



Stage 3 – Take Home Learning Pack Term 3, Week 5

Dear families,

Please find the learning from home work for this week attached. There is a suggested timetable, but children can complete the activities in any order and can also complete them more than once if they would like to.

If you can, we ask that you send a photo/video of the work your child has completed. All photos/videos can be uploaded in your child's Class Dojo Portfolio.

Taking photos of the tasks your child completes, allows us to see all the wonderful learning that the children are doing as well as allowing us to see which children are learning from home so that we can mark the roll.

Alternatively, bring your completed work to school when you come and collect your new booklet.

Happy learning!



LIVERPOOL WEST PS - STAGE 3 - REMOTE LEARNING - TERM 3, WEEK 5




	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10			20mins Reading		
9:30	Reading Comprehension Predicting	Reading Comprehension Predicting Reading Eggs	Reading Comprehension Predicting	Reading Comprehension Predicting Reading Eggs	Reading Comprehension Interferencing
10:10	Writing Plan your explanation: 'How does the respiratory system work?'	Writing Publish your explanation	Writing Plan your explanation 'What causes the seasons?'	Writing Publish your explanation	Writing Descriptive writing using picture prompt
10:50	Vocab – word of the day 'tututor'	Vocab – word of the day 'guflaw'	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline
11:00	Break 1				
11:40	Mindfulness Mindful Generosity	Crunches Mother of Invention	Mindfulness 5 Things I See, Hear & Feel	Crunches Posing the Question	Mindfulness Moments of Gratitude
11:50	Maths Patterns	Maths Patterns	Maths Cartesian Plane	Maths Volume and Capacity https://bit.ly/2WtrgKs	Maths Volume and Capacity
12:30	BTN UNESCO Great Barrier Reef https://www.abc.net.au/btn/clasroom/unesco-great-barrier-reef/13465558	Number of the Day 2625 TEN Maths Place value Yahtzee	Geography Olympic Mascots https://bit.ly/3i6inCz	Number of the Day 8764 TEN Maths Red or Black	Music Elements of Music: Form https://publish.viostream.com/plavw9j3zgnztol43
1:10	Fitness Couch Island	Fitness Shoe Streams	Fitness Fitness Circuit	Fitness Dance https://binged.it/3rAdPYx	Fitness Avatar Workout
1:30	Break 2				
2:10	Visual Arts Pop Art Landscape https://bit.ly/2XlkiaY	Library Story Box Online 'Norton and the Bear'	Visual Arts Shadow Art https://bit.ly/2YotTqb	Science STEM – Design a space car Research - Venus	Journal Reflection How are you feeling? What have you been doing? What's going well? What would you change?

DAILY

READ: for 20 mins each day

Book of your choice	Reading Eggs	Read a piece of everyday text (a menu, timetable, an ad, cereal box)
Library book	Newspaper article	
Magazine article	Online book or information	

FITNESS: choose an activity each day

www.jufsanne.com

 Go for a bike ride	 Do yoga	 Play soccer	 Play handball
 Go for a walk or run	 Make an obstacle course	 Plank challenge	 Skipping
 Do karate or boxing workout	 Jump on trampoline	 Play tag	 Play catch or wall throw
 PE With Joe https://video.link/w/4R03c	 Just Dance https://www.youtube.com/results?search_query=just+dance	 30sec Challenges https://bit.ly/3iVyK4n	

MONDAY

COMPREHENSION

- Choose any text to read.
- Predict before you read** by looking at the title and cover and record your prediction.
- Predict while you are reading** and note down any changes to your prediction or what will happen next.
- After reading, check if your** prediction was correct. You can use the format below.

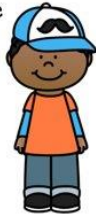
PREDICTING

Predicting is when we think about what will happen next using clues from the text.

BEFORE READING - Look at the title and the cover. What could the story be about?

WHILE READING - What has happened so far? What might happen next?

AFTER READING - Check your predictions. Were they correct? How were they different?



VOCABULARY

	Meaning Can use a dictionary	Base Word	Prefix / Suffix Can you add a prefix or suffix to the word?	Synonym Similar meaning Can use thesaurus	Antonym Opposite Can use thesaurus
Example 'frustrating'	Causing feelings of anger and annoyance.	frustrate	frustrates frustrated frustration	annoy irritate	pleasing
'forlorn'					
	Sentence				

BTN

Watch the BTN episode: 'UNESCO Great Barrier Reef'

<https://www.abc.net.au/btn/classroom/unesco-great-barrier-reef/13465558>

- Before you watch the BTN story, record what you know about the Great Barrier Reef.
- What makes the Great Barrier Reef special?
- What is coral bleaching?
- The Great Barrier Reef is on the UN World Heritage List. What does that mean?
- What list did UNESCO want to add the Great Barrier Reef to? Why?
- What did the government think about the Great Barrier Reef being put on the list?
- What decision was made by the World Heritage Committee?
- Do you agree with the decision to keep the Great Barrier Reef off the 'in danger' list? Give reasons for your answer.

WRITING: Explanation (Plan)

WALT: We are learning to plan explanation texts to explain how or why something works or how an event occurs.

Success Criteria:

* I can research the topic about how the respiratory system works and take some notes.

** I can research and record dot points about how the respiratory system works.

*** I can research, take dot points and complete my plan about how the respiratory system works.

Explanation Text Research Template

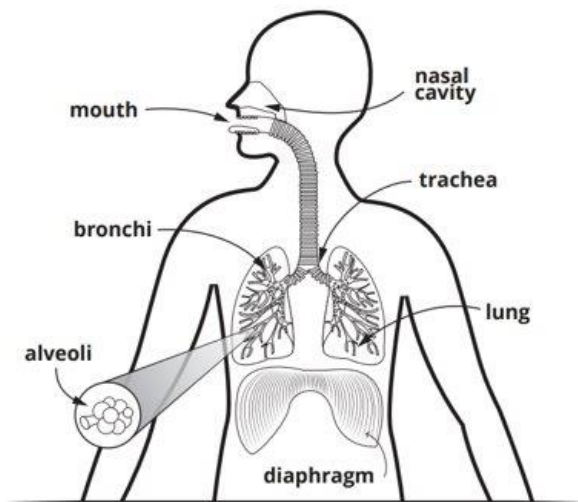
Explanation Writing Task – How Does the Respiratory System Work?

Explanation texts describe how and why something works, or how and why an event occurs. You are going to write an explanation text called *How Does the Respiratory System Work?*

You will need to:

- research this topic
- record dot-point notes
- write your text in complete sentences.

This diagram is a visual representation of respiration. It has been included to help you understand the process and to stimulate some initial ideas for your writing.



Before writing your explanation text, you will need to research the object, event or process you are describing. Use this template to record your research as dot-point notes. **Do not use full sentences.**

Question

The question I am going to answer in my explanation text is:

Process

Research how and why this process happens. Draw a diagram or flow chart if it helps you to better understand the process. (You need to properly understand it so you can explain it clearly in your text!)

Vocabulary Word Bank

List some of the subject-specific vocabulary you will use in your written explanation of this process.

MATHS

WALT: We are learning to investigate types of numerical patterns.

Success Criteria:

- *I can understand what a pattern is.
- ** I can determine the specific pattern for particular sequences.
- *** I can explain and determine the specific pattern for particular sequences.

Slide 1

Number Sequences

Numbers are written and counted in sequence.

The sequence can:

- be infinite (go on forever) **997, 998, 999, 1000, ...**
- go forwards **501, 502, 503, 504, ...**
- go backwards **400, 399, 398, 397, ...**
- start at any number **877, 878, 879, 880, ...**
- be a skip or alternate pattern **105, 110, 115, 120, ...** or **1, 2, 1, 2, ...**

Let's count to infinity!



Slide 3

Number Patterns and Rules

Number patterns are made using different **rules**.

The rules let us know if we need to add, subtract, multiply or divide numbers to create and continue a number sequence.

Look at the examples below.

- a) 120, 122, 124, 126, 128, 130 – **add 2**
- b) 450, 455, 460, 465, 470, 475 – **add 5**
- c) 890, 880, 870, 860, 850, 840 – **subtract 10**



Slide 5

Identifying Rules

Look at the number sequences below, then identify the rule.

