Highlighted activities can be submitted for feedback.

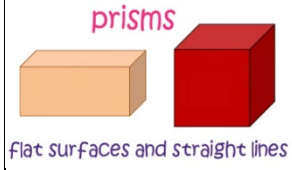
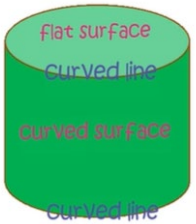
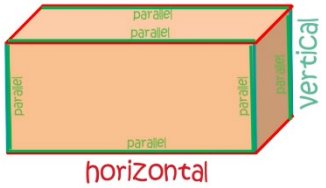
Don't forget to complete the Premier's Reading challenge if you have not done so already.

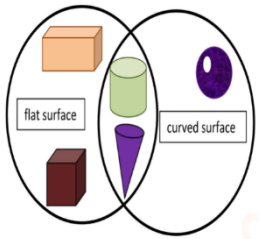
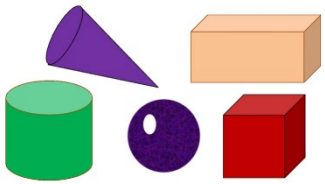
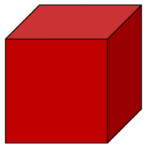
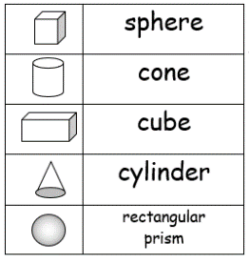
Term 3 Week 6	MONDAY 16th August	TUESDAY 17th August	WEDNESDAY 18th August	THURSDAY 19th August	FRIDAY 20th August
The theme for this week is Science is Fun'.	Check in by greeting your teacher. **SPELLING** SOUNDWAVES The sound for this week is 'or'. It is a long sound. Example: like in horse Introduce the sound. Practise saying the sound. Brainstorm 'or' words. Write as many as you can. Introduce the list words. Say the words. Discuss the meanings. Highlight / underline the sound in each word.	Check in by greeting your teacher. **SPELLING** Revise your spelling list words. Remember the sound is 'or'. Say your words aloud. Break each word into sounds. Example: bird – h or se Write each of your spelling words into a good quality sentence. Remember to self-edit using a coloured pencil. Sentence Doctor Checklist Give yourself a tick for a capital letter at the beginning of your sentence. Give yourself a tick if you have ending punctuation	Check in by greeting your teacher. **SPELLING** Revise your spelling list words. Remember the sound is 'or'. Say your words aloud. Draw a picture to represent each spelling word OR Arrange your list words into alphabetical order. OR Write the word shape for each of your spelling words. ENRICHMENT Verbal or written option. Pick a spelling word. Make up a question where the answer is one of your list words.	Check in by greeting your teacher. **SPELLING** Revise your spelling list words. Remember the sound is 'or'. Say your words aloud. Soundwaves textbook. Your teacher will upload a copy of the worksheets to complete this today. Have you tried the Spelling city website? https://www.spellingcity.com/# There are some free activities, so no need to sign up. It can be used as an optional tool to work on skills.	Check in by greeting your teacher. **SPELLING** Get someone in your family to test you on your spelling words. Make it a fun family game. Have a house spelling bee! ONLINE OPTIONAL Access the Soundwaves website for games and activities. Year 1 code: road273 Year 2 code: first475

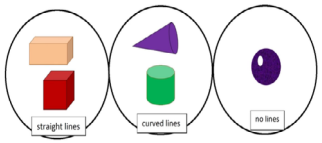
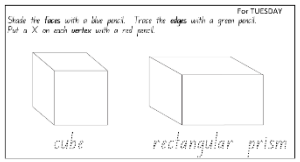
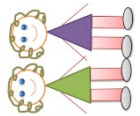
		like a full stop, question mark or exclamation mark. Give yourself a tick if you have read your sentence and it makes sense.			
	WRITING **My Weekend - Recount** Write a recount about your weekend. Option 1 – Aim for at least 8 sentences. Option 2 – Aim to write 5 paragraphs. *On the weekend……* *First,….* *Next,…….* *Finally, …….* *My weekend was……..* Don't forget to use a coloured pencil to be a sentence doctor and edit your work.	**WRITING** **Inventions** Did you know that many things in our life were invented by people? Karl Benz invented the first car. Thomas Edison invented the first electric light. Alexander Graham Bell invented the telephone. Use your imagination. Invent a machine or something that does not currently exist in the world. Give your invention a name. Draw a picture of it. Add labels if you can. What does your invention do?	**WRITING** **Narrative / Story** This is the beginning of a story. You are to use your imagination and continue it. *KABOOM! Oh no! What have I done? I am going to be in so much trouble! I know I shouldn't have tried this experiment without my parents here to supervise…..*	**HANDWRITING** The focus revision letter is 'm'. 'm' is a small letter. It is made using the one movement beginning with a downstroke.  Watch the clip to help you form the letter 'm'. Letter Formation - YouTube	**WRITING** **WRITING** **Reflections** Your teacher wants to hear about your week. Write a diary entry documenting this week. Some areas to cover may include: -How are you feeling? -What has been the best thing about this week? -What have been some challenges? *We understand that in lockdown not much changes. Every day seems to be groundhog day and mood / motivation can vary from day to day. But this writing task give us a valuable insight into how the children are coping. It can be used to initiate conversations to help children and families who may be struggling. It also provides an opportunity for students to write a full text for a purpose, in context, practising proper grammar, punctuation (attempting to eliminate run on sentences) and editing skills.*

	READING We have three e-books available. Pick only one of these books. ***Clouds - (Easy)*** ***Science Fair - (Middle)*** ***Science of Hiccups - (Challenging)*** ***Select the book most appropriate to your reading level. Read this text each day. Little learners respond well to repetitive daily reading. See their confidence soar over the week with the texts!*** *Does your child need a little extra support with their reading? This is an excellent website.* *https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series* *You do not have to become a member to access resources.*	**READING** Read 'Awe and Wonder – Paper Towel Colour Mixing' and answer the questions. Option B Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.	**READING** Read 'Magic Potions' and answer the questions. Option B Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.	**READING** Read 'Picking up an ice cube' and answer the questions. Option B Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.	**READING** Revisit the e-book you received on Monday. Answer these questions. -What type of text is this? - How do you know? - Why do we read these texts? Option B Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website. Option C Are you tired from the learning week? You are not alone. Go outside (wear sunscreen!) Lay down. Close your eyes. Listen to the sounds. What do you hear? Can you recognise each sound? What do you smell? Let your body relax. Enjoy the peace.

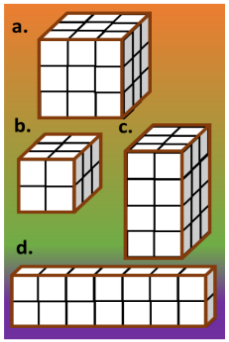
	SOMETHING FUN **Paper plane contest** Get your whole family involved. <u>Rules</u> - Each player is only allowed one piece of paper. (The paper needs to be the same shape and size for each person). **-** Set a timer. All players are only allowed 5 minutes to create their plane. (The goal is to make an aeroplane that can fly the greatest distance) -Test out planes and measure the distance. -Who was the winner? -What do you think made this person's plane fly the furthest?	**SOMETHING FUN** **Blindfold taste test** Get the entire family involved in this fun activity too. <u>Steps</u> -Blindfold a member of your family. -Have three different food items ready for them to taste. -The player takes a bite of each one and guesses what it is. -Only one guess is permitted. -Change the food and swap players around to give them a turn at guessing.	**SOMETHING FUN** **Baking** This is an activity that requires adult supervision. <u>Steps</u> -Select a simple recipe you would like to make. The challenge is picking something you already have the ingredients for at your house. -It could be as simple as decorating shortbread biscuits if you have these in your cupboard. -Make your food. -Eat and enjoy!	**SOMETHING FUN** **Sink or float?** For this activity, you can use your bath, sink, bucket or large container. -Fill this with water. -Go on a hunt around your house looking for 10 objects. (Example: toy car, doll, plastic bottle, paper…) -Place each object in the water. -Does it sink or float? -Make two groups. A sink pile and a float pile? -What do you think makes an object float?	**SOMETHING FUN** **Testing the strength of paper** We are going to test the strength of paper, folded in different shaped columns, by piling books on top. This is very similar to how columns are used to support buildings and other structures. You need three pieces of paper. Fold one into a circle and secure with tape. Fold one into a triangle and secure with tape. Fold one into a square and secure with tape.  Stand the paper upright and add 1 book to each tower just like in the picture.

