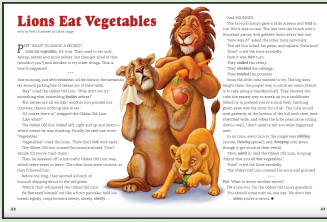





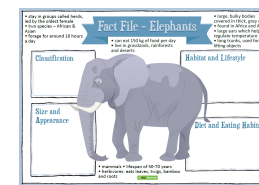
Week 6 Term 3 Weekly Framework Stage 2


Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. Complete all activities in your Homework book or an exercise book you have at home. Don't forget to write the date on your activities to keep track. If you complete all of the activities for the day you can: ***Mathletics tasks *Practice your typing skills -**


<https://www.typingclub.com/sportal/program-3.game> ***Access activities on the learning HUB -** <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>


T3 Wk 6	Morning Session	Middle Session	Afternoon		
<div>Monday</div> <div><p>*All links will be posted in your GoogleClassroom by your teacher.</p><p>*Resources/ worksheets/ spelling words can be found at the end of this document under resources - you access all documents online or print the resources.</p><p>*If you cannot print the worksheets simply write the answers in your workbook.</p></div>	<div>English - Spelling:</div> <div>Year 3 Learning Intention:</div> <div><ul style="list-style-type: none">I can use the digraph /aw/ making the sound "or" as in sawI can use visual memory to spell irregular words.</div> <div>https://www.canva.com/design/DAEmAx_LF0Q/3Um-t3W5yeX5WFKrV0STDA/view?utm_content=D_AEmAx_LF0Q&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</div> <div>Year 4 Learning Intention:</div> <div><ul style="list-style-type: none">I can use the graph /n/ as in netI can use the digraph /nn/ as in dinnerI can use the digraph /kn/ as in kneeI can use visual memory to spell irregular words.</div> <div>https://www.canva.com/design/DAEmA8AdSL4/gfRNmwh6k4o3-Jqv34HMZA/view?utm_content=DAEmA8AdSL4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</div> <div>Activities Students Choose 1:</div> <div>Newspaper words -</div> <div>Cut out letters from a magazine or newspaper to form 5-10 spelling words once.</div> <div>Pyramid Words -</div> <div>Write 5-10 spelling words once in the shape of a pyramid adding one letter to each line</div> <div>ABC Order -</div> <div>Write your spelling words in alphabetical order.</div> <div>10am:</div> <div>Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests.</div> <div>Click the link below:</div> <div>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</div>	<div>English - Reading:</div> <div>Drawing Conclusions and Making Inferences</div> <div>What is the difference between inference and drawing a conclusion?</div> <div>https://docs.google.com/document/d/1w1WKCbSt73fRO06JmVKN1OR1OO_FBXzLJzMYGk4nY/copy</div> <div>If you would like some help reading the text click:</div> <div>https://drive.google.com/file/d/1AmqIXHrLcMN_9HSj7BzMW_8I_vEZUJq/view?usp=sharing</div> <div></div> <div>Before reading the text:</div> <div>*What type of text is it? Why do you think that?</div> <div>*What is the purpose?</div> <div>After reading:</div> <div>*What type of text is this?</div> <div>*What predictions about the text did you make before you started reading it? Did they change as you read the text?</div> <div>*Why do lions now eat vegetables?</div> <div>*Would you recommend this text to a friend? Why/Why not?</div>	<div>Maths Fractions</div> <div>Maths:</div> <div>Write the WALT at the top of your page.</div> <div>WALT:</div> <div>Show fractions as equal parts of a whole</div> <div>Warmup:</div> <div>Watch the video to practise your multiplication facts.</div> <div>https://www.youtube.com/watch?v=nFnZwvymgaA</div> <div>for a challenge put the video on 2x speed.</div> <div>Lesson: 1. Watch the video:</div> <div>https://www.youtube.com/watch?v=C_A9XLJpQp3c</div> <div>2. Answer the questions in your workbook.</div> <div>If I cut my cake into 2 part this is called halves.</div> <div>If I cut my cake into 3 parts this is called _____.</div> <div>If I cut my cake into 4 parts this is called _____.</div> <div>If I cut my cake into 6 parts this is called _____.</div> <div>If I cut my cake into 8 parts this is called _____.</div> <div>If I cut my cake into 10 parts this is called _____.</div> <div>*Use the word bank if you need some help</div> <div>(eighths, tenths, quarters, sixths, thirds)</div> <div>3. Complete the worksheet to colour and label fractions.</div> <div>https://drive.google.com/file/d/1AQxYueDhzDLH14jUk5A_TSBvD7zD5Pw5/view?usp=sharing</div> <div>Extension/Challenge:</div> <div>The cross country track was 2km. Kiara ran $\frac{1}{4}$ of the track and walked the rest. What distance did Kiara run?</div>	<div>English - Writing/Geography:</div> <div>WALT:</div> <div>Discuss how weather contributes to climate.</div> <div>Success Criteria:</div> <div>Explain the term climate and how weather has an effect.</div> <div>What is the difference between weather and climate?</div> <div>https://www.inquisitive.com/video/61-weather-report</div> <div>In your book:</div> <div>*List all of the words in the video that tell us about the weather.</div> <div>*List any more words you can think of which tell us about the weather.</div> <div>Climate is like the personality of a place. A person's personality usually stays the same. There are many ways to describe a personality e.g. quiet, friendly, funny, clever.</div> <div>Just like there are different types of personality, there are different types of climate. The climate (personality) of Australia is split into zones.</div> <div>Keep a record of the weather each night for a week.</div> <div>https://drive.google.com/file/d/1jwk9MFeLyS0Ukt--aNTeu4Lwu2EvR5yC/view?usp=sharing</div> <div>Complete the questions on the worksheet - either on the sheet or in your workbook.</div>	<div>CAPA Music - Lesson from Mrs Ruzay</div> <div>Chair Drumming:</div> <div>Use some chopsticks or straight sticks from the garden. Drum along to your favourite songs. Listen carefully to keep the beat.</div> <div></div>

