Erina Heights Public School
Learning from Home - Stage 3

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	5B Zoom Link	5/6R Zoom Link	6S Zoom Link	
Morning	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	FUN FRIDAY BINGO GRID
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	
	Manga High	**Manga High**	**Manga High**	**Manga High**	
	Lunch Break				
Afternoon	**A Week of Activities**	**A Week of Activities**	**A Week of Activities**	**A Week of Activities**	
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

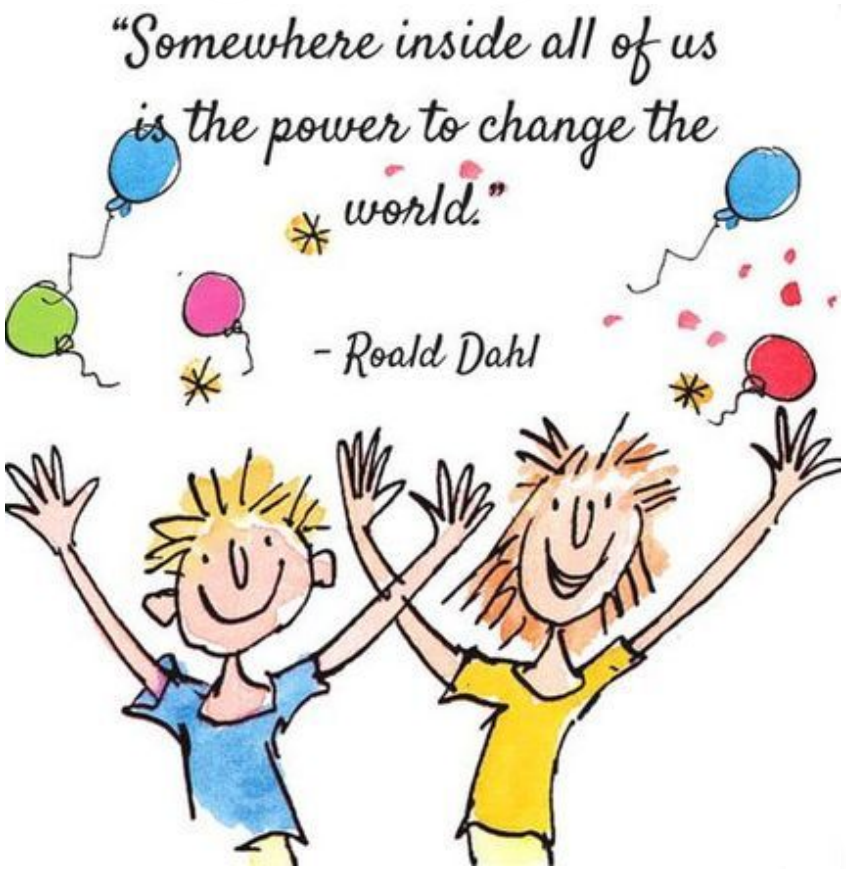
Literacy Activities

Stage 3 – Week 10

EXPECTATIONS

'Mistakes are proof that you are trying'

- Do one activity each day.
- If you get stuck, send your teacher a message on Google Classroom.
- You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- Submit your work on Google Classroom.
- Do the best you can! ☺️



TONES & I - *Cloudy Day*

Interpreting & Analysing Text

Learning Intention: To justify interpretations of a text, including responses to characters, information and ideas

What to do?

- Watch the video, taking close note of the lyrics.

Your task:

- Answer the questions on the next slide.

TONES & I - *Cloudy Day*

Interpreting & Analysing Text

Learning Intention: To justify interpretations of a text, including responses to characters, information and ideas

The first verse of the song says,
"Am I living?
Oh, what a funny thing to say
But there's alive, and then there's living
Am I living for today? Hmm"

Why would "Am I living?" be a funny thing to say?
<type answer here>

In the chorus, it says,
But your momma always said, "Look up into the sky
Find the sun on a cloudy day"
Why is this an important message?
<typer answer here>

Why do you think the author wrote this song?

What is the message they are trying to give the listeners?

What lines in the song tell you this?

HOMOPHONES

The word *homophone* is made up of two parts: **Homo** from the Greek word *homos* meaning *the same*, and **phone** which comes from another Greek word *sound*. **Homophones are words which sound the same but are spelled differently and have different meanings.**

Highlight the correct word to complete each sentence.

1. The teacher read a (tail tale) from a book of folk stories.
2. At the school (fate fete) we sold toffee apples.
3. A big brown (bare bear) escaped from the circus.
4. Noah was fishing on the reef as the (tide tied) came in.
5. The (meter metre) showed how much power had been used.
6. "This week you will write a book (revue review)," said the teacher.
7. The cyclist was told not to (peddle pedal) through the park.
8. Jess was rather (pale pail) after her fall down the steps.
9. The class was very (quite quiet) when doing the test.
10. The cat put one dirty (pore paw poor) on the table.

Now put these words into sentences of your own.

1. where -
2. wear -
3. chute -
4. shoot -
5. plain -
6. plane -
7. dye -
8. die -

VOCABULARY - *Places and people*

We all know that people who come from Australia are called *Australians* and people who come from New Zealand are called *New Zealanders*. Can you work out what people from other countries are called? You might need to do some research online or in a dictionary.

Place ★	People
Mexico	
China	
England	
Russia	
Japan	
Canada	
France	
Italy	
Cuba	
Vietnam	

Place ★★	People
Wales	
Ireland	
Greece	
Malaya	
Egypt	
Germany	
Britain	
Spain	
Peru	
Turkey	

Place ★★★	People
Pakistan	
Argentina	
Scotland	
Holland	
Sweden	
Denmark	
Israel	
Iraq	
Thailand	
Philippines	

WRITING TASK

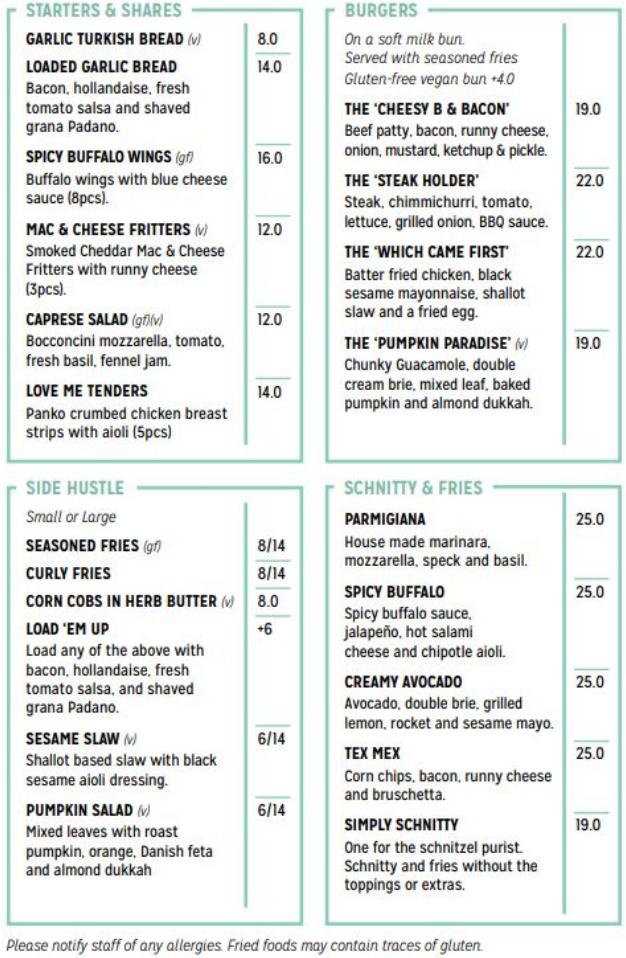
Design a menu

You have been asked to design the theme and menu for a cool new kids cafe/restaurant that is coming to the Central Coast. Your menu should reflect all of the favourite foods a kid would want on a menu.

Your menu will be split into starters, mains, desserts and drinks. You may choose a certain cuisine or you may like to include many different types of food. Get creative and have fun with this. You might even decide to design a new dish that hasn't been thought of before.

There are some example menus on the next slide in case you need some inspiration. Your menu can be completed on slide 9 or you can present it however you choose. If you do it elsewhere, add a photo or screenshot into your presentation for your teacher to see.

Click the images to the left to see some examples of themed restaurants.



STARTERS & SHARES

GARLIC TURKISH BREAD *(v)*	8.0
LOADED GARLIC BREAD Bacon, hollandaise, fresh tomato salsa and shaved grana Padano.	14.0
SPICY BUFFALO WINGS *(gf)* Buffalo wings with blue cheese sauce (8pcs).	16.0
MAC & CHEESE FRITTERS *(v)* Smoked Cheddar Mac & Cheese Fritters with runny cheese (3pcs).	12.0
CAPRESE SALAD *(gf)(v)* Bocconcini mozzarella, tomato, fresh basil, fennel jam.	12.0
LOVE ME TENDERS Panko crumbed chicken breast strips with aioli (5pcs)	14.0

BURGERS

On a soft milk bun.
Served with seasoned fries
Gluten-free vegan bun +4.0

THE 'CHEESY B & BACON' Beef patty, bacon, runny cheese, onion, mustard, ketchup & pickle.	19.0
THE 'STEAK HOLDER' Steak, chimmichurri, tomato, lettuce, grilled onion, BBQ sauce.	22.0
THE 'WHICH CAME FIRST' Batter fried chicken, black sesame mayonnaise, shallot slaw and a fried egg.	22.0
THE 'PUMPKIN PARADISE' *(v)* Chunky Guacamole, double cream brie, mixed leaf, baked pumpkin and almond dukkah.	19.0

SIDE HUSTLE

Small or Large

SEASONED FRIES *(gf)*	8/14
CURLY FRIES	8/14
CORN COBS IN HERB BUTTER *(v)*	8.0
LOAD 'EM UP Load any of the above with bacon, hollandaise, fresh tomato salsa, and shaved grana Padano.	+6
SESAME SLAW *(v)* Shallot based slaw with black sesame aioli dressing.	6/14
PUMPKIN SALAD *(v)* Mixed leaves with roast pumpkin, orange, Danish feta and almond dukkah	6/14

SCHNITTY & FRIES

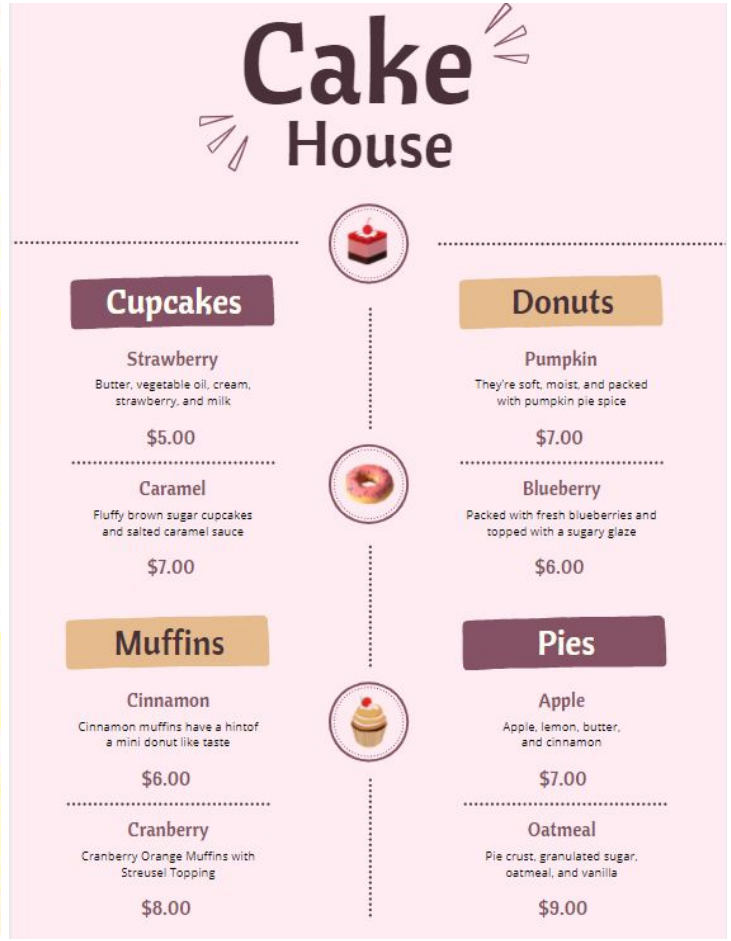
PARMIGIANA House made marinara, mozzarella, speck and basil.	25.0
SPICY BUFFALO Spicy buffalo sauce, jalapeño, hot salami cheese and chipotle aioli.	25.0
CREAMY AVOCADO Avocado, double brie, grilled lemon, rocket and sesame mayo.	25.0
TEX MEX Corn chips, bacon, runny cheese and bruschetta.	25.0
SIMPLY SCHNITTY One for the schnitzel purist. Schnitty and fries without the toppings or extras.	19.0