- a) **100, 110, 120, 130, 140, 150** rule = ?
- b) **500, 505, 510, 515, 520, 525** rule = ?
- c) **320, 322, 324, 326, 328, 330** rule = ?
- d) **903, 906, 909, 912, 915, 918** rule = ?



Slide 7

Evaluating

2 4 8 16 32 64 128

Each number in this pattern is twice as much as the one before it.

$2 \times 2 = 4$; $4 \times 2 = 8$; $8 \times 2 = 16$; $16 \times 2 = 32$.

This is called a **geometric** pattern because each term is multiplied by a constant, in this case, 2.

- Visually, it would look like this:



- Mathematically, we write it like this: $n1 \times 2$ where $n1$ is the first term in the sequence.
- But what about the other pattern? Let's have a look at the next page!

Slide 2

Different Types of Number Sequences

Identify whether the numbers below create a **forwards**, **backwards** or **skip** number sequence.

- a) **625, 630, 635, 640, 645, 650, 655, 660**
- b) **290, 289, 288, 287, 286, 285, 284, 283**
- c) **521, 522, 523, 524, 525, 526, 527, 528**
- d) **810, 820, 830, 840, 850, 860, 870, 880**



Slide 4

Identifying Rules

To know the **rule** in a number pattern, we need to:

- look at the next numbers in the sequence

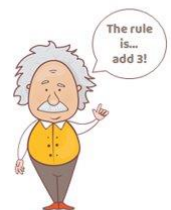
30 → 33 → 36 → 39

- count the difference between the numbers

30 → 33 → 36 → 39

- identify if the difference between the numbers increases or decreases.

30 → 33 → 36 → 39



Slide 6

Guess the pattern!

- Let's make it a little bit more challenging!

Analyse the following sets of numbers. What do you notice? What do you think comes next in each sequence?

- 2 4 8 16 32 64... ?
- 1 2 4 7 11 16... ?

Slide 8

Evaluating



(+1=) 2 (+2=) 4 (+3=) 7 (+4=) 11 (+5=) 16 (+6=) 22 ...



This is what we call an **increasing number pattern** because there is no constant, like in the geometric pattern, instead the number added each time is increased by one.

1. While sorting some beads, Mia put 19 beads in the first jar, 23 beads in the second jar, 27 beads in the third jar, 31 beads in the fourth jar, and 35 beads in the fifth jar. If this pattern continues, how many beads will Mia put in the sixth jar?

Write the answer down in your workbook and make sure you show your working out!!

2. A new cookbook is becoming popular. The local bookstore ordered 2 copies in April, 8 copies in May, 32 copies in June, and 128 copies in July. If this pattern continues, how many copies will the bookstore order in August?

Write the answer down in your workbook and make sure you show your working out!!

ART

WALT: We are learning how to draw Pop Art landscape to create space and perspective.

Success Criteria

- *I can draw the foreground.
- **I can draw the midground.
- ***I can draw the background.



Pop Art Landscape using Perspective

- For this art activity you will need: a piece of paper, ruler, pencil, colouring pencils or crayons.
- Watch the video for instructions to complete your artwork:
<https://bit.ly/2XlkiaY>

TUESDAY

COMPREHENSION

- Choose any text to read.
- Predict before you read** by looking at the title and cover and record your prediction.
- Predict while you are reading** and note down any changes to your prediction or what will happen next.
- After reading, check if your prediction** was correct. You can use the format below.

VOCABULARY

	Meaning Can use a dictionary	Base Word	Prefix / Suffix Can you add a prefix or suffix to the word?	Synonym Similar meaning Can use thesaurus	Antonym Opposite Can use thesaurus
Example 'frustrating'	Causing feelings of anger and annoyance.	frustrate	frustrates frustrated frustration	annoy irritate	pleasing
'guffaw'					
	Sentence				

CREATIVE & CRITICAL CRUNCHES

WRITING: Explanation (Publish)

WALT:

We are learning to use our plan to write an explanation text about the respiratory system.

Success Criteria:

* I can use my plan to write an introduction.

** I can use my plan to write an explanation about the respiratory system.

*** I can use my plan to write an explanation and re-read and edit my work.

**** I can use my plan to complete an explanation, edit my work and publish correctly using the checklist provided.

- Use your planning template to write full sentences and publish your writing.
- Check your work and revise your vocabulary, spelling and punctuation.

Title: _____

Introduction (Provides a brief overview of the object, event or process.)

Description (A series of paragraphs that explain the 'how' and the 'why'.)

Conclusion (Provides a brief summary.)

Place Value Yahtzee



- In pairs, students take turns to roll 4 dice.
- Set aside any dice you want to keep (to meet the Yahtzee category). You may re-roll the other dice (maximum 2 turns each person).
- After completing your roll, use the numbers on the dice to fill in one of the 9 categories on your score sheet. For each category, your goal is create the greatest number you can.
- You must fill in only one category on each turn. You may fill the categories in any order. If you cannot enter a number for any category after rolling, you must place an X beside any it. Each category may only be filled in once (with a number or X). Once you have filled in a category, you may not change it.
- Continue taking turns until each player has filled in all 9 boxes.
- After each player has filled in all 9 categories on his/her score sheet with a number or X, players compare the number they filled in for the first category. An X in any category counts as 0. The player with the greatest number written circles that category on his/her score sheet and receives 1 point. If there is a tie, both players receive the point.
- The player with the greatest number of points is the winner! If there is a tie, the players can have one final roll to see who rolls the largest number.

Roll #1

"keepers"

roll again

Category	4-digit number
Number with 3 in the hundreds place	6,341
Number with 5 in the ones place	4,335
Number with 2 in the tens place	3,321
Number with 6 in the thousands place	6,622
Number whose thousands and ones digits add up to 9	5,624
Number whose digits add up to 13	X
Number with two of the same digits	6,311
Number with three of the same digits	X
WILD! Any number can be written here.	6,432

Category	4-digit number
Number with 3 in the hundreds place	5,335
Number with 5 in the ones place	6,425
Number with 2 in the tens place	5,621
Number with 6 in the thousands place	6,551
Number whose thousands and ones digits add up to 9	X
Number whose digits add up to 13	4,432
Number with two of the same digits	5,445
Number with three of the same digits	2,111
WILD! Any number can be written here.	6,551

Place Value Yahtzee Score Card

Category	4-digit number
Number with 3 in the hundreds place	
Number with 5 in the ones place	
Number with 2 in the tens place	
Number with 6 in the thousands place	
Number whose thousands and ones digits add up to 9	
Number whose digits add up to 13	
Number with two of the same digits	
Number with three of the same digits	
WILD! Any number can be written here.	

If you are unable to fill in a number for any category at the end of your turn, place an X beside any available category. At the end of the game, compare the number you wrote in each category with the number your opponent wrote. If you wrote the greater number for that category, circle it and give yourself 1 point.

Place Value Yahtzee Score Card

Category	4-digit number
Number with 3 in the hundreds place	
Number with 5 in the ones place	
Number with 2 in the tens place	
Number with 6 in the thousands place	
Number whose thousands and ones digits add up to 9	
Number whose digits add up to 13	
Number with two of the same digits	
Number with three of the same digits	
WILD! Any number can be written here.	

If you are unable to fill in a number for any category at the end of your turn, place an X beside any available category. At the end of the game, compare the number you wrote in each category with the number your opponent wrote. If you wrote the greater number for that category, circle it and give yourself 1 point.

Place Value Yahtzee Score Card

Category	4-digit number
Number with 3 in the hundreds place	
Number with 5 in the ones place	
Number with 2 in the tens place	
Number with 6 in the thousands place	
Number whose thousands and ones digits add up to 9	
Number whose digits add up to 13	
Number with two of the same digits	
Number with three of the same digits	
WILD! Any number can be written here.	

If you are unable to fill in a number for any category at the end of your turn, place an X beside any available category. At the end of the game, compare the number you wrote in each category with the number your opponent wrote. If you wrote the greater number for that category, circle it and give yourself 1 point.

MATHS

WALT: We are learning to investigate the relationships between addition and subtraction, as well as multiplication and division.

Success Criteria:

*I can understand what a pattern is.

** I can determine the specific relationship between multiplication and division.

*** I can explain and determine the relationship between multiplication and division and addition and subtraction.

Patterns can also mean relationships!

Take, for instance $9 \times 5 = 45$

There are three variables in that equation: 9, 5, and 45. But what is the relationship between them?

