

# Term 3 Week

## 10 2021

The work in this booklet is for Term 3 Week 10, 2021. You will see attached a timetable showing the work for each day.

You will notice that we are now including a Free-Choice Friday option for after the Writing and Mathematics tasks are complete.

We ask that you or your child still sends a photo/video of the work they have completed. The photos and videos of your child's work allows us to see the wonderful learning that they are doing from home so that we can mark them on the roll as flexible learners. Happy Learning!!

Stage 2 2021 Teachers

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
13 Sep	14 Sep	15 Sep	16 Sep	17 Sep



Monday	Tuesday	Wednesday	Thursday	Friday
English				
<p>Writing Advertising Planning your own advertisement for a new cereal</p> <p>Spelling Choose 2 activities from the choice board to complete</p> <p>Comprehension Making connections to a text</p> <p>PM eCollection. Read a book/chapter to practise using fluency and expression.</p>	<p>Writing Advertising Plan a blurb to advertise your product. Consider your use of persuasive and evaluative language to sell your product.</p> <p>Comprehension Making inferences. Use the inferencing jigsaw to make an inference on the text.</p> <p>PM eCollection. Read a book/ chapter, identify a tricky word, complete the activity sheet.</p>	<p>Writing Advertising Draft your advertisement. Take your planned ideas and put them into complete sentences.</p> <p>Comprehension Predictions. Making predictions helps us become better readers and writers. Make a prediction about what could happen next in the text.</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>	<p>Writing Revise and edit your advertisement using CUPS and ARMS to improve what you have written so far.</p> <p>Spelling Choose 2 different activities from the choice board to complete</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>	<p>Writing Publish your advertisement! You may choose how you present your advertisement to your teacher</p>
Maths				
<p>Volume &amp; Capacity Explore the capacity of different household items, use ml and L to record their capacity.</p> <p>TEN Revision Choice Board Choose an activity from the choice board of one</p>	<p>Volume &amp; Capacity You have become a potion making wizard! Create your very own potion but remember to record the volume of each ingredient needed.</p> <p>TEN Revision Choice Board</p>	<p>Volume &amp; Capacity Converting between millilitres and litres. Make a connection to when we were converting between cm and m – this time it's with ml and L</p> <p>TEN Revision Choice Board</p>	<p>Volume &amp; Capacity Learn all about displacement. This is how objects in water displace some of the water and take up that space...this is partly how ships float on water!</p> <p>TEN Revision Choice Board</p>	<p>Volume &amp; Capacity Find the volume of 3D objects. Building on from our work on area using the formula length x height = area we can find the volume by using the formula length x height x width = volume.</p>
of the TEN games you have played this term.	Choose an activity from the choice board of one of the TEN games you have played this term.	Choose an activity from the choice board of one of the TEN games you have played this term.	Choose an activity from the choice board of one of the TEN games you have played this term.	
Other KLA's				Free Choice Friday
<p>Geography Explore how we can harness different types of energy from our planet – solar, hydro or wind energy.</p>	<p>Dance Learn to do the Uptown Funk dance PDH Healthy Eating. Learn how to look at the nutritional information found on packaged foods. Rank some foods from most to least healthy.</p>	<p>Library Login to StoryBox Library to read the book <b>This Small Blue Dot</b> and create your own planet with its own creatures.</p>	<p>Science Learn more about earthquakes – a natural disaster that impacts many areas around the world.</p>	<p>Choose at least 1 activity from the free-choice Friday grid. Have fun!!</p>

# Monday

Monday	Tuesday	Wednesday	Thursday	Friday
13 September	14 September	15 September	16 September	17 September



## English



### Activity: Plan an Advertisement

#### **Learning Intention:**

I am learning to create a plan for an advertisement

#### **Success Criteria:**

- \* I can create a name for my product
- \*\* I can create a slogan for my product
- \*\*\* I can include pictures that promote my product



Advertisers always take their audience into consideration. Do you think the intended audience for these advertisements are children or adults?





# English



## Advertisements

Advertisements **persuade** an audience to purchase goods and services and to agree with and believe information being presented. An advertiser is a person who makes advertisements.

You may find advertisements on the tv, in magazines and newspapers, on social media platforms, such as Facebook, on the radio, on outdoor billboards and other locations.

**Activity:** Throughout the week you will be following the writing cycle to create an advertisement that will persuade an audience to buy a new type of cereal. Today you will be starting your PLAN. Click on the link to find a planning template: [bit.ly/3kgkLXv](http://bit.ly/3kgkLXv)

- Create a name for your cereal using Alliteration
- Design a slogan for your cereal box
- Include pictures of your cereal box.

Click to watch Miss Skevington complete her plan: [bit.ly/3sE4ejS](http://bit.ly/3sE4ejS)

### Advertisement Design Challenge

## Cereal Box

Design a fun and tasty new cereal that kids will love, for a health conscious breakfast company.

Using a combination of advertising and visual techniques, create an advertisement to help sell your new product.



# English



## Spelling!

### Learning Intention:

I am learning to spell using a range of strategies.

### This is because:

Knowing spelling strategies helps me with reading and writing.

### Success Criteria:

- \*I can engage in meaningful spelling tasks
- \*\*I can select tasks that stretch my brain
- \*\*\*I can share my work with my teacher

### ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice grid

## Word Study CHOICE BOARD

<b>FIT THE LIST</b> Think of up to 5 more words that would fit your spelling list.	<b>ABC Order</b> Write your words in ABC Order.	<b>Rainbow Spelling</b> Write your words 5x each with different colors.	<b>Color Code</b> Write the Vowels Blue and Consonants Red.
<b>Silly Sentences</b> Write each word in a silly sentence.	<b>Silly letters</b> Write each word using crazy letters.	<b>Backwards to Forwards</b> Write each word backwards and then write it forwards. sgod dogs	<b>Type your Words</b> If available, type your words on the computer or other device.
<b>SENTENCES</b> Write compound or complex sentences using FANBOYS & ISAWAWABUBS	<b>Bubble Letters</b> Write each of your words using bubble letters.	<b>DICTIONARY DIG</b> Look up your spelling words in the dictionary & write the meaning.	<b>Picture Perfect</b> Write the word and draw a picture to represent it.
<b>Ghost Words</b> Use a white crayon to write your words. Color over with a marker.	<b>Follow the Swirl</b> Draw a swirl line. Write your word over and over along the line.	<b>Rhyme Time</b> Write each word and write a word that rhymes with it.	<b>CHALK TIME</b> Write your words with chalk outside (ask parent for permission).
<b>Spell and Tell</b> Write each word 3x and whisper each letter as you write.	<b>Michelangelo</b> Tape your paper on the bottom side of your desk. Lay on the floor and write your words 5 times each. Your arms will get tired!	<b>Wrong Hand</b> Use the opposite hand you write with to write each word.	<b>FENCE PAINT</b> Paint your words with water on the fence.

## Spelling Wk10

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /ch/ can be made with the graphemes 'ch', 'tch' and 'tu'

which	factual
witch	captured
sketching	

### Morphemic - Introducing the prefix 'il'

The prefix 'il' means not or no

legal – illegal	legible – illegible
gotten – ill-gotten	favoured – ill-favoured
lunate – illuminate	

### Etymological - 'form' from Latin meaning to shape

terraform	conform
transform	formula
uniform	

Use these spelling words to complete the spelling activities





# English



## Learning Intention:

We are learning to make connections to a text through self to text, text to text and world to text.

## This is because:

Making connections helps develop our comprehension skills.

## Success Criteria:

- \* I can read a short text
- \*\* I can make a connection to the text.
- \*\*\* I can record my connections as sentences (spoken or written).

## Make Connections

To make connections means to find links between what you are reading and your personal experiences, other texts and the world. These connections can be defined as:

### Text-to-Self

How does the text relate to something that has happened in your life?



### Text-to-Text

How does the text relate to another text you have read or seen?



### Text-to-World

How does this text relate to something that has happened in the real world?



# English



## Making Connections

Read the text once, then read it again and ask yourself the following questions

How does this text relate to me or something that has happened in my life?

How does this text relate to another text that I have read?

How does this text relate to something that has happened in the real world?

Use one of the answers from the questions to record the connection you can make to the text

A woman turned a page, finished reading a story and closed the book. About 20 children got up from the carpet and went to a corner of the room.

Without a word being spoken they opened their bags and collected their lunchboxes and hats. After the last child finished, they all lined up at the door.



# Maths



## Mathematics: Volume and Capacity

### We are learning to:

I am learning to measure capacity to make a litre.

**This is important because:** This is important because seeing how much liquid is required to make a litre help us understand how much room millilitres take up.

### Success Criteria

*	I can estimate the capacity of containers up to a litre.
**	I can estimate the capacity of containers and identify the correct capacity of the container.
***	I can list the capacities of the containers from smallest to largest capacity.

