

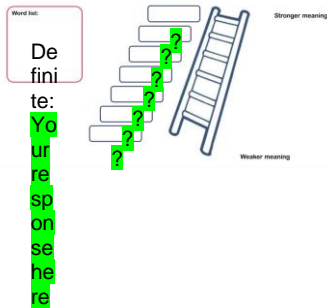


## JPPS Year 3 - Home Learning Stage 2 - Term 4 - Week 3

Times are a suggestion based on regular school day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Session</b> <b>8:55am - 10:55am</b> (5 minute Crunch and Sip break around 10:00am)	<b>English</b> <b>Spelling</b> <b>WALT:</b> expand our vocabulary <b>Success Criteria:</b> I can <ul style="list-style-type: none"> <li>identify words I don't know</li> <li>find synonyms to words</li> <li>create a word cline</li> </ul> KAHOOT: Spelling week 3 The KAHOOT link will be uploaded to the daily learning schedule. <b>Task</b> A word cline is a scale of words that goes from one extreme to another. ... For example, when talking about victory we can choose from a range of words: conquest, triumph,	<b>English</b> <b>Spelling</b> <b>WALT:</b> identify and build meaning of words <b>Success Criteria:</b> I can <ul style="list-style-type: none"> <li>interpret the effect of vocabulary choices.</li> </ul> <u>Nuance in vocabulary</u> Nuance means 'a subtle difference in meaning or expression'. Many words have synonyms that convey similar meanings. However, each word has a very specific meaning which is why we need to think about the specific vocabulary we use in our writing so that it best conveys our intended meaning.	<b>English</b> <b>Spelling</b> <b>WALT:</b> identify and build meaning of words that will assist in determining best word choice when composing texts. <b>Success Criteria:</b> I can <ul style="list-style-type: none"> <li>interpret meaning using a visual stimulus</li> <li>discuss the effect of vocabulary choices in an informative text.</li> <li>analyse the effect of vocabulary choices and justify my responses with evidence.</li> </ul> <b>Task</b> 1. A range of images linked to your spelling list have been saved in a google slides presentation. Follow your teachers directions as you explore words, definitions and identify synonyms. Your teacher	<b>English</b> <b>Spelling</b> <b>WALT:</b> to deepen my understanding of the relationships and connections between words. <b>Success Criteria:</b> I can find the root word in given words. Can you find the root word for irregularity? <div>Focus word: <i>Irregularity</i></div> <div>Prefix</div> <div>Base word or root</div>	<b>English</b> <b>Reading</b> <b>WALT:</b> dreamtime stories <b>Success Criteria:</b> I can <ul style="list-style-type: none"> <li>create a diorama of a dreamtime story</li> <li>create a visual representation of the setting</li> <li>create a visual representation of the characters</li> </ul> Create a diorama of the setting in the dreamtime story- <b>Tiddalik the Frog</b> . <a href="https://www.youtube.com/watch?v=CAUNMOCIMRE">https://www.youtube.com/watch?v=CAUNMOCIMRE</a> How do characters engage with the setting

win, success, landslide, mastery.

Create your own word cline for the word - **scary**. Double click on the image below to create your word cline.



### Reading

WALT: understand the purpose of a dreamtime story

SC: I can

- identify the purpose of a dreamtime story
- identify a dreamtime story

Join your class zoom for your teacher to display a powerpoint all about Aboriginal dreamtime stories.

This website presents six Aboriginal dreaming

### Task

Discuss, and analyse the precise meaning of words with similar meanings for example frustrated, discouraged, baffled.

Work through the example provided on the daily learning schedule to deepen your understanding of words with similar meanings. This will be uploaded by your teacher in google slides.

Word	Word reveal	Word reveal
Definition	What is the definition?	What is the definition?
Difference		
Use	Use the word in a sentence.	Use the word in a sentence.

### Reading

WALT: understand dreamtime stories

SC: I can

- identify what the story is trying to teach us
- identify a dreamtime story
- justify my answers using evidence in the text

Read the dreamtime story How the Turtle got its shell.

will lead a brainstorm session as a class using the collaborative tool - Jamboard. Here you will collate as many synonyms and connotations for the word **funny**.

2. Complete the word work tables using a range of images provided on the google slide presentation. Your teacher will give you access.

[https://drive.google.com/file/d/1MwsPd8fstl6Vpw\\_831fMFtMF3FWGCisa/view?usp=sharing](https://drive.google.com/file/d/1MwsPd8fstl6Vpw_831fMFtMF3FWGCisa/view?usp=sharing)

### Reading

WALT: understand how Aboriginal Dreamtime stories inform children

SC: I can

- identify features of a koala
- identify features of a kangaroo
- identify the message of the story

Read the story "Why the Koala has a stumpy tail"

### Suffix

### Word chains (prefix + base word/root + suffix)

### Reading

WALT: analyse a dreamtime story as an informative text

SC: I can

- identify informative information within the text

Uluru is a site of great spirituality and culture. It is over 600 million years old and is a significant aspect of the Aboriginal land, culture and history.

