

# Term 3 Week 9

## 2021

The work in this booklet is for Term 3 Week 9, 2021. You will see attached a timetable showing the work for each day. You will notice that there is something different on Thursday and Friday this week. We are having Thursday and Friday as well-being days where students get to pick and choose which learning they do. You have been working so hard this term and we want to say thank you!

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
6 Sep	7 Sep	8 Sep	9 Sep	10 Sep





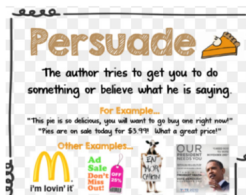
Monday	Tuesday	Wednesday	Thursday	Friday
English				
<p>Writing Advertising learn about how advertising 'hooks you in'. how do advertisements persuade their audience?</p> <p>Spelling Choose 2 activities from the choice board.</p> <p>Reading Comprehension Summarising lesson 1. Non-fiction text about the Paralympics. Record the key points.</p> <p>PM eCollection. Read a book/chapter to practise using fluency and expression.</p>	<p>Writing Advertising Look carefully at the WAGOLL and see the house that was drawn from the description. Read the second description and draw your own house.</p> <p>Reading Comprehension Summarising lesson 2 Use the dot points created yesterday to write a summary of the text about the Paralympics</p> <p>PM eCollection. Read a book/ chapter, identify a tricky word, complete the activity sheet.</p>	<p>Writing Advertising Investigate logos and slogans. We all know them, they sneak into our brains and make us remember particular brands.</p> <p>Spelling Choose 2 new activities from the choice board.</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>	<p>Writing Advertising Learn more about how evaluative language shapes the audience's feelings around certain products. Words have power.</p> <p>Grammar Explore Onomatopoeia!</p> <p>Inferring Play the inferring Kahoot!</p> <p>PM eCollection. Read a book/chapter to practise your fluency and expression.</p>	<p>Writing Publish your speech! Create palm cards and use the checklist to see that you have left nothing out of your speech.</p>
Maths				
<p>Frac &amp; Dec, 3D Objects, Vol &amp; Cap Explore the properties of 3D objects. Refresh your knowledge of faces, edges and vertices.</p> <p>TEN Addition &amp; Subtraction Play red or black and build those mental strategies!</p>	<p>Frac &amp; Dec, 3D Objects, Vol &amp; Cap Drawing 3D objects from different viewpoints. Draw the front, side and top view of various 3D objects.</p> <p>TEN Addition &amp; Subtraction Play red or black and build those mental strategies!</p>	<p>Frac &amp; Dec, 3D Objects, Vol &amp; Cap Following n from yesterday's lesson, today learn to recognise the same shape from different viewpoints.</p> <p>TEN Addition &amp; Subtraction Play red or black and build those mental strategies!</p>	<p>Frac &amp; Dec, 3D Objects, Vol &amp; Cap Using the special dot paper, you will draw some 3D objects. A ruler will be helpful, otherwise use a steady hand!</p> <p>TEN Addition &amp; Subtraction Play red or black and build those mental strategies!</p>	<p>Frac &amp; Dec, 3D Objects, Vol &amp; Cap Investigating the difference between volume and capacity – volume is measuring how much space something takes up and capacity is how much a container can hold.</p>
Other KLAS				Free Choice Friday
<p>Geography Explore some of the amazing animals that live in different parts of our planet. Learn a little more about some of Australia's amazing wildlife.</p>	<p>Dance Learn to do the YMCA dance! PDH What makes a healthy plate? Play the game and design your own healthy menu.</p>	<p>Library Login to StoryBox Library to read the book <b>Busy Beaks</b>. Search for directed drawing Australian birds and draw one of the birds from the book. Find out if it has a collective noun for a group of them.</p>	<p>Science Learn more about landforms and how they occur due to natural causes. Investigate the amazing Three Sisters!</p>	<p>Choose any 2 out of the activities that you would like to do.</p>



# Monday

Monday	Tuesday	Wednesday	Thursday	Friday
6 September	7 September	8 September	9 September	10 September

## English



Click on the link to learn more about author's purpose

[bit.ly/3ibU0Ud](http://bit.ly/3ibU0Ud)



SCAN ME

**Learning Intention:**  
We are learning about the purpose and features of advertisements.

**Success Criteria:**  
\* I can locate advertisements in a catalogue, newspaper or online.  
\*\* I can understand the purpose of an advertisement.  
\*\*\* I can identify what makes an advertisement persuasive.  
\*\*\*\* I can identify who an advertisement is targeting.

This poster explains the important features of advertisements.

- This Includes:
- Large colourful images.
  - Clear text.
  - Text size that changes according to the importance of the message.
  - Description- Adjectives.
  - A slogan is used. (catchy words or phrases)
  - A question interests and engages the audience.
  - Use of evaluative language and high modality words to appeal to the senses and emotions.
  - Offering the reader, a deal
  - Exaggeration.

### Advertisements

The purpose of advertisements is to persuade people to purchase goods and services. Examples of advertisements include:

- television ads
- brochures

**Advertisements use:**  
Appealing product information  
Persuasive devices  
Evaluative language  
Imperatives (commands)  
Slogans.



You could use this example to answer the questions below. Or you could find your own example



### Activity:

1. Check your letter box for some catalogues or newspapers. You could also use the 7-in 1 example above or find an example online.
2. Cut out the best examples of advertisements that you can find and glue them onto a piece of paper.
3. How are the advertisements persuasive? What did the writer do to get your attention?
4. Who do you think your advertisements are targeting? Who is the audience?

View the WAGOLL Here <https://bit.ly/2XG3Wxt>



SCAN ME





# 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 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. <b>sgod dogs</b>	<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 swirly 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 3 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 Wk9

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /j/ can be made with the graphemes 'dge' and 'ge'

bridging

badge

stage

fridge

image

### Morphemic - Introducing the prefix 'mis'

The prefix 'mis' means wrong or false

inform – misinform

trust – mistrust

shaped – misshaped

judge – misjudge

understand – misunderstand

### Etymological - 'ology' from Greek meaning study/science of

geology

zoology

biology

mythology

technology

Use these spelling words to complete the spelling activities



# Word Study CHOICE BOARD

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# English



## Learning Intention:

We are learning to identify key points of a non-fiction text to create a summary.

## This is because:

Summarising helps us identify the key points of a text and develop our comprehension skills.

## Success Criteria:

\* I can read a short non-fiction text

\*\* I can identify the key points of (T) topic, (F1) fact #1, (F2) fact #2 and (F3) fact #3.

\*\*\* I can record these key points in dot form.

## Topic

What topic is the text about?

## Fact #1

What is the first interesting fact?

## Fact #2

What is the second interesting fact?

## Fact #3

What is the third interesting fact?

## The Paralympics

Every four years, following the Olympic Games, the Paralympics are held in the same host city. The Paralympics is an international sporting event for athletes who have a physical, vision or intellectual impairment. At the Paralympics, Paralympians are given an equal opportunity to compete with other athletes with similar impairments.

The Paralympic Games are governed by the International Paralympic Committee. The Paralympic Games first started in 1948, when injured British World War Two veterans protested for equal treatment with non-disabled Olympic athletes.

The Paralympic Games followed the 2016 Rio Olympics in South America and ran from September 7 to September 18. Around 4350 athletes from over 160 countries competed in 22 different sports. They were all striving to win one of the 526 medals on offer.



After reading the text The Paralympics identify these key points. Record your answers in dot points.

**Topic:** What is the topic about?

**Fact #1:** What is a fact from the text?

**Fact #2:** What is another fact from the text?

**Fact #3:** What is a third fact from the text?

**Put it together:** Put it all together in 1-2 sentences!





## Mathematics: 3D Shapes

## Learning Intention

We are learning about the properties of 3D shapes.

## Purpose

It is important to know that 3D shapes are made up of edges, vertices and faces.

