Stage 3 Flexible Learning Framework: Term 4 Week 3 2021

Monday	
Morning Session	**Roll Call; Welcome**
	Spelling & Vocabulary Review your spelling words. You may wish to do this with a parent or sibling. Once you have completed this, you will need to provide 5 personal words. Aim to choose words that are challenging. Put each of your personal words into a sentence. Once you have done this, find the prefix/suffix theme for the week (this prefix/suffix will appear in a number of your spelling words). Describe the meaning of this prefix/suffix. Next, try and determine the meanings of your spelling words. **Extension Activity:** Create a word search using as many of your spelling and personal words. Once you have finished, challenge yourself by trying to find them all. **If you are working offline:** You could ask a family member to give you a pretest.
	Crunch 'n' Sip Break
	Grammar Lesson 1 – Double negatives **Watch the video on double negatives.** Then complete the 'Term 4 Week 3 – Double negatives worksheet. **Lesson 2 - Interjections** **Watch the following video on interjections: Interjections** Then complete the Term 4 Week 3 – interjections worksheet. **If you are working offline:** Complete each of the above work sheets in your grammar booklet **Optional 'Double Negatives' Extension Activity -** Write eight sentences of your own, each demonstrating an example of a double negative. **Optional 'Interjections' Extension Activity -** Design your own comic strip. Create a short story and some characters of your choice. Ensure you include at least 4 examples of interjections within the speech balloons/bubbles in your story. A comic strip worksheet for you to complete your activity will be attached.
	Recess Break

Middle Session	**Nevermoor: The Trials of Morrigan Crow** Chapter 9 Please watch the Zoom reading of Nevermoor https://nsweducation.zoom.us/j/65158494144?pwd=dVczMmlLcithNy9CS2hWWnlBS1IrQT09 and then complete the Google Forms (your teacher will provide the link) along with the Nevermoor vocabulary and activities.
	Mathematics Today you will be looking at how to find 50%, 25% and 10% of different quantities using division. Make sure to read the slides carefully to understand the topic. Follow the slides for detailed instructions. There is a video to assist if you need it. **If you are working offline:** Follow the slides for detailed instructions.
	Lunch Break
Afternoon Session	**RFF** Visual Arts Paper Sculpting Follow the instructions on the creative arts sheet.
	Pack up, upload work
Tuesday	
Morning Session	**Roll Call; Welcome**
	Blog **Technology Now and Then** Think about technology has changed over the years. Write a few paragraphs in response to these questions - How has the evolution of technology helped you? - Which form of technology could you not live without?
	Crunch 'n' Sip Break
	Current Affairs Watch BTN on ABC at **10:00am.** Alternatively, you can watch on the BTN site - https://www.abc.net.au/btn/ Answer the Quiz questions for this week. Your teacher will upload the answers for you to self mark.
	Recess Break
Middle Session	**Nevermoor: The Trials of Morrigan Crow** Chapter 10

	Please watch the Zoom reading of Nevermoor https://nsweducation.zoom.us/j/65158494144?pwd=dVczMmlLcithNy9CS2hWWnlBS1IrQT09 and then complete the Google Forms (your teacher will provide the link) along with the Nevermoor vocabulary and activities.
	Mathematics Today you will be learning how to find the discount price of various items using your knowledge from yesterday about the percentages of quantities. Make sure to read the slides carefully to understand the topic. Follow the slides for detailed instructions. There is a video to assist if you need it. **If you are working offline:** Follow the slides for detailed instructions.
	Lunch Break
Afternoon Session	**Stage Dancing/PE** Practise the dances that you know – you could even teach a family member and they could join you! Songs for the individual dances are: ▪ Macarena ▪ Cha Cha Slide ▪ 5, 6, 7, 8 (Boot Scootin' Baby) ▪ Tell her about it (Penguin Dance) ▪ We Like to Party (Vengabus) ▪ Nutbush City Limits Your teacher has uploaded the audio files in your Google Classroom. **If you are working offline:** Do the best you can if you don't have these songs at home. Alternatively, you can dance to any music you have at home.
	Pack up, upload work
Wednesday	
Morning Session	**Roll Call; Welcome**
	Choose your own Adventure Make a plan for a choose your own adventure book. Who are the characters? What is the setting? What will the 'jump points' and 'picks' be? How will each version of the story end?
	Crunch 'n' Sip Break
	Mathematics: Problem Solving Solve the 1.1 Green, Yellow and Extension problem solving questions using a diagram (these will have been uploaded as a picture with today's post). Write your answer below or in another document and, in words, explain how you worked it out. E.g I drew 6 boxes on a piece of paper, and I drew one counter in each, then I.....

	Recess Break
Middle Session	**Nevermoor: The Trials of Morrigan Crow** Chapter 11 Please watch the Zoom reading of Nevermoor https://nsweducation.zoom.us/j/65158494144?pwd=dVczMmlLcithNy9CS2hWWnlBS1IrQT09 and then complete the Google Forms (your teacher will provide the link) along with the Nevermoor vocabulary and activities.
	HSIE **Making Comparisons** **Task 1** - Does the population of a country affect the living conditions of people in that country? REFLECT: Using the information you have been given, answer the following question: How do you think the population of a country affects the living conditions? (Think about: how many people live a small area and what this means, impacts of poverty, quality of life, housing, access to basic needs) **Task 2 –** Choose a country from South East Asia to research**.** Follow the instructions and fill in the table with information about that country.
	Lunch Break
Afternoon Session	**Catch up/Optional Activities** these can include: ▪ Learning your spelling bee words ▪ Practise your class item for Open Day ▪ Studyladder – revising or consolidating as you usually do for homework ▪ Learn any number facts you still are unsure of ▪ Watch a documentary ▪ Independent reading, including the July school magazine – follow this link (Year 5: Orbit; Year 6: Touchdown) ▪ Crossword or other puzzles ▪ Practise a musical instrument, acting, drawing or any similar skill
	Pack up, upload work
Thursday	
Morning Session	**Roll Call; Welcome**
	Science How do natural disasters occur? Read the information about how earthquakes happen. Answer the questions about earthquakes.

	Crunch 'n' Sip Break
	Mathematics Today you will be looking at converting capacities between millilitres and litres. Make sure to read the slides carefully to understand the topic. Follow the slides for detailed instructions. There is a video to assist if you need it. **If you are working offline:** Follow the slides for detailed instructions.
	Recess Break
Middle Session	**Nevermoor: The Trials of Morrigan Crow** Chapter 12 Please watch the Zoom reading of Nevermoor https://nsweducation.zoom.us/j/65158494144?pwd=dVczMmlLcithNy9CS2hWWnlBS1IrQT09 and then complete the Google Forms (your teacher will provide the link) along with the Nevermoor vocabulary and activities.
	Parent Hour Our parents and caregivers have done an amazing job assisting us with our Home Learning this term while also having to look after your families, households and in some cases, work themselves. We think they deserve some recognition and appreciation for all the hard work they have been doing, so during this hour we want you to do something for your parents or caregivers to show them how much you love them and how thankful you are. You will need to take a picture of yourself doing the activity or the product of your activity and upload it as part of your work. ***You also need to get your parents' permission before completing any activity that requires adult supervision.*** *Some examples of things you could do are:* • Do chores around the house (vacuum, wash dishes, unpack the dishwasher, clean your bedroom etc.) • Make them their favourite snack or drink • Create them something they will love or something they would like to do (crossword, find a word, sudoku etc.) • Help your siblings so your parents can get other things done • Do some yard work (weeding, cleaning the pool etc.) • Ask them what you can do for them. If you are at school create something for your parents that they will love or something they can do that they will enjoy.
	Lunch Break
Afternoon Session	**Catch up/Optional Activities** these can include: ▪ Learning your spelling bee words

	▪ Practise your class item for Open Day ▪ Studyladder – revising or consolidating as you usually do for homework ▪ Learn any number facts you still are unsure of ▪ Watch a documentary ▪ Independent reading, including the July school magazine – follow this link (Year 5: Orbit; Year 6: Touchdown) ▪ Crossword or other puzzles ▪ Practise a musical instrument, acting, drawing or any similar skill
	Pack up, upload work
Friday	
Morning Session	**Roll Call; Welcome**
	Create a game Today you will be looking at the *t4Lkids-issue1* pdf. It lists a variety of other games that you can create. You can also go back to the *Create a Game* pdf from the last lesson and explore ***Swift Playgrounds*.** **Please note that if apps are required to be downloaded, you will need to ask your parent/caregiver to do that.** **Also note that you are not entering the competition mentioned.** **BE PATIENT and follow the following steps. You don't have to have decided on the tool you will use yet.** ▪ Look at page 3 – there are ideas here for you to achieve the elements of your magical story map. ▪ You then need to plan – follow the instructions on page 4. You should already have some of this information in your magical story map. ▪ Investigate all the tools that you can access. Note the skill levels – if you have never coded before, you will need to start with a game that is for beginners. You may also like to go to the link that is circled in white, on page 3. Don't forget you can also use Google Earth instead. **Submit your plan today.** **If you are learning offline:** You will still need to submit a plan – yours will be about non-digital elements.
	Crunch 'n' Sip Break
	Mathematics Today you will be creating models of 3D objects using materials that you've found at home or at school, based on top, side and front views. Make sure to read the slides carefully to understand the topic. Follow the slides for detailed instructions.

	If you are working offline: Follow the slides for detailed instructions.
	Recess Break
Middle Session	**Nevermoor: The Trials of Morrigan Crow** Chapter 13 Please watch the Zoom reading of Nevermoor https://nsweducation.zoom.us/j/65158494144?pwd=dVczMmlLcithNy9CS2hWWnlBS1IrQT09 and then complete the Google Forms (your teacher will provide the link) along with the Nevermoor vocabulary and activities.
	Sport Please chose an option from the sport matrix
	Lunch Break
Afternoon Session	**Sport** Please chose an option from the sport matrix
	Catch up/Optional Activities these can include: ▪ Learning your spelling bee words ▪ Practise your class item for Open Day ▪ Studyladder – revising or consolidating as you usually do for homework ▪ Learn any number facts you still are unsure of ▪ Watch a documentary ▪ Independent reading, including the July school magazine – follow this link (Year 5: Orbit; Year 6: Touchdown) ▪ Crossword or other puzzles ▪ Practise a musical instrument, acting, drawing or any similar skill
	Pack up, upload work

Stage 3 Spelling Sheet, Term 4 WEEK: _3__ NAME: _____ CLASS: _____

Complete the spelling activities using your spelling list below.

