

Werrington Public School – Learning From Home Plan

Stage 3 (Term 3, Week 7)

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 7 Writing Grid for today’s activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 7 Writing Grid for today’s activities.	Well-being Wednesday Select a research task (or several) 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.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 7 Writing Grid for today’s activities.	English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 7 Writing Grid for today’s activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Spelling – refer to the Spelling Week 7 outline and complete the activities for the day.</p> <p>Comprehension -refer to the Comprehension Week 7.</p> <p>Reading Eggs – 15 minutes.</p>	<p>Spelling – refer to the Spelling Week 7 outline and complete the activities for the day.</p> <p>Comprehension -refer to the Comprehension Week 7.</p> <p>Reading Eggs – 15 minutes.</p>		<p>Spelling – refer to the Spelling Week 7 outline and complete the activities for the day.</p> <p>Comprehension -refer to the Comprehension Week 7.</p> <p>Reading Eggs – 15 minutes.</p>	<p>Spelling – refer to the Spelling Week 7 outline and complete the activities for the day.</p> <p>Comprehension -refer to the Comprehension Week 7.</p> <p>Reading Eggs – 15 minutes.</p>
Break					
Middle	<p>Mathematics Number of the day Activity: Use a piece of paper to design a toy store. Create it from a bird's-eye view. When you are finished, calculate the fraction and percentage of EMPTY spaces on the paper.</p> <p>Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).</p>	<p>Mathematics Number of the day Activity: Measure your foot in centimetres. Convert it to metres and kilometres. If a football field is 100 metres long, how many of your feet will it take to get from one end of the field to the other?</p> <p>Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).</p>		<p>Mathematics Number of the day Activity: Choose a number between 1 and 100. Create a riddle about that number for your family to solve, e.g. I am a two-digit, even number. My second digit is a zero. I am 25% of 200. What number am I? 50!</p> <p>Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).</p>	<p>Mathematics Number of the day Activity: Make small number cards from -10 to 10. Turn the cards facedown. Flip 3 cards over. Can you make 7 by using all 3 numbers? Try again. HINT: Try using any combination of the 4 operations.</p> <p>Maths Grid – select a task from the maths grid. Mathletics – log on and work on the assigned tasks (approx. 15 minutes).</p>

Monday		Tuesday	Wednesday	Thursday	Friday
		minutes).		tasks (approx. 15 minutes).	minutes).
Break					
Afternoon	BTN Newsbreak Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Geography – Complete the activity: ‘Diversity Across Asia’.	BTN Newsbreak Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Science – Read the slides ‘Changing States of Matter’ and complete the ‘States of Matter’ worksheet.		BTN Newsbreak Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Creative Arts – complete the activity ‘Designing for Depth’.	BTN Classroom Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. Creative Arts – complete the activity ‘Balancing Act’.

Term 3 Learning from Home Writing Grid

Week 7 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
Choose one of the persuasive writing samples provided and read it through. Familiarise yourself with the Hamburger Structure for persuasive writing.	<p>Watch the video: https://www.youtube.com/watch?v=SUMhQukF6Vw</p>		<p>Watch the video: Persuasive Writing for Kids 2 Introduction - YouTube</p>	<p>Watch the Video: Persuasive Writing for Kids 3 Arguments - YouTube</p>
<p>:</p> <p>Persuasive Writing Activity: Using your chosen writing sample and hamburger structure, label each part of the text according to the model. You will need to label the introduction, arguments, examples, and conclusion.</p>	<p>Persuasive Writing Activity: Complete the brainstorming activity sheet: Pets Should be Allowed to Come to School. Refer to the video for brainstorming ideas.</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>Persuasive Writing Activity: Using your brainstorm from Tuesday and the video as a guide, write an introduction to the topic 'Pets Should be Allowed to Come to School.' Remember to include a sizzling start, point of view and preview of ideas sentence.</p>	<p>Persuasive Writing Activity: Using the video as a guide and following on from Tuesday's introduction write your first argument (one paragraph). Repeat this for your other two arguments. You will then have 4 paragraphs including your introduction.</p>

Why You Should Vote for me in the Student Council Elections

Good afternoon, my name is Natalie Hicks and I would like to explain why you should vote for me in the student council elections on May 1st.

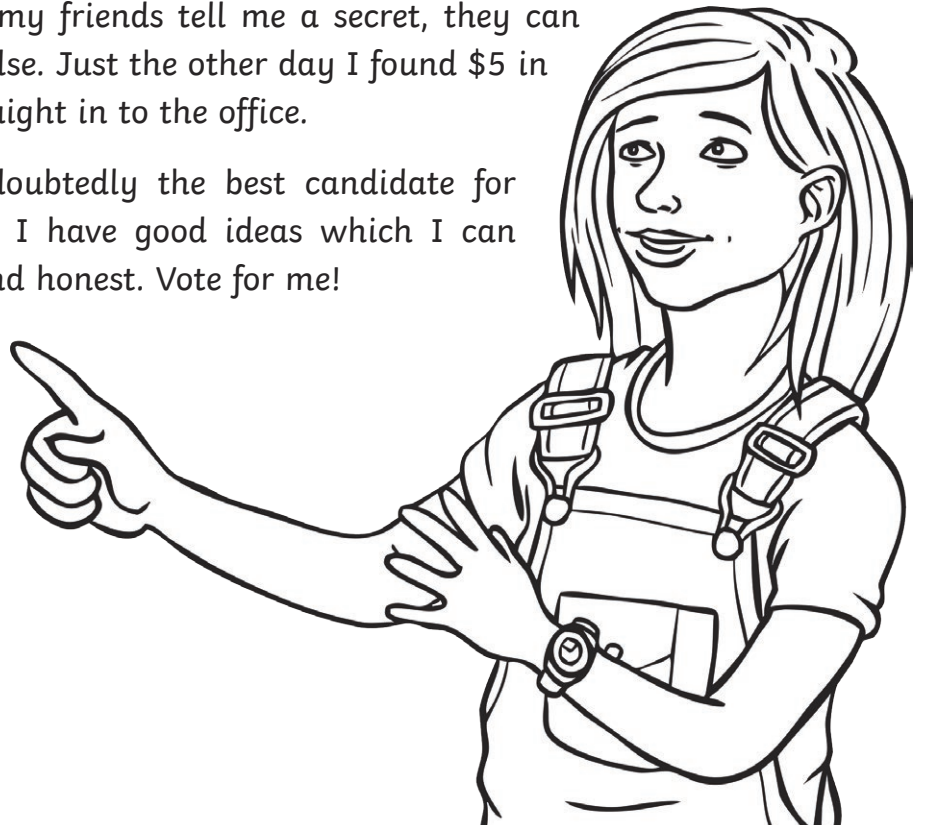
I have been attending this school since I was 5 years old so I care a lot about what happens here. I learned to read at this school, I lost my first tooth at this school and I have enjoyed every minute of my time here. However, I think that together we could make some changes that would benefit everyone.

