

# Home Learning Pack

## Week 9

### Term 3, 2021

### Stage 2



**Barramurra**  
Public School





# Home Learning Grid - Term 3 Week 9

## Stage 2 – It's Spring!

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
<b>Video Meetings</b>			9:30am – Michigan 10:15am – Penn State		
<b>Good Morning</b>	Answer the question given by your teacher on Seesaw and say good morning! <b>Word of the Day</b> - Complete the word of the day on Seesaw/Hard Copy and submit when complete				
<b>Reading</b>	<p>Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.</p> <p><b>Spelling &amp; Grammar:</b> Past, Present and Future Tense. Complete the activity by filling in the tense. <b>Reading:</b> Spring in Australia – read the text and answer the questions. <b>Writing: – Informative text:</b> Complete the activity on Seesaw. We are learning how to use a fact file to write an informative text.</p>	<p>Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.</p> <p><b>Spelling &amp; Grammar:</b> Past, present and future tense. Complete the activity. <b>Reading:</b> The wind in the willows – read the text and answer the questions. <b>Writing: Spring</b> Create a descriptive piece of writing on Spring using your senses to help you describe.</p>	<p>Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.</p> <p><b>Spelling &amp; Grammar:</b> RULE: words ending in a silent e, drop the e before ending y. Complete the activity <b>Reading:</b> All about spring: Read the text and answer the questions. <b>Writing: – Informative text:</b> Complete the activity on Seesaw. We are researching about a special place in Australia.</p>	<p>Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.</p> <p><b>Spelling &amp; Grammar:</b> Linking verbs: read the instructions and complete the activity. <b>Reading:</b> Read the passage once, go back and re-read while editing for spelling, punctuation and grammar. <b>Writing: Spring</b> Complete the spring sensory poem.</p>	<p>Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.</p> <p><b>Spelling &amp; Grammar:</b> Action verbs and action verbs: read the information and complete the activity. <b>Reading:</b> Read the poem and answer the questions. <b>Writing – Informative text:</b> Complete the activity on Seesaw. We are researching about a special place in Australia.</p>
<b>Literacy</b>					
<b>Outdoor Physical Activity</b>	<p><b>Outdoor Physical Activity and Play</b></p> <p>You could post a picture or video of yourself getting out and getting active</p>				
<b>Mathematics</b>	<p><b>Maths</b> Complete the 3D Space activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygames.com/math-3d/">https://www.prodigygames.com/math-3d/</a></p>	<p><b>Maths</b> Complete the 3D space activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygames.com/math-3d/">https://www.prodigygames.com/math-3d/</a></p>	<p><b>Maths</b> Complete the 3D space activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygames.com/math-3d/">https://www.prodigygames.com/math-3d/</a></p>	<p><b>Maths</b> Complete the 3D space activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygames.com/math-3d/">https://www.prodigygames.com/math-3d/</a></p>	<p><b>Maths</b> Complete the angles activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. <a href="https://www.prodigygames.com/math-3d/">https://www.prodigygames.com/math-3d/</a></p>
<b>Other Key Learning Areas</b>	<p><b>Science &amp; Technology:</b> Complete the STEM Exploration activity on Tension &amp; Elastic Spring Forces</p>	<p><b>Geography:</b> Features of Australia Seesaw: Audition</p>	<p><b>Personal Development and Health:</b> Complete the activity on Seesaw. Mindfulness – Find Your Yeti Body</p>	<p><b>Creative Arts:</b> Seesaw activity: Monochromatic Portraits Learn about Van Gogh and some of his monochromatic artworks. Take a photo of your own monochromatic scene.</p>	<p><b>Free Choice afternoon:</b> 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>
<b>Additional Optional Activities</b>	<p><b>PM e-collection/Reading Eggs (Online English)</b> Log on to PM e-collection or Reading Eggs <a href="https://www.oxfordoxford.com.au/bsa">https://www.oxfordoxford.com.au/bsa</a></p>		<p><b>Mathematics</b> Log on to Prodigy and play <a href="https://www.prodigygames.com/games/infinite-61d6f68e-228a-4144-9089-b040a9c89303">https://www.prodigygames.com/games/infinite-61d6f68e-228a-4144-9089-b040a9c89303</a></p> <p>OR <a href="https://www.youcubed.com/">https://www.youcubed.com/</a> <a href="https://maths.maths.com/">https://maths.maths.com/</a></p>		<p><b>Outdoor Physical Activity and Play</b> Post a picture or video of yourself being active. <b>Department of Education - Learning from Home Resources</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/</a></p>

# Reading Log - Week 9

## Reading Log - Week 9

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:

# Word of the Day - Week 9

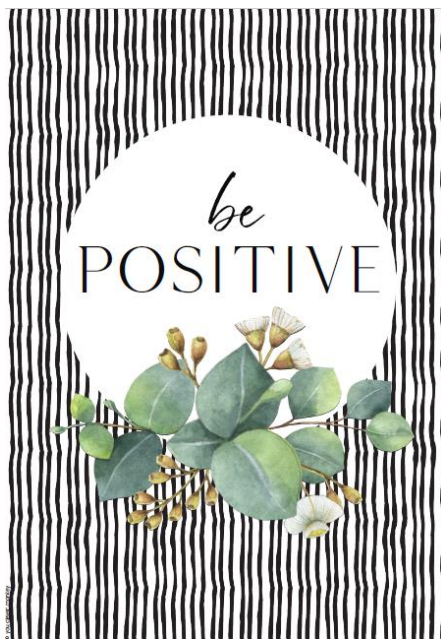
	Monday	Tuesday	Wednesday
Word	UNDULATION	MONSTROSITY	PROTOTYPE
Definition	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

# Word of the Day - Week 9

	Thursday	Friday
Word	MALICIOUS	DEFICIENCY
Definition	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

# Monday

# Activities



# Monday - Spelling and Grammer

## Past, present or future?

When you are writing, you can use words that show if the events have already happened, are happening now or will happen in the future.

- The **past tense** is used for things that have already happened.

'He was sticky.'

- The **present tense** is used when something is happening now or when something happens regularly.

'He is sticky.'

- The **future tense** is used to talk about things that haven't happened yet.

'He will be sticky.'

**Past Tense:** climb- climbed

**Present Tense:** climb- climbs

**Future Tense:** climb- will climb

<u>Past</u>	<u>Present</u>	<u>Future</u>
played	play	will play
	skip	
opened		
		will bark
	shovel	
skated		
	clean	
		will cook
traveled		
	wash	

Complete the table by writing the missing tenses.

# Monday - Reading

## Spring in Australia

There are four seasons during a year. The four seasons are spring, summer, autumn and winter. Each season lasts for three months. In Australia, spring happens during September, October and November.



### Weather in Spring

In spring, the days become warmer and longer. There is more daylight in spring. During spring, the weather is mixed. It can be warm, cool and rainy.

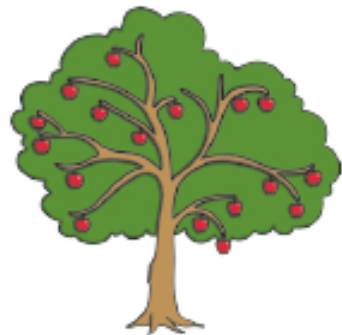


### Animals in Spring

In spring, many animals have their babies. Birds start to build their nests and then lay their eggs.

### Plants in Spring

Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. Flowers may start to bloom because of the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, begin to grow.



### People in Spring

As the weather gets warmer and the days last longer, people spend more time outside. What do you like to do in spring?





# Monday - Reading

Spring in Australia

## Questions

1. When does spring begin? Choose the correct answer.

September

October

November

December

2. How long is spring?

---

3. Which season comes after spring?

---

4. What is the weather like in spring?

---

5. How do plants change in spring?

---

---

6. Why do you think people spend more time outside in spring?

---

---

7. What do you like to do in the warmer weather?

---

---

---

# Monday - Writing

## Week 9 – Monday Informative Writing

Access pre-recorded lesson or read the information below.

**Learning goal: We are learning how to use a fact file to write an Informative text.**

Read through the fact file on Sydney and Brisbane:

## Informative Text Fact File – Sydney

### Size and Location

- Capital city of New South Wales.
- east coast of the state.
- covers an area of 12 000 square kilometres.
- Population: Over 5 million people

### Natural

#### Landscape/Features

- Located on Port Jackson (also known as Sydney Harbour)
- Coastal beaches in Sydney, e.g., Bondi Beach.
- Flat landscape.
- The Blue Mountains west of the city, as part of the Great Dividing Range.
- The Parramatta River runs through the Sydney area.

