

Home Learning Pack
Stage 3

Week 3, Term 4, 2021



Barramurra
Public School

HOME
LEARNING



Stage 3 Home Learning Grid - Term 4 Week 3

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

Matrix - Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Good Morning	<p>Answer the question given by your teacher on Seesaw and say good morning!</p> <p>Word of the Day Complete the word of the day on Seesaw/Hard Copy and submit when complete</p>				
Reading Log	<p>PM & Recording: Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.</p>	<p>Reading Eggs: Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.</p>	<p>PM & Recording: Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.</p>	<p>Reading Eggs: Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.</p>	<p>PM & Recording: Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.</p>
Literacy	<p>Spelling: Seesaw activity: Correcting spelling mistakes</p> <p>Reading/Writing: Seesaw activity: Read 'Our Multicultural Family' then complete the activities and research task on a chosen country</p>	<p>Editing: Seesaw activity: Edit the passage about 'Uluru'</p> <p>Reading/Writing: Seesaw activity: Read 'Our Multicultural Family' then complete the activities and research task on Mother Teresa</p>	<p>Spelling: Seesaw activity: Commonly misspelt words find-a-word</p> <p>Reading: Seesaw activity: Read 'Our Multicultural Family' then complete the activities</p> <p>Writing: Drop Everything and Write (DEaW) using paper and pen/pencil</p>	<p>Editing: Seesaw activity: Edit the passage about 'The Three Sisters'</p> <p>Reading/Writing: Seesaw activity: Read 'Our Multicultural Family' then complete the activities and write a procedure about how to make a traditional cultural dish</p>	<p>Grammar: Seesaw activity: Then/than</p> <p>Spelling: Seesaw activity: BOGGLE</p> <p>Editing: Seesaw activity: Spot the mistake</p> <p>Writing: Drop Everything and Write (DEaW) using paper and pen/pencil</p>
Physical Activity	<p>Outdoor Physical Activity and Play</p> <p>You could post a picture or video of yourself getting out and getting active</p>				
Mathematics	<p>Maths Seesaw activity: Time Lesson 1 - Analog & digital time. Log onto Prodigy and complete 30 minutes of activities</p> <p>Science & Technology: Seesaw activity: Buoyancy STEM Challenge.</p>	<p>Maths Seesaw activity: Time Lesson 2 - 12hr & 24hr Time. Log onto Prodigy and complete 30 minutes of activities</p> <p>Geography: Seesaw activity: Indigenous Peoples</p>	<p>Maths Seesaw activity: Time Lesson 3 - Duration of events. Log onto Prodigy and complete 30 minutes of activities</p> <p>Personal Development and Health: Virtual Sport - Click on any of the images on the Seesaw activity to explore different sports activities.</p>	<p>Maths Seesaw activity: Time Lesson 4 - Using timelines. Log onto Prodigy and complete 30 minutes of activities</p> <p>Creative Arts: Seesaw activity: Ball About Me Tell us about your world and culture by creating an epic soccer ball masterpiece.</p>	<p>Maths Seesaw activity: Time Lesson 5 - Using timetables. Log onto Prodigy and complete 30 minutes of activities</p> <p>Free Choice Afternoon Do something that interests you and upload a photo or video to Seesaw explaining what you did</p>
Other Key Learning Areas	<p>Outdoor Physical Activity and Play Post a picture or video of yourself being active. DET - Learning from Home Resources https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>				
Additional Optional Activities	<p>PM e-collection/Reading Eggs (Online English) Log on to PM e-collection or Reading Eggs and explore. PM e-collection online Reading Eggs</p> <p>Mathematics Yousubeck oakleafmaths OR Number of the day Maths Starters</p>				

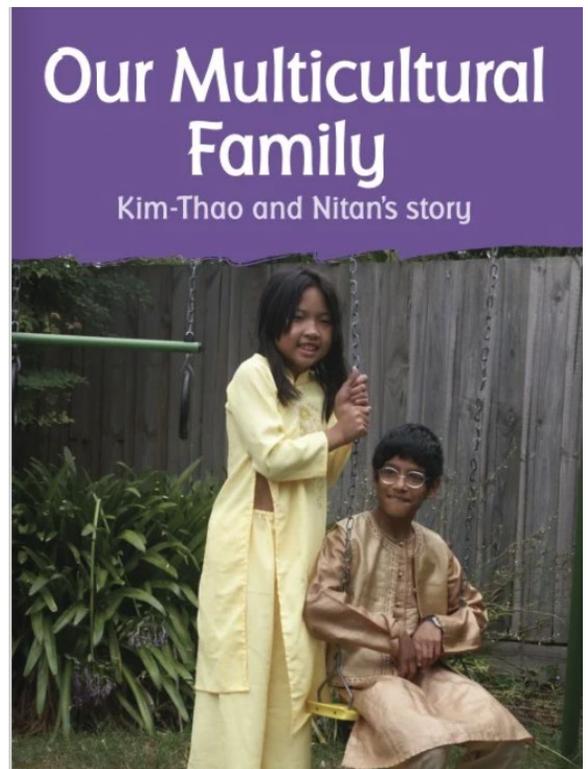


Monday
Activities

You are enough

Monday – Reading

1. Read 'Our Multicultural Family'
– pages 5–11
2. Complete the activities



Acknowledgments

We would like to thank the Ward family for their contribution and participation.

Our Multicultural Family: Kim-Thao and Nitan's story

ISBN: 1 74164 083 0

Written by Kerry Nagle

Copyright © 2006 Blake Publishing

Published by Blake Education Pty Ltd

ABN 50 074 266 023

108 Main Rd

Clayton South VIC 3168

Ph: (03) 9558 4433

Fax: (03) 9558 5433

email: mail@blake.com.au

Visit our website: www.blake.com.au



Harmony and Understanding program developed by UC Publishing Pty Ltd

Designer: Luke Sharrock

Series Editor: Hass Dellal

Editor: Kerry Nagle

Printed in Malaysia by Thumbprints Utd Sdn Bhd

This publication is © copyright. No part of this book may be reproduced by any means without written permission from the publisher.

Photo and illustration credits:

Katherine Ward, pages 5, 6, 8, 10, 14, 22; MAFgraphics, pages 9, 11.

All other photographs and illustrations are © copyright UC Publishing Pty Ltd.

Every effort has been made to trace the holders of copyrighted photographs. If any omission can be rectified, the publishers will be pleased to make the necessary arrangements.

Contents

Introduction	5
Same age, but not twins?	6
Kim-Thao is Vietnamese	8
Nitan is Indian.....	10
Maintaining their culture	12
Relaxing at home	13
Language schools	14
Vietnamese food	16
Indian food	18
Clothes	20
Multicultural families.....	22
Glossary	23
Index	24

In this book ...



Introduction

Everyone has a special story that is different from all others. It is the story of your family.

There are four children in the Ward family: David, Christine, Nitan and Kim-Thao. David is grown up, but the other children live with their mother, Kathy. Every second weekend, they stay with their father.



Same age, but not twins?

In the Ward family, Kim-Thao and Nitán are the same age, but they're not twins! Kim-Thao and Nitán are adopted. Their family story began in countries far away from their home today.

Kim-Thao and Nitán were adopted while their parents were living and working in Dubai.

Millions of children all over the world have joined their families through adoption.



6

Adoption

One way families are formed is when a woman gives birth to a child. But adoption is another way families are created.

Adoption is a legal process that allows someone to become the parent of a child, even though the parent and child are not related by blood. By going through this legal process of adoption, the parent promises to take care of the child and make him or her part of their family.



7

Kim-Thao is Vietnamese

Kim-Thao was born in Ha Bac, a province in the north of Vietnam.

When she was seven months old, Kim-Thao was adopted by her Australian family. Kathy spent a month with her in Vietnam before bringing Kim-Thao to her new home.



Kim-Thao is a Vietnamese name, meaning golden tree.

Monday - Reading

Fast Facts: Vietnam

- It is bordered by China on the north, the South China Sea on the east and south, and Cambodia and Laos on the west.
- The population is about 75 million.
- Its area is 329 707 km².
- The capital is Hanoi and the largest city is Ho Chi Minh City.
- Vietnamese is the main language.



Nitan is Indian

Nitan was adopted when he was 14 months old. He was born in Mumbai, a north-western city on the coast of India.

Before his family had finalised the adoption, he was held in the arms of Mother Teresa of Calcutta.



Mother Teresa

Mother Teresa founded the Missionaries of Charity, an order of nuns, to help those who were starving and sick. The organisation is centred in Calcutta, India, and helps many children who are poor. Mother Teresa was awarded the Nobel Peace Prize in 1979.

Fast Facts: India

- Neighbouring countries include Afghanistan, China, Nepal, Bangladesh and Pakistan.
- India has the world's second largest population, with just over a billion people.
- The capital of India is New Delhi, and the country's largest city is Mumbai.
- The major religious groups are Hindus, Muslims, Christians, Sikhs, Buddhists and Jains.
- Official languages are Hindi and English, but more than 1600 other languages are spoken in India.



Monday - Reading

ACTIVITY 1: Reading Task

Use the information on pages 9 and 11 to record 3 facts about Vietnam and 3 facts about India.

Vietnam Facts	India Facts

ACTIVITY 2: PERSONAL RESPONSE

List any objects in your home that have been made by members of your family

Monday - Writing

RESEARCH TASK:

Today you are going to research a country of your choice - other than Australia.

You will need to find information and record it in the correct sections.

Name of Country:

Main language/s spoken:

Population:

Main religion/s:

Continent it is located:

Climate:

Monday - Writing

RESEARCH TASK:

Today you are going to research a country of your choice - other than Australia.

You will need to find information and record it in the correct sections.

Traditional foods:

Traditional clothing:

Interesting facts:

Stage 3 Maths Term 4 Week 3 Time

~Comparing & Converting Analog & Digital Time~

Learning Intentions

- To be able to tell the time accurately using both analog & digital methods.

Success Criteria

- I can tell the time effectively and with ease in both analog and digital forms.
- I can convert between analog and digital time.

Problem of the Day

Have a go at this problem. It requires you to think logically.

Grandpa's pockets

Grandpa has **five pockets** in his jacket. In one pocket he has one chocolate. In another pocket he has two chocolates. In another he has four chocolates. In yet another he has double that many and in the fifth pocket he has double that many again.

How many **chocolates** does Grandpa have in his jacket?



LEVEL 2

Review of Units of Time

Below is a table of the common units of time. As a Stage 3 student you are expected to, and should, know all of these without hesitation. Take a moment to remind yourself of these time conversions.

Converting Units of Time

60 seconds = 1 minute 24 hours = 1 day

60 minutes = 1 hour 7 days = 1 week

12 months = 1 year

52 weeks = 1 year

365 days = 1 year

10 years = 1 decade

100 years = 1 century

1000 years = 1 millennium

1. How many seconds are there in a day? _____

Using an Analog Clock to tell the time

If you look at the clock below we have 2 coloured sides that help us tell the time. Yellow is 'past' and the blue side is 'to'. We also have 'hands' that show us what the time is:

- Short thicker hand is the 'Hour' hand.
- Long hand is the 'minute' hand.
- Thin hand is the 'second' hand.

