

YEAR 5
Term 3, Week 5





GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING







SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

Year 5 – Term 3, Week 5 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 <i>Week 5, 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>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 <i>Week 5, Lesson 2</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>DREW – Drop Everything and Write</p> <p>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>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>  <p>Grammar in Writing <i>Week 5, Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>
Fruit and Movement Break					



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RESPECT

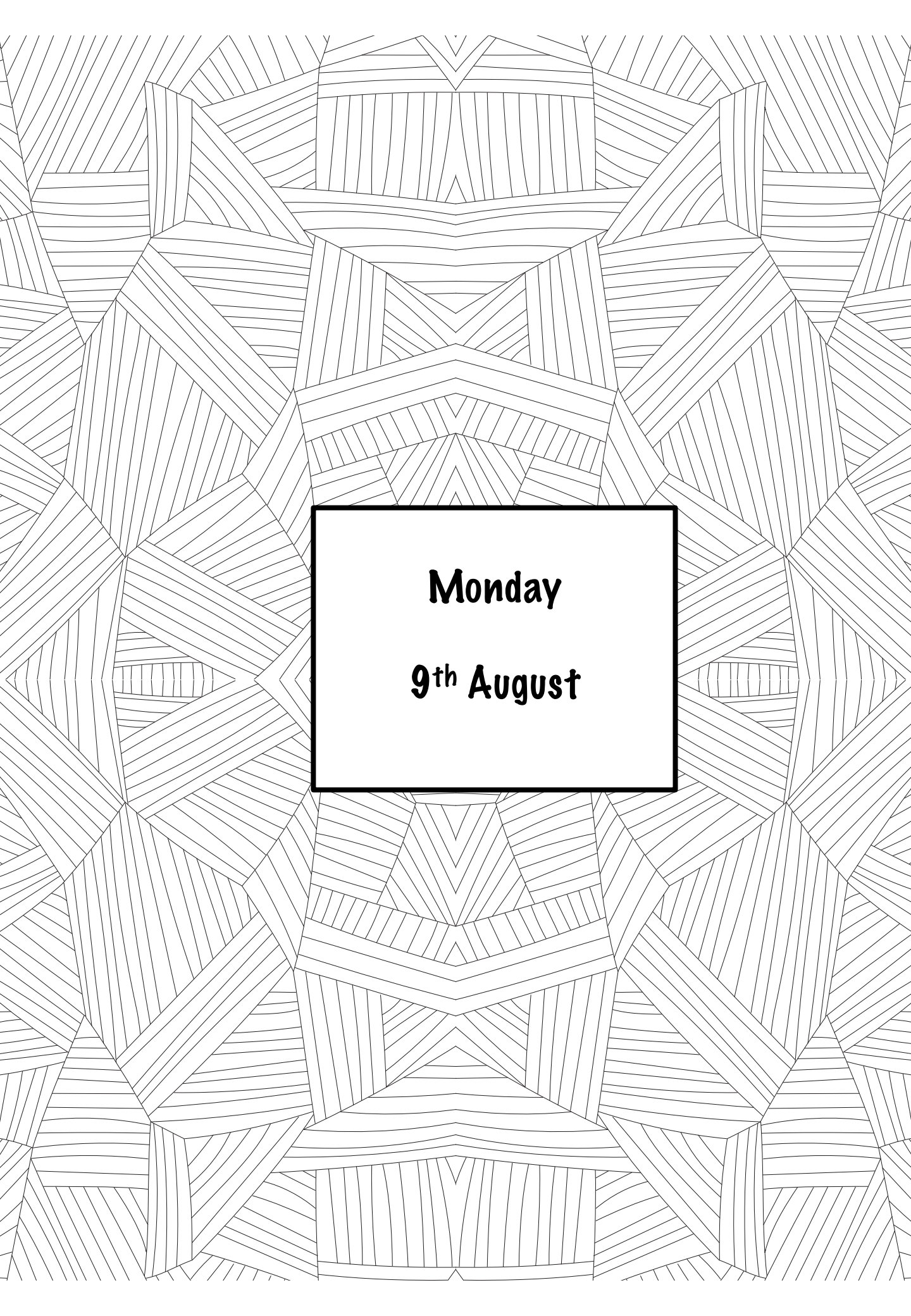
CARING

LEARNING

SUCCESS

	<p>Eat a piece of fruit or vegetable and take a <u>10 minute</u> 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>Writing <i>Editing task</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p>Writing <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p>Writing <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p>English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>	<p>English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>
<p>Recess Break</p>	<p>Recess Break</p>	<p>Recess Break</p>	<p>Recess Break</p>	<p>Recess Break</p>	<p>Recess Break</p>
<p>Middle Session</p>	<p>DEAR Reading You can either choose a story on Epic or you can read a book from home</p>				
	<p>Maths <i>Whole Number</i> Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Prodigy tasks.</p>

	Science	Geography	CAPA	PD/Health	PE
	<p>Complete Science 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	Outside Activity	Quiz Master	Game master	BTN	Free Choice
	<p>Go outside and play a game of your choice.</p>	<p>Create a quiz about a topic of your choice and quiz someone in your house.</p>	<p>Make a board game.</p>	 <p>Watch the latest episode of BTN - https://www.abc.net.au/btn/classroom/</p>	<p>Choose an activity for your whole family to enjoy.</p>



Monday

9th August

	Week 5	Monday	Tuesday	Wednesday	Thursday
1.	noisily				
2.	angrily				
3.	cheerily				
4.	steadily				
5.	shabbily				
6.	weight				
7.	system				
8.	purchase				
9.	television				
10.	something				
11.	tennis				
12.	busily				
13.	freeze				
14.	frozen				
15.	steady				
16.	breeze				
17.	happily				
18.	wearily				
19.	exclaim				
20.	squeeze				
21.	breathe				
22.	signature				
23.	appreciate				
24.	fluorescent				
25.	exclamation				

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 3 Week 5

Monday



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

Write your best paragraph here

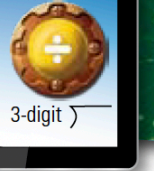
Challenge Words	Definition	Example
startled	Feeling or showing sudden shock or alarm.	When the children were walking down the stairs they startled the young man walking the opposite way.
abandoned	Having been deserted or left.	The was a small, young child abandoned from her family at the park.
rustic	Relating to the countryside; rural.	When I get married I would like to have rustic features and decorations.
misty	Full of, covered with, or accompanied by mist.	The evening was cold and misty at the Blue Mountains.
rediscovered	If you had lost something and you found it again.	The white paint was rediscovered once we cleaned up the garage.
eerie	Strange and frightening.	There was an eerie green glow in the night sky.

Division algorithms

Divisibility

A number is divisible by:

- 2 if it is even.
- 3 if the sum of its digits is divisible by 3.
eg $174 \rightarrow 1 + 7 + 4 = 12$
12 is divisible by 3 so 174 is divisible by 3.
- 4 if the last 2 digits are divisible by 4.
eg $516 \rightarrow 16$ is divisible by 4 so 516 is divisible by 4.
- 5 if it ends in 0 or 5.
- 10 if it ends in 0.



1 Colour the numbers exactly:

a divisible by 2.

84 29 76 138 221 610

b divisible by 10.

90 110 245 103 680 301

c divisible by 5.

95 83 170 502 151 315

d divisible by 3.

63 81 35 72 133 213 105 230 306 419

e divisible by 4.

116 220 114 208 318 340 132 430 504 626

2

a $4 \overline{)76}$

b $5 \overline{)95}$

c $7 \overline{)94}$

d $6 \overline{)87}$

e $3 \overline{)84}$

f $8 \overline{)89}$

g $4 \overline{)83}$

h $5 \overline{)58}$

3

a $3 \overline{)693}$

b $5 \overline{)560}$

c $6 \overline{)678}$

d $7 \overline{)896}$

e $2 \overline{)748}$

f $4 \overline{)564}$

g $5 \overline{)705}$

h $6 \overline{)696}$

4 These all have remainders.

a $5 \overline{)609}$

b $3 \overline{)734}$

c $4 \overline{)857}$

d $9 \overline{)996}$

e $6 \overline{)689}$

f $7 \overline{)792}$

g $4 \overline{)877}$

h $3 \overline{)955}$

i $2 \overline{)737}$

j $6 \overline{)883}$

Division reminder

$$\begin{array}{r} 16 \\ 6 \overline{)96} \\ \underline{6} \\ 36 \\ \underline{36} \\ 0 \end{array}$$

6 into 9 goes 1 with 3 over.
6 into 36 goes 6.
 $\therefore 96 \div 6 = 16$

$$\begin{array}{r} 21r1 \\ 4 \overline{)85} \\ \underline{8} \\ 5 \end{array}$$

$85 \div 4 = 21r1$



Challenge! Find the highest number that will divide into every number in the cloud. Use a calculator.



