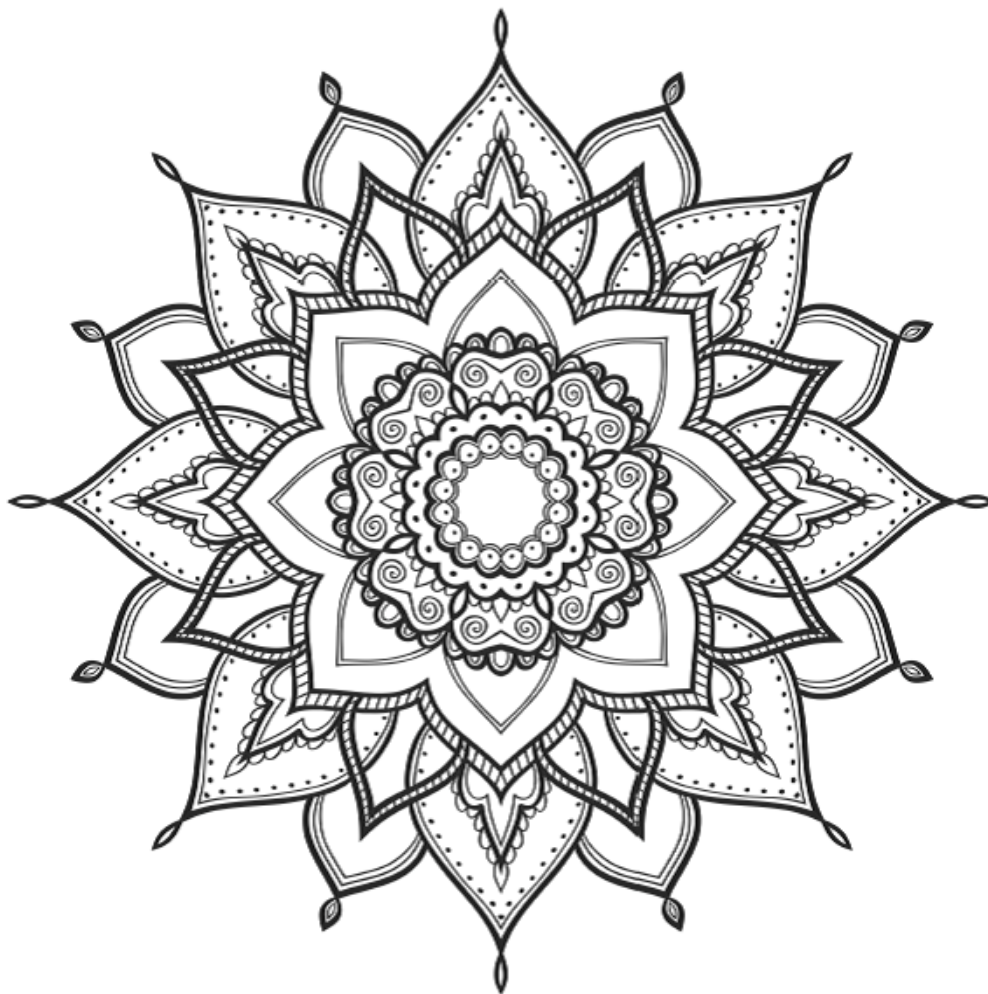


Year 5

Term 4 Week 2



Name: _____

Class: _____



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Year 5 – Term 4, Week 2 Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 2, Lesson 1</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 1, Lesson 1</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 1, Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading</p>  <p>Login to Epic Listen to a story or read a story or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>DREW – Drop Everything and Write Use the prompt in your Microsoft Form</p> <p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading</p>  <p>Login to Study Ladder and complete your set task or complete the comprehension worksheet in hardcopy booklet</p> <p>Grammar in Writing</p>  <p><i>Week 1, Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>



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	<p align="center">Fruit and Movement Break</p> <p align="center">Eat a piece of fruit or vegetable and take a 10 minute movement break. This could include doing a quick workout video or dance, creating your own circuit, playing a game with a sibling or making up your own movement activity.</p>				
	<p align="center">Writing <i>Editing task</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p align="center">Writing <i>Imaginative Text - Poetry</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p align="center">Writing <i>Imaginative Text - Poetry</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p align="center">English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>	<p align="center">English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>
Recess Break	Recess Break	Recess Break	Recess Break	Recess Break	Recess Break
Middle Session	<p align="center">DEAR Reading</p> <p align="center">You can either choose a story on Epic or you can read a book from home</p>				
	<p align="center">Maths Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" style="background-color: #00a0c0; color: white; padding: 10px; margin: 10px 0;">  </div> <p align="center">Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" style="background-color: #00a0c0; color: white; padding: 10px; margin: 10px 0;">  </div> <p align="center">Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" style="background-color: #00a0c0; color: white; padding: 10px; margin: 10px 0;">  </div> <p align="center">Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" style="background-color: #00a0c0; color: white; padding: 10px; margin: 10px 0;">  </div> <p align="center">Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" style="background-color: #ff7043; color: white; padding: 10px; margin: 10px 0;">  </div> <p align="center">Complete individually assigned Prodigy tasks.</p>



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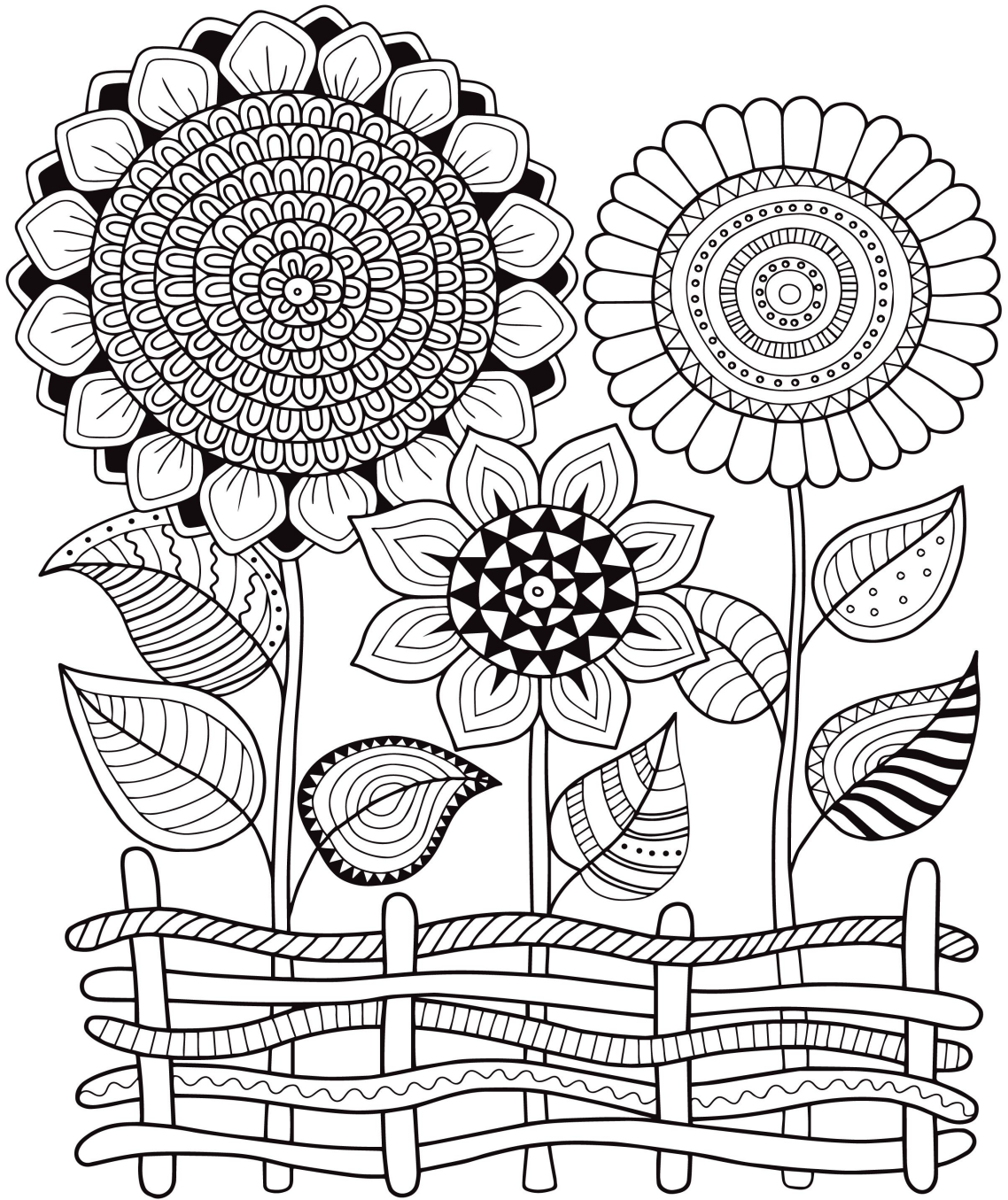
CARING

LEARNING

SUCCESS

	Science	Geography	CAPA	PD/Health	PE
	<p>Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete Drama activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete PDH activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete PE activities in today's Microsoft Form or hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p>Matrix Activity</p> <p>Complete an activity from the choice matrix</p> <p>Stage 3 Glendore Public School Choice Matrix</p> 	<p>Matrix Activity</p> <p>Complete an activity from the choice matrix</p> <p>Stage 3 Glendore Public School Choice Matrix</p> 	<p>BTN</p>  <p>Watch the latest episode of BTN - https://www.abc.net.au/btn/classroom/</p>	<p>PE Shed</p> <p>Choose an activity from PE Shed and upload a picture/video of yourself doing it or complete the activity in your workbook.</p> <p>https://www.thepshed.com/vid-eo-channel</p> 	<p>Origami</p> <p>Follow the instructions in the booklet to fold your own paper crane.</p> 

Monday



	Week 2	Monday	Tuesday	Wednesday	Thursday
1.	foreign				
2.	similar				
3.	savage				
4.	wearily				
5.	broaden				
6.	expect				
7.	usually				
8.	enough				
9.	believe				
10.	brought				
11.	question				
12.	purchase				
13.	sincerely				
14.	according				
15.	exclaim				
16.	frighten				
17.	popular				
18.	accident				
19.	complete				
20.	illustrate				
21.	immediate				
22.	appreciate				
23.	exploration				
24.	alternatively				
25.	information				

Activity 1 – Alphabetical Order

Write your list words in alphabetical order. Only include the extension words if you usually complete extension words in your class.

1.		6.		11.		16.		21.	
2.		7.		12.		17.		22.	
3.		8.		13.		18.		23.	
4.		9.		14.		19.		24.	
5.		10.		15.		20.		25.	

Activity 2 – Dictionary Meanings

Choose 5 words and write their **dictionary** meanings below. Do not just write down what you think they mean.

1.

2.

3.

4.

5.

Term 4 Week 2 Grammar In Writing Year 5

Monday



Challenge Words	Definition	Example
Anticipation	the action of anticipating something; expectation or prediction.	The little girl was filled with anticipation as she opened her birthday present
Asphalt	a mixture of dark bituminous pitch with sand or gravel, used for surfacing roads, flooring, roofing, etc.	The men worked hard all day to apply the smooth asphalt to the road.
Battered	damaged by age and repeated use	When Dad got home from work, he took off his old black battered boots.
Lush	rich and profuse in growth, growing luxuriantly	The gardener was proud of her lush trees, grass and flowers.
Pensive	reflecting deep or serious thought	He was pensive after his conversation with his father.
Bovine	an animal of the cattle group, relating to or affecting cattle	The herd of bovine animals included cows and buffalo.

Read the sentence below and:

- Highlight the time connective (the when)
- Circle the nouns
- Underline the adjectives

As the sun cast a shadow over the green mountain tops, the lonely cow stood silently at the bus stop as if it were a statue.

Brainstorm words that will help you write about this image

Write a paragraph about the image here:

Warm Up:

1. If you are online:

- Go to <https://au.mathgames.com/play/mathvsmonsters.html>
- Select **Play > Year 5 > Multiplication**
- Spend 10 minutes practicing multiplication as a warmup for today.

2. Complete the Number of the day:

Start with
8 382 382

Add 6 ones

Take 2 tens


Add 2 ten thousands

Add 1 million

What is your answer? _____

3. Last week we looked at factors and multiples. Use your knowledge for the following

Write the first ten multiples below:



Write all the factors for the largest multiple (90) below:

Introduction to Week 2: Data

1. What do you already know about Data?

2. In Data, we use Graphs. Read the following information about graphs:

Types of graphs

From: A Maths Dictionary for Kids by Jenny Eather at www.amathdictionaryforkids.com

A graph is a visual diagram used to represent data values.
There are many types of graphs.

Examples

Pie Graph

Animal	Percentage
Dolphins	20%
Seals	30%
Crabs	24%
Sharks	16%

Picture Graph, Pictogram

dolphins	
seals	
crabs	
sharks	

Divided Bar Graph

Animal	Percentage
Crabs	20%
Dolphins	30%
Sharks	40%
Seals	10%

Horizontal Bar Graph

Animal	Percentage
Dolphins	20%
Seals	30%
Crabs	24%
Sharks	16%
Turtles	10%

Line Graph

Animal	Value
Dolphins	20
Seals	30
Crabs	24
Sharks	16
Turtles	10

Name all the different types of graphs mentioned in the information above:

Look at the graphs above to answer the following:

What is one feature of a pie graph?

-

What is one feature of a picture graph?

-

What is one feature of a divided bar graph?

-

What is one feature of a line graph?

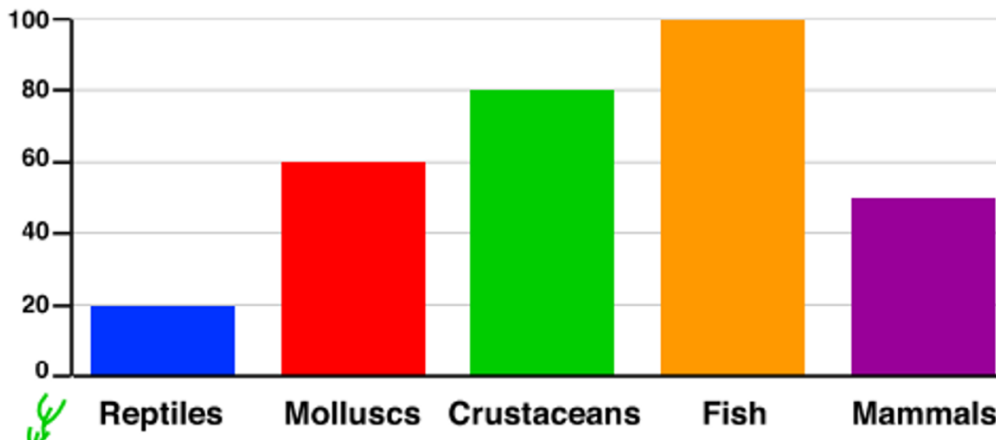
-

What is one feature of a horizontal bar graph?

-

3. Have a look at the following graph and answer the questions below:

Oceanarium - numbers of marine creatures.



What is this graph showing us? _____

What is the difference between the numbers of reptiles and fish? _____

How many less molluscs are there compared to crustaceans? _____

Maths Puzzle

Shape equations!

The sum of the symbols of each row the square are given.
Can you find the value of each shape?

●	▲	▲	★	16	● = ★ = ▲ =
★	●	●	●	14	
▲	●	★	▲	16	
★	★	★	★	20	
17	15	17	17		

Stage 3 research information Term 4 Lesson 1 2021

Aboriginal astronomy: The science of mapping the sky and the seasons

First Nations peoples have read skies for over 65,000 years, making them one of the world's first astronomers.

This ancient science has been passed down from generation to generation, woven into Dreamtime stories.

When Wiradjuri woman Kirsten Banks, an astrophysicist with the Sydney Observatory, began studying astronomy at university she soon realised how much knowledge was contained in those stories.

"Astronomy for our ancestors was very integral to their lives. We needed it for finding food, for learning law [and] knowing how to direct yourselves at night time," Ms Banks told The Point.

She's determined to validate Aboriginal astronomy as a legitimate science and has recently published research looking at the role of the planets in Aboriginal stories.

"We've actually found that you can navigate using the path of the planets in the sky because all the planets at the moment... appear to fall in a line called the ecliptic, which is the apparent path of the sky," she said.

"There's Wardaman tradition saying that the planets are the elders, the spirits, that walk the path forwards and backwards: that's retrograde motion."

