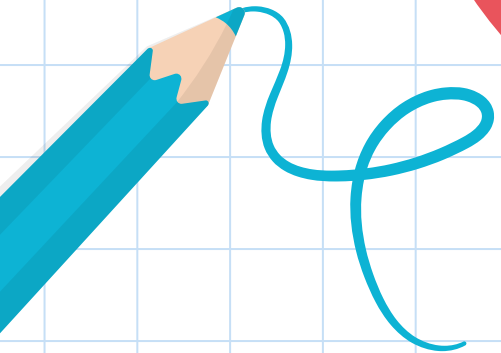
Stage 3

Term 4 Week 2

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	Reading and Comprehension
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	Integrated Unit	Library with Mrs McPhan		Science and Technology (Mr Quigley's Google Classroom)	Integrated Unit

There is nothing in a caterpillar that tells you it is going to be a butterfly.



How am I feeling today?

DAILY 5

Week 2

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

SPELLING INSTRUCTIONS

Monday

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

Tuesday

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

Thursday

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

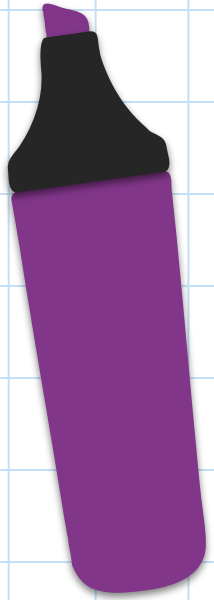
WEEK 1: SPELLING RULE

Phonological	/s/ soft c sound Usually **g and c** make their soft sound when they are followed by **e or i.**
Morphemic	• If a noun ends in a vowel + **y, add -s** to form the plural. • If a noun ends in a **consonant + y**, **change y to i then add es** to form the plural.
Etymological	phon / phono (Greek) → sound photo / phos (Greek) → light

WEEK 1: SPELLING LIST

Sight words	Phonological	Morphemic	Etymological	Theme	Extension
home	cell	replies	disagreement	mindfulness	unworthy
jump	fact	keys	disapprove	empathy	vile
play	success	injuries	disobey	respect	dazzling
ran	cylinder	delays	disconnect	compassion	angst
read	rescue	enemies	disrespect	awareness	magnanimous

Type your Monday list here...



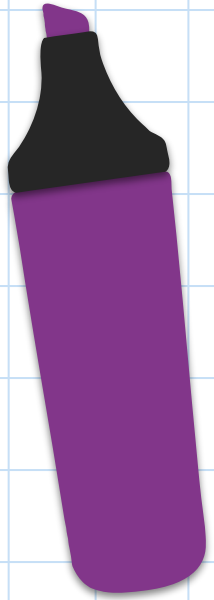
T4 W2 Phonological spelling activities

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

excite	physical	recognise	location
comb	certain	scenery	science
police	cut	card	collection
cereal	cast	candle	city

Soft c sound	Hard c sound

Type your Tuesday list here...

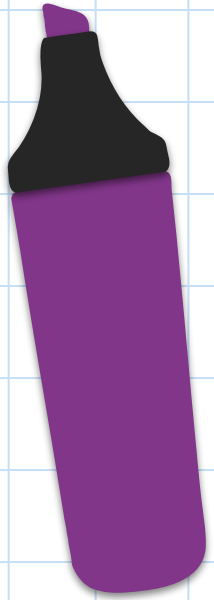


T4 W2 Morphemic spelling activities

- If a noun ends in a **vowel + y, add -s** to form the plural.
- If a noun ends in a **consonant + y, change y to i then add es** to form the plural.

Word	Plural	Word	Plural
trolley		supply	
trophy		story	
worry		boy	
chimney		enemy	
factory		monkey	
donkey		tray	

Type your Thursday list here...



T4 W2 Etymological activity

Match the definitions with the word. Can you think of examples?

1. photograph 2. phonetic 3. megaphone 4. phosphorous 5. cacophony

Word	Definition
	a picture made using a camera, in which an image is focused on to light-sensitive material and then made visible and permanent by chemical treatment, or stored digitally.
	the chemical element of atomic number 15, a poisonous, combustible non-metal which exists in two common allotropic forms, white phosphorus, a yellowish waxy solid which ignites spontaneously in air and glows in the dark, and red phosphorus, a less reactive form used in making matches.
	a large funnel-shaped device for amplifying and directing the voice.
	(of a system of writing) having a direct correspondence between symbols and sounds.
	a harsh discordant mixture of sounds.

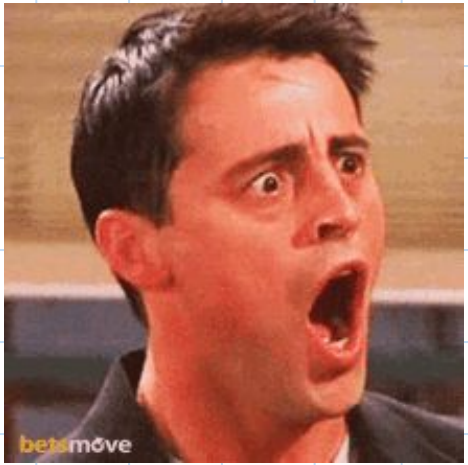
WORK ON WRITING

WHERE'S THE WORK ON WRITING?!

This week your **Work on Writing** activity is the separate 'Yearbook' set of slides, located in the 'Daily 5' section of your Google Classroom.

This activity MUST be completed.

Read the instructions CAREFULLY for the activity.



Your Task:

Write a personalised blurb about your time at school.

Blurb: *a short description*

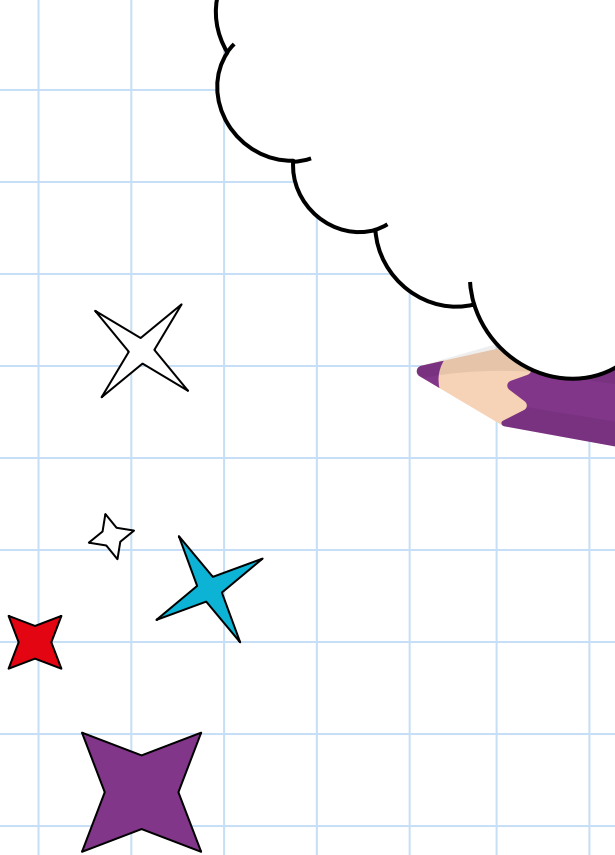
Make sure you read and edit your writing after you have finished.

Possible things to include:

- Name
- Class
- Do you have a nickname?
- Happiest school memory
- Funniest school memory
- Achievements at school e.g. school captain, prefect, house captain
- School representation e.g. public speaking, sporting events
- Favourite teacher and why?
- Favourite subject and why?
- Your interests/hobbies
- Best excursion and why?
- What are you looking forward to about high school?
- What do you want to do when you grow up?

Things not to include

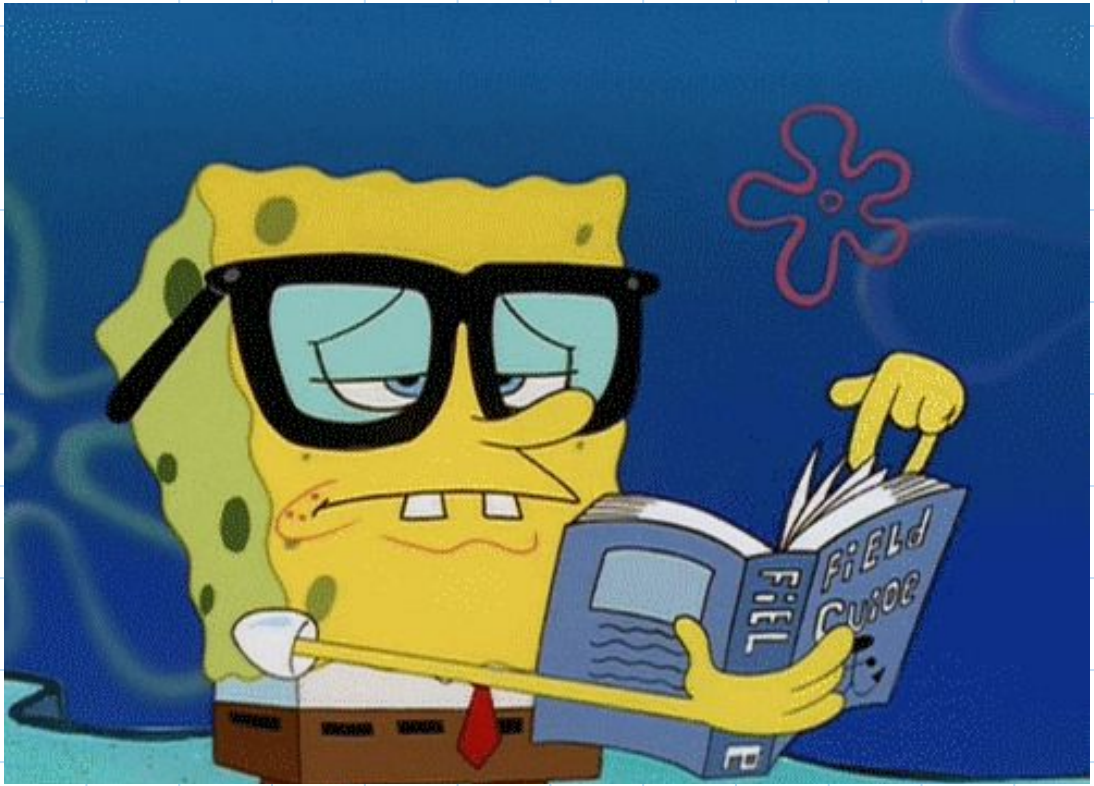
- Lists of friends names



Draft Yearbook Blurb

Write your yearbook blurb in the text box below.

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.

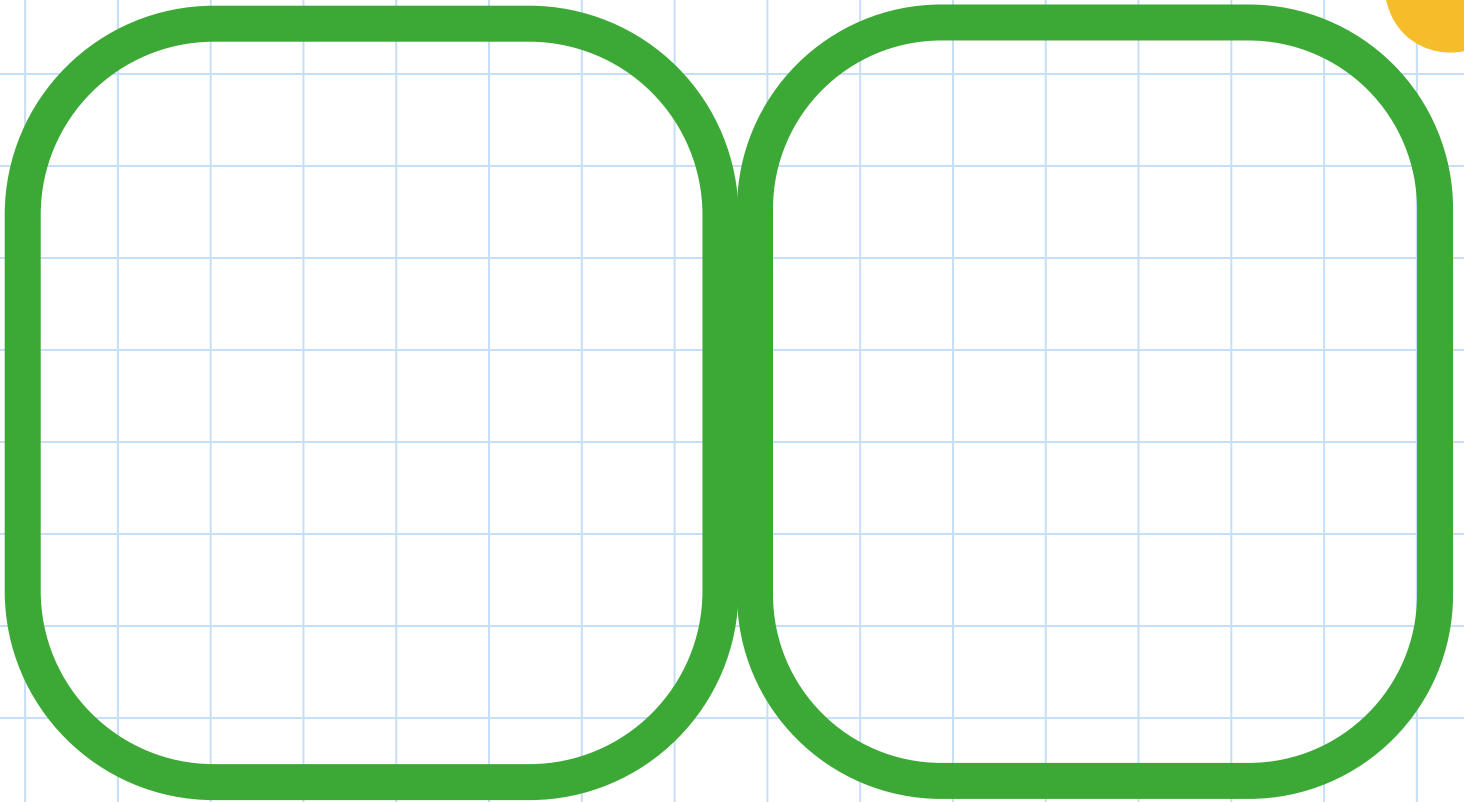
READ TO SELF - READING LOG

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

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 2

Monday

STAGE 3
WEEK 2

WHOLE NUMBER

Week 2

Multiples and Factors

MONDAY'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:

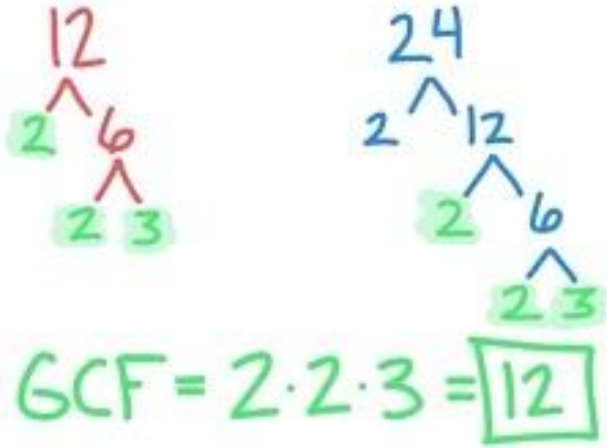
Yellow	Green	Blue	Purple

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

Blue Purple

Finding the GCF

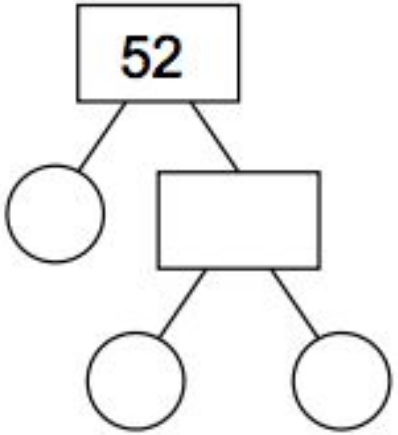
(Prime Factorization)



Blue | Purple

Use Factor Trees to determine the HCF:

1)



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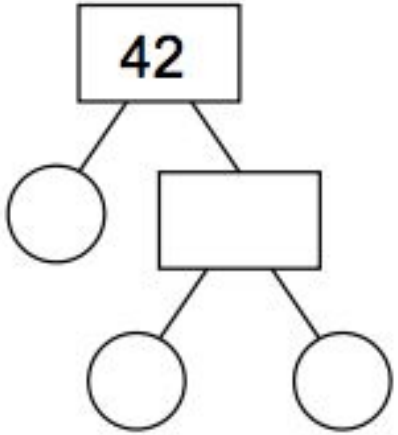

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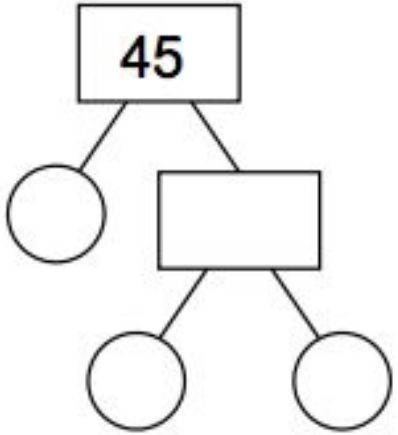


LEAST COMMON MULTIPLE

Yellow | Green | Blue | Purple

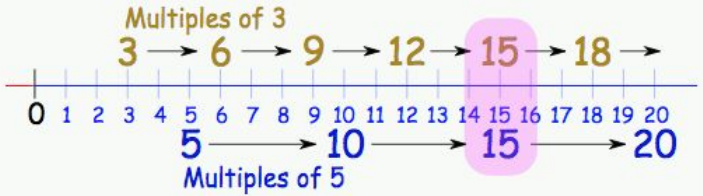
Let's start with an Example ...

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

Tuesday

TUESDAY'S LEARNING INTENTION & SUCCESS CRITERIA

	Yellow	Green	Blue	Purple
Learning Intention	model square numbers and record each number group.		model square and triangular numbers and record each number group in numerical and diagrammatic form	
Success Criteria	I can model a simple number pattern	I can model square numbers using numbers and picture diagrams.	I can model square and triangular numbers using numbers and diagrams	I can model and explain square and triangular numbers using numbers and diagrams

Revising Square numbers:

What is a square number?

A square number is a number that has been multiplied by itself. For example, 36 is a square number because it is made up of six lots of 6: 6 x 6 = 36. To write the mathematical formula for this, you would add a small 2 to the top right of the number, for example: 6^2 (six squared).

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Square numbers are numbers that can be arranged in the shape of a square array. They are equal to a number multiplied by itself.

10 Complete the labels for the squared numbers.

1^2 2^2 3^2 4^2

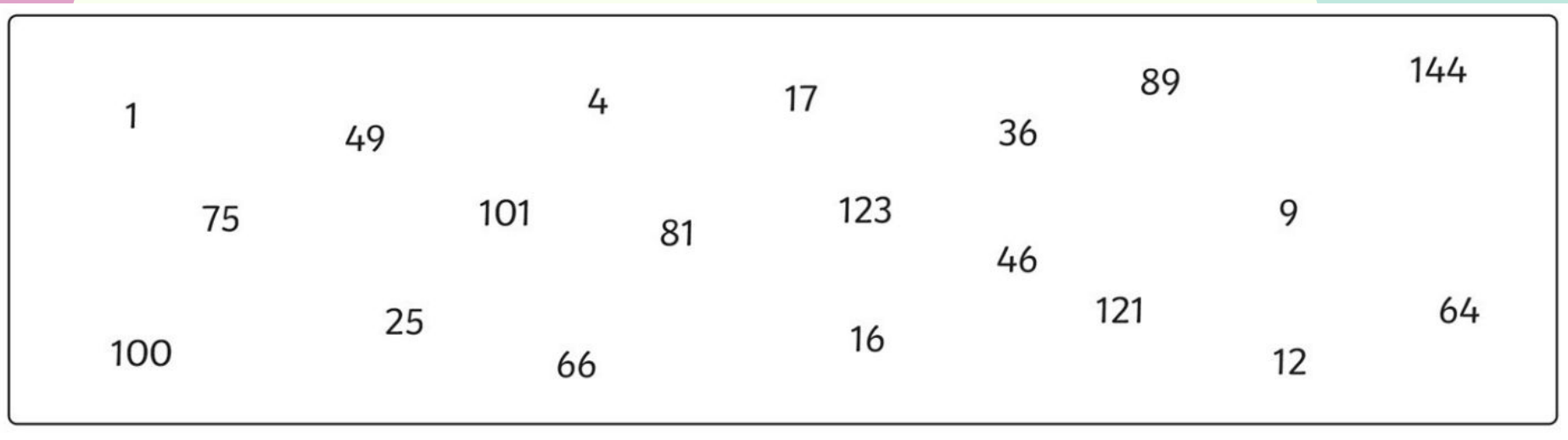
a $1 \times 1 =$ ☐

b $2 \times 2 =$ ☐

c $3 \times 3 =$ ☐

d $4 \times 4 =$ ☐

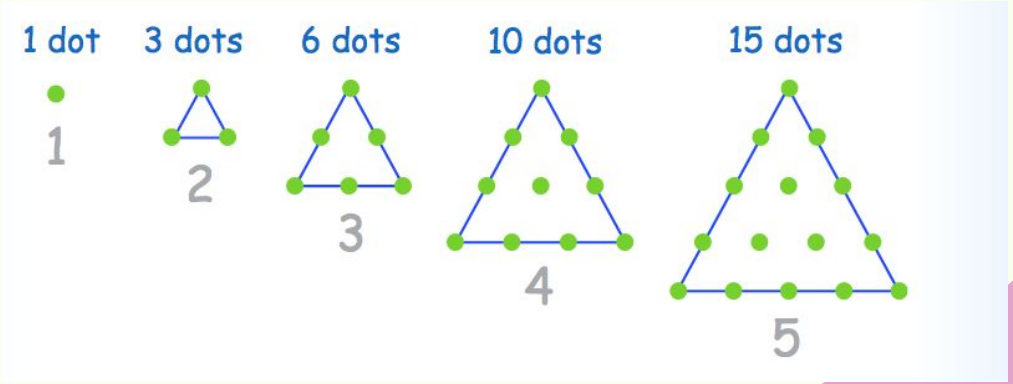
Circle the square numbers or type them here...



Revising Triangular numbers

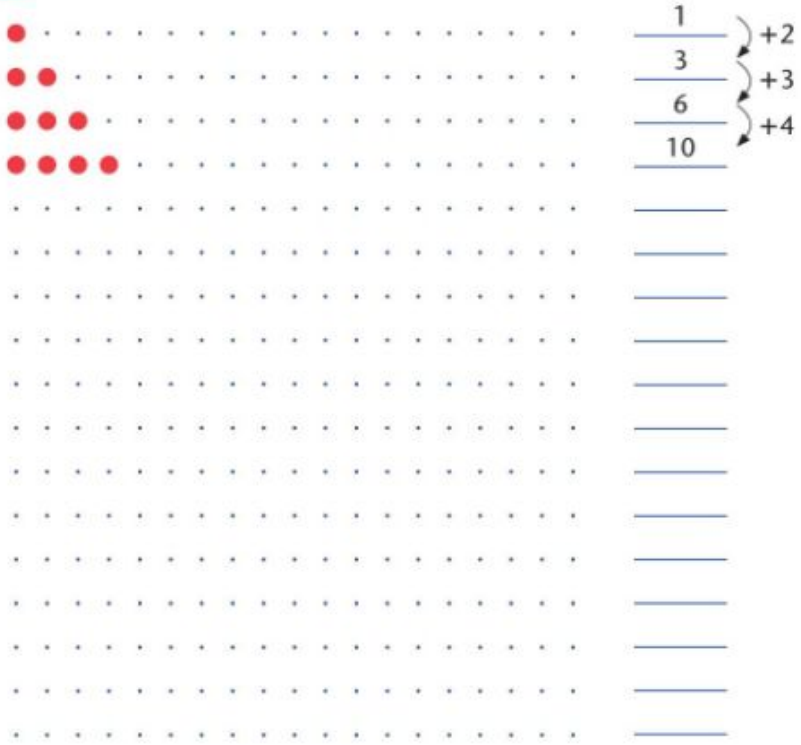
This is the Triangular Number Sequence:
It is simply the number of dots in each **triangular pattern**:
By adding another row of dots and counting all the dots we can find the next number of the sequence.

- The first triangle has just one dot.
- The second triangle has another row with 2 extra dots, making 1 **+ 2** = 3
- The third triangle has another row with 3 extra dots, making 1 + 2 **+ 3** = 6
- The fourth has 1 + 2 + 3 **+ 4** = 10



Answer the following questions:

9 Complete the pattern for the first 17 triangular numbers. It has been started for you.



9 Look for a pattern in the triangular numbers above, then write what the:

a 18th triangular number would be _____

b 19th triangular number would be _____

c 20th triangular number would be _____

d 21st triangular number would be _____

Thursday

Escape Room

You asked and we listened...
Today your task is to complete the escape room revising factors and multiples. Can you crack it in less than 50 minutes??
https://forms.gle/JyxJA41SSb4cVgUZ7

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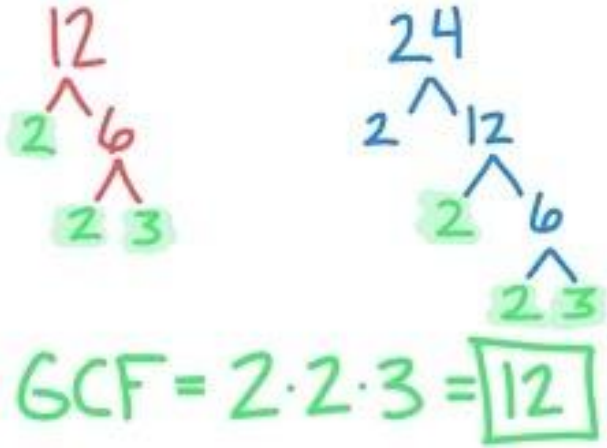

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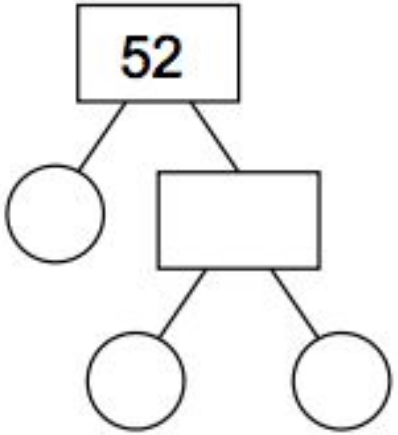

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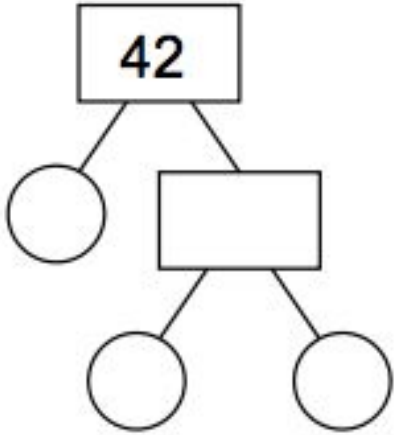

