



Stage 2

Learning From Home

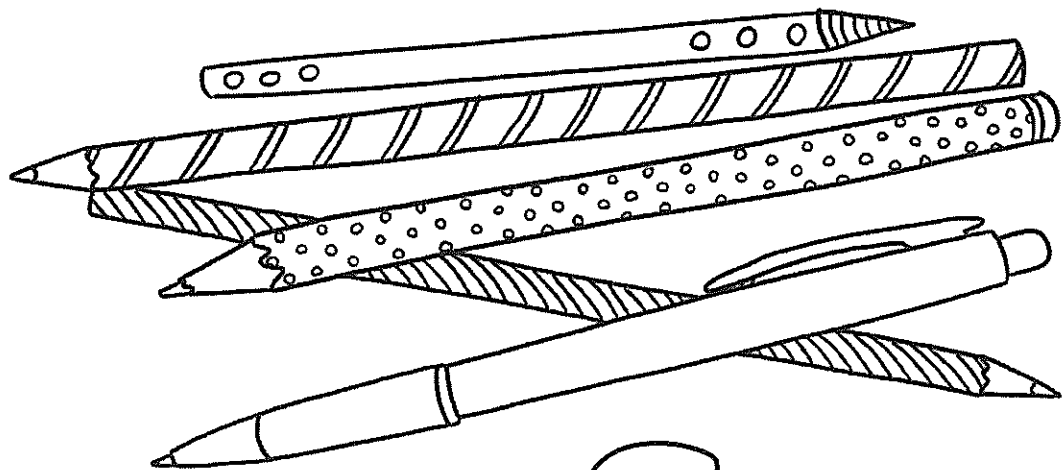
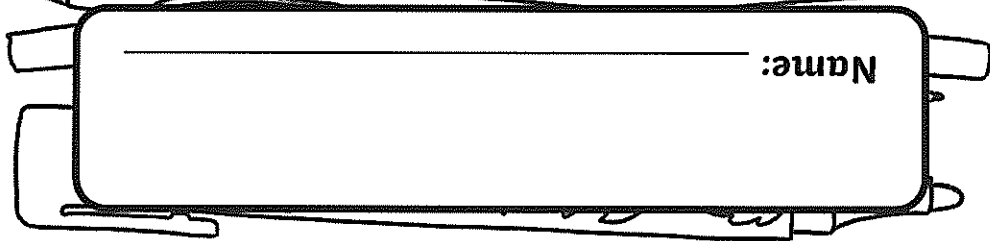
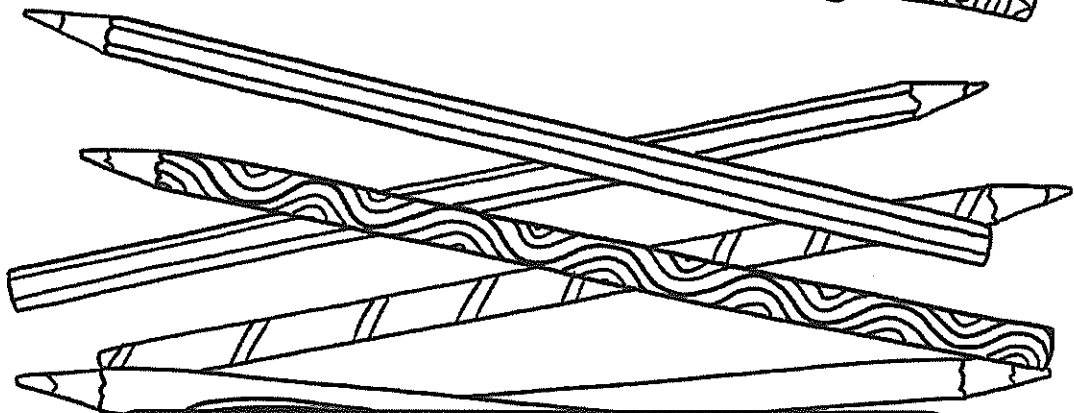
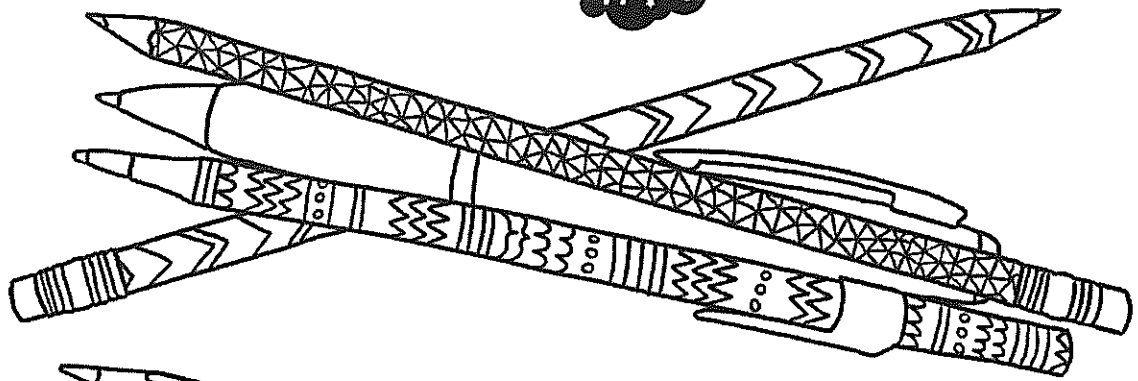
Term 3 Week 7

Year 4

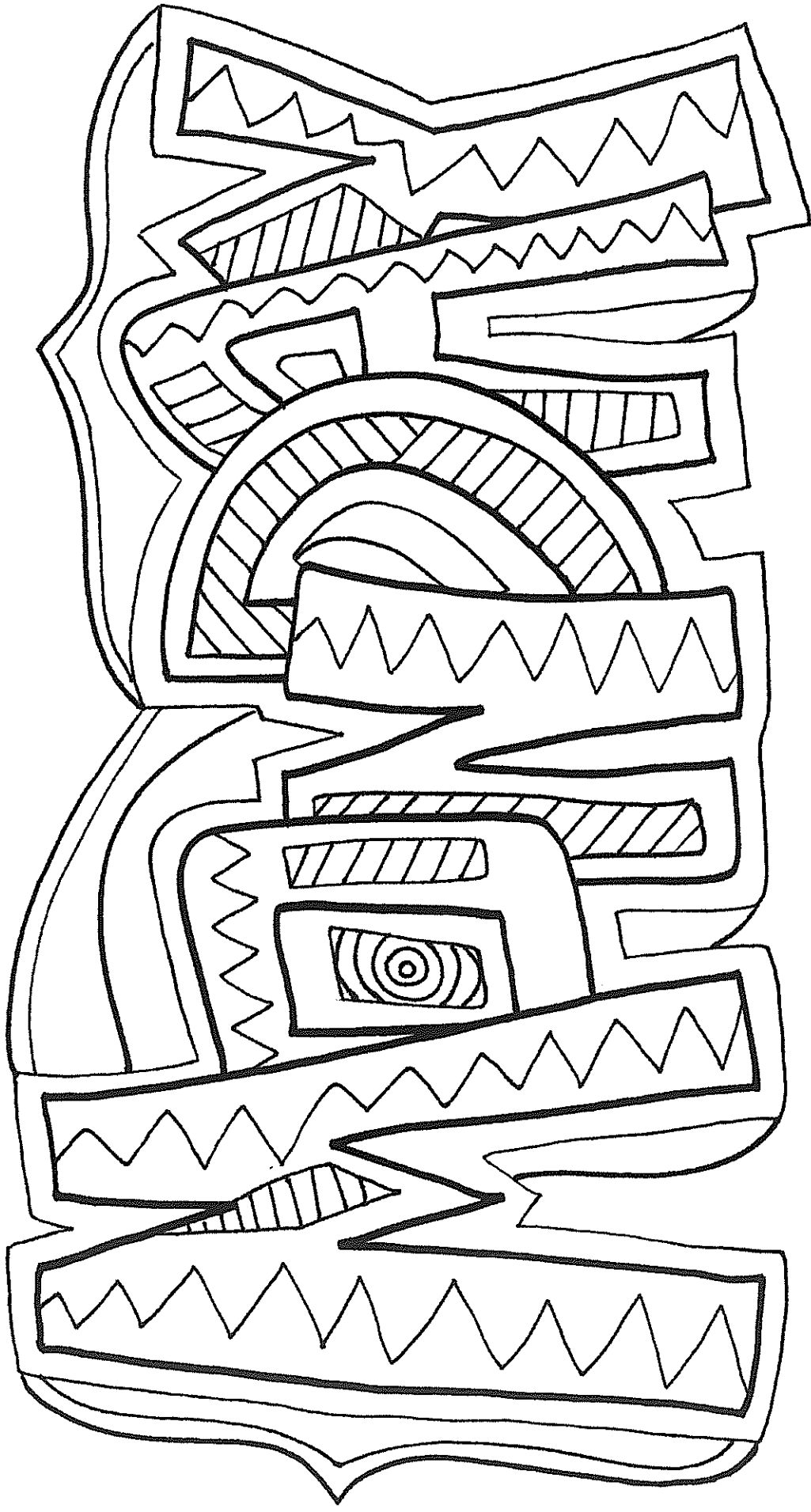
# Stage 2 Home Learning Term 3, Week 7

|                  | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  |
|------------------|--|---|--|---|---|
| <b>Morning</b>   | <b>English</b><br><u>Reading</u><br>Spend some time reading a book.<br><br><u>Poetry Writing - Cinquain</u><br>Write a cinquain<br><br>A cinquain is a five-line poem that uses descriptive words to create images of the topic.<br><br><u>Grammar</u><br>Complete the worksheets about adverbs. | <b>English</b><br><u>Reading</u><br>Spend some time reading a book.<br><br><u>Reading Comprehension</u><br>Complete the 'Lucky Lottery Winners' comprehension<br><br><u>Spelling</u><br>Brainstorm and record some words containing the ir, ur, or and er graphemes | <b>English</b><br><u>Reading</u><br>Spend some time reading a book.<br><br><u>Spelling</u><br>Complete the first page of your spelling sheet<br><br><u>Handwriting</u><br>Complete the handwriting sheet focusing on diagonal joins to neckline entries. | <b>English</b><br><u>Reading</u><br>Spend some time reading a book.<br><br><u>Reading Comprehension</u><br>Complete the 'What is NAIDOC Week' comprehension.<br><br><u>Spelling</u><br>Complete the second page of your spelling sheet. | <b>English</b><br><u>Reading</u><br>Spend some time reading a book.<br><br><u>Editing</u><br>Edit the passages for spelling and punctuation. Make sure you correct the mistakes.<br><br><u>Poetry Writing - Diamante</u><br>Write a diamante<br><br>A diamante is a poem that compares two subjects and is shaped like a diamond. |
| <b>Break</b>     |  |   |  |   |   |
| <b>Middle</b>    | <b>Mathematics</b><br><u>Volume and Capacity</u><br>Complete worksheets from your booklet<br><br>Complete 20 minutes of Mathletics on Multiplication   | <b>Mathematics</b><br><u>Volume and Capacity</u><br>Complete worksheets from your booklet<br><br>Complete 20 minutes of Mathletics on Multiplication  | <b>Mathematics</b><br><u>Volume and Capacity</u><br>Complete worksheets from your booklet<br><br>Complete 20 minutes of Mathletics on Multiplication   | <b>Mathematics</b><br><u>Volume and Capacity</u><br>Complete worksheets from your booklet<br><br>Complete 20 minutes of Mathletics on Multiplication  | <b>Mathematics</b><br><u>Volume and Capacity</u><br>Complete worksheets from your booklet<br><br>Complete 20 minutes of Mathletics on Multiplication  |
| <b>Break</b>     |  |   |  |   |   |
| <b>Afternoon</b> | <b>Zones of Regulation</b>   | <b>Science Erosion Assessment</b>   | <b>PD/H/PE Healthy Eating</b>  | <b>Geography</b>  | <b>Creative Arts</b>  |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  | <p>Complete the erosion assessment.</p> | <p>Complete the worksheet labelled Finding Food Groups, then complete the Healthy Eating Living game.<br/><br/>To help support you completing the worksheet I have attached a Healthy Eating Poster</p> | <p>Complete the mapping activities on using a compass and scale.</p> |  |
|--|--|---|---|--|--|



# English



# Cinquain

A five-line poem that contains vivid imagery and conveys a certain mood or emotion.



