

To all amazing stage 3 students,

This is your pack for week 8 and week 9.

If you are accessing Google Classroom, you can ignore this and keep going with the online work. If you are doing work online, please make sure you upload your work. This will notify your teacher that you are active on google classroom.

If you are having difficulties using google classroom then this is your work. It has been noted by your teachers that they may not be seeing you online as much as they would like, or that you may have issues accessing a device.

This work may be different to what is online.

In Google Classroom you will have access to more videos and actual teaching than this pack so it is preferred that you are using online learning where we can see and communicate with you every day.

It is expected that you complete all 5 activities each day, just as the people working online have 5 activities to do.

If you require any help with the work, contact the school and your teacher will be notified.

Bonnyrigg Public school: (02) 9610 1511

Keep up with the hard work & stay safe.

Stage Three Teachers.



Stage 3 - Take Home Pack- Week 8

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 Our Golden Dog . Answer the questions.	<input type="checkbox"/> Reading Read The Whale . Answer the questions.	<input type="checkbox"/> Reading Read Video games are Great . Answer questions.	<input type="checkbox"/> Reading Read She sells 'seashells' . Answer the questions.	<input type="checkbox"/> Reading Read Miss Hazel . Answer the questions
<input type="checkbox"/> Writing Read the information on Sir Francis Drake and highlight the important parts.	<input type="checkbox"/> Writing Re-read and organise the information in dot points on the biography template.	<input type="checkbox"/> Writing Using your own words write two paragraphs about boxes 1 & 2.	<input type="checkbox"/> Writing Using your own words write two paragraphs about boxes 3 & 4.	<input type="checkbox"/> Writing Using your own words write two paragraphs about boxes 5 & 6.
<input type="checkbox"/> Maths Read the slide. Complete the chance worksheet.	<input type="checkbox"/> Maths Read the slide. Cut out and glue the outcomes.	<input type="checkbox"/> Maths Read the slide. Complete the probability matching..	<input type="checkbox"/> Maths Read the slide. Complete the probability jar activity.	<input type="checkbox"/> Maths Read the slide. Complete the probability worksheet.
<input type="checkbox"/> History Read the information and summarise reasons for the AGE OF EXPLORATION . Complete the new creature's activity.	<input type="checkbox"/> PE Select 6 different activities from the fitness grid. Complete each activity for 1 minute.	<input type="checkbox"/> Art Complete the origami walrus with the square paper provided.	<input type="checkbox"/> Science Complete the week 8 Science lesson	<input type="checkbox"/> PE Select 6 different activities from the fitness grid.

Year 4 - Week 8

The graph /m/ as in mouse

The /mm/ as in hammer

The digraph /mb/ as in lamb

Red

money



commit



common



numb



lamb



All red + 3 orange = 8 words

Orange

maintain



performance



grammar



dilemma



plumber



All orange + 3 red = 8 words

Green

maintenance



commitment



accommodate



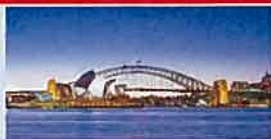
All green + all orange = 8 words

Year 5 and 6 - Week 8

The graph /c/ making the sound "s" as in city

Red

City



centre



policy



certain



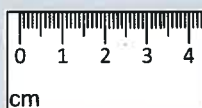
acidic



All red + 3 orange = 8 words

Orange

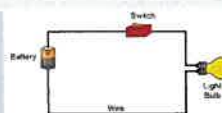
centimetre



successful



circuit



participate



citizen



All orange + 3 red = 8 words

Green

cancellation

the action of cancelling something.



accessible

able to be reached or entered.



exception

a case to which a rule does not apply

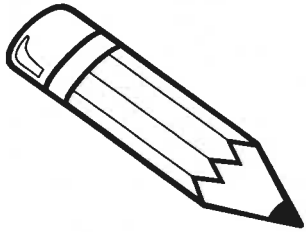


All green + all orange = 8 words

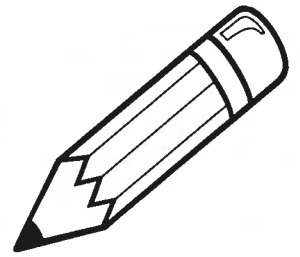
Week Spelling Sheet

Monday	Tuesday	Wednesday	Thursday
BOB Words			

[illegible]



Spelling Activity Choice Board



Students will have several chances to practice their spelling words in class each week, but I ask that they also do some practice at home. **Students:** Please complete one activity of your choice and return to school by next Thursday before we take the spelling test! You may work on the back of this page or on a separate page and staple it to this choice board!

ABC Order Write your spelling words in ABC order. If words start with the same letter, look at the next letter.	Silly Story Write silly sentences that include at least one word in each sentence. Try to fit two words in a sentence as part of your short story.	Backwards Words Write your words once forwards and then once backwards. Remember to write neatly!	Pyramid Words Example: c ca cat catc catch
Three Times Write your words once in pencil, then once in crayon, and finally once in marker! Write neatly!	Cursive Write your words two times each in your best cursive handwriting.	Rhyming Words Write each spelling word with a rhyming word next to it. Example: throw grow	Colorful Words Write each letter of your spelling words in a different color.
Blue and Red Words Write each word using the following colors: Blue for all consonants Red for all vowels	Crossword Puzzle Write your spelling words vertical or horizontal, making them all connect by crossing over one another.	Money Words Each consonant is worth \$0.03 and each vowel is worth \$0.02. Add up the value of each spelling word.	Drawing Words Write your words and then draw a picture to illustrate each word.
Type your Words Type your words 5 times each. Use a different font for each word then print it out!	Syllable Words Write each word, separating it by syllables. Example: pa-tri-ots	Synonyms or Antonyms Write each word, then come up with a word that means the same (synonym) or a word that means the opposite (antonym).	Definitions Pick 10 of your spelling words and look up the definition in a dictionary. Copy the 10 definitions down in neat handwriting.

Read the text and answer the questions that follow.

