Stage 3

Term 4 Week 1

Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
	Check in	Check in	Check in	Check in	Check in
Morning	Daily 5	Daily 5	**Wellbeing Wednesday!**	Daily 5	Integrated Unit
Middle	Maths	Maths	 Spend time with family  Stay physically active Do activities you love   Get enough sleep and rest	Maths	Maths
	Brain Break	Brain Break		Brain Break	Brain Break
Afternoon	PE (Exercise)	Library with Mrs McPhan		Science and Technology (Mr Quigley's Google Classroom)	C.A.P.A

“You have to be odd to be number one.”
Dr Seuss

How am I feeling today?

DAILY 5

Week 1

Activities Checklist!!

Quality Work

Make sure you are completing all of the activities and that your work is **quality.**

Set a timer. Work for the **WHOLE** amount of time required.

Check your work before turning it in.

Spelling:

	List	Activity
Tuesday	☐	☐
Thursday	☐	☐
Friday	☐	☐

✓

Work on Writing:

- ☐ Read information
- ☐ Look at examples
- ☐ Research facts
- ☐ Sizzling Starts

To Do

- ☐ Read to self #1 & Reading Response
- ☐ Read to self #2 & Reading Response
- ☐ Listen to Reading
- ☐ Read to Someone

SPELLING


ALL RIGHT.
YOUR WORD IS "WEATHER."


W-WHICH ONE?
CAN YOU USE IT IN A SENTENCE?


"I DON'T KNOW WHETHER
THE WEATHER WILL IMPROVE."

SPELLING INSTRUCTIONS

Tuesday

1. Read the rule
2. Type and check list words
3. Complete Phonological Activity

Thursday

1. Type and check list words
2. Complete Morphemic Activity

Friday

1. Type and check list words
2. Complete Etymological activity

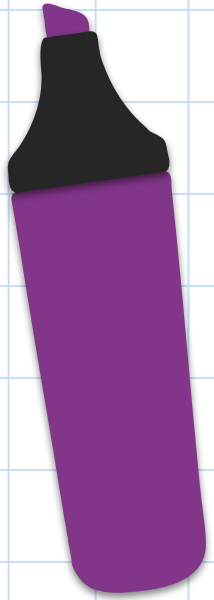
WEEK 1: SPELLING RULE

Phonological	/g/ soft g sound Usually **g and c** make their soft sound when they are followed by **e or i.**
Morphemic	• If a noun ends in **s, ss, ch, sh, x or z,** add **-es** to form the plural.
Etymological	re (latin prefix) → again, back

WEEK 1: SPELLING LIST

Sight words	Phonological	Morphemic	Etymological	Extension
five	germ	circuses	remind	vitriolic
fly	ginger	stitches	rebuild	astounding
girl	gymnasium	sandwiches	refold	joyous
good	advantageous	viruses	recede	appealing
help	intelligently	geniuses	reflect	vulgar

Type your Tuesday list here...



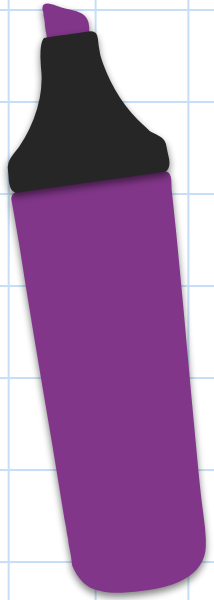
Phonological Activity

Sort the words into the following. Can you add any other words?

danger	regret	germ	eager
together	logical	religion	anger
gift	golf	gigantic	emergency
grasp	gum	gorgeous	fingers

Soft g sound	Hard g sound

Type your Thursday list here...



Morphemic Activity

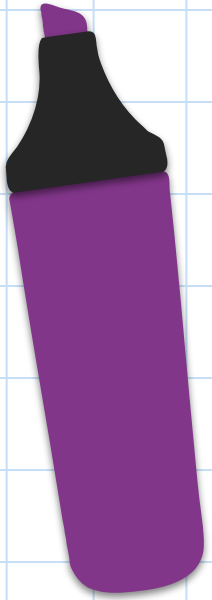
If a noun ends in **s, ss, ch, sh, x or z,** add **-es** to form the plural.

Word	Plural	Word	Plural
mattress		quiz**	
bus		waltz	
witness		crash	
rash		tax	
fox		arch	
match		stomach**	

These words are exceptions to the rule. Just add **-s for stomach.

Double the Z on quiz **before adding -es.**

Type your Friday list here...



Editing Activity

Can you identify the words spelt incorrectly in this passage?

Circle Them

People are remined repeatedly to wash their hands. This is to minimise the spread of girms. Did you know that viruss are one of the four main types of gurms? They can be easily transferred frome one person to another or too objects by touching or through the air bye sneezing and coughing.

Hint: There are six words spelt incorrectly.

Rewrite the words with the correct spelling.

WORK ON WRITING

WRITING INSTRUCTIONS

Tuesday

1. Read the information on Sizzling Starts
2. Read the examples and try to work out what techniques are being used
3. Research 5 fascinating facts of your own

Thursday

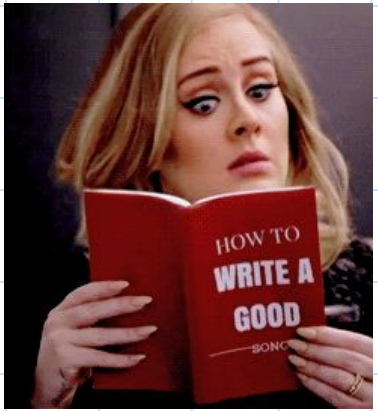
1. Start practising writing your sizzling start techniques

Friday

1. Finish writing your sizzling starts (& EDIT)
2. Post your best one on the Daily 5 Question

Sizzling Starts

A **Sizzling Start** has to make the reader **curious** and **interested** so that **they want to keep reading.** A great way to do this in informative writing is to look for a **fascinating fact**, then team up that fact with one of the Sizzling Start **techniques**.



Tie a Fact to a Technique

FACT	TECHNIQUE	SIZZLING START
In Texas it is illegal to graffiti a cow.	Start with a sound	*'Moooo?' The cow gives me a sleepy lick with its rough, wet tongue. It's dark and I'm about to do something very illegal. I'm not going to hurt the cow, but I might end up in jail for the temporary graffiti I've got planned for its big, brown belly. For those of you who don't know, it is illegal to graffiti a cow in Texas.*
Trained pigeons delivered secret messages across enemy lines during warfare.	Start with action	*The sound of gunfire punctured the air, dirt rained down on the trenches as another shell landed – too close for comfort. Then out of the gloom a pigeon appeared with a message ring attached to its leg.*
Sticking raw bacon in your nostrils can stop serious nosebleeds.	Use a question	*Did you know that bacon just got even better? Not only is it delicious, it can also be used to stop a nose bleed!*
Bees have five eyes.	Paint a word picture	*I opened my eyes lazily. The sun was streaming across the room and my book still lay open on my stomach. Suddenly I was wide awake, five eyes stared at me. I stayed absolutely still, willing the bee to fly away but it was transfixed.*
Eating beetroot can make your urine turn pink.	Tell an anecdote	*Did I ever tell you about the time I thought I was about to die? One afternoon I was just minding my own business in the toilet, when I noticed that my wee was pink! My first thought was that I was bleeding internally but then I remembered I had eaten beetroot for lunch ... panic over.*

What technique is being used?

Photo Credit: HVA (YouTube screen capture)

What could be better than enjoying **pristine** water views aboard a luxurious cruise ship? How about floating **leisurely** across the skies inside a **palatial** airship that promises a birds-eye view of our gorgeous planet? If British aerospace firm Hybrid Air Vehicles (HAV) has its way, you will soon not only be floating **amid** the clouds but also heading to **remote**, unexplored destinations.

Drag the tick

✓

Starting with:

Sound

Action

Question

Word Picture

Anecdote

What technique is being used?

I was admittedly a bit older than a child when I first arrived in Australia, but I bet I was just as wide-eyed.

Experiencing the North Coast for the first time was surely the same as how kids see it for the first time – all blue and shiny, and filled with sunshine. The North Coast was like one long school holiday to me, seemingly endless and indolent. There's something about beach holidays that just make me happy.

Drag the tick

✓

Starting with:

Sound

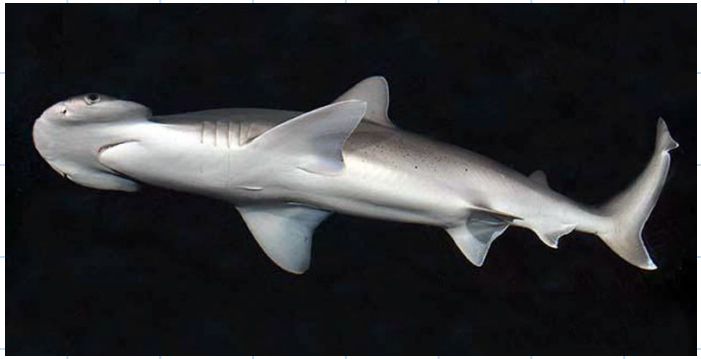
Action

Question

Word Picture

Anecdote

What technique is being used?



Mention the word shark, and the first image that comes to mind is that of a **ferocious** carnivore circling helpless **prey**. However, while the bonnethead enjoys meat as much as any other shark, it seems to love its greens as well – so much so that about 50 percent of the shark's diet is plant-based.

Drag the tick

Starting with:

Sound

Action

Question

Word Picture

Anecdote

Research 5 fascinating facts!

They don't have to be on the same topic. In fact, try and find some different ones!

E.g.	Elephants are the only animal that can't jump.
Fact 1:	
Fact 2:	
Fact 3:	
Fact 4:	
Fact 5:	

Start with a Sound:

You have 7 minutes.

Choose one of your facts to write a sizzling start using this technique:

Fact:

Start with Action:

You have 7 minutes.

Choose one of your facts to write a sizzling start using this technique:

Fact:

Use a Question:

You have 7 minutes.

Choose one of your facts to write a sizzling start using this technique:

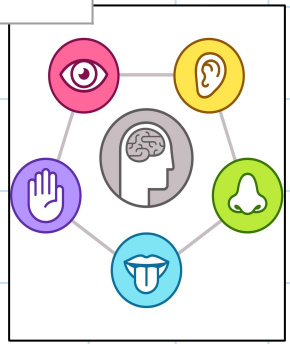
Fact:

Paint a word picture:

You have 7 minutes.

