

Stage 3 - Take Home Pack- Week 7

Tick off the boxes each day as you complete them. It is expected that you complete all of the activities each day.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Spelling Write Monday's list. Complete the phoneme boxes on the worksheet.	<input type="checkbox"/> Spelling Write your list words and complete 1 activity from the choice board.	<input type="checkbox"/> Spelling Write your list words and complete 1 activity from the choice board.	<input type="checkbox"/> Spelling Write out your list words and complete 1 activity from the choice board.	<input type="checkbox"/> Spelling Get a family member to test you on your words.
<input type="checkbox"/> Reading Read Clean and Dine then answer the questions.	<input type="checkbox"/> Reading Read The Seasons of Kakadu then answer the questions.	<input type="checkbox"/> Reading Read Trumper Tree then answer the questions.	<input type="checkbox"/> Reading Read Book Reviews then answer the questions.	<input type="checkbox"/> Reading Read Plant Investigations then answer the questions.
<input type="checkbox"/> Writing Use your story from last week to create a storyboard with 6 events.	<input type="checkbox"/> Writing Create the title page- your illustrations need to engage the reader. Your title needs to be large.	<input type="checkbox"/> Writing Publish page 1&2. Take your time. Think about how you will draw your characters.	<input type="checkbox"/> Writing Publish page 3&4. Take your time. Think about how you will draw your characters.	<input type="checkbox"/> Writing Publish page 5&6. Take your time. Think about how you will draw your characters.
<input type="checkbox"/> Maths Read the slide. Complete the 2x Estimating Weight worksheets.	<input type="checkbox"/> Maths Read the slide. Complete the Appropriate Units of Measurement sheet.	<input type="checkbox"/> Maths Read the slide. Complete the Gross and Net Mass worksheets.	<input type="checkbox"/> Maths Read the slide. Complete the Net Mass worksheets.	<input type="checkbox"/> Maths Read the slide. Complete the Converting Metric Measures worksheet.
<input type="checkbox"/> History Read MY PLACE 1788 . Use this information to write a short report. See the slide.	<input type="checkbox"/> PE Select 6 different activities from the fitness grid. Complete each activity for 1 minute.	<input type="checkbox"/> Art Complete the Kangaroo using Aboriginal style art designs.	<input type="checkbox"/> Science Complete the week 7 forces Science lesson.	<input type="checkbox"/> PE Do the PE fitness or the Tabata board from last week.

Year 4 - Week 6

The graph /r/ as in rain

The digraph /rr/ as in cherry

The digraph /wr/ as in wrist

Red

Orange

Green

across



probably



February



reason

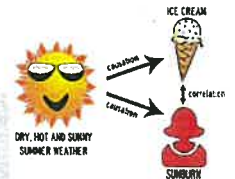


tomorrow



Correlation

a mutual relationship connection between two or more things.



already

before or by now or the time in question.

First day of school already finished:)

embarrass



preferred

Preferred by 9 out of 10 people.



sorry

feeling sad or distressed through sympathy



correct



write



written



All red + 3 orange = 8 words

All orange + 3 red = 8 words

All green + all orange = 8 words

Year 4 - Week 7

The graph /n/ as in net

The digraph /nn/ as in dinner

The digraph /kn/ as in knee

Red

Orange

Green

until

up to the point in time or the event mention



Weeks Until

business



tendency

an inclination towards a particular characteristic or type of behaviour.



sense



against



ordinary



Woman



beginner



necessary



connect



announce



know



knowledge



All red + 3 orange = 8 words

All orange + 3 red = 8 words

All green + all orange = 8 words

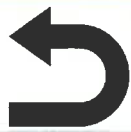
The prefix un- meaning 'not or opposite'

Red

Orange

Green

undo



uncertain



unapologetic



unfair



unfulfilled



unappreciated



uneven



unforgettable



unapproachable

untruth



unbeatable



untimely



ungrateful



All red + 3 orange = 8 words

All orange + 3 red = 8 words

All green + all orange = 8 words

Revision of homophones

Red

Orange

Green

their



weather



brake



there



whether



allowed



they're



flour



aloud



to



flower



too

break



All red + 3 orange = 8 words

All orange + 3 red = 8 words

All green + all orange = 8 words

SPELLING CHOICE BOARD

Choose 4 spelling activities to complete this week. Color in each box you pick. Please remember to put your spelling work into your folder on Friday!

Rainbow Write



Write your words 3 times each using different crayons or markers.

ABC Order



Write your spelling words in ABC order. Then write them in backwards order, from Z - A.

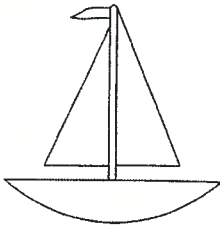
Write in a Sentence



Write each of your spelling words in a sentence. Underline the words in each sentence.

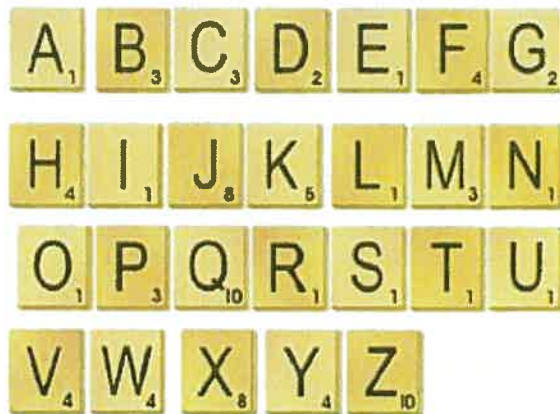
Sailboat Write

c
ca
cat
catc
catch



Write each word in the shape of a sailboat.

Add it Up!



Add up each spelling word using the scrabble tiles.

Example:
cat = 3 + 1 + 1 = 5

Draw a Picture



Choose 5 spelling words & draw a picture of each.

Vowels and Consonants



Write each word. Circle all the vowels in the word OR use a highlighter marker!

Take a Pre-Test



Take a pre-test at home. Write the words you miss 3 times each.

Clean and Dine

Feeling a little dirty? Parasites giving you trouble? Just drop by the local cleaning station and all your dead, decaying cells, mucus and parasites will be nibbled away. This cleaning service is not only beneficial for you, it also provides a meal for your cleaner. It is your own very personal symbiotic cleaning service.

Cleaning symbiosis describes a relationship between two animals. In this relationship, the parasites, dead and decaying skin cells and other harmful and unwanted materials that live on one animal are removed by another animal. The materials which are removed provide a meal for the animal that does the cleaning. Such symbiotic relationships are important in marine environments, for example, where some fish rely on cleaning other fish for their own nutrition.

There are more than 100 species of fish that spend all or part of their lives eating the body waste of other fish and marine animals. The most common cleaner fish are butterfly fish, wrasses and surferperches. Their clients not only include other fish, but also sharks, turtles, crustaceans, sea urchins and starfish.

Cleaner fish often work at 'cleaning stations' among coral reefs. These stations are like 'drive-thru' services, where clients swim up and a cleaner fish

takes their order. Client fish take motionless, open-finned poses to signal they need cleaning. They will turn upside down or on their side and even hold their gill covers open so the cleaners can get inside and nibble at their filaments. Some fish even change colour when they want a good grooming. Scientists are not certain why they do this, but it may help the cleaners see the parasites.

Cleaner fish are extremely thorough. They clean inside the mouth, gills, around the fins and in all the other little nooks and crannies which are perfect spots to gobble up accumulated mucus, dead cells and nasty parasites.

The blue-stripe cleaner wrasse can eat up to 1200 parasites a day at a rate of 4.8 per minute. This type of efficiency is important because too many parasites can be deadly and as research shows that parasites return within one to six days, regular cleaning is important.

While many cleaners rely on parasites and body waste for nutrition, there is also another benefit—self-preservation. By providing an essential service for larger fish and animals that would normally eat them, cleaner fish avoid becoming prey. After all, do not bite the hand that cleans you!

SWIMTHRU
MUCUS REMOVED
GILLS CLEANED
FINS POLISHED
TEETH BRUSHED

PLEASE
DON'T EAT OUR
CLEANERS!!

