



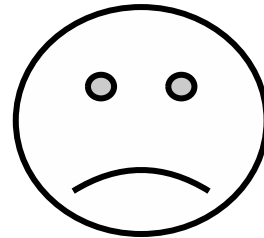
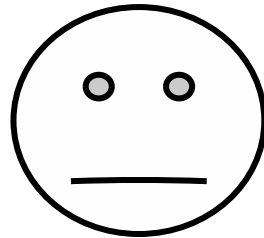
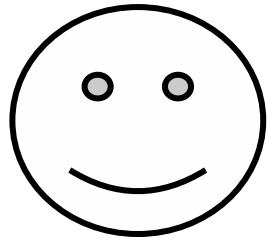
Monday

Term 4, Week Three

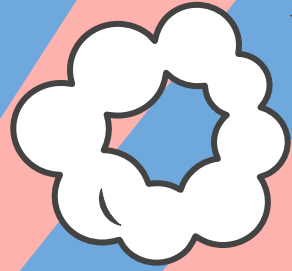
Stage 3, 2021
Tregear Public School
Daily Remote Learning Lessons and Activities.

Morning Check In

How are you feeling today?
(Colour in the face that represents your mood)



Spelling:



This week we are looking at words that make a z sound with an s or si. This sound can look like this in words:



Brainstorm at least 4 words in each column that make this sound. Use google to help you or your spelling words on the next slide.

| s | si |
|----------|----------|
| treasure | decision |



Spelling words

Type your spelling words and underline or **highlight the sound blends that make the 's' 'si' sound.**

usually

pleasure

leisure

collision

massage

decision

amnesia

casual

composure

conclusion

confusion

enclosure

entourage

envision

exclusion

Fantasia

persuasion

provisional

sabotage

What are Earthquakes?

An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth's surface directly above the focus. This point is called the epicentre.

Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake.

So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth's surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In an earthquake with a rating of 8, many buildings will fall down and people's lives will be at serious risk.

Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur. However, they do know that earthquakes occur along fault lines and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.

1) When do earthquakes occur?

Write here

2) Why is the location of an earthquake usually referred to as the epicentre?

Write here

3) How are seismographs useful in measuring the magnitude of an earthquake?

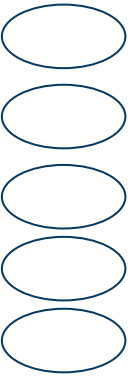
Write here

4) Can scientists predict when and where an earthquake will occur? Why/why not?

Write here

5) Decide whether the following statements are true or false.

- | | |
|--|--------------|
| a) Tectonic plates bumping into each other can cause an earthquake. | True / False |
| b) The original point where an earthquake began is called the collision point. | True / False |
| c) Foreshocks are only ever very small. | True / False |
| d) An earthquake rated 8 on the Richter scale is life-threatening. | True / False |
| e) Scientists are aware of where fault lines exist around the world. | True / False |



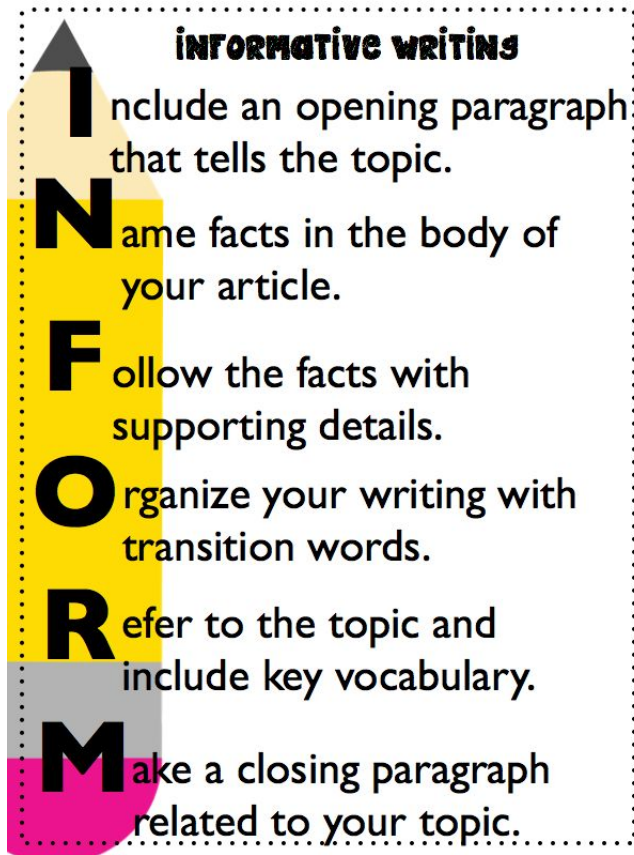
Writing FOCUS

Lesson

Learning Intention:

*Understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas to create an informative text

INFORMATIVE WRITING

- 
- I**nclude an opening paragraph that tells the topic.
 - N**ame facts in the body of your article.
 - F**ollow the facts with supporting details.
 - O**rganize your writing with transition words.
 - R**efer to the topic and include key vocabulary.
 - M**ake a closing paragraph related to your topic.

Writing: Language Features

Informative language

When writing unbiased texts like reports of factual information, it is important to use a specific style of language that means that the information is clear and precise to your reader.

Be factual

When writing to inform should avoid biased information wherever possible. This is to make sure that you are not manipulating the reader's ideas or viewpoint in any way. You are simply providing them with the information to form their own viewpoint.

Be specific

Informative writing provides readers with key information linked to the topic, location, time period, process and possible reasons why. A simple way to remember this is:

What, where, when, how and why

This helps the reader to understand the information and ensures that you are being precise. It makes sure that you prioritise the content of the text for the reader. Start with what they need to know, then what they want or would like to know. It is essential to include relevant information.

Clear, polite imperative language

The language that you choose to use when writing to inform should be precise, and where required, imperative. This is language that instructs the reader and is often used in recipes, directions and other texts used to inform.

Writing: Language Features

Example

In the example below look at how the writer used the key aspects of informative writing.

Key things to remember

1. Consider how the language needs to help you to achieve the purpose of your writing.
2. Be ambitious with the vocabulary that you choose to use when including literary techniques within your work.
3. Make sure that the technique fits with the mood of the piece of writing - ensure that the language you choose helps you to fit the genre of the text.

Example of a Report

Report Topic

Butterflies are insects. They live all over Australia and in most other parts of the world. Butterflies can be found in rainforests, on the open plains and anywhere where there is the right sort of food.

Butterfly groups can be distinguished from each other by the colours and patterns of their wings. Butterfly wings are covered in tiny scales. These scales overlap each other and some are coloured with pigments. These pigments refract light, producing different colours. Some butterflies have tiny hairs that also help with colours and patterning. The ways in which the scales are positioned, form the different patterns on their wings. Their wings are usually held upright.

Butterflies range in size from very tiny to very large. Australia's largest butterfly, the Cape York Birdwing, can have a wingspan as wide as 14cm.

Butterflies have two main body parts, two pairs of wings and six legs. They have two long, thin antennae. They have large, compound eyes.

Butterflies eat nectar and other plant liquids.

Butterflies lay eggs on the leaves of plants. The eggs hatch into caterpillars which eat these plants. The caterpillars spin themselves into pupas. Inside pupas caterpillars change into butterflies.

It is important that the environments of all butterflies are protected. If butterfly habitat and food is lost, butterflies will be lost to the world.

Name 5 things you learnt about butterflies:

- 1.
- 2.
- 3.
- 4.
- 5.

Name the topic mentioned in this writing:

1.

Name **pronouns** used in the informative writing on butterflies:

1.

2.

3.

Name **adjectives** used in the informative writing on butterflies:

1.

2.

3.

Name **Technical language** used in the informative writing on butterflies:

1.

2.

3.

4.

**PRONOUNS ARE WORDS
THAT REPLACE NOUNS:
I, ME, SHE, WE, THEY, WHO,
THAT, YOURS, HIS, HER, ETC.**

Adjectives

Learning English with easyaqalearning.com

- An adjective is a word that describes a noun.
- Adjectives can tell what kind. Ex: color, size, shape, smell, age or temperature.
- Adjectives can tell how many. Ex: number words, few, many, some, several, or none.
- Adjectives can come before the word it describes, as in "the brown monkey."
- Adjectives can also follow the verbs "is" or "seems", as in "The monkey is brown."

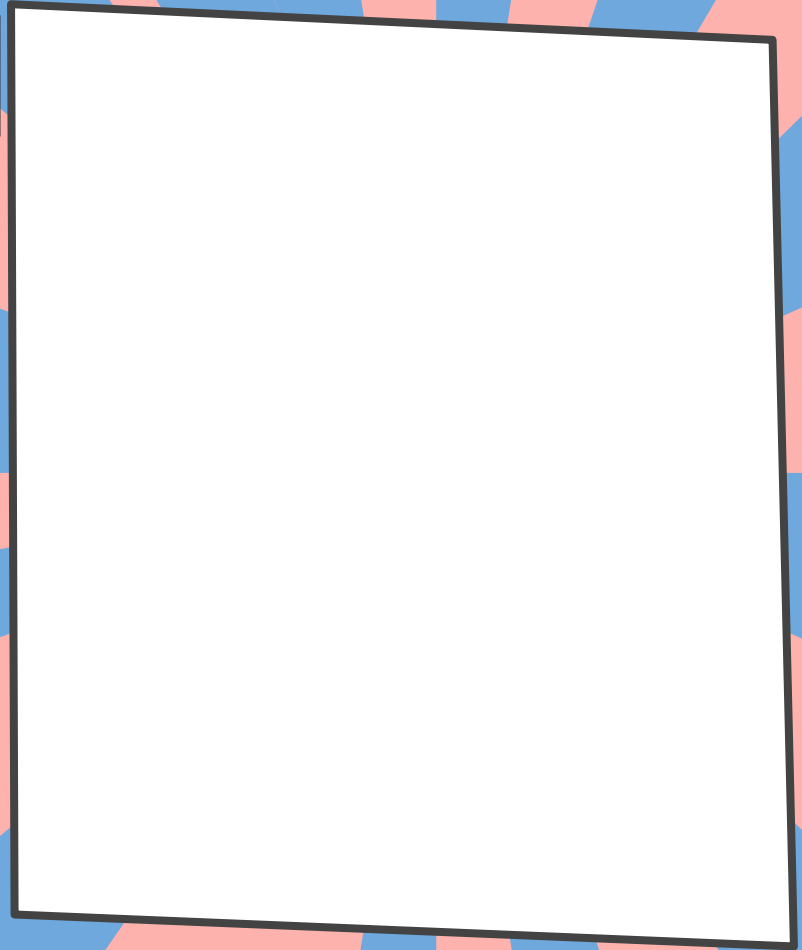
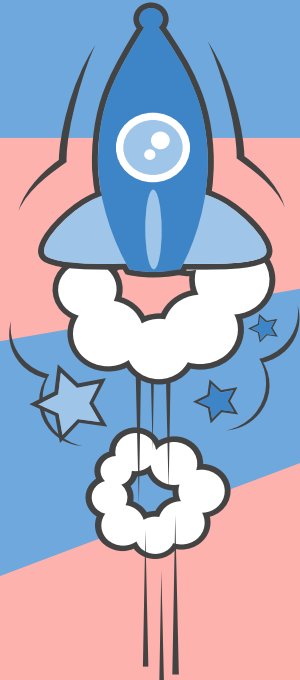
what are other
words for
technical language?



jargon, specialized language,
slang, cant, idiom, argot,
patter, patois, vernacular



Dear Diary,



1st Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)



Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

-100

+100

-5000

+5000

-1050

+1050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

NUMBER OF THE DAY
7658

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

Extension: Word problem

There are 7658 people at a concert in the park. Each person paid \$30 for entry and got a \$10 food voucher. How much in total is the food voucher amount?