### Success Criteria

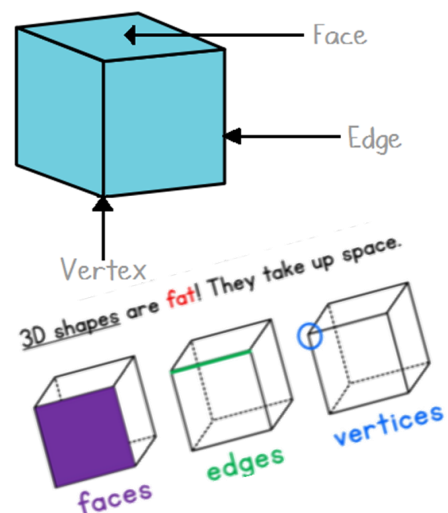
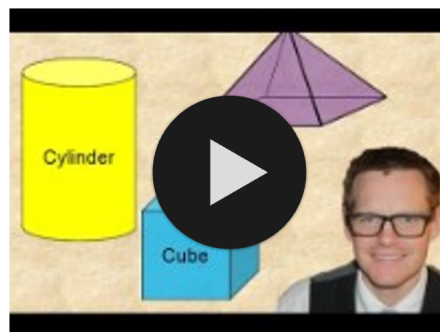
- |     |                                                                     |
|-----|---------------------------------------------------------------------|
| *   | I can name some 3D shapes.                                          |
| **  | I can identify edges, faces and vertices of some common 3D shapes.  |
| *** | I can identify edges, faces and vertices of a variety of 3D shapes. |

Watch the video below to refresh your memory on 3D shapes and their properties.



SCAN ME

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




*Faces* are the surfaces outside of a shape.


*Edges* are the lines where two faces meet.


**Vertices** (corners) are where two or more edges meet.


**Faces, Edges & Vertices**


Write the name of each shape. Also, find the number of faces, edges and vertices.


1)  Name: \_\_\_\_\_  
Faces  Edges  Vertices


2)  Name: \_\_\_\_\_  
Faces  Edges  Vertices


3)  Name: \_\_\_\_\_  
Faces  Edges  Vertices


4)  Name: \_\_\_\_\_  
Faces  Edges  Vertices

5)  Name: \_\_\_\_\_  
Faces  Edges  Vertices

6)  Name: \_\_\_\_\_  
Faces  Edges  Vertices

7)  Name: \_\_\_\_\_  
Faces  Edges  Vertices

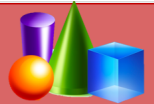
8)  Name: \_\_\_\_\_  
Faces  Edges  Vertices







# Maths



## TEN Activity: RED OR BLACK

### Learning Intention:

We are learning to use a variety of strategies to add and subtract three-digit numbers

### Purpose

It is important to learn how to use a variety of strategies to add and subtract so we can solve number problems number efficiently.

### Success Criteria

- \*** I can create a three-digit number and identify a solving strategy.
- \*\*** I can solve the three-digit number problem using the most efficient addition and subtraction strategy.
- \*\*\*** I can share or explain the efficient addition and subtraction strategies that I used.

### What you need:

1. Dojo to post your activity.
2. Video link in PDF.
3. Set of cards/online cards (use only Ace-9)

Or an online random card selector:

<http://random-cards.com/1-shuffled-deck/>



### Explanation

Your task is to play the RED and BLACK game and record your working out.

Watch the video or read carefully through the rules to understand the game. (The instructions on the next page)

See last page for cards to cut out :)



# Maths



## Daily TEN Activity: RED OR BLACK

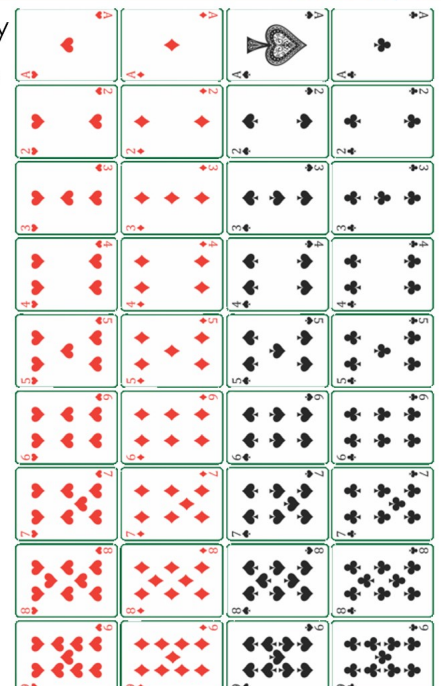
Watch the video for instructions:

<https://bit.ly/3s4OJ4b>

Cut these cards out carefully

Or use some online cards:

<http://random-cards.com/1-shuffled-deck/>



### Task

Resources: Deck of cards, Paper and Pencil

- Players start at 1000/5000.
- Take turns to flip 3 cards creating a 3-digit number. 1st card flipped determines addition or subtraction (red = add, black = subtract).  
For example: flip 522 (5 is black, subtract from total)  $1000 - 522 = 478$
- Players keep a cumulative tally.
- If a player doesn't have enough points to subtract, they miss a turn.
- Player with the highest total at the end wins.

Variation: allow negative numbers





# Geography



## Learning Intention:

We are learning about earth's different environment and the animals which are found there.

## Purpose

It is important to learn about different animals and the environments which they live in.

Animals need food, water, oxygen and a safe home to live in. The habitat they live in provides all of these. Most animals also have other specific needs that only their particular habitat will provide.

Match these animals with the unusual things that they need to survive. Use the research links below to check your answers and to learn more about these creatures and their unusual habitats.

## Success Criteria

\*

I can identify and name different environments.

\*\*

I can identify and name different environments and name the animals which live in these environments.

\*\*\*

I can identify, name and describe different environments and I can classify the animals which live in these environments.

Bowerbird: [bit.ly/3mEPerv](http://bit.ly/3mEPerv)

Ommatokoita Shrimp: [bit.ly/2Wqhcpa](http://bit.ly/2Wqhcpa)

Golden Jellyfish: [on.natgeo.com/3zk3JxU](http://on.natgeo.com/3zk3JxU)

Leafcutter Ant: [bit.ly/3ydbpRa](http://bit.ly/3ydbpRa)

Bracken Cave Bats: [bit.ly/3sLa9je](http://bit.ly/3sLa9je)

Dung Beetle: [bit.ly/38dr0FE](http://bit.ly/38dr0FE)

...need to live  
in the deep ocean where  
they can feed on Greenland  
shark's eyeballs.

...live in the Amazon  
where they can make  
a local tasty fungus  
grow on the leaves  
they collect.

...live only in a lake on  
an island in the Pacific  
where they need to chase  
the sun that shines on the  
lake each day.

Bower birds

Ommatokoita  
shrimp

Golden jellyfish

Leaf cutter ants

Bats of Bracken  
in Texas

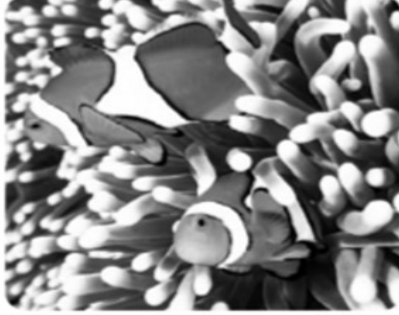
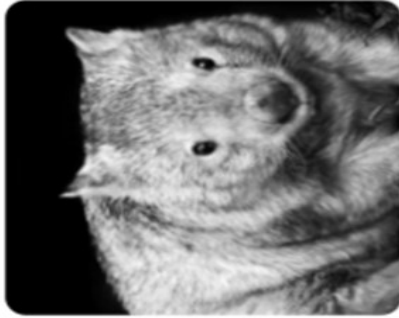
Dung beetles

...need to live near  
humans so they can  
collect coloured rubbish  
to decorate their nests.

...live in most habitats  
where animals are found  
because they eat, lay  
eggs, and build their  
homes in animal dung.

...feed on the millions of  
insects that come out at  
night in this area.





Quokka's live on \_\_\_\_\_ in WA where they are not hunted and they can eat plenty of rich grasses and plants.

Sugar gliders live in groups, in the trunks of \_\_\_\_\_ where they can eat the sap, bark and flowers.

