Werrington Public School – Learning From Home Plan Stage 3 (Term 3, Week 9)

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 9 Writing Grid for today’s activities.	**English** **DEARS** – students complete 15-20 minutes of independent reading. **Writing** – refer to the Week 9 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 9 Writing Grid for today’s activities.	**English** **DEARS** – students complete 15-20 minutes of independent reading. **Writing** – refer to the Week 9 Writing Grid for today’s activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Spelling – refer to the Spelling Week 9 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension outline for Week 9. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 9 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension outline for Week 9. **Reading Eggs** – 15 minutes.		**Spelling** – refer to the Spelling Week 9 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension outline for Week 9. **Reading Eggs** – 15 minutes.	**Spelling** – refer to the Spelling Week 9 outline and complete the activities for the day. **Comprehension** -refer to the Comprehension outline for Week 9. **Reading Eggs** – 15 minutes.
Break					
Middle	**Mathematics** **Number of the day** **Lesson: Angles and degrees** Watch the following video: https://www.youtube.com/watch?v=_n3KZR1DSEo Complete the exercises page. **Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).	**Mathematics** **Number of the day** **Lesson: Angles and degrees** Watch the following video: https://www.youtube.com/watch?v=_n3KZR1DSEo Complete pages 1 & 2 of the worksheets. **Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).		**Mathematics** **Number of the day** **Lesson: Angles and degrees** Watch the following video: https://www.youtube.com/watch?v=_n3KZR1DSEo Complete pages 3 & 4 of the worksheets. **Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).	**Mathematics** **Number of the day** **Lesson: Angles and degrees** Watch the following video: https://www.youtube.com/watch?v=_n3KZR1DSEo Complete page 5 of the worksheets. **Maths Grid** – select a task from the maths grid. **Mathletics** – log on and work on the assigned tasks (approx. 15 minutes).

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Afternoon	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Geography** – Complete the activity on Google maps.	**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Science** – Complete the "Light line up" activity.		**BTN Newsbreak** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Creative Arts** – complete the first music activity from 'Exploring Jazz Music'.	**BTN Classroom** **Physical activity** – 15 minutes of physical activity. You can use the PDHPE grid for ideas. **Creative Arts** – complete the second music activity from 'Exploring Jazz Music'.

Term 3 Learning from Home Writing Grid

Week 9 Stage 3 Werrington Public School

INSTRUCTIONS: Complete the writing task for each day as outlined. **Please refer to the persuasive text scaffold, writing poster and criteria.**
Students can complete activities online on Google Docs and submit to their teacher via Google Classroom, or on paper or an exercise book.

<table>
<tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>Choose one of the topics below:

• Children should get paid for coming to school
• Animals should be kept in zoos
• Students should be allowed phones in schools
• Healthy food should cost less than junk food.</td><td rowspan="2">Persuasive Writing Task
Using the video we have watched previously and your brainstorming activity, write an introduction for your piece of writing.

Persuasive Writing for Kids 2 | Introduction - YouTube

Remember to include:
A sizzling start, your point of view and preview of ideas.</td><td rowspan="2">Finish off any work from Monday and Tuesday, or alternatively, choose a ‘Well-being Wednesday’ activity from the grid provided.
😊</td><td>Watch this Video :
Persuasive Writing for Kids 3 | Arguments - YouTube
Familiarise yourself with what you need to include in each paragraph for your three arguments.</td><td>Watch the video:
Persuasive Writing for Kids 4 | Conclusion - YouTube remind yourself of what needs to be included in your conclusion.</td></tr>
<tr><td>Persuasive Writing Task
Using the video we watched previously:
Persuasive Writing for Kids 1 | Brainstorming - YouTube
Create a brainstorm for your topic of choice.</td><td>Persuasive Writing Task
Using what you know, draft your three arguments below your introduction. Remember to pause the video if you need to. You will need your point of view, evidence explanation and link.</td><td>Persuasive Writing Task
Write your conclusion based on the facts you have used already. Remember to include a recap of your point of view, ideas preview and an exciting ending.</td></tr>
</table>

Comprehension Week 9

Lesson 1 Falling Leaves	Read the poem titled "Falling Leaves" and answer the associated questions. Remember, the definition of a simile, methaphor and personification are at the top of the worksheet.
Lesson 2 Editing	Complete the editing activity titled 'The Path". You might like to either re-write the text, or type it into your Google Doc, ensuring that you have corrected all of the spelling errors, and added in anything that is required.
Lesson 3 Book review	Think of a book that you've read before. Perhaps it's one that you read a while ago, or perhaps it was your in class novel last term. Complete the book review. Maybe it was a book that you read that you didn't particularly enjoy, so you wouldn't recommend it to others.
Lesson 4 Cause and Effect	Read the text titled 'Thunderstorms" and complete the activity. Remember the cause is the issue, i.e. Johnny does the wrong thing at recess and the effect is the consequence. So in this case, Johnny would find himself on detention.

Spelling Week 9

Monday	Look, cover write and check your Week 9 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 9 spelling words in the 'Tuesday' column of your spelling sheet. **Sell your Words** Create a TV commercial for a product of your choice, using as many of your spelling words as possible. You

	might like to do a commercial that you act out, or one that you create on paper/computer.
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 9 spelling words in the 'Thursday' column of your spelling sheet. **Syllable Words** Group your spelling words according to how many syllables they have. For example, "fork and storm both have 1 syllable, but assortment and thunderstorm each have 3".
Friday	If possible, have a parent/sibling test you on your spelling words. What score did you get? If you do not have someone to test you, look, cover, write and check them in the 'Friday' column of your spelling sheet. **Practice writing the following dictation sentences**: 1. The thieves stole the loaves of bread from the bakery and went on holidays with the supplies. 2. The calves ate the potatoes and tomatoes of the shelves and ran towards the forest. 3. The leaves were divided into halves when the musicians played their bagpipes.

