Werrington Public School – Learning From Home Plan Stage 3 (Term 3, Week 5)

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 5 Writing Grid for today's activities.	English **DEARS** – students complete 15-20 minutes of independent reading. **Writing** – refer to the Week 5 Writing Grid for today's activities.	English **DEARS** – students complete 15-20 minutes of independent reading. **Writing** – refer to the Week 5 Writing Grid for today's activities.	English **DEARS** – students complete 15-20 minutes of independent reading. **Writing** – refer to the Week 5 Writing Grid for today's activities.	English **DEARS** – students complete 15-20 minutes of independent reading. **Writing** – refer to the Week 5 Writing Grid for today's activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Spelling – refer to the Spelling Week 5 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 5. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 5 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 5. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 5 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 5. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 5 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 5. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 5 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension Week 5. **Reading Eggs** – 15 minutes.
Break					
Middle	**Mathematics** **Number of the day** **Lesson: Basic Probability** – watch the math antics video: https://www.youtube.com/watch?v=KzfWUE JiG18 and complete the exercises for the day.	**Mathematics** **Number of the day** **Lesson: Basic Probability** – watch the math antics video: https://www.youtube.com/watch?v=KzfWUE JiG18 and complete activities page 1.	**Mathematics** **Number of the day** **Lesson: Basic Probability** – watch the math antics video: https://www.youtube.com/watch?v=KzfWUE JiG18 and complete activities page 2.	**Mathematics** **Number of the day** **Lesson: Basic Probability** – watch the math antics video: https://www.youtube.com/watch?v=KzfWUE JiG18 and complete activities page 3.	**Mathematics** **Number of the day** **Lesson: Basic Probability** – watch the math antics video: https://www.youtube.com/watch?v=KzfWUE JiG18 and complete activities page 4.

	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** – Knowing my Identity worksheet.	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Science** – read the slides 'Gases' and complete one of the experiments attached (depending on equipment). You can take photos or record your observations and upload these to Google classroom.	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Creative Arts** – complete a task from the Creative Arts grid.	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Creative Arts** – complete a task from the Creative Arts grid.	**BTN Classroom** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Catch up** – 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 5 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: Apostrophes Watch the video https://www.youtube.com/watch?v=q5sG_CkkAs8 Complete Monday's worksheet on apostrophes of contraction.	**Grammar: Apostrophes** Watch the video https://www.youtube.com/watch?v=vc5quu-Ma7U Complete Tuesday's worksheet on apostrophes of possession.	**Grammar: Quotation Marks** Watch the video https://www.youtube.com/watch?v=V7LNkNcDMEY Compete Wednesday's worksheet on quotation marks.	**Grammar: Quotation Marks** Complete Thursday's worksheet on quotation marks.	**Grammar:** Mark your work using the answer sheets provided.
Writing: Cinquain Poetry Watch the video https://www.youtube.com/watch?v=f28V0WMheB4 Complete Monday's worksheet on cinquain poetry.	**Writing: Cinquain Poetry** Complete Tuesday's worksheet on cinquain poetry.	**Writing:** Publish your favourite poem for the week either on paper or the computer.	**Writing:** Complete one of the activities on the poetry choice cards.	**Writing:** Choose 3 reflection questions from the list on 'Poetry Reflection Questions' and answer them in full sentences.
Fast Finishers: Read a book for 15 minutes or get some sunshine ☺	**Fast Finishers:** Go to https://www.typingclub.com/ and go through some of the typing lessons	**Fast Finishers:** Choose a paragraph out of your reading book and rewrite it as neatly as possible.	**Fast Finishers** Chat with a parent/carer or sibling about what you have learned this week.	**Fast Finishers:** Go to https://www.typingclub.com/ and go through some of the typing lessons

APOSTROPHES ^(Monday)

Name: _____

We use apostrophes in contractions and to show possession when something belongs to someone.

SEE IF YOU CAN LIST 10 CONTRACTIONS BELOW. (E.G ISN'T)

1. _____   2. _____   3. _____   4. _____   5. _____

6. _____   7. _____   8. _____   9. _____   10. _____

PLACE THE MISSING APOSTRHOPES INTO THE SENTENCES.

1. Peter dropped Jessicas pencil on the floor.

2. We didnt know where to go for dinner.

3. The dog wouldnt get into the car because we were taking him to the vet

4. All the students books were collected by the teacher.

5. Jess wasnt happy because her friend wouldnt play with her.

6. Theres a pizza in the fridge and Id like to heat it up.

7. The trees leaves were starting to fall to the ground.

8. The painters brush went dry because hed forgotten to wash it.

9. Weve got to hurry up or well be late to Michelles party.

10. Ive got a lot of invitations to write for my friends birthday.

11. Theyd like to go to Helens house on the weekend.

12. Jakes hair needs a trim so were going to the barber.

13. There isnt enough food in Larrys fridge so were going shopping.

14. Whod like to help Timothys parents move all these boxes?

Name_____   Date_____

CINQUAIN

A cinquain is a structured, five-line poem. A cinquain does not rhyme You can write a cinquain just by following the pattern.

Pattern: **Example:**

Line 1: A noun   Wilbur
Line 2: Two adjectives   humble, radiant
Line 3: Three "-ing" verbs   playing, crying, hoping
Line 4: A phrase   Will always love Charlotte
Line 5: Synonym for the first noun   Pig

Follow the pattern to write a cinquin about a person.

Noun   _____

2 adjectives   _____, _____

3 -ing verbs   _____, _____, _____

Phrase   _____
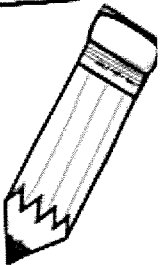
Noun synonym   _____

Now try a cinquain about an animal.

Noun   _____

2 adjectives   _____, _____

3 -ing verbs   _____, _____, _____

Phrase   _____

Noun synonym   _____

APOSTROPHES

Name: _____

We use apostrophes in contractions and to show possession when something belongs to someone.

CORRECT THE PARAGRAPH BELOW BY PLACING APOSTROPHES WHERE NEEDED.

Bens mum had been planning a family picnic for weeks. She couldnt wait to fly Bens kite with him at the park. They packed a yummy picnic lunch with healthy foods. On the way they stopped by Bens friend, Jasons house, to take him to the park with them. Jasons dog wasnt going to let them leave him behind! He jumped straight into the car and wouldnt budge.

WRITE SENTENCES USING THE WORDS IN THE BRACKETS.

I. [Harry's] _____

_____

2. [Couldn't] _____

_____

3. [Haven't] _____

_____

4. [Wasn't] _____

_____

5. [Tara's] _____

_____

6. [We've] _____

_____

7. [Isn't] _____

_____

8. [Weren't] _____

_____

9. [We're] _____

_____

Name_____   Date_____

MORE CINQUAIN PRACTICE

Write 3 more cinquains. Make a small illustration for each one.
Remember to follow the pattern:

A noun
Two adjectives
Three "-ing" verbs
A phrase
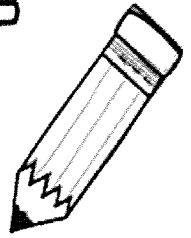First noun synonym

Cinquain Ideas

- ✧ a special place
- ✧ something in nature
- ✧ your favorite food
- ✧ a character from a book
- ✧ an event
- ✧ an object you use everyday

_____

_____, _____

_____, _____, _____

_____

_____

_____

_____, _____

_____, _____, _____

_____

_____

_____

_____, _____

_____, _____, _____

_____

_____

QUOTATIONS Wednesday

Name: _____

We use quotation marks in our writing to show that someone is talking.

PLACE QUOTATIONS MARKS AND CORRECT GRAMMAR INTO THE SENTENCES BELOW.

1. Jason said Sarah wants to play on the swings, not the slide.

2. Have you been to the new exhibition yet asked Ben.

3. You're a liar and a thief exclaimed the police.

4. What did you say about our assignment asked the student.

5. Miss Elliot told us we were allowed outside said Matt.

REARRANGE AND JOIN THESE TWO SENTENCES, YOU WILL NEED TO ADD QUOTATION MARKS.

1. The gypsy said politely. That meal was beautiful

_____

_____

2. Watch out! Screamed the boy.

_____

_____

3. The child asked. When are we going to the movies?

_____

_____

4. Who said that? The lady yelled.

_____

_____

5. The boy told his mother. I got straight As in my report.

_____

_____

6. When are we leaving? The little girl asked her mother.

_____

_____

7. Exclaimed the old lady. This is the most fun I have had in a while!

_____

_____

QUOTATIONS Thursday

Name: _____

We use quotation marks in our writing to show that someone is talking

CREATE YOUR OWN SENTENCES USING THE PROMPT IN THE BRACKETS.