FULL SERVICE
24/7



15. What is the main purpose of the paragraph which is written in *italics*?
- (A) to argue the benefits of personal hygiene
 - (B) to ask the reader to imagine they are cleaning a fish
 - (C) to advise people who want to learn how to clean a fish
 - (D) to provide a context which explains a symbiotic relationship
16. How do client fish indicate when they are ready to be cleaned?
- (A) They remain still and open their fins.
 - (B) They stretch their mouths wide open.
 - (C) They swim up to the 'cleaning stations'.
 - (D) They roll around and open their gill covers.
17. Which group of words from paragraph five provides evidence that cleaner fish are 'extremely thorough'?
- (A) 'clean inside'
 - (B) 'nooks and crannies'
 - (C) 'perfect spots'
 - (D) 'accumulated mucus'
18. Why is regular cleaning for client fish important?
- (A) Parasites affect the colour of client fish.
 - (B) Cleaner fish can only remove 1200 parasites a day.
 - (C) Parasites return to live on client fish very soon after cleaning.
 - (D) Cleaner fish do not remove all the parasites found on client fish.
19. Synonyms are words which have the same meaning.
Which of the following pairs of words are synonyms in the text?
- (A) 'decaying' and 'deadly'
 - (B) 'common' and 'regular'
 - (C) 'nibble' and 'gobble'
 - (D) 'important' and 'essential'
20. Why has the cartoon been included with the text?
- (A) to provide an alternative point of view
 - (B) to include an additional piece of information
 - (C) to summarise the information in a humorous way
 - (D) to illustrate the order in which the cleaning is done

The Seasons of Kakadu

The Gundjeihmi-speaking people are indigenous to the Kakadu region of the Northern Territory of Australia. In this text, a Gundjeihmi-speaking child describes the seasons.

In the Gundjeihmi-speaking people's land in Kakadu, there are six seasons in the year.

In **Gurrung** we love finding the shells of *dini dini*—cicadas. We put them on our nature table, which we change for every season. The late afternoon wind, *mabilil*, brings the smell of the sea across the land. There are whirly whirly winds, too, which we run and jump into.

In **Gunumeleng** we love watching *Namarrgon*, the lightning man, line up all the clouds in the sky, ready for a storm. This is when his children, *aldjurr*, change their colours. This is also the time when we find shiny red bush apples that lie on the ground, ready for us to eat.

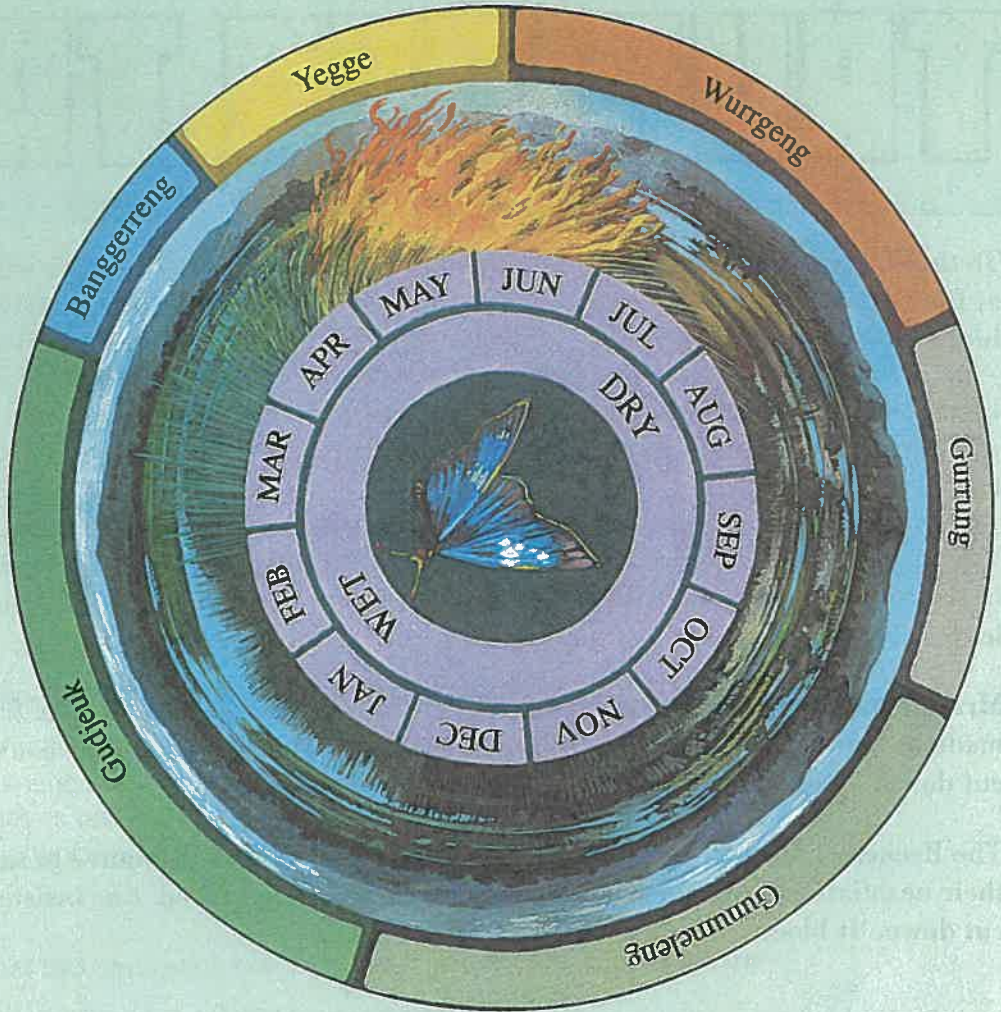
In **Gudjeuk** we love to make shelters out of sheets of paperbark. We eat the luscious red fruit of *anmamdak*, the canthium plum. When night falls, we like to watch the glow beetles dance in the darkness, or lie in our beds and listen to the drumming of the rain.

In **Banggerreng** we love to walk through the spear grass looking for the hiding yam vines so we can dig them up to cook. This is the time when the tall spear grass falls over from the knock 'em down storms. It is fun to make cubbyhouses with bundles of grass before the fires come and eat them up.

In **Yegge** we love to swim among the waterlilies in the lagoon and nibble on their seeds. This is the dry season, when the wind blows the fires across the land, cleaning away the old grass and fallen branches. As we walk through the bush, we chew on the fat billygoat plums.

In **Wurrngeng** we love to huddle around the campfire on the cold nights, under a sky full of bright stars. We listen to the wind blowing through the trees, and we hear *gordol*, the grass owls, calling. We make up our own songs about the bush and the seasons. Soon it will be **Gurrung** again!

21. According to the text, what season would you be in if you were listening to the rain inside your paperbark shelter?
- (A) Gunumeleng
 - (B) Gudjeuk
 - (C) Banggerreng
 - (D) Yegge
22. The writer has chosen words like 'the knock 'em down storms' and 'the fires come and eat them up' in order to
- (A) make fun of nature.
 - (B) give the land human qualities.
 - (C) show that the natural world is unusual.
 - (D) describe the power of nature in a technical way.



23. According to the text, the Gundjeihmi-speaking people eat two types of
- (A) yam.
 - (B) seed.
 - (C) plum.
 - (D) apple.
24. The words written in *italics> in the text are*
- (A) scientific names.
 - (B) diagram captions.
 - (C) Gundjeihmi terms.
 - (D) English translations.
25. According to the diagram, the two longest seasons in Kakadu are
- (A) Gurrung and Wurrngeng.
 - (B) Gudjeuk and Wurrngeng.
 - (C) Gunumeleng and Gurrung.
 - (D) Gunumeleng and Gudjeuk.
26. What do the Gundjeihmi-speaking children do in April?
- (A) listen to the grass owls
 - (B) search for cicada shells
 - (C) make cubbyhouses with the long grass
 - (D) watch the lightning man line up the clouds

TRUMPER TREE

To the children, the park seemed to be shrinking. Cass could remember when the paddock at the bottom of the valley had been full of bushes and long yellow grass. Great for playing hidey in. Now it was gone.

