



Learning from Home – Brooke Avenue Public School

Stage 2 (Years 3 and 4) – Week 4, Term 3

The following timetable can be used by students to support learning at home. All tasks have been linked to syllabus outcomes. If technology is available at home, please use the attached links to support learning.

Monday 2nd August

Daily Task - Match socks and sort washing.

Morning

English:

Reading

Read "Talking about Tokyo" and complete the close passage.

Grammar

Verbs – Complete "Action Packed Olympics" worksheet.

Writing

Complete the "Practise makes Perfect" worksheet.

Spelling

Write your list of spelling words as neatly as you can.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths

Chance

Write out your 3x multiplication facts from 1-12 ($1 \times 3 = 3$)

Bucket pick

Make a bucket or bag of 20 items -10 of one item, 10 of another (For example: 10 spoons / 10 forks or 10 pieces of blank paper / 10 pieces of written on paper, board game counters).

1. Predict: If I took two items randomly from the bucket, what are all the possible combinations that I could get?

| NSW Department of Education

2. Experiment: Now choose two random items.
3. Results: Is the combination in your list? Return the items and try again 10 more times. Did your results match your prediction?
4. Communicate: Write a description of the activity explaining your observations.

Extension: Race to 0.

- Subtract from your total of 100 until you reach 0.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Science

Click on this site and choose “Where does the sun’s energy come from?”

Or read the resource attached

<https://spaceplace.nasa.gov/menu/sun/>

List 5 reasons the sun is important to Earth.

Resource Day 1

The Sun

Every 1.5 millionths of a second, the Sun releases more energy than all humans consume in an entire year. Without the Sun there would be no light, no warmth, and no life.

Its heat influences the environments of all the planets, dwarf planets, moons, asteroids, and comets in our solar system.

How does a big ball of hydrogen create all that heat? The short answer is that it is big. If it were smaller, it would be just be a sphere of hydrogen, like Jupiter.

But the Sun is much bigger than Jupiter. It would take almost 1,000 of the planet Jupiter to fill it up!

That’s a lot of hydrogen. That means it’s held together by a whole lot of gravity. And THAT means there is a whole lot of pressure inside of it.

In fact, the pressure is so intense, and the density so great, that the hydrogen atoms collide with enough force that they literally meld into a new element—helium.

This process—called nuclear fusion—releases energy while creating a chain reaction that allows it to occur over and over and over again.

That energy builds up. It gets as hot as 27 million degrees Fahrenheit in the sun's core. The energy travels outward through a large area called the convective zone. Then it travels onward to the photosphere, where it emits heat, charged particles, and light.

That heat powers the chemical reactions that make life possible on Earth, allows gases and liquids to exist on many planets and moons, and causes icy comets to form fiery halos.

Those particles create a 'solar wind' that pushes against the fabric of interstellar space billions of miles away.

And that light travels far out into the cosmos—just one star among billions and billions.

Not too bad for a big ball of gas, no?

Tuesday 3rd August

Daily Task - Match socks and sort washing.

Morning

English:

Reading

Read "Bubbling Bubbles".

Writing

Answer the comprehension questions about "Bubbling Bubbles" in full sentences.

"Olympics ABC Order" – Write the sporting events in alphabetical order.

Spelling

Complete "Look, Cover, Write, Check" with your spelling words.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths

Write out your 4x multiplication facts from 1-12 ($1 \times 4 = 4$)

Coin toss



Find a coin with a 'heads' and 'tails'.

1. If I toss (flip) the coin once, what are all the possible combinations that I could get?
2. What is the likelihood of tossing 'tails' on any one toss?
3. Which outcome out of 'heads' or 'tails' is more likely?
4. Prediction: If I toss the coin 20 times, how many 'heads' and 'tails' do you expect there to be?
5. Experiment: Toss the coin 20 times and record your results.
6. Results: How many 'heads' did you toss? How many 'tails'? Did your results match your prediction?
7. Did tossing 'tails' on the previous toss increase the likelihood of tossing 'tails' on the next toss? Why /why not?

Extension:

Think of 4 examples of chance in real life and record your answers.

PDHPE

Choose a physical activity you would like to do for half an hour. It may be going for a walk, riding a bike, skipping, dancing. Do what you enjoy and improve your fitness level. You may like to tell your teacher what you chose to do on Seesaw.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

How do Solar eclipses happen?

<https://spaceplace.nasa.gov/eclipses/en/>

Draw a diagram (picture) to describe how solar eclipse casts shadow on Earth.

Resource Day 2

Solar Eclipse

A *solar eclipse* happens when the Moon gets in the way of the Sun's light and casts its shadow on Earth. That means during the day, the Moon moves over the Sun and it gets dark. Isn't it strange that it gets dark in the middle of the day?

This **total eclipse** happens about every year and a half somewhere on Earth. A partial eclipse, when the Moon doesn't completely cover the Sun, happens at least twice a year somewhere on Earth.

But not everyone experiences every solar eclipse. Getting a chance to see a total solar eclipse is rare. The Moon's shadow on Earth isn't very big, so only a small portion of places on Earth will see it. You have to be on the sunny side of the planet when it happens. You also have to be in the path of the Moon's shadow.

On average, the same spot on Earth only gets to see a solar eclipse for a few minutes about every 375 years.

Wednesday 4th August
Daily Task - Wash the dishes.

Morning

English:

Reading

A book or magazine of your choice for 20 minutes.

Writing

Write a paragraph to summarise what you have read. You may like to say why you like or dislike what you have read.

Spelling

Write your list of words in rainbow colours.

Grammar

Complete the "Punctuating Quoted Speech" worksheet.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths

Write out your 5x multiplication facts from 1-12 ($1 \times 5 = 5$)

Clothes combination challenge

Students create a wardrobe using 3 shirts and 2 different pairs of shorts.

Chance – "Count the outfits" worksheet attached. You can print and cut the worksheet or draw your own combinations.

How many more combinations could you make if there were 3 different pairs of shorts?

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Science

Research recent trips to space that have taken place this year. Write down some of the facts that you find

Creative Arts

Design a space suit that you would wear to space for an 11minute adventure trip. What colours would it be, how would it look?