The Indigenous people believe Uluru was created during the Dreaming. The Dreaming is the Aboriginal creation period, during which the spirits of the Aboriginal ancestors returned to Earth to create the animals, land and relationships. Due to its size and complexity, several Dreamtime stories tell the story of Uluru.

Read the dreamtime stories

in a story?

How does the setting enhance a story?

How detailed should a setting be?

How can you describe the setting you have created?

Learn some Indigenous words that can be incorporated into your Dreamtime story.

### Grammar:

WALT: Identify pronouns

Success Criteria: I can use pronouns correctly in my writing.

Do you know what pronouns are? Yes, a pronoun is a word that is used in place of a noun for example:

Mary is an excellent student. She is an excellent student.

In the second sentence the proper noun "Mary" has been replaced by the pronoun "she".

Read the following text thinking about how you

stories. These stories are told to children to teach them about their ancestors, the spirit world and their place in that world. These six stories from Northern Australia tell of creatures such as mermaids, devil-devils, whistle ducks and blue-tongue lizards. Each story is both sung in a song cycle and spoken by traditional storytellers and in some stories associated song cycles are shared. Listen to the stories in the audio versions and see photos of the communities and the children's illustrations in the on-line features.

[https://www.abc.net.au/rn/legacy/features/sharing\\_ourstories/](https://www.abc.net.au/rn/legacy/features/sharing_ourstories/)

### Writing

**WALT:** Create a storyboard for dreamtime story

**SC:** I can

- retell a dreamtime story
- understand the important parts within a dreamtime story
- order the event in

What does this mean?

These are the stories that belong to the Indigenous people and they teach us a lesson or they explain something about creation.

What do you think this dreamtime story is trying to teach us?

What are some Dreamtime stories that you know?

What might Dreamtime stories teach us about?

What might they teach us about creation?


Listen to this dreamtime story <https://www.abc.net.au/tveducation/programs/dust-echoes-the-mimis/13496332>

What is the story about?

Does the title give us any clues about the story?

### Why the Koala Has a Stumpy Tail

The following story is based on a traditional Aboriginal Dreaming story of how the koala came to have a short, stumpy tail.




Long, long ago in the Dreaming, there lived Koala and Tree Kangaroo. They were the very best of friends. Back then, Koala had a very long, furry tail just like his friend, Tree Kangaroo.

One year, there was no rain. All of the streams, rivers and lakes were dried up and no water was found anywhere. Even the leaves in the trees were dying. Koala said, "What are we going to do? We are going to die if we don't get some water to drink." Just then, Tree Kangaroo had a plan. He remembered back to the last dry season when his mother dug a hole in a dry stream bed. "She dug for hours until water began to fill the bottom of the dry hole," said Tree Kangaroo. "Let's try that!" said Koala.

So, Tree Kangaroo and Koala walked until they came to a dry stream bed. It was as dry as the desert. Koala said, "I am so thirsty and tired. Before I can start digging, I need to have a rest." So Koala climbed up the closest tree, and left Tree Kangaroo to start digging for the water.

After lots of digging, Tree Kangaroo called out to Koala, "Hey Koala, come and help me dig!" Koala began to climb down from the tree until he let out a big, "Ouch!"




### Why the Koala Has a Stumpy Tail


Koala had got a thorn in his foot. He couldn't possibly dig with a sore foot, so Tree Kangaroo kept on digging and let Koala rest.

Tree Kangaroo was getting really tired after all of his digging. "Koala!" he yelled. "I am so tired and I need a break. It is your turn to come and dig." Koala began to climb down the tree until he called out, "I am so dizzy. I need to rest longer." Tree Kangaroo was starting to get very angry, but he kept on digging.

At last, some water began to appear in the dry hole. "Hooray, I can see water," yelled Tree Kangaroo. Koala heard this and he quickly jumped from the tree. He pushed Tree Kangaroo out of the way, stuck his head down the hole and began drinking all of the water. Tree Kangaroo was furious! "Save some for me," he said, but Koala just kept on drinking.



Tree Kangaroo grabbed Koala's tail to pull him out of the hole. He pulled and pulled until Koala's tail broke off, and this is why the koala has a short and stumpy tail.




What are some Australian Animals in this story?

on Uluru below. In these stories you will learn how Uluru got its distinct features. Complete the Dreamtime Creation worksheet below. You will need to write the corresponding animal which created those features.

### Uluru Dreamtime Stories

**Tatji and His Kall**  
Long ago in the Dreaming, a small red lizard named Tatji lived on the muiji flats. He went to Uluru and when he arrived, he threw his kall (a curved throwing stick) and it became stuck in the surface of the huge rock. Tatji tried to scoop it out. While he was trying to scoop out his kall, he left several bowl-shaped dents in the side of Uluru. After trying hard to release his kall, Tatji died in the cave. His body and kall turned into large stones on the cave floor.