Our golden dog

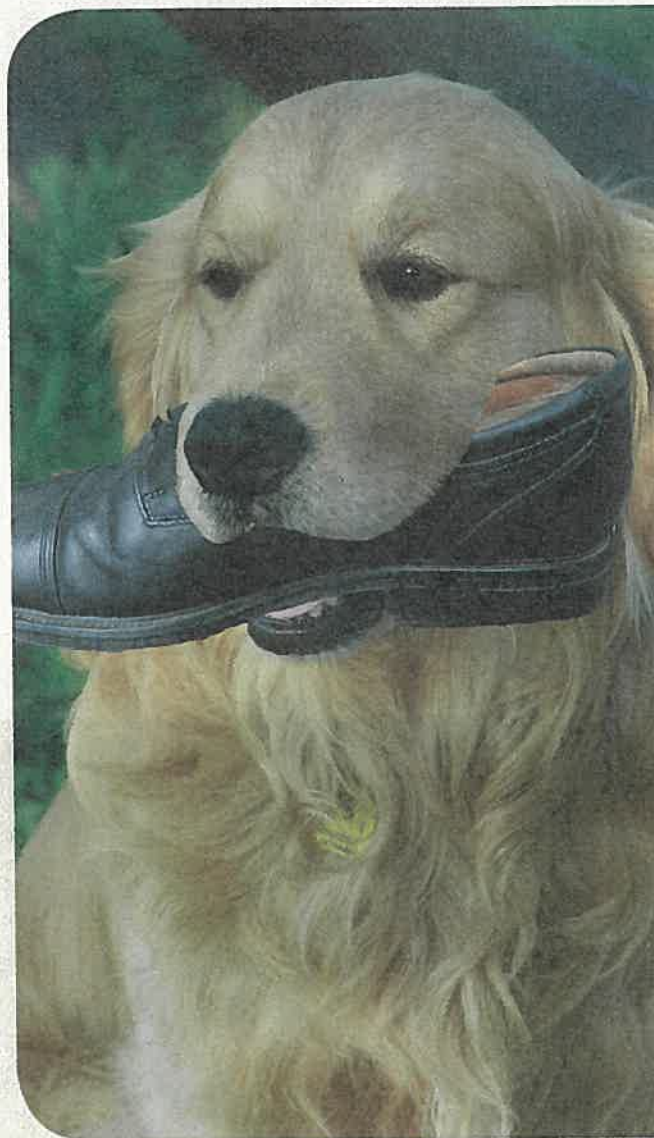
Our pet dog is a golden retriever called Ghel. Her name comes from an old European word that means 'shining like gold'. Indeed, Ghel is worth far more than gold to us.

Golden retrievers like to find things and bring them home to their owners. Ghel often finds unusual things and puts them on our doormat. She is the neighbourhood thief, stealing things like shoes, umbrellas, small toys and garden tools, and bringing them to us as presents. She even brings live animals home. Once she brought us a rabbit that had escaped from its owner. Another time she carried a tiny budgerigar that she found in the backyard. She can carry live animals without hurting them because she holds things gently in her mouth. Afterwards, we have to go around to our neighbours and return the 'borrowed' goods. At first we had to say sorry when Ghel took their things, but soon everyone became used to her game.

Ghel is very playful. She likes to hide in the bushes and leap out like a fierce lion. We scream as she throws herself at us, growling and pretending to bite. We can't pretend to be scared for long though because she licks us all over and makes us laugh.

Ghel is a very clever tracker dog. She always finds us when we play hide-and-seek games. She only has to smell something that belongs to someone, such as a t-shirt or a shoe, and she can follow their scent and find them.

Ghel really is our golden dog!



1. The owners named their dog Ghel because
- (A) she is a female dog.
 - (B) she has a smooth coat.
 - (C) she cost a lot of money.
 - (D) she is a golden colour.
2. Ghel steals things from the neighbours because
- (A) she doesn't have anything to play with.
 - (B) she needs something to chew on.
 - (C) she wants to bring gifts for her owners.
 - (D) she doesn't like them.
3. According to the text, Ghel is able to carry small animals without hurting them because
- (A) she walks slowly.
 - (B) she is very gentle.
 - (C) she has very few teeth.
 - (D) she likes to play with them.
4. In the second paragraph, the writer has put inverted commas around the word 'borrowed' to show that
- (A) it is being used in a humorous way.
 - (B) it needs to be spoken aloud.
 - (C) it is a difficult word.
 - (D) it describes an action from the past.
5. Ghel's owners scream when she jumps out of the bushes at them because
- (A) they want her to stop.
 - (B) they are frightened of her biting them.
 - (C) they enjoy scaring her.
 - (D) they are acting scared as part of the game.
6. 'shining like gold' is an example of a simile.
Which of the following is another example of a simile in the text?
- (A) 'neighbourhood thief'
 - (B) 'things like shoes'
 - (C) 'leap out like a fierce lion'
 - (D) 'such as a t-shirt or a shoe'
7. Which word best describes Ghel's character?
- (A) lazy
 - (B) cheeky
 - (C) nervous
 - (D) annoying

Read the text and answer the questions that follow.



THE WHALE

'I just swam near a whale!' Jack shouted as he burst through the kitchen door. Everyone looked at him. His wetsuit was still dripping.

'Don't be ridiculous!' Grandad growled.

Grandma smiled, 'That sounds like a tall story, Jack. Now go outside and dry yourself before you come inside.'

'I want to see it!' Ella squealed.

'Maybe it's sick,' Sophie added quietly.

It was the weekend and the children were visiting their grandparents who lived by the beach. 'You'd better show us,' Grandad said as he climbed reluctantly out of his deep, comfortable chair and ambled towards the door. Jack raced ahead of Grandad back to the beach. His sisters scrambled to keep up. Grandma wiped her hands, took off her apron and hurried after them.

A crowd of excited people was huddled together on the cliff top watching the whale. Overhead, a black helicopter hovered, cameras rolling. In the water, surf lifesavers on surfboards made a circle around the whale to keep swimmers and boats away. The whale was huge and swimming lazily, close to the shore.

'It's a humpback,' said Grandma.

'No,' someone in the crowd answered, 'it's a southern right.' People moved up and down trying to get a better view.

'I saw it yesterday when it first arrived,' another man said.

'Hope it's OK,' Ella whispered as she began to cry.

Grandad spoke to a man who seemed to know what was going on.

'It's a female. She might be having a baby soon,' the man said.

Sophie and Ella hugged each other. 'Can we watch it being born?' Ella asked.

'I don't think so,' the man replied shaking his head. 'Whales usually give birth at night.'

That night the children could hardly sleep. Early next morning just before dawn, they crept out and rushed down to the beach. Before them swam the great whale with her new calf.

14. 'That sounds like a tall story, Jack.'
- These words tell readers that Grandma thought Jack's story was
- (A) long.
 - (B) hard to believe.
 - (C) enjoyable.
 - (D) difficult to understand.
15. 'You'd better show us'
- The word 'You'd' in this sentence is made up of two words. The first word is 'You' and the second is
- (A) 'did'.
 - (B) 'would'.
 - (C) 'had'.
 - (D) 'could'.
16. The word 'ambled' means that Grandad moved
- (A) nervously.
 - (B) quietly.
 - (C) carefully.
 - (D) slowly.
17. To the people watching, the arrival of the whale is best described as
- (A) unusual.
 - (B) shocking.
 - (C) dangerous.
 - (D) inconvenient.
18. According to information in the text, when whales give birth they normally
- (A) like to hide.
 - (B) go into deep water.
 - (C) do so at night.
 - (D) are very hungry.
19. The children 'crept out' of the house so that they did not
- (A) wake their grandparents.
 - (B) get delayed by the crowd.
 - (C) frighten the baby whale.
 - (D) miss out on seeing the sunrise.
20. The last sentence leaves readers with a sense of
- (A) fun.
 - (B) loneliness.
 - (C) impatience.
 - (D) amazement.

Read the text and answer the questions that follow.

Video games are great

There is more to playing video games than some people realise. Children can learn valuable skills along the way.

Video games require concentration and determination, patience and stamina: some games take more than 100 hours to complete! They require quick responses: shooting that monster or dodging that falling block helps to develop hand-eye coordination (fine motor skills). They also require analysis, judgement and creativity to solve problems. If video games were straightforward, they wouldn't hold the attention of children the way they do.

Critics of video games say that playing for long periods harms eyesight. While it is true that staring at a screen for long periods of time can cause 'eye strain', there is little evidence that this causes permanent damage to eyesight. Everyone should take frequent breaks from staring at any screen to minimise risks.