Have you ever wondered what recess would be like if the equipment we had was even better? How about if you got to choose how any money raised at the school was spent? I plan to arrange new and exciting fundraising opportunities and then ask you - the children - what we should spend our money on to make sure we have the best equipment possible.

Furthermore, I will make an excellent school councillor because I have really good ideas. I have shown this in my school work and in my enterprise projects. I know what children at this school want because I have a lot of friends and I talk to lots of people. I am good at talking to adults – it always says so on my school reports.

Additionally, I am trustworthy and honest. This is an extremely important quality in a school councillor. If my friends tell me a secret, they can depend on me not to tell anyone else. Just the other day I found \$5 in the playground and handed it straight in to the office.

I have explained why I am undoubtedly the best candidate for this position. I know the school, I have good ideas which I can communicate and I am reliable and honest. Vote for me!



Dear Mr. Jones,

I am writing to you because I would like to see harsher penalties imposed on dog owners who allow their pets to foul the pavements and not clear up the mess. I see new piles of dog waste every day when I walk to school. I feel very strongly that this is not acceptable and I would like you to do something about it.

Children especially do not look at the ground as carefully as adults because they are often playing or skipping or running. Obviously, they are much more likely to step in dog mess. This has happened to me several times recently and also to many of my friends.

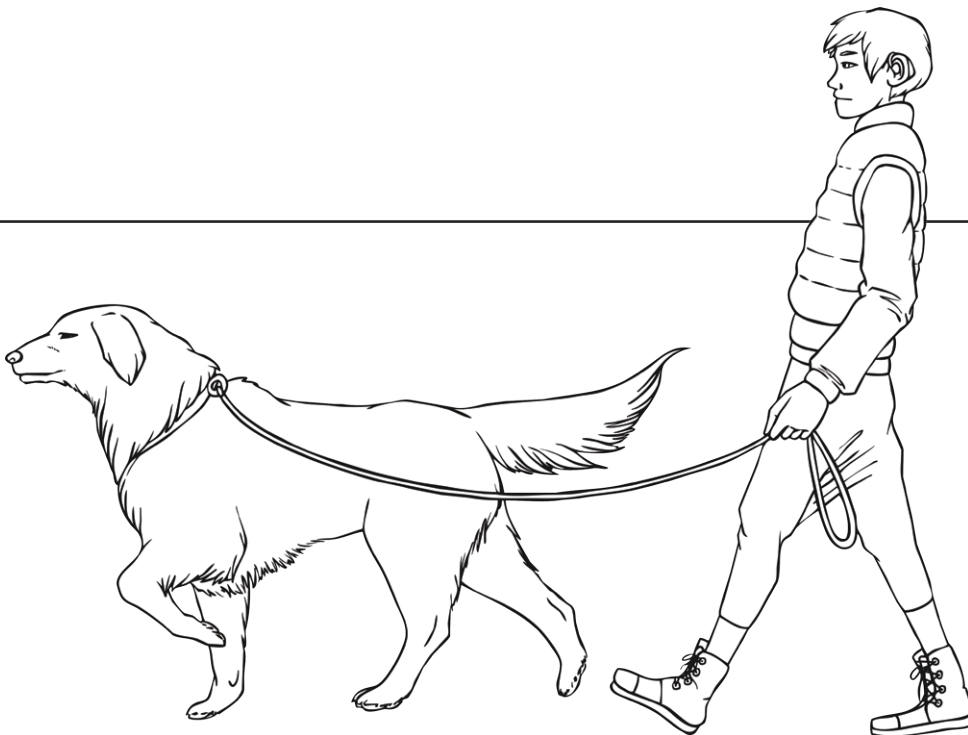
When you get dog mess on your shoes, everyone knows about it. The horrid smell makes you feel ashamed, almost as if everyone is looking at you and you often have to take your shoes off and leave them outside or run the risk of getting poo all over you when you try to clean your shoes. Why should children be made to feel like this?

If people choose to own dogs, then they should make sure that the pavements are left suitable for everyone to use. It is totally obvious that clearing up dog mess is just as much a part of owning a dog as feeding it or taking it for walks. If owners are not prepared to clean up after their dog, then they should not own one.

In summary, I am fed up of ordinary people, particularly children, suffering while they go about their daily business as a result of the laziness of some dog owners. While I appreciate that most dog owners take their responsibilities seriously, I think that those who don't should pay a much heavier penalty.

Yours sincerely,

Mr. I. Trodinit.



Why There Should Be a Television Programme for Women's Football

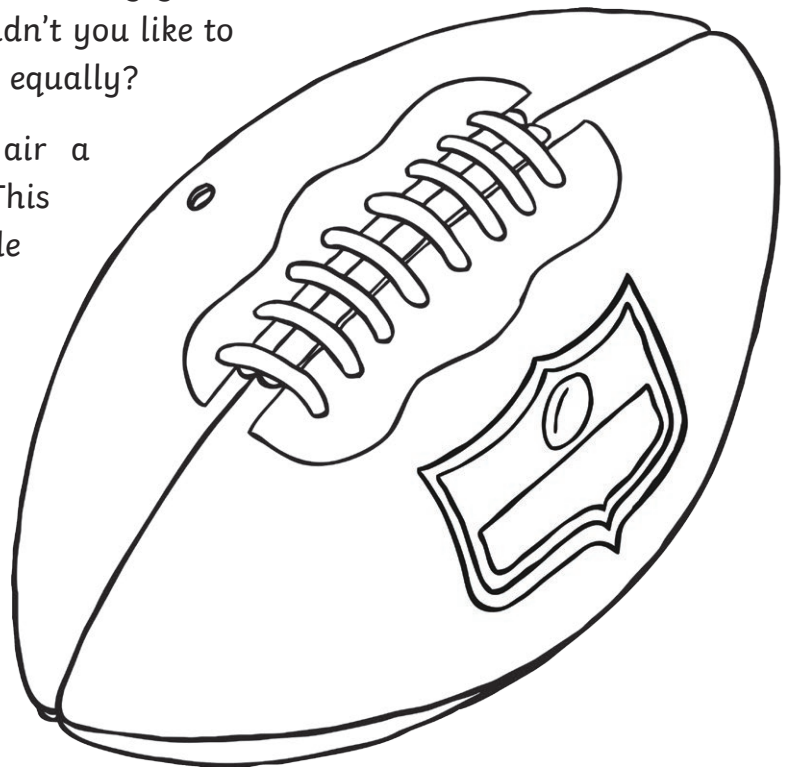
Anyone who likes football can close their eyes and hear their AFL team's theme song. They can hear the crowd noise, imagine the football sailing through the goal posts and picture the players celebrating another goal. However, the players are always men. Why? I strongly believe that women's football should be given equal billing with men's football and that would include having the same programme for women each week.

