

# Year 2/3 Learning from Home Activities

Please see attached for a sample schedule that you might like to follow. Each week there will be multiple activities from the IXL program. The school has registered your child to use this program for English and Maths. A text message was sent out last Term with your child's login and password details.

We are requiring the child to revise activities from the previous year in order to reinforce their skills as we know that repeated practice will lead to mastery. This will also allow them to become accustomed to using the program and should require limited adult assistance.

Your child's teacher will have access to their class IXL dashboard and will be monitoring the work undertaken daily. Through the dashboard they can see a 'Live' view of what activities the child is undertaking at any moment throughout the school day.

Classroom teachers will also be marking the role daily based on the English and Maths activities completed, and for Years 3-6, how frequently your child is completing the Literacy Pro Quiz.

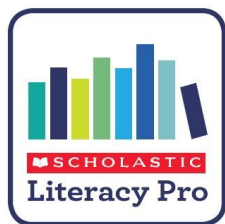
Please be aware that this 'attendance' and work completed will also form part of your child's End of Year Report.

Each day, your child's class teacher will be available through online support. See email below.



## Share work with your teacher via email

Please scan or take a photo of your work and email to Mrs. Laycock:  
**23teacher@olwkingsbury.catholic.edu.au.**



## Literacy Pro Library & Quiz (Years 3-6 only)

<https://slz04.scholasticlearningzone.com/slz-portal/#/>

**School Org ID: YXHF Password: reading1**



## EPIC! Books Online


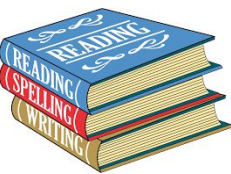


<https://www.getepic.com/students>

**Year 2/3 Class Code: dyt7136**

For online support, Mrs. Laycock can be contacted Mon - Fri 9:00am - 3:30pm

**[23teacher@olwkingsbury.catholic.edu.au](mailto:23teacher@olwkingsbury.catholic.edu.au)**

# Learning from Home Schedule

Time	Activity	Expectations
Before 9:00 a.m.	<b>Wake Up Morning Chores</b> 	Wake up, make your bed, brush teeth, eat breakfast, pick up laundry and/or toys, tidy up your room, feed pets
	<b>Morning Exercise</b>	Physical activity of your choice. Example: exercise video by Mrs Van Ballegooy <a href="https://youtu.be/V1BLbicbj-w">https://youtu.be/V1BLbicbj-w</a>
9:00am - 10:30am	<b>ENGLISH Learning Time</b> 	<b>READING, WRITING &amp; SPELLING</b> <ul style="list-style-type: none"> <li>• 45 minutes Reading Task: IXL and 20 minutes of Stamina Reading</li> <li>• 25 minutes Writing Task</li> <li>• 20 minutes Spelling &amp; Vocabulary &amp; Phonics Work</li> </ul>
10:30am – 11:15am	<b>Creativity Time</b>	Examples: Art, Crafts, Lego, drawing, play music, bake, cook
11:15am – 12:00pm	<b>Snack</b>	Eat snack and clean up afterwards
12:00pm -1:00pm	<b>MATHS Learning Time</b> 	<ul style="list-style-type: none"> <li>• Practice automatic recall of basic number facts</li> <li>• Complete today's Maths activity on IXL</li> </ul>
1:00pm– 1:30pm	<b>Lunch</b>	Eat Lunch and clean up afterwards
1:30pm – 3:30pm	<b>Afternoon Learning Time</b> 	<ul style="list-style-type: none"> <li>• Religion, Inquiry &amp; Specialists subjects</li> <li>• Personal interests activities: Maths or Literacy Tasks</li> </ul>
3:30pm – 4:30pm	<b>Peaceful Activity</b>	Examples: Physical Puzzles, Read, Nap, Play with pets/toys
4:30pm – 6:00pm	<b>Dinner</b>	Help set the table, eat dinner and clean up afterwards
6:00pm – 7:00pm	<b>TV</b>	Family time: TV shows, YouTube shows, Netflix, etc.
7:00 p.m.	<b>Ready for Bed</b>	Take a bath/shower, wash face, brush teeth, etc.