### Man-made features:

- Sydney Opera House
- Sydney Harbour Bridge
- The Rocks
- Bondi Beach
- Royal Botanic Gardens
- Blue Mountains
- Taronga Zoo
- Darling Harbour
- Sydney Tower
- Luna Park

## Informative Text Fact File – Brisbane

### Size and Location

- Capital city of Queensland
- east coast of the state.
- covers an area of 15 000 square kilometres.
- Population: Over 2.3 million people

### Natural Landscape

- Located on Moreton Bay.
- Bayside areas including Brighton, Nudgee and Manly.
- Hill like landscape
- The Great Dividing Range lies to the west of the city.
- The Brisbane River runs through the Brisbane area.
- Glass House Mountains
- Mount Coot-tha

### Man-made features/Places to visit:

- Story Bridge
- Wheel of Brisbane
- Gold Coast Theme Parks
- Queen Street Mall
- Lone Pine Koala Sanctuary

# Monday - Writing

Read through this WAGOLL (What A Good One Looks Like) of an Informative Text:

## Uluru

### Location

Uluru is one of Australia's most recognisable landmarks. It is located in the 'Red Centre' in the Northern Territory, Australia. Uluru is located in the Uluru-Kata Tjuta National Park, in the middle of a true Australian landscape of red dirt, plants and animals.



### Description

Uluru is one of the greatest rock formations in the world. It is 1.6 kilometres high and 1.9 kilometres wide. It is nearly as high as the Empire State Building! Uluru's total area covers almost 3.33 square kilometres. Uluru is naturally comprised of sandstone. Its colour usually appears dusty red but it can vary with the ever-changing angle of the sunlight shining on it. Although Uluru's surface is covered in crevices, caves and valleys, it is straight and smooth enough that, in the past, tourists attempted to climb to the top. However, there has since been a ban on this out of respect for the local Indigenous Australians.

### Animals

Animals are an important aspect of the Aboriginal culture. Being in a national park, many native animals can be found near Uluru. Countless birds, reptiles and mammals call Uluru home. For example, bats, frogs, kangaroos, wallabies, goannas, dingoes and emus. One of the most common animals found at Uluru is the red kangaroo. The male



# Monday - Writing

Read through this WAGOLL (What A Good One Looks Like) of an Informative Text:

## Uluru

red kangaroo grows to 1.6-2.4 metres high and weighs between 22-85 kilograms. The female red kangaroo grows to 1.3-2 metres high and can weigh between 17-35 kilograms. Red kangaroos can survive in many climates and are very adaptable. They are hunted by the Anangu people for their meat to eat and skin to wear.

### Indigenous Australians

Uluru is very important to the Indigenous Australians. It is over 600 million years old and is a significant aspect of the Aboriginal culture. Pitjantjatjara Anangu is the tribe of the area Uluru is found in. They have many Dreaming stories about the rock and live by these teachings daily. After many years of tourists being able to climb Uluru, there was finally a ban put in place, due to the sacred nature and importance of the site for the local Indigenous Australians. Indigenous Australians believe Uluru was created during the Dreaming. The Dreaming is the Aboriginal creation period, during which the spirits of the Aboriginal ancestors returned to earth to create the animals, land and relationships. Due to its size, several Dreaming stories tell the story of Uluru.



Photo courtesy of TheCreativePenn (@flickr.com) - granted under creative commons licence - attribution

# Monday - Writing

**Activity:** Choose one of the fact files about Sydney or Brisbane and use the facts to write an informative text on a piece of paper.

Use the categories in the fact file as subheadings within your informative text.

**Use the Informative Writing Checklist to make sure you have included important details.**

## **Structure**

- ✓ My informative text begins with a general statement which introduces and classifies the subject.
- ✓ My informative text contains a series of factual paragraphs which describe the characteristics of the subject.
- ✓ My informative text ends with a concluding statement which sums up the information presented about the subject.

## **Language and Features**

- ✓ I have used a formal tone when writing.
- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary.
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.
- ✓ I have used adjectives and adverbs to enhance description.
- ✓ I have used time connectives.
- ✓ I have used phrases showing cause and effect.
- ✓ I have used comparative language.

**Remember to upload your work to seesaw.**

# Monday - Maths

## Three-Dimensional Space

**Learning Intention - To identify and name three-dimensional objects such as prisms (including cubes), pyramids, cylinders, cones and spheres in the environment and from drawings, photographs and descriptions.**

Watch: <https://youtu.be/3-QwWFkz5hw>

**Three-dimensional (3D)** means an object has length, width and height like many objects you see around you. Your body, for example, is three-dimensional.

Three-dimensional objects are different from two-dimensional (2D) shapes.

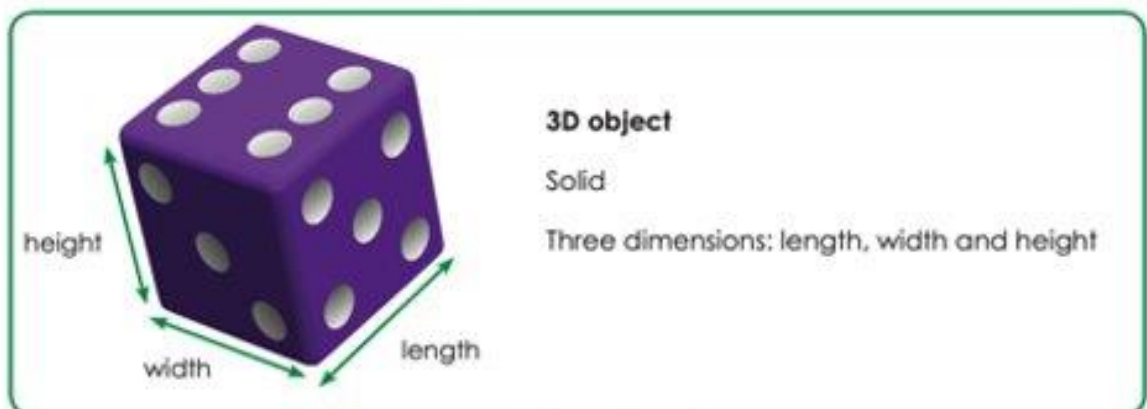
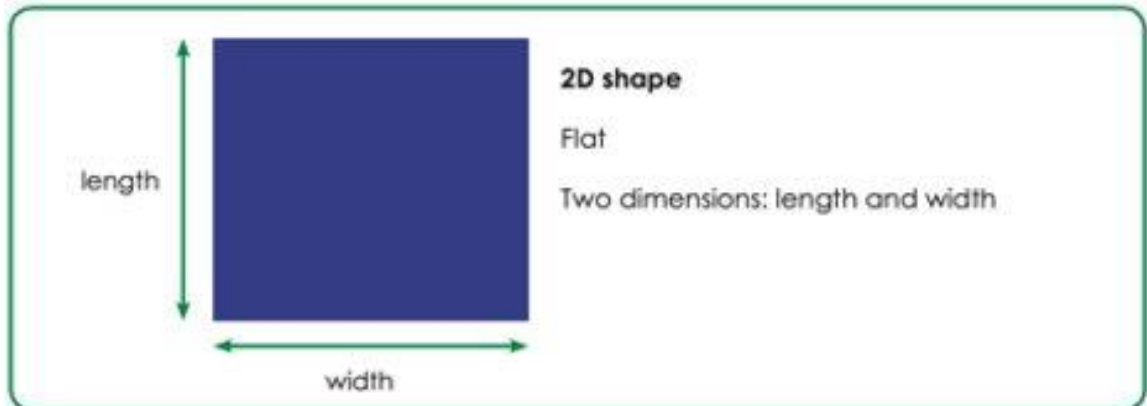


2D shape



3D object

Compare the features of 2D shapes and 3D objects in the diagrams.

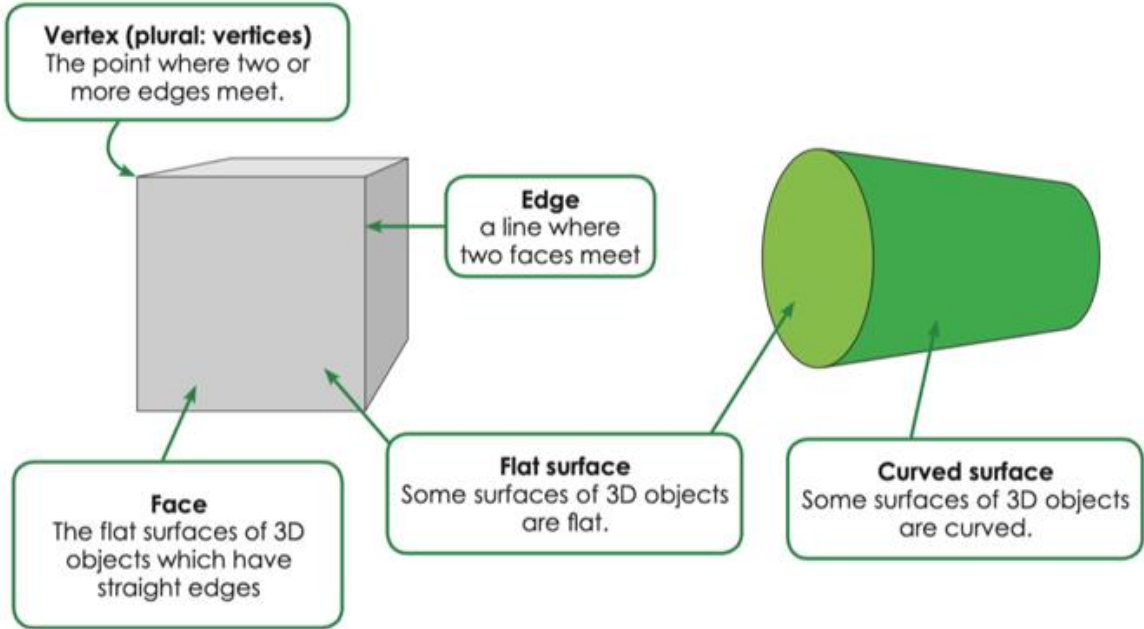


# Monday - Maths


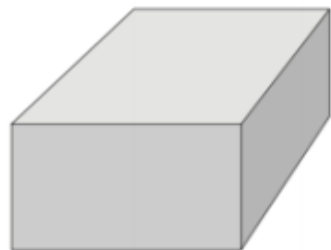


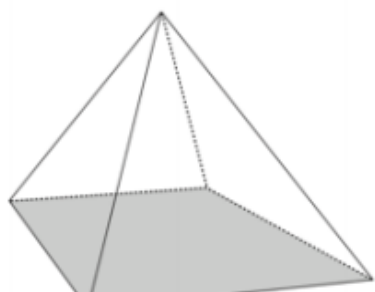
All 3D objects will have some of the features listed in the box.

