

YEAR 5
TERM 4, WEEK 1



NAME _____
CLASS _____



GLENDORE PUBLIC SCHOOL

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RESPECT

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CALLAGHAN
EDUCATION
PATHWAYS

Year 5 – Term 4, Week 1 Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	PUBLIC HOLIDAY	<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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		Fruit and Movement Break			
		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.			
		Writing <i>Imaginative Text - Poetry</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	Writing <i>Imaginative Text - Poetry</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.	English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.
Recess Break		Recess Break	Recess Break	Recess Break	Recess Break
		DEAR Reading			
		You can either choose a story on Epic or you can read a book from home			
Middle Session		Maths Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	Maths Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	Maths Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	Maths Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Prodigy tasks.



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		Geography	CAPA	PD/Health	PE
		<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
Afternoon Session		<p>Design a holiday</p> <p>Follow the instructions in your workbook/in your afternoon Form to design your dream holiday</p> 	<p>Visual Arts</p> <p>Follow the instructions in your workbook/in your afternoon Form to create your own optical illusion artwork</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.thepeshed.com/ideo-channel/</p> 	<p>Free Choice</p> <p>Do an activity of your choice. This might be an artwork, an outside activity, a diary entry about your week, some cooking, a letter to a friend/your teacher, reading your favourite book. Upload a picture of whatever you choose!</p> 



TUESDAY

5TH OCTOBER

	Week 1	Monday	Tuesday	Wednesday	Thursday
1.	savage				
2.	voyage				
3.	package				
4.	carriage				
5.	marriage				
6.	break				
7.	brake				
8.	voice				
9.	skeleton				
10.	focus				
11.	anchor				
12.	ashore				
13.	surface				
14.	abroad				
15.	lovelier				
16.	Pacific				
17.	Atlantic				
18.	vacation				
19.	happiest				
20.	complete				
21.	capsicum				
22.	technology				
23.	coordinator				
24.	considerate				
25.	defenceless				

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.

Year 5 Grammar in Writing Term 4 Week 1

Tuesday – Pre Assessment.



Brainstorm words that will help you write a great paragraph (adjectives, nouns, similes etc)

Write your best paragraph here

Marking Criteria – What did you include? Highlight these in your writing.

- When (time connective)
- Two adjectives
- Adverbs
- Simile
- Correct boundary punctuation – capital letters and full stops
- One other type of punctuation (? ! : ,)

Lesson 109 • Letter to the Editor

Name _____

Point of View

To identify a point of view, we have to look at the way authors express their opinions and views about a subject.

Read the passage.

Circle three words that sum up the writer's opinion of Mr Frame's remark about the role of cars.

Highlight the key word that expresses the writer's opinion of the number of children who are overweight.

Dear Sir/Madam,

Mr Frame's remark ("That's What Cars Are For", *Tagownda Times*, 12.10.2010) about the role of cars in our community completely misses the point.

The debate is about cars picking and dropping off children outside Tagownda Primary school; it is not an attack on the motor car. The simple question remains: why are so many children arriving at school by car?

The National Children's Nutrition and Activity Survey recently revealed that almost one quarter of children aged two to 16 are overweight. This is a shocking statistic. Encouraging children to walk to school might help to address this major health issue.

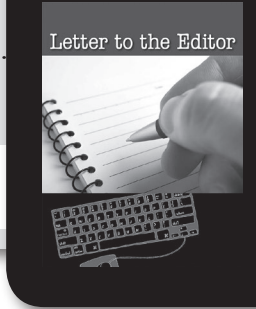
Underline the sentence that contains the answer to question 3.

Colour the key word that helps to answer question 4.

Colour the correct answers.

- What is the writer's **opinion** of Mr Frame's remark about the role of cars in the community? He thinks Mr Frame ...
 is silly. knows what he is talking about. has a good point. is missing the point.
- How does the writer **feel** about the number of children who are overweight? He finds it ...
 surprising. shocking. confusing. disappointing.
- How serious does the writer **believe** the problem of overweight children is? He believes it is ...
 a major health issue. a minor problem. quite serious. nothing to worry about.
- From the writer's **point of view**, how should most children be getting to school?
 by car by bus on a bike on foot

Lesson 109 • Letter to the Editor



Name _____

Read the passage.

Circle two things that the writer believes will be better if we use cars less.

Highlight the evidence that the writer provides to support his view that using cars less will make the streets safer.

Using cars less often reduces our impact on the environment. Safety is another concern: the more we all walk, the safer our streets become. Tagownda Police Station reports that three accidents involving pedestrians have occurred within half a mile of the front gate of Tagownda Primary school within the last 18 months alone.

As convener of our local "Get Out and About" walking group, I am ready and willing to work with the staff, students and families of Tagownda Primary school to increase the number of students walking to school. In the meantime, we should all be asking ourselves: if it's not hailing, snowing or pouring with rain, how about walking for a change?

Ted Chu

Put a box around the writer's signature.

Colour the pronoun that shows that the letter is written from Ted Chu's point of view.

Underline the question the writer asks to persuade his readers to his point of view.

1 How does the writer support his **view** that using cars less will make our streets safer?

2 What other benefit does the writer **believe** using cars less will have?

3 How do we know that the letter is written from Ted Chu's **point of view**?

Poetry

This term for writing, you will be learning all about poetry. By the end of the term, you will know how to write excellent poems using a range of different language devices.

Today, your task is to **show us what you know**. You will complete a **pre-test**. You will be given a picture and asked to write a poem about it. The picture is below.

Before you write...

Think:

What are you going to describe? What does it look like? Where is it? How does it make you feel?

Plan:

Remember to plan your writing before you begin. Decide what features you are going to describe.



Puzzle

8 5 7 1 2

- make the largest possible number
- make the smallest number after this
- make the smallest odd number

Times tables –

Complete the timetable grid. Time yourself and try to beat your score every day this week

Beat the Clock



Score: _____

Time: _____

x	3	4	8	5	10
4					
2					
6					
12					
3					

Multiplying 2 numbers together gives us a product. The numbers that we multiply are called factors of the product.

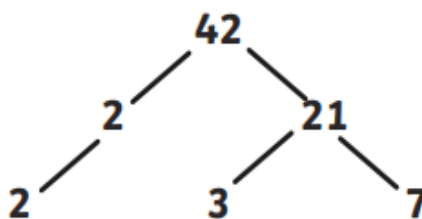
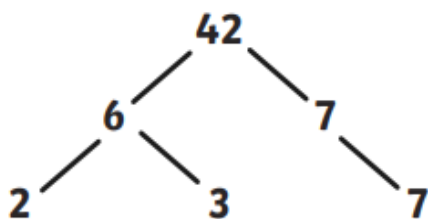


Example – $3 \times 5 = 15$.

Therefore, 3 and 5 are the factors of 15

Read this -

Factor trees are a great way of finding the factors of a number:



Here we can see that some of the factors of 42 are, 2,3,6,7,21.

Use factor trees to find the factors of the following numbers:

b. **18**

c. **21**

d. **49**

e. **56**

Express these numbers as products of their factors,

eg 18 is 1×18 , 2×9 , 3×6 . There is no need to write the reverse facts, eg 18×1 , 9×2 , 6×3 .

Hint: Start with $1 \times$ _____ and progress in order.

a 28 _____

b 40 _____

c 84 _____

d 45 _____

e 63 _____

f 72 _____



What is a complete and utter disaster?

Discuss with a family member what you know about natural disasters. Write some ideas below.

Symbols can be used to alert communities about natural disasters. Why would a symbol be more effective than a written notice? Think about the fire rating system we have for bush fires dangers.

Symbols have meaning – what kind of natural disasters do these symbols stand for? Write your answer in the box.





The experience of natural disasters has come to be seen as part of the Australian national character. Dorothea McKellar wrote a famous poem.

My Country
I love a sunburnt country,
a land of sweeping plains,
Of ragged mountain ranges, of droughts and flooding rains.
I love her far horizons, I love her jewel-sea,
Her beauty and her terror – the wide brown land for me!

Dorothea had a deep love for the Australian countryside and used emotive language to describe the Australian landscape. She used imagery to paint a picture with words.

She used personification by using the word "her". Why do you think the author uses "her beauty and her terror" and not "the beauty and the terror"?

This poem was written over one hundred years ago. Do you think Australian people are connected to the land in the same way they were one hundred years ago?

Dorothea was a teenager when she wrote the poem. If you were asked to write a poem called "My Country" what would you write about?

Stage 3: Design your dream holiday!