### What you need:

1. Dojo to post your activity.
2. Measuring up to a litre worksheet
3. 5 different objects or containers

### Instructions

#### Measuring up to a Litre

You'll need to find five objects or containers around the house with measurement labels on them or if you have a measuring jug, you can experiment and measure the capacity of a container without a label on it.

You will need to firstly estimate the capacity of the object, then either find the label that tells you the capacity or fill up your measuring jug and fill the object with water to determine its capacity.

You may want to use some of these as examples: bottle, plastic dish or container, a bowl, a sauce bottle, milk container or a cup.

Remember that we are looking for objects that are smaller than 1 litre, see how you go!




# Maths



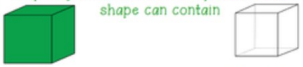
## Mathematics: Volume and Capacity

**What is volume?**  
Volume is the measure of space taken up by a solid object.



To measure volume we use cubic centimetres or cubic metres. We write it like this  $\text{cm}^3$

**What is capacity?**  
Capacity is the amount of liquid that a solid shape can contain.



To measure capacity we use millilitres, litres or fluid ounces. We write it like this  $\text{mls, ltrs or fl oz}$

Introduction to Volume and Capacity Video



[bit.ly/3gQ0oQ0](http://bit.ly/3gQ0oQ0)

Different containers hold different amounts of liquid.

**Volume looks at the amount of room an object or liquid takes up.**

**Capacity looks at the amount a solid shape or container can hold.**

### Measuring up to a Litre

Object	Estimate capacity in mL	Exact capacity in mL
Example: My drink bottle	500mL	750mL

Rank the capacity of objects from smallest to largest.					
Ranking	1	2	3	4	5
Name of the Object					
Capacity of the Container					

# Measuring up to a Litre

Object	Estimate capacity in mL	Exact capacity in mL
Example: My drink bottle	500mL	750mL

Rank the capacity of objects from smallest to largest.

Ranking	1	2	3	4	5
Name of the Object					
Capacity of the Container					



# Maths



## TEN Activity: FRACTION GAME

### Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division, Fractions, decimals and Place Value.

### Purpose

We are learning to use number concepts and strategies accurately and efficiently.

### Success Criteria



I can identify the number concepts or skills that I need to revise.



I can select a mental or written strategy to solve a variety of number problems.



I can explain the strategies I have used to solve a variety of number problems.

### What you need:

1. Dojo to post your activity
2. Dice, playing cards or dominoes. Online versions can be found here <https://bit.ly/385Llg3>



### Instructions

Choose one game each day and play for 15 minutes.

All of these are games we have played before.

Choose the game that involves the skills that you need the most practise with.

Record and explain the strategies that you used.



# Maths

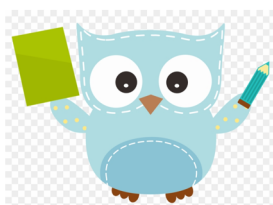


## Daily TEN Activity: REVISION CHOICE GRID

- Choose **one** TEN Activity to revise your skills. Watch the videos to view the rules and steps.

- Play the game for 15 minutes.

- Virtual dice and cards  
Can be viewed here:  
<https://bit.ly/385Llg3>



<b>Target Number</b> Subtraction Level 1 <a href="https://bit.ly/3DakL3V">https://bit.ly/3DakL3V</a> Level 2 <a href="https://bit.ly/3slxvKn">https://bit.ly/3slxvKn</a>	<b>Flip and Multiply</b> Multiplication and Division <a href="https://bit.ly/3kmh16C">https://bit.ly/3kmh16C</a>
<b>Salute</b> Addition and Subtraction Level 1 <a href="https://bit.ly/2WnJEZb">https://bit.ly/2WnJEZb</a> Level 2 <a href="https://bit.ly/3ze2K2g">https://bit.ly/3ze2K2g</a>	<b>Fast Facts</b> Multiplication <a href="https://bit.ly/3jbq8Yv">https://bit.ly/3jbq8Yv</a>
<b>Yahtzee</b> Place Value Level 1 <a href="https://bit.ly/3j9VXkl">https://bit.ly/3j9VXkl</a> Level 2 <a href="https://bit.ly/3B7s3ni">https://bit.ly/3B7s3ni</a> Level 3 <a href="https://bit.ly/3sGRd96">https://bit.ly/3sGRd96</a>	<b>Fractions Game 1</b> Fractions <a href="https://bit.ly/388NDuY">https://bit.ly/388NDuY</a>
<b>Fractions Game 2</b> Fractions <a href="https://bit.ly/3j7JO1">https://bit.ly/3j7JO1</a>	<b>Red or Black</b> Addition and Subtraction <a href="https://bit.ly/387ty8j">https://bit.ly/387ty8j</a>





# Geography



## Learning Intention:

We are learning how people use the natural environment in everyday life

## Purpose

It is important that we understand how people rely on the natural environment to survive.

## Success Criteria

- \*** I can identify match the mined natural resource to its source
- \*\*** I can answer think, see and wonder questions relating to a mining video.
- \*\*\*** I can answer think see and wonder questions relating to a mining video and research solar energy, wind energy and hydro power.

How do people use the natural environment in everyday life?



# Geography



How do people use the natural environment in everyday life?

1 Watch the mine truck video below using the blue link.



[bit.ly/2YoQuP3](https://bit.ly/2YoQuP3)

2. Write down what you **THINK, SEE** and **WONDER** from the mine truck video

3. Match the mined natural resource to its source.

People mine the earth for natural resources to support them in everyday life. Match the mined natural resource to its use.

gold

gas

copper

aluminium

electricity

iron ore

coal

oil

diamonds

fuel

coins & wires

jewellery

cans, foil & planes

steel

jewellery

cooking, heating & electricity



SCAN ME





# Geography



## Renewable Energy

Renewable energy is a natural resource that is better for the environment. Using the websites below research some facts about solar energy, wind energy and hydro electricity. If you don't have the take home pack just write the headings down and add your research underneath.

### Solar Energy



SCAN ME

[bit.ly/38Bzqa5](https://bit.ly/38Bzqa5)

### Wind Energy



SCAN ME

[bit.ly/3DCLpCF](https://bit.ly/3DCLpCF)

### Hydro Energy



SCAN ME

[bit.ly/3DPjua3](https://bit.ly/3DPjua3)

#### Solar energy

Using the energy from the sun and turning it into electricity.

#### Wind energy

Using the energy from the wind and turning it into electricity.

#### Hydro power

Catching the energy from falling water and turning it into electricity.

### Solar energy

Using the energy from the sun and turning it into electricity.

### Wind energy

Using the energy from the wind and turning it into electricity.

### Hydro power

Catching the energy from falling water and turning it into electricity.



# Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
13 September	14 September	15 September	16 September	17 September
	X			



# English



## Learning Intention:

I am learning to create a plan advertisement

## Success Criteria:

\*I can plan a blurb that promotes my product

\*\* I can include high modality language

\*\*\*I can include evaluative language

Click the link to see how advertisements have changed over time!  
[bit.ly/2UWKueK](http://bit.ly/2UWKueK)

### Advertisement Design Challenge

#### Cereal Box

Design a fun and tasty new cereal that kids will love, for a health conscious breakfast company.

Using a combination of advertising and visual techniques, create an advertisement to help sell your new product.



## Blurbs

Advertisements often use blurbs to persuade their audience to buy a product. A blurb is a short piece of writing that describes the product.

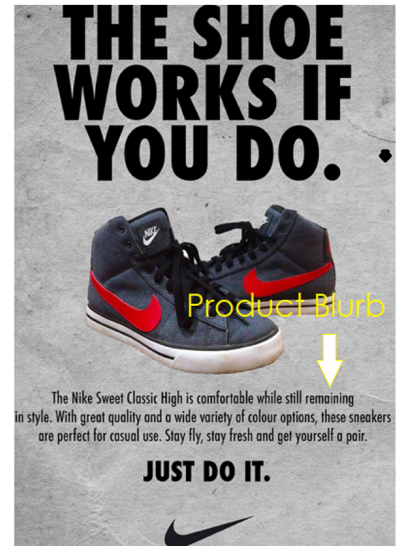
Blurbs need to share honest and accurate information, while also intriguing the readers.

A blurb can contain high modality words (definitely, always, absolutely, 100%, always, have to)

A blurb can contain evaluative language (beautiful, exciting, wonderful, smoothly)

**Activity:** Today you will be continuing your plan for a brand-new cereal by planning your blurb. Click on the link to find a planning template: [bit.ly/2WBInSQ](http://bit.ly/2WBInSQ)

Click to watch Miss Skevington complete her plan: [bit.ly/3jv6KGd](http://bit.ly/3jv6KGd)



Plan an advertisement that persuades an audience to buy a new brand of cereal.

## Tuesday:

- Plan a 'blurb' that promotes your cereal and persuades your audience to purchase it. List high modality words that you will use and evaluative language.

Blurb plan

--	--





# English



## Learning Intention:

We are learning to make inferences about texts we read.