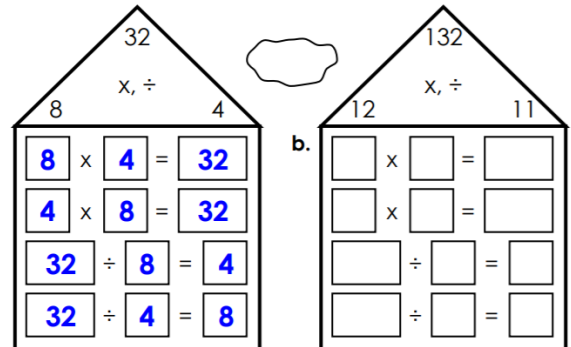
In multiplication, we know that the order in which we multiply does not matter, as we will come to the same product:

$5 \times 9 = 45$ is the same as $9 \times 5 = 45$

But what if we divide?

1. **Is $45 \div 9 = 5$ the same as $45 \div 5 = 9$?**

(Explain your answer)



since $12 \times 12 = 144$
then $144 \div 12 =$ []

since $9 \times 7 = 63$
then $63 \div 9 =$ []

What about addition and subtraction?

$1422 + 923 = 2345$ is the same as $923 + 1422 = 2345$

We still get the same answer!

What about changing the variables around?

2. **Is $2345 - 923 = 1422$ the same as $2345 - 1422 = 923$?**

(Explain your answer)

Find the missing number in these calculations.

[] + 563 = 872 **inverse** $872 - 563 =$ []

$779 +$ [] = 984 **inverse** $984 - 779 =$ []

Therefore... there is a distinct relationship, or pattern, between multiplication and division; as well as between subtraction and addition.

If it is addition on one side of the equation, it must be subtraction on the other; if it is multiplication on one side of the equation, it must be division on the other.

Extension

$9 \times 5 = 40 + 5$
(45 = 45)

But what if we remove a variable?

$5 \times * = 40 + 5$

To solve, we must isolate X:

$5x = 45$

$X = 45 \div 5$ (since division is the opposite of multiplication)

$X = 9$

Check your answer $5 \times 9 = 45$

*instead of writing $5 \times X$, which is visually confusing, we write $5x$ and understand that this means to multiply

We must also remember the relationship between multiplication/ division and addition/ subtraction. If one side of the equation is addition, it has to be subtraction on the other side. Same with multiplication and division.

1 $5 \times n = 15$

$n =$ []

2 $8 \times n = 24$

$n =$ []

3 $3 + x = 8$

4 $x + 9 = 9$

LIBRARY

WALT To navigate and use Story Box Library

Success Criteria

*I can navigate my way to Story Box Library.

** I can accurately use the search functions.

*** I can read the text then design my own t-shirt.

**** I can write to persuade someone to wear my shirt.

- In browser search 'Story Box Library' <https://storyboxlibrary.com.au/>
- Log in with:
User name: lwps
password: lwps
- Click on hamburger button
- Click on Stories
- Search 'Norton and the Bear'



**** Read the book 'Norton and the Bear'.**

ACTIVITY: Tap into your creative expression and design your own unique piece of clothing.

Step 1 - Draw an outline of a t-shirt on a piece of paper



Step 2 - Using coloured pencils or sharpies, design you own unique style on your t-shirt



Step 3 - Write a note to convince someone why they should wear your t-shirt.
What is special about it? What could they wear it with?

WEDNESDAY

COMPREHENSION

Look at the picture and answer the questions in full sentences



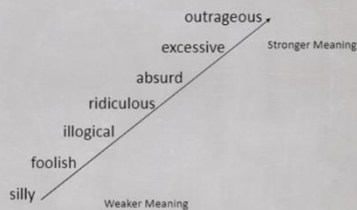
1. What's on the other side of the door?
2. What is the girl holding in her hand? Why?
3. How did she get to the forest?
4. Where is this?
5. Who hung the lanterns in the trees?
6. Where does the stream lead?
7. Will the girl go back through the door or stay in the forest? Predict what will happen next.

VOCABULARY

Word Clines

Word clines are a way to show where synonyms sit on a slope, from the weakest meaning to the strongest meaning. If you would like to review this lesson, please look at the slides for Wednesday.

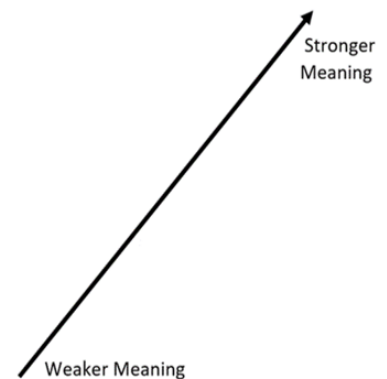
Word List
absurd
ridiculous
silly
outrageous
excessive
foolish
illogical



Create a word cline

Word List

forlorn
sad
mournful
depressed
heartbroken
low



WRITING: Explanation (Plan)

WALT:

We are learning to plan explanation texts to explain how or why something works or how an event occurs.

Success Criteria:

* I can research the topic about how the seasons work and take some notes.

** I can research and record dot points about how the seasons work.

*** I can research, take dot points and complete my plan about how the seasons work.

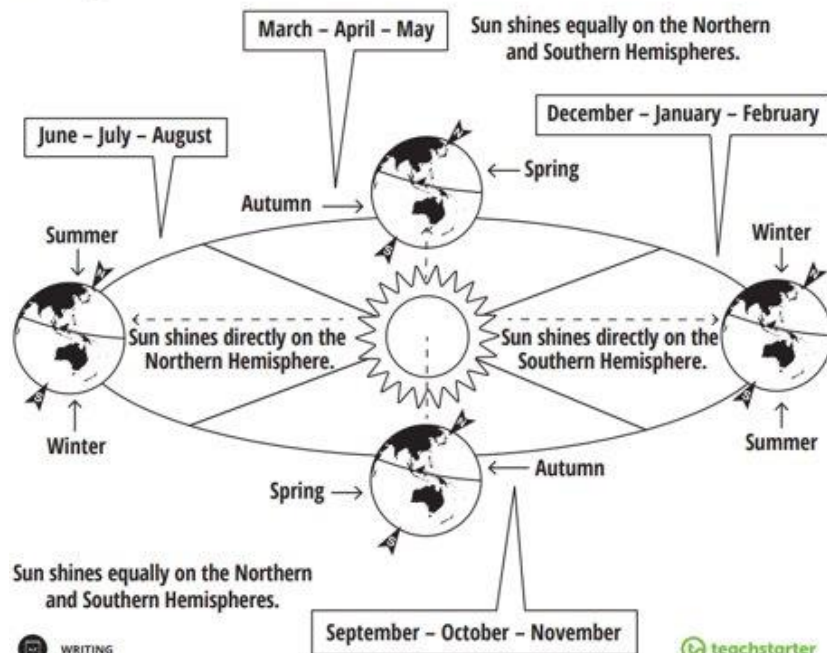
Explanation Writing Task – What Causes the Seasons?

Explanation texts describe how and why something works, or how and why an event occurs. You are going to write an explanation text called *What Causes the Seasons?*

You will need to:

- research this topic
- record dot-point notes
- write your text in complete sentences.

This diagram is a visual representation of the seasons. It has been included to help you understand the process and to stimulate some initial ideas for your writing.



Explanation Text Research Template

Before writing your explanation text, you will need to research the object, event or process you are describing. Use this template to record your research as dot-point notes. **Do not use full sentences.**

Question

The question I am going to answer in my explanation text is:

Process

Research how and why this process happens. Draw a diagram or flow chart if it helps you to better understand the process. (You need to properly understand it so you can explain it clearly in your text!)

Vocabulary Word Bank

List some of the subject-specific vocabulary you will use in your written explanation of this process.

MATHS

WALT: We are learning to understand what cartesian plane is and plot coordinates on it.

Success Criteria:

*I can understand what a cartesian plane is.

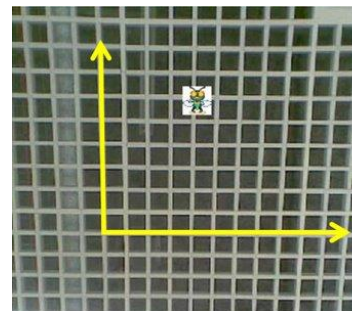
** I can plot coordinates on a cartesian plane.