1. [mum said] _____

_____

2. [Isabelle said] _____

_____

3. [the old man yelled] _____

_____

4. [the young child screamed] _____

_____

5. [Matt exclaimed] _____

_____

6. [the teacher announced] _____

_____

7. [the children asked] _____

_____

8. [together we chanted] _____

_____

9. [Mr. Jackson said] _____

_____

10. [my aunty asked] _____

_____

WHY DO WE USE QUOTATIONS IN OUR WRITING?

_____

POETRY PROJECT CHOICE GRID

Choose one of these projects to complete at home.

Themed Collection

Choose a broad topic such as animals or food. Then write at least eight different poems about your topic using different poetry styles. At least one of your poems must rhyme and at least two of your poems must be over ten lines or longer.

Poetry PowerPoint Presentation

Create a PowerPoint presentation with at least ten slides. Your presentation should feature a longish poem broken up by sections or lines with animated text and images. You may use a poem you wrote or one from a known author.

Poetry Reflection Journal

Collect at least eight poems that you like. For each poem, copy it into your journal, create an appropriate illustration and write a personal reflection about each poem. Your reflection should be at least a paragraph long and should include your thoughts and feelings about the poem.

Poetry Picture Book

Write a long, rhyming poem (at least 30 lines) that tells a simple story. Use the poem to create a children's picture book with a colorful cover, illustrations and an *About the Author* page.

Poet Biography

Research one of your favorite poets and write a biography report about his or her life. Your biography should be at least 2 pages long and should include an illustration of the author and at least one of his or her most well known poems.

Poetry Greeting Cards

Greeting cards often contain poems – both rhyming and not rhyming. Create at least six greeting cards for different occasions (birthday, thank you, new baby etc.) with a special poem on each one. At least one of your poems must rhyme. Be sure to include an illustration for each card.

Name_____

Due Date_____   Parent Signature _____

QUOTATIONS Friday - ANSWERS

We use quotation marks in our writing to show that someone is talking.

PLACE QUOTATIONS MARKS AND CORRECT GRAMMAR INTO THE SENTENCES BELOW.

1. Jason said, "Sarah wants to play on the swings, not the slide."

2. "Have you been to the new exhibition yet?" asked Ben.

3. "You're a liar and a thief!" exclaimed the police.

4. "What did you say about our assignment?" asked the student.

5. "Miss Elliot told us we were allowed outside," said Matt.

REARRANGE AND JOIN THESE TWO SENTENCES, YOU WILL NEED TO ADD QUOTATION MARKS.

1. The gypsy said politely. That meal was beautiful

"That meal was beautiful," the gypsy said politely.

2. Watch out! Screamed the boy.

"Watch out!" screamed the boy.

3. The child asked. When are we going to the movies?

"When are we going to the movies?" the child asked.

4. Who said that? The lady yelled.

"Who said that?" the lady yelled.

5. The boy told his mother. I got straight As in my report.

"I got straight As in my report," the boy told his mother.

6. When are we leaving? The little girl asked her mother.

"When are we leaving?" the little girl asked her mother.

7. Exclaimed the old lady. This is the most fun I have had in a while!

"This was the most fun I have had in a while!" exclaimed the old lady.

WHY DO WE USE QUOTATIONS IN OUR WRITING?

We use quotations in our writing to show when someone is speaking.

APOSTROPHES - ANSWERS

We use apostrophes in contractions and to show possession when something belongs to someone.

PLACE THE MISSING APOSTRHOPES INTO THE SENTENCES.

1. Peter dropped Jessica's pencil on the floor.

2. We didn't know where to go for dinner.

3. The dog wouldn't get into the car because we were taking him to the vet.

4. All the students' books were collected by the teacher.

5. Jess wasn't happy because her friend wouldn't play with her.

6. There's a pizza in the fridge and I'd like to heat it up.

7. The tree's leaves were starting to fall to the ground.

8. The painter's brush went dry because he'd forgotten to wash it.

9. We've got to hurry up or we'll be late to Michelle's party.

10. I've got a lot of invitations to write for my friend's birthday.

11. They'd like to go to Helen's house on the weekend.

12. Jake's hair needs a trim so we're going to the barber.

13. There isn't enough food in Larry's fridge so we're going shopping.

14. Who'd like to help Timothy's parents move all these boxes?

CORRECT THE PARAGRAPH BELOW BY PLACING APOSTROPHES WHERE NEEDED.

Ben's mum had been planning a family picnic for weeks. She couldn't wait to fly Ben's kite with him at the park. They packed a yummy picnic lunch with healthy foods. On the way they stopped by Ben's friend, Jason's house, to take him to the park with them. Jason's dog wasn't going to let them leave him behind! He jumped straight into the car and wouldn't budge.

Friday
POETRY REFLECTION QUESTIONS

These questions can be used for personal reflection, with a group for discussion or as writing prompts.

1. How did this poem make you feel? What words or phrases in the poem made you feel this way?

2. What figures of speech (such as simile, metaphor, onomatopoeia, alliteration etc.) did the author use. Did they enhance the poem?

3. What is the rhyming pattern of the poem?

4. What was your favorite part of this poem? Why?

5. What are four adjectives you would use to describe this poem?

6. Why do you think the author wrote this poem?

7. What message do you think the author was trying to convey in this poem?

8. Did this poem remind you of something from your life? What was it?

9. Did this poem remind you of a person you know or a fictional character? Who was it?

10. Were there any parts you found confusing or did not understand? What were they? What could you do to figure those parts out?

11. Do you think this poem was well written? Why or why not?

12. Is this poem similar to another poem you have read? How?

13. Who do you think would enjoy this poem? Why?

14. If you were to read this poem again in twenty years, do you think you would enjoy it?

15. Is this poem more funny or serious? Why do you think so?

16. What questions do you have about this poem?

Comprehension Week 5

Lesson 1 Before, during and after	Complete the 'Before, during and after' questions. The text you will need is 'Tropical Cyclones'. Before: choose 3 questions to answer before reading the text and complete. During: choose 3 questions to answer whilst you're reading and complete. After: choose 3 questions to answer after reading and complete.
Lesson 2 Venn Diagram	Choose a novel that you have recently read; perhaps you are currently reading it, or it is your class novel from Semester 1. Complete the venn diagram, comparing and contrasting 2 of the main characters. For example: if you were in 5/6H and completed 'Wonder', you could compare and contrast August and Via. 5/6J could compare and contrast Percy and Annabeth and so on. Note*** the overlap of the circle should be anything that the characters had in common.
Lesson 3 Letter to the Editor	A letter is another way to get our message across. Read the Letter to the Editor text and complete the associated activities.
Lesson 4 Summarising	Reflect back on the novel that you completed in class in Semester 1. Complete the summarizing activity.
Lesson 5 Tutankhamun	Watch the video https://www.youtube.com/watch?v=V3U1IcB3ecU 1. Where is the final resting place of many Pharaohs? 2. How old was Tutankhamun when he did? 3. How many treasures did Tutankhamun have? Can you name some of them? 4. Describe Tutankhamun's coffin. Where was it discovered within the tomb? 5. When was his tomb discovered? 6. Why is the tomb of Tutankhamun such an amazing find? 7. What is found between the wood and the gold on Tutankhamen's coffin?

Spelling Week 5- Revision

Monday	Look, cover write and check your Week 5 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. Try to find the definitions of words that you didn't in Weeks 1-4 (as these are revision words)
Tuesday	Look, cover write and check your Week 5 spelling words in the 'Tuesday' column of your spelling sheet. Rhyming Wheels Complete the 'Rhyming Wheels' activity from your Word Work grid. How many rhyming words can you find? Choose at least 8 of your spelling words for this activity.
Wednesday	Look, cover write and check your Week 5 spelling words in the 'Wednesday' column of your spelling sheet. **Words within Words** Complete the 'Words within Words' activity from the Word Work grid. **note, you can rearrange the letters to make words, but you cannot add letters.
Thursday	Look, cover write and check your Week 5 spelling words in the 'Thursday' column of your spelling sheet. Syllable Sort Complete the 'Syllable Sort' activity from the Word Work grid. Take note of the instructions on the grid, to make sure you complete this task accurately.
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 mouse made the funniest companion for the astronaut.
	2. The sauce could be poured on the antique.
	3. I applaud the fungi that were erasable in the eski.

