



Stage 3

Home Learning  
Booklet

Term 3, Week 6



# Multiplication Facts - Week 6

x	6	2	11	8	12	3	9	5	4	10	7	13	14
2													
11													
5													
6													
3													
9													
12													
7													
4													
10													
8													
13													
14													

**Time:** .....

# Wollondilly Bushfire Writing: Week 6

**(Do not turn this in, you need it each day)**

- **Learning Intention:** to write an informative report (newspaper article) on the Bushfires in Wollondilly.
- **Success Criteria:**
  - I can write an engaging headline.
  - I can explain the structure of an article.
  - I can use technical language in my writing
  - I have an understanding of different perspectives.
  - I can recraft and edit my writing.

<p><b>Gathering facts and information</b></p> <p>Use point form.</p> <p><i>These are your notes to use when composing your article. You need to put effort in here!!</i></p> <p>Some notes have been added - expand on them.</p> <p>Think about the 5 senses.</p>	<ul style="list-style-type: none"><li>- Picton oval - helicopters refueling station</li><li>- Helicopters flying over houses, numerous times a day, noise.</li><li>- School closures</li><li>- Smoke: residents keeping windows closed</li><li>- Asthma sufferers: health issues</li><li>- Local firefighters - long hours, days in a row, effects on families.</li></ul>
<p><b>Opening paragraph</b></p> <p>Think about the 5W's.</p> <p>Don't include too much information - save that for your main body.</p>	

## Main body of article

Expand on your main points.

\* Include direct speech/quotes.

\* Include specific details.

We are using as many facts as we can from our local knowledge - but you can make up your own names, people, quotes and events.

## Concluding paragraph

Include future directions for the community. Where to now?

## Recrafting and editing

Look over your writing from this week. Make changes. Make corrections.

Recraft, check punctuation, check spelling, add in technical/theme words.



Maths Help Zoom  
today at 11am :)  
**Monday**  
**16.8.21**



Log on to Mathletics and complete the assigned activity.

<https://www.mathletics.com/au/>

If you've forgotten your login details, check your Seesaw messages for your login information.



It's time to read: you will need to read for 10-15 minutes.

You can log into Reading Eggpress - where your teacher has set some books that you can choose from.

or

You can choose to read a book that you have at home.

Then

Fill out your reading log:

You can find this in your daily classwork tab.



# English: Spelling



geology  
geometry  
geographic  
million  
millilitre  
  
chimney  
journey  
guitar  
calendar  
aeroplane  
aerial

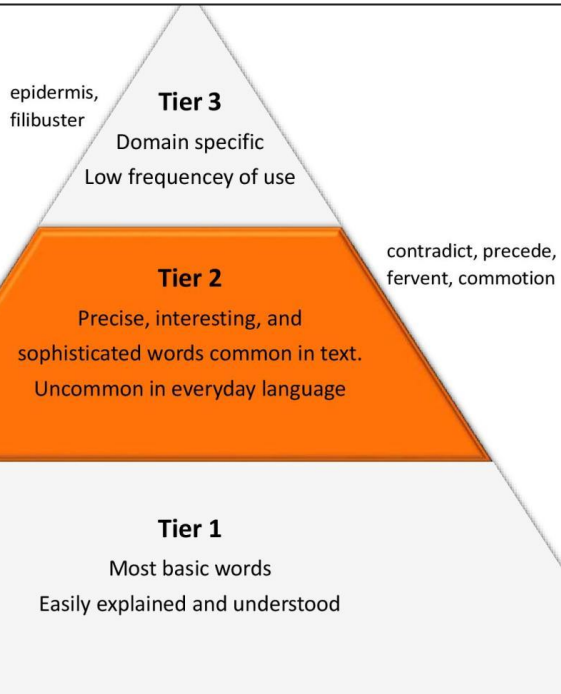


1. Read and rewrite the words in the list.
2. Choose 6 words and use them in a sentence - *write 3 as questions.*

# Improving Our Vocabulary

When we say we want to improve our vocabulary, it means that we want to change our “Tier 1” words (eg. sad, small etc) to more interesting “Tier 2” words (eg. glum, miniature).

Complete the table and turn the ‘Tier 1’ words into ‘Tier 2’ words. Be as creative as you can!



Turn these boring Tier 1 words into more interesting Tier 2 words.

Tier 1	Tier 2
<i>Eg. warm</i>	<i>humid</i>
happy	
run	
nice	
slow	
cold	
tall	

Choose one of your Tier 2 words from above and put it into a sentence.



# **Writing:** Wollondilly Bushfires newspaper article: *Gathering facts and information.*

## **We will be learning about:**

- \* newspaper headlines
- \* structure of articles
- \* using technical language in our writing
- \* understanding different perspectives
- \* recrafting our writing



## **Where to write?**

Online students: You will need to go to the Bushfire writing google doc. In classwork tab.

Booklet students: You will need to write in a book or paper from home.

Today I want you to think about the bushfire season we experienced here in our local area in 2019-20. The Oaks, Oakdale, Orangeville, Picton. Our surrounding towns.

I want you to use your memory, ask your family, phone a friend and recall the significant events and memories from the bushfires of 2019-20.



**Go to your Google Doc or paper:**

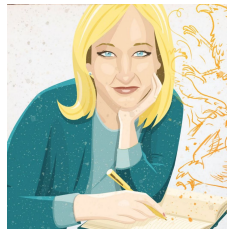
*Record in point form, all that you can remember. Be specific. There are some examples on the google doc to help you.*



# English: Comprehension

Read the text on the next two slides and answer the comprehension questions that follow.

A stylized, cursive signature of 'J.K. Rowling' in a dark red color. The signature is set against a light background with a faint illustration of an open book and some decorative elements.



## Who is J.K. Rowling?

Joanne Rowling (more commonly known by her pen-name, J.K. Rowling) is a celebrated British author. She is most well known for the *Harry Potter* series, which became the highest-selling book series of all time in 2018. In addition to being a writer, Rowling is also a mother, a teacher, and an advocate for the rights of women and children.

## Early Life

J.K. Rowling was born in Yate (a town in Gloucestershire, England) on 31 July 1965. Her father, Peter, was an aircraft engineer, and her mother, Anne, was a science technician. Joanne's sister, Dianne, is two years younger than her. Books were highly valued in the Rowling household, as both parents were prolific readers. As a result, Joanne decided from an early age that she wanted to be a writer.

## Education

Rowling began her school education at St Michael's Primary School in Gloucestershire. When she was nine years old, she moved to the town of Chepstow in Wales. Joanne attended secondary school at Wyedean School, and then studied French and Classics at the University of Exeter. After graduating from university in 1986, Rowling worked for Amnesty International (a charity that campaigns against human rights abuses) in London. She also worked as an English and French tutor.

## Awards and Activism

J.K. Rowling continues to write; however, she has informed the public that there will be no further additions to the *Harry Potter* series. She has won multiple awards throughout her writing career, including an OBE (Order of the British Empire) award for services to children's literature. Joanne continues to donate to charities that fight to reduce poverty and social inequality, making her not only one of the world's greatest novelists but also one of its most generous philanthropists.

## The Boy Who Lived

The idea for Rowling's most famous works, the *Harry Potter* series, came to her on a train journey from Manchester to London in 1990. She immediately began writing the story of the famous boy-wizard, although it would take several years to plan out the entire seven-book series. The first book was finally released in 1997 by Bloomsbury Publishing. It was an instant success, adored by children and adults alike. Six more novels followed, the last of which became the fastest-selling book to date.

# Questions

## Literal Comprehension

1. What book series is J.K. Rowling most well known for?
2. What is Amnesty International?
3. When was the first *Harry Potter* book released?

## Inferential Comprehension

4. Why did J.K. Rowling decide to be a writer?
5. What evidence in the text suggests that J.K. Rowling is a persistent person?

## Evaluative Comprehension

6. Do you think it is important for children to be exposed to books and reading at a young age? Explain your answer in detail.

