

Learning From Home

2021

Term 3

Week 4

Stage 3
Wed-Fri

Wednesday

Great Barrier Reef

Did you know that approximately 10% of all coral reefs have been ruined beyond recovery? In fact, some scientists believe that 20-30% of the world's coral reefs will be destroyed in the next twenty years. The problems facing coral reefs pose a serious threat to their survival.



The Great Barrier Reef is the longest and largest coral reef in the world. It stretches for about 1,400 miles along Australia's coast. Coral reefs are home to about 25% of the ocean's organisms and fish. Therefore, reefs like the Great Barrier Reef are very important. However, corals are now in danger. Scientists hope to conserve the reef.

Fertilizer, human activity, and temperature changes contribute to the destruction of coral reefs. Water pollution has a negative impact on coral reefs. When human waste, fertilizer, and oil are dumped into an area, the water's chemical makeup is changed. This makes it hard for the coral to survive.

The recreational activity of humans can also destroy reefs. Coral can be damaged by boats or even careless people stepping on the coral.

Extreme water temperature can be disastrous for coral. In Australia in 2016 the weather was hotter than normal. The hotter temperatures made the water warmer. When the water increased in temperature, the heat strangled and starved the corals creating a bleaching event. Clearly, these human and environmental factors are having a devastating impact on the Great Barrier Reef.

Great Barrier Reef

MAKING INFERENCES

CAN YOU INFER THAT ...	YES OR NO	WHY OR WHY NOT? (Provide statements from the text.)
Coral reefs will not exist in 20 years.		
Australian scientists are working to save the Great Barrier Reef.		
The writer would support any effort to save the Great Barrier Reef.		
Coral are sensitive to chemicals.		
Poison fishing is impacting coral reefs.		

Finish the Sentence

“Bang!”

One stormy night...

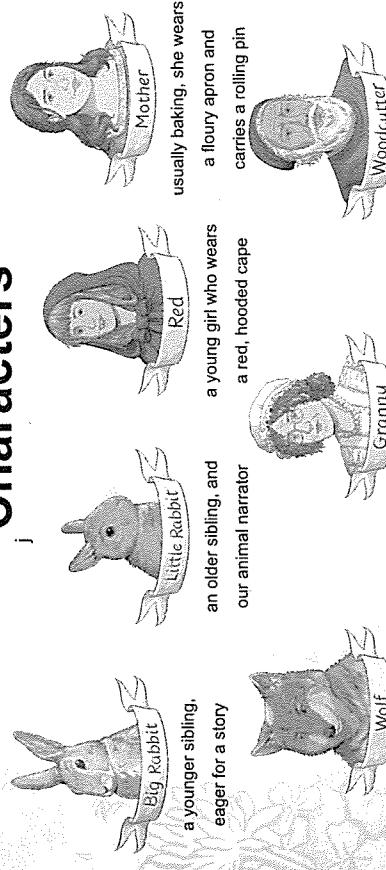
Late one night...

“Crack!”

“Help!”

“Stop!”

Characters



Mother
usually baking, she wears
a floury apron and
carries a rolling pin

Red
a young girl who wears
a red, hooded cape

Little Rabbit
an older sibling,
eager for a story

a widow with a fair voice who
lives alone in the forest,
and who loves to knit and bake

Granny
a very fine-looking gentleman
with thick hair, bright eyes and
very big, white teeth, who turns
out to be a trickster

Wolf
a very fine-looking gentleman
with thick hair, bright eyes and
very big, white teeth, who turns
out to be a trickster

Why is it important to summarise each character?

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?

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.

What is meant by 'offstage'?

What do we learn about Red and her mother's relationship in this scene?

Twist the Text: The Little Red Ridding Hood Collection

Play Script Reading Questions and Discussion Prompts



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 Ridding 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.

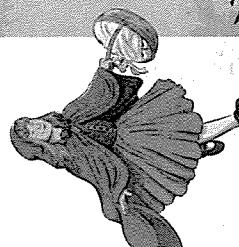
What is meant by 'lights up'?

Why has 'excited' been written in brackets?

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: 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.

What does Mother mean when she tells Red that there should be no 'dilly-dallying'?

Why has the scene ended with 'lights down'?

Wolf: (silently) Hello, little girl.

Red jumps and gasps.

Red: Who are you?

Wolf: I'm Mr Wolf. My, what a fine day it is. Don't you just love the fragrant smell of the flowers? The twittering of the birds?

Red: (tugs at the cape around her neck) I didn't think that wolves would like birds and flowers.

Wolf: My dear, I simply adore them! I am a wolf of great taste, you know. Where might you be off to on this fine morning?

Red: (flustered) I'm visiting my granny.

Wolf: Oh, yes, I know your granny. Old woman? Stooped? Grey hair? (sighing with relief) That's her.

Red: What two things does the wolf say that he likes?

Red: Why does Red sigh with relief?

Scene 2 – The Forest

Lights up on a sun-dappled forest. Red enters, skipping and singing.

Big Rabbit: As she skipped merrily through the sun-dappled forest, Little Red's hazel eyes sparkled and her bright red cape swung just above her ankles. Her red hair shone in the afternoon sun and her small, freckled nose wrinkled as she smiled cheerfully at her woodland friends: the rabbits and birds.