First came the two high squat blocks of units that hid the early winter sun. Within a year what was left of the tall grass was covered by identical red brick town houses. The paddock had disappeared.

Trumper Park was their island in the middle of the city noise. The Trumper Tree grew in the centre of the park half-way up the hill, its great grey branches spreading wide, its leaves changing from olive-green to yellow-gold as the year grew older.

Mrs Valchase hated that tree. Its leaves blew into her walled garden. The fruit bats that made it their home were much too noisy. And now she'd applied to the council to have it cut down.

The Becketts and their neighbours had formed a residents' committee to save the tree, but their negotiations with the overbearing Mrs Valchase had failed. She insisted the tree be cut down. 'It blocks my view,' she claimed.

* * * * *

The grass looked green and inviting under the Trumper Tree. Cass threw herself down in the shade, stretching her arms and legs on the cool grass. Lying like this, she gazed into the spreading canopy of branches. Dark green leaves patchworked with blue sky drifted and changed with the breeze, dappled sunlight flecking the ancient grey roots. 'It really is a special tree. Mum's right, it does seem to know everything.'

'You talk as if the tree is a person, Cass.' Carl bit into a sandwich and Cass stretched out her hand for one.

'I suppose I do a bit. But I can't imagine it not being there. What are we going to do? We must do something.'

Carl sat chewing, his glasses balanced on the very tip of his nose. One more chew and they would slip off. 'Well,' Carl lifted his head and his glasses slid back into place, 'I don't know if we can do anything more, Cass. If adults can't stop them, what can we do?'

27. Why did the children feel as if the park was shrinking?
- (A) Their favourite tree was being cut down.
 - (B) They could no longer see the winter sun.
 - (C) The grass was growing wildly in their play area.
 - (D) The park was gradually being replaced by buildings.



28. In the second paragraph the town houses are described as 'identical'. By using this word, the writer indicates that they
- (A) look the same.
 - (B) are neat and tidy.
 - (C) have square gardens.
 - (D) are hidden behind trees.
29. 'Trumper Park was their island in the middle of the city noise.' This means that the park
- (A) occupied a central location in the city.
 - (B) was situated in the noisiest part of the city.
 - (C) had a paddock where people could relax after a day's work.
 - (D) was a quiet haven away from the rush and noise of the city.
30. Which word in the fifth paragraph supports the view that Mrs Valchase is 'overbearing'?
- (A) 'failed' (B) 'insisted' (C) 'blocks' (D) 'claimed'
31. What did Cass see when she looked up from under the tree?
- (A) blue sky reflected on the glossy leaves
 - (B) large branches that blocked out the city
 - (C) green leaves falling in a zig-zag manner
 - (D) an ever-changing pattern of leaves and sky
32. Based on the last two paragraphs, in what ways are Cass and Carl different?
- (A) Cass is determined but Carl has given up hope.
 - (B) Cass is cautious while Carl cannot be bothered.
 - (C) Cass is bad-tempered but Carl makes friends easily.
 - (D) Cass is decisive whereas Carl cannot make up his mind.

For questions 33 to 35 choose the correct option to complete the passage.

It has always been my dream to join a circus. I especially admire the trapeze performers ____ (33) ____ seem to have nerves ____ (34) ____ steel. ____ (35) ____ my efforts to copy their antics only took me as far as the local hospital.

33. (A) they (B) who (C) what (D) which
34. (A) to (B) of (C) with (D) from
35. (A) Despite (B) Because (C) However (D) Therefore

BOOK REVIEWS

Kalpana's Dream Judith Clarke

Sometimes dreams can come true, though in the most unexpected ways, as Judith Clarke reveals in this warm and gentle story which has a zany and slightly unnerving subplot.

The main story concerns Kalpana and her great-granddaughter, Nirmolini. In her home in India, Kalpana has decided that when you are old you have to do new things, and one of the new things she wants to do is fly to Australia, by herself, to visit Nirmolini. So fly to Australia she does much to her family's consternation. But building a special relationship with Nirmolini proves difficult as neither speaks the other's language. Kalpana is patient though, and eventually via some colourful runners and a young man with a skateboard, she and Nirmolini establish a relationship that is full of unexpected joys.

And as for Ms Dillymore, Nirmolini's English teacher, and her boyfriend Count Dracula? Well, you're just going to have to decide for yourselves the truth about that one!

This is a cleverly constructed story, full of humour and tenderness, and unexpected twists and turns, especially the ending! Definitely one to share and discuss.

★★★★ Allen & Unwin \$14.95

Reviewed by Kerry Foster

Age guide 10+



36. What is the greatest problem facing Kalpana and Nirmolini?
- (A) They are from different generations.
 - (B) They do not speak the same language.
 - (C) They are unable to follow their dreams.
 - (D) They do not get along with their families.
37. As it is used in the review of *Kalpana's Dream*, the word closest in meaning to 'consternation' is
- (A) distress.
 - (B) gratitude.
 - (C) disappointment.
 - (D) encouragement.
38. In the phrase from the review of *Kalpana's Dream* '...and her boyfriend Count Dracula', the word 'her' refers to
- (A) Kalpana.
 - (B) Nirmolini.
 - (C) Ms Dillymore.
 - (D) Judith Clarke.

Ingo and The Tide Knot Helen Dunmore

Have you heard the sea whisper your name? Do you crave the taste of salt spray on your lips and feel, in your blood, the turn of the tides? Perhaps, like Sapphire and Conor, you have some Mer blood flowing through your veins.

Begun in *Ingo* and continued in *The Tide Knot*, the story of the Trewhalla family's connection to the sea is one of great grief, yet also deep delight. This magical story explores the challenge of being different, the depths of grief and the importance of family. In *Ingo*, the children's father mysteriously disappears and in their search for him they discover a disturbing family secret. In *The Tide Knot* they discover that the ocean can be a place of great beauty but also one of terrible, destructive power.

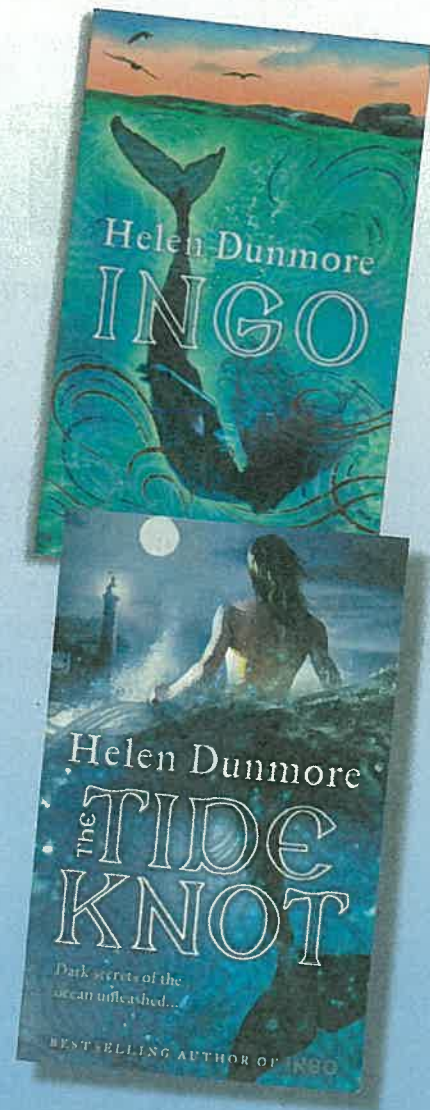
Wanting to spend more time in the extraordinary realm of *Ingo*, I was sad when the story ended. If you like the sea, or enjoy a touch of magic, or just value beautiful writing, you will love these books.