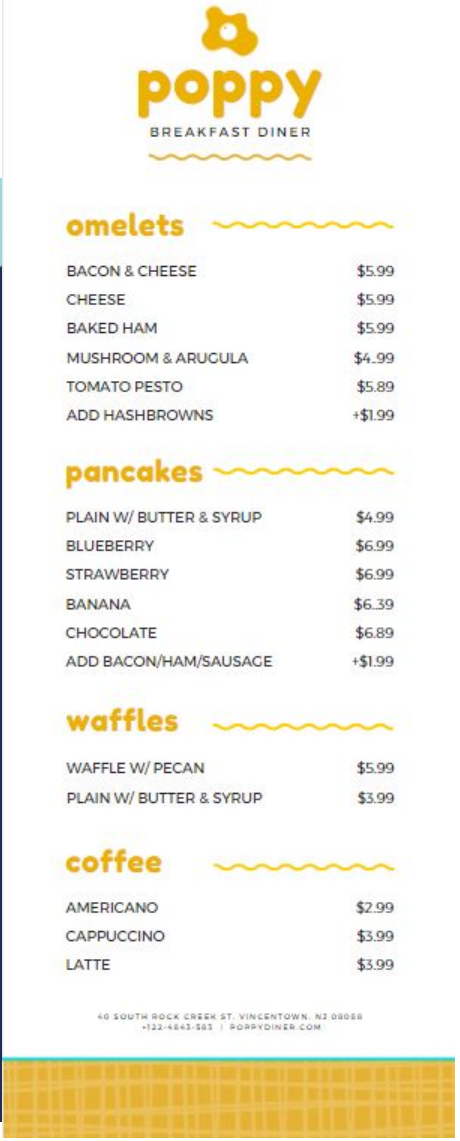
Please notify staff of any allergies. Fried foods may contain traces of gluten.

Menu from https://dullboys.com.au/

WRITING TASK

Design a menu - examples





WRITING TASK

Design a menu

Give a brief description of your cafe/restaurant including it's name and theme. You might like to add any attractions you may have at your restaurant.

Starters/Entrees	Mains	Desserts	Drinks

FUN FRIDAY BINGO GRID

Choose a line of 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and try and share some pictures with your teacher and class of the fun things you got up to today.

Play a board game or card game with your family members.	 Take a photo of each thing you find as proof.	Go on a bush or beach walk.	List all the different colours you can see outside and tally how many items you see in each colour.	Hide some treasure and create a treasure map for someone in your family to follow.
Try and find an object for each letter of the alphabet around your house or outside.	Create an artwork in your driveway or on concrete using coloured chalk.	Make a tent or special fort in your lounge room. Ask if you can camp out in it for the night.	Play with your pet for 30minutes or take them for a walk.	Read a book for 20minutes or write your own story.
Make up a dance routine to your favourite song.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Collect some leaves, flowers, sticks, feathers and any other natural products and create an artwork with your collection.	Build an amazing Lego creation.	Do a painting or drawing of anything you choose.
Make brownies or cupcakes and deliver them to a neighbour with a nice message.	Do some cooking or baking or create your own unique sandwich filling.	Have a paper-plane flying competition.	Play your favourite music and dance around. Sing along to all the words and dress you if you like.	Have an online playdate with a friend using Zoom or Facetime.
Paint some rocks and create a kindness garden in your backyard.	Put on a puppet show or concert for your family members. You could use stuffed toys or figurines as the characters.	Go on a bug scavenger hunt around the yard. Take photos or draw any interesting bugs that you find.	If you own a tent, set it up outside and go camping with your family. Don't forget the marshmallows!	Create a course that includes at least 5 obstacles/challenges in your backyard, park or open area. See how quickly you can complete it.

Maths
Week 10 Term 3

Maths Instructions:

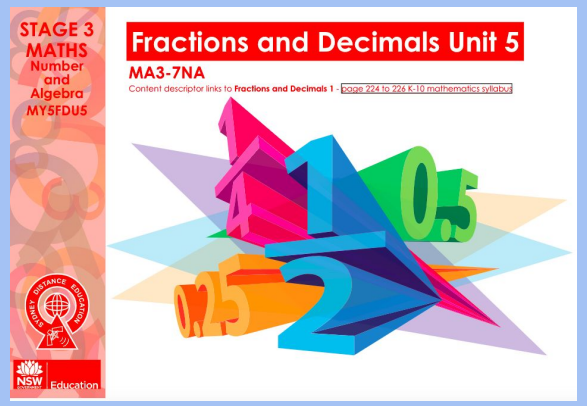
1. Watch the instructional videos before beginning the tasks. You may need to watch these more than once.

1. Complete 1 or both activities each day - activities can be completed on your slides or on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.

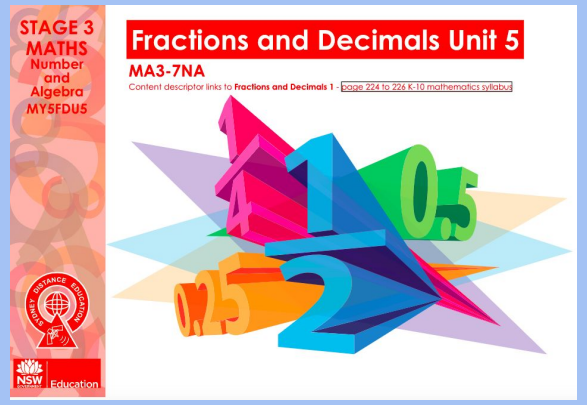
Instructional Video Links

Decimals

Activity 1 Video



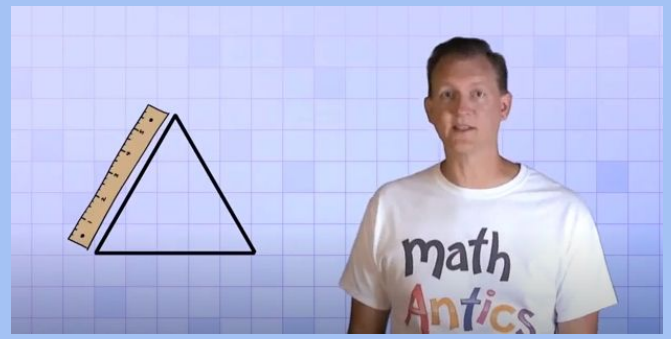
Activity 2 Video



2D Space/Angles

Activity 1 & 2 Video

Additional Video



Monday

Glossary

- **decimal**: a fractional part of a whole number represented with a decimal point
- **decimal place**: the position of a digit to the right of the decimal point
- **decimal point**: a point or dot which separates the whole number part from the decimal in a number
- **fraction**: a part of a whole or group, represented with a numerator (top number) and denominator (bottom number)
- **place value**: the value of a digit based on its position in a number. For example, in the number 345, the value of the digit 4 is 4 tens.
- **thousandth**: one part of a whole that has been divided into a thousand equal parts

Daily Speed Test

What you will need:

- Timer (if you don't have one on a device use this: https://www.online-stopwatch.com/)
- Piece of paper
- Pencil

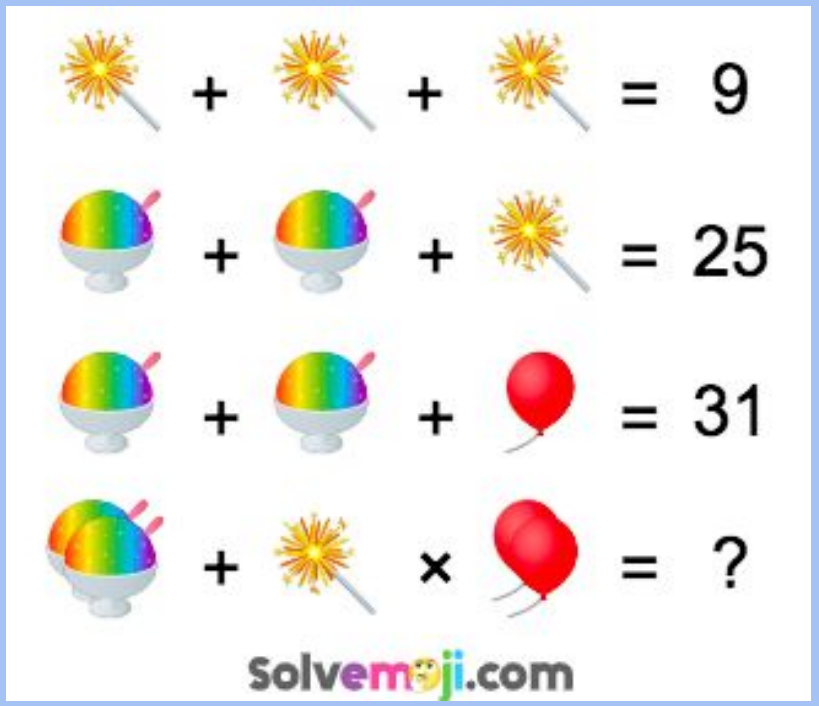
What to do:

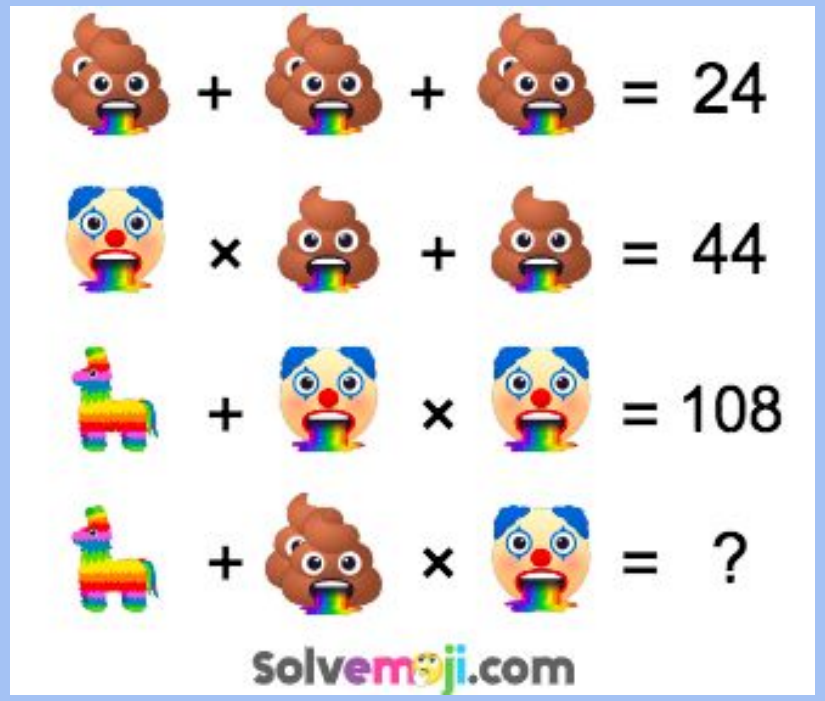
- Select a times table that you would like to improve on (**must be between 6 and 12**)
- Set the timer and begin writing your times table out from start to finish. E.g. **0 x 7** = 0 all the way through to **12 x 7** = 84
- Press stop on the timer when you have finished and record your time
- Consider your time and set an achievable goal for the next day. E.g. *If you got 1 minute 20 seconds you might aim for 1 minute 15 seconds the next day.*
- **Record your times in the table below**

Monday	Tuesday	Wednesday	Thursday	Friday

Ignition Activity – choose your level

Answers for today will be posted at the end of the week





Activity 1

A dot (.) is used in **decimal** numbers.