\_\_\_\_\_ live in anemones on the Great Barrier Reef where they are protected from bigger fish and can eat the algae that lives there.

\_\_\_\_\_ live in burrows where they can escape the heat of the day in the cool dirt. Termites use their own saliva to build giant mounds in the \_\_\_\_\_.

Hermit crabs live in \_\_\_\_\_ to protect their soft bodies.

wombats

Rottnest Island

trees

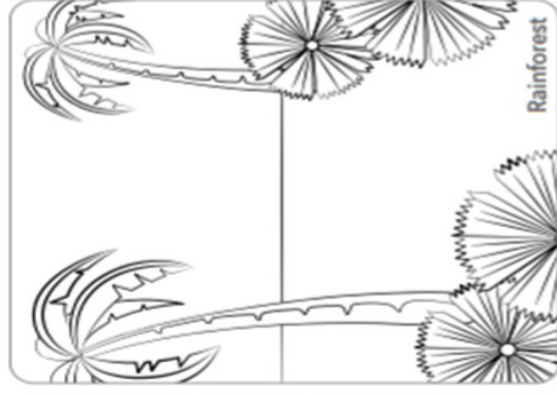
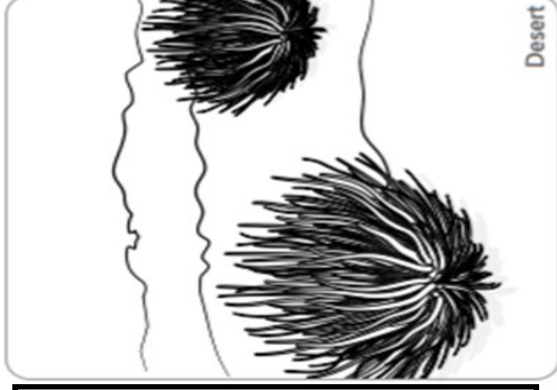
shells

desert

Clownfish

Using the words listed at the bottom of the text and the clues from the photos complete the sentences about Australian animals and their habitats.

Use the clues in the picture to identify which environment each animal lives in. Write the names of the animals in their correct habitat. For example, the arctic fox would live in the Arctic Tundra.



polar bear

arctic fox

seal

whale

pelican

turtle

pond snail

red kangaroo

tree frog

kingfisher

butterfly

green tree python

dingo

bilby

thorny devil

red kangaroo



# Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
6 September	7 September	8 September	9 September	10 September

## English



### Learning Intention:

We are learning to apply our skills of inference to understand advertisements.

### Success Criteria:

\* I can read the advertisement carefully and identify the key points.

\*\* I can draw a picture using Three of the property features

\*\*\* I can draw a picture a picture using more than three property features and give 1-3 reasons for my choices.

\*\*\*\* I can draw multiple property features and give more than three reasons for my choices.

### HOUSE 1 WAGOLL

#### Property features

#### Property Features

You'll love this gorgeous single-storey home located just three blocks from Parkside Primary School in Pentonville. This solid structure of brown, man-made material, topped with a canopy of emerald tiles, will give you 150 square metres of cosy home. Winters are toasty when sitting by crackling embers. Wake up each morning to awe-inspiring sunrises through the front rooms and entry. Approaching the matted stoop, you are immediately greeted by ruby wood with a gorgeous brass knob. A low maintenance, moveable garden highlights the quaintness of the house with indoor drapes matching the pale-red garden roses. Contact the realtor for further information.

### HOUSE 1 WAGOLL

#### My Picture



### HOUSE 1 WAGOLL My Reasons

- › solid brown man-made = brown brick
- › emerald tiles = green roof
- › crackling embers = chimney/fireplace
- › front sunrises = two side windows, plus front door window
- › matted stoop = door mat
- › ruby wood = red door
- › brass knob = yellow door handle
- › low maintenance moveable garden = pot plant
- › pale-red garden roses = pink roses and curtains

### Activity:

1. View the House 1 WAGOLL above of a house advertisement. The house was sketched using the property features description.
2. Now it is your turn. Read the description of House 2 and draw an image to match the advertisement. Write down the reasons why you drew you house the way you did (see House 1 WAGOLL above).



# HOUSE FOR SALE!

## HOUSE 2

Carefully read the description of the property features below. Using only the information given, sketch the exterior of the house in the space available. Read through the information carefully as not all of it will be needed to sketch your house.

### Property Features

If it's a home with character you're after, this structure made from raw natural materials, topped with a canopy of organic timber, is for you. The 120 square metre cottage located in rural Richmond welcomes you with an entry barred by grass coloured wood with golden oblong handles. The dark entry to the home branches off into well lit inside rooms. This home is naturally heated. It currently needs some work, but has the potential for fire-side relaxation. A simple potted garden aside the matted entry leaves a lasting impression of quaint prettiness. With the wooded view and closest neighbours a long way off, you'll love the view from uncovered windows all day and night.

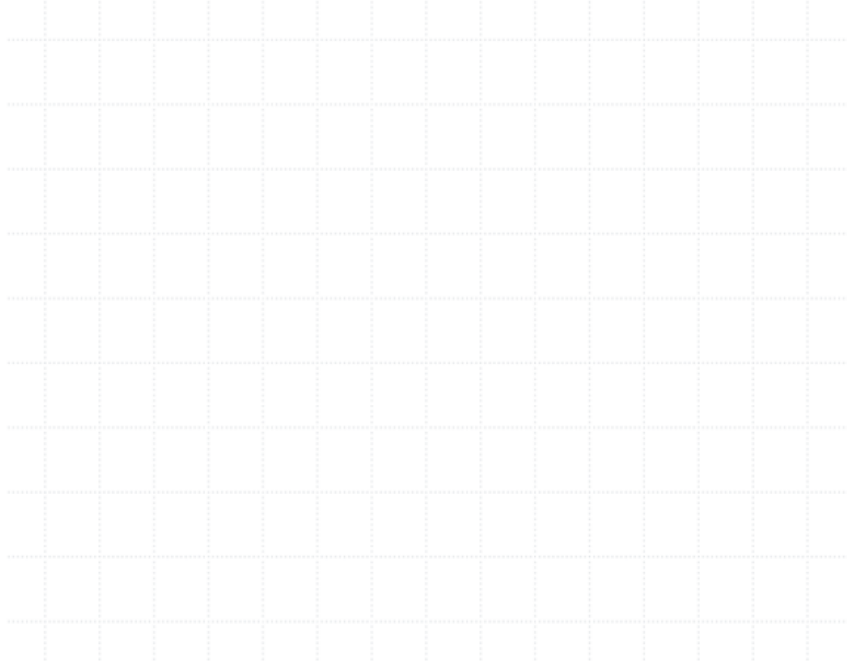
Contact the realtor for further information.

### Activity:

1. View the House 1 WAGOLL of a house advertisement. The house was sketched using the property features description.
2. Now it is your turn. Read the description of House 2 and draw an image to match the advertisement. Write down the reasons why you drew you house the way you did (see House 1 WAGOLL).

NOW IT'S YOUR TURN!

Draw an image to  
match the  
Advertisement and  
Record your reasons.







# English



## Learning Intention:

We are learning to write a short summary about a text we have read.

## This is because:

We are using summarising to develop our comprehension skills.

## Success Criteria:

\*I can use my plan to write a summary including at least 1 fact.

\*\*I can use my plan to write a summary including 2 facts.

\*\*\* I can use my plan to write a short summary about a text including 3 facts.



## Activity:

Use the dot points you recorded yesterday to write a summary of the text Paralympics using full sentences.

## Summarise

Summarise means to retell the main ideas or events in a text in your own words.

## Put It Together

Write 1-4 sentences using all of your information from yesterday.



# 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.

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: 3D Shapes

### Learning Intention

We are learning to draw the different perspectives of looking at a 3D shape

### Purpose

We are learning this because we view different 3D objects every day from different viewpoints.