Ingo ★★★★★ HarperCollins \$15.95

The Tide Knot ★★★★★ HarperCollins \$19.99

Reviewed by Wendy Noble

Age guide 10+



39. In the second review the reviewer describes the characters' relationship with the sea as
- (A) a contrast between joy and sadness.
 - (B) a conflict between excitement and fear.
 - (C) having worsened as the characters grew up.
 - (D) having developed over a long period of time.
40. From the information provided in the review of *Ingo* and *The Tide Knot*, how does the reader know that the books are fantasy novels?
- (A) The books continue the same story.
 - (B) The characters have unusual names.
 - (C) The book covers show pictures of mermaids.
 - (D) The characters' father disappears without explanation.
41. What do *Kalpana's Dream*, *Ingo* and *The Tide Knot* have in common?
- (A) The main characters are all male.
 - (B) They all have an Australian setting.
 - (C) They all explore family relationships.
 - (D) The ocean features as a force in all of them.
42. Allen & Unwin and HarperCollins are the names of the
- (A) authors.
 - (B) editors.
 - (C) reviewers.
 - (D) publishers.

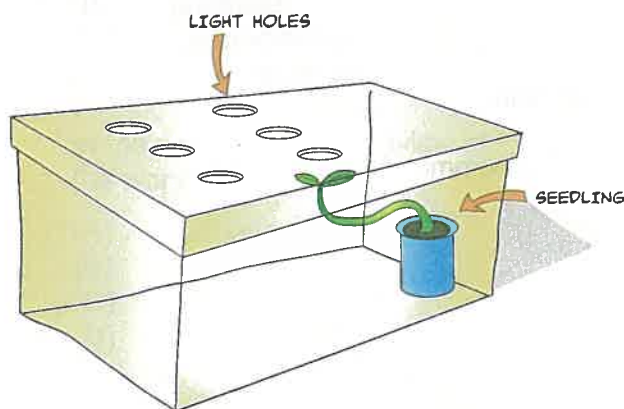
PLANT INVESTIGATIONS

Here are two experiments you can do at home.

LIGHTEN UP

Plant some seeds in potting mix in a small container, and let them germinate in a warm place. When the seedlings are at least two centimetres tall, put them inside a shoebox with some holes punctured in the lid. Use boxes with holes in different places. Leave the seedlings to grow for another day, ensuring there is a light source such as a lamp above the holes. What do you think will happen to the seedlings?

The seedlings bend toward the light because the cells that are on the 'dark side' of the seedling grow faster and elongate more than the cells that are receiving direct light. But how does this happen? A major plant hormone called auxin (*ork-sin*) works by stimulating cell elongation, making cells grow longer. When plants are outside and receive light on both sides during the day, auxin is kept under control by other hormones that prevent too much auxin being produced. But when plants are given a light source from only one direction, the level of auxin increases on the dark side of the plant causing an extra growth spurt in those cells.

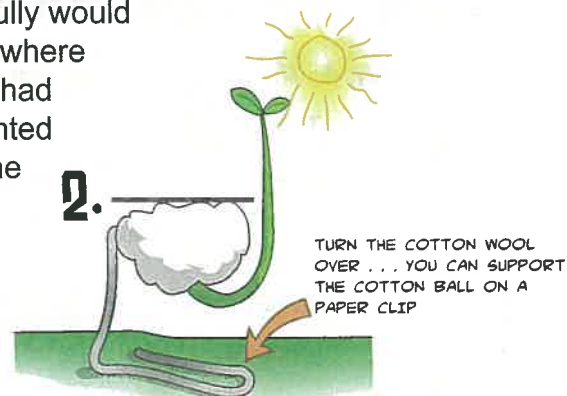
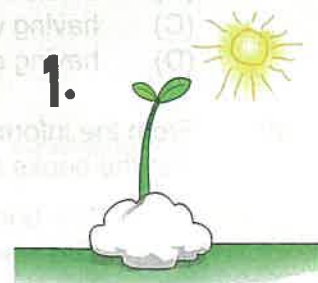


THE LAWS OF GRAVITY

How does a plant know that its roots are meant to grow down into the soil, and its shoots are meant to grow up toward the sun? You can test to see how a plant responds to gravity. Germinate some seeds on damp cotton wool (see 1). When the seedlings are at least two centimetres tall, test to see if the roots have taken hold in the cotton wool by gently turning them upside down. If they stay in place, tape the cotton wool onto a piece of cardboard and rest the cardboard upside down in a sheltered spot. What happens to the seedlings? They should curve upward, forming a hook shape. The seedlings have somehow sensed the force of gravity and responded by changing the direction of their growth (see 2).

The gravitropism response, like the phototropism response, is controlled by auxin. The cells on the bottom of the stem grow more quickly, making the bottom of the stem longer than the top. This causes it to bend upwards.

If plants couldn't sense gravity, the only plants that could ever grow successfully would be those where the seed had been planted exactly the right way up in the soil!



43. Why does the writer suggest using boxes with holes in different places?
- (A) so that it will not matter if one of the plants dies
 - (B) to measure the amount of light each hole allows in
 - (C) so that it is easier to observe if the plant is still growing
 - (D) to see what effect the placement of the holes has on plant growth
44. The letters '*ork-sin*' are placed in italics because they
- (A) provide the pronunciation of the word 'auxin'.
 - (B) are a different way of spelling the word 'auxin'.
 - (C) represent how scientists would write the word 'auxin'.
 - (D) show how the word 'auxin' is written in another language.
45. What can cause an increase in the production of auxin?
- (A) the lack of a light source
 - (B) the plant being placed outdoors
 - (C) the increase in other plant hormones
 - (D) the plant going through a growth spurt
46. In the first paragraph under the heading 'The laws of gravity', the text instructs the reader to gently turn the seedlings upside down. This should be done to check whether
- (A) the cotton wool is still damp.
 - (B) the seedlings have taken root.
 - (C) the shoots point towards the sun.
 - (D) the seedlings are two centimetres tall.
47. In the word 'phototropism', 'tropism' means 'growth'. What does 'photo' mean?
- (A) bending (B) gravity (C) light (D) soil
48. The purposes of this text are to
- (A) instruct and argue.
 - (B) instruct and explain.
 - (C) discuss and explain.
 - (D) describe and recount.

For questions 49 and 50 choose the word which is DIFFERENT in meaning.

49. (A) deliberate
(B) intentional
(C) purposeful
(D) disastrous
50. (A) illegal
(B) doubtful
(C) suspicious
(D) questionable