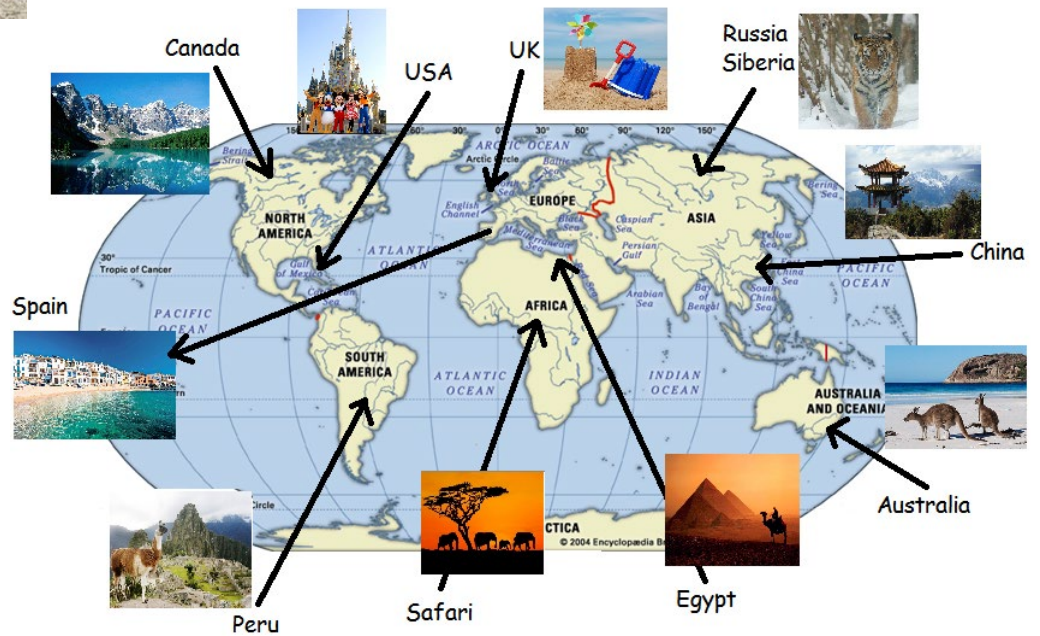


You can pick every single detail of your holiday so let your imagination go wild!



First, we need to decide on a holiday location!






There are so many places in the world to pick from that I have made a few suggestions to help you decide.



My location is:

Describe your location. Make sure you include weather, possible activities (places to visit, animals to see), and the geography of the country (is it by the sea, mountainous etc)

Now we must know how you will travel to your chosen destination!

Aeroplane	Cruise Ship	Train	Car	Ferry
				

Remember a train and car can only link you to the states and territories on Australia's mainland, you will need to catch a ferry to Tasmania, Fraiser Island etc

My chosen method of transport will be:

Describe what your journey will be like. Remember to include all of the things you will do on your journey. Will you make any stops along the way?

You now need to make sure you have the perfect place to stay.

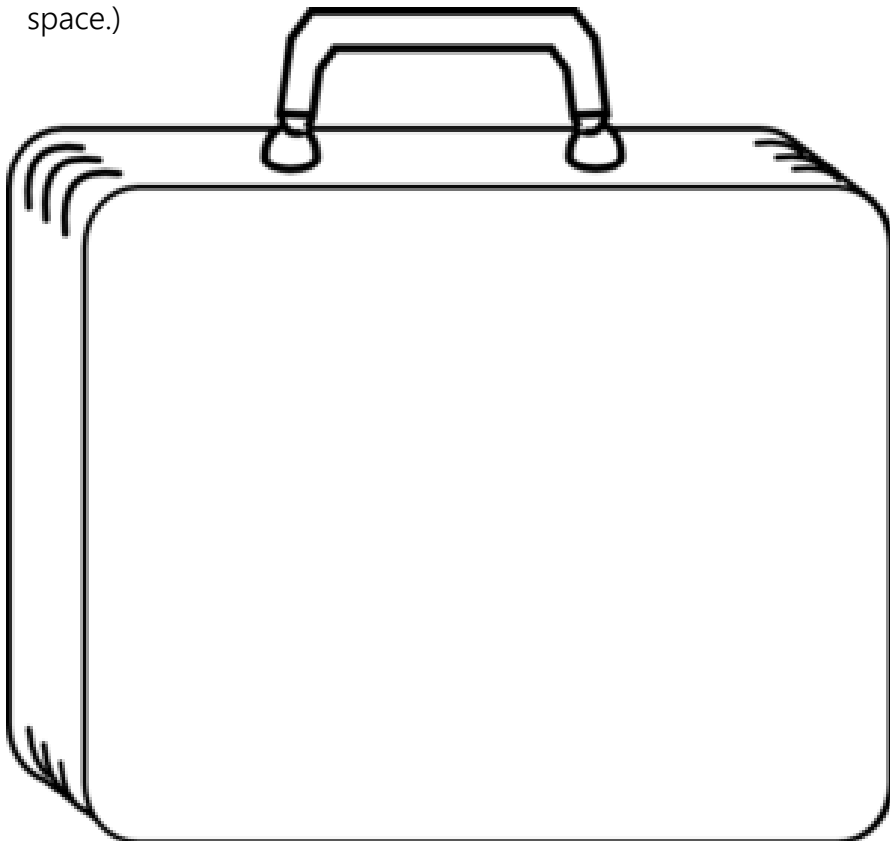
Resort	Motel	Villa	Boat	Caravan	Tent
					

Remember that if you are staying in a boat you will need to be near water.

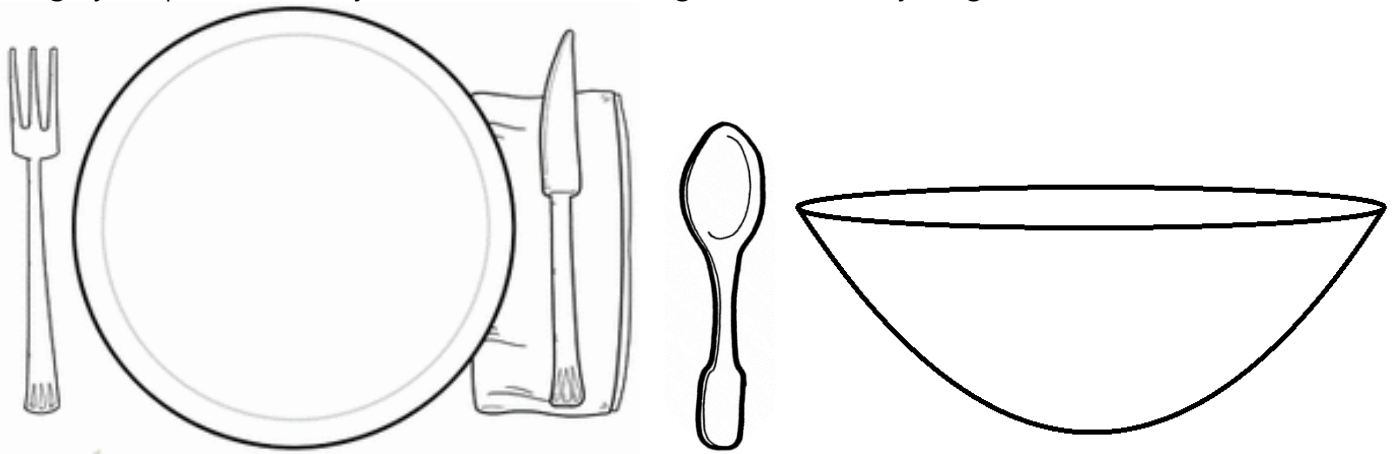
My chosen place to stay is:

Describe your perfect holiday home. Don't forget to include what is inside and outside the holiday home:

