



Learning from Home – Brooke Avenue Public School

Stage 3 (Years 5 and 6) – Week 5, 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 9th August 2021

Daily Task – Make your bed

English

Spelling: Base words, Comparative words, and Superlative words

Choose 10 words from the list below and record them as a spelling list.

assist	assistant	assistance
bore	boring	boredom
claim	reclaim	reclaimable
examine	examination	examiner
medic	medical	medication
prove	approval	disapprove

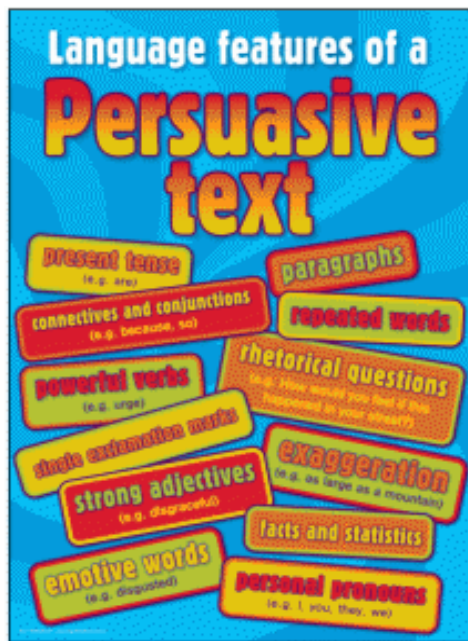
What is the difference between comparative and superlative words? Record your answer below and on Seesaw.

Grammar: Visual Grammar - colour

To understand visual literacy, you must be able to read images. This involves understanding the purpose of the image and being able to create images to communicate graphically. Colours are very symbolic. They can represent feelings and emotions without words. What is your favourite colour/colours? What feelings or emotions does this colour represent to you?

Writing: I need your help!

Stage Three, I am having trouble getting one of my students to participate in Home Learning. We will be writing 3 paragraphs with at least one good reason as to why this student should do their home learning. For today, I need you to write a plan recording your ideas. Take a photo of your plan and upload it to Seesaw. You will need this plan for tomorrow.



Reading: Shock Magician

<https://www.youtube.com/watch?v=r3afc96DQT0>

1. Roland's favourite pet is?
2. What does Roland flick?
3. On stage, what stands to Roland's right?
4. Why doesn't the audience notice the stage lights dimming?
5. What happens just before Eliza reappears?
6. Why does Roland tell his audience to go?
7. Why does the 'Guillotine of Death' happen at the end of Roland's show?

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

Maths

Warm up: How many ways can you make 84.

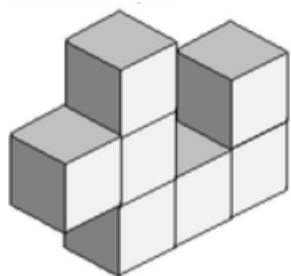
Using all operations +, -, x and ÷ write as many ways as possible you can make the number 84.

Volume cubic centimetres: All three-dimensional objects take up space this space they take up is the objects volume all 3D objects have a volume. We measure volume in cubes.

Can you find the volume of these objects, by counting how many cubes make up the whole object? Watch the video for more help

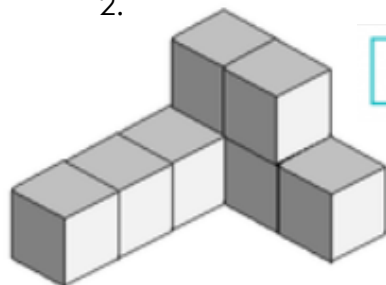
<https://youtu.be/3lbMvKtT-6w> . Each cube has a length, width and height of 1cm, meaning it is 1 centimetre cube or 1 cubic centimetre. We can write it as 1cm³.

1.



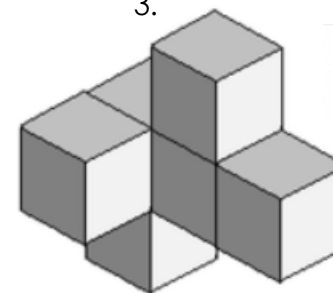
cm³

2.



cm³

3.



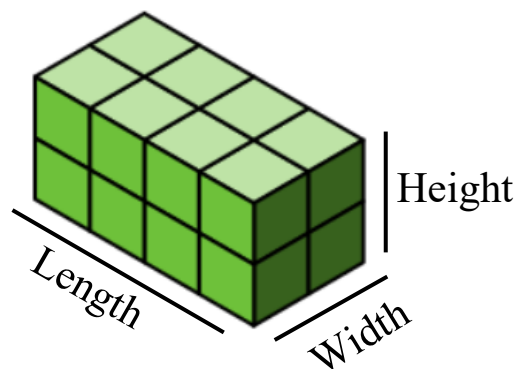
cm³

Length, Width and Height: Look at the diagram below. You will see that we cannot see all the cubes in the object as they are hidden behind others, so just counting the cubes will be difficult and if we just count the cubes we can see. If we do this, are we really showing the right volume for the object? To help us work out the volume we need to find the dimensions of the rectangular prism as it is a 3-dimensional object it will have 3 dimensions. The three dimensions we use are length, width and height.

Length = 4, because there are 4 cubes along the bottom

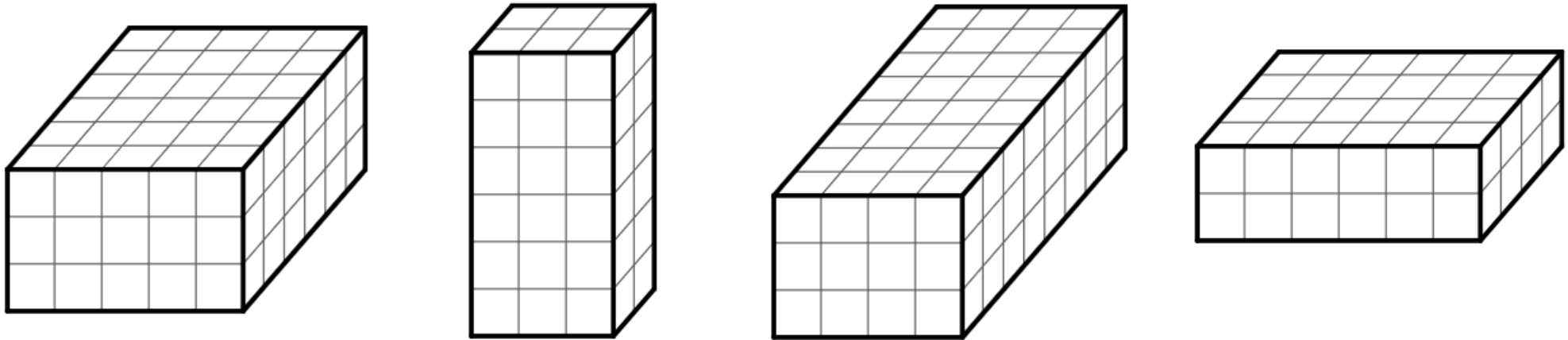
Width = 2, because there are 2 cubes along the front

Height = 2, because it is 2 cubes high



Mr Cartwright Video: <https://youtu.be/iY2BZPqU9qw>

Label the length, width and height of these rectangular prisms. Use the above diagram and video of Mr Cartwright to help you:



Draw prisms to match the given length, width and height, make sure you label the sides of your prisms.

a) L = 4cm, W = 8cm, H = 4cm

b) L = 10cm, W = 3cm, H = 5cm

c) L = 2cm, W = 3cm, H = 6cm

d) L = 7cm, W = 3cm, H = 4cm

Extension: Find the volume of the above prisms. Cubes are all 1 cm³.