T3 Wk 5	Morning Session		Middle Session	Afternoon	
Tuesday	<p>English - Spelling: Year 3 Learning Intention:</p> <ul style="list-style-type: none">I can use the digraph /aw/ making the sound “or” as in sawI can use visual memory to spell irregular words. <p>Year 4 Learning Intention:</p> <ul style="list-style-type: none">I can use the graph /n/ as in netI can use the digraph /nn/ as in dinnerI can use the digraph /kn/ as in kneeI can use visual memory to spell irregular words. <p>Activities Students Choose 1: Circle Words- Write 5-10 spelling words once in the shape of a circle</p> <p>Crazy Words - Write each spelling word once in really crazy letters</p> <p>Spelling Story - Write a brief story using 5-10 spellings words at least once. You may also illustrate a picture</p> <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>English: Grammar & Punctuation: Success Criteria: I can locate and use verbs of various tenses.</p> <p>Core Task: Past, Present and Future Verbs Verbs have tense. Tense refers to time and tells us whether the process or action is taking place now (present tense), has already taken place (past tense) or will take place sometime in the future (future tense). Verbs in the past tense usually end in “ed”. Some verbs change their spelling in the past tense eg swim - swam not swimmied. Verbs in the future tense usually have a helper word such as “will” or “shall”.</p> <p>Activity: Fill in the blanks in these sentences with verbs in the present tense. <i>Use these verbs:</i> climbs, grow, phones, swim, weeds.</p> <ol style="list-style-type: none">I ---- tomatoes and lettuce.Dad ---- the garden for Mum.I ---- for a swimming club.Rachel ---- that big tree very easily.Mum ---- her friend Lisa every day. <p>Activity: Fill in the blanks in these sentences with verbs in the past tense. <i>Use these verbs:</i> ran, was, raked, planted, helped</p> <ol style="list-style-type: none">It ----hard work but fun.Mum ----up the leaves in the driveway.My sister Jill ---- in the race.I ---- Mum.Tom ----some beans. <p>Activity: Fill in the blanks in these sentences with verbs in the future tense. <i>Use these words:</i> shall be, will get, will plant, shall get, will have</p> <ol style="list-style-type: none">Next year, Dad ---- some carrots and peas.They ---- the best veggies ever grown.The family ---- enough to share with friends.Your family ---- some for sure.Next week, Mum ---- some more seedlings.	<p>Maths Fractions Maths: Write the WALT at the top of your page. WALT: Identify equivalent fractions Warmup: Number of the day – 72. Write it. Add 10. How many tens? How many ones? Write an addition sum that equals it. Write a subtraction sum that equals it.</p> <p>Problem: How many different ways can you represent one quarter? Lesson:</p> <ol style="list-style-type: none">Watch the video: https://www.youtube.com/watch?v=plognJLah-I&t=90sCreate a fraction wall in your book. https://drive.google.com/file/d/1VK5t9ejTfw-9jct-g2FnUxHqqJa16EI/view?usp=sharingComplete the equivalent fraction timeline. https://drive.google.com/file/d/129oGge-sAq899IYfM8NuYUObGMiLgJbV/view?usp=sharing <p>Extension/Challenge: Mrs Green brought 8 bags of lollies. $\frac{1}{8}$ of the bags were snake lollies. How many bags of snake lollies did she buy?</p>	<p>English/Geography: Writing: WALT: Group and sort information correctly under subheadings. Success Criteria: We will correctly sort similar information together. *If you were writing an information report would you put all of the information together as one big paragraph? *Of course not!! You would use sub headings to sort the information to make it clear for the reader.</p> <p>Read the following facts about elephants:</p> <ul style="list-style-type: none">mammalsfound in Africa and Asialifespan of 50-70 yearslarge ears which help regulate temperaturelong trunks, used for lifting objectscan eat 150 kg of food per daylive in grasslands, rainforests and desertstwo species – African and Asianstay in groups called herds, led by the oldest femaleforage for around 16 hours a daylarge, bulky bodies covered in thick, grey skinherbivores – eat leaves, twigs, bamboo and roots <p>When you are done, sort each fact into the correct box or under the correct heading. Hint: There are three facts per heading.</p> <p>*Classification *Habitat and Lifestyle *Size and Appearance *Diet and Eating Habits</p> <p>You can write your facts in your book or you can use the brainstorm worksheet: https://drive.google.com/file/d/1aRRy0JdyYX2W5O4o2bh0PbNSSW6TRcTa/view?usp=sharing Make sure you keep the sorted information close by because you are going to use it in your writing lesson tomorrow!</p>	<p>English - Handwriting: WALT:Write legibly using NSW cursive writing. Write using baseline joins. Success Criteria:I can write legibly using NSW cursive writing and form baseline joins. Core Task: Students practice writing letters with baseline joins in correct lines. Practise joins to different letters. To form a baseline join, continue the exit hook upwards to meet the next letter. Write words and sentences that include these letters.</p> <p><i>Tuesday 17th August 2021</i></p> <p><i>in ir im ie</i> <i>ui ur um un ue up</i> <i>mi mu mm me mp</i> <i>my</i> <i>ni nu nn ne ny</i> <i>ai ar am an</i> <i>At sunset, the weary bird flew up into her nest to sleep.</i></p> <p>Extension: Write a short story using cursive writing.</p>



T3 Wk 5	Morning Session		Middle Session	Afternoon	
Wednesday	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the digraph /aw/ making the sound "or" as in sawI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the graph /n/ as in netI can use the digraph /nn/ as in dinnerI can use the digraph /kn/ as in kneeI can use visual memory to spell irregular words. <p><u>Activities Students Choose 1:</u> Spelling Word Search - Create your own word search. Highlight or circle the words that are hidden.</p> <p>Spelling Comic - Write your own comic and use 5-10 spelling words at least once.</p> <p>Block Letters - Write 5-10 spelling words once with each letter inside of a box</p> <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>English - Reading: Drawing Conclusions and Making Inferences</p> <p>Before reading the text: <i>*What type of text is it? Why do you think that?</i> <i>*What is the purpose?</i> <i>*What predictions can they make based on the title and the pictures?</i></p> <p>After reading the text: <i>*PIE</i> <i>*How can you find the meaning of unknown words?</i> <i>*What clues were given in the text to help you answer the questions?</i></p> <p>As you read, think about the information that is directly stated. Also think about what you already know. This will help you figure out information that is not directly stated.</p> <p>Yr 3: https://docs.google.com/document/d/11dOmv3TK-buRVq8kRfBUWlYtztfs6-8Bdsg0kgA53q8/copy</p> <p>Yr 4: https://docs.google.com/document/d/1hcaewOoGSTHboVMH0iu2MEc1xwz6OIQ9al_OijOez84/copy</p>	<p>Maths Capacity Maths: Write the WALT at the top of your page. WALT: To understand what capacity means, read increments on a 1 litre jug and calculate how many times a 1 litre carton can be used to fill objects with different capacities. Warmup: Look around your house for 5 containers of liquids that have different capacities. Look at the label to find the amount of capacity they hold in millilitres (mL) or litres (L). Arrange them in least to greatest order. You may like to take a picture of your items and stick it in your workbook or post it to your teacher on Google Classroom.</p> <p>Activity: Write the following in your workbook: Capacity refers to how much liquid a container can hold. It can be measured in millilitres (mL), litres (L) and centilitres (cL). Watch this video that explains capacity through a story https://youtu.be/M5UqTJDJSdA</p> <p>Complete the worksheet: Capacity in the Environment: https://docs.google.com/document/d/1UUi0-O4ax6HF2Gn0WRa_fgkKPAYnirSM6WZXfmYBZE/copy</p> <p>Example: <u>Activity 1:</u> 1 litres = 1000ml. If the glass could hold 300ml. I could refill the cup with a 1 litre carton 3 times because 300ml+300ml+300ml = 900ml. <u>Activity 2:</u> If my mug had a capacity of 400mL I would need 2.5 mugs to fill a 1 litre container because 400mL+400mL=800mL + 200ml (½ of 400ml) = 1000mL (1L). Extension/Challenge: Complete challenge worksheet attached to Capacity in the Environment worksheet.</p>	<p>English - Writing: Informative Writing Task WALT: Plan and compose informative texts using headings This is because: We need to know the features of informative texts Success Criteria: We can use correct structure, correct grammatical features & punctuation. We can use effective, accurate and relevant vocabulary</p> <p>You are going to write an information report about the elephants using the facts you sorted in yesterday's writing lessons. <i>The purpose of this writing activity is to inform your audience/the reader.</i></p> <p>Instead of writing the facts in dot points under each heading, can you turn your dot points into a sentence? Example: <i>*lifespan of 50-70 years</i> <i>*mammals</i> Elephants are mammals which means they give birth to live young. They have a lifespan of 50-70 years.</p> <p>Make sure your text has:</p> <ul style="list-style-type: none">❖ Introduction (Can you include a sizzling start?)❖ Headings and subheadings for each paragraph.❖ Paragraphs (When ordering the information under each subheading think about the best order.)<ul style="list-style-type: none">➢ Hint: Interesting fact (ROCK) Fact (PEBBLE) Most interesting fact (BOULDER)❖ Conclusion❖ A picture (You can find a photo or you can draw one!)	<p>PD/Health: Learning Intentions: How can I take action to enhance my own and others' health, safety, wellbeing? Success Criteria: I can: Identify and practise strategies to promote health, safety and wellbeing. Introduction: "We discussed being safe at school last lesson" Activity: Create a mindmap brainstorm to answer these questions: <i>*How can we be safe in the community?</i> <i>*How can we be safe at the beach/local swimming pool/friends or personal swimming pool?</i> <i>*What choices can we make that will determine a safe and healthy lifestyle wherever we are?</i> Watch: how can we be healthy and safe https://youtu.be/UxnEuj1c0sw</p> <p>Activity: Complete the staying safe scenarios: https://drive.google.com/file/d/1cHfgfnARYNuH0ShCqxjGRFjFhR7NvJIG/view?usp=sharing</p> <p>Conclusion: <i>*Are these scenarios safe or unsafe?</i></p> 