Decimal

A part of a whole number. It is less than 1 whole but more than 0. The decimal system is based on the number 10.

Look at the number below.

236.7 → When reading this number you would say **two hundred and thirty-six point seven**. The dot (.) is called a **decimal point**, which is why we say **point** when it is in a number.

Place value helps us to understand the value of each digit in this number.

Look at the number below.

2136.44 → This number is read as **two thousand, one hundred and thirty-six point four four**.

Notice that the number is not read as **two thousand, one hundred and thirty-six point forty-four** because the digits 4 and 4 in the number are not **four tens (40)** and **four ones**. They are **four tenths** and **four hundredths**.

Practise reading the numbers below to your teacher or a family member. Remember the digits after the decimal point are not whole numbers so you say their names.

1. 34.52 **2.** 81.99 **3.** 461.37 **4.** 875.43 **5.** 2598.28

Activity 1

Place value is very important when understanding the value of the digits in a decimal number. Look at the results below of the boot throwing competition that Oliver attended.

Name	Distance (metres)
Stan	30.113
Katie	30.109
Andrew	30.111
Rachel	30.108

The place value chart below shows the value of each digit in the number **30.113**, which was the distance Stan threw the boot.

tens	ones	decimal point	tenths	hundredths	thousandths
3	0	.	1	1	3

This number **3** is third after the decimal point and it has the value of **thousandths**.

This number is written to three **decimal places** as there are three digits after the decimal point.

The place value chart below shows the value of each digit in the number **30.109**, which was the distance Katie threw the boot. It is written to three decimal places.

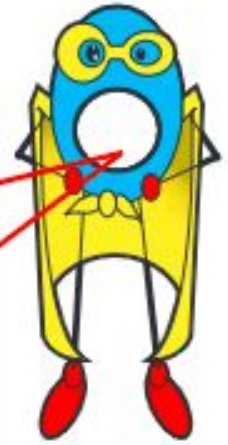
tens	ones	decimal point	tenths	hundredths	thousandths
3	0	.	1	0	9

Activity 1

Stan threw the boot four thousandths of a metre further than Katie. Look at the decimal for four thousandths.

ones	decimal point	tenths	hundredths	thousandths
0	.	0	0	4

The four is in the thousandths place, which is the third decimal place after the decimal point.



Hi I'm Super Zero!

I am a place holder, which means I keep digits in their correct place value column. In the number 0.004, there are no ones, tenths or hundredths. 0 is used to keep the digit four in the correct column.

1. Write the following thousandths as decimals. The first one has been done for you.

a. 9 thousandths = 0.009

b. 2 thousandths = _____

c. 5 thousandths = _____

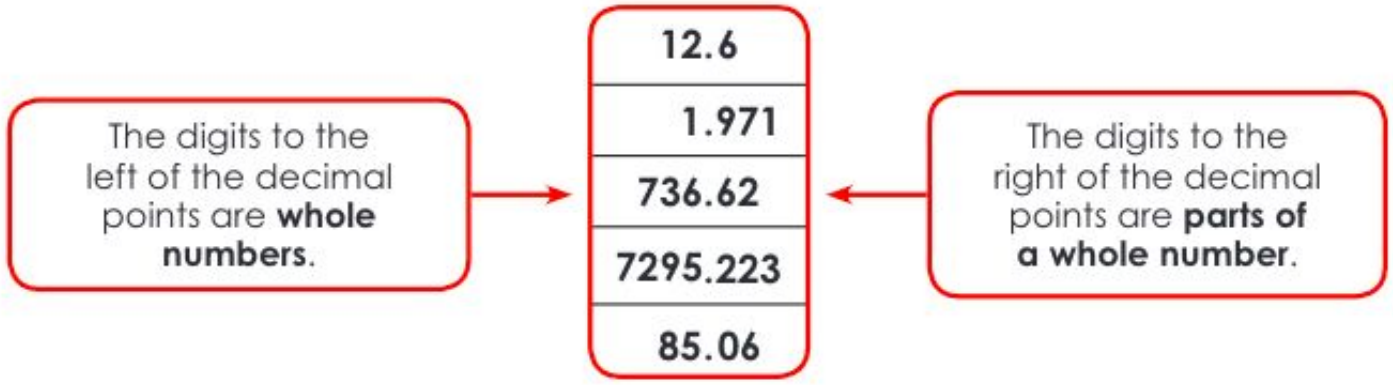
d. 7 thousandths = _____

e. 1 thousandth = _____

f. 8 thousandths = _____

Activity 1

Look at the numbers in the box below.



3. Put the numbers in the box above into the place value chart. Make sure you use the correct place value.

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths
				.			
				.			
				.			
				.			
				.			

Activity 1

4. Read the numbers below then write them in numerical form. Remember to put in the decimal point. The first one has been done for you.

a. thee hundred and sixty-three point seven nine eight = 363.798

b. ninety-four point two five one = _____

c. eight thousand, two hundred and seventy-one point three six nine = _____

d. seven point five eight two = _____

e. twenty-two point six eight four = _____

f. one thousand, four hundred and seventy-three point one two three = _____

g. six point two four six = _____

h. five hundred and forty-one point nine seven three = _____

i. zero point one three five = _____

j. ten point eight seven six = _____

k. nine thousand, three hundred and fifty-three point four five nine = _____

5. Read the decimal numbers above out loud and then circle the thousandths in each number.

Activity 2

Digits to the right of the decimal point are less than whole numbers, so they can also be written as **fractions**. Look the decimal 0.113 converted into a fraction below.

$0.113 = \frac{113}{1000}$

The denominator of this fraction is 1000 because the number 0.113 has digits up to the thousandths place value column.

When a decimal is converted to a fraction the place value of the last digit in the number determines the denominator of the fraction.

$0.3 = \frac{3}{10}$

$0.07 = \frac{7}{100}$

$0.009 = \frac{9}{1000}$

Look at the results of the old boot throwing competition that Oliver attended. These distances have been converted to whole numbers and fractions below.

$30.113 \rightarrow 30\frac{113}{1000}$

$30.109 \rightarrow 30\frac{109}{1000}$

$30.111 \rightarrow 30\frac{111}{1000}$

$30.108 \rightarrow 30\frac{108}{1000}$

Name	Distance (metres)
Stan	30.113
Katie	30.109
Andrew	30.111
Rachel	30.108

Activity 2

1. Match the numbers below by drawing a line to join the ones that are the same. They are written as words, decimals and fractions.

six hundred and forty-nine point four	326.591	$8\frac{321}{1000}$
zero point nine six three	410.72	$64\frac{38}{100}$
one thousand, one hundred and fifty-four point three one one	7235.1	$410\frac{72}{100}$
eight point three two one	649.4	$7235\frac{1}{10}$
fifty-five point one seven nine	64.38	$\frac{963}{1000}$
three hundred and twenty-six point five nine one	0.963	$1154\frac{311}{1000}$
sixty-four point three eight	8.321	$55\frac{179}{1000}$
four hundred and ten point seven two	55.179	$326\frac{591}{1000}$
seven thousand, two hundred and thirty-five point one	1154.311	$649\frac{4}{10}$

Activity 2

Complete the tables below by converting:

2. fractions to decimals

a.	$3\frac{364}{1000}$	
b.	$25\frac{3}{10}$	
c.	$342\frac{3}{1000}$	
d.	$3528\frac{74}{100}$	
e.	$867\frac{211}{1000}$	
f.	$8216\frac{7}{10}$	
g.	$1\frac{2}{1000}$	
h.	$57\frac{99}{100}$	

3. decimals to fractions

a.	0.42	
b.	306.9	
c.	0.045	
d.	64.927	
e.	1643.1	
f.	6.432	
g.	485.25	
h.	9427.574	

Tuesday

Complete your Speed Test and record your time in the table above.

Glossary- 2D Shapes

Glossary

- **arc of a circle:** an arc is part of a circle's circumference
- **centre:** the point inside the circle which is an equal distance from any point on the circumference
- **circumference:** the curved edge around the outside of a circle
- **diagonal:** a straight line inside a 2D shape connecting two non-adjacent vertices
- **diameter:** a line joining two points on the circumference of a circle and passing through the centre
- **polygon:** 2D shapes which have straight sides
- **radius:** the length from the centre of a circle to any point on the circumference
- **sector:** the part of a circle bounded by two radii and an arc of the circle
- **semicircle:** half a circle
- **vertex:** a point where three or more edges of a 3D object meet

Ignition Activity – choose your level

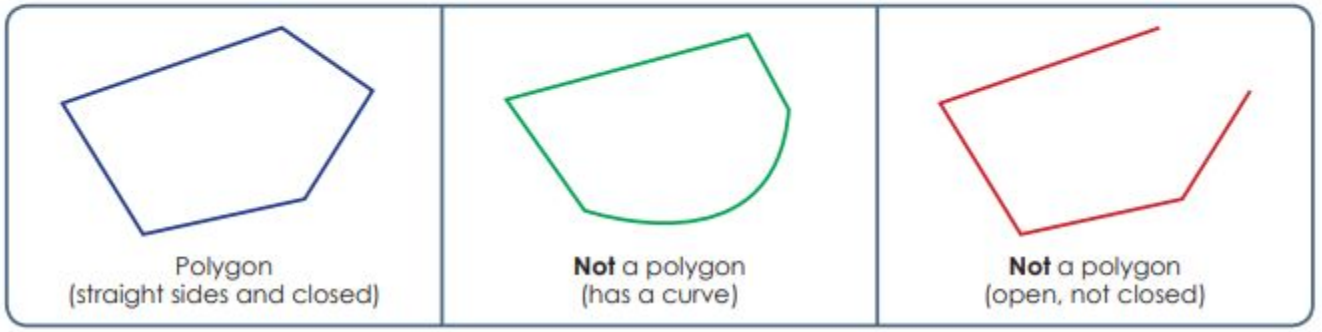
Today's number is **7277**

1. In words
2. 10 less
3. 15 more
4. Add 125.
5. Round to nearest 100
6. Odd or even?
7. Complete the pattern, add **8**: 7277, ___, ___, ___
8. List some factors
9. Divisible by 3?
10. Find one tenth.

Activity 1

What is a polygon?

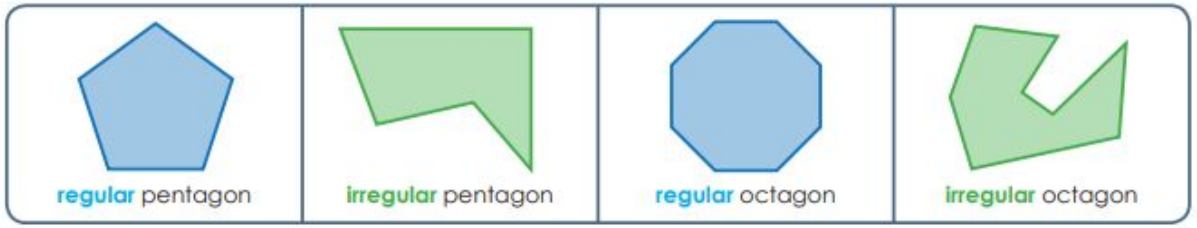
Polygons are 2-dimensional (2D) shapes which have straight sides. They are always closed, meaning that the sides join up without any gaps.



Regular or Irregular shape?

There are two types of polygon: **regular** and **irregular**.

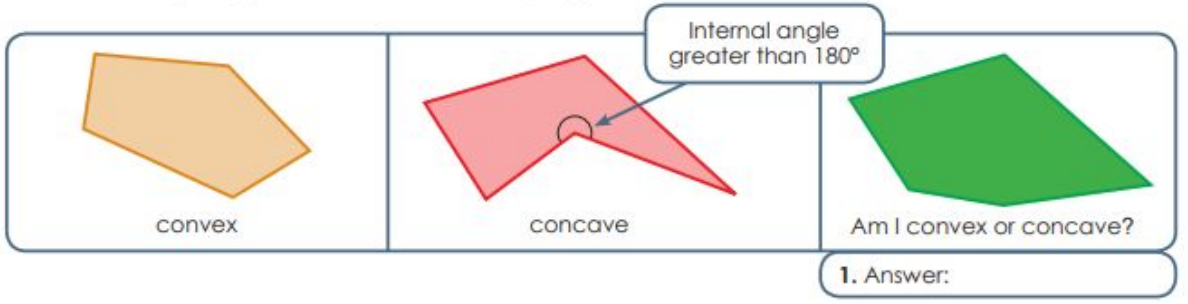
A regular polygon has all angles equal and all sides equal. If a shape has unequal sides and angles, it is irregular.



