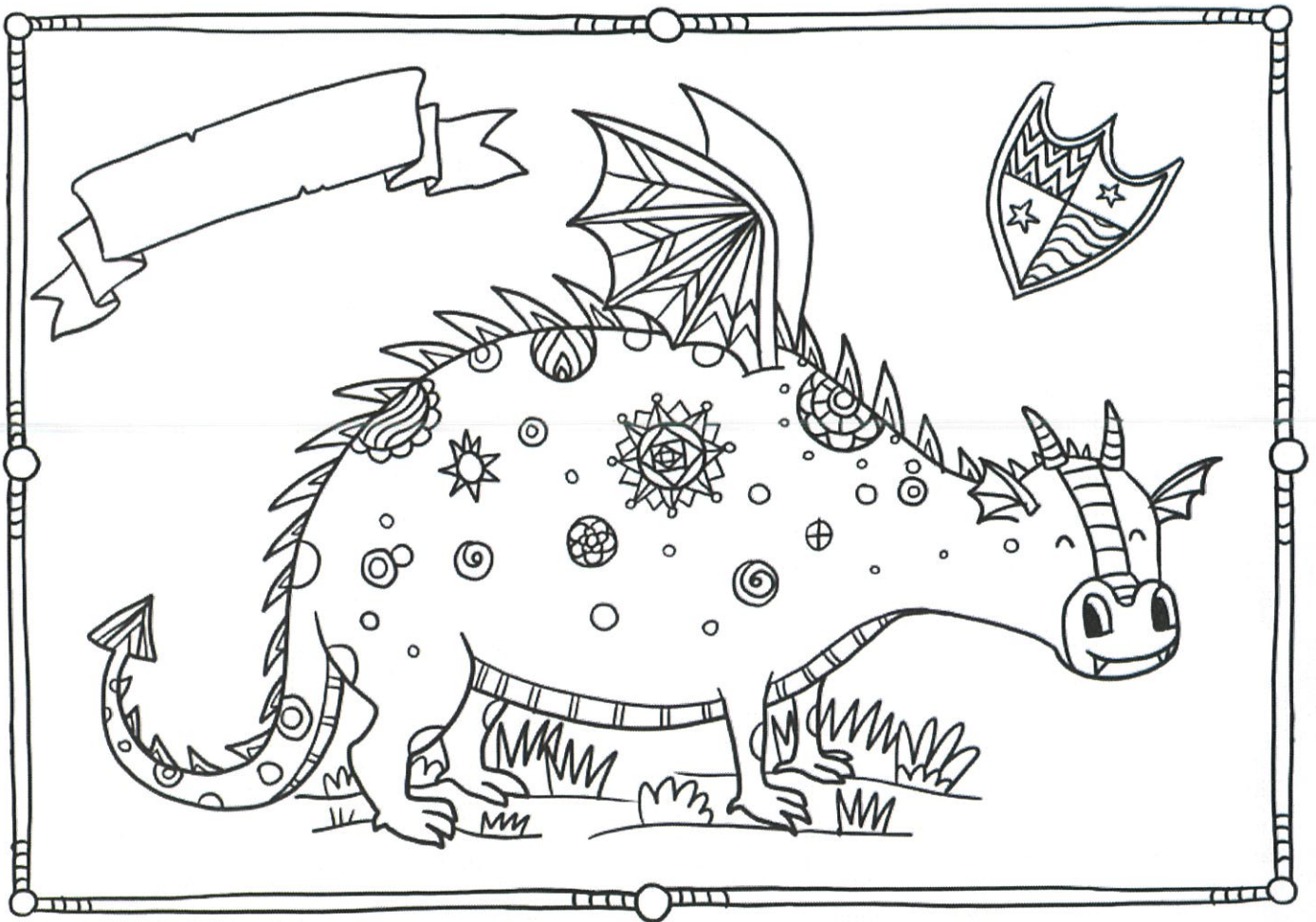


# Year 3

# Workbook

Week 3, Term 4



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

Class: \_\_\_\_\_



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## Year Three

### Continuity of Learning – Working at Home Program, Term 4 – Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<b>Task:</b> Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)	<b>Task:</b> Help hang out the washing.	<b>Task:</b> Set the table for breakfast.	<b>Task:</b> Wash up the dishes after breakfast.	<b>Task:</b> Help with some gardening.





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<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check)</p> <p><b>Task 2: Complete Activity-</b> Write 10 of your tricky spelling words in sentences.</p> <p><b>Task 3: Reading</b> Complete the comprehension in the workbook.</p> <p><b>Task 4: Writing - Fractured Fairy Tales</b></p> <ul style="list-style-type: none"> <li>* Students name as many characters as possible they can from known fairy tales</li> <li>* Students watch video about witches from fairy tales <a href="#">Describing Witches</a></li> <li>* Students choose a witch from a known fairy tale, or make it up, and complete the table describing what the witch looks like (appearance) and acts like (personality).</li> <li>* Students then use this brainstorm to write a character description of their chosen witch</li> <li>* Student can draw a picture of their witch</li> </ul>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check)</p> <p><b>Task 2: Complete Activity-</b> Bubble writing- Write your list out in bubble writing.</p>  <p><b>Task 3: Reading</b> Complete the comprehension in the workbook.</p> <p><b>Task 4: Writing - Fractured Fairy Tales</b></p> <ul style="list-style-type: none"> <li>* Students list as many mythical creatures they can think of from known fairy tales.</li> <li>* Students watch clip about describing dragons <a href="#">DRAGONS</a></li> <li>* Students choose a dragon from a known fairy tale, or</li> </ul>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check)</p> <p><b>Task 2: Complete Activity-</b> Make your own find-a- word for 15 (or more) of your spelling words. Ask a sibling or grown up to find the words. Mark their work!</p> <p><b>Task 3: Writing - Fractured Fairy Tales</b></p> <ul style="list-style-type: none"> <li>* Students watch clip about characters in fairy tales <a href="#">VIDEO ABOUT CHARACTERS</a></li> <li>* Students choose a character from a known fairy tale, or make it up, and complete the table describing what the character looks like (appearance) and acts like (personality).</li> <li>* Students then use this brainstorm to write a character description of their chosen character</li> <li>* Student can draw a picture of their character.</li> </ul> <p><b>Task 4: Reading</b> Complete the comprehension in the workbook.</p>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check)</p> <p><b>Task 2: Complete Activity-</b> Write your list words in alphabetical order. A to Z</p> <p><b>Task 3: Reading</b> Read a book from your home library or watch a book reading from Storyline Online.</p>  <p><b>Task 4: Reading</b> Complete the comprehension in the workbook.</p> <p><b>Task 5: Grammar Homophones and homographs</b></p> <p>Watch the clip: <a href="#">Homophones &amp; Homographs</a></p> <p>A homophone is a word that sounds the same as another word but has a different spelling and meaning. A homograph is a word that is</p>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check)</p> <p><b>Task 2: Complete Activity-</b> Choose your two favourite colours. Write out your spelling words with the two colours- one for vowels (a,e,i,o,u) and one for consonants. E.g. <b>crow</b></p> <p><b>Task 3: Reading</b> Read a book from your home library or log in to Get Epic.</p>  <p><b>Task 4: Journal Writing</b> Use the sentence recipe to write some sentences or a short story based on the prompt picture.</p> 	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check)</p> <p><b>Task 2: Complete Activity-</b> Make your own find-a- word for 15 (or more) of your spelling words. Ask a sibling or grown up to find the words. Mark their work!</p> <p><b>Task 3: Writing - Fractured Fairy Tales</b></p> <ul style="list-style-type: none"> <li>* Students watch clip about characters in fairy tales <a href="#">VIDEO ABOUT CHARACTERS</a></li> <li>* Students choose a character from a known fairy tale, or make it up, and complete the table describing what the character looks like (appearance) and acts like (personality).</li> <li>* Students then use this brainstorm to write a character description of their chosen character</li> <li>* Student can draw a picture of their character.</li> </ul> <p><b>Task 4: Reading</b> Complete the comprehension in the workbook.</p>
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<p><b>Task 5: Complete Reading Eggs</b></p> 	<p>make it up, and complete the table describing what the dragon looks like (appearance) and acts like (personality).</p> <ul style="list-style-type: none"> <li>* Students then use this brainstorm to write a character description of their chosen dragon</li> <li>* Student can draw a picture of their dragon</li> </ul> <p><b>Task 5: Complete Reading Eggs</b></p> 	<p>spelled the same as another word but has a different meaning.</p> <p>Complete the exercises on homophones and homographs in the workbook.</p> <p><b>Task 6: Complete Reading Eggs</b></p> 	<p><b>Task 5: Complete Reading Eggs</b></p> 	<p>SENTENCE RECIPE:  <b>Character, what they are doing</b> what is around them.  <b>EXAMPLE: The friendly dragon laid</b> in front of the tree fairy, on a warm summer's afternoon.  <b>Task 5: Reading</b>          Complete the comprehension in the workbook.</p> 
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Break	Movement and Fruit Break Game of catch	Movement and Fruit Break Bounce a tennis ball on a tennis racquet.	Movement and Fruit Break Use a Hula Hoop.	Movement and Fruit Break Put out some buckets as markers and run around them. Time yourself.	Movement and Fruit Break Complete laps around your backyard. Time yourself.
Middle	<p><b>Speaking and Listening</b> Listen to the podcast of the latest News Time presentation. Retell the news item to someone in your family.</p>  <p><b>Mathematics</b> <b>Task 1 - Addition</b> If you can, watch the video by clicking the link below. <a href="#">Addition with Carrying - Bing video</a> <b>Addition Activity Sheet</b> Complete the addition activity sheets.</p> <p><b>Task 2 - Mass</b> If you can, watch the video by clicking the link below.</p>	<p><b>Speaking and Listening</b> Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.</p>  <p><b>Mathematics</b> <b>Task 1 - Subtraction</b> If you can, watch the video by clicking the link below. <a href="#">5 Digit Subtraction with Borrowing and Regrouping - Bing video</a> <b>Subtraction Activity Sheet</b> Complete the subtraction activity sheets.</p> <p><b>Task 2 - Mass</b> If you can, watch the videos by clicking the link below.</p>	<p><b>Speaking and Listening</b> Listen to the weekly podcast of Noisy By Nature. Retell the news items to someone in your family.</p>  <p><b>Mathematics</b> <b>Task 1 - Multiplication</b> If you can, watch the video by clicking the link below. <a href="#">Multiplying: 3 digits times 1 digit (with carrying)   Arithmetic   Khan Academy - Bing video</a> <b>Multiplication Activity Sheet</b> Complete the multiplication activity sheets.</p> <p><b>Task 2 - Time</b> If you can, watch the videos by clicking the link below.</p>	<p><b>Speaking and Listening</b> Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  <p><b>Mathematics</b> <b>Task 1 - Division</b> If you can, watch the video by clicking the link below. <a href="#">Short Division with Remainders - Bing video</a> <b>Division Activity sheet</b> Complete the division activity sheets.</p> <p><b>Task 2- Timetables</b> If you can, watch the video by clicking the link below. <a href="#">Reading Five Minute Intervals</a> <a href="#">Past the Hour</a></p>	<p><b>Speaking and Listening</b> Watch this week's episode of BTN. Retell the news items to someone in your family.</p>  <p><b>Mathematics</b> <b>Task 1 - Maths Problems</b> Complete the activity sheet to work on your problems.</p> <p><b>Task 2- Timetables</b> If you can, watch the video by clicking the link below. <a href="#">Reading Digital Clocks</a> Complete the activities telling the time with digital clocks.</p> <p><b>Task 3</b> Complete your Mathematics activities for today.</p>





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[What is mass? | Math | Grade-3,4,5 | TutWay | - Bing video](#)

Complete the activity sheets on mass. You will need various items and a set of kitchen scales

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **299**.

