

Learning
From Home
Offline
Booklet
Term 3 Week 7
Stage 3



Term 3 - Week 7 - Stage 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session 1	<u>Daily Gratitude Monday</u>	<u>Daily Gratitude Tuesday</u>	<u>Daily Gratitude Wednesday</u>	<u>Daily Gratitude Thursday</u>	MINI PROJECT DAY
Morning Session 2	<p>Soundwaves Unit 27, P1</p> <p>Complete Page 1 of your Soundwaves unit.</p> <p>To extend yourself, find the dictionary meanings of 10 of your words.</p>	<p>Soundwaves Unit 27, P2</p> <p>Complete Page 2 of your Soundwaves unit.</p> <p>To extend yourself, create a rap or a rhyme using as many of your list words as you can.</p>	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;"><u>Lachlan Macquarie Fact File & Quiz</u></p> <p>Read through the fact file on Governor Lachlan Macquarie and answer the questions in the quiz.</p>	<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;"><u>The Boy Who Harnessed the Wind</u></p> <p>Read the following text, then answer the comprehension questions.</p>	<p style="text-align: center;">Community Cookbook!</p> <p>Our community has been in lockdown for over 8 weeks now and we still have more to go.</p> <p>Stage 3 is going to create something to share with our community.</p> <p>A cookbook full of yummy dishes and treats to make at home during this tricky time.</p> <p>Our aim is to publish this book for easy download, to give something to our community and to spark a little joy to everyone stuck at home!</p> <p style="text-align: center;">Please follow the project document to work your way through the 6 mini tasks.</p>
Fruit Break					

Morning Session 3	<p align="center"><u>Reading Eggs</u></p> <p>Log into your Reading Eggspress account and complete the activity set by your class teacher.</p>	<p align="center"><u>Writing - Book Week Fractured Fairy Tale - Modern Cinderella</u></p> <p>Open the Fractured Fairy tales Cinderella' activity. You will be rewriting the story Cinderella with a twist!</p>	<p align="center"><u>Writing - Book Week Book Cover</u></p> <p>Open the 'Redesign a Book Cover' Activity and choose ONE way of redesigning your book cover. Be creative!</p>	<p align="center"><u>Writing- Book Week Book Review</u></p> <p>Find the 'Book Week Book Review' and complete a book review on your favourite book. Make sure to draw the main character and setting in the spaces.</p>	<p>You will be choosing something to cook, filming a cooking show segment, publishing your recipe for the cookbook and suggesting a name and cover for our cookbook.</p> <p>The covers and name will be chosen from student submissions to be the real cover for the cookbook.</p>
Lunch					
Middle Session	<p align="center">Maths</p> <p align="center">Problem solving</p> <p>Complete the MATHAROO problem solving worksheet.</p>	<p align="center">Maths - Chance</p> <p align="center">Possible outcomes - tree diagrams</p> <p>Complete the worksheets on tree diagrams. There is an example that shows you how to fill one in. You need to fill in the missing spaces on the tree diagrams.</p>	<p align="center">Maths - Chance</p> <p align="center">Chance Investigations</p> <p>Complete the chance experiment. You will need two dice for this activity. Use the sheet provided to record your results. You can colour in the boxes for your results.</p>	<p align="center">Maths</p> <p align="center">Probability</p> <p>Complete the two maths worksheets on chance.</p>	<p align="center">Zoom Session 12:30pm</p> <p align="center">Check your google classroom and join your peers for an online zoom session.</p>
Recess					
Afternoon Session	<p align="center"><u>Science</u></p> <p align="center">Aboriginal Astronomy</p>	<p align="center"><u>PDHPE - HIIT Workout</u></p> <p>Using the HIIT workout</p>	<p align="center"><u>Yoga</u></p> <p>Using the Yoga for calm</p>	<p align="center"><u>Mask Art</u></p> <p>This years book week</p>	<p align="center">Continue with your project this afternoon.</p>

	<p>Read through the printed excerpt from kiddle.com on aboriginal astronomy. Read aloud and discuss with someone else in your house if possible. We will be learning more about Aboriginal constellations this term.</p>	<p>document, grab something to time yourself and complete the activities listed on the workout poster. Repeat as many times as you can and record your results.</p>	<p>worksheet in the booklet, complete the Yoga session that has been designed to relax and calm you. Try to do it outside in the fresh air and sun!</p>	<p>theme is “New Worlds, Old Worlds and Other Worlds”</p> <p>As we cannot be together to celebrate Book Week next week we are going to take part in a whole school art activity.</p> <p>Your task is to create a mask that represents the theme of book week.</p> <p>This mask may be centred around a character from a book or an object that aligns with the theme..</p> <p>You can use the template provided or create your own mask shape.</p> <p><u>Some examples:</u> New World - Technology, Robots, Ai. Old World - Stone Age, Cave Men, Dinosaurs, Archaeology, Explorers Other Worlds - Aliens, Under the Sea, Space</p> <p>You could use, paper, cardboard paper mache, foil, found objects, anything really!</p>	
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Term 3 Week 7

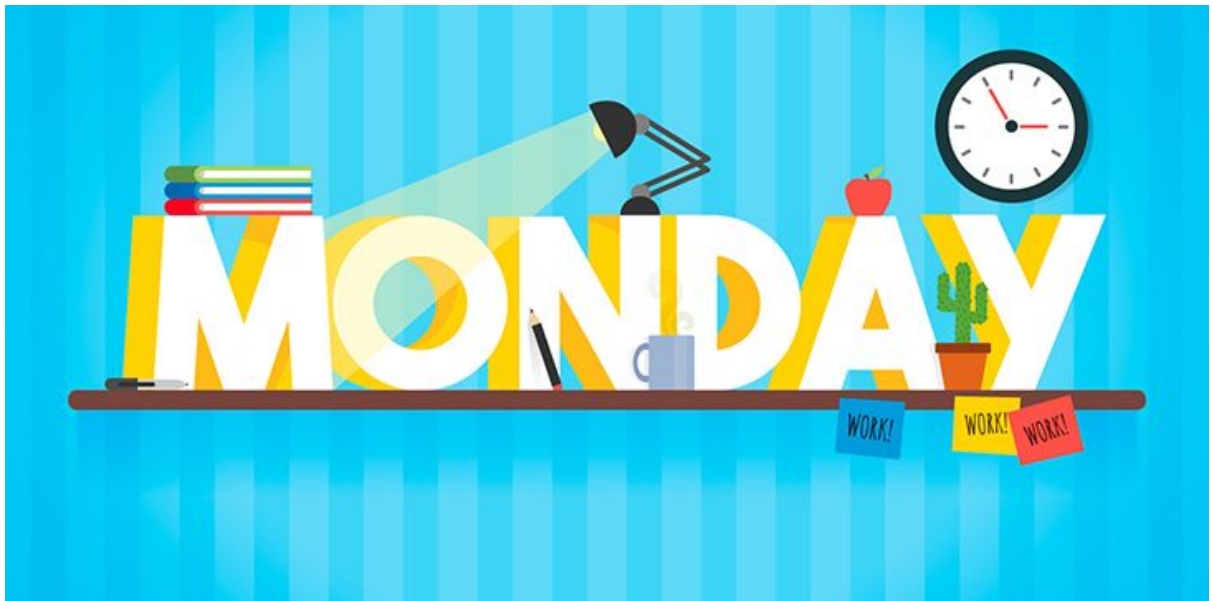
Monday, August 23rd, 2021

Daily Gratitude

Name _____

Today's date	<ul style="list-style-type: none">- What are three things you are thankful for today?- What are three positive things that happened today?<ul style="list-style-type: none">- If you can't identify three positive things, what is something you can change for tomorrow that can make your day better?
<u> / / </u> Monday	<ul style="list-style-type: none">---
<u> / / </u> Tuesday	<ul style="list-style-type: none">---
<u> / / </u> Wednesday	<ul style="list-style-type: none">---

$\frac{\quad}{\quad} / \frac{\quad}{\quad} / \frac{\quad}{\quad}$ Thursday	- - -
$\frac{\quad}{\quad} / \frac{\quad}{\quad} / \frac{\quad}{\quad}$ Friday	- - -





List Words

soot
sugar
woollen
woolly
wolf
couldn't
would've
shouldn't
crooked
fully
bully
pulley
bullet
bullock
fullness
womanly
pudding
butcher
driftwood
barefoot
bulldozer
understood
knighthood
cushion
kookaburra

- Colour** the graphemes that represent in the List Words.
- Go** to the List Words for Unit 27. **Count** the sounds and identify all the graphemes in each List Word.
- Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- Colour** the blocks containing words where you hear *green*, to find a path out of the maze.