Stage 3 Weekly Spelling Sheet Term 3 Week 9

Focus: Revision of plurals

Say the word, write the word	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
Red Spelling Words				
leaves				
knives				
loaves				
halves				
shelves				
lives				
Orange spelling words				
thieves				
calves				
hooves				
banjos				
potatoes				
tomatoes				
Green spelling words				
holidays				
memories				
journeys				
supplies				
berries				
properties				

Name: _____ Date: _____

Falling Leaves

Graceful as a dancer,

Twirling through the sky.

Turning, tumbling, twisting,

Gently floating by.

Silent as a church mouse,

Gliding on the breeze.

Falling, floating, flying,

Drifting through the trees.

Falling like a parachute,

To sleep upon the eaves.

Waiting, watching, whispering,

The ever-falling leaves.

Name: _____ Date: _____

Interpreting Figurative Language

Figurative language does not have an everyday, literal meaning.

It is used by writers to make a comparison, or for dramatic effect.

Some examples of figurative language are:

Alliteration – the repetition of the same sound at the start of a word.

Simile – uses 'like' or 'as' to compare one object to another.

Personification – giving non-living things human characteristics.

1. Read the poem about falling leaves.

   Using pencils and a ruler:

   a) Underline examples of alliteration in red.

   b) Underline examples of similes in green.

   c) Underline examples of personification in blue.

2. Write these examples into the correct column of the table below.

Alliteration	Simile	Personification

Name: _____ Date: _____

Interpreting Figurative Language

3. Add one more appropriate word to these alliterations.

a) Turning, tumbling, twisting, _____

b) Falling, floating, flying, _____

c) Waiting, watching, whispering, _____

4. Make up your own alliteration about falling leaves.

_____

5. Finish these similes using different words from the poem.

a) Graceful as a _____

b) Silent as a _____

c) Falling like a _____

6. Make up your own simile about falling leaves.

_____

7. *Waiting, watching, whispering.* This is personification.
   Make a list of some of the other human characteristics you could give to falling leaves. Share your list with your classmates.

Answers

1. See table below.
2.

Alliteration	Simile	Personification
- Turning, tumbling, twisting - Falling, floating, flying - Waiting, watching, whispering	- Graceful as a dancer - Silent as a church mouse - Falling like a parachute	- Twirling - Gliding - To sleep - Waiting, watching, whispering

1 The Path

at the end of the crumpled path the two friends came to a stop. they looked down the left fourk, then they looked down the right. Ocnce they had gavered their courage the freinds held hands and started down the left path. they didn't know what was down their, but they were determined to find out

Find 4 spelling mistakes.
Add 3 capital letters, 1 full stop and 2 commas.

The Thunderstorm

CRASH! “What was that?” Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed and stared anxiously around the bedroom. It was completely black. Feeling a little scared, she clutched tightly to her teddy. It didn’t really help.

Chrissy didn’t like being alone in the dark in the middle of a thunderstorm. Nervously, she threw back the covers and tiptoed over to her big sister’s bed.

Julia was fast asleep, so Chrissy gently shook her shoulders to wake her. “Julia? Are you awake? Julia?”

“No, I’m not,” Julia mumbled sleepily. “Go back to bed, Chrissy.”

BANG! Chrissy jumped into her sister’s arms at the sound of the door slamming shut. Julia could see that her little sister was scared, so she hugged her tightly.

Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and drifted back to sleep.

Name: _____ Date: _____

Cause and Effect

The cause is why something happened. The effect is what happened.

1. Use highlighters to match the cause to the effect.

Cause	Effect
Thunder crashed, so…	… she clutched tightly to her teddy.
Chrissy felt a little scared, so…	… Chrissy gently shook her shoulders to wake her.
Chrissy didn't like being alone in the dark, so…	… she hugged her tightly.
Julia was fast asleep, so…	… Chrissy jumped into her sister's arms.
The door slammed shut, so…	... Chrissy woke suddenly from a deep sleep.
Julia could see that her little sister was scared, so…	… she sighed contentedly.
Chrissy was finally feeling safe, so…	… she tiptoed over to her big sister's bed.

Name: _____ Date: _____

Cause and Effect

1. What other effects could these causes create?

   Think up some examples that are different from those in the story.

Chrissy felt a little scared, so…
Julia was fast asleep, so
Chrissy was feeling safe, so

2. What other causes could these effects have?

   Think up some examples that are different from those in the story.

so she clutched her teddy.
so she hugged her tightly.
so she sighed contentedly.

3. What other causes and effects might happen in a thunderstorm?

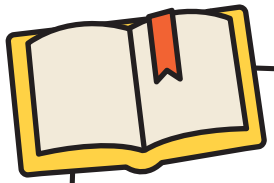
   Make a list. Compare your list with one of your classmates.

Answers

1.

Cause	Effect
Thunder crashed, so…	… she clutched tightly to her teddy.
Chrissy felt a little scared, so…	… Chrissy gently shook her shoulders to wake her.
Chrissy didn't like being alone in the dark, so…	… she hugged her tightly.
Julia was fast asleep, so…	… Chrissy jumped into her sister's arms.
The door slammed shut, so…	… Chrissy woke suddenly from a deep sleep.
Julia could see that her little sister was scared, so…	… she sighed contentedly.
Chrissy was finally feeling safe, so…	… she tiptoed over to her big sister's bed.