Problem solving

Testing division

1 These numbers must cross the river. They can only move down or across onto numbers they divide into exactly. Colour their paths.

4 7 8 9

48	34	49	64	59	54	96
120	217	207	128	182	108	
146	92	182	233	304	351	319
216	274	357	520	345	414	
308	526	406	514	912	726	297
656	654	735	530	736	855	

2 At the Frolic Fair, customers can buy lucky tickets for \$5.

They win prizes if their numbers are divisible by two, three or four numbers.

divisible by two
factors - money back

divisible by three
factors - \$10

divisible by four
factors - \$50

Which three ticket numbers over one hundred would you want to buy?

Science

The Sun, Earth and Moon

Read the passages below. Write a summary to explain how the Sun, Earth and Moon all move and how these movements affect our time system (days, months, seasons and years).

Earth's Rotation and Revolution

Where does the sun go every night when we cannot see it? Well the answer is nowhere. It is Earth that actually goes somewhere. Earth is always turning and spinning on its axis. The Earth's axis is a parallel line that passes through the centre of the Earth from North Pole to South Pole. Earth spins around on the axis which is called its rotation, and this is what gives us day and night. If you are on the side of the Earth that is facing the Sun, it is day and if you are on the side of the Earth that is facing away from the Sun, it is night. While Earth spins on its axis it also orbits the Sun. The movement is called its revolution. One full revolution around the Sun is 365 days or 1 year. Earth does not sit straight up and down. Its axis is tilted just a little. This tilt causes parts of the Earth to lean toward the Sun and other parts of the Earth to lean away from the Sun. The parts that are closest to the Sun are hot and the parts further away from the Sun are cold. It is this tilt that makes the 4 different seasons- Summer, Autumn, Winter and Spring. If the Earth wasn't tilted, then we would have the same season all year round.

The Moon

The Moon is the only satellite that rotates around our planet. It takes 28 days for the Moon to completely go around Earth. The Moon is never still. It moves in two ways- rotation and translation. The Moon appears to change shape. These changes are called Lunar Phases and they repeat every 28 days. There are four different Lunar Phases- full moon, first quarter, new moon and last quarter. These phases are caused by two reasons- the movement of the Moon around the Earth and because the moon reflects light from the Sun like a mirror.

Summary:

Answer the following questions:

Where does the sun go when we can't see it?

What is the Earth's axis?

What does one rotation (spin) of Earth on the axis means?

What does it mean when you are on the side of the Earth that is facing away from the sun?

What does it mean when you are on the side of the Earth that is facing towards the sun?

How else does the Earth move?

One revolution of the Earth around the sun is the same as what?

What does Earth's tilt on its axis cause?

What makes seasons?

Name the two ways in which the moon moves

What are lunar phases?

What are the 4 lunar phases?

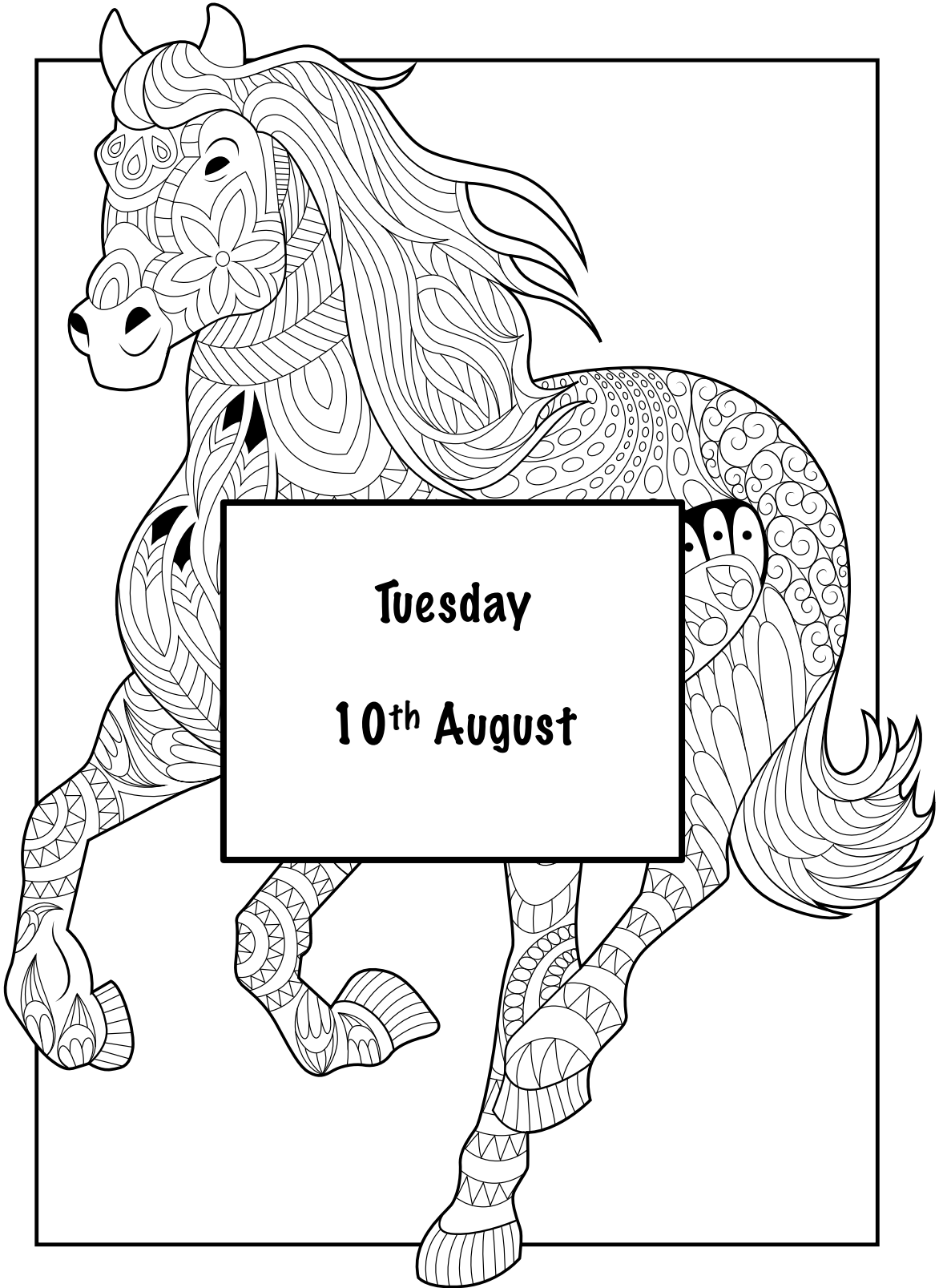
What causes the different lunar phases?

Making a Model:

Using 3 different items at home create a model demonstrating how the Sun, Earth and Moon interact with one another. For example, you could use a torch (Sun), soccer ball (Earth) and tennis ball (Moon). You could use a rolled up yellow t-shirt (Sun), frying pan (Earth) and an apple (Moon).

Draw your model.

Explain how it works:



Tuesday

10th August

UNIT 21

Phonics

noisily
angrily
cheerily
steadily
shabbily

Basic list / High frequency

weight	tennis	breeze
system	busily	happily
purchase	freeze	wearily
television	frozen	exclaim
something	steady	squeeze

Difficult

breathe
signature
appreciate
fluorescent
exclamation

Own words



Spelling rule

Words ending in 'y',
with a consonant
immediately before it,
change the 'y' into 'i'
and add 'ly'.

For example:
steady, steadily.

1. Use your spelling rule to add 'ly' to these words.

- | | | | |
|----------|-------|----------|-------|
| a noisy | _____ | f wary | _____ |
| b ready | _____ | g angry | _____ |
| c speedy | _____ | h happy | _____ |
| d moody | _____ | i dainty | _____ |
| e merry | _____ | j weary | _____ |

Words in context

2. Use your list words to complete these sentences.

- Children played _____ on the grass.
- The lake has _____ over.
- Dad will _____ a new television.
- The hikers _____ r _____ crossed the valley.
- A fish can _____ under water using its gills.