					 Keep adding books until the tower collapses. Which is the strongest?
	MATHS Year 1 Lines on 3 Dimensional Objects The 3 dimensions on objects are - Up and down Left to right Front to back We know that some 3D objects have curved surfaces, some have flat surfaces AND some have both flat and curved surfaces.	**MATHS** Year 1 Objects with flat surfaces and straight lines have a special name. They are called prisms.  Prisms have – Flat surfaces called **faces**. Straight lines called **edges**. Points called **vertices**. Use your collection of 3D objects from yesterday and	**MATHS** Year 1 Money Click on the link below to revise the Australian coins and their values. https://www.youtube.com/watch?v=Djfb0EAROTg Watch following video about money from other parts of the words https://www.youtube.com/watch?v=_kACjIODqUg Ask your parents if they have any coins or notes from another country that you can have a look at. Or instead you could use google images and search for	**MATHS** Year 1 Non Prisms Some objects have **no** faces and **no** edges. These objects are not prisms. A flat surface with curved lines is not a face, it is just a flat surface.  	**MATHS** Year 1 Lines Today we will learn some more about the lines on objects. Get one of the prisms from your collection of 3D objects,  Run your fingers along the lines that goes up and down, A line that goes up and down is **vertical.**

	 We can also group objects according to their **lines.** See if you can find one of each of these 3 D objects at home. You could use a ball, a party hat, a tin of food, a box of tissues and a Rubik's cube.  Keep the objects together to use for your maths lessons all week! Use your finger to trace the lines of these objects and find out which objects have - Straight lines	sort them into 2 piles – 'prisms' and 'not prisms'. Use your fingers and hands to feel the objects and check for flat faces, straight edges and pointy vertices. Did you find out there are only 2 prisms in the group of 3D objects your sorted? Draw 2 circles and write the labels underneath- 'prisms' and 'not prisms.' Carefully cut out the pictures of 3D objects on the worksheet and glue into the correct circle. cube  This prism is called a 'cube' because all of its faces are squares.	'coins and notes from around the world'. Talk about how money from around the world is similar and different to Australian money. Pick a coin and a note from another country and draw it. Label is with its value and the country that it is from.	Curved surfaces are not faces, they are just curved surfaces. Curved lines are not edges, they are just curved lines. Cut out the pictures of 3D objects and the labels on the maths sheet. Play a game, where you shuffle the pictures of objects and the labels and match them correctly.  Glue them onto a piece of paper so that they are matched correctly. Practise reading the labels.	Practise saying the word 'vertical' by counting the vertical lines on your prism. Run your finger along them and count them like this… "1 vertical line. 2 vertical lines. 3 vertical lines….etc' Run your finger along the lines that go left to right OR front to back. These lines are **horizontal.** Practise saying the word 'horizontal' by counting the horizontal lines on your prism. Run your finger along them and count them like this… "1 horizontal line. 2 horizontal lines. 3 horizontal lines….etc' Lines that go in the same direction are **parallel lines**. Find parallel lines on your prism and run you finger over them. Can you find some vertical parallel lines? Can you find some horizontal parallel lines?

	Curved lines No lines Sort them according to their lines.  Did you find out that a ball shape (sphere) has no lines on it? It only has a curved surface. On a piece of paper, draw 3 large circles. You could trace around a round plastic bowl to make them identical. Label underneath the circles 'Straight lines', 'Curved lines' and 'No lines' Cut out the pictures of 3D objects on the worksheet and sort then according to their lines Glue them into the correct circle,	 rectangular prism This prism is called a 'rectangular prism' because all of its faces are rectangles. Complete this part of the maths worksheet.  Shade the faces blue. Trace the edges green, Put a red X on each vertex. Trace over the label for each prism. **Reflection** What is a prism? Explain to someone at home what a prism is.		Using your collection of 3D objects from Monday and Tuesday's lessons ask a parent to call out the following instructions and see if you can point to and then name the correct 3D object. Point to and name the object that— • has 2 flat surfaces with curved lines • has no lines • has square shaped faces • has one flat surface and one curved surface • is a prism • has edges • is not a prism • has no edges, and 1 curved line • is just a curved surface • has faces that are rectangle shaped • has 2 circle shaped flat surfaces	Use your own body to help you learn these words. Ask someone to help you be parallel vertically and parallel horizontally.     Draw and label a picture of yourself – • being vertical • being horizontal • being vertically parallel with another person • being horizontally parallel with another person.

	Reflection How can we sort objects? Explain to someone at home the 2 ways that we can sort objects- (by their surfaces and by their lines).	Make sure you use the words – face, edge and vertex (or vertices for plural).			
	MATHS Year 2 **Learning intention for the week:** *We are learning to order the volume of two or more objects.* Tuning in - What do you already know?: ● What do you already know about volume and/or capacity? ● What could we measure the volume and/or capacity of? ● How could we measure the volume and/ or capacity of something? ● What are the three dimensions we consider when measuring objects? *Background Information:*	**MATHS** Year 2 Watch: https://vimeo.com/579675936/4e7981086f - measuring volume and https://www.youtube.com/watch?v=jgpwhYLm6uo - introduction to volume. Quiz: Volume of shapes PowerPoint Optional: If you have interlocking cubes at home make each of the structures in the PowerPoint to count and check the number of cubes / volume. Complete: Measuring Volume worksheet. Extension: Volume of	**MATHS** Year 2 **Problem solving** 1.Miss Moody placed 3 models in order, from largest volume to smallest volume. The red model's volume is larger than the green model's volume. The purple model's volume is larger than the red model's volume. Is the purple model's volume larger or smaller than the red model's volume?	**MATHS** Year 2 Focus: Alternate ways to measure volume. Pre assessment: What is displacement? Watch: https://vimeo.com/579676064/9cd41e236c - displacement and https://www.youtube.com/watch?v=tP1R-j6xXQY - Mr Achimedes' Bath. Recreate the story of Mr Achimedes' Bath using a clear container, water, a marker to mark where the water started and where it rose to and 3	**MATHS** Year 2 Focus: Compare and order the volumes of two or more objects by marking the change in water level when each is submerged. Materials needed: ● 1 large clear open container ● At least 3 objects of varying sizes and shapes that will fit inside your container ● Text or marker Instructions: 1. Take all your equipment outside or to an area where a bit of water splashing won't matter. 2. Fill your container with water up to about halfway - leave enough room so that when you put your objects in the water it will not go over the top of the container. 3. Make a prediction about the volume of your objects, order them

	Volume refers to the amount of space that something takes up. When determining the volume of an object we have to consider its 3 dimensions - height (up and down), length (side to side) and breadth (front to back). Activity: Choose at least 3 random objects from around your home and order them from smallest to largest volume. Example: Toothbrush, bin, chair, fridge. 1. Write and illustrate comparative sentences explaining the order of your objects, using the terms bigger / larger, smaller and similar. Example: My toothbrush has a smaller volume than my chair. My chair has a bigger volume than my toothbrush but a smaller volume than my fridge. My chair has a similar volume to my bin. Extension: Explain how you	Shapes - Build It worksheet Optional: If you have interlocking cubes at home make a long straight line tower of 10 blocks (number can be changed if necessary). Challenge yourself to see how many different shaped towers you can make using the same number of cubes. The volume must stay the same.	2.Miss Cassidy made 4 boxes:  Which box has the smallest volume and what is it? Which box has the largest volume and what is it? She placed the boxes in order from smallest volume to largest volume, which box did she place second? 3. Why is a cube a good shape to measure volume with?	toys, rocks or objects for each of the characters. It might be a good idea to do this outside. Can you film yourself and make a movie explaining how we can measure volume using displacement?	from what you think will have the smallest volume to what you think will have the largest volume. 4. Mark where the water level before placing any objects in, place your first object in and then mark where the water level has risen to. 5. Place your next object in and mark where the water level has risen to. Continue this with each of your objects. Place your objects in order from smallest volume to largest volume.

	decided on the order of the objects: Example: My toothbrush is shorter in height and length than my chair and it doesn't go back as far. My fridge is a similar length to my chair but it is taller than my chair and goes back further.				
	SCIENCE Today you are going to start to observe and record what the moon looks like. Over the next few weeks, at the same time each night after its dark – but before your bedtime, observe and record the shape of the moon in the sky through pictures or photos. Write the date and your observations underneath. Can you start to see some patterns? Over the next few weeks, at the same time each night after its dark, document the shape of the moon in the sky through pictures or photos. Write the date and your observations underneath.	**ART** **Toilet Roll Animals** Goal To make an animal from a toilet paper roll. Materials Toilet roll Colouring equipment Coloured paper Recycled materials (old buttons, wrapping paper, ribbons, sting, wool, etc) 	**PERSONAL DEVELOPMENT** **Systems of our body** Now that we know what organs are in our body, we need to know which system these organs belong to! Each system plays its own role in making sure our body is healthy and functioning. What the StoryBots clip https://www.youtube.com/watch?v=HKHGTzV16Xg Use your new knowledge to complete the Body Systems worksheet **SPORT** Pretend to be as many different animals as you can. Try: - Galloping like a horse - Hopping like a bunny	**SCIENCE** Today you will be comparing the similarities and differences in the day and the night times. Pre-thinking – Where does the sun go at night? What makes day and night? If it is day here, where might it be night? Watch Jack Hartmann's Day and Night song – you can even sing along if you want. (Find the link below the grid) Discuss with an adult:	**HISTORY** Watch the video and answer the questions. https://www.inquisitive.com/video/611-time-traveller Big Block travelled through time. Is this really possible? Where did Big Block visit? At the end of the song, Big Block asks, 'Where are we?' Can you answer him? If you could blink and travel through time, where would you go? Why? Play the Time Hopper Game (your teacher will share this with you on Friday) Discuss Why do those words go there? Are there words which could go in two hoops?

