

## Year 3/4 - Week 5 - Learning at Home

Tasks to hand in this week	
<b>BQT (Day 3)</b>	Water Cycle Info Presentation
<b>STEAM (Day 4)</b>	Paper Plane

Weekly Focus	
Reading	6+1 Traits - Ideas
Writing	Writer's Notebook
Spelling	The /sh/ Sound and Related Graphemes
Maths	Location and Mapping
BQT	Water Cycle
STEAM	Whole School Paper Plane Competition!

Specialist Google Classroom Codes						
	3/4A	3/4C	3/4E	3/4J	3/4T	3/4W
<b>P.E</b>	4trtu4u	caxgaba	eiklxob	jaqs7o	noyusub	pfhoaeb
<b>Drama</b>	yk7iq5r	kpcqfok	4spqx2z	ygybyr6	yruvsd6	djlzavx
<b>Music</b>	ogu4odc	3u73doo	crd6bud	jm7nce7	6gzkvok	jgzc36g
<b>Art</b>	uoydc6p					



This icon means you will need to go to Google Classroom to access the related videos or resources.

## Day 1

### Spelling

**Learning Intention:** What are the different ways we can spell the /sh/ sound?  
There are many different ways we can spell the /sh/ sound, not just using 'sh'.

**TASK 1:** Watch this video about the sticky i and how it can help t,c,s make the /sh/ sound.

<https://www.youtube.com/watch?v=q1-h63fewUc>

**TASK 2:** Besides the three sticky i /sh/ spellings/graphemes, there are a few more you need to be aware of. Read through this paragraph and highlight the letter/letters that are making the /sh/ sound. Hint - there are 18 /sh/ sounds all up!

*There once was a girl who lived by the ocean and loved collecting unusual shells – it was her passion. Quite often, she would look up information about her special shells and tell her father, who was an electrician with a fabulous moustache, all about them. She wrapped some of her shimmering shells in tissue paper or put them into a magic pressure machine where they were turned into luxury sugar lollies. Delicious!*

Watch the video and see if you found all of them - **'Week 5 Spelling - /sh/ sound'** found in Term 3 Week 5: Video/Resources folder.

**Practise Task:** Choose one of the spelling lists below - make sure it's the one you think best suits you. Use the new **'Spelling Activities Menu'** (in 'Term 3 Week 5: Video/Resources') and pick **one** way to practise your spelling words this week.



Green Code: <b>cool722</b>	Orange Code: <b>snap818</b>	Red Code: <b>here975</b>
shouldn't	especially	investigation
shrinking	population	discussion
special	shoulder	quotient
information	worship	appreciatively
punishment	official	anguish
machine	passion	technician

#### Optional Online Activity

1. Log into [soundwaveskids.com.au](http://soundwaveskids.com.au) using the **code** matched to your coloured list above (green = cool722 / orange = snap818 / red = here975).
2. Then, click on **UNIT 32** (with the shell picture!).
3. First, make sure you check out the **'List Words'** and then have a go with the **'Segmentation Tool'** to split some words into their sounds.
4. After that, have fun completing the different games and activities for the /sh/ sound and its related spelling patterns (graphemes).

