

STAGE 3 – REMOTE LEARNING – WEEK 4

Suggested Times	Monday	Tuesday	Wednesday	Thursday	Friday
	** Please submit these tasks to your teacher on Class Dojo				
9:10	20 min Reading				
9:30	** Writing – Movie Review Watch example. Choose your own movie.	Writing – Movie Review Introduction	Writing – Movie Review Body / Summary	Writing – Movie Review Conclusion	** Writing – Movie Review Record yourself
10:10	Crunch and Sip				
10:20	Vocab – word of the day 'bizarre'	Vocab – word of the day 'hoarse'	Vocab – word of the day 'desolate'	Vocab – word of the day 'peasant'	Vocab – word of the day 'devotion'
10:30	Reading Comprehension Making Predictions	** Reading Comprehension Making connections	** Reading Comprehension Questioning	Reading Comprehension Visualising	BTN Watch: Handshake History https://www.abc.net.au/btn/classroom/handshake-history/12224640
11:00	Break 1				
11:40	Mindfulness Mindful memory	Creative & Critical Thinking Crunches Sketch your imagination	Mindfulness Five things I see, hear and feel	Creative & Critical Thinking Crunches Backwards Quiz	Mindfulness Mindful Mountain Breath
11:50	Maths Volume and Capacity	** Maths Volume and Capacity	Maths Volume and Capacity	Maths Volume and Capacity	** Maths Volume and Capacity
12:30	** PDH Water Safety https://bit.ly/3SUTB0z	Number of the Day = 4449 TEN Maths = Multiply Multiply Multiply Mathletics	Coding Khan Academy https://www.khanacademy.org/join	** History Impacts of European Civilisation on Aboriginal people, culture and environment	Visual Arts Realistic Face https://safeYouTube.net/w/Li19
1:10	Fitness PE With Joe https://safeYouTube.net/w/vSYD	Fitness Dice Workout	Fitness Dance – Cotton Eye Joe https://safeYouTube.net/w/0IYD	Fitness Push up Challenge	Fitness Yoga
1:30	Break 2				
2:10	** Library Comparison of life in 18/19th Century and now https://iview.abc.net.au/show/btn-specials	Weekly Challenge Attempt 1 or all of the Weekly Challenges	** Science STEM Activity Bird's Nest	** Music Write and perform a rap	** Journal Reflection Reading Eggs / Mathletics Complete an assigned Reading Eggs or Mathletics task
	Weekly Challenges – Physical, Times Tables, Word, Picture, Maths				

STAGE 3 – REMOTE LEARNING – WEEK 4

Read for 20 mins each day

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

BTN

Watch BTN: 'Handshake History'

<https://www.abc.net.au/btn/classroom/handshake-history/12224640>

1. Briefly summarise the *Handshake History* story.
2. What is the earliest example of handshakes in history?
3. Complete this sentence. In Greece in the 5th Century BC handshaking was a way of showing that you didn't have any _____.
4. How did people handshake during the Roman era?
5. Who were the Quakers? What did they think about handshaking?
6. What other types of greetings do people use? Give 2 examples.
7. What did you learn while watching the BTN story?

MINECRAFT

THE NETHER PORTAL

"Steve!"

I jerk up in my bed, toward the shout of my name. My heart racing. My mind wondering what might have gone wrong. What danger was approaching?

"Steve, I'm hungry"

"Your hungry?" I exclaim incredulously. "You screamed my name and made me think a mob was attacking because you're hungry? Alex, you need to stop doing that"

"it so much fun to see you jerk awake though" Alex laughs.

"Yeah well, one day I might jerk awake and whack you with my sword." I grumble, climbing out of bed. I figure that since I'm awake, and Alex will just keep bugging me, I may as well start the day.

"You do know it's like 1 o'clock in the afternoon, right?" Alex asks.

"No it's not. It's only like 8am" I reply.

"No man. You slept for hours. That's why I'm so hungry. I've been calling your name for ages." Alex tells me.

"Must have been the fight with the cave spiders yesterday." I reply, "I knew I was tired, but I didn't think I'd sleep for that long."

"At least we got some gold and diamond out of it" Alex says.

I make my way over to the kitchen to get us both some food. "What's the plan for today then?" I ask.

"I heard about a mine shaft not too far away that has some useful track and carts. Maybe we can pick up some redstone." Alex suggests.

After breakfast we make our way to the mine shaft. We jump into a minecart and activate the redstone switch.

The minecart starts its descent into the dark shaft. We pass vast open caverns where small amounts of valuable materials are still available. There are long, winding passages that are darkly terrifying. Occasionally the tracks branch and Alex makes seemingly random choices about which way to go.

"You sure you know where you're going?" I ask, as Alex makes another turn down a dark passage.

"Yeah. The guy who told me about the redstone deposit gave me these instructions" Alex says waving a sheet of paper at me.

All of a sudden we pass by an opening cut into the side of the tunnel. The change in air whips the paper out of Alex's hand and it disappears into the darkness.

"Now what are we going to do?" I yell. "How will we get out?"

"I don't know." Says Alex.

I peer at her in the darkness. "Alex, why do you look nervous all of a sudden?" I query.

"There's something I didn't tell you about this mine." She says nervously.

"What did you not tell me? It can't be worse than being lost in a mine shaft with no directions can it?" I huff grumpily.

"Well," Alex starts, "It might be nothing. The guy who gave me the tip, and the directions mentioned that there was an abandoned Nether Portal down here." she ends on a whisper, so I can hardly catch what she says.

"A Nether Portal!" I exclaim. "You brought me to a mine shaft with a Nether Portal, didn't make a backup of the directions, and you forgot to tell me about it!?"

"Well if we followed the directions you would never have known about the portal." She says defensively.

"How do you know for sure? That guy could have given you dodgy directions that lead us straight there."