**The Aboriginal Dreaming is the creation period, during which the spirits of the Aboriginal ancestors returned to Earth to create the animals, land and relationships. Several Dreamtime stories tell the story of Uluru, which is located in the Northern Territory, Australia.**

**The Bell-Bird Brothers and the Emu**  
Long ago, the Bell-Bird brothers were on an emu hunt. The emus ran north towards Uluru. Two blue-tongued lizard men named Mita and Lungkata used their stone axe to kill the emu. Later, when the Bell-Bird brothers arrived, the lizards gave them a small piece of the emu meat, telling them there was nothing else. In revenge, the Bell-Bird brothers burned the lizard's shelter to the ground. The men tried to climb the rock face to escape, but fell and were burned to death. The smoke from the fire remains to this day as the grey lichen on the side of Uluru and the lizard men also remain as the two half-buried boulders.

**Kuniga and the Liru**  
Long ago in the Dreaming, animals were born from some of the rock of Uluru. A young woma python named Kuniga was surprised by a group of liru, which are poisonous snakes. The liru threw spears at the python and killed him. They threw their spears so hard that the blades of the spears made holes in the rock. The python's aunt was so angry that she killed one of the liru with her stick. It made holes in the rock when the points of her stick hit it. These holes can still be seen today. A dark, wavy line on Uluru still shows Kuniga, the woma python.

could improve it:

***"Matilda enjoyed going to her school. Matilda was always reading and drawing. Matilda's favourite activity was dancing. Dancing was sometimes tricky but, Matilda kept on trying to dance. Matilda was learning new skills every day."***

The above text does not flow, and the words "Matilda and dancing" are repeated so many times that the text becomes boring and monotonous for a reader. To avoid this and ensure a text flows, a mixture of nouns followed by pronouns should be used, for example,

***"Matilda enjoyed going to her school. She was always reading and drawing. Matilda's favourite activity was dancing. It was fun. Dancing was sometimes tricky but, Matilda kept on trying to dance. She was learning new skills every***

the story from beginning to end

Create a storyboard using the dreamtime story, How the Turtle got its shell.

Draw six boxes on paper and draw a scene in each box that demonstrates the story. Upload a picture to show your teacher.


Create your own at Storyboard That

**Story Synopsis:** In this story

a young man believes he is a disappointment to his father as he is a terrible hunter. He is taken by the friendly creatures who teach him to be happy and he realizes that his father loves him.

What is the main message of the video?

What was the purpose of the Dreamtime story?

Create your own Mimi.

### Writing

WALT identify important features of an informative text using technology.

SC

I can construct an information display

I can identify important features of an information display

I can take a picture of my

What are some unique features that a Koala has? .

What are some unique features that a Kangaroo has? .

How could we explain the creation of these features?.

What was happening in the setting.

Who was your favourite character and why?

Can this text inform us about Australian animals?.

Dreamtime stories tell us what is happening in the world at that time. The stories can be informative and fictional. All the points you have answered above are examples of some true information within the text. This story is fictional due to the characters' names, dialogue, theme and story structure.

### **Uluru Dreamtime Creation**

**Task:** Write features of Uluru and the beings they were created by. Draw a picture of 'before and after' the transformation.

Feature	Being	Picture
stream of water		
large boulders on the floor of the cave		
dark, wavy line on Uluru		
gray lichen		
two half-buried boulders		

### Writing

WALT provide feedback to our peers

SC

I can be respectful of other people's work

I can provide feedback to my peers work

I can act on feedback given to me

Yesterday in writing, you created an information text on influential Indigenous Australian. Today, your teacher is going to share your work with the class. Your task is to read other groups texts and provide feedback in the comment section of Google Classroom.

To do this, you will need to go to the google classroom

day.

Look at this You Tube video about pronouns:

<https://www.youtube.com/watch?v=BYWAzeuFYa8>

### Tasks:

**1) Worms: list all the pronouns that you can find:**

*Worms are soft animals.*

*They have no spine, no arms, no legs, no feet, no teeth and no eyes.*

*However, they make up for this by having five hearts!*

*Their bodies are made up of tiny rings with tiny hairs on them. The hairs stop them slipping as they move along.*

*There are thousands of different types of worms, but earthworms are the most important to us. They carry leaves underground and eat them. The digested food passes through their bodies and passes out as worm casts (worm poo).*

*This is very rich and fertilises the soil. You know that the ground in your garden will grow things if*



