

Resources

Year 3

Week 8

Grammar: Homophones

Week 8 Writing Lesson 1 Homophones

Watch clip below:

[https://www.youtube-nocookie.com/embed/nnike7
WERU0](https://www.youtube-nocookie.com/embed/nnike7WERU0)

Homophones

A homophone is a word that sounds the same as another word but these words have different meanings and a different spelling. Homo means 'same' and phone means 'sound'.

For example: cent, scent and sent all sound the same but all have different meanings and different spellings



The dog picked up the *scent*.



My sister *sent* me a letter in the post.



One *cent* is not a lot of money but 100 *cents* make a \$1.

HOMOPHONES

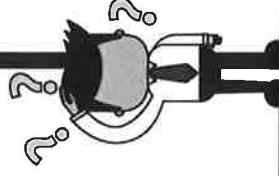
Homophones are **words**
that are pronounced the same,
but are spelt differently
and have different meanings.



EXAMPLES OF HOMOPHONES

HOMOPHONES IN ENGLISH

- Allowed - Aloud
- Altar - Alter
- Ant - Aunt
- Ate - Eight
- Ball - Bawl
- Band - Banned
- Bare - Bear
- Be - Bee
- Beach - Beech
- Bean - Been
- Beer - Bier
- Billed - Build
- Blue - Blew
- Bored - Board
- Break - Brake
- Buy - Bye
- Capital - Capitol
- Cellar - Seller
- Census - Sense
- Cereal - Serial
- Cite - Site
- Coarse - Course
- Council - Counsel
- Deer - Dear
- Die - Dye
- Discreet - Discrete
- Doe - Dough
- Dual - Duel
- Farther - Father
- Fir - Fur
- Flaw - Floor
- Flea - Flee
- Flew - Flue
- Flour - Flower
- For - Four
- Foreword - Forward
- Foul - Fowl
- Fair - Fare
- Genes - Jeans
- Great - Grate
- Hear - Here
- Heel - Heal



Task

Write the sentences and put in the correct homophone.

1. At playtime, Amy and I _____ the ball to each other. through/threw
2. When Harry got the bad news, he _____ and nearly cried. side/sighed
3. Bob was hungry so he ate two apples and a _____. pear/pair
4. I can reach the books on the _____ shelf. higher/hire
5. We are done and _____ finished too. your/you're
6. The prince will be the _____ to the throne. air/heir
7. Can we go _____ the shops to get a bottle of milk? by/ buy

Answers

1. threw
2. sighed
3. pear
4. higher
5. you're
6. heir
7. by



Diary Writing

Week 8 Lesson 3

Yesterday you had a go at writing a diary entry from your own life. This was like a **recount** as it talked about real life events that relate to your life.

Today we are going to write a diary entry that is a little bit different. This one will be like a **factual narrative**. You will need to put yourself in someone else's shoes and write as if you are living their life.

What is a Factual Narrative?

A factual narrative can also be called realistic fiction. Please watch the clip below to find out more.



<https://www.youtube-nocookie.com/embed/HZuvk-leHqM>

IDEAS:

To complete your diary entry today you will need to become someone else. You will need to put yourself in their shoes. Some ideas could include:

- **A new person that has just come to Australia**
- **A scientist that has just discovered something new**
- **A soldier at war**
- **An explorer on safari in the African Savannah**

To think about....

When you become that person your need to think about:

-What you might see, hear, taste and smell (your senses).

-How might you feel?

-What has surprised you?

-What is around you (your setting)?

Your entry today still needs to include all the features of a diary.

Colloquial Language

You should try to use chatty/informal language.

Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

Chronological order

Your diary should be in time order, using adverbials.

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

First person

Remember to use personal pronouns (in particular: I/We)

Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

HOW TO

WRITE A:

DIARY

Past Tense

A diary is about what has already happened.



HOW MANY DOGS, FISHES?



Here is an example for you:

Thursday 27th of August, 2020

Dear Diary,

Today was my first day on this incredible land. The air smells fresh and I feel freedom. I can not believe the huge open spaces here. My mum encouraged me to try this food they call 'Vegemite'. It had a strange taste, but I didn't mind it. I also saw this odd animal that bounces around with a long tail, very peculiar! I better go. Bye for now.
Michelle

Task:

In your remote learning book write a new diary entry today. In this entry you will not write about your own life, you will be writing as if you are somebody else. Use the examples on slide 4 if you are stuck.



Diary Writing

Week 8 Lesson 2



This week we are going to learn the features of writing a diary entry.

A diary entry is a section of writing that has been organised by date. The entries within your diary are how you organize the thoughts, feelings and opinions you are pouring into it. They break up your diary into smaller pieces. Think of them like chapters of a book. They can be as short or as long as you want.

Watch this clip to understand the features of a diary entry:

<https://www.youtube-nocookie.com/embed/RdfFL8UzR2U>



Time Connective Words

In the beginning

First of all

Firstly

Secondly

Thirdly

Then

Next

Later

After that

Afterwards

Eventually

Finally

Last of all

In the end

Written in First Person

First Person

I, ME, MY, MYSELF

- Talk about ourselves
- What happened to us
- How we feel

Past Tense

Are events
that have
already
taken place.