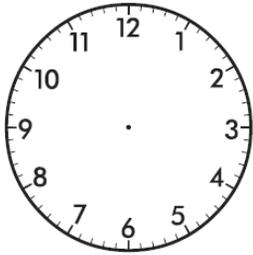
If we were to look at the time on this clock we would say that it is "10 minutes past 10 o'clock". We can not tell if it is morning or night on an analog clock.



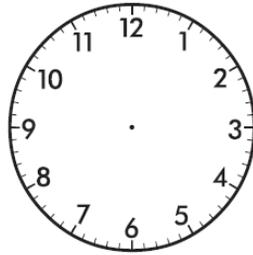
Using an Analog Clock to tell the time

Use the information on the previous slide to complete these activities using analog clocks to tell the time.

2. Draw the hands on these clocks:



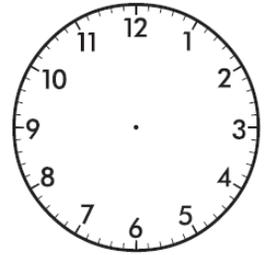
a 20 past 6



b A quarter to 7



c 16 minutes past 4



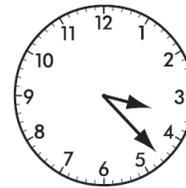
d 25 to 9

Use the information on the previous slide to complete these activities using analog clocks to tell the time.

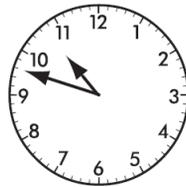
3. Using 'to' and 'past', write the time displayed on each clock:



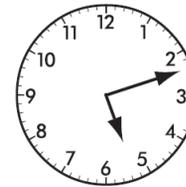
a _____



b _____



c _____



d _____

Using a Digital Clock to tell the time

'Digital' time does not actually refer to the clock being electronic in fact it refers to using the numeral 'digits' to tell the time instead of hands.

Digital clocks will always display the hour first followed by the minutes past. In most times, they will also show whether it is a.m. or p.m. This is unless the clock is in 24-hour format.



Using a Digital Clock to tell the time – AM / PM

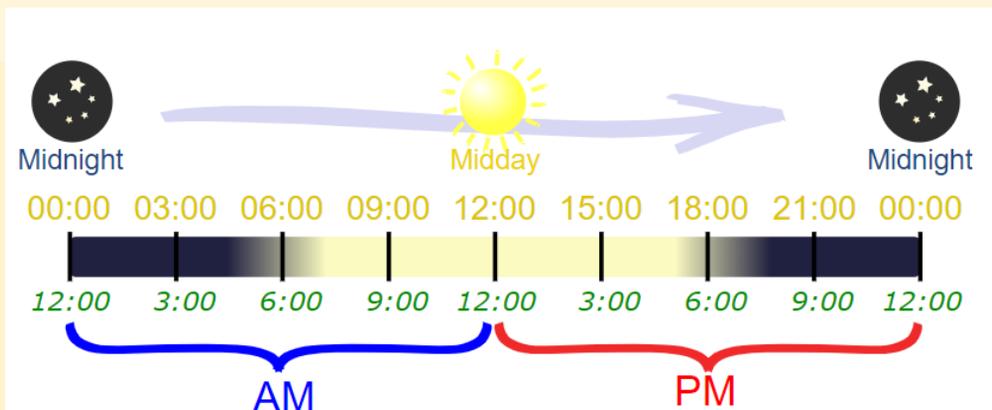
The 12-hour digital system divides the 24 hours of a day into two periods lasting 12 hours each. The first 12-hour period is designated as am. It runs from midnight to noon. The second period, marked pm, covers the 12 hours from noon to midnight.

The abbreviations am and pm derive from Latin:

- **AM = Ante meridiem: Before noon**
- **PM = Post meridiem: After noon**

Using numbers from 1 to 12, followed by am or pm, the 12-hour clock system identifies all 24 hours of the day. For example, 5 am is early in the morning, and 5 pm is late in the afternoon; 1 am is one hour after midnight, while 11 pm is one hour before midnight.

Ante meridiem is commonly denoted as **AM, am, a.m., or A.M.**; Post meridiem is usually abbreviated **PM, pm, p.m., or P.M.**



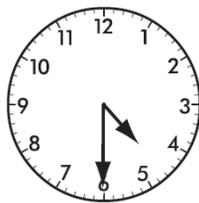
4.

Express these times in digital form using am or pm:



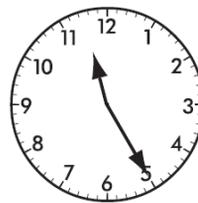
morning

a :



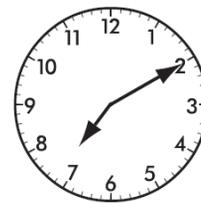
afternoon

b :



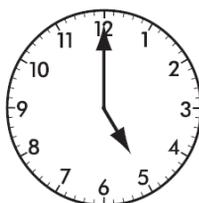
evening

c :



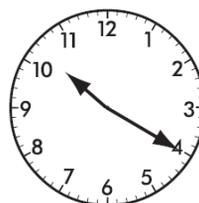
morning

d :



morning

e :



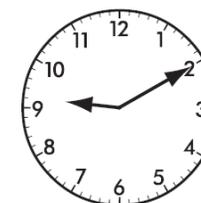
evening

f :



afternoon

g :



morning

h :

Converting Between Analog & Digital Forms

5.

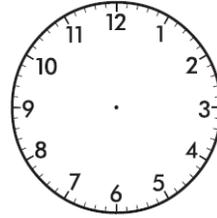
Draw hands on these analogue clocks to match the digital times:



a 8:40 am



b 5:15 pm



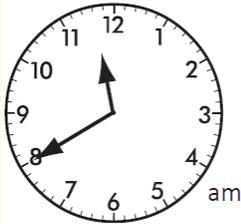
c 10:30 am



d 12:20 pm

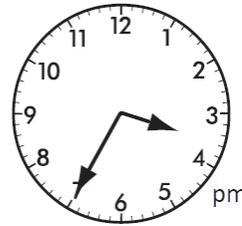
6.

Put these times in order from earliest to latest. Express the times in digital form:



A quarter past 5
in the evening

11:10 am



1 :

2 :

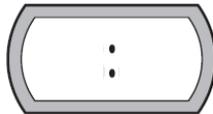
3 :

4 :

7.

Express these times on the digital clocks:

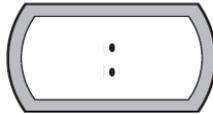
a Half past eight
in the evening



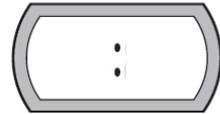
b 13 minutes
to midday



c 17 minutes past five
in the morning



d 10 to 7 in
the evening



Look at the problems below. Indicate the answers as marked:

8.

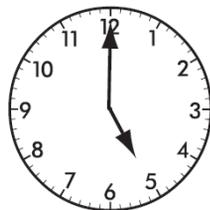
a I go to a movie that starts at 5:30. It runs for 2 hours. Circle the start time and put a box around the finish time.

b I put a cake in the oven at 2:45. It takes 48 minutes to cook. Place a double line under the start time and a cross through the finish time.

Quarter to three

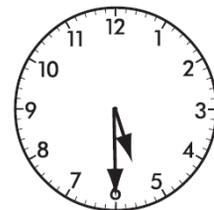
20 to 8

4:30



3:33

Half past seven



Reflection

- I can tell the time effectively and with ease in both analog and digital forms.
- I can convert between analog and digital time.
- What is one new thing you learnt today in Mathematics?

S.T.E.M Challenge Week 3 Term 4 'Understanding Buoyancy'

Learning Intentions

- To be able to effectively develop an understanding of, and to test and explore, the force of buoyancy.

Success Criteria

- I understand what is meant by the term 'buoyancy'.
- I can test and explore the results of buoyancy experiments.

Syllabus Outcomes

ST2-1WS-S: questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations.

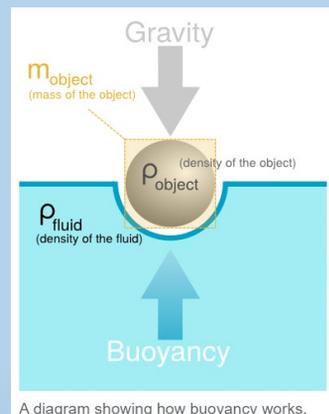
ST2-9PW-ST: describes how contact and non-contact forces affect an object's motion.

ST3-1WS-S: plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions.

ST3-9PW-ST: investigates the effects of increasing or decreasing the strength of a specific contact or non-contact force.

What is Buoyancy?

- In physics, **buoyancy** is a force on an object making that object rise or move upward. It comes from the Spanish word for "float", boyar. Buoyancy is made by the difference in pressure put on the object by the Fluid or air that the object is in.
- The net upward buoyancy force is equal to the magnitude of the weight of fluid that is displaced by the body. This force enables the object to float or at least to seem lighter. Buoyancy is important for many vehicles such as boats, ships, balloons, and blimps.

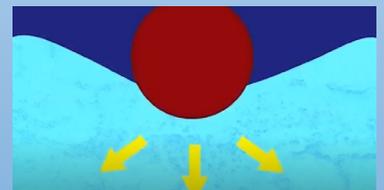


Google Drive

<https://drive.google.com/file/d/1PajJSrjfz1BPDftzpvvQBWGI37Z6djb9/view?usp=sharing>

YouTube

<https://youtu.be/06TFRgPlmxU>



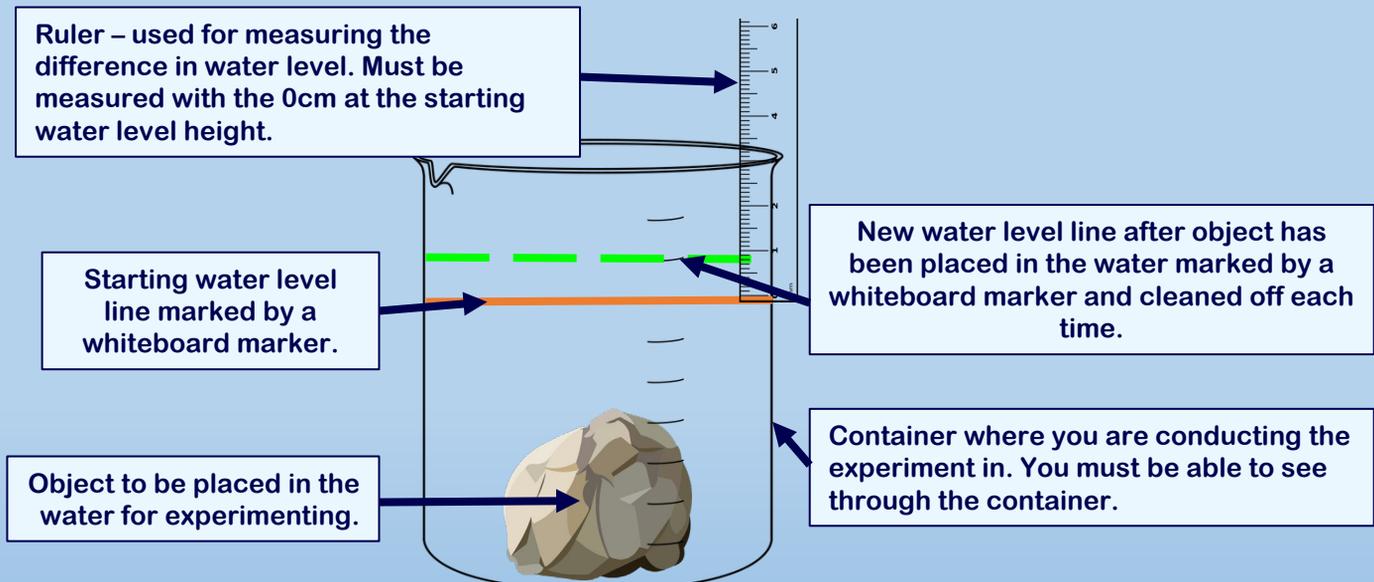
Experiment 'Will it Sink or Float?'