- surface (flat or curved)
- vertex
- edge
- face

Look at the diagram below to identify each of these features.



Activity 1: Match the 3D objects to the correct name and description.  
You will need to look at the features of each one: Surface (flat or curved), faces, edges and vertices.

	<p><b>Prism</b> 6 faces, 8 vertices, 12 edges</p>	
	<p><b>Cylinder</b> 1 curved surface, 2 flat surfaces</p>	
	<p><b>Pyramid</b> 4 triangular faces, 5 vertices, 8 edges, 1 flat base</p>	
	<p><b>Cone</b> 1 curved surface, 1 vertex, 1 flat surface</p>	
	<p><b>Sphere</b> 1 curved surface</p>	

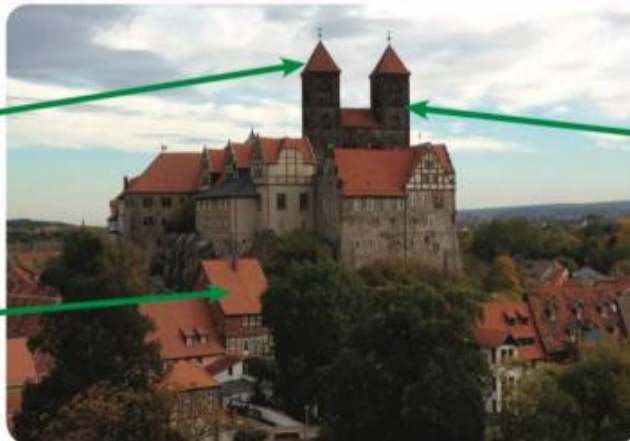
# Monday - Maths

Many objects are made up of different 3D objects joined together. Look carefully at the photographs.  
Activity 2: Identify some of the 3D objects in them. Label the 3D objects that you can see.

Cone



If you look around, you will notice common 3D objects. The photograph below shows some 3D objects.  
Challenge: Can you label the 3D objects?





# Monday - Maths

If you look around, you will notice common 3D objects. The photograph below shows some 3D objects.  
Challenge: Can you label the 3D objects?



Click on the link below and complete the mini quiz:

[https://docs.google.com/forms/d/e/1FAIpQLSesLb4AjT2ZLiglXch9u7QjSQHai85Wr0mIVuWB\\_TQxPHhokQ/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSesLb4AjT2ZLiglXch9u7QjSQHai85Wr0mIVuWB_TQxPHhokQ/viewform?usp=pp_url)

# STEM Exploration

## ~Tension & Elastic Spring Forces~

### Learning Intension

- To be able to describe and differentiate between Tension & the Elastic Spring forces.
- To explore the Spring Force through experimentation.

### Success Criteria

- I can describe the Tension & the Elastic Spring forces and understand their difference.
- I have developed a first hand understanding of the Spring Force through experimentation.

## What is Tension?

**Tension** is a reaction force applied by a stretched string (rope or a similar object) on the objects which stretch it. The direction of the force of tension is **parallel** to the string, towards the string.

Tension exists also inside the string itself: if the string is made up of two parts, tension is the force which the two parts of the string apply on each other. The amount of tension in the string determines whether it will break, as well as its vibrational properties, which are used in musical instruments.

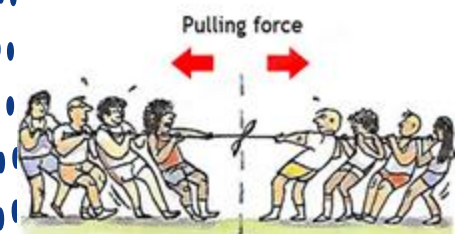


Video Link – Google Drive

<https://drive.google.com/file/d/1RIT8Z2yYUoPfDDVrnz0mfp5VoG9RZ4OB/view?usp=sharing>

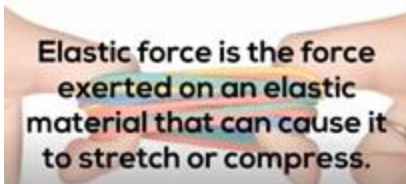
Video Link – YouTube

<https://youtu.be/iWgbhbwwbPk>



# What is the Elastic Spring Force?

- Something that is **elastic** can be stretched or deformed (changed) and returned to its original form, like a rubber band. It tries to come back to its first shape. The stress is the force applied; the strain is how much the shape is changed.
- The **spring force** is the force exerted by a compressed or stretched spring upon any object that is attached to it. An object that compresses or stretches a spring is always acted upon by a force that restores the object to its rest or equilibrium position. For most springs (specifically, for those that are said to obey "**Hooke's Law**"), the magnitude of the force is directly proportional to the amount of stretch or compression of the spring.



Video Link – Google Drive

<https://drive.google.com/file/d/14KvC5z2Xl4eVYvRAW77UANQrg-1i0U3V/view?usp=sharing>

Video Link – YouTube

<https://youtu.be/JhmuS9MYVjY>

19

## Experimenting with the Elastic Spring Force?

- In this experiment we are going to develop a hands-on understanding of the elastic spring force and tension.
- In the next few slides we will create and test an experiment to test the Elastic Spring force.
- Details can also be found at this link below.

<https://buggyandbuddy.com/stem-activity-for-kids-popsicle-stick-catapults/>



- Remember as the Mythbusters say -  
"*The difference between mucking around and Science is writing down your results*" - So make sure you record your findings.

19

# Experimenting with the Elastic Spring Force?

## Materials

- 6-12 Paddle Pop / Popsicle Sticks
- 6-10 Rubber bands
- 1 Small plastic / reusable spoon
- 1 small pom pom or light weight object
- Optional: Paint



## Method

1. Make a stack of paddle pop sticks with at least 4 sticks and rubber band them together on each end.
2. Take two paddle pop sticks and stack them together. Rubber band them together on just one end.
3. Pull the two paddle pop sticks slightly apart and place the larger stack of paddle pop sticks in between them.
4. Rubber band the stack of paddle pop sticks to just the top paddle pop stick.
5. Rubber band the spoon to the upper paddle pop stick.
6. Place the pom pom or small object onto the spoon.
7. Hold the catapult with one hand, and use the other hand to pull the spoon down. Release the spoon to launch.

20

**Add a photo or drawing of your first design.**

**Make sure you label your design.**

# Experimenting with the Elastic Spring Force?

## Testing

- You will need to test the catapult 3-5 times, measuring and recording the distance the pom pom travelled each time.
- Measure the distance from the catapult to the pom pom with a ruler.
- Record each distance in the table on the results slide. Find the average if you can.
- **Next** you need to modify your catapult in some way. This may be by adding or taking away paddle pop sticks from your stack, by adding more rubber bands or any other way you can think of.
- Then you need test the catapult 3-5 times again, measuring and recording the distance the pom pom travelled each time once again.
- **Finally** you need to make a conclusion or observation to what was the difference if there was one between the two designs and why you think that it occurred.

**Add a photo or drawing of your modified design.**

**Make sure you label your design.**

# Experimenting with the Elastic Spring Force?

## Results

- Original Design

Average = \_\_\_\_\_

Test 1	Test 2	Test 3	Test 4	Test 5

- Modified Design

Average = \_\_\_\_\_

Test 1	Test 2	Test 3	Test 4	Test 5

22

# Experimenting with the Elastic Spring Force?

## Conclusion / Observations

- Write a statement regarding what was the difference if there was one between the two designs and why you think that it occurred.

---

---

---

---

---

## Reflection

Did you enjoy this STEM Exploration? Why?

What challenges did you have?

How did you overcome challenges?

22

# Tuesday

# Activities

*be*  
HAPPY



# Tuesday- Spelling and Grammer

## Past, present or future?

When you are writing, you can use words that show if the events have already happened, are happening now or will happen in the future.

- The **past tense** is used for things that have already happened.

'He was sticky.'

- The **present tense** is used when something is happening now or when something happens regularly.

'He is sticky.'

- The **future tense** is used to talk about things that haven't happened yet.

'He will be sticky.'

Can you identify the past, present and future tenses of the verbs in this paragraph?

