

Home Learning Pack
Stage 2

Week 2, Term 4, 2021



**HOME
LEARNING**



Home Learning Grid - Term 4 Week 2

Stage 2 – Under the Sea

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Video Meetings					Michigan and Penn State Wellbeing check in @ 10am in the Stage 2 Team
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	<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>Spelling & Grammar: Grammar- proper nouns.</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>Spelling & Grammar: Grammar- proper nouns.</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>Spelling & Grammar: Grammar- proper nouns.</p>	<p>Reading Eggs: Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.</p> <p>Spelling & Grammar: Suffixes- less</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>Spelling & Grammar: Suffixes- ful</p>
Literacy	<p>Reading: Comprehension- Scuba Diving</p> <p>Writing: Writing and recording a script for an ocean video</p>	<p>Reading: Comprehension- Titanic</p> <p>Writing: Complete DEaW of un-interrupted writing for 20 minutes</p>	<p>Reading: Comprehension- Under the Sea Picture</p> <p>Writing: Make a poster – Save our Oceans</p>	<p>Reading: Comprehension- clownfish</p> <p>Writing: Complete DEaW of un-interrupted writing for 20 minutes</p>	<p>Reading: Comprehension- angler fish</p> <p>Writing: The Great Barrier Reef descriptive scene.</p>
Outdoor 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</p> <p>Complete the activity on Seesaw.</p> <p>Log onto Prodigy and complete 30 minutes of activities.</p> <p>https://www.prodigygame.com/main-en/</p>	<p>Maths</p> <p>Complete the activity on Seesaw.</p> <p>Log onto Prodigy and complete 30 minutes of activities.</p> <p>https://www.prodigygame.com/main-en/</p>	<p>Maths</p> <p>Complete the activity on Seesaw.</p> <p>Log onto Prodigy and complete 30 minutes of activities.</p> <p>https://www.prodigygame.com/main-en/</p>	<p>Maths</p> <p>Complete the activity on Seesaw.</p> <p>Log onto Prodigy and complete 30 minutes of activities.</p> <p>https://www.prodigygame.com/main-en/</p>	<p>Maths</p> <p>Complete the activity on Seesaw.</p> <p>Log onto Prodigy and complete 30 minutes of activities.</p> <p>https://www.prodigygame.com/main-en/</p>
Other Key Learning Areas	<p>Science & Technology: Cleaning Up The Oceans STEM Challenge Part 2</p>	<p>Geography: Australia's Neighbours</p>	<p>Personal Development and Health:</p>	<p>Creative Arts: Seesaw Activity: Positive and Negative Space Create an underwater experience with positive and negative space as well as textures around your home.</p>	<p>Free Choice afternoon: Complete any activity that interests you and upload a photo or video to Seesaw with an explanation of what you are doing and why you like to do this activity.</p>
Additional Optional Activities	<p>PM e-collection/Reading Eggs (Online English)</p> <p>Log on to PM e-collection or Reading Eggs</p> <p>https://app.englisheggs.com.au/</p>	<p>Mathematics</p> <p>Log on to Prodigy and play</p> <p>https://app.prodigygame.com/games/activities/1644585282-4144-9098-9e040e6b6993</p> <p>OR</p> <p>https://www.youcubed.org/ https://mrh.maths.org/</p>	<p>Outdoor Physical Activity and Play</p> <p>Post a picture or video of yourself being active.</p> <p>Department of Education - Learning from Home Resources</p> <p>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/home/learning-at-home</p>		

Reading Log - Week 2

Reading Log - Week 2

Find a relaxing space in your house where you can read. Read a book, magazine or a book from the PM e-collection in your chosen space. Add the book you have read, a rating and a picture of where you read to your reading log. Be creative!

	Monday	Tuesday	Wednesday	Thursday	Friday
Book Title and Author	Title: Author:	Title: Author:	Title: Author:	Title: Author:	Title: Author:
Rating - give what you read a rating out of 5, where 1 is not very good and 5 is great!	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★
Where I read	Where: Photo:	Where: Photo:	Where: Photo:	Where: Photo:	Where: Photo:



Monday

Activities

You are enough

Monday-Spelling & Grammar

Spelling Rule: Proper Nouns

noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly

dice


pirate

ball

girl

proper noun

Proper nouns are the names of specific people, places, or things. They **always** begin with a capital letter.



Eiffel Tower

Mr Jones

Queen Elizabeth

Jenny

Spain

Read through the following information on sharks.
Highlight all the **nouns** in red and the **proper nouns** in blue.

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

Where do they live?

Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.



What do they eat?

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey such as clams, crabs and squid.