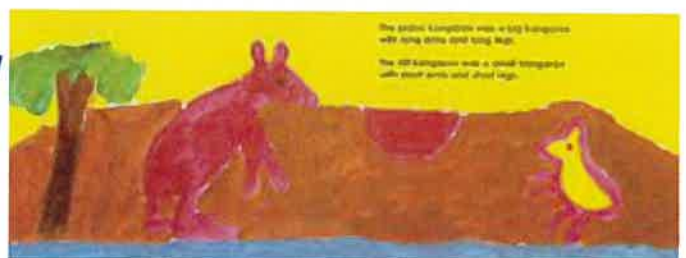


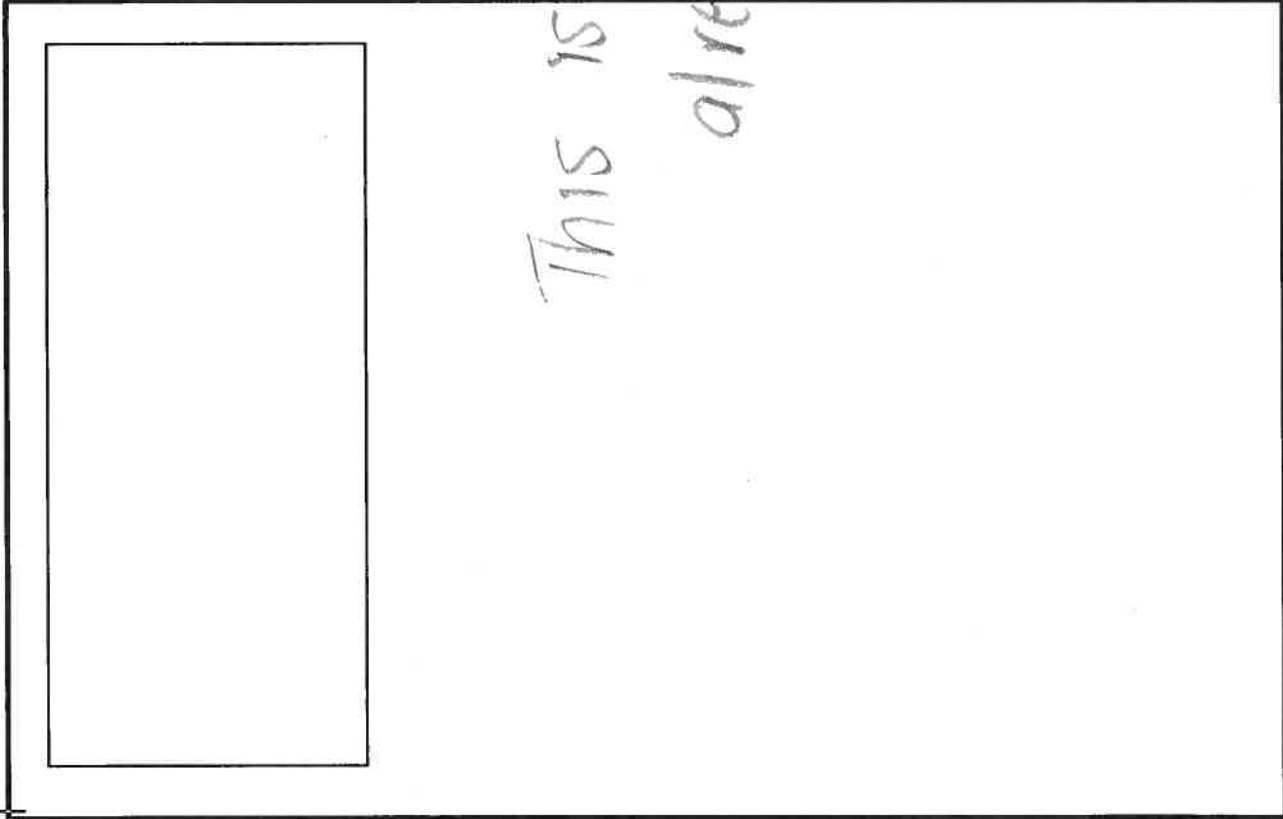
WRITING WEEK 7

We are learning to:

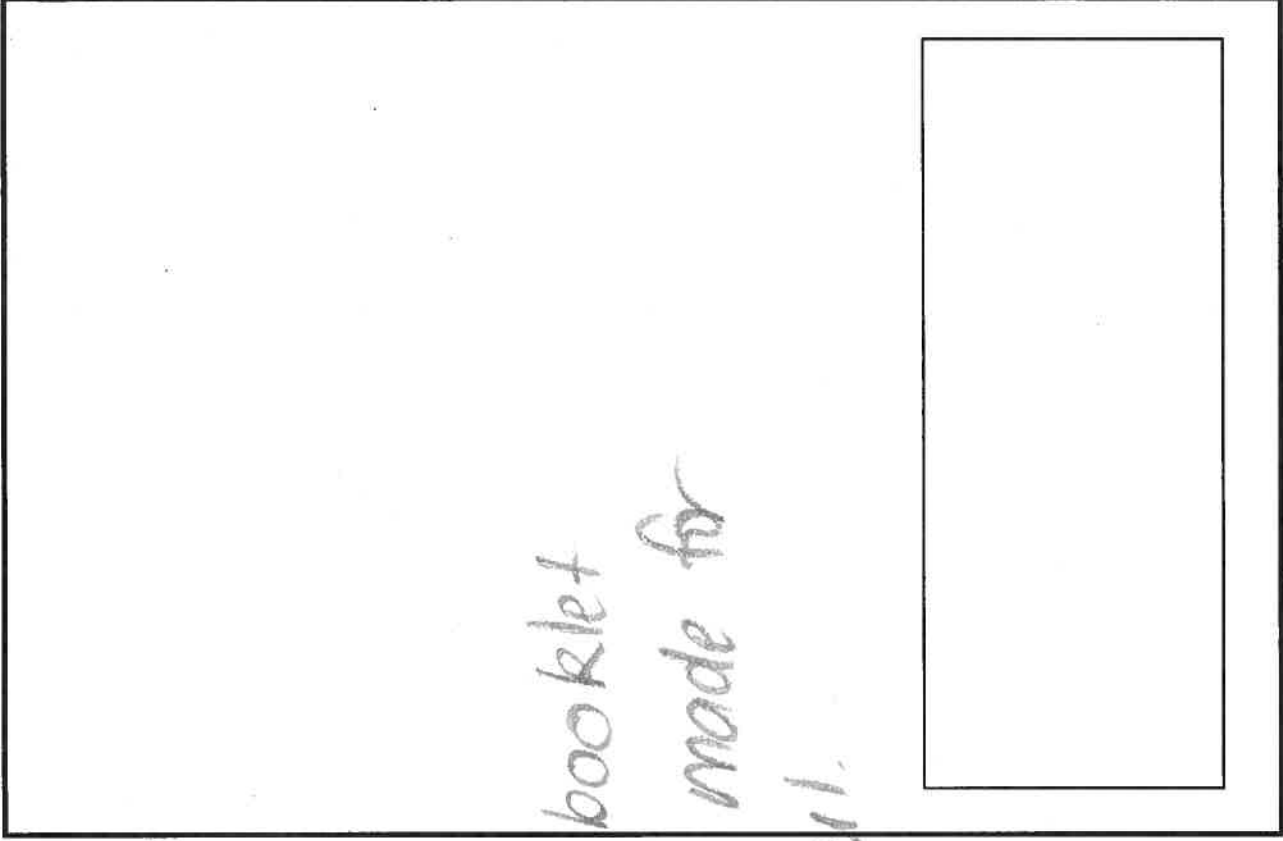
-Engage an audience through words and pictures.

YOUR TASK	MONDAY
<p>You are going to make a book of your Aboriginal legend story from last week.</p>	<p>Divide your story into 6 sections. There should be 6 main events.</p> <p>Create the title page on the front of your booklet. Think about the picture you will include and the size of your lettering</p>
TUESDAY	WEDNESDAY
<p>Add your text to page 1&2. Create your illustrations to show the story. Decorate the borders.</p>	<p>Add your text to page 3&4. Create your illustrations to show the story. Decorate the borders.</p>
THURSDAY	FRIDAY
<p>Add your text to page 5&6. Create your illustrations to show the story. Decorate the borders.</p>	<p>Complete anything you have not done. There should be no mistakes, Your writing should be neat. Your illustrations should be thoughtful and tell the story.</p>





This is a
already made for
you!



This is a
booklet
already made for
you!

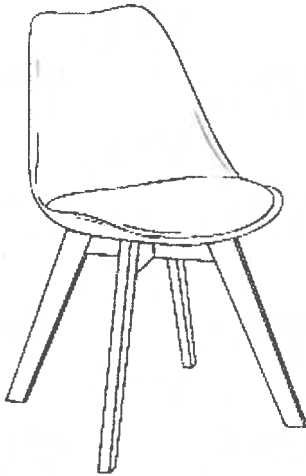


MATHS- MONDAY

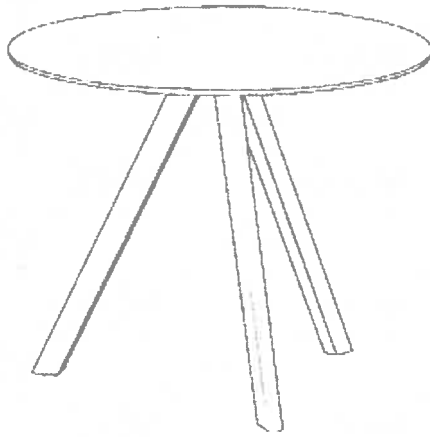
We are learning to determine appropriate units of measurement

Multiplication Facts	Practise - 10 mins
Practise your 11x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	Note
Complete the Mass worksheet in your book. Use the videos below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Mass	Matific - 15 mins
<u>Math Antics</u> Skip to 7:30 of the video https://www.youtube.com/watch?v=ZNX-a-5jGeM	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Mass

