Werrington Public School – Learning From Home Plan Stage 3 (Term 3, Week 8)

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.

| P | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--|--|--|--|--|
| Morning E | English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 8 Writing Grid for today's activities. | English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 8 Writing Grid for today's activities. | Well-being Wednesday 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. | English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 8 Writing Grid for today's activities. | English DEARS – students complete 15-20 minutes of independent reading. Writing – refer to the Week 8 Writing Grid for today's activities. |



| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|---|-----------|---|---|
| | Spelling – refer to the Spelling Week 8 outline and complete the activities for the day. | Spelling – refer to the Spelling Week 8 outline and complete the activities for the day. | | Spelling – refer to the Spelling Week 8 outline and complete the activities for the day. | Spelling – refer to the Spelling Week 8 outline and complete the activities for the day. |
| | Comprehension -refer to the Comprehension outline for Week 8. | Comprehension -refer to the Comprehension outline for Week 8. | | Comprehension -refer to the Comprehension outline for Week 8. | Comprehension -refer to the Comprehension outline for Week 8. |
| | Reading Eggs – 15 minutes. | Reading Eggs – 15 minutes. | | Reading Eggs – 15 minutes. | Reading Eggs – 15 minutes. |
| Break | | | | | |
| Middle | Mathematics | Mathematics | | Mathematics | Mathematics |
| | Number of the day | Number of the day | | Number of the day | Number of the day |
| | Lesson: Geometry | Lesson: Geometry | | Lesson: Geometry | Lesson: Geometry |
| | Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=k5etrWdl</u> <u>Y6o</u> | Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=k5etrWdl</u> <u>Y6o</u> | | Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=DGKwdH</u> <u>MiqCg</u> | Watch the following video: <u>https://www.youtube.c</u> <u>om/watch?v=DGKwdH</u> <u>MiqCg</u> |
| | Complete the exercises page. | Complete pages 1 & 2 of the worksheets. | | Complete the exercises page. | Complete pages 1 & 2 of the worksheets. |
| | Maths Grid – select a task from the maths grid. | Maths Grid – select a task from the maths grid. | | Maths Grid – select a task from the maths grid. | Maths Grid – select a task from the maths grid. |
| | Mathletics – log on and work on the assigned tasks (approx. 15 minutes). | Mathletics – log on and work on the assigned tasks (approx. 15 minutes). | | Mathletics – log on and work on the assigned tasks (approx. 15 minutes). | Mathletics – log on and work on the assigned tasks (approx. 15 minutes). |
| Break | | | | | |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---|--|-----------|--|--|
| Afternoon | BTN Newsbreak | BTN Newsbreak | | BTN Newsbreak | BTN Classroom |
| | Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. | Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. | | Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. | Physical activity – 15 minutes of physical activity. You can use the PDHPE grid for ideas. |
| | Geography – Complete the activity: "What are some of the geographical features of Asia?" | Science – Read the slides 'What is light?' and complete the 'Light' worksheets. | | Creative Arts – complete the first music activity from 'Exploring Rock Music'. | Creative Arts – complete the second music activity from 'Exploring Rock Music'. |

Term 3 Learning from Home Writing Grid

Week 8 Stage 3 Werrington Public School

INSTRUCTIONS: Complete the writing task for each day as outlined. There are additional persuasive writing resources included for those who aren't using the internet or technology.

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 |
|--|---|--|--|--|
| Watch the video: <u>Persuasive Writing for Kids 4 </u> <u>Conclusion - YouTube</u> | Watch the Video:Persuasive Writing for Kids 5 Language Features - YouTubeAs you are watching, note downthe specific language featuresthat are mentioned in the video. | Finish off any work from Monday and Tuesday, or alternatively, choose a 'Well-being Wednesday' activity from the grid provided. | Watch the Video: <u>Persuasive Writing for Kids 6 Self</u> <u>assess, revise and edit - YouTube</u> As you are watching, note down the things you will need to do to self- assess, revise and edit your writing. | Publishing Pets Should be Allowed to Come to School Now that you have completed the writing process (planning, drafting and proofreading), you can publish your work either in your book or on the computer. Remember to make it presentable with a border and a picture. |
| Persuasive Writing Activity Using the video to guide you, write a conclusion for your piece of writing 'Pets Should be Allowed to Come to School'. You should now have an introduction, 3 paragraphs of arguments and a conclusion. | Persuasive Writing Activity Using your persuasive writing on 'Pets Should be Allowed to Come to School' try to see where you can include some of the language features in the video. These are: Rhetorical questions, words with modality, emotive language, personal pronouns and alliteration. | | Persuasive Writing Activity Using the video as a guide, you will need to self-assess, revise and edit your work on 'Pets Should be Allowed to Come to School'. Remember to go back and rewatch parts of the video or pause it when you need to. | |