# Answers

# Mathematics:



$$\begin{array}{r} 5687 - \\ \underline{3269} \end{array}$$

$$\begin{array}{r} 67 \times \\ \underline{32} \end{array}$$

$$\begin{array}{r} 786 \times \\ \underline{43} \end{array}$$

$$7/156$$

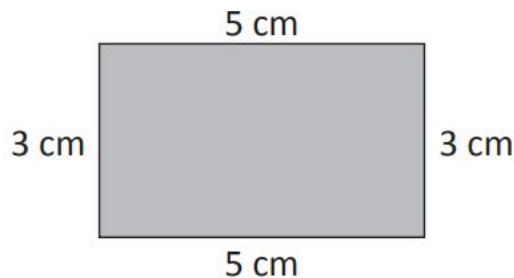
**Division  
Challenge**

$$23/654$$

We can use this formula to find the area of rectangles:

$$\text{Area} = \text{length} \times \text{width}$$

$$\text{Area} = 3 \times 5 = 15 \text{ cm}^2$$



**ALWAYS REMEMBER TO FINISH YOUR ANSWER WITH THE  
UNIT OF MEASUREMENT AND THE SQUARED SYMBOL...**

**MM<sup>2</sup> CM<sup>2</sup> M<sup>2</sup>**

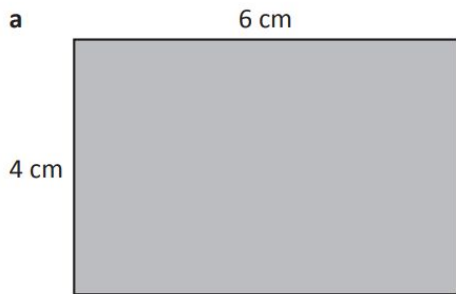


# Mathematics

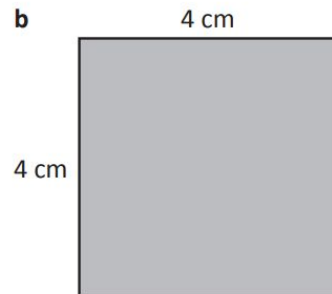
Find the area of these rectangles using the strategy from the previous slide.



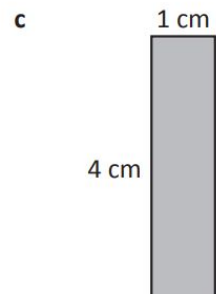
Find the areas of these shapes\*:



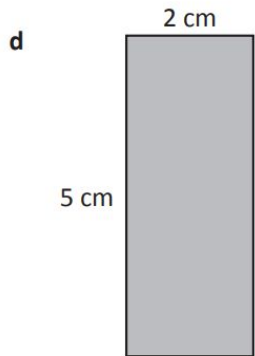
Area =  cm<sup>2</sup>



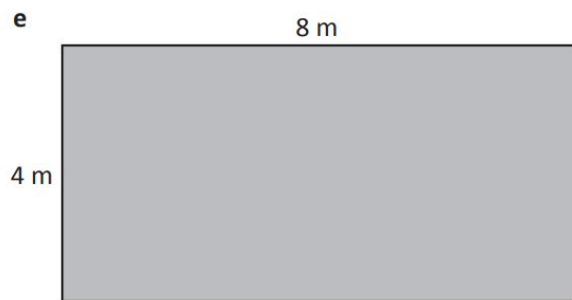
Area =  cm<sup>2</sup>



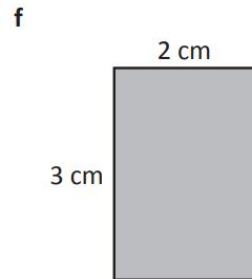
Area =  cm<sup>2</sup>



Area =  cm<sup>2</sup>



Area =  m<sup>2</sup>

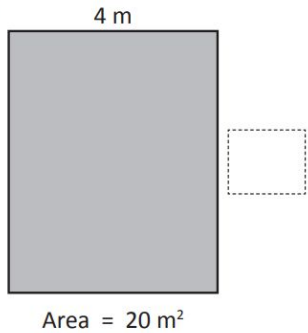


Area =  cm<sup>2</sup>

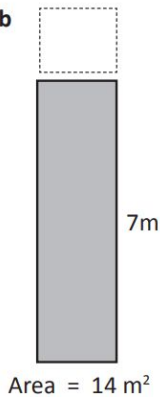


In each shape\*, you are given the area but one side is not labelled. Label the missing side:

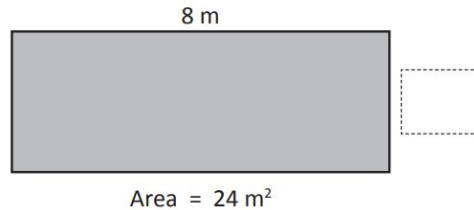
a



b



c



\*Not drawn to scale.

This activity requires you to think backwards. The area of the shape is given to you, but one of the side measurements is missing.

**How would you work out the missing side length? What operation would you use?**

***Answer: Divide the area of the rectangle by the side that you know. For example:  $20\text{m}^2 \div 4\text{m} = ?\text{m}$***

## Finding Area!

Find a rectangular space at home or school that you can find the area for. For example, it might be the kitchen floor, or the grass area.

You will need a measuring tape or ruler to measure the 2 lengths of your rectangle space.

Write down in the space here what space you measured, the lengths of the two sides and the overall area of your rectangle space. Don't forget to write your answer in units squared!

What space did you find the area of?

What were the length and width of your space?

What is the overall area of your space?

# Geography- Surviving Bushfires

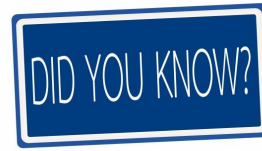


Figure 1: Bushfire survival guide

## Personal survival (indoors)

- Wear as much cotton or woollen clothing as possible; avoid wearing cloths made from synthetic-fibres.
- Crouch or lie down on the floor of a room that is away from the approaching fire; the air close to the ground contains less smoke.
- Take as many of the precautions shown in Figures 3 or 4 as is possible in the time available.
- The fire front and its radiant heat usually pass in two to four minutes. Even if the house is set alight, it is safer to stay indoors until the fire front has passed.

## Personal survival (outdoors)

- Don't panic. Find the clearest or most open area. Move across-slope, away from the fire-front, then down-slope towards the rear of the main fire front. Don't try to outrun a fire, or go uphill, or through even low flames unless you can clearly see a safe area close by.
- If possible, lie down in a depression in the ground, a pond or dam, or cover yourself with loose earth or rocks. Thick, woollen clothing or a woollen blanket offers some protection from the radiant heat. DO NOT take shelter in a tank of water.
- If in a car, park by the roadside in the clearest area possible. Stay in the car, wind up the windows and put on the headlights. Crouch down and shelter under a rug, floor mat or anything similar that is available. See Figure 2.

It is not always the flames or the smoke that presents the greatest danger in a bushfire. The scorching radiant heat is often just as deadly. This invisible heat surrounds the flames and scorches plants, animals and people caught in its path.

Some of the best ways to increase your chances of survival if you are caught in the path of a rapidly approaching bushfire are listed in Figure 1.

Looking at Figure 1, what actions can you take to protect yourself in an event of a bushfire? Make sure you include both indoor and outdoor protection strategies.

Things i can do in an indoor fire:

Things i can do in an outdoor bushfire:



# What if we get caught in bushfire in our car?

Position the car to minimise exposure to radiant heat. You can do this by parking away from dense bush – try to find a clearing; parking behind a barrier such as a wall or rocky outcrop if one is available; and face the car towards the oncoming fire front.

Shut all vents and turn the air conditioning off.

Stay in the car, and tightly close windows and doors.

Curl into a ball and get down on the floor - below the window line. Cover up with woollen blankets if available.