Past Tense Verbs

CRAFTING
COMPLETIONS

• Most verbs → add -ed.
Sometimes you have to drop the 'e' or change the 'y' to an 'i' first.

play → <u>played</u>	talk → <u>talked</u>	share → <u>shared</u>
visit → <u>visited</u>	finish → <u>finished</u>	carry → <u>carried</u>
mix → <u>mixed</u>	crash → <u>crashed</u>	cry → <u>cried</u>

• Some verbs are irregular.

bring → <u>brought</u>	tell → <u>told</u>	teach → <u>taught</u>
win → <u>won</u>	do → <u>did</u>	run → <u>ran</u>
go → <u>went</u>	drink → <u>drank</u>	make → <u>made</u>

• Some verbs stay the same.

hit → <u>hit</u>	cost → <u>cost</u>	cut → <u>cut</u>
quit → <u>quit</u>	hurt → <u>hurt</u>	put → <u>put</u>

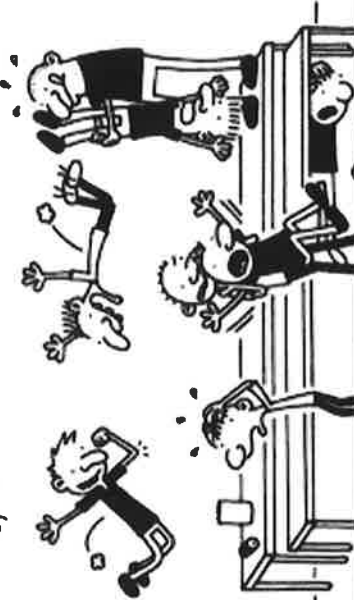
Here are some examples:

Diary of a Wimpy Kid - Day 99

Tuesday, December 14th

Today Mr. Underwood, the Phys Ed teacher, made an announcement. He said the girls and the boys will be doing separate units for the rest of the month. The girls will be doing gymnastics, and the boys will be doing wrestling.

Now, if there's one thing the boys in my school are all into, it's professional wrestling, so everyone was wired after the announcement. Lunch comes right after gym, so the cafeteria was a total madhouse.



Day 22 of lockdown in the UK

Dear Diary,

Today so far has been alright so far, I guess. I have developed an awful habit of waking up at nine. So today I am quite proud of myself for waking up before nine. For breakfast I had my usual choice of croissants with some raspberry jam. The soft flakey bread melted in my mouth and released a sweet juicy flavour. Afterwards, I went upstairs and released a sweet juicy flavour. Afterwards, I went upstairs and because I was a bit achy it felt like I was climbing a steep hill. Whilst I was upstairs, I got into some comfortable clothing and made my bed ready for tonight. I also forgot to turn my lamp off so I did that as well. Then I had a phone call from two of my besties and because for some reason hyper I decided to have a dance party over the phone with them.

BY PHOEBE ROOTS

AGE 11



Use this as a checklist as you write your diary entry today:

Colloquial Language

You should try to use chatty/ingormal language.

Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

Chronological order

Your diary should be in time order, using adverbials.

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).



HOW TO

WRITE A:

DIARY

Past Tense

A diary is about what has already happened.

BOY HELPS A DOG, THANKS



First person

Remember to use personal pronouns (in particular: I/We)

Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.



TASK:

In your remote learning book write a diary entry for your day yesterday or today. This is a real life diary entry. Remember to include your thoughts and feelings, as well as what you did. Use the previous slide as a checklist as you write to make sure you are including everything that must be in a diary entry.