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Thursday	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the digraph /aw/ making the sound “or” as in sawI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the graph /n/ as in netI can use the digraph /nn/ as in dinnerI can use the digraph /kn/ as in kneeI can use visual memory to spell irregular words. <p><u>Activities Students Choose 1:</u> Phone Words - Write each spelling word once and the “number code” for each spelling word using a phone keypad. e.g. word = 9673</p> <p>Practice Spelling Test - Students pair up with another student and practice the spelling test. Students quiz each other at least once.</p> <p>Rainbow Words - Write 5 - 10 spelling words once using a different colour for each letter.</p> <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>English - Grammar & Punctuation:</p> <p>WALT: Understand the difference between direct and indirect speech.</p> <p>Success Criteria: I can write direct and indirect speech correctly.</p> <p>Activity: Complete the task below about Indirect Speech.</p> <p>https://docs.google.com/document/d/1ksjQhz5AaFo8C-bxAfmyTrcuoCvKf7A9x9JpVY3ElAM/copy</p> <div><p>Indirect Speech</p><p>Decide whether the following are examples of direct or indirect speech.</p><table><thead><tr><th>Speech</th><th>Direct or Indirect Speech?</th></tr></thead><tbody><tr><td>William asked if he could have a turn on the slide.</td><td></td></tr><tr><td>"It's my turn now," Olga shouted.</td><td></td></tr><tr><td>Just then the children started singing.</td><td></td></tr><tr><td>Kyle mentioned that the savings were five.</td><td></td></tr><tr><td>"I love the park," squealed Evan.</td><td></td></tr><tr><td>Then told the children that it was time to go home.</td><td></td></tr></tbody></table><p>Add any missing punctuation to the sentences containing direct speech.</p><ol style="list-style-type: none">I went inside the shop and bought a book.As I was walking away, my friend called Don't forget your bag!Please can you help me with my maths work? asked Reuben quietly.<p>Change the direct speech in the sentences to indirect speech.</p><ol style="list-style-type: none">"We must work together!" declared Alexander."If we are late, we might miss the show," stated my sister anxiously.</div>	Speech	Direct or Indirect Speech?	William asked if he could have a turn on the slide.		"It's my turn now," Olga shouted.		Just then the children started singing.		Kyle mentioned that the savings were five.		"I love the park," squealed Evan.		Then told the children that it was time to go home.		<p>Maths Volume - Write the WALT at the top of your page.</p> <p>WALT: To understand what volume is, calculate the volume of a model made out of blocks and use the correct symbol for cubic centimetres.</p> <p>Warmup: Play the multiplication game with a family member or on your own. If you are playing on your own, challenge yourself to make as many different multiplication combinations as you can without using the same number twice. (See appendix) https://docs.google.com/document/d/1oEY4WoffBm3vIWoy0bzmcPaY9qxX9l9M2e4e3_S483U/copy</p> <p>Volume is the amount of space that an object takes up. To measure the volume, we use cubic centimetres (cm). The symbol we use for cubic cm is cm³. The formula to find the volume of an object is 1cm x 1cm x 1cm = 1cm³. It is very important to understand that everything has volume because everything takes up space! Watch this video: https://youtu.be/l91a5pb5aLw</p> <p>Complete the worksheet: Measuring Volume in Cubic Centimetres. https://docs.google.com/document/d/1MtyLqVZNkiO7Xd2hXmogI9kl8cuYD_ztsAQ75151rg/copy</p> <p>Example: What would be the volume of a model that was made up of 4 blocks that each had a volume of 1cm³? We use the formula to work it out. 1cm³+1cm³+1cm³+1cm³=4cm³</p> <p>Extension/Challenge: *Use 27 cubes to make a model that is: 3 cubes long and 3 cubes wide. What is the height of the model? *What is the volume of a model that is 4 cubes long, 2 cubes wide and 2 cubes high? You may also like to play the Volume Shape Game: https://www.sheppardsoftware.com/math/geometry/volume-game/</p>	<p>Science: WALT: Use a table to reorganise information that includes sentences, words, numbers and/or images. Success Criteria: I can use a table to reorganise information. ACTIVITY: <i>The emu and penguin cannot fly and sleep in nests on the ground. A kookaburra sleeps in a hollowed tree and can fly. The Carnaby cockatoo flies and nests in hollow trees.</i></p> <p>*Is this the best way to present this information? Is it clear? Can you understand how each item is similar or different? How could we present this information in a data display so the information is clearer? Could we use a table?</p> <p>Example:</p> <table><thead><tr><th></th><th>Cannot Fly and Sleep in nests on the ground</th><th>Can fly and sleeps in hollow trees</th></tr></thead><tbody><tr><td>Emu</td><td>✓</td><td></td></tr><tr><td>Penguin</td><td>✓</td><td></td></tr><tr><td>Carnaby Cockatoo</td><td></td><td>✓</td></tr><tr><td>Kookaburra</td><td></td><td>✓</td></tr></tbody></table> <p>*Is this the only way? Can you think of a different way to organise the information in the table?</p> <div><p>Files are measured in bytes, kilobytes, megabytes, gigabytes and terabytes.</p><p>Byte = 1 typed character Kilobyte = a small text only email Megabyte = a minute worth of a song or an image Gigabyte = a movie Terabytes = The standard size of an external hard drive in 2018</p><p>1 kilobyte = 1000 bytes 1 megabyte = 1000 kilobytes 1 gigabyte = 1000 megabytes 1 terabyte = 1000 gigabytes</p></div> <p>*Is this the best way to present this information? How could we present this information in a data display so the information is clearer? Could we use a table? *Click on the link for some help starting your table: https://docs.google.com/document/d/1QYTnS69DiVpPsZz_Pb5iFITIYilwRbiYw7KHiigI57I/copy</p>		Cannot Fly and Sleep in nests on the ground	Can fly and sleeps in hollow trees	Emu	✓		Penguin	✓		Carnaby Cockatoo		✓	Kookaburra		✓	<p>Fitness:</p> <p>Can you complete these fitness challenges from Cricket Australia?</p> <p>You might like to do one or challenge yourself with all three.</p> <p>Each Video goes for about a minute and gives a brief explanation of the activity and what equipment is needed.</p> <p>Catches Win Matches - https://players.brightcove.net/1479191975001/rklNJhXR_default/index.html?videoId=6193652290001</p> <p>Target Take Down - https://players.brightcove.net/1479191975001/rklNJhXR_default/index.html?videoId=6193626414001</p> <p>Yes! No! Wait! - https://players.brightcove.net/1479191975001/rklNJhXR_default/index.html?videoId=6193624716001</p>
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<p>Friday</p> <p>English - Spelling: Year 3 Learning Intention:</p> <ul style="list-style-type: none"> I can use the digraph /aw/ making the sound "or" as in saw I can use visual memory to spell irregular words. <p>Year 4 Learning Intention:</p> <ul style="list-style-type: none"> I can use the graph /n/ as in net I can use the digraph /nn/ as in dinner I can use the digraph /kn/ as in knee I can use visual memory to spell irregular words. <p>Activities:</p> <ol style="list-style-type: none"> Friday spelling quiz Dictation using sentences below (See Spelling Program) <p>Dictation Words Yr 3</p> <ol style="list-style-type: none"> yawn hawk crawl <p>Dictation Words Yr 4</p> <ol style="list-style-type: none"> against innocent knowingly 	<p>SPORT: Hopping OR Dancing *Which skill would you like to improve?</p> <p>Pick one activity to complete or if you are feeling very active complete both!</p> <p>https://vimeo.com/422738708</p> <div data-bbox="566 517 1025 761"> <p>Episode 2 - Hopping Stage 2</p> <p>Challenges Perform the following movement activities changing every 5-10 seconds.</p> <ul style="list-style-type: none"> Running on the spot (fast, slow, high knees). V-side, side lean, static balance, arabesques. Jumping half turns, full turns. <p>Mega Challenges</p> <ul style="list-style-type: none"> Using a combination of small and big hops create the outline of letters or shapes on the ground. Hop between two markers (islands) carrying a piece of equipment (essential item) or object from one marker to the other. Very the distance between the markers and alternate hopping foot. <p>Other variations With a partner try:</p> <ul style="list-style-type: none"> hopping on the spot while another person completes 10 throws of a ball then change roles set up a hopscotch court on the ground using chalk skip with a skipping rope only using a hop. <p>Suggested PDHPE Outcomes These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</p> <p>PD2-4 performs and refines movement skills in a variety of sequences and situations.</p> <p>PD2-8 combines movement skills and concepts to effectively create and perform movement sequences.</p> <p>Sample questions How can we get more height from our hop? Why do we land with our knees bent? How can we use hopping in different movements?</p> <p>Teaching cues Stand on one leg weight on ball of foot (rocket ready). Bend knee slightly and spring up (rocket: explode). Land with knee bent (rocket land).</p> <p>Equipment 5 small items (small soft toy or bean bag), a marker such as a witches hat or shoe.</p> </div> <p>https://vimeo.com/443892706</p> <div data-bbox="566 887 1025 1131"> <p>Episode 3 - Dancing Stage 2</p> <p>Challenges Perform the following sports star movements to music:</p> <ul style="list-style-type: none"> Arms up in the air, spin around, take three quick steps (Thorpedo). Prepared to dribble a basketball, hop to each side (Jordan/Lennon). Step to the side, pretend a forehand and backhand strike (Barty). Lunge forward, step behind, pretend to pass a football (Smith). <p>Perform each of these movements: Thorpedo, Jordan/Lennon, Barty, Smith for a count of four.</p> <p>Mega Challenges</p> <ul style="list-style-type: none"> Perform each of the Challenge movements, then add: Alone - Three steps, tap the heel then alternate feet (Barty). With a partner - Inside foot, outside other foot, tap the heel (Kerr). Repeat this sequence three times. <p>Other variations With a partner try:</p> <ul style="list-style-type: none"> making different movement combinations add a piece of sports equipment to the movement moving to music with a slow and fast tempo <p>Suggested PDHPE Outcomes These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</p> <p>PD2-4 performs and refines movement skills in a variety of sequences and situations.</p> <p>PD2-8 combines movement skills and concepts to effectively create and perform movement sequences.</p> <p>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?</p> <p>Teaching cues (on Thorpe Thorpedo) (Swimming). Michael Jordan/Lennon James (Basketball). Ash Barty (Tennis). Cameron Smith (Rugby League). Sam Kerr (Soccer).</p> <p>Equipment A variety of music across a range of tempos.</p> </div>	<p>Maths Time: Write the WALT at the top of your page. WALT: To tell the time in five minute intervals past and to the hour.</p> <p>Warmup: Complete the 4 Digit Number of the Day. You can complete this as a printed worksheet or write it up in your workbooks:</p> <p>The number of the day is 3781: https://drive.google.com/file/d/1tNQOjUYyTufDWLipdrRa8wE3uBMO7XUg/view?usp=sharing</p> <p>Topics: Five minute intervals past and to the hour. Problem: Each of the small marks on the edge of a clock face represents 1 minute. There are 5 minutes between each of the numbers that are written on the clock face. To see how many minutes past the hour each written number represents, we can multiply the number by 5, for example 2 x 5 = 10 and so on, the 2 represents 10 minutes past. The same can be said when looking at numbers to the hour. Watch the videos to understand the concept: Watch the video: https://www.youtube.com/watch?v=hxIWDSKRAXc Watch the video: https://www.youtube.com/watch?v=n32gups11k</p> <p>Activity: https://docs.google.com/document/d/1lE-u2f374gTP3_4hu1gn9iBc1kiQFIBAvg1dc_O4Dro/copy</p> <p>Extension/Challenge: You arrive at the airport at 1:50pm and your flight leaves at 5:20pm. How many minutes will you need to wait?</p>	<p>Library/RFF: Lesson from Mrs Burke</p> <p>Challenge yourself to trivia from World Book Online</p> <p><i>How good are you at Trivia?</i></p> <p>Go to this World Book website and you can choose from a number of different topics to challenge yourself.</p> <p>https://www.worldbook.com.au/educators/worksheets/trivia-quizzes/</p> <p>CAPA: The colour Wheel A colour wheel is an arrangement of different colours around a circle that shows the relationship between primary, secondary, and tertiary colours.</p> <p>What is the difference between primary colours, secondary colours and tertiary colours?</p> <p>Primary colours: are colours that cannot be made by mixing combinations of other colours. Red, yellow, and blue.</p> <p>Secondary colours: are made by mixing two primary colours. Green, orange, and purple are all secondary colours.</p> <p>Tertiary colours: are made by mixing secondary and primary colours, that can give us a wide spectrum of other colours.</p> <p>Activity: We are going to create our own colour wheel flowers.</p>  <p>Options:</p> <ul style="list-style-type: none"> *Drawing your flower - colouring in with pencils/textas. *Painting your flower drawing. *Cutting out your flower shapes from coloured paper found at home. <p>Follow the link for the lesson and instructions: https://youtu.be/l1klDwNK88g</p>

Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
saw raw thaw law jaw	fawn straw claw Squawk draw	withdraw awkward flawless scrawny redraw	biodegradable blase brevity brilliance brusque

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
anything dinner knee know until	sense beginner captain ocean connect	necessary announce knowledge cinnamon business	biodegradable blase brevity brilliance brusque

Read this story. As you read, think about the information that is directly stated. Also think about what you already know. This will help you figure out information that is not directly stated. If you need help reading click this link - https://drive.google.com/file/d/1AmqIXHrLcMN_9HSj7BzMw_8I_yEZIJlq/view?usp=sharing

Before Reading:

*Based on the title and the picture – what do you think the text is going to be about?

*What is dialogue? Why do we use speech marks?

Lions Eat Vegetables

story by Rolli | illustrated by David Legge

PSST. WANT TO KNOW A SECRET?

Lions eat vegetables. It's true. They used to eat only zebras, zebras and more zebras. But they got tired of that (wouldn't you?) and decided to try other things. This is how it happened ...

One morning, just after breakfast, all the lions in the savannah lay around picking bits of zebras out of their teeth.

'Hey!' cried the Oldest Old Lion. 'Why don't we try something else, something *besides* zebras?'

'But zebras are all we like,' another lion pointed out.

'Anyway, there's nothing else to eat.'

'Of course there is!' snapped the Oldest Old Lion.

'Like what?'

The Oldest Old lion looked left, right and up and down—which meant he was thinking. Finally, he said one word: 'Vegetables.'

'Vegetables!' cried the lions. 'They don't look very tasty.'

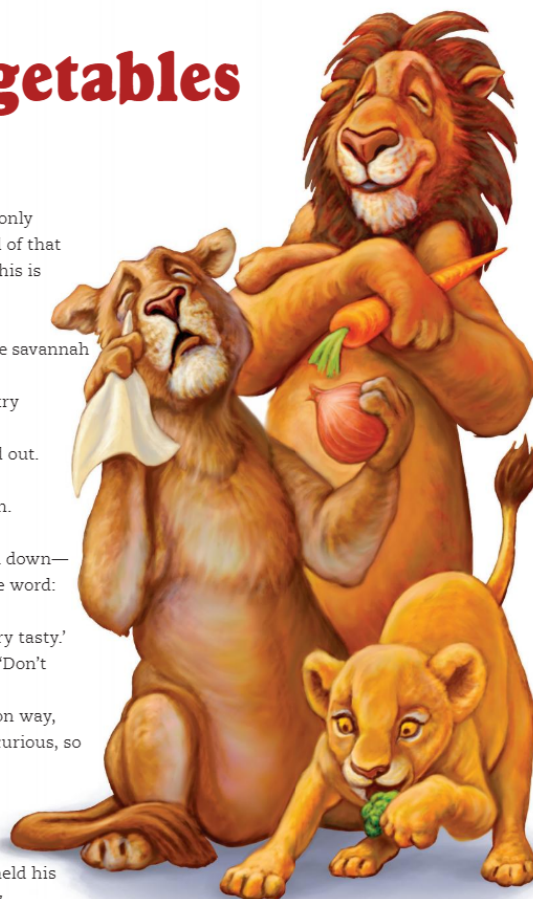
The Oldest Old lion crossed his arms and said, 'Don't decide till you've tried them.'

Then he sneaked off in his crafty Oldest Old Lion way, which takes years to learn. The other lions were curious, so they followed him.

Before too long, they spotted a bunch of broccoli skipping about in the tall grass.

'Watch this!' whispered the Oldest Old Lion.

He flattened himself out like a furry pancake, held his breath tightly, crept forward slowly, slowly, silently ...



And POUNCED.

The broccoli bunch gave a little scream and tried to run. But it was no use. The lion tore the bunch into a thousand pieces, and gobbled down every last one.

'How was it?' asked the other lions nervously.

The old lion licked his paws, and replied, 'Delicious!'

'Roar!' cried the lions excitedly.

Now it was *their* turn.

They stalked the celery.

They *shredded* the cabbage.

They *mashed* the potatoes.