*** I can plot coordinates and connect them to make an ice cream sundae.

A very famous mathematician called Rene Descartes lay in bed one night. As he lay there, he looked up at the ceiling in his bedroom. He noticed a fly was asleep on the ceiling. Descartes, being a mathematician wondered if he could figure out a way of stating where exactly the fly was on the ceiling. Obviously, it has to be a precise description he thought. I can't really say, "To the left" or "Near the right" or "In the middle". He began to think about how he might be able to describe the exact position of the fly.

Descartes decided that if he drew two lines at right angles to each other, then he might be able to come up with a way of describing the exact position of the fly.

How do you think this would have helped him? (write your answer on the line)



Descartes decided to place numbers on the bottom (horizontal) row and on the side (vertical) row. He could now state accurately where exactly the fly was on the ceiling.

But there was a problem, should he give the vertical number of tiles followed by horizontal? i.e. go up 5 squares and move across 4 squares, or should he give the horizontal number first, then the vertical? i.e. go across 4 squares then move up 5?c

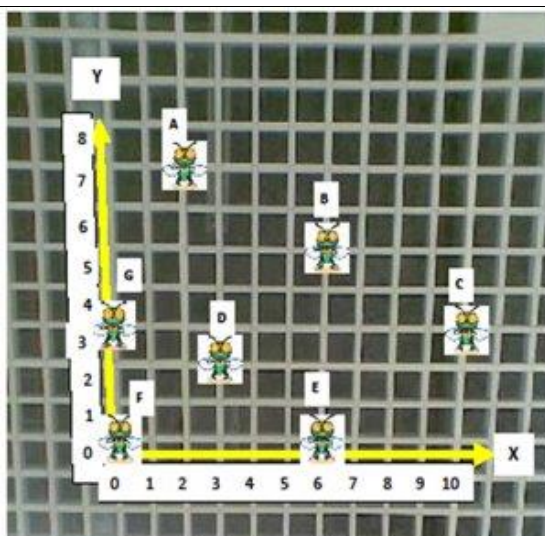
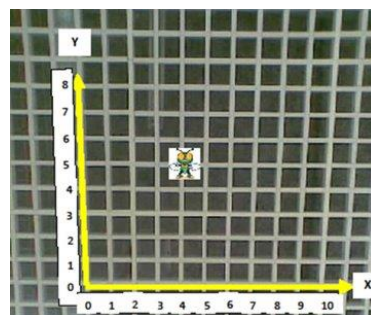
He decided to give the **HORIZONTAL NUMBER FIRST** and **THE VERTICAL NUMBER SECOND**.

To help people remember this he called the **horizontal line X** and the **vertical line Y** (Because X comes before Y in the alphabet)

So, in this diagram, the position of the fly can be found by moving 4 units across, then 5 units up. These are known as X, Y values and are written like this

Position of fly = (4, 5)

X value , Y value
(First) (Second)



Look at where each fly is on the coordinate plane. Can you state where each one is, using Descartes coordinates.

Remember, we write the X coordinate first, then the Y coordinate.

Be careful when dealing with questions E, F, and G. You will need to think a little about these before writing your answer

Answers:

The coordinates of each fly are listed below,

A = (,)
 X Y

B = (,)
 X Y

C = (,)
 X Y

D = (,)
 X Y

E = (,)
 X Y

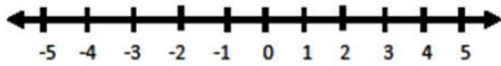
F = (,)
 X Y

G = (,)
 X Y

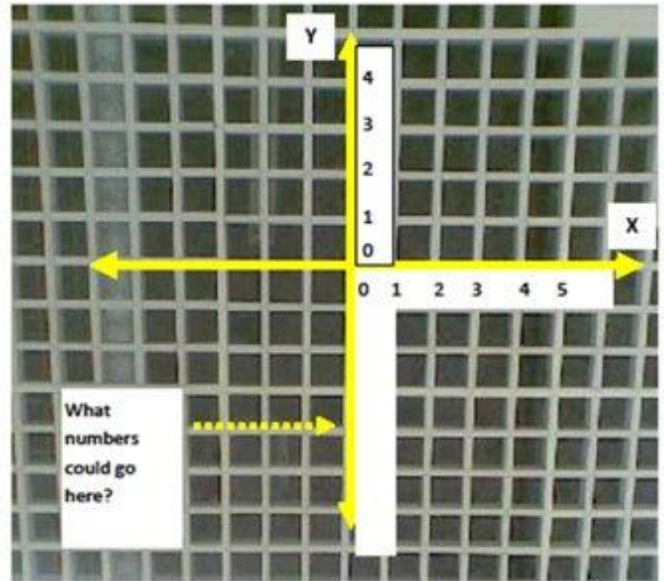
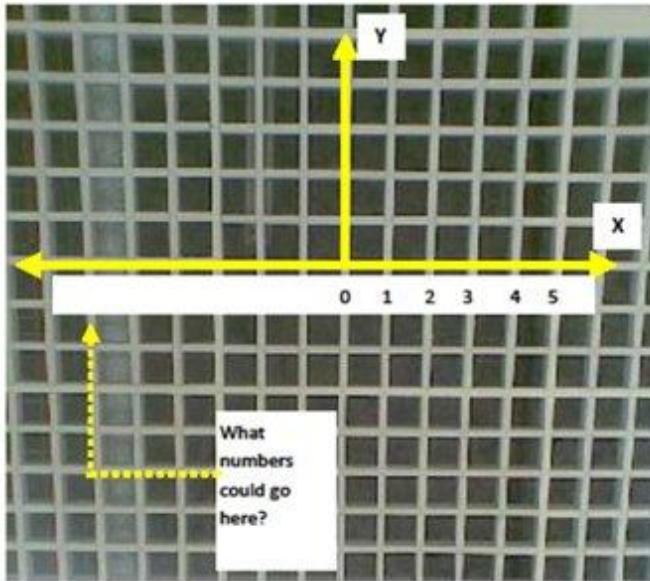
Which of the above coordinates did you find most difficult to describe? Why?

Negative Coordinates

For the next part we need to think back to when we did the "Number Line". Recall what the Number Line looks like:



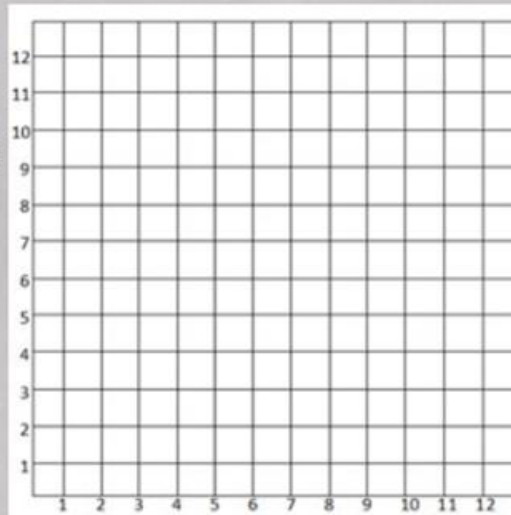
Keeping this in mind, what numbers do you think could go in the "missing parts" of the coordinate plane.



Drawing a point is similar to reading a point. You start by moving across the X axis, then move up the Y axis until you get where you need to be.

Directions:

Plot the following points on the grid.
Then draw a straight line to connect from one to the next.

