

# Year 5 Workbook



Monday

23rd August

Week 7



# GLENDORE PUBLIC SCHOOL

*Where Everyone can Succeed*

RESPECT

CARING







LEARNING









SUCCESS








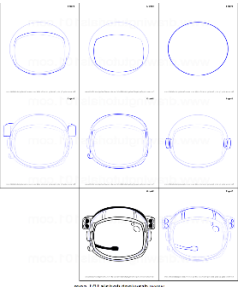




CALLAGHAN  
EDUCATION  
PATHWAYS

## Year 5 – Term 3, Week 7 Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p><b>Spelling</b></p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p><b>Spelling</b></p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p><b>Spelling</b></p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p><b>Spelling</b></p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p><b>Reading</b></p>
	<p><b>Grammar in Writing</b></p>  <p><i>Week 7, Lesson 1</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p><b>Grammar in Writing</b></p>  <p><i>Week 7, Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p><b>Grammar in Writing</b></p>  <p><i>Week 7, Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p><b>DREW – Drop Everything and Write</b></p> <p><b>Use the prompt in your booklet</b></p>  <p><b>Writing Prompt: Creative story / Mythology</b> Create a myth about how and why these two people were turned into rocks on the seashore. Remember to include the setting, the gods, and the lesson of the story.</p>	 <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p> <p><b>Grammar in Writing</b></p>  <p><i>Week 7, Lesson 4</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>

		<b>Reading</b>  Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet	<b>Reading</b>  Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet	<b>Reading</b>  Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet	
	<b>Fruit and Movement Break</b> 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.				
	<b>Writing</b> <i>Editing task</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	<b>Writing</b> <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	<b>Writing</b> <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	<b>English Unit</b> <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.	<b>English Unit</b> <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.
<b>Recess Break</b>	<b>Recess Break</b>	<b>Recess Break</b>	<b>Recess Break</b>	<b>Recess Break</b>	<b>Recess Break</b>
<b>Middle Session</b>	<b>DEAR Reading</b> You can either choose a story on Epic or you can read a book from home				
	<b>Maths</b> <i>Whole Number</i> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	<b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	<b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	<b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	<b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Prodigy tasks.



	<p><b>Science</b></p> <p>Complete Science activities in today's Microsoft Form or hardcopy booklet.</p> 	<p><b>Geography</b></p> <p>Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p><b>CAPA</b></p> <p>Complete Drama activities in today's Microsoft Form or hardcopy booklet.</p> 	<p><b>PD/Health</b></p> <p>Complete PDH activities in today's Microsoft Form or hardcopy booklet.</p> 	<p><b>PE</b></p> <p>Complete PE activities in today's Microsoft Form or hardcopy booklet.</p> 
<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>
<b>Afternoon Session</b>	<b>Space Drawing</b>	<b>Outside Activity</b>	<b>Pillow fort/cubby</b>	<b>BTN or Squizkids</b>	<b>Leaf Art</b>
	<p>Complete the astronaut drawing activity.</p> 	 <p>Create an outdoor obstacle course and time yourself completing it. Can you beat a sibling or adult?</p>	 <p>You might not have done this in a while ....build a pillow fort or cubby. Take in a book to read or listen to a podcast.</p>	<p>Watch the latest episode of BTN or listen to Squizkids <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a></p> 	<p>Collect leaves and natural objects to create a picture or collage. It might be an animal, bridge, dirt bike or a landscape. Your choice!</p> 

	Week 7	Monday	Tuesday	Wednesday	Thursday
1.	rise				
2.	wise				
3.	realise				
4.	advise				
5.	devise				
6.	brought				
7.	surprise				
8.	according				
9.	themselves				
10.	understand				
11.	thief				
12.	arrow				
13.	signal				
14.	thirsty				
15.	archer				
16.	bought				
17.	absurd				
18.	original				
19.	fashion				
20.	yourselves				
21.	hygiene				
22.	location				
23.	brilliance				
24.	reduction				
25.	evaluation				