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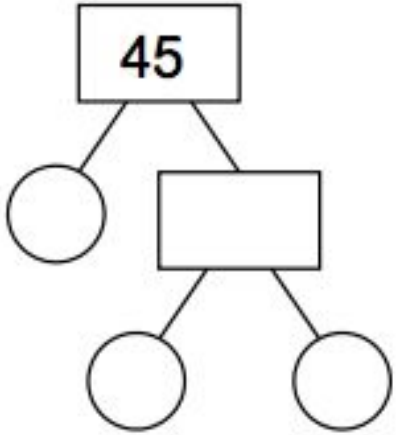

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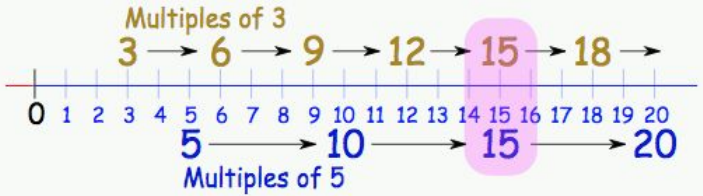

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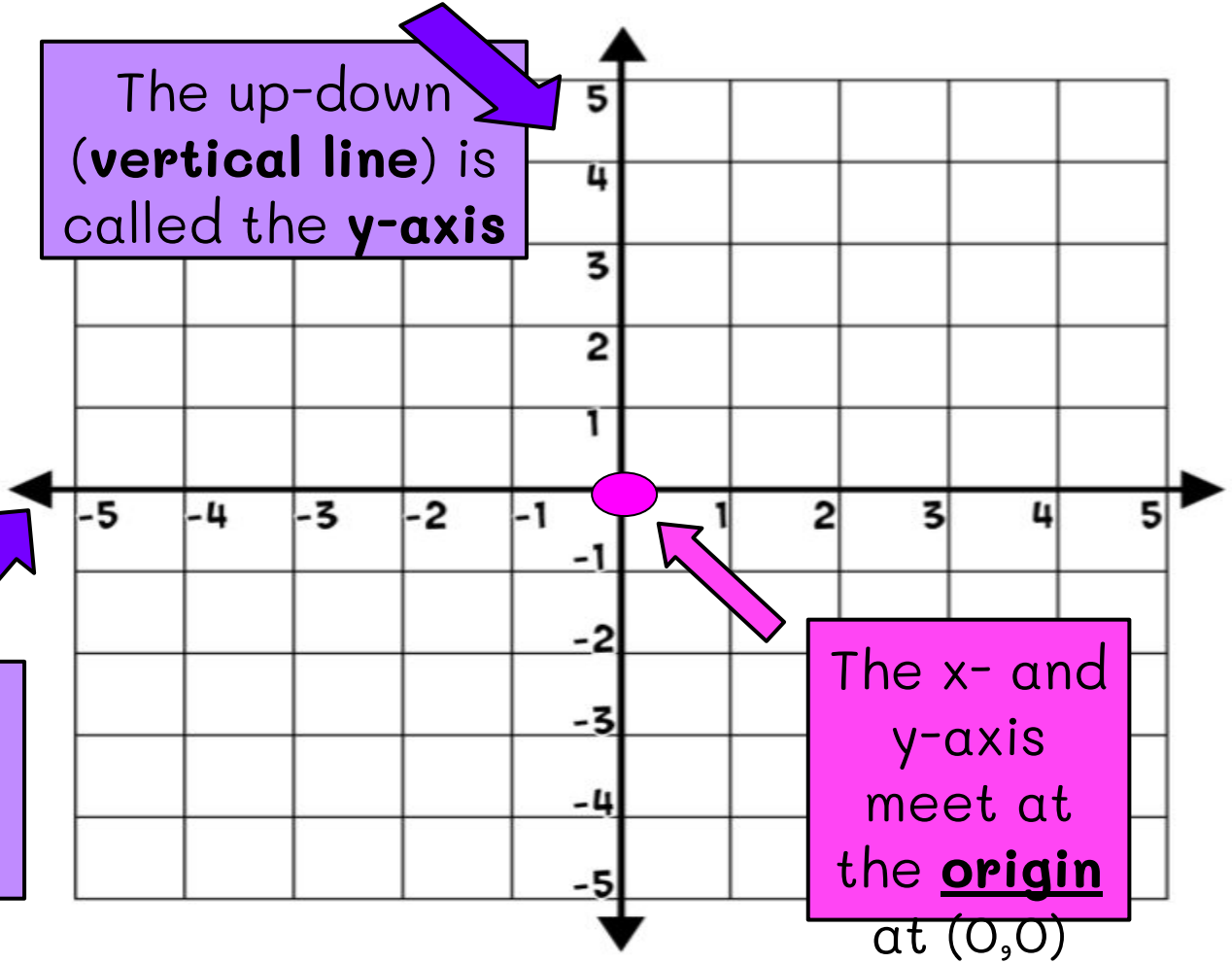
Friday

Lesson!

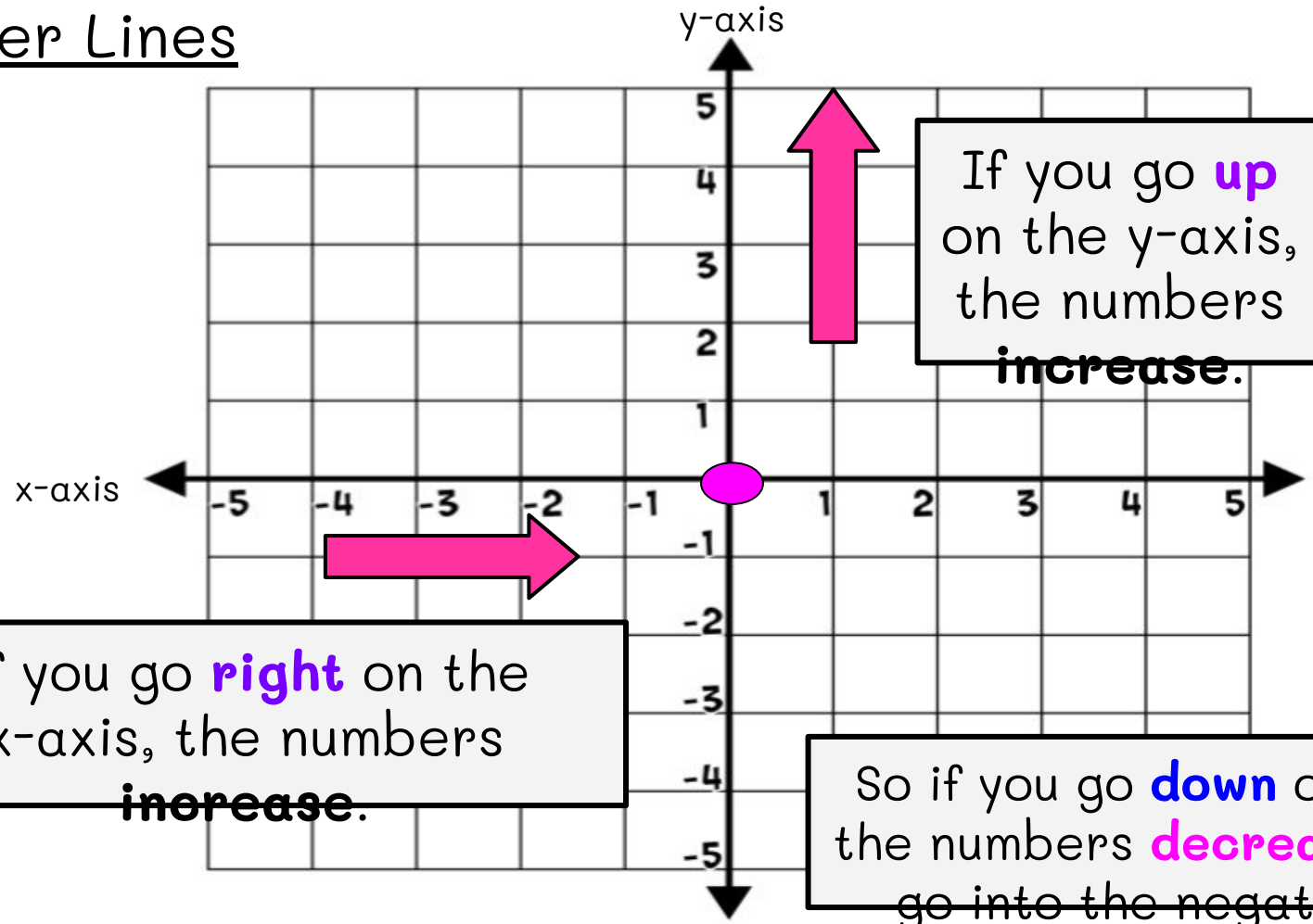
Plotting Points on a Cartesian Coordinate Plane

Features of the Cartesian Coordinate Plane

What do we need to know?



Number Lines



If you go **up** on the y-axis, the numbers **increase**.

If you go **right** on the x-axis, the numbers **increase**.

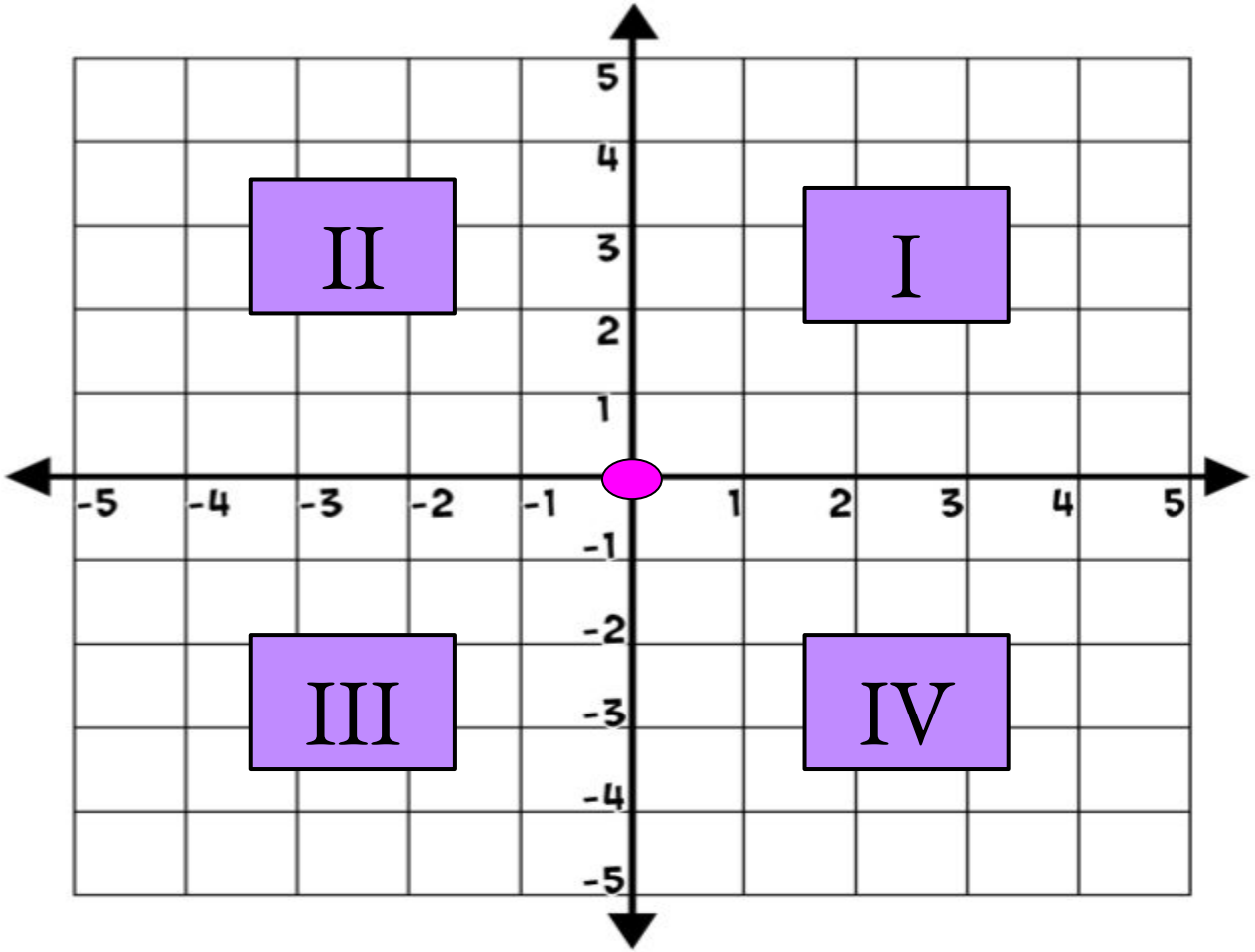
So if you go **down** or **left**, the numbers **decrease** and ~~go into the negatives~~!