Stage 3 Weekly Spelling Sheet Term 3 Week 5

Focus: *Revision of words from Weeks 1-4*

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
ski				
eski				
mouse				
goose				
able				
sauce				
Orange spelling words				
funniest				
mice				
geese				
reasonable				
astronaut				
applaud				
Green spelling words				
antique				
fungi				
erasable				
favourable				
automatic				
autopilot				

TROPICAL CYCLONES

Cyclones are intense tropical storms with powerful winds and heavy rain. They can also be referred to as hurricanes, typhoons or tropical depressions.

Cyclones usually begin over warm seas where there is low atmospheric pressure. The warm, moist air begins to spiral into a strong, circling storm. Once crossing over onto land, cyclones typically weaken. This is because they are cut off from their primary energy source.

Cyclones have three main parts: the rainbands, the eye and the eyewall. Weather in the eye of a cyclone is usually calm. The diameter of the eye is usually around 50 km (30 miles) in length, but can be as large as 320 km (200 miles).

Cyclone intensity is measured by the storm's wind speed, on a scale of 1-5. The strongest cyclones are known as category 5 and can move as quickly as 300 km/h (180 m/h). Winds this fast cause intense damage, such as ripping trees from the ground and flattening buildings.

People living in cyclone-prone areas must know how to keep themselves safe in these events. If a cyclone hits and you are at home, it is best to move to the lowest level of the house, such as basement or storm cellar. If there is no basement, move to a small room with no windows, such as a bathroom or cupboard. You should keep your emergency kit with you at all times, as well as your battery-operated radio (so that you can listen for updates). If you are in a car when a cyclone hits, stop and park in a clear area away from trees, power lines and bodies of water. It is safest to wait in your car until the cyclone passes.

Once a cyclone passes, you should stay indoors until authorities advise that it is safe to go outside. Cyclones can cause a widespread destruction, such as breaking power lines, uprooting trees and damaging property. These can be a hazard in themselves and should be left for the emergency services deal with properly.

BEFORE READING

What do you think this story is about? Why do you think that?

Do you think this piece of text is fiction or non-fiction? Why do you think that?

What characters do you think might be in the story?

What clues are in the title or any pictures?

What do you already know about the topic of this story?

Does the topic of this story remind you of anything you have seen or done before?
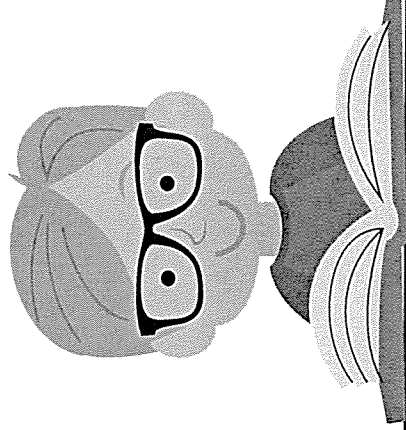
DURING READING

What will happen next in the story? Why do you think that?

How do you feel about the main character?

Are there any ways that you can identify with any of the characters? Who? Why/why not?

How do you think the story is going to end?

How does this story connect with you and your life?

Has anything like this ever happened to you before?

What emotions do you think the main character is feeling? Why?

Do you know someone in your life who is like one of the characters? Who and how?

How are you different to the main character?

What pictures have you had in your mind as you've been reading?

If you were in the story, what do you think you would hear, taste, smell or feel?

Can you put what you have read so far in your own words?

AFTER READING

What is the main message of this story?

What did you like or dislike about the story?

What was the author's purpose? How do you know this?

Was there a problem to be resolved in the story? If so, how was it resolved?

Have your feelings about any of the characters changed? How?

How did the story make you feel?

How would you feel if the problem in the story happened to you?

Did you enjoy the story? Why/why not?

Were you surprised by the ending? Why/why not?

Would you recommend this story to someone else to read? Why/why not?

If this story had a sequel, what do you think it would be about?

What questions do you have for the author?

BEFORE, DURING AND AFTER READING QUESTIONS

BEFORE	DURING	AFTER

Name: _____

Date: _____

Compare and Contrast Venn Diagram

Tuesday
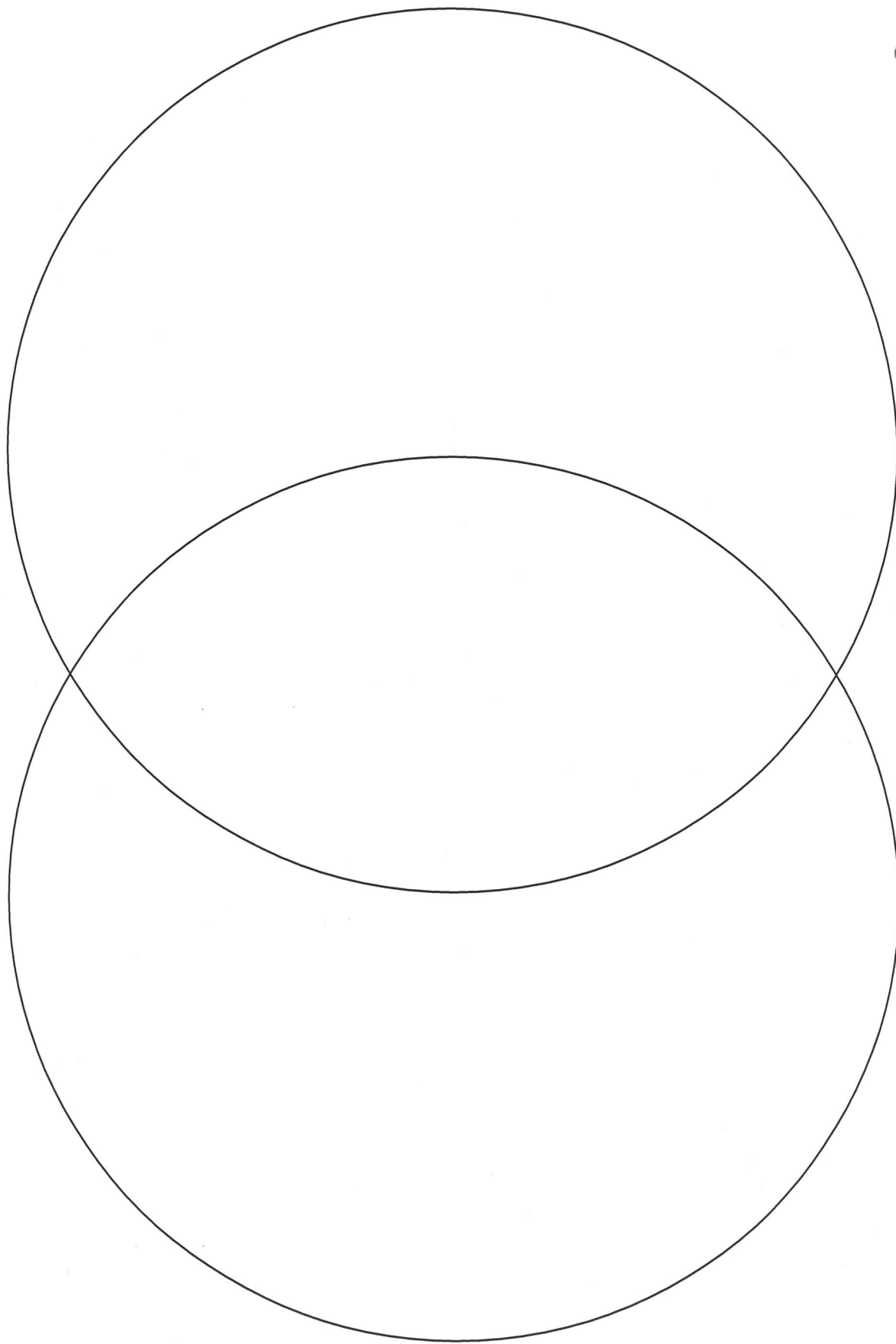
Name: _____   Date: _____

Recalling Facts – Letter to the Editor

Facts and detail are right there in the text. Read this letter to the Editor and answer the comprehension questions.

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15 November 2011

Dear Sir,

I wish to protest, on behalf of the Orange Shire Community, about the proposed building of a road through Birdtree Woods, which was reported in last Thursday's *The Orange Express.*

The loss to the public of this local beauty spot and the damage to wildlife would be huge. Birdtree woods has been allowed to grow and flourish largely undisturbed for almost one thousand years.

Our children frequently play in this native area and as adults, we enjoy the relaxed scenery.

Surely the community leaders cannot allow the road builders to destroy this priceless piece of our natural history?

