

Cambridge Gardens Public School

Year 6 Unit 3

Name: _____

Class: _____



Teaching and Learning Continuity Plan – Unit 3

Dear Parents and Caregivers,

8th April 2020

We would like to thank you for the wonderful work you are doing at home to support your children at this time. The first units of work are being returned to school via the office and on-line and both students and parents should be very proud of the work that has been completed. We would like to thank students for their hard work and parents who are obviously supporting and assisting their children with remote online learning.

Our continued partnership ensures that we can continue to support our students through online learning and enable our wonderful staff the opportunity to plan appropriately. We have compiled Unit 3 of the Teaching and Learning package, which will continue to be communicated to parents on a weekly basis using our school email system, Google Classroom, Facebook and the School Webpage.

We will continue to make a member of our school staff available for questions and feedback each day for all grades. Please be mindful that the school has only limited phone lines available to use so please be fair and limit your questions to allow all parents access to this provision. Please ask to speak to one of our Assistant Principals.

Stage 3 Unit 3 Information

The Unit 3 booklet includes:

- A Weekly Learning Plan – this is effectively a timetable that outlines daily learning activities that would be completed throughout the course of a week.
- A Learning Environment Checklist that will enable you to set up the best possible environment for your child.
- Following these items will be each day's activities in order. There is space for your child to complete these activities in the booklet only.
- Under most daily activities will be a Success Criteria for your child to complete. This will also be the space for teacher recognition.
- At the end of each day, there is a reflection for students and a section for Parents/Caregiver's to sign stating they are happy with the amount of work completed.
- Stage 3 teachers have set two Mathletics learning tasks to be completed daily. Please don't feel restricted to only completing these set tasks if students would like to complete more activities. If you don't have the passwords for your child please respond to the school emails about Mathletics passwords.
- We have added STEM activities with extra activities at the end of the booklets for students who would like to engage in additional tasks.

Cambridge Gardens Public School

Innovation, Excellence, Connections & Fun

Weekly Learning Booklets are due on a Wednesday

At this stage we are anticipating that this form of learning may continue into Term 2 and have made the following arrangements for Stage 3 if this does occur.

- Year 5 and Year 6 booklets will continue to be due to the front office or via email/Google Classroom on a **Wednesday** each week. This will also be the time that the following week's booklet can be collected/emailed home.
- Please ensure your child's name and class is on the front cover of the booklet.
- Each Stage will have their booklets collected and distributed on different days, as we wish to be as mindful of social distancing.
- If you are returning your work via email, the subject line must be **Mr Hunter** only. You must include your child's name and class in the body of the email. This will ensure that your child's work will be forwarded to the right teacher to provide recognition of work. The school's email address is cambridgeg-p.school@det.nsw.edu.au
- For returned student work via email, teacher recognition will be provided back via email on the following Wednesday.
- For returned student work via the front office, teacher recognition will be provided in a timely manner. This can be collected with the new weekly booklet the following week.

Google Classroom

- Teachers are creating learning activities/videos which will be placed on our Google Classrooms platform. This will link to this unit of work.
- A video has been placed on the school Facebook page and a how to document has been included at the back of each student's Unit 3 booklet.
- Students will need a joining code, which is outlined below. Please only join the grade that your child is in. Any child joining the incorrect classroom will be deleted and need to rejoin the correct class. If you're having difficulty joining your class and cannot access the videos please contact the school for additional options such as dropping off a USB for us to copy the videos on.
- If parents have any questions please contact Mr Wood or Mr Hunter by phone or the school email. If you need your child's student portal login please email the school.

Joining Codes: Year 5 – tmyhy4u

Year 2 – tsiss3p

Please be aware that over the coming period, the type, style and delivery of work to students may develop and change. We would like to thank all of our fantastic students and families for their support, patience and kindness during Term 1. May Easter and the holidays be a very special and safe time for you.

Stage 3 Teachers,

Mr Hunter, Mr Kristof, Miss Mulock and Mrs Nelson.



Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?

	Wednesday	Thursday	Tuesday
Morning	<p>English</p> <p>Revise the sound focuses of the suffix "cious". Complete spelling activity provided. Write 10 words that contain the specific sound focuses.</p> <p>Log onto http://www.pobble365.com create a narrative using the sentence starter given or using only the picture stimulus. Story should be at least 1 and a half A4 pages long, and include an introduction, problem, series of events, resolution and a coda. Remember to include metaphors, similes, alliteration, onomatopoeia etc.</p> <p>Read a novel of your choice for at least 20 minutes. Complete a sketch-to-stretch comic book-style drawing of the events of the parts of the novel that you have just finished reading.</p>	<p>English</p> <p>Revisit the grammar focus for the week "Relative Clauses". Complete the grammar activity provided.</p> <p>Log onto http://www.pobble365.com using the same picture as yesterday, edit your story looking for spelling mistakes. Include anything that you have missed and publish your story as neat as you can (or online in a word document if you are able to).</p> <p>Continue reading the novel from where you finished yesterday. Read for at least 20 minutes. Using the inference equation strategy (information from the text + your own prior knowledge = "I can infer...") make at least 5 inferences from the part of the novel that you read today.</p>	<p>English</p> <p>Write a recount of your 2 week break. Include at least 3 different activities that you did on your holidays, and cover your favourite thing, and what you wish you could have done.</p> <p>Read a novel of your choice, read at least 1 chapter and create a Venn Diagram of yourself and 1 character from the story, comparing yourself and that character. If it is too tricky to create a Venn Diagram on the computer, you can create a table with 3 columns, 'Me, Character, Things In Common'</p> <p>In your column, list things that are different between yourself and the character, in the character column, list things that they have different to yourself, in the things in common column, list things that are the same.</p>
Break			
Middle	<p>Mathematics</p> <p>Complete 2 Mathematics tasks set for you by your classroom teacher.</p> <p>Revise 12 times tables, time how long it takes you to go over them.</p> <p>Complete Problem-A-Day word problem.</p> <p>Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p>	<p>Mathematics</p> <p>Complete 2 Mathematics tasks set for you by your classroom teacher.</p> <p>Revise 12 times tables, time how long it takes you to go over them.</p> <p>Complete Problem-A-Day word problem.</p> <p>Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p>	<p>Mathematics</p> <p>Complete 2 Mathematics tasks set for you by your classroom teacher.</p> <p>Revise 12 times tables, time how long it takes you to go over them.</p> <p>Log on to https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>Create a timetable for yourself that you will be able to follow each day whilst working from home. Remember to include the time that you should spend</p>

	<p>Complete the maths mental activity in your booklet.</p> <p>Search for 15 examples of 3D objects around your house (a soft drink can, a tissue box etc) Draw the real world object and identify which 3D object it represents.</p>	<p>Complete the maths mental activity in your booklet.</p> <p>Find 10 straight objects around your house (a toothbrush, a pen, a wooden spoon) Measure and record their lengths. Next, order these objects from shortest to longest.</p>	<p>on each activity, and how long you should be taking a break for. (Make sure you include physical activity times, recess break and lunch break)</p> <p>P.S you can add more rows or delete/not use some if that works for you.</p>
Break			
Afternoon	<p>PDHPE</p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Bounce Back: Thinking of the core value of Honesty, complete tracks 6-10 of the Ten Thinking Tracks activity.</p>	<p>HSIE</p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Civics and Citizenship: List at least 5 laws that people in our society have to follow. Explain why you think it is important to abide by each of the laws on your list.</p>	<p>Creative Arts</p> <p>Watch the following video from https://www.youtube.com/watch?v=1srT2InqzI4 and draw your own soldier to commemorate ANZAC day. If this is too easy, you could include Australian ANZAC symbols in the background, or create a nice background for your picture. Be as creative as you like!</p>

Wednesday



Spelling List 11

1. graciously _____
2. conscious _____
3. viciously _____
4. unconscious _____
5. semi-precious _____
6. suspiciously _____
7. malicious _____
8. atrocious _____
9. luscious _____
10. vivacious _____
11. tenacious _____
12. ferociously _____
13. audacious _____
14. auspicious _____
15. officious _____
16. voracious _____
17. precocious _____
18. subconscious _____



<cious>



Unscramble the letters in the gemstones and add them to <cious> to make words from the Spelling List.



