

**YEAR 4 OFFLINE
BOOKLET
WEEK 9**



Term 3 – Week 9 Year 4 OFFLINE VERSION

	Monday	Tuesday	Wednesday	Thursday	Friday FUN
9:00	<p>Spelling: Complete the first and second page of unit 28 of your soundwaves book.</p> <p>English: You are an explorer and you have landed in the Liverpool area and it has not been settled. Write a letter to a person of your choosing about what you see.</p>	<p>Reading eggspress Login and complete assigned comprehension activity Reading Eggspress: 1:30-On our way to Alpha Centauri</p> <p>English: Cooking Procedure Students will be writing a recipe to make and cook.</p>	<p>Morning Yoga: Follow the yoga posters provided.</p> <p>Cooking: Students will be cooking their recipes developed on Tuesday. (The timing of the may be changed to suit your family)</p>	<p>DEAR Find a quiet place in your house and sit back and relax and read a book.</p> <p>Minecraft: Play the minecraft board game (Printout provided).</p>	<p>Throughout the day:</p> <ul style="list-style-type: none"> - Edit Your Work Go through your slides and find any mistakes. Change these with the colour red. - ZOOM - Games: Play board games and/or puzzles. e.g. Uno, dominos, jenga (boggle, solitaire online) - History: Virtual excursion 12-1pm Students will be heading on a virtual excursion.
10.30-10.45	FRUIT BREAK				
	<p>PE: Dance Turn on some music and design a dance to the beat and rhythm</p>	<p>History: Students become detectives and use the clues to find out about the missing man in Liverpool.</p>	<p>PDHPE: ARE YOU OK DAY L.I. Students identify who they can talk to if they aren't ok.</p>	<p>Reading: The Gorilla and the monkey reading task</p>	
11.30-12.25	LUNCH				
	<p>Maths: Volume and Capacity Recognise the need for a formal unit smaller than the litre to measure volume and capacity</p>	<p>Maths: Volume and Capacity Record volumes and capacities using the abbreviation for millilitres (mL)</p>	<p>Maths: Volume and Capacity compare and order the capacities of two or more containers measured in millilitres.</p>	<p>Maths: Volume and Capacity Use the cubic centimetre as a unit to measure volumes.</p>	
1.25-1.45	RECESS				
1:45-3:00	<p>Science & Reading: Bubbles We are going to be learning about bubbles and what they are made of.</p>	<p>Art: Bubble art</p>	<p>PE: Bubble dance https://www.youtube.com/watch?v=FGSJM-ZrZwg</p>	<p>Science: Zoom Bubble experiment. Students will be logging into a zoom session with the stage 2 teachers to participate in an experiment.</p>	

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10:30-10:45	FRUIT BREAK				
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Unit 28



y u(yoo) **yoyo** **computer**

List Words

- yard _____
- yellow _____
- knew _____
- used _____
- you'll _____
- you've _____
- you're _____
- young _____
- during _____
- beautiful _____
- yesterday _____
- yourself _____
- cube _____
- tube _____
- cute _____
- rescue _____
- usual _____
- beauty _____
- yearly _____
- view _____
- universe _____
- yacht _____
- youth _____
- youthful _____
- youngster _____

Grapheme Chart

letters	words

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart.
Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Write words with the letter **y** representing .

you're story key young yellow grey yard holiday
you'll joyful bicycle yesterday why they beauty

5 Colour the blocks where you hear **yoo** in the word. Find out who owns the yacht, Hugh or Sue.

★ Sometimes the letters **u_e**, **u**, **ue**, **ew**, **eau** and **iew** represent **yoo** as in *cube* – /c(j)yoo(b)/.



you're	flew	rule	chew	tube	knew
yard	yellow	yourself	view	screw	
universe	yesterday	used	yearly		
prune	rescue	beauty	during	flute	



6 Write all the List Words with as the second sound.

7 Read the words at the top of each column to decide which verb to write.

Today I	Yesterday I	I have	I am
use			
rescue			
view			
tune			

Unit 28



y u(yoo) **yoyo** **computer**

List Words

- yard _____ 3
- yellow _____ 4
- knew _____ 3
- used _____ 4
- you'll _____ 3
- you've _____ 3
- you're _____ 2
- young _____ 3
- during _____ 6
- beautiful _____ 8
- yesterday _____ 7
- yourself _____ 6
- cube _____ 4
- tube _____ 4
- cute _____ 4
- rescue _____ 6
- usual _____ 6
- beauty _____ 5
- yearly _____ 4
- view _____ 3
- universe _____ 7
- yacht _____ 3
- youth _____ 3
- youthful _____ 6
- youngster _____ 6

Grapheme Chart

letters	words
ew(yoo)	knew
eau(yoo)	beautiful
u_e(yoo)	cube
ue(yoo)	rescue
iew(yoo)	view

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Write words with the letter **y** representing .

you're story key young yellow grey yard holiday
 you'll joyful bicycle yesterday why they beauty

_____ you're _____ young _____ yellow _____
 _____ yard _____ you'll _____ yesterday _____

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6 Write all the List Words with as the second sound.

_____ knew _____ during _____ beautiful _____ cube _____
 _____ tube _____ cute _____ beauty _____ view _____

7 Read the words at the top of each column to decide which verb to write.

Today I	Yesterday I	I have	I am
use	used	used	using
rescue	rescued	rescued	rescuing
view	viewed	viewed	viewing
tune	tuned	tuned	tuning

8 Choose a word part from each column to join together to make a List Word.

du	cue
res	ster
beau	ring
young	ty

_____ during _____
 _____ rescue _____
 _____ beauty _____
 _____ youngster _____

beau	ter	ful
yes	ti	day
u	i	al
un	su	verse

_____ beautiful _____
 _____ yesterday _____
 _____ usual _____
 _____ universe _____

9 Match words from the box to the prefixes below to make new words.

head correct grow mature claim marine responsible view

in correct _____ out grow _____ sub marine _____ pre view _____
 fore head _____ im mature _____ ex claim _____ ir responsible _____

10 Add the suffixes from the box to the words on the lines to make new words. The suffixes may be used more than once. You may need to change the last letter in the word.

ly ful ward ness ment ous hood

youth ful year ly child hood use ful enjoy ment
 danger ous soft ly/ness up ward kind ly/ness beauti ful

11 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

yoyo	y	¹⁰ o	y	o	yourself	⁶ y	our	s	e	l	f
yearly	³ y	ear	l	y	youthful	y	ou	¹ th	f	u	l
yolk	y	⁴ ol	⁵ k		youngster	y	ou	ng	s	t	er
yellow	y	² e	ll	ow	journey	⁷ j	our	n	⁹ ey		

What's the name of the latest chicken dance that has everyone giggling?

¹ th ² e ³ y ⁴ ol ⁵ k ⁶ y ⁷ j ¹⁰ o ⁵ k ⁹ ey

Challenge

Find as many compound words as you can in this string of words. Use your dictionary.

11-excellent, 9-very good, 7-good.

eggplantbackyardstickybeakyearbookcaseyellowcakekeyyourselfuselessviewpointless
 eggplant, backyard, yardstick, stickybeak,
 yearbook, bookcase, yellowcake, yourself,
 useless, viewpoint, pointless

Building Liverpool

You see the beginnings of land upon the horizon and take a deep breath. You've spent more than a year working at sea and you're ready for



something new and exciting.

As you edge closer your heart starts to race within your chest. Will you find your fortune? Will you set up a life for yourself at the infamous colonies? Or will something else take you?

Closer to shore and ready for anything, you hop aboard on of the small paddle boats heading toward land. You grab an oar, happy to help out if it meant you could walk upon solid ground.

You're so happy to be off the ocean that you want to kiss the ground beneath your boots. A smile grows on your face, matching the smiles on every sailor's face around you.