Critics also say that playing video games stops children from getting outdoor exercise. But is that the fault of the game, or the fault of the adult in the house for not wanting to go outside? And what about interactive games where you act out the movements?

So next time it's raining and everyone is stuck inside, get out the interactive video games ... No, not golf again, Dad! It's my turn now, Mum. Mum! MUM!

When parents join in, playing video games starts to look like old-fashioned 'family fun'.



21. 'There is more to playing video games than some people realise.'
This sentence tells readers that playing video games
- (A) is not enjoyable for some people.
 - (B) is not as interesting as other games.
 - (C) is not a common activity.
 - (D) is not just about entertainment.
22. What does the word 'stamina' mean?
- (A) skill
 - (B) courage
 - (C) endurance
 - (D) performance
23. Which word has the same meaning as 'straightforward'?
- (A) boring
 - (B) simple
 - (C) exciting
 - (D) expensive
24. According to the text, the risk of developing eye problems from playing video games can be reduced by
- (A) spending time away from the screen.
 - (B) wearing special glasses.
 - (C) doing eye exercises.
 - (D) switching to other computer activities.
25. 'No, not golf again, Dad! It's my turn now, Mum. Mum! MUM!'
This quotation reveals that the writer expects parents
- (A) to enjoy playing video games.
 - (B) to nag their children into playing video games.
 - (C) to play video games to please their children.
 - (D) to play video games when they are bored.
26. What is the purpose of the text?
- (A) to explain how video games work
 - (B) to show which video games to buy
 - (C) to convince readers that video games have benefits
 - (D) to encourage readers to play video games instead of exercising

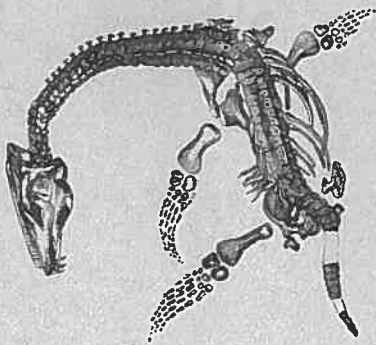
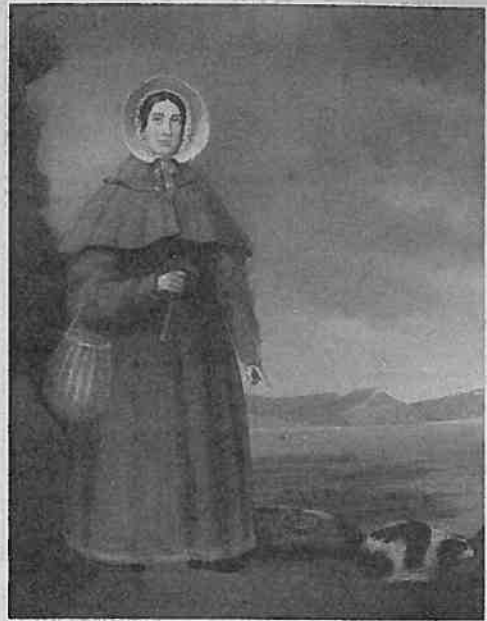
Read the text and answer the questions that follow.

She sells 'seashells'

'She sells seashells by the seashore.'

This sentence is called a tongue twister because it is difficult to say. It was written by Terry Sullivan in 1908 and inspired by an Englishwoman called Mary Anning.

Mary had an exciting and unusual life. Born in 1799, she lived in the coastal town of Lyme Regis where she often walked the cliffs with her father, brother and her dog, Tray. They found pieces of rock that looked like seashells but were actually fossils—the remains of animals that lived long ago and had turned to rock. Fossils give us clues about life in the past. Mary's favourite time to look for fossils was after a storm because wind, rain and waves caused the rocks to crumble, making it easier to find fossils. Searching the cliffs for fossils was extremely dangerous. Landslides were frequent and one claimed the life of Tray and almost killed Mary.



Mary's first significant find came when she was 12 years old. Mary and her brother found a large fossil that became the first correctly identified ichthyosaurus (fish lizard) skeleton. Mary also discovered other important dinosaur fossils including the first two plesiosaur skeletons (one is pictured here).

Mary came from a very poor family and never had any formal education. However, she taught herself geology and anatomy and later palaeontology (the study of fossils) to understand the fossils she found. Mary's discoveries taught us that there were once creatures with snail-like shells (ammonites) and others with paddle-like fins (plesiosaurs) that lived in ancient oceans. She became a respected figure and many important scientists of the time visited her. Because she found so many fossils, Mary opened a small shop to sell her finds, but she did not make much money.

Few people realise that the tongue twister is about Mary Anning. The tongue twister isn't exactly accurate though as Mary sold fossils, not seashells. But that wouldn't be as much fun to say!

31. What is the main reason that the writer started the text with a tongue twister?
- (A) to introduce the topic of the sea in an amusing way
 - (B) to test the ability of readers to say these difficult words
 - (C) to show that it was written when Mary Anning was alive
 - (D) to introduce the life of Mary Anning in an interesting way
32. Mary's favourite time to collect fossils was after a storm because
- (A) the waves were smaller.
 - (B) the beach was less dangerous.
 - (C) the rocks were more broken up.
 - (D) the weather was more favourable.
33. Mary's first significant fossil find was also
- (A) the first plesiosaur to be correctly identified.
 - (B) the first ichthyosaurus to be correctly identified.
 - (C) the largest skeleton that she found.
 - (D) the most complete skeleton that she found.
34. The words '(fish lizard)' are in brackets to show that they are
- (A) details that are important.
 - (B) facts that are usually left out.
 - (C) a translation of a scientific term.
 - (D) a personal comment from the writer.
35. A 'formal education' is one that is completed
- (A) as quickly as possible.
 - (B) at school.
 - (C) in another language.
 - (D) at great expense.
36. Which option best describes the importance of Mary's fossil finds during her lifetime?
- (A) They were accepted by a small number of scientists.
 - (B) They were not regarded as highly as other scientific discoveries.
 - (C) They were not scientifically recognised until after her death.
 - (D) They were appreciated for their scientific value.
37. 'Mary's discoveries taught us that there were once creatures with snail-like shells (ammonites) and others with paddle-like fins (plesiosaurs) that lived in ancient oceans.'
- Which aspect of Mary's life is the focus of this sentence?
- (A) her contribution to Earth's natural history
 - (B) her personal qualities
 - (C) her family relationships
 - (D) her commitment to professional friendships
38. What does the text tell readers about Mary's character?
- (A) She was determined to keep learning.
 - (B) She was a clever businesswoman.
 - (C) She was obsessed with her popularity.
 - (D) She was limited by her lack of education.

Miss Hazel

In the flat next door to Pavi lived an elderly lady named Miss Hazel. Pavi and Miss Hazel were friends. Pavi had only just arrived from India and didn't know many people. In the afternoons when school was over, Pavi liked to visit Miss Hazel because she reminded her of her grandmother in India. Pavi would sit quietly on the high stool in the living room, sipping a cup of tea while Miss Hazel walked around the room dusting all her objects.