Wrong spelling

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

- How much waight have you put on?
- We will freize the leftover food.
- The children enjoyed the new computer sestem.
- A cool breese swept across the park.



Word meanings

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

- | | | | |
|--------------------------------|-------|---------------------------|-------|
| a To buy something | _____ | d Heaviness of an object | _____ |
| b A light wind | _____ | e To press or grip firmly | _____ |
| c A type of home entertainment | _____ | f Speak suddenly | _____ |

5. Find the missing letters in these words.

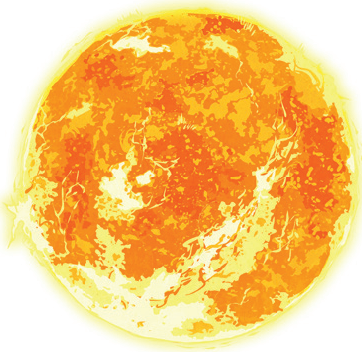
- | | | | | | |
|---|----------|---|-----------|---|-----------|
| a | sy__t__m | c | e__cl__im | e | s__eeze |
| b | bus__y | d | __rea__he | f | we__ri__y |

The Sun

The Sun is a star just like our other stars but much, much closer. It is right at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all travelling round it in oval or circle-shaped orbits

Making Energy:

- The Sun gives us almost all the energy, light and heat needed for us to live on Earth.
- It uses two gases for this: hydrogen and helium.
- Energy is released at its core right in the middle of the Sun.
- The next layer is the radiative zone which takes energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone!
- The photosphere is at the Sun's surface and the energy gets to there from the convection zone in big bubbles. From here, the energy escapes from the sun through the outer layers and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.



Did you know?

Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

Circumference: 4,366,813 km (2,713,406 miles)

Mass: 1,989,000,000,000,000,000,000,000,000kg

(About 1.3 million Earths could fit inside the Sun)

Lifespan:

The Sun is actually a yellow dwarf star and started about 4.6 billion years ago. It shall eventually run out of energy, but don't worry...not for over 4.5 billion years yet! Before the Sun dies, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth really hot and damp. 3.5 billion years from now, it will be even brighter than that: 40% brighter than it is today. This will be so hot that the oceans will boil and the ice will melt. There will be no life on Earth by then, but with astronauts and scientists already making new discoveries and exploring other planets, where do you think humans will be by then?

Questions

1. What gases is the Sun mainly made from?

2. How long does it take energy to reach Earth from the Sun?

3. How far away is the Sun from Earth?

4. What type of star is the Sun now?

5. List the 4 layers of the Sun from the centre to the outside.

6. What keeps our solar system of planets orbiting the Sun?

7. Solar means 'relating to the Sun'. Think of another example where we use the word 'solar'.

Improving Procedure Texts

Procedure texts inform how to do or make something through a series of steps. These steps must be detailed enough for someone to successfully achieve the goal of the procedure.

The three procedure texts in the boxes below are too simple! They need more detail to help the reader successfully achieve the goal.

Choose one of the procedure texts below. Rewrite the text on the template provided, adding adverbs and adverbial phrases to make the procedures more detailed. You may need to add more steps to the method, also!

How to Make a Sandcastle

Goal: To make a sandcastle.

Equipment

a bucket, a spade, sand, shells

Method

1. Fill the bucket with sand.
2. Tip out the sand.
3. Decorate your sandcastle.

How to Plant a Seed

Goal: To plant a seed.

Equipment

a seed, a pot, soil, a spade,
a watering can, water

Method

1. Put a seed in the pot of soil.
2. Water it.
3. Leave it to grow.

How to Play 'Piggy in the Middle'

Goal: To keep the ball off the 'piggy'.

Equipment

a ball

Method

1. Choose a 'piggy'.
2. Place the piggy between two other players.
3. Keep the ball away from the piggy.

Procedure Text Writing Scaffold

Title: _____

Goal: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Divide mentally



3-digit
division

Work mentally.

1 Divide these by 10.

- a 70 b 90 c 100
d 130 e 47 f 69
g 84 h 91 i 52
j 131 k 128 l 375
m 480 n 619 o 927

2 Divide these by 5.

- a 80 b 90 c 110 d 240 e 160
f 61 g 54 h 102 i 311 j 423
k 480 l 263 m 370 n 127 o 235

3 Divide these by 2.

- a 36 b 90 c 68
d 76 e 144 f 268
g 183 h 371 i 692

4 Divide these by 4.

- a 64 b 76 c 92
d 108 e 216 f 252
g 340 h 165 i 286

5 Divide these by 8.

- a 112 b 120 c 136
d 176 e 168 f 272
g 360 h 409 i 724

6 Jo and Terry were sorting the school supplies. They shared:

- a 390 exercise books between 10 classes. How many each?
- b 165 pencils between 4 classes. How many each?
How many were left over?
- c 104 rulers between 8 classes. How many each?
- d 97 tennis balls between 5 classes. How many each?
How many left over?

7 Write a division story for your class to solve.

Some tricks

To \div by 10

cross off the last number
(it is the remainder).

$$\text{eg } 73 \div 10 = 7 \overset{3}{10}$$

To \div by 5

divide by 10 and double.

$$\text{eg } 72 \div 5 = 7 \overset{2}{10} \times 2 \\ = 14 \overset{4}{10}$$

More tricks

(with even numbers)

To \div by 2

halve the number.

$$84 \div 2 = 42$$

To \div by 4

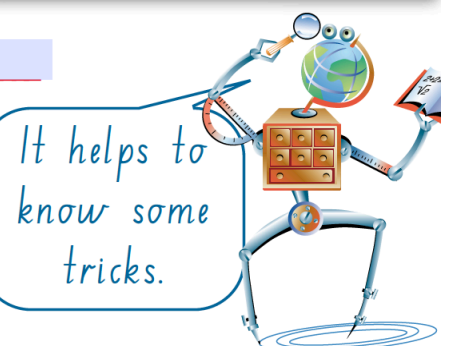
halve then halve again.

$$124 \div 4 = 62 \div 2 \\ = 31$$

To \div by 8

halve, halve and halve.

$$96 \div 8 = 48 \div 4 \\ = 24 \div 2 = 12$$



Division Squares

Each row and column is a division problem. Complete the math and write the answers in the empty spaces.

Ex.

$12 \div 4 = 3$		
\div	\div	\div
$6 \div 2 = 3$		
$=$	$=$	$=$
$2 \div 2 = 1$		

8		2
	1	
4		

24	3	
6		2
	1	

	2	
4		2
4		4

32		8
	2	8

	6	3
9		3

28		4
	7	2

	9	4
12		
	3	

30	5	
	5	
2		

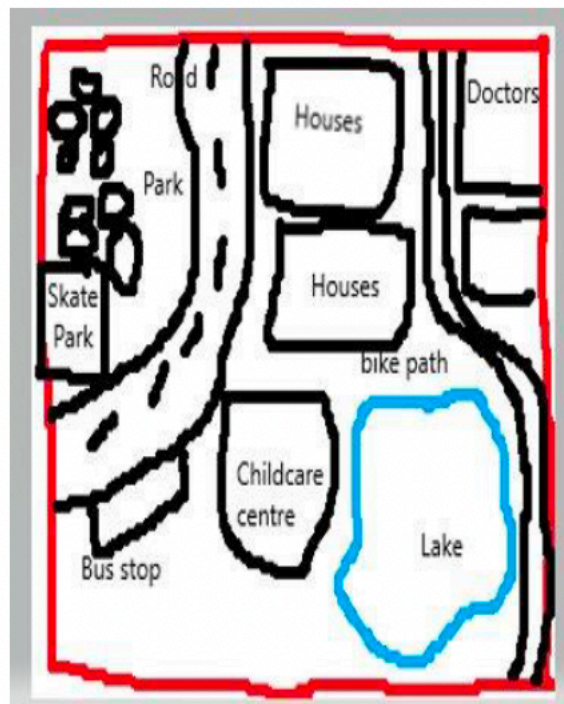
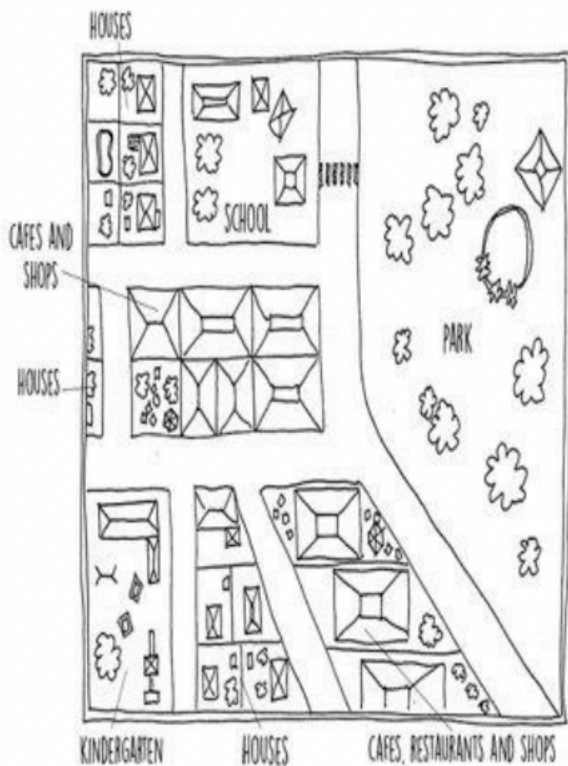
Week 5 – Geography

