Learning From Home

Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL

STAGE 3

Term 3 | Weeks 8, 9 & 10

2021

Week 8	Monday 30th August	Tuesday 31st August	Wednesday 1st September	Thursday 2nd September	Friday 3rd September
Morning Muster	**9:00am: Attendance Form**		**9:15am: Teams Meeting** ➢ Daily assignment info/Q&A, teacher messages & check-in.		
English	**English**				
	Informative Texts: Historical Figures Biography		**Reading Eggspress** 2 Map Lessons & Assignments **Lang. Conv. with Mr H**	**Informative Texts:** Historical Figures Biography	
	Looking for something else to do? **Continue with your 'Time of our Lives' diary*		***Use the 'Write Now' menu for inspiration to complete any free writing** **Read for pleasure each day – don't forget about ePlatform & Storybox Library – add to your PRC record*		
Mathematics	**Mathematics**				
	Naming & Classifying Angles	**Complementary & Supplementary Angles**	**Mathletics** 5 assigned activities **Investigation**	**More Angle Relationships**	**Finding Unknown Angles**
	Looking for something else to do? **Play 'Live Mathletics'*		***Go to YouCubed or N-Rich for lots of rich, creative learning tasks** **Check out Wootube, Khan Academy or the Everyday Maths Hub*		
Other KLAs	**Other KLAs**				
	Science The Earth's Changing Surface			**PDHPE & Creative Arts** Matrix of activities	
Other Events	**Other Events**				
	Tim Harris Author Visit via Zoom	**Years 3-6 Assembly 12pm via Zoom**	**12:00pm – 3:00pm Teachers Offline** (Professional Learning)		**Fun Friday**

Still looking for more? **Learning from Home Hub**

** Tasks written in **GREEN** are to be given priority over other tasks

MONDAY

30th August 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Significant Figures That Shaped the Colony

Stage 3 Biography Research Task #2

What are you learning?

Learning Intention: We are learning to write a biography about a person who played a role in shaping the Australian colonies.

Success Criteria:

- ✓ Include a range of key facts and major events from the person's life
- ✓ Explain how these events shaped their lives
- ✓ Explain how the person shaped the Australian colony
- ✓ Record all events in the order in which they happened
- ✓ Include Images to enhance information
- ✓ Use research to find your information and write the information in your own words
- ✓ Use correct grammar and punctuation
- ✓ Compare and contrast to another historical Australian figure

What is your task?

Write a **biography** about the life of one person that helped shape the Australian colonies. You must choose a **DIFFERENT** person from last week. Choose your person from the list below. If you would like some information about these people before making your choice, look at your document called '10 People who helped shape modern Australia: Australia's Colonial Past'. Once you have made your choice, circle your chosen person.

Sir Henry Parkes 	**Peter Lalor** 	**Caroline Chisholm** 	**Lachlan Macquarie** 	**Edmund Barton** 
Truganini 	**Banjo Patterson** 	**Mary Reiby** 	**Ned Kelly** 	**Maria Lock** 

What do you include in your biography?

1. An introduction paragraph which introduces your chosen person and an explanation of how they contributed to Colonial Australia
2. **At least** 3 body paragraphs containing facts and information about the person's life, for example, their early life, family or any significant events that may have occurred (such as achievements or challenges).
3. A conclusion paragraph, summarising the significant person's life.
4. Your facts must be gathered through research and must be put into your own words.

How will you present your biography?

Each day, you will complete mini tasks which will help you compose your biography. By the end of the week, you will have fully completed your biography. The information you present must be in your own words and give a well-structured and detailed response. Work through your set activities each day. On the last page will be your published biography.

Extension task

On the final page of this assignment, you will find an extension task. Your extension task can be attempted whenever you wish throughout the week.

The task: Write a biography about someone who inspires you! You could write about a famous sportsman, actor/actress, musician, a religious figure etc. Use what you learnt last week to help you.

Monday 30th August

ACTIVITY 1 - What a Good One Looks Like

Below is an example of a biography. It has been written about Pumulwuy; a significant person who helped shaped Australian colonies. Your task is to read the biography and the annotations.

Pumuluy

Pemulwuy, sometimes spelt Pemulwhy or Pemulwoy. was an Aboriginal Australian of Eora descent. He was warrior who fought against European settlers in Australia. He led other Aboriginal peoples in an effort to defend their land against the Europeans who wanted it for their own, which began with the arrival of the First Fleet in January 1788.

Pemulwuy was born in about 1750 near what is now Botany Bay, on the northern side of the Georges River New South Wales, Australia. His name was derived from the Darug (Dharug) word pemul, meaning earth. He may have been a member of the "wood tribes," also known as the Bediagal, or Bidjigal clan. Pemulwuy lived near Botany Bay. He was said to be a carradhy (healer). Pemulwuy would hunt meat and provide it to the food-challenged new colony in exchange for goods.

In 1788 a group led by Arthur Phillip established a British colony to the north of Botany Bay. They soon began to expand their territory. Starting in 1792, Pemulwuy led raids against the European settlers. He and his band mostly raided for food, especially corn. However, they sometimes attacked to get revenge on white settlers who attacked or threatened the tribe.

In March 1797 Pemulwuy led a raid on a government farm at Toongabbie. The settlers banded together and tracked him back through the woods. They wounded Pemulwuy, shooting him seven times. Although he nearly died, he soon recovered from his wounds. His quick recovery led many members of his tribe to believe that guns could not kill Pemulwuy.

After more raids, the governor of New South Wales, Philip King, offered a reward for the capture or killing of Pemulwuy. As a result, Pemulwuy was shot and killed on about June 1, 1802, in New South Wales by an Englishman named Henry Hacking.

Historians argue about the nature and extent of Aboriginal resistance to European settlement of Australia, but if one person can be identified who clearly carried out armed warfare against the settlers of early Sydney it was Pemulwuy. He has become a heroic figure to Aborigines, and Eric Willmot published a novel about him in 1987.

Title

Introduction:
- Name of the person
- A brief description
- Why he's significant
- His contribution to colonial Australia

Paragraph 1 - Childhood and Family life:
- Place and date of birth
- Family members
- Info about growing up

Paragraph 2 – Significant event 1
- This paragraph explains a significant event that took place in Pemulwuys's life.
- It explains a challenge he faces and overcame.

Paragraph 3 – Significant event 2
- This paragraph explains another significant event that took place in pumulwuy's life.
- It explains an achievement in his life

Paragraph 4 – Significant event 2
- This paragraph explains another significant event that took place in pumulwuy's life.
- It explains an achievement in his life

Conclusion
- Summary of his life and his character
- Notes when he passed away

Activity 2 – Researching and Taking Notes

Use the planning template below to help you document your research for your biography. This will ensure you gather all the key information about your chosen person's life. Remember, you do not need to include all your research in the finished text. You also do not have to answer every question/dot point in the planning template, it is just a guide to help you. Research your chosen person using the resource book, 'Australia's Colonial History: 10 Significant People'. Firstly, look at the planning template below, then see the example about Pumulwuy. After that, you will complete your own.

Planning Template

Introduction

- The name of the person (include full name)
- A brief description of the person
- Why is this person important/significant?
- How did they contribute to the colonisation of Australia?

Family Background and Childhood

- Date and place of birth
- Parents' names and occupations
- Names of siblings (if any)
- Place of residence
- Description of childhood
- Interests as a child
- Name and location of schools/education
- Interests or strengths
- Achievements growing up
- Sources of inspiration or admiration

Adulthood

- Careers or jobs held
- Family (partner, children)
- Place of residence
- Interests as an adult

Life achievements or significant events

- Significant events
- Achievement of goals
- Challenges they have overcome
- Notable moments

Interesting Facts

- Any interesting facts you have about the person

Example Planning Template: Pumulwuy

Introduction

- Pemulwuy can also be spelt Pemulwhy or Pemulwoy
- He was an Aboriginal Australian of Eora descent.
- He fought against European settlers in Australia.
- He led other Aboriginal peoples to defend land against the Europeans after arrival of the First Fleet in January 1788.

Family Background and Childhood

- Pemulwuy was born in about 1750 near what is now Botany Bay.
- His name was derived from the Darug (Dharug) word pemul, meaning earth.
- He may have been a member of the "wood tribes," also known as the Bediagal, or Bidjigal clan.
- Pemulwuy lived near Botany Bay.

Adulthood

- He was said to be a carradhy as an adult (healer).
- Pemulwuy hunted meat and provided it to the food-challenged new colony for goods.

Life achievements or significant events

- In 1788 a group led by Arthur Phillip established a British colony to the north of Botany Bay.
- Arhur Philip began to expand their territory.
- Starting in 1792, Pemulwuy led raids against the European settlers for food, especially corn.
- They sometimes attacked to get revenge on white settlers who attacked or threatened the tribe.
- In March 1797 Pemulwuy led a raid on a government farm at Toongabbie.
- The settlers banded together and tracked him back through the woods.
- Pemulwuy was shot seven times.
- Although he nearly died, he recovered from his wounds.
- His quick recovery led many members of his tribe to believe that guns could not kill Pemulwuy.
- After more raids, the governor of New South Wales, Philip King, offered a reward for the capture or killing of Pemulwuy.
- Pemulwuy was shot and killed on about June 1, 1802, in New South Wales by an Englishman named Henry Hacking.

Interesting Facts

- Pemulwuy carried out armed warfare against the settlers of early Sydney it was Pemulwuy.
- He has become a heroic figure to Aboriginal people
- Eric Willmot published a novel about him in 1987

Your Planning Template
Introduction
Family Background and Childhood
Adulthood
Life achievements or significant events
Interesting Facts

Tuesday 31st August

ACTIVITY 1 – Writing your paragraphs

Now it's time to turn the notes you have written in your planning template into paragraphs. The first set of boxes is an example (about Pumulwuy) of how to write your notes into paragraphs. The second set of boxes is for you to fill out, using yesterday's notes.

Example: Pumulwuy
Introduction Paragraph
Pemulwuy, sometimes spelt Pemulwhy or Pemulwoy. was an Aboriginal Australian of Eora descent. He was warrior who fought against European settlers in Australia. He led other Aboriginal peoples in an effort to defend their land against the Europeans who wanted it for their own, which began with the arrival of the First Fleet in January 1788.
Body Paragraph 1: Family Background and Childhood Paragraph
Pemulwuy was born in about 1750 near what is now Botany Bay, on the northern side of the Georges River New South Wales, Australia. His name was derived from the Darug (Dharug) word pemul, meaning earth. He may have been a member of the "wood tribes," also known as the Bediagal, or Bidjigal clan. Pemulwuy lived near Botany Bay. He was said to be a carradhy (healer). Pemulwuy would hunt meat and provide it to the food-challenged new colony in exchange for goods.
Body Paragraph 2: Pemulwuy leads raids
In 1788 a group led by Arthur Phillip established a British colony to the north of Botany Bay. They soon began to expand their territory. Starting in 1792, Pemulwuy led raids against the European settlers. He and his band mostly raided for food, especially corn. However, they sometimes attacked to get revenge on white settlers who attacked or threatened the tribe.
Body Paragraph 3: Pemulwuy leads raids
In March 1797 Pemulwuy led a raid on a government farm at Toongabbie. The settlers banded together and tracked him back through the woods. They wounded Pemulwuy, shooting him seven times. Although he nearly died, he soon recovered from his wounds. His quick recovery led many members of his tribe to believe that guns could not kill Pemulwuy.
Body Paragraph 4: Pumulwuy's death
After more raids, the governor of New South Wales, Philip King, offered a reward for the capture or killing of Pemulwuy. As a result, Pemulwuy was shot and killed on about June 1, 1802, in New South Wales by an Englishman named Henry Hacking.
Conclusion
Historians argue about the nature and extent of Aboriginal resistance to European settlement of Australia, but if one person can be identified who clearly carried out armed warfare against the settlers of early Sydney it was Pemulwuy. He has become a heroic figure to Aborigines, and Eric Willmot published a novel about him in 1987.

Write your paragraphs below
Introduction Paragraph
Body Paragraph 1:
Body Paragraph 2:
Body Paragraph 3:
Conclusion:

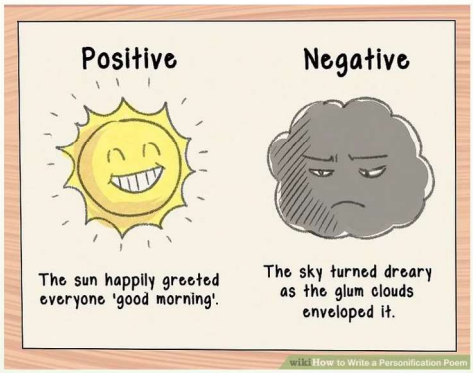
Wednesday 31st August

Read the slides below about personifications. Once you have read the slides, move to the next page and complete the activities.

Lesson 10: Literary Devices: Personification

"The wind lashed out, pulling the door shut"

"The grumbling thunder in the distance accompanied lightning strikes, stabbing down into the earth.



Advanced Personification | Contents Page

Definition

- Personification is when a non-living thing, does something a living creature can do.
  - This can also extend to an animal doing something a human can do.
  - Most commonly, it is when a (object) noun is followed by a verb.
- It is a tool used frequently in writing (often to set the scene) AND in general conversation. You don't realise how often you use/hear personification everyday.
  - "Did your hat grow legs and walk off?"
  - "Did the chair trip you over?"
  - "The pen flew through the air by itself did it?"

ACTIVITY 1 – Nouns and Verbs

Fill the table below with nouns and verbs. The first one has been done for you.

Nouns	Verbs
Pen	Rowing

ACTIVITY 2 – Sentences using personification

Write 5 sentences in the table below, which include personification. Use the following structure:

- The (insert NOUN) (insert VERB) … Finish the sentence.
- The pen flew off the desk.
- The fruit jumped out of the bowl.

More extended examples:

- The small show was clamping down hard on my foot.
- The usually soft wind began whupping up sand.

1.
2.
3.
4.
5.

ACTIVITY 3 – Look at the Picture!

Look at the following pictures. For each picture, come up with at least 2 sentences which include a personification. Use your 5 senses to help you. The first picture has been done for you.

Picture 1 (example):

1. The trees loomed over me in the forest
2. The silence was scaring me.
3. The twigs were jabbing into my foot.

Picture 2:

1.
2.
3.

Picture 3:

1.
2.
3.

Extension/Optional Activity 4 - Setting the Scene

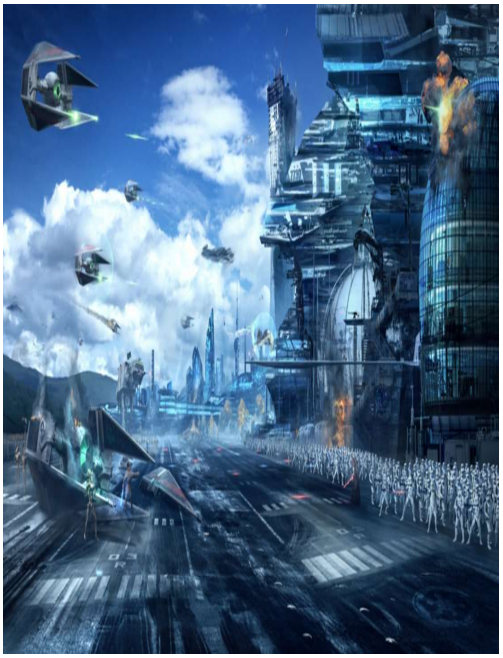
Many books use personification extensively to set the scene and orientate the reader. See below for an advanced example, courtesy of Steven Erikson (Gardens of the Moon):

"The fishergirl's eyes shone as she watched the column of mounted soldiers thunder past, and she only half listened to the hag standing beside her. The girl's breath had risen to the pace of the magnificent horses. She felt her face burning.... The day was dying, the sun's red smear over the trees on her right, and the sea's sighing against her face had grown cool."

After reading how to set the scene, choose one or both of the pictures below. Set the scene using personification, in the orange and blue boxes.

Picture 1

Picture 2



Thursday 1st September

ACTIVITY 1 – Writing your paragraphs

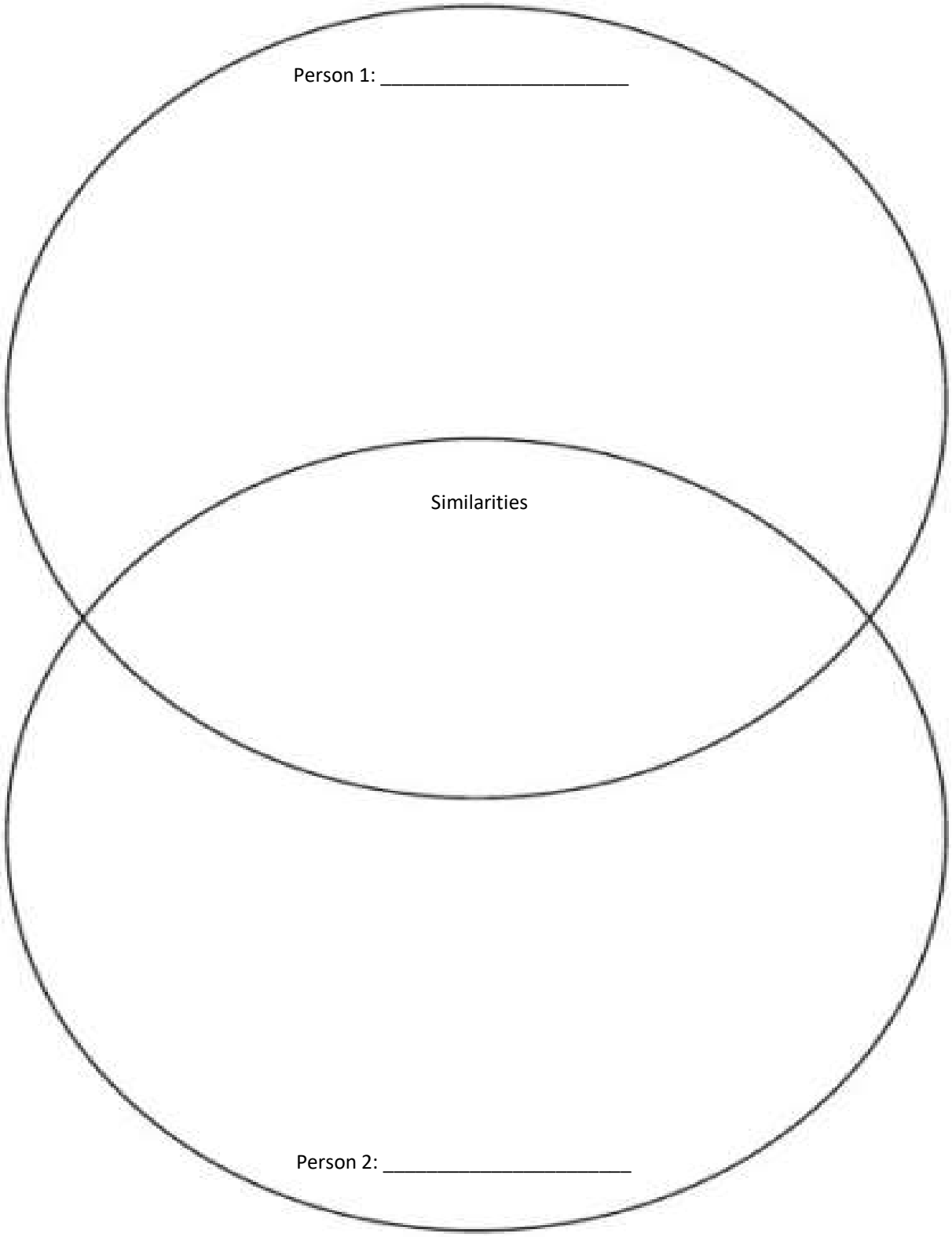
Time to publish! Publish your paragraphs in the 'Published Bibliography' section on the next two pages. You must reread your paragraphs and edit your work. Make sure you have paragraphs, and correct grammar and punctuation. Check the success criteria on page one to make sure you have included everything. Feel free to add in any information you think could further enhance your text. You could also include images throughout your biography as well. Once complete, move on to activity 2 for today.

Published Biography (Page 1)

Published Biography (Page 2)

Activity 2 – Compare and Contrast

Compare and contrast the biography you wrote last week to the one you finished today, using the Venn Diagram. Write details unique to the person you wrote about last week in the top section. Write details unique to the person you wrote about this week in the bottom section. Write any similarities between each person in the middle.



OPTIONAL EXTENSION TASK

Write a biography about someone who inspires you! You could write about a famous sportsman, actor/actress, musician, a religious figure etc. Use what you learnt last week to help you.

Insert the name of your chosen person here:

Learning From Home

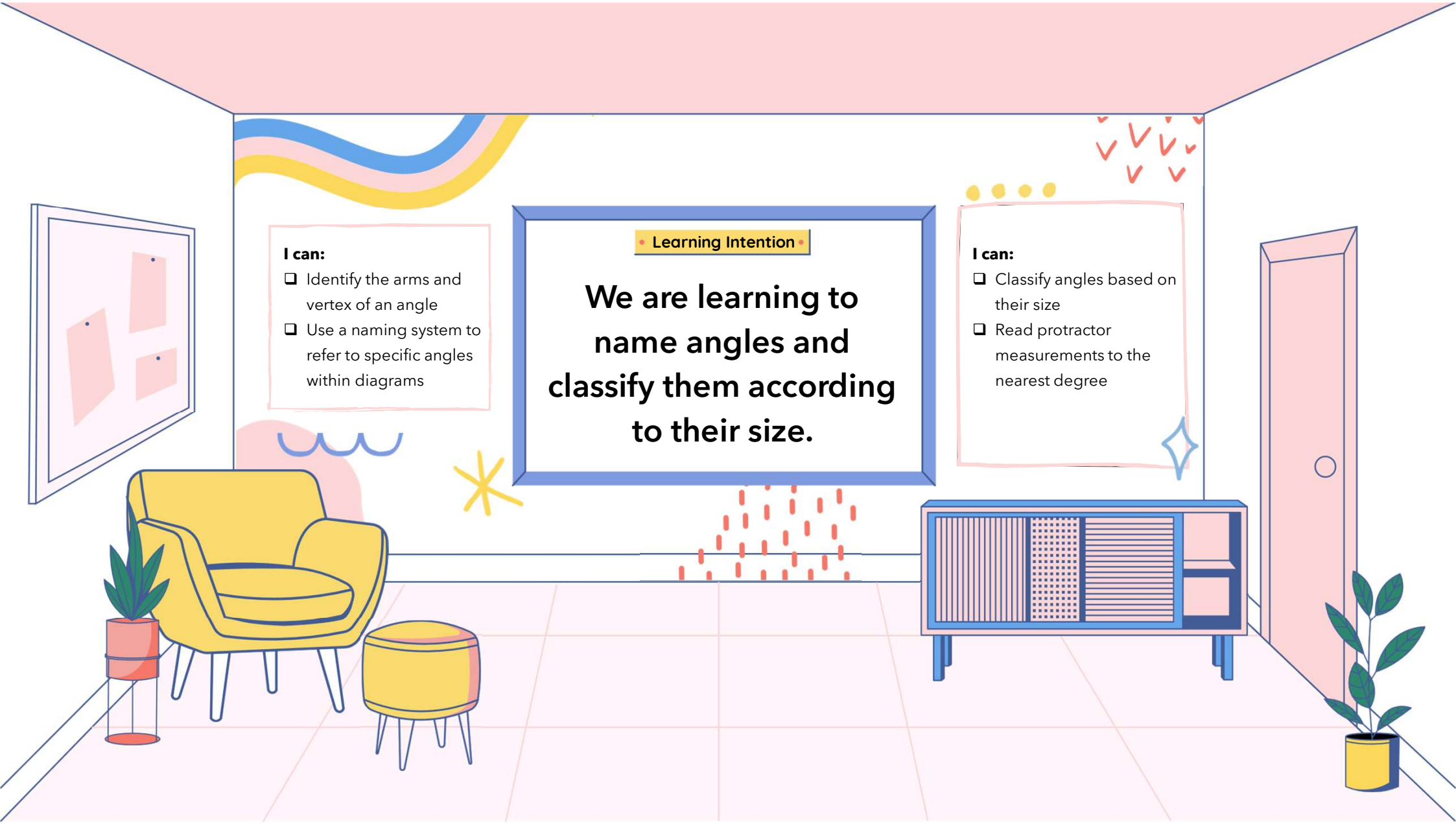
Naming & Classifying Angles

Monday Week 8

Working Online?

Look for the blue boxes!

Every time you see a blue text box, you will be able to click on it to type your answer directly onto the slide.

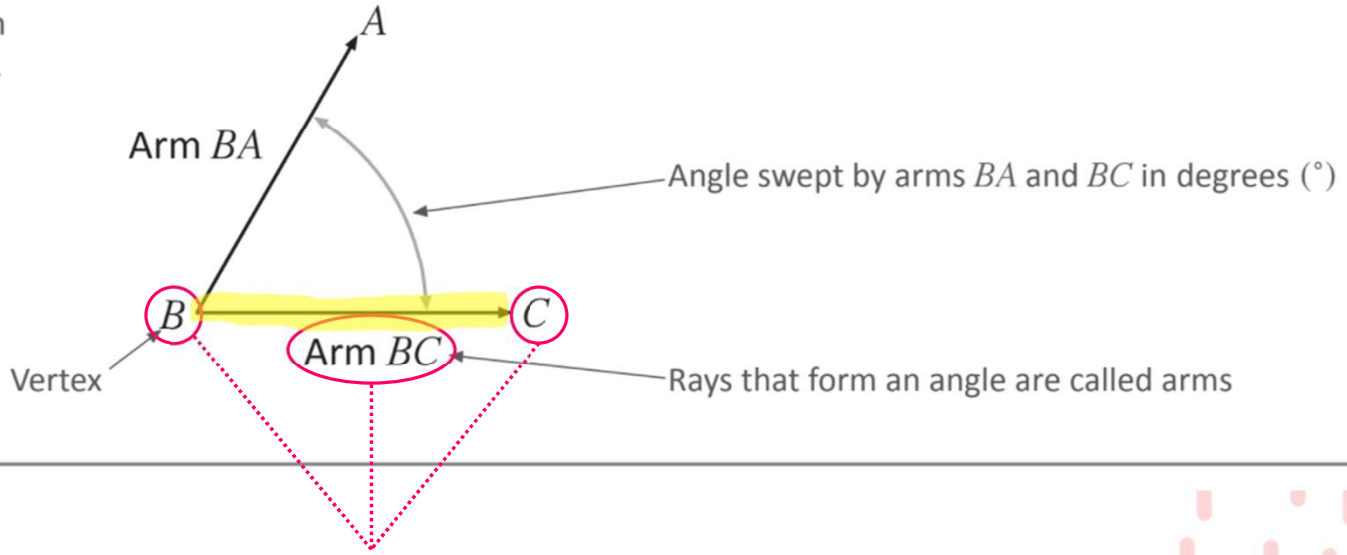

I can:
❑ Identify the arms and vertex of an angle
❑ Use a naming system to refer to specific angles within diagrams
Learning Intention
We are learning to name angles and classify them according to their size.
I can:
❑ Classify angles based on their size
❑ Read protractor measurements to the nearest degree

What are the parts of an angle?

Angles are formed when two straight rays extend from a common point.

The amount of rotation 'swept' from one arm to the next in degrees is how they are measured

Rays are straight lines with an arrow on one end only.



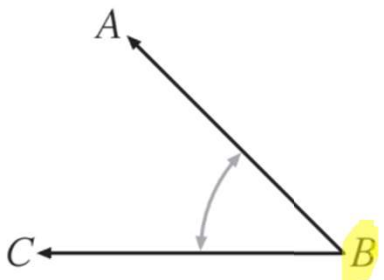
We name the arms by putting together the letters at either end

How do we name angles?

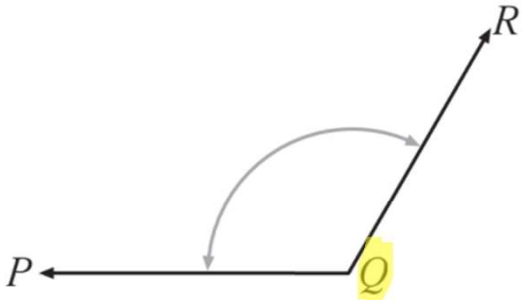
These two methods of naming use the symbol $\angle$ in front to mean 'angle'.

Name these two angles:

(i)



(ii)



Method 1

(i) $\angle ABC$ or $\angle CBA$

(ii) $\angle PQR$ or $\angle RQP$

The letter at the vertex is **always** written in the middle

Method 2

(i) $\angle B$

(ii) $\angle Q$

For angles like these, you can just use the letter at the vertex

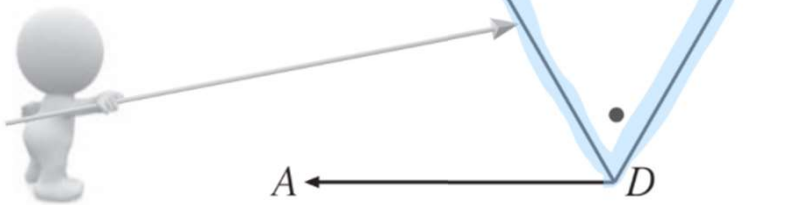
Challenge yourself:

When might method 2 not work?

If there is more than one angle at the same point, you must use method 1 to reference the angle properly.

Name these angles marked with a dot:

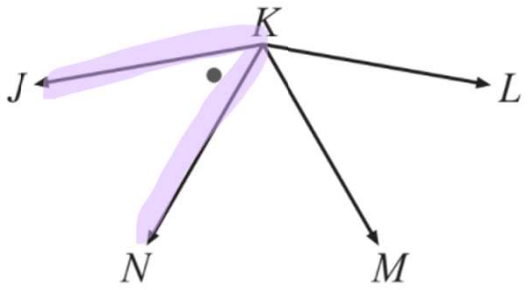
(i)



BD is shared by both angles (Common arm)

$\angle BDC$ or $\angle CDB$

(ii)

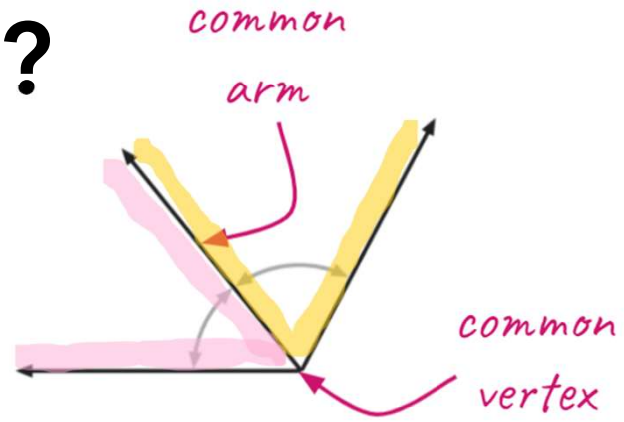


$\angle JKN$ or $\angle NKJ$

What are adjacent angles?

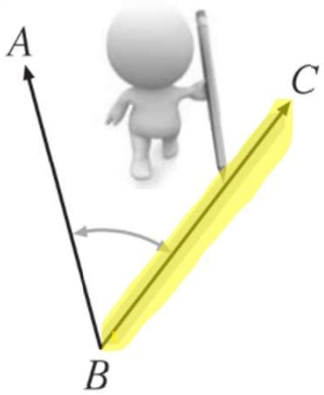
The angles in each diagram above are known as **adjacent angles**.

They share a common arm and a common vertex.



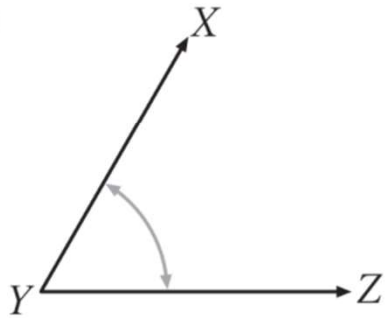
Highlight the section of the angle that matches the label underneath.

a



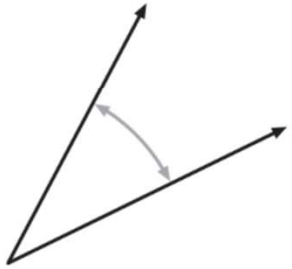
Arm BC

b



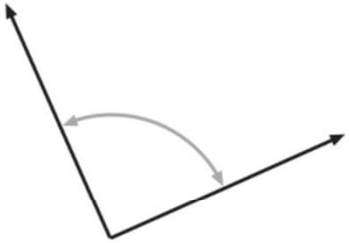
Arm XY

c



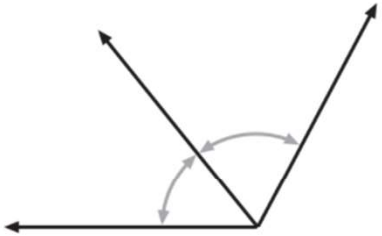
The vertex

d



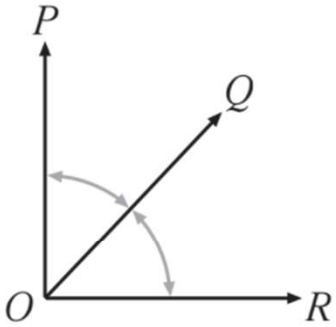
The angle swept

e



The arm shared by both angles

f



The angle swept by the arms PO and QO

Write down the parts of the angles that have been highlighted below.

Word bank

Arm YZ

∠SQR

Vertex

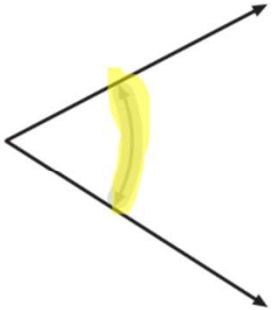
Arm BD

Angle swept

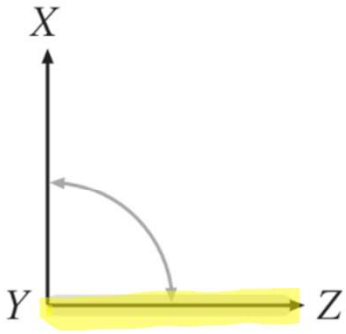
∠LON

a

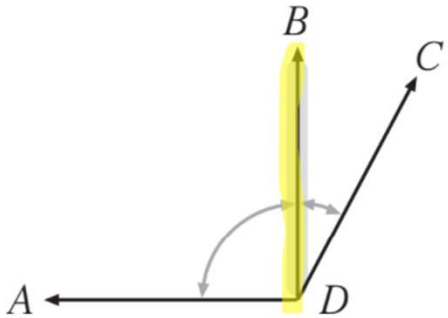
b



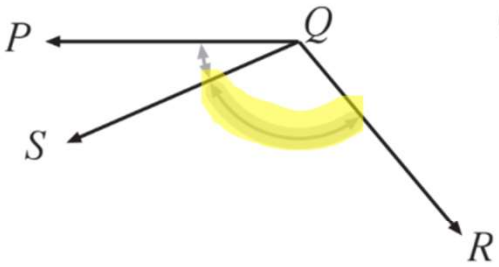
c



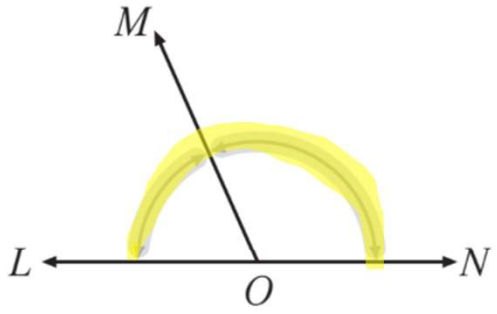
d



e

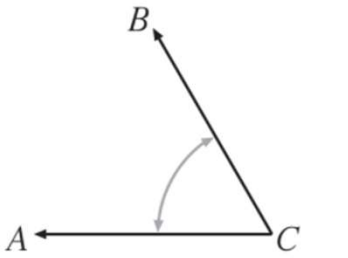


f



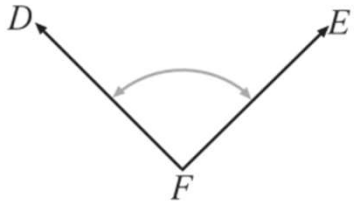
Name each of these angles.

a

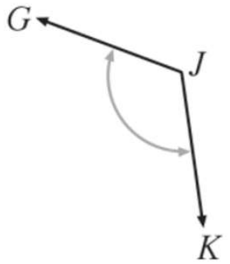


∠**ACB** (or ∠BCA)

b



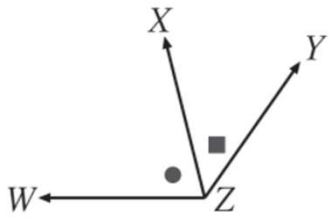
c



Name each of the angles marked with: (i) A dot ●

(ii) A square ■

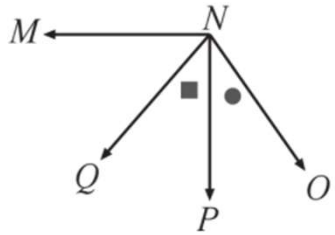
a



(i) ●

(ii) ■

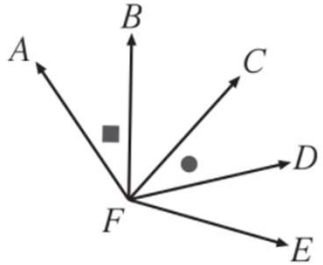
b



(i) ●

(ii) ■

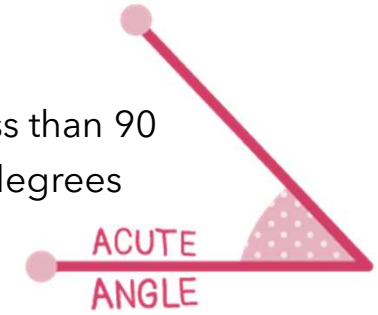
c



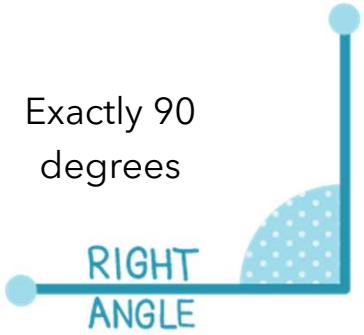
(i) ●

(ii) ■

What are the different types of angles?