"I didn't think of that" Alex acknowledges.

"So how do we get out then? Can we turn the cart around?" I ask.

"That's the other thing." Alex says "This track is one way. We have to keep going and eventually we will get to the exit."

"Or the Nether Portal" I add. "Can you remember any of the directions? Do you think you can get us out of here?"

"I think so." Alex says.

"Good. Keep on getting us out of here, while I gear up just in case" I say, getting out my pack.

I check through my supplies. I pull out my diamond armour and struggle into it in the cramped space inside the cart. I get out my diamond sword and turn to Alex.

"How's it going?" I ask.

"I've gone as far as I can remember. We'll just have to wait and see what happens" Alex says.

"Well get your gear on then while I keep watch." I look out the front of the mine cart as Alex gets her armour on. We take a few random turns.

I can smell something. It tweaks something in my memory. I start sniffing to try and work out what it is.

We burst into a large open cavern.

"Nether Portal!" Alex screams.

I look at the tracks in front of me as they disappear into the portal. The stink of sulphur and fire come out of the portal and punch me in the nose.

"Hold on" I say to Alex as we cross the threshold.

Monday

WALT: We are learning to use the comprehension strategy of predicting to help us read and understand a text.

Success Criteria:

- * I can state the purpose of the text and make a prediction.
- ** I can clarify the meaning of unfamiliar words and phrases.
- *** I can ask questions to check my understanding



- Have you ever read a story that gives you clues as to what is happening as you read it?
- Have you ever watched a movie that gives you clues as to what is happening as you watch it?
- Have you ever read a story that you understand only right at the very end?
- Read the Minecraft information above and answer these questions.

MINECRAFT NAME: _____

PREDICTING

WHAT WILL HAPPEN NEXT

COMPLETE THE ACTIVITIES BELOW ABOUT PREDICTING

What do you think Steve and Alex are thinking as they head into the portal?

Place yourself in the mind of the author. Imagine you have to write the next paragraph of the story. What do you think will happen next?

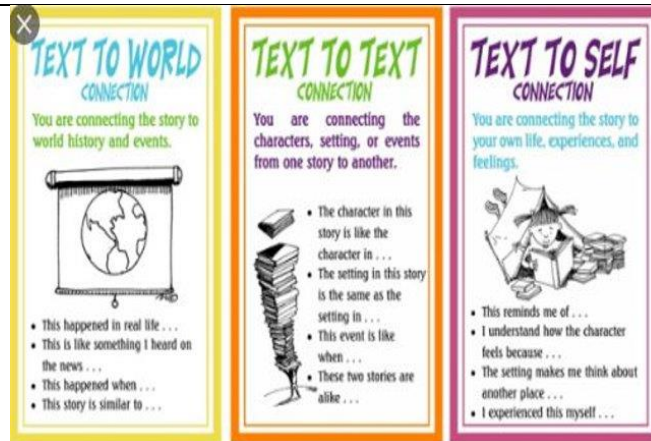
What do you think the author has planned for Steve and Alex? Do you think the story needs to be expanded upon greatly, or do you like where it ends now? Why?

Tuesday

WALT: We are learning to use the strategy of making connections to help us read and understand a text.

Success Criteria:

- * I can make connections to myself when I am reading a text.
- ** I can make connections to myself and other texts when I am reading.
- *** I can make connections to myself, other texts and the world when I am reading.



Read the Minecraft text on the previous page and complete the questions

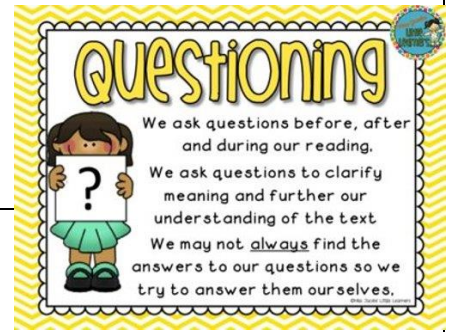
<p>MINECRAFT NAME: _____</p> <p>MAKING CONNECTIONS</p> <p>TEXT TO TEXT</p> <p>COMPLETE THE ACTIVITIES BELOW BY MAKING CONNECTIONS</p> <p>HOW DO THE IDEAS IN THIS TEXT REMIND YOU OF ANOTHER TEXT (STORY, BOOK, MOVIE, SONG, ETC)?</p> <p>What I just read reminds me of _____ (story/book/movie/song) because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The ideas in this text are similar to the ideas in _____ because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The ideas in this text are different than the ideas in _____ because...</p> <p>_____</p> <p>_____</p>	<p>MINECRAFT NAME: _____</p> <p>MAKING CONNECTIONS</p> <p>TEXT TO SELF</p> <p>COMPLETE THE ACTIVITIES BELOW BY MAKING CONNECTIONS</p> <p>HOW DO THE IDEAS IN THIS TEXT RELATE TO YOUR OWN LIFE, IDEAS, AND EXPERIENCES?</p> <p>Parts of what I just read remind me of the time that I...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>I agree with/understand what I just read because in my own life...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>I don't agree with what I just read because in my own life...</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>MINECRAFT NAME: _____</p> <p>MAKING CONNECTIONS</p> <p>TEXT TO WORLD</p> <p>COMPLETE THE ACTIVITIES BELOW BY MAKING CONNECTIONS</p> <p>HOW DO THE IDEAS IN THIS TEXT RELATE TO THE LARGER WORLD, PAST, PRESENT AND FUTURE?</p> <p>What I just read makes me think about _____ (event from the past) because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What I just read makes me think about (event from today related to my own community, nation or world) because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What I just read makes me wonder about the future because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Wed

WALT: We are learning to use the strategy of questioning to help us read and understand the text.