Grapheme Chart

grapheme	word

measure	sure	sugar	could	would	wood	should	shook	bullet	bullock
butter	force	fully	through	tooth	golf	kitchen	loose	women	brought
honour	knighthood	adult				crooked	pudding	encouragement	
guardian	woman	column		START		custom	woollen	understood	but
huge	pure	barefoot	wholly	humorous		troubled	bulldozer	dull	
suggest	gulf	woolly	bully	wolves	pulley	womanly	kookaburra	cold	

- Write** List Words that include these graphemes to fit on the lines.
 _ u _ _ _ _ u _ _ _ _ u _ _ _ _ oo _ _ _ _ u _ _ _ _ u _ _ _
 _ _ oo _ _ _ _ u _ _ _ _ _ _ _ _ _ _ _ _ _ oo _ _ oo _ _ _
 _ _ _ _ _ oo _ _ _ _ oul _ _ _ _ _ _ _ _ oo _ _ _ _ _ _ oo _
- Rewrite** these contractions, inserting the apostrophes.
 wouldnt _____ shouldve _____ couldnt _____
 wheres _____ therell _____ youre _____
- Write** the words that formed these contractions.
Rewrite the sentence changing the contractions back to pairs of words.
 I'd _ _ _ I'd _ _ _ who's _ _ _ who's _ _ _
 would've _ _ _ shouldn't _ _ _
 I'd have gone swimming but I'd been sick and it could've made me sick again.

- Write** the homographs represented by the sound boxes.
Rewrite the words in the sentences, with their numbers to show where the different pronunciations fit.

_____ (1)

_____ (2)

The leader _____ () his little finger as a signal for his team to follow him along the footpath.
 At first the track was fairly straight. It became quite _____ () as it wound in amongst the trees.



MATHAROO Worksheet LP – 25 21

Student Name: _____

Grade: _____ Date: _____

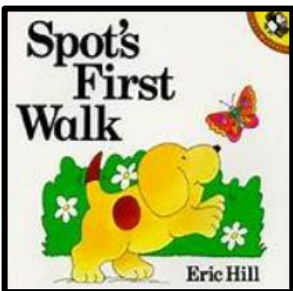


1. One group of Aussie Olympians had to go into quarantine for 2 lots of 14 days. How many days is that altogether?



2. The Paralympics will begin in 2 weeks' time. How many days are there in 2 weeks?

3. Zac was walking around a Court with 13 houses in it. Every 3rd house had daffodils in its garden. If there were daffodils at Number 1, how many gardens with daffodils did Zac see?



4. The book "SPOT'S FIRST WALK" is selling at the moment for \$7 per copy. How much change is given from a \$20 note if one book is bought?

5. On his way to school, Henry has been swooped 3 times each day by an angry magpie. How many times was he swooped in 4 days?



6. A new range of 6 female scientist Barbie dolls are now on sale. If each of those Barbies costs \$54.34 (yes, that's their price!), how many of these Barbies could Ruby buy if she has saved \$45?

7. The world's smallest monkeys weigh between 90 and 110 grams each. How many of these monkeys would altogether weigh about 1 kilogram?

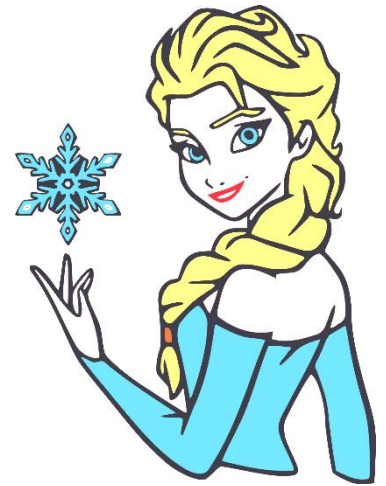




MATHAROO Worksheet MP – 25 21

Student Name: _____

Grade: _____ Date: _____



1. A dress-up costume of Elsa, from "FROZEN", is selling this week for \$18.99. Mary's mum bought 3 of these costumes; one for Mary, and the others for her friends. How much did she spend altogether?



2. The top 4 gold-medal winning countries at the Tokyo Olympics were USA (39 Gold), China (38), Japan (27) and Great Britain (22). How many gold medals did those 4 countries collect in total?

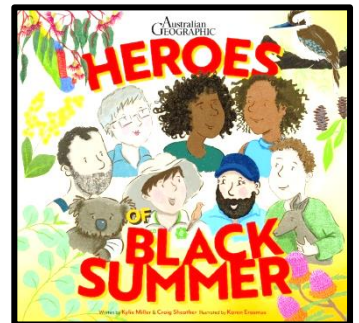


3. To raise funds for a "Special Olympics" event, one group launched 70,000 rubber ducks at one end of a river. Only half of the ducks made it to the other end. How many rubber ducks were lost along the way?



4. Last Tuesday night, everyone in Australia had to be counted as part of the Census. Johan's family started filling in their form at 7:43 pm. If it took them 69 minutes to complete the form online, at what time did they finish?

5. A lovely book called "HEROES OF BLACK SUMMER" reminds us of people who helped others (including animals) during the 2019–20 bushfires. The book costs \$20 in bookshops. If one bookshop sells 7 copies, how much do they collect from those sales?



6. The price of avocados has dropped again. Last week they cost \$1.50 each. This week, it's just 79 cents each. Josh bought a dozen of these cheaper avocados. How much change did he get from a \$10 note?

7. One newspaper is running a competition with a \$20,000 prize. How many \$5 notes would be needed to make up the \$20,000 prize?



8. Children's movie of the week last week, "JUNGLE CRUISE", runs for 123 minutes. How many hours and minutes is that?

9. Open-ended Question: A forgetful person has finally returned a library book, between 5 and 6 years late. How many MONTHS late MAY that be? Give 3 possible answers.



Student Name: _____

Grade: _____ Date: _____

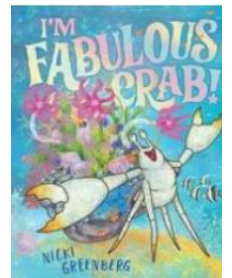


1. An AFL footy match in Perth last week had to be put "on pause" for 25 minutes, while a dangerous storm, with lightning, passed over the ground. What **FRACTION** of one hour is 25 minutes, in simplest terms?



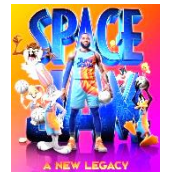
2. Max's family took $\frac{3}{4}$ of an hour to complete their Census Form online last Tuesday night. But Megan's family took 2 hours and 7 minutes to complete theirs, because their internet connection broke down before they finished their form. How much longer did Megan's family take than Max's family?

3. An unbelievable book recently released is called "I'M FABULOUS CRAB!". In it Henry, a Hermit crab, has the courage to be a bit different from his mates. The book has 32 pages. If Isaac has read $\frac{3}{8}$ of the book, how many pages does he still have to read?



4. In his new TV show "THE HUNDRED", Andy Lee asked the "panel" of 100 people, if they had been vaccinated already. 78 of the people answered "YES!" What **FRACTION** of the 100 panellists is that, in simplest terms?

5. The movie "SPACE JAM: A NEW LEGACY" scored just $1\frac{1}{2}$ stars out of a possible 5 stars. What **PERCENTAGE** of a possible 5 stars is that?



6. A successful TV news program was getting 1.05 million viewers per weeknight 5 years ago. It's popularity has now fallen, with latest figures of 489,300 viewers on a typical night. How many viewers has that show **LOST** per night, based on those figures?

7. Origin Energy is running a "LITTLE BIG IDEA" competition: children can earn \$10,000 for a great idea. Last year's winner was Year 4 student Grace Howard, who suggested a "kick me" ground level pedestrian light button. If Grace has now spent 35% of her prize, how much of her prize money does she have left?



8. **Open-ended Question:** Stevo, the Surfie was lucky enough to catch a big wave. He rode that wave for 27 seconds in total. How many metres forward **MAY** that wave have taken him? Give 3 possible answers.



MATHAROO Worksheet EXT – 25 21

Student Name: _____

Grade: _____ Date: _____

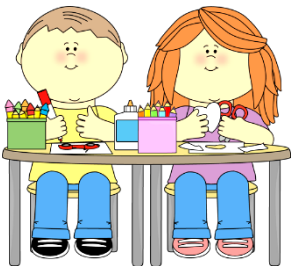


1. On "THE VOICE" TV program, for one show, all of the 4 chairs had turned around after just 20% of the allowed $1\frac{1}{2}$ minutes of performance. How many **SECONDS** of performance were left **AFTER** all the chairs turned?



2. Nick's dad lost his car key for his late model Hyundai i30. The dealer quoted \$672 to replace the key, but Nick's dad rang around and found an automotive locksmith who would do it for a third of that price. How much did he **SAVE** by ringing around?

3. Petrol prices have been increasing recently. Last week, the **AVERAGE** price in 4 particular States of Australia was \$1.57 per litre. In Melbourne the cost was \$1.55 per litre; in Sydney \$1.45; in Brisbane \$1.63. Calculate the price per litre in Adelaide (the 4th city) last week.



4. Recent research has shown that children sitting next to each other tend to make friends quite quickly. In a group of 6 students, sitting in desks of 2 students side by side, how many **DIFFERENT** pairs of 2 students could there be? (Ignore which side of a 2-person desk they are on.)

5. In one footy tipping competition, there have been 22 rounds, with 9 footy matches in each. The leading tipster in the competition at the moment has tipped 125 winners. What is his **SUCCESS RATE** in his tipping, written as a **FRACTION**?



6. Channel 7's TV show "THE VOICE" had 1.3 million viewers for its Premiere of the new season. If 45% of those viewers were children and teenagers, how many **ADULTS** were viewing the premiere?