Spelling Words Week 3
macrostructure
macroworld
macroscale
macroscopic
macrofossil
sustainability
interconnection
tsunami
construction
authoritative

Personal Words

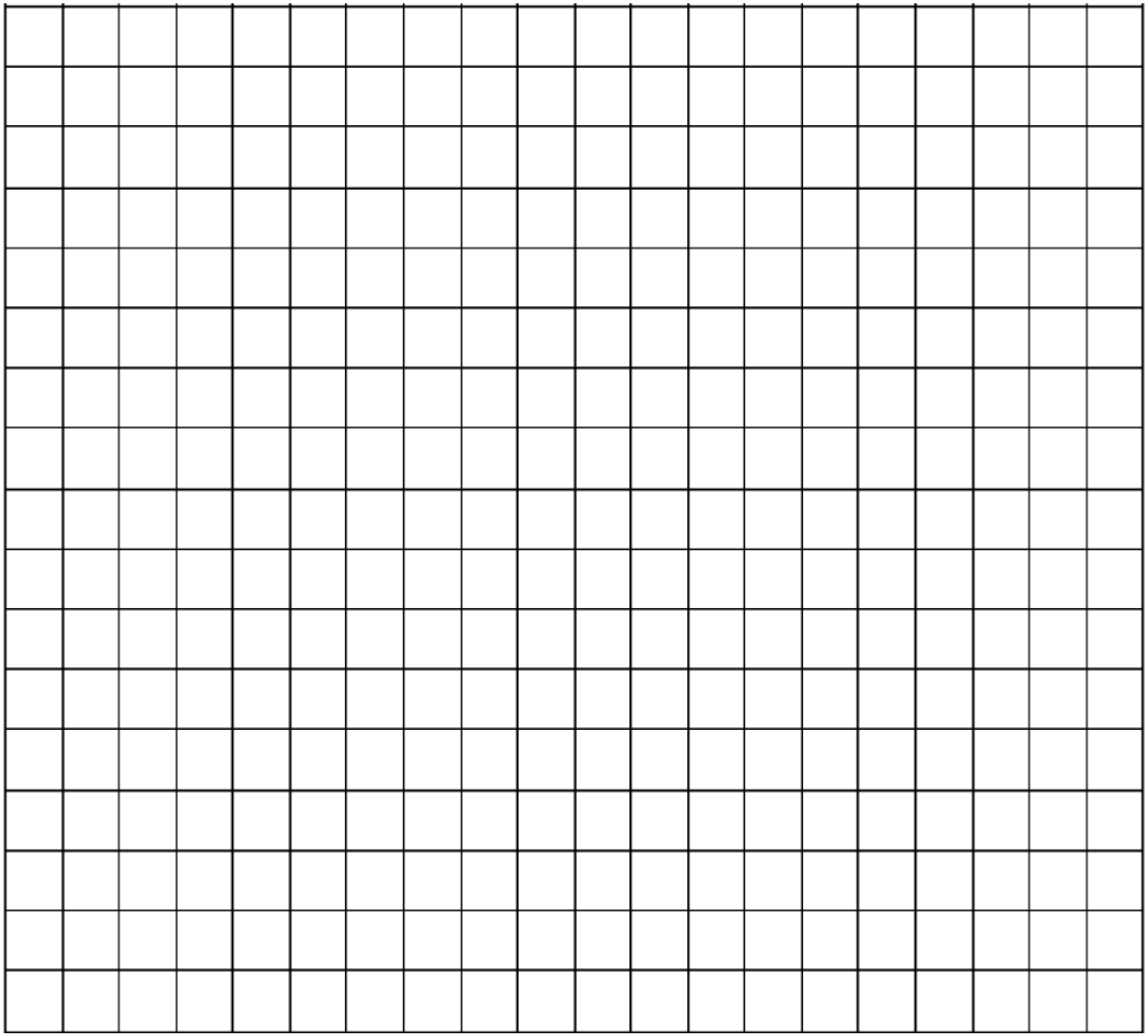
Complete the remaining spelling work below.

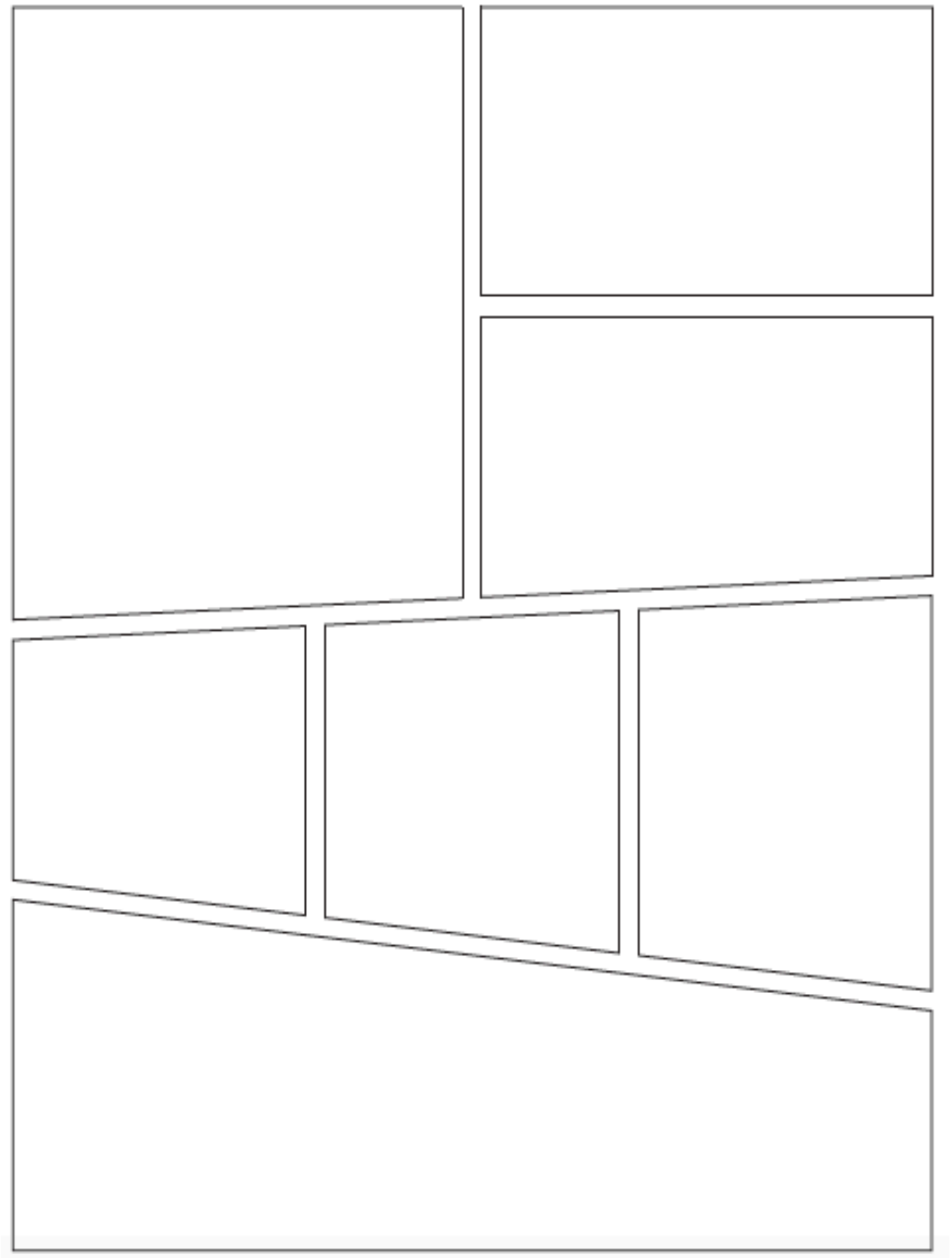
What is the prefix/suffix for this week? Describe its meaning.

Define all of your spelling words.

Put each of your personal words into their own sentence.

Put as many of your spelling and personal word as you can into a word search. Once you have done this, challenge yourself to find them again!





Term 4 Week 3 - Double Negatives

Two negative words used in the same sentence is called a **double negative**. In a sentence, only one negative word is needed to express a negative idea.
Example of a **double negative**: I don't need no new clothes.
However, double negatives can be fixed. Simply remove one of the negative words from the sentence, or change one of the words into a positive.
Example of a **correct sentence**: I don't need *any* new clothes.

1. Read the sentences below. Choose and circle the correct word in brackets. Be sure you don't create a double negative sentence.

a. There aren't (any, no) cookies left to eat.

b. I didn't do (nothing, anything) over the weekend.

c. My dad can't find (anywhere, nowhere) to park the car.

d. There isn't (no, any) time left to go to the supermarket before it closes.

2. Circle the double negatives in the sentences below. Rewrite the sentences correctly.

a. Gabe can't see no birds on the porch.

_____

b. Tracy didn't drink no lemonade.

_____

c. My parents didn't eat nothing for lunch today.

_____

d. The girls don't do no sports at school.

_____

e. This isn't no way to treat a little kid.

_____

f. The teachers weren't nowhere to be found.

_____

g. My brother isn't no good at art.

_____

h. He didn't play no games at the festival.

_____

Term 4 Week 3 – Interjections

An interjection is a word or group of words that express surprise or strong feelings.
oh, wow, ouch, oops, aha, huh

1. Underline the interjections in the following sentences.

a. Yummy! This is my favourite dessert!

b. Yikes! That spider is so scary!

c. Ugh. I hate when I forget my homework.

d. Oh no! I missed the bus!

e. Sorry, I cannot make it to the party.

f. No! Say it isn't true!

2. Replace the interjection with one that makes more sense. Write the new interjection on the line.

a. _____ Ouch! What a great party!

b. _____ Oh no! I got the highest score on the test.

c. _____ Yummy! This hamburger meat is rotten.

d. _____ Way to go! Your team lost the game.

e. _____ Boo! This movie is the best movie ever.

f. _____ Bravo! Please stop singing this awful song.

3. Use the four of the interjections you replaced in question 2 to write four examples of your own.

_____

_____

_____

_____

Warm Up Activities

https://mathsstarters.net/quickquiz/

Choose one of the quick quizzes to complete.

Choose an area that you think you could use some improvement in.

Give this quick quiz a go to get your brain going before the maths lesson today.

Take a photo of your efforts and make sure your teacher gets to see the extra effort that you're going to!

Percentages

Last week you worked to compare fractions, decimals and percentages.

Fractions, decimals and percentages represent part of a whole, e.g. part of a circle or part a of a number.

E.g. ½ of an apple or 0.25 of an hour or 25% of $32 etc.

Today we are focusing on percentages, and learning how to find the percentage of a specific number.

In our next lesson we will use our knowledge of finding percentages to determine discounts when making purchases, an important real world skill to have.

Resources used from Twinkl.com.au

Calculating 50%

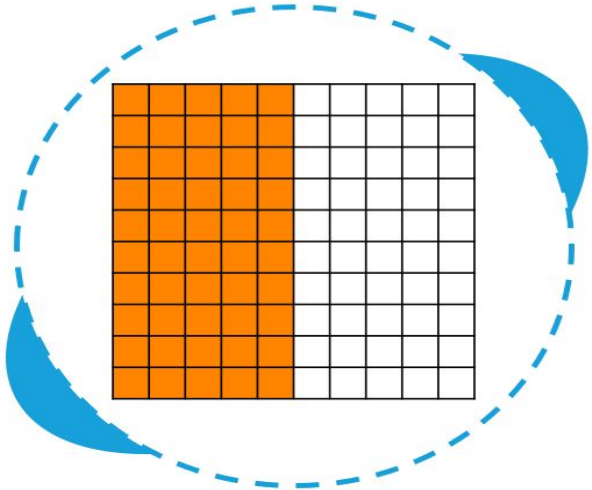
We know that 50% is the same as ½. A half is 2 equal parts, so to find 50% we divide the number by 2.

If the whole number is 100, then <u>50% is half of 100.</u>

We divide 100 into 2 equal parts.

E.g. 100 ÷ 2 = 50

Therefore 50% of 100 = 50

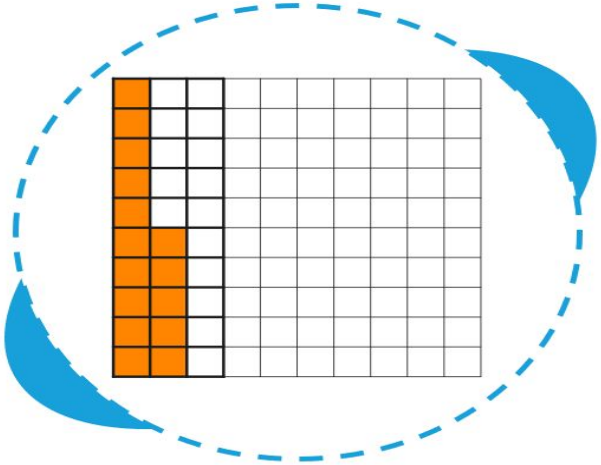


If the whole number is 30, 50% is half of 30.