Geography: The Olympic Games

Critical Reading: 'Marking the Text' is an active reading strategy that asks you to think critically about your reading. We will use three basic marks when reading the article "Magnificent McKeon headlines historic day for Australia in Tokyo" (attached).

These are:

= numbering paragraphs

○ = circling key terms / phrases

___ = underlining relevant information for the questions you are answering.

Before reading the article, print it if possible. Watch the video by Miss Manley as she outlines the best way to read critically:

<https://youtu.be/UQGvRUObhCU>

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Before reading, number the paragraphs. This can help when locating information. Read through the text one full time. Read the questions below before reading the text a second time. During this read through, circle the key terms and phrases that relate to the questions. Finally, on your third read through, underline the information that you think answers the questions.

Once you have read through the article and marking the text, you should find answering the questions easier. Record your answers and share with your teacher on Seesaw.

'Here' questions (the answer is written right here in the text)

1. Why was Sunday remembered as the most successful day ever for the Australian Olympic team?
2. Which athletes did Emma McKeon join as the most successful Australian Olympians at a single Games?

'Hidden' questions (the answer is hidden in the text)

3. What does Emma mean when she says "But to be in that kind of company, it's an honour"?
4. Why was Emma considered the undoubted star of Australia's medal success on the Sunday?

'Head' question (the answer is in my head. I need to answer the question by thinking about what I have read)

5. In the last sentence of paragraph 14 the author states the words of Emma's coach were 'ominous'. What does ominous mean and why do you think saying Emma "still has a bit to go" is ominous for her rivals?

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

PE: Circuit Training

Watch: Mrs Stubbs explanation video https://youtu.be/_HQB1v15nsk

Complete 4 rounds of the following:

- 10 x Burpees
- 10 x Push-Ups
- 10 x V-Sit-ups
- 10 x Lunges
- 10 x Squats

Creative Arts: Landscape

This landscape was painted by Aboriginal artist Sarrita King. Many of her artworks are of country where she grew up. Notice that the example above is monotone (one colour with varying values). King's work is contemporary, not ancient work. Aboriginal art and culture whilst having a long history, is often contemporary (meaning today).



Resources or materials

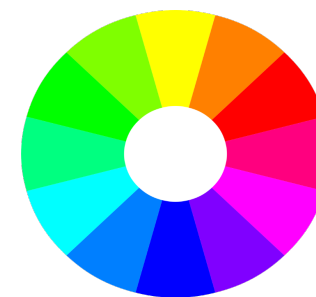
- lead pencil
- watercolour paint

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- acrylic paint
- paint brush
- oil pastels/ wax crayons (coloured pencils/ markers will work too)
- art paper

Many Aboriginal artworks depicting landscapes are painted from an overhead or aerial (bird's eye) view of the country.

1. Think of an area that you know well and imagine what it would look like from far above. This could be your neighbourhood, a favourite holiday place, your school area, somewhere that is important to you and your sense of belonging. If possible, look at a map of the area you are thinking of, this might help with the next step.
2. What shapes and lines can you see or imagine from the birds eye view of your chosen area? Note: These shapes are representational and not literal. A square could be a building, a sports field, a group of trees.
3. Position your art paper in landscape and take your lead pencil and draw the shapes and lines you see/ imagine onto your paper. It is important your lines and shapes fill the entire page. (You will use watercolours to paint the base shapes and then detail those shapes with acrylic paints/ crayons/ markers using smaller shapes repeatedly to create your landscape.
4. Look at the watercolour palette and decide on the colour you are going to start with. Paint one base shape towards the central area of your art paper and build outwards using colours that are complementary (colours that are placed next to each other on the colour wheel). **For e.g.**, yellows through to greens to blues, with varying tones. Notice the colours in the artwork above transition through the complementary colours of red to orange through to yellow. Allow the painting of the shapes to merge into other shapes as they collide. Important! There should be no white left on your page.
5. Allow your painting to dry.
6. Use smaller brushes and acrylic paints or oil pastels/ markers to detail the base shapes with repetition of smaller shapes and lines. Notice in the example, the artist uses circles, diamonds, dots, short strokes, dots. Wavy lines etc. Take inspiration from this.
7. Take a photo and share your masterpiece with your teacher on Seesaw.



Tuesday 10th August 2021
Daily Task – Weed a garden bed

English

Spelling:

1. Write your spelling list using look, cover, write check.
2. Choose 5 of your spelling words and put them into sentences. Make sure you re read them to check they make sense.
3. Take a picture of your sentences and record yourself reading them. Upload this to Seesaw.

Grammar:

The colour grid below shows what some colours can represent.

blue TRUST SMART CALM FAITH NATURAL STABLE POWER	red LOVE IMMEDIACY ENERGY SALE PASSION ANGER HUNGER	black BOLD RICH POWER MYSTERY ELEGANCE EVIL STRENGTH	green SOOTHING ECO-FREINDLY NATURAL ENVY JEALOUSY BALANCE RESTFUL
yellow CHEER ATTENTION CHILDISH FRESH WARMTH ENERGY OPTIMISM	orange HEALTH ATTRACTION STAND OUT THIRST WEALTH YOUTHFUL HAPPINESS	pink TENDERNESS SENSITIVE CARING EMOTIONAL SYMPATHETIC LOVE SEXUALITY	purple ROYAL MYSTERIOUS ARROGANT LUXURY CHILDISH CREATIVE SADNESS

Which colour would you use to illustrate the following things?

- a) wealth, luxury and royalty? _____
- b) cleanliness, safety and purity? _____
- c) nature, peace and calmness? _____
- d) danger, power and strength? _____
- e) confidence, loyalty and wisdom? _____



Why do you think the advertisement above has chosen these specific colours?

What is this advertisement selling? _____

Which bright colours are used to grab our attention? _____

How do we know it's a healthy option? _____

Writing:

Refer to your plan from yesterday. Re-read your plan and make sure you are happy with it. Once you are happy with your plan write an opening paragraph with the heading "Why it is important to participate in home learning".

You are writing one paragraph only today. Remember to use emotive language. We need you to be convincing. What will your opening statement be? After you have written your first paragraph, take a photo of it and upload it to Seesaw for your teacher to give you some feedback.



Reading: Colour Blindness

<https://www.youtube.com/watch?v=V7mAesVheug>

1. Which cells react to faint light?
2. Finish this sentence. Light reflects off objects and goes through the c____ c_____.
3. Finish this sentence. About one in 200 women are _____.
4. What is mentioned as an example of partial colour blindness?
5. Why is a colour-blind person less likely to be fooled by camouflage?
6. List some sports that would be hard for a colour-blind person.
7. In a group of 400 boys, how many are likely to be colour blind?

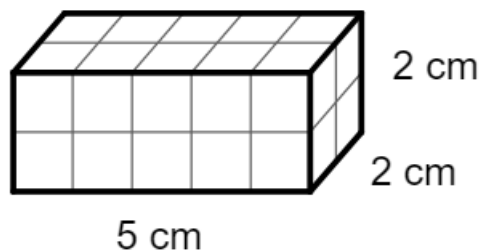
Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths

Warm up: How many ways can you make 72. Using all operations +, -, x and ÷ write as many ways as possible you can make the number 72.

Finding the volume of a rectangular prism: To find the volume of rectangular prisms we can use the formula Length x Width x Height (Sometimes shown as L x W x H).