Indigenous storyteller Drew Roberts gives cultural tours of Sydney's Centennial Park.

"I come from a saltwater nation, so that means that we don't actually eat fish predominantly from a river," he told The Point.

"So a certain tree will actually connect with a certain thing within the sky and tell me that the fish have actually come out of the river and gotten the black weed and the dirt out of them, so they no longer taste like mud."

Mr Roberts thinks Aboriginal astronomy can also be used to help the planet in the future.

"I was taught you are one grain of sand in the universe and you're meant to have as much impact as any other grain of sand – minimal, or what the Australian government like to call sustainability, but our cultures have been practicing that for generations upon generations."

"You only take what you need and Mother Nature will provide it for you when she is ready."

Research

The Southern Cross - a star guide

By [Louise Maher](#) (666 Field and Online Reporter)

The Southern Cross in the night sky has guided travellers, intrigued astronomers and inspired poets and musicians. Its five stars have been used as a sign of rebellion and as a sometimes controversial symbol of national pride.

Professor Matthew Colless, the Director of the Research School of Astronomy and Astrophysics at the Australian National University, is a big fan of the Southern Cross.

"I find it just a lovely constellation," he says, in his office at the Mt Stromlo observatory high above Canberra.

"For me, as for many Australians, it's the most famous, the most visible, most memorable and most personally relevant constellation."

Crux

The Southern Cross is officially an asterism, a collection of stars that belongs to the constellation of Crux. With the two pointers (which belong to the constellation of Centaurus) it can be used as a navigational tool to find the South Pole.

The five stars that make up the Southern Cross - Alpha, Beta (also known as Mimosas), Delta, Gamma and Epsilon Crucis - are 10 to 20 million years old. The closest is 88 light-years from Earth, the furthest 364 light-years away.

Professor Colless says the stars were known to the Ancient Greeks and Egyptians but by Roman times the Southern Cross had sunk below the horizon, disappearing from sight in the Northern Hemisphere.

"It was lost for many years," explains Professor Colless, "until it was rediscovered by the Portuguese when they began to circumnavigate the globe."

Fair and Beautiful

The Italian explorer Andrea Corsali, who worked for the powerful Giuliano de Medici of Florence, observed the Southern Cross during a Portuguese voyage to India.

In a letter to his patron he drew a rough diagram of it and wrote "this cross is so fair and beautiful". The original letter hasn't survived but a 1516 copy inscribed on vellum is held in the collection of the State Library of New South Wales and has been on display in the *Mapping our World* exhibition at the National Library of Australia.

Exhibition co-curator Dr Susannah Helman says there are earlier depictions of the Southern Cross but Corsali was the first to draw and describe it as a separate constellation.

"You can sort of see many more stars than we know in the Southern Cross but what you have is some stars that seem to be in a cross like the Southern Cross we know," says Dr Helman.

Law and customs

Inhabitants of the Southern Hemisphere, including the Incas of South America and indigenous Australians, have always been familiar with the Southern Cross.

Dr Duane Hamacher, a research scientist and ethno-astronomer at the University of New South Wales, says that because there are hundreds of different Aboriginal language groups there are many different stories about the Southern Cross.

"It tells people about when seasons are changing, when food sources are coming in and also gives them a social aspect," Dr Hamacher says. "A lot of the law and the customs are recorded in the stars and the Southern Cross is very important for that."

In areas of South Australia and Queensland the Southern Cross represents a sting ray.

"Sometimes the two pointer stars represent fisherman pursuing the sting ray or it might represent two sharks chasing the sting ray."

From western Victoria there's a story about a man who was chased up a tree by a large emu and in punishment for his cowardice he was turned into a possum.

"So if you look at the Southern Cross it actually represents a possum at the top of a tree," explains Dr Hamacher. "The very top star ... is red. That represents the possum."

Symbol of resistance

In the mid 19th century the Southern Cross was used by some groups of early white settlers, including the Anti-Transportation League, as a symbol of resistance to imperial powers.

In 1854 it was famously flown at the Eureka Stockade.

"The Southern Cross became a symbol for the miners on the goldfield of their independence," says Michael Evans, the Manager of Visitor Experience at the Museum of Australian Democracy. "They put the five stars on their flag that symbolised their rebellion and which they swore an oath of allegiance to."

Tattoo

The Southern Cross has also been used as a sign of resistance in modern protest movements such as the anti-coal seam gas campaign.

For a few years it was also a popular tattoo.

Tattoo artist Peter "Bones" Bone says its popularity has waned, with many people now wanting it removed, perhaps because of its "bogan" association, but it's still favoured by newly nationalised Australians and members of the Australian Defence Force.

"I suppose [it's] their interpretation of wearing their Australian pride," he says. "A lot of military people definitely wear it as a badge of honour and you do find a lot of people particularly when they go on longer deployments ... are drawn towards that type of tattoo."

The Australian flag

The Southern Cross appears on the national flags of New Zealand, Papua New Guinea, Samoa and Brazil as well as on the Australian flag.

The Australian flag featuring the Union Jack, the Commonwealth star and the five stars of the Southern Cross was first flown in 1901.

Mr Evans says many Australians would be surprised to learn it didn't become the official flag until the Queen signed it into law during her first visit to Australia.

"It is only since 1954 that we have officially had a national flag," he says. "And that is the one we know now that proudly shows the Southern Cross."

Star in Southern Cross constellation now known by traditional Aboriginal name

For thousands of years, the Wardaman people of northern Australia have had a name for the smallest of the five stars that make up the Southern Cross.

Key points:

- The smallest star of the Southern Cross is known as Ginan
- That name has been recognised by the International Astronomical Union
- It's one of four new Aboriginal and Torres Strait Islander names recognised

They call it Ginan — a name that's now been officially recognised by the International Astronomical Union (IAU).

"It was very exciting to give an Aboriginal name to the fifth star of the Southern Cross," said Dr Duane Hamacher, a senior research fellow at Monash University's Indigenous Study Centre.

"It was seen by the Wardaman people as a small dilly bag full of knowledge, songs of knowledge that were passed on."

Ginan is one of four Aboriginal and Torres Strait Islander names that were officially recognised last month by the IAU, which represents a network of 12,000 professional astronomers.

Stars used to only be referred to by their 'Bayer designation'

Until recently, the IAU only referred to stars by their Bayer designation, which is a combination of a Greek letter and the Latin name of the constellation.

"All cultures around the world have their own names for the stars," Dr Hamacher said.

"There are literally thousands and thousands of names for each potential star in the sky.

"What we've done is we've gone through and we've officially assigned one name to each of the stars."

Naming 'a great step'

Of the four new Aboriginal and Torres Strait Islander names that have been recognised, three of them come from the Wardaman people, who come from a region south-west of Katherine in the Northern Territory.

The names — Ginan, Wurrun and Larawag — have been passed on by Wardaman elder Bill Yidumduma Harney, who has published two books on his people's astronomical knowledge.

The fourth Aboriginal star name is Unurgunite, which comes from the Boorong people of the Wergaia language group in north-western Victoria.

"It's very important that modern astronomy and modern science in general works on decolonising this space and really acknowledging and learning from traditional, Indigenous and Aboriginal knowledge systems and languages," Dr Hamacher said.

"So this is a great step in that direction."

Dr Duane Hamacher is an expert in Indigenous astronomy.(

Dr Hamacher said [Indigenous knowledge about celestial bodies](#) is highly complex and has been formed over tens of thousands of years.

"Everything that is on the land is reflected in the sky," he said.

"So the behaviour of the plants and the animals and the seasons and the weather and how to navigate — that is reflected in the sky.

"So all the traditions have a scientific component and they have a social component.

"You can learn about that if you just sit and talk with the elders."

Songlines

Behind the artwork that lit up the Opera House at Vivid LIVE 2016, listen to link online.

<https://www.sydneyoperahouse.com/backstage/backstage-articles/songlines-at-vivid-live-2016.html>

Celebrating First Nations' spirituality and culture through the songlines of our land and sky, Rhoda Roberts, Head of First Nation's Programming at Sydney Opera House and the director of 2016's Lighting the Sails, tells the story of songlines and why this ancient knowledge is at the core of Indigenous and Australian identity.

2



Look at the image to explore the night sky. Discuss the question prompts with your class.



Aboriginal and Torres Strait Islander Peoples are thought to be the oldest continuous culture on Earth. This makes them the first astronomers in the world.

Some Dreamtime stories and traditions that have been passed down orally by Aboriginal and Torres Strait Islander People interpret the night sky. These stories explain an understanding of how astronomy can assist them to live in harmony with the land by indicating the change of seasons, food availability, explaining tides, eclipses, and the rising and setting of the Sun and Moon.


3



Read the article, then watch the video about ancient astronomy in Australia.

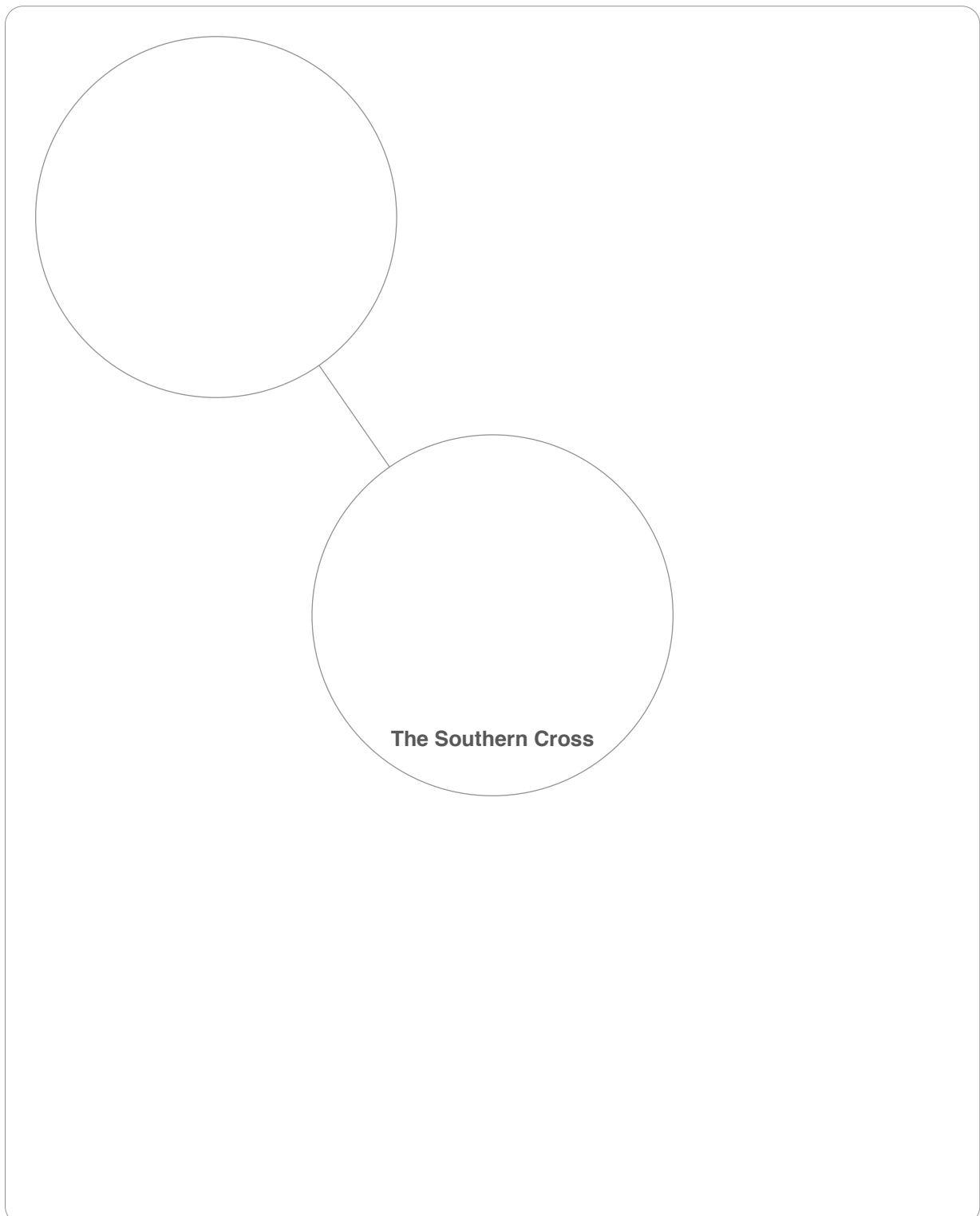
a Why is astronomy important to Aboriginal and Torres Strait Islander Peoples' daily lives?

b How is the Celestial Emu important to Indigenous groups of Australia?

4  Listen to a Dreamtime story about the Southern Cross. Think and talk about how the story by James Miller explains the importance of the Southern Cross to Indigenous People.



 Read about the Southern Cross constellation.

Draw the Southern Cross constellation, then use the mind map to show how and why it is significant.

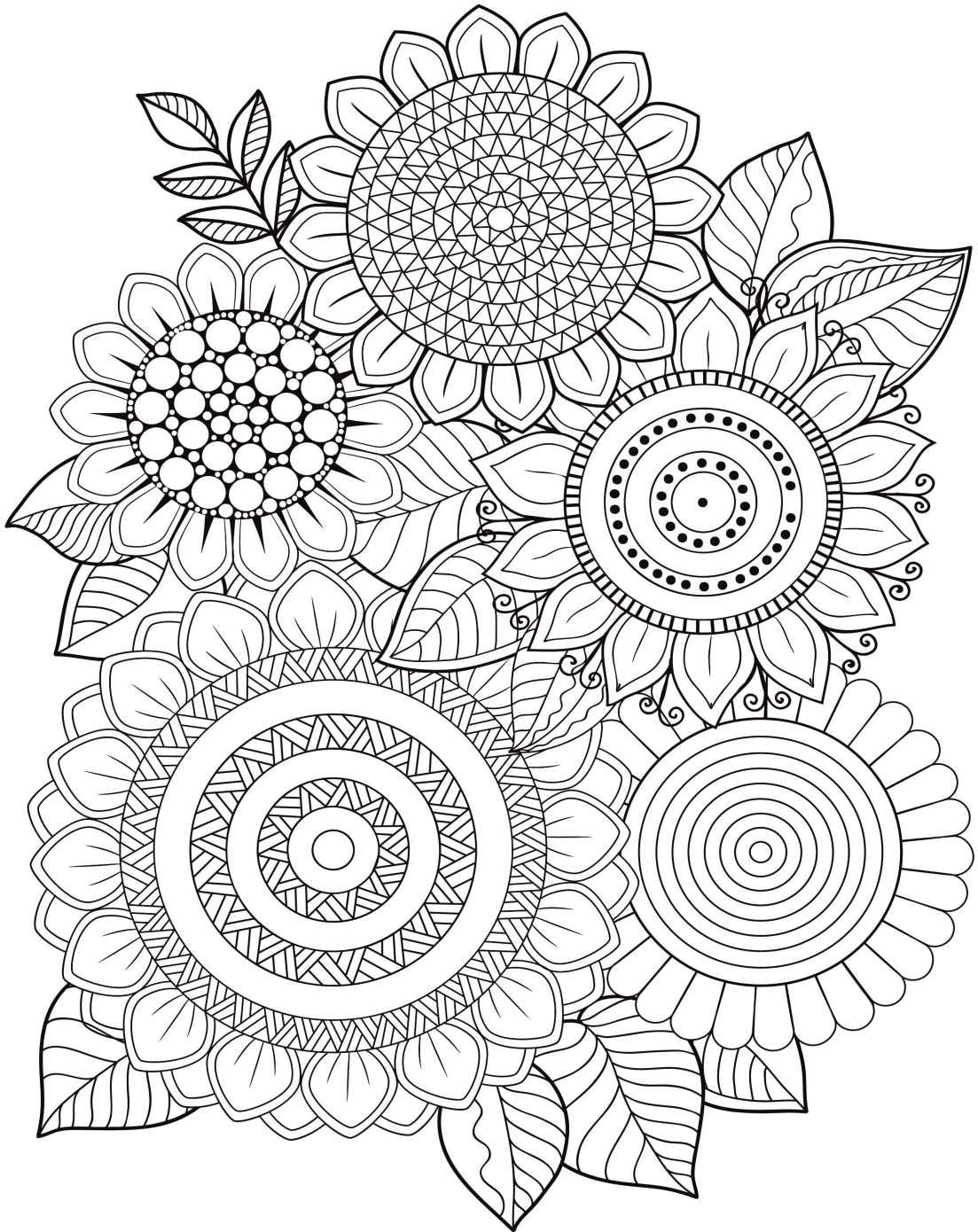


Stage 3 Term 4 Afternoon Activity Matrix

Choose one activity to complete each afternoon this term. If working online, you will need to upload an image and/or write a short summary of your task. This Matrix will be shared each afternoon, you have lots of great ideas here to choose from. Have fun!