An urban/residential environment is a place where humankind live and work. What kind of infrastructure and services would you find in an urban environment to support the people who live there?

What kind of businesses and services would you find in an industrial area?

Why are there rules about where certain types of buildings and infrastructure can be built? Give an example of two zoning areas that would not work well together and why?

Choose either a rural (farmland), residential/urban (housing areas), commercial (businesses and shops) or industrial area (airports, transports, warehouses). Imagine all the infrastructure, services, roads and needs of the people who live in, or use that area. Draw a bird's eye view map (looking down) of your imagined area, labeling all the infrastructure needed to support the people or business who live there. If you have a device, you could use paint or any program you like to create your map.



Geography Task - Birds Eye view map

Quiz Master

Create a quiz about a topic of your choice and quiz someone in your house!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Wednesday

11th August

Phonics

noisily
angrily
cheerily
steadily
shabbily

Basic list / High frequency

weight	tennis	breeze
system	busily	happily
purchase	freeze	wearily
television	frozen	exclaim
something	steady	squeeze

Difficult **Own words**

breathe signature appreciate fluorescent exclamation	
--	--

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 ✓ ● ★ X _____
- b ◐ X ○ ↑ ★ ● _____
- c □ ◇ ■ ○ ■ X _____
- d ◐ ▼ X X ◇ X _____

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

8. Write these list words in a sentence.

- a frozen _____
- b television _____
- c something _____

9. Write list words that have 'ea' or 'ee' in them.

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

- a steady _____ c angry _____
- b appreciate _____ d purchase _____

buy mad wearily
system still admire

Word origins

Tennis is thought to have been first played in France during the fourteenth century. When a player with a racquet in hand was ready to play he would call out "**tenez**", which meant **take** or **receive**.

Using the correct word

12. Shade the correct word in these sentences.

- a The robbers tried stole / stolen / stealing many television sets.
- b Did you buy / buying / bought that new iPod from the market?
- c The ship had sink / sunk / sinked in the deepest part of the ocean.
- d When will they begun / begin / began to learn their table manners?

Punctuation

13. Rewrite this sentence with correct punctuation.

stop that immediately screamed mrs smith

Uncommon plurals

11. Use a dictionary to find the uncommon plurals of the words below.

a	cactus	
b	datum	
c	focus	
d	fungus	
e	stimulus	



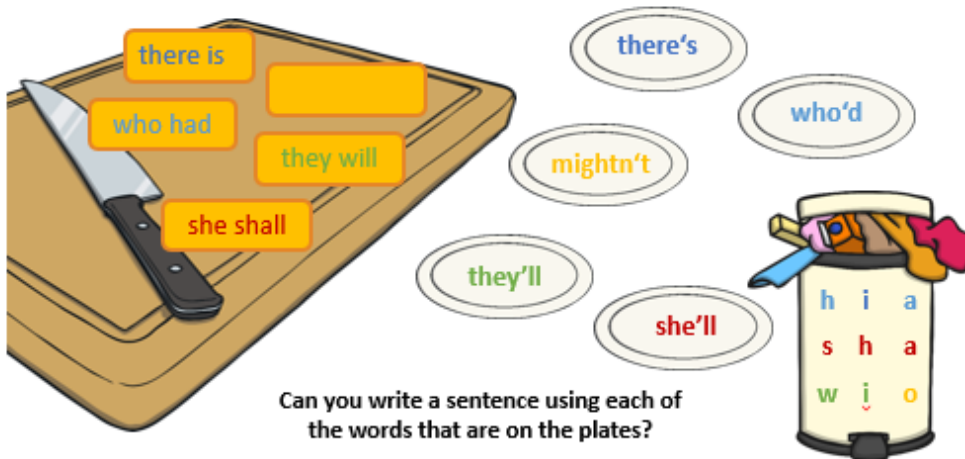
Year 5 Grammar in Writing Term 3 Week 5

Wednesday



Challenge Words	Definition	Example
startled	Feeling or showing sudden shock or alarm.	When the children were walking down the stairs they startled the young man walking the opposite way.
abandoned	Having been deserted or left.	There was a small, young child abandoned from her family at the park.
rustic	Relating to the countryside; rural.	When I get married I would like to have rustic features and decorations.
misty	Full of, covered with, or accompanied by mist.	The evening was cold and misty at the Blue Mountains.
rediscovered	If you had lost something and you found it again.	The white paint was rediscovered once we cleaned up the garage.
eerie	Strange and frightening.	There was an eerie green glow in the night sky.

These words are being chopped up on the chopping board to remove the letters that are not needed. The letters that are replaced with apostrophes go into the bin. Can you work out what the finished words will be and which letters go in the bin?



Can you write a sentence using each of the words that are on the plates?

Can you complete this sentence using letters that have been put in the bin?

The dgs smelly becuse e doesn't like to ____.

Famous Indigenous Australians

Cathy Freeman



Born:

Mackay, Queensland,
16th February 1973,

Birth Name:

Catherine Astrid Salome Freeman.

Who is Cathy Freeman?

A former professional sprinter, Cathy Freeman is one of Australia's sporting legends. She was the first female Indigenous Australian to compete for Australia at the Olympic Games.



Early Life

Cathy's father and his family lived in Worrabinda, where she would spend most Christmas holidays. Cathy was very athletic during her childhood and became 'hooked' on running after her first race at eight years old.

Cathy competed in her first state running championship competition after one of her primary school teachers, Mrs Bauldrey, fundraised the money for her to attend and also bought her a pair of running spikes (shoes with spiked soles for running on grass surfaces).

Mrs Bauldrey's encouragement made Cathy think seriously about a future in athletics.



Cathy had a stepfather, Bruce Barber, who also thought she was talented and started coaching her. When Cathy was 14, she told her vocational office that her career goal was to win an Olympic medal.

In 1989, Cathy often felt out of place and homesick as there were few Aboriginal and Torres Strait Islander students. There were strict routines and rules and many wealthy, ambitious students. Cathy also received a scholarship to attend Korrablyn International School, where she was professionally coached for the first time.

Career

At 16, Cathy won her first gold medal for the 4x100 metre race at the 1990 Commonwealth Games, becoming the first Indigenous Australian to win a gold medal at the event. From here, Cathy's career

Medals and Awards

- 1990 Commonwealth Games, gold medal in 4 x 100m relay
- 1994 Commonwealth Games, gold medal in 200m and 400m
- 1996 Atlanta Olympic Games, silver medal in 400m
- 1997 World Championships in Athens, 1st in 400m
- 1998 Australian of the Year
- 2000 Australian Sports Medal
- 2000 Sydney Olympic Games, gold medal in 400m
- 2001 The Centenary Medal
- 2001 The Medal of the Order of Australia
- 2005 Sport Australia Hall of Fame



continued to succeed. In 1994, Cathy won gold for both the 200m and 400m race at the Commonwealth Games in Canada.

In 1996, Cathy had her first shot at the Olympics, winning the silver medal for the 400m race in Atlanta. She went on to win the same event at the 1997 World Championships in Athens.

