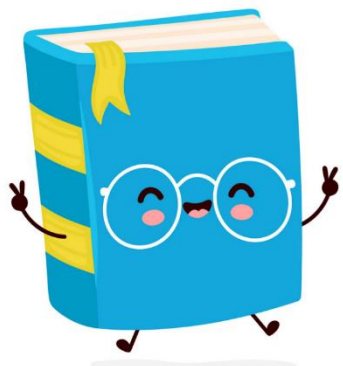


STAGE THREE

OFFLINE PACK – WEEK 1



Try to follow the schedule as much as you can

You will need to complete your work on paper

Take breaks each day – be sure to have lunch and recess!

BRAIN BREAKS – YOU NEED TO CHOOSE 2 EACH DAY!

HAVE A SNACK AND GO OUTSIDE FOR SOME FRESH AIR. TAKE SOME DEEP BREATHS WHILE YOU ARE THERE.	LISTEN TO YOUR FAVOURITE SONG. THINK ABOUT WHY YOU LIKE IT SO MUCH. HAVE A SNACK AND A GLASS OF WATER.	WALK AROUND OUTSIDE WITH NO SHOES ON. THINK ABOUT HOW THE GROUND FEELS UNDER YOUR FEET. HOW DOES IT MAKE YOU FEEL?	5 MINUTES OF STRETCHING: TOUCH YOUR TOES, ROLLING BACK UP SLOWLY JUST LIKE A CAT STRETCHES.	SIT QUIETLY OUTSIDE WITH YOUR EYES CLOSED. WHAT CAN YOU HEAR? BREATHE SLOWLY AND DEEPLY AS YOU FOCUS ON THE SOUND.
HAVE A SNACK AND GO OUTSIDE FOR SOME FRESH AIR. TAKE SOME DEEP BREATHS WHILE YOU ARE THERE.	LISTEN TO YOUR FAVOURITE SONG. THINK ABOUT WHY YOU LIKE IT SO MUCH. HAVE A SNACK AND A GLASS OF WATER.	WALK AROUND OUTSIDE WITH NO SHOES ON. THINK ABOUT HOW THE GROUND FEELS UNDER YOUR FEET. HOW DOES IT MAKE YOU FEEL?	5 MINUTES OF STRETCHING: TOUCH YOUR TOES, ROLLING BACK UP SLOWLY JUST LIKE A CAT STRETCHES.	SIT QUIETLY OUTSIDE WITH YOUR EYES CLOSED. WHAT CAN YOU HEAR? BREATHE SLOWLY AND DEEPLY AS YOU FOCUS ON THE SOUND.

Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">PUBLIC HOLIDAY</p>	<p><u>Persuasive Writing</u> Structure of a persuasive text. Look at the example and order of paragraphs. Read through the example and unjumble the paragraphs.</p> <p><u>Word Work - Turn in</u> Select three tasks from the grid and complete the activity using your spelling words.</p>	<p><u>Persuasive writing</u> Read the 2 examples of persuasive texts. Compare them and use examples from the text to justify your answers.</p> <p><u>Stage Reading - Turn in</u> Look at the two blurbs of our new book for this term and complete some predictions, using evidence from the blurbs to support your thoughts.</p>	<p><u>Poetry</u> Are you a poet? Use some paper and have a turn at writing a poem about ONE of the topics. You can write any type of poem you like.</p> <p><u>Word Work - Turn in</u> Select three tasks from the grid and complete the activity using your spelling words.</p>	<p><u>ZOOM SESSIONS</u> 9:30am - 5/6M and 5/6S 10:00am - 5/6K 10:30am - 5/6T 11:00am - 5/6C and 5/6G</p> <p><u>Poetry</u> You will be completing an introductory task about poetry. Read the poem on the first page then answer the questions about it.</p>
	Break			
<p style="text-align: center;">PUBLIC HOLIDAY</p>	<p><u>Personal Reading</u> Spend 20 minutes reading independently. Would you like to be a character in the text you are reading? Explain why or why not using an example from the text.</p> <p><u>Problem Solving</u> You will be rounding 5-digit numbers to the nearest 10 000.</p> <p><u>Maths Number - Turn in</u> You are learning to round numbers to a given place value. Solve the questions to crack the code!</p>	<p><u>Personal Reading</u> Spend 20 minutes reading independently. Choose one of the characters from your text and select a gift for them. What is it and why would you choose to give it to them?</p> <p><u>Maths Warm Up</u> Work out the value of the soccer ball, baseball and soccer player to solve the equations.</p> <p><u>Maths Strand</u> You are learning to classify and describe triangles and will draw and label your own.</p>	<p><u>Personal Reading</u> Spend 20 minutes reading independently. A genie lands in the middle of the chapter you have just read and grants the main character 3 wishes. What do they wish for and why?</p> <p><u>Problem Solving</u> You will be ordering the following 6 & 7-digit numbers from smallest to largest.</p> <p><u>Maths Strand- Turn in</u> You are learning to apply the area formula for a triangle to work out its area.</p>	<p><u>Maths Friday</u> Cut out and complete the puzzle. Follow the instructions.</p> <p><u>Reflection Task</u> We are now at the start of term 4. Think about the questions and set your goals.</p>
	Break			
<p style="text-align: center;">PUBLIC HOLIDAY</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Read the information about gold and design your own mind map to show your new knowledge.</p>	<p style="text-align: center;"><u>CAPA</u></p> <p>Read through the information about our focus for music this term and the infographic on the elements of music. Listen to a song of your choice then identify how structure is included by filling in the table.</p>	<p style="text-align: center;"><u>SCIENCE</u></p> <p><u>Static Friction</u> <i>Static friction is the friction that exists between a stationary object and the surface on which it's resting before it starts moving.</i> Read through your information and complete the experiment making sure you write up your results and conclusion.</p>	<p style="text-align: center;"><u>FRIDAY FUN</u></p> <p>See if you can build yourself an obstacle course- either inside or outside. You must design a course that requires you to get from one spot to another and requires different challenges. Check out the examples on the slides.</p>