Some types of shark can be deadly, but only about 12 species have ever attacked humans. In fact, shark attacks are not very common. More people die from bee stings and natural disasters such as earthquakes and volcanoes each year than from shark attacks.

Scuba Diving

Name: _____

Scuba diving is a popular water sport for people who love to explore underwater. People who scuba dive are called divers and with the right equipment, divers can stay submerged for about one hour.



What equipment does a scuba diver need?

A scuba diver needs five main pieces of equipment. A diver wears a mask to see under the water and moves through the water wearing fins on their feet. A diver wears a tank on their back that is filled with compressed air. A regulator allows the diver to breathe the air from the tank. Finally, a very simple but important piece of equipment is a watch. Divers wear a watch to keep track of time spent below the surface so they do not run out of air.



Who can scuba dive?

Anyone can learn to scuba dive as long as they are at least ten years old. Scuba divers must take special classes to be scuba certified. Divers must prove they understand how to use the equipment. Most people scuba dive for fun, and go up to 130 feet deep. Divers explore underwater to see fish, coral reefs, and even shipwrecks. Scientists scuba dive to research sea life and learn about the ocean floor.



A long time ago, the first scuba diving systems were much different than those used today. About 500 years ago, divers wore leather suits and dove up to 60 feet deep. Later on, divers wore heavy helmets on their heads and breathed air from a hose at the surface. Instead of swimming, these divers walked along the bottom.



What would you like to see underwater?

Understanding Key Ideas and Details

What is this article mostly about?

Key Vocabulary

What is the meaning of equipment ?	What clues support your inference?

Multiple Choice

- Which statement from the passage explains why divers wear a watch?
- Finally, a very simple but important piece of equipment is a watch.
 - Most people scuba dive for fun, and go up to 130 feet deep.
 - Divers wear a watch to keep track of time spent below the surface so they do not run out of air.
 - A scuba diver needs five main pieces of equipment.

Apply It!

Scuba Changes Over Time

Scuba long ago	Scuba today

Writing a script

All great nature programmes such as Sir David Attenborough's Blue Planet – starts with writing a script. Watch the video on the following page about life under the sea and how many different creatures live together. It shows how they all interact, from whales to the tiny krill.

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-underwater-world/zh3ygwX>

This video has no narration. After watching the video, create your own short script about the nature of the oceans and record yourself narrating the video.

Monday-Maths

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

- What is the volume of Sam's model if it is 4 cm long, 1 centimetre wide and 2 cm tall?

Learning Intentions:

- We are measuring, ordering and comparing objects using formal units of measurement.

Success Criteria:

- I can identify when we measure objects in kilograms and grams.
- I can compare and describe the mass of different objects.
- I can estimate and measure the mass of different objects.

Activities



When we measure how heavy something is, we are looking at the mass of an object. We measure mass in kilograms. We say kilo for short and write it as kg.

Flour is something that is sometimes sold in 1 kg bags.

This scale is one that most people use when they are cooking. You might have one in your kitchen at home.

It is important to remember that 1000 grams is the same as 1 kilogram.

We can write this as $1000\text{g}=1\text{kg}$

Monday-Maths

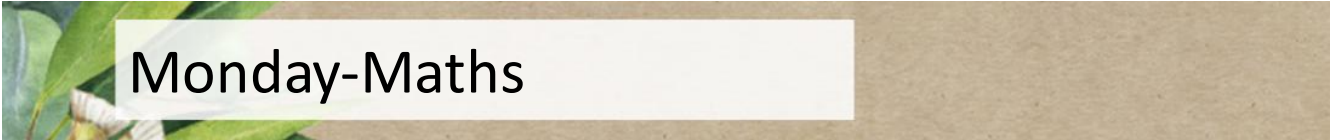
Make a list of the objects we would measure in grams, and a list of things we would measure in kilograms.

Grams- g	Kilograms- kg

Use a set of scales to test the mass of the following objects. Circle the objects that weigh less than 1kg and underline the objects that weigh more than 1kg.

If you do not have access to scales, think about whether the objects would weigh more or less than 1kg (remember 1kg is a small bag of flour).





Monday-Maths

Make a list of more objects that would weigh more than 1kg and less than 1kg.





Less than 1kg	More than 1kg

Monday-Maths

Find something that weighs 1kg (1L milk bottle, bag of flour, rice, etc). Hold the 1 kilogram item in your hand getting a feel of how heavy 1 kg is without using scales. Use **hefting (estimate the weight of something by holding or lifting it)** to find if each object listed is less than one kilogram, more than a kilogram or about the same as a kilogram.