Ken Smith

Recalling Facts - Comprehension

1. Why was this letter written?

_____

_____

2. Who is the writer writing on behalf of?

_____

_____

3. Write down three facts the writer gives for his protest.

_____

_____

_____

_____

_____

_____

4. Do you think this letter will help stop the woods from being destroyed? Give reasons for your answer.

_____

_____

_____

_____

_____

Recalling Facts – Comprehension Answers

1. Why was this letter written?

   To protest the building of a road through Birdtree woods.

2. Who is the writer writing on behalf of?

   Orange Shire Community

3. Write down three facts the writer gives for his protest.
   - **The loss to the public of this local beauty spot and the damage to wildlife would be huge.**
   - **The woods has been allowed to grow and flourish largely undisturbed for almost one thousand years.**
   - **Our children frequently play in this native area and as adults, we enjoy the relaxed scenery.**

4. Do you think this letter will help stop the wood from being destroyed? Give reasons for your answer.

   Answers may vary

Name ....   Date ....

Summarising a Story

WHERE PROBLEM SOLUTION MORAL WHO

Who is in the story?

Where does the story take place?

Title

Problem

Solution

Moral

Name: _____ Date: _____

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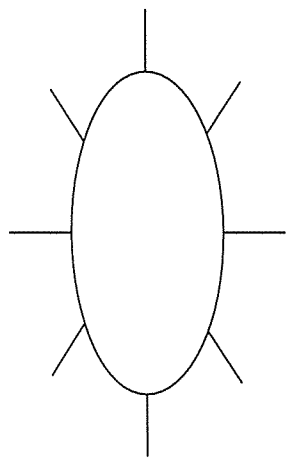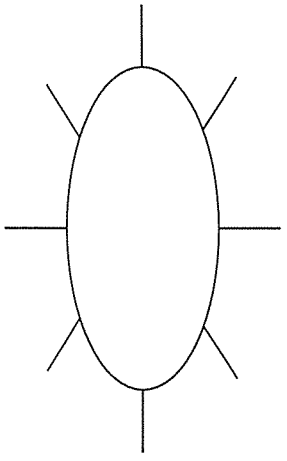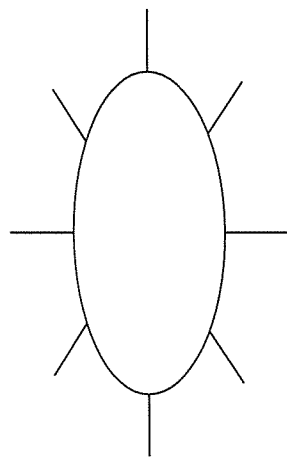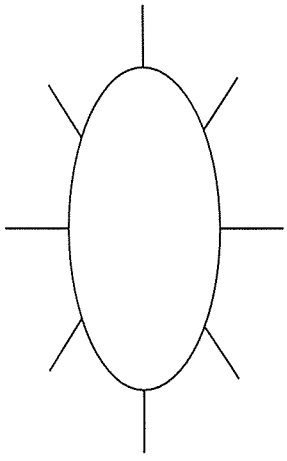
Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

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

Tuesday

Name: _____

Date: _____

Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

ENGLISH

math Antics®
Exercises

Basic Probability

1 Write the probability of flipping "heads" as a fraction, a decimal, and a percentage.

_____   _____   _____
fraction   decimal   percentage

2 What is the probability for rolling a 2 on a standard 6-sided die? (write as a fraction)

_____
fraction
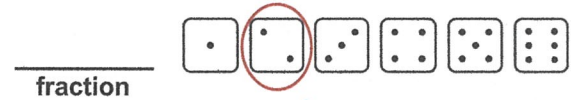
Would this event be considered "likely" or "unlikely"?

_____

3 A spinner has 10 equally sized sectors. What is the probability of spinning a 5? (write 3 ways)

_____   _____   _____
fraction   decimal   percentage

Place a dot on the probability line to represent that probability.

0          $\frac{1}{2}$ 1
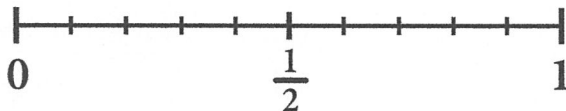
4 A bag contains 3 red marbles and one blue marble. What is the probability of randomly choosing a red marble? (write 3 ways)

_____   _____   _____
fraction   decimal   percentage

Place a dot on the probability line to represent that probability.

0          $\frac{1}{2}$ 1
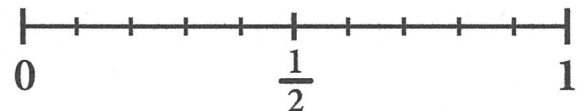
5 Use this spinner to answer the following questions: (Use fraction form to express the probabilities.)
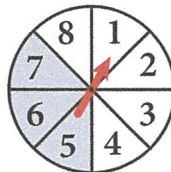
a. What is the probability of spinning an 8? _____

b. What is the probability of spinning an 4? _____

c. What is the probability of spinning a grey sector? _____

d. What is the probability of spinning a white sector? _____

6 Use this bag of 12 marbles to answer these questions. (Use fraction form to express the probabilities.)
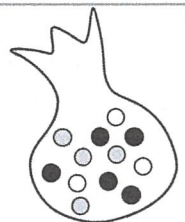
If you randomly select a marble...

a. What is the probability it will be black? _____

b. What is the probability it will be grey? _____

c. What is the probability it will be white? _____

d. What is the probability it will be white or grey? _____

Tuesday

Name: _____

Date: _____

Basic Probability as Fractions

Instructions: Use this spinner to answer the following questions: (Use fraction form to express the probabilities and simplify if possible.)
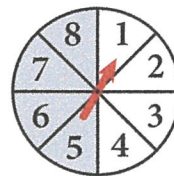
1 What is the probability of spinning a 1? $\dfrac{1}{8}$

2 What is the probability of spinning a 1 <u>or</u> a 2? $\dfrac{2}{8}$ or $\dfrac{1}{4}$

3 What is the probability of spinning a 6? _____

4 What is the probability of spinning a white sector? _____

5 What is the probability of spinning a 10? _____

6 What is the probability of spinning an even number? _____

7 What is the probability of spinning a grey sector? _____

8 What is the probability of spinning a number greater than 5? _____

Instructions: Use this bag of 10 marbles to answer the following questions: (Use fraction form to express the probabilities and simplify if possible.)
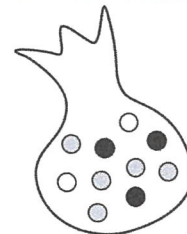
If you randomly select a marble...

9 What is the probability that it will be black? _____

10 What is the probability that it will be grey? _____

11 What is the probability that it will be white? _____

12 What is the probability that it will be green? _____

13 What is the probability that it will be black <u>or</u> white? _____

14 What is the probability that it will be black <u>or</u> grey? _____

15 What is the probability that it will be white <u>or</u> grey? _____

16 What is the probability that it will <u>not</u> be green? _____

math Antics®
Worksheets

Name: _____

Date: _____

Basic Probability as Fractions, Decimals and Percents

Instructions: Use this spinner to answer the following questions: (You can use a calculator to get the decimal values if you need to.)

1 What is the probability of spinning a number?

$\frac{5}{8}$ 0.625   62.5%
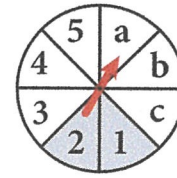
fraction   decimal   percentage

2 What is the probability of spinning a letter?

_____   _____   _____
fraction   decimal   percentage

3 What is the probability of spinning a 'b'?

_____   _____   _____
fraction   decimal   percentage

4 What is the probability of spinning a grey sector?

_____   _____   _____
fraction   decimal   percentage

5 What is the probability of spinning a white sector?

_____   _____   _____
fraction   decimal   percentage

6 What is the probability of spinning a number less than 5?

_____   _____   _____
fraction   decimal   percentage

7 What is the probability of spinning a number <u>or</u> a letter?

_____   _____   _____
fraction   decimal   percentage

8 What is the probability of spinning a 6?

_____   _____   _____
fraction   decimal   percentage

9 What is the probability of spinning a white sector <u>or</u> a 2?

_____   _____   _____
fraction   decimal   percentage

▶ **Basic Probability • mathantics.com**

Thursday

Name: _____

Date: _____

Likely or Unlikely? Etc.