Weekly Learning Intentions

Mathematics	English
<p>Number We are learning to:</p> <ul style="list-style-type: none"> • Round whole numbers to a given place value <p>We are successful when we:</p> <ul style="list-style-type: none"> • Identify the place value of digits in a given number • Use place value to round to the nearest specified place <p>Two-Dimensional Space We are learning to:</p> <ul style="list-style-type: none"> • Classify and describe triangles • Apply the area formula for a triangle to work out its area <p>We are successful when we:</p> <ul style="list-style-type: none"> • Identify different types of triangles and describe their properties. • Recognise and apply the area formula of a triangle to work out its area. 	<p>Poetry We are learning to:</p> <ul style="list-style-type: none"> • Create poems based on known structures <p>We are successful when we:</p> <ul style="list-style-type: none"> • Identify and discuss literary features (simile, metaphor & personification used in poems.) <p>Persuasive Writing We are learning to:</p> <ul style="list-style-type: none"> • To comprehend and create texts that persuade audiences <p>We are successful when we:</p> <ul style="list-style-type: none"> • Identify the author's purpose • plan and develop sustained arguments to support a position • Use modality to persuade an audience

WORD WORK

1. persuade 2. compare 3. equilateral 4. construction 5. structure 6. formula 7. scalene 8. repetition

<p style="text-align: center;">Select 5 words</p> <p>Use a thesaurus to find synonyms (similar/same meaning) and antonyms (opposite/different meaning) for the word.</p>	<p style="text-align: center;">Sort the words</p> <p>Sort your spelling list into three different categories of your choice (e.g. verb, noun, adjective, animal, person, place)</p>	<p style="text-align: center;">Alphabetical order</p> <p>Write your words in alphabetical order (a-z) Write your words in reverse alphabetical order (z-a).</p>	<p style="text-align: center;">Poetry words</p> <p>Create a poem for at least 5 of your words. (e.g. Acrostic, Haiku, Cinquain)</p>	<p style="text-align: center;">Spelling code</p> <p>Create a secret code for each letter of the alphabet. Spell each word using your code. Create a quiz for your peers.</p>
<p style="text-align: center;">Writing words</p> <p>Use all of the list words in a short (half a page) piece of factual or imaginative writing on a topic of your choice.</p>	<p style="text-align: center;">Create an activity!</p> <p>Practice your spelling words your own way. Be sure to explain what you did so that we can understand your work.</p>	<p style="text-align: center;">Rhyming words</p> <p>Write as many words as you can that rhyme with each of your spelling words.</p>	<p style="text-align: center;">Mix and match</p> <p>Choose three of your spelling words (mix all the letters together) and then list any other words you can make with the letters.</p>	<p style="text-align: center;">Pict-ionary</p> <p>Create an illustrated dictionary for the words on the list. Each entry needs a relevant picture and definition.</p>
<p style="text-align: center;">Own definitions</p> <p>Find the meaning of each word and record it in your own words- do not copy and paste from online dictionaries or books.</p>	<p style="text-align: center;">Syllables</p> <p>Classify the words according to the number of syllables. Show the syllable division. (Eg: spell/ing).</p>	<p style="text-align: center;">Word Origins</p> <p>Investigate the origin of 4 of your words. Which language did it come from? Was there a root word that it came from? What does it mean?</p>	<p style="text-align: center;">Vowels and Consonants</p> <p>Write 5 of your words in upper and lower case letters (Vowels are uppercase and consonants are lower case) eg: mOUSe</p>	<p style="text-align: center;">Easy to Hard</p> <p>Put the words in order from easiest to spell to hardest to spell. Give some reasons why you ordered them this way- which parts of the words are easier or harder</p>