Along with some disgruntled convicts, you're assigned to follow Lachlan Macquarie inland to find somewhere new to build a settlement. While you were excited to walk on solid ground again, you weren't expecting days of walking and soon your feet are blistered and sore.

A place is decided upon and preparations begin to build a settlement. Now is probably a good time to write a letter home.



Your Task

You are assisting Governor Lachlan Macquarie build up Liverpool in 1810. During a period of rest you have decided to write a letter to your family. Since your family live all the way back across the ocean in England, where buildings are crammed into bustling cities, you need to be very specific so that they can picture the empty rolling hills of Liverpool before it was built.

Talk about your work – what are you doing to help build the city?

Talk about what Liverpool looks like – what is it like to be not surrounded by dirty buildings?

Talk about the people – are you working with convicts? Or farmers? Have you had an encounter with any Aboriginal people?

Talk about the vision or goal you're all working toward – what will happen once Liverpool is built? Will you ask your family to come and join you?

Use the included template and checklist to help you write a successful letter.

Personal Letter Example

① James Pedemont
64 Monfarville Street
Fullarton SA 5063

② 28th January, 2017

③ Dear Sarah,

④ I am writing this letter from a small café in the middle of Sydney, Australia. I'm eating pancakes and fruit salad for breakfast. It's absolutely delicious! There are so many people around as well. I just cannot believe it how busy this place is.

Mum's been making sure that we see absolutely everything we can on our trip here. So far, we have walked around China Town and we tasted the most amazing, delicious food. We also climbed the Sydney Harbour Bridge yesterday. It was such a great experience! We were very lucky too because we climbed the bridge when the sun was setting. It made the city look even more beautiful. We've been to Darling Harbour and visited the Sydney Aquarium and Wax Museum. My goodness! It felt like I was with all the famous actors and actresses in Hollywood. They all looked so real. After breakfast, we are planning on going to the Sydney Opera House and then on a ferry trip over to Manly. I'm a little bit scared of getting on the ferry, but Mum says that I'll be fine.

⑤ I miss you a lot and I cannot wait to see you back in Fullarton. Our plane gets in at 5pm on 5TH February.

⑥ Love,

⑦ James

⑧ P.S. I'm bringing something back to you. You're going to absolutely love it!

Features of Personal Letter Checklist

Does your personal letter include ...

- ① your own name and address in the top right hand corner of the letter?
- ② today's date written on the left hand side of the letter, starting above the person who you are addressing your letter to?
- ③ your greeting 'Hi or 'Dear....'?
- ④ the content of your letter, giving information about where you are, what you are doing and what you would like to know?
- informal language?
- ⑤ a conclusion or farewell, including any closing remarks and final words?
- ⑥ 'From' or 'Love from' if you know the recipient well?
- ⑦ your name and/or signature?
- ⑧ a postscript?

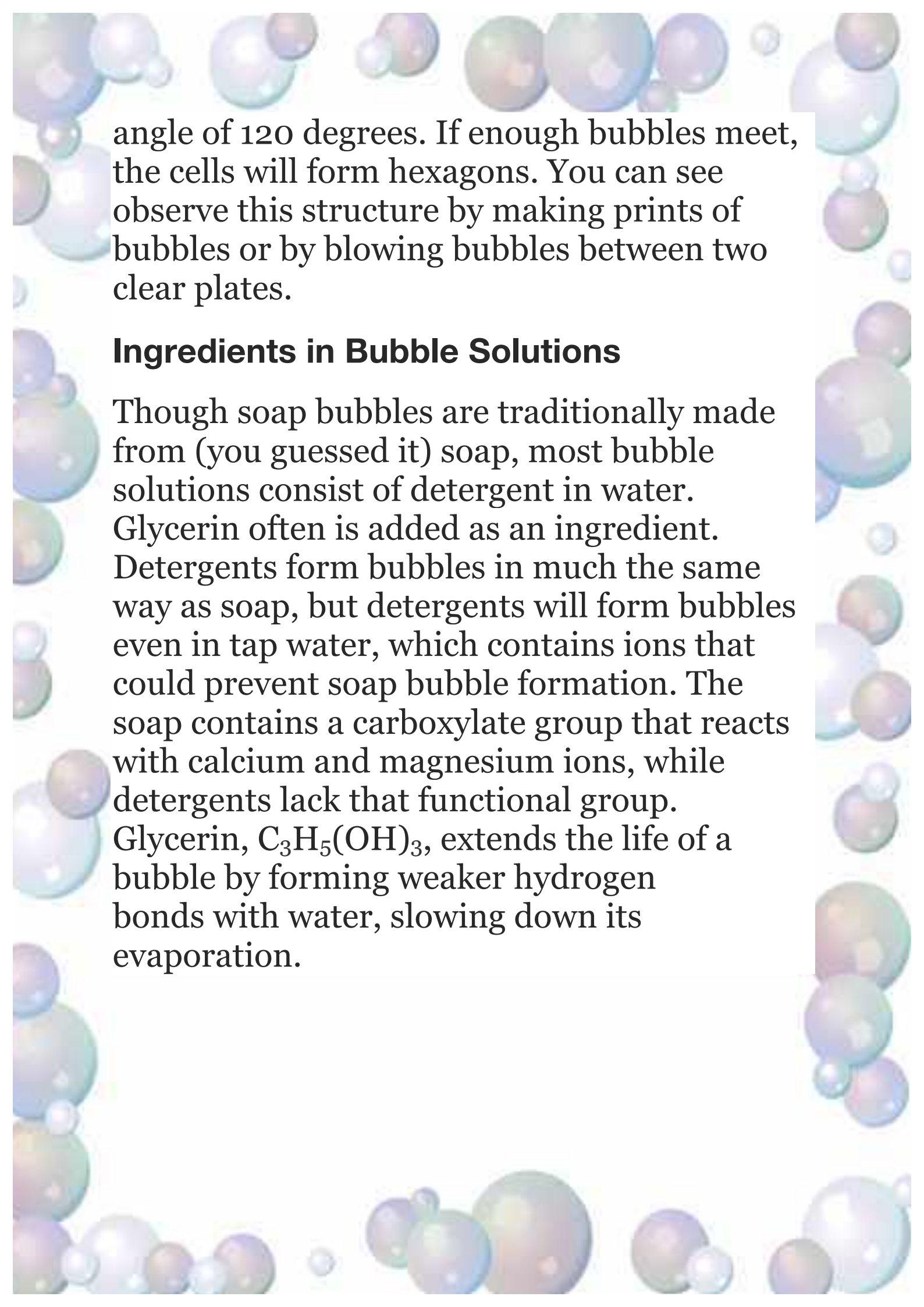
A decorative border of colorful, iridescent bubbles in shades of blue, purple, and green surrounds the text. The bubbles vary in size and are scattered across the page.

What Is a Bubble?

A bubble is a thin film of soapy water. Most of the bubbles that you see are filled with air, but you can make a bubble using other gasses, such as carbon dioxide. The film that makes the bubble has three layers. A thin layer of water is sandwiched between two layers of soap molecules. Each soap molecule is oriented so that its polar (hydrophilic) head faces the water, while its hydrophobic hydrocarbon tail extends away from the water layer. No matter what shape a bubble has initially, it will try to become a sphere. The sphere is the shape that minimizes the surface area of the structure, which makes it the shape that requires the least energy to achieve.

What Happens When Bubbles Meet?