Soon the little cubs wanted to try. The big lions taught them the proper way to catch an onion (which is to take along a handkerchief). They showed the cubs the easiest way to sneak up on a cauliflower (which is to pretend you're a cauli-bee). Catching green peas was the most fun of all. The cubs would wait patiently at the bottom of the hill with their jaws stretched wide, and when the little peas came rolling down—well, I don't need to tell you what happened next.

In no time, every lion in the jungle was *nibbling* carrots, *chewing* spinach and *chomping* corn (even though it got stuck in their teeth).

'Now, *admit* it,' said the Oldest Old Lion, burping.

'Admit that you all *love* vegetables.'

'Roar!' cried the lions excitedly.

The Oldest Old Lion crossed his arms and grinned.

Psst. Want to know another secret?

I'm a lion too. I'm the Oldest Old Lion's grandson.

You should come visit us, one day. We don't bite ...

... *unless* you're a carrot. ■

After reading:

*What type of text is this?

*What predictions about the text did you make before you started reading it? Did they change as you read the text?

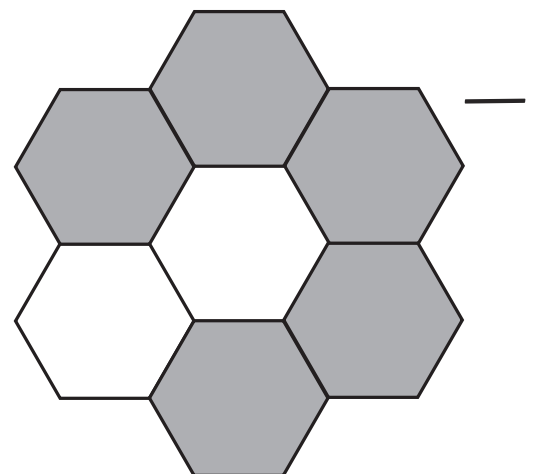
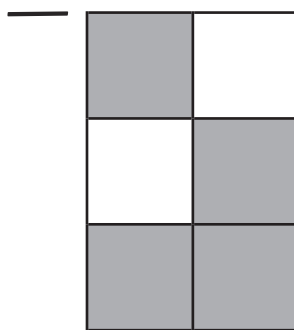
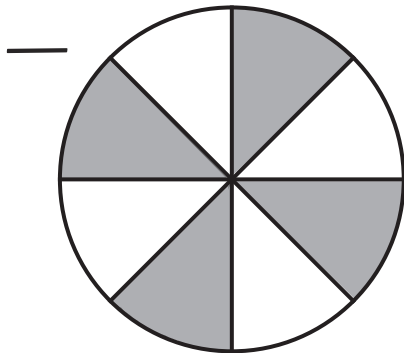
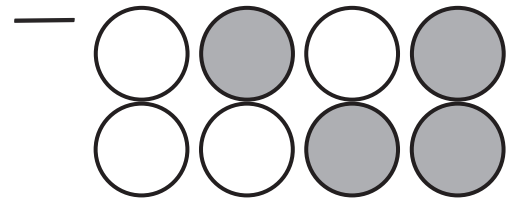
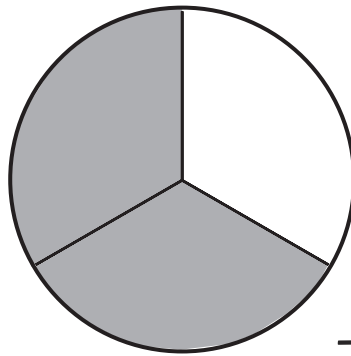
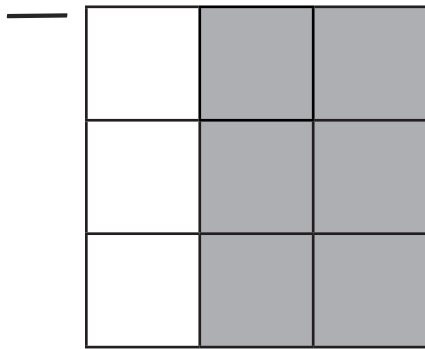
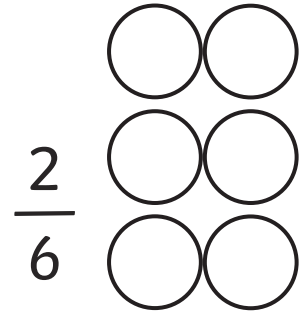
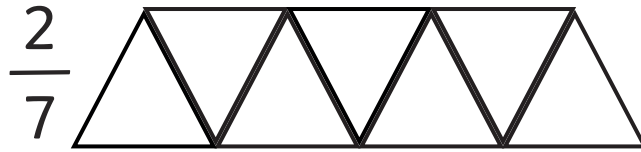
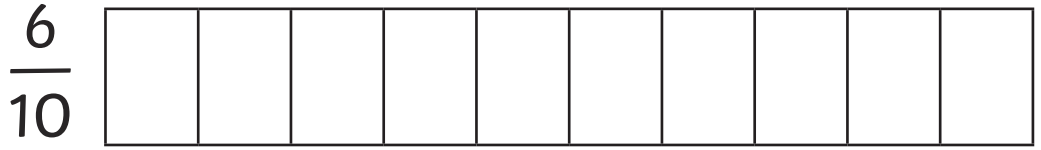
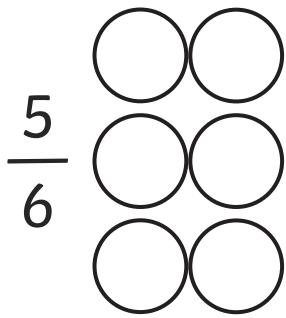
*Why do lions now eat vegetables?

*Can you underline all of the verbs in this text? How many can you find?

*Would you recommend this text to a friend? Why/Why not?

Colour and Label Fractions

Colour and label correctly:



Name _____

Date _____

Tuesday - Maths

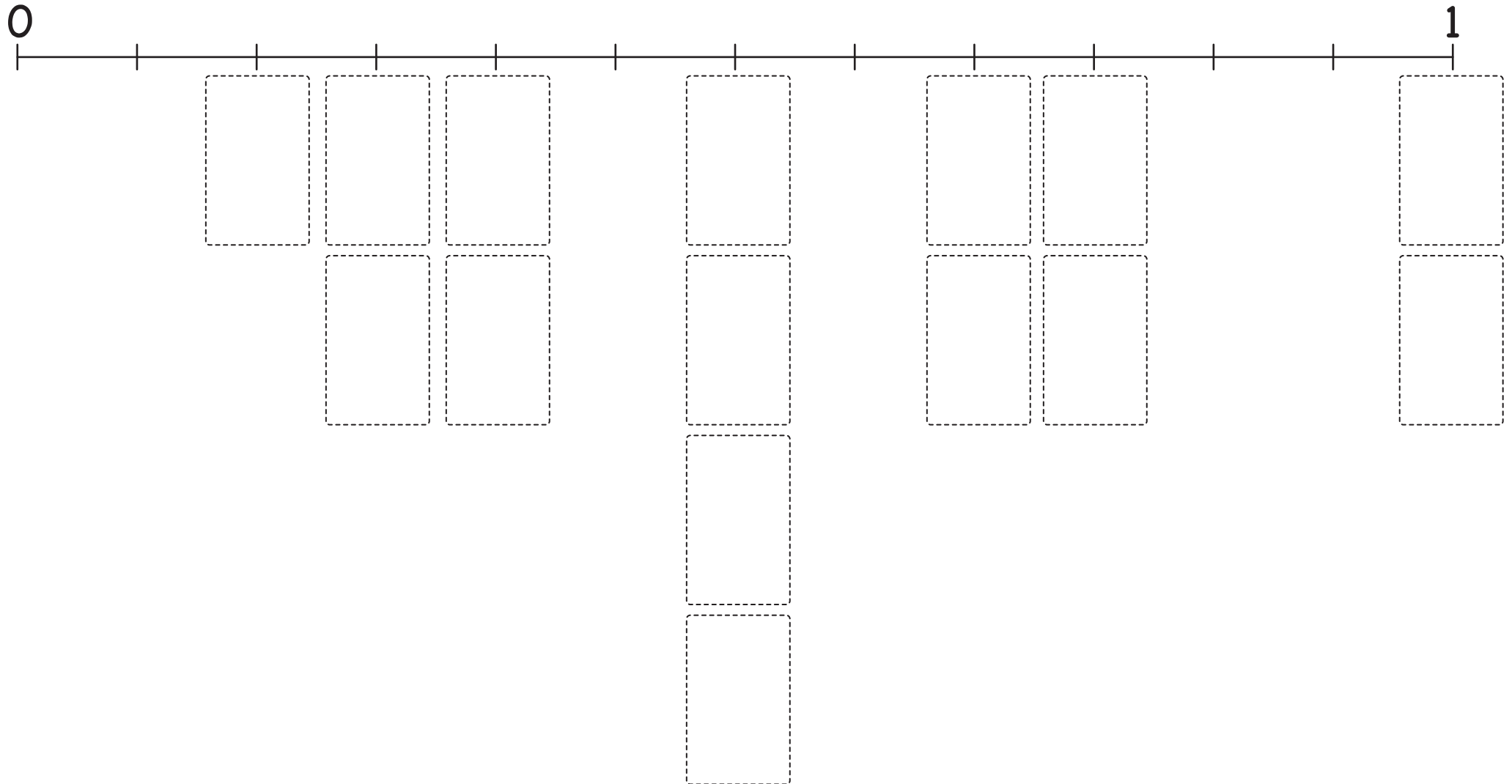
Equivalent Fractions Wall

$\frac{1}{1}$										One Whole
$\frac{1}{2}$					$\frac{1}{2}$					Halves
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$				Thirds
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		Quarters
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		Fifths
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		Sixths
$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		Sevenths
$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		Eighths
$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		Ninths
$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		Tenths



Equivalent Fractions on a Number Line

Cut out the fractions on the following page and paste them in the correct position on the number line below.



What is the difference between weather and climate?

1 Watch the video: **Weather Report.**

2 List all of the words in the video that tell us about the weather.

3 List any more words you can think of which tell us about the weather.

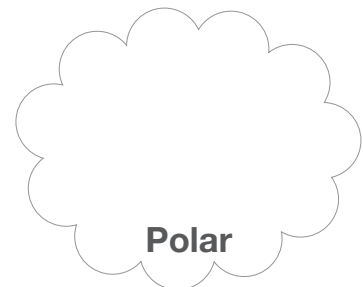
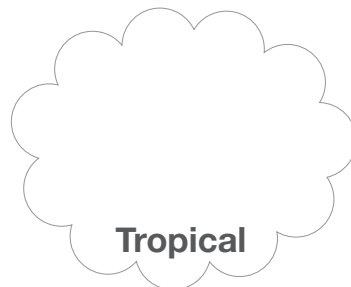
4 Make a weather chart for a week by filling in each day's weather. You can use symbols (drawings) instead of words.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
weather	weather	weather	weather	weather	weather	weather

← **Climate** →

If you add up each day's weather for 30 years, and check how many days it rained and how hot or cold it was, you would know the weather pattern of a place. It may be mostly hot and dry or hot and wet or cold and wet. The weather pattern of a place over many years is called its climate.

5 What weather do you think you would see in these climates? Write or draw you answers in the boxes.



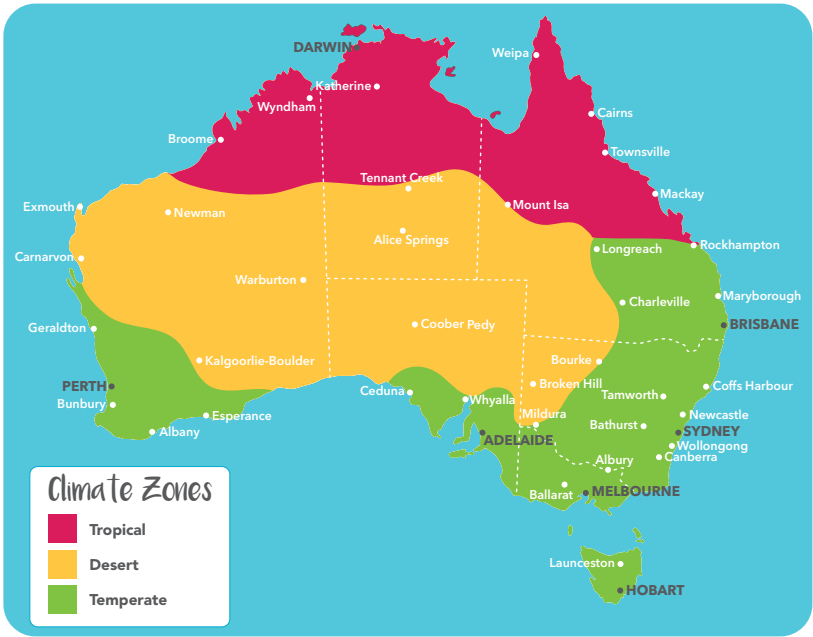
Climate is like the personality of a place. A person’s personality usually stays the same. There are many ways to describe a personality e.g. quiet, friendly, funny, clever.

7 How would you describe your personality? _____

Just like there are different types of personality. There are different types of climate. The climate (personality) of Australia is split into zones.

- Tropical (hot and wet)
- Desert (hot and dry)
- Temperate (long warm summer and short, cool winter)

The climate of a place doesn’t change but the weather can change daily.



8 Look at the climate zone map.

- a Which climate zone do you live in? _____
- b What is the weather like today? _____

9 Name two cities in each climate zone.

Climate Zone	City	City
Desert		
Temperate		
Tropical		

Name one natural feature you would expect to find in each climate type.





Tropical _____

Desert _____





Temperate _____



Cut out the fractions and paste them in the correct position on the number line below.

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

Cut out the fractions and paste them in the correct position on the number line below.

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

- stay in groups called herds, led by the oldest female
- two species – African & Asian
- forage for around 16 hours a day

Fact File - Elephants

- can eat 150 kg of food per day
- live in grasslands, rainforests and deserts

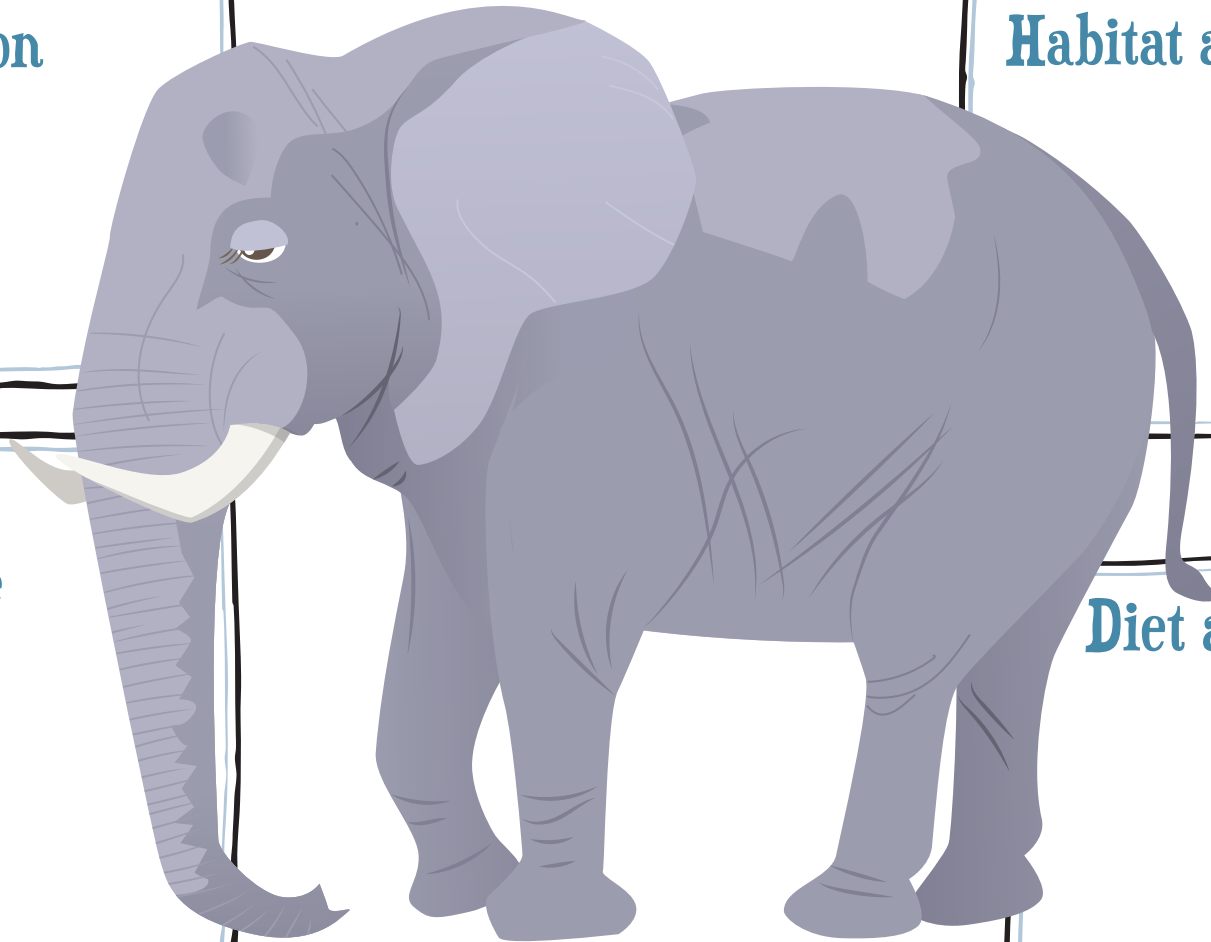
- large, bulky bodies covered in thick, grey skin
- found in Africa and Asia
- large ears which help regulate temperature
- long trunks, used for lifting objects