- In this experiment you will need to hypothesize, test and record whether an object will sink or float and by how much does it displace the water.
- Equipment: Bucket or measuring cup, water, whiteboard marker, ruler and 6 objects to put into the water.
- Steps:
 - 1. Fill the bucket about $\frac{3}{4}$ full with water and then draw a line on the bucket with the marker at the water level.
 - 2. Choose an object, hypothesize (guess) whether it will float or sink and fill in the table.
 - 3. Place object in the water, does it sink or float? Then measure how much more the water level has risen if at all.
 - 4. Repeat for all objects.
 - 5. Make a conclusion about your experiment.



Will it Sink or Float?

- This is an example of how the experiment should be set out.



Reflections 'Will it Sink or Float?'

- Answers these following questions regarding the challenge:

1. What is something that surprised you in the lesson today? _____

2. What is something new you learnt or explored today? _____

3. What challenges did you face and how did you overcome them? _____

4. Did you enjoy the experiment? Reasons? _____



Tuesday
Activities

You are kind

Uluru - Editing

Tuesday - Editing

Read the following text about Uluru and make the necessary edits using the editing marking key.

Editing Marks

Capital Letter	
Lower case letter	/
Add end marks	○ ? !
Spelling mistake	○
Add a word	^
Doesn't make sense	—
New paragraph	[]
Add a space	#

during the 1870s, william giles and william gosse were first wite explorers in this rejon. Gosse was the first to reach uluru and named it 'Ayers Rok' after his supereor, sir henry ayers who was the Cheef Secretary of Sowth Australia it wasn't until the 1990s that it's tradishonal name of Uluru was reinstated. It is now considered disrespectful to refer Uluru as 'Ayers Rock' in the early 1900s the Australian Government declared ownership land. By the 1950s tourists and land developers begun to make tracks to Uluru and Kata Tjuta. Tourist numbers steadily grew and by the early 1970s, the impakt tourism was having detramental effects on uluru and its surroundings. In 1973, the government agree to relocate accommodation facilities to a new site in order to protect and preserve uluru at the time only a few anangu were live at Uluru. most of the Anangu there scatterd into other rejons within central australia it was not until 1979 That a national park was acknowledged. This was Done to recognize the traditional owners of Uluru. In 1983 prime minister hawke announsed the government intention to grant ownership land back to the traditional owners.



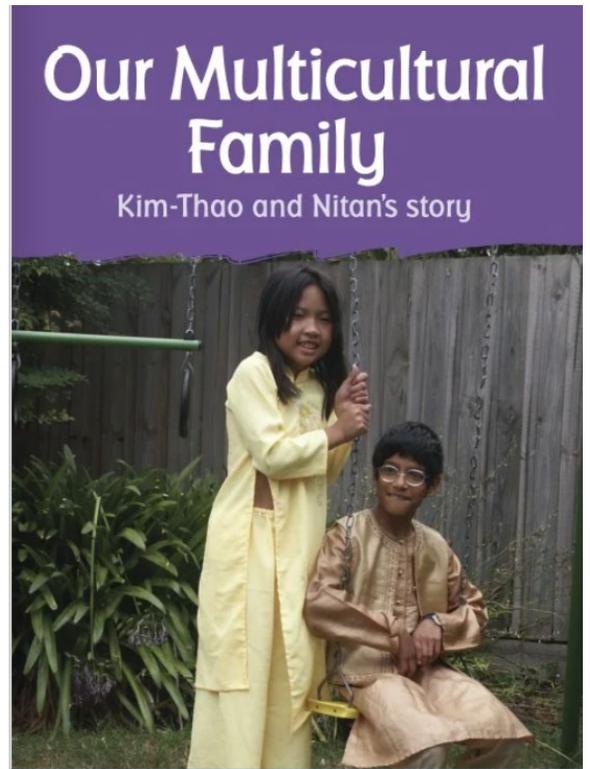
Tuesday - Editing

After you have edited the paragraph, re-write the text correctly on the lines below.



Monday - Reading

1. Read 'Our Multicultural Family'
- pages 12-15
2. Complete the activities



Maintaining their culture

Kathy thinks it is important that Kim-Thao and Nitan learn about their cultural backgrounds. The whole family enjoys the foods, music, art and movies of these countries.

Their home has many things from Vietnam and India. There are maps and posters of Vietnam and India on the family room wall.

One of the rooms in their house has special things from these countries. This is where everyone goes to read, relax and talk.

There are wall hangings from India, musical instruments from Vietnam and posters and souvenirs from both countries.



Relaxing at home

Sometimes the family relaxes by listening to music or watching videos together. Kim-Thao and Christine like to watch Bollywood movies, and to sing along with the songs.

Hooray for Bollywood

Bollywood is the informal name of India's popular movie industry. Bollywood films are usually musicals. Few movies are made without at least one song-and-dance number.

Bollywood movies are usually filmed in a number of different languages, including English. These films are becoming very popular in countries like Australia and the United States.



Language schools

When she was younger, Kim-Thao went to a special language school where Vietnamese is taught.

Vietnamese is very different from English, even though it uses the same alphabet.

Vietnamese is a tonal language. This means that the meaning of a word can be changed by saying it at a higher or lower pitch.



Fast fact

Before 1910, Vietnamese was written with modified Chinese characters. Since then, the Roman alphabet has been used, along with signs called accents.

If Nitan lived in India, he would learn to read and write Hindi.

Word order in Hindi is different from word order in English. Verbs and verbal phrases go at the end of the sentence.

This is how "greetings" would look in Hindi.

नमस्ते

Word fact

The word for greetings in Hindi is *namaste*.

Fast fact

Hindi is the most widely-spoken language in India. It is also spoken in Fiji, Suriname and parts of Africa. Hindi characters and most Hindi words come from Sanskrit, the language of ancient India.



Tuesday - Reading

Answer the questions using information from the text:

1. Why do you think it is important that Kim-Thao and Nitán learn about their cultural backgrounds? _____

2. What do the languages Vietnamese and English have in common? _____

3. What is the word for greetings in Hindi? _____

4. Apart from India, what other countries speak Hindi? _____

Tuesday - Writing

RESEARCH TASK:

Mother Teresa is famous for her work in helping the poor and sick in India.



Research and write ten interesting facts about her life and work.

Stage 3 Maths Term 4 Week 3 Time

~Comparing & Converting 12 & 24hr Time Systems~

Learning Intentions

- To be able to tell the time accurately using digital 12 & 24-hour time.
- To be able to convert between 24-hour time and time given using am or pm notation.

Success Criteria

- I understand that a day is made up of 24 equal hour segments.
- I can convert between 12-hour & 24-hour time.
- I can use 24-hour time conversions to solve problems.

Problem of the Day

Have a go at this problem.

1000 Seconds

If it is 10:00.00 am exactly on 19th October 2021 now.

What time will it be in 1000 seconds?

What time will it be in 1000 minutes?

24-Hour Time

A 24-hour clock, sometimes referred to as military time, states the time according to the number of hours that have passed since midnight. Starting at midnight, hours are numbered from 0 to 24, removing the need for designations like am and pm. For example, at 23:00, 23 hours have passed since the beginning of the current day.

To convert am or pm time to the 24-hour format, use these rules:

- From midnight to 12:59 am, **subtract 12 hours**. e.g. **12:49 am = 0:49 (12:49 - 12)**
- From 1 am to noon, **do nothing**. e.g. **11:49 am = 11:49**
- From 12:01 pm to 12:59 pm, **do nothing**. e.g. **12:49 pm = 12:49**
- From 1:00 pm to midnight, **add 12 hours**. e.g. **1:49 pm = 13:49 (1:49 + 12)**

Here's how to convert time on a 24-hour clock to the 12-hour system:

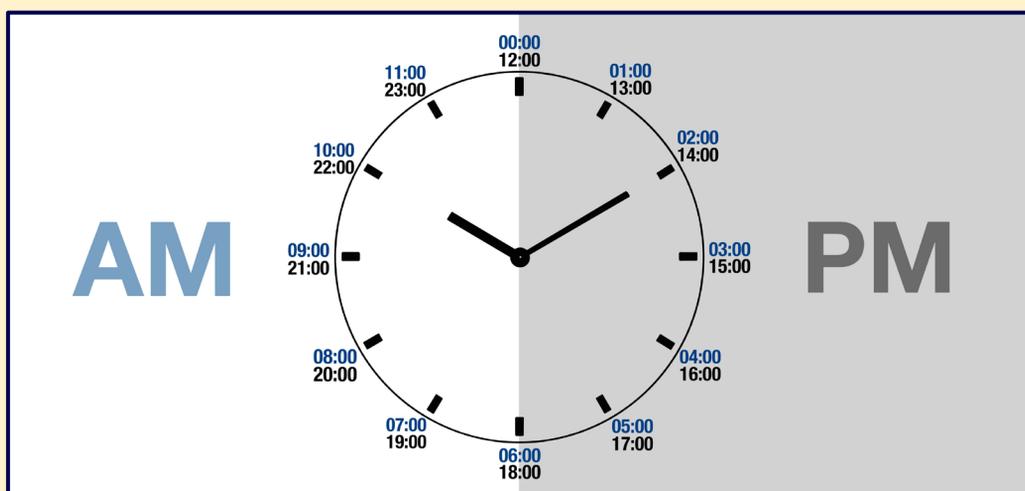
- From 0:00 (midnight) to 0:59, **add 12 hours and use am**. e.g. **0:49 = 12:49 am (0:49 + 12)**
- From 1:00 to 11:59, **just add am** after the time. e.g. **11:49 = 11:49 am**
- From 12:00 to 12:59, **just add pm** after the time. e.g. **12:49 = 12:49 pm**
- From 13:00 to 0:00, **subtract 12 hours and use pm**. e.g. **13:49 = 1:49 pm (13:49 - 12)**

Where Is the 12-Hour Format Used?