Miss Hazel had a lot of objects. In every space, on every shelf, there was something—vases, pictures, little statues, old pennies. It was like being in a museum. Miss Hazel dusted all her objects with a special feather duster that had a long black mottled handle and a spray of emu feathers at the other end. The emu feathers had been sent to her by an old school friend, Mrs Marron, who lived in the Northern Territory.

'Now you will find,' said Miss Hazel as she wandered about the room waving the duster, 'that most people swear by ostrich feathers for dusting. But take my advice, Pavi, and stick to emu.'

'Stick to emu,' thought Pavi, frowning. Her mother used a cloth to dust. And of course they didn't have so many objects.

'People just don't know,' sighed Miss Hazel. 'Sad, but true.'

Mrs Marron not only supplied Miss Hazel with feathers for dusting, she even sent her an empty emu egg one Christmas. It came in a special box all the way from the Northern Territory, filled with strips and strips of torn-up newspaper. The postman brought the box to the front door one afternoon when Pavi was visiting. **FRAGILE** was written in big black letters all over the outside.

Pavi peered over Miss Hazel's shoulder as she opened up the box. Inside lay the emu egg. It was a lovely strange large dark green thing. Its surface was not smooth like a hen's egg, but bumpy.

'Like Braille*,' said Miss Hazel. 'Ever felt a page of Braille, Pavi?'

Pavi had not.

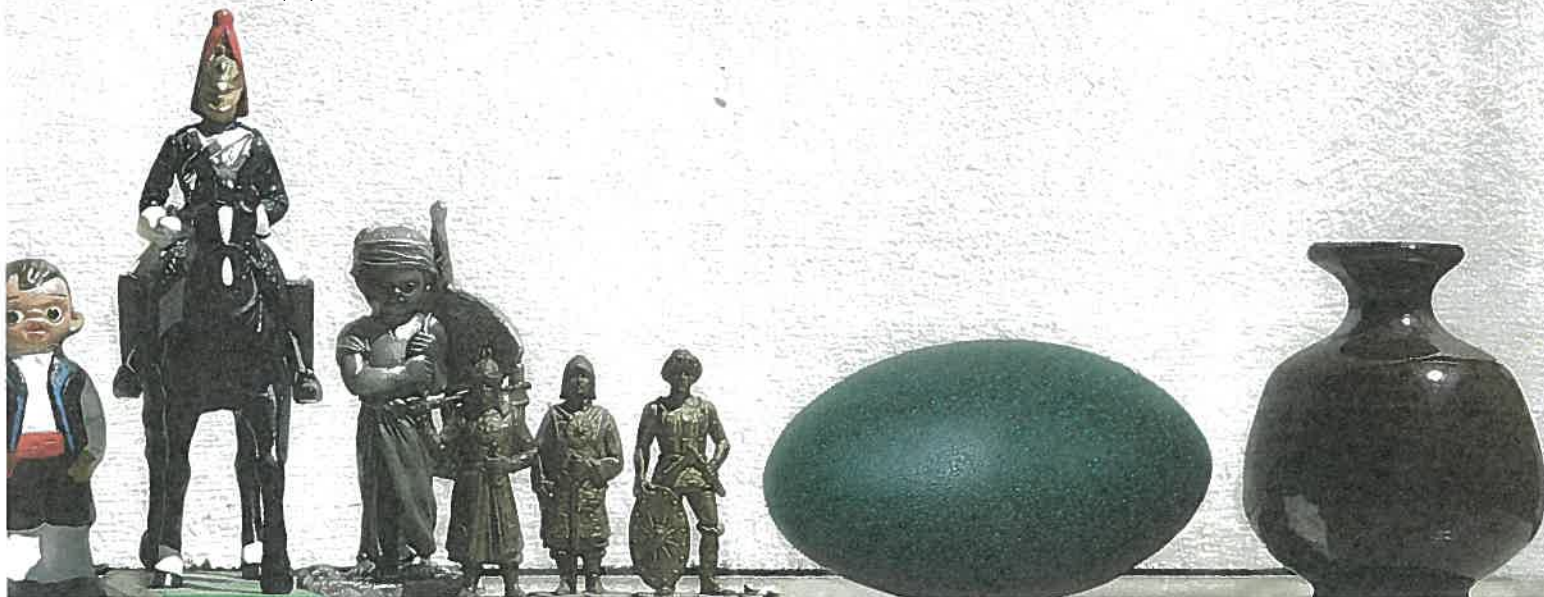
'Neither have I,' admitted Miss Hazel, 'but this feels as though it's saying something.' She closed her eyes and ran her fingertips along the surface of the egg. 'But what? That's the question.'

Pavi felt the egg with her fingertips. She smiled at Miss Hazel and Miss Hazel smiled back. Suddenly Pavi missed her grandmother.

*Braille is a system of writing that uses raised dots for letters. People who cannot see properly can read by feeling the dots with their fingers.



39. Pavi enjoyed spending time with Miss Hazel mainly because
- (A) she felt sorry for her elderly neighbour.
 - (B) she liked to help her with all her dusting.
 - (C) she was curious about her collection of things.
 - (D) she liked being reminded of her grandmother.
40. Which of the following words in the text is a verb?
- (A) 'living' (B) 'dusting' (C) 'objects' (D) 'spray'
41. Which word best describes Miss Hazel's house?
- (A) gloomy (B) simple (C) cluttered (D) neglected
42. Why was the word '**FRAGILE**' written in big black letters on the box?
- (A) to show that the box contained an expensive item
 - (B) to alert people that a baby emu was in the box
 - (C) to let people know that it did not weigh very much
 - (D) to warn people that it needed to be handled carefully
43. Which of the following is the **LEAST** likely reason that Miss Hazel closed her eyes as she felt the emu egg?
- (A) She was trying to remember something.
 - (B) She was teaching Pavi how to read Braille.
 - (C) She was wondering what the bumps meant.
 - (D) She was astonished by the texture.
44. Miss Hazel can best be described as
- (A) a kind-hearted woman who takes care of her house.
 - (B) a bossy person who likes to order Pavi around.
 - (C) a strange person who finds it hard to communicate.
 - (D) a wise old woman who takes advice from Pavi.
45. The information indicated by the asterisk (*) at the end of the text is called a footnote. Why has this footnote been included?
- (A) to show respect for people who cannot see properly
 - (B) to explain an unfamiliar word
 - (C) to indicate that this is a foreign name
 - (D) to refer to recent scientific research





WRITING - WEEK 8

BIOGRAPHY - SIR FRANCIS DRAKE

We are learning to:

Find information and write it into an information report.

THE TASK

You are going to research information on a famous explorer and create an information report.

THE INSTRUCTIONS

Monday	Read the information on Francis Drake and highlight the important information.
Tuesday	Re-read and using dot points, put the highlighted information in into the template ready for writing.
On the lined paper provided Write a biography for Sir Francis Drake.	
Wednesday	Using your own words write a paragraph for each - Who? and early life. Your paragraphs should be 3-4 sentences long.
Thursday	Using your own words write a paragraph for each early career and achievement 1. Your paragraphs should be 3-4 sentences long.
Friday	Using your own words write a paragraph for each achievement 2 and death Your paragraphs should be 3-4 sentences long.