When bubbles stack, do they remain spheres? No. When two bubbles meet, they will merge walls to minimize their surface area. If bubbles that are the same size meet, then the wall that separates them will be flat. If bubbles that are different sizes meet, then the smaller bubble will bulge into the large bubble. Bubbles meet to form walls at an

A decorative border of colorful, iridescent bubbles in shades of blue, purple, and green surrounds the text. The bubbles vary in size and are scattered across the page.

angle of 120 degrees. If enough bubbles meet, the cells will form hexagons. You can see observe this structure by making prints of bubbles or by blowing bubbles between two clear plates.

Ingredients in Bubble Solutions

Though soap bubbles are traditionally made from (you guessed it) soap, most bubble solutions consist of detergent in water. Glycerin often is added as an ingredient. Detergents form bubbles in much the same way as soap, but detergents will form bubbles even in tap water, which contains ions that could prevent soap bubble formation. The soap contains a carboxylate group that reacts with calcium and magnesium ions, while detergents lack that functional group. Glycerin, $C_3H_5(OH)_3$, extends the life of a bubble by forming weaker hydrogen bonds with water, slowing down its evaporation.



What's the science behind bubbles?

1. What is a bubble?

2. What happens when bubbles meet?



3. What are the ingredients in bubbles?

A bubble is a thin film of soapy water filled with air.

Bubbles are made up of 3 layers. A thin layer of water is squished between 2 layers of soapy molecules. No matter what type of bubble blower you use the bubble will work to become a sphere.

4. Using the information provided above draw a labelled diagram of a bubble.



Worksheet 1

Lesson 131 • On Our Way to Alpha Centauri

Name _____

Making Connections

Linking a text to events in your own life is a great way to build understanding. Look for key words and phrases in the text to make the connections.

Read the passage.

In paragraph 1, underline the words that describe Sarah's new home.

In paragraph 1, highlight the words that describe something that you, like Sarah, will experience in your lifetime.

From now on Sarah's home would be a large, traveling space station. The shuttle was taking them to the big mother ship, Star Wanderer. It would carry all three hundred of them towards Alpha Centauri, and a lifetime of new discoveries.

Suddenly Sarah was scared. It was such an unknown future that lay ahead — like it was for those sailors, hundreds of years ago, sailing over the edge of a flat Earth.

In paragraph 2, circle a feeling you most likely have experienced.

In paragraph 2, colour the word that refers to the time ahead.

Colour the correct answers.

- Which of the following have you experienced?
 - living on a space station
 - moving to another home
 - making new discoveries
 - travelling on a space shuttle
 - feeling scared
 - sailing on the ocean
 - wondering what the future holds
 - travelling somewhere with lots of other people
- Which of the following is it possible you will experience in the future?
 - embark on exciting adventures
 - sail over the edge of a flat Earth
 - travel in outer space
 - sail around the world

Lesson 131 • On Our Way to Alpha Centauri



Name _____

Read the passage.

Underline a sentence that suggests that the people celebrating Christmas are not on Earth.

Circle the object that Sarah considers to be the most important part of Christmas.

"We've all left a lot behind us," started Sarah, and many faces grew serious. Dr. Singh was worried. Was Sarah going to remind them too much of Earthly celebrations?

"For me, the most important part of Christmas is the Christmas tree. Every year I'd dream about what it would look like. I couldn't wait until it was time to start decorating it." Sarah continued, "Kapil and I have something special that comes from Earth. Something from the past to take us into the future."

Sarah signaled to Kapil, who tugged a cord.

The curtain fell. In front of them was a young apple tree, holding its branches and green leaves high.

Seven red apples hung from the branches.

Highlight the name of the person who helped Sarah prepare the Christmas surprise.

Colour the phrase that describes the tree that Sarah and Kapil presented to the people.

Sarah, Kapil and the other people on the spaceship are celebrating their first Christmas away from Earth.

Write a paragraph describing a celebration, such as your birthday, Halloween or religious holiday, that you have especially enjoyed. What did you do? What did you eat? Were there any decorations? Did you receive any presents? Which of your friends or family members shared the celebration with you?

Procedural Writing



What is a Procedural Text?



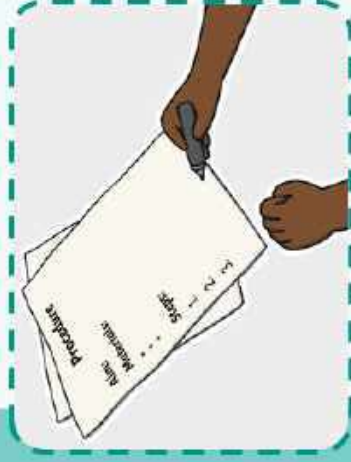
A procedural text is a factual text. It tells you how to do or make something, with step by step instructions or directions.

Writing a procedural text is a great way to teach others how to make or do something.

Features of a Procedural Text

A procedural text...

- tells the reader **how to** do something
- includes a goal or aim
- lists the required materials and equipment needed to carry out the goal
- includes a clear sequence of steps to help the reader achieve the goal, such as instructions or directions, which are often numbered



Language of a Procedural Text

The language used to write a procedural text should include...

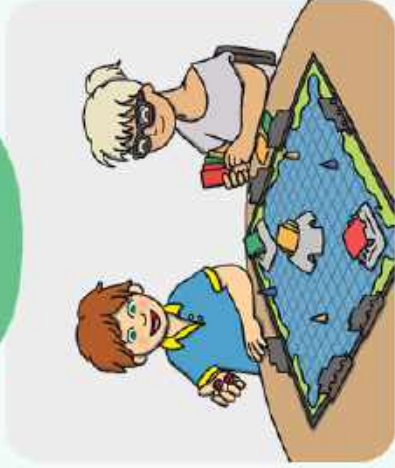
- verbs (doing or command words)
- vocabulary that is specific to the subject of the procedure
- present tense
- adverbs and adverbial phrases to indicate **how, where** and **when**



Types of Procedural Texts



- recipes
- rules of games
- a science experiment
- directions that tell you how to get from place to place
- craft or DIY instructions
- instruction manual
- safety procedures





Pancake Recipe

Ingredients

- 100g plain flour
- 300ml milk
- 2 eggs
- 1tbsp caster sugar
- Lemon juice

Equipment

- Sifter
- Large mixing bowl
- Kitchen scales
- Measuring jug
- Measuring spoons
- Wooden spoon
- Frypan
- Spatula
- Stove

Method

1. Sift the flour into the mixing bowl.
2. Crack the eggs into the bowl.
3. Pour the milk into the bowl.
4. Stir vigorously until smooth.
5. Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
6. Turn the pancake when the bubbles begin to pop.
7. Serve sprinkled with lemon juice and sugar.

What does this recipe have?

- ★ A title
- ★ Ingredients
- ★ Steps to follow
- ★ Verbs at the start of each step

Procedural Recount Title

What are we making?

Ingredients

Procedural Recount Title

Method

TOP SECRET

WHAT HAPPENED IN LIVERPOOL?

Hello,
I need your help.
This is a photo I found of someone in my family who went missing. My parents won't tell me anything about him. Why won't they tell me? Where could he have gone? I have found three photographs that we could use as clues to help find out what happened!

Can you help me?

From Miss Dunne



CLUE NUMBER ONE:

Is this a primary or secondary source?

When was this image taken?

Where was this man going?

Why is he getting his photo taken?



TOP SECRET

CLUE NUMBER ONE:

Is this a primary or secondary source?

When was this image taken?

What are the soldiers doing?

Where are they going?



Group portrait of members of D Company, 18th Battalion, taken in Liverpool camp shortly before the troops embarked to take part in World War I, 1915 (Australian War Memorial)



CLUE NUMBER THREE:

Is this a primary or secondary source?

When was this image taken?

Where could they be doing?



