




# Stage 3 Home Learning Framework Term 3 Week 9

	Monday 6 <sup>th</sup> September	Tuesday 7 <sup>th</sup> September	Wednesday 8 <sup>th</sup> September	Thursday 9 <sup>th</sup> September	Friday 10 <sup>th</sup> September
<b>WELLBEING QUESTION</b>	What is one brave thing you plan on doing this week?	Describe a mistake you made recently. What have you learnt from it?	Name three ways you can calm your nerves down before doing something scary.	Do something (safe) that scares you today. What is it going to be?	What is one brave thing you plan on doing next week?
English	<p><b>Spelling:</b></p> <ol style="list-style-type: none"> <li>Change the rule words using the rule.</li> <li>Think of 5 more words that fit the rule.</li> <li>Look at the phonics words. Think of 5 more words that use that phoneme (sound).</li> </ol> <p><b>Reading/Writing:</b></p> <p>This week your English tasks will be based on the text 'The Lorax' by Dr Seuss. Below is the link for the Read Aloud of the text. The basis of this week will be the text but you can also watch the film if you have access to it via streaming services such as Netflix.</p> <p><a href="https://www.youtube.com/watch?v=EdWesdMfyd4">https://www.youtube.com/watch?v=EdWesdMfyd4</a></p> <p><b>Themes:</b> answer these questions about the text.</p> <p>What is the purpose of this book?</p>	<p><b>Spelling:</b></p> <ol style="list-style-type: none"> <li>What part of speech are your words? e.g. noun, adjective. Use a dictionary to find out.</li> <li>Find the meaning of your spelling words using a dictionary.</li> <li>Can you also find the origin of your words? <a href="https://www.vocabulary.com/dictionary/deject">https://www.vocabulary.com/dictionary/deject</a> <i>Eg. deject - comes from the earlier verb dejecten, "to throw or cast down," from the Latin deicere, "to cast down, destroy, or defeat."</i></li> </ol> <p><b>Reading/Writing: character descriptions</b></p> <p>While watching the text take notes about the Once-ler and the Lorax characters. Then complete the character profile for each.</p> <p><u>The Lorax</u> Role:</p>	<p><b>BTN:</b></p> <p>Watch BTN Classroom <u>Episode 26</u></p> <p>Answer the questions about the segments.</p> <p><b>NON DIGITAL</b> – BTN can be viewed on ABC Me on Tuesday at 10am and again on Thursday at 10:25am</p> <p><b>Reading/Writing: language</b></p> <p>What is alliteration? <a href="https://www.youtube.com/watch?v=LJmQr8IUxR4">https://www.youtube.com/watch?v=LJmQr8IUxR4</a></p> <ol style="list-style-type: none"> <li>Can you find any examples of alliteration in the story? How does it affect the story?</li> <li>What made up words has Dr Seuss used in the text and what do they mean? How do these words affect the story? gruvvulous, rippulous, snargled, smogulous, and biggering</li> <li>Imagine that you are the little boy at the start of the story.</li> </ol>	<p><b>Spelling:</b></p> <p>Now you know the meaning of your spelling words you should be able to use them in sentences of your own. Write 10 sentences. Try to make them complex sentences by using connectives.</p> <p><b>Reading/Writing: Persuasive advert for a Thneed</b></p> <p>Using some of the made-up words from yesterday, create an advert for a Thneed, explaining the different ways that it could be used and why people should buy it.</p> <p>You could either create a print form advertisement like a poster for a magazine or you could film yourself creating a digital media advertisement. Whichever you choose please attach a file, photo or video to your Google Classroom Task.</p>	<p><b><u>FUN FRIYAY!</u></b></p> <p>Today is all about having a fun screen-free day. You will still check in for your class Zoom, but then it's time to switch off from your devices.</p> <p>Check out the activity matrix for some fun ideas! Feel free to complete activities either on your own or in partnership with your brothers and sisters.</p> <p>Your teacher would love to see some of the exciting things you get up to so share a photo or two of some highlights from your screen-free day.</p> 