[Converting Grams to Kilograms - Bing video](#)

[Converting Kilograms to Grams - Bing video](#)

Complete the activity sheet on converting kg to and g to kg and the mass challenge.

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **502**.

### PE- Hopping

Last week you practiced the hopping skill. This week, see if there is anything you can improve on by practicing the

[Relating Units of Time](#)  
Complete the activities on measurements of time.

If you can, watch the videos by clicking the link below.

[How to Tell the Time - Educational Video for Kids](#)

Complete the activity sheet on telling time: o'clock, half past, quarter past and quarter to.

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **1020**.

Complete the activities telling the time past the hour.

If you can, watch the video by clicking the link below.

[Reading Intervals of Five Minutes To the Hour](#)

Complete the activities telling the time to the hour.

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **876**.



### Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **2000**.

### CAPA – Music

1. Read the information in your booklet about how instruments make sound and about Aboriginal and Torres Strait Islander instruments.

2. Watch the BTN video about music in the Tiwi Islands.

<https://www.abc.net.au/btn/classroom/tiwi-music/10536664>

3. Listen to the song *Tribal Voice* composed by *Yothu Yindi* on YouTube and answer





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		<p>skill again using this checklist under the picture.</p> <ol style="list-style-type: none"> <li>1- Support leg bends on landing, then straightens to push off.</li> <li>2- Land and push off the ball of the foot.</li> <li>3- Non-support leg bent and swings in rhythm with the support leg.</li> <li>4- Head stable, eyes focused forward throughout the jump.</li> <li>5- Arms bent and swing forward as support leg pushes off.</li> </ol> <p>If you can, watch this video to make a Hula Hoop Relay in your backyard.  <a href="https://www.youtube.com/watch?v=O4F3nB3HVso">https://www.youtube.com/watch?v=O4F3nB3HVso</a>          Set this up outside on the grass using the hopping skill. If you don't have Hula Hoops, use any items from the backyard to make a maze. You might like to ask a sibling or your family to play too.</p>			<p>the questions in your booklet!  <a href="https://www.youtube-nocookie.com/embed/BUJDGYSiRMg?autoplay=1&amp;iv_load_policy=3&amp;loop=1&amp;modestbranding=1&amp;playlist=BUJDGYSiRMg">https://www.youtube-nocookie.com/embed/BUJDGYSiRMg?autoplay=1&amp;iv_load_policy=3&amp;loop=1&amp;modestbranding=1&amp;playlist=BUJDGYSiRMg</a></p>
<b>Break</b>	<b>Lunch</b> Teach yourself to juggle in the backyard.	<b>Lunch</b> Kick a soccer ball against a wall. Count by 4's for each bounce.	<b>Lunch</b> Jump on a trampoline or skip using a rope.	<b>Lunch</b> Play a game of handball against a wall.	<b>Lunch</b> Eat outside in the fresh air and look up at the clouds.





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<p><b>Afternoon</b></p> <p><b>Geography: Lesson 2</b></p> <p><b>Perception and Protection of Environments</b></p> <p><b>Focus Question</b> How and why do Aboriginal and Torres Strait Islander Peoples value their environment?</p>  <p>Students will research how Aboriginal and Torres Strait Islander Peoples feel connected to and value their environment.</p> <p>Students look closely at the Tiwi Islands Seasons and Plants and Animals calendars.</p> <p>Students colour the Aboriginal and Torres Strait Islander flags in their correct colours. They discover what</p>	<p><b>Science: Lesson 3: Processed Materials</b></p> <p><b>Focus Question: What are processed materials used for?</b></p> <p>In this lesson you will be focusing on processed materials and their purpose. You will explore the evolution of processed and how they are used. You will identify and describe the different ways humans use processed materials.</p>  <p><b>Read and complete the worksheets provided.</b></p> 	<p><b>PD/Health - CPR and First Aid CPR</b></p> <p>If you can, watch the video by clicking the link below. <a href="#">How to perform CPR - Bing video</a></p> <p>Complete the activity sheet on CPR and calling for an ambulance.</p> <p><b>First Aid</b></p> <p>If you can, watch the video by clicking the link below. <a href="#">First aid - Bites and stings - Bing video</a></p> <p><b>How do you treat a snake bite?</b></p> <p><b>What other injuries can you treat in the same way?</b></p> <p>Complete the activity about treating burns.</p>	<p><b>Visual Arts - A Big Bad Wolf - Collage</b></p> <p>Many Fairy Tales include a wolf who, is always the villain, except in 'Fractured Fairy Tales' maybe.</p>  <p>You are going to create your own Wolf picture by tearing paper then gluing to an outlined shape of its head. After you have glued the 'newspaper' or similar then add eyes and teeth.</p> <p>Bring this to school when we go back so we can display them in our classrooms.</p>	<p><b>PE- Dance</b></p> <p>This week we are learning how dance can be different to Aerobic exercise.</p> <p><b>Task 1:</b> Choose some upbeat music as you do some warm up stretches:</p> <ol style="list-style-type: none"> <li>1- Run on the spot</li> <li>2- Jog on the spot</li> <li>3- Do 10 star jumps</li> <li>4- Do 5 burpees</li> <li>5- Run laps around your space</li> </ol> <p><b>Task 2:</b> If you can, watch the Sports in Schools Aerobic lesson by clicking on the link. Copy the routine and practice it. You might like to perform it to your family. <a href="https://www.youtube.com/watch?v=zM3GZ9RiUmU">https://www.youtube.com/watch?v=zM3GZ9RiUmU</a></p> <p><b>Task 3:</b> Complete the Aerobics worksheet.</p>
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the colours and symbols mean on the flags and write down which parts show Aboriginal and Torres Strait Islanders connections to the environment for both flags.



Read and complete the worksheets provided.

**DRSABCD**

**D** Dangers? Check for dangers to yourself and others. Do not touch anything unless you are trained to do so.

**R** Responsive? Check for responsiveness. If the person is not responsive, shout for help.

**S** Send for help Call 000 for help. If you are alone, stay with the person and provide first aid until help arrives.

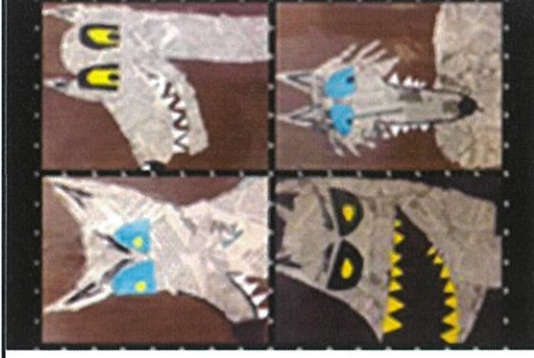
**A** Open Airway Check for an open airway. If the airway is not open, perform the head-tilt chin-lift manoeuvre.

**B** Normal Breathing? Check for normal breathing. If the person is not breathing, start CPR.

**C** Start CPR Start CPR if the person is not breathing. If you are alone, perform CPR for 2 minutes before calling 000.

**D** Attach defibrillator Attach a defibrillator if you have one available. Follow the instructions on the defibrillator.

Learn first aid! 150037-JOHN | www.stjohns.org.au





# Spelling List Week 3 Term 4



ought	purchase	legitimate	sister	part
fought	information	leisurely	mother	treat
bought	exclaim	lieutenant	father	graph
thought	frighten	luncheon	brother	history
brought	popular	luxurious	silver	multiply
5	20	35	expert	
part	intention		sharper	
treat	extension		smarter	
graph	suspension		shorter	
history	comprehension			
10	25			
multiply	expansion			
intend	functionality			
extend	aesthetic			
suspend	performance			
comprehend	flexibility			
expand	relationship			
15	30			

**Spelling Rule:** If a verb ends in 'nd', change the 'nd' to an 's' or a 't' before adding 'ion'.

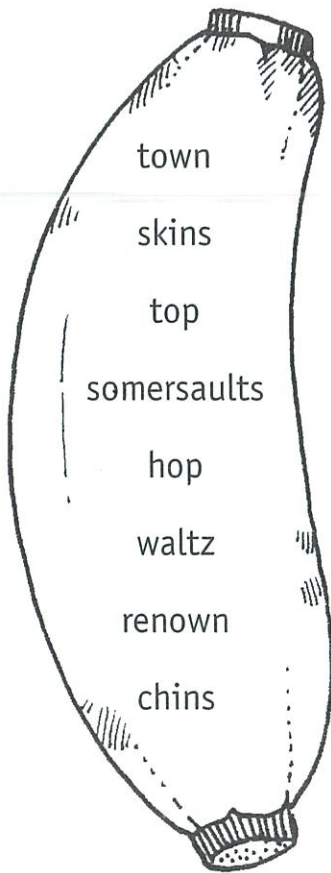


# 'Forty performing bananas'

In this poem the second and fourth lines in each verse rhyme.

See if you can finish this poem by writing the words below in their correct spaces.

## Words to use



\_\_\_\_\_

We're forty performing bananas  
in bright yellow slippery \_\_\_\_\_.

Our faces are rather appealing  
though we've neither shoulders nor \_\_\_\_\_.

We cha cha, fandango and tango  
We kick, and we skip and we \_\_\_\_\_

While half of us belt out a ballad,  
The rest of us spin like a \_\_\_\_\_.

We're forty performing bananas  
We mamba, we samba, we \_\_\_\_\_.

We dangle and swing from the ceiling  
Then turn very slick \_\_\_\_\_.

People drive here in bunches to see us  
Our splits earn us worldly \_\_\_\_\_

We're forty performing bananas  
Come see us when you are in \_\_\_\_\_.