PERSONAL READING

Would you like to be a character in the text you are reading? Explain why or why not using an example from the text.

WORD WORK

Select THREE tasks from the grid and complete them on paper.

MATHS PROBLEM SOLVING

- Round these numbers to the nearest 10 000.

(The underlined number will help you to focus on your rounding)

1. 580, 169 =
2. 422, 798 =
3. 908, 507 =
4. 931, 268 =
5. 627, 154 =

PERSUASIVE WRITING

Revise the structure of persuasive texts.

Cut the text out and order and label is correctly.

Cut out and unjumble the persuasive text.

Glue the text into your workbook in the correct order.

Label the title, the introduction, the arguments and the conclusion.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.

Homework is Unnecessary

In addition, students should have the time to participate in other activities after school. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework!

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing.

Finally, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.

Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.

Persuasive Texts - Structure

Title – the topic of the text, which may be presented as a 'for' or 'against' statement e.g. Homework is Unnecessary.

Opening Statement – the author introduces the topic of the text and outlines his or her viewpoint about the topic.

Series of Arguments – the author presents a number of arguments, intended to convince the reader to support his or her viewpoint.

Concluding Statement – the author summarises the arguments presented and reinforces his or her viewpoint about the topic.

MATHS - ROUNDING NUMBERS

You are learning to round numbers to a given place value. Solve the questions to crack the code!



ROUNDING

Using Place Value

- Underline the digit in the rounding place
- Circle the next digit to the right
- Follow the rounding rules
 - 4 or less let it rest
 - 5 or more add 1 more
- Change all digits to the right of the rounding place to Zero
- All digits to the left remains same

Example: Round 634 to the nearest ten



Rule: 4 or less let it rest, tens place number will remain as it is.

so, 634 rounds to 630

Rounding Codebreaker

For each question, round the number to the instructions in the brackets. Once you've finished, find the letter that corresponds to (matches) each answer to reveal why I couldn't sue when a book hit me on the head:

Note: Use the first box underneath the question for your answer, and the second box for your letter.

Round 7992 (nearest 1000)	Round 32060 (nearest 10000)	Round 37572 (nearest 10000)	Round 414 (nearest 10)	Round 2954000 (nearest million)	Round 3672 (nearest thousand)	Round 348 (nearest hundred)	Round 385 (nearest 10)

Round 2501 (nearest 1000)	Round 3499999 (nearest million)	Round 544 (nearest ten)	Round 3956 (nearest 100)	Round 7650 (nearest 100)	Round 405 (nearest ten)	Round 7 (nearest 10)	Round 470 (nearest 100)

Round 25002 (nearest ten thousand)	Round 35 (nearest ten)	Round 412 (nearest 100)	Round 304 (nearest ten)	Round 3043 (nearest hundred)	Round 7749 (nearest hundred)

Code:

A	B	C	D	E	F	G	H	I	J	K	L	M
300	40	530	390	7700	10	7900	4000	8000	300000	400000	410	3000

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
40000	30000	550	130	400	540	500	30	7600	4000000	8100	3000000	2

HISTORY

What is GOLD?

List some things you already know about gold. What is it used for? How is it found?

What is gold?

- ✓ Gold is a heavy, soft metal.
- ✓ It does not rust or corrode.
- ✓ It can be melted and changed many times without losing its weight.
- ✓ It can be carved.
- ✓ Gold has always fascinated mankind.
- ✓ Gold reserves are used in many countries to support the money.