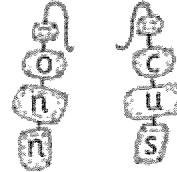
_____cious



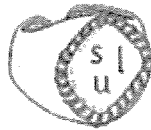
_____cious



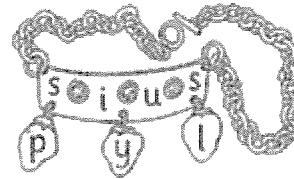
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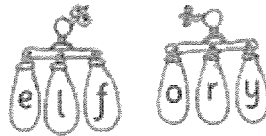
_____cious



_____cious



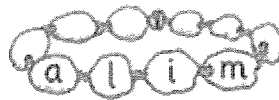
_____cious



_____cious



_____cious



_____cious



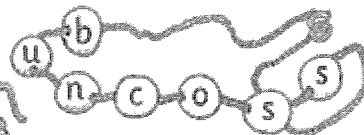
_____cious



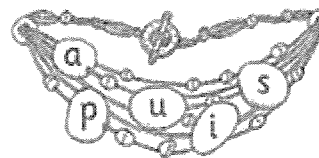
_____cious



_____cious



_____cious



_____cious

Spelling Sheet Answer Page

Activity	Teacher Recognition
Completes spelling task	

Write your spelling words out each day

Wednesday	Thursday

Activity	Teacher Recognition
Spells words correctly each day	

Narrative Writing Page 1

Narrative Writing Page 2

Success Criteria		Teacher Feedback
	Include an introduction, problem, series of events, resolution and a coda.	
	Includes onomatopoeia and alliteration	

Sketch-to-Stretch Comic Book Activity Page

Success Criteria	Teacher Recognition
Create sketch to stretch based on chapter of novel	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition

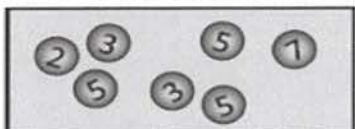
Revising 12 x Tables

Wednesday	Thursday
12 x 1 =	

Activity	Teacher Recognition
Recalls 12 x tables correctly each day	

Problem A Day

This is a box of numbered balls.



A ball is taken from the box without looking at the number.

How do you know there is a low chance of the number 7 being taken from the box?

Working out - Transformation step

This is a box of numbered balls.



If two more balls with the number 3 on them are added to the box, will this change the number that is most likely to come out? Why?

Working out - Transformation step

Problem-A-Day Answers		
Wednesday	Thursday	

Activity		Teacher Recognition
	Completes daily problem solving activity	

Number of the Day Answers

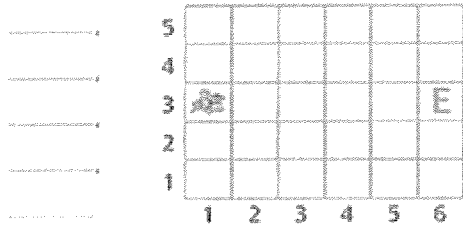
Wednesday	<ol style="list-style-type: none">1.2.3.4.5.6.7.8.9.10.
Thursday	<ol style="list-style-type: none">1.2.3.4.5.6.7.8.9.10.
Thursday	<ol style="list-style-type: none">1.2.3.4.5.

	6. 7. 8. 9. 10.
--	----------------------------------------------------------------

Activity		Teacher Recognition
	Answers Number of the Day questions and marks own responses	

Monday

1. You are an animator. Write the coordinates for the train to slide (translate) to point E.



2. Draw a cloud  in 2,5 and 6,5.

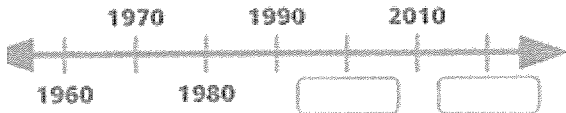
Tuesday

1. Make the numbers across and down total 12.

Use 3, 4, 5 and 8.



2. Complete the time line.



Wednesday

1. Emma had 5 times more 20c coins than Jess. Emma had \$4. How many 20c coins did Jess have?

2. $\frac{1}{3}$ of the pencils in a jar are red and the remaining 10 are green. How many are red?

Thursday

Complete the patterns.

1. A clock hand rotated from 12 to 6.

This is _____°.



2. A clock hand rotated from 12 to 12.

This is equal to _____°.



1 600, 450, 300, _____

- 2 Write the fractions in ascending order.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$

3 $2100 - 900 =$ _____

4 22×8

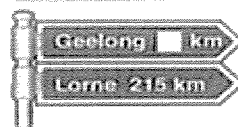
$= (20 \times 8) + (2 \times 8)$

$=$ _____ $+$ _____

$=$ _____

5 $1 \text{ m} =$ _____ mm

- 6 How far is it from the sign to Geelong if Lorne is 20 km further away than Geelong?



7 $6 \times 8 =$ _____

8 Add 100 to 2970.

- 9 Kieran had \$10 and spent \$5 + \$1 + 50 c. What money did he have left?

10 $\frac{1}{2} + \frac{1}{3} =$ _____

- 11 Round 12 345 to the nearest thousand.

12 100, 75, 50, _____

13 $8 + 8 + 8 =$ _____

- 14 Does $24 \div 3$ equal an amount < 10 or > 10 ?

15 odd + even = _____

- 16 What is the cost of buying 4 kg of potatoes at 50c per kg?

- 17 If Marissa and Angie together rode 60 km in one week and Marissa rode twice as far as Angie, how far did Marissa ride?

18 $2.5 < 2.05$

true false

- 19 What is the time?

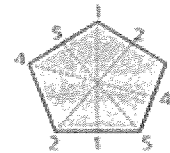


20 $1 \text{ kg} =$ _____ g

- 21 Rotate a $\frac{1}{4}$ turn clockwise.



- 22 Draw another line of symmetry.



- 23 Draw a horizontal line.

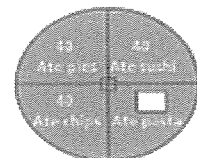


- 24 Name this shape.



- 25 Of the students that ate sushi, half were boys. Draw a line and label the pie graph to show this new data.

Lunchtime food survey



Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

Search for 15 examples of 3D objects around your house (a soft drink can, a tissue box etc). Draw the real world object and identify which 3D object it represents.

Activity	Teacher Recognition
Locates and lists 15 3D objects	

The Ten Thinking Tracks



BL
1.2

Track 1	What is it?	Clearly describe the issue, product or problem we want to think about.
Track 2	Knowledge	What do we already know about this? What do we need to know more about? How can we find out what we still need to know? Is this similar to anything else we already know about?
Track 3	Bright side	What are the good features of this? What positive outcomes might there be? What good opportunities might this provide?
Track 4	Down side	What are the not-so-good features of this? What problems might happen?
Track 5	Feelings	How does this make us feel? (Use proper <i>feeling</i> words, e.g. excited, worried, shocked, nervous, pleased.) How might this affect the feelings of any of the people involved?
Track 6	Improvements	What changes could make this work better? What could be added, removed, reduced or altered to improve it?
Track 7	Thought police	Have we made any assumptions that could be challenged? Do we have enough evidence for what we have been saying? Are we using a trustworthy source of evidence? What unanswered questions are still bothering us?
Track 8	Is it fair?	Are there any safety or legal issues involved? Are there any moral dilemmas? Have we considered the impact of this on smaller groups of people, e.g. with disabilities, elderly, other cultural groups etc.? Are there any parts which might not be fair to one gender? Are there any 'big-picture' or global issues to consider?
Track 9	I think	What opinion does each one of us have about this and why? (All say: 'I think ... because ...')
Track 10	We think	What is our group decision when we put our ideas together and negotiate? What are our three main reasons for this decision? Can we sum up the <i>opposite</i> point of view?

6-10 Ten Thinking Tracks Activity

Activity	Teacher Recognition
Completes Thinking Tracks activity	

SPARE PAGE

Student

I have completed my work to the best of my ability

Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Thursday



Relative Clauses

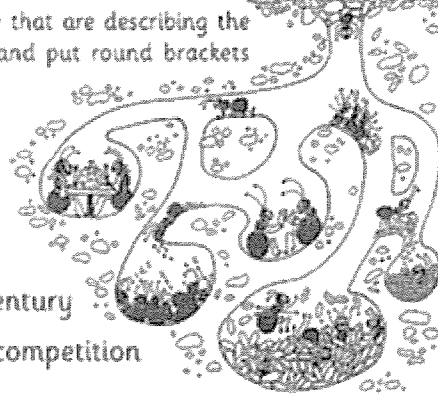
REMEMBER! A clause is a group of words that makes sense and has both a verb and a subject. Clauses that cannot stand alone as a simple sentence are called 'dependent' or 'subordinate' clauses.

Relative clauses are a special kind of dependent clause. They are 'relative' because they always start with a pronoun or adverb that relates the clause to what it is describing.



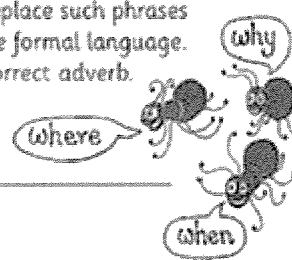
Relative clauses act as adjectives. Identify the ones below that are describing the nouns in bold. Underline the relative pronouns in pink and put round brackets around the clauses in blue.