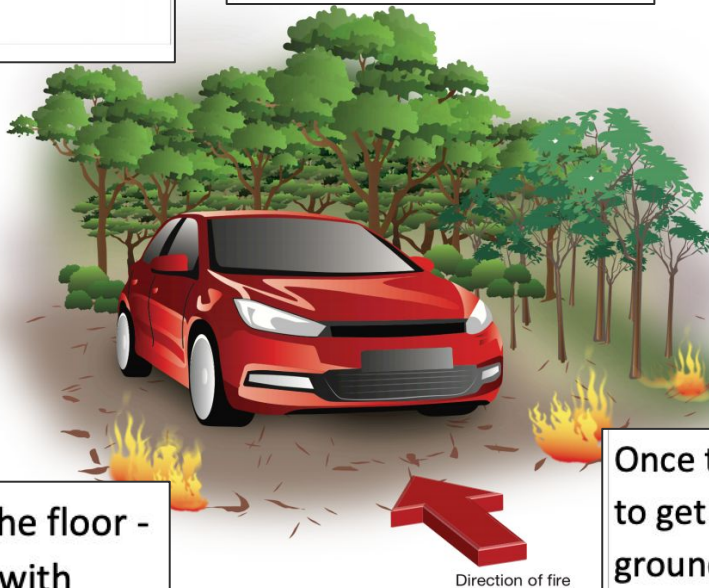
Park off the roadway and turn hazard lights on. Car crashes are common in bushfires due to poor visibility.

Call Triple Zero 000. Give them your name and location.

Turn the engine off.

Drink water to prevent dehydration.

Once the fire front has passed you need to get out of your vehicle. Move to burnt ground, but stay close to your vehicle and wait for help.



“Dad! Look, there is the fire!” It was a humid, summer day and the wind had encouraged bushfires to soar through our nearby land. We hopped in the car to drive to safety, but the bushfire seemed to be coming from a different direction. It was heading in our direction! Dad stopped the car. “I remember learning about this somewhere! I know how to get us out safely! We need to ...”

Finish the story. Your characters need to survive being stuck in their car during a bushfire. How do they survive? What actions do they take? Use the last slide to help you.

Type here.



How are you feeling?

**Write a sentence about how you feel about your learning today.**

**Was there anything that you didn't understand in today's tasks? If yes, what part?**

**Any jokes to share? 😊**

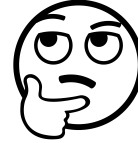
**Is there anything else that you would like to share with your teacher?**



# English: Spelling

**Tuesday**  
**17.8.21**

*Write 2 words in each box for each suffix or prefix*



\_\_\_\_ scribe

1.

2.

mis \_\_\_\_

1.

2.

\_\_\_\_ ee

1.

2.

\_\_\_\_ eight

1.

2.

dis \_\_\_\_

1.

2.

aero \_\_\_\_

1.

2.



# English - Spelling

geology      chimney  
geometry     journey  
geographic   guitar  
million      calendar  
millilitre    aerial  
aeroplane



**Look Say Write Check:**

Type here:

**Clues:** find the answer from the list above.

1. Part of a fireplace.
2. A musical instrument.
3. Mathematics that involves shapes and figures.
4. The study of earth and its structure.


# English - Vocabulary

Choose one of your Tier 2 words from yesterday and complete the following activities based on that word. If you forget your words, check yesterday's slides.

My word is:

My definition of the word:

Dictionary definition:

List 3 synonyms:

List 2 antonyms:

# **Writing:** Wollondilly Bushfires newspaper article

## Opening Paragraph

Today you will write an introductory paragraph for your article.

An introductory paragraph should briefly sum up what the story is about. Think: What? Who? When? Where? How?

Use your facts and information that you recorded yesterday.



Read your opening paragraph out loud when you are finished.  
*How does it sound? Do you need to make corrections?*



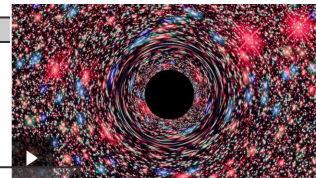
**Go to your Google Doc or paper - and complete your writing there.**



# English: Comprehension

Watch the BTN video and then answer the questions: *Do Black Holes Suck in Planets?*

<https://www.abc.net.au/btn/classroom/do-black-holes-suck-in-planets/13485706>



## Questions

1. Do black holes suck in planets?
2. What happens to the planet once sucked into a black hole?
3. How can a black hole form?
4. What substances circle a black hole?
5. Share one fact that you learnt from the video

## Answers

Type here. *Don't forget to number your answers.*





# Mathematics:

1. Each table in a classroom is 100cm long and 50cm wide.

a) What is the area of each table?

b) If there are 16 tables in the classroom, what is the total area of all the tables in  $\text{cm}^2$ ?

c) CHALLENGE: What is the total area of all the tables in  $\text{m}^2$ ?

2. An artificial soccer pitch is 90m long and 40m wide.

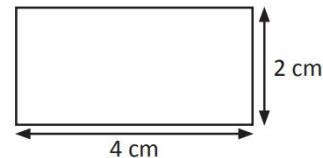
a) What is the area of the soccer pitch?

b) CHALLENGE: If the cost of the artificial turf is \$30 per metre, how much will it cost to cover the entire pitch?

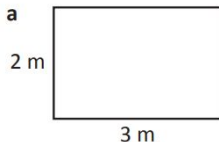
We can use this formula to find the area of rectangles.

$$\text{Area} = \text{Length} \times \text{Width}$$

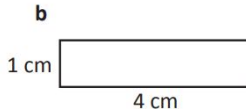
$$\text{Area} = 4 \text{ cm} \times 2 \text{ cm} = 8 \text{ cm}^2$$



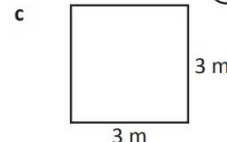
1 Use the formula  $A = L \times W$  to help you find the areas\* of:



A =



A =



A =

\*Not drawn to scale.

This saves us from ruling up grids and counting squares.



2 Find the area of the following:

a A rectangle measuring 8 cm  $\times$  5 cm

b A box measuring 30 cm  $\times$  7 cm

c A pool measuring 25 m  $\times$  10 m

d A phone measuring 4.5 cm  $\times$  10 cm

e A book measuring 35 cm  $\times$  12 cm

f A field measuring 60 m  $\times$  25 m

g A town square with 4 sides of 10 m

h A rug measuring 10.2 m  $\times$  3.4 m



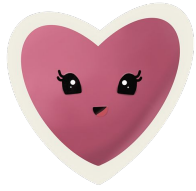
# PDHPE: Create an Obstacle Course

Today you get to create your own obstacle course, using resources that you have at home! You need to have at least 5 obstacles.

Some ideas might be: Jumping over objects, Crawling under objects etc.

Film yourself running the obstacle course and upload the video to Seesaw!





How are you feeling?

**Write a sentence about how you feel about your learning today.**

**Was there anything that you didn't understand in today's tasks? If yes, what part?**

**What jobs do you do to help out at home?**

**Is there anything else that you would like to share with your teacher?**

# English - Spelling

Wednesday  
18.8.21

Find out the meanings of these words and write the definition.

geology  
geometry  
geographic

Type here:

- 1.
- 2.
- 3.

chimney  
journey  
guitar  
calendar  
aeroplane

Rewrite  
these words.  
Check your  
spelling!

Type here:

Name 8 animals with fur:  
*Check your spelling!*  
type here:



# Improving Our Vocabulary

When we say we want to improve our vocabulary, it means we want to change our “Tier 1” words (eg. sad, small etc) to more interesting “Tier 2” words (eg. glum, miniature).

Complete the table and turn the ‘Tier 1’ words into ‘Tier 2’ words. Be as creative as you can!

Turn these boring Tier 1 words into more interesting Tier 2 words.

Tier 1	Tier 2
<i>Eg. warm</i>	<i>humid</i>
short	
fun	
hot	
windy	
dark	
good	

Pick one of your Tier 2 words from above and put it into a sentence.

epidermis,  
filibuster

### Tier 3

Domain specific  
Low frequency of use

### Tier 2

Precise, interesting, and  
sophisticated words common in text.  
Uncommon in everyday language

contradict, precede,  
fervent, commotion

### Tier 1

Most basic words  
Easily explained and understood

cereal, warm,  
dog, tired,

**Writing:** main body of the article.

The main body should contain facts and not your own opinions.  
Information given should be chronological.

Don't use "I" statements.

Chronological = the order in which they happened.

Today - you need to write your main body of your article. Around 2-3 paragraphs.