Thursday 5th August
Daily Task – Make your bed.

Morning

English

Reading

Read “Alien Art Attack”.

Writing

Complete the “Equipment Profile” worksheet about “Alien Art Attack”.

Spelling

Choose 5 words to find the dictionary meaning of and then write the words in sentences.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths

Write everything you know about one number between 1 and 200. (Think of the 4 operations- addition, subtraction, multiplication and division.)

Rock, scissors, paper

Play Rock, scissors, paper with another person

Keep a tally of which items are chosen each time (try to win!).

Rock	Scissors	Paper
 		

Play until one column has 10 tally marks.

- Which item was the most likely to be used?
- Which item was least likely to be used?
- Write about a strategy that you could use to help you win the game in future.

PDHPE

Master Chef

Make a sandwich for you or someone else for lunch. Write a list of instructions to make the sandwich. You may even like to take a photo of it.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Creative Arts

You may like to dance to Just Dance for Kids, listen to music or practise playing a musical instrument. For example, some of you are learning to play the piano or flute.

Friday 6th August

Daily Task – Help an adult with an outside activity.

Morning

English:

Reading

Read an article from a newspaper or the internet about the Olympics.

Writing

Write your own short news story to report on about the Olympics. It may be about an event you have watched on television. Practise saying the speech.

Record you saying your news report if you possibly can.

Spelling

Ask a family member to test you on your spelling words.

Complete the “Summer Olympics Sports” Find A Word.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths

Friday – Write out your 10 x multiplication facts from 1-12 ($10 \times 1 = 10$)

Complete the worksheet “Spinner Possibilities”.

Complete the “Language of Chance” worksheet.

English

Handwriting- Complete the Handwriting worksheet attached.

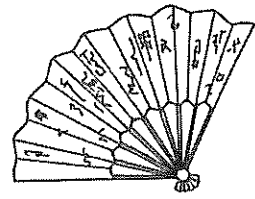
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Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Friyay

Your choice of activity. For example, you may decide to do sport, art, technology or building with Lego. You may like to take a photo of what you decided to do as your Friyay end of week activity. Maybe your family could go on a bush walk or explore the shore at the beach. Maybe you go bike riding beside the lake.

Talking About TOKYO



museums	lot	capital	buy	city
busy	restaurants	Mount	Australia	Japan
vending	machines	Olympics	people	Tokyo

Tokyo is the _____ city of _____. There are more people living in Tokyo than any other _____ in the world. There are 36 million people in the greater area of Tokyo, which is more people than in the whole of _____. It is a very _____ city. It is also a very safe city to live and to visit. Tokyo is very popular with business people too. On a clear day, you can even see _____ Fuji from many places with the city.

Tokyo has hosted the Summer _____ in both 1964 and in 2021.

There is a _____ to see and do in Tokyo. There are over 400 shrines and temples in _____. Japanese cultural traditions are celebrated. There are science museums, zoos and other museums in Tokyo. In fact, there are more than 150 _____. There are also a lot of vending _____, and you can _____ almost anything you need from them. They have millions of _____ machines in Tokyo. You will also find some of the best _____ located in Tokyo.

Millions of _____ visit Tokyo every year. It is an exciting city with much to experience.



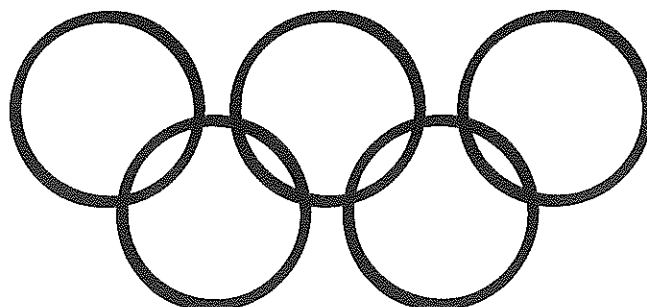
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Date : _____

Action Packed Olympics

Below are events for the summer Olympics. According to each event, list two "ING" VERBS that describe each event. USE EACH VERB ONLY ONCE.

EVENT	VERBS
wrestling	slamming, pinning
tennis	
hurdles	
cycling	
volleyball	
swimming	
fencing	
diving	
basketball	
weightlifting	
equestrian	
gymnastics	
archery	



Practise makes Perfect

Olympic athletes work very hard to achieve the goal of representing their country at the Olympic Games. Only the very best and most dedicated athletes achieve this privilege.

Each athlete sets the goal of Olympic representation and, with the help of a coach, the athlete chooses the best path to achieve the goal of Olympic glory.

Identify a goal you would like to achieve and decide how you will work towards achieving your personal goal.

Is this goal achievable? How you will measure your success?

My goal is to: _____

I will achieve this by: _____

I can do it!

List 1	List 2	List 3	List 4
dine	hope	listen	encounter
dined	hoping	listening	encountering
hope	bleed	happen	whisper
hoping	bleeding	happening	whispering
eat	ruin	whisper	happen
eating	ruining	whispered	happened
glow	colour	hue	vibrant
paint	tint	complexion	iridescence
dye	stain	tinge	intense
colour	hue	intensity	kaleidoscopic