BP 3

Instructions: For each question below, tell if the event described would be "impossible", "unlikely", "as likely as not" (you can write "50-50"), "likely" or "certain".

```
            As likely as not
 Impossible    (50-50)        Certain
     |            |              |
  |--+--+--+--+--+--+--+--+--+--+--|
     0          1/2             1
       Unlikely      Likely
```
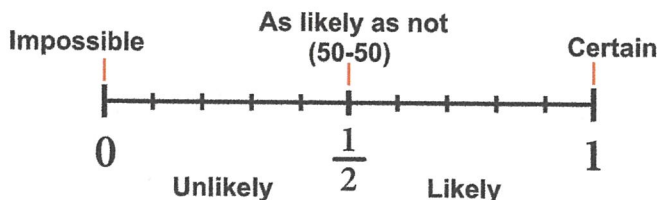
1 What is the probability of flipping "heads" in a fair coin toss?

as likely as not (or 50-50)
_____

2 If the weather report says there is a 100% chance of rain in the afternoon, it means that rain is...

_____

3 A bag of marbles contains 10 red, 5 green and 7 blue marbles. How would you describe the probability of randomly choosing a yellow marble from the bag?

_____

4 On a multiple choice question, if there are 5 possible answers, getting the right answer by a completely random guess would be...

_____

5 If a music playlist contains 8 songs you like and 2 you don't, randomly playing a song that you like is...

_____

6 Rolling a 6 on a standard 6-sided die is considered...

_____

7 Rolling an even number on a standard 6-sided die would be...

_____

8 If the weather report says there is a 20% chance of snow, that would be considered...

_____

9 If a bag of marbles contains 10 blue, 4 yellow and 4 red marbles, randomly choosing a blue marble would be...

_____

10 If an assorted box of chocolates contains 20 different kinds, and you like all of them, what is the probability that you will randomly select one that you like?

_____

Friday

math Antics®
Worksheets

The Probability Line

Instructions: Answer the following probability questions using both fraction and decimal form. (You can use a calculator to get the decimal form if you need to.) Then plot the probabilities on the Probability Line.
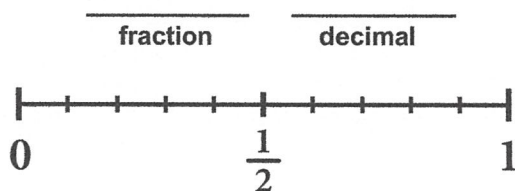
1 A spinner has 5 equally sized sectors numbered 1 thru 5. What is the probability of spinning a 2?
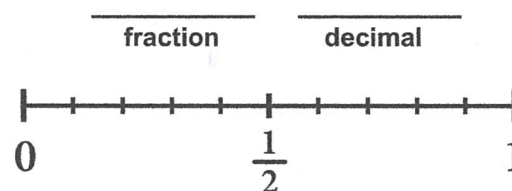
$$\frac{1}{5}$$ 0.2

_____ fraction   _____ decimal

0 ────●──────── $\frac{1}{2}$ ──────── 1

2 What is the probability of rolling an even number on a standard 6-sided die?

_____ fraction   _____ decimal

0 ──────── $\frac{1}{2}$ ──────── 1

3 A bag contains 20 marbles. 5 are blue and the rest are red. What is the probability of randomly choosing a red marble?

_____ fraction   _____ decimal

0 ──────── $\frac{1}{2}$ ──────── 1

4 A spinner has 10 equally sized sectors numbered 1 thru 10. What is the probability of spinning a number that's greater than 1?

_____ fraction   _____ decimal

0 ──────── $\frac{1}{2}$ ──────── 1

5 A box of popsicles contains 3 cherry, 3 grape and 4 orange. What is the probability of randomly choosing orange?

_____ fraction   _____ decimal

0 ──────── $\frac{1}{2}$ ──────── 1

6 A box of 12 chocolates has 3 pieces that contain nuts. If you choose at random, what is the is probability of getting a piece with nuts?

_____ fraction   _____ decimal

0 ──────── $\frac{1}{2}$ ──────── 1

▶ **Basic Probability • mathantics.com**

Basic Probability

1 Write the probability of flipping "heads" as a fraction, a decimal, and a percentage.

$\dfrac{1}{2}$ 0.5   50%

fraction   **decimal**   **percentage**

2 What is the probability for rolling a 2 on a standard 6-sided die? (write as a fraction)
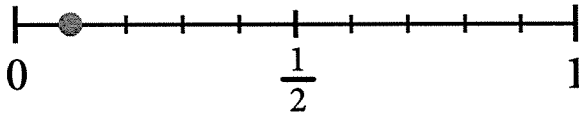
$\dfrac{1}{6}$
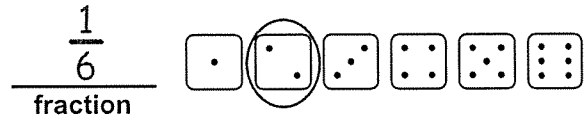
fraction

Would this event be considered "likely" or "unlikely"?   unlikely

3 A spinner has 10 equally sized sectors. What is the probability of spinning a 5? (write 3 ways)

$\dfrac{1}{10}$ 0.1   10%

fraction   **decimal**   **percentage**

Place a dot on the probability line to represent that probability.

0          $\dfrac{1}{2}$ 1

4 A bag contains 3 red marbles and one blue marble. What is the probability of randomly choosing a red marble? (write 3 ways)

$\dfrac{3}{4}$ 0.75   75%

fraction   **decimal**   **percentage**

Place a dot on the probability line to represent that probability.

0          $\dfrac{1}{2}$ 1
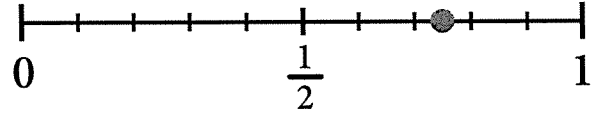
5 Use this spinner to answer the following questions: (Use fraction form to express the probabilities.)
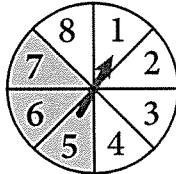
a. What is the probability of spinning an 8? $\dfrac{1}{8}$

b. What is the probability of spinning an 4? $\dfrac{1}{8}$

c. What is the probability of spinning a grey sector? $\dfrac{3}{8}$

d. What is the probability of spinning a white sector? $\dfrac{5}{8}$

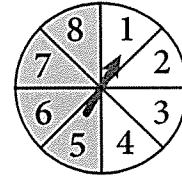**6** Use this bag of 12 marbles to answer these questions. (Use fraction form to express the probabilities.)
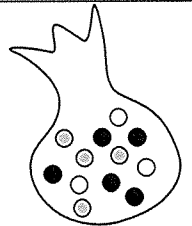
If you randomly select a marble...

a. What is the probability it will be black? $\dfrac{5}{12}$

b. What is the probability it will be grey? $\dfrac{4}{12}$ or $\dfrac{1}{3}$

c. What is the probability it will be white? $\dfrac{3}{12}$ or $\dfrac{1}{4}$

d. What is the probability it will be white or grey? $\dfrac{7}{12}$

# math Antics®
Worksheets

Basic Probability as Fractions

Instructions: Use this spinner to answer the following questions:
(Use fraction form to express the probabilities and simplify if possible.)

1 What is the probability of spinning a 1?

$$\frac{1}{8}$$

2 What is the probability of spinning a 1 <u>or</u> a 2?

$$\frac{2}{8} \text{ or } \frac{1}{4}$$

3 What is the probability of spinning a 6?

$$\frac{1}{8}$$

4 What is the probability of spinning a white sector?

$$\frac{4}{8} \text{ or } \frac{1}{2}$$

5 What is the probability of spinning a 10?

$$\frac{0}{8} \text{ or } 0$$

6 What is the probability of spinning an even number?

$$\frac{4}{8} \text{ or } \frac{1}{2}$$

7 What is the probability of spinning a grey sector?

$$\frac{4}{8} \text{ or } \frac{1}{2}$$

8 What is the probability of spinning a number greater than 5?

$$\frac{3}{8}$$

Instructions: Use this bag of 10 marbles to answer the following questions: (Use fraction form to express the probabilities and simplify if possible.)
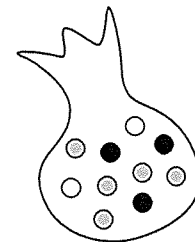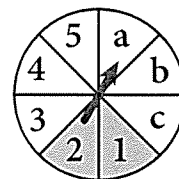
If you randomly select a marble...