Success Criteria:

- *I can ask questions before, during and after reading.
- **I can ask questions about things I wonder.
- *** I can ask questions that cannot be easily answered from the text.



Questioning

We ask questions before, after and during our reading.

We ask questions to clarify meaning and further our understanding of the text.

We may not always find the answers to our questions so we try to answer them ourselves.

Read the Minecraft text and complete the questions



MINECRAFT NAME: _____

QUESTIONING

WHY DID THAT HAPPEN?

COMPLETE THE ACTIVITIES BELOW ABOUT QUESTIONING

1. At the very beginning of the story, do you think Steve was dreaming? Why do you think this?

2. In the story it mentions that Steve slept in for a very long time. Why did Steve need so much sleep?

3. After breakfast Alex wanted to go searching for a particular resource. What was this resource, and why do you think she wanted it?

4. Alex recieved an item from the guy who informed her about the redstone. What did she receive?

5. What danger was also in the shaft, and how do you think Steve felt when finding out about it?

6. What did Steve pull out of his backpack in preparation for the dangers ahead?

7. Do you think Alex felt guilty about leading them into danger? Why?

Thur

WALT: We are learning to use the strategy of visualisation to help us read and understand a text.

Success Criteria:

- *I can visualise a text as I read a text.
- *I can use five senses as I visualise the text.
- ***I can use five senses, visualise the text as I read and make a movie in my head.

Read the Minecraft text and complete the questions

Visualizing
to create a picture in your mind while reading

USE YOUR SENSES:
smell hear see feel taste

What do the words or pictures remind you of?

Does this text remind you of another text?

Can you connect the text to your own experiences?

MINECRAFT NAME: _____

VISUALISING

IMAGINE BEING THERE

COMPLETE THE ACTIVITIES BELOW ABOUT VISUALISING

- A great way to help us understand a text, is to imagine being a part of the story
- Complete the table below of 'senses' in the Minecraft world.

WHAT CAN YOU SEE?	WHAT DOES IT SOUND LIKE?	WHAT CAN YOU SMELL?	WHAT CAN YOU FEEL LIKE?	WHAT DOES IT TASTE?


MINECRAFT NAME: _____

VISUALISING

WHAT DO I LOOK LIKE

COMPLETE THE ACTIVITY BELOW ABOUT VISUALISING

- When reading 'The Nether Portal', there are many different ways Steve could look. He doesn't have to have the appearance you are use to seeing.
- In the space below, draw a picture of what you imagine Steve would look like in the story.



WRITING: Reviews

WALT: We are learning to write a review about a movie or tv show we have watched.

Success Criteria:

- * I can explain what a movie review is.
- **I can write an introduction to grab the reader's attention.
- ***I can write a short summary of the movie/tv show using present tense.
- ****I can include descriptive language.
- *****I can give my opinion and a recommendation.

Monday

- A movie review has the same structure as the book review you wrote last week.
- However, a movie review has a producer / director and not an illustrator / author.
- In a movie a review we can also comment on the music, sound and visual effects.

Click on the link to watch an example of a movie review <https://bit.ly/2TdiFLk>

Click on the link for the explanation of the task <https://bit.ly/3fWcltT>

Title: Film Producer/Director: Duration:
Introduction: (engage and inform the reader of the topic / main idea of the media text)
Body of review: <ul style="list-style-type: none">• comment on the characters and your opinion of them• comment on the setting and your opinion of how it is presented• comment on the main events and how they relate to the main idea – do they flow?• comment on the theme of the text and how appropriate it is to the audience• comment on the use of sound or music and how effective it is• comment on the use of visual effects and camera angles/perspective and how effective they are
Conclusion: <ul style="list-style-type: none">• your overall opinion of the media text• who would like to view it and why

**Bring this information
to school on Tuesday**



Think of a movie you would like to review.



Write down the title



Write down the director / producer



Write down a list of characters / cast



Write down the main idea of the movie

Tues

Click on the link to watch another example of a movie review

<https://bit.ly/3dMn5R9>

We are only focusing on the introduction.

Choose a movie you have watched and would like to review.

Write down the Title and Director/Producer.

In your introduction:

- Introduce the topic
- Tell the reader the main idea of the movie.
- Make sure to use evaluative and descriptive language

Wed

We are only focusing on the Summary / Body of Review.

In your Summary:

- Include events that happened in the movie (in chronological order)
- Tell the reader what you thought about the characters and their actions (use descriptive language).
- Tell the reader what you thought about the events and give examples.

Thurs

We are only focusing on the Conclusion.

In your Conclusion:

- Include your overall opinion of the movie.
- Include your overall recommendations for the movie's audience.
- Include your rating out of 5 stars

Movie Review Plan

Movie Title:

Director/ Producer:

Introduction:

Introduce the topic:

Setting:

Main idea:

Summary / Body of review:

What happened in the story?

Conclusion / Recommendations / Opinions:

Overall Opinion:

Recommendation:

Rating: ☆☆☆☆☆

Friday

Click on the link for an example <https://bit.ly/2AvDYRD>



Today you will be recording your published review.



Be creative! You may want to create a backdrop and choose illustrations from your book of choice.



Make sure you read your work fluently and with expression.

Example Introduction

Movie Review **'Finding Nemo'**

Finding Nemo is a Pixar film directed by Andrew Stanton and produced by Graham Walters in 2003.

A young family of clown fish find themselves in danger of a shark attack. The scene moves quickly with scary music until there is dark. Marlin who is Nemo's dad wakes up and finds only one egg left... Nemo. As the last living egg Marlin becomes very protective of Nemo which pressures him into swimming far away to touch a strange boat. Nemo is taken by a scuba diver which leads Marlin to begin his long and adventurous journey of finding Nemo. On this journey both Marlin nemo meet some exciting and scary characters along the way.