Red stops to smell some flowers.

Big Rabbit: The birds flitted about, carrying sticks for their nests, and the bluebells beside the path nodded contentedly to themselves. It was hard to believe that anything fearsome lived in these woods.
Red peers into the basket and rubs her tummy. Wolf stalks onto stage behind Red and leans against a tree trunk.

How do we know that the setting for this scene is different to the first?

What was the weather like in this scene?



Wolf: Yes, she lives in a... (waving a claw in the air)

Red: Wooden cottage.

Wolf: That's right, next to the...

Red: Horse chestnut tree.

Wolf: Of course, not far from the...

Red: Stream.

Big Rabbit: Red was impressed. Mr Wolf must have visited Granny's many times to remember so much about it.

Wolf smirks.

Red: I'm meant to be bringing her this basket of cakes, but they do smell so delicious, and it's so hard not to simply gobble them all up.

Where does Granny live?

Do you think that the wolf really knows Granny?



Wolf: (silently) Hello, little girl.

Red jumps and gasps.

Red: Who are you?

Wolf: I'm Mr Wolf. My, what a fine day it is. Don't you just love the fragrant smell of the flowers? The twittering of the birds?

Red: (tugs at the cape around her neck) I didn't think that wolves would like birds and flowers.

Wolf: My dear, I simply adore them! I am a wolf of great taste, you know. Where might you be off to on this fine morning?

Red: (flustered) I'm visiting my granny.

Wolf: Oh, yes, I know your granny. Old woman? Stooped? Grey hair? (sighing with relief) That's her.

Red: What two things does the wolf say that he likes?

Red: Why does Red sigh with relief?



Wolf: (aside) I know that feeling.
Red: After all, I haven't had any breakfast yet.

Wolf: Well, why don't you stop for a picnic? (pointing offstage) There's a lovely spot over there.

Red: But they're meant to be for Granny. Anyway, Mother told me not to dilly-dally, or to leave the path.

Wolf: Oh, that clearing is quite safe. I'm sure that your granny won't mind. Not if you pick her a big bunch of flowers to make up for it.

Red: Yes, you're right. Thank you, Mr Wolf. I never knew that wolves were so kind.

Wolf: (bowing) My pleasure.

Red skips off. As she leaves, Wolf licks his lips.

What is meant by the stage direction 'aside'?
What do you predict Wolf will do next?



Scene 3 – Granny's Cottage

Lights up on Granny's cottage in the woods. Granny sits in the rocking chair, knitting.

Big Rabbit: As the wolf raced along the path to the wooden cottage, next to the horse chestnut tree, not far from the stream, his belly rumbled greedily.
Wolf scurries up to the cottage door on tiptoes and knocks three times.

Granny: (quavering) Who is it?
Wolf: (in a high, squeaking voice) It's me, Granny! It's your granddaughter.

Granny: The door's unlocked, dear.
Wolf: Wolf lifts the latch, throws open the door and leaps at Granny. Wolf chases her offstage and makes satisfied gobbling sounds. Then, he saunters back on stage.

How does Wolf trick Granny into letting him in?
What does the word 'saunters' tell us about how Wolf is feeling?

Wolf: That plump, foolish child fell for my trick. Now that she's out of sight, I'll race to the wooden cottage, next to the horse chestnut tree, not far from the stream. I'm getting double helpings today.

Wolf stalks off.

Little Rabbit: Wait, it was all a trick?
Big Rabbit: Of course it was a trick.

Little Rabbit: He's not a nice wolf after all?
Big Rabbit: No, he's the Big Bad Wolf!

Little Rabbit: Oh no!
Lights down.

Find one adjective that Wolf uses to describe Red.

Why did Wolf think that he would get double helpings?



Little Rabbit: Did he really eat her?

Big Rabbit: He really ate her.

Wolf pulls on the nightcap and nightgown. He leaps into bed and pulls the quilt over his snout.
Big Rabbit: After polishing off three cupcakes, Red had gathered a huge bunch of flowers, tucked them into her basket and carried on down the path. Soon, she skidded to a stop outside the door.
Red runs to the door and knocks three times.

Wolf: (in a frail voice) Who is it?
Red: It's me, Granny! It's your granddaughter.
Wolf: The door's unlocked, dear.
Red: (lifting the latch and hurrying in) Granny! You're sick.

Why did Big Rabbit describe what Red had been doing before she came back to the stage?
Why did Wolf use a 'frail' voice?



Terribly sick! Come closer, my dear, and kiss your poor old granny.
Red puts down her basket and approaches the bed. She leans down to kiss the wolf's cheek, but pulls back suddenly.

Red: Oh, Granny, what big eyes you have!

(croaking) All the better to see you with, my dear:

Wolf: An ear pokes out of the nightcap.

Red: Oh, Granny, what big ears you have!

(croaking) All the better to hear you with, my dear.

Wolf's quilt slips further to reveal long, sharp teeth.

Red: (trembling) Oh, Granny, what big teeth you have!

What is the first thing that Red thinks is unusual?

Do you think Red knows who Granny really is at the end of the scene?