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	<p>Who is the audience of this book?</p> <p>What message do you think the author is trying to convey in this book?</p> <p>What lessons can we learn from this book?</p> <p>Do you think these themes are important? Why</p> <p>Give an example of a current day issue that is reflected in the themes of this text.</p> <p>How does this book make you feel?</p> <p>Why does the Lorax speak for the trees?</p> <p>Why is it important to speak up for others?</p> <p>Have you ever spoken up for someone else?</p> <p>Has someone else ever spoken up for you?</p>	<p>Appearance:</p> <p>Personality:</p> <p>What does The Lorax represent?</p> <p>Why is it important to listen to his warnings?</p> <p><u>The Once-Ler</u></p> <p>Role:</p> <p>Appearance:</p> <p>Personality:</p> <p>What mistakes does the Once-Ler make?</p> <p>Why do we never see the full figure of the Once-Ler?</p>	<p>Write a diary entry / description of your visit to the Once-ler. Why did you go? How did you get there? What did you think of the explanation? Use some alliteration in your diary entry and include some of the made-up words.</p>		
Mathematics	<p><b>Prisms and pyramids</b></p> <p>We name pyramids and prisms according to the shape of their base or bases. Refer to appendix 1.</p> <p>Activity 1: Name 5 buildings/structures around the words that are in the shape of prisms and pyramids. You can use Google to help you.</p> <p>Activity 2: Using straws and sticky tape or Blu Tack, construct four 3D objects which</p>	<p><b>Capacity</b></p> <p>Watch: <a href="https://www.youtube.com/watch?v=GKCE8ohIBqE">https://www.youtube.com/watch?v=GKCE8ohIBqE</a></p> <p>Capacity is the amount of liquid a container can hold. The term capacity is generally only used in relation to containers. To measure capacity accurately, we need to use a standard unit of measurement. Refer to appendix 2.</p> <p>Activity 1: Should millilitres (mL) or litres (L) be used to measure</p>	<p><b>Volume of liquids</b></p> <p>Watch: <a href="https://www.youtube.com/watch?v=CrFYdnWXgFE">https://www.youtube.com/watch?v=CrFYdnWXgFE</a></p> <p>The volume of a liquid or solid refers to the amount of space it takes up.</p> <p>Collect a variety of different size and shape drinking glasses, kitchen measuring jugs or measuring cylinders marked to the nearest 10 ml.</p>	<p><b>Volume of solid materials</b></p> <p>Watch: <a href="https://www.youtube.com/watch?v=qJwecTgce6c">https://www.youtube.com/watch?v=qJwecTgce6c</a></p> <p>Solid objects do not need a container to take up space and so their volume can be measured. We can measure the volume of containers used to fill solid materials. For this we use cubic centimetres or cubic meters as units of measurement. See appendix 4.</p> <p>Volume can be measured in 2 ways</p> <p>-</p>	