BOOK REVIEW



TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

_____

Favourite Character:

Gender: _____

_____

Age: _____

_____

Close Relationships: _____

_____

_____

Explain why this character is your favourite: _____

_____

_____

_____

Book summary:

_____

_____

_____

_____

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Favourite part:

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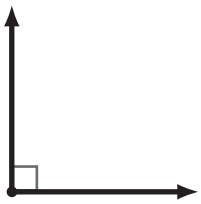
math Antics
Exercises

Name:

Date:

Angles and Degrees

1 What is the size of this angle in degrees?

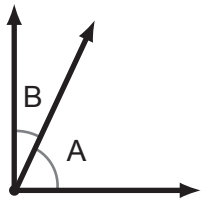


_____

2 What is the size of this angle in degrees?

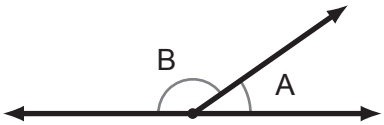
_____

3 Find the unknown angle.



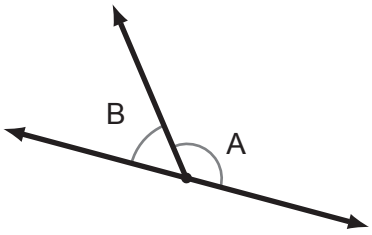
∠A and ∠B are complementary angles.
If ∠A is 65 degrees, how big is ∠B ?

4 Find the unknown angle.



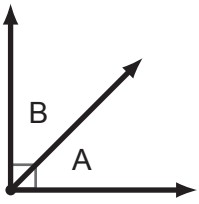
∠A and ∠B are supplementary angles.
If ∠A is 35 degrees, how big is ∠B ?

5 Find the unknown angle.



If ∠A is 128 degrees, how big is ∠B ?

6 Find the unknown angle.



If ∠A is the same size as ∠B ,
how big is ∠A ?

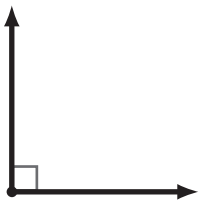
math Antics Exercises

Name: _____

Date: _____

Angles and Degrees

1 What is the size of this angle in degrees?

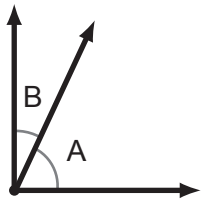


90°

2 What is the size of this angle in degrees?

180°

3 Find the unknown angle.

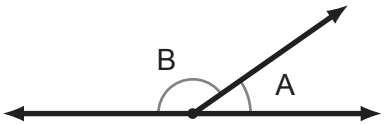


∠A and ∠B are complementary angles.
If ∠A is 65 degrees, how big is ∠B ?

$$\begin{array}{r} {\scriptstyle 8}\,{\scriptstyle 1} \\ 9\,\not{0} \\ -\ 65 \\ \hline 25 \end{array}$$

m∠B = 25°

4 Find the unknown angle.

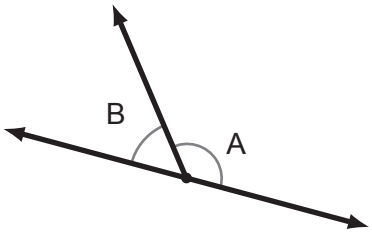


∠A and ∠B are supplementary angles.
If ∠A is 35 degrees, how big is ∠B ?

$$\begin{array}{r} {\scriptstyle 7}\,{\scriptstyle 1} \\ 1\,\not{8}\,0 \\ -\ 35 \\ \hline 145 \end{array}$$

m∠B = 145°

5 Find the unknown angle.

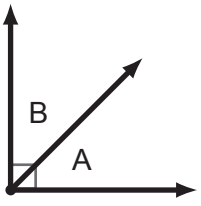


If ∠A is 128 degrees, how big is ∠B ?

$$\begin{array}{r} {\scriptstyle 7}\,{\scriptstyle 1} \\ 1\,\not{8}\,0 \\ -\ 128 \\ \hline 52 \end{array}$$

m∠B = 52°

6 Find the unknown angle.



If ∠A is the same size as ∠B ,
how big is ∠A ?

If A and B are equal, then they must each be half of the total. Since they form a Right Angle, the total must be 90 degrees, so Angle A is half of 90. which is 45 degrees!

m∠B = m∠A = 45°

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

math Antics Worksheets

Name:

Date:

Measuring Angles

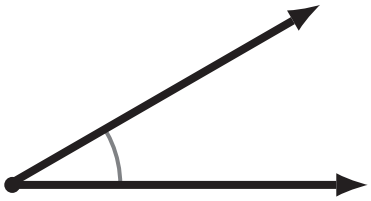
AAD 1

Instructions: Use a protractor to measure how many degrees each angle is. If you don't have a protractor, then just estimate and see how close you got.

1

15°

2



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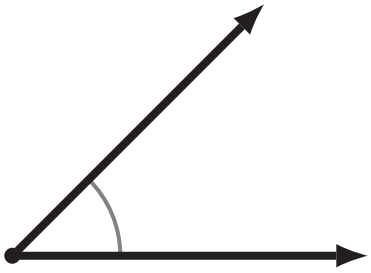

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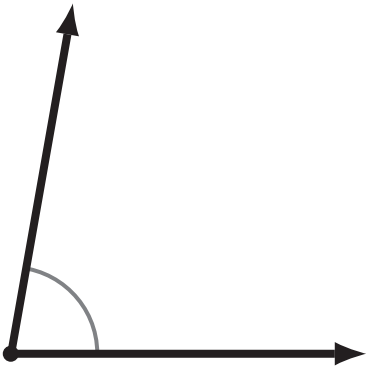

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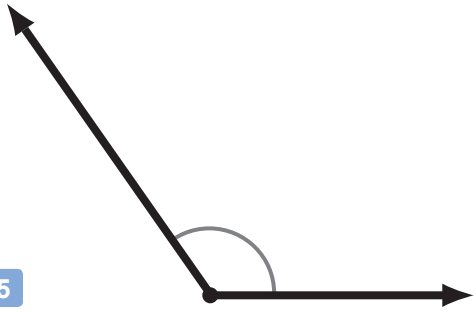