Big Rabbit: It only took the woodcutter a moment to work out what had happened.

Woodcutter: (angrily bellows) You beast!

The woodcutter raises his axe. Wolf wakes up. They run offstage. The wolf roars, there's a thud and a whimper.

Little Rabbit: What was that thudding sound?

Big Rabbit: The woodcutter swished down his axe and sliced the wolf's belly open. Once Red and Granny were free, they filled his belly with heavy rocks and sewed him up.

Little Rabbit: (outraged) Rocks?

Big Rabbit: Well, they had to make sure that he wouldn't try to gobble up anybody else!

The woodcutter enters the cottage with Granny and Red.

Granny & Red: You saved us!

Why does Big Rabbit describe the woodcutter's actions?

How did Little Rabbit feel about Red and Granny filling Wolf's belly with rocks?

Wolf: (no longer pretending) All the better to eat you with!

Wolf roars and leaps out of bed. Red shrieks as Wolf chases her offstage. Offstage, he makes satisfied gobbling noises. Wolf waddles back on stage, patting his full belly. He yawns and lies down to sleep on Granny's bed.

Big Rabbit: In the woods lived a woodcutter who was getting on in years. Although he wasn't as spry as he once was and his joints creaked as he walked, he could still swing an axe, still whistle a tune, and still feel flutters of affection in his heart when he saw a pretty face. There was one pretty face that made his heart flutter more than any other. The lovely lady in question was Granny. The woodcutter stands outside Granny's cottage. He straightens his shirt, shoulders his axe and steps up to the cottage door. He knocks three times and waits. He looks worriedly at his watch. He lifts the latch and opens the door.

Woodcutter: (loudly) Anyone home? It's only me, the woodcutter!

The woodcutter stares around the room and sees the wolf laying in bed, wearing Granny's nightgown and cap.

What does 'no longer pretending' tell us about Wolf's voice and actions?

What do you predict the woodcutter will do?

Red and Granny throw their arms around the woodcutter. Granny kisses him on the cheek. Wolf limps back onto the stage, rubbing his filled belly. The stones rattle inside the wolf.

Wolf: How am I supposed to eat? The whole forest will hear me coming!

Granny: That'll teach you to eat an old lady. Now, be off with you, and don't come back.

Wolf hurries to the door and hobbles out of the cottage without a second glance.

Woodcutter: (cleaning his axe) What I want to know is, how on earth did he find you?

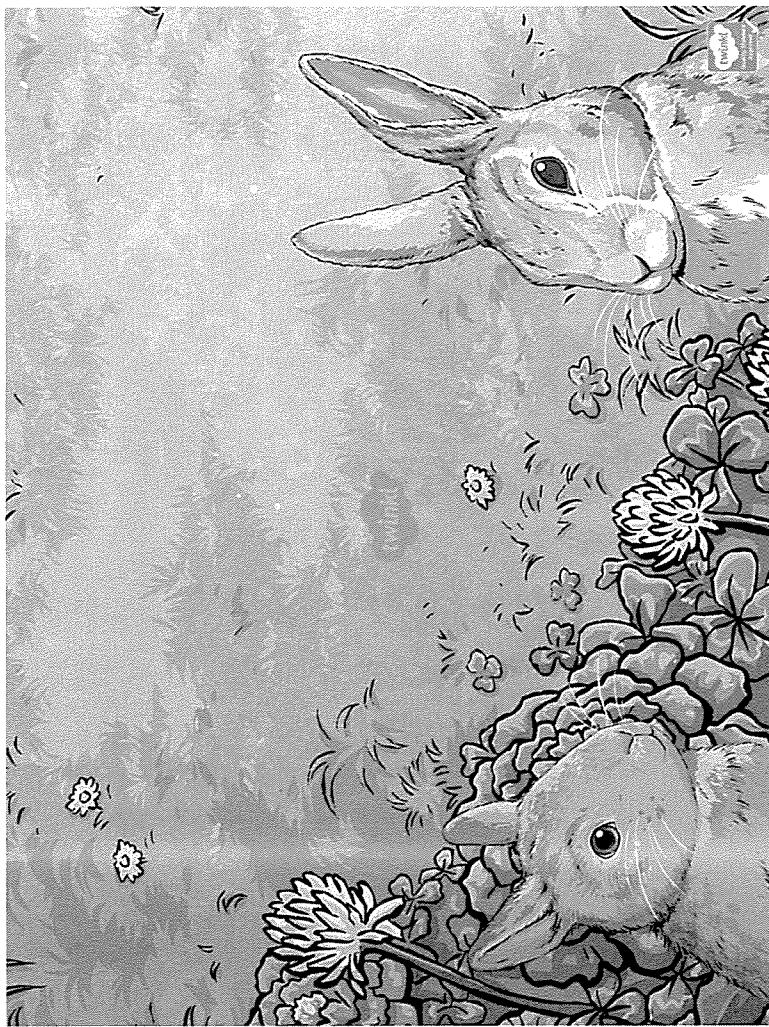
Red: I met him in the forest.

Granny: (shocked) But, Red, hasn't your mother ever told you not to speak to strangers?