2. Estimate the weight of these objects.



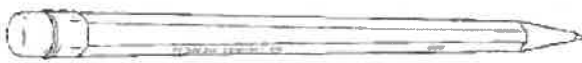
a)



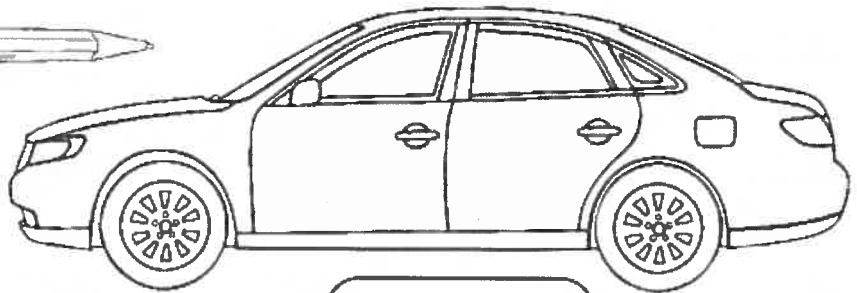
b)



c)



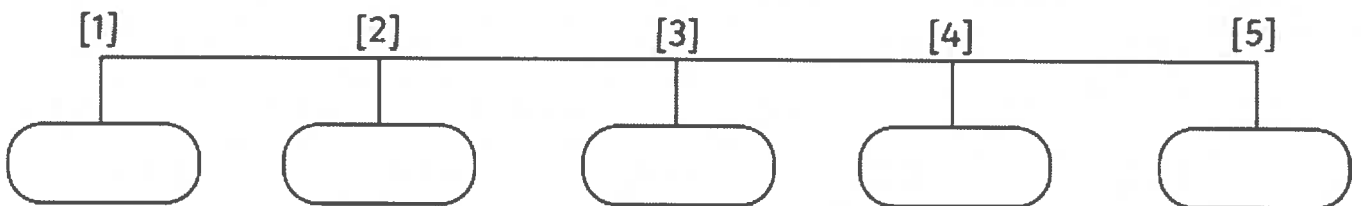
d)



e)



3. Now order these objects from lightest (1) to heaviest (5)



4. Name something that weighs about:

a) 10 grams

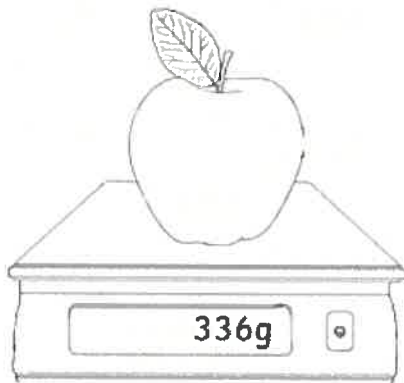
b) 100 grams

c) 1 kilogram

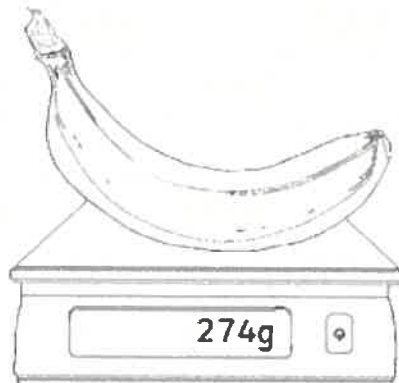
d) 10 kilograms

.....

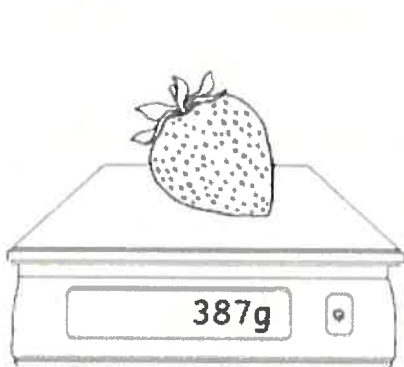
5. If you are going shopping and want to buy as close as you can to 2kg of each of these fruits, how many should you buy?



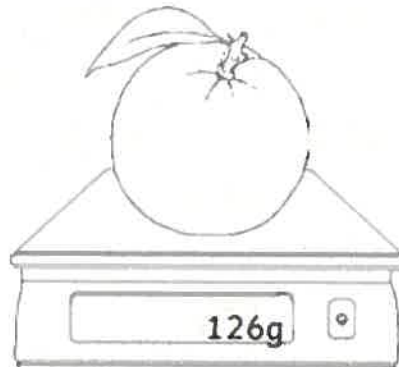
a)



b)



c)



d)



MATHS- TUESDAY

We are learning to determine appropriate units of measurement

Multiplication Facts	Practise - 10 mins
Practise your 11x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	Note
Complete the Mass worksheet in your book. Use the videos below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Mass	Matific - 15 mins
<u>Math Antics</u> Skip to 7:30 of the video https://www.youtube.com/watch?v=ZNX-a-5jGeM	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Mass

3 Colour the appropriate unit of measurement for each of the following mass scenarios.

a) an adult's weight

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

b) an apple

kilograms	millilitres	grams
-----------	-------------	-------

c) a truck

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

d) the weight of a pencil

grams	kilograms	litres
-------	-----------	--------

e) a watermelon

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

3 Colour the appropriate unit of measurement for each mass scenario, and then write your own scenario for d and e.

a) the weight of a baby

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

b) the weight of a pumpkin

kilograms	millilitres	grams
-----------	-------------	-------

c) the weight of a train

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

d)

grams	kilograms	litres
-------	-----------	--------

e)

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

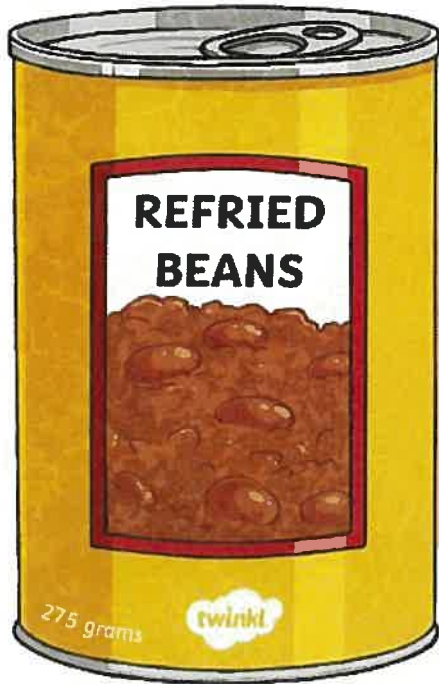


MATHS- WEDNESDAY

We are learning to determine the net and gross mass of different objects

Multiplication Facts	Practise - 10 mins
Practise your 11x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	Note
Complete the Mass worksheet in your book. Use the videos below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Mass	Matific - 15 mins
<u>Gross and net weight explanation:</u> https://www.youtube.com/watch?v=1i8AX7NVzSU	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Mass

Net and Gross Mass



Net mass is the weight of goods or objects inside of the packaging.

The net mass of this can of refried beans is 275 grams.

Gross mass is the combined weight of goods or objects, including the packaging.

The gross mass of this can of refried beans is 290 grams. This includes the contents of the can (275 grams) and the can itself (15 grams).



1. If a 375ml can of coke has a gross weight of 390g, what is the weight of the can?
2. What is the net weight of the tuna can pictured below?
3. What is the gross weight of tuna can below if the can weighs 5 grams?
4. What is the net weight of the can of corn?
5. If the can weighs 20 grams, what is the gross weight of the can of corn?





MATHS- THURSDAY

We are learning to determine the net mass of different objects.

Multiplication Facts	Practise - 10 mins
Practise your 12x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	Note
Complete the 4 Mass questions in your book. Use the videos below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Mass	Matific - 15 mins
<u>Gross and net weight explanation:</u> https://www.youtube.com/watch?v=1i8AX7NVzSU	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Mass

1. What is the net mass of the item below?



2. What is the net mass of the item below?



3. What is the net mass of the item below?



4. What is the net mass of the item below?





MATHS- FRIDAY

We are learning to convert between grams, kilograms and tonnes.