Women's football is a popular and growing sport and should be represented on TV. Football is one of the most popular team sports for women, the crowds at games are getting bigger and the skill levels are even better than those in the men's game. It is time to give women's football equal standing on TV.

Girls who enjoy playing football should have access to role models that can be a positive influence for them. Not many people know the names of women's football stars. If girls could be more familiar with women who have become professional players, they would be more likely to train hard to try and achieve the same thing.

It is hugely important to give boys and girls equal rights in everything. Females are paid on average less than males and are not represented equally in films. As AFL is the national sport in Australia, it makes really good sense for football to lead the way in this. Wouldn't you like to have a world where everybody is treated equally?

Undoubtedly, the time has come to air a television programme for women too. This would be the perfect way to provide positive role models for girls and combat inequality. The time is now.





Introduction

Clearly state what you think.

Firstly....

Give a reason for why you think that with an example.

Secondly....

Give another reason with an example.

Thirdly....

Give another reason with an example.

Conclusion

Write what you think again with different words!

Topic: Pets Should be Allowed to Come to School

	Argument 1	Argument 2	Argument 3
Evidence			
Explanation			

Comprehension Week 7

Lesson 1 J.K. Rowling	Read the text about J.K Rowling and answer the questions. Remember, there is no need to print the sheets. Simply read the text, and answer the questions in your Google Doc for the day.
Lesson 2 Slip, slop, slap	Read the text about sun safety, and complete the associated questions. *** note, make sure you have a go at the crazy creative challenge, your teachers would love to see what you come up with!
Lesson 3 Wellbeing Wednesday	Wellbeing Wednesday- take this time to compete 1 of the activities from the Olympics grid, or an activity of your choice.
Lesson 4 Sketch to Stretch	This is an activity in visualising. Choose a novel that you have access to at home. If you do not have one, think of a movie that you have seen recently. <ul style="list-style-type: none"> • Divide a sheet of paper into 6 even squares. Label them with the numbers 1-6. • Pick a chapter from the book (or a section of the movie). In 6 illustrations, you need to illustrate the chapter so that it can be re-told just through the pictures. For example, if I was doing Chapter 4 of Percy Jackson and the lightning thief, I could illustrate Percy's encounter with the minotaur and the death of his mother. <p>You can either take a picture of your work and upload it, or complete the task in a Google Doc.</p>
Lesson 5 Sharks- not taking	Watch the video https://www.youtube.com/watch?v=EhooOuUqnY0 and complete the note taking activity. You may need to watch the video twice. Once just to watch it, and once to complete the activity.

Spelling Week 7

Monday	Look, cover write and check your Week 67 spelling words in the 'Monday' column of your spelling sheet. Dictionary Meanings
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	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.
Tuesday	<p>Look, cover write and check your Week 7 spelling words in the 'Tuesday' column of your spelling sheet.</p> <p>Rhyming Words</p> <p>Find as many rhyming words as you can for your spelling words. Write them in your Google Doc.</p>
Wednesday	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.
Thursday	<p>Look, cover write and check your Week 7 spelling words in the 'Thursday' column of your spelling sheet.</p> <p>Synonyms</p> <p>A synonym is a different word with the same meaning. For example, instead of using the word 'have', I could write 'possess'.</p> <p>Choose at least 8 of your spelling words and find a synonym for them.</p>
Friday	<p>If possible, have a parent/sibling test you on your spelling words. What score did you get? If you do not have someone to test you, look, cover, write and check them in the 'Friday' column of your spelling sheet.</p> <p>Practice writing the following dictation sentences:</p> <ol style="list-style-type: none"> 1. The business showed forgiveness to the boss wearing the fancy dress when she fell through the glass. 2. The man was in distress after he had to write an essay for a classroom assignment. 3. An assessment of the fossil was made across from the accessory store.



J.K. Rowling

Who Is J.K. Rowling?

Joanne Rowling (more commonly known by her pen-name, J.K. Rowling) is a celebrated British author. She is most well known for the *Harry Potter* series, which became the highest-selling book series of all time in 2018. In addition to being a writer, Rowling is also a mother, a teacher, and an advocate for the rights of women and children.

Early Life

J.K. Rowling was born in Yate (a town in Gloucestershire, England) on 31 July 1965. Her father, Peter, was an aircraft engineer, and her mother, Anne, was a science technician. Joanne's sister, Dianne, is two years younger than her. Books were highly valued in the Rowling household, as both parents were prolific readers. As a result, Joanne decided from an early age that she wanted to be a writer.

Education

Rowling began her school education at St Michael's Primary School in Gloucestershire. When she was nine years old, she moved to the town of Chepstow in Wales. Joanne attended secondary school at Wyedean School, and then studied French and Classics at the University of Exeter. After graduating from university in 1986, Rowling worked for Amnesty International (a charity that campaigns against human rights abuses) in London. She also worked as an English and French tutor.

The Boy Who Lived

The idea for Rowling's most famous works, the *Harry Potter* series, came to her on a train journey from Manchester to London in 1990. She

immediately began writing the story of the famous boy-wizard, although it would take several years to plan out the entire seven-book series. The first book was finally released in 1997 by Bloomsbury Publishing. It was an instant success, adored by children and adults alike. Six more novels followed, the last of which became the fastest-selling book to date.

Awards and Activism

J.K. Rowling continues to write; however, she has informed the public that there will be no further additions to the *Harry Potter* series. She has won multiple awards throughout her writing career, including an OBE (Order of the British Empire) award for services to children's literature. Joanne continues to donate to charities that fight to reduce poverty and social inequality, making her not only one of the world's greatest novelists but also one of its most generous philanthropists.

Name: _____

Date: _____

J.K. Rowling

Use the biography to identify the key events that have occurred in J.K. Rowling's life.

Date and place of birth:	
Family members:	
Primary education:	
Secondary education:	
University education:	
Occupations (prior to writing):	
The <i>Harry Potter</i> series:	
Recognition:	
Charity work:	

Name: _____

Date: _____

J.K. Rowling

Answer the questions below, using examples from the biography to support your responses.