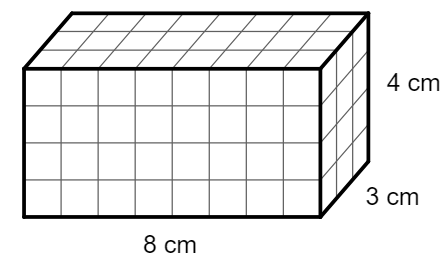
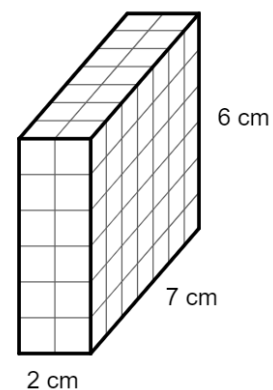
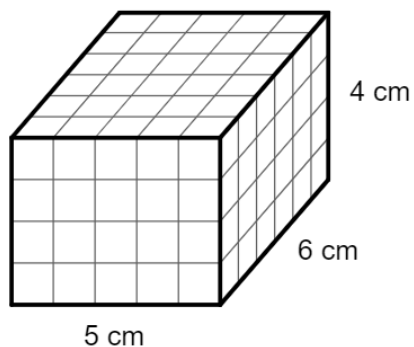
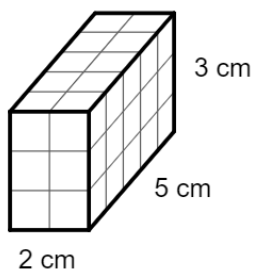
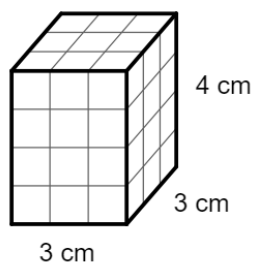
Example:



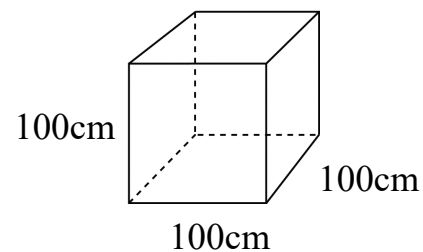
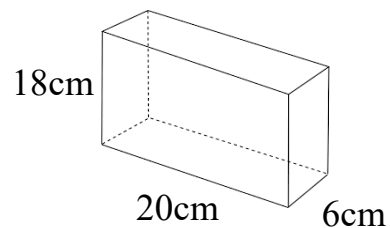
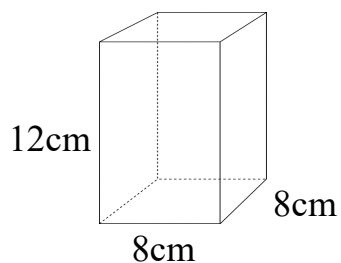
First find L, W and H. L = 5cm, W = 2cm, H = 2cm
Using L x W x H (substitute the numbers about into the formula)
 $5 \times 2 \times 2 = \text{Volume}$
 $5 \times 2 = 10$
 $10 \times 2 = 20$
So the volume of this prism is 20 cubic centimetres or 20cm^3

Mr Cartwright Video: <https://youtu.be/hPI0jXAiGBU>

Find the volume of these prisms using the formula $L \times W \times H$. The dimensions have been given. Watch the video or look at the example to help you.



Extension: Find the volume of these prisms



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

PE: [Dancing - The Nutbush](#)

Watch Mrs. Stubbs video to get the hang of the steps. Your teacher will post the video on Seesaw to watch.

English

Spelling: Write your spelling list using look, cover, write check.

Think of 5 other words that have a base word, comparative and superlative word. Write them down, take a photo and upload the list to Seesaw.

Grammar: Create your own advertisement for a very luxurious, expensive, and powerful car. You must include minimal text (writing) in your advertisement. Why did you use these colours and pictures and writing (if you used writing).

Writing:

Refer to your *paragraph one* from yesterday and re read it. Make edits if needed. Continue writing your second paragraph of your persuasive text - the body paragraphs. This is where you provide your argument and support with evidence. Tomorrow you will be writing your conclusion

Extension: Write 2 or 3 paragraphs supporting your arguments.

Reading: Knight Fights

<https://www.youtube.com/watch?v=0YDKsTeUhKw>

1. What would be a suitable reward for a knight?
2. The position of page was the step before becoming a what?
3. In the late middle ages, what did knights wear?
4. When did knights use their swords?
5. Why did knights have an advantage in battle over an ordinary foot soldier?
6. What is an Excalibur?
7. What does being chivalrous mean?

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

Maths

Warm up: How many ways can you make 144. Using all operations +, -, x and ÷ write as many ways as possible you can make the number 144.

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Comparing cubic centimetres and metres: We know that when measuring volume, we use cubes and most commonly we use either centimetre cubed or metres cubed. A centimetre cubed is a cube with all dimensions that equal 1 cm. A metre cubed is a cube where all dimensions equal 1 m. Using recycled materials and a ruler or tape measure, make a single centimetre cube and a single metre cube. Take a photo of them side by side to compare the size and post to Seesaw for your teacher to see.

Have a look at Mr Cartwright's cube that he made using a cardboard box.

Mr Cartwright Video: <https://youtu.be/b4Pd6mbYQQg>

Choose the appropriate unit (either cm^3 or m^3). If you were to measure the volume of these objects, would you use cm^3 or m^3 .

- a) Your bedroom
- b) A Tupperware container
- c) Sand pit
- d) Cereal box
- e) Wardrobe
- f) Skip bin
- g) Warehouse
- h) Pot plant pot
- i) Lunchbox
- j) Shoebox

Extend: Using a tape measure can you measure the volume of your bedroom. Think about measuring each dimension and using the formula $L \times W \times H$.

Geography: The Olympic Games

Skateboarding has been added to the list of Olympic sports this year. Watch the clip about some incredibly young Olympians who are bringing a new perspective to the sport. [The Tokyo Olympics' Newest Stars Are Two 13-Year-Old Skateboarders](https://youtu.be/bjTlpstiLtM)

<https://youtu.be/bjTlpstiLtM>

Focus Question: Should skateboarding be made legal in public streets and parks (not just skate parks)?

Your task:

Decide whether you are for (agree) or against (disagree) the focus question.

You need to persuade the Central Coast Council to either make skateboarding legal in all streets and parks or keep the current restrictions in place and why.

Watch the video from Miss Manley which outlines what you should include in your persuasive speech <https://youtu.be/KZ-zddqlexE>

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Remember to include:

1. High modality words
2. Emotive language to appeal to your audience
3. Formal voice that is authoritative
4. Present tense

Pretend you are giving your speech at a Council meeting. You have one chance to convince the Council! Make it count! Write and record your speech (if you want to) and upload it to Seesaw. Happy campaigning!

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

PE: Wednesday Weighted Workout

You need 2 weighted items; tin cans, pieces of fruit, tennis or hand balls, and you must be wearing shoes!

Watch: Mrs Stubbs video to get the hang of the movements <https://youtu.be/Jnd8aZiYPcg>

Complete 3 rounds of the following:

10 x Bent over rows

10 x Bicep curls

10 x Push press

10 x Lateral arm raises

10 x Lunges

10 x Squats

Creative Arts: Marryuna by Baker Boy

Introducing the Artist

Born in Darwin and raised in the remote Northern Territory communities of Milingimbi and Maningrida, Danzal Baker aka Baker Boy is the freshest new hip-hop talent to emerge from Australia. Young, strong and proud Baker Boy raps in English and Yolngu Matha language representing his Arnhem Land family. In Arnhem Land they call Baker Boy the "fresh new prince". His totem is the Olive Python, his moiety is Dhuwa and his skin is Buralung/Gela boy. Baker Boy is a multidisciplinary talent working across rap, dance and acting. He hopes to inspire younger generations to embrace their culture and become leaders in their communities. Baker Boy says, "Music is the best meditjin (medicine), it brings everyone together, makes you want to dance, love, laugh, vibe and feel. <https://www.youtube.com/watch?v=COhqaNXZVTg>

Listen & Think

Listen to the song 'Marryuna' by Baker Boy. What are your thoughts about the song and its meaning? Discuss with a parent/ carer or family member. (References to water, education and passing on of knowledge) www.youtube.com/watch?v=afQcYH2nwoM

Dance

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Watch the video below that teaches how to do the Maryyuna dance. Practice the different moves before listening to the song again. When you feel rehearsed, video yourself and share with your teacher or perform with your family. <https://www.facebook.com/NITVAustralia/videos/baker-boys-marryuna-dance-tutorial/10155399076947005/>

English

Spelling: Write your spelling words using look, cover, write & check.