Use some paper to create a mind map about GOLD- use the new information provided here to help you.

How is gold formed?

Gold is held in the crust of the earth. Because it is heavy it seeps into cracks.

If it is in **cracks** it is called **veins, reefs or lodes**

If it is in **nuggets**, it is called **alluvial**.

Most gold today comes from deep mines. **South Africa is the world's biggest producer**, having supplied more than one third of the world's total gold.

Queensland, Australia is home to the **richest gold mine in the world**. This mine produced significant amounts of gold longer than any other mine in Australia. Ironstone Mountain was renamed by prospectors, the Morgan Brothers, as Mount Morgan.



gold veins



alluvial gold

How is gold found?

Sluice

A sluice is a small machine that lets water flow through it, washing dirt and leaving the heavy pieces of gold behind in the bottom of the sluice.



Pan

Gold pans are usually around 30cm in diameter. Dirt and a small quantity of water is collected from the riverbed. The pan is swished around in a circular motion to wash the dirt up over the edge of the pan. The gold is left in the pan.



Cradle

A cradle is a large wooden box approximately 2m x 1m, in which dirt is shovelled. It has a large sieve in the base. The wooden box is rocked back and forth. Dirt then falls through the bottom of the sieve, leaving gold sitting in the bottom of the cradle.



STAGE READING

BLURBS!

A blurb can be found on the back of a book. It **usually briefly describes the story** (without giving too many spoilers away). A blurb is supposed to entice the reader to make them want to read the rest of the book.

Read the two blurbs below for our new book for this term. Complete the table by making predictions and giving reasons or evidence for your predictions.

A Banner Bold - By Nadia Wheatley

BLURB #1

"Rosa Aarons and her family flee the turmoil of Europe in the year of revolution in 1848. Like so many other refugees, such as Karl Marx they fled to England where they made friends who were Chartists. Seeking a new life free from political and religious persecution the Aaron's family immigrate to the Victorian goldfields. The Californian gold rush has finished and a rich array of gold seekers from all over the world head for Australia to make their fortune. Rosa keeps a journal of her observations and feelings and adventures, which she shares with her good friend back in England. This is the story of her experiences on the Ballarat goldfields in the climactic year of 1854."

BLURB #2

"Something is happening. I can hear bullets going off, and people are running down towards the Eureka field...In 1854 Rosa Aarons and her family travel from London to the goldfield at Ballarat. She makes new friends, learns to ride a horse, and helps her family get by. Soon Rosa becomes caught up in one of the most dramatic events in Australian history: the Eureka Stockade. As the battle between the miners and the soldiers rages around her, Rosa's main concern is the safety of her beloved Papa."

PERSONAL READING

Choose one of the characters from your text and select a gift for them. What is it and why would you choose to give it to them?

I think this because... <small>(what did you read or see in the text to give you this idea)</small>					
My predictions					
The setting for the story will be...(time, date, location etc)		Some of the characters may include:	The main complication for the characters:	Some major events:	BONUS TASK Some words I read in the blurbs but don't know and need to learn:

PERSUASIVE WRITING

Space junk

Letters to the editor

Dear Sir – Matthew Haymin suggests that concerns raised about space junk are just hype and that the media are trying to cause panic ('What Rubbish?', 15 April). This is further evidence of how poorly understood this issue is. His solution, simply to send satellites to higher orbits when the current levels get overcrowded, is, quite frankly, misguided.

It is well established that the space junk problem is at a critical point. There are an estimated 500 000 objects – spent rockets, redundant satellites (over 200!), metal fragments (many of which are the results of collisions), nuts and bolts, paint chips and so on – with some whizzing around the Earth at 30 000 kilometres an hour.

The suggestion that we can just shoot new satellites up to higher orbits when things get too busy is preposterous. Does Haymin realise that his solution just defers the problem? How far can we keep sending satellites into space, adding layer upon layer of space junk?

It is inevitable that the debris will increase, even if we stop adding to it now. A collision between two satellites would produce thousands of chunks of debris, all of which would be capable of destroying billions of dollars worth of valuable satellites. Services such as telephone connections, television signals, GPS and weather forecasts would all come to a smashing halt.

Haymin suggests that the collision between two satellites in 2009 was an 'unprecedented event'. A more accurate description would be that it was 'a taste of what's to come'.