Less than 1kg	About 1kg	More than 1kg

Find out how many of each item are equal to half a kilogram (1/2kg)
Use a set of scales in your house to weigh the items. Kitchen scales would be the best.

Item					Your choice	Your choice
Number equal to 1/2kg						

S.T.E.M. Challenge

Term 4 Week 2

Cleaning Up The Oceans - Part 2



Pollution in the Oceans

Last week we looked at how pollution in the ocean is harmful to the fish, animals, reefs, and plants that need the water to survive. Water pollution can also have damaging and disruptive impacts on the natural water cycle.

We also learnt that a lot of water pollution comes from human activity and our task was to create a prototype to help others understand the effects of pollution and waste in our oceans and design a way to help make the oceans healthy again.

Your task today will need you to continue, improve and share your prototype with other people.



Your Challenge - Improving Your Plan

- Now that you have your prototype from last lesson and you shared it with another person to get their evaluation, it is now time to finalise your project.
- Fifth Step: Think about the ways you can improve your prototype. This may mean you need to change, add or remove an element. You might also change the way you share or present your plan to make it more effective.

Write down all the ways you are going to improve your prototype (You must be able to change something).

Your Challenge - Finalising Prototype

- Sixth Step: It is now time to finalise your prototype. Make the changes you wrote about on the previous slide. Upload your final project in the box below. If you have created a movie or animation add a link or upload on a new page.

Upload your finalised project here:

Your Challenge - Sharing Your Project

- Seventh Step: It is now time to share your project with other people. Remember the idea is to help others understand the effects of pollution and waste in our oceans. In this stage you need to think of 2 or 3 questions to ask people after they see your project, share your project with at least 3 other people and then record their responses to your questions.

Your questions to ask:

1)

2)

3)

- Write down the responses to your project in this box for each person you asked. Include who it was you shared your project with and what they thought.

Person 1:

Person 2:

Person 3:

Reflection

- What did you enjoy the most about this challenge?

- What challenges did you have and how did you overcome them?

- Were you able to share your idea effectively?



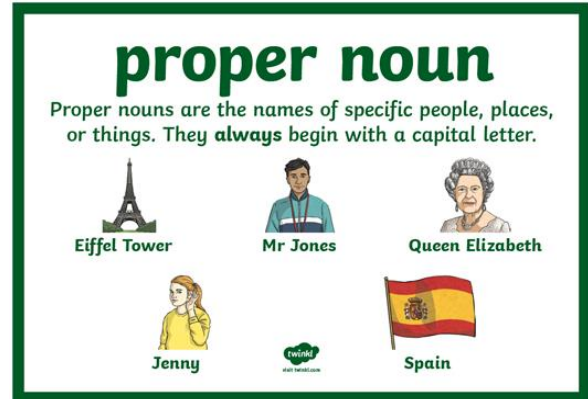
Tuesday

Activities

You are kind

Tuesday -Spelling & Grammar

Spelling Rule: Proper Nouns



We use capital letters when we begin a sentence and when writing proper nouns.

Rewrite the following sentences putting capital letters in the correct places.

- the pacific ocean is the largest ocean in the world.
- when i go to thirroul beach, i love to go swimming in the water and build castles in the sand.
- my brother tim and i went snorkelling when we visited the great barrier reef.
- the arctic ocean is located in the northern hemisphere.
- the main character in the movie 'the little mermaid' is named ariel.
- there are more than 500 different species of sharks that live in our oceans.

Tuesday-Reading

Before reading the text:

Write down anything you already know about the Titanic.

Titanic

Titanic was a passenger liner and the biggest ship of its time. It carried over 2000 passengers and crew. Its first journey was from Southampton to New York but the ship never reached America.



Building Work

Titanic was built in Belfast. It took three years to build and cost millions of dollars.

Titanic had four funnels. Only three of these funnels worked; the other was for kitchen ventilation and to make the ship seem more powerful.

Things to Do on Titanic

The boat deck was the highest deck on Titanic. It was called the boat deck because this is where lifeboats were kept. It was a large open space where first and second class passengers could walk, rest on benches and play games.

On the Titanic, there were:

- four restaurants;
- one gym;
- one pool;
- one squash court;
- two barber shops;
- lifts to move between floors.
- two libraries;

These facilities weren't available to every passenger. The more you paid for your ticket, the more you had access to.

First Class

Titanic's first class passengers were very rich. The most expensive rooms had two bedrooms, dressing rooms, a sitting room, a bathroom and a private deck.

Second Class

Second class rooms slept between two to four people, with a shared bathroom. There was also a grand dining room for second class passengers.