1. the doctor (whom I saw twice last year)
2. the tripod **that** he bought for his camera
3. my niece whose birthday is in September
4. the **castle** which they built in the twelfth century
5. the **weightlifter** who won first prize in the competition



Some relative clauses start with 'where', 'when' and 'why'. These adverbs replace such phrases as 'in which', 'on which', 'at which' and 'for which', which are used in more formal language. Rewrite the noun phrases below, replacing the 'which' phrase with the correct adverb.

6. the day on **which** the triplets were born



7. the ancient city **in which** the treasure was found

8. the reason **for which** octopuses have eight tentacles



9. the museum **at which** we saw the foreign coins



10. the year **in which** she won the heptathlon



11. the reason **for which** triceratops had three horns

Grammar Activity Answer Page

Activity	Teacher Recognition
Completes grammar task	

Narrative Writing (published copy) Page 2

Success Criteria		Teacher Feedback
	Include an introduction, problem, series of events, resolution and a coda.	
	Edits spelling	

Inferences

Success Criteria	Teacher Recognition
Uses the inference equation strategy (information from the text + your own prior knowledge = "I can infer...")	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition

1. What is the time?



2. $9 + 9 + 9 =$ _____

3. $1\frac{1}{2}$ is closer to: 1 2

4. Mark the parallel sides.

5. $\$5.00 - \$3.50 =$ _____

6. Halve 1250. _____

7. 25, 50, 75, _____, 125

8. $\frac{1}{7} > \frac{1}{8}$ true false

9. $49 \times 9 =$

(a) $(50 \times 9) - 1$

(b) $(50 \times 9) - (1 \times 9)$

(c) $(50 \times 9) + (1 \times 9)$

10. 1 m = _____ cm

11. Which is symmetrical?

A G N S

12. Write ten thousand and ten as a numeral.

13. What is the length of \overline{AB} ?



14. Round 1151 to the nearest hundred. _____

15. $2.5 \times 2 =$ _____

16. 96, 90, _____, _____, 72, 66

17. Name this 3D object.



18. Does sunset occur at am or pm time?

19. $90 - 33 =$ _____

20. In which season is July?

1. Write the next four multiples of 3.

27, 30, 33, 36, _____, _____

2. $2\frac{1}{2}$ is closer to: 2 3

3. In which season is October?

4. A truck driver travelled 32 km from the sign  Melbourne 195 km towards Melbourne.

How many kilometres are left to travel? _____

5. $8 + 8 + 8 =$ _____ $= 3 \times 8$

6. $500 + 700 =$ _____

7. $\$5.00 - \$2.90 =$ _____

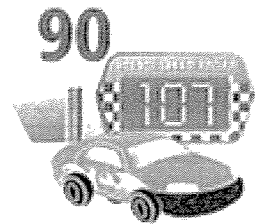
8. $2091 - 100 =$ _____

9. What is the speeding fine?

5–12 km/h \$75

13–19 km/h \$150

20–27 km/h \$200



10. Write one hundred and one thousand as a numeral.

11. $70 \times 9 =$ _____

12. $69 \times 9 =$ _____

13. 1 cm = _____ mm

14. A third of 27 is:

$27 \div 3$

3×27

$27 - 3$

$\frac{1}{3}$

15. This quadrilateral with no right angles is a:

rectangle.

parallelogram.

rhombus.



16. $\frac{1}{7} > \frac{1}{8}$ true false

17. $0.9 \times 10 =$ _____

18. 36, _____, 28, 24, 20, _____

19. Is \angle symmetrical? _____

20. 1 kg = _____ g

Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

Find 10 straight objects around your house (a toothbrush, a pen, a wooden spoon). Measure and record their lengths. Next, order these objects from shortest to longest.

Activity	Teacher Recognition
	Finds 10 objects and records their lengths

Civics and Citizenship: List at least 5 laws that people in our society have to follow. Explain why you think it is important to abide by each of the laws on your list.

Activity	Teacher Recognition
Writes at least 5 laws in society. Explains the importance of each law.	

SPARE PAGE

Student

I have completed my work to the best of my ability

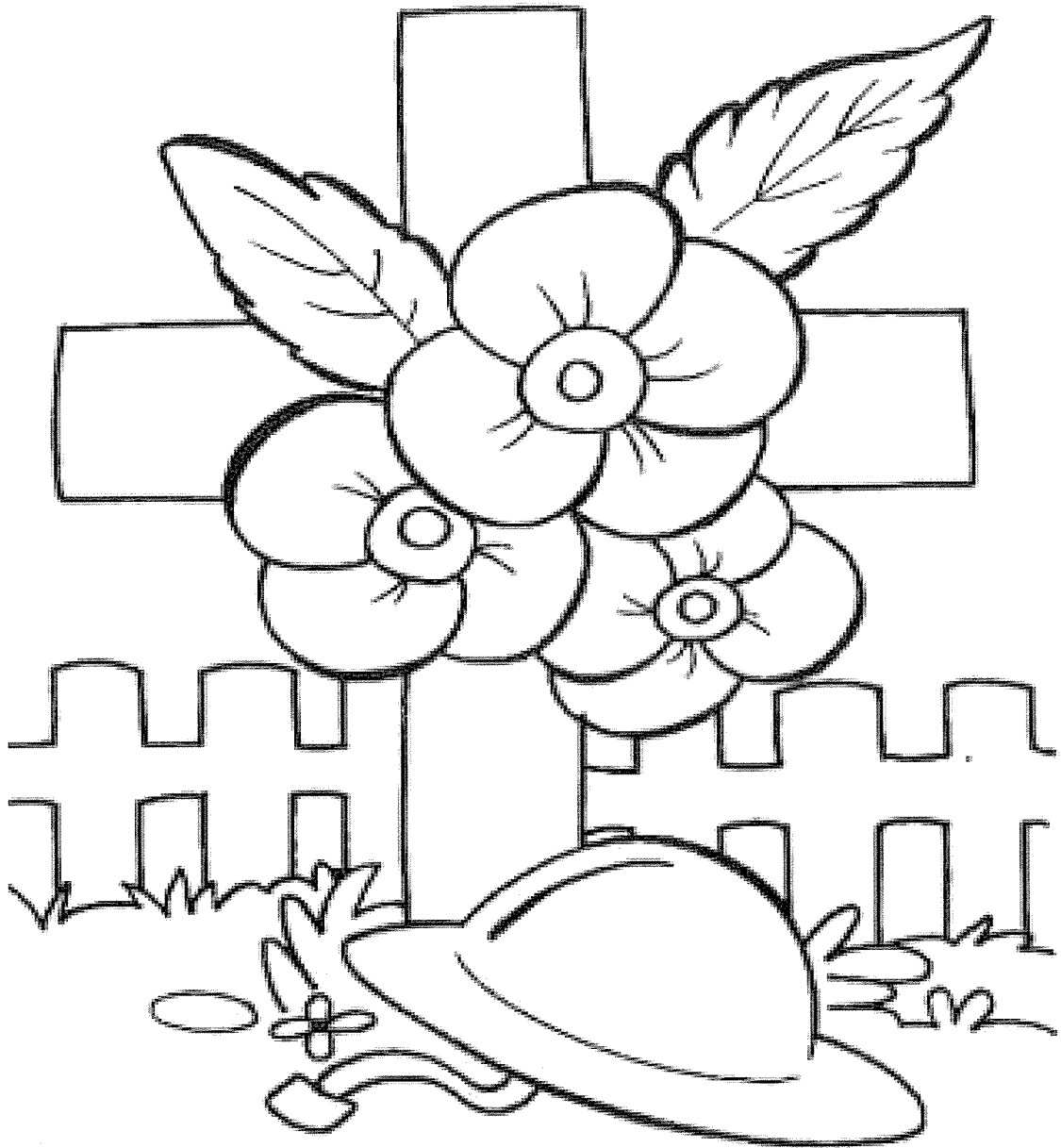
Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

TUESDAY



Holiday Recount

Success Criteria		Teacher Feedback
	Edits own writing	
	Includes at least 3 different activities	
	Uses time connectives correctly	

Character Comparison - Venn Diagram

Activity	Teacher Recognition
	Creates Venn Diagram (or table) that compares yourself to a main character.

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition	
---------------------	--

Creating a timetable

Time	Activity	Completed
8:40-9:10	Get all materials ready for the day	
9:10-10:10	Writing task	
10:10-		
Recess		
Lunch		
3:10	Day finished!	

Activity		Teacher Recognition
	Creates own timetable	

Creative Arts - ANZAC Soldier

Activity	Teacher Recognition
	Draws a soldier with background.

