

# Werrington Public School – Learning From Home Plan

## Stage 3 (Term 3, Week 6)

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 6 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 6 Writing Grid for today’s activities.	<b>Well-being Wednesday</b> Select a research task from the Well-being Wednesday grid. If you like, you may also use today to catch up on any other work or to take a break and spend time with your family/help out around the house.	<b>English</b> <b>DEARS</b> – students complete 15-20 minutes of independent reading. <b>Writing</b> – refer to the Week 6 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 6 Writing Grid for today’s activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>Spelling</b> – refer to the Spelling Week 6 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 6.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>	<p><b>Spelling</b> – refer to the Spelling Week 6 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 6.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>		<p><b>Spelling</b> – refer to the Spelling Week 6 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 6.</p> <p><b>Reading Eggs</b> – 15 minutes.</p>	<p><b>Spelling</b> – refer to the Spelling Week 6 outline and complete the activities for the day.</p> <p><b>Comprehension</b> -refer to the Comprehension Week 6.</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>Activity:</b></p> <p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes (if possible take photos of your models).</p> <p>Draw: Choose two objects you made. Sketch the front, side and top view. If possible, share your work on Google Classroom.</p>	<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Activity:</b></p> <p>Play: How close to 100 with a partner on YouCubed (youcubed.org).</p> <p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).</p>		<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Activity:</b></p> <p>Explore: find a timetable for local public transport such as Sydney train timetable. Choose a route and start points/endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops. Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert</p>	<p><b>Mathematics</b></p> <p><b>Number of the day</b></p> <p><b>Activity:</b></p> <p>Create three time problems that involve 24 hour and am and pm times for a parent or carer to solve.</p> <p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).</p>			<p>timetable times from 24-hour to 12-hour time.</p> <p><b>Maths Grid</b> – select a task from the maths grid.</p> <p><b>Mathletics</b> – log on and work on the assigned tasks (approx. 15 minutes).</p>	
<b>Break</b>					
<b>Afternoon</b>	<p><b>BTN Newsbreak</b></p> <p><b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas.</p> <p><b>Geography</b> – Complete the activity: ‘Comparing two world maps’.</p>	<p><b>BTN Newsbreak</b></p> <p><b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas.</p> <p><b>Science</b> – Read the slides ‘Changing States of Matter’ and complete the experiment (if you cannot do the experiment just read over the slides).</p>		<p><b>BTN Newsbreak</b></p> <p><b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas.</p> <p><b>Creative Arts</b> – complete the activity ‘Paper Texture’.</p>	<p><b>BTN Classroom</b></p> <p><b>Physical activity</b> – 15 minutes of physical activity. You can use the PDHPE grid for ideas.</p> <p><b>Creative Arts</b> – complete the activity ‘Textured Painting’.</p>

Term 3 Learning from Home Writing Grid

Week 6 Stage 3 Werrington Public School

**INSTRUCTIONS:** Complete the writing task for each day as outlined.

Students can complete activities online on Google Docs and submit to their teacher via Google Classroom, or on paper or an exercise book.