# Week 5 – YEAR 2/3 Learning from Home Activities

DAY	ENGLISH	MATHS
MONDAY	<p><b>Reading:</b> Stamina Reading (20 minutes)</p> <p><b>Writing: Procedure:</b> Write a recipe for a cake that you would like to make. (You may choose any ingredients)</p> <p><b>IXL YEAR 2:</b> Contractions</p> <p>S.1 <a href="#">Form pronoun-verb contractions</a></p> <p>S.2 <a href="#">Form contractions with "not"</a></p> <p><b>IXL YEAR 3:</b> Prefixes and Suffixes</p> <p>K.1 <a href="#">Identify base words, prefixes and suffixes'</a></p> <p>K.2 <a href="#">Determine the meaning of a word with pre-, re- or mis-'</a> and K.3 <a href="#">Use the prefixes pre-, re- and mis-'</a></p> <p><b>Spelling:</b> /e/ words. Choose 8 words and write them <a href="https://www.youtube.com/watch?v=IhPXvFFZ7dY">https://www.youtube.com/watch?v=IhPXvFFZ7dY</a></p>	<p><b>15 minutes:</b> Practice automatic recall of <u>3 times tables</u>. Use a timer to time yourself. Record your time.</p> <p><b>Watch</b> this video about <a href="#">Australian Money</a></p> <p><b>45 minutes: Practice of skills IXL</b></p> <p><b>YEAR 2:</b> Money</p> <p>P.1 <a href="#">Coin values</a>      P.2 <a href="#">Count money - up to \$1</a></p> <p><b>YEAR 3:</b> Money</p> <p>L.1 <a href="#">Count coins and notes - up to \$5 note'</a></p> <p>L.2 <a href="#">Purchases - do you have enough money - up to \$10'</a></p>
TUESDAY	<p><b>Reading:</b> Stamina Reading (20 minutes)</p> <p>Lexile Online &amp; Quiz (Year 3)</p> <p><b>Writing:</b> Click on the link <a href="#">The Pod</a></p> <p>Write down, then answer in detail each of the questions provided. Then complete the 'Perfect Picture' activity.</p> <p><b>Spelling:</b> write your words in Tuesday list</p>	<p><b>15 minutes: Hit the Button: (Times Tables)</b></p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><b>45 minutes: Practice of skills IXL</b></p> <p><b>YEAR 2:</b> work through Year 2 Money</p> <p>P.3 <a href="#">Count money - up to \$5</a></p> <p>P.4 <a href="#">Equivalent amounts of money - up to \$1'</a></p> <p><b>YEAR 3:</b> Money</p> <p>L.3 <a href="#">Which picture shows more?</a> and L.4 <a href="#">Making change</a></p>
WEDNESDAY	<p><b>Reading:</b> Stamina Reading (20 minutes)</p> <p><b>Writing:</b> Text Response from a book you have read. Select an incident from the story and develop a newspaper report about it. <b>Spelling: Write 5 sentences</b></p> <p><b>IXL YEAR 2:</b> work through Year 2 Contractions</p> <p>S.3 <a href="#">Use pronoun-verb contractions</a></p> <p>S.4 <a href="#">Use contractions with "not"</a></p> <p><b>IXL YEAR 3:</b> Prefixes and Suffixes</p> <p>K.4 <a href="#">Determine the meaning of a word with -ful or -less'</a></p> <p>K.5 <a href="#">Determine the meaning of a word with -ly or -ness'</a></p>	<p><b>Watch Money song:</b> <a href="#">Australian Money - Coins</a></p> <p><b>15 minutes:</b> Practice automatic recall of <u>5 times tables</u> Use a timer to time yourself. Record your time.</p> <p><b>45 minutes: Practice of skills IXL</b></p> <p><b>YEAR 2:</b> work through Year 2 Money</p> <p>P.5 <a href="#">Equivalent amounts of money - up to \$5'</a></p> <p>P.6 <a href="#">exchanging-coins</a></p> <p><b>YEAR 3:</b> Money</p> <p>L.5 - <a href="#">Inequalities with money</a></p> <p>L.6 <a href="#">Put money amounts in order'</a></p>
THURSDAY	<p><b>Reading:</b> Stamina Reading (20 minutes)</p> <p><a href="https://www.getepic.com/">https://www.getepic.com/</a></p> <p><b>Writing:</b> Literacy Shed writing prompt. Watch the video, 'Reverso'</p> <p><a href="https://www.literacyshed.com/reverso.html">https://www.literacyshed.com/reverso.html</a></p> <p>Write a report about an accident caused by him.</p> <p><b>Spelling: complete grid and write words in Thursday column.</b></p>	<p><b>15 minutes: Hit the Button: (Times Tables)</b></p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><b>45 minutes: Practice of skills IXL</b></p> <p><b>YEAR 2:</b> Money</p> <p>P.7 <a href="#">Comparing groups of coins</a></p> <p>P.8 <a href="#">Add and subtract money - up to \$1'</a></p> <p><b>YEAR 3: Money</b> L.7 <a href="#">Add and subtract money amounts'</a></p> <p>L.8 <a href="#">Add money amounts - word problems'</a></p>
FRIDAY	<p><b>Reading:</b> Stamina Reading (20 minutes)</p> <p><b>Writing: what are you doing on the weekend?</b></p> <p><b>IXL YEAR 2:</b> work through Year 2 Contractions</p> <p>S.5 <a href="#">Use contractions in a sentence'</a></p> <p><b>IXL YEAR 3:</b> work through Year 3 Prefixes and Suffixes</p> <p>K.7 <a href="#">Determine the meaning of a word with a suffix: review'</a> K.8 <a href="#">Prefixes and suffixes: review</a></p> <p><b>Spelling:</b> write words in Friday column.</p>	<p><b>Watch the video:</b></p> <p><a href="https://www.youtube.com/watch?v=Djfb0EAROTg&amp;t=58s">https://www.youtube.com/watch?v=Djfb0EAROTg&amp;t=58s</a></p> <p><b>45 minutes: Practice of skills IXL</b></p> <p><b>YEAR 2:</b> Money</p> <p>P.9 <a href="#">Add and subtract money - word problems - up to \$1'</a></p> <p>P.10 <a href="#">Add and subtract money - word problems - up to \$5'</a></p> <p><b>YEAR 3:</b> Money</p> <p>L.9 <a href="#">price-lists</a></p>