Most countries around the world today use the 24-hour system. However, the 12-hour format, including am and pm, is officially used in a number of countries, including the United States, Canada (except Québec), Australia, New Zealand, and the Philippines.

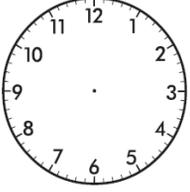
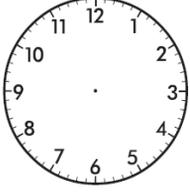
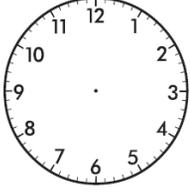
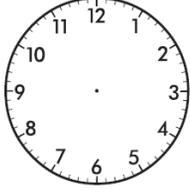
Why Does the Day Have 24 Hours?

The Egyptians are thought to be responsible for dividing the day into 24 equal parts. One account suggests that this custom evolved because the Egyptians commonly used the base 12, counting the 3 joints in their fingers, not including the thumb.



24-Hour Time Activities

1 Complete the table with the correct analogue, digital and 24 hour times.

			
	1:00 pm	9:30 pm	
0835			1815

2 Convert these 24 hour times to digital times:

a 0400 = <input type="text" value="4:00 am"/>	b 1500 = <input type="text"/>	c 1330 = <input type="text"/>
d 1605 = <input type="text"/>	e 0920 = <input type="text"/>	f 0825 = <input type="text"/>

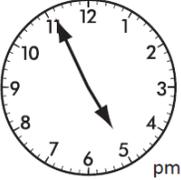
3 Convert these digital times into 24 hour time:

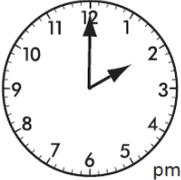
a 9 am = <input type="text"/>	b 10 pm = <input type="text"/>	c 7:30 am = <input type="text"/>
d 2:15 pm = <input type="text"/>	e 5:35 am = <input type="text"/>	f 7:25 pm = <input type="text"/>

4 Convert these times to 24 hour time then order them from earliest to latest:

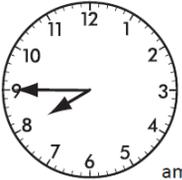
2:30 am

20 past 3 in the afternoon

 pm

 pm

9:35 pm

 am

12:45 am

a quarter to 6 in the morning

7:05 pm

half past 3 in the morning

Earliest	
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	
8 th	
9 th	
10 th	
Latest	

24-Hour Time Activities

5 This table shows the session times at the local cinema. Use the information to answer the following questions:

Movie	Screening times	Running time
Animated Family	13:15, 15:00, 18:00	95 minutes
Spooky Movie	19:30	110 minutes
Feel Good Flick	12:00, 15:30	90 minutes
Shoot 'em up Classic	20:00	130 minutes
Highschool Woes	11:00, 13:15	120 minutes



- The first screening of Feel Good Flick is 12:00. What time does it finish?
- Which movie ends at 9:20 pm?
- Sarah arrives at the cinema at 2:45 pm. How long does she have to wait for the next screening of Animated Family?
- Matt walked out of the 11:00 session of Highschool Woes half an hour before the end. What time did he leave?

6 Carla is training for a marathon. Complete the chart below to show how she spends her day. Colour each of the segments in the chart using a different colour to show the duration of each activity below.



Colour	Time	Activity
<input type="checkbox"/>	5:00 am - 6:45 am	Morning run
<input type="checkbox"/>	6:45 am - 8:00 am	Breakfast, get ready for work
<input type="checkbox"/>	8:00 am - 8:45 am	Drive to work
<input type="checkbox"/>	8:45 am - 5:00 pm	Work
<input type="checkbox"/>	5:00 pm - 5:45 pm	Drive home
<input type="checkbox"/>	5:45 pm - 7:00 pm	Gym session
<input type="checkbox"/>	7:00 pm - 7:30 pm	Shower
<input type="checkbox"/>	7:30 pm - 8:15 pm	Have dinner
<input type="checkbox"/>	8:15 pm - 10:00 pm	Watch TV and read
<input type="checkbox"/>	10:00 pm - 5:00 am	Sleep

- How long is Carla's morning run?
- How long is Carla's work day?
- How much time does Carla have between dinner and bed time?

Reflection

- I understand that a day is made up of 24 equal hour segments.
- I can convert between 12-hour & 24-hour time.
- I can use 24-hour time conversions to solve problems.
- What is one new thing you learnt today in Mathematics?

It's Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 15mins of Prodigy Time!



Tuesday-Geography

▶ Watch the video: **What does the world have for breakfast?**

Jot down some of the similarities and differences between breakfasts around the world.

Similarities	Differences

What other rituals and customs do people around the world share?



This saying is often heard in Asian countries such as Indonesia and Thailand. What do you think it means?

Tuesday-Geography

To find out more about different cultures, conducting a geographical inquiry is a useful approach. A geographical inquiry should be guided by writing geographical questions. These questions can include queries about places, spaces, environments, people and sustainability. Inquiries should use geographical tools such as maps, graphs, multimedia, GPS systems, photographs and web tools.

▶ Watch the video of the USA Groundhog Day tradition. Conduct your own geographical inquiry about this or one of the other unique cultural traditions listed below. Use the outline on the following page to write your questions and the information you find.

Cultural tradition geographical inquiry.

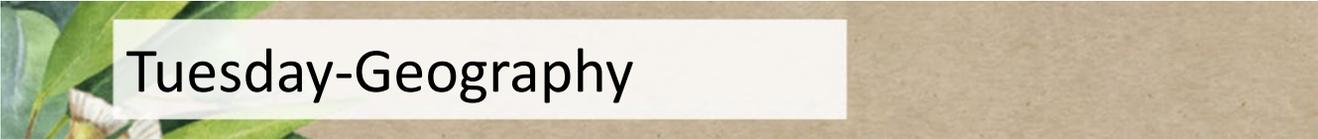
Question 1

Question 2

Tradition

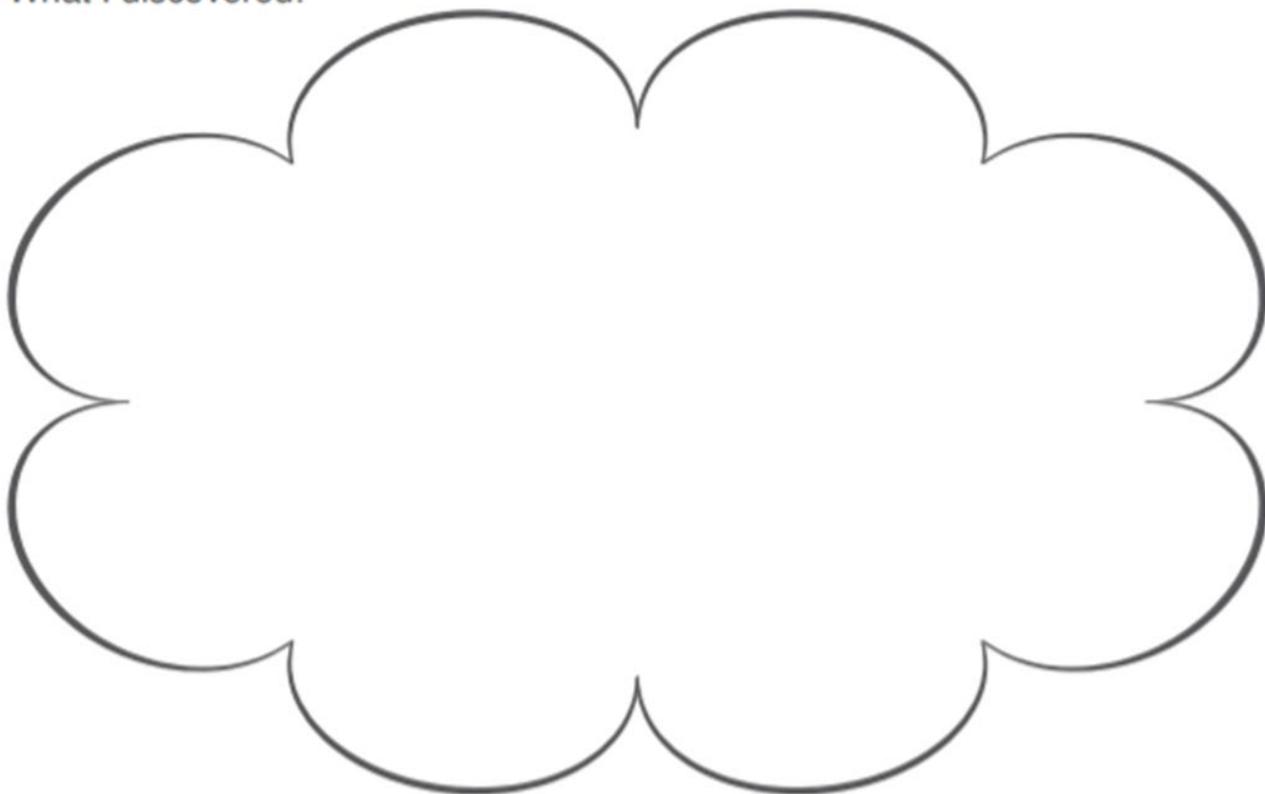
Question 3

Question 3



Tuesday-Geography

What I discovered:





Wednesday

Activities

You are strong

Commonly Misspelt Words 2

a d e w x o l e t r e d
c h o c o l a t e m f i
y z a b c c d b a g h s
c e n t r e v e t l e a
a x y s w t c n k c e p
n j n a n e e g o o s p
n o l s n r y u t n e e
o l e t e l l j n e h a
n o r f w d y t d e t r
d e f e n b j f i s o e
t i m t j h k f d r l d
d a g b k y i e s o c d

centre
chocolate
clothes
couldn't

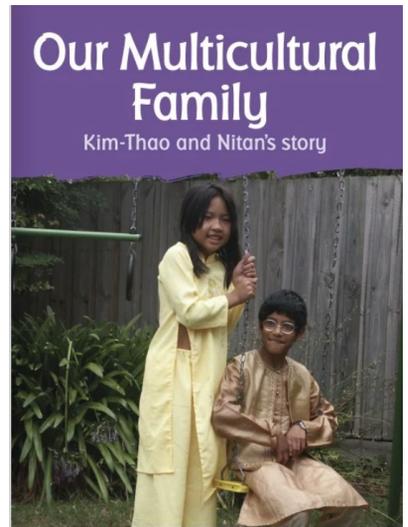
didn't
different
disappeared
doesn't

Wednesday - Reading

1. Read 'Our Multicultural Family'

- pages 16-19

2. Complete the activities



ACTIVITY 1:

Use the information to complete the table below.

Cooking sense - *Sort the following 10 words into two categories - taste and smell.*

fragrant

spicy

inviting

delicious

salty

tantalising

sweet

aromatic

scented

flavoursome

Taste	Smell



Wednesday - Reading

ACTIVITY 2:

Using a word from each category (taste and smell), write two sentences about Indian or Vietnamese food.