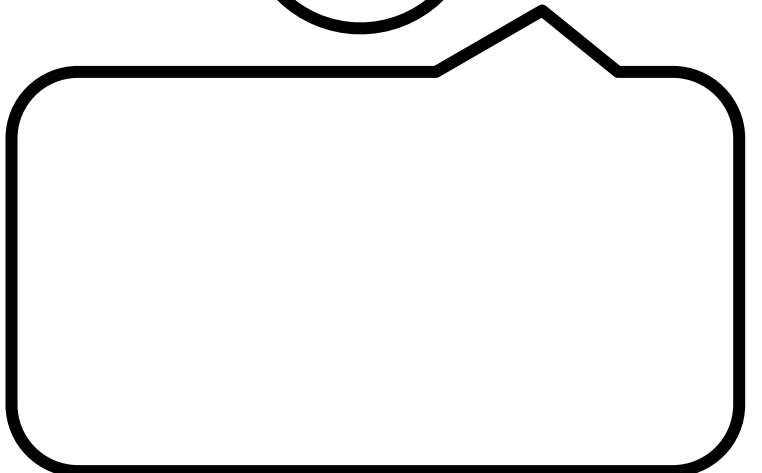
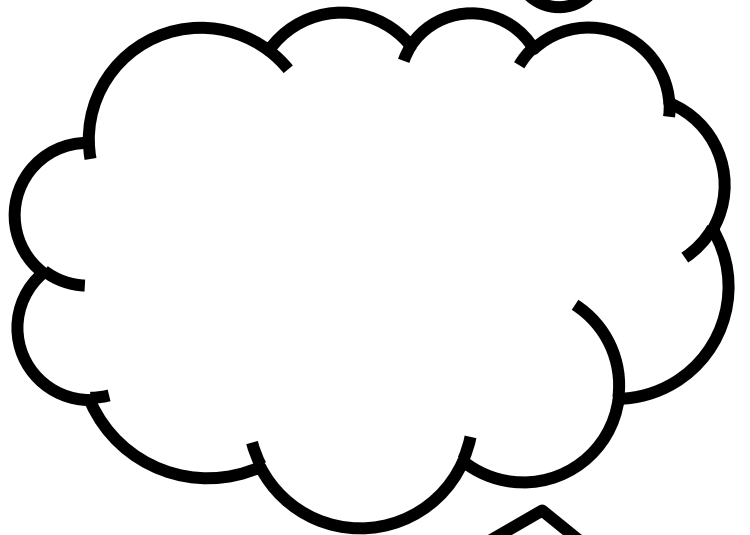
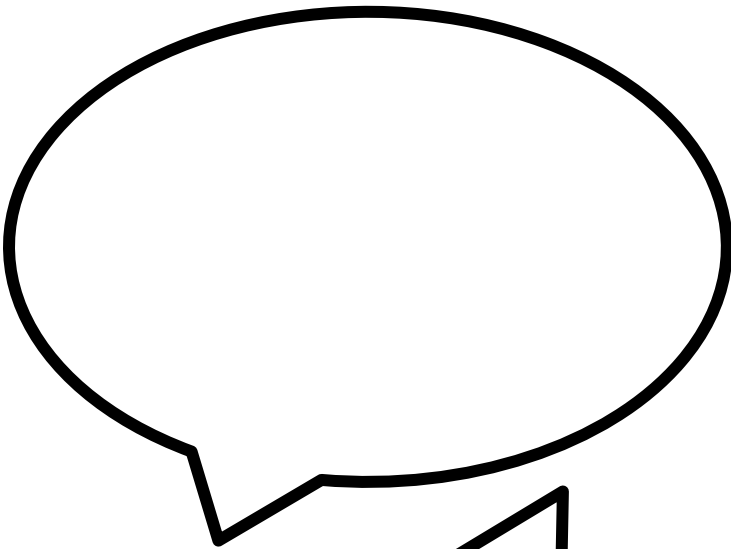
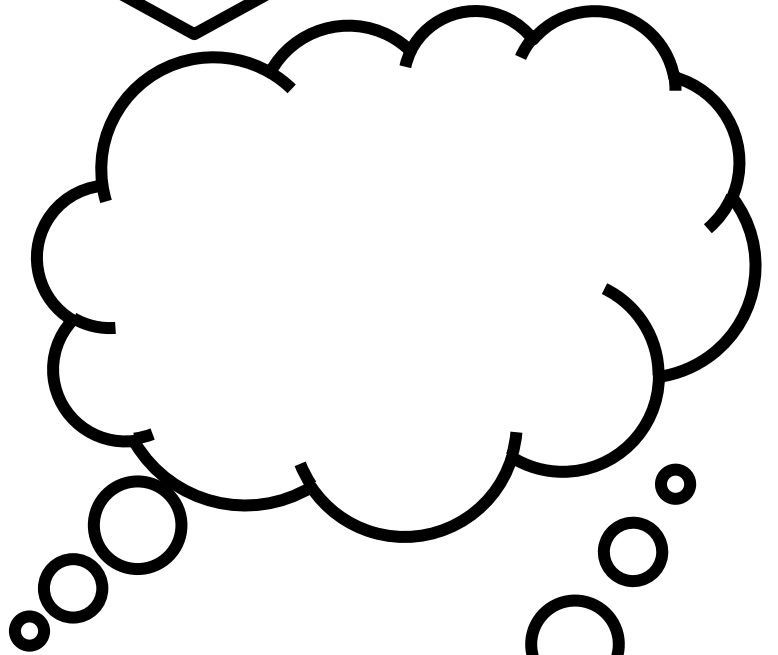
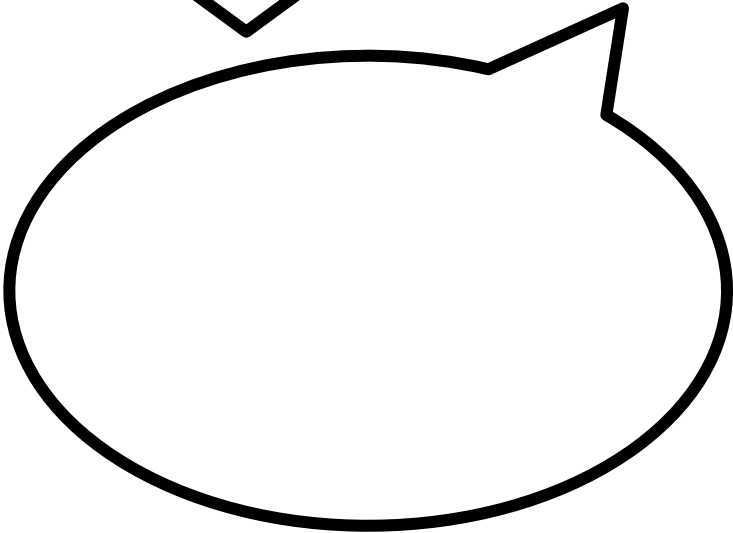
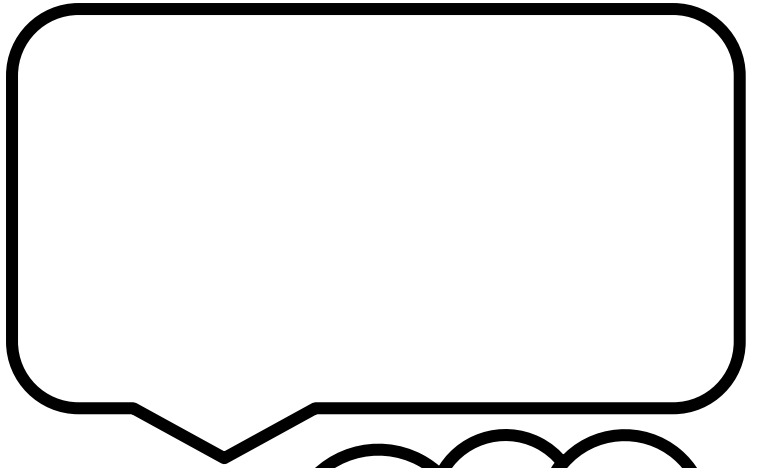
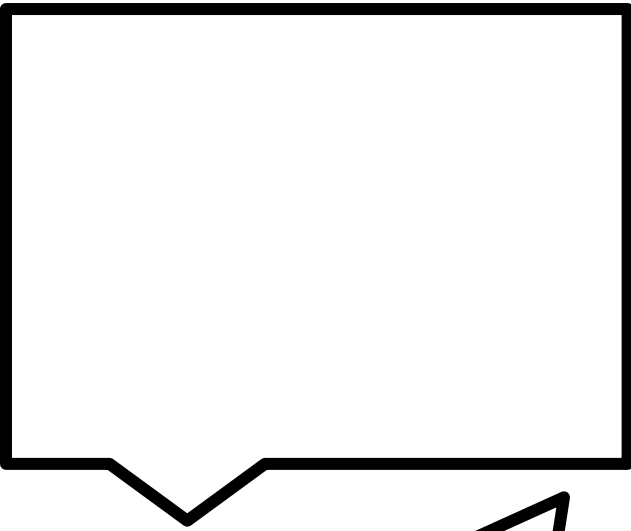
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Watch the video:</b>  <a href="https://www.youtube.com/watch?v=8-tNnGErKKo">https://www.youtube.com/watch?v=8-tNnGErKKo</a></p> <p>As the video is playing, answer these questions to yourself. This will help you with the next activity.</p>	<p><b>Watch the video:</b>  <a href="https://www.youtube.com/watch?v=hD9arWXlddM">https://www.youtube.com/watch?v=hD9arWXlddM</a></p> <p>Write down 3 facts about persuasive writing that stood out to you.</p>	<p>Finish off any work from Monday and Tuesday, or alternatively, choose a 'Well-being Wednesday' activity from the grid provided.</p> <p>😊</p>	<p><b>Watch the video:</b>  <a href="#">Week 5 - Writing Emotive Language - YouTube</a></p> <p>Change these sentences to be more emotive:</p> <ol style="list-style-type: none"> <li>1. The boy asked his mother for a computer game.</li> <li>2. The girl ran a long race and was tired at the end.</li> </ol>	<p><b>Watch the Video:</b>  <a href="#">Identify Persuasive Texts - YouTube</a></p> <p>Write down the four main things persuasive texts aim to do. If you get lost look for the purple slide on the video that will help you.</p>
<p><b>Persuasive Writing Activity:</b>            Using Monday's activity sheet 'Would you rather,' choose 2 statements and write down 6 dot points to justify your choice (12 points in total). Alternatively, you could share your reasoning with a family member.</p>	<p><b>Persuasive Writing Activity:</b>            What would you rather: Internet or Television?            Choose a side and using the speech bubbles on Tuesday's worksheet come up with reasons why. Remember your arguments need to be convincing!</p>		<p><b>Persuasive Writing Activity:</b>            Create a poster with different words for big, small, sad, happy, tired, scared and nervous. Use an online thesaurus if you need some ideas 😊            Using an example of the house advert, create your own advertisement, pretending to sell your own house. Remember to highlight the features of your house using emotive language.</p>	<p><b>Persuasive Writing Activity:</b>            Using the sample text 'Letter to the Editor,' highlight or underline the adjectives and emotive language used to persuade the reader of their opinion.</p>