# Week 5 – YEAR 2/3 Afternoon Activities

## Religion, Inquiry, Personal Interests

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Focus: **Feast of the Assumption (15th August)**

The **Assumption of Mary** is a teaching of the Catholic Church. It signals the end of Mary's life on Earth and her return to be reunited with Jesus in Heaven. Our Lady of the Way carries Mary's name which is why it is a significant occasion for us.

Follow the link below to assist you to create your own drawing of Mary.

Don't forget to add colour to your drawing!



[How to draw mary mother of god step by step for kids , toddlers | christian coloring pages](#)

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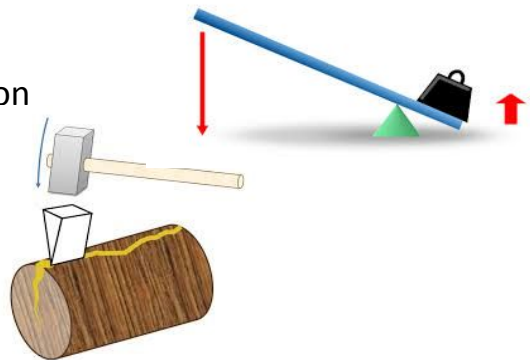
Topic: **Simple Machines**

**Levers** <https://www.getepic.com/app/read/6700>

\*Read the book and then complete the quiz on the last page.

**Wedges** <https://www.getepic.com/app/read/48402>

\*Draw and label 3 examples of a wedge.



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**Homework** Year 3 **Contract 20** (the two pages are attached)

Maths Fractions on a Number Line....please have a look!

[Fractions on a Number Line - Mr. Pearson Teaches 3rd Grade](#)

[Fractions on a number line | Fractions | 3rd grade | Khan Academy](#)

[Fractions on a Number Line - 3rd Grade Math Videos for Kids](#)

<https://www.youtube.com/watch?v=8Lp0xrtq0co&feature=youtu.be>

Song: [Fractions on a Number Line Song | 3rd Grade & 4th Grade](#)

Word of the Week: **impeccable** ....find out what it means!

**Extra Reading**....

<https://www.getepic.com/> <https://storyboxlibrary.com.au/stories>

[\(SET 4\) Rapid Automated Naming 4-Syllable Words](#)

[\(SET 5\) Rapid Automated Naming 4-Syllable Words](#)

# Week 5 – YEAR 2/3 Afternoon Activities

## Specialist Subjects

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### CREATIVE ART: CITYSCAPES COLLAGE

Please see slide below for Collage examples

This week you will be creating a cityscape collage using textured paper and colored construction paper, with at least six buildings created from geometric shapes. The objects in your picture are made mainly from collaged paper and glue, rather than just simply drawing the objects. You will be encouraged to think of interesting things to put in your cityscape that would make your city unique. Look at pictures of cities for more inspiration. Or watch this link: [https://www.youtube.com/watch?v=Bp\\_215H4ibg&pbjreload=101](https://www.youtube.com/watch?v=Bp_215H4ibg&pbjreload=101)

What you will need to get you started:

A3 or A4 paper or construction paper(for your background)

Construction paper (you can use cereal boxes), tissue paper, newspaper, magazines, metallic cellophane  
Glue and scissors

**Optional:** You can enhance your buildings by decorating it with markers or crayons, if you wish.

\* Cut out basic shapes such as squares, rectangles and triangles. Vary the sizes and widths.

\*Play around with the shapes building new and different creations before gluing onto your construction paper.