Quadrants

-A coordinate plane has 4 quadrants

-Quadrants are labelled using Roman Numerals

-Start in the top right and move counterclockwise



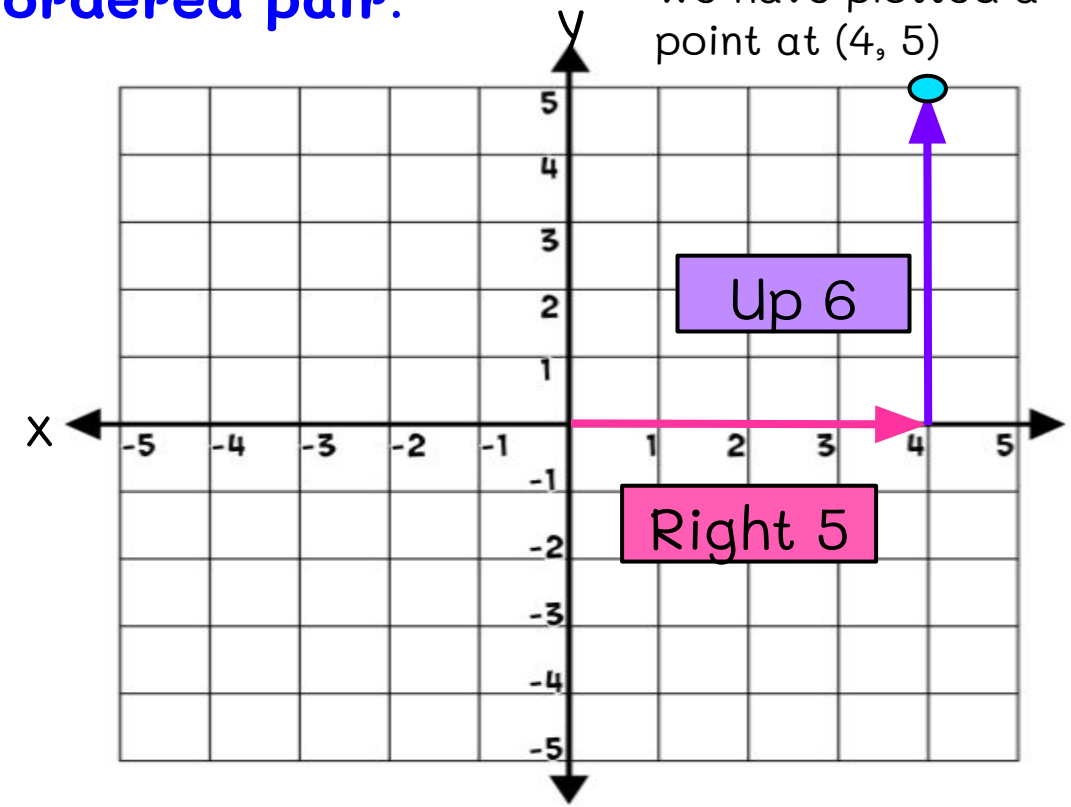
Plotting Points in the Cartesian Plane

(4, 5) is an example of an **ordered pair.**

y coordinate

x coordinate

We have plotted a point at (4, 5)



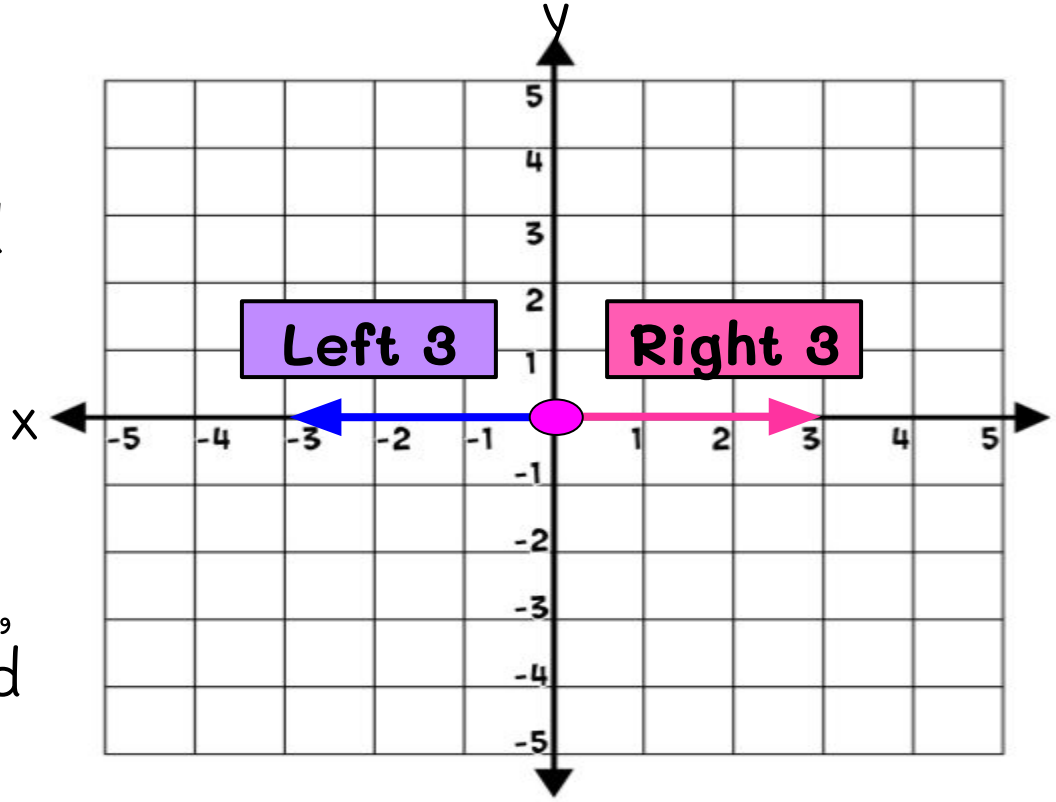
Coordinates are always written as: (x, y)

x always comes first, which means we are looking at the **x-axis first!**

Plotting Points in the Cartesian Plane

When **x** is a **positive number**, like this → (**3**, 2), we start at the origin and go **right**.

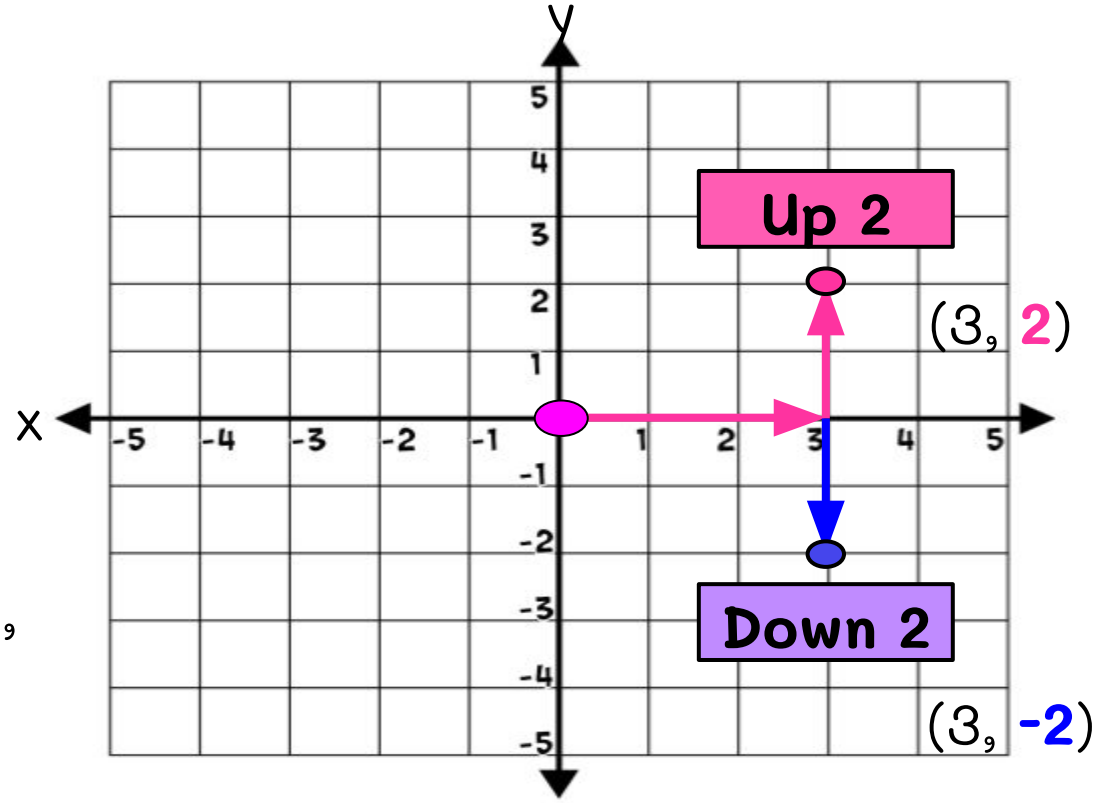
When **x** is a **negative number**, like this → (**-3**, 2), we start at the origin and go **left**.



Plotting Points in the Cartesian Plane

When **y** is a **positive number**, like this → (3, **2**), we go **up**.

When **y** is a **negative number**, like this → (3, **-2**), we go **down**.



It's Like Entering a Hotel....

(x, y)

Go in the door and turn left or right!

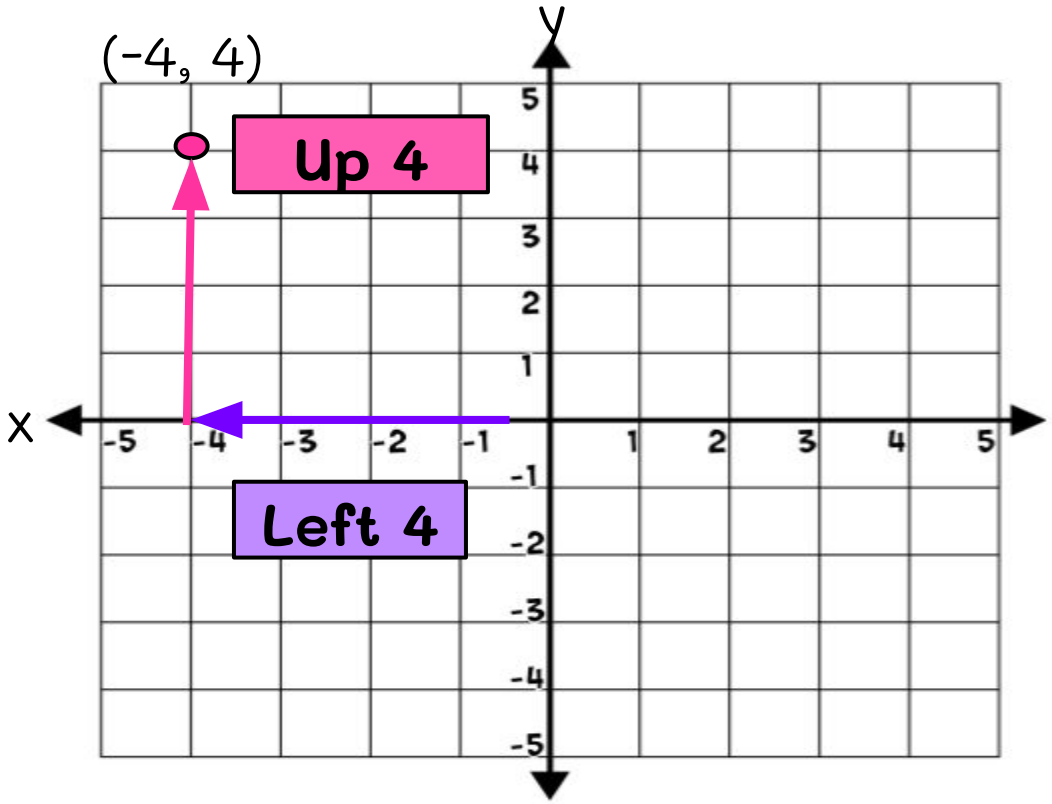
Use the elevator!

x y

$(-4, 4)$

left 4

up 4



Let's try plotting the following points.

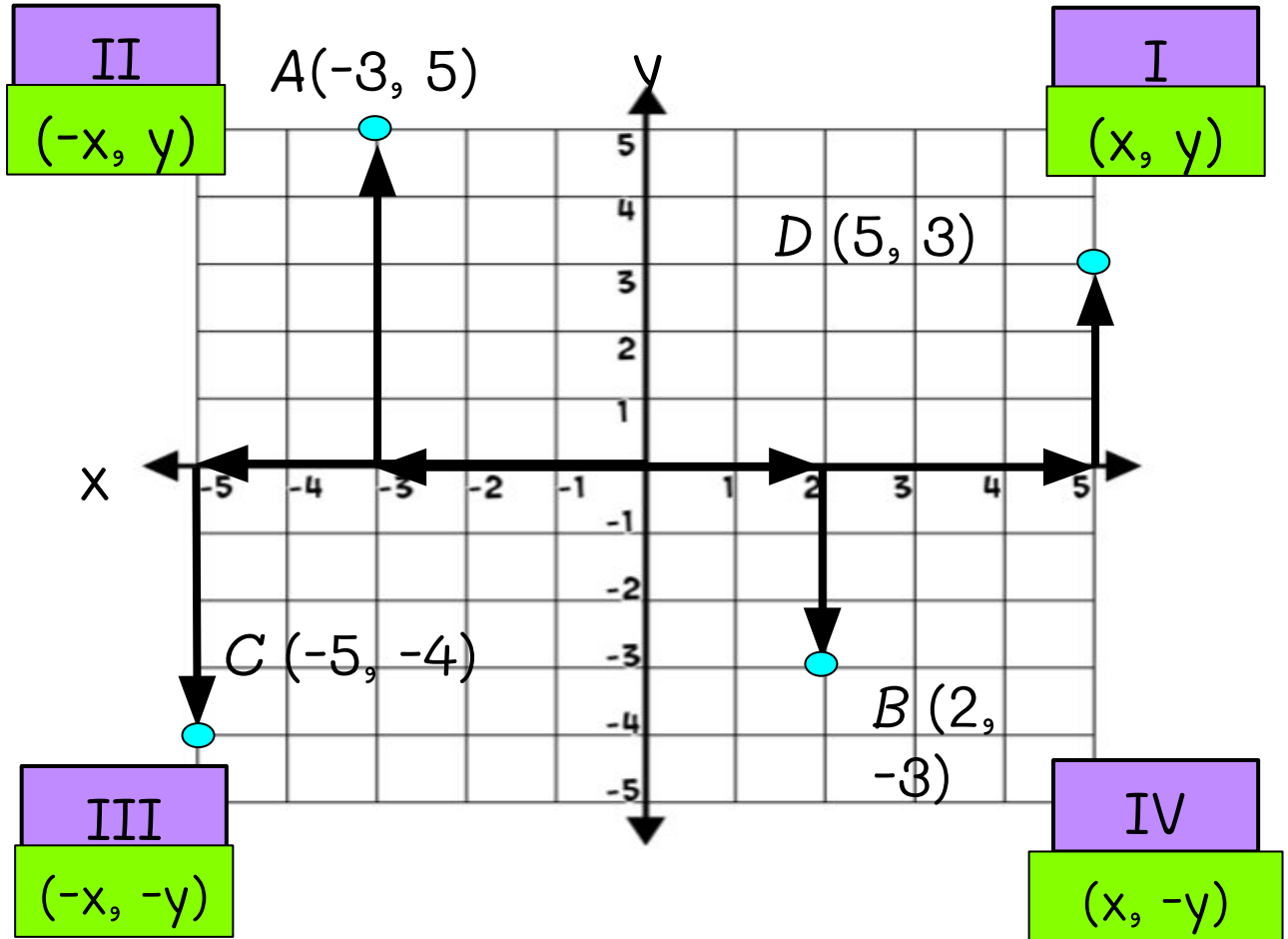
A (-3, 5)

B (2, -3)

C (-5, -4)

D (5, 3)

Do you notice any patterns with the coordinates?