*by Jack Prelutsky*

- 1 Now as you have the whole poem together, think up a catchy title for it. Write it on the line above the poem.
- 2 How many verses does this poem have? \_\_\_\_\_
- 3 How many lines does each verse have? \_\_\_\_\_

Do you remember what syllables are? Just to remind you, here are the syllables marked in each word in the first line.

*We're/ for/ty /per/form/ing/ ba/na/nas*

- 4 Read the first verse of the poem out loud to yourself, counting the number of syllables in each line.

a Record them below.

Line 1 \_\_\_\_\_ syllables

Line 2 \_\_\_\_\_ syllables

Line 3 \_\_\_\_\_ syllables

Line 4 \_\_\_\_\_ syllables

b What pattern have you found the syllables make in this verse?

\_\_\_\_\_

- 5 What colour are these performing bananas? \_\_\_\_\_

- 6 These bananas tell us that there are two body parts which you have but they don't have. What are they? \_\_\_\_\_

\_\_\_\_\_

- 7 Do lots of people go to the bananas' concerts? \_\_\_\_\_

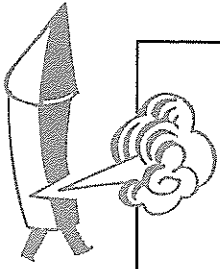
Write the line that tells you so. \_\_\_\_\_

\_\_\_\_\_

- 8 In the second and third verses the bananas cha cha, fandango, tango, mamba, samba and waltz. What are those bananas doing?

\_\_\_\_\_





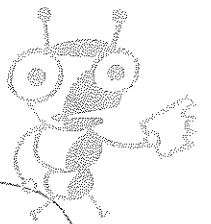
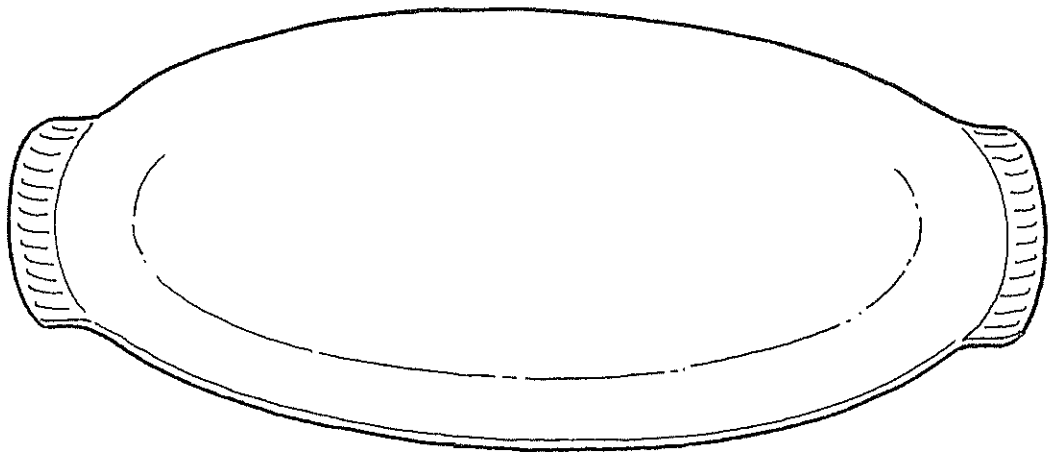
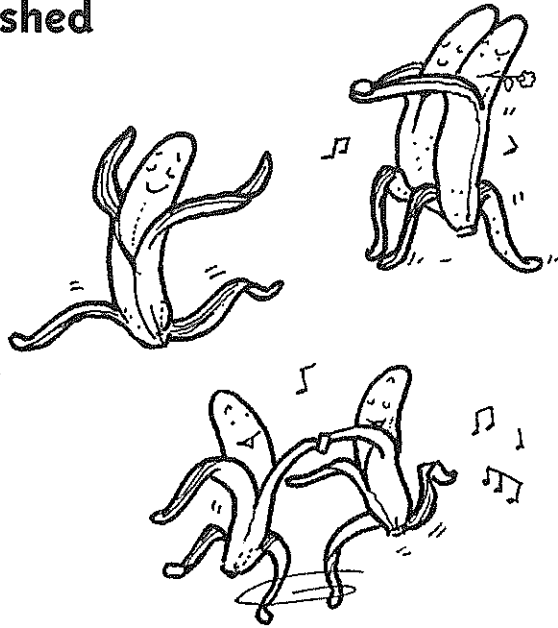
## After you've finished

In the last verse it says 'Our splits earn us worldly renown'.

Splits could mean the bananas doing splits like this. Or it could mean a banana split.

The *Macquarie Dictionary* tells us a *banana split* is a dessert made from a peeled banana cut in half lengthwise and topped with ice-cream, whipped cream, flavouring and nuts.

Using these ingredients, draw and colour the most delicious banana split you can create on this plate.



## For the Quiz Kids

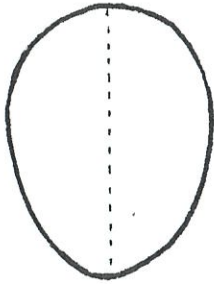
Which state of Australia is sometimes called Bananaland?



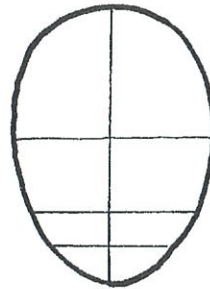
Australia has its own famous performing bananas. Bananas in Pyjamas, B1 and B2 began as a popular children's TV program in 1992.

# How to draw faces

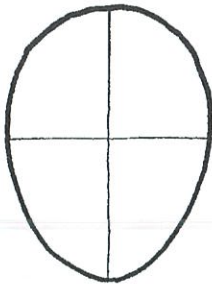
If you look at a head from the front, it is shaped like an egg with the pointed end down.



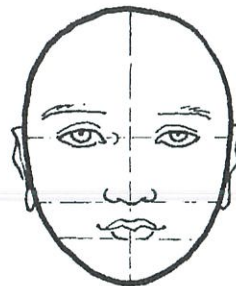
- 1** Draw the shape of the head. Draw a pencil line down the middle. This gives you the position for the nose and the centre of the mouth.



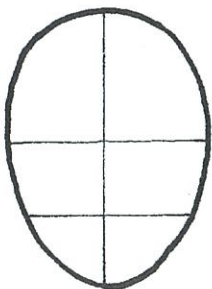
- 4** Draw another line halfway between the tip of the nose and the bottom of the chin. This is where the lower lip of the mouth will come.



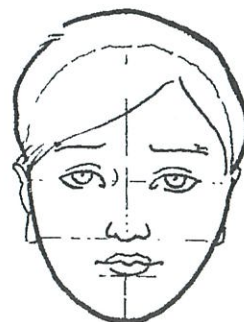
- 2** Draw another pencil line across the middle of the head. This is where your eyes go.



- 5** Now draw in the eyes, nose and mouth. The ears are between the eyebrows and the tip of the nose.



- 3** Draw another line halfway below that. This is where the tip of the nose will come.



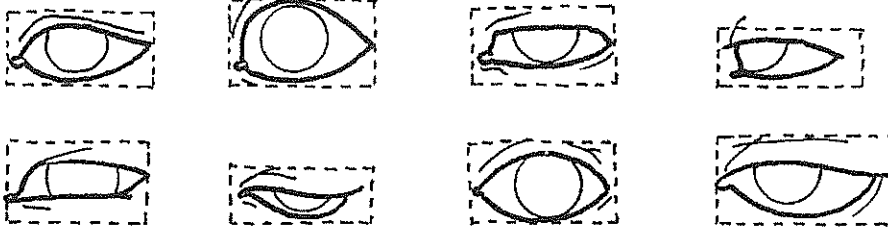
- 6** Start drawing the hair about one-third down from the top of the head to the eyes.



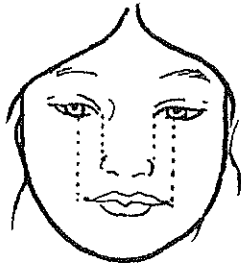
Now you have a go. It would be fun to sit opposite your friend and draw each other.

Before you start, ask yourself these questions.

1 What shape are your friend's eyes?



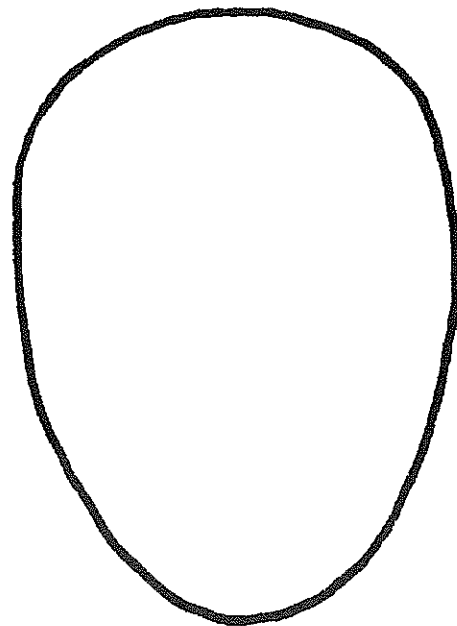
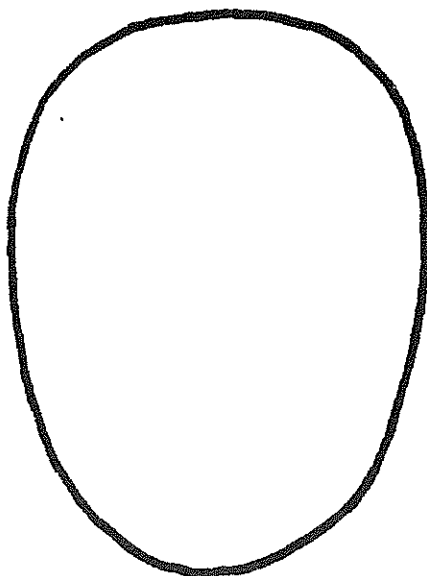
2 How wide is your friend's nose?



3 Does your friend's mouth curve up or down?

4 What shape is your friend's hair?

Now follow the five steps and draw your friend.



# A pinata for party day

Pinatas, first made in Mexico, are often hung from the centre of rooms where parties are being held.

They are filled with sweets or little surprises. During the party they are hit with a stick. They explode and the guests are showered with lollies and presents.

Choose a couple of friends and make one for yourselves.

## You will need:

a balloon

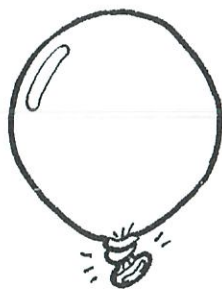
newspaper

paste — a good powder paper maché paste works well

paint

crepe paper

paper covered lollies or tiny presents etc



- 1 Blow up a balloon and tie a double knot at the end.



