

# Links for Term 4 Week 3

Below is a list of the links that you will need for this week. They will also be posted to Google Classroom.

<b>Monday</b>
<b>English</b>
Symbols Everywhere: <a href="https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270694647001">https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270694647001</a>
Symbols and School Logos: <a href="https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270691921001">https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270691921001</a>
Designing a new school logo: <a href="https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270695229001">https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270695229001</a>
Education Live!: <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a>
<b>Maths</b>
Playing with Tessellations: <a href="https://player.vimeo.com/video/592240321">https://player.vimeo.com/video/592240321</a>
<b>Afternoon</b>

<b>Tuesday</b>
<b>English</b>
Where the Wild Things Are: <a href="https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270694644001">https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270694644001</a>
Symbols that represent me: <a href="https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270695132001">https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270695132001</a>
BTN: <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a>
<b>Maths</b>
Making Mandalas – Part 1: <a href="https://player.vimeo.com/video/596375914">https://player.vimeo.com/video/596375914</a>
Making Mandalas – Part 2: <a href="https://player.vimeo.com/video/596703203">https://player.vimeo.com/video/596703203</a>
<b>Afternoon</b>
Inquisitive Class link: <a href="http://inq.co/class/8dj">http://inq.co/class/8dj</a>

<b>Wednesday</b>
<b>English</b>
Create your own Logo: <a href="https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270695227001">https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270695227001</a>
<b>Science</b>
<a href="https://study.com/academy/lesson/interactions-in-the-sun-earth-moon-system.html">https://study.com/academy/lesson/interactions-in-the-sun-earth-moon-system.html</a>
<b>Maths</b>
Investigating Area & Perimeter: <a href="https://player.vimeo.com/video/596599087">https://player.vimeo.com/video/596599087</a>
<b>Afternoon</b>

<b>Thursday</b>
<b>English</b>
Personification of Objects: <a href="https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270692093001">https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270692093001</a>

Personification in narratives:

[https://players.brightcove.net/6110393209001/default\\_default/index.html?videoId=6270695135001](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270695135001)

Personification in texts: <https://vimeo.com/591928488>

Education Live! Video: <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home> (scroll down)

### **Maths**

Empty Number Chart: <https://player.vimeo.com/video/592044530>

Hit It!: <https://player.vimeo.com/video/421354020>

### **Afternoon**

Inclusivity and Being Active:

[https://players.brightcove.net/6110393209001/default\\_default/index.html?videoId=6270692094001](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270692094001)

## **Friday**

### **English**

Storm: <https://theschoolmagazine.com.au/resources/storm-2>

Personification in 'Storm':

[https://players.brightcove.net/6110393209001/default\\_default/index.html?videoId=6270694643001](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270694643001)

Personification in a short story:

[https://players.brightcove.net/6110393209001/default\\_default/index.html?videoId=6270694845001](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270694845001)

Education Live! Video: <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home> (scroll down)

### **Maths**

Mathematic-Tac-Toe: <https://player.vimeo.com/video/592238389>

Mancala: <https://player.vimeo.com/video/596560530>

### **Afternoon**

Physical Activity: <https://youtu.be/mmq5zZfmlws>

# Stage 3-Summer-Unit 1

easy	
hot	1
floor	
pool	
beach	2
hotel	
brush	
towel	3
graph	
town	
cruise	4
always	
exciting	
follow	5
glove	
telephone	
phase	6
dollars	
paragraph	
vacation	7
listless	
sphere	
languid	8
trophy	
station	
elephant	9
phantom	
pharmacy	
Australia	10
phlegm	

## Theme: Summer Holidays—Dictation

We went to the beach near the hotel because it was hot and the town pool was closed.

Dad won a vacation over the telephone for a cruise that was always exciting and cost lots of dollars.

We were listless and languid at the cattle station in Australia when the phantom elephant stole the trophy.

### Unjumble these list words.

saey \_\_\_\_\_ roofl \_\_\_\_\_

loop \_\_\_\_\_ cheab \_\_\_\_\_

wotel \_\_\_\_\_ wont \_\_\_\_\_

walsay \_\_\_\_\_ wolfol \_\_\_\_\_

### Word Squeeze

cruiseasytowngraphotel towel

### Fill in the missing letters.

gr\_p\_ p\_\_l be\_c\_ to\_\_ t\_we\_

a\_\_a\_s g\_o\_e c\_\_i\_e \_h\_se

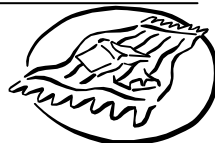
### Find words within these words

brush \_\_\_\_\_ always \_\_\_\_\_ beach \_\_\_\_\_

glove \_\_\_\_\_ town \_\_\_\_\_ pharmacy \_\_\_\_\_

phlegm \_\_\_\_\_ listless \_\_\_\_\_ towel \_\_\_\_\_

Write the list word that matches the picture.



**Rule:** 'ph' says 'f'.

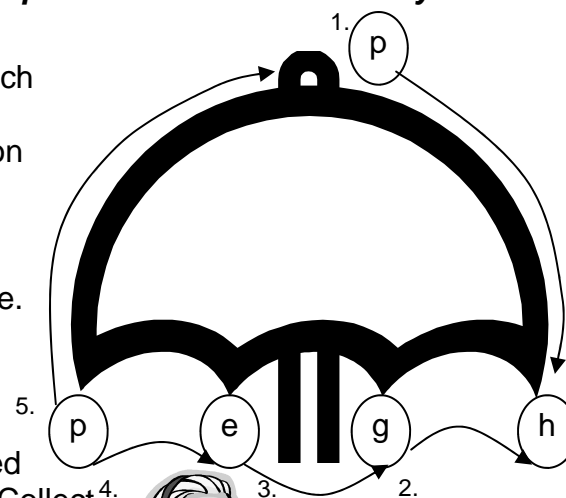
Write the words that follow this rule in the table below.

1 Syllable	2 Syllables	3 or More Syllables

Can you find some more 'ph' words in the Dictionary?

### Umbrella Puzzle Clues.

1. When writing a story each new idea should be a new
2. Mathematical information presented in dots, lines or bars.
3. Interesting and fun.
4. A stage or period of time.
5. A shop that sells medicines.



The swimmer has dropped some letters in the sand. Collect<sup>4</sup> them all then make 3 list words from them.



Can you solve this rebus puzzle?



the



w+



l+



2



+



the



Try to make up your own rebus puzzle.

Use the dictionary to find the meaning of these words.

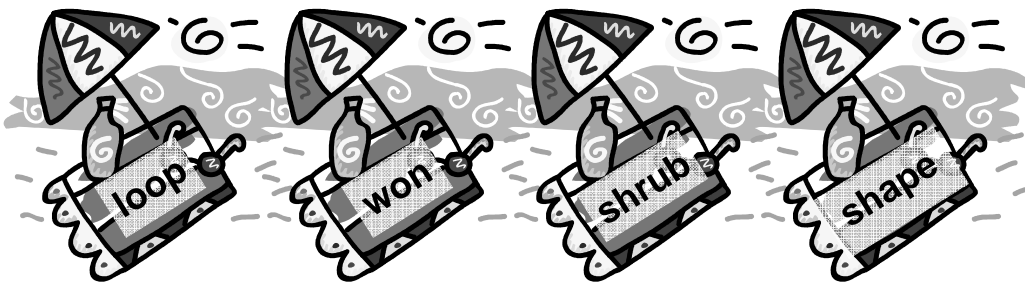
pharmacy \_\_\_\_\_

phantom \_\_\_\_\_

phlegm \_\_\_\_\_

phase \_\_\_\_\_

Write the anagrams of the words on the towels.



t	e	p
o	e	h
e	n	l

How many words can you make using the letters in the box? Each word must contain the letter in the centre.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10 = good  
12 = very good  
16 = excellent

What word uses all the letters? \_\_\_\_\_

## Aussie Talk

Some words have meanings different from their common usage.