Choose one of your facts to write a sizzling start using this technique:

Fact:

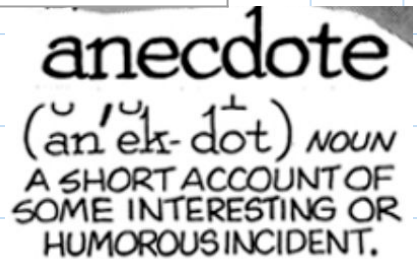


Tell an anecdote:

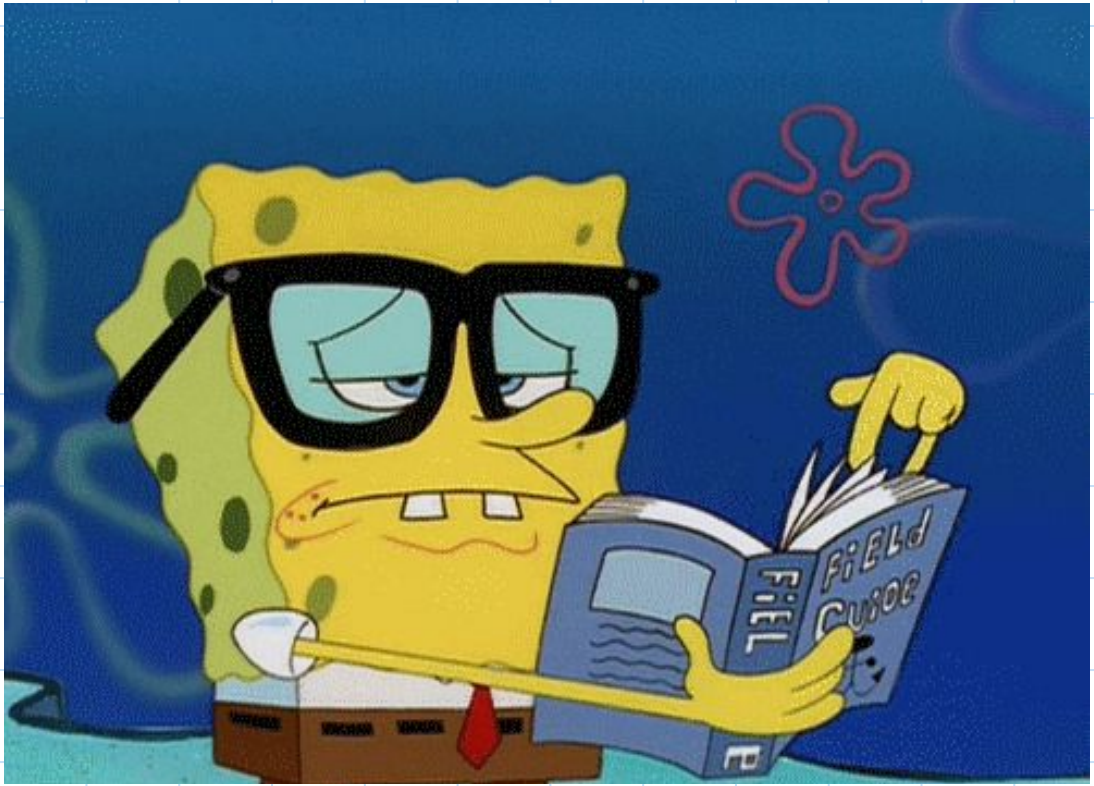
You have 7 minutes.

Choose one of your facts to write a sizzling start using this technique:

Fact:



READ TO SELF



READING INSTRUCTIONS

Twice a week

1. Read for at least 20 minutes - use the timer on the next slide.
2. Record your reading in your reading log, which is also on the next slide.

Complete two reading responses.

1. Choose a reading response
2. Copy the question onto the answer slide, answer the question thoughtfully and in full sentences.

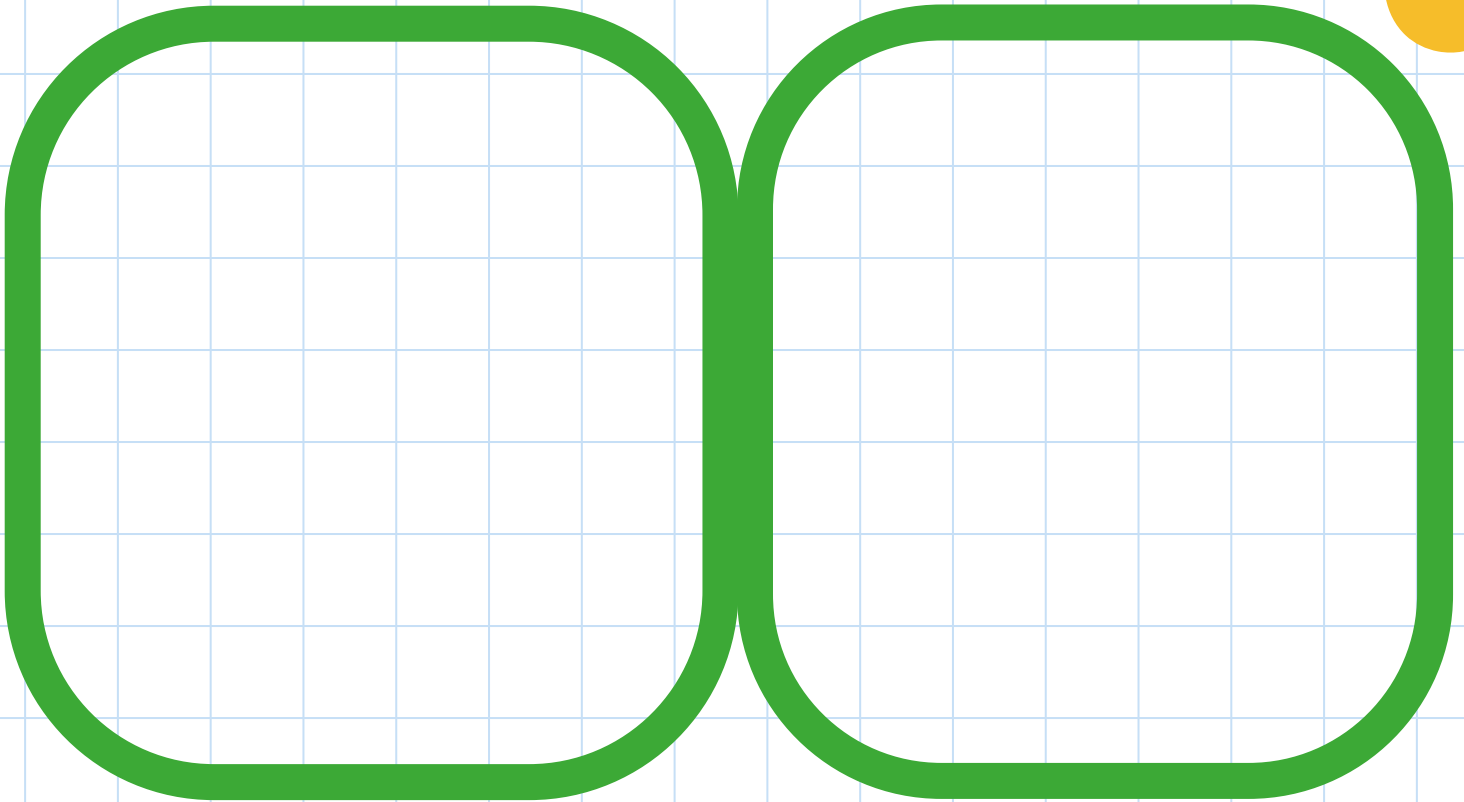
READ TO SELF - READING LOG

DATE	TITLE	AUTHOR	PAGES READ

READ TO SELF - READING RESPONSES

☑ Do you think the title fits the book? Why or why not? What could another title be?	☑ What was the author's purpose for writing this book? What is the genre? Explain your reasoning.	☑ Did you find this book to be interesting and hold your attention? Why or why not?
☑ Do you think this book would make a good movie? What events/characters would you add or remove? Explain.	☑ Who should or should not read this book? (Think: audience) Explain your recommendation.	☑ What is the most important word, sentence or phrase of your book or text? Explain.
☑ Why did you choose to read this story or text? Explain your reasons.	☑ What parts of the book seem most believable? What seems unbelievable? Explain.	☑ How would the text be different if it were told in a different time period?

READING RESPONSES



Think about your answers carefully & write in full sentences.

LISTEN TO READING

LISTEN TO READING INSTRUCTIONS

SQUIZ KIDS

1. Listen to the Squiz Kids Podcast (https://www.squizkids.com.au/)
2. Or listen to something on the radio or TV
3. Write a summary of one thing you learned

READ TO SOMEONE

READ TO SOMEONE INSTRUCTIONS

1. Find a someone, or a something!
2. Click on the link & use the code to log in.
3. Choose a poem to read!

The School Magazine

Click Here: The School Magazine

https://theschoolmagazine.com.au/activities/c49c5753-febb-4068-b21c-28cae6ff0fa7

CLASSROOM CODE: F7N48D

BONUS SLIDE!

What do you meme?

Write a caption for this photo.

MATHS

Week 1

Monday

STAGE 3
WEEK 1

WHOLE NUMBER

Week 1

Multiples and Factors

01

MONDAY

MONDAY'S LEARNING INTENTION & SUCCESS CRITERIA

	Yellow	Green	Blue	Purple
Learning Intention	Determine 'multiples' of a given whole number, eg multiples of 7 are 7, 14, 21, 28, ...		Determine all 'factors' of a given whole number, eg 36 has factors 1, 2, 3, 4, 6, 9, 12, 18 and 36	
Success Criteria	I can determine the multiples of 2,4,5,10	I can determine the multiples of any given number	I can determine the factors a given whole number	I can determine the factors a given whole number and solve problems

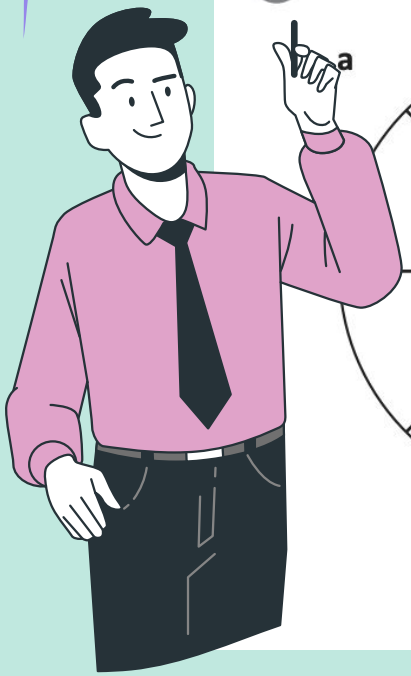
Yellow | Green | Blue | Purple

Multiples are the answers you get when you multiply 2 factors:

Think about your 12 times tables where 12 is always a factor.