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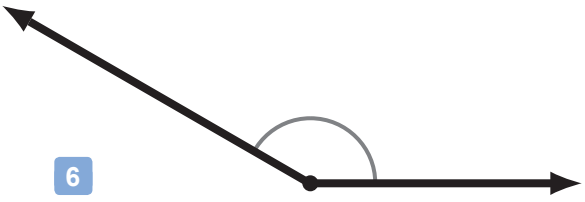


math Antics Worksheets

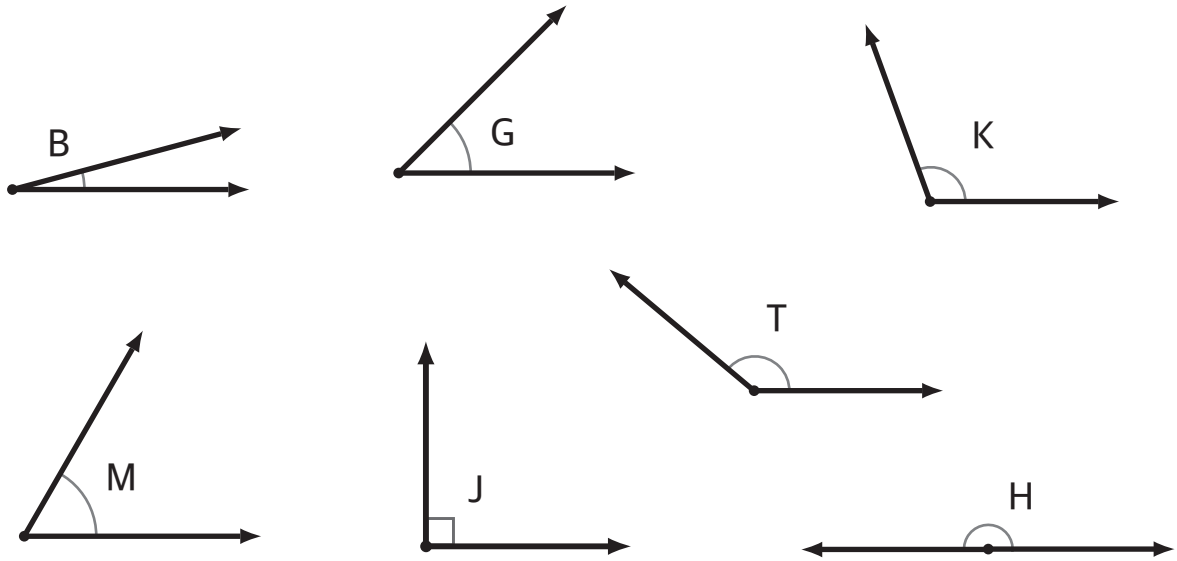
Name:

Date:

Comparing Angles

AAD 2

Instructions: Use the greater-than '>' and less-than '<' signs to compare these angles. (If you have trouble comparing the angles visually, you can use a protractor to measure them.)



1. ∠B < ∠G
2. ∠J ◯ ∠G
3. ∠M ◯ ∠B
4. ∠T ◯ ∠H
5. ∠J ◯ ∠K
6. ∠J ◯ ∠H
7. ∠T ◯ ∠M
8. ∠K ◯ ∠G
9. ∠G ◯ ∠M
10. ∠T ◯ ∠K

math Antics Worksheets

Name: _____

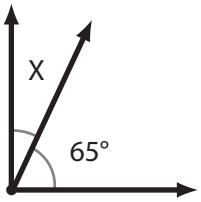
Date: _____

Finding an Unknown Angle

AAD 3

Instructions: For each set of complementary or supplementary angles, find the unknown angle (X).

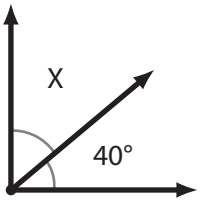
1



m∠X = 25°

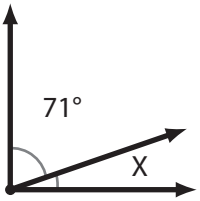
8 1
90
- 65
25

2



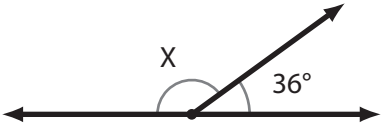
m∠X = _____

3



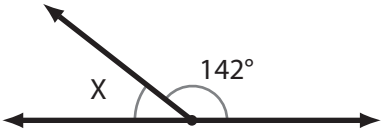
m∠X = _____

4



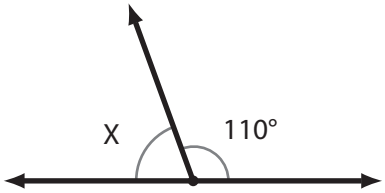
m∠X = _____

5



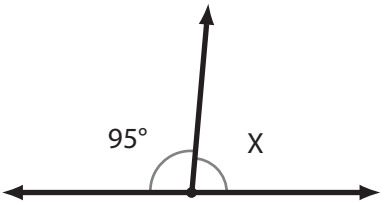
m∠X = _____

6



m∠X = _____

7



m∠X = _____

math Antics Worksheets

Name: _____

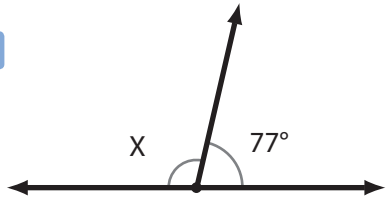
Date: _____

Finding an Unknown Angle - Set 2

AAD 4

Instructions: For each set of complementary or supplementary angles, find the unknown angle (X).