Third Class

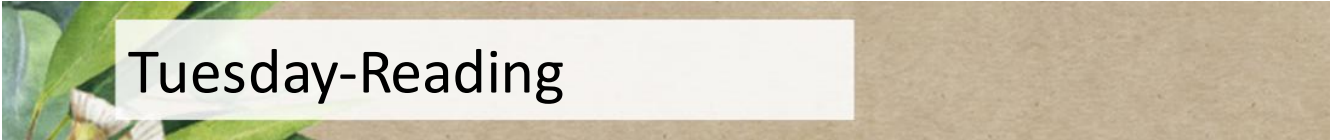
Third class travel was much less comfortable. Cabins slept between two and ten people and there were only two bathtubs for all of the third class passengers on board. These passengers weren't allowed to use facilities such as the swimming pool or squash court.

Third class tickets costed between £3 and £8. An £8 ticket would be worth around £550 today.

Why Didn't Titanic Reach America?

The Titanic sank on 15th April, 1912 after hitting an iceberg. Many people lost their lives.





Tuesday-Reading

During Reading:

Underline and write down any words you do not know

After reading:

Write down three things you learnt.

1.

2.

3.

Write down three things you found interesting

1.

2.

3.

Write down 3 questions you still have.

1.

2.

3.



Drop Everything and Write (DEaW)

Week 1 writing task - Tuesday

Time:
40 minutes
5 minutes thinking time
20 minutes writing
10 minutes editing
5 minutes uploading



You can write about...

- Something you have experienced, an imaginative story or facts about something you're interested in.
- Use paper and pencil/pen for your writing.
- Photograph your writing and upload it to this activity once you've finished.

What makes a good paragraph?

- Use different types and lengths of sentences
- Different sentence beginnings
- Always use correct punctuation
- Use interesting vocabulary / words
- Use similes and metaphors if you can
- Use correct tense
- Organise your ideas so each sentence connects with the next and makes sense



Remember to...

- Be mindful to keep your handwriting neat
- Make sure you think about your plan first
- Check spelling – use a dictionary
- Remember capital letters and punctuation
- Use paragraphs

If you're stuck for an idea, use this picture to help you.



Tuesday-Maths

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

How far did Jacob fly on his trip from Sydney to Tokyo and back home again?



Learning Intentions:

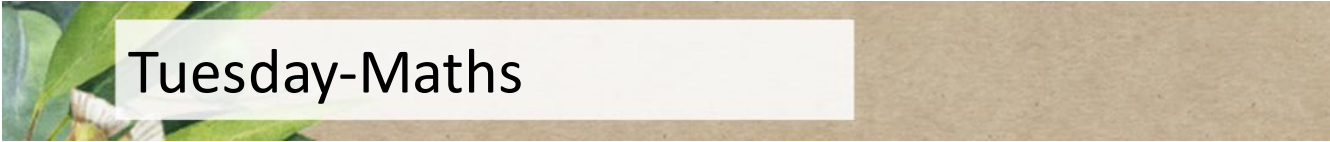
- We are measuring, ordering and comparing objects using formal units of measurement.

Success Criteria:

- I can identify when we measure objects in kilograms and grams.
- I can compare and describe the mass of different objects.
- I can estimate and measure the mass of different objects.

Activities:

Log onto Seesaw and watch Ms Ellacott's video on hefting.



Tuesday-Maths

Order your objects from heaviest to lightest.

Take a photo of your objects ordered and upload to Seesaw.

When might we use hefting? Why is it useful?

Is there another way you could compare the mass of two objects?

What would it be like to live in a different place?



Tuesday-Geography



Watch the video: **Australia's Neighbours - Charlotte's Story.**

Write the natural and human features Charlotte talks about in the table below.

Natural Features	Human Features

What are the natural and human features where you live? List them below.

Natural Features	Human Features

Name some features which are the same for where you live and Charlotte lives.

Name some features which are different.

Tuesday-Geography

Watch the videos: **Australia's Neighbours.**



▶ Coline's Story



▶ Intan's Story



▶ Thomas' Story



▶ Lily's Story

Choose one video. Answer the questions below and then re-watch the video.



Who is being interviewed?

What country are they from?

b This lesson is about features of places.

What features are you most interested in?



Wednesday

Activities

You are strong

Wednesday -Spelling & Grammar

Spelling Rule: Proper Nouns

noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly

dice


ball

girl

pirate

proper noun

Proper nouns are the names of specific people, places, or things. They **always** begin with a capital letter.



Eiffel Tower

Mr Jones

Queen Elizabeth

Jenny

Spain

Use the following ocean themed words to make at least 5 of your own sentences. Make sure you include capital letters at the beginning of the sentences and when you are using proper nouns.