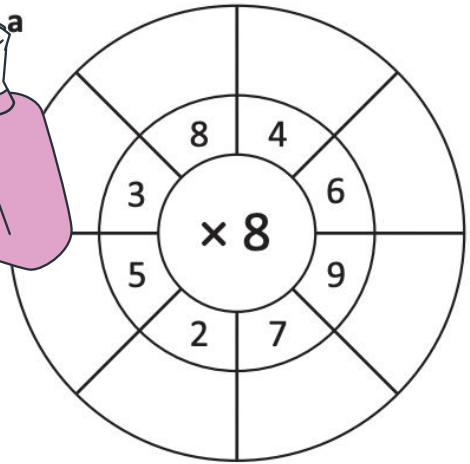
12 × factor = multiple

What are the multiples of 12? 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144 …



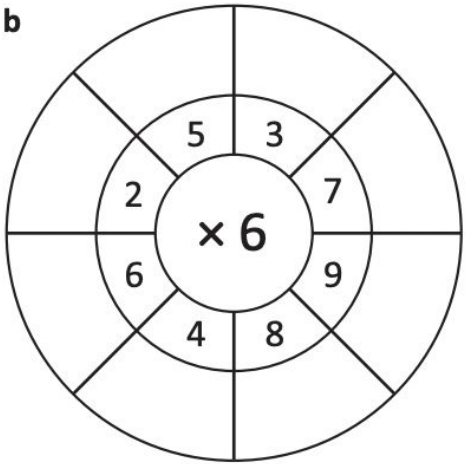
1 **Time how quickly you can find the multiples:**

a



_____ secs

b



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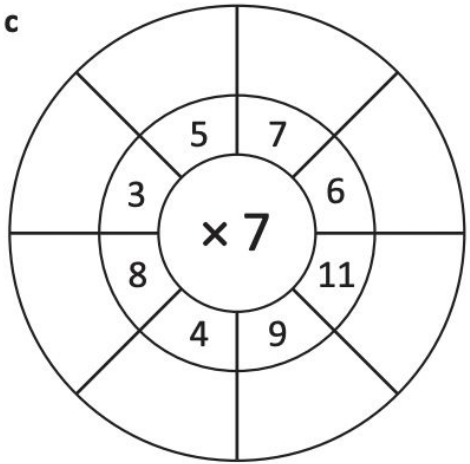
c



_____ secs

Yellow | Green | Blue | Purple

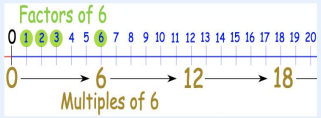
les are **different** things.

lve **multiplication**:

hat we can multiply to get the number

what we get **after** multiplying the number by an integer (not a fraction).

: the positive factors, and some multiples, of 6:



= 6, so **1** and **6** are factors of 6

= 6, so **2** and **3** are factors of 6

= 0, so **0** is a multiple of 6

= 6, so **6** is a multiple of 6

= 12, so **12** is a multiple of 6

o on

e are negative factors and multiples as well)

Factors

"Factors" are the numbers we can **multiply together** to get another number:

$$2 \times 3 = 6$$

Factor Factor

2 and 3 are factors of 6

A number can have **many** factors.

Example: 12

- 3 × 4 = 12, so **3** and **4** are factors of 12
- Also 2 × 6 = 12, so **2** and **6** are also factors of 12,
- And 1 × 12 = 12, so **1** and **12** are factors of 12 as well.

AND because multiplying negatives makes a positive, −1, −2, −3, −4, −6 and −12 are also factors of 12:

- (−1) × (−12) = 12
- (−2) × (−6) = 12
- (−3) × (−4) = 12

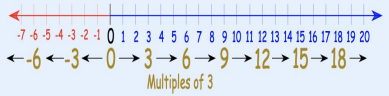
So ALL the factors of 12 are:

1, 2, 3, 4, 6 and 12
AND **−1, −2, −3, −4, −6 and −12**

Multiples

A multiple is the result of **multiplying** a number **by an integer** (not a fraction).

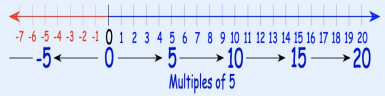
Example: Multiples of 3:



..., −9, −6, −3, 0, 3, 6, 9, ...

Example: 15 **is** a multiple of 3, as 3 × 5 = 15
Example: 16 is **not** a multiple of 3

Example: Multiples of 5:



..., −15, −10, −5, 0, 5, 10, 15, ...

Example: 10 **is** a multiple of 5, as 5 × 2 = 10
Example: 11 is **not** a multiple of 5

Yellow Green

Add a text box and answer the questions here or in your workbook.

Factors are whole numbers that are multiplied with another number to make a new number. For example, the factors of 16 are:
1, 2, 4, 8 and 16. (2 × 8 = 16 4 × 4 = 16 16 × 1 = 16)

4 Answer true or false.

a 3 is a factor of 6 _____

b 7 is a factor of 15 _____

c 5 is a factor of 20 _____

d 4 is a factor of 13 _____

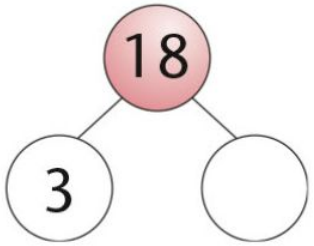
e 10 is a factor of 50 _____

f 6 is a factor of 18 _____

Yellow Green

5 Use division to find the missing factor.

a



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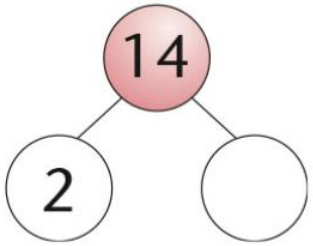

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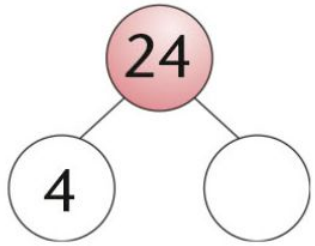

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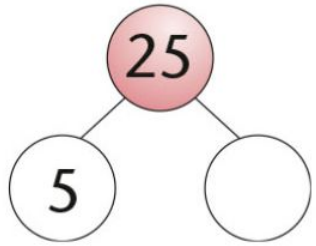

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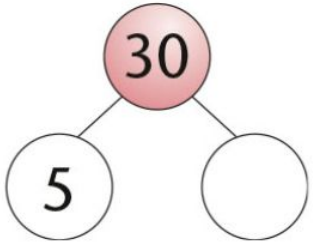

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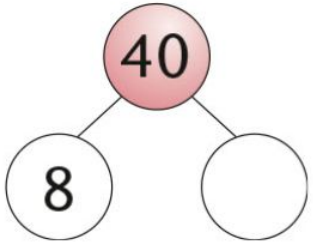

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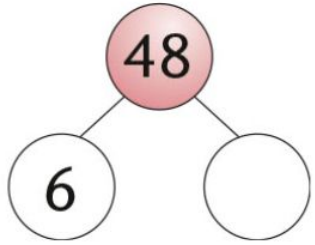

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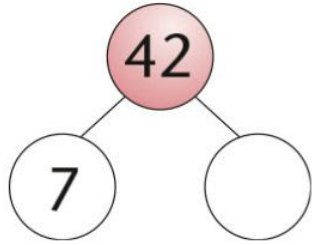


Yellow | Green | Blue | Purple

6 Write all the factors of the following numbers. Remember that the number itself and one are also factors.

a 20 _____

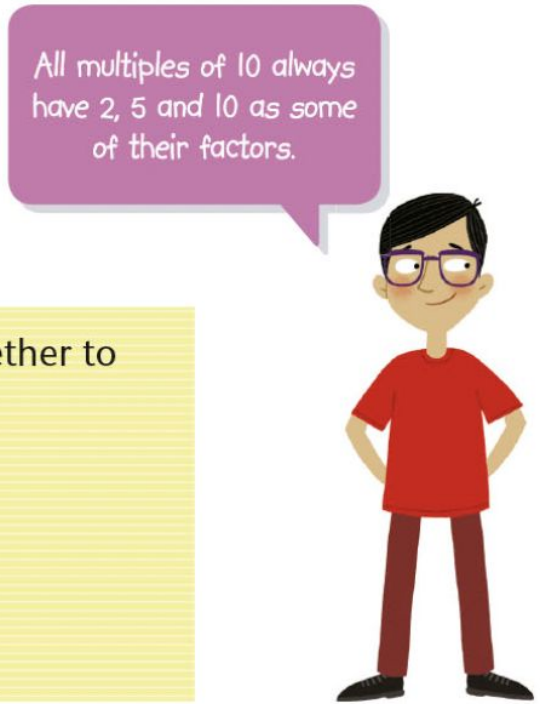
b 12 _____

c 18 _____

d 25 _____

e 49 _____

f 64 _____



7 Work backwards to find 3 numbers that multiply together to produce the number in the box.

a 60 = ☐ × ☐ × ☐

b 100 = ☐ × ☐ × ☐

c 140 = ☐ × ☐ × ☐

Knowing the factors of a number may help when multiplying, e.g. 25 × 12 = ☐.

factors → 3×4

25 × 12 becomes 25 × 3 = 75 then 75 × 4 = 300, so 25 × 12 = 300.

6 Break the multiplier into factors to help complete these multiplications.

		Strategy	Answer
a	12 × 15	3×5 12 × 15 becomes 12 × 3 = ____ then ____ × 5 = ____	
b	15 × 12	( ) 15 × 12 becomes 15 × ☐ = ____ then ____ × ☐ = ____	
c	14 × 18	( ) 14 × 18 becomes 14 × ☐ = ____ then ____ × ☐ = ____	
d	17 × 16	( ) 17 × 16 becomes 17 × ☐ = ____ then ____ × ☐ = ____	
e	25 × 20	( ) 25 × 20 becomes 25 × ☐ = ____ then ____ × ☐ = ____	

7 There are 48 people at a party. List four ways they could be evenly seated at tables.

Blue Purple

Tuesday

TUESDAY'S LEARNING INTENTION & SUCCESS CRITERIA

	Yellow	Green	Blue	Purple
Learning Intention	Identify and describe factors and multiples of whole numbers and use them to solve problems		Determine highest common factor and lowest common multiple	
Success Criteria	I can identify multiples of whole numbers	I can identify factors and multiples of whole numbers	I can determine the lowest common multiple of any given numbers	I can determine LCM and HCF of any given numbers

Highest Common Factor

The highest number that divides exactly into two or more numbers.
It is the "greatest" thing for simplifying fractions!

Let's start with an Example ...

Greatest Common Factor of 12 and 16

- Find all the **Factors** of each number,
- Circle the **Common** factors,
- Choose the **Greatest** of those

Note: Sometimes the highest common factor can be referred to as the greatest common factor.