- Expand on the events that happened in detail.
- Discuss impact of the community. Use emotions/feelings.
- Use direct quotes/speech. Might be a firefighter or a victim or an eye witness.
- **We are using as many facts as we can from our local knowledge - but you can make up your own names, people, quotes and events.**



**Go to your Google Doc or paper - and complete your writing there.**

**Your teachers  
will be using  
this writing for  
report time.  
We are Stage 3  
- we have high  
expectations!**





Dear Editor,

I am writing to you as I am very concerned about the safety of my fellow pupils at Ferny Range State School. The main road outside our school is on a steep hill, and cars are driving down this hill way too fast. It is very frightening for students crossing the street. It is incredibly unsafe for everyone, and these reckless drivers are blatantly breaking the law. We are in desperate need of some speed bumps on this road to slow these irresponsible drivers down.

Anyone would agree that it is particularly worrisome to cross a road with cars speeding down the hill toward you. Before and after school, large numbers of students must cross the main road to walk home or to meet their parents. Our students do the right thing and use the pedestrian crossing, but the cars travel so fast down the hill that sometimes they don't stop in time. This causes a lot of unnecessary stress and worry for our students. I have seen younger students so frightened that they started to cry!

It is undeniable that this is a very unsafe situation for the children crossing the road. It is also dangerous for the adults who need to stand in the middle of the crossing with the stop sign. We are forced to put ourselves in this perilous situation every morning and afternoon, and it is simply unacceptable. Something must be done about it!

It is common knowledge that motorists need to slow down in a school zone. The drivers who consciously choose not to do this are quite clearly breaking the law. Surely our local community doesn't want to see these hooligans getting away with such a dangerous crime? We need to make a stand against such reckless driving behaviours now!

It is obvious that something needs to be done about this situation. We need to protect our students, to ease their fears, and to punish the criminals accordingly. Erecting some speed bumps on the road outside our school would enable students to feel safe and may stop a terrible accident from happening in the future.

Sincerely,

Robert Mahony



# Letter to the Editor

## Literal Comprehension

1. What is the author's purpose in writing a letter to the editor?
2. Why is it also unsafe for the adults?
3. What does the author want done about the situation?

## Inferential Comprehension

4. Why do you think motorists have to slow down in school zones?
5. *We are forced to put ourselves in this perilous situation every morning and afternoon, and it is simply unacceptable.* What is the effect of this emotive language on the reader?

## Evaluative Comprehension

6. How would you solve the problem outlined in this letter? Provide some suggestions that are not included in the letter already.

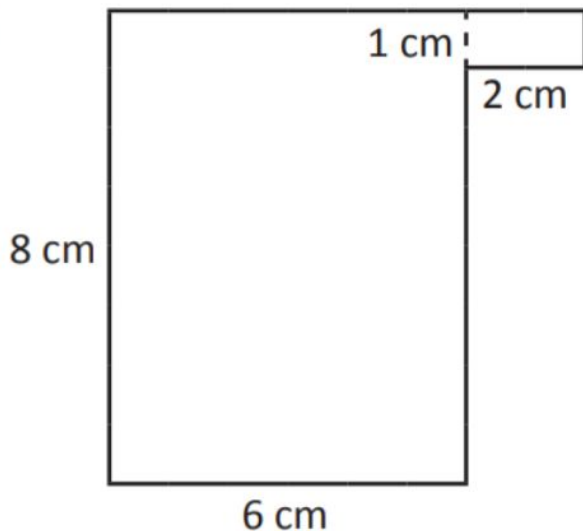
# Answers

Type here.



# Mathematics: Area of irregular shapes

**E  
X  
A  
M  
P  
L  
E**



Area =  cm<sup>2</sup>

To complete this task, you need to break the shape into 2 rectangles.

The first rectangle has a sides of 8cm and 6cm. Multiply those two sides together to get the area of the first rectangle.

$$8 \times 6 = 48\text{cm}^2$$

The second rectangle has sides of 1cm and 2cm. Multiply those two sides together to get the area of the second rectangle.

$$1 \times 2 = 2\text{cm}^2$$

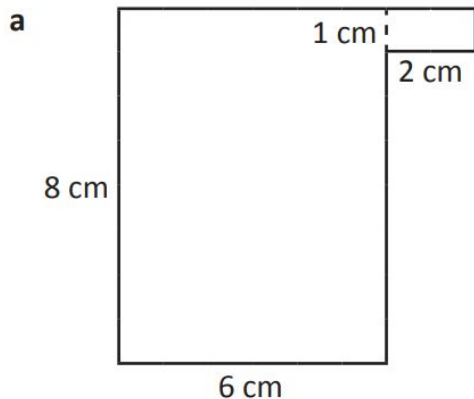
Add both the areas together to get the total area of this irregular shape.

$$48 + 2 = 50\text{cm}^2$$

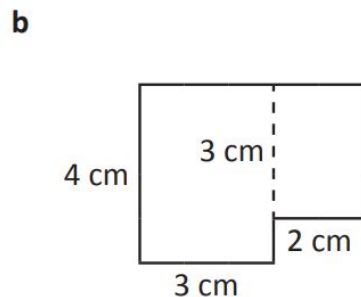


# Mathematics: Area of irregular shapes

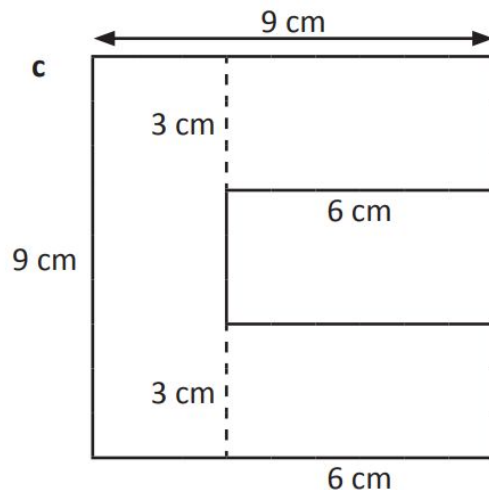
GO TO THE GOOGLE CLASSROOM TO WATCH THE VIDEO HELP FROM MRS GRIEVE ON HOW TO COMPLETE THE AREA OF IRREGULAR SHAPES.



Area =  cm<sup>2</sup>



Area =  cm<sup>2</sup>

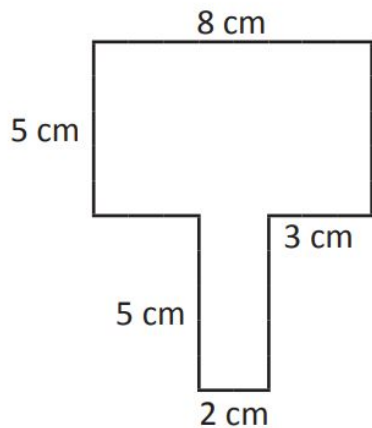


Area =  cm<sup>2</sup>



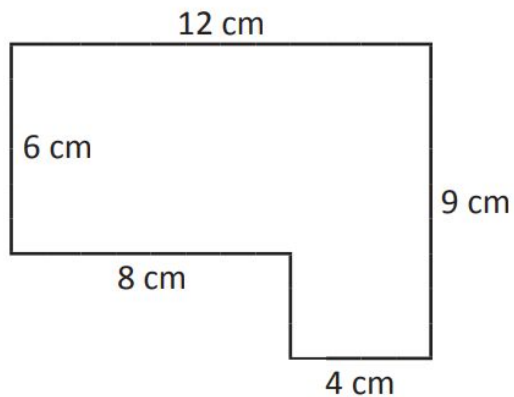
# Mathematics: Area of irregular shapes - hint: Mark a dotted line where you want to mark the rectangles.

d



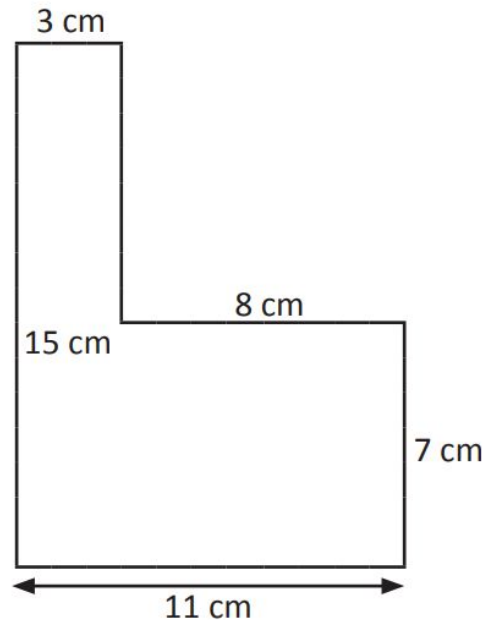
Area =  cm<sup>2</sup>

e



Area =  cm<sup>2</sup>

f



Area =  cm<sup>2</sup>



# Mathematics

Log on to Mathletics and complete the assigned activity.