	Can you start to see some patterns?		- Jumping like a frog - Rolling like a hedgehog Think of as many animal movements as you can and create a sequence.	What is the difference between day and night? Would we see different things in the sky? What are some things you would see in the sky at night? What are some of the things you would see in the sky during the day? Are there any things you could see in the sky in the day as well as night? **What is in the sky?** Go to the online sorting sheet (see link below) or use the printable one to sort items using a VENN diagram. To finish, write and share with your Science teacher *My favourite time of the day is ……... because…….*	Can you think of some more words we could use?

SCIENCE

Link to Day and Night song

https://www.youtube.com/watch?v=gNDUPDtrkjQ

What is in the sky? (Sorting sheet link)

https://www.liveworksheets.com/xh1911796jo

SPELLING

YEAR 1 RED	YEAR 1 BLUE	YEAR 1 WHITE
all	corn	always
ball	torn	bought
tall	horn	brought
call	more	warn
or	saw	sport
for	your	football
fork	four	horse
cork	because	quarter
		you're
		yourself

SPELLING

YEAR 2 RED	YEAR 2 BLUE	YEAR 2 WHITE
for	your	almost
born	four	although
sort	called	August
horse	small	bought
forty	walk	corner
more	always	daughter
saw	water	door
paw	warm	explore
draw	because	floor
straw	caught	fortune

YEAR 1 SOUNDWAVES

Unit 25

or a

horse ball

List Words			
all	or	corn	saw
ball	for	torn	your
tall	fork	horn	four
call	cork	more	because

Letters	Words

1 **Underline** the letter or letters for or a in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Say** the name of each picture in the horse. **Colour** the parts **brown** if you hear or a.

3 **Write** or to finish the words. **Join** the pictures to the correct words.

★ We sometimes write **or** for or a, as in horse

c___n h___n

t___n b___n

c___k p___k

f___k w___n

4 **Colour** the letter or letters for or a in the words in the box. **Finish** the sentences with these words.

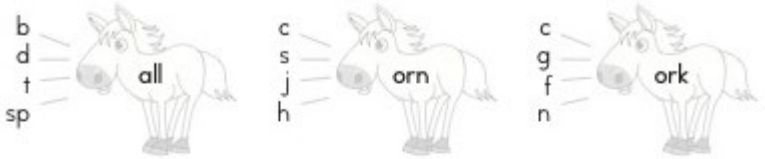
for	ball
Four	saw

We went _____ a walk.

We _____ a duck with a _____.

_____ horses were eating corn.

5 **Make** real words with the letters in the horses.



6 **Write** letters for or a to finish the words in the box. **Use** ore, our or au. **Finish** the sentences with these words.

m___	
y___	
bec___se	
f___	

Is this _____ corn?

Do you want _____ _____ balls?

His arm is sore _____ he had a fall.

7 **Circle** the correct word for each clue.

the side of a room	– call wall tall
a number	– your four
part of your head	– saw paw jaw
you put this in a bottle	– cork fork pork
you eat this	– torn horn corn

YEAR 2 SOUNDWAVES

Unit 25

or ore a aw au

horse core ball
paw sauce

List Words

for	more	your	always
born	saw	four	water
sort	paw	called	warm
horse	draw	small	because
forty	straw	walk	caught

Letters	Words

1 **Underline** the letter or letters for or ore a aw au in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the word or picture if you hear or ore a aw au in the word or picture name.

3 **Write** or in the spaces. **Join** each word to its clue. ★ We sometimes write or for or ore a aw au, as in horse.

f __ __ k • • a car has one
h __ __ n • • you eat with this
h __ __ se • • a number
f __ __ ty • • an animal

4 **Write** ore in the spaces. **Join** each word to its clue. ★ We sometimes write ore for or ore a aw au, as in core.

m __ __ __ • • it hurts
s __ __ __ • • has a higher number
bef __ __ __ • • centre of an apple
c __ __ __ • • opposite of *after*

5 **Read** the words. **Cross** out the words that don't have or ore a aw au. **Colour** the letter or letters for or ore a aw au in the other words.

wall	four	you	water	after	catch
walk	forty	your	watch	always	caught

6 **Write** aw in the spaces. **Join** each word to its clue. ★ We sometimes write aw for or ore a aw au, as in paw.

s __ __ • • makes a picture
p __ __ • • did see it
dr __ __ • • a dog has four

7 **Write** au in the spaces. **Join** each word to its clue. ★ Sometimes write au for or ore a aw au, as in sauce.

P __ __ l • • to stop for a while
s __ __ ce • • a boy's name
p __ __ se • • good on hotdogs

8 **Finish** the words by writing letters for or ore a aw au.

Use a or our.

y____ w____ter
f____ w____ll
c____lled sm____ll

Use aw, au or ar.

w____m str____
s____ce dr____
bec____se

9 **Answer** each question with a word from Activity 8.

What is two plus two? _____
What helps you drink? _____
What do you do with a pencil? _____
What do you drink? _____
What do you put on a hotdog? _____

10 **Read** the words in the boxes. **Write** the best word for each picture.

tall
taller
tallest



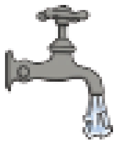
small
smaller
smallest

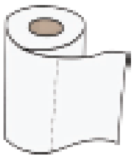
TUESDAY – Reading Activity

Awe and Wonder

Paper Towel Colour Mixing

You will need:


Water


Kitchen roll


Plastic glasses


Food colouring in primary colours

Method:

1. Put red food colouring into one glass and blue food colouring into another glass. Add water to both glasses.
2. Using 1-2 sheets of kitchen roll, roll length ways into a tube.
3. Bend in half and dip one end into each glass.
4. Watch what happens as the colours travel.
5. What can you see happening? What happens to the colours?
6. What colour can you see where the blue and red meet?

The Science

Water moves up the paper towel because the paper is absorbent, it sucks up water. The colour travels with the water making the paper change from white to red or blue. Colours mix when they are joined together, red and blue make purple. See what colours can be made with just the primary colours.

QUESTIONS

1. What is the title of the text?

____

2. What equipment do you need for the activity?

____

3. Before you do the activity, you will need to find out the names of the primary colours and list them below.

   _____ _____ _____

4. How many steps do you need to follow for the activity to be successful?

   _____

5. How many sheets of kitchen roll do you need?

   _____

6. VOCABULARY – It is important you understand the meaning of words.

   What does absorbent mean?

   _____

7. If you have this equipment in your kitchen, try this experiment. See what happens.

Magic Potions

Science Experiment

Kitchens are full of lots of materials that can be used to make magic potions. Have fun making your own magic.

You will need:

- test tubes and holders (if you don't have these, a bowl will work well)
- pipette (a teaspoon will work if you don't have any)
- teaspoon
- food colouring (any colour is fine)
- bicarbonate of soda
- white vinegar

Method:

1. Put a teaspoon of bicarbonate of soda in each test tube.
2. Add a drop of food colouring to each tube.
3. Put the pipette in the vinegar and squeeze the top. You will see the vinegar sucked up into the pipette.
4. Put the pipette over a test tube and squeeze the top.
5. Wait for the magic reaction!

The science:

Vinegar is an acid. When an acid mixes with a base such as bicarbonate of soda, they react and release a gas called carbon dioxide. This is what causes the fizz.

QUESTIONS

1. What can you use if you don’t have test tubes?

   _____

2. What can you use if you don’t have a pipette?

   _____

3. How much bicarbonate of soda do you use?

   _____

4. What colour should your food colouring be?

   _____

5. If you have all of this equipment at home, try this experiment with an adult. Share your results with your teacher.

Picking Up an Ice Cube

Science Experiment

Ice cubes are a great thing to add to your drink on a sunny day. Using only a length of thread, can you pick up the ice cube?