**Learning Intention:** What reading comprehension strategies can I use to help me understand the text?

### Welcome to Rottnest Island

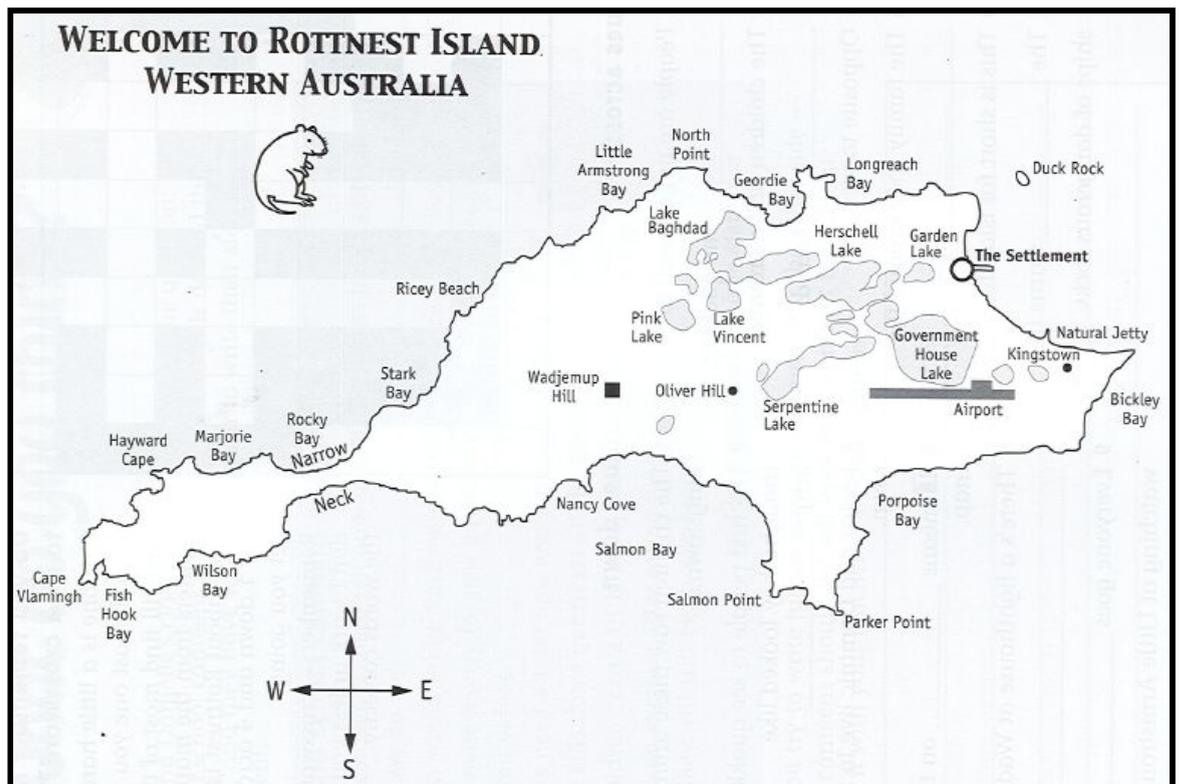
Rottnest Island is just a little way off the coast of Western Australia near Fremantle. Jessica and Dominic took a trip to Rottnest Island for a few days. They went by ferry and arrived on the east coast of the island, at a town called The Settlement.

**Task:** Follow the instructions below:

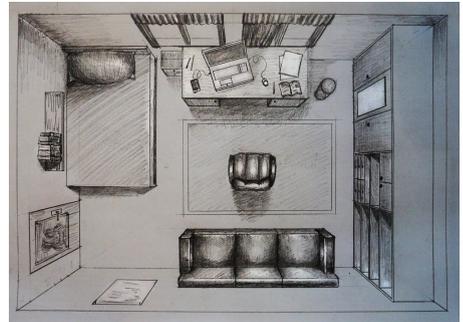
1. On the map below, colour the circle red that shows where The Settlement is.
2. The next day they went on an island bus tour. Show the route the bus took.

Draw on your map the things they saw.

- a. The bus left The Settlement and drove to Kingstown. They saw quokkas here. Draw one.
- b. From Kingston they drove around Porpoise Bay to Parker Point. They saw lots of dolphins. Draw them.
- c. The bus then went to Salmon Point, around Salmon Bay and up to Wadjemup Hill. Draw the hundred-year-old lighthouse at Wadjemup Hill.
- d. The bus drove back down the hill and on to Nancy Cove. Use  for toilet stop here.
- e. From there it went through Narrow Neck and on to Cape Vlamingh. Draw shipwreck sticking out of the water.
- f. The bus drove out through Narrow Neck to Little Armstrong Bay. This is an excellent whale watching spot. Add some whales to your map.
- g. Finally they drove past Geordie Bay, between Herschell Lake and Garden Lake and back to The Settlement. The whole trip took two hours.