Find the Highest Common factor for the following numbers:

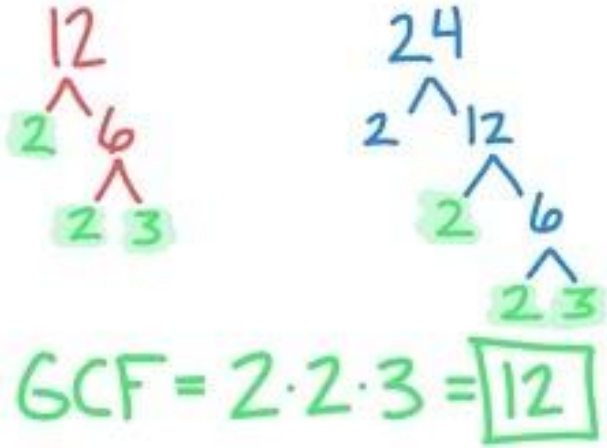
Yellow	Green	Blue	Purple

21 & 28	16 & 8
36 & 12	60 & 32
45 & 75	360 & 405

Blue Purple

Finding the GCF

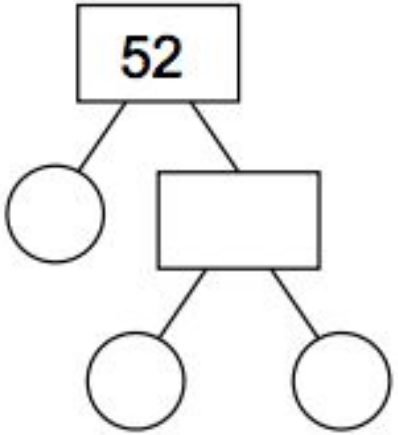
(Prime Factorization)



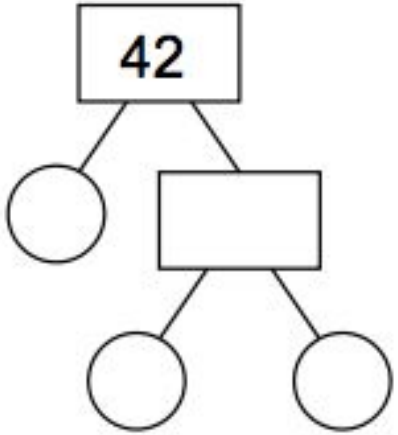
Blue | Purple

Use Factor Trees to determine the HCF:

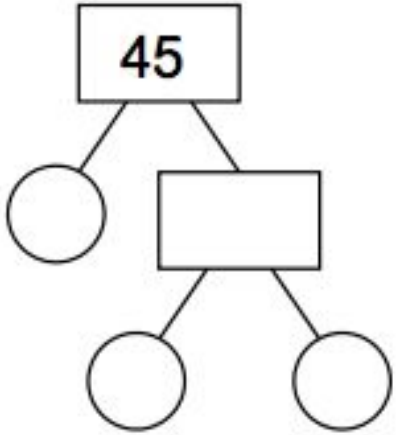
1)



2)



3)



LEAST COMMON MULTIPLE

Yellow | Green | Blue | Purple

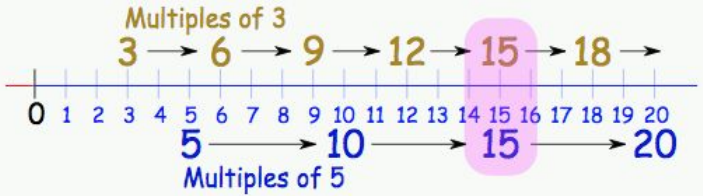
Let's start with an Example ...

Least Common Multiple of 3 and 5:

List the **Multiples** of each number,

The multiples of **3** are 3, 6, 9, 12, 15, 18, ... etc
The multiples of **5** are 5, 10, 15, 20, 25, ... etc

Find the first **Common** (same) value:



The **Least Common Multiple** of 3 and 5 is **15**

(15 is a multiple of both 3 and 5, and is the smallest number like that.)

Use factor trees to find the LCM of 18 and 30.

Solution

- Draw factor trees for 18 and 30.

- Circle common prime factors: 3 and 2.
- Cross out one of the 3s and one of the 2s.
- Multiply the remaining factors to calculate the LCM.
- LCM of 18 and 30 $= 3 \times 3 \times 2 \times 5$

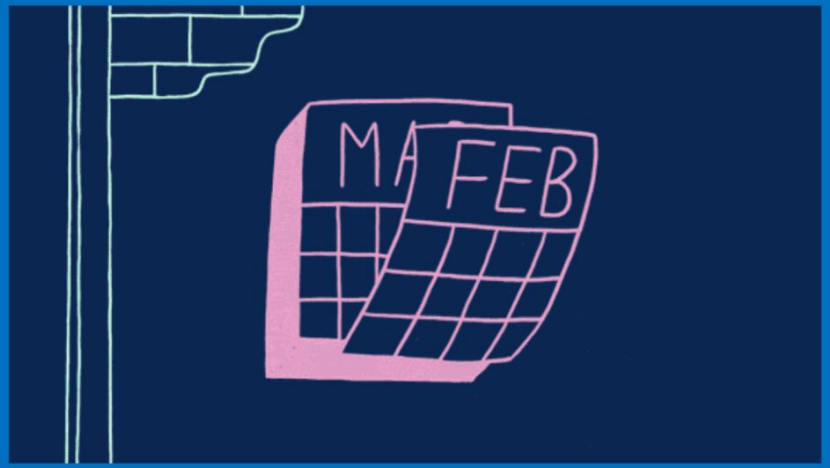
$= 90$

Blue Purple

Find the lowest common multiple of each set of numbers.

a 3, 5	**b** 6, 7	**c** 4, 6	**d** 15, 10
e 5, 8	**f** 4, 10	**g** 10, 5	**h** 2, 8
i 9, 6	**j** 3, 7	**i** 3, 4, 5	**j** 4, 12, 10

Thursday



TIME

Week 1

Lesson 1

Learning Intentions and Success Criteria

Measure and compare the duration of events.		Calculate elapsed time	
I can select an appropriate unit to measure time	I can use appropriate units to measure and compare the duration of events.	I can use start and finish times to calculate the elapsed time of events.	I can calculate elapsed time and solve problems.

IGNITION

How long is a minute?

Estimate how long a minute is. Press start on a stopwatch (you can use the stopwatch feature on a phone). Stop when you think a minute has passed. Record in the box what time you actually stopped the stopwatch. Example - 47.2 seconds.

Converting Units of Time

Drag the boxes

Complete the tables.

Hours	Minutes
1	
3	
5	
7	

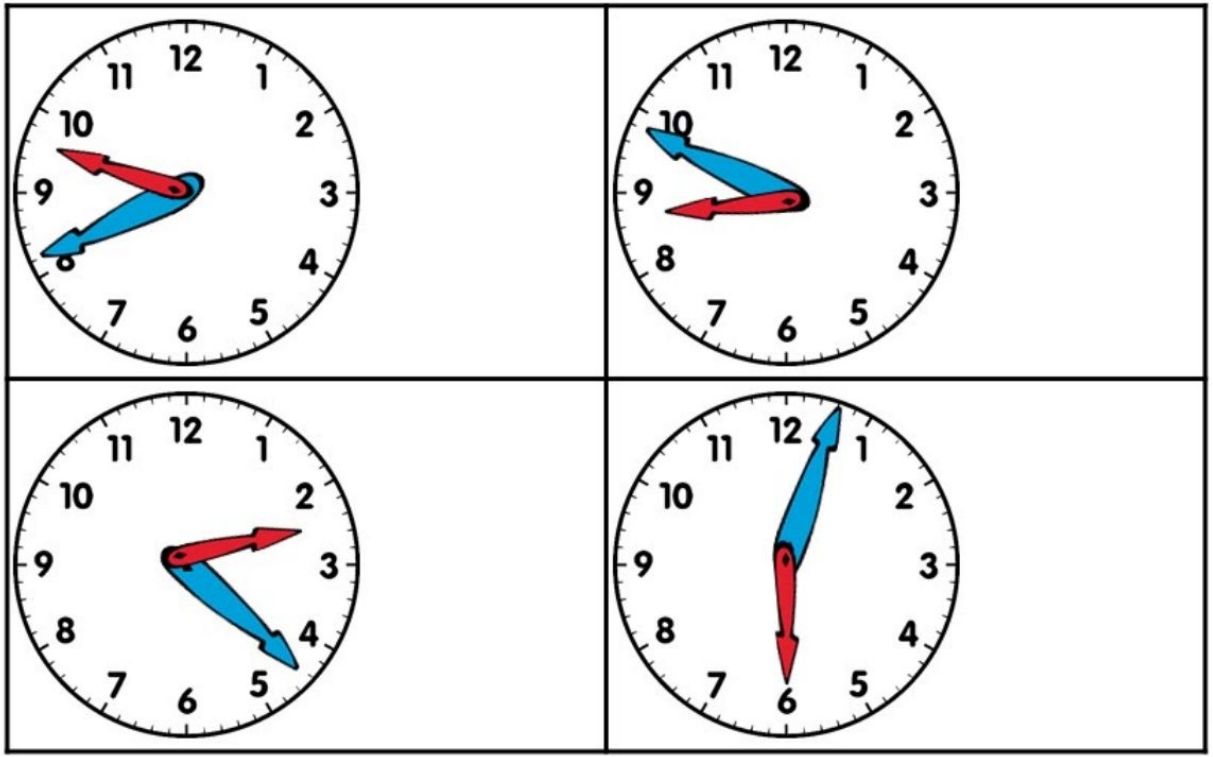
Minutes	Seconds
1	
2	
6	
10	

120 60 600 180

360 300 60 420

Telling Time

Drag and drop the correct time next to each clock. Not all times will be used.