Sir Francis Drake



Francis Drake by Jodocus Hondius

Occupation: Explorer, privateer

Born: 1540 or 1544 in Tavistock, England

Died: January 27, 1596 in Portobelo, Panama

Best known for: First Englishman to sail around the world and defeating the Spanish Armada

BIOGRAPHY

Where did Francis Drake grow up?

Francis Drake was born sometime between 1540 and 1544 in Tavistock, England. His father was a minister for the navy and Francis grew up near the sea. He went to work for a sea captain at a young age and found his home living and working on a ship. Someday he would make his fortune and fame at sea.

First Expedition

Drake's first expedition was with John Hawkins. He captained the ship Judith, one of six ships that made up the fleet. Hawkins first led the fleet to Africa where they captured people to sell into slavery. Then they sailed across the Atlantic to the New World. They sold the slaves at a Spanish port, but they were betrayed. Spanish warships attacked the fleet and destroyed many of the ships. Drake and the Judith were able to escape, but he never forgave the Spanish.

Privateer or Pirate?

After returning from the New World, Drake wanted revenge on the Spanish. He took up the life of a privateer. As a privateer he would attack the enemy ships of Britain, mostly the Spanish, and take their cargo. To the Spanish, he was considered a pirate. To the English, he was a hero. Over the next several years Drake attacked Spanish towns and ships taking much of their gold and silver. He became a rich man. Queen Elizabeth I noted his success and gave him a fleet of ships to take to South America and plunder the Spanish. Around the World Drake and his fleet of five ships left England on November 15, 1577. He captained the largest ship, the Pelican, which he would later rename the Golden Hind. They had many adventures along the way. Many of the sailors died from disease. Drake even had one man beheaded for leading a mutiny.

The fleet travelled across the Atlantic and down the coast of South America. After passing through the Strait of Magellan, they entered the Pacific Ocean and went north along the coast of Peru, ransacking towns along the way. They also captured a Spanish ship named the Cacafuego. The ship was full of treasure. Drake would arrive home very rich!

Eventually, Drake's fleet was down to a single ship, the Golden Hind. After three years of sailing, on September 26, 1580, the ship arrived back home in England. Drake's expedition was only the second in history to sail around the world. He also brought back lots of treasure for the queen. The queen was proud of Francis, she knighted him and he was now known as Sir Francis Drake.

The Spanish Armada

By 1588 King Philip II of Spain finally had enough of Queen Elizabeth I and her English privateers like Drake. He assembled a huge fleet of Spanish warships called the Spanish Armada and sent them to crush the British and take over England.



The Spanish Armada was thought to be invincible (by unknown)

Queen Elizabeth had made Sir Francis Drake vice admiral of the English navy. They waited for the Spanish Armada to arrive. Many thought they had little chance. Drake had an idea, however. In the middle of the night they lit several empty English ships on fire. They sent them into the middle of the Spanish fleet. The captains of the fleet panicked and scattered. Then the English pounced.

A little while later, a huge storm hit the fleet. Many of the Spanish ships were sunk or broke up on the rocks of England's shore. The English defeated the Spanish and now were the most powerful navy in the world.

Death

Drake continued to attack Spanish cities and treasure ships. He died of dysentery while on an expedition to the New World on January 27, 1596.

Interesting Facts about Sir Francis Drake

- He married twice. His first wife was Mary Newman who died 12 years after their marriage in 1569. His second wife was Elizabeth Sydenham. His wives rarely saw him as he spent much of his life at sea. He didn't have any children.
- The Spanish nicknamed Drake "El Draque", which means "The Dragon".
- The King of Spain put a bounty on Drake's head of 20,000 ducats. That's around \$7 million in today's money!
- He was a member of the British Parliament for a time.
- He purchased a large mansion in Devon, England called Buckland Abby. Today it is open for tourists to visit.

BIOGRAPHY TEMPLATE

1. Who ?

Name:

Nationality:

occupation:

2. Early life

Birth?

Where?

childhood:

3. Early career -First expedition

4. Achievement 1

5. Achievement 2

Death

Remembered for?



MATHS- MONDAY

We are learning to describe probability using different terms.

Multiplication Facts	Practise - 10 mins
<p>Practise your 3x multiplication facts.</p>	<p>https://www.mathsisfun.com/numbers/math-trainer-multiply.html</p> <p>(This one is good as you can set the timer to 3 minutes)</p>
Problem solving	Note
<p>Complete the Chance and Probability worksheets in your book. Use the videos below to help you.</p>	<p>See the slide below for the questions and setting out of your work.</p>
Video to help with Chance and Probability	Matific - 15 mins
<p><u>Math Antics</u></p> <p>https://www.youtube.com/watch?v=KzfWUEJjG18&t=561s</p>	<p>Your Matific login has been posted in the classroom.</p> <p>Login into Matific and complete an activity on Chance and Probability.</p>

probability

***the chance that something will happen,
or how likely it is that an
event will occur***

likely

***the probability of one event is higher than
the probability of another
event***

equal probability

***the chance of each event happening
is the same***

unlikely

***one event is less likely to happen
versus another event***

impossible

***there's no chance of an event
happening***

Chance

1. Look at these statements. What words could you use to say how likely they are to happen? Write down as many as you can.

Statements	Likelihood Vocabulary
The principal will come to school tomorrow.	
It will get dark tonight.	
Your classmates will turn into fish.	
Your friend will be a train driver when he's a grown-up.	
If I roll a die, I will get an odd number.	
Humans will travel to Mars in a rocket.	
The supermarket will give away all their electronic games tomorrow.	
When I get home, Mum will tell me we are going to McDonalds for dinner.	

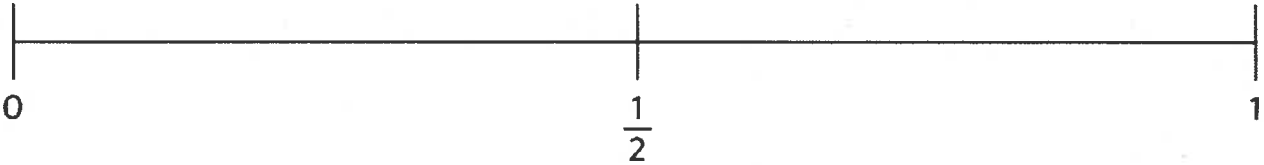
2. Now look at the words you thought of. Can you write them on this line in order of probability?

certain _____ impossible

Describing Probability

Write each of the following probability words in the correct place on the probability scale.

certain	even	likely	impossible	unlikely
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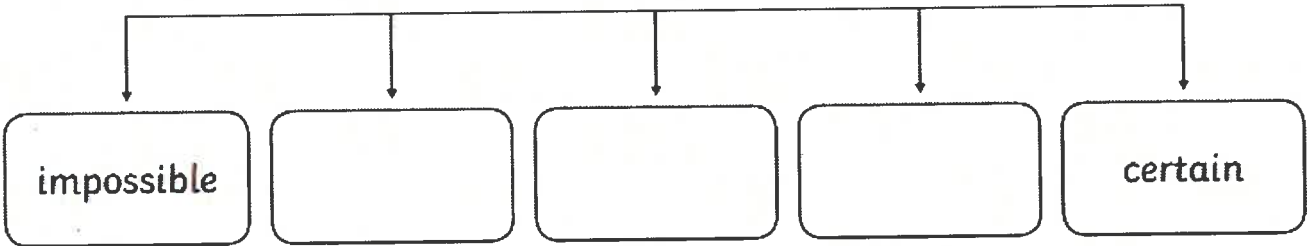


MATHS- TUESDAY

We are learning to describe probability using different terms.