SPARE PAGE

Student

I have completed my work to the best of my ability

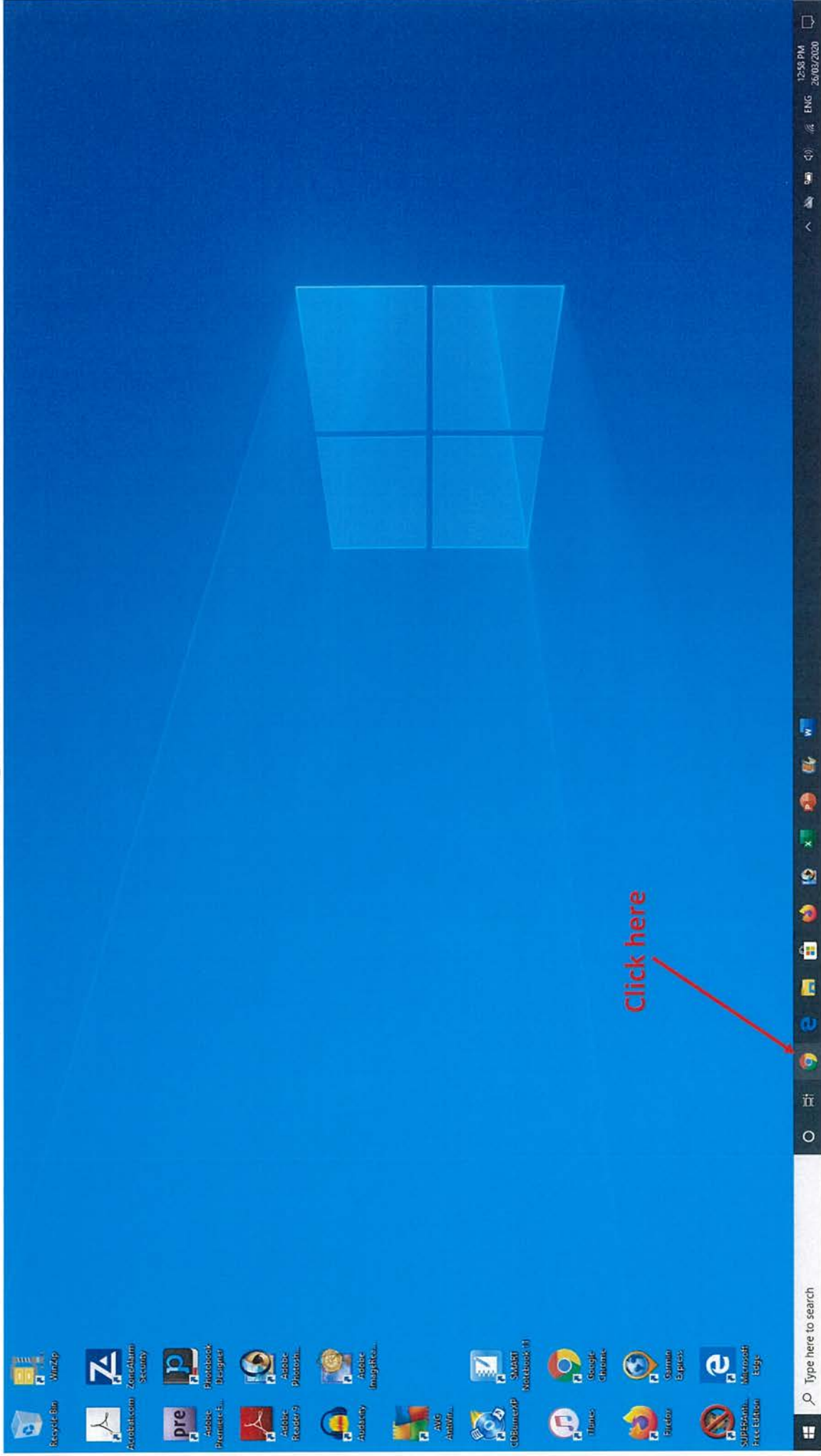
Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

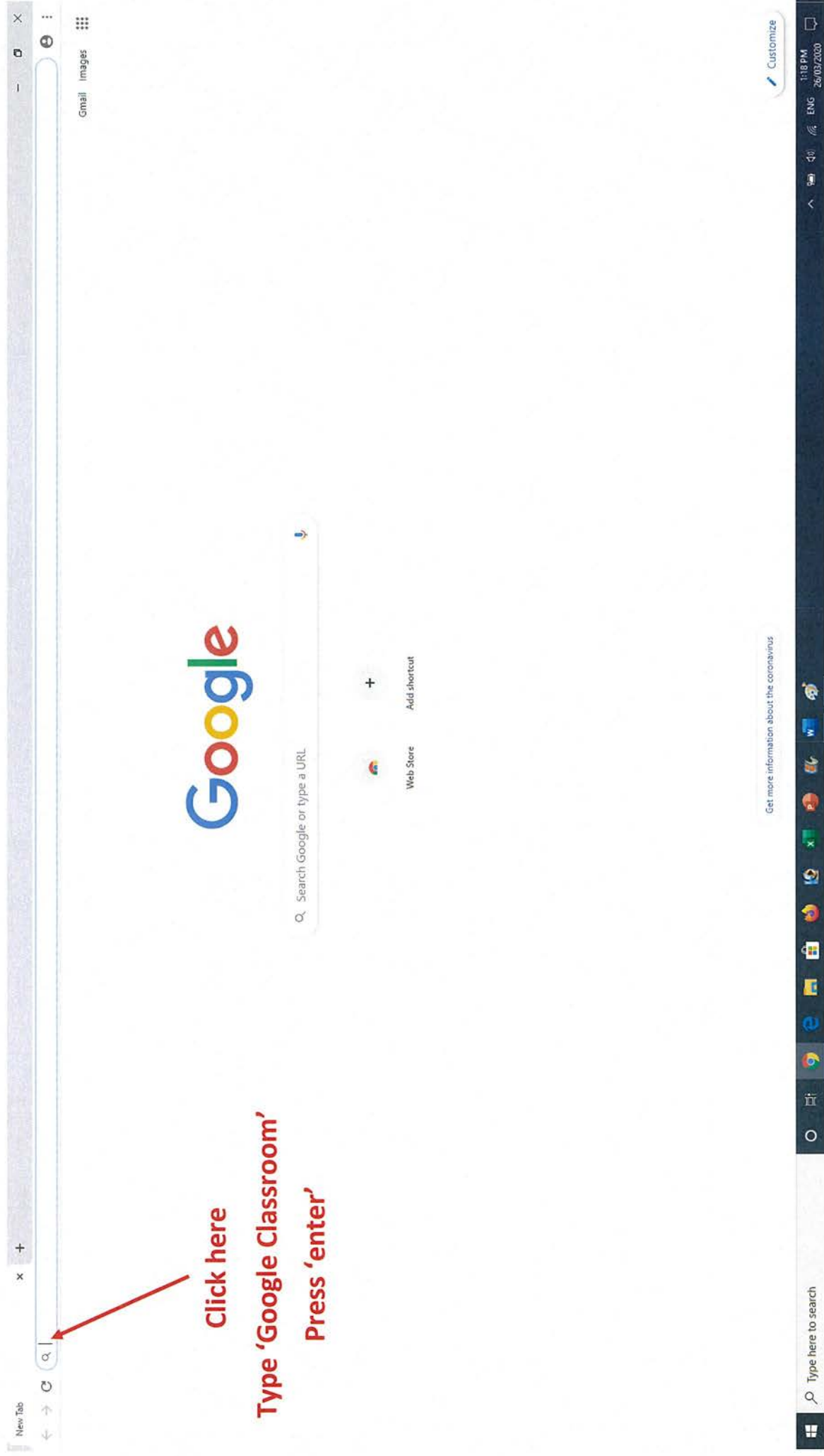
How to access Google Classrooms instructions



Click here

1. Click on your internet browser icon to open your internet browser.

How to access Google Classrooms instructions



2. Click in the URL/search bar and type Google Classroom. Press enter.

How to access Google Classrooms instructions

The screenshot shows a Google search for "google classroom". The search results include a link to "classroom.google.com" which is highlighted with a red arrow and the text "Click here". Below the search results, there are sections for "Videos" and "People also search for".

Search Results:

- edu.google.com > products > classroom > **Classroom: manage teaching and learning | Google for ...**
Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication. ... With simple setup and integration with G Suite for Education, Classroom streamlines repetitive tasks and makes it easy to focus on what teachers do best: teaching.
- classroom.google.com > **Google Classroom**
Sign in. Use your Google Account. Email or phone. Forgot email? Type the text you hear or see. Not your computer? Use a private browsing window to sign in.