MULTIPLICATION: CHOOSE A LIST YOU DON'T KNOW. READ, WRITE AND REPEAT 3 TIMES WITH

3 DIFFERENT NUMBERS.

Times tables



| 1x | 2x | 3x | 4x | 5x | 6x |
|-------------|-------------|-------------|-------------|-------------|-------------|
| 1 x 1 = 1 | 1 x 2 = 2 | 1 x 3 = 3 | 1 x 4 = 4 | 1 x 5 = 5 | 1 x 6 = 6 |
| 2 x 1 = 2 | 2 x 2 = 4 | 2 x 3 = 6 | 2 x 4 = 8 | 2 x 5 = 10 | 2 x 6 = 12 |
| 3 x 1 = 3 | 3 x 2 = 6 | 3 x 3 = 9 | 3 x 4 = 12 | 3 x 5 = 15 | 3 x 6 = 18 |
| 4 x 1 = 4 | 4 x 2 = 8 | 4 x 3 = 12 | 4 x 4 = 16 | 4 x 5 = 20 | 4 x 6 = 24 |
| 5 x 1 = 5 | 5 x 2 = 10 | 5 x 3 = 15 | 5 x 4 = 20 | 5 x 5 = 25 | 5 x 6 = 30 |
| 6 x 1 = 6 | 6 x 2 = 12 | 6 x 3 = 18 | 6 x 4 = 24 | 6 x 5 = 30 | 6 x 6 = 36 |
| 7 x 1 = 7 | 7 x 2 = 14 | 7 x 3 = 21 | 7 x 4 = 28 | 7 x 5 = 35 | 7 x 6 = 42 |
| 8 x 1 = 8 | 8 x 2 = 16 | 8 x 3 = 24 | 8 x 4 = 32 | 8 x 5 = 40 | 8 x 6 = 48 |
| 9 x 1 = 9 | 9 x 2 = 18 | 9 x 3 = 27 | 9 x 4 = 36 | 9 x 5 = 45 | 9 x 6 = 54 |
| 10 x 1 = 10 | 10 x 2 = 20 | 10 x 3 = 30 | 10 x 4 = 40 | 10 x 5 = 50 | 10 x 6 = 60 |
| 11 x 1 = 11 | 11 x 2 = 22 | 11 x 3 = 33 | 11 x 4 = 44 | 11 x 5 = 55 | 11 x 6 = 66 |
| 12 x 1 = 12 | 12 x 2 = 24 | 12 x 3 = 36 | 12 x 4 = 48 | 12 x 5 = 60 | 12 x 6 = 72 |

| 7x | 8x | 9x | 10x | 11x | 12x |
|-------------|-------------|--------------|---------------|---------------|---------------|
| 1 x 7 = 7 | 1 x 8 = 8 | 1 x 9 = 9 | 1 x 10 = 10 | 1 x 11 = 11 | 1 x 12 = 12 |
| 2 x 7 = 14 | 2 x 8 = 16 | 2 x 9 = 18 | 2 x 10 = 20 | 2 x 11 = 22 | 2 x 12 = 24 |
| 3 x 7 = 21 | 3 x 8 = 24 | 3 x 9 = 27 | 3 x 10 = 30 | 3 x 11 = 33 | 3 x 12 = 36 |
| 4 x 7 = 28 | 4 x 8 = 32 | 4 x 9 = 36 | 4 x 10 = 40 | 4 x 11 = 44 | 4 x 12 = 48 |
| 5 x 7 = 35 | 5 x 8 = 40 | 5 x 9 = 45 | 5 x 10 = 50 | 5 x 11 = 55 | 5 x 12 = 60 |
| 6 x 7 = 42 | 6 x 8 = 48 | 6 x 9 = 54 | 6 x 10 = 60 | 6 x 11 = 66 | 6 x 12 = 72 |
| 7 x 7 = 49 | 7 x 8 = 56 | 7 x 9 = 63 | 7 x 10 = 70 | 7 x 11 = 77 | 7 x 12 = 84 |
| 8 x 7 = 56 | 8 x 8 = 64 | 8 x 9 = 72 | 8 x 10 = 80 | 8 x 11 = 88 | 8 x 12 = 96 |
| 9 x 7 = 63 | 9 x 8 = 72 | 9 x 9 = 81 | 9 x 10 = 90 | 9 x 11 = 99 | 9 x 12 = 108 |
| 10 x 7 = 70 | 10 x 8 = 80 | 10 x 9 = 90 | 10 x 10 = 100 | 10 x 11 = 110 | 10 x 12 = 120 |
| 11 x 7 = 77 | 11 x 8 = 88 | 11 x 9 = 99 | 11 x 10 = 110 | 11 x 11 = 121 | 11 x 12 = 132 |
| 12 x 7 = 84 | 12 x 8 = 96 | 12 x 9 = 108 | 12 x 10 = 120 | 12 x 11 = 132 | 12 x 12 = 144 |

| | | |
|--|--|--|
| | | |
|--|--|--|

Mathematics

FOCUS: Times table practise

Learning Intention: Practise your 3, 4, 5 and 6 times tables

Times tables speed test!

- ★ How fast can you complete your **3, 4, 5** and **6** times tables?
- ★ Click this link to find out by completing the **speed test**:
<https://www.timestables.com/speed-test/>
- ★ Make sure you only select the **3, 4, 5** and **6** times tables before you begin.

Speed Test X

Choose the table you want to practice

| | | | | | |
|---|---|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |

All tables Start

Last results

- ★ How did you go?

MATHS FOCUS

Lesson

Learning Intention:

- compares, orders and calculates with fractions, decimals and percentages.

Students:

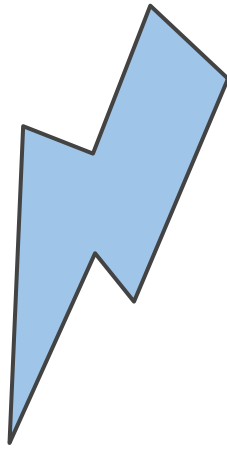
- model, compare and represent fractions as decimals and percentages .



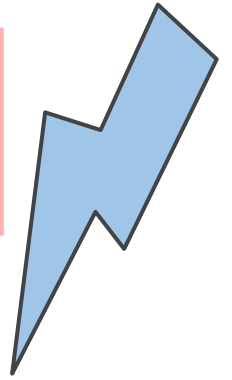
MATHS FOCUS LANGUAGE

Fractions, decimals and percentages important words:

whole, equal parts, half, quarter, eighth, third, sixth, twelfth, fifth, tenth, hundredth, thousandth, fraction, numerator, denominator, mixed numeral, whole number, number line, proper fraction, improper fraction, is equal to, equivalent, ascending order, descending order, simplest form, decimal, decimal point, digit, round to, decimal places

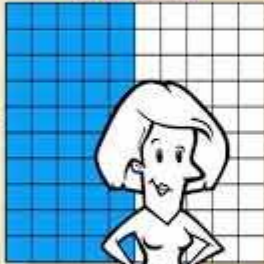


MATHS FOCUS equivalent Fractions, decimals and percentages.



How much is shaded **blue** here?

10 columns



10 rows



Half of it is **blue**

$$\frac{1}{2}$$

$$\frac{5}{10}$$

$$0.5$$

$$\frac{50}{100}$$

$$50\%$$

We know from previous learning:
fraction = decimal = percentage

$$\frac{1}{2} = 0.5 = 50\%$$

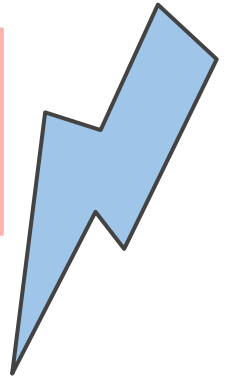
$$\frac{1}{4} = 0.25 = 25\%$$

$$\frac{1}{10} = 0.1 = 10\%$$

$$\frac{1}{100} = 0.01 = 1\%$$

$$\frac{100}{100} = 1 = 100\%$$

MATHS FOCUS equivalent Fractions, decimals and percentages.



| percentage | fraction | decimal |
|------------|----------------|---------|
| 30% | $\frac{3}{10}$ | 0.3 |

to go from a fraction to a percentage we can **convert to a decimal** first

$\frac{3}{5} \rightarrow 0.6 \rightarrow 60\%$

Using the video and examples below your next activity is to write out the fraction, decimal and percentage conversion
Example:

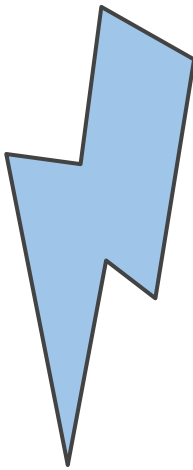
$$\frac{22}{100} = 0.22 = 22\%$$

| Fraction | Decimal | Percentage |
|------------------|---------|------------|
| $\frac{22}{100}$ | 0.22 | 22% |
| $\frac{83}{100}$ | 0.83 | 83% |
| $\frac{48}{100}$ | 0.48 | 48% |
| $\frac{75}{100}$ | 0.75 | 75% |

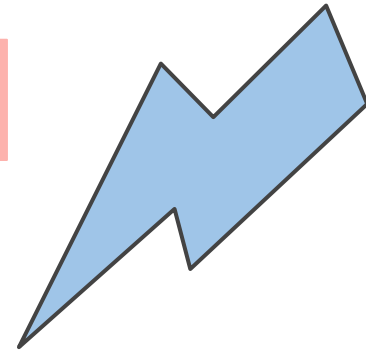
MATHS Missing ACTIVITY

Complete the table to convert the fractions, decimals and percentages to their equivalents.

| Fraction | Decimal | Percentage |
|------------------|---------|------------|
| | 0.22 | |
| | | 83% |
| $\frac{48}{100}$ | | |
| | 0.75 | |
| | | 95% |
| $\frac{16}{100}$ | | |



MATHS MATCHING ACTIVITY



Using the line too as per the example match the fraction, decimal and percentage.

Match the following decimal numbers, percentages and fractions.

| | | | | | |
|-----|-----|----------------|-------|---------------|-------|
| 0.3 | 50% | $\frac{2}{5}$ | 0.25 | $\frac{1}{2}$ | 12.5% |
| 0.5 | 40% | $\frac{1}{5}$ | 0.375 | $\frac{1}{8}$ | 50% |
| 0.4 | 70% | $\frac{7}{10}$ | 0.75 | $\frac{7}{8}$ | 87.5% |
| 0.7 | 20% | $\frac{1}{2}$ | 0.5 | $\frac{3}{8}$ | 25% |
| 0.9 | 30% | $\frac{9}{10}$ | 0.125 | $\frac{1}{4}$ | 75% |
| 0.2 | 90% | $\frac{3}{10}$ | 0.875 | $\frac{3}{4}$ | 37.5% |

2nd Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

Fitness time!