We divide 30 into 2 equal parts.

E.g. 30 ÷ 2 = 15

Therefore 50% of 30 is 15

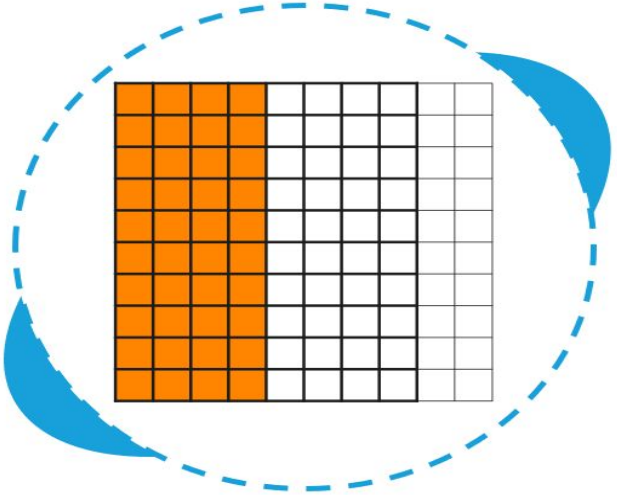


If the whole number is 80, 50% is half of 80.

We divide 80 into 2 equal parts.

E.g. 80 ÷ 2 = 40

Therefore 50% of 80 is 40



Calculating 25%

We know that 25% is the same as ¼. A quarter is 4 equal parts, so to find 25% we divide the number by 4.

If the whole number is 100, then <u>25% is a quarter of 100.</u>

We divide 100 into 4 equal parts.

E.g. 100 ÷ 4 = 25

Therefore 50% of 100 = 50

If the whole number is 40, 25% is a quarter of 40.

We divide 40 into 4 equal parts.

E.g. 40 ÷ 4 = 10

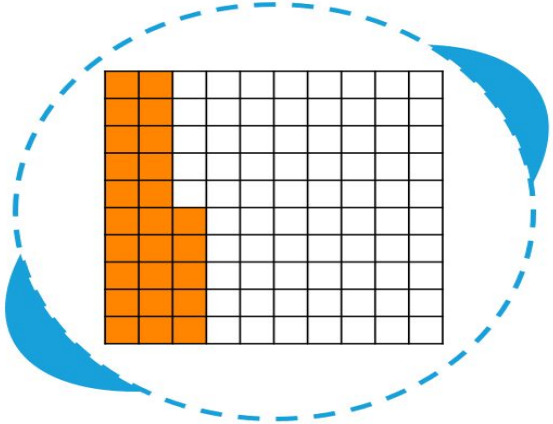
Therefore 25% of 40 is 10

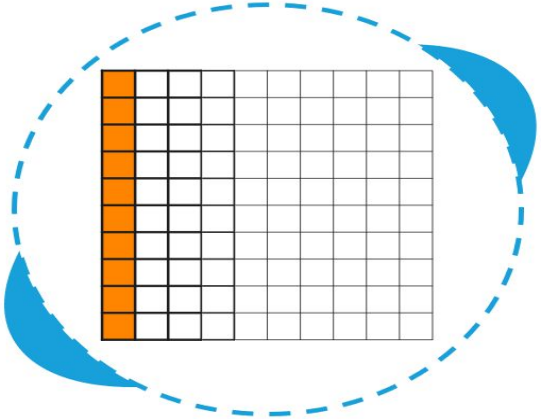
If the whole number is 80, 25% is a quarter of 80.

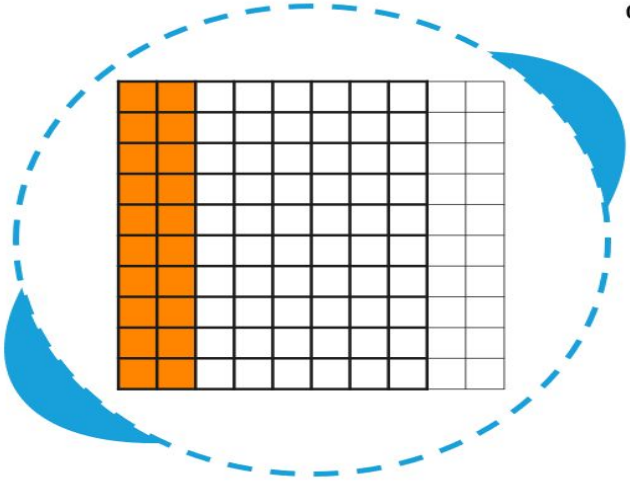
We divide 80 into 4 equal parts.

E.g. 80 ÷ 4 = 20

Therefore 25% of 80 is 20







Calculating 10%

We know that 10% is the same as 1/10.. A tenth is 10 equal parts, so to find 10% we divide the number by 10.

If the whole number is 100, then <u>10% is a tenth of 100.</u>

We divide 100 into 10 equal parts.

E.g. 100 ÷ 10 = 10

Therefore 10% of 100 = 10

If the whole number is 70, 10% is a tenth of 70.

We divide 70 into 10 equal parts.

E.g. 70 ÷ 10 = 7

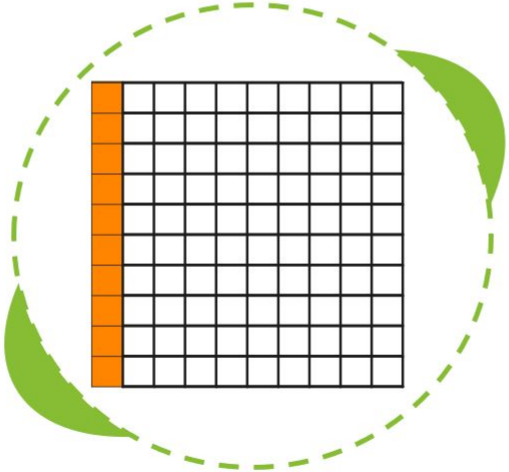
Therefore 10% of 70 is 7

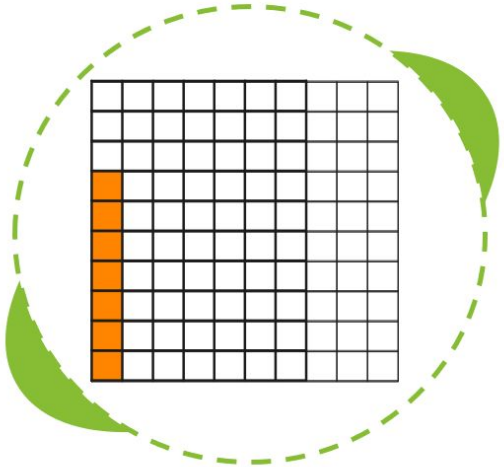
If the whole number is 50, 10% is a tenth of 50.

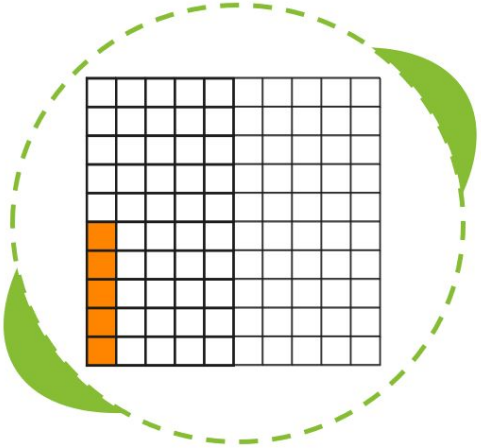
We divide 50 into 10 equal parts.

E.g. 50 ÷ 10 = 5

Therefore 10% of 50 is 5







Calculating 50%, 25% and 10%

To recap:
50% is half of a number. To find 50% of a number, divide that number by 2. The result is 50%.

25% is half of 50%. To find 25% of a number, divide that number by 4. The result is 25%

10% is a fifth of 50%. To find 10% of a number, divide that number by 10. The result is 10%.

Complete the questions on the next few slides, finding the percentages of the given numbers.

There are 3 Levels.

Based on your understanding, choose an appropriate level to complete. If you would like to challenge yourself, feel free to complete all three.

Level 1 - I understand the topic a little but am still not extremely confident.

Level 2 - I'm pretty confident with this, I understood all of the learning slides and should be able to get these all right.

Level 3 - If I was asked to, I could teach a lesson on this today and everyone would understand it.

Level 1 Questions

Find 50% of the following amounts:

1. 50% of 6 = ____
2. 50% of 10 = ____
3. 50% of 8 = ____
4. 50% of 16 = ____
5. 50% of 22 = ____
6. 50% of 30 = ____

Find 25% of the following amounts:

7. 25% of 8 = ____
8. 25% of 12 = ____
9. 25% of 20 = ____
10. 25% of 24 = ____
11. 25% of 28 = ____
12. 25% of 40 = ____

Find 10% of the following amounts:

13. 10% of 20 = ____
14. 10% of 40 = ____
15. 10% of 35 = ____
16. 10% of 42 = ____
17. 10% of 22 = ____
18. 10 % of 18 = ____

Fill in the missing amounts in the table below:

Amount	50%	25%	10%
16	8		1.6
32		8	
	18		3.6
60			6
100	50		
		21	

Level 2 Questions

Find 50% of the following amounts:

1. 50% of 16 = ____
2. 50% of 30 = ____
3. 50% of 28 = ____
4. 50% of 66 = ____
5. 50% of 72 = ____
6. 50% of 120 = ____

Find 25% of the following amounts:

7. 25% of 28 = ____
8. 25% of 44 = ____
9. 25% of 36 = ____
10. 25% of 140 = ____
11. 25% of 128 = ____
12. 25% of 220 = ____

Find 10% of the following amounts:

13. 10% of 40 = ____
14. 10% of 65 = ____
15. 10% of 84 = ____
16. 10% of 130 = ____
17. 10% of 243 = ____
18. 10 % of 350 = ____

Fill in the missing amounts in the table below:

Amount	50%	25%	10%
24		6	
52			5.2
		16	6.4
	48		
180			
			34
500			

Level 3 Questions

Find 50% of the following amounts:

1. 50% of 160 = ____
2. 50% of 75 = ____
3. 50% of 280 = ____
4. 50% of 565 = ____
5. 50% of 710 = ____
6. 50% of 1262 = ____

Find 25% of the following amounts:

7. 25% of 186 = ____
8. 25% of 296 = ____
9. 25% of 340 = ____
10. 25% of 520 = ____
11. 25% of 850 = ____
12. 25% of 2360 = ____

Find 10% of the following amounts:

13. 10% of 156 = ____
14. 10% of 230 = ____
15. 10% of 540 = ____
16. 10% of 487 = ____
17. 10% of 1489 = ____
18. 10 % of 3360 = ____

Fill in the missing amounts in the table below:

Amount	50%	25%	10%
140			
264			
		158	
148			
			87.6
	734		
4932			
		755	

Independent Reading Contract

Book Title:_____
Author: _____

Complete the activities based on your chosen book. You must select a different activity each day.