1

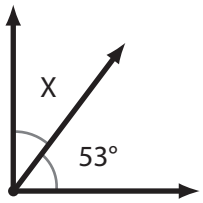


m∠X = _____

2

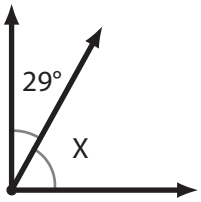
m∠X = _____

3



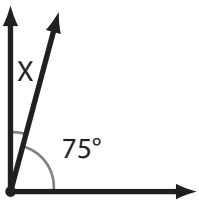
m∠X = _____

4



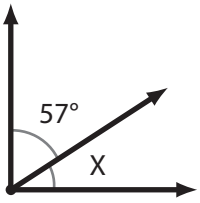
m∠X = _____

5



m∠X = _____

6



m∠X = _____

math Antics Worksheets

Name: _____

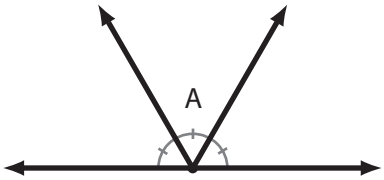
Date: _____

Finding an Unknown Angle - Set 3

AAD 5

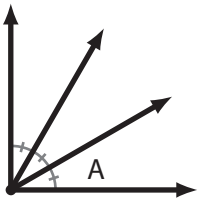
Instructions: Find the unknown angle (A). These problems are a little more tricky, so if you have trouble, ask someone for help or check the answer key to see the solutions.

1 This supplementary angle is divided into three **equal** parts.



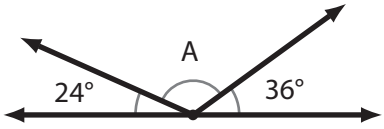
m∠A = _____

2 This complementary angle is divided into three **equal** parts.



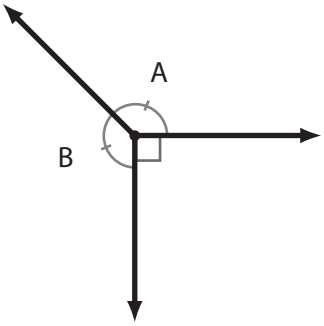
m∠A = _____

3



m∠A = _____

4 m∠A = m∠B



m∠A = _____

math Antics Worksheets

Name:

Date:

Measuring Angles

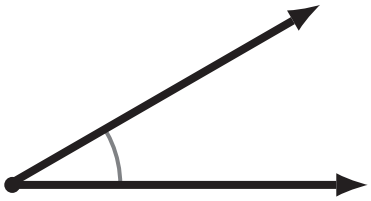
AAD 1

Instructions: Use a protractor to measure how many degrees each angle is. If you don't have a protractor, then just estimate and see how close you got.

1

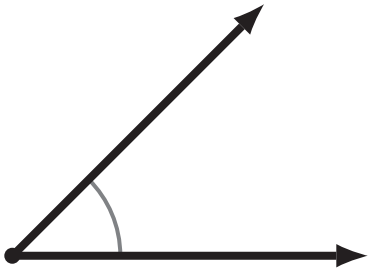
15°

2



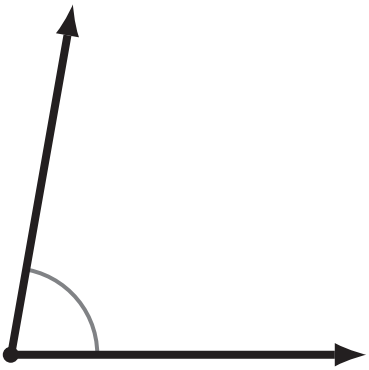
30°

3



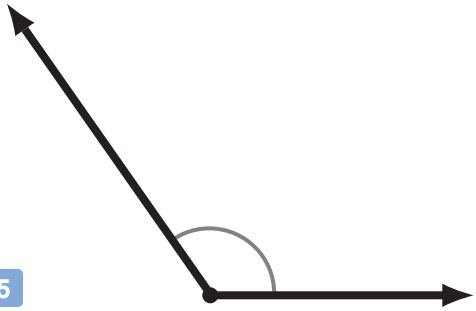
45°

4



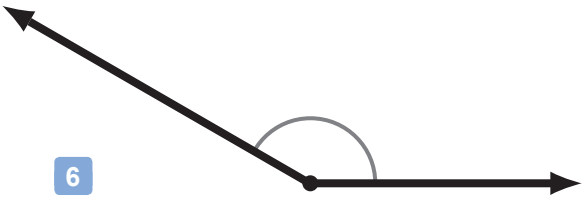
80°

5



125°

6



150°

math Antics Worksheets

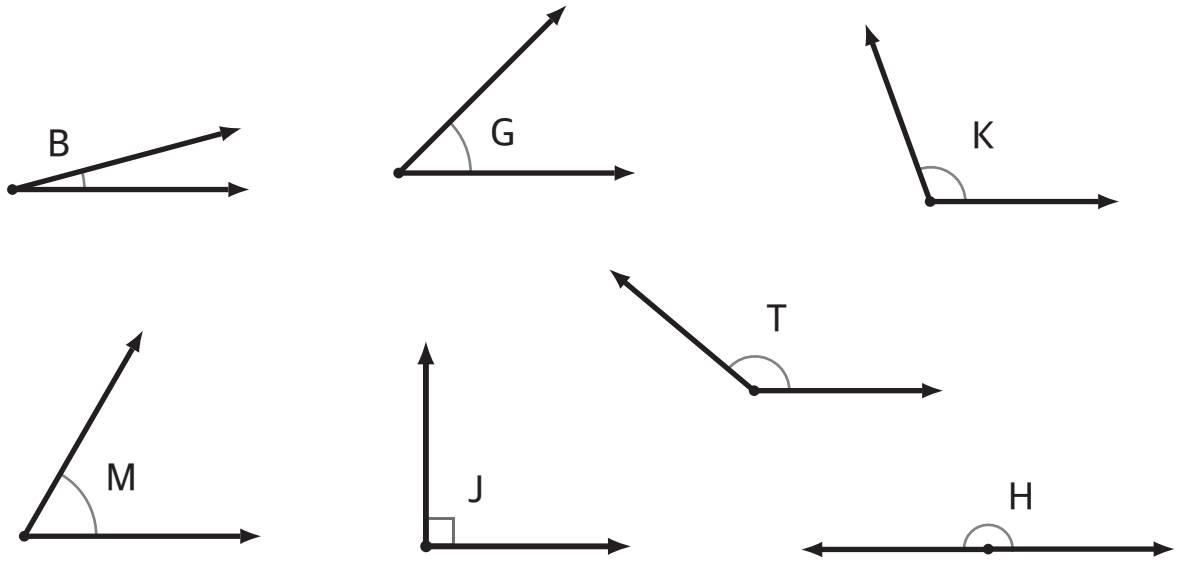
Name:

Date:

Comparing Angles

AAD 2

Instructions: Use the greater-than '>' and less-than '<' signs to compare these angles. (If you have trouble comparing the angles visually, you can use a protractor to measure them.)



1. ∠B < ∠G
2. ∠J > ∠G
3. ∠M > ∠B
4. ∠T < ∠H
5. ∠J < ∠K
6. ∠J < ∠H
7. ∠T > ∠M
8. ∠K > ∠G
9. ∠G < ∠M
10. ∠T > ∠K

math Antics Worksheets

Name:

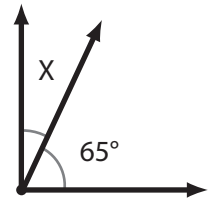
Date:

Finding an Unknown Angle

AAD 3

Instructions: For each set of complementary or supplementary angles, find the unknown angle (X).

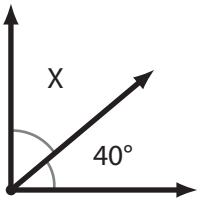
1



m∠X = 25°

$$\begin{array}{r} {}^{8}\not{9}{}^{1}\not{0} \\ -\ 65 \\ \hline 25 \end{array}$$

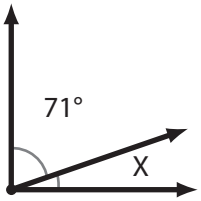
2



m∠X = 50°

$$\begin{array}{r} 90 \\ -\ 40 \\ \hline 50 \end{array}$$

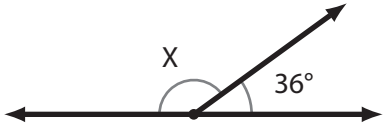
3



m∠X = 19°

$$\begin{array}{r} {}^{8}\not{9}{}^{1}\not{0} \\ -\ 71 \\ \hline 19 \end{array}$$

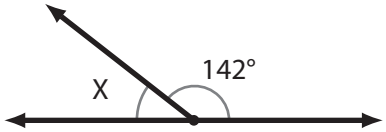
4



m∠X = 144°

$$\begin{array}{r} {}^{7}\not{1}{}^{1}\not{8}\not{0} \\ -\ 36 \\ \hline 144 \end{array}$$

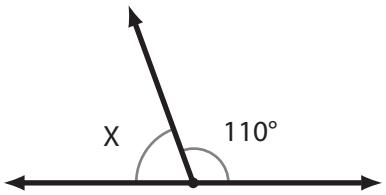
5



m∠X = 38°

$$\begin{array}{r} {}^{7}\not{1}{}^{1}\not{8}\not{0} \\ -\ 142 \\ \hline 38 \end{array}$$

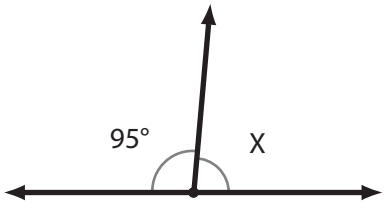
6



m∠X = 70°

$$\begin{array}{r} 180 \\ -\ 110 \\ \hline 70 \end{array}$$

7



m∠X = 85°

$$\begin{array}{r} {}^{17}\not{1}{}^{1}\not{8}\not{0} \\ -\ 95 \\ \hline 85 \end{array}$$

math Antics® Worksheets

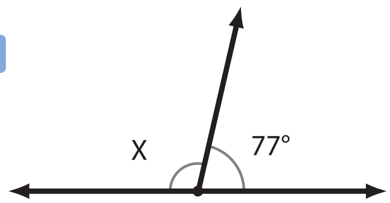
Name: ____________________

Date: ____________________

Finding an Unknown Angle - Set 2

Instructions: For each set of complementary or supplementary angles, find the unknown angle (X).

1



m∠X = 103°

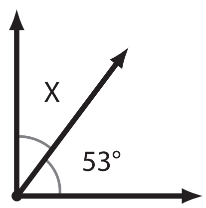
180 − 77 = 103

2

m∠X = 18°

180 − 162 = 18

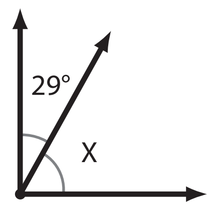
3



m∠X = 37°

90 − 53 = 37

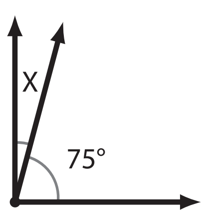
4



m∠X = 61°

90 − 29 = 61

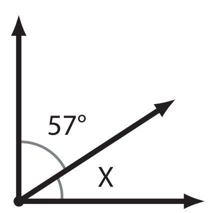
5



m∠X = 15°

90 − 75 = 15

6



m∠X = 33°

90 − 57 = 33

math Antics Worksheets

Name:

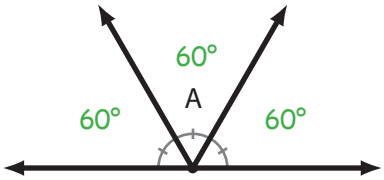
Date:

Finding an Unknown Angle - Set 3

AAD 5

Instructions: Find the unknown angle (A). These problems are a little more tricky, so if you have trouble, ask someone for help or check the answer key to see the solutions.

