

Remote learning workbook

Stage 3 – Year 5 and 6

Term 3 Week 4



Name:

Spelling

Stage 3
Term 3 Week 4

Spelling Rule: When -full and -till are used as a suffix, drop one l.
Full as a suffix means full of or able to.

Examples:

- * pain + full = painful
- * power + full = powerful
- * forget + full = forgetful
- * delight + full = delightful
- * un + till = until

Write as many words that end in -ful or -til.

When -full and -till are used as a suffix, drop one l.

Spelling Rule: When -full and -till are used as a suffix, drop one l.
 Ful as a suffix means full of or able to.

Monday

suspense + full =

resource + full =

un + till =

aw + full =

remorse + full =

thought + full =

purpose + full =

joy + full =

hurt + full =

mind + full =

Tuesday

pain + full =

grace + full =

youth + full =

colour + full =

grate + full =

faith + full =

forget + full =

purpose + full =

disrespect + full =

thought + full =

Wednesday

in + still =

delight + full =

peace + full =

harm + full =

cup + full =

bag + full =

wish + full =

care + full =

play + full =

mouth + full =

Thursday

help + full =

wonder + full =

insight + full =

respect + full =

disgrace + full =

doubt + full =

meaning + full =

distrust + full =

stress + full =

power + full =

Monday



 alamy stock photo

Name: _____

Times Tables
MixedWeek 4
Monday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
$3 \times 10 =$ _____	$6 \times 3 =$ _____	$11 \times 7 =$ _____
$4 \times 4 =$ _____	$12 \times 9 =$ _____	$12 \times 12 =$ _____
$10 \times 5 =$ _____	$12 \times 6 =$ _____	$9 \times 11 =$ _____
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$9 \times 10 =$ _____	$3 \times 3 =$ _____	$10 \times 12 =$ _____
$8 \times 2 =$ _____	$2 \times 9 =$ _____	$11 \times 8 =$ _____
$5 \times 5 =$ _____	$8 \times 6 =$ _____	$7 \times 12 =$ _____

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 4
Monday

Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$28 + 49 = \underline{\quad\quad}$

$41 + 82 = \underline{\quad\quad}$

$39 + 11 = \underline{\quad\quad}$

$69 + 43 = \underline{\quad\quad}$

$89 + 22 = \underline{\quad\quad}$

$21 + 38 = \underline{\quad\quad}$

$33 + 88 = \underline{\quad\quad}$

$88 + 59 = \underline{\quad\quad}$

$81 + 19 = \underline{\quad\quad}$

$53 + 42 = \underline{\quad\quad}$

$13 + 76 = \underline{\quad\quad}$

$45 + 66 = \underline{\quad\quad}$

$68 + 37 = \underline{\quad\quad}$

$17 + 48 = \underline{\quad\quad}$

$16 + 87 = \underline{\quad\quad}$

$40 + 60 = \underline{\quad\quad}$

$18 + 97 = \underline{\quad\quad}$

$73 + 91 = \underline{\quad\quad}$

$55 + 83 = \underline{\quad\quad}$

$81 + 37 = \underline{\quad\quad}$

$32 + 64 = \underline{\quad\quad}$

$86 + 50 = \underline{\quad\quad}$

$74 + 38 = \underline{\quad\quad}$

$54 + 89 = \underline{\quad\quad}$

$24 + 59 = \underline{\quad\quad}$

$31 + 17 = \underline{\quad\quad}$

$57 + 28 = \underline{\quad\quad}$

$66 + 32 = \underline{\quad\quad}$

$95 + 66 = \underline{\quad\quad}$

$58 + 44 = \underline{\quad\quad}$

Time: _____

Score: _____ /30

Name: _____

Arranging Numbers in Size

Monday
Stage 3
Term 3 Week 4

Learning goal: I can arrange numbers of any size in ascending and descending order.

Insert the symbols $<$, $>$ or $=$ to make each statement true.

- a. $822\ 556$ _____ $4\ 810\ 292$
- b. $3\ 243\ 016$ _____ $782\ 687$
- c. $5\ 921\ 180$ _____ $9\ 841\ 613$
- d. $6\ 363\ 363$ _____ $6\ 336\ 636$
- e. $1\ 011\ 110$ _____ $1\ 101\ 001$
- f. $700\ 000 + 10\ 000 + 8000 + 600 + 30 + 8$ _____ $4\ 250\ 606$
- g. $3\ 000\ 000 + 300\ 000 + 30\ 000 + 1000 + 700 + 10 + 2$ _____ $6\ 887\ 895$
- h. $5\ 000\ 000 + 300\ 000 + 50\ 000 + 6000 + 300 + 50 + 4$ _____ $5\ 356\ 253$
- i. $2\ 000\ 000 + 400\ 000 + 40\ 000 + 2000 + 200 + 20 + 2$ _____ $2\ 442\ 222$
- j. $8\ 000\ 000 + 800\ 000 + 8000 + 80 + 8$ _____ $8\ 800\ 808$

Use the following digits to fit the below criteria:



- a. Make the largest odd number _____
- b. Make the smallest number _____
- c. Make the number closest to 5 000 000 _____
- d. Make the number closest to 3 500 000 _____
- e. Make the number closest to 6 830 542 _____

Score: _____/15

Can we have farms without fences?

1 Discuss with your partner, group or class what a farm without fences would look like.

For a long time it was believed that Aboriginal and Torres Strait Islander Peoples lived a hunter – gatherer lifestyle. This belief has now changed as evidence indicates that Aboriginal and Torres Strait Islander Peoples were, in fact, our first farmers. Their knowledge and management of the landscape allowed them to live sustainably for thousands of years.

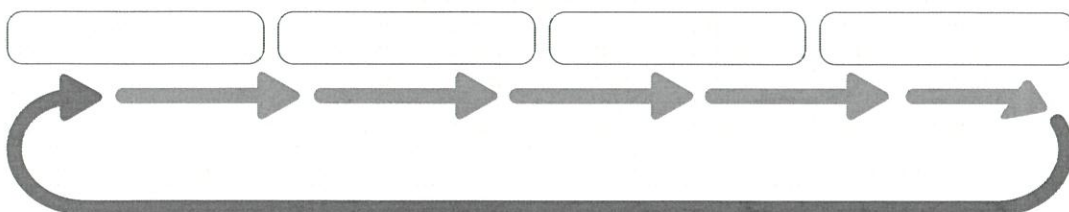
As you know, farming involves more than planting and watering seeds or fencing in sheep or cattle. So how did the Aboriginal and Torres Strait Islander Peoples manage the land for so long?

Well, they had much in common with modern farmers.

2 Which of these actions do you think are/were used by farmers to help manage the land?

Farming Techniques	Modern Farmers	ATSI Farmers
Weed control		
Fire management		
Hypnotism		
Water conservation		
Yoga		
Agriculture (plant management)		
Breeding programs		
Rubbish management		
Tool maintenance		
Choreography		
Sustainability		
Building maintenance		
Sharing ecological knowledge		
Pantomime		

3 Are any of these techniques interconnected? Write the ones that could be.



4 Watch the video – Aboriginal Australia

Choose some key words from the list below and be prepared to take some notes. Watch the video again and write your notes on the Trading Cards.

Life cycles, natural resources, nature, spiritual lives, mob movement, hunting, water, fires, conservation, restocking, sustainability.

EXAMPLE

TRADING CARD

What? Hunting

Where? Rivers

How? Made fish traps

TRADING CARD

TRADING CARD

TRADING CARD

5 Share your Trading Cards with your group or partner and sort your cards into categories.

Can you match them to the farming techniques on page 1?

Share with your class any interesting connections or patterns that you saw.

Spelling Rule: When -full and -till are used as a suffix, drop one l.
Ful as a suffix means full of or able to.

Choose a word that follows the rule of the week and complete the following based on this word.

Word of the Week:

Part of speech:

Synonym:

Antonym:

Add or Minus a Morphograph (if your word allows it):

Dictionary meaning:

Sentence:

Silly Sentence - write as many words from the previous page as you can into a funny sentence and share it with your desk partner (but make sure it still makes sense)!

Spelling Rule: When -full and -till are used as a suffix, drop one l.
Ful as a suffix means full of or able to.

Alphabetical Order: until, instill, careful, fearful, painful, wishful, youthful, graceful, wasteful, dreadful, doubtful, beautiful, suspenseful, disrespectful, awful, woeful, joyful, useful, cupful, successful, hurtful, bountiful, hopeful, skillful, forgetful, peaceful, thankful.

First five words in
alphabetical order from A

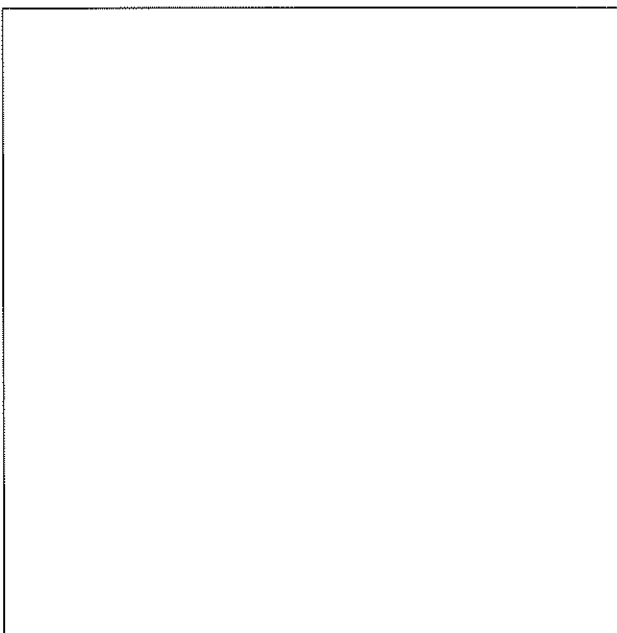
- 1.
- 2.
- 3.
- 4.
- 5.

First five words in
alphabetical order from M

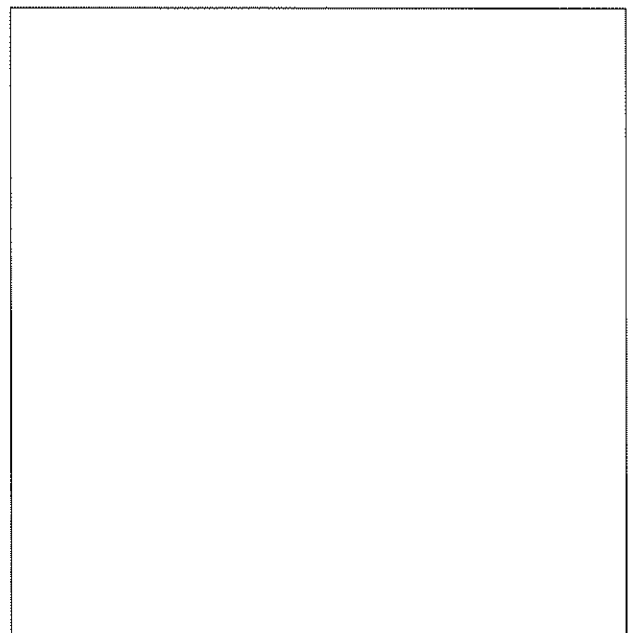
- 1.
- 2.
- 3.
- 4.
- 5.

Book Covers

Make two fictional book titles that include a word that follows the rule of the week to show your understanding of the chosen word. Design the book covers for these titles. Remember to capitalise the first letter of each word in the title.



Title:



Title:

Tuesday

Monster Mollusc

poem by Jenny Blackford | illustrated by Greg Holfeld

More than half my snow pea seedlings
had disappeared, no trace left.
Birds at dawn? Night possums? Slugs?
So much for plans of sweet pea pods
crunched raw and cool each afternoon.