ENJOY Writing

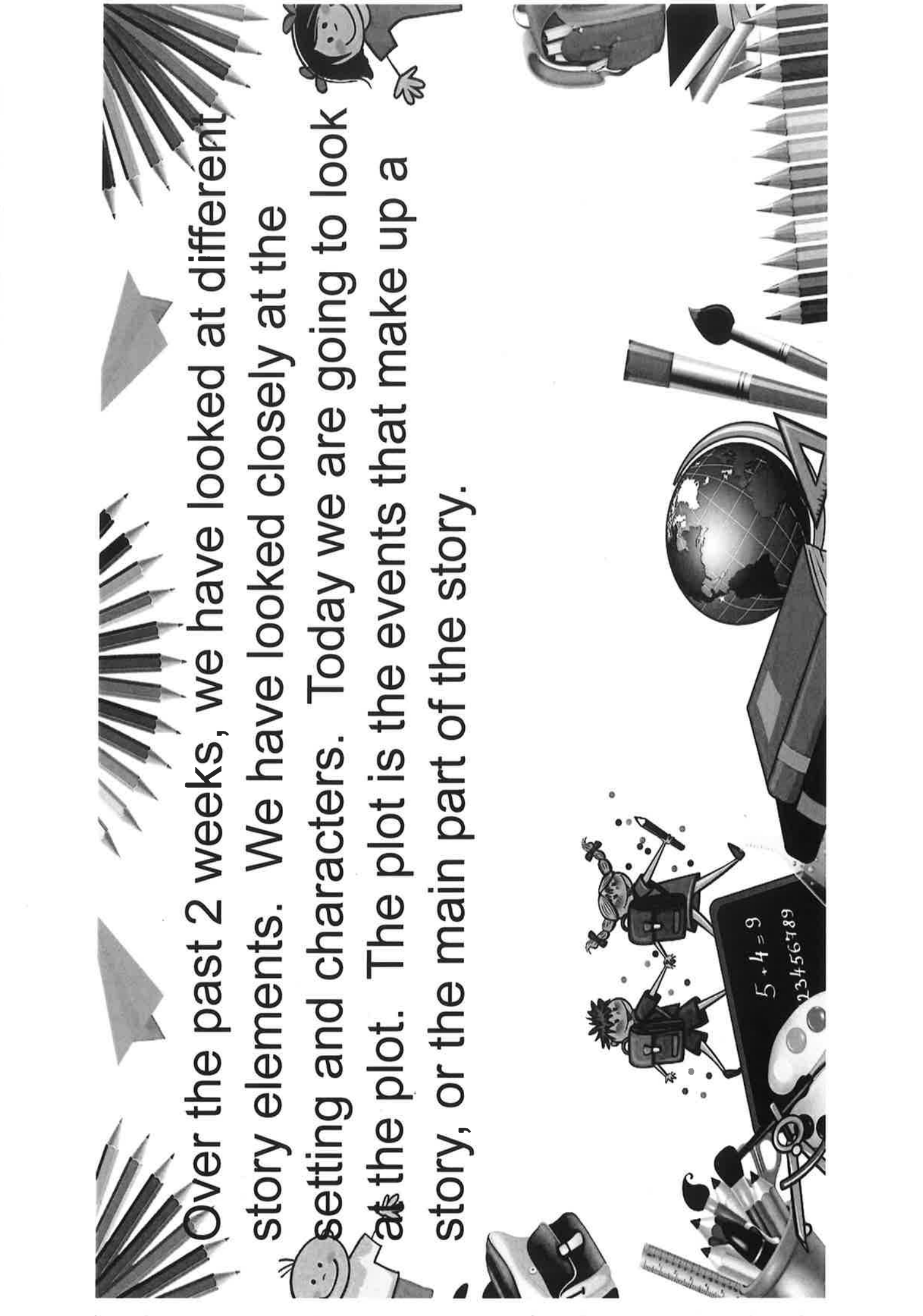
Week 8 Reading

Lesson 1



I can understand different
story elements.



A decorative border surrounds the text, featuring various school supplies such as pencils, pens, a globe, a ruler, a backpack, and cartoon children. The items are arranged in a circular pattern around the central text.

Over the past 2 weeks, we have looked at different story elements. We have looked closely at the setting and characters. Today we are going to look at the plot. The plot is the events that make up a story, or the main part of the story.




Watch the clip to find out more about plot.

<https://safeYouTube.net/w/DovT>

How is Plot like a rollercoaster?

The next slide shows the template you will use to record the plot. You can print it out from the resource pack or just draw it into your remote learning book.



Name: _____ Date: _____ Per: _____

Plot Diagram

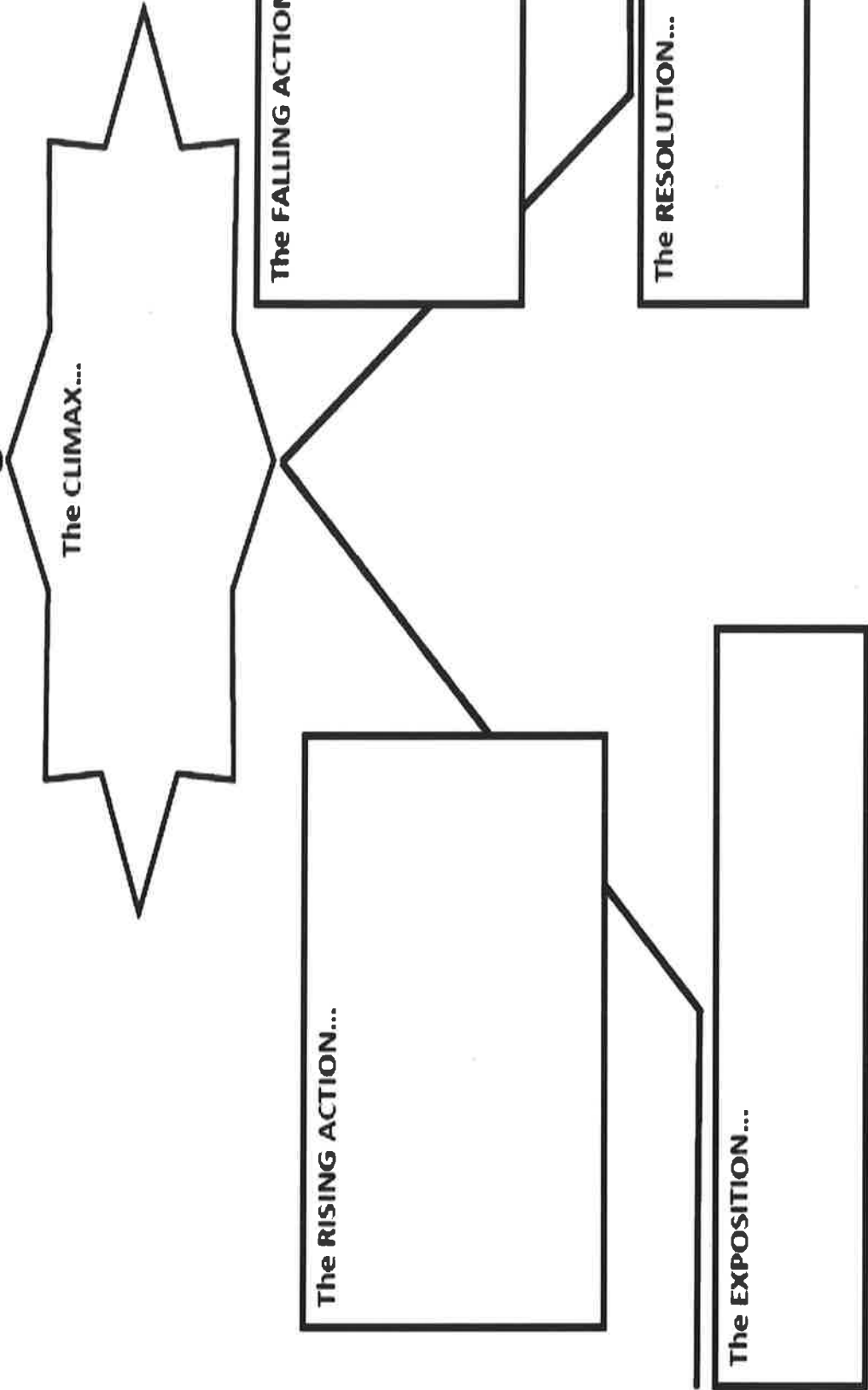
The CLIMAX...

The FALLING ACTION...

The RESOLUTION...

The RISING ACTION...

The EXPOSITION...