<p><b>Maths</b></p>	<p><b>Learning Intention:</b> How can I create a bird's eye view map?</p> <p><b>Warm up:</b> The AFL is introducing a new team into the competition. The team's new jumper will have 3 different colours. The jumper will consist of 3 or 6 vertical stripes. How many different designs can you come up with? You can select the colours.</p> <p><b>TASK 1: Bird's Eye View</b> For this task you are going to have to imagine you are a bird (not an emu or penguin) or something that can fly.</p> <p>You need to select a room in your house and draw what you can see if you were flying around the room looking down.</p> <p>This type of drawing is called 'Bird's Eye View' because the bird generally only sees the objects from the top. For example, a chair in the kitchen would not show its legs. You would only see the seat area and a bit of the back.</p> <p>In your maths books, select your room and then start to sketch out the items in the room. You will need to be careful of the size of objects too. I don't think a chair would be bigger than a bed.</p> <p>If you draw a room with a table or desk in it, see if you can show the objects on the table as well.</p> <p><b>Optional Task.</b> Now that you have drawn a room in your house, try drawing either the whole house or the backyard.</p>
<p><b>BQT</b></p>	<p><b>Learning Intention:</b> What is the Water Cycle?</p> <p>Watch this video: (note that because the video is set in America, the weather forecast being shown shows the temperature in Fahrenheit degrees, in Australia we use a different unit - do you know what it is called? Send the answer to your teacher on GC!)  <a href="http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/water-cycle.htm">http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/water-cycle.htm</a></p> <p><b>Activity 1:</b></p>  <p>Divide a page into three by drawing a big Y (as above). Put a heading in each section - 'Precipitation', 'Evaporation' and 'Condensation'. Draw a picture in each section to represent that stage of the water cycle, make sure to include labels. You might need to go back over the video a couple of times and pause at each section to help you.</p> <p><b>Activity 2:</b> Then read the following situations/look at the following photos and write which stage of the water cycle they belong to:</p>



1. I got wet when it rained on the way home from school.
2. The water in the air starts to cool down and turn to liquid.
3. The sun shone on a tiny patch of snow and an hour later the snow was gone.



4.



5.



6.

**P.E**

Once again, make your way into your PE Google Classroom and watch the instructional video for week five.

**Opening/Warm-up** – Complete the circuit workout found in the link.

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

**Movement** – We are going to work on movement this week. Watch the link found below and complete the seven different types of movement that you see, focusing on using your body as instructed by the online coach. Set up two points about 10 metres apart and complete the different movements from one point to the other ten times.

<https://www.youtube.com/watch?v=rCg-MkVkxyU&t=326s>

We will finish with a fitness circuit. Watch the final link and complete the six exercises displayed for as long as you can. How many times can you do each one before stopping?

<https://www.youtube.com/watch?v=plmrFWw0Fwx>

## Day 2

### Reading

**Learning Intention:** How do authors come up with their bestselling book ideas?

For the next four days we will be looking at the 6+1 Trait of writing, 'Ideas'. Each day you will be given a video to watch of one of the 3/4 teachers reading a book to you and each day you will add to an 'Ideas' page. This will help you with coming up with an idea to write your narrative on next week.



**Task 1:** Watch 'Reading Day 1' in 'Term 3 Week 5: Videos/Resources' folder.

**Authors get their ideas to write a story in many different ways, for example:**

- Real life events
- History
- Experiences in their own lives
- A moral, where the story is trying to convey a message or lesson to the reader.

Authors can also get ideas from conversations that they have overheard, dreams/nightmares, people they've met and even people they would like to meet. The point is.. ideas come from everywhere, you just have to start with a 'seed' and open up your imagination to let it grow into a story!



**Task 2:** Watch 'The Day We Built The Bridge' in 'Term 3 Week 5: Videos/Resources' folder.

**Task 3:** After watching the video, your job will be to start your 'Ideas' page in your writing book. Write down ideas for books that relate to history e.g. the war, the Berlin Wall separation etc. Start by writing 'Ideas' in the middle of your page. Then draw a line to the top right hand corner of your page, and write history. List your ideas based around history underneath.

**Optional:** Read your 'just right' book for 20 minutes and draw your favourite scene in the book so far!

### Writing

**Learning Intention:** How can I write an interesting story?

### Writer's Notebook

**Task:** Read about the writing task (see Resource Day 2). You will be using your ideas from this week to develop into a narrative in the future.

Use **ONE** of the picture prompts below to get inspiration for a story.

Write for at least 15 minutes using one of these prompts.

**Prompt One:** Use the photo to tell a story OR to spark an idea for a story.

# Fantasy Prompt

The idea of your story is "A fantasy...."



Who is the person?  
Where are they going?  
What sort of world is it?  
Are they off to work, or school?  
Is it a windy storm?  
Are they daydreaming?  
Where is the music coming from?

## THINK ABOUT:

- The characters and the setting
- What type of story is it (sad, joyous or scary)?
- How will the story end?