Red: Oh, mother tells me all sorts of things. Not to dilly-dally... not to leave the path... I don't know what she thinks might happen.

Why was Wolf going to struggle to eat from now on?

How does Granny feel when she finds out that Red told Wolf where to find her?



Woodcutter: Perhaps she thinks that you'll be eaten by a wolf.

Red: (realising) Oh! I suppose she might have a point. Oh, Granny, I almost forgot! Mother sent you a basket of cupcakes.

Red fetches the basket of cupcakes.

Big Rabbit: So, Granny boiled the kettle and between them, Red, Granny and the woodcutter ate up the delicious cupcakes that Red's mother had baked. And they all lived happily ever after.

Red, Granny and the woodcutter eat the cupcakes and sip tea inside the cottage.
The lights fade.

The End

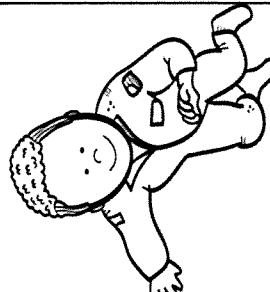
Do you think that Red will behave differently in the future?

If you could add one more scene to the end of this play,
what would happen next?

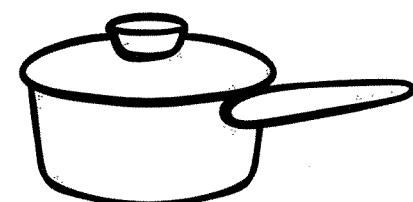
Name: _____

Super Sentences

Directions: Look at the picture and the word bank.
Use them to write your own sentence.



asteroid find asteroid



eggs soft-boiled made



Mom baby joyful

Converting Millilitres to Litres and Litres to Millilitres

Complete the conversion table using millilitres and litres.

Remember 1l = 1000ml.

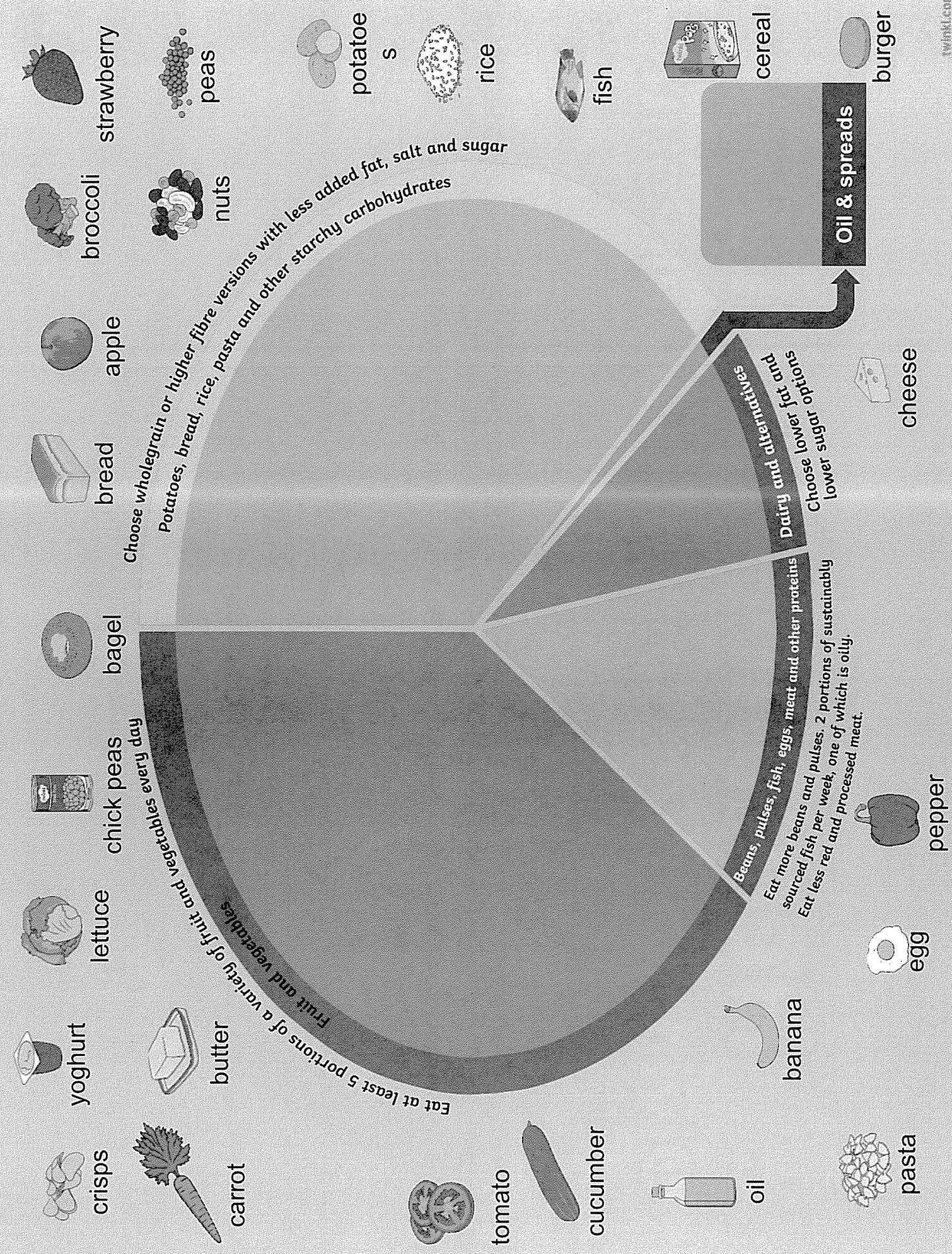
The first one is done for you.