## This is because:

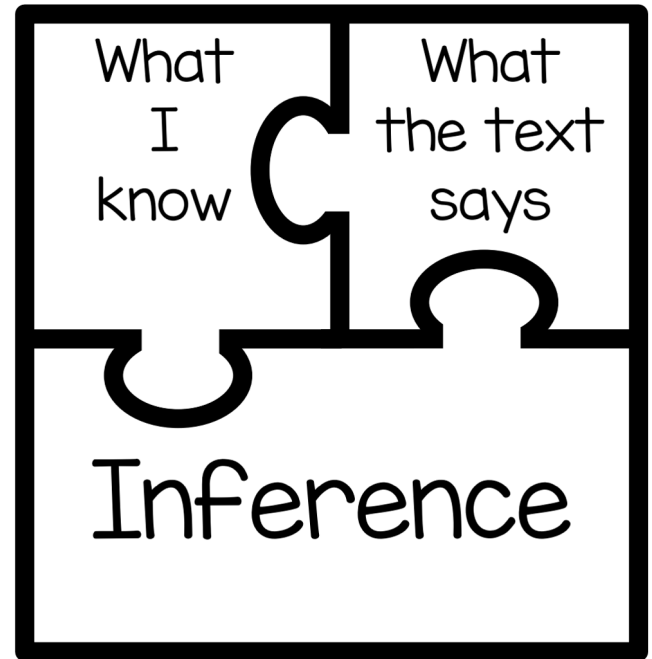
We are using inferencing to develop our comprehension skills.

## Success Criteria:

\*I can say what I 'see' happening in the text

\*\*I can activate my background knowledge to make connections to the text

\*\*\* I can use what I read and what I know to make a quality inference



# English



## Activity:

Read the text and complete the inference jigsaw

A woman turned a page, finished reading a story and closed the book. About 20 children got up from the carpet and went to a corner of the room.

Without a word being spoken they opened their bags and collected their lunchboxes and hats. After the last child finished, they all lined up at the door.

What I know	What the text says
I know that _____ _____ _____ _____ _____	The text tells me that _____ _____ _____ _____ _____
Inference	
Therefore, I infer that _____ _____ _____ _____ _____	



# Reading



## Activity:

Read a book (or chapter of) from your PM eReader or a book that you have at home. Record yourself and share to your teacher on ClassDojo.

Focus on reading with fluency and expression. This means reading smoothly, not sounding like a robot and your voice changing in pitch and volume.

Choose 1 word from your text that you do not know and find out its meaning. What type of word is it? Record the word type, definition and use it in a sentence.

## Learning Intention:

I am learning to read with fluency and expression.

## This is because:

Reading with fluency and expression helps me to better understand what I am reading.

## Success Criteria:

\* I can read with fluency so my reading flows.

\*\* I can read with expression to make my reading interesting.

\*\*\* I can use strategies to find out the meaning of tricky words.



My tricky word:

Part of speech (noun, verb, adjective, adverb)

---

Definition (related to my book)

---

---

---

Use it in a sentence:

---

---

---

---



# Maths



## Mathematics: Volume and Capacity

### We are learning to:

I am learning to record capacity of a container using the abbreviation ml.

### This is because:

This is important because we need to note the unit of measurement something is being measured in.

### Success Criteria.

*	I can understand that a millilitre is recorded as ml
**	I can accurately depict different liquids in a container that adds up to 500ml
***	I can describe how different amount of liquid can be added together to create a total capacity of a container.

### What you need:

1. Dojo to post your activity.
2. Colouring pencils
3. Make a Potion Worksheet

### Instructions

#### **Making a potion**

You are now a wizard, and you must make a secret potion. In this potion you will need to include up to 8 different ingredients for your potion to be magical. It is up to you what your magical potion is names and what magic abilities it will give you. It could be an invisible potion, a flying potion, a superpower potion or anything else you as a wizard can think of.

You will need to make sure that you record how much of each ingredient you'll need with (ml) put at the end of each ingredient and then colour your potion jug in.

Have fun Wizards!



# Maths



## Mathematics: Volume and Capacity

When measuring the capacity of an object, we measure it in litres and millilitres.

There are 1000 millilitres in 1 litre. We can also write litres as (L) and millilitres as (ml).

It is so important to write this unit of measurement after the liquid, or else you might ask for 500 of water and someone will bring you 500L instead of a glass of 500ml of water. Oh no! We cannot forget this!



**500ml  
Bottle of  
Water**



**500L Pool**

To complete this task, you are now a Wizard! To make a magic potion, you'll need to include some weird and wonderful

ingredients. Do not forget to include the **ml** in your measurement and so you know how much of each ingredient to include.

### MAKING A POTION

Your potion's name

500 ml
400 ml
300 ml
200 ml
100 ml

Potion Ingredients

_____	_____
_____	_____
_____	_____





# MAKING A POTION

---

Your potion's name

**Potion Ingredients**

---

---

---

---

---

---

---

---





# Maths



## TEN Activity: FRACTION GAME

### Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division, Fractions, decimals and Place Value.

### Purpose

We are learning to use number concepts and strategies accurately and efficiently.

### Success Criteria

- \* I can identify the number concepts or skills that I need to revise.
- \*\* I can select a mental or written strategy to solve a variety of number problems .
- \*\*\* I can explain the strategies I have used to solve a variety of number problems.

### What you need:

1. Dojo to post your activity
2. Dice, playing cards or dominoes. Online versions can be found here <https://bit.ly/385Llg3>



### Instructions

Choose one game each day and play for 15 minutes.

All of these are games we have played before.

Choose the game that involves the skills that you need the most practise with.

Record and explain the strategies that you used.



# Maths

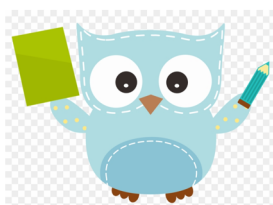


## Daily TEN Activity: REVISION CHOICE GRID

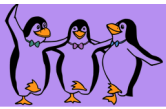
- Choose **one** TEN Activity to revise your skills. Watch the videos to view the rules and steps.

- Play the game for 15minutes.

- Virtual dice and cards  
Can be viewed here:  
<https://bit.ly/385Llg3>



<b>Target Number</b> Subtraction Level 1 <a href="https://bit.ly/3DakL3V">https://bit.ly/3DakL3V</a> Level 2 <a href="https://bit.ly/3slxvKn">https://bit.ly/3slxvKn</a>	<b>Flip and Multiply</b> Multiplication and Division <a href="https://bit.ly/3kmh16C">https://bit.ly/3kmh16C</a>
<b>Salute</b> Addition and Subtraction Level 1 <a href="https://bit.ly/2WnJEZb">https://bit.ly/2WnJEZb</a> Level 2 <a href="https://bit.ly/3ze2K2g">https://bit.ly/3ze2K2g</a>	<b>Fast Facts</b> Multiplication <a href="https://bit.ly/3jbq8Yv">https://bit.ly/3jbq8Yv</a>
<b>Yahtzee</b> Place Value Level 1 <a href="https://bit.ly/3j9VXkl">https://bit.ly/3j9VXkl</a> Level 2 <a href="https://bit.ly/3B7s3ni">https://bit.ly/3B7s3ni</a> Level 3 <a href="https://bit.ly/3sGRd96">https://bit.ly/3sGRd96</a>	<b>Fractions Game 1</b> Fractions <a href="https://bit.ly/388NDuY">https://bit.ly/388NDuY</a>
<b>Fractions Game 2</b> Fractions <a href="https://bit.ly/3j7JO1">https://bit.ly/3j7JO1</a>	<b>Red or Black</b> Addition and Subtraction <a href="https://bit.ly/387ty8j">https://bit.ly/387ty8j</a>



# Dance



## We are learning to:

Practice and perform the Uptown Funk dance by keeping in time with the music.

## We are learning this because:

Moving our bodies is important for our health and development.

## Success Criteria:

- \* I can practice and perform the Uptown Funk dance following step by step instructions.
- \* I can perform the dance by keeping in time with the music without instructions.
- \* I can perform the dance to music and upload it to Class Dojo.

## Bruno Mars - Uptown Funk Dance



SCAN ME



## Activity:

1. Watch the dance video and practice the Uptown Funk dance.

**Video:** <https://bit.ly/37QKQq5>

2. Try and dance by keeping in time with the music but without the instructions.

3. Perform the entire dance to the music and have a family member record you.

4. Upload your dance to ClassDojo.

# PHPE

## Healthy Eating

### **Learning Intention:**

We are learning to identify healthy and unhealthy packaged foods

### **Purpose:**

We need to be able to keep our minds and our bodies healthy.

### **Success Criteria:**

\*I can identify foods as healthy or unhealthy

\*\*I can determine how healthy a food product is by reading the nutritional content.

\*\*\*I can compare the nutritional content between different packaged foods and determine which food would be the healthiest option and why.

Click on the picture and follow the link to watch a video on how to identify healthy snacks in packaging.