### Success Criteria:

\* I can find different 3D objects in my home

\*\* I can manipulate the shape to look at it from different viewpoints

\*\*\* I can draw what my 3D object looks like from side on, top and bottom view

### What you need:

1. Dojo to post your activity.
2. Grid paper in your take home pack or link on Dojo.
3. 3D objects from around your home

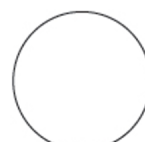
### Instructions

Your task is to draw different 3D shapes from different views/perspectives

1. collect some 3D objects around your home
2. Use the grid paper to draw your shape from what it looks like side on and top/bottom views
3. Upload onto your ClassDojo



cylinder



top view



side view

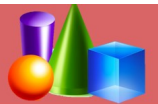


side view





# Maths



## Mathematics: 3D Shapes\_

### Activity:

1. Find 3D objects around your home, an example has been given for each 3D shape:

Cube - dice

Rectangular prism – tissue box

Cone – ice cream cone

Cylinder – can of beans

Sphere – tennis ball



Click the link below or scan the QR code to see a video on viewing 3D objects from different perspectives

2. Place 3D object in front of you and draw on the grid paper what you see when you look at it:

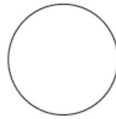
Side on

Top view

Bottom view



cylinder



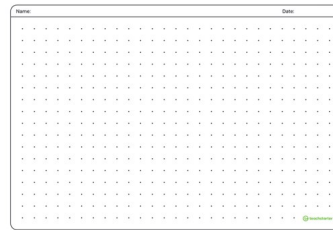
top view



side view



side view

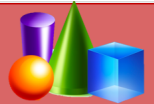


<https://bit.ly/3AQgVLb>





# Maths



## TEN Activity: RED OR BLACK




### Learning Intention:

We are learning to use a variety of strategies to add and subtract three-digit numbers

### Purpose

It is important to learn how to use a variety of strategies to add and subtract so we can solve number problems number efficiently.

### Success Criteria

-  \* I can create a three-digit number and identify a solving strategy.
-  \*\* I can solve the three-digit number problem using the most efficient addition and subtraction strategy.
-  \*\*\* I can share or explain the efficient addition and subtraction strategies that I used.

### What you need:

1. Dojo to post your activity.
2. Video link in PDF.
3. Set of cards/online cards (use only Ace-9)

Or an online random card selector:

<http://random-cards.com/1-shuffled-deck/>



### Explanation

Your task is to play the RED and BLACK game and record your working out.

Watch the video or read carefully through the rules to understand the game. (The instructions on the next page)

See last page for cards to cut out :)



# Maths



## Daily TEN Activity: RED OR BLACK

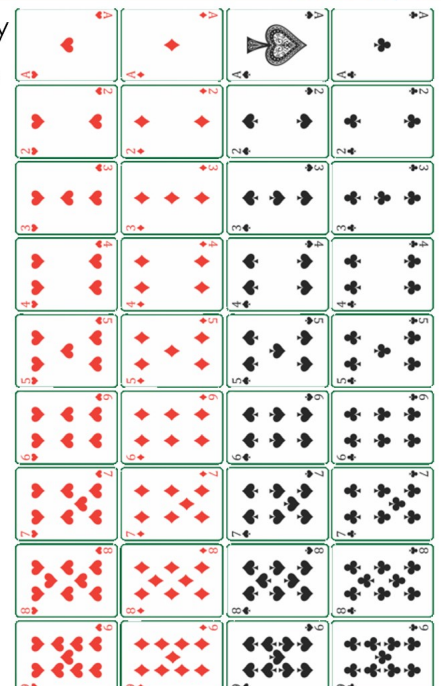
Watch the video for instructions:

<https://bit.ly/3s4OJ4b>

Cut these cards out carefully

Or use some online cards:

<http://random-cards.com/1-shuffled-deck/>



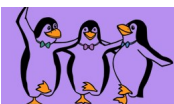
### **Task**

**Resources:** Deck of cards, Paper and Pencil

- Players start at 1000/5000.
- Take turns to flip 3 cards creating a 3-digit number. 1st card flipped determines addition or subtraction (red = add, black = subtract).  
For example: flip 522 (5 is black, subtract from total)  $1000 - 522 = 478$
- Players keep a cumulative tally.
- If a player doesn't have enough points to subtract, they miss a turn.
- Player with the highest total at the end wins.

Variation: allow negative numbers





# Dance



## YCMA Dance

### We are learning to:

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

### We are learning this because:

It is important for our health and development.

### Success Criteria:

**\*I can practice and perform the YCMA dance following step by step instructions.**

**\*\*I can perform the YCMA by keeping in time with the music.**

**\*\*\*I can perform the dance to music and upload it to Class Dojo.**



### Activity:

1. Watch the video and practice the YCMA dance. Step by step instructions

**Video:** <https://bit.ly/3sFw1jY>

2. Try and dance to be in time with the music.
3. Perform the dance to music and have a family member record you.
4. Upload your dance to ClassDojo.

# PDHPE

## Healthy Eating

### Learning Intention:

We are learning to identify healthy food options and how to adopt healthy eating habits.

### Purpose:

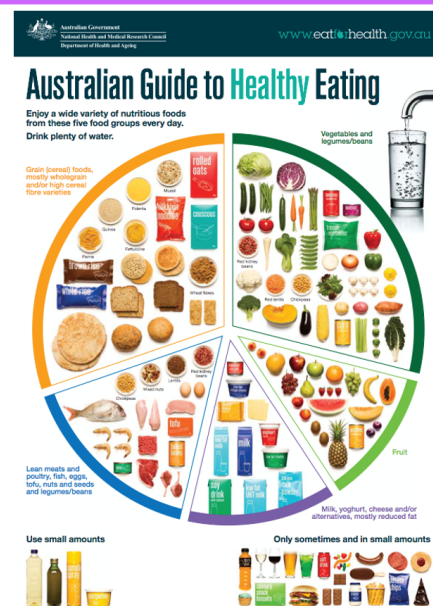
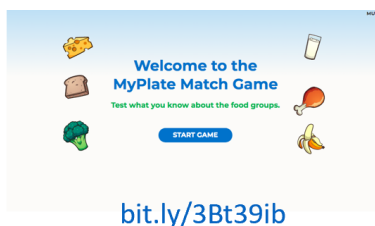
We need to be able to keep our minds and our bodies healthy.

### Success Criteria:

**\*I can identify which foods belong in which food group.**

**\*\*I can identify which foods belong in which food group and how much food we should be eating.**

**\*\*\*I can create a healthy daily food plan, according to the Australian Guide to Healthy Eating.**



Click on the link for a larger view  
[bit.ly/2UQj4az](https://bit.ly/2UQj4az)



# PDHPE

## The five food groups are:

- **Dairy and/or their alternatives:** the foods in this group are excellent sources of calcium, which is essential for strong and healthy bones. Not many other foods in our diet contain as much calcium as these foods.
- **Fruit:** fruit provides vitamins, minerals, dietary fibre and many phytonutrients (nutrients naturally present in plants), that help your body stay healthy.
- **Grain (cereal) foods:** always choose wholegrain and/or high fibre varieties of bread, cereals, rice, pasta, noodles, etc. Refined grain products (such as cakes or biscuits) can be high in added sugar, fat and sodium.
- **Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans:** our bodies use the protein we eat to make specialised chemicals such as haemoglobin and adrenalin. Protein also builds, maintains, and repairs the tissues in our body. Muscles and organs (such as your heart) are primarily made of protein.
- **Vegetables and legumes/beans:** vegetables should make up a large part of your daily food intake and should be encouraged at every meal (including snack times). They provide vitamins, minerals, dietary fibre and phytonutrients (nutrients naturally present in plants) to help your body stay healthy.

Create a healthy food plan [according to](#) the Australian Guide to Healthy Eating.

Meal	Food	Food group
Breakfast		
Lunch		
Dinner		
Snacks		

Activity:  
Create a daily food plan in accordance [to](#) the Australian Guide to Healthy Eating. Make sure you include Breakfast, Lunch, Dinner and Snacks

## DAILY FOOD PLAN

Create a healthy food plan [according to](#) the Australian Guide to Healthy Eating.