<p>Choreograph a dance routine to your favourite song.</p>	<p>Create a colour wheel using objects around your house or from your pencil case.</p> 	<p>Design and draw your own adventure centre. Think about places like Spring Loaded and Ninja Park. Label each of the activities and explain how they work.</p>	<p>Make a time capsule to put away until next year or longer. Include a diary entry about your time learning from home and your life during COVID - 19.</p>	<p>Make a thankyou jar. Encourage everyone in your house to add something each day that they are thankful for and you can read them together at the end of each week.</p>	<p>If you learn an instrument, practice a piece to share. If you don't have an instrument, find some objects at home to create a fun beat.</p>
<p>Create a restaurant menu using 10 of your favourite dishes that an adult makes at home. Use descriptive language to describe the meals.</p>	<p>Have animal races in the yard with your family. Who can make it from one end to the other in least amount of frog jumps? Who can gallop or crabwalk the fastest? Choose 10 animals and race as each of them</p>	<p>Grab a piece of paper, a ruler and a pencil. Use the ruler to draw straight lines from one edge of the page to the other. Draw lines in all directions. Then, decorate each shape with a pattern and colour them in</p>	<p>Make a playlist of 3 of your favourite songs. Devise a dance for each of these songs. Practice it enough that you could teach one of them to your class.</p>	<p>Flip book Make a small flip book. You will need about 10 pages or more to make a quality one. You can look on the internet.</p> 	<p>Rap Lyrics Make a rap on one of the following topics - friendships, a maths topic, primary school or favourite game/sport.</p>
<p>Devise an exercise program. 3 sessions of 30 minutes each. It can include cardio (sprinting or long distance running) or strength training. Complete it.</p>	<p>Create a mini-obstacle course at home for yourself or a sibling to complete. You might use items from the kitchen or garage! Be safe and have fun.</p>	<p>Dress up drama! Pick the funniest outfit from your (or a family member's if you have permission) wardrobe. Come up with a character to match the dress up and create a monologue.</p>	<p>Create a puzzle. Do a drawing, colour it in carefully, then cut it out in puzzle-shaped pieces for a family member to put back together.</p>	<p>Call, Facetime, text or write a short note to someone to thank them for something they have done to help you during remote learning.</p>	<p>Who Am I? Play an animal themed game of Who Am I? with a family member.</p>

Tuesday



Phonics

foreign
similar
savage
wearily
broaden

Basic list / High frequency

expect	question	exclaim
usually	purchase	frighten
enough	sincerely	popular
believe	according	accident
brought	information	complete

Difficult

Own words

illustrate
immediate
appreciate
exploration
alternatively



Spelling rule

Verbs that end in 'y' change the 'y' into 'i' when adding 'es' and 'ed' but not when adding 'ing'.

Example: try, trying, tries, tried.

1. Use your spelling rule to add 'ing', 'es' and 'ed' to these words.

	ing	es	ed
a apply	_____	_____	_____
b carry	_____	_____	_____
c study	_____	_____	_____
d deny	_____	_____	_____
e multiply	_____	_____	_____

Words in context

2. Use your list words to complete these sentences.

- a I didn't _____ you to come today.
 b We _____ go swimming before lunch.
 c _____ d _____ to the map we are almost there.
 d I don't have _____ money to purchase a new bike.
 e The sailors continued their _____ of the ocean.



Wrong spelling

3. Write the correct spelling for each wrongly spelt word.

- a Did you **perchase** that here? _____
 b I can't **beleave** you did that! _____
 c Tara likes to **illostrate** her stories. _____
 d That song is very **populare** at the moment. _____
 e The monster was told not to **friten** the children. _____

Word meanings

4. Choose a word from the lists to match the meanings.

- | | |
|-------------------------|---------------------------|
| a Buy something _____ | d Almost the same _____ |
| b Be thankful for _____ | e Whole _____ |
| c Instant _____ | f To draw a picture _____ |

5. Find the missing letters in these words.

a for__ig__

c __s__al__y

e ill__st__at__

b en__gh

d fr__g__ten

f __ccor__i__g

Year 5 Grammar in Writing Term 4 Week 2

Tuesday



Read the following sentence and:

- Highlight the time connective (the when) yellow
- Circle the nouns
- Underline the adjectives
- Highlight the adverbs green
- Put a square/box around the simile.

As the fluffy white clouds swept across the blue sky, the excited brown cow waited eagerly at the bus stop with his luggage like a child waiting to be picked up from school.

Objective writing	Subjective writing
Fact-based	Opinion-based
Aims to provide a balanced perspective	Aims to present one side
Discussion guided by research	Discussion guided by thoughts, feelings, personal experience
Scientific	Non-scientific

Re read the sentence above, is it written using subjective or objective language? _____



Lesson 113 • Caught in the Act

Name _____

Visualisation

Visualising pictures in our heads of the people, places, things and events we are reading about helps build better understanding of the text. Looking for key words in the text will help us create the images in our heads.

Read the passage.

Circle the word that is the best clue to question 1's answer.

Highlight the word that tells us what kind of a landing Troy had.

Colour the word that tells us what the boat was made from.

I couldn't believe it. The runway was a lily pad. We were going too fast. How would he stop in time? The lily pad seemed so small. Suddenly, the dragonfly stopped in midair. He hovered over the lily pad and dropped me. Luckily it was a soft landing.

"Do you have any idea how dangerous that is?" I yelled.

The dragonfly said nothing. He flew off, leaving me alone on the lily pad.

A small boat, made from a leaf, pulled up to the side of the lily pad.

"Are you Troy Cooper?" asked the green beetle who was driving the boat.

Underline the words that Troy yelled at the dragonfly.

Circle the words that tell us who was driving the boat.

Put a box around the question that the beetle asked Troy.

Colour the correct answers.

- Where did the dragonfly drop Troy?
 in the water on a lily pad on a runway on a leaf
- Why didn't Troy get hurt when the dragonfly dropped him?
 He landed on his feet. He landed in the water.
 The lily pad was soft. He landed in a pile of leaves.
- Who was driving the boat?
 a beetle a dragonfly a hornet a bee
- What was the boat made from?
 a flower a lily pad bark a leaf
- What colour was the beetle?
 brown yellow green orange

Lesson 113 • Caught in the Act



Name _____

Read the passage.

In paragraph 1, underline the words and phrases that helped you visualise how the dragonfly approached the runway.

In paragraph 1, colour the words and phrases that helped you visualise how Troy landed on the lily pad.

I couldn't believe it. The runway was a lily pad. We were going too fast. How would he stop in time? The lily pad seemed so small. Suddenly, the dragonfly stopped in midair. He hovered over the lily pad and dropped me. Luckily it was a soft landing.

"Do you have any idea how dangerous that is?" I yelled.

The dragonfly said nothing. He flew off, leaving me alone on the lily pad.

A small boat, made from a leaf, pulled up to the side of the lily pad.

"Are you Troy Cooper?" asked the green beetle who was driving the boat.

In paragraphs 4 and 5, highlight the words and phrases that helped you visualise the beetle talking to Troy.

Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create in your head as you read about the events described in the passage.

Approaching the lily pad

Landing on the lily pad

Meeting the green beetle

Analysing Poetry - Techniques

There is no one, correct way to analyse a poem. However, when analysing a poem, certain poetic elements are usually discussed. Some of the poetic elements usually discussed in a poetry analysis include the poem's structure, tone, rhythm and rhyme pattern, imagery, language, and theme.

One acronym that may be helpful when analysing poetry is 'SMILE'

W1, L3

Using SMILE to Analyse Poetry

'SMILE' stands for...

- Structure
- Meaning
- Imagery
- Language
- Effect.

This poem is making me SMILE!

W1, L3

Night

*As the darkness falls, the night comes in,
I feel a coldness creep under my skin.
The time is coming, they'll say goodnight,
And then, I know, they'll turn out the light.*

*They'll leave me alone, all alone in my bed,
And night-time fears will jump into my head.
I will shake like a leaf on a cold, windy day,
As I try to wish all of my worries away.*

While shadows dance hauntingly over my

*wall,
I know I'll hear footsteps outside in the hall.
Something is out there, I hear it each night,
Please, will you come back and turn on the light?*

*If only they knew that the night is my foe,
If only they knew I don't want them to go.
I wish I could tell them the secret I keep,
Please won't you stay 'till I drift off to sleep?*



'S' is for Structure

W1, L3

The structure of a poem is the arrangement of the lines and verses.

Ask the following questions when analysing the structure of a poem:

- Is the poem fixed verse or free verse?
- Are the lines short or long? What is the effect of this?
- Are there verses? If so, how are these used to develop ideas?
- Does the poem have a regular rhyming pattern?
- Does the rhythm of the poem create a particular mood?



Teach Starter.com



Analysis of *Night* - Structure

W1, L3

These comments could be made about the structure of *Night*:

- It is an example of fixed verse.
- It contains many features similar to a ballad.
- It has four verses with four lines in each verse.
- Each verse further develops the ideas of the poem.
- It has a regular rhythm and rhyme pattern.
- The rhyme pattern for each verse is *aabb*.

Can you think of any other comments you could make?

Teach Starter.com



'M' is for Meaning

W1, L3

The meaning of a poem is the idea or message the poem portrays.

Ask the following questions when analysing the meaning of a poem:

- Who is speaking? Who is being spoken to?
- What is happening in the poem?
- What thoughts or feelings are being expressed in the poem?
- What is the big idea or 'theme' of the poem?
- Why might this poem have been written?



Teach Starter.com



Analysis of *Night* - Meaning

W1, L3

These comments could be made about the meaning of *Night*:

- The speaker is a small child, expressing thoughts about the night.
- The night is approaching. The child is already starting to worry about all of the things that they think will happen when their parents turn off the light at bedtime.
- The child is expressing fear of going to sleep on their own. The child is also wishing that their parents knew how afraid they are, so that they would then stay with the child while they are falling asleep.

Can you think of any other comments you could make?

Teach Starter.com



'I' is for Imagery

W1, L3

Imagery is the mental pictures the poet creates throughout the poem.

Ask the following questions when analysing imagery in a poem:

- How does the poem appeal to the senses (sight, sound, smell, touch)?
- Does the poem contain similes, metaphors and personification?
- Are symbols used to create meaning within the poem?
- Do the images used create a particular mood or atmosphere?
- Do the images provide clues about the poem's message?



Teach Starter.com



Analysis of *Night* - Imagery

W1, L3

These comments could be made about the imagery in *Night*:

- The poem contains images which appeal to the senses e.g. *darkness falls in, coldness under my skin, footsteps outside in the hall.*
- The poem contains examples of simile and personification e.g. *shake like a leaf, shadows dance hauntingly.*
- These images help create a tense, fearful atmosphere within the poem. They help the reader paint a mental picture of night falling, as well as intensifying how scared the child is about bedtime.

Can you think of any other comments you could make?

Teach Starter.com



'I' is for Imagery

W1, L3

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Ask the following questions when analysing imagery in a poem:

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twinkl.com



Analysis of *Night* - Imagery

W1, L3

These comments could be made about the imagery in *Night*:

- The poem contains images which appeal to the senses e.g. *darkness falls in, coldness under my skin, footsteps outside in the hall.*
- The poem contains examples of simile and personification e.g. *shake like a leaf, shadows dance hauntingly.*
- These images help create a tense, fearful atmosphere within the poem. They help the reader paint a mental picture of night falling, as well as intensifying how scared the child is about bedtime.

Can you think of any other comments you could make?

twinkl.com



'L' is for Language

W1, L3

Language is the words used to express thoughts and create images.

Ask the following questions when analysing language in a poem:

- Is the poem written in formal or informal language?
- Are there examples of word play in the poem e.g. nonsense words?
- Have sound devices been used in the poem e.g. onomatopoeia?
- Is the language used simple, or is it more sophisticated?
- How does the language used help convey the poem's message?



twinkl.com



Analysis of *Night* - Language

W1, L3

These comments could be made about the language in *Night*:

- The poem is written in first person.
- The language fits the idea that the poem was written by a child.
- The language is easy to understand and is quite descriptive.
- Repetition is used for emphasis throughout the poem e.g. *They'll leave me alone, all alone in my bed*
- The poet uses questioning to help convey their message e.g. *Please, will you come back and turn on the light?*

Can you think of any other comments you could make?

twinkl.com



Analysis of *Night* - Language

W1, L3

These comments could be made about the language in *Night*:

- The poem is written in first person.
- The language fits the idea that the poem was written by a child.
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- Repetition is used for emphasis throughout the poem e.g. *They'll leave me alone, all alone in my bed*
- The poet uses questioning to help convey their message e.g. *Please, will you come back and turn on the light?*

Can you think of any other comments you could make?

twinkl.com



Analysis of *Night* - Effect

W1, L3

These comments could be made about the effect of *Night*:

- The poem is highly successful in making the reader feel sorry for the small child who is scared of being alone at bedtime.
- Being afraid of the dark is an experience that most people have probably had at some point in their lives. This makes the reader have empathy for the poet.
- The poet's pleas may arouse within the reader a desire to help the child in some way (perhaps with a hug!)

Can you think of any other comments you could make?

twinkl.com



In My Eyes

Use the 'SMILE' technique to analyse the poem below.

*Come close and I'll tell you a secret,
A secret that's honest and true.
It's filled with knowledge and wisdom,
Come close and I'll share it with you.*

*My mother, she told me this secret,
When I was a small little child.
She whispered it quietly and gently,
And almost at once, I smiled.*

*Would you like me to tell you my secret?
Would you like me to share it with you?*

*Come here and I'll whisper it gently,
Come close and that's what I will do.*

*There's no one else out there quite like you,
Don't hide underneath a disguise.
Just the way that you are, you are perfect,
And you always will be; in my eyes.*

S - _____

M - _____

I - _____

L - _____

E - _____

Warm Up:

1. If you are online:

- Go to <https://au.mathgames.com/play/kingofmath.html>
- Select **Play > Year 5 > Multiplication**
- Spend 10 minutes practicing multiplication as a warmup for today.

2. Complete the Number of the day:



Round the number to the nearest 10

Round the number to the nearest whole number

Round the number to the nearest 100

Round the number to the nearest tenth

3. Use +, -, x or division and the numbers below to make 760. Write how you did it in the box below.

Make 760 Challenge

Use all of the below numbers ...

300

20

5

3

2

... to arrive at an answer of 760.

You can use addition, subtraction, multiplication and division, but each number can only be used once.