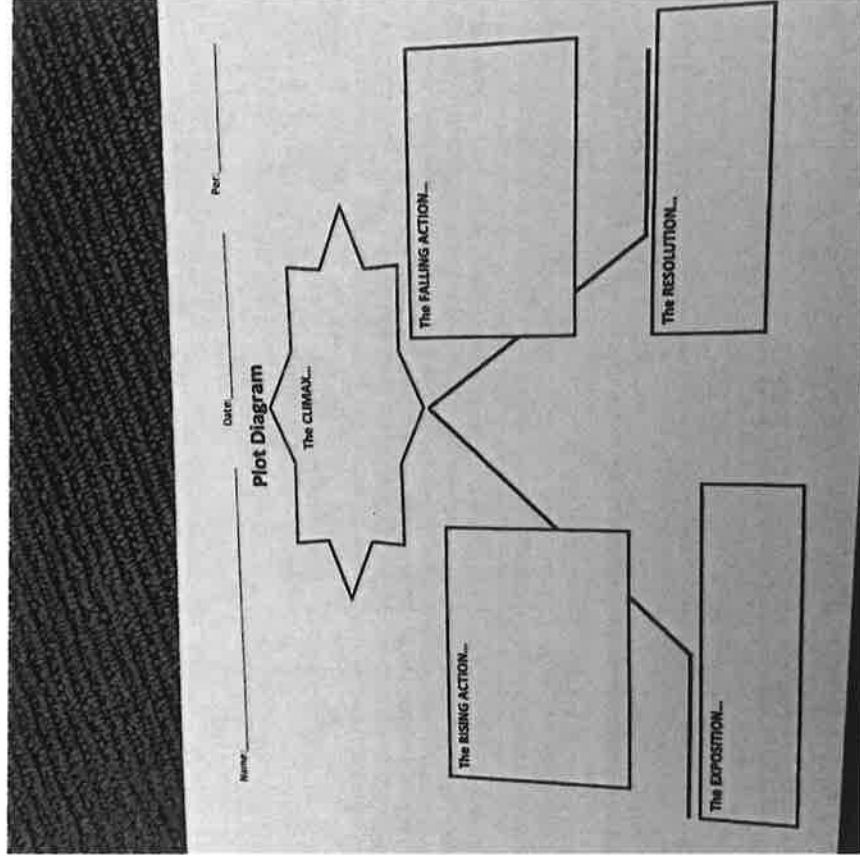
Watch the short Minions movie

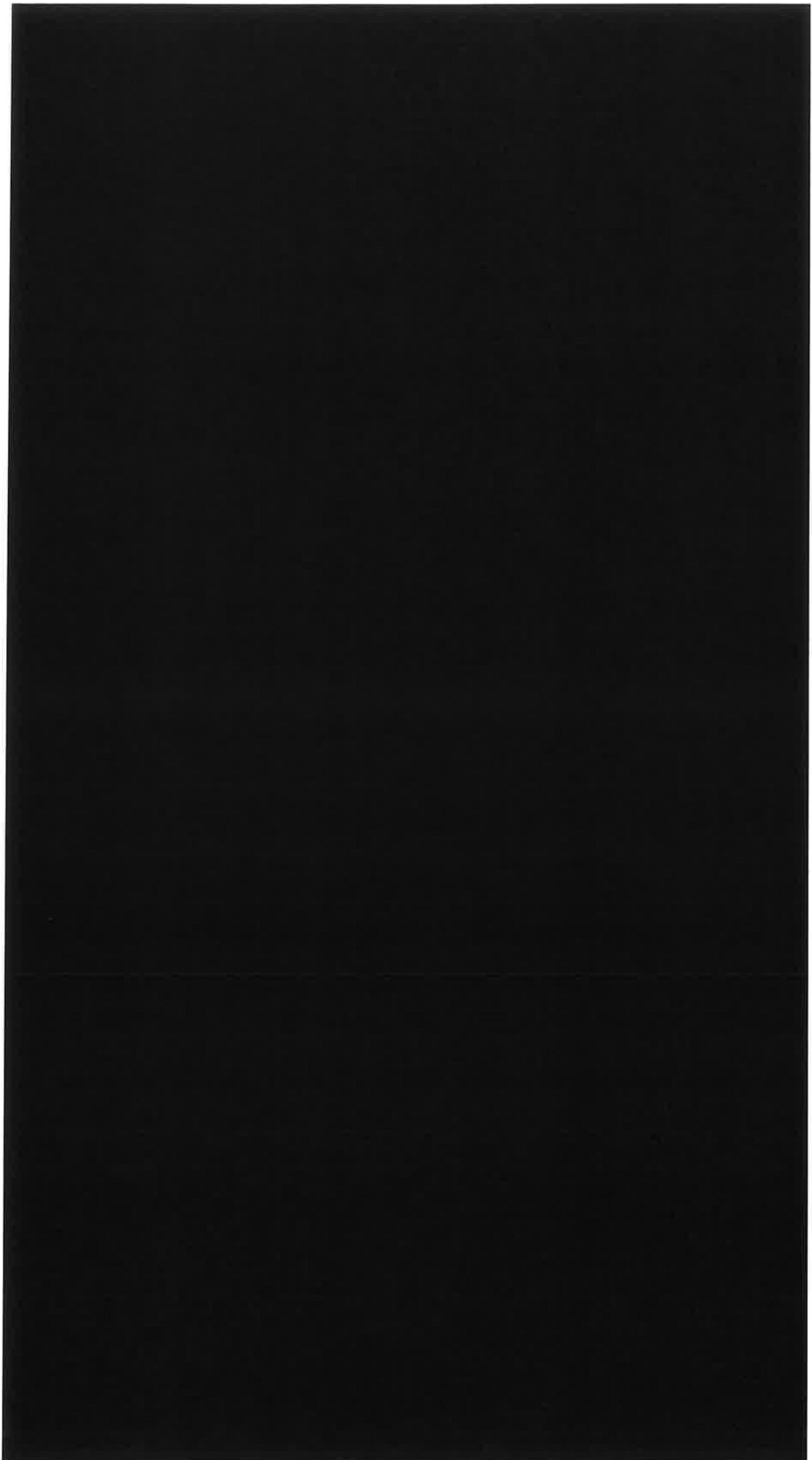
<https://safeYouTube.net/w/3571>

While watching take notes

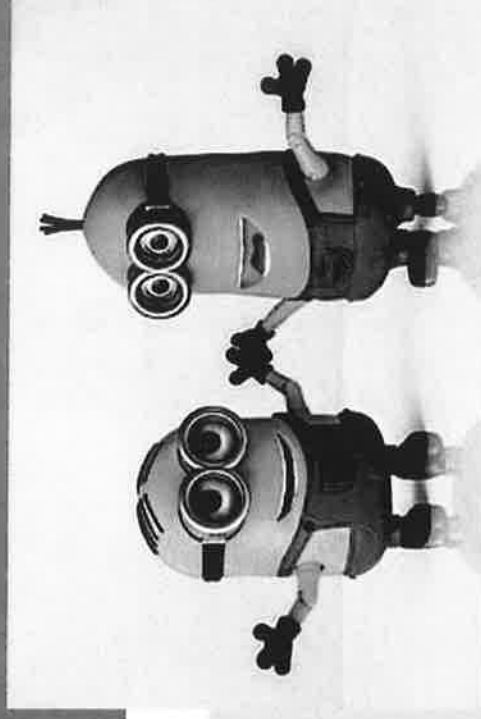
about the following:

1. Exposition of the beginning
2. Rising action or the first event or small problem
3. Climax or the most exciting part
4. Falling tension or the decrease in tension
5. Resolution or how the story finished





Watch the Minions short movie 'Panic at the Mailroom'



<https://safeYouTube.net/w/HWvT>

YOUR TASK:

Draw or print the plot diagram and fill in the exposition, rising action, climax, falling action and resolution. You may pause the video or rewatch the clip so your work is detailed.

Maths Term 3, Week 8, Lesson 2

In this lesson we are learning to create squares and rectangles and divide them into halves and quarters.

1. Watch the demonstration video all the way to the end:

<https://www.khanacademy.org/math/early-math/cc-early-math-geometry-topic/cc-early-math-fractions-of-shapes/v/halves-and-fourths>