**Write the meanings of the following statements.**

He had a brush with the law.

To go hand in glove.

A piece of cake

Get a hold of yourself.

Take it easy.

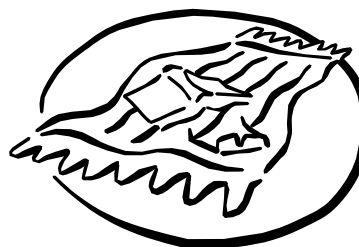
I'll wipe the floor with you!

**Word Building.** Write 3 more words that use the same base word.

tele <u>ph</u> one	
pharm <u>a</u> cy	
parag <u>a</u> raph	
vacat <u>i</u> on	

## Writing Ideas

Plan a day at the beach. List all of the things you would need to take with you and all of the activities you will do.



# MONDAY

## Activity 1 – Symbol hunt and storytelling

Symbols are everywhere! They can give us a message or tell us a story without using words. If you are in another country, you might be able to look at symbols and know exactly what they mean - even if you can't speak the language.

Here are some symbols you may have seen. They don't use any words but you probably know what they mean.

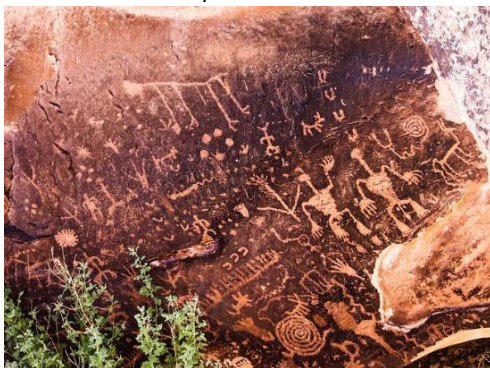


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Go on a hunt around your home to see if you can find any symbols (you might be able to find the recycling symbol above). A good place to start looking is on food packaging and clothing labels. Record your symbols and their meaning in your workbook.

This is a photo of a carving. Carvings can be used to tell stories. What symbols can you see? Can you see people and animals? What do you think each of the symbols could mean? Which ones might symbolise the landscape, like water, plains and mountains? Why do you think the creator of this work did it? What was the purpose of this carving?

["Acheology petroglyph"](#) by Max Pixel is licensed under [CC BY 4.0](#)



In your workbook, write down in a few sentences what this carving MIGHT be telling us.

## Activity 2 – Symbols – School Logo

A school logo is a way of representing the identity of a school. You can find logos on school badges, on a sign out the front of the school, or maybe on the school uniform.



This school logo uses symbols to explain who they are.

The tree represents lifelong learning and belonging. At this school, curious learners thrive and grow like a tree.

The yellow arrows are pointing north, upwards. This shows that learning is a journey at Northbourne Public School.

The blue wavy lines represent the waterway Wiannamatta, which is the Aboriginal word for mother place, where the school is located.

Look at the logos from other schools. In your workbook, record some of the symbols that you can see in these logos. What do you think they mean? Look carefully at the colours, shapes and sizes. Which logo do you like the best and why?

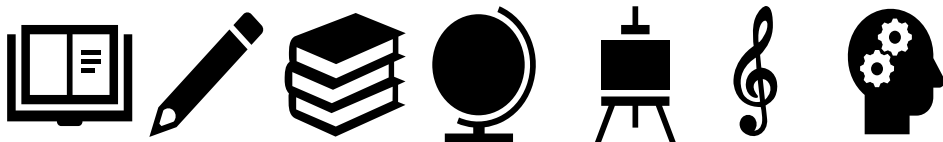


Think now about your own school logo. What is on your logo? What colours are used? What symbols are used? What do you think they mean? Write a short paragraph explaining your school logo and what you think the symbols and colour choices mean.

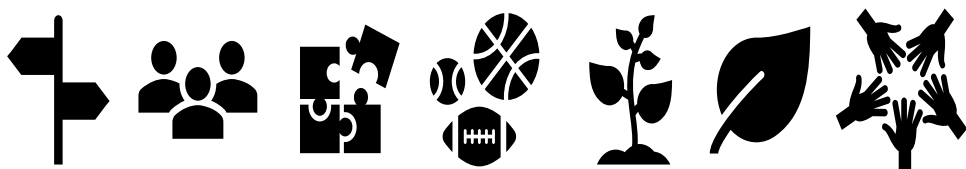
### Activity 3 – Writing about symbols

Imagine your school principal has asked you to design a new school logo for your school. Consider the landscape around your school and the colours and shapes that can symbolise your environment.

What symbols could you choose to represent your school's culture? What does your school consider to be important in your learning? Think about how can you represent these things using symbols.



When designing your logo, think about what the shape of the logo would be. In the previous activity, you saw logos that were shaped like shields, circles and even one that was in the shape of a platypus. Be creative!



Draw your new logo in your workbook, on a device, or on a piece of paper.

#### Challenge

Write a description of your new logo and explain each of the features.

The school motto, which appears on the Harry Potter school logo is “Draco dormiens nunguam titillandus,” which means “Never tickle a sleeping dragon.” A school motto is usually very short and captures the spirit of the school. Think of a new school motto for your school and explain why you chose this motto.

## TUESDAY

### Activity 1 – Symbols and symbolism in texts

Picture books can be read purely for enjoyment, however often hidden in the beautiful stories and illustrations you may also find great symbolism. Perhaps you have read a story with a lion. Often a lion symbolises courage or royalty. Symbols might also symbolise mood or emotion. For example, if you see a character with a cloud over their head, it may symbolise that they are sad.

Today we will read the story 'Where the wild things are' by Maurice Sendak.

In this story, think about the symbolism of the wolf, the wolf suit, forest, crown and hot food. What ideas or qualities are these objects representing?

'Where the Wild Things Are' by Maurice Sendak © 2015. Used with kind

permission from Penguin Random Publishing Australia

#### WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

Complete the following table with your ideas.

Symbols	What does it symbolise?
hot food	comfort, warmth, life
wolf	



Symbols	What does it symbolise?
wolf suit	
forest	
crown	

### Challenge

Can you think of other symbols in books that you have read? What might they symbolise?

Write why you think wolves are often used as 'bad' characters in a story. If you were to write a story about a wolf, make the wolf a 'good' character.

Can you think of other animals that are sometimes used in books to symbolise the 'bad' character? Write about why these animals are often chosen to be the 'baddy' and think about the animals that are often chosen to be the 'good' character. Write about why you think these animals often symbolise the 'good' character.

## Activity 2 – Create your own personal logo (Part 1)

We are going to create our own personal logo which tells our story.