		<p>final work to show my teacher</p> <p>Use the website below to construct a World heritage: Kakadu information display. Follow the guides instructions. Sometimes you need to drag the cards over more than once if the card does not stick. Once you reach the final page and he asks you to print it, take a screenshot and upload that here so your teacher can see your wonderful work!</p> <p><a href="https://www.scootle.edu.au/ec/viewing/L5813/index.html">https://www.scootle.edu.au/ec/viewing/L5813/index.html</a></p>	<p><b><u>Writing</u></b></p> <p>WALT: collect factual information based on your groups influential person and your specific subtitle SC:</p> <p>I can work as part of a team  I can research accurate information  I can make the presentation visually appealing  I can write in clear, meaningful sentences  I can seek additional information for additional subheadings</p> <p>Your teacher has put you in a group with people from your class. You have been given the name of an influential Indigenous Australian as well subheadings. Over the next two days, you are going to work on your google slides document with your group.</p> <p>Today you need to research information on your influential Indigenous Australians and add the information into your slide. You only need to research one or two subheadings depending on your teacher's instructions. The other group members are going to research the other subheadings. Subheadings include</p> <ol style="list-style-type: none"> <li>1. Introduction and Background</li> <li>2. Achievements and awards</li> <li>3. Early years and family</li> </ol> <p>If you and your group feel you need to add another subtitle, please do so!</p>	<p>stream (main) page. You will see your teacher has shared with you google slides that have been completed from other groups. In the <b>comment section on google classroom only</b>, provide feedback to that group. <b>You need to give 2 stars and a wish feedback to three other groups.</b></p> <p><b><u>You can not edit the students' work. We will be able to see if you edit their work. Please be respectful.</u></b></p> <p>Once you have received some quality feedback, you can make adjustments to <b>your</b> work. The teacher will then turn comments off.</p> <p>Reflection- what is the most interesting thing you learnt about your person?</p> <p>What is the most interesting thing you learnt about another groups person?</p>	<p><i>there are worms in it.</i></p> <p><i>The leech is another type of worm. It lives on the bodies of other animals. It is a parasite. The blind worm, on the other hand, is not a worm at all. It is a harmless lizard without legs.</i></p> <p><b>2) Complete the close passage by adding a pronoun:</b></p> <p><b><u>Earthworms</u></b></p> <p><b><i>Earthworms live in dark, damp soil.</i></b></p> <p>_____ <b><i>have no arms, no legs and no eyes!</i></b></p> <p>_____ <b><i>make the soil healthy. They eat rotting plants and dirt.</i></b></p> <p><b><i>This food passes through the _____ bodies, adding extra goodness to the soil.</i></b></p>
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Make sure you make your informative text presentation visually pleasing. Please ensure you are a good team member and respect your team's slides. Tomorrow, your presentation is going to be shared with your class. You can view other's work and make adjustments to your own.

1. You will be put in a group by your teacher
2. Your teacher will give your group the name of an influential Indigenous Australian
3. Your teacher will give you a subheading.
4. You need to research information for your person for that subheadings.
5. You can add slides and images
6. Work as a team- have you met the success criteria?
7. Have fun!

Influential Indigenous Australians-  
Eddie Mabo  
Cathy Freeman  
Archie Roach  
Adam Goodes  
Evonne Goolagong Cawley  
Hon. Linda Burney

***Earthworms have still hairs on their bodies. They use these hairs to grip the dirt and wriggle \_\_\_\_\_ way through the ground. Their wriggling makes tunnels in the ground. The tunnels add air to the soil. \_\_\_\_\_ helps the roots of plants to grow.***

***Many animals eat earthworms. Snakes, birds and frogs all eat them. \_\_\_\_\_ are even eaten by people in some countries.***

***Many people say that earthworms are the most important animals in the world.***



				<p>were off flying as fast as they could but the emus stayed back and hung behind. They planned to take a shortcut but the Kookaburras saw them and told the other birds what the emus had done. Everyone was very angry! The bird spirits heard about it and they made the emus wings shrink. They became so small that the emus could no longer fly. Now that's why emus can't fly.</p> <p>In this dreamtime story, why couldn't the emu fly?</p> <p>Task- You need to inform future generations about the emu. Research the animal Emu and construct an informative text using the success criteria you made as a class. The text has been started for you. Try to add three more sentences per subtitle.</p> <p>Plan/research</p> <p>Informative text</p> <p><b>Emu's</b></p> <p>Emu's are large, flightless birds.</p> <p><b>Location</b></p> <p>Emu's are found in</p>
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					<div>Australia</div> <div><b>Appearance</b> Even though they cannot fly, emu's still have wings</div> <div><b>Diet</b> Emu's eat a variety of things including</div> <div><b>Young</b> Did you know once the female lays her egg, the male sits on the egg for around 8 months?</div>
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### **Break**

Have something to eat and get outside to do some physical activity.