**Snow** (1 word, title)

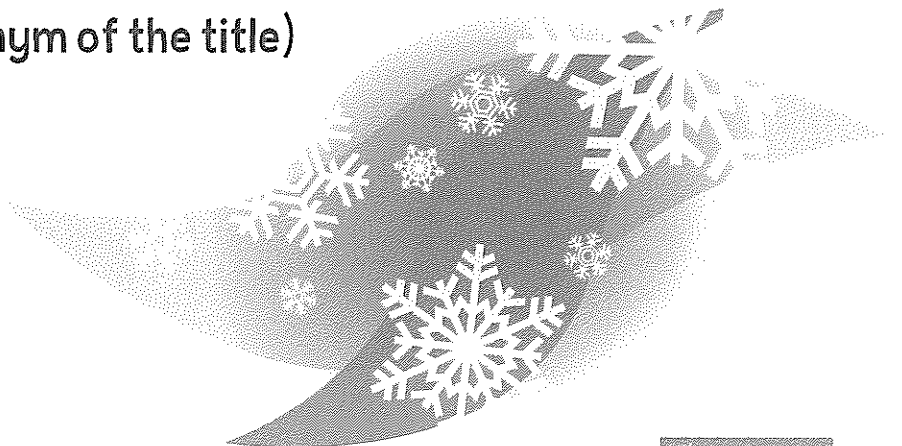
**Lovely, white** (2 words, adjectives)

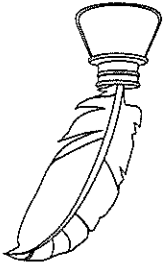
**Falling, dancing, drifting** (3 words)

**Covering everything it touches** (4 words)

**Blanket** (1 word, synonym of the title)

~ **Anonymous**





(topic)  
 (two descriptive words)  
 (three action words)  
 (a feeling about the topic)  
 (a synonym for the topic)

*Snowflakes*  
*Graceful, fragile*  
*Floating, dancing, falling*  
*Perfect in their unique patterns*  
*Flawless*

Here is an example cinquain poem about snowflakes.

**Example**

Cinquain poems do not usually rhyme.

**Rhyming Pattern**

Cinquain poems have a simple rhythm, created by the number of syllables in each line. The number of syllables in each line begins with two and increases by two syllables per line as the poem progresses (except for the last line which has only two syllables).

**Rhythm**

Cinquain poems have five lines. Each line uses descriptive words and phrases to create images of the topic.

**Structure**

Cinquain poems describe a particular topic.

**Purpose**

# Cinquain Poems

Name \_\_\_\_\_ Date \_\_\_\_\_



(one word synonym - 2 syllables)

\_\_\_\_\_  
 (four words describing a feeling - 8 syllables)

(three action words - 6 syllables)

(two descriptive words - 4 syllables)

(one word title - 2 syllables)

Write your cinquain. Remember to create the correct rhythm by counting the number of syllables in each line.

### Step 3

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

### Step 2

- *stars*
- *snakes*
- *summer.*

Choose a topic for your cinquain poem. Here are some ideas:

### Step 1

# Writing a Cinquain Poem

\_\_\_\_\_ Name

\_\_\_\_\_ Date





# Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened. Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

|        |        |           |         |         |
|--------|--------|-----------|---------|---------|
| softly | slowly | instantly | heavily | quickly |
|--------|--------|-----------|---------|---------|

- a) The snow fell \_\_\_\_\_ on the ground.  
 b) The mouse ran \_\_\_\_\_ across the room.  
 c) \_\_\_\_\_, she turned into a toad.  
 d) The snail crawled \_\_\_\_\_.  
 e) The elephant stomped \_\_\_\_\_.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

- a) The class walked slowly around the museum.  
 b) We eagerly explored the dinosaur exhibition.  
 c) Jack looked carefully at each exhibit.  
 d) The boys sat outside and ate their lunch quietly.  
 e) The students ran quickly to catch the train.



|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| c | a | r | e | f | u | l | l | y | j |
| r | n | c | x | f | e | k | m | g | e |
| f | l | e | r | c | l | y | r | u | q |
| e | s | d | h | f | e | y | y | o | y |
| f | b | h | j | g | l | t | l | t | l |
| w | m | j | k | w | e | r | k | y | i |
| s | l | n | o | x | v | n | c | b | d |
| h | j | l | k | c | z | x | l | d | d |
| s | s | o | f | t | l | y | u | c | a |
| d | f | g | j | v | a | l | q | p | h |

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

c) \_\_\_\_\_

b) \_\_\_\_\_

a) \_\_\_\_\_

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and other correct punctuation.

d) The movie was \_\_\_\_\_ exciting.

c) The doorbell rang \_\_\_\_\_.

b) The rain \_\_\_\_\_ stopped.

a) Dad took a \_\_\_\_\_ long time to cook dinner.

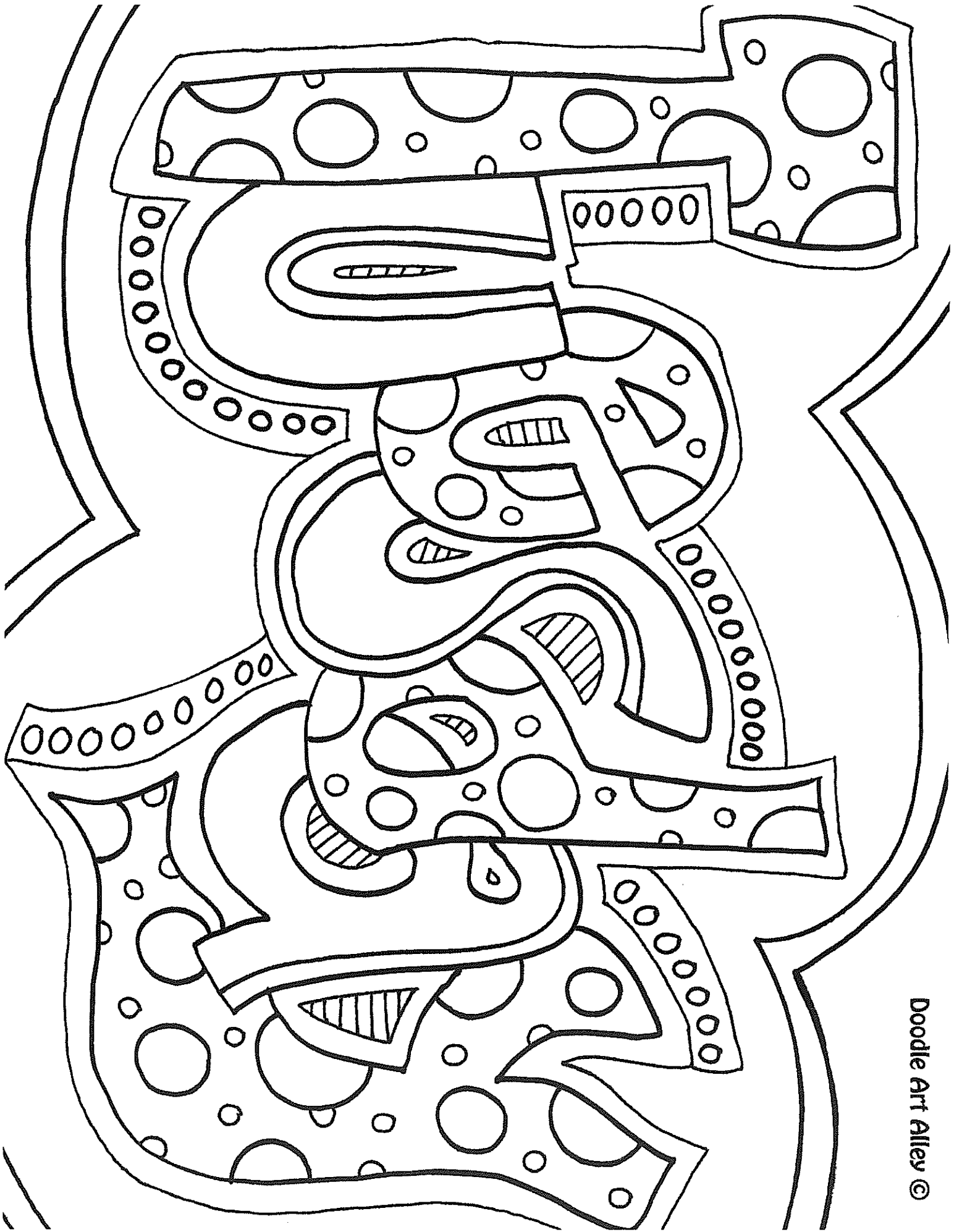
|      |    |         |       |
|------|----|---------|-------|
| very | so | finally | twice |
|------|----|---------|-------|

3. Choose an adverb from the box to complete the sentences below.

g) The school trip was exhausting.

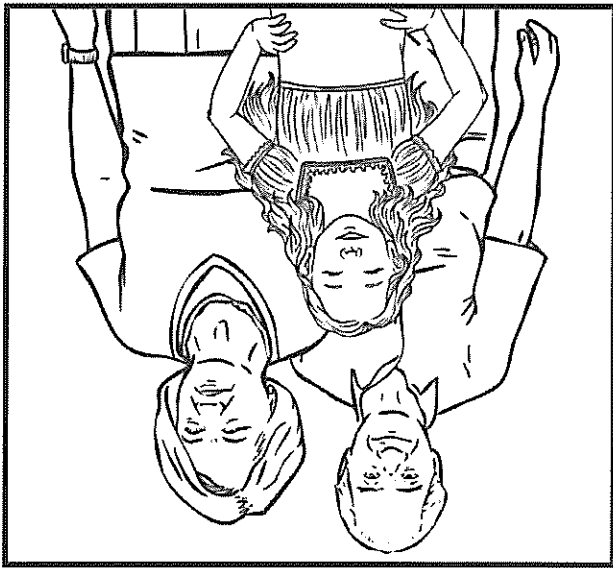
f) The steam train chugged steadily along the tracks.

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



# LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay



William and Betty Mills - are they the luckiest couple in the country?

never knew my grandad could move like that!"

When asked about their secret for choosing winning numbers, Mr Mills explained, "We've always chosen numbers which mean something to us, like family birthdays or house numbers. My lucky number is 13."

The two winners have revealed that they will be donating \$1 million of their win to local, national and international charities. "They need the money more than we do," stated Mrs Mills. "We'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?"

Mr and Mrs Mills of Smith Lane, Ports Bay, could quite possibly be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

The couple scooped a huge \$450 000 back in February 2012, having bought their ticket at the very last minute. Once they had recovered from the initial shock, they donated a large amount to several different charities, as well as making improvements to their home and treating their family and friends to a few special holidays.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, "The lottery draw was on television and Alisha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. The next thing we know, she's screaming and shouting the house down! I thought she was joking." The couple had five matching numbers, winning them a life-changing amount of \$1.3 million. Mr Mills added, "We were all jumping around and dancing in the living room. We never believed it could happen again." Alisha commented on the experience, "I

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8. William's lucky number is 13. Research on the Internet why some people believe that 13 is unlucky.

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7. What would you do with \$1.3 million? Explain your reasons.

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6. How was their second win celebrated?

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5. Write down two adjectives to describe William and Betty. Give reasons for your choices.

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4. How do the couple choose their numbers?

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3. Why do you think they donated some of their prize to charities?

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2. When did they win \$450 000?