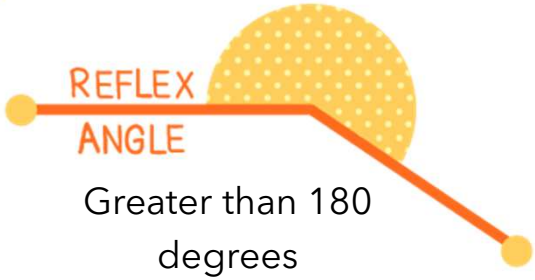
Less than 90 degrees



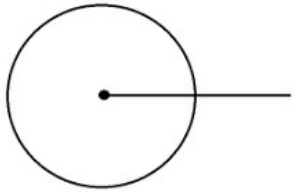
Exactly 90 degrees

Exactly 180 degrees

Greater than 90 degrees AND less than 180 degrees



Greater than 180 degrees AND less than 360 degrees



Exactly 360 degrees

Label each type of angle below

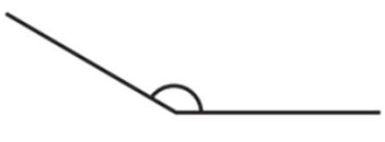
a

acute angle

b

angle

c

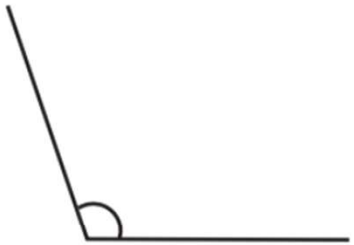


angle

d

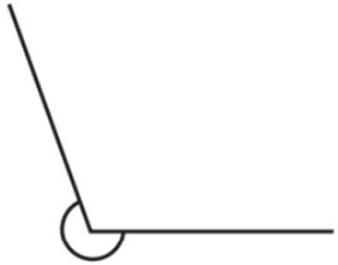
angle

e



angle

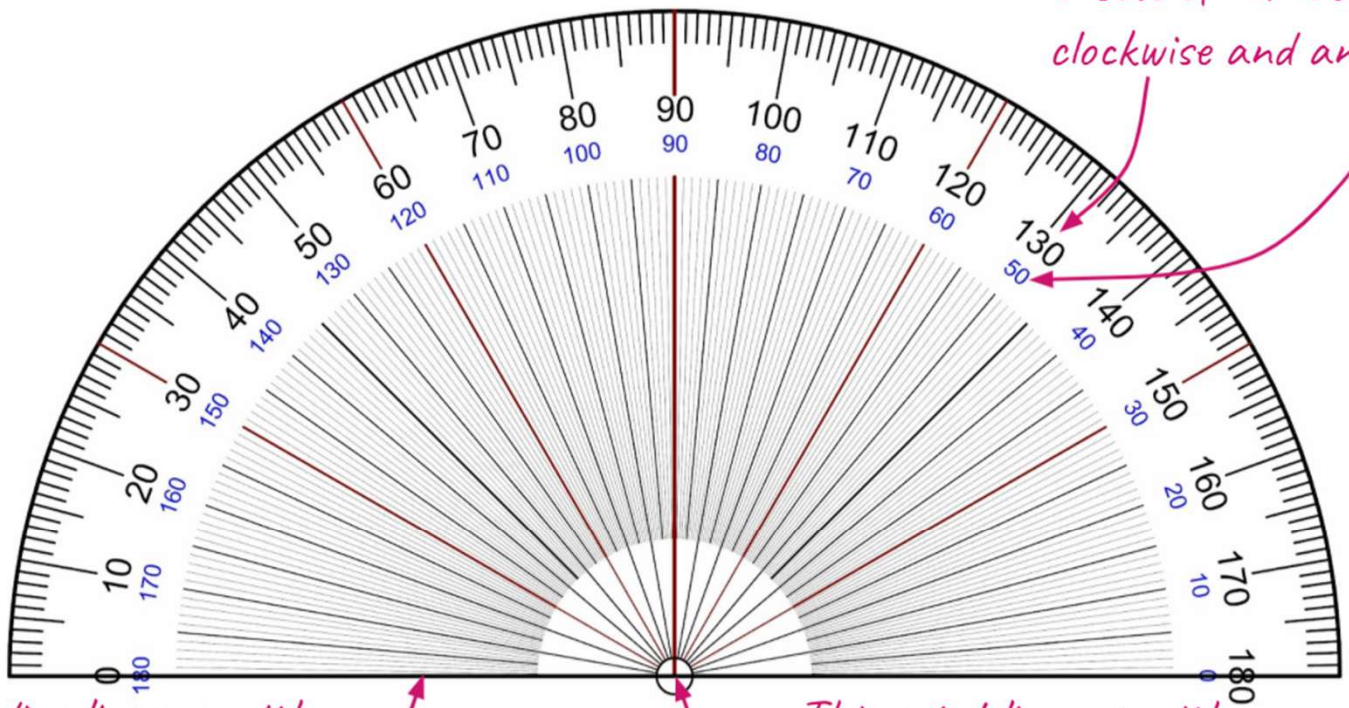
f



angle

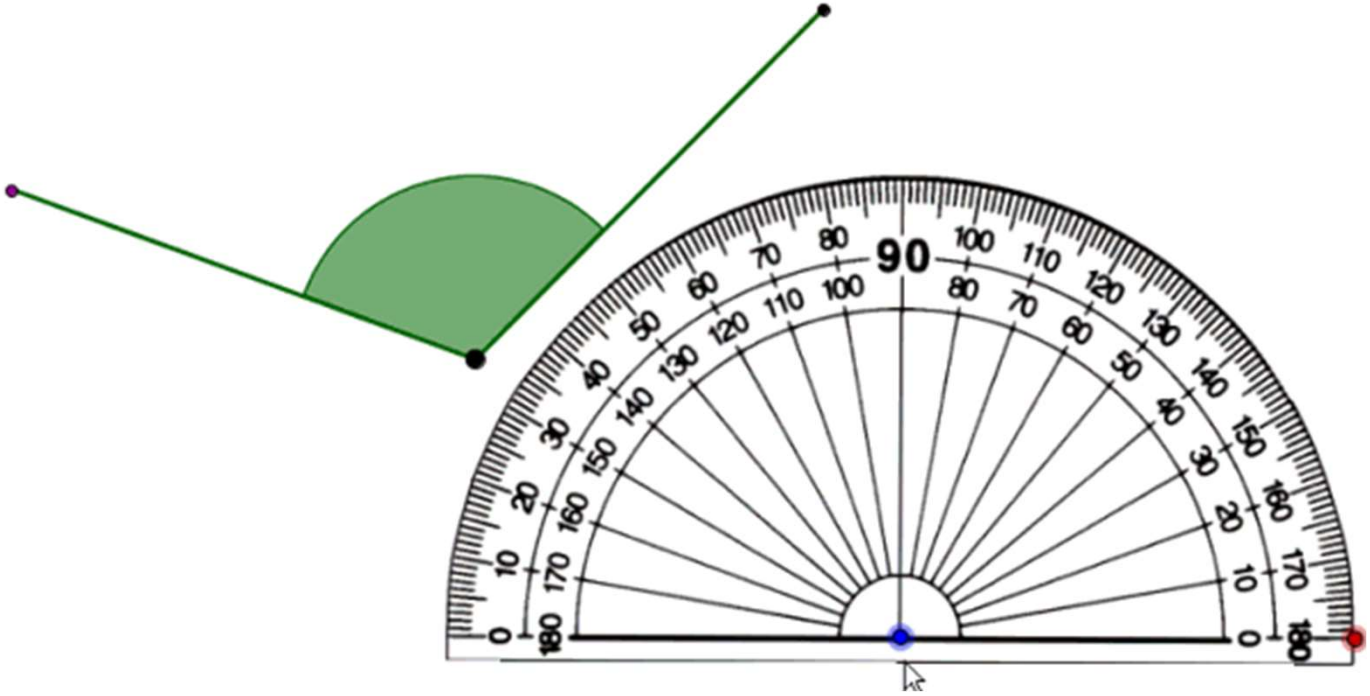
WHAT DOES A PROTRACTOR LOOK LIKE?

Any idea why?



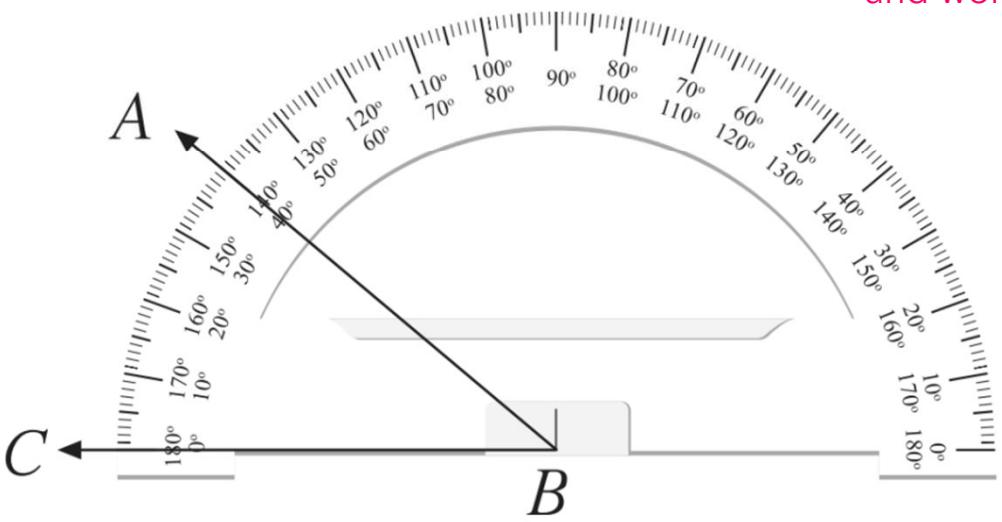
Working Online?

Watch the animation below as a reminder of how protractors measure angles.

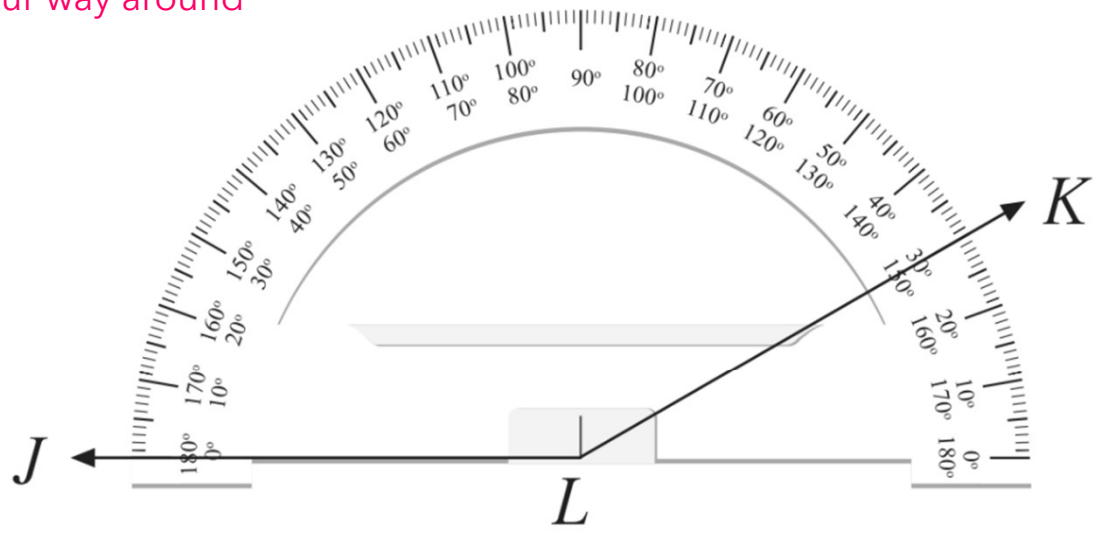


Can you read the protractors to find the size of each angle below?

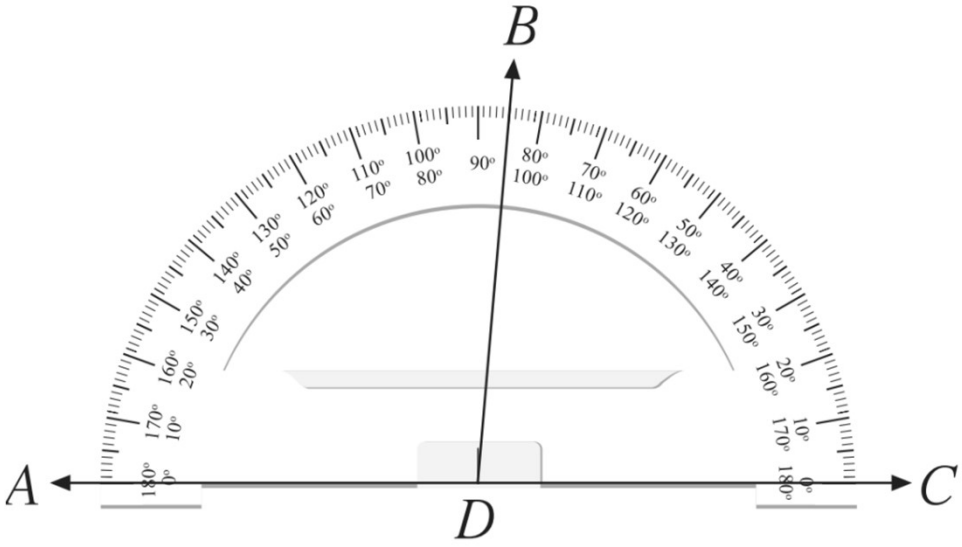
Remember to start from 0°
and work your way around



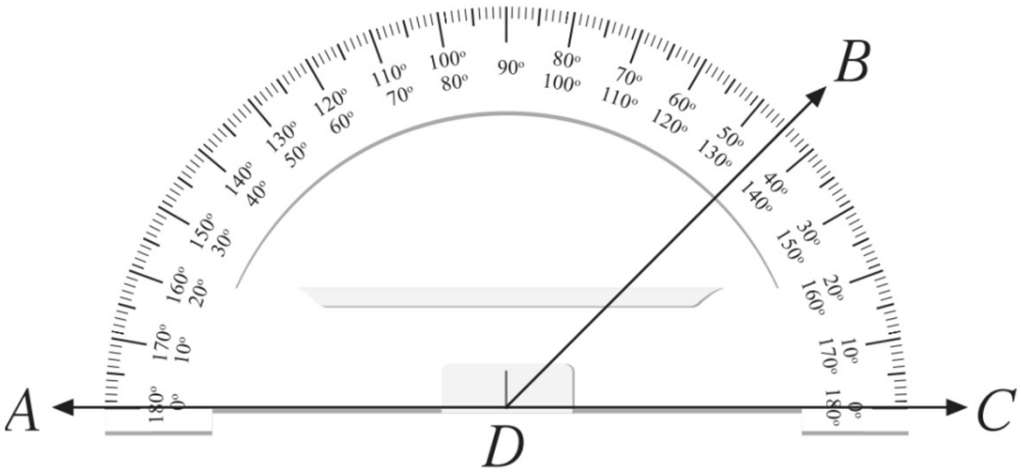
$\therefore \angle ABC =$ ____



$\therefore \angle JLK =$ ____



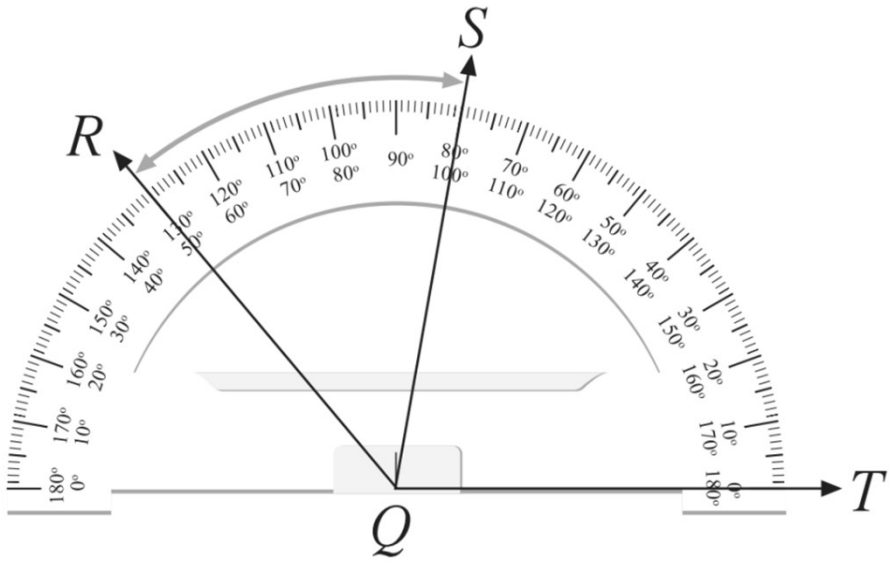
$\therefore \angle BDC =$



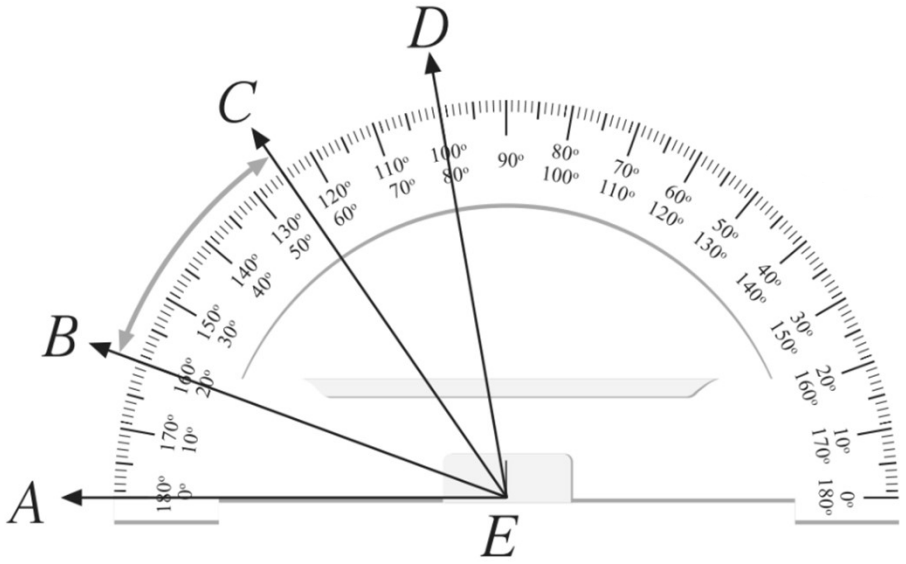
$\therefore \angle ADB =$

Don't forget to write 'degrees' after each of your answers!

Here are some tricky ones to finish our lesson!



$\therefore \angle RQS =$ ☐



$\therefore \angle BEC =$ ☐

Look closely at which angle you are being asked to measure!

Finished?

- 01 Check your answers carefully.
- 02 Complete any assigned Mathletics tasks.
- 03 Work on this week’s Maths Investigation.

TUESDAY

31st August 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Learning From Home

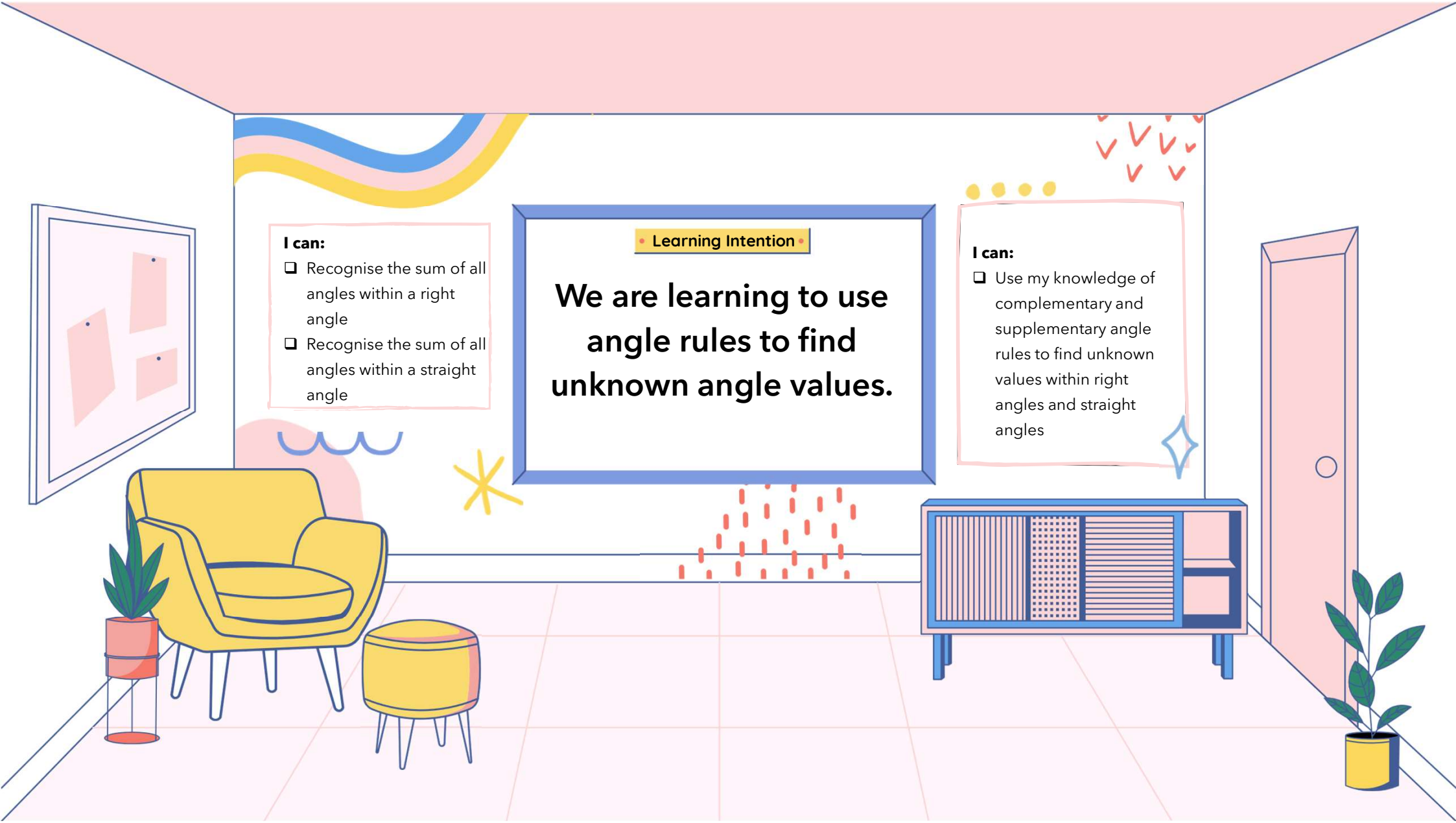
Complementary & Supplementary Angles

Tuesday Week 8

Working Online?

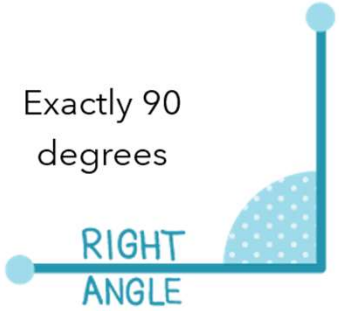
Look for the blue boxes!

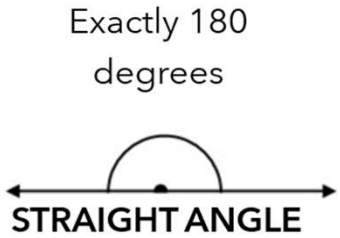
Every time you see a blue text box, you will be able to click on it to type your answer directly onto the slide.


I can:
❑ Recognise the sum of all angles within a right angle
❑ Recognise the sum of all angles within a straight angle
Learning Intention
We are learning to use angle rules to find unknown angle values.
I can:
❑ Use my knowledge of complementary and supplementary angle rules to find unknown values within right angles and straight angles

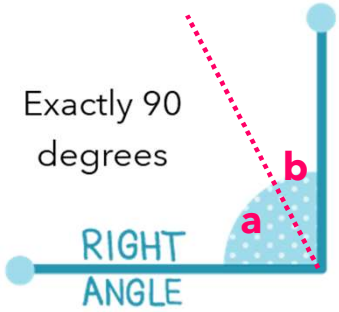
Angle Relationships

Sometimes it's possible to work out the size of an angle <u>without</u> using a protractor. To do this, we need to apply what we already know about different types of angles. For example, we know that:

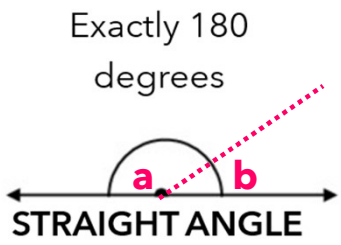




If either of these angles were **split into adjacent angles**, the total angle sum would still be 90 degrees for the right angle and 180 degrees for the straight angle.



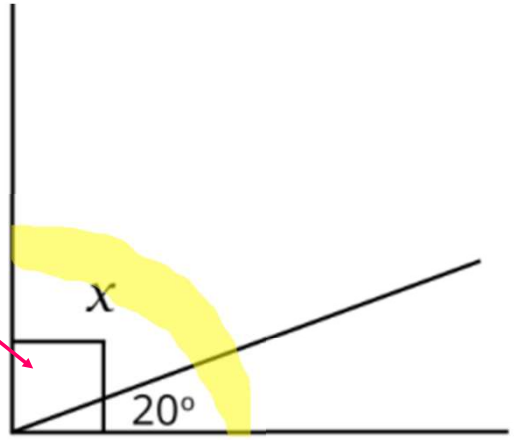
a + b
still equals
90 degrees



a + b
still equals
180 degrees

Let's have a look at 2 examples

The little square tells us this is a **right angle**

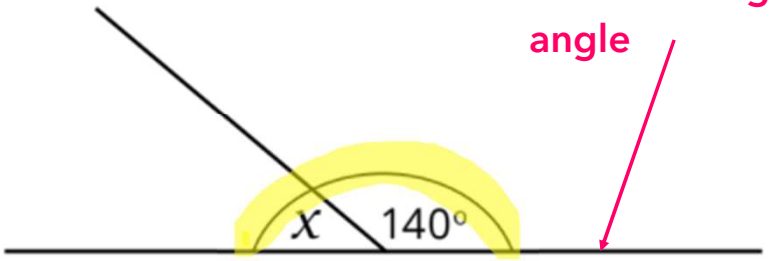


We know that the highlighted angle will be 90 degrees. So…

$x + 20 = 90$
$x = 90 - 20$
$\mathbf{x = 70}$

So the angle marked with x measures **70 degrees**.

This straight line forms a **straight angle**

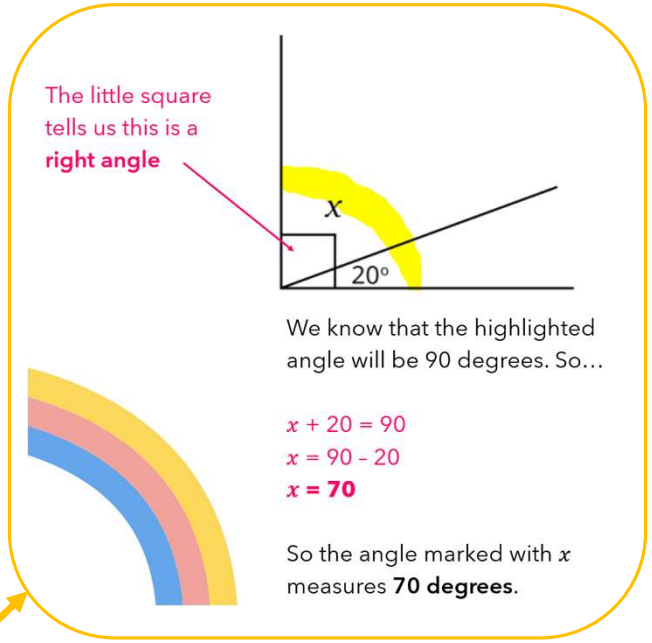


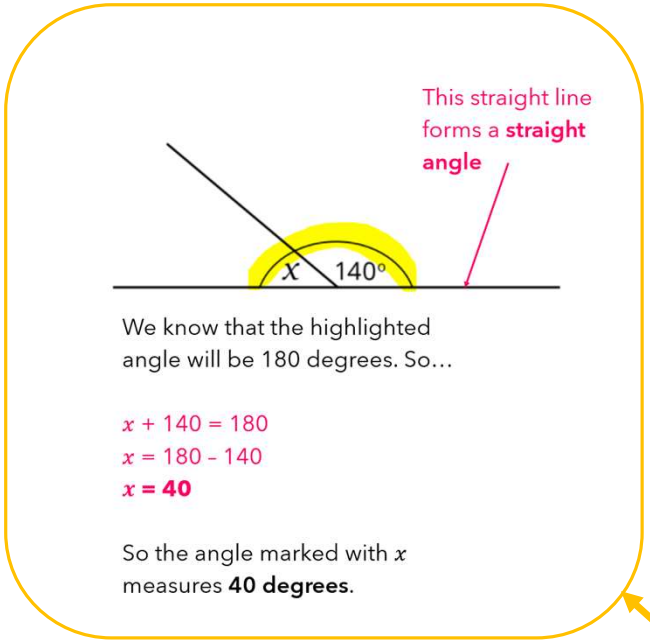
We know that the highlighted angle will be 180 degrees. So…

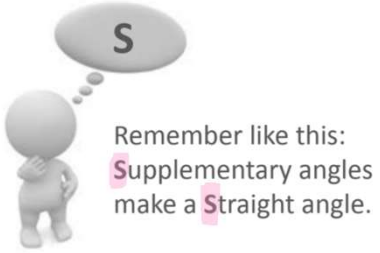
$x + 140 = 180$
$x = 180 - 140$
$\mathbf{x = 40}$

So the angle marked with x measures **40 degrees**.

We have just discovered 2 angle rules







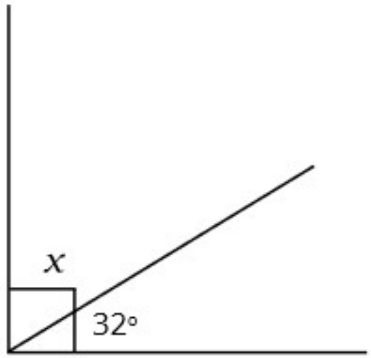
Complementary Angles Rule

Adjacent angles within a **right angle** will always **add up to 90 degrees**.

Supplementary Angles Rule

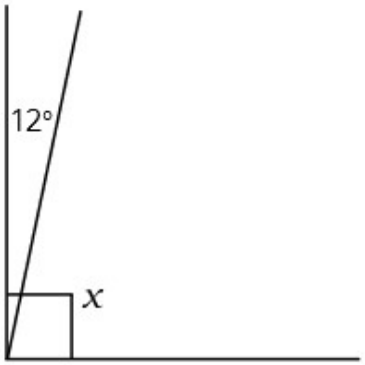
Adjacent angles within a **straight angle** will always **add up to 180 degrees**.

Use the complementary angles rule to work out the size of the unknown angles in each diagram.



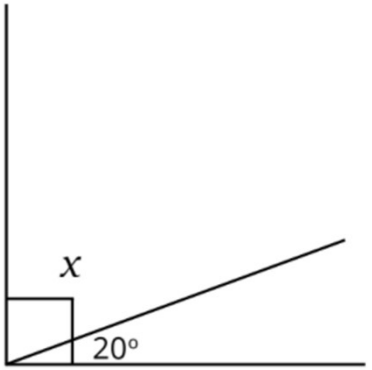
x = 90 - ☐

x = ☐ degrees



x = 90 - ☐

x = ☐ degrees

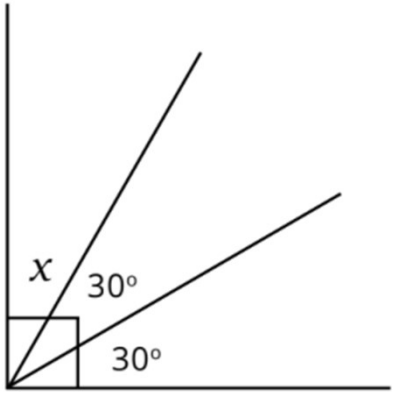


x = 90 - ☐

x = ☐ degrees

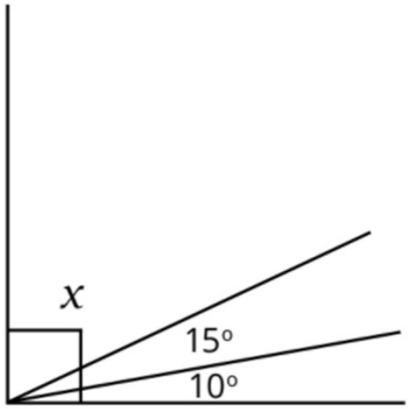
What if the right angle is split into more than 2 adjacent angles?

Just add all the known angles and then subtract their total from 90.



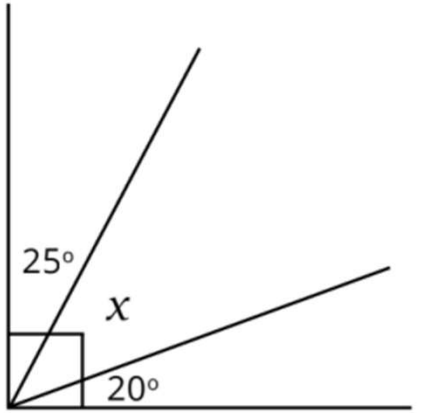
x = 90 – (☐ + ☐)

x = ☐ degrees



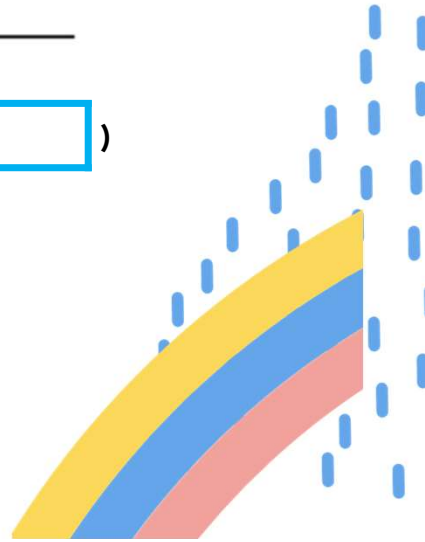
x = 90 – (☐ + ☐)

x = ☐ degrees

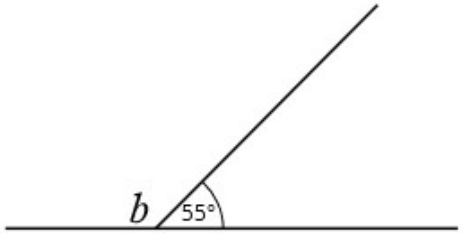


x = 90 – (☐ + ☐)

x = ☐ degrees

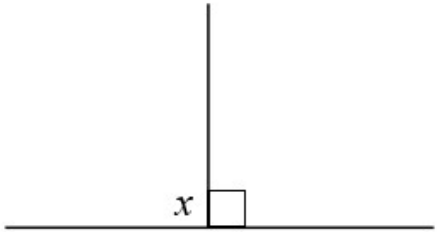


Use the supplementary angles rule to work out the size of the unknown angles in each diagram.



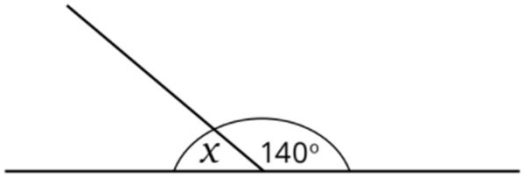
b = 180 - ☐

b = ☐ degrees



x = 180 - ☐

x = ☐ degrees

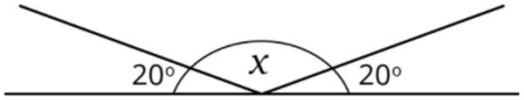


x = 180 - ☐

x = ☐ degrees

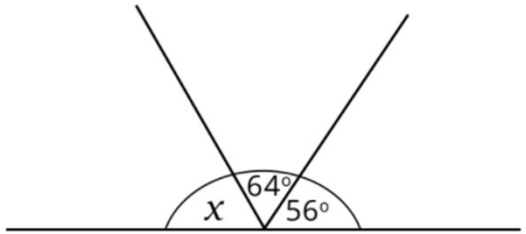
What if the straight angle is split into more than 2 adjacent angles?

Just add all the known angles and then subtract their total from 180.