The human footprint in space has become too big to ignore, but as usual, nobody wants to take responsibility. No government sees it as their job to implement change.

Enough is enough. It is high time that international treaties be put in place forcing countries to take responsibility for cleaning up the mess they have created.

Kevin Barker

Persuasive text: Too much money is spent on toys and games

More Money, Less Toys and Games

Too much money is spent on toys and games. It's true. Nearly every week, children come home complaining that their friends and the whole school have a new toy/game and that they want one too. When a child buys a game, who will they play it with? It won't help to buy a computer game as they won't have enough time for friends. What happened to sports and fitness? Kids buy brand new toys then they try to figure out the rules of the game and at the end they don't know how to play. Today's children need time with people and sport, not time with plastic toys and computer games.

Firstly when children come home to their parents, they complain that everyone as a new game/toy and that they want one too. The poor parents don't know how to say 'no' and they end up spending money for something that is not important. The more the parents do this the more it will affect affect the young one's attitude and they will expect everything they ask for.

Secondly, the children become anti-social. All they care about is themselves and computer games. They are too busy playing on computer games that they don't have enough time for friends and that could create a problem between their friendships. No one wants that.

Finally, when a child buys a board game, who will they play with? They might not have brothers or sisters or they might but they are too busy to play. So they store the board game and don't use it. It's a waste of money and time.

In conclusion, parents must be careful about what to buy and what not to buy otherwise the kids will become spoilt, they will become anti-social and you will end up not using the particular game/toy. That's why you must spend your money on your needs.

Annotations

Writes a persuasive text with features of the appropriate structure including statement of position, elaborations in paragraphs and restatement of position as a conclusion.

Uses negative evaluative language to strengthen argument, for example, 'complaining', 'not important', 'anti-social', 'create a problem'.

Makes effective use of noun groups to build an evaluative tone in the text, for example, 'the poor parents'.

Presents clear arguments with some evidence to support the position taken.

Uses simple, compound and complex sentences for effect, for example, 'No one wants that' and to explain ideas and elaborate on arguments.

Uses accurate spelling and punctuation throughout text.

Uses mostly everyday vocabulary including some familiar terms appropriate to the audience, for example, 'kids'.

Have a look and read the persuasive writing examples and answer the questions on paper or in your book.

1. Highlight all the things that you think the author has done well. It may be, Language, Structure, Use of phrases
2. Write why you have highlighted that part, is it: Interesting? Funny? Caught your attention? A strong point?
3. Compare this persuasive text with another: Which one is better? Why? Which one has better language?
4. Now write below why one is better than the other, justifying your choices using evidence from the texts. E.g. I think that text 1 is more powerful as it uses stronger vocabulary and high modality words.
5. Can you think of other examples or types of persuasive texts? Make a list.

MATHS 2D SPACE

Equilateral triangle



All 3 sides are an equal length. All 3 angles are an equal size.

Right-angled triangle



Has one right angle.

Isosceles triangle



2 sides are an equal length. 2 angles are an equal size.

Scalene triangle



All sides and angles are a different

- Use your paper to draw the 4 triangles in the images above.
- One must be an equilateral triangle, right-angled triangle, isosceles triangle and scalene triangle.
- You must draw a triangle and label it with appropriate language that clearly identifies it.

MATHS WARM UP

SOLVE IT

Use the solved equations to figure out the value of each item. Then solve the final equation. Tip: Look closely!

$$\text{Soccer Ball} \times \text{Soccer Ball} + \text{Soccer Ball} = 30$$

$$\text{Soccer Ball} \times \text{Smiley Face} - \text{Smiley Face} = 24$$

$$\text{Girl} + \text{Girl} + \text{Girl} = 45$$

$$\text{Soccer Ball} + \text{Smiley Face} \times \text{Girl} = ?$$

CAPA-MUSIC

This term we will be focusing on the structure of music. We will examine other elements of music but our focus is on:

- Notating music
- Recognising musical features in pieces,
- Organising sounds and
- The role of music in the world for various situations and functions.

Look at the infographic to get a quick overview of the elements of music.

Structure is the way we organise music.

It is one of the elements of music. It focuses on:

- patterns in music.
- repetition
- the overall structure of a piece or
- the smaller aspects.

Listen to a song of your choice then fill out the table below.