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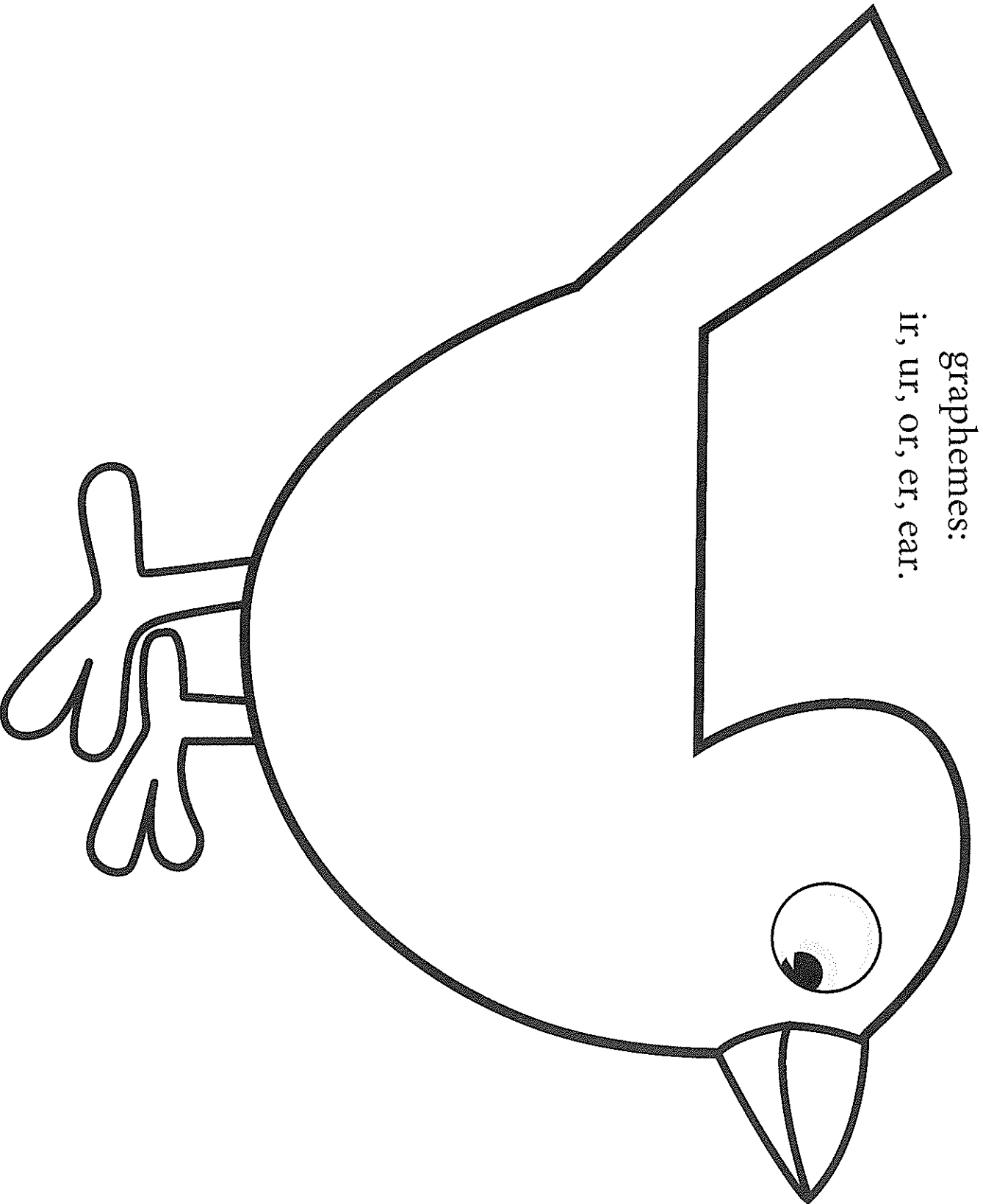
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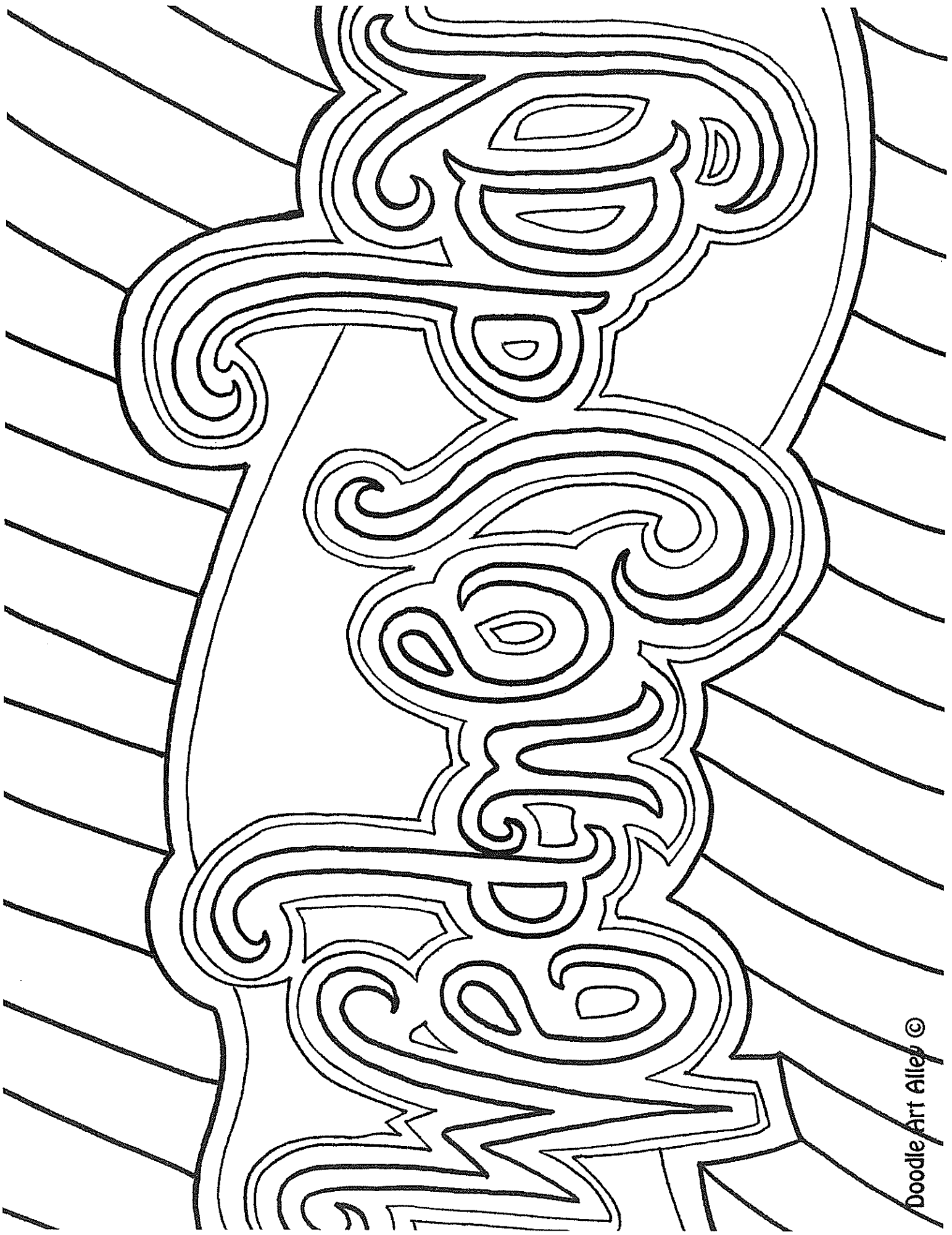
1. How often do William and Betty play the lottery?

## Questions

Brainstorm some words containing the

graphemes:  
ir, ur, or, er, ear.







ir ur or er bird nurse world fern

List Words

- \_\_\_\_\_ dirt
- \_\_\_\_\_ first
- \_\_\_\_\_ third
- \_\_\_\_\_ thirteen
- \_\_\_\_\_ thirty
- \_\_\_\_\_ stir
- \_\_\_\_\_ were
- \_\_\_\_\_ word
- \_\_\_\_\_ heard
- \_\_\_\_\_ early
- \_\_\_\_\_ church
- \_\_\_\_\_ circle
- \_\_\_\_\_ purple
- \_\_\_\_\_ return
- \_\_\_\_\_ world
- \_\_\_\_\_ worst
- \_\_\_\_\_ learn
- \_\_\_\_\_ serve
- \_\_\_\_\_ service
- \_\_\_\_\_ Thursday
- \_\_\_\_\_ turtle
- \_\_\_\_\_ journey
- \_\_\_\_\_ observe
- \_\_\_\_\_ vertical
- \_\_\_\_\_ worthwhile

1 Circle the letters that represent **ir ur or er** in the List Words.

2 Write any other letters that can represent **ir ur or er** on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Write List Words that have:

ere representing **ir ur or er**

our representing **ir ur or er**

ear representing **ir ur or er**

two **pp** sounds \_\_\_\_\_

two **ss se ce Xial c** sounds \_\_\_\_\_

two **ch tch** sounds \_\_\_\_\_

two **th** sounds \_\_\_\_\_

two **w wh u** sounds \_\_\_\_\_

5 Unjumble the letters to make List Words. Write a rhyming word for each one.

rew e \_\_\_\_\_ draw \_\_\_\_\_

trid \_\_\_\_\_ tris \_\_\_\_\_

stir \_\_\_\_\_ narel \_\_\_\_\_

vesre \_\_\_\_\_ dirh \_\_\_\_\_

6 Finish the words with **ir, or, er, ure, ear** or **our** to represent **ir ur or er**. Write some of your words to match the clues.

st \_\_\_\_\_ w \_\_\_\_\_ dirt \_\_\_\_\_ ret \_\_\_\_\_ n \_\_\_\_\_ w \_\_\_\_\_ st \_\_\_\_\_ obs \_\_\_\_\_ ve \_\_\_\_\_

circle \_\_\_\_\_ w \_\_\_\_\_ ld \_\_\_\_\_ ly \_\_\_\_\_ j \_\_\_\_\_ ney \_\_\_\_\_ f \_\_\_\_\_ st \_\_\_\_\_ w \_\_\_\_\_ th \_\_\_\_\_ while \_\_\_\_\_

Find antonyms for these words. Find synonyms for these words.

last \_\_\_\_\_ soil \_\_\_\_\_

best \_\_\_\_\_ mix \_\_\_\_\_

late \_\_\_\_\_ earth \_\_\_\_\_

keep \_\_\_\_\_ trip \_\_\_\_\_

useless \_\_\_\_\_ watch \_\_\_\_\_



Grapheme Chart

|         |       |
|---------|-------|
|         |       |
| letters | words |



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

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

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

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi



Doodle Art Alley ©



NAIDOC Week celebrates and honours Aboriginal and Torres Strait Islander peoples and cultures. The week occurs annually in July, usually including the second Friday. This day was historically celebrated as 'National Aboriginal Day'; NAIDOC Week provides an opportunity for all Australian people to recognise the history and achievements of our First Nations peoples.

The acronym 'NAIDOC' originally stood for the National Aborigines and Islanders Day Observance Committee. In the past, this committee was responsible for organising events during NAIDOC Week. These days, NAIDOC has become the name of the week itself. The new name for the organising committee is the National NAIDOC Committee (NNC). The NNC makes important decisions about NAIDOC Week, such as choosing the annual theme, the focus city and the various competition and award winners.

Every year during NAIDOC Week, an awards ceremony is held in one of Australia's cities. The National NAIDOC Awards are an opportunity to celebrate the significant contributions of Aboriginal and Torres Strait Islander peoples across many fields of endeavour. The National NAIDOC Poster Competition is also held in the lead up to NAIDOC Week.

There are many ways you can celebrate NAIDOC Week in your community or at your school. You might like to:

- research the traditional owners of the land upon which you live
- write a biography of a notable First Nations Australian
- create a poster or artwork about this year's theme
- invite a local Elder to speak to your class about their culture
- visit a local historical site to learn about its significance.

## What is NAIDOC Week?

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

Date: \_\_\_\_\_



## Comprehension Questions

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

Date: \_\_\_\_\_

1. What is celebrated and honoured during NAIDOC Week?

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2. What are some of the roles performed by the National NAIDOC Committee?

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3. What is the purpose of the National NAIDOC Awards?

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4. Decide whether the following statements are true or false.

a) NAIDOC Week occurs annually in August. True / False

b) NAIDOC Week is a celebration only for First Nations people. True / False

c) Every year, the NNC selects a theme for NAIDOC Week. True / False

d) An awards ceremony takes place during NAIDOC Week. True / False

e) Schools are unable to celebrate NAIDOC Week. True / False

5. List three ways that you might celebrate NAIDOC Week that are NOT listed in the comprehension text.

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best iron \_\_\_\_\_ dear lynx \_\_\_\_\_ both ear drums \_\_\_\_\_  
 ewe relaxing \_\_\_\_\_ how ordinary \_\_\_\_\_ dresser vent \_\_\_\_\_  
 all earnings \_\_\_\_\_ centre turnip \_\_\_\_\_ which urchin \_\_\_\_\_

### Challenge

Find a List Word by joining the end of the first word to the beginning of the second word, for example new order – word.

Which bird is a bug in a dress? 

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 3 |
|---|---|---|---|---|---|---|

  
 Which bird steals from you? 

|   |   |   |   |    |
|---|---|---|---|----|
| 7 | 8 | 5 | 9 | 10 |
|---|---|---|---|----|

|          |        |         |       |
|----------|--------|---------|-------|
| vertical | thirty | return  | heard |
| journey  | world  | observe | early |

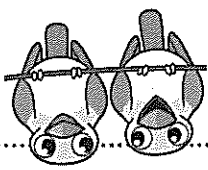
9 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddles by writing the letters from the shaded boxes in the boxes with matching numbers.

We like the serve here as they serve us very quickly.

She thinks she is the world footballer in the worst.

He herd the heard of cattle before he saw it.