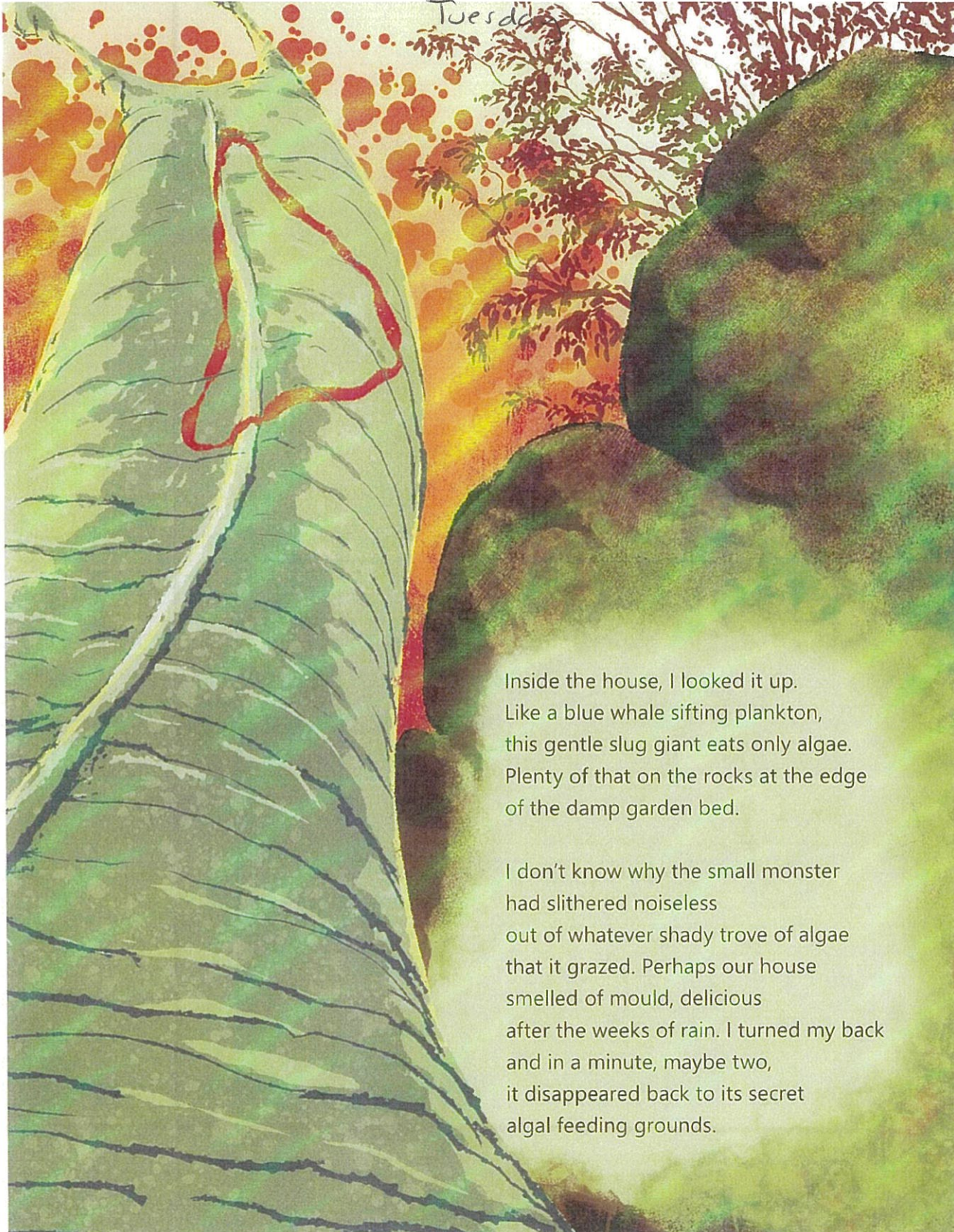
Frankly cranky, I walked the deck
and almost accidentally squished
the biggest slug I've ever seen—
long as my hand, thicker than my thumb.
So, the culprit!

Seeing me, or feeling my steps
on the deck, it halted
trying to make itself invisible.
I stared.
This was a monster-mollusc,
stranger than any garden predator
I'd ever seen. And what
was that weird red mark
almost a triangle
high on its back, right between
where its shoulders would have been
if slugs had arms?

Something stopped me
from finding a stick or rock
to crush the garden enemy
destroyer of seedlings.



Tuesday



Inside the house, I looked it up.
Like a blue whale sifting plankton,
this gentle slug giant eats only algae.
Plenty of that on the rocks at the edge
of the damp garden bed.

I don't know why the small monster
had slithered noiseless
out of whatever shady trove of algae
that it grazed. Perhaps our house
smelled of mould, delicious
after the weeks of rain. I turned my back
and in a minute, maybe two,
it disappeared back to its secret
algal feeding grounds.

Tuesday

Text: Poem – **Monster Mollusc** - by Jenny Blackford (July page 8-9)

Write answers in an exercise book – you should have one A4 workbook for your working from home tasks.

Page 8&9 Discuss / research before you start: mollusc / mollusk (USA)
– algae / algal – difference between a seed and a seedling

Six stanzas St1 *More than half* St2 *Frankly cranky* St3 *Seeing me*,..... St4
Something stopped me.... St5 *Inside the house* St6 *I don't know why*

1) Find the words in the text that mean (synonyms):

upset (adj st2) _____, stopped (v st3) _____,

destroy (v st4) _____, stockpile /cache (n Collective st6) _____,

ate (v st6) _____.

2) **What** was on the deck?*was on the deck.*

3) **What** was the poet looking forward to doing in the first stanza? *In the first stanza the poet was looking forward to*

4) **What** was the most unusual thing about the slug? *The most unusual thing about the slug was*

5) **What part of speech** is the word algal? (last line st6) _____

6) In **stanza 5** the poet says, *Like a blue whale sifting plankton*..... What word **is the best** meaning of **sifting**? **Highlight**

a) chewing b) swallowing c) collecting d) gulping

7) **Why** was the poet upset in the first stanza? *The poet was upset in the first stanza because*

8) **What** was the poet looking forward to doing in the first stanza? *In the first stanza the poet was looking forward to*

9) **What** was the poet about to do in stanza 4?

10) **What** did the poet discover that stopped her from squashing the slug?

11) **Why** does the poet think the slug left the damp garden and slithered onto the deck of the house?

12) The poet suggests the slug sensed her because of two reasons. **List them.**

a) _____

b) _____

13) **Optional:** a snail is another type of **gastropod** that belongs to the **mollusc** family. Find an image of a snail and sketch and shade it and share a photo of it 

Tuesday

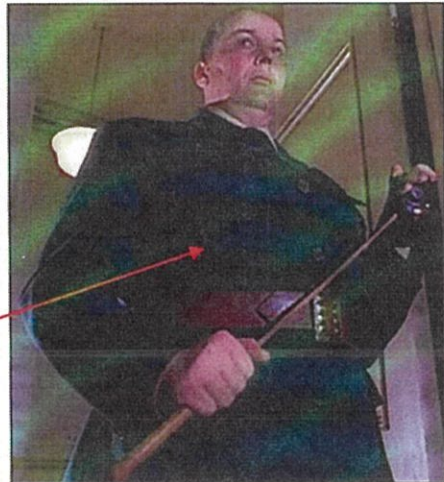
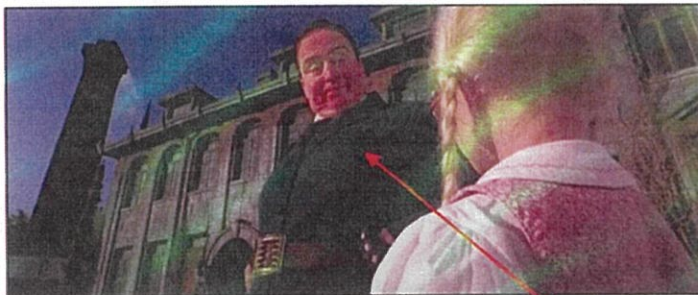
14) Complete



(left) the man is planting a _____. (centre) This is a tray of _____. (right) Here the _____ starts to germinate and develop into a _____ and then into a plant.

15) **Visual literacy task:** Explain why you think the perspective the illustrator used to create the images on both pages (p8&9) was from a low angle.

The perspective of images can create a feeling



An artist or photographer can choose a low angle (perspective) to create a feeling of dominance / intimidation / fear. Conversely, a high angle can achieve the same feeling.



Name: _____

Times Tables
MixedWeek 4
Tuesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
$4 \times 5 =$ _____	$6 \times 9 =$ _____	$6 \times 11 =$ _____
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$11 \times 5 =$ _____	$9 \times 6 =$ _____	$12 \times 12 =$ _____
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Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 4
Tuesday

Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$28 + 41 = \underline{\hspace{2cm}}$

$68 + 81 = \underline{\hspace{2cm}}$

$91 + 57 = \underline{\hspace{2cm}}$

$92 + 38 = \underline{\hspace{2cm}}$

$90 + 69 = \underline{\hspace{2cm}}$

$76 + 49 = \underline{\hspace{2cm}}$

$14 + 12 = \underline{\hspace{2cm}}$

$29 + 47 = \underline{\hspace{2cm}}$

$17 + 13 = \underline{\hspace{2cm}}$

$42 + 46 = \underline{\hspace{2cm}}$

$49 + 26 = \underline{\hspace{2cm}}$

$22 + 58 = \underline{\hspace{2cm}}$

$77 + 37 = \underline{\hspace{2cm}}$

$46 + 90 = \underline{\hspace{2cm}}$

$13 + 18 = \underline{\hspace{2cm}}$

$67 + 52 = \underline{\hspace{2cm}}$

$64 + 16 = \underline{\hspace{2cm}}$

$51 + 66 = \underline{\hspace{2cm}}$

$27 + 85 = \underline{\hspace{2cm}}$

$80 + 74 = \underline{\hspace{2cm}}$

$74 + 14 = \underline{\hspace{2cm}}$

$64 + 13 = \underline{\hspace{2cm}}$

$79 + 89 = \underline{\hspace{2cm}}$

$82 + 37 = \underline{\hspace{2cm}}$

$48 + 46 = \underline{\hspace{2cm}}$

$93 + 51 = \underline{\hspace{2cm}}$

$65 + 59 = \underline{\hspace{2cm}}$

$11 + 26 = \underline{\hspace{2cm}}$

$20 + 80 = \underline{\hspace{2cm}}$

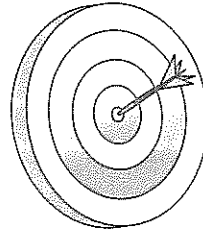
$98 + 62 = \underline{\hspace{2cm}}$

Time: _____

Score: _____ /30

Level 1

1. How many children were on each bus if 8 buses were ordered to take the 384 children on the excursion?
2. Ben bought 6 packs of red balls and 2 packs of green balls. How many balls did he buy if there were 5 in each pack?
3. How many points did Mack get in the darts competition if he got two 20s and a 15?



Level 2

1. How many people were included in the survey if there were 14 523 males and 12 326 females?
2. How many building blocks were used if each of the nine models used 75 blocks?
3. 63 540 people attended the Grand Final. If roughly the same number of people sat in each of the 9 sections around the field, how many were in each section?

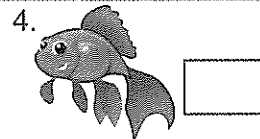
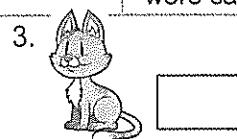
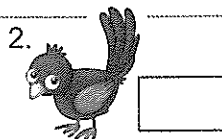
Level 3

1. Dani needs 75 lights for the Christmas tree. How many more does she need if she just bought 40 and already had 25?
2. Lila's dad gave her 40 pens to share with her friends. How many does she have left if she gave five to each of the five people at her table?
3. How many ice-creams were sold? Six vanilla were sold, strawberry was twice as popular as vanilla and chocolate was double strawberry.
4. A total of 137 718 people attended the opening and closing ceremonies of the Olympic Games. How many people attended the closing ceremony if 63 510 attended the opening ceremony?

Investigation

How many of each type of pet were at the pet show?

There were 46 pets in total.	More than half were dogs.	There were half as many birds as there were dogs.	There were 4 times as many dogs as there were cats.	There were 3 times as many birds as there were fish.
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Level 1

1. David is 164 cm tall, Mitchell is 173 cm and Noah is 185 cm. What is their combined height?
2. Tania completed three jobs for customers and was paid \$165, \$185 and \$178. What was the average amount she charged?
3. From Sydney to Cairns by road is 2477 km, by air it is 1957 km. How much shorter is a flight compared to a car trip?