Videos:

- 10:48: **GOOGLE CLASSROOM TUTORIAL** (19:29)
- 16:22: **GOOGLE CLASSROOM TIPS AND TRICKS FOR TEACHERS**
- 10:48: **Getting Started with Google Classroom | EDTech Made Easy ...**
- 16:22: **The NEW Google Classroom - Full Tutorial**
- 10:48: **Google Classroom Tips and Tricks for Teachers | EDTech ...**

People also search for:

- Google Docs
- Google Slides
- Google Drive
- Google Gmail
- Google Docs
- Google Sheets

Google Classroom
classroom.google.com

Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Wikipedia

Developed by: Google
Initial release date: 12 August 2014
Operating system: iOS; Android; web browser

Feedback

3. Click the 'Google Classroom' link

How to access Google Classrooms instructions

Classroom: manage teaching an x +

edu.google.com/mt/en-GB/products/classroom/?modal_active=none

Google

For Education

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Products

Teaching Resources

Code with Google

Training & Support

The Latest

Sign in

Get products

Contact us

Manage teaching and learning with Classroom

Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.

[Go to Classroom](#)

Click here

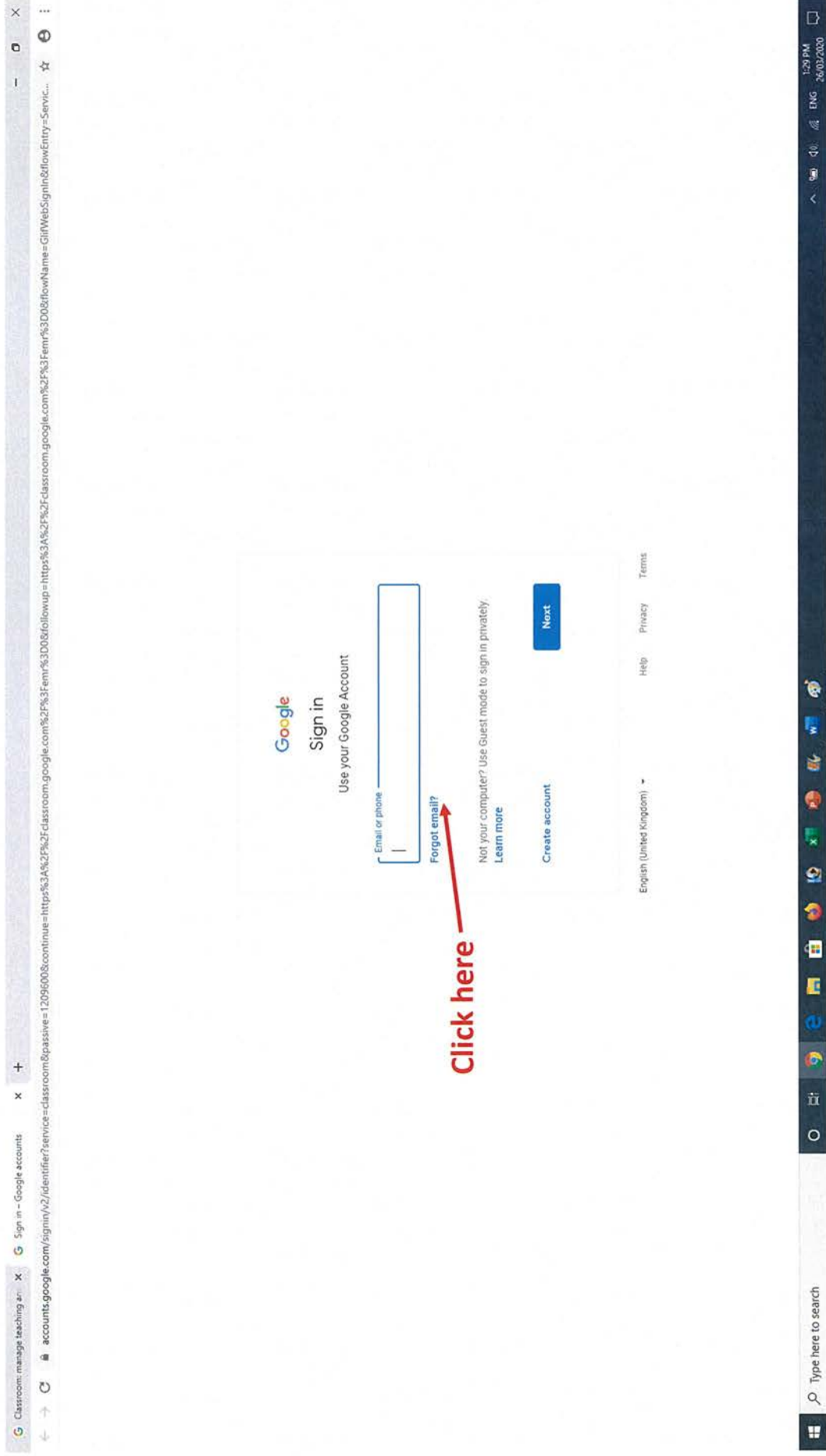
[Having trouble signing into Classroom? Get tips and help here.](#)

Type here to search

1:28 PM 26/03/2020

4. Click the 'Go to Classroom' icon

How to access Google Classrooms instructions



5. Click in the “Email or phone” bar and type in your student login, followed by “@education.nsw.gov.au”

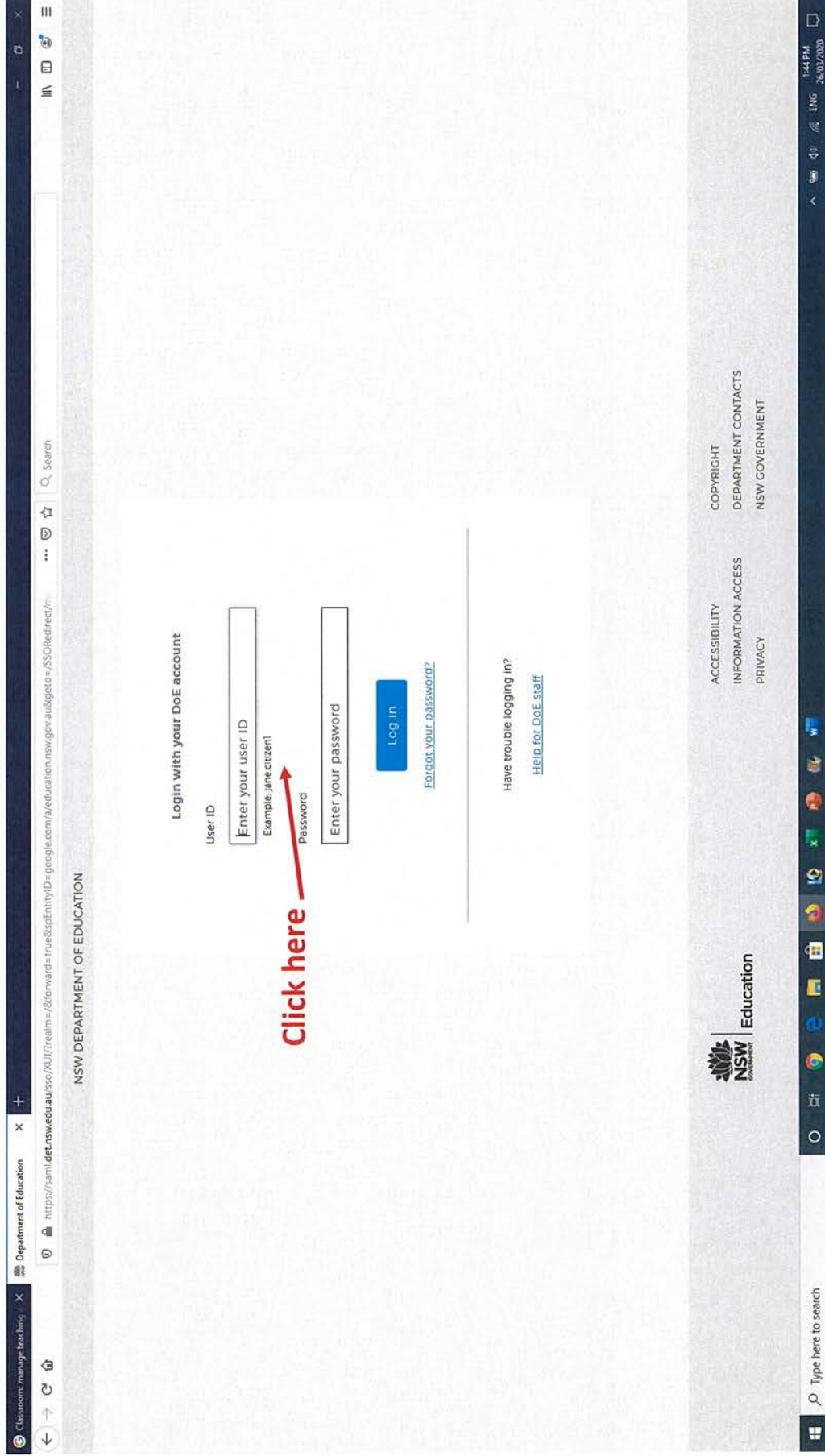
For example: Alexander.Nelson8@education.nsw.gov.au

How to access Google Classrooms instructions

The screenshot shows a web browser window displaying the Google Sign in page. The address bar contains a long URL starting with 'accounts.google.com'. The page content includes the Google logo, the text 'Sign in Use your Google Account', and a text input field containing the email address 'alexander.neilson8@education.nsw.gov.au'. Below the input field are links for 'Forgot email?', 'Not your computer? Use Guest mode to sign in privately', and 'Learn more'. A blue 'Next' button is visible, with a red arrow pointing to it from the text 'Click here'. At the bottom of the page, there are links for 'English (United States)', 'Help', 'Privacy', and 'Terms'. The Windows taskbar is visible at the bottom of the screen, showing the search bar and various application icons.

