Erina Heights Public School
Stage 3 Learning from Home

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

NOTE: Activities below will be posted daily on Google Classroom with a detailed instructional video

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Staff Development Day**	**School Magazine Reading Activity**	**School Magazine Reading Activity** **BTN Episode 19** **https://www.abc.net.au/btn**	**School Magazine Reading Activity**	**School Magazine Reading Activity**
		Recess Break			
Middle		**Maths Lesson 1** PowerPoint and Mangahigh*	**Maths Lesson 2** PowerPoint and Mangahigh*	**Maths Lesson 3** PowerPoint and Mangahigh*	**Maths Lesson 4** PowerPoint and Mangahigh*
		Olympic Games PowerPoint	**Olympic Games** PowerPoint	**Olympic Games** PowerPoint	**Olympic Games** PowerPoint
		Lunch Break			
Afternoon ***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 https://wonderopolis.org/ is also a great site for students wanting to engage in fantastic learning.			
	*** Mangahigh** If you have not paid your child's subscription to Mangahigh, please contact the school office. If you are having difficulty with your child's username or password please contact teachers via Dojo.				

The School Magazine
A world of words since 1916

July 2021 | Issue No.6

ORBIT

Underwater thrill!

Let's dive in! 11

Orbit School Magazine

Week 1 Tuesday

More Wild and Crazy Adventures

Story by Bill Condon Illustrated by Tohby Riddle

Learning Intentions:

Understand the difference between first person and third person pronouns.

Rewrite a scene from the text as a sports commentary.

Background Information:

A commentary is when a character is telling the story. Dialogue is a conversation and has speech punctuation.

Activity 1 –

Today we are going to focus on Bradley's commentary, rather than the dialogue.

As you read the text you will notice that Bradley uses informal language and directs much of what he says towards (us) the audience. Also the events are portrayed as occurring in real time with present tense verbs used.

When you are reading the story, find and label examples of each type using post-it-notes.

Write your examples in this table:

Using informal language and addressing the audience directly	Happening in real time

1. How does this commentary style encourage reader engagement?

_____

2. What impact does this style have on the tension in the story?

Activity 2 –

Try composing your own commentary using an informal style by completing the steps below:

- Select a challenge from 12 Interesting Challenges for Kids on the Unicef Kid Power site.
- Ask someone at home to video you practising this new skill. Replay your video writing down the comments you made about the task, or any difficulties you encountered along the way.
- Use these notes to help you create the next installment of Bradley's show, Wild and Crazy Adventures.
- Convert your notes into a commentary, as if Bradley will be presenting the show. (You can write it as a story or a script. If you chose to write a script, use the play in this issue as a guide.)

Refer students to the **success criteria** below to assist their responses:

1. Addresses the audience directly with informal language
2. Features present tense verbs
3. Appears to be happening in real time

Activity 3 – Wild Words (see below)

Wild words

There are many synonyms for the adjective 'wild'. The story 'More Wild and Crazy Adventures' includes some of these synonyms.

1. Use a thesaurus to find five more synonyms for the word 'wild'.

2. Choose three synonyms and write an action-packed sentence for each.

(a)

(b)

(c)

3. Now think of two new titles for this weird and wacky story.

Title 1

Title 2

Orbit School Magazine

Week 1 Wednesday

Monster Mollusc

Poem by Jenny Blackford Illustrated by Greg Holfeld

Learning Intentions:

- **Conduct** research to identify an interesting fact about a creature students find terrifying
- **Select** vocabulary to demonstrate a shift in opinion.

.

Background Information: Stanzas are the verses in a poem.

Activity 1 –

Today we are going to analyse the language used in the poem that reveals the author's opinion:

• Look at stanzas one to four:

. Identify vocabulary used by the narrator of the poem,to describe the mollusc. List some examples here:

_____

_____

_____

• What does this tell us about the narrator's opinion of the creature?

_____

_____

•Read the final two stanzas.

List the vocabulary the poet uses in these stanzas to refer to the mollusc:

_____

_____

• This reveals a shift in opinion towards the mollusc. What causes the narrator to change their mind?

_____

_____

Activity 2 –

• Are there any creatures you do not like? Choose one such creature.
What words and phrases would you use to describe the animal you have chosen? Put these into a word cloud, using a program such as WordArt.

• Research your chosen creature. Here are two suggested websites: 25 Cool Things About Bugs on the National Geographic site, or Spiders on TheSchoolRun site.

Find one interesting fact or something you find endearing about that creature.

_____

_____

_____

Following the discovery of an interesting fact, what vocabulary might use now to describe the

creature?

Now create a new word cloud featuring the vocabulary you have identified that reveals a new-found respect for the creature.

What is the difference between the vocabulary used before and after you researched the creature?

Activity 3 –

Using the structure of the Monster Mollusc, compose a brief poem, including the vocabulary from the pieces of word art to outline your opinion of your creature before and after you conducted research.

You are free to choose either a rhyming or non-rhyming poem.

Use the **success criteria** below to guide you:
1. Features negative vocabulary about the creature in first few stanzas
2. Includes an interesting fact about the creature
3. Shows a shift in opinion through more positive vocabulary in the later stanzas

Orbit School Magazine

Week 1 Thursday

Sylphie's Squizzes: How Wormy Oysters Make Pretty Pearls

Article by Kate Walker Photos by Dreamstime

Learning Intentions:

Evaluate the merits of multiple sources when searching for factual information.

Activity 1 –

Read the article

After reading:
Circle what type of text this is: (Persuasive/ Informative/ Narrative).

- What is the article's and its purpose?

_____

- What elements in the article do you find surprising? For example: pearls are made from sea-worms.

_____

- How reliable do you feel this information is? You're your reasons.

_____

One way to ensure this information is accurate is by using other sources to check the facts.

Use these resources about pearls and mollusc:

1. Monster Mollusc (yesterday's poem in Orbit)
2. The Our Pearls page from Kailis Jewellery
3. 16 Interesting Facts About Pearls from ThePearlSource.com
4. The Story of the Pearl from Yokota Pearl

	Monster Mollusc	The Our Pearls	16 Interesting Facts About Pearls	The Story of the Pearl
The purpose				
The source				
Bibliography				
Evidence of research				
Which text is the most reliable? Number 1 for				

most to 4 the least.				

Activity 2 –

What facts did you find surprising in the poem Monster Mollusc? Perhaps the fact that molluscs prefer eating mould over plants. Do you believe this to be true. Does having this presented in a poem rather than an article make it appear less reliable?

Fact check this information. Read this article: Slugs: Keen, Green, Bathroom Cleaning Machines from ABC.net

Once you have checked your fact, adopt the factual style of the article to write a brief statement outlining their fact. For example:

> Many may find it surprising to discover that molluscs actually prefer eating mould rather than the vegetables grown in gardens around Australia.

Orbit School Magazine

Week 1 Friday

Our Reef

story by Sue Murray | illustrated by Anna Bron

Please complete all work in a workbook.

Activity 1

Read the article.

Task

If you were a sea creature what would you choose to be? What are the characteristics about this animal that resonate with you and your personality? Look up and share some interesting facts about the animal you chose.

Character interview

The story 'Our Reef' is written from Rory's point of view. Answer each interview question below as if you are Rory. Think carefully about how he appeared in the story before you begin to write.

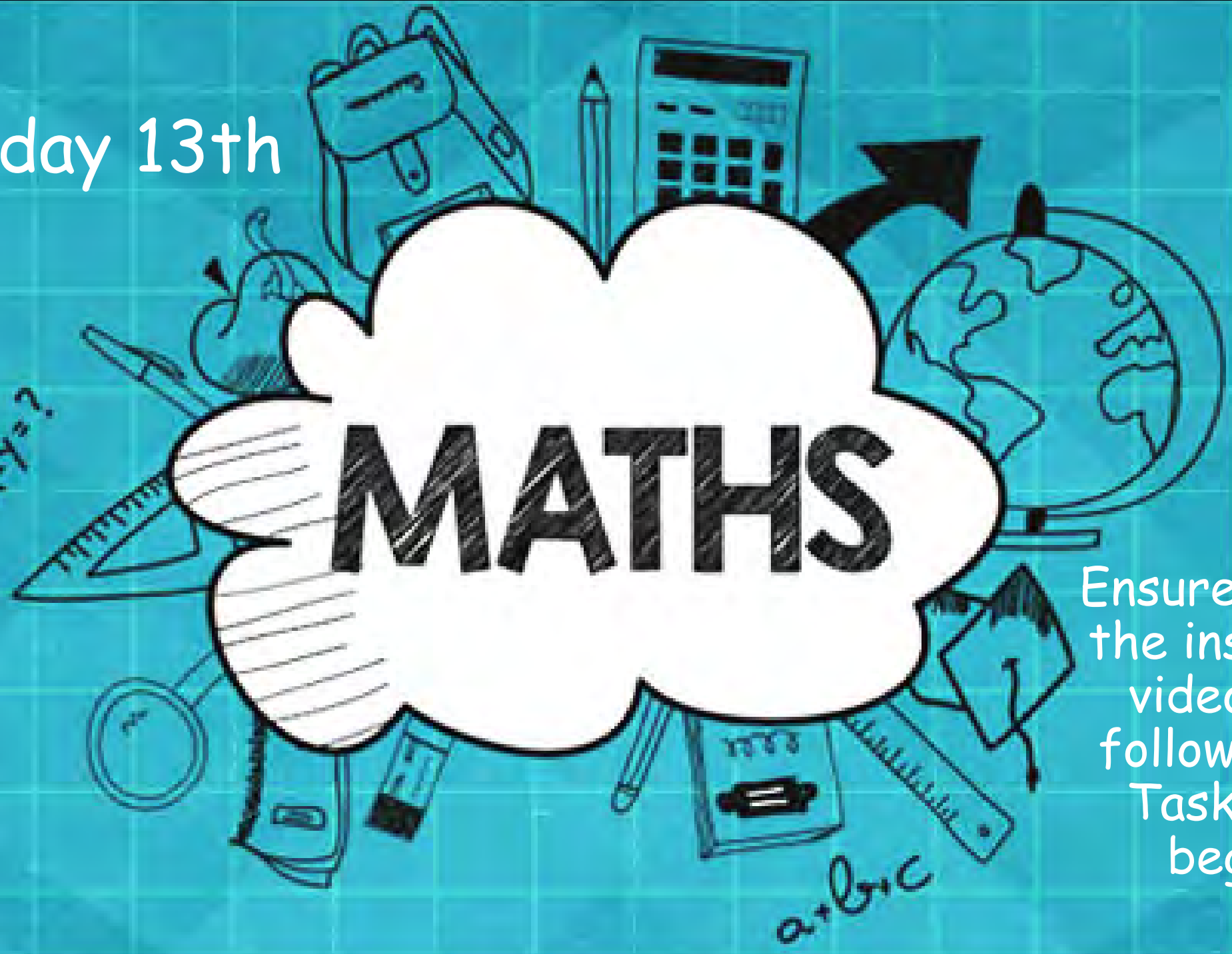
1. Good morning! Can you please tell us a bit about yourself, Rory?

2. How would you describe your relationship with your brother?

3. Describe the way you feel when you are swimming below the surface of the water?

4. Why is the ocean so important to you? What does it mean to you and your family?

Tuesday 13th



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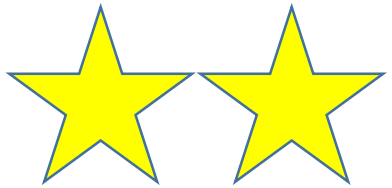
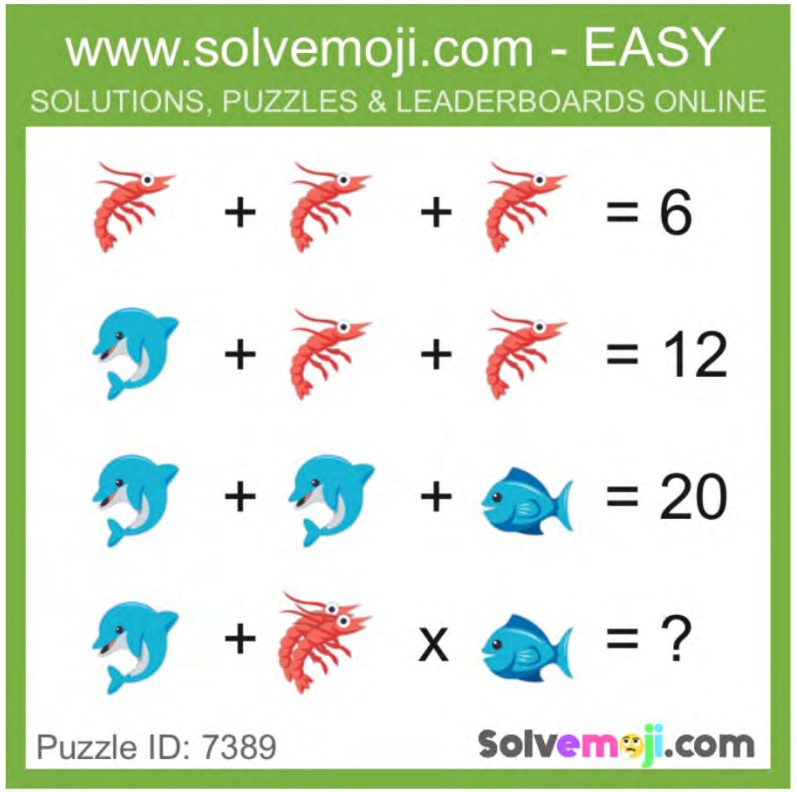
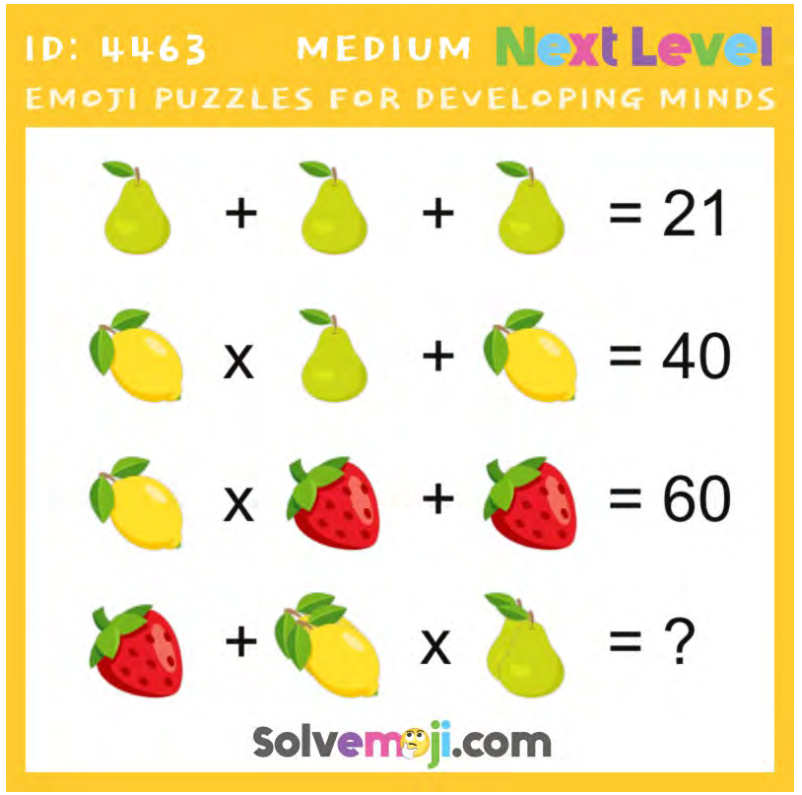
Ignition Activity - choose your level

Answers for today will be posted tomorrow







Today's Number Talk Activity

GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

170 + 67?

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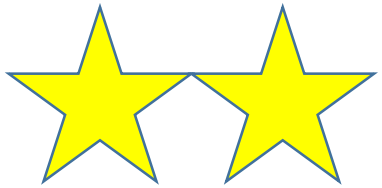
1



GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

698 - 136?

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39

GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

4 x 24?

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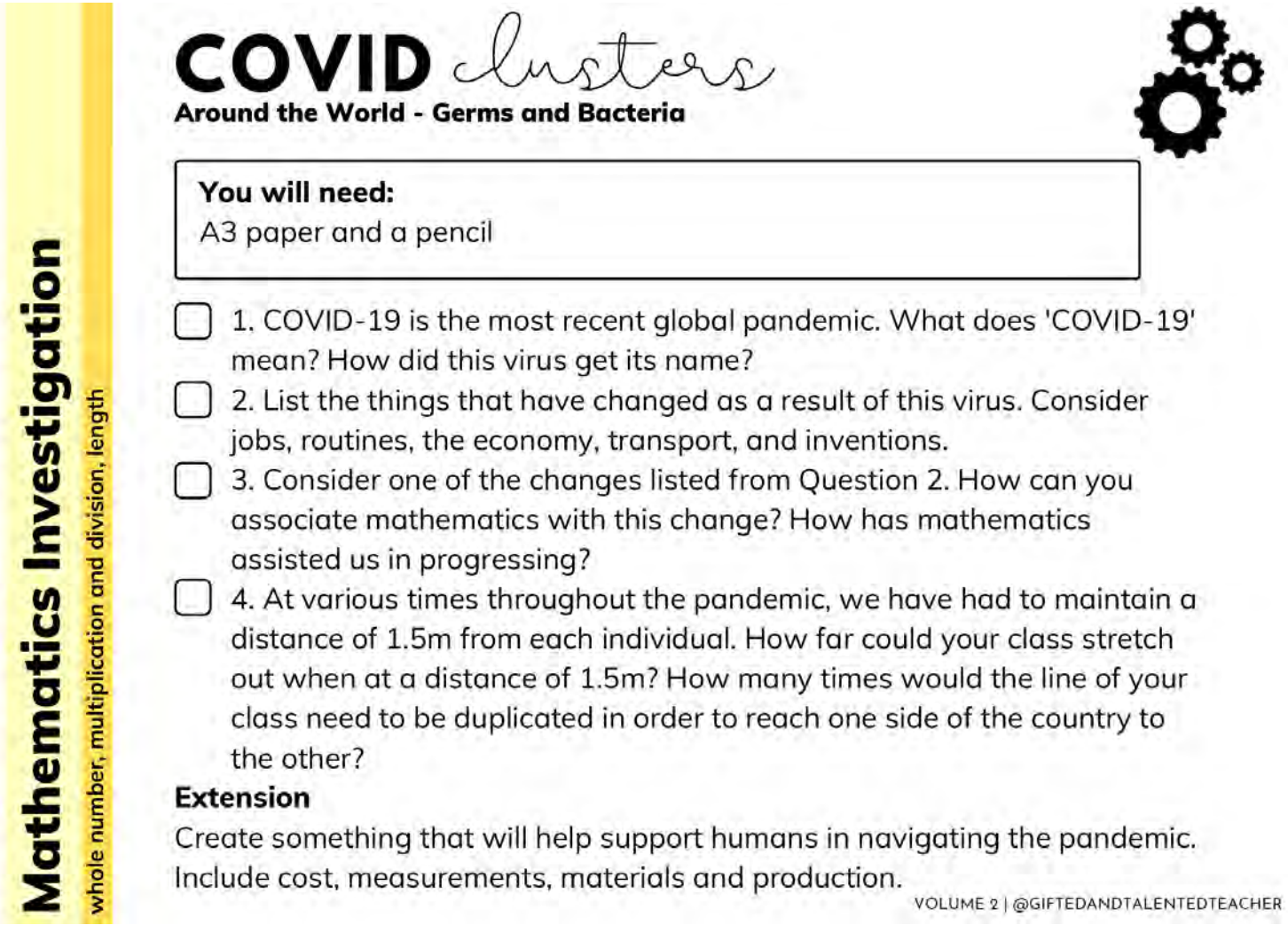
70

Maths Activities



Mathematics Investigation

whole number, multiplication and division, length

COVID clusters

Around the World - Germs and Bacteria

You will need:
A3 paper and a pencil

- [ ] 1. COVID-19 is the most recent global pandemic. What does 'COVID-19' mean? How did this virus get its name?
- [ ] 2. List the things that have changed as a result of this virus. Consider jobs, routines, the economy, transport, and inventions.
- [ ] 3. Consider one of the changes listed from Question 2. How can you associate mathematics with this change? How has mathematics assisted us in progressing?
- [ ] 4. At various times throughout the pandemic, we have had to maintain a distance of 1.5m from each individual. How far could your class stretch out when at a distance of 1.5m? How many times would the line of your class need to be duplicated in order to reach one side of the country to the other?

Extension

Create something that will help support humans in navigating the pandemic. Include cost, measurements, materials and production.

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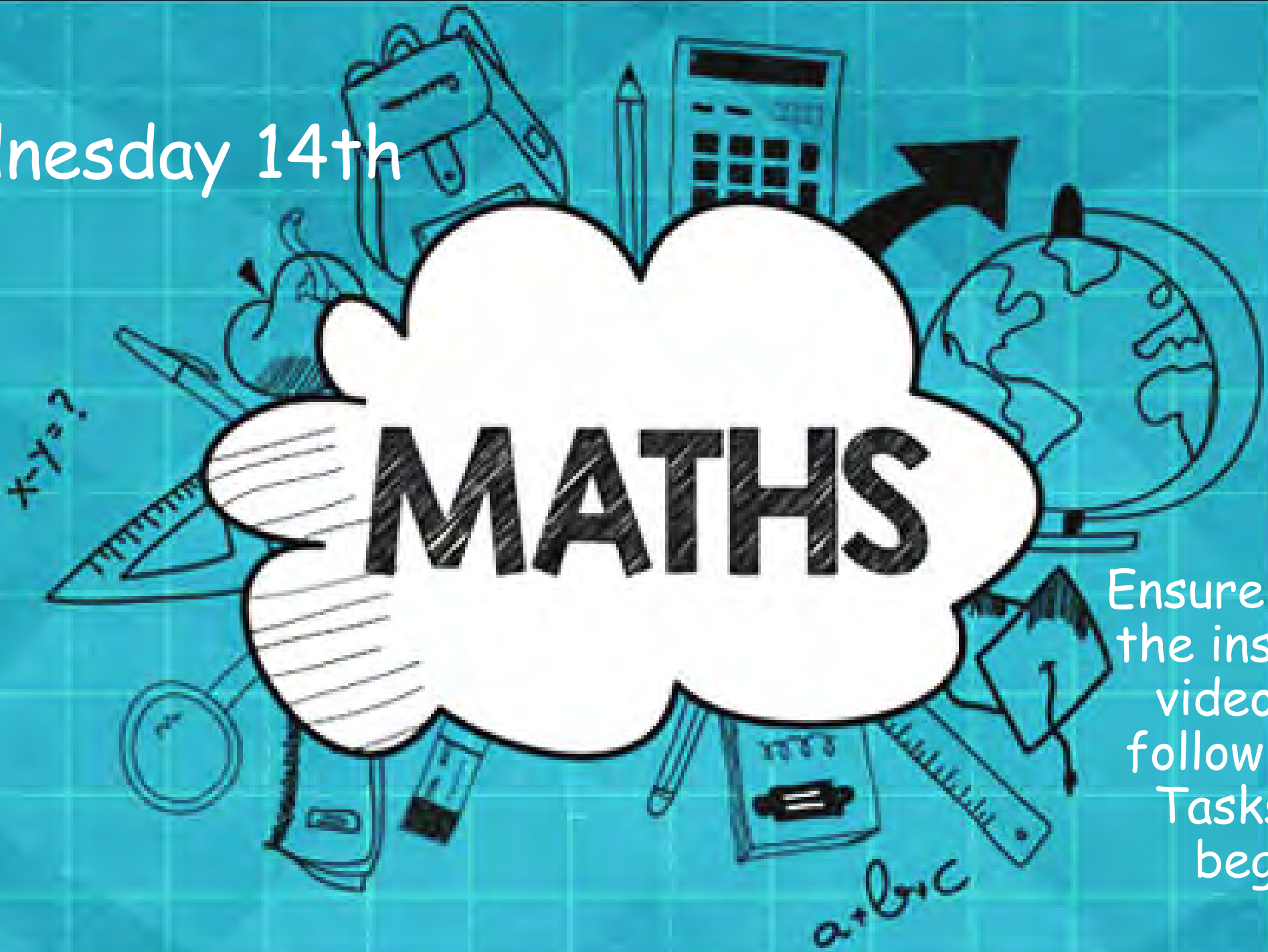
Want more Maths?

You can also go onto Mangahigh or Studyladder

Ask your teacher if you need your login details.

Wednesday 14th



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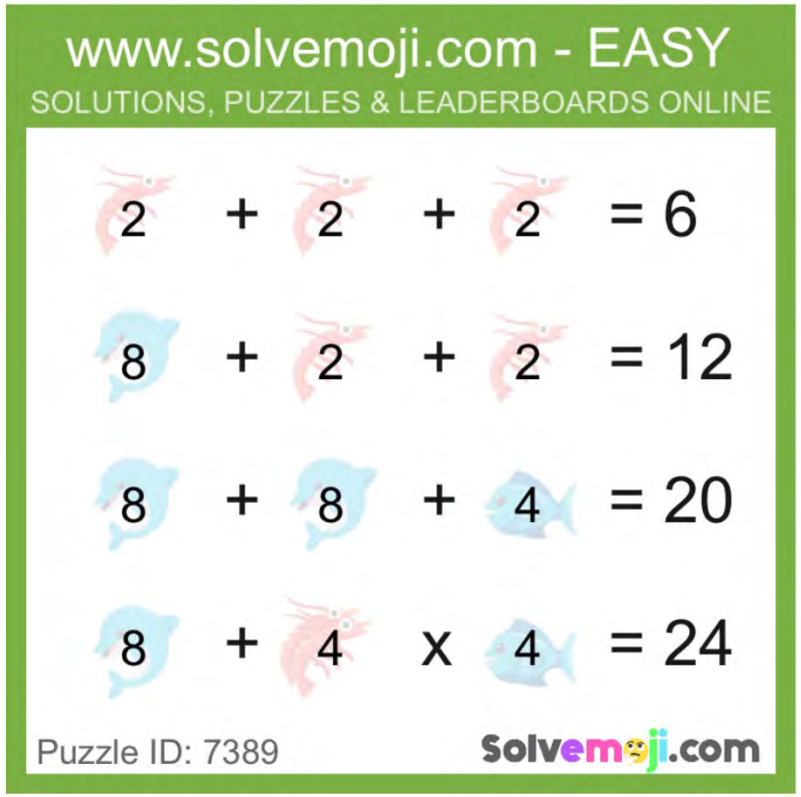
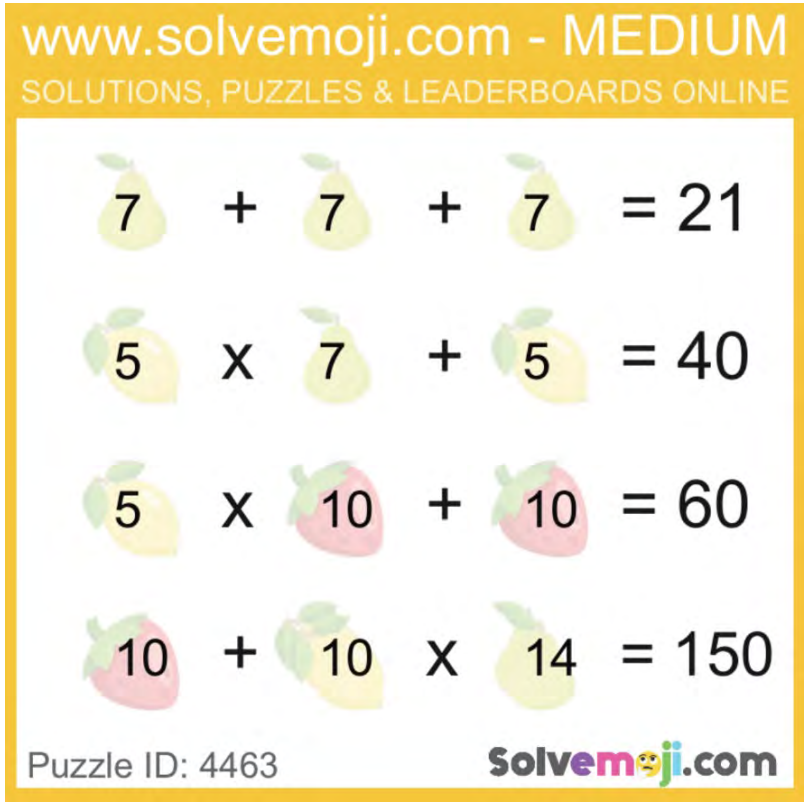
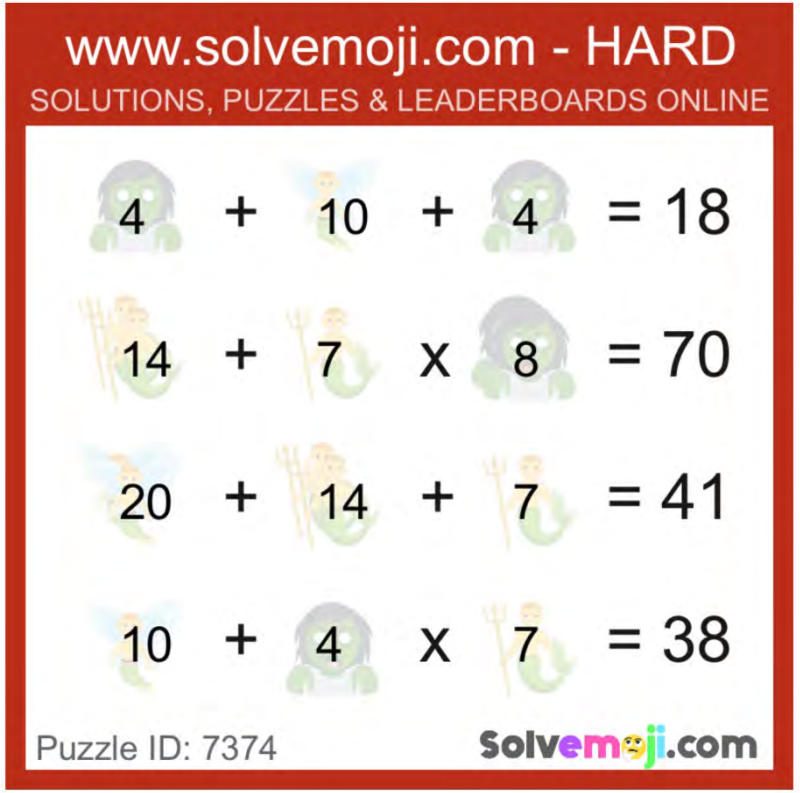
Answers from Tuesday emoji puzzles







Ignition Activity - choose your level

Answers for today will be posted tomorrow

★ ★★ ★★★

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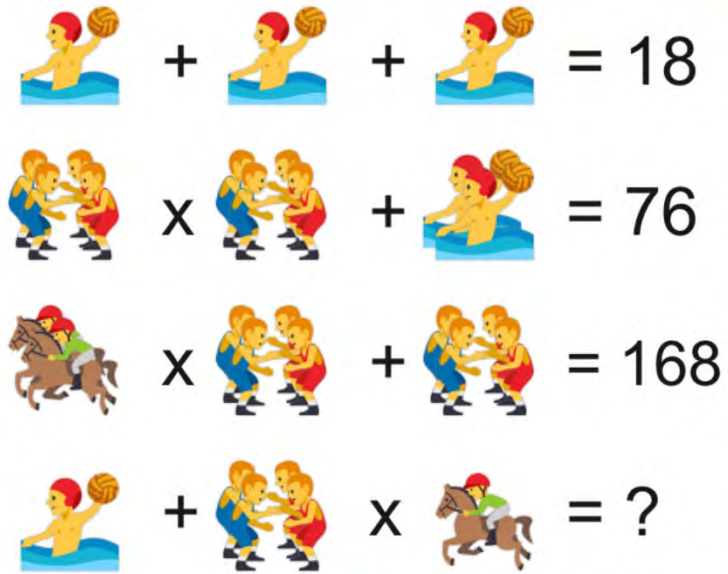

Puzzle ID: 7373

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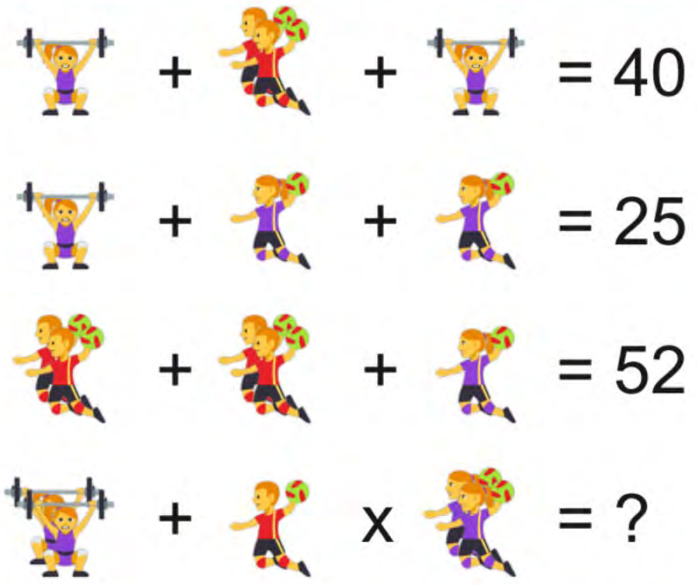

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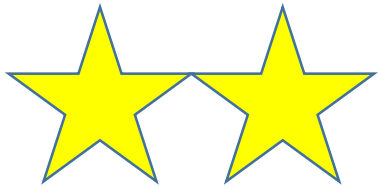
Today's Number Talk Activity

GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

86 + 38?

2



GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

1,000 - 654?

40

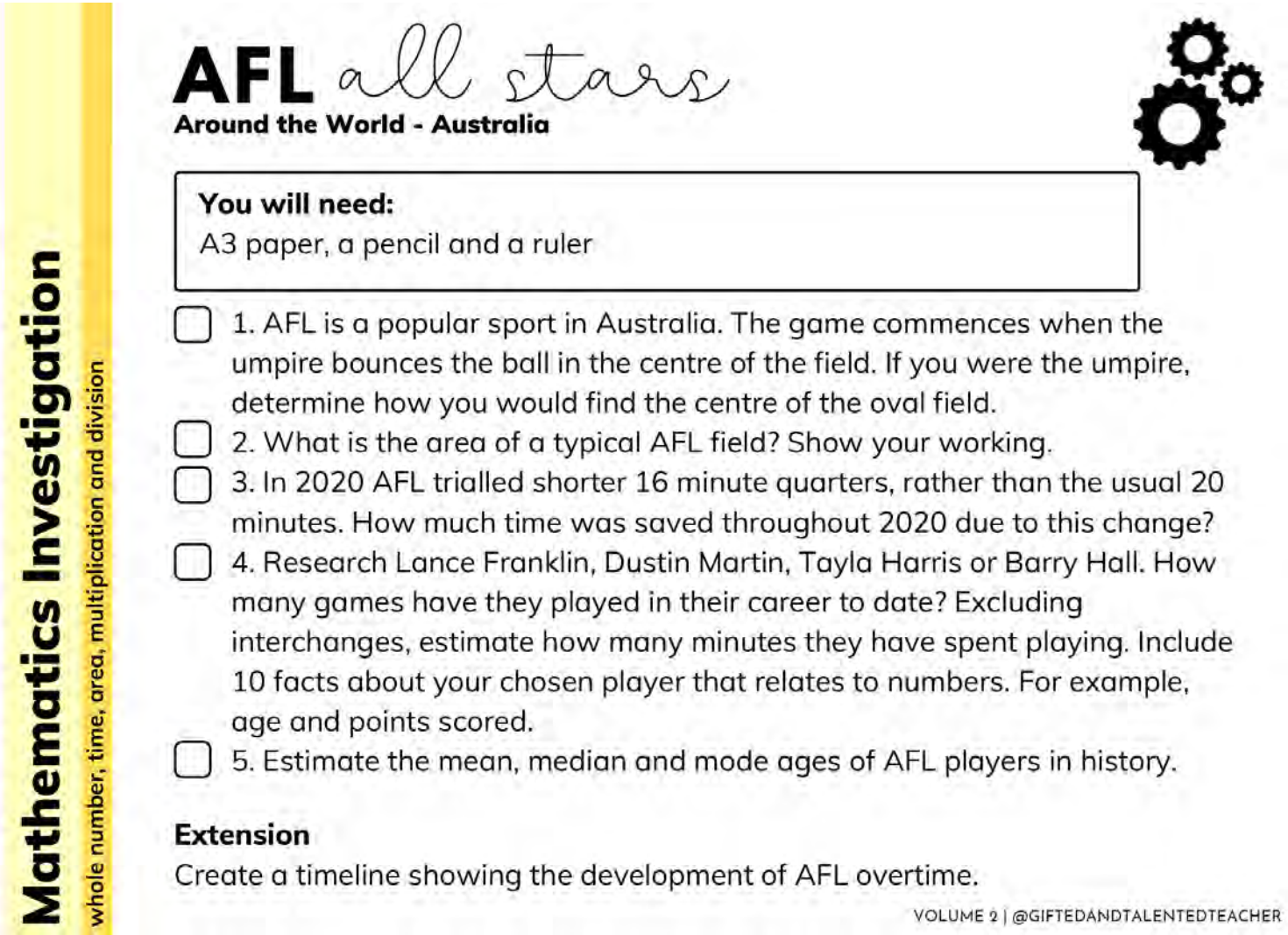
GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

10 x 64?

71

Maths Activities



Mathematics Investigation

whole number, time, area, multiplication and division

AFL *all stars*

Around the World - Australia

You will need:
A3 paper, a pencil and a ruler

- [ ] 1. AFL is a popular sport in Australia. The game commences when the umpire bounces the ball in the centre of the field. If you were the umpire, determine how you would find the centre of the oval field.
- [ ] 2. What is the area of a typical AFL field? Show your working.
- [ ] 3. In 2020 AFL trialled shorter 16 minute quarters, rather than the usual 20 minutes. How much time was saved throughout 2020 due to this change?
- [ ] 4. Research Lance Franklin, Dustin Martin, Tayla Harris or Barry Hall. How many games have they played in their career to date? Excluding interchanges, estimate how many minutes they have spent playing. Include 10 facts about your chosen player that relates to numbers. For example, age and points scored.
- [ ] 5. Estimate the mean, median and mode ages of AFL players in history.

Extension

Create a timeline showing the development of AFL overtime.

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Want more Maths?

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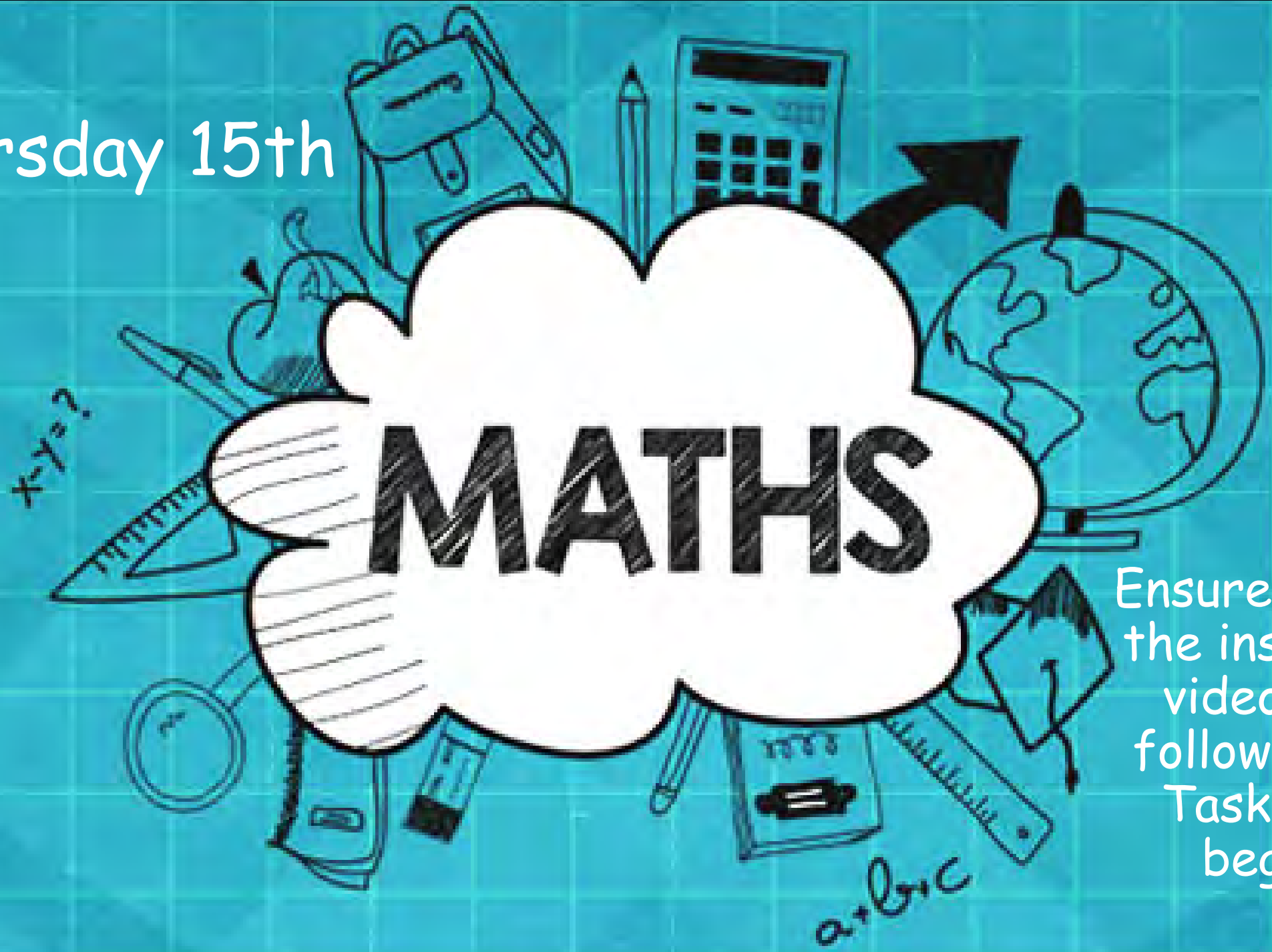
Thursday 15th



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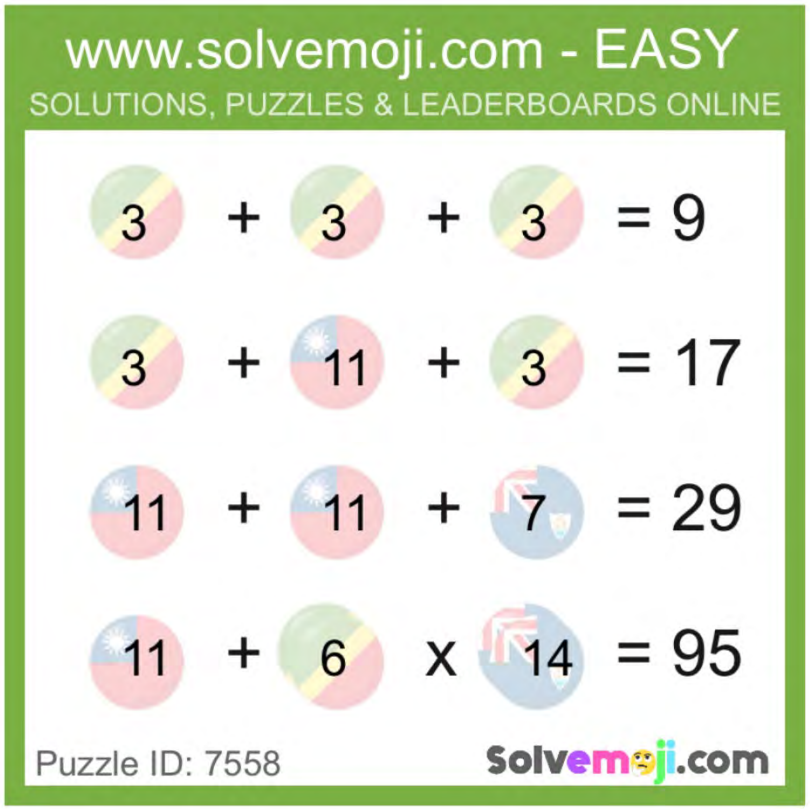
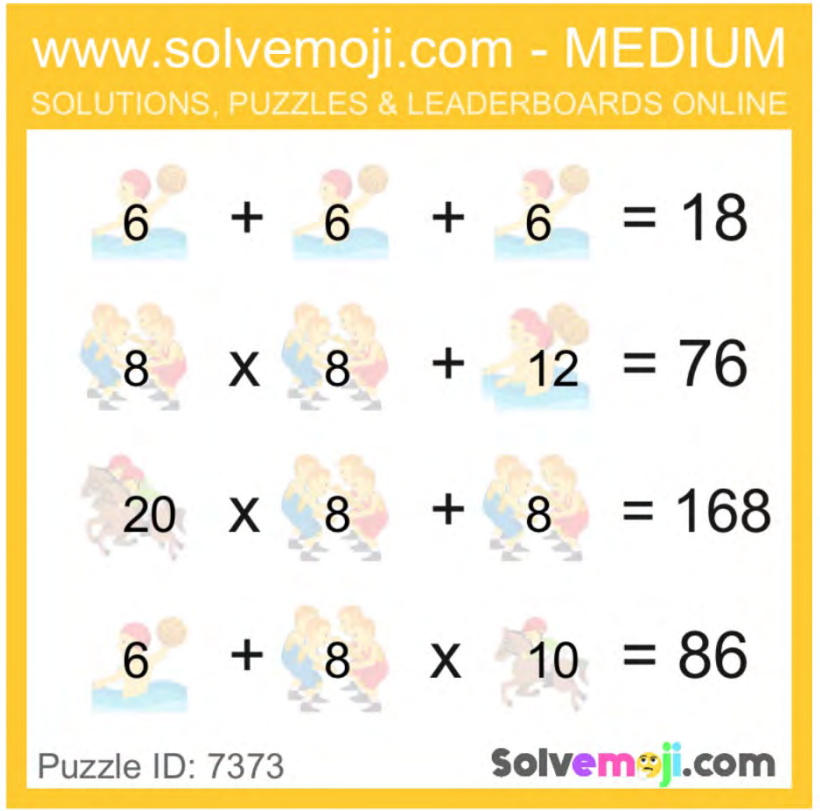
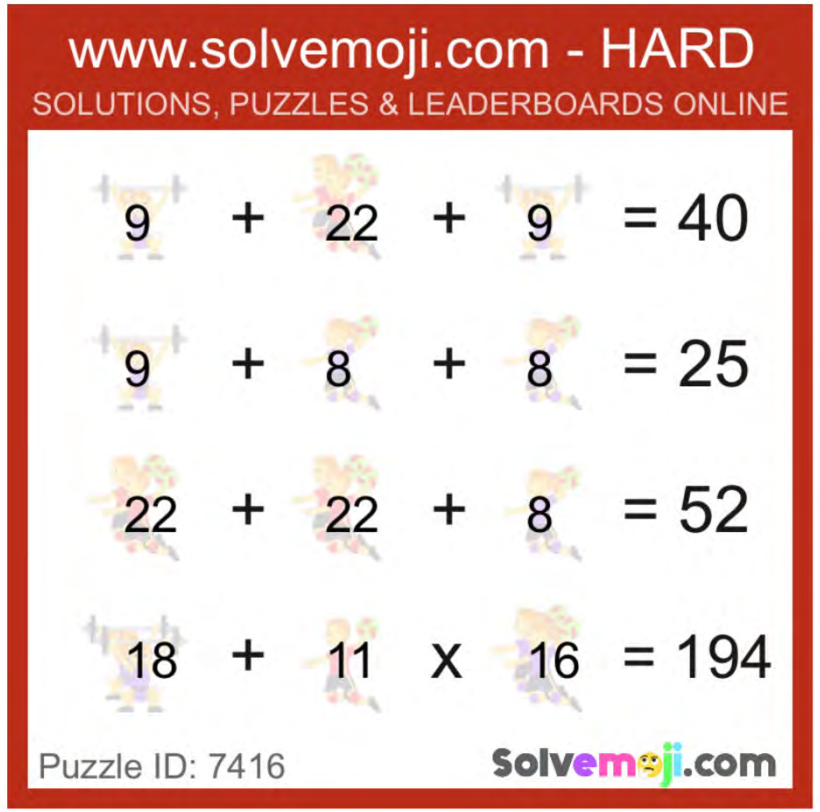
Answers from Wednesday emoji puzzles







Ignition Activity - choose your level

Answers for today will be posted tomorrow

★

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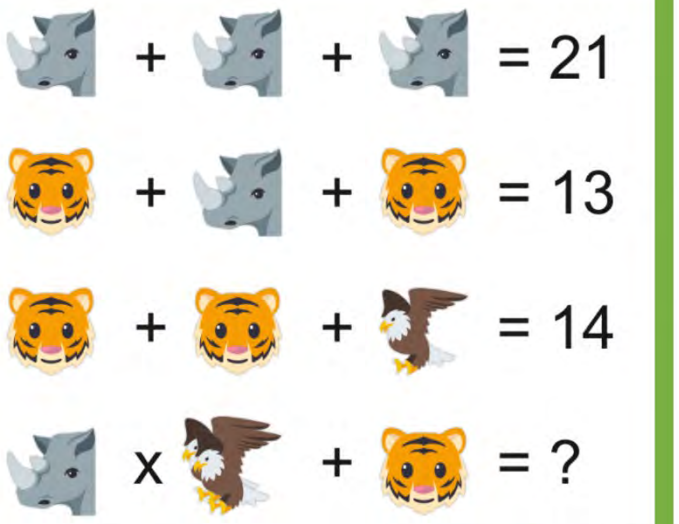

Puzzle ID: 7618

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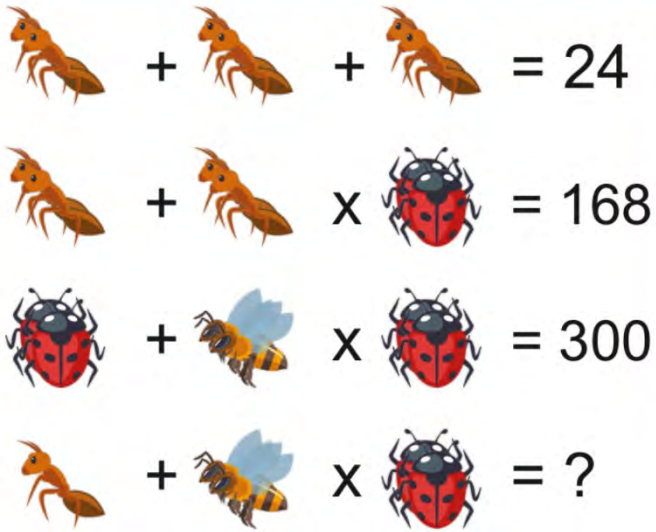

Puzzle ID: 7319

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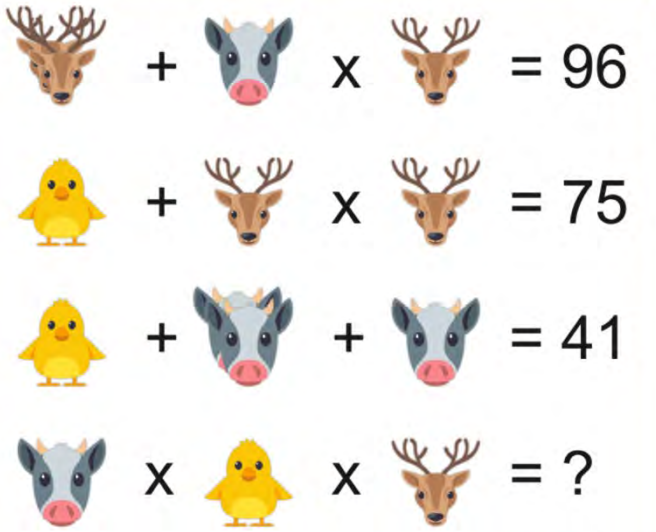

Puzzle ID: 7555

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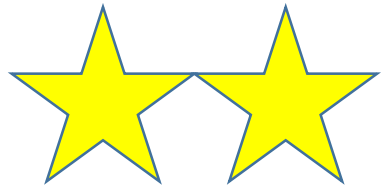
Today's Number Talk Activity

GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

162 + 39?

3



GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

888 - 241?

41

GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

42 x 7?

72

Maths Activities

Mathematics Investigation

whole number, fractions and decimals, data

1 WORLD, 1 million

Around the World - Our Population

You will need:
A3 paper, a pencil, string, scissors and sticky tape

- [ ] 1. Assuming the world's population is currently 7.8 billion, what would it look like if the world only had 1 million people living on it? These 1 million people represent the current percentages of age, gender, religion and ethnicity. How many people now live in your country of origin?
- [ ] 2. If 1cm of string represents 1% of the Earth's total area of land mass, 100cm represents the Earth's total land mass. Cut a 100cm piece of string to reflect the size of each of the 7 continents. Label these pieces of string using sticky tape.
- [ ] 3. Order these pieces of string from shortest to longest.
- [ ] 4. Record the amount of people who live on each of the continents, if the Earth's population was 1 million people.
- [ ] 5. What do you notice about the lengths of string and the percentage of the population?

Extension

Create an infographic to reflect your findings of the world's population.

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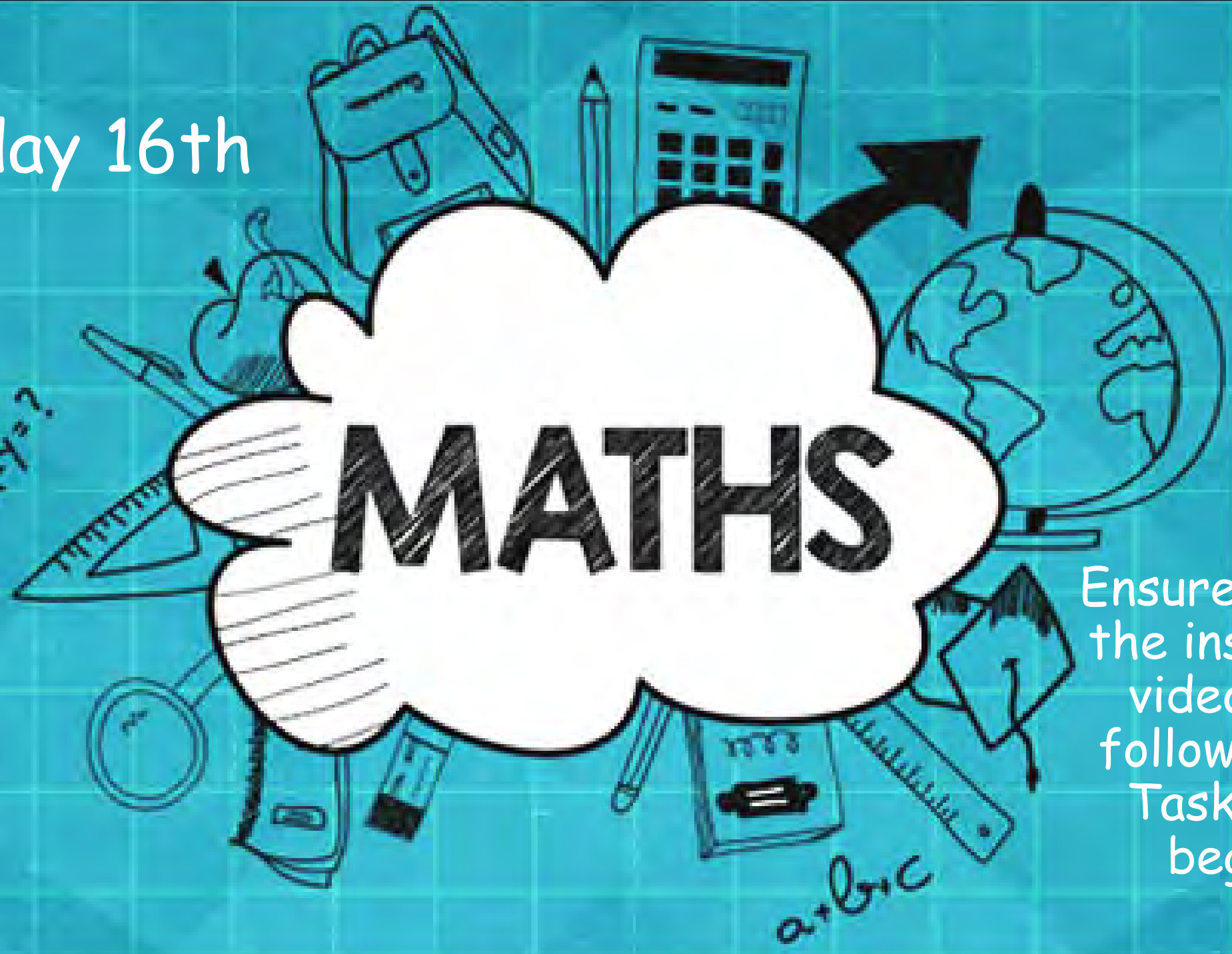
Friday 16th



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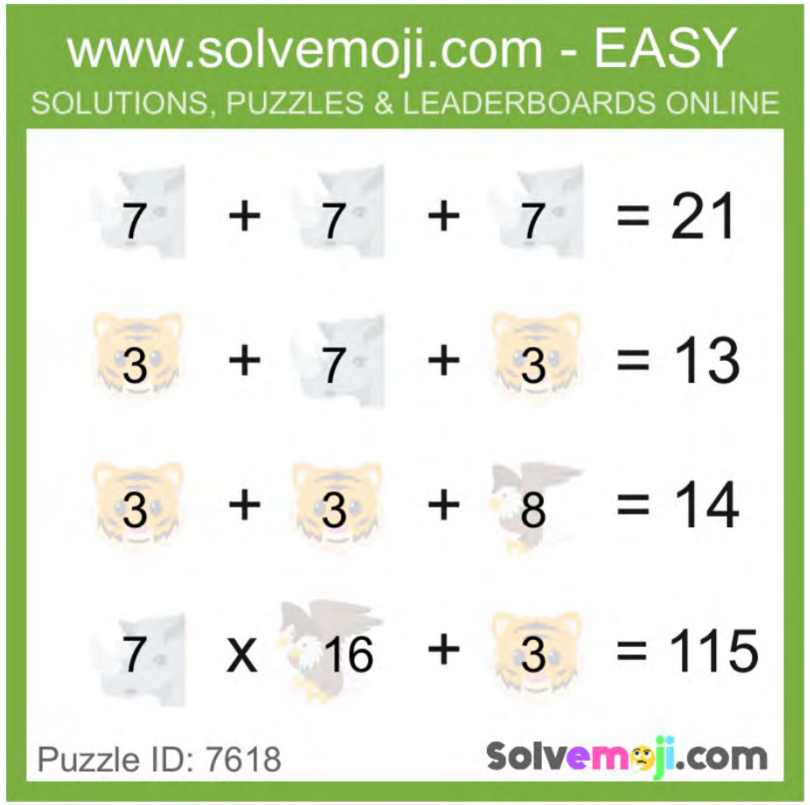
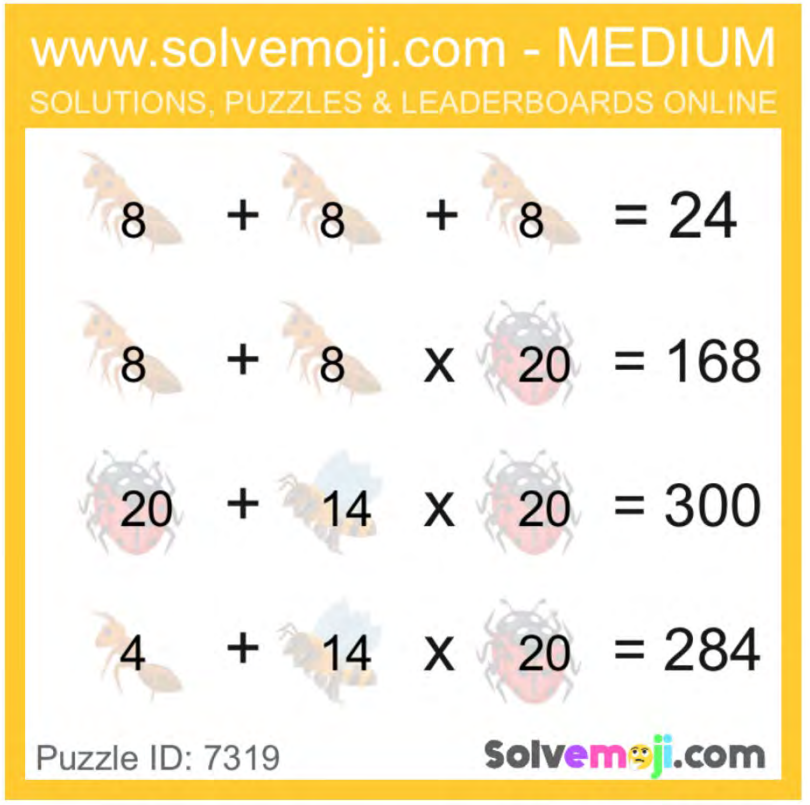
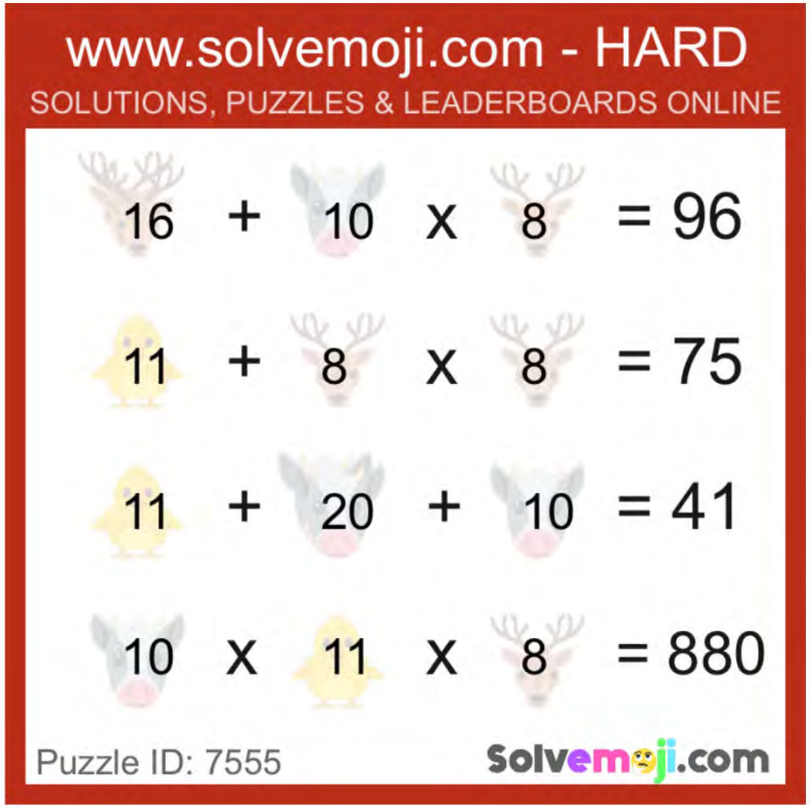
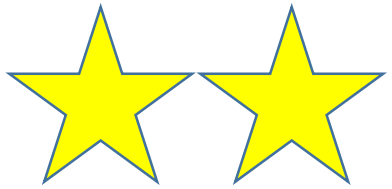
Answers from Thursday emoji puzzles







Ignition Activity – choose your level



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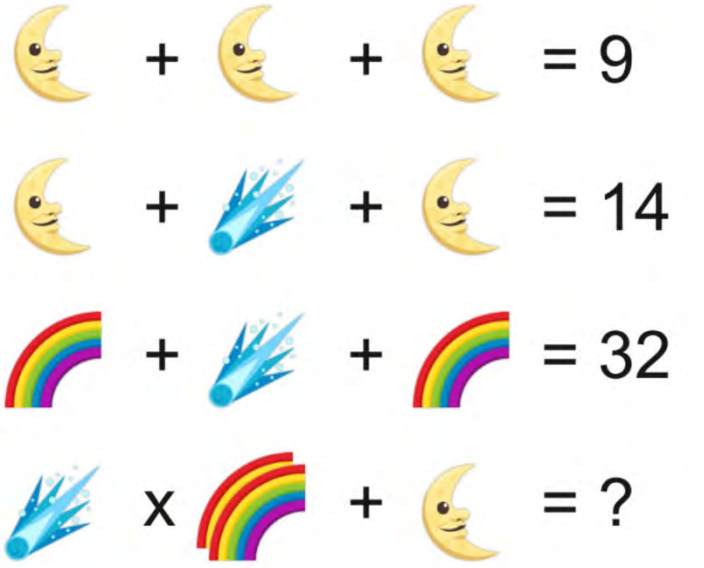

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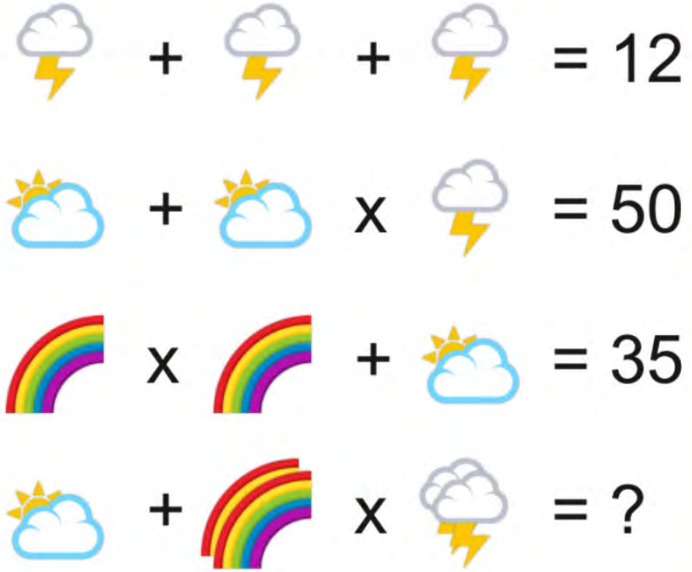

Puzzle ID: 4505

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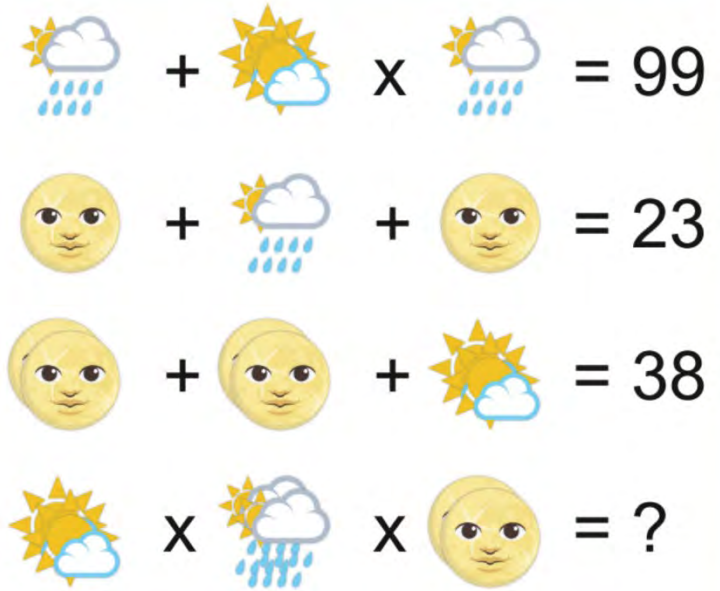

Puzzle ID: 4499

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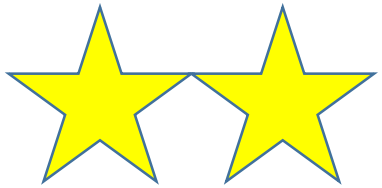
Today's Number Talk Activity

GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

298 + 143?

4



GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

316 - 125?

42

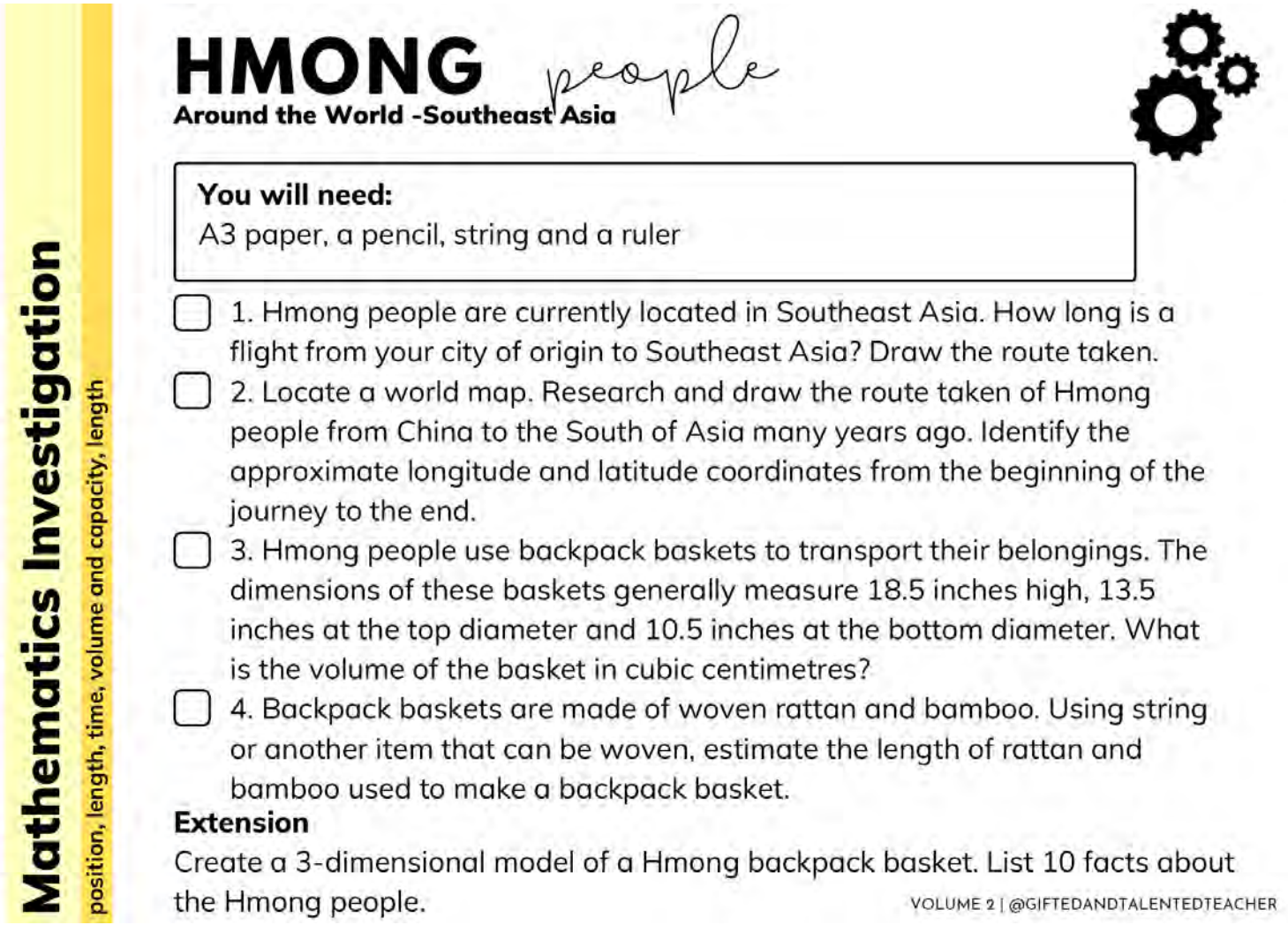
GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

318 x 5?

73

Maths Activities



Mathematics Investigation

position, length, time, volume and capacity, length

HMONG people

Around the World -Southeast Asia

You will need:
A3 paper, a pencil, string and a ruler

- [ ] 1. Hmong people are currently located in Southeast Asia. How long is a flight from your city of origin to Southeast Asia? Draw the route taken.
- [ ] 2. Locate a world map. Research and draw the route taken of Hmong people from China to the South of Asia many years ago. Identify the approximate longitude and latitude coordinates from the beginning of the journey to the end.
- [ ] 3. Hmong people use backpack baskets to transport their belongings. The dimensions of these baskets generally measure 18.5 inches high, 13.5 inches at the top diameter and 10.5 inches at the bottom diameter. What is the volume of the basket in cubic centimetres?
- [ ] 4. Backpack baskets are made of woven rattan and bamboo. Using string or another item that can be woven, estimate the length of rattan and bamboo used to make a backpack basket.

Extension

Create a 3-dimensional model of a Hmong backpack basket. List 10 facts about the Hmong people.

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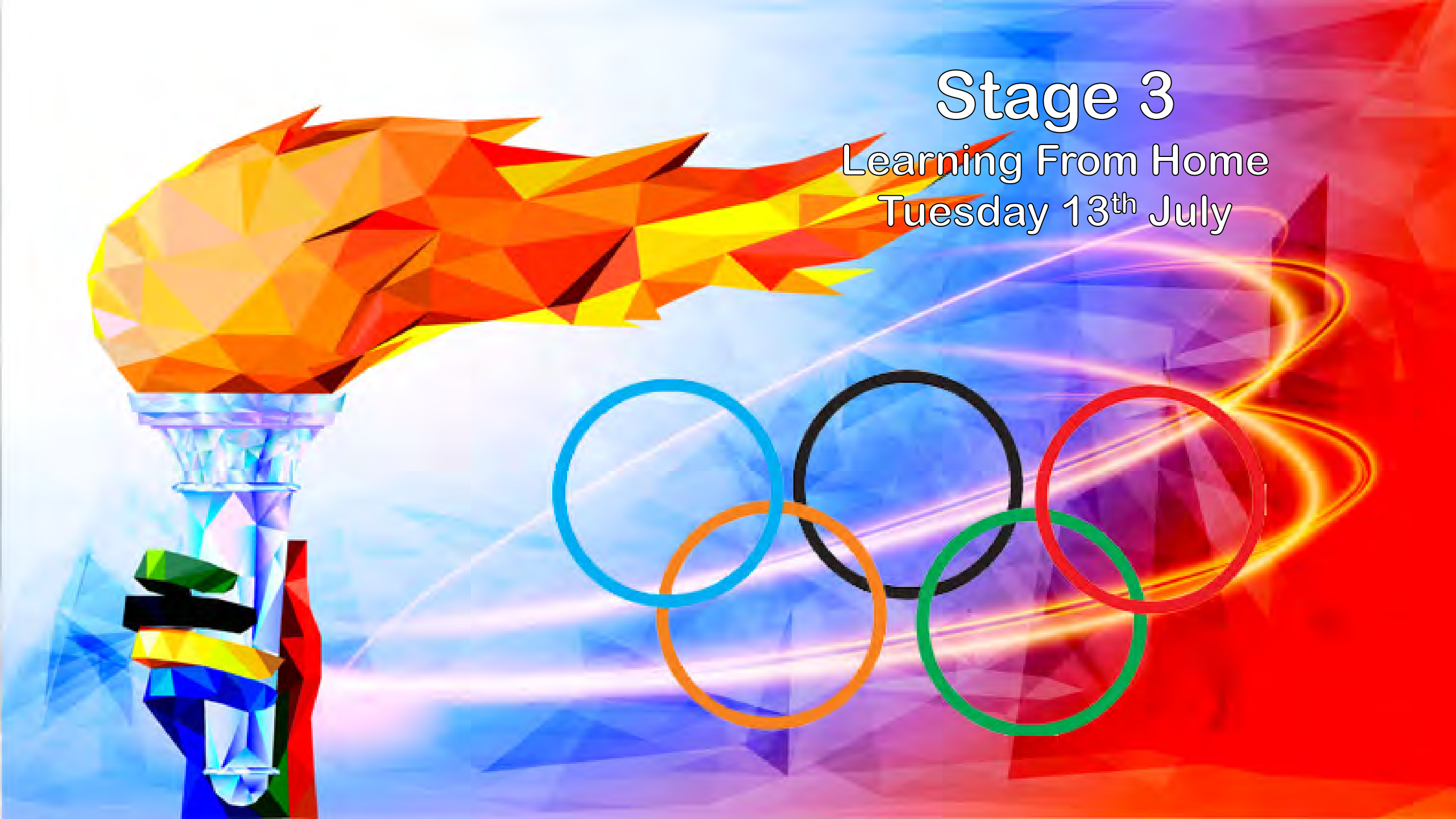
Want more Maths?

You can also go onto Mangahigh or Studyladder

Ask your teacher if you need your login details.


Stage 3
Learning From Home
Tuesday 13th July

ESSENTIAL QUESTION

Why did the Olympic Games begin, and how have they changed since ancient Greece?

Tuesday 13th Activities

The Ancient Olympic Games

The Ancient Olympics

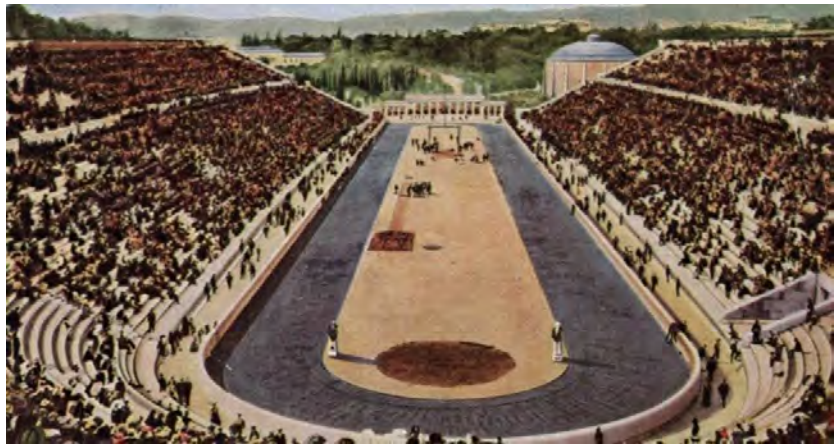
What do you already know?

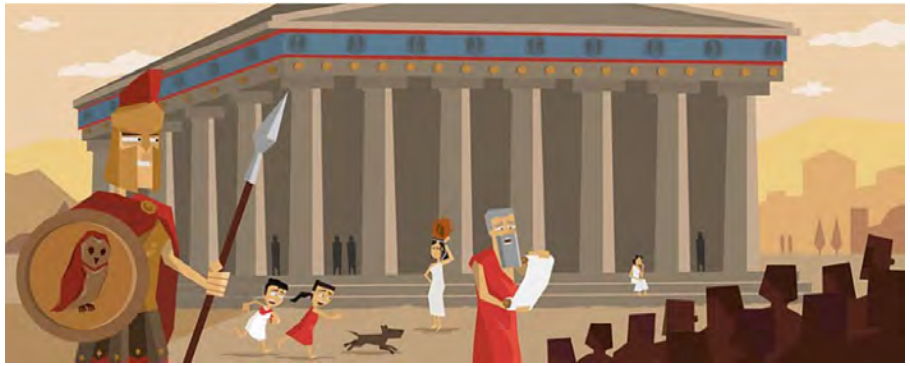
Go to the Jamboard to add in your responses. Please do not delete or cover other students' responses.

The Ancient Olympics

The History of the Olympic Games

Athlete comes from a Greek word that means, ‘to compete for a prize.’





Thought to have started over 2,700 years ago in ancient Greece, the Olympic Games have a rich history but where did it all begin? Read on to find out about the first games, how they ended and the resurfacing of the modern Olympic Games.

The Ancient Olympics

The History of the Ancient Olympic Games

Zeus – The god of the sky.

The first ancient Olympic Games took place in Greece nearly three thousand years ago in 776 BC. They were held in the religious sanctuary of Olympia, a rich land surrounded by olive trees. Initially, the ancient Olympics were organised as part of a religious festival to honour the leader of the Greek gods, Zeus. He was the god of the sky and lived on Mount Olympus, the highest mountain in Greece. In 392 AD, the Olympic Games were suspended until 1500 years later.

The prizes for the winners were olive leaf wreaths or crowns.

How often did the games take place?

The games were held every four years and featured several sporting events. They lasted five days and happened in the hottest months of the year.

Zeus is said to have travelled to Olympia from his home in Mount Olympus in 200 BC. He announced his visit by throwing his thunderbolt from Mount Olympus into Olympia. This became the setting for the first ancient Olympic Games. People travelled from all over Greece to see the Games and visit the Temple of Zeus.

The period of four years between the Olympics is called an ‘Olympiad’

What events took place?

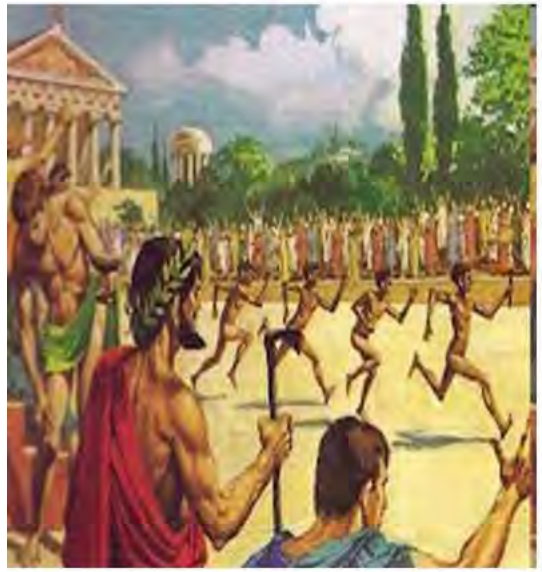
At the beginning, the games were just short foot races designed to keep Greek men fit for the intensity of war.
The path for the foot races was about 700 feet long and straight.
It was also wide enough for twenty men to run side by side.
Only men who spoke Greek were allowed to take part in the races.

Men ran the races without any clothes on. Gradually, other events were added but there were no team sports like in the modern Olympics.

Horse races, chariot races, boxing, and wrestling were all popular events in addition to the foot races.

There was also a special event that consisted of five different sports activities: wrestling, running, the long jump, disc throwing, and spear throwing.

The Sacred Truce



The city-states of Greece were often at war. This made travel between them dangerous. So messengers sent out from Elis announced a 'sacred truce' (peace) lasting one month before the Games began. This meant people could travel to Olympia in safety. The Olympic Games were more important than wars because they were a religious festival. The messengers went all over the Greek world, as the map shows.

The modern Olympic truce is similar to the ancient version but encourages different nations not to wage war during the Olympic games.

Task:

Use the information you have read as well as the information from these weblinks to answer the questions on the following slides.

Clicking the icons below will help you to find more information on the Ancient Olympics.

Ancient Olympic Sports - run...

BBC

twinkl

NATIONAL GEOGRAPHIC KiDS

YouTube Clips

★TED Ed – Ancient Olympics

★★ Overview of the Ancient Olympics

★★★ Horrible Histories – The Ancient Olympics

Answer the following questions on the next few slides based on what you have learnt.

- When were the first Olympics held and where? Include information about why the games were originally held. Include a map of Ancient Olympia.

★★Design a poster or slide on the sports that took place during the Ancient Olympics.

★★★ Explain what the Penkration event entailed


Stage 3
Learning From Home
Wednesday 14th July

Wednesday 14th Activities

The Modern Olympic Games

The Ancient Olympics

The End of the Ancient Olympic Games

The Ancient Olympic games were held for over a thousand years and ended in 393 AD when the Roman emperor Theodosius banned them.

He had outlawed the worship of the ancient gods because of new beliefs in Christianity.

The buildings were eventually torn down and the city was buried under earthquakes and floods.

The Ancient Olympics

The Modern Olympic Games

The modern Olympics were started in 1896 by a French educator and historian by the name of Pierre de Coubertin.

Pierre loved sports and felt that the world's countries would have more of an opportunity for peace if they gathered together to play sports.

He designed the five color rings that are used to represent the Olympic Games today.

What are some similarities and difference between the modern and ancient Olympic Games? If you get stuck, you can find some clues here

Similarities	Differences

Make an Olive Wreath of your own (optional)

Choose a wreath to make and click the pictures above to be taken to a tutorial. Take a photo of your finished wreath and insert it in a new slide.


Stage 3
Learning From Home
Thursday 15th July

Thursday 15th Activities

The Olympic Games

Olympic Symbols

Watch the following clip, then answer the questions on the following slide

- **Stage 2:**
https://www.youtube.com/watch?v=8_bve53_I3s

- **Stage 3:**
https://www.youtube.com/watch?v=oENuS4NDeVg

The Olympic Rings and the Olympic Flag

Q1. Write down 3 interesting facts that you learnt about the Olympic Rings from watching the video.

Q2. Why are there five rings in the flag?

Q3. Why are the rings linked together?

Q4. What do the different colours signify?

Q5. Name some of the countries that belong to each region/colour of the flag.

Why are the linked rings an Olympic symbol?

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What does each colour represent?

Blue.....

.....

Black.....

.....

Red.....

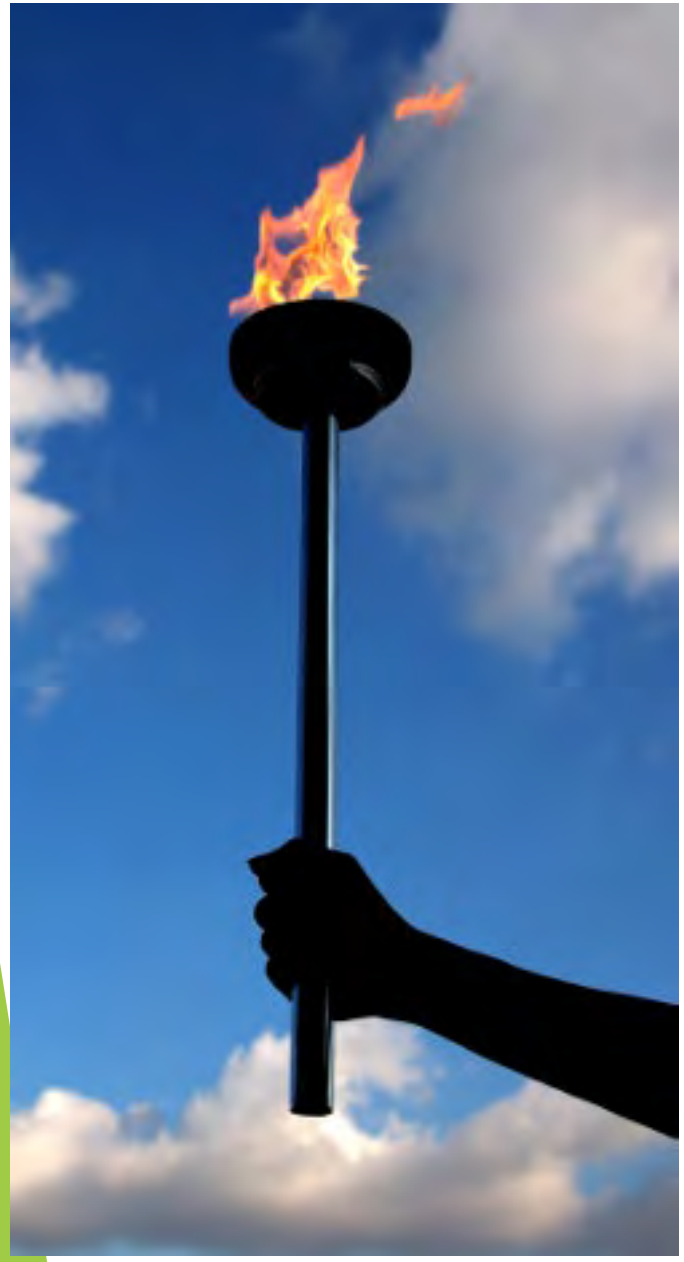
.....

Yellow.....

.....

Green.....

.....



The Olympic Flame

Click on the flame to see the history of the Olympic Flame.

The Olympic Torch is a tradition that has existed for over two thousand years. It is a long vessel that is used to carry a continuously burning flame.

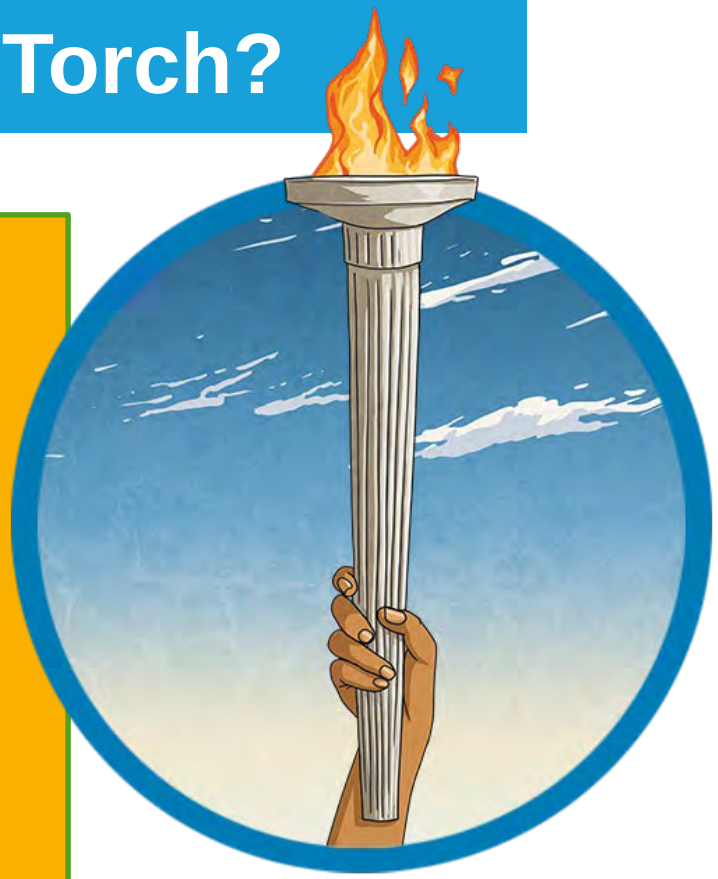
It represents the spirit of the Olympic games and plays an important role in the lead up to the opening ceremony.

The Olympic Torch

What is the Olympic Torch?

The Olympic Torch is a tradition that has existed for over two thousand years. It is a long vessel that is used to carry a continuously burning flame.

It represents the spirit of the Olympic games and plays an important role in the lead up to the opening ceremony.



The Olympic Torch

The Tokyo Olympics

The torch is lit in Olympia and taken to the host nation's country. Once there, it travels around for months until reaching the opening ceremony of the games. This is known as the Olympic Torch Relay.

The Olympic torch is carried by a range of people during the relay, including professional sportspeople, politicians, musicians, students, doctors, scientists and other members of the general public.

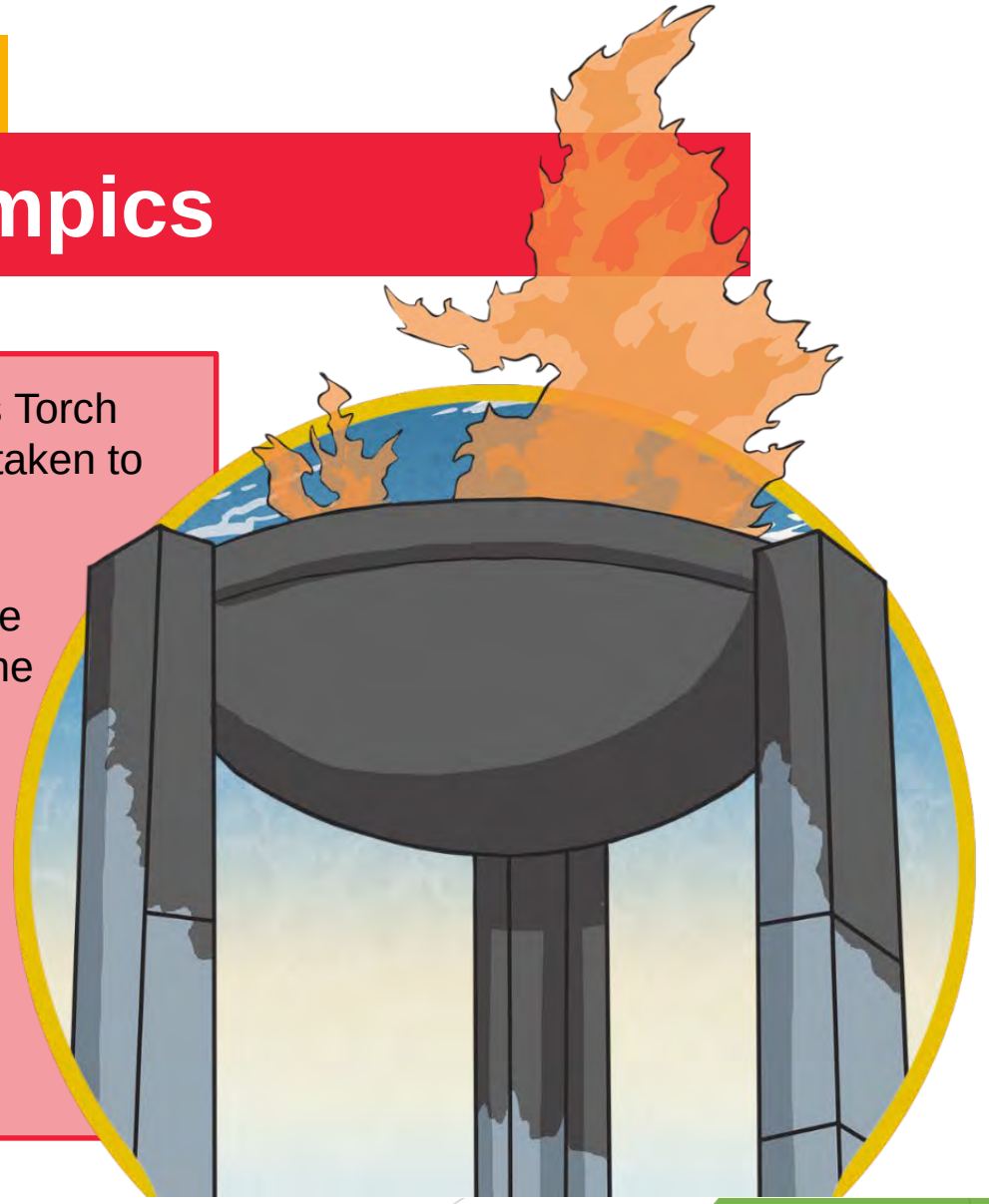
The Olympic Torch

The Tokyo Olympics

At the end of the Tokyo Olympics Torch Relay, the Olympic Torch will be taken to Shinjuku City in Tokyo.

Like every Olympic Games before it, the torch will be used to light the cauldron during the opening ceremony. This symbolises the beginning of the Olympics.

It will burn for the entire games until it is distinguished at the closing ceremony.



Olympic Flame in a bottle STEM activity

Name:

STEM Science – Olympic Torch in a Bottle

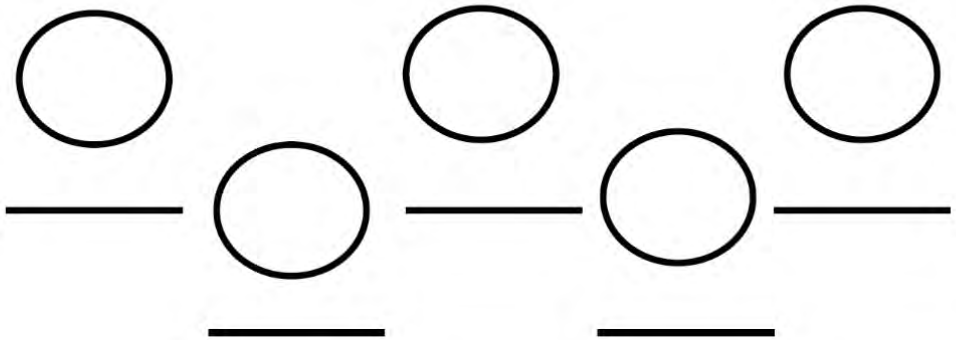
You will create a falling flame in a jar and identify the colors you see in the flame.

Supplies:
- Vegetable Oil
- Plastic Bottle or Jar
- Food Coloring

Goal:
Create a flame in a jar and see what colors you can identify

Record the Colors You See

Fill in each circle with a color you see falling in the jar. Write the name of the color beneath it.



Why does the food coloring separate from the vegetable oil?

_____

_____

You will need to gather a few supplies for this activity. It would be great to take some photos and share these with your teacher and class on Google Classroom.

- Plastic Water Bottle
- Food Colouring
- Vegetable Oil
- STEM sheet from previous page – you can just answer the questions on a separate page or print out the sheet if you have a printer.
- Small Container
- Measuring Spoon
- Plastic Fork

1. Put 4 Tablespoons of vegetable oil in a small container.
2. Next, decide what colours you want to add to the oil to create the flame (red, oranges and yellows represent the Olympic torch best). Place about two drops of each colour they select into the container with the oil.
3. Stir the mixture lightly with a fork. When you have finished stirring, pour the mixture into a bottle that is filled to 3/4 with warm water.
4. The food colouring will slowly separate from the oil and begin to slip into the water creating flame like flickers of colour in the water.
5. The various colours of food colouring will drift down in their own flickers. They will mix together as they fall to form new colours.

Over time you may see light and darker areas of the colour. When you see the Olympic flame on T.V., you may see this too.
Besides seeing the cool flame colours in the jar, you will see that the oil has stayed near the top of the bottom.

Why do the food colouring droplets fall?

The food colour drops fall into the oil in the small plastic container, but they don't dissolve. When the mixture is poured into the water bottle, the oil stays at the top.

Oil is less dense than water.

Slowly the food colouring drops start to drop from the oil because they are heavier than the oil. As the food colouring drops make their way into the oil, they start to dissolve. This caused the flicker or explosion of colour.


Stage 3
Learning From Home
Friday 16th July

Friday 16th Activities

The Olympic Games

Symbols of Tokyo Olympics

Design and Meaning

Click on the Tokyo Olympics logo to find out more about it's design and meaning.

1. Write 3 statements you have learnt about the Tokyo Olympic Logo.

1. Why do you believe the logo is important for this Olympic Games?

1. Design a new logo and explain it's meaning in terms of bringing the world together through sport.

Olympic Mascots

Olympic mascots are characters, usually animals native to the area, but sometimes human figures. They represent the culture of the place where the Olympic and Paralympic games are taking place. The first Olympic games mascots appeared at the 1968 Winter Olympics.

Click on the Tokyo Olympic Games Mascot to find out more.

Q1. What is the name of this mascot and what does it's name mean?

Q2. How does the design of the mascot represent Japan?

Q3. At Erina Heights Public School, our mascot is Hoot the Owl. Have a go at creating a new sporting mascot for Erina Heights Public School that captures our location, school colours and PBL values.