Vietnamese food

Cooking – and eating! – is a favourite activity in the Ward family. Kathy often prepares and cooks traditional Vietnamese food. The children are learning to cook simple recipes.

One of Kim-Thao's favourite treats is pandan chiffon cake, which is very popular in Vietnam. It is like a sponge cake and uses pandan extract for its colour and flavour.



Fast fact

Pandan leaf extract comes from the leaves of the pandanus tree. The leaves can be soaked in water and boiled to extract both the green colour and the delicate flavour. It is very popular in South-East Asia and is often used in rice, as well as cakes and sweets.

Wednesday – Reading

Vietnamese food

- Rice and noodles are the main staple dishes of Vietnam.
- Vietnamese cooking uses many herbs such as lemon grass, basil, coriander, parsley, laksa leaf, lime and chilli.
- Soup is served at almost every meal, and snacks include spring rolls and rice pancakes.

- The national condiment is nuoc mam, a fish sauce served with every meal.

- Tropical fruits include bananas, pineapples, coconuts, lychees, melons, mandarin oranges, grapes and exotic varieties like the three-seeded cherry and the green dragon fruit.



Indian food

The family also loves to eat Indian food.

Most people think of curry when they think of Indian food, but there are many other types of dishes to eat, and not all of them are spicy.

Delicious desserts, like gulab jamul, are popular with everyone in the family. For special occasions, Kathy helps Niitan and Kim-Thao make simple Indian sweets called laddoo.

The children like to snack on chapatti bread, pappadams and savoury nibbles.



Coconut and mango laddoo

Ingredients

- 1 large and 1 small tin of condensed milk
- 2 packets of desiccated coconut
- 200 g ground almonds
- 1 kg icing sugar
- 110 g dried mango (chopped)
- a little ground cardamom
- a little grated nutmeg
- a few strands of saffron

Method

Mix all the ingredients together. Either spread the mixture in trays and cut into pieces, or roll into small balls. Place in paper cases and sprinkle with icing sugar and nutmeg.



Wednesday - Writing

Drop Everything and Write (D.E.a.W)



- Drop Everything and Write is an opportunity for you to just write!
- You can choose the topic you want to write about and the type of text you would like to write.
- The purpose of you completing D.E.a.W is to increase your writing stamina, that means the amount of time you can just write.
- This writing will not be marked to take the pressure off and encourage can take more risks and experiment in your writing.
- Since we have been on devices for a whole term, we are going to have Wednesdays and Fridays dedicated to you writing on paper.

Some things to think about:

- Write using paper and a pencil/pen - no devices allowed
- You need to write for 20 minutes (non-stop). Set a timer..
- If you need help with what to write visit this site for ideas (<https://www.pobble365.com/>)
- Focus on your writing and you can go back at the end to edit.
- You can write about an experience, a story, to persuade someone, an informative text, a review, a newspaper article.
- Keep your handwriting neat.
- Make sure you have a bit of a plan first before you write.
- Be mindful of your spelling.
- Use paragraphs.

Stage 3 Maths Term 4 Week 3

Time

~Duration of Events~

Learning Intentions

- To be able to determine and compare the duration of events using appropriate units of time measurement.

Success Criteria

- I can select an appropriate unit to measure a particular period of time.
- I know how to properly use a stopwatch to measure and compare the duration of events.
- I use start and finish times to calculate the elapsed time of events.

Problem of the Day

Have a go at this problem. It is not as straight forward as it seems.
Hint: it is longer than a year!

Adam's watch

Adam bought a watch for 50c. Unfortunately it **gains** 30 minutes every day!

If Adam set his watch at noon one day, how long would it be before it next correctly shows 12 o'clock again?



LEVEL 3

Duration of Events – Elapsed Time

Elapsed time is the difference between 2 different times. Sometimes referred to as the length of time an event occurred or the **duration** of an event.

To work out the difference between 2 times **first you count the hours** then you **count the minutes**.

It is **very important** to remember that **an hour has 60 minutes** and this is where most people will get stuck with this concept and they try to use subtraction which is based around the idea of '100'.

1:55 to 6:10




1:55 to 5:55 = 4 hours

5:55 to 6:10 = 15 minutes

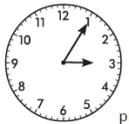
Total elapsed time is 4 hours and 15 minutes.

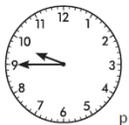
Let's have a look at these problems.

1. How much time is there between:

- a Three in the afternoon and eleven that evening? _____
- b 6 am and 1 pm? _____
- c One in the morning and ten in the same morning? _____
- d Seven in the morning until 12:30 pm? _____

2. Work out the elapsed time in these events:

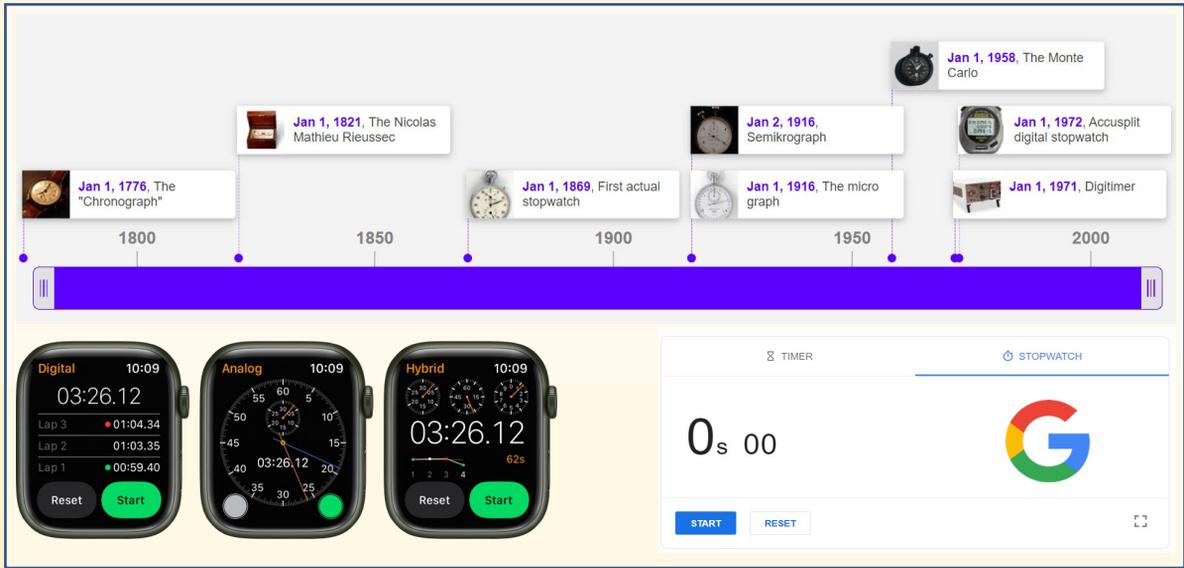
a Linh arrived at a party at:  pm She left at:  pm She was at the party for: minutes

b The bus left at:  am It arrived at:  pm The bus trip took: hours
 minutes

Working Out Space

Using a Stopwatch to Calculate Duration

A very useful tool to calculate the duration of an event is a stopwatch. Stopwatches have been around for almost 250 years (first 'chronograph' invented 1776). Most stopwatches now are digital, electronic, handheld watches and all *Smart Devices* (phones, tablets, wrist watches & computers) have capabilities or apps that can be used to time an event.



The time on this stopwatch reads as:
3 minutes, 52 seconds and 42 hundredths of a second.

The image shows a digital stopwatch with a black face and a grey top. The display shows 03:52:42. The top has buttons for 'start 1', 'reset select', and 'start 2'. The bottom has 'sport time' and four vertical bars.

5. Explain what each number means on these stopwatch times:

a 03:32:21 _____

b 04:47:16 _____

Using a Stopwatch to Calculate Duration

6. Jelena and Serena are running time trials in preparation for a marathon. For each trial find the time difference between the two girls:

	Serena	Time difference	Jelena
a	02:18:16		02:18:17
b	01:24:49		01:24:46
c	05:37:18		05:37:94

- d Based on these trials, who do you predict might come first in the marathon? _____

Reflection

- I can select an appropriate unit to measure a particular period of time.
- I know how to properly use a stopwatch to measure and compare the duration of events.
- I use start and finish times to calculate the elapsed time of events.
- What is one new thing you learnt today in Mathematics?

It's Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 15mins of Prodigy Time!



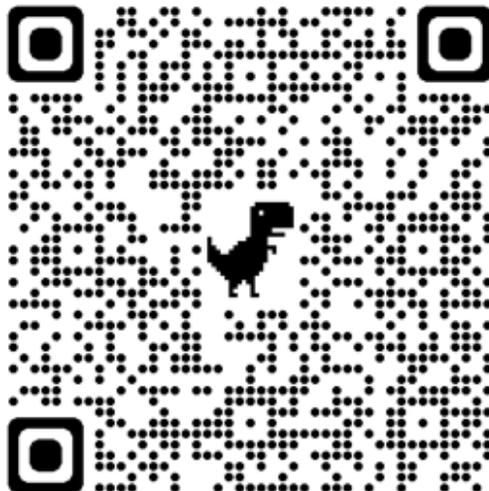
Wednesday - PD/H

To access your sports activity for today, you will need to scan this QR Code or use the link below.

Link: shorturl.at/cpMWX



SCAN ME





Thursday

Activities

You are unique

The Three Sisters – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks

Capital Letter |||

Lower case letter /

Add end marks (.) (?) (!)

Spelling mistake 

Add a word ^

Doesn't make sense _____

New paragraph []

Add a space #

The three sisters are unusual rock formation in the Blue mountains of New south Wales, Australia. They are close to the town of KaToomba are one of the Blue Mountains' best known sites.

The Three sisters were formed by land erosion. This occurs because of wind, rain and rivers that erode the mountains over time. A commonly told legend says that the three sisters are called Meehni, Wimlag and Gunnedoo from the Katoomba tribe. they fell in love with thee men from a different tribe but this wasn't aloud. The brothers weren't happy so they decided to capture the sisters. A tribble battle break out and the sisters were turning to Stone by an eldederd who was protect them.

Thursday - Editing

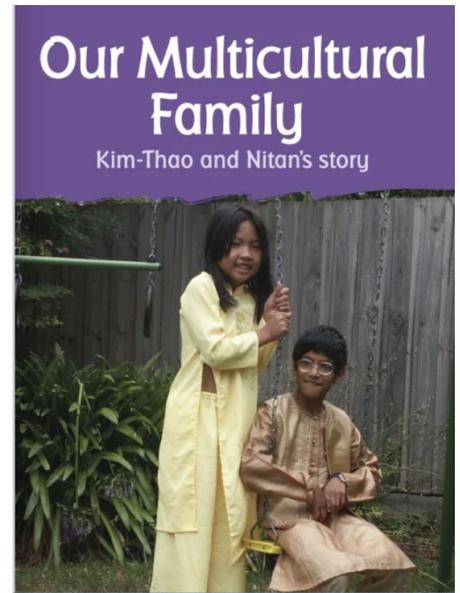


Thursday - Editing

After you have edited the paragraph, re-write the text correctly on the lines below.