| Persuasive Writing - Worksheet | |
|--|---|
| Name | Date |
| Persuasive | e Text – Scaffold |
| | |
| Title | |
| Opening statement (State your opinion a | bout the topic of the text). |
| Reason 1 (State your first reason and pro | vide an example to support it). |
| | |
| | |
| | |
| Reason 2 (State your second reason and p | provide an example to support it). |
| | |
| | |
| | |
| Reason 3 (State your third reason and pro | ovide an example to support it). |
| | |
| | |
| | |
| Concluding statement (Restate your opin i | ion about the topic of the text). |
| | |
| | |
| | |



We are learning to: write a persuasive text

This is because: we need to convince our audience of our point of view Topic:

Success Criteria:

| Brainstorm | Introduction | Argument 1 | Argument 2 | Argument 3 | Conclusion |
|---|--|--|--|--|---|
| o 10 ideas o Group o 3 main points o Evidence o Explanation | o Sizzling Start o Point Of View o Preview of Ideas | o Point of View o Evidence o Explanation o Link | o Point of View o Evidence o Explanation o Link | o Point of View o Evidence o Explanation o Link | o Recap Point of View o Preview of Ideas o Exciting Ending |

| Sizzing | | | | Recap Point of view |
|---|------------------|------------------|------------------|----------------------------------|
| | | | | start with a strong sentence |
| | | | | Starter |
| | | | | |
| What if you could Disk your best idea from your | | | | |
| Pick your best idea from your basis at any | | | | |
| brainstorm | 1 | 1 | 1 | Start with a strong sentence |
| Add it to your Sizzling Start | | | | |
| Sentence | Evidence | Evidence | Evidence | □ This is vital/clear/obvious as |
| | □For example, | □For example, | □For example, | (argument 1), (argument 2) |
| Point of View | □For instance, | □ For instance, | □For instance, | and (argument 3). |
| Start with a strong sentence | | | | |
| starter | Explanation | Explanation | Explanation | Exciting |
| Answer the persuasive topic | This means that | This means that | This means that | Ending |
| | | | | Rhetorical ? or Call to Action |
| Preview of Ideas | Because of this, | Because of this, | Because of this, | Wouldn't you want to? |
| Start with a strong sentence | | | | Don't you think it would be |
| starter | Link | | Link | great if? |
| I have included a comma, "and" | It is clear that | Link | It is clear that | The time has come to |
| and a full stop . | ❑As a result, … | It is clear that | ❑As a result, … | □We must now! |
| This is because (argument 1), | We can therefore | ❑As a result, … | We can therefore | |
| (argument 2) and (argument 3). | see that | We can therefore | see that | Strong Sentence Starters: |
| This is vital/clear/obvious because | | see that | | In conclusion, |
| (argument 1), (argument 2) and | Remember to use | Remember to use | Remember to use | We'd all be better off if |
| (argument 3). | Strong Sentence | Strong Sentence | Strong Sentence | Therefore |
| | Starters! | Starters! | Starters! | As we can see, |
| | | | | , |

Language features:

| Rhetorical questions | Exaggeration | Modality | Strong, emotive words | Personal pronouns | Alliteration |
|--|---|---|---|--|--|
| How would you feel if you were never lonely? | The lack of pets are <i>destroying</i> the need for exercise in today's children. | It is certain that having a pet will make you happier! You must buy a pet today! | Think about all the <u>unwanted</u> dogs and cats who must <u>suffer</u> through the <u>horrific</u> task of waiting for someone to take them home <u>every single day</u> . | We need pets to help us lead a happier life. | Families should own pets to be social after school, not stuck inside sitting and stressing! |

| GOOD | GREAT | AMAZING | FABULOUS |
|---|---|---|--|
| Has attempted to include an Introduction, 3x Arguments and Conclusion. | Has included some of the criteria in the Introduction, 3x Arguments and Conclusion but not all. | Has included ALL of the criteria in the Introduction, 3x Arguments and Conclusion. Attempts to include 1-4 language features. | Has included ALL of the criteria in the Introduction, 3x Arguments and Conclusion. Has included 5-6 language features. |



Persuasive Writing Prompts

Questions

- Where is the best place in the world?
- Which subject should not be taught at school?
- If you could have lunch with anyone, who would it be?
- If you got turned into an animal, which animal would you be?
- If you could have one superpower, what would it be?
- What is the best day of the year?