- Write each past tense verb in **red**.
- Write each present tense verb in **blue**.
- Write each future tense verb in **green**.

Last weekend I visited my Aunt Claire. She lives in Oklahoma and owns a big farm in the countryside. My Uncle Steve likes cattle: he went to a cattle market last month and bought five new cows! My Aunt celebrated the new purchase and baked a cake as a surprise for my Uncle Steve. We ate the cake together last weekend - it was delicious! Tomorrow I will bake a cake myself. I will use chocolate frosting and will give it to my family. I know they will love it! I hope that I will visit the farm again soon and will see the new cows. I wonder if my Uncle named them already!

How many past tense verbs are there? \_\_\_\_\_

How many present tense verbs are there? \_\_\_\_\_

How many future tense verbs are there? \_\_\_\_\_



# Tuesday- Reading

An Extract From

## The Wind in the Willows by Kenneth Grahame

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a bucket of white paint; till he had dust in his throat and eyes, and splashes of white paint all over his black fur, and an aching back and tired arms. Spring was in the air above and in the earth below and even in his dark and simple little house. It was a small wonder, then, that he suddenly threw down his brush on the floor, said, "Bother!" and "O blow!" and also "Hand spring-cleaning!" and ran out of the house without even waiting to put on his coat. Something up above was calling him and he made for the steep little tunnel that would take him nearer to the sun and air. So, he scraped and scratched and scabbled, and then he scabbled and scratched and scraped, working busily with his little paws and muttering to himself, "Up we go! Up we go!" till at last, pop! His snout came out into the sunlight and he found himself rolling in the warm grass of a great meadow.

"This is fine!" he said to himself. "This is better than painting!" The sunshine felt hot on his fur, soft breezes stroked his heated brow, and after the loneliness of the cellar he had lived in so long, the song of the happy birds fell on his ears almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he chased his way across the meadow till he reached the hedge on the other side.

1. Name three things Mole did during his spring-cleaning.

\_\_\_\_\_

2. 'Something above was calling him...'

What do you think was calling Mole?

\_\_\_\_\_  
\_\_\_\_\_

3. Why do you think the author repeats 'scraped and scratched and scabbled'?

\_\_\_\_\_  
\_\_\_\_\_

4. Why do you think the sound of the birds was 'almost like a shout' to Mole? Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_



# Tuesday – Maths

## Three-Dimensional Space

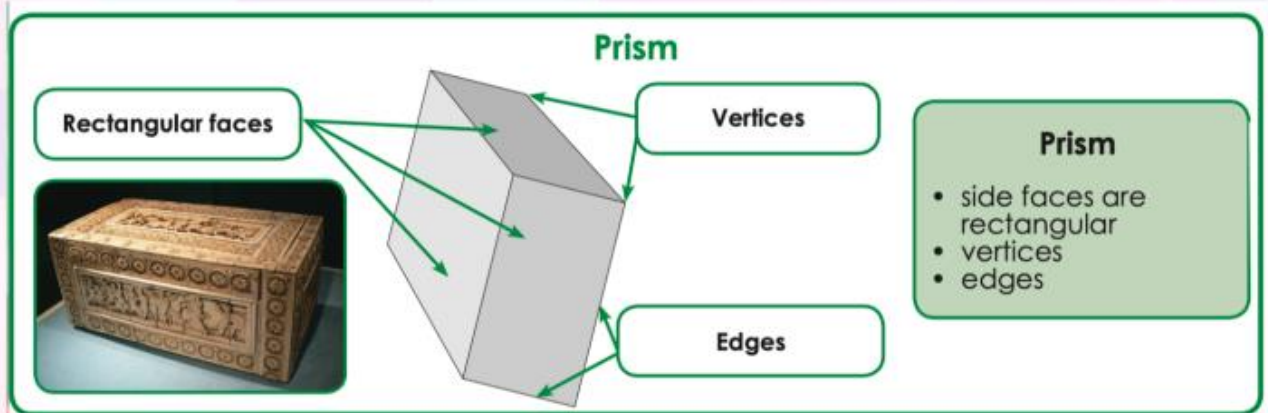
Learning Intention - To describe and compare the features of different 3D objects

Watch: <https://www.youtube.com/watch?v=uZ8Jy1xgqPU&t=46s>

We group 3D objects according to their features.

Activity: Read through the descriptions of each 3D object and look at the pictures of some in the environment. Then you will need to search for everyday items in your home that are examples of these 3D objects.

**Prism**



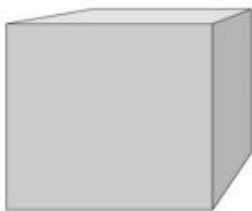
The diagram shows a 3D rectangular prism with arrows pointing to its various parts. On the left, a photograph of a wooden box is shown. On the right, a green box lists the features of a prism.

- Rectangular faces
- Vertices
- Edges

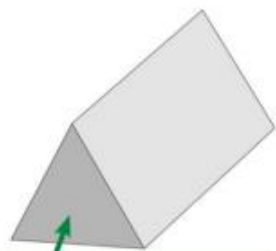
**Prism**

- side faces are rectangular
- vertices
- edges

Look at the different examples of prisms below.



This object is a cube. It is a special prism in which all faces are square.



The base is a triangle

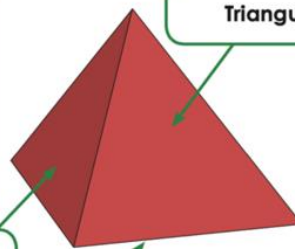


The base is a pentagon



# Tuesday – Maths

## Pyramid



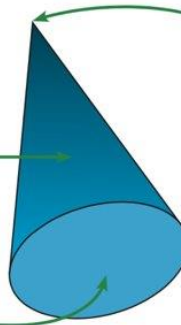
Triangular face

Flat surfaces

### Pyramid

- side faces are triangular
- flat face for the base
- vertices
- edges

## Cone



Vertex

Curved surface

Flat surface

### Cone

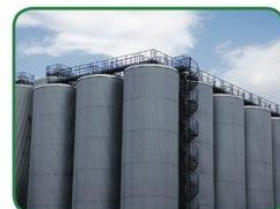
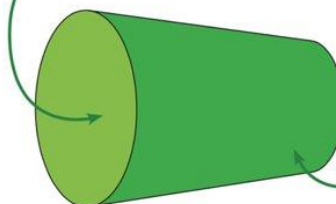
- 1 flat surface (base)
- 1 curved surface
- 1 vertex

## Cylinder

### Cylinder

- 2 equal flat surfaces
- 1 curved surface

Flat surface

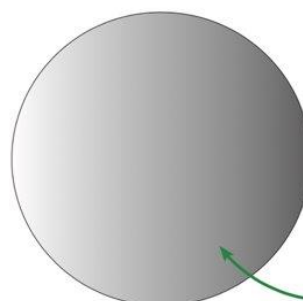


Curved surface

## Sphere

### Sphere

- 1 curved surface
- no edges or vertices
- it is perfectly round



Curved surface

# Tuesday – Maths

**Activity 1: Find some everyday objects around your home which are prisms, pyramids, cones, cylinders and spheres.**

**Upload a photo of the object and list the 3D shape.**

**Activity 2: Read the descriptions of 3D objects. Write the name to match each object in the box provided.**

I have four triangular faces. I have five vertices.	I am a
I have one curved surface. I have one flat surface.	I am a
I have six faces. I have square faces. I have eight vertices.	I am a
I have one curved surface. I have two flat surfaces.	I am a
I have one curved surface.	I am a

# Tuesday – Geography

## What makes Australia special?



### LEARNING INTENTION

Students will be able to:

Represent Australia as states and territories.

Present ideas and findings in a digital and non-digital format.

# Tuesday – Geography

Places can be spaces as well. Imagine your bedroom. It is a place (room in your house) but the space can be arranged however you like. Australia was a place long before it was divided into spaces.

▶ Watch the video to see how the space in Australia has changed over time. Count the number of times Australia's space has changed. Can a place be arranged into different spaces at the same time?

This map shows Australia as it is today. Name the states and territories and mark the capital cities.



# Tuesday – Geography

▶ Watch the video **Australia – You've Got Talent**.

Choose one special feature of Australia. \_\_\_\_\_

Is it natural or human? \_\_\_\_\_

What state or territory is it in? \_\_\_\_\_

Mark it on the map of Australia.

Find or draw a picture of it.



Write some interesting facts about it.

---

---

---

---

---

---

---

---



# Tuesday – Geography

What makes this place special?

---

---

---

## Audition Form for Australia - you've Got Talent

Imagine you are an Australian feature and fill out the form!

Name (of feature) \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

Write a few lines about your special qualities.

---

---

---

---

---

---

You will also need to create a poster or video about yourself. Which one will you do? What will be in it?