**Prompt Two:** Use the photo to tell a story or to spark an idea.



## THINK ABOUT:

- The characters and the setting
- What type of story is it (sad, funny or scary)?
- How will the story end?

# Back in Time Prompt

The idea of your story is "A time back in history...."

Tell a story from a child's perspective.

- What are they experiencing?
- How are they feeling?
- Where are they?
- Who are they?
- Where are their parents?
- Are they orphaned?
- Have they just walked home from school in their only pair of worn out shoes?
- Describe their feeling when receiving a new pair of shoes-a luxury!

## Maths

**Learning Intention:** How can I create a map with clear instructions for others to read?

**Warm up:** An item in your house was weighed. It weighed between  $\frac{3}{4}$  of a kg and 1 kg. What might it have been? List 5 possibilities.

**Activity:** Treasure Island \*This will go over 2 lessons\*

**YOU HAVE 2 DAYS TO COMPLETE THIS TASK. TODAY IS DRAWING YOUR DRAFT.**



	<p>TOMORROW IS FOR COMPLETING YOUR PUBLISHED COPY -NOT GOOD- GREAT, FANTASTIC, BEAUTIFUL.</p> <p>Today you are a pirate. A nice pirate, not the smelly, bearded, one legged type, but one who sails the seas in search of treasure to share with all his friends.</p> <p>You have found a great treasure on a yet to be named island in the middle of the ocean. You need to draw a map and show 12 different features of the island, eg. rivers, mountains, forests, deserts, etc</p> <p>Your task once you have drawn this island is to write a list of 10 directions that will send the finder of your map to the treasure. Now good pirates don't just say "go to the big palm tree", they give clues that require the reader to think. So a clue might be 25 paces to the east towards the tree that delivers us milk. Ahhh I hear you say, tree -milk??? Think about it.</p> <p>Your map needs to clearly show the features in colour, you may include a key down the bottom and include things like a compass.</p> <p>Once you have drawn your island and completed the clues give it to a family member and see if they can find your treasure.</p> <p>Your map needs to go over two pages of your book and the instructions can be on a separate page. That way if you lose the map you still have the clues!</p>
<p><b>BQT</b></p>	<p><b>Learning Intention:</b> How can scanning a text help me find the answer to the question 'Why is the water cycle important to the survival of humans, animals and plants?'</p> <p>Today you are going to practise the 'scanning' skills you learnt back in Week 1 (feel free to re-watch the 'Reading - Scanning Texts' video in the 'Term 3 Week 1 Resources/Videos' folder if you need to remind yourself) to find out why water is so important and why we rely on it for our survival.</p> <p><b>Activity:</b>  <b>'Why is the water cycle important to the survival of humans, animals and plants?'</b>  You need to scan through the following texts to find information that helps you answer this question.</p> <p>There are links to some online texts below. Each text is quite long and has lots of information in it. There are sections of some of the texts that are not relevant (do not matter) to our question, so you can scan through to only read the most important parts (use sub-headings, look for keywords etc).</p> <p>Choose <b>2</b> of the texts to scan - you need to SCAN the texts searching for information to help you answer the question above with lots of details.</p> <p>When you find information/facts that helps you answer the question, you need to write it down. <b>You will need this information for tomorrow's BQT lesson, where you will film yourself presenting the information.</b></p> <p>Text 1:  <a href="https://sciencing.com/water-cycle-important-humans-plants-7452871.html">https://sciencing.com/water-cycle-important-humans-plants-7452871.html</a></p>

