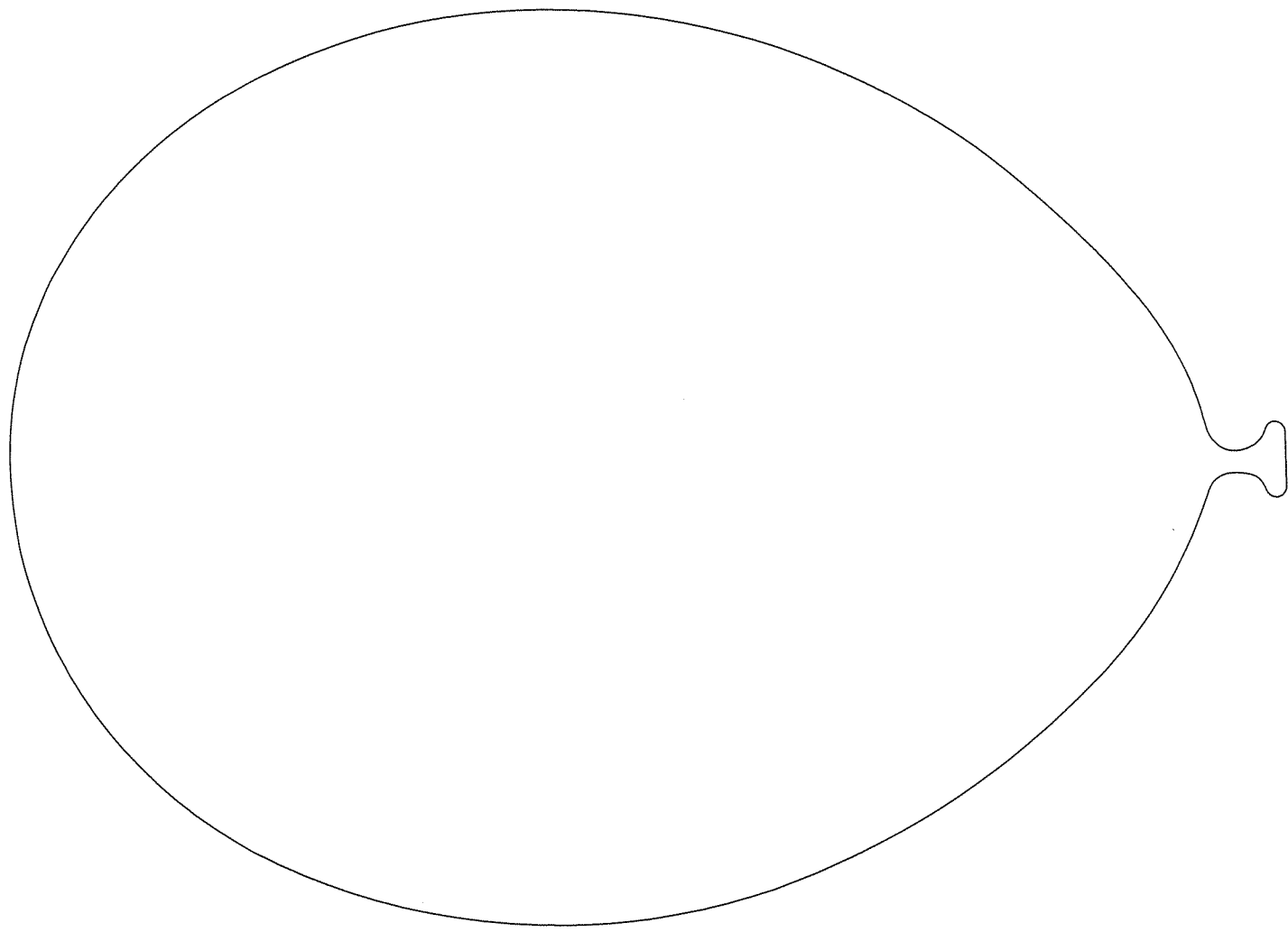


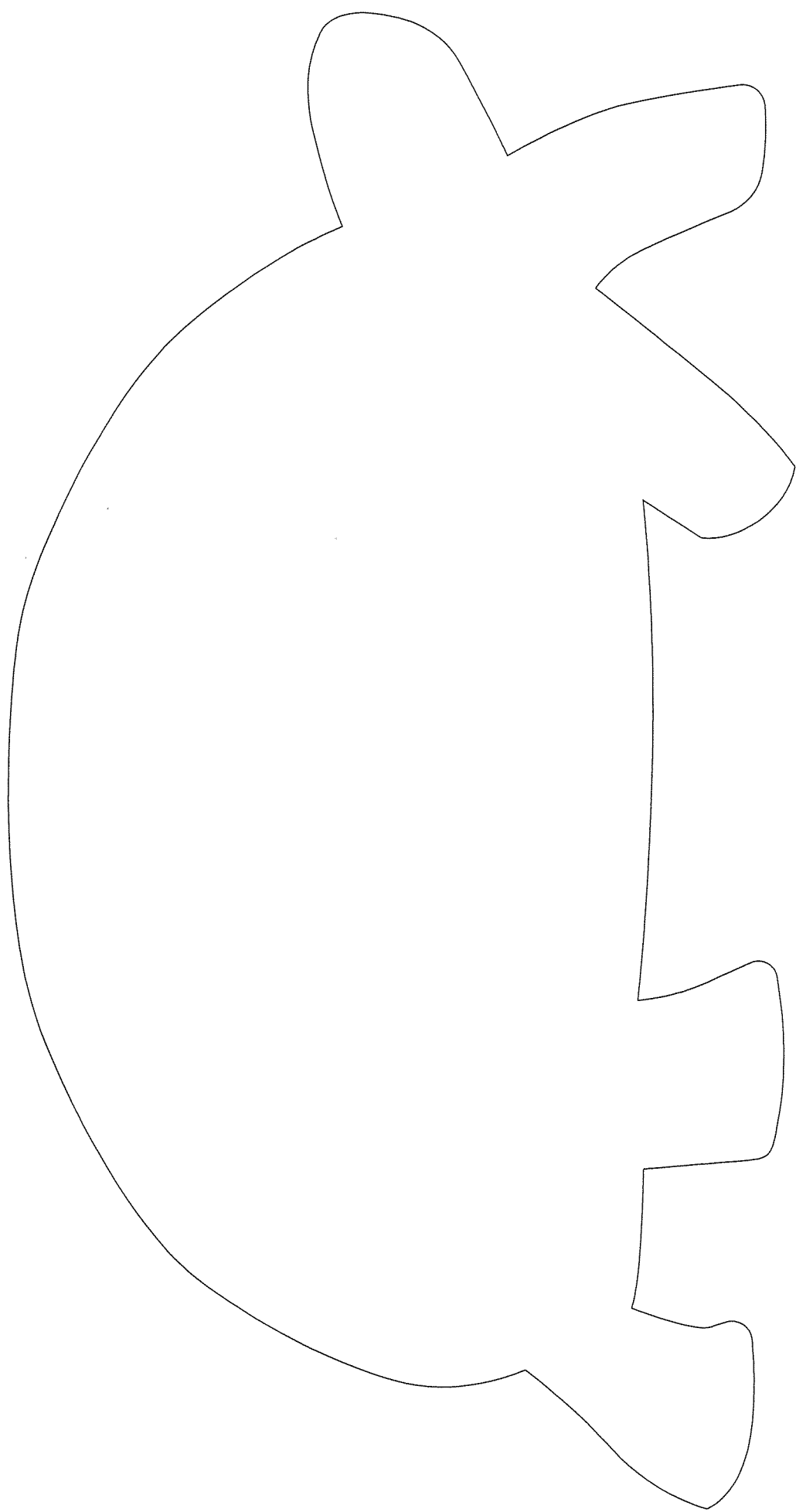
7. Alternatively, you could draw part of your object 'poking out' of the blanket, in which case it would have no parallel lines drawn over it.