Hint: When you use the word 'I', you are replacing the use of your own name. This

ocean	barracuda	sand
sea	waves	Bondi
saltwater	tsunami	octopus
Arctic	deep blue sea	Titanic
Pacific	Coral Sea	beach
shark	Coral	Atlantic
Great Barrier Reef	ocean floor	ship

Wednesday-Reading

A text doesn't always need words to show what is happening. Sometimes pictures tell a story and give us information. Look at the below image and answer the questions on the following page.



Under the Sea Reading Comprehension



1. What do you think the diver is looking at in the picture?

2. What could the diver be feeling?

3. What kind of ship is it?

4. How long do you think the ship has been in the ocean?

5. How do you think the treasure chest got there?

6. Is the rubbish hurting the animals? Why or why not?



Save our Oceans

Make a poster

Unfortunately plastic finds its way into the ocean and can damage our ocean wildlife.

Watch Sir David Attenborough's message about plastic from Blue Planet 2 and design your own poster about 'Saving our Oceans' and keeping them clean. Take notes throughout the video of the important information. Stop the video if you need to.

<https://www.youtube.com/watch?v=IW3jEiYBFzg>

Creating your poster

Use the information you have noted down to create your poster. Below are some examples. Think about the message you want to convey. Use a piece of paper to create your design or a program on your computer to create your design (eg. Microsoft PowerPoint, Microsoft word, Microsoft publisher, canva.com)



Wednesday-Maths

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

On Saturday 3600 tickets to the football game were sold and on Sunday 4509 were sold. How many were sold over the weekend?

Learning Intentions:

- We are measuring, ordering and comparing objects using formal units of measurement.
- **Success Criteria:**
- I can identify when we measure objects in kilograms and grams.
- I can compare and describe the mass of different objects.
- I can estimate and measure the mass of different objects.

Activities:

Remember that there are 1000g in 1kg.

How much less than 1 kg are the following weights?

a 500 g

b 750 g

c 600 g

d 150 g

e 250 g

f 400 g

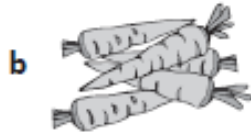
When we buy fruit and vegetables, we usually pay by the kilogram. Can you think why this is?

Wednesday-Maths

Search through some supermarket catalogues and find out the cost of these items per kilogram:



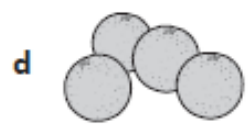
per kg



per kg



per kg



per kg

What are some objects that I would measure in kilograms around my household?

Estimate their mass, and then measure using scales.

Record your results in the table below.

Object	Estimated mass- kg	Measured mass- kg

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/dfCP0



SCAN ME





Thursday

Activities

You are unique



Thursday-Spelling & Grammar

Spelling Rule: Suffixes

A suffix is a syllable or word part added to the end of a word which changes the meaning of that word.

Eg. Care -> careful, hope -> hopeful.

The suffix **less** means without.

Add the suffix **less** onto the following words. Use each suffix in a sentence to show you understand its meaning.

- Name

- Pain

- Shape

- Harm

- Sleep

- Time

What do you think the word **painless** means?

Thursday-Reading

Read the following information about the Clownfish



The clownfish gets its name for its bold orange, or purplish brown stripes. It lives in warm, shallow ocean waters, such as the Pacific Ocean. It survives by living in **shallow** seas and hiding in the coral reefs and lagoons. The anemone (uh-NEM-uh-NEE) is a close friend of the clownfish. It will sting its predators without harming the clownfish. Clownfish eat zooplankton and algae that live in the coral reefs. But many coral reefs are endangered or becoming endangered. This means the clownfish, its prey, and the anemone are also at risk.

In your own words, write 2 facts about the clownfish. Make sure you write in complete sentences.

1.

2.

In the paragraph, what does the word shallow mean?

Find the word anemone in the text. After the word is (uh-NEM-uh-NEE). Why is this written this way, what does it tell us?

Do you know anything else about clownfish? Maybe you have seen one before, or have watched a movie or read a book with a clownfish in it?

Drop Everything and Write (DEaW)

Week 1 writing task - Thursday

Time:
40 minutes
5 minutes thinking time
20 minutes writing
10 minutes editing
5 minutes uploading

You can write about...

- Something you have experienced, an imaginative story or facts about something you're interested in.
- Use paper and pencil/pen for your writing.
- Photograph your writing and upload it to this activity once you've finished.

What makes a good paragraph?

- Use different types and lengths of sentences
- Different sentence beginnings
- Always use correct punctuation
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Remember to...

- Be mindful to keep your handwriting neat
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- Remember capital letters and punctuation
- Use paragraphs

If you're stuck for an idea, use this picture to help you.