9 What is the probability that it will be black?

$$\frac{3}{10}$$

10 What is the probability that it will be grey?

$$\frac{5}{10} \text{ or } \frac{1}{2}$$

11 What is the probability that it will be white?

$$\frac{2}{10} \text{ or } \frac{1}{5}$$

12 What is the probability that it will be green?

$$\frac{0}{10} \text{ or } 0$$

13 What is the probability that it will be black <u>or</u> white?

$$\frac{5}{10} \text{ or } \frac{1}{2}$$

14 What is the probability that it will be black <u>or</u> grey?

$$\frac{8}{10} \text{ or } \frac{4}{5}$$

15 What is the probability that it will be white <u>or</u> grey?

$$\frac{7}{10}$$

16 What is the probability that it will <u>not</u> be green?

$$\frac{10}{10} \text{ or } 1$$

Name: _____

Date: _____

Basic Probability as Fractions, Decimals and Percents

BP 2

Instructions: Use this spinner to answer the following questions:
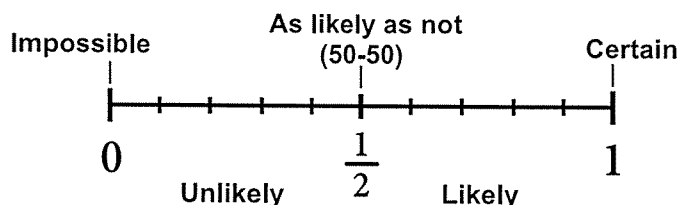(You can use a calculator to get the decimal values if you need to.)

1 What is the probability of spinning a number?

$\dfrac{5}{8}$ 0.625   62.5%

fraction   decimal   percentage

2 What is the probability of spinning a letter?

$\dfrac{3}{8}$ 0.375   37.5%

fraction   decimal   percentage

3 What is the probability of spinning a 'b'?

$\dfrac{1}{8}$ 0.125   12.5%

fraction   decimal   percentage

4 What is the probability of spinning a grey sector?

$\dfrac{2}{8}$ or $\dfrac{1}{4}$ 0.25   25%

fraction   decimal   percentage

5 What is the probability of spinning a white sector?

$\dfrac{6}{8}$ or $\dfrac{3}{4}$ 0.75   75%

fraction   decimal   percentage

6 What is the probability of spinning a number less than 5?

$\dfrac{4}{8}$ or $\dfrac{1}{2}$ 0.5   50%

fraction   decimal   percentage

7 What is the probability of spinning a number <u>or</u> a letter?

$\dfrac{8}{8}$ or 1   1.0   100%

fraction   decimal   percentage

8 What is the probability of spinning a 6?

$\dfrac{0}{8}$ 0.0   0%

fraction   decimal   percentage

9 What is the probability of spinning a white sector <u>or</u> a 2?

$\dfrac{7}{8}$ 0.875   87.5%

fraction   decimal   percentage

Likely or Unlikely? Etc.

Instructions: For each question below, tell if the event described would be "impossible", "unlikely", "as likely as not" (you can write "50-50"), "likely" or "certain".

```
                    As likely as not
    Impossible        (50-50)              Certain
        |                |                    |
    |---+---+---+---+---+---+---+---+---+---|
        0               1/2                  1
          Unlikely          Likely
```

1 What is the probability of flipping "heads" in a fair coin toss?

___as likely as not___ (or 50-50)

2 If the weather report says there is a 100% chance of rain in the afternoon, it means that rain is...

___certain___

3 A bag of marbles contains 10 red, 5 green and 7 blue marbles. How would you describe the probability of randomly choosing a yellow marble from the bag?

___impossible___

4 On a multiple choice question, if there are 5 possible answers, getting the right answer by a completely random guess would be...

___unlikely___

5 If a music playlist contains 8 songs you like and 2 you don't, randomly playing a song that you like is...

___likely___

6 Rolling a 6 on a standard 6-sided die is considered...

___unlikely___

7 Rolling an even number on a standard 6-sided die would be...

___as likely as not___ (or 50-50)

8 If the weather report says there is a 20% chance of snow, that would be considered...

___unlikely___

9 If a bag of marbles contains 10 blue, 4 yellow and 4 red marbles, randomly choosing a blue marble would be...

___likely___

10 If an assorted box of chocolates contains 20 different kinds, and you like all of them, what is the probability that you will randomly select one that you like?
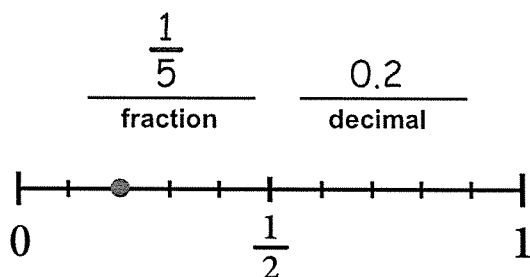
___certain___

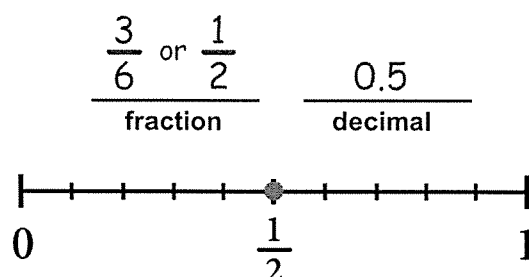# math Antics®
Worksheets

Name:

Date:

The Probability Line

Instructions: Answer the following probability questions using both fraction and decimal form. (You can use a calculator to get the decimal form if you need to.) Then plot the probabilities on the Probability Line.
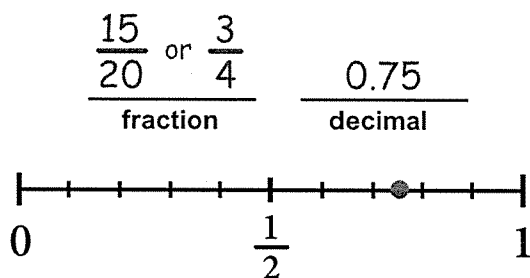
1 A spinner has 5 equally sized sectors numbered 1 thru 5. What is the probability of spinning a 2?
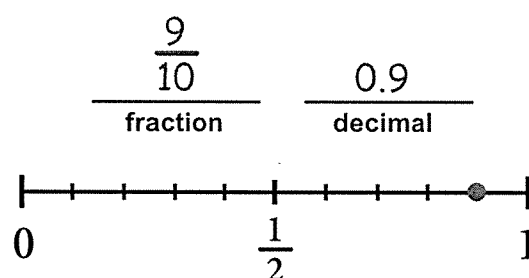
$$\frac{1}{5}$$ 0.2
fraction   decimal

```
|--+--●--+--+--+--+--+--+--+--|
0       1/2           1
```

2 What is the probability of rolling an even number on a standard 6-sided die?

$$\frac{3}{6}$$ or $$\frac{1}{2}$$ 0.5
fraction   decimal

```
|--+--+--+--+--●--+--+--+--+--|
0        1/2          1
```

3 A bag contains 20 marbles. 5 are blue and the rest are red. What is the probability of randomly choosing a red marble?

$$\frac{15}{20}$$ or $$\frac{3}{4}$$ 0.75
fraction   decimal

```
|--+--+--+--+--+--+--●--+--|
0        1/2          1
```

4 A spinner has 10 equally sized sectors numbered 1 thru 10. What is the probability of spinning a number that's greater than 1?

$$\frac{9}{10}$$ 0.9
fraction   decimal

```
|--+--+--+--+--+--+--+--+--●--|
0        1/2          1
```

5 A box of popsicles contains 3 cherry, 3 grape and 4 orange. What is the probability of randomly choosing orange?

$$\frac{4}{10}$$ 0.4
fraction   decimal

```
|--+--+--●--+--+--+--+--+--|
0        1/2          1
```

6 A box of 12 chocolates has 3 pieces that contain nuts. If you choose at random, what is the is probability of getting a piece with nuts?

$$\frac{3}{12}$$ or $$\frac{1}{4}$$ 0.25
fraction   decimal

```
|--+--●--+--+--+--+--+--+--|
0        1/2          1
```

▶ **Basic Probability • mathantics.com**

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	Addition & Subtraction	Multiplication & Division	Measurement	Statistics & Probability	Geometry
Show all the pairs of factors for the numbers 36, 32 and 24.	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.	Write 5 real-life word problems involving 1-digit by 2-digit multiplication. Use a written strategy to solve each problem. Show your working.	Research and record the length of 10 different minibeasts, making sure there are decimals in your measurements. Order the minibeasts from smallest to largest.	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	Draw a grid reference system for your bedroom. Use this grid to describe the location of 3 items in your room.
Draw a visual representation of all the different arrays for the number 48. Write a number sentence to accompany each array.	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.	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.	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.	Write down each of the colours in a small box of Smarties. Use fractions to show the possibility of choosing each colour.	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.
During a weekly grocery shop, estimate the cost of all the items in your trolley. Check your estimate at the checkout.	Write 5 real-life word problems involve fractions with the same denominator. Answer each problem and show your working.	Calculate the GST component of your family's weekly grocery shop.	Measure and record the mass of each person in your family. Order the family members from lightest to heaviest.	Observe and record the type and number of cars that drive past your home during a half hour period.	Choose a two-dimensional shape. Draw a translation, a reflection and a rotation of this shape
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.	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.	Create a number pattern involving decimals that increases and another that decreases. Describe the rule for each pattern.	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.	Use a weekend weather forecast to determine the type of activities you could do as a family.	Find 10 angles from around your home and draw them. Measure each angle with a protractor and label the angle.