You will need:

- ice cube
- thread
- salt
- glass of water

Method:

1. Try different ways of picking up the ice cube using only the thread. You might try tying it around the cube, making a loop or some other way.
2. Now put the ice cube in the glass of water.
3. Lay the thread on top of the ice cubes with the ends hanging over the side of the glass.
4. Sprinkle salt on top of the ice cube and thread. Leave it for a few minutes.
5. Take both ends of the thread and pick them up.
6. Lift up the ends of the thread and hold them up high. See what happens to the ice cube.

The science:

Saltwater freezes at a lower temperature than normal water (this is why the sea doesn't freeze over). The salt melts some of the ice so the thread goes slightly inside the ice cube. The water over the thread freezes again slightly (because the air by the cube is cold), trapping the thread inside the cube. So when you lift the thread, the cube comes with it.

QUESTIONS

1. How many things do you need to complete the experiment?

   _____

2. Nouns are the names of people, places and things. List all the nouns you can spot in Step 2.

   _____ _____ _____

3. Why is it difficult to tie the thread in a loop around the ice cube to pick it up?

   _____

4. Watch carefully. What happens when you put salt on the ice cube?

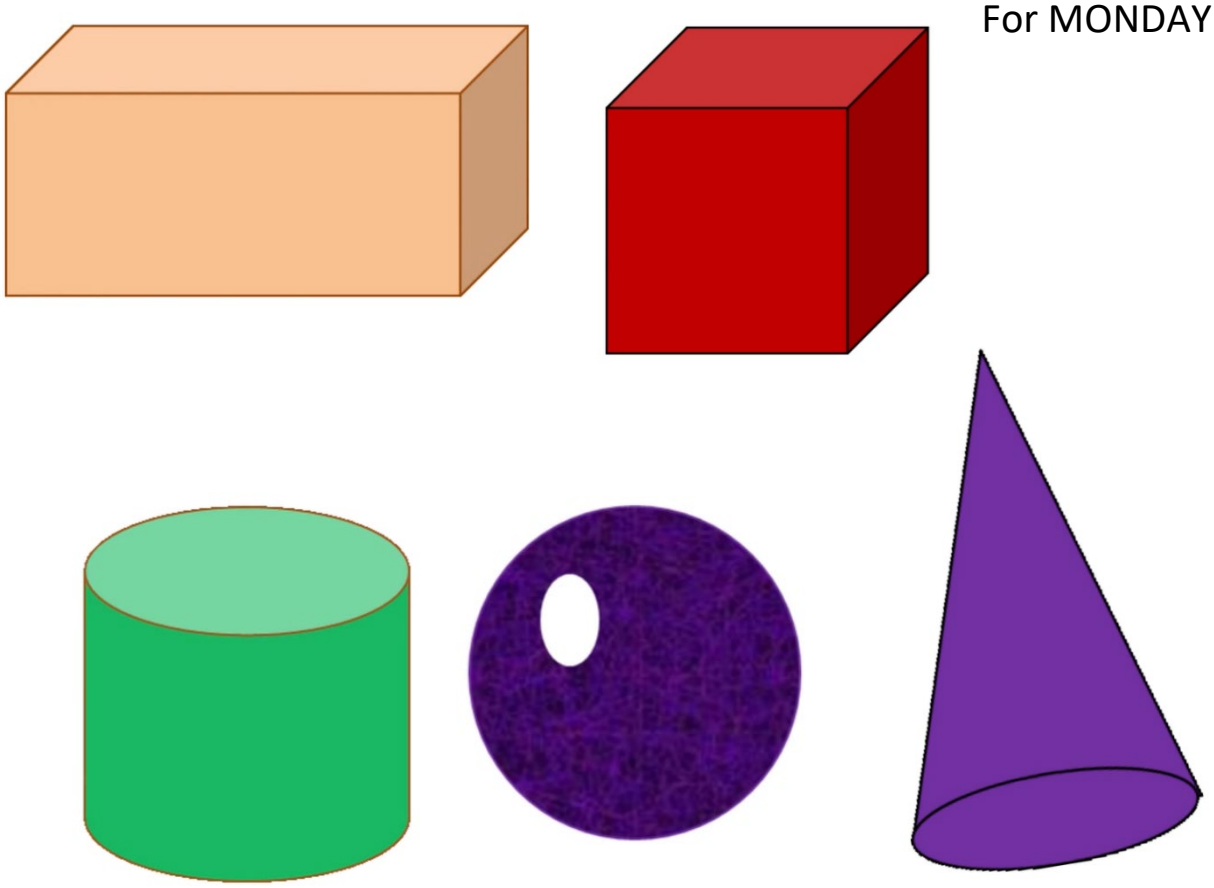
   _____

5. When the roads are icy and slippery, salt is sometimes put on them. Why do you think this is?

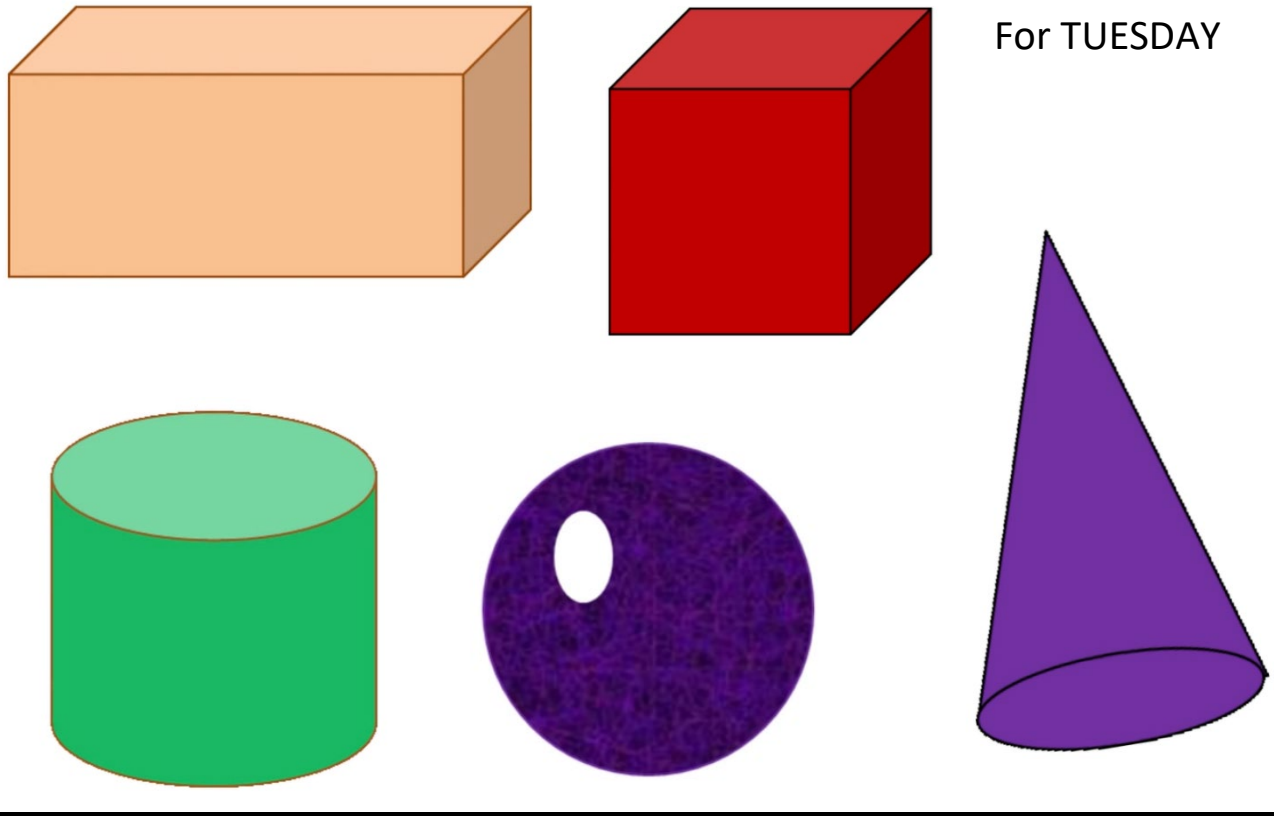
   _____


1
2
3

For MONDAY

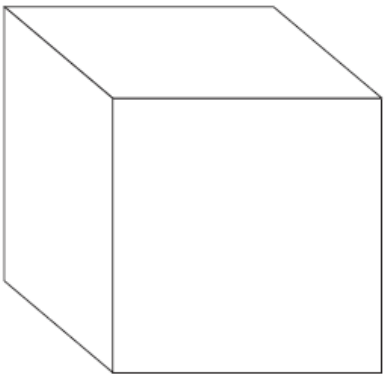


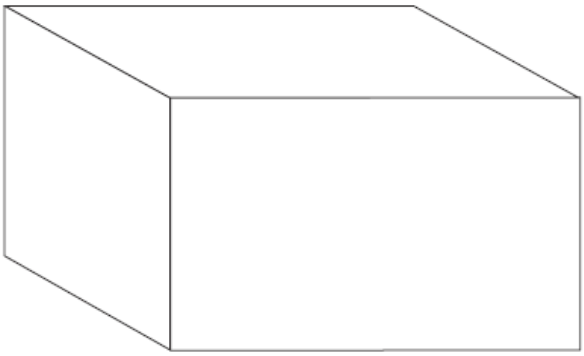
For TUESDAY



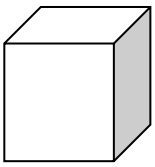
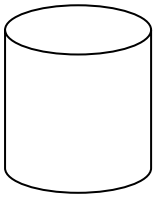
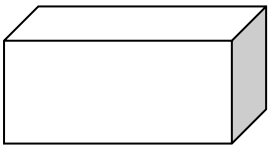
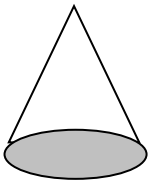
PRISMS For TUESDAY