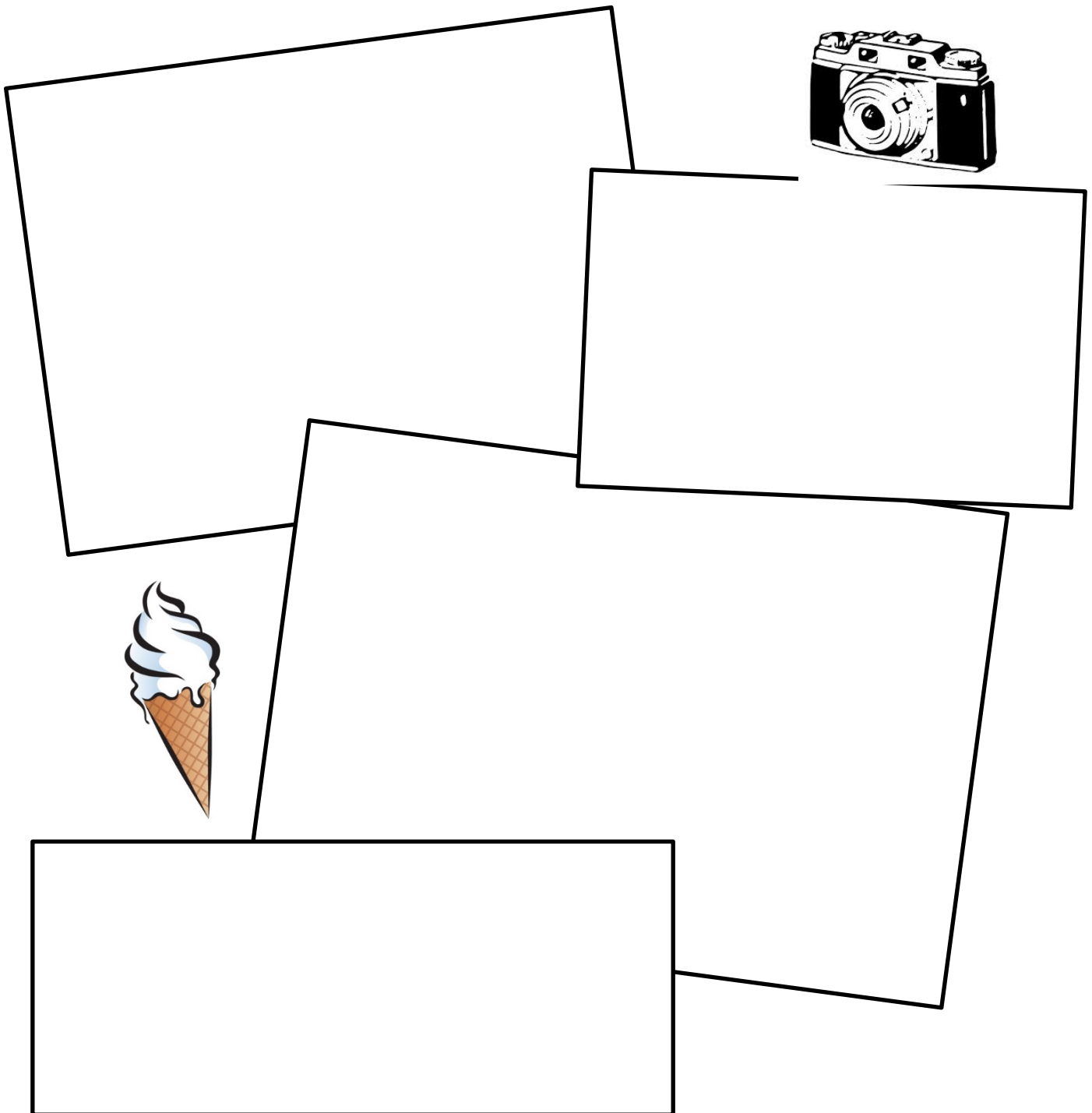
Now we must make sure that we have everything we need in our suitcase. Draw your items and label them with a reason for including each one. (Complete your writing below if you would like more space.)



Going on holiday is the perfect time to try lots of different foods.
Design your perfect holiday meal below. Don't forget to label everything.



Now going on holiday requires a lot of taking photos! Draw some of your holiday snaps below!





WEDNESDAY

6TH OCTOBER

UNIT 26

Phonics

savage
voyage
package
carriage
marriage

Basic list / High frequency

break	anchor	Pacific/pacific
brake	ashore	Atlantic/atlantic
voice	surface	vacation
skeleton	abroad	happiest
focus	lovelier	complete

Difficult

capsicum
technology
coordinator
considerate
defenceless

Own words



Spelling rule

Adjectives ending in 'y'
change the 'y' to 'i' to add
'er' and 'est'.

For example:
happy, happier,
happiest.

1. Use your spelling rule to add 'er' and 'est' to these words.

	er	est
a clumsy	_____	_____
b heavy	_____	_____
c dirty	_____	_____
d merry	_____	_____
e lonely	_____	_____

Word meanings

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

- | | |
|---------------------------|--------------------------------------|
| a Journey by water _____ | d To finish something _____ |
| b Overseas _____ | e Used to keep a boat in place _____ |
| c A rest or holiday _____ | f To snap _____ |

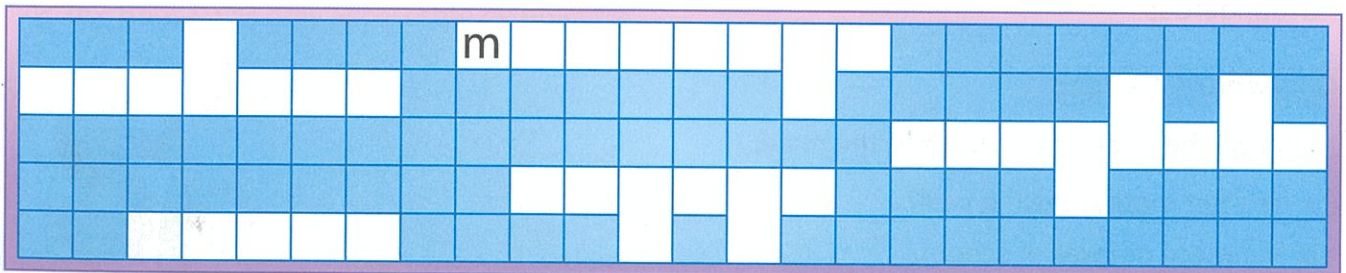
Wrong spelling

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

- | | |
|--|--|
| a My bike's braike won't work.
_____ | c It was considarate of you
to visit me. _____ |
| b The surfer came asure to
take a break. _____ | d These are the happiest children
in the school. _____ |

Word shapes

4. Choose list words to match the word shapes.



Word building

5. Complete the word building table.

a	break	broke	
b		surfaces	surfacing
c	complete	completed	



Year 5 Grammar in Writing Term 4 Week 1

Wednesday



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 sun gently peaked over the mountains onto the velvety clouds, the incredibly brave man began to move across the rope, shaking as if he were a small branch in the wind.

Challenge Words	Definition	Example
balance	an even distribution of weight enabling someone or something to remain upright and steady.	She lost her balance and fell.
velvety	having a smooth, soft appearance, feel, or taste.	The sky overhead was a velvety black, sprinkled with diamond bright stars.
tightrope	a rope or wire stretched tightly high above the ground, on which acrobats perform acts of balancing.	I saw a tightrope walker at the circus.
thrill	a sudden feeling of excitement and pleasure.	They felt the thrill of jumping out of an airplane.
dauntless	showing fearlessness and determination.	He showed dauntless bravery
sunlit	illuminated by direct light from the sun.	The man looked over the clear, sunlit waters.

Lesson 110 • Materials

Name _____

Drawing conclusions

To draw conclusions from a text, we have to use clues to make our own judgements. The clues help us find the answers that are hiding in the text.

Read the passage.

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

Underline the sentence that is the clue to question 5's answer.

Glass is made by mixing sand, limestone and soda ash in a furnace. The molten glass is poured into a mould or laid out in sheets. It hardens as it cools.

Glass breaks easily. This property can be changed by adding chemicals or by changing the way glass cools. If you reheat glass, then quickly cool it, the glass becomes much stronger.

Pyrex glass is a special type of glass. It does not expand when it is heated as much as normal glass.

Glass can be recycled over and over again.

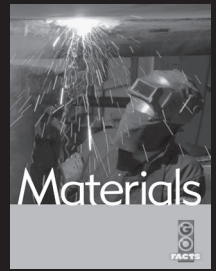
Underline the sentence that tells us what happens to molten glass.

Highlight the word that tells us what happens to molten glass as it cools.

Colour the correct answers.

- Which is the best **conclusion**? Glass is made by melting a mixture of minerals at ...
 low temperatures. freezing temperatures. very high temperatures.
- Which is the best **clue** to question 1's answer.
 poured furnace mold sheets
- Which is the best **conclusion**? Glass can be made into ...
 one shape only. flat shapes only.
 long shapes only. lots of different shapes.
- Which two words are the best **clues** to question 3's answer?
 mould and sheets *sand and limestone* *hardens and cools* *mixing and poured*
- Which is the best **conclusion**? Glass ...
 is an eco-friendly material. is harmful to the environment.
 has very few uses. is a very soft material.

Lesson 110 • Materials



Name _____

Read the passage.

Circle the two words that are the clues to question 1's answer.

Highlight the word that that is the clue to question 2's answer.

Most metals come from minerals. Rocks that contain minerals are called ores. They are crushed or heated to collect the metal.

Iron comes from iron ore. It is made into steel by adding carbon.

Metals can corrode. When rust eats away at iron or steel, it corrodes. Rust is a flaky, brown substance that forms when oxygen, water and iron combine. This process is faster if the water is salty.

An alloy is a mixture of metals. For example, stainless steel is an alloy of steel and chromium. Alloys have different properties. They can be stronger, lighter and softer than other metals.

Underline the words that tell us how iron ore is changed into steel.

Colour the words that tells us how steel is changed into stainless steel.

1 The text **suggests** that there are different ways of collecting metals from ores. Which words are the **clues**?

2 Why can we **conclude** that iron and steel will corrode faster in sea water?

3 Why can we **conclude** that steel and stainless steel have different properties?

Poetry
What do you know

What do you already know about poetry?



Do you know any of the different types of poems?

Do you know any poems already?

What are you looking forward to learning about poetry this term?

Read the information on the next 2 pages as an introduction to poetry

What is Poetry?