8 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.



|      |      |
|------|------|
| thir | ly   |
| pur  | cle  |
| ear  | ty   |
| re   | tle  |
| cir  | ple  |
| tur  | turn |

|       |       |
|-------|-------|
| ob    | day   |
| ser   | vice  |
| jour  | serve |
| thir  | while |
| Thurs | ney   |
| worth | teen  |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

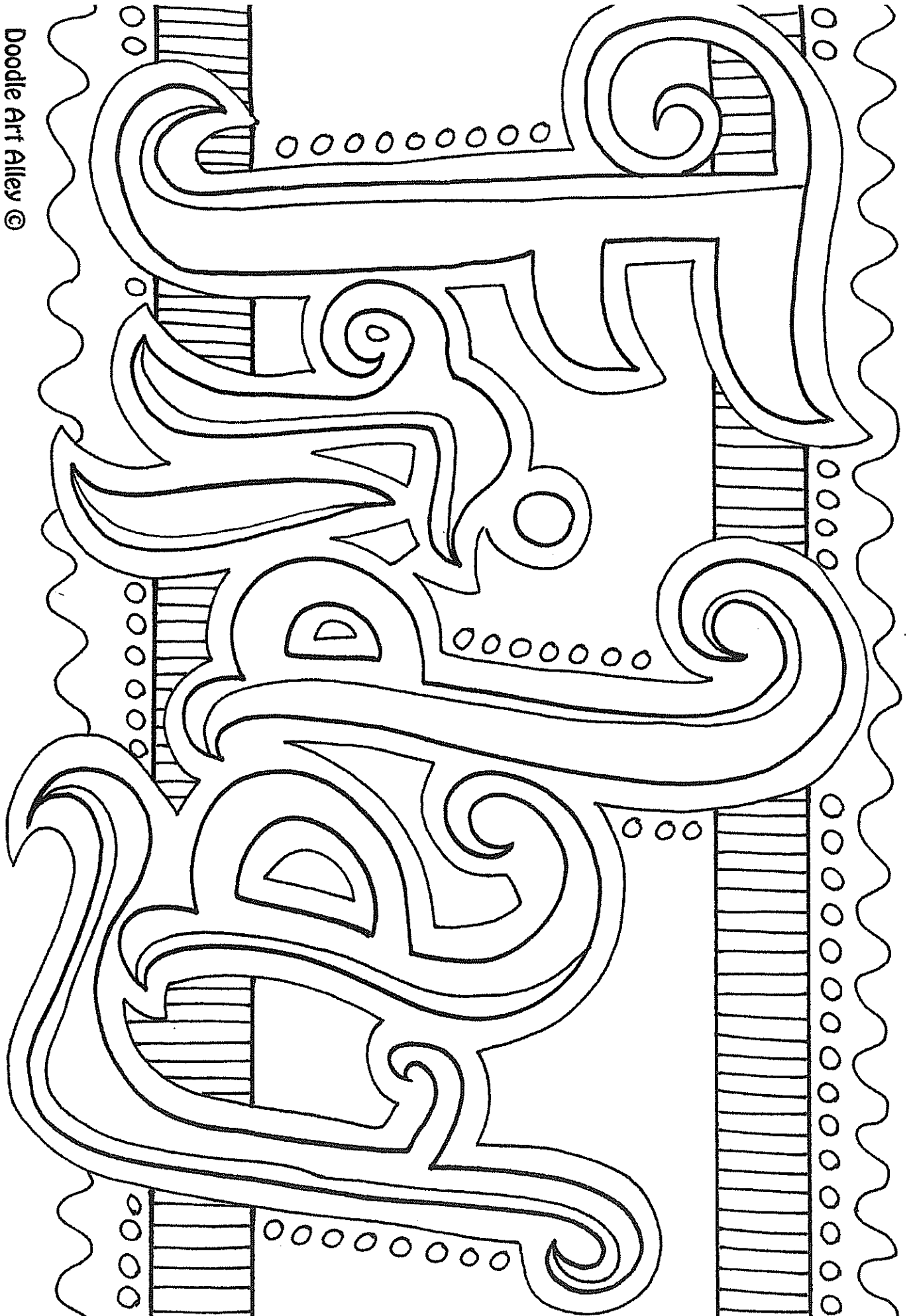
\_\_\_\_\_

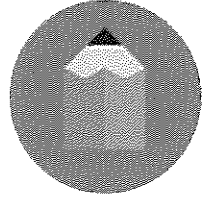
\_\_\_\_\_

\_\_\_\_\_

7 Join the word beginnings and endings to make List Words.

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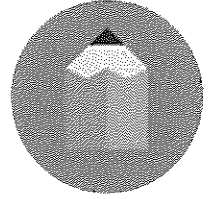




Find 3 spelling mistakes.  
Add 5 capital letters and 1 full stop.

i climbed up the highest mountain in the town with my family. we could see across the hole city. we spotted our house witch is beside a lagoon. we camped the nite on top of the mountain. we hiked back down the other side in the morning

## 15 Camping Holiday



Find 3 spelling mistakes.  
Add 4 capital letters and 1 full stop.

tyrone walked down the bissy street. he went inside the local cafey to get something to eat. rush hour was over and he was able to sit in his favourite chair beside the window. he ordered a sandwich with a glass of fresh juice

## 16 Tyrone's Lunch



Name \_\_\_\_\_

Date \_\_\_\_\_

## Diamante Poems

### Purpose

Diamante poems compare two subjects and are shaped like a diamond.

### Structure

A synonym diamante poem uses two synonyms as the beginning and ending. An antonym diamante poem uses two antonyms as the beginning and ending.

**Line 1:** A noun (first subject)

**Line 2:** Two adjectives about the first subject

**Line 3:** Three 'ing' verbs about the first subject

**Line 4:** Four nouns (two about the first subject, two about the second subject)

**Line 5:** Three 'ing' verbs about the second subject

**Line 6:** Two adjectives about the second subject

**Line 7:** A noun (second subject)

### Rhythm

Diamante poems do not usually follow a rhythm pattern.

### Rhyming Pattern

Diamante poems do not usually rhyme.

### Example

Here is an example antonym diamante poem about summer and winter.

Summer

Cloudless, humid

Swimming, relaxing, celebrating

Barbecue, beach, wind, snowman

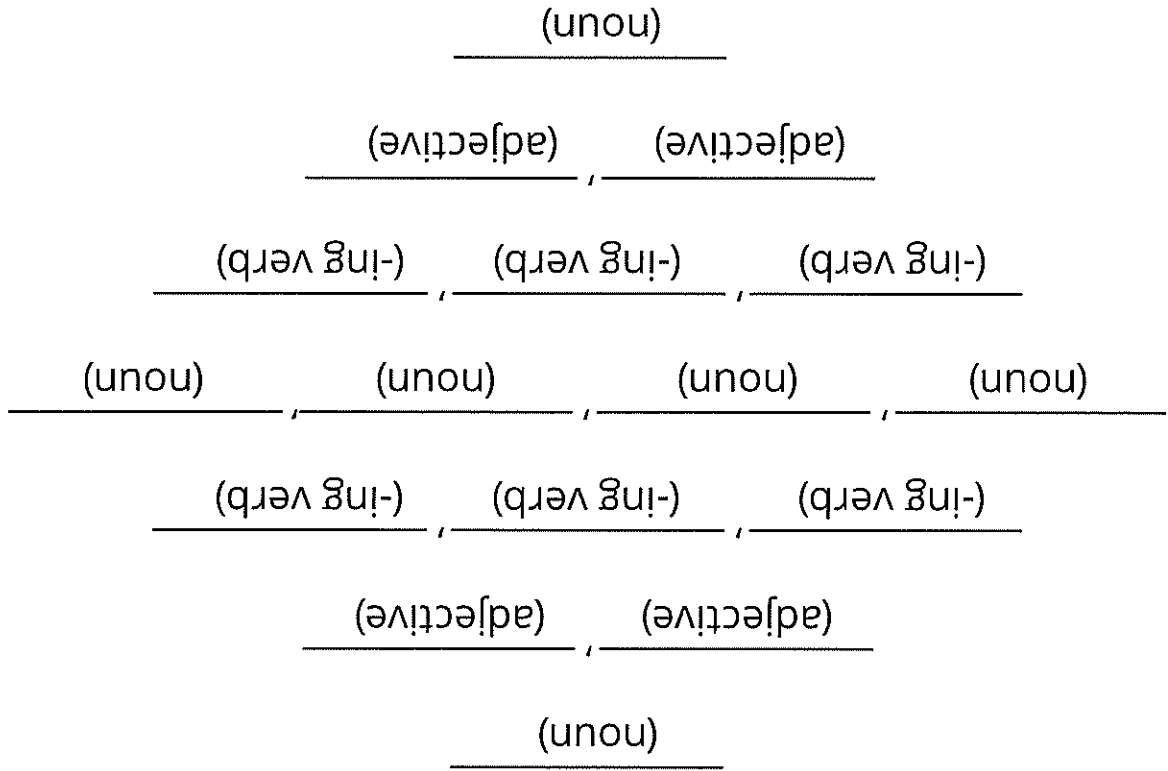
Shivering, glistening, raining

Dark, icy

Winter

WRITING





Write your diamante poem.

**Step 3**

Brainstorm nouns, adjectives and verbs for your synonyms or antonyms.

**Step 2**

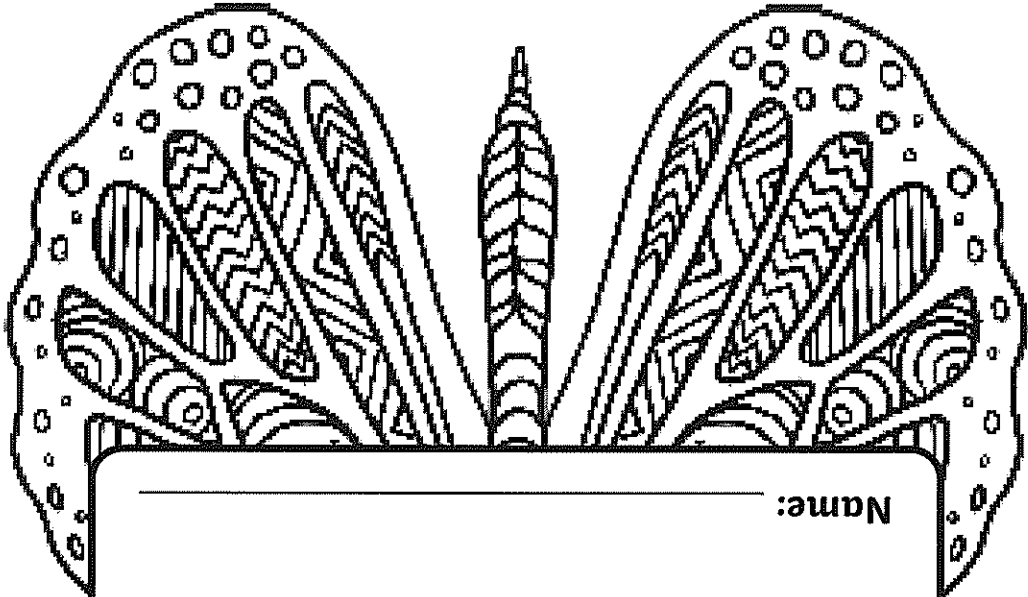
- *trees and flowers*
- *puppies and dogs*
- *day and night*
- *fast and slow.*

Choose a topic for your diamante poem. Here are some ideas:

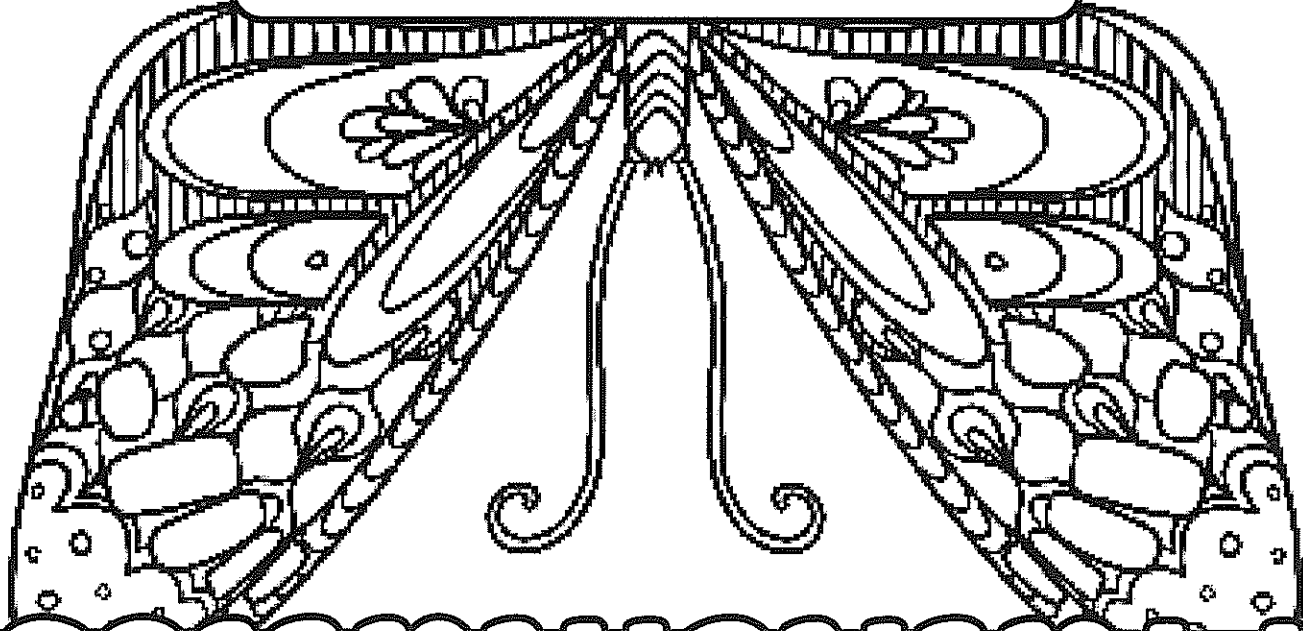
**Step 1**

# Writing a Diamante Poem

\_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_



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



# Mathematics

# Volume and capacity – litres

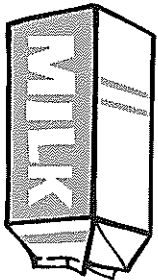
Capacity is the amount of liquid that a container can hold. To measure capacity we use millilitres and litres.

$$1\ 000\ \text{mL} = 1\ \text{L}$$

1 For this activity you will need a 1 litre milk carton.

Complete this table below. Estimate how many of each container it will take to fill the milk carton.