---

---

---

# Tuesday – Geography

## How to apply

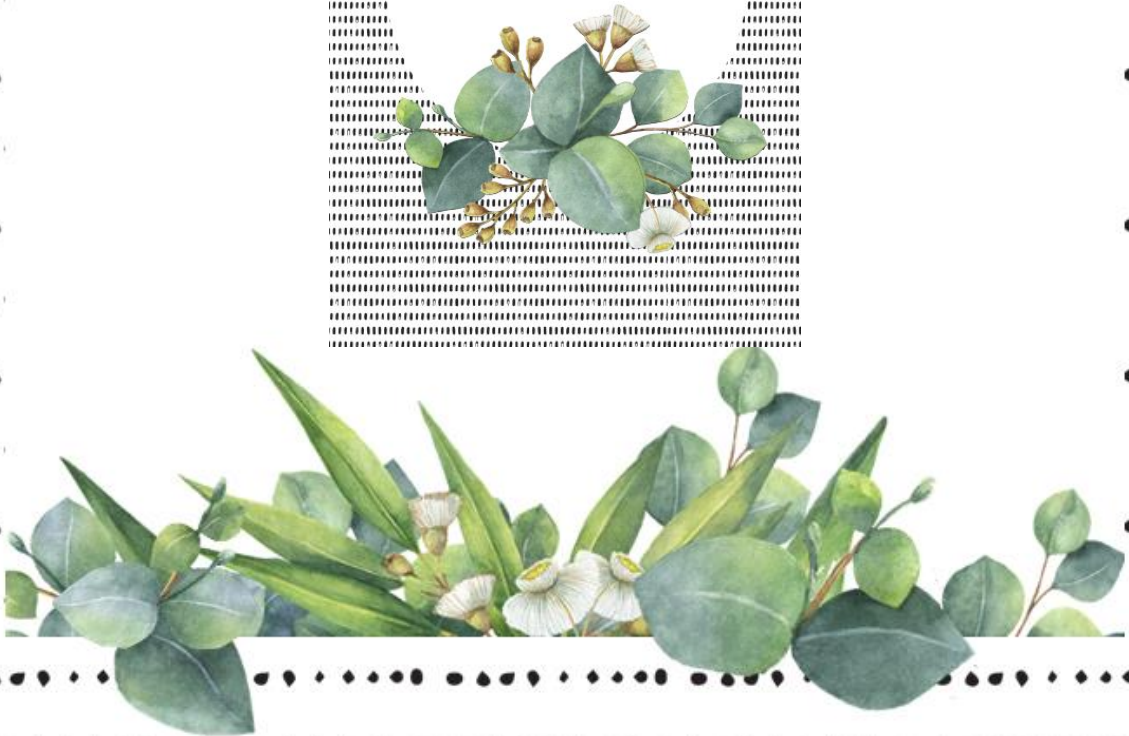
- I have filled out the form.
- I have explained why I should be picked for *Australia – You've Got Talent*.
- I have included a poster or video.

Signed \_\_\_\_\_

# Wednesday

# Activities

*be*  
**STRONG**



# Wednesday- Spelling and Grammer

## Spelling Rule:

For words ending in a silent e, drop the e before adding y Eg - *scare, scary*.

bone	→	bony	smoke	→	smoky
ice	→	icy	stone	→	stony
rose	→	rosy	race	→	racy

Try these ...

flake	→	_____	scare	→	_____
taste	→	_____	nose	→	_____
spike	→	_____	laze	→	_____

# Wednesday- Reading

## All about Spring

Spring is one of the four seasons. It is the season that comes after winter. Spring starts in March and ends in June. Spring is the season when we change our clocks forward one hour. We often have a mixture of sunny and rainy days.

### What happens to the animals?

Animals such as hedgehogs, grass snakes, lizards, adders, frogs and toads come out of hibernation on the first warm spring days. You can see frogspawn, which looks like jelly.

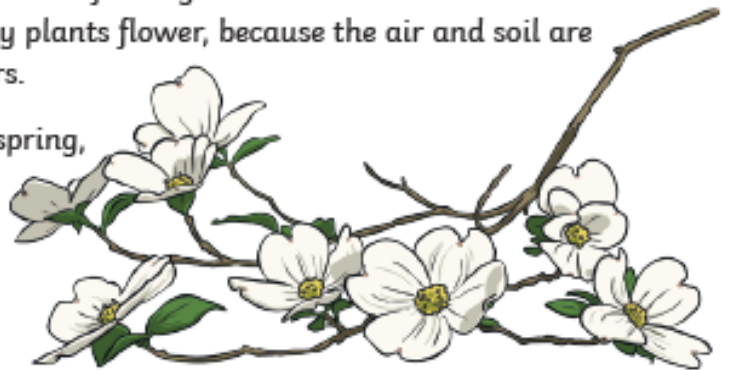
Some animals move about a lot more in spring, such as squirrels. You can see squirrels running about, looking for food and climbing trees.

There are also lots of migrant birds that come back to the UK in the spring. You can see swifts, cuckoos and nightingales.

### What happens to the plants and the insects?

Nature is very busy in spring and there are lots of changes. You can see the trees and bushes grow new leaves again in spring and many plants flower, because the air and soil are warmer and there are more daylight hours.

Many more insects can be spotted in spring, including butterflies and bees, which like the flowers.



1. Find and copy one word from the text which means sleeping for the winter.

---

2. What does 'migrant' mean? Use clues from the text to help you.

---

---

3. Name two changes you can see in nature during spring.

---

---

4. Why do you think you can spot more butterflies and bees in spring?

---

---

# Wednesday – Writing

## Week 9 – Wednesday Informative Writing

Access pre-recorded lesson or read the information below.

**Learning goal:** We are researching about a special place in Australia.

Listen and watch carefully to the recorded lesson on how a fact file is used when we are researching our topic for our informative text.

**Activity:** Choose a special place discussed in geography from the list. This is special landmark will be your topic for your informative text.

- Uluru
- The Great Barrier Reef
- The Daintree Rainforest
- The Sydney Opera House

**Activity:** After choosing a special landmark in Australia, begin researching one aspect and dot point your research onto your fact file.

**Reminder:** You will need to keep this fact file as you will be adding to this and using it for our Informative Writing Task.

**Teacher's example:** Researching one category of my chosen topic.

## Fact File

Topic: The Daintree Rainforest

### Description:

- One of the most complex ecosystems
- Large canopy layer, warm with sunlight
- Canopy protects 90% of insects and animals.
- Understorey layer of the rainforest is dark and cool
- 2% - 15% sunlight reaches this layer.
- Shrub layer with shrub, small bushes and small trees

### Wildlife:

### Indigenous Australians and the Daintree Rainforest:

# Wednesday – Writing

## Fact File

Topic:

Category:

Category:

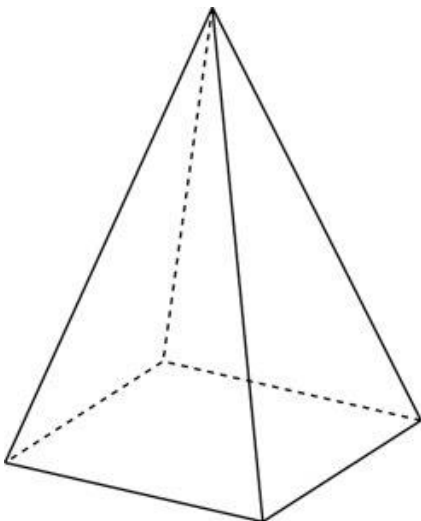
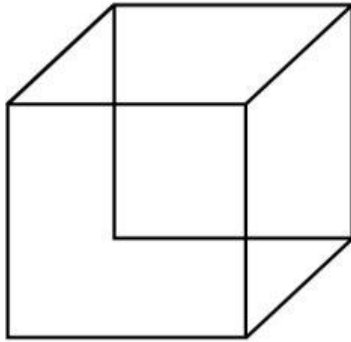
Category:

# Wednesday – Maths

## Three-Dimensional Space

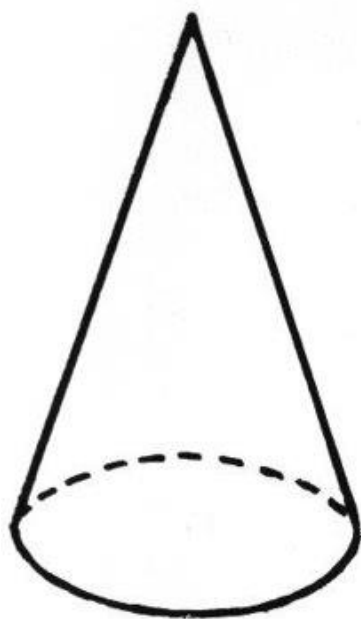
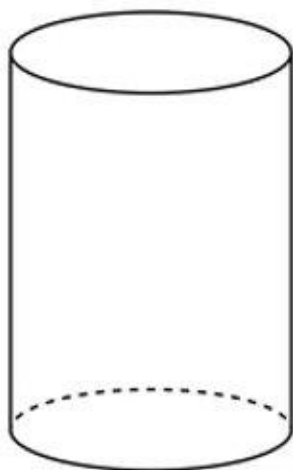
**Learning Intention - We are learning to sketch prisms (including cubes), pyramids, cylinders and cones.**

**Activity: Using the images you took of 3D objects yesterday, create a sketch of each shape next to the example.**





# Wednesday – Maths



# Wednesday – Maths

**Activity 2 : Click the link to use the online drawing tool: <https://www.tinkercad.com/joinclass/K3TUSL8BVGLF>**

**Type the class code in: K3TUSL8BVGLF**

**Create different 3D shapes using the drawing tool.**

**Make sure to enter your name and save your work.**

# Wednesday – PD/H

## Week 9 – Mindfulness

Watch the Mind Yeti video ‘You’re your Yeti Body’:

<https://www.youtube.com/watch?v=ge8CqeffVaw&list=PLiaUKiwbiHMQDQLCXoPaMMYotldKIUQCw&index=5>

### Activity:

- 1. Draw a picture of you in your Yeti Body. Make sure to include the string pulling up from above you and your feet on the floor.**
- 2. Explain more about your drawing and how it felt when you were in your Yeti Body.**

Getting into your Yeti Body can help you feel more focused and ready for your day. Watch the video to learn all about what your Yeti Body should look like and how to practice finding it.