- Poetry is the mixture of words, sentences and phrases to produce an image. For full effect Poetry should be read aloud, allowing the reader to add intonation not easily seen in the written form. Poetry tells stories.
- The purpose of poetry is to engage and excite the imagination of the reader, or to stir a particular emotional response within them.
- Poems can be long or short, funny or sad, structured or unstructured.

Elements of Poetry

- The elements of poetry are the tools that poets use when writing poems. Some poems may contain all of these elements and other poems may contain only some of them. There are 7 Major Elements of Poetry.
1. Theme
 2. Imagery
 3. Rhythm
 4. Mood
 5. Tone
 6. Literary Devices
 7. Stanza (structure)



Predict what you think each of the above mean:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Elements of Poetry

1. **Theme:** the central idea or message in the poem
2. **Imagery:** the use of words to create pictures in the readers imagination. They usually appeal to the 5 senses.
3. **Rhythm:** the flow of the lines in a poem. The rhythm in a poem may be fast, slow or moderate. The rhythm helps to give meaning
4. **Mood:** the feeling or emotion that the reader gets from the poem
5. **Tone:** this gives the poet's feelings towards the topic
6. **Literary Devices:** a technique the write uses to create a special effect
7. **Stanza Structure:** The way in which the stanza are laid out in a poem, concerning length and rhyming scheme.

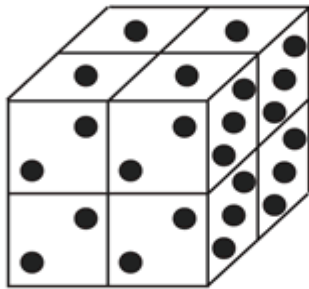
Why Analyse Poetry?

- Poetry can be a little confusing! There are a lot of elements to think about when reading a poem. It can be helpful to examine one element at time when trying to understand and appreciate a particular poem.
- Analysing a poem once it has been read can help the reader to understand the meaning of a poem more fully. It can also help the reader to gain a greater appreciation of the literary skills of the poet.



We have 8 dice stacked as shown in the figure.

What is the total of the number of spots on the 'hidden sides' of the dice (i.e. sides facing each other)?



Times tables –

Complete the timetable grid. Time yourself and try to beat your score every day this week

Beat the Clock



Score: _____

Time: _____

x	3	4	8	4	10
7					
1					
5					
9					

Review -

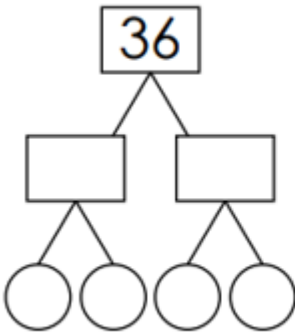
Multiplying 2 numbers together gives us a product. The numbers that we multiply are called factors of the product.



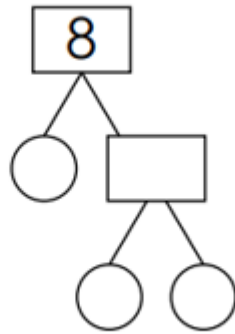
Example - $3 \times 5 = 15$.
 Therefore, 3 and 5 are the factors of 15

Complete the factor tree for each number. You will notice that the square boxes will be prime numbers.

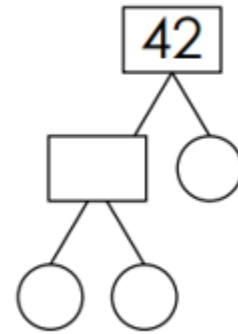
a.



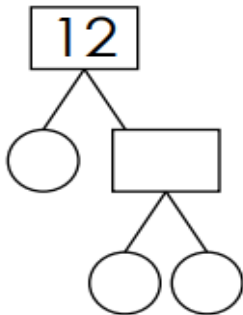
b.



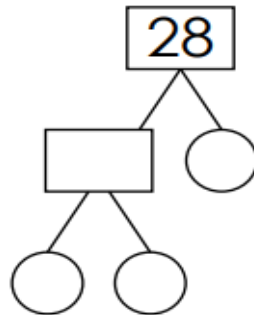
c.



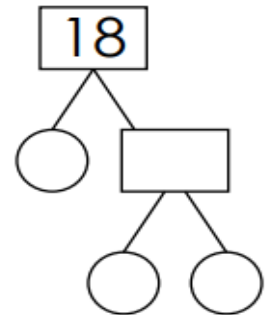
Complete the factor tree and fill in the number sentence.



12 = ___ x ___ x ___



28 = ___ x ___ x ___



18 = ___ x ___ x ___

Some factors have factors of their own. Express these numbers as a product of all their prime factors, eg $12 = 4 \times 3$, or 2×6 , but its prime factors are $2 \times 2 \times 3$.

a 30 _____

b 42 _____

c 28 _____

d 50 _____

Visual Arts

In Geography this term you are learning about Natural Disasters. Today for Visual Arts, you are going to create an artwork that represents a type of natural disaster, a bushfire. In Australia, we have had many devastating bushfires and there are many news stories/photos to view online of these horrific times. Have a look at these real images below.



What do you notice about the intensity of the colour of the fire?

How do the trees, buildings etc look silhouetted against the colour?

Have a look at the paintings below. The painting on the left was created in 1912 and the one on the right in 2019, both inspired by Australian bushfires.



'Bushfire- Handorf, South Australia' Hans Heysen 1912



'Australian Bushfire' by Estelle Asmodelle 2019

What are the similarities between the two paintings?

What are the differences?

Which do you like more and why?

If you have access to paint, coloured textas/markers, pencils or coloured paper, your job today is to create your own bushfire inspired artwork.

Start with the intense colours of the background/fire (You should use vibrant reds, oranges and yellows), then layer your trees and/or buildings/animals over the top if you wish.

Have a look at these examples you might like to draw inspiration from.



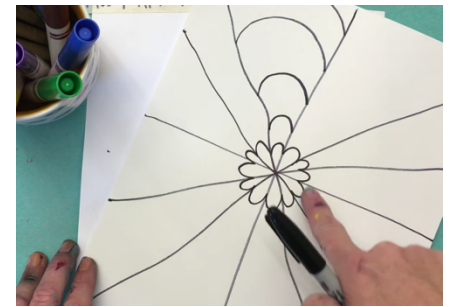
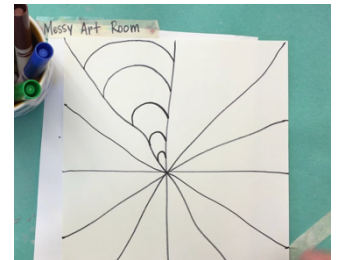
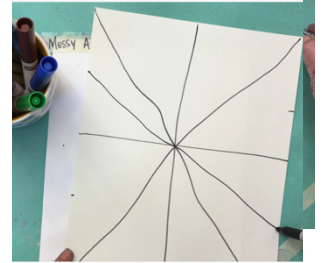
Use the following blank page if you need to

Create your own optical illusion

Watch the video if you have access to a device:
<https://www.youtube.com/watch?v=98OrhVDGIWA>

If you do not have access to a device, make sure you have paper and a marker or pencil and follow the instructions below:

1. Make a straight-lined cross on your page that goes right to the edges, then do 2 more lines going diagonally across the page (these ones can be a little wiggly).
2. You're going to draw 2 more lines now. First make 4 dots at the edges of the page, then join the dots.
3. Next, start making some CURVED rainbow shaped lines in one of the sections.
4. Move to another section and make a small, curved rainbow shaped line that connects to the first. Repeat this in all the sections. It should look a bit like a flower in the middle.
5. Keep going with the other curved lines. If you go off the paper, pretend you didn't and continue the line.

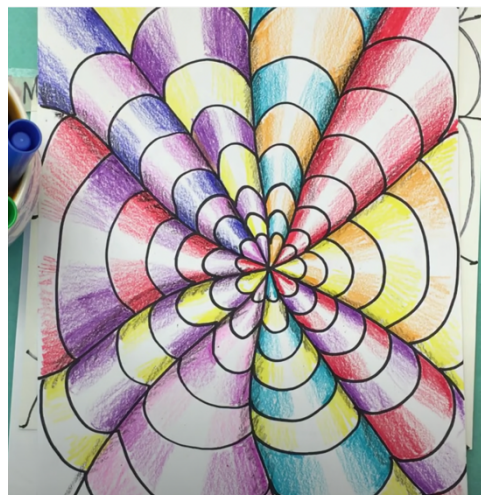


6. Choose 2 colours and alternate them in each section, leaving some white in the middle to create the illusion of light.

7. Keep colouring. It looks best if you don't have the same colour next to itself!



8. You should now be finished. Well done!







THURSDAY

7TH OCTOBER

Wk1

Spelling

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

Teach **THIS**

Verbal Linguistic

Super Similar

Find synonyms for each of your spelling words. How many synonyms can you find?

Mathematical/Logical

Secret Code

Create a code to decipher all the spelling words. You can test this out on someone else.