Fitness Bingo

Complete 3 or 5 activities each day

+

| | | | | |
|---|---|---|---|---|
| Play catch and kick a ball | Make up a dance and teach your family | Learn a tic toc dance | Family bike or scooter ride | Clean your room |
| Clean your room | 5 star jumps and jog on the stop for 10 minutes | Family Walk | Learn a tic toc dance | Make up a dance and teach your family |
| Family Walk | Play catch and kick a ball | Family bike or scooter ride | Play catch and kick a ball | Play catch and kick a ball |
| Make up a dance and teach your family | Learn a tic toc dance | Play catch and kick a ball | Family Walk | Learn a tic toc dance |
| Learn a tic toc dance | Family bike or scooter ride | 5 star jumps and jog on the stop for 10 minutes | Skip up and down your driveway for 10 minutes | Family bike or scooter ride |
| Have a relay race with your family | Family Walk | Clean your room | Have a plank contest | Play soccer, basketball or touch football |
| Family bike or scooter ride | Play soccer, basketball or touch football | Skip up and down your driveway for 10 minutes | Play soccer, basketball or touch football | Family Walk |
| 5 star jumps and jog on the stop for 10 minutes | Help adult in the garden | Play soccer, basketball or touch football | 5 star jumps and jog on the stop for 10 minutes | Help adult in the garden |
| Play soccer, basketball or touch football | Skip up and down your driveway for 10 minutes | Help adult in the garden | Help adult in the garden | Skip up and down your driveway for 10 minutes |

□

Fitness time!



Personal Development, Health and Physical Education

Learning Intention:
We are learning to explore reasons
why relationships change

Success Criteria:

- identify why relationships might change in a positive way and a negative way

Relationships and changes

Relationship Recipes

A healthy or positive relationship is like a recipe – the right ingredients make it great, if the ingredients are missing or if the ingredients change, it might not be as good as it could be.

View the recipe and answer the questions on the following slides.

Ingredients:

- 8 cups of loving kindness and support
- 5 cups of love and care
- 4 spoons of encouragement and empowering each other
- 3 kg of effective communication, problem solving and conflict resolution
- Truckload of time spent together where both of you have fun and enjoy each other's company
- 1 litre of acknowledgement and appreciation (no limits on "thank you")
- 500 g of forgiveness and willingness to work together to solve whatever lies ahead.

Combine with the following:

- Sharing important values and beliefs
- Recognising and dealing with issues as they arise
- Learn effective coping strategies including stress management
- Allow time to spend apart, appreciate each other's uniqueness
- Support each other's personal growth
- Humour, laughter, play in a common place
- Approximately the same amount of giving and receiving
- Ingredient: May vary with each individual

Reflect on the following questions and write your answers:

If you are related or linked to a person, does that automatically mean that you are close to that person?

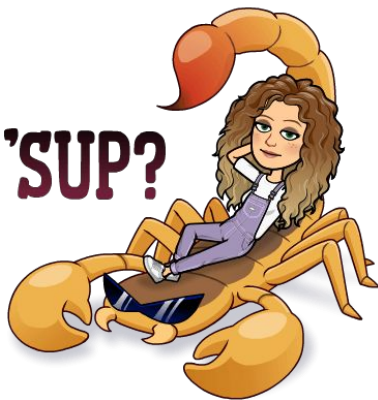
If a relationship changes and you lose some of the healthy ingredients, how might that affect someone? E.g. not as close, lonely, might still be ok but just not as close.

What are some unhealthy ingredients in a relationship? E.g. bullying, teasing, leaving out, secrets and bribes.

What if some unhealthy ingredients found their way into the relationship? How might that affect someone? E.g. confused, angry, uncertain, worried, lonely,

What could you do if one of your relationships started to change and you weren't sure about it anymore?

'SUP?



Tuesday

Term 4, Week Three

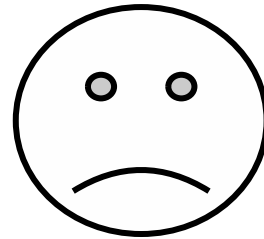
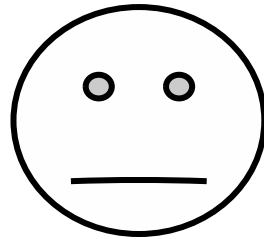
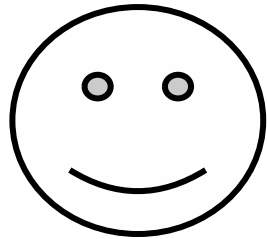
Stage 3, 2021

Tregear Public School

Daily Remote Learning Lessons and Activities.

Morning Check In

How are you feeling today?
(Colour in the face that represents your mood)



ATTITUDE OF GRATITUDE



Simple acts of kindness can be a great way to show our gratitude for people, places or things around us.

What is one small act of kindness that

Spelling:



| Spelling words | Re-Type your words (read them outloud and ask an adult if you need help reading them) | Choose 5 words to define the meaning of using www.dictionary.com |
|---|---|--|
| usually pleasure leisure collision massage decision amnesia casual composure conclusion confusion enclosure entourage envision exclusion fantasia persuasion provisional sabotage | | |

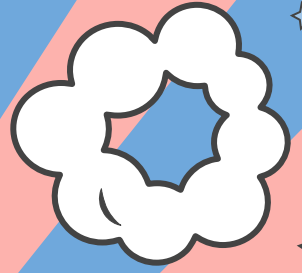
Reading and Writing

Learning Intention: To identify language features within information reports.

Revision:

What were 3 language features that you learnt about yesterday when reading the Butterfly information report?

Why are they important to include in an information report?



Writing: Language Features

Informative language

When writing unbiased texts like reports of factual information, it is important to use a specific style of language that means that the information is clear and precise to your reader.

Be factual

When writing to inform should avoid biased information wherever possible. This is to make sure that you are not manipulating the reader's ideas or viewpoint in any way. You are simply providing them with the information to form their own viewpoint.

Be specific

Informative writing provides readers with key information linked to the topic, location, time period, process and possible reasons why. A simple way to remember this is:

What, where, when, how and why

This helps the reader to understand the information and ensures that you are being precise. It makes sure that you prioritise the content of the text for the reader. Start with what they need to know, then what they want or would like to know. It is essential to include relevant information.

Clear, polite imperative language

The language that you choose to use when writing to inform should be precise, and where required, imperative. This is language that instructs the reader and is often used in recipes, directions and other texts used to inform.

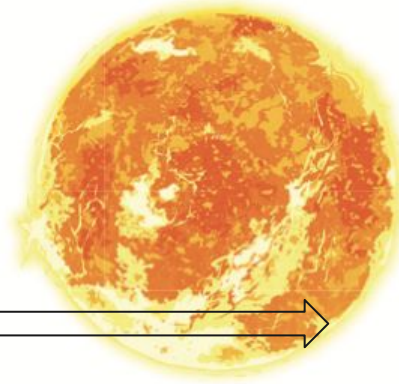
The Sun

Read the passage before answering the writing task.

The Sun is a star just like our other stars but much, much closer. It is right at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all travelling round it in oval or circle-shaped orbits

Making Energy:

- The Sun gives us almost all the energy, light and heat needed for us to live on Earth.
- It uses two gases for this: hydrogen and helium.
- Energy is released at its core right in the middle of the Sun.
- The next layer is the radiative zone which takes energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone!
- The photosphere is at the Sun's surface and the energy gets to there from the convection zone in big bubbles. From here, the energy escapes from the sun through the outer layers and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.



Did you know?

Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

Circumference: 4,366,813 km (2,713,406 miles)

Mass: 1,989,000,000,000,000,000,000,000kg

(About 1.3 million Earths could fit inside the Sun)

Lifespan:

The Sun is actually a yellow dwarf star and started about 4.6 billion years ago. It shall eventually run out of energy, but don't worry...not for over 4.5 billion years yet! Before the Sun dies, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth really hot and damp. 3.5 billion years from now, it will be even brighter than that: 40% brighter than it is today. This will be so hot that the oceans will boil and the ice will melt. There will be no life on Earth by then, but with astronauts and scientists already making new discoveries and exploring other planets, where do you think humans will be by then?

Mass means how much 'matter' makes up the object - similar to weight.

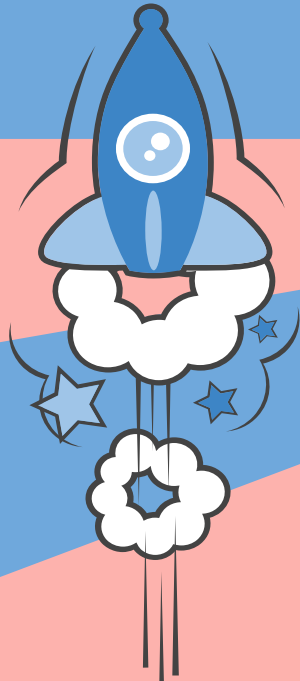
Writing task: Compose an informative paragraph!

Based on the information you have read. Write one paragraph (3-4 sentences) about the sun's appearance. This could include what it looks like, its size, colour or layers. Do not copy the information directly from the previous slides, it needs to be in your own words. Use informative language features including facts, technical and specific language.

Answer:

Dear Diary,

What do you think would be the best job in the world and why?



1st Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)



Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

-100

Cut in Half

NUMBER OF THE DAY
\$25.50

Make the Smallest Number

+100

Double It

Addition Problem

Make the Largest Number

-0.50

Expanded Form

Subtraction Problem

Write It Out

+0.50

Round to Nearest 5

-1.50

Round to Nearest 10

+1.50

Odd or Even

Extension: Word problem

Jason earned \$5.50 each time he helped his dad wash the car. There is a new lego that he wants to buy that costs \$30. How many car washes would he need to help with to have enough money to buy the new Lego?

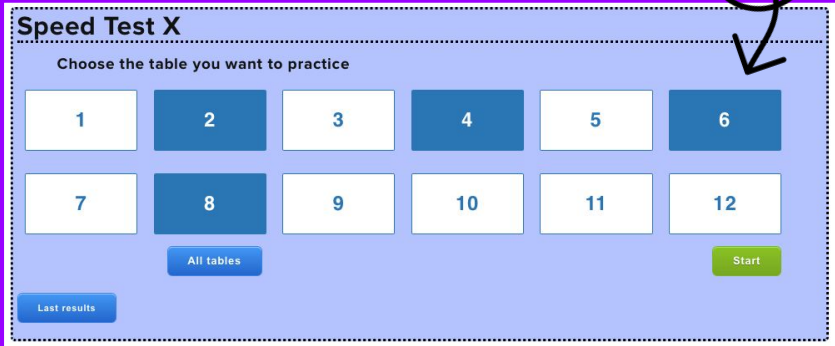
Mathematics

FOCUS: Times table practise

Learning Intention: Practise your
2, 4, 6 and 8 times tables

Times tables speed test!

- ★ How fast can you complete your **2, 4, 6** and **8** times tables?
- ★ Click this link to find out by completing the **speed test**:
<https://www.timestables.com/speed-test/>
- ★ Make sure you only select the **2, 4, 6** and **8** times tables before you begin.



Speed Test X

Choose the table you want to practice

| | | | | | |
|---|---|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |

All tables

Last results

Start

- ★ How did you go?

MATHS FOCUS

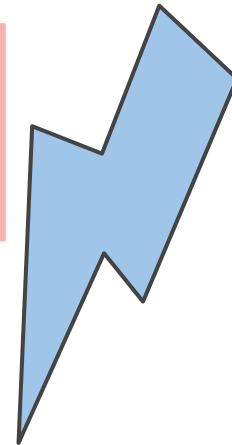
Lesson

Learning Intention:

- Add and subtract decimals, with and without the use of digital technologies



MATHS FOCUS: Place value of Decimal values



Watch this! →



Order these decimals from smallest to largest!