- Title
- Producer and Director
- Adjectives
- Evidence from the movie (sound/ visual/ music)
- Don't give away too much of the story in your introduction!

Body Example

As young Nemo is taken by the scuba diver, Marlin begins searching for him immediately. The director uses a wide shot of the ocean to show how large the space is that Marlin will have to search for Nemo.

As Marlin swims after the boat the music slows down and becomes quite deep to show that Marlin is too small and too tired to keep up with the speeding boat.

His love for Nemo forces him to keep swimming until he bumps into Dorey the fish. In this dark ocean we can see that both Dory and Marlin are bright in colour which lets the audience know that they are the focus.

- Your body should include who, what, when, where, why and how.
- Make sure to include information about the visuals and music in your writing.

Conclusion – Example)

Finding Nemo is a fun and adventurous movie for the whole family. I highly recommend this movie to people of all ages as it addresses concepts of friendship and family through Marlin's journey with Dorey to find Nemo.

I really enjoyed this film because there is a wide range of characters like the friendly sea creatures in the tank to the crazy sea gulls in the harbour. The setting being in Australia made me like this movie even more.

- High Modality language (to persuade someone to watch this movie)
- Opinion
- Suitable audience
- Evidence from the film

VOCABULARY

Watch a video demonstration <https://bit.ly/2SM2eoP>

WALT: Use given words and put them into simple, compound and complex sentences.

Success Criteria:


- *I can define what my given word means
- **I can use the word in a simple sentence
- **I can use the word in a compound sentence
- ***I can use the word in a complex sentence

Example 'celebrate'	Definition	To take part in special enjoyable activities in order to show that a particular occasion is important.
	Simple	I can't wait to celebrate my birthday.
	Compound	I can't wait to celebrate my birthday with my nephew, he always gives the best birthday hugs.
	Complex	I can't wait to celebrate my birthday, which I'll spend eating ice cream cake.
Monday 'bizarre'	Definition	
	Simple	
	Compound	
	Complex	
Tuesday 'hoarse'	Definition	
	Simple	
	Compound	
	Complex	
Wednesday 'desolate'	Definition	
	Simple	
	Compound	
	Complex	
Thursday 'peasant'	Definition	
	Simple	
	Compound	
	Complex	
Friday 'devotion'	Definition	
	Simple	
	Compound	
	Complex	

Simple Sentence

A simple sentence consists of one clause that has a subject and a verb. A simple sentence puts across one simple idea.


The owl hooted.



Compound Sentence

Compound sentences contain two or more pieces of information and the pieces are linked by connectives.


The owl hooted then flew away.



Complex Sentence

A complex sentence is used to put across more detailed ideas. A complex sentence contains one main clause that can make sense on its own, and one or more minor clauses that are linked to it.

The hungry owl hooted loudly then flew away as it spotted its next meal.

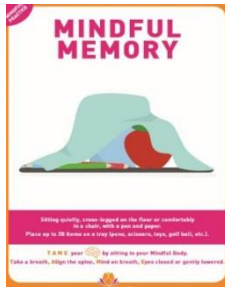


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MINDFULNESS

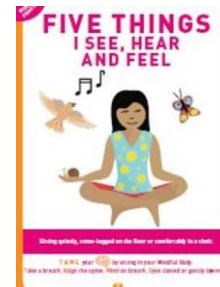
Monday

1. Ask someone to put 10 objects on a tray.
2. Take three mindful breaths. With each breath picture filling up the balloon in your belly and then gently letting it deflate.
3. You have 1 minute to study the objects on the tray.
4. The tray is then covered. You have 1 minute to write as many objects that you can remember.



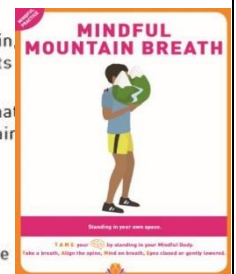
Wednesday

1. Take three mindful breaths. Moving just your eyes, look around you and notice five things you can see.
2. Continue sitting very still, gently close your eyes and listen for five different sounds. Note one sound, then move on to hear the next.
3. Without moving your hands, notice five things that you can feel. Perhaps the feeling of your clothes against your skin, or the floor beneath your feet.
4. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.



Friday

1. Imagine there is a mountain inside your chest. The base of your ribs is the base of the mountain and your head is the peak. Spend a few moments visualising the mountain inside of your body.
 2. Begin by taking a deep breath in and imagine that your breath is climbing to the top of the mountain.
 3. Slowly breathe out and imagine your breath is climbing down the mountain.
 4. Continue to make the journey up the mountain and back down, while paying close attention to your breath. Practise this activity for one minute or longer.
 5. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.
- It is okay if your mind wanders. Always refocus your attention with kindness.



CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

Tuesday

Sketch Your Imagination

Suitable for all ages 5+

CCT CURRICULUM - IMAGINE POSSIBILITIES AND CONNECT IDEAS. ADD DETAIL TO BASIC IDEAS MAKING THEM MORE COMPLEX AND INTRICATE

You will need: Two blank pieces of A4 paper and two pencils of different colours

OR Two iPads with a 'Doodle' app installed on each

1. Find a friend and draw three random 'squiggles' for each other.
2. Before you convert their squiggles into a picture, turn the page around and look at the page from four different angles. Try to imagine four different potential pictures.
3. Choose your best idea.
4. Add lines, shapes and details to the squiggles to make one big elaborate picture that tells a story.
5. When you have finished explain your drawing to your friend.

Tips

Use one colour for the squiggles and a different colour for the drawing.

For inspiration watch an episode of Mr Squiggle on YouTube.

Thursday

Backwards Quiz

Suitable for all ages 8+

CCT CURRICULUM - TEST OPTIONS TO IDENTIFY THE MOST EFFECTIVE SOLUTION. CONSIDER REASONABLE CRITICISM AND ADJUST THEIR THINKING IF NECESSARY. EXPLAIN AND JUSTIFY CHOICES

Conduct a backwards quiz using words from a current classroom topic.