2. In your maths book, draw a square shape that is made up of 4 of the smaller grid squares in your book. Shade half of the square shape yellow. Shade a quarter of the square shape blue.
3. Repeat this activity by drawing a new square shape that is made up of 16 of the smaller squares. Shade half of the square yellow. Shade a quarter of the square blue.
4. Repeat this activity by drawing a new square shape that is made up of 36 smaller squares. This shape will be 6 squares across and 6 down. Shade a half of this square shape yellow. Shade a quarter of the square shape blue.

Rectangles and fractions

5. Draw a rectangular shape that is 4 smaller squares long and 2 smaller squares wide. Shade half of the rectangle yellow. Shade a quarter of the rectangle blue.

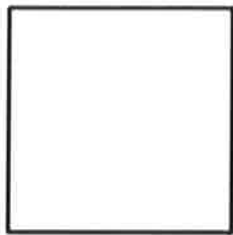
Challenge!

- 6. Create your own shapes that you can use to shade one half yellow and one quarter blue.**
- 7. Try creating other shapes, such as circles and shading one half yellow and one quarter blue.**

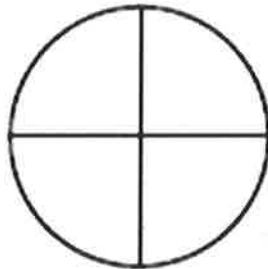
Maths Term 3, Week 8 - Lesson 1

Fractions

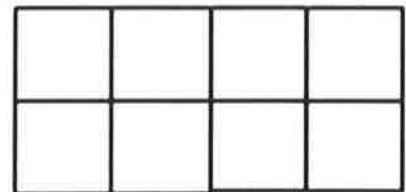
Shade the correct fraction of each shape.