Bubbling Bubbles

article by Karen Jameyson | illustrated by Kerry Millard | photos by Dreamstime

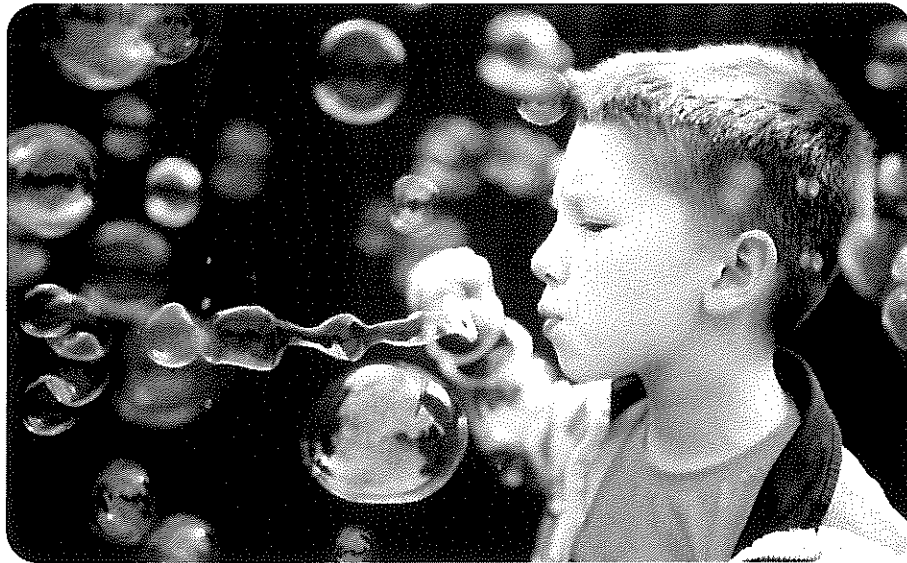
They drift through the air ... tiny magical spheres, bigger ones and sometimes giant-sized ones. With their swirling, shimmering colours, they float until a branch or another object interrupts: POP!

Bubbling how?

We all recognise bubbles. But what are they exactly? And how are they made?

When water and soap are mixed together and air is added, the soap forms a microscopically thin skin. This skin is more flexible than water is by itself. So when air gets trapped underneath that flexible skin, the skin forms a sphere around the air—the bubble!

A bubble, therefore, is actually a pocket of air, held in place by water and soap.



Bubbling what?

Perhaps you've noticed that bubbles are nearly always shaped like spheres. Why not cubes or pyramids or some other shape?

Scientists call bubbles 'minimal surface structures'. That means that bubbles always hold the air inside them using the smallest surface possible. The shape that does that the best is a sphere. Even bubbles blown from odd-shaped wands end up as spheres.

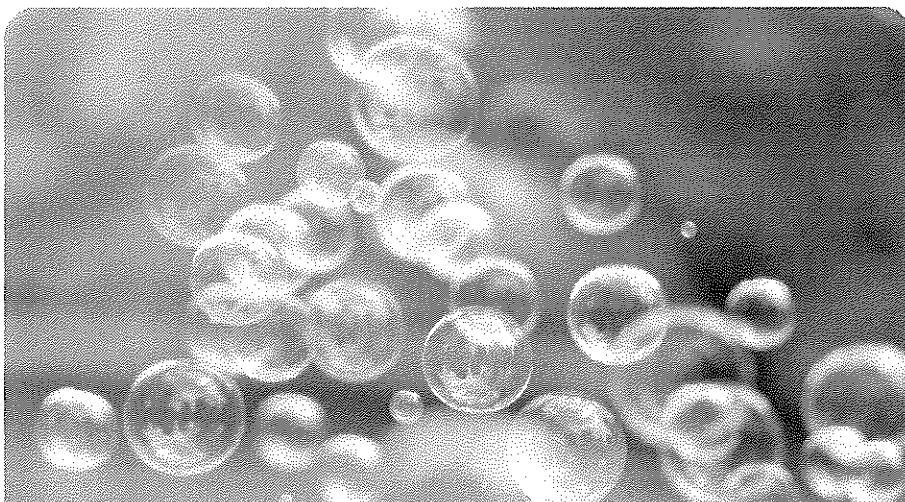
Because of this minimal surface rule, when two bubbles bump together, they will merge together so that they share one wall instead of each bubble keeping its own. (*Wall*, in this case, refers to that very thin skin.)



Bubbling colour

What about those pretty colours we often see in bubbles?

The colours are created by light being reflected off the walls of the bubbles. When light waves hit a bubble, part of that light is reflected back to our eyes from the *outside* wall of the bubble, and the other part comes back reflected from the *inside* wall. It's those two waves of light interacting with each other on their way to our eyes that creates the colours we see.



A bubble is only about a millionth of a centimetre thick! Verrrrry thin.



Why do bubbles pop?

Dryness is usually the answer. Since bubbles consist of soap and water, they need to keep both in order to exist. If the air around the bubbles is warm and dry, the bubbles lose their water more quickly through evaporation. Less water means the end of the bubbles. A wind will dry out bubbles too. And if a bubble bumps into something, such as a branch or your finger, it's the dryness of the object that makes the bubble pop, not the hardness or roughness. If your hand is wet and a bubble bumps into it, the bubble may not pop so quickly. Or if a bubble 'bumps' into a pond, the bubble may just sit on the surface.

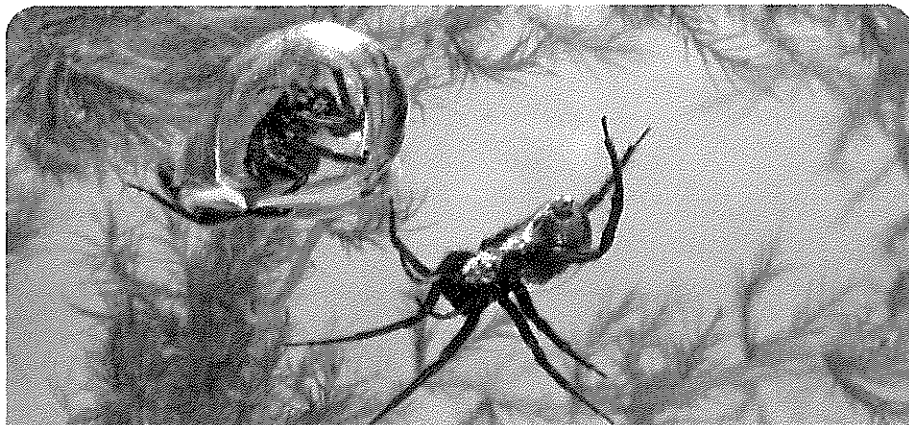
If you've blown bubbles on a showery day, you may have noticed that raindrops don't pop bubbles. In fact, because of the moisture in the air, bubbles are easier to blow on rainy or humid days. They also tend to last longer.

Bubble bugs

Bubbles can sometimes be a matter of life and death ... Some small creatures rely on bubbles for survival.