Level 2

1. What would be the total length of the timber if 15 pieces, each 5 metres long, were placed end to end?
2. 50 000 litres of grape juice was being held in storage. How much would be left if 22 500 litres was delivered to supermarkets?
3. How many points did Sam score in the rugby game if he scored three tries worth 5 points each, 3 field goals worth 3 points each and 2 penalty goals worth 3 points each?

Level 3

1. The average number of passengers on the boat was 250. Estimate the number of passengers it would carry in one year if it undertook a cruise every month.
2. How far did the pilot fly if the Brisbane to Sydney flight was 728 km and the Sydney to Melbourne flight was 15 km less?
3. Seventy customers bought a total amount of 3500 litres of petrol at the garage on Friday. What was the average amount of petrol bought?
4. How long will it take a typist to type a 4425 word document if she types at a rate of 59 words per minute?

Investigation

Mason can deliver 1200 leaflets in one hour. Shay is faster and can deliver 1600/hr. On Saturdays they work together to deliver 3500 leaflets. When will they complete their leaflet delivery run if they begin at 8:00 am?



6 Choose two Aboriginal or Torres Strait Islander farming techniques you would like to learn more about. Write them below.

a _____

b _____

7 Complete the table below to help you with your research.

a What do I know?

b What do I want to learn?

c Where can I find information?

australia.gov.au

 eBook on Traditional Farming

 Guided research

 Australia – Biomes Map

Aboriginal Education Consultant

d What key words and phrases will help with my research?

8 Write your notes below.

A large spiral-bound notebook with 20 horizontal lines for writing. The spiral binding is at the top. The notebook is empty and ready for notes.

Spelling Rule: When -full and -till are used as a suffix, drop one l.
Ful as a suffix means full of or able to.

Contractions

you will =	how does =
let us =	have not =
she shall =	we are =
I have =	you had =
what did =	they will =

Homophones - cent, scent or sent

They loved the _____ of freshly cut grass.

I was _____ mad by the constant noise coming from outside.

The hound was _____ off to follow the _____ of the prisoner.

The twenty _____ coin was first introduced in 1966.

Homophones - higher or hire

I wanted to _____ the interviewee but they were too inexperienced for the job.

The basketball player was able to jump _____ than their opponent.

The _____ temperatures were to blame for the increase in air conditioning use.

While in the city we will _____ some bikes so we can ride around the park.

Detective's Clues

Write three clues about a word that follows the rule of the week. Ask a friend to guess the word from your clues.

1.
2.
3.

word =

Spelling Rule: When -full and -till are used as a suffix, drop one l.
Ful as a suffix means full of or able to.

Sentences

Write a sentence for three words that follow the rule of the week.

word =

word =

word =

Graffiti Wall

Write at least five of your spelling words on the graffiti wall, exploring different colours and styles.

A large grid of 10 columns and 5 rows of dashed lines, intended for students to write their spelling words in various styles and colors.

Stage 3 Project—Learning from Home Term 3

This research complements the July magazine poem, *Monster Mollusc*, by Jenny Blackford (page 8-9).

Use the websites below to research this topic—use **subheadings** in your presentation.

It should include:

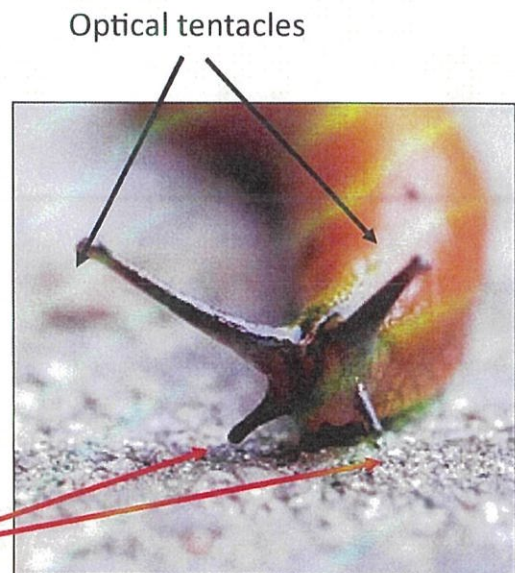
- **Introduction**—what is the Red Triangle slug? (native or exotic / classification / size / diet etc)
- **Five fun facts about the Red Triangle Slug** (watch film clip)
- **Distribution**—on the map below colour the key and show where this slug is from
- **Explain** how native and exotic (introduced) slugs differ.
- **Create an illustrations** (sketch—not images copied)
Red Triangle Slug—label the tentacles and show the average length.

<https://australian.museum/learn/animals/molluscs/red-triangle-slug/>

<https://www.youtube.com/watch?v=Wt9BGsWltxE> (film clip)

Distribution

Present your research and illustration on a separate page. The distribution task should be done on the map below.



Introduced slug—four tentacles

Name: _____

Times Tables
MixedWeek 4
Wednesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
$5 \times 5 =$ _____	$3 \times 6 =$ _____	$6 \times 8 =$ _____
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$12 \times 2 =$ _____	$8 \times 9 =$ _____	$9 \times 7 =$ _____
$9 \times 10 =$ _____	$11 \times 6 =$ _____	$8 \times 12 =$ _____
$9 \times 4 =$ _____	$6 \times 3 =$ _____	$12 \times 12 =$ _____
$2 \times 2 =$ _____	$6 \times 9 =$ _____	$11 \times 7 =$ _____
$3 \times 4 =$ _____	$12 \times 3 =$ _____	$8 \times 11 =$ _____
$7 \times 10 =$ _____	$9 \times 6 =$ _____	$7 \times 7 =$ _____
$11 \times 10 =$ _____	$11 \times 9 =$ _____	$10 \times 12 =$ _____
$10 \times 2 =$ _____	$4 \times 3 =$ _____	$7 \times 12 =$ _____
$7 \times 4 =$ _____	$12 \times 6 =$ _____	$7 \times 8 =$ _____
$3 \times 10 =$ _____	$11 \times 3 =$ _____	$11 \times 11 =$ _____
$4 \times 5 =$ _____	$8 \times 6 =$ _____	$11 \times 8 =$ _____
$11 \times 4 =$ _____	$4 \times 6 =$ _____	$8 \times 7 =$ _____
$6 \times 2 =$ _____	$8 \times 3 =$ _____	$7 \times 11 =$ _____
$4 \times 4 =$ _____	$2 \times 9 =$ _____	$8 \times 8 =$ _____
$6 \times 5 =$ _____	$6 \times 6 =$ _____	$11 \times 12 =$ _____
$5 \times 10 =$ _____	$9 \times 9 =$ _____	$12 \times 7 =$ _____
$2 \times 5 =$ _____	$9 \times 3 =$ _____	$6 \times 12 =$ _____
$8 \times 2 =$ _____	$7 \times 9 =$ _____	$12 \times 11 =$ _____
$5 \times 4 =$ _____	$3 \times 9 =$ _____	$6 \times 7 =$ _____
$10 \times 10 =$ _____	$7 \times 6 =$ _____	$9 \times 8 =$ _____
$12 \times 5 =$ _____	$7 \times 3 =$ _____	$6 \times 11 =$ _____

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 4
Wednesday

Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$66 + 27 = \underline{\quad}$

$36 + 31 = \underline{\quad}$

$94 + 54 = \underline{\quad}$

$94 + 32 = \underline{\quad}$

$96 + 68 = \underline{\quad}$

$44 + 98 = \underline{\quad}$

$26 + 53 = \underline{\quad}$

$71 + 96 = \underline{\quad}$

$86 + 37 = \underline{\quad}$

$21 + 81 = \underline{\quad}$

$24 + 62 = \underline{\quad}$

$19 + 85 = \underline{\quad}$

$41 + 55 = \underline{\quad}$

$91 + 23 = \underline{\quad}$

$70 + 72 = \underline{\quad}$

$93 + 79 = \underline{\quad}$

$81 + 56 = \underline{\quad}$

$62 + 93 = \underline{\quad}$

$34 + 59 = \underline{\quad}$

$12 + 77 = \underline{\quad}$

$61 + 75 = \underline{\quad}$

$59 + 75 = \underline{\quad}$

$19 + 93 = \underline{\quad}$

$31 + 99 = \underline{\quad}$

$52 + 14 = \underline{\quad}$

$88 + 86 = \underline{\quad}$

$69 + 20 = \underline{\quad}$

$42 + 65 = \underline{\quad}$

$67 + 57 = \underline{\quad}$

$41 + 34 = \underline{\quad}$

Time: _____

Score: _____ /30

Name: _____

Patterns & Algebra
Table of Values

Wednesday
Stage 3
Term 3 Week 4

Learning goal: I can complete table of values by following the given rule.

In:	1	3	6
Out:			
Rule:	$\times 3 + 5$		

In:	5	35	60
Out:			
Rule:	$\div 5 + 10$		

In:	4	8	20
Out:			
Rule:	$\times 2 + 3$		

In:	30	60	90
Out:			
Rule:	$\div 10 - 2$		

In:	3	7	11
Out:			
Rule:	$\times 11 - 10$		

In:	4	16	48
Out:			
Rule:	$\div 4 - 1$		

In:	1	7	12
Out:			
Rule:	$\times 6 - 4$		

In:	24	40	64
Out:			
Rule:	$\div 8 + 6$		

In:	4	6	9
Out:			
Rule:	$\times 9 + 12$		

In:	14	42	77
Out:			
Rule:	$\div 7 + 5$		

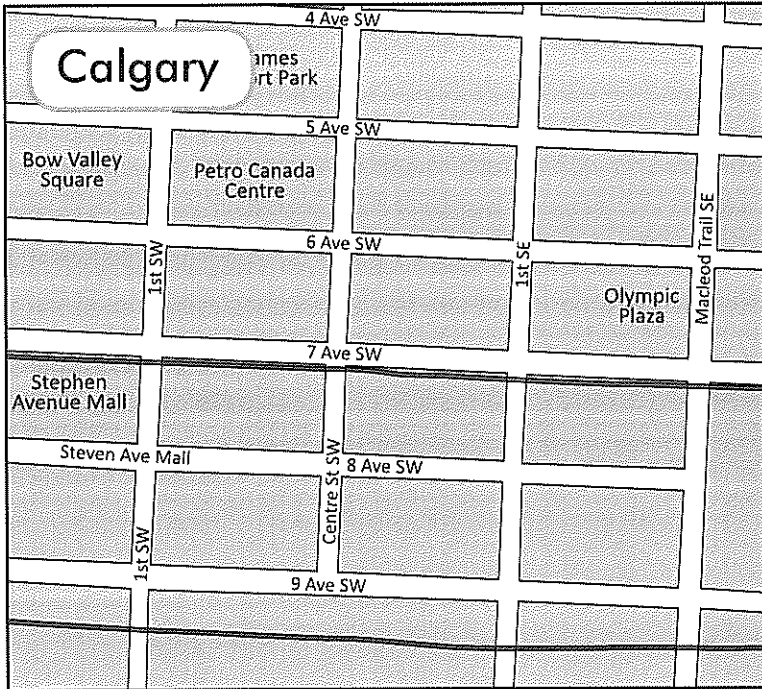
Score: ____/30

Directions – maps

Wednesday

Knowing how to read maps is an essential skill when you're in unfamiliar territory. One of the keys is to visualise yourself and where you're headed on the map. Remember left and right can change depending on your direction!

- 1 You'll be travelling to 2 cities. In each city, you'll follow directions to locate a secret spot. Mark your travels on the map. Some clues are cryptic and require thought. To add excitement, challenge friends to a race – the first to locate the secret spots and mark their travels correctly wins. Ready? Let's do it.

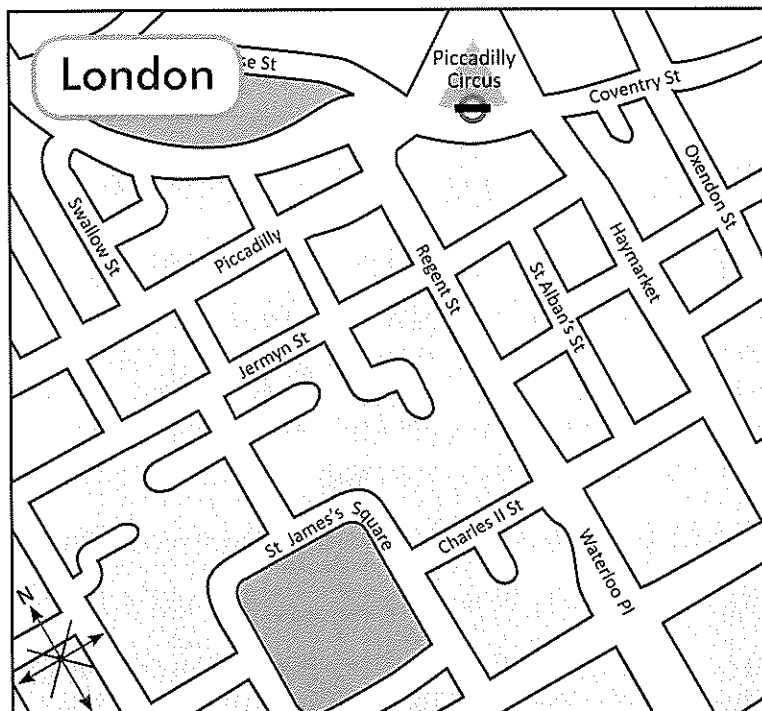


Calgary (Canada), is laid out in an easy to follow grid system. The streets are numbered with their direction.

You start off in Bow Valley Square at the intersection of 1st SW and 6 Ave SW. Head 2 blocks south down 1st SW then turn left.

Walk for 2 blocks then turn right and then right again. One block's walk should take you to a famous monument. Use the internet to find out the name of the monument and write it at this spot.

What was added to the top of the monument in 1987?



In **London** (UK), start at Piccadilly Circus Station.

Head east on Coventry St then south onto Oxendon St.

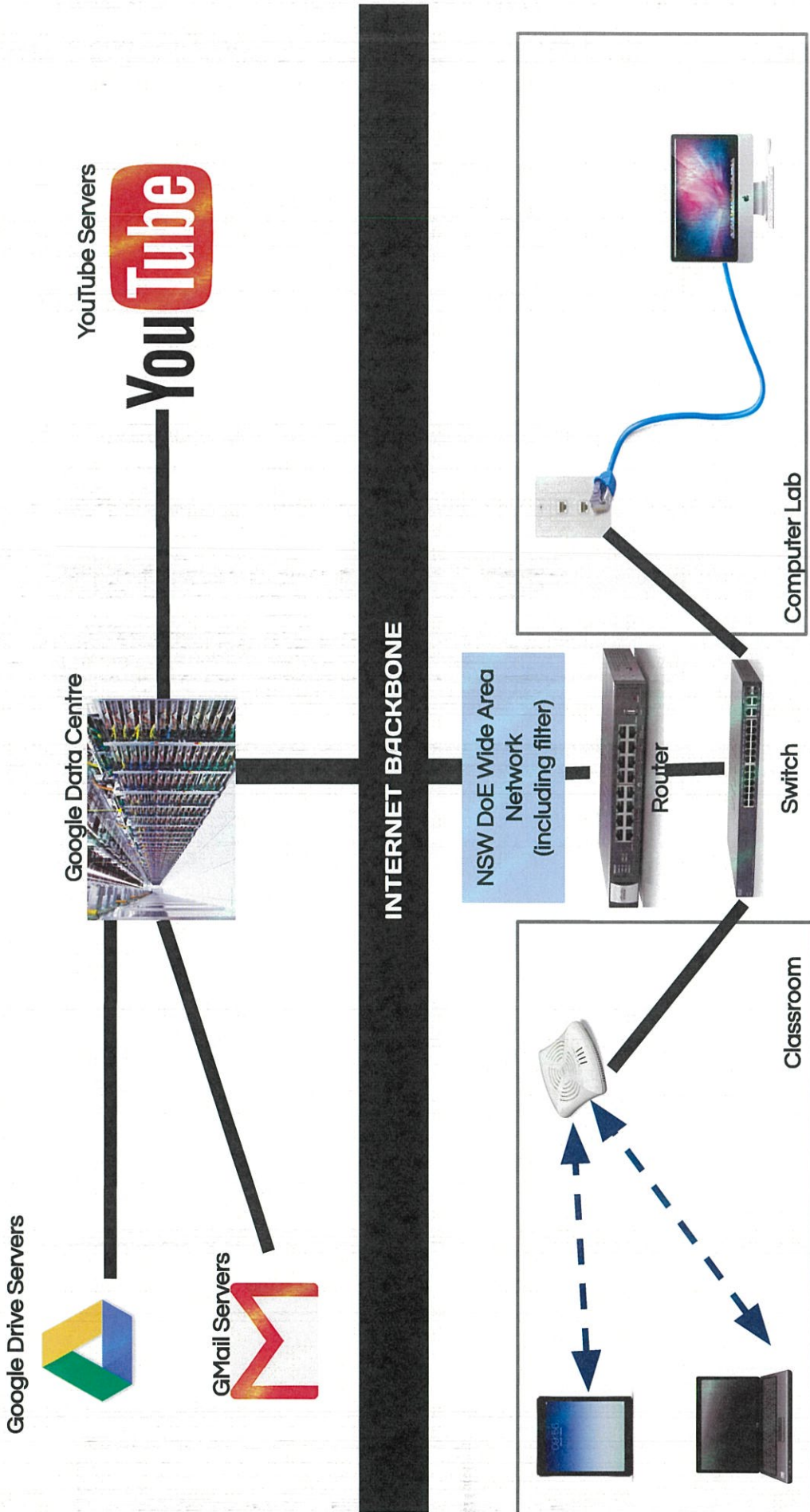
Take your second right and then your first right.

Head north on Haymarket, then turn left onto Jermyn St.

Turn left onto Regent St and right at a street named after a king. Follow that till you reach a square. Where are you?

In the middle of the real life area is a statue of King William III on a horse. Draw a crown to mark this.

Wednesday



-full and -till Match Up!

Write the letter of the correct match next to each problem or draw a line!

Created on TheTeachersCorner.net Match-up Maker

1. _____ graceful a. taking care in one's actions or being cautious

2. _____ joyful b. the amount that a bag can hold

3. _____ beautiful c. expressing gratitude and relief

4. _____ thankful d. pleasing the senses or mind aesthetically

5. _____ instil mind
e. gradually but firmly establish (an idea or attitude) in a person's

6. _____ stressful f. having or showing grace or elegance

7. _____ until g. having great power or strength

8. _____ careful h. causing mental or emotional stress

9. _____ powerful i. feeling, expressing, or causing great pleasure and happiness

10. _____ bagful j. up to the time of

Thursday

Want to Work

SMARTER?

- Get a -

MILTON MENTOR TODAY!

COMPACT, STYLISH & AFFORDABLE!

Ask **Milton Mentor** to tell you a story, answer a maths problem, tell you a country's capital city or even play your ultimate study playlist! No task is too challenging for your personal study mentor.

Designed by students, for students, **Milton Mentor** is the ultimate helper for students young and old.

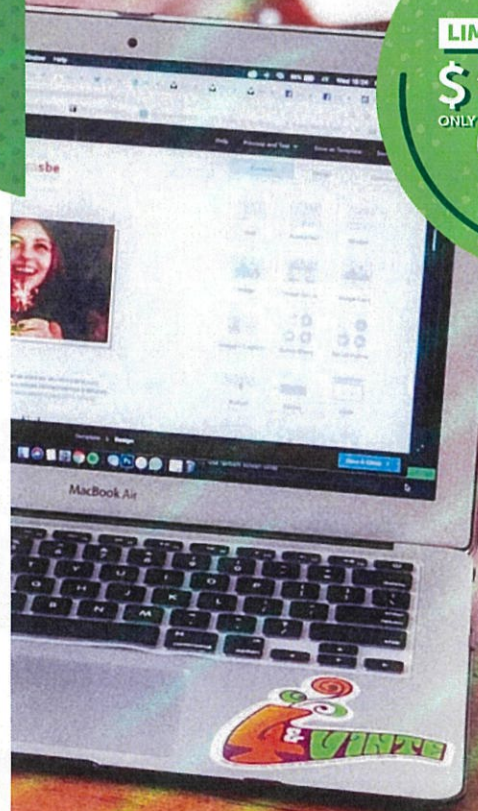
Distraction-free, **Milton Mentor** accesses only the latest educational and student-related information on the Internet.

Voice-activated with intelligent AI technology, **Milton Mentor** is an intuitive and invaluable companion for your learning journey!



MILTON MENTOR

Awaken Your Potential



Name: _____

Date: _____

Milton Mentor Advertisement

1. What is the purpose of this advertisement?

2. Advertisements use persuasive techniques to get audiences to take advantage of a service. Does anything in this advertisement persuade you? Explain how.

3. Write down eight positive or persuasive words that make the reader want to purchase a Milton Mentor. For example, stylish.

4. Why would the advertiser mention that Milton Mentor has 'Limited Stock'?

5. If you purchased a Milton Mentor, do you think it would do everything promised in the advertisement? Why or why not?

6. What other features would you like to see mentioned in the advertisement? How would this affect your decision about buying a Milton Mentor?

Ian Thorpe Fact Sheet

Life and sporting career:

Ian James Thorpe was born in 1982 and grew up in Milperra, Sydney. Both his mother and father were active in sports and encouraged Ian and his older sister to pursue their own interest in swimming. Ironically, he was allergic to chlorine when he was young and started swimming with his head out of the water.

Thorpe soon began competing in swim meets in Australia, winning nine gold medals at the New South Wales Short Course Age Championships in 1994. He was already six feet tall when he started high school the following year and began to use his size to an advantage. His success continued to grow with many wins at state, national and international level.



By the time the Olympic Games arrived in Sydney in 2000, Thorpe was under immense pressure to deliver multiple world records and several gold medals. He didn't disappoint and won Australia's first gold medal of the Games, in the 400m freestyle, setting a new world record. Later that night, he helped win the 4x100m freestyle relay. With a total of three gold and two silver medals, Thorpe was the most successful athlete of the 2000 Olympic Games.

Thorpe dominated the 2001 World and the 2002 Pan Pacific Championships, creating a huge build-up to the 2004 Olympics at which the 200m freestyle was dubbed the 'Race of the Century'. Competing against several strong athletes, Thorpe managed to get ahead in the last 50 metres, winning by half a body length and setting a new Olympic record. In all, Thorpe won two gold medals, a silver and a bronze medal. He now holds the most Olympic gold medals of any Australian athlete.

Thorpe is a high-profile supporter of the Children's Cancer Institute, which he supports in honour of a close friend who suffered from lymphoma. He also founded the charity Ian Thorpe's Fountain for Youth in 2000. The organisation raises funds for research into childhood illnesses and sponsors a school in Beijing for orphaned children with disabilities. In 2012, he was awarded the Human Rights Medal for his charity work with indigenous children. For his impressive swimming career, Thorpe has been awarded the Medal of the Order of Australia and was named Young Australian of the Year in 2000. The Ian Thorpe Aquatic and Fitness Centre in Ultimo, Sydney is named in his honour.

Olympic Games and Medals

2000 Sydney Games:

3 gold (400m freestyle, 4x100m freestyle relay, 4x200m freestyle relay), 2 silver (200m freestyle, 4x100m medley relay)

2004 Athens Games

2 gold (200m freestyle, 400m freestyle), 1 silver (4x200m freestyle relay), 1 bronze (100m freestyle)

Ian Thorpe Comprehension Activity

Thursday

Questions:

1. When and where was Ian Thorpe born?

2. In what event did Ian Thorpe compete to win his first gold medal in Sydney 2000?

3. What charity did Ian Thorpe found?

4. The words in the box come from the text. Use a dictionary to find their meaning.

charity	active	multiple	allergic	chlorine
---------	--------	----------	----------	----------

charity:

active:

multiple:

allergic:

chlorine:

5. Circle the words that have the 'pr' sound.

persue	proud	high-profile
Milperra	Olympic	present
appropriate	impressive	Thorpe

6. Which of the following occurred first? Choose a or b.

- Thorpe was awarded the Human Rights Medal for his charity work with indigenous children.
- He started the Ian Thorpe's Fountain of Youth charity.

7. Which of the following occurred first? Choose a or b.

- Ian's parents encouraged him to pursue their own interest in swimming.
- He won Australia's first gold medal of the Sydney Games in the 400m freestyle.

8. Which of the following occurred first? Choose a or b.

- Ian Thorpe won nine gold medals at the New South Wales Short Course Age Championships.
- He had to swim with his head out of the water because of his allergy to chlorine.

9. List five interesting facts about Ian Thorpe.

- _____
- _____
- _____
- _____
- _____

Challenge option

Create a character profile of Ian Thorpe (you can use the character profile sheet provided). Include the following information:

1. Birth place and year he was born
2. The Olympic sport that he was famous for
3. The medals that he won
4. Any achievements and/or awards that he attained
5. Other interesting facts about him
6. A picture of Ian Thorpe – you will need to research this

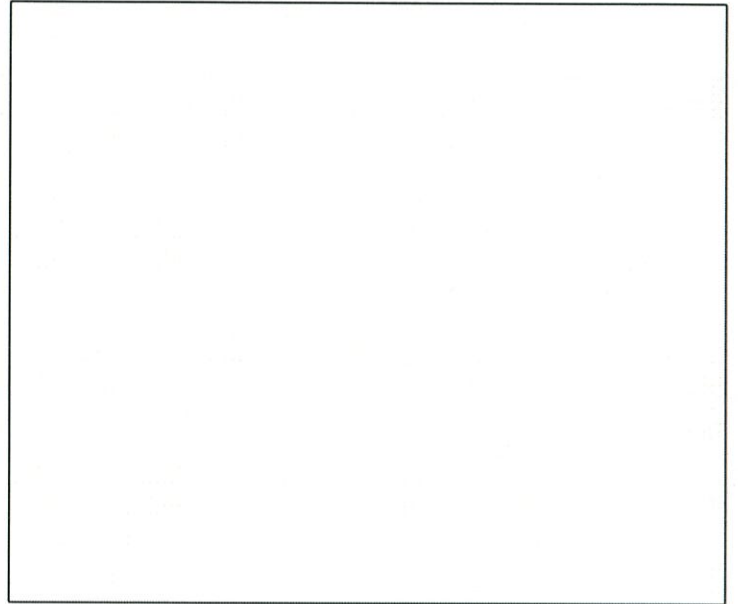
Ian Thorpe Character Profile

Birthplace: _____

Year of birth: _____

Famous for: _____

Medals won:



Achievements and awards:

Interesting facts:

Name: _____

Times Tables
Mixed

Week 4
Thursday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
$2 \times 2 =$ _____	$6 \times 6 =$ _____	$12 \times 12 =$ _____
$6 \times 4 =$ _____	$12 \times 9 =$ _____	$6 \times 7 =$ _____
$9 \times 5 =$ _____	$8 \times 3 =$ _____	$11 \times 7 =$ _____
$10 \times 4 =$ _____	$7 \times 9 =$ _____	$6 \times 12 =$ _____
$11 \times 5 =$ _____	$9 \times 3 =$ _____	$8 \times 7 =$ _____
$6 \times 10 =$ _____	$11 \times 3 =$ _____	$8 \times 11 =$ _____
$11 \times 2 =$ _____	$2 \times 9 =$ _____	$12 \times 7 =$ _____
$3 \times 2 =$ _____	$3 \times 6 =$ _____	$12 \times 8 =$ _____
$3 \times 5 =$ _____	$7 \times 6 =$ _____	$9 \times 12 =$ _____
$4 \times 4 =$ _____	$8 \times 9 =$ _____	$12 \times 11 =$ _____
$8 \times 10 =$ _____	$12 \times 3 =$ _____	$6 \times 11 =$ _____
$12 \times 4 =$ _____	$7 \times 3 =$ _____	$9 \times 11 =$ _____
$7 \times 5 =$ _____	$6 \times 9 =$ _____	$7 \times 8 =$ _____
$9 \times 2 =$ _____	$12 \times 6 =$ _____	$7 \times 12 =$ _____
$2 \times 10 =$ _____	$11 \times 9 =$ _____	$7 \times 7 =$ _____
$4 \times 5 =$ _____	$8 \times 6 =$ _____	$8 \times 8 =$ _____
$2 \times 4 =$ _____	$3 \times 9 =$ _____	$10 \times 12 =$ _____
$10 \times 10 =$ _____	$6 \times 3 =$ _____	$9 \times 7 =$ _____
$5 \times 2 =$ _____	$4 \times 6 =$ _____	$11 \times 11 =$ _____
$8 \times 4 =$ _____	$9 \times 9 =$ _____	$9 \times 8 =$ _____
$4 \times 10 =$ _____	$4 \times 3 =$ _____	$8 \times 12 =$ _____
$3 \times 4 =$ _____	$9 \times 6 =$ _____	$6 \times 8 =$ _____
$5 \times 5 =$ _____	$3 \times 3 =$ _____	$11 \times 8 =$ _____
$12 \times 10 =$ _____	$4 \times 9 =$ _____	$11 \times 12 =$ _____
$7 \times 2 =$ _____	$11 \times 6 =$ _____	$7 \times 11 =$ _____

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 4
Thursday

Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$39 + 40 = \underline{\hspace{2cm}}$

$98 + 90 = \underline{\hspace{2cm}}$

$47 + 24 = \underline{\hspace{2cm}}$

$27 + 45 = \underline{\hspace{2cm}}$

$60 + 48 = \underline{\hspace{2cm}}$

$41 + 84 = \underline{\hspace{2cm}}$

$48 + 95 = \underline{\hspace{2cm}}$

$89 + 89 = \underline{\hspace{2cm}}$

$40 + 74 = \underline{\hspace{2cm}}$

$67 + 40 = \underline{\hspace{2cm}}$

$91 + 76 = \underline{\hspace{2cm}}$

$33 + 20 = \underline{\hspace{2cm}}$

$56 + 88 = \underline{\hspace{2cm}}$

$20 + 87 = \underline{\hspace{2cm}}$

$35 + 47 = \underline{\hspace{2cm}}$

$99 + 49 = \underline{\hspace{2cm}}$

$36 + 69 = \underline{\hspace{2cm}}$

$44 + 78 = \underline{\hspace{2cm}}$

$81 + 61 = \underline{\hspace{2cm}}$

$66 + 58 = \underline{\hspace{2cm}}$

$99 + 73 = \underline{\hspace{2cm}}$

$74 + 82 = \underline{\hspace{2cm}}$

$21 + 99 = \underline{\hspace{2cm}}$

$87 + 64 = \underline{\hspace{2cm}}$

$31 + 19 = \underline{\hspace{2cm}}$

$14 + 41 = \underline{\hspace{2cm}}$

$30 + 25 = \underline{\hspace{2cm}}$

$91 + 74 = \underline{\hspace{2cm}}$

$25 + 59 = \underline{\hspace{2cm}}$

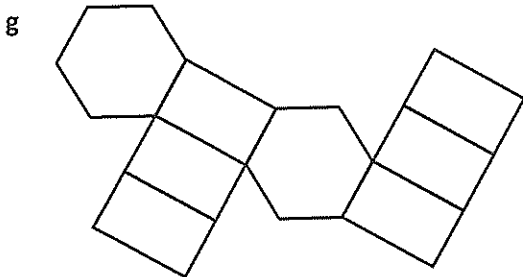
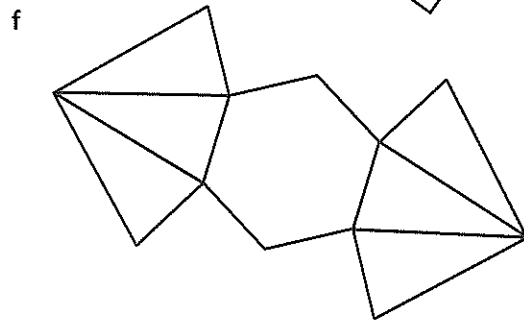
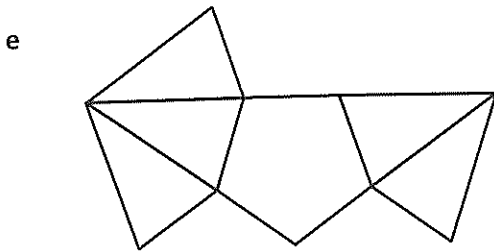
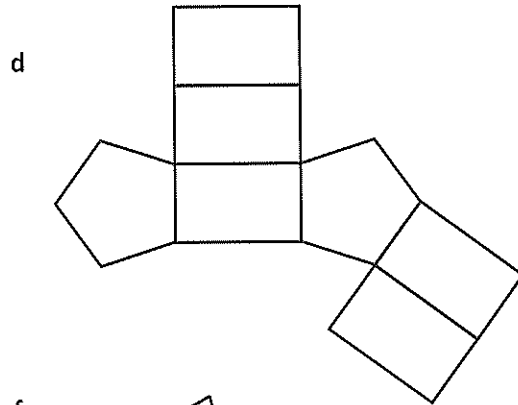
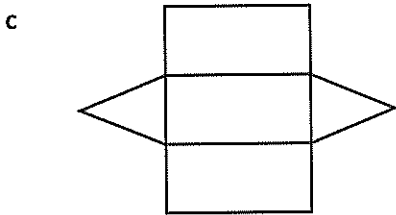
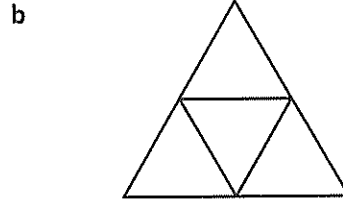
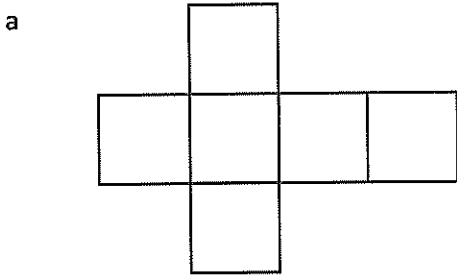
$42 + 42 = \underline{\hspace{2cm}}$

Time: _____

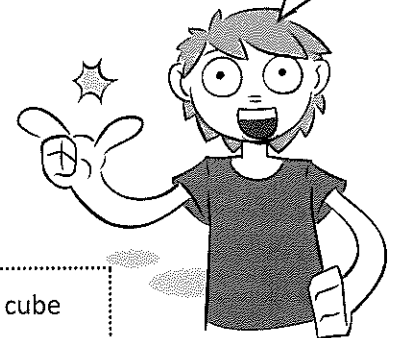
Score: _____ /30

A net is the pattern of a 3D shape, unfolded and laid flat. It helps to visualise how nets fold up to create a 3D shape.

1 Fold each net 'in your head' then write its letter in the correct shape name box at the bottom of the page:



Remember the difference between prisms and pyramids!



REMEMBER

pentagonal pyramid

triangular pyramid

hexagonal prism

triangular prism

pentagonal prism

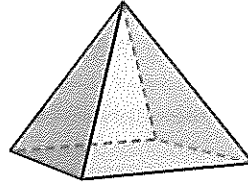
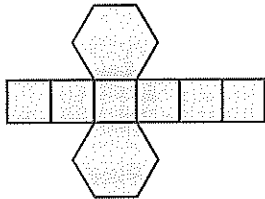
hexagonal pyramid

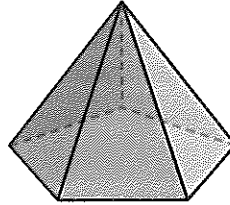
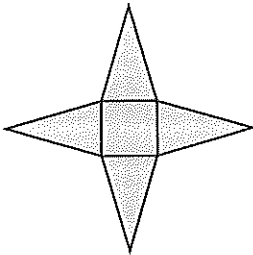
cube

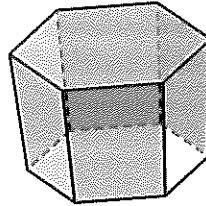
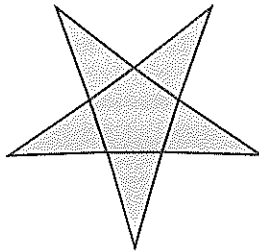
A net is the pattern of a 3D shape, unfolded and laid flat. You may have already assembled a few during your schooling!
It also helps if you can fold and unfold them in your head.

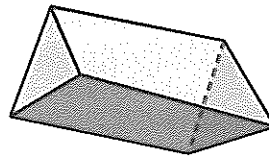
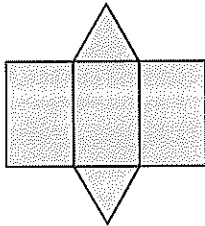


1 Fold these nets in your head, join them to their shapes with a line and name them:

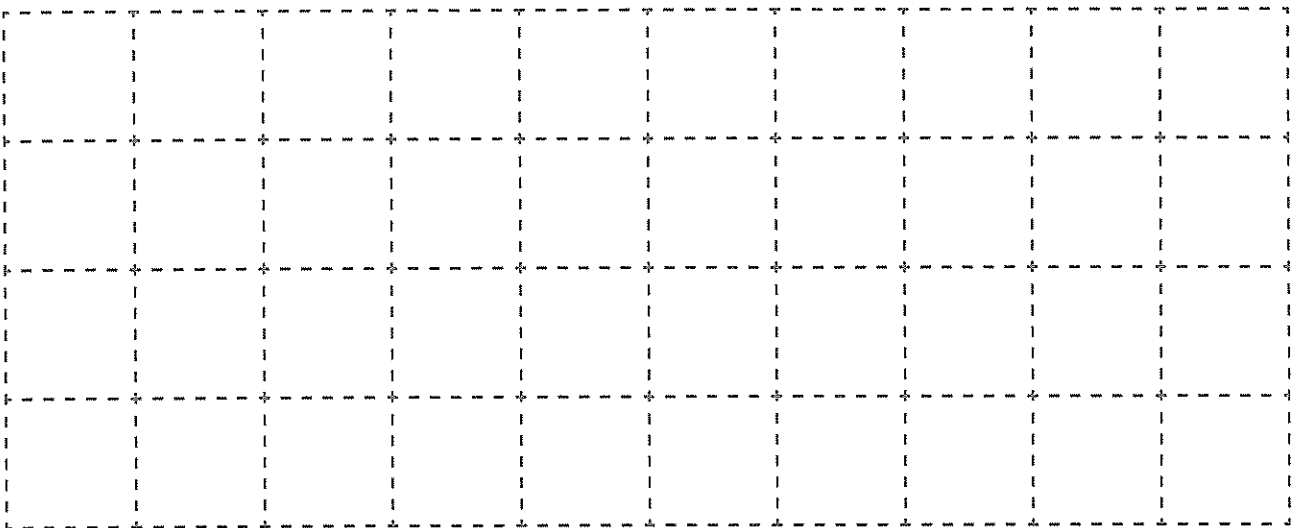








2 Create a net for a cube. Cut it out and test it. Does it work?



Walking Paper Dog

STEM Activity

Instructions



Cut out the paper dog.



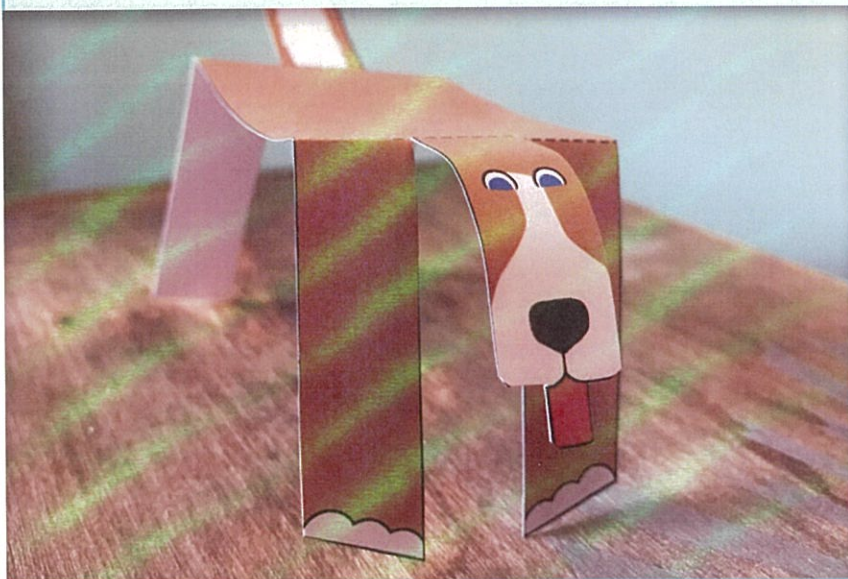
Cut into the legs stopping at the body.



Fold the head and tail up and the legs down.



Steady your dog on the top of a ramp and let it walk down on its own.



Activity:

Create a paper dog that can walk on its own.

What do you notice happening?

The angles on the legs make the dog rock side to side, and gravity pulls the dog down the ramp.

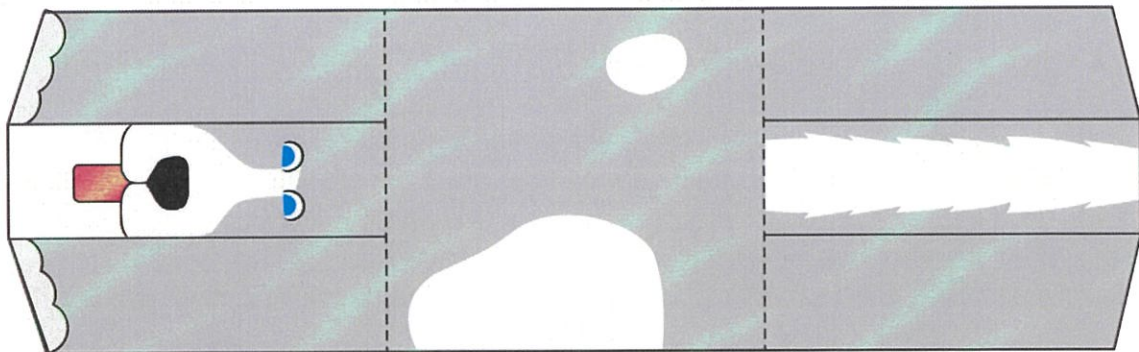
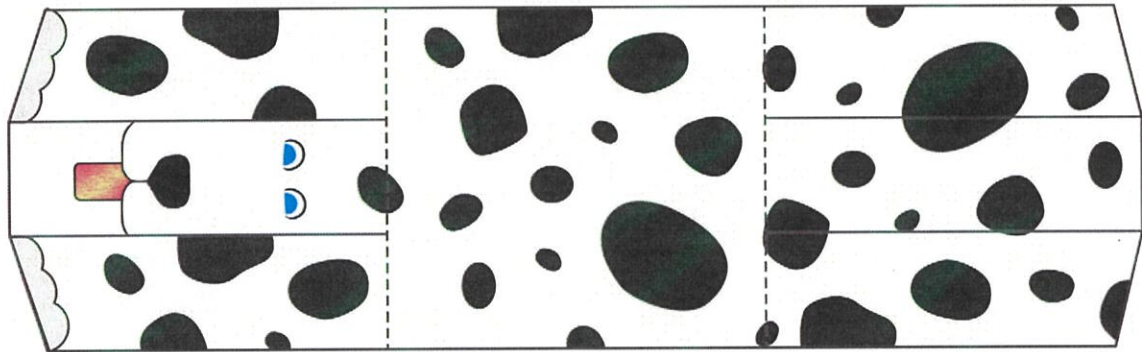
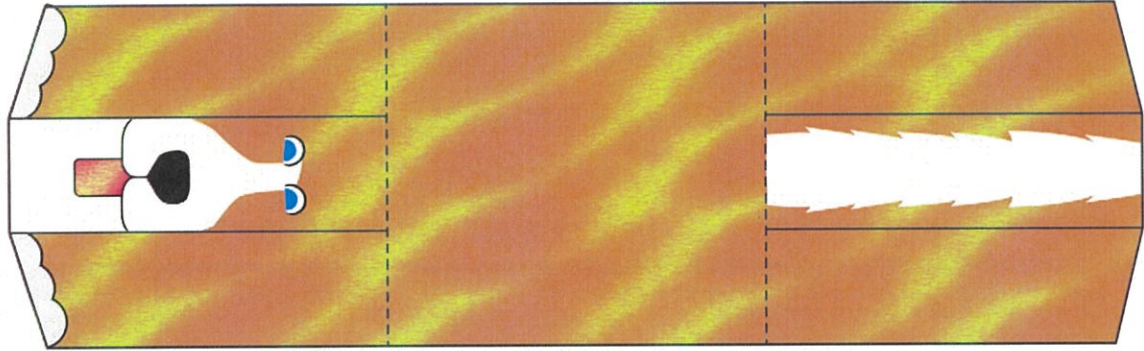
If your dog is having trouble walking, what could you change?

Does the incline of your ramp need to change?

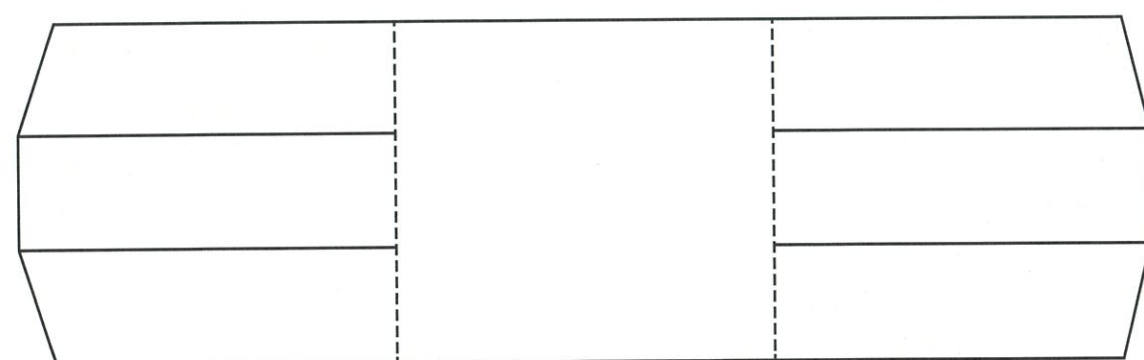
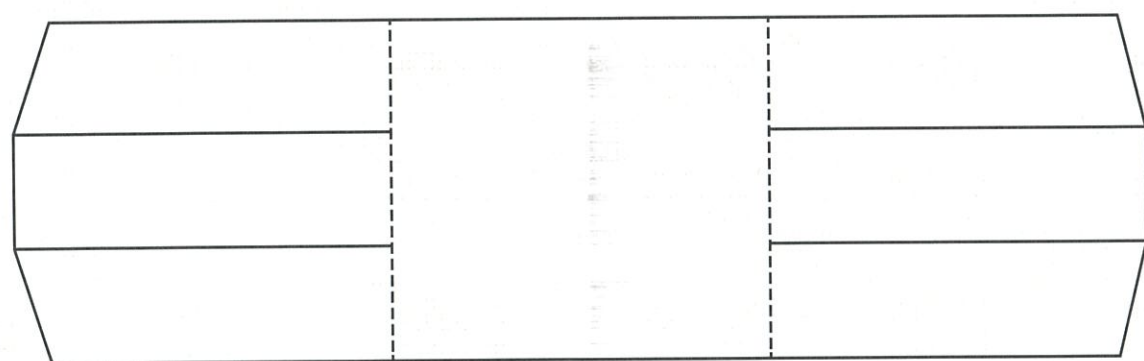
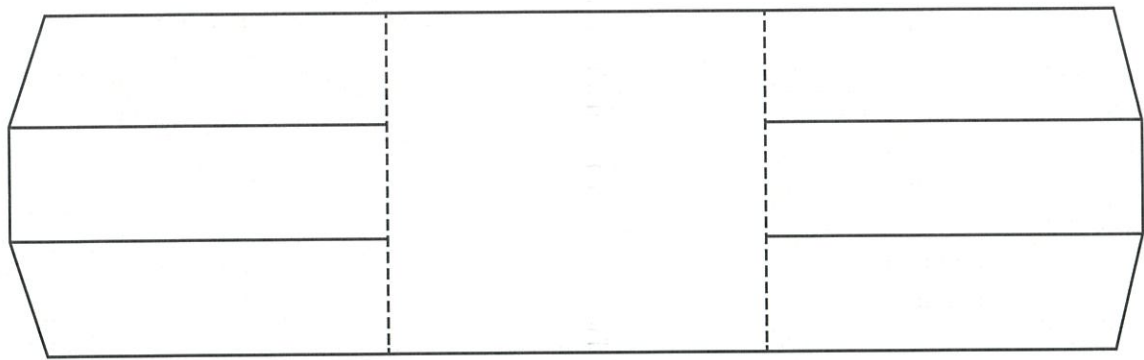
Does the friction on the ramp need to change?

Does the angle of the legs need to change?

Cut out and get walking!



Design your own dog!



Shane Gould Fact Sheet

Shane Elizabeth Gould was born in Sydney on the first day of the 1956 Summer Olympics, which were held in Melbourne. At the age of 18 months, she moved to Fiji with her family and by the age of six, she was already proficient at swimming. She attended schools in Brisbane and Sydney, and was trained by renowned Australian swimming coaches Forbes Carlile, his wife Ursula and their assistant Tom Green.

At the age of just 15, Gould arrived at the 1972 Summer Olympics in Munich. She won three gold medals and set a world record in each race. In addition, she won a bronze and a silver medal. Gould is the only person, male or female, to hold every world freestyle record from 100m to 1500m and the 200m individual medley world record simultaneously. She is the first female swimmer ever to win three Olympic gold medals and set world records for them. She is also the first swimmer (male or female), to win medals in five different events in a single Olympic games.

At the age of 17, Gould retired from competitive swimming as she said that she felt under too much pressure placed upon her by her success. Then, over two decades later, she returned to competitive swimming at Masters level. She set several records for the Australian Masters and in 2003, she broke the world record for the 200m individual medley in her age group.

Gould has won The Sportswoman of the Year, The Australian of the Year, and is a member of The International Swimming Hall of Fame, the Order of the British Empire and the Sport Australia Hall of Fame. She has received the Australian Sports Medal and the Centenary Medal. She was also one of the Olympic torch bearers at the 2000 Sydney Olympic Games.

After her competitive swimming career ended, Gould spent most of her time out of the public eye. She married at 18 and moved to a farm near Margaret River in Western Australia. There, she farmed and taught horse riding and surfing. Gould remarried in 2007 and returned to study, achieving a Master of Environmental Management and a Master of Contemporary Art. Gould is also a photographer and member of the international Olympian artists organization called Art of the Olympians. She has four children and three grandchildren. She spends a large amount of her time in Bicheno in Tasmania, as well as Sydney. She coaches swimmers and still swims in Masters competitions.

Olympic Games and Medals

1972 Munich Games:

3 gold (200m freestyle, 400m freestyle, 200m medley),
1 silver (800m freestyle),
1 bronze (100m freestyle)



Shane Gould Comprehension Activity

Questions:

1. When and where was Shane Gould born?

2. What happened when she was 18 months old?

3. What stroke does Shane Gould hold the most records for?

The words in the box come from the text. Use a dictionary to find their meaning.

simultaneously

medley

competitive

bearers

achieving

simultaneously:

medley:

competitive:

bearers:

achieving:

5. Circle the words that have the short 'e' sound.

she	freestyle	record
success	level	year
female	three	Melbourne

6. Which of the following occurred first? Choose a or b.

- She retired from competitive swimming due to the pressures of success and media profile.
- She won three gold medals at the Summer Olympics in Munich in 1972.

7. Which of the following occurred first?

- She taught horse riding and surfing.
- She moved to Margaret River in Western Australia.

8. Which of the following occurred first?

- She was a torch bearer at the 2000 Sydney Games.
- She remarried and returned to study, achieving a Master of Environmental Management and a Master of Contemporary Art.

9. List five interesting facts about Shane Gould.

1. _____
2. _____
3. _____
4. _____
5. _____

Challenge:

Create a character profile of Shane Gould. Include the following information:

1. Birth place and year she was born.
2. The Olympic sport Shane Gould was famous for
3. The medals that she won
4. The achievements and/or awards that she attained.
5. Interesting facts
6. A picture of Shane Gould – you will need to research this.

Shane Gould

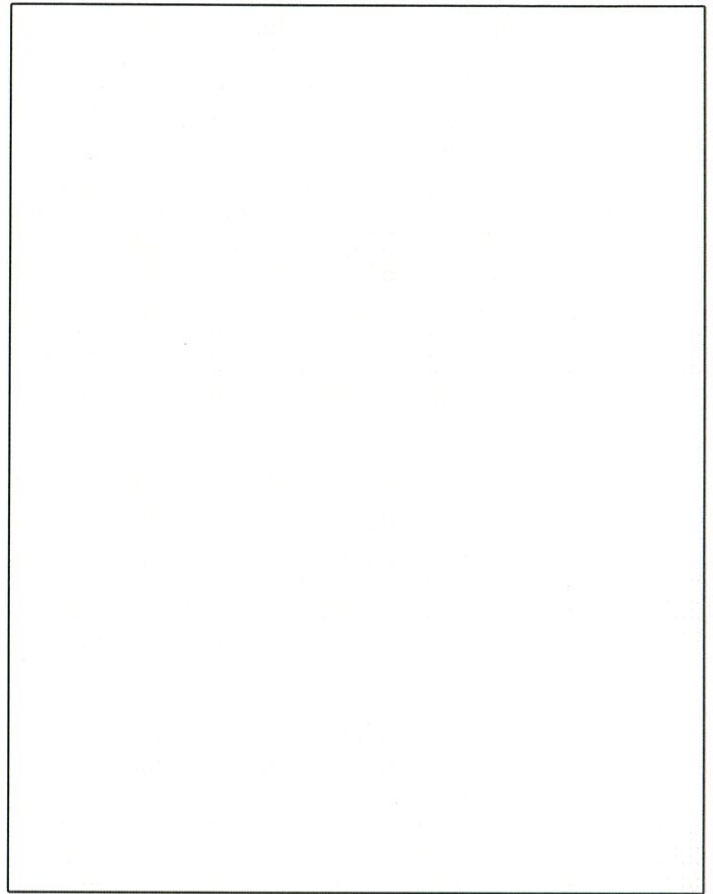
Birthplace: _____

Year of birth: _____

Famous for: _____

Medals won:

Achievements and awards:

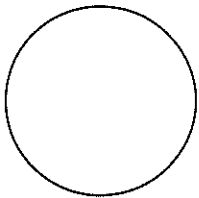


Name: _____

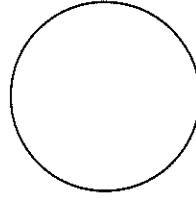
Chance
Spinner Probabilities

Friday
Stage 3
Term 3 Week 4

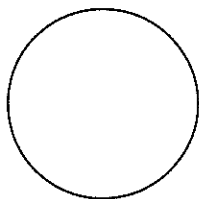
Colour the following spinners so they complete the statement correctly.



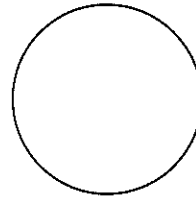
Even chance that you spin green.



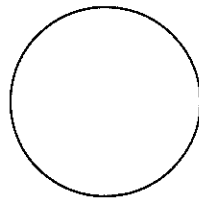
75% chance that you will spin an even number.



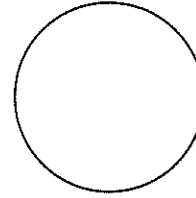
$\frac{3}{4}$ chance that you will spin blue.



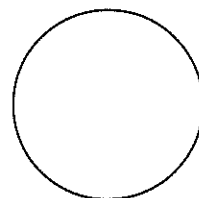
0.25 chance that you spin a number greater than 10.



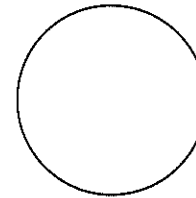
Certain that you will spin yellow.



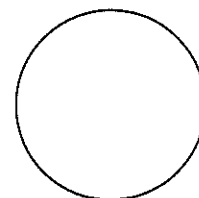
Zero chance that you will spin an even number.



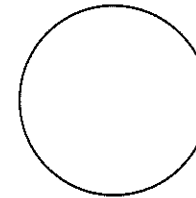
Impossible to spin red but likely to get white.



$\frac{3}{8}$ chance that you spin a 6.
 $\frac{2}{8}$ chance that you spin a 4.



Unlikely that you will get red. Likely that you will get yellow. Not impossible to get green.



More likely that you will spin 5 than 3 and less likely you will spin 2 than 5.

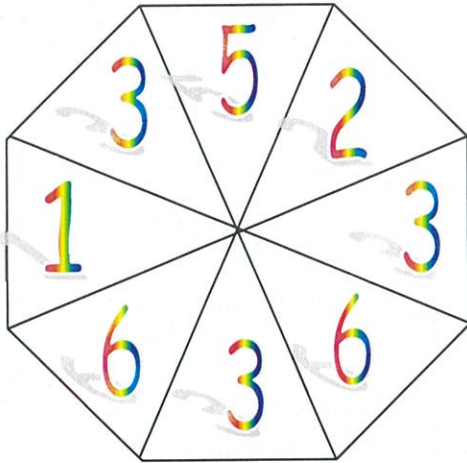
Score: _____ /10

Name: _____

**Chance
Spinners**

Friday
Stage 3
Term 3 Week 4

What is the probability of landing on each number on the spinner? Express your answer as a fraction, decimal or percentage.



1 = _____

4 = _____

2 = _____

5 = _____

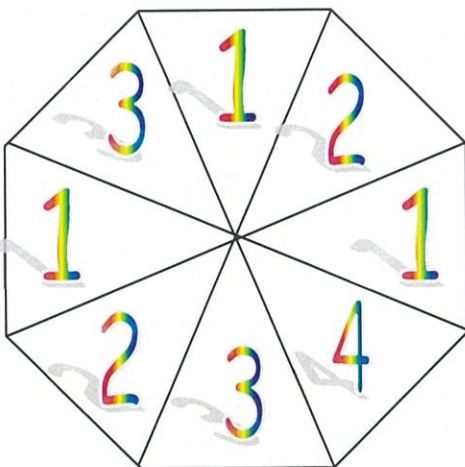
3 = _____

6 = _____

What number are you most likely to land on? _____

What are the chances of landing on an even number? _____

What is the probability of landing on each number on the spinner? Express your answer as a fraction, decimal or percentage,



1 = _____

4 = _____

2 = _____

5 = _____

3 = _____

6 = _____

What number are you least likely to land on? _____

What are the chances of landing on an odd number? _____

Score: _____ /16

Book Creator Library task wks 4 and 5

Friday

This term we should be celebrating the wonderful world that is 'Book Week' and looking at quality literature from Australian Authors and illustrators. Unfortunately, we are unable to do that, so the most exciting next thing for us to do would be to create one of our own!

So, the task for the next 2 weeks (1 hour a week which would be your library lesson) is to **start** to create your own book. It will take us longer than this time, but we are starting the process.

How exciting!!

The link below (you will need to copy and paste it) is to show you some examples of things people have put together and the different formats available to use (standard story book, comics etc)

<https://bookcreator.com/schools-districts/remote-learning/families/>

After you have had a look around (you can also google book creator to find out more information), your job is to create your own book.

- It can be about anything (sensible), fiction or factual.
- It must be detailed
- I am expecting that you use **ALL** of the extra add on resources somewhere in your book – imbedding things from the internet, recording, text, adding pictures etc that is available to you. They can be used multiple times if you wish
- You **SHOULD NOT** race ahead and complete this in a single week. It should be something you add to over time, reflect on what it looks and reads like, change and edit it. This is the process of editing your work with fresh eyes.
- It should be more than 10 pages (min), but no more than 25 (max).
- Make it something challenging for yourself and interesting to others.

There is a code that you will require to log in to your classes book library. This will be given to you by your teachers. You will be able to follow the directions below (either through the tutorial or I have also included the written instructions.)

REMEMBER ONLY ONE BOOK PER PERSON.

Please have fun and enjoy using this format. Once we are back to school, we will share them with our classmates.

Any questions let your teachers know and they will pass them onto me and I will get back to you ASAP – or google it, the site is very helpful.

Mrs Stanley

Book creator student's video:

Watch this video to see how to log in, add yourself to the library and start to create your own book.

<https://youtu.be/vMYLaGD9Xjs>

Friday

Written instructions on logging in (same as in video)

Once you have the Library code from your teachers,
This is the code which students will use.

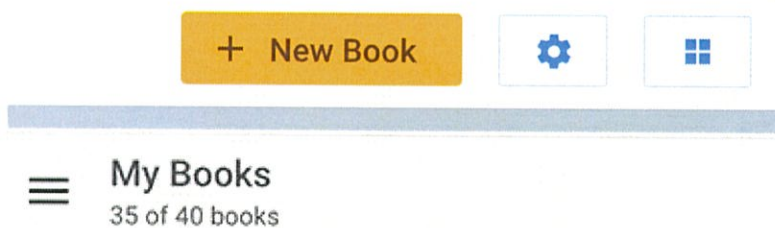
1. Students sign in as a student at app.bookcreator.com
2. This is a Google account, to sign in. Use your student email address
3. Once they've signed in, they'll be prompted to enter your library code. They'll type it in, click **GO** and then they'll be added to your library.

Creating your own book:

Students will have one of the three options at this point. We want to create our own. The following is the written instructions (same as video).

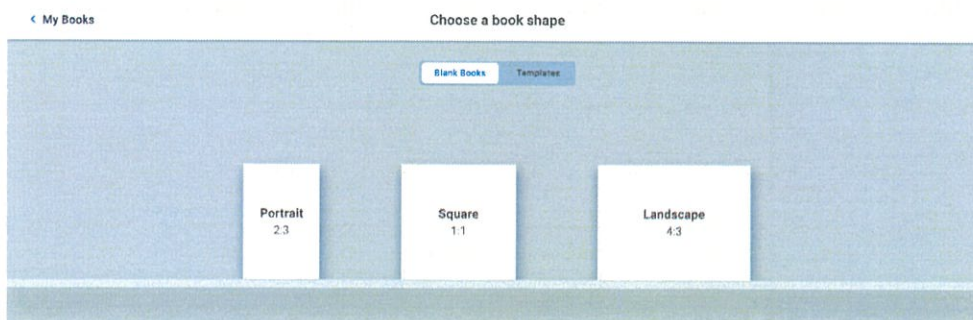
1. Create their own book

This is simply a matter of clicking the **New Book** button in the toolbar.



2. Choose the shape of your book

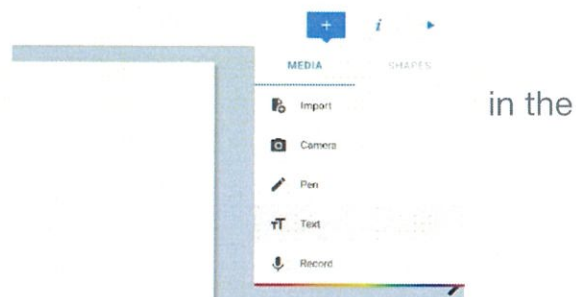
Now you need to choose the shape of your book - portrait, square or landscape. The numbers beneath the shapes refer to the size ratio. At this point you can also choose whether to work with a blank book, or the [in-built templates](#). For this guide we're choosing a blank book. **Note:** you cannot change the shape of a book once you've chosen it.



3. Add content with the + button

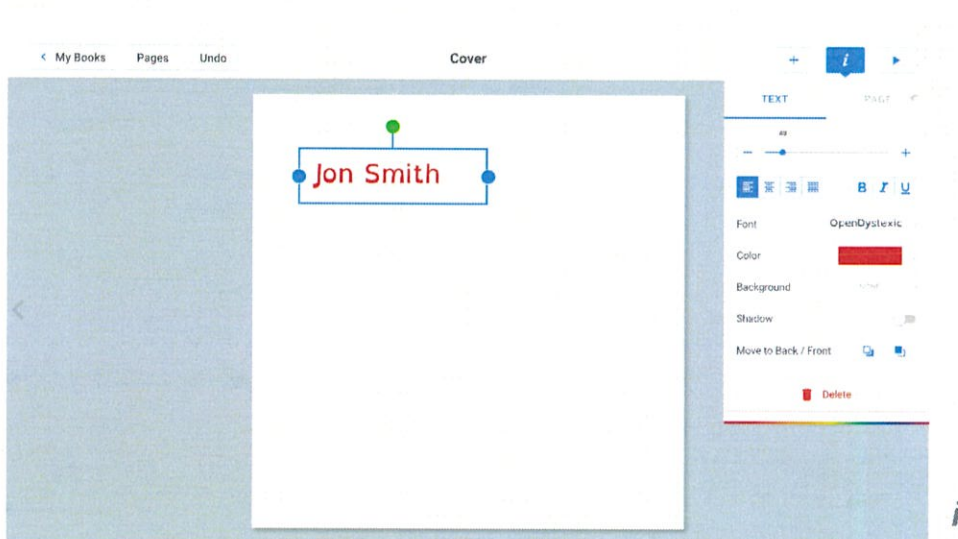
Let's start with your name. Press the **+ button** top right of the toolbar and choose **Text**.

Friday



4. Styling your text

Type your name into the popup box and then click **Done**. The text appears with a blue box around it, which means it's selected. Now you can move it around or rotate it with the green handle. Whilst the text is selected, click on the **button (Inspector)**.

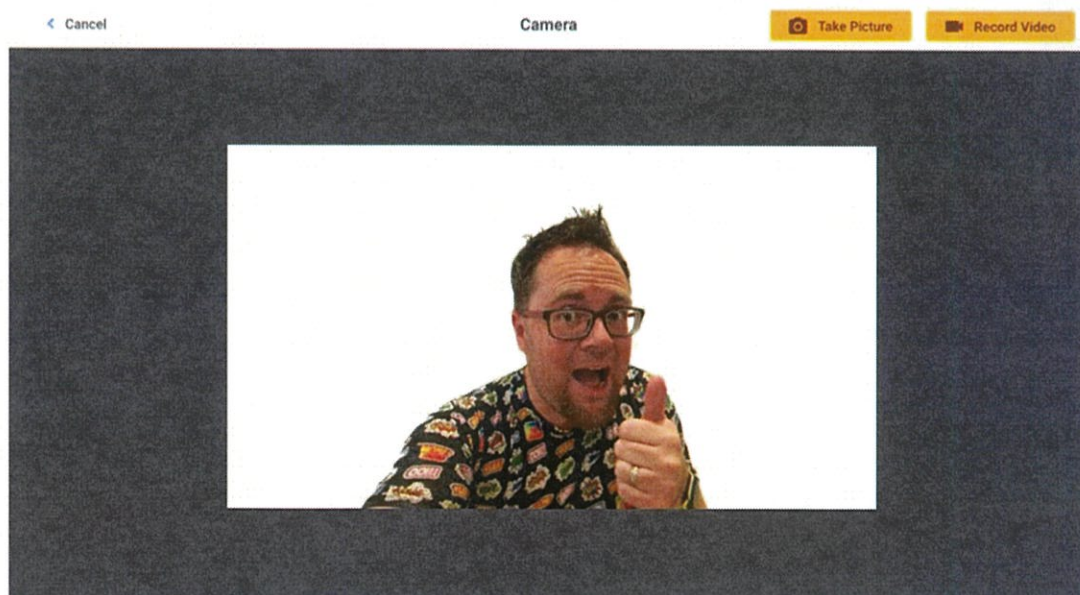


Here's where you can resize the text, change the font, colour, and various other styles.

It's also useful to know that if at any time you make a mistake, you can click the **Undo** button in the toolbar to undo the last action.

5. Add a photo

It wouldn't be an 'About me' book without a selfie. Click on the **+ button** again and this time choose **Camera**. Click on the **Take Picture** button when you're ready (don't forget to smile 😊).



Once it's added to the page, you can use the handles to resize and position the photo (notice how the guide lines appear to help you line things up?).

Friday

6. Record your voice

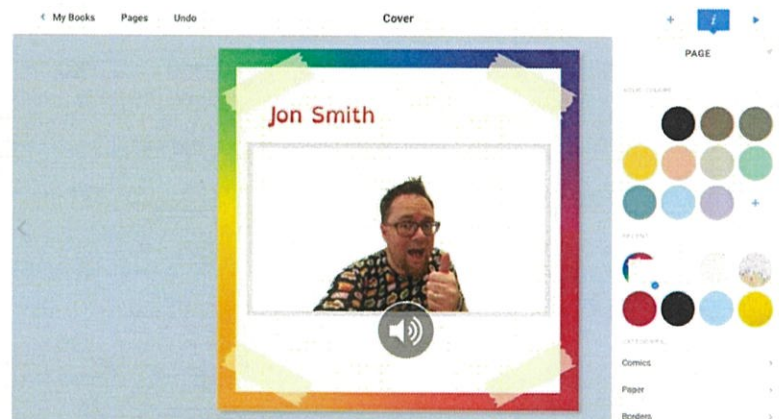
To make things *really* personal, let's record a short message telling the reader how you're feeling today. Click on the **+** button again and now click **Record**. Click the **Start Recording** button when you're ready. Wait for the countdown, then record your message and click **Stop Recording** when you're done.



When you're finished, you can move the audio hotspot around, and resize it if you need to. To listen to your recording, just click on the audio hotspot icon.

7. Change the background

The last step is to choose a suitable background for your book. Click on the **Inspector (i)** and make sure you have the **Page** tab selected. Choose one of the solid colour backgrounds or one of the decorative patterns, borders or papers.



8. Rename your book

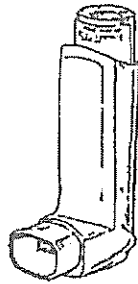
Click the 'My Books' button in the toolbar to go back to your bookshelf. Make sure you give your book a title. By default it will be called 'A New Book' - just click on the title and you can type in a new one.



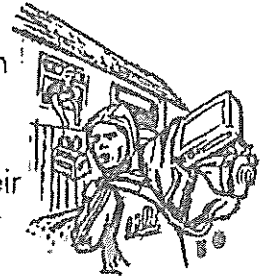
Who can help in an emergency?

1 Which emergency services should be used?

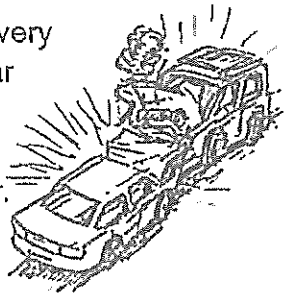
(a) While out playing on the weekend, a friend has an asthma attack. His spray doesn't seem to be working very well and he is having trouble breathing.



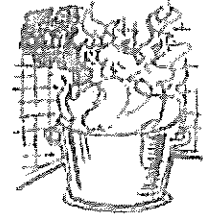
(b) The neighbours have been away on holiday. You notice two strangers walking around their yard and then hear a window smash.



(c) You live near a very busy road. A car runs a red light and smashes into another car.



(d) While someone is cooking dinner, the hot oil in the pan catches fire. The flames start to spread and the kitchen curtains catch alight.



2 (a) What is the telephone number for emergency services?

(b) Give an example of when you might use this number.

3 (a) What is the local telephone number for the police service in your community?

(b) Give an example of when you might use this number.

4 Write a 'Who Am I?' to describe the role of an emergency services worker.

I am a _____

5 Design a sticker that shows support for one of our emergency services.

6 On a separate sheet of paper, write a thank you letter to an emergency services worker. Imagine he/she has helped you in an emergency.

Fire Safety

In many areas of Australia, fires are a huge threat to life and property. Unfortunately, many fires, especially in the bush, are started deliberately.

Whether you live in a city or a rural area, it is important to understand the destruction fires can cause and the best ways to protect yourself.



1. List some of the ways fires can start:

in the home.

in the bush.

2. Explain these five fire safety rules for the home.

(a) Know two ways out of your house.

(b) Know when to keep the door closed.

(c) Stay low to the ground.

(d) Do not run if your clothes catch on fire. ('Stop, drop, cover, roll')

(e) Get out and stay out.

3. Explain the following terms:

arson _____

firebreak _____

evacuation _____