Erina Heights Public School
Learning from Home - Stage 2

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	2/3L Zoom link	3A Zoom Link	3/4C Zoom Link	3/4C Zoom Link
Morning	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**
	Lunch Break				
Afternoon	**Natural Disasters**	**Natural Disasters**	**Natural Disasters**	**Natural Disasters**	**Natural Disasters**
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				

Stage 2

Literacy Activities

Term 4 – Week 3

Expectations

- ☺ 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! ☺

KIDS NEWS

Fraser Island to be renamed traditional owners' word for 'paradise'

https://www.kidsnews.com.au/indigenous-news/queenslands-fraser-island-to-be-renamed-traditional-owners-word-for-paradise/news-story/54ea84689cb68de3c463386c7ea8311d

Learning Intention: To use comprehension strategies to build understanding.

What to do?

- Read the questions on the next slide first.
- Click the link above and read the article.

Your task:

- Answer the questions on the next slide.

KIDS NEWS

Fraser Island to be renamed traditional owners' word for 'paradise'

Learning Intention: To use comprehension strategies to build meaning.

What does K'gari mean?

What is the name of the region's Indigenous people?

When were Eliza and James Fraser shipwrecked on the island?

What did Eliza Fraser claim happened after they were shipwrecked?

What do the traditional owners say happened to Eliza?

RESEARCH & WRITING TASK

Research K'gari - Fraser Island

Learning Intention: To create a persuasive poster/slideshow that demonstrates why K'gari is a paradise.

What to do:

- Research K'gari (Fraser Island).
- Make decisions about why and what makes K'gari a paraside.
- Showcase your thinking in the form of a poster/slideshow using images and words that persuade the viewer to believe that K'gari is a paradise.
- You can create your poster in whatever format you like. If it is easier to do it using paper, then go with that. You can use apps like Pic Collage on iPads or Canva (using your @education email to login). You can also use microsoft word, publisher, powerpoint or any other program that you may already use.
- Share the link or a screenshot of your poster on the following slide. Don't forget you can use the snipping tool on your computer to do this.

RESEARCH & WRITING TASK

Research K'gari - Fraser Island

Share your poster/slideshow with your teacher here:

ANTONYMS

An antonym is a word opposite in meaning to another. Fast is an antonym of slow.

Replace the bold words in the sentences with words that have the opposite meaning.

Sentence	Antonym	Sentence	Antonym
Tim is in the bedroom but he is **awake.**		I will meet you at the **entrance** door.	
This sheet of paper is very **smooth.**		Mr Jones is quite **hairy.**	
This is the **first** time I will do it.		His **friend** tried to hurt him.	
Most of the students are quite **rude.**		I am going to **save** this ten dollar note.	

These words are antonyms. Write true or false in the empty box.

empty/full	True	arrive/depart		bitter/sour	
rich/poor		clean/dirty		never/often	
huge/big		small/tiny		yummy/delcious	

VOCABULARY

Classifying Words

Complete each list with a word from the word bank.

stone	foal	cherry
mutton	roast	golf

apple, pear, peach	
wood, brick, concrete	
cricket, netball, football	
lamb, pork, beef	
kitten, puppy, chicken	
bake, fry, boil	

Write each word in the word bank under the correct heading.

lockey	violin	ferry	liner
chemist	melody	teacher	carol
orchestra	fluke	mechanic	yacht

Occupation	Ship	Music

Add a word to fit the category

scarf, apron, shirt	
hand, arm, face	
cloud, sun, sky	
harp, guitar, flute	
lamb, kitten, puppy	
bee, ant, wasp	
pear, plum, apple	
pencil, pen, crayon	

SPELLING

Halloween Word Search

INSTRUCTIONS

Use the line tool on the toolbar above to mark where the words are.

The first one has been done for you.

CAULDRON
CEMETERY
CREEPY
DARKNESS
GHASTLY
GHOST
GHOULISH
SUPERNATURAL
SUPERSTITION
TOMBSTONE
VAMPIRE
WICKED
WITCH
ZOMBIE
GRUESOME
HALLOWEEN
HAUNT
HAUNTED
~~HORRIFY~~
MYSTERIOUS
OCTOBER

N	N	V	M	Q	Z	O	Q	G	L	N	Y	U	Y	I	H	E	O	U	I
G	O	L	T	N	M	E	H	B	G	P	H	T	R	G	C	R	D	N	I
N	H	R	M	I	R	O	Q	J	E	C	N	K	E	W	K	I	Z	Z	F
E	Y	A	D	T	U	W	E	E	W	J	W	E	T	D	K	P	O	W	G
X	N	I	S	L	D	A	R	K	N	E	S	S	E	W	H	M	J	T	H
N	C	O	I	T	U	C	W	L	O	B	U	T	M	W	J	A	E	N	O
U	O	S	T	X	L	A	V	F	N	P	N	O	E	P	O	V	P	U	S
M	H	C	C	S	D	Y	C	E	E	U	O	W	C	D	U	L	D	A	T
K	Y	P	Q	U	B	U	V	R	A	I	C	Z	E	A	D	E	L	H	Q
J	O	S	U	O	N	M	N	H	O	N	T	Z	V	H	K	W	K	A	T
M	Y	O	T	H	E	A	O	K	E	U	O	T	O	C	O	Q	G	M	H
H	J	L	Y	E	T	F	T	T	O	Y	B	C	I	M	M	H	R	U	
H	T	V	R	U	R	A	N	R	Q	L	E	W	I	E	B	U	R	V	L
J	E	Z	R	C	O	I	C	J	M	S	R	E	P	G	F	I	F	D	
S	W	A	O	X	H	B	O	H	W	Z	L	W	I	T	C	H	E	I	
G	L	Q	N	Q	K	S	G	U	O	R	F	X	R	H	C	W	V	M	E
T	A	X	X	S	U	P	E	R	S	T	I	T	I	O	N	G	Q	T	F
~~H~~	~~O~~	~~R~~	~~R~~	~~I~~	~~F~~	~~Y~~	C	J	D	E	M	O	S	E	U	R	G	N	

BONUS JOKE

WHAT'S THE PROBLEM WITH TWIN WITCHES?