1. Biographies retell the events, experiences and achievements of a person's life. What aspects of J.K. Rowling's life did you find most interesting to read about?

2. Biographers must choose which information about a person's life to include in a biography, and which information to leave out. What aspects of J.K. Rowling's life would you like to have read about that were not included in the biography?

3. Why do you think J.K. Rowling is considered to be a worthy subject for a biography?

4. Imagine a biography was being written about your own life. List five key events or achievements that you would like your biography to include.

Slip, Slop, Slap!

The sun's rays can be both beneficial and dangerous to your body. The sun's ultraviolet (UV) radiation is your best natural source of vitamin D. Vitamin D is important for healthy bones, muscles and teeth. However, the sun's UV radiation can also cause sunburn, damage to your eyes and skin cancer.

Whenever you are heading outside, it is important to be sun-smart. Some things that you can do to make sure you are protected from the sun's rays include:

- wearing sun protective clothing
- putting on some sunscreen
- wearing a wide-brimmed hat
- finding shade
- wearing sunglasses.

Once you are protected, you can enjoy lots of fun outdoor activities including sport, going to the beach, playing on a playground or even just walking outside to enjoy the outdoors.



Slip, Slop, Slap!

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be
 - a) The Weather.
 - b) The Sun and our Health.
 - c) How the Sun is Good for your Health.
 - d) Hot, Hot, Hot

CRAZY CREATIVE CHALLENGE

Create a poster encouraging your classmates to be sun-smart.

Note-Taking Graphic Organiser

Main Idea

Key Vocabulary

Important Information

Summary

Source

Stage 3 Weekly Spelling Sheet Term 3 Week 7

Focus: The digraph /ss/ making the sound "s" as in dress.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
dress				
stress				
across				
boss				
glass				
essay				
Orange spelling words				
embarrass				
address				
classroom				
assault				
accessory				
fossil				
Green spelling words				
business				
distress				
assessment				
embarrassment				
forgiveness				
assistance				

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

Instructions: Each Day choose one math activity to complete. Students may change the size and place value of a number to make it more/less challenging

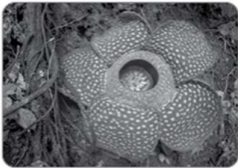
Number Draw a hundreds board. Colour the prime numbers in red and the composite numbers in blue.	Addition & Subtraction What happens when you add an odd number to an even number? Do this 5 times using different numbers, then explain what the rule might be.	Multiplication & Division Place the following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

Asia's fun facts:

- The Karakum Desert of **Turkmenistan** has black sand.
- **Sri Lanka** sits on 80 degrees east longitude line.
- **Japan** has four main islands and more than 6,000 small islands. Japan also produces 45 billion chopsticks a year
- **The United Arab Emirates** has the tallest building in the world, it's called Burj Khalifa.
- The sale of chewing gum has been banned in **Singapore** since 1992.
- **China** has 24 rivers, it has the most rivers worldwide.
- **Thailand's** capital city, Bangkok's full name is the longest city-name in the World.
- The Chocolate Hills are found in the **Philippines**, they are made of grass.
- The flag of **Turkey** is a red flag with a white crescent moon and a star.
- **Bengal tigers** originate from **India**.
- The colossal blossom is the largest flower in the world, it can be found in **Indonesia**.

DIVERSITY ACROSS ASIA

Read the clues on the cards below and the caption above, to work out which Asian country they are relating to. Write the answers in the space provided on each card (or on your turn in sheets or workbooks).

<p>Longest capital city name in the world.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>Forty five billion pairs of chopsticks made each year.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>Black sand desert</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>An island. Sits on the 80 degrees east longitude line.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>
 <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>An archipelago. Four main islands. More than 6,000 small islands.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>Flag features a crescent and a star.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>Tallest building in the world.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>
<p>Bengal tiger</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>No chewing gum.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>Hills made of chocolate.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>	<p>Has the most rivers in the world.</p> <div style="border: 1px solid black; height: 20px; width: 80%; margin: 10px auto;"></div>





Changing States

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

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

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).

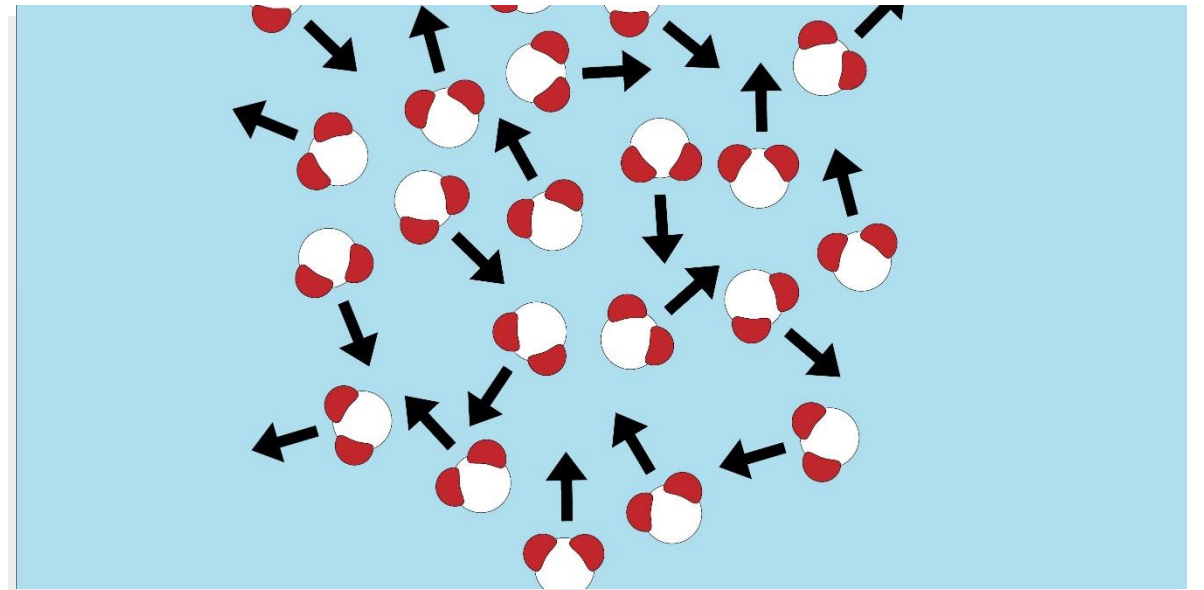
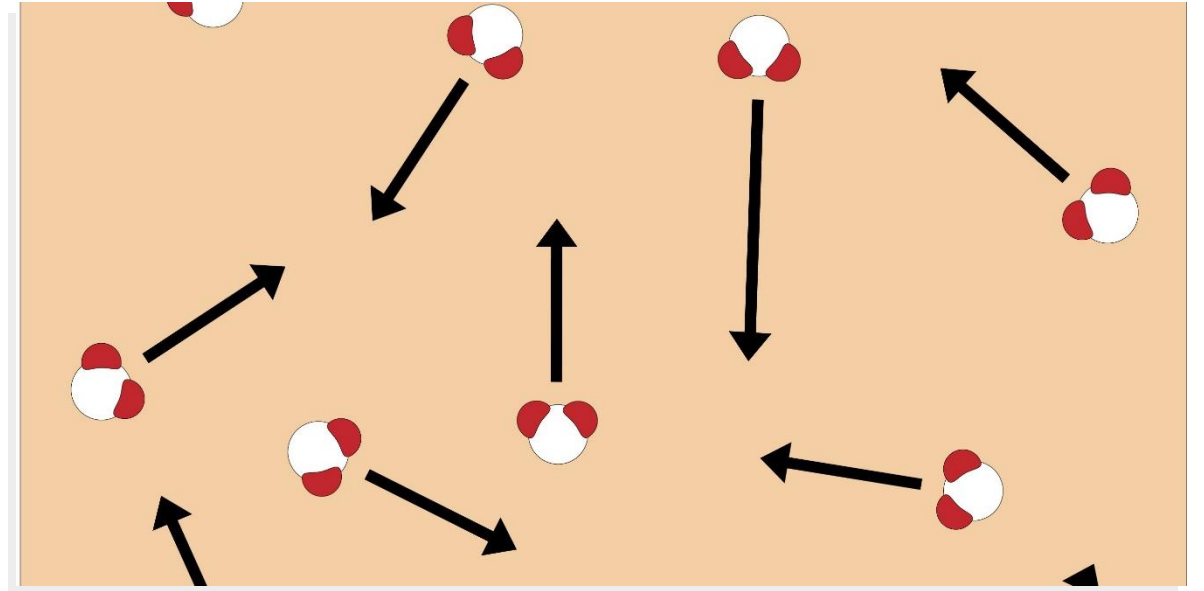