2 : 22

9 : 41

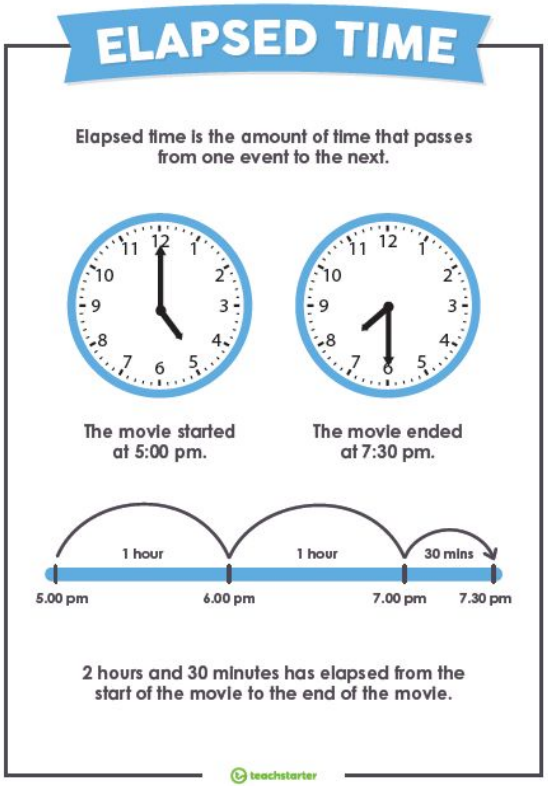
9 : 49

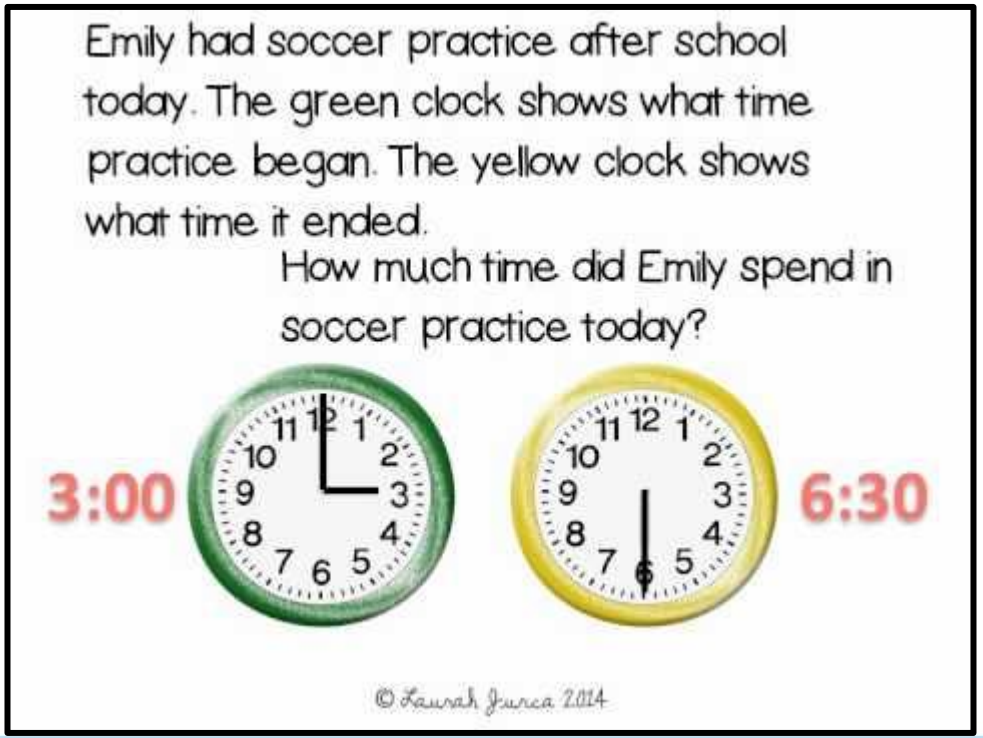
6 : 03

8 : 49

6 : 05

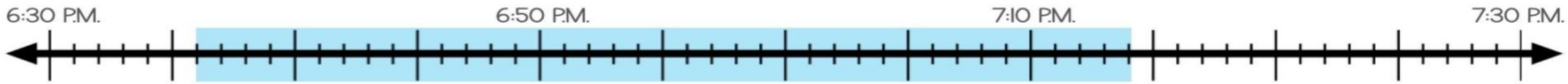
What is elapsed time?



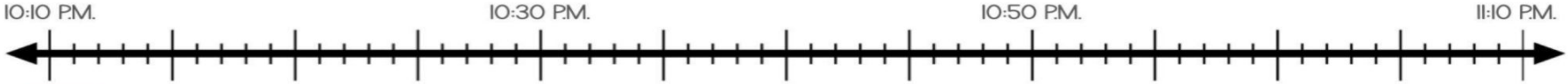


Elapsed Time

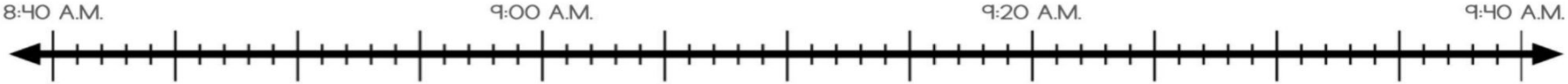
Drag the blue box (look at the first example)



Start time: 6:36 P.M. End time: 7:14 P.M. Elapsed time: minutes



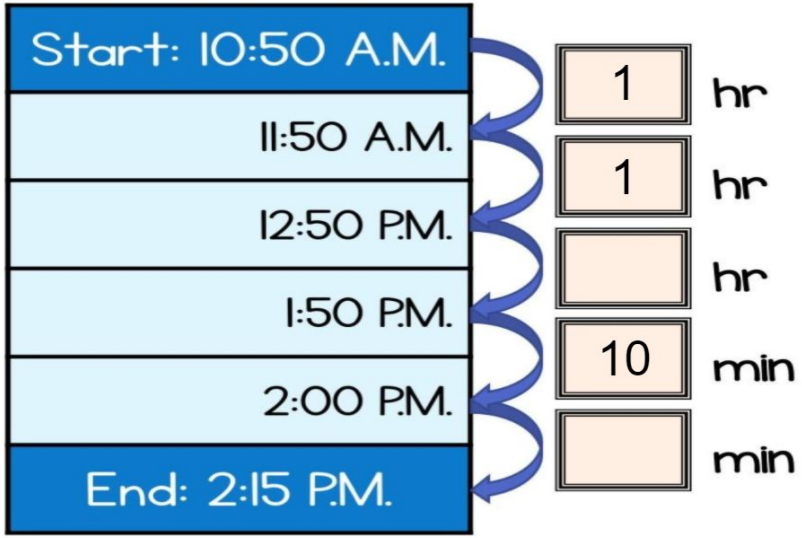
Start time: 10:19 P.M. End time: 10:52 P.M. Elapsed time: minutes



Start time: 8:47 A.M. End time: 9:35 A.M. Elapsed time: minutes

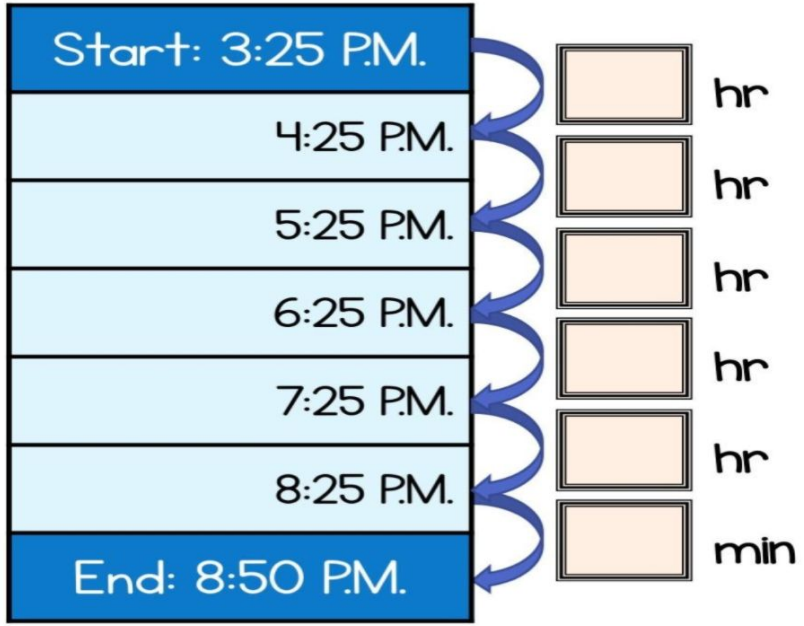
Elapsed Time

Start time: 10:50 A.M.
End time: 2:15 P.M.



Elapsed time: ____ hr ____ min

Start time: 3:25 P.M.
End time: 8:50 P.M.



Elapsed time: ____ hr ____ min

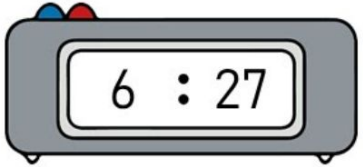
Match the Elapsed Time I

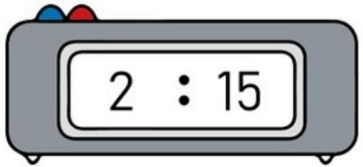
Match the start time to the end time.
Click the line. Then, drag the end of the line to the correct end time.

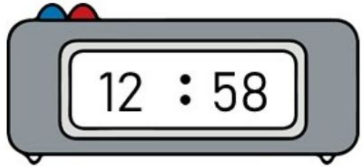
What time will it be in 3 hours and 2 minutes?

What time will it be in 7 hours and 14 minutes?

What time will it be in 14 hours and 43 minutes?







Daily Schedule

Use the schedule to answer the questions.

What is the longest activity of the day?	
How much time does the class spend on science and social studies each day?	
How long is the entire school day?	
What is the shortest activity of the day?	
How much time does the class spend on writing each day?	

Daily Schedule

Time:	Activity:
8:00 – 8:36	Morning Meeting
8:40 – 9:21	Guided Reading Groups
9:25 – 9:56	Writing
10:00 – 10:54	P.E.
11:00 – 11:41	Lunch & Recess
11:45 – 1:01	Math
1:05 – 1:31	Science
1:35 – 2:15	Social Studies
2:15 – 2:30	Pack Up & Dismissal

Roll the Elapsed Time

Click on the die

Roll three dice. The first number rolled represents the number of hours in the elapsed time. The second and third numbers rolled represent the number of minutes in the elapsed time. Type the elapsed time in the second column. Then, calculate the end time and type the answer in the third column.

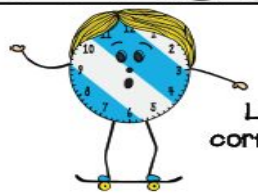
If you rolled these dice, the elapsed time would be:
1 hour, 51 minutes

Start Time:	Elapsed Time:	End Time:
12:18	hours, minutes	
2:24	hours, minutes	
6:58	hours, minutes	
9:41	hours, minutes	

Find the Start/End Time II

Type your answers in the spaces provided. Include "a.m." or "p.m." in your answers.

Douglas is on a flight to Japan. His flight is supposed to be 10 hours and 34 minutes. If he left at 1:30 p.m., what time will he arrive in Japan?		Marie's school day is 7 hours and 15 minutes long. If the school day ends at 3:50 p.m., what time does it begin?	
Kitra is baking a cake. She puts the cake in the oven at 10:25 a.m. and sets the timer for 47 minutes. What time will the cake be ready?		Shawn's movie starts at 11:20 a.m. The guide says the movie is 2 hours and 13 minutes long. What time will the movie end?	
Liam gets home from a baseball game at 3:30 p.m. If he left for the game 4 hours and 12 minutes earlier, what time did he leave?		Amy wakes up for school at 7:40 a.m. She slept for 8 hours and 22 minutes. What time did Amy go to bed?	



Elapsed Time Error Analysis

Look at the elapsed time problem below . Identify the error and describe it. Then, solve the problem correctly. Finally, show what you know by making your own similar problem (with no mistakes, of course).

Mitchell begins watching television at 4:45. He watches shows for one hour and twenty minutes. When does he finish watching?

Answer: He finishes watching shows at 5:65

REWORK THE PROBLEM

IDENTIFY AND EXPLAIN THE ERROR

SHOW WHAT YOU KNOW...

Show us what you know

Now open up and complete the ‘Elapsed Time Google Form’.