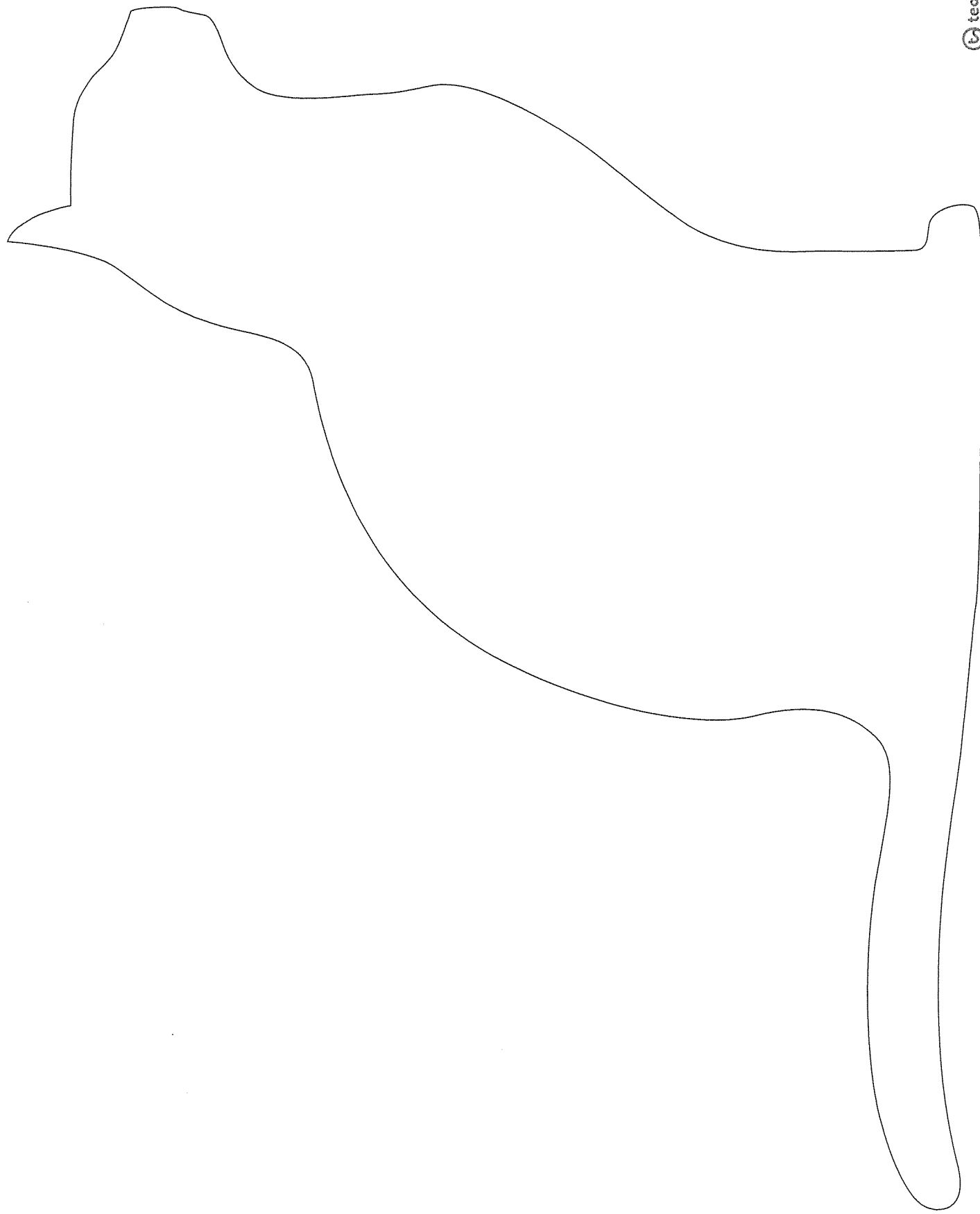








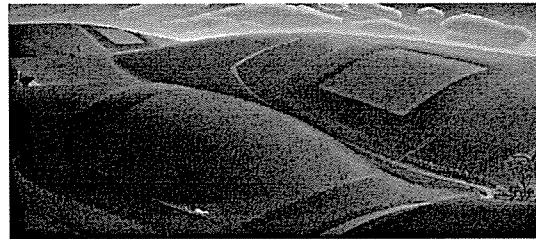




## Shape and Form

'Shape' in art refers to a two-dimensional space with a boundary. However, artists often depict objects in a way that makes them look three-dimensional. When they do this, artists are creating 'form'. Form describes objects that are three-dimensional; they have depth as well as width and height.