<b>Fast Finishers:</b> Come up with 5 of your own ‘Would you rather questions’. Ask a family member and get them to explain their answers.				

# Would you rather...

1. Live without internet or junk food?
2. Have winter or summer forever?
3. Be a cleaner or a garbage truck collector?
4. Be able to fly or become invisible?
5. Leave home at 16 or live with your parents until you're 26?
6. Eat only your favourite food forever or never eat it again?
7. Never have Christmas again or your birthday?
8. Travel to another country or into outer space?
9. Have ten kids or never have any?
10. Have hair to the floor or be bald?
11. Live in the country or the city?
12. Skydive or bungee jump?
13. Lose the sense of touch or taste?
14. Lose the sense of hearing or sight?
15. Be a superhero or an actor?
16. Have two heads or four arms?





# 3-Storey Masterpiece



Located in the **prestigious** Marlston Hill locale, this **exceptional** three storey **masterpiece** boasts **sweeping skyline** views, resort style pool and **private** gymnasium all on a **spacious** 701sqm block.

**Huge circular** kitchen provides **plenty** of bench and storage space and sits in the heart of the home **overlooking** the living area and out onto the balcony. You will be **spoilt** for choice with which room to relax in and soak up the views with the multiple living areas.

Imagine relaxing in the summertime under your **large** gazebo boasting absolutely **sensational panoramic** views across the City.

To complete this **amazing** package the home also features a triple garage, **large** workshop, a toilet to service the pool area, heaps of storage and ducted reverse cycle air-conditioning.

Nestled between the Bunbury CBD, **bustling** restaurants, **pristine** beaches and walkways, this **beautiful** home has everything you want and more!

So **many** features to mention, call Ian today to find out more.

## General Features

Property Type: **House**

Bedrooms:**4**

Bathrooms:**2**

## Outdoor Features

Garage Spaces:**2**





# To the Editor

Dear Editor,

I am writing to share how worried I am about the increasing number of children under the age of thirteen who use social media. School children these days are being pressured by peers who are allowed to use social media. More and more parents are trusting that their children are responsible and mature enough to use social media. What they might not realise is that children's health and wellbeing are at risk by introducing social media too soon.

Firstly, there are now so many types of social media people can join. This variety is becoming addictive. With access to messaging, posting, likes, friend requests and photo filters, there is so much for children to love that many children get irritable or grumpy when their device runs out of battery or is taken away. Children should not rely on social platforms for entertainment or to socialise with friends.

Secondly, children are unsafe when they have direct access to the outside world at home or on social media. A lot of children have handheld devices, such as phones and tablets. When kids are left on their own without parental supervision, who will protect them if they face online bullying? Writing hurtful comments is easy for bullies when they are safe behind a screen. Even adults have trouble handling cruel feedback online, so how do we expect children to react?