IS WHICH? WHICH WITCH YOU NEVER KNOW

Maths

Stage 2 Term 4 - Week 3

Maths Instructions

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

2. Complete as many activities each day as you can - activities should be completed on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.

3. To make answering easier, please type into the pink text boxes.

PLEASE NOTE

If it is easier for you to complete this work in a book, then please do so and send a photo to your teacher or submit on Google Classroom if you know how.

Otherwise - Click on the pink text boxes on the activity slides to enter your answer.

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 (suggestion of **6, 7, 8 or 12's**)
- 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 (Type into the table)**

I am focusing on my ☐ **times tables.**

Fill this in each day.

Monday	Tuesday	Wednesday	Thursday	Friday

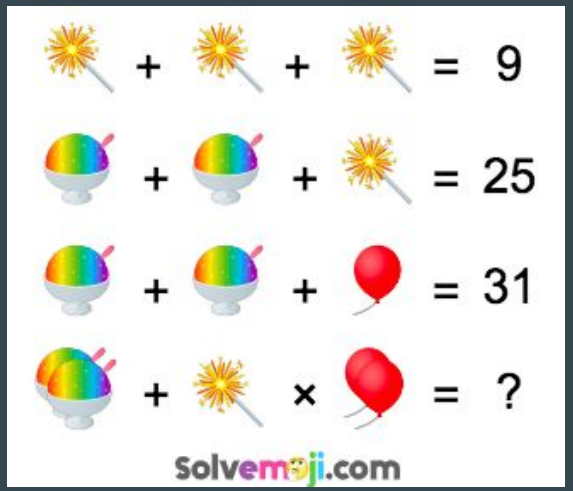
Monday

Lesson 1

Remember to do your "***Daily Speed Test***" and enter your time on slide 4.

Ignition Activity 1 – choose your level

★



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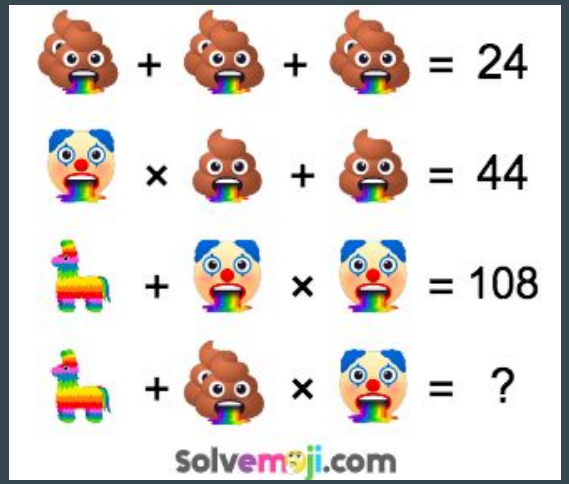

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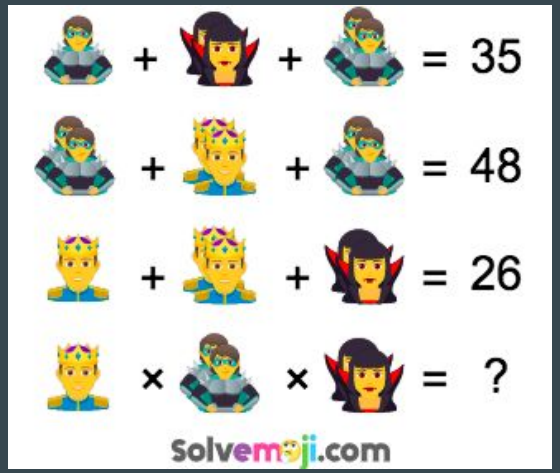


Read

Multiplication and Division

Glossary

- **factor:** a whole number that divides exactly into another number (e.g. 6 is a factor of 12 because 12 ÷ 2 = 6. 2 is also a factor of 12 because 12 ÷ 6 = 2)
- **multiple:** the product of a number multiplied by any other whole number (e.g. 18 is a multiple of 6 because 6 x 3 = 18. 18 is also a multiple of 9 because 9 x 2 = 18)
- **partitioning:** when numbers are broken down into smaller parts to make calculations easier
- **product:** the answer when two or more numbers are multiplied together

Multiplying three or more single-digits

Instructional Video Link - Click the link below to access the video

Multiplication

When do you need to multiply three or more numbers?