1 This supplementary angle is divided into three **equal** parts.



m∠A = 60°

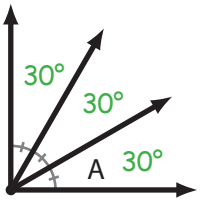
$3A = 180°$

so

$A = 180 \div 3$

$A = 60$

2 This complementary angle is divided into three **equal** parts.



m∠A = 30°

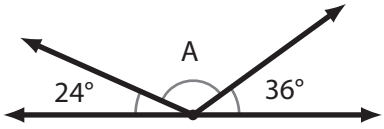
$3A = 90°$

so

$A = 90 \div 3$

$A = 30$

3



m∠A = 120°

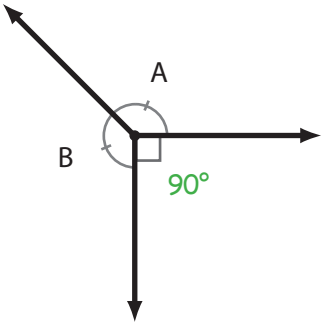
$A + 24 + 36 = 180°$

$A + 60 = 180°$

$A = 180 - 60$

$A = 120$

4 m∠A = m∠B



m∠A = 135°

The total of A and B must be 270° because 360° - 90° = 270° (remember that a full circle is 360° and a right angle is 90°)
And since we know that A and B are equal, A must be half of 270°

$A = 270 \div 2$

$A = 135$

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. Colour the prime numbers in red and the composite numbers in blue.	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.	Place the following fractions on a number line between 0 and 1: 3/12, 12/12, 3/4, 1/2, 1/6, 4/6, 5/8, 7/8.	Find a recipe from a cookbook or the Internet. Triple each of the quantities for all the ingredients. Rewrite the new amounts.	Make a spinner that represents a 25% chance of landing on red, a 0.5 chance of landing on green and a 1/4 chance of landing on yellow.	Design a logo for a new Italian restaurant in your street. Use some reflection and rotation in your logo.
Number	**Addition & Subtraction**	**Multiplication & Division**	**Measurement**	**Statistics & Probability**	**Geometry**
Write as many number sentences as you can using the numbers 8, 4 and 11, making sure that the answer is an odd number.	Research the population of 5 towns in your state. Write each population figure in numbers and in words. Then add them together.	Draw visual representations for 3 x 3, 4 x 6 and 6 x 8. Write a sentence to explain each drawing.	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.	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?	Draw 3 different three-dimensional shapes with a volume of 8 cubic centimetres.
Number	**Addition & Subtraction**	**Multiplication & Division**	**Measurement**	**Statistics & Probability**	**Geometry**
Write 3 different number sentences using all four operations where the answer is 21.	Write 5 real-life word problems that need to be solved using addition or subtraction. Answer each problem and show your working.	Draw visual representations for 9 ÷ 3, 24 ÷ 6 and 16 ÷ 8. Write a sentence to explain each drawing.	Measure 5 objects from around your home. Record the lengths in millimetres, centimetres and metres, then order the items from shortest to longest.	Make a list of 5 survey questions where you could represent the data in a side-by-side column graph.	Draw a symmetrical picture or pattern of your own choice. Colour your picture or pattern, making sure that the colours maintain the symmetry.
Number	**Addition & Subtraction**	**Multiplication & Division**	**Measurement**	**Statistics & Probability**	**Geometry**
Write 5 real-life word problems that use discounts of 10%, 25% or 50%. Answer the word problems and show your working.	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.	Create a number pattern involving decimals that increases and another that decreases. Describe the rule for each pattern.	Research and define the meanings of the following measurement prefixes: *milli, centi, kilo, giga, mega*.	Find a graph in the newspaper or online. Decide whether you think the graph accurately represents the topic. Explain your viewpoint.	Write a detailed set of directions (at least 5 instructions) explaining how to get from your front door to another part of your home.

Using Google maps, find each of the following places in Asia. Explore this place and the area around it by using the zoom tool, photos and quick facts sections. Write down two or three geographical facts you can find about it. Include geographical terms (eg north, south, east, west, near, kilometres from etc) and include any key geographical information you can find. Selecting the directions tab will give you the opportunity to work out directions to each feature from a place of your choice.

a Tarako National Park, Taiwan

b Victoria Peak, Hong Kong

c Agonda Beach, Goa, India

d Mount Fuji, Japan

e Halong Bay, Vietnam

f Flaming Cliffs, Mongolia

g The Persian Gulf

Lights Line Up!

Looking at the World

Light travels from a source, like a lamp or the sun, to our eyes. We can block these sources by putting something in between them and our eyes. The fact that we can block light tells us something about how it travels. Let's investigate!

Aim

To investigate how light travels from a source to our eyes.

Scientist's Note

Choose four positions to view the light source from. At least one of these should be a position where there is an obstruction e.g. behind a wall.

Method

1. Place the light source somewhere in the room where everyone would normally see it.
2. Think about the four places from which you will view the light source. Predict whether you will be able to see the light from each position and record your prediction on the worksheet.
3. Move to the first viewing position. If you can see the light, circle 'Yes' on your worksheet. If you can't see the light, circle 'No'.
4. Move to the next viewing position. Repeat the steps until all the viewing positions have been visited.

Equipment

A light source e.g. lamp, torch, candle

Name _____ Date _____

Lights Line Up!

Look at the table below to check your understanding of the variables in this experiment.