Hint: Remember the smaller the decimal the closer that it is to being a whole number (1) meaning it is LARGER, is the decimal is a bigger number, it is further away from 1 making it smaller!

| | | | |
|-----|-----|-----|-----|
| 0.1 | 0.2 | 0.4 | 0.8 |
| | | | |
| 0.9 | 0.4 | 0.6 | 0.2 |
| | | | |
| 0.1 | 0.9 | 0.8 | 0.3 |
| | | | |

Adding and subtracting decimals

Watch this! →



The video frame shows a man in a white t-shirt with the text "math Antics" on it. He is standing in front of a wooden board that displays two math problems. On the left, under the heading "decimal", is the addition problem $3.27 + 4.15$ with a red underline under the result. On the right, under the heading "whole", is the addition problem $327 + 415$ with a red underline under the result.

decimal
 3.27
 $+4.15$

whole
 327
 $+415$

Remember: Sum means addition and difference means subtraction

Find the sum or difference.

$$\begin{array}{r} 1. \quad 0.34 \\ - \quad 0.31 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 0.64 \\ - \quad 0.18 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 0.85 \\ - \quad 0.71 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 5.79 \\ + \quad 7.51 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 8.68 \\ + \quad 5.66 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 8.55 \\ + \quad 5.51 \\ \hline \\ \hline \end{array}$$

Fitness!



This is Miss Roberson's Favourite dance at the moment. Learn this dance and we can all do it together once we are back at school!



2nd Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

Geography

Read [these articles](#) about how Australia works with other countries in Antarctica. What are some key points? Summarise each one by writing a tweet (280 letters or less).

AUS/USA/NZ



AUS/China



AUS/France/others



Geography

Australia belongs to these groups; G20, WTO, ASEAN, APEC, IORA, ASEM, OECD and the FEALAC. These are acronyms, and stand for longer organisation names.

Research what three of these organisations are and record what they do.

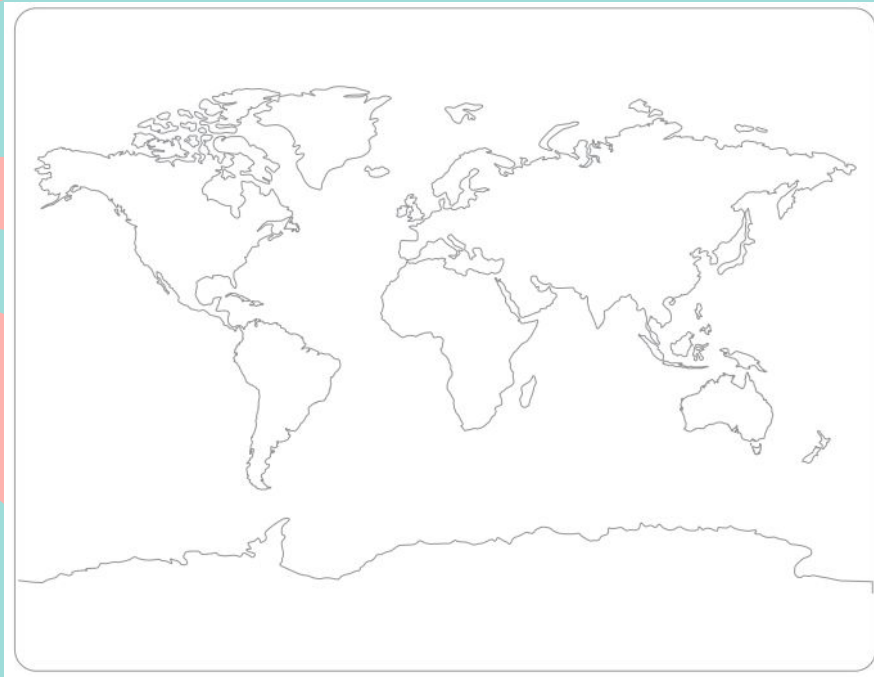
Geography

One of the ways that Australia connects with other countries is by trading.

Australia has some of the richest minerals in the world, along with world class commodities such as wool, wheat and meat. Trading with other countries means we can sell (export) our produce, creating more jobs in mining, farming, manufacturing and transport.

By setting up good connections with trading partners around the world, it also means we can buy (import) things we can't produce easily in Australia.

Go to [this interactive trade map](#). Find Australia's top 10 trading partners and label them and Australia on the world map below.





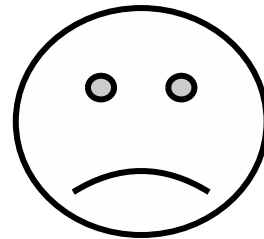
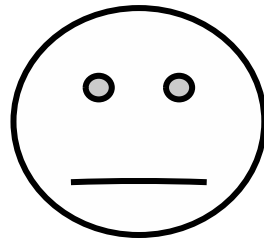
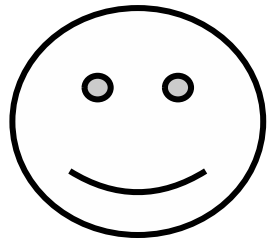
Wednesday

Term 4, Week Three

Stage 3, 2021
Tregear Public School
Daily Remote Learning Lessons and Activities.

Morning Check In

How are you feeling today?
(Colour in the face that represents your mood)



ATTITUDE OF GRATITUDE



I AM ME

BY SILVANA PHILIPPOUSSIS

I AM

*I am statements are important for us
to be grateful for our own selves*

I am

I am

I am

I am

I am

Spelling

Let's do a crossword puzzle! Using the clues below and your knowledge of your spelling words, fill in the crossword puzzle on the next page



Across

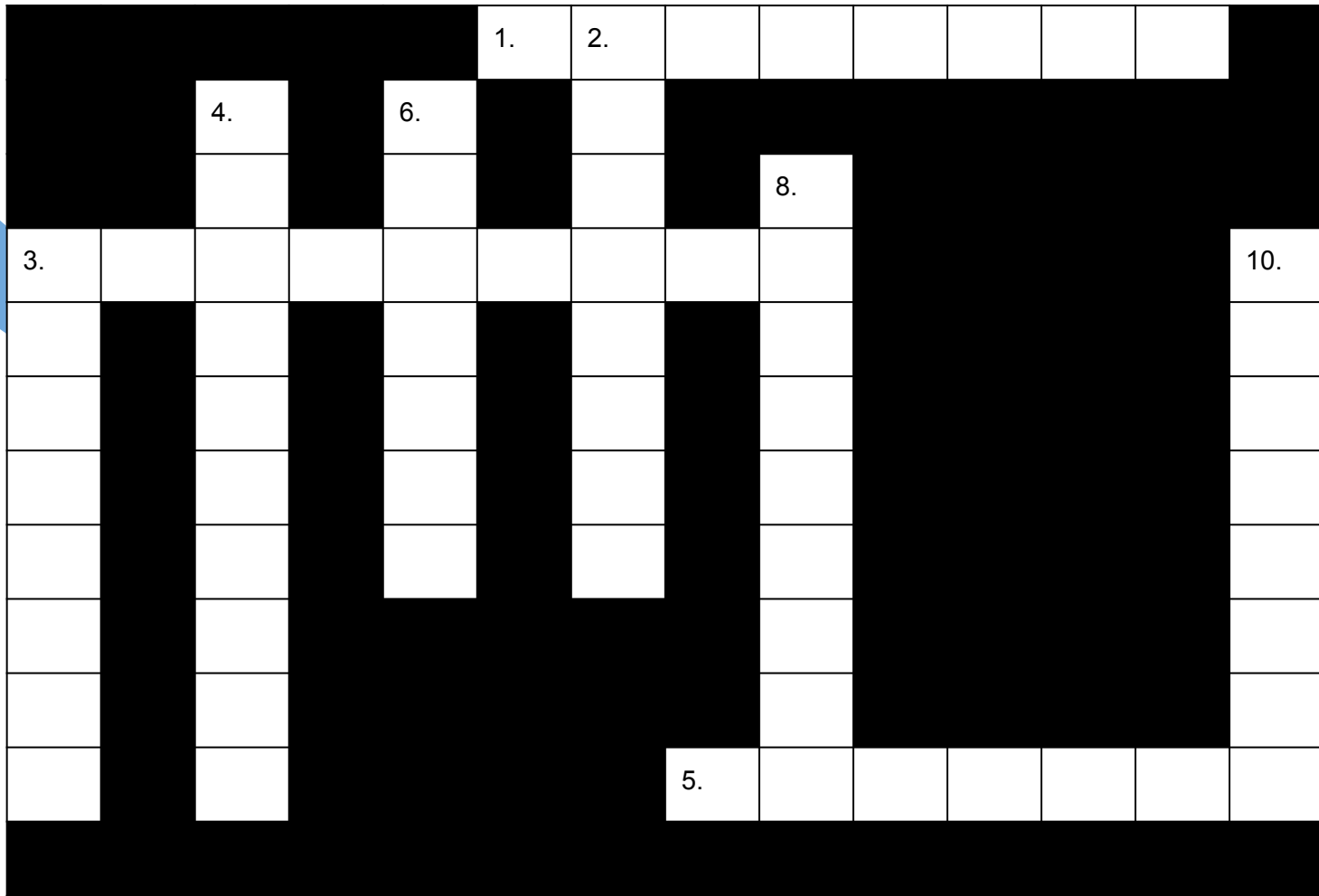
1. To decide something
3. To be uncertain or unclear
5. To relax

Down

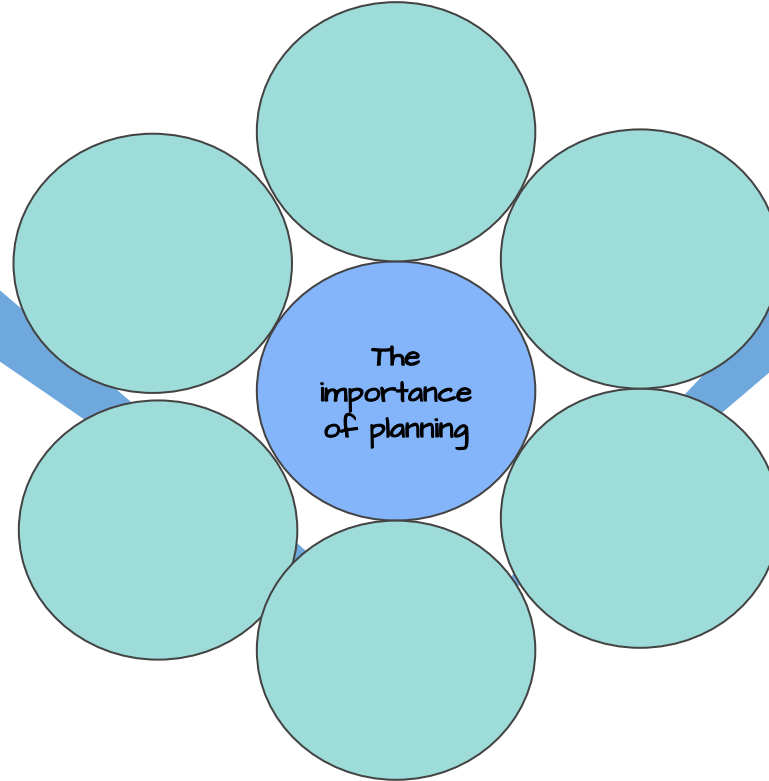
2. To have a clear idea
4. Introduction, body and -----
6. Normally happens
8. To keep around
10. To ruin something

- Usually
- Pleasure
- Leisure
- Collision
- Massage
- Decision
- Amnesia
- Casual
- Composure
- Conclusion
- Confusion
- Enclosure
- Entourage
- Envision
- Exclusion
- Fantasia
- Persuasion
- Provisional
- Sabotage

Spelling



Reading and Writing

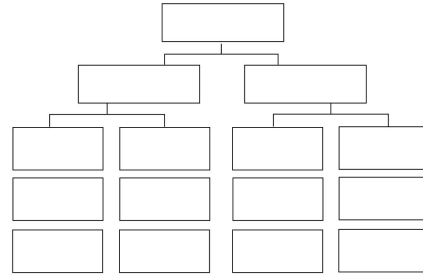
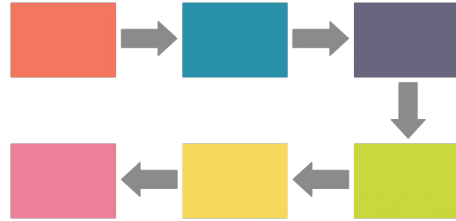
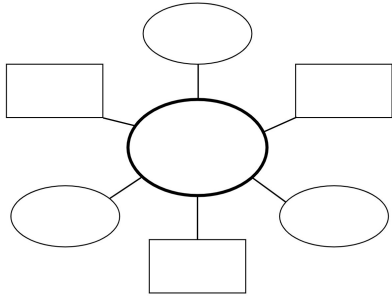


Planning is an important step in writing. It supports us to organise our ideas and ensure we do not miss anything.