Concave or Convex shape?

A convex polygon has no angles pointing inwards. This means that no internal angle is greater than 180°.

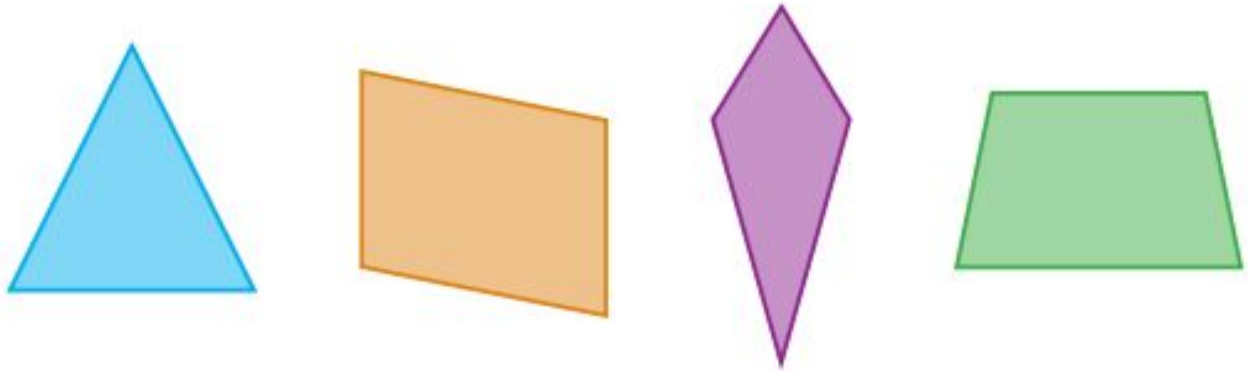
If an internal angle is greater than 180° then the polygon is concave.



Activity 1

3. Using a ruler and pencil, draw all the possible diagonals on each shape and complete the table.

a.



Shape	Number of sides	Number of diagonals
Triangle		
Parallelogram		
Kite		
Trapezium		

b. Did you draw any diagonals in the triangle? Why or why not? _____

_____

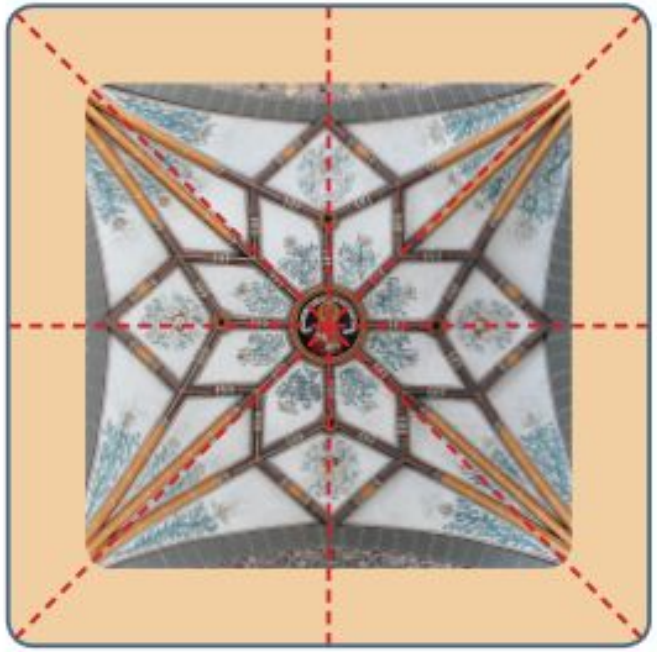
Activity 1

Diagonals and axes of symmetry

Remember that a shape with a line (axis) of symmetry can be folded in half with both sides fitting exactly on top of each other.

The photograph on the right shows an interesting roof pattern made from repeated shapes.

This pattern has 4 lines of symmetry including its diagonals.



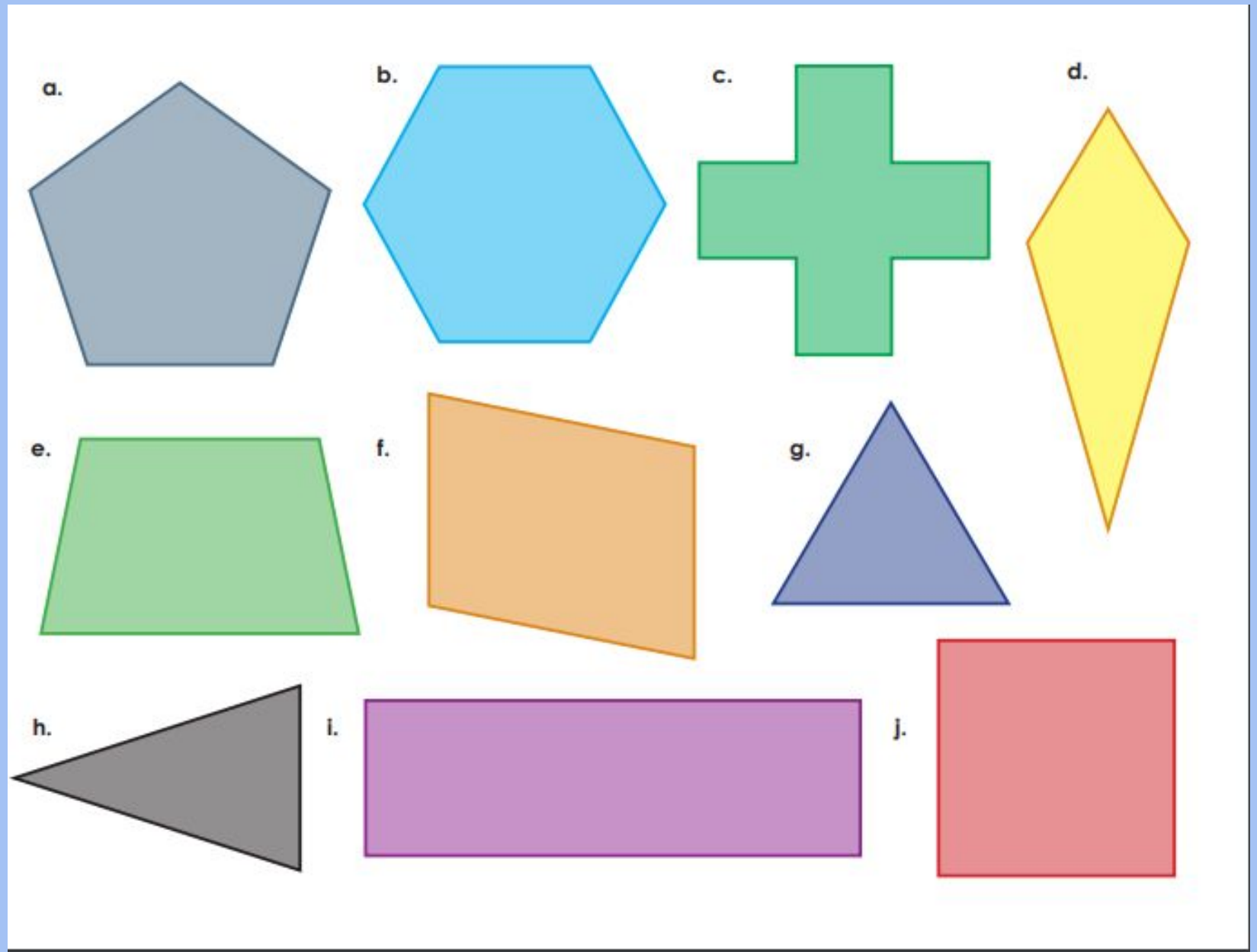
5. Look at the shapes on the next page and follow the steps below:

- Use a ruler to draw all the lines of symmetry in each shape.

(You could check your work using a small straight edged mirror if you have one.)

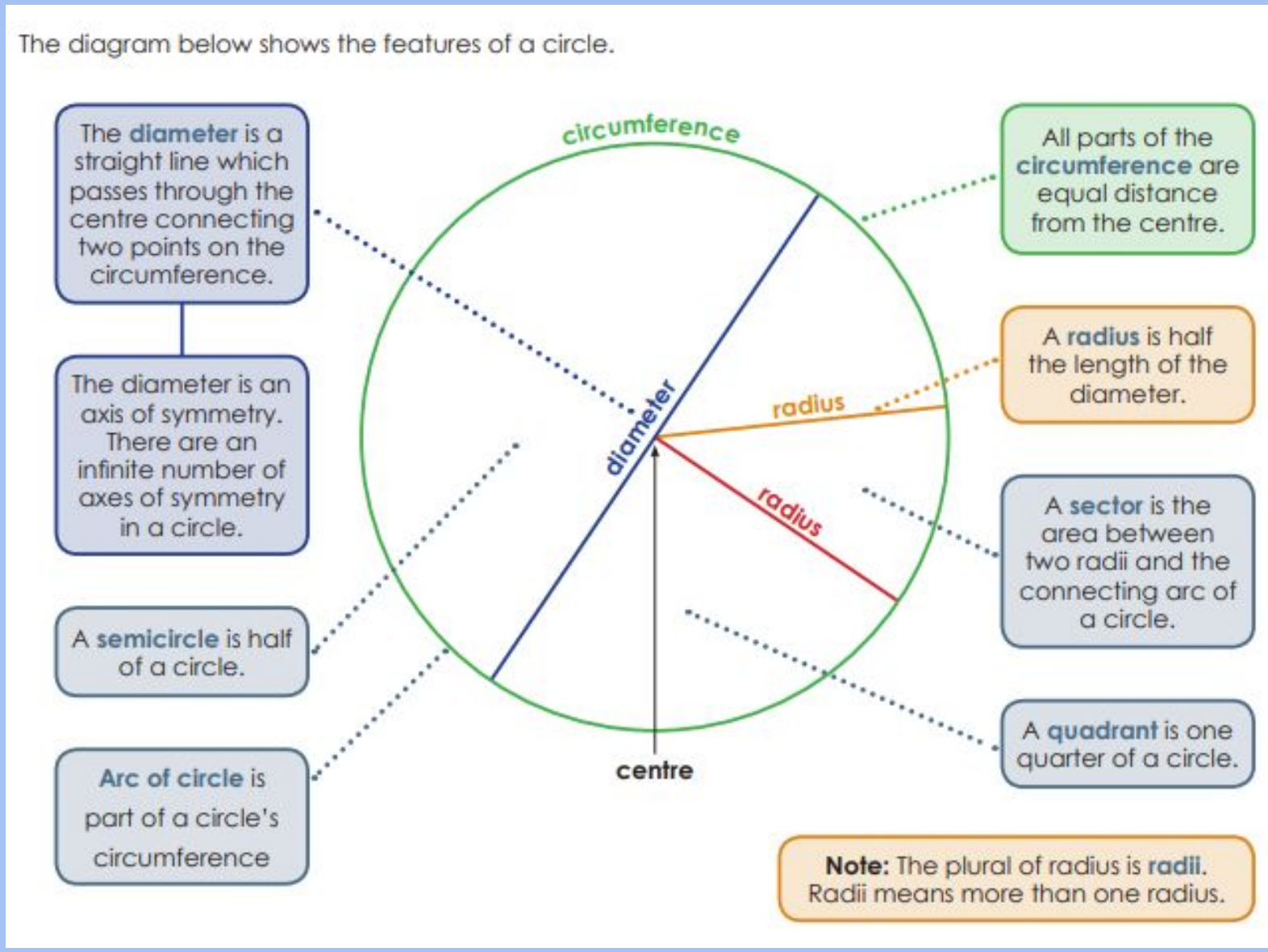
- Tick the lines of symmetry which are also diagonals.

Activity 1



Activity 2

The diagram below shows the features of a circle.