- 2 Tear newspaper into strips.



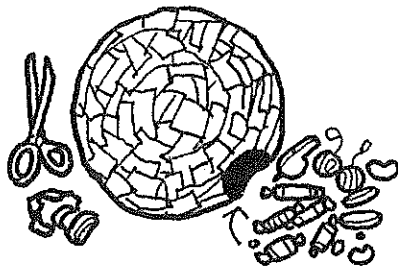
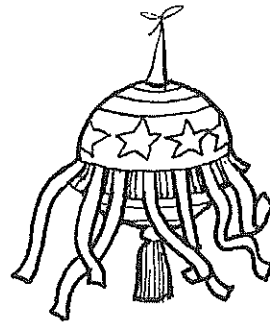
- 3 Mix up paste following the directions on the packet.



- 4 Dip a few strips of paper into the paste and cover them completely with paste. Take each pasted strip and wrap it around the balloon. Keep going until the balloon is covered with 3 or 4 layers of paper.

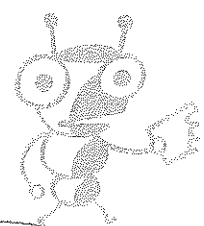
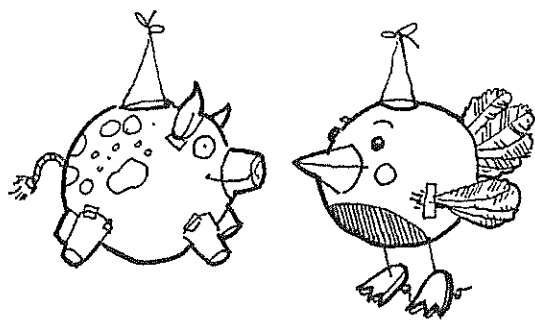
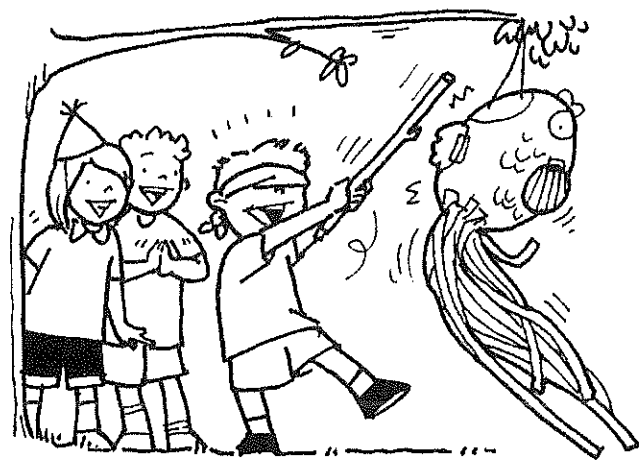


- 5 Allow to dry thoroughly (this may take a couple of days).
- 6 Cut a hole of about the size of a 50c piece in the bottom. Fill with lollies or surprises.



- 10 On party day, hit your pinata with a stick and shower your friends with presents. It's even more fun if the child trying to break the pinata is blindfolded!

- 7 Paper maché over the hole. Allow to dry.
- 8 Paint the pinata. Allow to dry.
- 9 Cover the pinata with thin layer of paste. Fringe crepe paper and attach to the pinata. Attach tails or decorate as you wish.



You could make pinatas into animal shapes — wombats, koalas, caterpillars (from long skinny balloons) and fish.

## Who Was Alfred Nobel?

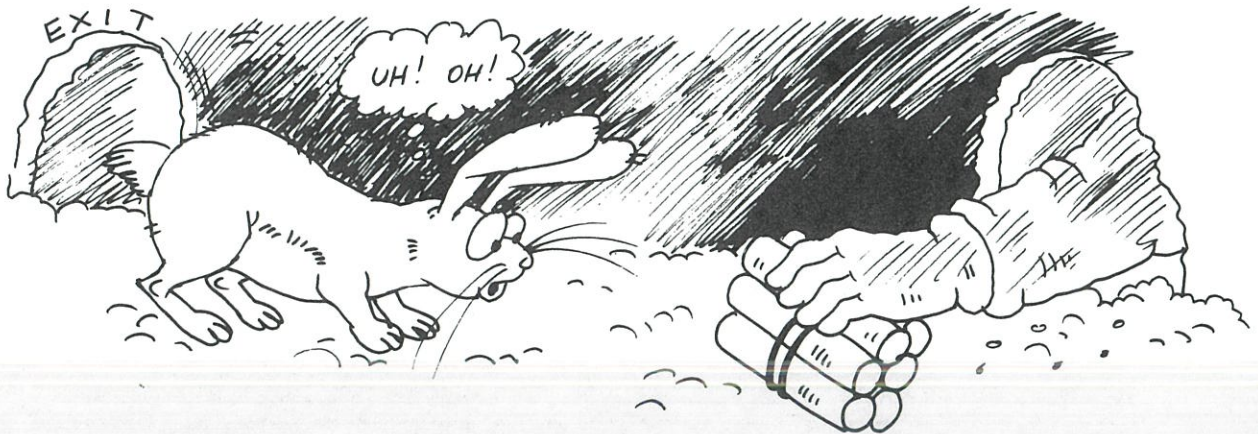
Every year, Nobel Prizes are awarded to people judged to have been the world's best at doing things. One Nobel Prize is awarded to the person who worked for peace—that is, they helped prevent wars.

The Prizes, which are large sums of money, were left by Alfred Nobel.

Gunpowder was always used in guns and for blowing up rocks when making tunnels. Alfred Nobel made a new explosive called 'nitroglycerine'. It was more powerful than gunpowder.

At first this new explosive was dangerous. It could suddenly explode. Then Nobel mixed it with some special clay. He made it into sticks. It could only be exploded by a detonator which made a little explosion first. The explosive was called 'dynamite'.

Alfred's dynamite was made all over the world and is still used today.





Use a word from the story in each space.

- 1 Each year Nobel \_\_\_\_\_ are given to people.
- 2 The money was left when \_\_\_\_\_ Nobel died.
- 3 He was the inventor of nitroglycerine which was called \_\_\_\_\_.
- 4 This was a new \_\_\_\_\_.

Find a word for each question or use 'yes' or 'no'.

- 5 What did Alfred use to mix with nitroglycerine? \_\_\_\_\_
- 6 Is dynamite used in quarries today? \_\_\_\_\_
- 7 Does a detonator set off dynamite? \_\_\_\_\_

Use all the words below to make a sentence.

Begin with the word that has a capital.

dangerous are but are Detonators small

---

---

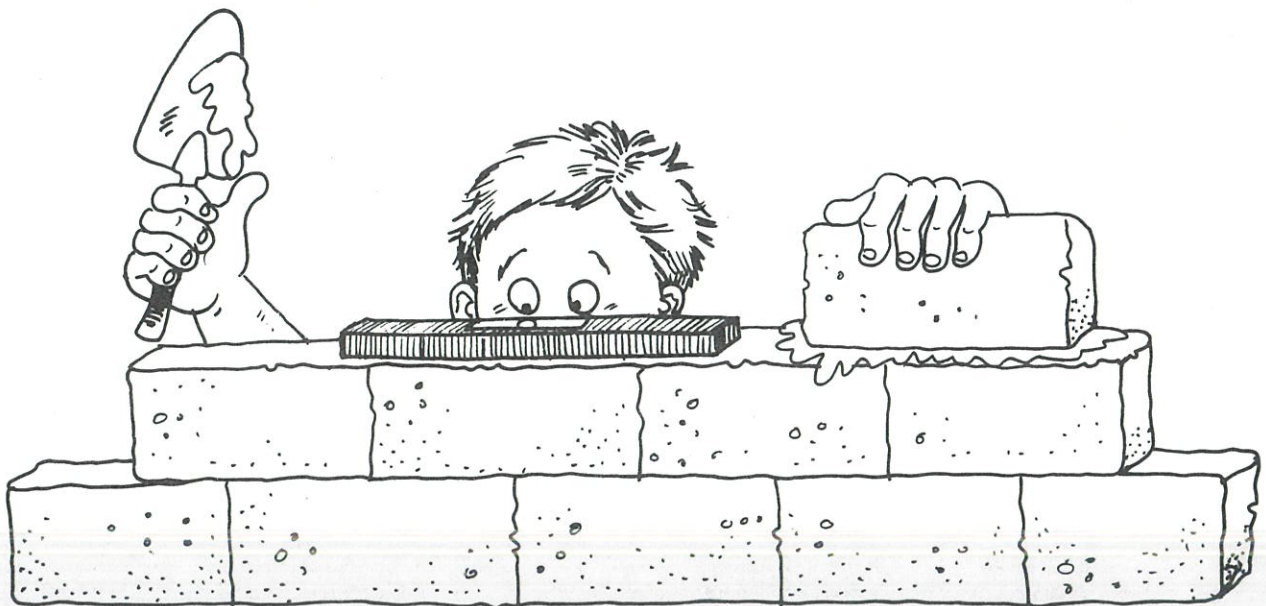
## What Is a Spirit Level?

A spirit level is a tool used by bricklayers and carpenters. It helps them to make sure that their work does not slope one way or another.

The level is a glass tube filled with spirit and sealed at both ends. When the tube is level, a little bubble of air left in the tube sits exactly between two marked lines on the middle of the tube.

The glass tube is fitted in an aluminium case with flat edges. A bricklayer who is building a wall only needs to lie the level along the wall. If the bubble goes past either line, the tradesperson knows the wall is not level.

Most spirit levels have another level built into the centre. This allows a person to check if the edge of a wall or something being built is upright and does not lean. This is called being 'plumb' or perpendicular.





Use a word from the story in each space.

1 A spirit level is used when laying \_\_\_\_\_.

2 The spirit is in a glass \_\_\_\_\_.

3 The \_\_\_\_\_ can tell you if the long tool is level or not.

4 The outside of a spirit level is made of \_\_\_\_\_.

Find a word for each question or use 'yes' or 'no'.

5 Can a spirit level tell you if a post is

standing upright?

6 Which word means 'to lean'?

7 Which word means 'closed tightly'?

Use all the words below to make a sentence.

Begin with the word that has a capital.

Lays person who needs tiles a spirit  
A level

---

---

# Writing

T4W3

MONDAY

## Characters

**Characters**

The **characters** are the people, animals, or things that take part in the action of the story.



Task 1: Name as many characters as you can from some well-known fairy tales. You can use the picture above to help you.

**

Task 2: Watch this clip about how describing witches and their well-known appearance and traits:

[Describing Witches](#)

Task 3: Think about all the stories that you know has a witch in it.