This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

Sophie had saved \$39 but bought a DVD for \$15. How much has she got left?

Learning Intentions:

- We are measuring, ordering and comparing objects using formal units of measurement.

Success Criteria:

- I can identify when we measure objects in kilograms and grams.
- I can compare and describe the mass of different objects.
- I can estimate and measure the mass of different objects.

Activities:

Remember that there are 1000g in 1kg.

We use grams to measure items that are less than 1 kilogram. We use g for grams.

1 kilogram = 1 000 grams

$\frac{1}{2}$ kilogram = 500 grams

Write each mass in grams:

a seventy five grams

b eighty two grams

c five hundred grams

d one thousand grams

e Ring the amount that is the same as 1 kilogram.

f Underline the amount that is the same as half a kilogram.

Thursday-Maths

Which unit of mass would you use for each item – kilogram (kg) or gram (g)?

a



b



c



d



Estimate then measure the mass of each item:

a



Estimate _____

Measure _____

b



Estimate _____

Measure _____

c



Estimate _____

Measure _____

Find items around your classroom that fit into each category. Try and get them as close as possible to the mass in each column.

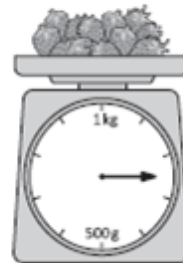
Item	About 100 g	About 200 g	More than a kg
a			
b			
c			

Write the mass of each type of fruit:

a

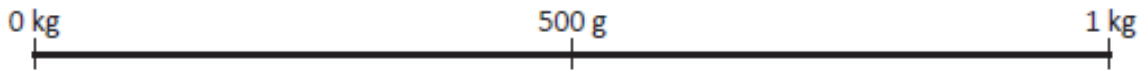


b



Thursday-Maths

If the length of this line represents 1 kg and the marker in the middle is 500 g, where would these items go? Draw a line to connect them to the right place:



Make your own line to show where different objects around your room would fit.

Thursday - Creative Arts

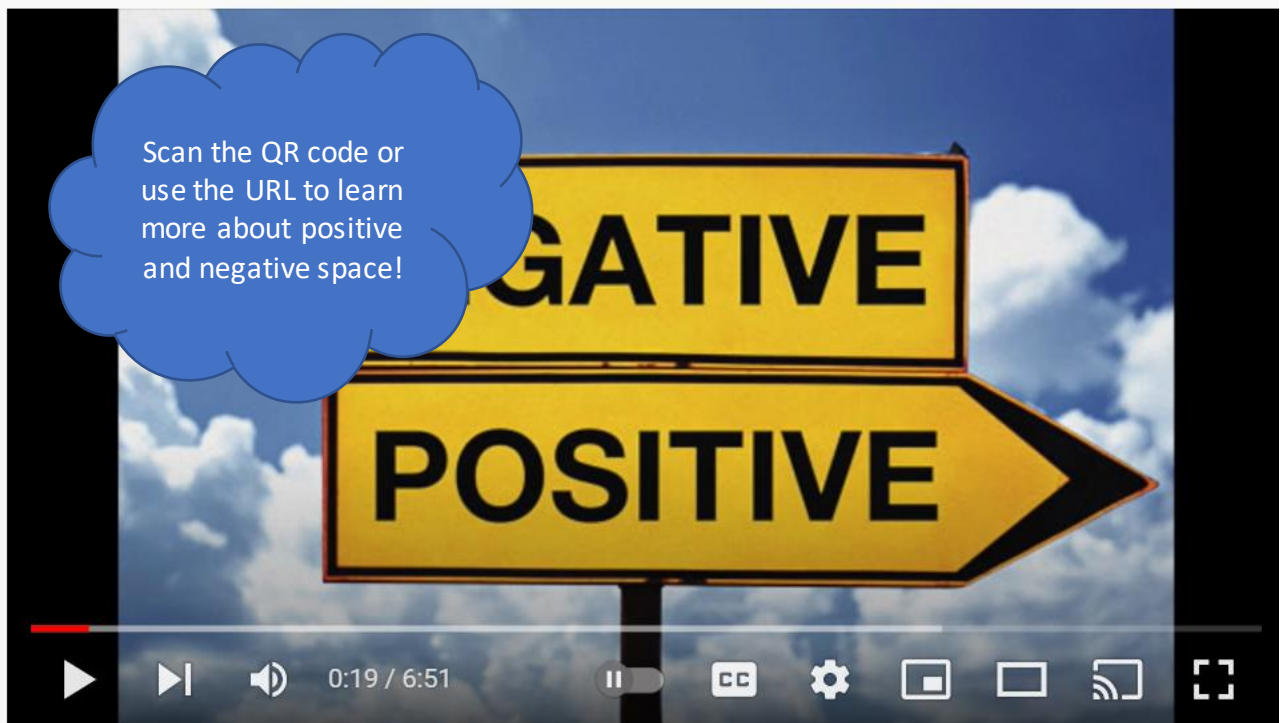
Last term we looked deeply at colour in artworks. Now let's look at some of the other elements of art! This week we are looking how the use of SPACE can impact an artwork. Space is the area between shapes and forms.