Read

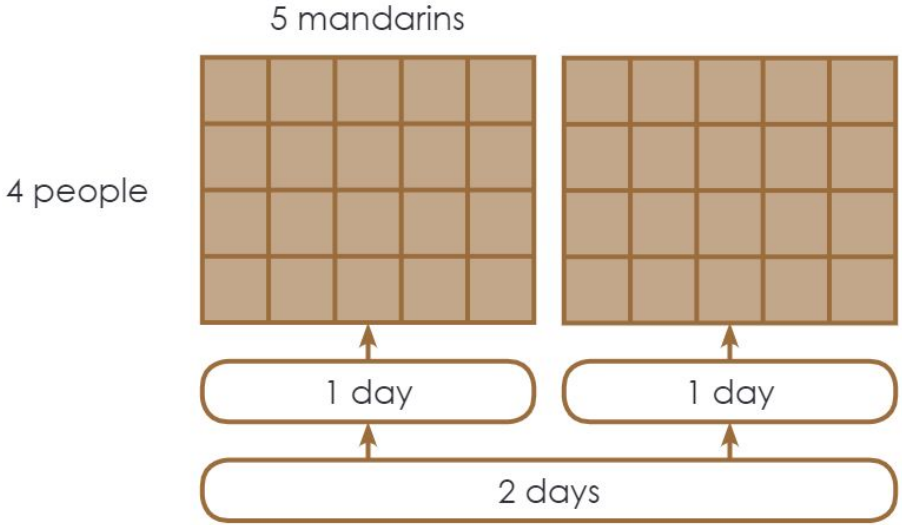
Martin, Cameron, Samir and Kelly have a mandarin tree in their garden. One weekend they realised they had too many ripe mandarins and needed to eat some instead of waste them. They set out a challenge to eat five mandarins each on Saturday and five mandarins each on Sunday.

If we wanted to know how many mandarins were eaten in total, we would need to multiply the number of people, the number of mandarins and the number of days together like this:

4 people x 5 mandarins x 2 days

Read

These arrays show what happens when the three numbers in the example are multiplied together. First, the four people are multiplied by five mandarins. This creates the first array, and represents what happened on Saturday. However, because the 4 people ate five mandarins each on both Saturday and Sunday, we need to create another array that represents Sunday.



By counting the squares in the arrays, you can find the answer.

4 x 5 x 2 = 40

The people ate 40 mandarins in total.

YOUR TURN: On a piece of paper draw a diagram similar to the above to show what happens when you multiply 2 x 4 x 3. Write below the answer and how did you work it out?

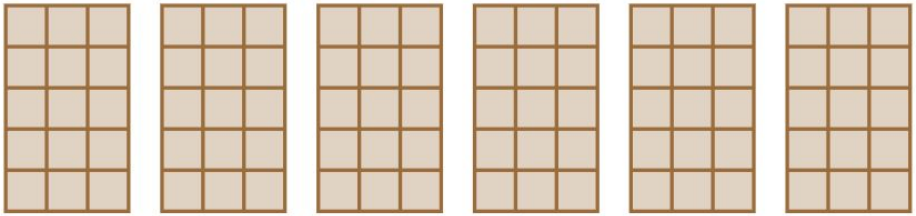
Read

Multiplying 3 single-digit numbers and using the associative property

Look at the number sentence below, which shows three single-digit numbers multiplied together. One way to solve this problem would be to multiply from left to right.

5 x 3 x 6 = 90

Multiply 5 by 3 first 5 x 3 = 15 → You then have to multiply the **product** (15) by 6, which is difficult. You could use arrays to help you, like this:



5 x 3 x 6 = 90

Another way in which you can multiply these three numbers is following the **associative property**, where it doesn't matter which order you multiply the numbers. In the following example, 5 x 6 is done first because 3 is a small number, and the **product** of 5 and 6 will be a 2-digit number. It's easier to multiply 2-digit numbers by small numbers like 3.

5 x 3 x 6 = 90

For example: 5 x 6 = 30 → 30 x 3 = **90**

For this activity you can use a dice and roll it three times, or a deck of cards and pick three cards or just pick three numbers.

Type your answers into the table.

3 Numbers Rolled			Number sentence	Strategy and answer
3	6	4	4 x 3 x 6	4 x 3 = 12 12 x 6 = 72

Extra Challenge: Four Numbers

4 Numbers Rolled				Number sentence	Strategy and answer

Type your answers into the table.

Read

Knowing different multiplication strategies can make solving multiplication problems easier because you can choose the strategy that works for you.

Using known number facts

Sometimes you will have to multiply numbers that aren't in the times tables you have learned. In this case, you can use facts that are in the times tables you have learned that are close to them.

Example 1: 13 x 9

- We can use the known fact, 10 x 9 = 90, because 10 is close to 13.
- We can then add **three** more groups of 9 to 90: 90 + 9 + 9 + 9 = 90 + 27 = **117**

Example 2: 18 x 5

- We can use the known number fact, 20 x 5 = 100, because 20 is close to 18.
- We can then subtract two groups of 5 from 100: 100 - 5 - 5 = 100 - 10 = **90**

plication
Division

Type your answers & working out into the pink boxes.

1. Complete the questions below using **known number facts** to help you. Show your working in the spaces provided.

a. 15 x 4 =

b. 18 x 3 =

c. 26 x 5 =

Tuesday

Lesson 2

Remember to do your "*Daily Speed Test*" and enter your time on slide 4.

Ignition Activity 2

Read the instructions and crack the code. Choose your level.

★

The first number is three times the second number.
The second number is three times the fourth number.
The third number is one third of 75, divided by 5.
The fourth number is 20% of the third number.

← Answer this in the pink text boxes

★★

The first number is half of the third number.
The third number is 2 less than the second number.
The second number is the product of 12 × 0.5.
Add 4 to the third number to get the fourth number.

← Answer this in the pink text boxes

Read

Using doubling and repeated doubling to multiply by 2, 4 and 8

This strategy uses your knowledge of doubles to help you multiply numbers quickly and easily.

We will focus on multiplying by 2, 4 and 8 because we know that 4 is double 2 and 8 is double 4.

- To multiply a number by 4 we can first multiply it by 2 (by doubling it) and then double the answer again.
- To multiply a number by 8 we can first multiply it by 2 (by doubling it) and then double the answer and then double the answer again.