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### Get active at home!

Hi everyone! I've put together some activities that you can do at home with very little equipment. These activities will help you develop your skills and improve your overall coordination. You can compete against your parents or siblings. The video is posted on the OLW YouTube Channel. **Video link here:**

<https://youtu.be/8ISrpHDrMno>



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### Grade 2:

Ciao bambini, I hope you are feeling felice (happy) today!

**Please see attached activity.** You will start by listening to a song about feelings

It's called "Se sei felice e tu lo sai". In English it's called "If you're happy and you know it".

### Grade 3:

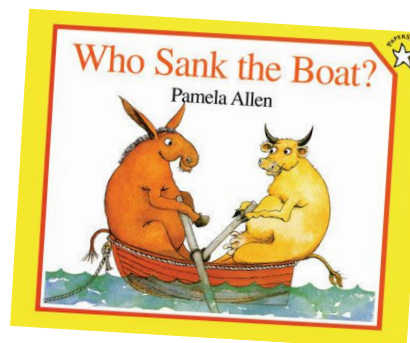
Ciao Bambini, **Behind the News** is a news programme aimed at school-age children.

Today, we will explore a "Behind The News" segment on "What's happening in Italia". **Please see attached activity.**

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### STEM Activity - Who Sank the Boat?

Make a boat using aluminium foil that can float all the characters in this story. See attachments for more details about this activity. If you have a sibling in Year 1/2, you can do this activity together.



# Weekly Spelling Sheet

Term 3 Week 5 Focus: The graph /e/ making the sound “e” like in bed.

<https://www.youtube.com/watch?v=lhPXvFFZ7dY>

Say the word, Write the word.	Monday	Tuesday	Thursday	Friday
Red Spelling Words				
bed				
bedding				
bedroom				
shed				
shedding				
sent				
Orange Spelling Words				
wetness				
best				
fret				
fretting				
fresh				
freshness				
Green Spelling Words				
stretch				
mention				
centre				
flexible				
wettest				
fresher				
stretchable				



## Spelling

Write your word list or use List 20 at the back of this book. Revise your spelling each day.


## Spelling focus

If a noun ends with a consonant and has a short vowel sound before that consonant, double the last letter and then add *y* to create an adjective. For example, *fog* becomes *foggy*.

Add *y* to these words.

- |              |              |
|--------------|--------------|
| 1 frog _____ | 4 grub _____ |
| 2 fun _____  | 5 sun _____  |
| 3 mud _____  | 6 skin _____ |

## Reading *Recount*

### Jack's dad

On Father's Day, I woke up at 6 o'clock, raced into my father's room, and jumped on top of him, screaming, "Happy Father's Day, Dad!" He looked a bit shocked, so I said that I would make him a nice breakfast. I made him some black toast with jam and gave him a glass of red cordial. Afterwards, he didn't look too well, so I gave him his present—a rather large jumper that grandma had given me to give to him. The rest of the day was really good, because Dad put on his big jumper and took us out for lunch, then we played cricket in the park.



- At what time did Jack wake up? \_\_\_\_\_
- How did he wake his father up? \_\_\_\_\_
- Explain why you think Jack's dad did not like his breakfast. \_\_\_\_\_  
\_\_\_\_\_
- Did Dad wear the present he was given? \_\_\_\_\_
- What did the family do after lunch? \_\_\_\_\_

## English *Grammar*

### Verbs

A verb is a word that is an action. For example: We *play* soccer every Sunday.

Underline the verbs in the sentences below.

- |  |   |
|--|---|
| 1 Jack woke his father at 6 o'clock.     | 5 Grandma had knitted a jumper for Dad.   |
| 2 He raced into his dad's room.          | 6 We all played cricket in the afternoon. |
| 3 He jumped on top of his dad.           | 7 Dad ate an unusual breakfast.           |
| 4 He screamed, "Happy Fathers Day, Dad!" | 8 After all that, Mum cooked tea.         |





## Number Addition

Add the numbers.

<b>1</b>	44	<b>2</b>	55	<b>3</b>	46
	+ 28		+ 14		+ 38
	_____		_____		_____

<b>4</b>	36	<b>5</b>	28	<b>6</b>	34
	+ 54		+ 55		+ 38
	_____		_____		_____

<b>7</b>	57	<b>8</b>	67	<b>9</b>	49
	+ 26		+ 15		+ 26
	_____		_____		_____

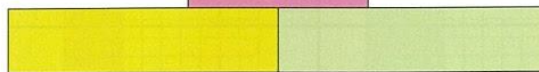
Solve these problems.