Finally, it is important for children to hold on to their childhood. Children are far too eager to act like adults. Often, I see kids worrying about their hair, clothes, friend requests and 'selfies'. These photos are not just inappropriate for children, they are also being uploaded to a place where they will remain forever. When did online popularity become such a contest?

In conclusion, children are not ready for the responsibilities of social media. You need to be careful in the online world, and social media makes children more accessible to people and ideas they should be protected from. The age limit for social media is there for a reason. I urge parents to let their children hold on to their childhood for longer. There will be plenty of time for friend requests and duck-faced selfies when children grow up.

Sincerely,

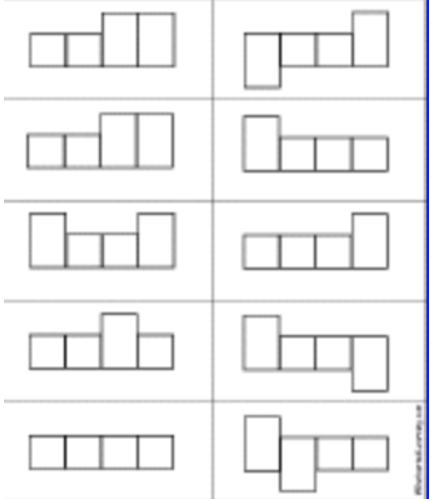
Tiffany Robson

## Comprehension Week 6

<b>Lesson 1</b>  To the Editor	Read the text 'To the Editor'. It talks about the effects of social media on children under the age of 13. Think about what the purpose of the text is. Is it to persuade, inform or entertain?  ***hint: In the instance of persuasive texts, the author is always trying to convince the reader to agree with their point of view.  Complete the associated questions. Remember, if you're working on the computer, you can just type the title "To the Editor" in your Google Doc and answer the questions there, there's no need to print out the sheet.
<b>Lesson 2</b>  Editing	Complete the 'Coco's Kennel' editing activity. Remember, if you aren't sure how to spell a word, grab a dictionary or type the word in to Google to help.
<b>Lesson 3</b>	<b>Wellbeing Wednesday- take this time to make sure you've completed Monday and Tuesday's activities.</b>
<b>Lesson 4</b>  Anh Do- Immigration to Australia	Watch the following video <a href="https://www.youtube.com/watch?v=Z0gt1pA3F-E">https://www.youtube.com/watch?v=Z0gt1pA3F-E</a> and answer the questions about Anh Do and his immigration to Australia.
<b>Lesson 5</b>	Go to the following link and listen to the story <a href="https://storylineonline.net/books/fast-words-fly/">https://storylineonline.net/books/fast-words-fly/</a> answer the 'Making Connections' questions. Can you relate to what the narrator was going through? Was there a time in your life that you felt you wouldn't succeed or left out for a silly reason?

## Spelling Week 6

<b>Monday</b>	Look, cover write and check your Week 6 spelling words in the 'Monday' column of your spelling sheet.  <b>Dictionary Meanings</b>  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.
<b>Tuesday</b>	Look, cover write and check your Week 6 spelling words in the 'Tuesday' column of your spelling sheet.

	<p><b>Word Jumble</b></p> <p>Jumble up 10 of your spelling words; try to have a sibling or parent unjumble them. Remember to ensure you have all of the letters so it is unjumbled correctly.</p>
<b>Wednesday</b>	<p>Wellbeing Wednesday- no new spelling activity is set; however, if you haven't completed Monday or Tuesday's activity, today is the day to do this.</p>
<b>Thursday</b>	<p>Look, cover write and check your Week 6 spelling words in the 'Thursday' column of your spelling sheet.</p> <p><b>Letter boxes</b></p>  <p>Look at the above example, complete letter boxes for at least 12 of your spelling words. See if a friend or family member can work out what your 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 puppy showed disappointment when given an appalling meal for dinner.</li> <li>2. The teacher wanted to appoint a happier applicant to the position of SRC.</li> </ol>

	3. Mr. Cordingley's appendix appeared happier after it was removed.
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### Stage 3 Weekly Spelling Sheet Term 3 Week 6

**Focus:** The digraph /pp/ making the “p” as in puppy.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
puppy				
supply				
apply				
appoint				
happier				
pepper				
Orange spelling words				
applicant				
applause				
applaud				
appeared				
apprentice				
appropriate				
Green spelling words				
disappointment				
appendix				
approximate				
apprehend				
appalling				
apparel				



# To the Editor

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Firstly, there are now so many types of social media people can join. This variety is becoming addictive. With access to messaging, posting, likes, friend requests and photo filters, there is so much for children to love that many children get irritable or grumpy when their device runs out of battery or is taken away. Children should not rely on social platforms for entertainment or to socialise with friends.

Secondly, children are unsafe when they have direct access to the outside world at home or on social media. A lot of children have handheld devices, such as phones and tablets. When kids are left on their own without parental supervision, who will protect them if they face online bullying? Writing hurtful comments is easy for bullies when they are safe behind a screen. Even adults have trouble handling cruel feedback online, so how do we expect children to react?

Finally, it is important for children to hold on to their childhood. Children are far too eager to act like adults. Often, I see kids worrying about their hair, clothes, friend requests and 'selfies'. These photos are not just inappropriate for children, they are also being uploaded to a place where they will remain forever. When did online popularity become such a contest?

In conclusion, children are not ready for the responsibilities of social media. You need to be careful in the online world, and social media makes children more accessible to people and ideas they should be protected from. The age limit for social media is there for a reason. I urge parents to let their children hold on to their childhood for longer. There will be plenty of time for friend requests and duck-faced selfies when children grow up.