Reading Skills	Writing	Art
Create a biography of the author of your book. Include details such as: Childhood and early career. Interest in writing. Other books they have written. Other interests.	Pretend that you are a character in the book. Write a letter to another character.	Design a Travel Brochure for the setting of your story. Include: Images and descriptions. What you could do on holidays there. Special attractions featured in the book.
Interview the main character of your book. Prepare six questions you would use to interview that character. Include the answers as well.	Pretend you are a spy from another country. Complete a secret file on the villain or antagonist in your story including important information regarding the character.	Choose a scene from the story and create an artwork depicting it. Include as many details as you can. You can also label elements, such as characters.
Create a written summary of the book. Include the main details and parts you found interesting.	Write a paragraph explaining what you would do differently if you were one of the characters.	Draw a comic strip page about one event in your book. Include several bubble style conversations about your chosen event.
Imagine you are a movie director who is going to turn the book into a major movie. What parts of the movie will you change? Will you leave anything out? Add anything in? What actors would you chose?	Create a storyboard or a PowerPoint presentation about your book. Include information about the author, a brief summary, the setting, a recommendation to others about the book.	Create a chart of interesting words. Include nouns (proper and common), verbs, adverbs and adjectives. Draw a picture of three of your words.

Stage 3 Creative Arts – Term 4 2021

Home Learning Program

Week 3– Visual Arts – Paper Sculpting

Materials:

Balloons, tape, newspaper cut into strips, glue, water, acrylic paint (several colors), paint brushes, large container for mixture, small containers for paint, scissors.

Create wild and wonderful animal faces/masks using balloons and paper mache.

Aim: Create a 3-D animal face or mask, paying close attention to details such as; color, shape, size, texture and facial features.

1. Blow up balloons.
2. Glue strips of newspaper onto the balloon, covering the balloon with at least two layers.
3. Hang over newspaper to dry.
4. You may need to add another layer to balloon and repeat the drying process.
5. Let dry.
6. Ready to paint. Cover entire face/mask with one base colour.
7. Let dry.
8. Paint details.

Something we have and often take for granted.

TECHNOLOGY

Ready to use and at the flick of a switch or push of button, technology and its advancements are crucial to the survival of mankind. History shows that from the earliest discoveries of ancient civilisations humans have continued to develop through technological advancements.

However, this technology may not be how you define it today, such as the construction of Pyramids, stone tools, melting iron, electricity. These are just a few examples of technological advancements in different periods of time.

Maybe you have even experienced a change in technology.

I would like you to imagine, just for a moment there was no electricity, running water, internet, mobile phones or even Minecraft.
Having considered life without these luxuries.

Please watch the Youtube clip.

How has the evolution of technology helped you? Which form of technology could you not live without?

Warm Up Activities

https://mathsstarters.net/quickquiz/

Choose one of the quick quizzes to complete.

Choose an area that you think you could use some improvement in.

Give this quick quiz a go to get your brain going before the maths lesson today.

Take a photo of your efforts and make sure your teacher gets to see the extra effort that you're going to!

Discounts

Prior knowledge - Our previous lesson showed you how to find 50%, 25% and 10% of quantity.

We will be using those skills today, so if you need to refresh your memories, go back and have a look at that lesson.

When your parents/carers are shopping, something that probably takes their notice, this is when something they are looking to buy is on sale.

Being able to save some money because something is on discount is something many people are drawn to.

But when they come to a sign that says 50% off or 25% off, what does that actually mean? How can they figure out the actual cost of the product?

That's what we are looking at today.

Discounts

Let's figure out first what the term discount means.

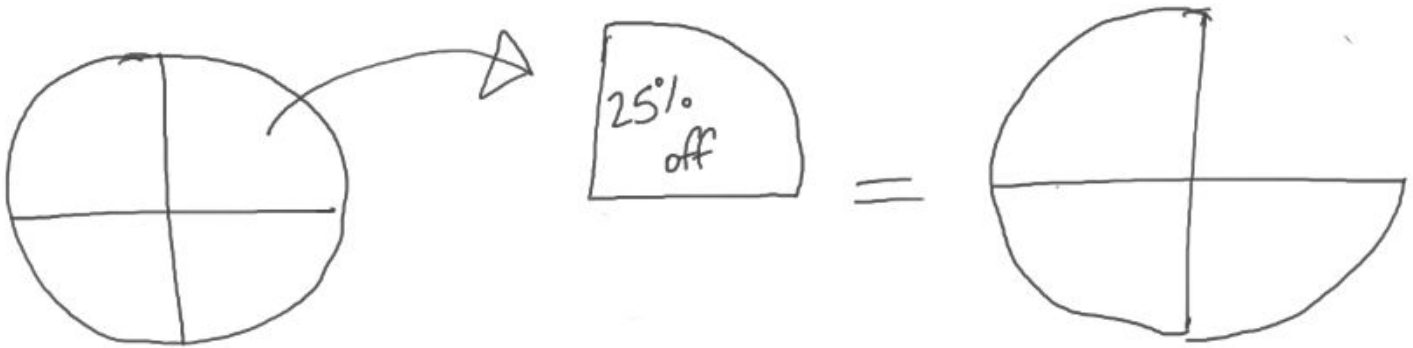
Discount can be used both as a verb and a noun.

Noun - A deduction from the usual cost of something.

Verb - To deduct an amount from something.

This means a discount involves taking a specific amount away from the whole, we use percentages usually to indicate this amount.

This beautifully drawn diagram (it's on the iPad so be nice) shows the idea of discounting 25% from a whole number and what is left over afterwards.



Discounts

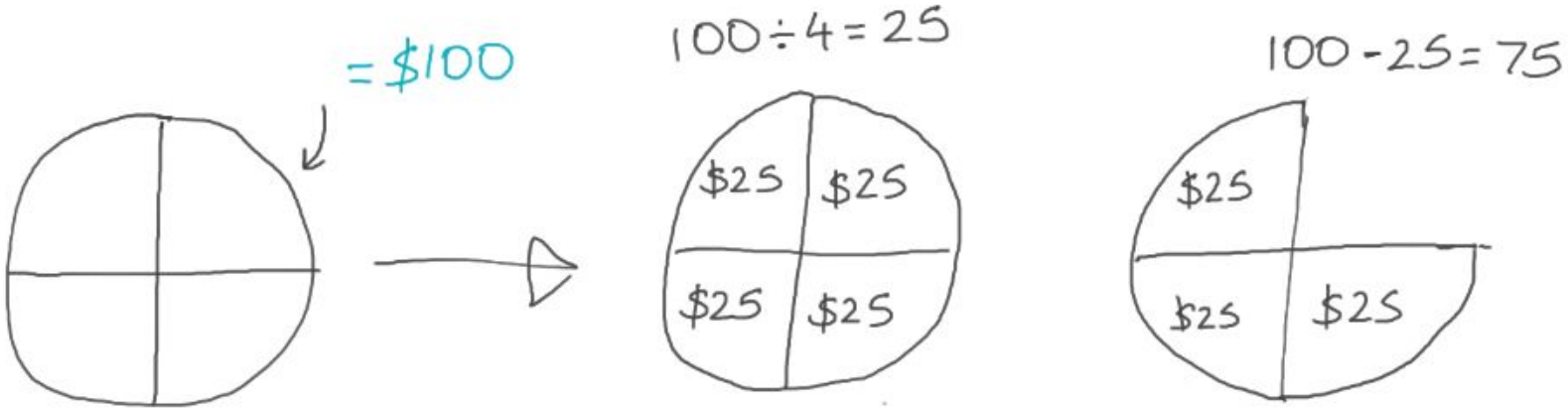
If the original amount is worth $100, we can then figure out what a discount of 25% would be worth.

Start with $100 → We then need to figure out what 25% of $100 is by dividing 100 by 4.

25% of $100 = $25

If the discounted amount is $25, we now need to take that away from $100 to find the new price.

100 - 25 = 75.



Discounts

So, to recap that method:

- Find what the percentage of the amount is.
- Take the discounted amount away from the original amount.
- Your new price is the discounted price.

E.g. 1 What is 50% of $60? 50% of 60 → 60 ÷ 2 60 ÷ 2 = 30 **50% of $60 = $30**	E.g. 2 What is 25% of $80? 25% of 80 → 80 ÷ 4 80 ÷ 4 = 20 **25% of $80 = $20**	E.g. 3 What is 10% of $120? 10% of 120 → 120 ÷ 10 120 ÷ 10 = 12 **10% of $120 = $12**

Discounts

What if the discounted amount isn't 10% or 25% or 50%?

You can use these amounts to figure out a lot of other amounts.

E.g. 60% is 50% + 10%

5% is half of 10%

40% could be 50% = 10% OR 10% x 4.

Let's look at a couple of examples

E.g. 1 What is 15% of 80? Find 10% then divide it by 2 to find 5% 10% of 80 → 80 ÷ 10 = 8 5% of 80 is 8 ÷ 2 = 4 15% = 10% + 5% → 8 + 4 **15% of 80 is 12**	E.g. 2 What is 35% of $80? Find 25% and 10% and add them together 25% of 80 → 80 ÷ 4 = 20 10% of 80 → 80 ÷ 10 = 8 35% = 25% + 10% = 20 + 8 **35% of $80 is $28**	E.g. 3 What is 70% of $120? Find 50% then add 10% twice. 50% of 120 → 120 ÷ 2 = 60 10% of 120 → 120 ÷ 10 = 12 70% = 50% + 10% + 10% = 60 + 12 + 12 **70% of $120 is $84**

Examples

Eg. 1
50% off a chair that's worth $48

48 ÷ 2 = **24**

48 - **24** = 24

The new price is $24

Eg. 2
25% off a $64 jacket.

64 ÷ 4 = 16

64 - 16 = 48

The new price is $48

Eg. 3
10% off a $25 frisbee

25 ÷ 10 = 2.5 *($2.50)*

25 - 2.5 = 22.5

The new price is $22.50

Eg. 4
15% off a new iPad mini worth $749 *(this would never happen)*

15% = 10% + 15%

10% of 749 = 749 ÷ 10 = 74.9
5% = 74.9 ÷ 2 = 37.45

749 - (74.9 + 37.45) = 636.65

The new price is $636.65

Eg. 5
40% off a $328 desk

40% = 50% - 10%

50% of 328 = 328 ÷ 2 = 164
10% of 328 = 328 ÷ 10 = 32.8

328 - (164 - 32.8) = 196.8

The new price is $196.80

Eg. 6
85% off an Oculus Quest 2 that's worth $478

85% = 50% + 25% + 10%

50% of 478 = 478 ÷ 2 = 239
25% of 478 = 478 ÷ 4 = 119.5
10% of 478 = 478 ÷ 10 = 47.8
479 - (239 + 119.5 + 47.8) = 72.7

The new price is $72.70 (I wish!!!)

Calculating Discounts

Find the new price of each item after the discount:

Original Item/Price	Discount Amount	New Price
Skateboard - $9	25%	
Baseball hat - $23	10%	
Leather Jacket - $85	25%	
Digital watch - $120	50%	
Soccer ball - $18	10%	
Roller skates - $78	50%	
Men's tie - $45	15%	
Running shoes - $50	25%	
Skipping rope - $22	10%	
Fishing rod - $30	25%	

Calculating Discounts

Using the **new discounted prices**, place the items on the previous slide in order from cheapest to most expensive.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Calculating Discounts - Word Problems

1. A jacket was originally priced at $120 but was marked as '25% off' during a sale. What is the discount on the jacket? What will the new sale price be?

2. In a video shop, a DVD that usually sells for $25 is marked '10% off'. What is the discount on the DVD? What is the new sale price?

3. In a large clothing store, a $48 dress is marked as 'Save 25%'. What is the discount? What is the sale price of the dress?

4. A $12 box of soda at the supermarket is labeled 'Get a 10% discount'. What is the discount? What is the sale price of the drinks?

5. A boy finds a $5.00 jar of lollies labelled '50% off'. His sister finds a jar that usually costs $3.50 with a discount of 25%. Which jar has the better sale price of the two?

6. A restaurant advertised a coupon that reads 'Get ¼ off all $12.00 pizzas'. What is the discount? What is the sale price of the pizza?