Naturalistic

Mud Writing

Write your spelling words onto paper using mud in your backyard.

Bodily Kinaesthetic

Spelling

Spell out your words using blue counters for vowels and red counters for consonants.

Visual/Spatial

Bend a Word

Write your spelling words using pipe cleaners. Have a friend feel and guess the words while blindfolded.

Interpersonal

Categories

Organise your spelling list into different categories and explain to someone else why you've categorised them in this way.

Intrapersonal

List Them

List the words that you find easy and hard and explain why.

Musical/Rhythmic

All Shook Up

Shake some maracas as you say your spelling words.



Lesson 111 • Feral and Spam

Name _____

Point of View

To identify point of view, we have to look at the way characters behave and feel. The clues are in the way they express their opinions and views about a subject.

Read the passage.

In paragraph 1, circle the key word that tells us how Fairlie feels about being a twin.

Underline the sentence that is the clue to question 5's answer.

I hate being a twin. I guess it might be OK if you were an identical twin. You could fool other people by pretending you were the other twin. But Sam and I only got the bad bits of being a twin—like having to share our birthday. That was a real drag.

"I'm not having a party with all of his friends there," I yelled.

"Now Fairlie," Mum began in her best 'don't-argue-with-me' voice, "I'm not having two separate birthday parties. I don't see why you make so much fuss about this."

Colour the name of the person from whose point of view the passage is written.

In paragraph 1, highlight the pronouns that show from whose point of view the passage is written.

Colour the correct answers.

- From Fairlie's **point of view**, what is one of the worst things about being a twin?
 swapping identities sharing identities sharing birthdays sharing chores
- Which phrase is the best **clue** to question 1's answer?
 having a party a real drag Sam and I the other twin
- From whose **point of view** is the passage written?
 Fairlie's Sam's Mum's a friend's
- Which pronouns helped you answer question 3?
 you and your *he and his* *I and our* *they and them*
- Which word tells us that Mum **thinks** Fairlie is overreacting?
 separate parties birthday fuss

Lesson 111 • Feral and Spam



Name _____

Read the passage.

Underline the adjective that shows what Mum thought of Fairlie's idea.

Highlight the sentence that helped you answer question 2.

"Perhaps I should just organise a party for Sam this year," Mum threatened.

"Yeah. Perhaps there should just be a party for Sam," Sam agreed.

"Fine," I said. "Suits me. Sam can have his party this year and I'll have mine next year."

Sam didn't look quite so happy with that idea. Mum did though.

"What a wonderful idea, Fairlie," she said.

"Wonderful," Sam said without enthusiasm.

Colour the sentence that helped you find the answer to question 3.

Put a box around question 4's answer.

1 What did Mum **think** of Fairlie's idea?

2 How did Sam **feel** when Mum suggested that this year's party be just for him?

3 How did Sam's **feelings** change when Fairlie suggested that they take turns in having a party?

4 Which phrase suggests that Sam did not really **think** that Fairlie's idea was so wonderful?

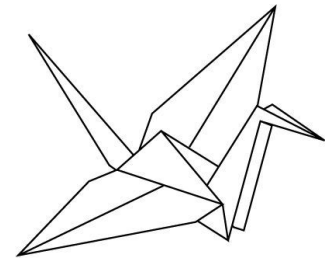
Sadako and the Thousand Paper Cranes

Sadako listening recap

Relisten to a reading of Chapter 1 - <https://youtu.be/Tqj6-HMeGDI>

Relisten to a reading of Chapter 2 https://youtu.be/ZK0LaxHfu_A

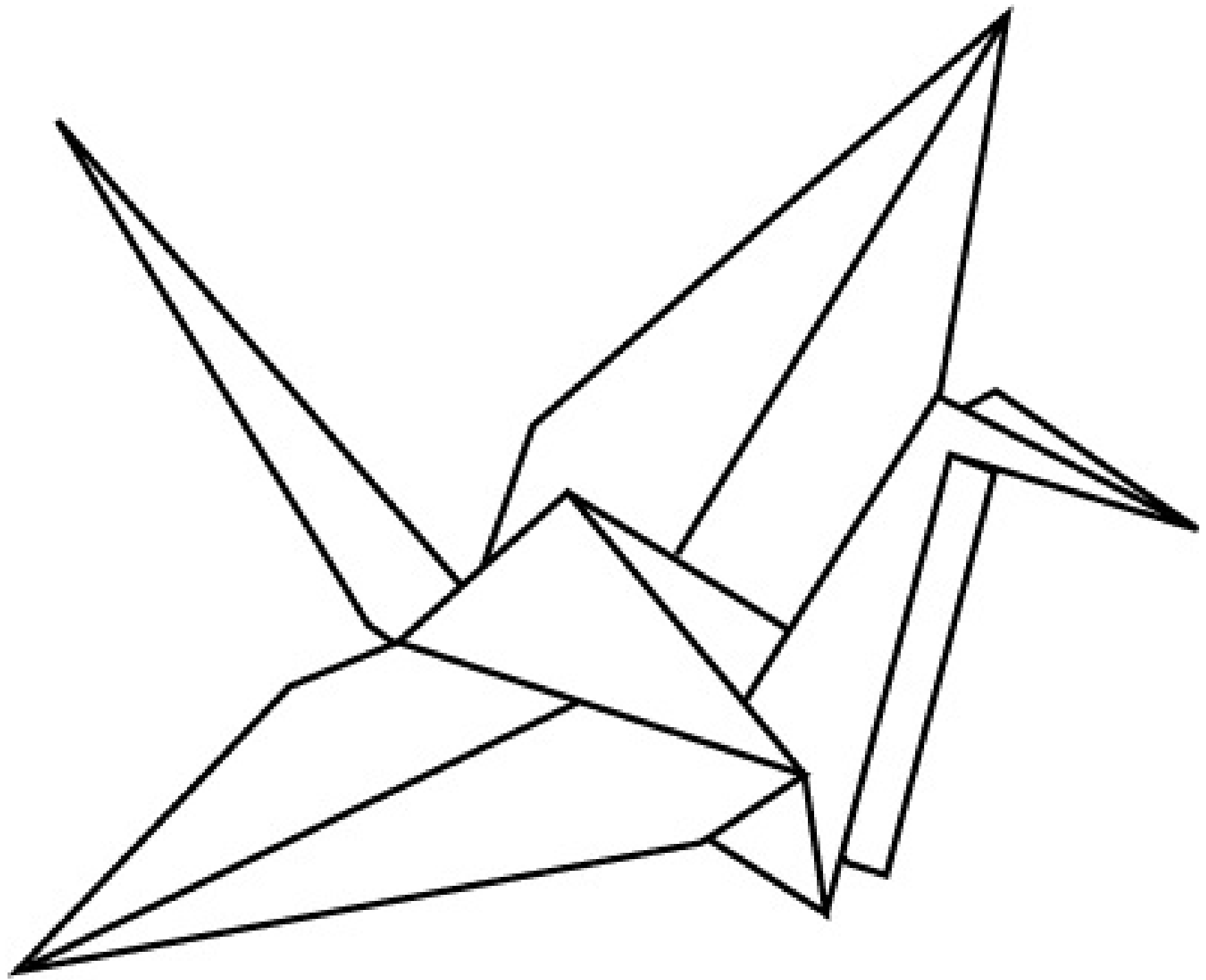
Write down 10 words you associate with Sadako and her story so far.



Task: On the next page is the outline of a paper crane. You are going to create a word collage using the words written above. You will need to repeat each word multiple times and write it in different sizes.

Examples of Word collages





Puzzle

$37 \times 3 =$

$37 \times 6 =$

$37 \times 9 =$

$37 \times 12 =$

How do you expect this will continue?

Write your answer here –

Times tables –

Complete the timetable grid. Time yourself and try to beat your score every day this week

Beat the Clock



Score: _____

Time: _____

x	6	4	8	11	10
7					
5					
11					
6					

Mental multiplication strategies – factors and multiples

Factors are the numbers we multiply together to get to another number:

$$\text{factor} \times \text{factor} = \text{whole number}$$

How many factors does the number 12 have? $4 \times 3 = 12$, $6 \times 2 = 12$, $1 \times 12 = 12$

4, 3, 6, 2, 1 and 12 are all factors of 12.

1 List the factors of these numbers:

a	18								
c	14								
e	16								
g	30								

b	25								
d	9								
f	15								
h	42								

2 Fill the gaps in these sentences. The first one has been done for you.

a 1 or 16 or 2 or 8 or 4 people can share 16 lollies evenly.

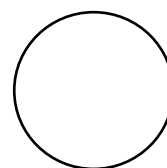
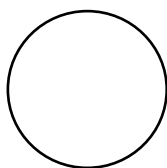
b _____ or _____ or _____ or _____ or _____ or _____ people can share 20 slices of pie evenly.

c _____ or _____ or _____ or _____ or _____ or _____ or _____ or _____ people can share 24 cherries.

d _____ or _____ or _____ or _____ or _____ or _____ or _____ or _____ people can share 30 pencils.

