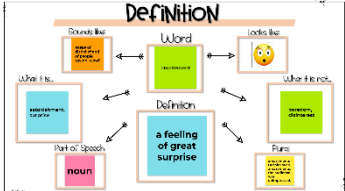
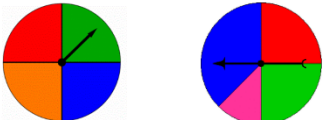





Stage 3 Home Learning Framework Term 4 Week 3

	Monday 18 th October	Tuesday 19 th October	Wednesday 20 th October	Thursday 21 th October	Friday 22 th October
WELLBEING QUESTION	Do you have to stop playing when you grow up?	How do you plan to bring play into your day today?	What did you love playing when you were little? Why?	If you could play anything at all today, what would it be?	How are you planning to play this weekend?
English	<p>Spelling:</p> <ol style="list-style-type: none"> Pre- test yourself on the spelling words to see what you get at the start of the week. Rules: Can you think of any other words that this week's rule applies to? Complete the grid. Sounds/Phonemes: Can you think of any other words that contain these sounds? Complete the grid. <p>Reading/Writing:</p> <p>Read Chapters 5 and 6 of the text.</p>	<p>Spelling:</p> <ol style="list-style-type: none"> Complete a word definition poster for 4 of your spelling words. Poster includes: part of speech (e.g., noun, adjective), definition, what it is (synonyms), what it isn't (antonyms), plural, 'looks like', 'sounds like'.  <p>Reading/Writing:</p> <p>Re-read Chapter 5 and 6 from the novel 'Black Cockatoo' and answer the following</p>	<p>News Podcast:</p> <p>Listen to the kids news podcast for Wed 15th at Squiz Kids A News Podcast For Kids</p> <p>Choose and re-play one of the news stories in the podcast. Write a heading for your news report and summarise it in your own words (What were the key points i.e. What, When, Where, Why, Who).</p> <p>NON-DIGITAL: Write a recount about something you did this week & give detail about (What, When, Where, Who, Why).</p>	<p>Spelling:</p> <p>Write 5 sentences using two spelling words in each sentence. Try to make them more detailed complex sentences by using connectives (e.g. after, although, because, before, even though, however, if, since, so, that, when, while.)</p> <p>Reading/Writing:</p> <p>Read Chapter 7 and Chapter 8 of 'Black Cockatoo'.</p> <p>There have been a number of events throughout the text that paint a picture of the tense</p>	<p>Spelling:</p> <p>Test yourself or ask someone to test you to see if you have improved your spelling results over the week.</p> <p>Reading/Writing:</p> <p>Reread the description of the events described after Mia gets home on pages 38-40. Choose a descriptive paragraph from this section of text and illustrate it. Label your sketch with nouns, verbs and adjectives to describe the key imagery from the text you were highlighting in your illustration.</p>