	<p>Text 2:  <a href="https://kids.kiddle.co/Water#Uses_of_water">https://kids.kiddle.co/Water#Uses_of_water</a></p> <p>Text 3:  <a href="https://www1.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-l~ohp-enhealth-manual-atsi-cnt-l-ch6~ohp-enhealth-manual-atsi-cnt-l-ch6.1">https://www1.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-l~ohp-enhealth-manual-atsi-cnt-l-ch6~ohp-enhealth-manual-atsi-cnt-l-ch6.1</a></p> <p>Text 4:  <a href="https://kidshealth.org/en/kids/water.html">https://kidshealth.org/en/kids/water.html</a></p>
<p><b>Music</b></p>	<p><b>You will find different activities to select from. Choose as many activities you wish to complete!</b></p> <p><b>You will have all of the activities in your virtual music room on the Music Google Classroom or here;</b></p> <p><a href="https://drive.google.com/file/d/1lamgP8iK7WAgAgovhgs18seukjxf9a9r/view?usp=sharing">https://drive.google.com/file/d/1lamgP8iK7WAgAgovhgs18seukjxf9a9r/view?usp=sharing</a></p> <p><b>THEORY</b></p> <p>This week, we are going to complete a theory game. There are 2 to choose from. One is a word search on some instruments as we have been looking at instruments and families in the past few weeks. And the other is a crossword puzzle to test your knowledge of the treble clef notes. Keep in mind, there is a cheat sheet on the white board if you have difficulties with this! All resources are found in the virtual music room.</p> <p><b>CONCERT WEEK</b></p> <p>Do you play an instrument? Are you really good at singing? Have you composed your own piece of music? I would love you to share what you do! We never seem to have enough time in our music classes each week to have a concert time, but this week I would love you to share your special talent with your class or just me. Can you find a piece to perform, practise it, record yourself and share in on the Music Google Classroom page? If you are feeling too shy to post it onto the main class stream, you can just submit it to me in this week's assignment. If you see someone else post something, it would be great to give them some feedback and words of encouragement.</p> <p>Happy Performing!</p> <p><b>ANALYSIS AND LISTENING</b></p> <p>We are going to listen to a percussion piece this week, combining tuned and untuned percussion instruments, as well as some other instruments including voice. The piece is written and performed by Scottish percussionist Evelyn Glynnie called 'Beat of Hope'. Not only is Evelyn Glynnie a world class performer and composer, but she also does all of this while being completely deaf. Listen to the recording and answer the questions all found in the virtual music room.</p>

## Writer's Notebook

**Task:** In Writing this week you will be given a writing prompt to help spark an idea that you could turn into a story. You will spend at least 15 minutes writing each day using the prompt as a seed for a story. At the end of the week you should have some rich ideas for writing! ONE of these ideas will be developed into a narrative later in the term.

**Things to consider:**

- Who's your audience?
- What text type are you using?
- What about spelling and handwriting?
- What illustrations will help tell my story?
- Writing needs thinking time!



## Day 3

### Reading



**Learning Intention:** How do Authors come up with their ideas for bestsellers?

**Task 1:** Watch 'Molly and Mae' in 'Term 3 Week 5: Videos/Resources' folder.

**Task 2:** Continue to add to your ideas brainstorm, adding in ideas that relate to the relationships you have in your life. It could be sibling rivalry, friendships etc. Ensure that you extend your 'seed idea' into a story idea!

**Optional:** Read your 'just right' book for 20 minutes.

### Writing

**Learning Intention:** How can I write an interesting story?

**Task:** Use **ONE** of the pictures to get inspiration for a story. Write for at least 15 minutes using one of these prompts.

**Prompt One:** Use the photo to tell a story or to spark an idea for a story.



#### THINK ABOUT:

- The characters and the setting
- What type of story is it (sad, funny or scary)?
- How will the story end?

### Mystery Prompt

The idea of your story is "A mystery..."

What is the mystery about?  
Who is involved?

Some suggestions for story starter ideas:

"What have you done?" the headmaster bellowed, all eyes now turned to me as he stood over the creature and I quickly swam away...

Dad just sat and cried for three whole days. His face was blotchy and his eyes were red. I knew I had to find her quickly....

"Follow me!" she whispered holding tightly the old antique lantern...