l (Litres)	ml (Millilitres)
2l	2 000ml
1.3l	
	2 700ml
12.9l	
	900ml
6.2l	
	8 200ml
1.9l	
	7100ml
8.8l	
	3 500ml
4.7l	
	400ml
0.3l	

Healthy Eating

Divided Plate Sorting PowerPoint





Thursday





QUICK inferring

We bounced and swayed as we roared down the tracks.

INFERENCE

Charlie grabbed the clippers and scissors and got to work.

INFERENCE

We couldn't believe our eyes! Trees were uprooted and homes were missing roof shingles.

INFERENCE

After I made the final shot, I could see my Dad's eyes fill with tears.

INFERENCE

When the power went out, we had to light a bunch of candles.

INFERENCE

Finish the sentence

Aliens...

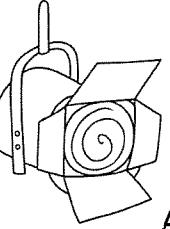
At the bottom of the ocean.

As if by magic...

Mysterious...

I turned around and...

Quietly...



Parts of a Play- Acts and Scenes

Plays have acts and scenes. An act is a large section of a play. It just divides the play into smaller parts. When an act ends, it is usually at a pivotal part on the story.

A scene is a part of an act. Your scene changes when you are changing locations and scenery. There are multiple scenes in an act.

For this play you are going to have one act and three scenes.

- The first scene should introduce the characters and setting.
- The second scene should introduce the conflict, or the problem.
- The third scene should explain the resolution, or how the problem was solved.

Explain what will happen in each scene of your play.

Scene 1	Scene 2	Scene 3

When writing dialogue, make sure you list the character's name followed by a colon. Then write their action in parentheses. Look at this example.

Eli: (Whispering) Hey Lydia, do you have an extra pencil?

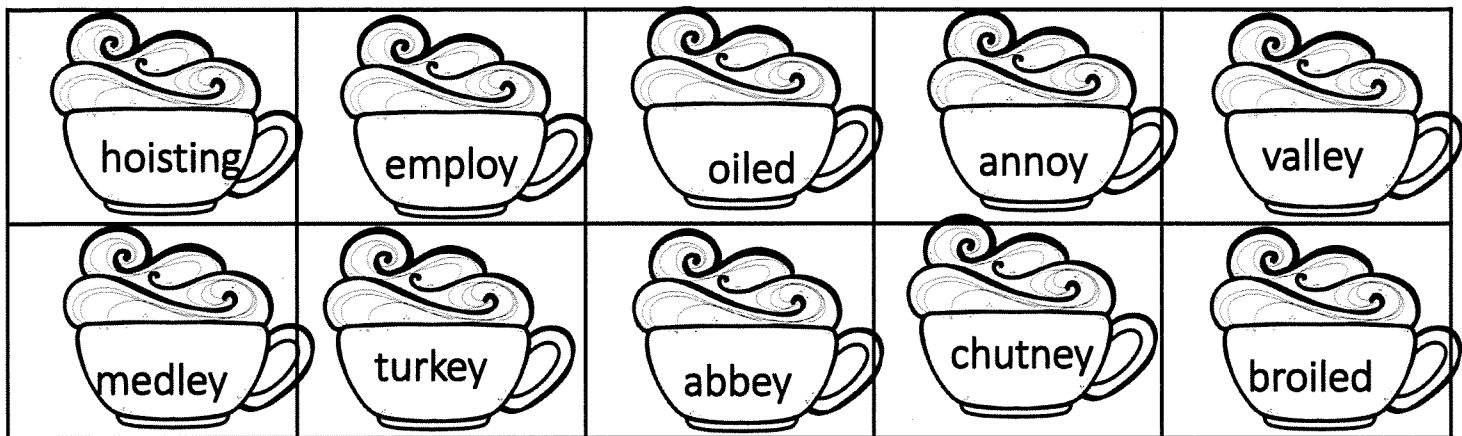
Lydia: What? Are you kidding me? (glaring at him) After the way you kicked mulch at me on the playground?

TIP: Do not name your play until you have written it!

Name _____

Fill in the blank

Directions: Read the sentences. Write the correct word to finish the sentence.



1. The kids _____ the fish over the fire.
2. They are _____ that with a pulley.
3. He _____ the noisy door.
4. The noisy dog will _____ my sister.
5. The boss will _____ lots of people at the job.
6. The _____ in the jar is yummy to eat.
7. We will have a _____ at Thanksgiving.
8. There is a river deep in the _____.
9. The _____ is an old church.
10. The bag of candies were a _____.