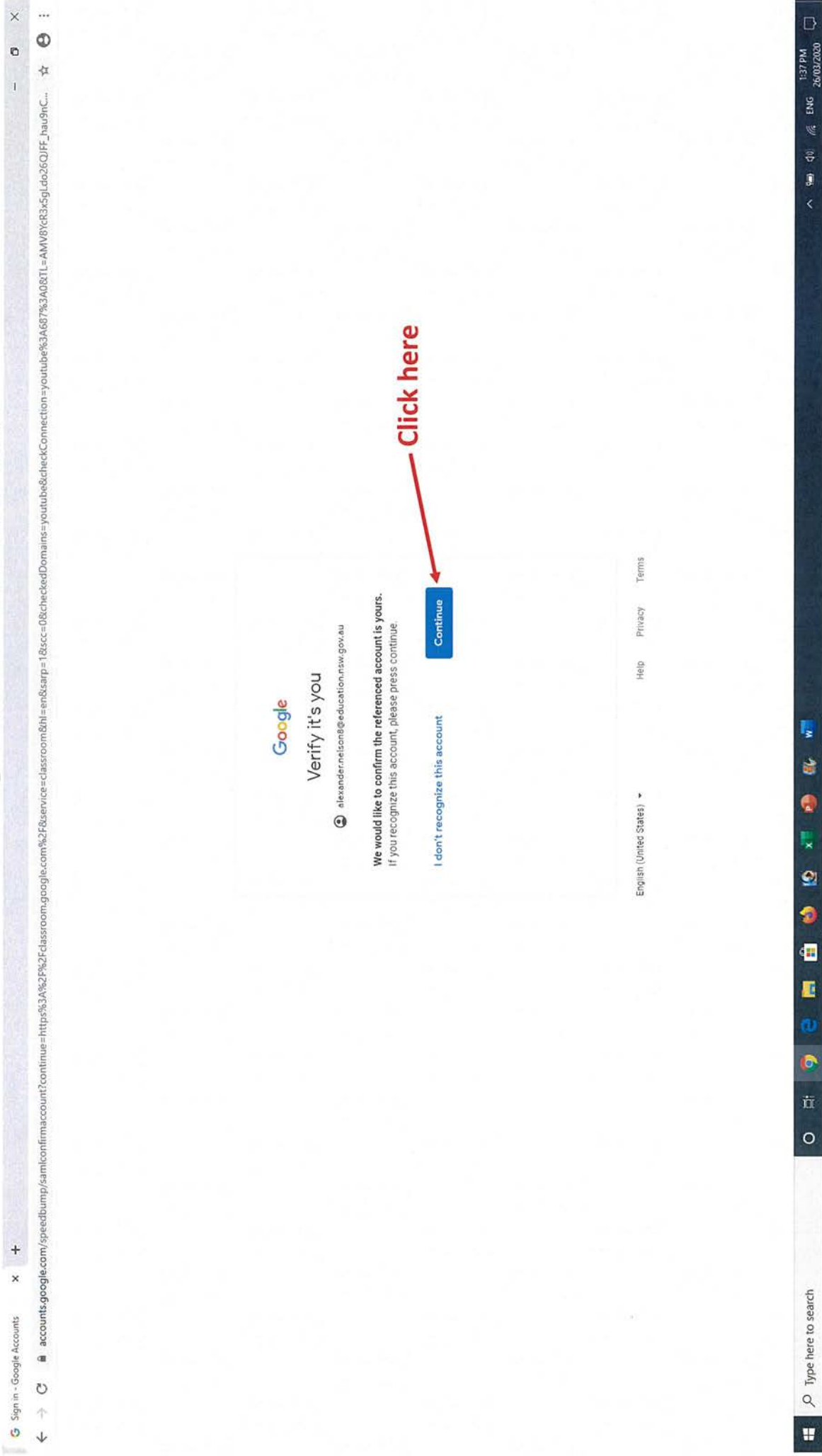
6. Click 'Next'

How to access Google Classrooms instructions



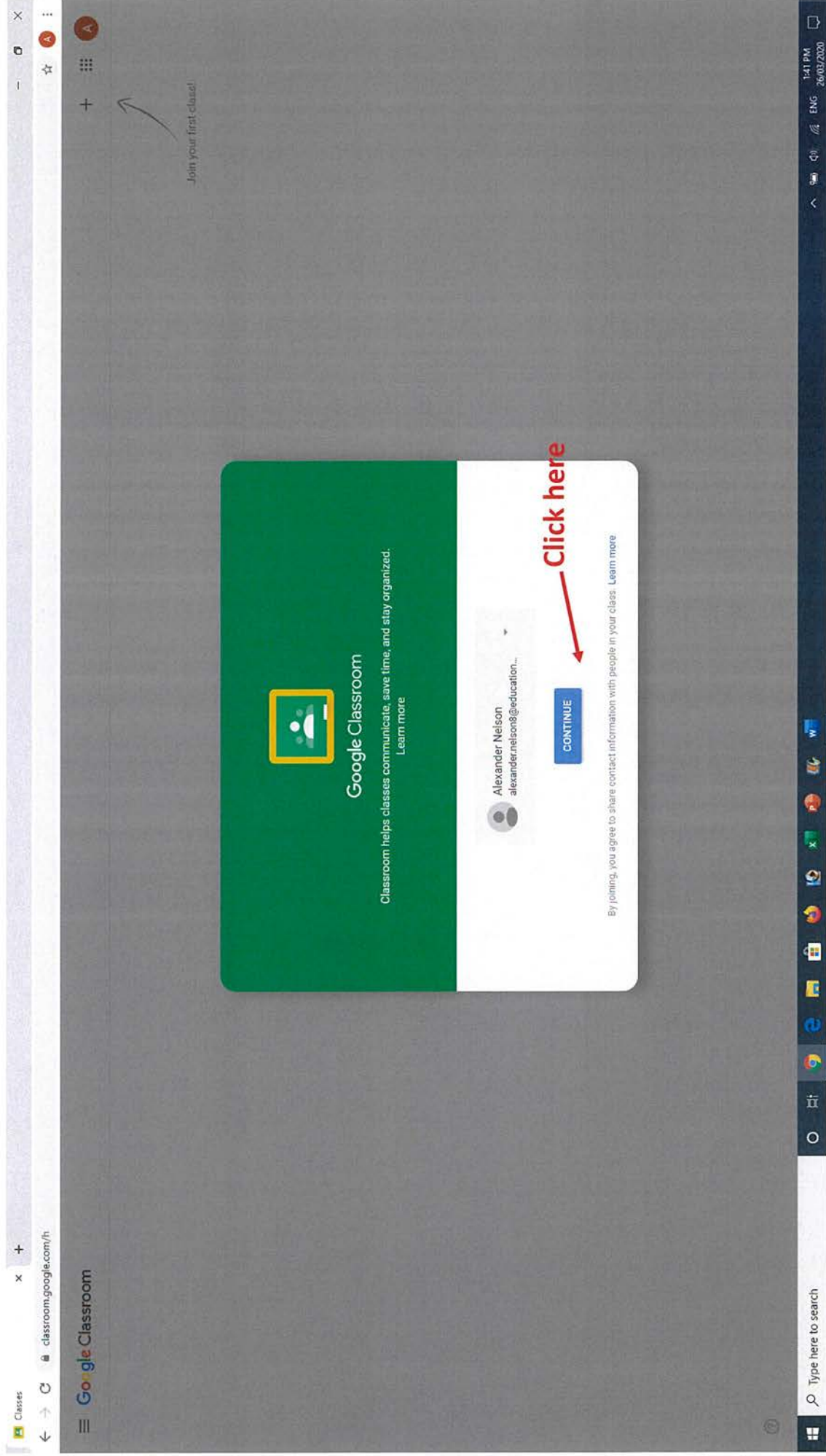
7. Type in your User ID and your password. Click the 'Log In' icon.
(Your user ID and password are the same that you use to login to the computers at school.)