What else makes planning important? Write it in the bubbles



Reading and Writing



Planning can be through dot points and also through graphic organisers.

These are some examples of graphic organisers. There are many more you might use.

Allow student to write the key words - what is known, what is unknown

Student selects a strategy
Organise and clarify thought
Select how many items

1. Understand the problem

2. Make a plan

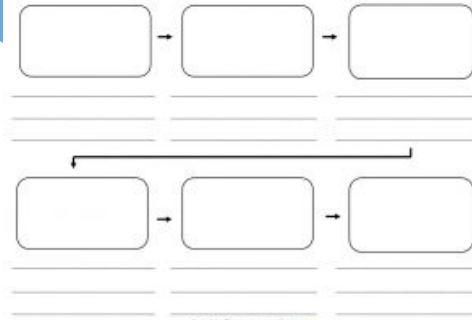
Solution:

3. Carry out the plan

4. Look back at the solution

Use to help student organise and clarify thoughts Mechanic of solving (Add/ subtract)

Allow student to examine the solution step by step



Copyright © www.jessicastratford.com

P-M-I Chart

| Plus | Minus | Interesting |
|------|-------|-------------|
| | | |
| | | |
| | | |



Reading and Writing

Snakes are cold-blooded reptiles that can make venom

Snakes, cold-blooded, reptiles and venom are informational words, as they given information about the topic 'snakes'

In Planning, we look at the title, diagrams, subheadings and find the **INFORMATIONAL words** when taking notes. It is important as we are looking the facts given.

Let's look at examples of informational words in the sentence to the left.



Reading and Writing

Find the Main Idea

Sharks – The Leaders of the Ocean

There are around 400 different types of sharks in the world. Sharks are the top predators of the ocean's natural food chain.

Sharks have incredibly sharp teeth and they never run out of them. If a shark loses a tooth, another moves forward from within the shark's jaw (where it neatly keeps a supply of replacement teeth). This way, it is almost impossible for a shark to end up without a full set of teeth. A shark may grow and use over 20 000 teeth in its lifetime.

Your task is to plan and take notes on Sharks (Goes over two pages) and record a maximum of 5 facts.

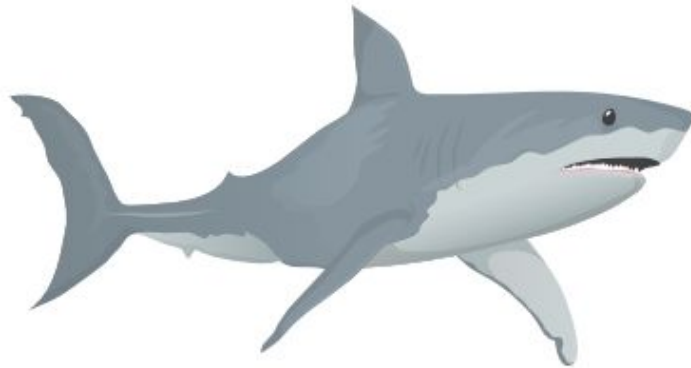
After, you will write a summary on sharks



Reading and Writing

Sharks have super senses. Two-thirds of a shark's brain is dedicated to its most powerful sense – smell. They have a mirror-like layer on their eyes, allowing them to see better in the water. Sharks are also able to feel vibrations in the water, using a line of canals that go from its head to its tail. These canals are filled with water and contain sensory cells with hairs growing out of them.

On average, a shark's lifespan is 20-30 years in the wild.

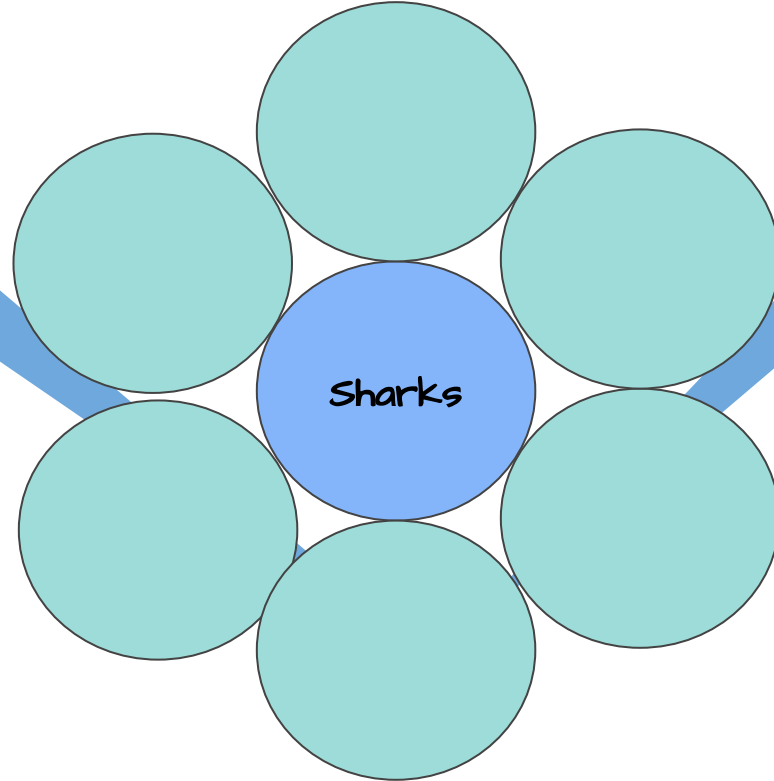


Your task is to plan and take notes on Sharks (Goes over two pages) and record a maximum of 5 facts.

After, you will write a summary on sharks.



Reading and Writing



Plan here



Reading and Writing

WRITE
your
summary
here



Dear Diary,



1st Break Time



Use this time to have a 30 minute break

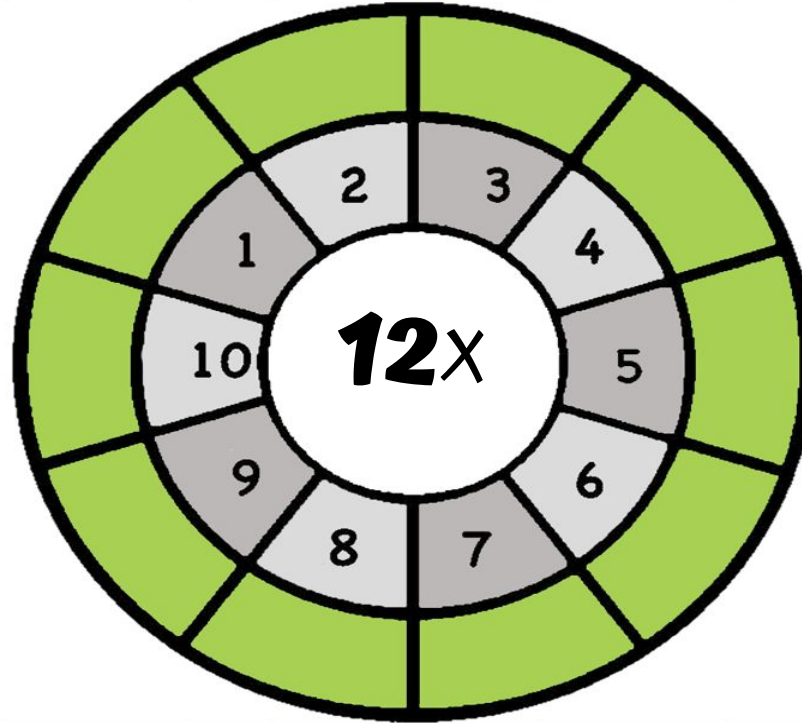
1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)



Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

Drag the
correct answer
into the
multiplication
wheel



- | | |
|-----|-----|
| 12 | 72 |
| 60 | 24 |
| 36 | 70 |
| 84 | 48 |
| 96 | 108 |
| 110 | 120 |

MATHS FOCUS

Lesson

Learning Intention:

- To make connections between equivalent fractions, decimals and percentages
- Add and subtract fractions



MATHS FOCUS

$$\frac{1}{4} + \frac{1}{4} =$$

Step 1: The bottom numbers (the denominators) are already the same. Go straight to step 2.

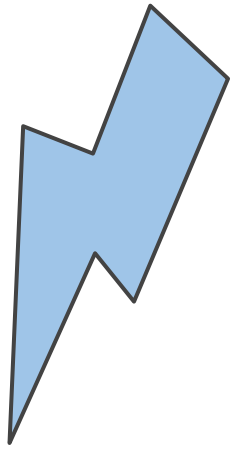
Step 2: Add the top numbers (the numerators) and put the answer over the same denominator.

$$\frac{1}{4} + \frac{1}{4} = \frac{1+1}{4} = \frac{2}{4}$$

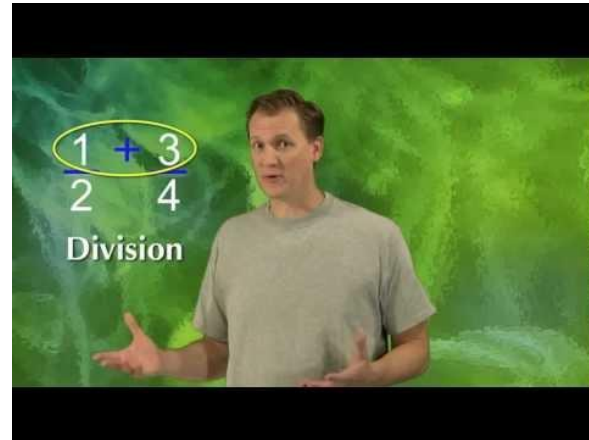
Step 3: Simply the fraction, if you can.

$$\frac{2}{4} = \frac{1}{2}$$

TIP: VISUALISE IT WITH DRAWINGS



#LEARN MORE HERE



MATHS FOCUS

- ① Using a different colour for each fraction, colour each fraction in the boxes provided and then answer the addition sentence.