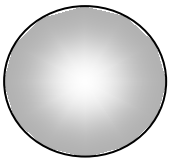
Shade the **faces** with a blue pencil. Trace the **edges** with a green pencil. Put a X on each **vertex** with a red pencil.





cube rectangular prism

	sphere
	cone
	cube
	cylinder

	rectangular prism

For

THURSDAY

Volume

Learning Intention: Compare and order the volumes of two or more objects by marking the change in water level when each is submerged

Task: Use displacement to measure the volume of objects

Materials needed:

- 1 large clear open container
- At least 3 objects of varying sizes and shapes that will fit inside your container
- Text or marker

Instructions:

1. Take all your equipment outside or to an area where a bit of water splashing won't matter.
2. Fill your container with water up to about halfway - leave enough room so that when you put your objects in the water it will not go over the top of the container.
3. Make a prediction about the volume of your objects, order them from what you think will have the smallest volume to what you think will have the largest volume.
4. Mark where the water level before placing any objects in, place your first object in and then mark where the water level has risen to.
5. Place your next object in and mark where the water level has risen to. Continue this with each of your objects.
6. Place your objects in order from smallest volume to largest volume.

Draw and label your objects:

Object 1	Object 2	Object 3

Volume

Learning Intention: Compare and order the volumes of two or more objects by marking the change in water level when each is submerged

Object 4 (optional)	Object 5 (optional)	Object 6 (optional)

Estimate the order of your objects from smallest volume to largest volume:

_____

_____

Correct order of your objects from smallest volume to largest volume:

_____

_____

Reflection: How does the concept of displacement help us to measure the volume of objects?

_____

_____

Volume of Shapes: Build It!

Use interlocking cubes to build right rectangular prisms according to the dimensions given.

1. Length: 5 units Width: 2 units Height: 1 units

Draw it:	What is the volume?

2. Length: 2 units Width: 3 units Height: 2 units

Draw it:	What is the volume?

3. Length: 3 units Width: 3 units Height: 3 units

Draw it:	What is the volume?

Volume of Shapes: Build It!

Use interlocking cubes to build right rectangular prisms according to the dimensions given.

4. Length: 2 units Width: 4 units Height: 2 units

Draw it:	What is the volume?

5. Length: 5 units Width: 1 units Height: 1 units

Draw it:	What is the volume?

6. Length: 3 units Width: 3 units Height: 5 units

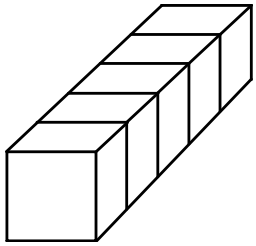
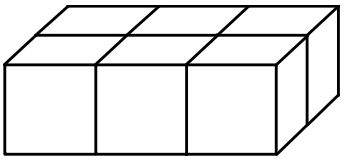
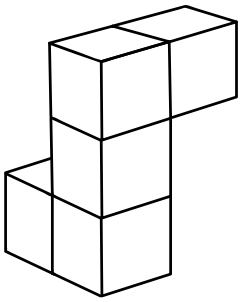
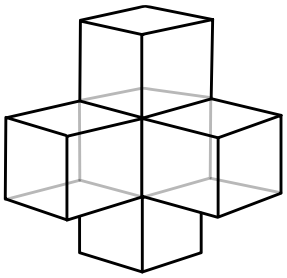
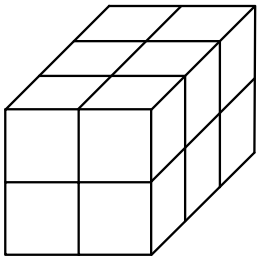
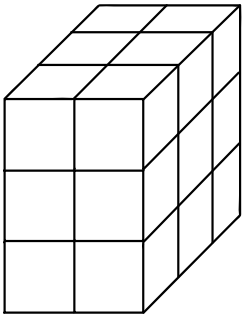
Draw it:	What is the volume?

Name _____ Date _____

Measuring Volume

Volume is a measure of the space occupied or enclosed by a solid shape.

Look carefully at the shapes below. For each one, calculate its volume by counting how many cubes are used to construct it. Write the answer under the picture.

1.  Number of cubes:	2.  Number of cubes:
3.  Number of cubes:	4.  Number of cubes:
5.  Number of cubes:	6.  Number of cubes:

Name _____ Date _____

Reflection

Use your answers to complete the following questions.

1. Which shape has the **largest** volume?

_____

2. Which shapes have the **same** volume?

_____

3. Which shape's volume was the **easiest** to measure and why?

_____

_____

_____

4. Which shape's volume was the **hardest** to measure and why?

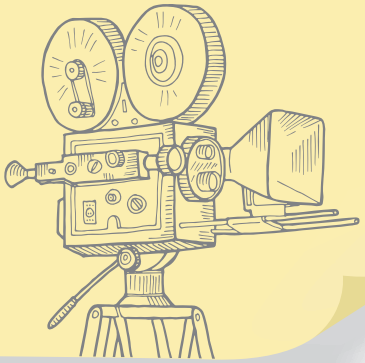
_____

_____

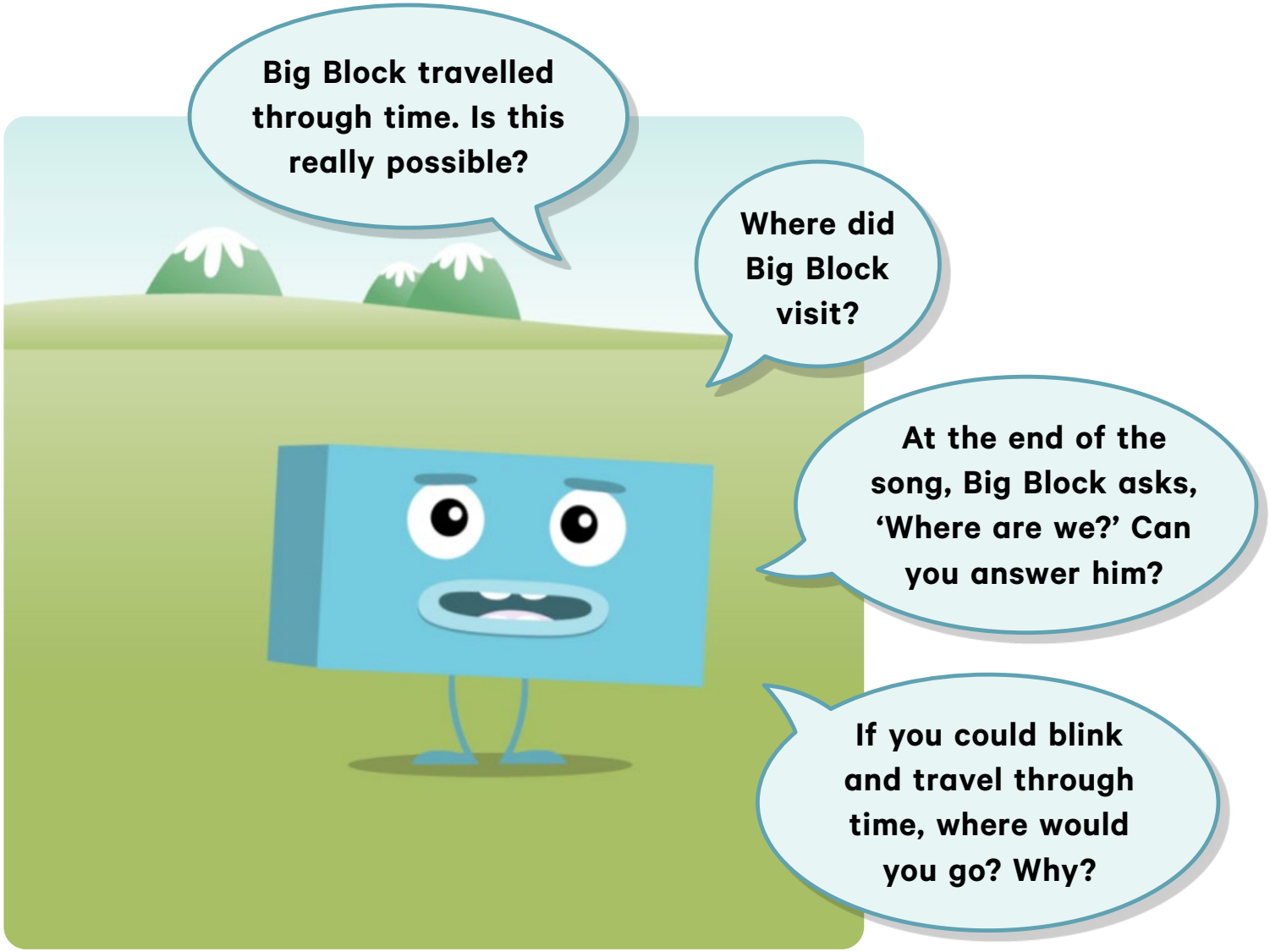
_____

What words do we use to describe time?