<https://www.mathletics.com/au/>

If you've forgotten your login details, check your Seesaw messages for your login information.

The logo for Mathletics, featuring the word "Mathletics" in white, sans-serif font inside a blue, rounded rectangular shape.

A 3P Learning Product

# Time for a screen break!

**Any golf clubs at your house?  
Try putting into a plastic cup.**

**Grab a healthy snack and some  
water.**

**See you in 20 minutes :)**



# Geography: Bushfire survival

On Monday, we learnt about ways that we can protect ourselves during different bushfire scenarios. We are continuing on with that lesson today.



Watch these two video clips and then write something that you learnt from them.



**What to Wear in a Bushfire:**

<https://video.link/w/Nik5c>



**Home Defence Equipment:**

<https://video.link/w/qjk5c>

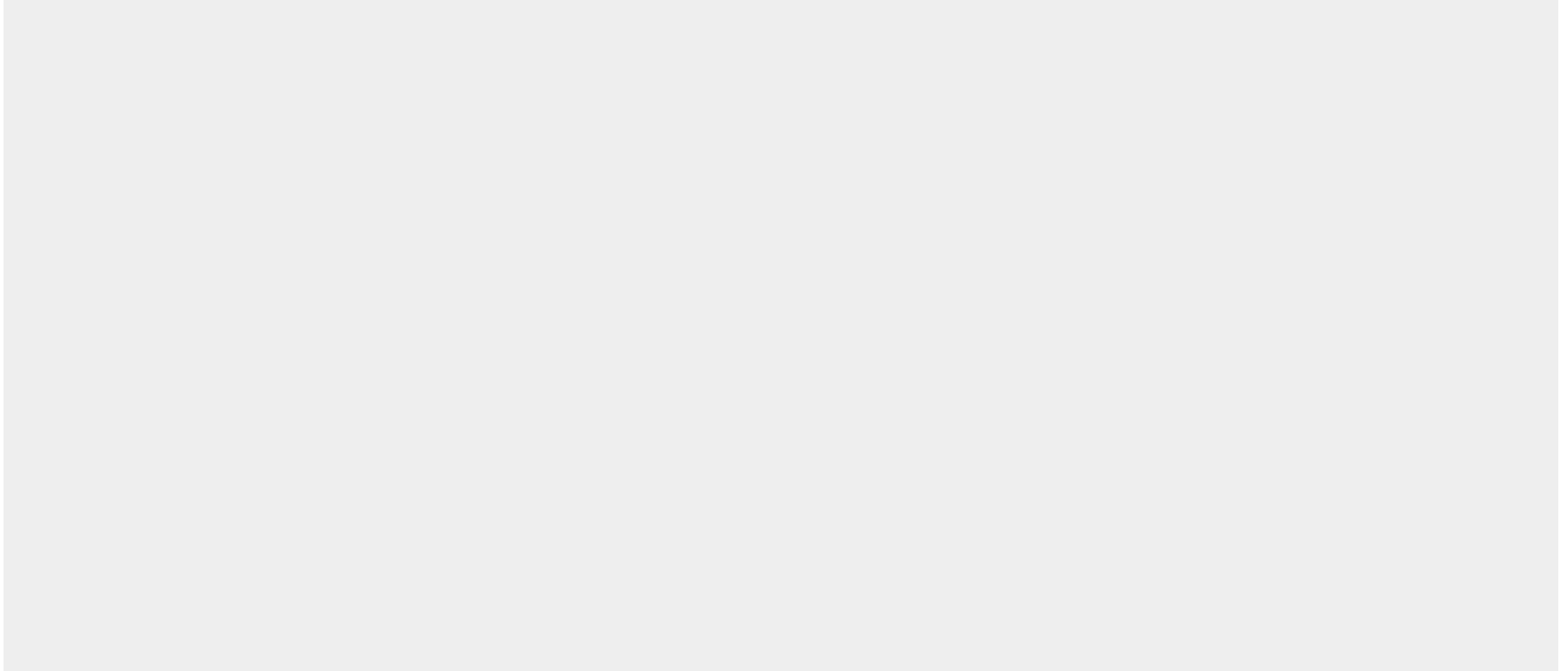


Blank area for writing notes related to 'What to Wear in a Bushfire'.

Blank area for writing notes related to 'Home Defence Equipment'.

**Draw a picture of your house/property and write some ways that you can protect your families home.**

**Take a photo and upload into the space below or into your Seesaw Journal.**







How are you feeling?

**Write a sentence about how you feel about your learning today.**

**Was there anything that you didn't understand in today's tasks? If yes, what part?**

**What is your favourite breakfast?**

**Is there anything else that you would like to share with your teacher?**

geology  
geometry  
geographic  
million  
millilitre  
chimney  
journey  
guitar  
calendar  
aeroplane  
aerial



**Writing clues:** Choose 6 words from the list and write clues for them.

- Check you are writing in full sentences and that your clues makes sense.

Type here:

# English - Vocabulary

Choose one of your Tier 2 words from yesterday and complete the following activities based on that word. If you forget your words, check yesterday's slides.

My word is:

My definition of the word:

Dictionary definition:

List 3 synonyms:

List 2 antonyms:

# Writing: concluding statement and editing.

## 1. Write your concluding statement.

Your final paragraph might include:

- How the community/families have rebuilt or repaired damage.
- Lasting effects on the environment.
- Any issues unresolved.
- Eg: *Wollondilly Council are continuing to ensure that all houses in bushfire affected areas are prepared for the summer ahead in 2021.*

The last paragraph of the text should sum up and bring the story up to date, e.g. 'Police are still investigating thoroughly for more answers.'



Go to your Google Doc or paper - and edit your writing there.



## 2. Edit your Writing

Look over your writing from this week. Make changes. Make corrections.

Recraft, check punctuation, check spelling, add in technical/theme words, choose better words  
(big = was of considerable size. Sad = devastated, traumatised).



# Comprehension

Read the advertisement and then answer the questions on the following slide.



Great Value!

\$11.99  
600 mL

All Natural

No artificial colours  
No preservatives  
No additives

Only available at exclusive  
and selective stores.

# LIQUID ICE

## Are you tired of the inconvenience of ice?

Liquid Ice welcomes a new age of portable hydration. Our ice is converted into liquid by using state-of-the-art solar and gravity technologies. We manipulate and craft frozen hydrogen and oxygen into liquid form, for your health and vitality. No need to lug bulky, inconvenient slabs of ice. Now you can have liquid ice ready as soon as you need to quench your thirst. Converted and distributed in a convenient portable drink bottle. You can take it anywhere!

**5.0**  
**HEALTHY STARS**  
★ ★ ★ ★ ★

**DISCLAIMER** We do not take responsibility for reactions to Liquid Ice in temperatures below 0° Celsius.

\*Fictional product only.

# Questions

## Liquid Ice

### Remembering

Describe the key features of Liquid Ice.

### Understanding

Describe the purpose of this advertisement.

### Applying

Identify another way that Liquid Ice could be advertised.

### Analysing

Create a list of misleading selling points in the Liquid Ice advertisement. Translate what they mean.

### Evaluating

Review the effectiveness of this advertisement in terms of its persuasiveness.

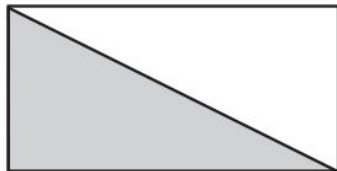
# Answers

Type here.



# Mathematics: Area of a Triangle

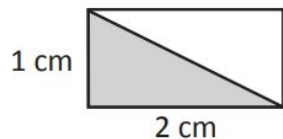
Each triangle is half of a rectangle.  
To find the area of a triangle,  
we find the area of the rectangle  
and then divide by two.