Calculating Discounts - Word Problems

7. An electronics shop advertises various discounts depending on the items purchased. '10% off one item' '25% off two or more items' '50% off five items'.
What would be the sale price if you bought:

a) A computer game: marked at $15	b) A computer cable marked at $8 and a computer game marked at $20?	c) A computer cable marked at $8, two computer games marked at $15 each, and two printer cartridges marked at $10 each?

8. In a ladies' clothing store, a scarf that usually sells for $35 is marked at ½ off. What is the sale price of the scarf?

9. A girl decides to buy an MP3 player in a large electronics store, but changes her mind after doing some research - she discovers that if she purchases it online, she can save 25%. What is the discount and sale price on a $70 MP3 player?

Calculating Discounts - Word Problems

10. A man is shopping for a new bicycle and visits his local bicycle shop during a sale weekend. He sees that the bicycle he wants usually sells for $600, but is marked with a '25% off' sticker. The shopkeeper decides to give him an additional 10% off the sale price.
a) What is the total discount on the bicycle? What is the total sale price?

b) Is this the same as the man calculating 35% off the bicycle? Why/why not?

Maths Games – Example Problem 1.5

Example Problem 1.5 - Green

There are 4 piles each containing a different number of counters.
Each pile contains at least one counter.
What is the least possible total number of counters in the 4 piles?

Example Problem 1.5 - Yellow

There are 6 piles each containing a different number of counters.
Each pile contains at least one counter.
What is the least possible total number of counters in the 6 piles?

Example Problem 1.5 - Extension

A total of fifteen 5c coins are put into four piles so that each pile has a different number of coins.
What is the smallest possible number of coins that could be in the largest pile?

Maths Games Example Solution 1.5 - Yellow

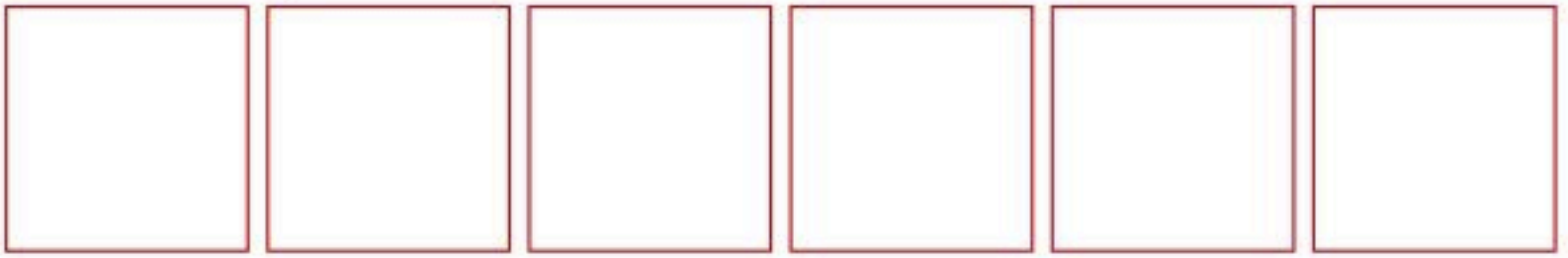
Each of 6 piles contains a different number of counters.

Each pile contains at least one counter.

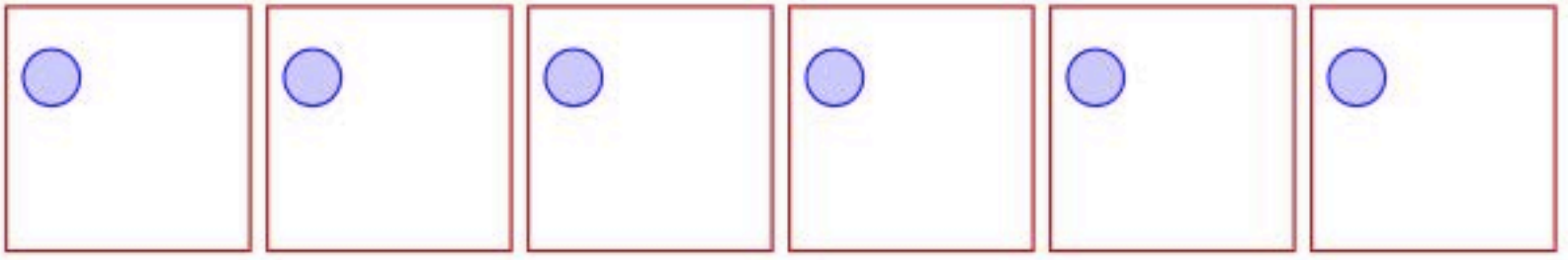
What is the least possible total number of counters in the 6 piles?

Strategy: Draw a Diagram

Let's make six boxes, one for each pile.

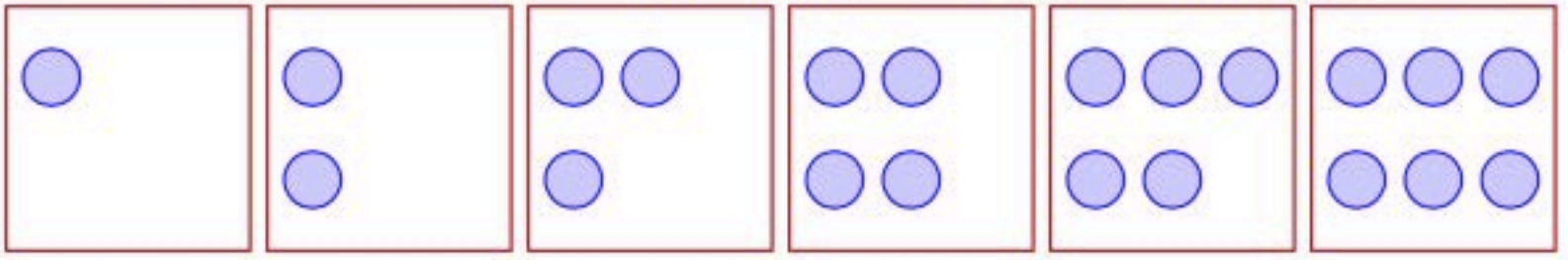


Each pile contains at least one counter.



Each pile contains a different number of counters.

Since we want the least possible total, we won't put on any more than we have to, to make them all different.



To find the total, we need to add them all together: 1 + 2 + 3 + 4 + 5 + 6.

Method 1

We can just add them in order:

1 + 2 = 3

3 + 3 = 6

6 + 4 = 10

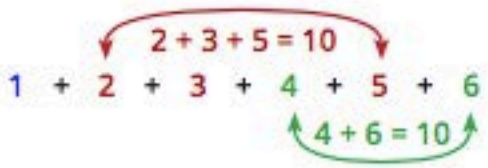
10 + 5 = 15

15 + 6 = 21

$$\begin{array}{r} 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ +\,6 \\ \hline 21 \end{array}$$

Method 2

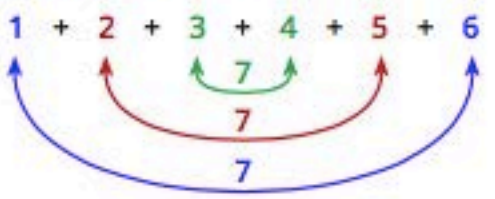
We can group the numbers into 10s to make them easier to add:



The total is 1 + 10 + 10 = 21.

Method 3

We can group the numbers into equal-sized groups:



The total is equal to 7 + 7 + 7 = 21.

Answers

1.5 - Green: 10

1.5 - Yellow: 21

1.5 - Extension: 6

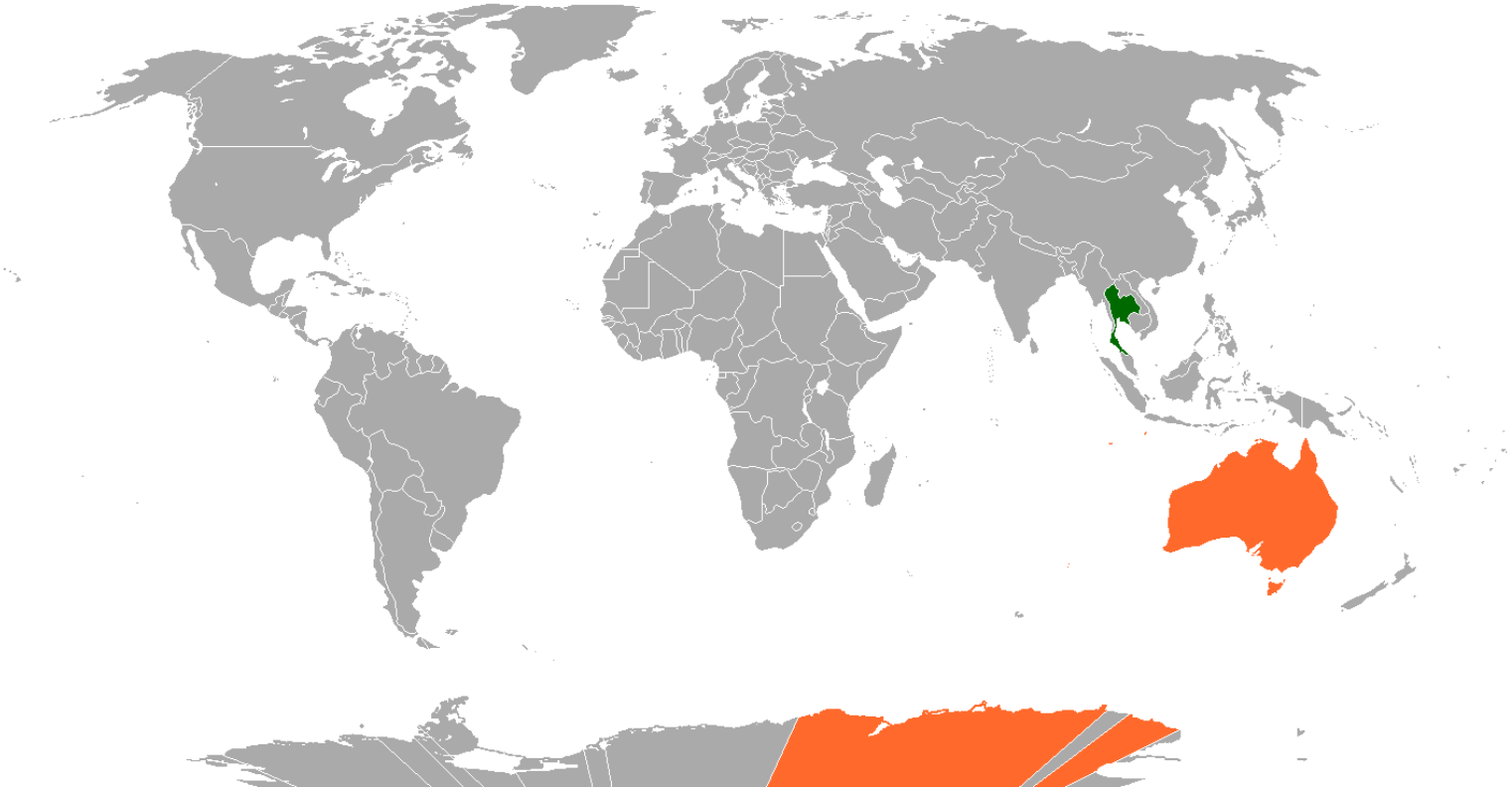
Making Comparisons

Does the population of a country affect the living conditions of people in that country?

- Population: number of people in an area.
- Size: how big something is
- Living conditions: standard of living, the conditions people live in (shelter, food, safety, clothing, access to food and clean water).

Australia's population: 24.99 million (in 2018)
Thailand's population: 69.63 million (in 2019)
Australia size: 7, 741,220 km2
Thailand size: 513,120 km2

Australia is 1,409% larger than Thailand.