1 Watch the video: *Time Traveller*.

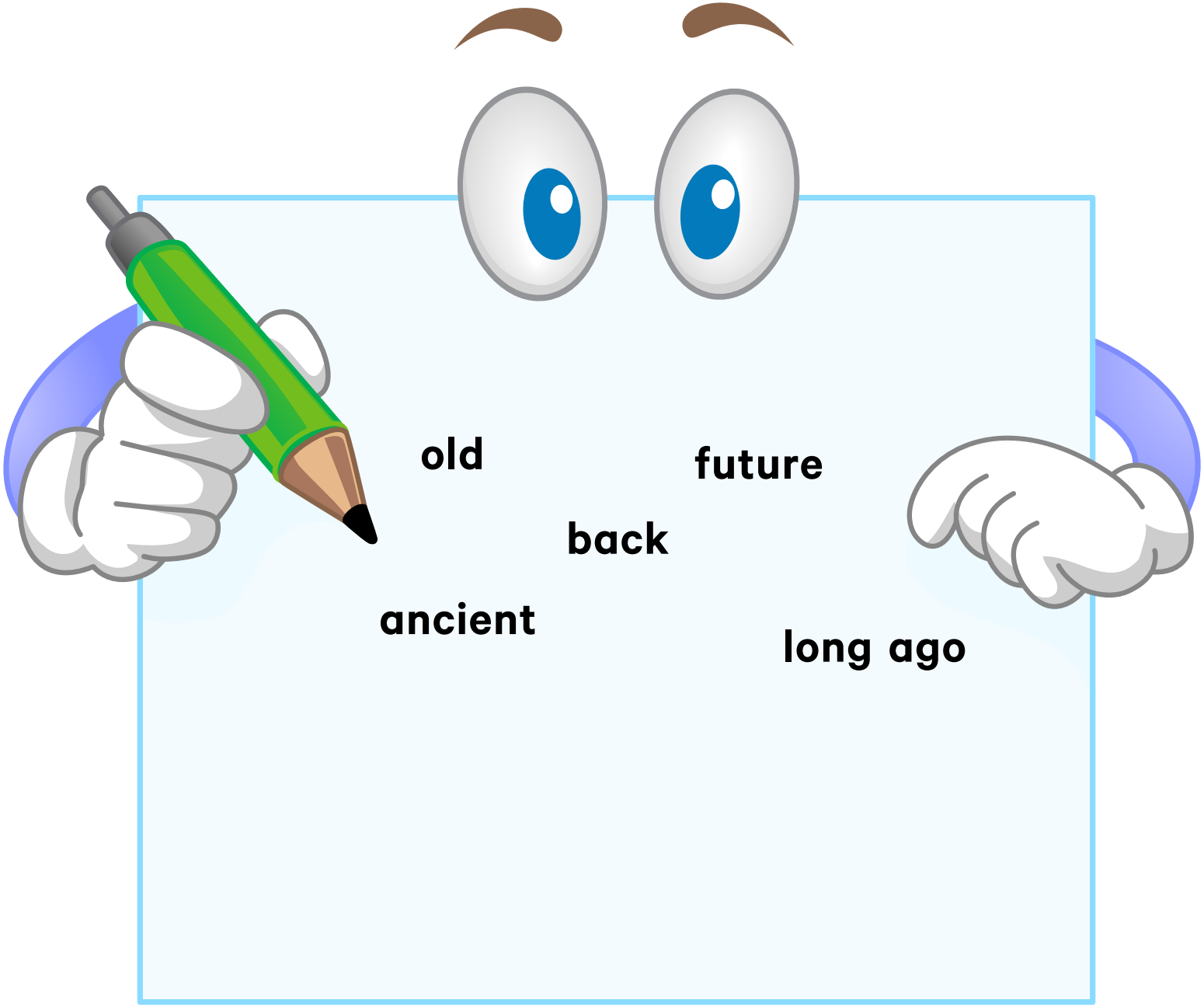


2 Make a whole class **talking circle** and discuss the question prompts.



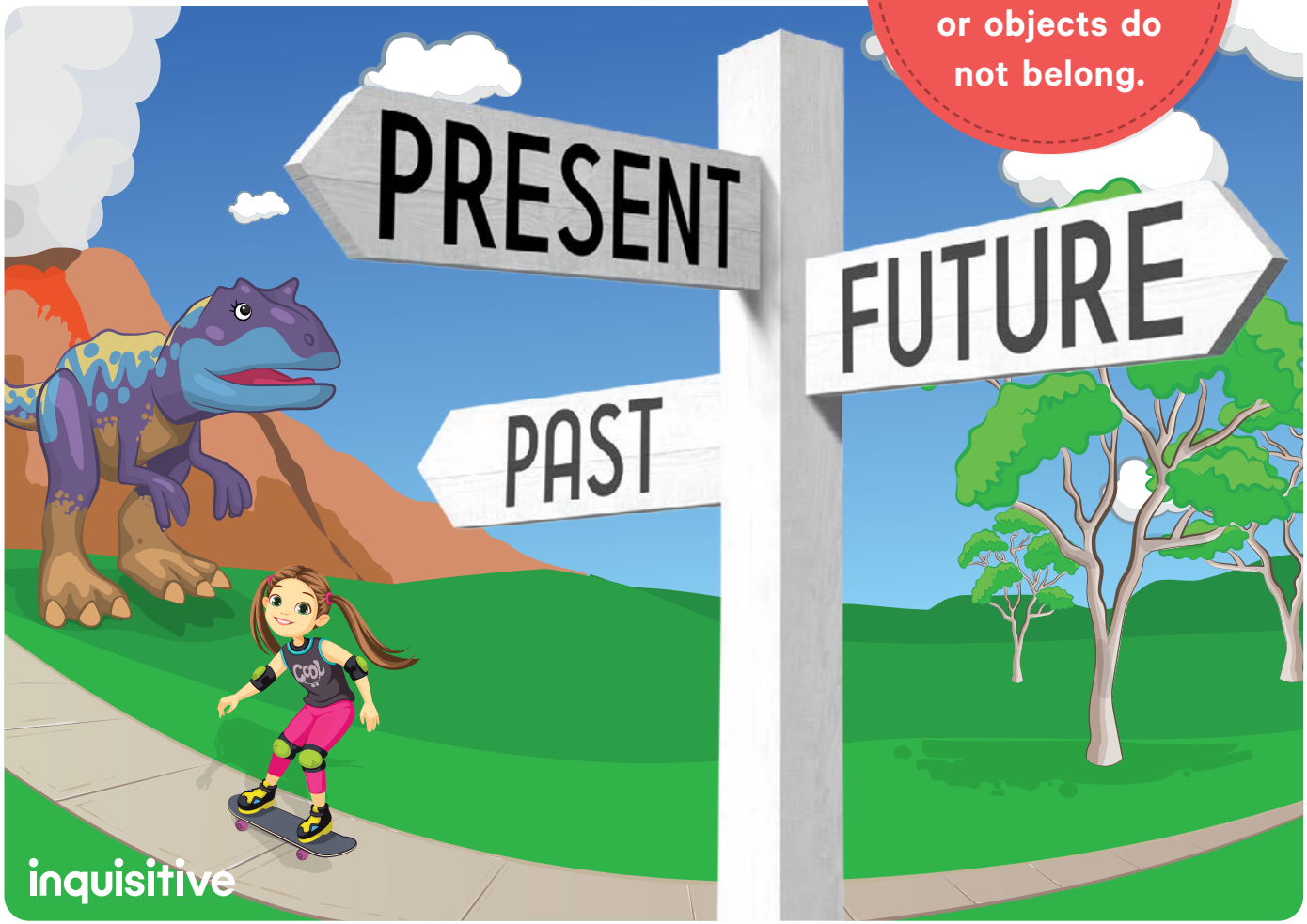
3 Watch the *Time Traveller* video again. This time, **listen carefully** to the words Big Block uses. Did you hear him say some of the words on the white board?