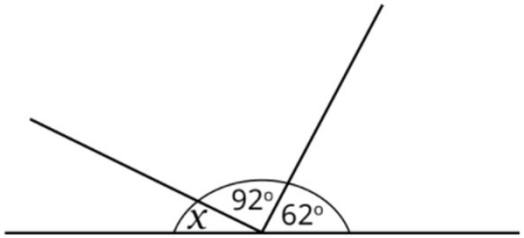
x = 180 – (☐ + ☐)

x = ☐ degrees



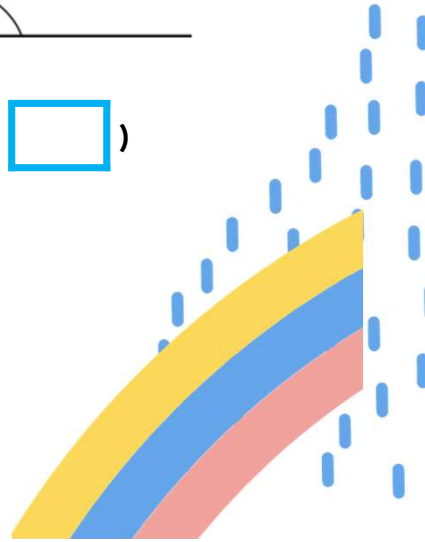
x = 180 – (☐ + ☐)

x = ☐ degrees

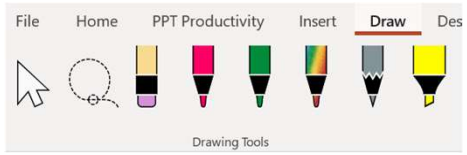


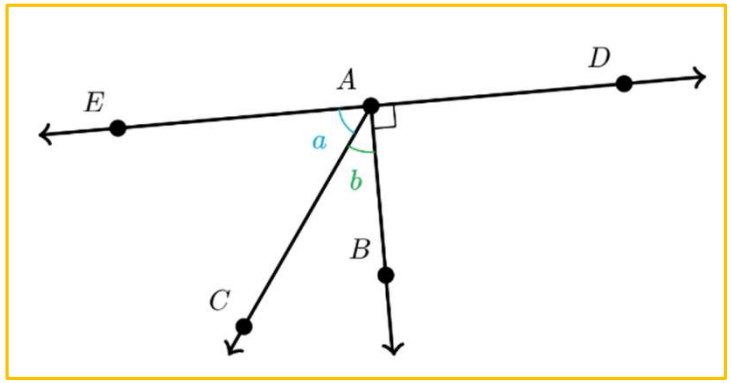
x = 180 – (☐ + ☐)

x = ☐ degrees

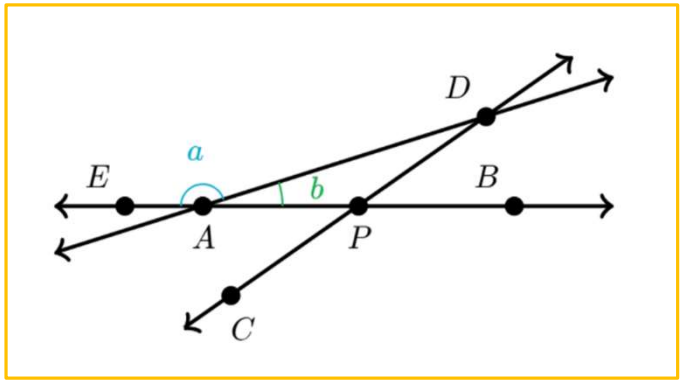


Highlight the angle rule you would use if you were asked to work out the missing values in each diagram.

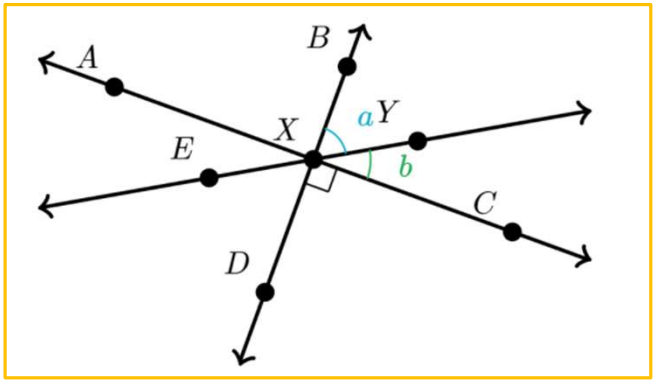




Complementary
or
Supplementary



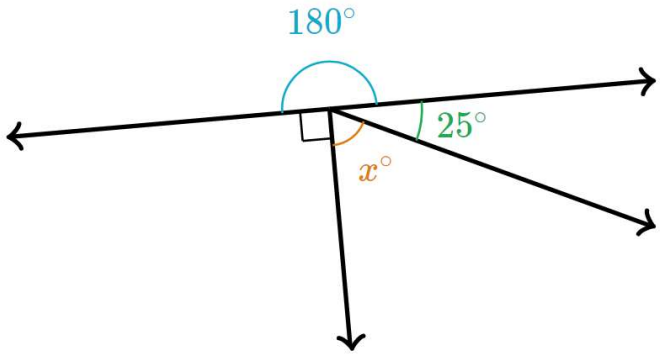
Complementary
or
Supplementary



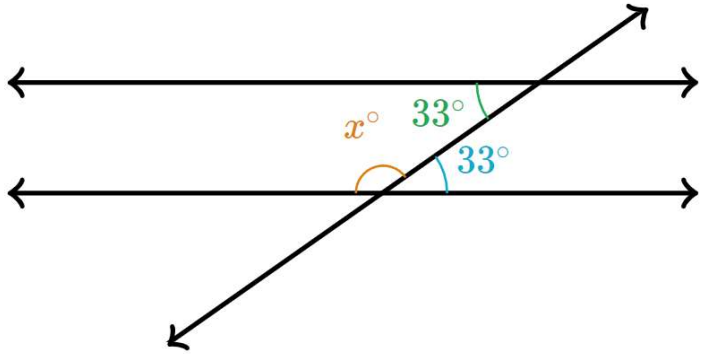
Complementary
or
Supplementary

Now have a go at these ones!

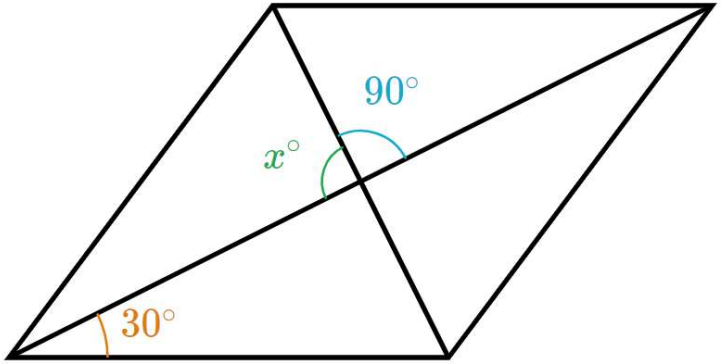
You will need to use complementary and supplementary angle rules to find the value of x in each diagram



$x =$ ☐°



$x =$ ☐°



$x =$ ☐°

Finished?

- 01 Check your answers carefully.
- 02 Complete any assigned Mathletics tasks.
- 03 Work on this week’s Maths Investigation.

WEDNESDAY

1st September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Learning From Home

Take-home Pack

WEDNESDAY

Teachers off-line 12-3pm

Complete the following tasks:

English: Grammar lesson (integrated in Monday's English); read a book

Maths: Maths Investigation

If you can access a web-enabled device today, then also complete:

Any unfinished Teams Assignments

Reading Eggs: 2 map lessons & any assignments

Mathletics: minimum 5 assigned activities

THURSDAY

2nd September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Learning From Home

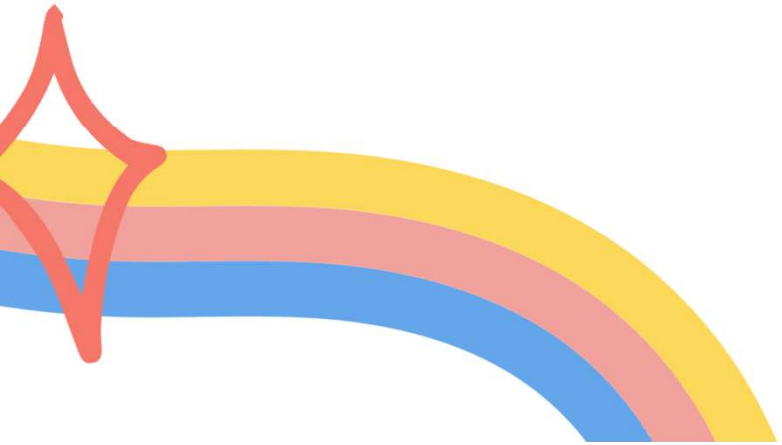
More Angle Rules

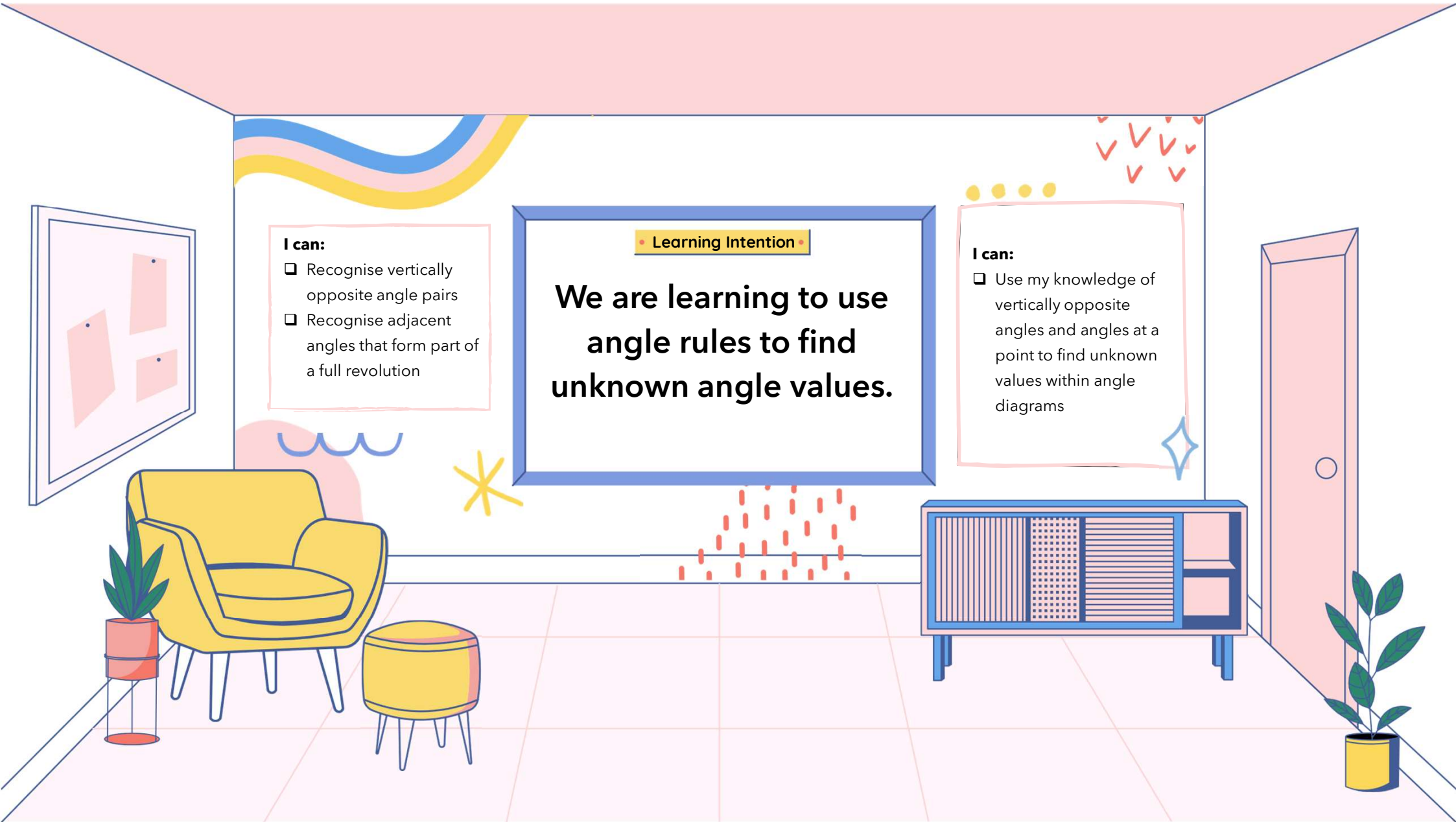
Thursday Week 8

Working Online?

Look for the blue boxes!

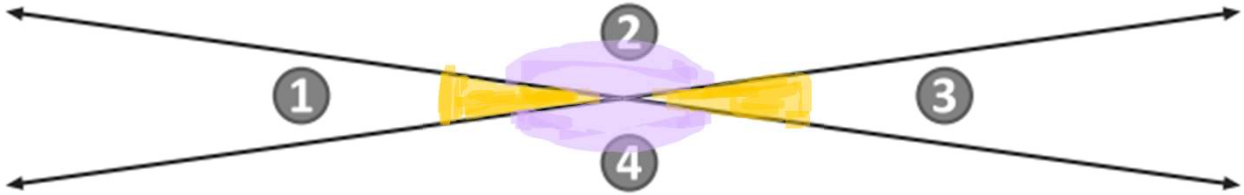
Every time you see a blue text box, you will be able to click on it to type your answer directly onto the slide.




I can:
❑ Recognise vertically opposite angle pairs
❑ Recognise adjacent angles that form part of a full revolution
Learning Intention
We are learning to use angle rules to find unknown angle values.
I can:
❑ Use my knowledge of vertically opposite angles and angles at a point to find unknown values within angle diagrams

Vertically Opposite Angles

When two straight lines cross each other, four angles are created.



If you measured each of these angles with your protractor, you will discover that:

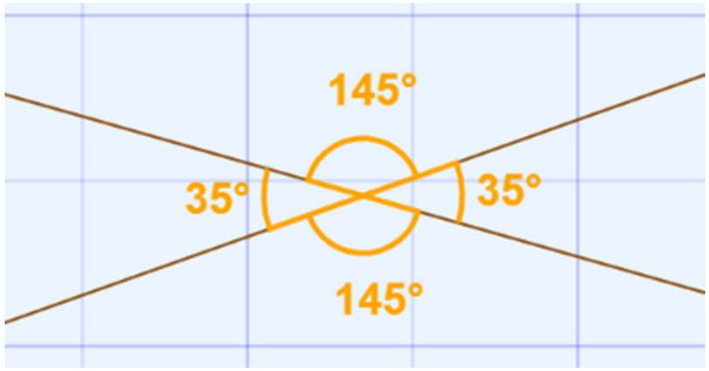
Angle 1 = Angle 3

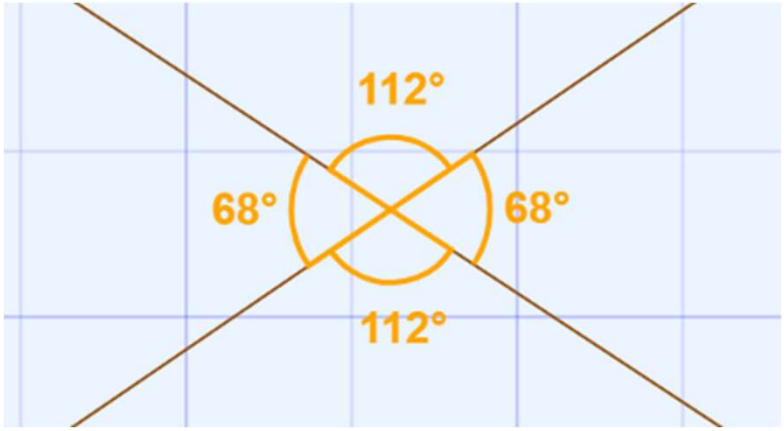
and

Angle 2 = Angle 4

The angles below are formed by **two straight lines that intersect**.

You can see that in both diagrams, the **angles opposite each other are equal**.

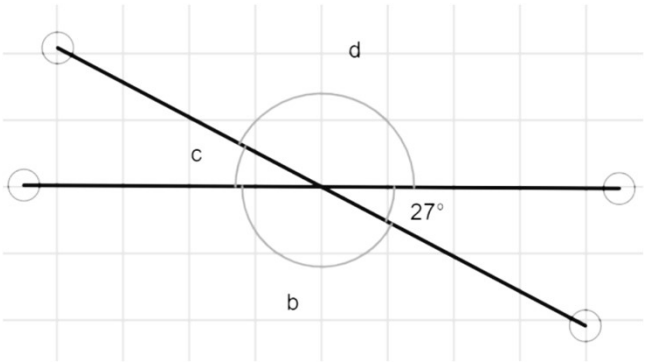




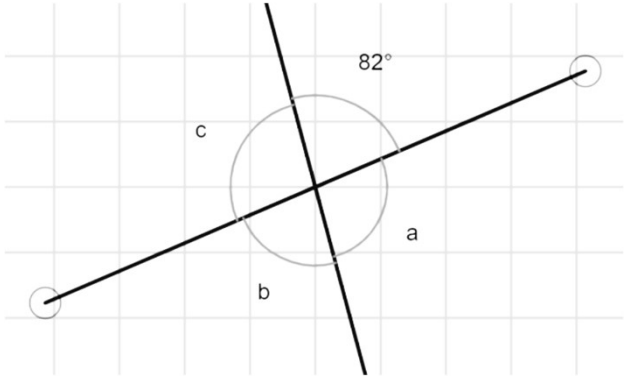
Challenge yourself

In the diagrams above, can you see any other angle rules that we have already learned?

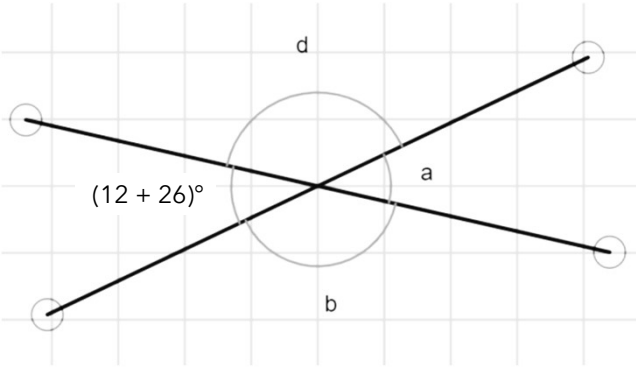
Use the vertically opposite angles rule to find these unknown angle values



∠c = ☐ degrees

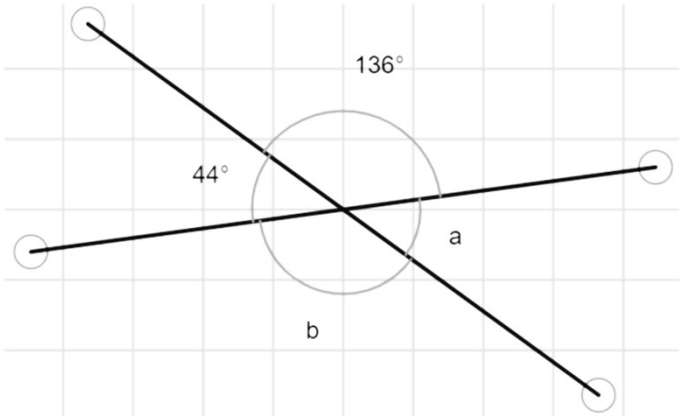


∠b = ☐ degrees

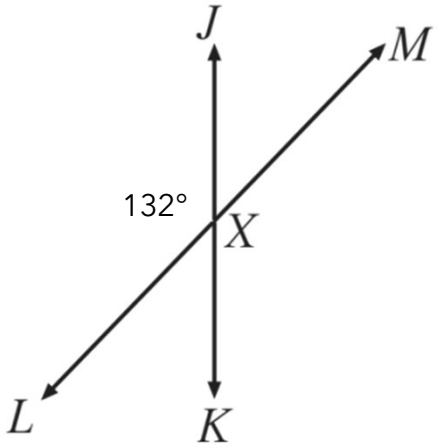


∠a = ☐ degrees

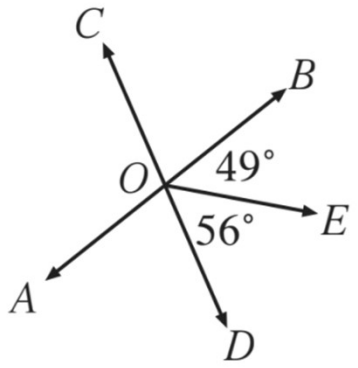
Use the vertically opposite angles rule to find these unknown angle values



∠a = ☐ degrees



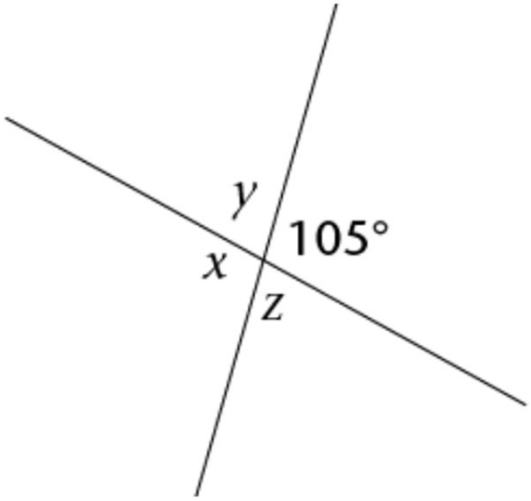
∠MXK = ☐ degrees



AB and *CD* are straight lines

∠COA = ☐ degrees

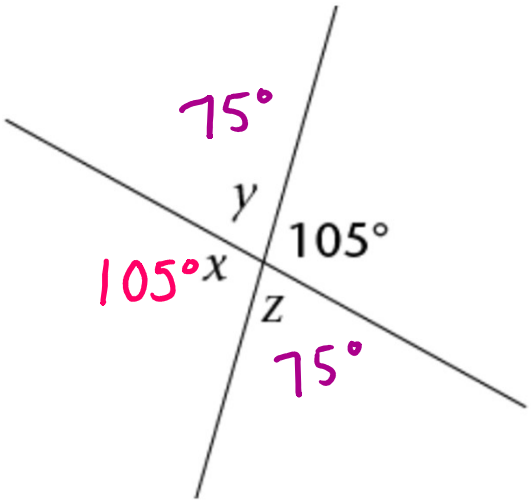
Take a look at the diagram below.



Is it possible to work out ALL the angle values if we are given just one of them?

Could you combine the vertically opposite angles rule with another angle rule we have learned?

STEP 1
The **vertically opposite angles rule** tells us that $\angle x = 105°$.



STEP 2
The **supplementary angles rule** tells us that $\angle y = 75°$.

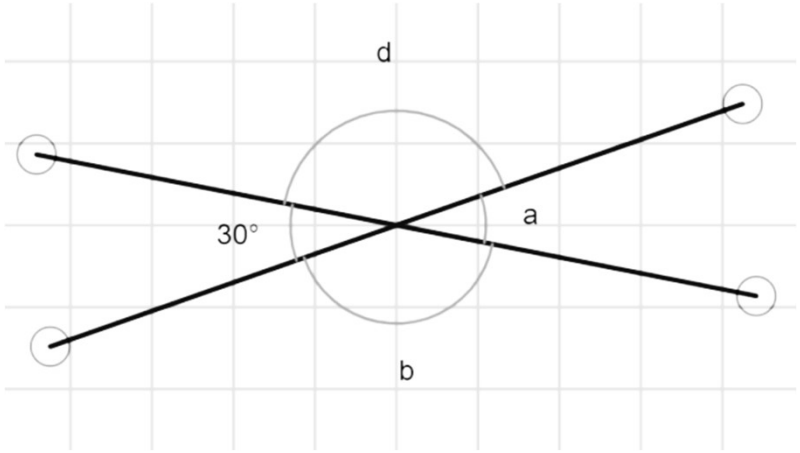
This is because $\angle y$ forms a straight angle with the adjacent angle marked as 105°.

So $\angle y + 105° = 180°$
$\angle y = 180° - 105°$
$\angle y = 75°$

STEP 3
The **vertically opposite angles rule** tells us that $\angle z = 75°$, because it is opposite $\angle y$.

YOUR TURN

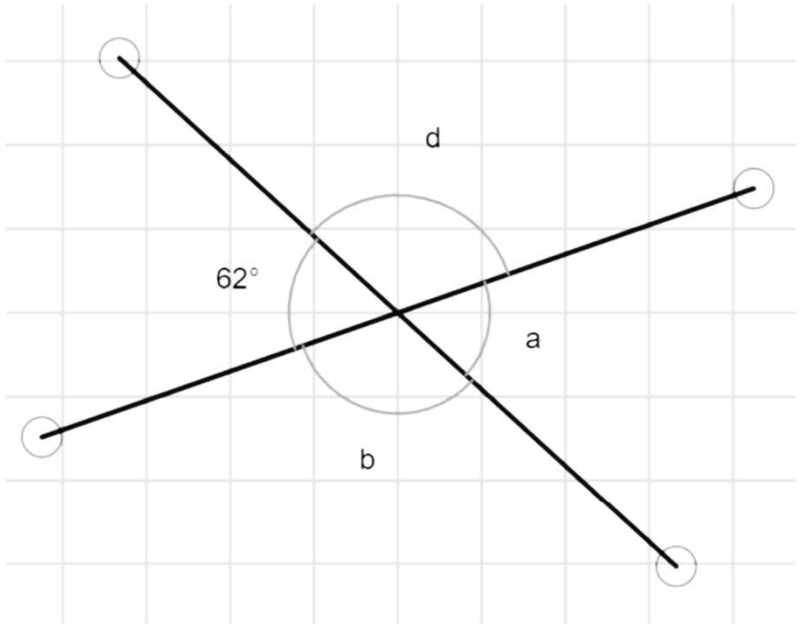
Find the value of all angles in the diagrams below.



∠a = ☐ degrees

∠b = ☐ degrees

∠d = ☐ degrees



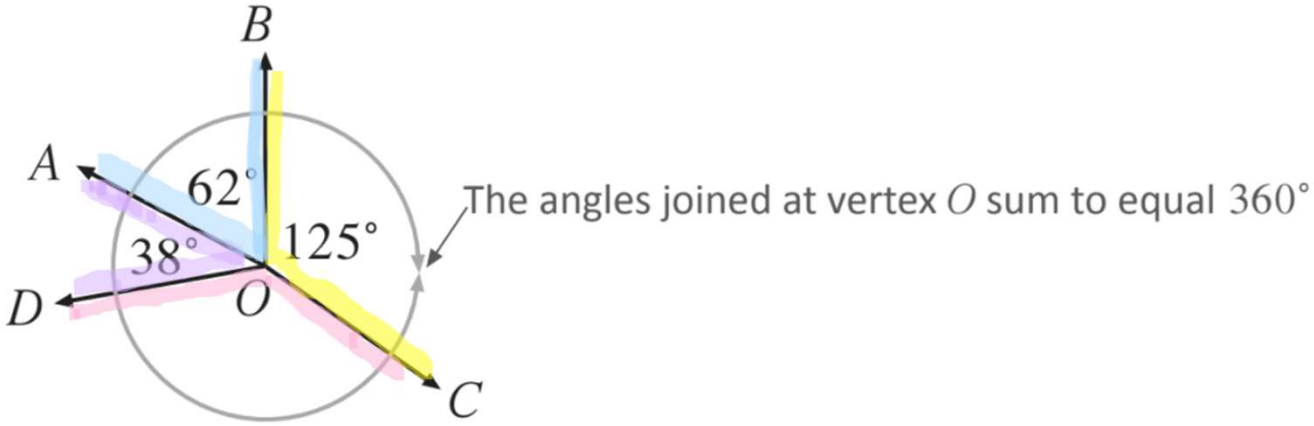
∠a = ☐ degrees

∠b = ☐ degrees

∠d = ☐ degrees

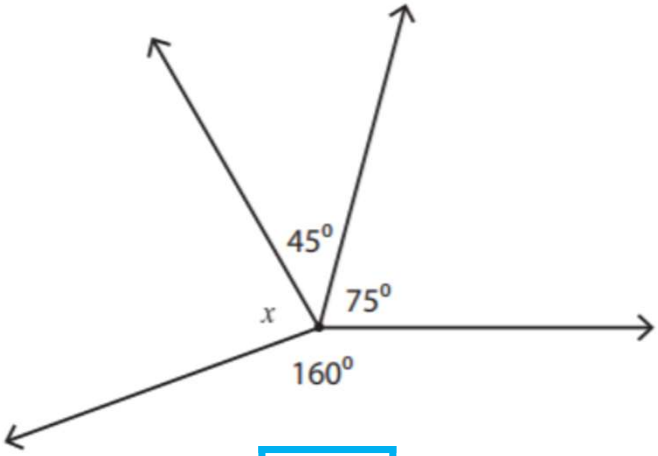
Angles at a Point

Angles that are part of a **full revolution** are called 'angles at a point' and they add to 360°.

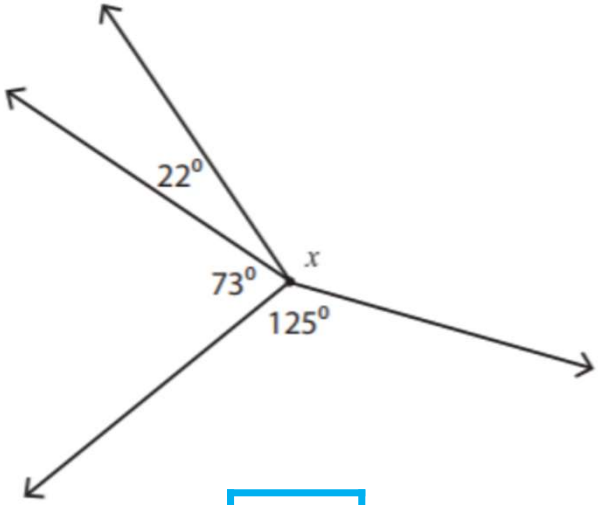


To work out ∠DOC, we would subtract the total of the other angles from 360°.

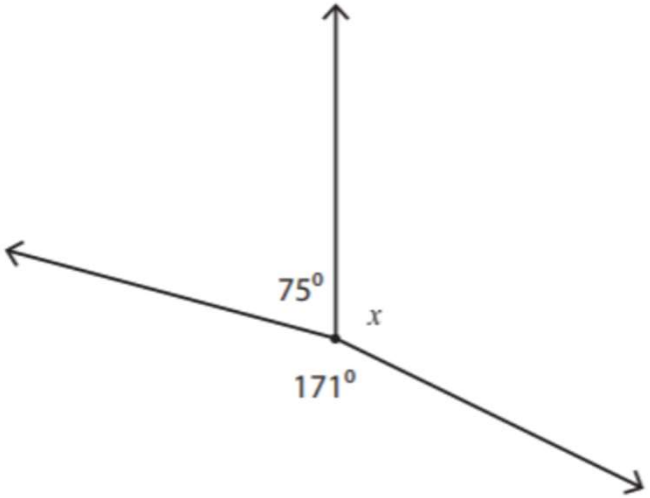
So ∠DOC = 360° - (38° + 62° + 125°)
∠DOC = 360° - 225 °
∠DOC = 135°



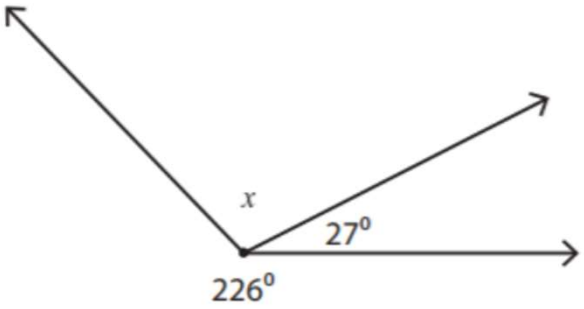
$\angle x =$ ☐ degrees



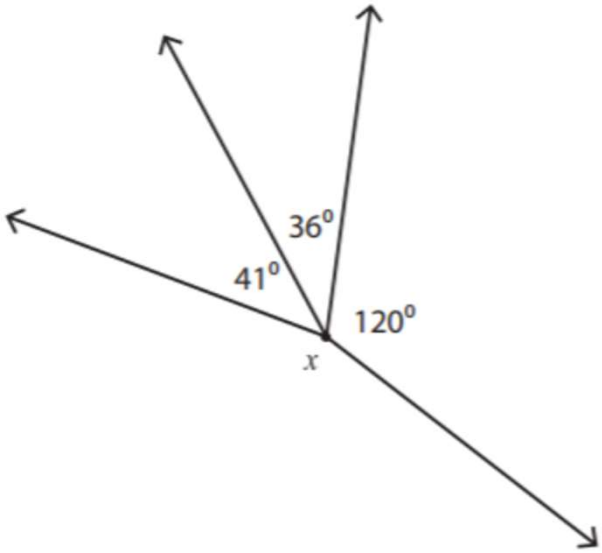
$\angle x =$ ☐ degrees



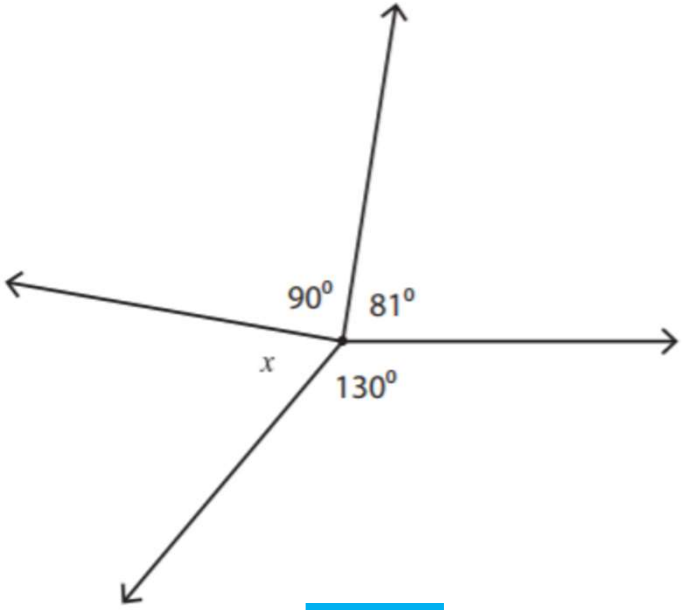
$\angle x =$ ☐ degrees



$\angle x =$ ☐ degrees



$\angle x =$ ☐ degrees



$\angle x =$ ☐ degrees

Finished?

- 01 Check your answers carefully.
- 02 Complete any assigned Mathletics tasks.
- 03 Work on this week’s Maths Investigation.

FRIDAY

3rd September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Learning From Home

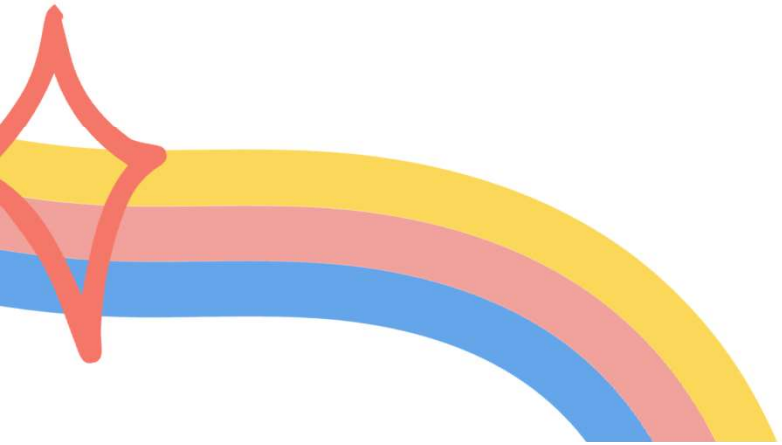
Finding Unknown Angles

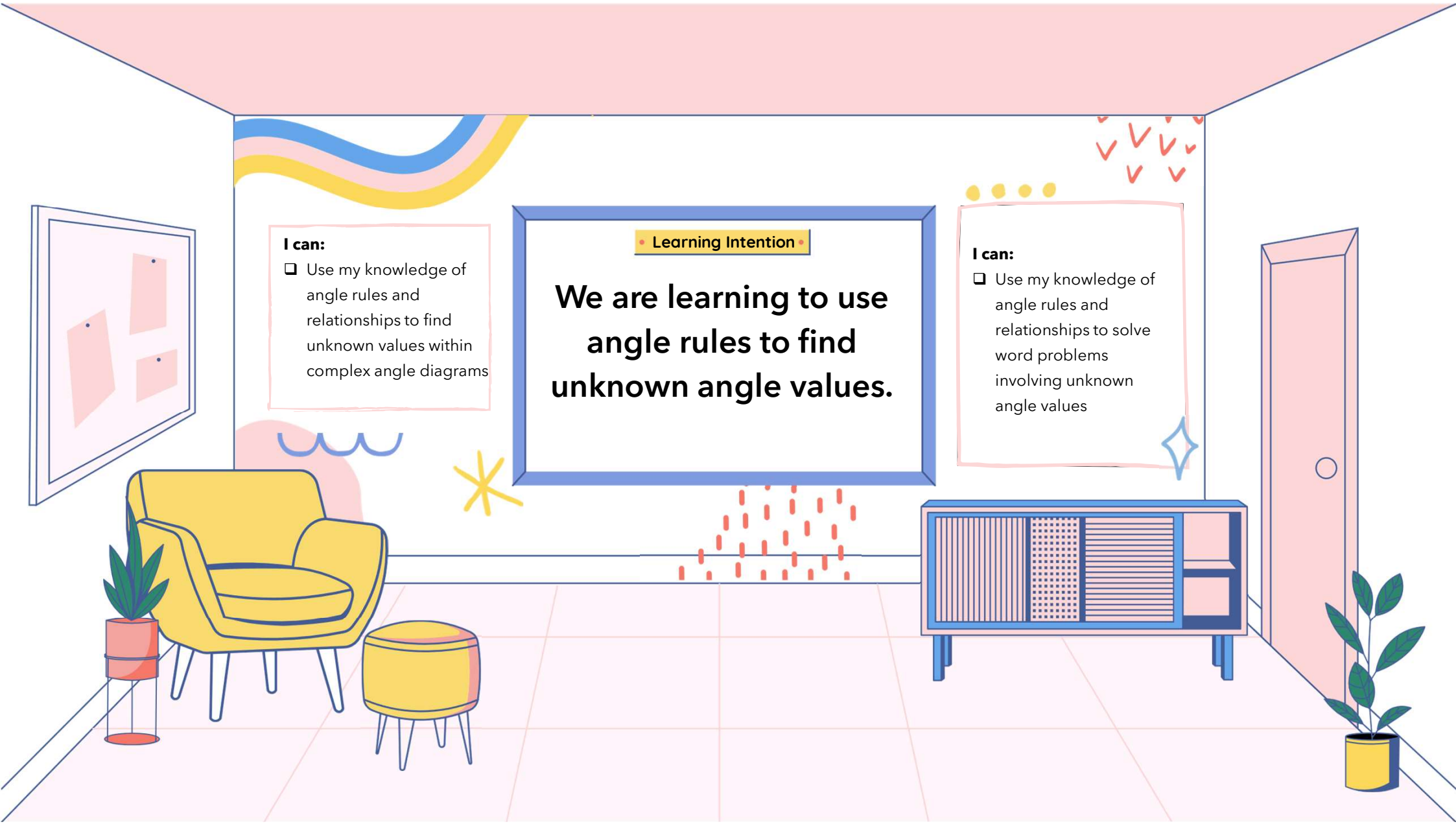
Friday Week 8

Working Online?