The violet snail uses bubbles to transport itself. After producing a small cluster of bubbles, the violet snail climbs on board the bubbles and rides them like a small boat on the watery surface of its ocean home.

The diving bell spider is the only spider that lives underwater. It carries a small bubble of air with it at all times, attached to its hairy legs and abdomen. It keeps a much larger 'diving bell' of air trapped at the top of its underwater web. This is where it eats, mates and raises its children.



Alamy

Bubbling then ...

For humans, bubbles may not often mean the difference between life and death, but bubbles do fascinate people in a scientific way. Most often, though, bubbles are a source of great fun. They have been bringing smiles to people's faces for hundreds of years.

From as long ago as the eighteenth century, mothers throughout the world have given spare washing soap to their children to blow bubbles. Even poor families could find a bit of wire to twist into a circle or something else suitable for blowing with.

By the beginning of the twentieth century, street vendors began selling bubble soap as a toy.

Bubbling now ...

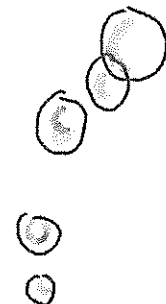
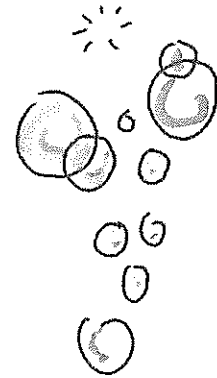
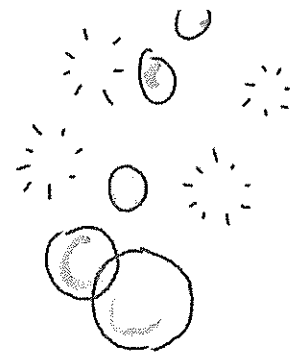
By the late 1970s, bubble-making companies all over the world were bubbling along themselves. And today bubble solution is one of the best-selling toys anywhere. It's no wonder that so many people love to 'play' with this fascinating and fragile fun form that always ends with a *pop!* ■

Try it yourself!

You can whip up some bubble mixture yourself. It will vary a bit, depending on the strength of your dishwashing detergent. Experiment with the amounts to see what makes the longest-lasting bubbles.

- 1/2 cup dishwashing detergent (the sort you use for washing dishes by hand)
- 6 cups of water
- 1 1/2 teaspoons of glycerine (available from chemist shops and some supermarkets)

Gently stir the ingredients together. Leave the solution in an open container overnight. Then you're ready for bubble action!



Comprehension questions

Answer the following questions in full sentences, using information from the text to support your responses.

1. What exactly is a bubble?

2. Why do bubbles pop? Provide an example.

3. Why are bubbles important to the violet snail?

4. Why do you think people are so fascinated by bubbles?

5. Why do you think bubble blowing has been popular since the eighteenth century?

6. Name two things that you discovered about bubbles that you didn't know before.



Name : _____

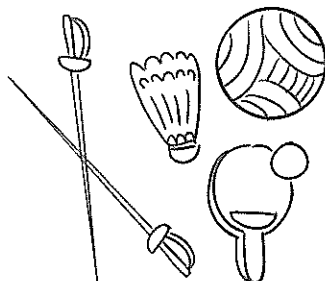
Date : _____

OLYMPICS ABC ORDER

Directions: In the scroll below are sporting events from past summer Olympics. Rearrange these events into alphabetical order.

A B C

gymnastics	handball
archery	rowing
wrestling	shooting
diving	canoeing
badminton	athletics
table tennis	water polo
swimming	basketball
fencing	equestrian
hockey	volleyball
cycling	sailing



- 1.
- 2.
- 3.
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- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Punctuating quoted speech

Punctuating speech is easy once you've got the hang of it. The activities below will help you remember the rules.

When punctuating quoted speech we use:

- quotation marks around the spoken words
- a capital letter for the first word of the sentence
- present tense for the quoted speech but not for the tag e.g. 'she asked'
- question marks, exclamation marks or a comma within the quotation mark.

Here's an example: 'That's okay,' said Robbie. 'I'll be my own friend.'

PART A

Put a cross in the box to indicate if the sentence is punctuated correctly.

1. 'I eat my lunch every day,' Ahmet stated cheerily.
2. Alyssa stated proudly, gymnastics is my favourite sport.
3. Dad shouted, 'We're almost there!'
4. There's no wind! the kite won't fly, Jamal shouted.

PART B

Rewrite the following sentences with the correct punctuation.

1. I love going on holiday Kate said.
2. I whispered when will this class end.
3. How many would you like today he asked.
4. Luke's mum shouted Luke come here.
5. How many dogs will fit in the car Mario asked.
6. Everyone sit down the teacher exclaimed.

PART C

Imagine that one of your friends is trying to convince their mum or dad to let them have a pet. Write a brief paragraph, including dialogue between the two characters. Remember to use the correct punctuation.

Alien Art Attack

story by Bill Nagelkerke | illustrated by Jenny Tan

THE ALIEN SPACESHIP landed behind the bike sheds at precisely the same time as Ms Fraser's class finished pinning and taping their landscape paintings to the classroom walls.

After school, parents would have the chance to admire them.

'Are we there yet?' asked Heis, one of the three tourists on board the Space Study-Tour Vehicle.

'Yes, we are,' answered their guide, Alpha. 'And I'll be glad not to hear that question again,' he added. 'At least, not until we're on our way home.'

Alpha didn't like space study-tours anymore. He had been on far too many of them. They made him very nervous. He knew that anything could go wrong, and that usually something did.

'So, what happens next?' asked Duo.

'Exactly what I've been telling you this whole trip,' said Alpha, grumpily. 'You can't have been listening. First, we'll wait until the classroom is empty. Then we'll begin our study tour.'