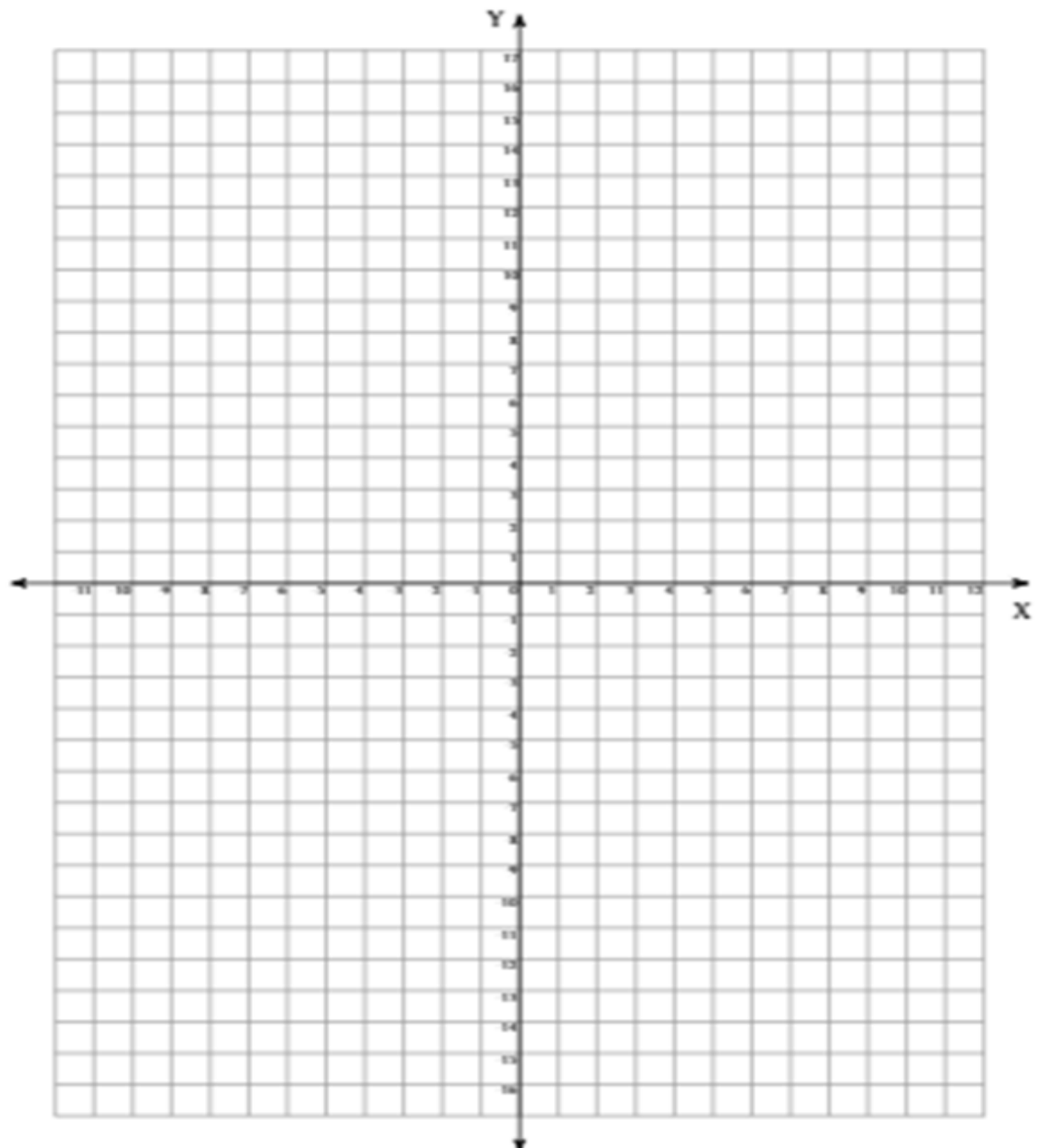


1.	(8 , 6)	to	(4, 10)
2.	(4 , 2)	to	(8 , 2)
3.	(4 , 4)	to	(10 , 4)
4.	(2 , 4)	to	(4 , 4)
5.	(4 , 6)	to	(4 , 10)
6.	(8 , 6)	to	(4 , 6)
7.	(4 , 2)	to	(2 , 4)
8.	(8 , 2)	to	(10 , 4)
9.	(4 , 4)	to	(4 , 6)

Ice Cream Sunday



Dish	Ice Cream		
(-7 , -1)	(-1 , 6)	(3 , 0)	(-6 , 11)
(7 , 2)	(0 , 7)	(0 , -3)	(-4 , 12)
(2 , 12)	(3 , 7)	(1 , 3)	(-3 , 13)
(-2 , -14)	(4 , 6)	(2 , 2)	(-2 , 13)
(5 , -16)	(5 , 7)	(-3 , 0)	(-1 , 12)
(2 , -14)	(6 , 7)	(5 , 0)	(0 , 12)
(2 , 12)	(7 , 8)	(6 , 1)	(1 , 13)
(7 , -2)	(7 , 9)	(-7 , -1)	(2 , 13)
(7 , -1)	(6 , 7)	(8 , 0)	(3 , 12)
	(8 , 5)	(-9 , -7)	(5 , 11)
	(9 , 3)	(9 , 4)	
	(9 , 1)	(-8 , 5)	
	(7 , 1)	(-6 , 6)	
	(6 , -1)	(7 , 7)	
	(5 , 0)	(7 , 9)	



GEOGRAPHY

WALT: We are learning about how messages are represented by mascots and images during Olympics.

Success Criteria:

*I can describe and name some mascots in Olympics.

**I can discuss some messages represented by mascots in Olympics.

***I can explain messages represented by mascots from different countries.

Olympic Mascots

It has been a tradition to have a mascot for each Olympic game.

Olympic mascots are the ambassadors of the Olympic and Paralympic games. They play a very important role in:

- spreading the values of the Games
- promotes the history and culture of the host city
- gives the event a festive atmosphere.
- welcome athletes and visitors to the games.

Watch the link about Mascots: <https://bit.ly/3i6inCz> (If the link does not work, copy it on your web browser.)

Write down the name of the mascot, city, country, and the year of the Olympics.

City - Country	Mascot	Year of Olympics
Barcelona - Spain	Hoadari	1988

Activity

Option A: Information Report

Choose one of your favourite mascots and write a report about it. Include an image of the mascot. Use the link on the previous slide to get some information or do your own research.

Option B: Team Mascot

Imagine you are going to represent your country at an international sporting event.

Create a mascot for your team and give it a name. What message will your mascot represent? Complete your work and upload it to the correct portfolio.

ART

WALT: I am learning how to capture nature with shadow art

Success Criteria:

*I can trace and capture the shadow of nature on the paper before the sun moves.

**I can colour my completed shadow art.



Capture Nature with Shadow Art

- For this art activity you will need a piece of paper, pencil or texture and you need to decide what part of nature you will be drawing.
- And most importantly you will need the sun to start your art activity, the sun is the most important part because it's going to help us by creating the shadow.
- Watch the video for instructions to complete your artwork

<https://bit.ly/2YojTqb>

THURSDAY

COMPREHENSION

Look at the image and answer the questions in full sentences.



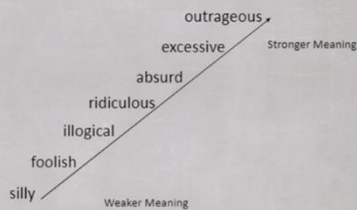
1. Where did it come from?
2. Have the people in the village seen the rock sphere?
3. What might they be thinking, saying or doing?
4. What do you think is going to happen next?

VOCABULARY

Word Clines

Word clines are a way to show where synonyms sit on a slope, from the weakest meaning to the strongest meaning. If you would like to review this lesson, please look at the slides for Wednesday.

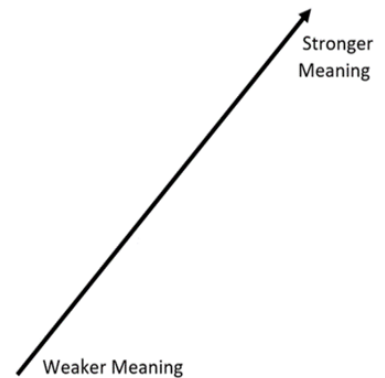
Word List
absurd
ridiculous
silly
outrageous
excessive
foolish
illogical



Create a word cline

Word List

guffaw
giggle
chuckle
laugh
roar
titter



CREATIVE & CRITICAL CRUNCHES

Posing the Question?

A critical thinking exercise for your brain

CCT CURRICULUM - POSE QUESTIONS TO IDENTIFY AND CLARIFY ISSUES. PREDICT WHAT MIGHT HAPPEN IN A GIVEN SITUATION. APPLY LOGIC TO MAKE REASONED JUDGEMENTS

- Think of any unlikely scenario and turn it into a "What if..." question.
- Predict the effect that scenario could have on the world.

Examples:

- What if children were allowed to drive cars?
- What if men could have babies?
- What if babies could talk?
- What if grandmothers could fly?
- What if teachers had eyes in the back of their head?
- What if beaches were made of diamonds?
- What if there was no music?

- Think of more improbable 'what if' scenarios and predict what might happen.

What if.....?