Here are two examples:

Example 1: 23 x 4

23 x 2 → = 46 → = **92**

double 23 (23 x 2) | double 46 (23 x 4)

Example 2: 34 x 8

34 x 2 → = 68 → = 136 → = **272**

double 34 (34 x 2) | double 68 (34 x 4) | double 136 (34 x 8)

Your turn to use **doubling and repeated doubling**.

2. Complete the questions below using the **doubling and repeated doubling** strategy. Show your working in the space provided.

a. 16 x 2 =		
b. 27 x 4 =		
c. 43 x 4 =		
d. 25 x 8 =		
e. 31 x 8 =		

Type your answers & working out into the pink boxes.

Read

Using the relationship between multiplication facts

This strategy builds on your knowledge of other multiplication facts to help you solve new ones.

Example 1: 41 x 6

Multiplying 41 by 6 is difficult. However, we know that 6 is a product of 2 x 3. In order to make this easier for mental computation you can halve the 6 and calculate 41 x 3 = 123, as this is a much simpler calculation to work out in your head.

You then need to double the answer because 6 is double 3. The answer is **246.**

Example 2: 52 x 6 52 x 3 = 156 → double 156 = **312**

Example 3: 32 x 8

In this example you could use your knowledge of factors of 8 and multiply 32 by 4:

32 x 4 = 128

You could then multiply this answer by 2 because 4 x 2 = 8:

128 x 2 = **256**

Your turn to use the relationships between multiplication facts.

3. Complete the questions below using the **relationship between multiplication facts**. Show your working in the space provided.

a. 31 x 6 =		
b. 42 x 6 =		
c. 24 x 8 =		
d. 63 x 6 =		
e. 51 x 8 =		

Type your answers & working out into the pink boxes.

ultiplication

Read

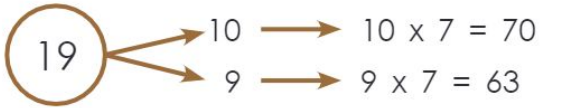
Multiplying the tens and then the ones

This strategy focuses on splitting the two-digit number into tens and ones and then multiplying both by the one-digit number.

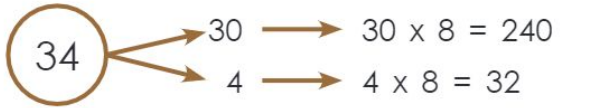
Once you have worked out both multiplication facts, you then add the **products** together to get your answer.

A term used when we break down numbers into their place values is **partitioning**.

Example 1: 19 x 7



Example 2: 8 x 34



Your turn to use the strategy of multiplying the tens and then the ones.

1. Complete the questions below by **multiplying the tens and then the ones**. Show your working in the space provided.

a. 13 x 4 =		
b. 35 x 3 =		
c. 43 x 7 =		
d. 9 x 36 =		
e. 5 x 52 =		

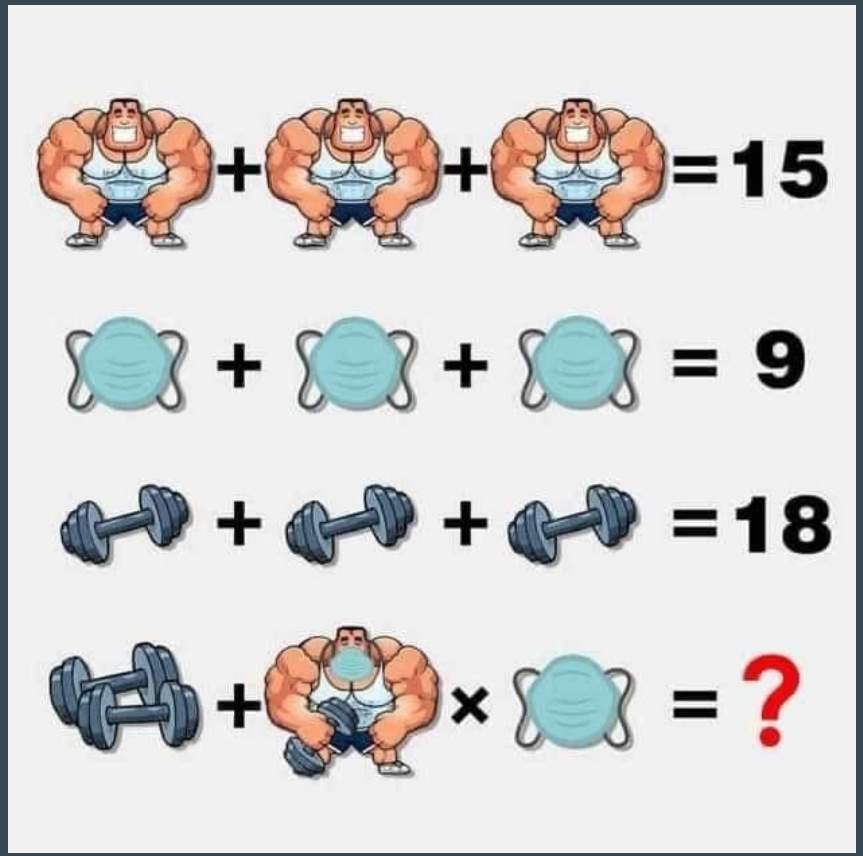
Type your answers & working out into the pink boxes.

Wednesday

Lesson 3

Remember to do your "*Daily Speed Test*" and enter your time on slide 4.

Ignition Activity 3



Hint: Look closely at the man in the last line.