Thursday - Reading/Writing

1. Read 'Our Multicultural Family'
- pages 20-23
2. Complete the activities



ACTIVITY I: Reading Task

Using the information on pages 20-21, list the main features of Kim-Thao and Nitan's cultural dress.

Kim-Thao
ao dai

Nitan
sherwani

Clothes

Kim-Thao and Nitan have special clothes that come from their birth-countries. They wear them on special occasions, or just for dressing-up. Kim-Thao's outfit is called an ao dai.

An ao dai is the traditional dress worn by Vietnamese females. This two-piece garment made of silk consists of a long flowing smock worn over baggy trousers reaching all the way to the ground.



Nitan's outfit is called the sherwani. A sherwani is a knee-length or longer, coat-like garment, fitted close to the body. It opens in front with button fastenings. Below, you wear pants, baggy and wide at the top tied with a string at the waist, and tight around the legs and ankles. It is a very elegant dress for men and mostly worn during ceremonies. Nitan also has an outfit called a Nehru suit.



Multicultural families

In 2004, when Nitan and Kim-Thao were 10 years of age, Kathy returned to Dubai with the children.

It was a time of great celebration. All the children who were adopted at the same time got together in Dubai to share the experiences of their lives and their new countries.



Glossary

adoption	a legal process that allows someone to become the parent of a child, even when they are not related by birth
chapatti	a flat Indian bread
condiment	something used to give special flavour to food
Dubai	one of the seven territories (called emirates) that make up the United Arab Emirates on the Arabian Peninsula. The territory's main city is also called Dubai
intonation	the way your pitch goes up and down when you speak
legal	allowed by the law
missionary	a person who goes to another country to teach people about a religion
Nobel Peace Prize	a special and important international award given to someone who has played an important role in maintaining peace and human rights
pappadam	a thin and crisp flatbread made from lentil flour
process	a number of actions, one after the other, for making or doing something
tone	how something sounds

ACTIVITY 2: Response Task

What are 3 facts you have learned after reading this book:

1.

2.

3.

What 2 things did you find interesting in this book?

1.

2.

What is 1 question you now have after reading this book?

1.

ACTIVITY 3: Writing Task

Today you are going to choose a traditional recipe from your culture. You need to write a procedure for how to make this dish.

Remember to include:

- Name of your dish
- Ingredients
- Equipment/utensils required
- Step by step instructions - numbered with each new step starting on a new line
- Descriptive language
- Verbs (doing words) and adverbs (how the action is being done)
- Photo or picture of your finished dish





Thursday - Reading/Writing

Record your procedure here

Stage 3 Maths Term 4 Week 3

Time

~Using Timelines~

Learning Intentions

- To be able to effectively draw and interpret timelines using a given scale.

Success Criteria

- I can draw an accurate timeline using a suitable scale.
- I can interpret a given timeline using the given scale.

Problem of the Day

Have a go at this problem. You might need to write it down to work it out.

Parking meter

In parking meters downtown, you can get 15 minutes parking for 50c. Dad put \$3.50 into the parking meter at 3.15pm.

At what time did the parking meter expire?



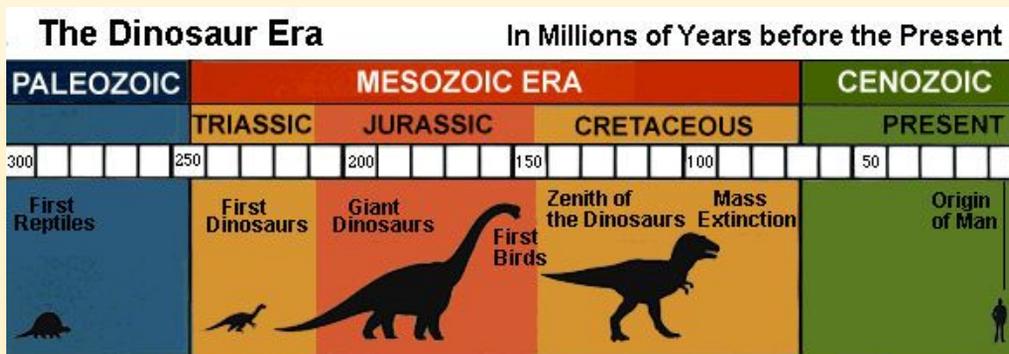
LEVEL 3

Timelines

Timelines are often used in history textbooks and biographies — they explain what happened during a certain period of time or to a particular person, starting with the earliest event and moving forward through time. Your own personal timeline, for example, might begin with your birth.

Many timelines are represented graphically by an actual line that's dotted with points representing important events.

You would usually use a timeline to show the order of event happening and a specific time, this could be minutes, hours, days, years, decades or even megaannums (millions of years) if we were looking at timelines to do with prehistoric times.



Everyday Timelines

Timelines don't have to just be about significant events or people. You could write & draw up your own timeline for any part of your day. The main thing to remember when creating a timeline is that we only need the important events and put them in order. For example if I was writing a timeline for getting ready in the morning I would write down the order of the main things I did, but I would leave out the less important steps like walking from room to room. It might look something like this.



You will noticed I didn't add details like how to get dressed, what to make for breakfast or what I packed into the bags. It is simply the main details that need to be known.

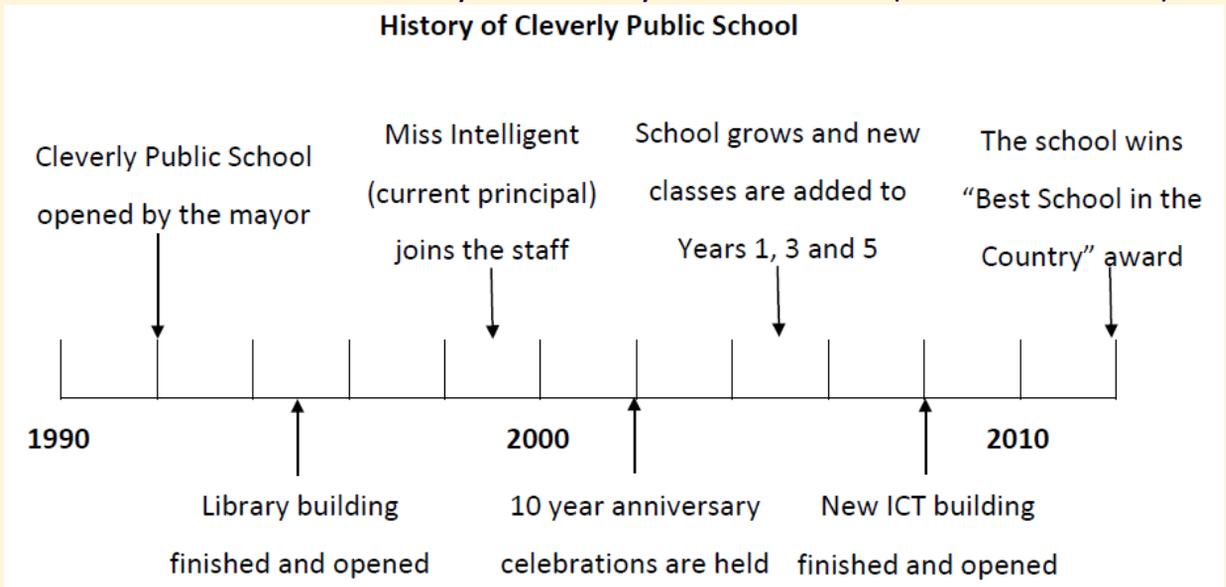
Everyday Timelines

Now it is your turn. Pick something that you do and write a timeline for it. If you can't think of anything write up what you do to get ready on a typical morning like I did.



Reading Timelines

Now we are going to look at reading timelines and gathering information from them. Look at this timeline of the History of 'Cleverly Public School' (not a real school).



Use the timeline from the previous slide to answer these questions.

- The timeline showing the history of Cleverly Public School shows 22 years and is 11 boxes long. What scale has been used? _____ box = _____ years
- Name what happened in the following years.
 - 2002: _____
 - 1995: _____
 - 2008: _____
- When did the following events occur?
 - Cleverly Public School was opened by the mayor: _____
 - Miss Intelligent, the current principal, joins the staff: _____
 - The school wins, "Best School in the Country" award: _____
- How many years after the school opened did the following events occur?
 - 10 year anniversary celebrations are held: _____
 - The library building is finished and opened: _____
 - New classes are added as the school grows: _____

Making Your Timeline

Choose eight important events that have happened in your life and list them in the table below. Then, plot these events onto the timeline provided on the next slide. Make sure your timeline has a title, a scale, the years and the events all clearly marked.

<u>Month/Year</u>	<u>Important Event</u>

A blank timeline template for drawing. It features a horizontal line at the top with a small gap in the middle. Below this line is a horizontal axis with 10 vertical tick marks, creating 9 equal intervals. The entire diagram is enclosed in a blue border.

Reflection

- I can draw an accurate timeline using a suitable scale.
- I can interpret a given timeline using the given scale.
- What is one new thing you learnt today in Mathematics?

Thursday - Creative Arts

We have been travelling 'Around the World' this week in home learning. Help us travel a little further and tell us about your world and your culture... through art!

Create your own 'Ball About Me' on the next page.

Think creatively when filling in your spaces. Will you bubble or graffiti write the name of your colour or draw a paint splash or pattern using it?