Look for the blue boxes!

Every time you see a blue text box, you will be able to click on it to type your answer directly onto the slide.

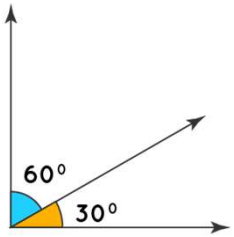
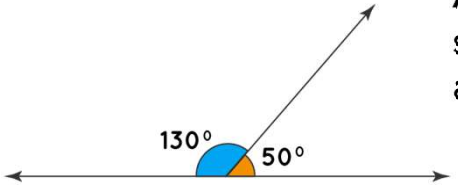
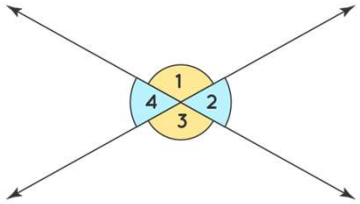
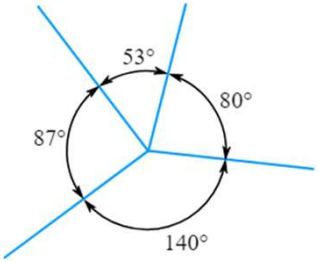



I can:
❑ Use my knowledge of angle rules and relationships to find unknown values within complex angle diagrams
Learning Intention
We are learning to use angle rules to find unknown angle values.
I can:
❑ Use my knowledge of angle rules and relationships to solve word problems involving unknown angle values

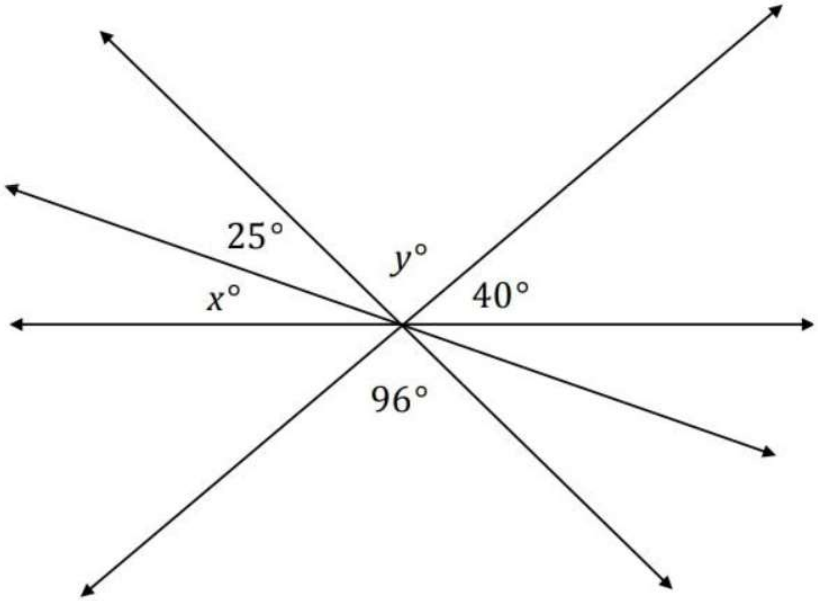
Putting it all together

Today we will combine all the angle rules we have learned this week in order to solve complex angle diagrams and word problems.

First, let's revise our angle rules:

COMPLEMENTARY ANGLES	SUPPLEMENTARY ANGLES
 **Angles within a right angle add to 90°**	 **Angles within a straight angle add to 180°**
VERTICALLY OPPOSITE ANGLES	**ANGLES AT A POINT**
 **Vertically opposite angles are equal** $\angle 1 = \angle 3$ $\angle 2 = \angle 4$	 **Angles at a point add to 360°**

Let's have a look at how to approach complex angle diagrams

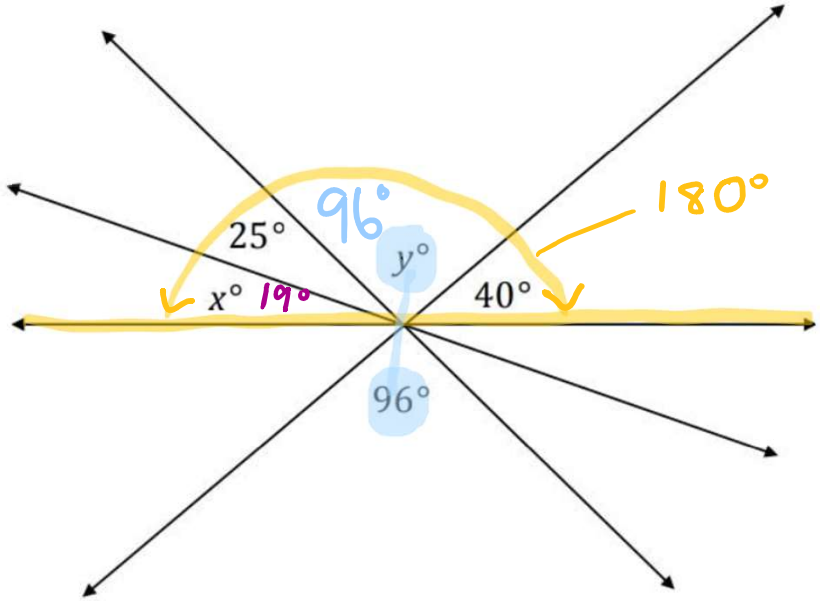


Sometimes we need to **combine several different angle rules** to help us find the size of unknown angles.

Which angles rules would you need to know in order to work out the size of $\angle x$ and $\angle y$?

Go to the next slide to see the solution!

Let's have a look at how to approach complex angle diagrams



Let's start with $\angle y$

The vertically opposite angles rule tells us that $\angle y$ **= 96°.**

Once we know that, we can use the supplementary angles rule to work out the value of $\angle x$.

$\angle x + 25° + 96° + 40° = 180°$

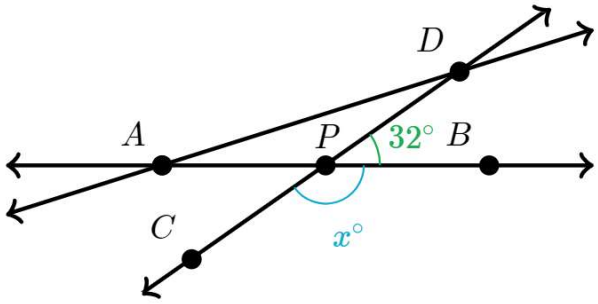
$\angle x + 161° = 180°$

$\angle x = 180° - 161°$

So $\angle x$ **= 19°**

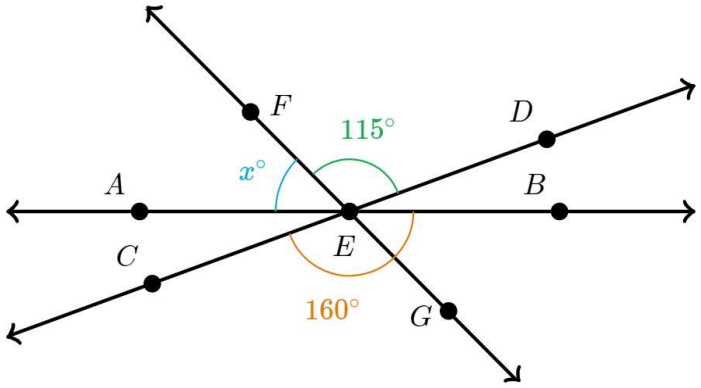
Find the missing values in each diagram.

Draw a tick next to any angle rules you used.



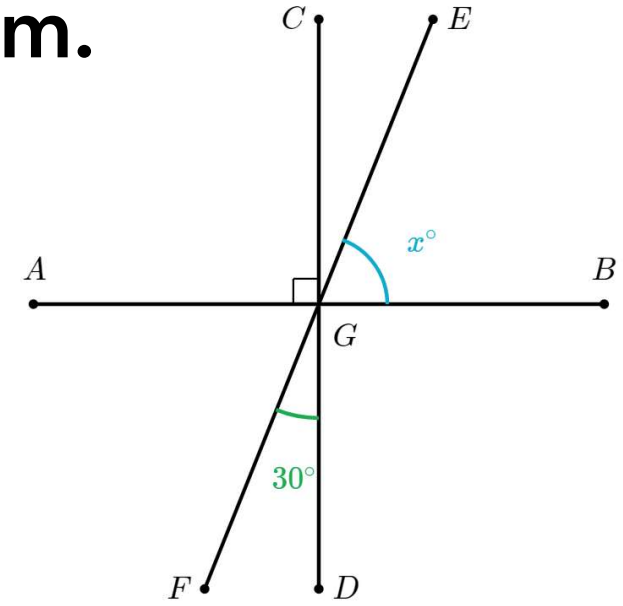
$\angle x =$ ☐ degrees

- ❑ Complementary angles
- ❑ Supplementary angles
- ❑ Angles at a point
- ❑ Vertically opposite angles



$\angle x =$ ☐ degrees

- ❑ Complementary angles
- ❑ Supplementary angles
- ❑ Angles at a point
- ❑ Vertically opposite angles



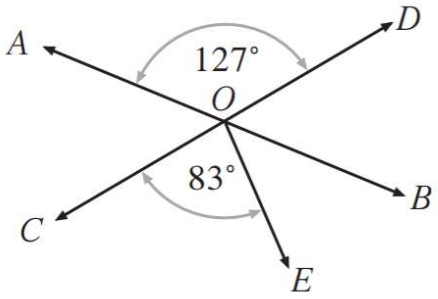
$\angle x =$ ☐ degrees

- ❑ Complementary angles
- ❑ Supplementary angles
- ❑ Angles at a point
- ❑ Vertically opposite angles

Find the missing values in each diagram.

Draw a tick next to any angle rules you used.

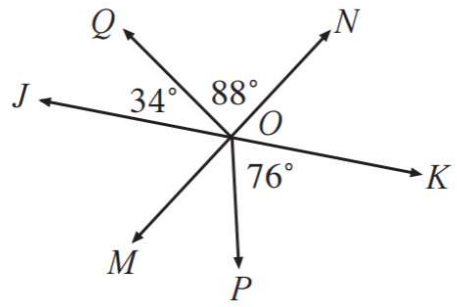
AB and *CD* are straight lines



$\angle BOE =$ ☐ degrees

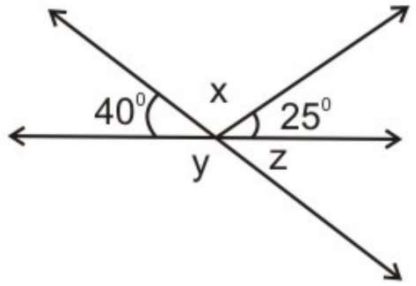
- ❑ Complementary angles
- ❑ Supplementary angles
- ❑ Angles at a point
- ❑ Vertically opposite angles

JK and *MN* are straight lines



$\angle MOP =$ ☐ degrees

- ❑ Complementary angles
- ❑ Supplementary angles
- ❑ Angles at a point
- ❑ Vertically opposite angles



$\angle x =$ ☐ degrees

$\angle y =$ ☐ degrees

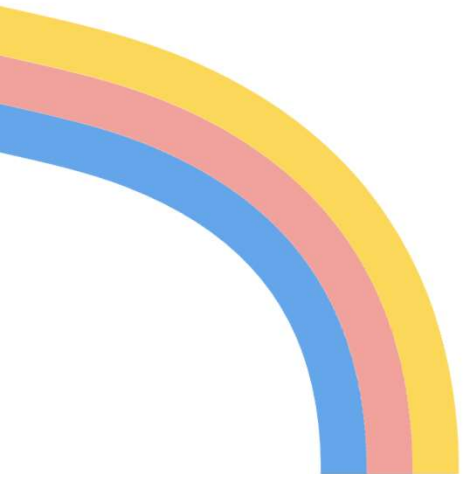
$\angle z =$ ☐ degrees

- ❑ Complementary angles
- ❑ Supplementary angles
- ❑ Angles at a point
- ❑ Vertically opposite angles

Now let's have a look at how to approach angle word problems

Two angles are **supplementary**. The larger angle is 42° more than the smaller angle.

Find the size of both angles.

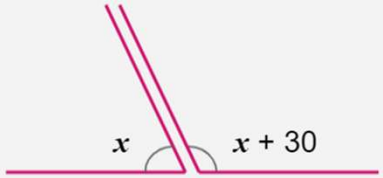


We need to break this problem down into a sequence of steps to follow.

Go to the next slide to see the solution!

Two angles are **supplementary**. The larger angle is 42° more than the smaller angle.

Find the size of both angles.

READ	Read the problem. Draw a diagram and label it with the information given.	
IDENTIFY	Identify what you are looking for.	**The size of both angles.**
NAME	Choose a variable (*letter*) to represent it.	**x = the size of the smaller angle.** **$x + 30$ = the size of the larger angle.**
TRANSLATE	Write a formula to show the angle rule you are working with.	**Supplementary angles:** **$\angle 1 + \angle 2 = 180°$**
SOLVE	Solve the equation.	**$(x + 30) + x = 180$** **$2x + 30 = 180$** **$2x = 180 - 30$** **$2x = 150$** **$x = 150 \div 2$** **$x = 75$** **Smaller angle is 75°.** **Larger angle is 75 + 30 = 105°.**
CHECK	Check your work.	**$\angle 1 + \angle 2 = 180°$** **$75° + 105° = 180°$ ✓**
ANSWER	Answer the question in a sentence.	**The sizes of the angles are 75° and 105°.**

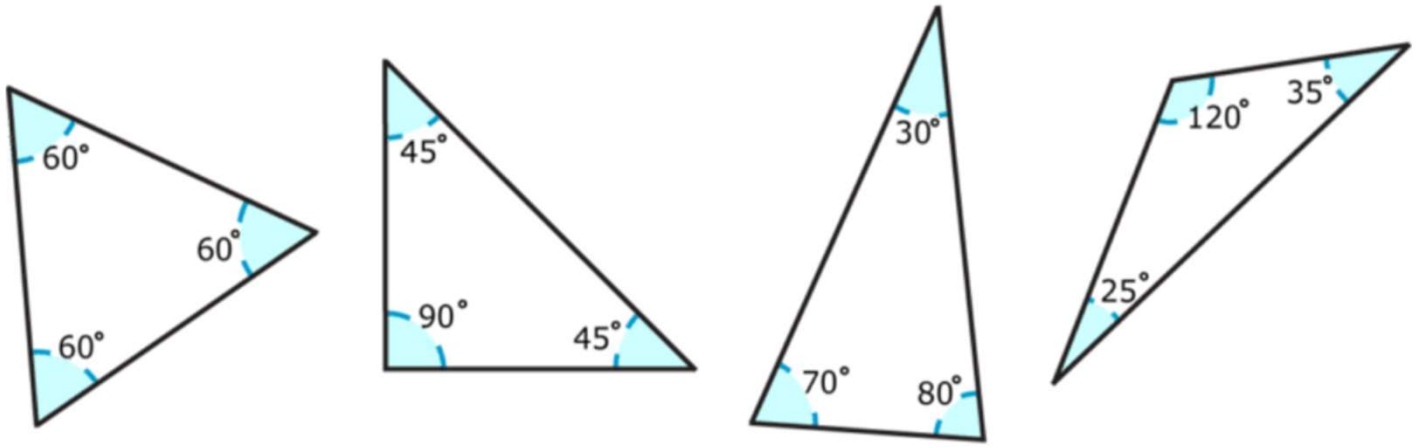
Use the problem solving guide below to help you work out the solution to the following word problem.

Two angles are complementary. The larger angle is 70° more than the smaller angle. Find the size of both angles.

READ	Read the problem. Draw a diagram and label it with the information given.	
IDENTIFY	Identify what you are looking for.	
NAME	Choose a variable (*letter*) to represent it.	
TRANSLATE	Write a formula to show the angle rule you are working with.	
SOLVE	Solve the equation.	
CHECK	Check your work.	
ANSWER	Answer the question in a sentence.	

Look back to the example on the previous slide to help you complete this!

LET'S LEARN A BONUS RULE...



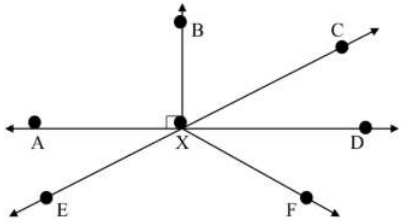
What do you notice about all these triangles?
What do they have in common?

THE 3 ANGLES INSIDE ANY TRIANGLE WILL ALWAYS ADD UP TO 180°

You will need to know this if you choose to attempt the extension questions on the next slide!

Optional Extension

Do you need EVEN MORE of a challenge?! Try these! If you are working online, you will need to zoom in and use the drawing tools to answer each question. Good luck!



1. ∠**AXE** and _____ are vertically opposite
2. ∠**AXF** and _____ are supplementary
3. ∠**DXC** and _____ are complementary
4. _____ and ∠**AXB** are adjacent
5. _____ and ∠**CXD** are supplementary
6. _____ and ∠**AXC** are vertically opposite

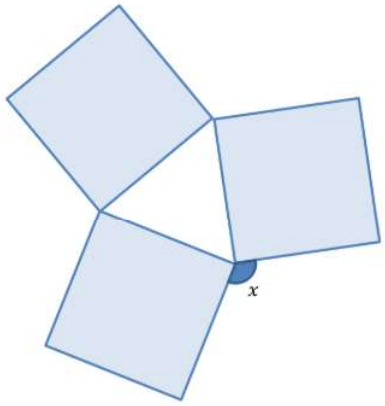
Two angles are **supplementary**. The larger angle is 42° more than the smaller angle. Find the size of both angles. *Show all working.*

Draw it

Write the angle rule used

Write an equation using x

Smaller angle = _____° **Larger angle = _____°**



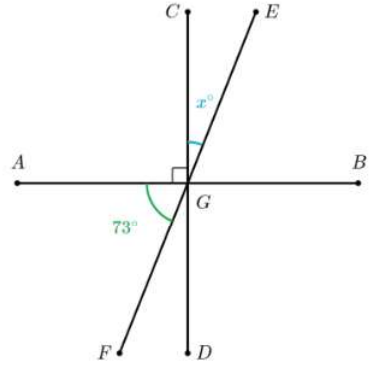
This diagram shows 3 identical squares. Find the size of x. Explain your answer.

x = _____° because _____

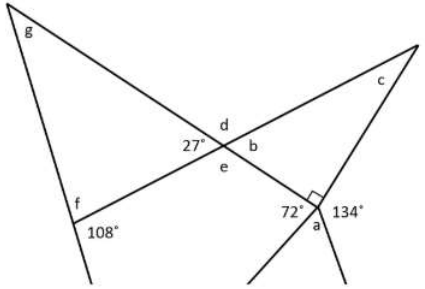
_____

_____

_____



$x°$ =



∠a = _____ °
∠b = _____ °
∠c = _____ °
∠d = _____ °
∠e = _____ °
∠f = _____ °
∠g = _____ °

Finished?

- 01 Check your answers carefully.
- 02 Complete any assigned Mathletics tasks.
- 03 Work on this week’s Maths Investigation.

Week 9	Monday 6th September	Tuesday 7th September	Wednesday 8th September	Thursday 9th September	Friday 10th September
Morning Muster	**9:00am: Attendance Form**		**9:15am: Teams Meeting** ➢ Daily assignment info/Q&A, teacher messages & check-in.		
English	**English**				
	Informative Texts: Reflect & Respond – Definition & Identification	**Informative Texts:** Reflect & Respond – Examination & Analysis	**Reading Eggspress** 2 Map Lessons & Assignments **Lang. Conv. with Mr H**	**Informative Texts:** Reflect & Respond – Information Reports	**Informative Texts:** Reflect & Respond – Biographies
	Looking for something else to do? **Use the 'Write Now' menu for inspiration to complete any free writing*				
	**Continue with your 'Time of our Lives' diary* **Read for pleasure each day – don't forget about ePlatform & Storybox Library – add to your PRC record*				
Mathematics	**Mathematics**				
	Identifying different points of view	**Drawing and constructing different perspectives**	**Mathletics** 5 assigned activities **Investigation**	**Plotting Coordinates**	**Problem Solving Using Positional Language**
	Looking for something else to do? **Go to YouCubed or N-Rich for lots of rich, creative learning tasks*				
	**Play 'Live Mathletics'* **Check out Wootube, Khan Academy or the Everyday Maths Hub*				
Other KLAs	**Other KLAs**				
	Science The Earth's Changing Surface		**PDHPE & Creative Arts** Matrix of activities		
Other Events	**Other Events**				
			12:00pm – 3:00pm Teachers Offline (Professional Learning)		**Fun Friday**

Still looking for more? **Learning from Home Hub**

** Tasks written in **GREEN** are to be given priority over other tasks

MONDAY

6th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

MONDAY | Week 9
Informative Texts

READ carefully. THINK carefully. RESPOND carefully.

You have been learning about informative texts all term. These quizzes are designed to **HELP YOU** check your own level of understanding and knowledge, and **SHOW** your teacher these things too.

Today's quiz is about DEFINING and IDENTIFYING informative texts.

* Required

* This form will record your name, please fill your name.

1

What is a 'TEXT'? *
(2 Points)

Select the best option.

- ◯ It can only be a book
- ◯ It is words on paper and sometimes has pictures.
- ◯ Any form of verbal, written and visual communication that can be fiction or non-fiction.
- ◯ A message that comes on a device
- ◯ Any factual information
- ◯ A story written by an author.

2

What is the purpose of an informative text? *
(2 Points)

Begin your answer with: 'The purpose of an informative text is to...'

3

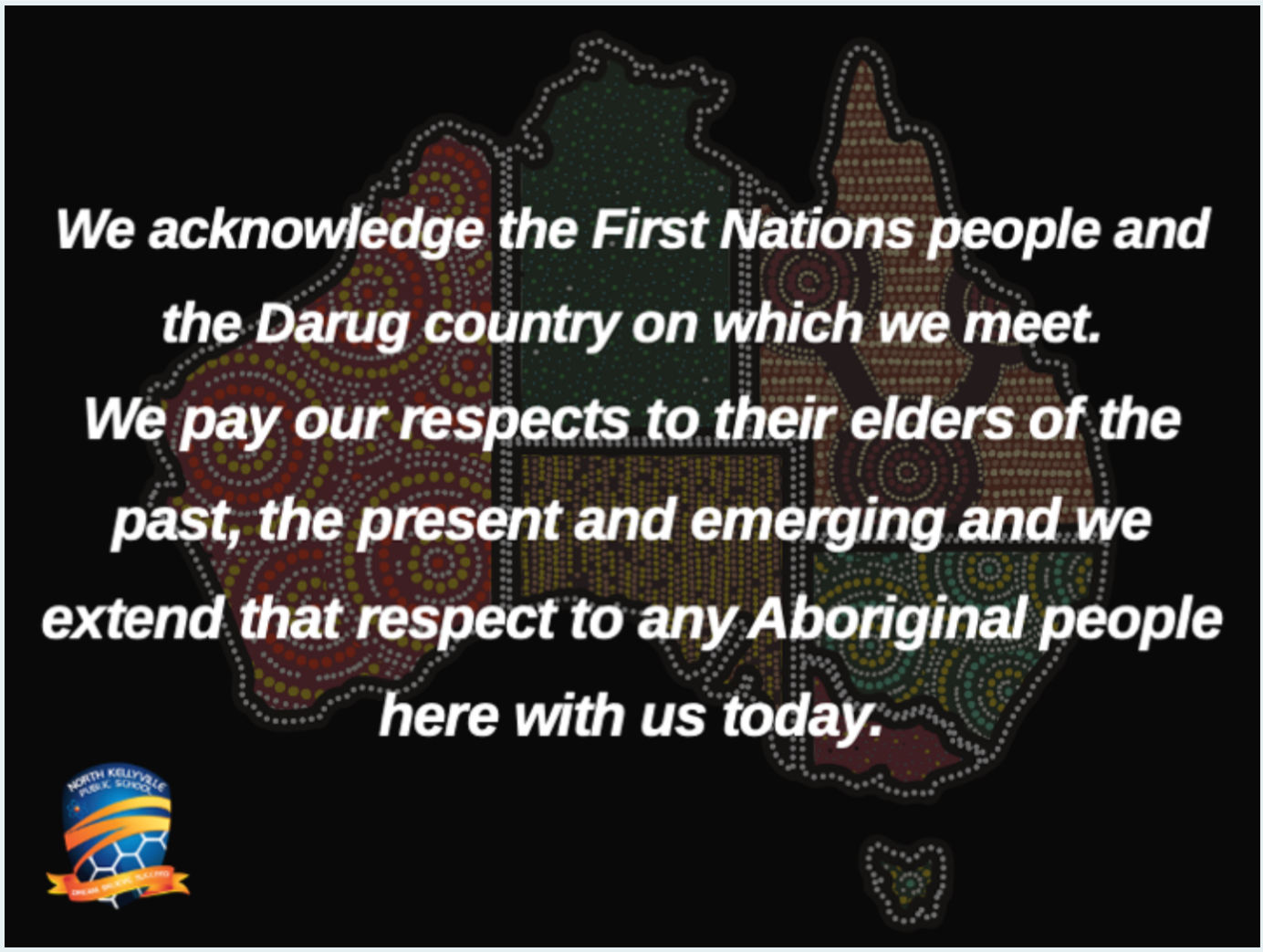
An informative text CANNOT be a combination of words and images. *
(2 Points)

Is this statement true or false?

- ◯ True
- ◯ False

4

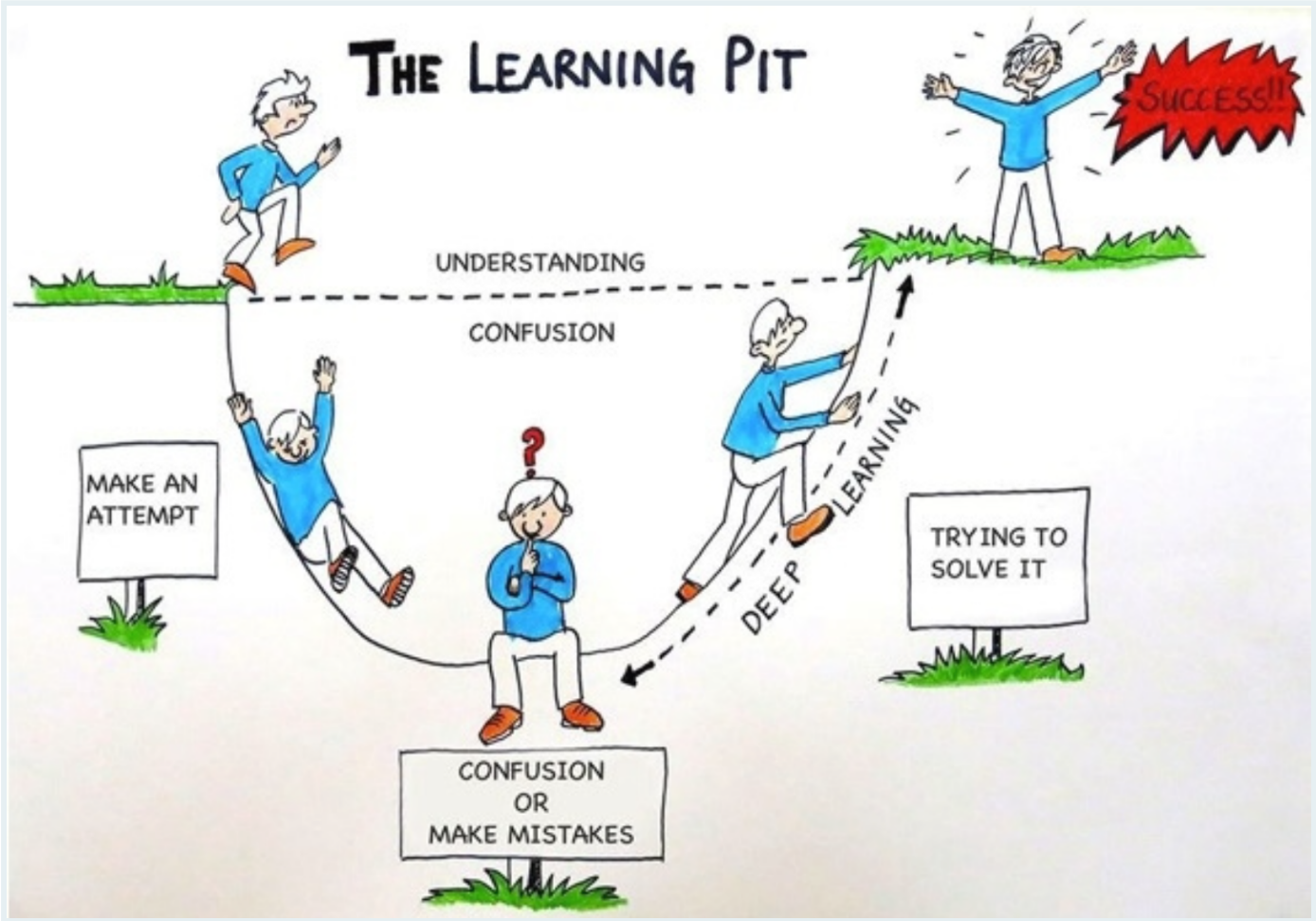
Read/view the sample text carefully. Is it informative? *
(2 Points)



- ◯ Yes
- ◯ No

5

Read/view the sample text carefully. Is it informative? *
(2 Points)



- ◯ Yes
- ◯ No

6

Read/view the sample text carefully. Is it informative? *
(2 Points)

- ◯ Yes
- ◯ No

This text sample is a video.

If you can access the internet, copy and paste this link into the address bar of a browser.
bit.ly/3Dc5r6X

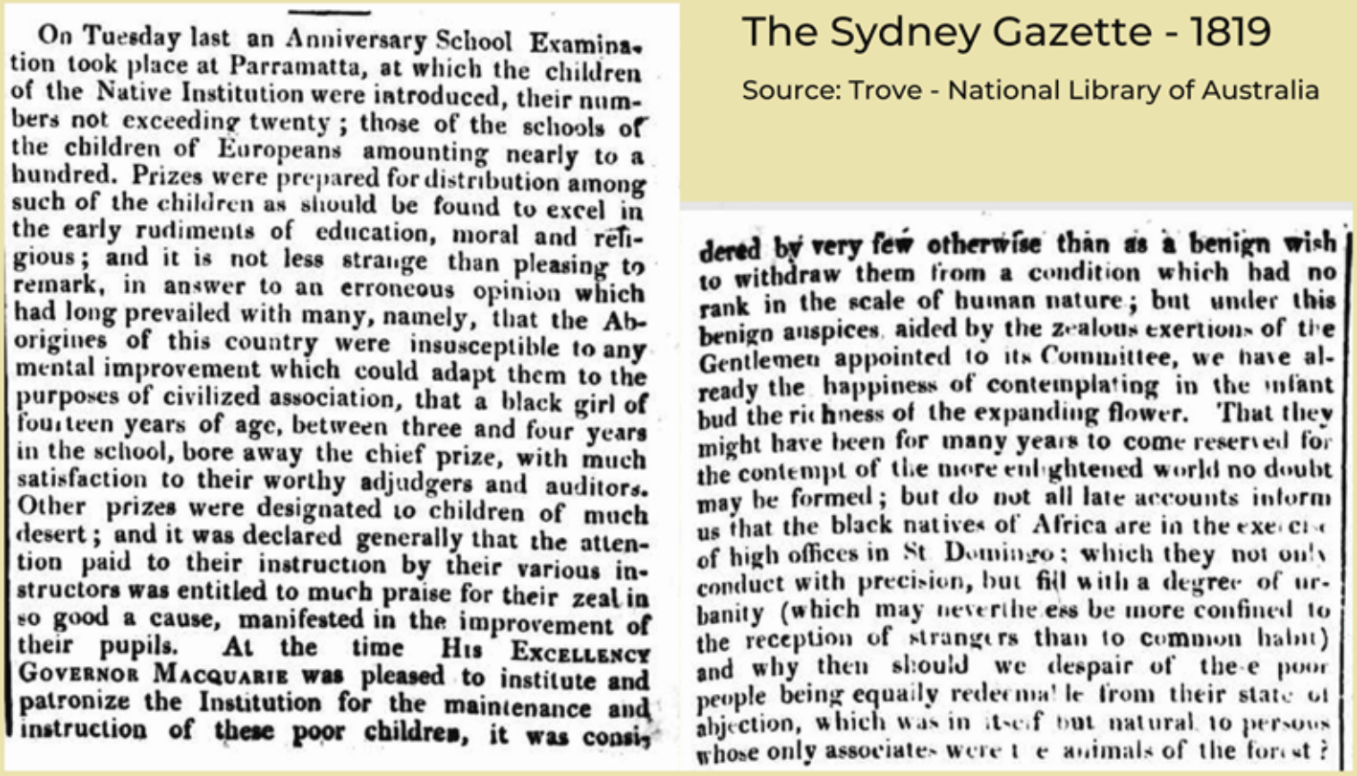
7

Read/view the sample text carefully. Is it informative? *
(2 Points)

START READING HERE

Article from:
The Sydney Gazette - 1819

Source: Trove - National Library of Australia



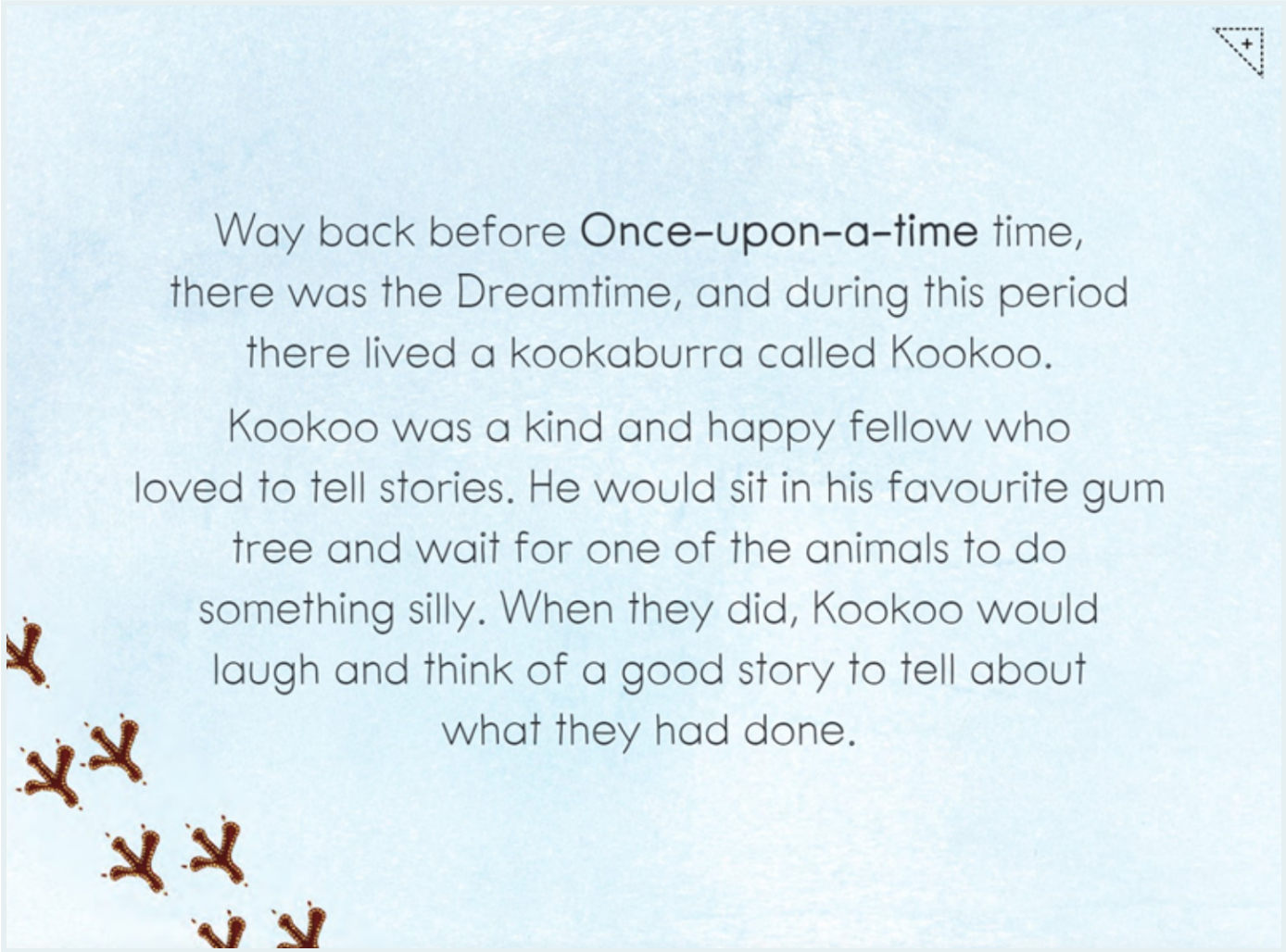
On Tuesday last an Anniversary School Examination took place at Parramatta, at which the children of the Native Institution were introduced, their numbers not exceeding twenty; those of the schools of the children of Europeans amounting nearly to a hundred. Prizes were prepared for distribution among such of the children as should be found to excel in the early rudiments of education, moral and religious; and it is not less strange than pleasing to remark, in answer to an erroneous opinion which had long prevailed with many, namely, that the Aborigines of this country were insusceptible to any mental improvement which could adapt them to the purposes of civilized association, that a black girl of fourteen years of age, between three and four years in the school, bore away the chief prize, with much satisfaction to their worthy adjudgers and auditors. Other prizes were designated to children of much desert; and it was declared generally that the attention paid to their instruction by their various instructors was entitled to much praise for their zeal in so good a cause, manifested in the improvement of their pupils. At the time His Excellency Governor Macquarie was pleased to institute and patronize the Institution for the maintenance and instruction of these poor children, it was consi-

dered by very few otherwise than as a benign wish to withdraw them from a condition which had no rank in the scale of human nature; but under this benign auspices, aided by the zealous exertions of the Gentlemen appointed to its Committee, we have already the happiness of contemplating in the infant bud the richness of the expanding flower. That they might have been for many years to come reserved for the contempt of the more enlightened world no doubt may be formed; but do not all late accounts inform us that the black natives of Africa are in the exercise of high offices in St Domingo; which they not only conduct with precision, but fill with a degree of urbanity (which may nevertheless be more confined to the reception of strangers than to common habit) and why then should we despair of these poor people being equally redeemable from their state of abjection, which was in itself but natural to persons whose only associates were the animals of the forest?