Musical concepts explained

Duration

- beat (pulse)
- rhythm (patterns or words)
- tempo (speed)
- metre (grouping of beats)

Pitch

- High, middle and low sounds
- Contour of melody and pitch
- Definite (notes) or indefinite (high/low sounds)
- Harmony

Dynamics

- Louds and softs
- Changes in loud and soft
- Accents
- Contrast in volume

Tone Colour (timbre)

- Sound sources
- Sound production methods
- Categories
- Combining sounds

Structure

- Patterns
- Repetition and contrast
- Large sections or forms
- Small sections (phrases, ostinatos, themes)

What is the name of your song and who made it?	
What parts repeat in your song?	
What can you write about the overall structure of the song? (eg: verse, chorus)	
What instruments can you hear?	
Why did you choose this song?	

POETRY

Think about everything you know about poetry.

Choose a topic from the list below and give your best effort at writing a poem that shows us what you know. You may write any type of poem you like. Give a short description of what your poem is about. Write your poem in your book or on paper.

Topics to choose from:

<i>school</i>	friends	SWIMMING	RAIN	<i>your house</i>	<i>food</i>	<i>A storm</i>
<i>happiness</i>	<i>sadness</i>	<i>snakes</i>	gorillas	<i>a car</i>	FIRE	babies
<i>a memory</i>	money	MUSIC	<i>rainbow</i>	FOOTBALL	tennis	<i>trees</i>

PERSONAL READING

A genie lands in the middle of the chapter you have just read and grants the main character 3 wishes. What do they wish for and why?

WORD WORK

Select THREE tasks from the grid and complete them on paper.

MATHS PROBLEM SOLVING

Order the following 6 & 7-digit numbers from smallest to largest.

1. 9 382 871, 635 217, 1 037 274, 937 274, 2 837 471

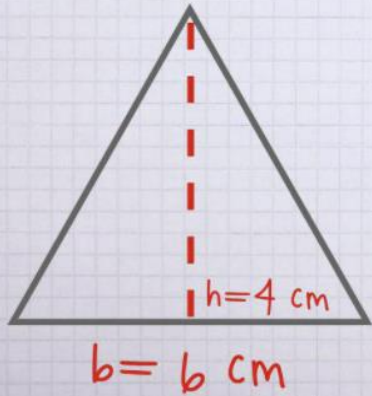
2. 8 437 186, 7 381 934, 4 372 891, 634 928, 4 739 281

3. 862719, 1 726380, 756 274, 982 671, 2 018 271

MATHS 2D SPACE

We are learning about TRIANGLES

Area of a triangle

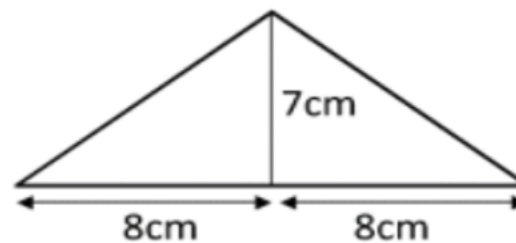
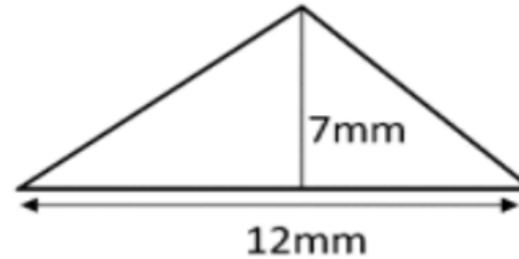
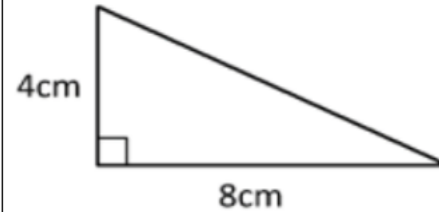


$$\begin{aligned} A &= \frac{1}{2} bh \\ &= \frac{1}{2} (6 \text{ cm}) (4 \text{ cm}) \\ &= 12 \text{ cm}^2 \end{aligned}$$

Triangle

Working Out

- To calculate the area of a triangle we use a formula – $\frac{1}{2} \times \text{base} \times \text{height}$ (*half of the base multiplied by the height*)
- Use the measurements of these triangles and calculate the area.**



SCIENCE- STATIC FRICTION

SCIENCE/IRFF - STATIC FRICTION

LI: I am learning to describe and explore common contact and non contact forces.