Statements

- Kids should be paid to go to school.
- Teaching is the best job in the world.
- Recess is a waste of school time.
- Summer is better than winter.
- Student should be able to eat in class.
- Students should be given homework.
- Students should get to sit next to their friend at school.
- Holidays are better than being at school.
- Pets should be allowed to come to school.
- All cars should be painted blue.

Comprehension Week 8

| Lesson 1 Poetry | Read the text titled 'The Poets Lament" and answer the associated questions. Remember, for the past 5 weeks you have looked at poetry in writing, so you should have some background knowledge on how t understand the authors purpose etc. |
|---------------------------|--|
| Lesson 2 | Read the text titled "Paul the Policeman" and answer the associated |
| | questions. Ensure that you complete the crazy creative challenge also. |
| Distinguishing | |
| between real and | |
| make believe | |
| Lesson 3 | Look at the picture titled 'The animal games'. Have a go at answering the questions. |
| The animal games | |
| (inferencing) | Remember, when inferencing, the answer is not explicitly stated. You have |
| | to use your own background knowledge and/or experiences to determine what you think may happen. It is almost like a guess or hypothesis. |
| Lesson 4 | Read the setting description for Diagon Alley and fill in the 5 senses |
| | activity. Think about what you could hear, see, touch, taste and smell. |
| Diagon Alley | Obviously, you will have to infer as you are not actually in Diagon Alley. |
| | Note** if you find it difficult to complete based on the description alone. |
| | feel free to Google an image of Diagon Alley, but make sure it is a scene |
| | from the film, and not from Harry Potter world in Orlando. |

Spelling Week 8

| Monday | Look, cover write and check your Week 8 spelling words in the 'Monday' column of your spelling sheet. |
|---------|---|
| | Dictionary Meanings |
| | Pick 8 of your spelling words and find their meaning. If you are doing this on the computer, you simple type 'define' and then the word after it. |
| Tuesday | Look, cover write and check your Week 8 spelling words in the 'Tuesday' column of your spelling sheet. |
| | Crossword |

| | Use the website <u>https://worksheets.theteacherscorner.net/make-your-own/crossword/</u> and create a crossword for as many of your spelling words as possible. |
|----------------------------------|--|
| Wednesday Wellbeing Wednesday | No set spelling activity today. Ensure you have completed Monday and Tuesday's activities. |
| Thursday | Look, cover write and check your Week 8 spelling words in the 'Thursday' column of your spelling sheet. Working out words Group your spelling words into nouns, adjectives, verbs, adverbs. Are there any other categories that you can think of? |
| 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: An assortment of thunderstorms were visible from the airport. The torso of the horse was abnormal and needed a new organ. Forty people lost their passport and had to walk in the pathodulation instead |

Stage 3 Weekly Spelling Sheet Term 3 Week 8

Focus: The diagraph /or/ making the sound "or" as in fork.

| Say the word, write the word | Monday | Tuesday | Wednesday | Thursday | |
|------------------------------------|--------|---------|-----------|----------|--|
| Red Spelling Words | | | | | |
| fork | | | | | |
| storm | | | | | |
| organ | | | | | |
| torso | | | | | |
| horse | | | | | |
| normal | | | | | |
| Orange spelling words | | | | | |
| stormy | | | | | |
| abnormal | | | | | |
| enforce | | | | | |
| absorb | | | | | |
| assort | | | | | |
| forty | | | | | |
| Green spelling words | | | | | |
| assortment | | | | | |
| fortieth | | | | | |
| thunderstorm | | | | | |
| northerly | | | | | |
| airport | | | | | |
| passport | | | | | |

Che Voet's Lament

Oh why do we have to write poems? Such a ludicrous waste of my time! There are so many ways to express an idea Without using rhythm or rhyme.

Similes, metaphors, symbols and sounds, Assonance and alliteration. So many words that I don't understand All contributing to my frustration!

And what about all the ridiculous rules For each line, each verse and each word? There must be a much less tiresome way To have all of my sentiments heard.