- ◯ Yes
- ◯ No

8

Read/view the sample text carefully. Is it informative? *
(2 Points)



- ◯ Yes
- ◯ No

9

Read/view the sample text carefully. Is it informative? *
(2 Points)

- ◯ Yes
- ◯ No

This text sample is a video.
If you can access the internet, copy and paste this link into the address bar of a browser.
bit.ly/2XPQyHd

10

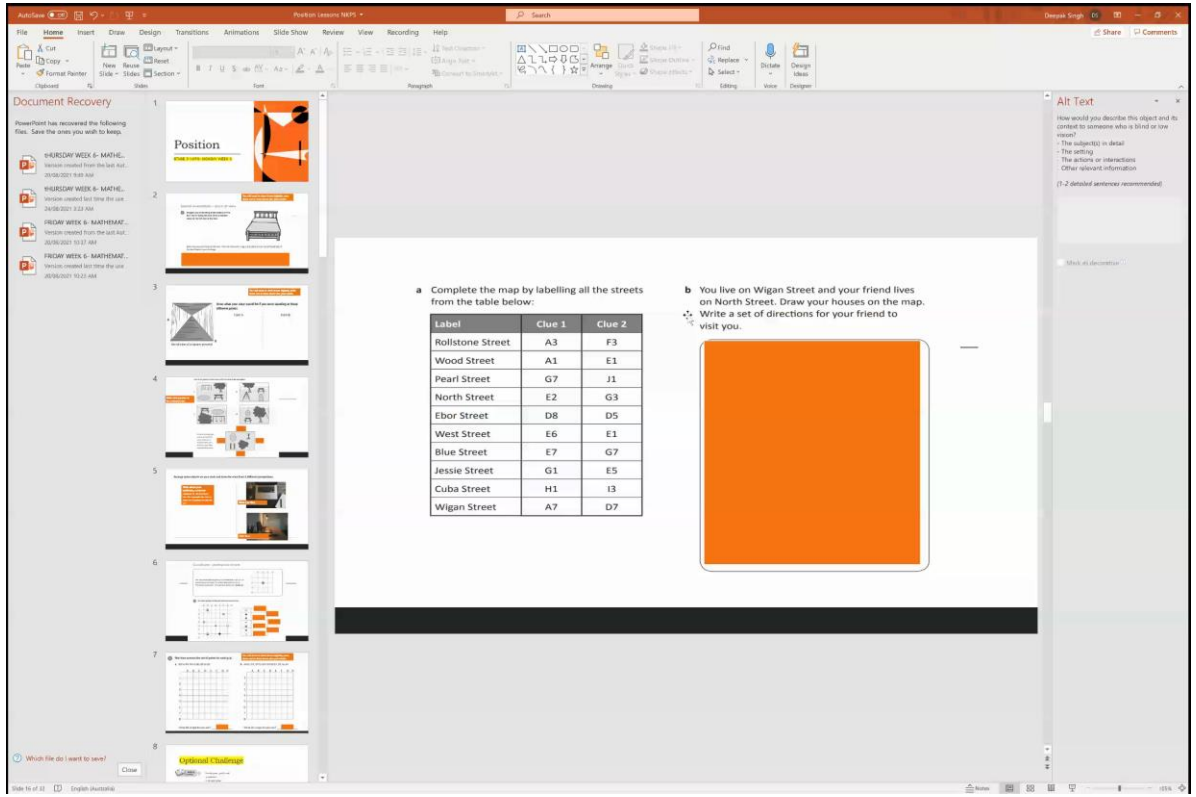
In the final sample text you viewed - 'Informative Texts Explained in 3 Minutes' - informative texts were compared to imaginative texts. What is the difference between the two? *

(2 Points)

Position

Stage 3 NKPS: Monday week 9

Watch this then continue your work



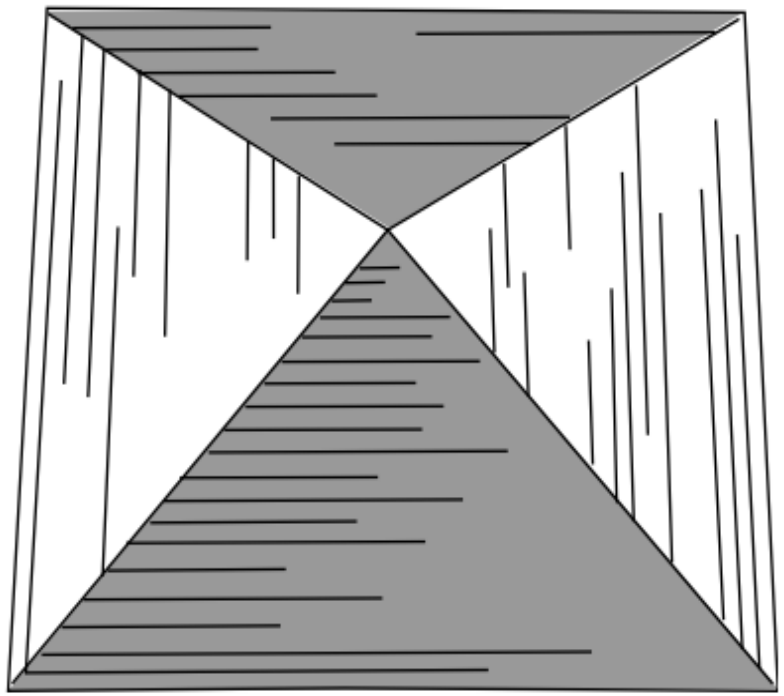
You will need to draw these digitally, print them out or draw them into your books.

Spatial orientation – point of view

1 **Imagine you're standing at the bottom of this bed. You're facing the bed. Draw a bedside chest on the left side of the bed.**

Now draw yourself lying on the bed. From where you're lying, is the chest still on the left hand side of the bed? Explain your thinking:

You will need to draw these digitally, print them out or draw them into your books.



Aerial view of a square pyramid

Draw what your view would be if you were standing at these different points:

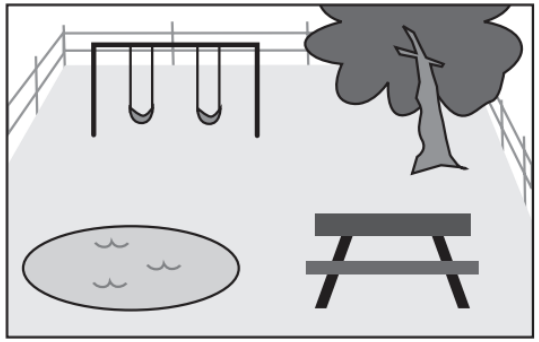
Point A

Point B

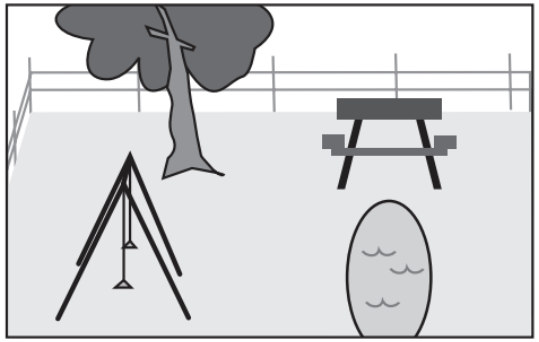
Look at the pictures. Each shows a different view of the same place.

Write your answer in the coloured box.

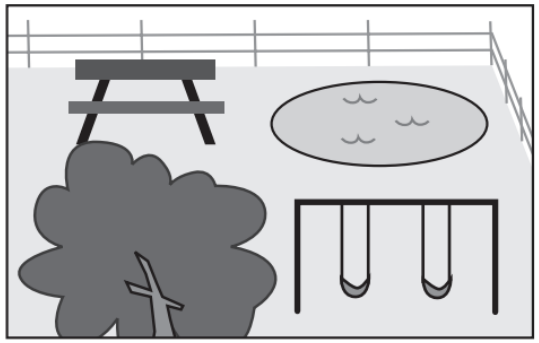
a



b

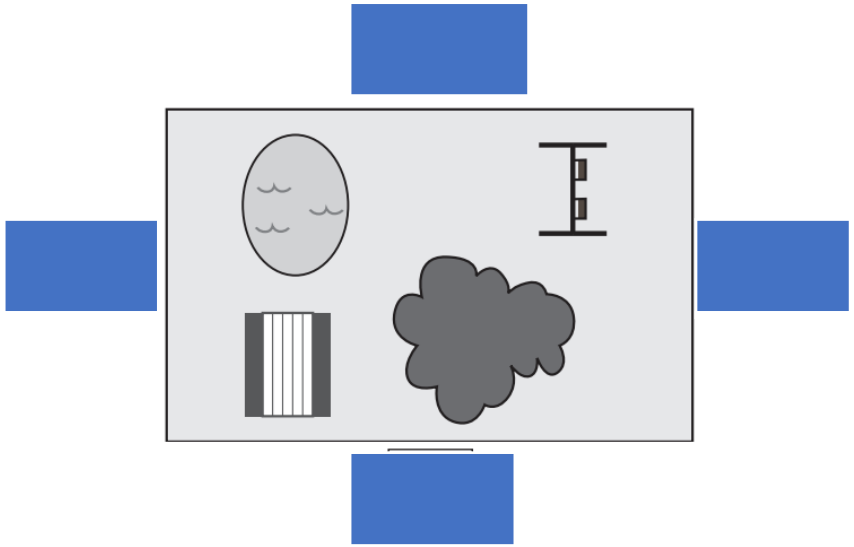


c



d

On this bird's-eye plan, write **a**, **b**, **c** and **d** to show where you'd be standing for each picture so your view matches those above.



Arrange some objects on your desk and draw the view from 2 different perspectives.

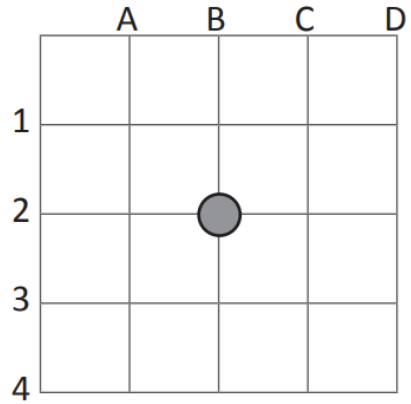
Think about your stationery, computer equipment, decoration, etc. An example has been done of a laptop for you to see.

Birds Eye View

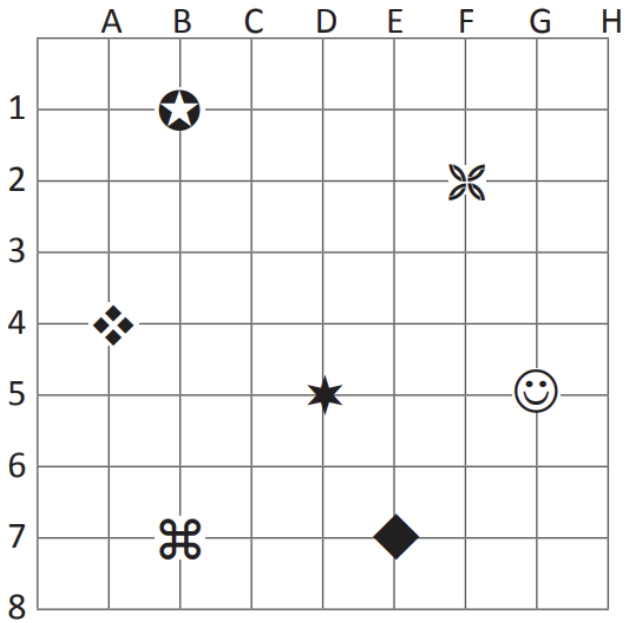
Side View

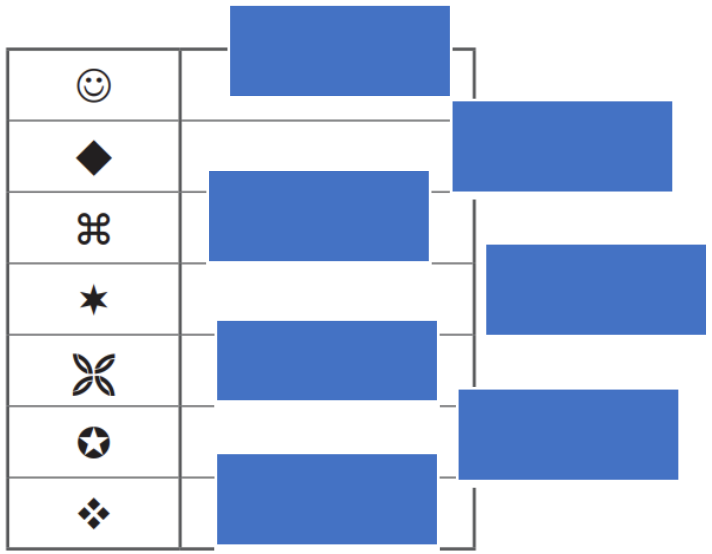
Coordinates – plotting coordinates

We use coordinates to give us a reference to show where something is on a grid. It's where two lines intersect.
The letter comes first. This example shows coordinate B2.



1 **For each symbol on the grid, write the coordinates.**

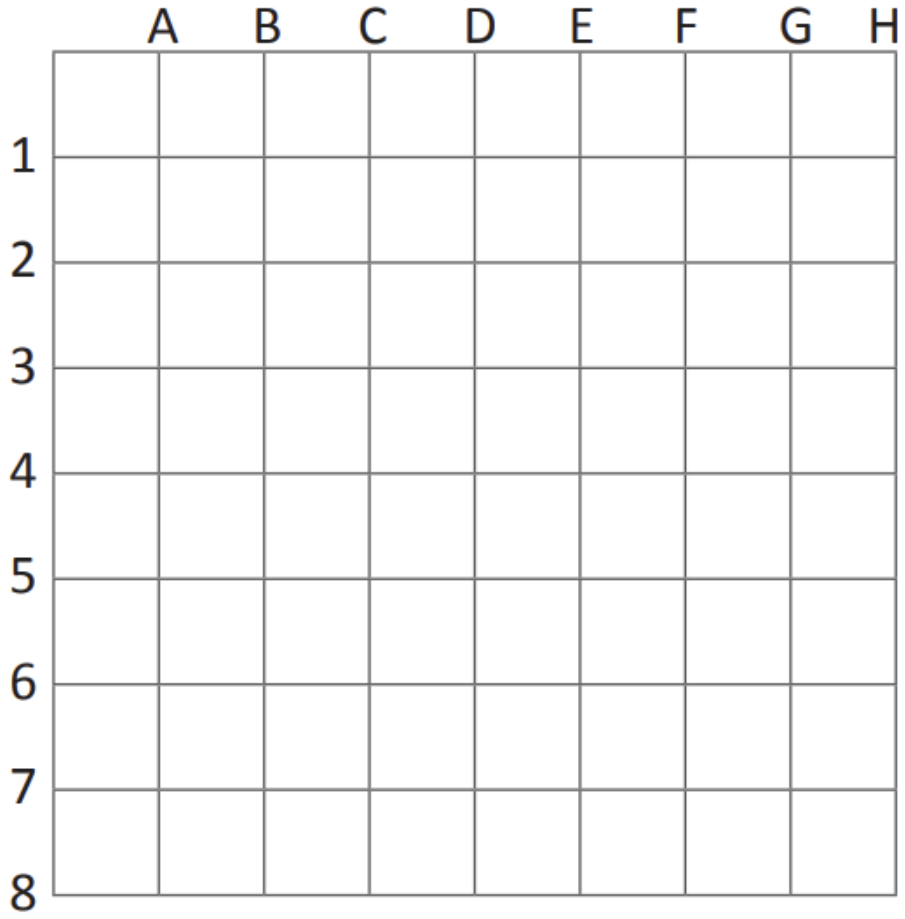




2 **Plot then connect the set of points for each grid:**

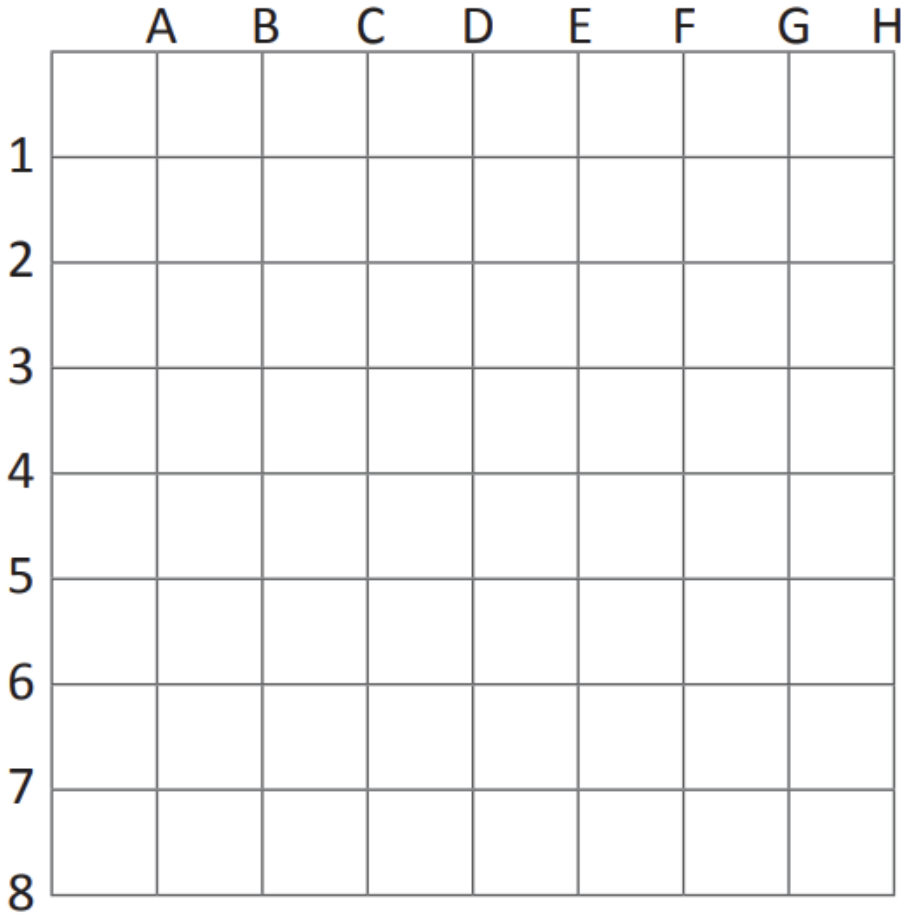
You will need to draw these digitally, print them out or draw them into your books.

a D1 to F4, F4 to B6, B6 to D1



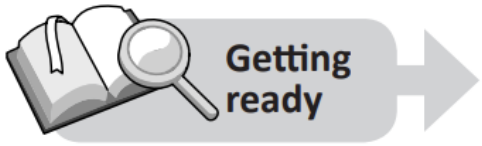
What 2D shape do you see? ___ ___

b A4 to D7, D7 to G4, G4 to D1, D1 to A4



What 2D shape do you see? ___ ___

Optional Challenge



For this game, you'll need:

- a partner
- the grid below
- 1 normal die
- 1 die with letters A, B, C, D, E, F written on paper taped over each side
- 2 different colour pens

Challenge:

You can do this with someone at home or modify it to do by yourself.

What to do

Instructions:

1. Player 1 rolls both dice and marks the coordinate with their colour pen.
2. Player 2 rolls the dice. If the point is already taken, they miss their turn. If not, they mark the coordinate with their colour pen.
3. The first player who can draw a line through 3 points in a row (horizontally, vertically or diagonally) wins.

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										

What to do next

Play again so the winner is the person who completes a square around one of the other player's points.

TUESDAY

7th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

TUESDAY | Week 9
Informative Texts

READ carefully. THINK carefully. RESPOND carefully.

You have been learning about informative texts all term. These quizzes are designed to **HELP YOU** check your own level of understanding and knowledge, and **SHOW** your teacher these things too.

Today's quiz is about **FEATURES and FORMS** of informative texts.

* Required

* This form will record your name, please fill your name.

1 **Which of these features might be found in an informative text.** *
(7 Points)

Select as many as you like.

- [ ] Present tense
- [ ] Time connectives
- [ ] Personification
- [ ] Facts
- [ ] Diagram
- [ ] Index and/or Table of Contents
- [ ] Similies
- [ ] Chapters
- [ ] Dates and times
- [ ] Glossary

2

Which of the following text forms are NOT informative.? *
(4 Points)

You can select more than one option.

- [ ] A birthday card from a family member
- [ ] A personal diary of real-life experiences
- [ ] A map of the 1850s Goldfields in Ballarat
- [ ] A movie set during early Australian colonial times
- [ ] A report on the Eureka Stockade
- [ ] Ned Kelly's biography
- [ ] The website of a children's author
- [ ] A comic strip with characters based on famous Indigenous people.
- [ ] Historical fiction novel

3

Examine the two text samples below and select which set of text features they BOTH contain. *
(4 Points)

There is only one correct response. Don't worry if you can't read every word, just look for the features indicated by the format and layout of the texts.

- ◯ Time connectives; topic headings; map/s; glossary.
- ◯ Past tense; index; diagram/s; labels.
- ◯ Past tense; time connectives; definitions; images.
- ◯ Contents; image/s; paragraphs; technical/subject-specific vocabulary.

4

What is the technical name for an informative text that contains biographical information and it is written by the person themselves? *
(4 Points)

Hint: remember the explanation of the root meanings for all of the main parts of this word.

5

Read the following sample and select the informative text features it contains. * (5 Points)

There are multiple correct responses.

At some point while at Macquarie's institution Maria met an English convict, Robert Lock. He was one of more than 160,000 men and women transported to NSW to serve a sentence for criminal offending. Robert was serving seven years for stealing a pig and carpentry tools. In January 1824, Maria – then aged 16 – married Robert. Theirs was the first legally sanctioned marriage in Australia between an Aboriginal person and a European. At the time of the Lock marriage, the governor had promised Maria a portion of land as a reward for her efforts as a model student. Six years after her marriage, and now with two young children, she hadn't received any land.

Maria decided to hold the Crown to account and wrote her petition requesting that the land be granted as promised. She also argued that land Macquarie had earlier granted to her brother Colebee, now deceased, should be given to her.

Source: Sydney Living Museums

Artwork by Leanne Tobin
(a descendant of Maria Lock)

- [ ] Images/illustrations
- [ ] Present tense
- [ ] Facts & evidence
- [ ] Index
- [ ] Subject-specific vocabulary
- [ ] Glossary
- [ ] Heading/sub-headings
- [ ] Table of Contents
- [ ] Time connectives
- [ ] Source of the information

6

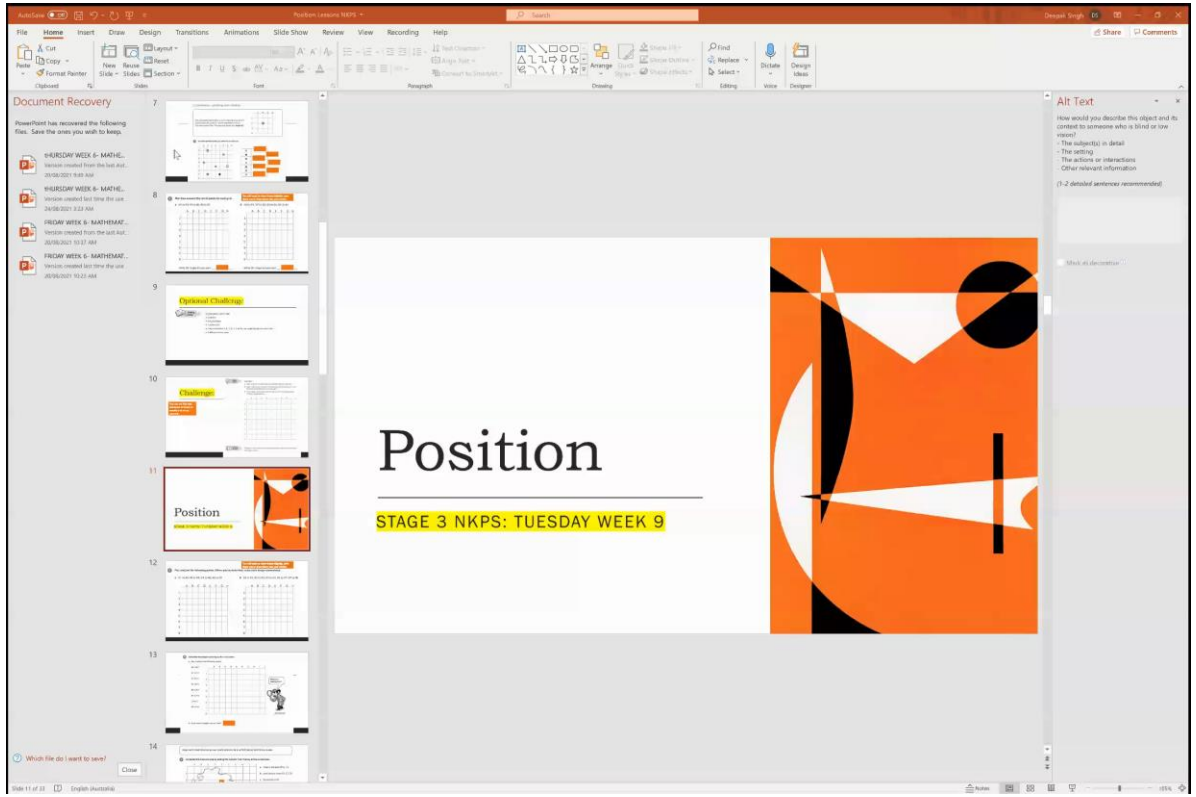
Write down 3 SOURCES where you could find an informative text. *
(6 Points)

Source: a place/object/person from where something (e.g information) comes

Position

Stage 3 NKPS: Tuesday week 9

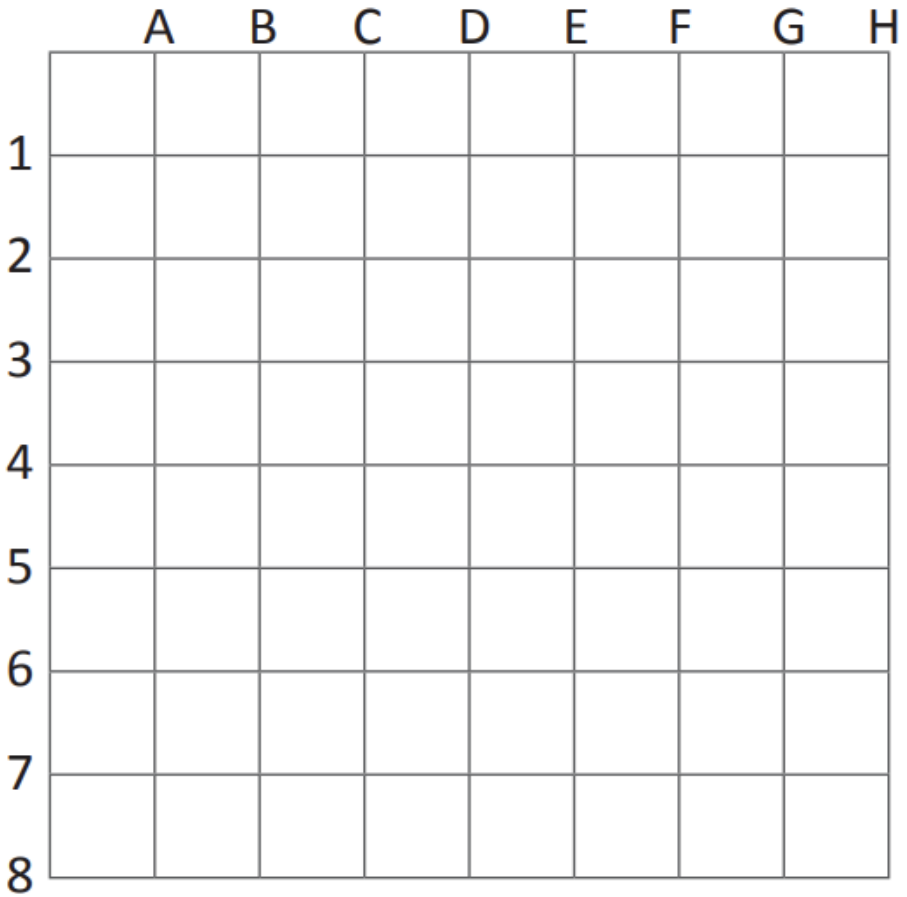
Watch this then continue your work



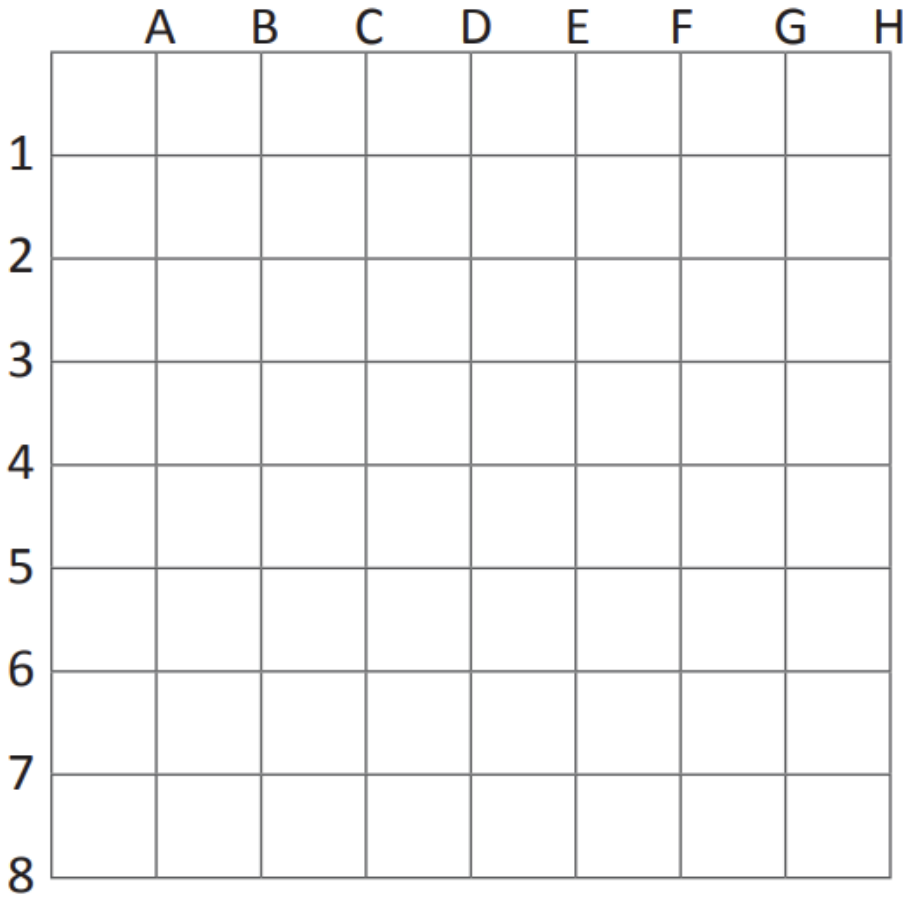
You will need to draw these digitally, print them out or draw them into your books.

3 **Plot and join the following points. When you've done that, make each design symmetrical.**

a D1 to A4, A4 to D4, D4 to A6, A6 to C8



b D1 to B1, B1 to D3, D3 to A3, A3 to D7, D7 to B8



4 **Complete the design according to the instructions.**

a Plot and join the following points:

B1 to B7

B7 to H7

H7 to H1

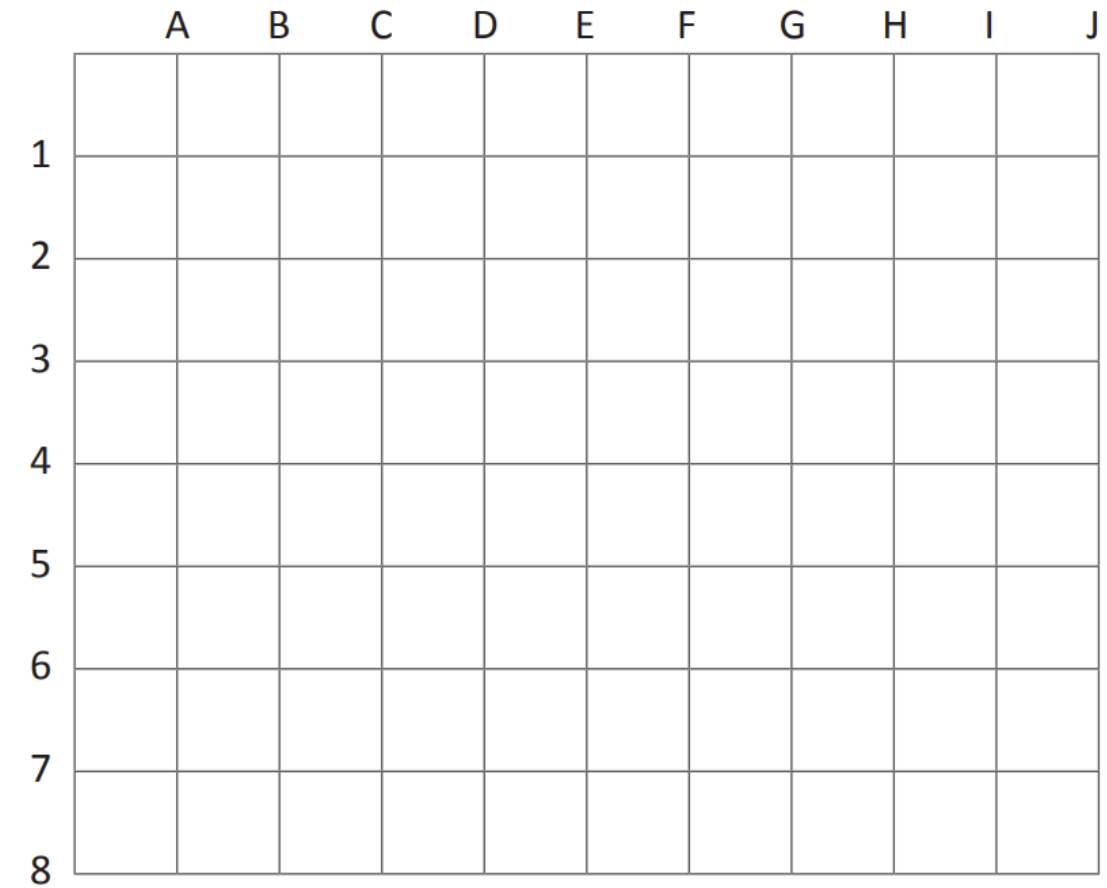
H1 to B1

B1 to H7

B7 to H1

E1 to E7

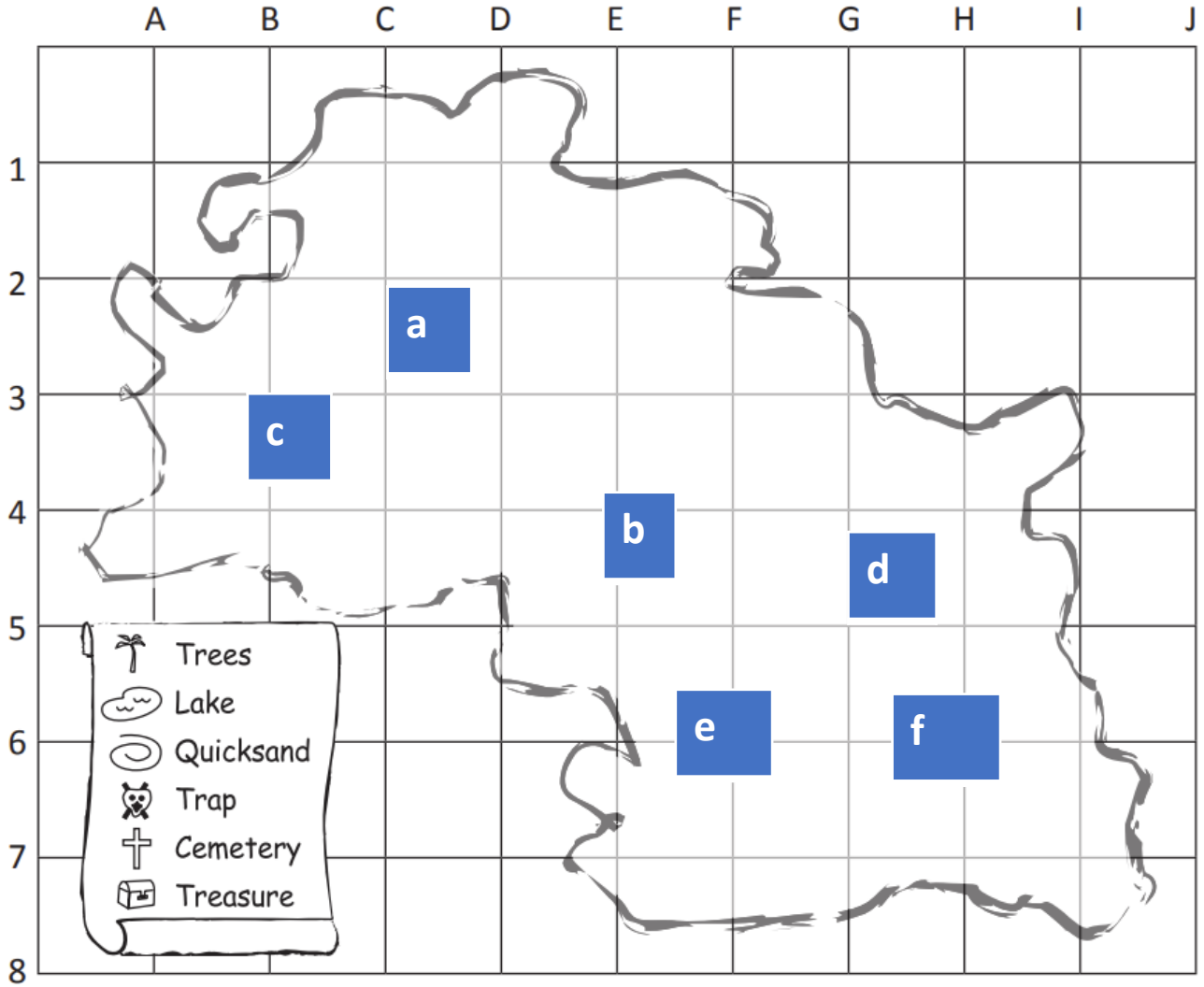
B4 to H4



b How many triangles can you find? .