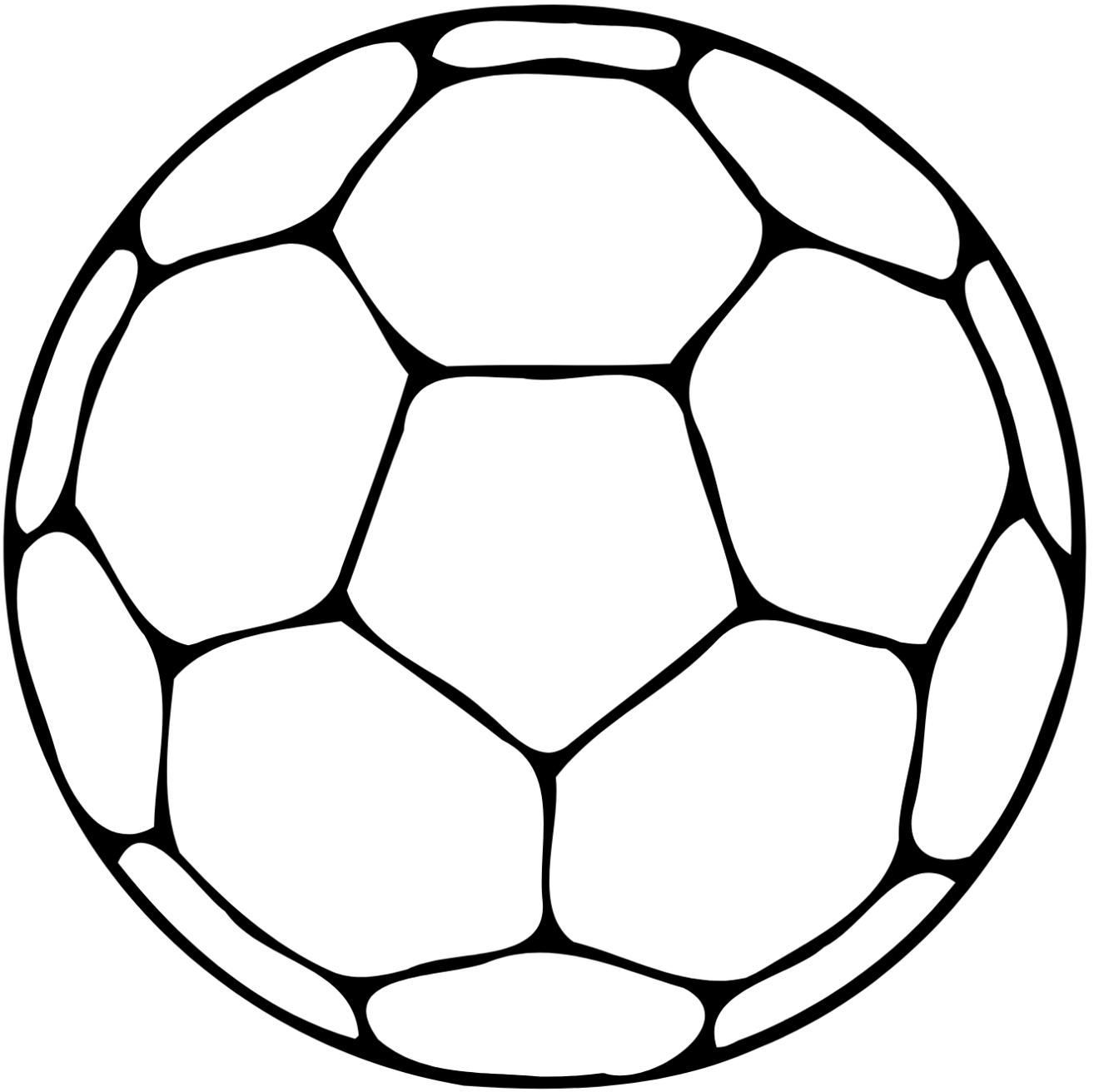
Will you find an interesting way to draw the number for your age or will you draw 11 candles to show your age?

Fill in ALL of the white space inside your ball. Create patterns and/or zentangles in the smallest blank spaces.



Think about colour theory from Term 3 while you get creative.



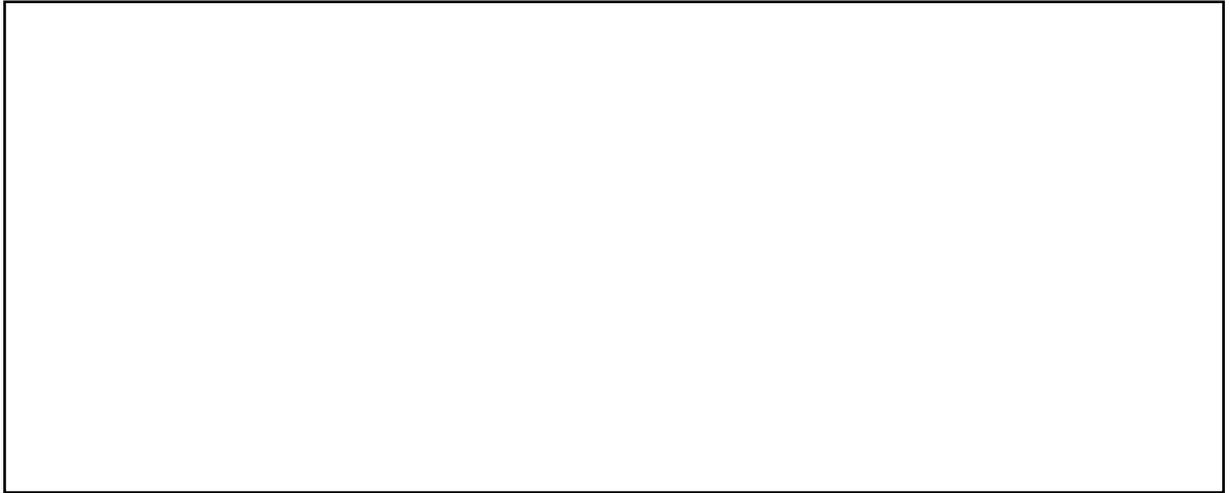


Thursday - Creative Arts

Choose a country from around the world that you find interesting or are connected to in some way.

Search for some artworks from your chosen country and choose the one that appeals most to you. It could be a 2D (drawing, painting, photograph etc.) or a 3D sculpture.

Share a screenshot of the artwork on seesaw (or attach a printed copy of it or draw it here).



1. What country is your artwork from?

2. Why did you choose this artwork over all others?

3. What shapes can you see in the artwork?

4. What does the artwork make you think of and feel?



Friday

Activities

You are capable

Thursday - Grammar

Homophones: then/than

There are two ways to spell the homophone 'then':

Then has multiple meanings:

1. "after"; *I will go to school, then go shopping.*
2. a place in time; *I was in Sydney then.*
3. a consequence; *If you do the wrong thing, then you will see the principal.*

Than:

Is used for comparison: *I would rather ride my bike than watch tv.*

It is important to know when to use the right homophone. Select the correct one in each sentence below:

If you don't eat breakfast, then/than you can't focus in class.

Dinosaurs are scarier then/than monsters.

My sister likes Disney movies more then/than horror movies.

It's warmer in winter then/than summer.

Woody used to be Andy's favourite toy, then/than it was Buzz.

If you don't study then/than you won't get good marks.

Back then/than dinosaurs ruled the earth.

Art is harder then/than science.



Thursday - Grammar

If we go to the beach then/than we can go for a swim.

If I didn't drink so many milkshakes then/than I wouldn't feel sick.

If a tornado hits the power plant, then/than it will explode.

If you listen to your teachers then/than they wouldn't have to yell.

First Oxford had maths with Mr Edgar, then/than they went to Ms Meyer's class.

Some people like chips more then/than chocolates.

Some people like cats more then/than dogs.

Friday - Spelling

BOGGLE

Find as many words as you can using the letters in the Boggle grid.

The rules for playing Boggle are as follows:

- Each word should be of at least three letters.
- Words that have the exact spelling but different meanings will be counted only once.
- You can use both singular and plural forms of the same word.
- You cannot use any letter more than once, and the consecutive letters of your words must be adjacent to each other horizontally, vertically, or even diagonally.

Challenge yourself by setting a time limit!!



Friday - Spelling

Boggle Spelling Word Puzzle

S	I	R	E
N	H	V	N
M	A	R	L
H	T	A	O

Scoring:

Fewer than 3 Letters: 0 points.

3 Letters: 1 point.

4 Letters: 1 point.

5 Letters: 2 points.

6 Letters: 3 points.

7 Letters: 5 points.

8 or More Letters: 10 points.

Add your words here either by typing them in, or writing them on a piece of paper and uploading a photo.

MY TOTAL POINTS SCORE TODAY WAS: _____

An Amazing Fact a Day!

Spot the Mistake

Your nose gets warmer when you lie.

FUN FACT!

Read the sentences below. Can you spot the spelling, grammar and punctuation mistakes? Rewrite the sentences correctly.

1. You're car is blocking are drive. Our you going to move it soon. I think your being most inconsiderate!

2. Swaying in the wind, the trees dances to the rythm of the storm. The moon looked down on the danced trees and smiled in ameusement at the glittering stars.

Friday - Writing

Drop Everything and Write (D.E.a.W)



- Drop Everything and Write is an opportunity for you to just write!
- You can choose the topic you want to write about and the type of text you would like to write.
- The purpose of you completing D.E.a.W is to increase your writing stamina, that means the amount of time you can just write.
- This writing will not be marked to take the pressure off and encourage can take more risks and experiment in your writing.
- Since we have been on devices for a whole term, we are going to have Wednesdays and Fridays dedicated to you writing on paper.

Some things to think about:

- Write using paper and a pencil/pen - no devices allowed
- You need to write for 20 minutes (non-stop). Set a timer..
- If you need help with what to write visit this site for ideas (<https://www.pobble365.com/>)
- Focus on your writing and you can go back at the end to edit.
- You can write about an experience, a story, to persuade someone, an informative text, a review, a newspaper article.
- Keep your handwriting neat.
- Make sure you have a bit of a plan first before you write.
- Be mindful of your spelling.
- Use paragraphs.

Stage 3 Maths Term 4 Week 3 Time ~Using Timetables~

Learning Intentions

- To be able to effectively read, interpret and use timetables from real-life situations.

Success Criteria

- I can comfortably read, interpret and use timetables from real-life situations.
- I know how use a timetable to prepare simple travel itineraries.
- I can interpret timetable information to solve unfamiliar problems using a variety of strategies.

Problem of the Day

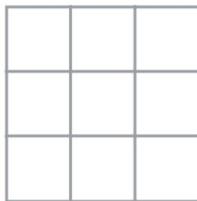
Have a go at this problem. The boxes to the right will help you work it

No three in a line

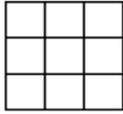
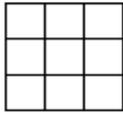
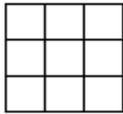
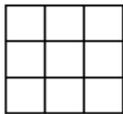
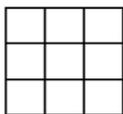
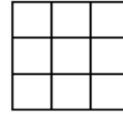
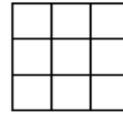
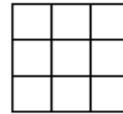
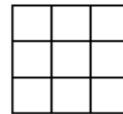
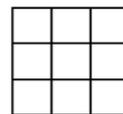
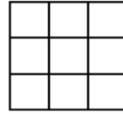
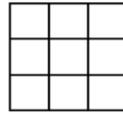
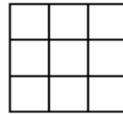
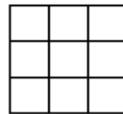
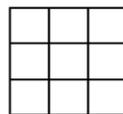
Hannah has a square crate that can hold nine cartons of milk.

Can she put six cartons into the crate so that **no three** of them are in a line?

If so, in how many ways can she do it?
If not, why not?



LEVEL 3



Timetables

Timetables are often used to show transport schedules. It is important to be able to read

timetables as they have the information we need to plan journeys. They are often displayed in 24-hour time so not to be misinterpreted. Generally they will show all the possible times that the mode of transport is stopping at a particular location and it is up to us to work out when is the best time to travel.

Timetables are also often used at high schools to organise all the students' class schedules. It is an incredibly difficult task to ensure each student is allocated to the right classrooms and lessons.