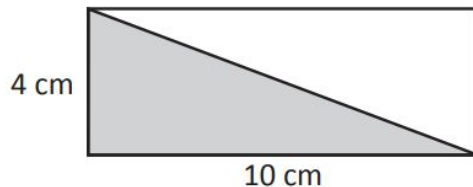
$$\text{Rectangle} = 8 \text{ cm} \times 4 \text{ cm} = \mathbf{32 \text{ cm}^2}$$

$$\text{Triangle} = 32 \text{ cm}^2 \div 2 = \mathbf{16 \text{ cm}^2}$$

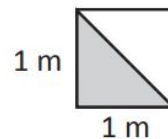
4 Find the area of the shaded triangles inside the rectangles\*:



a Area =  cm<sup>2</sup>



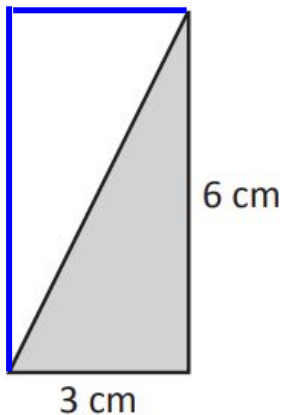
b Area =  cm<sup>2</sup>



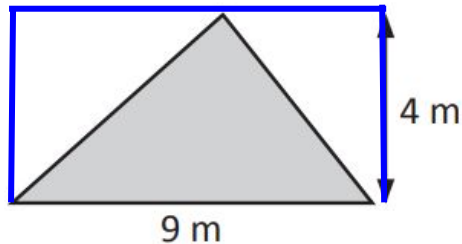
c Area =  m<sup>2</sup>



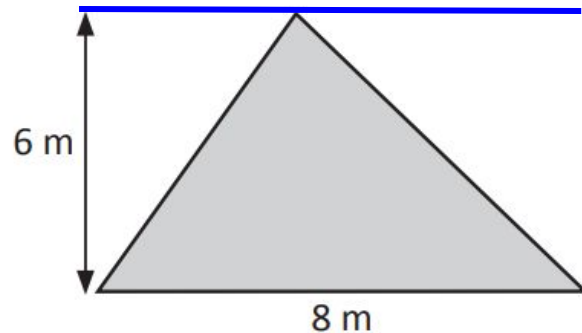
# Mathematics: Area of a Triangle



a Area =  cm<sup>2</sup>



b Area =  m<sup>2</sup>



c Area =  m<sup>2</sup>





# Mathematics: Area of a Triangle

**What if there is no rectangle around the triangle?**

If you don't have a rectangle surrounding the triangle, all you need to do is multiply the base of the triangle by the height of the triangle, and then divide it by 2.

Look at the example on the left.

The base of the triangle is **3cm**. The height of of the triangle is **6cm**.

$$3\text{cm} \times 6\text{cm} = 18\text{cm}^2$$

Now, divide  $18\text{cm}^2$  by 2 to get the area of a triangle.

$$18\text{cm}^2 \div 2 = 9\text{cm}^2$$

d A triangle with a base of 12 cm and height of 7 cm

e A triangle with a base of 17 m and a height of 14 m

f A triangle with a base of 10.2 m and a height of 9 m



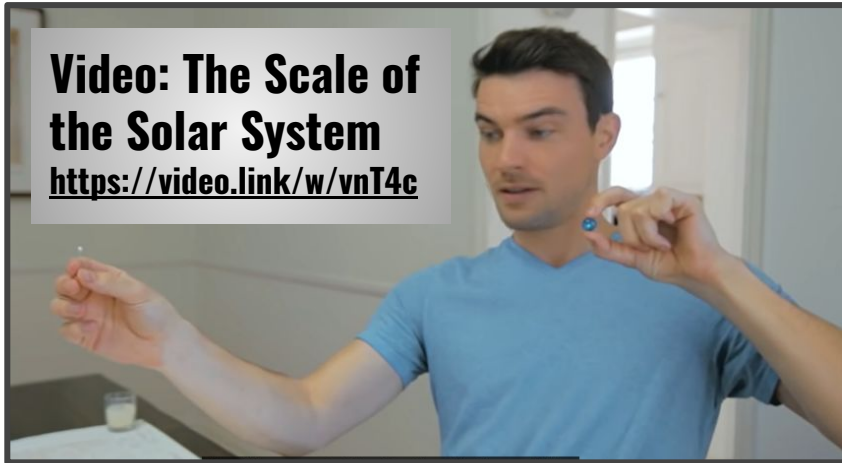


Today we are thinking about just how **AWESOMELY BIG** our solar system is! If you made a scale model of our solar system with the **SUN** the size of a large exercise ball, how big would the model be? How big would Earth be? How far away would Neptune be? These questions and more are answered in the video below.



## Video: The Scale of the Solar System

<https://video.link/w/vnT4c>



Watch the video & answer the questions on the next 2 slides. It's a good idea to **READ the QUESTIONS FIRST** AND take notes!



1. Who does the video maker quote at the beginning of the video?

2. What happens to the planets when you try to draw the solar system to scale on a piece of paper?

3. What did they use for their model of Earth?

4. How much space do you need for this scale model of the solar system?

5. What is your answer in kilometres?

6. How big is the model of the sun they used?



7. How far away is the Earth from the Sun in their model?

8. How far away is Neptune from the sun in their model?

9. What did the interviewed astronaut say he could hide Earth behind when he was in Space?

10. What is something you new you learnt from watching this video?

# YOUR MISSION...

## DRAW A PLAN

NASA FILE: 3453

LOCATION: MCG

CITY: MELBOURNE

SIZE: 172.9m x

147.8m



ON A LARGE PIECE OF PAPER DRAW A PLAN of how you would make a scale model of the solar system in the Melbourne Cricket Ground (172.9m long and 147.8m wide). With the SUN the size of a golf ball the solar system will just fit inside the MCG.

Use the SCALE on the next slide to help you choose items to represent the PLANETS and the SUN (you can use your own ideas, these are just suggestions).

Include: MCG layout, the Sun, the planets and their orbits, measurements and what you will use to represent the Sun & Planets.

LABEL, LABEL, LABEL - lots of labels & pointers to explain your model. Send your plans to SEESAW or add pictures to the 2nd slide below...and HAVE FUN!

[I have started an example down below to help you.

[MISSION CONTROL]



## SCALE TABLE

Body	Body diameter (millimetres)		Scaled orbit radius (metres)
Sun	40.0	(e.g. golf or ping pong ball)	
Mercury	0.1	(e.g. fleck of dust – nearly microscopic)	1.6
Venus	0.3	(e.g. grain of sugar)	3.1
Earth	0.3	(e.g. grain of sugar)	4.2
Mars	0.1	(e.g. fleck of dust)	6.5
Jupiter	4.1	(e.g. small bead)	22.3
Saturn	3.3	(e.g. pin head)	41.0
Uranus	1.3	(e.g. sprinkle)	82.4
Neptune	1.3	(e.g. sprinkle)	129.0

MCG

172.9m x 147.8m

Plan for Scale Model of Our Solar System at the MCG.