Think: Were you able to find your Yeti Body? How did your body move or change when you imagined the string pulling on you? How does your Yeti Body make you feel?

# Thursday

# Activities

be  
INSPIRED



# Thursday- Spelling and Grammer

Name \_\_\_\_\_



## Linking Verbs



Directions:

- #1- Read each sentence and circle the verb.
- #2- Determine whether the verb is acting as a linking verb (LV) or an action verb (AV) in this sentence. Write LV or AV on the line behind each sentence.
- #3- In the space below each sentence, justify your answer by explaining how you determined whether the verb was a linking verb or an action verb.

1. Math is my favorite subject. \_\_\_\_\_
2. I am eleven years old. \_\_\_\_\_
3. My uncle plays the drums in a band. \_\_\_\_\_
4. I looked everywhere for the key to my diary. \_\_\_\_\_
5. Your dog smells awfull \_\_\_\_\_
6. The students were tired after P.E. \_\_\_\_\_
7. The baby seems cranky today. \_\_\_\_\_
8. I smelled many perfumes. \_\_\_\_\_
9. Those high heels look so uncomfortable! \_\_\_\_\_

# Thursday- Reading

Read through the following passage on spring. Once you have read through the passage once, reread again editing the passage to fix up spelling, punctuation and grammar.

spring is a inportant season on earth. Spring is known as a time of reberth and growth Spring is an very unique time of year

Spring occur between the transitions of Winter to summer. The months of spring are september, october and may.

The tilt of earth toward the Sun causes Spring to begin by warming up the southern Hemisphere of Earth while the notthern Hemisphere begin their Autumn season.

With spring's warmer whether, plants and animals change as well. hibernating animals like snakes begun to woke up from their warm shelters. Animals that built up warm fer for Winter, now shed to prepar for the warmer months head. Birds make there trip back to they're southern homes Animals tend to produce offspring in the warmer months of Spring. Plants begin to bud and sprout bring beutiful flowers.

Usually the first spring flowers are typically daffodils dandelions lilies tulips, and lilacs. The trees begin to grow green leafes and cre ate shade underneath there larg limbs. spring is truly an time of growth

# Thursday – Writing

Explore Spring through your senses.

Complete the sentences below and create your very own Spring sensory poem.

## Spring

Spring looks like \_\_\_\_\_

\_\_\_\_\_

Spring sounds like \_\_\_\_\_

\_\_\_\_\_

Spring smells like \_\_\_\_\_

\_\_\_\_\_

Spring tastes like \_\_\_\_\_

\_\_\_\_\_

Spring feels like \_\_\_\_\_

\_\_\_\_\_



# Thursday – Maths

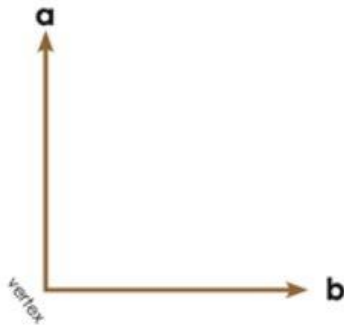
## Three-Dimensional Space

**Learning Intention - To learn how to show depth when drawing 3D objects.**

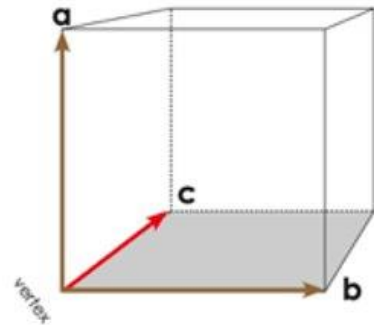
When we draw 3D objects we need to show the three dimensions of length, width and height.

In 2D drawings we have two lines a and b which join at a vertex. In 3D drawings we add another line from the point c. This creates a sense of three dimensions.

2D Drawings



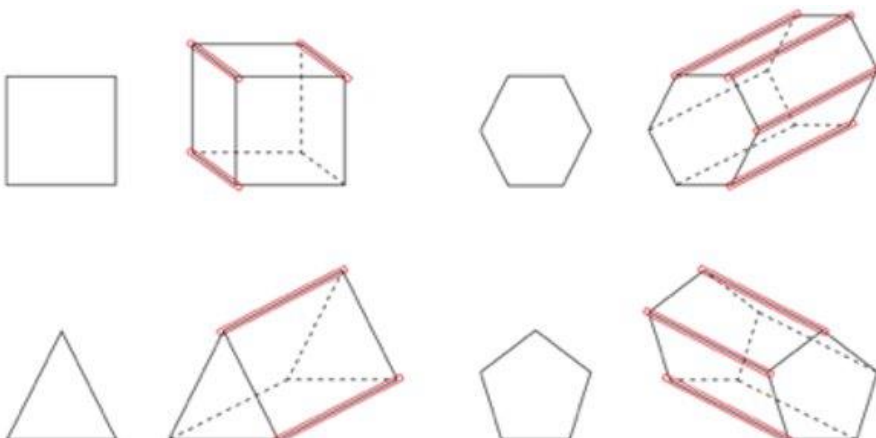
3D Drawings



Each 2D shape below has been turned into a 3D object by adding lines. These create a sense three dimensions in order to make them prisms.

The highlighted lines are parallel and of equal length. The dotted lines indicate the part of the object that would be hidden if the surface was non-transparent.

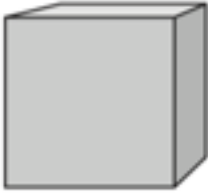
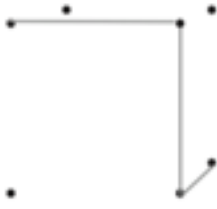




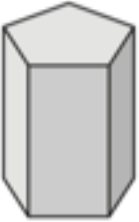

The bases are identical in size and shape.





# Thursday – Maths

Look at the 3D objects below and complete the table by sketching the objects to show three dimensions. Use one of the drawing tools to help you.

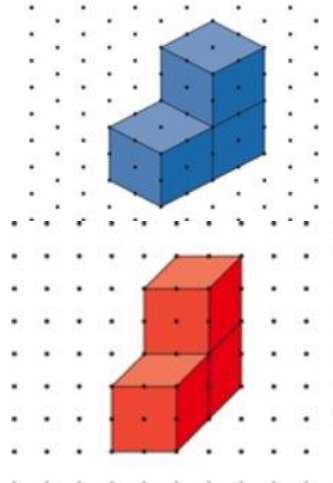
3D Object	Dot-to-dot
	
	
	
	

# Thursday – Maths

The two drawings below are of the same 3D model, but showing different views.

## Isometric dot paper

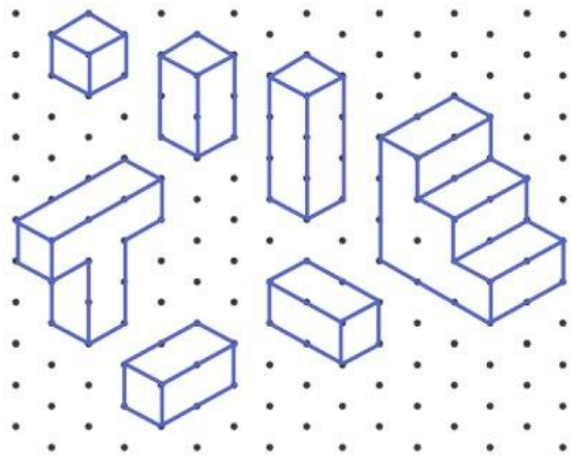
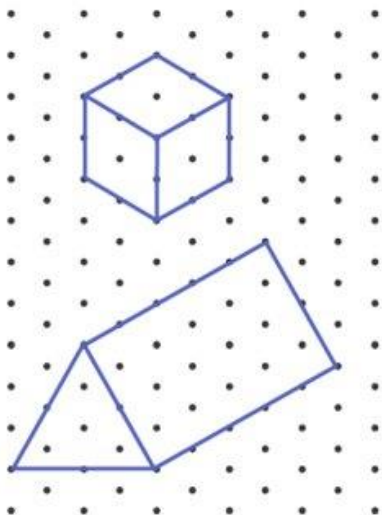
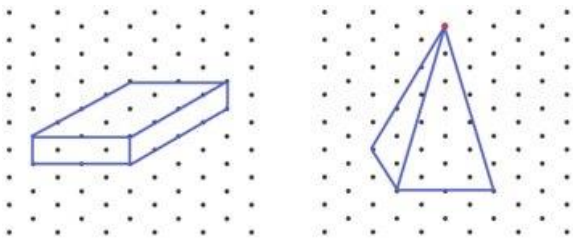
The isometric dot paper enables you to draw the object so the edge appears closer.