Multiplication Facts	Practise - 10 mins
Practise your 12x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	Note
Complete the Mass worksheet in your book. Use the videos below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Mass	Matific - 15 mins
<u>Converting between units of mass:</u> https://www.youtube.com/watch?v=ptrKThVQwh4	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Mass

Weight and Mass

I can convert metric measures.

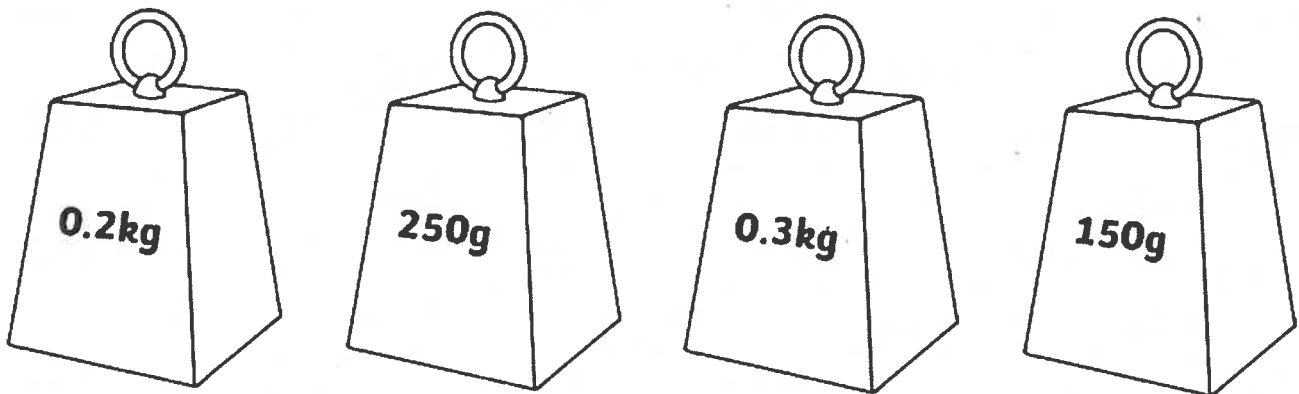
Complete this table.

kilograms (kg)	grams (g)
	30
4	
0.6	
	3700
	10
50	
	900
4.5	
0.29	
	7000

Match these measurements:

- | | |
|------|---------|
| 30g | 3000g |
| 3kg | 0.003kg |
| 300g | 0.03kg |
| 3g | 30000g |
| 30kg | 0.3kg |

Order these weights:



--	--	--	--



FIRST CONTACTS- MONDAY WEEK 7

HISTORY

We are learning to:

- explain the link between the present and the past.
- locate information from sources provided.
- write a brief summary of information in our own words.

THE QUESTION

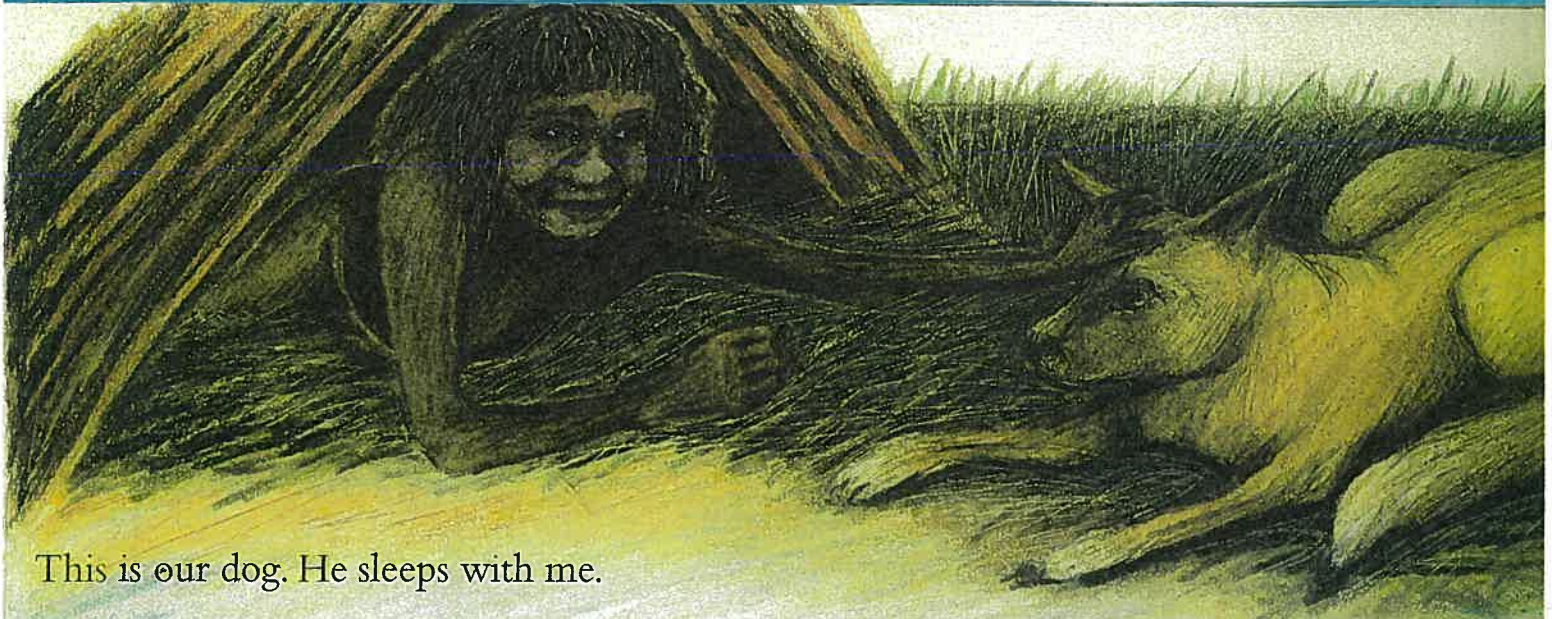
RESOURCES

What was life like for Aboriginal people before European arrival?

Read MY PLACE on the next pages.

THE TASK

1. Take a new page in your book
 - rule a margin and put the date
 - put the title - **Traditional Life**
2. Use your information in the pictures from week 5 and the My Place page to write a summary IN YOUR OWN WORDS on traditional Aboriginal life. Think about the way Aboriginal people used the land for :
 - food**
 - shelter**
 - tools**
 - beliefs**
3. Your work should be at least 8 sentences long, but it may be longer. You may like to do a short paragraph for each highlighted word.



This is our dog. He sleeps with me.

Last week a whale got washed up on the bay, so we invited some other people from round about, and had a big barbecue. As well as the meat, we had piles of vegetables, and oysters and pippies and crabs and octopus and I've forgotten what else. I ate so much I thought I'd explode. Then I fell asleep till the night-time party started.





My name's Barangaroo. I belong to this place. We're staying here for the summer, at the creek camp, to get the fish down in the bay. But often we stay a while at other places. Everywhere we go is home. I live with my parents and my brother Bereewan and my grandparents and my aunties and uncles and cousins. We take our tools and our hunting and fishing stuff with us when we move, but of course we leave the huts and canoes here for next time. Sometimes I wonder what it would be like to stop in the same place always, but my grandmother says no one does that. I guess it would be boring.

This is a map of this place. We camp here because the creek water's so fresh and good, and we're close to the river and the bay. In the creek there's a great swimming hole where my cousins and I always play. My father says he swam in exactly the same place when he was a boy, and my grandfather says he did too. At the top of the hill there's a big fig tree.





What was life like for the Aboriginal people before the arrival of the Europeans?