**Middle Session**  
**11:15am - 12:35pm**

## Mathematics

**WALT:** use different formal units of measurement to measure area

### **Success Criteria:**

- I can identify different formal units of measurement to measure area
- I can use different formal units of measurement to measure area
- I can solve problems when given both area and perimeter measurements

**Number Talk:**  $51 \div 7 =$

### **Task**

Answer the following questions:

1. Each side of a square piece of gold is 2 millimetres long. What is the piece of gold's area?

2. A rectangular sticker is 10 centimetres tall and 4 centimetres wide. What is its area?

## Mathematics

**WALT:** construct a square metre and use it to measure the areas of large rectangles

### **Success Criteria:**

- I can explain how to construct a square metre
- I can construct a square metre using a suitable material
- I can accurately measure how many square metres there are in large areas

**Daily Number Talk:**  $15 \times 5 =$

### **Task**

Using paper, cardboard, cloth or some other suitable material, construct a 1m x 1m square. Using this square, measure how many square metres there are in your:

1. Bedroom
2. Living room
3. Kitchen
4. Backyard
5. Whole house

### **Extension**

## Mathematics

**WALT:** estimate and measure the exact area of irregular shapes.

### **Success Criteria:**

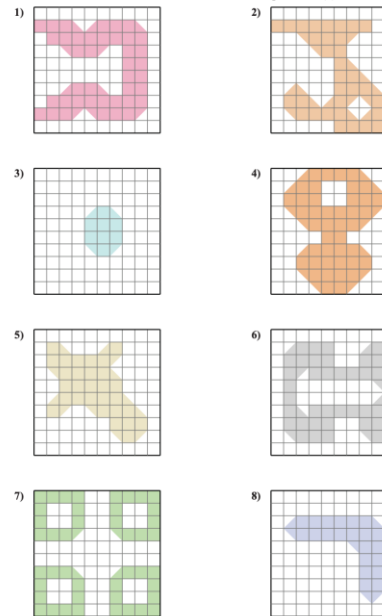
- I can estimate the area of irregular shapes
- I can measure the exact area of irregular shapes
- I can

**Daily Number Talk:** 5, 11, 18, 26...

### **Task**

Estimate and then measure the exact areas of the following shapes.

Find the area of each shaded section. Each block is 1 square unit (u).



1. Estimate =  
Exact area =

2. Estimate =

## Mathematics

**WALT:** solve problems involving area

### **Success Criteria:**

- I can solve problems involving area
- I can show my working when solving problems involving area
- I can use more than one strategy to solve problems involving area

**Daily Number Talk:**  $11 \times 2 \times 4 =$

### **Task**

Question 1: A farmer has a field that is 300m long and 70m wide. Calculate the area of the field.



Question 2: A piece of paper has a length of 18cm and a width of 6cm. Find the area of paper.

Question 3: A rectangle has an area of  $30\text{cm}^2$ . Write down the length and width of three rectangles with an area of  $30\text{cm}^2$ .

Question 4: These two rectangles have the same area. Find the length of the second rectangle.



Question 5: A rectangle has an area of  $80\text{cm}^2$  and a perimeter of 48cm. Find the length and width of the rectangle.

Question 6: A rectangle has an area of  $100\text{cm}^2$  and a perimeter of 104cm. Find the length and width of the rectangle.

Answer the above area problems:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Extension**

Describe what is happening in these pictures.

## Mathematics

**WALT:** solve problems involving area

### **Success Criteria:**

- I can solve problems involving area
- I can explain my thinking when solving problems involving area

**Daily Number Talk:**  $4.5 \times 4 \times 3 =$

### **Task**

Join your class Zoom and participate in a range of Kahoot quizzes to revise all you have learnt about 'area' this week.

### **Extension**

Imagine a square swimming pool with 24 single tiles around it, like the one in the diagram. Two children stand on different tiles and hold a ribbon or ribbons across the pool. Each child can hold one or two ribbons at a time.

3. A rectangular lawn is 18 metres long and 8 metres wide. What is its area?

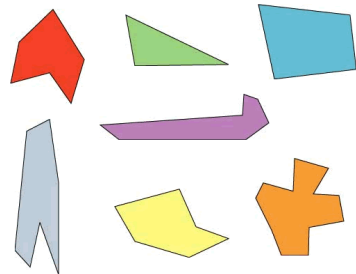
4. A square newspaper ad has sides that are 4 centimetres long. What is the newspaper ad's area?

5. A rectangular price tag is 10 centimetres wide and 7 centimetres tall. What is its area?

6. The perimeter of a rectangular red sticker is 32 millimetres. It is 11 millimetres wide. How tall is it?

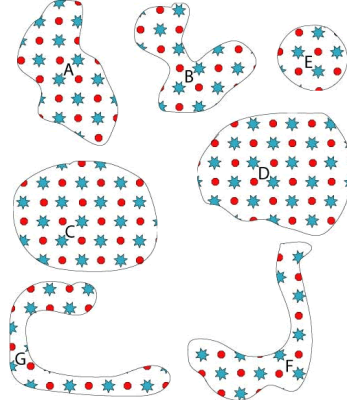
#### Extension

Arrange these shapes in order of size. Put the smallest first.