Heating and Cooling at the Atomic Level

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?

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





Example 1: Conserving Water

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.

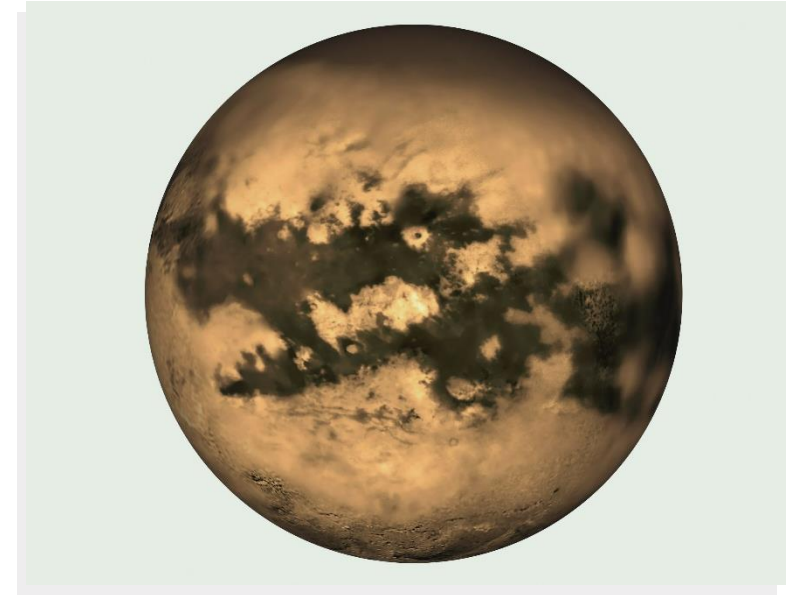




Example 2: Identifying Matter in the Solar System

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°C . At that temperature, water is a solid. It is believed that the liquid is methane, which is a gas on Earth.





Summary

- 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.

States of Matter Presentation

Classifying Slime as a solid/liquid/gas

Create a presentation that details the reasoning behind your classification of slime as a liquid, solid or gas.

The presentation needs to include the following elements:

- a statement regarding the state of matter for the slime e.g., Slime is a solid/liquid/gas
- an explanation of why slime is a solid/liquid/gas, making reference to its observable characteristics
- a suggested test or experiment that can help prove the slime's state of matter, including a list of materials and a method.

The presentation is to be completed by students individually. It could be a written report, an oral presentation, a poster, a digital display, a demonstration or a multi-modal exhibition. Your presentation will need to be videoed or photographed to be uploaded to the google classroom.

DESIGNING FOR DEPTH

Drawing Templates

Artists achieve a sense of depth in their 2D artworks through clever techniques using:

- size
- overlapping
- placement
- atmospheric perspective.

You will choose a character from the templates provided and copy its face many times onto your page (in a portrait layout). You will arrange the faces on your page to show depth.

The suggestions below will help you create a 3D 'feel'! Draw the entire artwork in lead pencil first, before you begin colouring.

Copy your chosen face onto the bottom of your page. This face will be the biggest one you will draw. As you travel higher up the page, gradually draw the other faces smaller.

Size

The faces you draw larger than others will appear closer.

Overlapping

Draw some of the faces partially hidden behind others.

Placement

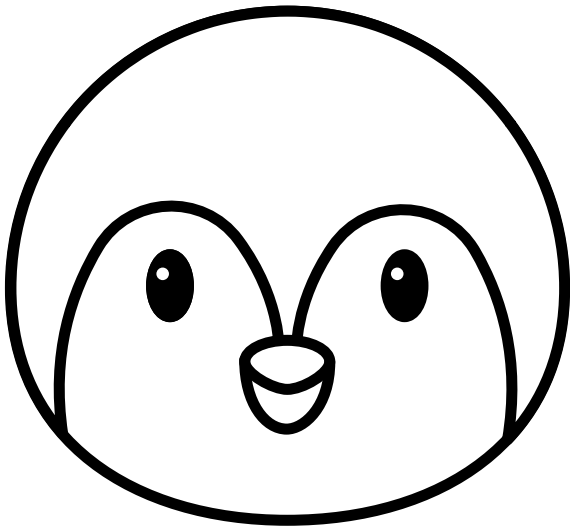
Place some faces higher on your page than others. If you reduce the size of these faces as they go up towards the top of the page, they will appear further away.