Fitness grid-

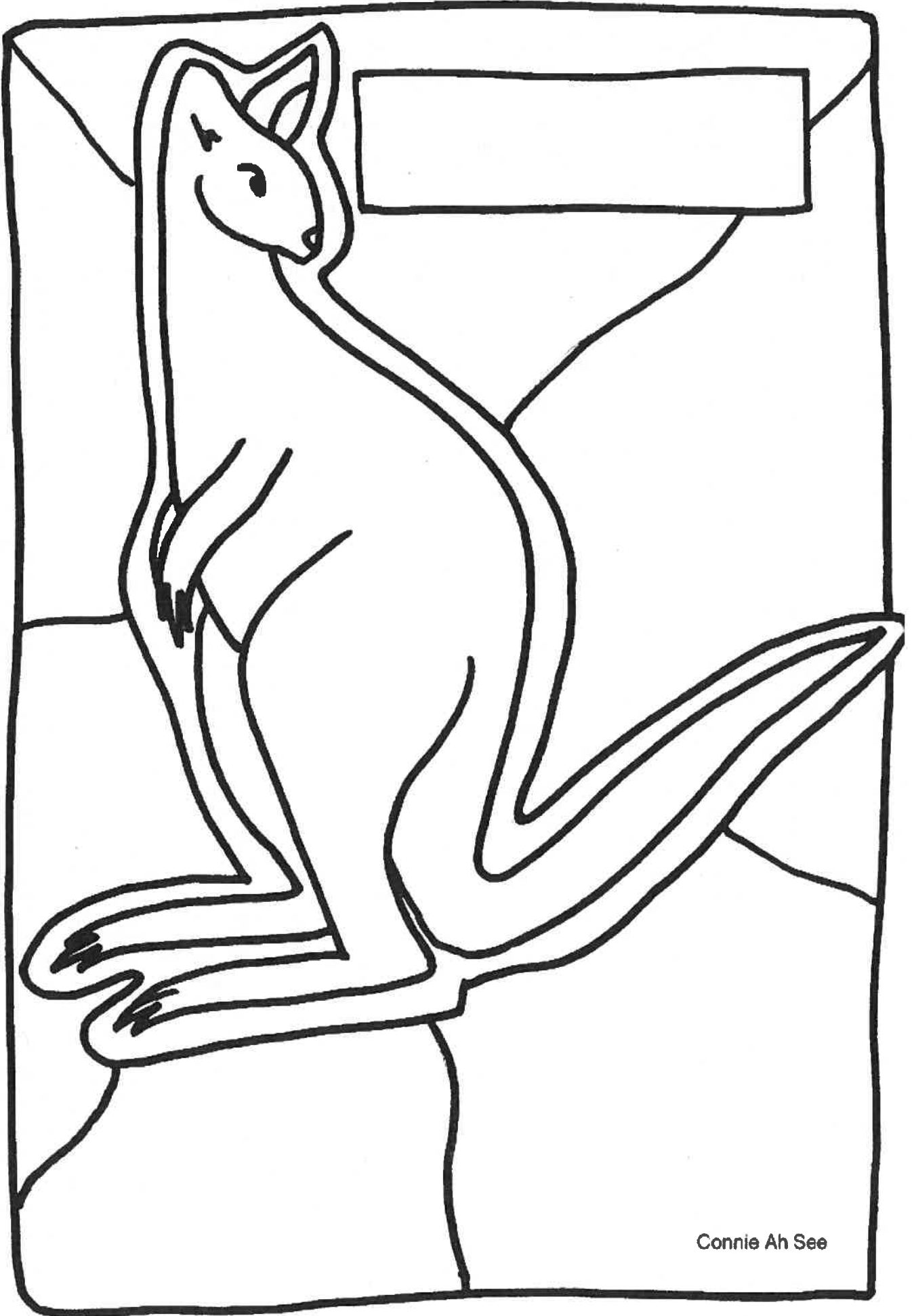
Select 6 activities and complete each one for a minute. Time yourself.
Hint...it's harder than it looks.

HEALTHY MOVEMENTS FOR THE CLASSROOM

 <p>ARM CIRCLES</p>	 <p>HEEL TAPS</p>	 <p>CHAIR KICKS</p>
 <p>PUSH-UPS</p>	 <p>CHAIR V-SIT</p>	 <p>DANCE</p>
 <p>CHAIR STEPS</p>	 <p>FLUTTER KICKS</p>	 <p>JOG IN PLACE</p>
 <p>CHAIR CRUNCH</p>	 <p>ELBOW TO KNEE</p>	 <p>SQUATS</p>
 <p>CALF RAISES</p>	 <p>JUMPING JACKS</p>	 <p>PLANK</p>

P.E. National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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Connie Ah See

Science week 7



Topic: physical world 'Forces'

Learning intention: We are learning to describe forces.

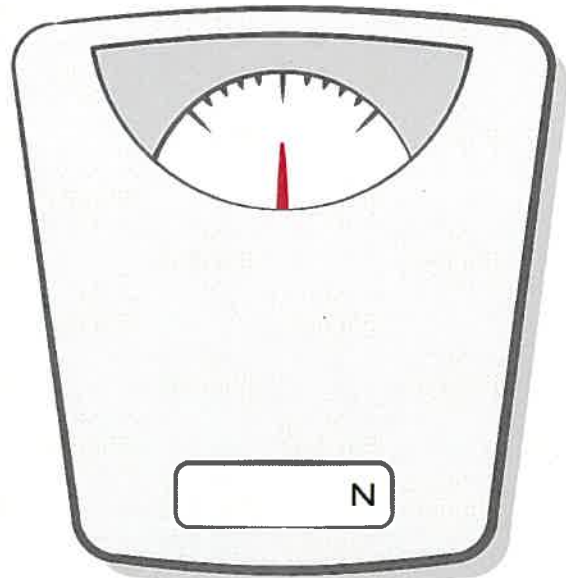
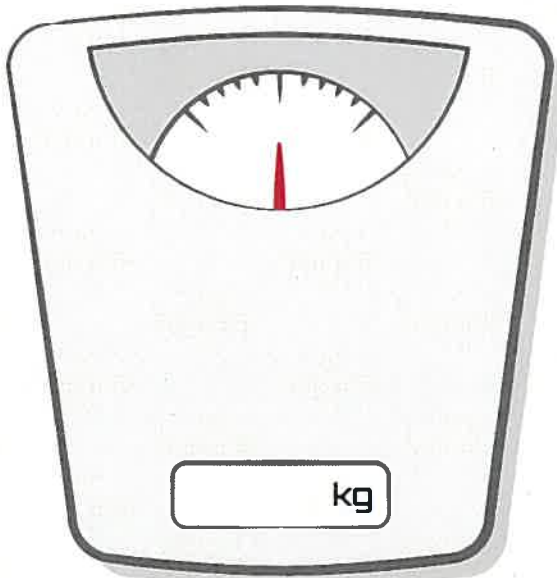
Success Criteria:

- Identify and define 'forces'
- Identify a force as a push or a pull

7

How much force can you push with? Place the scales on a table and push on them as hard as you can. Keep your feet on the floor.

- Write down the kilogram reading on the first set of scales.
- The units we measure force in are called Newtons (N). To convert your kilogram reading into Newtons, multiply it by 10.



- c When you push down on the scales (and the desk), they push back up on you. What do you think would happen if they did not push back?

- 8 Draw diagrams with arrows to show the forces acting in the following situations. You might need to use more than one arrow.

Situation	Diagram
Rolling a piece of plasticine.	
Tearing a piece of plasticine.	
Squeezing the water out of a sponge.	
Screwing the lid off a jar.	

Instruction:

1. Gather the things you need for question 8.

Things you need for question 8:

- Playdough (The ones you've made from last week)
- Water
- Sponge
- Jar with a lid

9 At the beginning of this lesson we looked at Atlas holding the Earth on his shoulders. We know the Earth is not being held up in space by a very strong man. What is holding the Earth up in space?

What I think

Why I think that





TABATA



1. PUSH-UPS



10 SEC REST

20 SEC MOVE



2. SKIER JUMPS



10 SEC REST

20 SEC MOVE



3. ALT. LEG KICKS



10 SEC REST

20 SEC MOVE



4. BURPEES



10 SEC REST

20 SEC MOVE



5. SQUATS



10 SEC REST

20 SEC MOVE



6. JOG IN PLACE



10 SEC REST

20 SEC MOVE



6

HIGH INTENSITY INTERVAL TRAINING