Suitable for all ages 6+

WRITING: Explanation (Publish)

WALT:

We are learning to use our plan to write an explanation text about how the seasons work.

Success Criteria:

* I can use my plan to write an introduction.

** I can use my plan to write an explanation about the seasons.

*** I can use my plan to write an explanation and re-read and edit my work.


**** I can use my plan to complete an explanation, edit my work and publish correctly using the checklist provided.

- Use your planning template to write full sentences and publish your writing.
- Check your work and revise your vocabulary, spelling and punctuation.

Title: _____

Introduction (Provides a brief overview of the object, event or process.)

Description (A series of paragraphs that explain the 'how' and the 'why'.)



Conclusion (Provides a brief summary.)



MATHS

WALT: We are learning to select and use appropriate units to estimate, measure and calculate volume and capacities, and converts between units of capacity.

Success Criteria:

*I can estimate and select appropriate units to measure volume.

**I can use cubic centimetres and cubic meters to estimate and measure volumes.

***I can record volumes using abbreviations cm³ and m³.

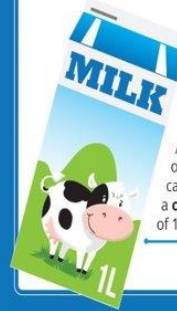
****I can connect volume and capacity and their units of measurement.

Watch the link: <https://bit.ly/2WtfqKs>

Capacity vs Volume

Capacity is the amount of liquid a container can hold.

We measure the **capacity** of anything which can hold something else.



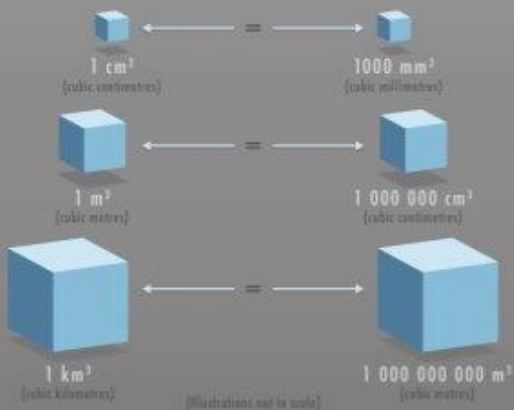
A carton of milk can have a **capacity** of 1 litre.

Volume is how much space an object takes up. It includes solids, liquids and gases.

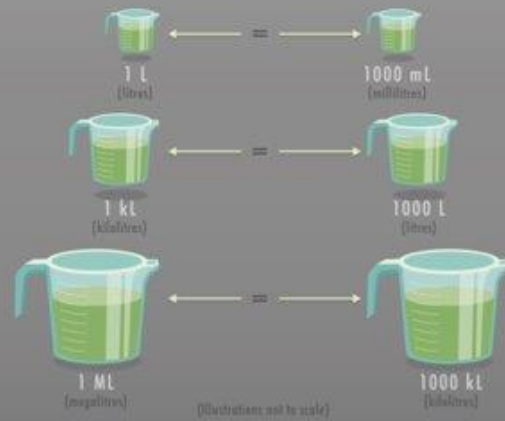
If you are blowing up a balloon, you are increasing the **volume** of gas.



CONVERTING UNITS OF VOLUME



CONVERTING UNITS OF CAPACITY



Task: Choosing appropriate units for measuring volume (cubic centimeters **cm³** or cubic meters **m³**).

Complete the set task, take photo of your work and upload to your dojo portfolio.

1) Which is the BEST metric unit to show the amount of space inside a storage garage?



cubic centimeters or cubic meters

2) Which is the BEST metric unit to show the size of a shoe box.



cubic centimeters or cubic meters

3) The truck is carrying its load in a container. Which is the BEST metric unit to show the size of the container?



cubic centimeters or cubic meters

4) Which metric unit is used to measure the volume of dirt on this truck?



cubic centimeters or cubic meters


5) A builder ordered sand to be delivered to a site. Which unit of measurement should he use?



cubic centimeters or cubic meters

Volume and Capacity


Household Objects



- Which objects would you use a cubic centimetre (cm³) to measure the volume?
- Why do the shed and the shipping container need a larger unit of measure?

Task: Think about and find examples of household objects that have a volume of approximately:

- one cubic centimetre (1cm³)
- one cubic metre (1m³)
- half a cubic metre (1/2m³)
- two cubic centimetre (2m³)



Complete the estimation of these objects in your books and upload your work.

VOLUME	EXAMPLES
One cubic centimetre	
One cubic metre	
Half a cubic metre	
Two cubic metres	

Red or Black



Learning Intention: I am learning to use efficient strategies to solve addition and subtraction problems involving numbers of any size.

Success Criteria:

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

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

WALT: We are learning to design and create a space car that can travel on the surface of another planet or moon

Success Criteria:

*I can plan my space car

** I can include labels on my plan

*** I can build my space car using recycled materials at home

Extraterrestrial Vehicle

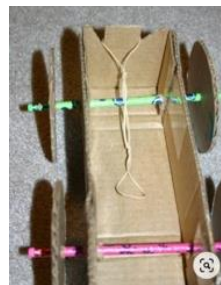
NASA requires an extraterrestrial vehicle that can travel on both rocky and smooth surfaces.

- The car must have a space for one driver and one passenger as well as their equipment for long space expeditions.
- You will not be able to take fuel (petrol) on your expeditions so the space car must run off another type of renewable energy

Answer these questions:

- What will your space car be made of? _____
- How much will it weigh? _____
- How long will it be able to travel for between refueling? _____
- How will you make sure it is able to travel on both rocky and smooth surfaces? _____

Some inspiration for your space travels...



Draw your design. Be sure to upload a photo of your space car after building it, along with a written response about it to your Class Dojo Portfolio.

SCIENCE

WALT: discover more information about our Earth and our Solar System

Success Criteria:

- * I complete basic research about Venus by using credible sources on the internet
- ** I can answer the research questions in full sentences
- *** I can draw Venus in its correct position in our Solar System

Venus

Youtube : <https://bit.ly/3zmb5Rg>

NASA : <https://go.nasa.gov/3rpJYlj>

Science Kidz : <https://bit.ly/2TqLsPR>

Research and answer these questions about Venus

1. Describe Venus scientifically. What is it made out of, its colour and its size?
2. How long does Venus take to rotate on its axis, what does this mean?
3. How long does it take for Venus to orbit around the sun, what does this mean?
4. How far is Venus from the Sun, how far is Venus from Earth?
5. Who discovered Venus and who or what is it named after?
6. Draw and label a coloured diagram of Venus in the Solar System.
7. Describe any interesting facts about Venus.
8. Bibliography – What sources or websites did you use to find your information. (Do not write Google)

FRIDAY

COMPREHENSION

Read the text and use the clues to draw the image.

FOR SALE

You'll love this gorgeous single-storey home located in Pentonville. This solid structure is made from a brown, man-made material, topped with emerald coloured tiles. The home is approximately 150 square meters and is very cosy. Winters are toasty when sitting by the crackling fire. Wake up each morning to beautiful sunrises through the two front rooms. You are greeted with a ruby coloured door with a brass door-knob. The garden is low maintenance with only a couple of plants. The plants match the rosy curtains.

VOCABULARY

Friday – List as many synonyms you can think of for the word 'frigid' and then create a word cline.

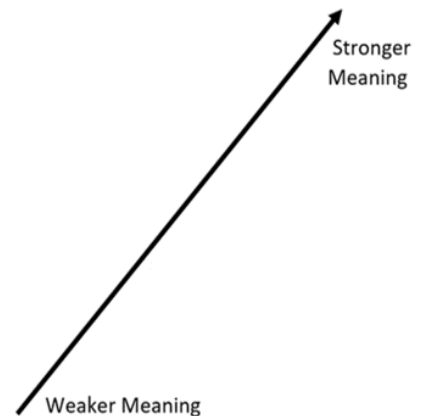
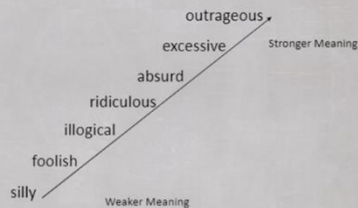
Word:

frigid

Word Clines

Word clines are a way to show where synonyms sit on a slope, from the weakest meaning to the strongest meaning. If you would like to review this lesson, please look at the slides for Wednesday.