## Square dot paper

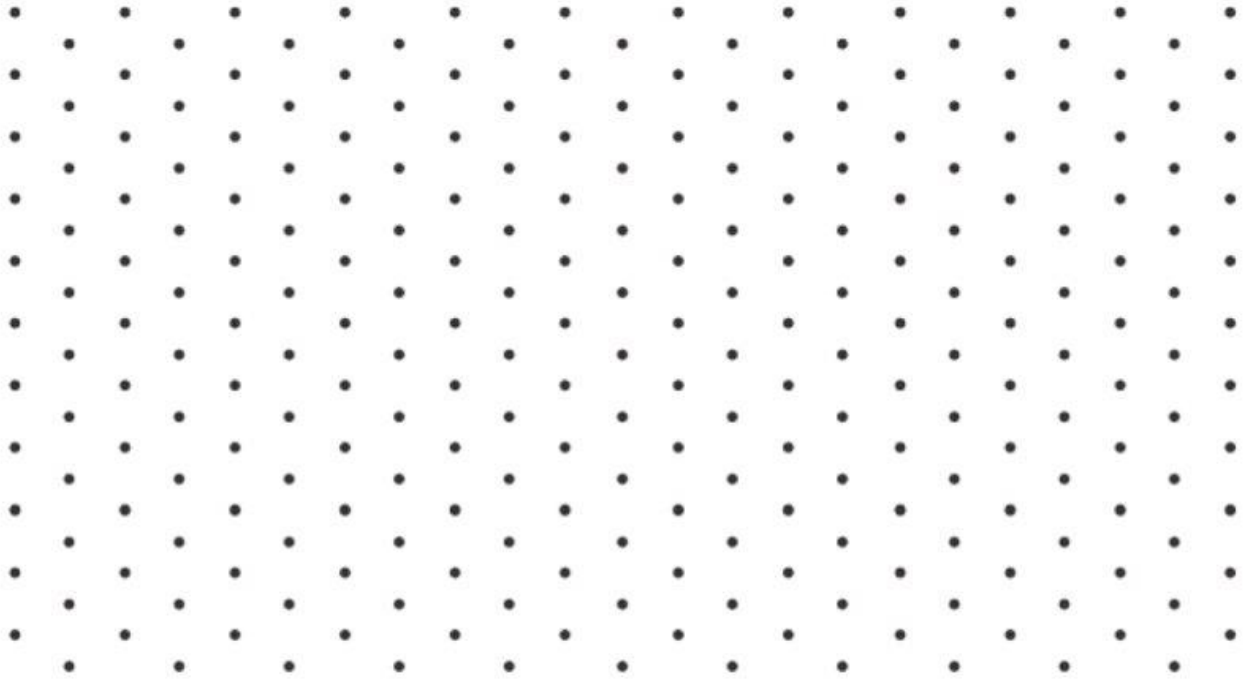
The square dot paper enables you to draw the object from a more front-on views, where the face appears closer to you.

Practice sketching these common 3D objects on isometric dot paper. Use the drawing tools in the toolbar to help you.



# Thursday – Maths

Practice sketching these common 3D objects on isometric dot paper. Use the drawing tools in the toolbar to help you.



## Extra Challenge - Solve the problem:

Alana uses 12 cubes to make a prism. It has two layers of 6 cubes.

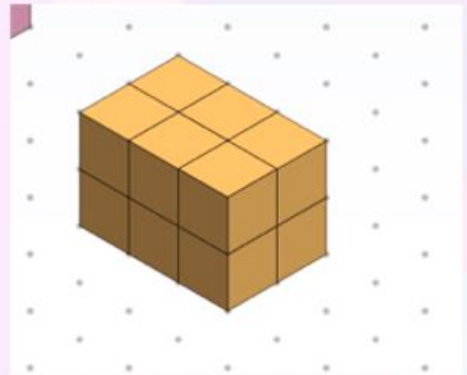
Draw your prism on a piece of paper.

Answer the following questions

How many edges does your prism have?

How many faces does the prism have?

How many vertices does the prism have?



If you added another layer of 6 cubes to your prism, would the new object have the same number of faces, edges and vertices?

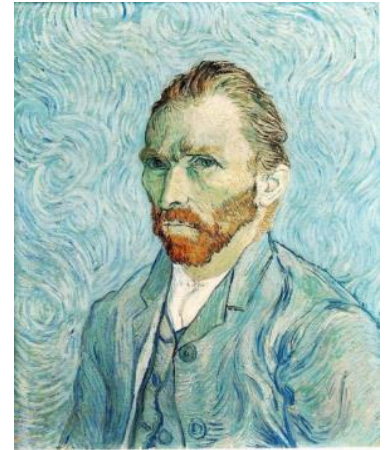
# Thursday – Creative Arts

## Monochromatic Art

The term monochrome comes from the Ancient Greek: μονόχρωμος, romanized: monochromos, lit. 'having one colour'. A monochromatic object or image reflects colours in shades of limited colours or hues.

### What is monochrome art?

Mono means one and chrome means colour, so monochrome art is art that is created using just one colour.



### Vincent Van Gogh (1853-1890)

He started painting flower still lifes to experiment with colour. There are five versions of his *Sunflowers* (1888) artworks which can be found in museums around the world. He also painted two other versions. One is in a private collection and another was lost during World War II.



Van Gogh is one of the most famous artists in the world.

He began his artist journey using just drawings in black and white. He believed mastery of this discipline to be essential before working with colour.

The large Van Gogh artworks on this page are almost monochromatic. What effect does this use of colour have?



# Thursday – Creative Arts

## Monochromatic Art



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

Scan or use the URL to watch a video about Van Gogh's life and artworks. Read the questions below before you watch. Listen carefully and record your answers below:

1. What 3 jobs did Van Gogh have before becoming an artist?  
Where were those jobs?  

---

---
2. What was Van Gogh's first true artwork? What did critics think of it?  

---

---
3. What plans did Van Gogh have for his yellow house?  

---

---
4. Pause the video on an artwork that you like. What is it? Why do you like it?  

---

---
5. Pause the video on an artwork that you don't like. What is it? Why don't you like it?  

---

---
6. "What are you good at?"  

---

---

# Thursday - Creative Arts

## Monochromatic Art



***Carpenter, 1880***

Grisaille, is a type of monochrome painting done completely in grays, coming from the French (and Latin and Spanish) term for gray.

Van Gogh's entire artistic career was in the last 10 years of his short life. For the first two years he did nothing but struggle to teach himself to draw. The impressive improvements he made can be seen in these two drawings.



***Woman Mourning, 1882***

# Friday

# Activities

*be*  
THANKFUL



# Friday - Spelling and Grammer

## LINKING VERB

A linking verb describes a condition.

is            am  
are         was  
were       be  
being      been



### Action Verbs & Linking Verbs

Name: \_\_\_\_\_

Every sentence has to include a subject (someone or something) and a verb (what that person or thing does or is).

Circle the subject and underline the verb in each sentence:

1. Harriet wrote an essay about her vacation to France.
2. The new teacher was a young man from England.
3. The energetic student dropped his pencil on the floor.
4. Bobby forgot his trumpet at home.
5. The children were sad.
6. Mrs. Anderson gave the students a reward.
7. Peter and Steven ran on the field during recess.
8. On the way to lunch, the students stopped at the bathrooms.



The main verb in a sentence shows **action** or a **state of being**. Those that show action are called **action verbs**, and those that show state of being are called **linking verbs**.

The dog ran back home. In this sentence, ran shows an action.  
My pet is a dog. In this sentence, is shows a state of being.

Tell whether each verb is an action verb (A), or a linking verb (L).