REFLECT: Using the information you have been given, answer the following question:
How do you think the population of a country affects the living conditions? (Think about: how many people live a small area and what this means, impacts of poverty, quality of life, housing, access to basic needs)

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TASK: In the table below, AUSTRALIA has been filled in for you to guide you in completing this activity.

Country	Size (km2)	Population	Living Conditions
AUSTRALIA	7, 741,220 km2	24.99 million (in 2018)	Access to electricity, transport, clean water and plenty of food. Most people have shelter in houses or apartments. Children and adults have access to education. People have access to medical help

TASK: Remember, AUSTRALIA has been filled in for you to guide you in completing the activity.

Step 1: Choose one South-East Asian country from the below list to research

- Indonesia
- Cambodia
- Singapore
- Philippines
- Vietnam

Step 2:

Research the below information about your chosen country and fill in the table on the next slide

*What is the size (km2) of your chosen country?

*What is the population of your country?

*Describe the living conditions of your country and find a few pictures to support your writing.

- Website that compares country size: https://mapfight.appspot.com/asia-vs-au/asia-australia-size-comparison

Country	Size (km2)	Population	Living Conditions	

HOW Natural Disasters Occur – Earthquakes, Tsunamis and Volcanoes (GEOLOGICAL)

What are Earthquakes?

An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth’s surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences. When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth’s surface directly above the focus. This point is called the epicentre. Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake. So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth’s surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In an earthquake with a rating of 8, many buildings will fall down and people’s lives will be at serious risk. Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur. However, they do know that earthquakes occur along fault lines and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.

Questions

1) When do earthquakes occur? _____ _____

2) Why is the location of an earthquake usually referred to as the epicentre?

_____

_____

3) How are seismographs useful in measuring the magnitude of an earthquake?

_____ _____

4) Can scientists predict when and where an earthquake will occur? Why/why not?

_____

5) Decide whether the following statements are true or false.

a) Tectonic plates bumping into each other can cause an earthquake. True / False

b) The original point where an earthquake began is called the collision point. True / False

c) Foreshocks are only ever very small. True / False

d) An earthquake rated 8 on the Richter scale is life-threatening. True / False

e) Scientists are aware of where fault lines exist around the world. True / False

Warm Up Activities

https://mathsstarters.net/quickquiz/

Choose one of the quick quizzes to complete.

Choose an area that you think you could use some improvement in.

Give this quick quiz a go to get your brain going before the maths lesson today.

Take a photo of your efforts and make sure your teacher gets to see the extra effort that you're going to!

Capacity

We have learnt previously in the year that 'capacity' is the amount of liquid a container can hold.

E.g. how much liquid will fit in your bottle OR how much water can fit inside the swimming pool.

These liquids are measured using millilitres (mL), litres (L) and kilolitres (KL).

As with all forms of measurement time, mass, volume, speed, distance etc. units can be converted between one another to make it easier to understand in certain contexts.

E.g. If you were to tell someone that you were holding a bottle of water that is 0.001 kilolitres, it would be extremely difficult for them to picture it...but if you said you were holding a 1 litre bottle, they would know exactly what you mean.

Litre to Millilitre

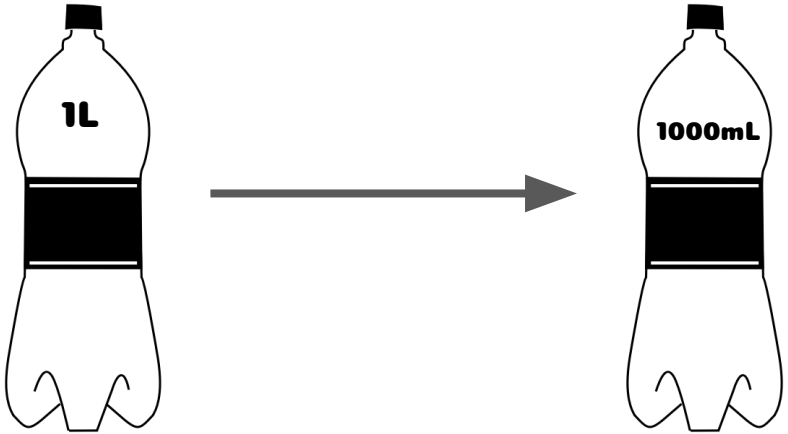
The bottle below is a 1L bottle.

If we want to know how many millilitres there are, we first need to know what millilitre actually means.

Milli - is a Latin word meaning one thousand, and we use it to show one thousandth of an amount.

So *milli* + *litre* would be one thousandth of a litre.

So in a 1 Litre bottle, there must be one thousand millilitres.



Converting Capacity

If 1L is the same as 1000mL, then we can figure out how to convert between the two of them.

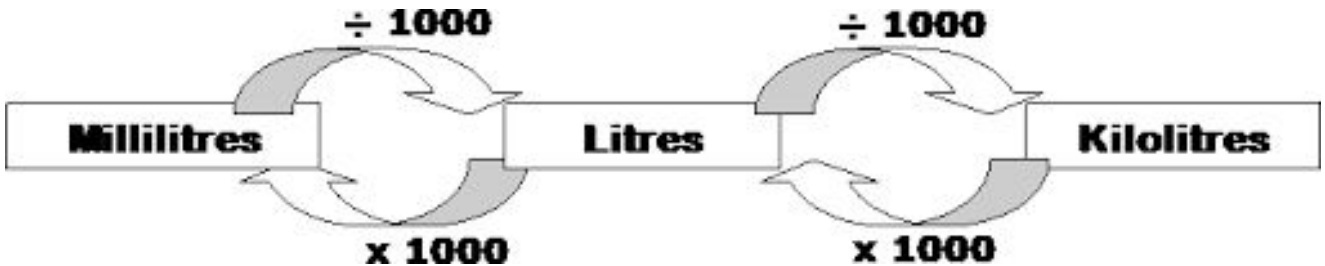
Think to yourself "What did I have to do to the number 1, to make it 1000? What number do I need to multiply 1 by, to equal 1000?"

Hopefully you are thinking to yourself that you need to multiply 1 by 1000 to make it equal 1000.

This means when you are converting from L to mL, all you have to do is *multiply the number by 1000.*

If you are converting in the opposite direction (mL to L) you are going to do the opposite (the opposite of multiplication is division).

To convert from ml to L, we instead *divide the number by 1000..*



Converting Capacity

To multiply and divide by 1000 we need to go back to a method we have gone over many times this year.

Whenever we multiply or divide a number by a power of 10 (i.e. 10 or 100 or 1000 or 10 000 etc.) what we are actually doing is moving the decimal to the right or to the left.

The amount of spaces we move the decimal is based on how many 0s are in the number.

E.g. if we multiply by 10 → we move the decimal 1 place to the right.
If we divide by 100 → we move the decimal 2 places to the left.
If we multiply by 1 000 000 → we move the decimal 6 places to the left
Etc.

When converting between ml and L we always multiply or divide by 1000, so the decimal will always move 3 places.

*Note - it is important to remember that if there isn't a decimal in a number e.g. 1234, then we should know that there is an *invisible decimal* at the end of the number.

E.g. 1234 → 1234.

Converting Capacity Examples

Let's convert the following

Eg. 1
1234ml to ___L

1234 → 1.234L

Eg. 2
289ml to __L

289 → 0.289L

Eg. 3
45 632ml to L

45.632 → 45.632L

Eg. 4
867.34ml to L

867.34 → 0.86734L

Converting Capacity Examples

Let's convert the following

E.g. 1
4.364L to ___mL

E.g. 2
91L to __mL

E.g. 3
0.235L to ___mL

E.g. 4
0.3L to ___mL

Converting Capacity Questions

Fill in the blank parts of the table making sure each row have equivalent amounts of litres and millilitres.

Level 1	
Litres (L)	Millilitres (mL)
2L	**2000mL**
3L	
	4000mL
10L	
	8000mL
5L	
	7000mL
1L	
	13 000mL
11L	

Level 2	
Litres (L)	Millilitres (mL)
2L	**2000mL**
1.3L	
	2700mL
12.9L	
	900mL
6.2L	
	8200mL
1.9L	
	7100mL
8.8L	

Level 3	
Litres (L)	Millilitres (mL)
2L	**2000mL**
42.3L	
	530 132mL
681.3L	
	453mL
10.98L	
	32mL
5.143L	
	535.9mL
49 387L	

CREATE A GAME

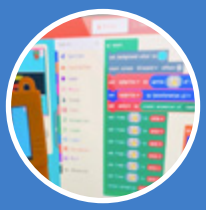
Why create a game?

Gaming can be lots of fun – especially if you challenge yourself to create your own! Games can help us solve real-life problems in the world. They can also be character-based or situational.

What skills do I need?

Game developers are very creative people. Coding is just a part of the skill set required – have you thought about the storyline, location and problem for your player to solve?

Try these tools!



MakeCode Arcade

Try the inbuilt tutorials and Skillmaps to build your skills before you create

Swift Playgrounds

Watch the demos, brush up with Everyone Can Code - and then get playing

Google Earth

Discover some of the features of Google Earth including Timelapse and using Voyager

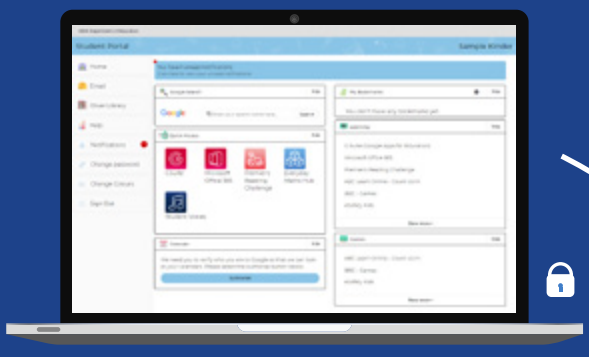
Working offline?

Grab some cardboard and create a board game or play one you already have to get ideas!

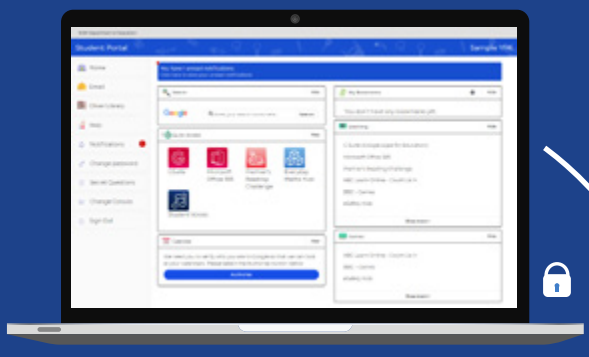
Find everything you need on your portal!

Many of the resources in this magazine are tools that you can find at the tip of your fingers.

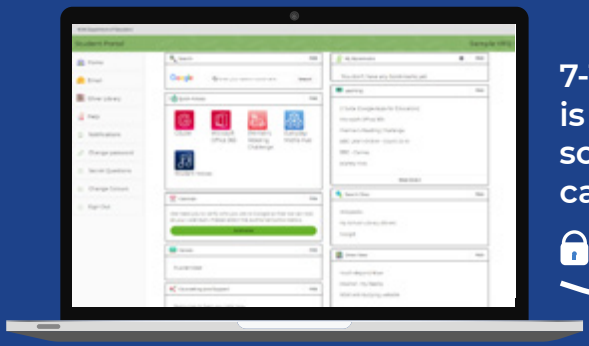
- Click on the GSuite button to access Google Docs, Google Earth, Google Sites, Google Sheets and more.
- Click on the Microsoft Office 365 button to access Sway, Word, PowerPoint, Excel and more.