I want to express how I'm feeling, But a poem is just not the way. What if you think I sound silly or wrong And you don't understand what I say?

So please, don't make me write poems! It's clearly a waste of my time. I'll find other ways to express my ideas Without using rhythm or rhyme.

Stephanie Mulrooney

TeachS

| The | e Poet's Lament - Worksheet |
|-----|--|
| Na | me Date |
| 1. | The Poet's Lament - Questions What does the word <i>lament</i> mean? Use a dictionary if you are unsure. |
| 2. | What is the poet's opinion of writing poems? Provide three pieces of evidence from the poem to support your answer. |
| 3. | List some of the poetry vocabulary words that the poet does not understand. Circle any words that you are unfamiliar with. |
| 4. | What <i>ridiculous rules</i> might the poet be referring to in the third verse? |
| 5. | How else might the poet express her ideas, instead of writing a poem? |
| | |

1

A-Z

| The | e Poet's Lament - Worksheet |
|-----|--|
| Na | me Date |
| 6. | Do you think the poet's fear about not being able to write poems is justified? Why or why not? |
| | |
| 7. | Did you feel sorry for the poet when reading this poem? Give reasons for your answer. |
| | |
| 8. | How do you feel about reading and writing poetry? Explain your thoughts. |
| | |
| 9. | Brainstorm all of the things you know about writing poems in the space below. Share your ideas with your classmates. |
| | |
| | |
| | |
| AZ | COMPREHENSION 2 TeachStarter.com |

The Poet's Lament - Answers

1. What does the word *lament* mean? Use a dictionary if you are unsure. The word *lament* means 'an expression of grief or sorrow'.

2. What is the poet's opinion of writing poems? Provide three pieces of evidence from the poem to support your answer.

The poet does not enjoy writing poems. She feels that they are a waste of time, there are too many confusing words that she does not understand and there are too many ridiculous rules that need to be followed when writing a poem.

3. List some of the poetry vocabulary words that the poet does not understand. Circle any words that you are unfamiliar with.

Some of the poetry vocabulary words that the poet does not understand include: similes, metaphors, symbols, sounds, assonance and alliteration.

- **4.** What *ridiculous rules* might the poet be referring to in the third verse? Answers will vary. Suggestions could include rules for structure, rhythm (meter) and rhyme.
- 5. How else might the poet express her ideas, instead of writing a poem? Answers will vary. Suggestions could include writing a story, a diary entry or a letter.
- 6. Do you think the poet's fear about not being able to write poems is justified? Why or why not?

The poet's fear about not being able to write a poem is not justified because the poet has managed to write a perfectly good poem about not being able to write poems!

- **7.** Did you feel sorry for the poet when reading this poem? Give reasons for your answer. Answers will vary.
- **8.** How do you feel about reading and writing poetry? Explain your thoughts. Answers will vary.





Distinguish Between Real and Make-Believe

Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit...* the city was safe, at last!

Comprehension Task

Paul the Policeman

- 1. Which of these statements could not really happen?
 - a) a duck eating grapes
 - b) a duck stealing grapes
 - c) a duck being arrested for stealing grapes
- 2. Which of these statements could not really happen?

a) a policeman eating lunch

b) a policeman chasing a duck

- c) a policeman arresting a duck
- Which of these statements could really happen?
 a) a duck being a criminal
 - b) a policeman given a reward for arresting a duck
 - c) a policeman calling for backup on the radio
- 4. Is this story real or make-believe?

List three pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

- Design a wanted poster for the Fruit Shop Bandit.
- What will the bandit look like?
- What will the reward be for its capture?



Worksheet - Inference or Prediction

Name _

Date _

The Animal Games

Read the following questions and statements. Using inference or prediction, answer the questions below. Remember to write your answer in full sentences. When you have checked your answer, circle 'inference' or 'prediction' to show which comprehension skill you have used.

1. Who will win the race between the tortoise, the antelope and the cheetah?

| | inference / prediction |
|--|---------------------------|
| 2. Why is the horse upset? | |
| | inference / prediction |
| 3. What will happen when the rabbit lands? | |
| | inference / prediction |
| 4. Is the alligator a good gymnast? Why do you think this? | |
| | inference / prediction |
| 5. What is the rooster thinking? Why do you think this? | |
| | inference / prediction |
| 6. What will happen next, after the rhinoceros throws the | javelin? |
| | inference / prediction |
| 7. What racing event are the tortoise, the antelope and th | e cheetah taking part in? |
| | inference / prediction |
| 8. What are the fox and the giraffe doing? | |
| | inference / prediction |

Harry Potter – Diagon Alley Setting Description

The brick he had touched quivered – it wriggled – in the middle, a small hole appeared – it grew wider and wider – a second later they were facing an archway large enough even for Hagrid, an archway on to a cobbled street which twisted and turned out of sight.