Positive Space

Positive space refers to the areas of interest or subject matter in an artwork. It might be a person's face or a vase of flowers.

Negative Space

Negative space is the background or the area that surrounds the subject of the work.



<https://qrgo.page.link/A3s7K>

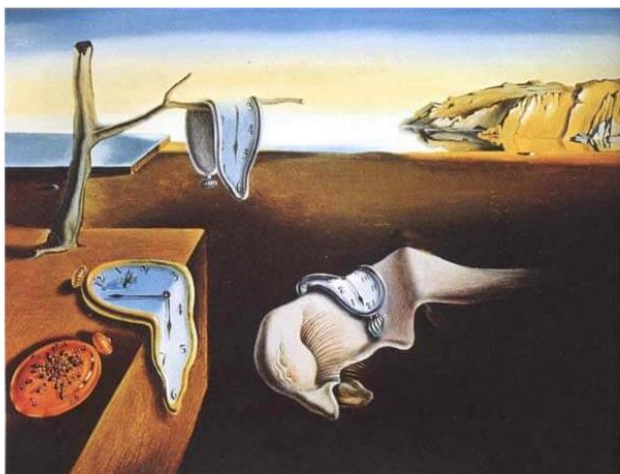
Thursday - Creative Arts



Tang Yau Hoong is one of the modern masters when using negative space in his art. Here, the negative space (sky) is being zipped away to reveal another sky, which is also forming buildings along a cityscape.

Depending on how you look at it, the blue sky can also be seen as a type of negative space.

This sculpture, “Missing Pieces” by Catalano, goes well with its surroundings, allowing the viewer to see the far-off horizon where the man’s torso should be. Again, the mind has to fill in the missing pieces, which makes viewing it fun.



Here's famous example of a balanced piece of art with plenty of negative space.

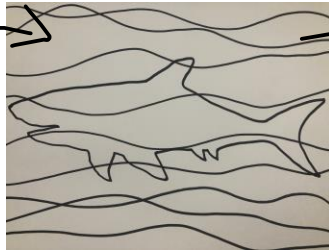
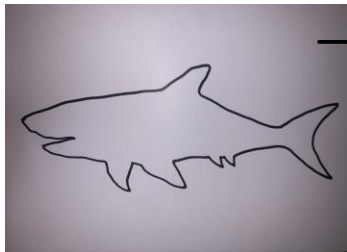
The Persistence of Memory by Salvador Dali has obvious subjects of interest surrounded by emptiness. The brown of the ground and yellow and blue-hued sky frame the central points of focus beautifully.

Thursday - Creative Arts

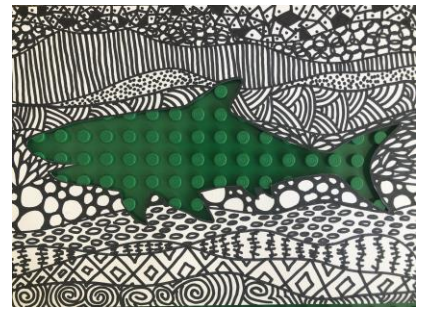
Scan the QR code or follow the link to watch my lesson on creating an under the sea positive and negative space artwork!



<https://qrgo.page.link/A3s7K>



Go on a texture hunt with your negative space animal frame.
Take some photos and share them on Seesaw.



Share a photo of at least one that you LOVE
and one that you don't think worked very well visually.



Friday

Activities

You are capable



Friday-Spelling & Grammar

Spelling Rule: Suffixes

A suffix is a syllable or word part added to the end of a word which changes the meaning of that word.

Eg. Care -> careful, hope -> hopeful.

The suffix **ful** means **full of**.

Add the suffix **ful** onto the following words. Use each suffix in a sentence to show you understand its meaning.

- Play
- Power
- Care
- Use
- Pain
- Success

What do you think the word **unwise** means?

Friday-Reading

Read the following information about the angler fish.