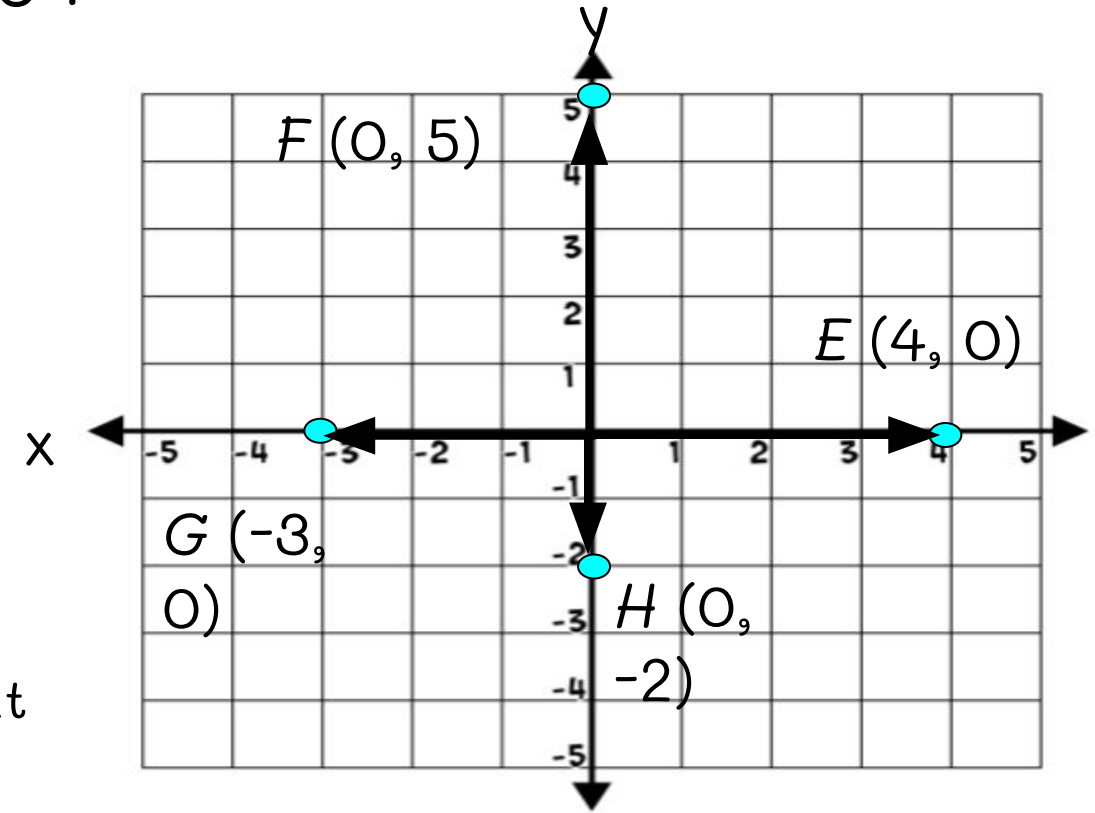
Plot the following points.

$E\ (4, 0)$

$F\ (0, 5)$

$G\ (-3, 0)$

$H\ (0, -2)$



What do you notice about their coordinates?

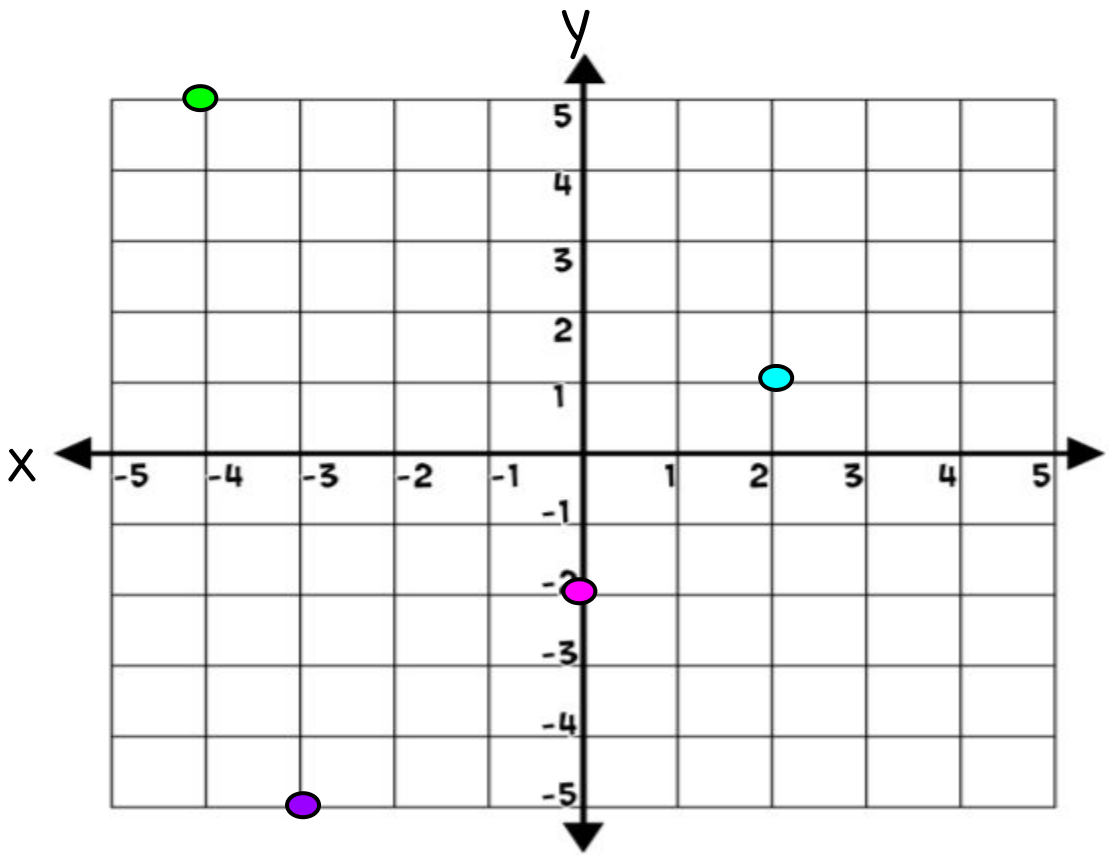
They all lie along an axis!

What are the coordinates of these points?

Remember: the first number is on the x-axis.

(x, y)

- (2, 1)
- (-3, -5)
- (-4, 5)
- (0, -2)



Remember the Directions!

Start at the origin (0,0)

Positive coordinates indicate movement **UP** or **RIGHT**

(x, y)

Negative coordinates indicate movement **DOWN** or **LEFT**

$(-x, -y)$

Label the coordinate plane by dragging and dropping the labels.

Quadrant 3

y-axis

Quadrant 1

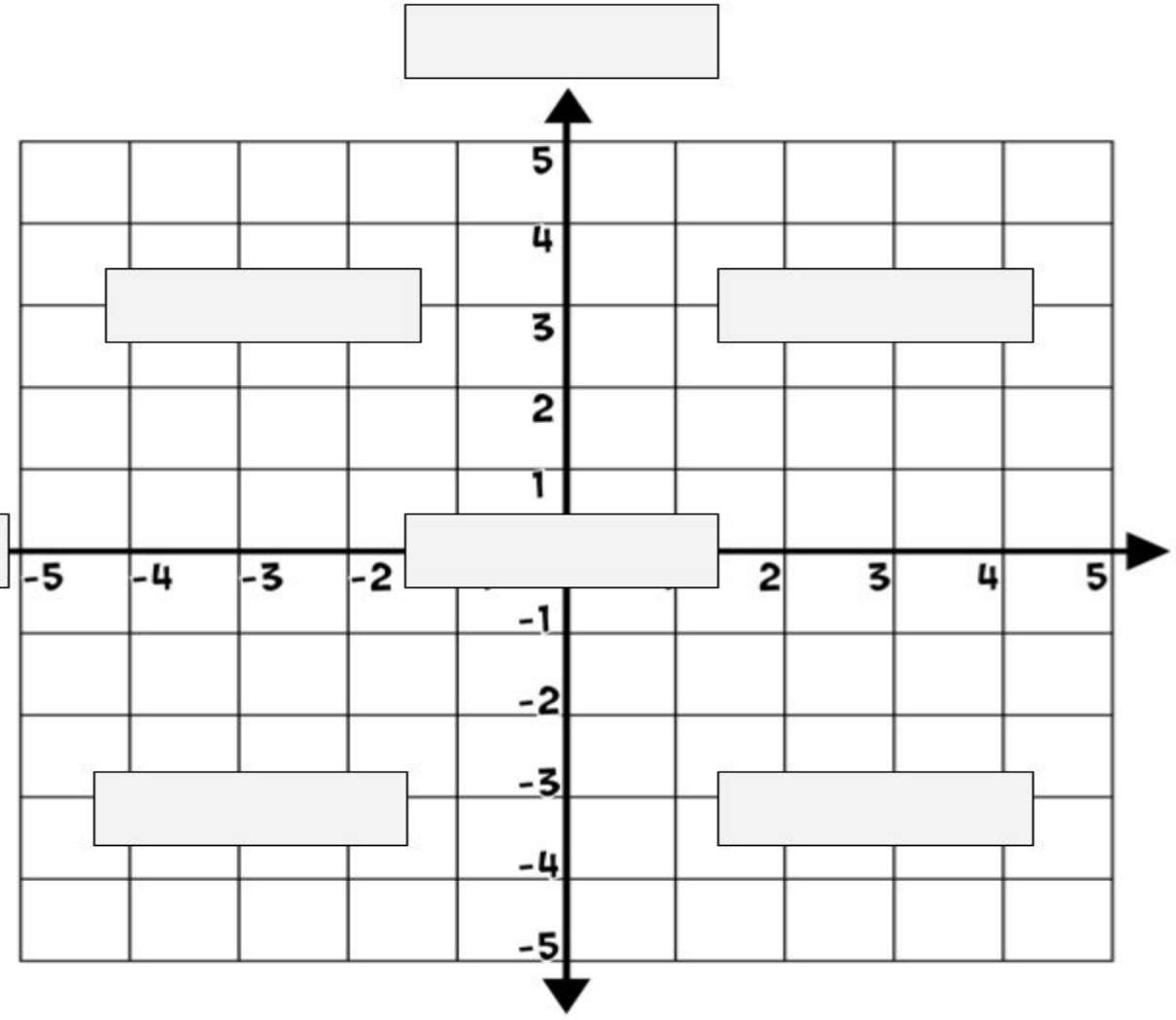
Quadrant 4

x-axis

origin

Quadrant 2

Click and drag!



True or False?