a) $\frac{2}{6} + \frac{3}{6} = \frac{\quad}{6}$

| | | |
|--|--|--|
| | | |
| | | |

b) $\frac{3}{7} + \frac{2}{7} = \frac{\quad}{7}$

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

d) $\frac{5}{8} + \frac{2}{8} = \frac{\quad}{8}$

| | | | |
|--|--|--|--|
| | | | |
| | | | |

e) $\frac{8}{16} + \frac{5}{16} = \frac{\quad}{16}$

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

c) $\frac{3}{12} + \frac{2}{12} = \frac{\quad}{12}$

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

f) $\frac{3}{20} + \frac{11}{20} = \frac{\quad}{20}$

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

MATHS FOCUS

② Add these fractions.

a) $\frac{2}{4} + \frac{1}{4} =$

b) $\frac{3}{5} + \frac{1}{5} =$

c) $\frac{3}{6} + \frac{2}{6} =$

d) $\frac{4}{8} + \frac{3}{8} =$

e) $\frac{5}{9} + \frac{3}{9} =$

f) $\frac{3}{10} + \frac{3}{10} =$

g) $\frac{10}{12} + \frac{1}{12} =$

h) $\frac{5}{15} + \frac{7}{15} + \frac{2}{15} =$

i) $\frac{12}{20} + \frac{3}{20} + \frac{4}{20} =$

③ Subtract these fractions.

a) $\frac{3}{4} - \frac{1}{4} =$

b) $\frac{4}{5} - \frac{2}{5} =$

c) $\frac{2}{3} - \frac{1}{3} =$

d) $\frac{4}{6} - \frac{2}{6} =$

e) $\frac{7}{8} - \frac{5}{8} =$

f) $\frac{4}{9} - \frac{2}{9} =$

g) $\frac{8}{10} - \frac{7}{10} =$

h) $\frac{10}{11} - \frac{5}{11} - \frac{2}{11} =$

i) $\frac{10}{12} - \frac{6}{12} - \frac{2}{12} =$

2nd Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

Research and write in your own words what each one of these forces mean in relation to Science and forces. Write at least one sentence for each

| Force | Meaning |
|----------------|---------|
| Pushing | |
| Kicking | |
| Friction | |
| Air Resistance | |
| Tension Force | |
| Elastic Force | |
| Gravity | |
| Magnetism | |
| Buoyancy | |

This week, we are going to learn more about our role as Scientist in the field of Forces.

Our Project Driving Question is:

How can we showcase all our learning about forces and energy through a digital platform for others to use in our school?



Choose two of these forces, observe them in real life and describe what you observed. We have done for you

| Concepts | Meaning |
|----------------|---|
| Pushing | |
| Kicking | |
| Friction | |
| Air Resistance | |
| Tension Force | |
| Elastic Force | |
| Gravity | Seeing an apple drop from a tree. It fell to ground |
| Magnetism | |
| Buoyancy | |

This week, we are going to learn more about our role as Scientist in the field of Forces.

Our Project Driving Question is:

How can we showcase all our learning about forces and energy through a digital platform for others to use in our school?





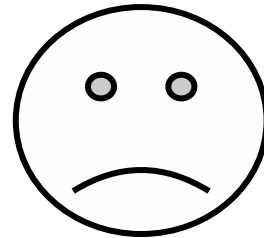
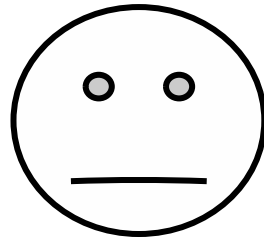
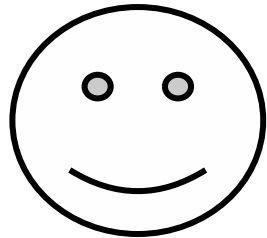
Thursday

Term 4, Week Three

Stage 3, 2021
Tregear Public School
Daily Remote Learning Lessons and Activities.

Morning Check In

How are you feeling today?
(Colour in the face that represents your mood)



ATTITUDE OF GRATITUDE



Say *THANK YOU* to someone!

During this lockdown countless frontline workers have been working hard to keep others safe!

List 3 people you would like to thank (maybe a family member?)

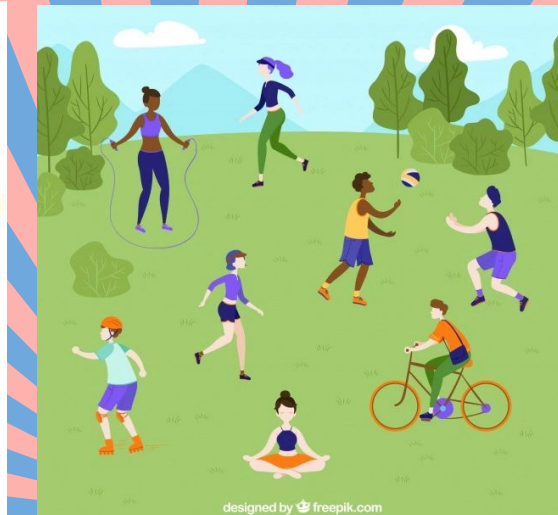
- 1.
- 2.
- 3.

THANK YOU :)

Spelling:

Use your line tool to match one word with the matching image!

usually
pleasure
leisure
collision
massage
decision
amnesia
casual
composure
conclusion
confusion
enclosure
entourage
envision
exclusion
Fantasia
persuasion
provisional
sabotage



Spelling:

Use your line tool to find the words!

Can I help you?



Spelling w3

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Y | A | E | E | C | U | A | L | A | N | E | O | E | U |
| C | O | L | L | I | S | I | O | N | E | L | R | N | S |
| A | M | N | E | S | I | A | C | E | C | U | U | O | O |
| A | C | E | C | S | E | O | L | U | S | Y | L | I | I |
| U | N | S | U | L | R | I | E | O | E | I | P | S | M |
| S | L | A | S | N | L | R | L | Y | L | E | I | I | A |
| U | S | S | I | M | U | C | N | N | L | L | I | C | S |
| A | O | U | E | S | N | I | E | I | N | E | N | E | S |
| L | E | Y | I | E | S | S | I | A | A | O | A | D | A |
| L | O | E | E | N | T | O | U | R | A | G | E | U | G |
| Y | L | C | A | S | U | A | L | C | G | S | L | E | E |
| U | U | S | N | E | A | P | A | L | S | L | A | S | I |
| U | R | E | A | O | E | S | U | E | L | E | O | U | R |
| P | L | E | A | S | U | R | E | N | A | N | N | A | A |

ENTOURAGE
ENCLOSURE
USUALLY
LEISURE
COLLISION
CASUAL
DECISION
PLEASURE
MESSAGE
AMNESIA

Play this puzzle online at : <https://thewordsearch.com/puzzle/2854501/>

Reading and Writing



Use the information in the list below to fill in the Report Plan. Place the sentences from the list under the correct headings, You can just write the numbers if you wish.

Butterfly List



1. Butterflies' wings are covered in tiny scales.
2. Butterflies have two long thin antennae.
3. Butterflies are insects.
4. Butterflies' wing scales overlap.
5. Female butterflies lay eggs.
6. Butterflies have two pairs of wings.
7. Butterflies have two main body parts.
8. Butterflies suck up nectar from flowers.
9. Butterflies' eggs hatch into caterpillars.
10. Butterflies have large compound eyes.

11. A caterpillar becomes a pupa.
12. Butterflies live near the source of their main food.
13. A caterpillar grows into a butterfly inside the pupa.
14. Some butterflies live in rainforests.
15. Butterflies have six legs.
16. Butterflies' wings are usually held upright.
17. Some butterflies need to live near ants.
18. Caterpillars eat plants.

Sort Butterfly Information here (just write numbers !);

General Classification-

Life Cycle-

Appearance-

Food Habitat-

Writing:



Now you are going to write information under each subheading try to only write informational words

E.g. Appearance- Have coloured patterns on wings.

Food- - Eat nectar and plant liquids

Classification -

Appearance -

Food -

Butterflies are insects. They live all over Australia and in most other parts of the world. Butterflies can be found in rainforests, on the open plains and anywhere where there is the right sort of food.

Butterfly groups can be distinguished from from each other by the colours and patterns of their wings. Butterfly wings are covered in tiny scales. These scales overlap each other and some are coloured with pigments. These pigments refract light, producing different colours. Some butterflies have tiny hairs that also help with colours and patterning. The ways in which the scales are positioned, form the different patterns on their wings. Their wings are usually held upright.

Writing:

Butterflies range in size from very tiny to very large. Australia's largest butterfly, the Cape York Birdwing, can have a wingspan as wide as 14cm.

Butterflies have two main body parts, two pairs of wings and six legs. They have two long, thin antennae. They have large, compound eyes.

Butterflies eat nectar and other plant liquids.

Butterflies lay eggs on the leaves of plants. The eggs hatch into caterpillars which eat these plants. The caterpillars spin themselves into pupas. Inside pupas caterpillars change into butterflies.

It is important that the environments of all butterflies are protected. If butterfly habitat and food is lost, butterflies will be lost to the world.

| Classification | Appearance | Food |
|----------------|------------|------|
| | | |
| | | |
| | | |
| | | |
| | | |

Writing - Information Report

Butterfly Information Report

Introduction (General Classification)

Fill in missing words!
(insects, Australia, world, eggs, caterpillars, Pupae, butterfly)

Butterflies are I_____s that live across A_____ and all over the
w_____.

Life Cycle

Butterflies lay e_____ on plant leaves which hatch into c_____.

Caterpillars then spin themselves into P_____. While inside the
Pupae the Caterpillar changes into a b_____.



Writing

Keep going with your
Information report below!

Appearance

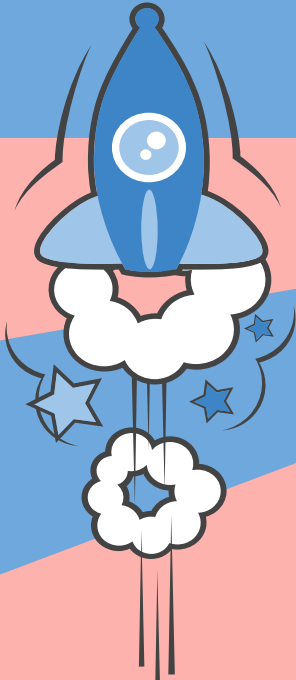
Food

Habitat



Dear Diary,

How is your week going?



1st Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)



Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

-100

+100

-5000

+5000

-1050

+1050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

NUMBER OF THE DAY
485

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

Extension: Word problem

There was 485 students at Tregear PS. If there are 237 students in years K-2, How many students were there in years 3-6?