Explain why you placed the shapes in this order.

Arrange these pieces of wallpaper in order of size. Put the smallest first.



Explain why you placed the shapes in this order.

#### Library

Exact area =

3. Estimate =

Exact area =

4. Estimate =

Exact area =

5. Estimate =

Exact area =

6. Estimate =

Exact area =

7. Estimate =

Exact area =

8. Estimate =

Exact area =

#### Extension

I want to draw a square in which the perimeter is numerically equal to the area.



Of course, the perimeter will be measured in units of length, for example, centimetres (cm) while the area will be measured in

Do the pictures appear to be coming towards you, or going away?

How many squares are there in each picture?

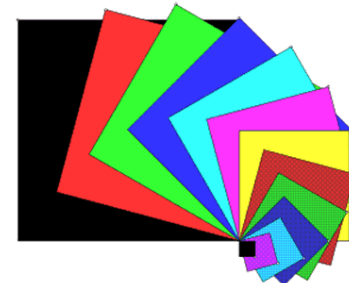
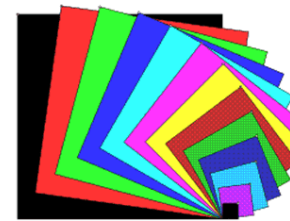
If the side of the smallest square is 1 unit, how many units is the side of the next square?

And the next?

How many units is the side of the largest square?

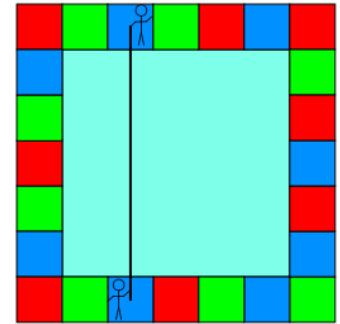
What is the area of the smallest square?

What is the area of the next square? And the next?



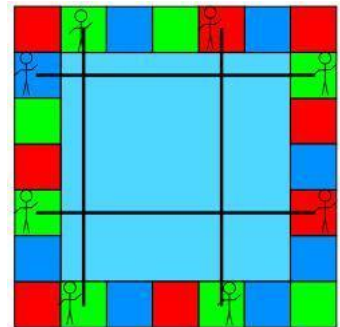
Describe what is happening in these pictures.

Do the pictures appear to be coming towards you, or going away?



Each ribbon runs from the middle of the tile that the child is standing on. The children are trying to make squares with their ribbons that they call 'ribbon squares'.

Here's a ribbon square they made. It has an area of 9 square tiles.



square units, for example, square centimetres (cm<sup>2</sup>).

What size square will I need to draw?

What about drawing a rectangle that is **twice if it is wide** which still has a perimeter numerically equal to its area?

How many squares are there in each picture?

If the side of the smallest square is 1 unit, how many units is the side of the next square?

And the next?

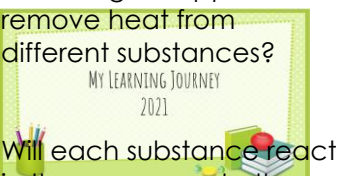
How many units is the side of the largest square?

What is the area of the smallest square?

What is the area of the next square? And the next?

## Break

Have something to eat and get outside to do some physical activity.