How to access Google Classrooms instructions



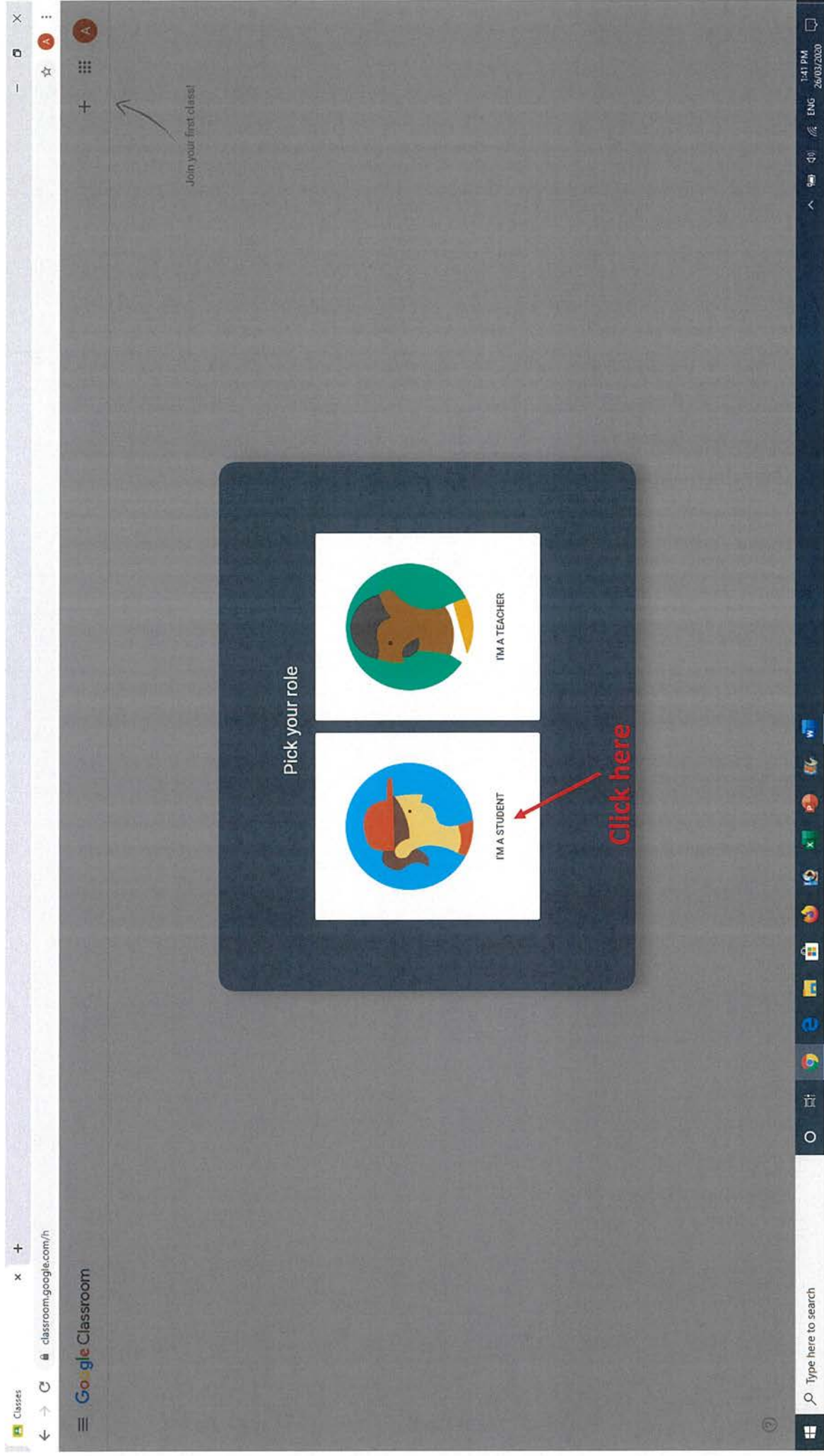
8. Click the 'Continue' icon.

How to access Google Classrooms instructions



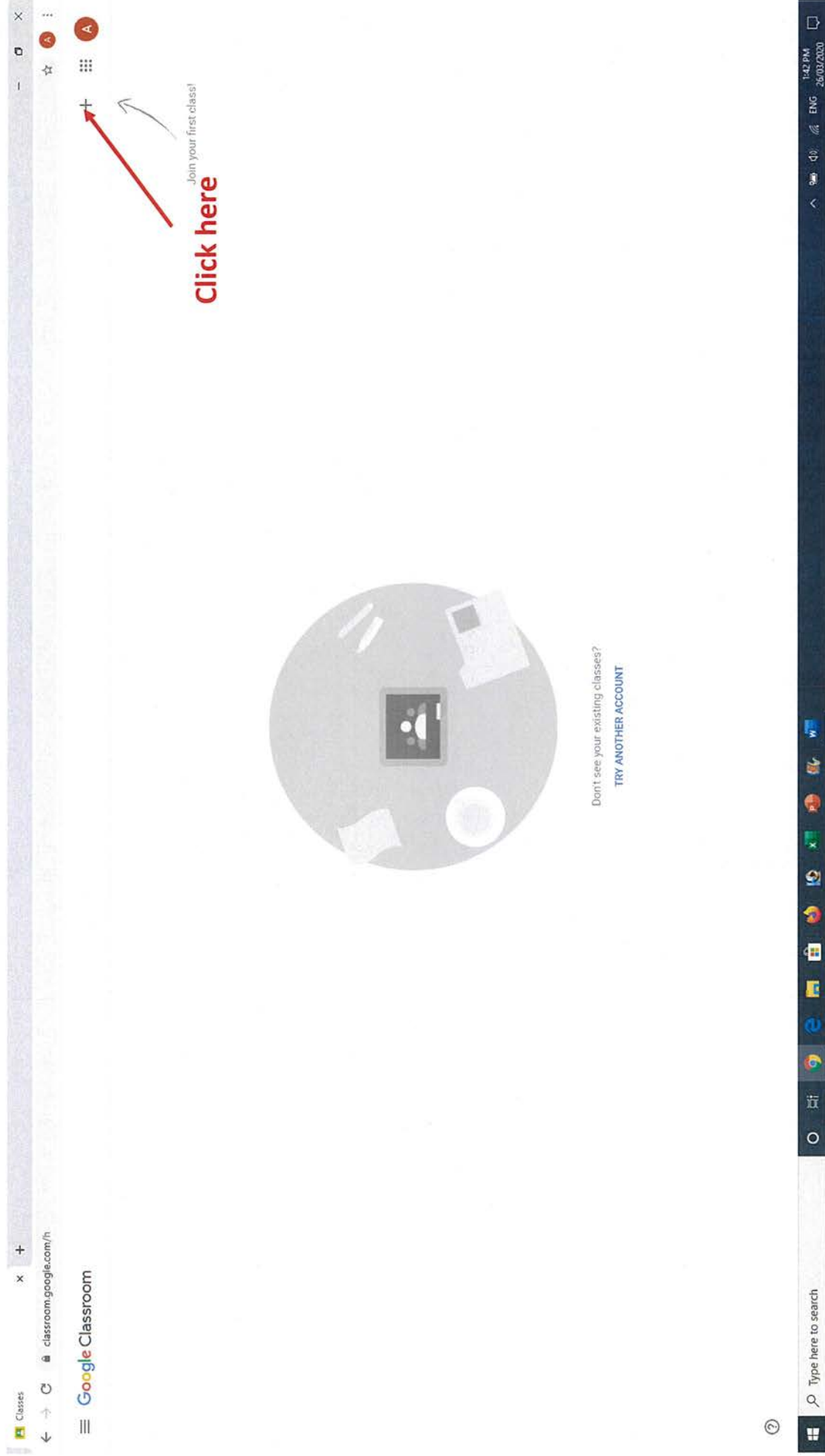
9. Click the 'Continue' icon.