7. Disney has released some toys "Resoftables Plush" toys. Each toy is made from 13 recyclable plastic bottles. They cost \$28.98 each. If a toy shop stocks up with $2\frac{1}{2}$ dozen of these toys, how many recyclable bottles will have been used in that stock of "Resoftables"?



8. **OPEN-ENDED QUESTION:** A 110 year old factory is being converted into a vintage 10-pin bowling alley in the suburbs. It is rectangular in shape, with an area of 2,150 square metres. What **MAY** be the length and width of that bowling alley building? Give 3 possible answers.

Australian Aboriginal astronomy facts for kids

[Kids Encyclopedia Facts](#)



Many Aboriginal groups interpret the Great Rift in the [Milky Way](#) as a [river](#) in the sky. Other groups identify it as the [Rainbow Serpent](#).

[Aboriginal Australians](#) were some of the first people in the world to develop ideas with [astronomy](#). It is possible that their [interpretation](#) of astronomy is the oldest still alive today. Studying astronomical subjects – such as the [Sun](#), [Moon](#), [stars](#) and [planets](#) – and the way they appeared to move was used as a way to find and explain the relationship between people, nature and the sky. The ideas that came from this contributed to their basic [perception](#) of the universe (their [cosmology](#)), and still form an important part of traditional culture and knowledge. Many [legends](#), [art forms](#), [music](#) and [ceremonies](#) originate from interpretations of astronomical [phenomena](#) and [objects](#) in the sky. Many Aboriginal groups give spiritual or mythological meanings to these things. Some groups used their knowledge of the movement of objects across the sky to develop practical tools like [calendars](#).

Sun and moon

In most Aboriginal cultures, the [Sun](#) is regarded as a woman, and the [Moon](#) is a man. Tradition in [Arnhem Land](#) says that each morning, the Sun wakes up and lights a fire at her camp in the east. She then gets up and carries a torch across the sky from east to west, creating daylight. The Yolngu call her Walu, and believe that at [sunrise](#) and [sunset](#) her [ochre body paint](#) is brushed onto the clouds. At night, she is said to travel under ground back to her camp in the east. Similar stories are used to explain the [phases of the Moon](#). For example, the Kuwema people say that at each full moon, he grows fat by eating the spirits of those who disobey tribal law. Some coastal peoples, such as the Yolngu, clearly saw the connection between the Moon and the [tides](#).

Constellations

In his study of the [central desert](#) peoples, anthropologist Charles P. Mountford wrote that most, if not all, of the stars seen in the [southern hemisphere](#) had Aboriginal myths associated with them. Most groups distinguish red, white, blue and yellow stars. Stars are often grouped together in unique ways – some groups classify stars using social [kinship](#) systems. So many of the [constellations](#) known to Aboriginal groups are different to those known to Western astronomers.

The broad band of the [Milky Way](#) that runs across the sky at night is commonly interpreted by Aboriginal groups as a legendary [river](#). Several groups in the central desert believe the river divides two tribes of [ancestor](#) spirits who live on either side. To some groups, the stars along the river represent fish; other groups, such as the Yolngu, believe the stars are the campfires of their ancestors. Other groups identify the Milky Way as the [Rainbow Serpent](#), a major [creator](#) being.

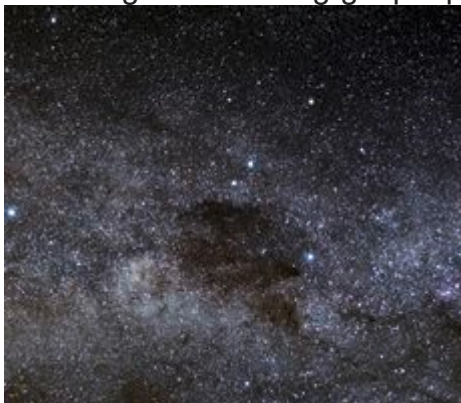
Emu



The "Emu in the sky" constellation. In Western astronomy terms, the [Southern Cross](#) is on the right, and [Scorpius](#) on the left; the head of the emu is the Coalsack.

The Emu is a constellation known to many Aboriginal groups in Australia. It is not a constellation in the usual sense, because it is defined by areas of dark shadow between the bands of the [Milky Way](#) (caused by dust and gas clouds in space), rather than by stars. The emu's head is the very dark Coalsack nebula, next to the [Southern Cross](#). The body and legs are other dark clouds trailing out along the Milky Way and across the [Scorpius](#) constellation.

This shape in the sky is said to have influenced the style of the emus drawn on [rock art](#). Where it appeared in the sky during the course of the year indicated when ceremonies should be held. Just north of [Sydney](#) is a well-known set of rock engravings, one of which is an emu in the same pose and orientation as the emu in the sky. In autumn, the emu in the sky will stand directly over her portrait on the rock, indicating to the Kuring-gai people that it is time to gather emu eggs.



The Southern Cross and the Coalsack.

At the head of the emu, the Southern Cross is easily spotted in the sky, and there are many different interpretations of this constellation across Australia.

Practical uses

Aboriginal Australians traditionally used the stars to [navigate](#) to where they wanted to go. This is still the case in the remote [outback](#), where there might not be any other signs or [landmarks](#). They also use the Sun, the Moon and the stars to tell the [time](#). Aboriginal calendars are usually more complex than those from Western culture. Many groups in northern Australia use a calendar with six seasons, and know what season it is by what stars can be seen during that period. In 1857, an Englishman named William Edward Stanbridge published the first written account of Aboriginal astronomy. He wrote about the Boorong people of northern Victoria, and how they used astronomy to better understand [seasons](#). They thought of the constellation Lyra as a [malleefowl](#) (which they called *Neilloan*). It disappears from the [southern sky](#) in October, and this event told the Boorong that the bird's egg-laying season had begun.

Other groups know that when Orion first appears in the sky, [dingo](#) puppies are about to be born. When [Scorpius](#) appears, the Yolngu know that the [Macassan](#) fisherman would soon arrive to fish for [sea cucumber](#) and bring goods to [trade](#). For the [Pitjantjatjara](#), the rising of the Pleiades at dawn (in May) marks the start of the cool season, when some animals in the desert go into [hibernation](#).

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TUESDAY

9 Unjumble the plural forms of words from List Word families.

dgsinpdu _____ abeeefrt _____ elovsw _____ lbelisu _____
 cihnossu _____ yuspille _____ emnow _____ bdelorsuzl _____

10 Read the dictionary entry for the word *butcher*. **Answer** the questions.

➤ Go to Activity 10 page 25.

1. What are the guide words for the page? _____, _____
2. What is the headword? _____
3. The letters in the brackets beside the headword tell you how to _____ the headword.
4. What letters has this dictionary used to represent **ch tch** _____ and **er ar or a e i o u** _____?
5. How many meanings are given for the headword as a noun _____, as a verb, _____?
6. What words can be built from the headword?

bush	butter
butcher (say buch-uh) noun	
1. someone who prepares and sells meat 2. someone who kills animals for food	
butcher verb	
3. to kill animals for food 4. to make a mess of something: <i>to butcher a job</i>	
Word building: <i>butchery</i> (noun) <i>butchered, butchering</i> (verbs)	
Word History: from French <i>boc</i> meaning <i>buck</i>	

7. From which language did this word originate? _____
8. Read the following sentences. Write a number from 1 to 4 to show which of the above meanings the sentences use for the word **butcher**.
 - When Mum asked me to ice the cake I tried not to butcher the job. _____
 - Dad works at the meat works where his job is to butcher animals for food. _____
 - Our butcher is a very friendly man who sells us very good quality meat. _____
 - My uncle works as a butcher at the meat works where he kills animals for food. _____

Challenge

Combine one word from each list, to make compound words. **Write** them in the Word Puzzle to find the vertically hidden compound word.

- | | |
|-----------|---------|
| 1. under | wool |
| 2. wolf | wood |
| 3. bull | cushion |
| 4. police | stood |
| 5. drift | dozer |
| 6. pin | hound |
| 7. lambs | frog |
| 8. wood | woman |
| 9. bull | wind |

Hidden Word



9 Colour code one word part from each column to form spoonerisms. Write the original words on the lines. Some are compound words.

Go to Helpful Hints **29** and **31**.

dull	boarer	_____	fare	knood	_____	budding	pike	_____
tull	banger	_____	fussy	poot	_____	cin	powl	_____
rush	bozer	_____	hight	hink	_____	bush	backer	_____
rull	fime	_____	wood	boot	_____	whush	pushion	_____

10 Write the List Words that could appear between the following pairs of guide words on the pages of a dictionary.

★ Guide words are the words at the top of the pages in a dictionary, to guide you to the word you are seeking.

amber	pug	full	cube	wool	babble
_____	_____	_____	_____	_____	_____
amenity	pulse	function	cuff	word	baby

11 Write List Words to complete these sentences. Use a dictionary to help with meanings.

The _____ misunderstood where he was to deliver the crate of gold _____.

The _____s danced _____ly around the campfire after finding gold.

The bushrangers hid among the _____es by the billabong before they _____ the coaches carrying the gold bullion from the gold fields.

A man showed us how to use a _____ to launch a spear and how to throw a boomerang.

My Russian aunt sent me a _____ to wear on my head as part of my fancy dress costume.

A _____ was printed and handed out to alert people about the approaching bushfire.