**Prompt Two:** Use the photo to tell a story or to spark an idea for a story.

	<div style="display: flex; justify-content: space-between;">  <div style="text-align: right;"> <h1 style="margin: 0;">Exploring Prompt</h1> <p style="margin: 10px 0;">The idea of your story is “An adventure to...”</p> <p style="margin: 10px 0;">Who goes on the adventure? Where is the adventure taking place? What do you find there? What do you see and what do you hear? How do you feel?</p> <p style="margin: 10px 0;"><b>THINK ABOUT:</b></p> <ul style="list-style-type: none"> <li>● The characters and the setting</li> <li>● What type of story is it (funny or scary)?</li> <li>● How will the story end?</li> </ul> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
<p><b>Maths</b></p>	<p><b>Learning Intention:</b> How can I present and create a map with clear instructions for others to read?</p> <p><b>Warm up:</b> If there are 60 seconds in 1 minute and 60 minutes in 1 hour, how many seconds are there in:</p> <ol style="list-style-type: none"> <li>a) 5 minutes</li> <li>b) 15 minutes</li> <li>c) And how long does it take to boil an egg?</li> </ol> <p><b>Task:</b> Continue with Treasure Island published copy. You need to ensure that you have included a map and instructions for your treasure hunter.</p>
<p><b>BQT</b></p> 	<p><b>Learning Intention:</b> How can I present my information in a clear and engaging way?</p> <p><b>Task:</b> Today you will be using the information you found in yesterday’s BQT lesson, to make a short oral presentation video about ‘The importance of the Water Cycle’.</p> <p style="background-color: yellow; padding: 5px;">Watch the video ‘<b>BQT Video Presentation Tips</b>’ in the Week 5 videos/resources folder for tips on how to make your video clear and interesting.</p> <p>Put the facts that you found yesterday into an order that makes sense for you to read out loud. Write each fact on a new line, so it is easy to read when you are recording. You might want to write your facts out in large writing on an A4 page to help you. This sheet can be your ‘script’ to help you remember what to say. When you are ready, record a short video (1- 2 minutes) of yourself presenting your facts.</p> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>- Introduce what you are talking about</li> <li>- Follow the tips from the ‘BQT Presentation Tips’ video</li> <li>- The video should be between 1- 2 minutes long.</li> <li>- Practise lots of times before you record.</li> </ul>

<b>Art</b>	<p>During 'Learning at Home' for Art in Term 3, all students will be sent a link to the same google slides document.</p> <p>Please take the following steps to access the learning:</p> <ol style="list-style-type: none"><li>1 - Click on this link: <a href="#">Week 5 Frida Kahlo</a></li><li>2 - Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button</li><li>3 - The power point will then present as a full screen ready for students to watch</li></ol> <p><b>Previous weeks –</b> <a href="#">Art Week 4</a> <a href="#">Art Week 3</a> <a href="#">Art Week 2</a></p>
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## Day 4

<p><b>Reading</b></p> 	<p><b>Learning Intention:</b> How do Authors come up with their ideas for bestsellers?</p> <p><b>Task 1:</b> Watch 'Thelma the Unicorn' and 'The Runaway Hug' in 'Term 3 Week 5: Videos/Resources' folder.</p> <p><b>Task 2:</b> Continue to add to your ideas brainstorm. Add ideas that relate to morals e.g. always be yourself, you're good enough, your best is always enough.</p> <p><b>Optional:</b> Read your 'just right' book for 20 minutes.</p>
<p><b>Writing</b></p>	<p><b>Learning Intention:</b> How can I write an interesting story?</p> <p><b>Task:</b> Watch this clip to spark an idea for a story:</p> <p style="text-align: center;"><i>Adventures are the Pits</i>-2011 animated Short film <a href="https://www.youtube.com/watch?v=5zr9aiWQ8Tw">https://www.youtube.com/watch?v=5zr9aiWQ8Tw</a></p> <p>Use this clip to get inspiration for a story. Write for at least 15 minutes.</p>  <div data-bbox="986 875 1513 1552"><h3>Adventure Prompt</h3><p>The idea of your story is "An adventure...."</p><p>Watch this clip to spark an idea for a story: <i>Adventures are the Pits</i>-2011 animated Short Film <a href="https://www.youtube.com/watch?v=5zr9aiWQ8Tw">https://www.youtube.com/watch?v=5zr9aiWQ8Tw</a></p><p><b>THINK ABOUT:</b></p><ul style="list-style-type: none"><li>○ The characters and the setting</li><li>○ What type of story is it (sad, funny or scary)?</li><li>○ How will the story end?</li></ul><p><b>Questions to help spark an idea:</b></p><ul style="list-style-type: none"><li>● A reluctant boy gets more than he asked for in a ball pit. Will he conquer his fears to escape the adventures he finds himself in?</li><li>● Imagine your slide could end anywhere- where would it end?</li><li>● Describe opening your eyes at the end of the slide- where are you?</li><li>● Create a different character that gets stuck in the ball pit-their worst nightmare- what will they do?</li></ul></div>
<p><b>Maths</b></p>	<p><b>Learning Intention:</b> How can I show my local area on a map with easy to read features?</p> <p><b>Warm up:</b> Four explorers went walking up a hill. A big hill. Each carried a different weight in their pack. The first carried 6kg of gear. The next carried double the weight of the first person. The third carried <math>\frac{1}{2}</math> of the second person and the last carried double of the third. How many kilograms of gear was carried altogether?</p> <p><b>TASK: Time for a walk. Time for a map.</b></p> <p>Over the last two weeks we have been looking at mapping and location. You have completed a number of tasks and now is your chance to put all that learning into a real map. This will combine your observation skills, ability to draw a bird's eye view and then add detail.</p>