In 2000, Cathy was given the honour of lighting the flame at the Opening Ceremony of the Sydney Olympic Games. Ten days later, Cathy went on to win the women's 400m race. During her victory lap, Cathy held both the Aboriginal and Australian National flags. This was not only a way of showing her pride in her Aboriginal cultural heritage but a symbol of reconciliation and unity. She was the first female Indigenous Australian to win gold in the individual event for Australia.

Service to the Community

Cathy went on to compete for another three years. In 2003, she announced her retirement and she continues to be an inspiration to all Australians, now giving up her time for a range of community services and charities. Cathy became an ambassador for the Australian Indigenous Education Foundation and Cottage by the Sea.

In 2007, Cathy founded the Cathy Freeman Foundation, helping Aboriginal and Torres Strait Islander children and their families realise their potential through education. She has also appeared in a couple of documentary series on Australian Television.

Cathy Freeman Questions



1. Where was Cathy born?

2. What is Cathy's birthdate?

3. How old is Cathy? (You will need to do some mathematics to work out the answer.)

4. How old was Cathy when she became 'hooked' on running?

5. Who was one of the first people to encourage Cathy to run?

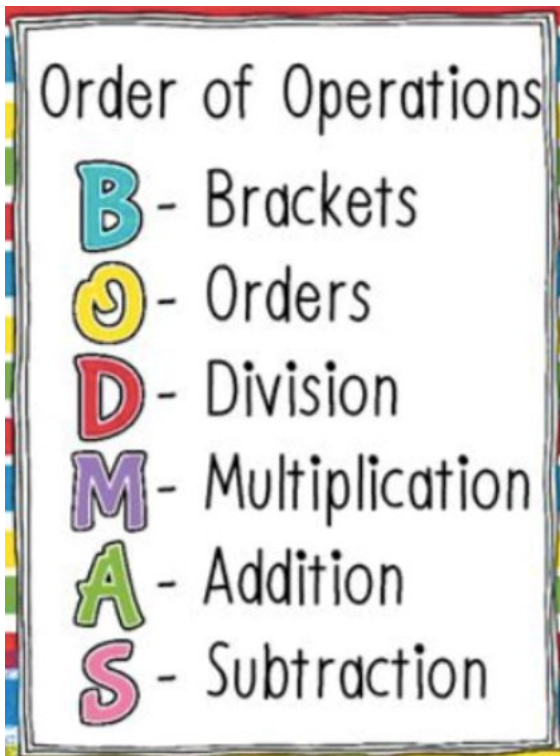
6. When did Cathy win her first international competition?

7. What was the goal Cathy set when she was 14 years old?

8. Did Cathy realise her goal? Explain your answer.

Maths - Order of Operations

The order of operations is the order in which we add, subtract, multiply or divide to solve a problem.



For example, here we do the sum inside the brackets first, then addition:

$$(12-7) + 4 + 9 =$$

$$5 + 4 + 9 = 18$$

See if you can do these:

$$6 \times (3 \times 5) - 5 =$$

$$(15 \div 3) \times 7 + 4 =$$

BODMAS Matching

I can correctly use the order of operations to carry out calculations.



Match the calculation to the correct answer using your knowledge of BODMAS.
One calculation has been done for you.

$72 + 46 \times 7 =$	37
$512 \div 8 - 27 =$	407
$1505 - 732 - 498 =$	281
$9 \times 828 \div 92 =$	806
$37 \times 43 - 1184 =$	394
$598 + 424 - 759 =$	81
$9^2 \times 3 + 38 =$	685
$582 + 28 \times 8 =$	34
$396 - 234 - 128 =$	275
$1000 - 45 \times 7 =$	263

An arrow points from the first calculation box to the 394 answer box.

Don't forget
your BODMAS order:
Brackets
Orders (exponents)
Division and Multiplication
Addition and Subtraction



What is Drama?

A **drama** is also known as a *play*. This type of text is different from prose and poetry.



Characteristics of Drama:

- Tells a story and is divided into parts called **scenes**
- Written so that it can be performed as a play
- Includes story elements of fiction – setting, characters, plot
- **Cast of characters** that tells who will be in the play
- **Description of the setting** and what the stage should look like
- **Stage directions** tell the actors what to do, how to speak, and where to be on the stage
- Characters' **dialogue** tells the actors what to say

A **playwright** is someone who writes a drama or play.

Directions: Read the excerpt below and answer the questions that follow.

What Was That?

Cast of Characters

TATIANA
ELIAS
MIKAEL
DYANA

*

Scene One

On a hot afternoon in July, the smoke from an explosion rises into the sky. The kids stand in the middle of their street, staring. The kids are dirty, wearing clothes with holes in them. They all have backpacks on.

ELIAS (*pointing to the sky*)
Guys, do you see that?

MIKAEL
Oh, I definitely see that. But can you smell it?

DYANA (*plugging her nose*)
Oh, I definitely smell that. That's the worst odor I've ever smelled!
What happened? Where is that coming from?

TATIANA
I don't know, but I think we had better get out of here. This doesn't seem like the best place for four kids to be hanging out.

The kids turn and start walking quickly down the street, periodically looking back at the smoke in the sky.

1. How does a drama get its ideas across differently than prose, like a novel, or poetry?

2. How is drama different from other types of literature?

3. What do you notice about the formatting that makes a drama something that can be performed?

* * * * *

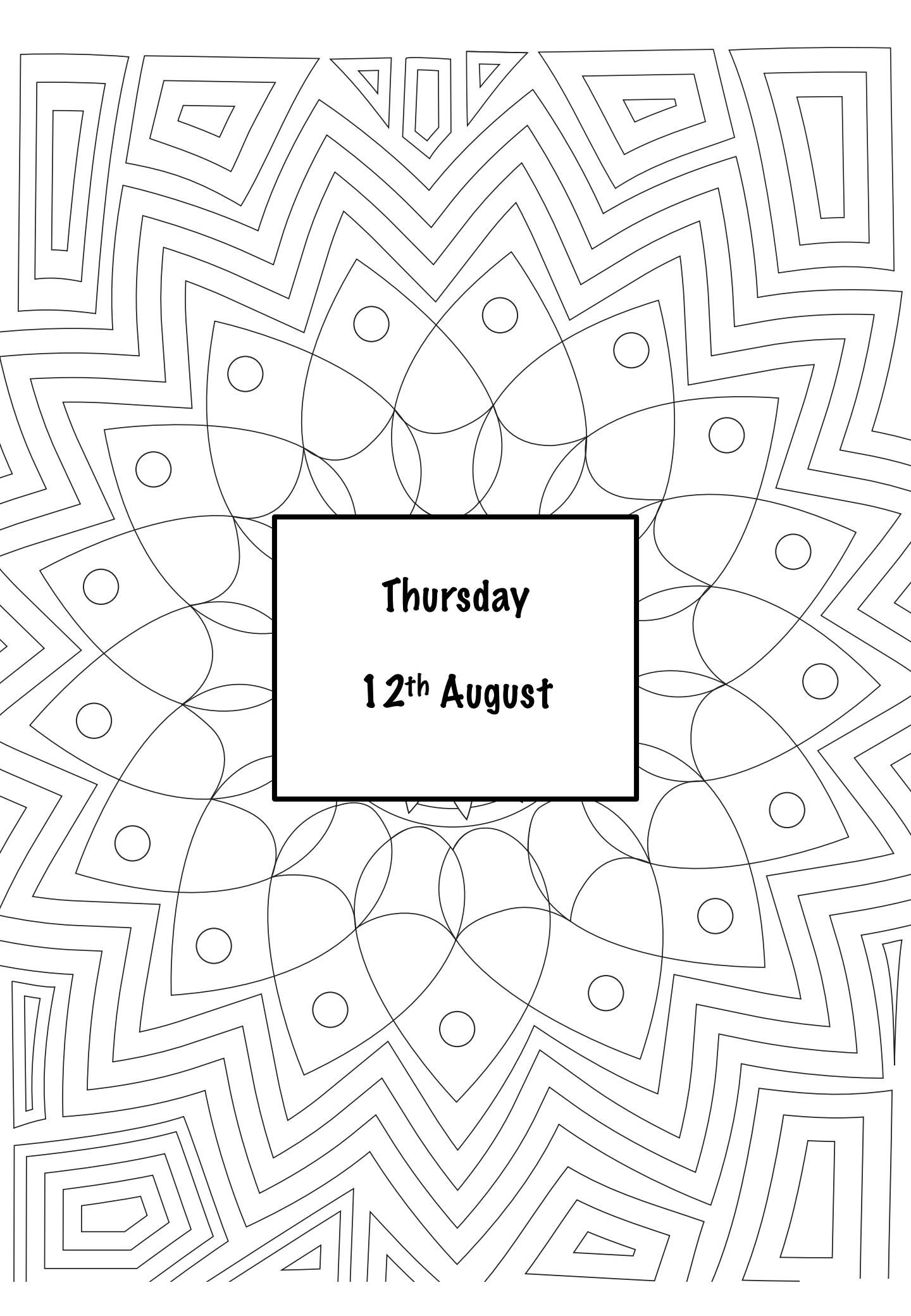
Challenge: On a separate sheet of paper, write your own play with:

- A cast of characters
- One scene
- Description of the setting
- Dialogue
- Stage directions

* **Remember:** A drama has the same story elements as a story. Your play should have a setting, characters, and a plot with a problem and solution.