In your workbook, put your name in the middle and complete a mind map with the headings:

My strengths – what are you good at? For example, dancing, running, I'm a good friend, a good listener

My ambitions – what do you want to do in life? For example, be a teacher, travel

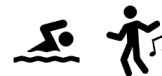
Interests – What do you love to do? For example, learn about bugs, play music, make jewellery, make videos

Special places and people – For example, family, pets, friends, the mountains or the creek

Favourite Colours – blue and green

Under each heading, write or draw your ideas for each of the categories. Try to draw a symbol which represents each of your ideas. For example:

### My Strengths



### My Interests



### Favourite colours



### My Ambitions



### Special places and people

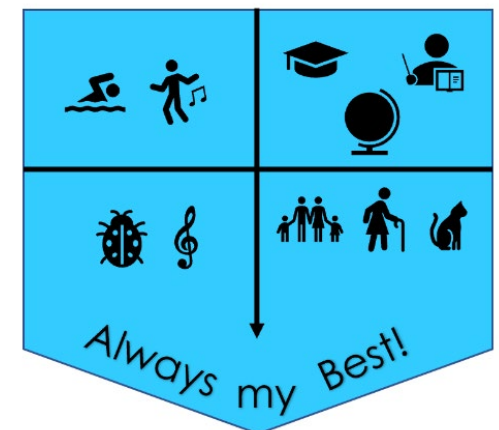


## WEDNESDAY

### Activity 1 –Create a personal logo (Part 2)

In the previous lesson, you thought about symbols that represent who you are as a person.

You are now going to use those symbols to create a draft logo like the example here. Think about which symbols you would like to include. Consider what shape your logo will be. Will it be circular? Will you use a shield shape? What is your motto?



Plan your draft in your workbook, on a piece of paper or on a digital device.

Write a short paragraph for each category explaining your choice of symbols and colours.

### Challenge

Use your draft and create a final copy of your logo. You might like to paint or colour your logo. You could use materials to create a sculpture of your logo. You could use digital publishing tools.

## THURSDAY

### Activity 1 –Using personification in writing



We are going to create our own examples of personification. For example, 'Lightning danced across the sky.' Lightning can't dance the way humans do, however this example helps us to picture the lightning's movement.

"[Lightning](#)" by Michael Tindeil is licensed under [CC BY 4.0](#)

Complete the following table below. Write nouns in the left column, and in the right column, give the nouns human characteristics. Two examples have been done for you.

Noun	Human characteristics
The stars	winked in the night sky
The wind	howled

Noun	Human characteristics

Choose one of your ideas and write a paragraph using your personification example.

For example,

The forest closed in overhead allowing only faint shafts of moonlight to reach the damp earth below. I was all alone. Somewhere behind me a twig snapped. Fear crept over me. Another twig snapped. My mind screamed at me to run, but I was frozen in terror.

### Activity 1 – Personification in texts

listen to the extract from the novel 'Blueback', by Tim Winton. If you can't listen to the extract, you can read it below.

In the text below, find the examples of personification the author uses. Highlight the noun in one colour and the human characteristics in another colour.

**Blueback** by Tim Winton, 2008

*Reluctantly he stuck the snorkel back in his mouth and put his head under. Near the bottom, in the mist left from their abalone gathering, a high blue shadow twitched and quivered. There it was, not a shark, but the biggest fish he had ever seen. It was gigantic. It had fins like ping-pong paddles. Its tail was a blue-green rudder. It looked as big as a horse. 'Come down,' said his mother. 'Let's look at him.' 'I-I thought it was a shark.'*



'He sure took you by surprise,' she said laughing. 'That's a blue groper. Biggest I've ever seen.'

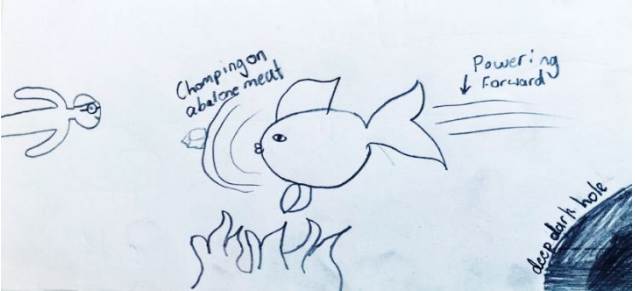
Abel and his mother slid down into the deep again and saw the fish hovering then turning, eyeing them cautiously as he came. It twitched a little and edged along in front of them to keep its distance. The big gills fanned. All its armoured scales rippled in lines of green and black blending into the dizziest blue. The groper moved without the slightest effort. It was magnificent; the most beautiful thing Abel had ever seen.

After a few moments his mother eased forward with an abalone in one outstretched hand. The groper watched her. It turned away for a moment, and then came round in a circle. Abel couldn't hold his breath much longer but he didn't want to miss anything so he hung there above his mother and the fish with his lungs nearly bursting. The groper arched back. The mosaic of its scales shone in the morning sun. His mother got close enough to touch the fish with the meat of the abalone. The fish trembled in the water and then froze for a moment as though getting ready to flee. She ran the shell meat along its fat bottom lip and let go. The fish powered forward, chomped the abalone and hurtled off into a dark, deep hole.



"Blue groper" by David Clode is licensed under CC BY 4.0

In the table below are some of the personification examples you may have found in the Blueback text. Draw an illustration of what you visualise when you read the phrase.

Example of personification	What I visualise
The fish powered forward, chomped the abalone and hurtled off into a dark, deep hole.	
A high blue shadow twitched and quivered.	
... saw the fish hovering then turning, eyeing them cautiously.	
The groper watched her.	

Example of personification	What I visualise
The fish trembled in the water and then froze for a moment as though getting ready to flee.	

The earth ran to rivers,  
could swallow no more.  
At last, the storm shrugged  
and gave a sigh,  
cleared the last of the raindrops  
from off the sky.  
‘Job well done,’ the storm then said.  
‘Good-o,’ yawned the wind.  
‘I’ll rest now instead.’

In the table, write two or three examples of personification you found in the poem. Write what you believe the meaning of the personification is. Highlight the noun in one colour and the human characteristics in another colour.

## FRIDAY

### Activity 1 – Personification

Read the following poem.

**Storm** by Janeen Brian

Across the sky  
the grey slid and spread.  
The wind whipped up  
turned on its head  
hammered the rain  
drove each thick drop.  
Lightning sparked.  
Thunder boomed, ‘Stop!’  
Branches screamed.  
Umbrellas scattered.  
Gutters choked.  
Bridges shattered.  
Wildness raged,  
it ripped and tore.



— — — — —

Example of personification	The meaning of the personification
At last, the storm shrugged and gave a sigh	The storm is finally almost over. Sighing is a softer word and showed that the storm is no longer as threatening.

## Activity 2 – Personification in a short story

For today's lesson or read the following instructions.

Have a look around your home and select an object that you would like to personify.

Use your imagination and create a character from your object.

Brainstorm ideas about your character.

For example:

Pete the Personification Pineapple –  
“The Masked Pineapple”



"Pineapple" by Pineapple Supply Co. is licensed

Likes: Adventure, peace and quiet, reading, jam sandwiches, walking on the beach and dancing	Lives: With his ginger cat
Describing words: Adventurous, jolly, quiet, happy, waddles, avid reader of detective novels, mystery sleuth	Character name: What does your character like to do? Where do they live? Who do they live with?? What words could you use to describe your character?

After creating your character, write a narrative using your ideas.

Before writing you need to plan your ideas. Remember that narratives include an orientation, complication and a resolution (beginning, middle, end).



For example, Pete the Personification Pineapple goes undercover at a birthday party to discover the balloon thief. Don't forget, your character has to want something, even if it is just a feeling.

In your workbook, complete a planning table with your ideas

Orientation	Complication	Resolution
When (time) Where (setting) Who (characters)	Event or events that start the action Event or events that happen when the character tries to solve the problem	How is the problem solved? How does the story end?

You are now ready to write your narrative in your workbook.

Remember to include:

Different types of sentences - simple, compound and complex.  
Try to use a range of sentence beginnings.

Adjectives and similes - help your reader get a clear picture in their mind.

Dialogue - can your characters speak? Include a little bit of interesting spoken text.