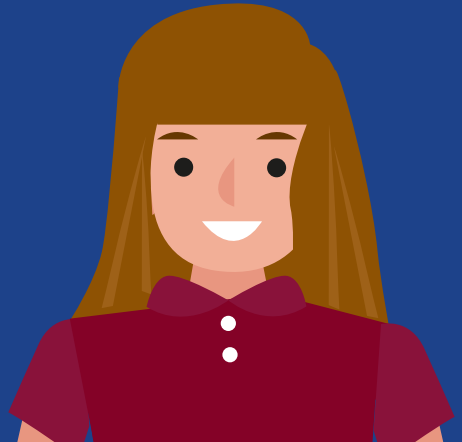
K-2 portal – this is what the junior students portal looks like



3-6 portal – this is what the middle school portal looks like



7-12 portal – this is what high school students can see



ISSUE 1 – TERM 2, 2020

T4L kids

technology 4 learning

DESIGN & SUBMIT YOUR VERY OWN VIDEO GAMES

LEARN WHY SCALE IS SO IMPORTANT IN 2D & 3D ENVIRONMENTS

The Best Apps TO DEVELOP **GAMES**

TERRIBLE TECH PUNS (YOU'LL WISH YOU'D NEVER HEARD)

How to SCREEN RECORD an Awesome PROMO!

NSW GOVERNMENT

T4L kids
technology 4 learning

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For more information and teacher notes visit
T4L.link/T4Lkids

EDITOR'S Note

HEY THERE T4L KIDS!

Welcome to T4L kids–Issue 1!

The T4L team wanted to bring some great resources to you, the kids of NSW public schools. In this issue you will develop the skills to become the creator of your very own game. We have designed these resources so that, if you are in Years 5-8, you should be able to work on them independently but you may need some help from an adult, or an older sibling.

Don't forget to share your work with us! We can't wait to see what you can create!

You have most likely received this magazine through your classroom teacher, so don't forget to thank them!

Good luck–and have fun!

Mark Greentree
Editor-in-chief

JUST JOKES

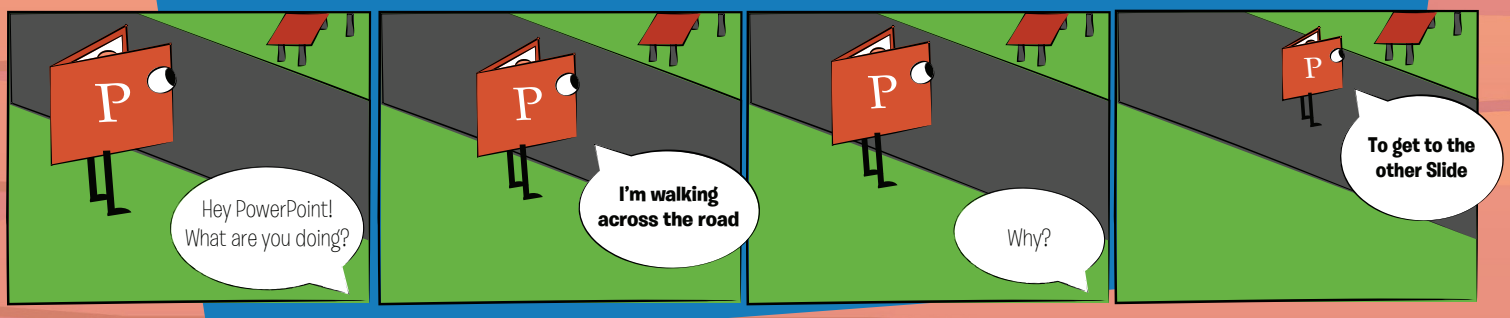
Q: What do computers eat for a snack?
A: Microchips.

Q: What is the most common lie in human history?
A: ... 'I have read and agree to the terms and conditions.'

Pun!
Never use 'Beef Stew' as a password. It's not Stroganoff!

HaHa!
We'll we'll we'll... If it isn't Autocorrect.

LoL!
You know you are texting too much when you say 'LOL' in real life instead of actually laughing!



DESIGN CHALLENGE

Do you think you have what it takes to make a fun and engaging video game? The T4L team are challenging you to make a video game and share it with your teachers, friends and the world!

All video game challenges start with a 'theme'. The theme for this challenge is SIZE. Size and scale in games are common features and are all about the relationship of size between 'things'.

Some examples of size in games include:

ZOOMING IN OR OUT

What challenges would you face as a human scaled down to the size of a blade of grass in your backyard?

MISMATCHED SIZES

What would happen if an ant battled a T-Rex?

MEASUREMENT SIZES

Travelling light years through space or taking ant-sized steps across your classroom?

SIZE OF MICROSCOPIC THINGS

How far do the germs travel when you sneeze? You might be surprised!

SIZE SIMULATION

City building games simulate size by gradually scaling up their world. Could you scale up from a room to a house in your game?

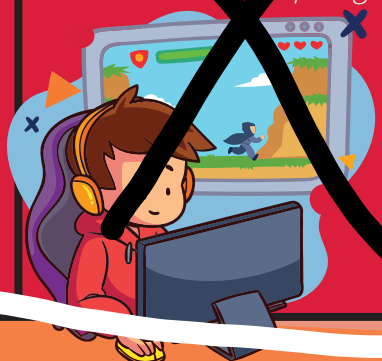
YOU WILL NEED TO

1 **CREATE**

Create your game using one of the video game creation tools mentioned in this issue.

2 **RECORD**

Record promotional video for your game.



3 **SEND**

Share with your teacher and then send a link of your game and promo video to stem.T4L@det.nsw.edu.au

For even more ideas check out the sample games created by the T4L team: T4L.link/kidsgames

We look forward to seeing what you can create!

HOW DO I CREATE VIDEO GAMES?

You want to create your own video game but don't know where to start? Let's take a look at how to begin!

the PLAN

THE PLAN

Before you start creating your game you should begin with an idea and a plan! Every game is made up of five core game design elements.

1 ENVIRONMENT

The look and feel of the game come from its environment, space and scale.

2 OBJECTS

These are the parts of your game like the player avatar, blocks, buttons and enemies.

3 GAMEPLAY

These are the actions in the game that determine what the player is doing, like jumping, collecting, avoiding objects or solving puzzles.

4 GOALS

These are the achievements to ultimately win or lose the game.

5 RULES OF PLAY

Rules guide the player on the mechanics and goals and are usually introduced early in the gameplay.

So, consider these questions when planning your game:

What will the game environment look like?

What objects will the player use in the game?

What will the player do?

How do they win?

What are the rules of the game?

MAKE A VIDEO GAME

STEPS TO SUCCESS

START

1 DESIGN IT
Consider the five core game design elements.

2 LEARN IT
Choose a platform and watch tutorials to learn more!

3 BUILD IT
Start small. Build out and refine your game as your skills grow.

4 TEST IT - Week 8
Get a friend to test your game. Did they offer some suggestions?

5 SHARE IT
[redacted]

FINISH

Week 9
Send your game to your teacher. Post a link in your online learning space[redacted]

OPTIONAL
Make a cool promo video (show your teacher before sharing it!).
Send your game and video to stem.T4L.

SIX SUPER APPS TO CREATE YOUR GAMES

Tynker

www.tynker.com

Tynker is a fantastic visual programming game design platform. You can use Tynker online in the browser or through an app.

Ask your parents to sign in with your student Google account (@education.nsw.gov.au) or ask your teacher to apply for the educator account through the **stem.T4L learning library**.

Platforms: browser on PC or Mac, app on iPad or Android

Level: Beginner & Intermediate

Unity

Platforms: PC or Mac

Level: Advanced

unity.com

Unity is a very powerful 3D and 2D cross-platform game engine that is used by professional and amateur game designers. If you're under 13 ask your parents to create an account so you can install Unity for free at home. At school, ask your teacher to install it through 'UDM'. Unity will take a little longer to learn but could set you up for an amazing career in game development.

code.org

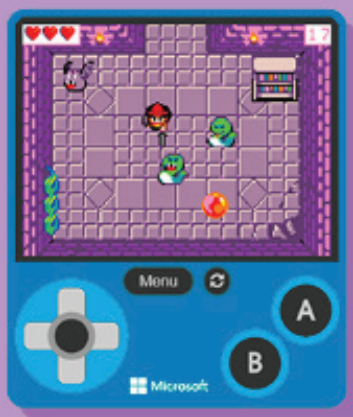
studio.code.org/projects/public

There are lots of easy to follow courses and lessons on the code.org website. These fun lessons are a mix of visual and text-based programming. Most of the site is used to learn coding concepts but it also has an app and game lab for creating unique games. Ask your parent's permission to create an account.

Platforms: Browser on PC, Mac, iPad or Android

Level: Beginner

MakeCode Arcade



arcade.makecode.com

Use MakeCode Arcade to build retro arcade games (like the old pixellated ones!) for the browser and handheld consoles. You can build 2D games in your browser using visual coding blocks or JavaScript code.

Platforms: Browser on PC, Mac, iPad or Android

Level: Intermediate

CoSpaces Edu

cospaces.io/edu/

CoSpaces Edu is a website that allows you to create 3D or virtual reality games. You can create your games in the browser or on an app. Ask your parents to sign in with your Google account (@education.nsw.gov.au) to use the free version or ask your teacher to sign up for the **pro** version on the **stem.T4L learning library**.

Platforms: browser on PC or Mac, app on iPad or Android

Level: Intermediate

Minecraft Education

education.minecraft.net

Minecraft Education Edition is the more powerful version of Minecraft. It has added features that allow you to code the Minecraft universe! Use NPC's, teleport blocks, Code Builder and redstone mechanics to turn your Minecraft creations into a whole new experience. You can **download it** from Microsoft.

Platforms: PC (Windows 10), iOS or Mac

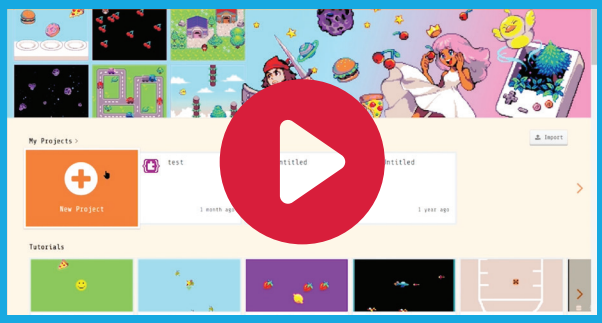
Level: Intermediate

the TOOLS

You can't create a video game without a game engine to construct them. Two of the easiest game engines to get started with video game creation are Tynker and MakeCode Arcade.

MakeCode Arcade

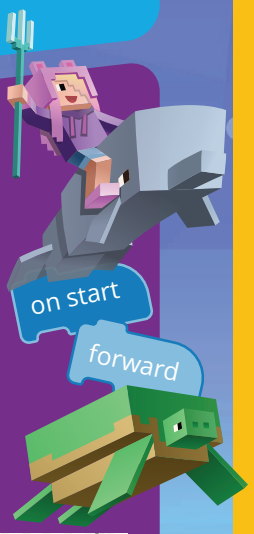
MakeCode Arcade is a free game engine that runs in the web browser. You can create retro 2D pixel games using either JavaScript or visual programming blocks. Check out the video to see how easy it is to create with MakeCode Arcade!