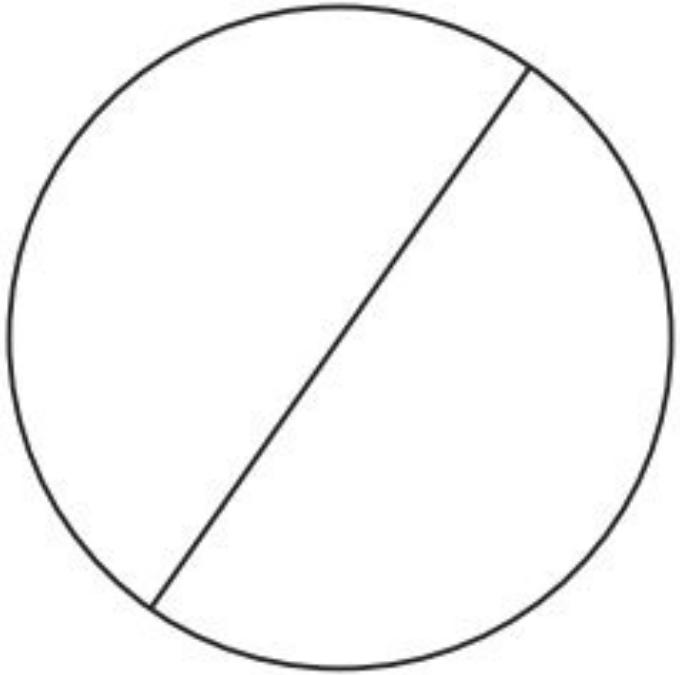


Activity 2

Have A Go!

1. Complete the following:

- Colour the semicircle in green.
- Draw and colour one quadrant in red.
- Draw and colour two different sectors in blue and yellow.
- Label the following: centre, circumference, radius and diameter.



Activity 2

2. You are now going to practise drawing a circle using the 'finding points around a centre' strategy.

Draw your dots around the two centre points marked by the black dots below. Be careful to measure the correct radius using the measurements below.

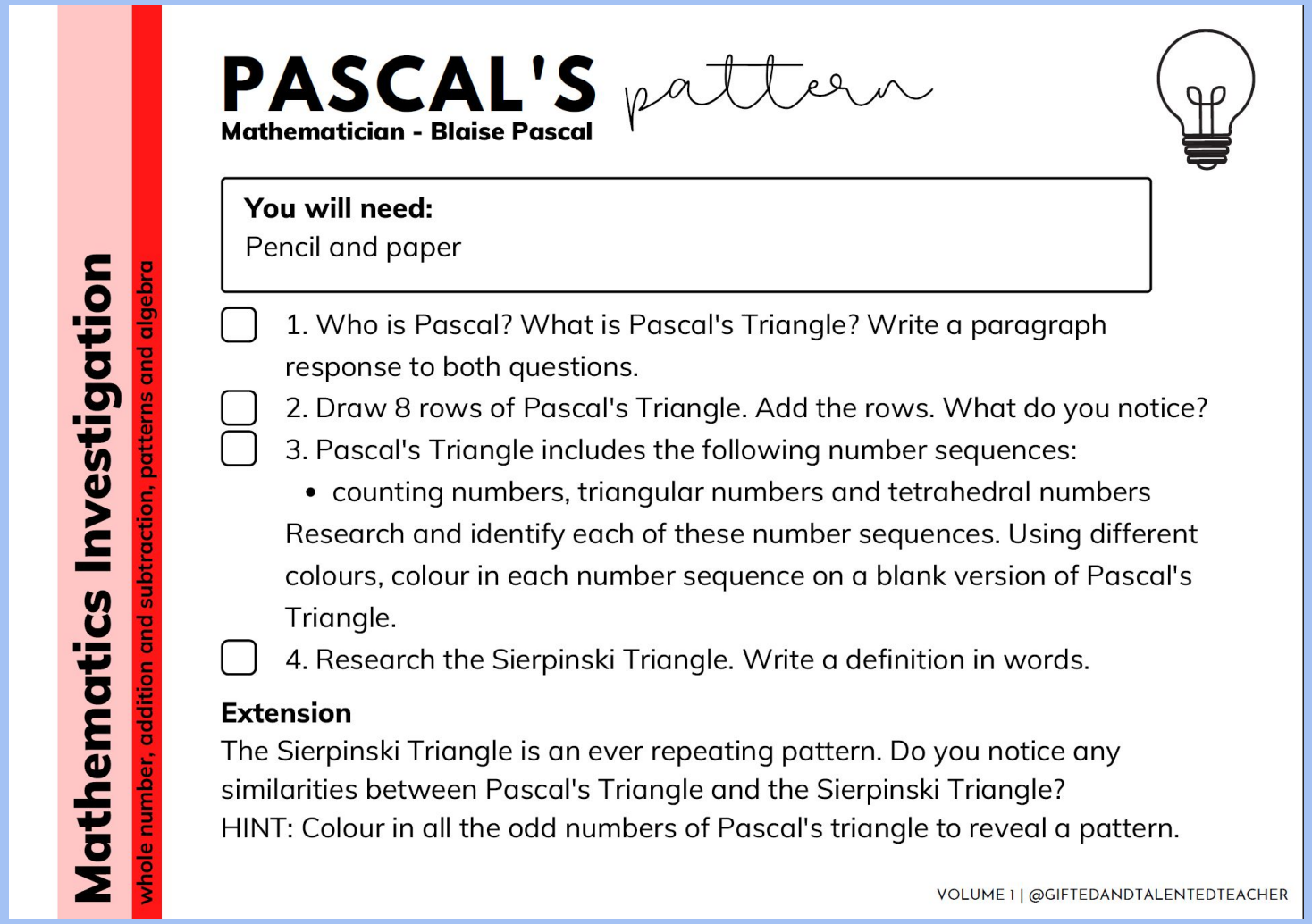
radius = 4.5 cm	**diameter** = 8 cm
•	•

Activity 2

3. Use a compass to draw a circle using the following measurements. Label the diameter and radius with their lengths.

radius = 3 cm	**diameter** = 11 cm
•	•

Optional Weekly Challenge



Mathematics Investigation

whole number, addition and subtraction, patterns and algebra

PASCAL'S pattern

Mathematician - Blaise Pascal

You will need:
Pencil and paper

- [ ] 1. Who is Pascal? What is Pascal's Triangle? Write a paragraph response to both questions.
- [ ] 2. Draw 8 rows of Pascal's Triangle. Add the rows. What do you notice?
- [ ] 3. Pascal's Triangle includes the following number sequences:
  - counting numbers, triangular numbers and tetrahedral numbers

  Research and identify each of these number sequences. Using different colours, colour in each number sequence on a blank version of Pascal's Triangle.
- [ ] 4. Research the Sierpinski Triangle. Write a definition in words.

Extension

The Sierpinski Triangle is an ever repeating pattern. Do you notice any similarities between Pascal's Triangle and the Sierpinski Triangle?
HINT: Colour in all the odd numbers of Pascal's triangle to reveal a pattern.

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Want more Maths?

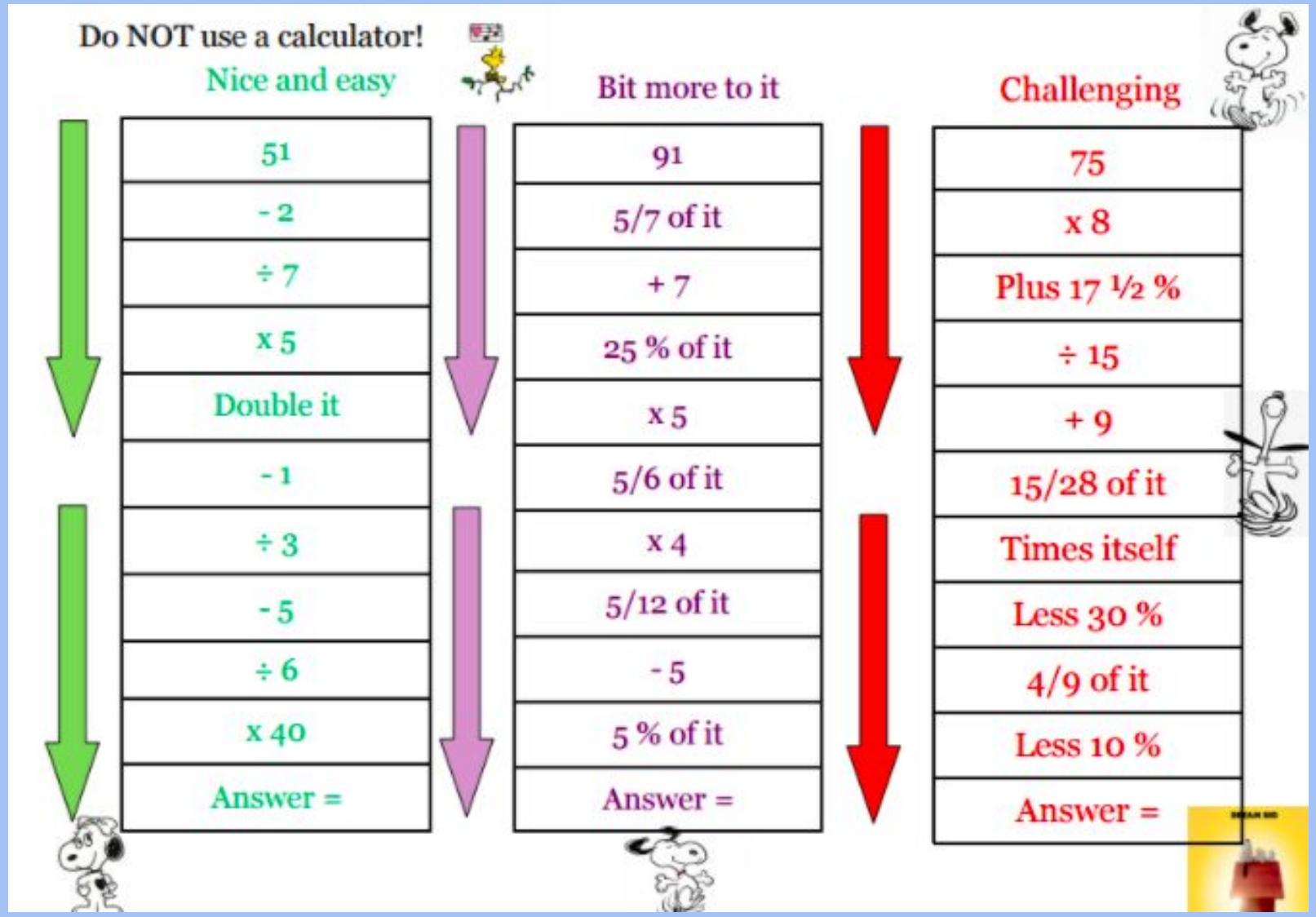
You can also go onto Mangahigh or Studyladder

Ask your teacher if you need your login details.

Wednesday

Complete your Speed Test and record your time in the table above.

Ignition Activity – choose your level



Activity 1

tens	ones	decimal point	tenths	hundredths	thousandths
3	0	.	1	1	3

2. Look at the numbers below and write the value of the digit that has been underlined. The first one has been done for you.

a. 645.318 *8 thousandths*

b. 34.576 _____

c. 7395.21 _____

d. 4.738 _____

e. 537.92 _____

f. 8.427 _____

g. 4265.9 _____

h. 16.78 _____

i. 831.27 _____

j. 7.314 _____

k. 3176.1 _____

l. 174.398 _____

m. 631.54 _____

n. 9.318 _____

o. 5321.78 _____

p. 26.573 _____

q. 1643.9 _____

r. 95.718 _____

Activity 1

1. Complete the table below by putting the decimals in order from smallest to largest. The first one has been done for you.

a.	0.09, 0.9, 0.009	0.009	0.09	0.9
b.	0.16, 0.19, 0.11			
c.	0.865, 0.857, 0.823			
d.	0.03, 0.3, 0.003			
e.	0.001, 0.003, 0.002			
f.	1.4, 1.7, 1.5			
g.	3.35, 3.39, 3.32			

smallest → largest

Activity 1

When ordering numbers, it is very important to look at the place value of each digit to help decide the correct order. Look at the decimal numbers below.

To be able to put them in order from smallest to largest, you need to look at the place value of each digit.

In this example, look at the value of each digit and each decimal place to see which decimal is greater. Five-tenths are greater than two-tenths or one-tenth.