[bit.ly/3tgO3Jx](https://bit.ly/3tgO3Jx)



SCAN ME



**Activity:** Find 5 packaged snacks in your house, compare the nutritional information and order your snacks in order of the healthiest option to the least-healthiest option.

# Wednesday

Monday	Tuesday	Wednesday	Thursday	Friday
13 September	14 September	15 September	16 September	17 September

## English

### Learning Intention:

I am learning to create a draft advertisement

### Success Criteria:

\* I can include pictures and the title of my product

\*\* I can include pictures, a title and a slogan

\*\*\*I can include pictures, a title, slogan and a product blurb

### Writing a draft advertisement

Drafting is the second stage of the writing cycle. Drafts allow you to combine your planned ideas and put them into full sentences.

What to include in your draft	
Large colourful images	
Clear text	
A blurb that uses Interesting adjectives, high modality and evaluative language	
A question	
A catchy slogan	
The title of your cereal	



Start having a think about what colours you are going to use in your advertisement. Did you know that advertisers often choose colours according to the emotion attached to them? Click the link to learn more: [bit.ly/2YbVczs](http://bit.ly/2YbVczs)



**Activity:** Today you will be creating a draft cereal advertisement! Make sure you reflect on your plan!

Your draft should include the name of your product, a slogan, pictures and a blurb.

Click to watch Miss Skevington complete her plan: [bit.ly/3zyu23v](http://bit.ly/3zyu23v)





# English

**Learning Intention:**

We are learning to make predictions based on a text we have read.

**This is because:**

We making predictions helps us to develop our comprehension skills.

**Success Criteria:**

\*I can make connections to a text

\*\*I can use my background knowledge to make an inference of a text

\*\*\* I can use my connections and inferences to predict what might happen next

**Activity:**

Either draw or write what you think would happen next if the text were continued.

A woman turned a page, finished reading a story and closed the book. About 20 children got up from the carpet and went to a corner of the room.

Without a word being spoken they opened their bags and collected their lunchboxes and hats. After the last child finished, they all lined up at the door.



# Reading

**Activity:**

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo. Focus on reading with fluency and expression.

**Learning Intention:**

I am learning to read with fluency and expression.

**This is because:**

Reading with fluency and expression helps me to better understand what I am reading.

**Success Criteria:**

\* I can read with fluency so my reading flows.

\*\* I can read with expression to make my reading interesting.

\*\*\* I can use fluency and expression to make my reading great!







# Maths



## Mathematics: Volume and Capacity

### Learning Intention:

I am learning to understand how to convert millilitres and litres.

### Purpose:

This is important because we use different measurements for different liquids in many aspects of our lives and it is important to be correct.

### Success Criteria

- \* I can state what is meant by volume and capacity in my own words.
- \*\* I can recognise how many millilitres (mL) are in 1 litre (L) and am starting to convert between mL and L.
- \*\*\* I can convert between mL and L and use this knowledge to solve problems in volume and capacity.

### What you need:

1. Dojo to post your activity.
2. Worksheets in your take home pack or link on Dojo.

### Instructions:

#### Conversions of ml to L and L to ml

Using the conversion table, you will need to convert millilitres to litres and litres to millilitres.

Remember that to go from ml to L you need to divide by 1000 and to go from L to ml you need to multiply by 1000. The worksheet give examples and by looking at the pattern of the worksheet, it will help you with your answers.

## Mathematics: ml and L CONVERSIONS

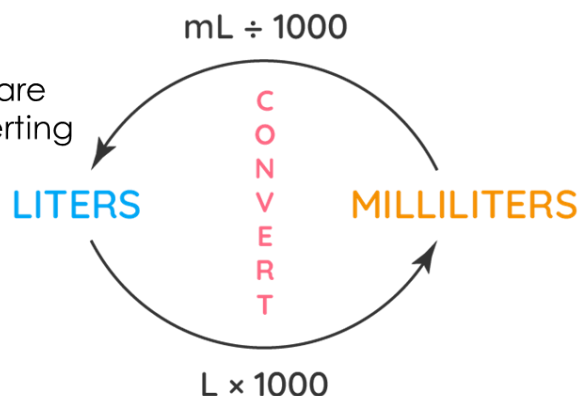
When we are converting, we can use this conversion diagram below.

When completing this task, we can remember that we are moving the decimal point either to the left when converting L to ml

$$4\text{L} = 4000\text{ml}$$

Or to the left when converting ml to L

$$7000\text{ml} = 7\text{L}$$



## Converting Millilitres to Litres and Litres to Millilitres

Complete the conversion table using millilitres and litres.

Remember 1L = 1000ml.

The first one is done for you.

L (Litres)	ml (Millilitres)
2L	2 000ml
3L	
	4 000ml
10L	
	8 000ml
5L	
	7 000ml
1L	
	13 000ml
11L	



visit twinkl.co.uk

Page 1 of 6



# Converting Millilitres to Litres and Litres to Millilitres

Complete the conversion table using millilitres and litres.  
Remember 1l = 1000ml.  
The first one is done for you.

l (Litres)	ml (Millilitres)
$\frac{1}{2}$ l	500ml
	4750ml
3.02l	
	7120ml
$7\frac{1}{4}$ l	
	990ml
4.19l	
	3040ml
$9\frac{3}{4}$ l	
	11 790ml
6.09l	
	10 230ml
14.03l	

# Converting Millilitres to Litres and Litres to Millilitres

Complete the conversion table using millilitres and litres.  
Remember 1l = 1000ml.  
The first one is done for you.

l (Litres)	ml (Millilitres)
2l	2 000ml
1.3l	
	2 700ml
12.9l	
	900ml
6.2l	
	8 200ml
1.9l	
	7100ml
8.8l	
	3 500ml
4.7l	
	400ml
0.3l	



# Maths



## TEN Activity: FRACTION GAME

### Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division, Fractions, decimals and Place Value.

### Purpose

We are learning to use number concepts and strategies accurately and efficiently.

### Success Criteria

*	I can identify the number concepts or skills that I need to revise.
**	I can select a mental or written strategy to solve a variety of number problems .
***	I can explain the strategies I have used to solve a variety of number problems.

### What you need:

1. Dojo to post your activity
2. Dice, playing cards or dominoes. Online versions can be found here <https://bit.ly/385Llg3>



### Instructions

Choose one game each day and play for 15 minutes.

All of these are games we have played before.

Choose the game that involves the skills that you need the most practise with.

Record and explain the strategies that you used.



# Maths

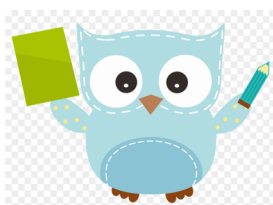


## Daily TEN Activity: REVISION CHOICE GRID

- Choose **one** TEN Activity to revise your skills. Watch the videos to view the rules and steps.

- Play the game for 15minutes.

- Virtual dice and cards  
Can be viewed here:  
<https://bit.ly/385Llg3>



<b>Target Number</b> Subtraction Level 1 <a href="https://bit.ly/3DakL3V">https://bit.ly/3DakL3V</a> Level 2 <a href="https://bit.ly/3slxvKn">https://bit.ly/3slxvKn</a>	<b>Flip and Multiply</b> Multiplication and Division <a href="https://bit.ly/3kmh16C">https://bit.ly/3kmh16C</a>
<b>Salute</b> Addition and Subtraction Level 1 <a href="https://bit.ly/2WnJEZb">https://bit.ly/2WnJEZb</a> Level 2 <a href="https://bit.ly/3ze2K2g">https://bit.ly/3ze2K2g</a>	<b>Fast Facts</b> Multiplication <a href="https://bit.ly/3jbq8Yv">https://bit.ly/3jbq8Yv</a>
<b>Yahtzee</b> Place Value Level 1 <a href="https://bit.ly/3j9VXkl">https://bit.ly/3j9VXkl</a> Level 2 <a href="https://bit.ly/3B7s3ni">https://bit.ly/3B7s3ni</a> Level 3 <a href="https://bit.ly/3sGRd96">https://bit.ly/3sGRd96</a>	<b>Fractions Game 1</b> Fractions <a href="https://bit.ly/388NDuY">https://bit.ly/388NDuY</a>
<b>Fractions Game 2</b> Fractions <a href="https://bit.ly/3j7JO1">https://bit.ly/3j7JO1</a>	<b>Red or Black</b> Addition and Subtraction <a href="https://bit.ly/387ty8j">https://bit.ly/387ty8j</a>



# Library



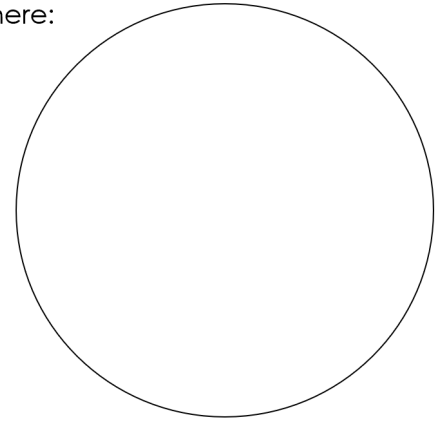
A young girl introduces the newest member of her family to the small wonders, big lessons and other important stuff that make being a child so special. With a strong message of interconnectedness, hope and empowerment, This Small Blue Dot follows a little girl exploring the big and small things in life.