Maps and street directories use coordinates to help us find places and follow routes.

1 **Complete this treasure map by adding the symbols from the key at the correct spot.**



a Trees in the area of E3, F3

b Lake Eerie to cover B3, C2, D2

c Quicksand at H6

d Trap at D4

e Cemetery to cover F5, F6, F7

f Treasure at G4

You can move these boxes to mark your location and letter.

2 **Look carefully at this map. Use the coordinates to answer the questions.**

a Which two streets intersect at D2?

_____

b Where am I if I'm standing at G7?

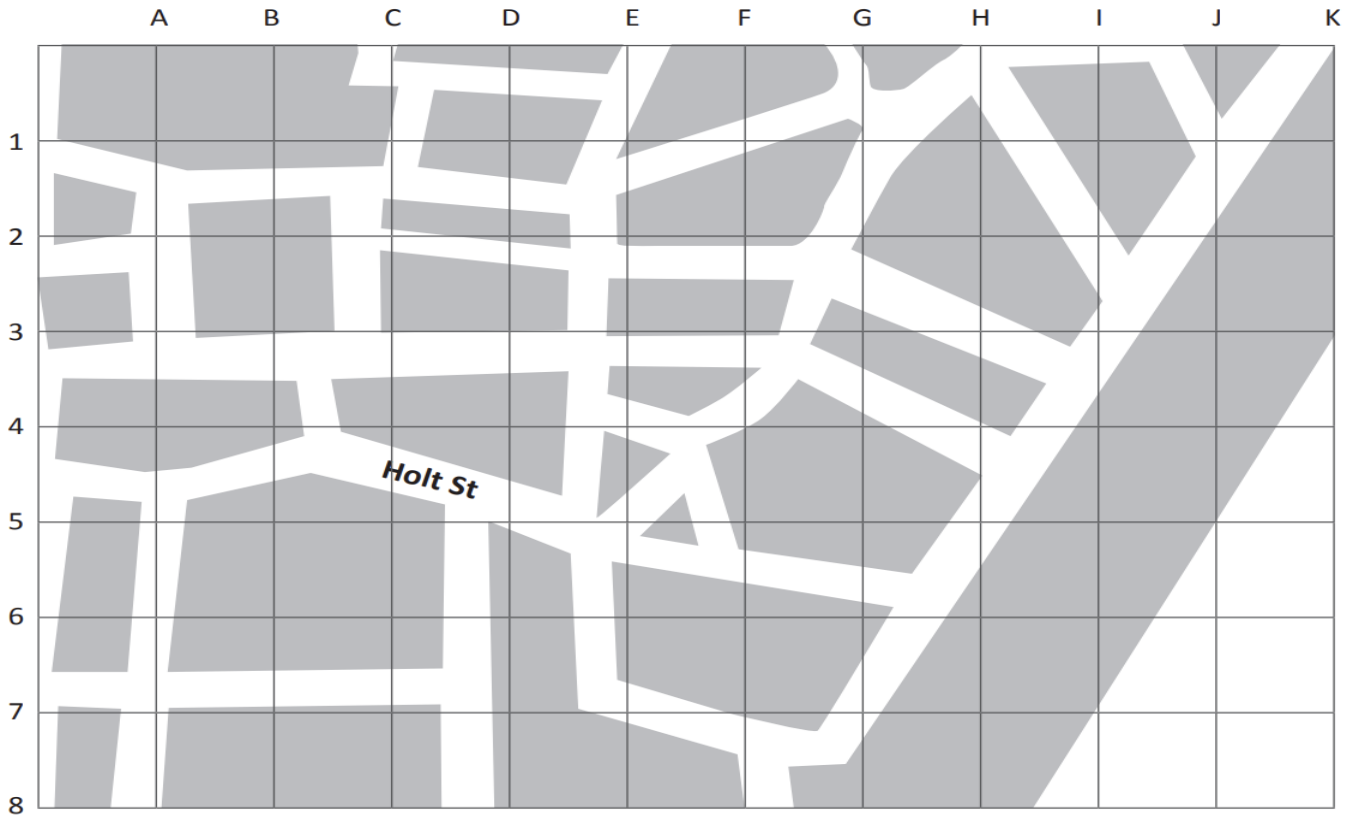
_____

c If I ran from A6 and finished at F4, draw the route I could've taken on the map.

_____

Optional Challenge:
Answer the questions on the next slide about this map

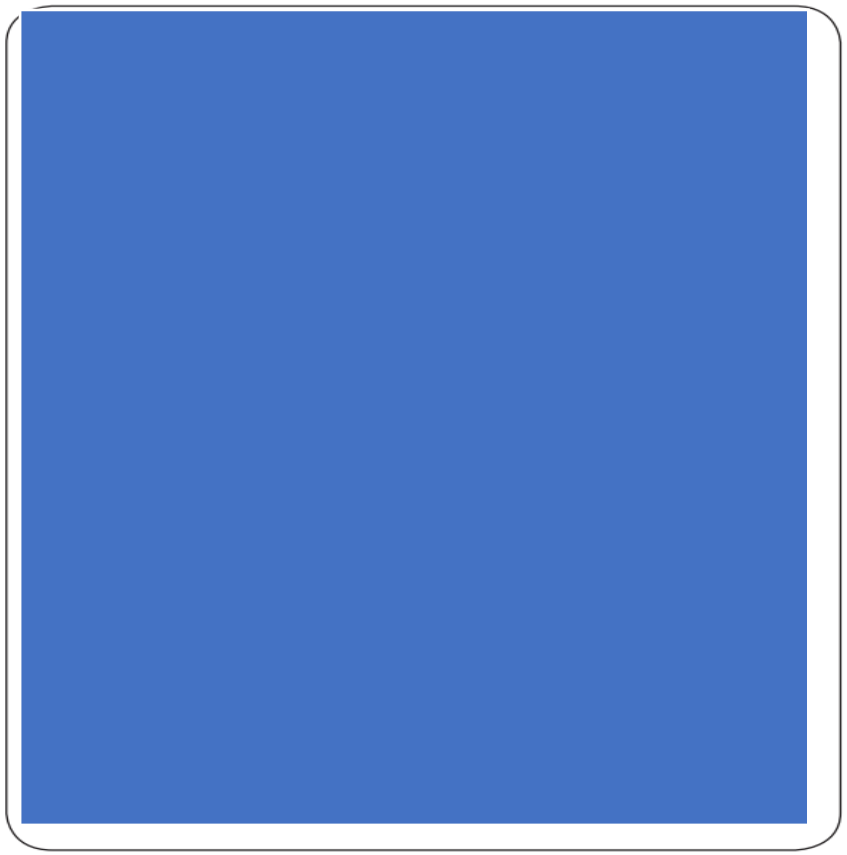
3 **This map is incomplete. There is only one street labelled.**



a Complete the map by labelling all the streets from the table below:

Label	Clue 1	Clue 2
Rollstone Street	A3	F3
Wood Street	A1	E1
Pearl Street	G7	J1
North Street	E2	G3
Ebor Street	D8	D5
West Street	E6	E1
Blue Street	E7	G7
Jessie Street	G1	E5
Cuba Street	H1	I3
Wigan Street	A7	D7

b You live on Wigan Street and your friend lives on North Street. Draw your houses on the map. Write a set of directions for your friend to visit you.



WEDNESDAY

8th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Learning From Home

Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL

STAGE 3

WEDNESDAY

Teachers off-line 12-3pm

Complete the following tasks:

English: Grammar lesson; read a book

Maths: Maths Investigation

If you can access a web-enabled device today, then also complete:

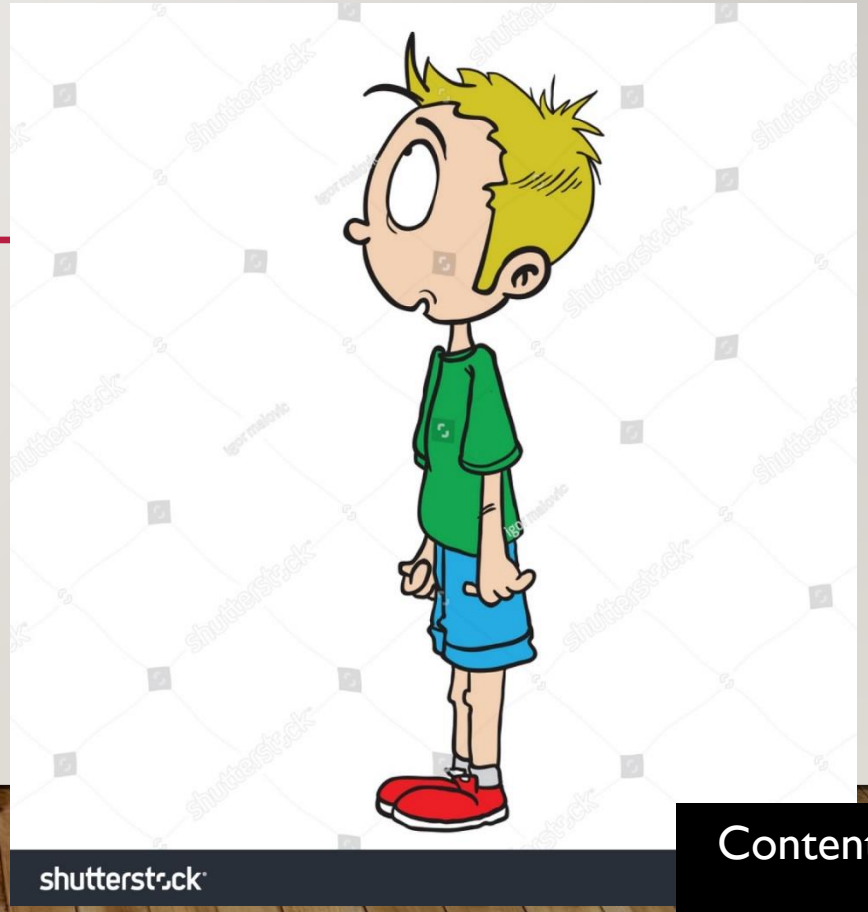
Any unfinished Teams Assignments

Reading Eggs: 2 map lessons & any assignments

Mathletics: minimum 5 assigned activities

LITERARY DEVICES: ONOMATOPOEIA

DON'T THINK ABOUT THE SPELLING, JUST UNDERSTAND WHAT IT IS AND HOW EFFECTIVE IT CAN BE!



Contents Page

DEFINITION

- A word that is named after an associated sound, eg boom, crash, sizzle

- Commonly used examples in writing:
  - **Machine noises**—honk, beep, vroom, clang, zap, boing
  - **Animal names**—cuckoo, whip-poor-will, whooping crane, chickadee
  - **Impact sounds**—boom, crash, whack, thump, bang
  - **Sounds of the voice**—shush, giggle, growl, whine, murmur, blurt, whisper, hiss
  - **Nature sounds**—splash, drip, spray, whoosh, buzz, rustle

ACTIVITY 1

- You will need to come up with 5 sentences following an onomatopoeia. There are three examples below. You can also use the previous slide for more ideas of onomatopoeia.

  - BOOM! The sound of the cannon blast roared in my ears.
  - CRASH! I looked down at the broken plate, now in a thousand pieces.
  - CRACK. Lines gradually appeared on the window from the rock that just collided with it.

ACTIVITY 2

- You will need to come up with 5 sentences where the onomatopoeia word is used in the middle of the sentence. See some examples below

  - The ball whizzed past my head.
  - I splashed the water all over the floor.
  - The chair fell over with a clang.

ACTIVITY 3: USING ONOMATOPOEIA IN YOUR WRITING

In the following slides, there will be some pictures. Your task here is to choose ONE slide and write a paragraph of 3-5 sentences.

In the paragraph you have to put in some onomatopoeia examples.

You can put them at the start/end of a sentence.

OR

You can use them in the middle of a sentence.

If you need more assistance – search the internet for common examples of Onomatopoeia. There are thousands!

PICTURE 1

The crackling thunder overhead was magnified by the wind whistling past the window. The car flew down the road at top speed, whoosing past a number of pedestrians who had jumped off the road for safety. Seeing a bike travelling the other way, the car screeched to a stop. BANG! The motorbike clanged into the car.

PICTURE 2

CRACK! Will brandished the whip, motivating the dogs do pick up their pace. The wind whistled past his ears as the sled travelled along the ice at a blistering pace. IT was probably a little too close to summer to travel over the lake as small cracks echoed behind Will, albeit too slowly to have any impact on his journey.

PICTURE 3

The register opened with a ching, "That'll be $2 for entry to the zoo," droned the attendant.

Rick turned around and walked in. He had to stop briefly, for a family of ducks walking across his path, quacking in anger at the rude human in their way. The sizzle of food frying drew his attention towards the eating area, the smell of satay wafting up his nose. Rick walked over and sat down with a thud.

PICTURE 4

The rain pelted down, splattering down onto the protective umbrella. Veronica hustled quickly towards the building, splashing through puddles on the curb.

Bringing her umbrella down as she entered the building, she quickly dried off her boots, her toes squelching in protest. Veronica harrumphed in annoyance. She had forgotten about the puddle!

Onomatopoeia Worksheet

Fill in the boxes that go along with the activities on the slides.

Once finished, complete the kahoot using the game code: **02792234**

Activity 1:

5 sentences where Onomatopoeia is at the start.

Activity 2

5 sentences where Onomatopoeia is in the middle

Activity 3

Writing a paragraph with Onomatopoeia

THURSDAY

9th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

THURSDAY | Week 9
Informative Texts

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Today's quiz is about **INFORMATION REPORTS.**

* Required

* This form will record your name, please fill your name.

1

Select the best option to complete the definition.
An information report... *
(2 Points)

- ◯ tells a story about an event that took place
- ◯ is a list of facts about a topic or subject
- ◯ classifies, describes and details important information on a topic or subject
- ◯ explains how to do something

2

Which of the following examples is an information report? *
(2 Points)

A

B

C

D

- ◯ A
- ◯ B
- ◯ C
- ◯ D

3

List 3 TOPICS you could write an information report on that relate directly to Austalia's Colonial History. *
(6 Points)

4

Put the following sentences in the correct order, as they would be found in a topic paragraph in an information report. *
(4 Points)

The expedition consisted of 14 men, 25 camels, horses and 20 tonnes of baggage. 1

By November the party had reached Cooper Creek in Queensland. Burke left behind four men at this camp under the command of William Brahe with instructions to return to Menindee if he had not returned in three months time. 2

Burke and Wills reached their objective, arriving at the gulf, but it had been a difficult journey. 3

In August 1860 Robert O'Hara Burke (1821–1861) and William John Wills (1834–1861) left Melbourne to cheers from 15,000 citizens at Royal Park to explore and map the land between western New South Wales and the northern Gulf of Carpentaria. 4

Join each sentence to a number with a line, to indicate the correct order.

5

Go back and look at the images in Question 2. What form do the other 3 informative texts take? *
(2 Points)

- ◯ A: image; B: poster; D: map
- ◯ A & B: sign/poster; D: map
- ◯ A: diagram; B: newspaper; D: map

6

View this informative text and record at least 6 examples of subject-specific vocabulary. *
(6 Points)

The informative text you need to view is a video. If you have access to the internet copy and paste this address bit.ly/3gntaac into your browser.

7

Examine the information report below and find at least 4 quotes from the text that directly relate to the topic, Female Migration to Australia in the 1830s.

Female Migration in the 1830s
In the 1830s, with high unemployment in England and the need for labour in the Australian colony, the colonial government decided to sell land and use the proceeds to subsidise migration to Australia. Migration had to be subsidised because the cost of travelling to Australia was much higher than travelling to America as the distance was so much greater.
Apart from the convicts, the earlier migrants were mainly men and this resulted in a significant imbalance between the number of men and women in the colony. In England at the time there were more women than men. The gap was not as great as in New South Wales where men outnumbered women. The Emigration Commission of 1831–32 was established to assist female emigration. In 1832, the *Red Rover* sailed from Ireland to Sydney and the *Princess Royal* sailed from London to Hobart Town. Together they carried 400 single women who were between 15 and 30 years of age, single or widowed. The government paid for their fare but didn't assist them to get employment when they arrived.
Groups of women from cities, towns and villages responded to advertisements encouraging them to emigrate. Those who were skilled in agricultural work, sewing and specific domestic tasks as well as general household work were preferred. Some young women were educated and were employed as governesses. Some were semiliterate. They represented a significant increase in the population of the two eastern colonies. In 1833, the *Bussorah Merchant* was one of the first ships sent by the London Emigration Committee with more than 200 young single women.

*

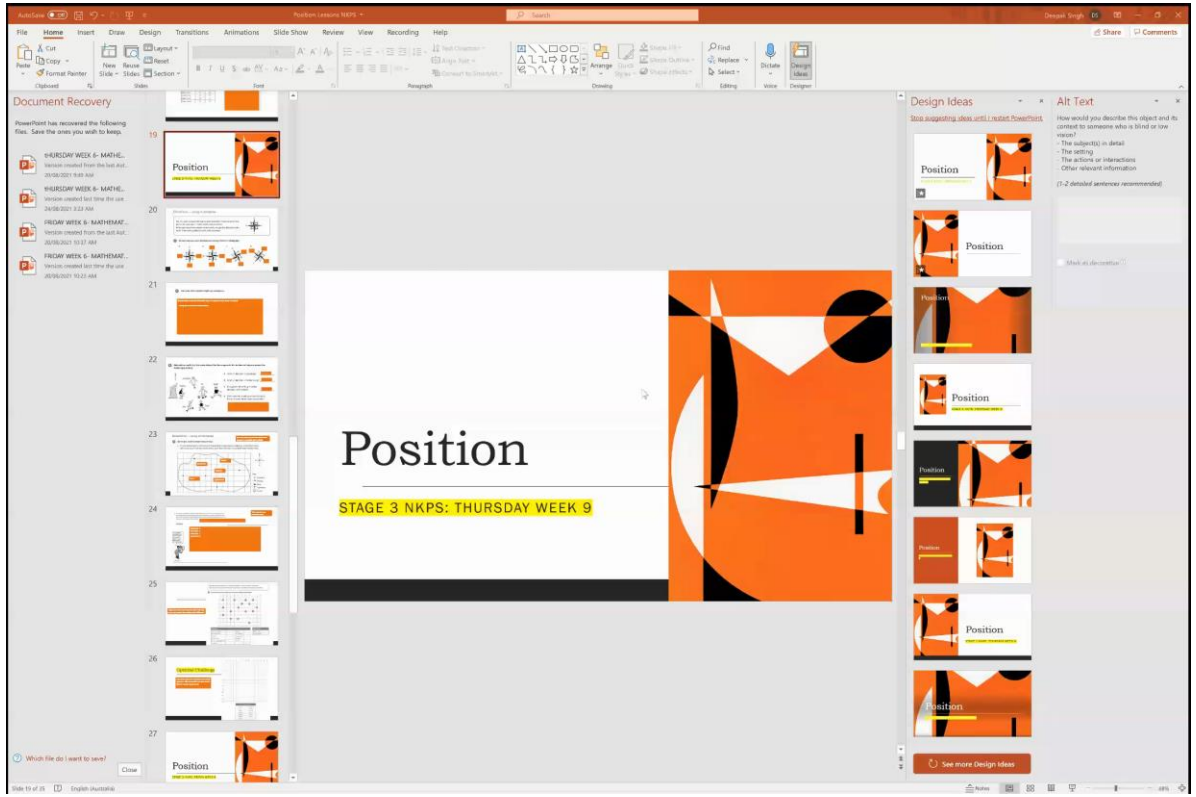
(8 Points)

Start each quote on a new line and number each one.

Position

Stage 3 NKPS: Thursday week 9

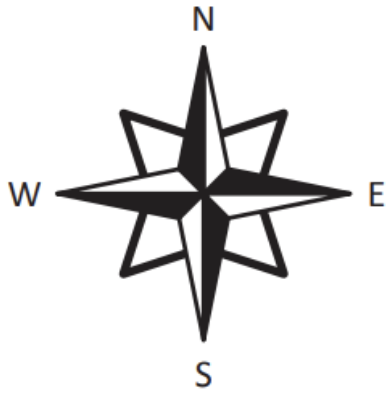
Watch this then continue your work



Directions – using a compass

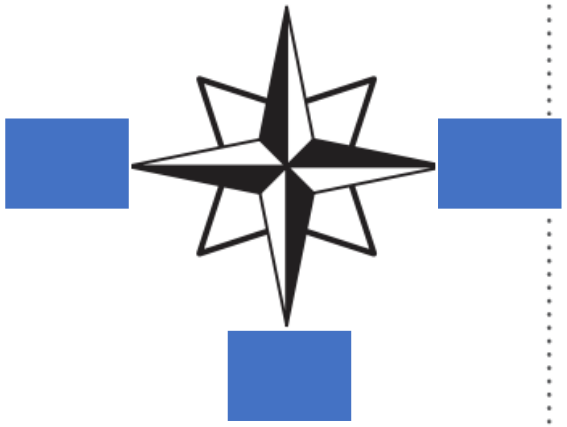
We can use a compass to help us with direction. There are four main points on a compass – north, south, east and west.

If the compass points exactly to the north, we say the direction is due north. The same applies to south, east and west.

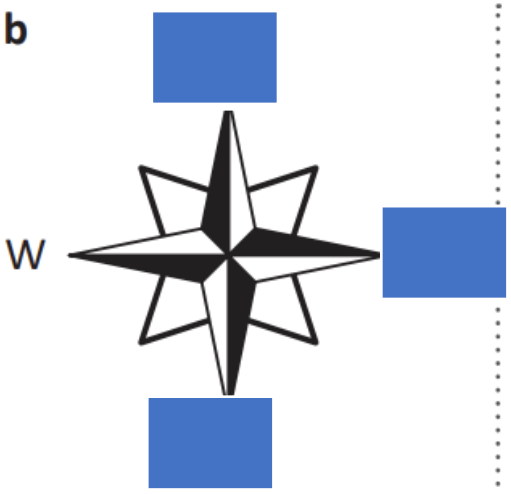


1 **On each compass, some directions are missing. Fill in the missing ones:**

a

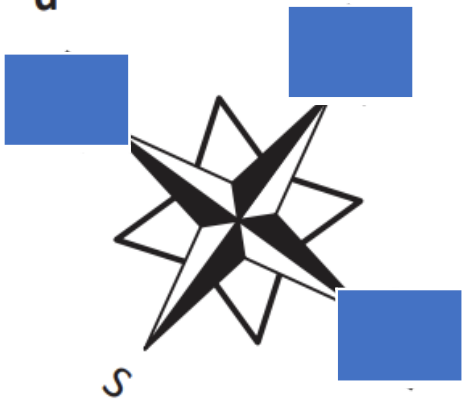


b



c

d

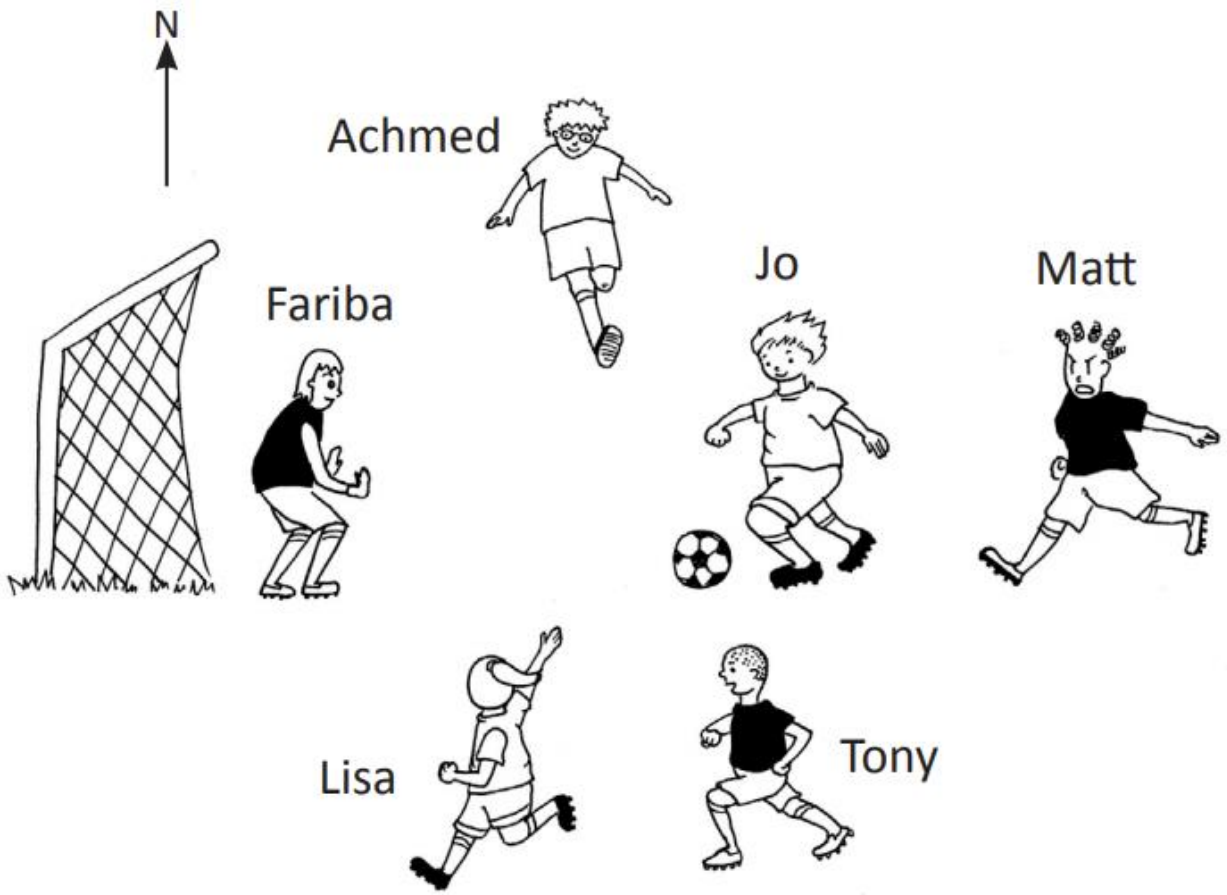


2 List some times people might use compasses:

5 examples would be fantastic here. An example has been provided.

- Going on a bush hike with friends.

3 **Note where north is in this scene below. Use the compass in the top box to help you answer the following questions:**



a In which direction is Jo kicking? _____

b In which direction is Fariba facing? _____

c If Jo passes off to Tony, in which direction will she kick? _____

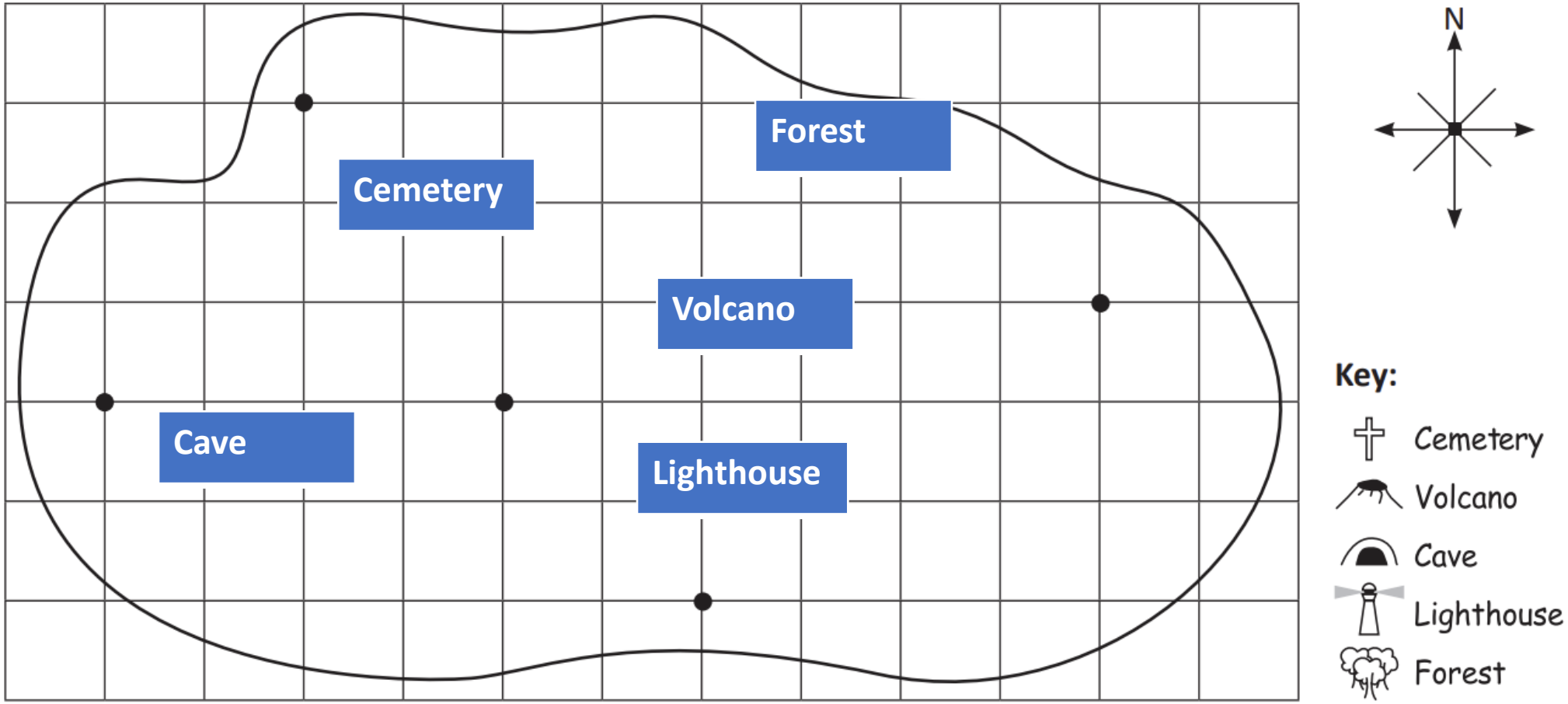
d If you were Jo, would you shoot for goal? If not, who would you pass to and why?

Directions – using a compass

You can write inside and move the boxes to complete the activity

4 **On the grid, create a simple treasure map:**

a At each marked point, add a place of interest that treasure hunters might go past on their search. Use the symbols in the key. Decide where you'll hide the treasure but don't mark it on the map.



b Now write a set of directions for your treasure hunters to follow – using north, south, east or west and the number of squares they should travel. You need to decide where to start. Get them to mark their trail and put an X where they think the treasure is. Are they right? If not, what went wrong – your directions or their following of the directions?

You can be very creative here.

My directions:

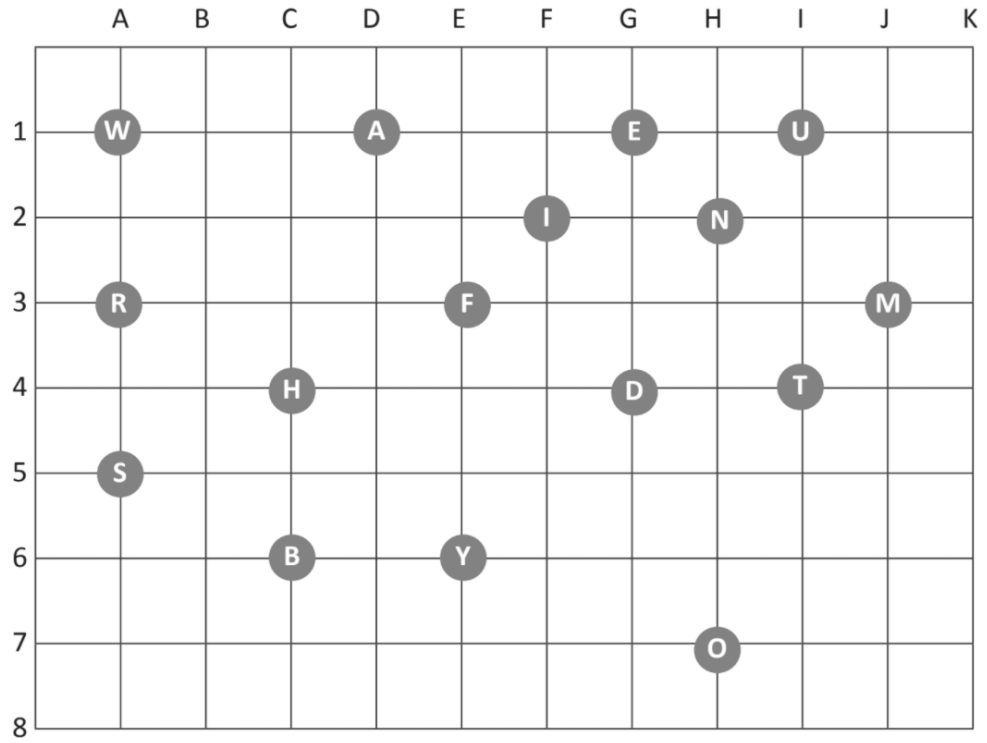
Direction 1:
Direction 2:
Direction 3:
Direction 4:

DISCOVER

Maps and street directories use coordinates to help us follow routes and find places.
We read coordinates horizontally and then vertically, so the letter comes before the number.

Take your time with this activity. One silly error can make the entire word different.

1 **Write the letter for each coordinate to work out the riddle and the answer:**

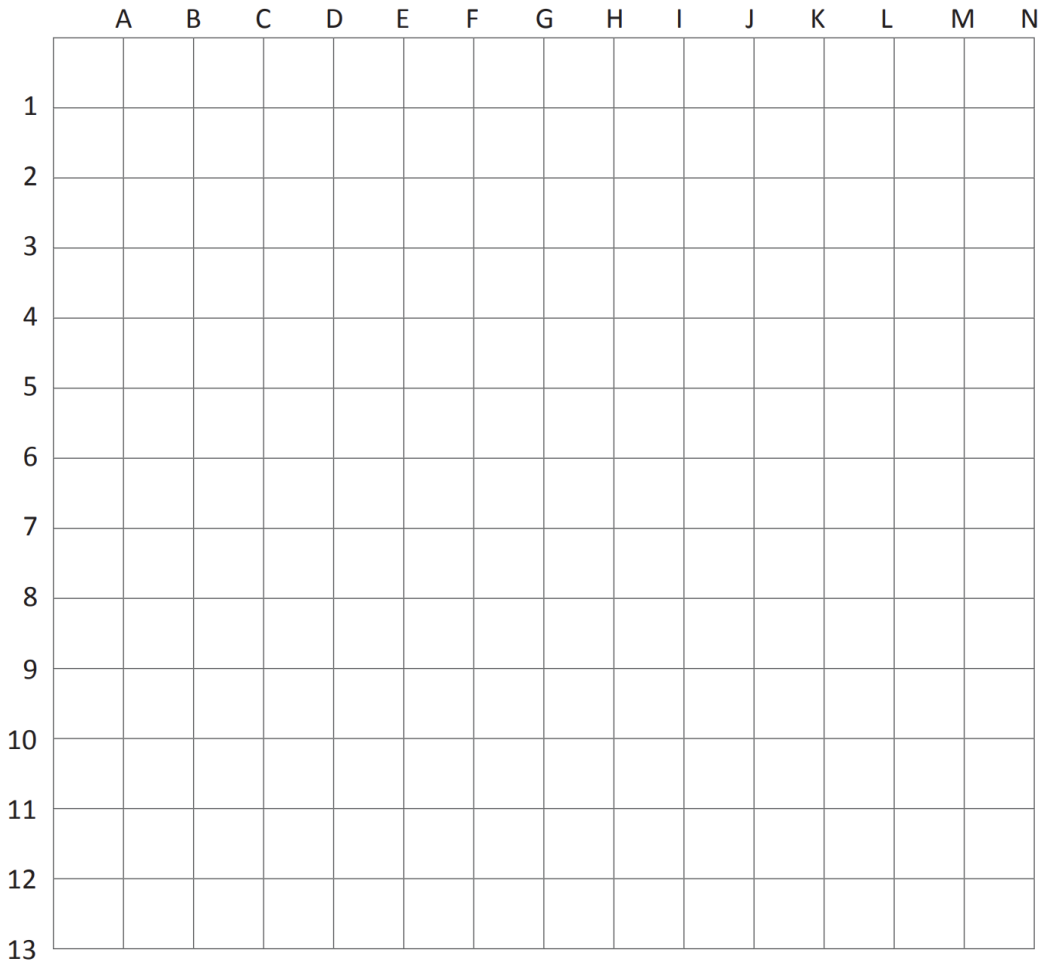


Questions				
A1, C4, D1, I4, A5			F2, I4	
E6, H7, I1, A3, A5			J3, H7, A3, G1	
C6, I1, I4			I4, C4, D1, H2	
E6, H7, I1, A3			E6, H7, I1	
E3, A3, F2, G1, H2, G4, A5			G4, H7?	
I1, A5, G1				

Riddle answer	
E6, H7, I1, A3	
H2, D1, J3, G1!	