Knowing My Identity

Your identity is unique to you. Identity is made up of and influenced by many things including:

Your physical features	Your cultural background	Your hopes and dreams
Your talents	Your family and friends	Your geographical location
Your beliefs and values	Your habits and behaviours	Your economic situation

Your identity can change and develop over time. Other people can influence your identity. This was also the case for many of the world's cultures and lifestyles.

Many of the world's MODERN cultures and lifestyles have been influenced by cultures that came before them.

In each column, write how your personal identity has been influenced by:

Your Family	Your Friends	Your School	Your Hobby (Sport/Music/Interests)

You can influence another person's identity.

In each column, write how you think you have influenced someone's identity:

Your Family	Your Friends	Your School	Your Hobby (Sport/Music/Interests)

NOW write a paragraph that describes how a modern culture has been influenced by an ancient culture.

twinkl
Quality Standard
Approved ✓

1
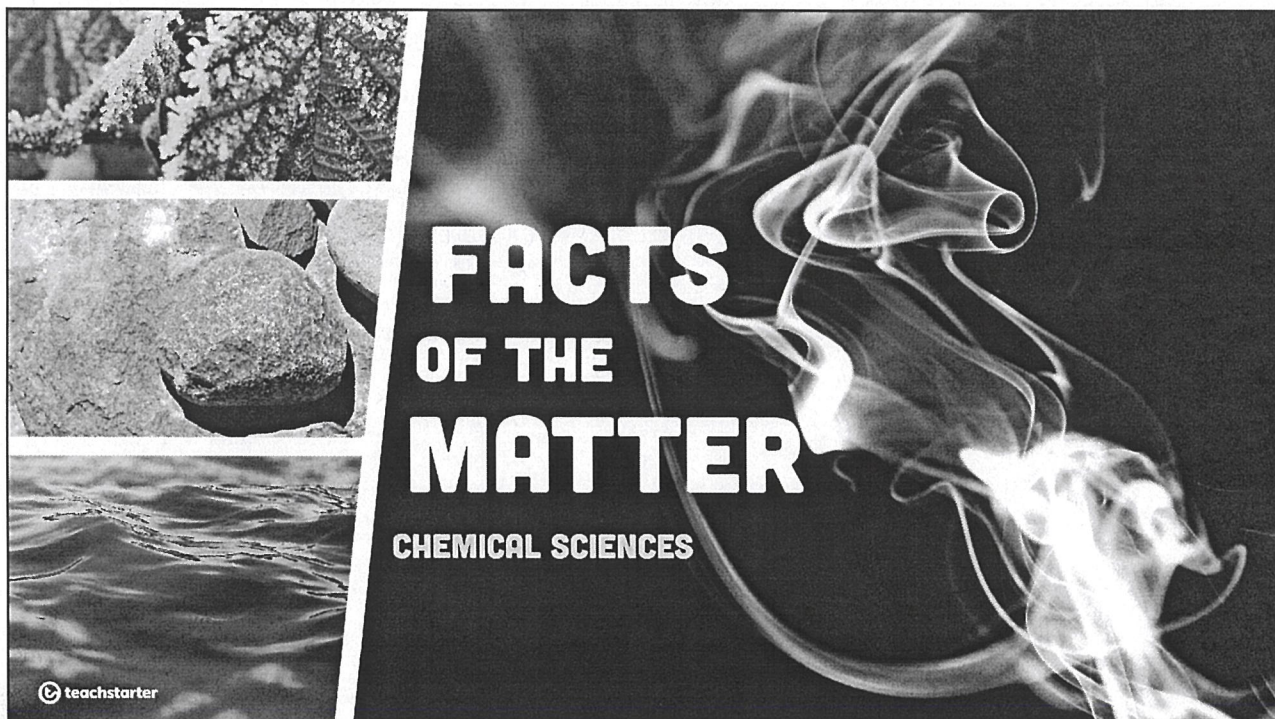
Gases
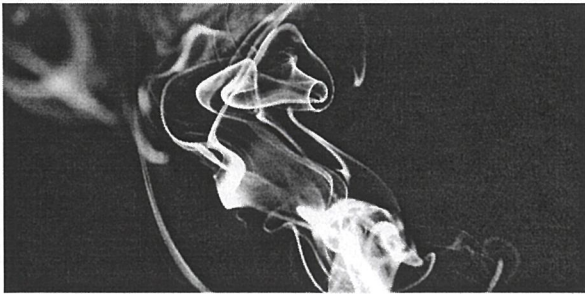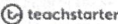
TEACHER SLIDE

Gases have the following observable properties:

- **shape is variable** – the shape of a gas changes depending on the container holding it
- **volume is variable** – if not in a container, a gas will continue to spread out, meaning the space it takes up becomes larger
- **mass is constant** – the amount of matter in the gas does not change.

2

Gas

TEACHER SLIDE

Gases at the Atomic Level

The atoms or molecules of a gas are very loosely arranged and very far apart. They have more freedom to move away from each other, even though they are still attracted to each other.

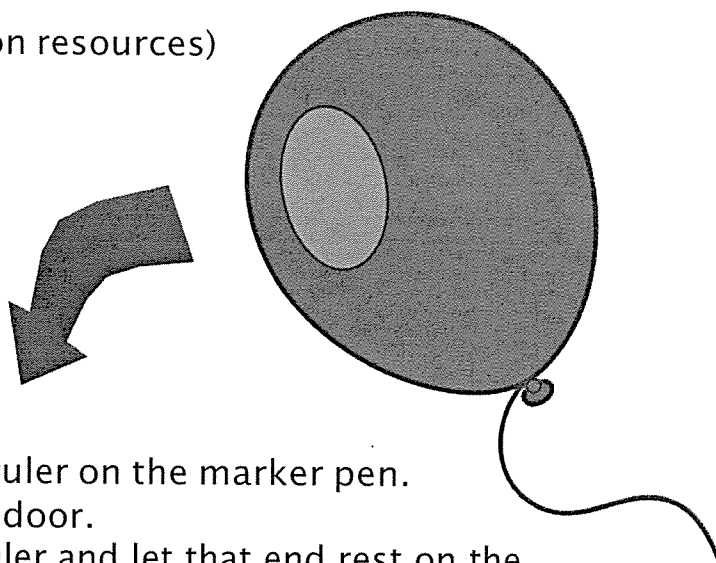This is why the shape and volume of a gas can change to such a large degree.

teachstarter

3
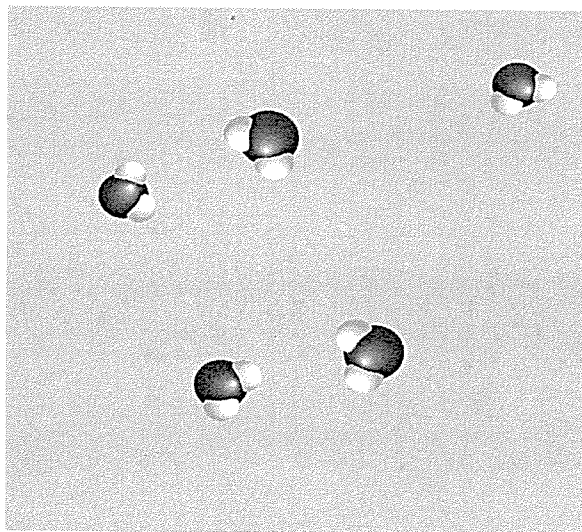
BALLOON CATAPULT

Participants
Pairs or small groups (depending on resources)

Materials
Eraser
Ruler
Marker pen
Small coin (or similar)
Balloon

Procedure
1. Make a catapult by balancing a ruler on the marker pen.
2. Place the catapult near a wall or door.
3. Put the coin on one end of the ruler and let that end rest on the ground.
4. Hit the other end with the deflated balloon. Try to make the coin go as high as possible, making sure only the balloon strikes the ruler.
5. Observe how high the coin went. Mark the height on the wall.
6. Reset the catapult. Inflate the balloon and repeat the task. Mark the new height on the wall.
7. Compare the heights and decide whether a deflated or inflated balloon is better for launching the coin.