Multiplication Facts		Practise - 10 mins	
Practise your 3x 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 Chance and Probability worksheets in your book. Use your snipping tool to cut and paste the images in the correct column. Use the videos below to help you.		See the slide below for the questions and setting out of your work.	
Video to help with Chance and Probability		Matific - 15 mins	
<u>Math Antics</u> https://www.youtube.com/watch?v=KzfwUEJjG18&t=561s		Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and	

3. Can you use some of your words to fill in the spaces on this line of probability?



4. Can you sort the statements below into the correct column?
Can you add a statement of your own to each column?

Impossible	Unlikely	Likely	Certain

It will snow tomorrow.



I will drive a car tonight.



I will eat something today.



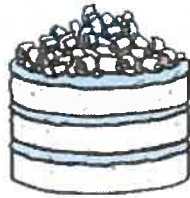
I will watch TV tonight.



The supermarket will give away all their lollies tomorrow.



I won't have a birthday next year.



I will be famous one day.



I will see a dragon in the playground this week.



I will fly with my own wings next week.



I will go to the Moon one day.



It will be dark tonight.



My teacher will turn into a mermaid if they get wet.





MATHS- WEDNESDAY

We are learning to describe probability as fractions.

Multiplication Facts		Practise - 10 mins	
Practise your 6x 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 Chance and Probability worksheet in your book. Use the video below to help you.		See the slide below for the questions and setting out of your work.	
Video to help with Chance and Probability		Matific - 15 mins	
<u>Math Antics</u> https://www.youtube.com/watch?v=KzfWUEJjG18&t=561s		Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and Probability.	

Rolling a Die:

A die is rolled 12 times and lands on six each time.



This event still will not affect the result of the next roll.

The probability of rolling a six will always be $\frac{1}{6}$.

Flipping a Coin:

A coin flip lands on heads.



This event will not affect the result of the next flip.

The probability of heads or tails will always be $\frac{1}{2}$.

Probability Fraction Matching

I will roll a number 1 on a 6-sided dice.	In a deck of cards, I will pull out a diamond or heart card.	I will flip a coin and it will land on heads.
I will roll an even number on a 6-sided dice.	My opponent will use 'scissors' in a rock-paper-scissors game	In a deck of cards, I will pull out a black coloured card.
I will roll an odd number on a 6-sided dice.	I will win the round of a rock-paper-scissors game.	

$\frac{1}{6}$	$\frac{1}{2}$ or $\frac{25}{50}$	$\frac{3}{6}$ or $\frac{1}{2}$
$\frac{3}{6}$ or $\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{3}$
$\frac{1}{2}$	$\frac{1}{2}$ or $\frac{25}{50}$	



MATHS- THURSDAY

We are learning to describe probability as fractions.

Multiplication Facts

Practise - 10 mins

Practise your
6x multiplication facts.

<https://www.mathsisfun.com/number/s/math-trainer-multiply.html>

(This one is good as you can set the timer to 3 minutes)

Problem solving

Note

Complete the Chance and Probability worksheet in your book. I have completed the first question for you as an example. Use the video below to help you.

See the slide below for the questions and setting out of your work.

Video to help with Chance and Probability

Matific - 15 mins

Math Antics

<https://www.youtube.com/watch?v=KzfWUEJjG18&t=561s>

Your Matific login has been posted in the classroom.

Login into Matific and complete an activity on Chance and Probability.



Probability Using Fractions

Probability = $\frac{\text{number of times desired outcome can occur}}{\text{total number of possible outcomes}}$

- **Example 1: Rolling a number 2 using a 6-sided dice**

$$\text{Probability} = \frac{1}{6}$$

- **Example 2: Flipping a 'tails' on a coin**

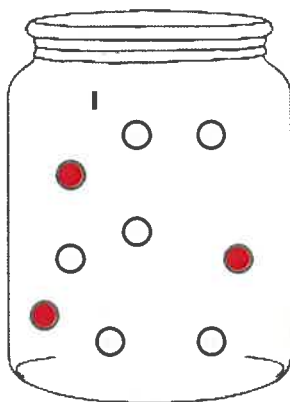
$$\text{Probability} = \frac{1}{2}$$

Probability as Fractions Marble Jar

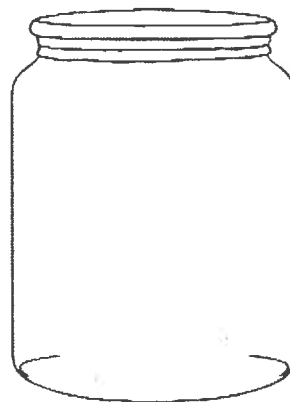
I can identify and illustrate the probability of outcomes when represented in fraction format.
(ACMSP116)

Make your own marble jar to illustrate the probability of outcomes for each fraction.

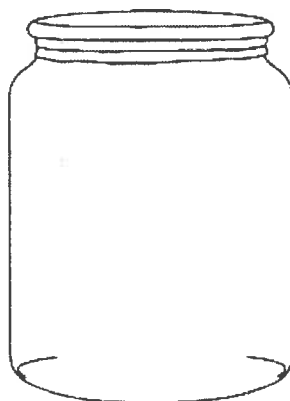
The probability of picking red is $\frac{3}{9}$.



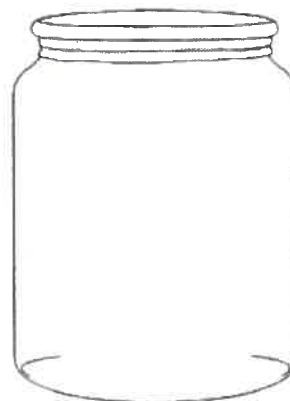
The probability of picking green is $\frac{1}{2}$.



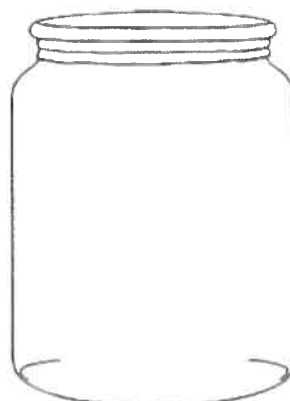
The probability of picking yellow is $\frac{5}{14}$.



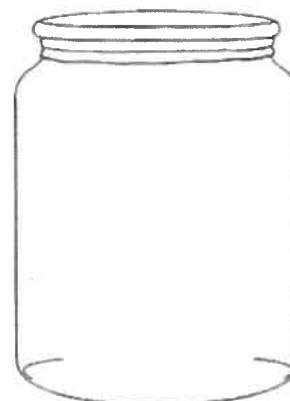
The probability of picking blue is $\frac{1}{4}$.



The probability of picking _____ is $\frac{6}{18}$.



The probability of picking _____ is $\frac{7}{21}$.





MATHS- FRIDAY

We are learning to describe probability as fractions.