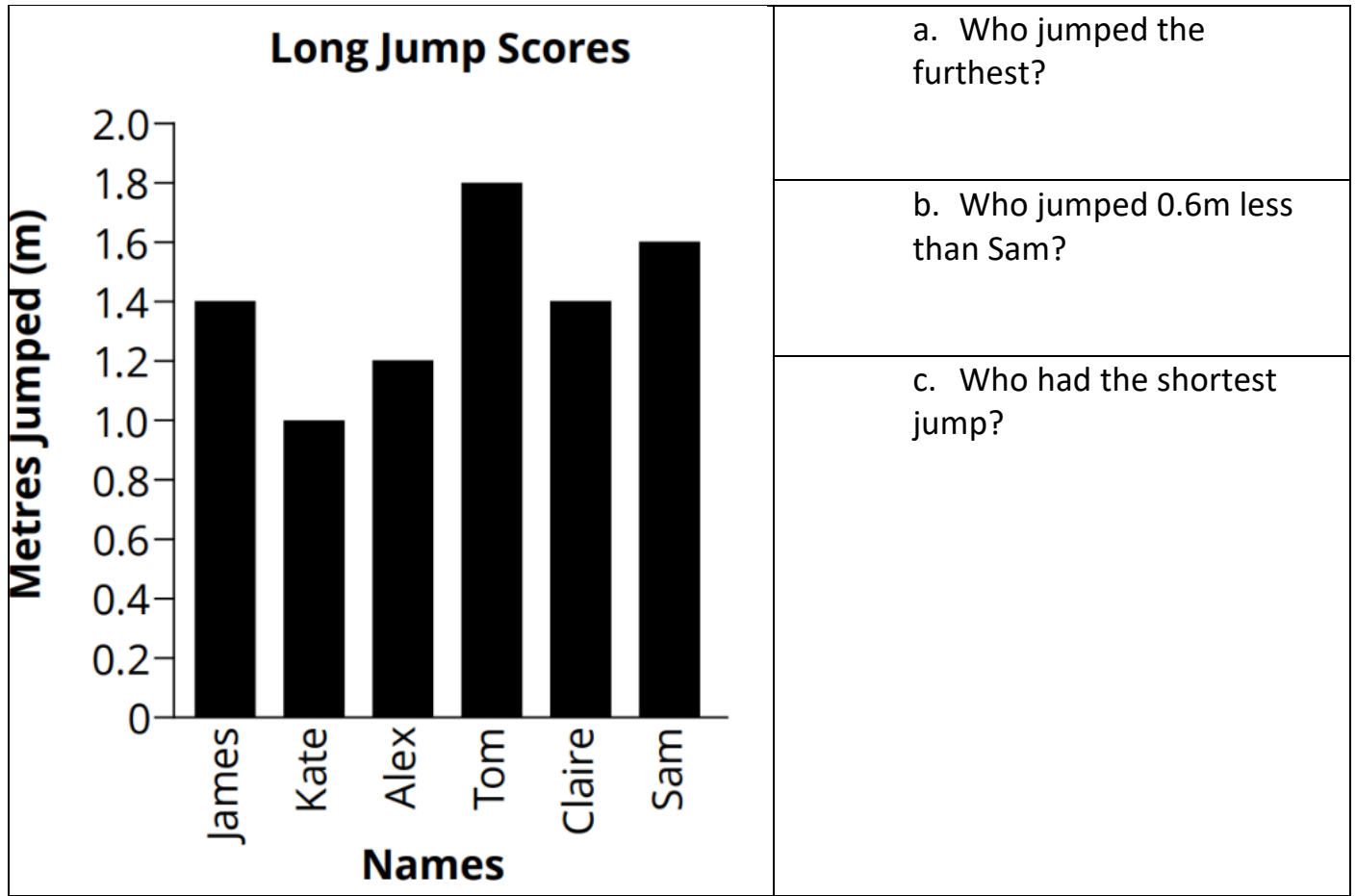
Week 2: Data

1. If you are online, go to this link https://mathsframe.co.uk/en/resources/resource/51/bar_charts

- Scroll down to play the game > click level 2 or 3 > click 'score on'
- Play and upload a screenshot of your result

2. Write the names of all the types of graphs you know of:

3. A group of Year 5 students competed in a long jump event. The graph below shows the distances jumped. Read the graph and answer the following questions.



Maths Puzzle

Which one is different?

In each square one number is different. Color that number.

7, 77, 17, 14, 21, 84

81, 99, 22, 63, 18

12, 16, 21, 22, 31

15, 56, 25, 59, 50, 19

Why is the coloured number the odd one out in each square??

How do bushfires impact on people and the environment?



The 2020 bushfires had a massive impact on Australia.

What do you remember seeing, smelling, and feeling during the fires?

I could see	I could smell	It felt like

What was the environment like before and after the fires?

Before	After

This is a summary of the damage cause by the 2019-2020 fires.

State / territory	Fatalities	Homes lost	Area (estimated)		Notes
			ha	acres	
Northern Territory	0	5	6,800,000	16,800,000	Area, includes mainly scrub fires, which are within the normal range of area burnt by bushfires each year; homes
New South Wales	26	2,448	5,500,000	13,600,000	Area; fatalities; homes
Queensland	0	48	2,500,000	6,180,000	Area, includes scrub fires; homes
Western Australia	0	1	2,200,000	5,440,000	Area, includes scrub fires; homes
Victoria	5	396	1,500,000	3,710,000	Area; fatalities; homes
South Australia	3	151	490,000	1,210,000	Area; fatalities; homes (KI:65) (AH:86)
Australian Capital Territory	0	0	86,464	213,660	Area
Tasmania	0	2	36,000	89,000	Area; homes
Total	34	3,500+	18,736,070	46,300,000	Total area estimate as of 13 February 2020; current figure may be more

Which state lost the most homes? _____

Which state had the highest fatalities? _____

Which state lost the most land area? _____



What was the total number of homes lost across all states and territories? _____

What impact do you think the fires had on people's homes, businesses, and way of live?

What impact do you think the bush fires had on the environment?

Stage 3 Term 4 Afternoon Activity Matrix

Choose one activity to complete each afternoon this term. If working online, you will need to upload an image and/or write a short summary of your task. This Matrix will be shared each afternoon, you have lots of great ideas here to choose from. Have fun!

<p>Choreograph a dance routine to your favourite song.</p>	<p>Create a colour wheel using objects around your house or from your pencil case.</p> 	<p>Design and draw your own adventure centre. Think about places like Spring Loaded and Ninja Park. Label each of the activities and explain how they work.</p>	<p>Make a time capsule to put away until next year or longer. Include a diary entry about your time learning from home and your life during COVID - 19.</p>	<p>Make a thankyou jar. Encourage everyone in your house to add something each day that they are thankful for and you can read them together at the end of each week.</p>	<p>If you learn an instrument, practice a piece to share. If you don't have an instrument, find some objects at home to create a fun beat.</p>
<p>Create a restaurant menu using 10 of your favourite dishes that an adult makes at home. Use descriptive language to describe the meals.</p>	<p>Have animal races in the yard with your family. Who can make it from one end to the other in least amount of frog jumps? Who can gallop or crabwalk the fastest? Choose 10 animals and race as each of them</p>	<p>Grab a piece of paper, a ruler and a pencil. Use the ruler to draw straight lines from one edge of the page to the other. Draw lines in all directions. Then, decorate each shape with a pattern and colour them in</p>	<p>Make a playlist of 3 of your favourite songs. Devise a dance for each of these songs. Practice it enough that you could teach one of them to your class.</p>	<p>Flip book Make a small flip book. You will need about 10 pages or more to make a quality one. You can look on the internet.</p> 	<p>Rap Lyrics Make a rap on one of the following topics - friendships, a maths topic, primary school or favourite game/sport.</p>
<p>Devise an exercise program. 3 sessions of 30 minutes each. It can include cardio (sprinting or long distance running) or strength training. Complete it.</p>	<p>Create a mini-obstacle course at home for yourself or a sibling to complete. You might use items from the kitchen or garage! Be safe and have fun.</p>	<p>Dress up drama! Pick the funniest outfit from your (or a family member's if you have permission) wardrobe. Come up with a character to match the dress up and create a monologue.</p>	<p>Create a puzzle. Do a drawing, colour it in carefully, then cut it out in puzzle-shaped pieces for a family member to put back together.</p>	<p>Call, Facetime, text or write a short note to someone to thank them for something they have done to help you during remote learning.</p>	<p>Who Am I? Play an animal themed game of Who Am I? with a family member.</p>

Wednesday



A	B	C	D	E	F	G	H	I
✓	□	*	☑	x	☾	↑	★	○

J	K	L	M	N	O	P	Q	R
☾	□	▣	△	\$	+	=	⬆	▽

S	T	U	V	W	X	Y	Z
■	●	◇	↓	☾	⊙	⊗	◇

Secret code

6. Find these list words using the **secret code**.

- a x ⊙ * □ ✓ ○ △ _____
- b ☾ + ▼ x ○ ↑ \$ _____
- c ◇ ■ ◇ ✓ □ □ ⊗ _____
- d x ⊙ = x * ● _____

7. Write two other list words using the secret code. _____

8. Write these list words in a sentence.

- a brought _____
- b usually _____
- c appreciate _____

9. Write list words that are adverbs ending in 'ly'.

Grammar – Synonyms

10. Choose words from the box to supply synonyms for:

- a frighten _____ c broaden _____
- b complete _____ d purchase _____

exclaim buy widen
scare usually whole

Homophones

11. Use **break** or **brake** in these sentences.

- a Tom's bike has a _____.
- b Did you _____ the vase?
- c _____ the news carefully.
- d Did the thief _____ into the house?
- e A surfboard doesn't have a _____ to stop it.

Contractions

12. Write the contractions of:

a	they have	_____
b	he would	_____
c	is not	_____
d	were not	_____
e	she will	_____

Opposites

13. Write the opposites of the underlined words using a prefix.

E.g. It was safe to cross the river - **unsafe**.

- a The phone number was known. _____
- b This chair is comfortable. _____
- c Dad was aware of the danger. _____
- d He was an honest contestant. _____



Punctuation

14. Rewrite this sentence with correct punctuation.

i cant believe this information exclaimed mrs ingham

Year 5 Grammar in Writing Term 4 Week 2

Wednesday



Challenge Words	Definition	Example
Anticipation	the action of anticipating something; expectation or prediction.	The little girl was filled with anticipation as she opened her birthday present
Asphalt	a mixture of dark bituminous pitch with sand or gravel, used for surfacing roads, flooring, roofing, etc.	The men worked hard all day to apply the smooth asphalt to the road.
Battered	damaged by age and repeated use	When Dad got home from work, he took off his old black battered boots.
Lush	rich and profuse in growth, growing luxuriantly	The gardener was proud of her lush trees, grass and flowers.
Pensive	reflecting deep or serious thought	He was pensive after his conversation with his father.
Bovine	an animal of the cattle group, relating to or affecting cattle	The herd of bovine animals included cows and buffalo.

Objective and Subjective Voice

Objective voice is very factual, it states facts.

Subjective includes personal opinions.

There is a cow at the bus stop.

This sentence is **factual** it does not elaborate or attempt to draw feelings from the reader.

This sentence is using **objective language** only states the facts and does not use personal feelings.

The lonely, sad cow hesitantly stood at the bus stop.

This sentence has personal opinions. The writer believes the cow is sad, lonely and hesitant.

This sentence is using **subjective language**.

Write whether each sentence below is objective or subjective

Carrots are the best vegetable because they are yummy and I think they keep you healthy

In Ancient Rome only men were allowed to celebrate their birthday.

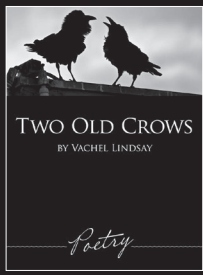
Write a sentence of your own about this language.

Use the sentence structure: **when, who what they did.**

Highlight the noun

Circle the adjectives

Identify if it is objective or subjective.



Lesson 114 • Two Old Crows

Name _____

Sequencing Events

To identify the sequence of events in a text, look at numbers and words that give clues to the order in which things happen.

Read the passage.

Two old crows sat on a fence rail.
Two old crows sat on a fence rail,
Thinking of effect and cause,
Of weeds and flowers,
And nature's laws.
One of them muttered, one of them stuttered,
One of them stuttered, one of them muttered.
Each of them thought far more than he uttered.
One crow asked the other crow a riddle.
One crow asked the other crow a riddle:
The muttering crow
Asked the stuttering crow,
"Why does a bee have a sword to his fiddle?"

Colour all the words that tell us what the crows thought about.

Highlight the words that tell us how the crows talked.

Circle the word that is the best clue to question 1's answer.

Underline the question the crow asked.

Colour the correct answers.

- In the passage, what is the **first** thing the two old crows do?
 fly to a fence sit on a fence think about nature talk to each other
- What do the two old crows do **after** thinking of effect and cause? They think of ...
 trees and bushes. grass and seeds. rivers and streams. weeds and flowers.
- In the passage, what is the last thing that happens?
 One of the crows asks the other crow a riddle.
 One of the crows answers a riddle.
 One of the crows starts to mutter.
 One of the crows starts to stutter.

Poetry - Ballad

Ballad W2, L1

- Ballads are a type of narrative poetry that tell a story. These can be put to music and contain themes about adventure, romance or heroes.
- In Colonial Australia, Ballads telling stories of the antics of Bush rangers, Convicts or settlers were sung in public houses (pubs/hotels) as people moved around the country. They often contained information about an event not easily heard about because of the lack of newspapers. [They had no T.V. or radio then]




Ballad W2, L1

Purpose
Ballads are narrative poems, intended to tell a story.

Structure
Ballads can have several verses. Each verse has four lines. Sometimes, verses may be repeated throughout the poem.

Rhyming Pattern
Ballads have rhythm, created by the number of syllables in each line. They usually follow an abcb rhyming pattern.



Ballad

Andy's Gone With Cattle

Our Andy's gone with cattle now-
Our Hearts are out of order-
With drought he's gone to battle now,
Across the Queensland border.
He's left us in dejection now,
Our thoughts with him are roving.
It's dull on this selection now,
Since Andy went a-droving.

Who now shall wear the cheerful face
In times when things are slackest
And who shall whistle round the place
When Fortune frowns her blackest?
Oh who shall check the squatter now
When he comes round us snarling
His tongue is getting hotter now
Since Andy crossed the Darling.

Oh, may the showers in torrents fall
And all the tanks run over
And may the grass grow green and tall
In pathways of the drover,
And may good angels send the rain
On desert stretches sandy,
And when the summer comes again
God grant 'twill bring us Andy.

- Henry Lawson

Answer –

What do you think the meaning behind this ballad is?

What language features did Lawson use to make this ballad effective?

Where do you think you would hear a ballad like this?

What do you like about his ballad?

Warm Up:

1. If you are online:

- Go to https://www.softschools.com/math/data_analysis/tally_chart/ to practice using tallies

2. Complete the Number bust:

Number Bust

If the answer is ...



... what could the question be?

Give five alternatives.

- 1.
- 2.
- 3.
- 4.
- 5.

3. Complete the number of the day:

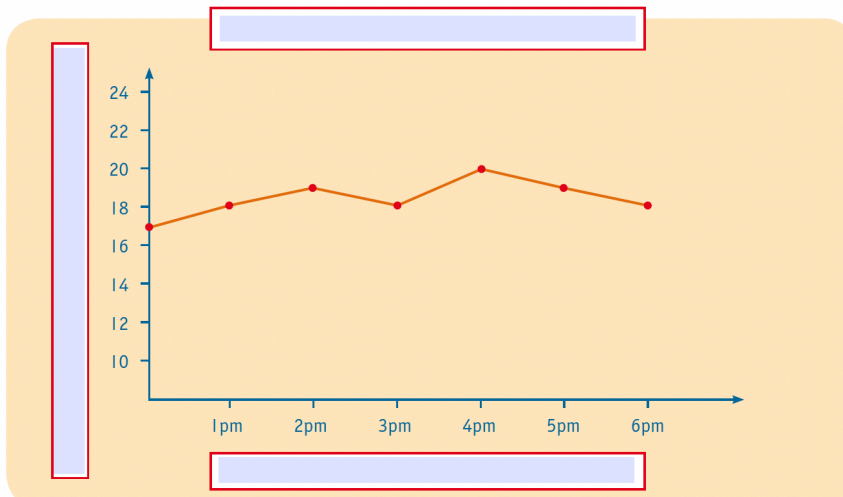
76 250

Add 10
Add 2 thousand
Double it
Round to the nearest hundred

Answer _____

Week 2: Data – Line Graphs

1. If you are online, watch this video on line graphs <https://www.youtube.com/watch?v=n2YkbdNORp8>
2. Bob graphed the temperature of his pool water on a hot summer afternoon. He wanted to check if his heating system was working properly. Have a look at the graph and answer the questions below:



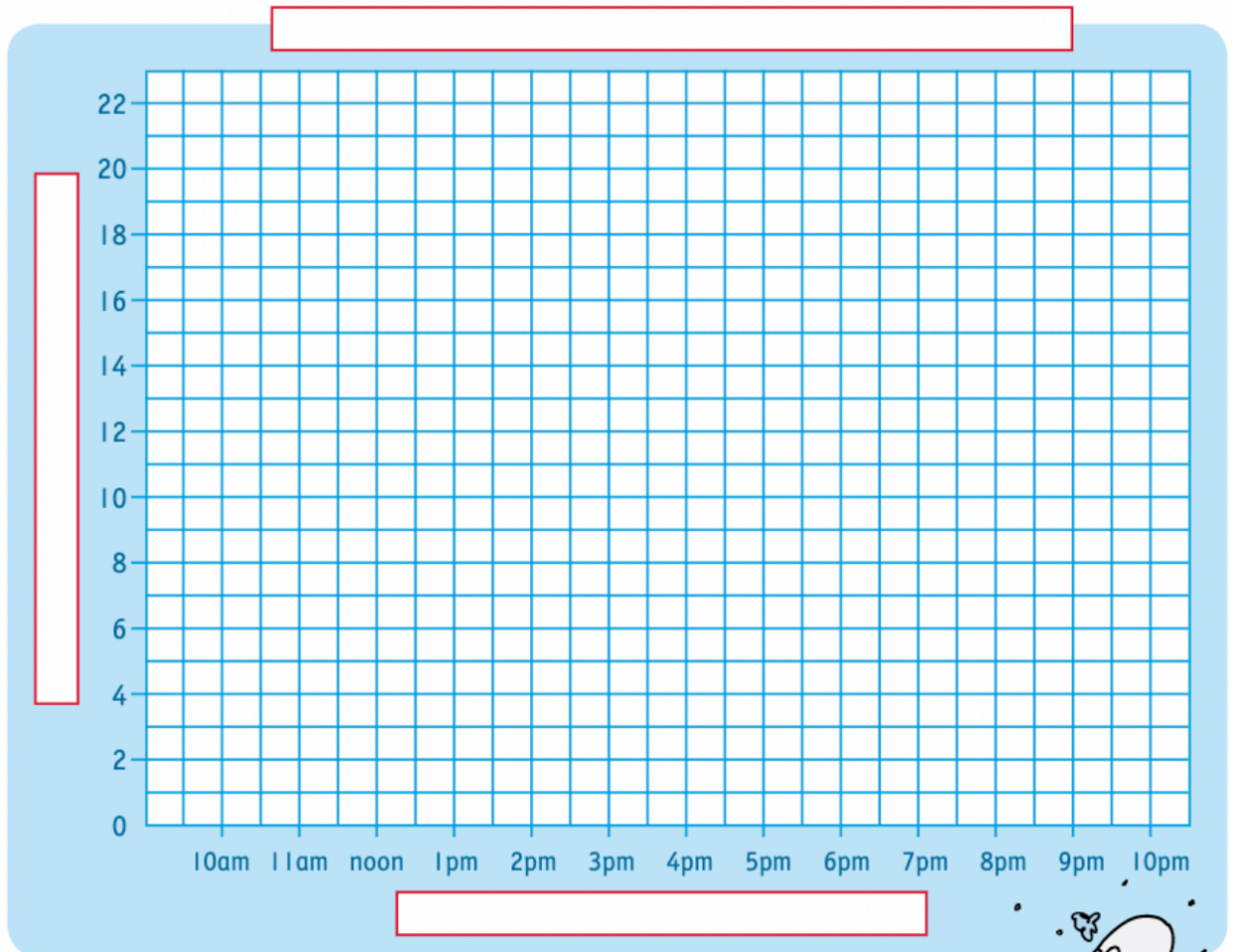
1. Give the graph a title (write it on the graph)
2. Write labels for both axes (the horizontal and vertical arms of the graph)
3. What is the difference between the highest and the lowest temperature? _____
4. What time did these extremes occur? _____
5. Between what hours was the greatest increase in temperature? _____
6. What was the temperature at 1:30PM? _____

3. Drawing a line graph

On Saturday, Dan recorded the temperature outside every hour from 10:00am to 10:00pm

Time	10am	11am	noon	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm
Temperature	17°C	18°C	20°C	21°C	19°C	18°C	16°C	16°C	14°C	13°C	13°C	12°C	10°C

I Draw a line graph to show this information. Be accurate.

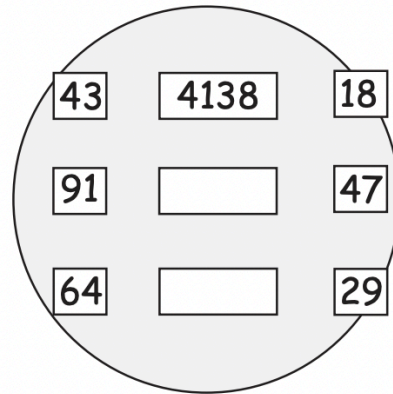
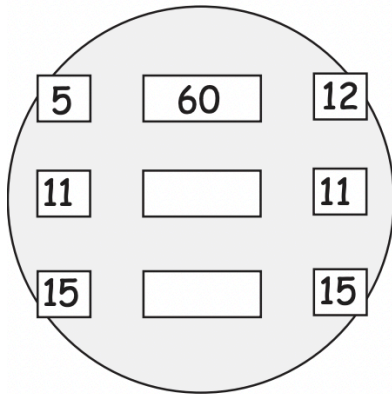


- Write a title for the graph
- Label both axes
- What is the difference between the lowest and highest temperature? _____

Maths Puzzle

Circle Patterns!

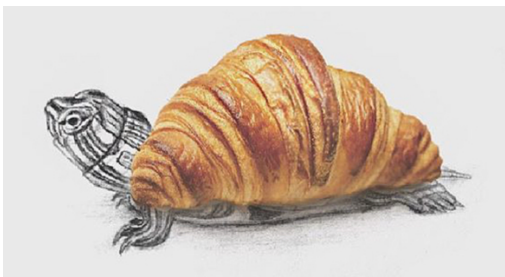
Study the pattern in the first row of each circle and apply it to the other 2 rows in the circle.



Meet Diego Cusano, The Italian Artist Who Sees Daily Objects Differently

The illustrator takes everyday objects (mostly food) and creates fun draws of animals and daily life situations.

Check these out...



These ones were inspired by his work:



Your task today:

You guessed it! You're making your own Diego Cusano inspired artwork.

1. Find some paper and a pencil/marker.
 - If you're at home, go to your kitchen if you are at home and look for some inspiration for your artwork. This could be fruit, bread, anything!
 - If you're at school, look in your pencil case or around the room for something you could use in your illustration. This might be tape, pencils, whatever you have access to!
2. Make a plan. Your illustration needs to be thought out carefully before you begin. You need to make sure the object/food you have chosen will fit your drawing well. Choose something you will be able to draw relatively easily. You could use Google to help you with your drawing if you need to. For example, if you would like to do a bicycle, you could Google 'simple bicycle drawing', and use some circular cut fruit as the wheels (like in the example above). Use your imagination and come up with a creative illustration!
3. If you are at home, check with a parent/carer/ family member that it is ok and SAFE you use what you need from the kitchen.
4. Complete your illustration/artwork and take a photo to upload.

If you use an item from school, do your illustration on the following page and return the item to wherever it belongs
5. Here are some student examples:



Happy creating! 😊

CAPA – Week 2

My Diego Cusano Inspired Illustration

Afternoon Activity - BTN

BEHIND THE NEWS

FOCUS QUESTIONS. BEFORE. DURING. AFTER. CONCEPT MAP. MAKING CONNECTIONS.

Name: _____

Episode: _____

BEFORE THE EPISODE

What do you already know about the given 'BTN' episode?

AFTER THE EPISODE

What do you still wonder after viewing the given 'BTN' episode?

MAKING CONNECTIONS

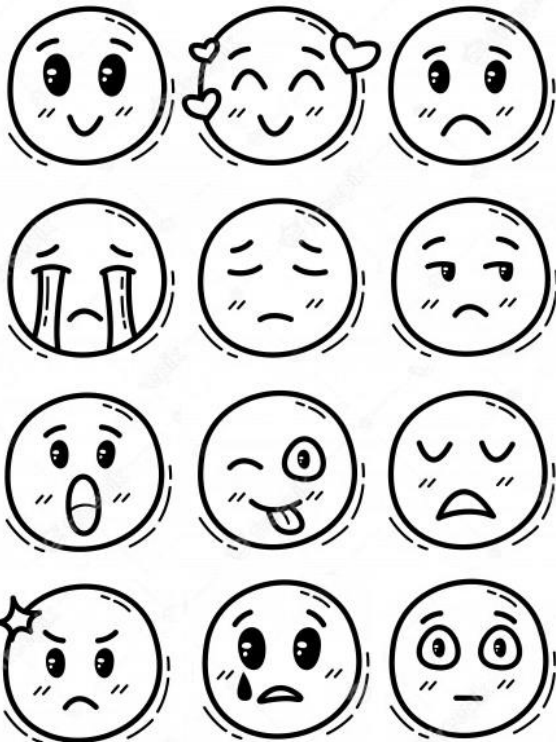
Did this 'BTN' episode remind you of something? Can you relate to this episode? Using the lines below, write about a personal experience or time in your life that relates to the episode that you have just viewed.

No Access? Create your own BTN segment.



Check In

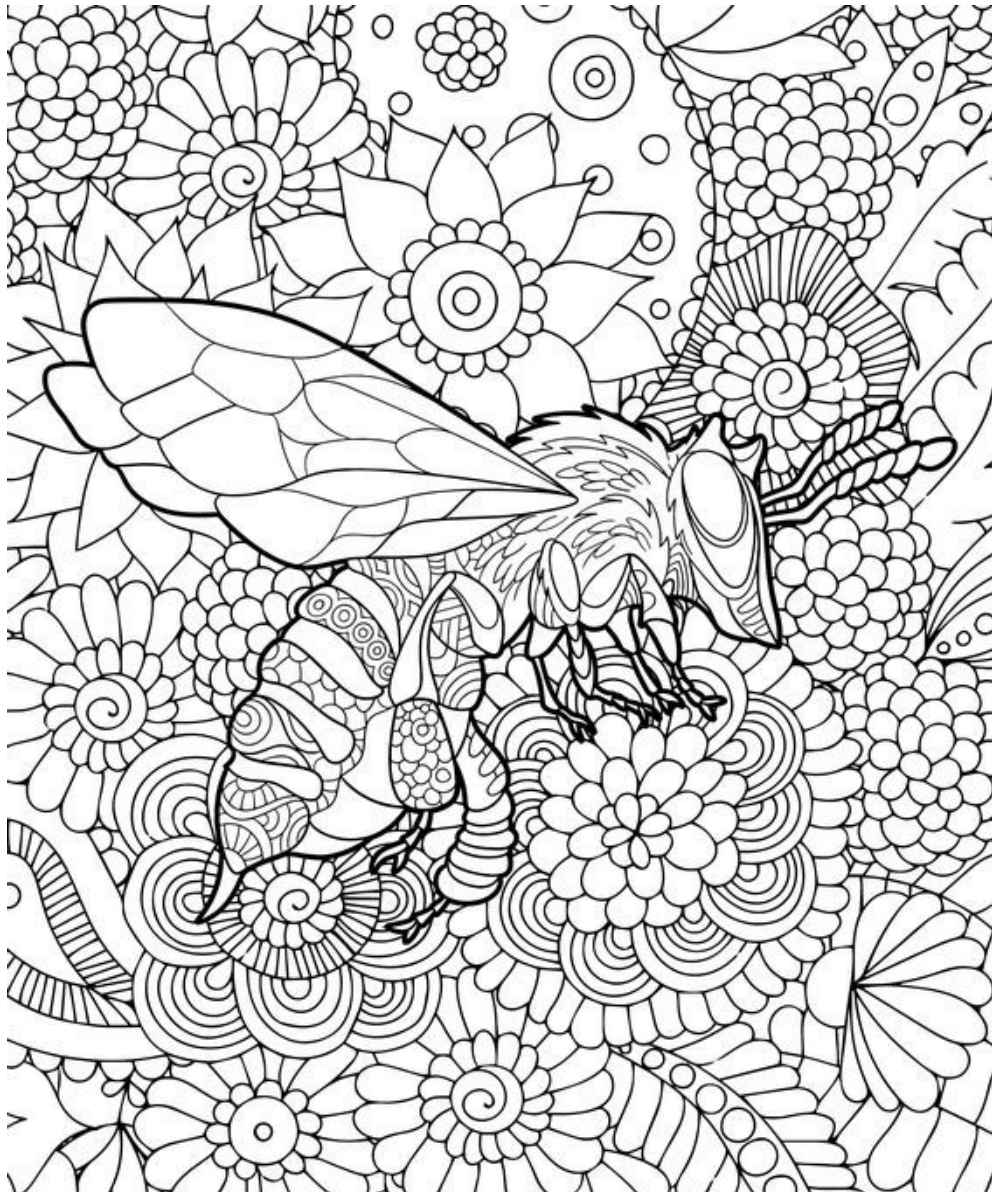
How do you feel about your day?



What is something that you felt you were successful in completing today?

What was something you found hard today and would like help with?

Thursday



Wk2

Spelling

Each day, choose ONE activity to complete using your list of spelling words.

Teach **THIS**

Verbal Linguistic

Opposites Attract

Write down as many antonyms for your spelling words as you can find.

Mathematical/Logical

Wonderful Wordwebs

Create wordwebs using your spelling words.

Naturalistic

Nature Spell

Collect pieces of nature (rocks, bark, leaves, sticks) and write letters on them to create your spelling words.

Bodily Kinaesthetic

Word Block

Using wooden alphabet blocks, find each letter to make your spelling words. You might like to take a photo of each of your created words.

Visual/Spatial

Artistic Flair

Draw pictures of each of your spelling words. Make sure you colour them in beautifully.

Interpersonal

Explain them

Choose 5 spelling words and explain them to someone else. Give each word a definition and use it in a sentence.



Intrapersonal

10 Times a Charm

List five of your spelling words that you have trouble with and practice writing them out ten times.

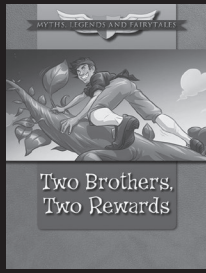
Musical/Rhythmic

Rhythm Machine

Tap out some simple rhythms on your lap while you sing your spelling words. E.g.:
'Ta ta titi ta' 
'Titi titi ta ta' 

Lesson 115 • Two Brothers, Two Rewards

Name _____



Interpreting Character Behaviour, Feelings and Motivation

To interpret a character's feelings and what motivates them to behave in a certain way, you need to look for clues in the text. The clues are usually in the words and punctuation.

Read the passage.

Underline the sentence that tells us how the younger brother was different from his older brother.

Highlight the sentence that shows what the younger brother did when he found the injured sparrow.

There were once two brothers who were very different from each other. The older brother, though rich, always wanted more. The younger brother was not rich, but he was happy with what he had.

One day the young brother found a sparrow with a broken wing. He took it home and nursed it back to health. When it was time for the sparrow to fly away, it said, "You showed me great kindness, yet expected nothing in return. Please take this pumpkin seed. Plant it in your garden and wait for it to ripen."

Circle the phrases that are the clues to question 2's answer.

Colour the sentence that tells us why the sparrow rewarded the younger brother.

Highlight the reward that the sparrow gave the younger brother.

Colour the correct answers.

- What is the most likely reason the young brother took care of the injured sparrow?

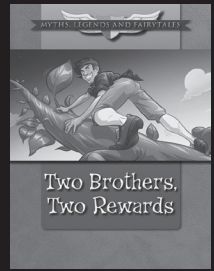
<input type="radio"/> He felt sorry for the sparrow.	<input type="radio"/> He expected the sparrow to reward him.
<input type="radio"/> He wanted the sparrow as a pet.	<input type="radio"/> He wanted to sell the sparrow.
- Which adjective best describes the young brother?

<input type="radio"/> greedy	<input type="radio"/> rich	<input type="radio"/> caring	<input type="radio"/> curious
------------------------------	----------------------------	------------------------------	-------------------------------
- Which two phrases in the passage are the clues to question 2's answer?

<input type="radio"/> took it home	<input type="radio"/> great kindness	<input type="radio"/> fly away	<input type="radio"/> nursed it
------------------------------------	--------------------------------------	--------------------------------	---------------------------------
- What most likely **motivated** the sparrow to reward the younger brother? The sparrow was ...

<input type="radio"/> angry with the younger brother.	<input type="radio"/> grateful to the younger brother.
<input type="radio"/> scared of the younger brother.	<input type="radio"/> feeling generous.

Lesson 115 • Two Brothers, Two Rewards



Name _____

Read the passage.

Underline the sentence that tells us why the older brother shot the sparrow.

Highlight the sentence that tells us why the older brother wanted the sparrow to get better quickly.

News of his brother's sudden fortune reached the older brother. When he heard what had happened, he took out a slingshot, shot a sparrow and broke its wing. He took the bird home and nursed it while thinking, "The sooner you are better, the sooner I get my reward."