Atmospheric perspective

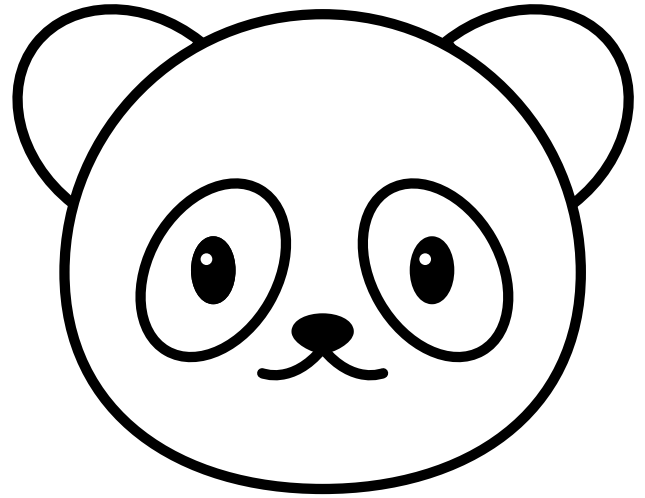
Draw less detail and make lines less distinct on those faces you want to suggest are further away. When it comes to colouring, lighter colours and a 'hazy' look on the distant faces will add to the illusion of depth.