Make a Boardgame

You can use this page to design your game and then convert to cardboard if you have some 😊



Thursday
12th August

Wk5

Spelling

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

Teach **THIS**

Verbal Linguistic

Where did it come from?

Using a dictionary, find the root word of each of your spelling words.

Mathematical/Logical

Stunning Similarities

Write the similarities between each of the spelling words, How are each of these words like each other?

Naturalistic

Leafy Fun

Collect some sticks and leaves from outside and paste them into the shapes of your spelling words.

Bodily Kinaesthetic

Action!

Video yourself acting out each of your spelling words. Let a friend watch the video and guess each word as you mime them.

Visual/Spatial

Spelling

Write your spelling words in bubble letters and colour them in.

Interpersonal

A little dramatic

Write and perform a short play including your spelling words.

Intrapersonal

Plan of Attack

Set some goals for improving one aspect of your spelling work.

Musical/Rhythmic

Beep Beep

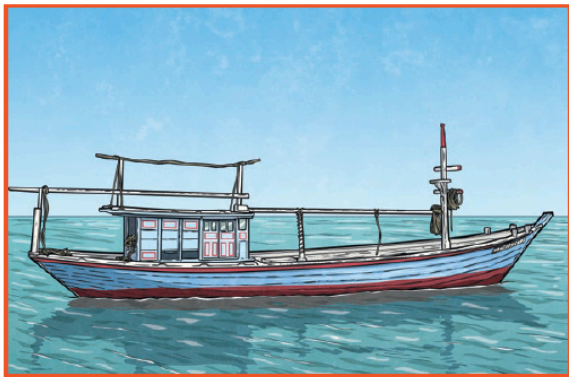
Learn Morse Code and tap out the spelling words.

Anh Do

Anh Do was born in Vietnam. He is best known as a beloved Australian author, actor, comedian and artist. Anh headed to Australia with his family on an old wooden fishing boat when he was a toddler in 1980. There were 14 people who lived in his childhood Vietnamese home. Just before Anh was born his father and uncle fought in the Vietnam War alongside soldiers from Australia and the United States, but lost.



Anh's family were scared that they would be persecuted by the victors, so they escaped Vietnam in an overcrowded boat. The voyage to Australia was terrifying and very dangerous. They encountered



brutal pirates and horrific storms, which caused giant waves that crashed on the little boat. Anh's family were finally rescued by the occupants of a German cargo ship. Before eventually reaching Australia, Anh spent several months in a Malaysian Refugee Camp.

When Anh arrived in Australia, he found it hard because he couldn't speak English and his family had very little money. His lunches were different to everyone else's. As Anh was growing up in Australia he encountered racism, in particular from his Year 9 history teacher, an opposing football team and a security guard at a club where he was booked to do a standup comedy routine.

Anh Do - Set 1 Questions

1. In what year did Anh Do's family escape Vietnam?

2. Why did Anh's family decide to leave Vietnam?

3. Which country was Anh in a refugee camp?

4. Why did Anh find it hard when he arrived in Australia?

5. What is Anh most famous for?

English Unit – Chapters 4 and 5

If you need to recap chapters 1-3 visit here [Hiroshima: A Survivor's Story \(scholastic.com\)](https://www.scholastic.com/hirosshima)

Read the passages below and answer the questions.

Hiroshima: *A Survivor's Story* Chapter 4: August 6, 1945 — After the Bomb



The shock wave that knocks Mitsuo unconscious collapses the wooden buildings around the concrete warehouse. There are people injured and dead inside those buildings. Mitsuo helps as best he can, but then is told to go home.

It is ghostly quiet everywhere. The only people Mitsuo passes are a young woman with a child. The woman's clothes are in shreds. The child has an ugly wound in her cheek. Neither makes a sound. Mitsuo is frightened. Where is everyone? Are they all dead, except for himself and this woman and child?

Joyfully, Mitsuo finds his mother waiting for him at home. Though the roof of their house is practically gone and the walls are damaged, the frame is standing. They are both alive and they still have a house. Mitsuo and his mother are truly among the fortunate ones.

As the day goes on, the quiet ends. There is a hospital near Mitsuo's house. Soon the neighborhood is filled with cries of agony as the injured are brought in. Mitsuo and his mother volunteer at the hospital. There, Mitsuo discovers a good friend. He is so badly burned, Mitsuo only recognizes him by his voice. The military has taken most medicines to care for wounded soldiers, so the hospital has only homemade ointment to soothe the burn victims. It does little good. Mitsuo's friend, and thousands and thousands of others, die from radiation exposure and other injuries.

Unable to sleep that night, Mitsuo climbs to the top of a milk factory across the street from his home. From there, he can look out over Hiroshima. In the dark, he sees fires raging. The next morning, he again climbs to the top of the factory. Now, in the light of day, Mitsuo scarcely believes his eyes. What the bomb didn't flatten, fire has destroyed. Except for a few shells of concrete buildings, there is nothing left of Hiroshima.

Answer the questions

Q1 Mitsuo is an American citizen living in Japan – the country of his parents' birth. How might he feel about his native country bringing death and destruction to his friends and family in Hiroshima? What might he be thinking? What might he be feeling?

Q2 **Optional** - Research facts about the damage done to Hiroshima by the Atomic Bomb. Write 3 facts about the types of damage.

Chapter 5: Back to America



Three days later — August 9, 1945 — another atomic bomb is dropped, this time on Nagasaki, Japan. The people of Hiroshima don't know it, though. For days they are completely cut off from the world. By August 15, 1945, some power is restored. Mitsuo listens as a neighbor's radio broadcasts the voice of Emperor Hirohito announcing Japan's surrender. The war is over.

As a U.S. citizen, Mitsuo applies to return to Hawaii. It takes three years for his application to be approved. As he waits, Mitsuo goes back to school. Little learning takes place there. Most of the books were destroyed in the bombing and there's no way to get new ones.

Finally, in 1948, Mitsuo and his middle brother, Tamotsu, travel to Yokohama to board a U.S. military ship bound for Hawaii. The ship stops in Shanghai, China; Hong Kong; and Manila in the Philippines before reaching Honolulu. In Shanghai and Manila — both cities that were attacked by the Japanese during the war — Mitsuo and his brother are warned not to get off the boat. The people living there harbor much hatred of the Japanese.

In Hawaii, Mitsuo sees his father again for the first time in seven years. He goes to high school and thinks about college. In 1951, his eldest brother, Toshio, and mother also return from Japan. The family is together again.

But Mitsuo knows that the events of Hiroshima have changed him forever. He has seen firsthand the horror of war — yet, miraculously, he was spared. Mitsuo vows that he must work for peace throughout his life. He must speak out against the death and destruction of nuclear war.

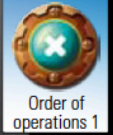
Now age 70, Francis Mitsuo Tomosawa lives in California. He is a retired eye doctor, a father, and a grandfather. He is also the president of the Committee of Atomic Bomb Survivors in the United States. In that role, he talks with hundreds of adults and schoolchildren every year about the nightmarish experiences of the people of Hiroshima and Nagasaki. He works for peace by spreading the word that what happened to his friends and family in Japan in August 1945 must never happen again.