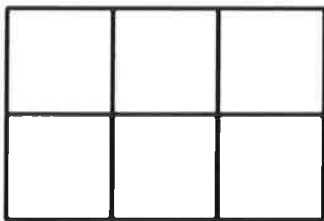
Shade $\frac{1}{2}$



Shade $\frac{1}{4}$



Shade $\frac{5}{8}$



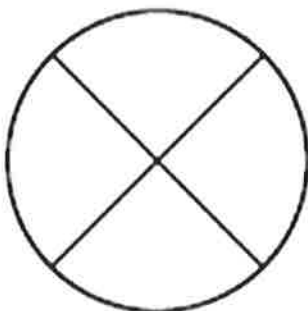
Shade $\frac{4}{6}$



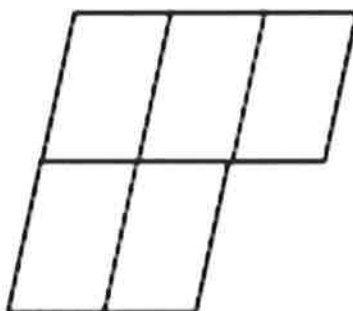
Shade $\frac{2}{3}$



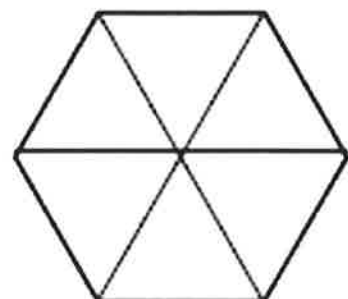
Shade $\frac{1}{2}$



Shade $\frac{3}{4}$



Shade $\frac{4}{6}$



Shade $\frac{5}{6}$



Free Math Sheets, Math Games and Math Help

MATH-SALAMANDERS.COM

Optional Mental Maths - Term 3, Week 8

WEDNESDAY

1. What is the time?



2. $15 \div 5 =$ so $5 \times$ = 15

3. $190 + 10 =$

4. Draw to show one turn clockwise.



5. How many days are in a leap year?

6. If you swim 4 laps of a 50-m pool, how many metres have you swum?

7. $24 + 26 =$


8. Match the value of 738.

- A $7000 + 300 + 8$
 B $700 + 30 + 8$
 C $700 + 3 + 8$
 D $7 + 3 = 8$

9. Is 10.00 pm in the morning, afternoon or evening?

10. 1 cm = mm


11. (Roman numeral) XII =

12.  If you cut a cylinder horizontally, what 2-D shape will you see?

13. $1^2 = 1 \times 1 =$

14. Alex and Antonio each ate 2 and a half strawberries. How many strawberries did they eat altogether?

15. $\$1.00 - 60c =$

16.  Who can afford to buy this toy?

Alex: \$5 \$5 \$2 50c \$1

Ben: \$10 \$2 \$2 50c 50c \$1

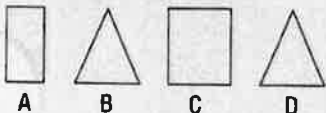
Dan: \$10 \$5 \$2

17. If $3 \times 9 = 27$, then $27 \div$ = 9.

18. 1040, 1030, 1020, 1010,

19. $11 - 6 =$

20. Which two shapes are congruent? and



THURSDAY

1. What is the time?



2. $5 \times 8 =$

3. If you swim 5 laps of a 50-m pool, how many metres have you swum?

4. $20 \div 5 =$

5. 4, 9, 14, 19,
 The rule of the pattern is $+$.

6. $10^2 = 10 \times 10 =$

7. Which is the correct name for a 6-sided polygon?

- hexagon haxagon
 hoxagun huxagon

8. Round 119 to the nearest 10.

9. Do you buy bananas by the kilogram or the kilometre?

10.  =

11. Which set has 2 odd numbers?

- 3, 17 5, 30
 7, 12 9, 12

12. Is this a polygon?



13. Is this book vertical or horizontal?



14. Name this 3-D shape.



15. $30\,000 + 600 + 20 + 4 =$

16. If your teacher buys 11 chocolates and gives 8 of them away, how many chocolates are left?

17. $13 - 4 =$

18. Is paint sold in litres or metres?

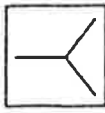
19. How many weeks are in one year?

20. If there were 8 apples in a tray and Jack and Matt ate $2\frac{1}{2}$ apples each, how many apples are left in the tray?

Optional Mental Maths - Term 3, Week 8

Wednesday Answers

WEDNESDAY

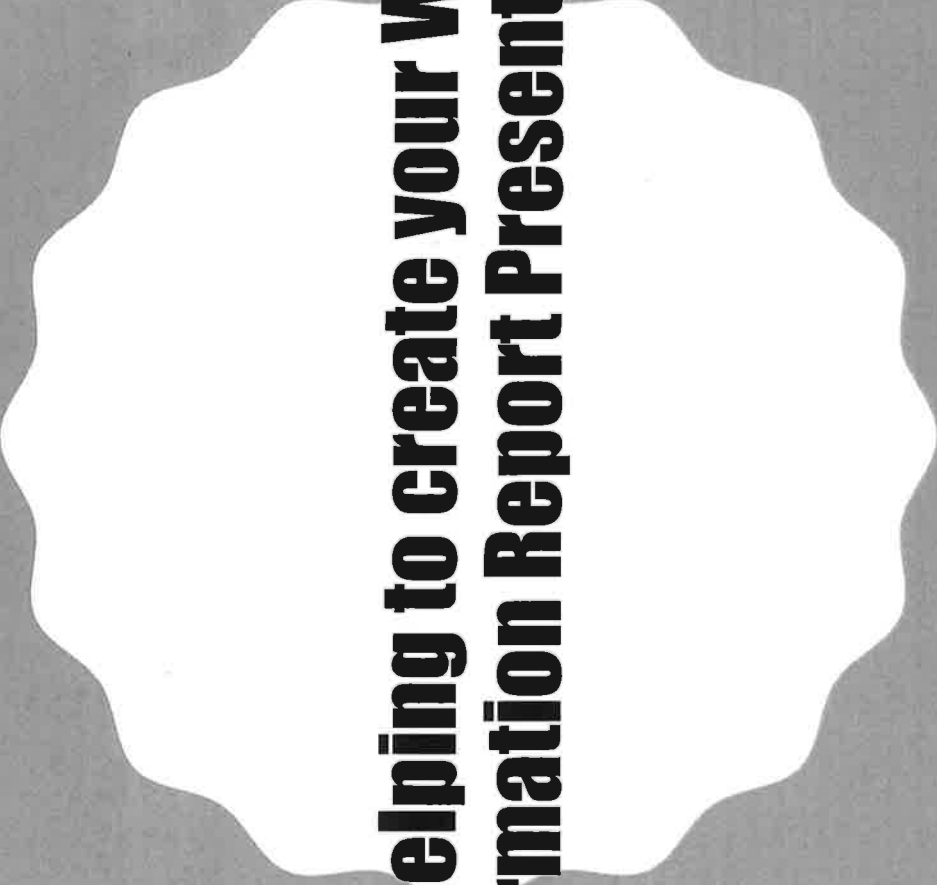
1. 7.05
2. 3, 3
3. 200
4. 
5. 366
6. 200 m
7. 50
8. B
9. evening
10. 10
11. 12
12. circle
13. 1
14. 5
15. 40c
16. Ben and Dan
17. 3
18. 1000
19. 5
20. B and D

Optional Mental Maths - Term 3, Week 8

Thursday Answers

THURSDAY

1. 1.05
2. 40
3. 250 m
4. 4
5. 24, + 5
6. 100
7. hexagon
8. 120
9. kilogram
10. \$9
11. 3,17
12. No
13. vertical
14. cube or square prism
15. 30 624
16. 3
17. 9
18. litres
19. 52
20. 3



**Ideas for helping to create your Wathaurung
Information Report Presentation**

Information Report:

This type of presentation falls under the genre(type) of writing called:
Information Reports...