Keep Safe
Avoid injuries to your eyes and face. Do NOT over inflate the balloon.

Think
How does this task prove that gas has mass? Are there any other factors that could explain a difference in the results?
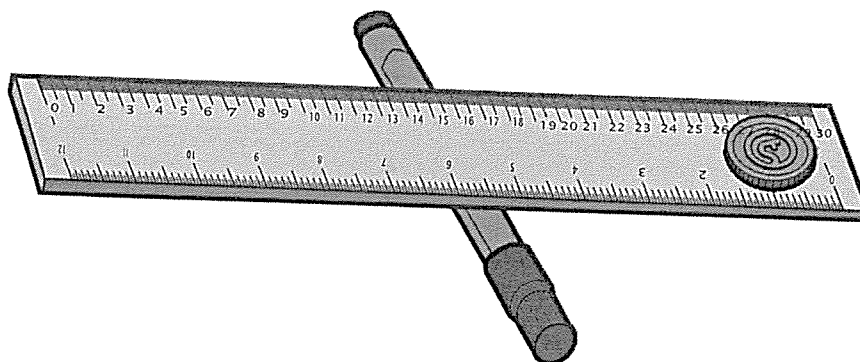
PUMP IT UP

Participants
Pairs or small groups (depending on resources)

Materials
Inflatable sports ball e.g. football, basketball
Air pump
Scales to measure mass
Small, round container or lid

Procedure
1. Place the container/lid on the scales.
2. Place the deflated ball on the container/lid. Record the mass displayed on the scales.
3. Take the deflated ball off the scales. Inflate the ball to capacity.
4. Place the inflated ball on the container/lid. Record the mass displayed on the scales.
5. Note whether the deflated or the inflated ball had the greater mass.

Keep Safe
Avoid over inflating the ball. It won't explode but it can damage the interior of the ball and make it useless!

Think
How large did you expect the difference in mass to be? How does the change in mass compare to your expectations?
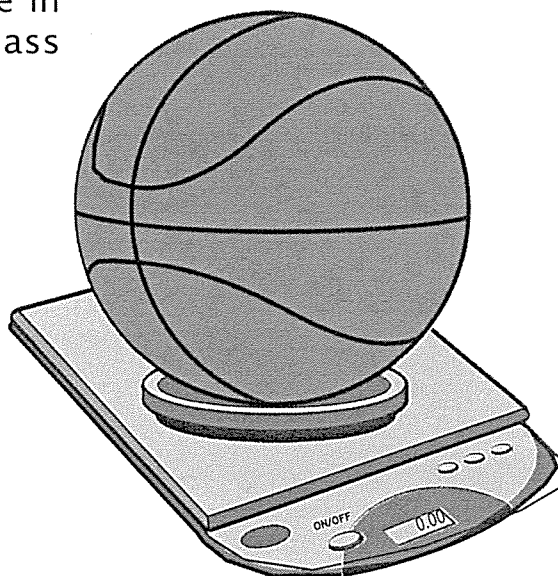
KEEP YOUR PAPER DRY

Participants

Pairs or small groups (depending on resources)

Materials

Cup or drinking glass (a clear cup/glass is preferential but not essential)
Larger container that the cup/glass can stand up in and be completely submerged
Water
Small piece of paper that can fit in the bottom of the cup/glass
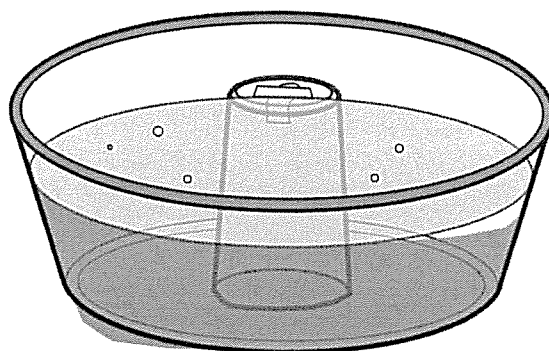Adhesive tape

Procedure

1. Stick the piece of paper inside the cup at the bottom.
2. Fill the larger container with enough water so that the cup will be fully submerged when it is standing upright.
3. Hold the cup upside down, above the water. Slowly lower the cup into the water, keeping it vertical, until it touches the bottom.
4. Hold the cup under water and note what you feel as you keep it on the bottom.
5. Raise the cup out of the water, keeping it vertical as you do so.
6. Use your dry hand to reach up into the upside down cup and feel or retrieve the paper. Note if it is wet or dry.

Keep Safe

Be careful using water. Report any spills to the teacher.

Think

How does this task prove that gas has volume?

BALLOON BALANCE SCALES

Participants
Pairs or small groups (depending on resources)

Materials
Ruler
String
Adhesive tape or putty
2 balloons

Procedure
1. Make a balance scale by tying a piece of string around the middle of the ruler. Hold the ruler in the air by the piece of string. If necessary, adjust the position of the string to ensure the ruler is level. Secure the string in place with a piece of adhesive tape or putty.
2. Attach a deflated balloon to each end of the ruler with a piece of tape/putty. Make sure that the balloons are the same size and shape, that they are in the same relative positions on the ruler and that the two pieces of tape/adhesive are identical to ensure a fair test. Note any changes to the balance scales.
3. Remove one balloon. Inflate it to a safe capacity. Reattach the inflated balloon to the scales. Note any changes to the balance scales.
4. Decide if there were any differences between the two scale tests.

Keep Safe
Avoid injuries to your eyes and face. Do NOT over inflate the balloon.

Think
What could explain the difference between the two measurements? If there was no difference, explain why not.
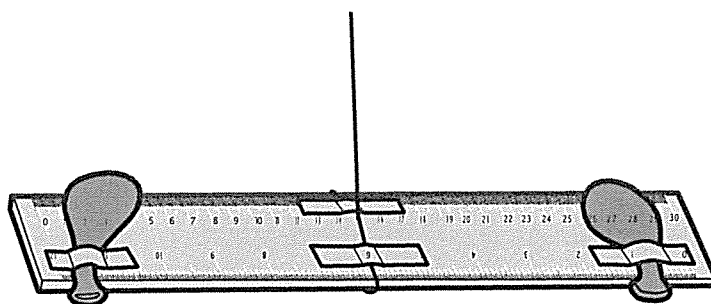
Term 3 Learning from Home Creative Arts Grid Stage 3 Werrington Public School

INSTRUCTIONS: each day, choose one Creative Arts activity to complete. You could take a photo or record your work and upload to Google Classroom.

Dance	Drama	Music	Art Appreciation	Visual Art	Visual Arts
Choose your favourite song and choreograph some dance moves.	Watch one of your favourite television shows. Create a mind map showing all the ways the actors use their voice, face and bodies to portray their character.	Create a soundscape for a stormy night. List the sounds you might hear and the instruments you would use to represent each sound	Choose a favourite artist/artwork and write about them. You would also create an artwork inspired by them.	Create an artwork using different shades of a single colour. Write a paragraph to explain your artwork.	Create an artwork using different types of lines. Write a paragraph to explain your artwork.
Go to GoNoodle and learn a guided dance. Practise and define your movements.	Imagine you are playing the role of an evil criminal in a drama. Create a mind map showing how you would use your voice, face and body to portray this character.	Create a soundscape for a day at the beach. List the sounds you might hear and the instruments you would use to represent each sound.	Recreate by acting out/posing your favourite masterpiece. Take a photo.	Draw an animal hybrid; two animals combined to create a new creature.	Think of one of your happiest memories. Create an artwork that reflects this memory using a medium of your choice.
Play a game of freeze with your family. Apply a certain style of dancing for each song.	Play a mime game with your family. Each member acts out an everyday activity or chore and others try to guess the activity.	Listen to music and draw shapes and lines as you listen, to match the sounds, rhythms and mood.	Research an art style or period and write a report outlining the movement and the artists involved.	Use a camera or smartphone to create different viewpoints of the same object. Try and sketch these.	Using a mirror, create a self-portrait using sketching and shading techniques.
Ask your parents/grandparents to teach you a traditional dance (i.e. heel and toe polka)	Imagine you are playing the role of a superhero in a drama. Create a mind map showing how you would use your voice, face and body to portray this character.	Listen to a piece of instrumental music. As you listen, draw a response to the music on a piece of paper using patterns or images.	Learn about your favourite artist watching Art With Mati and DADA on You Tube	Collect a range of natural materials from around your home e.g. leaves, twigs, flowers. Use these to create a nature collage.	Gather 3-5 objects from around your house and arrange them to draw a still life