- |           |  |  |
|-----------|--|--|
| <b>10</b> | Sam saved \$38 in March and \$26 in April. What was his total savings?                       |  |
| <b>11</b> | Jackie had 58 stamps in one book and 27 in another. How many stamps did she have altogether? |  |

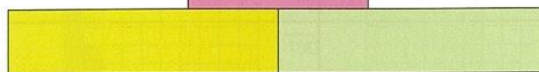
## Number Division

Write two division facts from each multiplication fact.

**1**  $6 \times 3 = 18$



**2**  $7 \times 4 = 28$



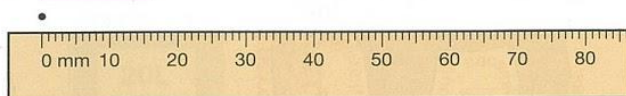
**3**  $9 \times 5 = 45$



## Measurement Length

Draw lines starting from the dots to match the measurements in the boxes.

**1** 40 mm



**2** 55 mm



## Science and Technology

### Unique Australian animals

Research a native Australian animal using a library or the Internet, then answer the questions below.

- |          |                                  |  |
|----------|----------------------------------|--|
| <b>1</b> | What is the name of your animal? |  |
| <b>2</b> | What does it look like?          |  |
| <b>3</b> | Where does it live?              |  |
| <b>4</b> | What does it usually eat?        |  |
| <b>5</b> | Who could be its enemies?        |  |



# VISUAL ART- CITYSCAPE COLLAGE



# ***P.E exercises at home***

The activities this week are slightly different from previous videos!

P.E learning at home can be tricky when equipment and space may be limited for physical activities.

The following video highlights how you can play some competitive games with equipment that you may already have around the house and play with limited space.

## ***You will need:***

- 8x toilet rolls
- 1x paper towel roll
- 9x balls or make your own paper balls
- 2x spoons
- Paper – around 10 sheets
- Tape
- X3 chairs to make a tunnel

## ***Safety concerns:***

- Be mindful of the space you are using.
- Be careful of furniture and you may have a slippery floor.
- For the jumping activities on paper you may need to tape them down to avoid slipping over.

I would love to see a photo of you creating some fun active games at home, or even your own fitness circuit!

Have some fun and keep active!

Link: <https://youtu.be/8ISrpHDrMno>

***Mrs Van Ballegooy***  
***Physical Education***



## Grade 2

### Lezione 4

Ciao bambini, I hope you are feeling **felice (happy)** today

#### **Attivita:**

1. Let's start by listening to a song about feelings  
It's called " Se sei felice e tu lo sai" In English it's called "If you're happy and you know it".

<https://youtu.be/1GAews0DoGg>

2. These are the new 'feelings' words that we will concentrate on today.

triste=sad

felice=happy

pauroso = scared

arrabbiato=angry

3. In this next video clip, some little fish are going to use these words in Italian. Listen carefully and repeat them. Play the video a few times until you know how to say these words.

<https://youtu.be/IVrhdc4D7is>

4. Draw **a fish for each of the above feelings.**

**Write** the **Italian** word and **English** word for that feeling next to your fish.

For example, if your fish is **felice**, draw him with a **happy** face and **bright** color.  
Write the words **felice =happy** next to your fish.



Felice Happy

Grazie  
Signora Grace

## Week 5: Years Three and Four

Italiano con Signora Grace

Ciao Bambini, **Behind the News** is a *news programme* aimed at school-age children. Today, we will explore a "Behind The News" segment on "What's happening in Italia".

### Coronavirus report from Castagne, Italy

For the past few months, life has been very different for people like Zach and Maggie, two Australian kids who live in Northern Italy. They've put together a report showing us what it's like to live in a country that's been almost entirely shut down by COVID-19.

<https://www.youtube.com/watch?v=cN1suf-9J0o>

Attività:

1. Watch the Behind the News report.
2. Imagine you are *writing back* to these children (Zach and Maggie). What would you say to them about Coronavirus in Victoria/Australia?

Write (In English) a "**positive**" letter telling them how you have managed to cope. What has worked well for you? What are some positives?

For example: Have you adapted a new daily routine? Exercised in a different way? Read a new book? Are you learning new things or doing things you normally don't have time for?

3. Start your work with....

**Ciao/Salve. Mi chiamo.....Abito in Melbourne, Australia. Ho.....anni.**

Hi my name is.....I live in Melbourne, Australia. I am.....years old.

**Durante Coronavirus, I have .....**continue in English.

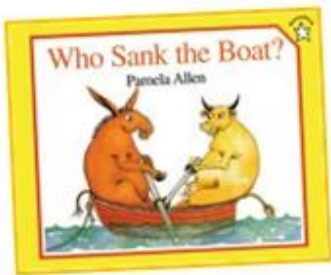
During Caronavirus, I have.....