SC: I know I have been successful when I can conduct an experiment ensuring all steps are followed correctly and can identify friction as a contact force and explain some common applications of friction.

What is Static Friction?

Friction, in general, is a force that makes it harder for two objects to slide alongside one another. Static friction is the friction that exists between a stationary object and the surface on which it's resting. Once the objects have already started moving, kinetic friction takes over.

Static friction is what occurs when an object is not moving.

When you push a lounge at first it won't move, it is the static friction that is keeping it still. When you apply more force the lounge will move changing the friction from static to kinetic friction (rolling).



Let's Investigate - Static Friction

Materials

- Shoe
- Rubber band
- Ruler or measuring tape
- Weight (something to put in the shoe to make it heavier, like rocks)
- Aluminum foil
- Cooking spray or oil
- Experiment Template

Publish/write up final experiment procedure. Include a diagram of the experiment AND/OR a short explanation of what occurred in the experiment.

Goal

To determine how different surfaces have an impact on static friction.

Predict

Which surface will have the greatest impact on static friction? Why?

Method

1. Cut a rubber band in half, tie one end to a shoe.
2. Place the shoe on the floor marking where the back of the shoe is. Gently pull the other end of the rubber band slowly adding more force until the shoe moves.
3. Measure how far the rubber band had to stretch for the shoe to move. Measure from the mark where the back of the shoe is to where the rubber band had stretched to. Record your results in a table.
4. Add weight to the shoe to make it heavier. Follow the same directions slowly adding more force to the rubber band until it moves then measure how far the rubber band had stretched. Record your results.
5. Tape some aluminum foil to the floor and place the empty shoe on the foil. Follow the same directions by slowly applying force to the rubber band. Record your results.
6. Add weight to your shoe and place back on the aluminium foil. Follow the same directions by slowly applying force to the rubber band. Record your results.
7. Try different surfaces like adding a little bit of cooking oil to the aluminum foil, some salt, on grass or concrete. Follow the same directions by slowly applying force to the rubber band using an empty shoe then one with weight. Record your results.
8. Write up your conclusion. Which surface required the most amount of force to move the shoe? Why? Did you have the same result from the empty shoe and the weighted shoe?

POETRY CHECK IN

Read the poem and answer the questions as best you

Friends

By Abbie Farwell Brown

How good to lie a little while
And look up through the tree!
The Sky is like a kind big smile
Bent sweetly over me.

The Sunshine flickers through the lace
Of leaves above my head,
And kisses me upon the face
Like Mother, before bed.

The Wind comes stealing o'er the grass
To whisper pretty things;
And though I cannot see him pass,
I feel his careful wings.

So many gentle Friends are near
Whom one can scarcely see,
A child should never feel a fear,
Wherever he may be.

What questions do you have about this poem?
What do you think this poem is about?

What figurative language device is used below?

*The Wind comes stealing o'er the grass
To whisper pretty things*

- Simile
 Metaphor
 Personification
 Hyperbole
 Onomatopoeia

How do you know?

The following part of the poem is called a:

*The Sunshine flickers through the lace
Of leaves above my head,
And kisses me upon the face
Like Mother, before bed.*

- Line
 Sentence
 Stanza
 Paragraph

Why do you think the author called the poem 'Friends'?

The following part of the poem is called a:

So many gentle Friends are near

- Line
 Sentence
 Stanza
 Paragraph

Why do the words Sky, Sunshine, Wind and Friends have capital letters in this poem?

Is the following a simile or a metaphor?