## Activity:

Use your imagination to create a new planet. Write and draw your planet and the creatures that live there.

My Planet's name \_\_\_\_\_

Creatures that live here:



Go to:

<https://storyboxlibrary.com.au/>

Log in with

Username: lwps

Password: lwps

Click on hamburger button

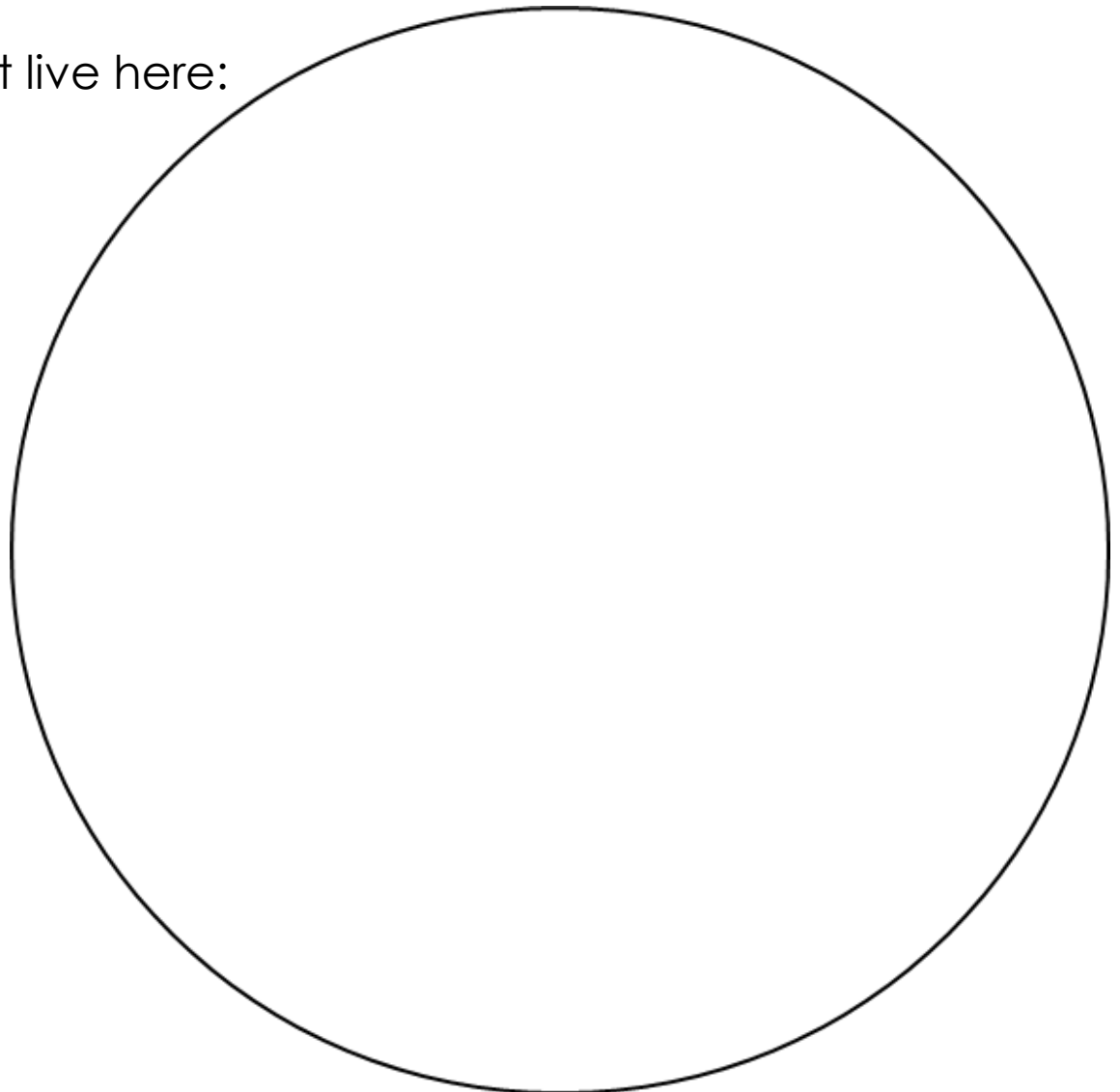
Click on Stories

Search This Small Blue Dot



My Planet's name \_\_\_\_\_

Creatures that live here:



# Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
13 September	14 September	15 September	16 September	17 September

## English



Imagine looking at an advertisement and finding mistakes or not been able to understand the message. To avoid this, we edit and revise our writing before publishing. Edit (C.U.P.S) means to fix up mistakes and revise (A.R.M.S) means to make changes to improve the quality of the writing .

Click here to access the checklist:

[bit.ly/2WciJ2l](https://bit.ly/2WciJ2l)



Self-Assessment: Advertisement

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

What it looks like:	😊	☹️
Large colorful images.		
Clear text that changes according to the importance of the message.		
Interesting adjectives		
A slogan is used (catchy words or phrases). A simile or adjectives can be used in a slogan.		
A question that interests and engages the audience.		
Use of evaluative language and high modality words to appeal to the senses and emotions.		

**Activity 1:** In a coloured pencil, use C.U.P.S to edit your draft persuasive text

**Activity 2:** In a different coloured pencil, Use A.R.M.S to revise your draft procedure.

**Activity 3:** Use the self-assessment to ensure you have all the elements of a persuasive advertisement.

Use **C.U.P.S.** to Edit

**C**APITALIZE: Names, places, I, titles, sentence beginnings

**U**SAGE: Match nouns, verbs, and tense correctly

**P**UNCTUATION: . ? ! " " ,

**S**PELLING: Check all words. Use your resources.

Click on the link to learn more about 'CUPS'

[bit.ly/3kCwUYr](https://bit.ly/3kCwUYr)

Use **A.R.M.S.** to Revise

**A**DD: Details, sentences, evidence, words

**R**EMOVE: Unnecessary words or sentences

**M**OVE: Change around words or a sentence

**S**UBSTITUTE: Trade words or sentences for new, better ones.

Click on the link to learn more about 'ARMS'

[bit.ly/2V0kh24](https://bit.ly/2V0kh24)

## Self-Assessment: Advertisement



Name: _____	<b>What it looks like:</b>					
	Large colorful images.					
	Clear text that changes according to the importance of the message.					
	Interesting adjectives					
	A slogan is used (catchy words or phrases). A simile or adjectives can be used in a slogan.					
	A question that interests and engages the audience.					
	Use of evaluative language and high modality words to appeal to the senses and emotions.					



# English



## Spelling!

### Learning Intention:

I am learning to spell using a range of strategies.

### This is because:

Knowing spelling strategies helps me with reading and writing.

### Success Criteria:

\*I can engage in meaningful spelling tasks

\*\*I can select tasks that stretch my brain

\*\*\*I can share my work with my teacher

### ACTIVITY

Using your spelling words choose 2 different tasks from the spelling choice grid

## Word Study CHOICE BOARD

<b>FIT THE LIST</b> Think of up to 5 more words that would fit your spelling list.	<b>ABC Order</b> Write your words in ABC Order.	<b>Rainbow Spelling</b> Write your words 5x each with different colors.	<b>Color Code</b> Write the Vowels Blue and Consonants Red.
<b>Silly Sentences</b> Write each word in a silly sentence.	<b>Silly letters</b> Write each word using crazy letters.	<b>Backwards to Forwards</b> Write each word backwards and then write it forwards. <i>sgod dogs</i>	<b>Type your Words</b> If available, type your words on the computer or other device.
<b>SENTENCES</b> Write compound or complex sentences using FANBOYS & ISAWAWABUB.	<b>Bubble Letters</b> Write each of your words using bubble letters.	<b>DICTIONARY DIG</b> Look up your spelling words in the dictionary & write the meaning.	<b>Picture Perfect</b> Write the word and draw a picture to represent it.
<b>Ghost Words</b> Use a white crayon to write your words. Color over with a marker.	<b>Follow the Swirl</b> Draw a swirl line. Write your word over and over along the line.	<b>Rhyme Time</b> Write each word and write a word that rhymes with it.	<b>CHALK TIME</b> Write your words with chalk outside (ask parent for permission).
<b>Spell and Tell</b> Write each word 3x and whisper each letter as you write.	<b>Michelangelo</b> Tape your paper on the bottom side of your desk. Lay on the floor and write your words 5 times each. Your arms will get tired!	<b>Wrong Hand</b> Use the opposite hand you write with to write each word.	<b>FENCE PAINT</b> Paint your words with water on the fence.