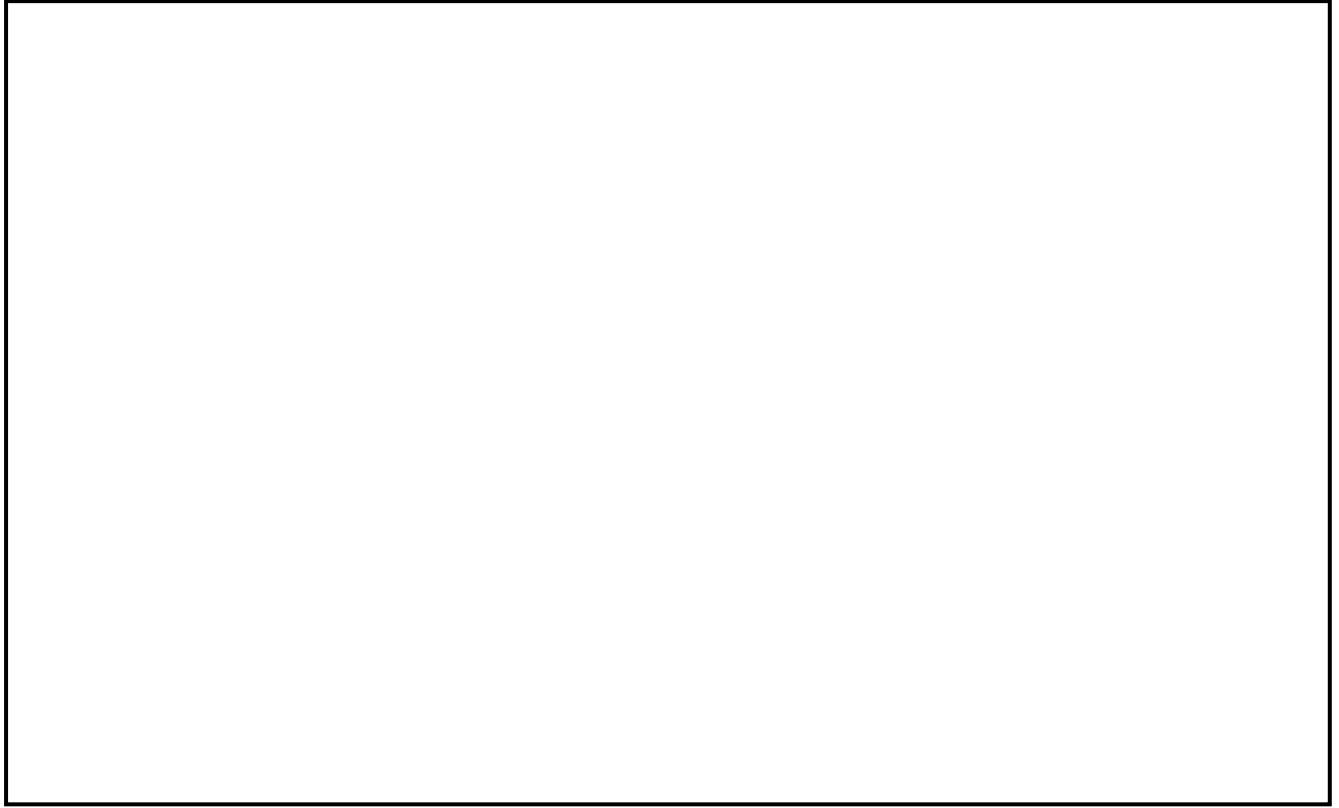
e _____ or _____ people can share 5 balls evenly.

Choose a 2 digit number, write it in the circle and create a factor tree and draw a factor tree.



TERM 4 WEEK 1 HEALTH - THURSDAY

Word cloud – create a word cloud in the box below with all the words you can think of when you think of the word 'emotions'



We can experience many different emotions, some positive and some negative. List the emotional response as either positive or negative in the table below.

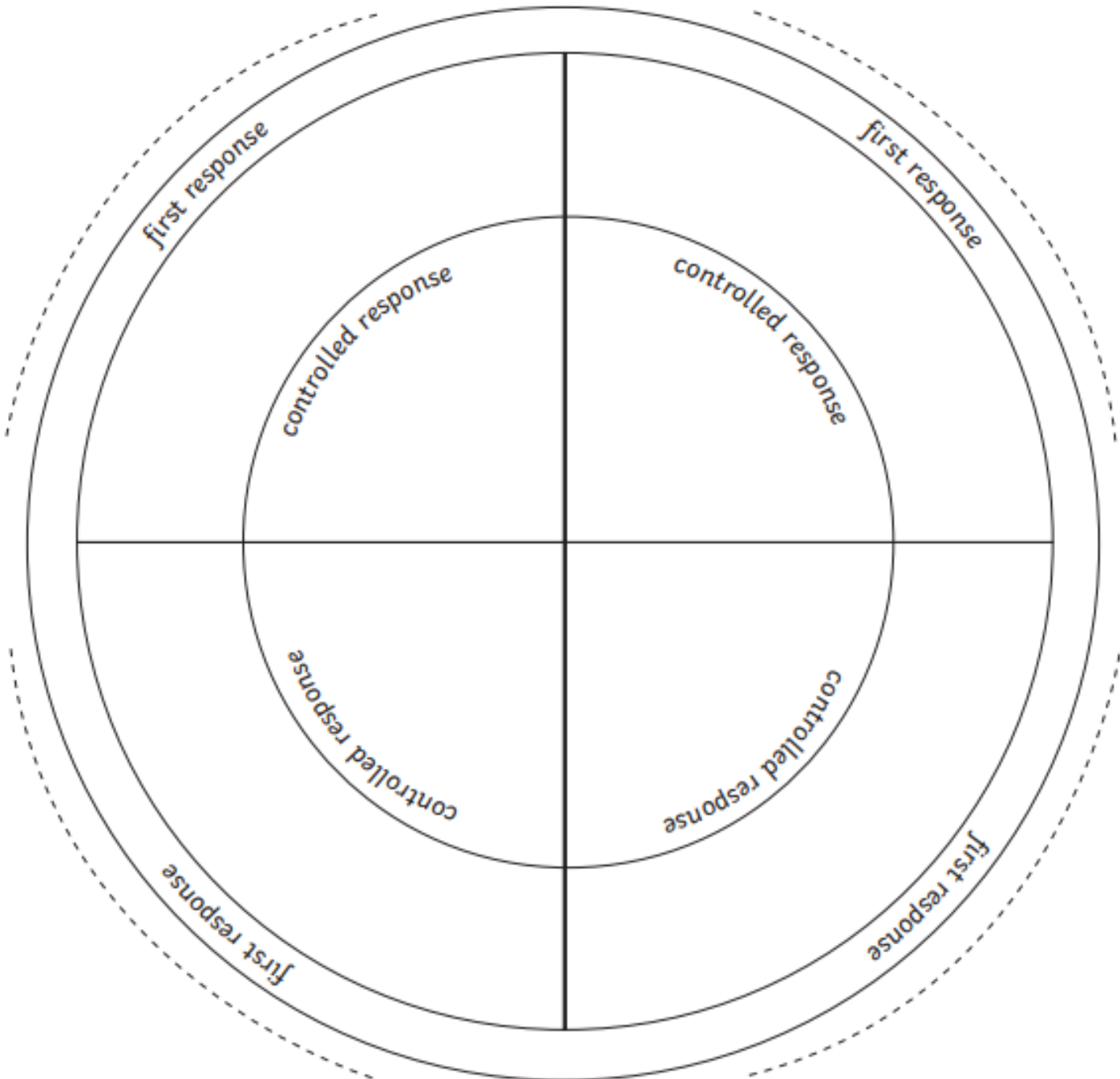
POSITIVE	NEGATIVE

TERM 4 WEEK 1 HEALTH - THURSDAY

Write a negative emotion in the outer rim of each segment of the wheel.

Consider how sometimes we can act impulsively in our first response to these emotions. Write how you may act at this time.

Think about and write how your response may change if you took time to consider your actions. This would become your controlled response.