T2 Parramatta or Leppington to City		T																			
Valid from: 12 June 2021														Creation date: 12 Oct 2021							
														NOTE: Information is correct on date of download.							
Monday to Friday																					
Service Information																					
BNK																					
Leppington	-	-	03:33	-	-	-	03:48	-	04:03	-	-	-	04:18	-	-	04:32	-	-	04:48	-	
Edmondson Park	-	-	03:38	-	-	-	03:53	-	04:08	-	-	-	04:23	-	-	04:38	-	-	04:53	-	
Glenfield	ARR	-	03:42	-	-	-	03:57	-	04:12	-	-	-	04:27	-	-	04:42	-	-	04:57	-	
Glenfield	DEP	-	03:44	-	-	-	03:59	-	04:14	-	-	-	04:29	-	-	04:44	-	-	04:59	-	
Casula	-	-	03:47	-	-	-	04:02	-	04:17	-	-	-	04:32	-	-	04:47	-	-	05:02	-	
Liverpool	-	-	03:51	-	03:54	-	04:06	-	04:21	-	04:24	-	04:36	-	-	04:51	-	04:54	-	05:06	-
Warwick Farm	-	-	03:54	-	03:57	-	04:09	-	04:24	-	04:27	-	04:39	-	-	04:54	-	04:57	-	05:09	-
Cabramatta	-	-	03:57	-	04:00	-	04:12	-	04:27	-	04:30	-	04:42	-	-	04:57	-	05:00	-	05:12	-
Carley Vale	-	-	03:59	-	-	-	04:14	-	04:29	-	-	-	04:44	-	-	04:59	-	-	05:14	-	
Fairfield	-	-	04:01	-	-	-	04:16	-	04:31	-	-	-	04:46	-	-	05:01	-	-	05:16	-	
Yennora	-	-	04:04	-	-	-	04:19	-	04:34	-	-	-	04:49	-	-	05:04	-	-	05:19	-	
Guildford	-	-	04:07	-	-	-	04:22	-	04:37	-	-	-	04:52	-	-	05:07	-	-	05:22	-	

We will use this timetable for this activity.

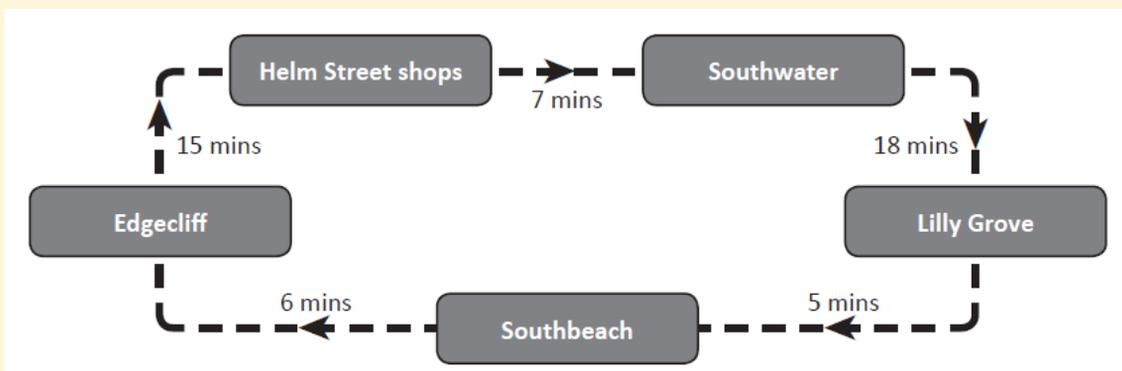
- What time does the 7:17 pm train from Burwood arrive at Petersham? _____
- What time does the quarter to eight train from Lewisham arrive at Town Hall? _____
- Can I catch the 5:35 pm from Ashfield if I want to get off at Stanmore? YES / NO
- Which stations does the last train from Burwood miss? _____

Burwood to Wynyard								
Burwood	1720	1727	1750	1917	2026	2132	2239	2343
Croydon	---	---	1800	1927	2036	---	2249	---
Ashfield	1735	1742	1805	1932	2041	2146	2254	2358
Summer Hill	---	---	1812	1939	2048	2153	2301	---
Lewisham	1748	1755	1818	1945	2054	2158	2307	0011
Petersham	1753	1800	1823	1948	2057	2101	2310	0009
Stanmore	---	---	1829	1954	2103	2007	2316	---
Newtown	---	---	1836	2000	2110	---	2323	---
Redfern	1811	1818	1841	2005	2114	2017	2327	0024
Central	---	1821	1844	2008	2118	2020	2330	0027
Town Hall	---	---	1848	2012	2122	2024	2334	0031
Wynyard	1823	1830	1853	2017	2126	2028	2338	0036

- At what time does the 8:36 pm Croydon train leave Newtown? _____
- Omar arrives at Redfern station at ten to six in the evening. How long does he have to wait for the next train? _____

Timetables

We will use this diagram for this activity. It shows the route of a shuttle bus and the length of time between stops.



- a. If you leave Edgecliff at 7:55 am, what time can you expect to be at Lilly Grove? _____
- b. What time did you get on the bus at Southbeach if it is 5:00 pm when you get off at Helm Street shops? _____

Timetables are also used to show entertainment programming, such as TV shows.

Use this TV guide to answer the questions.

17:10	Cartoons
18:00	Comedy
18:30	News
19:30	Documentary
20:45–23:15	Film

- a What is the shortest program? _____
- b I am setting up my DVDR to record the documentary. How long should I record for? _____
- c How much longer is the film than the documentary? _____

Timetables – Planning a Holiday

Use the following information to solve the problem.

Five different families were travelling to Los Angeles for a holiday to one of the many theme parks. Their flights all left on the same day, but each family left at a different time and were going to a different theme park.

Find out each family's flight number, departure time and the theme park they went to. Read the clues on the next slide and use the grid to keep track of what you find out. Use a cross when you are sure 2 variables do not match and a tick when you know that they do. The first clue has been entered into the grid to show you how to do this.

- 1 Flight 938 left at 4:45 pm with the Herringers on board.
- 2 The Herringers and the family going to Seaworld were not on the flight leaving just before 6 pm.
- 3 The Nicholls family who were on flight 762 were not interested in going to Knott's Berry Farm or Disneyland.
- 4 Flight 938 was the flight of the family going to Universal Studios.
- 5 The Kirk family was the last of all the families to fly out on flight 165 on the way to Knott's Berry farm.
- 6 The Flenleys were on Flight 513 which left 1½ hours before flight 938.

Family	Flight Number				Time				Theme Park			
	762	938	513	165	14:38	15:15	16:45	17:53	SW	US	DL	KBF
Nicholls		✗					✗					
Herringer	✗	✓	✗	✗	✗	✗	✓	✗				
Flenley		✗					✗					
Kirk		✗					✗					

Time Mystery Problem

Mrs Smith is livid ... furious ... about to burst a blood vessel. She has come home at 6 pm to find that one of her kids has dropped pizza on the new cream sofa, leaving tomato sauce and ham everywhere. And as for the grease stains, she can't bear to even think about them.

Mr Smith was in the shed the whole afternoon and can cast no light on the matter. She will deal with him later. She has hauled in all the kids to find the culprit.

Read each alibi and find out who is lying. Someone has a gap in their timeline. And in that time, they managed to make the mess ... Use the timetable to show who is the guilty party.

Note: They all finish school at 3:30 pm.

Jack says he couldn't have done it because: "School finished at 3:30 pm and I went straight to soccer practice. It takes 15 minutes to get to soccer practice and the practice lasted for an hour. Then it took 15 minutes to walk home. And Tom came home with me and we were on the PlayStation for an hour and then you came home! Ask Tom, he'll tell you we didn't leave the PlayStation."

Madison's alibi is: "I can't have done it! I had dance class after school in the gym for an hour. And then Li's mum picked me up and took us both out for ice cream. That took 30 minutes. And then I went back to Li's and we MSN'ed for 45 minutes. Then I walked home and that takes 15 minutes. So it wasn't me!"

Dakota claims innocence this way: "Well, it couldn't have been me because I went next door to Nikki's after school for 1 hour and 45 minutes. And then I came home and got changed for kung fu which took 15 minutes. And then just as I finished, Nikki rang at 5:45 pm to say they would pick me up in 15 minutes to go to kung fu, so I am innocent!"

Time Mystery Problem

So Who's Done The Crime? _____

Time	Jack	Maddison	Dakota
3:30 – 4:00pm			
4:00 – 4:30pm			
4:30 – 5:00pm			
5:00 – 5:30pm			
5:30 – 6:00pm			

What do you think an appropriate consequence is?

Reflection

- I can comfortably read, interpret and use timetables from real-life situations.
- I know how use a timetable to prepare simple travel itineraries.
- I can interpret timetable information to solve unfamiliar problems using a variety of strategies.
- What is one new thing you learnt today in Mathematics?

It's Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 15mins of Prodigy Time!



Optional Activities

Even more

Non-screen activities you can do at home

Pobble

25
more
ideas!

Recipes are a great way to express yourself and get creative. Have a go at our 25 food and recipe related tasks!

1 Write a recipe for happiness. What are the essential ingredients you need to include?



2 Design the front cover of your own recipe book. What will you call your book and how will you make it stand out?

3 Get revolting! What is the most disgusting menu you can think of? Design and create your own revolting menu.

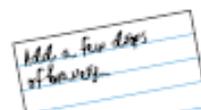
4 Make your own chef's hat. What will you use to make it? Newspaper or something else?



5 What makes a good friend? Can you write a recipe with the key ingredients?



6 Create a recipe for a superhero. What do you need to mix together and how would you do it?



7 Make a model of your favourite pizza. Use bits you find around the house. What toppings will you include? Bottle top pepperoni perhaps?



9 Draw a picture of the best dessert you can possibly imagine!



10 What do you need to make a healthy human? Draw a diagram to explain.



11 Start a food journal. Write down your favourite meals, ingredients and recipes. Are you eating healthily enough?



12 Imagine you need to make a cake for a special event. It needs to have 5 layers of different flavours. Design and label how it would look.

13 Word search fun! Create your own word search using words on the topic of food or cooking, then ask someone to complete it.



14 Imagine you discovered a new type of fruit! What would you call it? What would it look like and taste like? Write a description.

15 If you had your own restaurant, what would it be like? Would it have a theme? Make a model of it using things you find around the house.

16 How would you create a united community? Write down your method and the ingredients you would use.

17 The perfect teacher! Write a list of the ingredients you would need to make the best teacher in the world, perhaps you know one already?

18 Grow your own. Can you save the seeds from something you eat and plant them to grow your own?



19 Get baking! Find a recipe you like and have a go at completing it. What will you make? Biscuits, pancakes, fruit salad or something else?



20 Healthy body. Exercise is just as important as eating well. Can you create your own daily workout routine and try it out?



21 How many words can you think of that rhyme with COOK? Write a list.



22 Rainbow foods. There are 7 colours in the rainbow. Can you think of a food that's the colour of each one? Draw a picture to show these.

23 Potion power! Imagine you have the power to create a potion. What would your potion do and how would you make it?



24 Alphabet food! Can you name something you would find in the kitchen that starts with the letter a, b, c and so on?



25 Put on a show! Can you put on a cookery show? Explain what you are doing at each step so it's simple for others to follow!

Parents and teachers – please share your success stories with us on social media:

HeyPobble | Pobble Education | TeamPobble