The Sun Object: golf ball

Mercury Object: dust fleck

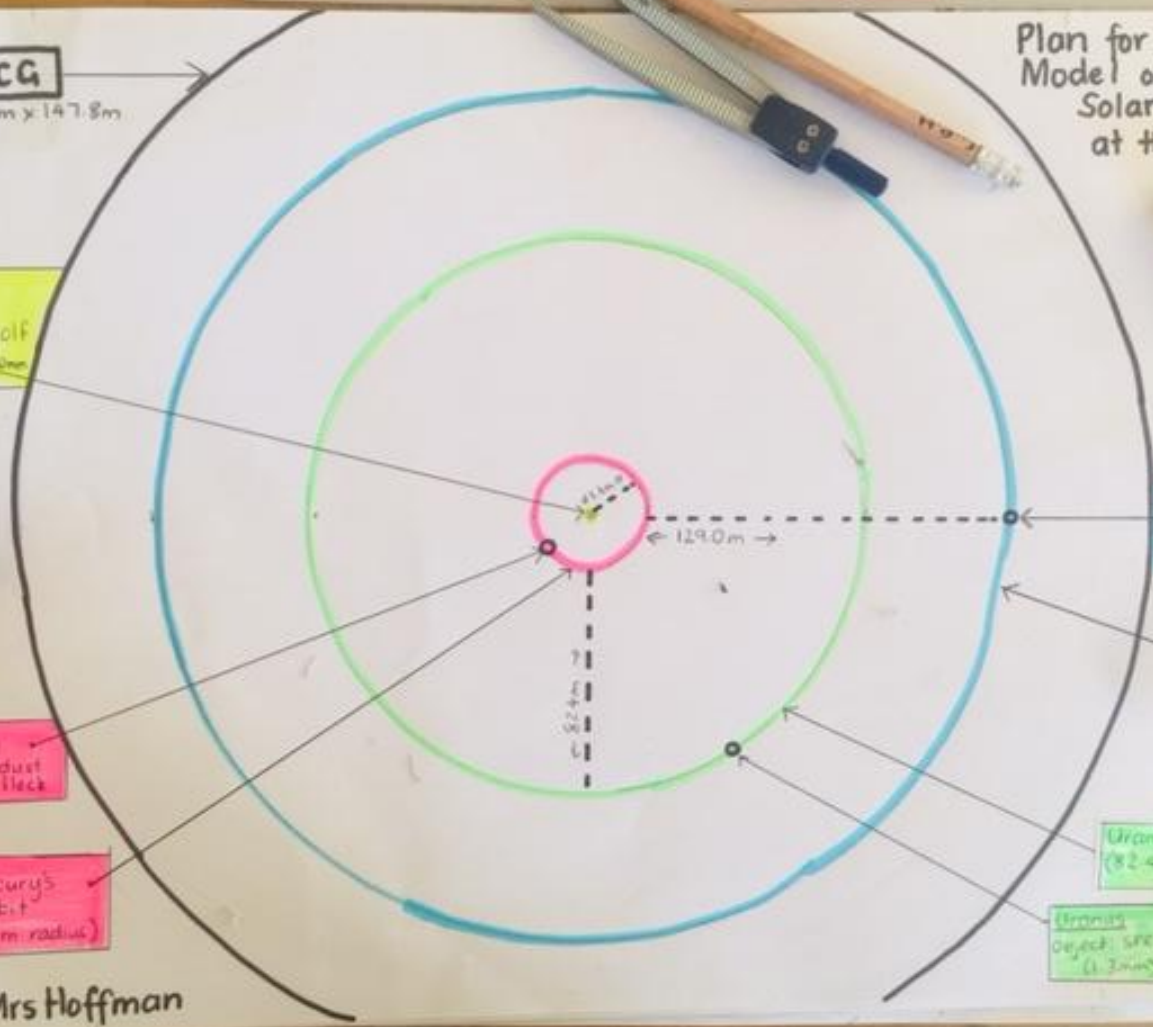
Mercury's Orbit (1 km radius)

Neptune Object: SPINWHEEL (1.3mm)

Neptune's Orbit (129.0m)

Uranus' Orbit (82.4m radius)

Uranus Object: SPINWHEEL (1.3mm)



By Mrs Hoffman

Insert pics here





How are you feeling?

**Write a sentence about how you feel about your learning today.**

**Was there anything that you didn't understand in today's tasks? If yes, what part?**

**What sort of exercise did you do today?**

**Is there anything else that you would like to share with your teacher?**

# English - Spelling Test!

**Friday  
20.8.21**

geology  
geometry  
geographic  
million  
millilitre  
chimney  
journey  
guitar  
calendar  
aeroplane  
aerial

This week was revision, so less words.

## **Dictation:**

*Ask a family member to give you 2 sentences to write down.*

*\* Check your spelling and punctuation!*

Yes it's **Friyay!** Which means spelling test!

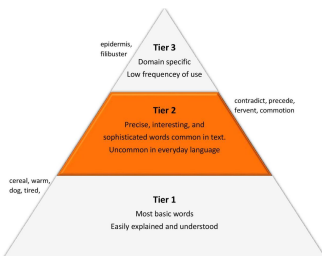
- 2 Options - ask a family member to test you on all the words or complete it *Look Cover Write Check* style.
- Mark it and give yourself a score. Give yourself stickers or stamps if you deserve it!



- **Once complete - upload a photo of your test and dictation sentences into your SeeSaw journal.**

## Turn these boring Tier 1 words into more interesting Tier 2 words.

Tier 1	Tier 2
<i>Eg. warm</i>	<i>humid</i>
look	
shine	
crazy	
excited	
sleep	
eat	



**Pick one of your Tier 2 words from above and put it into a sentence.**

# English - Writing

## ***FREE WRITING FRIDAY!!***



**Go to your Google Doc or paper - and complete your writing there.**

### **Reminders of EXPECTATIONS:**

- Read over your writing - does it sound right?
- Check for spelling errors.
- Check punctuation. (Full stops, commas, capital letters).
- Have you written enough? Teachers are expecting about half a page on paper or around 8-10 lines in the Google Doc.



**Aim to write for around 10-15 minutes.**



### ***Free Writing can be:***

- short story
- journal entry
- informative
- imaginative
- play format
- recipe
- letter
- persuasive
- informative about your family or pets.
- what job do you want when you are older?
- if you ran the NRL what would you change?



# English: Comprehension

# DISCOVERING DINOSAURS

## Velociraptor (veh-loss-ih-RAP-tor)



**Name Meaning:** quick thief

**Temporal Range:** 75–71 million years ago

**Diet:** carnivore / scavenger

**Height:** 0.8 metres

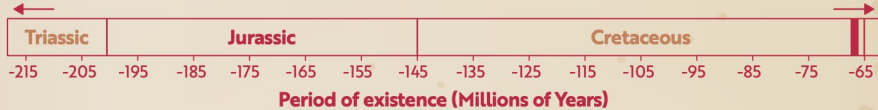
**Length:** 2.0 metres

**Weight:** 95 kilograms

**Description:** There is much misinformation in popular culture about the *Velociraptor*. While it was a ferocious predator, *Velociraptor* was only as tall as a goose and not very smart. It had a very dangerous claw on each of its back feet for tearing and clawing at prey.



# Triceratops (try-SAIR-uh-tops)



**Name Meaning:** three-horned face

**Temporal Range:** 68–66 million years ago

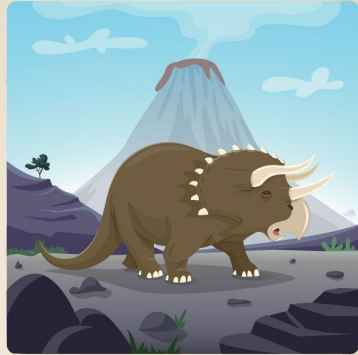
**Diet:** herbivore

**Height:** 3.0 metres

**Length:** 8.0 metres

**Weight:** 6400 kilograms

**Description:** *Triceratops* was the biggest, heaviest and best-known of the horned dinosaurs. Its head was huge and it had a parrot-like beak. *Triceratops* horns were 1 metre long. The frill around its neck sometimes got as big as 2.5 metres in width.



# Pliosaurus (PLEE-oh-SAWR-us)



**Name Meaning:** more lizard

**Temporal Range:** 155.7–147 million years ago

**Diet:** carnivore

**Height:** 4 metres

**Length:** 14.5 metres

**Weight:** 45 000 kilograms

**Description:** *Pliosaurus* lived in the ocean in waters around northern Europe. It ate other sea creatures, including the long-necked *Plesiosaurs* and *Ichthyosaurs*. *Pliosaurus* had a great sense of smell, allowing it to scent where certain things were in the water.



# Questions

## Discovering Dinosaurs

### Literal Comprehension

1. Which dinosaur in the text is a herbivore?
2. Which dinosaurs in the text were alive in the Jurassic period?
3. Write the names of the dinosaurs in order from tallest to shortest.

### Inferential Comprehension

4. What information in the text could be used to explain why the word *Velociraptor* means *quick thief*?
5. Which dinosaur would you consider the least dangerous to humans? Why?