We are going to create a character profile of a witch. You can use this picture as a prompt, choose your own witch or make the witch up. Are they a good character or an evil character?

Fill in this table to describe what they look like (their appearance) and act like (their personality). **This character trait picture might help you.**





**SMART**  
 intelligent  
 clever  
 bright  
 sharp  
 brainy  
 keen



**FUNNY**  
 amusing  
 witty  
 comical  
 humorous  
 uproarious



**ANNOYING**  
 silly  
 pesky  
 irritating  
 bothersome  
 irksome  
 immature

**BRAVE**  
 courageous  
 heroic  
 bold  
 fearless  
 daring  
 valiant



**BAD**  
 naughty  
 terrible  
 wicked  
 mischievous  
 disobedient  
 sneaky



**TRICKY**  
 sly  
 sneaky  
 crafty  
 evasive  
 cunning  
 clever

**HARD-WORKING**  
 responsible  
 Diligent  
 dependable  
 busy  
 energetic



**INDEPENDENT**  
 Self-sufficient  
 Free  
 sovereign  
 liberated  
 ambitious



**CREATIVE**  
 original  
 imaginative  
 inspired  
 inventive  
 artistic  
 resourceful  
 innovative

WHAT THE WITCH LOOKS LIKE (appearance)	WHAT THE WITCH ACTS LIKE (personality)

Task 4: Now use your ideas from this table to write a paragraph describing this your witch character. Write about their appearance and their personality. Remember to use full sentences, correct sentence punctuation and lots of adjectives (describing words).

\*\*





**Character: Dragon**

Size	Colour	Attributes	Personality
large	emerald green	scaly	fire-breathing
enormous	golden	sharp	monstrous
huge	ruby red	revolting	troublesome
gigantic	charcoal grey	rotting	vicious
massive	coal black	mouldy	defiant
colossal		shiny	vile
		horrifying	freakish
		stinking	dreadful
			wicked
			revolting



WHAT THE DRAGON LOOKS LIKE (appearance)	WHAT THE DRAGON ACTS LIKE (personality)

Task 4: Now use your ideas from this table to write a paragraph describing this your dragon character. Write about their appearance and their personality. Remember to use full sentences, correct sentence punctuation and lots of adjectives (describing words).

\*\*

Task 5: Draw a picture of your dragon and upload it into the Class Notebook.

THURSDAY

# Characters

Task 1: Watch this clip all about characters in fairy tales:

[VIDEO ABOUT CHARACTERS](#)

Task 2: Choose one of your favourite characters from a well-know fairy tale. Describe this character's traits, remembering if they are a good character or an evil character. This character trait picture might help you.



#192631751

**SMART**  
intelligent  
clever  
bright  
sharp  
brainy  
keen



**FUNNY**  
amusing  
witty  
comical  
humorous  
uproarious



**ANNOYING**  
silly  
pesky  
irritating  
bothersome  
irksome  
immature

**BRAVE**  
courageous  
heroic  
bold  
fearless  
daring  
vallant




**BAD**  
naughty  
terrible  
wicked  
mischievous  
disobedient  
sneaky



**TRICKY**  
sly  
sneaky  
crafty  
evasive  
cunning  
clever

**HARD-WORKING**  
responsible  
Diligent  
dependable  
busy  
energetic



**INDEPENDENT**  
Self-sufficient  
free  
sovereign  
liberated  
ambitious



**CREATIVE**  
original  
imaginative  
inspired  
inventive  
artistic  
resourceful  
innovative

Character's Name: **	Character's traits: **
-------------------------	---------------------------



--	--

Task 3: Write a character description of your chose character. Describe their personality (character traits) and also describe what they look like. Remember to use lots of adjectives (describing words).

<p><b>Character's Name: **</b></p> <p><b>Character Description:</b> **</p>
--------------------------------------------------------------------------------

Task 4: Draw a picture of your character and upload it into the Class Notebook.

Wednesday

## Grammar – Homophones and Homographs

### Homophones

**A homophone is a word that sounds the same as another word but has a different meaning and different spelling.**

1. Use a word from the box to complete each sentence.

poor wood tail hear pour would tale here

- Our teacher told us a \_\_\_\_\_ about a dinosaur.
- Did you \_\_\_\_\_ the roar of the lions at the zoo?
- We cut some \_\_\_\_\_ to make a campfire.
- I asked Leith to \_\_\_\_\_ the water in the bottle.
- The dog spun around and tried to bite its own \_\_\_\_\_.
- I asked her to leave the books right \_\_\_\_\_.
- He was too \_\_\_\_\_ to buy even a hamburger for lunch.
- He said he \_\_\_\_\_ come if he was allowed to.

2. Circle the correct word in brackets.

- It is rude to (stair stare) at people.
- The old ship was (towed toad) out to sea and sunk.
- Did you (meet meat) our new teacher.
- I brushed the horse's (main mane).
- This car is made of special (steel steal).
- She was too (weak weak) to leave hospital.



# Homographs

A homograph is a word that is spelled the same as another word but has a different meaning.

1. Use a word from the box to complete each sentence. You will need to use each word twice.

bark                      rock                      bank

- a. The dog began to \_\_\_\_\_ at the stranger.
- b. The \_\_\_\_\_ of the river is quite steep there.
- c. The silly boy threw a \_\_\_\_\_ at the window.
- d. I save my money in the \_\_\_\_\_.
- e. The huge waves began to \_\_\_\_\_ the boat.
- f. She made me a canoe from the \_\_\_\_\_ of the tree.

2. Write two sentences for each word. Make sure that each sentence gives the word a different meaning.

post

- a. \_\_\_\_\_
- b. \_\_\_\_\_

well

- a. \_\_\_\_\_
- b. \_\_\_\_\_

bat

- a. \_\_\_\_\_
- b. \_\_\_\_\_

FRIDAY

Name: Spelling Test

Term 4, Week 4

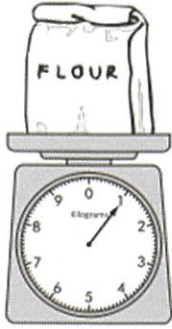
1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	Score ___ / ___
17.	
18.	
19.	
20.	



Monday

# Mass – Kilograms

## Mass – kilograms



When we measure how heavy something is, we are looking at the mass of an object. We measure mass in kilograms. We say kilo for short and write it as kg.

Flour is something that is sometimes sold in 1 kg bags.

This scale is one that most people use when they are cooking. You might have one in your kitchen at home.

**Activity 1:** Use hefting to place the following objects in order from heaviest to lightest. Write your results in the table below. Predict whether you think each object will weigh more than a kilogram or less than a kilogram. Weigh the items on a kitchen or bathroom scale and enter the true values in your table. How close were you?

<b>Tennis ball</b>	<b>Watermelon</b>	<b>Shoe</b>	<b>Two onions</b>	<b>Laptop</b>	<b>A brick</b>
--------------------	-------------------	-------------	-------------------	---------------	----------------

Object Heaviest to lightest	Prediction (greater than (>) or less than (<) a kilogram)	Actual weight
1.		
2.		
3.		
4.		
5.		
6.		

**Activity 2:** How much less than 1 KG are the following weights? Remember, there are 1000 grams in a kilogram.

- a. 500 g \_\_\_\_\_
- b. 750 g \_\_\_\_\_
- c. 600 g \_\_\_\_\_
- d. 150 g \_\_\_\_\_
- e. 250 g \_\_\_\_\_
- f. 400 g \_\_\_\_\_

**Activity 3:**

**When we buy fruit and vegetables, we usually pay by the kilogram. Can you think why this is?**

---

---

---

**Search through some supermarket catalogues and find out the cost of these items per kilogram:**



per kg	per kg	per kg	per kg
--------	--------	--------	--------

Based on the price per Kilogram, work out the total cost of my shopping if I bought the following:

2 KG apples \$ \_\_\_\_\_

1 kg carrots \$ \_\_\_\_\_

3 kg oranges \$ \_\_\_\_\_

2 and a half kg bananas \$ \_\_\_\_\_

Total cost of shopping \$ \_\_\_\_\_



To DO:

# Number of the Day

Today's number is

27

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--

# Mass

We use grams to measure items that are less than 1 kilogram. We use g for grams.

1 kilogram = 1 000 grams

$\frac{1}{2}$  kilogram = 500 grams

## Activity 1:

Which unit of mass would you use for each item? Circle the correct answer.

a



b



c



d



a. Grams or kilograms \_\_\_\_\_

b. Grams or kilograms \_\_\_\_\_

c. Grams or kilograms \_\_\_\_\_

d. Grams or kilograms \_\_\_\_\_

## Activity 2:


Find items around your house that fit into each category. Try and get them as close as possible to the mass in each column. Use kitchen or bathroom scales to obtain an accurate measurement.

About 100 g	About 200 g	About 500 g	More than 1 kg



### Activity 3:

Use an online supermarket catalogue to find out the mass of these items:

Item	Weight
	
	
	
	





# Number of the Day

Today's number is

65

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--



# Time

**Task 1: Answer these questions about measurements of time:**

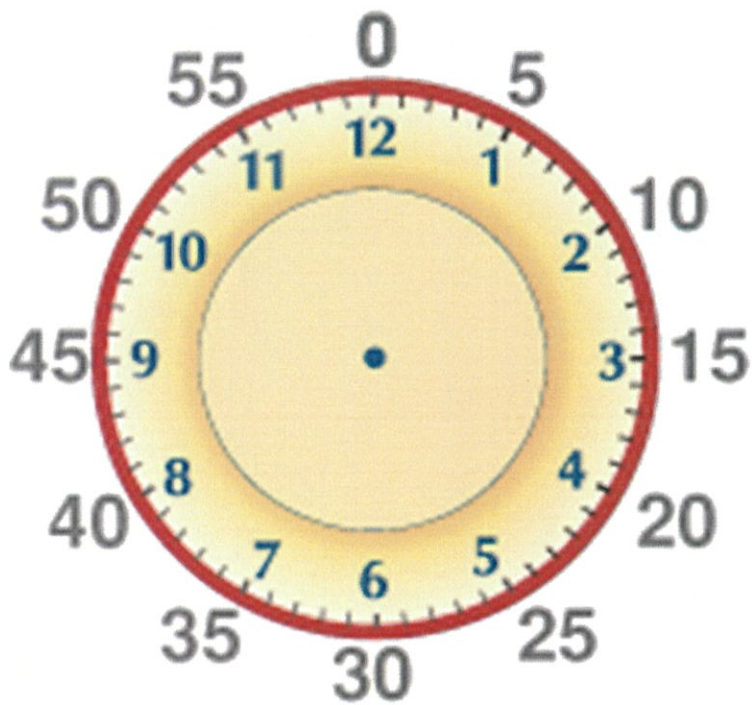
1. How many seconds in a minute? \_\_\_\_\_
2. How many minutes in an hour? \_\_\_\_\_
3. How many hours in a day? \_\_\_\_\_
4. How many days in a week? \_\_\_\_\_
5. How many weeks in a month? \_\_\_\_\_
6. How many months in a year? \_\_\_\_\_
7. How many weeks in a year? \_\_\_\_\_
8. How many days in a year? \_\_\_\_\_

**Task 2: Answer these questions about telling time:**

**Circle the correct answer:**

1. The short hand represents the MINUTES or HOUR ?
2. The long hand represents the MINUTES or HOUR ?

Use this clock to help you answer the following questions:




1. If the minute hand is pointing to the 4, how many minutes past is it? \_\_\_\_\_
2. If the minute hand is pointing to the 2, how many minutes past is it? \_\_\_\_\_
3. If the minute hand is pointing to the 7, how many minutes past is it? \_\_\_\_\_
4. If the minute hand is pointing to the 6, how many minutes past is it? \_\_\_\_\_
5. If the minute hand is pointing to the 8, how many minutes past is it? \_\_\_\_\_

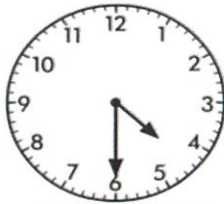


## Telling time – o'clock and half past

The minute hand is on 12 and the hour hand is on 4.