Paragraphs – remember to group your ideas.

Range of punctuation – full stops, exclamation marks, speech marks.

Interesting vocabulary – use attention-grabbing words. Use a different word to explain your character walking, for example, dawdled, sauntered, and ambled.

Re-read your writing to ensure you have included detail. Don't forget to check your spelling and punctuation are correct.

Challenge

Create a poem featuring your object and using personification.

Name: \_\_\_\_\_

## MULTIPLICATION PRACTICE ( Mixed #5 )

TOTAL: \_\_\_\_\_/75

A	B	C	D	E
1) $4 \times 4 =$ _____	1) $1 \times 6 =$ _____	1) $5 \times 3 =$ _____	1) $2 \times 10 =$ _____	1) $4 \times 7 =$ _____
2) $4 \times 5 =$ _____	2) $3 \times 6 =$ _____	2) $10 \times 1 =$ _____	2) $4 \times 5 =$ _____	2) $10 \times 4 =$ _____
3) $3 \times 1 =$ _____	3) $4 \times 8 =$ _____	3) $4 \times 0 =$ _____	3) $5 \times 5 =$ _____	3) $4 \times 4 =$ _____
4) $2 \times 1 =$ _____	4) $3 \times 0 =$ _____	4) $5 \times 2 =$ _____	4) $3 \times 3 =$ _____	4) $12 \times 3 =$ _____
5) $1 \times 7 =$ _____	5) $2 \times 3 =$ _____	5) $5 \times 5 =$ _____	5) $4 \times 2 =$ _____	5) $2 \times 10 =$ _____
6) $5 \times 8 =$ _____	6) $6 \times 5 =$ _____	6) $8 \times 2 =$ _____	6) $7 \times 1 =$ _____	6) $5 \times 5 =$ _____
7) $2 \times 6 =$ _____	7) $3 \times 12 =$ _____	7) $4 \times 6 =$ _____	7) $2 \times 5 =$ _____	7) $4 \times 6 =$ _____
8) $3 \times 9 =$ _____	8) $11 \times 5 =$ _____	8) $2 \times 12 =$ _____	8) $2 \times 11 =$ _____	8) $12 \times 4 =$ _____
9) $2 \times 10 =$ _____	9) $11 \times 3 =$ _____	9) $2 \times 11 =$ _____	9) $10 \times 4 =$ _____	9) $6 \times 3 =$ _____
10) $4 \times 11 =$ _____	10) $2 \times 12 =$ _____	10) $0 \times 6 =$ _____	10) $12 \times 5 =$ _____	10) $12 \times 1 =$ _____
11) $3 \times 6 =$ _____	11) $2 \times 7 =$ _____	11) $9 \times 5 =$ _____	11) $2 \times 6 =$ _____	11) $7 \times 3 =$ _____
12) $3 \times 3 =$ _____	12) $2 \times 4 =$ _____	12) $6 \times 4 =$ _____	12) $2 \times 5 =$ _____	12) $7 \times 5 =$ _____
13) $5 \times 10 =$ _____	13) $4 \times 12 =$ _____	13) $1 \times 4 =$ _____	13) $6 \times 5 =$ _____	13) $4 \times 5 =$ _____
14) $6 \times 5 =$ _____	14) $10 \times 3 =$ _____	14) $3 \times 6 =$ _____	14) $4 \times 12 =$ _____	14) $4 \times 11 =$ _____
15) $7 \times 4 =$ _____	15) $11 \times 4 =$ _____	15) $2 \times 3 =$ _____	15) $4 \times 4 =$ _____	15) $6 \times 5 =$ _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
SCORE: _____/15	SCORE: _____/15	SCORE: _____/15	SCORE: _____/15	SCORE: _____/15



## MONDAY

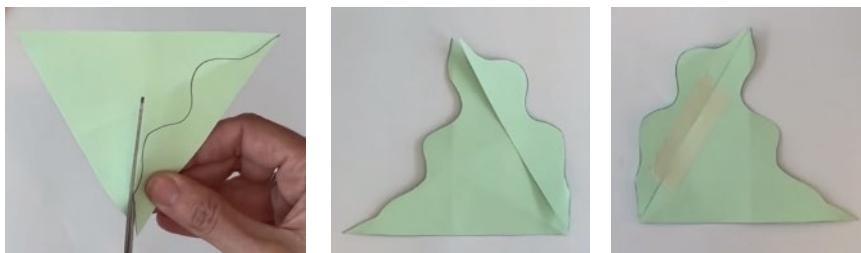
### Activity 1 – Playing with tessellations

To begin you will need to make an equilateral triangle. The steps for how to do this are on the video.

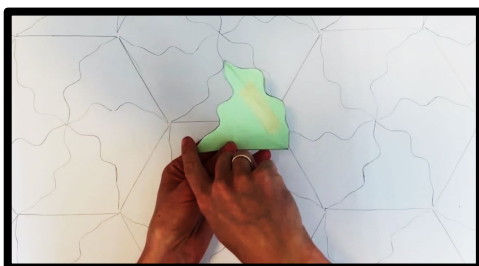
An equilateral triangle has all three sides the same length.

Cut a section off one of your sides like they have in the picture. Your line can be different to this one. Attach it to another side as shown.

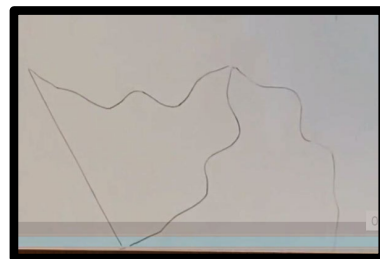
Tape this together carefully.



Now use this shape and try to make a tessellating pattern by tracing your template onto some plain paper on paper as shown. If you rotate the shape, you can see there are no gaps left which is what we need in a tessellation.



Continue and fill your page to see what your tessellation looks like. Can you see the hexagons hiding in here? Decorate your tessellating design to share with your teacher.



### Over to you mathematicians...

1. Create your own tessellating design using a triangle.
2. What other shapes can you create a tessellating design with?
3. What shapes can you find 'hiding' in your pattern?

- What happens if you create a tessellating design with different kinds of triangles (scalene or isosceles)?
- Why do you think this happens?

If you have access to a device watch this MathXplosion episode '[...It's a Metamorphosis](#)' to see some really cool ways to use tessellations.

## TUESDAY

### Activity 1 – Making Mandalas

It is proven that a kite which is symmetrical will fly much better as it balances. Think of the animals that fly, birds, butterflies and insects are all symmetrical.

In this activity you are going to create symmetrical designs also known as mandalas



Collect assorted objects from around your house and outside. You will need to collect a pair of each object (same colour, same size, same shape). Remember to ask permission before using natural materials.

Select a pair of objects (two objects that are the same colour, size and shape) and place one object down as your starting point.

Here is an example of a completed mandala made with the objects from the picture. Can you see all the lines of symmetry in this design?



Create your own mandala using the objects you have collected by rotating, translating and reflecting the objects.