Meal	Food	Food group
Breakfast		
Lunch		
Dinner		
Snacks		



# Wednesday

Monday	Tuesday	Wednesday	Thursday	Friday
6 September	7 September	8 September	9 September	10 September
		✗		

## English

### Learning Intention

I am learning to write advertising slogans and design logos.

### Success Criteria:

\* I can create a simple logo for a milk company.

\*\* I can create a simple slogan using four adjectives.

\*\*\* I can create a slogan that is catchy containing similes.

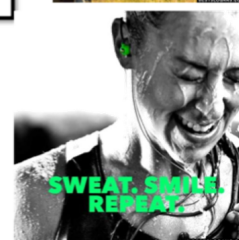
\*\*\*\* I can explain my logo design and slogan.

### Activity:

1. Read the information about slogan and logos.
2. Make your own advertising slogan and logo for a new milk company.
3. Explain your logo design and slogan.



### SLOGANS AND LOGOS



### LOGOS

- a symbol or other small design adopted by an organization to identify its products.
- Eye catching and meaningful.

### SLOGANS

- A short, striking or memorable phrase used in advertising.
- It could be a series of adjectives, a simile (use the words like, as) or appeal to the senses.



Name \_\_\_\_\_

## LOGOS AND SLOGANS

Design your own logo and slogan for a new brand of milk.

Make sure your logo is simple, eye catching and uses bright colours. It should also have meaning to your product.

You have three options for writing your slogan.

- Write four adjectives describing your milk product.
- Use a simile e.g. It is as \_\_\_\_\_ as \_\_\_\_\_. It is just like \_\_\_\_\_.
- Use a comparison \_\_\_\_\_ but \_\_\_\_\_.

Make sure your slogan is written in bold colourful writing too.

Explain your choice of logo and slogan



# 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 & ISAWAIBUBS	<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 swirly 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 word 3 times each. Your arms will get tired.	<b>Wrong Hand</b> Use the opposite hand you write with. Write each word.	<b>FENCE PAINT</b> Paint your words with water on the fence

## Spelling Wk9

### Visual - rocket words

Your teacher will send your list to your ClassDojo portfolio

### Phonological - /j/ can be made with the graphemes 'dge' and 'ge'

bridging badge  
stage fridge  
image

### Morphemic - Introducing the prefix 'mis' The prefix 'mis' means wrong or false

inform – misinform trust – mistrust  
shaped – misshaped judge – misjudge  
understand – misunderstand

### Etymological - 'ology' from Greek meaning study/science of

geology zoology  
biology mythology  
technology

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: 3D Shapes

### Learning Intention

I am learning to view different 3D Models and the different perspectives when looking at them side on, front and top

### Purpose

We are learning this because we view different 3D objects every day from different perspectives

### Success Criteria

- \* I can identify what a 3D model is
- \*\* I can view shapes from different perspectives
- \*\*\* I can draw the different perspectives of 3D models

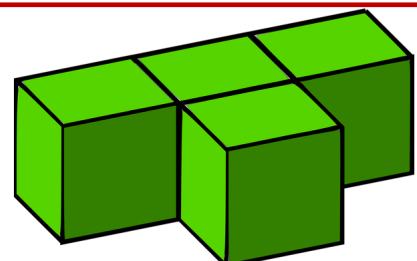
### What you need:

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

### Instructions

Your task is to use identify different 3D models and what they look like from different perspectives

1. View the 3D model
2. Draw in what it looks like top view, front view and side view
3. Upload to dojo





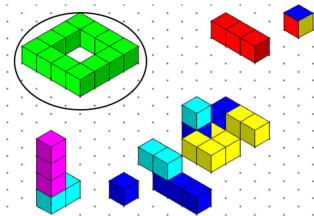


# Maths



## Mathematics: LENGTH CONVERSIONS

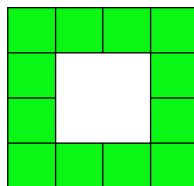
A **3D model** is a representation of something three-dimensional. We can use unifix blocks to make different kinds of 3D models which do not look like our usual 3D shapes.



We can look at these 3D models from a top view, side view and front view and determine the shape by just looking at what we see. Looking at the 3D model circled from a front view and side view, it would look like this:

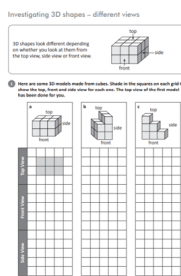


The top view would look like this:



### Activity:

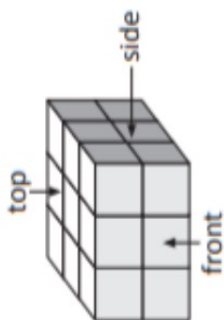
Complete the activity below by drawing what the 3D model would look like from the top view, side view and front view.



### Challenge: (not compulsory)

Draw your own 3D model and what it would look like from side view, front view and top view

## Investigating 3D shapes – different views



3D shapes look different depending on whether you look at them from the top view, side view or front view.

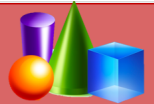
1 Here are some 3D models made from cubes. Shade in the squares on each grid to show the top, front and side view for each one. The top view of the first model has been done for you.

	Top View	Front View	Side View
a			
b			
c			





# Maths



## TEN Activity: RED OR BLACK

### Learning Intention:

We are learning to use a variety of strategies to add and subtract three-digit numbers

### Purpose

It is important to learn how to use a variety of strategies to add and subtract so we can solve number problems number efficiently.

### Success Criteria

- \*** I can create a three-digit number and identify a solving strategy.
- \*\*** I can solve the three-digit number problem using the most efficient addition and subtraction strategy.
- \*\*\*** I can share or explain the efficient addition and subtraction strategies that I used.

### What you need:

1. Dojo to post your activity.
2. Video link in PDF.
3. Set of cards/online cards (use only Ace-9)

Or an online random card selector:

<http://random-cards.com/1-shuffled-deck/>



### Explanation

Your task is to play the RED and BLACK game and record your working out.

Watch the video or read carefully through the rules to understand the game. (The instructions on the next page)

See last page for cards to cut out :)



# Maths



## Daily TEN Activity: RED OR BLACK

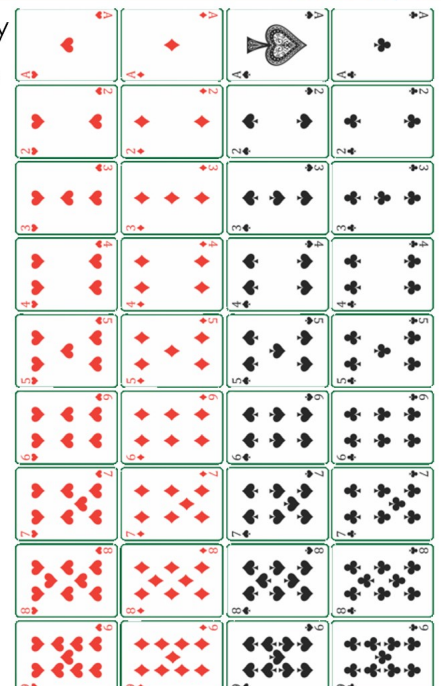
Watch the video for instructions:

<https://bit.ly/3s4OJ4b>

Cut these cards out carefully

Or use some online cards:

<http://random-cards.com/1-shuffled-deck/>



### Task

Resources: Deck of cards, Paper and Pencil

- Players start at 1000/5000.
- Take turns to flip 3 cards creating a 3-digit number. 1st card flipped determines addition or subtraction (red = add, black = subtract).  
For example: flip 522 (5 is black, subtract from total)  $1000 - 522 = 478$
- Players keep a cumulative tally.
- If a player doesn't have enough points to subtract, they miss a turn.
- Player with the highest total at the end wins.

Variation: allow negative numbers





# Library



Spend a day with Australia's most vibrant and unique feathered friends. Full of splashing shorebirds, clattering cockatoos, parading penguins and greedy galahs, *Busy Beaks* is the perfect introduction to birds of all shapes and sizes.