**Arrivederci da.....**

Goodbye from.....

Grazie and Stay safe!!

**Signora Grace**



# Picture Story prompt for STEM activity

Listen to the story: **Who Sank the Boat?** by Pamela Allen:

<https://www.youtube.com/watch?v=ZpFWuHSDftQ>

**How many animals  
were on the boat?**

**Which animal was first  
to get on the boat?**

**Which animal was last  
to get on the boat?**

**Put the animals from  
heaviest to lightest.**

**Which animal is the  
tallest?**

**Which animals was the  
shortest?**

**If the mouse didn't  
really sink the boat,  
who did?**

**Who do you think sank  
the boat? Why?**

**What would happen if  
the mouse had gone in  
first?**

# STEM Boat Investigation 1

How much weight can your aluminium boat float?

**1. MAKE A BOAT TO FLOAT ALL THE CHARACTERS.** Use aluminium foil to create a boat for the characters in 'Who Sank The Boat?' View the tutorials below to learn how to fold a simple boat. The tutorials use paper, but you can make the boat using foil. You can make any type of boat you like. If you don't have foil, you can use plastic lids or containers instead. Make sure your boat is waterproof!



Double Point Boat

<https://www.youtube.com/watch?v=6X7g5RWSEq4>



Single Point Boat

[https://www.youtube.com/watch?v=61FYdrlwE\\_E](https://www.youtube.com/watch?v=61FYdrlwE_E)

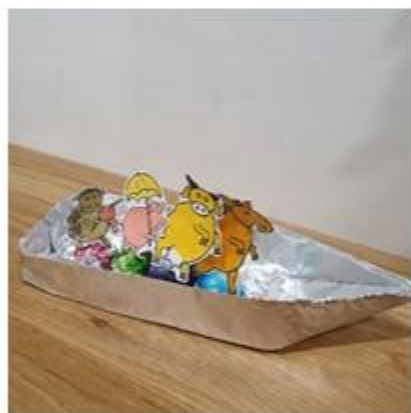
# STEM Boat Investigation 1

How much weight can your aluminium boat float?

## 2. ADD WEIGHT & TEST YOUR BOAT

How much weight can your boat support before it tilts or sinks? Place your boat in a container of water, sink or bathtub to test it.

Order the weight of the character from heaviest to lightest. Use different size balls of playdough or any other objects that you can find around the house to represent each character. *Examples: candy, lego piece, button, coin, pea & paperclip.*



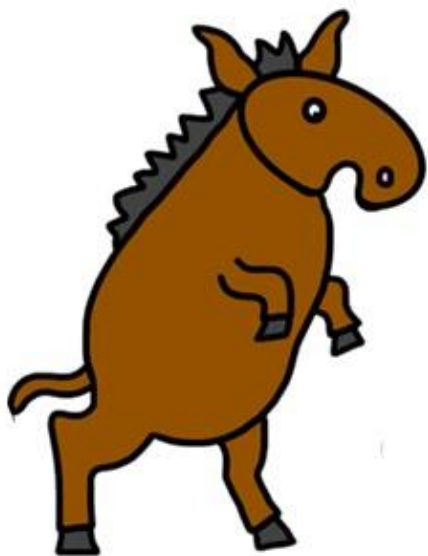
Place the characters/objects into the boat one at a time. Does your boat float, tilt or sink with all the characters in it? What happens when you change who goes into the boat first?

## MY BOAT SANK!

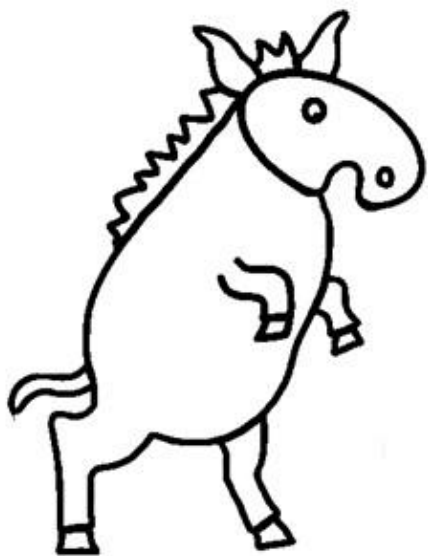
Can you change the design of your boat?  
What happens when you place your boat  
in a larger tub of water?



# Who Sank the Boat? Characters



# Who Sank the Boat? Characters



# STEM Boat Investigation 2

How many coins to sink a boat?

Find out how many coins it takes to sink a foil boat.