- You can check the lines of symmetry using a ribbon to see if each side is a mirror image.
- Take a picture of it for your teacher

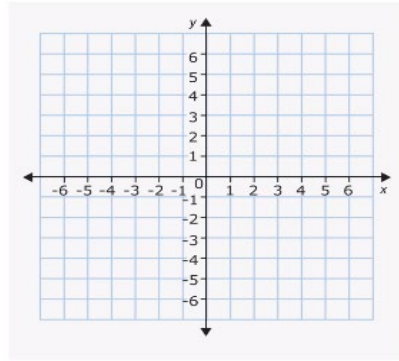
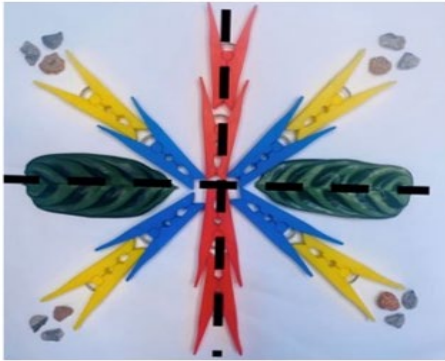
*You will need your mandala for the next activity.*



## Activity 2 – Making Mandalas part 2

In this activity you are going to plot your mandala on the Cartesian plane. Watch the video or follow the steps below

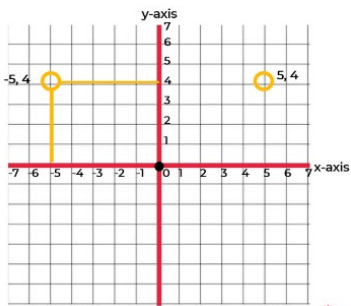
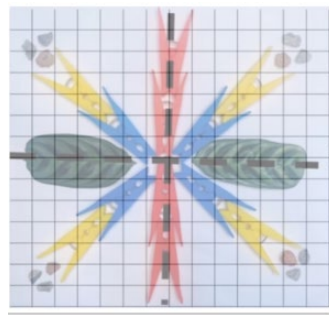
### Plot your mandala on the Cartesian plane!



To plot the mandala, you will need to imagine the 4 quadrants as shown above.

Think about and imagine how your mandala would look if it was sat on the grid. This is an image of what this mandala might look like.

Your task is to label the cartesian plane on the grid paper on the next page and plot some of the symmetrical components of your mandala design.



Start by finding the centre of your grid paper to make the axis of symmetry. Label numbers as done on the example at the top of this page. This example shows how they have plotted the coordinates for the pebbles.


The example we saw showed the plot of two of the pebbles. You can see they are symmetrical by looking at the position of the plots.

## WEDNESDAY

Investigating area and perimeter

To do this activity you will need to make equilateral triangles like you did in Monday's lesson. You will need to cut and paste one as you did on Monday and leave one whole.

Steps	Pictures
Draw and cut out 2 equilateral triangles Draw a squiggly line from one corner to another. Cut along the squiggly line. Stick the part you cut off on another side using sticky tape to create a new shape	
Measure the perimeter of the triangle by guiding the rope around the three edges of the triangle. Make a mark on the rope to show the length of the perimeter of each using a coloured marker.	
Measure the perimeter of the new curvy ex-triangle by guiding the rope around the edges of the shape. Make a mark on the rope using a different colour to show the length of its perimeter.	

Steps	Pictures
<ol style="list-style-type: none"> <li>1. Use a ruler or measuring tape to explore the difference.</li> <li>2. Is the perimeter of your shapes the same or different?</li> <li>3. If one shape's perimeter is longer than the other, how much longer is it?</li> <li>4. Is the area of your shape the same or is it different?</li> </ol>	
Cut your shape back up in its pieces and use direct comparison to see if the area changed.	

### Challenges:

Can you change a shape so that the area and perimeter stay the same?

Find some other shapes to explore. What would happen if we created a new shape out of a square, hexagon or a different type of triangle would the perimeter change, or would it stay the same?

### What's (some of) the mathematics?

When we are measuring area and perimeter we are measuring different things.

- When we measure the length around the outside of the shape, we are working out its perimeter.
  - Cool fact: the word perimeter comes from the Greek word perimetros where metron means 'measure' + peri means 'around'.
- We can determine the perimeter in different ways, we knew we couldn't use a ruler for our new curvy-edged ex-triangle so we used rope. Once we'd wrapped the rope around the outside of the shape we could lay it out straight to compare the perimeters.



## THURSDAY

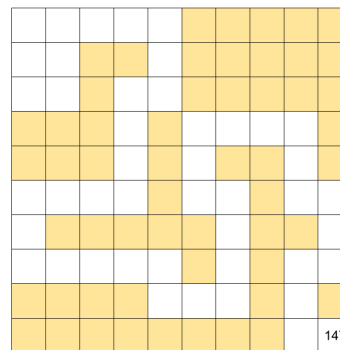
### Activity 1 – Empty number chart

From *Teaching Mathematics* by Siemon, Warren, Beswick, Faragher, Miller, Horne, Jazby, Breed, Clarke and Brady, 2020

Normally when we look at a 100 chart, we are using the numbers from 1 to 100. We can use our knowledge of 10 to help us fill the

missing numbers in columns. The charts you will solve today don't start at 1 and they don't finish at 100. You can still use your knowledge of a number chart to help you fill in the missing white boxes though.

Hundreds maze



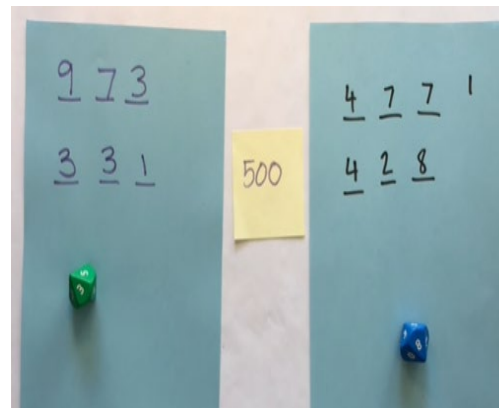
Your challenge is to determine the number sequence through the mazes.

- Use what you know to decide what numbers are missing and to justify the number you placed.
- You do not need to follow the maze in sequential steps if you know the value of a place on the maze. For example, using your knowledge of standard hundreds-chart, you know the number 2 boxes directly above 147 is 127. You also know the box to the left one less than 147 which is 146.

When you are feeling confident with this you can try the thousands chart in the resource pack. You also have a blank chart which you can ask someone to put a mystery number in and you can solve it from there.

### Activity 2– Hit it

From Mike Askew, *A practical guide to transforming primary mathematics*, 2016



Read the instructions below.  
nine-sided dice or spinners  
Paperclips for spinners

This is a two-player game.

- You need to come up with a target number, which is the same number for both of you. It needs to be a multiple of 100 (for example 200 or 500).

- Each player, on their own piece of paper, put three dashes ( \_ \_ \_ ). This is where they will write their numbers on to.
- Player one will roll their dice and think about one of the dash's to put their number into. The goal is to get as close to the target number as possible. If I roll a 7 I can put it as 7 \_ \_ so 7 hundreds or \_ 7 \_ for 7 tens or \_ \_ 7 for 7 ones.
- Keep rolling, filling in your dashes till you and your partner have a three-digit number. Explain to your partner how close you are. Whoever is closest wins.
- Play again with the same target number or maybe try a bigger number (still a multiple of 100) but with four digits like 5000.

## FRIDAY

### Activity 1 – Mathematic-tac-toe

This is a game of strategy and will need two players. It is a mathematical version of noughts and crosses.

**Player 1- defender**

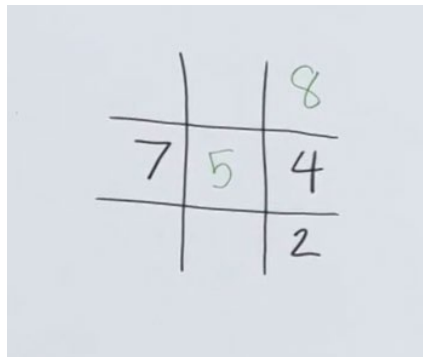
**Player 2- attacker**

The aim of the game is for the attacker to get a row, column or diagonal to add up to 15. The defender aims to stop this.