Information Reports have certain features that make them a 'report' for delivering information to an audience.

Here are some features of a report:

- Title
- subheadings
- Pictures/photo or real life drawings
- captions (a small sentence explaining the picture) under each picture
- labelled diagram/drawings
- fact boxes

When you prepare all your Wathaurung information you have learnt over the last few weeks, think about the above features.

Let's BEGIN.....

Firstly, let's begin to PLAN and decide the type of presentation platform you'd like:

Firstly, you need a blank page in your REMOTE book to PLAN your presentation. On this paper, write the title PLAN. I am now going to guide you through how to plan your ideas and organise them.

Lets pick how you're going to present first...

- Powerpoint
- Poster
- Book
- Documentary type video
- Brochure/pamphlet
- You may have another idea too....

Plan Video

Next, in let's sort out our Title. Choose one of the following or make up your own and write it down on the PLAN page.

- Wathaurung People
- Daily Life of the Wathaurung People
- Wathaurung: People who Belong to Water
- Daily Life of the First Australians
- What Daily Life Looked Like, a Long Time Ago
- Maybe you have a better idea???

Title video

Next, let's decide our sub headings and write them down as well onto the PLAN page.

What sub headings do you think we should have?

Go back and recall all the different parts of the daily life you have learnt about.

Can you remember any of them?

Write them down....

You can check the list of sub headings are correct by clicking on this link to find out.....

[.SUB HEADINGS FOR PRESENTATION](#)

[Sub Headings video](#)

Now, let's work on each sub heading.. In order....that your plan says.

Each sub heading/section must have the following:

- Sub heading
- Text (summarised sentences you have done)
- Photo/picture/drawing
- Caption under the photo/picture/drawing that explains what is IN the photo/picture or drawing

MAKE SURE THE TEXT/WRITING MATCHES THE PICTURE YOU USE

Here is a video to help you understand what these sections of the presentation look like.

[How to Tackle your Sub Headings](#)

It's now up to you...

- **How you put all these little sections together into your chosen presentation platform**
- **Be creative in your publishing by adding fancy details, borders**
- **Make sure its neat, tidy and edited properly.**
- **SUBMIT/TURN IT IN VIA GOOGLE CLASSROOM by the end of the week**

YEAR THREE STEM RUBRIC

Use the rubric below and complete any of the activities at your own pace.