	<p>Chapter Reflection – Summarise the chapters</p> <p>Summarise in your own words or draw the key events in Chapters 5 and 6.</p>	<p>questions about the characters.</p> <p>Chapter 5</p> <ol style="list-style-type: none"> 1. What can you infer that Mia's grandparents think is very important? What tells us that? 2. How is Mia described as she looks in the mirror? <p>Chapter 6</p> <ol style="list-style-type: none"> 3. Why does Mia want 'more'? <p>How would you describe Jy's game with his friends? What does this reflect in him as a character?</p>	<p>Reading/Writing:</p> <p>The theme of 'animal protection and cruelty' is referenced throughout 'Black Cockatoo'. Answer the following questions about the theme.</p> <ol style="list-style-type: none"> 1. Write a paragraph describing the grasshopper race from Chapter 6 from the perspective of the insects. What do you see, hear, smell and feel? 2. Compare the insect to the human in the situation – size, strength, intelligence/cunning, forewarning, responsibility. Which being had the upper hand? <p>How do you think you would deal with the situation if you were there?</p>	<p>and challenged relationship between Jy and Mia.</p> <p>How do you feel about Jy's treatment of Mia? Write a reflection that shares your ideas, also exploring the kind of sibling that you hope to be. Refer to different events in the text between the two siblings in your response.</p>	
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<p>Mathematics</p>	<p>Equally likely outcomes Probabilities of events can be described in a range of 0 to 1. The probability of an event occurring can never be less than 0. A probability of 0 means that the event is impossible to occur. The probability of an event occurring can never be more than 1. A probability of 1 means that the event is certain to occur. Equally-likely outcomes means that there is an equal chance for all events to occur. For example, the chance of landing a heads or tails is equal when flipping a coin, so that is an equally-likely event. Equally likely Not equally likely</p> <div style="display: flex; justify-content: space-around;">  </div> <p>Activity 1: Ask a family member to play odd or even. Roll 2 dice or use the interactive dice:</p>	<p>Probability and Likelihood Watch: https://www.youtube.com/watch?v=KzfWUEJjG18 We use probability to describe how certain we can be that an event will happen. A dice is designed to be random and fair. We have a good estimate of the outcome, but we cannot predict the exact outcome when we roll it. We will never be able to say with certainty what number the dice will land on. We can be certain that a dice will land on a number from 1 to 6. We can calculate the probability of rolling a certain number. We do this by writing it as a fraction:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $\text{Probability} = \frac{\text{number of successful outcomes}}{\text{total number of possibilities}}$ </div> <p>Activity 1: 1. If a six-sided dice is rolled once, what is the probability of rolling a 6? Does this mean that if you roll the dice six times, you will definitely roll a 6 at least once? Explain your answer. 2. Roll a dice 6 times and complete the table by filling in your outcome after each roll of</p>	<p>Expected and observed frequencies When we think about the probability of an outcome happening before an event, we are thinking about the <i>expected probability</i>. For example, the probability of rolling a 5 on a 6-sided dice is 1/6. This means if you rolled the dice 6 times, you could expect that one of those rolls would land on a 5. The <i>observed probability</i> is the probability calculated based on what the outcomes are. For example, you might roll a 6 twice when you roll a dice 6 times. The observed probability is 2/ 6, which simplifies to 1/3.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>When conducting chance experiments, a frequency table is used to keep track of the outcomes. This is the observed frequency. A</p>	<p>Conduct small chance experiments Conducting chance experiments will help build an understanding of probabilities and measure the chance of different events. Activity 1: Mystery spinner challenge - http://www.scootle.edu.au/ec/viewing/L2384/index.html# The aim is to make a spinner that will most likely match the mystery spinner. The only information given is the graph which shows which colours the mystery spinner landed on. They need to use the information on the graph, such as the size of the columns, to determine how much of each colour to put on the spinner. Test your spinner using a small number of trials such as 10 or 100. Non-digital: Create a chance board. Activity 2: You will need: Two dice A pen and two pieces of paper</p>	<p>Conduct large chance experiments Activity 1: Complete the Myster spinner challenge again using numbers from 1000 – 10 000. http://www.scootle.edu.au/ec/viewing/L2384/index.html# Activity 2: Greedy pig. You will need an ordinary 6-sided die or use an online die. Each turn of the game consists of one or more rolls of the die. You keep rolling until you decide to stop, or until you roll a 1. You may choose to stop at any time. If you roll a 1, your score for that turn is 0. If you choose to stop rolling before you roll a 1, your score is the sum of all the numbers you rolled on that turn. The player with the highest score wins. Each player has 10 turns. Describe how you decided when to save your score. Justify why. What strategies did you use in</p>
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<https://virtualdiceroll.com/2/en/two-dice>

Multiply the two dice together. Player one will score a point if the answer is odd and player two will score a point if the answer is even. Play 10 rounds.

Who scored the most points? Why do you think this is so? Do you think this is a fair game? Explain your reasons. Find all the possible outcomes.

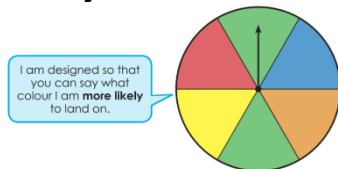
Activity 2: Create a game where the chances of winning are equally likely.