Q3 Mitsuo's experience in Hiroshima made him want to work for peace. What work would you do to ensure world peace?

Q4 How do you think Mitsuo felt returning to his family? Explain your answer.

Q5 What were the long-term effects of radiation poisoning on the human bodies?

Order of operations



Let me see!
That's 21×4 .
That's 84!



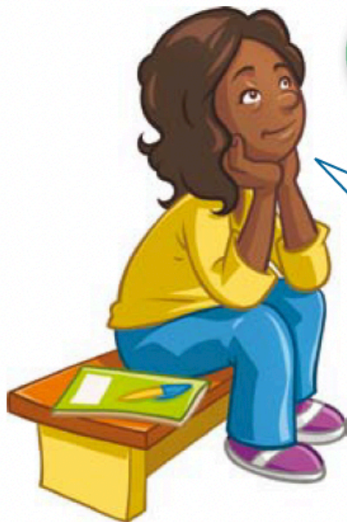
$$16 + 5 \times 4?$$

I know!
That's $16 + 20$!
That equals 36!

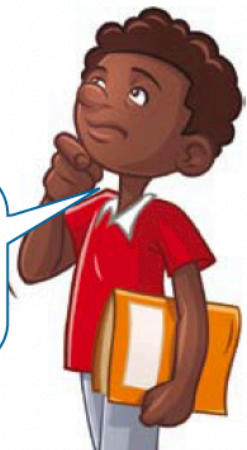


$$20 \div 5 - 1$$

I think that is
 $4 - 1$, which of
course is 3!



Easy!
That's $20 \div 4$.
It's 5!



Who is correct?

Use the correct order to work operations and your answers will be correct.

Work these.

- a $15 + 7 \times 3 =$
- b $64 \div 8 + 12 =$
- c $25 + 46 + 18 \div 3 =$
- d $98 - 34 + 15 - 9 \times 2 =$
- e $100 - 32 + 8 - 4 \times 16 =$
- f $7 \times 25 + 1500 - 250 \times 2 =$

First: work grouping symbols ()
Then \times and \div left to right.
Lastly
 $+$ and $-$ left to right.
 $5 + (9 \times 4) + 6 \div 2 - 4$
 $5 + 36 + 3 - 4 = 40$

Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10

light blue

11-20

purple

21-30

pink

31-40

yellow

41-50

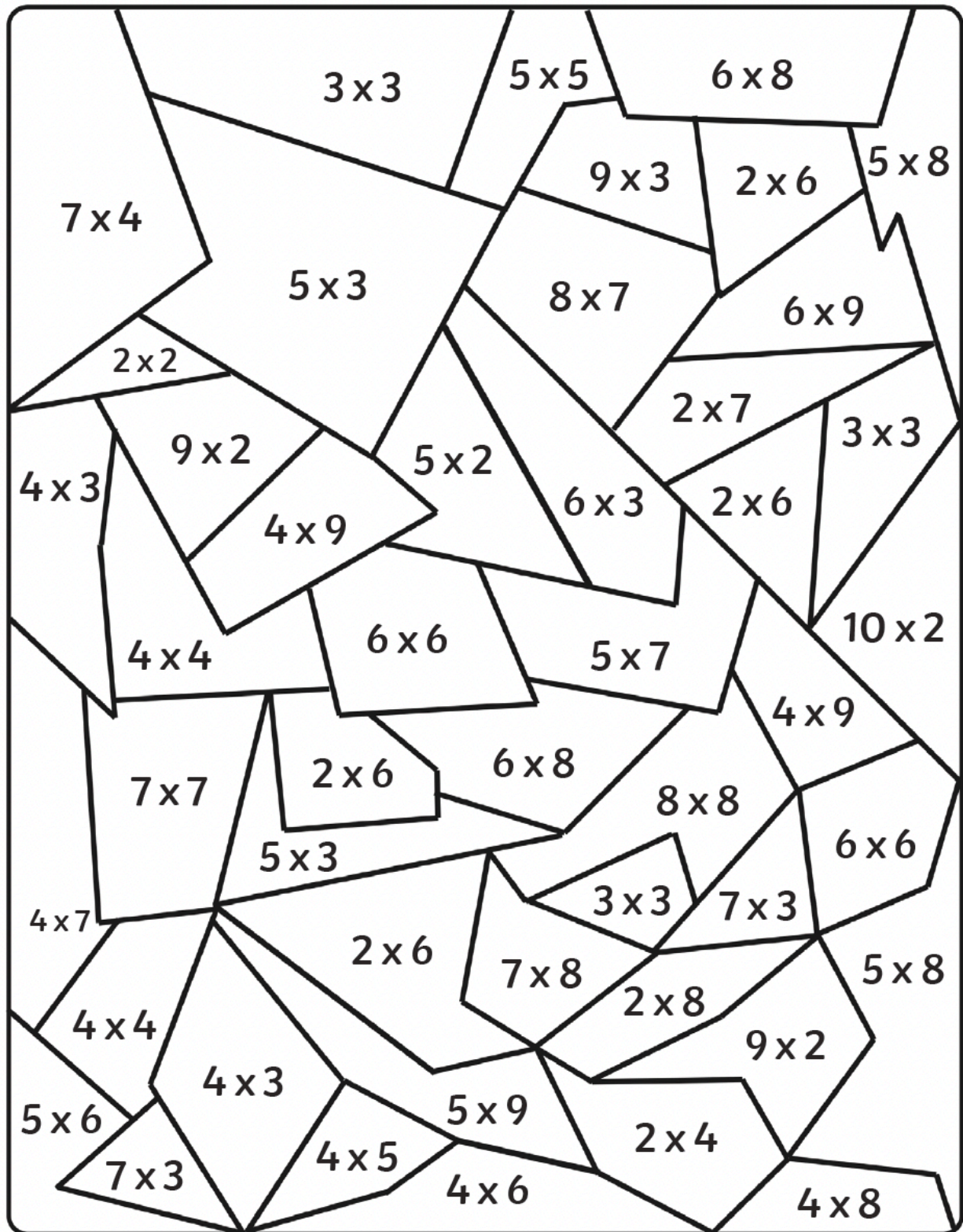
green

51-60

orange

61-70

dark blue



PDH – Water Safety

1. Why do you think you should not swim alone?
2. Who can you ask for help if you are at the beach?
3. Who can supervise children in the water?
4. What should I do if I get into trouble in the water?
5. Write about a time you have been to the beach. Did you feel safe? Why?
6. Look at each picture and identify the danger. Suggest strategies you may use to deal with the situation.