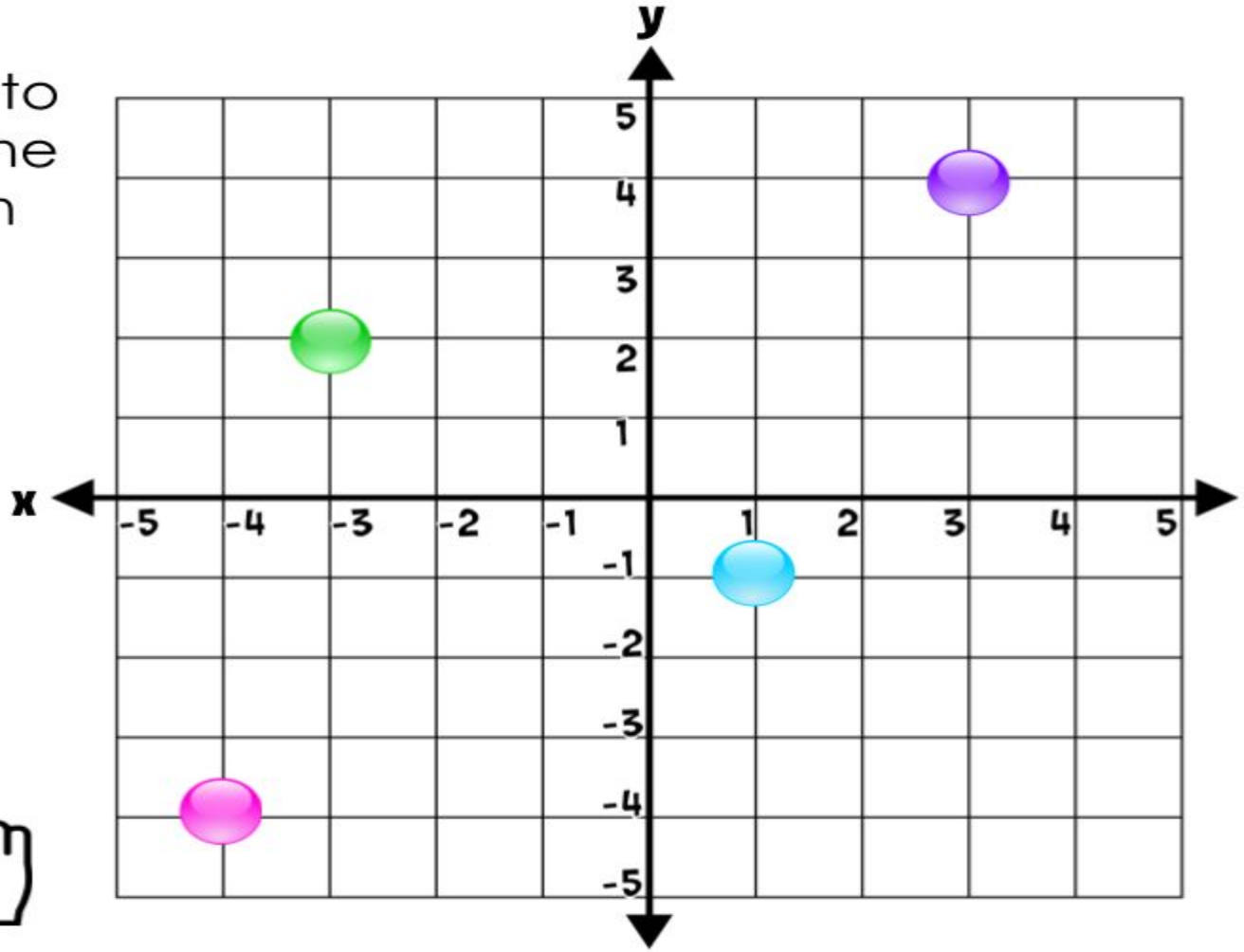
Click and drag to demonstrate the correct answer.

True

False

1. The x-axis is the horizontal line.	
2. The y-axis is the vertical line.	
3. Another term for (0,0) is "the start."	
4. A positive x-coordinate goes left of the origin.	
5. When you go right on the x-axis, the numbers decrease.	
6. Ordered pairs always have one negative number.	
7. Always plot the y-coordinate first.	
8. When one of the coordinates is zero, the point will be on an axis.	

Write the coordinate pairs to indicate where the points have been plotted.



Double-click to type

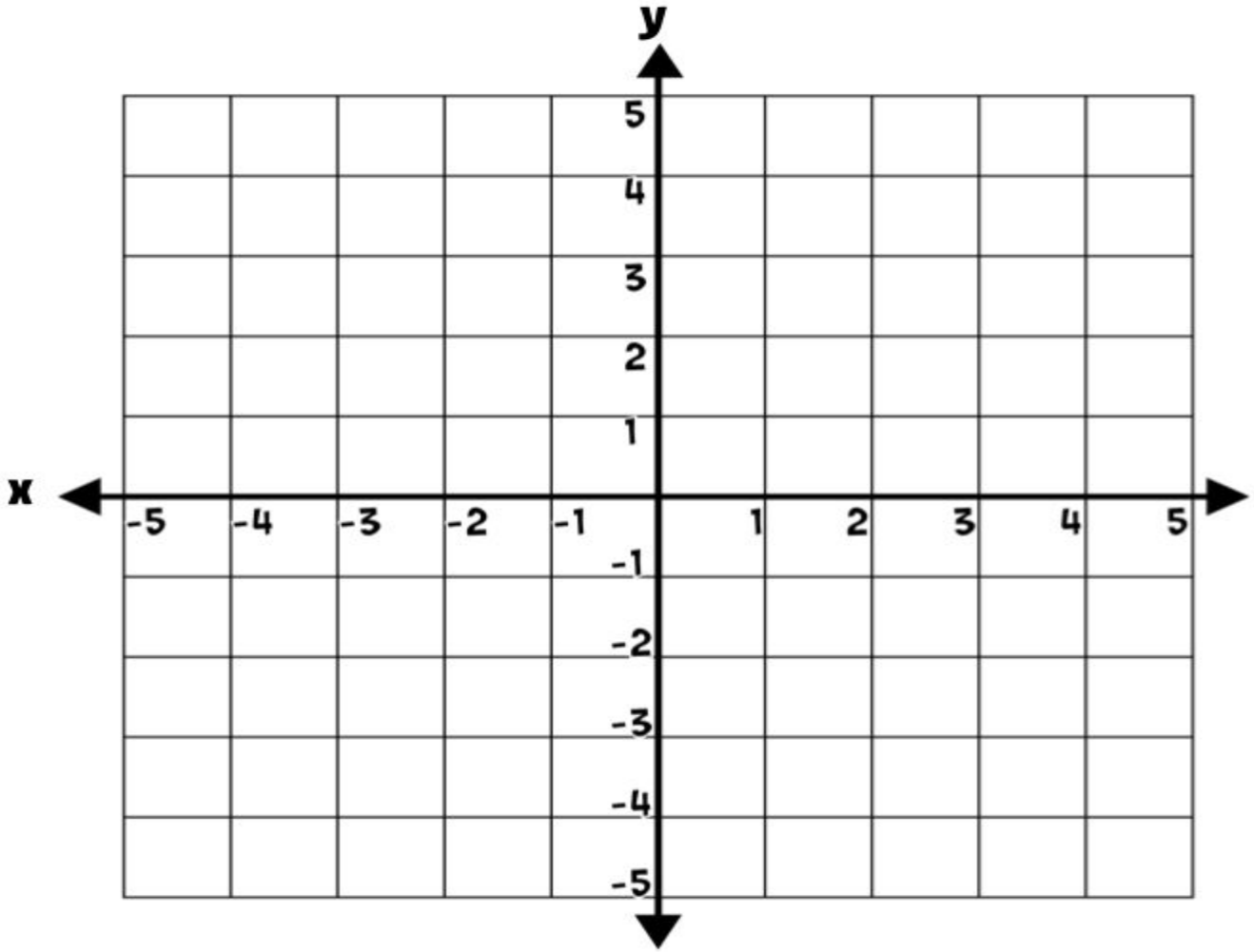
Plot these coordinates by **dragging and dropping** each *circle* where it belongs.

(4, 3)

(-2, 5)

(-1, -1)

(3, -5)



Drag and drop each image to the correct spot!

(–3, 2)

(–4, 4)

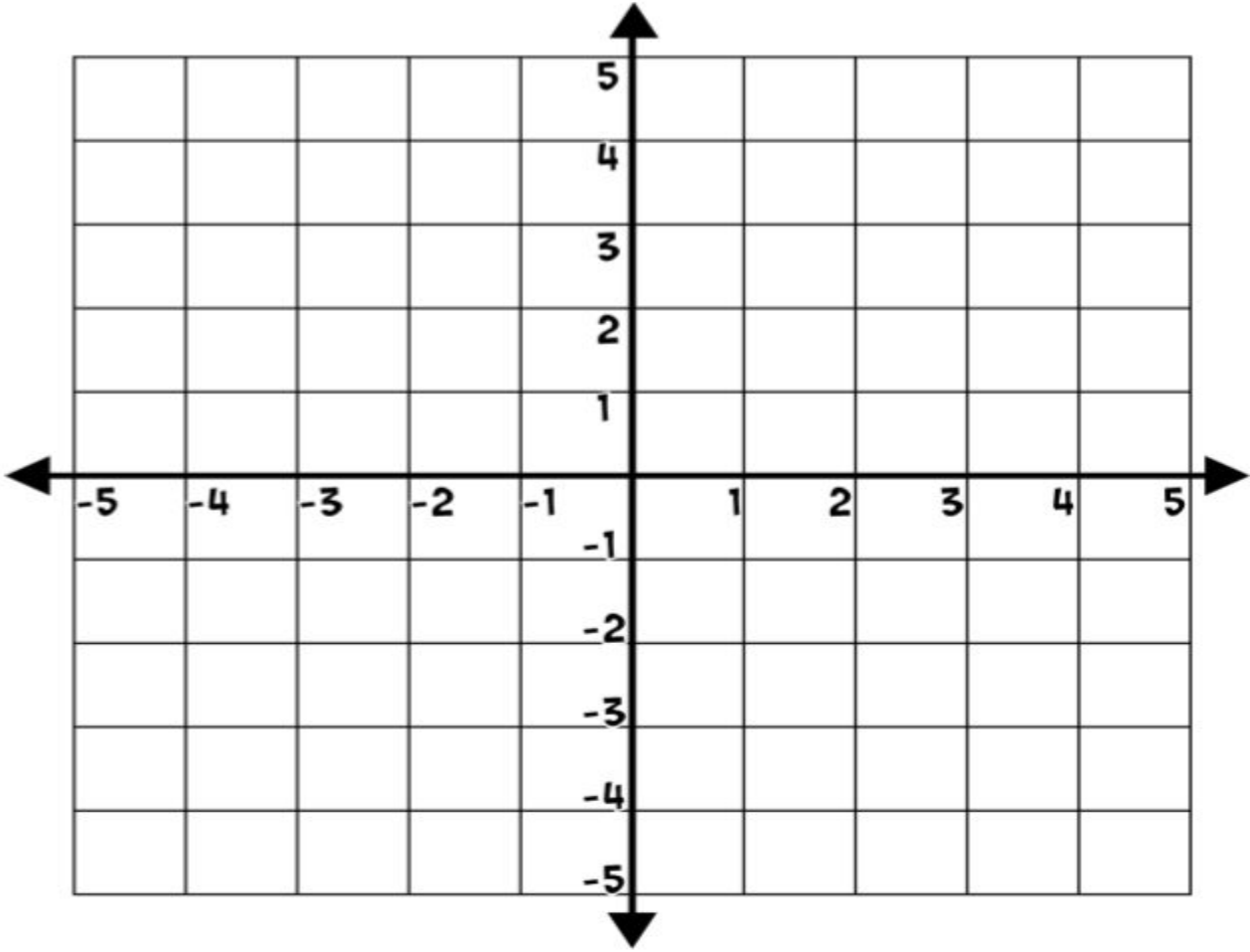
(4, 5)

(–4, –5)

(2, –5)

(1, 1)

(4, –3)



Drag and Drop each image to the correct spot!

(–2, 3)

(0, 0)

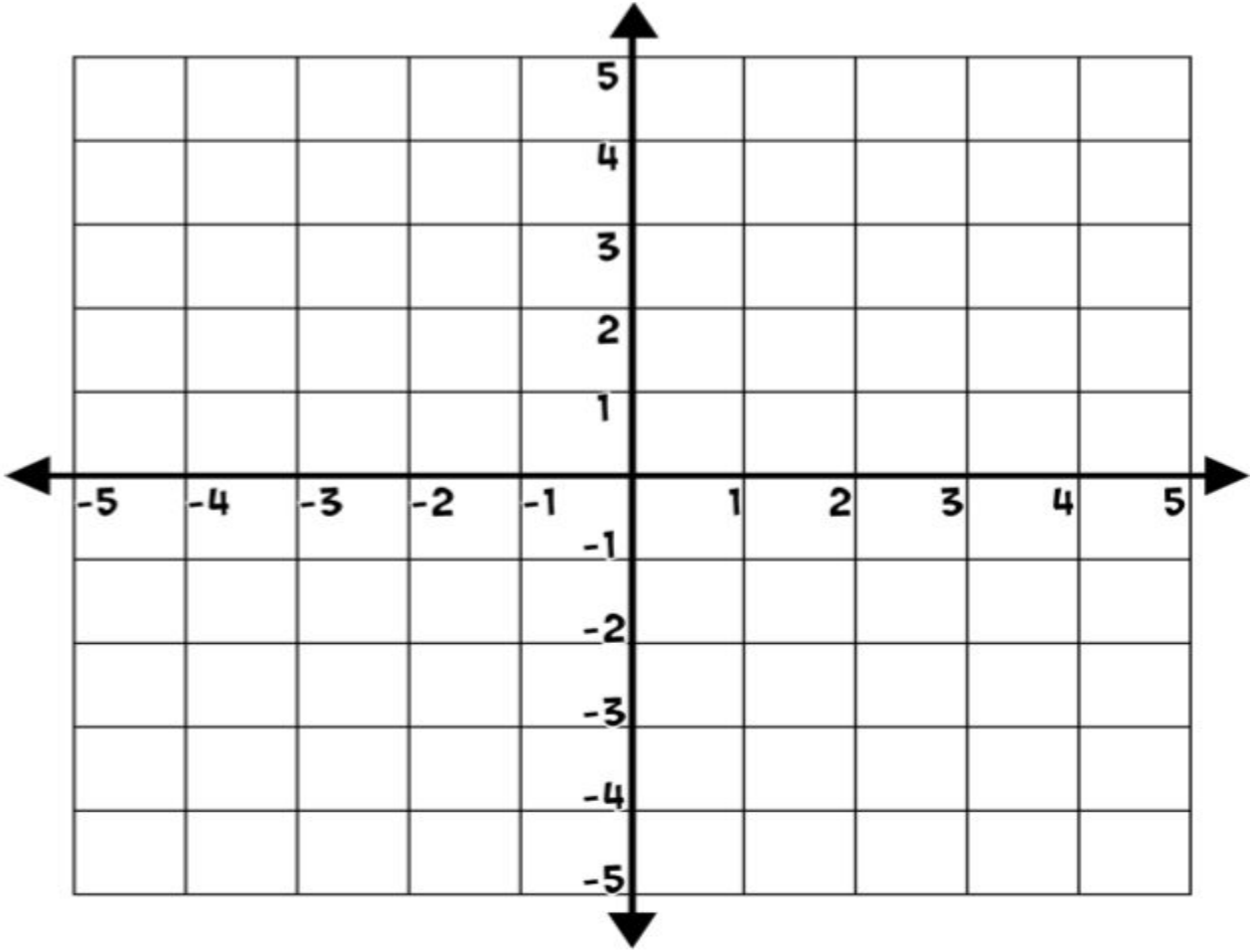
(–5, –5)

(0, –3)

(4, 0)

(2, 4)

(4, –3)



Plot each point and tell which quadrant it is in.