2. Look at the decimal numbers below and answer the questions.

a. Are these decimal numbers in the correct order? Please give reasons for your answer.

_____

b. Which decimal number is the largest? How do you know? _____

Activity 2

Placing decimals on a number line can help to visualise their value. Below are three decimals placed on a number line. The number line is divided into tenths. As decimals are all less than 1, they will be placed between 0 and 1.

0.8, 0.2, 0.5

When the decimals are placed on the number line they are also ordered from smallest to largest.

Let's look at another example using tenths and hundredths.

0.25, 0.45, 0.8

This decimal has 2 tenths and five hundredths. It is greater than 0.2, but less than 0.3. It is placed between 0.2 and 0.3.

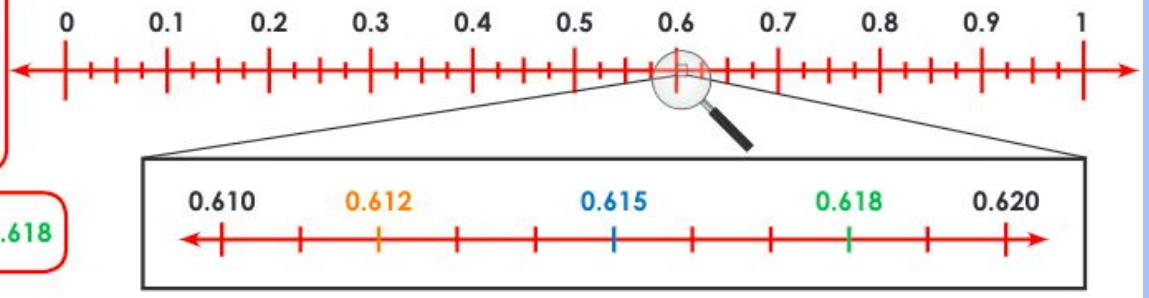
This decimal has 4 tenths and five hundredths. It is greater than 0.4, but less than 0.5. It is placed between 0.4 and 0.5.

This decimal has 8 tenths. It is directly on the marker indicating 8 tenths.

Let's look at another example using thousandths. Thousandths are also marked between 0 and 1 as they are less than a whole. To make it easier to see, the number line below is enlarged between the decimals 0.610 and 0.620.

The bottom number line shows the section marked with a box on the number line above.

0.612, 0.615, 0.618



Activity 2

Place each group of decimals in the correct positions on the number lines provided.

1. 0.3, 0.7, 0.6, 0.9

2. 0.35, 0.55, 0.5, 0.8

3. 0.35, 0.7, 0.15, 0.3, 0.95

4. 0.431, 0.433, 0.437, 0.439

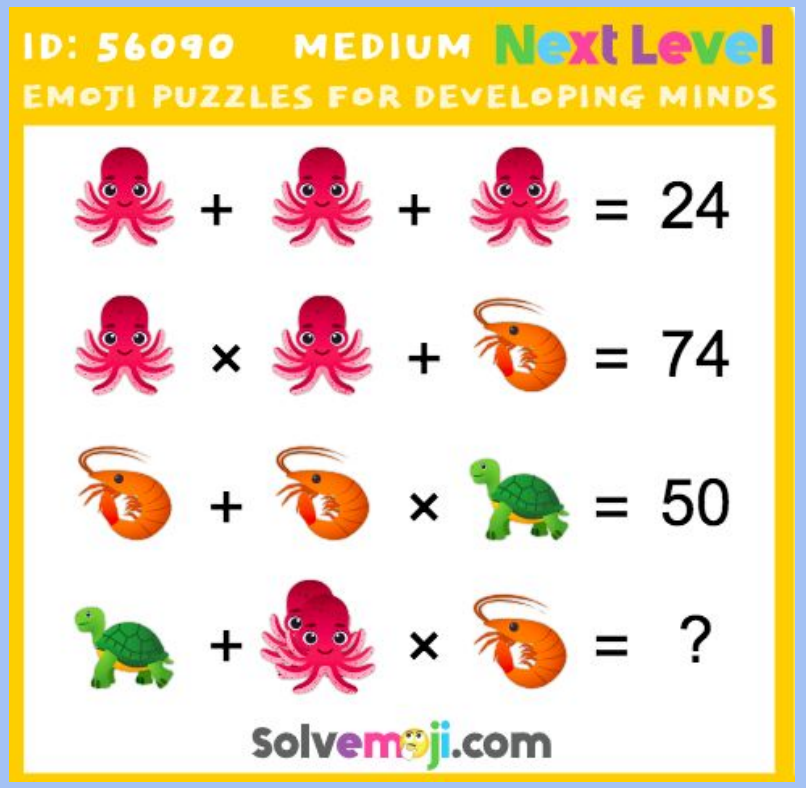
5. 0.973, 0.974, 0.977, 0.978

Thursday

Complete your Speed Test and record your time in the table above.

Ignition Activity - choose your level

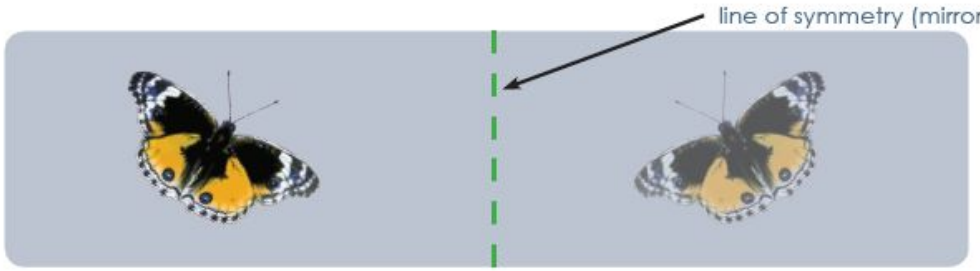
Answers for today will be posted at the end of the week



Activity 1

Reflection

When a shape is reflected, it is flipped over a straight line like a mirror image.

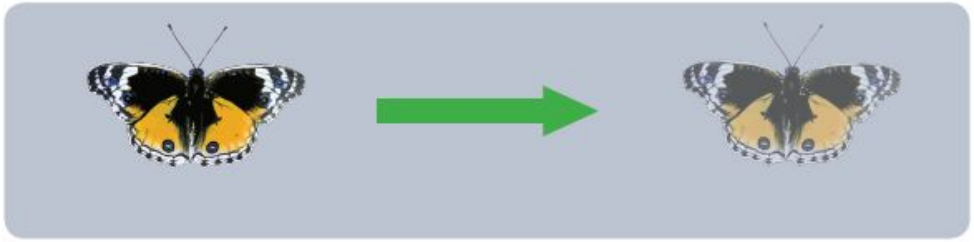


This butterfly has been reflected along a vertical line of symmetry.

The butterfly has not changed in size or shape.

Translation

When a shape is translated it is slid in one direction.

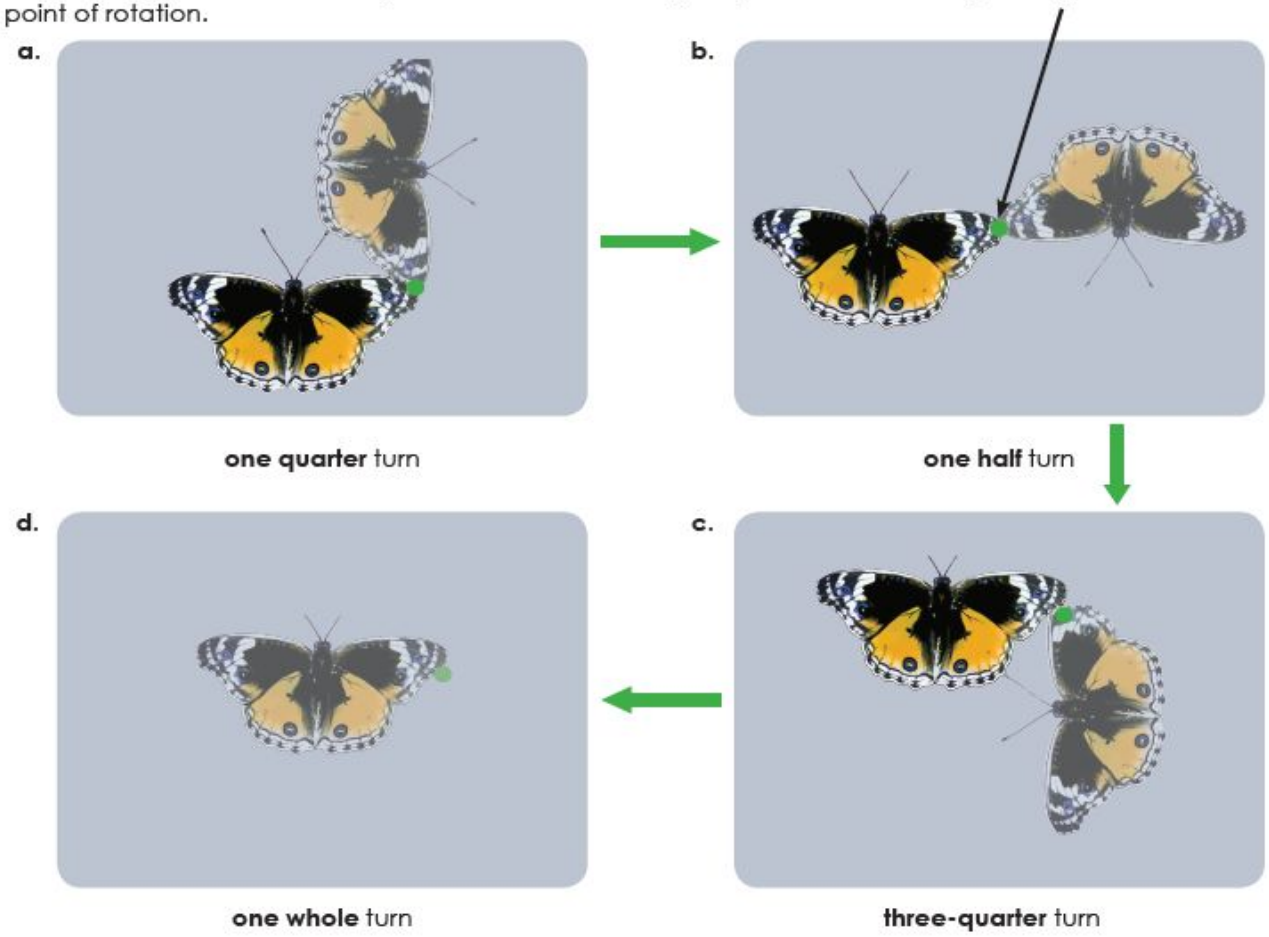


The butterfly has been translated by sliding it to the right horizontally.

The butterfly has not changed in its size or shape.

Rotation

When a shape is rotated the object is turned around a given point. In these images the green dot shows the point of rotation.



Activity 1

The images on the previous page show how a butterfly has been through a sequence of rotations in a clockwise direction. The green dot shows the point of rotation.

The butterfly has not changed in size or shape.

Transformation

When a shape is reflected, translated or rotated, it is called a **transformation**. Transformation is to move a shape in different ways without changing the size or shape.

Degree of Rotation

The size of the angle of turn can be measured in degrees (°). This is called the **degree of rotation**.