- |           |       |            |       |
|-----------|-------|------------|-------|
| 1. talk   | _____ | 2. am      | _____ |
| 2. dance  | _____ | 4. visited | _____ |
| 3. worked | _____ | 6. were    | _____ |
| 4. are    | _____ | 8. write   | _____ |
| 5. slept  | _____ | 10. was    | _____ |
| 6. want   | _____ | 12. create | _____ |



# Friday - Reading




## Spring is Here



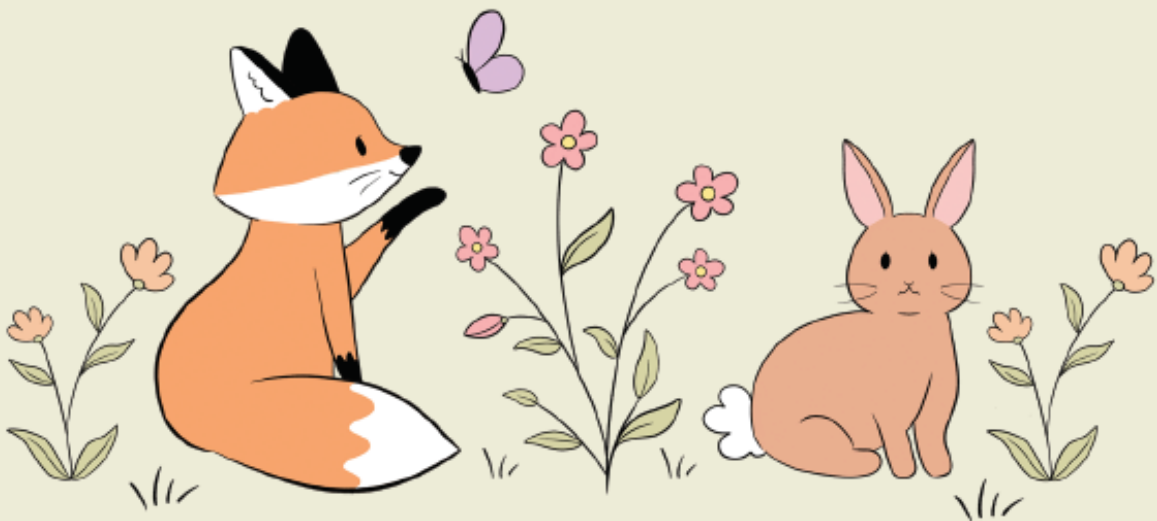
As animals raise their sleepy heads,  
And blossoms burst from flower beds,  
Nature starts to raise a cheer.  
Winter's over, spring is here!

Bees begin to buzz along.  
Birds start chirping happy songs.  
Nature fills my eager ear.  
Winter's over, spring is here!



Sunshine smiles down from above,  
And all the land is filled with love.  
It's the best time of the year.  
Winter's over, spring is here.

Emma Stuart



# Friday - Reading

## Spring is Here

### Questions

1. In the poem, why do you think the animals are happy that winter is over and spring has arrived?

---

---

---

2. Name all four seasons and write something you know about each one.

---

---

---

---

3. Which season is your favourite? Why?

---

---

---

---

4. In the place where you live, in which months does spring occur?

---

---

5. Identify three verbs in the poem. Name the noun that is 'doing' that verb.

---

---

---

---

# Friday – Writing

## Week 9 – Friday Informative Writing

Access pre-recorded lesson or read the information below.

**Learning goal: We are researching about a special place in Australia.**

**Listen and watch carefully to the recorded lesson on how a fact file is used when we are researching our topic for our informative text.**

**Activity: Continue your research now looking at two other aspects of your chosen place and dot point your research onto your fact file.**

**Reminder: You will need to keep this fact file to use it when writing our Informative Text.**

**IMPORTANT: If you are writing your fact file on a paper copy, continue on the same copy. Upload what you have written.**

**If you are completing the fact file on Seesaw you will need to go back to your fact file and click 'edit your post' to continue completing.**

**Teacher's example: Researching the last two categories of my chosen topic.**

## Fact File

**Topic: The Daintree Rainforest - Tropical forest on the North East Coast of Queensland, Australia. Largest tropical rainforest in Australia. Measures 1200 square kilometres.**

### Description:

- One of the most complex ecosystems
- Large canopy layer, warm with sunlight
- Canopy protects 90% of insects and animals.
- Understorey layer of the rainforest is dark and cool
- 2% - 15% sunlight reaches this layer.
- Shrub layer with shrub, small bushes and small trees

### Wildlife:

- Largest number of plants and animals grow in the entire world.
- 30% of the frog, reptile and marsupial species
- 90% Australia's bat and butterfly species
- 12,000 species of insects
- Tree kangaroo - adapted to spend their lives in the trees of the Daintree rainforest
- Tree kangaroos are cathemeral (they are active for short amounts of time both in the day or at night)
- Boyd's forest dragons - active during the day, even when it rains. Their body temperature lower than other rainforest lizard so that they are not seen by pythons
- The southern cassowary - eats fallen fruits. Long, sharp bottom claw on each foot and will strike when defending themselves from other animals or humans.

### Indigenous Australians and the Daintree Rainforest:

- land on belongs to the eastern Kuku Yalanji Aboriginal tribe.
- different plants and animals provided food for the eastern Kuku Yalanji people.
- They understand the rainforests weather cycle and affects on plants and animals.
- Used this to hunt and gather a variety of food throughout the year.

# Friday – Maths

## Angles

**Learning Intention - To identify the arms and vertex of an angle in an opening, a slope and/or a turn where one arm is visible and the other arm is invisible.**

There are angles almost everywhere we look. For example, when we sit against a wall, in street signs, scissors, a chair. We can even make angles with our bodies.



Doorstop



scissors



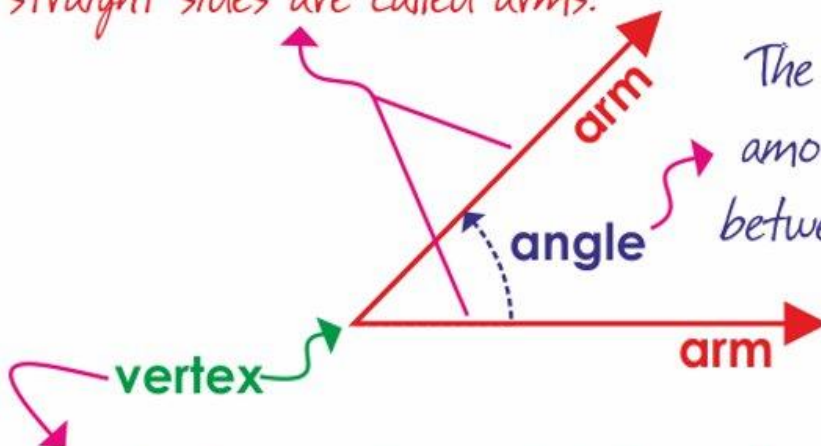
clock



back of chair

## Parts of an angle:

*The two straight sides are called arms.*

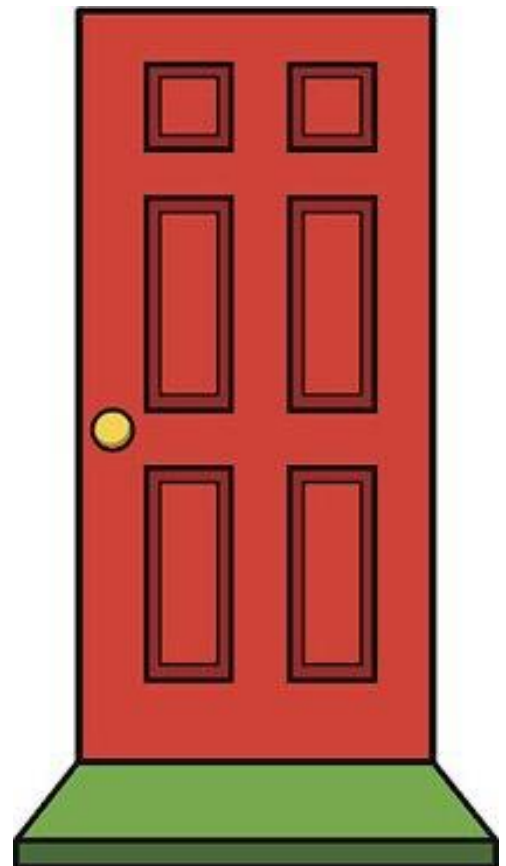
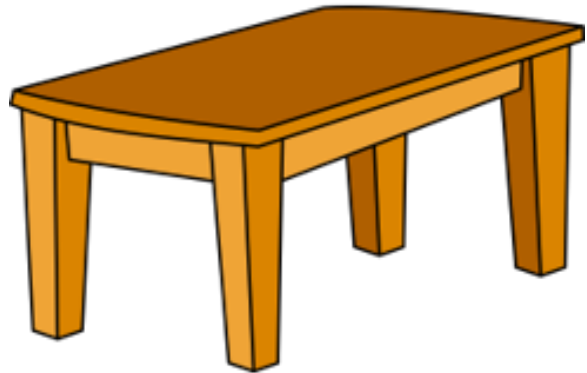
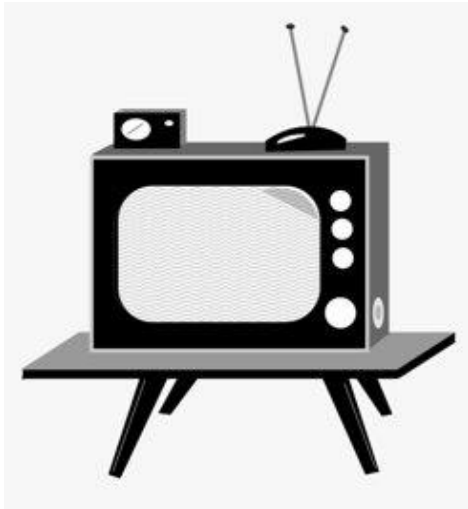


*The angle is the amount of turn between each arm.*

*The corner point of an angle is called the vertex.*

# Friday – Maths

Activity 1: Spot the angles in the images using the red drawing pen.



# Friday – Maths

Where is the vertex of a clock?  
What part of the clock are the arms?



When an angle is made with your elbow where are the arms and the vertex of the angle?

Let's test it out! Take a photo of yourself making an angle with your body. Using the drawing pen, mark out the arms and the vertex of the angle you have created.