1. Collect some treasure (e.g. coins, but you can use other small objects).
2. Construct different sized aluminium boats using the tutorial from 'Who Sank the Boat?' or create any type of boat you like.
3. Check that your boat floats.
4. Once you're happy the boat floats add coins slowly to find out how many coins it takes to make it sink.
5. Try spreading the coins out for the first attempt and then try again but place all the coins at one end.
6. Remember to make sure the coins are dried for each boat you test so you are not adding extra weight.
7. Repeat the investigation, but this time use different sized foil boats. Do smaller boats sink with less coins? Count the number of coins and let your teacher know!



You can make boats from recycled materials and work out how much weight it takes to make each one sink.

Things float if they are less dense than the liquid they are in ( in this case water ). If they are more dense they sink. Adding coins to the boats increased the density and when the density became greater than that of water the boat sank.





**Attached are the  
STEM activities for  
Years PREP - 5/6 that  
you might like to try**

# **PREP**

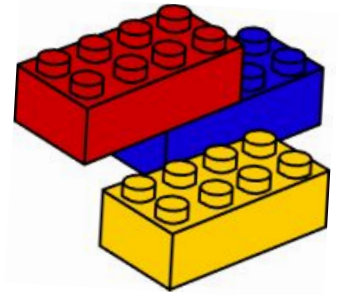
**Help the PREP's  
celebrate their**

**100th Day of Learning**

# BUILDING 100

## Materials needed:


- 100 building blocks of various shapes
- STEM Challenge Station Sheet
- Building 100 journal reflection page



**BUILDING 100**

**Challenge:**  
Can you build the number 100 using 100 building blocks?

**Materials:**



**BUILDING 100**  
Can you build the number 100 using 100 building blocks?

PLAN

WHAT WORKED?

WHAT DID NOT?

I used \_\_\_\_\_ building blocks.



**BUILDING 100**

**Challenge:**  
Can you build the number 100 using 100 building blocks?

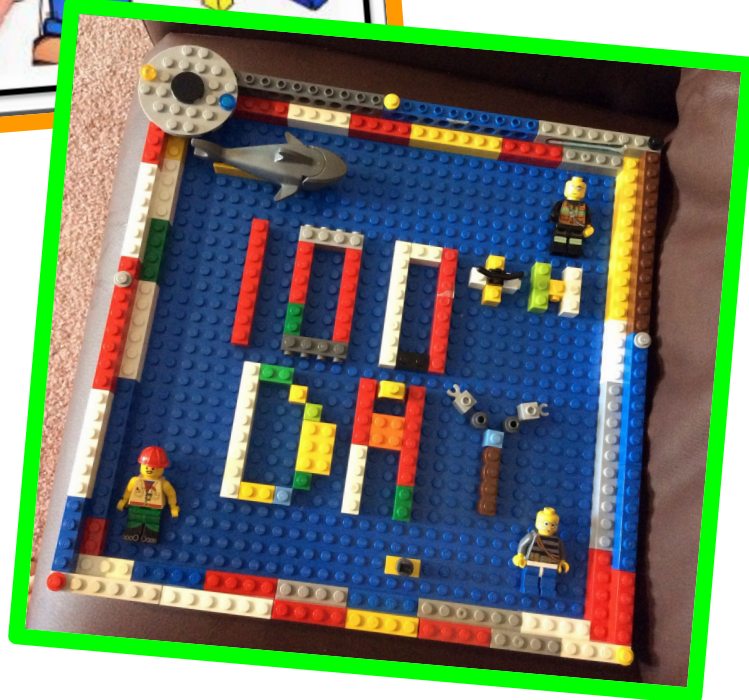
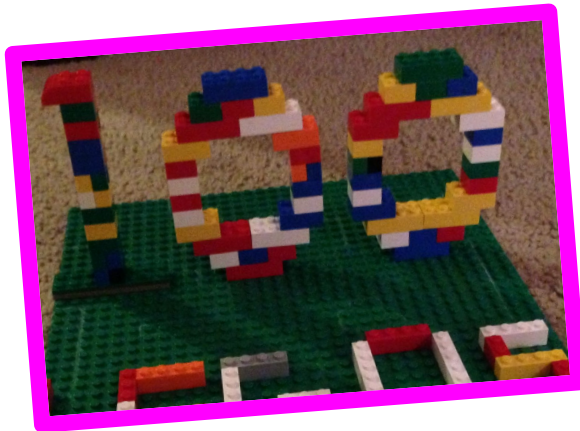
**Materials:**

PLAN

WHAT WORKED?

WHAT DID NOT?

I used \_\_\_\_\_ building blocks.