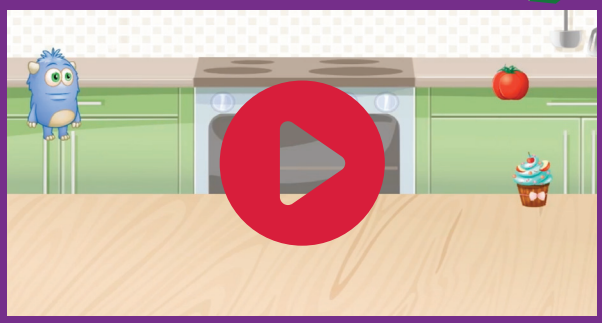


arcade.makecode.com

TYNKER

Tynker is a 2D game engine that allows you to quickly use the visual programming blocks to create stunning games. Use the built in sprites or create your own to start your beautiful looking 2D games.





www.tynker.com

the PLAYTEST

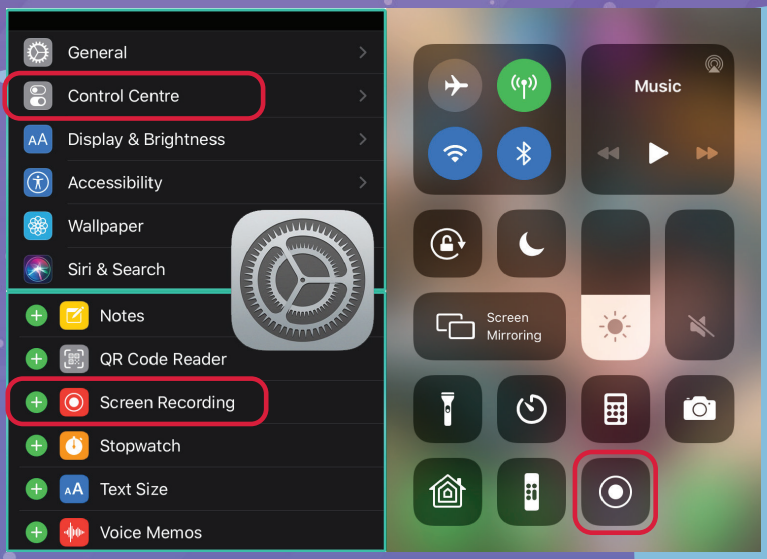
How do you know you have made a fun game? Every game needs to be tested to make sure that it is fun, challenging enough (but not too much) and that there are no 'bugs' in the game.

Find some friends, family or teachers to test your game before releasing it to the public. Ask them questions with the core game design concepts in mind, such as;

- Was the concept of the game clear?
- How did the game space make you feel?
- Were the rules easy to follow?
- Was the game challenging enough?
- Did it feel 'balanced'?
- What did you find fun?
- What could be improved?

SCREEN RECORDING

On iOS



Apple have made Screen Recording on iPads and iPhones so simple. To record your screen:

1. Go to Settings > Control Center > Customize Controls, then tap the + next to Screen Recording.
2. Open Control Center, tap the ◉ (hold the icon to allow sound to be recorded), then wait for the three-second countdown.
3. To stop recording, open Control Center, tap ◉ or the red status bar at the top of the screen, then tap Stop.
4. Go to Photos to see your screen recording.

For more on screen recording on an iPad, watch **Eric's video**.

SCREEN RECORDING WITH WINDOWS

Laptops and computers using Windows 10 also have an easy option for screen recording. To record your screen:

1. Open the app you want to record, e.g. Makecode Arcade or Unity.
2. Press the Windows Key and the 'G' key G at the same time.
3. Check the 'Yes, this is a game' checkbox to load the Game bar. Check this for any app, not just games.
4. Click on the start recording button ● (or Win+Alt+R).
5. Stop recording by pressing the stop button ■ on the red recording bar at the top-right (or Win+Alt+R again).
6. The recording saves automatically in the Videos folder in a subfolder called 'Captures'.

THREE QUICK TIPS

1 Trim your videos. Both iOS and Windows devices allow quick 'trimming' of the video recordings. Trim the beginning and the end to remove the boring parts.

2 Allow your voice to be heard. Have you got a good microphone? Make sure it's plugged in and selected! Don't forget to speak loud and clear when capturing your voice.

3 Practice makes perfect. Showcasing the perfect moment in your game is best done when you've practised beforehand.

Warm Up Activities

https://mathsstarters.net/quickquiz/

Choose one of the quick quizzes to complete.

Choose an area that you think you could use some improvement in.

Give this quick quiz a go to get your brain going before the maths lesson today.

Take a photo of your efforts and make sure your teacher gets to see the extra effort that you're going to!

Constructing 3D Objects

One of the activities that we have done previously this year is drawing 3D shapes from the top view, the side view and the front view.

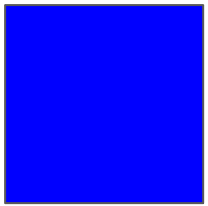
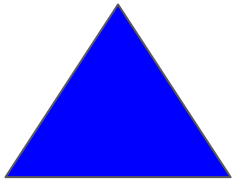
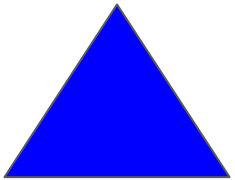
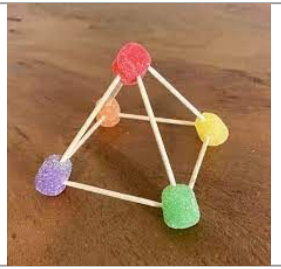
This is when you are given three different views then need to figure out what 3D object it is.

Today's lesson will be along the same lines, except it will be much more practical.

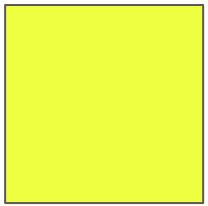
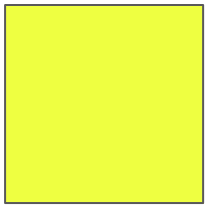
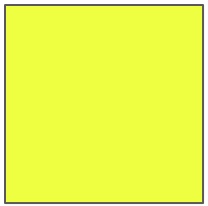
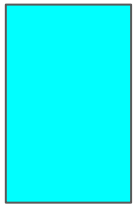
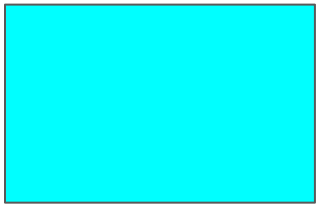
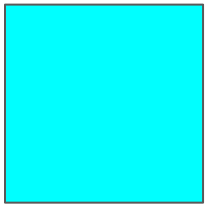
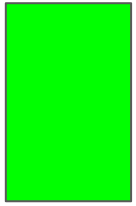
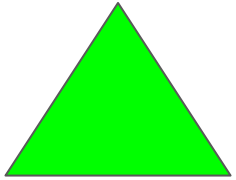
Task: Using the table on the next few slides, look at the top, side and front views then, using materials that are available at home/at school, do your best to construct these shapes.

Once you have constructed these shapes take a picture of yourself with them and upload them in the space provided (you will need to resize your inserted image).

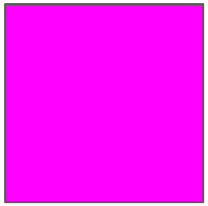
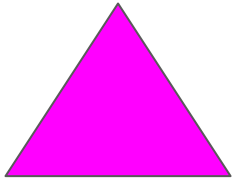
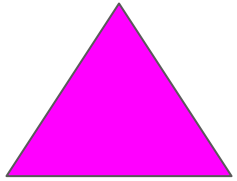
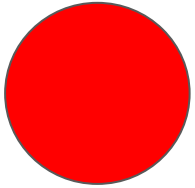
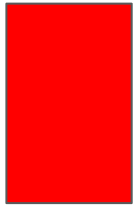
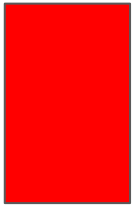
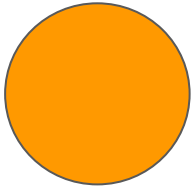
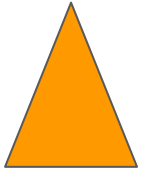
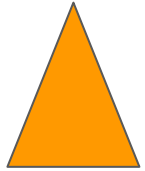
Good luck!

Top view	Side View	Front View	Insert Image Below
			

Constructing 3D Objects

Top view	Side View	Front View	Insert Image Below
			
			
			

Constructing 3D Objects

Top view	Side View	Front View	Insert Image Below
			
			
			

Stage 3 Term 2 Sport Challenge Matrix

Without sport equipment	With sport equipment	Online
Go for a walk, jog and/or run around your yard or if you are allowed to, your local park.	Pass a ball to a sibling or other family member. You could even play tip or any other game with them.	Yoga For Kids! https://www.youtube.com/watch?v=X655B4ISakg&t=856s
Create your own fitness circuit. You might like to include burpees, star jumps, high knee jogging	Hit a tennis ball against a wall using a tennis racquet – how many can you get in a row? Try using your less preferred hand.	Cosmic Kids Yoga - several episodes https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_Gsi_qbQ
Blow up a balloon – try kicking and/or heading it without it getting away from you or falling to the ground.	Bounce a tennis ball on a tennis racquet or a ping pong ball on a table tennis paddle. How many can you get in a row? Try using your less preferred hand.	Kids Workout 1 Beginners https://www.youtube.com/watch?v=L_A_HjHZxfI
If you have someone who will play with you – use your hands to play a game of balloon tennis.	Skipping – how many times can you skip in a row? Can you move the skipping rope backwards and/or cross your arms?	Physical Activities for kids – get active at home https://www.youtube.com/watch?v=3_oIssULEk0
What's Your Name Challenge. Use your name or any other words.	Goal shooting, if you are allowed to – hockey, soccer, rugby union, rugby league or AFL ball.	PE with Joe - several episodes https://www.youtube.com/watch?v=sX05HHni9Wk&list=PLyCLoPd4VxBvD7ogmmPLJXYA1q0gFF3pe
Play a game with your dog in the yard if you are allowed to: chasings, catch.	Play any game with equipment you have at home – shoot hoops, table tennis, totem tennis etc	Little Sports – several episodes https://www.youtube.com/channel/UCTIwFB4ciFi5ZCIu-VlwaOg
Complete a range of stretches and balances that you remember from sport at school or remote learning activities from W9-11 last term.	How many times can you bounce a basketball? Can you use your less preferred hand? Can you bounce around obstacles?	At home with Studios (learn with the Australian Ballet) Check with your parents/carers first. https://australianballet.com.au/studios/at-home-with-studios-beginner?fbclid=IwAR2KEg7mDAFC4gDPHHOm-vum_B84Y-7zgVvV1el4XrhDI7q1yoSV1tUraJI
	Balance a ball on a tennis racquet or table tennis paddle, while standing still, walking, running, hopping. Try using different balls and/or your less preferred hand.	
Put some music on and create your own aerobic exercises.	Complete some activities using any fitness equipment you have at home.	Beep Test – you may have an app or online: https://www.youtube.com/watch?v=L9OTnZI9gYo

Fit activity for kids

what's your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

A jump up & down 10 times

B spin around in a circle 5 times

C hop on one foot 5 times

D run to the nearest door and run back

E walk like a bear for a count of 5

F do 3 cartwheels

G do 10 jumping jacks

H hop like a frog 8 times

I balance on your left foot for a count of 10

J balance on your right foot for a count of 10

K march like a toy soldier for a count of 12

L pretend to jump rope for a count of 20

M do 3 somersaults

N pick up a ball without using your hands

O walk backwards 50 steps and skip back

P walk sideways 20 steps and hop back

Q crawl like a crab for a count of 10

R walk like a bear for a count of 5

S bend down and touch your toes 20 times

T pretend to pedal a bike with your hands for a count of 17

U roll a ball using only your head

V flap your arms like a bird 25 times

W pretend to ride a horse for a count of 15

X try and touch the clouds for a count of 15

Y walk on your knees for a count of 10

Z do 10 push-ups