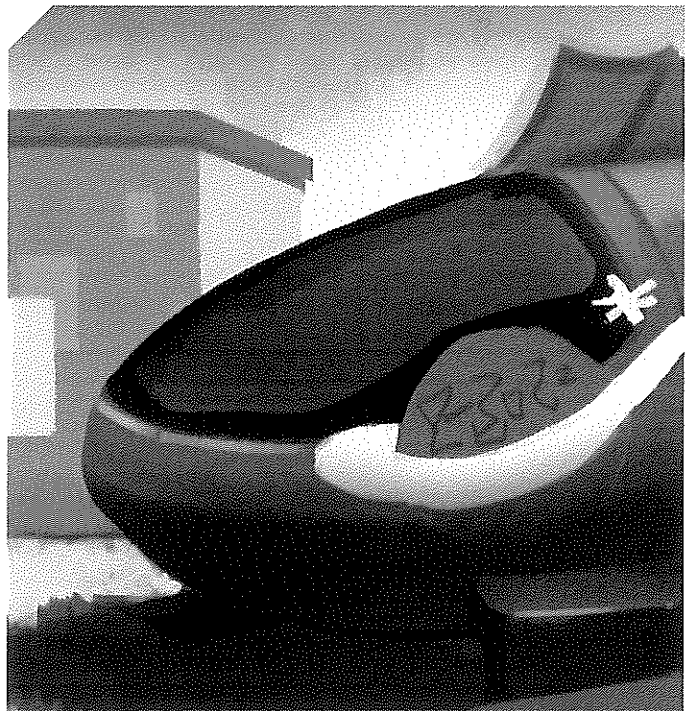
It was boring waiting. The trip through space had taken a long time. Everyone was feeling restless.

While they waited, Treis went to fetch her Altcam. She hoped Alpha wouldn't notice she was taking it with her, against orders, hidden under her tunic.

Altcams weren't really supposed to be taken on space study-tours at all. After he had discovered hers, Alpha had said quite firmly that she wasn't allowed to take it off the ship when they disembarked.

She could end up being in big trouble!

* * *



'The classroom is looking absolutely wonderful,' Ms Fraser told her class. 'There's just a little bit of tidying up left to do. Does anyone want to help me once they've finished lunch?'

'I will, Ms Fraser,' said Kylie.

'Me too,' said David.

'I'll help,' said Rona.

'Thanks everybody,' said Ms Fraser, as more hands went up. 'Three will be plenty. I'll come and find you in the playground when I'm ready.'

Ms Fraser and her class left the room.

* * *

'Quickly now, before the Earthlings and their Earth Mother return,' said Alpha.

'What if someone sees our ship parked here?' asked Heis.

'The Earthlings' velocipede containment-sheds are out of bounds during the day,' said Alpha. 'I'm sure I've explained all that to you already.'

Heis shrugged. Surely no-one was expected to remember every single thing the tour guide said.

They scuttled past the bike sheds to the back of Ms Fraser's classroom.

They slipped round the side of the building, hiding in its shadow.

Alpha raised a hand. His tour

group stopped in a line behind him. Treis's altcam slipped down a little. She quickly pushed it back.

Alpha looked round the corner. 'All clear!' he hissed at them.

One by one they followed him.

Treis stopped to read the poster tacked onto the outside of the classroom door. It said:

PARENTS, GRANDPARENTS

AND CAREGIVERS

Welcome to the

Rainbow Road Primary School

OPEN DAY.

'I thought it would be bigger,' said Heis.

'What?' asked Alpha.

'The Earthlings' art gallery.'

Alpha sighed. 'How many times do I have to repeat myself?' he said. 'This is not an art gallery. We'll go and visit one of those soon. This is an education environment or, in Earth terms, a *classroom*. But it has some pictures, just like an art gallery has.'

'I thought the pictures were going to be so much better than they are,' said Duo. 'They're awful!'

'They've been made by small Earthlings, remember?' said Alpha. 'They're still learning.'

'That's obvious,' said Treis. 'We could teach them a thing or two. Look at this picture, for instance.'



As she pointed at the picture, her Altcam fell from under her tunic.

Alpha was horrified. 'I told you you weren't allowed to take that off the ship!' he yelped. 'What's it doing here?'

'I sneaked it with me,' Treis admitted.

'We're usually allowed to take them wherever we go,' said Duo.

'At home!' Alpha said. 'Never, ever off-planet. You know the damage that could occur!'

'How can making things better cause any damage?' asked Heis. 'We do it at home all the time.'

'We aren't at home now!' Alpha repeated. 'We have to respect what we find on other planets, no matter how much we may dislike it.'

'But I'm sure everyone would be so happy if we made these pictures a little better,' said Treis. 'Take this one, for instance.'

She read the label underneath the picture:

The Lake in Summer by Kylie

'Look at the water,' said Treis. 'It's blue!'

'Of course it is,' snapped Alpha. 'The water on this planet is blue.'

'But it's dreadful,' said Treis. 'And all wrong. Everyone knows that proper water is yellow. I can't help myself. I'll have to change it.'

'No!' cried Alpha. But he was too late.

Before he could stop her, Treis had pointed her Altcam straight at Kylie's picture. The Altcam bathed 'The Lake in Summer' in a beam of bright, yellow light.

'Now look what you've done!' Alpha cried in dismay as the Altcam made its transformation. 'You've turned the water yellow.'

'That's the colour water should be.'

'Quickly, let's look at the other pictures and then get out of here,' said Alpha. 'Before the Earth Mother returns and sees what you've done to Kylie's picture. And put that Altcam away!'

They went to look at the next one.

Forest Drive by David

'A splendid example of a little Earthling's drawing skills,' said Alpha, trying his best to sound like a tour guide again. 'Look at the accurate way the Earthling David has drawn the road disappearing into the distance.'

'But this picture has green trees!' said Duo. 'They make me feel ill!'

'The trees on this planet *are* green,' said Alpha.

'Real trees are purple,' Duo insisted. 'Treis, pass me the Altcam.'

'NO, NO!' yelled Alpha, making a grab for the transformation machine. But it was too late. Duo had already pointed the Altcam at David's picture. 'I'll make the correction.'

This time, the Altcam bathed 'Forest Drive' in a beam of purple light. David's green trees changed colour immediately.

'For goodness' sake, stop attacking the little Earthlings' pictures!' said Alpha, clutching his head. 'You've come to study them, not to change them.'

'Well, why shouldn't we change them when they're all so dreadfully inaccurate?' said Heis. 'Fixing mistakes is what we're best at. And this way, we're helping teach the little Earthlings.'