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)
$\frac{1}{2}$ l	500ml
	4750ml
3.02l	
	7120ml
$7\frac{1}{4}$ l	
	990ml
4.19l	
	3040ml
$9\frac{3}{4}$ l	
	11 790ml
6.09l	
	10 230ml
14.03l	

GetActive@Home

Episode 1 - Skipping

Challenges

- Without a skipping rope, attempt the following jumping combinations.
- Sidem skip - feet together and jump from side to side.
- Seesaw - jump with one foot forward and one foot back, then alternate each jump.
- Square - jump with feet together forward, to the side, back, then to the side again to finish at the starting point.
- Flick kick - kick one leg out in front and alternate for each jump.

Mega Challenges

- Set the body in either a low or high plank position. Keeping the elbows (low plank) or hands (high plank) underneath the chest and the body straight.
- Try raising an arm or leg and holding the position.
- Alternate between the low and high plank position.

Other variations

- With a partner try:
- Create jumping combinations with a partner.
- go slower or faster make it easier or harder.



1
2
3

Stage 2

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4

performs and refines movement skills in a variety of sequences and situations.

PD2-11

combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How can you combine foot movement and twisting the torso to master a new skipping combination?

How can you use your eyes to create balanced movement?

Teaching cues

Turn elbows in.

Rotate the wrists.

Bounce feet.

Eyes ahead.



NSW Department

Equipment

Skipping rope or similar.

Episode 2 - Hopping

Stage 2

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4

performs and refines movement skills in a variety of sequences and situations.

PD2-11

combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

Perform the following movement activities changing every 5-10 seconds.

- Running on the spot (fast, slow, high knees).
- V-sits, side-leans, static balances, arabesques.
- Jumping half turns, full turns.

Mega Challenges

- Using a combination of small and big hops create the outline of letters or shapes on the ground.
- Hop between two markers (bands) carrying a piece of equipment (essential item) or object from one marker to the other.
- Vary the distance between the markers and alternate hopping foot.



Teaching cues

Stand on one leg weight on ball of foot (knot ready).

Bend knee slightly and swing up (knot ready).

Land with knee bent (land ready).

Equipment

Small items (small soft toy or bean bags), a marker such as a witches hat or shoe.

Episode 3 - Dancing

Stage 2

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4

performs and refines movement skills in a variety of sequences and situations.

PD2-11

combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How do I combine movements to make a sequence?

How can I put the movements in order to make a smooth sequence?

How does the tempo of the music influence how I move?

Teaching cues

Ian Thorpe 'Thorpedo' (Swimming).

Ash Barty (Tennis).

Cameron Smith (Rugby league).

Sam Kerr (Soccer).



NSW Department

Equipment

A variety of music across a range of tempos.

GetActive@Home

Episode 3 - Dancing

Stage 2

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4

performs and refines movement skills in a variety of sequences and situations.

PD2-11

combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How do I combine movements to make a sequence?

How can I put the movements in order to make a smooth sequence?

How does the tempo of the music influence how I move?

Teaching cues

Ian Thorpe 'Thorpedo' (Swimming).

Ash Barty (Tennis).

Cameron Smith (Rugby league).

Sam Kerr (Soccer).

Other variations

With a partner try:

- making different movement combinations
- add a piece of sports equipment to the movement
- moving to music with a slow and fast tempo



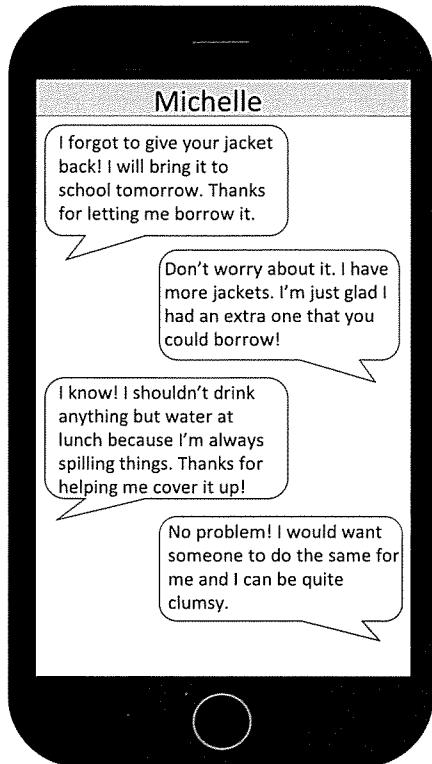
NSW Department



Friday

Name: _____

Text Message Analysis



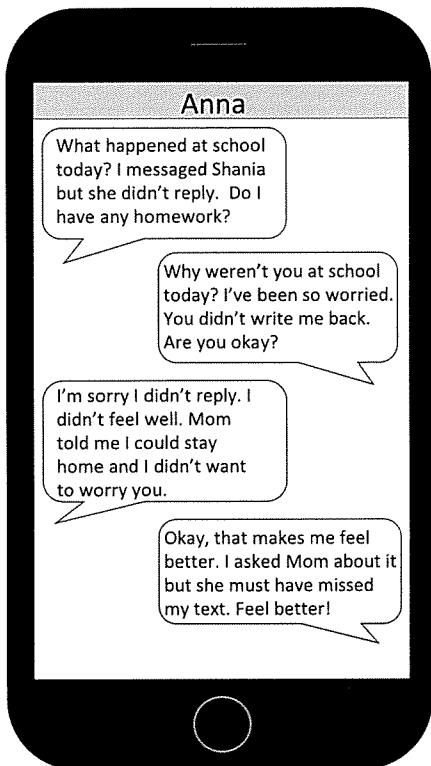
1. How do the two people in the conversation know each other? _____
2. Cite evidence from the text that supports your answer to the previous question. _____
3. What happened before this conversation took place? _____
4. Cite evidence from the text that supports your answer to the previous question. _____
5. What conclusion can you draw about one person in the conversation? _____
6. Cite evidence from the text that supports your answer to the previous question. _____