Step 1

What is the **independent variable** (the variable that will change each time you test)?

The independent variable is where the light is viewed from.

Step 2

What is the **dependent variable** (the variable that will be measured each time you test)?

The dependent variable is if the light can be seen (yes or no).

Step 3

What are the **constants** (the things that will need to stay the same each time you test)?

The constants are:
- *light source*
- *distance the light source is viewed from*
- *how the light source is viewed.*

Step 4

What **materials** would you need to conduct this experiment?

A light source e.g. lamp, torch, candle

Name _____ **Date** _____

Hypothesis: (What do you think will happen during the experiment?)

Light travels in a straight line.

Write or draw the viewing positions. If you think you will be able to see the light from this position, circle 'Yes'. If you don't think you will be able to see the light from this position, circle 'No'.

Viewing position 1 **YES / NO**	**Viewing position 2** **YES / NO**
Viewing position 3 **YES / NO**	**Viewing position 4** **YES / NO**

Results: (What happened during the experiment?)

For each viewing position, indicate if you saw the light by circling YES or NO.

1.	**YES**	**NO**	**2.**	**YES**	**NO**
3.	**YES**	**NO**	**4.**	**YES**	**NO**

Name _____ **Date** _____

Discussion: (What do your results tell you?)

Draw a diagram with labels to show the path of light from the source to your eyes for each viewing position. The diagram should illustrate how the light reached/did not reach your eye from the source. It should include the light source, an arrow showing how and where the light was moving and a drawing of yourself that shows where you were looking for the light.

Viewing position 1

Viewing position 2

Name _____ **Date** _____

Viewing position 3

Viewing position 4

Conclusion: (Was our hypothesis correct? How do we know?)

Listen to the following Song https://www.youtube.com/watch?v=lI5ORDi7yOs&ab_channel=Lady0046 or choose from one of the bands/artists in the list below.

Exploring the World of Jazz Music

read and learn!

OVERVIEW: Jazz music was developed by African American communities in the 19th century. Jazz is well known for using improvisation (scatting) and use of brass instruments.

History: Jazz music was developed in the late 19th century and emerged as a popular style in the United States. Jazz originated from ragtime and blues music which was popular in New Orleans in the late 1800's. During Prohibition in the U.S. (banning of alcoholic drinks) "speakeasies" were developed. These parties played jazz and swing music. 1940's and 1950's "Cool Jazz" emerged. In 1960's and 1970's Latin music had an influence on Jazz music, creating Latin Jazz.

Famous Musicians & Bands:

Louis Armstrong, Miles Davis, Billie Holiday, Charles Mingus, Ella Fitzgerald, Jell Roll Morton, Ray Charles, Frank Sinatra, Bessie Smith, John Coltrane, Nat King Cole

Common Elements of Jazz Music:

Jazz is unique for its swing rhythm. It's also known for the improvisation (scat-singing) and its use of brass and percussion instruments.

SCAN FOR MUSIC CLIP!

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:

JAZZ MUSIC
what I learned!

My **FAVORITE** thing about jazz music is (and why):

_____

_____

_____

_____

Drawing:

One **FUN FACT** I learned about jazz music:

_____

_____

_____

A **QUESTION** I have about jazz music would be...

_____

_____

_____

Turn the Music Up!

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 song and why? What would you classify this as?

_____

_____

_____

name of song: _____

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

_____

_____

_____

The History of the Summer 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?	**Sports in the Tokyo Olympics** List all the sports that will be played at these Olympics. What are the new sports?	**4 Greatest Moments!** 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
Picture Graph 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?	**Olympic torch** Research facts about the Olympic torch. You may wish to find out why they have the torch or its importance.	**Your favourite Olympic Sports** 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 Research the meaning behind the Olympic rings. Why are they the colours they are? What do they symbolise?	**When and Where?** 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** 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?

WONDERFUL WEDNESDAYS RESEARCH GRID 2

Choose any person, place, object/invention or animal that interests you and research answers to any of the questions below.

PERSON	PLACE	OBJECT/ INVENTION	ANIMAL
Who is the person? Write their full name including any nicknames for the person.	**Where** is this place? Where in the world it is and which other countries are nearby or where in a country is the town or city.	**What** is it ? **What** is or was it used for?	**What** is it? Which animal family does it belong to?
When was he/she born? **When** did he/she die?	**What** is it like there? Describe the geography of the place (*land forms such as mountains, rivers, forests, lakes etc).* **Describe** the climate (*weather).*	**What** is it made of? **How** is it made? **Where** is it made?	**What** does it look like? Describe its shape, size, covering, colour, special body features. **How** does it move?
Where was he/she born? Name the place and anything information about family members.	**What** animals and plants are there? Describe the native flora and fauna.	**What** does it look like? Describe its appearance including colour, size, shape etc; **What** are the parts of the object? **How** does it work?	**Where** does it live? Where in the world the animal is found. **What** is its habitat? What kind of natural environment does the animal live in and why is it suited to this environment?

What did he/she achieve? **Why** is this person remembered?	**What** are the country's main cities or landmarks? **What** famous sights/sites are there?	**Who** invented it? **Why** was it invented?	**What** does it eat? Describe how it get its food.
What problems did they have to overcome?	**How** do the people live? Describe their houses, their work, transport, festivals, religions, schools, entertainment, sports.	**What** impact has it had on people?	**Explain** the life cycle and how the animal cares for its young.
Is there something named after this person? Describe it.	**What** is the flag or emblems of the country/city? **What** money do the people use?	**How** do you think it can be improved?	**How** does it protect itself? **What** enemies does it have?
How has what he/she achieved affected others?	**Who** are the famous people of the place?	**What** might be the next development?	**What** is this animal's status? (common, rare, endangered?) If endangered are there special programs to conserve the species? **How** might you help the conservation of this species?