Find the meanings of your spelling words in a dictionary, if you do not have a dictionary you can use Google to search the words meaning. Take a photo of your dictionary meanings, upload to Seesaw and use the microphone symbol to record yourself reading the meanings.

Grammar:

Watch the following story on YouTube and answer the questions below.

One Per Person: Award Winning CGI Animated Short Film <https://youtu.be/AVttIE4Y5c8>

1. What does this story say to you?
2. How did this story make you feel?
3. How do you think the author was able to make you feel a certain way?
4. Who are the intended audience?
5. How do you think the author managed to get the message across to the audience without using words?

Writing:

Refer to your paragraph two from yesterday and re read it. Make edits if needed. Continue writing your third paragraph of your persuasive text; the conclusion. This is where you summarise your topic, share benefits with readers and convince them. Tomorrow you will be editing your writing and publishing.

Reading: Art Pirates

<https://www.youtube.com/watch?v=qKO4j7h7FZI>

1. Who and what are art pirates?
2. Who will pay millions of dollars for an original artwork?
3. Over time, a painting can become ___ and _____.
4. What might be an ingredient in old paint?
5. Why are art experts needed?
6. How could you describe the relationship between art pirates and art experts?
7. True or False? Scientists can help catch art pirates.

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

Maths: Volume City Day 1 Planning

You are a town planner and must plan to build a city centre that has all the necessary buildings a town or city would need. The problem is you only have a limited amount of space build on. It is your job to plan out and accurately build all the buildings so that they fit into the area provided.

Use the table to plan your buildings for the town centre. Think about the size and dimensions you will have for each and write the volume that each building will have. The first building has been done for you and you must include the school of that size in your city.

When planning your buildings use the map and cm grid lines on the map to help make sure you will be able to fit all the buildings in. Buildings cannot be placed over roads or the lake. You must have a minimum of 6 buildings in your city. Think about what would be needed in a city centre. Some examples might be hospital, police station, post office, apartment buildings or shopping centres.

Mr Cartwright Video: <https://youtu.be/SVVjAkiklbs>

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

PE: Dancing: Macarena

Watch Mrs. Stubbs video to get the hang of the moves then practice. Your teacher will post the video on Seesaw to watch.

Friday 13th August 2021

Daily Task – Match up your socks and make a sock puppet out of the mismatched ones!

English

Spelling: Write your spelling list using look, cover, write and check.

Get a family member to test you on your words. If a family member is unavailable have a try of testing yourself or, if you have the option too, video call a friend and test each other.

Grammar: Movie Review

Since it is FriYAY, reflect on a movie you have watched (you may want to watch one for a FriYAY activity)! Think about one scene from the movie and using what we have learnt about Visual Literacy answer the questions below:

1. What made you choose this scene?
2. What were the colours/imagery you were drawn to in this scene?
3. Describe the main character so your teachers can visualise them as they are reading about it.

Writing:

Edit your text/writing from the week and publish it. You can type it or re-write it neatly. Take a photo of your published work and upload it to Seesaw, then press the microphone and record yourself reading your writing, make sure you use expression to persuade your audience.

Reading: Death Mountain

https://www.youtube.com/watch?v=IS_t7B9fV9E

1. How many climbers were on this trip?
2. When did Josh first know, there was a problem?
3. What injury did Josh sustain?
4. Why was the trip always going to be dangerous?
5. What is this story an example of? A) Humans being challenged by nature. B) Two friends finding success together. C) What happens to all climbers.
6. What does a descent mean?
7. What is meant by... 'It landed him and Josh in hot water?'

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

Maths: Volume City Day 2 Building

Now you have planned all the buildings and their sizes, it's time to construct your city.

Use the cm grid paper to draw out nets (print as many pieces as you need) for your rectangular prisms making sure you have the right dimensions from your planned table. Watch the video of Mr Cartwright to see how to do this.

Once you have built all your buildings, stick them onto your map so that you have a finished city. Take a photo and post it to seesaw so your teacher can see your finished city.

Handy tip – you might want to use sticky tape rather than glue when putting your buildings together.

Mr Cartwright Video: <https://youtu.be/CH8Myl1MrOA>

Geography

As we know, skateboarding is the latest sport to be added to the Olympic Games. This video explains why the Olympic Games committee decided to introduce skateboarding to the list of Olympic sports. <https://youtu.be/P0Bnn9lqSsE> (Skateboarding at Tokyo 2020 Games – New Sport on the Block)

Your final Olympic task is to create your own poster/video/advertisement for the newest Olympic sport.

Choose a sport that is not currently at the Olympic Games and pretend that it's just been accepted to be included at the Brisbane Olympic Games in 2032.

How are you going to share the exciting news with the World? This could be a news story, newspaper article, advertisement, speech or anything else you think would share the excitement!

We can't wait to see what you come up with! Check out the examples below.



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

PE:

Warm Up: Watch [\(3\) It's Friday then Saturday Sunday What..!!! - YouTube](#)

<https://youtu.be/4z95SAFud7w> Have a dance along with the clip, video yourself and upload to Seesaw.

Circuit Training

Watch Mrs. Stubbs video for explanation of the movements <https://youtu.be/xG0rMVwMz4A>

Complete 5 rounds of:

10 x Shuttle runs- Mark out 10 metres then run up and back 10 times

20 x Plyo lunges (jumping lunges)

20 x Shoulder taps

20 x Russian twists

20 x Leg raises

Creative Arts: Monologue Improvisation

Choose an opening line from the list below and imagine what kind of character would say something like that and for what reason. Complete character worksheets effectively inventing a whole new character (attached). Once you have created your character write a short play about something that happens to them.

- Mum said I shouldn't stare but I couldn't help it.
- She says I never clean up my mess, but her messes are way worse!
- It was the worst day of my life.
- My best friend told me a secret and she told me not to tell anyone, but you don't know her so I can tell you.
- Mum thinks I'm pretending to be sick and she's right there's another reason I don't want to go to school.
- I didn't bring him home he followed me.
- if my mum tries to get me to eat _____ again I have a plan.
- I'm not supposed to be a dibber dobber, but Jonathan did something pretty bad.
- I told him I was sorry, but I wasn't.
- (Holding a paper bag) everyone keeps asking me what's in the bag.
- I tried really hard not to cry.
- Do you have any idea how much I hate it when she does that?
- I told them it wasn't fair, but they didn't listen as usual.
- I looked up 'hypochondriac' on the Internet and I'm pretty sure I have that too.
- My dad can get really embarrassing.
- Looks like I owe you an apology.
- I've never been more scared than I was that night.



SHOCK MAGICIAN

His posters call him “Roland the Horrible”. Beneath this name is a drawing of Roland, dressed in a black top hat and cape, leering down at passers-by. The real Roland’s hat always has a small animal hidden inside it — his favourite pet is a white dove covered in fake blood. This is nothing compared to the horrors of his amazing stage show.