The PE Shed – Let's have some fun this afternoon with some PE games from the PE Shed

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

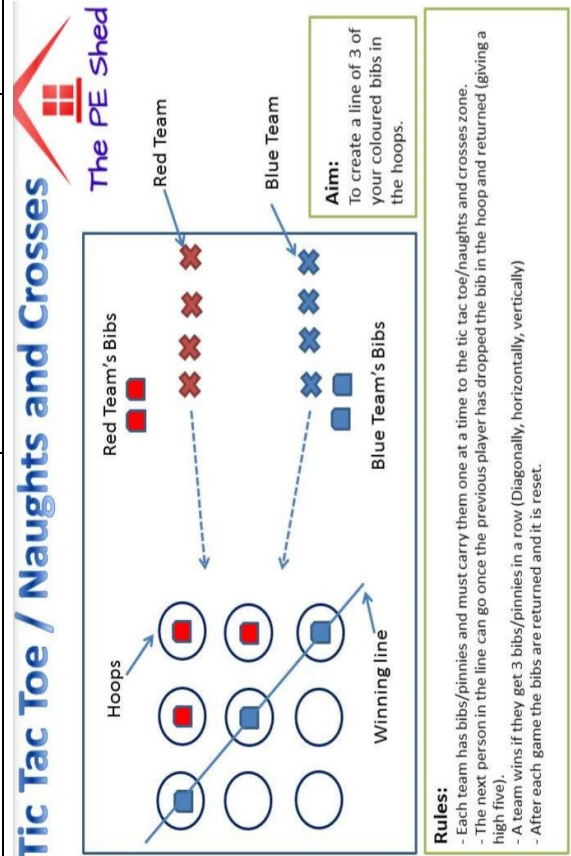
<https://www.thepeshed.com/video-channel>

If you are unable to access the internet, here are some activities you can complete instead.

Thinking Game:

Tic-Tac-Toe/Naughts and Crosses

Equipment	Hoops Bibs / Pinnies
Setting Up	Create a 3 x 3 square made up of hoops. Divide children into 2 equal teams. Put a pile of 5 coloured bibs at the start of each line.
Description	Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset
Further opportunities	Differentiation Easier: - Reduce the running distance Harder: - Increase the running distance - Add in a pre-task before taking the bib/pinnie (For example 3 catches with a ball) or hop/skip/jump to the square. - Increase the size of square (4 x 4, 5 x 5 etc) Variations: - Set up lots of pitches and make it into a tournament - Dribble a soccer/football whilst carrying the bib/pinnie - Dribble a basketball whilst carrying the bib/pinnie - Dribble a hockey ball whilst carrying the bib/pinnie - Use wheelers/scooters - Create rules (for example a ball must be thrown around the circle before the bib/pinnie can be taken)

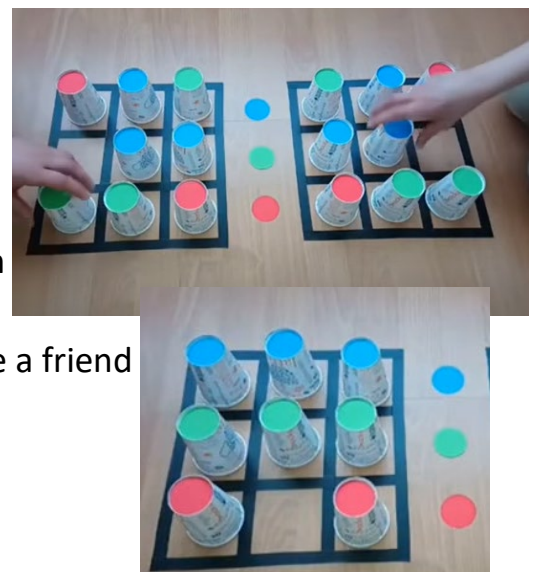


Rubrik's Cube 3 in a row

Materials: A 3 x 3 grid and 9 cups with coloured bottoms or counters. (3 Green, 3 Blue and 2 Red). Three extra colours to mark where you need to match the columns or rows to their colour. See second Picture.

How to play: Moving only one cup at a time to an adjacent empty square try and slide and manoeuvre them to create a row or column of a single colour.

First to complete and have matching rows wins. Challenge a friend or family member for a two person version.





FRIDAY

8TH OCTOBER

Year 5 Grammar in Writing Term 4 Week 1

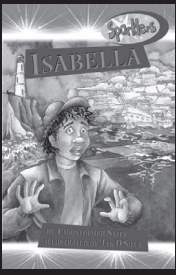
Friday



Write your best paragraph.

Marking Criteria – What did you include? Highlight these in your writing.

- When (time connective)
- Two adjectives
- Adverbs
- Simile
- Correct boundary punctuation – capital letters and full stops
- One other type of punctuation (? ! : ,)



Lesson 112 • Isabella

Name _____

Cause and Effect

To find cause and effect, we ask why something happens and what the result is.

Read the passage.

Highlight the object that Toby tripped over.

Circle the word that tells us what was buried in the sand.

Underline the clause that tells us why Toby dug through the sand.

Toby climbed down the stairs to the beach. He looked out across the sea as he walked. Suddenly, Toby tripped over something and fell face first into the sand.

Toby stood up and brushed the wet sand from his clothes. He bent down for a closer look at what he had tripped on.

It was a piece of wood. As Toby lifted it, something underneath caught his eye. He dug through the sand and uncovered a bell. Toby lifted the bell and scraped off the barnacles. There was a date carved on its side.

"1892", Toby read.

Put a box around the word that tells us what Toby was looking at when he tripped.

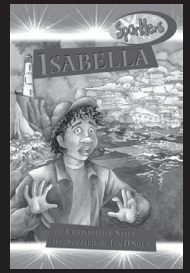
Circle the word that tells us what was clinging to the bell.

Highlight the date carved on the bell.

Colour the correct answers.

- 1 What **caused** Toby to trip?
 a bell a broken stair a hole in the sand a piece of wood
- 2 What **caused** Toby to dig through the sand? He ...
 saw something. felt something. heard something. smelt something.
- 3 What **happened** when Toby dug through the sand? He found ...
 some barnacles. a bell. a piece of wood. an old box.
- 4 What is the most likely **reason** the bell was covered in barnacles? It had once been ...
 on a boat. in the ocean. on a rock. on dry land.
- 5 What **happens** when barnacles come in contact with a hard surface? They ...
 try to eat it. swim around it. attach themselves to it. play with it.

Lesson 112 • Isabella



Name _____

Read the passage.

Underline the phrase that tells us when the diary entry was made.

Highlight the name of the person who wrote the diary entry.

Colour the words that are a clue to why the lighthouse keeper fell asleep.

Felix Thompson was seated at the table.

Felix stood and looked at Toby. "I'm sorry about before." Then he handed Skip a black book. "This is my great-grandfather's diary. It tells all about the night of October 12, 1892."

Toby was stunned. He ran to Skip's side. "What happened?"

Skip opened the lighthouse keeper's diary and read. "It has been a bad week. Storm, after storm, after storm. I was dead on my feet. Fell asleep on watch. The light must have gone out during the night. I didn't know any damage had been done until the next day. When I heard that *The Isabella* was missing in my waters, I lied, when I filled in the logbook."

Circle the words that tell us what happened to the light while the lighthouse keeper was asleep.

Underline the sentence that tells us what happened to *The Isabella*.

1 **Why** did Felix's great-grandfather fall asleep on the night of October 12, 1892?

2 What **happened as a result** of Felix's great-grandfather falling asleep that night?

3 What is the most likely **reason** that Felix's great-grandfather lied when he filled in the logbook?

Sadako and the Thousand Paper Cranes

Sadako listening recap

Relisten to a reading of Chapter 3 <https://youtu.be/IAFFi7XG8IA>

Relisten to a reading of Chapter 4 <https://youtu.be/tnbXxEnvkzQ>



Write 3 important points from all the chapters you have listened to so far.

Task: Complete the Sadako word search on the next page.

Name: _____

Date: _____

Sadako

H Q Q X O Q Z J J B O K L G R I Y I N X R R K E
V Y C C Y O F C Y Z P M S H E X D O U H A H L R
A T A M U N R D A U N E N R N I A G J E R B M R
L N U W U M D I M E O H U E N O Z A A T A A X O
I O T W J Y A W I C I E R V U K S N X R S C Y T
P U N Q W N A Y H A T Z S I R I U V E A N F C C
E D K E Q T J J S R C E E R P M R S H G E J N L
U R S I L U L H O G E I Y A R L I I T V S E W A
S G T O M Y H Y R N J J A T A M R H X N B H J T
T S D C N O O E I I N I S H Y O U S Z I R U H I
I A W U A Q N S H N I Y U O E N V S J U O O D P
M D I V P C N O X N V S N I R N G R Y U Q L G S
L A Q N A C N L P U T T A M S X R E D I P S C O
X K Q U J E X T P R J H G R X J F A I T V O H H
E O P E A C E P A R K Z A X V L O I J X U B T S
D I Z Z I N E S S E U N M O T A C B K R M S D S
O N E T H O U S A N D P A P E R C R A N E S X O
P Z X L B A M B O O C L A S S N N G A I V B G R
C H I Z U K O X P U N D Z I D E E B Q W V D J C
S E L W O E J A G H W L P A R H K M G K Y Y C D
Z I W I Z R G R A D U A T I O N Q O J K M K O E
J T N F Q H W O M R W G S U D M G B S X I N W R
N P T U R T L E M H V L J B A S A C X G U T S D
W H G K T H E S Y A Q B Y A D D L E I F A U U Z