Activity 3: Play - <http://www.scottle.edu.au/ec/viewing/L212/index.html#>

the dice. See appendix 2. You might have rolled several 6s, one 6 or no 6s at all. Roll the dice another 6 times. Once again, you might have rolled several 6s, one 6 or no 6s at all. Although the probability of rolling a 6 is $1/6$, it doesn't mean if you roll a dice 6 times you can be certain you will roll a 6. You might roll a 6 four times in a row, then none at all for another 20 rolls.

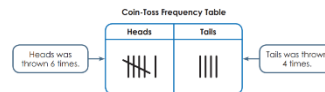
Now you have tested your answer to Question 2, do you still think it is correct? Explain why.

Activity 2:



After spinning the arrow it will land on a random colour, so we cannot predict exactly where it will land. However, it is possible to work out which colour it is more likely to land on more frequently. If you were to spin the spinner 10 times, what colour can you expect the arrow to land on

frequency table is a table of all the possible outcomes, and how often they actually occur. This frequency table shows the outcomes of a coin tossed 10 times.



Activity 1: Observe the spinner. See appendix 5.

- A) What is the probability of landing on 2? 3? 4? 5?
- B) What if the spinner is spun 20 times?
- C) How many times would you expect to get a five?
- D) How many times would you expect to spin an even number
- E) How many times would you expect to spin an odd number
- F) How many times would you expect to get a zero?

Activity 2: Roll a dice 18 times and record the results for each roll in a frequency table. How many times did these numbers appear?

<https://www.online->

Someone to play against
What to do:


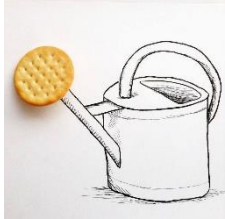

1. Label the two pieces of paper. One piece will keep your scores; the other is scrap for counting during a turn.
2. Choose who gets to go first.
3. On your turn, roll two dice. If the two dice are showing different numbers add up the total on the scrap paper. Then decide whether you want to roll the dice again.
3. If you roll again, check if the dice are different numbers, then add the dots to the number you wrote previously. You can keep rolling and adding the dots as many times as you want, as long as the dice keep showing different numbers.
4. Write the total of the two dice on the scrap paper.
5. If you decide to stop rolling, copy the total from the scrap sheet to the score sheet. This is how many points you scored this turn.

this game?

Which ones worked and which didn't. Why? Which strategy do you think is the best one?

Activity 3: Scrunch up a piece of scrap paper and try to toss it into a recycling bin, cup or container. Have at least 20 attempts and record your results as fractions. If you would like a challenge, try recording your results as a decimal and percentage too. How often did you hit your target (as a fraction or percentage)? How could you change your result to be more or less likely?