You are only allowed to use each of the numbers 1-9 once in a game.

#### How to play:

1. Draw up a tic tac toe (naughts and crosses board)
2. Each player chooses a coloured marker to be.
3. The defender goes first placing a number from 1 to 9 on the playing board.
4. The attacker chooses any number from (that has not already been used) and places it on the board.
5. Turns continue until either the attacker scores a total of 15 either horizontally, vertically or diagonally, making them the winner. The defender wins if the attacker is unable to make 15.



In the game below the defender is using a black marker and the attacker is using a green marker. It is the turn of the attacker to go next. If you were playing what would be your next move and why?

### Activity 2 – Play Mancala – an ancient game of strategy

Watch the video or follow the instructions below.



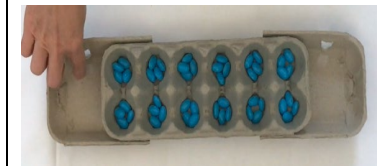
You will need:

- a game board- you can make it from an egg carton
- 48 counters (or other items such as beans, dried pasta, LEGO bricks, paper clips or buttons). They do not need to be the same object. Place 4 items in each hole
- someone to play with (you can also play this game in teams so you can share your brainpower!)

#### Instructions

Get ready:

Each player sits opposite each other facing the long side of the game board (egg carton).



The collection cups (mancala stores), are placed at each end of the game board, and remain empty of beans.

Goal:

Get beans into your keep tray



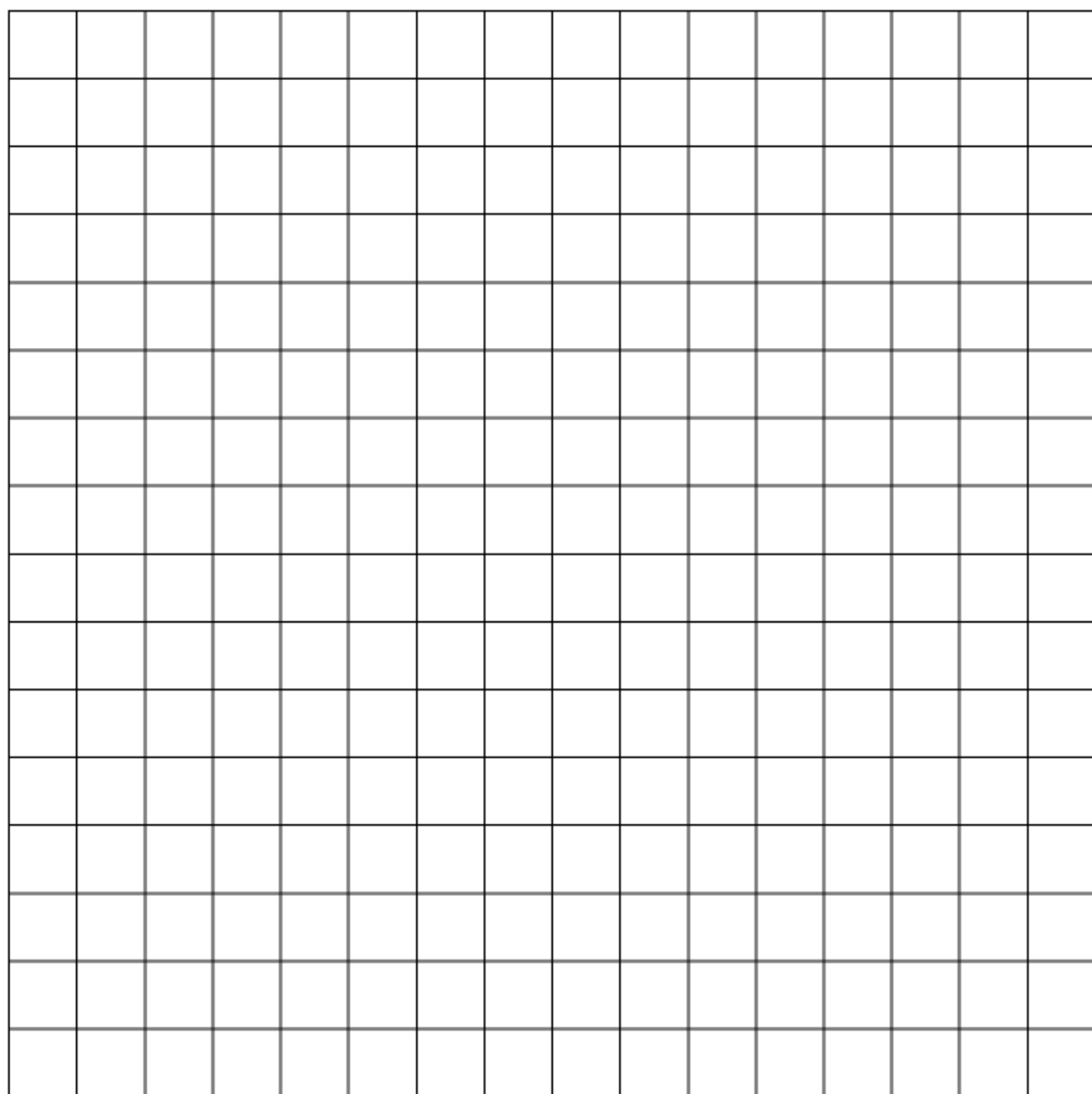
## Instructions

How to play:  
Pick up all the beans from one cup.  
Moving to the right, drop a bean into  
each cup (including the keep tray)  
until your hand is empty.  
If you finish on a keep tray, have  
another turn.  
The winner is the player with all beans  
in the keep tray.