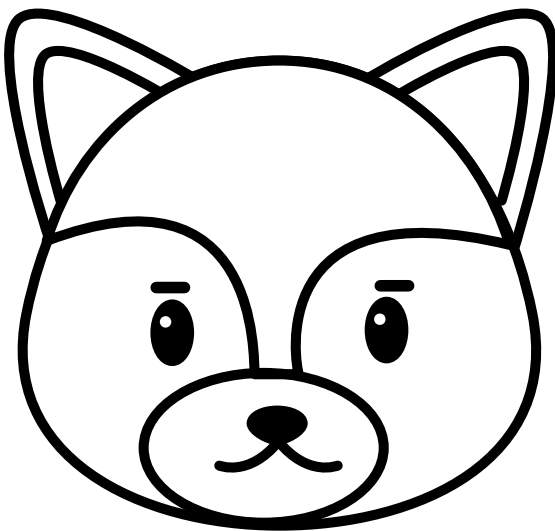
Choose a Character



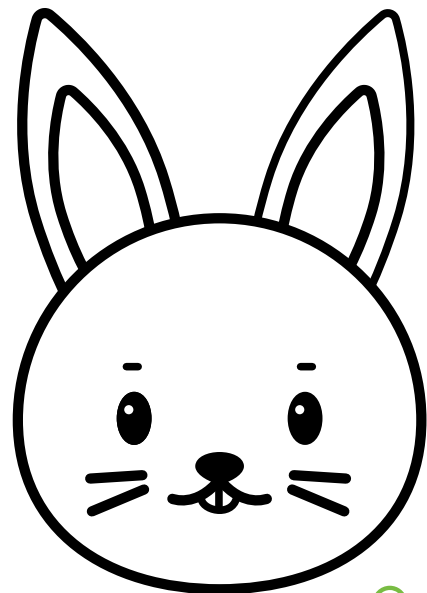
 teachstarter



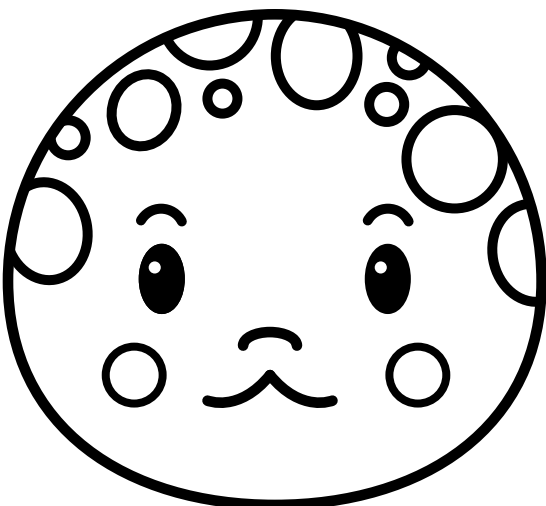
 teachstarter



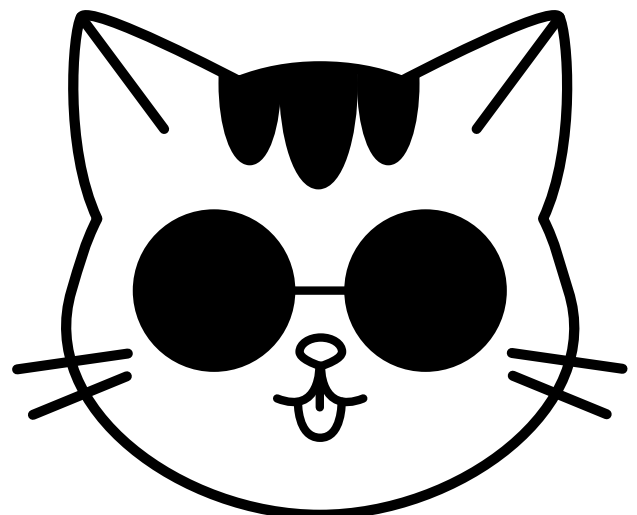
 teachstarter



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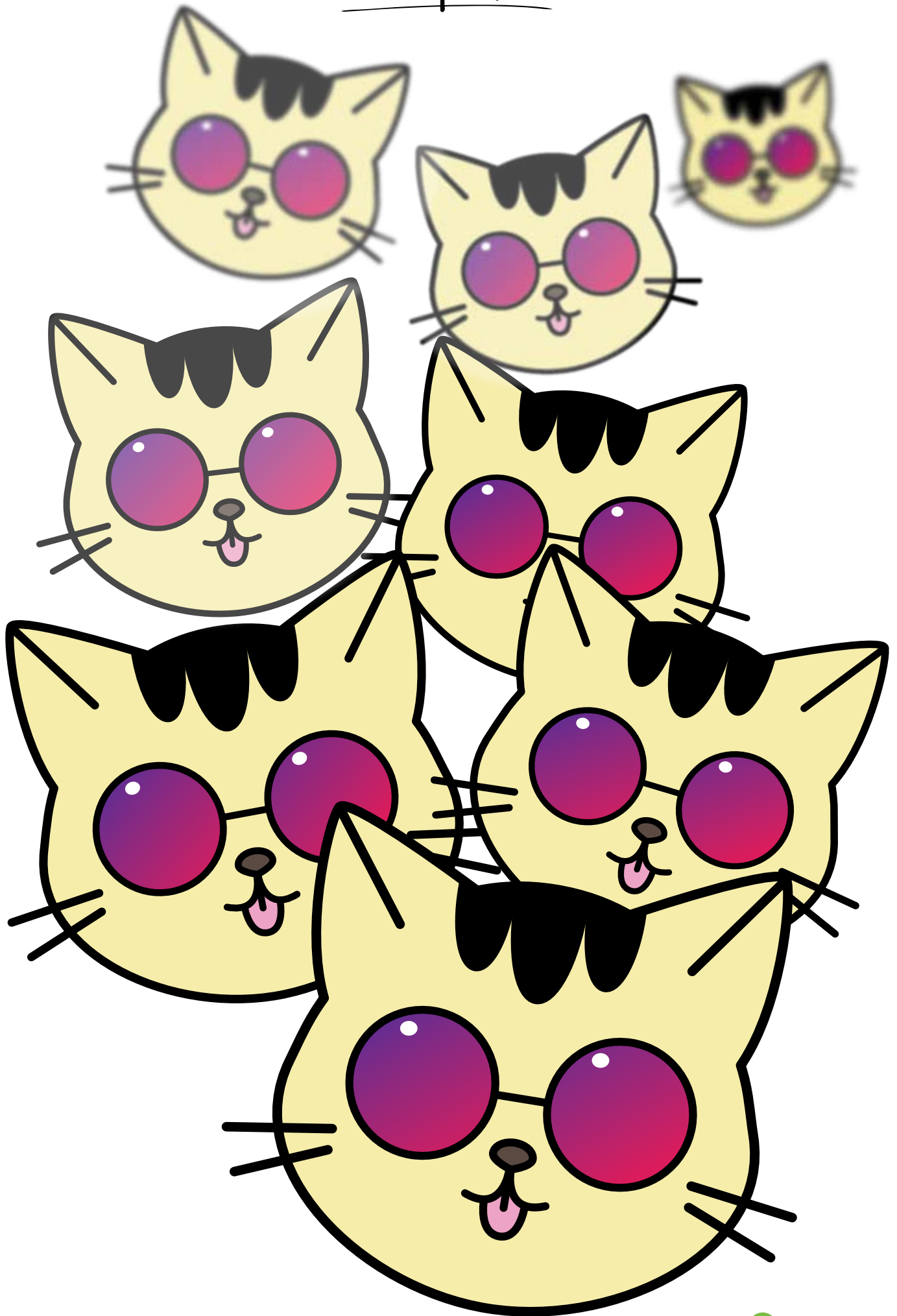


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Example Art



Balancing Act

Task

Cut and arrange shapes from paper to explore positive and negative space.

Materials

A lead pencil

A square of white paper (for practising your design)

A square of black paper

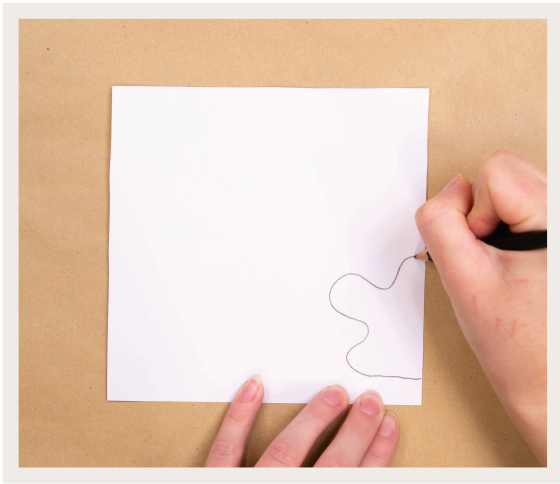
White backing paper that is twice as wide as the black paper

A coloured pencil that can easily be seen on the black paper

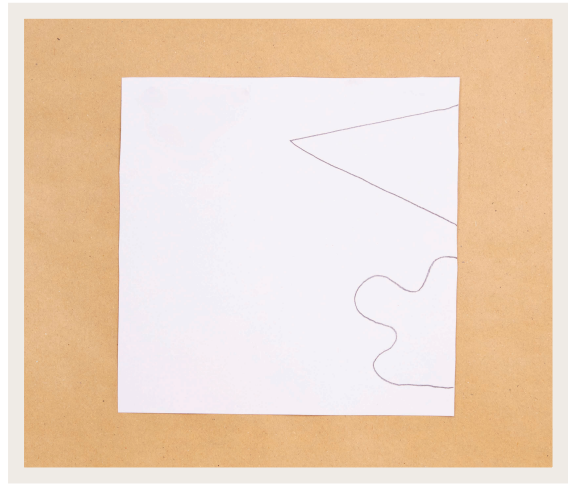
Scissors

Glue

Procedure



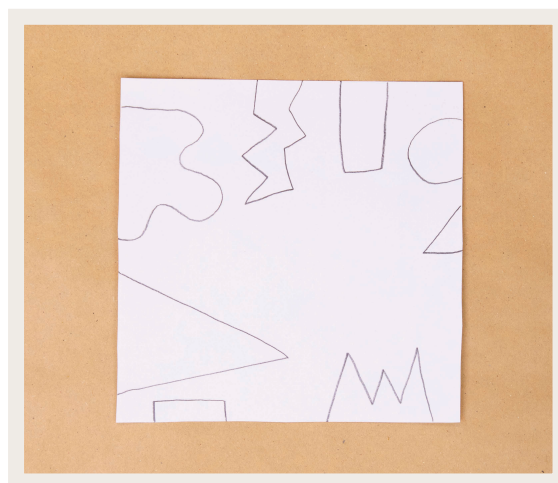
1. Draw a simple shape on one side of the square of white practice paper. The shape must start and end on the same side of the square. Try not to extend the shape beyond the middle of the square.



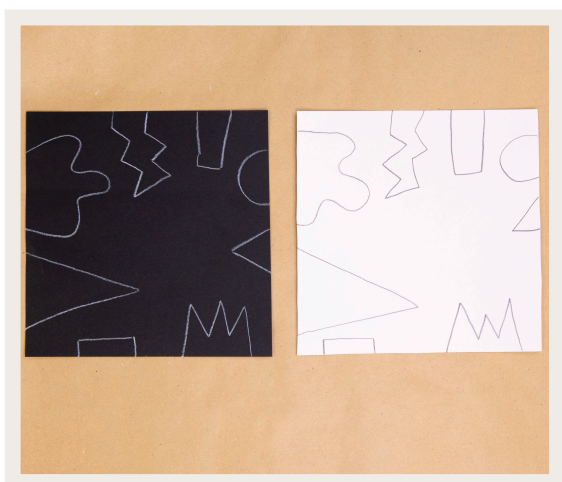
2. Draw a different shape on the same side.