'This picture has white snow,' said Heis. 'Can you believe it? Give me the Altcam, Duo.'

Big Mountain by Rona

'NO, NO, NO!' screamed Alpha, at his wits' end. 'The colour of snow on Earth is white. Just like Earth lakes are blue and Earth forests are green.'

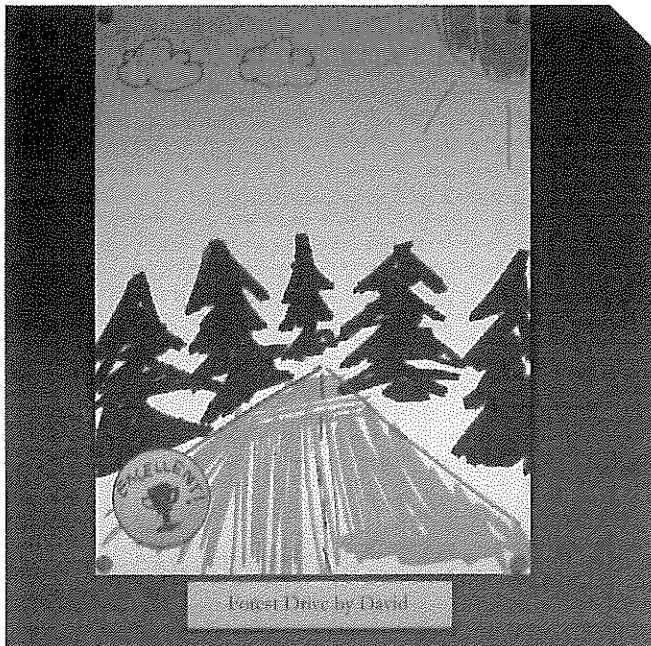
'How silly,' said Heis. 'Snow should be black.'

'Give me the Altcam, before it's too late!' Alpha insisted.

But it was already too late. Heis had pointed the Altcam at the picture. The Altcam bathed 'Big Mountain' in light. Rona's white snow changed to black.

'What have you done?' cried Alpha. 'This is terrible. First yellow water, then purple trees and now black snow.'

'The Earthlings will be so happy when they see their pictures,' said Treis.



'Don't count on it,' moaned Alpha. 'Oh no! I can hear some of them coming! It's too late to change the pictures back. We'll have to leave right away. There's going to be such big trouble. This is going to be my last ever Space Study-Tour, I can tell you. Back to the ship, double-quick! The rest of the tour's cancelled.'

'Then we'll want our money back!' said Heis, Duo and Treis together, as Alpha shooed them out of the classroom, back to the waiting spaceship.

Just in time.

Ms Fraser returned with Kylie, David and Rona to finish tidying the room.

'Did you hear something, Ms Fraser?' asked Kylie.

'No, I didn't, Kylie. What was it?'

'It sounded like footsteps. Somebody running fast. Behind the classroom.'

'And what was that?' said David, a few seconds later.

'It sounded like a gust of wind,' said Rona. 'But there hasn't been any wind today.'

'Perhaps it's just started,' said Ms Fraser.

Rona looked out of one of the windows. 'No,' she said. 'The trees are still.'

'Never mind,' said Ms Fraser. 'Some things are just a mystery.'

'Ms Fraser, what time are the parents coming?' asked David.

'At two o'clock,' Ms Fraser replied. 'And thanks to you keen helpers we have enough time to finish tidying the classroom before they arrive.'

'They're going to get such a big surprise when they see our awesome pictures, aren't they, Ms Fraser?' said Rona.

'Yes they will,' said Ms Fraser. 'They'll think your pictures are simply out of this world!' ■



Equipment profile

Read the text 'Alien Art Attack'. In the story, the aliens use a piece of equipment called an 'Altcam'. Complete the equipment profile below using information from the text.

Name: Altcam

What is it used for?

How does it work?

Create an equipment profile for a piece of equipment you'd most like to own—perhaps a machine that would enable you to fast forward moments you find boring?

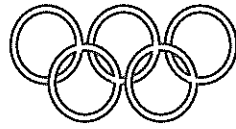
Name:

What is it used for?

How does it work?



Summer Olympics Sports



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N	C	S	W	P	Q	P	B	L	B	G	G	V	G	Q	O	L	H	W	A	G	Y	Y	P
Z	O	A	C	O	N	A	O	A	L	O	N	N	L	L	Q	L	A	V	Q	N	E	A	I
K	J	L	D	I	S	N	D	L	J	A	I	I	O	I	J	A	M	Y	U	I	K	L	E
G	A	U	H	E	T	M	O	L	E	T	B	P	X	A	X	B	M	L	A	T	C	E	X
A	J	Y	B	T	I	S	O	L	F	V	R	D	V	O	G	Y	E	L	T	O	O	R	Z
T	Y	A	A	N	A	N	A	I	H	E	A	E	N	N	B	E	R	A	I	O	H	J	M
H	L	R	T	K	G	T	L	N	T	T	L	U	I	A	V	L	T	B	C	H	G	L	T
L	S	O	E	J	T	T	N	A	M	I	A	W	L	W	H	L	H	Y	S	S	G	N	W
E	N	F	U	H	H	A	W	E	N	Y	O	I	Y	T	P	O	R	E	S	T	M	W	B
T	J	M	O	G	C	V	B	Q	P	R	G	U	R	L	Y	V	O	L	E	X	C	A	C
I	P	O	I	H	M	R	R	L	V	N	T	Q	Z	T	P	H	W	L	D	M	S	H	G
C	M	E	W	A	L	K	A	H	E	O	R	I	G	M	R	C	N	O	Q	K	D	I	N
S	W	T	N	T	U	N	A	I	R	T	S	E	U	Q	E	A	B	V	E	E	H	G	I
S	T	E	E	P	L	E	C	H	A	S	E	J	D	G	Y	E	M	T	Q	G	N	H	L
O	D	N	O	W	K	E	A	T	E	N	E	N	N	O	J	B	B	P	D	N	D	J	T
D	E	C	A	T	H	L	O	N	W	L	A	I	N	F	M	A	S	H	O	I	I	U	S
L	L	A	B	T	O	O	F	L	P	O	C	S	A	I	L	I	N	G	P	L	V	M	E
H	E	O	N	A	C	D	L	I	A	N	F	N	R	L	S	A	V	E	J	C	I	P	R
U	F	Q	Y	W	I	A	R	H	E	P	T	A	T	H	L	O	N	J	I	Y	N	N	W
R	J	I	K	S	B	T	L	F	W	T	S	W	I	M	M	I	N	G	K	C	G	O	E
D	G	K	C	T	E	M	N	O	H	T	A	R	A	M	T	E	N	N	I	S	E	Z	T
L	B	U	F	U	N	K	P	V	G	Q	P	Z	X	U	G	E	A	K	U	Q	T	I	O
E	S	O	G	N	I	M	M	I	W	S	D	E	Z	I	N	O	R	H	C	N	Y	S	U
S	S	T	U	P	T	O	H	S	W	L	S	P	Z	A	T	T	B	F	Y	V	W	Z	L