MULTIPLICATION: CHOOSE A LIST YOU DON'T KNOW. READ, WRITE AND REPEAT 3 TIMES WITH

3 DIFFERENT NUMBERS.

Times tables



| 1x | 2x | 3x | 4x | 5x | 6x |
|--|--|---|--|--|---|
| 1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 8 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12 | 1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24 | 1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30 11 x 3 = 33 12 x 3 = 36 | 1 x 4 = 4 2 x 4 = 8 3 x 4 = 12 4 x 4 = 16 5 x 4 = 20 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 10 x 4 = 40 11 x 4 = 44 12 x 4 = 48 | 1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60 | 1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72 |
| 7x | 8x | 9x | 10x | 11x | 12x |
| 1 x 7 = 7 2 x 7 = 14 3 x 7 = 21 4 x 7 = 28 5 x 7 = 35 6 x 7 = 42 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63 10 x 7 = 70 11 x 7 = 77 12 x 7 = 84 | 1 x 8 = 8 2 x 8 = 16 3 x 8 = 24 4 x 8 = 32 5 x 8 = 40 6 x 8 = 48 7 x 8 = 56 8 x 8 = 64 9 x 8 = 72 10 x 8 = 80 11 x 8 = 88 12 x 8 = 96 | 1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108 | 1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120 | 1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132 | 1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144 |

| | | |
|--|--|--|
| | | |
|--|--|--|

MATHS FOCUS

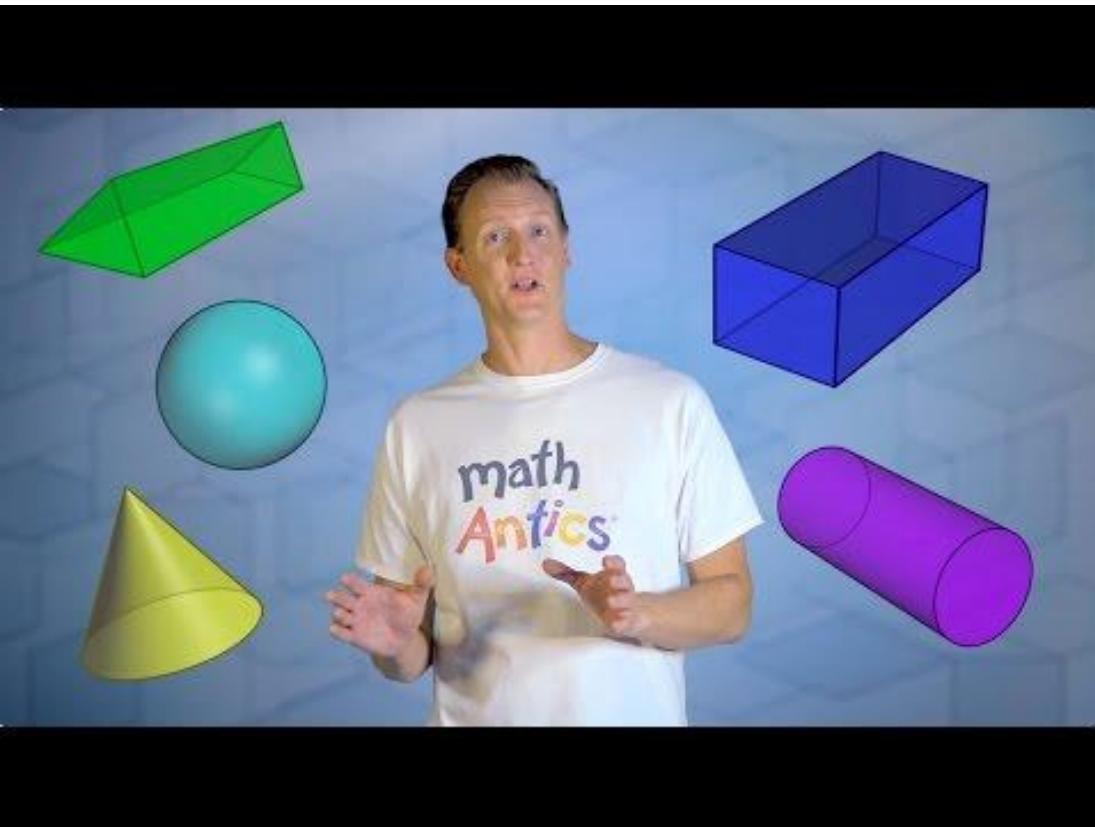
Volume & Capacity

Learning Intention:

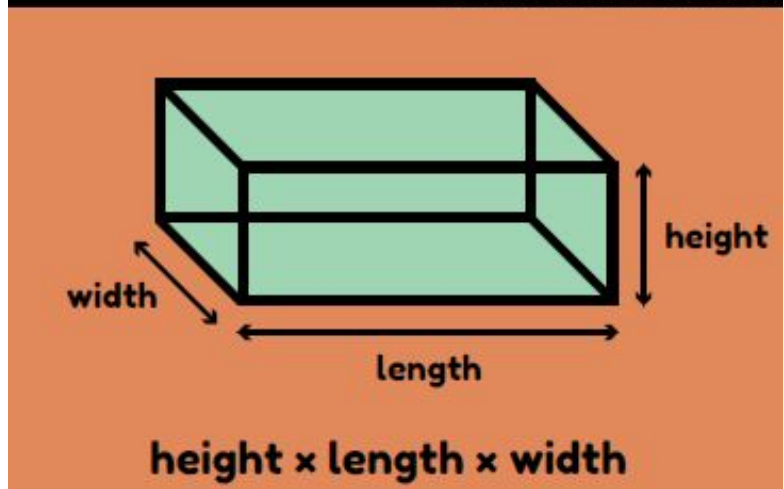
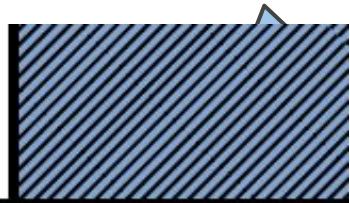
- Choose appropriate units of measurement for volume and capacity
- select and use appropriate units to measure the capacities of a variety of containers,



Volume & Capacity

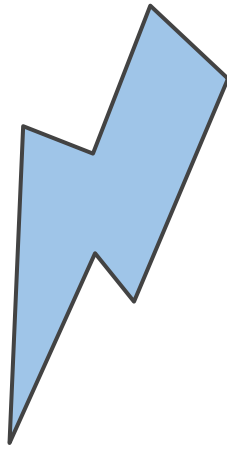


Volume is the amount of space an object occupies.



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

Volume & Capacity



1. Choose the best unit of measurement for each situation.

a) the height of a drink bottle

| | | |
|-------------|-------------|--------|
| millimetres | centimetres | metres |
|-------------|-------------|--------|

b) the width of a pencil

| | | |
|----|---|----|
| cm | m | mm |
|----|---|----|

c) the length of a ladder

| | | |
|------------|--------|-------------|
| kilometres | metres | centimetres |
|------------|--------|-------------|

d) the floor space of the classroom

| | | |
|-----------------|----------------|-----------------|
| cm ² | m ² | km ² |
|-----------------|----------------|-----------------|

e) the amount of water in a glass

| | | |
|-------------|------------|--------|
| millilitres | kilolitres | litres |
|-------------|------------|--------|

f) the weight of a sack of potatoes

| | | |
|-------|-----------|--------|
| grams | kilograms | tonnes |
|-------|-----------|--------|

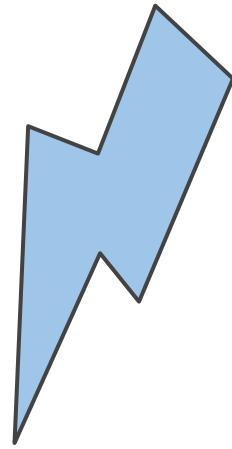
g) the volume of a centimetre cube tower

| | | |
|-----------------|----------------|-----------------|
| mm ³ | m ³ | cm ³ |
|-----------------|----------------|-----------------|

h) the capacity of a bathtub

| | | |
|---|----|----|
| L | mL | kL |
|---|----|----|

Volume & Capacity



2. Draw lines to join forms of measurement with their units.

litres

length

kilometres

capacity

metres

cubic centimetres

cm²

volume

kg

area

mL

grams

millimetres

m³

square metres

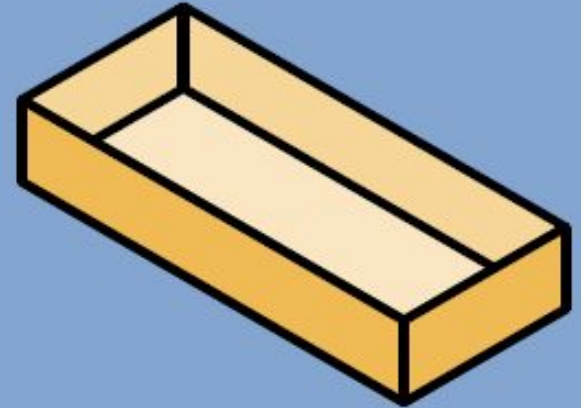
mass

Converting Capacities

Capacity is the amount a container can hold.

Convert Metric Units
of Capacity
(mL and L)

$$3\text{L} = 3,000\text{mL}$$



CAPACITY VOCABULARY

millilitres (mL)

litres (L)

liquid

fluids

gas



Your Turn !

Converting Units of Capacity

1. Complete the table below by converting the units of capacity.

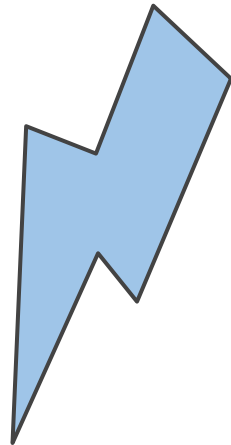
| Millilitres (mL) | Litres (L) | |
|------------------|------------|-----------------|
| 1000 mL | | |
| | 2 L | |
| | 3.5 L | |
| 15 250 mL | | Kilolitres (kL) |
| | | 1 kL |
| | 5000 L | |
| 2 500 000 mL | | |

Converting Capacity

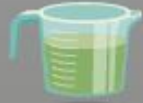
$$1000 \text{ mL} = 1 \text{ L}$$

$$1000 \text{ L} = 1 \text{ kL}$$

$$1000 \text{ kL} = 1 \text{ ML}$$



CONVERTING UNITS OF CAPACITY



1 L
(litres)



=



1000 mL
(millilitres)



1 kL
(kilolitres)



=



1000 L
(litres)



1 ML
(megalitres)

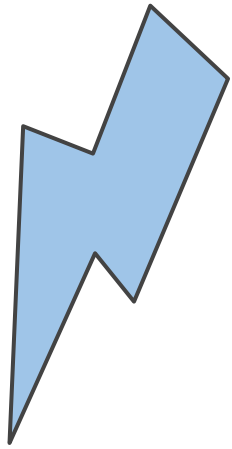


=



1000 kL
(kilolitres)

(Illustrations not to scale)



CONNECTING VOLUME AND CAPACITY

VOLUME

CAPACITY



1 cm³



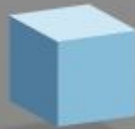
1 mL



1000 cm³



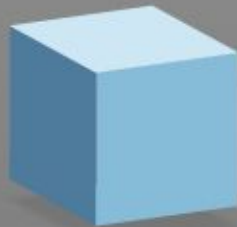
1 L



1 m³



1 kL

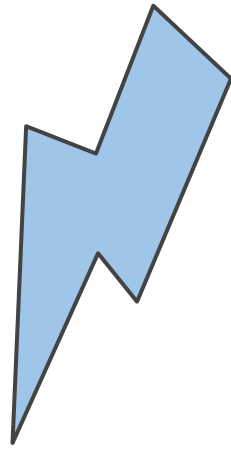


1000 m³



1 ML

(Illustrations not to scale)



2nd Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

DANCE

Complete the following
Dance activities :)



Elements of dance



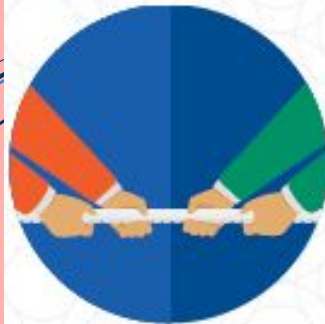
Space

The personal, general and performance space and everything within it used by the dancer.



Time

The use of differing temporal qualities within dance.



Dynamics

Expending different force and weight to create varied qualities of movement.