Sincerely,

Tiffany Robson

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

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

# Letter to the Editor: Social Media

## Questions

1. Name three types of social media.

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2. What risks are involved with using social media?

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3. What ways can people protect themselves from these risks?

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4. Do you think children under the age of 13 should be using social media?  
Why?

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5. What safer options could children use instead of social media?

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1

# Coco's Kennel

grandpa used dads new paintbrush to  
paint our dogs old kenal a brite blue to  
make it extra comfterble, he then put one  
of grandmas old quilts on the floor he  
placed a wind dile on the kennels roof for  
a bit of extra charm



Find 4 spelling mistakes.  
Add 5 capital letters, 3 full stops and 4 apostrophes of  
possession.



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

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

## Reading Response: Making Connections

### What is it?

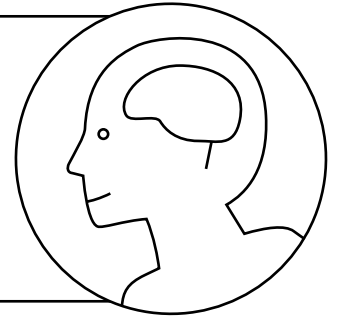
Making connections prompts you to compare ideas in a text to similar ideas in other texts or in life. This can help you understand ideas further or make inferences about new ideas.

What does this story remind you of? How?

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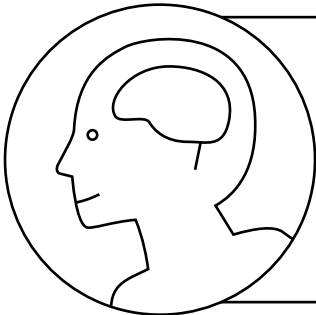


What ideas in this text remind you of another text?

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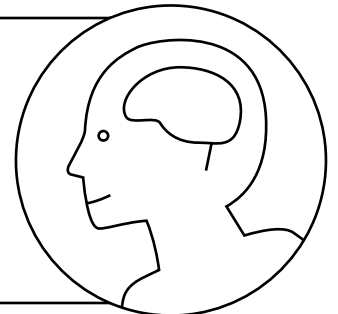


What memories can you connect to this text? How does this make you feel?

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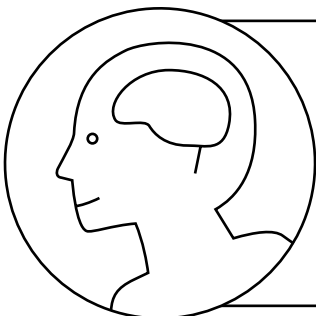


What ideas in this text happen in real life?

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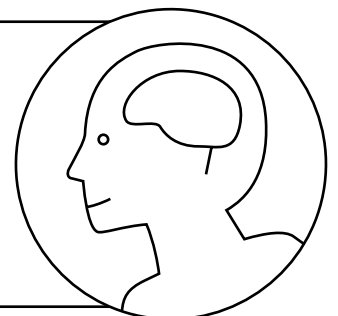


How could this text help people in real life?

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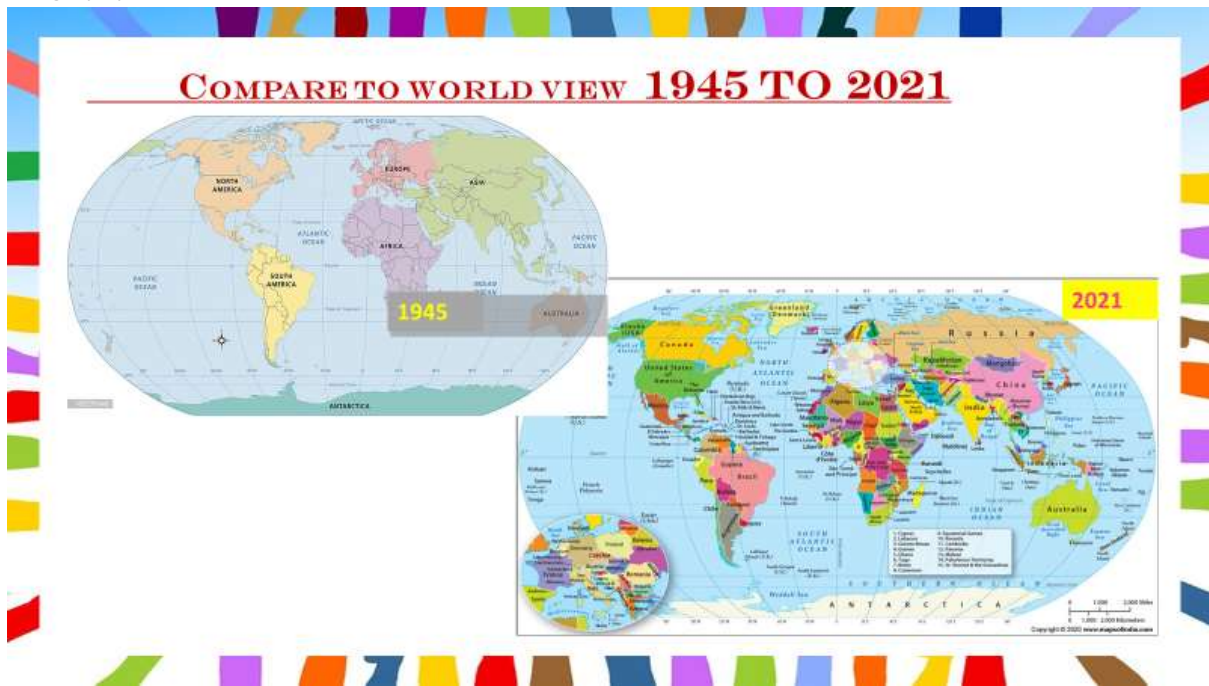
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### Term 3 Learning from home Maths Grid Stage 3 Werrington public School

**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

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



Comparing the two world maps above (the 1945 world map and the 2021 world map), as well as remembering the work you have done in geography so far (especially the UN declarations),

**Write 2 explanations of why you think the world map has changed so much in the last 75 years.**

You can ask a parent to help (or research the changes to a specific continent) if you're stuck.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Write 2 explanations of why you think there are so many more nations in 2021 then there was in 1945.**

You can ask a parent to help (or research the origin of some of the newer nations) if you're stuck.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Changing States

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It is possible for a substance to change its state of matter.