## Spelling Wk10

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /ch/ can be made with the graphemes 'ch', 'tch' and 'tu'

which                      factual  
witch                      captured  
sketching

### Morphemic - Introducing the prefix 'il'

The prefix 'il' means not or no

legal – **illegal**                      legible – **illegible**  
gotten – **ill-gotten**                      favoured – **ill-favoured**  
luminate – **illuminate**

### Etymological - 'form' from Latin meaning to shape

terraform                      conform  
transform                      formula  
uniform

Use these spelling words to complete the spelling activities





# Reading



## Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo. Focus on reading with fluency and expression.

## Learning Intention:

I am learning to read with fluency and expression.

## This is because:

Reading with fluency and expression helps me to better understand what I am reading.

## Success Criteria:

\* I can read with fluency so my reading flows.

\*\* I can read with expression to make my reading interesting.

\*\*\* I can use fluency and expression to make my reading great!



# Maths



## Mathematics: Volume and Capacity

### Learning Intention:

I am learning to estimate and compare the volumes of irregular objects when submerged in water.

### Purpose

This is important because we need to know if items that we put into water will make the water overflow.



I can fill up a bowl or bucket until it is filled halfway.



I can estimate which heavy item will have the largest volume.



I can submerge heavy irregular items into water and record its volume.

### What you need:

1. Dojo to post your activity
2. Worksheets in your take home pack or link on Dojo
3. A ruler
4. A bucket, bowl, or measuring jug
5. 4 small heavy irregular items

### Instructions

You will need to watch the video of Mr. Archimedes Bath and see the effects of heavy objects being placed into water.

You will then need to gather the materials, 4 small heavy irregular items (that will fit into the container you have), water, a container (bowl, bucket, measuring jug), and a ruler.

Fill up your container halfway with water and measure how many centimetres it takes up. Record in cm how high the water is. Before you place any item in the water, you'll need to estimate which one has the largest to smallest volume. You can then place your first item in and see how much the water rises, followed by the second, third, and then last one. Each time measuring how much the water rises. Take each item out before putting the next one in.

Once you have all your measurements, you can then determine which object has the greatest volume and which has the smallest volume.



# Maths

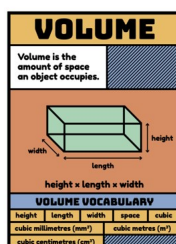
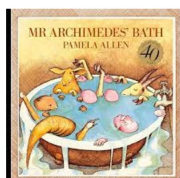


## Mathematics: Volume

You will firstly need to watch the video of the book Mr Archimedes Bath by Pamela Allen. This will help you understand what we are doing today. <https://bit.ly/3ByRRZD> →

When we have a body of water, it is proven that when something is placed into the water, the water rises. It just depends on volume of what is placed in there, to how much it rises. Have you ever seen something overflow? That may have been because an object was placed in water that had a large volume causing the water to flow over.

Today we are going to do an experiment that will measure the volume of heavy objects in a container of water.



## Your Experiment:

This video will help you understand what we are doing in our experiment

<https://bit.ly/3ywMkko> →



It is harder to find the volume of an irregular item and so we can use the **Displacement method** which is what we are doing today.



### VOLUME DISPLACEMENT WATER EXPERIMENT



1. Choose a container (Measuring jug, bowl, bucket)
2. Choose 4 irregular heavy items
3. Fill the container to half way and use your ruler or lines on the measuring jug to measure how deep the water is

Greatest Volume		Smallest Volume	
1.	2.	3.	4.

5. Write the item names in the table and begin by dropping one item at a time into the container and measuring the new height of the water.

Item Name	No Item	1.	2.	3.	4.
Colour in the level of the water					
Height or water level measurement					

6. Was your estimate correct? Record which irregular item had the greatest, down to the smallest volume.

Greatest Volume		Smallest Volume	
1.	2.	3.	4.



Mr Archimedes Bath  
<https://bit.ly/3ByRRZD>

## VOLUME DISPLACEMENT WATER EXPERIMENT



Displacement Experiment  
<https://bit.ly/3ywMkko>

1. Choose a container (Measuring jug, bowl, bucket) \_\_\_\_\_
2. Choose 4 irregular heavy items \_\_\_\_\_
3. Fill the container to half way and use your ruler or lines on the measuring jug to measure how deep the water is

4. Estimate which irregular object has the greatest to smallest volume

Greatest Volume		Smallest Volume	
1.	2.	3.	4.

5. Write the item names in the table and begin by dropping one item at a time into the container and measuring the new height of the water.

Item Name	No Item	1.	2.	3.	4.
Colour in the level of the water					
Height or water level measurement					

6. Was your estimate correct? Record which irregular item had the greatest, down to the smallest volume.

Greatest Volume		Smallest Volume	
1.	2.	3.	4.



# Maths



## TEN Activity: FRACTION GAME

### Learning Intention:

We are revising our skills and knowledge in the areas of Addition, Subtraction, Multiplication, Division, Fractions, decimals and Place Value.

### Purpose

We are learning to use number concepts and strategies accurately and efficiently.

### Success Criteria

*	I can identify the number concepts or skills that I need to revise.
**	I can select a mental or written strategy to solve a variety of number problems .
***	I can explain the strategies I have used to solve a variety of number problems.

### What you need:

1. Dojo to post your activity
2. Dice, playing cards or dominoes. Online versions can be found here <https://bit.ly/385Llg3>



### Instructions

Choose one game each day and play for 15 minutes.

All of these are games we have played before.

Choose the game that involves the skills that you need the most practise with.

Record and explain the strategies that you used.



# Maths

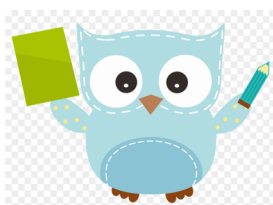


## Daily TEN Activity: REVISION CHOICE GRID

- Choose **one** TEN Activity to revise your skills. Watch the videos to view the rules and steps.

- Play the game for 15minutes.

- Virtual dice and cards  
Can be viewed here:  
<https://bit.ly/385Llg3>



<b>Target Number</b> Subtraction Level 1 <a href="https://bit.ly/3DakL3V">https://bit.ly/3DakL3V</a> Level 2 <a href="https://bit.ly/3slxvKn">https://bit.ly/3slxvKn</a>	<b>Flip and Multiply</b> Multiplication and Division <a href="https://bit.ly/3kmh16C">https://bit.ly/3kmh16C</a>
<b>Salute</b> Addition and Subtraction Level 1 <a href="https://bit.ly/2WnJEZb">https://bit.ly/2WnJEZb</a> Level 2 <a href="https://bit.ly/3ze2K2g">https://bit.ly/3ze2K2g</a>	<b>Fast Facts</b> Multiplication <a href="https://bit.ly/3jbq8Yv">https://bit.ly/3jbq8Yv</a>
<b>Yahtzee</b> Place Value Level 1 <a href="https://bit.ly/3j9VXkl">https://bit.ly/3j9VXkl</a> Level 2 <a href="https://bit.ly/3B7s3ni">https://bit.ly/3B7s3ni</a> Level 3 <a href="https://bit.ly/3sGRd96">https://bit.ly/3sGRd96</a>	<b>Fractions Game 1</b> Fractions <a href="https://bit.ly/388NDuY">https://bit.ly/388NDuY</a>
<b>Fractions Game 2</b> Fractions <a href="https://bit.ly/3j7JO1">https://bit.ly/3j7JO1</a>	<b>Red or Black</b> Addition and Subtraction <a href="https://bit.ly/387ty8j">https://bit.ly/387ty8j</a>



# Science



## Earth and Space!

### Learning Intention:

I am learning to discover natural disasters and the impact they have on people and their environment

### Success Criteria:

\* I can identify what a natural disaster is and name 2 types

\*\* I can identify what an earthquake is and how it occurs

\*\*\* I can describe the effects on an earthquake and the impact on communities

### Natural Disasters

A natural disaster is a sudden and devastating event that occurs due to a change in the Earth, environment or climate.

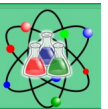
There are different types of natural disasters:

Earthquakes, tornadoes, tsunamis, floods, hurricanes, bushfires, volcanic eruptions, avalanche...

Many of these events can destroy homes, buildings and lives. It is important to learn about these disasters to understand why they occur and how they are so destructive.



# Science

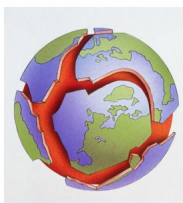


## Earthquakes

An earthquake is a type of natural disaster and can occur suddenly, causing much damage to communities.