Go to:

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

Log in with

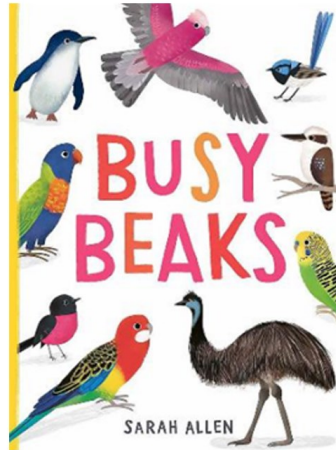
Username: lwps

Password: lwps

Click on hamburger button 

Click on Stories

Search *Busy Beaks*



## Activity:

After reading the story do a search for  
'directed drawing Australian birds'

Choose the bird you like the most and follow the instructions to draw your own.

Do some research and see if there is a collective noun for the bird you chose. For example, rainbow lorikeets live in a mob, so mob is the collective noun.





# English



hate lovely scary shiny gross horrible funny delicious soft embarrassing disgusting amazing terrible interesting beautiful weird towering cute graceful cool happy yummy mad bad hard gross scary lovely hate funny horrible embarrassing disgusting amazing terrible interesting beautiful weird towering cute graceful cool happy yummy mad bad hard





# English



## Evaluative Language

Evaluative language is one technique that authors use to make their audience think or feel a certain way about an advertisement.

Evaluative adjectives are words that express judgement on what they are describing. They can have a positive or a negative effect.

Click the link to see a list of negative and positive evaluative language [bit.ly/3kdxwll](http://bit.ly/3kdxwll)



SCAN ME

This advertisement has used **negative** and **positive** evaluative language.

They have used negative evaluative language to persuade their audience to agree that insects are an undesirable and unwanted animal. They have used positive evaluative language to persuade the audience that the BAMWOW 2000 is a positive product that they need to purchase.

### Activity:

1. Click the link to view and read a variety of advertisements: [bit.ly/2W7r6vQ](http://bit.ly/2W7r6vQ)
2. Identify and record the evaluative language you find in each advertisement
3. Create a list of evaluative language that you might use to advertise a new candy.



SCAN ME

## Are flies bugging you?



You need the  
**BAMWOW 2000!**



The days of **irritating** insects are over. Those **pesky** pests don't stand a chance against the **BAMWOW 2000!** It will solve the problem of the airborne annoyances once and for all. Just one squeeze of the trigger and the **bothersome** bug is history. It's the **fastest** **safest** **chemical free** way to rid your home of **cursed** critters.

Order now by calling 1800 BAM WOW 2000  
or visit [www.bamwow2000.com](http://www.bamwow2000.com)



## Onomatopoeia

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

Identify the onomatopoeia in each sentence by underlining the words that imitate sounds.  
(There may be more than one example in each sentence)

My dog barks when he hears someone at the door.

They could hear the flag flapping in the wind.

Tom clicked his fingers and his dog began barking.

The wolf howled at the moon.

The pigs oinked as the farmer gave them some food.

My cat will purr if you rub her gently along her back.

The parrot screeched loudly as we approached.

There was a crack of lightning that made us all jump.

There was the hooting of an owl as the wind made the trees rustle.

Andrew thumped the desk several times to get their attention.

Match the sentence with the onomatopoeia that describes them.

A torch that is switched on. \_\_\_\_\_

A glass ornament dropped on a hard floor. \_\_\_\_\_

A dolphin jumping in the ocean. \_\_\_\_\_

Someone walking on a muddy track. \_\_\_\_\_

Some lightning across the sky. \_\_\_\_\_

A cat calls to her kittens. \_\_\_\_\_

The sound of a horse. \_\_\_\_\_

The sound of a donkey. \_\_\_\_\_

splash

neigh

click

squish

crack

hee-haw

meow

smash







# English



## Kahoot!

Join our Kahoot all about inferencing.

**Learning Intention:** We are learning to inference by answering questions in our Kahoot.

★ I can enter the game through either [www.Kahoot.it](http://www.Kahoot.it) and enter the **Game Pin 09279454**

OR

Use this web address to go directly to the game <https://bit.ly/3k3trQY>

★★ I can enter in my Name & Class in the Nickname section or Spin to create a nickname.

★★★ I can make connections with what I read and what I know.

★★★★ I can select the answer to make my inference of what has happened in the text.

**Purpose:** To make an inference using information in a text.

When we make inferences, we use evidence to come to our own conclusions from what we know and what we can see...



Scan the QR code or go to the URL <https://bit.ly/3k3trQY> to join our Kahoot game.

### HOW TO JOIN

1 To join the game, you will need either a computer, laptop, tablet (iPad) or mobile.

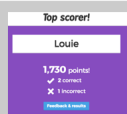
You can enter the game by going to the website [www.Kahoot.it](http://www.Kahoot.it) and entering the **Game Pin: 09279454**

OR  
You can use this link here <https://bit.ly/3k3trQY> to be taken straight to the game.

3 Enter your name and class into the Nickname section when asked on the screen after joining or spin to select a nickname

4 Read the question carefully and select the answer to make your inference.

5 Take a screenshot or photo of your results and post that to your ClassDojo to share with your classroom teacher



# 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. 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:

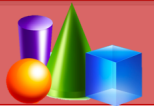
- \* I can read with fluency so my reading flows.
- \*\* I can read with expression to make my reading interesting.
- \*\*\* I can use fluency and expression to make my reading great!







# Maths



## Mathematics: 3D Shapes

### **Learning Intention:**

We are learning to draw 3D shapes

### **Purpose**

Drawing 3D shapes helps us to identify their features and compare them

### **Success Criteria**



I can name some 3D shapes



I can draw my 3D shapes, keeping all flat edges straight



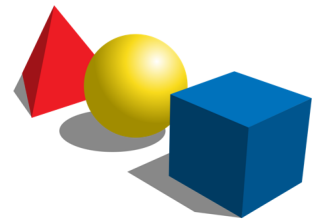
I can compare each 3D shape by writing how they are different or similar

### **What you need:**

1. Dojo to post your activity
2. Worksheets in your take home pack or link on Dojo
3. A ruler and pencil

### **Instructions**

Your task is to draw 3D shapes using the worksheet provided, paying close attention to the length of each side and how many vertices it has.  
Upload onto dojo once you have finished!



# Maths



## Mathematics: 3D Shapes

We are going to try to draw some 3D shapes today.

Watch the video below for a quick overview of how to draw them  
Scan the QR code or click the link to access the video



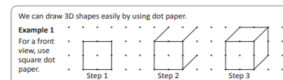
SCAN ME

[bit.ly/3mASf5q](http://bit.ly/3mASf5q)

### **Activity:**

Use the template to draw your 3D shapes. Label them and then upload onto your class dojo!

Investigating 3D shapes – drawing 3D shapes

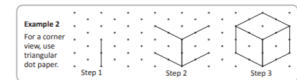


1 Draw these shapes on the dot paper below. You might like to try a few times.

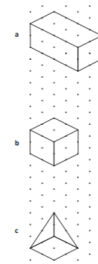


Try and keep your edges as straight as possible when drawing your 3D shape. Use a ruler if you have one

Investigating 3D shapes – drawing 3D shapes



2 Draw these shapes below:



### **Challenge:**

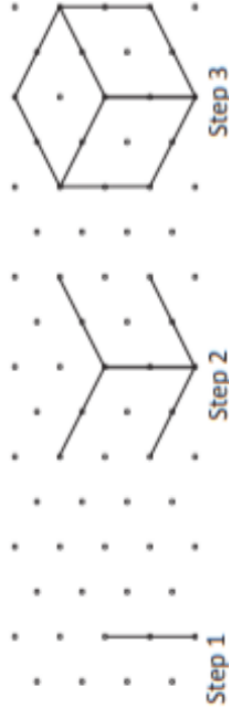
Compare your 3D shapes by writing down the similarities or differences of each shape



## Investigating 3D shapes – drawing 3D shapes

### Example 2

For a corner view, use triangular dot paper.



## Investigating 3D shapes – drawing 3D shapes

We can draw 3D shapes easily by using dot paper.

### Example 1

For a front view, use square dot paper.