	<p>With a family member go for a slow stroll around your block. That is the collection of houses that are near you. As you walk around jot down the number of houses, location of special things like big trees, shops, laneways, schools, kinders, etc.</p> <p>When you get back home, draft out your block. Mark in street names and start filling in the features you saw.</p> <p>Now this will be like doing a bird's eye view of where you walked. Think of the size of things and how you might show those on a double page. Eg. I don't think a school would be the same size as a house.</p> <p><b>Watch 'Time for a Map' in 'Term 3 Week 5: Videos/Resources' folder.</b></p>
<p><b>STEAM</b></p>	<p><b>Task to hand in:</b> See Resource Day 4: STEAM Project</p> <ol style="list-style-type: none"> <li>1. Watch: <a href="https://youtu.be/4pUcN5i0JPQ">https://youtu.be/4pUcN5i0JPQ</a> Or <a href="https://www.youtube.com/watch?v=4pUcN5i0JPQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=4pUcN5i0JPQ&amp;feature=youtu.be</a></li> <li>2. Read: Resource Day 4: STEAM Project</li> </ol>
<p><b>Drama</b></p>	<p>Here is your Drama Lesson for the week. This is a virtual classroom link.</p> <p><a href="https://docs.google.com/presentation/d/101zANgzIJb6zEOj5mx60ih7Kwoqmf3yOsi00s3HXxoo/edit?usp=sharing">https://docs.google.com/presentation/d/101zANgzIJb6zEOj5mx60ih7Kwoqmf3yOsi00s3HXxoo/edit?usp=sharing</a></p> <p>It is designed to be completed independently by the students. Once you open the link you will need to press present. If you see a play icon on the page this is me (Michelle) speaking and giving you instructions. Enjoy the Animation. Thanks for all of your hard work in Drama. Michelle</p> <p>This link will also be sent to you on google classroom. If work needs to be submitted, you will do it on google classroom.</p>

## Paper Planes: a whole school STEAM project

### Learning Intention:

- How can I research, design and create a paper model of an airplane?
- What features will help my plane fly further?



Watch task instructions: STEAM Paper Aeroplane

<https://www.youtube.com/watch?v=4pUcN5i0JPQ&feature=youtu.be>

Or <https://youtu.be/4pUcN5i0JPQ>

### TASK:

1. Research, design and create your own paper plane.
2. Test your plane to see if it flies. You may need to make a new design if it doesn't go far. Remember to decorate your plane!
3. Have an adult measure how far your plane travels.
4. Take a photo of your design (include all the different models you may have trialled) and write down how far it flew.
5. Upload your photo and hand it in to Google classroom.
6. The plane that has the best design from each class will get to show and demonstrate how far it travels when we return to school. The best design will be judged on:
  - a) decorative (colourful)
  - b) travels the furthest

**\*\*Note: PRIZES** will be given once back at school for the best design in each year level.\*\*\*

### ONLY equipment allowed:

- Paper
- Sticky tape
- Glue
- Scissors
- Pencils/crayons for colouring



For ideas and inspiration on making paper planes see:

★ Read: *Paper Airplane Designs*

<https://www.foldnfly.com/#/1-1-1-1-1-1-1-1-2>

★ Watch: *Paper Planes TRAILER 2 (2015)* - Sam Worthington Movie HD

<https://www.youtube.com/watch?v=eGtQIVgQF9g>

## Day 5

### Reading



**Learning Intention:** How do authors come up with their ideas for bestsellers?

**Task 1:** Watch **'The Heart and the bottle'** in 'Term 3 Week 5: Videos/Resources' folder.

**Task 2:** Finish off your brainstorming page by adding in ideas that relate to your personal memories e.g. a new sibling being born, losing someone, getting lost etc.

**Task 3: From boring to a best seller!**

Changing an idea from a boring one, to a best seller is something that authors do all the time! It can be as easy as changing one thing!

You'll find that if you have a boring idea like a child who always brushes their teeth for a story, by changing one simple thing your brain will automatically list off a bunch of other events that could happen in the story, and as you are children, your imaginations are wild! Change these boring ideas below into a best seller!