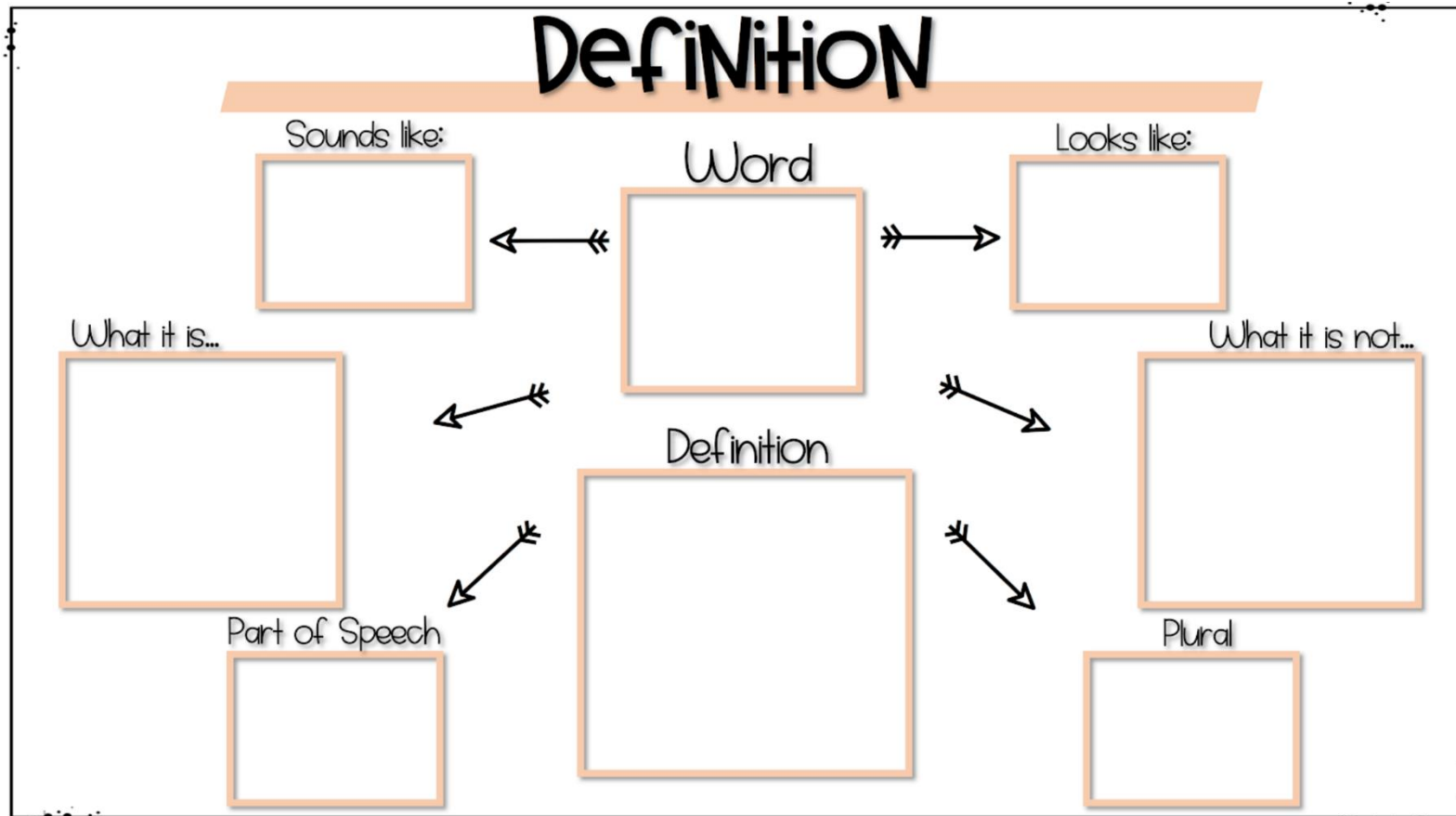
		<p>most frequently? Why?</p> <p>Use the online spinner to spin the spinner 10 times and complete the table. Refer to appendix 3. http://thewessens.net/ClassroomApps/Main/spin.html?topic=utilities&id=4</p> <p>Non-digital: Place a paper clip over the centre of the spinner. Place the tip of the pen or pencil through the paper clip on the centre of the spinner. Flick the paper clip to make it spin around the tip of the pen or pencil. Refer to appendix 4. A) Were the results as you expected? How do they differ from your answer to the first activity? B) The spinner is designed to be more likely to land on green. This means the spinner is not fair. How would you change the spinner so it is fair?</p>	<p>stopwatch.com/chance-games/roll-a-dice/ Write your answers as simplified fractions: A) 2 B) 4 C) 6 D) 1</p> <p>Does the observed frequency match the expected?</p> <p>Activity 3: Bit of a dicey problem. https://nrich.maths.org/1077/note</p>	<p>6. If the numbers on both dice are the same, then you lose all the points you made this turn, and your turn is over. Put a zero as your score for this turn.</p> <p>7. Once one person's turn is over, it is the next person's turn.</p> <p>8. After both players have had a turn, each player adds up all their points on the score sheet. If one player has made 100 points or more, they win. If both players have over 100 points, the person with the highest score wins.</p> <p>Activity 3: Play - higher or lower. https://mrnussbaum.com/card-sharks-online-game</p>	
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<p>Other Learning Areas</p>	<p>PDHPE (Healthy Eating)</p> <p>1. Watch the NSW DET 'Education Live' video (cooking & healthy eating) https://youtu.be/x3vZnxLzt4o</p> <p>Add your own healthy recipe to the Google slide in your Google Classroom.</p> <p>Include:</p> <ul style="list-style-type: none"> • a healthy recipe • ingredients • method • photo, image or drawing <p>NON-DIGITAL: create a recipe poster</p>	<p>Music</p> <p>Choose and of these music favourites to revisit.