Multiplication Facts		Practise - 10 mins	
Practise your 6x 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 Chance and Probability worksheet in your book. I have completed the first question for you as an example. Use the video below to help you.		See the slide below for the questions and setting out of your work.	
Video to help with Chance and Probability		Matific - 15 mins	
<u>Math Antics</u> https://www.youtube.com/watch?v=KzfWUEJjG18&t=561s		Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and Probability.	

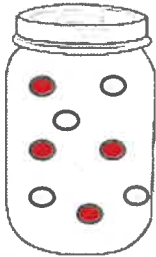







Probability Words and Fractions

I can identify and illustrate the probability of outcomes when represented in written and fraction format.

1. Match the probability word to the probability fraction.

Likely	6/12
Unlikely	16/16
Certain	1/10
Even chance	10/14

2. Make your own marble jar to illustrate the probability of outcomes for each fraction.

<p>The probability of picking</p> <p>A red is $\frac{4}{8}$ marble</p> 	<p>The probability of picking</p> <p>_____ is $\frac{3}{12}$</p> 
<p>The probability of picking</p> <p>_____ is $\frac{6}{6}$</p> 	<p>The probability of picking</p> <p>_____ is $\frac{9}{13}$</p> 
<p>Certain of picking</p> <p>_____.</p> <p>Probability represented as a fraction _____.</p> 	<p>Even chance of picking</p> <p>_____.</p> <p>Probability represented as a fraction _____.</p> 
<p>Unlikely of picking</p> <p>_____.</p> <p>Probability represented as a fraction _____.</p> 	<p>Likely of picking</p> <p>_____.</p> <p>Probability represented as a fraction _____.</p> 



FIRST CONTACTS - MONDAY WEEK 8

HISTORY- AGE OF EXPLORATION

We are learning to:
-describe events related to world exploration and its effects.

THE QUESTION	WATCH
<p>What are the great Journeys of exploration?</p> <p>Why did they occur?</p>	<p>Read the information on the following page and complete the work below.</p>
<p>THE TASK <i>Note: You will need the information sheet, the worksheet and the picture</i></p>	
<ol style="list-style-type: none"> Take a new page Rule a margin and put the date. Write the title - JOURNEYS OF EXPLORATION Write at least 4 dot points of the main information from the text. Think: <ul style="list-style-type: none"> When did the journeys take place ? Where did they occur? Why did they happen? On the worksheet following worksheet. Look at the image and complete the worksheet. <ul style="list-style-type: none"> -Name the new creatures the first explorers may have discovered. -Choose an animal - draw it and give it a new name. -Describe it. <p>Paste the worksheet in your book.</p> 	

Why Did The Age of Exploration Occur?



Gold, God, and Glory

BIBLIOGRAPHY

Historians use a standard shorthand, "Gold, God, and Glory," to describe the motives generating the overseas exploration, expansion, and conquests that allowed various

European countries to rise to world power between 1400 and 1750. "Gold" refers to the search for material gain through acquiring and selling Asian spices, African slaves, American metals, and other resources. As merchants gained influence in late-medieval western Europe, they convinced their governments to establish a direct connection to the lucrative Asian trade, leading to the first European voyages of discovery in the 1400s. "God" refers to the militant crusading and missionary traditions of Christianity, characterized in part by rivalry with Islam and hatred of non-Christian religions. "Glory" alludes to the competition between monarchies. Some kings sought to establish their claims to newly contacted territories so as to strengthen their position in European politics and increase their power at the expense of the landowning nobility. They also embraced the ideology of mercantilism, which held that governments and large private companies should cooperate to increase the state's wealth by increasing the reserves of precious metals. Motivated by these three aims, several western European peoples gained control or influence over widening segments of the globe during the Early Modern Era. By 1914 Europeans dominated much of the world politically and economically.

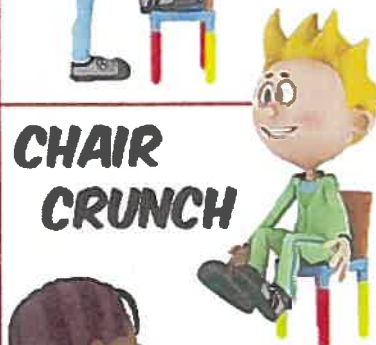
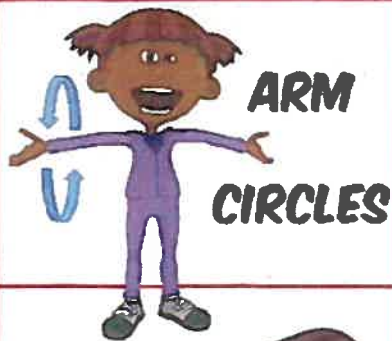


Fitness grid-

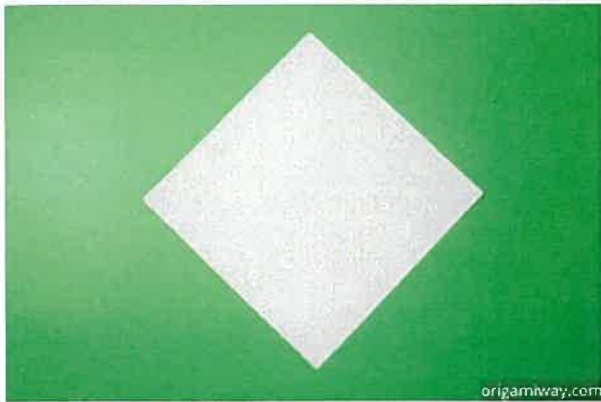
Select 6 activities and complete each one for a minute. Time yourself.

Hint...it's harder than it looks.

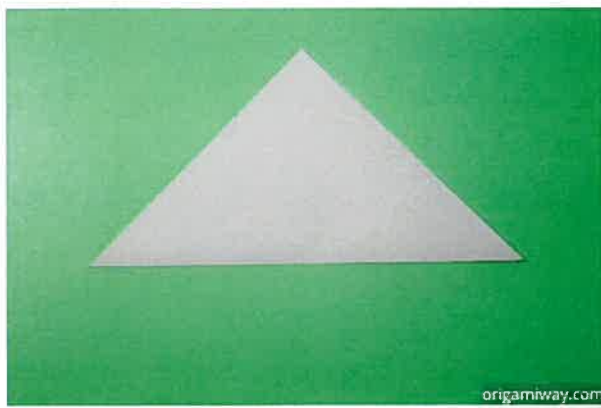
HEALTHY MOVEMENTS FOR THE CLASSROOM



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



Step 1: Start with a square piece of origami paper. If you only have regular 8.5x11 paper, follow these instructions to make a square sheet. You can also use these colorful Printable Origami Paper.

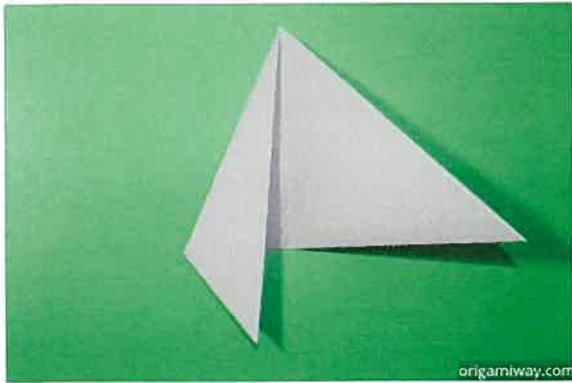


Step 2: Fold paper in half by folding the bottom corner to top corner.