Word List
absurd
ridiculous
silly
outrageous
excessive
foolish
illogical



WRITING: Descriptive Writing

WALT:

We are learning to use descriptive vocabulary to inform the audience about an image.

Success Criteria:

*I can record 3 descriptive words about the image.

**I can record many descriptive words and transfer 3 into sentences.

***I can use my descriptive words to write a paragraph about the image.

- View the image and make a list of descriptive words to explain what you see.
- Use your 5 senses for adjectives, prior knowledge and synonyms.
- Then use the vocabulary that you list to write sentences / a paragraph to inform the audience about the image.



EXAMPLE

Vocabulary

- * glistening sun rays diving down
- * whispery, white crisp water trickling

Paragraph

The morning had risen throughout the tranquil rainforest. Glistening sun rays dove down through the giant treetops as the whispery white water trickles gleefully through the smooth cold rocks.

MATHS

WALT: We are learning to select and use appropriate units to estimate, measure and calculate volume.

Success Criteria:

*I can estimate and select appropriate units to measure volume.

**I can use cubic centimetres and cubic meters to estimate and measure volumes.

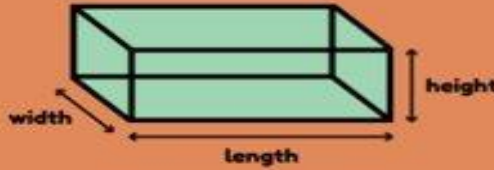
***I can record volumes using abbreviations cm^3 and m^3 .

Read all the information before you do the activity.

This link shows you the size of one cubic metre
<https://bit.ly/3BVwWkC>

VOLUME

Volume is the amount of space an object occupies.



height × length × width

VOLUME VOCABULARY				
height	length	width	space	cubic
cubic millimetres (mm^3)			cubic metres (m^3)	
cubic centimetres (cm^3)				

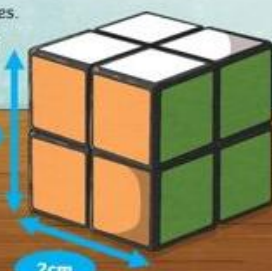
Calculating and Estimating Volume

To find the volume of any cuboid, we must first find the area of one of its faces.

Area is measured using square centimetres. To find the area of a square or rectangle, we multiply the width by the length.

$2\text{cm} \times 2\text{cm} = 4\text{cm}^2$

$\text{Area of one face} = 4\text{cm}^2$



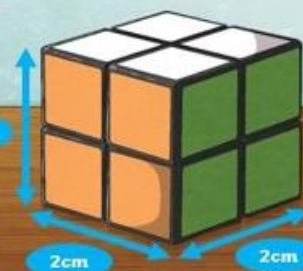
Calculating and Estimating Volume

To find the volume of a cuboid, we multiply the width by the length and then multiply this by the height.

We can write this volume calculation as $2\text{cm} \times 2\text{cm} \times 2\text{cm} = 8\text{cm}^3$

This is the same as finding the area of one face and multiplying it by the depth of the shape.

$2 \text{ layers of } 4\text{cm}^2 = 8\text{cm}^3$
or $2 \times 4\text{cm}^2 = 8\text{cm}^3$



Cubic centimetres

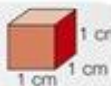
3



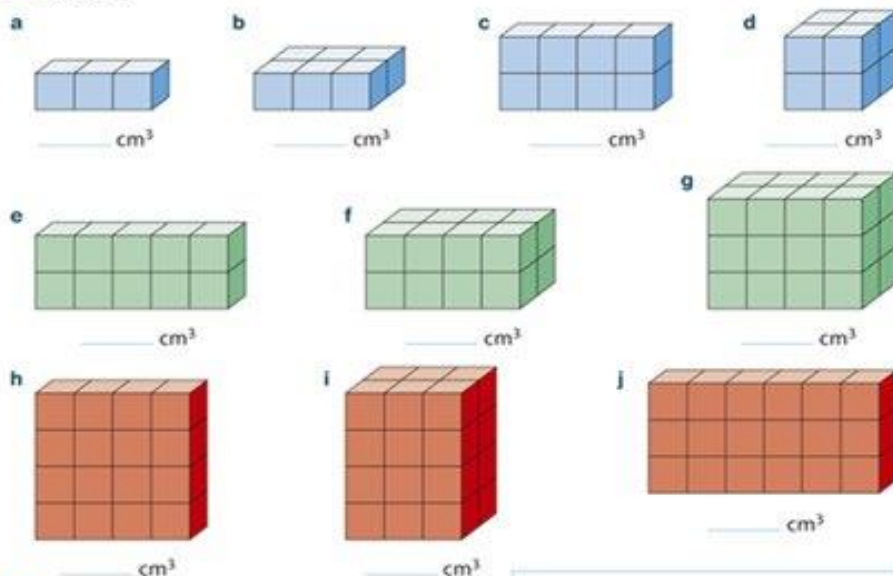
1 Which objects above are most suitable for packing or stacking?

2 Explain why.

A base unit for measuring **volume** is the **cubic centimetre**. It can be shown by a cube measuring 1 cm long, 1 cm wide and 1 cm high. A centicube or MAB one are good examples of a cubic centimetre (cm^3).



3 Use centicubes or MAB ones to build each prism, then record the volume of each.

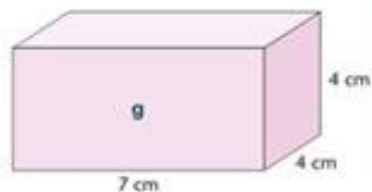
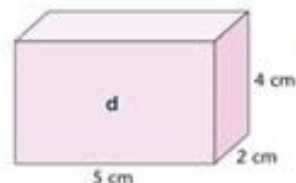
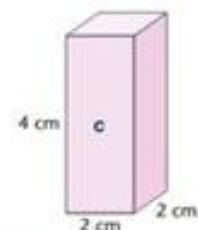
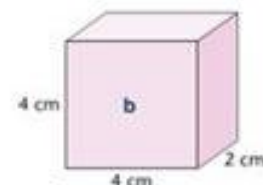


4 **Challenge!** Daya has constructed a shape that has a volume of 24 cm^3 . Construct a shape of your own that has the same volume, then sketch it in the box.



5 Use the formula $\text{Length} \times \text{Width} \times \text{Height}$ to calculate the volume of each prism.

6 Order the volumes from smallest to largest by numbering them from 1 to 7.



Shape	Length	Width	Height	Volume	Order
a				cm^3	
b				cm^3	
c				cm^3	
d				cm^3	
e				cm^3	
f				cm^3	
g				cm^3	

7 How many boxes will fit?

a How many large boxes can be packed neatly into the container?

b How many small boxes will fit into the container?



MUSIC

WALT: We are learning about form and how to write a song with a chorus and verse.

Success Criteria:

*I can identify chorus and verse in a song.

** I can add a verse to a song.

*** I can explain the musical terms ternary, ostinato, canon and call and response.

CAPA: MUSICAL FORM- Ternary Form

1. Watch the clip about form

<https://publish.viostream.com/play/w9i3zgnyu8eqr>

2. Read the notes

3. Answer the questions

4. Create your own song

5. Upload to Dojo



Ternary Form in musical can be seen in songs that have chorus and verse, example Twinkle, Twinkle Little Star.

It follows the pattern

A, B, A, B, A

A= verse

B= chorus

A= verse

The chorus usually stays the same and the verses change.

CAPA: MUSICAL FORM-Ostinato and Canon

Ostinato is a repeated pattern that can be played at the same time as the lyrics. For example, it can be two singers at the same time.

Canon is when the same song is sung but it is started at a different time.



CAPA: MUSICAL FORM- Call and Response

Call and Response is like a 'knock, knock joke'. Someone sings a line, and the other responds.

QUESTIONS:

1. What does ternary mean?
2. What does ostinato mean?
3. Can you give an example of call and response?

CAPA: Create your own verse

'I have a Mouth to Speak' music:

<https://bit.ly/3x5y1CE>

- Listen to the music. Identify the chorus and verse. Notice each verse has rhyming words at the end.
*I can paint a picture, I can sing a song
I can bang a drum, won't you dance along*
- Create 1- 2 of your own verses to add to the song.
- Sing it with or without the music, record yourself and upload to Class Dojo.