When the bird was better, it gave the older brother a pumpkin seed. The seed sprouted into a vine, but the vine did not grow along the ground—it grew up into the sky. "I shall climb the vine and collect my reward," said the older brother.

He climbed the vine all the way to the moon. As soon as he stepped onto the moon, the vine disappeared.

Circle the reward that the sparrow gave the older brother.

Underline a sentence that shows that the older brother was a greedy man.

Colour the sentence that tells us what happened when the older brother got to the top of the vine.

1 Carefully explain why the older brother shot the sparrow.

2 How do you think the sparrow **felt** when the older brother broke its wing?

3 Do you think the older brother got the reward he deserved? Give reasons for your answer.

Sadako and the Thousand Paper Cranes

Chapter Five – The Golden Crane



Listen to a reading of Chapter 5 <https://youtu.be/sZv0bF5vnCc>

Write a summary of Chapter

Answer the following questions

1. Why did Chizuko think that making cranes would help Sadako to feel better?

2. How do cranes become an important part of the rest of the story?

3. How would it change the story to remove the making of paper cranes from the plot?

Chapter Six – Kenji

Listen to a reading of Chapter 6 <https://youtu.be/YO1MGaSx1BE>

Write a summary of Chapter

Answer the following questions

1. Were Kenji and Sadako similar? How?

2. What were differences between them?

3. Why did the author incorporate Kenji into the book?

Warm Up:

1. Complete the Number of the day below (or online):

<https://mathsstarters.net/numoftheday/4digit>

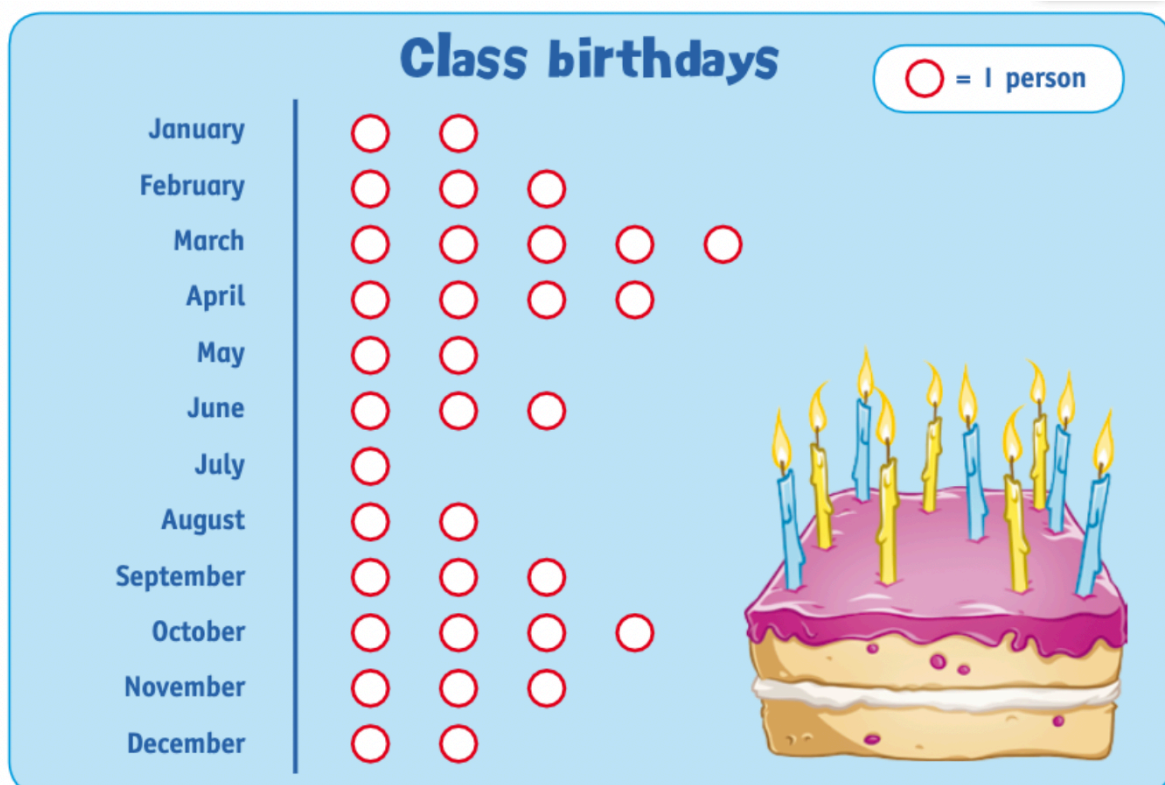
Today's number is **7987**

1. In words _____
2. 10 less _____
3. 25 more _____
4. Add 129 _____
5. Round to nearest 100 _____
6. Odd or even? _____
7. Complete the pattern, add 8: 7987, _____, _____, _____
8. List some factors _____
9. Divisible by 3? _____
10. Find one tenth _____

Week 2: Data – Dot Plots

A dot chart or dot plot is a chart consisting of data points plotted on a scale, typically using filled in circles.

Have a look at the dot plot and answer the questions below:



How could you collect this information about your class?

How many birthdays were in:

- a January? _____ b March? _____ c May? _____
d July? _____ e October? _____ f December? _____

Which season has the most birthdays? _____

- a Who would use a graph like this? _____
b Why? _____

- a Would every class's graph of birthdays look like this? _____
b Why? _____

Why does a dot plot suit this information?

Draw a dot plot

This shows the numbers of brothers and sisters of children in Class 6A.

0 siblings	1 sibling	2 siblings	3 siblings	4 siblings	over 4 siblings
4	6	5	3	2	4

Draw a dot plot to show this information.

The diagram shows a dot plot template. It consists of a horizontal axis at the top, represented by a red rectangular box. A vertical axis extends downwards from the left side of this box, represented by a blue vertical line. The rest of the area is left blank for drawing the data points.

Answer the following questions about your dot plot:

Give the graph a title.

How would you collect this information from your class?

Who would use the information in this graph? _____

How would they use it? _____

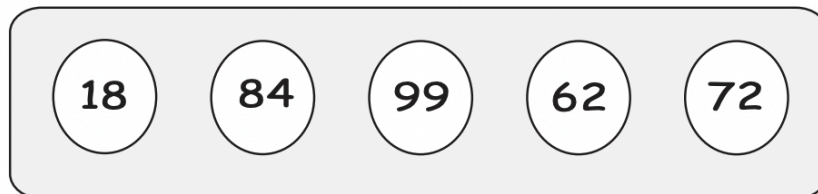
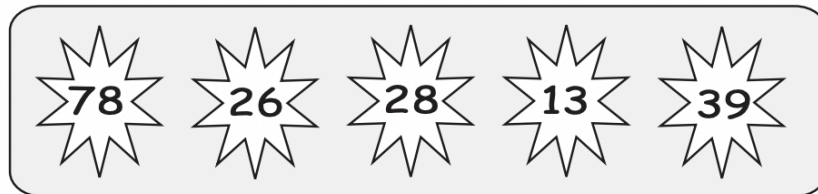
Why is a dot plot the best kind of graph for this information? _____

What questions are answered by this graph?

Maths Puzzle

Odd one out!

Which number is the odd one out in each row?



Colour the odd one out. Why is each coloured shape the odd one out?

- Line 1:
- Line 2:
- Line 3:

Name _____

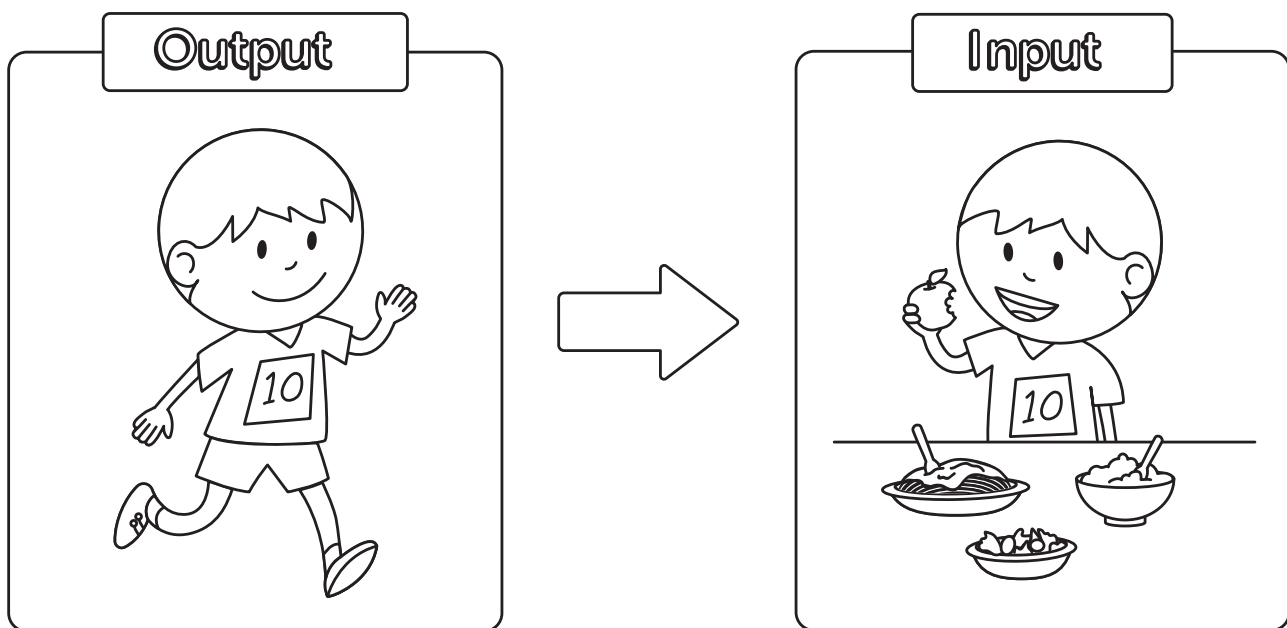
Date _____

Chomp Like a Champion

Nutrition is a vital part of athletic performance.

In the same way that a car needs the correct fuel to operate at its best, an athlete needs the correct food, to perform at his/her best.

An athlete needs to provide their body with enough energy (kilojoules) to meet the demands of training and enable proper recovery between exercise sessions. Generally, the more training an athlete does, the more energy their body needs. Think of it as input and output. The more energy they use (output), the more energy they need to put in (input).



An athlete must remember to drink plenty of water to keep their body hydrated.

The three main nutrients from food that supply the body with energy are carbohydrate, fat and protein. These can be obtained by eating foods from six main food groups:

- grains (cereal) foods
- vegetables and legumes/beans
- lean meats and poultry, fish, eggs, tofu, nuts, seeds and beans
- fruit
- milk, yoghurt, cheese and/or alternatives
- fats.

Task

1. Research the most recent dietary guidelines for your country.
2. Imagine that you are an athlete training for a major sporting event. Using the menu planner, design a menu for a three-course meal. Remember to include a healthy balance of all the food groups.

Menu Planner

Course 1

Course 2

Course 3

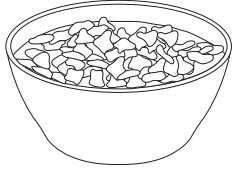

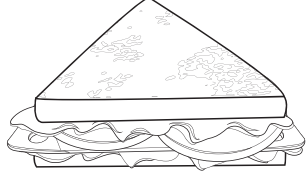
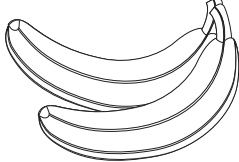
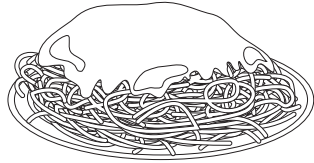

















































Drinks



Food Journal

Name: _____

Date: _____

	Breakfast 	Morning Tea 	Lunch 	Snack 	Dinner 	Fruit and Veggies (Cross off as you eat your fruit and veggies.)			
Monday									
									
Tuesday									
									
Wednesday									
									
Thursday									
									
Friday									
									
Saturday									
									
Sunday									
									

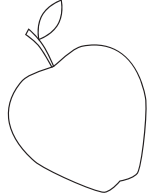
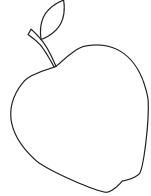
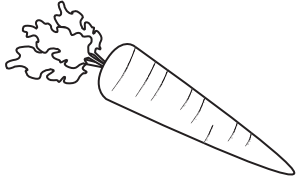
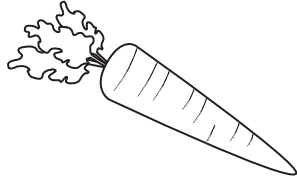
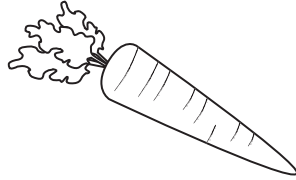
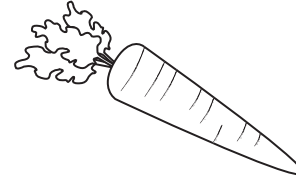
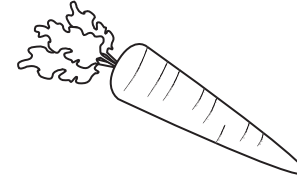
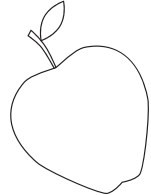
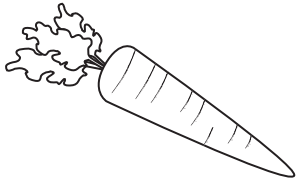
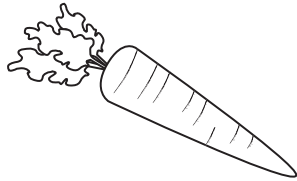
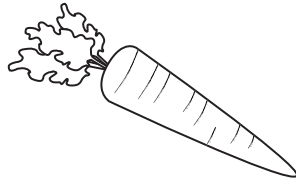
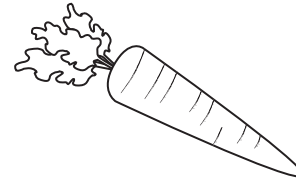
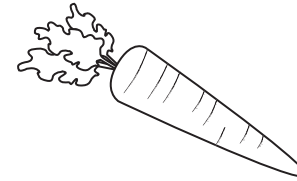
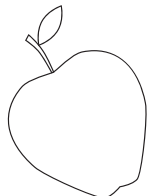
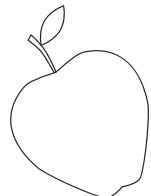
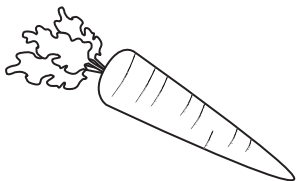
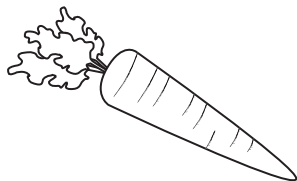
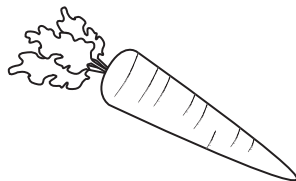
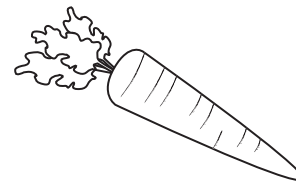
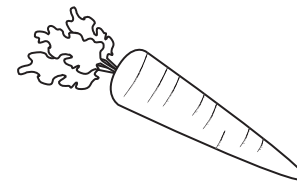
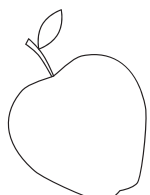
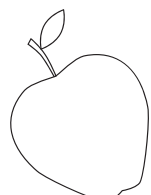
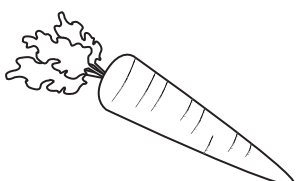
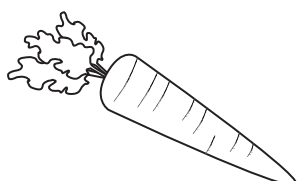
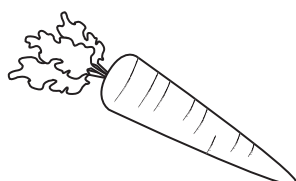
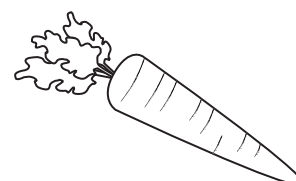
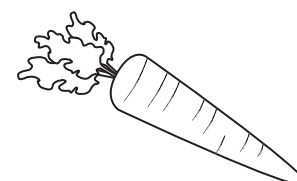
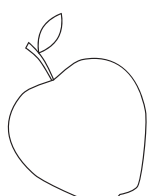
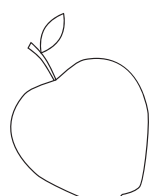
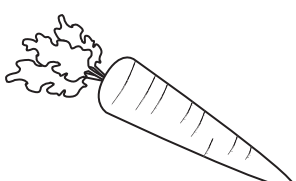
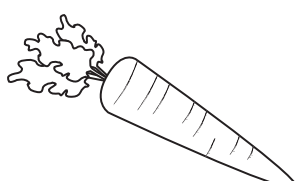
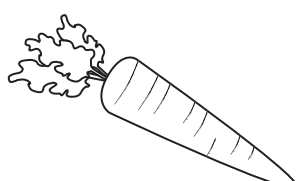
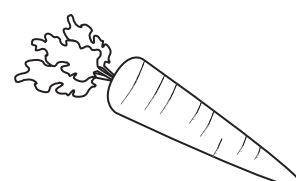
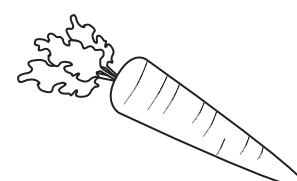
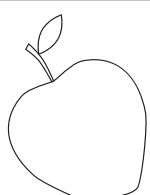
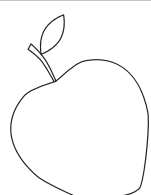
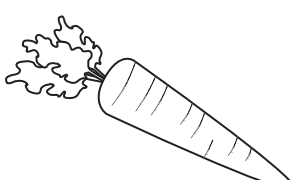
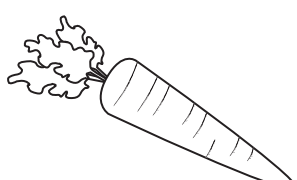
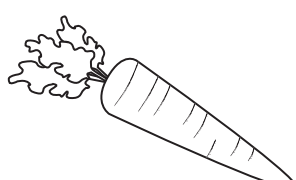
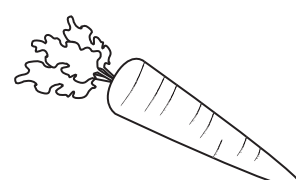
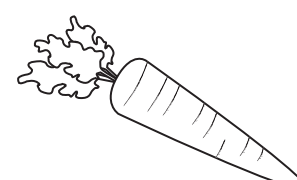
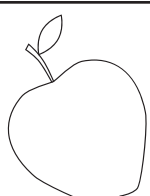
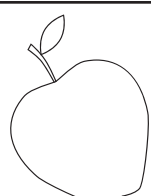
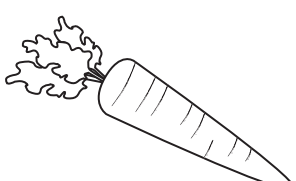
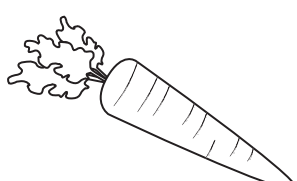
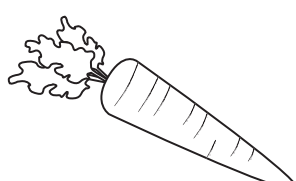
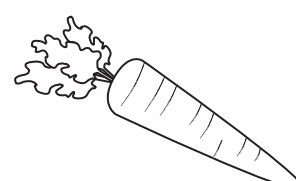
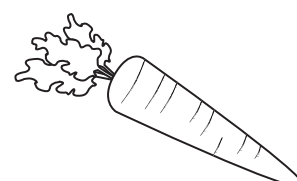
Food Journal