1. How do the two people in the conversation know each other? _____
2. Cite evidence from the text that supports your answer to the previous question. _____
3. What happened before this conversation took place? _____
4. Cite evidence from the text that supports your answer to the previous question. _____
5. What conclusion can you draw about one person in the conversation? _____
6. Cite evidence from the text that supports your answer to the previous question. _____

Name: _____

Text Message Analysis



1. How do the two people in the conversation know each other? _____
2. Cite evidence from the text that supports your answer to the previous question. _____
3. What happened before this conversation took place? _____
4. Cite evidence from the text that supports your answer to the previous question. _____
5. What conclusion can you draw about one person in the conversation? _____
6. Cite evidence from the text that supports your answer to the previous question. _____



1. How do the two people in the conversation know each other? _____
2. Cite evidence from the text that supports your answer to the previous question. _____
3. What happened before this conversation took place? _____
4. Cite evidence from the text that supports your answer to the previous question. _____
5. What conclusion can you draw about one person in the conversation? _____
6. Cite evidence from the text that supports your answer to the previous question. _____

Example skit: Let's write a play!

Narrator: Four classmates were put into a group to write a play. Although they were not thrilled, they all met in a group to talk about the assignment.

Jordan: (sighs) Okay, let's get this over with.

Jamie: (Rolls eyes) Wow, Jordan, way to be positive!

Taylor: Don't you two start fighting already. We haven't even started!

Hayden: Come on, this will be fun! (Jordan and Jamie roll their eyes.)

Taylor: So we have to write a play. What should we write about?

Jordan: How about we write about a group of people who have to work together on a dumb project?

Taylor: Jordan, cut it out! (throws a pencil at him)

Hayden: Well, we can write a play about an event from history or a book that we have read in class. Or we could make one up ourselves.

Jamie: How about Justin Bieber's childhood? I read about it in a magazine last week! Do you know he started out singing on YouTube?

Jordan: (sarcastically) Oh yeah, that is a great moment in history!

Taylor: I think we should write about a scene from the book, Wonder. Auggie is the protagonist. Julian is the antagonist.

Hayden: That's a great idea! We all know that book. And there is a lot of conflict between those two characters!

Jordan: Okay, fine. Let's do this.

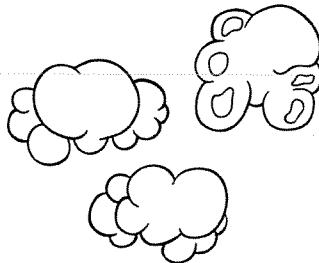
Narrator: The four classmates started writing. Soon they finished and were ready to practice their parts.

Jamie: Hey, we actually finished a project!

Taylor: Now let's make the scenery!

Jordan: Okay, let's get this over with.

Everyone: JORDAN!!!



:Title: _____

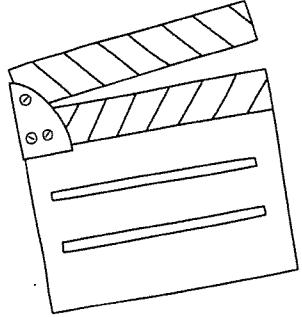
Page: _____

Get Ready to Perform!

After you write your play, you must:

- Read over it and make changes.

Does the dialogue sound natural? Are there movements included?



- Type the play or make sure it is written very neatly.

Make copies for each member of your group. Make sure that you type the person saying the line followed by a colon. Example: Alex: (sitting down) What's for breakfast?

- Have your friends audition for the roles. Have fun with this!

- Practice your lines and movements.

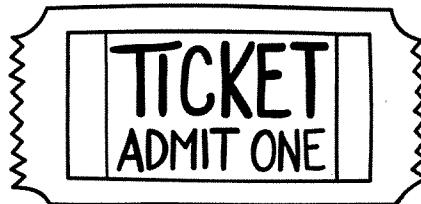
Read through your play many times to make sure you are comfortable with your lines. Make sure you know where your character is supposed to be during a scene. Do not ever put your back to the audience.

- Create your scenery.

Make sure your scenery is on a large piece of butcher paper that can be easily hung up. If you have multiple scenes, you can hang up your scenery in two different parts of the room.

- Type up a program for your classmates.

Your program should have the title of the play on the front. On the inside, you should list the characters and who plays each character. You should also thank anyone who helped your group. (Special thanks to.... For....)