4 o'clock



half past 4

The minute hand is on 6 and the hour hand is half way between 4 and 5.

What time does this clock represent? Circle the correct answer?



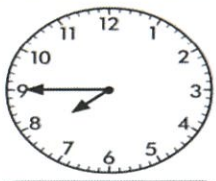
Half past 8 or Half past 6



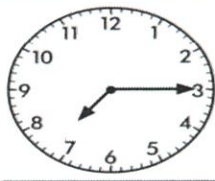
12 o'clock or 7 o'clock

## Telling time – quarter to and quarter past

When the minute hand is on 9, it is 15 minutes to the hour or it has a quarter of the way to go before it reaches the hour.



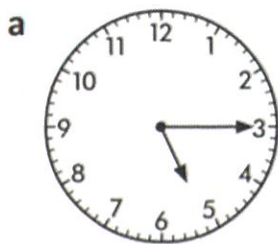
A quarter to 8



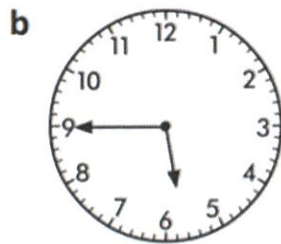
A quarter past 7

When the minute hand is on 3, it is 15 minutes past the hour or it has gone a quarter of the way around the clock face.

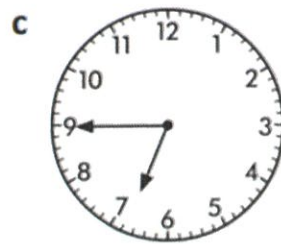
Write either 'past' or 'to' in the blanks to tell the time on these clocks.



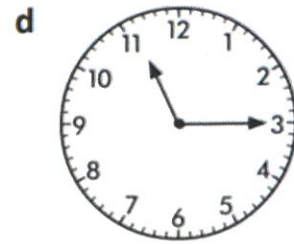
a) quarter \_\_\_\_ 5



b) quarter \_\_\_\_ 6



c) quarter \_\_\_\_ 7



d) quarter \_\_\_\_ 11

To DO:

# Number of the Day

Today's number is

374

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

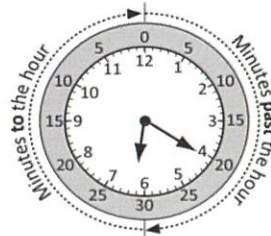
Less than <

--

# Time

## Telling time – five minute intervals past the hour

It takes 5 minutes for the minute hand to move from one number to the next. The time shown on this clock is 20 minutes past 6.



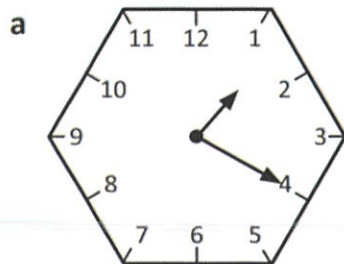
20 past 6

### Task 1: Use the image above to read the times on these clocks.

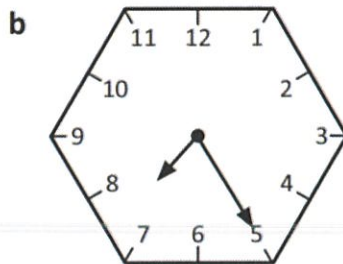
Remember the minute hand (the long hand) tells us how many minutes past (as seen in the grey circle on the clock) and the hour hand (the long hand) tell us what hour it is (as seen in the white circle on the clock).

Write your answers in the spaces.

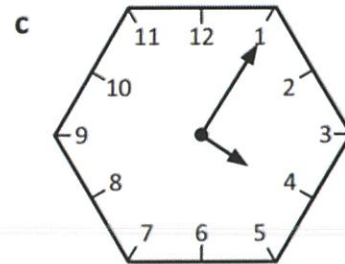
The first one has been done for you.



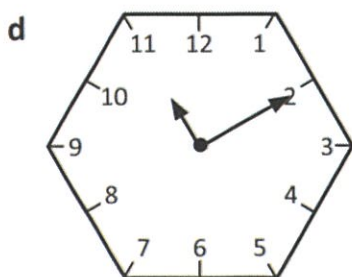
a) 20 past 1.



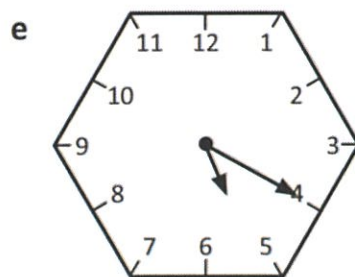
b) \_\_\_\_ past \_\_\_\_.



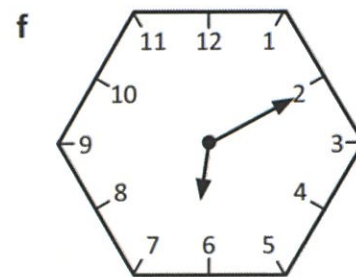
c) \_\_\_\_ past \_\_\_\_.



d) \_\_\_\_ past \_\_\_\_.



e) \_\_\_\_ past \_\_\_\_.



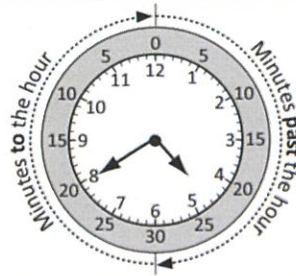
f) \_\_\_\_ past \_\_\_\_.



## Telling time – five minute intervals to the hour

When the time is later than half past, instead of saying the number of minutes after the hour we usually say the number of minutes **before** or **to** the next hour.

20 to 5

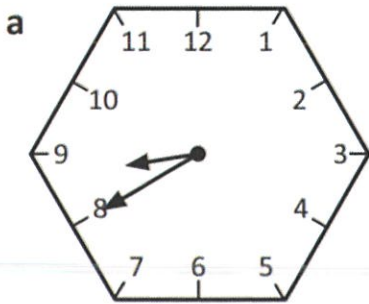


Task 2: Use the image above to read the times on these clocks.

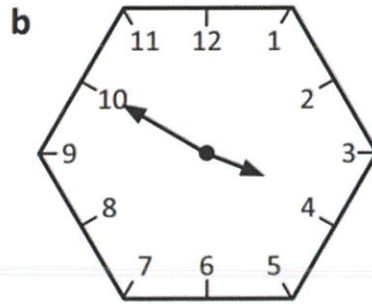
Remember the minute hand (the long hand) tells us how many minutes to the next hour (as seen in the grey circle on the clock) and the hour hand (the long hand) tell us what hour it is about to be (as seen in the white circle on the clock).

For example, if the long hand is on the 9, it means it is 15 minutes to, and if the short hand is past the 1 and almost at the 2, it means it is 15 minutes to 2 o'clock.

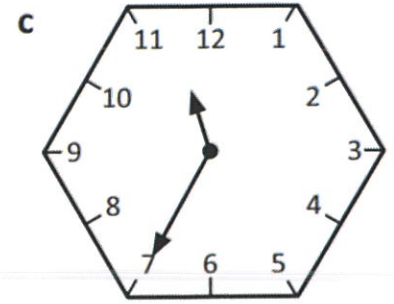
Write your answers in the spaces.  
The first one has been done for you.



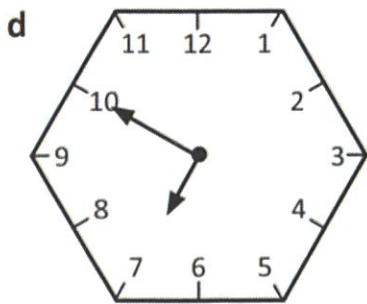
a) 20 to 9.



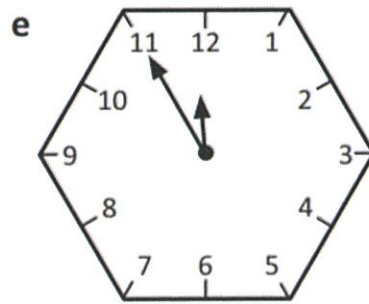
b) \_\_\_\_\_ to \_\_\_\_\_.



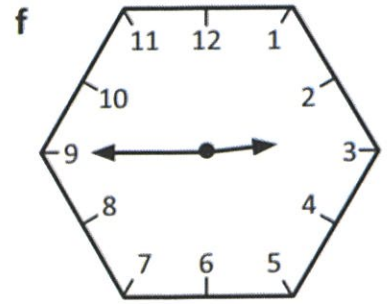
c) \_\_\_\_\_ to \_\_\_\_\_.



d) \_\_\_\_\_ to \_\_\_\_\_.



e) \_\_\_\_\_ to \_\_\_\_\_.



f) \_\_\_\_\_ to \_\_\_\_\_.



# Number of the Day

Today's number is

999

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--

Friday

## Telling time – digital

Digital time is always read as minutes past the hour. This digital time could be read as 24 minutes past 8 *or* eight twenty four. Digital clocks often display a zero when the hour is a single digit.



**Task 1:** Read these digital clocks and write the time in words below the clocks. The first one has been done for you.

Write in the \_\_\_\_ spaces.