## 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 7

## Monday



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

Write your best paragraph here

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Challenge Words	Definition	Example
<b>alarmed</b>	Make (someone) feel frightened, disturbed, or in danger.	This door is locked and alarmed between 11 p.m. and 6 a.m.
<b>destructive</b>	Causing great and irreparable damage.	The destructive power of weapons startled me.
<b>inevitable</b>	Certain to happen; unavoidable.	By the morning he had accepted the inevitable.
<b>secluded</b>	Not seen or visited by many people; sheltered and private.	The gardens are quiet and secluded.
<b>sombre</b>	Having or conveying a feeling of deep seriousness and sadness.	There was a sombre light in his eyes, and his lips were whitening.
<b>fret</b>	Be constantly or visibly anxious.	Why would anyone get themselves in a fret over something so simple?

# Ned Kelly – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks	
Capital Letter	
Lower case letter	/
Add end marks	○ ? !
Spelling mistake	○
Add a word	^
Doesn't make sense	_____
New paragraph	[ ]
Add a space	#

australias most famous bushranger was ned kelly. In 1878 ned felt that his mother was put in prison wrongfully and he was being harassed by the police, so he went into the bush to hide. together with his brother dan and two others, joe byrne and steve hart they became the Kelly Gang The Gang was outlawed after killing three policemen at stringybark creek For two years the Gang banks and avoided being captured At the Jerilderie Bank robbery in 1879, ned a famous letter telling side of the story Many struggling small farmers of north-east victoria felt they understood the actions. It has been said that most of the takings from his famous went to help his supporters so many say ned was an australian robin hood.

After you have edited the paragraph, re-write the text correctly on the lines below.

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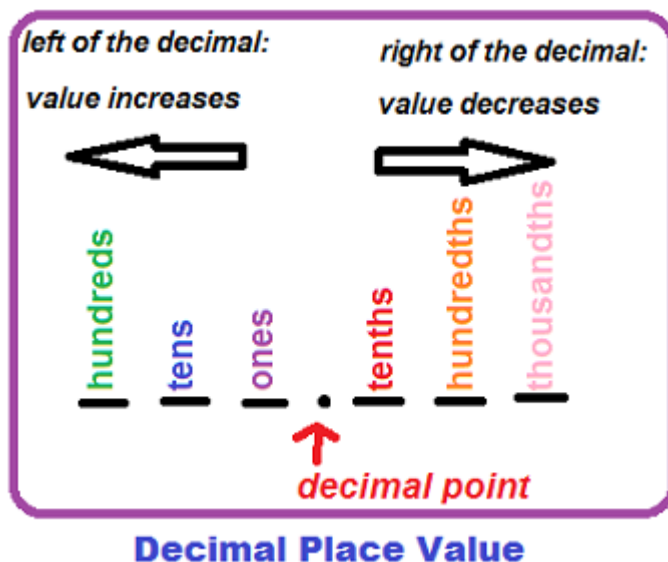
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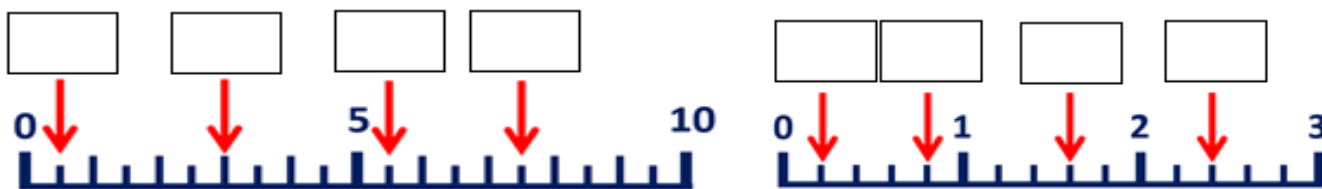
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Write the number the arrow points to as a decimal



Look at this number: 813.465

Write the digit in the **hundredths** place.

Write the digit in the **hundreds** place.

Write the **value** of the digit 5.

Look at this number: 1432.587

Write the digit in the **tenths** place.