<p><b>Afternoon Session</b> 1:25pm to 2:55pm</p>	<p><b>D.E.A.R. - 20mins</b> <b><u>Science</u></b></p> <p><b>WALT:</b> identify changes in state from removing heat</p> <p><b>SC:</b> I can</p> <ul style="list-style-type: none"> <li>predict what will happen to substances when heat is removed</li> <li>observe in detail what happened to the substance when heat is removed</li> </ul> <p><b>Wonder:</b> What might happen if we remove heat from different substances?</p>  <p><b>Task:</b> Here is a range of materials.</p>	<p><b>D.E.A.R. - 20mins</b> <b><u>Mandarin</u></b></p> <p>LI: Compose simple texts using familiar words</p> <p>SC: Revision</p> <ol style="list-style-type: none"> <li>I can say and write 'Australia', 'Australian' and 'I am Australian' in Chinese.</li> <li>I can say China and other countries in Mandarin.</li> <li>I can say and write 'China', 'Chinese person' and 'I am a Chinese' in Chinese.</li> </ol> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>Play video clip 1 <a href="https://www.youtube.com/watch?v=z7dCIKMZeHE">https://www.youtube.com/watch?v=z7dCIKMZeHE</a> and practice along with the speakers saying in Mandarin – Australia, Australian, I am in Australia. I am Australian. Australia is beautiful.</li> <li>Play video clip 2 <a href="https://www.youtube.com/watch?v=f_2mTJnRW-k">https://www.youtube.com/watch?v=f_2mTJnRW-k</a> and practice with the speaker saying in</li> </ol>	<p><b>D.E.A.R. 20 mins</b> <b><u>Science</u></b></p> <p>WALT: identify changes in state from removing heat</p> <p>SC: I can</p> <ul style="list-style-type: none"> <li>predict what will happen to substances when heat is removed</li> <li>observe in detail what happened to the substance when heat is removed</li> </ul> <p>Conduct this experiment below <a href="https://drive.google.com/file/d/1SKwHt9h5Zpb9582IAIw69ByJdWJ7-tUk/view?usp=sharing">https://drive.google.com/file/d/1SKwHt9h5Zpb9582IAIw69ByJdWJ7-tUk/view?usp=sharing</a></p> <p>Print the worksheet out using the above link. Upload a photo of the 2 completed pages.</p>	<p><b>D.E.A.R. - 20mins</b> <b><u>Dance</u></b></p> <p>WALT: appreciate Indigenous dances</p> <p>SC: I can..</p> <ol style="list-style-type: none"> <li>appreciate the origins of Indigenous art and dance as a form of storytelling.</li> <li>describe movements and how they tell a story.</li> <li>interpret and appreciate dance performances.</li> </ol> <p><b>Background information:</b> Aboriginal culture dates back as far as between 60,000 to 80,000 years. This is when Aborigine's first settled in Australia. The first evidence of Aboriginal culture is evident in the still visible rock art which dates back more than 20,000 years.</p> <p>Ochres were used to paint on rocks. Archaeologists have been able to date remains and findings as far back as 40,000 to 60,000 years from discoveries of primal campsites.</p> <p>There is no written language for Australian Aboriginal</p>	<p><b>D.E.A.R. - 20mins</b> <b><u>Sport</u></b></p> <p>WALT: pass and catch a ball relevant to in- game netball situations</p> <p>SC: I can</p> <ul style="list-style-type: none"> <li>catch a ball with correct landing technique used in netball</li> <li>do a chest and overhead pass</li> <li>do a one-hand alternating pass</li> </ul> <p><b>Warm up: (5mins)</b></p> <p><b>Let's warm the body up by working on some agility</b></p> <p>Place two cones or objects approximately 1 metre apart. Keep your body faced forward whilst you step around the cones in a figure 8 motion. Keep steps short and sharp. Repeat this process to appropriately</p>
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Water-based liquids such as water, cordial or milk

Viscous liquids such as honey or oil

Alcohol-based liquids such as rubbing alcohol

Solids that easily melt such as chocolate buttons

Solids that don't easily melt such as a plastic or metal spoon

Identify the state of the different substances and predict what will happen when heat is removed from these substances. The substances will be placed in the refrigerator or freezer. Look at the pictures, What did you notice?

Water -



Rubbing alcohol and water

Mandarin - China and I am Chinese.

3. Write down the following Chinese sentences.

4. Take a photo of your work and upload it onto your DLS.

Australia 澳大利亚 ào dà lì yǎ

I am Australian 我是澳大利亚人。 wǒ shì ào dà lì yǎ rén

China 中国 zhōng guó

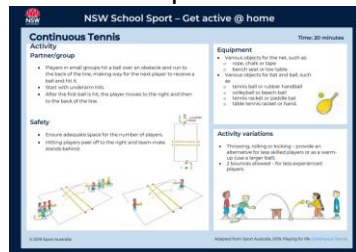
I am Chinese 我是中国人。 wǒ shì zhōng guó rén

## PE

**Learning Intention:** hit a ball with a tennis racquet

**SC:** I can

- look at the ball
- control the racquet with power



## Removing Heat

Removing heat from a substance is called **cooling**. Cooling decreases the temperature of a substance. If the temperature is decreased enough, this can lead to a change of state, e.g. if a liquid is cooled to a certain point, it will change to a solid.

### Aim

To observe what happens to a variety of liquids when heat is removed.

### Equipment

liquids of varying consistencies, e.g. water, oil, milk, honey, vinegar  
resealable plastic bags  
a freezer

### Method

1. Place two tablespoons of each liquid into separate, resealable plastic bags. (Teacher note: You may like to prepare these bags in advance.)
2. Predict what each liquid might be like after two hours in the freezer, then after four hours in the freezer. Record your predictions in the table provided.
3. Record your observations of each liquid at room temperature. What does the liquid look and feel like? (Safety note: Do not remove the liquids from the bag when you are making your observations.)
4. Place the plastic bags into the freezer. Leave them for two hours.
5. Remove the plastic bags from the freezer. Quickly record your observations of each substance. What does it look and feel like now?
6. Place the plastic bags back into the freezer. Leave them for another two hours.
7. Remove the plastic bags from the freezer. Record your observations of each substance. What does it look and feel like now?
8. Answer the discussion questions.