Earthquakes occur due to the stress of the **tectonic plates** below Earth's surface. Tectonic plates can move and collide causing vibrations felt on Earth's surface. Watch the video to understand more about **tectonic plates**:

<https://www.youtube.com/watch?v=bVn04eJRjV4>



Earthquakes can be devastatingly destructive, destroying homes and entire communities. Scientists measure how big an earthquake is using a **seismograph**. It calculates the **magnitude** (how big something is) on a scale. The table demonstrates what each scale means when an earthquake is measured:

Scale	Destruction
2.5 - 5.4	Can be felt, minor damage
5.5 - 6.0	Slight damage to buildings
6.1 - 6.9	Lots of damage to populated areas
7.0 - 7.9	Major earthquake, devastating damage to buildings
8.0 or greater	Great Earthquake, can destroy communities



# Science



## Destruction of Earthquakes

Please watch the video on what an earthquake looks like. Viewer discretion – the video may contain noises that may be loud such as sirens. The video is recorded in a controlled environment and is purely for educational purposes.



SCAN ME

<https://www.youtube.com/watch?v=SpkUPvyy9KI>



After an earthquake occurs, there is something called an '**aftershock**'

An aftershock is a smaller earthquake that occurs after the mainshock. It is caused by the Earth's crust adjusting to the effects of the mainshock.

### Your Task - Complete the worksheet:

1. Draw and label a populated city that has been hit by an Earthquake with a magnitude of 7.9
2. How has the landscape of the city been changed?

**Earthquakes**

1. A city with a population of 500,000 people has experienced a major earthquake with a magnitude of 7.9  
Draw your city after the devastation has occurred and labelled how it has been destroyed.

2. How has the landscape changed in this city?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Earthquakes

1. A city with a population of 500,000 people has experienced a major earthquake with a magnitude of **7.9**

Draw your city after the devastation has occurred and labelled how it has been destroyed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How has the landscape changed in this city?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Friday

Monday	Tuesday	Wednesday	Thursday	Friday
13 September	14 September	15 September	16 September	17 September



## English



### Learning Intention:

I am learning to publish an advertisement.

### Success Criteria:

\*I can use the changes made on edited work to create my published advertisement

\*\* I can use FLASH to publish my work.

\*\*\* I can show my finished advertisement to a family member. Ask them to complete a glow and grow on your completed work.

\*\*\*\* Reflect and respond to feedback explaining what you would improve on for next time.

Publishing is the last step in the writing cycle. When you publish, you are writing or typing your piece for the final time.

To help you publish, think **FLASH!**



### Activity:

Complete your final copy of your advertisement.

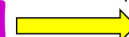
1. Publish your speech using one of the following methods:

CHOOSE ONE OPTION

- ☐ Write and draw your advertisement on the worksheet provided here [bit.ly/3zcMKh5](http://bit.ly/3zcMKh5)
- ☐ Type your text using a word processing program e.g. Word or Publisher
- ☐ Create a poster of your advertisement.

2. Check your work against the FLASH guidelines

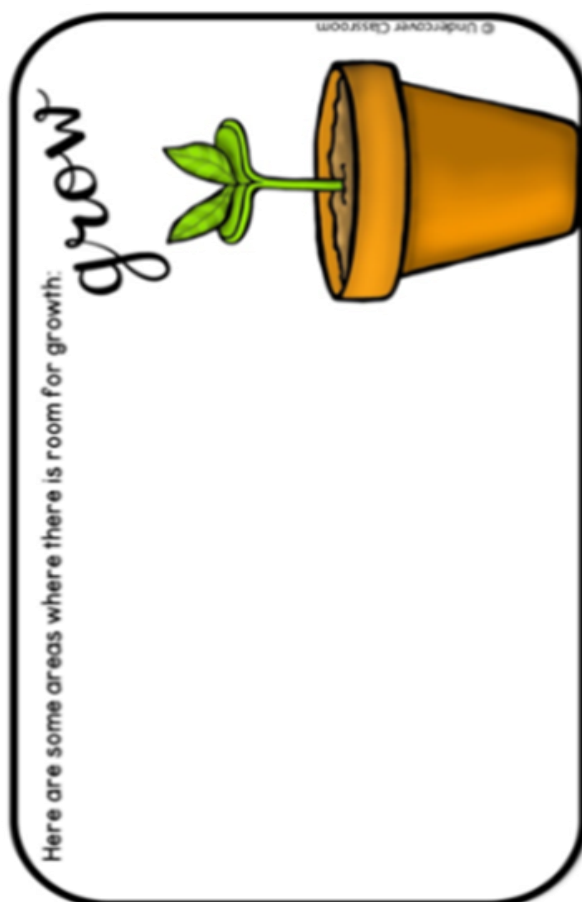
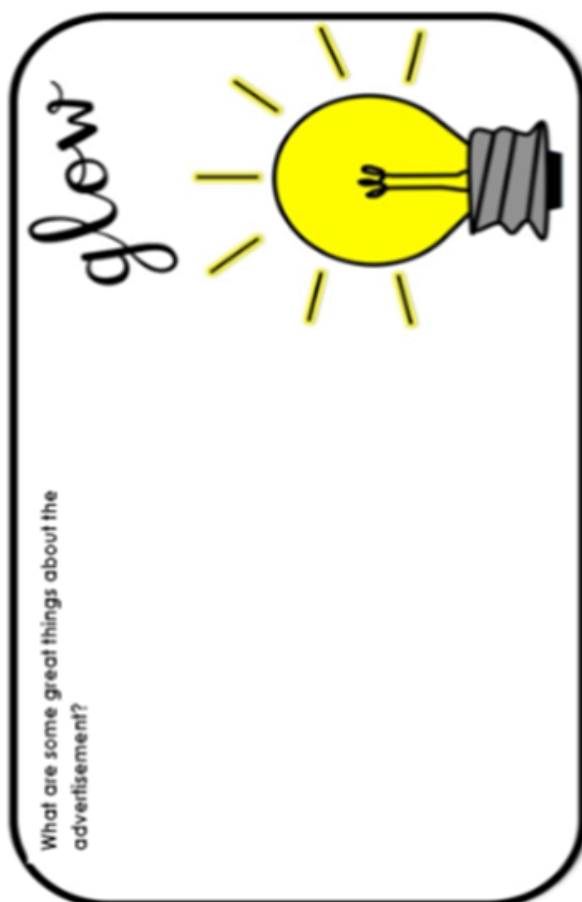
3. Ask a family member to give you their glow and grow Feedback. Have a conversation with them and respond to their feedback by explaining to them what you would do next time to improve your work. [bit.ly/3kiHCBd](http://bit.ly/3kiHCBd)



<b>F</b> Format	-Your ideas are organised into paragraphs. -Headings and subheadings are used when required
<b>L</b> Looks	-Your writing looks appealing to the audience -Any pictures used are clear and appropriate to the topic -Your chosen font is legible
<b>A</b> Accuracy	-You have accurately copied your revised and edited draft
<b>S</b> Spacing	-You have used even spacing between your words
<b>H</b> Handwriting	-You have used your neatest handwriting, making sure your letters are appropriately sized



Student Name \_\_\_\_\_  
Conference Date/Time \_\_\_\_\_



An example of an advertisement  
Click here to see another example  
[bit.ly/3kpr7UC](http://bit.ly/3kpr7UC)

# LIQUID ICE

*Great Value!*

**\$11.99** 600 mL

*All Natural*

No artificial colours  
No preservatives  
No additives

Only available at exclusive and selective stores.

### Are you tired of the inconvenience of ice?

Liquid Ice welcomes a new age of portable hydration. Our ice is converted into liquid by using state-of-the-art solar and gravity technologies. We manipulate and craft frozen hydrogen and oxygen into liquid form, for your health and vitality. No need to lug bulky, inconvenient slabs of ice. Now you can have liquid ice ready as soon as you need to quench your thirst. Converted and distributed in a convenient portable drink bottle. You can take it anywhere!