Roland, a giant of a man, commands attention from the moment he strides on stage. His eyes, like dark caves, gaze straight at his audience. Then with a twist of his curly moustache and a flick of his cape, he snarls, wolf-like. The audience tense in their seats. Roland is a shock magician. And he delights in being shocking.

Smoky green mist swirls around a large, wooden box that stands to his right. Roland runs his fingers over the skull carvings that cover the box and cackles. After a number of tricks, there is a loud crash and Eliza, his beautiful assistant, appears from nowhere. Her lips glow against her ghostly complexion, as if dripping in blood, and her hair is a nest of spider webs. She glides towards the large guillotine set on a table on the left of the stage.

The scene is now set for one of Roland’s most famous illusions ... the “Guillotine of Doom”!

This spectacular trick happens at the end of his show. There is a drum roll and the stage lights dim, so slowly that no-one notices. Eliza looks at

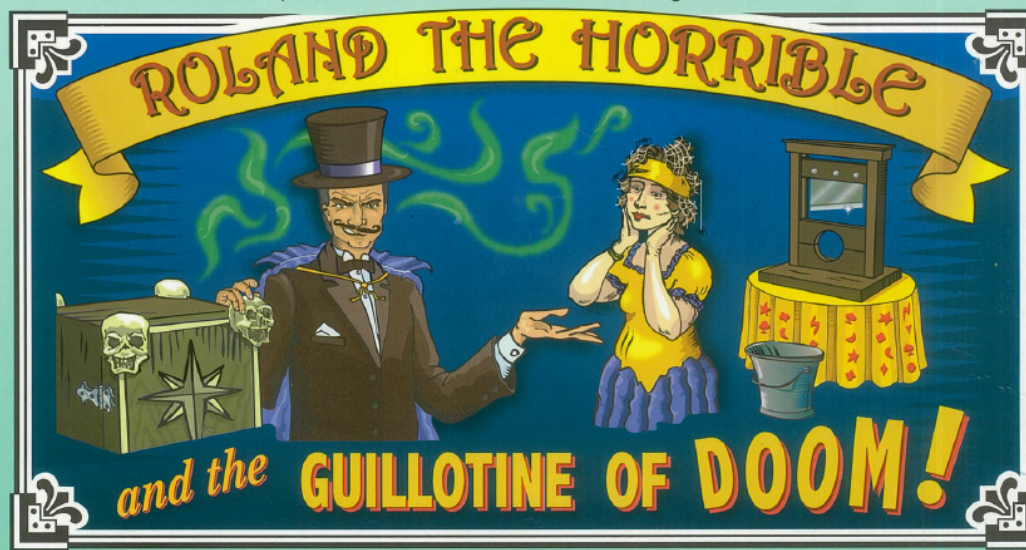
Roland, nervously, and he grins evilly back at her. She nods and walks behind the guillotine. Here, where the audience cannot see her, she pushes a false head through the guillotine hole. It looks almost exactly like her head. Roland yells out at the audience, asking if they want to see Eliza’s head chopped off. People scream out, “NO!” Eliza’s fake head shakes too, as she screams for help from behind the guillotine.

With an evil grin, Roland drops the blade and the dummy’s head falls into a bucket. Fake blood spurts out from what appears to be Eliza’s severed neck — she’s actually wearing a black hood. A terrified holler erupts from the audience

and people rush for the exits, while Roland drags the ‘headless body’ to the gold and black box. Eliza pretends to twitch and spasm, causing more folk to run screaming for the doors.

“Go!” Roland yells at them as he throws Eliza into the box. With another ferocious roar, Roland throws his head back and stamps his foot. Sparks explode from the box and it opens, revealing an empty space where Eliza once stood. Some people clap. Others look at each other in terror.

Suddenly, loud trumpets play a fanfare and Eliza dances her way through the crowd from the back of the theatre. The audience claps wildly. Some people even cheer. As Roland and Eliza take a bow, his hat drops off and a bloodied dove flies into the audience. People run and scream, but it’s been a great show.



Colour Blindness

Imagine asking someone to pass you a red pencil and they hand you a green one instead. At first you may think they are playing a trick on you. But have you considered that the person may be colourblind?

Colourblind people see objects as clearly as anyone else. What they don't see is the full range of colours.

Light reflects off objects and goes through the *pupil* — the black hole in the centre of the coloured part of the eye. Light reaches the *retina* at the back of the eye. Inside the retina are millions of nerve cells that detect the light. *Rod* cells react to faint light and help us see at night, but only in shades of black and white.

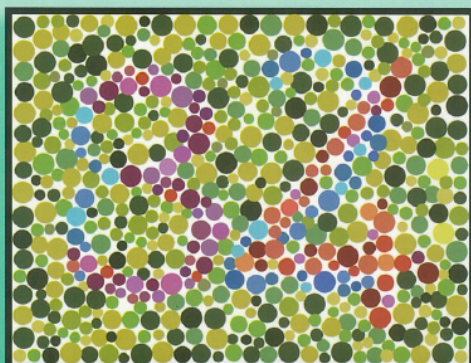
Cone cells, however, react to brighter light. They let us see details, including colour. There are three types of cone cells which detect red, green or blue. By sending signals to our brain all at the same time, cone cells let us see the full range of colours.

Colourblind people are missing some or all of the different types of cone cells. This means they do not see the full range of colours properly. There are many types of colour blindness. Most people who are affected have *partial* colour blindness and fall into two groups.

The biggest group does not see green and red properly. The other common group does not

see blue and yellow properly. Even people with the same type of colour blindness may not see colours exactly alike. Very few people are totally colourblind. These people see life in shades of black and white — like an old-fashioned movie.

What causes colour blindness? In very rare cases it can be from damage to the retina, but usually it is passed on through our genes. That means a person gets it from their parents, who got it from their parents, and so on. Males are most likely to be affected. About one boy in ten is born colourblind but only about one girl in 200 is born colourblind.



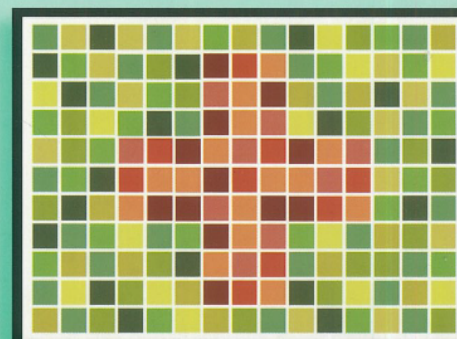
People with normal colour vision **can see 34 and 82.**

People who are *Red/Green* colourblind **cannot see 34, but do see 82.**

Many colourblind people learn to see subtle differences in texture, shape and patterns that many of us take for granted. This is how they tell the difference between red and green apples or ripe and unripe strawberries.

This can also be handy for special jobs in the military. Many colourblind people have excellent night vision. It is also possible that in the days when humans hunted their food, colourblind people were not easily fooled by camouflage and could spot their prey more quickly than others.

There is no cure for colour blindness. Special lenses help some people see colours more clearly, but these do not work in all cases. Even so, if you were colourblind would you want to change the way you see, or would you accept your difference as unique and maybe even valuable?



People who are *Red/Green* colourblind **cannot see the cross.**

Eye experts use special testing charts like these to diagnose if a person is colourblind.

NOTE: Artist's impression only. This is not an authentic test.



There are stories from all over the world about warriors who fought on horseback. The most iconic of these warriors are the British 'knights in shining armour', who lived during the Middle Ages. This was a period of time from about 800AD–1500AD.

Knighthood was a reward given to the most skilled fighters. The king would also give knights land and servants — but only if they promised to be loyal to him. Before someone could be knighted, they needed to train very hard.

Training began at a very young age; some knights started when they were only six years old! At this age they were called a *page*. As a page they often lived in the home of a knight or local lord. Here they would be cared for and trained by women. They would learn about manners, cooking and even simple hunting. The page would complete his training at age 14 or 15.