'Welcome,' said Hagrid, 'to Diagon Alley.'

He grinned at Harry's amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back into solid wall.

The sun shone brightly on a stack of cauldrons outside the nearest shop. *Cauldrons – All Sizes – Copper, Brass, Pewter, Silver – Self-Stirring – Collapsible* said a sign hanging over them.

Harry wished he had about eight more eyes. He turned his head in every direction as they walked up the street, trying to look at everything at once: the shops, the things outside them, the people doing their shopping.

A low, soft hooting came from a dark shop with a sign saying *Eeylops Owl Emporium – Tawny, Screech, Barn, Brown and Snowy*. Several boys of about Harry's age had their noses pressed against a window with broomsticks in it.

There were shops selling robes, shops selling telescopes and strange silver instruments Harry had never seen before, windows stacked with barrels of bat spleens and eels' eyes, tottering piles of spell books, quills and rolls of parchment, potion bottles, globes of the moon...

Five Senses Graphic Organiser

| I can see | I can hear | I can smell | I can touch | l can taste |
|-----------|------------|-------------|-------------|-------------|
| | 5 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Name: math Antics Date: Exercises Points, Lines and Planes Fill in the blank. Fill in the blank. This is a _____ This is a 3 Fill in the blank. Δ Draw a ray and label it AB. This is a Draw a line segment and label it CD. Draw a line and label it EF. 6 Draw line segments from: 8 Draw line segments from: •L С Point A to Point B Point H to Point I •E Point E to Point C Point I to Point J Т Μ Point G to Point B Point L to Point M D. H• •N •A Point F to Point B Point M to Point N Point A to Point E Point Q to Point R •S Т Point R to Point S Point D to Point F •G Point C to Point D Point H to Point T Q Point D to Point A Point T to Point L Ĵ F В R Point E to Point G Point J to Point Q Point S to Point N How many dimensions How many dimensions does this object have? does this object have?



www.mathantics.com

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



Date:





Date:

PLP 1

Basic Elements of Geometry (alternate)





Date:

Basic Elements of Geometry





Date:

PLP 1

Basic Elements of Geometry (alternate)



math Antics[®] Exercises Name:

Date:

Angle Basics



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Date:

Types of Angles

Date:

Identifying Geometric Elements

Instructions: Use this 2-dimensional diagram to answer the questions below. Circle 'true' or 'false'. (Note: Angles that appear to be 90 degrees are exactly 90 degrees. There are no 'trick angles'.) A D C G Н K 1 CF and GI are parallel lines. **True** False ∠EHI is an acute angle. **True False** 2 KA and JB are perpendicular. False 5 6 ∠ADE is a right angle. **False** ∠GHE is a right angle. **True False** 8 ∠JHG and ∠JHK are complementry. **True** **False** 9 ∠BEF and ∠FEH are supplementary. **True False** 10 ∠DHI is a right angle. **False** 11 ∠GHJ and ∠KHI are supplementary. **True False** 12 KA and CF are perpendicular. False 13 Points D, E and H form a plane. True False 14 Points C, D and E form a plane. True False

Date:

Types of Angles

Date:

AB 2

Identifying Geometric Elements

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

What are some of the geographical features of Asia?

Asia, being such a large continent, has a diverse range of geographical features. Some of the countries of Asia are stand-alone islands or made up of a group of islands, known as archipelagos. Three of the world's oceans flow in and around the region. Other bodies of water include seas, lakes and rivers, some of which flow from melted glaciers in the highlands. Large mountain ranges, low lying plateaus and expansive deserts are characteristic of many Asian countries.

- 1 Name these geographical features of Asia and their country.
- a The highest mountain in the world.
- b The third longest river in the world.
- c The world's deepest freshwater lake.
- d The lowest point in the world.
- e The tallest volcano in Asia.

2

f The largest bay in the world (by area).

Using an atlas, or Google Earth find each of the geographical features above and label them on the map of Asia below.

E TEACHER SLIDE

What is Light?