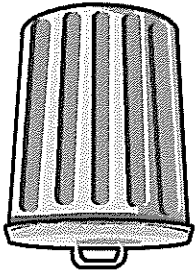
|          | Water bottle | Egg cup | Mug | Plastic cup |
|----------|--------------|---------|-----|-------------|
| Estimate |              |         |     |             |
| Actual   |              |         |     |             |



2 How many litres are in:

- a 5 000 mL =  L
- b 2 000 mL =  L
- c 3 000 mL =  L
- d 1 000 mL =  L
- e 12 000 mL =  L
- f 20 000 mL =  L
- g 7 000 mL =  L
- h 9 000 mL =  L
- i 4 000 mL =  L

3 Match each container to its capacity in litres.



- 2 L
- 4 L
- 20 L
- 5 L



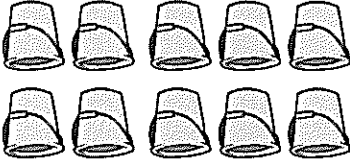


4 Can you guess how many litres of water are used for one toilet flush?

 L

Now turn to the next page to work out what it actually is.

5

Water is a precious resource so we should take care not to waste it. This table shows some of the ways we use water at home. Complete the last column if the bucket stands for 5 litres.

| Ways we use water                                    | Number of 5 litre buckets  | Amount of water used in litres |
|--|--|--------------------------------|
| a<br>Leaving the water running while brushing teeth. |   |                                |
| b<br>Flushing the toilet five times a day.           |   |                                |
| c<br>Taking a five minute shower.                    |  |                                |
| d<br>Washing the dishes using a dishwasher.          |  |                                |
| e<br>Taking a bath.                                  |  |                                |

6 For homework, Jaz kept a diary of how much water his family used over 1 day on the weekend. There are four people in his family. This is what he noticed:

- Jaz had an extra shower after swimming training.
- Each person brushed their teeth twice and left the water running.
- The toilet was flushed 10 times.
- The dishwasher ran twice.
- Barnaby the dog had one bath.
- Each person had two 5 minute showers.

How many litres of water did Jaz and his family use in 1 day?

# Volume and capacity – millilitres

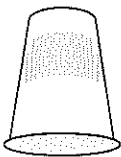
Millilitres are used to measure small amounts of liquid.



A drop measures about 1 millilitre (mL)



A teaspoon holds about 5 mL



A cup is about 250 mL

1

Based on the information above, how many millilitres are in:

a 15 raindrops

 mL

c 2 cups of water

 mL

e 10 teaspoons

 mL

b 26 raindrops

 mL

d 4 cups of orange juice

 mL

f 6 teaspoons

 mL

2

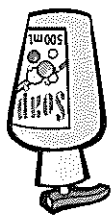
Look carefully at the capacity of each of these items. Use numbers to order them from smallest to largest: 1 is the smallest, 7 is the largest.
















3

Based on the items in question 2, complete this table. Write down the capacity of each item and also how many more millilitres are needed to make 1 litre.

| Item           | Capacity | How many more millilitres? |
|----------------|----------|----------------------------|
| a Shampoo      |          |                            |
| b Juice pack   |          |                            |
| c Soap         |          |                            |
| d Tomato sauce |          |                            |

4 All of these capacities are parts of a litre. Draw a line to match them to the correct fraction of a litre:

- |        |                     |
|--------|---------------------|
| 500 mL | $\frac{1}{4}$ litre |
| 750 mL | $\frac{1}{2}$ litre |
| 250 mL | $\frac{3}{4}$ litre |

5 Connect each label to the correct place on the jug by drawing a line:

6 Label each container with the amount of liquid it has:

7 Show the amount of water in each jug:

# Volume and capacity – measuring volume with cubic centimetres

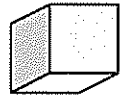
Volume is the amount of space that an object takes up.

To measure volume we use cubic centimetres.

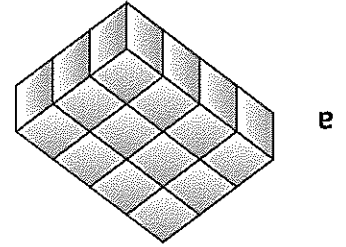
One cubic centimetre is 1 cm long, 1 cm wide and 1 cm high.

The symbol we use for cubic cm is  $\text{cm}^3$ .

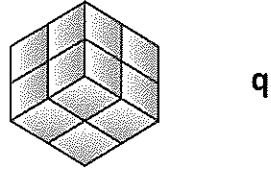
$$1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^3$$



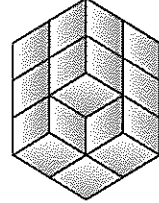
**1** Use centicubes to create the following models. Then calculate the volume of each model by counting the cubes.



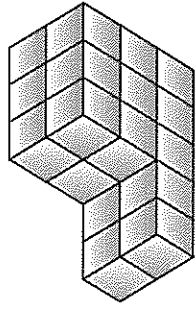
$\text{cm}^3$



$\text{cm}^3$

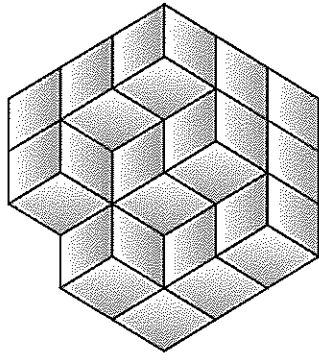


$\text{cm}^3$



$\text{cm}^3$

**2** How many more cubes would this model need to have a volume of  $27 \text{ cm}^3$ ?



cubes



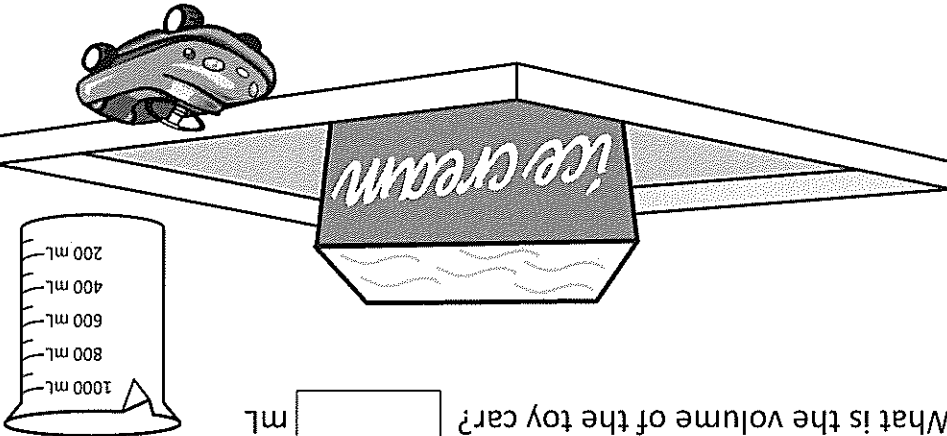
What to do



For this investigation, you'll need a baking tray, an ice cream container, a measuring jug and a toy car.

- Step 1** Place the ice cream container on the tray.
- Step 2** Fill the ice cream container with water right up to the brim.
- Step 3** Carefully place the toy car into the water.
- Step 4** Observe the water spilling over the brim of the ice cream container into the baking tray.
- Step 5** Measure how much water overflowed by pouring it into the measuring jug.

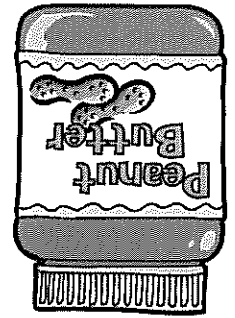
What is the volume of the toy car?  mL

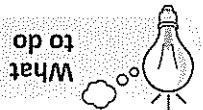


What to do next



Pretend that you're making peanut butter cookies and you need to measure 1 cup of peanut butter. It's not easy to measure a sticky, lumpy ingredient like peanut butter. If you spoon it into a measuring cup, it doesn't settle on the bottom so you're never sure exactly how much is there. However, don't despair! Displacement can help! Explain how it can help in the space below:

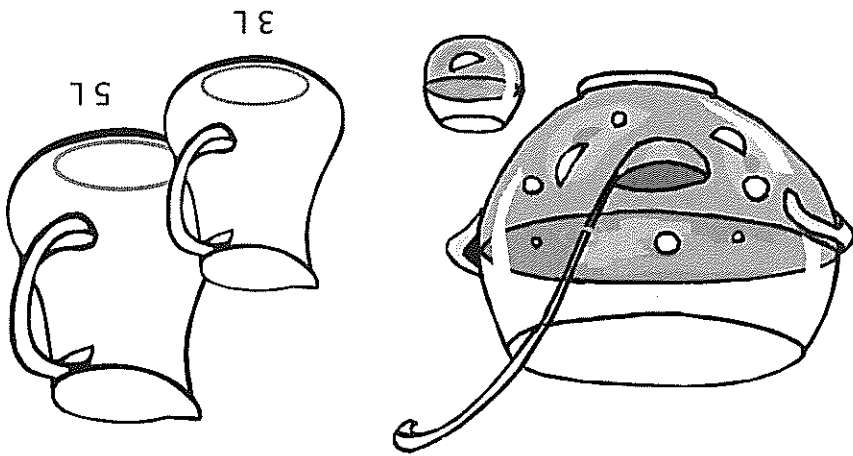




Solve the problems below. Show your working.

Problem 1

Jess is making a ginger punch for her party. Part of the recipe calls for 4 litres of ginger beer. Jess only has a 5 litre jug and a 3 litre jug without any markings. How can Jess use both jugs to get exactly 4 litres in the punch bowl?



Continued on page 8.

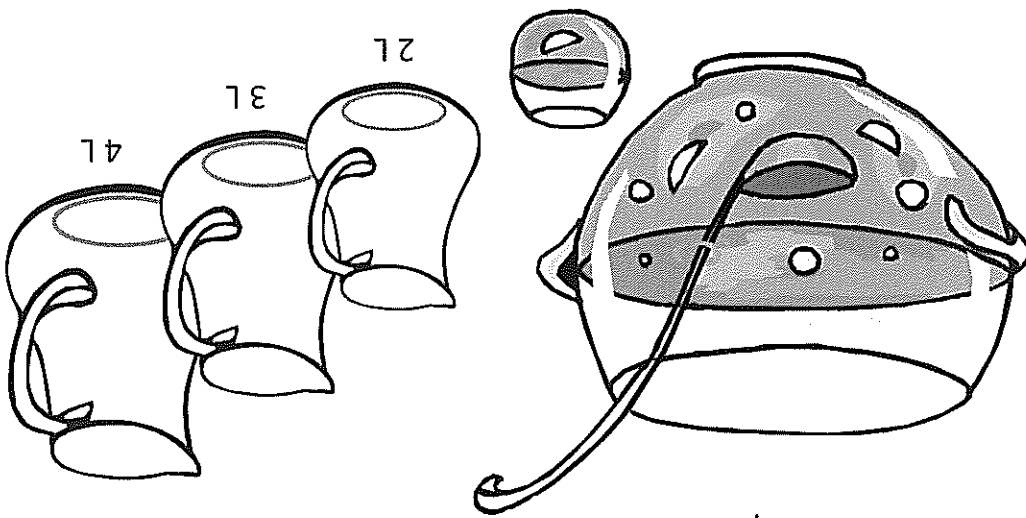
Continued from page 7.

Solve the problems below. Show your working.



**Problem 2**

This time, Jess is making a different fruit punch for her party. Part of the recipe calls for 10 litres of orange juice. Jess only has a 4 litre jug, a 3 litre jug and a 2 litre jug without any markings. How can Jess use all the jugs, the least amount of times, to get exactly 10 litres in the punch bowl?



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

# Science

# Case Study:

## 2016 Storm Erosion at the Northern Beaches in NSW



An example where erosion took place quickly happened in June, 2016. Houses along a stretch of coastline were severely damaged by erosion. Watch Video: Storm Erosion

The photo above was taken from a drone shortly after the erosion took place. It shows the damage from an aerial perspective.