At this time they would become an assistant to a knight. Their job was to look after the knight's armour and care for his horse. A knight's assistant was known as a *squire*. Much of their training at this time would centre around combat skills. Squires were also expected to join their master in battle.

A squire would hope to become a knight sometime before his twentieth birthday. He

could do this by successfully completing his lessons or by showing great bravery in battle. A ceremony would be held where he would be pronounced a knight. This might involve his master, or his local lord, placing a hand or a sword on his shoulder.

A knight's life was not always about war, so they would attend tournaments to keep practising their skills. These tournaments were originally mock battles held between groups of armed men. Too often, these contests ended in serious injury or death so they had to be changed. Later, tournaments became one-on-one events. Rules were also introduced to improve safety.

The *joust* became the most popular event at tournaments. Here, mounted knights in full armour, would charge at one another. They would use long wooden poles called *lances* to unseat their opponent.

Battle was the most dangerous time of a knight's career, and he had to be well protected.

Knights wore armour to protect their bodies. In the early Middle Ages, the best form of armour was *mail*, which was made up of thousands of tiny steel rings linked together. By the late Middle Ages, knights started wearing armour made from metal plates. It was almost impossible for swords to break through this. Knights would also carry a wooden shield and wear a metal helmet.

In battle the knight would use a lance and carry a double-edged sword. The sword was only ever used if the knight broke his lance or fell off his horse.

Knights still exist in the world today, but they are no longer warriors. Instead, a person may be knighted by a king or queen for doing a great service in the name of their country. Male knights are given the title 'Sir', while female knights are given the title 'Dame'.





In story books, pirates are fierce men who raid ships and bury treasure. But not all pirates operate on the sea.

'Art pirates' steal from museums and galleries. They make copies of paintings and sculptures and craftwork for money. If the buyer is told that this artwork is the original, then the seller is breaking the law. This crime is called *forgery*.

Art pirates can be very talented artists. Some make excellent copies that look exactly like the original. Fake paintings can be worth a lot of money, so these artists use their abilities to commit crimes. This sort of piracy has existed for hundreds of years.

Why do original paintings cost so much? Most of them were painted centuries ago, by famous artists who are now dead. This means that they can never be replaced. Museums and art collectors will pay millions of dollars for some original paintings.

Old paintings change over time; the colours will become yellowed, and cracks appear on the paint. This means that art pirates have to make their copies look really old too. They will scratch the painting and coat it with a yellow wash. They must also copy the artist's signature perfectly.

Since artworks can be worth millions of dollars, art experts go to a great deal of effort to catch these pirates. They know the styles and methods used by famous painters. They know whether the old artist put the paint on thickly, what the shape of their brushstrokes was like, or whether they painted shadows into their work.

Art experts will also use more scientific methods to confirm a fraudulent copy. Using samples of the painting, they can test the age of the colours used by looking at their ingredients. Modern paints are made from chemicals, but older paints were made from natural substances, such as powdered rocks, insects and plant juices. An art pirate would have to be very clever to be able to mix a paint that passed a scientific examination.

The expert might look at the painting under ultraviolet light. This can show how long the

cracks and scratches have been there, as well as confirm whether the artist's signature is genuine.

X-rays can also provide many clues for the art expert. Is there a pencil drawing that the artist sketched first? Is there a date showing the year it was painted? Is the canvas made from old flax or cotton?

If the painting is genuine there could be specks of old dust in the paint — even hairs from old paintbrushes!

When you think about all the little tricks and pitfalls that art pirates are confronted with, it can make them seem impressive. Don't forget, though, that while they may be brilliant artists, they are using their abilities to break the law.





Death Mountain was not the sort of place for a beginner to climb — especially not at night. Josh had heard all the stories, about broken arms, lost parties and even a funeral. Yet, here he was, with his climbing partner, Vinnie, scaling the mountain in the dark of night.

They were three hours into their climb and Josh was having trouble seeing the nylon rope as he unhooked it from the steel pin.

“Remind me again, Vinnie — why are we doing this?” he called out.

“Because it’s here!” Vinnie called back.

That was Vinnie’s answer to everything in life; he did things because they could be done. Sometimes it landed him and Josh in hot water. Josh hoped that tonight would not be like that.

It was too dark for Josh to see what Vinnie was doing above, but the clinking sounds of climbing were suddenly interrupted by a terrible crack.

Pieces of rock rained from overhead, striking Josh’s backpack. He gripped the rope tightly, and in that same instant heard Vinnie’s cry — a gurgling yell. Seconds later, Vinnie slammed into Josh’s shoulder, then toppled past him. The nylon rope pulled taut, saving Vinnie from a deadly plummet to the ground. It left

him hanging, like a limp rag doll, just below Josh’s feet.

When his heartbeat calmed, Josh took in the situation. He and his unconscious friend hung hundreds of metres in the air, attached to a sheer rock face by a piece of rope ... in the dark.

Worse, Josh’s shoulder screamed with pain every time he tried to move it. A rock ledge below was the only flat surface between the climbers and the ground. Gritting his teeth, Josh clambered down the rock and took hold of his friend. Vinnie’s unconscious weight dragged at Josh’s back, threatening to plunge them both into the valley. But, his muscles stinging with effort, Josh somehow made it.



Safe on the ledge, Josh had a chance to finally look at his friend. When Josh saw the strange angle of Vinnie’s left arm, any hope of the two continuing the descent vanished. It would be impossible for Vinnie to make the return.

There was no choice now; Josh had to go for help. He took the notepad from his jacket pocket and described the exact location of his friend. He needed to know that if he fell, and someone found his body, they would know that there was another climber still on the mountain.

The descent was both difficult and dangerous. The pain in Josh’s damaged shoulder speared his consciousness every time he raised his arm. A single climber, injured and in the darkness, had little hope of surviving.

Just one hundred metres above the ground, Josh’s rope jammed in a crevice. The harder he pulled, the tighter it wedged. He was stuck. No matter how hard he wrenched the rope, it would not budge.

There was nothing else he could do, but cut the rope and leave it. This was the last piece of safety gear he had. Now he was on a free climb where any slip would mean the end.

Metre by metre he clawed his way down, until his fingers had lost all feeling. Exhausted and shaking, Josh’s feet finally hit solid ground. But he was too tired to celebrate. Already his feet were moving, taking him on the two kilometre hike towards the car. Compared to the climb, this seemed like nothing — but he knew he needed to stay focused, Vinnie still lay twisted and unconscious on the slopes of Death Mountain.