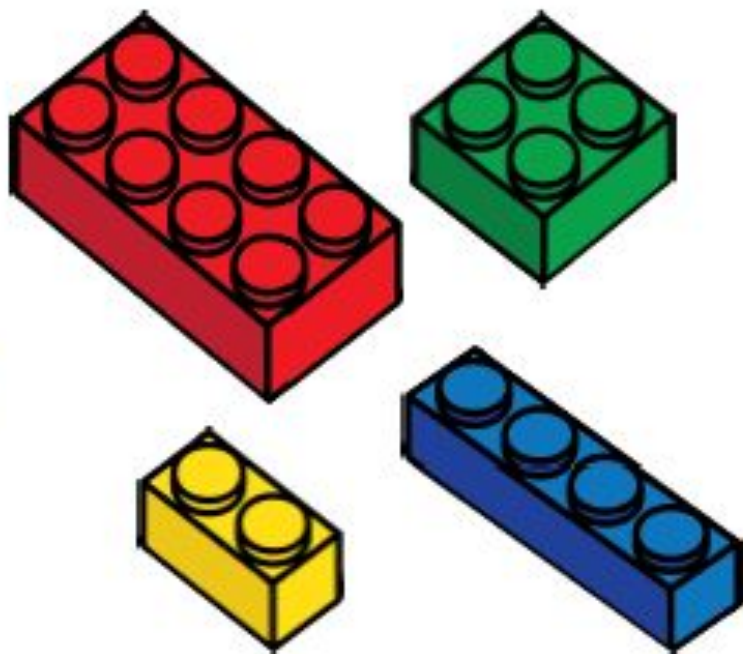
# BUILDING 100

## Challenge:

Can you build the number 100 using 100 building blocks?



## Materials:



# BUILDING 100



Can you build the number 100 using 100 building blocks?

PLAN



WHAT WORKED? 😊

WHAT DID NOT? ☹️

I used \_\_\_\_\_ building blocks.



# Years

**2/3 - 5/6**

# RAINBOW IN A CUP

In this project you will use coloured sugar solutions made at different concentrations. The solutions will form layers, from least dense to most dense at the bottom of the glass. Density means how concentrated the solution is. We are going to use different amounts of sugar to vary the concentration of each colour.

**Look at the image on the right:**

- Which colour is most dense? **Blue**
- Which colour is less dense? **Red**



## What You Need

1. Sugar
2. Warm water (to dissolve the sugar)
3. Food colouring
4. Tablespoon
5. 5 glasses or clear plastic cups



**Glass 1**



**Glass 2**



**Glass 3**



**Glass 4**

# RAINBOW IN A CUP

## The Process:

1. Line up five glasses. Add 1 tablespoon of sugar to the first glass, 2 tablespoons of sugar to the second glass, 3 tablespoons of sugar to the third glass, and 4 tablespoons of sugar to the fourth glass. The fifth glass remains empty.
2. Add 3 tablespoons (45 ml) of water to each of the first 4 glasses. Stir each solution. If the sugar does not dissolve in any of the four glasses, then add one more tablespoon (15 ml) of water to each of the four glasses.
3. Add 2-3 drops of red food colouring to the first glass, yellow food colouring to the second glass, green food colouring to the third glass, and blue food colouring to the fourth glass. Stir each solution.
4. Now let's make a rainbow using the different density solutions. Fill the last glass about one-fourth full of the blue sugar solution.
5. Carefully layer some green sugar solution above the blue liquid. Do this by putting a spoon in the glass, just above the blue layer, and pouring the green solution slowly over the back of the spoon. If you do this right, you won't disturb the blue solution much at all. Add green solution until the glass is about half full.
6. Now layer the yellow solution above the green liquid, using the back of the spoon. Fill the glass to three-quarters full.
7. Finally, **CAREFULLY AND SLOWLY** layer the red solution above the yellow liquid. Fill the glass the rest of the way.

\* If you wanted to add orange or purple to the layers, how much sugar would you add to these cups? Would you need to change the amount of sugar you add to the other cups?



# RAINBOW IN A CUP

## Safety and Tips:

1. The sugar solutions are mixable, so the colours will bleed into each other and eventually mix.
2. If you stir the rainbow, what will happen? Because this density cup is made with different concentrations of the same sugar, stirring would mix the solution.
3. Try to avoid using gel food colouring. It is difficult to mix the gels into the solution.
4. If your sugar won't dissolve, an alternative to adding more water is to microwave the solutions for about 30 seconds at a time until the sugar dissolves. If you heat the water, use care to avoid burns. Ask an adult to help you.
5. Let heated solutions cool before pouring them. You'll avoid burns, plus the liquid will thicken as it cools so the layers won't mix as easily.
6. Use a narrow cup rather than a wide one to see the colours the best.

Have a go at making your own layers of colours. It doesn't have to be a rainbow. You can create stripes or ombre colours.