Light is a form of energy.

More specifically, light is electromagnetic radiation. A particle of light is called a 'photon'.

Light is produced by a light source, then travels outwards at extremely high speeds in waves.

teachstarter

1 TEACHER SLIDE

1

How Does Light Travel?

Light travels in a straight line.

If you have ever seen a beam of light shine through the darkness, you will know that this is true.

An odd feature of light is that it sometimes appears to travel in waves and sometimes as particles. Scientists agree that light can be both waves and particles.

b teachstarter

E TEACHER SLIDE

When the Light Hits...

Light will continue to travel until it hits an object. When it does hit an object, the light can be:

- 1. reflected,
- 2. absorbed, and/or
- 3. transmitted.

Let's look at each one in more detail.

b teachstarter

3

TEACHER SLIDE

Reflection, Absorption, Transmission

Reflection is when light bounces off an object e.g. light reflects off a mirror.

Absorption occurs when an object holds onto the light energy. Most objects absorb some light. The trapped light energy is usually converted to heat.

Transmission is when the light is passed on by an object e.g. light hits a window and is then transmitted through it.

4

E TEACHER SLIDE

Refraction

Sometimes, when light is transmitted through different substances (such as from air into water) the rays of light appear to bend.

This is called 'refraction'.

Refraction causes interesting optical illusions and can even split light into its colours. A rainbow is an example of refracted light.

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1 TEACHER SLIDE

5

How Do We See Colour?

Colours are seen when only the light of a certain colour is reflected to our eye.

Light actually contains all of the colours we can see. Objects contain chemicals called 'pigments' that can absorb some colours and reflect others.

For example, when light hits a red apple, the pigment in the apple's skin absorbs all of the colours, except red. The red light is reflected to our eyes, therefore making the apple appear red.

What do you know about light? Create a mind map in the box.

Read through the Slides then answer the following questions:

What is light?

How does light travel?

What happens when light hits an object?

What is light reflection?

What is light absorption?

What is light refraction?

How do we see colour?

Listen to the following Song <u>https://www.youtube.com/watch?v=ZbHA8iVX0do&ab_channel=Sbricciolo</u> (Paint it Black by the Rolling Stones) or choose from one of the bands in the list below.

HISTOFF: The 1960's is widely considered as the "golden age" of classic rock. During this time other subgenres of rock began to emerge such as country rock, jazz-rock fusion, and psychedelic rock. In the 1970's glam rock, heavy metal, and punk rock began to emerge. In the 1990's alternative rock became mainstream as well as indie rock. Different types of subgenres continue to grow.

Famous musicians & Bands:

The Beatles, Nirvana, Pearl Jam, Foo Fighters, Red Hot Chili Peppers, Soundgarden, Rage Against the Machine, Nickleback, Lincoln Park, AC/DC, Led Zeppelin

COMMON Elements of ROCK MUSIC:

In rock music the focus is usually centered on the electric guitar. A **rock group** consists of an electric guitar/vocalist, a bass electric guitar, and drums. Rock music usually falls into a subgenre category such as pop rock, heavy metal, alternative rock, punk rock, and indie rock.

While listening, describe what you hear. Listen for specific instruments, beats, and rhythms. If anything stands out at you, write about it! There are no wrong answers:

Directions: At home, listen to the radio or to your MP3 player. Write down the name of the song playing and listen carefully. Focus on any **instruments** and listen to the **beat**. Write down any genre influences of the music and why you think it had an impact on the song.

name of song:

What genre do you think had an influence on the songand why? What would you classify this as?

name of song:

What genre do you think had an influence on the songand why? What would you classify this as?

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

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

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

| The History of the Summer | Sports in the Tokyo Olympics | 4 Greatest Moments! |
|--|---|---|
| Olympics 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? | List all the sports that will be played at these Olympics. What are the new sports? | Research 4 of the greatest moments in Australia's Olympic history. What was achieved? To help you: Cathy Freeman, Ian Thorpe, Dawn Fraser, Duncan Armstrong |
| <u>Picture Graph</u> | <u>Olympic torch</u> | Your favourite Olympic Sports |
| 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? | Research facts about the Olympic torch. You may wish to find out why they have the torch or its importance. | 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. |
| The Olympic Rings | When and Where? | <u>Emma McKeon</u> |
| Research the meaning behind the Olympic rings. Why are they the colours they are? What do they symbolise? | 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? | 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? |