Thursday – Maths

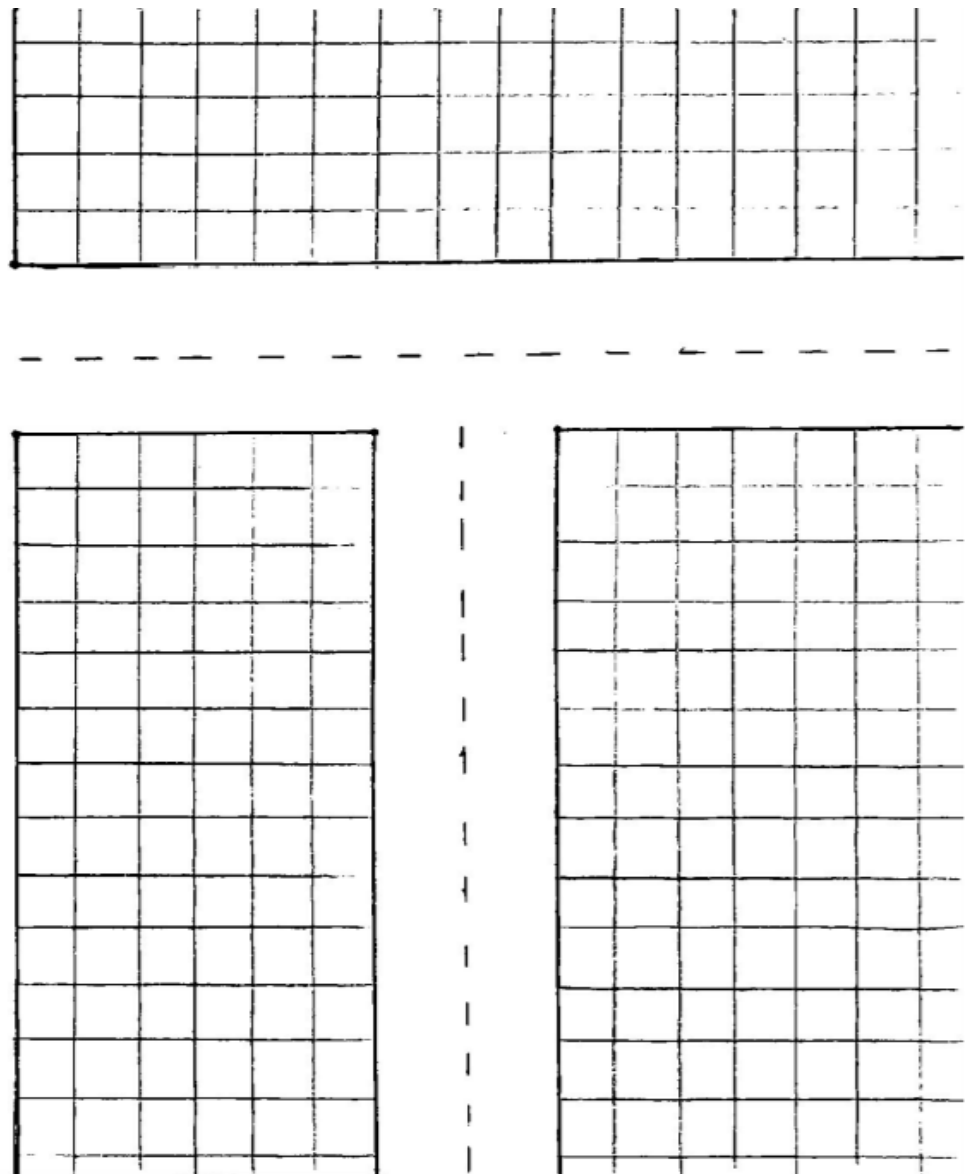
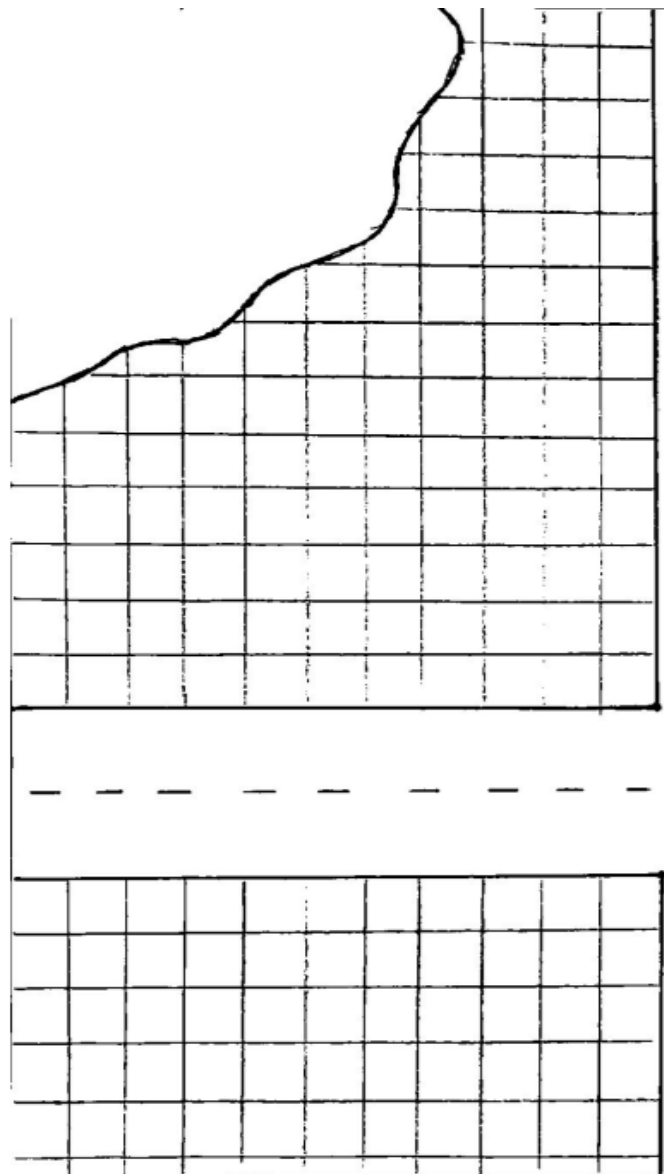
Volume City Resources