Chizuko

lonely

Dr Numata

bamboo class

turtle

Eiji

courage

Masahiro

one thousand paper cranes

Nurse Yasunaga

prayers

Field Day

spider

Mitsue

Japan

Sadako

injection

graduation

dizziness

Ohta River

atom

runner

Hiroshima

miserable

Red Cross Hospital

Running Race

Peace Park

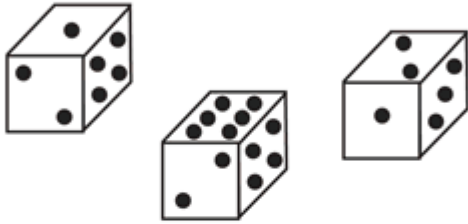
oba

bomb

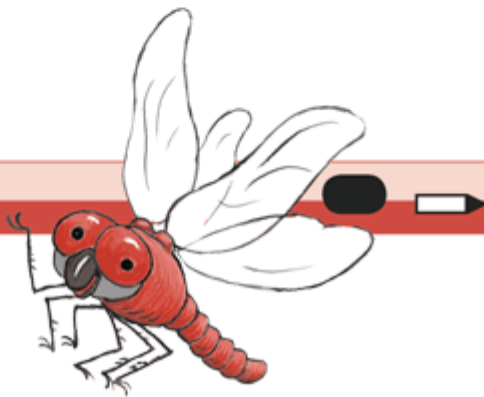
kimono

Puzzle

Rolling three dice resulted in three different numbers, and their product was 48. Which numbers were they?



Write your answer here-



Times tables –

Complete the timetable grid. Time yourself and try to beat your score every day this week

Beat the Clock



Score: _____

Time: _____

x	9	2	1	6	3
7					
4					
8					
2					

Mental multiplication strategies – factors and multiples

Multiples are the answers we get when we multiply 2 factors.

Think about the 3 times tables where 3 is always a factor.

What are the multiples of 3?

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33 and 36 ...

$$\boxed{3} \times \boxed{\text{factor}} = \boxed{\text{multiple}}$$

Fill in the gaps on these multiple boards:

<p>a</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; text-align: center;"> <p>4</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;">8</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;">16</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> </div>	<p>b</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; text-align: center;"> <p>5</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;">10</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> </div>	<p>c</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; text-align: center;"> <p>9</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;">63</div> </div>	<p>d</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; text-align: center;"> <p>7</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;">35</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px; height: 20px;"></div> </div>
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Numbers can be either factors or multiples depending on where they sit in the number sentence.

- 5** Choose 2 numbers between 2 and 5 and put them in the first frame as factors. Your answer is the multiple. Now take that multiple and make it a factor in another number sentence. Write in the other factor and solve the problem. Then make the answer a factor again. Can you fill the grid? Use a calculator for the larger problems. The first one has been done for you.































<p>a</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;">$\boxed{3} \times \boxed{4} = \boxed{12}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{12} \times \boxed{2} = \boxed{24}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{24} \times \boxed{2} = \boxed{48}$</div> </div>	<p>b</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> </div>	<p>c</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> </div>	<p>d</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> <div style="border: 1px solid gray; padding: 5px;">$\boxed{} \times \boxed{} = \boxed{}$</div> </div>
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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.

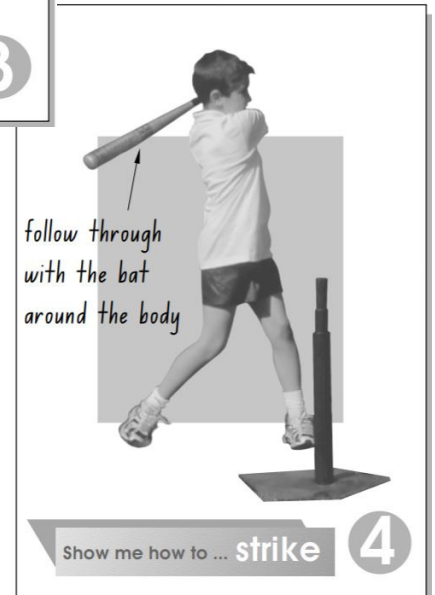
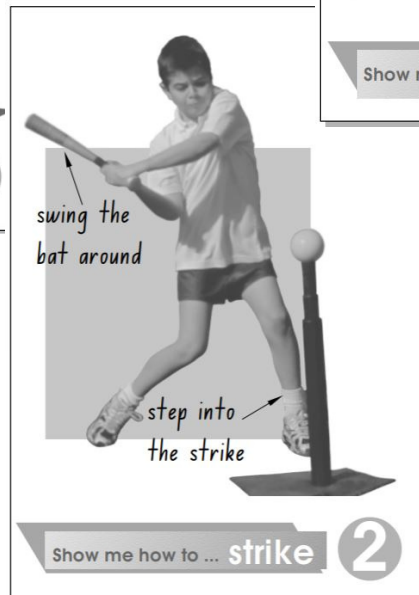
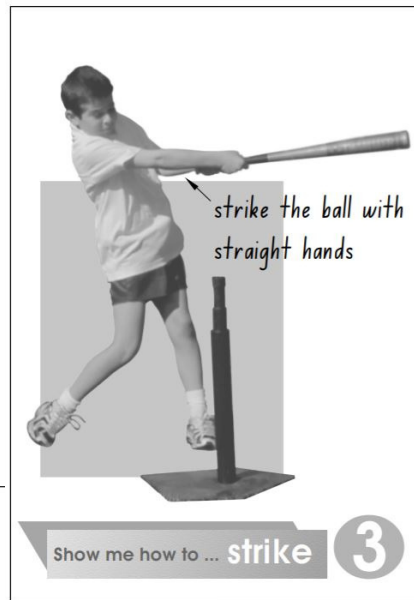
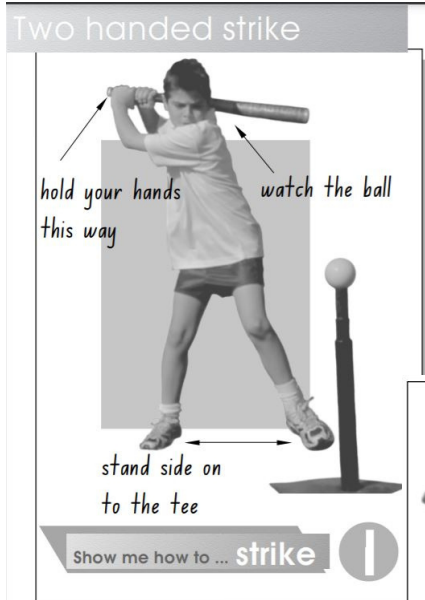
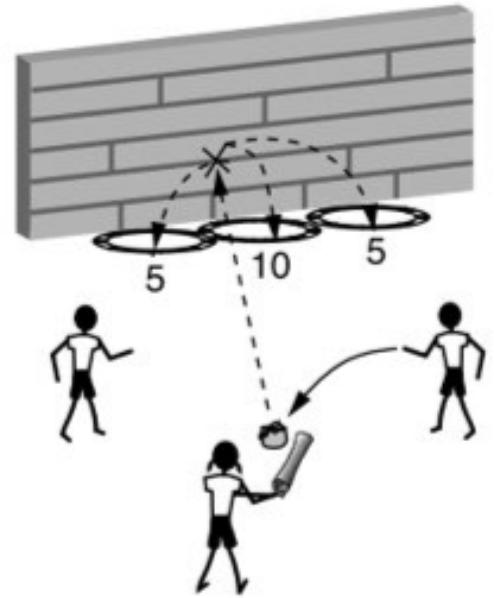


Target Ball

Equipment: 1 newspaper bat, soft baseball bat or something similar. 5 newspaper balls, tennis balls or stress balls and 3 targets which could be hoops, buckets etc

Area: Open space and if possible a wall for rebounds.

Activity: 3 hoops or targets are placed on the ground, touching each other and the wall. The aim of the activity is to trike a ball to rebound off the wall landing in 1 of the 3 target hoops. The striker stands 5-7 metres from the wall and has 10 turns at striking. If you have a partner have your partner toss the ball to you, otherwise find a stand or something you can place the ball on at around waist height which you can then hit off. You will accumulate points according to the point value of the hoops in which the ball lands. Set yourself a score to reach. Challenged yourself with the distance you are hitting from



Friday Free Choice Afternoon



Feel free to choose an activity of your own that you wish to complete.

If you are struggling with what to do, here are some ideas that may help:

Complete an artwork or start a new one of your own.

Create a Diary entry for how you are feeling, what you have completed and what you are looking forward to.

Complete an outside activity, shoot some hoops, walk the dog, go for a run, play some sport

Create and cook/bake something. Develop your own recipe and test it out. Be creative.

Write a letter to a friend or family member, even your teacher!

Read your favourite book outside in the fresh air.

Develop your own board game, sport, or skills test.

Write your own story/play/comic

I have chosen to:

Use the space below to describe/draw what you have completed.