One way that this can occur is by changing the temperature of the substance.

The temperature at which something changes state depends on the properties of the matter that it is made from.





# Heating

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**Heating** means raising the temperature of an object or substance. Increased temperature can lead to the following changes of state:

**melting** - changing a solid into a liquid

**vaporisation** - changing a liquid into a gas

**sublimation** - changing a solid into a gas, without becoming a liquid first.







# Cooling

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**Cooling** means lowering the temperature of an object or substance. Decreased temperature can lead to the following changes of state:

**condensation** - changing a gas into a liquid

**freezing** - changing a liquid into a solid

**deposition** - changing a gas to a solid (without becoming a liquid first).

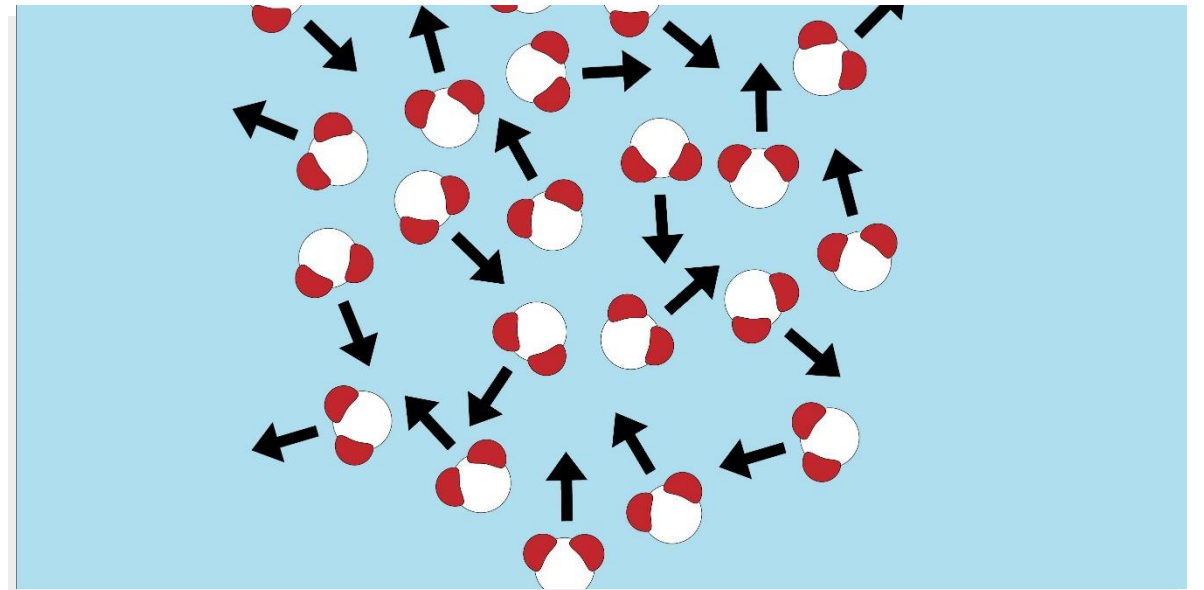
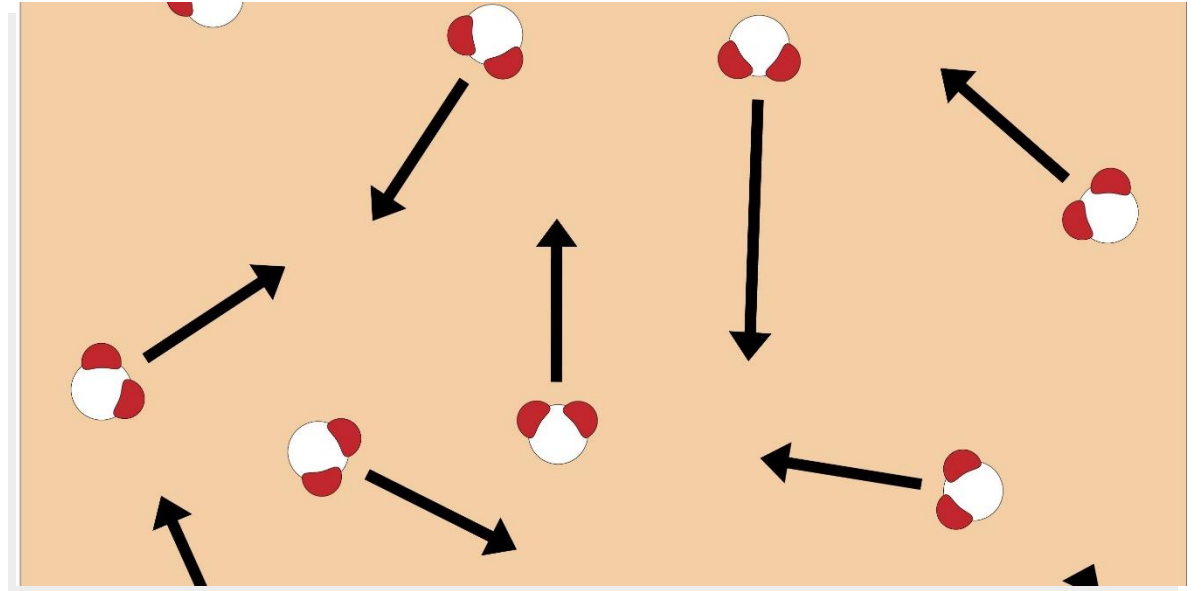




# Heating and Cooling at the Atomic Level

Heating a substance increases the energy between the atoms or molecules. This extra energy allows the atoms/molecules to move further away from each other.