- | | | | | | |
|------------------|--------------|------------|-------------------|-----------------------|---------------|
| aquatics | cycling | handball | marathon | steeplechase | volleyball |
| archery | decathlon | heptathlon | modern pentathlon | swimming | walk |
| athletics | discus | high jump | pole vault | synchronized swimming | water polo |
| badminton | diving | hockey | relay | table tennis | weightlifting |
| basketball | equestrian | hurdles | rowing | taekwondo | wrestling |
| beach volleyball | fencing | javelin | sailing | tennis | |
| boxing | football | judo | shooting | trampoline | |
| canoe | gymnastics | kayak | shot put | triathlon | |
| | hammer throw | long jump | | triple jump | |

Chance

Name: _____

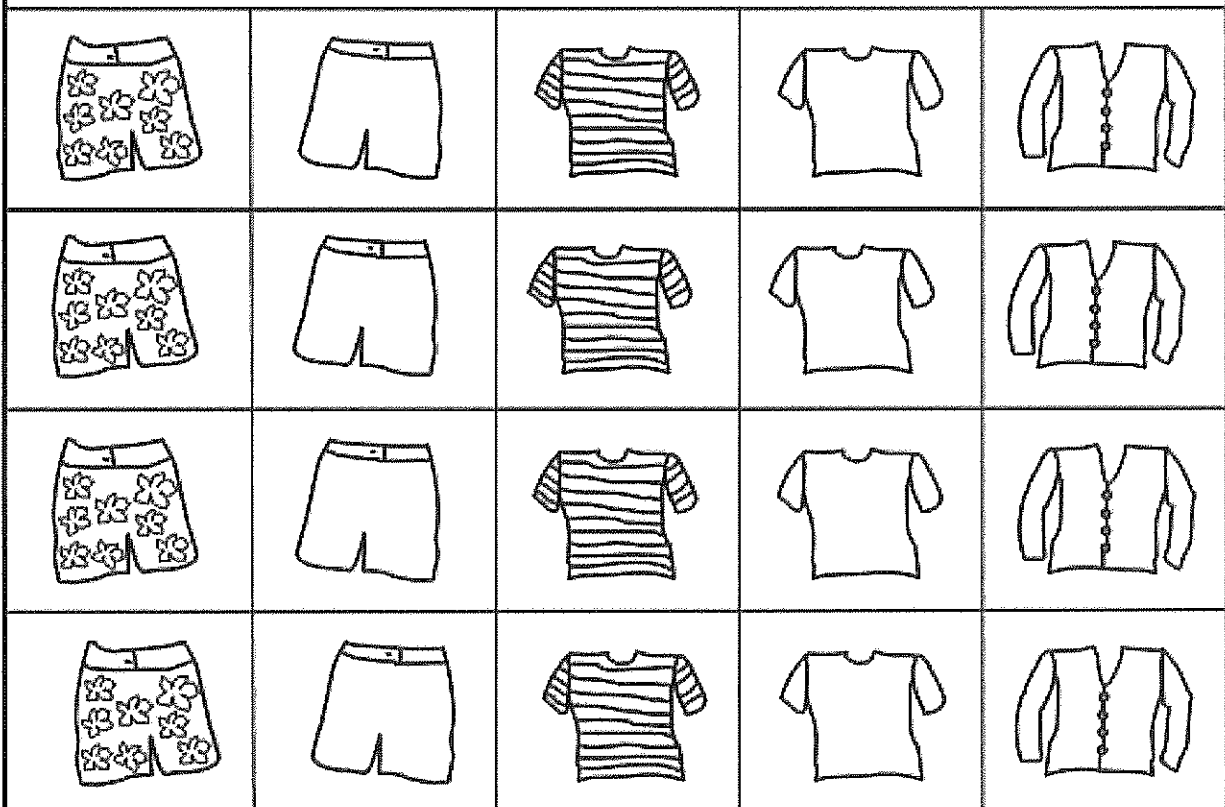
Conducting a simple chance experiment

Count the outfits.

*I have 2 different pairs of shorts and 3 different shirts.
How many different combinations of outfits can I make?*

My guess: _____ combinations of outfits.

Cut out the clothes and put them together in different combinations .



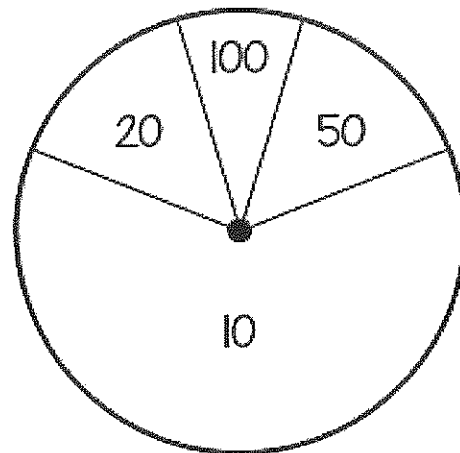
What happened?