Example:

A. "Heart is the answer. What is the question?"

Q. "What is an organ that keeps you alive?"

(This question is wrong because it has more than one answer: "brain", "kidneys", "liver" and "lungs" as well as "heart".)

Q. "What is the organ in the human body that pumps the blood?"

(This question is correct because it has only one possible answer: "heart".)

Tips

* This activity works best with the whole class together led by the teacher. But after practice students can do this activity in small groups independent of their teacher.

FITNESS (30 mins each day)

Monday: PE With Joe

Follow the sequence of body movements. Make sure that you have plenty of floor space to complete the body movements.

<https://safeYouTube.net/w/vSYD>



Tuesday: Dice Workout

Set a timer for 15 mins. Roll the dice and complete the body movement skill. Complete the skill 10 times.

Wednesday: Dance

Follow the sequence of dance movements. Make sure that you have plenty of floor space to complete the dance movements.

Cotton Eye Joe

<https://safeYouTube.net/w/OIYD>



Thursday: Push Up Challenge

Task: Set a timer for 1 minute and see how many push ups you can do. Do this 5 times with a one minute rest in between each round. Then, have some fun and complete an active game that uses this exercise.

Be sure your hands are in line with your chest and your bottom is not arched in the air. If you want to make it harder, try for push-up claps. Drop to the knee if you need to.



Friday: Yoga Poses

Task: Move your body into the poses and hold for 30 – 60 seconds. Do three rounds of each exercise pose with 1-minute rest between each.

Crescent Moon Pose:

From Mountain Pose, reach your arms up high over your head, bringing your palms together. Tilt your upper body to one side. Come back to center. Tilt your body to the other side.



Dancer's Pose:

Stand tall in Mountain Pose, stand on one leg, reach the opposite leg out behind you, place the outside of your foot into your hand, bend your torso forward with your arm out in front for balance, and arch your leg up behind you.



Dancer, Ganesha

From Tree Pose, release your right foot and take it out in front of you, with a bent right knee. Bring your hands out in front of you and hold your hands like the trunk of Ganesha, the elephant god.



MATHS

MONDAY

WALT: We are learning about three-dimensional objects, including prisms and pyramids and their properties based on their properties and nets.

Success Criteria:

*I can name prisms and pyramids according to the shape of their base.

**I can describe and compare properties of prisms and pyramids using shapes, faces, edges and vertices.

***I can describe and compare properties of three-dimensional objects with their nets.

3D Space - Nets

Asking Permission

Ask your parents if you could collect and use an empty packet such as a toothpaste packet, tissue or shoe boxes.



Watch - <https://bit.ly/3fTJHAP>

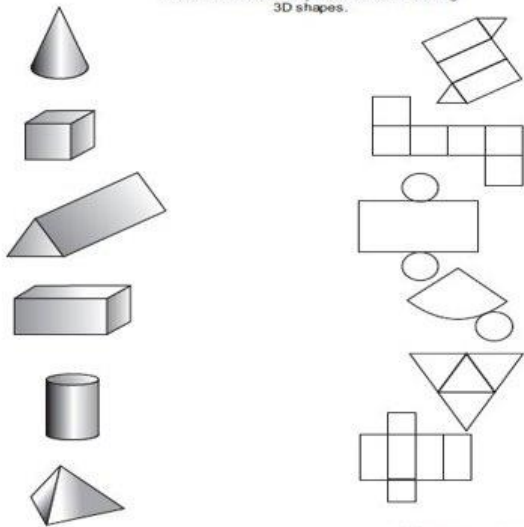
Watch the video demonstration on unpacking an everyday 3D prism to discover its net.

Complete the below activity and upload it to your portfolio.

1. Draw the net of your packet.
2. Is it easier to see the faces, edges and vertices?
3. How are 2D and 3D shapes related?
4. Record or upload the net you have drawn of your packet prism.

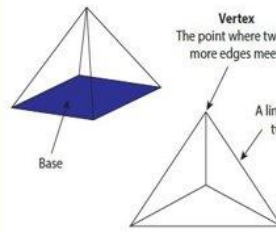
3D Shapes Sides Match

Look at the 3D shapes. If you wanted to build a model of the shapes, what would your paper look like? Draw a line to the shape nets to the matching 3D shapes.



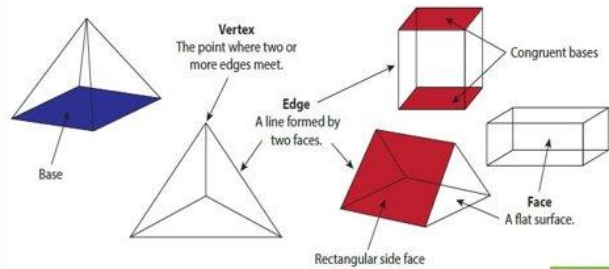
Pyramid

- 1 base
- Triangular faces meet at one vertex



Prism

- 2 congruent bases
- Rectangular side faces

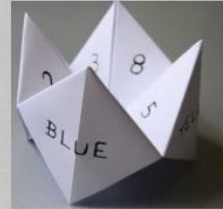


3D Space – Origami Chatterbox Game

- Watch the link:

<https://safeYouTube.net/w/KrZC>

- You may have to pause at different stages as you make game.
- Once you have completed the Chatterbox, record how many edges, faces and vertices it has? What does the net look like?
- Write some interesting/funny ideas. Now it's ready to use your 3D Origami Chatterbox Game. Play with your family and have fun!
- You may video or take image of your work and upload to your portfolio.