The success we achieved in completing the rookery for the cuckoos was very _____.

In the past, the _____ was used as a measurement for large quantities of goods such as grain.

Challenge

Colour all the List Words in the Word Search to find the hidden title of a book. Letters forming words can be joined in any direction except diagonally. No letter is shared by words. One word is done as an example.

★ Link the words lightly with a lead pencil until all words are found.



m	T	p	b	u	h	s	h	e	l	b	u	l	i	f	u	l	f	n	g	
i	h	u	s	l	b	u	r	o	o	k	l	l	k	e	l	e	i	i	n	
s	o	l	y	l	k	e	d	l	y	e	e	i	o	n	i	b	l	l	o	
u	o	l	e	o	C	w	h	o	r	c	d	o	o	h	u	s	h	i		
n	d	w	r	c	o	b	h	s	o	y	o	f	u	l	f	l	u	c	k	
d	o	i	n	k	r	u	l	u	b	o	u	e	m	l	i	l	c	a	e	
e	a	k	k	y	c	o	r	n	u	l	r	n	t	n	e	i	n	h	r	
r	m	b	u	c	e	o	u	f	u	l	i	e	r	t	d	b	i	w	h	
t	s	b	d	l	u	c	k	s	h	l	e	t	i	w	o	a	a	p	a	s
o	S	u	e	l	n	f	u	l	s	f	i	l	n	a	o	r	b	k	k	u
o	d	s	h	y	i	n	g	e	o	m	e	l	e	d	m	e	u	s	h	b

Hidden Book Title _____



Fractured Fairytales

Cinderella

Everyone knows the story of Cinderella...

But today we are
going to change
the story!





Modern Cinderella

Watch the video of the original story if you need help remembering

<https://www.youtube.com/watch?v=BXDsucz23OA>



Today you are going to write a story where it is cinderella, but set to the modern world.

In the original story Cinderella went to a ball and lost her shoe.

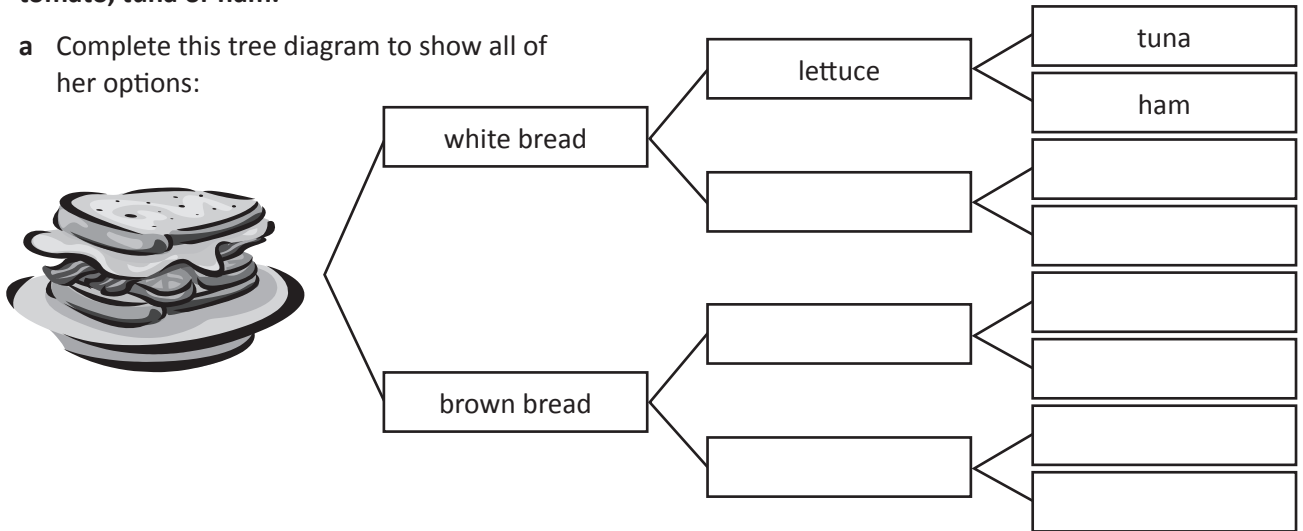
Today you are going to write a story where cinderella goes to a birthday party and loses her phone.

Chance and probability – chance experiments

Before we conduct a chance experiment, we need to work out what all the possible outcomes are. This helps us to look at how likely a particular outcome is and if the results are surprising or not. To do this, we can use a tree diagram. We count the boxes at the end of the diagram to find the total number of options.

1 Lisa is ordering her lunch from the canteen. She has a choice of white bread or brown bread, lettuce or tomato, tuna or ham.

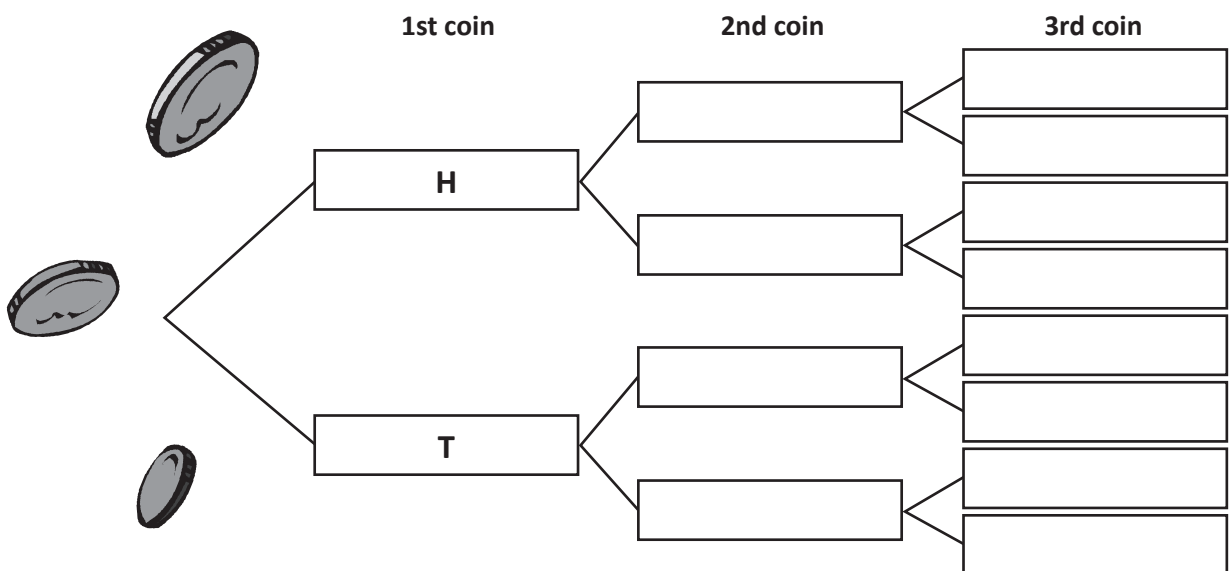
a Complete this tree diagram to show all of her options:



b How many different sandwich combinations does Lisa have to choose from? _____

2 3 coins are tossed together.

a Fill in this tree diagram to work out all the combinations that are possible when 3 coins are tossed.



b Follow the tree branches to find out the possibility of throwing:

3 heads

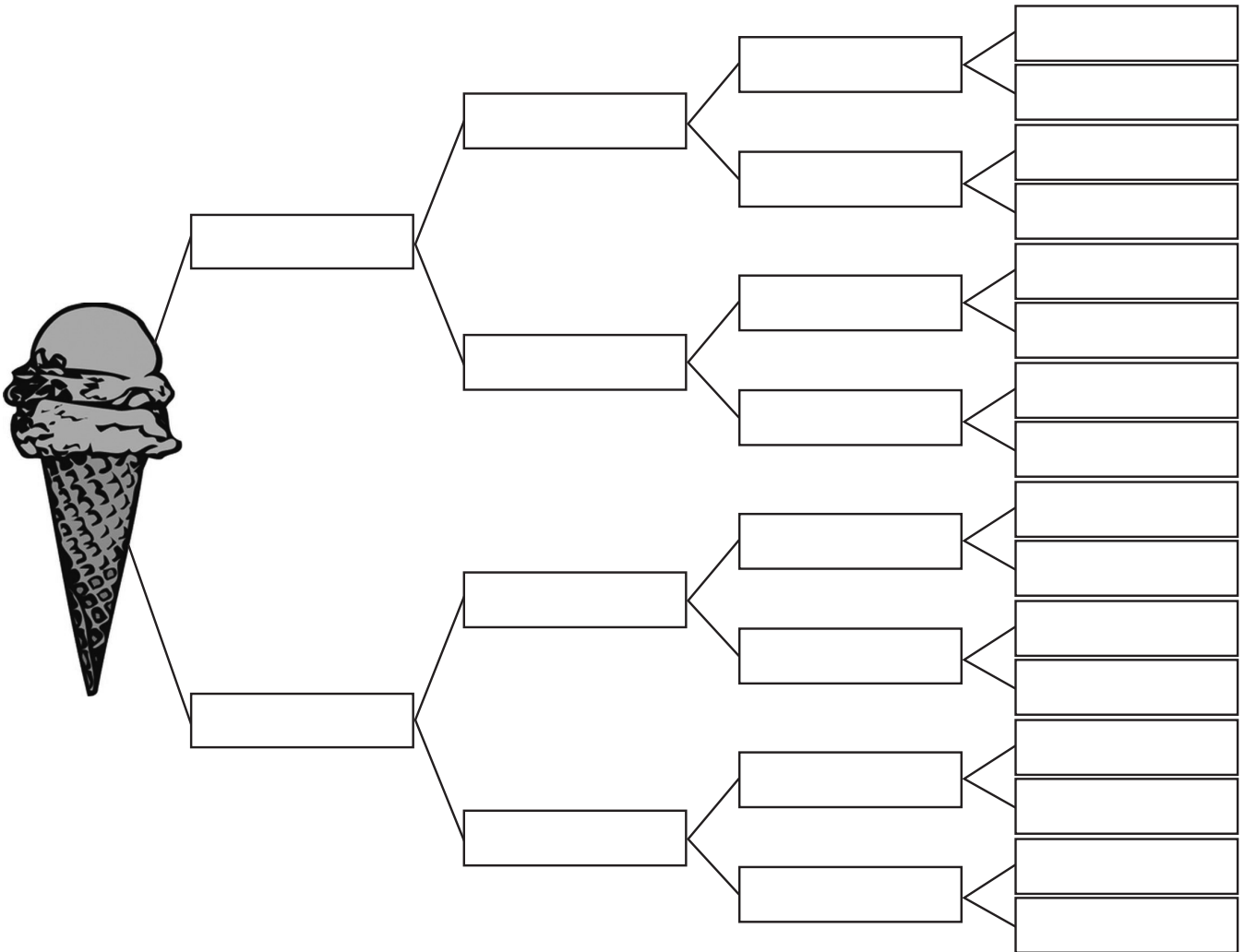
3 tails

2 heads, 1 tail

1 head, 2 tails

Chance and probability – tree diagrams

- 2 You have an after school job at the local ice-cream shop. Your boss has asked you to run a special on the strawberry and banana ice-cream flavours as she mistakenly ordered far too much of each. You decide to offer a double scoop special – customers can choose 2 scoops and a topping for the price of a single scoop cone. As all ice-cream connoisseurs know, it matters which flavour goes on top so customers may choose a strawberry-banana combo, a banana-strawberry combo or 2 scoops of the same flavour. Work out the different combinations customers could order if they could choose from 2 cone types, the 2 flavours and 2 different toppings. Decide which cones and toppings you will offer.



- 3 Think about this:
- How many different combinations are there in total?
 - If a customer hates banana ice-cream flavour, how many options do they have?
 - What would be your pick?

MAXIMUM HIIT

DAREBEE **HIIT** WORKOUT © darebee.com

LEVEL I 3 sets LEVEL II 5 sets LEVEL III 7 sets REST up to 2 minutes



20sec high knees



20sec jumping jacks



20sec high knees



20sec plank hold



20sec high knees

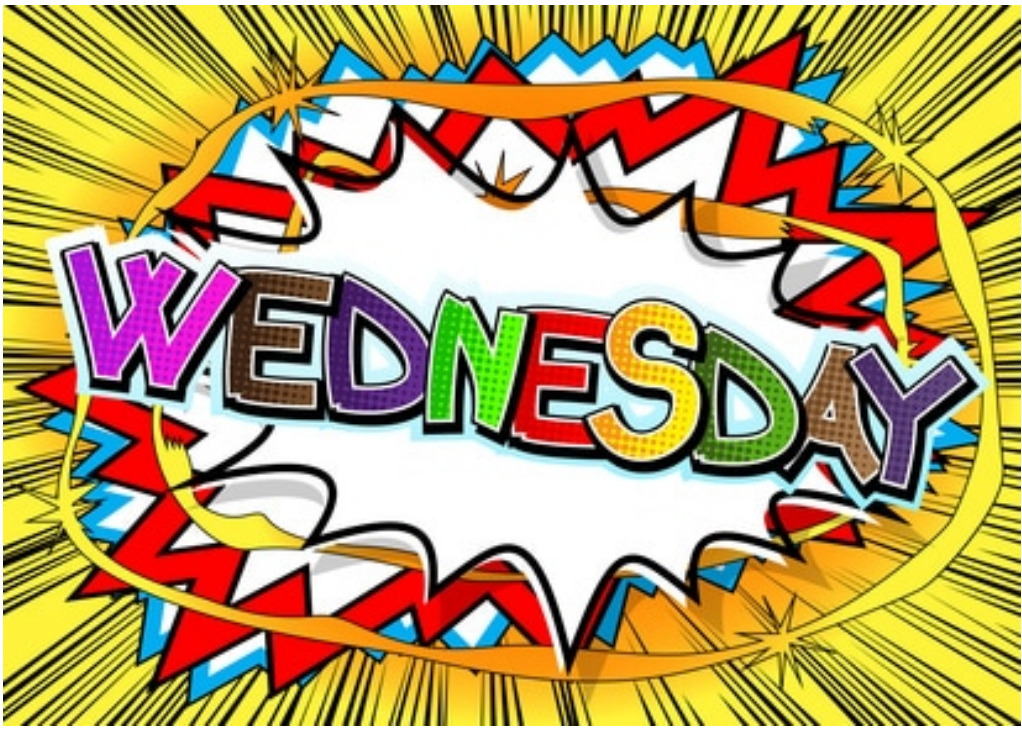


20sec plank hold



60sec high knees

Grab a timer and complete the above workout. Do each exercise for the time listed underneath it and see how many sets you can complete! Can anyone get through Level III, 7 sets?



History - Lachlan Macquarie Fact File & Quiz



Major-General Lachlan Macquarie CB (31 January 1762 – 1 July 1824) was a British military officer and the fifth Governor of New South Wales from 1810 to 1821. He had a leading role in the social, economic and architectural development of Australia. Historians say he changed New South Wales from a penal colony to a free settlement. This was very important in making the future of Australian society.

Early life

Macquarie was born on the island of Ulva, in the Inner Hebrides, Scotland. His father had a small farm at Oskamull on Mull. Macquarie's brother Donald, died as a prisoner of war during the American Revolution. Macquarie joined the army, the Royal Highland Emigrants. He was sent to Nova Scotia in 1776, and later served at New York and Charleston in the American War of Independence. In 1781 he became a Lieutenant and went to Jamaica for three years. He went back to Scotland, for a few years on half pay. He then joined the 77th Regiment and went to India.

India

Macquarie was able to advance in rank a number of times which helped him pay off his debts. In 1793 he married Jane Jarvis. She was the daughter of the former Chief Justice of Antigua, who was living in Bombay. In 1795 Macquarie fought the Dutch on Ceylon. In 1796 he became the Governor of Ceylon. He had to go back to his wife who was ill. She died from tuberculosis at Macao, in China, on 15 July 1796. He brought her body back to India and she was buried in Bombay on 16 January 1797. He stayed in the army and fought at the Battle of Seringapatam. In 1800 he became the military secretary to the Governor of Bombay. In 1801, Macquarie went to Egypt to fight the French. Later, after the French were defeated, he became deputy adjutant general, in charge of the remaining British forces. He went back to Bombay in 1802. He then went to Scotland to sort out his business affairs.

Macquarie had become quite rich during his time in India, and was able to buy 10,000 acres on Mull. During his stay in England he was made the assistant adjutant general of London when war started again with the French. In 1804, he met Elizabeth Campbell who would later become his second wife. He served in Bombay again for several years, before going back to Britain in 1807 to join the 73rd Regiment. He married Elizabeth in Devon, before going to Perth. The 73rd Regiment was going to be posted to Australia to replace the New South Wales Corps, and Macquarie was told he would be the new Governor of New South Wales. He was to take over from William Bligh who had been removed from power during the Rum Rebellion. He arrived in December 1809, and took up his new job as governor on 1 January 1810.

Governor

He was ordered to arrest John Macarthur and George Johnston who were the leaders of the Rum Rebellion but they had already sailed to England before he got to Australia. There was a large increase in the number of convicts sent to Australia while Macquarie was governor. He used the extra convicts to build roads, buildings, and towns. He gave tickets of leave to well behaved convicts. This caused him problems with the free settlers, people who had not been convicts. They thought they should have special rights, and that the convicts, known by Macquarie as 'emancipists' should not be seen as their equals. They made many complaints about Macquarie's government back to their friends in England.

Clashes between the settlers and Aboriginal people increased. Macquarie believed that the best way to treat Aboriginal people was to civilise them. That meant replacing their

traditional way of life with European ways. He set up a school for children but most left or went back to their families after a short time. He tried to make a small town to teach Aboriginal people how to farm and build houses. He made laws to place Aboriginal people under British control. Lachlan Macquarie was instrumental in the design of the city of Sydney in his time as Governor.

Macquarie resigned at the end of 1821 because of poor health and the difficulty of the job. He served longer than any other governor. When he left 265 major works had been completed, including new army barracks, three convict barracks, roads to Parramatta, a road across the Blue Mountains, stables, a hospital and five towns along the Hawkesbury River, which were out of reach of floodwaters.