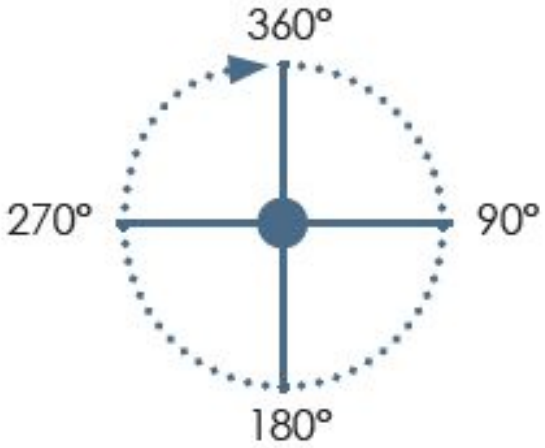
Degree of rotation:

one quarter turn = 90°

one half turn = 180°

three-quarter turn = 270°

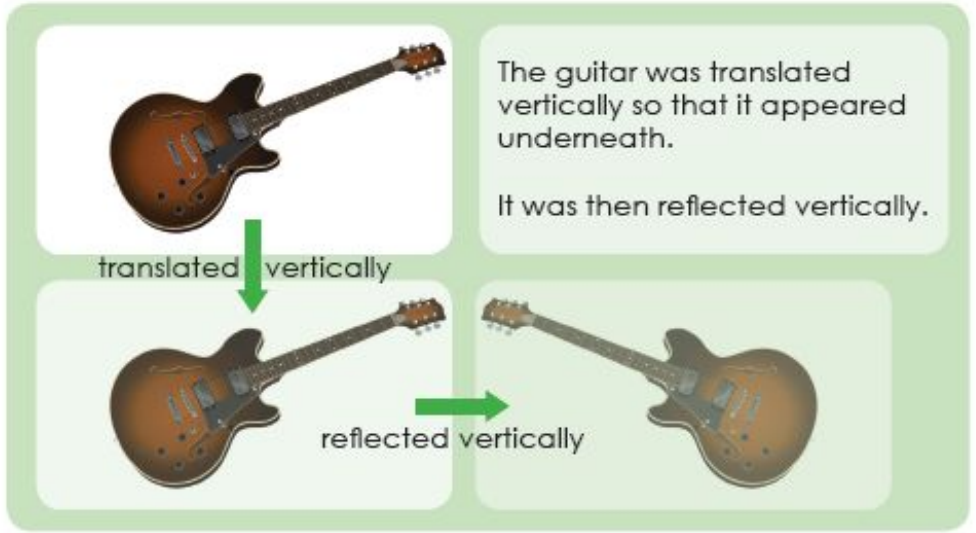
full turn = 360°

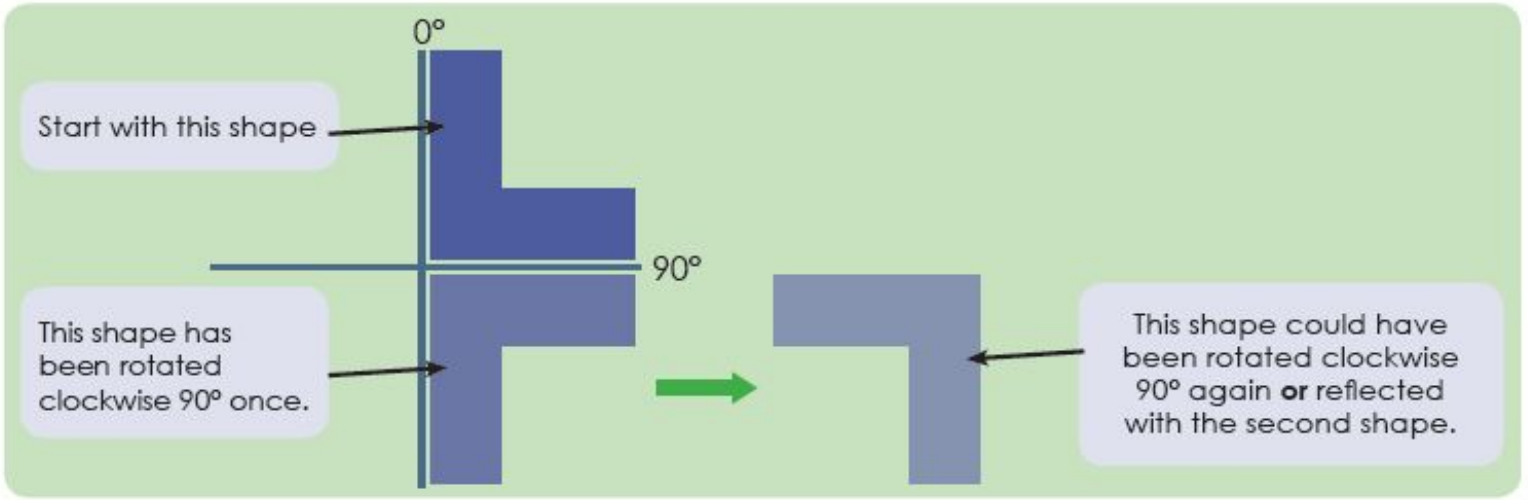


Activity 1

Now look at objects that have been transformed twice.

Look at these examples.





Activity 1

2. It is now your turn to identify shapes which have had two or more transformations.

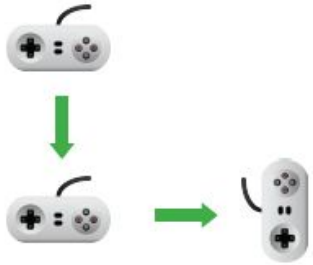
Look at each sequence below and write what type of transformation occurred in the boxes provided. If a rotation has occurred, write the degree of rotation, e.g. 90°, 180° or 270°. The first one has been done for you.

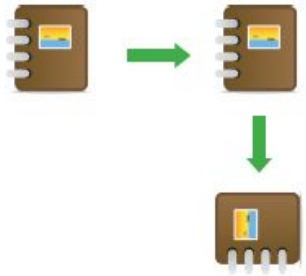
a. 

The card was translated horizontally to the right and then rotated 90° clockwise.

b. 

c. 

d. 

e. 

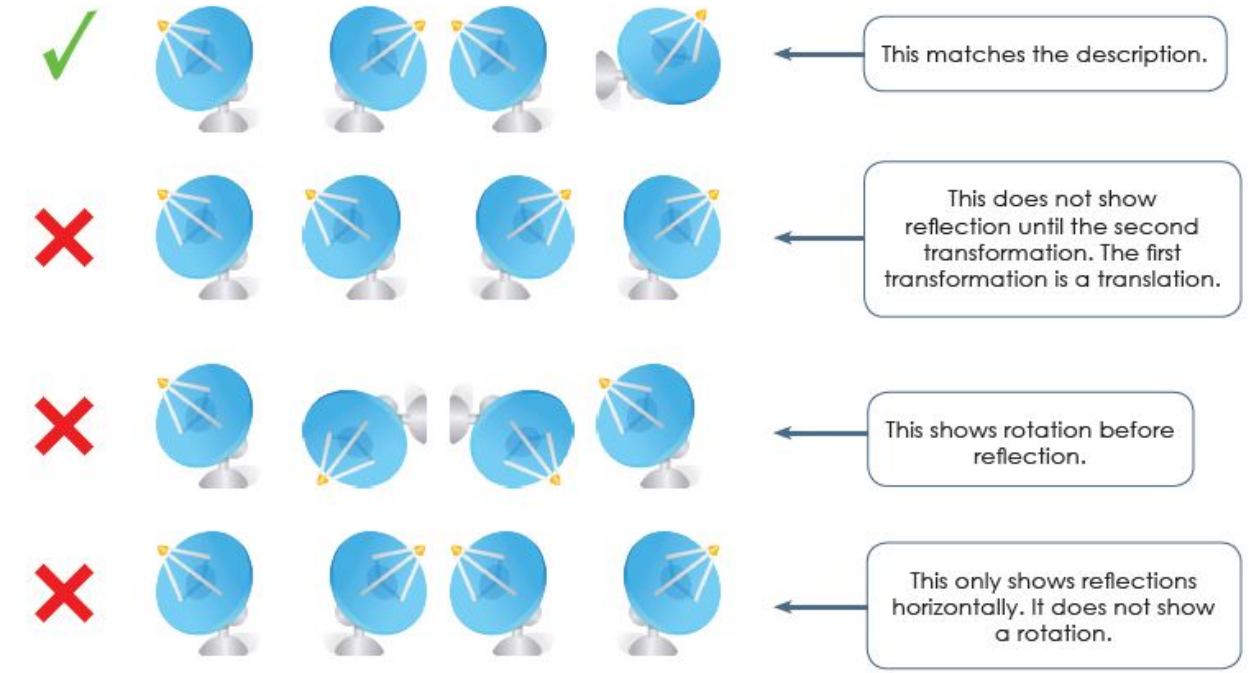
f. 

Activity 1

Here is a description of a series of transformations.

The satellite dish is reflected once horizontally, reflected again horizontally, and then rotated clockwise 90°.

Which of these sets of pictures shows the description?



2. Read each description of a series of transformations and match it to the correct set of pictures. Tick the correct answer in the box provided.

Complete questions a - d below and on the following pages.

a. The megaphone is rotated 90° anti-clockwise, reflected, and then translated.

Activity 1

b. The radio is translated, reflected two times and then translated.

i. 

ii. 

iii. 

iv. 

c. The TV is reflected, rotated anti-clockwise 90° and rotated anti-clockwise 90° again.

Be careful! These transformations go down the page.

Activity 1

Working Mathematically

A 24-hour digital clock is rotated 180 degrees and a mirror placed on the left-hand side of the clock.

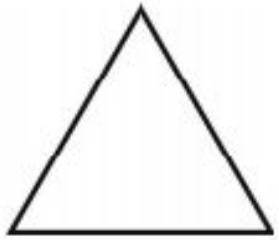
When the clock in the mirror says that the time is 2 minutes before 4 pm, what is the real time?

Activity 2

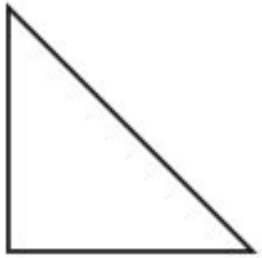
Types of Triangles

Name: _____ Date: _____

Look at the different type of triangles.

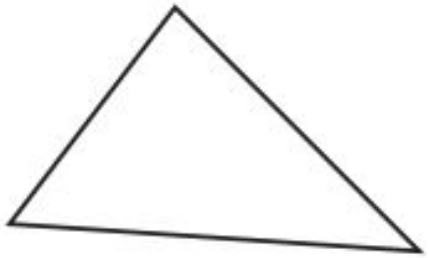


Equilateral - all sides equal.



Right Angle - has a right angle. Can also be a scalene or isosceles.

Isosceles - two sides equal.

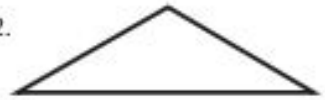


Scalene - all sides different.

Write the type of triangle.

1. 

_____

2. 

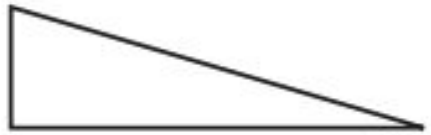
_____

3. 

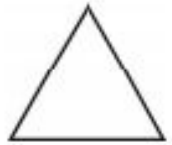
_____

4. 

_____

5. 

_____

6. 

_____

7. 

_____

8. 

_____

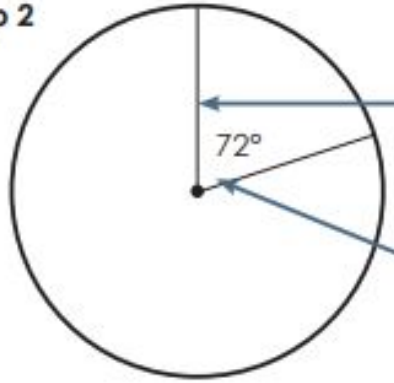
Activity 2

Drawing two-dimensional shapes using a circle

A circle can be used to help draw common 2D shapes.
Below are steps to draw a pentagon using a circle.

Step 1 360° ÷ 5 (number of angles inside a pentagon) = 72°

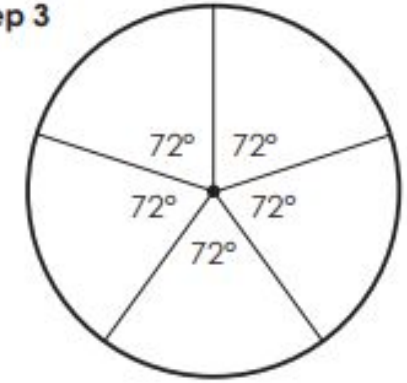
Step 2



Draw a radius in pencil.

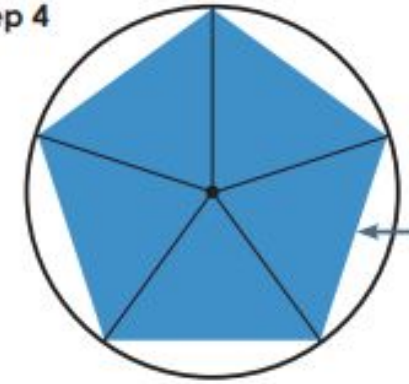
Draw an angle of 72° using a protractor.