### 2 Draw these shapes below:



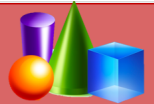
### 1 Draw these shapes on the dot paper below. You might like to try a few times.







# Maths



## TEN Activity: RED OR BLACK

### Learning Intention:

We are learning to use a variety of strategies to add and subtract three-digit numbers

### Purpose

It is important to learn how to use a variety of strategies to add and subtract so we can solve number problems number efficiently.

### Success Criteria

- \*** I can create a three-digit number and identify a solving strategy.
- \*\*** I can solve the three-digit number problem using the most efficient addition and subtraction strategy.
- \*\*\*** I can share or explain the efficient addition and subtraction strategies that I used.

### What you need:

1. Dojo to post your activity.
2. Video link in PDF.
3. Set of cards/online cards (use only Ace-9)

Or an online random card selector:

<http://random-cards.com/1-shuffled-deck/>



### Explanation

Your task is to play the RED and BLACK game and record your working out.

Watch the video or read carefully through the rules to understand the game. (The instructions on the next page)

See last page for cards to cut out :)



# Maths



## Daily TEN Activity: RED OR BLACK

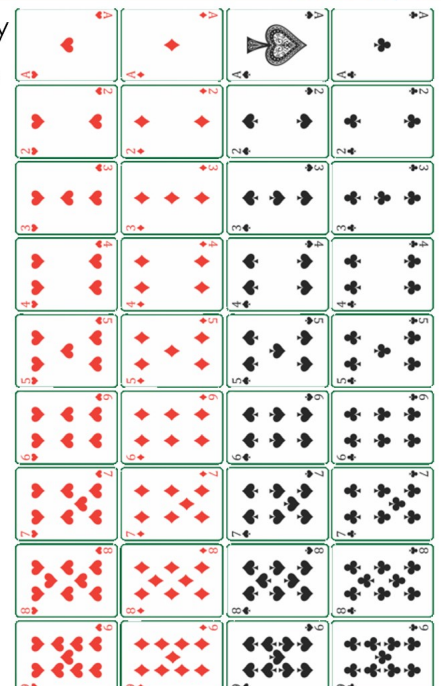
Watch the video for instructions:

<https://bit.ly/3s4OJ4b>

Cut these cards out carefully

Or use some online cards:

<http://random-cards.com/1-shuffled-deck/>



### Task

Resources: Deck of cards, Paper and Pencil

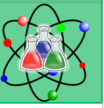
- Players start at 1000/5000.
- Take turns to flip 3 cards creating a 3-digit number. 1st card flipped determines addition or subtraction (red = add, black = subtract).  
For example: flip 522 (5 is black, subtract from total)  $1000 - 522 = 478$
- Players keep a cumulative tally.
- If a player doesn't have enough points to subtract, they miss a turn.
- Player with the highest total at the end wins.

Variation: allow negative numbers





# Science



## Earth and Space!



### Learning Intention:

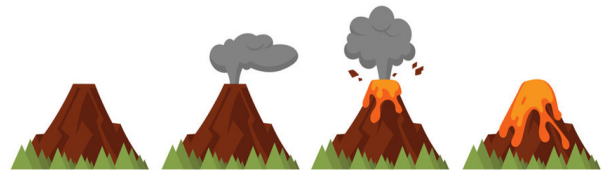
I am learning to investigate landforms and how they can be formed by erosion

### Success Criteria:

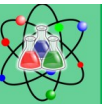
\* I can describe what erosion is

\*\* I can name 4 features of Earth caused by erosion

\*\*\* I can investigate a landform, talk about its features and how it was formed.



# Science



## Landforms Shaped by Erosion

### REVISION:

- **Erosion** is the process by which soil and rock is removed from one area of the Earth through natural causes such as wind, water, and ice and transported elsewhere.
- Erosion can shape **landforms** on Earth.
- Just like living things, the Earth has its own features.
- Landforms are *natural* features on Earth's surface that is part of the terrain (land, ground)

Due to **Erosion**, famous landforms have been created where millions of people visit each year due to their size and beauty.

Last week we focused on **The Twelve Apostles**. Today we are looking at **The Three Sisters**.

Some different types of landforms cause by erosion are:

Mountains



Volcanoes



Valleys



Plateaus



Watch > [bit.ly/37YW9wt](https://bit.ly/37YW9wt)

SCAN ME







# Science



## How were The Three Sisters Shaped by Erosion?

### What kind of rocks are The Three Sisters?

The Three Sisters are made from Sandstone. Sandstone is a sedimentary rock composed mainly of tiny sand sized grains.

The **Three Sisters** tower over the Jamison Valley which is located near Katoomba. They are made of **sandstone**, like the walls of the surrounding Jamison Valley. The three formations were created by wind and rain which is constantly sculpting the soft sandstone of the Blue Mountains. The Three Sisters have an Aboriginal Dreaming Story that tells the story of their creation.



## The Three Sisters as a landform

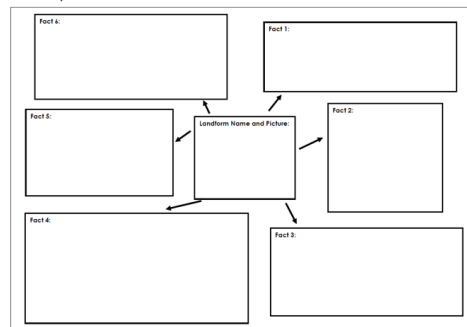


### Your Task:

- Look at the images and read through the information on this fact sheet.
- Use the worksheet to create a mind map of all the key points you have taken out of the information sheet about The Three Sisters.



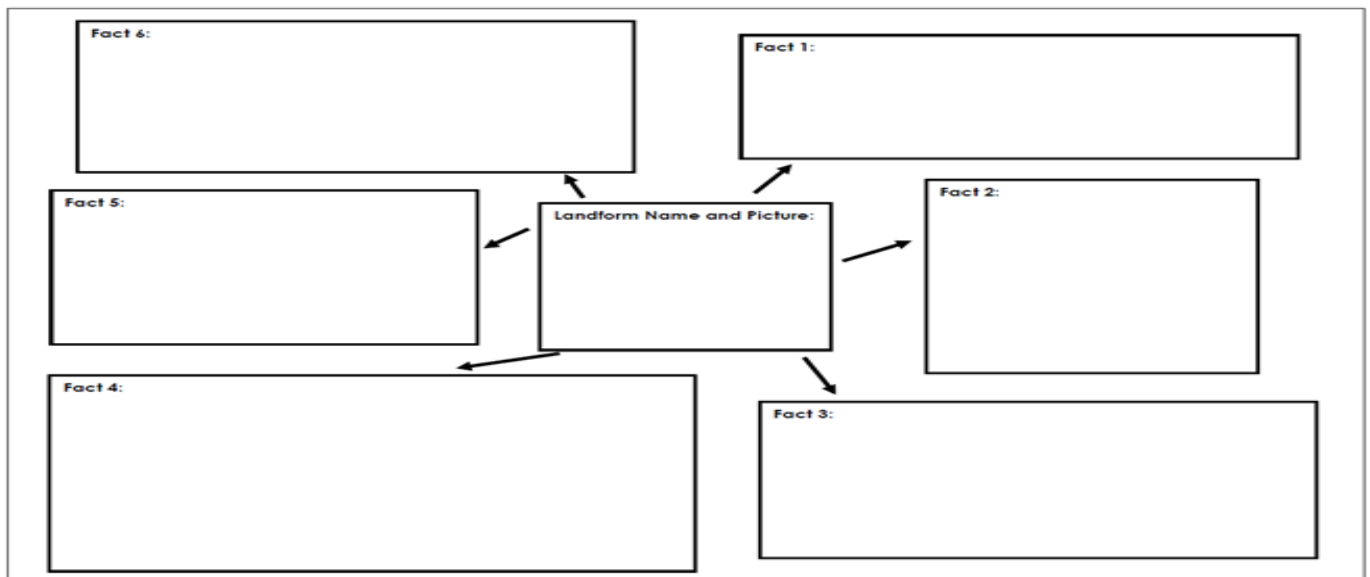
<https://bit.ly/3gyj7zn>



More information for your mind map scan QR code:



SCAN ME





# Friday

Monday	Tuesday	Wednesday	Thursday	Friday
6 September	7 September	8 September	9 September	10 September
				✗

## English

**Learning Intention:** I am learning that alliteration can be used when advertising

**Success Criteria:**

\* I can define alliteration

\*\* I can understand why alliteration may be used in advertising

\*\*\* I can use alliteration when advertising



### Alliteration

**ALLITERATION HAPPENS WHEN WORDS THAT START WITH THE SAME SOUND ARE USED CLOSE TOGETHER IN A PHRASE OF A SENTENCE.**

"THE BOISTEROUS BOY BOUNCED A BALL AT THE BACKYARD BARBEQUE."