My answer:

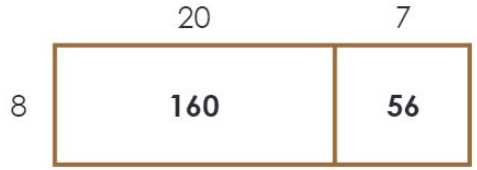
Read

Using the area model

The area model is an informal written strategy for solving multiplication problems. In this unit we are only focusing on multiplying two-digit by one-digit numbers but you can use it to multiply larger numbers too.

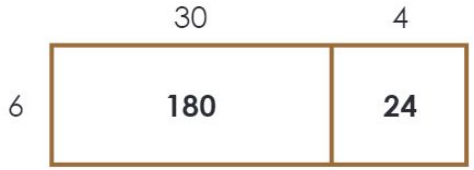
Step 1: Break the two-digit number into its place values and write the numbers above the boxes as shown below.
Step 2: Write the one-digit number along the side of the box.
Step 3: Multiply the one-digit number by both numbers above the boxes and write the **products** in each box.
Step 4: Add the two **products** together to get the final answer.

Example 1: 27 x 8



160 + 56 = **216**

Example 2: 34 x 6



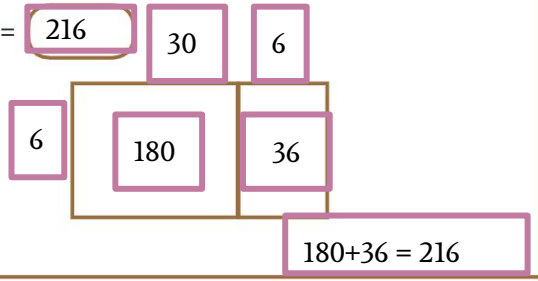
180 + 24 = **204**

The **area model** strategy is a visual representation of **multiplying the tens and then the ones**.

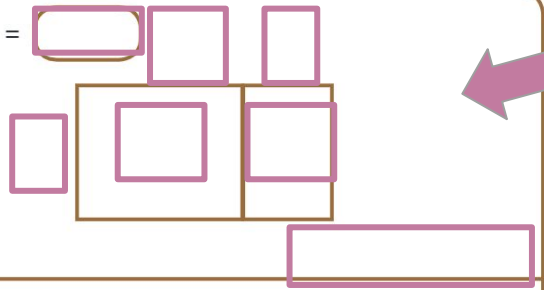
2. Complete the questions on the next page using the **area model** strategy. Show your working in the space provided.

Type your answers & working out into the pink boxes.

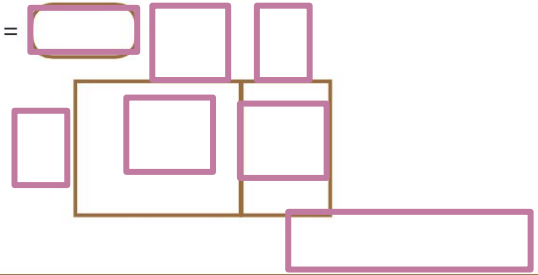
a. 36 x 6 = 216



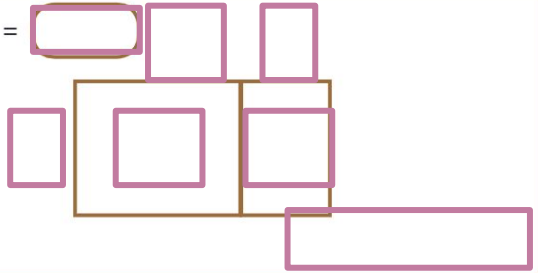
b. 54 x 4 =



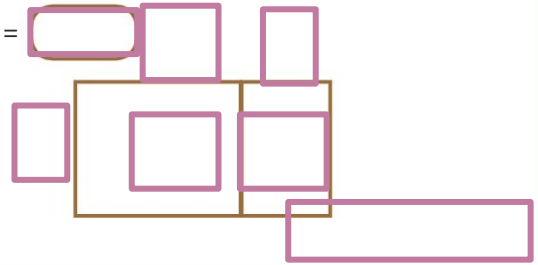
c. 28 x 9 =



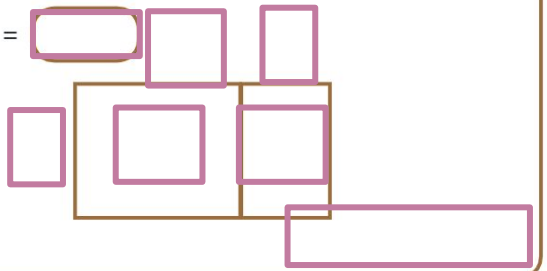
d. 49 x 7 =



e. 83 x 4 =



f. 67 x 8 =



Factorising the larger number

A **factor** of a number is the result of dividing that number by another whole number.

The **factors** of 18 are 1, 2, 9, 3, 6 and 18, because 1 x 18 = 18, 2 x 9 = 18, and 3 x 6 = 18.

Knowing the **factors** of a number can help make multiplication easier. Instead of trying to multiply by that number, you can instead multiply by two of its **factors**. Breaking down a larger number into two of its **factors** is called **factorising**.

Example 1: 18 x 5

18 x 5 = **9 x 2** x 5 = 9 x 10 = 90

18 has been broken down into two of its **factors**, 9 and 2, that, when multiplied together, equal 18.

Example 2: 24 x 4

24 x 4 = **12 x 2** x 4 = 12 x 8 = 96

24 has been broken down into two of its **factors**, 12 and 2, that, when multiplied together, equal 24.

3. Complete the questions below by **factorising**. Show your working in the space provided.

a. 28 x 5 =

b. 36 x 5 =

c. 44 x 5 =

d. 48 x 4 =

e. 63 x 3 =

Create your own times table grid

Type into the table. A couple have been done for you.