Here are some words you might need:

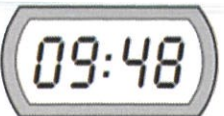
One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty.

a)



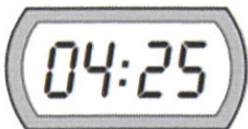
The time is: Seven twenty three

b)



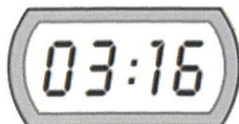
The time is: \_\_\_\_\_

c)



The time is: \_\_\_\_\_

d)



The time is: \_\_\_\_\_

e)



The time is: \_\_\_\_\_



f)



The time is: \_\_\_\_\_

g)



The time is: \_\_\_\_\_

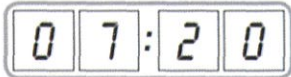
h)



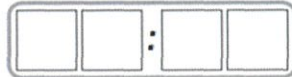
The time is: \_\_\_\_\_

**Task 2: Write the times of the digital clock radios. The first one has been done for you.**

a seven twenty



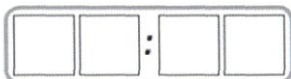
b 13 minutes past 4



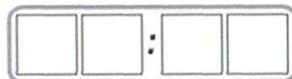
c 25 minutes past 2



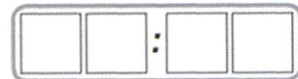
d four thirty two



e 28 minutes past 6



f nine fifty two

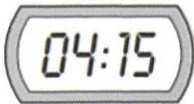


**Task 3: Draw lines to match the digital clocks to other matching clock and their times.**



green

half past six

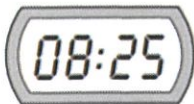


red

25 minutes past 8

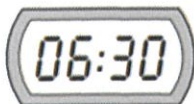


quarter past four



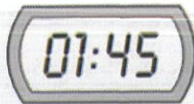
yellow

three oh five

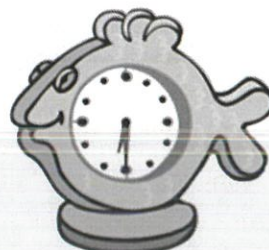
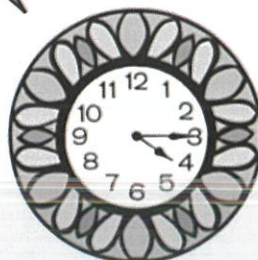


blue

one forty five



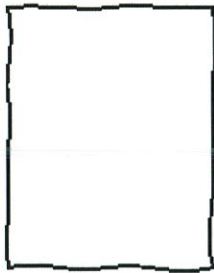
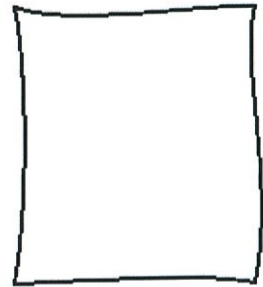
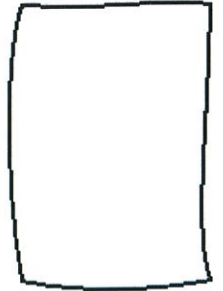
purple



To DO:

# Number Sense

How many ways can you represent the number in the star?





# How and why do Aboriginal and Torres Strait Islander Peoples value their environment?

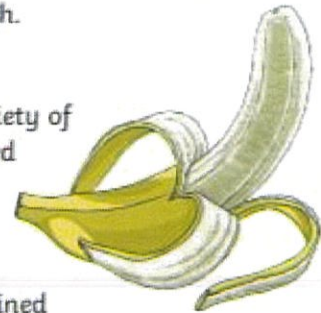
## Aboriginal and Torres Strait Islander Peoples Sustainability

Traditional Aboriginal and Torres Strait Islander Peoples have one of the most sustainable cultures in existence. Their food and land supply relies on their unique food gathering tools and skills. Due to being extremely knowledgeable about the land, the Aboriginal and Torres Strait Islander Peoples are skilled at making sure that none of their food sources will ever be depleted. Some of the traditional Aboriginal and Torres Strait Islander Peoples methods of practising sustainability are leaving enough seeds to make sure new plants would grow, not hunting any young animals because they grow into adults and could be hunted later, leaving eggs behind in a nest so they could hatch and be used during the following season, and lastly, not taking more than they needed; for example, leaving enough honey for the bees to work with.



### Harvesting Plants

Aboriginal and Torres Strait Islander Peoples used a variety of ways to hunt the many species of animals that they needed for food and other purposes and farmed plants such as bananas, coconuts and taros. They clear and burn any plants or vegetation that remained after harvest,



to ensure the soil remained fertile for many seasons to come.

### Hunting Animals

When hunting animals, birds and fish, Aboriginal and Torres Strait Islander Peoples had clever techniques. Sticky sap from plants is placed onto branches of trees in order to trap birds so they cannot fly away. They also catch birds by placing seeds on top of nets and trapping them. Fish and other marine life are caught using a spear or a hook made out of shell and bark fishing lines. Special traps are made to catch more difficult animals, like eels.





## Aboriginal and Torres Strait Islander Peoples Sustainability

### Western Influence

Aboriginal and Torres Strait Islander Peoples have a vast knowledge of how to live sustainably. However, formal education systems have disrupted the practical everyday life aspects of Indigenous knowledge and ways of learning. They have been replaced with academic and unsustainable ways of using Australian land. Today, there is a grave risk that most of the Indigenous Australian sustainability knowledge and practice is being lost and, along with it, valuable knowledge about ways of living sustainably.

### The Importance of Sustainability

Aboriginal and Torres Strait Islander Peoples used their extensive knowledge of the Australian land in order to use methods to hunt and gather food in a way which will not deplete the vegetation or animal species. These sustainable practices ensure there was always enough food and resources for everyone in the community, both in the present and future.



# Questions

1. What were the Aboriginal and Torres Strait Islander Peoples knowledgeable about?

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2. Describe three ways in which the Aboriginal and Torres Strait Islander Peoples practised sustainability.

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3. Which plants did the Aboriginal and Torres Strait Islander Peoples people harvest?

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4. How did Aboriginal and Torres Strait Islander Peoples hunt birds?

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5. What does 'sustainability' mean?

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6. Why was sustainability important to the Aboriginal and Torres Strait Islander Peoples?

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7. Define the word 'depleted'.

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8. How has western settlement affected the sustainability of Australian land?

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9. How can you be more sustainable in your daily life?

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10. Flags use colours and symbols to represent important parts of a culture. Colour the Aboriginal and Torres Strait Islander flags in their correct colours.



11. Read the information about what the colours and symbols on the flag mean and write down which parts show connections to the environment:

Aboriginal Flag	Torres Strait Islanders Flag

**Symbols**

The Torres Strait Islander flag features three horizontal panels. The top and bottom panels are green, and the centre panel is blue. They are divided by thick black borders:

- The centre of the flag features a white Dhari (traditional headdress) and a five pointed star.
- Green represents the land.
- Blue represents the water.
- Black represents the Indigenous people.
- White represents peace.
- The Dhari represents the Torres Strait Islander people.
- The star represents the five island groups of the Torres Strait.
- The star is also an important navigation symbol for seafaring people.



**Symbols**

The Australian Aboriginal flag features three different parts. First, the flag is divided up into two horizontal halves. The top half of the flag is black and the bottom half of the flag is red. Then, there is a yellow circle placed directly in the centre of the flag.

- The black colour represents the Aboriginal people of Australia.
- The yellow circle represents the Sun. The Sun is the giver of life and protector of the people and their land.
- The red colour represents the earth. The red ochre (crumbly red rock) is used in ceremonies and is the Aboriginal people's spiritual relation to the land.





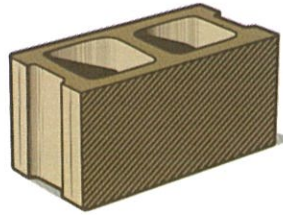
## What are processed materials used for?

### Processed Materials

All materials are made of matter. Processed materials are made from matter which has been altered and changed by humans. This means the matter cannot occur naturally in any way. It is different from any material formed through natural processes. Some examples of processed materials are:



Plastic



Concrete



Nylon

### Humans as Producers

From the beginning of human history, people have looked to the world around them for ways to simplify repeated tasks. When they realised that natural materials were limited by their physical properties (too brittle, wear out quickly) they began to manufacture new materials by processing them.

### Developing Processed Materials

The field of material science has come a long way from the early days of alchemy and attempting to turn lead into gold. Developments in fibres, building materials, medicines and moulding have led to a brand-new era for humans.

Humans now have a longer life expectancy, high rise communities, extravagant wardrobes and disposable objects of any imaginable form. We now live in an age where nothing seems impossible for materials.

### Will processed materials last forever?

Humans kept producing and processing. For a time, it was good. If we needed something new, we acquired it - casting aside the broken, used, outdated and unfashionable objects no longer needed. It was a throw-away society of overconsumption which eventually put us in a troublesome situation. We are dealing with the consequences today.

### Suitability of Materials for a Purpose

When you are making something, it is important to think about the properties of different materials, so that you can choose the best ones for the job. Teapots are often made from clay because, when fired, clay becomes a hard, durable (long lasting) and heat-resistant material. Look at the materials below and record why it has been chosen for the product.

**gumboots**



Made from: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**a window pane**



Made from: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**walls of this house**



Made from: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**a towel**



Made from: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Repurposing

Sometimes materials get a new job after their old one finishes. They are used for a new purpose. We call this repurposing. This helps minimise waste from processed materials.

For example, repurposing old gumboots into pot plants. Using the images 2 and 3, list their original purpose and their new purpose. The first one has been done for you.



Image 1



Image 2



Image 3

	Main Material	Old purpose	New purpose	Properties of the material which make it suitable for the new purpose
Image 1	glass	a bottle to hold liquids	a photo frame	Glass is transparent and waterproof.
Image 2				
Image 3				



### Repurposing Design Purpose

Choose one of the products and use of knowledge about the properties of materials to create a new purpose for the product. Draw and label your design. Explain why the material you chose is suitable for its new purpose.



**My new product**

Why is this material suitable for its new purpose?