## Picture

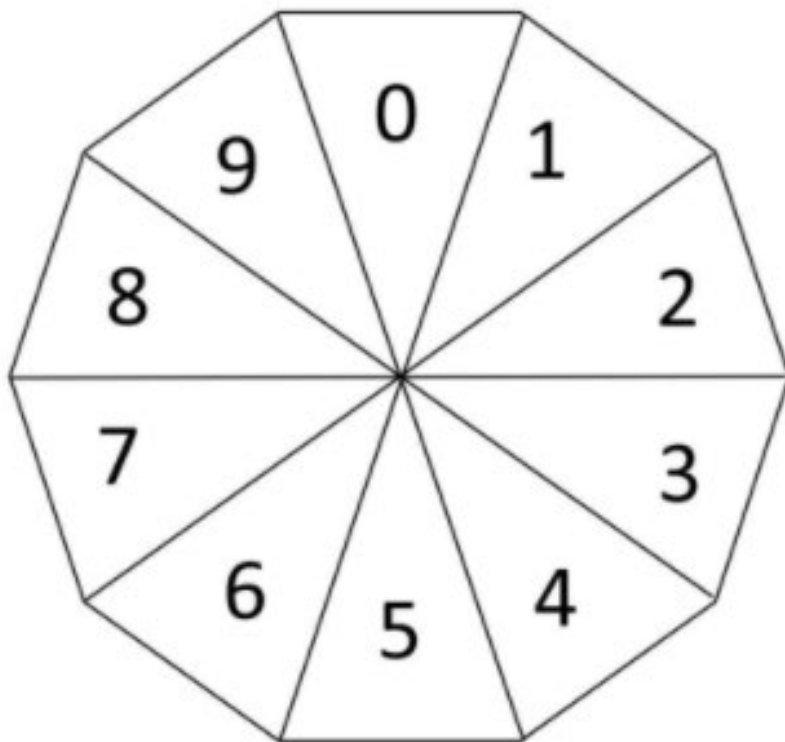
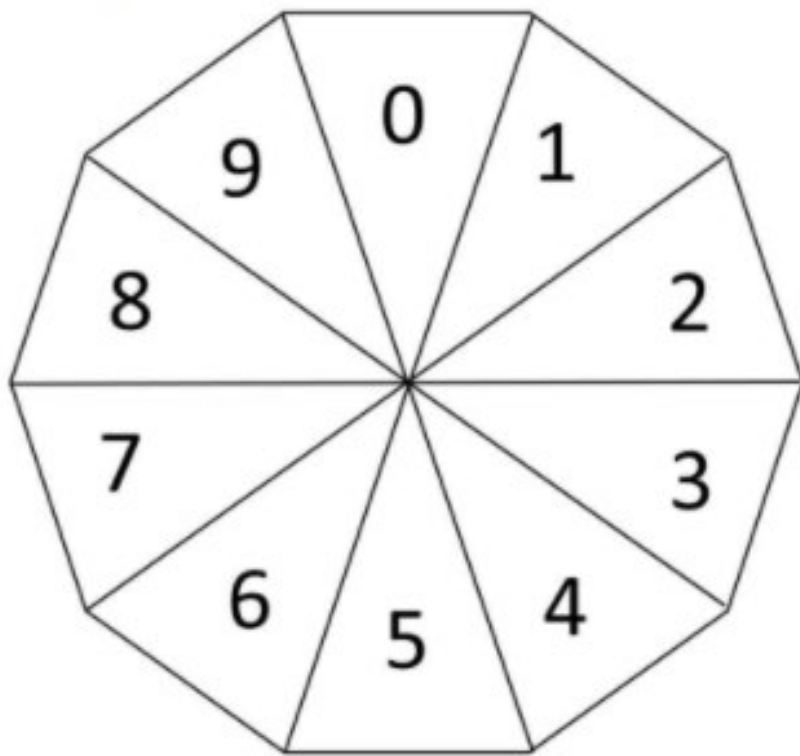


## Centimetre grid paper

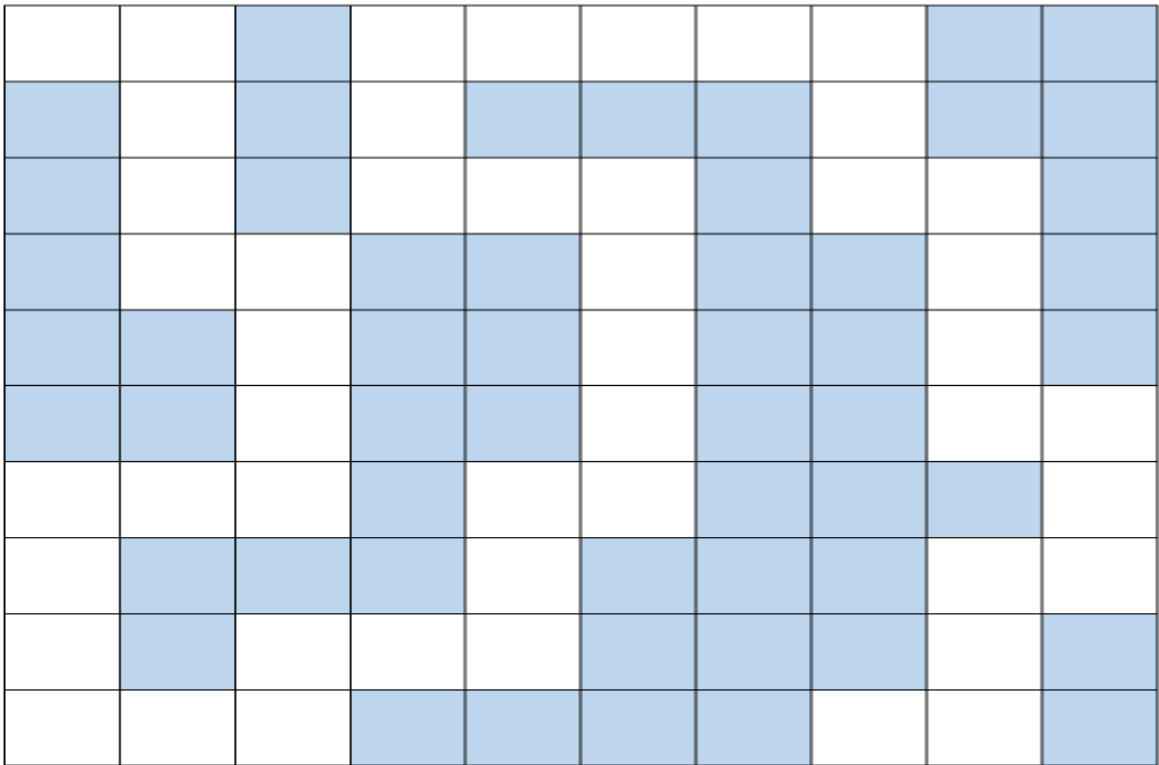




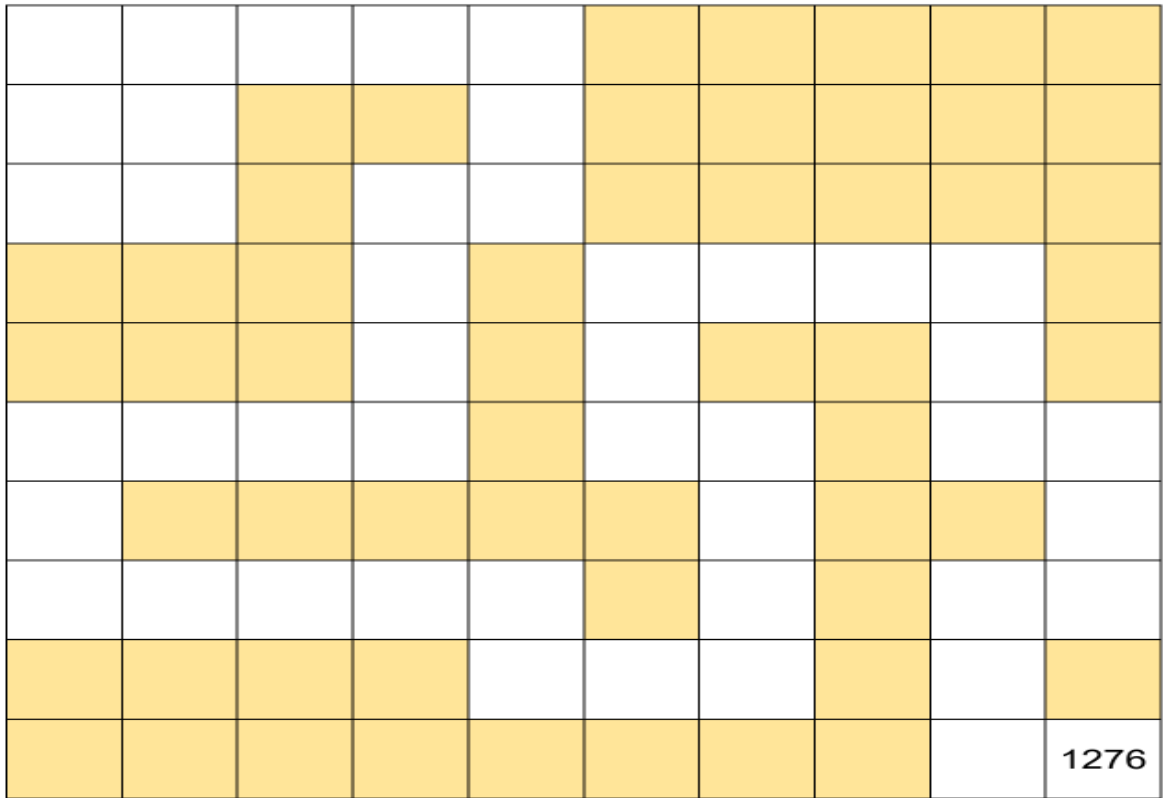
## 0-9 spinners



**Blank maze 2**



**Thousands maze**





## ART PROJECT: FIGURE SCULPTURES

We're going to turn flat, delicate kitchen foil into sculptures of people, inspired by the textured figures that Giacometti created.