### Prediction

Predict what each liquid will look and feel like after it has been in the freezer.

Name of Liquid	After two hours in the freezer	After four hours in the freezer

### Observations

In the tables below, draw and write your observations at each stage of the activity.

Liquid 1:

At room temperature	Two hours in the freezer	Four hours in the freezer
It is _____	It is _____	It is _____

Liquid 2:

At room temperature	Two hours in the freezer	Four hours in the freezer
It is _____	It is _____	It is _____

People so in order to convey their important cultural stories through the generations it is portrayed by symbols/icons through their artwork.

It is imperative to pass on information to preserve their culture. Indigenous art is centered on storytelling. It is used as a chronical to convey knowledge of the land, events and beliefs of the Aboriginal people.

The use of symbols is an alternate way to write down stories of cultural significance, teaching survival and use of the land. The interpretations of the iconography differ depending on the audience.

You might like to explore some artworks here on the National Gallery of Australia's website:

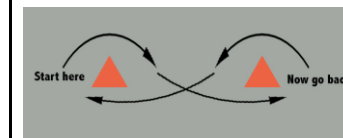
<https://nga.gov.au/collections/atsi/>

Similarly, Aboriginal People also used dance to tell stories. Today we are analysing and appreciating the dance titled "Moth" by the Bangarra Dance Company.

Before watching:

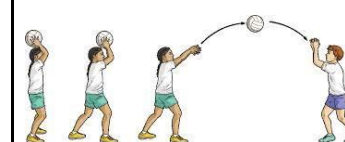
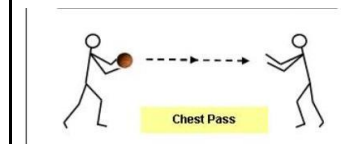
- What kind of creature is a moth and what does it look like?

warm up whilst improving your footwork skills.



## Skill instruction

There are numerous ways you can pass the ball to your teammate in netball. Whether it's a chest pass, one-handed pass, overhead pass or lob pass, all need to be done with accuracy and power. A great way to improve on these types of passes is through these following simple netball drills and the use of a wall:



*Part 1 - Chest and Overhead Wall Pass*



Watch this to explore water and alcohol a bit more

<https://www.youtube.com/watch?v=gXSwhu6au6Y>



Honey -

Liquid 3: \_\_\_\_\_

At room temperature	Two hours in the freezer	Four hours in the freezer
It is _____	It is _____	It is _____
_____	_____	_____

Liquid 4: \_\_\_\_\_

At room temperature	Two hours in the freezer	Four hours in the freezer
It is _____	It is _____	It is _____
_____	_____	_____

Liquid 5: \_\_\_\_\_

At room temperature	Two hours in the freezer	Four hours in the freezer
It is _____	It is _____	It is _____
_____	_____	_____

### Reflection:

Revisit wonder questions and apply your observations to create hypotheses to these questions.

What might happen if we remove heat from different substances?

Will each substance react in the same way to the same amount of cooling?

- What is the Aboriginal or Torres Strait Islander word for moth?
- What is metamorphosis?
- What are the stages in the life cycle of a moth? Eg, caterpillar, pupae, adult.

### Now watch the following performance:

<https://www.youtube.com/watch?v=mvkUBflq50I>

### After watching:

- How many dancers are there?
- Which different stages in the moth's life cycle did you see?
- Which moments remind you of the pupae stage? Describe the movements.
- Which movements help them look like they are winged moths? Describe the

Stand approximately two metres away from the wall and throw a ball chest height and head height passes into the wall. Marking an 'x' on the wall with chalk or tape will help you throw more precise passes. Do 15 of each and then to move onto the next drill.

Watch the instruction video below

<https://www.youtube.com/watch?v=NogkAXDT8f4>

Watch the video of Miss Nelson doing a chest pass

<https://youtu.be/WjTMpuEB4os>

Did she have the correct technique for a chest pass?

What could she improve on?



Chocolate melts -



movements.

- The dancers are leaning forward and stretching out at the beginning of the dance. What do you think they are doing?
- How do their movements change towards the end of the dance?
- Why do the two dancers stay close together?



### *Part 2 - One Hand Wall Pass or Shoulder Pass*

Standing at a similar distance away from the wall as the previous drill, now throw one-handed passes. If you can't make the distance, step closer to the wall. Make sure each pass is done at around head height and then caught at a similar height. Aim to make a total of 20 passes.

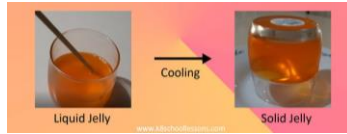
Watch the instruction video below

<https://www.youtube.com/watch?v=yVyPZPUhet0>

Watch the video of Miss Nelson doing a Shoulder pass

<https://youtu.be/4C7BZwjLI2I>

Jelly \_



Did she have the correct technique for a shoulder pass?

What could she improve on?