</p> <p>Post your favourite creation I the Google Classroom comments.</p> <p>Blob Opera — Google Arts & Culture</p> <p>Theremin - Play your own musical synth with delay, feedback & scuzz (femurdesign.com)</p> <p>Demo - Incredibox</p> <p>BeastBox—DJ with Animal Sounds, Unlock Creativity (allaboutbirds.org)</p>	<p>Geography</p> <p>Why is urban bushland important?</p> <p>Urban bushland provides: habitat for wildlife, ecosystem health providing cleaner water, air and healthy soils, climate control and a place for people.</p> <p>Activity</p> <p>Brainstorm the benefits of urban bushland for people and the environment by creating a mind map in Google Classroom. Write answers to the following questions underneath.</p> <ul style="list-style-type: none"> • What do you think is most important? • What would you like to know more about? • How will you find out? 	<p>Science</p> <p>Experiment: Drops on a coin</p> <p>You will need: coins, a straw, pipette or eye dropper, glass of water.</p> <p>Place the coin on a counter. Place the straw into the glass of water and put your finger over the end. Practice slowly taking your finger off the end of the straw releasing a drop of water. If you have a pipette or eye dropper this would be easier. Now start placing drops of water onto the coin, counting them as you go. Watch the water bulge without spilling off the top. How many drops can you put on the coin? Which coin can hold the most drops? Does warm or cold water make a difference? Research why the water bulges and doesn't overflow straight away.</p> <p>Draw a picture of your experiment and add it to Google Classroom with your experiment notes.</p>	<p>Visual Art</p> <p>Use your imagination to incorporate everyday objects from home into your creative drawings.</p> <p>Upload your drawing to Google Classroom.</p>   
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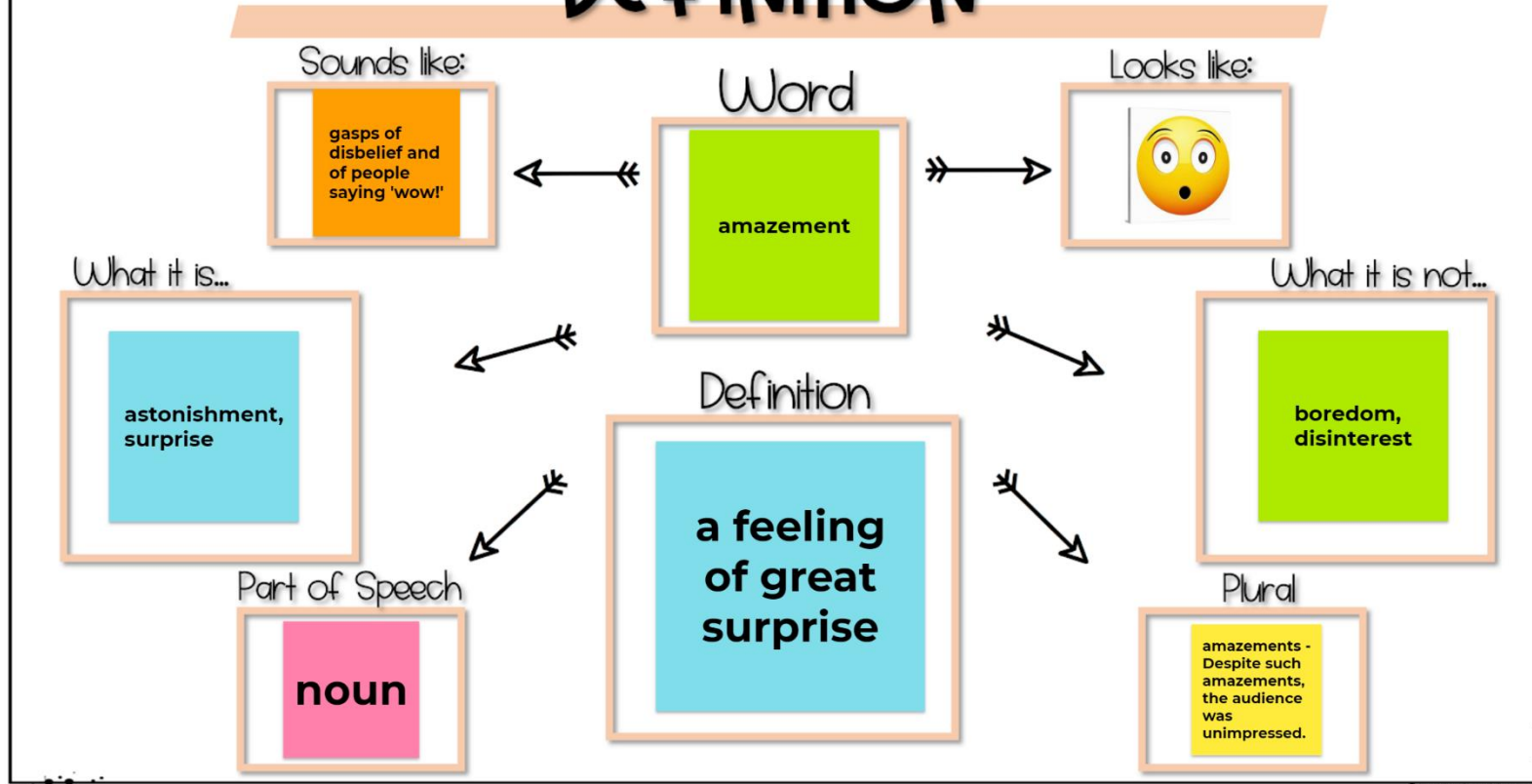
Spelling List – Week 3