### Evaluative Comprehension

6. Why do you think dinosaurs are no longer around today? Give reasons for your answer.

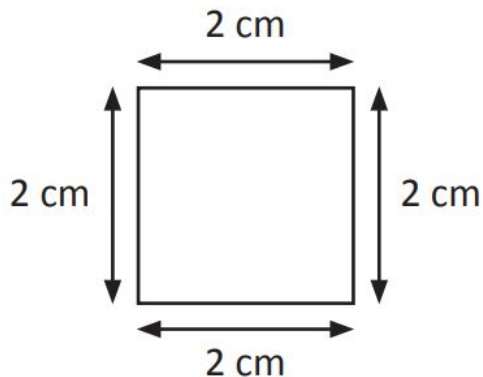
# Answers

*Make sure that you number your answers.*

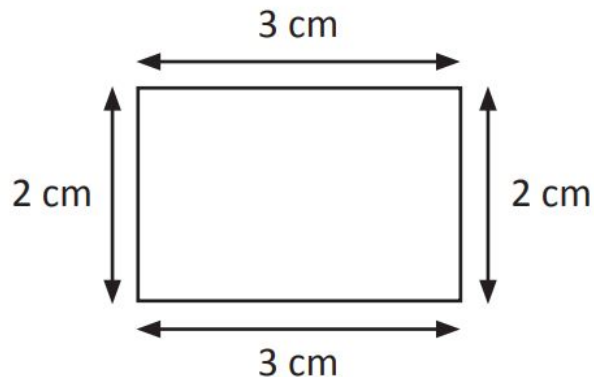


# Mathematics: Revision - Perimeter

**Perimeter** is the length around the outside of a shape.



The perimeter of the square is 8 cm.



The perimeter of the rectangle is 10 cm.



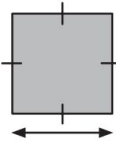


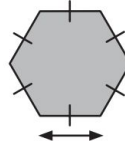
# Mathematics: Revision - Perimeter

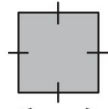
1 Find the perimeter of these shapes. Choose a unit of measurement to express your answer.

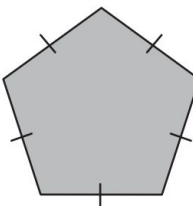
Find the perimeter of these regular polygons\*:

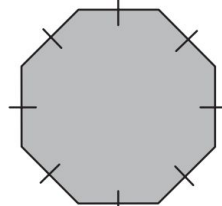
\*Not drawn to scale.

a    
 5 cm   
 P =  cm

b    
 3 cm   
 P =  cm


c    
 4 cm   
 P =  cm


d    
 6 cm   
 P =  cm

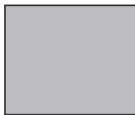
e    
 4 cm   
 P =  cm

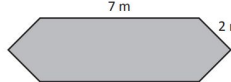
What is the fastest way to do this?



a    
 45 cm   
 40 cm   
 P =

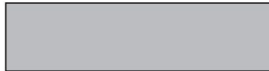
b    
 20 cm   
 2 m   
 P =

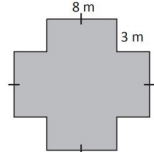
c    
 1.8 m   
 1.5 m   
 P =

e    
 7 m   
 2 m   
 P =

These shapes are all symmetrical. How does that help me?



d    
 1.5 m   
 20 cm   
 P =

f    
 8 m   
 3 m   
 P =

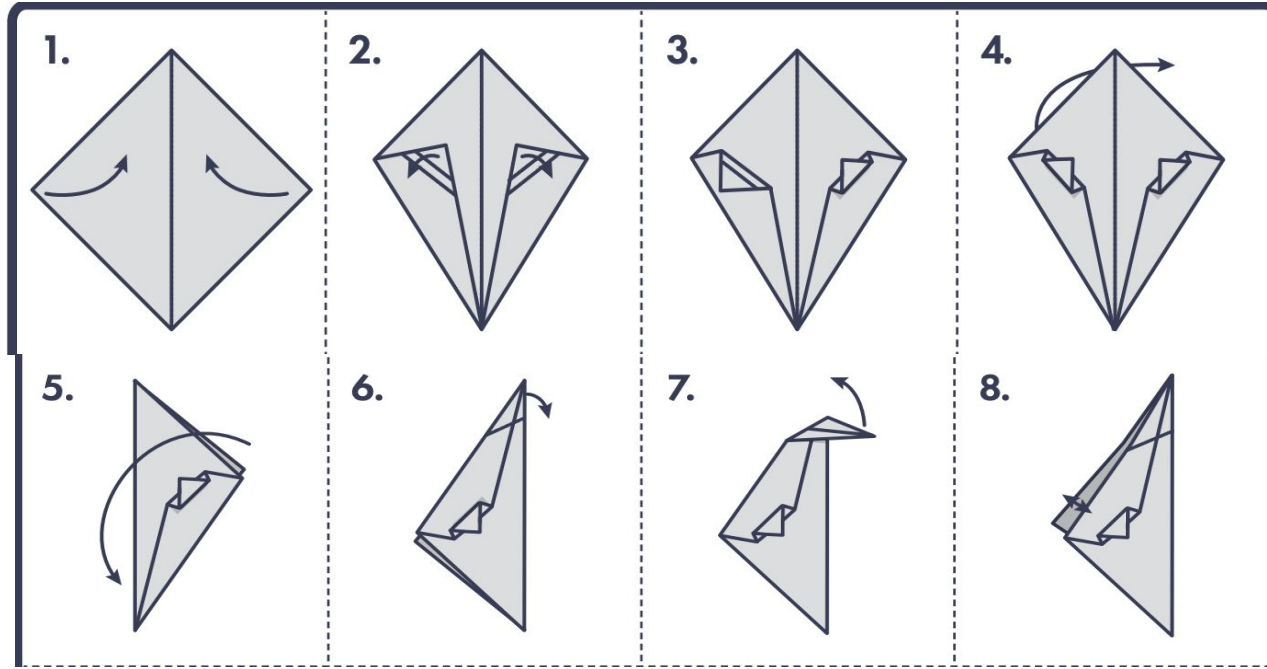
# Creative Art:

# ORIGAMI

Today for art we are going to be making an origami penguin!

You will need:

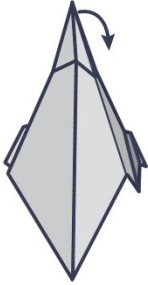
- Paper
- Your *best* folding skills



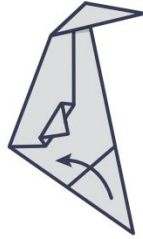
# Creative Art:

# ORIGAMI

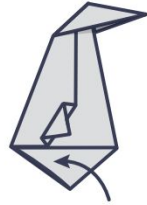
9.



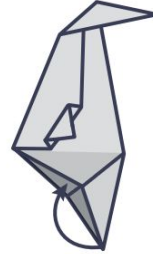
10.



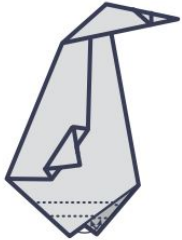
11.



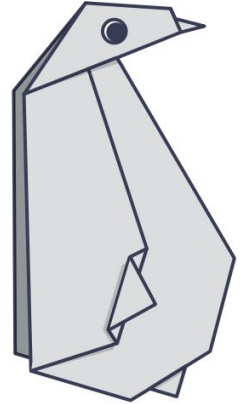
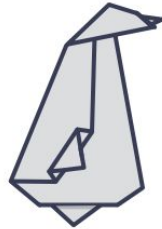
12.



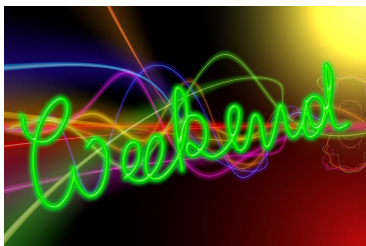
13.



14.



Your teacher can't wait to see your penguin!  
Take a picture and upload to seesaw.



How are you feeling?

**Write a sentence about how you feel about your learning today.**

**Was there anything that you didn't understand in today's tasks? If yes, what part?**

**What do you think you might do over the weekend?**

**Is there anything else that you would like to share with your teacher?**