How to access Google Classrooms instructions



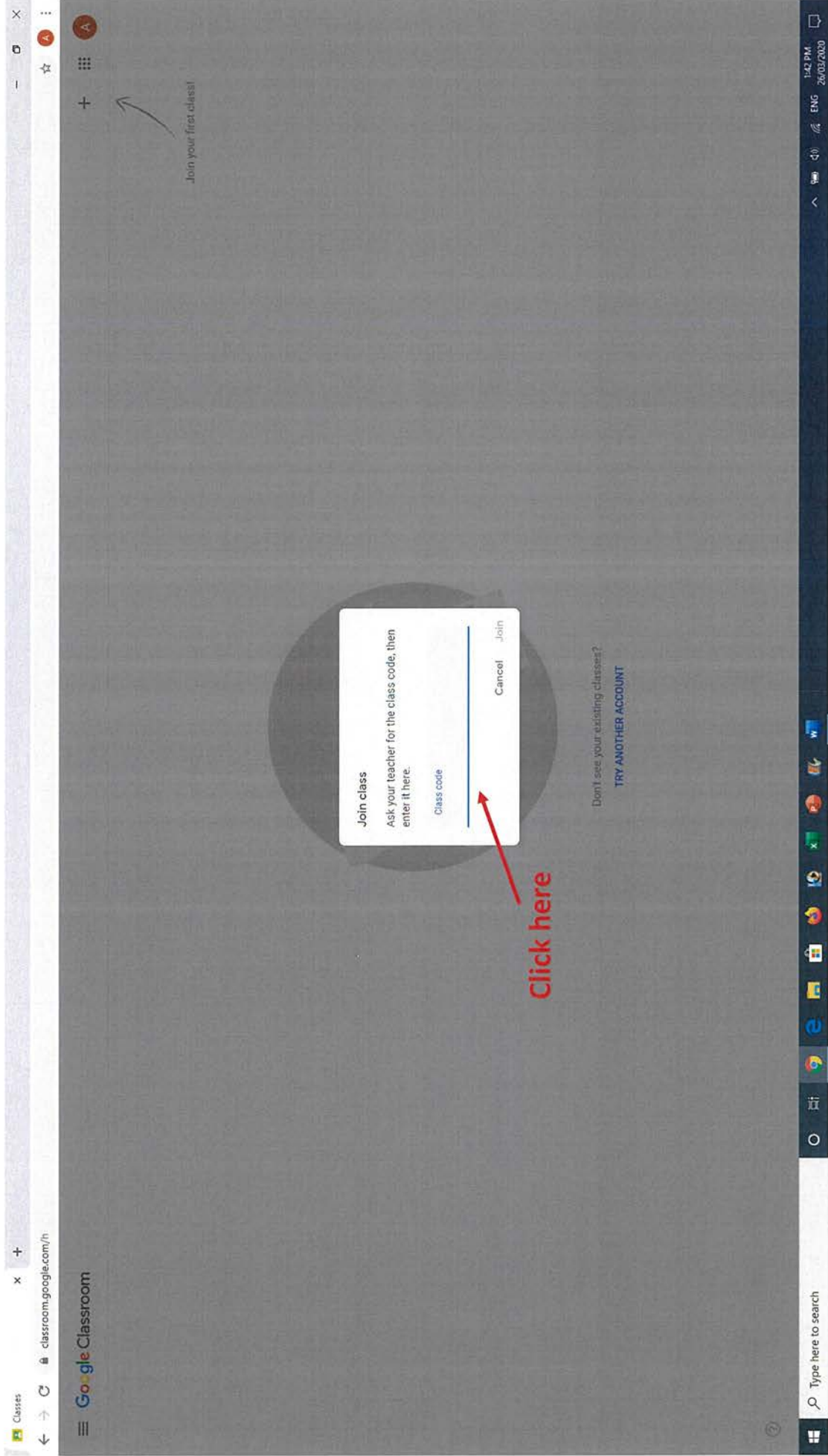
10. Click the 'I'M A STUDENT' icon.

How to access Google Classrooms instructions



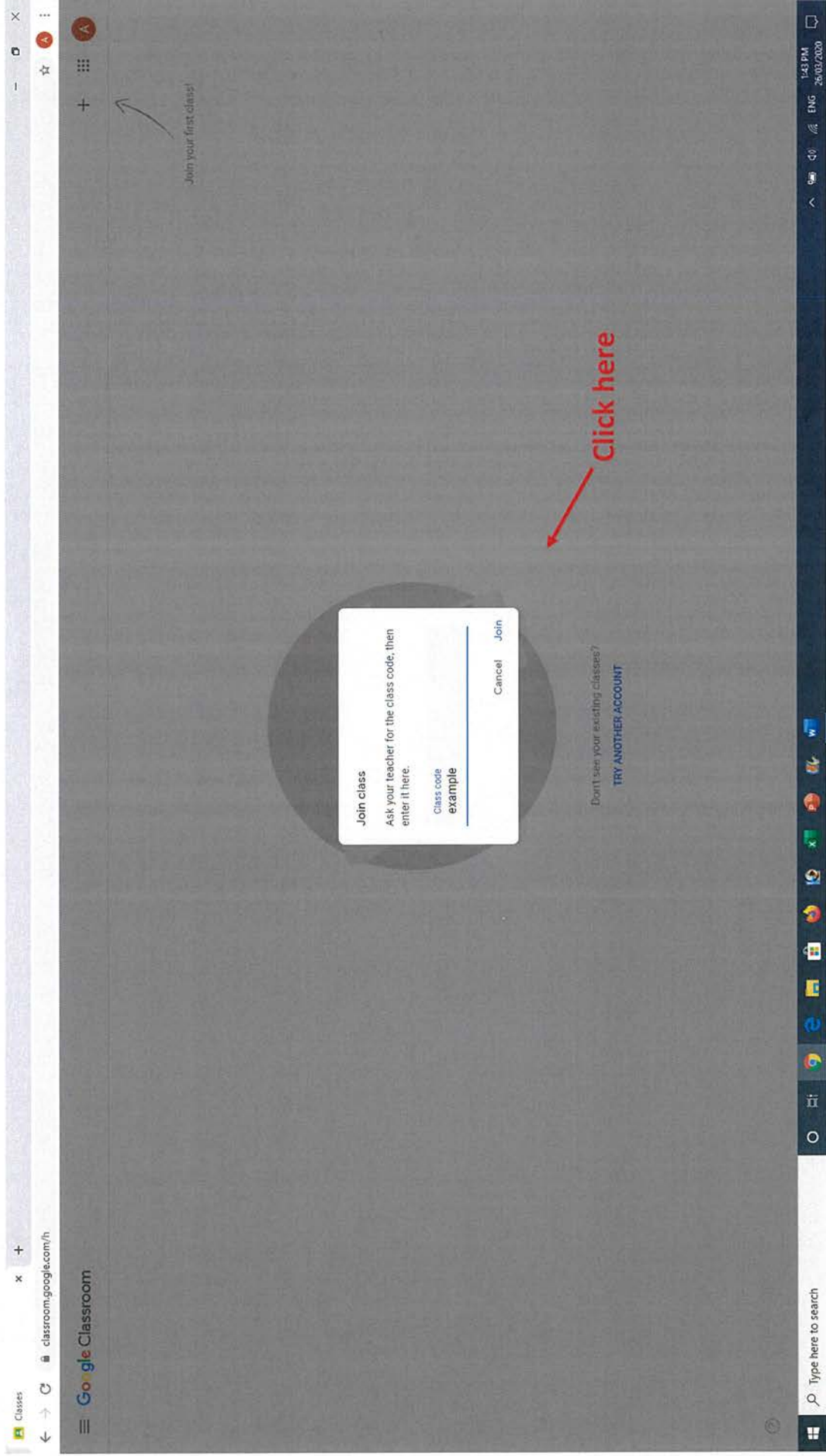
11. Click the '+' icon where it says 'Join your first class!'

How to access Google Classrooms instructions



12. Type in your Class code. Click the 'Join' icon.

How to access Google Classrooms instructions



13. Click the 'Join' icon.

Design and make a bridge spanning a gap of 30cm which can hold as much weight as possible. Use books, blocks, pencil cases to measure how much weight it can hold.



Design and make a trophy which could be awarded to the best STEM project created!



There is a circus in town!
Design a place for the performances to occur

Make the tallest tower you can which is capable of standing freely and not attached to anything.



Make a structure which you can fit completely inside and cannot be seen by the outside world.

You are caught in a blizzard!
Design a snowmobile that you can use to escape.

Make a boat which floats successfully in a tank of water and can carry at least one 50c piece. How many coins could it carry before it sank?



Science, Technology, Engineering and Mathematics (STEM)

- USE WHATEVER EQUIPMENT YOU CAN FIND AT HOME TO ENGAGE IN THESE ACTIVITIES.
 - YOU CAN USE LEGO, BUILDING BLOCKS, PLAYDOUGH, COMPUTERS, PAPER, TOOTH PICKS, STRAWS, SCISSORS, GLUE, CARDBOARD ROLLS ETC.
- BE CREATIVE! PROBLEM SOLVE! HAVE FUN!