Dynamics

Expendig different force and weight to create varied qualities of movement.

Release of energy

The force with which movement is generated and developed within the space.

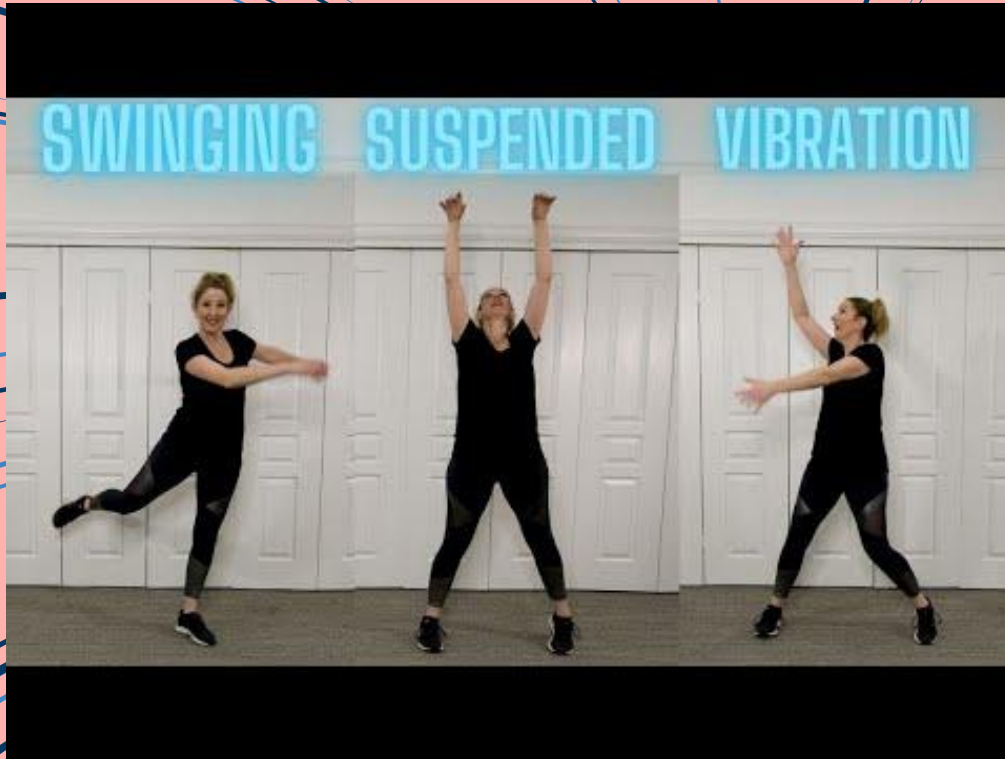
Weight/force

The use and manipulation of body weight, and force in time, to develop varied movement qualities.

Qualities of movement

The way force is used to create sustained, suspended, collapsing, swinging, percussive and vibratory qualities.

Dynamics



Have a go joining in with this Dynamics Dance Lesson exploring different types of movements!



Safe dance practice



Warm-up

Prepares the body for physical activity, by gradually raising the heart rate, cardiovascular system and muscle temperature to prepare for stretching.



Stretching

1. Static

Holding a position with no assistance for approximately eight counts.

2. Dynamic

A moving stretch, gradually increasing movement range and speed. These include controlled swinging movements using the full range of motion.

3. Proprioceptive neuromuscular facilitation (PNF)

A resistance stretch. Engaging and relaxing the muscle group being targeted to move those muscles to a deeper level.

4. Ballistic

A stretch using momentum, attempting to pass your normal range of motion. This stretch is not performed in the Dance class, as it is not safe dance practice.



Cool-down

Slowing the heart rate down to a resting state.



Alignment

Alignment is the awareness of the placement and positioning of the body, ensuring the even distribution of weight over the joints while holding the knowledge of your personal capabilities and limitations as a dancer.

The elements of movement



Processes

- **Body actions:** movements using the whole body, within gestures and body articulation through manipulating isolated parts.
- **Type of movement:** locomotor (travelling) movements, non-locomotor (on the spot) movements, including turns, falls, balances, elevation or jumps, flexibility, body articulation and kinesthetic awareness.
- The manipulation of space, time and dynamics through movement.



Relationships

- **Grouping:** the connection between dancers including solo, duet, ensemble and shapes within the group.
- **Spatial relationships:** the relationship of dancers within the performance space including near, far and side-by-sides.
- **Interaction between dancers** including the use of canon, mirroring and partner work.

Dance Dynamics & Movement Activities

Mirror

With a partner one person is the person and the other is the mirror. Try to incorporate dancing/ movement into the game (play music)

Body Speak

Create letters using your body and parts of your body to create words or messages. Take photos of these and you could create all the letters of the alphabet! And More!

Slow motion

Pretend you are doing something in slow motion (it doesn't have to be sport!). You could turn each idea into a miming guessing game with your peers.

Remote Control

Start the music. But one person is control of the 'remote control' . They can call out 'pause, rewind , fast forward or play' to instruct all. Follow the remote controls orders to avoid being eliminated!



Friday

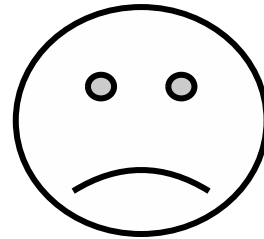
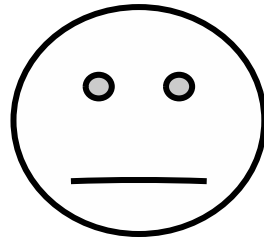
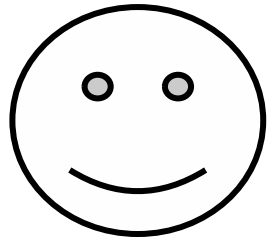
Term 4, Week Three

Stage 3, 2021
Tregear Public School
Daily Remote Learning Lessons and Activities.



Morning Check In

How are you feeling today?
(Colour in the face that represents your mood)



ATTITUDE OF GRATITUDE



Use the scribble tool to write spelling words onto the brick wall ! Get Creative !!!!

- usually
- pleasure
- leisure
- collision
- massage
- decision
- amnesia
- casual
- composure
- conclusion
- confusion
- enclosure
- entourage
- envision
- exclusion
- fantasia
- persuasion
- provisional
- sabotage



SYDNEY HARBOUR BRIDGE



1

The Sydney Harbour Bridge is located in Sydney, Australia. It connects Sydney's central business district to the north shore of Sydney Harbour.

2

The arch span of the Sydney Harbour Bridge is 503 metres. The top of the arch is 134 metres above sea level. The clearance for shipping is 49 metres.

3

When the Sydney Harbour Bridge opened, it cost six pence for a car to cross and three pence for a horse and rider. Today, the toll amount varies according to the time of day.

4

Over 3000 workers were employed to construct the Sydney Harbour Bridge. Due to the dangerous nature of the project, 16 men lost their lives.

5

A pair of concrete pylons (faced with granite) stands at each end of the Sydney Harbour Bridge. These pylons are 89 metres high.

6

The Sydney Harbour Bridge requires regular maintenance, including painting. Every coat requires 30 000 L of paint!

7

The Sydney Harbour Bridge contains more than six million hand-driven, Australian-made rivets (steel bolts that hold plates of metal together).

8

The Sydney Harbour Bridge contains eight lanes for vehicle traffic, two railway tracks, a bike path for cyclists and a footpath for pedestrians.

9

The area of the steelwork on the Sydney Harbour Bridge is some 485 000 m² – approximately the same area as sixty football fields!

10

Work commenced on the Sydney Harbour Bridge on 28 July 1923. The project took almost nine years to complete. The bridge opened on 19 March 1932.

Comprehension...



Questions

1. What is a road toll?

Type here

2. Why would they put a road toll on the Sydney Harbour Bridge?

Type here

3. Research to find out how much the Sydney Harbour Bridge toll would cost at

- 9:00 am \$ _____
- 11:00 am \$ _____
- 5:30 pm \$ _____
- 9:00 pm \$ _____

Writing

Write an informative response to the following Pobble 365 image:

The Past and Present

Compare and contrast the past to the present. Write about what happened and how it is either similar/different to the present.



Writing: Pobble 365 informative writing



1st Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)



Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

-100

+100

-5000

+5000

-1050

+1050

Cut in Half

Double It

Expanded Form

Round to Nearest 5

Round to Nearest 10

Odd or Even

NUMBER OF THE DAY
24 390

Addition Problem

Subtraction Problem

Make the Smallest Number

Make the Largest Number

Write It Out

Extension: Word problem

Create your own word problem with the number 24 390

Maths Mentals

1. $98 - 43 =$ _____

2. $75 + 18 =$ _____

3. $10 \times 4 =$ _____

4. $36 \div 9 =$ _____

5. $32 \div 8 =$ _____

6. Round 98148.10 to the nearest whole number. _____

7. Write these numbers in ascending order: 10183, 40414, 77296, 65015, 15679, 97164. _____

1.

2.

3.

4.

5.

6.

7.

Maths Mentals

8. Complete this counting pattern:

85, 95, 105, 115, _____, _____, _____

9. Complete this counting pattern:

78, 85, 92, 99, _____, _____, _____

10. What is the sum of 18 and 97? _____

11. Share \$44 between 11 children. _____

12. What is the price after taking 50% off \$14? _____

13. What is $\frac{1}{8}$ of 24? _____

14. What is $\frac{1}{12}$ of 144? _____

8.

9.

10.

11.

12.

13.

14.

Maths

Fractions

Arrange the fractions on number line below

$$\frac{1}{4} \quad \frac{6}{10} \quad \frac{1}{3} \quad \frac{6}{9} \quad \frac{4}{8} \quad \frac{1}{2}$$

0

1

Decimals

Arrange the following decimals from smallest to largest

0.5

0.25

0.55

0.75

0.2

0.10

0

1

Maths

Add the following decimals

$9.6 + 9.7 = \underline{\hspace{2cm}}$

$7.8 + 2.6 = \underline{\hspace{2cm}}$

$4.0 + 4.8 = \underline{\hspace{2cm}}$

$3.9 + 1.6 = \underline{\hspace{2cm}}$

$1.5 + 8.3 = \underline{\hspace{2cm}}$

$4.2 + 0.2 = \underline{\hspace{2cm}}$

$8.2 + 6.2 = \underline{\hspace{2cm}}$

$5.5 + 3.1 = \underline{\hspace{2cm}}$

$8.2 + 9.8 = \underline{\hspace{2cm}}$

$5.7 + 7.9 = \underline{\hspace{2cm}}$

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Maths

Choose the best unit of measurement for each

1. The distance from Sydney to Wollongong
2. The amount of water held in a cup
3. The amount of water held in a bathtub
4. The volume of a cardboard box
5. The volume of a shipping container
6. The capacity of a drink bottle

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2nd Break Time



Use this time to have a 30 minute break

1. Have a snack
2. Drink some water
3. Play a game
4. Do a movement activity:
 - Go Noodle
 - Just Dance
 - Stretching your legs
 - Mindfulness (colouring or breathing)

Here is a link for ideas if you need it:

[https://www.youtube.com/results?search_query=b
rain+breaks+for+kids](https://www.youtube.com/results?search_query=b+rain+breaks+for+kids)

Let's get physical!



Join in with this quick workout to get your daily exercise DONE!

**THANK YOU STAGE 3
TURN-IT-IN
HAVE A GREAT WEEKEND! SEE YOU
AT 9AM ON MONDAY!**