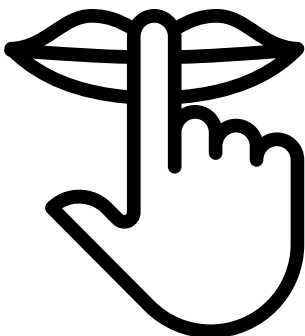
TOP SECRET

INVESTIGATION

Instructions: Now we have looked at the clues, can you write a summary about what you think happened to my family member e.g. Who was he? , where did he go? , What happened in liverpool?

HIS NAME:

SUMMARY:





Painting with **BUBBLES**



Bubble Artwork

Supplies Needed:

Bubble solution or washing up detergent or soap.

Washable water colours or food colouring

Bubble blowers

Sheets of paper

Straws, or bubble blowers or a sponge.

Tablecloth (optional)

Option One

1. Pour bubble solution, soap or dish washing liquid into several shallow containers.
2. Add washable watercolours or food colouring to the bubble solution to each of the container to make several coloured bubble solutions.
3. Stir and check for vibrancy of the colour. Add more, if needed.
4. Use your straw to blow bubbles into the container.
5. When the bubbles rise up to the top of the container put your paper on top of the bubbles.
6. Remove the paper to see the pattern the bubble paint has made.
7. Repeat this for all your different coloured bubble solutions.



Option Two

1. Pour bubble solution, soap or dish washing liquid into several shallow containers.
2. Add washable watercolours or food colouring to the bubble solution to each of the container to make several coloured bubble solutions.
3. Stir and check for vibrancy of the colour. Add more, if needed.
4. Dip your bubble blower into the solution and blow bubbles onto your paper.
5. Repeat this for all your different coloured bubble solutions.

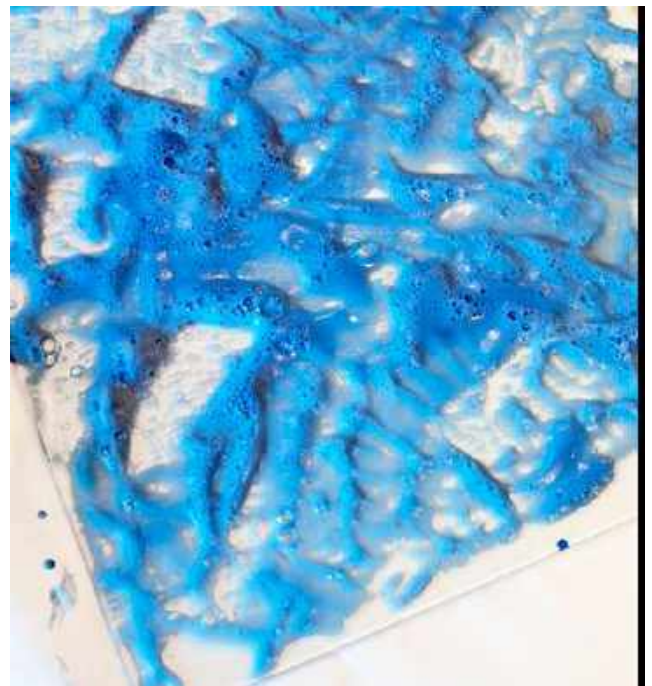


Option Three

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2. Add washable watercolours or food colouring to the bubble solution to each of the container to make several coloured bubble solutions.
3. Stir and check for vibrancy of the colour. Add more, if needed.
4. Dip your straw into the coloured bubble solution.
5. While the straw is in the solution place your finger over the top hole of the straw. This will stop the paint dripping out of the bottom of the straw.
6. Place your straw on your paper and release your finger from the hole on the top of the straw. The paint will now drip onto your paper.
7. Using the straw blow the dripped paint over your paper to create lines and patterns.
8. Repeat this for all your different coloured bubble solutions.

Option Four

1. Pour bubble solution, soap or dish washing liquid into several shallow containers.
2. Add washable watercolours or food colouring to the bubble solution to each of the container to make several coloured bubble solutions.
3. Stir and check for vibrancy of the colour. Add more, if needed.
4. Dip your sponge into the solution and place it gently onto your paper then gently lift off to print bubbles onto your paper.
5. Repeat this for all your different coloured bubble solutions.



YOGA CARD GAMES

Memory Card Game

Place all the yoga cards upside down in rows. Take turns flipping up two cards at a time. If the player gets a yoga pose matched with its keyword, then that player keeps the pair. The game continues until all pairs have been matched up.



Yoga Pose Spinner Game

Grab a deck of yoga pose cards. Place a Post-it note under one corner of a fidget spinner to act as a pointer. Pick out six yoga pose cards and arrange them in a circle around the spinner.

You might want to use Blu Tack or something similar on the bottom of the spinner to make sure it doesn't spin away. Spin the spinner and then practice the pose that the pointer lands on. You can change the pose cards after a few rounds and play again!

Yoga Cards Dice Game

Grab a die from a board game you have at home. Write the numbers 1 through 6 on sticky notes, one note for each number. I wrote both the numeral and the number symbol found on dice. Have your child pick out 6 yoga pose cards from the deck. Stick a number note on each yoga pose card. I put the yoga poses in a logical yoga flow with standing poses first, followed by floor poses, and resting poses. Roll the die and practice the yoga pose associated with that number.



Boat Pose:

Boat, Ship, Canoe, Kayak

(Balance on your buttocks with your legs up. Then rock in the water like a boat.)



Boat Pose

Bow Pose:

Fish, Whale, Basket, Sleigh, Angelfish, Nest, Bow

(Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.)



Bow Pose

Bridge Pose:

Bridge, Boardwalk, Ramp, Overpass, Whale

(Lie on your back with your knees bent and your feet flat on the ground. Rest your arms down alongside your body, tuck your chin into your chest, and lift up your buttocks and back to create a bridge.)



Bridge Pose

Cat Pose:

Cat, Tiger, Lion, Sheep, Jaguar, Leopard, Cougar

(Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a kitty cat.)



Cat Pose

Chair Pose:

Kangaroo, Chair, Farmer on tractor, Skier, Horseback rider,

Thunderbolt, Baseball Player, Helicopter (twist upper body)
(Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.)



Chair Pose

Child's Pose:

Mouse, Mole, Urchin, Rabbit, Rock, Snail, Hedgehog, Seed, Ladybird, Turtle, Hippo, Curling Leaf, Cloud

(Sit on your heels, slowly bring your forehead down to rest in front of your knees, rest your arms down alongside your body, and take a few deep breaths.)



Child's Pose

Cobbler's Pose (or Butterfly Pose):

Butterfly, Book, Basket, Oyster

(Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.)



Cobbler's Pose

Cobra Pose:

Snake, Cobra, Sphinx, Seal, Swan (bend legs)

(Lie on your tummy, place palms flat next to your shoulders, press into hands, lift head and shoulders off ground, and hiss like a snake.)

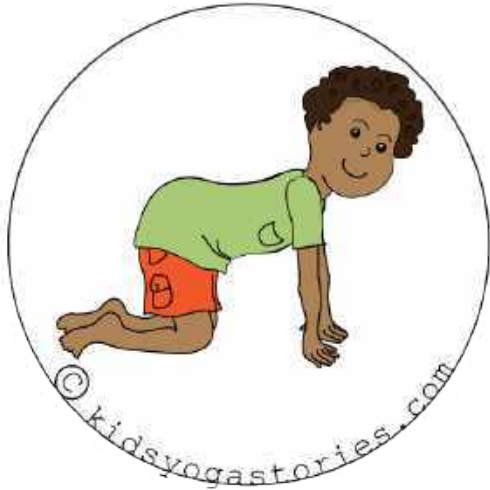


Cobra Pose

Cow Pose:

Cow, Wolf

(On all fours, look up, arch your back, and open your chest.)



Cow Pose

Crescent Moon Pose:

Giraffe, Moon, Banana

(From Mountain Pose, reach your arms up high over your head, bringing your palms together. Tilt your upper body to one side. Come back to center. Tilt your body to the other side.)