TUESDAY

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:

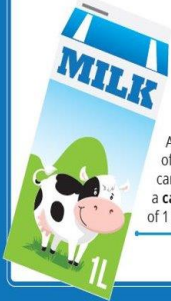
- *I can estimate and select appropriate units to measure volume.
- **I can use cubic centimetres and cubic meters to estimate and measure volumes.
- ***I can record volumes using abbreviations cm³ and m³.
- ****I can connect volume and capacity and their units of measurement.

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

Capacity vs Volume

Capacity is the amount of liquid a container can hold.

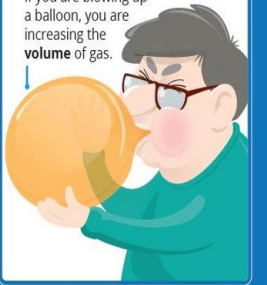
We measure the **capacity** of anything which can hold something else.



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.



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?

Think about and find example of household objects that has 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.

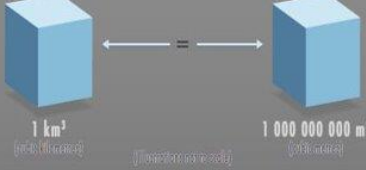
CONVERTING UNITS OF VOLUME



1 cm³ (cubic centimetre) = 1000 mm³ (cubic millimetre)




1 m³ (cubic metre) = 1 000 000 cm³ (cubic centimetre)

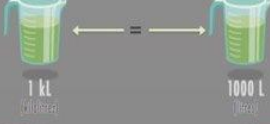


1 km³ (cubic kilometre) = 1 000 000 000 m³ (cubic metre)


CONVERTING UNITS OF CAPACITY



1 L (litre) = 1000 mL (millilitre)



1 kL (kilolitre) = 1000 L (litre)



1 ML (megalitre) = 1000 kL (kilolitre)

WEDNESDAY

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.

Volume and capacity

Read all the information given in all the maths slides before doing the activity.

How to Estimate Volume

Imagine using centimetre cubes to build these shapes. What is the volume of each shape?

Volume and Capacity

How to Estimate Volume

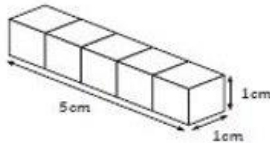
Can you count the cubes to estimate the volume of each shape without building it? Remember to count the cubes that you can't see.

Estimating Volume

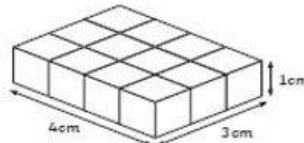
I can estimate volume using cubic centimetres (cm³).

1. Use centimetre cubes to estimate the volume of these shapes.

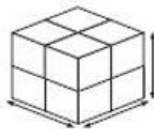
a) Volume = _____ cm³



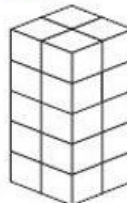
b) Volume = _____ cm³



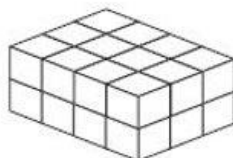
c) Volume = _____ cm³



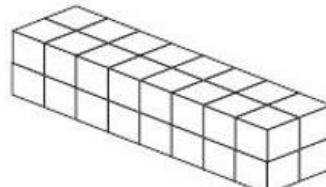
d) Volume = _____ cm³



e) Volume = _____ cm³



f) Volume = _____ cm³



THURSDAY

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.

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.

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

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

To find out the volume of an object without counting each block, we can multiply the length by the width by the height.

Length
Width
Height

$l \times w \times h = v$
 $5 \times 2 \times 2 = 20\text{cm}^3$

Click on the link

<http://www.scottle.edu.au/ec/viewing/L163/index.html>

2 Using the formula $l \times w \times h = v$, calculate the volume of these boxes:

a

$\square \times \square \times \square = \square$

b

$\square \times \square \times \square = \square$

c

$\square \times \square \times \square = \square$

d

$\square \times \square \times \square = \square$

e

$\square \times \square \times \square = \square$

f

$\square \times \square \times \square = \square$

3 Would you measure the volume of these objects in the given units? If not, suggest a better choice:

- a swimming pool – cm³ _____
- b brick – cm³ _____
- c suitcase – cm³ _____
- d restaurant – cm³ _____
- e pencil case – cm³ _____
- f lunch box – cm³ _____
- g remote control – cm³ _____
- h classroom – cm³ _____

FRIDAY

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.

Capacity refers to the amount a container can hold and is usually associated with liquid.

1 000 millilitres = 1 Litre


1 000 mL = 1 L

- 1 When we convert:
- a millilitres to litres we by
 - b litres to millilitres we by

- 2 Express these amounts in litres:
- a 2 000 mL =
 - b 1 500 mL =
 - c 500 mL =
 - d 5 000 mL =

- 3 Convert these amounts to millilitres:
- a 8 L =
 - b 2.5 L =
 - c 9.5 L =
 - d 0.6 L =
 - e 5.5 L =
 - f 0.2 L =

4 Which unit would you use for measuring the capacity of each of these objects?
Write L for litres or mL for millilitres:



a 2 _____ b 5 _____ c 1 _____ d 300 _____ e 4 _____ f 250 _____

Volume and Capacity – millilitres and litres

Water Travel!

1. Collect different size of types of containers such as bucket, cup, water jug, water bottle, etc. And a sponge as shown in the image.
2. Fill the bucket with water. (Maybe half full)
3. Fill up their cup by dipping the sponge into the bucket of water and squeezing the water out into the cup. Once the cup is filled, do the same with other containers. Refer to the image
4. Record how many sponges full of water is needed to fill in each container.
5. Estimate how much was soaked in the sponge. Use a measuring cup/jar/ milk carton to find the capacity of water (mL) soaked.
6. Would you change how you transferred the water? What helped? What did not?