7. Where would you find these flags?



8. Who are these flags for?

9. Match the flag to its meaning below



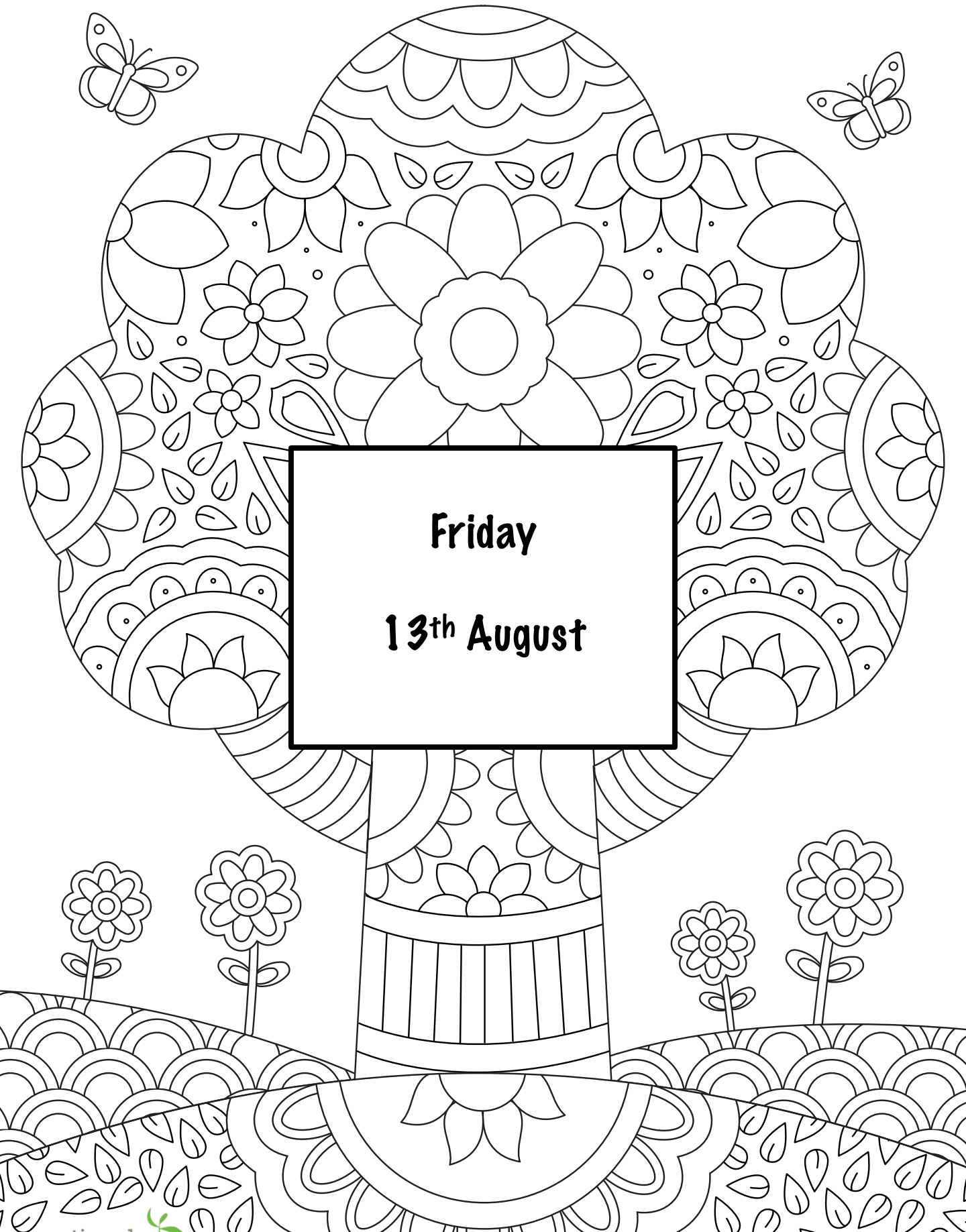
Evacuate the water.

Swim Between these flags.

Caution – Potential Hazards.

No Swimming / Beach

Surf between these flags. No swimming



Friday
13th August

Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!

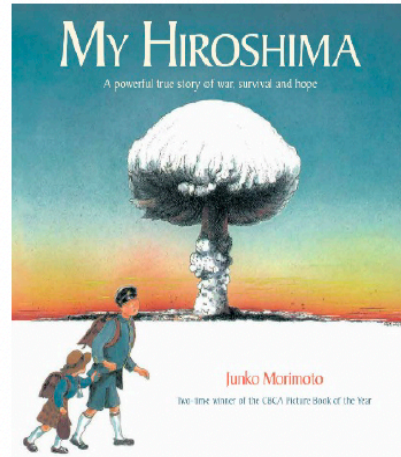


Charlie and the Chocolate Factory

1. How would you encourage young people to read books?
2. Do you prefer reading books or watching movies? Give 3 reasons.
3. Who gave better arguments for their preference? Justify.
4. What does the term 'debated' mean?
5. Why did Sam and Tom both like the story?
6. Who preferred to read the book?

Focus Unit – Hiroshima Comparison

Hiroshima Survivors Comparison



1. How was this *Hiroshima: A Survivor's Story* different to *My Hiroshima*?

2. Which text made you feel more like you were there? Why?

3. What was the most meaningful thing you learnt?

NAME _____



HOW ARE THEY ALIKE?

HOW ARE THEY DIFFERENT?

Hiroshima: A Survivor's Story

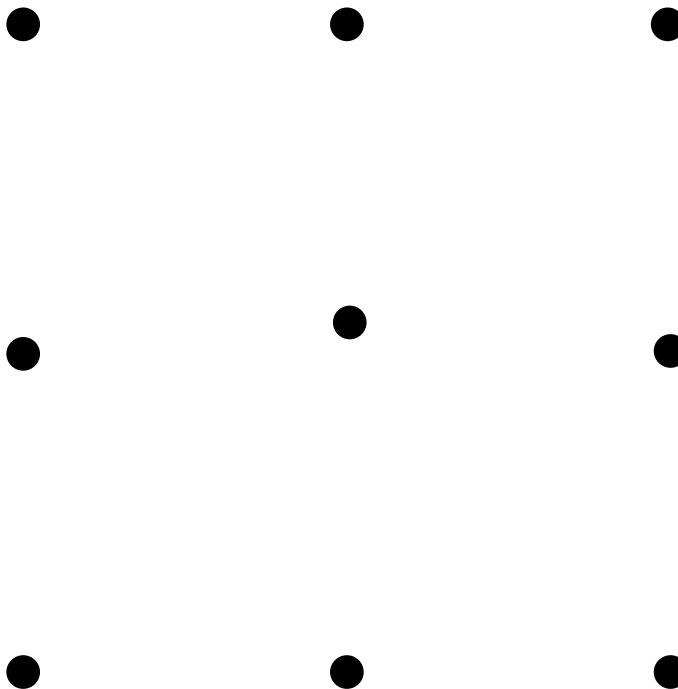
My Hiroshima



Puzzle time

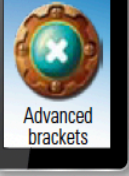
Four lines

Now this really does need some imaginative thinking - but it is possible!!



Can you join all nine dots with four straight lines, without taking your pencil off the paper? You can not go over any line twice.

Order of operations



The same set of numbers can have a different outcome when expressed differently.
eg $(62 - 15) \times 2 = 94$, $62 - (15 \times 2) = 32$

- 1 a $6 \times 4 + 5 =$ b $7 + 8 \times 3 =$ c $3 \times (5 + 8) =$
d $8 \times 9 - 12 =$ e $15 - 16 \div 4 =$ f $24 \div (10 - 4) =$
g $(32 + 16) \div 8 =$ h $(5 + 3) \times 6 + 2 =$ i $15 - 15 \div 15 =$
j $(120 - 25) \div 5 =$ k $7 \times 2 \times 2 + 16 =$ l $12 + 4 \times 9 - 10 =$
m $(3 \times 4) + (7 \times 6) =$ n $10 - 36 \div 9 \times 2 =$ o $5 \times 6 \div 3 + 18 =$

Show working.

- 2 a $(27 \div 3) \times (3 + 6) =$ b $27 \div (3 \times 3) + 6 =$ c $27 \div 3 \times 3 + 6 =$
d $(36 - 4) \times (3 \times 2) + 8 =$ e $(36 - 4) \times 3 \times (2 + 8) =$ f $[(36 - 4) \times 3] \times 2 + 8 =$
g $12 \times (7 + 3 - 2) =$ h $[(8 \times 9 + 4) - 12] \div 4 =$ i $(15 \div 15 \times 2) - 2 =$

3 Write and answer your own equations using 5 numbers and no brackets.

- a b c

4 Add brackets to make the same numbers come to a different answer.

- a b c

5 Add brackets in a different way to make different outcomes again.

- a b c

6 Add brackets to make these equations true.

- a $3^2 + 5 \times 2 = 4 \times 3 + 4$ b $16 - 8 + 8 \times 4 = 17 + 3 + 5 \times 4$

MINI GOLF

USE YOUR IMAGINATION TO DESIGN A MINI GOLF COURSE.

AIM: GET THE "BALL" TO THE "HOLE" IN THE LEAST NUMBER OF ATTEMPTS AS POSSIBLE.

THE MINI GOLF COURSE CAN BE PLAYED OUTSIDE OR IN A SMALL INDOOR SPACE.

VARY THE WAY YOU GET THE "BALL" TO THE "HOLE" (KICK/THROW INSTEAD OF HITTING, FLICK A COIN OR ROLL A MARBLE ON A TABLE FOR SMALL SPACES).

EQUIPMENT SUGGESTIONS:

"CLUB" -BAT, RACQUET, STICK.

"HOLES" - DOOR MAT OR TOWEL, HOOLA HOOP, STRING OR ROPE, BUCKETS, CUPS, BINS OR CONTAINERS.

"BALLS" - TENNIS BALL, RUBBER HANDBALL, FRISBEE, SOCCER BALL OR FOOTBALL, ROLLED-UP SOCK, COINS OR MARBLES FOR INDOOR USE.