Optional Challenge

Take your time as mistakes can easily happen. Use a pencil if you are doing this on paper. Good luck!



Connect these coordinates	
G1 to B4	G13 to L4
B4 to L4	L4 to B10
L4 to G1	B10 to G13
G1 to G13	L10 to B10
G13 to B4	B10 to B4
B4 to L10	L4 to L10
L10 to G13	

FRIDAY

10th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

FRIDAY | Week 9
Informative Texts

READ carefully. THINK carefully. RESPOND carefully.

You have been learning about informative texts all term. These quizzes are designed to **HELP YOU** check your own level of understanding and knowledge, and **SHOW** your teacher these things too.

Today's quiz is about **BIOGRAPHIES.**

* Required

* This form will record your name, please fill your name.

1

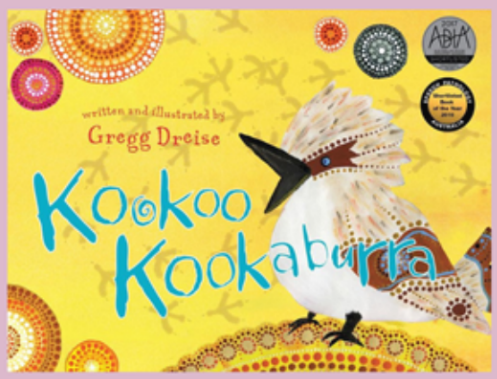
Select the best option to complete the definition.
A biography is..... *
(2 Points)

- ◯ a personal memoir of your own life.
- ◯ a factual recount of someone's life and usually includes details of significant events, achievements and people in their life.
- ◯ a fiction novel about an invented character.
- ◯ a report on an event in someone's life.

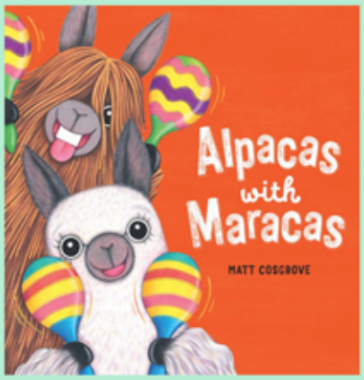
2

Which of the following books is a biography? *
(2 Points)

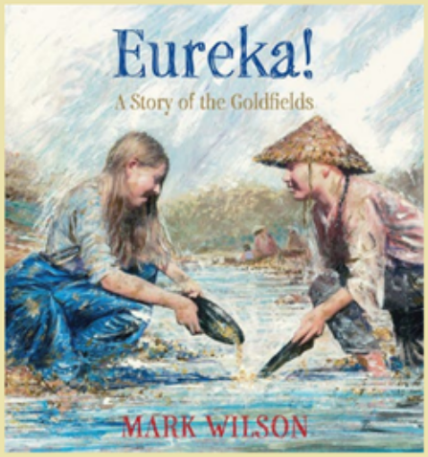
A



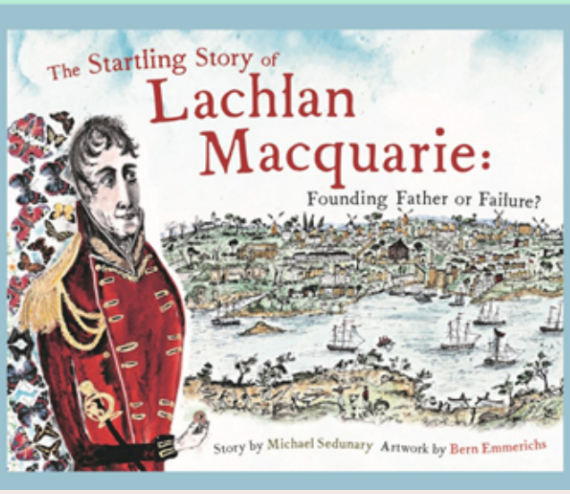
B



C



D



- ◯ A
- ◯ B
- ◯ C
- ◯ D

3

True or false? Read each statement and decide. If you're unsure, you can select that option. *
(4 Points)

	False	True	Unsure
A biography is a factual recount of someone's life and is NOT written by themselves.	◯	◯	◯
The 'bio' prefix in the word biography means 'person'	◯	◯	◯
A biography can only be written about someone who is no longer living.	◯	◯	◯
The 'auto' prefix in the word autobiography means 'self'.	◯	◯	◯

4

Put these significant life events in chronological order, as they would probably appear in a biography. *
(6 Points)

Being born

A younger sibling being born

Retiring from work

Marriage

Childhood memories

Winning a final with your high school sporting team.

5

List 3 SIGNIFICANT PEOPLE you could write an information report on that relate directly to Australia's Colonial History. *
(6 Points)

NB: They don't have to be from the book of '10 People' that we created for you to write your historical biographies but it might help!

Read the following extract from an article in 'The Sydney Gazette', a newspaper, published in 1819. It refers to Maria Lock's prize-winning performance in the annual academic examinations. the relevant section has been transcribed for you, below:

Image from the digitised collection of newspapers held by the National Library of Australia.

Once you have read it, answer the question at the end. The next two questions in the quiz also relate directly to this extract.

On Tuesday last, an Anniversary School Examination took place at Parramatta, at which the children of the Native Institution were introduced, their numbers not exceeding twenty; those of the schools of the children of Europeans amounting nearly to a hundred. Prizes were prepared for distribution among such of the children as shuld be found to excel in the early rudiments of education, moral and religious; and it is not less strange than pleasing to remark, in answer to an erroneous opinion which had long prevailed with many, namely, that the Aborigines of this country were insusceptible to any mental improvement which could adapt them to the purposes of civilized association, that a black girl of fourteen years of age, between three and four years in the school, bore away the chief prize, with much satisfaction to their worthy adjudgers and auditors.

Question: According to this article, what was the attitude of the colonists towards the Aboriginal people? *
(2 Points)

- ◯ That they had a unique culture worth celebrating and learning from.
- ◯ That they were incapable of being 'civilized' and were not as intelligent as them.
- ◯ That they were far superior to them and the colonists could never match their level of ability, in any area.

7

Which sentence or phrase/s tell you this?
(2 Points)

Biographies

9

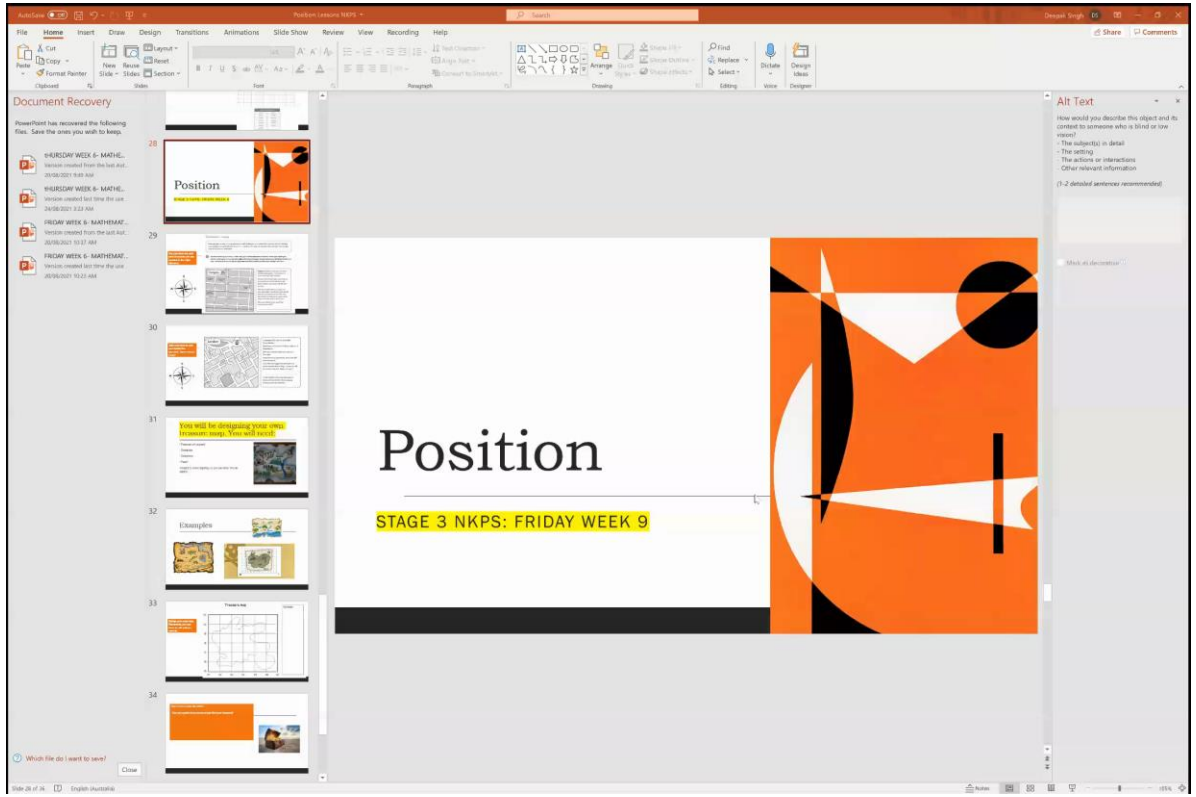
On Tuesday last an Anniversary School Examination took place at Parramatta, at which the children of the Native Institution were introduced, their numbers not exceeding twenty; those of the schools of the children of Europeans amounting nearly to a hundred. Prizes were prepared for distribution among such of the children as should be found to excel in the early rudiments of education, moral and religious; and it is not less strange than pleasing to remark, in answer to an erroneous opinion which had long prevailed with many, namely, that the Aborigines of this country were insusceptible to any mental improvement which could adapt them to the purposes of civilized association, that a black girl of fourteen years of age, between three and four years in the school, bore away the chief prize, with much satisfaction to their worthy adjudgers and auditors. Other prizes were designated to children of much desert; and it was declared generally that the attention paid to their instruction by their various instructors was entitled to much praise for their zeal in so good a cause, manifested in the improvement of their pupils. At the time His Excellency Governor Macquarie was pleased to institute and patronize the Institution for the maintenance and instruction of these poor children, it was consi-

The article doesn't mention Maria's name, so how would we know that she was the "black girl of fourteen years of age" referred to in the article? *
(6 Points)

Position

Stage 3 NKPS: Friday week 9

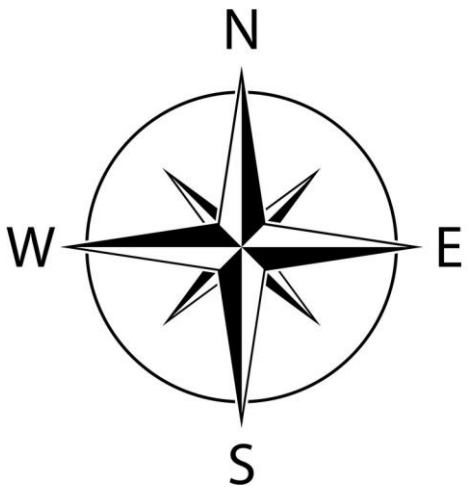
Watch this then continue your work



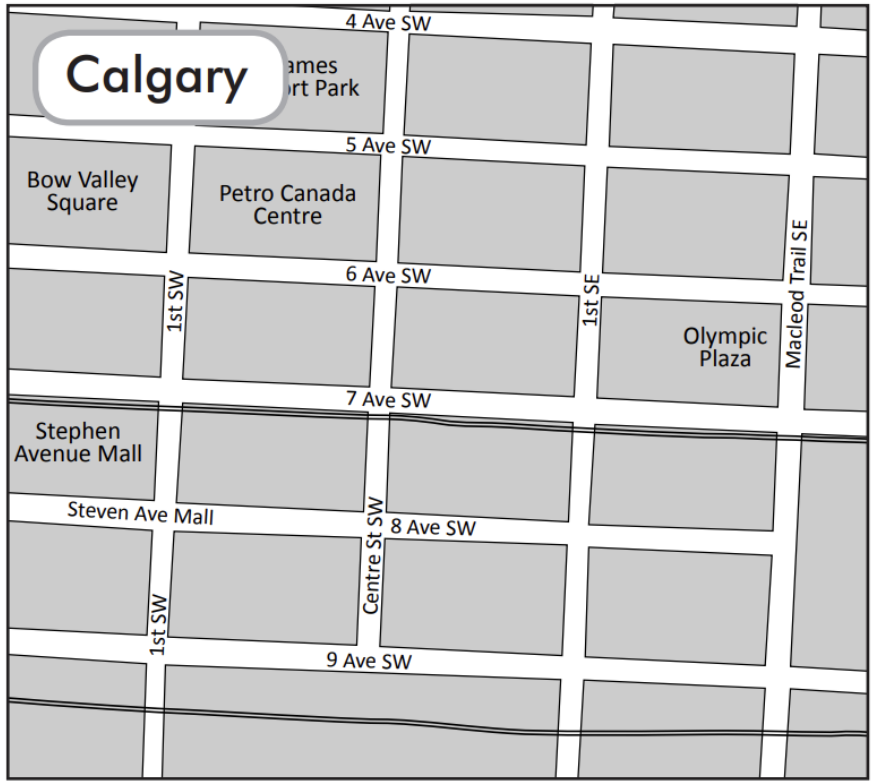
Directions – maps

Knowing how to read maps is an essential skill when you're in unfamiliar territory. One of the keys is to visualise yourself and where you're headed on the map. Remember left and right can change depending on your direction!

You can draw out your path to ensure you are headed in the right direction.



1 **You'll be travelling to 2 cities. In each city, you'll follow directions to locate a secret spot. Mark your travels on the map. Some clues are cryptic and require thought. To add excitement, challenge friends to a race – the first to locate the secret spots and mark their travels correctly wins. Ready? Let's do it.**



Calgary (Canada), is laid out in an easy to follow grid system. The streets are numbered with their direction.

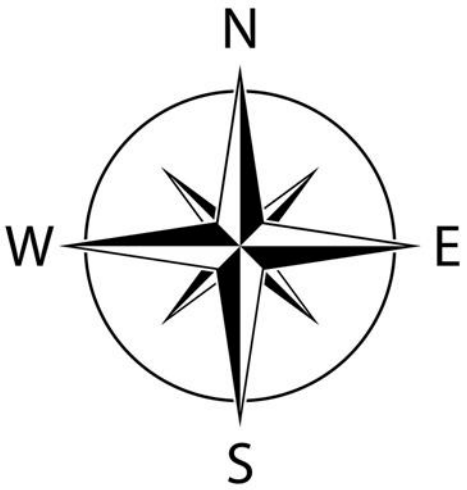
You start off in Bow Valley Square at the intersection of 1st SW and 6 Ave SW. Head 2 blocks south down 1St SW then turn left.

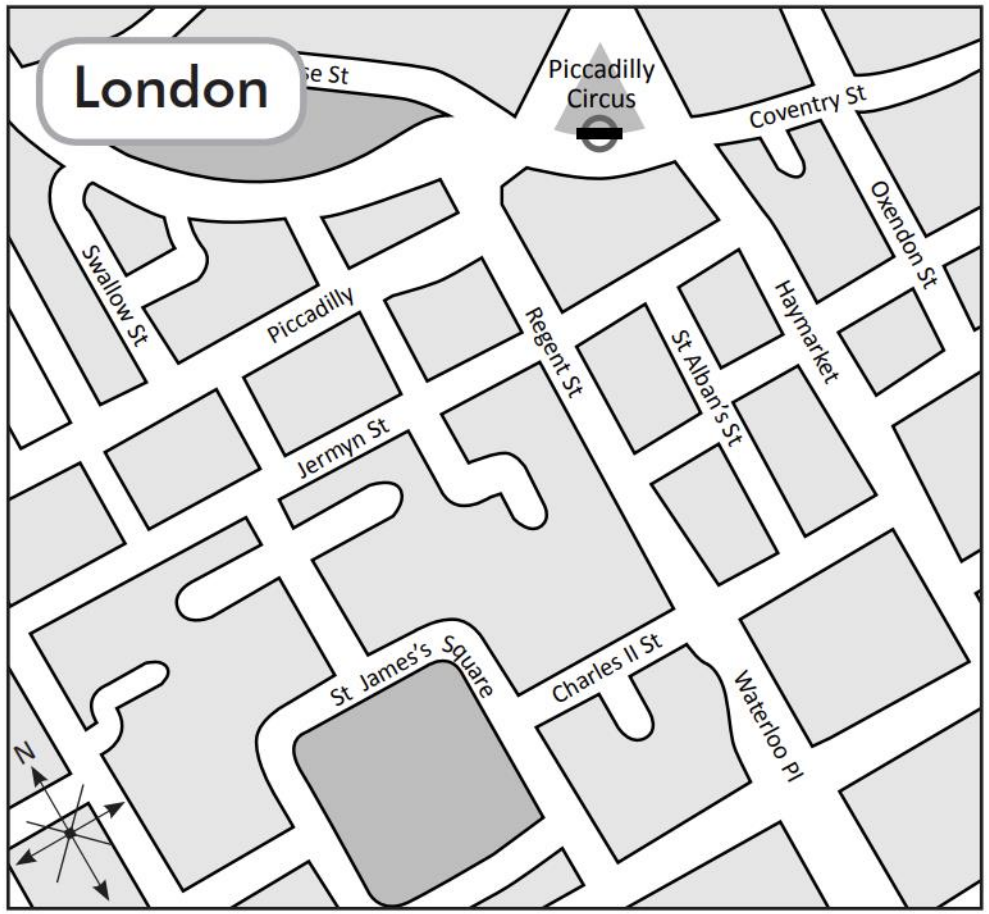
Walk for 2 blocks then turn right and then right again. One block's walk should take you to a famous monument. Use the internet to find out the name of the monument and write it at this spot.

What was added to the top of the monument in 1987?

_____

Take your time to edit and review the question. These can be tricky!





In **London** (UK), start at Piccadilly Circus Station.

Head east on Coventry St then south onto Oxendon St.

Take your second right and then your first right.

Head north on Haymarket, then turn left onto Jermyn St.

Turn left onto Regent St and right at a street named after a king. Follow that till you reach a square. Where are you?

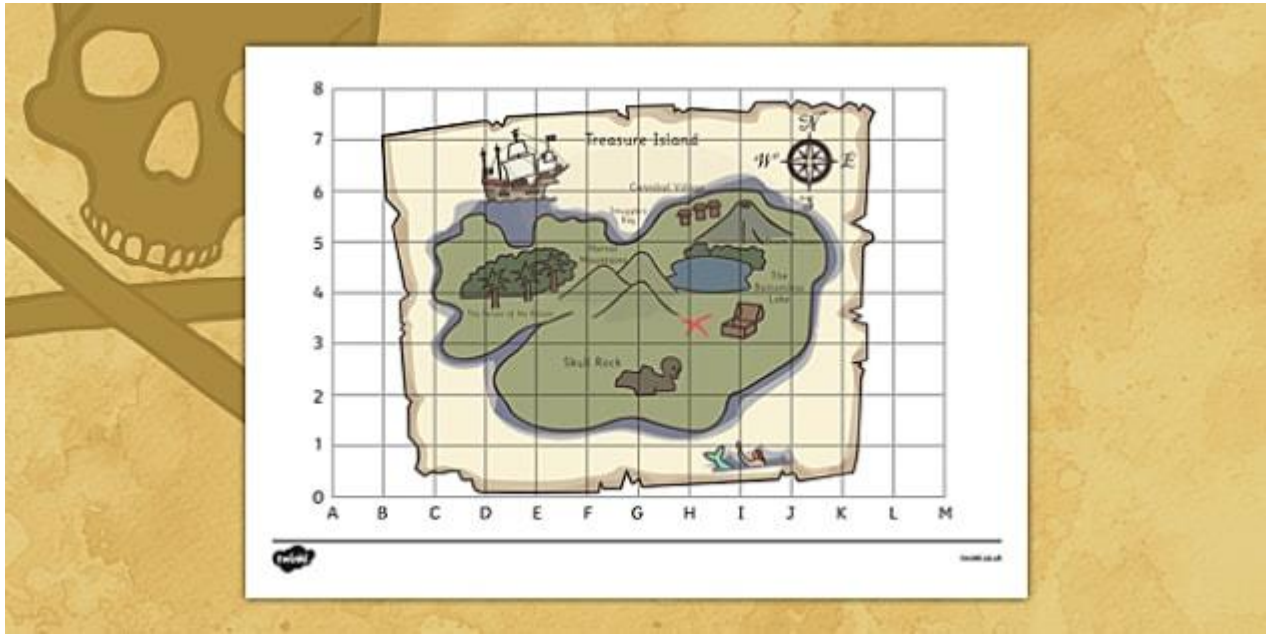
In the middle of the real life area is a statue of King William lll on a horse. Draw a crown to mark this.

You will be designing your own treasure map. You will need:

- - Treasure (of course!)
- - Obstacles
- - Directions
- - Traps!
- -Images to place digitally (or you can draw this on paper)

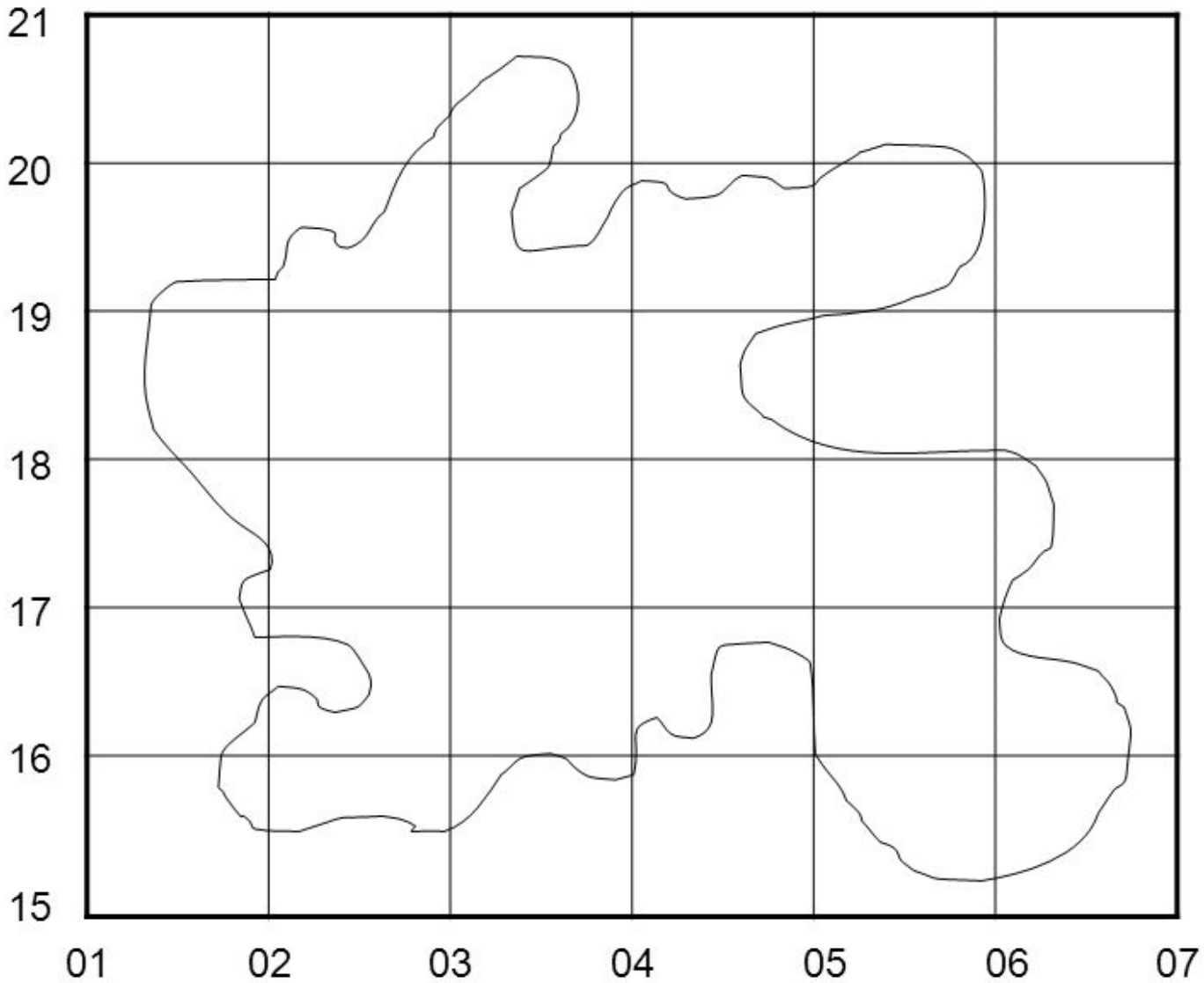
Examples


N
VANDEVALL


Treasure Island
Skull Rock
8
7
6
5
4
3
2
1
0
A B C D E F G H I J K L M

Treasure map

Design your map here. Remember, you can draw or add pictures digitally.



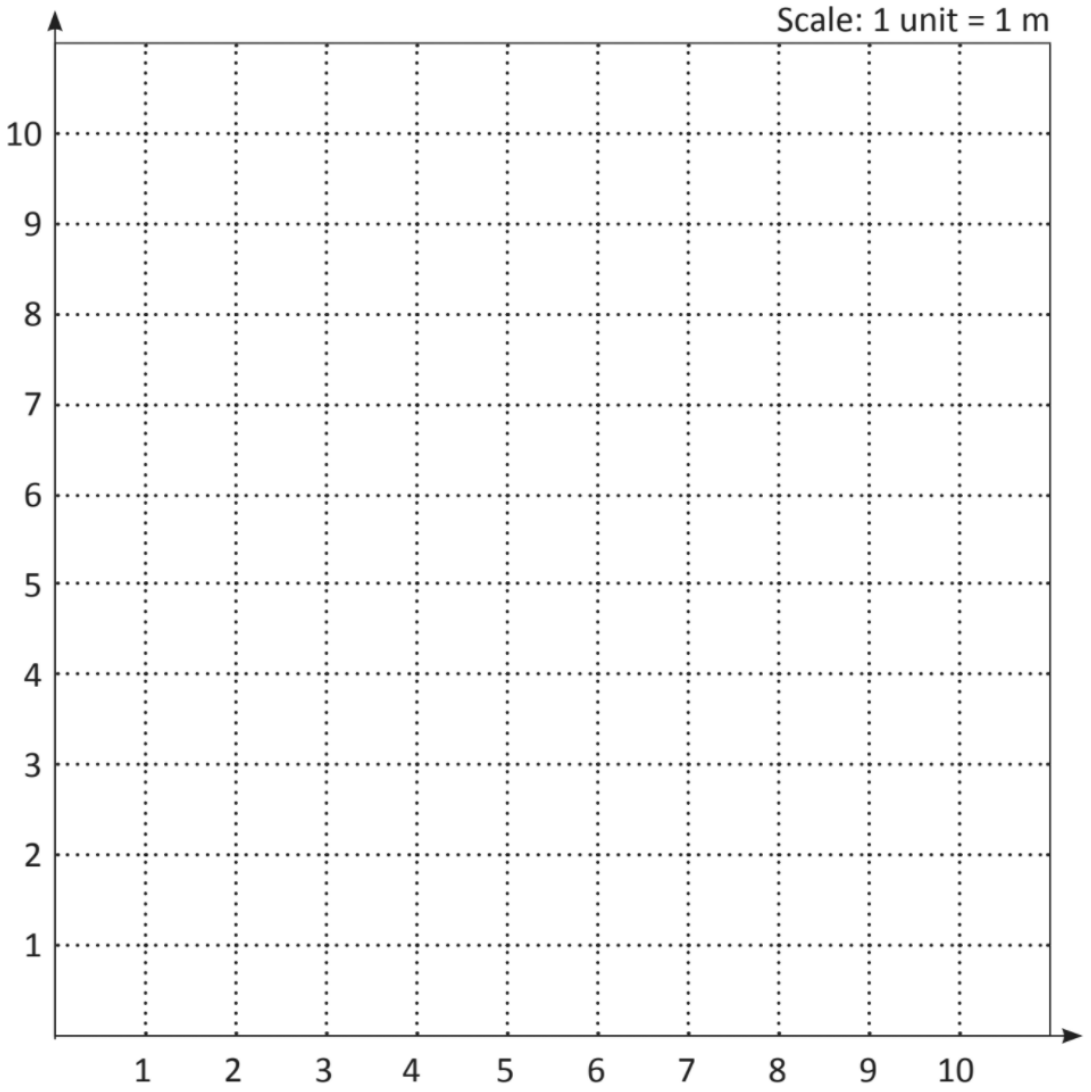
Symbols:

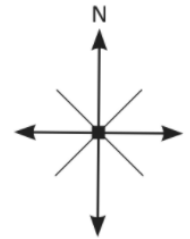
Your treasure map directions:

- Can you explain how someone can find your treasure?

Optional Challenge 1

Show the following path on the grid below. For the first number, look at the horizontal axis. For the second number, look at the vertical axis.





a Start at Point A (6, 1) and head 2 m north to Point B.

b Head 4 m east to Point C.

c Move north-west through 2 squares to Point D.

d Move 2 m east to Point E.

e Turn north-west and travel through 2 squares to Point F.

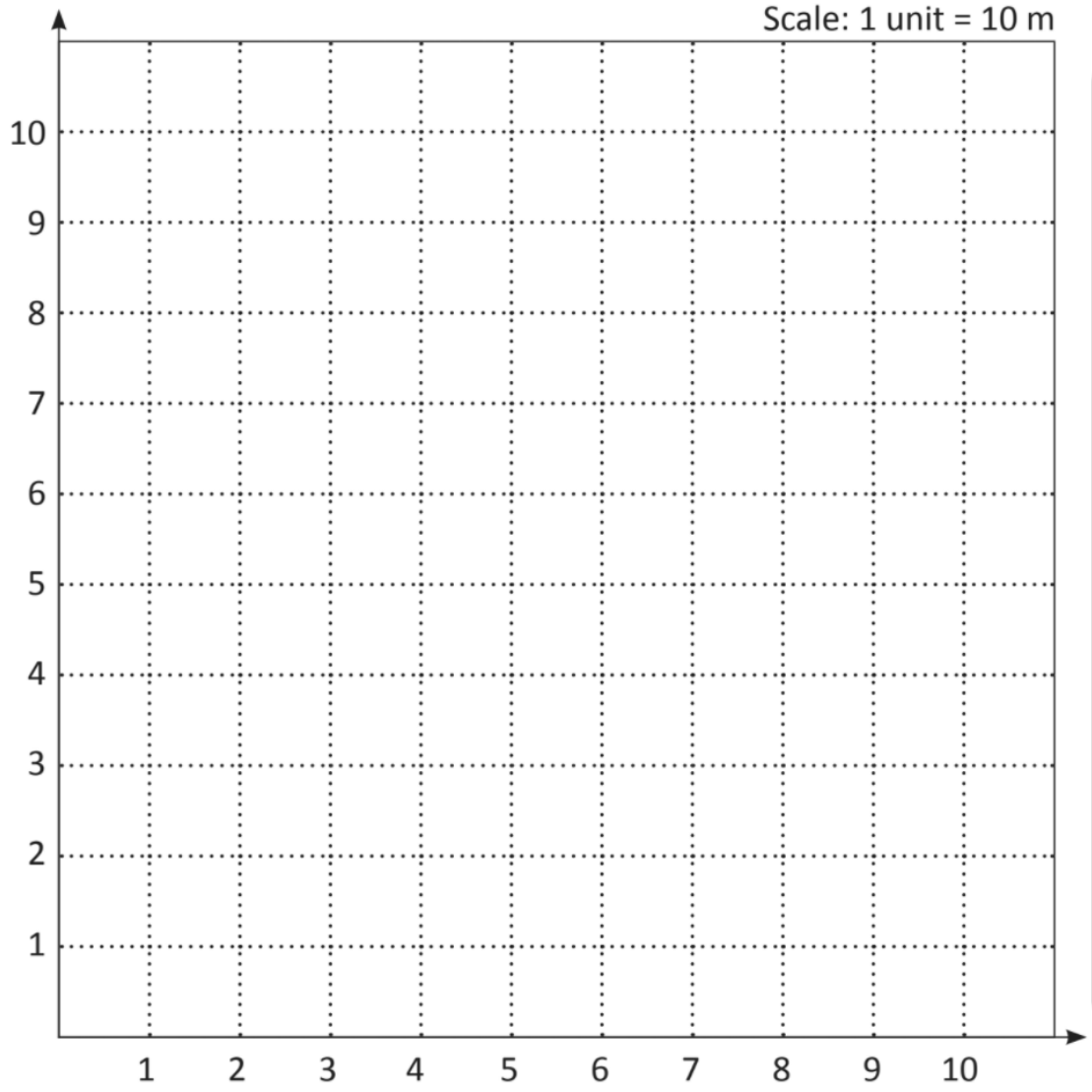
f Travel 2 m east to Point G.

g From Point G, move through 4 squares north-west to Point H.

h You are now halfway through a symmetrical picture. Complete it and decorate if you wish.

Optional Challenge 2

Now try this one:



a Start at Point A (5, 2) and head 30 m north to Point B.

b Face east and head 30 m to Point C.

c Turn to face north and head 40 m to Point D.

d Turn west and travel 70 m to Point E.

e Turn south and head 40 m to Point F.

f Face east and head 30 m to Point G.

g Face south and head 30 m to Point H.

h Join Point H and Point A. What have you created? Advertise something on it.

GOOD NEWS

Week

MONDAY

13th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

What is Good News Week?

Good News Week finishes the term with a single unit of work, developing skills in literacy, numeracy and creativity while building individual and community wellbeing.

Why Good News Week?

With an entire school term in lockdown and a world in turmoil, we have decided to turn things

upside down

and focus on all the *good news* from our homes, communities and the world.

Logo Design COMPETITION

To enter, design a new Good News Week logo and email it with your name and class to Debbie.Carruthers@det.nsw.edu.au any time before midday on Wednesday.

*The **winning design** will be announced and used as the title in our Good News Week Broadcast on Friday.*

What does *good* mean?

Adjective (describing word)

1. to be desired or approved of.

"It's good that he's back to his old self"

2. having the required qualities; of a high standard.

" *I've just had some very good news.*"

noun (person, place, object or idea)

1.that which is morally right; righteousness.

"She's a good person."

2. benefit to someone or something.

"He wants to help ***for the good of*** *mankind."*

For a wider range of uses, visit:

https://www.collinsdictionary.com/dictionary/english/good

Monday

PRINT

Read *Good News* Stories

Click on the link to explore and read good news story articles of interest. Record Headlines to add in the activity on the next slide.
https://www.goodnewsnetwork.org/category/news/

GOOD NEWS NETWORK

Record *Good News* Headlines

Headline:

Headline:

Headline:

Headline:

Headline:

Design a Cover for *Good News Week*

Main features of a magazine front cover

Extension - *Good News Article*

Become a journalist yourself write a short article (100 to 500 words) sharing some good news from your household.

Good News Week
Logo Design Competition

Student Name – _____ Class – _____

My Logo Design

Good News Headlines

Bandicoots Return to Australian National Park After Being Locally Extinct For More Than a Century

Black Cat's Meows Led Rescuers to 83-Year-old Owner After She Fell Into Ravine

Teammates in Golf Foursome Score 2 Holes-in-one Back to Back: 'Laughing, swearing and high fives all round'

Mining Zinc, Nickel, and Cobalt from Plants: "Phytomining" is the Sustainable Future

A Fisherman's Underwater Sculptures Have Stopped Illegal Trawling – Bringing Art and Biodiversity Back to Italian Bay

The Internet Raises $6 Million in One Day to Rescue Afghans

Mum's Zoo Pic is Adorably Photo-bombed by Stingray With Remarkable Resemblance to Her Daughter

After Collecting Over 8000 Titles, Woman Fulfills Dream of Opening a Bookstore While Recovering From Diagnosis

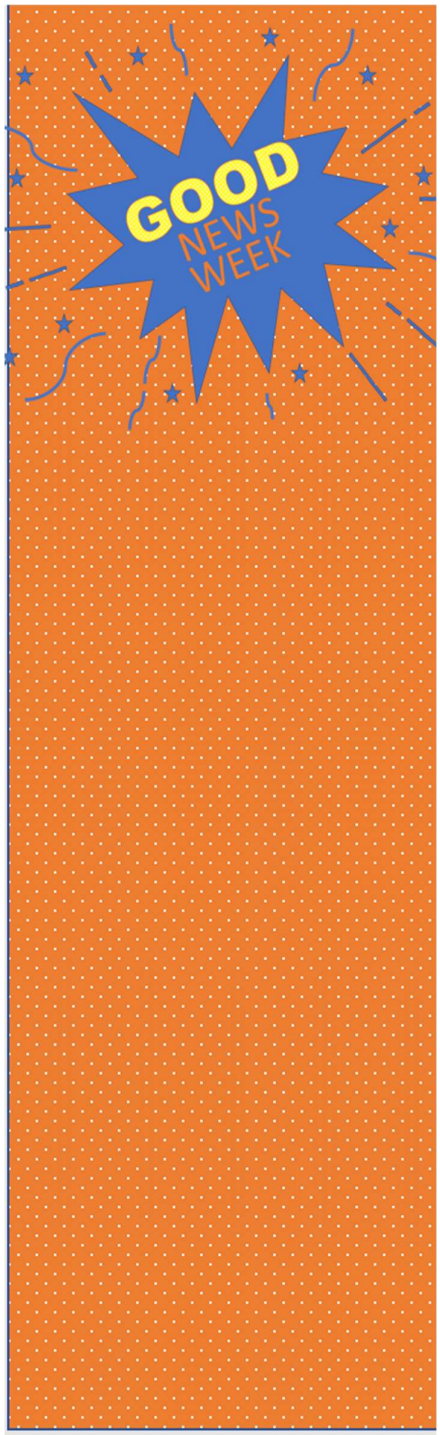
Good News Week Cover Page

Add catchy headlines and a picture

Term 3, Week 10,
September 2021

Price: Free

Good News Article



(Headline)

(Article)

TUESDAY

14th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Tuesday

AUDIO

Sometimes the word *Good* is not good enough.