Classification

Habitat and Lifestyle

Size and Appearance

Diet and Eating Habits



- mammals • lifespan of 50-70 years
- herbivores: eats leaves, twigs, bamboo and roots



TIGHTROPE WALKERS

Are you a tightrope walker with nerves of steel? Do you love performing in front of a crowd? Have you dreamed of walking a rope in the bright lights under the Big Tent?

Did you answer "yes" to these questions? Then Sid's Circus wants YOU!

Sid's Circus is the oldest circus in the state. Sid Smith founded it in 1885. Sid began his colourful career at the age of 14. Sid went from town to town on a horse named Vincent. At each town, Sid walked on his hands down Main Street. When crowds gathered, he did backflips and other stunts.

Soon Sid was famous. Along with fame, Sid earned enough money to start a circus. He hired the most daring performers. Now you can be one of them!

⌘ JOB DESCRIPTION ⌘

Tightrope-walkers are needed for the summer season. Shows will be under the Big Tent, Friday and Saturday nights.

For this job, you must be 21 years old. Experience is required. Sid's Circus believes in safety nets. When you take a risk for us, we take care of you!

FOR MORE INFORMATION, PLEASE CALL 5555 1234.

**HELP
WANTED**

1. The first sentence in the ad mentions "nerves of steel". This probably means that a tightrope walker who responds to the ad should have

- Ⓐ experience.
- Ⓑ great strength.
- Ⓒ courage.
- Ⓓ a metal uniform.

2. Why does Sid's Circus probably ask the three opening questions?

- Ⓐ to suggest that only certain people would like this job
- Ⓑ to encourage everyone to apply for the job
- Ⓒ to suggest that the job pays well
- Ⓓ to suggest that this is the only job available at the circus

3. Details in the ad let you know that Sid Smith started the circus

- Ⓐ one year ago.
- Ⓑ two years ago.
- Ⓒ ten years ago.
- Ⓓ more than one hundred years ago.

4. You can figure out from the job description that the job will probably last

- Ⓐ from December to February.
- Ⓑ from January to February.
- Ⓒ from August to September.
- Ⓓ from December to April.

****PIE? Is the text persuasive/
Informative/ Entertaining?***

****How can you find the
meaning of unknown
words?***

5. Why do you think the ad mentions safety nets? What “risk” is the ad probably talking about?

****What clues were given in
the text to help you
answer the questions?***

RECIPE for PICO DE GALLO

(PEE koh day GUY yoh)

This salsa made with fresh tomatoes and chillies is the perfect dip or sauce. Don't worry about the chillies being too hot. The only danger is that once you taste pico de gallo, you may want to eat it all at once!



Why do you think that the writer suggests putting the Pico de Gallo in the refrigerator?



Pico de Gallo

Ingredients:

- 3 or 4 large, ripe tomatoes, chopped
- 1 medium white or red onion, chopped
- 5 garlic cloves, very finely chopped
- 4 or 5 fresh jalapeño (hahl ah PEN yoh) chillies with seeds removed, finely chopped
- 4 tablespoons fresh coriander leaves, chopped
- juice of 1 small lime
- $\frac{1}{2}$ teaspoon salt
- pinch of freshly ground pepper

Directions:

1. If you have rubber or plastic gloves, put them on before handling the chillies. If you don't use gloves, be sure to wash your hands with warm soapy water after handling them. And be very careful not to touch your eyes with your hands afterwards!
2. Combine all the ingredients in a bowl.
3. Cover the bowl. Put it in the refrigerator until you are ready to use the salsa. It will last up to a week.

Serve with crisp corn chips. Pico de gallo also makes a delicious salsa for tacos or burritos.



Would you make this at home?
Why/Why not?

1. You can tell from the recipe that pico de gallo is

- Ⓐ a salsa, or sauce.
- Ⓑ a cold soup.
- Ⓒ a dessert.
- Ⓓ a salad.

3. From the directions, you can figure out that chillies can

- Ⓐ break your dishes.
- Ⓑ stain your gloves.
- Ⓒ foam up in water.
- Ⓓ make your eyes sting.

2. Details in the recipe suggest that coriander is

- Ⓐ a nut, like a walnut.
- Ⓑ a fruit, like an orange.
- Ⓒ a plant, like parsley.
- Ⓓ a spice, like cinnamon.

4. Why does the recipe probably not say to cook pico de gallo?

- Ⓐ It does not need to be cooked.
- Ⓑ It has already been cooked.
- Ⓒ Cooking would make it taste too spicy.
- Ⓓ The writer forgot to include that instruction.

****PIE? Is the text persuasive/
Informative/ Entertaining?***

****How can you find the
meaning of unknown
words?***

****What clues were given
in the text to help you
answer the questions?***

capacity in the environment

Capacity refers to how much liquid a container can hold.

Capacity can be measured in:

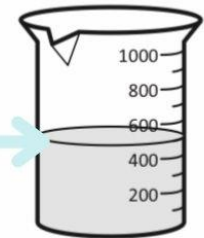
- millilitres (mL)
- litres (L)
- centilitres (cL).



To measure the capacity of smaller containers we use millilitres.

There are 1000mL in 1 litre.

The jug below is a 1 litre jug. It is filled half way. Since half of 1000 is 500. We say that the jug contains 500mL of liquid.











$\frac{1}{2}$ of 1 litre = 500mL

Activity 1:

Here is a selection of containers.

Work out how many times each container can be filled from a 1 litre carton. Use the measuring jugs on the next page to help you.

 300ml	 350ml	 100ml	 900ml
a) <input type="text"/>	b) <input type="text"/>	c) <input type="text"/>	d) <input type="text"/>
 150ml	 400ml	 80ml	 600ml
e) <input type="text"/>	f) <input type="text"/>	g) <input type="text"/>	h) <input type="text"/>

Activity 2:

How many of each container is needed to fill a 1 litre jug?

				
Container size	mug 250mL	egg cup 50mL	glass 200mL	raindrop 1mL
Number needed to fill a 1 litre jug				

CAPACITY IN THE ENVIRONMENT

Use this measuring jug to help you answer the questions. If you need to draw on it, you can find extra jugs on the next page.



CAPACITY IN THE ENVIRONMENT



CAPACITY IN THE ENVIRONMENT

capacity in the environment

CHALLENGE ONE

Mark the level of liquid in the jug according to each problem

Bec pours herself a glass of orange juice from this jug that was full to the 1 litre mark. If the glass she uses is 300mL, how much is left in the jug?



CHALLENGE TWO

Mark the level of liquid in the jug according to each problem

Cam is mixing cordial for a part. He pours in 200mL of cordial and then adds twice as much water. How much mixed cordial is now in the jug?



Staying Safe Scenario

Look at each picture and identify the dangerous or uncomfortable situation. Suggest strategies you may use to deal with the situation.