Record how many sponges full of water is needed to fill in each container.

Name of the container	Number of Sponges full of water	Estimate in L or ml	Was any water lost? Yes/No



MULTIPLY MULTIPLY MULTIPLY



LEARNING INTENTION

We are learning to

Multiply

3 numbers

SUCCESS CRITERIA

* I can multiply 3 single digit numbers together using one strategy

** I can multiply 3 single digit numbers together using more than 1 strategy

*** I can multiply 3 numbers together (at least one is a 2-digit number) using a variety of strategies

Connections

We are practicing to multiply 3 numbers together to help us solve volume problems where we multiply length (l) x width (w) x height (h)

Equipment

- Dice or playing cards
- You can play with 1 or more players

Level 1

- Roll 3 dice and multiply the numbers together
Eg. Roll 2, 3, 5
- Solve using one strategy $2 \times 3 = 6 \times 5 = 30$
- Solve using more than one strategy
 $2 \times 3 = 6 \times 5 = 30$
 $2 \times 5 = 10 \times 3 = 30$
 $3 \times 5 = 15 \times 2 = 30$
- Verse a partner to see who can solve it first or
- Each add your totals together, 1st player to reach 200 wins!

Level 2

- Roll 2 dice to create a 2-digit number.
- Roll 2 dice multiply the 3 numbers together
Eg. Roll 2 and 3 (23), 5, 4
- Solve using one strategy $23 \times 5 = 115 \times 4 = 460$
 $20 \times 5 = 100, 3 \times 5 = 15, 100 + 15 = 115$
 $100 \times 4 = 400, 15 \times 4 = 60, 400 + 60 = 460$
- Solve using more than one strategy
 $23 \times 4 \times 5 = 23 \times 20$
 $20 \times 20 = 400, 3 \times 20 = 60, 400 + 60 = 460$
- Verse a partner to see who can solve it first or
- Each add your totals together, 1st player to reach 2000 wins!

HISTORY

WALT: We are learning to recognise the impacts that European Colonisation had on Aboriginal people, their culture and environment.

Success Criteria:

- *1 can identify 1-2 impacts that Colonisation had on Aboriginal people.
- ** I can identify the impacts of Colonisation on Aboriginal people before and after Colonisation.
- *** I can identify the impacts before and after Colonisation on Aboriginal people and share facts about the changes in their lifestyles.

Activity

- 1) Brainstorm what was Aboriginal traditional life like before Colonisation
- 2) Complete the Traditional Aboriginal lifestyle work sheet "Before".
- 3) Read the facts about life after Colonisation for Aboriginal people and complete the next column of the worksheet 'After'.


Year 5 – Exploring Australian HistoryWorksheet Three

Traditional Aboriginal Lifestyle

Australia's Indigenous people generally lived a stable lifestyle, guided by elders who knew the local Dreaming stories and customs. The people worked together, sharing their food and knowledge, and living in harmony with their environment. They made tools to help them hunt and generally lived a nomadic life according to their Indigenous seasons.

Indigenous people took only the resources they needed to live. When a particular area within a group's territory became too pressured by over-use, the people moved camp, allowing landscapes and resource stocks to be restored.

The Aboriginal people did not hunt or kill any animal for sport. They killed only those animals they needed for food and only when it was necessary. They had a deep respect for each living creature and the land.



After reading the text and watching the video, compare Aboriginal life before and after colonisation:

Before Colonisation	After Colonisation

MUSIC

THURSDAY

WALT: We are learning to perform a rap which has verses, a chorus and that follows a rhythm and beat pattern.

Success Criteria:

*I can write a simple rap.

** I can write a rap with verses and a chorus.

*** I can write a rap with verses and a chorus which follows rhythm and beat.

**** I can write a rap with verses and a chorus which follows rhythm and beat, I can perform my rap with a backing rhythm and beat which I created.

Activity

Using your written rap from last week now it's time to create a beat to perform your rap to. You can use anything that you like to create your backing beat.

Some examples are:

- Groovy Pizza (the one you used for you name rap in week 2)
- Musical instruments if you have any at home.
- Your own musical instruments using items from around the house i.e a wooden spoon for a drum.
- Body percussion.

Think about this.....

- Pauses can be used in rap and can create interesting rhythmic and dramatic effects.
- Keeping to the beat is extremely important.
- Think about the flow – how will the rap be delivered and how do the words sound together?
- How will you add musical elements to enhance the meaning of your lyrics?
- Could your rap be enhanced by including song samples or musical instruments?
- Will you sing any of the lines?

Above all else, you should love the rap you've written and feel passionate about delivering it to an audience.

- Now it's time to practice your rap.
- Perform your rap words/song with your own backing music.
- Record yourself performing you rap and upload it into your portfolio on Class Dojo
- HAVE FUN!!!

VISUAL ARTS

FRIDAY

WALT: I am learning to draw a realistic picture using shading and contrasting.

Success Criteria:

* I can draw a male and female face following step by step instructions.

** I can draw a male and female face which looks realistic following step by step instructions.

*** I can draw a male and female face which looks realistic with shading and contrasting following step by step instructions.

Realistic Face

Watch the video below and follow the instructions to complete your realistic face drawings.

<https://safeYouTube.net/w/Li19>

Take a photo of your face art and upload them onto your class Dojo Portfolio.



SCIENCE

WALT: We are learning to design and create a bird's nest that can hold three eggs using recycle material.

Success Criteria:

- * I can design and make a bird's nest that can hold three eggs.
- ** I can use and apply a variety of solutions to design and make a bird's nest that can hold three eggs.
- *** I can reflect, creatively design and make a bird's nest that can hold three eggs.


BIRD NEST CHALLENGE

Let's Talk About It...
What do living things need?



What other things to living things need?