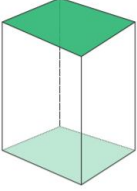
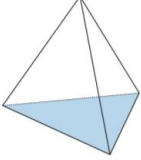
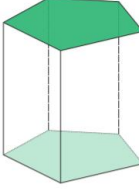
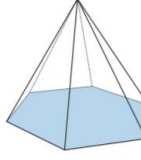
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	<p>are pyramids or prisms. Label your objects and upload pictures.</p> <p><b>Daily Matific Activity</b></p> <p>3-Digit by 1 Digit Division (part 2)</p>	<p>the capacity of the following containers? Appendix 2.</p> <p>Activity 2: Measure 1L of water into a container. Place another empty container 5 m away from you. Use a sponge/spoon to transfer the water into the empty container. You can play against a family member to see who wastes the smallest amount of water.</p> <p>Compare the original 1 litre of water with the value they have left and calculate the amount of water lost. Who was able to transfer the most water? How much water was lost by each team? What strategies helped you transfer the water. Would you change how you transferred the water? What helped? What did not?</p> <p>Play capacity countdown:  <a href="https://ictgames.com/mobilePage/capacity/index.html">https://ictgames.com/mobilePage/capacity/index.html</a></p> <p><b>Daily Matific Activity</b></p> <p>Volume and capacity (part 1)</p>	<ol style="list-style-type: none"> <li>1. Estimate the volume of each of the glasses in millilitres. Record your estimates. Which glass do you think will hold the most? Which will hold the least? Which glasses will hold a similar amount?</li> <li>2. Use the measuring equipment to measure the volume of each of the glasses. Record your results in the table (appendix 3).</li> <li>3. Compare your results with your estimates. How close were your estimates? Which glass held the most? Which held the least? Which glasses held a similar amount?</li> </ol> <p><b>Daily Matific Activity</b></p> <p>Volume and capacity (part 2)</p>	<ol style="list-style-type: none"> <li>1) by counting how many cubic units occupy the prism.</li> <li>2) by using a formula <math>V = L \times W \times H</math>.</li> </ol> <p>Activity 1: Fill a box with cubes, rows of cubes, or layers of cubes and identify the volume of the object.  <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Cubes/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Cubes/</a></p> <p>Activity 2: Find 5 prisms around your house. Measure the length, width and height to find the volume of the object.</p> <p>Non-digital: Volume of shapes worksheet.</p> <p><b>Daily Matific Activity</b></p> <p>Volume and capacity (part 3)</p>	

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Other Learning Areas	<p><b>Science</b></p> <p><i>Improving the paper plane</i></p> <p>Watch the following video and make the same paper plane.  <a href="https://youtu.be/gZQ11Z_vINg">https://youtu.be/gZQ11Z_vINg</a></p> <p>Test your plane. Now read the information on the following link.  <a href="https://www.wikihow.com/Improve-the-Design-of-any-Paper-Airplane">https://www.wikihow.com/Improve-the-Design-of-any-Paper-Airplane</a></p> <p>Use the ideas given to improve your plane. Refold or remake a plane until you are happy with how it flies.</p> <p>Make a set of instructions on how to make your plane. Try to have at least 8 steps.</p> <p>Take a photo or video of you flying your plane and post it to Google Classroom.</p>	<p><b>Music</b></p> <p>Incredibox- Create your own tracks using the free demo on Incredibox. See if you can get the right combination to unlock the music videos.</p> <p><a href="#">Demo - Incredibox</a></p> <p>Blob Orchestra- Create your own opera inspired song with Blob Orchestra or explore operas from around the world.</p> <p><a href="#">Blob Opera — Google Arts &amp; Culture</a></p>	<p><b>Geography</b></p> <p><i>In my Shoes</i></p> <p>Before watching the video, in a doc or your workbook divide the page into 2 columns. Put 'Zhe Wen' as the title of one column and 'Me' as the title of the other. Now watch the video. While watching make notes about Zhe Wen such as:</p> <ul style="list-style-type: none"> <li>• Buildings/home</li> <li>• Population</li> <li>• Food</li> <li>• School</li> <li>• Lifestyle/hobbies</li> <li>• Anything else that stands out to you</li> </ul> <p><a href="https://iview.abc.net.au/show/in-my-shoes-china">https://iview.abc.net.au/show/in-my-shoes-china</a></p> <p>After watching, complete the 'Me' column with the same information about YOUR life.</p> <p>Now let's compare. Highlight or circle anything that is similar for Zhe Wen and yourself. Use a different colour for things specific only to Zhe Wen and another colour for things specific to you.</p> <p>To finish, write a summary of what you noticed while doing this activity.</p>	<p><b>Fitness and Sport</b></p> <p><i>Obstacle Golf</i></p> <p>Create 3 targets you can safely throw a soft object towards. A target could be a bucket, container hoop or even a bag. A soft object could be a soft toy, a sock, a scrunched up piece of paper or a bean bag.</p> <p>Choose a starting point.</p> <p>Place each target at a different distance from the starting point. Choose at least one object to be an obstacle. This needs to be placed between the target and the starting point.</p> <p><i>Now to play</i></p> <p>From the starting point throw the soft object trying to hit the target. If it misses, from where the object lands, throw it again attempting to hit the target. Count how many times it takes to hit the target.</p> <p>Now attempt to hit the second target counting your throws. Repeat for the third target.</p> <p>When making your game be as creative as you can. Play your game against a family member. If you can, take photos or a video of you playing the game. Submit a 'score card' in Google Classroom showing who won.</p>	