<p>POPSICLE STICK CATAPULT</p> <p>SUPPLIES:</p> <ul style="list-style-type: none">• 10 Icky pole Sticks.• Rubber Bands• Firing Power (marshmallows, pompoms, pencil top erasers)• Bottle Cap <p>Using these supplies, create a catapult which can make objects fly across the room. In your remote learning book draw a design of your catapult and predict which item will go the furthest.</p> <p>Now for the fun! Create your catapult, test it, redesign and retest.</p> <p>Write into your remote learning book which design worked the best and why.</p>	<p>MRS GUNTHER SCIENCE EXPERIMENT.</p> <p>Join Mrs Gunther and her helpers for a science session in the comfort of her own home.</p> <p>We might make some density towers or see how food colouring reacts in different temperature water. The options are endless.</p> <p>You can either complete the science experiment alongside Mrs Gunther, or just sit back, relax and observe what happens.</p>	<p>EGG DROP CHALLENGE!</p> <p>Supplies</p> <ul style="list-style-type: none">• Packaging materials.• Tissue• Old t-shirts or rags• Recycling container goodies• Styrofoam• String• Bags• And so anything you can find to make a soft landing. <p>Draw your design using the materials you have collected into your remote learning book.</p> <p>Now following your design, create your protector.</p> <p>Now for the fun part, DROP THAT EGG FROM A GREAT HEIGHT!</p> <p>If your egg survives then well done, if not go back into the redesign process, but try not to go through too many eggs.</p>	<p>BUILD A CAR THAT MOVES.</p> <p>Supplies.</p> <ul style="list-style-type: none">• Lego• Rubber band• Balloons. <p>Using Lego follow the design process - define the problem, Imagine and design, create and make, test and reflect and then redesign a car that can be propelled by a balloon.</p>
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<p>MAKE A PAPER FORT.</p> <p>Supplies</p> <ul style="list-style-type: none"> • Newspaper • Tape <p>Take two sheets of newspaper, lay them out flat and start rolling it from one corner. The tighter the roll the more support you'll have. Secure the end with a small piece of tape.</p> <p>Now make as many rolls as your kids will allow. An ideal amount would be around 48.</p> <p>Create as many triangles as you can with your newspaper rolls.</p> <p>Finally, you'll secure each triangle to each other creating whatever size structure you want!</p>	<p>HOW MUCH CARGO CAN A PAPER AIRPLANE CARRY?</p> <p>Supplies</p> <ul style="list-style-type: none"> • Construction Paper • Tape, Lots of tape! • Handfuls of coins • Doorway. <p>First, draw a line on the floor about 3mts in front of your doorway. Use tape to make a "target" in the upper third of the doorway. To prove their cargo plane can fly, kids need to glide their plane through that "target" successfully.</p> <p>Draw your paper airplane design into your remote learning book. Remember that your paper plane has to carry coins.</p> <p>Create and make your plane, remembering to tape the coins to your plan.</p> <p>Test, reflect and redesign.</p> <p>Extra challenge – you get to keep the money the plane flies!</p>	<p>HOW STRONG IS SPAGHETTI?</p> <p>SUPPLIES</p> <ul style="list-style-type: none"> • A packet of spaghetti. • A piece of cardboard or Styrofoam. • Wooden building blocks. • Books. <p>First test is to see how strong spaghetti is vertically. Stick the spaghetti sticks into the cardboard so it is standing up, test see how strong it is by resting books on top of the spaghetti. In your remote learning book predict how many books your spaghetti will be able to hold.</p> <p>Now for the second experiment lay the spaghetti down horizontally on two building blocks. Place some blocks on top of spaghetti to stop it from moving.</p> <p>Now use more blocks to see how strong spaghetti is when horizontal.</p> <p>Write your results down in your remote learning book.</p>	<p>BALLOON PINWHEEL.</p> <p>Supplies</p> <ul style="list-style-type: none"> • Pencil with a good eraser on the end. • A pin. • Duct tape. • Balloon. <p>Attach the balloon to the straw with duct tape. You want to create a nice tight seal. Then attach the straw to the eraser with the pin. Attach it at the balance point. Find the balance point by balancing the straw with the balloon attached on the end of your finger.</p> <p>Write your predictions into your remote learning book about what will happen to the balloon.</p> <p>Blow up the balloon by blowing through the straw. This may take some time. Now let go, and watch the balloon spin!</p> <p>Write down what actually happened.</p> <p>Research Newton's third law of motion and write it in your own words.</p> <p>https://safeYouTube.net/w/bjYP</p>
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<p>WHAT MAKES ICE MELT FASTER</p> <p>Supplies</p> <ul style="list-style-type: none"> • Ice cubes • Muffin tin, jars, or containers • Various solids. You can start with salt and sugar, but also include different types of salt, baking soda, sand or dirt etc. • Stopwatch or clock to determine the time of the experiment <p>1: Add 4-5 ice cubes to 6 cupcake cups. Make sure the same amount of ice is in each one.</p> <p>2: Add 3 tablespoons of each solid to a separate container of ice.</p> <ul style="list-style-type: none"> • Add 3 tablespoons of baking soda to cup #1. • Add 3 tablespoons of salt to cup #2. • Add 3 tablespoons of sand to cup #3. <p>Cup #4, cup #5 and cup #6 are your controls and will have nothing added to the ice.</p> <p>3: Set the timer to check back on the ice cubes every 10 minutes over 1/2 hour and record your results. Then draw your conclusions.</p> <p>What caused the ice to melt fastest? And why?</p>	<p>RAINBOW WIZARD'S BREW</p> <p>Ingredients:</p> <ul style="list-style-type: none"> ○ Baking Soda ○ Liquid Watercolours or Food colouring ○ Glitter ○ Dishsoap ○ Vinegar ○ Glass jar ○ Small plastic containers ○ Tray <p>Instructions:</p> <p>Fill the jar halfway with vinegar, then add a few drops of one colour of liquid watercolour/food colouring and some glitter. Squeeze in some dish soap, stir, and place the jar on a tray. Now have your child add in a heaped teaspoon of baking soda, stir again, and watch the foaming begin! The soap makes it foam rather than fizz. To keep the reaction going continue adding baking soda and vinegar when the foam starts to slow. To make it change colours, add a tablespoon of vinegar mixed with one colour of liquid watercolour/food colouring every so often. Make sure to dump the coloured vinegar into the center of the brew.</p>	<p>THE MAGIC MILK EXPERIMENT</p> <p>Magic Milk Materials</p> <ul style="list-style-type: none"> ○ Almond Milk or Cow's Milk ○ Dish soap ○ Q-tips ○ Food colouring ○ Shallow plate or wide bowls <p>Magic Milk Instructions</p> <ul style="list-style-type: none"> ○ Fill a plate or bowl with milk. Drop in at least 2 drops of each of four colours of food colouring. The more variety of colours the cooler the painting. ○ Generously dip the end of a q-tip in dish soap. ○ Now dip the q-tip into the milk next to a drop of colour. ○ The first thing that will happen is the colour will burst as soon as the dish soap hits it. It's a great effect but very short lived. Once there is a little dishsoap in the milk it no longer "bursts". ○ Gently swirl the q-tip through the different colours and you'll see little rivers of colour start to form. 	<p>SWIMMING SPAGHETTI</p> <p>Make spaghetti do tricks with this fun and fizzy experiment.</p> <p>What You Need:</p> <ul style="list-style-type: none"> ▪ uncooked spaghetti ▪ 1 cup of water ▪ 2 teaspoons of baking soda ▪ 5 teaspoons of vinegar ▪ tall clear glass <p>What You Do:</p> <p>Put water and baking soda in the glass. Stir until the baking soda is dissolved. Break spaghetti into 1-inch pieces. Put about 6 pieces in the glass. They will sink to the bottom. Add vinegar to the mixture in the glass. Observe what happens to the pieces of spaghetti. Add more vinegar as the action starts to slow down.</p> <p>What's Going On:</p> <p>When baking soda and vinegar are mixed together, a chemical reaction occurs. It produces a gas called carbon dioxide, which forms lots of bubbles on top of the mixture and smaller bubbles at the bottom of the glass. These little bubbles stick to the spaghetti and make it float to the surface, just as you do when you sit on a swimming pool noodle! When the spaghetti reaches the surface, the bubbles pop and the spaghetti sinks to the bottom.</p>
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