It takes Donovan 45 minutes to drive from his house to his grandma's house. If he arrived at his grandma's house at 3:10 pm, what time did he leave his house? *

- 2:25 pm
- 2:35 pm
- 2:15 pm
- 3:55 pm

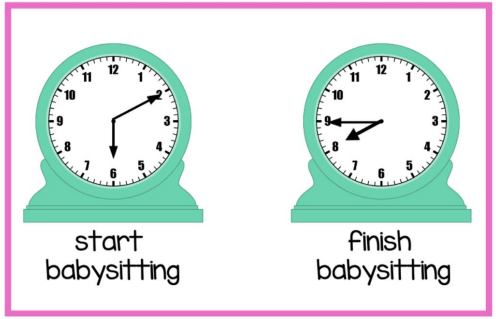
Heidi went jogging for 68 minutes. If she started jogging at 1:15 pm, what time did she finish jogging? *

- 2:21 pm
- 2:32 pm
- 2:26 pm
- 2:23 pm

Heidi went jogging for 68 minutes. If she started jogging at 1:15 pm, what time did she finish jogging? *

- 2:21 pm
- 2:32 pm
- 2:26 pm
- 2:23 pm

Owen babysat his neighbors yesterday. The clock on the left shows when he started babysitting. The clock on the right shows when his babysitting job ended. How long did Owen babysit for? *

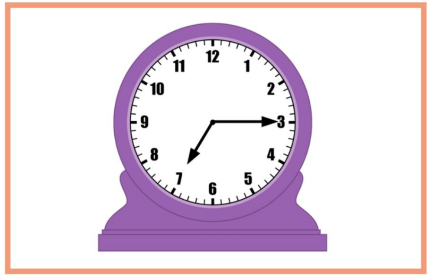


- 2 hours 45 minutes
- 2 hours 35 minutes
- 2 hours 25 minutes
- 3 hours 35 minutes

Christa is having a birthday party. The party begins at 2:15 pm and ends 2 hours 30 minutes later. What time does the party end at? *

- 4:30 pm
- 4:40 pm
- 4:45 pm
- 5:15 pm

Margo went to see a movie. The clock below shows the time that the movie started. If the movie was 1 hour 45 minutes long, what time did the movie end? *

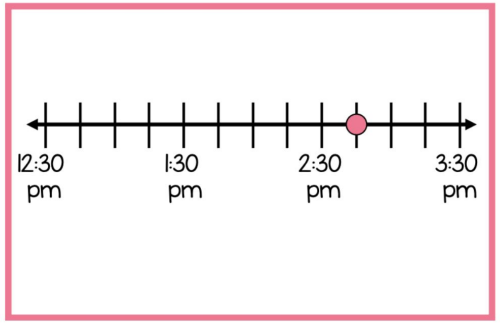


- 10:00 pm
- 8:30 pm
- 9:15 pm
- 9:00 pm

Alex's soccer practice started at 4:10 pm. The practice ended at 5:37 pm. How long was Alex's soccer practice? *

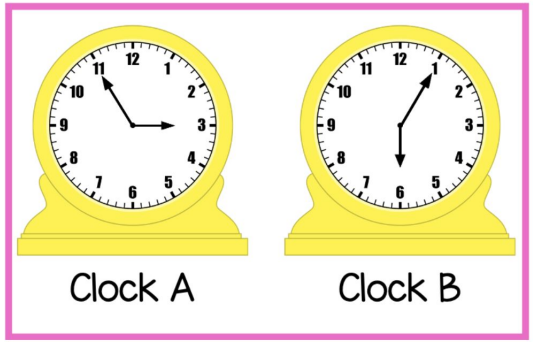
- 1 hour 17 minutes
- 1 hour 27 minutes
- 1 hour 37 minutes
- 1 hour 23 minutes

The pink dot on the timeline below shows when Maren's orchestra practice ended. Her practice was 1 hour 15 minutes long. What time did Maren's orchestra practice start? *



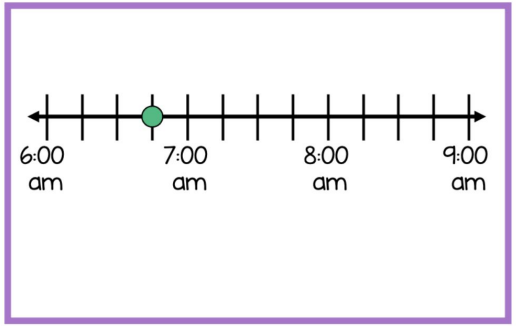
- 1:15 pm
- 1:45 pm
- 1:00 pm
- 1:30 pm

How much time has passed from Clock A to Clock B? (time passed is less than 12 hours) *



- 3 hours 5 minutes
- 3 hours 10 minutes
- 2 hours 10 minutes
- 2 hours 30 minutes

The green dot on the timeline below shows when Remi left his house to drive to his cabin. It took Remi 1 hour 45 minutes to get to his cabin. At what time did Remi arrive at his cabin? *

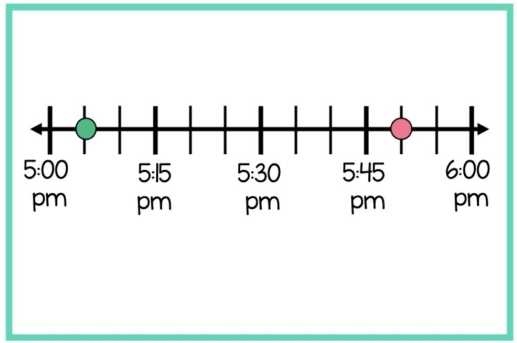


- 8:00 am
- 8:30 am
- 8:45 am
- 7:45 am

Sami's karate class starts at the time shown on the clock below. Her class lasts for 1 hour 20 minutes. What time does Sami's karate class end? *

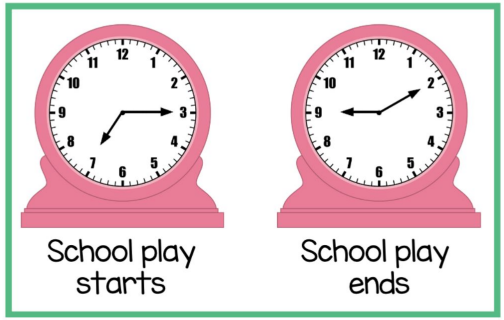
- 7:25
- 7:30
- 7:40
- 7:35

Breanna is baking cookies. The green dot on the timeline below shows when she started making the cookies. The pink dot shows when she finished making cookies. How long did Breanna bake cookies? *



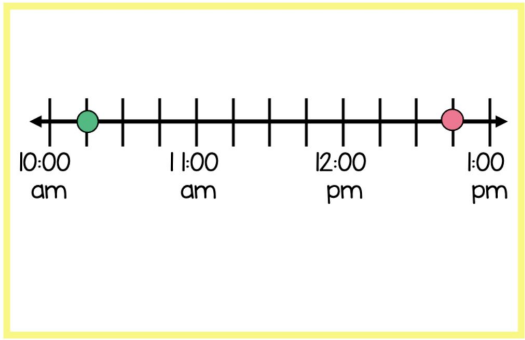
- 45 minutes
- 1 hour 45 minutes
- 1 hour 15 minutes
- 50 minutes

The clocks below show the start time and end time of the school play. How long is the school play? *



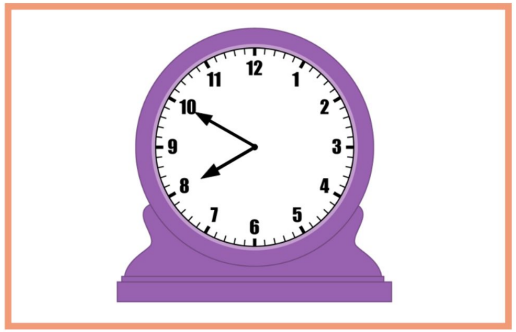
- 1 hour 45 minutes
- 1 hour 55 minutes
- 1 hour 50 minutes
- 2 hours 5 minutes

The timeline below shows when Shawn started working on his science project and when he finished the project. How long did Shawn work on his science project? *



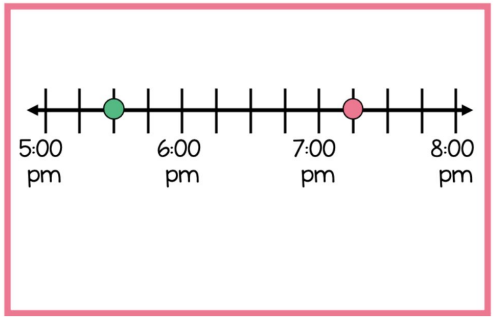
- 2 hours 15 minutes
- 1 hour 30 minutes
- 2 hours 45 minutes
- 2 hours 30 minutes

What time will it be 2 hours and 25 minutes after the time shown on the clock below? *



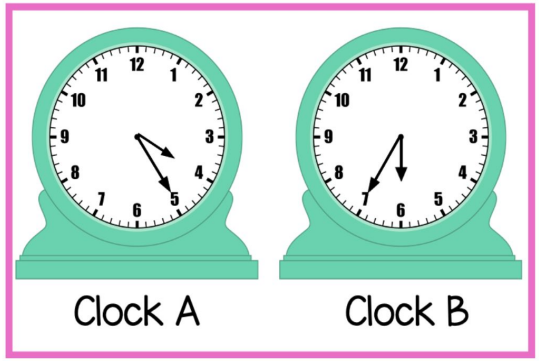
- 11:15 am
- 11:10 am
- 10:55 am
- 11:05 am

The green dot on the number line below shows when Jodi starts her dance class. The pink dot shows when she finishes her dance class. How long is Jodi's dance class? *



- 2 hours
- 1 hour 45 minutes
- 1 hour 30 minutes
- 2 hours 15 minutes

Look at the two clocks shown below. How much time has passed from Clock A to Clock B? (time passed is less than 12 hours) *

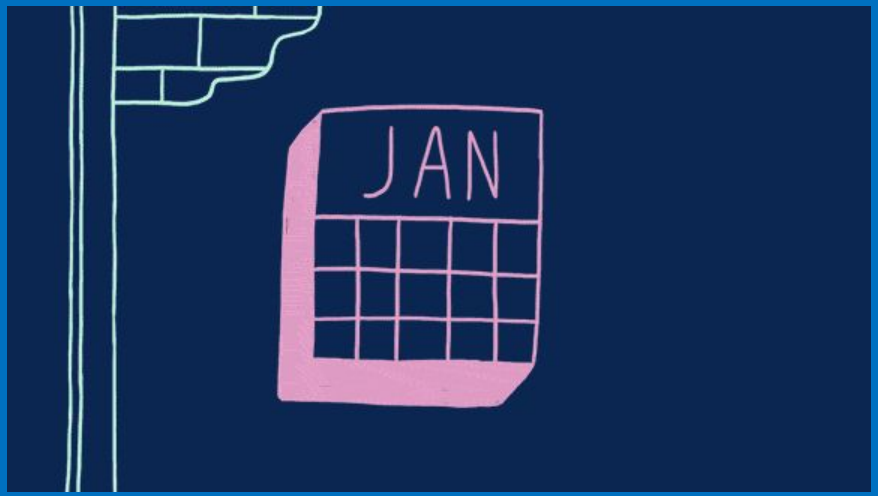


- 2 hours 15 minutes
- 1 hour 10 minutes
- 2 hours 10 minutes
- 2 hours 20 minutes

Elaine started her chores at 10:15 am. She cleaned her bedroom for 25 minutes, vacuumed for 15 minutes, did the dishes for 17 minutes and dusted the living room for 8 minutes. At what time did she finish all of her chores?