Cooling a substance decreases the energy between atoms or molecules. This reduction in energy draws the atoms/molecules closer together.





# Why Does It Matter?

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How does understanding matter, its states, and how these states can be changed, help us in our world?







# Example 1: Conserving Water

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Knowing that liquids will evaporate when they are heated helps understand why water 'disappears' on a hot day.

Aboriginal and Torres Strait Islander peoples in Australia would cover waterholes in hot weather in order to conserve water by stopping it from evaporating.

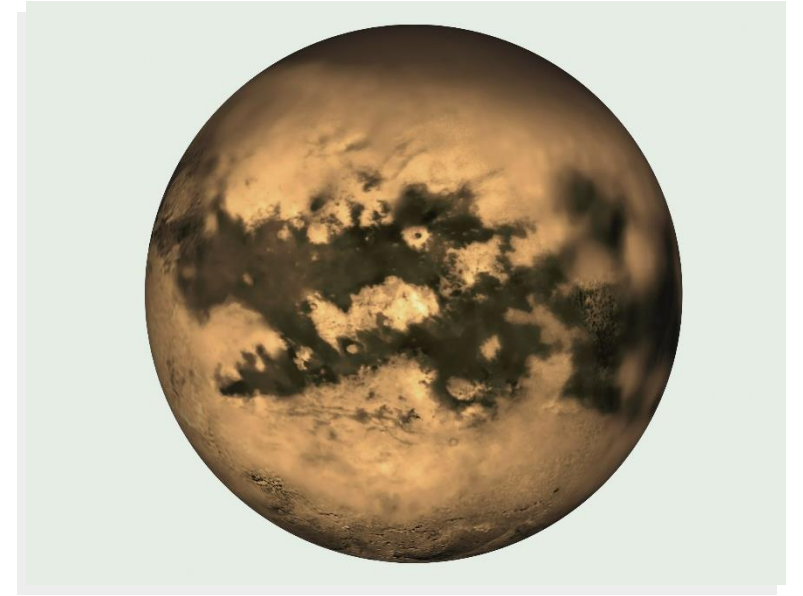




## Example 2: Identifying Matter in the Solar System

Understanding that a substance exists in different states at different temperatures can help scientists identify substances on other planets and moons.

For example, lakes and rivers of liquid were photographed on the surface of Titan, a moon of Saturn. Scientists knew the liquid couldn't be water, as the temperature on Titan is  $-179^{\circ}\text{C}$ . At that temperature, water is a solid. It is believed that the liquid is methane, which is a gas on Earth.





# Summary

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- All things are made from matter.
- All matter is made from atoms or molecules.
- There are three main states of matter: solid, liquid, gas.
- Substances can exist in different states depending the temperature.
- Heating can **melt** solids into liquids and **vaporise** liquids into gases.
- Cooling can **condense** gases into liquids and **freeze** liquids into solids.
- Understanding matter and its changing states can help people understand other natural phenomena and guide practices e.g. covering water to avoid evaporation.



# Cover to Conserve

## Looking at the World

Heating a liquid can cause it to vaporise and become a gas. For water, this process is called *evaporation*. Aboriginal peoples in Australia were aware of this and would cover their wells and waterholes in an attempt to conserve their water supply. Would this actually work? Let's investigate!

## Aim

To investigate whether covering a container of water helps conserve it.

## Scientist's Note

A clear, sunny day will give the best results for this experiment.

## Method

1. Complete the **Test Design** and **Hypothesis** sections of the experiment worksheet.
2. Fill each container with one cup of water. Record the precise measurement in the **Results** section.
3. Place the exercise book on top of one of the containers so that it is covered.
4. Place both containers in direct sunlight. For the best results, choose a position that will remain sunny for a long period of time. Record the time in the **Results** section.
5. Check the containers again after a period of time, e.g. one hour. Record the volumes of the containers and how long they have been observed. Conduct additional observations throughout the day.

## Equipment

- 2 x clear measuring containers
- 1 x exercise book
- 2 x cups of water

Name \_\_\_\_\_

Date \_\_\_\_\_

## Cover to Conserve - 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:** Write a sentence that predicts what you believe will happen.

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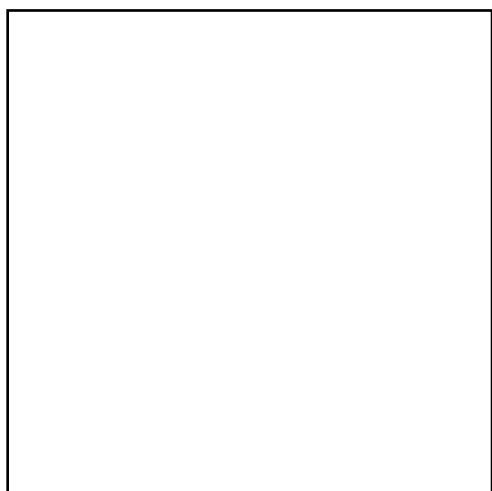
Name \_\_\_\_\_ Date \_\_\_\_\_