X	1	2	3	4	5	6	7	8	9	10
1	1									
2		4								
3			9							
4										
5										
6										
7										
8										
9										
10										100

Can you see some patterns? You will need to look back at this.

Describe at least two patterns you can see in your grid

Look back at your grid on the previous slide

Pattern 1: A pattern I can see ….

Pattern 2:

Thursday

Lesson 4

Remember to do your "*Daily Speed Test*" and enter your time on slide 4.

Ignition Activity 4

A man buys a firework for $60.

Then he sells it for $70.

Then he buys it back for $80 but sells it again for $90.

How much money did he make?
(Show your working out).

Type in here:

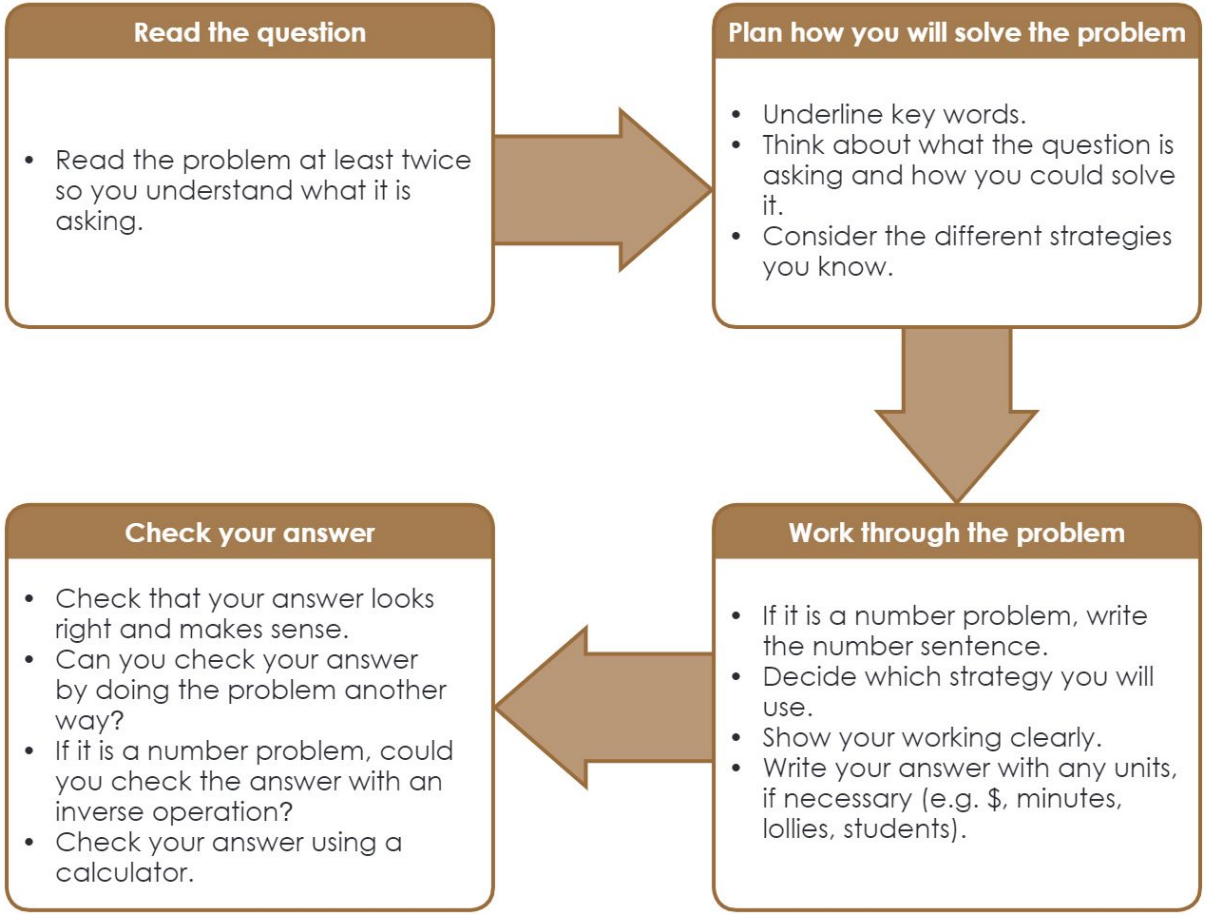
Solving Multiplication Problems

When solving these problems, remember to think about all the strategies that you have been learning throughout this unit. Here are some other strategies you might use to solve word problems.

- Draw a diagram
- Look for patterns
- Work backwards
- Complete operation
- Trial and error

Read

The diagram below shows you the steps needed to be successful at problem solving using multiplication. These steps are really important because we solve problems every day.



Solving Word Problems

Instructions: Solve the following word problems. Remember to use the problem solving tips on the previous slide to help you. *Show your working* in the space provided.

Use the lessons from this week to help you solve each problem. You can use a check your answers with a calculator.

1. Gilly works in a clothes shop. She works 7 hours per day. She works 6 days each week. How many hours does she work in two weeks?

Solving Word Problems - Continued

2. A spider has 8 legs. How many legs do 13 spiders have?

Remember to show your working.

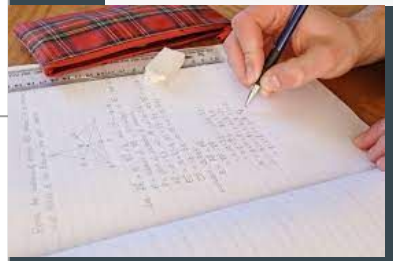
3. Mrs Clarke has 3 packs of tickets to sell. She has 14 tickets in each pack. How many tickets does she have?

Solving Word Problems - Continued

4. Mrs Anderson is selling lemonade for $3 a cup and she had 42 cups. How much money will she receive if she sells all the cups?

5. On Tuesday it took Angus 45 minutes to do his homework. It took his sister 4 times longer to do her homework. How long did his sister spend doing her homework?

Remember to show your working.



Solving Word Problems - Continued

Remember to show your working.

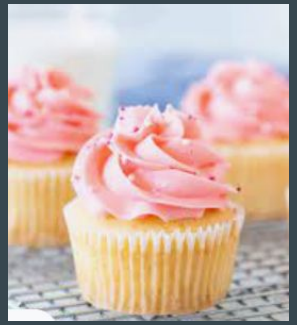
6. At Mrs Lanning's local party hire store, balloons come in packs of 18. Mrs Lanning is hosting a party and buys 3 packs. She wants to give each guest one balloon. She will have 15 left over. How many guests will be coming to the party?

7. Riley borrowed $360 from his mother (Mrs Kerry). He paid her back $20 per week for 9 weeks. How much money did he still owe Mrs Kerry?

Solving Word Problems - Making Cupcakes

These are the ingredients for making 16 cupcakes:
110g butter
105g sugar
2 eggs
110g plain flour
5g baking powder
75g mixed fruit

Mrs Lewis needed to make double the number of cupcakes. How much of each ingredient does she need?



Type into the table.
Remember to show your working.

butter	
sugar	
eggs	
plain flour	
baking powder	
mixed fruit	

Number Challenge: Largest Product

Use the numbers 1, 2, 3 and 4 to write a number sentence which has the largest possible answer. The number sentence must have a 3-digit number multiplied by a 1-digit number.

Answer:

☐☐☐ x ☐ = ☐

Type in the pink boxes.
Remember all of the strategies.
Use a piece of paper to help you.

Friday

Lesson 5

Remember to do your "***Daily Speed Test***" and enter your time on slide 4.

Friday Fun Day

To do list:

- Make sure you complete your daily speed test (slide 4).
- Write your own word problem - put your name in it. Type it on the next slide.
- ***Or*** you can complete the two word problems on the last slide.
- Pick activities from your Friday Fun grid.

My Word Problem

My word problem:

Solving my word problem:

Jeremy is saving for a new surfboard. He saves $99 every month. How much will he have saved after six months?

Bob jumped 85 times in one minute. If he continued to jump at the same rate, how many times would he jump in 6 minutes?

Natural Disasters

Week 3

Week 3

Monday:Tornados, Hurricanes and Cyclones

Find out what a tornado, a hurricane and cyclone all have in common. Write a detailed description. CLICK HERE to watch a video that will help you.

Choose a picture that represents the destruction caused by this type of natural disaster.

Windstorm activity - complete the following STEM activity that links to the power of tornados.

Click here for this cool activity

Tuesday: Volcanoes

Choose one of the following famous volcanoes:

- Mount Vesuvius
- Krakatoa
- Mount St Helens
- Mount Etna

On the following page, complete the fact file on your chosen Volcano.

Name of Volcano:

Height:

History of eruptions:

Destruction caused:

Insert Picture:

Volcano STEM activity

Complete the following cool activity to create your own volcano. Video your eruption and share it with your teacher

https://www.youtube.com/watch?v=jJLYGOglU-0

Wednesday: Floods

Learn about floods at the following site:

https://kids.nationalgeographic.com/science/article/flood

Answer the following questions:

1. A flood is a _____ of water with _____.
2. What are some of the causes of a flood?

3. Why are floods considered the most severe of all the weather-related disasters?

Can you build a flood-proof home?

Why do house flood?
https://www.youtube.com/watch?v=6mKyZd6Lmlc

What will we need?

For the model: modelling equipment e.g. lego, duplo, cling film, foil, plasticine, lolly sticks, straws, plastic bottles, string, glue, cardboard, straws and K'nex.

For testing: Best to test outside with a hosepipe or watering can, but the bath will work too!

Thursday: Drought

Click on the hungry cow, to find out about drought in Australia.

Drought Poster

Design a poster about droughts.
Your poster could be about:

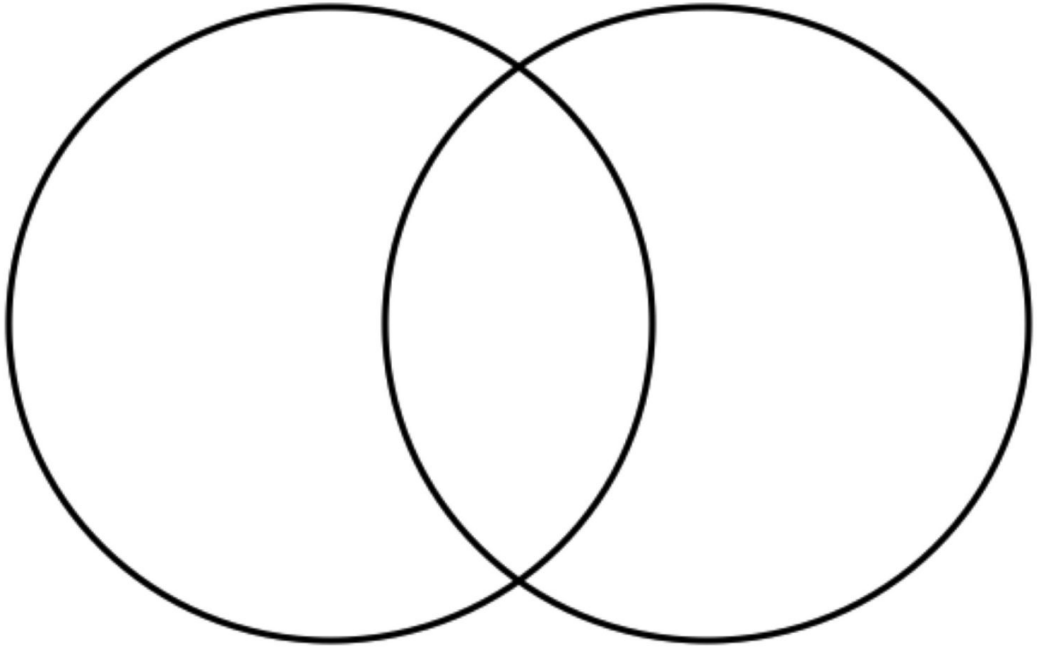
- how to deal with drought;
- helping farmers;
- cost and causes of drought;
- past and current droughts in Australia;
- livestock, native animals, and drought;
- effects of drought on living and non-living aspects of the environment;
- water restrictions;
- crops, native plants, and drought;
- soil, dust storms, bushfires, and droughts.

Draw your poster on the next page.

Use the statements on the right to complete the venn diagram that compares and contrasts floods and droughts

Flood

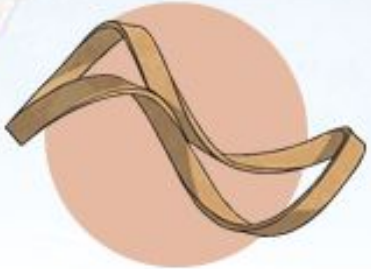
Drought



Too much rain is the cause.	Can harm habitats and cause soil to move (erode).	An extreme weather condition that can kill living things.	Everything becomes wet.
Too little rain is the cause.	Everything becomes dry.	Rivers, streams and lakes can overflow,	Wildfires can break out.
Affected by the amount of rain.	Water shortages.	Water can become dirty and polluted.	Crops will die from lack of water.


Bushfire
STEM Activity
twinkl

You Will Need:



- Milk bottles
- Bubble wrap
- Milk bottle lids
- String
- Elastic bands
- STEM materials you have access to
- Graph paper
- Cardboard
- Popsicle sticks
- Pipe cleaners
- Cardboard cylinders

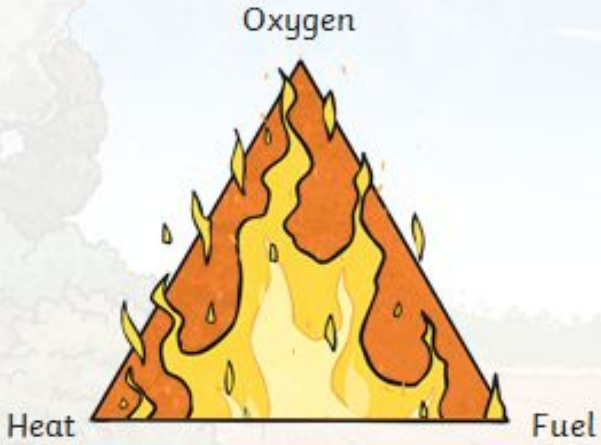
Bushfire

A bushfire is a fire through bushland or forests and generally spreads quickly.

Bushfires can threaten wildlife, the environment, property and life.

What a Fire Needs

All fires need three elements to be able to burn.



They make up the fire triangle.
Without all three of these elements the fire will not be able to burn.

Fuel

What kind of things could be fuel to a fire?
Discuss how many you can think of.

Gasses, such as, natural gas, propane and carbon monoxide.

Solids, such as, coal, wood, paper, plastic and hay.

Liquids, such as, turpentine, paint, varnish, olive oil and kerosene.

If you see an electrical fire, why would it not be a good idea to use water to put it out?

Weather

The hotter and drier the weather is, the more likely it is for a fire to spark and spread.

Wind can be a major influence as it pushes the fire forward. A strong wind can push a fire a long way quickly and can also cause humidity to reduce, leaving little moisture in the air.

Land

The slope of the land plays a big role in how quickly a fire can spread.

If a fire is moving up a hill, the fire will spread much faster than if the fire was moving down hill.

What Do You Take?

When there is a fire approaching your house you often do not have long to pack your possessions and leave.

It is important to take the possessions that mean the most to you and that cannot be replaced.

It is also important that you know what to do if a fire comes close to your home.

You must stay calm and follow your plan.

Your Task

You are going to create an evacuation plan for your home should a bushfire occur nearby.

1. Your first task is to write a list of important things that you would grab, in a hurry, if you would have to leave your house due to a fire.
2. Draw a bird's-eye view of your home. You will need to include all of the rooms as well as all of the major pieces of furniture.
3. Once your house drawing is completed, draw the escape plan you would take in leaving the house. Consider safe places to exit and where the fire would be coming from.

Include a photo of your house drawing here.

Vegetation

You can help to protect your home with the garden you plant around your house.

Plants should be spread out so not to form a continuous canopy for the fire to follow.

They should not be planted directly against the buildings.

Low ground covers can assist in slowing the speed of the fire.

Plant selection is important. Plants such as eucalyptus and bottle brush burn well so should be kept at a distance as they will fuel the fire.

Going Further

You are going to design a house that will be able to have the best chance of surviving a fire.

You should design your house and then construct it using the provided materials.

Think about the materials you are using to make the house as well as the plants you are going to use surrounding it.

Include a photo or video of your fire-proof house here.