- Water
- Air
- Nutrients
- Habitat



The Problem:
Someone cut down the tree that the bird's nest was in.
She needs a new nest to lay eggs in.

- There is a problem! The home of the bird is destroyed.
- What will you do about it?




The Challenge:
Build the bird a new nest.
Use the selected supplies or materials collected from outside.
It needs to hold at least 3 eggs.
You must make the eggs.

- For any STEM activity it is important to:
 - read all the information given and the questions carefully.
 - research about the topic.
 - plan and design your project – make as many changes as like.
 - list and collect the material.
 - use you design and construct your project.
 - You may change your project as you make it. Record all the changes and explain why you made the change.

Your Task

Your task is to design and make a bird's nest which can hold the bird and three eggs.


- Investigate about different types of nest made by birds. What materials to birds use?
- First, you will need to investigate which materials to use to construct the nest.
- Then, you will need to plan and design the nest that can hold three eggs.



Choosing Material

- Decide which materials would be best for the nest.
- Decide whether the materials below are suitable or unsuitable for nest. Explain your answers (even if you're unsure).


Material	Suitable	Unsuitable	Unsure



Design and Make- Bird's Nest!

- BIRD'S NEST DESIGN
- Now, it's your turn to create and build your own nest!
- First, you will need to draw and label a design of the nest.
- Then, you will choose the materials to use and construct the nest.
- Remember to make the three eggs for the nest.

My Building Plan




Construct the Nest and three eggs.

- Complete making the nest and the eggs.
- Was your nest hold able to three eggs? Why or Why not? Explain.
- Upload all your work with the image of the net.

Bird Nest Project Self-Evaluation

My Finished design looked like this:



- Did the nest have at least 3 eggs?
- Did the eggs stay in the nest without Falling out?
- Did I spend \$10 or less?

What changes would I make next time?

CODING

Activity:

- Go to the Khan Academy website for your next lesson <https://www.khanacademy.org/join>
- To join, please enter you class code:
 - 5 Mandarin: Q9ZB6YF8
 - 5 Plum: BRU7YXNU
 - 5 Amethyst: DZ5G74XP
 - 5/6 Lavender: VNRWV37Q
 - 6 Iris: U5WUAVRZ
 - 6 Purple: VEA8JJP
 - 6 Violet: C3QUPTXR
- Once you enter your class code press **+Add**
- Then Login in to your existing account
- Please enter your username and password
- Follow the prompts to start your lesson

PDH (Health)

WALT: I am learning how to be responsible around the water

Success Criteria:

- * I can read the "water safety scenario cards"
- **I can read the "water safety scenario cards" and create a short performance for the solution to one card.

Activity:

Today we are looking at "water safety" and how important it is to behave responsibly around all bodies of water.

Did you know that, "More than 50 children drown every year in Australia, making it one of the largest causes of accidental death among kids. You can help reduce these statistics by simply arming yourself with the right knowledge and skills".

Read through the "Water safety scenario cards" and just choose 1. Act out a short drama performance for your solution to the scenario you picked and then upload the video onto your portfolio.

Click on the link below to watch a demonstration video to help give you some ideas.

<https://bit.ly/35UTB0z>

Water Safety Scenarios Cards

You are at the beach with your friends. The nearest flags are about 200m down the beach from where you're sitting, and you're feeling very hot, and would like to go for a swim. What do you do? Do you swim in the water in front of you, or do you head down the beach to swim between the flags?

Your friend is swimming in the surf when he is caught in a rip. He looks to be panicked. What do you do?

You're at a friends house with a few other friends, and are about to go for a swim in their pool. What should you ensure that you do prior to entering the pool?

You and your 16 year old brother/sister have been left in charge of your 3 year old cousin for a few hours, and have been asked to give him a bath before bed. What do you need to do to ensure your cousin is safe in his bath?

Library

This week in Library we are going to continue to answer the question;-

How does my life today compare with the life of children in Australia in the late 18th and early 19th Century?

To do this you will need to watch a BTN special which explains about the life of children in the early days of the colony. You will only need to watch the first part of the video which talks about life on the First Fleet. <https://iview.abc.net.au/show/btn-specials> and start **Episode 7 Australian History** (near bottom of the list)

Login to World Book Online www.worldbookonline.com

Login ID = lwps

Password = lwps

JOURNAL REFLECTION

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 have you and your family been doing?

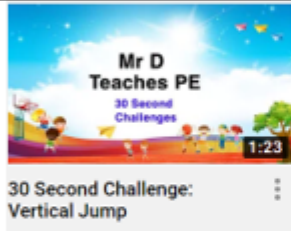
What's going well?

What would you change?

Please share your reflections on Dojo.

WEEK 4 CHALLENGES

Physical Challenge



<https://safeYouTube.net/w/SkO6>



Word Challenge

Missing animals

Can you name the creatures whose names end with these words?
The first one has been done for you.

- | | |
|--|--|
| 1. _____ pie magpie
2. _____ rich _____
3. _____ key _____
4. _____ rot _____ | 5. _____ pine _____
6. _____ at _____
7. _____ out _____
8. _____ use _____ |
|--|--|



Picture Challenge

Tricky triangles

How many triangles can you find in this diagram?



Maths Challenge

I have fifteen cards numbered 1– 15.
I put down seven of them on the table in a row.



- The numbers on the first two cards add to 15.
- The numbers on the second and third cards add to 20.
- The numbers on the third and fourth cards add to 23.
- The numbers on the fourth and fifth cards add to 16.
- The numbers on the fifth and sixth cards add to 18.
- The numbers on the sixth and seventh cards add to 21.

What are my cards?
Can you find any other solutions?

Mystery Number Challenge

Number diamonds

Place the numbers 1 to 8 in the circles so that each diamond adds up to 18.
You can only use each number once.