Write the digit in the **thousands** place.

Write the **value** of the digit 8.

Partition each decimal into tenths, hundredths and thousandths. For example –

$$0.158 = 0.1 + 0.05 + 0.008$$

$$0.629 = 0.6 + 0.02 + 0.009$$

Partition each decimal into tenths, hundredths and thousandths.	
0.629 =	0.801 =

Write each number. Remember to show the decimal. For example –

3 tens and 3 hundredths = **30.03**

3 thousand, 3 tens, 3 tenths and 3 thousandths = **3030.303**

Write each number.	
4 tens and 4 hundredths =	4 thousands, 4 tens, 4 tenths and 4 thousandths =

# Fractions, decimals and percentages – place value to thousandths

A thousandth is a tenth of a hundredth.

Units		Tenths	Hundredths	Thousandths
2	•	2	5	6

This number has 2 units, 2 tenths, 5 hundredths and 6 thousandths.

Write these numbers in the place value chart:

	Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
a five tens, 3 units and eight tenths					•		
b 7 hundreds, 8 tens, four units, two tenths and 3 hundredths					•		
c nine tens, 8 tenths and 4 thousandths					•	0	
d 6 hundreds, eight tenths, 4 hundredths and 3 thousandths			0	0	•		
e four units, nine tenths and eight hundredths					•		
f three units, four tenths and two hundredths					•		
g 2 tens, 3 units, four hundredths and six thousandths					•	0	
h 8 thousandths					•	0	0

Answer true or false to the following questions. Score 0.5 points for each correct answer.

- a The value of 4 in 56.48 is 4 hundredths.
- b The value of 3 in 38.65 is 3 tens.
- c The value of 7 in 0.75 is 7 hundredths.
- d Thomas thought of a decimal number between 5.61 and 5.91. The number could have been 5.64.
- e The value of 8 in 9.998 is 8 thousandths.
- f 97.3 is nine tens, seven units and three hundredths.

T or F	Score
<b>Total</b>	

## Science

Imagine you are a space tourist and you have 3 days in space. Plan your trip by listing what you will do and see each day. You should plan three separate trips to different places. You might ride a comet, explore Saturn's rings, have lunch on the International Space Station.

Day 1:
Day 2:
Day 3:



## SPACE JUNK!

Did you know there's a whole host of man-made objects, floating around thousands of miles away in space?

Known as "space junk", they're orbiting the Earth at this very moment. In fact, space agencies in the USA and Russia recently estimated that it could be getting a bit cramped out there, with trillions of tiny pieces of the stuff!

Space junk covers all sorts of things, such as items leftover from previous space missions, objects sent up into space from Earth and even some mementos that astronauts have left behind.

More than 100 million pieces of human-made space junk orbits the Earth today. It includes dead satellites, rocket parts, fuel tanks, paint flecks, nose cones, collision debris and more. The amount of space junk has now reached a critical level, threatening Earth (more pieces are dangerously landing on Earth) as well as our future communications (one more collision in space could create a cascade of collisions, wiping out existing satellites that we rely on).

Why is space junk such a big problem and how can we solve the problem?