Crescent Moon Pose

Dancer's Pose:

Crane, Flamingo, Brolga, Stork, Ibis, Ballerina, Super Hero,

Ostrich, Emu

(Stand tall in Mountain Pose, stand on one leg, reach the opposite leg out behind you, place the outside of your foot into your hand, bend your torso forward with your arm out in front for balance, and arch your leg up behind you.)

1. Define what you think the following terms mean to you:

Personal:

Local:

Global:

2. Who are the people in your life you can talk to? (These are our personal support people, think about family and friends)

3. Who are the people in your life you can talk to at school?

4. Who are the people you can talk to in your local community?

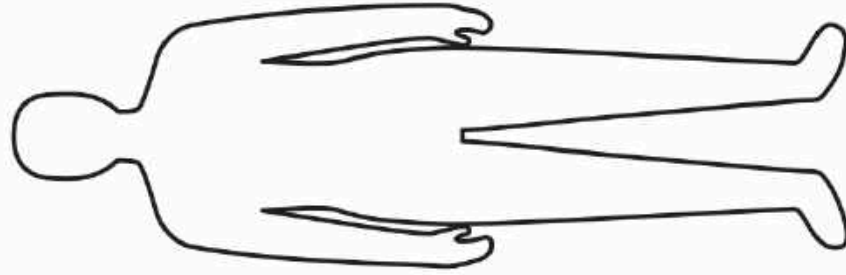


5. On the worksheet on the following page. Follow these instructions and complete the activity.

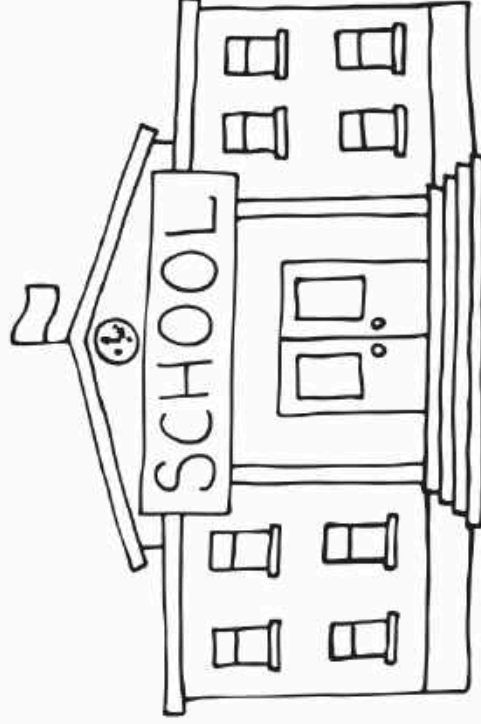
- Inside the body outline, write your personal support system.
- Inside the house write people at school or in the local community that you can talk to for support.
- Inside the world outline, write organisations across the world who work towards making sure people are ok.