- 11:15 am
- 11:20 am
- 11:35 am
- 11:25 am

Friday



TIME

Lesson 2

Learning Intentions and Success Criteria

Construct and interpret a timeline of events		Determine a suitable scale and draw an accurate timeline	
I can place events on a timeline accurately	I can interpret and place events on a timeline accurately	I can interpret a timeline using the given scale	I can interpret a timeline using the given scale

IGNITION

Yellow | Green | Blue | Purple

Departs Central Station to:			
Liverpool	4:03	Lidcombe	11:51
Campbelltown	1:32	Bomaderry	1:40
Gosford	8:27	Goulburn	3:26
Lithgow	10:42	Macarther	4:08
Hornsby	11:15	Woy Woy	5:45
Olympic Park	12:47	Newcastle	5:12

Answer:

Choose two of the trains stations listed on the timetable.
Figure out the difference between the departure times?

Yellow | Green | Blue | Purple

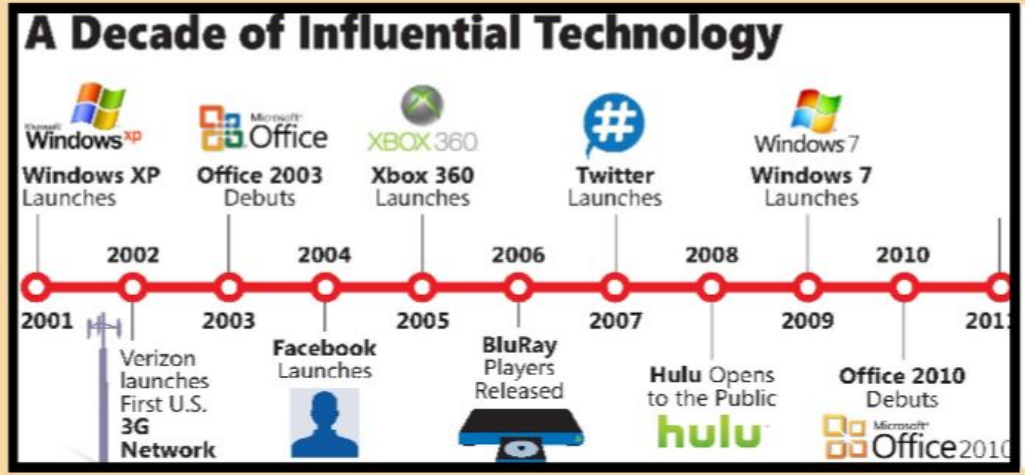
TENS NEWMAN ANALYSIS QUESTION

A train leaves at 09:45 and arrives at 15:46. How long does the journey last?

Answer:

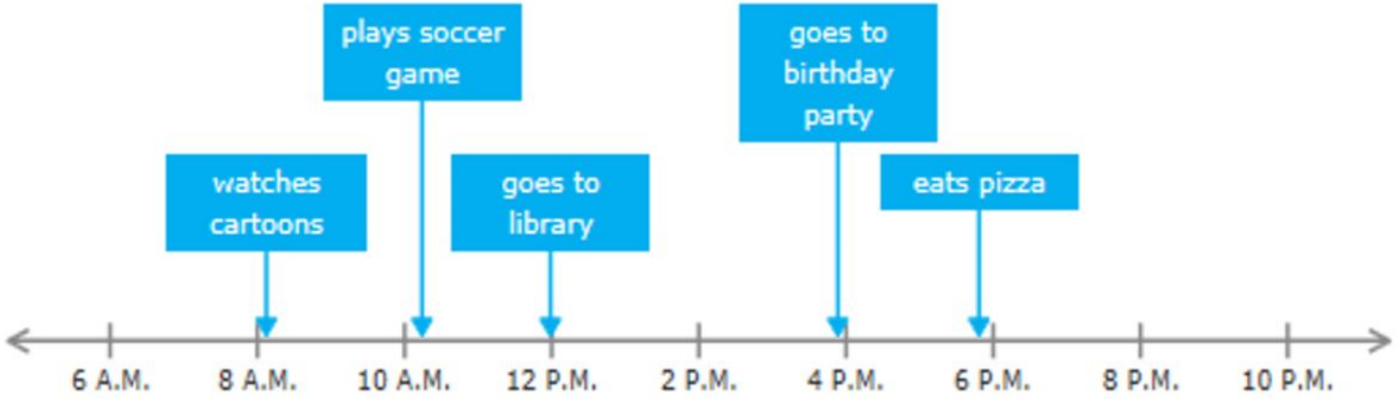
Yellow Green Blue Purple

A TIMELINE is a diagram showing events that have happened by position on a line.



Yellow | Green | Blue | Purple

Look at Marshall's timeline. Select the event that happens last.



Answer:

Yellow | Green | Blue | Purple

World War 1 Timeline

1. In which year did World War 1 begin?

Answer:

2. What happened in 1917?

Answer:

3. How many years does this timeline span?

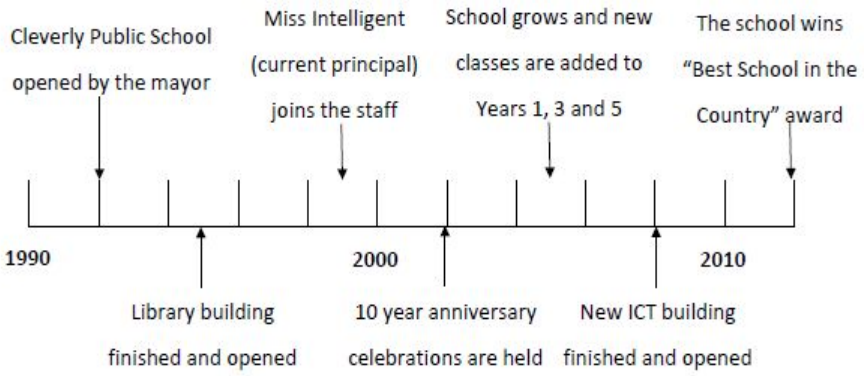
Answer:

4. What is the scale of this timeline?

Answer:

Reading Timelines

History of Cleverly Public School

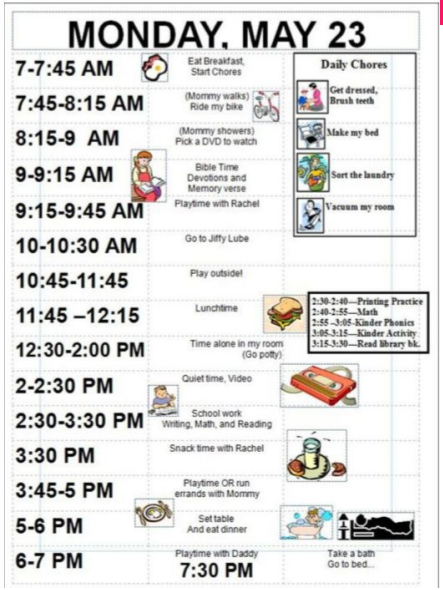


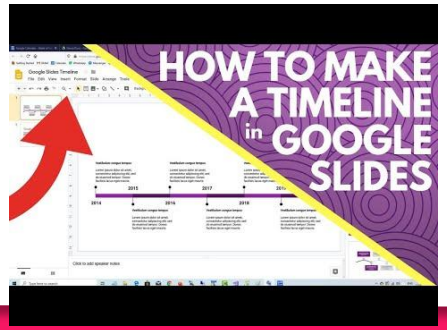
Text boxes have been added

1. The timeline showing the history of Cleverly Public School shows 22 years and is 11 boxes long. What scale has been used? _____ box = _____ years
2. Name what happened in the following years.
   a) 2002: _____
   b) 1995: _____
   c) 2008: _____
3. When did the following events occur?
   a) Cleverly Public School was opened by the mayor: _____
   b) Miss Intelligent, the current principal, joins the staff: _____
   c) The school wins, "Best School in the Country" award: _____
4. How many years after the school opened did the following events occur?
   a) 10 year anniversary celebrations are held: _____
   b) The library building is finished and opened: _____
   c) New classes are added as the school grows: _____

INDEPENDENT TASK

On the next slide create a timeline of your previous day activities, writing each of the events and times from waking in the morning to going to bed at night.
Ensure your timeline has a title, a scale, the time and the events all clearly marked.
Watch the video to explain how to create a timeline in google slides.





REFLECTION

Yellow | Green | Blue | Purple

11. Dana won a swimming race in 59.50 seconds.

This is

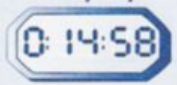
- more than a minute
- equal to a minute
- less than a minute

14. These cards show the times taken for a 50 metre race.

Who had the fastest time?

Sandra

Hayley



Michelle

Becky

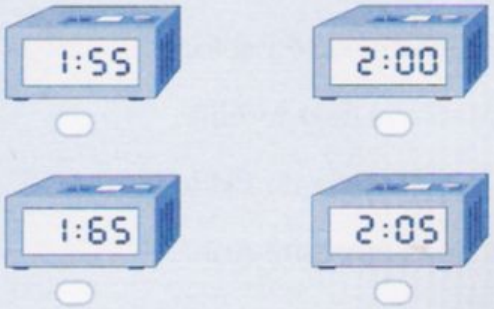
Drag the tick to the correct answer

REFLECTION

Yellow	Green	Blue	Purple

21. Amy went shopping at 1.20 pm and came back three quarters of an hour later.

Which one of these shows the time Amy returned?



✓

36.

Race Start Times

First Race	11.30 am
Second Race	12.10 pm
Third Race	12.50 pm
Fourth Race	?

These are the starting times for some races.

There is the same amount of time between each race.

At what time would the fourth race start?

- 1.00 pm
- 1.30 pm
- 1.10 pm
- 1.50 pm

✓

REFLECTION

Yellow	Green	Blue	Purple

21. This picture shows the stopwatches from four timekeepers in a race.

Which stopwatch shows the fastest time?

13. A long distance swimmer began her swim at 9.20 am and finished her swim $4\frac{1}{2}$ hours later.

At what time did she finish her swim?

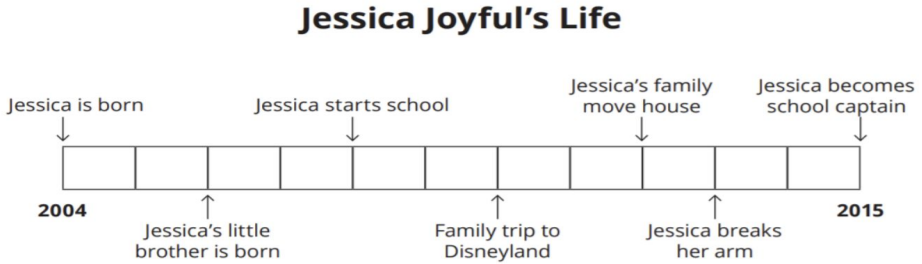
- 12.20 pm
- 1.50 pm
- 1.20 pm
- 2.50 pm

✓

What have you learnt?