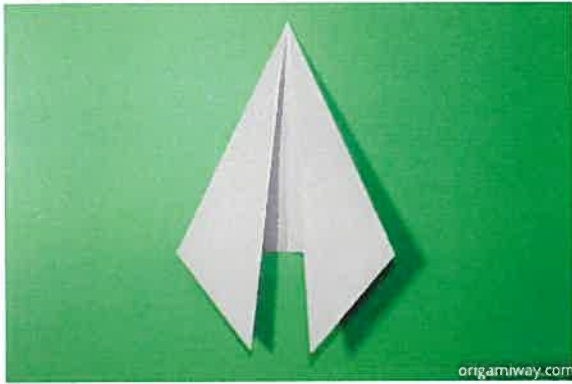


Step 3: Let's create a crease in the middle. Fold in half again by folding left corner to right corner, and then unfold.

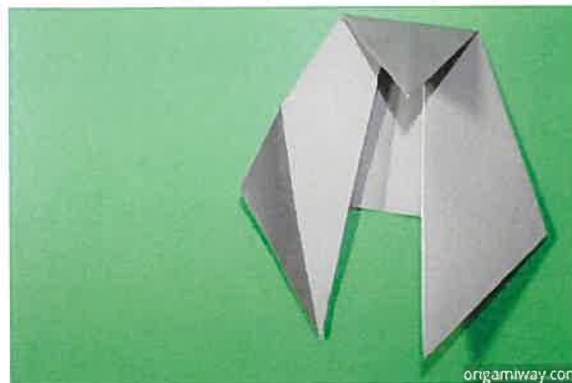




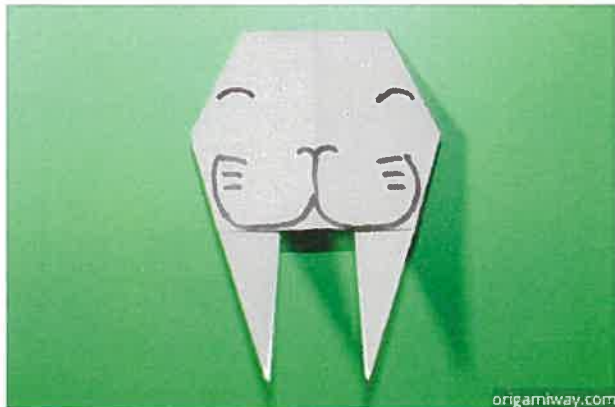
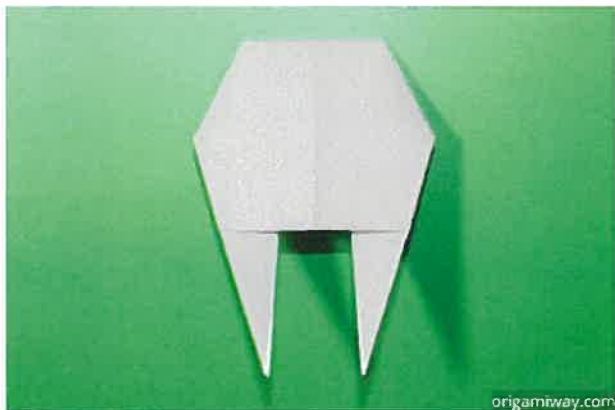
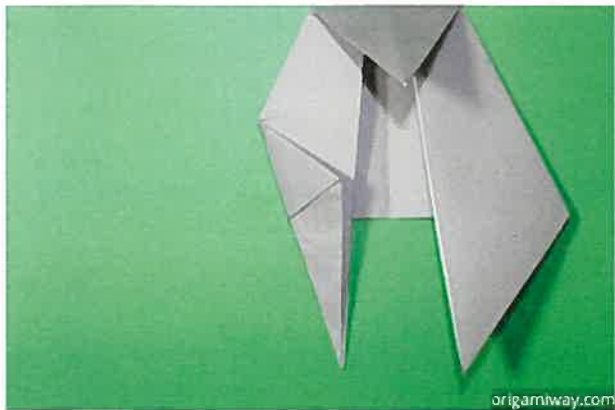
Step 4: Now fold the left and right edges of the triangle to the center crease, but not directly on the crease. Leave a little gap.



Step 5: Fold the top down by approximately this much.



Step 6: Fold in the edges of both bottom flaps like this.



Step 7: Turn the figure over.

Step 8: Draw in the face.

Click on "Like" below if you like this origami!

Science

week 8



Topic: physical world

'Gravity'

Learning intention: We are learning to understand that gravity is an attractive force that varies between planets.

Success Criteria:

- Define 'gravity'.
- Explain why astronauts float out in space.

Revision

1. In your own words define "Forces"
2. What are the different types of forces?
3. How do you apply force on an object?

Answer the three questions in your workbook

Why do we float in space?



- 1** Why do Astronauts float out in space, but not here on Earth? Share some ideas with a partner, and then the class.

Vocabulary

force

pull

weight

weightless

gravity

mass

force field

orbit

Share your thoughts:

2



Look closely at the image, then complete the see, think, wonder question below.



I see



I think



I wonder

Let's investigate

Materials needed

ACTIVITY 1 QUESTION 3

You will need:

- a large globe of the Earth or a large ball e.g. a basketball or soccer ball.
- a small figurine e.g. a LEGO person.



ACTIVITY 2 QUESTION 4

You will need:

- a small ball e.g. a tennis ball.
- a thick rubber band and a thin rubber band.



3

Activity 1: Which way is up?

Take the globe and your figurine, 'Astro Alex'. Gravity works on Astro Alex in the same way as everything else. Stand Astro Alex on the globe at the positions shown below. Holding on to Alex 'jump' him straight up into the air, then note down where he lands each time.



The North Pole

Jump!

Landing spot:



The Equator

Jump!

Landing spot:



The South Pole

Jump!

Landing spot:

Alternative options:

1. Use any ball if you don't have a globe.
2. If you don't have a LEGO person, use any small toy that fits on the ball.
3. If you don't have a ball or toy, use your imagination to explain why the

Why doesn't Astro Alex fall off the Earth when he jumps from the equator or Antarctica?

4

Activity 2: The pull of gravity

- a Imagine that the tennis ball represents the **Earth**. Place the thick rubber band around the tennis ball. Place Astro Alex on the ball so the rubber band passes over the top and holds him to the ball.



Hold the ball with one hand and lift Astro Alex away from the **Earth** with the other. Describe the force that Astro Alex experiences.

- b Now imagine that the tennis ball represents the **Moon**. Wrap the thin rubber band around the tennis ball and position Astro Alex in the same way as before.



Hold the ball with one hand and lift Astro Alex away from the **Moon** with the other. Describe the force that Astro Alex experiences.

- c How does the force of gravity on the Moon compare with gravity on the Earth? Suggest a reason for this.

Alternative options:

1. Use any ball if you don't have a tennis ball.
2. If you don't have a LEGO person, use any small toy that fits on the ball.
3. If you don't have a ball or toy, use your imagination to explain each question.