4 **Brainstorm** some other words about time and record them on the class white board.



5 **Take a closer look** at the images and words in the eBook: *Past, Present and Future.*

On each page of the eBook, spot what people or objects do not belong.



We can use words and sentences which describe when things have happened or when they will happen.

Past

Last year, I learnt to ride my bike!

Which words describe when the activity happened or will happen?

6 **Move it!** Play the *Time Hopper Game.*

Teacher instructions

Present

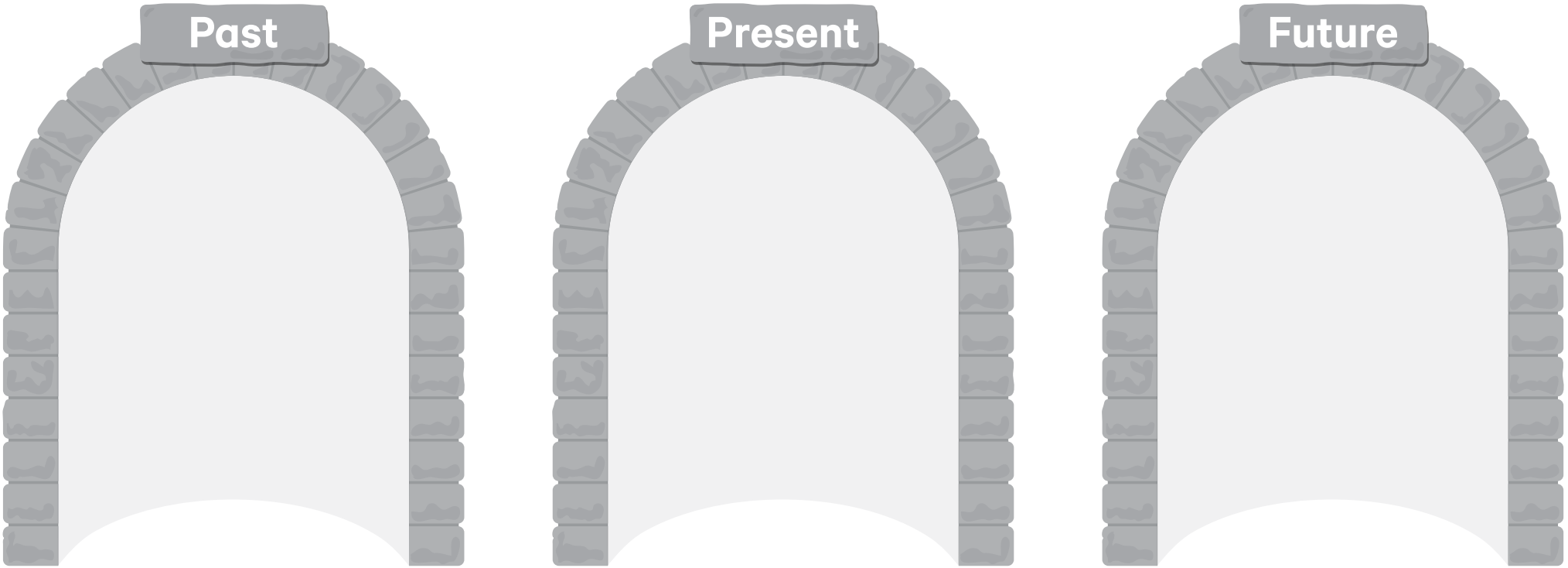
This month, I'm going to the zoo.

Future

Next year, I'm going on holidays to Fiji!

7 What do you know now?

Write words describing time in each time tunnel.



8 Think of your favourite activities and create a past, present and future diary.

My Activities Diary

In the past I have ...	In the present I am ...	In the future I will ...

9 Watch the video: *Yesterday is History*.

10 What do you think the saying means?

Use your imagination and draw a picture to describe each line.

Yesterday is history,

tomorrow is a mystery,

but today is a gift. That's why we call it the present.

11

Why is this plant called Yesterday, Today, Tomorrow?

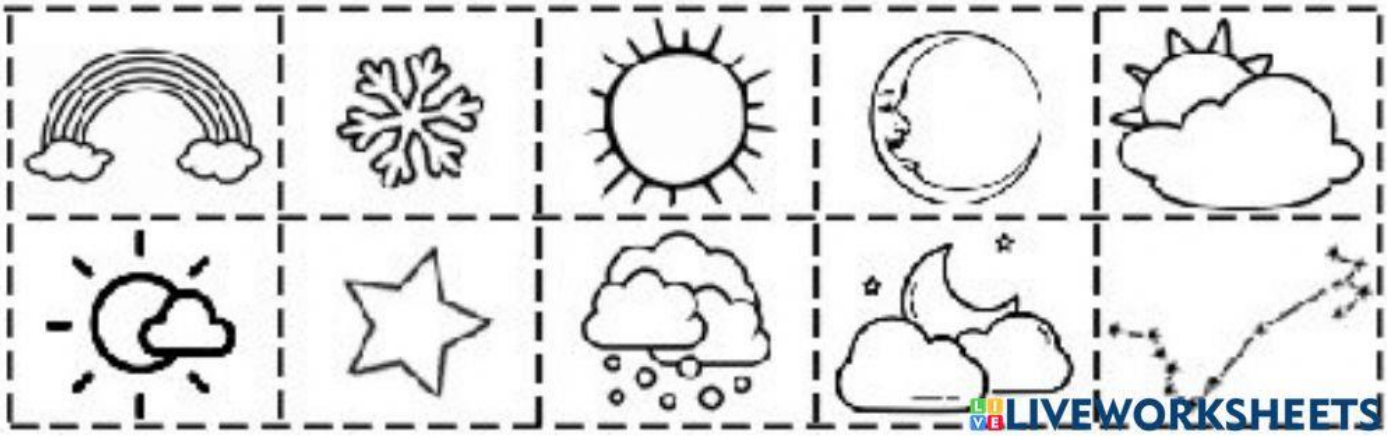
Use the website your teacher gives you to find out some information to share with your class.

Fact file

Name:_____ Date:_____

Picture Sort: Venn Diagram
Day Sky and Night Sky - Weather

Directions: Look at the pictures below. Cut and glue each picture on the Venn Diagram to show if the sky is a day sky, night sky or both!



How to play the Time Hopper Game

What you need

- Three coloured hoops placed on the floor (each hoop is a time tunnel to hop into).
- Printed titles (to be placed in each hoop) and the cut-out word cards to read out.

Teacher instructions

1. Have the children sit in a circle around the labelled hoops (time tunnels).
2. Choose a student to start. Instruct: 'As I read out the words describing time, jump into the time tunnel which you think matches the words. As you pull the hoop over your head, try to use your words in a sentence.' If needed, show the example sentences on the display page again.
3. Reflection: When all the children have had a turn, use the critical thinking question prompts as the students categorise and place the words in the correct time tunnel.

CRITICAL THINKING PROMPTS

- Why do those words go there?
- Are there words which could go in two hoops?
- Can you think of some more words we could use?

Past

Present

Future

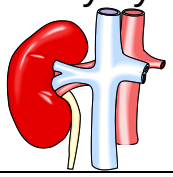
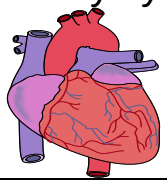
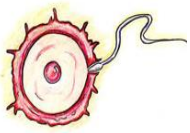
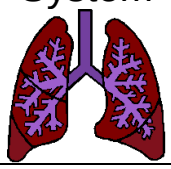
long ago	yesterday	then
once upon a time	today	now
tomorrow	next week	in ancient times
last week	in ten years	this year
last year	next month	next year
last month	an hour ago	at lunchtime today

My Moon Journal

Directions: Each night you check out the moon, draw it in a circle below. What happens after 30 days?

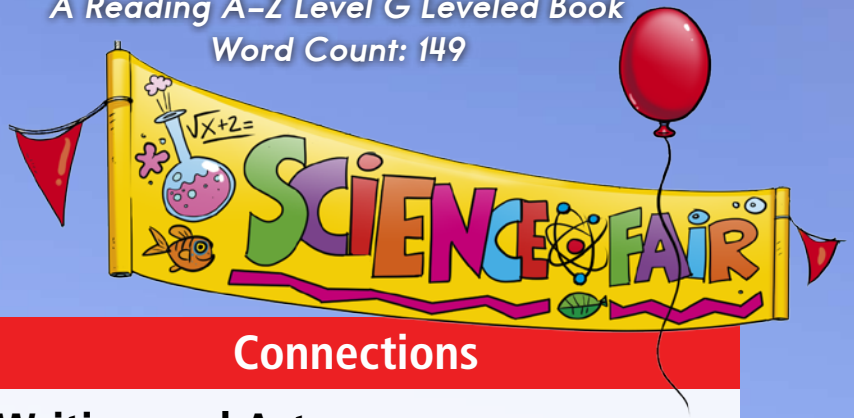
Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____
Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____
Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____
Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____	

Body Systems

Name of system	Organs of the system	Functions of the system
Excretory system 		
Nervous system 		
Digestive System 		
Circulatory system 		
Reproductive System 		
Respiratory System 		
Muscle system 		
Skeletal system 		

Science Fair

A Reading A–Z Level G Leveled Book
Word Count: 149



Connections

Writing and Art

Pick one project from this story. How would you do it differently? Draw a picture and write about the project.