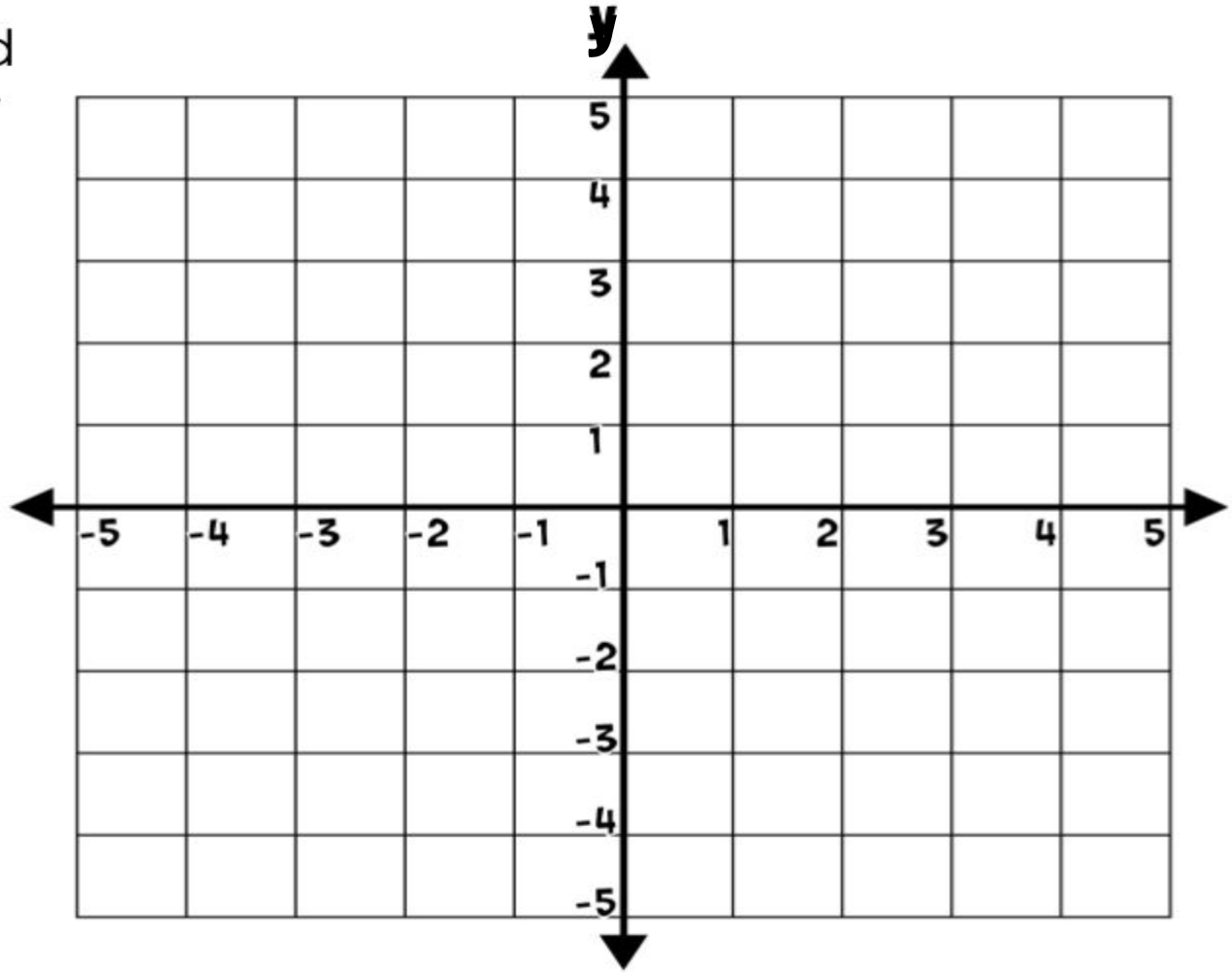
Type the quadrant! 1, 2, 3 or 4!

(5, -4) ____

(1, -5) ____

(-5, 2) ____

(-2, -3) ____

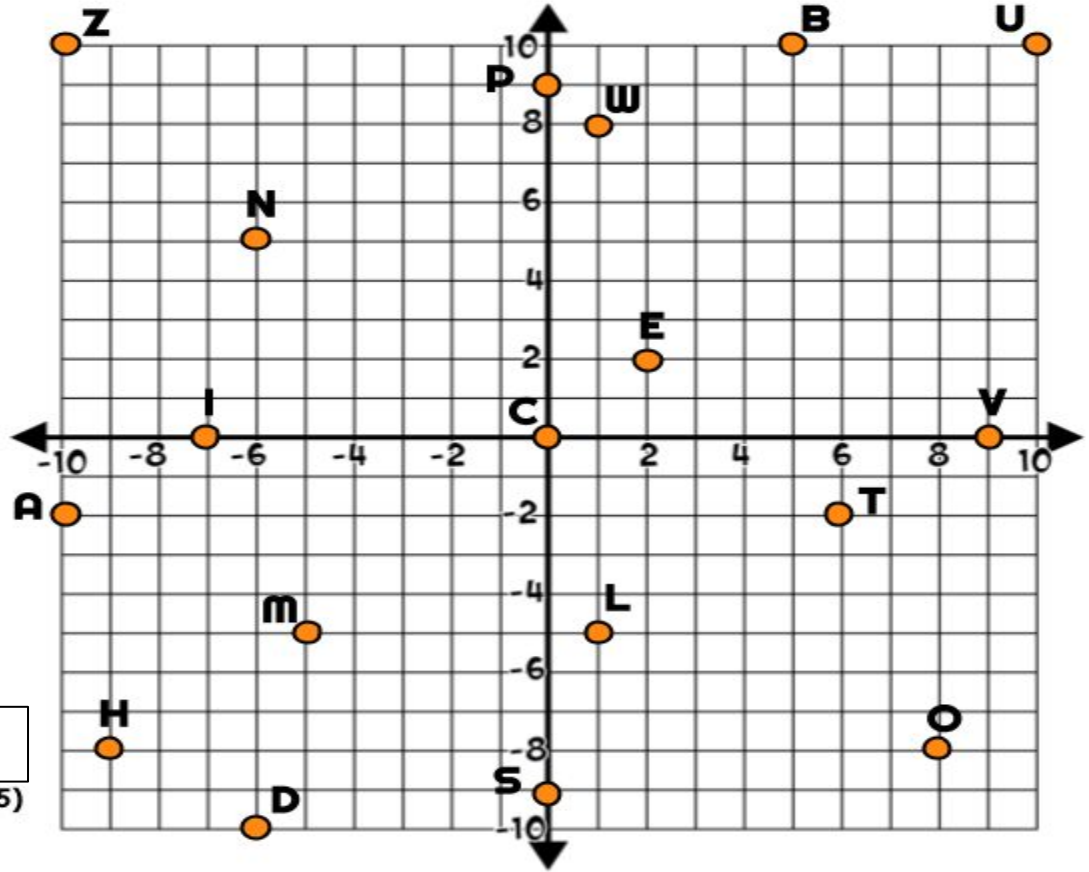


Answer the riddle by finding the letter to go with each ordered pair.

1. How do bees get to school in the morning?

(8, -8)	(-6, 5)				
(6, -2)	(-9, -8)	(2, 2)			
(0, -9)	(0, 0)	(-9, -8)	(8, -8)	(8, -8)	(1, -5)
(5, 10)	(10, 10)	(-10, 10)	(-10, 10)		

Type the letter that you find at each set of coordinates!



Integrated unit

Week 2

My Wellbeing Journal

Week 2

One Year Ago

Learning Intention

Students will learn about how they are changing because it helps them to understands why they feel the way they do, and the impact they have on the world around them.

Success Criteria

Students are able to discuss the ways they have changed and how this will affect the impact they have on the world.

By identifying the way you have already changed throughout your life, you can start to understand that you will continue to grow physically, socially and emotionally.

It is important to remember that you have an element of control over what you grow up to be, by channeling your efforts in certain ways.

Think about how you have changed.

Brainstorm what you were like socially when you were:

One Year Old

- Type here

In Kindy

- Type here

Now

- Type here

Think about who, where, how and why you communicated with people.

Q&A Time

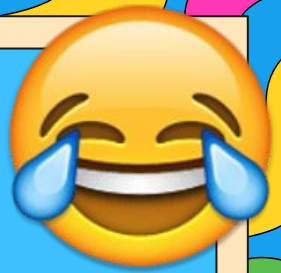
Type a short answer to the following questions...

How has your mood changed in the last:

Week

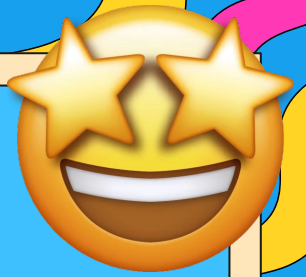
Year

What is something that made you laugh, or amused you when you were younger?



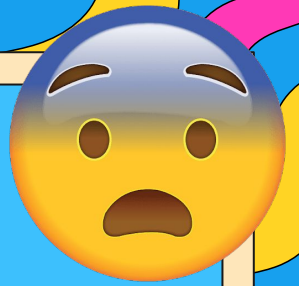
How has that changed now?

What is something that made you feel excited when you were younger?



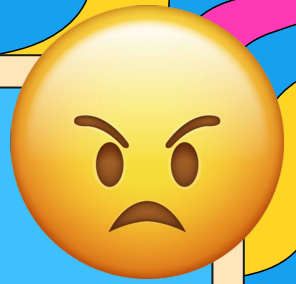
How has that changed now?

What is something that made you feel nervous when you were younger?



How has that changed now?

What is something that made you feel angry when you were younger?



How has that changed now?

2020 - 2021

A lot can happen in one year!

No matter how hard you try you cannot avoid change. Change is sometimes challenging but it can make your life better once you understand it.

Think about yourself this time last year. What has changed? Maybe you have a new favourite game or tv show, new friends or a different teacher. Maybe you went through an exciting or challenging time.

Think about how you have changed over the last year...

Emotional Changes

Think: Moods, feelings, self-awareness, self-management.

Physical Changes

Think: How you look, height

Social Changes

Think: Values, interests, friendships

My Wellbeing Journal

Week 3

Learning Intention

You will learn about how to use positive memories to boost your positive emotions.

Success Criteria

You can recall positive memories.

It is important
that you appreciate
happy memories, and
understand that
the reason we reflect
on these things because
you need to plan to have
more of these feelings.

For Example:
If you identify the last time that you felt proud, you can work out how you could experience that feeling again.

Why is it important to remember the good things that have happened to us, or the times when we have felt really positive?

If we know what give us good feelings, it allows us to do the things that make us feel that way.

We can think about when we were last really interested in something, and then plan to do something similar in the future...

Fill in the following slides by either drawing or describing

The last time I laughed really hard:

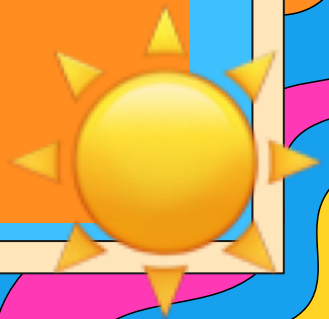
Write here -

The last time I felt really happy:

Write here -

The last time I enjoyed the outdoors:

Write here -

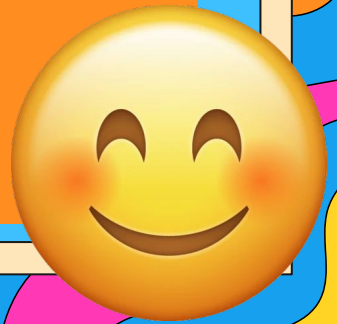


The last time I ate my favourite food:

Write here -

The last time I felt proud of myself:

Write here -



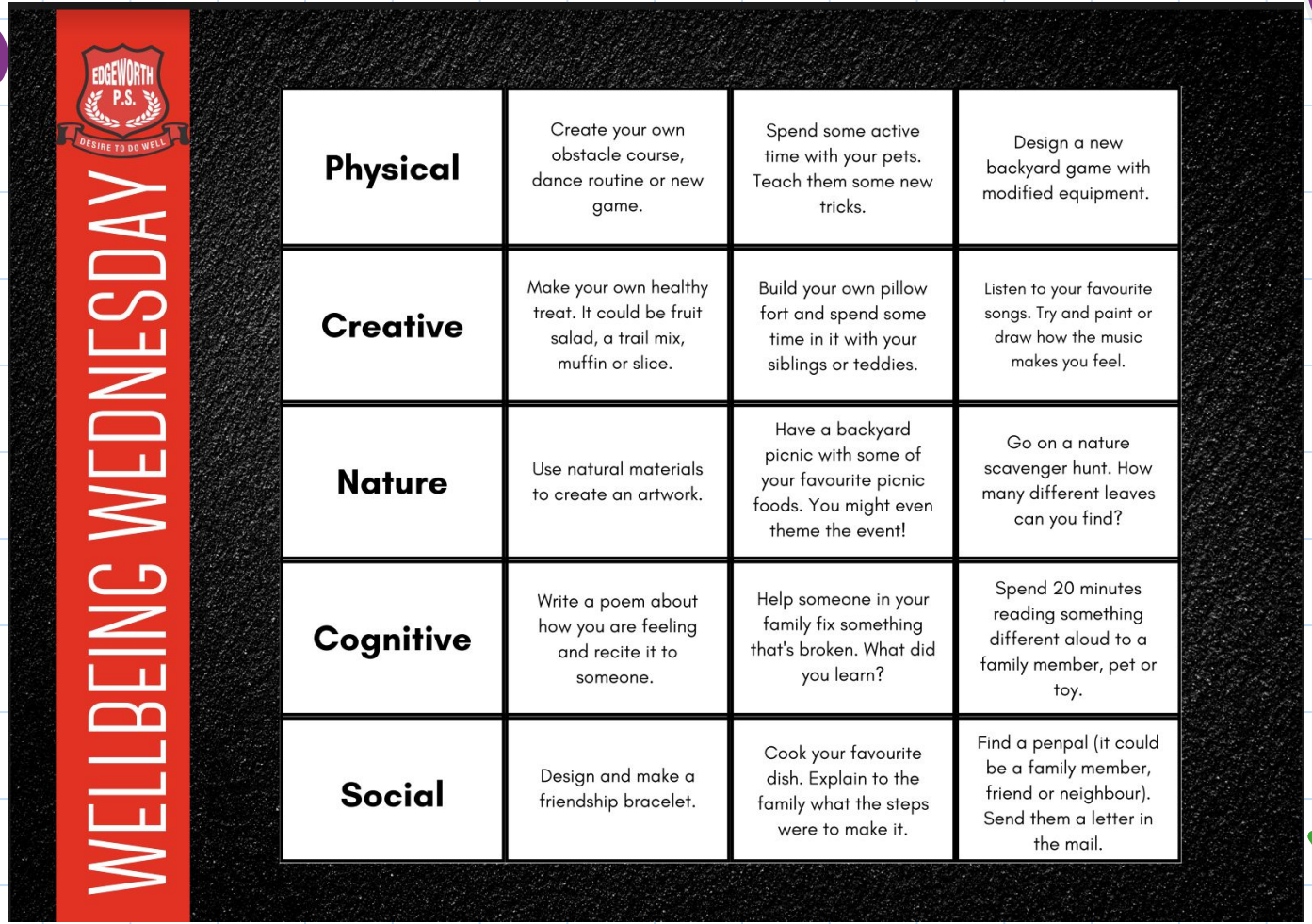
The last time I helped someone:

Write here -

Wellbeing Wednesday

Week 2

Wellbeing Wednesday



Physical	Create your own obstacle course, dance routine or new game.	Spend some active time with your pets. Teach them some new tricks.	Design a new backyard game with modified equipment.
Creative	Make your own healthy treat. It could be fruit salad, a trail mix, muffin or slice.	Build your own pillow fort and spend some time in it with your siblings or teddies.	Listen to your favourite songs. Try and paint or draw how the music makes you feel.
Nature	Use natural materials to create an artwork.	Have a backyard picnic with some of your favourite picnic foods. You might even theme the event!	Go on a nature scavenger hunt. How many different leaves can you find?
Cognitive	Write a poem about how you are feeling and recite it to someone.	Help someone in your family fix something that's broken. What did you learn?	Spend 20 minutes reading something different aloud to a family member, pet or toy.
Social	Design and make a friendship bracelet.	Cook your favourite dish. Explain to the family what the steps were to make it.	Find a penpal (it could be a family member, friend or neighbour). Send them a letter in the mail.

Thursday Science

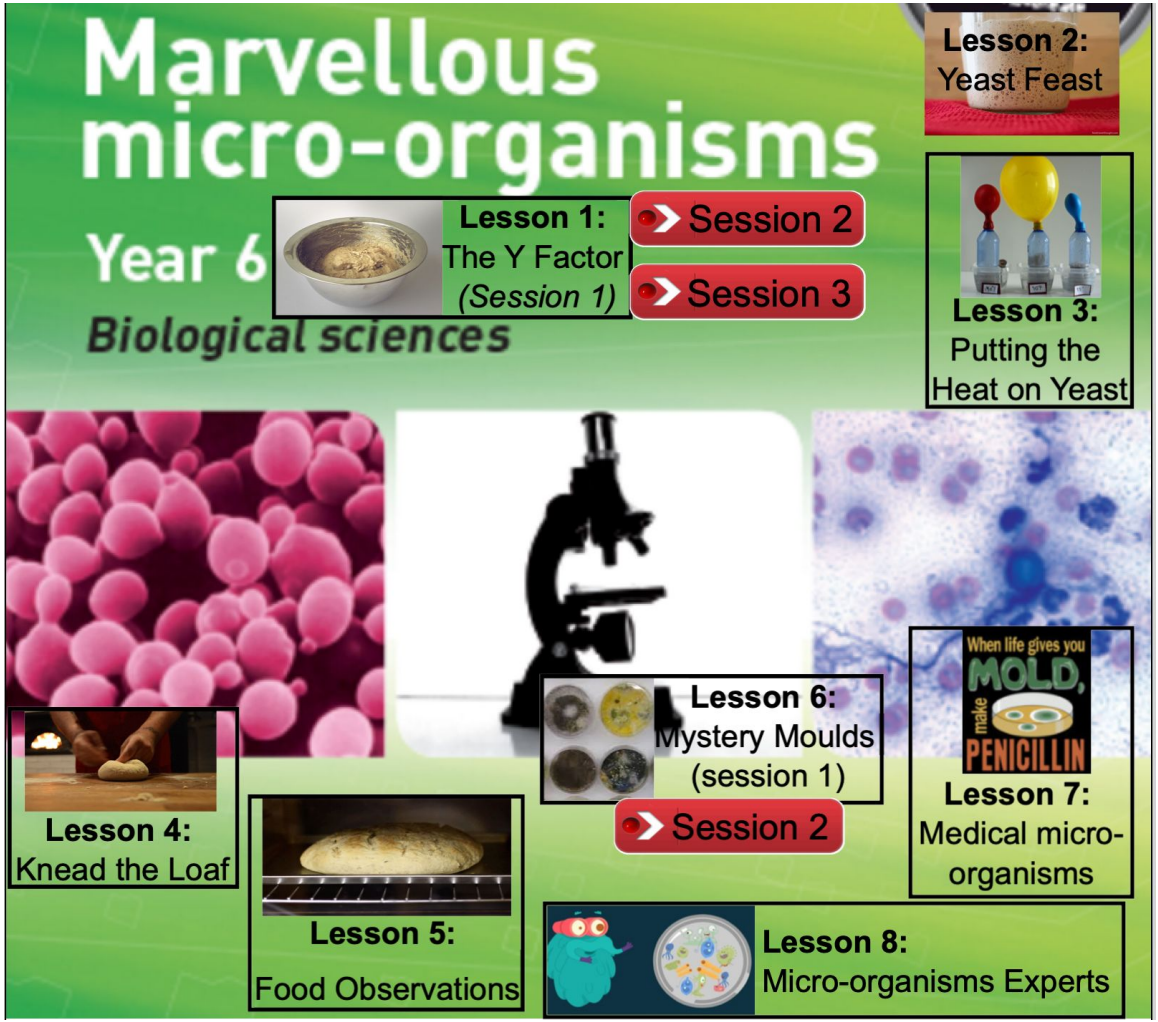
Week 2

Welcome to our Ter 4 unit, Marvellous Micro-organisms.

In this unit we will learn all about the world around us that is too small to see.

We will learn about what micro-organisms are, how they work, and how we use them for a variety of things.

This is an overview of the unit →

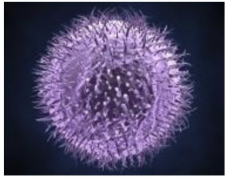


Our first lesson is comprised of two parts.

1. Please read the introduction to micro-organisms on the next slide.
2. Hopefully by now you have the ingredients for our first experiment. Please complete the experiment and document your findings.

Micro-organisms

All about micro-organisms



Micro-organisms (also known as **microbes**) cannot be seen by the naked eye (micro means tiny and organism means a living creature); many hundreds of them would fit on the full stop at the end of this sentence.

They are found everywhere, in soil, air, water, on your skin and in your guts. Most of the time, when they are in the right place the majority of micro-organisms are **not harmful to people** and often do a lot of good such as breaking down waste and making bread. We couldn't live without them!

There is a huge variety of micro-organisms. They can work alone or in colonies. They can help you or hurt you. Most importantly, they make up the **largest number of living organisms** on the planet. There aren't millions, billions, or trillions. There are trillions of trillions of trillions of microbes around the Earth. Maybe more!

The **five types of living micro-organisms** are bacteria, viruses, fungi, algae and protozoa.

1. **Bacteria** can be rod-shaped, spiral-shaped or spherical. Some bacteria can be useful, such as certain types found in the stomach, but other nasty kinds can give you a bad tummy ache or a sore throat.
2. **Viruses** are parasites, which means they can only survive inside the cells of other living things. They can cause infectious diseases, such as chicken pox or measles.
3. **Fungi** can be different sizes ranging from a single cell, like yeast (used to make bread rise), or other fungi such as moulds or toadstools.
4. **Algae** can also be many different sizes – some single-celled algae are actually used in toothpaste!
5. **Protozoa** are single-celled organisms and can cause many diseases, although they are occasionally helpful too.

Top 10 facts

1. Micro-organisms first appeared on earth about **3.5 billion years ago**. They were very important in sustaining life on our planet.
2. Microbes generate at least half the **oxygen** we breathe.
3. Microbes thrive in extremes of **heat**, **cold**, **radiation**, **pressure**, **acidity** and **darkness**, and often where no other life forms could exist and where nutrients come only from inorganic matter.
4. Typically there are between **10,000 and 10 million bacteria on each hand!**
5. The number of germs on your fingertips doubles after you use the **toilet**.
6. When you **cough** germs can travel about 3 metres if you do not cover your nose and mouth.
7. Almost **one million bacteria** can be created by one person in a school day.
8. There are more **bacterial cells in our bodies** than there are human cells.
9. While bacteria on the outside of your body can cause serious **infections**, the bacteria inside your body can **protect** against it. Studies have shown that animals without gut bacteria are more likely to catch serious infections.
10. Humans have used bacteria to help us in other ways for thousands of years. Bacteria are used to **make yogurt and cheese**. The flavour of these foods comes from bacterial by products!

Yeast Lab – Teacher Directions

The purpose of this lab is to answer the question: Is yeast is a living organism?

Materials:

1 water bottle
1 balloon
1 tsp yeast
¾ cup warm water (Do not use boiling water, it will kill the yeast)
2 tsp sugar

Directions: Give students the Yeast Lab Worksheet

1. Question: Is yeast a living organism?
2. Prior Knowledge: *Ask students*: What do you already know about yeast?
3. Hypothesis: Ask students to form a hypothesis, based on their previous knowledge, if yeast is a living organism.
4. Experiment:
   Have students follow along as you demonstrate the yeast experiment step by step:
   a. Place yeast and sugar in the bottle.
   b. Add the water to the bottle and swirl it around.
   c. Pull the balloon over the top of the bottle.
   d. Wait 20-25 minutes.

The balloon [redacted]

5. Analyze what happened: Ask students to record what they observed about the balloon and the yeast.
6. Conclusion: Based on our experiment, is yeast a living organism?
   Yes [redacted]
7. Was your hypothesis correct?

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Name:_____ Date:_____

Yeast Lab

1. Question:_____

2. Background knowledge: What do I already know? _____

3. Hypothesis: _____

4. Experiment:

   a. Place yeast and sugar in the bottle.
   b. Add the water to the bottle and swirl it around.
   c. Pull the balloon over the top of the bottle.
   d. Wait 20-25 minutes.

5. Analyze what happened:_____

6. Conclusion: _____

7. Was your hypothesis correct? _____

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Library with Mrs McPhan

Week 2

The Great Desert Island STEM Challenge

Library Stage 2 and 3

Term 4, Week 2

Not so long ago, a group of adventurous travelers set sail for a week on the open seas. The skies were clear and blue. The water peaceful and calm - The ideal conditions for a relaxing voyage.

Unfortunately, on the second night, a great storm came upon the group while they slept in the cabin below deck. The violent storm tossed the passengers from one side of the ship to the other. The captain tried to take control but was knocked overboard by a massive wave!

Eventually, the ship came to a crashing halt when the storm threw it onto the rocky shore of a deserted island. Sadly, only one traveler survived the ordeal - Sir Harley Houndstooth III. He dragged himself onto the beach and looked around, wondering what to do next.

It is now your job to help him survive the island and get back to the civilized world. Are you up to the challenge?

Day 5: Today my fears were confirmed. Yes, there are wild beasts living on this island. Just a short distance from my hut, I discovered an incredible grove of fruit trees! Mangoes, bananas, and lemons! Yet I cannot reach them; for standing in my way is a lagoon full of the most terrifying crocodiles I've ever seen. I must find a way to reach that grove!

Perhaps I could find enough branches and vines to build a bridge. But would it be strong enough? Or would I fall into the awaiting jaws of those hungry crocs?

STEM challenge - Design a bridge that can hold weight

Plan, design and build a bridge that is at least 30cm long.

Your bridge must :

- Have a labelled plan that you have designed and followed when building your hut. Remember builders don't construct houses without a plan!

- Hold weight - Use a toy/spoon/remote control (these are just examples you can use anything) to demonstrate that your bridge is strong.

- You could use materials from your recycling bin, books, paper, toys, pillows, chairs anything you can find at home (this is where your creativity skills are used!)

Describe the problem. What do you want to happen?

Brainstorm! Put all of your ideas here. Circle the best ones.

Draw your plan here: