

# Learning From Home 2021 Term 3 Week 4

Stage 3  
Mon - Tues



## WORKING FROM HOME SUGGESTED TIMETABLE

TUESDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Morning Session</u> - Zoom Meeting - Live Virtual Session <a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a> - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session <a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a> - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session <a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a> - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session <a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a> - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session <a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a> - English Tasks - Spelling - Writing Task
<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities
<u>Afternoon Session</u> - PBL - Zoom Etiquette	<u>Afternoon Session</u> - PBL - Olympics Tasks	<u>Afternoon Session</u> - Healthy Eating	<u>Afternoon Session</u> - Getting Active	<u>Afternoon Session</u> - Creative Arts





Monday





## Drawing conclusions and making inferences

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### Reading Comprehension Worksheet

#### Practice

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**Drawing conclusions** means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense*.

**Making Inferences** is using what you *already know* in addition to what *the story says*.

**Drawing conclusions** and **making inferences** helps you understand a story better.

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As you read the story, think about what you *already know* in addition to what the story says. Try to figure out what the story means by thinking about what *makes the most sense*.

#### The Kingly Lion

The animals of the field and forest had a Lion as their King. When anyone had a problem, he took it to the Lion King, and the Lion King helped to solve it. When anyone had an argument, they took it to the Lion King, and he helped to settle it. The Lion King never made demands that were in his own interest. He wanted only what was best for each and every animal.

Day after day, the Lion King thought about nothing but the animals who were his subjects. Then he sat down and wrote out a Royal Order. He called all the animals to come before him. He stood on a hilltop and watched the animals come together from far and near. He waited for them to settle.

"Hear ye, hear ye!" the Lion began, in his deep and rumbling voice. "I have written out my orders for a new way of doing things that will be better for all. From this day forward, the Wolf and the Lamb shall agree to live in peace. The Panther and the Goat shall live in peace. The Tiger and the Deer, and the Dog and the Rabbit—all shall live together in perfect peace and harmony.

The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

Use what you *already know* and what the *story says* to **make inferences**:

1. Why did the animals bring their problems to the Lion?
  - A. The animals knew the Lion was powerful.
  - B. The animals knew the Lion was fair.
  - C. The animals feared that the Lion would punish them.
2. Why did the Lion write a Royal Order?
  - A. The Lion wanted the best for each and every animal.
  - B. The Lion was tired of the animals bringing their problems to him.
  - C. The Lion wanted to be King of the field and forest.
3. Why did the Lion call all the creatures together to hear the Royal Order?
  - A. The Lion wanted to show off his power.
  - B. The Lion wanted to punish the strongest of the creatures.
  - C. The Lion wanted every creature to hear the new rules.
4. What was the purpose of the Lion's Royal Order?
  - A. Natural enemies would live together in peace.
  - B. Natural enemies would live in different places of the forest.
  - C. Natural enemies would have to settle their own differences.

~~~~~

Think about *what makes the most sense*, to **draw a conclusion**:

The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

5. This is probably because:
  - A. The Rabbit was afraid that the Lion was trying to trick all the creatures.
  - B. The Rabbit did not think the Lion's new rules would work.
  - C. The Rabbit did not want to be friends with the Dog.

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6. Draw another conclusion: What lesson is this story meant to teach?

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Finish the Sentence

Zoom...

Running...

Screech....

“I’m lost”

No one noticed...

Luckily...



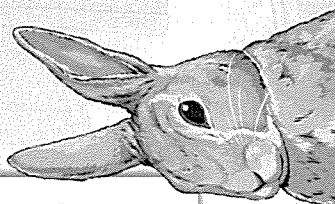
# Writing a Play Script

Little Red Riding Hood: Play Script

## Scene 1 – Mother's Kitchen

Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?  
Big Rabbit: What story would you like?  
Little Rabbit: Do you know the story of Little Red Riding Hood?  
Big Rabbit: (excited) Of course I do! Let me just think how it begins. Ah yes, I remember!  
Lights up on a cottage on the outskirts of a great forest. It is a spring day.  
Big Rabbit: Once upon a time - and a very fine time it was - a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.  
Mother takes a batch of fresh cupcakes from the oven and places them on the table.  
Mother: Little Red! (bangs the rolling pin on the table) Little Red! Time to get up.  
Red: (offstage) Coming, Mother!



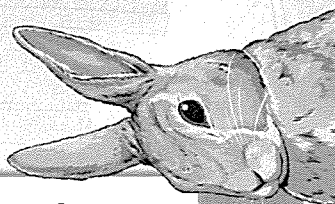
# Writing a Play Script

Little Red Riding Hood: Play Script

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Mother takes a batch of fresh cupcakes from the oven and places them on the table.  
Mother: Little Red! (bangs the rolling pin on the table) Little Red! Time to get up.  
Red: (offstage) Coming, Mother!



A play script is very similar to a story text (prose), but it is set out differently to make it easier for actors and directors to use.

# Writing a Play Script

## The Little Red Riding Hood Collection



twinkl

# Writing a Play Script

Little Red Riding Hood: Play Script	
Scene 1 – Mother's Kitchen	Scene 2 – The Forest
Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.	Lights up on a misty forest floor. Red Riding Hood is singing and carrying
Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?	Big Rabbit: As the night deepens, through the dark tangled forest, Little Red Riding Hood
Big Rabbit: What story would you like?	Big Rabbit: (excited) Of course I do! Let me just think how it begins. Ah yes, I remember!
Little Rabbit: Do you know the story of Little Red Riding Hood?	Big Rabbit: (excited) Of course I do! Let me just think how it begins. Ah yes, I remember!
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Lights up on a cottage on the outskirts of a great forest. It is a spring day.	Big Rabbit: (excited) Of course I do! Let me just think how it begins. Ah yes, I remember!
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Mother takes a batch of fresh cupcakes from the oven and places them on the table.	Big Rabbit: (excited) Of course I do! Let me just think how it begins. Ah yes, I remember!
Mother: Little Red! (bangs the rolling pin on the table) Little Red! Time to get up.	Big Rabbit: (excited) Of course I do! Let me just think how it begins. Ah yes, I remember!
Red: (offstage) Coming, Mother!	Big Rabbit: (excited) Of course I do! Let me just think how it begins. Ah yes, I remember!

Read the following extract from the Little Red Riding Hood Collection play script. You will need four characters: Big Rabbit, Little Rabbit, Mother and Red.

# Writing a Play Script

Little Red Riding Hood: Play Script

## Scene 1 – Mother's Kitchen

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

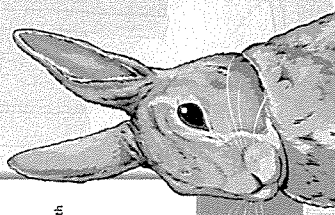
Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

*Mother takes a batch of fresh cupcakes from the oven and places them on the table.*

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

Some of the play script is written in *italics*. Who reads these parts?



# Writing a Play Script

Little Red Riding Hood: Play Script

## Scene 1 – Mother's Kitchen

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

*Mother takes a batch of fresh cupcakes from the oven and places them on the table.*

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

These are called **stage directions**. These parts are not read out loud; they are designed to tell the actors and stage crew what to do. Big Rabbit should not read the word *(excited)*. What should Big Rabbit do with his line? How would you read Big Rabbit's line?

# Writing a Play Script

Little Red Riding Hood: Play Script

## Scene 1 – Mother's Kitchen

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

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*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

*Mother takes a batch of fresh cupcakes from the oven and places them on the table.*

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

The script is organised into **scenes**, instead of chapters. The scene ends whenever there is a jump in time, or when the scenery needs to be changed (a new setting).

The title of the scene often states where the action takes place.

# Writing a Play Script

Little Red Riding Hood: Play Script

## Scene 1 – Mother's Kitchen

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

*Mother takes a batch of fresh cupcakes from the oven and places them on the table.*

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

The script is made up of **dialogue**. The speaker's name is on the left, followed by a colon.

The character's speech comes next. You might notice that there are no speech marks.



# Writing a Play Script

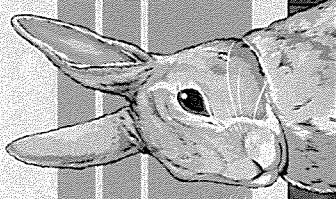
"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious spring sunshine.

Who is the first speaker?

What does she say?

Add this next to Mother's name and remove the speech marks. You'll also need to finish Mother's sentence with a **full stop**.



**Mother:** Now, you're to take the cupcakes straight to Granny's.

# Writing a Play Script

"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

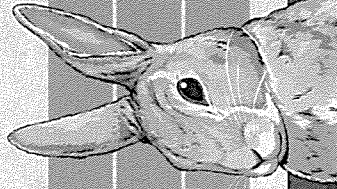
"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious spring sunshine.

Look at the rest of the sentence. Did Mother do anything else that the actor needs to know about?

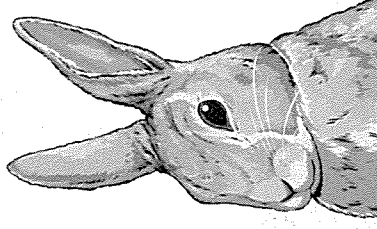
We can add a stage direction to tell the actors that Mother should pile the cupcakes into the basket.

How do the actors know that they should not read this bit out loud?

**Mother:** *(piling cupcakes into wicker basket)* Now, you're to take the cupcakes straight to Granny's.



# Writing a Play Script



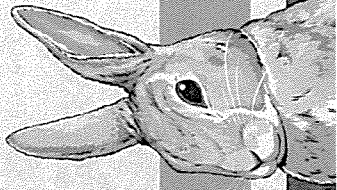
Let's look at how to go about writing a play script.

# Writing a Play Script

"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious spring sunshine.

Read this extract from the **traditional tale**, in which Mother asks Red to go to Granny's house. How could this be changed to be a play script?





# Writing a Play Script

"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

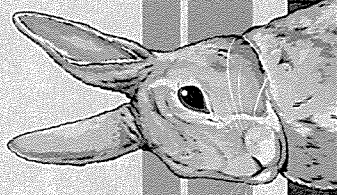
"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious spring sunshine.

**Mother:** Now, you're to take the cupcakes straight to Granny's. (*piling cupcakes into wicker basket*) No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

**Red:** (*Yes/Mother*).  
Mother.

Does the story tell us **how** Red said this line?

Red is **sighing**. Add this **before** she speaks, because the actor needs to know **they** say the line.



# Writing a Play Script

"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

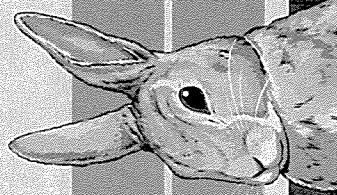
"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious—spring—sunshine.

**Mother:** Now, you're to take the cupcakes straight to Granny's. (*piling cupcakes into wicker basket*) No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

**Red:** (*sighing*) Yes,  
Mother.  
Red takes the basket and hurries from the kitchen.

The story gives us more information about what Red does, in a new sentence. We can add this as a **stage direction** after Red has finished her line.

We don't need **all** of the extra information. The actor just needs to take the basket and hurry off the stage. The audience will not see the 'glorious spring sunshine'.



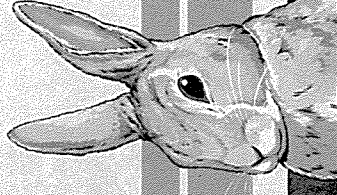
# Writing a Play Script

"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious spring sunshine.

Next, Mother continues to speak.

You don't need to write her name again. Add to her speech in **normal font**.



# Writing a Play Script

"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious spring sunshine.

**Mother:** Now, you're to take the cupcakes straight to Granny's. (*piling cupcakes into wicker basket*) No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

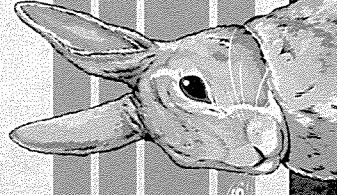
**Red:** Yes, Mother.

Who do you think speaks next?

**Red** is our next speaker.

Start a new line for the new speaker, and write her name with a **colon**.

Write Red's speech beside her name with **no speech marks**.





## Writing a Play Script

The wolf scurried up to the cottage door on tiptoes, so as not to alarm Granny.

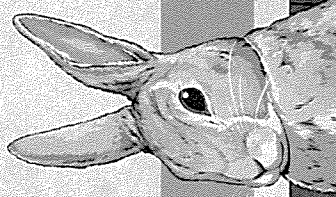
*Knock, knock, knock.*

"Who is it?" quavered a frail voice from inside.

"It's me, Granny! It's your granddaughter," said Mr Wolf in a high, squeaking voice.

"The door's unlocked, dear," Granny called out. The wolf lifted the latch.

Now, see if you can turn this story extract into a play script. When you have finished, try performing your script to see if it makes sense.



## Writing a Play Script

The wolf scurried up to the cottage door on tiptoes, ~~so as not to alarm~~ Granny—

*Knock, knock, knock.*

"Who is it?" quavered Granny's frail voice from inside.

"It's me, Granny! It's your granddaughter," said Mr Wolf in a high, squeaking voice.

"The door's unlocked, dear," Granny called out. The wolf lifted the latch.

*The wolf scurries up to the cottage door on tiptoes and knocks three times.*

**Granny:** *(quavering)* Who is it?

**Wolf:** *(in a high, squeaky voice)* It's me, Granny! It's your granddaughter.

**Granny:** The door's unlocked, dear.

*The wolf lifts the latch.*

Here is the same extract as a play script.

## Writing a Play Script

"Now, you're to take the cupcakes straight to Granny's," Mother said, piling them into a wicker basket. "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"

"Yes, Mother." With a sigh, Red took the basket and hurried from the kitchen into the glorious spring sunshine.

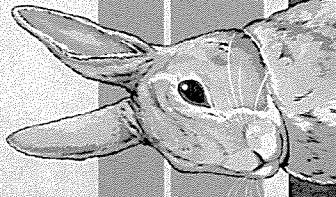
**Mother:** Now, you're to take the cupcakes straight to Granny's. *(piling cupcakes into wicker basket)* No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

**Red:** *(sighing)* Yes, Mother.

*Red takes the basket and hurries from the kitchen.*

Have you noticed that the stage directions are written in the present tense?

This is because, for the actors, the story hasn't happened, it's happening right now and will happen again, every time they perform it!



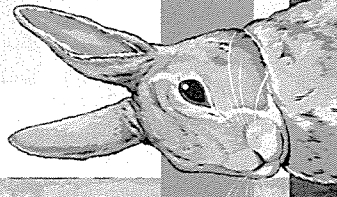
## Writing a Play Script

**Mother:** *(piling cupcakes into wicker basket)* Now, you're to take the cupcakes straight to Granny's. No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

**Red:** *(sighing)* Yes, Mother.

*Red takes the basket and hurries from the kitchen.*

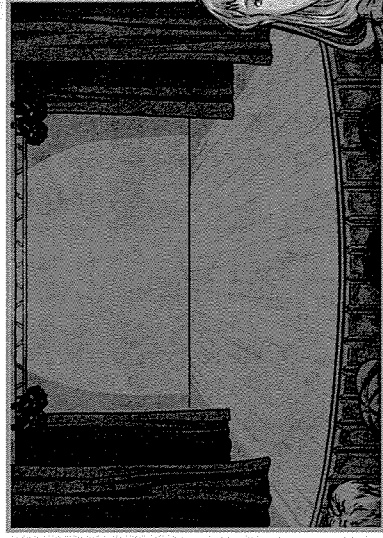
With a partner, read the script that we have written so far. Make sure that you perform the stage directions, but don't read them!





## Writing a Play Script

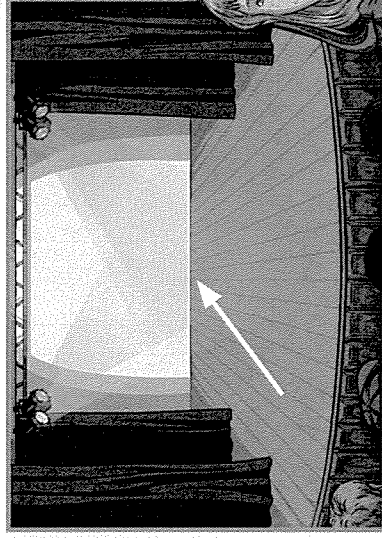
lights down



'Lights down' means that the lights on the stage turn off, so that the audience can not see the stage. This is usually so that the scenery can be changed in between scenes.

## Writing a Play Script

upstage



'Upstage' means the back of the stage, furthest away from the audience. It's called 'up' because most stages are slightly higher at the back so that people can see the action.

## Writing a Play Script

lights up

lights down

upstage

centre stage

stage left

stage right

downstage

offstage

narrator

audience

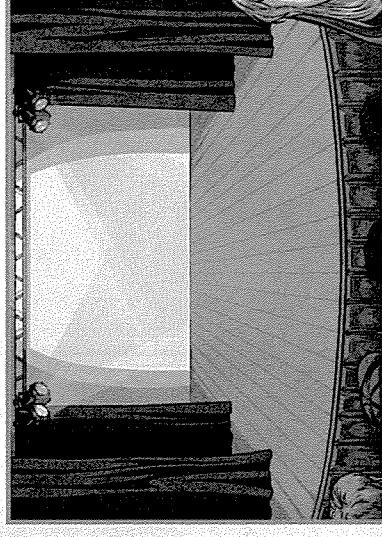
cast

props

Before you write a play script, you need to know some special words and phrases that are used to tell actors and stage crew what to do. Here are some important ones. Click on each button to find out what each one means.

## Writing a Play Script

lights up

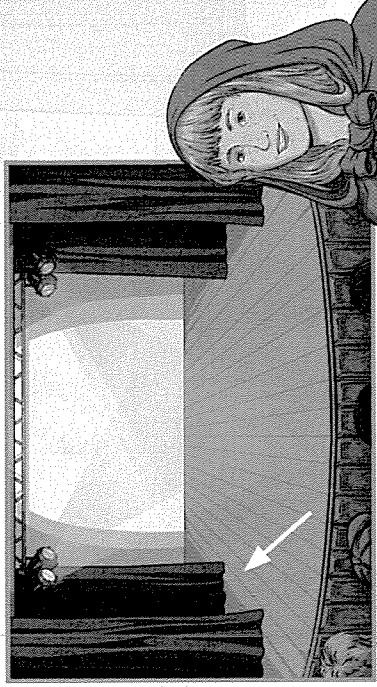


'Lights up' means that the lights on the stage turn on, so that the audience can see the actors.

## Writing a Play Script

bac

stage right

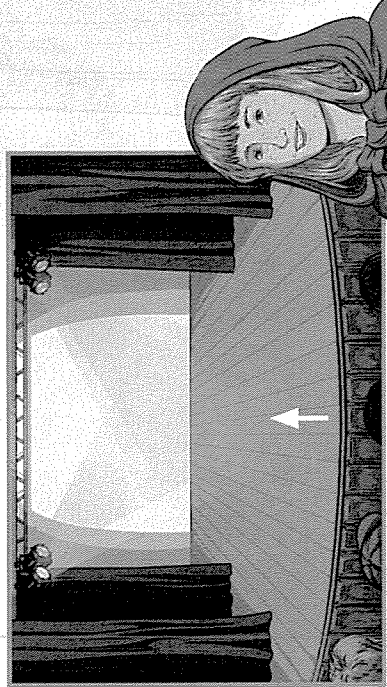


'Stage right' means the right-hand side of the stage, when you are an actor facing the audience. These directions are written from the **actor's** point of view, because it is the actor who will be reading and following the instructions.

## Writing a Play Script

bac

centre stage

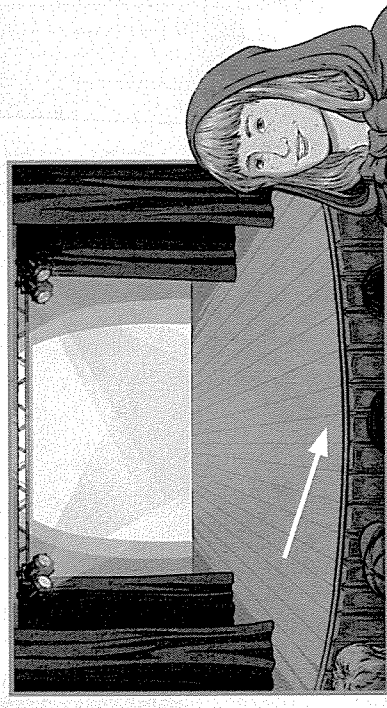


'Centre stage' means that you are standing right in the middle of the stage. This is usually because the most important action is going on here.

## Writing a Play Script

bac

downstage

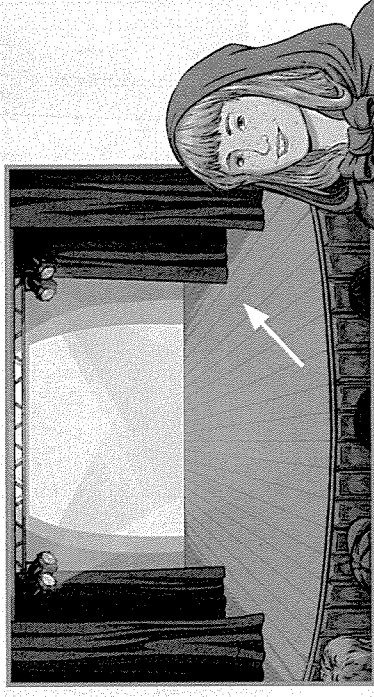


'Downstage' means the front of the stage, closest to the audience. It's called 'down' because most stages are slightly higher at the back so that people can see the action.

## Writing a Play Script

bac

stage left



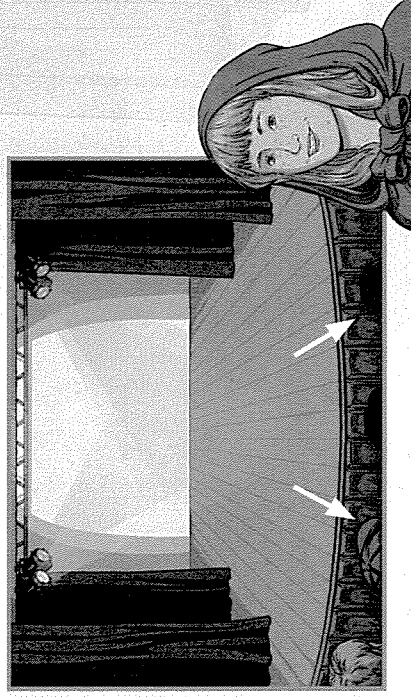
'Stage left' means the left-hand side of the stage, when you are an actor facing the audience. These directions are written from the **actor's** point of view, because it is the actor who will be reading and following the instructions.



# Writing a Play Script

bac

audience

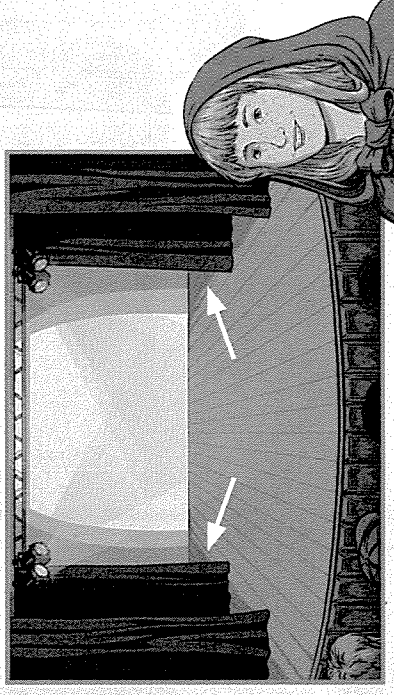


The 'audience' is the group of people watching the play.

# Writing a Play Script

bac

offstage



'Offstage' means that an actor is not standing on the stage. Things can be shouted from offstage, or an actor can 'walk offstage,' which means that they are exiting the scene.

# Writing a Play Script

bac

cast

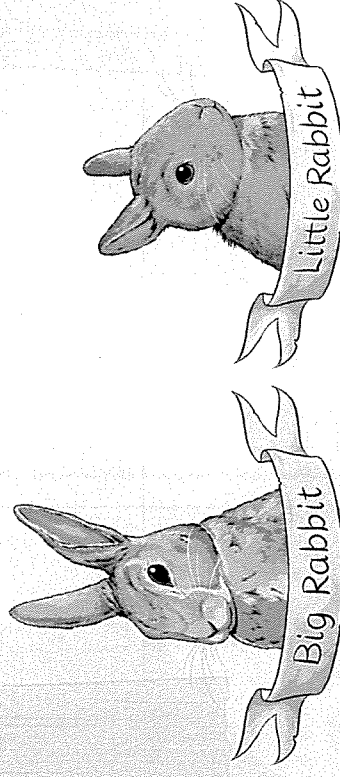


The 'cast' are the actors in the play. You might see a **cast list** when you go to see a play, which tells you who is playing each character.

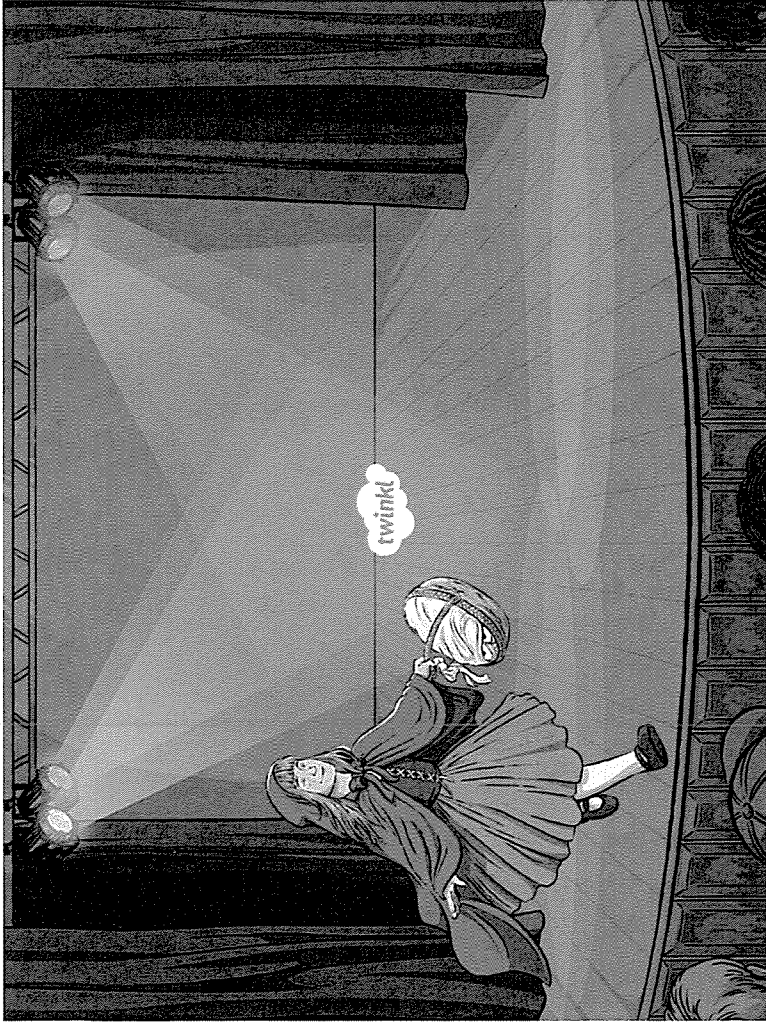
# Writing a Play Script

bac

narrator



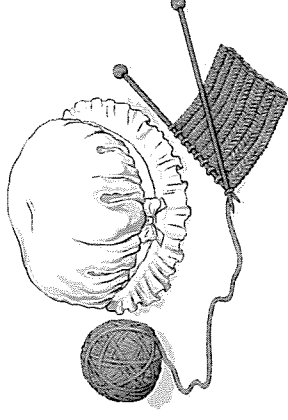
A 'narrator' is an extra character who might not appear in a traditional story. In the original story of 'Little Red Riding Hood', there is no narrator but in our play, we used Big Rabbit and Little Rabbit as storytellers, to give the audience some extra information.



# Writing a Play Script

bac

props



'Props' is short for **properties**. These are objects that the actors will need on the stage with them. For example, Granny might need to remember to bring her knitting needles onto the stage!

# Writing a Play Script

Includes a cast list

May include a narrator

Includes speakers' names on the left

Includes dialogue with no speech marks

Is structured using numbered scenes

Includes stage directions, with brackets when added into dialogue

Includes short descriptions of each scene's setting

Starts a new line for each speaker



Now, you're ready to write your play script!  
Be sure to include all of the things on this checklist.







**YOUR OWN PLAY**

**Starring**

**YOU and**

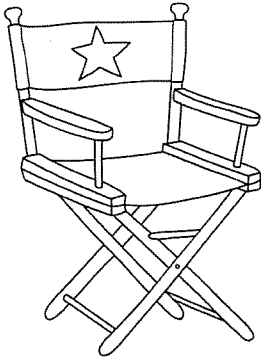
**YOUR FRIENDS**

**Write &**

**perform**

**a Play**

# What type of play would you like to write?



You could write:

- A Native American type play that explains something in nature
- A play about a historical event
- A play reenacting an event from a book
- A play about your own idea
- A musical

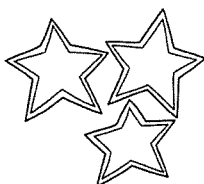
## Time to Brainstorm

Characters	Events/Conflicts	Locations

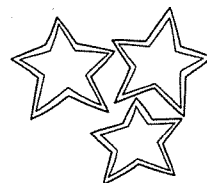
What will your play be about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the conflict or problem? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will the problem be solved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**NOW SHOWING**



## Scoop and Read Sentence Strips

Draw scoops under your sentences and read them.

Did the rain spoil your trip to Spain?

Did the kids enjoy playing sports?

Kate wants to join the singing club.

The small child likes to play with toys.

It is a joy to have him in my class.

Did they destroy the fort with the gun?

He got lots of points on the test.

The party for my sister was noisy.

Mr. Blake has a lot of pain in his joints.

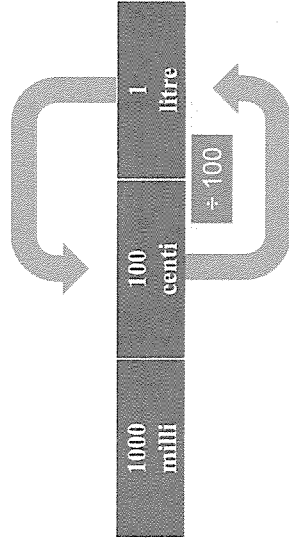






## Converting between litres and centilitres

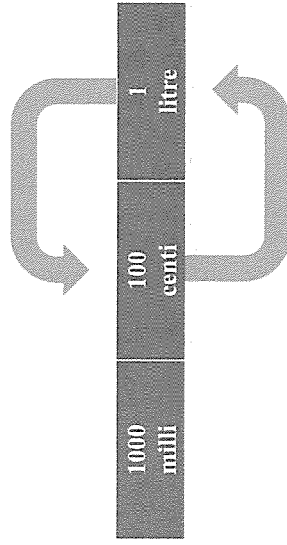
In every litre, there are 100 centilitres.



Remember!  
1000 millilitres  
100 centilitres  
1 litre

## Converting between litres and centilitres

In every litre, there are 100 centilitres.

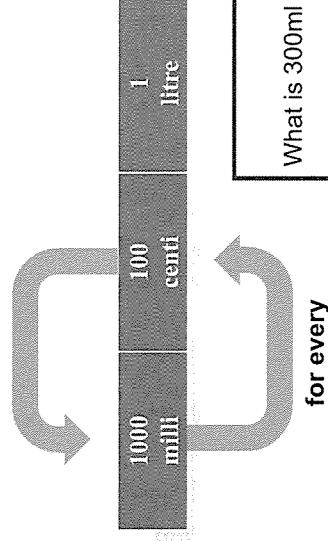


Remember!  
1000 millilitres  
100 centilitres  
1 litre

What is 500cl in l? £  
What is 8l in cl? £  
What is 2600cl in l? £

## Converting between millilitres and centilitres

For every centilitre, there are 10 millilitres.



Remember!  
1000 millilitres  
100 centilitres  
1 litre

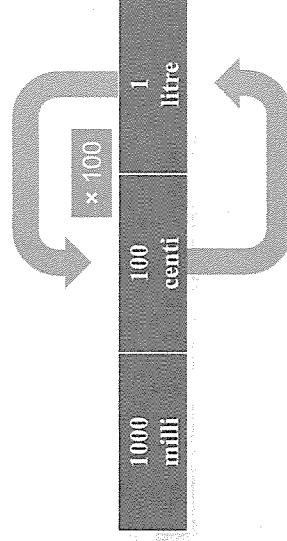
for every

1000 millilitres  
100 centilitres  
1 litre

What is 300ml in cl? £  
What is 420cl in ml? £  
What is 570ml in cl? £

## Converting between litres and centilitres

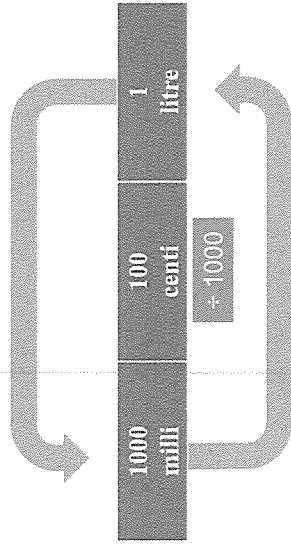
In every litre, there are 100 centilitres.



Remember!  
1000 millilitres  
100 centilitres  
1 litre

## Converting between litres and millilitres

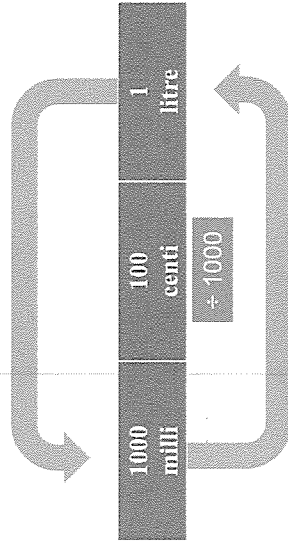
In every litre, there are 1000 millilitres.



**Remember!**  
1000 millilitres  
100 centilitres  
1 litre

## Converting between litres and millilitres

In every litre, there are 1000 millilitres.

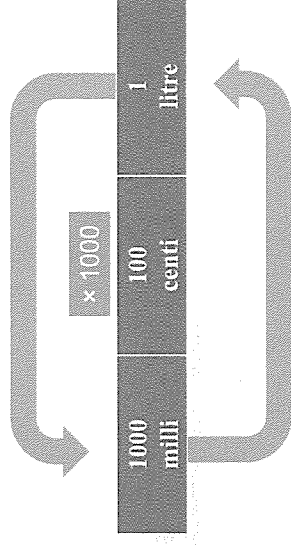


**Remember!**  
1000 millilitres  
100 centilitres  
1 litre

What is 12000ml in l? ·  
What is 7l in ml? ·  
What is 1500ml in l? ·

## Converting between litres and millilitres

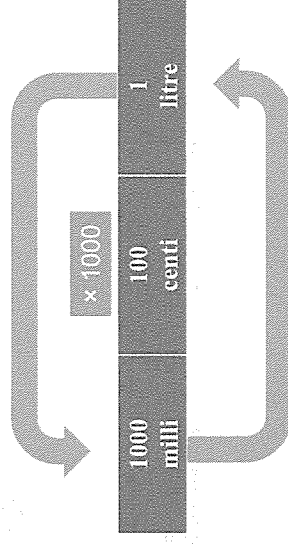
In every litre, there are 1000 millilitres.



**Remember!**  
1000 millilitres  
100 centilitres  
1 litre

## Converting between litres and millilitres

In every litre, there are 1000 millilitres.



**Remember!**  
1000 millilitres  
100 centilitres  
1 litre

## Challenge Question 1

Sarah has a new water bottle. It holds 750ml of liquid in it, how many centilitres can it hold?



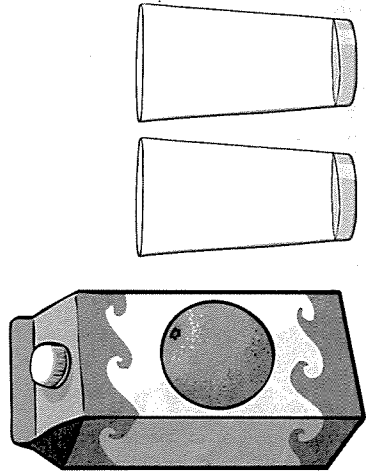
**Remember!**  
1000 millilitres  
100 centilitres  
1 litre

$$750 \div 10 = 75$$

It can hold 75cl of liquid.

## Challenge Question 2

Mohammed buys a 3.5 litre bottle of orange juice. How many millilitres has he got?



**Remember!**  
1000 millilitres  
100 centilitres  
1 litre

$$3.5 \times 1000 = 3500$$

He has 3500ml of orange juice.

## Converting between litres, centilitres and millilitres

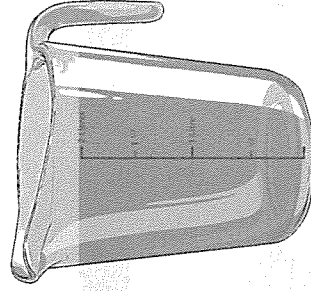
Complete the table below:

litres	centilitres	millilitres
2.6		2600
	75	
	60	600
0.2		
	350	
		11 200

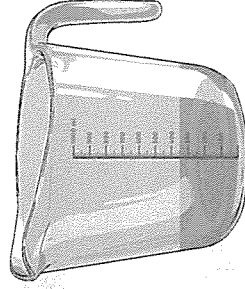
**Remember!**  
1000 millilitres  
100 centilitres  
1 litre

## Ordering Capacity

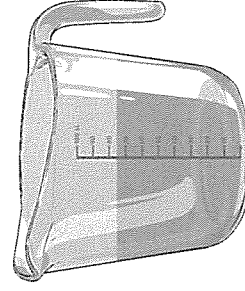
How much water does each jug hold?  
Order the jugs from most liquid to least liquid.



350ml  
2 litre



75cl  
350ml

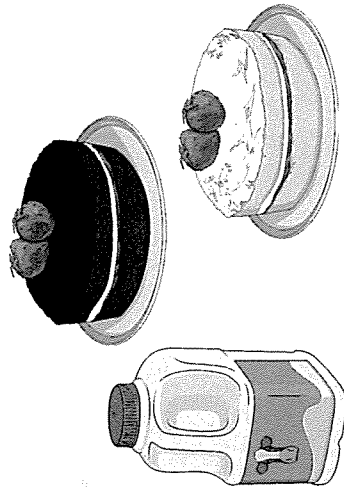


2 litre  
75cl



### Challenge Question 3

Amina needs 45cl of milk for a cake recipe. She has 1 litre of milk. If she bakes 2 cakes, will she have enough milk? How much more will she need or how much will she have left over?



$$45 \times 2 = 90 \text{ cl}$$

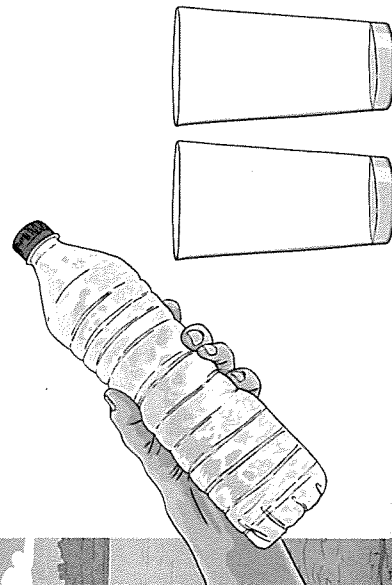
$$1 \text{ litre} = 100 \text{ cl}$$

Amina has enough milk to make two cakes, and will have 10cl left over.

Remember!  
1000 millilitres  
100 centilitres  
1 litre

### Challenge Question 4

Jayne buys a 2 litre bottle of water from the shop. She pours two equal glasses of water and has 1150ml left. How much water was in each glass?



$$2000 - 1150 = 850 \text{ ml}$$

$$850 \div 2 = 425$$

There was 425ml in each glass.

Remember!  
1000 millilitres  
100 centilitres  
1 litre

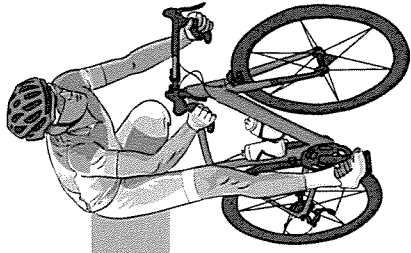


## The Olympic Value

The athletes that participate in the Olympic Games are the best of the best, representing their countries on the world stage. The Olympic Values are the guiding principles that Olympic athletes are expected to demonstrate as role models to inspire others.

There are three Olympic values, defined by the International Olympics Committee. These values are:

- Excellence
- Friendship
- Respect



## Excellence

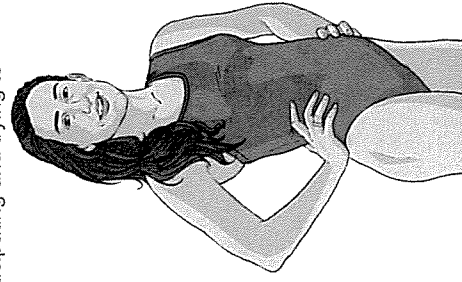
To make it to the Olympic Games, athletes have to be the best of the best. But excellence isn't just about winning a gold medal. The Olympic value of excellence is about always giving your best effort, participating and trying to be better than you were before.

**Which of the following examples demonstrate excellence?**

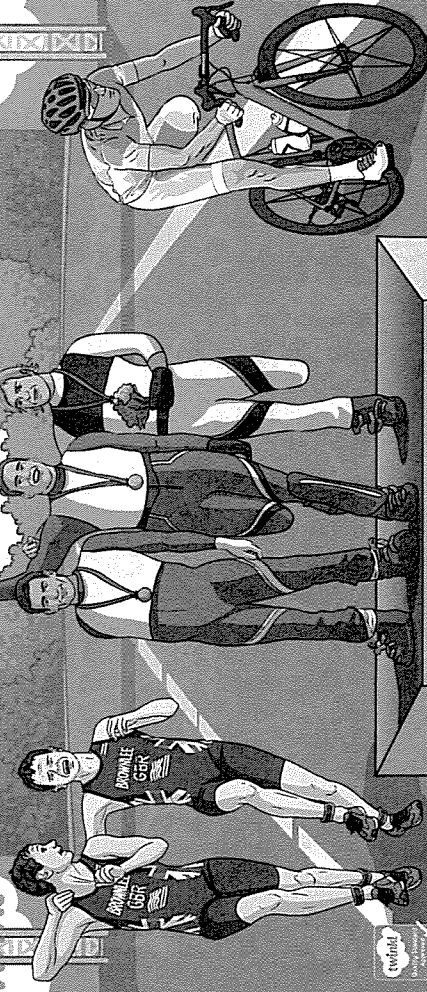
- Winning the 100m sprint.
- Beating your previous time.
- Coming last in a race but doing your very best.
- Making fun of the kid who came last.

**Excellence is...**

- Winning the 100m sprint.
- Beating your previous time.
- Coming last in a race but doing your very best.



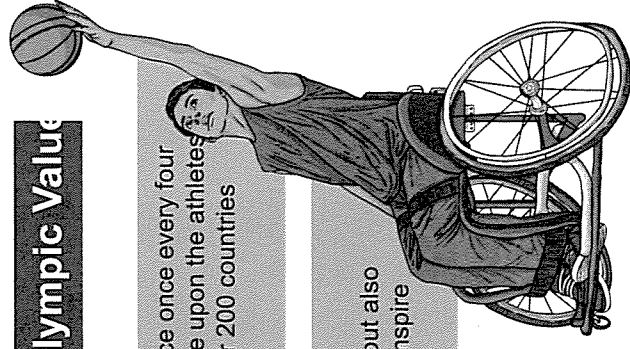
# The Olympic and Paralympic Values



## The Olympic and Paralympic Values

The Olympic and Paralympic Games take place once every four years. During this time, the world turns its gaze upon the athletes who compete in the Games, representing over 200 countries from across the globe.

The Games are an opportunity for athletes to showcase their athletic and sporting abilities, but also to embody the values of the Games to inspire others.



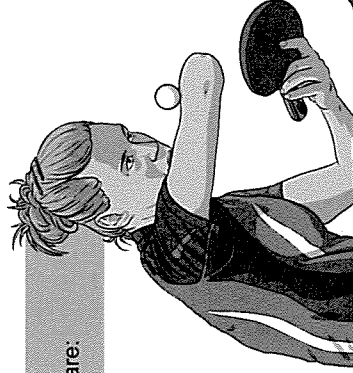


## The Paralympic Values

Just like in the Olympic Games, the athletes that participate in the Paralympic Games are the best of the best, representing their countries on the world stage. The Paralympic Games have their own set of values that are demonstrated by their athletes.

There are four Paralympic values, defined by the International Paralympic Committee. These values are:

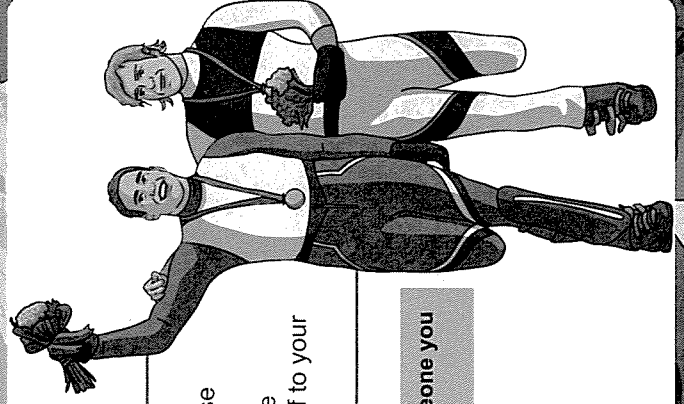
- Determination
- Equality
- Inspiration
- Courage



## Determination

Determination is an important value for all athletes, but it is especially evident in those competing in the Paralympic Games. Determination means to persevere despite obstacles and difficulties, pushing yourself to your limits to achieve your goal.

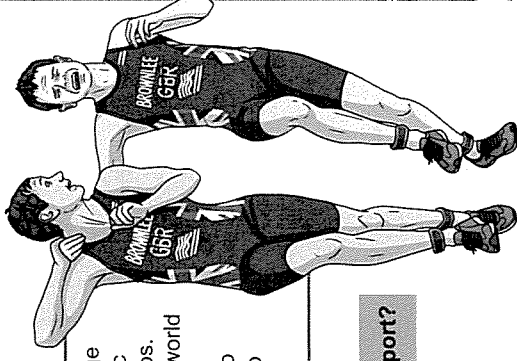
**Turn and talk: Share a time that you or someone you know showed determination.**



## Friendship

Sport is a great way to keep fit and healthy, challenge yourself and build your skills. But it is also a fantastic way to meet new people and develop new friendships. The Olympic Games give athletes from all over the world the chance to meet up and develop friendships with people that they may have not had the opportunity to meet otherwise. Friendship allows people to develop tolerance and understanding of others.

**Turn and talk: Have you made a friend through sport?**

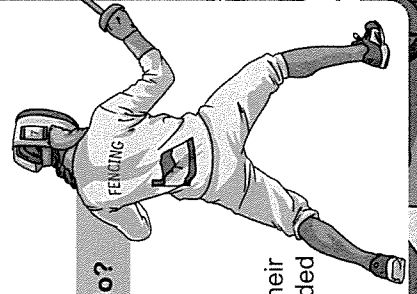


## Respect

The Olympic value of respect is about more than just respecting your opponent, although that is an important part of it. Respect also embodies the values of fair play, following the rules, respecting yourself and your own body, respecting the sport that you are participating in and respecting the environment.

**How did the athlete show respect in this scenario?**

In the 1932 Los Angeles Olympics, athlete Judy Guinness was leading in the fencing finals against Ellen Pries. However, she pointed out to the judges that they had missed awarding Pries two points in their tally. Pries won the final by one point and was awarded the gold medal.



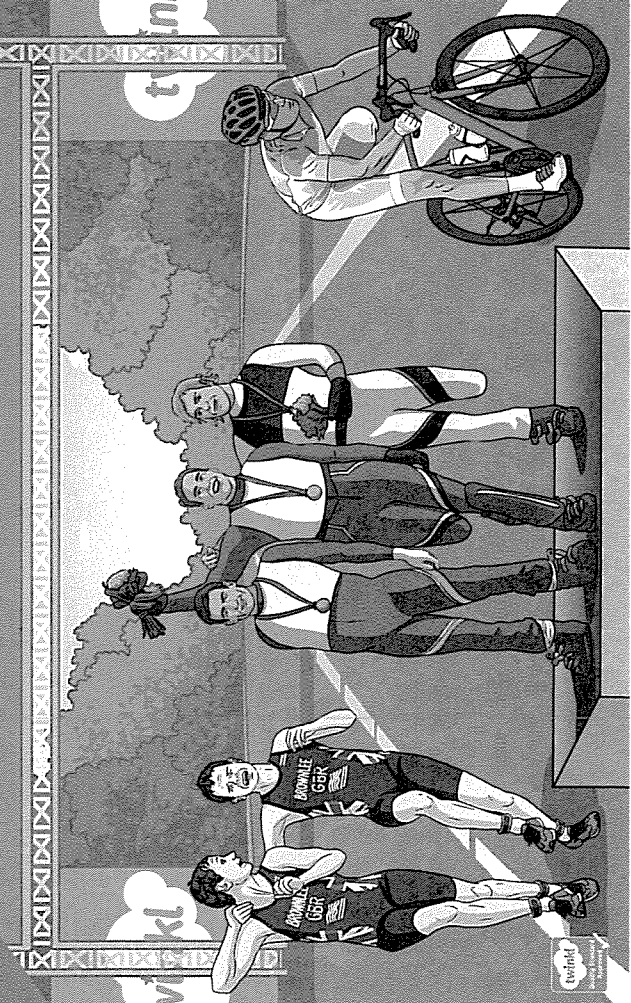
## Courage

The value of courage is an essential part of the spirit of Paralympic athletes, who often have to overcome great adversity to achieve their goals. Taking up a new sport, becoming proficient at it, then performing in front of the world requires Paralympians to have a great amount of courage.

### Which of the following examples demonstrates courage?

- Giving up on a goal because you think you might fail.
  - Trying an activity that you have never done before.
  - Sharing your own point of view, even if it is different to someone else's.
  - Standing up for a friend.
- Courage is ...**
- Trying an activity that you have never done before.
  - Sharing your own point of view, even if it is different to someone else's.
  - Standing up for a friend.

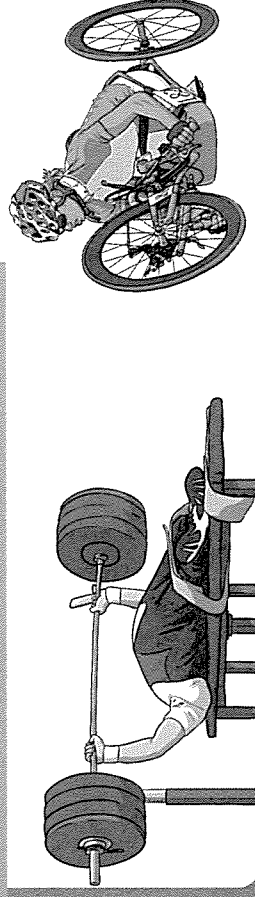
twinkl



## Equality

Equality means that all people are recognised as having equal worth. The Paralympic Games provide an opportunity for athletes with impairments to showcase their skills and compete on the world stage, breaking down attitudes of discrimination and prejudice.

### Turn and Talk: How can we promote equality in our classroom or school?



## Inspiration

Sportspeople and sporting achievements have always inspired others to push themselves further. The Paralympic value of inspiration means to be a good role model and to use achievements to inspire others to be their best.

### How old was Australia's youngest Paralympic medal winner?

- a) 15
- b) 17
- c) 12
- d) 13

### Answer

- d) 13



Maddison Elliott was only 13 years old when she won a gold medal at the 2012 London Paralympics for her part in the 4 x 100m freestyle relay.

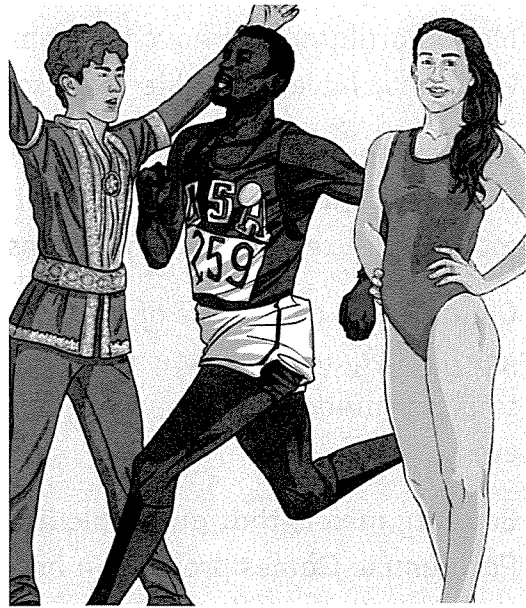
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# The Olympic and Paralympic Values

The Olympic Games and Paralympic Games take place once every four years. During this time, the world turns its gaze upon the athletes who compete, representing over 200 countries from across the globe.

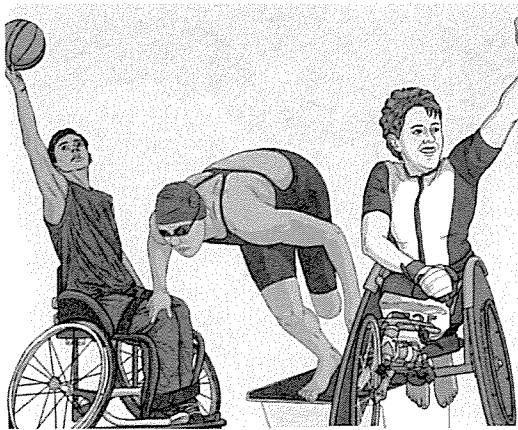
People from all over the world tune in to follow their country's athletes, to cheer them on and to celebrate their achievements. Only the very best athletes from each country have the opportunity to compete in the Olympic and Paralympic Games. The Games are an opportunity for these athletes to demonstrate their abilities, but are also an important time to showcase the values of the Games to inspire others.



The Olympic Values, defined by the International Olympic Committee, are excellence, friendship and respect.

While winning a medal is an amazing achievement, excellence does not just mean being the best or finishing first. Excellence is also about beating your own personal best and performing to the very best of your abilities.

Friendship allows people to develop tolerance and understanding of others. Participating in sport is a fantastic way to meet people and develop new friendships.



The Olympic value of respect means respect for your competitors, respect for judges and officials, respect for the rules and fair play, respect for the environment and respect for yourself and your own body.

The Paralympic Values, defined by the International Paralympic Committee, are determination, inspiration, courage and equality.

Determination is making the decision to achieve something, then continuing to persevere until you reach that goal, despite the challenges that you may face.

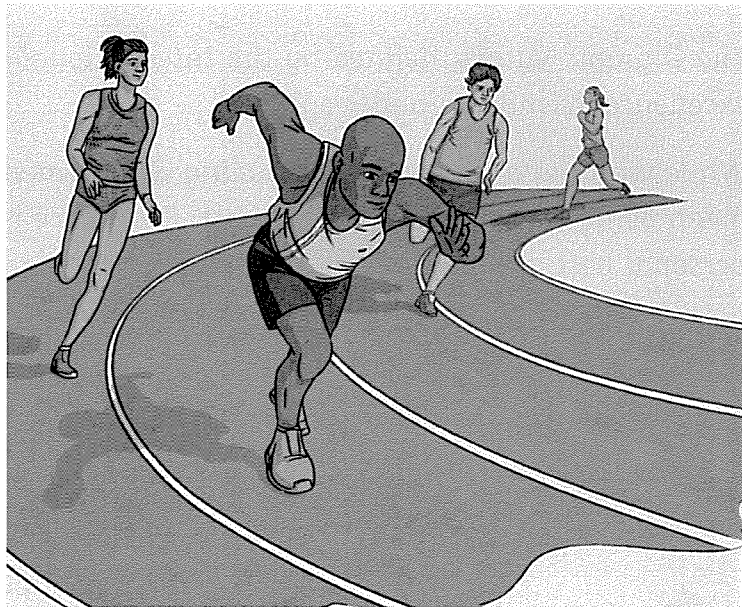


Many Paralympians have overcome great obstacles to reach their goals, and they would not have been able to do so without determination.

Sportspeople and sporting achievements have always inspired others to push themselves further. The Paralympic value of inspiration means to be a good role model and use achievements to inspire others to be their best.

Courage is a core value of the Paralympics because every step of a Paralympian's journey requires courage. From taking the first steps to learn a new sport to performing in front of the whole world, the journey requires courage at every turn.

Equality means that all people are recognised as having equal worth. The Paralympic Games provide an opportunity for athletes with impairments to showcase their skills and compete on a world stage, breaking down attitudes of discrimination and prejudice.





# The Olympic and Paralympic Values Questions

1. The Olympic and Paralympic Games take place once every \_\_\_\_ years.

- ☐ five
- ☐ four
- ☐ two
- ☐ six

2. Determination is an Olympic value. True or false?

- ☐ true
- ☐ false

3. Which of the following are Olympic values? (tick all that apply)

- ☐ respect
- ☐ fair play
- ☐ medal winning
- ☐ friendship

4. There are four Paralympic Values. True or false?

- ☐ true
- ☐ false

5. Which of the following are Paralympic values? (tick all that apply)

- ☐ excellence
- ☐ determination
- ☐ kindness
- ☐ equality

6. Describe the value of excellence.

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7. Describe the value of courage.

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8. Write about a time when you or someone you know has shown one of the Olympic or Paralympic values.

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---

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Tuesday



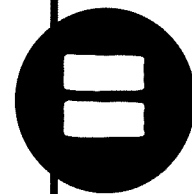
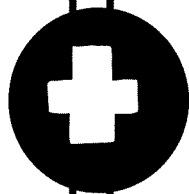
Sam is a very conscientious neighbor. He is always looking for ways to help out the people who live on his street. During the winter, he shovels the driveways of his next door neighbors. During the summer, he often mows the lawns for the elderly people who live on his street. He's cautious about how loud he plays his music, and he makes sure to never let a party at his house get out of hand. He would never want to disturb the neighbors.

Based on the passage, which of the following is Sam least likely to do?

- Get a pet dog
- Feed a neighbor's cat
- Bring in mail for a neighbor

**Information from  
the reading:**

**What you already  
know:**



**INFERENCE**



Finish the Sentence

Thinking..

Walking....

Just then...

Before...

Sneaking...

Slowly...





# Recognising Features of a Play Script

Read the following extract from the Little Red Riding Hood play script. Use coloured pencils to find examples of the following features in the text:

Narrator

Stage directions

Scene number

Theatre words

Brackets/parenthesis

Description of setting

## Scene 1 – Mother's Kitchen

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

*Mother takes a batch of fresh cupcakes from the oven and places them on the table.*

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

*Mother looks up at the clock (it's noon) and taps her foot angrily. Red enters the kitchen in a red cape. Seeing the cupcakes, she reaches out to take one, but her hand stops as Mother turns to glare.*

Red: These smell delicious. *(backing away)* You've been busy, Mother. Who are they for?

Narrator	Stage directions	Scene number
Theatre words	Brackets/parenthesis	Description of setting

Mother: They're for Granny, so keep your mucky fingers off. I didn't raise you to steal from little old ladies. Why, your poor granny lives alone in the forest, surrounded by fearsome creatures. The least I can do is bake her a cupcake or two every now and then.

Red: *(rubbing her tummy)* I wouldn't dream of touching Granny's cupcakes.

*Mother piles the cupcakes into a wicker basket, then puts her hands on her hips.*

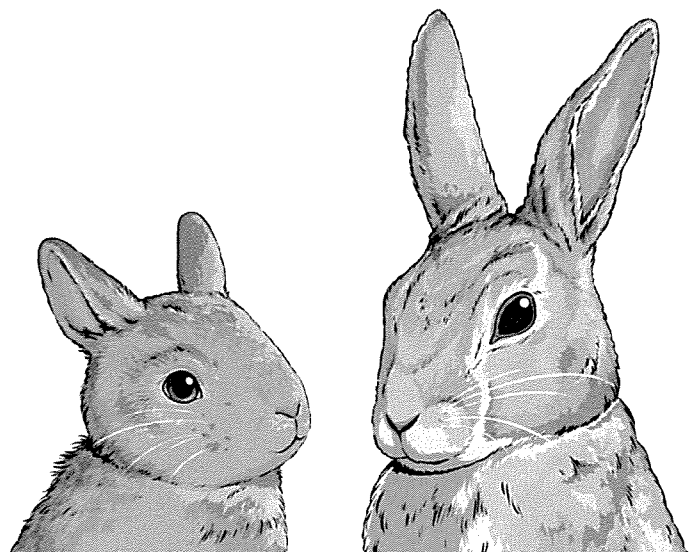
Mother: *(huffing)* Now, you're to take this basket straight to Granny's. No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

Red: *(sighing)* Yes, Mother.

*Red takes the basket and hurries from the kitchen.*

Big Rabbit: And with that, Little Red Riding Hood hurried from the kitchen into the glorious spring sunshine.

*Lights down.*



# Recognising Features of a Play Script

Read the following extract from the Little Red Riding Hood play script. Use coloured pencils to find examples of the following features in the text:

Narrator

Stage directions

Scene number

Present tense in stage directions

Theatre words

Brackets/  
parenthesis

Description  
of setting

Character names  
on the left

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Narrator	Stage directions	Scene number	Present tense in stage directions
Theatre words	Brackets/parenthesis	Description of setting	Character names on the left

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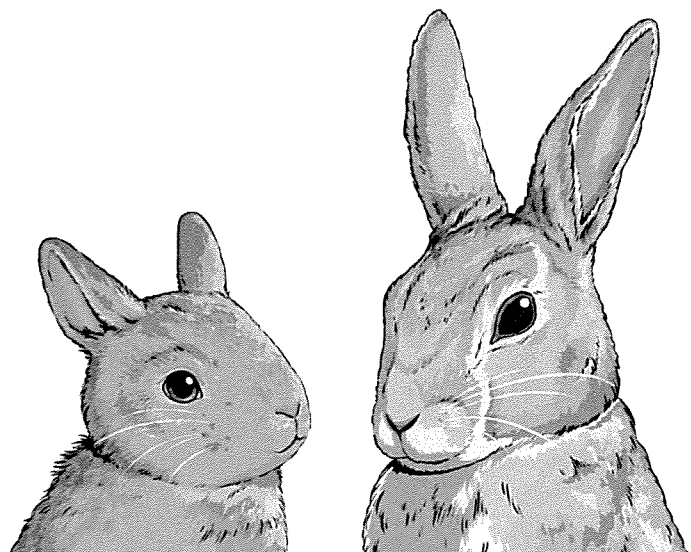
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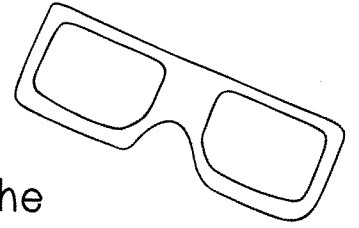
*Red takes the basket and hurries from the kitchen.*

Big Rabbit: And with that, Little Red Riding Hood hurried from the kitchen into the glorious spring sunshine.

*Lights down.*



# Characters



There are different types of characters in a story. The conflict in a story revolves around the central characters.

The **protagonist** is the main character in a story. He or she is faced with a conflict that must be resolved. The antagonist is a character or situation that stands in the way of a character's goal.

Who is your main character? \_\_\_\_\_

Describe this person: \_\_\_\_\_

Who are the supporting characters? How does the main character know them?(friend, teacher, enemy, parent, coach, etc.) Is there an antagonist? Are you going to have a narrator who guides the story?

Character's Name	Relationship	Personality

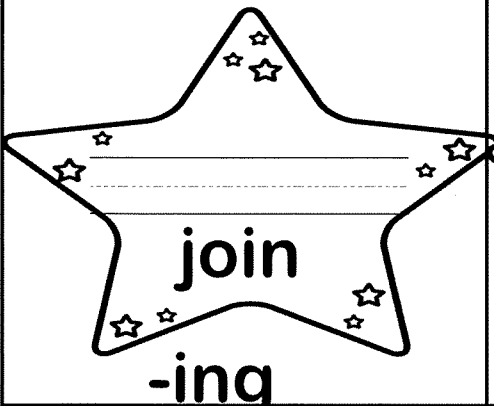
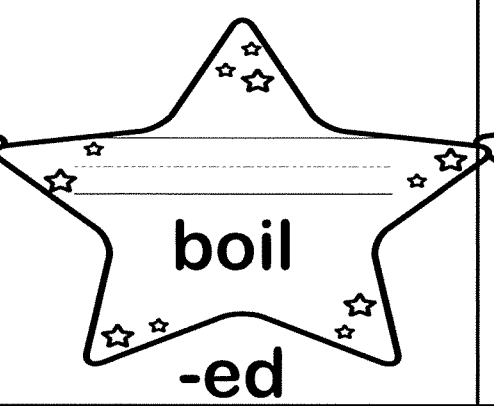
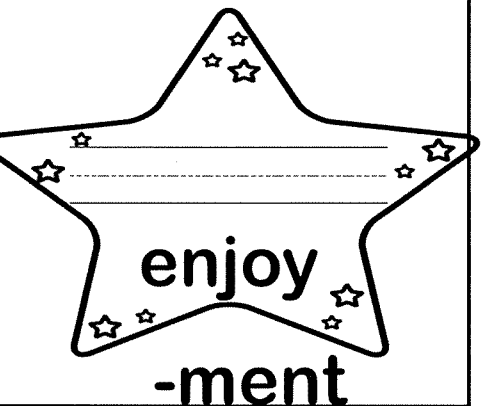
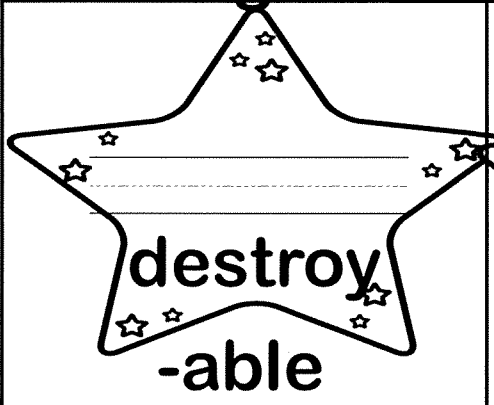
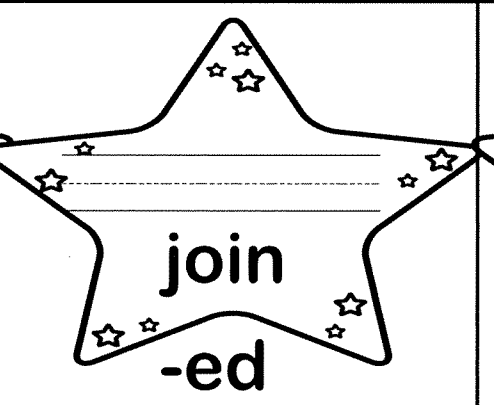
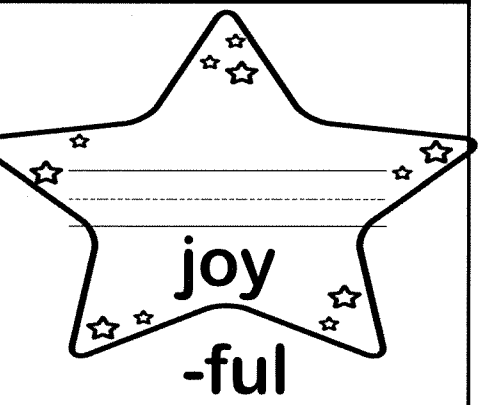
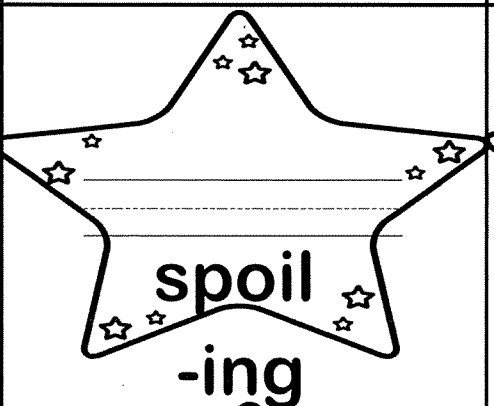
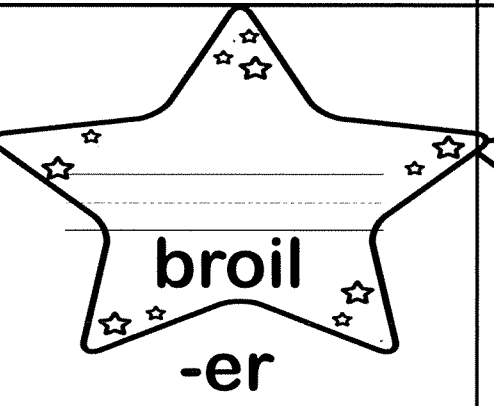
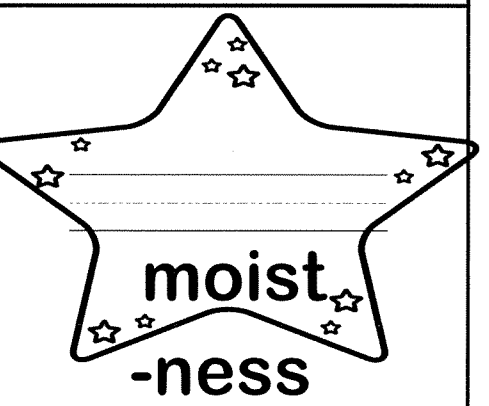
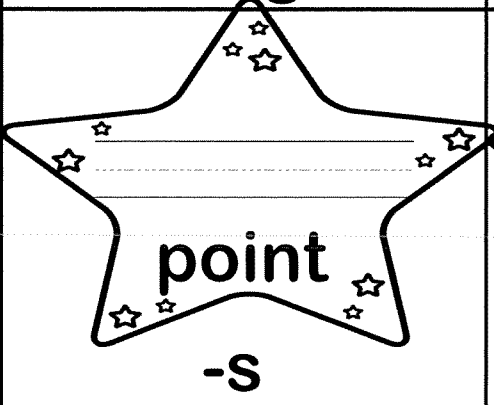
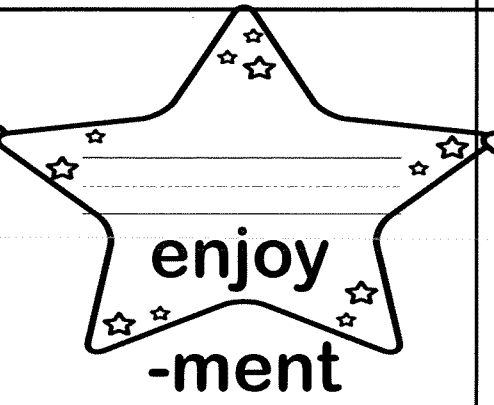
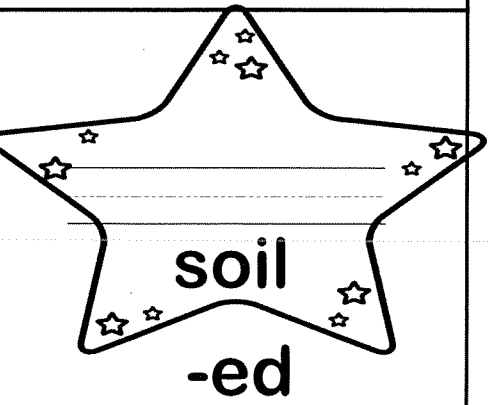




Name \_\_\_\_\_

Add the suffix to the  
base word. Write the  
new word on the line.

# Add a Suffix

 join -ing	 boil -ed	 enjoy -ment
 destroy -able	 join -ed	 joy -ful
 spoil -ing	 broil -er	 moist -ness
 point -s	 enjoy -ment	 soil -ed



# Converting Millilitres to Litres and Litres to Millilitres

Complete the conversion table using millilitres and litres.

Remember 1l = 1000ml.

The first one is done for you.

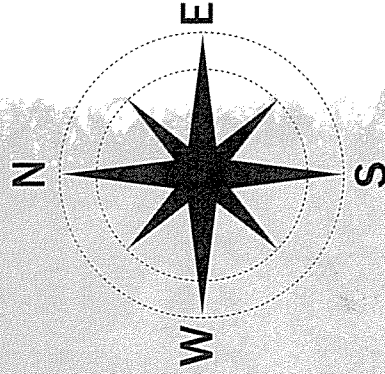
l (Litres)	ml (Millilitres)
2l	2 000ml
3l	
	4 000ml
10l	
	8 000ml
5l	
	7 000ml
1l	
	13 000ml
11l	





# Our world

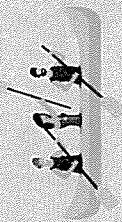
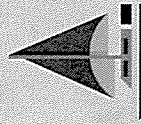
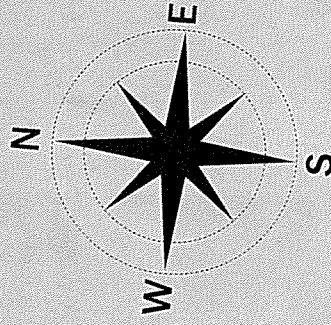
Draw a line from the country to the map.  
Use globes, atlases and maps to discover.



# East Asia and Oceania

How will our Australian  
Olympians get to Japan?

Draw a line from the  
transport to the map

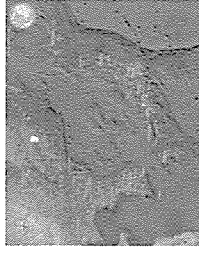


Watch the BTN clip '2020 Tokyo Olympics'. Next, answer the questions below (you may need to complete some extra research):

1. Retell the BTN story using your own words.
2. Why are the games called the 2020 Tokyo Olympics not the 2021 Tokyo Olympics?
3. How many athletes are participating in the Tokyo Olympics?
4. How many different countries are participating in the Tokyo Olympics?
5. How did Fiji's national team get to Tokyo?



## Trek to Tokyo



1. Open the Trek to Tokyo activity.
2. Discuss ways you could travel from Australia to Japan.
3. Use the link to Google Earth to locate Australia and Japan. Do you think it is very far away?
4. Draw/upload some pictures demonstrating ways to travel to Japan from Australia. Think about what you saw on Google Earth. Was there oceans to cross or just land? Is it near or far?

Add/draw your images here...

1. What route did sprinter Shelly-Ann Fraser-Pryce have to take to get to Tokyo? Plot on a world map.
2. What did a lot of the Aussie athletes have to do before going to Tokyo?
3. What percent of athletes will have been vaccinated before the games begin?
4. No fans will be allowed in stadiums. True or false?
5. What questions do you have about this story?

# Extension Task:

## Activity: Olympic Games Research

After watching and discussing the BTN Tokyo Olympics story, what questions do you have and what do you want to know? The following KWLH organiser provides you with a framework to explore your knowledge on this topic and consider what you would like to know and learn.

What do I know?	What do I want to know?	What have I learnt?	How will I find out?

# Research task.

Students will develop their own question/s to research or select one or more of the questions below.

- When and why did the ancient Olympics begin? Who was allowed to compete and what events did athletes compete in?
- How were the ancient Olympics different to the modern Olympics? What are the similarities?
- Why are the Olympic Games held every 4 years?
- How do new sports get added to the Olympic Games? Choose one new sport that will be added during the Tokyo 2020 Olympic Games and explain why it was added.
- What are the symbols of the Olympic Games? (Olympic Rings, Olympic Torch, Flag, Olympic Motto, the Medals). Choose a symbol to research in more detail. Who created the symbol and what does it mean or represent?
- Australia has a new Olympians' oath. What is the purpose of the oath? Why was the oath changed? Who contributed to the new oath?