Let's examine this erosion in detail.

|  |   |   |  |
|--|---|---|--|
| <p><b>Name of local area</b></p> <p>Collaroy-Narrabeen</p> | <p><b>Type/s of erosion</b></p> <p>Physical weathering – storm<br/>Human activity - land clearing</p> | <p><b>What causes it?</b></p> <p>Huge waves and king tide</p> | <p><b>How can erosion be minimised?</b></p> <p>Erosion is unavoidable but several measures can be taken to lessen coastal erosion:</p> <ul style="list-style-type: none"> <li>• Sand replenishment from local building sites to supplement sand and build up sand on eroded beaches. Dredge sand periodically from the nearby lagoon and replenish the beach.</li> <li>• Seawalls were built to reduce further coastal erosion.</li> <li>• Managing coastal dunes and ensure people are staying on the dune pathways as walking through the dune vegetation can destroy plants which in turn, destabilises the dunes, furthering erosion.</li> </ul> |
|--|---|---|--|

# Assessment Task 3

|                                 |  |
|---------------------------------|--|
| <p><b>Success Criteria:</b></p> | <ul style="list-style-type: none"> <li>• Use scientific language to describe erosion.</li> <li>• Justify your explanation of what is causing the erosion.</li> <li>• Research how erosion can be minimised, eg constructing boardwalks.</li> </ul> |
|---------------------------------|--|

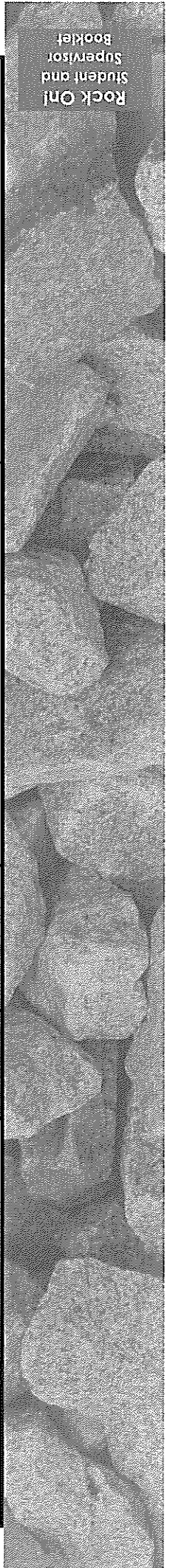
## Conducting Your Own Case Study

Now it is your turn to investigate your local area and identify any signs of erosions in your surroundings.

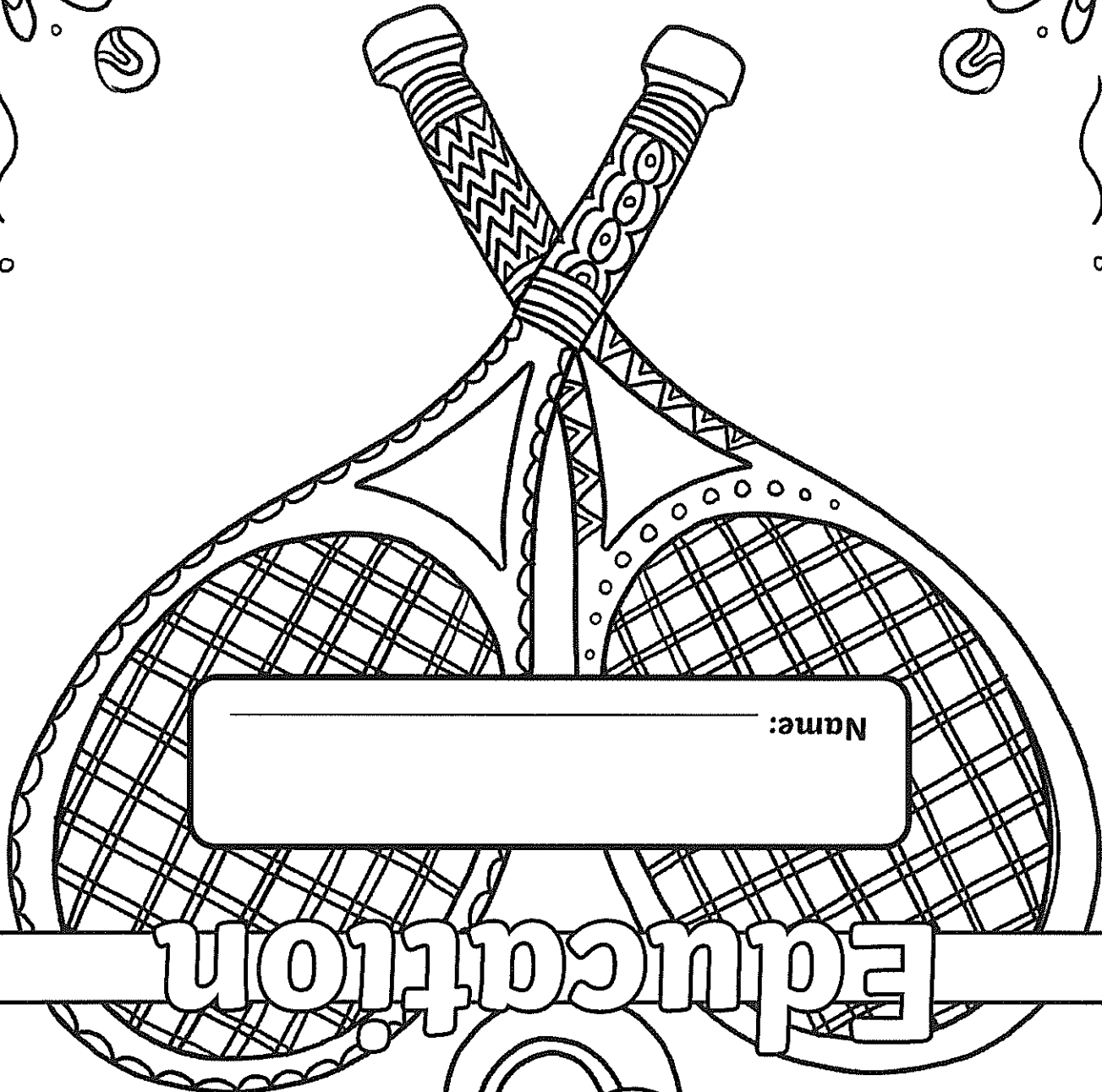
It can be an erosion caused by natural forces or human movement and activity.

Using knowledge and skills you have learnt throughout this unit, you are going to examine and describe the erosion. Please include a photo (preferably) or alternatively, you may also draw the local area.

|  |                                      |
|--|--------------------------------------|
|  | <p>How can erosion be minimised?</p> |
|  | <p>What causes it?</p>               |
|  | <p>Type/s of erosion</p>             |
|  | <p>Name of local area</p>            |
|  |                                      |







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

Education

Physical

Health and



# Healthy Eating and Living

Start

You danced to a song today!  
Move forward two spaces.

Uh oh! You ate too many crisps.  
Go back two spaces.

You've had your '5 a day' today!  
Move forward two spaces.

Oh no! You played on the computer all day with no exercise.  
Go back two spaces.

Oh no!  
You ate too many sweets.  
Go back two spaces.

You went swimming today!  
Move forward two spaces.

You ate too many chips!  
Go back two spaces.

You drank all of your water today!  
Move forward two spaces.

You played football in the park!  
Move forward two spaces.

You forgot to brush your teeth.  
Go back two spaces.

You played a running game at playtime!  
Move forward two spaces.

You forgot to wash your hands before lunch.  
Go back two spaces.

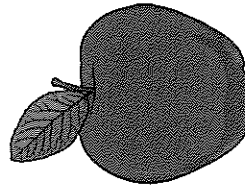
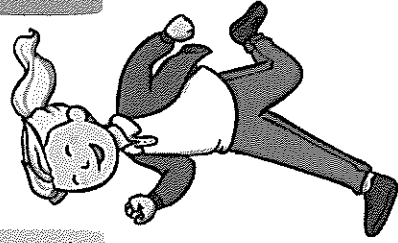
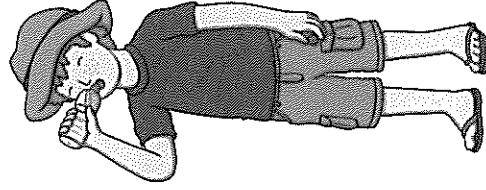
Finish!

Oh no! You ate too many sweets.  
Go back three spaces.

You ate too many chips!  
Go back two spaces.

Uh oh! You ate too many crisps.  
Go back two spaces.

You drank all of your water today!  
Move forward two spaces.

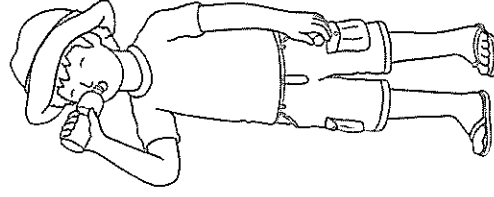
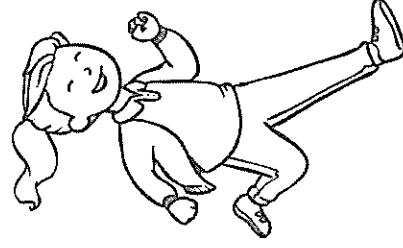
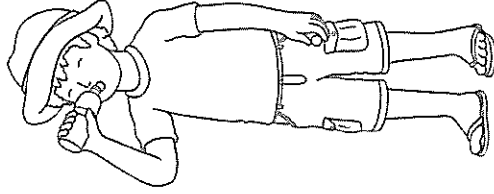
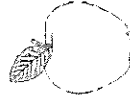
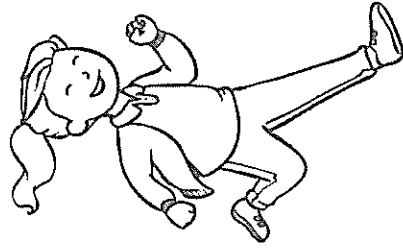


# Healthy Eating and Living Board Game

## Instructions

Roll the die and move your game piece that number of squares. Read the statement in the space and move forwards or backwards as directed.

This game can be for 2-4 players. The first player to get to the end wins!



## Instructions

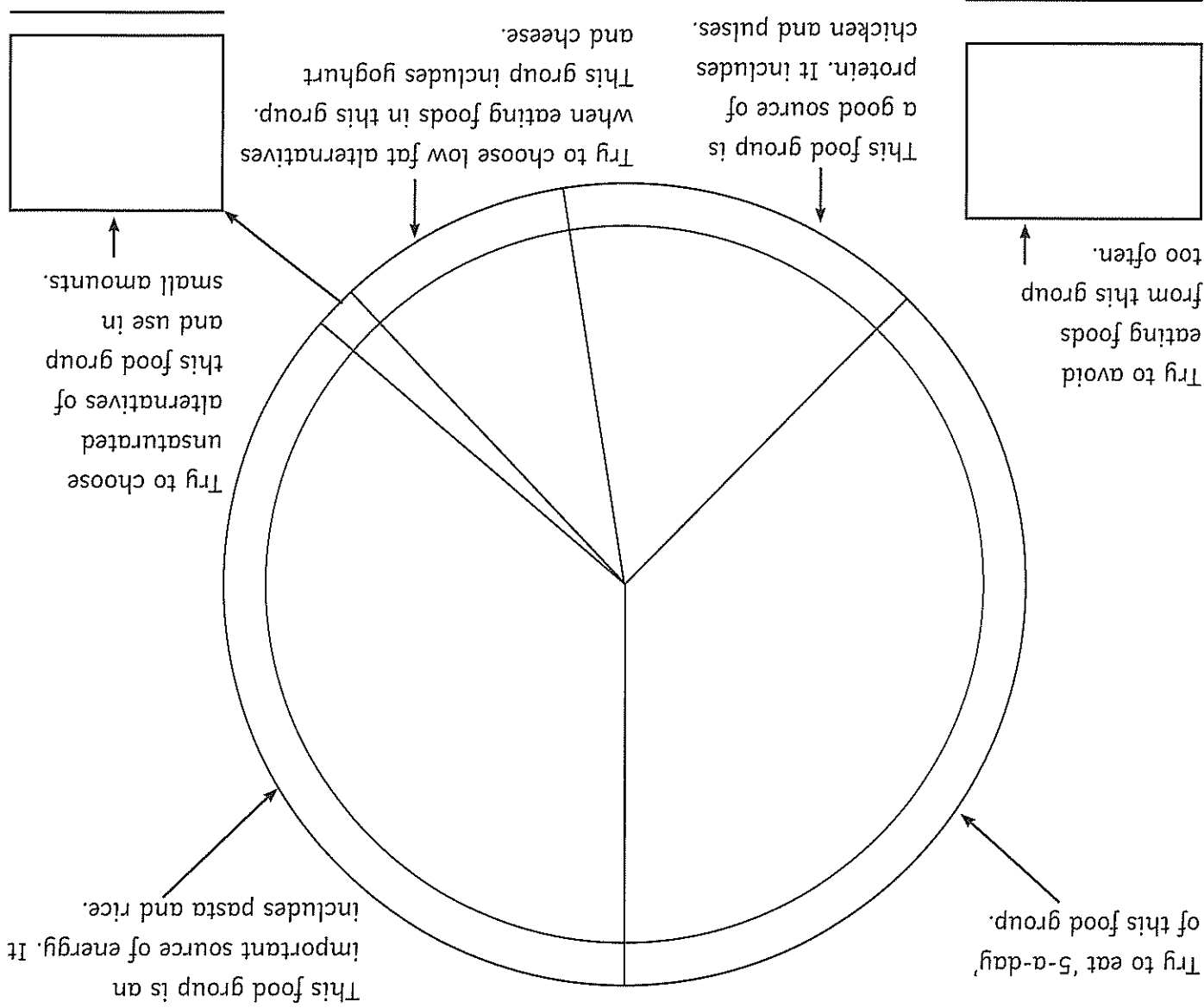
Roll the die and move your game piece that number of squares. Read the statement in the space and move forwards or backwards as directed.