Science

Choose a class science project. Write a question that you want to test. Do an experiment to test your question.

LEVELED BOOK • G

Science Fair

Written by Iva Valentino
Illustrated by Juan Manuel Moreno

www.readinga-z.com

Science Fair

Written by Iva Valentino
Illustrated by Juan Manuel Moreno

www.readinga-z.com

Focus Question

What happens at a science fair?

Words to Know

helicopter	robot
leaked	science fair
prize	soda volcano

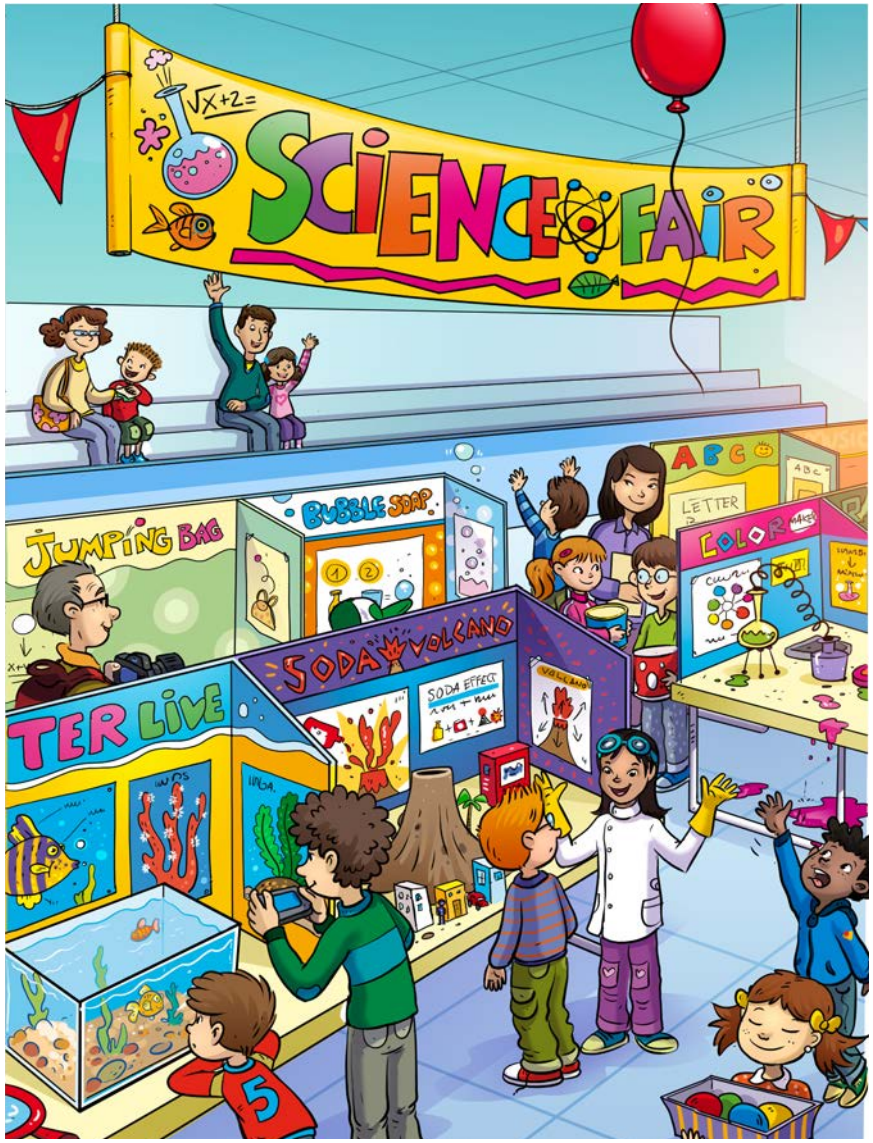
Science Fair
Level G Leveled Book

Written by Iva Valentino
Illustrated by Juan Manuel Moreno

www.readinga-z.com

Correlation

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11–12
DRA	12



The science fair was finally here.
Everyone was excited.
Who was going to win the prize?

Ronald set up at the science fair.
He brought a robot run by a rat.

It didn't work.
The rat slept instead.

Valerie set up at the science fair.
She brought a soda volcano.

It didn't work.
The volcano leaked instead.

Hector set up at the science fair.
He brought a rubber band
helicopter.

It didn't work.
The helicopter crashed instead.

Joy set up at the science fair.
She brought four lovely plants
in four pots.
The other kids sighed.

It worked!
Joy had given the four
plants water and sunlight.
She had sung to only two
of the plants every day.
Those plants had grown
the tallest.

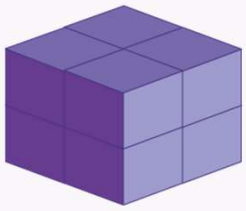
The teacher smiled
at Joy's chart.
That afternoon, Joy went
home with the prize.
The other kids started to plan
for next year's science fair.

Volume of Shapes

I can find the volume of cubes and rectangular prisms.

Question 1

What is the volume of the shape?

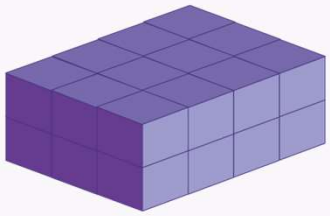


Reveal the Answer

8 cubic units ✓

Question 2

What is the volume of the shape?

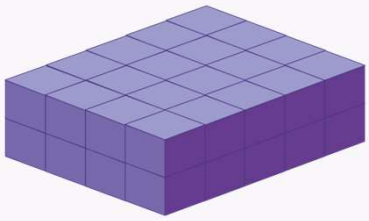


Reveal the Answer

24 cubic units ✓

Question 3

What is the volume of the shape?

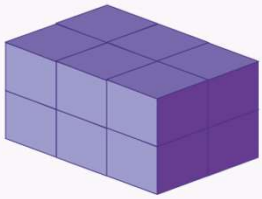


Reveal the Answer

40 cubic units ✓

Question 4

What is the volume of the shape?

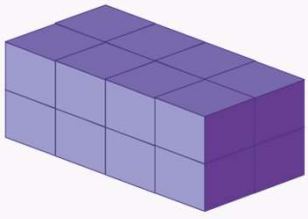


Reveal the Answer

12 cubic units ✓

Question 5

What is the volume of the shape?

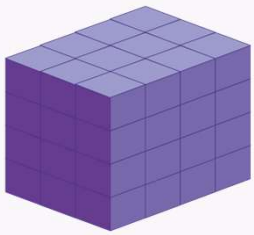


Reveal the Answer

16 cubic units ✓

Question 6

What is the volume of the shape?

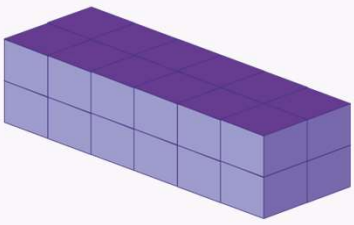


Reveal the Answer

48 cubic units ✓

Question 7

What is the volume of the shape?

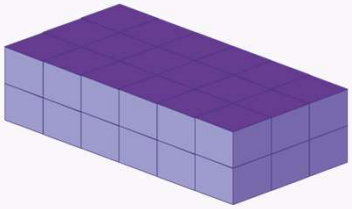


Reveal the Answer

24 cubic units ✓

Question 8

What is the volume of the shape?

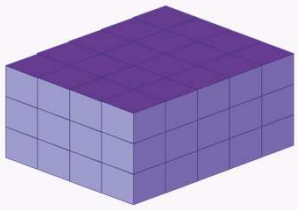


Reveal the Answer

36 cubic units ✓

Question 9

What is the volume of the shape?

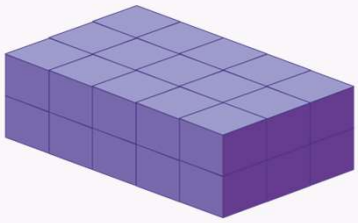


Reveal the Answer

60 cubic units ✓

Question 10

What is the volume of the shape?



Reveal the Answer

30 cubic units ✓