How does the artist make these hills look so round?



*Spring Turning* by Grant Wood

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1

## Form

Drawings, paintings and prints are all two-dimensional artworks. They are flat objects, yet artists use form to create the illusion of three-dimensional objects within these flat artworks.

Three-dimensional objects appear more realistic.



*Nature Morte Avec Pommes et Pêches* by Paul Cézanne

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2

## How is Form Achieved in 2D?

Artists create form in a number of ways.  
Sometimes shapes are combined to create the illusion of depth.



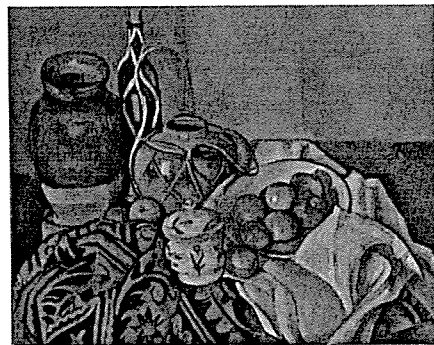
*Still life: apples and jar* by Samuel John Peploe

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3

## How is Form Achieved in 2D? (Cont.)

Sometimes, the placement of lines,  
clever use of light and shadow, or  
colour choice can give an object form.  
How did the artist achieve a sense of  
depth in this painting?



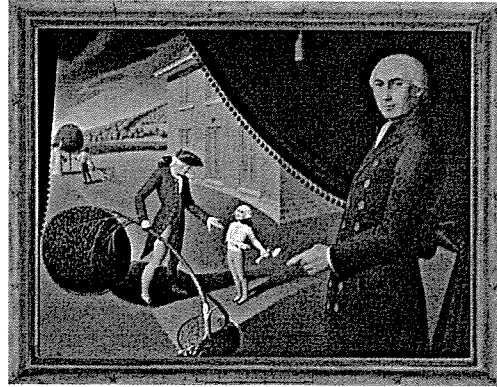
*Still Life with Apples* by Paul Cézanne

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4

## Perspective and Form

Another technique artists may rely on is the use of 'perspective' to convey a sense of depth. Perspective is created by altering the placement and size of objects. Objects in the distance, or background, are depicted smaller than those in the foreground, which is how they appear in real life.



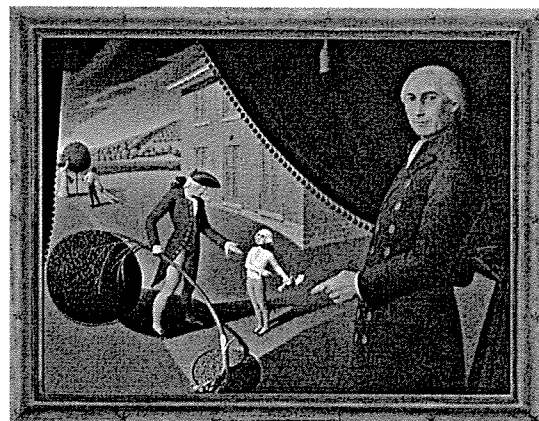
*Parson Weems' Fable* by Grant Wood

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## Perspective and Form (Cont.)

How did the artist give the impression that this scene stretches off into the distance?



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## Make Your Name Come Alive

### MATERIALS

a lead pencil, a ruler, white card, coloured pencils

### DIRECTIONS

1. Write your name at the bottom of the white card in block writing.
2. Draw a dot for the 'vanishing point' at the top of the page (in the middle).
3. Use a ruler to draw lines from the corners of each letter to the vanishing point.
4. Once you have finished the lines, decide where you want the letters' depth to end. Draw a horizontal line across the other lines at this point.
5. Erase the lines from that point onwards to create your three-dimensional letters.
6. Colour and decorate your letters with coloured pencils