Being OK – My support networks

Personal



Local



Global



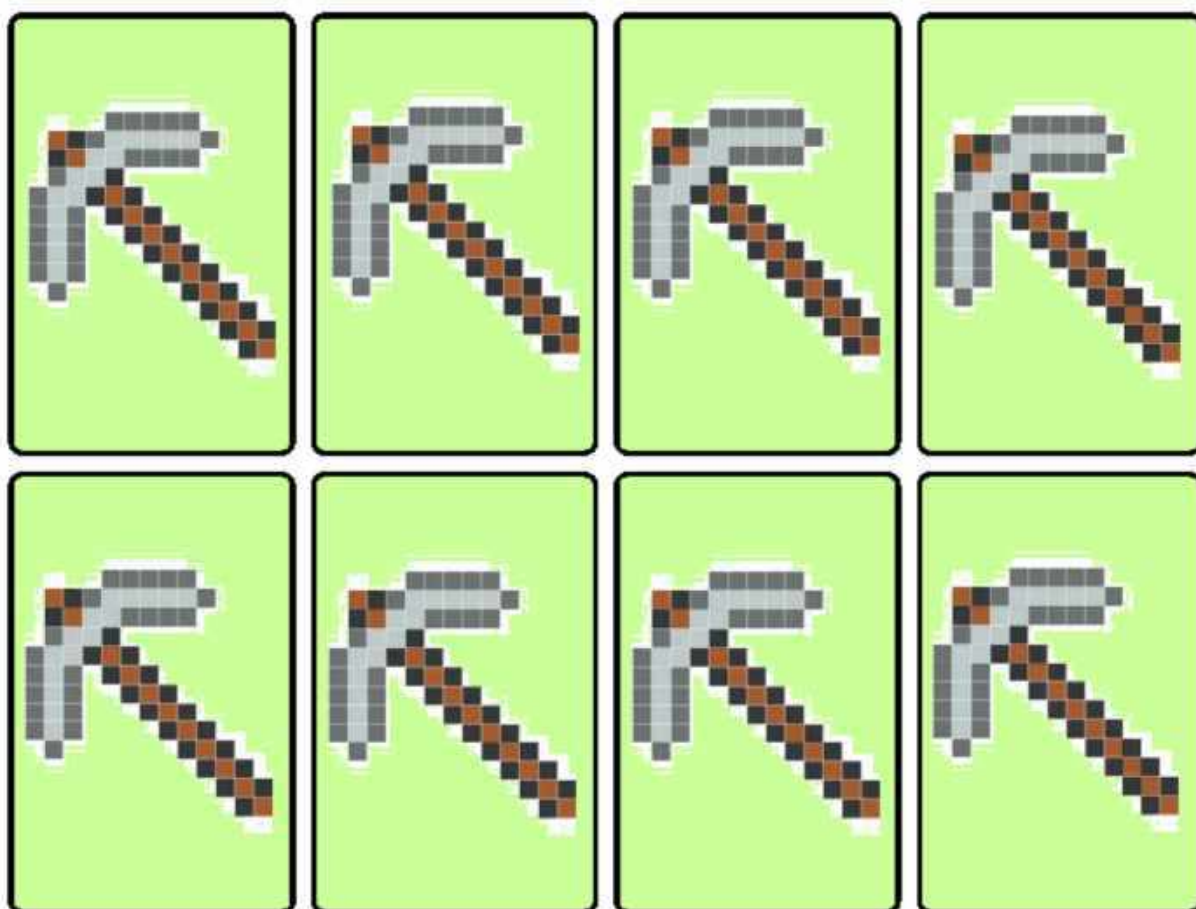
• **Minecraft Board Game**

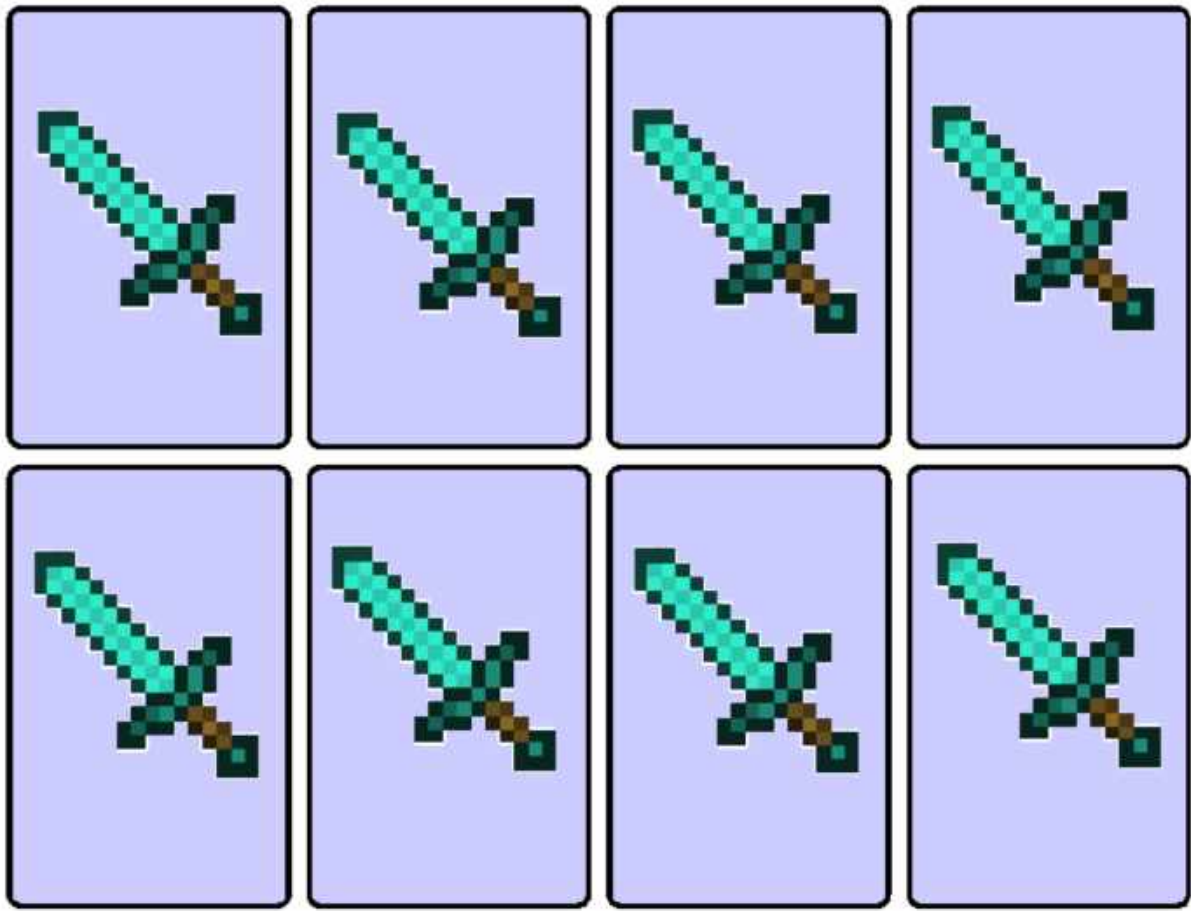
- 2+ players
- Dice required
- Each player starts with 3 hunger tokens and 3 health tokens.
- The sword cards and pickaxe cards should be placed upright in piles at the side of the board.
- All players start on the login space.

The pictures on each square dictates what a player should do when he or she lands on it:

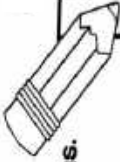
- Creeper - Explodes and player returns to login square
- TNT - Explodes and player returns to login square
- Zombie - Player loses one health token
- Golden apple - Player regains one health token to a max of 3
- Rotten flesh - Player loses one hunger token
- Cow - Player eats meat and regains one hunger token to a max of 3
- Cake - Player regains one hunger token to a max of 3
- Sword - Player picks up a sword card
- Pickaxe - Player picks up a pickaxe card
- Villager - Player may trade either a pickaxe or a sword card that they already have for the other one from the pile
- Diamond ore - Player gets stuck mining their way through for one turn. If player has a pickaxe card they may return this to the pile in exchange for mining straight through and taking their normal turn on their next roll
- Obsidian block - Player gets stuck mining their way through for two turns. If player has a pickaxe card they may return this to the pile; they need to roll the dice, if they roll 1, 3 or 5 they only get stuck for one turn, if they roll 2, 4 or 6 they mine straight through and take their normal turn on their next roll
- If a player loses all their hunger tokens, they also lose a health token. If they land again on rotten flesh while still having no hunger, they must return to the login square and they regenerate both their 3 health tokens and their 3 hunger tokens.
- If a player loses all their health tokens, they must return to the login square and they regenerate both their 3 health tokens and their 3 hunger tokens.
- As players approach the end of the board, the exact number does not have to be rolled to land on the Enderdragon square. Once on the Enderdragon you must fight it by rolling the dice. 1, 3 or 5 wins and 2, 4 or 6 loses. The first player to defeat the Enderdragon wins the game.
- Or...make your own rules!











The Gorilla and the Monkey

Gorilla sat under a tree eating bananas. Gorilla was thirsty. He wanted to go to the river to get a drink, but then someone might steal his bananas. Baboon came and sat beside him. "May I have one of your bananas?" asked Baboon.

"No, you may not!" replied Gorilla. "I picked all these bananas myself. If you want some bananas, go get your own."

"But the bananas are all gone. You have picked them all and they are all there in your big pile," said Baboon.

"That is not my problem," Gorilla said grumpily. "Now go away and leave me alone."

A few minutes later, Monkey came to sit beside Gorilla. "I won't give you a banana," said Gorilla. "So don't even ask." "Oh no," said Monkey. "I just thought you might like some cool water from the river." Monkey gave Gorilla a coconut shell full of water.

Gorilla took the shell and drank it all. He felt much better. "Thank you," he said to Monkey. "Please, take one of my bananas for your trouble." Monkey gladly accepted.

Show What You Know

1. What kind of story is this?

- a) fable b) fairy tale c) tall tale d) myth

How do you know?

2. Why did Gorilla give Monkey a banana?

3. Summarize the story:

4. What is the moral (or lesson) of this story?

- a) You should always share.
b) Monkeys are smarter than baboons.
c) Give something to get something.
d) You can trade water for bananas.

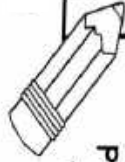
Insects for Dinner

Would you eat crickets for dinner? It might not sound good to you, but around 2 billion people worldwide eat insects! Eating insects is called entomophagy and there are many good reasons to do it.

First off, insects are really good for you! They are packed with protein. By weight, crickets and termites have more protein than beef.

Second, raising insects cost less and is better for the earth than raising cows and other livestock. Insects take up much less space and need much less food and water than cows. Also, you can eat more parts of an insect than other animals. Insects also reach their adult size quickly. It does not take much time to raise insects to eat.

Third, insects taste good! Many types of insects taste a little nutty. Some kinds of bugs taste like bacon, while others may taste like fish, or even fruit. Some insects, such as meal worms, don't have much of a taste at all. They pick up the flavors of whatever they are cooked with. So, what are you waiting for? Why not try a beetle today?



TEXT 7 TEXT TIME

Show What You Know

1. What is entomophagy?

2. Give three reasons why raising insects is better than raising livestock.

1)

2)

3)

3. What is the author's purpose?



a) to persuade b) to inform c) to entertain

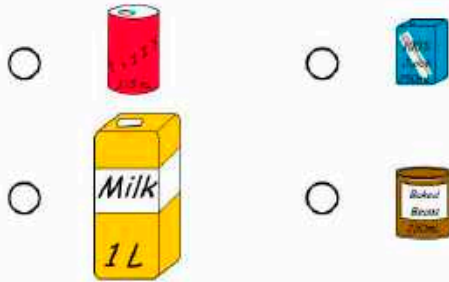
Give evidence from the text to support your answer:

4. Would you try eating insects?

Why or why not?