Spinner Possibilities

- 1 Waldo has a new spinner. It has sections for scoring 10, 20, 50 and 100. Waldo knows these chance words:

**certain impossible likely
unlikely equal chance**

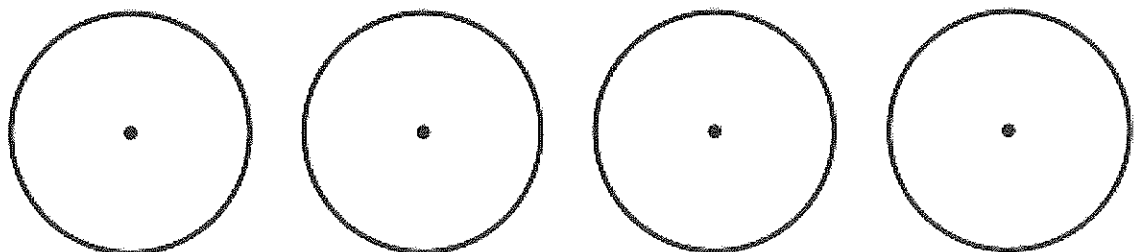
What is the possibility of landing on each score?



- a Underline the question. b Circle the facts.
c Choose a chance word to label each score. Explain why you chose this word.

Score	Chance word	Why did you choose this word?
10		
100		
20 & 50		

- 2 Design your own spinners to match these possibilities:
- You are certain to score 100 every time.
 - It is impossible to score 100.
 - It is likely you will score 100, and unlikely you will score 1.
 - You have an equal chance of scoring 100 or 1.



- 3 Using cardboard, design your own spinner. Complete your spinner and try it out.

Stage 2 – Chance

Question 5 – language of chance

Key ideas

a) Describe the chance of the following everyday events occurring as: **unlikely**, **possible** or **likely**.

Describe possible everyday events and order their chances of occurring

1. I will go to the bathroom today. _____

2. Someone in my grade will be absent today. _____

3. We will have an elephant at school today. _____

b) Complete these statements with '**more likely**' or '**less likely**'.

1. A pencil tin has 7 blue pencils and 3 red pencils. It is _____ that I will pull out a red pencil.

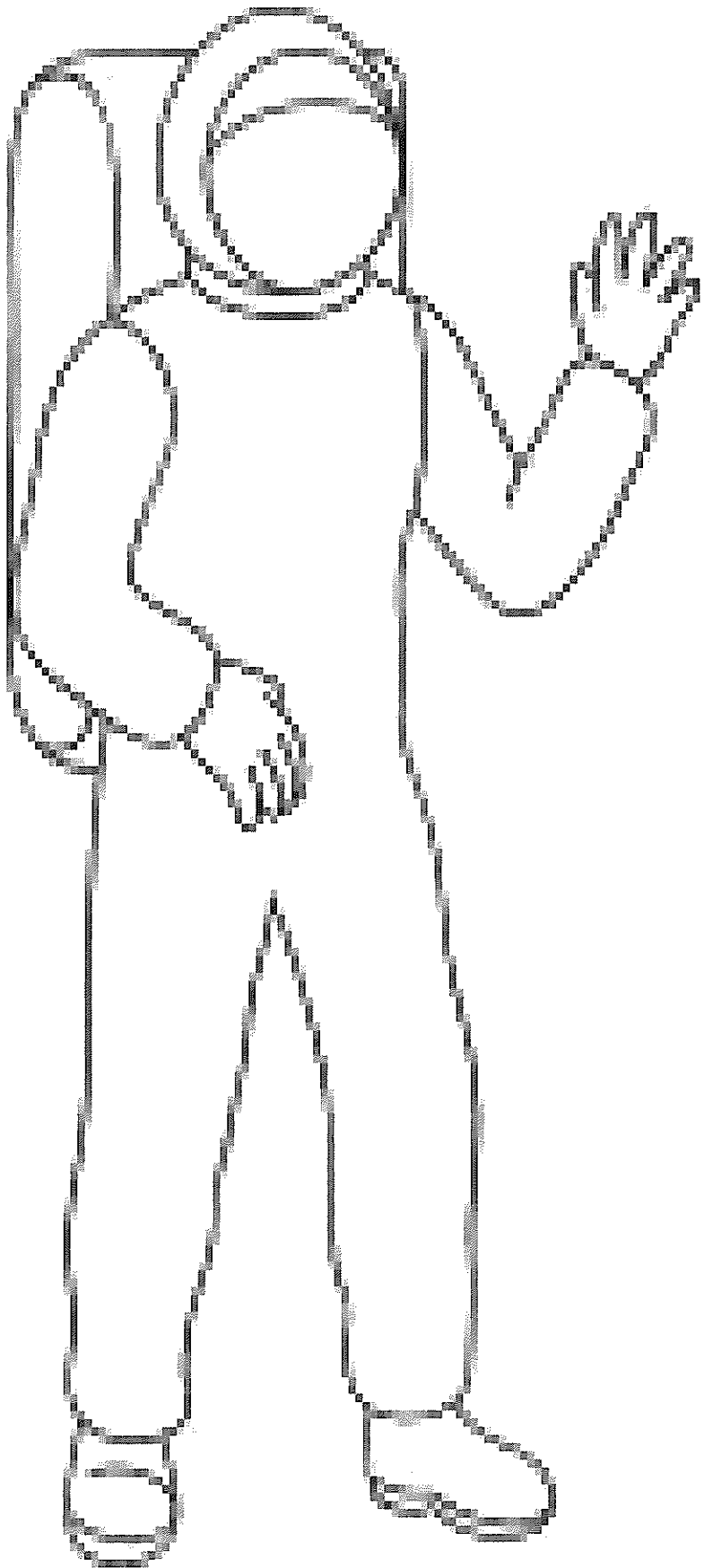
2. Rolling a 2 on a 6-sided dice is _____ than rolling a 2 on a 10-sided dice.

c) Write an everyday event like those in a) to complete the following sentences.

1. It is likely that _____
because _____

2. It is unlikely that _____
because _____

3. It is certain that _____
because _____



Practise More Combinations

Trace the letter patterns and words, then copy them yourself.

awawa wawawa

ni ni ni ni ni

en en en en en

men man woman women new now

rain ran rear rear row were won