Return to Britain

In 1822 and 1823 Macquarie took his family on a holiday to France, Italy and Switzerland. In 1824 he went back to live in his house on Mull. In April 1824 he died in London from a bladder and kidney infection. His body was sent back to his home for burial. His grave is now looked after by the National Trust of Australia.

Quiz:

1. In which country of Great Britain was Lachlan Macquarie born in 1762?

- A. England
- B. Scotland
- C. Ireland
- D. Wales

2. In which military campaign did Lachlan Macquarie serve?

- A. American War of Independence
- B. Indian Mutiny
- C. Crimean War
- D. War of Quebec

3. Lachlan Macquarie was appointed Governor of New South Wales in 1809. He was the first governor from which branch of the services?

- A. Navy
- B. Marines
- C. Coldstream Guards
- D. Army

4. Which Australian city did Macquarie radically redesign?

- A. Melbourne
- B. Sydney
- C. Hobart
- D. Brisbane

5. What name was given to ex-convicts Lachlan Macquarie encouraged to return to free society.

- A. free men
- B. new citizens
- C. reborns
- D. emancipists

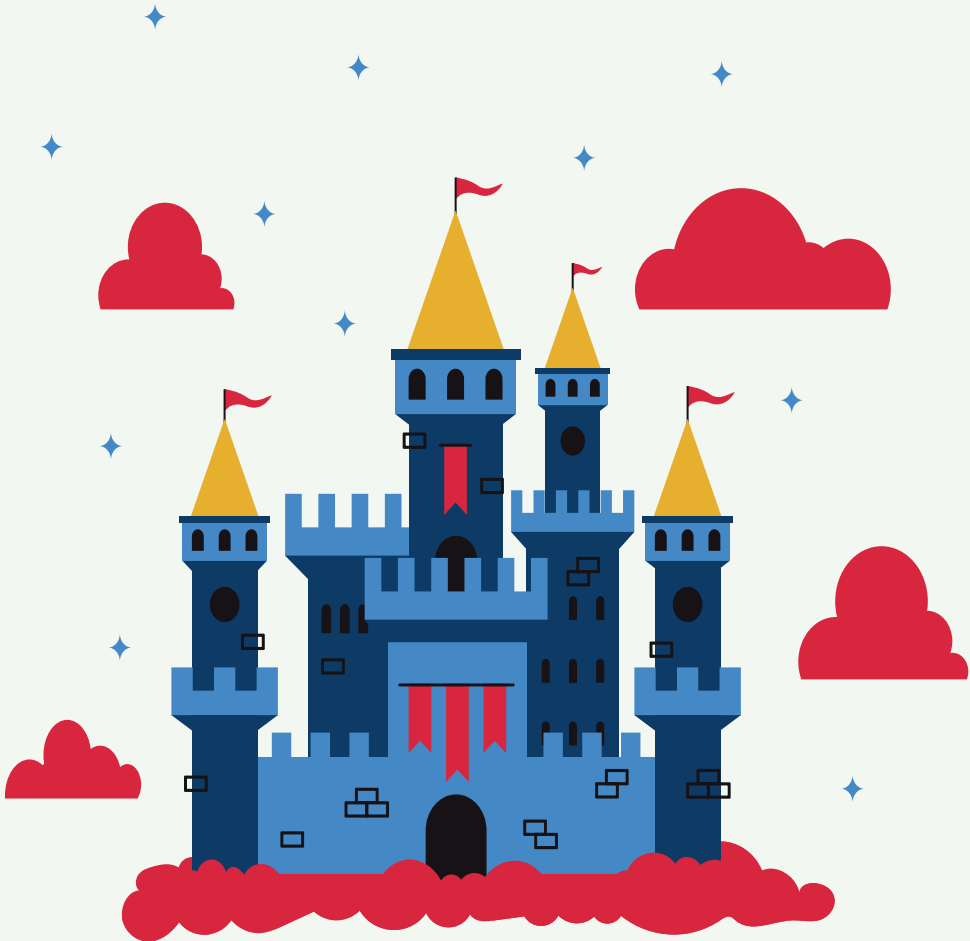
7. Lachlan Macquarie resigned from his post as Governor for what reason?

A. He wasn't paid enough

B. He lost an election

C. His poor health and the difficulty of the position

D. He was bored



Redesign a Book Cover

To celebrate book week this week, your task is to redesign a book cover. The book cover you redesign is up to you. It could be your favourite book or a book that you think their cover could be redesigned.

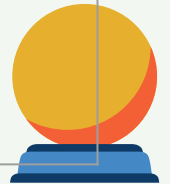
Use the board on the next page to pick **ONE** way you want to redesign your book cover.

Book cover choice board



Use the choice board below and pick **ONE** way you want to redesign your book cover. Attach a picture of your design to today's work or insert a picture in the next slide.

Use pencils, textas or crayons to make it	Use Microsoft word or Google docs	Use craft items to make it (eg colored paper, glue, paddle pop sticks, glitter)
Use play dough or Lego and take a photo	Use Canva https://www.canva.com/	Use nature to make it (nature art)
Make it in comic form https://www.storyboardthat.com/storyboard-creator	Make a book trailer using iMovie (or similar)	Paint it!



Dice Roll

The table below has the numbers from 2 to 12. You will need 2 dice for this activity. If you do not have dice at home, use the link

<https://toytheater.com/dice/>

Roll the dice and add together the two numbers shown.

Colour one box in the row of the number rolled.

Now roll the dice again and repeat this, each time colouring the box on that "row" one box to the right.

2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

1. Which counter reaches the purple box first?
2. Is this what you would expect?

3. Play 2 more times (tables are inserted below) and make a note of which counter reaches the end of its row first.

2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

4. Can you explain why you get these results?

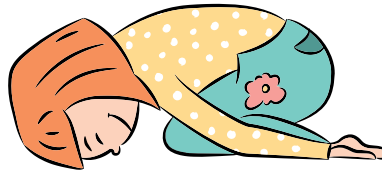
Yoga for Energy or Calm

1. Circle **(in green)** the poses that help someone to feel calm.
2. Circle **(in orange)** the poses that are energizing.
3. Sequence the poses by putting a number next to each one that you would like to offer someone else. (Choose at least five poses.)
4. Guide your partner in each of the poses, showing them how to do it. Remember to ask your partner to breath as they hold the pose, and to have fun with this!

Boat Pose



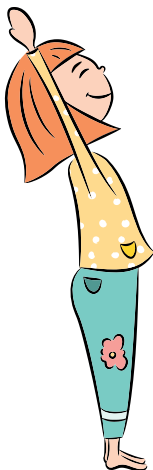
Child's Pose



Warrior II Pose



Mountain Pose



Warrior 1 Pose



Corpse Pose (Savasana)



Yoga for Energy or Calm

Camel Pose



Tree Pose



Chair Pose



Cat Pose



After moving through your partner's yoga sequence, how do you feel? What do you notice? Write your observations below.

THURSDAY

THE BOY WHO *HARNESSED THE WIND *to bring something under your control & use it

William Kamkwamba was a young teen growing up in a tiny village in Malawi, Africa. As a result of a severe famine (food shortage), his family could not afford his school fees and he had to drop out (stop going to school). Fortunately, he discovered the library & through his reading & own inventiveness (having creative, clever ideas), came up with an idea that changed the lives of people around him. This is an excerpt (a short section from a text) taken from his book 'The Boy Who Harnessed the Wind'.

*** Read the following text, then answer the comprehension questions.**

Day and night, all I could think about was school. I missed it terribly.

Then I remembered that a small library had opened the previous year in Wimbe Primary. It was started by a group called the Malawi Teacher Training Authority, and all the books were donated by the American government. Perhaps reading would keep my brain from getting mushy.

The library was housed in a small room by the main office. I entered and was greeted by a nice lady who smiled and said, "Come to borrow some books?" This was Ms Edith Sikelo, who taught English and social studies at Wimbe and acted as the school librarian. I nodded, and then asked, "How do I do it?" It was my first time ever seeing such a thing.

Ms Sikelo pulled back a curtain to reveal three giant shelves that nearly reached the ceiling, each filled with books. The air smelled sweet and musty, an aroma I'd find comforting from that day forward. She explained the rules of borrowing books, then showed me the many titles available. I expected to find primary readers and other boring textbooks. But to my surprise, these books came from all over the world, places like America and England, Zimbabwe and Zambia. I saw books on English, history, and science, even novels for leisurely reading.

I spent hours that morning sitting on the floor, flipping through pages and marveling at the pictures. For the first time in my life, I experienced what it felt like to escape without going anywhere.

COMPREHENSION “The Boy Who Harnessed the Wind”

1. True or False?

- a) The library had been there for years & years. _____
- b) William had not expected to find books from all over the world. _____
- c) The books had been donated by American, English & Zambian governments. _____
- d) William continued to love the smell of books after that first day in the library.

2. *Where was the library housed? (pronounced ‘houzed; meaning ‘stored/kept’*

- A. It was housed next door to Wimbe Primary.
- B. It was housed in the main office.
- C. It was housed near the main office.

3. *What was Ms Sikelo’s other role?*

- A. She was the head of the Malawi Teacher Training Group.
- B. She taught English & Social Studies at the school.
- C. She collected books from all over the world.

4. *Why did William find the sweet & musty smell of books “comforting from that day forward”?*

- A. The smell reminded him of that wonderful day when he discovered the books.
- B. He had an excellent sense of smell.
- C. The books from other countries had a funny smell.