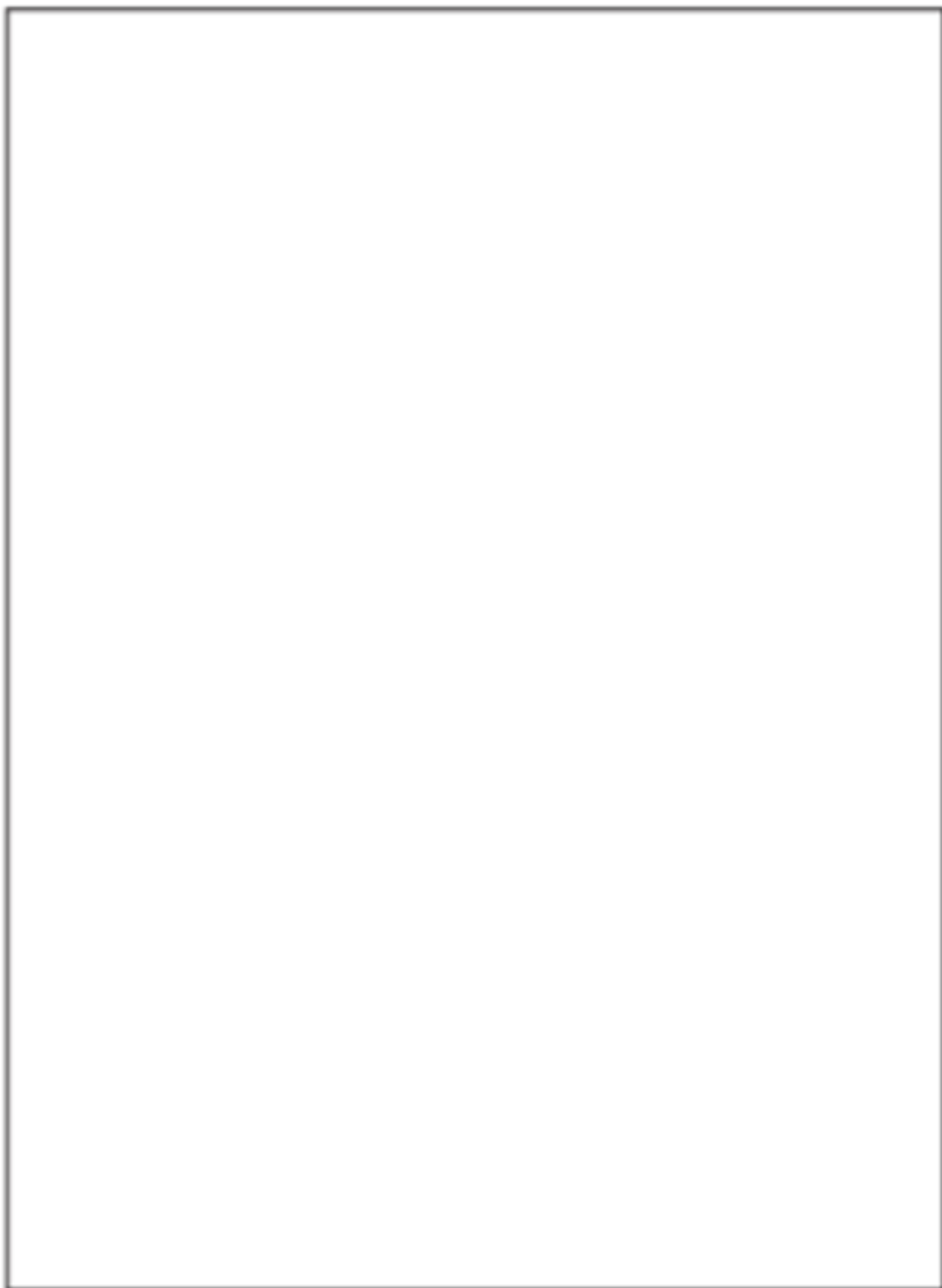
**5.0 HEALTHY STARS** ★★★★★

**DISCLAIMER** We do not take responsibility for reactions to Liquid Ice in temperatures below 0° Celsius.

• Fictional product only.

© 2023 HealthStar

# An Awesome Advert





# Maths



## Mathematics: 3D Space, Volume and Capacity, and Fractions and Decimals.

### Learning Intention:

I am learning to find the volume of prisms.

### Purpose

It is important to know how to know how to measure volume and so you know which space different objects can fit into, and how large objects are.

### Success Criteria

\*

I can find volumes of shapes by counting cubes.

\*\*

I can find volumes of shapes using  $L \times W \times H$  formula.

\*\*\*

I can find volumes of shapes using  $L \times W \times H$  formula and then find fractions of the volume of shapes.



# Maths



## Mathematics: 3D Space, Volume and Capacity and Fractions and Decimals.

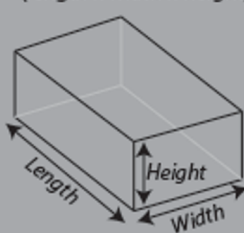
### Area

Two-dimensions  
(length x width)



### Volume

Three-dimensions  
(length x width x height)



To find the **area** of a 2D shape we use Length x Width.  
To find the **volume** of a 3D objects we use the formula Length x Width x Height

### What is capacity?

Capacity is the amount of liquid that a solid shape can contain.  
To measure capacity we use millilitres, litres or fluid ounces.  
We write it like this  
mls, ltrs or fl oz

### What is volume?

Volume is the measure of space taken up by a solid object.  
To measure volume we use cubic centimetres or cubic metres. We write it like this  
 $\text{cm}^3$

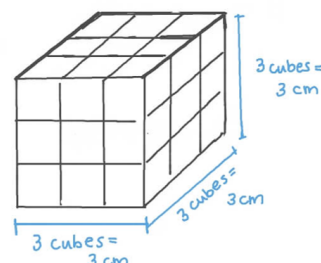
To find the volume (the space taken up by this cube) of this shape we could either count all of the 1cm cubes that will fit inside the cube OR we could use the formula Length x Width = x Height =  $3 \times 3 \times 3 = 3 \times 3 = 9 \times 3 = 27 \text{cm}^3$

Find the volume of the shape given the length of one cube is 1 cm.

Volume = length x width x height

$$= 3 \text{ cm} \times 3 \text{ cm} \times 3 \text{ cm}$$

$$= 27 \text{ cm}^3$$





# Maths

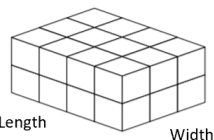


## Mathematics: 3D Space, Volume and Capacity and Fractions and Decimals.

To find the volume of the shapes you can either count all of the cubes OR you can use the formula  $\text{Length} \times \text{Width} \times \text{Height}$ . The first one is done for you.

Find the volume of these shapes.

1.



Height

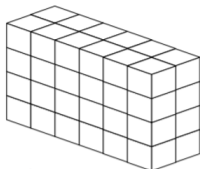
Length

Width

volume:

$$L \times W \times H = (L)3 \times (W)3 \times (H)2 = 18\text{cm}^3$$

2.



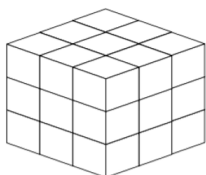
volume:

3.



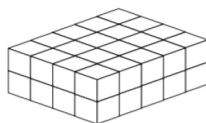
volume:

4.



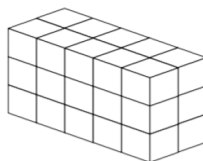
volume:

5.



volume:

6.



volume:

## Challenge Zone

Finding fractions of a shapes volume.

If you were to take shape number 1 with a volume of  $18\text{cm}^3$ .

What would  $\frac{1}{2}$  of the shape be? Our shape is  $18\text{cm}^3$  so half would be  $9\text{cm}^3$  right?

What would  $\frac{1}{4}$  of shape 1 be?  
If half is  $9\text{cm}^3$  then  $\frac{1}{4}$  would be  $4.5\text{cm}^3$ .

Can you work out halves and quarters for any of the other shapes?



# Maths



## Mathematics: 3D Space, Volume and Capacity and Fractions and Decimals.

### This activity is for fun

Follow the instructions to make a cube

Number each side of the cube.

How many sides does the cube have?

Measure the Length

Now measure the Width

Now measure the Height

Can you work out the volume of your cube by using the  $L \times W \times H$  formula?

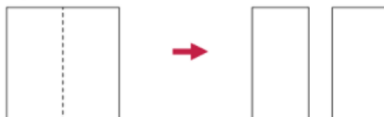
1.

Follow the instructions below to make a paper cube.

Step 1: Cut off part of an A4 sheet so that you are left with a square.



Step 2: Cut the square into two equal halves.



Step 3: Fold each half square lengthwise down the middle to form two double-layered strips.




Step 4: Fold each strip into four square sections, and put the two parts together to form a paper cube. Use sticky tape to keep it together.





# Free-Choice Friday

Choose any 2 of these activities for your Free-Choice Friday!

<p><b><u>Take Home Learning Pack</u></b></p> <p>Go back through your learning pack and complete a task you didn't get time to do earlier in the week.</p> 	<p><b><u>SISA Yoga</u></b></p> <p>Learn some beginning yoga with Miss Paige from Sports In Schools Australia</p> <p><a href="https://www.youtube.com/watch?v=mPA5c">video.link/w/mPA5c</a></p> 	<p><b><u>Kindness Matters</u></b></p> <p>Create a card, artwork or letter for someone special to you. Share it with your special person.</p>
<p><b><u>Shadow Art</u></b></p> <p>Try out this fun and creative art style where you play with light and shadow to create your very own shadow creatures!</p> <p><a href="https://www.youtube.com/watch?v=3mTHgnR">bit.ly/3mTHgnR</a></p> 	<p><b><u>Blind Contour Drawing</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the video 'Blind Contour Drawing'.</li> <li>2. Select an object and create your own Blind Contour Drawing.</li> <li>3. Take a photo of your object and drawing and upload it to ClassDojo.</li> </ol> <p><a href="https://www.youtube.com/watch?v=3BPhghN">bit.ly/3BPhghN</a></p> 	<p><b><u>STEM Challenge</u></b></p> <p>Watch this video to see a simple chain reaction known as a Rube Goldberg Machine. Design your own machine and record it in action!</p> <p><a href="https://www.youtube.com/watch?v=3tbb4gM">bit.ly/3tbb4gM</a></p> 