"JELLYFISH HAVE GERMS AND JARRING TOXINS."

Click to revise your understanding of Alliteration

[ab.co/2Wkk1YO](http://ab.co/2Wkk1YO)



SCAN ME

### Alliteration in Advertising

Alliteration can be used throughout an advertisement. It can be used when naming a product that you are advertising, in a logo or when describing the product to your audience.

Alliteration helps persuade the audience to buy or agree with what you're advertising because it grabs the attention of readers/viewers and helps them to remember the product.



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Click to see how alliteration has been used in a television advertisement: [bit.ly/38nsk9n](http://bit.ly/38nsk9n)



SCAN ME

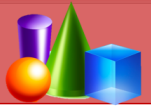
**Activity:** Click on the link [bit.ly/3863U3Q](http://bit.ly/3863U3Q)

Write persuasive sentences that could be used in an advertisement. Include Alliteration in your sentences to grab the attention of your audience.





# Maths



## Mathematics: Volume and Capacity

### Learning Intention:

We are learning to identify the difference between volume and capacity and identify the units in which we measure them

### Purpose

Volume and capacity can be confused, it is important we use the correct term for what we are measuring

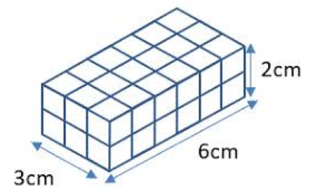
### Success Criteria



I can identify what volume and capacity is.

I can identify the units of measurement when using volume or capacity

I can measure the volume and capacity of 3D objects



### What you need:

1. Dojo to post your activity
2. Worksheet found in take home pack or on ClassDojo

### Instructions

Today we will be looking at Volume and Capacity.

Read the next slide which explains what Volume and Capacity is and the units we measure them in.

Complete the worksheet on both Volume and Capacity and upload your work onto class dojo.



# Maths



## Mathematics: Volume and Capacity

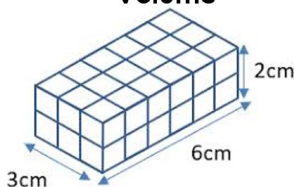
**Volume:** Volume is the *space* inside a three-dimensional object (3D)

To measure volume, we use cubic centimetres and we write it like this:  
cm<sup>3</sup>

**Capacity:** Capacity is the maximum amount of *liquid* a container can hold

To measure capacity, we use millilitres or litres and we write it like this:  
ml or L

### Volume



### Capacity



## Activity – Finding the Volume and Capacity of 3D objects

Volume and capacity – measuring volume with cubic centimetres

Volume is the amount of space that an object takes up. To measure volume we use cubic centimetres. One cubic centimetre is 1 cm long, 1 cm wide and 1 cm high. The symbol we use for cubic cm is cm<sup>3</sup>. 1 cm × 1 cm × 1 cm = 1 cm<sup>3</sup>

1 Use centicubes to create the following models. Then calculate the volume of each model by counting the cubes.



a  cm<sup>3</sup>



b  cm<sup>3</sup>



c  cm<sup>3</sup>



d  cm<sup>3</sup>

2 How many more cubes would this model need to have a volume of 27 cm<sup>3</sup>?



cubes

Volume, Capacity and Mass  
Copyright © 3P Learning



Measuring Capacity – Reading Scales – Worksheet

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

### Measuring Capacity – Reading Scales

3. Each of these jugs was filled to the 2 L mark. Some of the liquid has been tipped out. Beneath each jug, write the amount of liquid that has been tipped out.

\_\_\_\_\_ mL

\_\_\_\_\_ mL

\_\_\_\_\_ mL

4. How much more liquid needs to be added to these containers to reach the labelled full capacity?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MEASUREMENT



## Volume and capacity – measuring volume with cubic centimetres

Volume is the amount of space that an object takes up.  
To measure volume we use cubic centimetres.



One cubic centimetre is 1 cm long, 1 cm wide and 1 cm high.

The symbol we use for cubic cm is  $\text{cm}^3$ .

$$1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^3$$

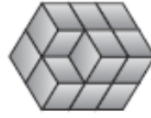
- 1 Use centicubes to create the following models. Then calculate the volume of each model by counting the cubes.



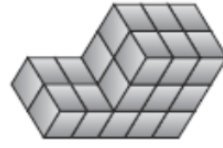
a

  $\text{cm}^3$ 


b

  $\text{cm}^3$ 


c

  $\text{cm}^3$ 


d

  $\text{cm}^3$ 

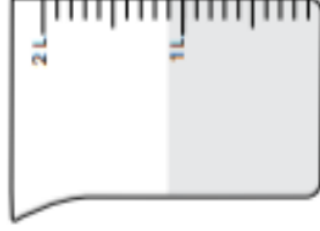
- 2 How many more cubes would this model need to have a volume of  $27 \text{ cm}^3$ ?


 cubes

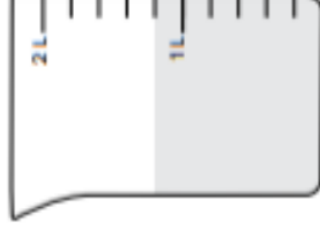
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Measuring Capacity – Reading Scales

3. Each of these jugs was filled to the 2 L mark. Some of the liquid has been tipped out. Beneath each jug, write the amount of liquid that has been tipped out.



\_\_\_\_\_ mL

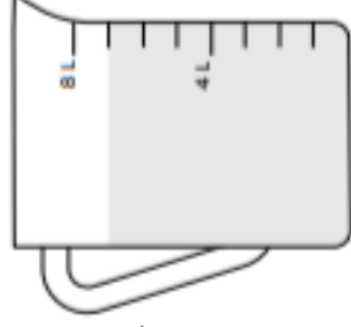


\_\_\_\_\_ mL



\_\_\_\_\_ mL

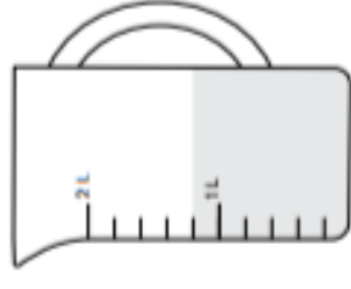
4. How much more liquid needs to be added to these containers to reach the labelled full capacity?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





# Free-Choice Friday

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

## Take Home Learning Pack

Go back through your learning pack and complete a task you didn't get time to do earlier in the week.



## SISA Dance Sport

Learn a completely new dance with Sports In Schools Australia. Follow along to learn the steps, develop your rhythm and give your body a workout!



[video.link/w/bPA5c](https://video.link/w/bPA5c)

## Kids in the Kitchen

With an adult's supervision and permission make a tasty treat for you and your family.



## Juggling

Learn the fundamentals of juggling with SISA. Video one teaches you the basics and video 2 takes you further. See how well you can do.

[video.link/w/qPA5c](https://video.link/w/qPA5c)

[video.link/w/vPA5c](https://video.link/w/vPA5c)



## Shadow Art

1. Watch the video Shadow Art to learn about shadows.  
2. Create your own shadow art. You can use the actual image as your picture, or you can be creative and make your shadow into something else..

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



## Cha-Cha Slide Fitness

Follow along with Miss Harden as she does the Cha-Cha Slide with a slight twist! Can you do it?

[bit.ly/3sQEsc0](https://bit.ly/3sQEsc0)