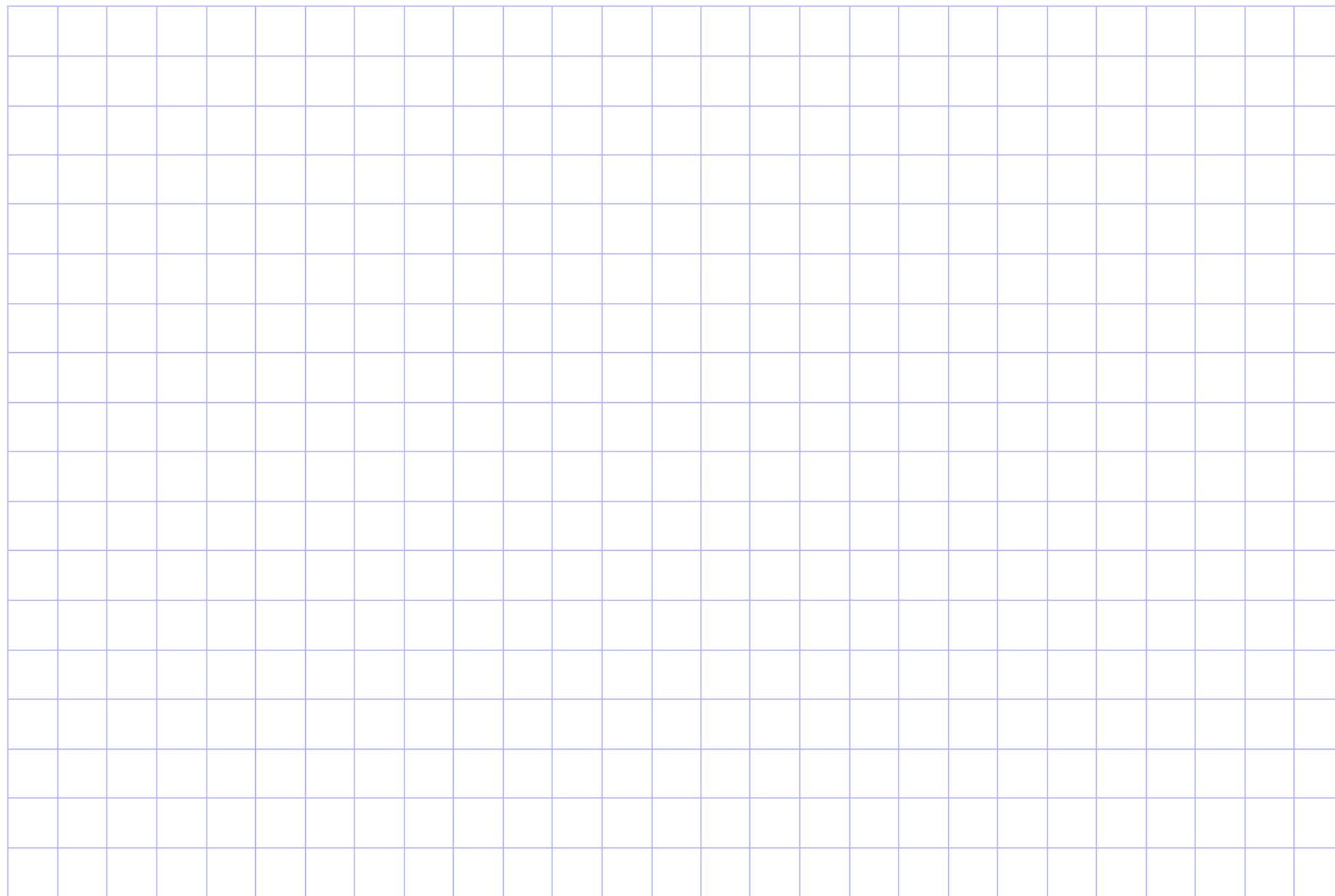
Planning table

Use the table below to plan your building for the town centre. Think about the size and dimensions you will have for each and write the volume that each building will have. The first building has been done for you and you must include the school of that size in your city.

When planning your buildings use the map and cm grid lines on the map to help make sure you will be able to fit all the buildings in. Buildings cannot be placed over roads or the lake. You must have a minimum of 6 buildings in your city. Think about what would be needed in a city centre. Some examples might be hospital, police station, post office, apartment buildings or shopping centres.

Building	Length	Width	Hight	Volume
School	6cm	5cm	3cm	$6 \times 5 \times 3 = 90\text{cm}^3$







Tokyo Olympic Games 2020

Magnificent McKeon headlines historic day for Australia in Tokyo

Kieran Pender *in Tokyo*

Mon 2 Aug 2021 03:30 AEST

Sunday will be remembered in history as the most successful day ever for the Australian Olympic team. Four gold medals - **two in the pool**, **one in BMX freestyle** and **one in the sailing** - surpassed the previous best daily haul. On five previous occasions, Australian athletes have nabbed three gold medals in a single day - in 1956, 2000, 2004, 2008 and last Wednesday. But Australia has never before had its anthem played four times on repeat.

Day nine of the Tokyo 2020 Games also saw the conclusion of Australia's triumphant campaign at the pool, with nine gold, three silver and eight bronze medals bettering the previous best swimming tally at the home Games in 1956. Given all the resources and household names Australia has thrown at Olympic swimming glory in the past, this too is a remarkable feat.

Swimming has been the primary contributor to a bumper Australian medal tally so far, with 14 golds at the time of writing. Australia's highest ever Olympic gold medal haul is 17, at Athens 2004. With a full week remaining in Tokyo, that historic mark is under threat.

But the undoubted star of Australia's super Sunday was one of the team's most humble members. Even before her first race of the day, the softly spoken Emma McKeon was in illustrious company. Having already won five medals at the Tokyo 2020 swim meet, the 27-year-old joined swimming legends Ian Thorpe, Shane Gould and Alicia Coutts as the most successful Australian Olympians at a single Games.

Two gold medals later and McKeon no longer has any Australian company. Her four golds and three bronze medals in Tokyo have made her the most decorated Australian athlete at a single Olympics. It is a truly historic achievement. Just one other woman in history has won seven medals at the one Olympics - Soviet gymnast Maria Gorokhovskaya in 1952. Only two men - American swimmer Michael Phelps and Soviet gymnast Alexander Dityatin - have won eight.



▲ Australia's gold medal-winning 4x100m medley relay team. Photograph: Anadolu Agency/Getty Images

With characteristic humility, McKeon brushed off her monumental medal haul. "That's very surreal," she said. "I only hear from you guys [the media] those kind of stats. I look at the athletes that have come before me. I've been so impressed by what they've done, so inspired. But I've never really been into the stats of the medal counts. But to be in that kind of company, it's an honour. I know that I've worked hard for it."

06/08/2021

Magnificent McKeon headlines historic day for Australia in Tokyo | Tokyo Olympic Games 2020 | The Guardian

It is an understatement to say that McKeon worked hard in Tokyo. Her work ethic in Tokyo has been nothing short of phenomenal. McKeon began her campaign at the Tokyo Aquatics Centre nine days ago, swimming her 100m butterfly heat. Last Sunday morning, she helped break the world record to win gold in the women's 4x100m freestyle relay (one medal). She was back in the pool that night, to progress through to the butterfly finals. *On Monday morning she won bronze and set a new personal best (two medals).*

On Wednesday she broke the Olympic record in her 100m freestyle heat. She qualified fastest 12 hours later, on Thursday morning, in the semi-final. She backed up 90 minutes later to grab bronze in the women's 4x200m freestyle relay (three medals).

On Friday she won gold in the 100m freestyle and again set a new Olympic record (four medals). She was back in the pool that night for a heat, again beating the Olympic record in the 50m freestyle.

On Saturday she qualified fastest in the 50m semi-final, in an Olympic record time. She backed up to anchor Australia to bronze in the 4x100m mixed medley relay (five medals). On Sunday, McKeon swam twice in the space of less than an hour to win individual gold in the 50m (six medals) and team gold in the women's 4x100m medley relay (seven medals).

All up in Tokyo, McKeon has swum in seven finals, three semi-finals and three heats. In every event she entered, the Wollongong-born swimmer walked away with a medal, four of them gold.

“I don't know how she does it,” said teammate Kyle Chalmers on Sunday. “I'm physically, mentally and emotionally exhausted ... She does it day in, day out. to win seven medals just sounds out of this world, in one Games. To win one gold medal, or win one Olympic medal is an incredible achievement. To win seven is very, very special.”

Combined with a four-medal haul in Rio - one gold, two silver and one bronze - McKeon's Tokyo tally makes her the most successful Australian Olympian. Only one other Australian has won five gold medals, Thorpe across the 2000 and 2004 Games. But following McKeon's medals in Tokyo, she now sits alone in the overall count - 11 total Olympic medals to Thorpe's nine.

McKeon's historic glory in the pool was central to a remarkable Sunday at the 2020 Olympics. But just as the Australian team has more to come in Tokyo, so too might more medal glory await McKeon at a future Games. “I still think she has a bit to go,” warned her long-time coach Michael Bohl on Sunday. For rivals of Australia's most successful Olympian, those were ominous words.

Character Worksheet

Actor's Name _____ Title of Play _____

Basic Information

Character's name _____

Age _____

Occupation _____

Where he/she lives _____



Physical Traits

What does this character look like? (You may also draw or attach a picture.)

How does your character move? (Slowly? Quickly?)

What is your character's voice like? (Loud? Squeaky?)

Does your character talk quickly or slowly?

Role in the Story

Is your character a good character or a bad one or somewhere in-between?

Why is your character important to the story?

What does your character want in the story? (To find love; to get something to eat; to escape?)

Attitudes

What emotions does your character have in the play?

What are your character's strengths and weaknesses?

What is your character's personality like?

How is your character different from you?

Write five words that describe your character...

Costume

What kind of clothes does your character wear?

If you had to make a costume for your character, what would you use?

Make two lists below of things/people/places your character likes and dislikes!

Likes

Dislikes

Character Biography

On another sheet of paper, write a short story about your character's life.

Where was he/she born?
What was his/her family like?
What problems did he/she face growing up?
Make up a story about a time in your character's life when he/she was really sad or really happy.