## Spelling List – Week 9

Rule Words	Phonics Words	High Frequency Words	Challenge Words
Drop the 'le' before adding 'ility' to a base word.	-let		
<ol style="list-style-type: none"> <li>1. available</li> <li>2. flexible</li> <li>3. possible</li> <li>4. responsible</li> <li>5. visible</li> </ol>	<ol style="list-style-type: none"> <li>6. booklet</li> <li>7. pamphlet</li> <li>8. droplet</li> <li>9. anklet</li> <li>10. bracelet</li> </ol>	<ol style="list-style-type: none"> <li>11. announce</li> <li>12. contribute</li> <li>13. faulty</li> <li>14. sincere</li> <li>15. obvious</li> <li>16. curiosity</li> <li>17. sacrifice</li> </ol>	<ol style="list-style-type: none"> <li>18. deception</li> <li>19. exception</li> <li>20. inception</li> </ol>

### Appendix 1:

<p>A prism with rectangular bases is a <b>rectangular prism</b>.</p> 	<p>A pyramid with a triangular base is a <b>triangular pyramid</b>.</p> 	<p>A prism with pentagonal bases is a <b>pentagonal prism</b>.</p> 	<p>A pyramid with a hexagonal base is a <b>hexagonal pyramid</b>.</p> 
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By Drolor 01 - Own work, CC BY-SA 3.0 at https://commons.wikimedia.org/w/index.php?curid=3847335



This building in Rome is an octagonal prism.



This pyramid in Paris is a square pyramid.



## Appendix 2:

### Litre (L)

A litre measures larger amounts of liquid. It is abbreviated to an upper case **L**.

This measuring jug is used to measure liquids up to 1 litre.

The capacity of this container is greater than 1 litre.



### Millilitre (mL)

A millilitre is used to measure small amounts of liquid. It is abbreviated to a lower case **m** and an upper case **L (mL)**.

$$1000 \text{ mL} = 1 \text{ L}$$

Therefore  $\frac{1}{2}$  a litre = 500 mL.



a.



b.



c.



d.



e.



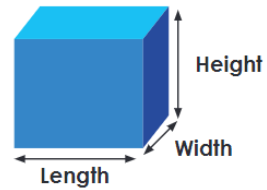
f.

### Appendix 3:

Glass	Estimated volume	Measured volume
1		
2		
3		

### Appendix 4:

The **dimensions** of a cube are the **length, width** and **height**.



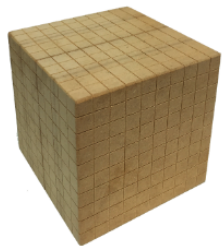
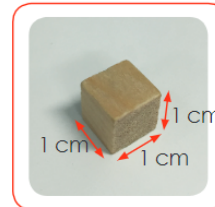
The volume is the amount of space an object takes up.

Each MAB mini has dimensions which are one centimetre long.

Therefore, each MAB mini is a one cubic-centimetre block because its length, width and height are all one centimetre long.

$$1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cubic centimetre.}$$

We use the abbreviation **cm<sup>3</sup>** to represent cubic centimetres.



The volume of this cube is  $10 \text{ cm} \times 10 \text{ cm} \times 10 \text{ cm} = 1000$  cubic centimetres or  $1000 \text{ cm}^3$

If this cube was broken down into its mini cubes and rebuilt to form a new shape, it would still have the same volume.