3. Move around to the next side of the square. Repeat the above, limiting the number of shapes to two or three.



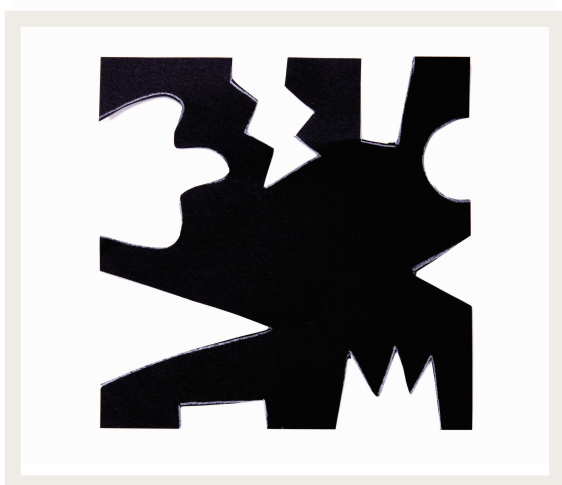
4. Continue around all four sides of the square, drawing shapes in the same way. Remember that you will need to cut these shapes out on your final artwork, so you may not want to make them too complex!



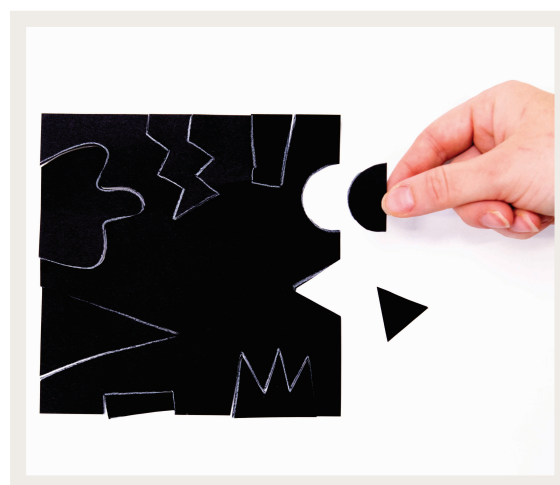
5. Using the coloured pencil, copy your design onto the square of black paper.



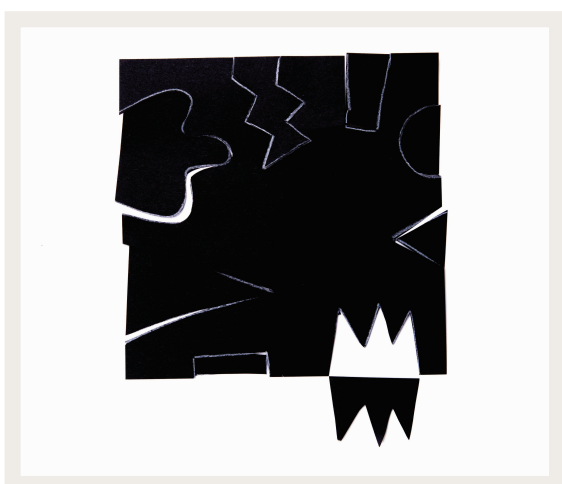
6. Cut out the shapes from the black paper and carefully set them aside. Make sure you don't lose any of these pieces!



7. Once all the shapes have been cut out from the black paper, place what is left of the black square onto the white backing paper.



8. Place the cut shapes into the gaps, as if you were fitting a puzzle back together.



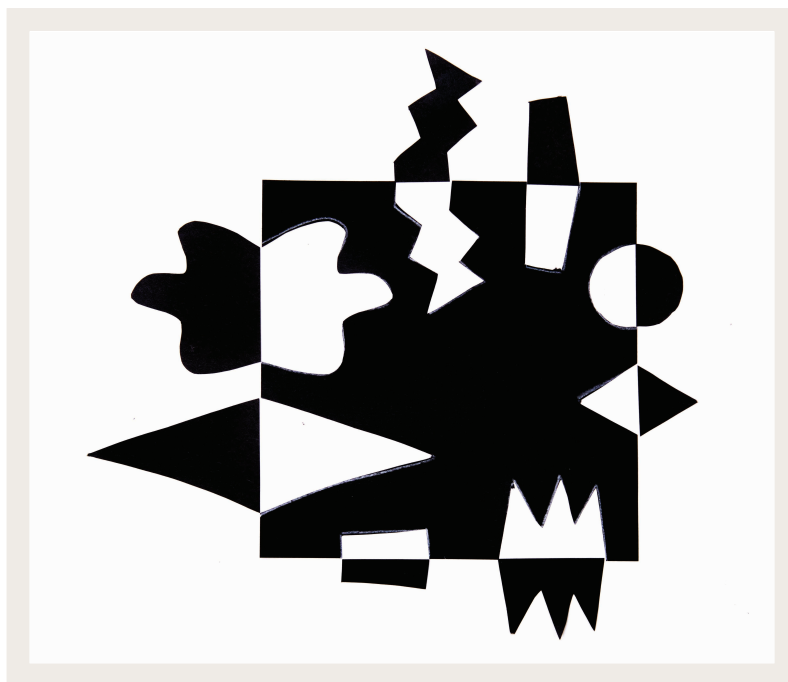
9. Flip each of the shapes outwards from the sides of the square. Ensure that you flip the shape rather than slide or rotate it. Consider the placement of the whole design on the backing paper and adjust it if necessary.



10. When you are happy with the placement, carefully remove the remains of the black square, flip it, and glue the underside.



11. Place the square back into position and glue it down.



12. Remove each of the shapes, apply glue and place them back into position. Each shape should line up with the black edge so that the outline of the square can still be seen.

<p><u>The History of the Summer Olympics</u></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><u>Sports in the Tokyo Olympics</u></p> <p>List all the sports that will be played at these Olympics.</p> <p>What are the new sports?</p>	<p><u>4 Greatest Moments!</u></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><u>Picture Graph</u></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><u>Olympic torch</u></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><u>Your favourite Olympic Sports</u></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><u>The Olympic Rings</u></p> <p>Research the meaning behind the Olympic rings. Why are they the colours they are? What do they symbolise?</p>	<p><u>When and Where?</u></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><u>Emma McKeon</u></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>