5. *Which of these book week mottoes best match William’s experience on that day?*

- A. Books Make Life Better
- B. Books Can Take You Places
- C. Feed Yourself On Books

EXTENSION

6. Which of the book subjects that he found surprised him the most?

What one word did he use to suggest this? _____

7. What did William mean by saying: “Perhaps reading would keep my brain from going mushy”?

COMPREHENSION-ANSWERS “The Boy Who Harnessed the Wind”

- 1.a)The library had been there for years & years. **False**
- b)William had not expected to find books from all over the world. **True**
- c)The books had been donated by American, English & Zambian governments. **False** only by the American govt
- d)William continued to love the smell of books after that first day in the library. **True**

1. *Where was the library housed?*

A.It was housed next door to Wimbe Primary.

2. *What was Ms Sikelo’s other role?*

B.She taught English & Social Studies at the school.

3. *Why did William find the sweet & musty smell of books “comforting from that day forward”?*

A.The smell reminded him of that wonderful day when he discovered the books.

4. *Which of these book week mottoes best match William’s experience on that day?*

B. Books Can Take You Places

EXTENSION

6.Which of the book subjects that he found surprised him the most?

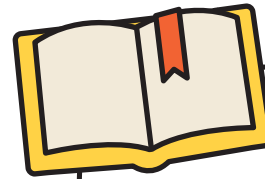
Novels for leisurely reading

What one word did he use to suggest this? **EVEN** novels for leisurely reading as if this was the biggest surprise.

7.What did William mean by saying: “Perhaps reading would keep my brain from going mushy”?

Accept any answers that give the impression that he was concerned, now that he couldn’t attend school, that he wouldn’t be able to challenge himself & keep his brain active & alert & the lack of mental activity would make his brain ‘mushy’ (much like a flabby muscle that has no exercise).

BOOK REVIEW



TITLE: _____
AUTHOR: _____
GENRE: _____
TIME ERA: _____
LOCATION: _____
MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite:

Book summary:

Favourite part:

Name _____

Date _____

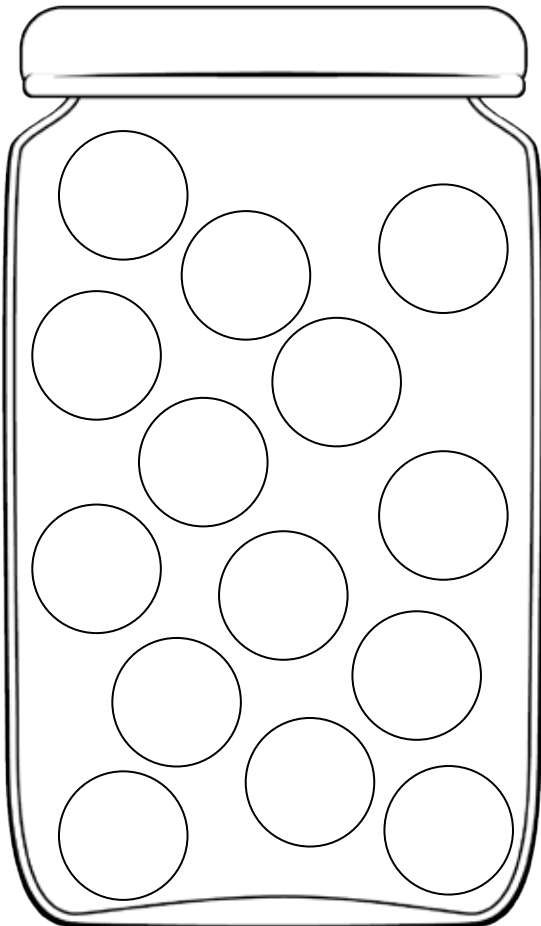
Chance (A)

① Use a word from the box to describe the chance of each event occurring.

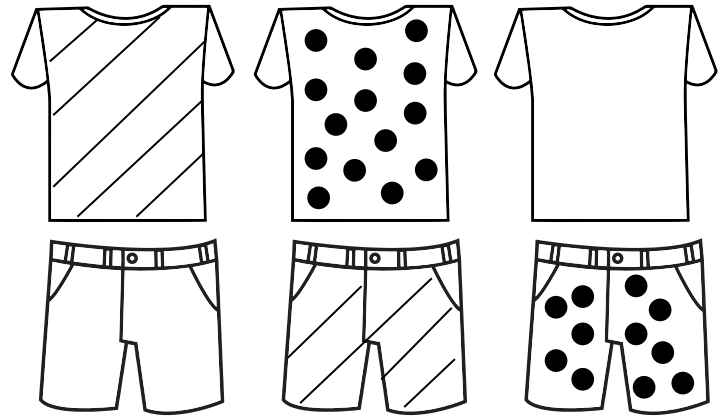
possibly, probably, likely, unlikely, maybe, might, never, always, even chance, certain

	Event	Chance
a)	I'll have a birthday next year.	
b)	My class will go to the cinema today.	
c)	I won't come to school tomorrow.	
d)	I will have homework tonight.	
e)	It will rain today.	
f)	I will go to my friend's house after school.	
g)	The principal will give each class a puppy.	

② Colour the marbles in the jar so that blue is the most likely and red is the least likely to occur.



③ List five possible combinations of t-shirts and shorts.



1. _____
2. _____
3. _____
4. _____
5. _____

Name _____

Date _____

Chance (B)

① Write whether these statements are **true** or **false**.

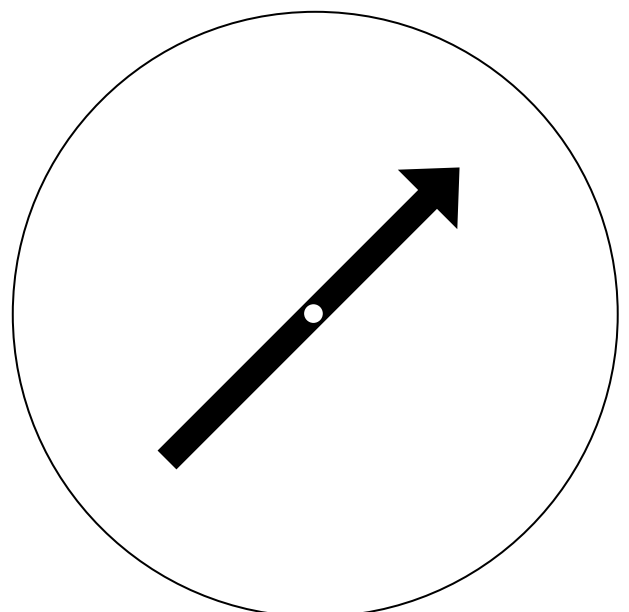
- a) Mrs Jones has a son. She is about to have another baby. She already has a boy, so the next baby will be a girl.
- b) Tom and Charlie were going to toss a coin to see who would go first in a game. The last coin tossed was heads, so the next coin tossed will be tails.
- c) Karen bought an apple from the fruit shop. When she bit into her apple it was rotten. Her apple was rotten, so every apple at the fruit shop will be rotten.
- d) It was raining when school finished. Josie will need to wear her raincoat on her walk home if she doesn't want to get wet.

② Choose a word from the box to complete each sentence below.

green, tails, off, dry

- a) If a coin lands on heads, it cannot be _____ .
- b) If a light is switched on, it cannot be _____ .
- c) If it is raining, it cannot be _____ .
- d) If a traffic light is on red, it cannot be _____ .

③ Design a spinner where blue is most likely to occur and red and yellow have an equal chance of occurring.



2021 Book Week MASK ART

This year's book week theme is
"New Worlds, Old Worlds and Other Worlds"

As we cannot be together to celebrate Book Week next week, we are going to take part in a whole school art activity.

Your task is to create a mask that represents the theme of book week.

This mask may be centred around a character from a book or an object that aligns with the theme.

You can use the template provided or create your own mask shape, but your mask should cover your face. You could use paper, cardboard, papier Mache, foil, found objects, markers... anything really!

Some examples:

New World

Technology, Robots, Ai.

Old World

Stone Age, Cave Men, Dinosaurs, Archaeology, Explorers

Other Worlds

Aliens, Under the Sea, Space







Let's Cook Up In Lockdown

Our community has been in lockdown for over 8 weeks now and we still have more to go. Stage 3 are going to create something to share with our community. A cookbook full of yummy dishes and treats to make at home during this tricky time. Our aim is to publish this book for easy download, to give something to our community and to spark a little joy to everyone stuck at home!

For this project you will be required to choose one of your favourite things to cook. You will be filming an episode of a cooking show, showing you cooking your chosen dish. You will then neatly publish the recipe, including ingredients list, method (steps/instructions), equipment and photos of the finished food.

To finish, you will suggest a name for our cookbook, and you will create a persuasive book cover to promote it to the community. One design will be chosen as the actual cover for the cookbook. Your recipe will be collated with the others in stage 3. It will be published into a PDF file and made available for the NHPS community to download.