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

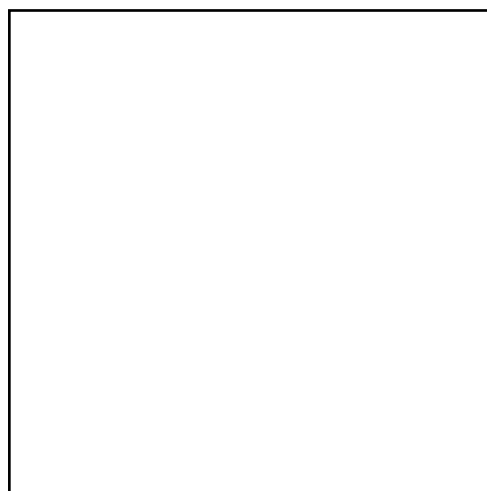
	Covered container	Uncovered container
Volume of water at start of experiment  Time: _____		
Volume of water  Time: _____		
Volume of water  Time: _____		
Volume of water  Time: _____		

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

1. Draw a diagram of the two containers at the end of the experiment. Include labels, and show the volume of water.



Covered container



Uncovered container



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

2. Calculate the difference between the volumes of the containers. Show your working out below, and record your final answer on the designated line.

Difference in volume = \_\_\_\_\_

3. Suggest a reason why there was/wasn't a difference in the volumes.

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4. Do you think the results would be the same if a different material was used for the cover, e.g. a piece of plastic, or a piece of cloth? Explain why or why not.

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5. How could the knowledge gained from this experiment help us in everyday life?

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

**Conclusion:** Write a summary that states the relationship between covering water when it is in the sun and changes to its volume. Include a rewriting of the hypothesis to reflect 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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# Paper Texture

## TASK

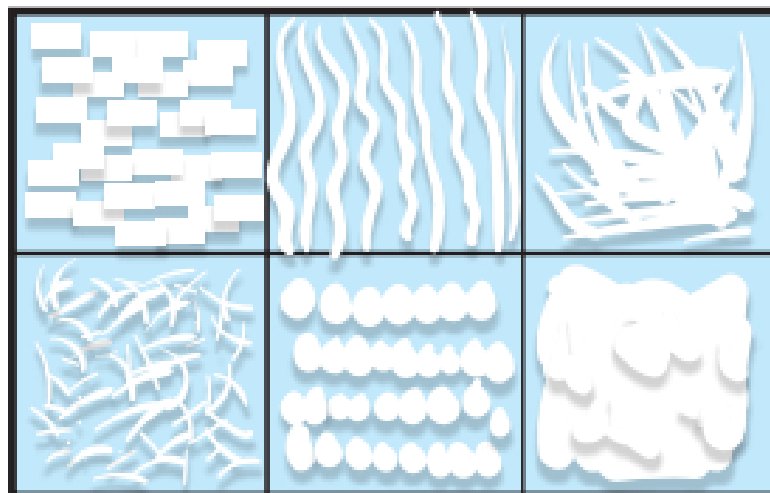
Create a texture mural by changing the feel of a piece of paper.

## MATERIALS

paper, coloured card, a ruler, a lead pencil, scissors, glue

## DIRECTIONS

1. Experiment with a piece of paper to discover how you can cut it, fold it and roll it to change the texture from smooth to rough.
2. Use a ruler and a lead pencil to divide a piece of coloured card into 6 sections.
3. Fill each section with cut, folded, rolled or scrunched up paper.
- 4 . Each section must have a slightly different texture to the others.



# Textured Painting

## TASK

Create a textured painting using items from nature.

## MATERIALS

white card, items from a nature walk (leaves, rocks, sand), glue, coloured paints, a thick paintbrush

## DIRECTIONS

1. Go on a nature walk and collect items in the environment that can be glued to a piece of card.
2. Using a glue stick, paste your items onto the white card. Use lots of glue to make sure that all of the items stick down as flat as possible.
3. While the glue is drying, decide what colour you would like to paint your artwork.
4. Create a mixture of half glue and half your chosen paint colour. Use a thick paintbrush to paint over the top of your whole page.
5. Leave your artwork to dry overnight.



<p><b><u>The History of the Summer Olympics</u></b></p> <p>Research information about the Olympics. When did they start? What is the motto and the meaning of the Olympics? What were the original Olympics like? Have sports remained the same?</p>	<p><b><u>Sports in the Tokyo Olympics</u></b></p> <p>List all the sports that will be played at these Olympics.</p> <p>What are the new sports?</p>	<p><b><u>4 Greatest Moments!</u></b></p> <p>Research 4 of the greatest moments in Australia's Olympic history. What was achieved?</p> <p>To help you: Cathy Freeman, Ian Thorpe, Dawn Fraser, Duncan Armstrong</p>
<p><b><u>Picture Graph</u></b></p> <p>Create a picture graph to show Australia's medal tally throughout the 2021 Tokyo Olympics. Which Australian won the most medals? In which sport did they compete?</p>	<p><b><u>Olympic torch</u></b></p> <p>Research facts about the Olympic torch.</p> <p>You may wish to find out why they have the torch or its importance.</p>	<p><b><u>Your favourite Olympic Sports</u></b></p> <p>List 5 of your favourite Olympic sports and tell us why they are your favourite. You may like to research facts about 1 of the sports that you are most interested in.</p>
<p><b><u>The Olympic Rings</u></b></p> <p>Research the meaning behind the Olympic rings. Why are they the colours they are? What do they symbolise?</p>	<p><b><u>When and Where?</u></b></p> <p>Research how often the Olympics are held. List some of the countries (and cities) that they have been held in and what years? When were the Olympics in Sydney? Where will they be in 2032?</p>	<p><b><u>Emma McKeon</u></b></p> <p>Emma McKeon is now our most decorated Olympian. Research some facts about her. What sport did she participate in? What medals did she win in Tokyo?</p>