Rule Words Double the 'l' before adding 'y'.	Phonics Words -ian	High Frequency and Challenge Words
<ol style="list-style-type: none">1. final2. lethal3. Classical4. Annual5. unusual	<ol style="list-style-type: none">6. magician7. musician8. electrician9. politician10. technician	<ol style="list-style-type: none">11. thermometer12. thermal13. thermostat14. expel15. dispel16. propel17. judge18. judgment19. adjudicator20. judicial

Appendix 1 (Monday Spelling)



Definition



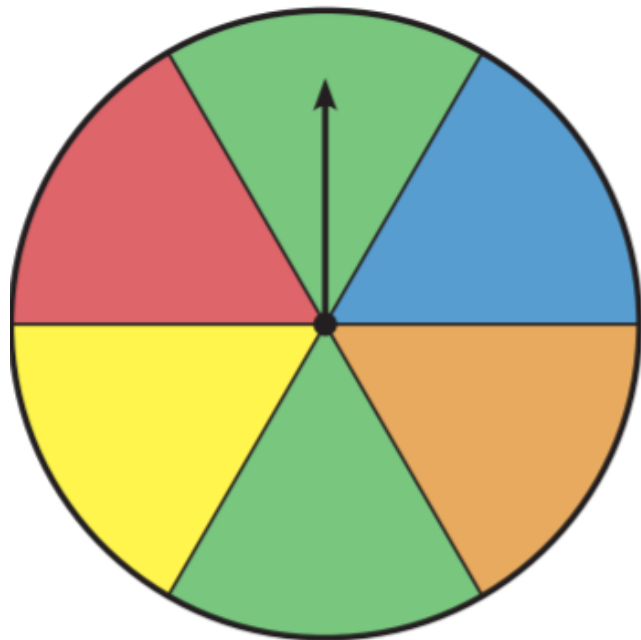
Appendix 2 (Tuesday Math)

Roll 1	Roll 2	Roll 3	Roll 4	Roll 5	Roll 6

Appendix 3 (Tuesday Math)

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

Appendix 4 (Tuesday Math)



Appendix 5 (Wednesday Math)