Task 1	Preparation 1: Discuss and decide on your dish! In this task you will be discussing with your family what you would like to cook and organising the recipe.
Task 2	Preparation 2: Listing/ organising the ingredients with measurements and organising the equipment you will need.
Task 3	Film your cooking segment: Dress up like a chef, gather your ingredients and equipment and prepare to film your cooking segment. You will need a parent or much older sibling to help you film and cook.
Task 4	Photograph: Now is time to photograph the food for the cookbook.
Task 5	Publish the recipe: Neatly and clearly publish your recipe for the cookbook.
Task 6	Promote: What do you think we should name our free community cookbook? Design a persuasive poster to promote this new and amazing cookbook.

Task 1: Preparation Part 1

This is when you decide what food / dish you would like to cook for the project. You may choose to cook something that is traditional and reflects your family background or you may just choose to cook something that you love to eat. It could be a main meal, an entrée, a soup, salad, or desert. Just choose something delicious!

Discuss what you will cook with your parents as they will need to help you with ideas and organising the ingredients in this tricky time.

Task 2: Preparation Part 2

Make an accurate list of the ingredients and equipment you will need to complete today's cook. Your cooking assistant may need to help you with this so you don't miss anything!

Ingredients List (Include the quantity you need)	Equipment list (What equipment you will need to cook)

Task 3: Film your cooking segment!

For this task you will be filming your cooking segment as you cook your chosen food / dish.

It's time to dress like a chef in your cooking apron/outfit and grab your cooking assistant (mum, dad or a MUCH older sibling) to help you along the way.

Things to consider when filming.

- The device. A phone or iPad will do a good job. Laptops, cameras and video cameras can also be used.
- The scene of where you film should be easy for the audience to see you and what you are doing.
- The lighting – if it's too dark we won't be able to see you
- Clearly introduce yourself as the chef, your assistant and what you're cooking.
- Discuss the ingredients and equipment briefly.
- You don't need to film the entire thing from beginning to end and you can edit the length as you film. *For example, if you have ingredients you are stirring in a bowl you might explain that the ingredients need to be stirred together but you might pause the recording while you stir for 5 minutes. Then you can un-pause the camera once all ingredients are combined in the bowl. This stops people having to sit and just watch you stirring for too long. Another example is to explain how long something needs to cook and then pause the video for example, if something needs to be cooked in the oven while it cooks, pause, and restart the video when its done.*
- Make sure you show the food / dish when its finished and show it off.
- Entice the audience by explaining how good it smells and how delicious it is
- Don't forget to take great clear photos of your dish from lots of angles (see task 4).

Task 4: Photograph your food

Before you eat it all, it's time to photograph your dish/food.

All good cookbooks have clear and easy to read recipes. They also have well taken and clear, colourful photographs of the food (see inspiration pics on the last project page). This is to entice the reader to make the recipe. They say you also eat with your eyes, meaning if a food looked gross and disgusting in a cookbook photo, you probably won't want to try it, but if it looks delicious you will want it. Immediately!

Take a series of photographs of your food before you eat it all! You might consider the way the photos styled, presenting on a decorative plate or with flowers in the photograph. Keep these pictures as you will need them in Task 5

Task 5: Publish the recipe

Now it's time to publish the recipe. This is what will be included in the cookbook, so it needs to be accurate, clear and in easy-to-read font that is not too big and not too small. I recommend font size 12 - 14 for standard text, 16-18 for sub-headings and 20-24 for the main dish heading.

Things to consider when publishing:

- You will have 1-2 pages only. Please do not go over 2 pages.
- Your ingredients list must be accurate and include all measurements (e.g. 2 cups of self-raising flour)
- Step by step method (instructions) of what to do and any cooking times (e.g. combine all dry ingredients in the bowl and stir using a spoon until it is mixed together well).
- You must have a few clear and beautiful photos of the finished dish. These entice people to make the recipe.
- You must include your first name and current class. You can include a small photo of yourself if you have permission to publish.
- We will attach a blank google doc for you to work in. But if you prefer to do your work in **Word** or **Publisher** or use a template on another platform that is also ok as long as you can **attach it to your assignment when you have completed it.**
- Ask a parent to help you check it for errors before you submit it.

Task 6: Promote!

We need a name and a book cover for our cookbook!

Your task is to come up with an awesome catchy name and cookbook cover for our downloadable cookbook.

Things to consider;

- Create a fun but sensible name for our cookbook.
- You can design and neatly hand draw and colour a cookbook cover
- You can create it digitally or have a combination of digital and hand drawn (Printed text but drawn images).
- The layout and overall look must be neat and clear to read.
- Written by students of stage 3 2021.
- Your cookbook cover should entice people to want to use it so it should be neat, visually appealing, colourful, eye catching and easy to read.
- I will choose one from stage 3 to be the actual cookbook cover so create this page with that in mind. You will need to attach the document (not a photograph of it) to the day's assignment.

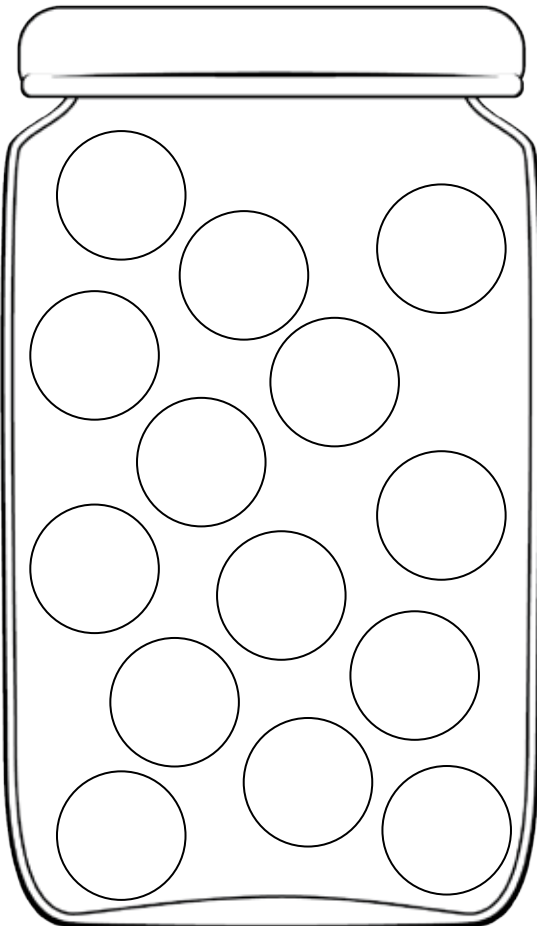
Chance (A) - Answers

- ① Use a word from the box to describe the chance of each event occurring.

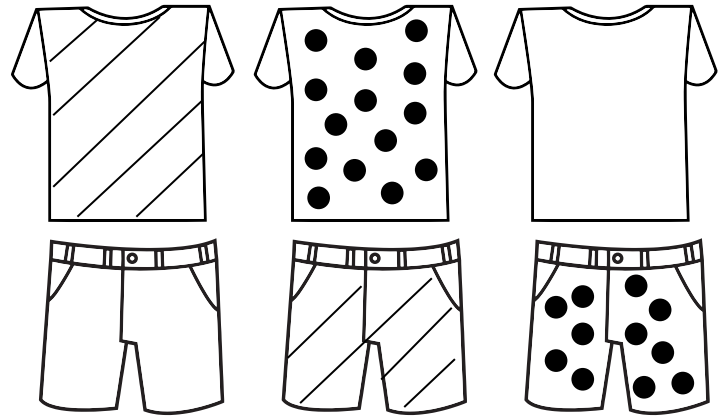
possibly, probably, likely, unlikely, maybe, might, never, always, even chance, certain

	Event	Chance
a)	I'll have a birthday next year.	certain
b)	My class will go to the cinema today.	unlikely
c)	I won't come to school tomorrow.	Answers will vary.
d)	I will have homework tonight.	Answers will vary.
e)	It will rain today.	Answers will vary.
f)	I will go to my friend's house after school.	Answers will vary.
g)	The principal will give each class a puppy.	unlikely

- ② Colour the marbles in the jar so that blue is the most likely and red is the least likely to occur. **Answers will vary.**



- ③ List five possible combinations of t-shirts and shorts. **Answers will vary.**



- stripe t-shirt and dot shorts**
- plain t-shirt and stripe shorts**
- dot t-shirt and plain shorts**
- stripe t-shirt and plain shorts**
- plain t-shirt and dot shorts**

Chance (B) - Answers

① Write whether these statements are **true** or **false**.

a) Mrs Jones has a son. She is about to have another baby. She already has a boy, so the next baby will be a girl.

false

b) Tom and Charlie were going to toss a coin to see who would go first in a game. The last coin tossed was heads, so the next coin tossed will be tails.

false

c) Karen bought an apple from the fruit shop. When she bit into her apple it was rotten. Her apple was rotten, so every apple at the fruit shop will be rotten.

false

d) It was raining when school finished. Josie will need to wear her raincoat on her walk home if she doesn't want to get wet.

true

② Choose a word from the box to complete each sentence below.

green, tails, off, dry

a) If a coin lands on heads, it cannot be **tails**.

b) If a light is switched on, it cannot be **off**.

c) If it is raining, it cannot be **dry**.

d) If a traffic light is on red, it cannot be **green**.

③ Design a spinner where blue is most likely to occur and red and yellow have an equal chance of occurring.

Answers will vary.