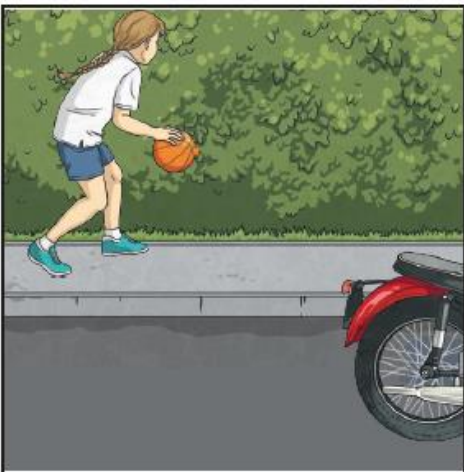
Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:

Indirect Speech



Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
William asked if he could have a turn on the slide.	
"It's my turn next," Shiya shouted.	
Dad said that the children should stop arguing.	
Kylie mentioned that the swings were free.	
"I love the park," squealed Emir.	
Mum told the children that it was time to go home.	

Add any missing punctuation to the sentences containing direct speech.

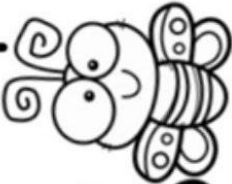
- 1. I want sweets! shouted the little girl.
- 2. As I was walking away, my friend called Don't forget your bag!
- 3. Please can you help me with my maths work? asked Reuben quietly.

Change the direct speech in the sentences to indirect speech.

- 1. "We must work together!" declared Alexander.

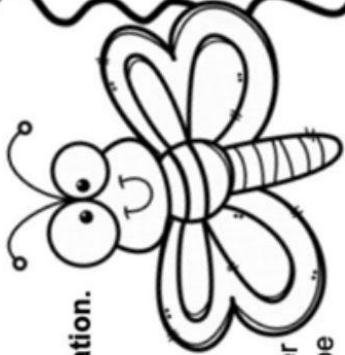
- 2. "If we are late, we might miss the show," stated my sister anxiously.

Spring Multiply and Color



2 Mini Game Boards

Color the numbers to make a multiplication equation.



a game for 2 players

Need: pencils

Players take turns to color the numbers to make a multiplication equation to fit the pattern at the top of the board, e.g. on a turn a player could color 6, 4 and 24 for $6 \times 4 = 24$. Once a number is colored it can't be used again. The winner is the last player who can color an equation.

Game 1

Make $\square \times \square = \square$

10	3	36	3	6	25	4
3	4	3	20	12	4	9
5	7	28	9	4	16	8
2	15	27	2	3	7	2
9	2	14	4	8	3	6
4	3	5	2	16	4	10
2	40	2	18	4	2	3
24	16	7	18	9	6	6
5	12	4	8	21	3	5
2	4	24	5	4	4	

Game 2

Make $\square \times \square = \square$

7	6	4	6	72	16	6
2	81	32	9	30	64	4
45	24	9	7	9	54	9
7	8	8	42	9	40	8
4	63	7	48	36	6	49
8	5	5	6	9	8	9
6	8	81	5	7	5	7
3	9	6	8	9	36	10
9	8	9	54	8	35	72
40	56	9	7	8	63	10



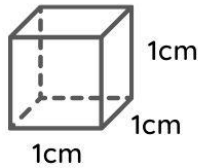
Measuring Volume in Cubic Centimetres

Volume is the amount of space that an object takes up.
To measure volume we use cubic centimetres.

One cubic centimetre is 1cm long, 1cm wide and 1cm high.
The symbol we use for cubic cm is cm^3 .

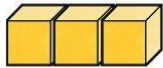
The formula is:

$$1\text{cm} \times 1\text{cm} \times 1\text{cm} = 1\text{cm}^3$$



Activity 1:

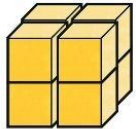
Look at the cube diagrams below.
Count the number of cubes and then work out the volume of each model.
Use the formula above to help you.



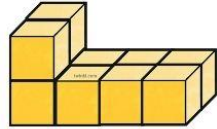
cubic centimetres



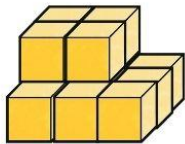
cubic centimetres



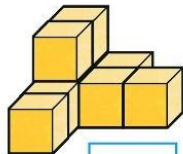
cubic centimetres



cubic centimetres



cubic centimetres

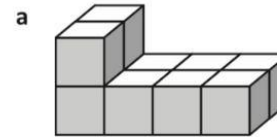


cubic centimetres

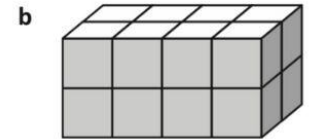
Activity 2:

Look at the cube diagrams below.

Work out how many more cubes are needed to make each model a total volume of 64 cubic centimetres.

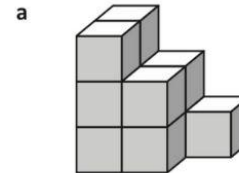


more cubes

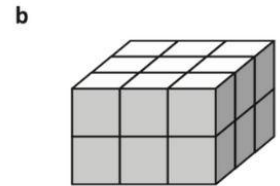


more cubes

Work out how many more cubes are needed to make each model a total volume of 27 cubic centimetres.

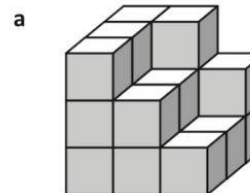


more cubes

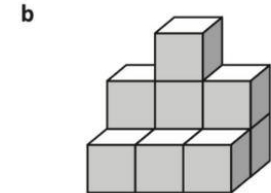


more cubes

Work out how many more cubes are needed to make each model a total volume of 125 cubic centimetres.



more cubes



more cubes

Measuring Volume in Cubic Centimetres

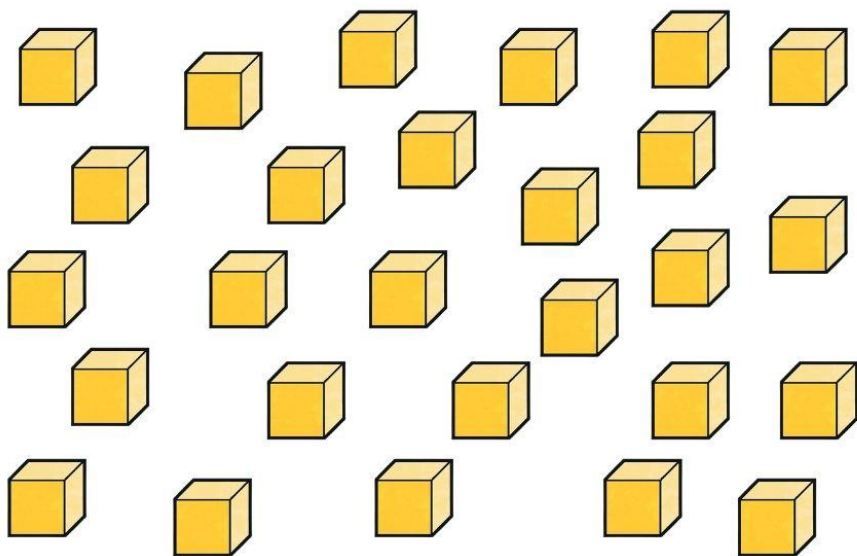
CHALLENGE ONE

To complete this task you may like to cut out the ones cubes below, use Lego blocks or ones cubes (if you have any).

Use 27 cubes to make a model that is:

- 3 cubes long
- 3 cubes wide

Draw a picture of what your model looks like.



What is the height of your model
(how many cubes high)?

CHALLENGE TWO

To complete this task you may like to use Lego blocks or ones cubes (if you have any) to help you.

b) What is the volume of a model that is 4 cubes long,
2 cubes wide and 2 cubes high?

cubic centimetres

Show your working out below:

DATA TABLE

*COMPLETE THE TABLE:

<u>UNIT</u>	<u>SYMBOL</u>	<u>CONVERSION</u>	<u>EXAMPLE</u>
	B		
Kilobyte			
		1000 kilobytes = 1 megabyte	
			A movie

Files are measured in bytes, kilobytes, megabytes, gigabytes and terabytes.

Byte = 1 typed character

Kilobyte = a small text only email

Megabyte = a minute worth of a song or an image

Gigabyte = a movie

Terabytes = The standard size of an external hard drive in 2018

1 kilobyte = 1000 bytes

1 megabyte = 1000 kilobytes

1 gigabyte = 1000 megabytes

1 terabyte = 1000 gigabytes