*The Sky is like a kind big smile
Bent sweetly over me.*

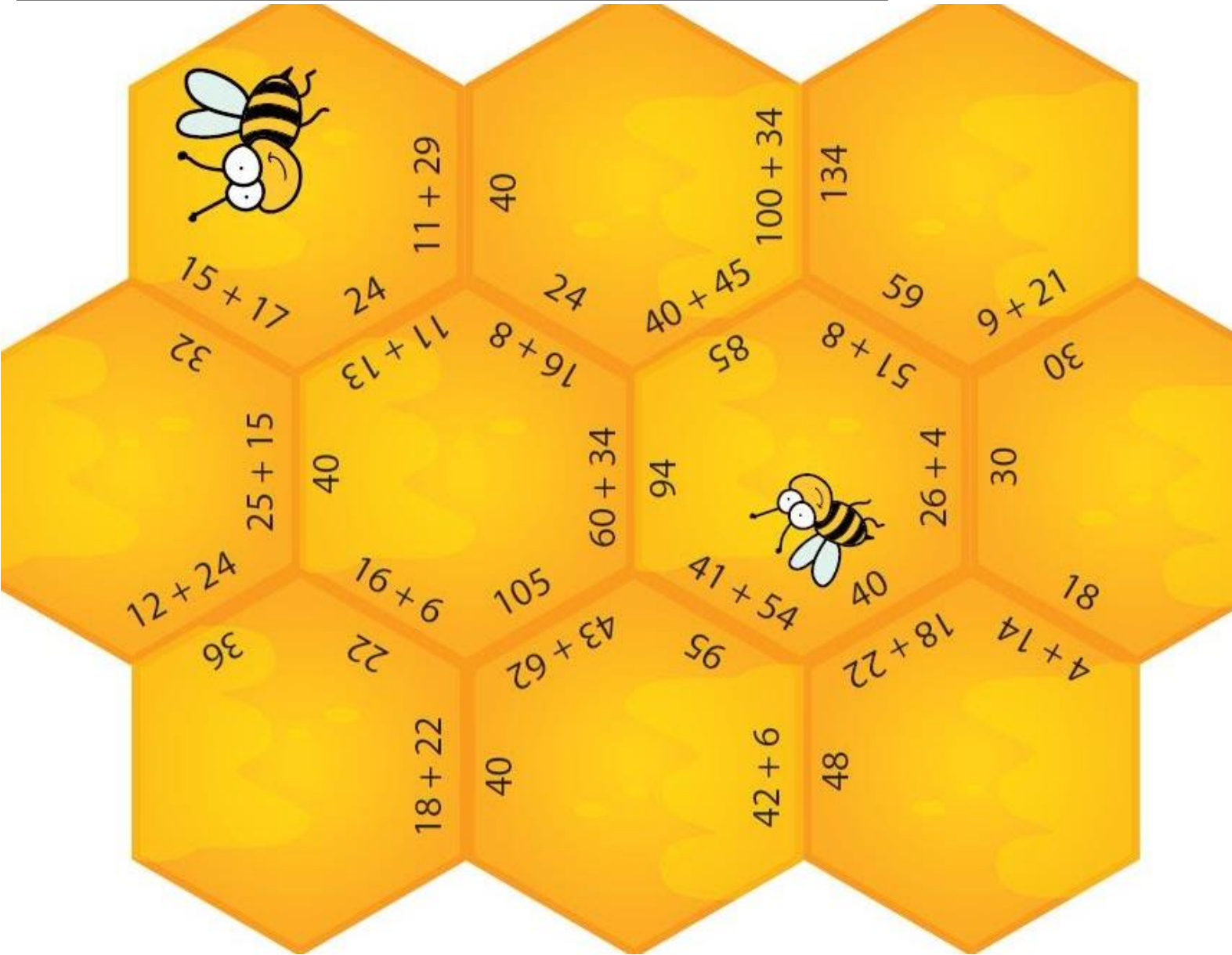
- Simile
 Metaphor

How do you know?

What emotion is the poet trying to express?
Explain why you think the author was successful or unsuccessful in expressing this emotion

MATHS FUN

Cut out the puzzle pieces and see how quickly you can put them back together!



REFLECTION

Reflection Task

We are now at the start of term 4. Think about the following questions and set your goals:

What would you like to achieve by week 9 of this term?

Set yourself a 'school-work' goal.

Set yourself a personal goal.

What help do you need from your teachers, friends or family to help to achieve your goals?

FRIDAY FUN

See if you can make a fun and challenging OBSTACLE COURSE

Create your own obstacle course!

Make yourself an obstacle course inside or outside your house. You need to get from one spot to another! If you fail at one of the obstacles you must start again!

Here are some ideas to help you!

- Crawl under or over a row of chairs.
- Crawl under a string stretched between two chair legs.
- Jump into and out of a Hula-Hoop five times.
- Walk on a balance board.
- Throw a beanbag into a laundry basket.
- Run while balancing a beanbag on your head.
- Complete jumping jacks over objects
- Use a blindfold to balance walking on something
- High knees marching
- Frog jump over and under things
- Hula-hoops. ...
- Jump rope
- Complete the course holding a cup of water and try not to spill