On the next page, there are many examples of similes, or other words to use instead of good. Sometimes it is best to use a more precise word, specific to a situation.

(Note: These similes may come in handy as prompts on the phone later in the lesson.)

Synonyms for *Good*

delicious awesome healthy cheerful lovely enjoyable jolly faithful fantastic amusing cool delightful saintly complete fit treasured proper marvellous auspicious grand glorious kind fine cherished diverting pure admirable correct favourable devoted nourishing pleasurable MERRY superb fabulous right excellent polite tremendous amazing just trustworthy robust splendid WHOLESOME exceptional STERLING jovial sunny joyful smashing impeccable blameless serene honourable worthy substantial manageable angelic tasty striking tranquil terrific magical distinguished amicable superior wonderful brilliant magnificent beautiful virtuous benevolent advantageous fair

Listen to *Tell Me Something Good*

On Friday afternoon episodes of Richard Glover's Drive Program on ABC Radio Sydney, he asks listeners to "Tell Me Something Good." These are announced in the ***Good News Bulletin***.

Type in the web address below to listen to the Good News Bulletin from Friday 13 August.
https://www.abc.net.au/radio/sydney/programs/drive/good-news-bulletin-13-aug/13496496

Picture from Celebrity Speakers.com.au

Good News Research

Call 5 people you know and ask them to tell you ***something good*** that has happened in the past few weeks. Record each response.

Record a *Good News* Radio Announcement

Create a voice recording of yourself as a news reader for a ***Good News Week Bulletin*** Segment.
You can record your voice on a PowerPoint slide by clicking in Insert and selecting Audio. Alternatively, use a voice recorder App on any device.

Good News Phone Call Record

Person 1 – Good News –
Person 2 – Good News –
Person 3 – Good News –
Person 4 – Good News –
Person 5 – Good News –

WEDNESDAY

15th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

GOOD NEWS WEEK

Wednesday

FILM

GOOD NEWS WEEK

Watch *Some Good News*

Click on the link below to watch the first ever episode of Some Good News with John Krasinski from 2020.

https://youtu.be/F5pgG1M_h_U

Record a *Good News* Video Announcement

Today you will share your own good news on screen.

Record yourself on video sharing something good that has happened in your life over the past 2 weeks.

With your parent's permission, send the video, of no more than 30 seconds duration, to your teacher before midday on Wednesday. The best entries will be selected for our whole school Good News Week Video, to be released on Friday.

Good News Counts

Watch the full episode of BTN for this week. Create a tally throughout the episode, classifying each piece of news.

News type	Tally	Total
Good news		
Neither good nor bad		
Bad news		

Transform this information into a graph.

Script for My OWN Good News

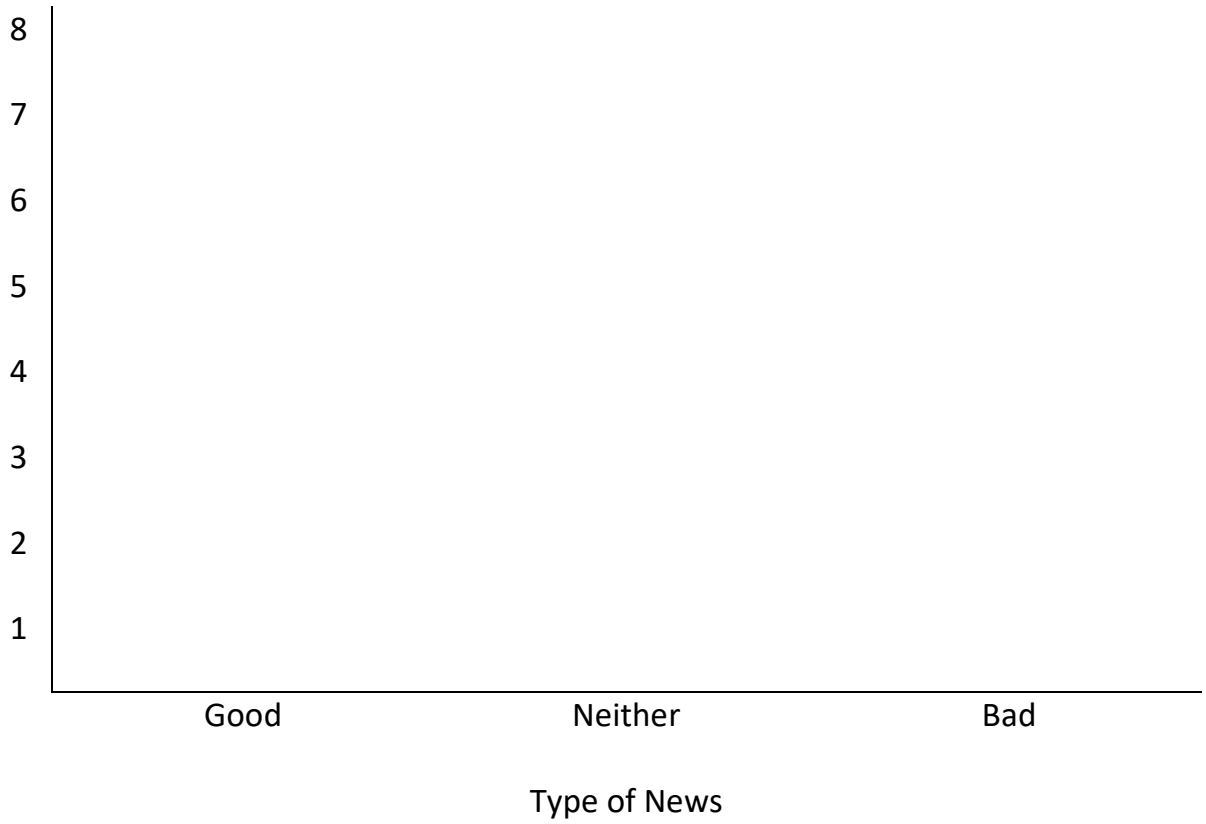
`

Good News Counts

My results in a table:

News type	Tally	Total
Good news		
Neither good nor bad		
Bad news		

My results in a column or picture graph:



Lesson 14: Literary Devices: Alliteration

Contents Page

Definition:

*When the same **sound** happens in words that are close or next to each other.*

Example:

"The slippery snake said that he doesn't do dog walks."

Activity 1:

You need to write TWO sentences that use alliteration using the sounds given to you on each slide.

An example is underneath each. You may copy or copy/change words for each sound if you don't have any idea of what to write.

“S”

The sand, silently stinging my legs brought tears to my eyes.

“T”

The tiny toddler took the dummy from the floor.

“K”

The **c**olourful **k**ite was blown out of the sky by a gust of wind.

“N”

- I **kn**ew off **n**umerous **n**ooks to hide in, so I chose the closest one.

Activity 2

Come up with 5 sentences with your own sounds to use alliteration in.

Eg:

The disgusting dog slurped sloppily around her bowl.
The terrific teacher taught all her students how to write wonderfully.

After you finish writing all of your sentences, you MUST go back and edit your work for correct punctuation.

Alliteration Worksheet

Fill in the boxes that go along with the activities on the slides.

Activity 1:

"S"

"T"

"K"

"N"

Activity 2

5 of your own sentences using alliteration.

THURSDAY

16th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Thursday

ACTION

Making Our Own *Good News*

Today, we are going to give other people something good to talk about.

Try to do everything on the next two pages. If you cannot access what you need to do any of these things, replace them with other positive actions.

Do something *Good*

Bake something sweet to leave on a neighbour's doorstep. 

Paint a portrait of someone you admire and send it to the person as a surprise. 

Learn or write a new happy song. Call someone on Facetime and sing it to them. 

Do something *Good*

Write a letter to a friend or family member and post in in the mail.

Wash your parents' car(s) or mop the floor without asking for any money or help.

Spend some of the money you have saved on a gift for someone else.

FRIDAY

17th September 2021

NORTH KELLYVILLE PUBLIC SCHOOL

LEARNING FROM HOME

Friday

CELEBRATE

Celebrating *Good News*

This marks the end of an entire week of reading, writing about, viewing, counting, listening to, recording and creating our own *Good News*.

Today, we celebrate!

Celebrate *Good things*

Plant seeds or seedlings to celebrate Spring – a time of new beginnings.

Prepare a 2-course lunch for your whole household to celebrate the end of term (recipe on next slide).

Watch our Good News Week Broadcast with all the members of your household after midday.

Put on some tunes and dance.

Savoury and Sweet Crepe Recipe

(main and dessert)

Ingredients	***Procedure***:
1 cup plain flour	1- whisk milk and eggs in a jug.
1 ¼ cups milk	2- Sift the flour and put into a bowl, then make a well in the centre.
2 eggs	3 Gradually whisk in milk mixture until smooth. Rest for 20 minutes
2tsp caster sugar	(optional).
Butter, for pan	4- Grease a 20cm frying pan. Heat hot plate to medium.
	5-. Add 2 tablespoons batter. Tilt pan quickly to cover base. Cook for 1
Grated cheese	minute or until the edge starts to curl. Turn.
Ham	6- Working quickly, sprinkle with grated cheese and maybe ham. Fold and transfer to a plate. Repeat steps 5-6 as desired. .
Nutella	7- Add 1-2 teaspoons to the batter. Whisk.
Banana	Repeat steps 5 and 6 but replace cheese and ham with Nutella and sliced banana.

find the GOOD in EVERY DAY

Learning From Home

Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL

STAGE 3

Term 3 | Weeks 8, 9 & 10

SCIENCE

Changing Surface of the Earth

Stage 3 Science – Earth and Space

Lesson 1: Earthquakes and Tsunami's

What are Earthquakes?

https://www.youtube.com/watch?v=AArne-wh_Uc

What are Tsunamis?

https://www.youtube.com/watch?v=Wx9vPv-T51I

How are they related?

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

Activity 1:

In your own words, write down what you understand about:

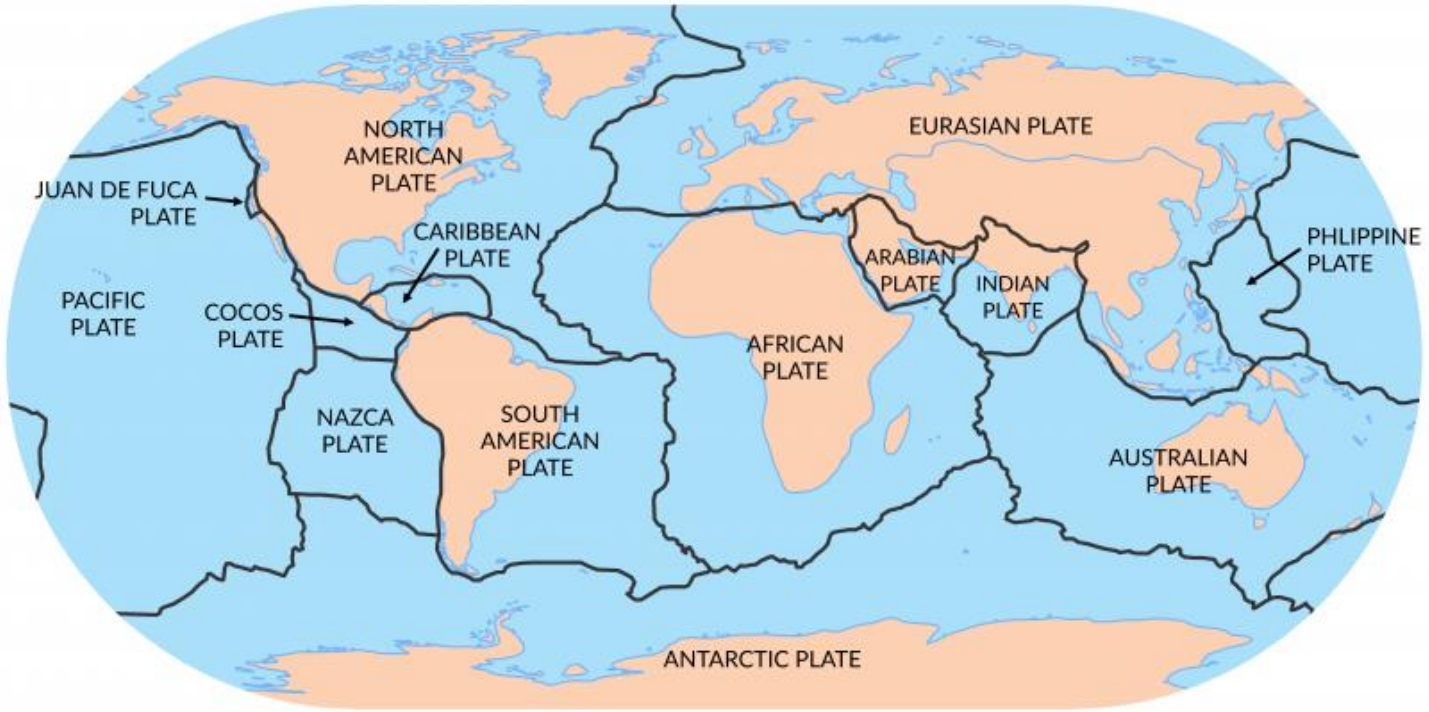
1. Earthquakes
2. Tsunami's
3. How the two are related

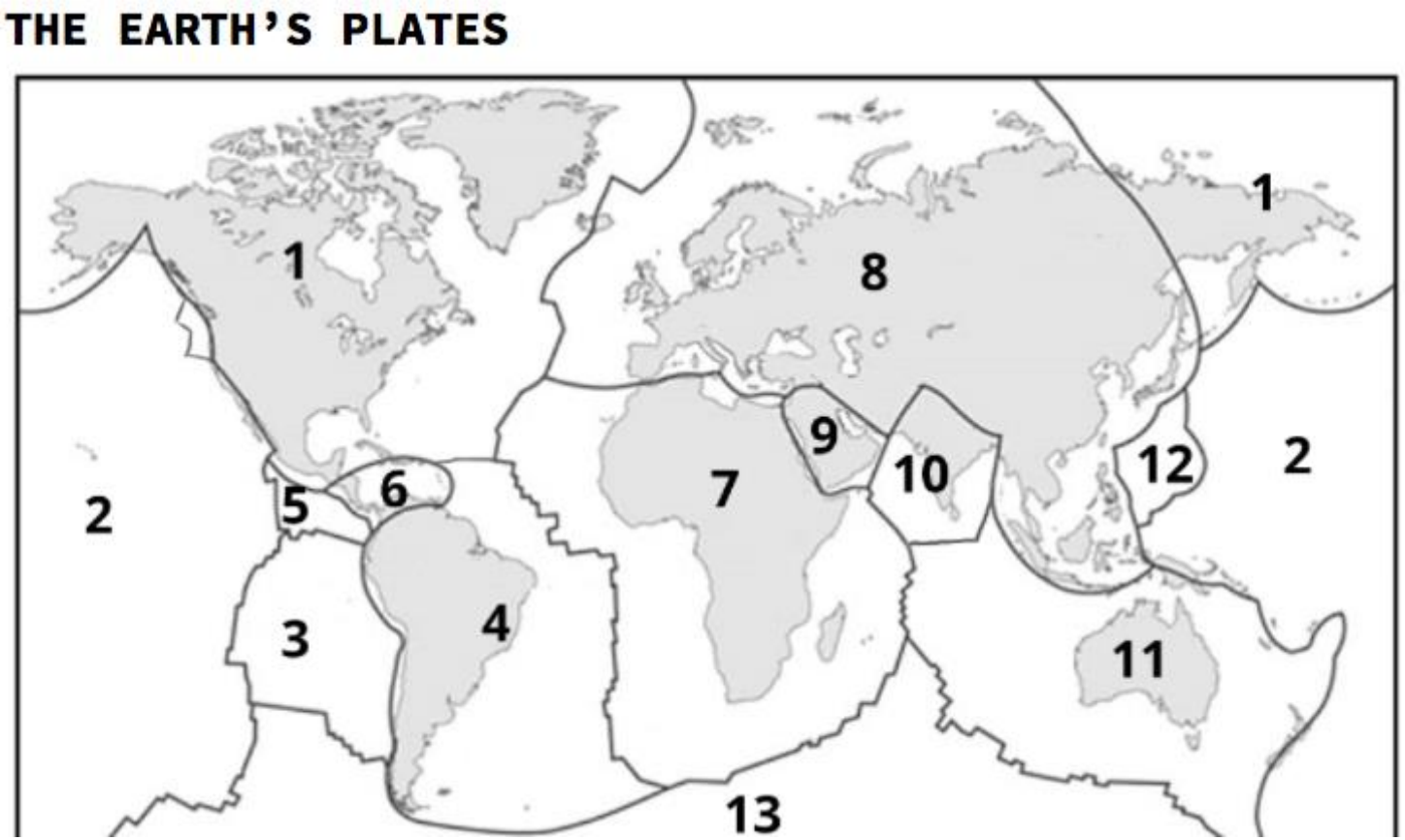
Activity 1

Earthquakes and Tsunamis are a rare occurrence in Australia. There is a specific reason for this. Think back to what you learnt in the videos and answer the following questions:

1. What causes Earthquakes
2. For an Earthquake to occur, what are the tectonic plates doing?
3. Why do you think Earthquakes are very rare in Australia?
4. Considering that moving tectonic plates also create mountain ranges, explain why Australia doesn't have a lot of high mountain ranges?

Activity 2 – Tectonic Plates





Activity 2 – Fill in the blank

- Using the previous slide for assistance, label each tectonic plate.
- Would you believe that each plate is moving in a different direction. Take notice of where the plate lines are NORTH OF AUSTRALIA and consider why there are so many small islands there.

The effect of Earthquakes and Tsunamis

After watching the videos, you would have noticed that there is a significant loss of life following these two events. In the following slide, there are questions that you need to answer by researching about a specific tsunami or earthquake event. Choose from the events listed below:

Tsunamis:
Sunda Strait, Indonesia 2018
Maule, Chile 2010
Sumatra, Indonesia 2004

Earthquakes:

Port-au-Prince, Haiti 2010
Christchurch, New Zealand 2011
Sichuan, China 2008

Research Task: Choose an event

After choosing one of the events from the previous slide, research and answer the following questions:

- What tectonic plates were involved?
- What was the death toll?
- What was the financial cost of the event?
- What was the magnitude of the earthquake (if you chose a Tsunami, then find the earthquake that caused it!)
- What was the response of the rest of the world?
- Were there any warning signs or early detection?

Activity 3: What can we do to minimize loss of life?

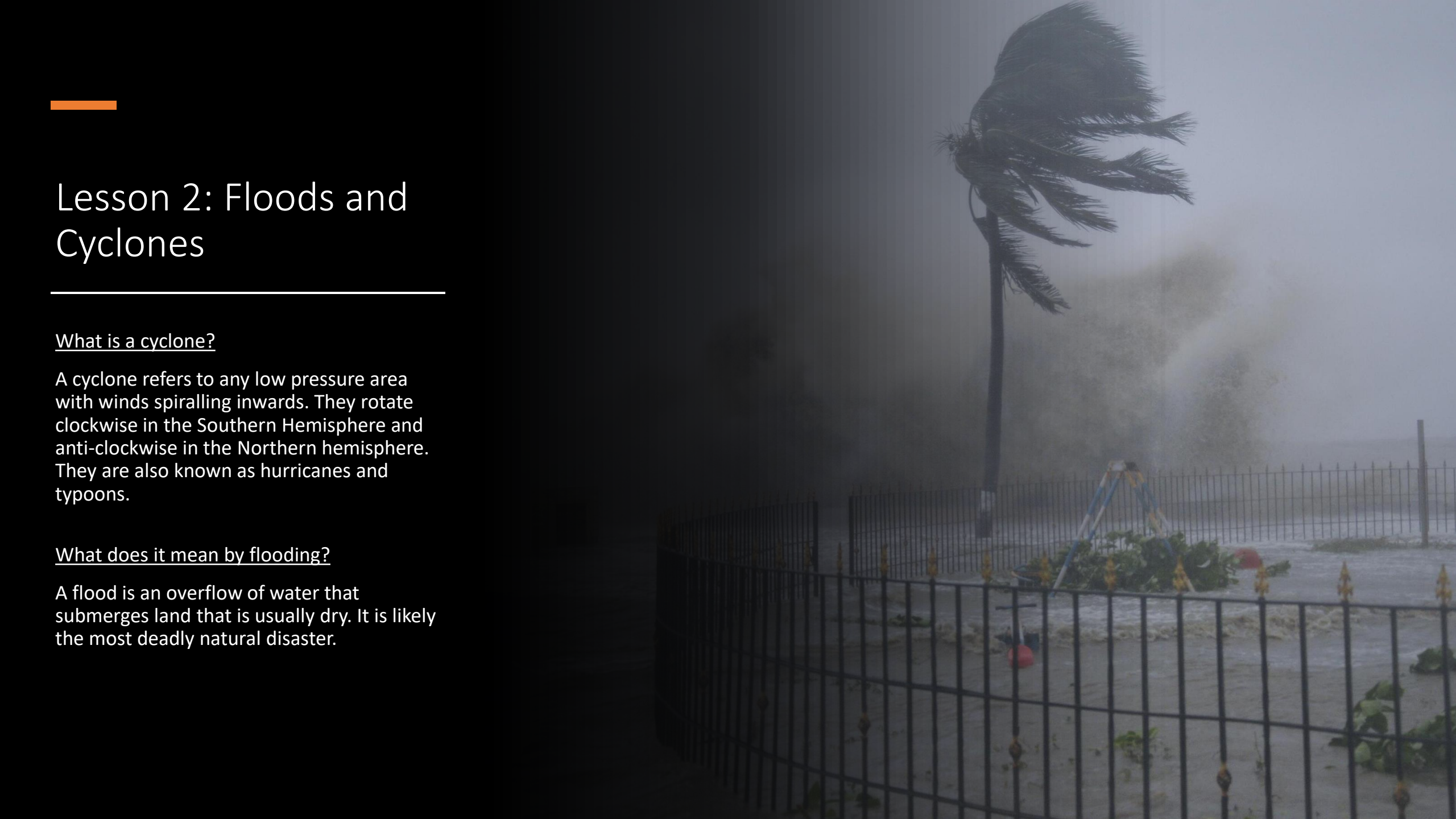
One of the best ways to prevent the loss of life is to know when and where an Earthquake is going to strike. But do we have this technology yet?

Read the following questions then watch the video:

1. What is a seismograph
2. Describe the first Earthquake predictor from China
3. What is one suggested way to predict earthquakes 7 days in advance?
4. What is another technology-free way that we could prevent loss of life? Think about where people live.

https://www.youtube.com/watch?v=jhRuUoTnA6g

Lesson 2: Floods and Cyclones



What is a cyclone?

A cyclone refers to any low pressure area with winds spiralling inwards. They rotate clockwise in the Southern Hemisphere and anti-clockwise in the Northern hemisphere. They are also known as hurricanes and typoons.

What does it mean by flooding?

A flood is an overflow of water that submerges land that is usually dry. It is likely the most deadly natural disaster.

Activity 1: Different types of floods

Use this website here to write down and investigate the different type of floods:

https://www.earthnetworks.com/flooding/

Activity 2: Flood Experiment

In this activity, you are tasked to try and create a flood environment. You can use the video below for an idea, or you can create your own simple experiment with the following:

1. Plastic container
2. Some soil
3. Some pretend houses, toy cars and toy people (about 3-5cm tall)
4. Water – from a water bottle or pouring container.

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

Activity 2 - Procedure

Your task is to test the flooding with 2 different set ups

1. City set up:

Do not put any soil down on the container. Place the cars and houses around the container. When ready, pour the water in and see what happens to the houses and cars

2. Suburban set up with surrounding bushlands:

Put a small amount of dirt/soil down on the container. Then place the houses/people/cars down. Once completed, put down some more soil in other areas to simulate a bush area. Repeat the experiment with the same amount of water.

Activity 2 - Reflections

Reflect on your experiment.

1. What was the difference between the two set-ups?
2. Why was there a difference?
3. What does this say about how floods affect areas with less nature in it?
4. What could we add to the experiment to assist in draining the water? Do we have something like that in our cities and suburbs?
5. Investigate how we could affect floods in the future?

Research Task – Cyclone Tracy

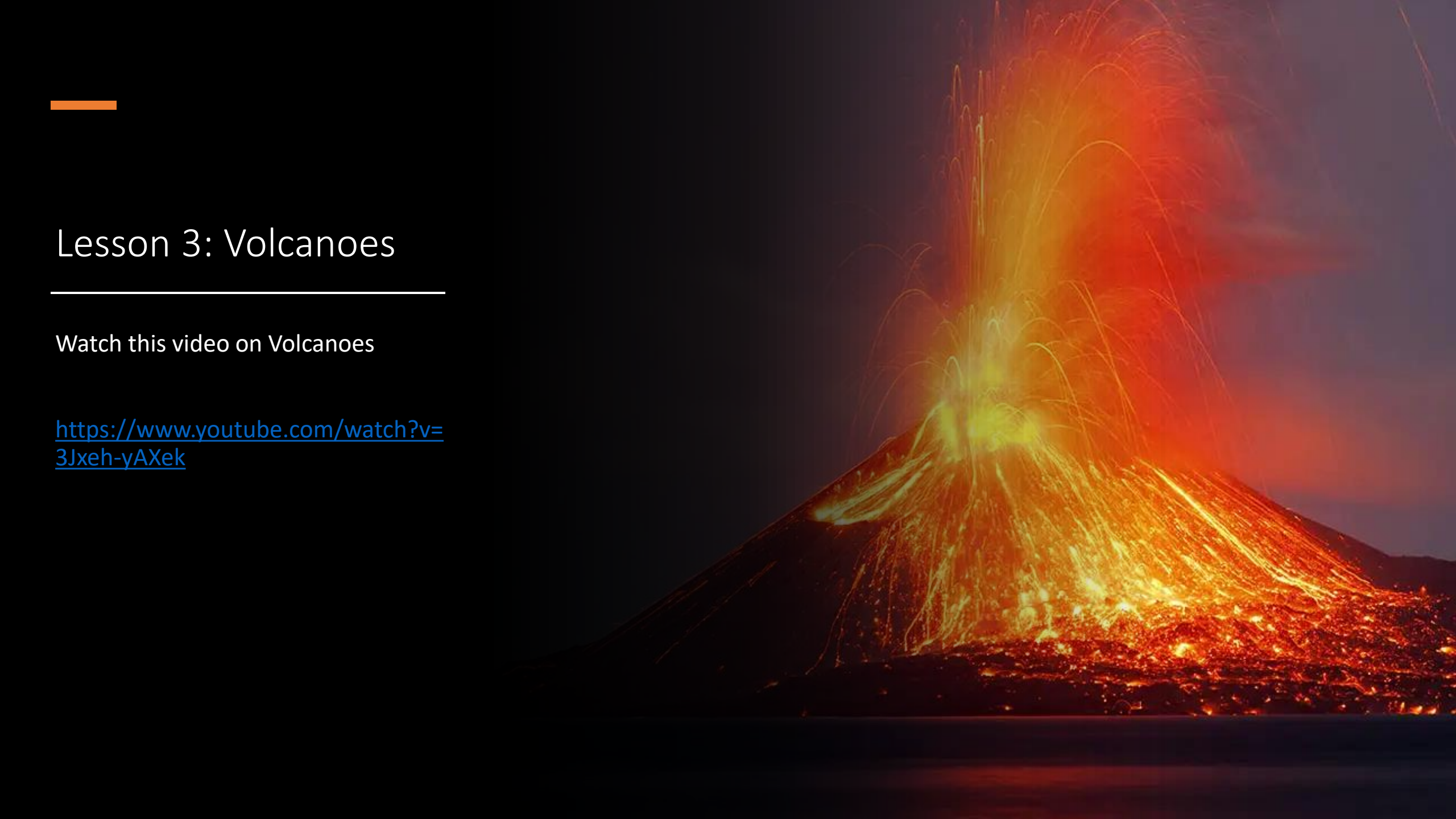
Research about ‘Cyclone Tracy’ and answer the following questions

- What city did it hit?
- Was Darwin prepared for the cyclone?
- What was the effect of the cyclone?
- How did the city adapt to future cyclones?
- Find out how cyclones are formed. No response is required for this last question

Lesson 3: Volcanoes

Watch this video on Volcanoes

https://www.youtube.com/watch?v=3Jxeh-yAXek



Activity 1: Comprehension questions

1. What are the 3 types of Volcanoes that describe their activity?
2. What is a stratovolcano?
3. How many potentially active volcanoes are there currently in the world?
4. What is the ‘ring of fire’
5. Using your knowledge after studying the tectonic plates, why do you think the ring of fire is placed where it is?

Research Task: Mt Vesuvius

Mt Vesuvius is one of several famous eruptions around the historic world. This eruption occurred over 2000 years ago and amazingly preserved an Ancient Roman town.

Research about this eruption and write a paragraph in response. Your paragraph might be inclusive of aspects suggested below:

Date/Time

Where/What towns

Who recorded it

How many died?

What happened to the town

Lesson 4: Droughts

A drought (pronounced d-r-ow-t) is a prolonged period of abnormally low rainfall, leading to a shortage of water.

It doesn’t sound so bad….does it?

Humans need water to survive daily. Consider what might happen if:

Our farms receive no water

You can’t drink water for 2 days
There isn’t enough water to flush the toilet
It stops raining for 2 years – where does the water come from now?

Droughts and Australia

Choose a video to watch about droughts in Australia

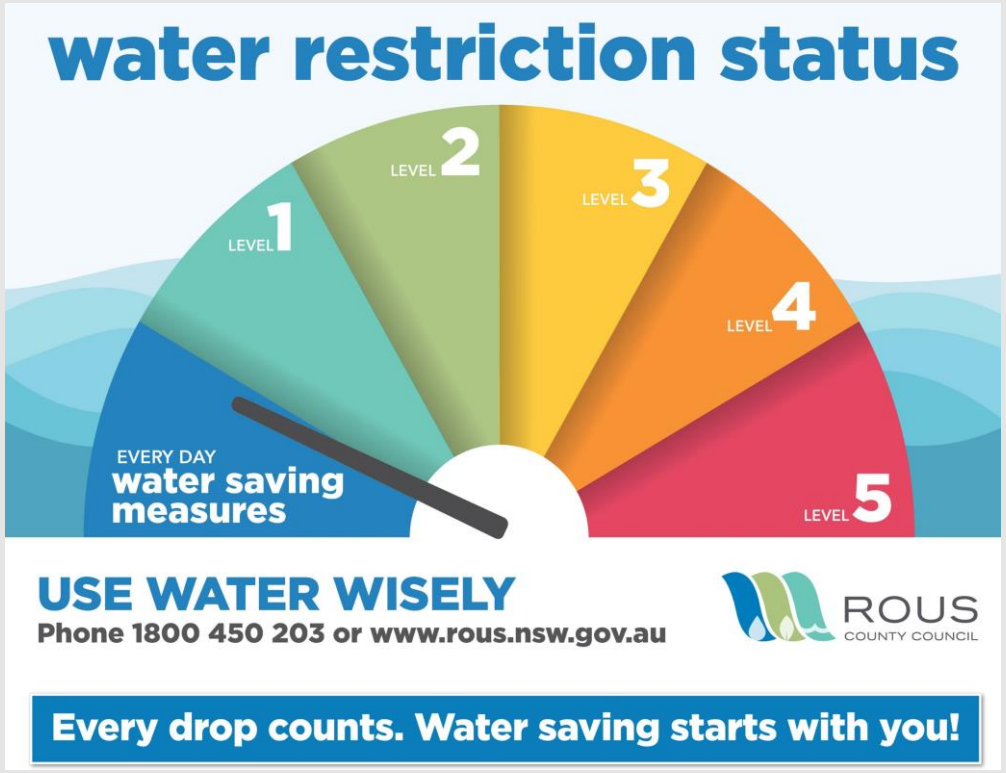
BTN:
https://www.youtube.com/watch?v=NAuW3ko49HY

ABC – when a town runs out of water
https://www.youtube.com/watch?v=05pch8GRiho

Farming and drought:
https://www.youtube.com/watch?v=XZY0MXjLyzY

Drought relief amongst COVID-19
https://www.youtube.com/watch?v=NZr5Rbx_oLQ

Activity 1: Effect of droughts – water restrictions



We have a set number of water restrictions in Australia. Research to see what each level includes and whether you have ever had to live in a household with water restrictions.

Eg, Level 1 restrictions include…..

Level 2 restrictions include…..

Week 10 Research/Experiment activities

Simulating an Earthquake?
Watch the first 2-3 minutes of this video and try your own experiment at home: https://www.youtube.com/watch?v=TLsqVjtrovo&t=72s

An Earthquake with Jelly? Yes please!
https://www.youtube.com/watch?v=mMnEXukSmdg

Making a Volcano?

https://www.youtube.com/watch?v=ZjCph9LwpU0
You don't really need the food colouring for this. Just the baking soda and Vinegar.

Watch this video on a Tsunami
https://www.youtube.com/watch?v=v0wqqXPEjZY
If you can replicate it using more basic materials found about the house, awesome. Otherwise just observe and learn.

Learning From Home

Take-home Pack

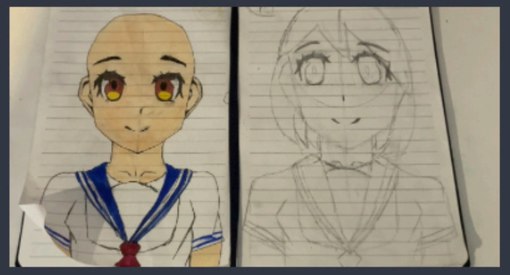
NORTH KELLYVILLE PUBLIC SCHOOL

STAGE 3

Term 3 | Weeks 8, 9 & 10

PDHPE & Creative Arts

CAPA Activity Options

	Use masking tape and pavement chalk to create an artwork inspired by the work of Melinda Harper.	Recreate the Dance of the Cygnets scene from the Swan Lake ballet. Your version can be beautiful or funny.	
Learn to draw an anime-style portrait. Create a male and a female character.		Take photos of natural materials (stones, bark, leaves) and use 3 adjectives to describe the textures of each.	Memorise a poem and practice reciting it in a dramatic way before performing it to your family tonight.
Play charades with your family. For the sake of working household members, plan during the day to play at night.	Collect a variety of tins, lids and jars. Use them to make a drum kit. Experiment with sounds and record a beat. .		Search for the video Evolution of Dance - Dancing Through Time. Mimic the moves from the video. Repeat.

PDHPE Activity Options

Make an obstacle course or exercise stations to move between, using different parts of the body.		Sit against the wall on an invisible chair. Hold a plank position with feet raised on a chair.,	Dance along to the film clip for Praise You by Fatboy Slim. It will get you moving and laughing.
Practice meditation and mindfulness through movement. Free online and Pilates lessons can guide you. .	Weed the lawn while you breathe fresh air and soak up some vitamin D from the sunshine.	Search for the Active @ Home lessons on the Department of Education website.	
What separates privilege from entitlement is gratitude. BRENE BROWN	Start a gratitude journal. Start by listing all the things you're thankful for.	Run, ride or skate laps of your block for 30 minutes. Stick to the path if you can.	Create a healthy meal plan for a whole week for the family and make a shopping list for it.

Week 10	Monday 13th September	Tuesday 14th September	Wednesday 15th September	Thursday 16th September	Friday 17th September
Morning Muster	9:00am: Attendance Form	9:15am: Teams Meeting ➢ Daily assignment info/Q&A, teacher messages & check-in.			
English / Maths / Other KLAs		**EXTRA! EXTRA! READ ALL ABOUT IT!** *This week is full of nothing but **good** news!* It's been a term full of not-so-good news and we have all been challenged in many different ways. So, in this week leading up to the school holidays, we want YOU to celebrate all that is good – in you, in your family and in the world. So, join in the fun of finding the good in every day. We have a whole bunch of activities planned for you that will utilise and build your literacy and numeracy skills, increase your motivation, enhance your wellbeing and make you FEEL GOOD! And they might even make someone else feel good too! **Follow the daily plan in your printed pack or Teams assignment.**			
Other Events		**12pm Years 3-6 Assembly via Zoom**	**12:00pm – 3:00pm Teachers Offline** (Professional Learning)		HAPPY HOLIDAYS!
CONGRATULATIONS! You made it to the end of this "learning from home" term. We can't wait to see you all back at school some time next term (fingers crossed!)					

Still looking for more? Learning from Home Hub

** Tasks written in **GREEN** are to be given priority over other tasks