Step 3



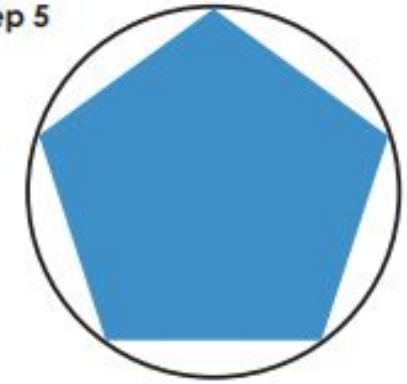
Divide the circle into 5 equal sectors, each with 72° at the centre.

Step 4



Join the 5 points on the circumference using a pencil and a ruler.

Step 5

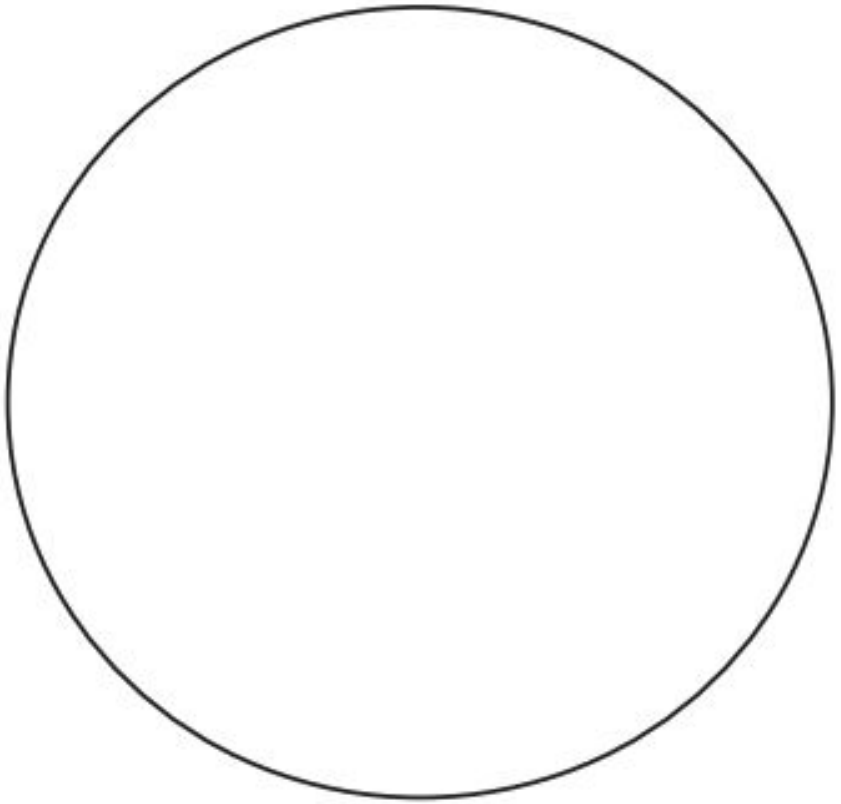


Rub out the 5 radii.

Remember: Radii means more than one radius.

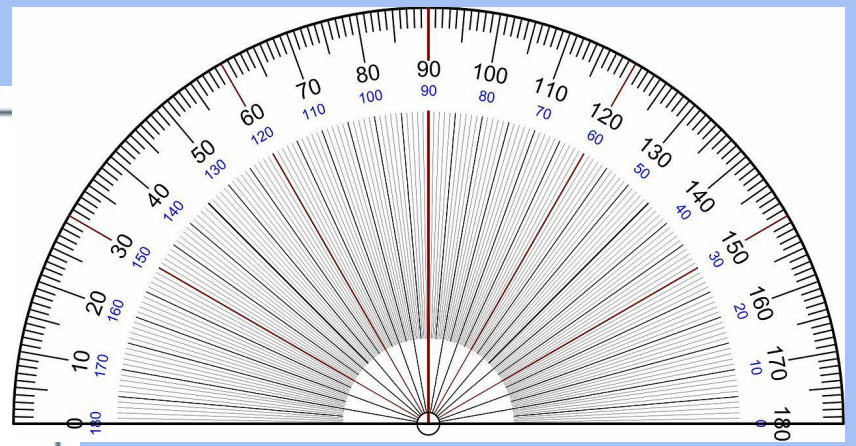
Activity 2

4. Use the same steps to draw a regular hexagon.



What angle size is at the centre? _____

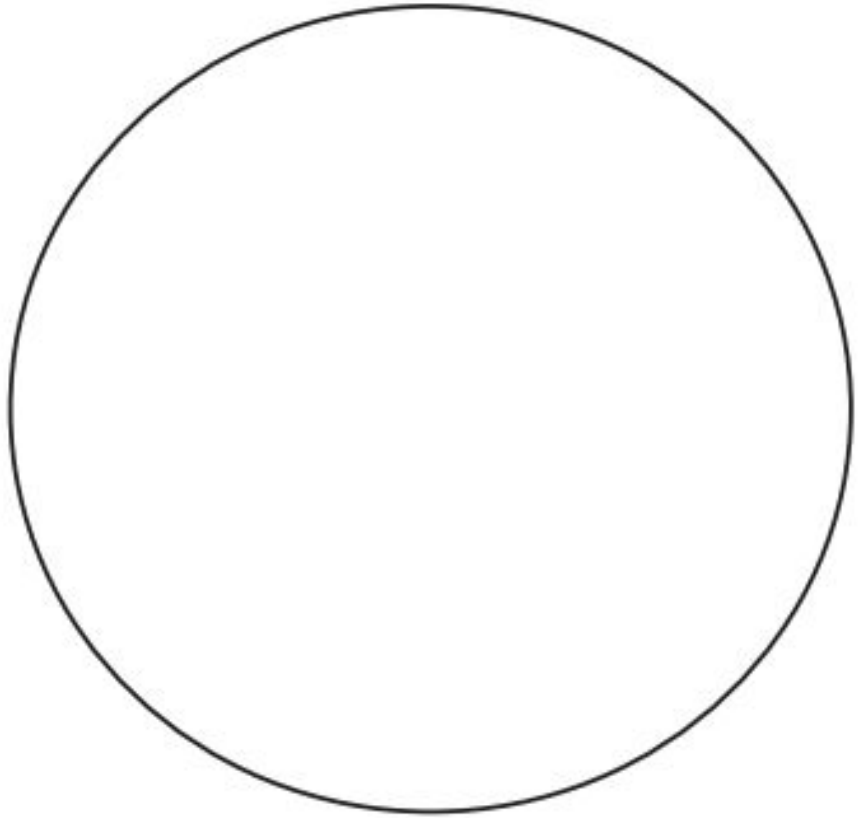
How did you determine the angle size? _____



Click on the protractor to use an interactive protractor

Activity 2

5. Use the same steps to draw a regular octagon.



What angle size is at the centre? _____

How did you determine the angle size? _____

Friday Fun Day

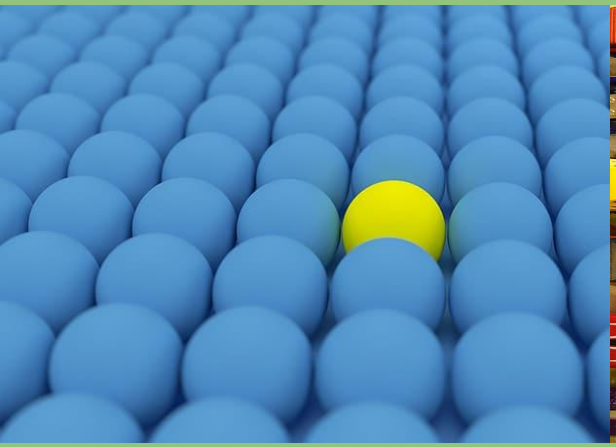
Choose an activity from your grid

Week 10 Term 3

A Week Of Activities

Monday: Making Patterns

Create a repeating pattern using objects in your house. You can make it simple or complex.

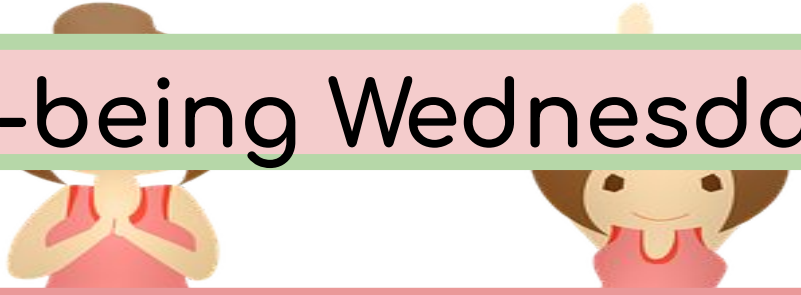


Tuesday Tidy Up!

Spring clean your room! Are there any clothes or toys that you could donate? Can you rearrange your room differently? You could draw up a plan first and measure things out.

You could take a before and after picture, too.

Well-being Wednesday



CLICK HERE to go to today's Yoga lesson. Find a quiet space to complete your lesson.

You can also try a different one HERE.

Thursday: Postcard

Write a postcard to your teacher and let them know what you have liked and disliked about Term 3. Include descriptions of things that you have done over this term that you have enjoyed, or perhaps and explanation of what you have learnt about yourself.

Decorate the front with a collage of images, photos or a drawing that you have done.

The next slides are where you can complete your postcard. Post it on Google Classroom so your teacher can read it

Front Cover Postcard

Dear_____,

From _____

FUN FRIDAY BINGO GRID

Choose 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and share some pictures of the things you do with your teacher and class.

Find a fun place to sit and read a book. Under the bed? Up a tree?	Create an artwork or model using only recycled materials.	Bake some biscuits, mini pizzas or cupcakes cakes	Have an online playdate with a friend using Zoom or Facetime.	**Scavenger Hunt** See if you can find: • a toy with wheels • 4 green things • something fuzzy • something you treasure • something noisy • something starting with T • a sphere • something bendy • something smelly
Create a Spoonville family in your garden 	Make a list of all of the things that you are grateful for. Could you show these on the petals of a flower drawing or the coloured stripes of a rainbow painting?	Dance! Put on your favourite song and dance along. You might be able to follow a dance-along version on YouTube.	Draw a self-portrait. Have your family suggest words to describe you. Write these around your picture.	
Make a certificate for a friend to celebrate one of their special qualities or an achievement	Create your own word search using words on the topic of food or cooking, then ask someone to complete it.	Design your ideal cupcake and draw it. Think about flavour, frosting and decorations.	Create a list of the rooms in your house and monitor how often the lights are used. Can you save electricity in any of them?	Enjoy a walk or a bike ride with your family.
Go on a 'senses walk' and think of all of the things that you can see, hear, smell and feel.	Conduct a food scrap and rubbish audit. Develop a plan to reduce the amount of rubbish going in the bin at your house.	Make a timeline to show the main events in your life and highlight when you achieved new things for the first time e.g. your first steps	Play a card or board game or do a jigsaw puzzle with your family.	Design and make a poster of all the ways we can look after the earth.
Make a scrapbook or a collage to show things that make you smile or things that you are proud of.	Make a cubby in your wardrobe, under your bed or in the backyard	Find an object for each letter of the alphabet in your kitchen.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Make a pop-up card for someone that you miss. 

FUN FRIDAY BINGO GRID

Choose 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and share some pictures of the things you do with your teacher and class.

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Go on a 'senses walk' and think of all of the things that you can see, hear, smell and feel.	Conduct a food scrap and rubbish audit. Develop a plan to reduce the amount of rubbish going in the bin at your house.	Make a timeline to show the main events in your life and highlight when you achieved new things for the first time e.g. your first steps	Play a card or board game or do a jigsaw puzzle with your family.	Design and make a poster of all the ways we can look after the earth.
Make a scrapbook or a collage to show things that make you smile or things that you are proud of.	Make a cubby in your wardrobe, under your bed or in the backyard	Find an object for each letter of the alphabet in your kitchen.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Make a pop-up card for someone that you miss.