Boring base idea (zzzzzzz)	Best seller! ( 5 stars!)
A child who always brushes their teeth.	A child who never brushes his teeth, gets bacteria worms in his mouth. Soon, he is unable to talk because the worms will take over his mouth (ewwww). He must brush his teeth before it is too late!
A child who sleeps all day.	
A family go to the beach and have a happy day in the sun.	
A little girl goes to her Grandmother's house.	
A man who visits a library to pick a new book.	

### Writing

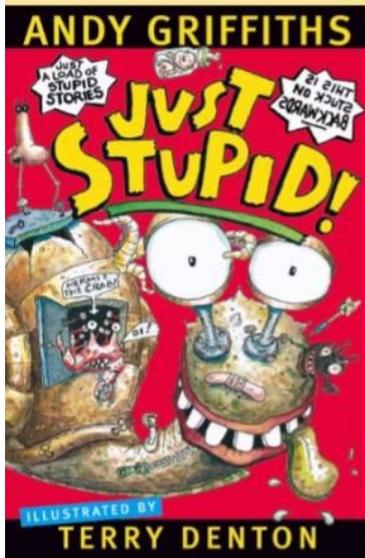
**Learning Intention:** How can I write an interesting story?

**Task:** Watch: *Andy Griffiths' tips for writing funny stories (ABC education)*  
<https://education.abc.net.au/home#!/media/2140474/>

Use this prompt to get inspiration for a story. Write for at least 15 minutes.

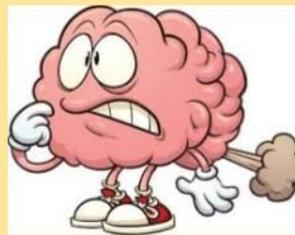
## Humour Prompt

The idea of your story is "A funny story..."



**THINK ABOUT:**

- Can you think of something funny that happened to you in real life and write about it?
- Do you recall a silly thing you did by mistake?
- Can you turn a scary thing that happened to you and make it funny?



<b>Maths</b>	<p><b>Learning Intention:</b> How can I show my local area on a map with easy to read features?</p> <p><b>Warm up:</b> Which month usually has the most rainfall in Melbourne? Which month has the least? What is the difference between the two?</p> <p><b>Task :</b> <i>Time for a walk. Time for a map.</i></p> <p>Continue with the published copy of your detailed map of your area.</p> <p>Things you might want to add, compass, key, scale.</p>
<b>Cyber Safety</b>	<p><b>Learning Intention:</b> Understand that personal information must only be shared with trusted people.</p> <p><b>Warm Up-</b> How easily can I be identified? Who is this person?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Male</b></p> <p><b>Melbourne supporter</b></p> <p><b>Two children</b></p> <p><b>Newport Lakes Primary</b></p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p><b>Teacher</b></p> <p><b>No pets</b></p> <p><b>39 years old</b></p> </div> </div> <p style="margin-top: 20px;">This person may have been easy for you to identify but it shows that you need to be careful with the personal information you post online.</p>

	<p><b>Task:</b> Draw a line like the one below across one whole page of your book.</p> <p><b>Strongly disagree      Disagree      Neutral      Agree      Strongly Agree</b></p> <p>Read these following statements and add them to your line to where you think they belong.</p> <ul style="list-style-type: none"> <li>● Chatting online with my friends is always safe</li> <li>● Using my friends photo online is ok if they say it is ok</li> <li>● Texting my friends details such as their address or phone number is ok if it's in a chat room with only my friends</li> <li>● Playing online games with strangers is safe</li> <li>● Using my real name online while playing games with people I don't know is OK</li> <li>● Making a joke about my friend online is ok because we joke when we see each other</li> <li>● If someone makes a hateful comment about someone I know, I should post a comment back telling that person off</li> <li>● Talking to my friends online is no different to talking to them face to face</li> </ul> <p>Stop and think, before you click: Watch the following video- <a href="https://www.youtube.com/watch?v=zdqVLeg6C9s">https://www.youtube.com/watch?v=zdqVLeg6C9s</a></p>
<p><b>LOTE</b></p>	<p>Hai anak-anak. Click on the link for this week's lesson. This week we are learning about batik.</p> <p>Pak Ben</p> <p><a href="#">Indonesian Grade 3/4 week 5</a></p> 