Now open up and complete the ‘Timelines Google Form’.

Use this timeline to answer the following questions



When did Jessica break her arm? *

- 2010
- 2011
- 2012
- 2013

What happened in 2010? *

- Jessica's little brother is born
- Jessica starts school
- Family trip to Disneyland
- Jessica breaks her arm

What happened in 2006? *

- Jessica's little brother is born
- Jessica starts school
- Family trip to Disneyland
- Jessica breaks her arm

How many years are there between the family trip to Disneyland and Jessica's family moving house: *

- 1 year
- 2 years
- 3 years
- 5 years

What happened in 2008? *

- Jessica's little brother is born
- Jessica starts school
- Family trip to Disneyland
- Jessica breaks her arm

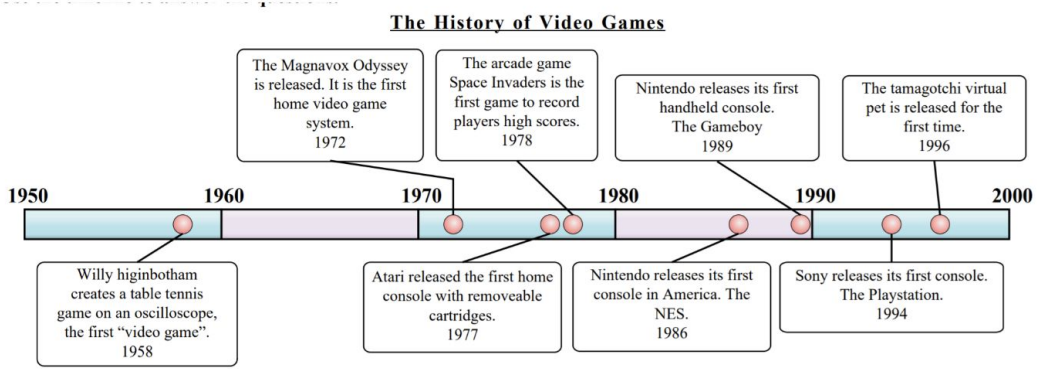
When did Jessica become school captain? *

- 2000
- 2005
- 2010
- 2015

The scale of this timeline is: *

- 1 box = 2 years
- 1 box = 1 year
- 1 box = 6 months
- 1 box = 1 month

Use the timeline to answer the following questions.



What is the span (number of years shown) of this timeline? *

- 10 years
- 15 years
- 50 years
- 100 years

How many years after the PlayStation was released was the Tamagotchi released? *

- 1 year
- 2 years
- 5 years
- 15 years

What event happened in 1994? *

- Nintendo releases its first console: The NES
- Atari released the first home console with removable cartridges
- Sony releases its first console: The Playstation
- The tamagotchi virtual pet is released for the first time

What year did games start to let players record their high scores?

- 1976
- 1977
- 1978
- 1997

Integrated unit

Week 1

Mr Parson's put together a website to show you the structure of the website you have been asked to create.

This website can be created without the internet.

The design and content of a website can be (and is often) imagined *without* an internet connection and written on a storyboard.

Continued

Wellbeing Wednesday

Week 1

Wellbeing Wednesday

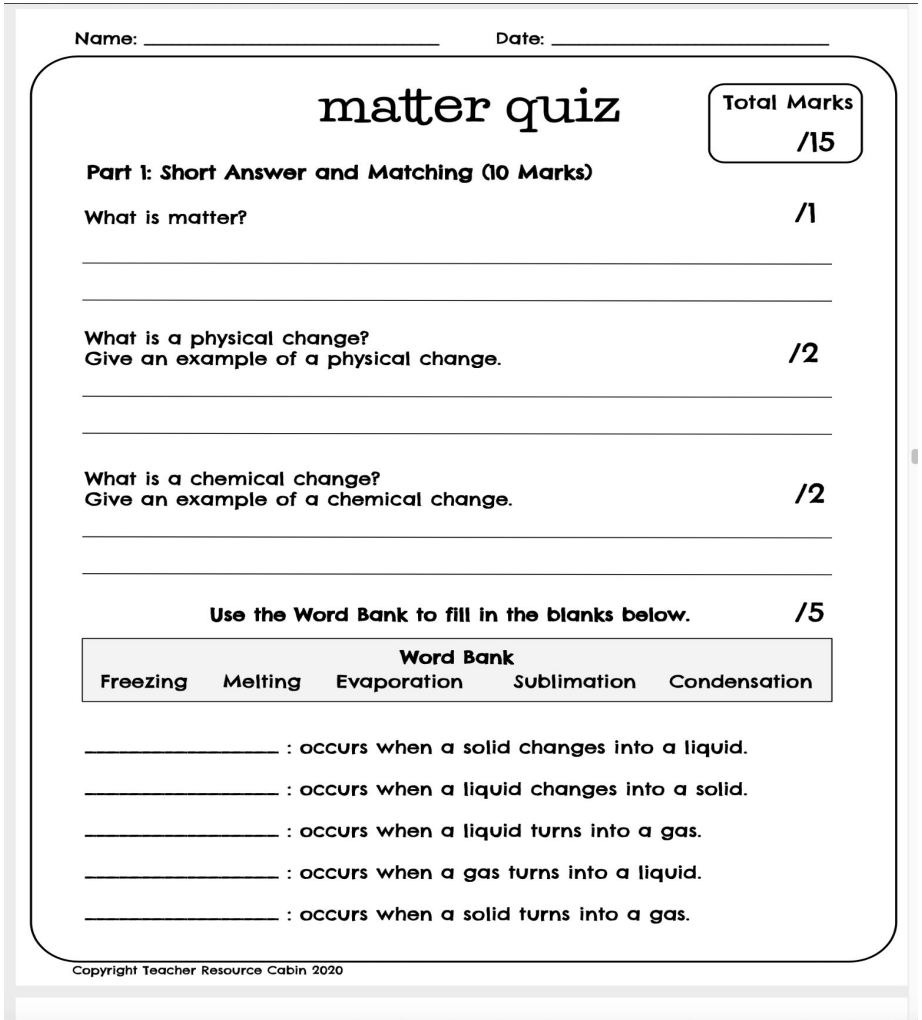
EDGEWORTH P.S.
DESIRE TO DO WELL

WELLBEING WEDNESDAY

Physical	Go for a walk or a run around the block with a family member.	Design a new backyard game with modified equipment.	Spend some active time with your pets. Teach them some new tricks.
Creative	Dress up in your favourite outfit.	Design your own set of five emojis that don't already exist.	Paint a pet rock. Go on a walk and leave it somewhere for someone to find.
Nature	Draw a chalk drawing on your driveway or nearby footpath.	Create a space just for you outside. Spend some time reading, drawing or colouring.	Take your lunch outside and have a picnic.
Cognitive	Read a book for enjoyment for 30 minutes.	Create a marble run. Photograph or film it and send it to your teacher.	Interview a family member and write a report.
Social	Share a favourite movie that makes you laugh with someone.	Learn five new jokes and share them with people you live with.	Create a family trivia quiz and share it over a video call.

Thursday Science

Week 1



Name: _____ Date: _____

matter quiz

Total Marks /15

Part 1: Short Answer and Matching (10 Marks)

What is matter? /1

_____

_____

What is a physical change?
Give an example of a physical change. /2

_____

_____

What is a chemical change?
Give an example of a chemical change. /2

_____

_____

Use the Word Bank to fill in the blanks below. /5

Word Bank				
Freezing	Melting	Evaporation	Sublimation	Condensation

_____ : occurs when a solid changes into a liquid.

_____ : occurs when a liquid changes into a solid.

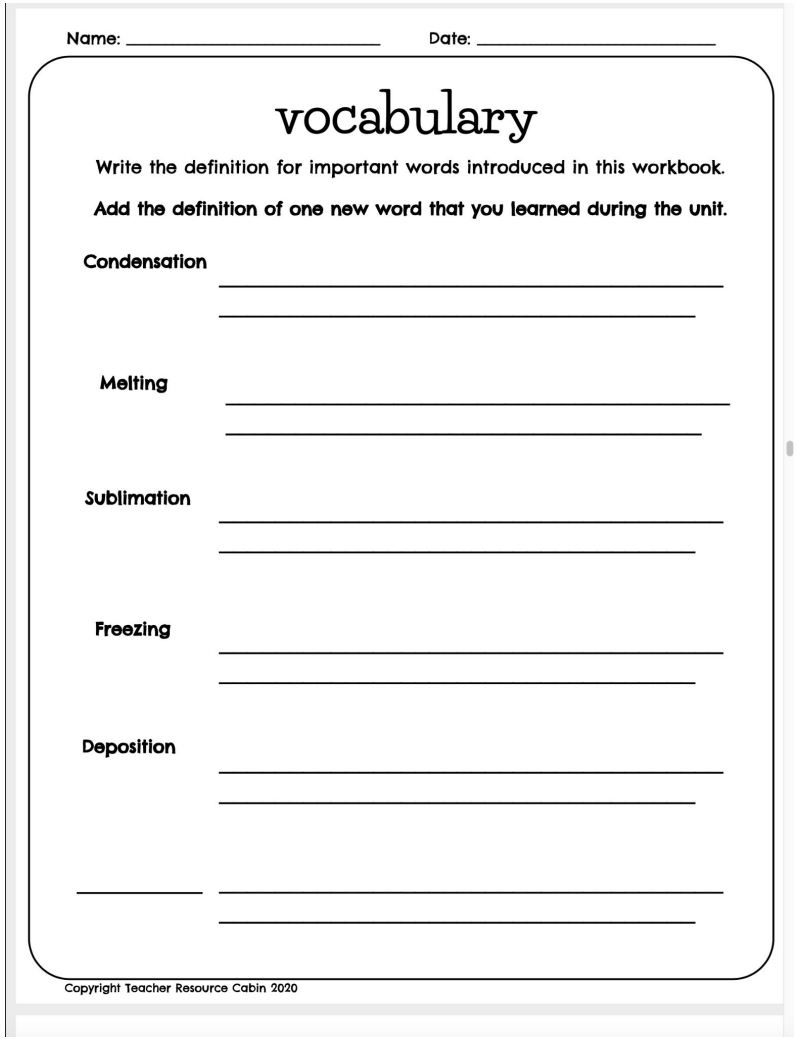
_____ : occurs when a liquid turns into a gas.

_____ : occurs when a gas turns into a liquid.

_____ : occurs when a solid turns into a gas.

Welcome back!

Please complete the following quiz as a revision of what we covered in last terms unit "Change Detectives".



Name: _____ Date: _____

vocabulary

Write the definition for important words introduced in this workbook.

Add the definition of one new word that you learned during the unit.

Condensation _____

Melting _____

Sublimation _____

Freezing _____

Deposition _____

_____ _____

Use a dictionary, phone, or go over your notes from Term 3 to write down the definitions of these important words.