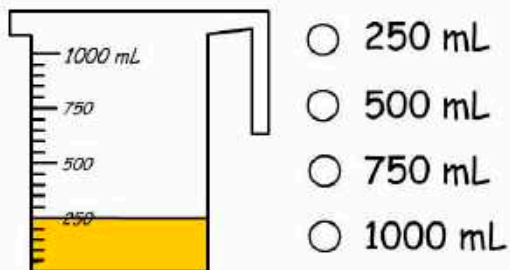
Name:

1. Which container holds 1 litre?

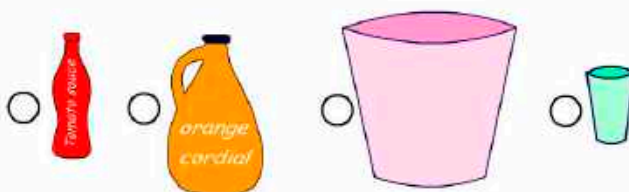


2. 1 litre = millilitres

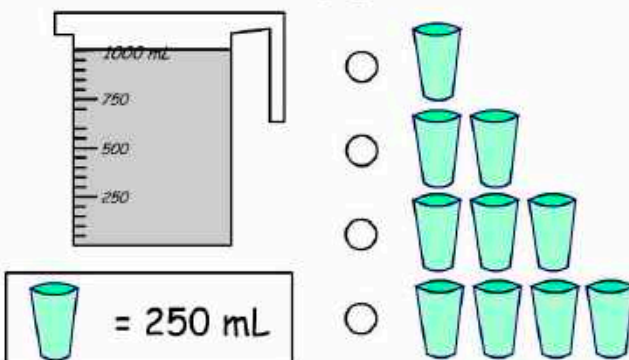
3. How much soup is in the jug?



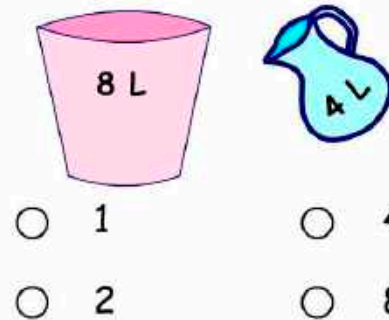
4. Which container holds more than 5 L?



5. How many glasses of water were used to fill the jug?



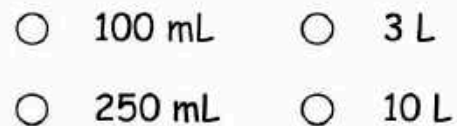
6. How many jugs of water are needed to fill the bucket?



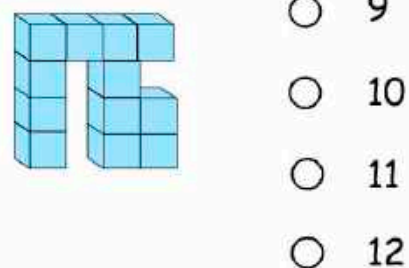
7.

If  = 250 mL

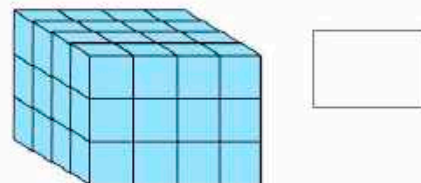
What's the capacity of the bowl?



8. How many cubes in this model?



9. How many cubes were used to build the rectangular prism?



10. How many mL in $\frac{1}{2}$ L?

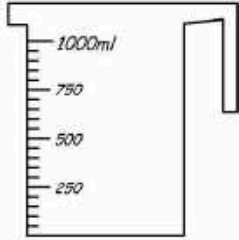


Volume & Capacity

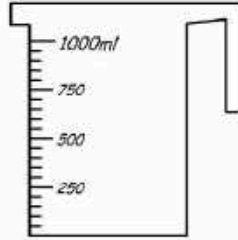
Measuring capacity in millilitres.

Name: _____

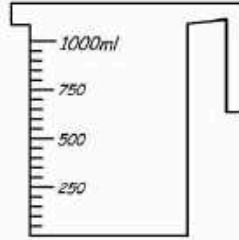
Colour to fill each measuring jug to the levels indicated below.



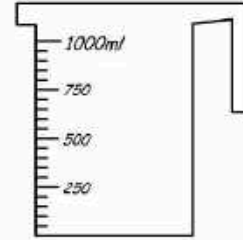
500ml



750ml

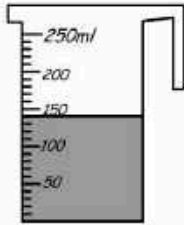


250ml

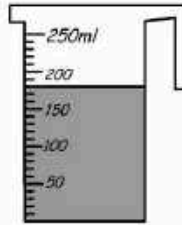


1000ml

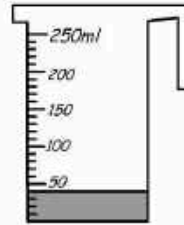
How many millilitres of liquid are in each of these measuring cups?



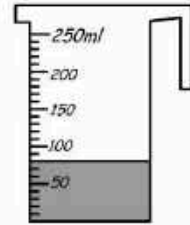
_____ ml



_____ ml

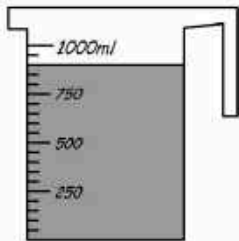


_____ ml



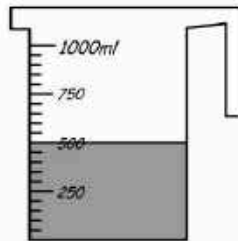
_____ ml

How much liquid is needed to fill each jug to 1 litre?



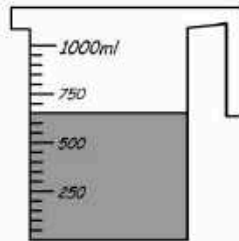
1000 ml -

_____ ml



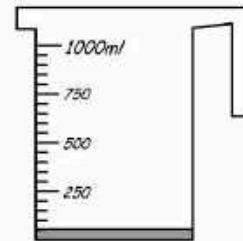
1000 ml -

_____ ml



1000 ml -

_____ ml

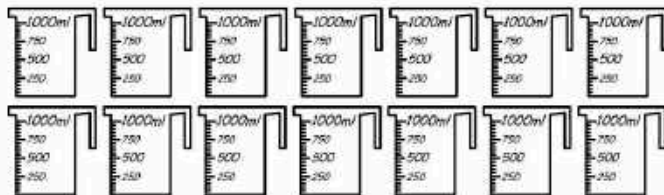


1000 ml -

_____ ml



Colour the amount needed to fill the bucket.



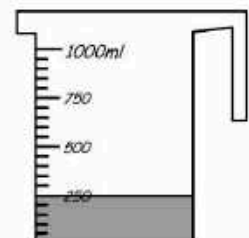
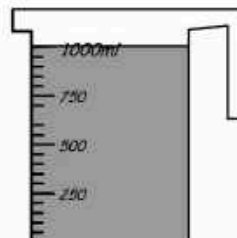
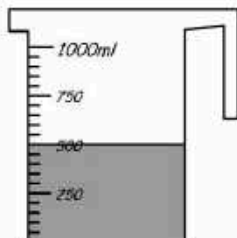
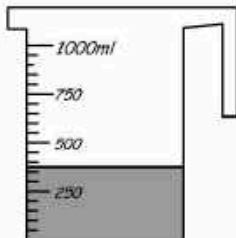
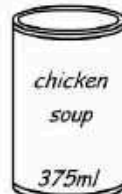
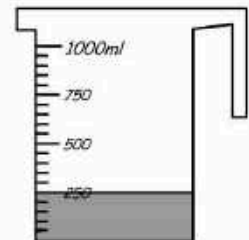
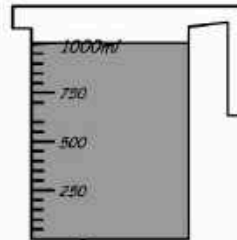
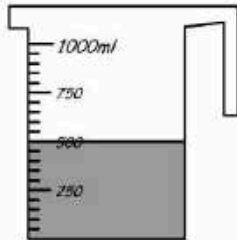
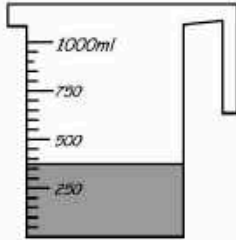
How many 250ml measuring cups would be needed to fill the bucket?