I Have a Mouth to Speak – Sheldon King/Marianna Doherty

Verse 1

C G F C
I have a mouth to speak, say only kind words

C G F C
I have eyes to see, the good in everyone

C G F C
I have legs to carry me, in the right direction

C G F C
I have a brain to think, think positive thoughts

Chorus

F C G
Do I use my hands, to hurt to steal?

F C G
Do I use my hands, to help to heal?

Verse 2

I can paint a picture I can sing a song
I can bang a drum, won't you dance along

Chorus

Do I use my hands, to hurt to steal?
Do I use my hands, to help to heal?

Verse 3

I can write a book, I can cook a meal
Follow my heart. It tells me how I feel.



JOURNAL REFLECTION

WALT: reflect on and express our feelings.

Success Criteria

*I can share my feelings

**I can share my opinion on successes and difficulties from the week

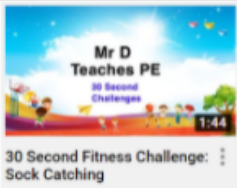

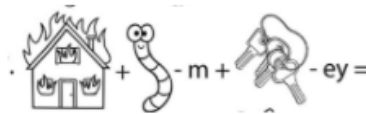
*** I can make connections between my feelings and the world around me

Please reflect on (think about) your week. This can be completed any way you choose (journal entry, mind map, drawing, video)

- *How are you feeling?*
- *What's going well?*
- *What would you change?*
- *What lessons have you enjoyed the most? Why?*

Please share your reflections on Dojo.

WEEK 5 CHALLENGES

Physical Challenge	Word Challenge	Picture Challenge									
 <p>https://video.link/w/rDb4c</p> 	<p style="text-align: center;">Arithmetic</p> <p style="text-align: center;">*****</p> <p>All the words fitting the clues can be made from the letters of A R I T H M E T I C .</p> <p>What are the words?</p> <ol style="list-style-type: none"> a good friend a female horse you sit on it not wild a group of footballers the organ that pumps blood the fat of milk small rodents drop of liquid from the eye 	<p>What word does this picture make?</p> 									
Maths Challenge	Mystery Number Challenge	Times Table Challenge									
<p>Sarah and Connor went bowling together. Sarah rented bowling shoes and played three games for a total cost of \$9.50. Connor rented bowling shoes and played five games for a total cost of \$14.50. How much does it cost to rent bowling shoes?</p>	<p style="text-align: center;">Magic Square Puzzle</p> <p>The sum of every row, column and <u>diagonal</u> must be the same (you can only use the numbers 1-9 once)</p> <table border="1" style="margin: auto;"> <tr> <td></td><td></td><td>8</td></tr> <tr> <td>9</td><td></td><td>1</td></tr> <tr> <td></td><td>7</td><td></td></tr> </table>			8	9		1		7		<p>Choose a times table that you need to practice and time how quickly you can say and write <u>them</u>, or ask a family member to test you. Record your best time and try to beat it. (For extra challenge try doing them out of order.)</p>
		8									
9		1									
	7										



30 Random Acts of Fun



Make an outdoor obstacle course	Make an indoor Scavenger Hunt	Create a game using food cartons, boxes, and containers	Practice dribbling a ball with each hand for 5 minutes	Surprise your parents by vacuuming the rugs	Ride your bike for 20 minutes	Juggle an inflated freezer bag or soccer ball
Build a fort with couch cushions and pillows	Make up a dance and teach it to a parent or sibling	Write letters to friends or relatives	Dribble a soccer ball through obstacles	Toss a stuffed animal in the air and catch it 50 times	How many stacked pillows can you jump over?	Design and create your own jump rope
Make a game with a laundry basket and rolled up socks	Design a workout with at least 4 exercises	How high can you build a tower with playing cards?	Practice throwing and rolling a ball at several cans lined up	Make a sculpture with recyclables	Play your favorite music and DANCE!	Pick out a game for family game night
Practice your standing long jump and measure your distance	Jog and/or walk around your home for at least 10 minutes	Weed the flower beds and garden	Play catch with a sibling or parent for 10 minutes	Design an obstacle course in your house or backyard	Jump rope for at least 5 minutes	Hold a plank and count by 5's to 200, 2's to 100
Write a letter to a teacher	Make a bowling alley with home-made pins	1. Each day choose at least one activity to complete. 2. After completing each activity, color in the square. 3. If you want to repeat an activity already completed, great! Enjoy what you love. 4. How many activities can you complete throughout the next 30 days? 5. Take a picture of your completed challenge and share with your friends or teachers.				

100+ INDOOR ACTIVITIES

CRAFTS

MAKE PAPER AIRPLANES
 SALT PAINTING
 MAKE SUNCATCHERS
 MAKE SALT DOUGH
 MAKE SPONGE STAMPS
 MAKE A CEREAL BOX AQUARIUM
 MAKE SCRATCH ART
 MAKE YOUR OWN BOOKMARKS
 PAINT PET ROCKS
 MAKE RECYCLED CRAYONS
 MAKE PAPER BOATS
 FINGER PAINT
 MAKE FRIENDSHIP BRACELETS
 MAKE A BIRD FEEDER
 MAKE PAPER BAG PUPPETS
 MAKE HANDPRINT ART
 MAKE A SCRAPBOOK
 DECORATE T-SHIRTS
 MAKE A THANKFUL JAR
 PAINT LEAVES
 MAKE A TIME CAPSULE
 MAKE BUTTON ART
 PAINT WITH WATERCOLORS
 COLOR IN A COLORING BOOK
 MAKE PAPER CRAFTS
 BUILD A CARDBOARD CASTLE
 MAKE TISSUE BOX MONSTERS
 MAKE A TOILET PAPER ROLL BUTTERFLY
 STAMP WITH CELERY
 MAKE CHALK ICE
 MAKE PUFFY SIDEWALK PAINT
 DRAW A SELF PORTRAIT
 USE RUBBER STAMPS
 DO SCRAPE PAINTING
 PAINT A RECYCLED JAR
 MAKE SUPERHERO COSTUMES

ACTIVITIES

MAKE PLAYDOUGH
 MAKE SLIME
 MAKE PLAY MUD
 MAKE RAINBOW RICE
 MAKE FAKE SNOW
 MAKE A SENSORY BIN
 MAKE A SENSORY BAG
 BUILD A FORT
 HAVE A PILLOW FIGHT
 WRITE A STORY
 MAKE ICE CREAM IN A BAG
 MAKE GUMMY BEARS
 MAKE FRUIT ROLL-UPS
 HAVE A MOVIE DAY
 PUT ON A FASHION SHOW
 BAKE CUPCAKES OR MUFFINS
 DO YOGA
 BUILD AN OBSTACLE COURSE
 MAKE DINNER TOGETHER
 PLAY WITH MAGNETIC TILES
 BUILD SOMETHING WITH LEGO
 USE DOT MARKERS
 BUILD A STACK OF CARDS
 PUT ON A PUPPET SHOW
 MAKE A TREASURE HUNT
 INDOOR BOWLING
 LEARN TO DRAW
 PUT ON A PLAY
 MAKE INDOOR HOPSCOTCH
 DO A FAMILY CHORE TOGETHER
 HAVE A DANCE PARTY
 HAVE A TEA PARTY
 PLAY WITH WATER IN A BIN
 SET UP A PLAY STORE
 MAKE A SOCK TOSS GAME
 MAKE PERLER BEAD ART
 WRITE IN A JOURNAL

GAMES

PLAY WOULD YOU RATHER
 PLAY I SPY
 PLAY SIMON SAYS
 PLAY BOARD GAMES
 PLAY HIDE AND SEEK
 INDOOR SCAVENGER HUNT
 PLAY BINGO
 PLAY CARD GAMES
 DO A PUZZLE
 PLAY CHARADES
 BUILD YOUR OWN GAME
 PLAY FREEZE DANCE
 PLAY HOT POTATO
 PLAY MARBLES
 KEEP THE BALLOON UP
 PLAY DOMINOES
 PLAY HANGMAN
 PLAY TIC-TAC-TOE

EDUCATIONAL

READ BOOKS
 DO A SCIENCE PROJECT
 LEARN ORIGAMI
 LEARN ABOUT A NEW ANIMAL
 LEARN A NEW CARD GAME
 LEARN TO SEW
 LEARN TO KNIT
 DO BRAIN TEASERS
 LEARN A NEW LANGUAGE
 LEARN ABOUT A COUNTRY