This game can be for 2-4 players. The first player to get to the end wins!

# Healthy Eating and Living Board Game

# Finding the Food Group

We can divide the food we eat into five food groups. We should follow a balanced diet to stay healthy. We should eat a variety of different foods in correct proportions. The plate below shows you the five food groups. We should always try to eat more of the two largest food groups and less of the food groups in the smaller sections.

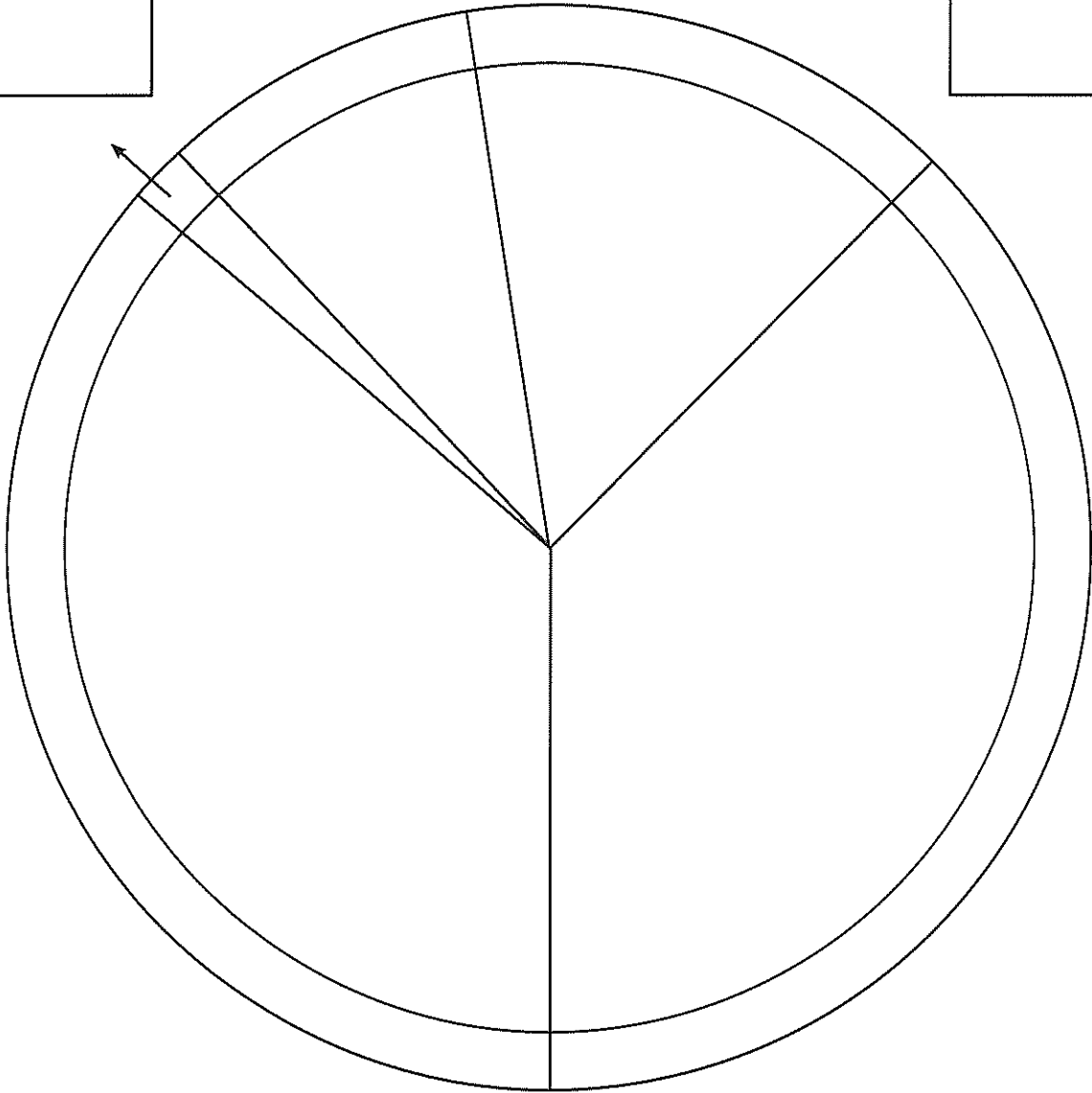


**Label each section of the plate with one of the following:**

1. bread, rice, potatoes, pasta and other starchy foods
2. fruit and vegetables
3. meat, fish, eggs, beans and other non-dairy sources of protein
4. milk and dairy foods
5. foods and drinks high in fat and/or sugar
6. oils and spreads

|  |
|--|
|  |
|  |

|  |
|--|
|  |
|  |



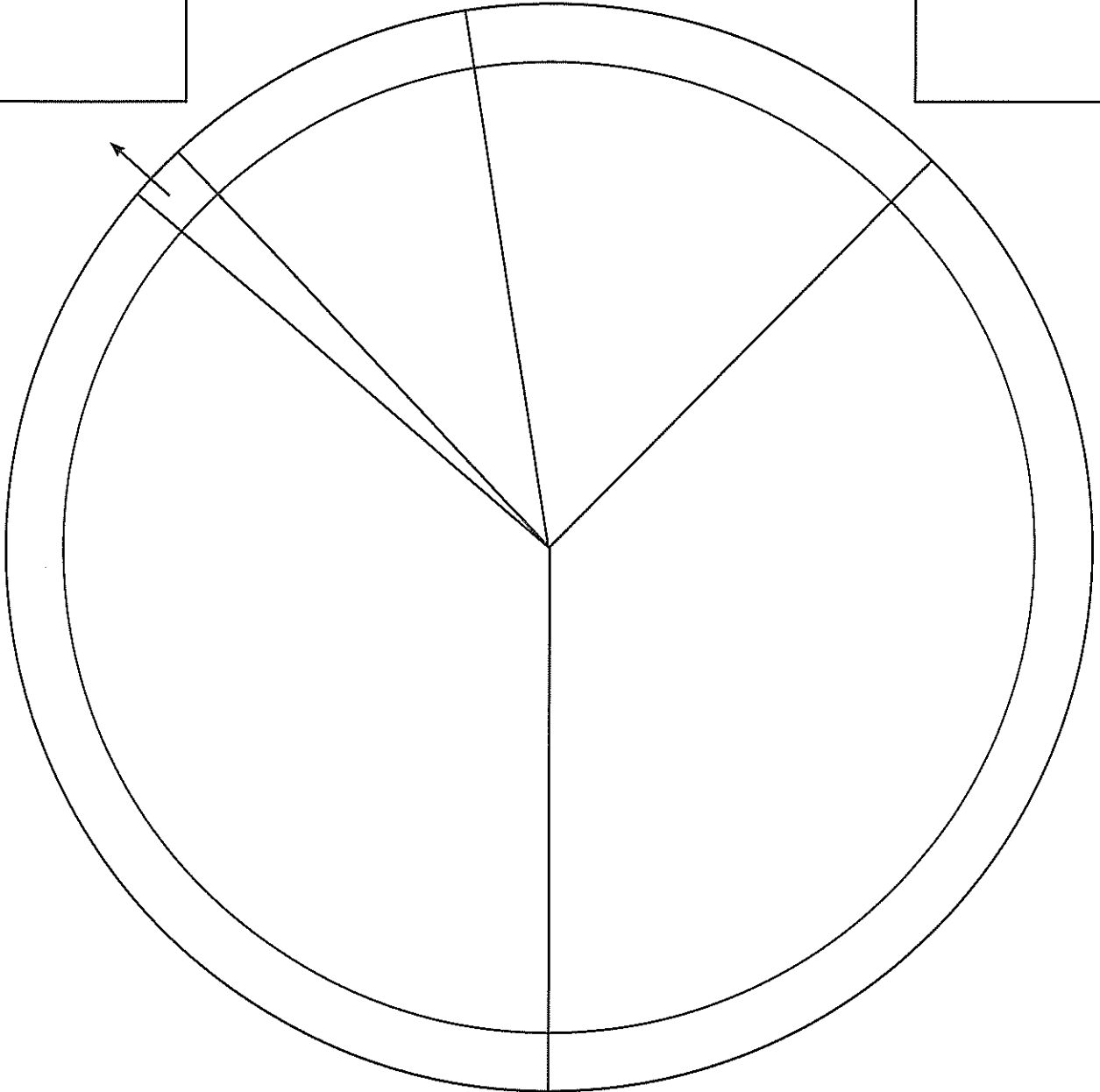
|                |                |               |        |            |           |                |
|----------------|----------------|---------------|--------|------------|-----------|----------------|
| haddock        | mushroom       | chocolate     | museli | cabbage    | cous cous | cauliflower    |
| margarine      | peas           | cheese spread | nuts   | roast beef | doughnut  | wholemeal loaf |
| fromage fraise | cheddar cheese | ciabatta      |        |            |           |                |

Look at this list of foods. Write each one in the correct section of the plate.

**Finding the Food Group**

|  |
|--|
|  |
|  |

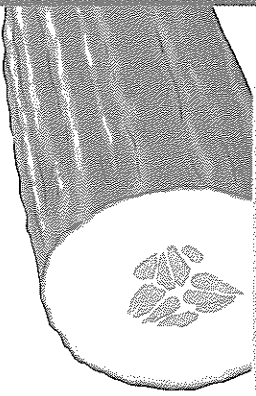
|  |
|--|
|  |
|  |



# Food Groups

## Fruit and Vegetables

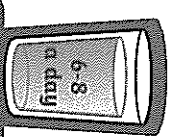
These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.



## Carbohydrates

Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher-fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.

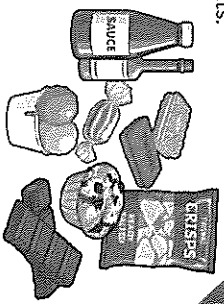
*Potatoes, bread, rice, pasta and other starchy carbohydrates*



Water: lower fat milk, sugar-free drinks including tea and coffee all count.  
Limit fruit juice and/or smoothies to a total of 150ml a day.

## Food and Drinks High / or Sugar

Eat less often and in small amounts.



## Proteins

Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.

*Beans, pulses, fish, eggs, meat and other proteins*

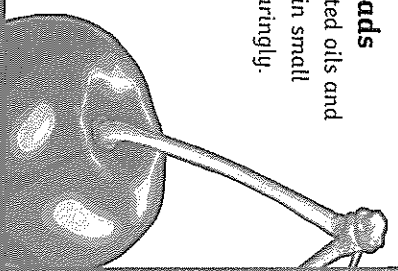
*Dairy and alternatives*

## Dairy and Alternatives

These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.

## Oil and Spreads

Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.