The angler fish is sometimes referred to as the lantern fish. But it is actually a different species, although it makes its own light like the lantern fish. Only females carry a light in front of their heads. It looks like a fishing pole! They use their light to lure their **prey**, such as fish, shrimp, and crustaceans. They even eat other anglers! They need this built-in light because they live 3,000 feet below the surface. They have roundish bodies and huge mouths filled with curved teeth. These pointy teeth are curved so that its food does not escape. Anglers can be black or gray. Males are much smaller and will cling to the female's body without ever letting go!



In your own words, write 2 facts about the angler fish. Make sure you write in complete sentences.

- 1.
- 2.

In the paragraph, what does the word prey mean?

What are two more questions you have about the anglerfish?

- 1.
- 2.

Research your questions and see if you can find the answers. Record the information you find below.

- 1.



Descriptive Scene

Use the link on the following page to check out the amazing Barrier Reef.

Complete a 10x2

Write 10 things you see

Look closer and write another 10 things that you see.

Use your senses to write a descriptive paragraph about the scene of The Great Barrier Reef. You may choose one particular part to focus on or the whole of the Great Barrier Reef.

<https://www.airpano.com/360photo/Great-Barrier-Reef-Australia/>

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

This lesson will be pre-recorded and uploaded on Seesaw. Watch the video for additional explanations and examples.

Problem a Day:

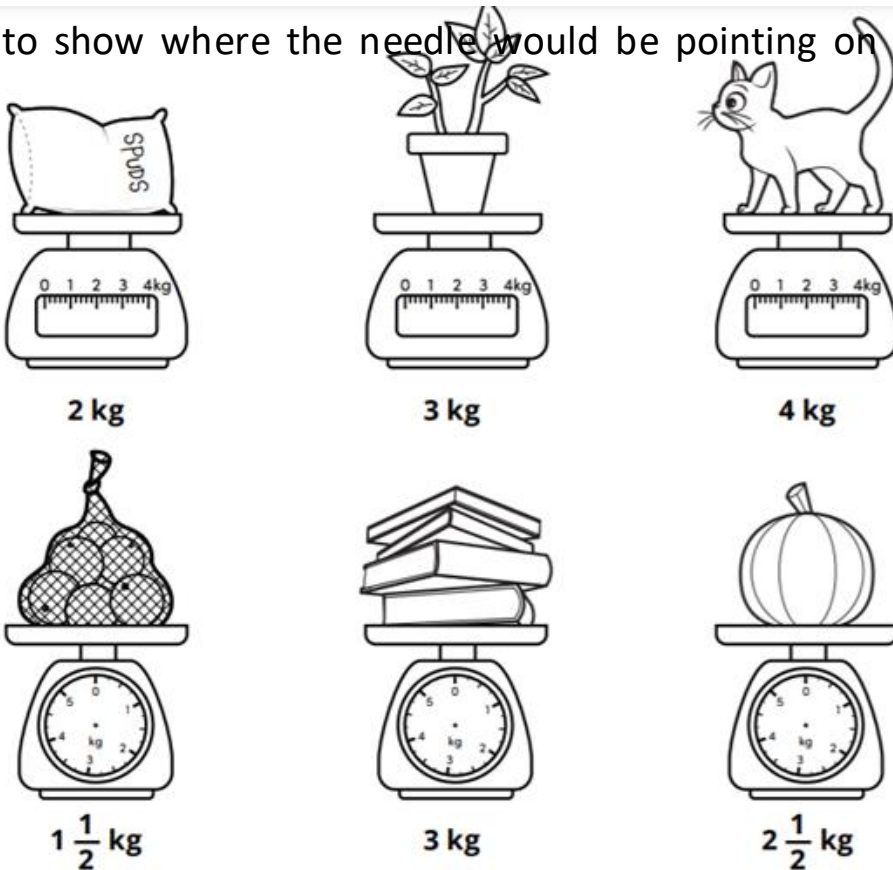
- Jenny's scores have been following a pattern. What do you think her next score will be if the first three were 20, 24 and 28?

Learning Intentions:







- We are measuring, ordering and comparing objects using formal units of measurement.
- Success Criteria:**
- I can identify when we measure objects in kilograms and grams.
- I can compare and describe the mass of different objects.
- I can estimate and measure the mass of different objects.

Activities:

Draw a line to show where the needle would be pointing on each of these scales.



Animal Mass

					
koala 15kg	okapi 350kg	cassowary 60kg	kangaroo 100kg	leopard 30kg	western gorilla 160kg

1) Calculate the combined mass of the following:

a) Kangaroo and okapi.

b) Leopard and western gorilla.

c) Koala, cassowary and leopard.

2) Calculate the difference in mass of the following:

a) Okapi and leopard.

b) Kangaroo and cassowary.

c) Leopard and kangaroo.