Volume & Capacity

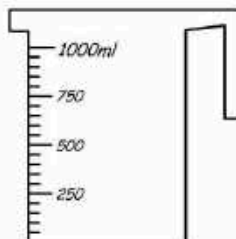
Name: _____

Measuring capacity in millilitres.

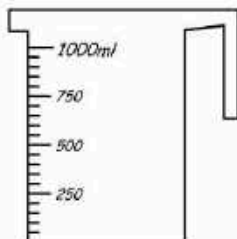
Match the measuring jugs to the containers that filled them.



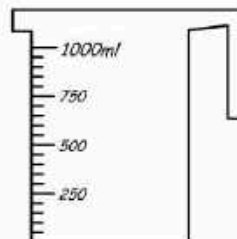
Fill the containers to the measurements below each jug.



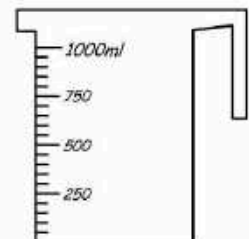
1 litre



$\frac{1}{2}$ litre



$\frac{3}{4}$ litre



$\frac{1}{4}$ litre

Converting between units of capacity: litres and millilitres

Name:

Date:

1 litre = 1000 millilitres

1 LITRES (L) to MILLILITRES (mL)

To convert from litres to millilitres, MULTIPLY by 1000.

- a) 5 L = _____ mL e) 4.06 L = _____ mL
b) 3.6 L = _____ mL f) 0.75 L = _____ mL
c) 4.95 L = _____ mL g) 0.105 L = _____ mL
d) 1.2 L = _____ mL h) 12.83 L = _____ mL

2 MILLILITRES (mL) to LITRES (L)

To convert from millilitres to litres, DIVIDE by 1000.

- a) 6000 mL = _____ L e) 625 mL = _____ L
b) 2800 mL = _____ L f) 812 mL = _____ L
c) 4250 mL = _____ L g) 35 mL = _____ L
d) 2010 mL = _____ L h) 14625 mL = _____ L

3 QUESTIONS:

- a) A container contains 1.25 L of milk. In millilitres, what's the volume of milk in the container? _____ mL
- b) A barrell of oil has a capacity of 8 litres. How many 1000 mL containers can be filled by a full barrell of oil? _____
- c) How many 250 mL containers of juice are needed to fill a 1 litre jug?

- d) A large pot has a capacity of 15 litres. How many 500 mL jugs of water are needed to fill the pot? _____
- e) Two 500 mL jugs of water and two 200 mL glasses of water are poured into a jug. In litres, how much water is in the jug? _____ L

Volume

Name:

Date:

1. How much more is the can able to hold?

0.375L 250mL



- 0.1L 0.115L
 105mL 125mL

2. How many millilitres in 8.025 litres?

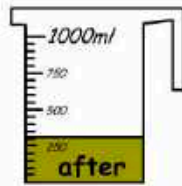
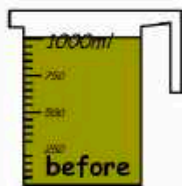
answer: millilitres

3. Janie filled 3 buckets with water. How much water did she use?



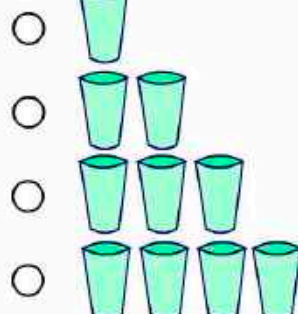
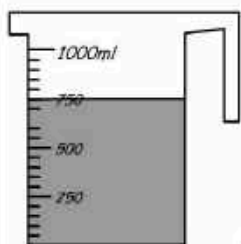
- 12500mL
 24000mL
 25500mL
 27500mL

4. How much gravy was used?



- 0.7L 0.55L 0.5L 0.3L

5. How many glasses of water were used?



6. How many cans of water are needed to fill the bucket?



0.375L

- 23 18
 21 16

7. Total

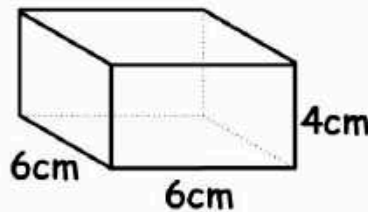
capacity =



375mL 250mL

- 4.325L 4890mL
 4.625L 4.25L

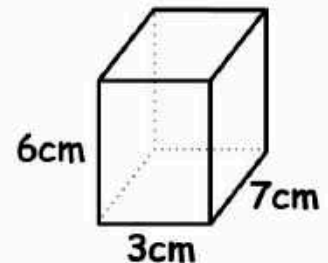
8. Volume =



- 36 cm³
 96 cm³
 144 cm³
 176 cm³

9. Volume =

cm³



10.

$0.4L + 5L + 75mL =$ mL

Volume & Capacity

Name:

Date:

1. What is the capacity of the bucket?



- 8.5L 9L
 8.750L 9.25L

2. There are millilitres in 2.75 Litres.

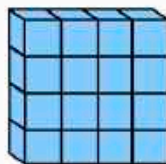
3. Calculate the volume of this prism.



Volume =

- 12cm³ 36cm³
 24cm³ 48cm³

4. What is the volume of the cube that can be made using this front face?

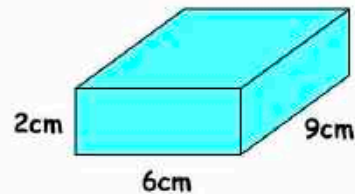


- 80cm³ 48cm³
 64cm³ 32cm³

5. Carolyn built a cube using 64 of these . How many more does she need to build a larger cube?

- 17 80
 61 4

6.



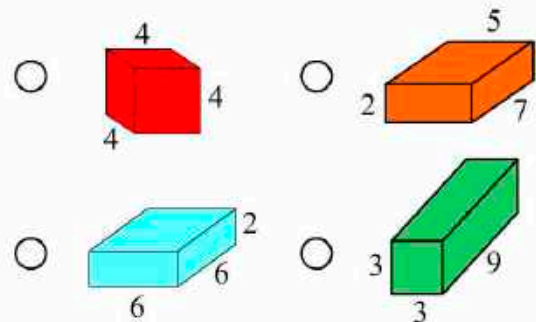
Calculate the volume of this prism.

- 108cm³ 17cm³
 12cm³ 54cm³

7. The volume of a cube is 216cm³. What is the length of each side?

- 36cm 5cm
 108cm 6cm

8. Which 3D shape has the greatest volume?



(not drawn to scale)

9. 3.005L is equal to 3L + ml?

10. 4 745ml is equal to L?

Litre

The Litre: Comparing the capacity of containers to 1 litre.


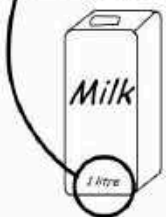



Parent guided activity: Please ask an adult to help you.

Look for items around your home that measure their content in millilitres or litres.

Find two items which have a capacity less than a litre (less than 1000ml), equal to a litre (1000ml), and more than a litre (more than 1000ml) .

Draw each item and record its capacity.

Less than 1 litre	Equal to 1 litre	More than 1 litre
 <p>capacity = 375 ml</p>	<p>The capacity should be on the container.</p>  <p>1 litre (1000 ml)</p>	 <p>capacity = 2 litres</p>
<p>capacity = _____</p>	<p>1 litre (1000 ml)</p>	<p>capacity = _____</p>
<p>capacity = _____</p>	<p>1 litre (1000 ml)</p>	<p>capacity = _____</p>