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

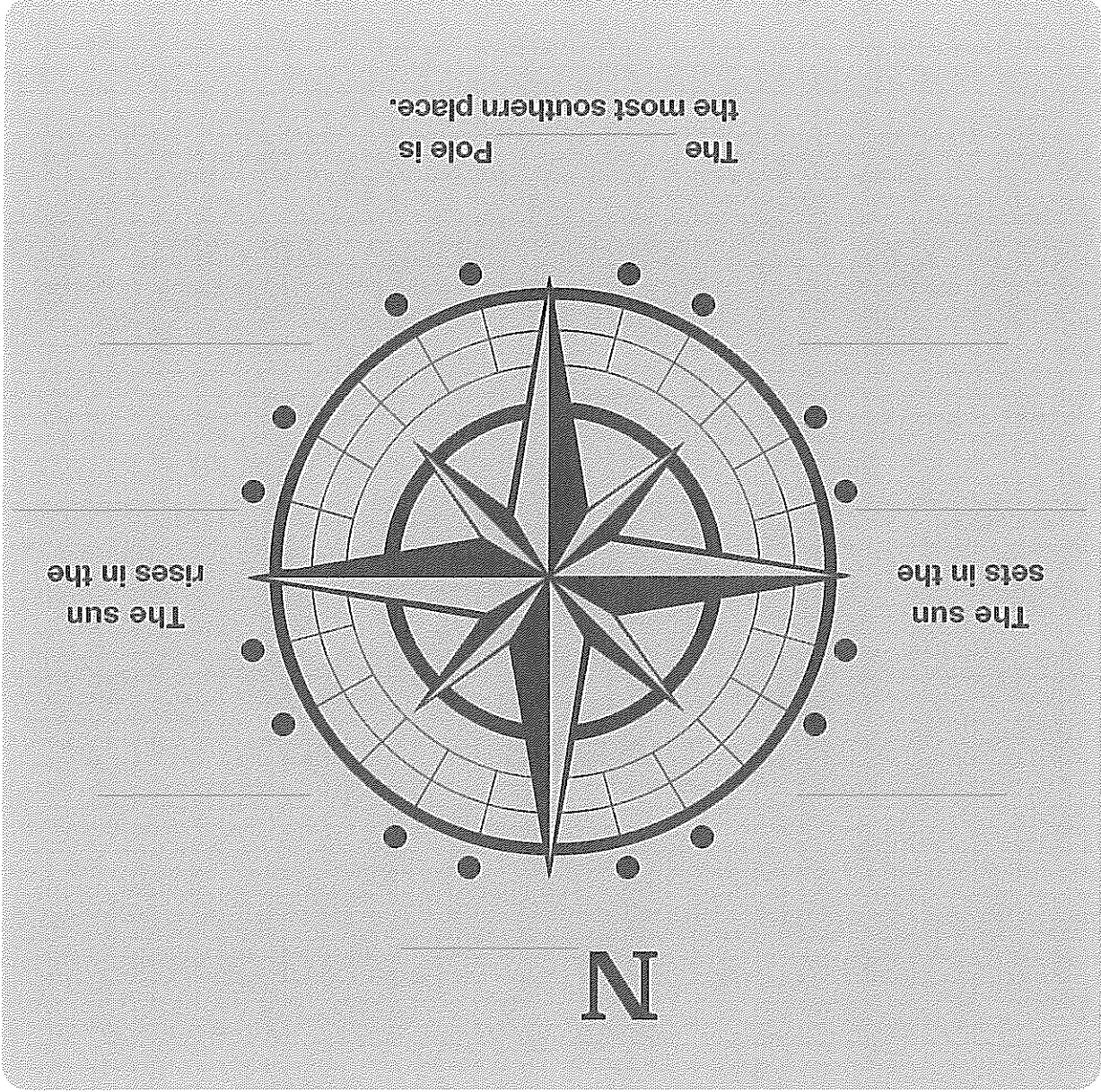


# Geography

# Mapping - Compass - North Point

We can use a compass to help us find places. A compass shows north, east, south and west. Just the first letter is used on a compass. The moving pointer always points to North. The North Point is always marked on a map.

1 Add the other letters to the compass. Put the words in the correct spaces.  
 North, East, South, West.

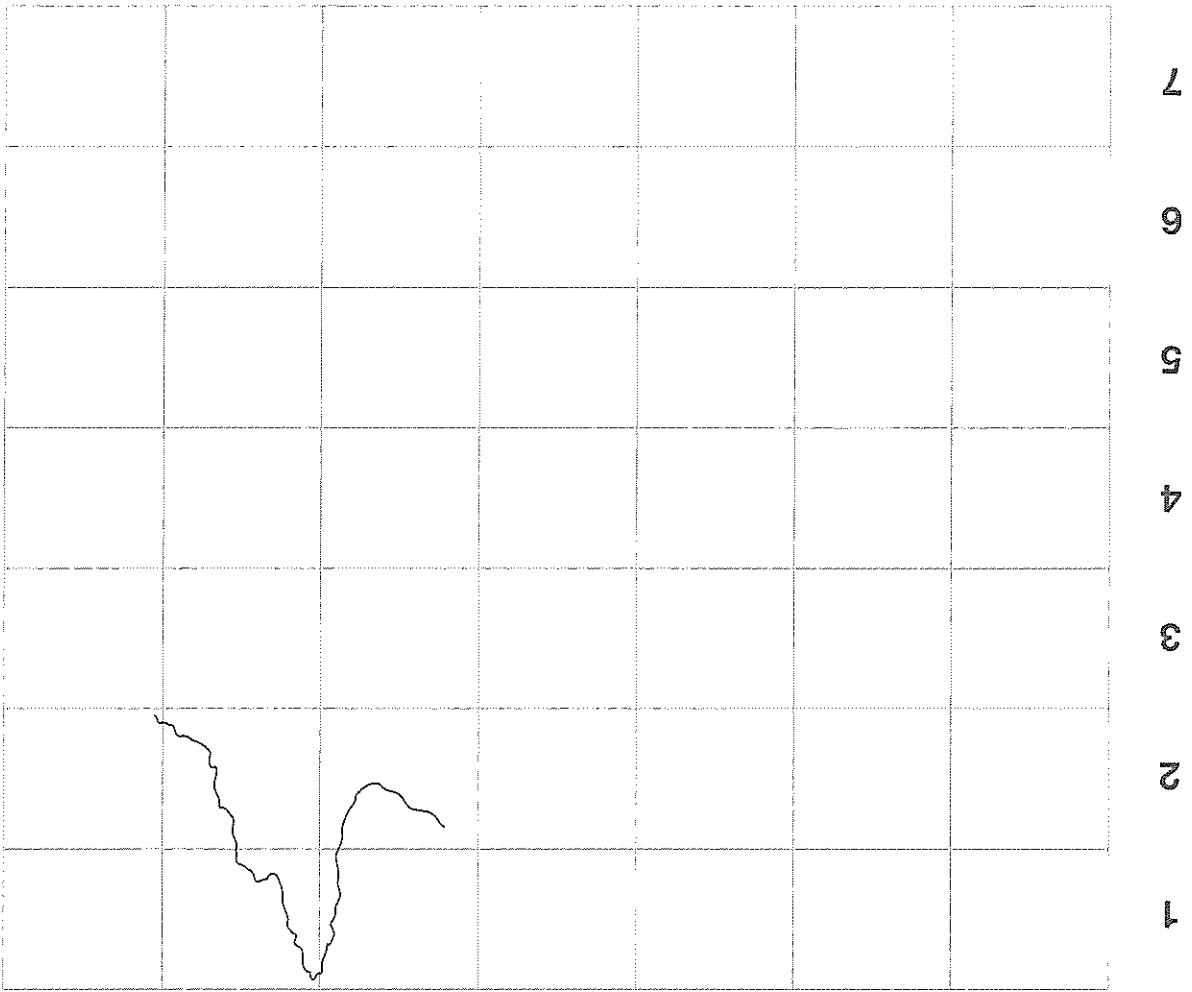
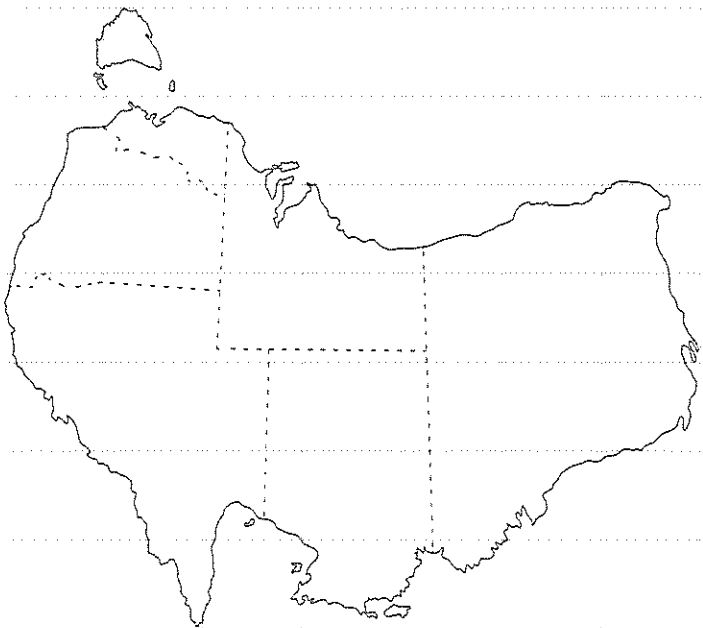


There are more points to a compass than just North, East, South and West. Can you add four more points to the compass?



# Mapping - Scale

1 It is impossible to draw a map in its real size. Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map onto the bigger grid lines.



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

Visual Arts



# Package 1 - Year 3 and 4 Creative arts - Superhero art insects

Your child will learn about patterns, colours, shapes and lines in artworks.

## On this page

- [Before your child starts](#)
- [What your child needs to do](#)
- [What your child can do next](#)
- [Options for your child](#)
- [Extension/additional activity](#)
- ['Metamorphosis'](#)

Week 5 - Package 1 - Year 3 and 4 Creative arts - Superhero art insects

## Things your child will need

Have these things available so your child can complete this task.

### Ideal

- Computer
- Paper, lead pencil and eraser
- A variety of potential artmaking equipment depending on your child's preference
- [Link to the artwork 'Wanka' \('Spider'\) by Pitantjara artist Harry Tjutjuna](#)[External link from the collection at the Art Gallery of NSW](#)
- Poem 'Metamorphosis' by Jackie Hosking, illustrated by Matt Otley (see below) [\[Copyright: The School Magazine, Orbit, Issue 10, 2019\] \(included below\)](#)

### Back up

- Smartphone
- Paper and pencils
- Another artwork about an insect or superhero

## Before your child starts

Things to think about:

## Options for your child

### Activity too hard?

Find images of superheroes and discuss their features.

### Activity too easy?

1. Discuss popular superheroes and their characteristics with your child. Ask your child to draw, paint or build their own superhero with some special abilities. This might be either the animal or insect identified earlier or a person. Your child may use whatever materials they have available. For example, it may be a painting, a drawing, a sculpture, or been sewn using fabrics and so on.
2. Encourage your child to write an artist intent statement to indicate what their artwork is about. This statement must include information about the character that has been created and details about how the work was created.

## What your child can do next

1. Ask your child what they know about metamorphosis. Read the poem 'Metamorphosis' by Jackie Hosking, illustrated by Matt Otley (see below) [Copyright: The School Magazine, Orbit, Issue 10, 2019] with your child. Discuss what it is about.
2. Recite the poem and use movement to match the meaning of the words and this aspect of the life cycle of a butterfly.
3. Investigate with your child the Aboriginal artwork 'Wanka' ('Spider') by Pitjantjarra artist Harry Tjujuna from the collection at the Art Gallery of NSW. [External link](#) He is a renowned artist from Australia's Southern desert region. Locate this on a map. This artwork is about 'Wati Wanka (Spider Man)' who is a powerful and clever man, a traditional healer or doctor. Find the spider and eggs in the artwork with your child. Identify and discuss the colours, shapes and lines, particularly around the spider's legs.
4. Ask your child to think of an animal or insect they think is clever and/or powerful.

## What your child needs to do

- What information are you able to share with your child about insects and metamorphosis? (Metamorphosis is a process that some animals go through to become adults. Two examples are a caterpillar to a butterfly and a tadpole to a frog.)
- What do you know about patterns, colours, shapes and lines in artworks?
- Do you have any comic books or any knowledge of movies with superheroes that you can share with your child?

Create a cartoon about your superhero character and their special powers.

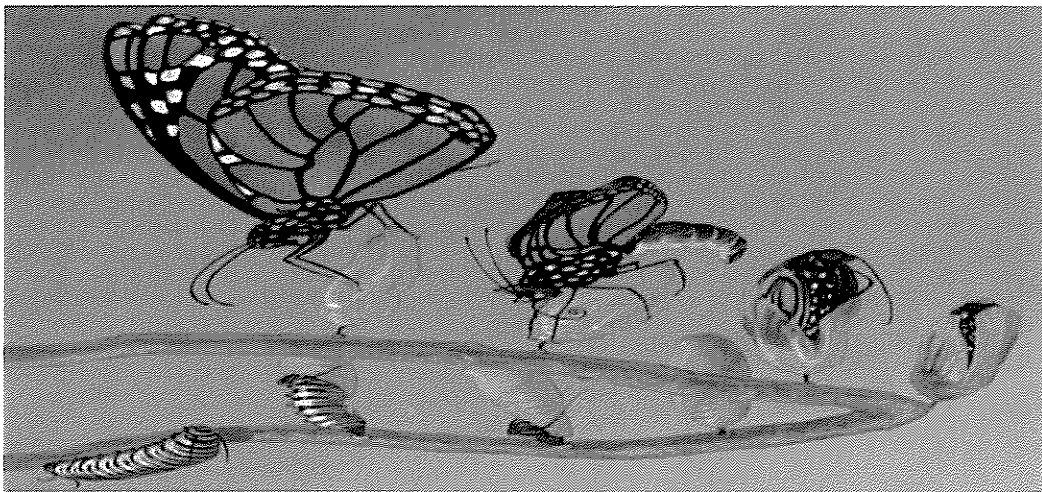
## Extension/additional activity

Create further superheroes and use them in a narrative. Create artworks for each character and then turn this into a complete comic book story.

## 'Metamorphosis'

By Jackie Hosking, illustrated by Matt Ottley.

[Copyright: The School Magazine, Orbit, Issue 10, 2019



'I wrapped myself inside myself  
And gave myself a kiss

Caterpillar

Butterfly

Metamorphosis;