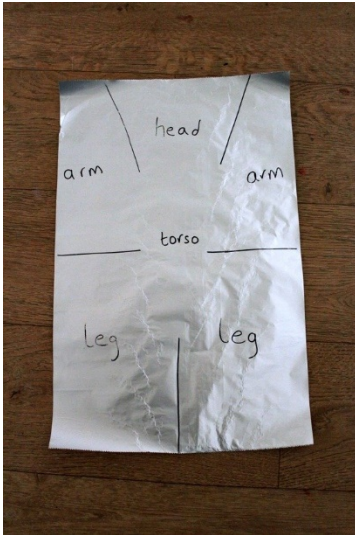


Maybe you can get your sculpture to stand up on its own? This is quite hard, as you need to play around with the balance of your person and their centre of gravity.

Your figure might like to hang upside down from the table!



Take some photos! Maybe you can tell a story.



You will need a piece of kitchen foil – a piece a bit bigger than A4 size is good to start with. Have a look at the photo to see how you can segment the foil into pieces that will become the head, arms, legs, and torso of your person.

Draw out the guidelines on your own piece, and then cut along them. Next, use your hands to scrunch up the foil sections to make your person.



Once you've got the idea of how the flat kitchen foil can be sectioned out and scrunched up, you can have fun creating all sorts of different figures. Move your foil figure to recreate some of the stick figures. The arms, legs, back, and neck will all bend easily so you can carefully re-position your person.

You can also use additional pieces of foil to make more people.

Try to make your figure stand, run, even do yoga!

5

**a** With your class look at the image for “peeling the fruit”.

Think about the “skin” of the issue. This is the part you can see. What do you know about Aboriginal and Torres Strait Islander peoples’ rights? Each person should write their thoughts on sticky notes and put them on the “skin” of the image.

**b** “Getting under the skin” helps to dig deeper into an issue. What questions arise from the issue?

**C** Below are two examples of “getting under the skin” questions. Write one more.

- Did the Aboriginal people really need protecting?
- How did the Protection Act protect them?

**d** Now use the questions and the websites provided by your teacher to research deeper into the issue. Record your notes below.

From your research you will have a deeper understanding of the rights of Aboriginal and Torres Strait Islander peoples in the 1960s. This is called “the flesh” of the issue.



6

- a** Using the notes from your research imagine you are a person living in Australia in the early 20th century. Here are their glasses. To understand their point of view, write what you think their view of the Protection Act would be.



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Whose glasses are they? \_\_\_\_\_

- b** Add different points of view to the flesh of the class “peeling the fruit” image.

Under the Protection Act the government established reserves and allowed Christian missions to act as agents for the government. The Protection Act which was intended to shelter Indigenous people resulted in extensive control over their lives.

Eventually, the Protection Policy was replaced by the Assimilation Policy (1937–1960s). Indigenous people were expected to become like, and live like non-Indigenous Australians but they were still denied many of the rights available to other Australians.

## PDHPE – Including everyone when we are active

Watch the teaching video 'Including everyone when we are active' or read the instructions below.

Today we are thinking about ways we can be more inclusive.

*What does the word inclusive mean?*

The word inclusive means recognising everyone's different needs, strengths and skills and finding ways that everyone can participate. You might be including someone younger than you, someone older than you, someone that has not played the game before, someone who has different skills to you or someone with a disability.

*What does the word disability mean?*

A person with a disability may find it difficult or impossible to walk, see, hear, speak, learn, or do other important things. Some disabilities are permanent, or last forever. Others are temporary, or last for only a short time. A disability can be something a person was born with, or it can be the result of an illness or an accident.

People with a disability might need a bit of help to be active. The Paralympics is an example of an international sport event for athletes with a disability. There are 22 sports in the summer and 5 in winter. Some examples of the sports include wheelchair rugby, goalball, para-swimming and sitting volleyball; there are many sports!

*What are some ways we can be inclusive of everyone when we are active?*

In your workbook make a mind map of the ways you could be more inclusive. Write the title Ways to be Inclusive in the middle of your page. Write some of the things you could adjust in an activity to include everyone in the activity around the outside of the title.

You could:

- Adjust the distance of the activity. For example, making the distance that people of different ages run in cross country longer as they are older.

- Adjust the equipment. For example, use a ball with a bell in it to make it easier for someone who is vision impaired to play cricket.

Can you think of any other ways we can be inclusive of everyone when we are active?

1. Choose an activity that you like to participate in with your friends or family. Examples include running, dancing, basketball, handball, cricket or swimming.
2. Now think how you could adjust it so that it is inclusive for everyone. For example, make adjustments for someone who is younger than you, someone who is older than you, or someone who has a disability.

### Activity 1:

Your task is to record the activity that you have chosen, who you are adjusting it for and explain the ways you have made it more inclusive.

You could (choose 1):

Record a video of yourself demonstrating the activity and showing the ways you have made the activity more inclusive.

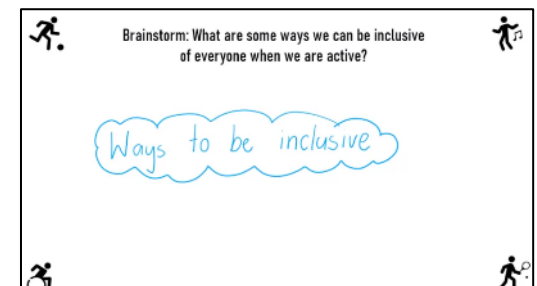
Write a letter to a friend explaining the activity and the ways you have made the activity more inclusive.

Create a poster with pictures or diagrams demonstrating the activity and the ways you have made the activity more inclusive.

Design a slide show with images and record your voice explaining the activity and the ways you have made the activity more inclusive.

### Activity 2: Play the game or do the activity.

Include the people you live within the activity to test out your changes.



## Wellbeing Wednesday

Choose at least one activity each Wednesday afternoon to complete after your learning from home is finished for the day.

Watch a funny movie with your family members	Cook a delicious treat for the whole family to share	Go on a bushwalk or bike ride somewhere peaceful	Play some board games with you family members	Host a trivia game with your family (or you can try some trivia questions on your next class Zoom)
Photography Challenge- Decide on a theme with your family (e.g water, light nature,) and take various pictures on a device. Have a challenge against your family members to see who can take the best pics!	Print off some of your favourite photos and make a scrapbook	Check in with your grandparents or relatives over the phone or via Zoom	Guided meditation e.g. Smiling Mind. Take some time to relax.	Close your eyes and imagine a peaceful place in nature. Draw or describe this place.
Fitness/Sport your choice of activity)	Paper Aeroplane challenge against your family members.	Comedy show - Share some jokes with your friends or family	Thank you letter – write a letter of gratitude to someone and mail or email it to them	Spend some time with one of your pets. If you don't have a pet, watch some videos online of pets doing funny things (with parent permission) E.g. <a href="#">Funny Pets YouTube Clip</a>