Name: _____

Graph and Write

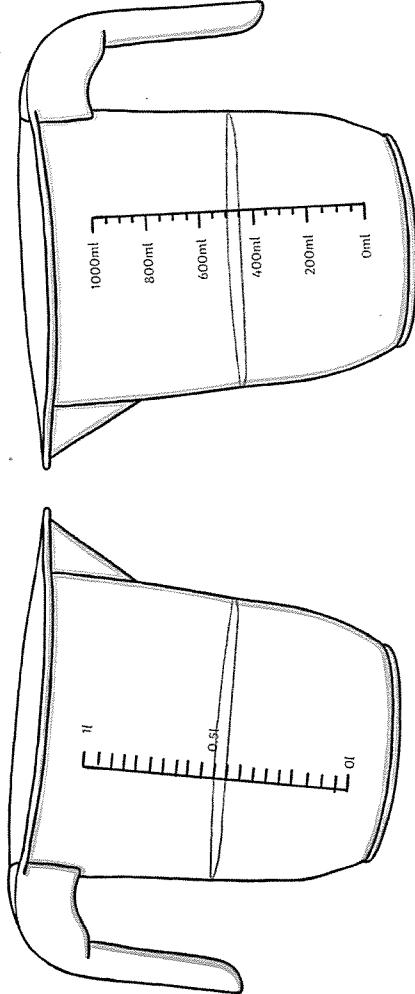
Directions: Write the words in the correct column.

valley **employable** **baloney**
spoiled **convoy** **foil**
 attorney **ploy**
osprey **broiling** **enjoy**
Disney **uncoil**

oy	oi	ey

Converting Between Litres and Millilitres

LO: I can convert between different units of metric measure



One chef only has jugs labelled in litres; another only has jugs labelled in millilitres.

Complete the tables below to help chefs by converting litres into millilitres, and millilitres into litres.

1. Litres	Millilitres	2. Litres	Millilitres	3. Litres	Millilitres	4. Litres	Millilitres	5. Litres	Millilitres	6. Litres	Millilitres
0.252		1.929			175		7055		216		1054
0.633		1.308			57		4059		128		5447
0.191		7.717			292		3096		0.23		9.277
0.721		2.59			462		8684		0.158		5915
0.725		2.031			366		8219		764		7347
0.71		8.53			334		7139		0.163		7.729
0.583		4.103			517		2607		0.765		9685
0.595		6.924			689		2010		999		6.604
0.625		4.531			212		3400		454		9.449
0.244		5.007			185		6311		0.841		4554

Aim

- To learn how to make a tessellation template.

Success Criteria

- I can follow instructions carefully in order to create my own unique template.
- I can work accurately.
- I can create my own tessellation design using my own template.

Method

1. The top of your card will be the shorter measurement in width. Begin by drawing a line from the top your card to the bottom. It could be a wiggly line, or zigzags, but don't make the design too complicated to cut out.

2. Cut down the line very carefully.

3. Next, move the two pieces so that the straight edges are now back to back. Using sticky tape, carefully join them together making sure there aren't any gaps.

Top tips: Use a piece of tape that is smaller than your template. Keep your template this way up, ready for the next step.

How to Make a Tessellation Template

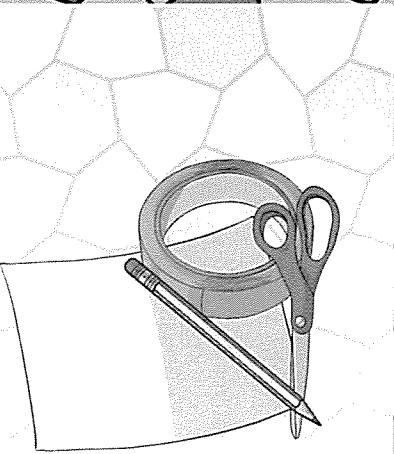
Instructional PowerPoint

Equipment

Begin with a rectangular piece of thin card. If you are planning on using your finished template to create an A5 tessellation design, try a 5cm x 7cm rectangle. The bigger the rectangle, the bigger your template.

You will also need:

- Scissors
- Sticky tape
- Pencil/pen
- Piece of white A5 card



How To Use Your Tessellation Template

4. Draw another line from left to right (wiggly/zigzags), keeping it central. You may need a pen to do this.

5. Carefully cut along this line and put the pieces back to back again (along the straight edge), using sticky tape to join them together.

6. Now you have your finished template, you are almost ready to begin your tessellation design. First, decide whether your template looks better portrait or landscape.

To create your tessellation design, take a piece of white card and place the template in the centre. Draw around it very carefully.

Now, move the template to the right or left of your outline and make sure it fits perfectly without any gaps or overlapping. You might find that when you move your template above or to the side of the original outline, it doesn't completely fit on the page. This doesn't matter, just draw around what you can before going off the edge of the paper.

Continue filling the whole sheet of paper with your design.

Finally, choose different colours to colour in your tessellation. Two alternate colours will work well and really make your design stand out.

Method

4. Draw another line from left to right (wiggly/zigzags), keeping it central. You may need a pen to do this.
5. Carefully cut along this line and put the pieces back to back again (along the straight edge), using sticky tape to join them together.
6. Now you have your finished template, you are almost ready to begin your tessellation design. First, decide whether your template looks better portrait or landscape.