Name: _____

Date: _____

Fruit and Veggies

Colour in the squares as you eat your fruit and veggies.

Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

THE PE SHED - LET'S HAVE SOME FUN THIS AFTERNOON!

If you can head to the following link and select some activities to complete

<https://www.thepeshed.com/video-channel>

If you are unable to access the internet, here is an activity you can complete instead.

Ladder PE Tasks

10 Ladder Activities

What you'll need

- Athletics ladder or chalk to draw it
- Foot Spots (if appropriate)



The PE Shed



1. Jump on 2 feet in each square.



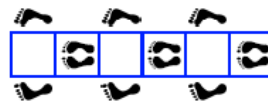
2. Hop on 1 foot in each square.



3. Step with both feet in each square.



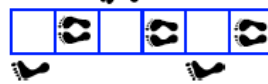
4. Side jumps with 2 feet in each square. Left to right first and right to left second.



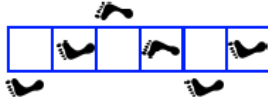
5. Side steps with both feet stepping in each square.



6. Jump on 2 feet in the square then 1 foot hops out of the square. Repeat. Try left foot hops first and then do it again with right foot hops.



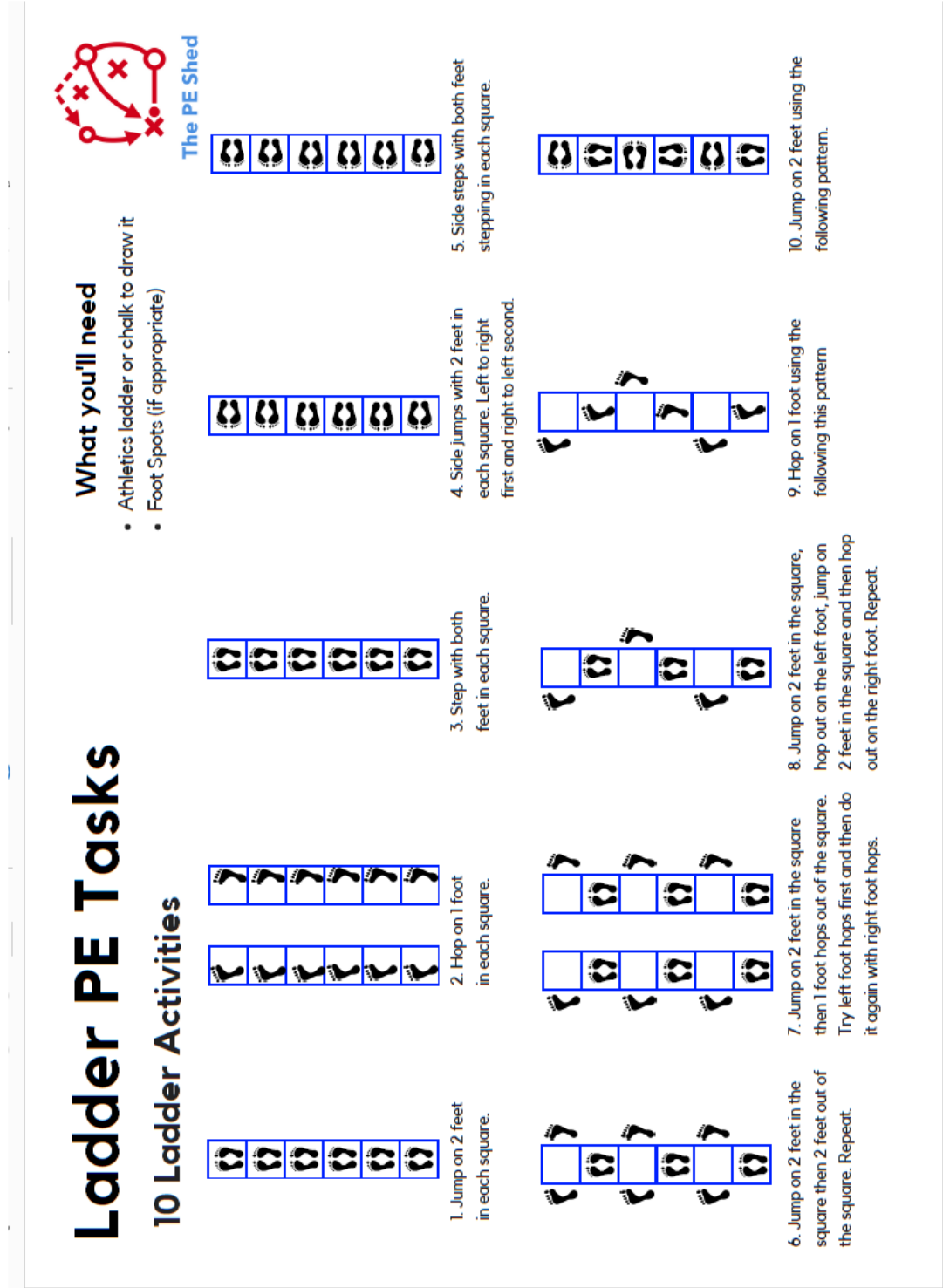
7. Jump on 2 feet in the square, hop out on the left foot, jump on 2 feet in the square and then hop out on the right foot. Repeat.



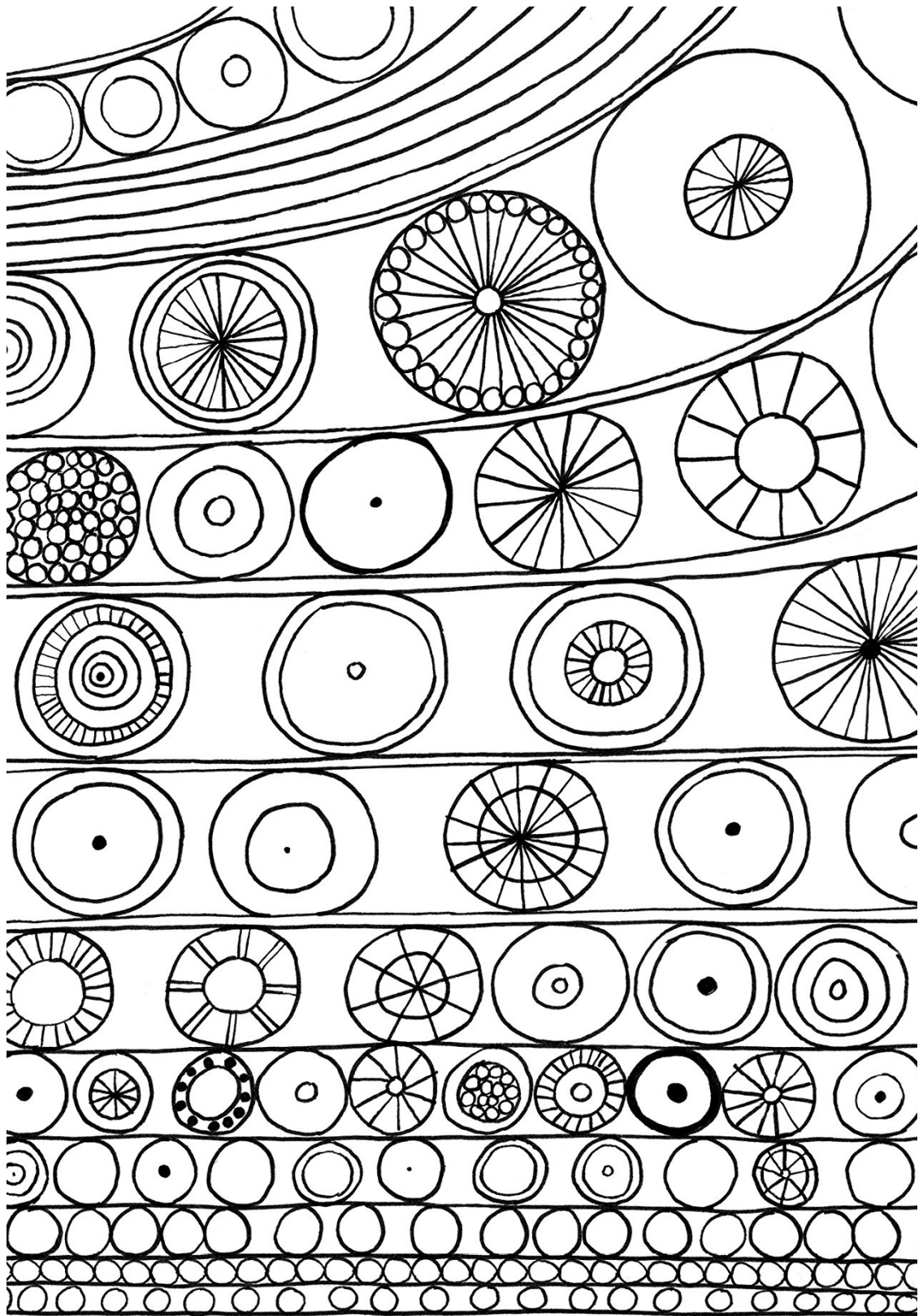
8. Hop on 1 foot using the following this pattern



9. Jump on 2 feet using the following pattern.

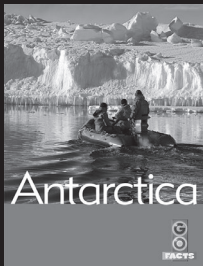


Friday



Lesson 116 • Antarctica

Name _____



Working out Word Meanings

We can often work out the meaning of words we do not understand by using clues in the text.

Read the passage.

Circle the word that tells us what the meteorologists sent into the atmosphere.

In paragraph 2, highlight three words or phrases that refer to weather.

Research stations in Antarctica are busy places. A visitor might describe a typical day like this:

Early this morning I joined a group of meteorologists as they launched a weather balloon. The balloon rose high into the sky and recorded temperature, wind speed and air pressure. Scientists then studied the results. After that, I watched a glaciologist drill ice cores. Ice cores contain air bubbles of gas from thousands of years ago. Glaciologists studied the ice cores to learn more about the Earth's atmosphere.

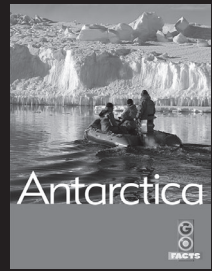
Colour the word that tells us what the glaciologist was drilling.

Underline the words that tell us why glaciologists study ice cores.

Colour the correct answers.

- What did the meteorologists send into the atmosphere?
 - a hot air balloon
 - a helium balloon
 - a weather balloon
 - a water balloon
- What word can best replace the phrase *temperature, wind speed and air pressure*?
 - tornadoes
 - weather
 - hurricanes
 - snowstorms
- Based on your answers to questions 3 and 4, what is the best definition of a meteorologist? Someone who studies how ...
 - weather affects the environment.
 - balloons affect the environment.
 - tornadoes form.
 - snowstorms form.
- What is a glacier? A slowly moving mass of ...
 - mud.
 - soil.
 - water.
 - ice.
- What does a glaciologist most likely study? All forms of ...
 - soil.
 - ice.
 - water.
 - mud.

Lesson 116 • Antarctica



Name _____

Read the passage.

Underline the phrase that tells us what the geologists were doing.

Colour the information contained in the rock samples.

Research stations in Antarctica are busy places. A visitor might describe a typical afternoon like this:
After lunch, I flew by helicopter to where geologists were collecting rock samples. These contain important information about the Earth from millions of years ago.
Finally, I saw a marine biologist check the electronic tag that was glued to a weddell seal. These tags record information about where marine animals travel.

Highlight the sentence that tells us what the biologist was doing.

Circle the key word that helps us work out what the word *marine* means.

- 1 What were the geologists doing? _____

- 2 What information do the rocks contain? _____

- 3 Use your answers to questions 1 and 2 to help you write a description of what a geologist does.

- 4 What is a marine animal? _____

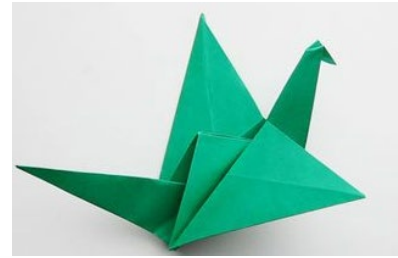
- 5 Which word is the **clue** to question 4's answer? _____

Sadako and the Thousand Paper Cranes

Chapter Seven – Hundreds of Wishes

Chapter Eight – Last Days

Chapter Nine – Racing the Wind



Listen to a reading of Chapters 7-9 <https://youtu.be/A94nURpxhFE>

Write a summary of the final three chapters

Answer the following questions

1. Although the book had a typically sad ending, what was the real meaning of the book?

2. How did the cranes contribute to this?

3. Why are the Cranes an important symbol of hope and faith not just for Sadako, but for other people in Japan that fell ill from the bombings?