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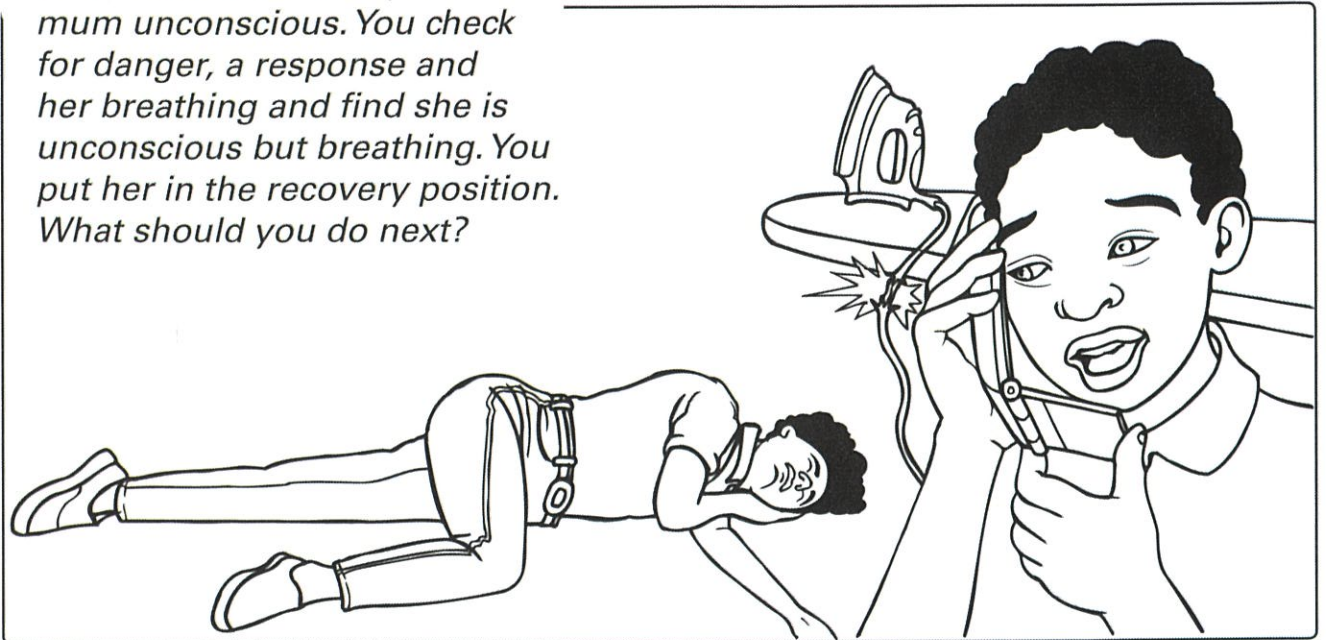
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Wednesday - PD/Health

# Calling for an Ambulance



Imagine you arrive home from school and find your mum unconscious. You check for danger, a response and her breathing and find she is unconscious but breathing. You put her in the recovery position. What should you do next?



## 1. Colour the correct answer.

a) Pick up the phone and dial 

911	000	999
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b) Ask for 

the police	an ambulance	the fire service
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 .

c) After answering the communications operator's questions, you should:

hang up	stay on the line	leave the casualty
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 .

## 2. Fill in your own responses to the operator's questions.

- 'What's your address?' \_\_\_\_\_

• 'What is the nearest cross street?' \_\_\_\_\_

• 'What is the telephone number you are calling from?' \_\_\_\_\_

• 'What's your name?' \_\_\_\_\_

• 'What is the name of the casualty?' \_\_\_\_\_

• 'What is the casualty's problem?' \_\_\_\_\_

• 'What is your relationship to the casualty?' \_\_\_\_\_



# DRSABCD

IN AN EMERGENCY CALL **TRIPLE ZERO (000)** FOR AN AMBULANCE



<b>D</b>	<b>Dangers?</b> Check for danger to yourself, bystanders and the patient.	
<b>R</b>	<b>Responsive?</b> Check for a response: ask name, squeeze shoulders. <b>No response?</b> Send for help. <b>Response?</b> Make comfortable, monitor breathing and response.	
<b>S</b>	<b>Send for help</b> Call triple zero (000) for an ambulance or ask a bystander to make the call. Stay on the line.	
<b>A</b>	<b>Open Airway</b> Open the mouth and check the airway for foreign material. <b>Foreign material?</b> Place in the recovery position and clear the airway. <b>No foreign material?</b> Leave in position. Open the airway by tilting the head back with a chin lift.	
<b>B</b>	<b>Normal Breathing?</b> Check for breathing: look, listen, feel for 10 seconds. <b>Not normal breathing?</b> Ensure an ambulance has been called and start CPR. <b>Normal breathing?</b> Place in the recovery position and monitor breathing.	
<b>C</b>	<b>Start CPR</b> 30 chest compressions : 2 breaths. Continue CPR until help arrives or the patient starts breathing.	
<b>D</b>	<b>Attach defibrillator</b> and follow the voice prompts.	

**Learn first aid | 1300 ST JOHN | [www.stjohn.org.au](http://www.stjohn.org.au)**

THIS INFORMATION IS NOT A SUBSTITUTE FOR FIRST AID TRAINING. FORMAL INSTRUCTION IS ESSENTIAL. © St John Ambulance Australia Inc. 2017

Fill in the table below. What do you do at each step?

<b>D</b>	
<b>R</b>	
<b>S</b>	
<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	

**Why is it important to learn CPR?**



# Preventing and Treating Burns



The best way to prevent getting burnt is to **stay safe.**

To stay safe, we need to **know the dangers.**

Even though we may be careful, **accidents can still happen.**


If they do, we need to know **how to deal with them.**



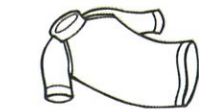
## 1. Unjumble the letters to find things that can cause burns.

- |                    |                   |
|--------------------|-------------------|
| (a) taeotwhr _____ | (b) tmesa _____   |
| (c) etehar _____   | (d) rosttae _____ |
| (e) vnoe _____     | (f) ekorco _____  |
| (g) rnio _____     | (h) teelkt _____  |

## 2. How can we treat a burn? Add artwork to the poster.

	<h3>Cool</h3> <p>Hold affected area under running water for up to 20 minutes.</p>	<h3>and</h3>	<h3>Cover</h3> <p>Use a clean, damp cloth.</p>

## 3. How can we stay safe from the sun? Write a command for each picture.




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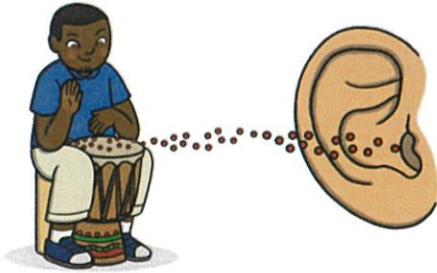
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### 1. Read the information below!

#### How Do Instruments Make Sound?

All musical instruments make sound by causing matter to move very quickly. This is called **vibration**.

The vibration creates **sound waves** and this is what we hear when musical instruments are played.



#### Clapsticks

Clap Sticks are an **idiophone**. When they are struck together the whole instrument vibrates causing their unique sound.

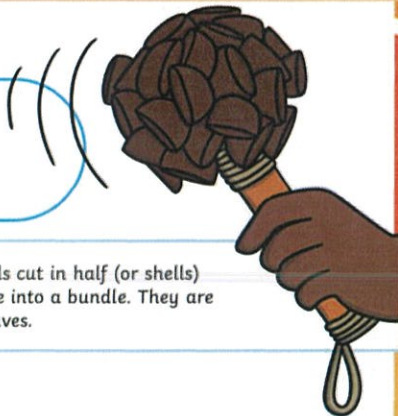


The musician plays the clap sticks by striking them together.

#### Seed Rattles

Seed rattles are an **idiophone**. The seeds, shells or other materials used strike together as the instrument is shaken by the musician creating sound waves.

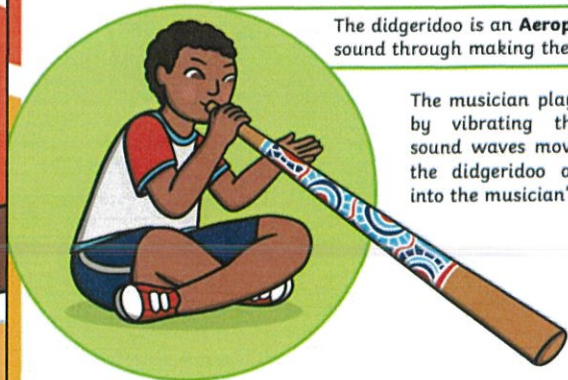
A seed rattle is made from seeds cut in half (or shells) and strung together with twine into a bundle. They are then shaken to create soundwaves.



#### Didgeridoo

The didgeridoo is an **Aerophone**. It creates sound through making the air vibrate.

The musician plays a didgeridoo by vibrating their lips. The sound waves move forward into the didgeridoo and backwards into the musician's mouth.



#### Drums

Drums are created by stretching animal skins over the end of a hollow base. A drum is a **membranophone** because the sound waves are created when the drum is hit causing the skin to vibrate.

The sound a drum makes depends on a few different things:



- How tight the skin is stretched over the base of the drum.
- What the base of the drum is made from.
- How hard or soft the drum is struck by the musician.
- What the drum is struck with, a hand or something else.



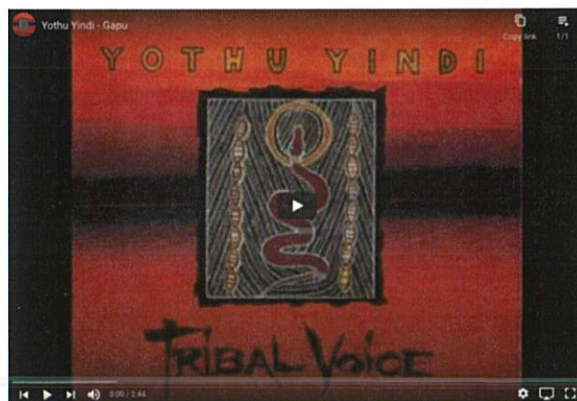
2. Watch the video on BTN about music in the Tiwi Islands!

- Watch the video via this link > <https://www.abc.net.au/btn/classroom/tiwi-music/10536664>



3. Listen to the song *Tribal Voice* composed by *Yothu Yindi* and answer the questions below!

- Listen to the song via this link > [https://www.youtube-nocookie.com/embed/BUiDGYSiRMg?autoplay=1&iv\\_load\\_policy=3&loop=1&modestbranding=1&playlist=BUiDGYSiRMg](https://www.youtube-nocookie.com/embed/BUiDGYSiRMg?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=BUiDGYSiRMg)



- What types of instruments can you hear in this music piece?

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- How would you describe the tempo in this music piece? Is it fast or slow?

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Friday PE  
Dance



### Lesson 1 – Aerobics

After participating in the online video lesson, visit the following website links to research information and answer the questions below about aerobic exercise.

<https://kidshealth.org/en/teens/exercise-wise.html?WT.ac=ctg#catexercise>

<https://kidshealth.org/en/teens/heart.html#catexercise>

1. What is aerobic exercise and what benefit is there to participating in this form of exercise regularly?

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2. When participating in the online video lesson, which movements do you think made your circulatory system work harder and why?

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3. There are many ways you can participate in aerobic exercise. Fill in the table below by listing different individual and group sports or activities that involve aerobic exercise.

Individual Aerobic Exercises	Group Aerobic Exercises
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>