4. Sadako's story of courage is still told today. People make wishes by her statue. What stories inspire you? Why?

Warm Up:

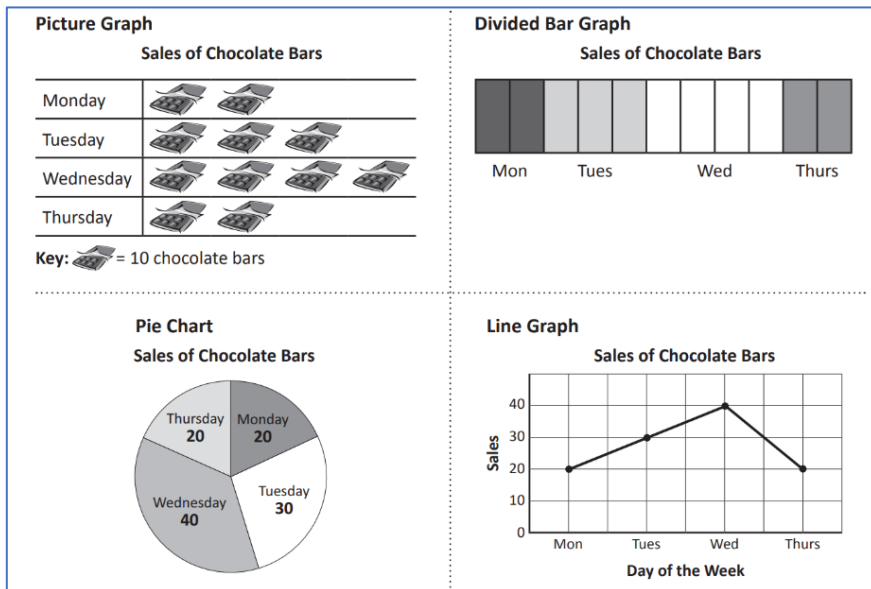
1. Complete the Number of the day below (or online): <https://mathsstarters.net/numoftheday/5digit>

Today's number is **80 453**

1. In words _____
2. 10 less _____
3. 15 more _____
4. Add 114 _____
5. Round to nearest 100 _____
6. Odd or even? _____
7. Complete the pattern, add 9: 80453, _____, _____, _____
8. List some factors _____
9. Divisible by 3? _____
10. Find one tenth _____

Week 2: Data –

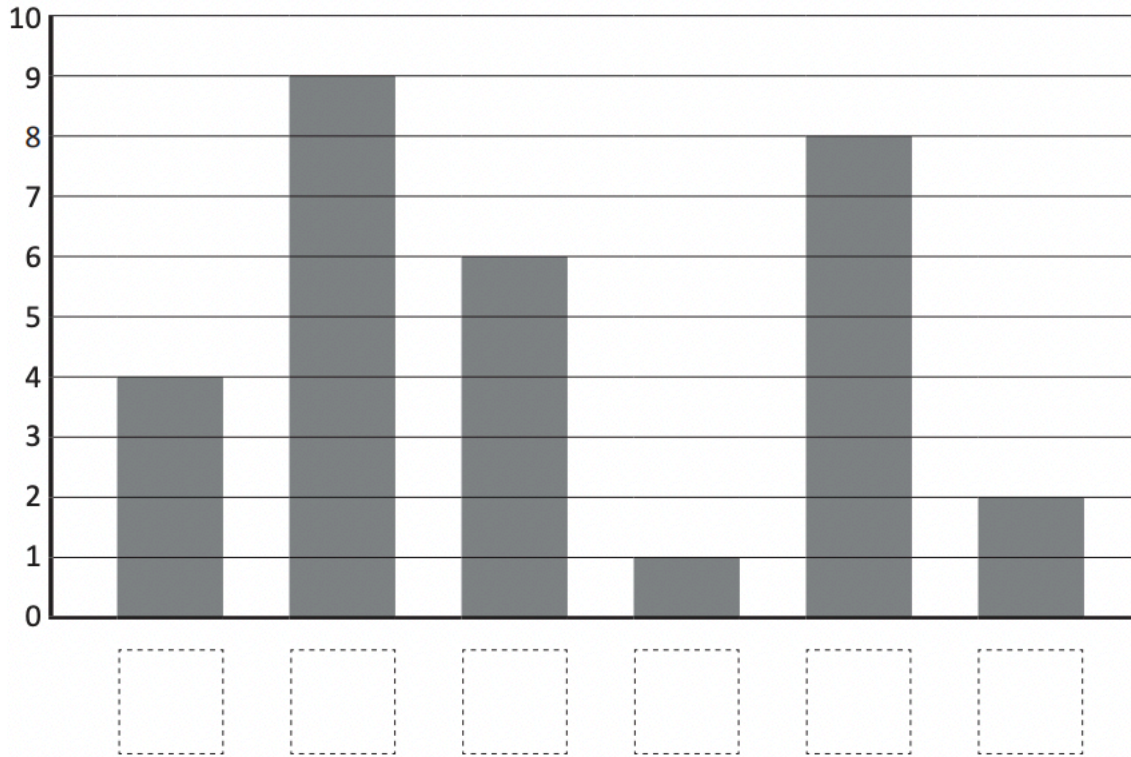
1. Use the graphs to answer the questions below:



- a. Read the line graph. How many more chocolates were sold on Wednesday than Monday?

- b. True or False, the vertical axis on the line graph shows how many sales _____
- c. What do the numbers on the pie chart represent? _____
- d. Which graph do you think displays the data in the best way? _____
- e. Why? _____

5N's Preferred Holiday Activities



Four times as many kids would rather go to the beach than go to an art gallery.



A holiday at Wet 'n' Wild is the most preferred option.



There are 3 times as many shoppers than there are art gallery attendees.



Five fewer people like camping than Wet 'n' Wild.



Half the number of people who like camping prefer to visit art galleries.



Poor Mr N will be bushwalking alone it seems. He'll probably get over it.



If you are online, draw the graph following the clues and upload it 😊

Maths Puzzle

Write the digits 1 to 6 in the squares below to make the product correct.

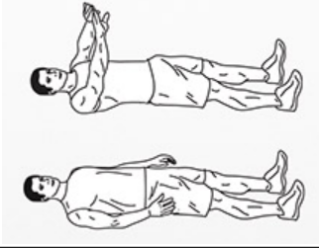




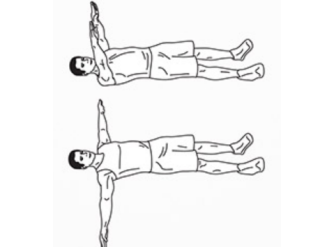




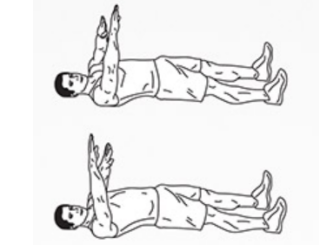




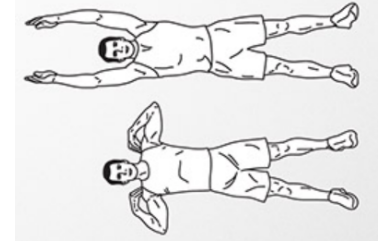




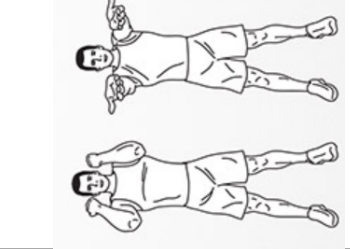




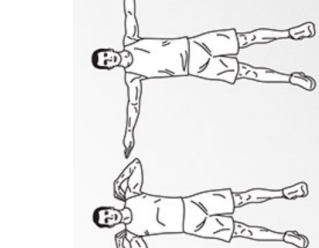




$$\begin{array}{r} \square \square \square \\ \times \quad \square \\ \hline \square 4 \square \end{array}$$

Level 1 3 Sets
 Level 2 5 Sets
 Level 3 7 Sets

CAPTAIN ON DECK

Warm Up

Rest
 Up to 2 minutes.

ACTIVITY		ENJOYMENT	REPS
ACTIVITY 1		  	10 Arm Raises
			
ACTIVITY 2		  	10 Arm Extensions
			
ACTIVITY 3		  	10 Arm Scissors
			
ACTIVITY 4		  	10 Shoulder Taps
			
ACTIVITY 5		  	10 Bicep Extensions
			
ACTIVITY 6		  	10 Side Shoulder Taps
			

Two Handed Strike

This week for PE we will be focussing on developing your two handed strike. At the bottom of the page you will see the correct set up to correctly strike a ball.

How to Play Game 1

- Hang a few empty plastic bottles at your child's waist level.
- Have your child bat at the bottles with his hands. He must put his hands together, with arms interlocked and outstretched.
- Repeat the activity, using a newspaper rod.

How to Play Game 2

- Place a ball on top of a paper cone. Position the cone at your child's waist level.
- Get your child to use a newspaper rod to hit the ball towards you, the catcher.
- Have him count the number of successful strikes within a specific time frame.

Game 1

WHAT YOU NEED

- Newspaper rolled up to make a rod
- Paper rolled up to make a cone
- A ball



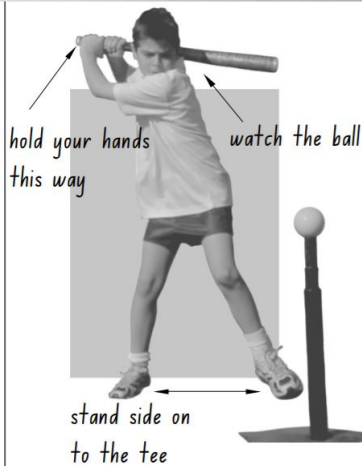
Game 2

WHAT YOU NEED

- Empty plastic bottles
- Newspaper, rolled up to make a rod



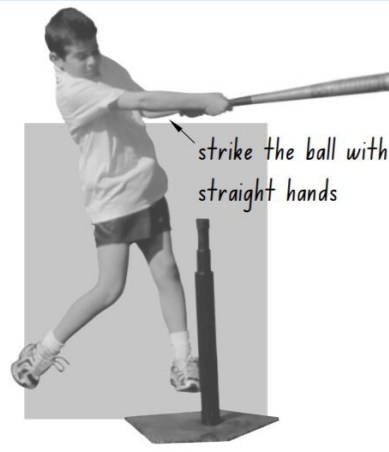
Two handed strike



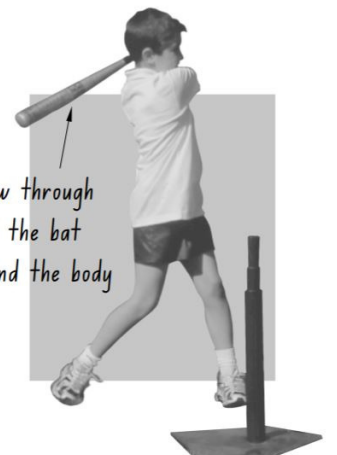
Show me how to ... strike 1



Show me how to ... strike 2



Show me how to ... strike 3



Show me how to ... strike 4

Paper Crane Activity

Follow the instructions below on how to make a paper crane or click on the link to watch a video <https://youtu.be/9kg56qnNTE8>

A square is available on the next page to cut out and use.

How to Make a Paper Crane

1. Take the Origami paper and fold in half diagonally.

2. Fold in half from right to left diagonally again.

3. Spread the pocket out from the inside and fold to make a small square.

4. Your paper should look like this. Now turn it over.

5. Fold point B onto point A, while at the same time folding the paper crease inward so that point C touches point D.

6. Here's the tricky part. Fold left and right corners toward the center line along the red valley line and then fold the top corner along the blue valley line.

7. Note: The folds from step 6 are only to create a crease. Your paper should look like this.

8. Now, open the pocket by pulling the bottom corner up and fold inward along the crease. Some creases will become inverted.

9. The figure should look like this. Be careful to score the edges and corners clearly. Turn over and repeat steps 6, 7, and 8.

10. Fold in lower flaps made in step 9. Now you have the base.

11. Making sure you have the right side up, valley fold on the dotted lines using the top layer only.

12. The figure should look like this. Turn over.

13. Do the same as step 11. Getting hard? Don't give up. You're almost there!

14. Fold inward at the dotted line to form the head.

15. Slightly open the side and bring the head part up like this.

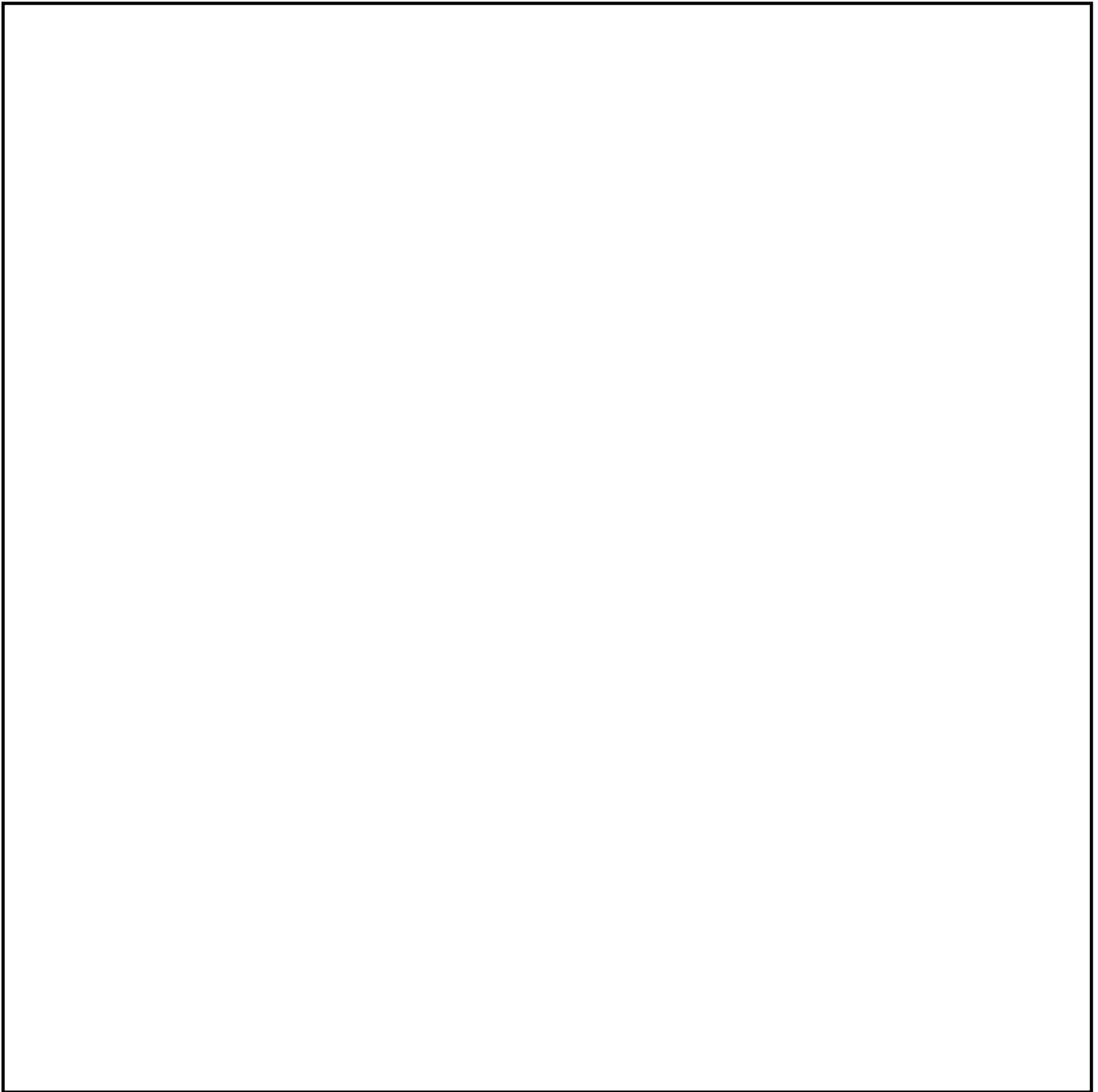
16. Do the same to form the tail on the other side.

17. Reverse fold at dotted lines to form the beak.

18. Bend the wings down and out into the proper position. You can bow in from the bottom.

19. The finished crane.

Cut out the square below to create your paper crane.



Page left blank for cutting.