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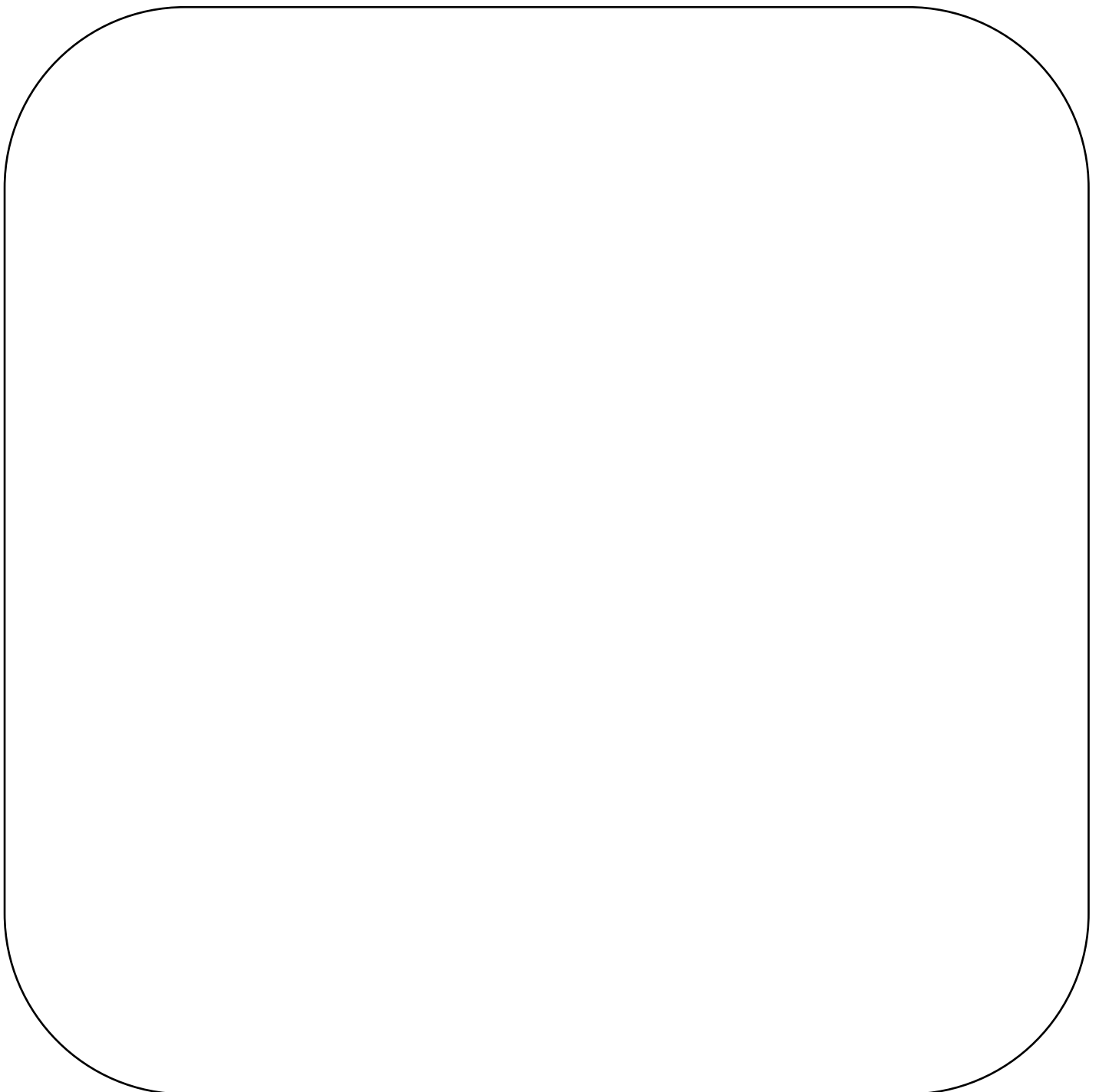
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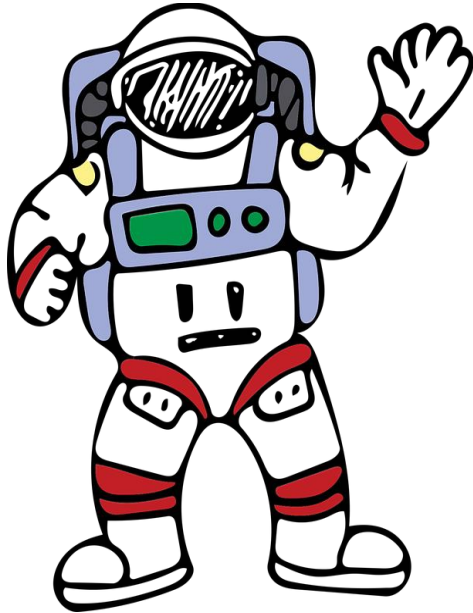
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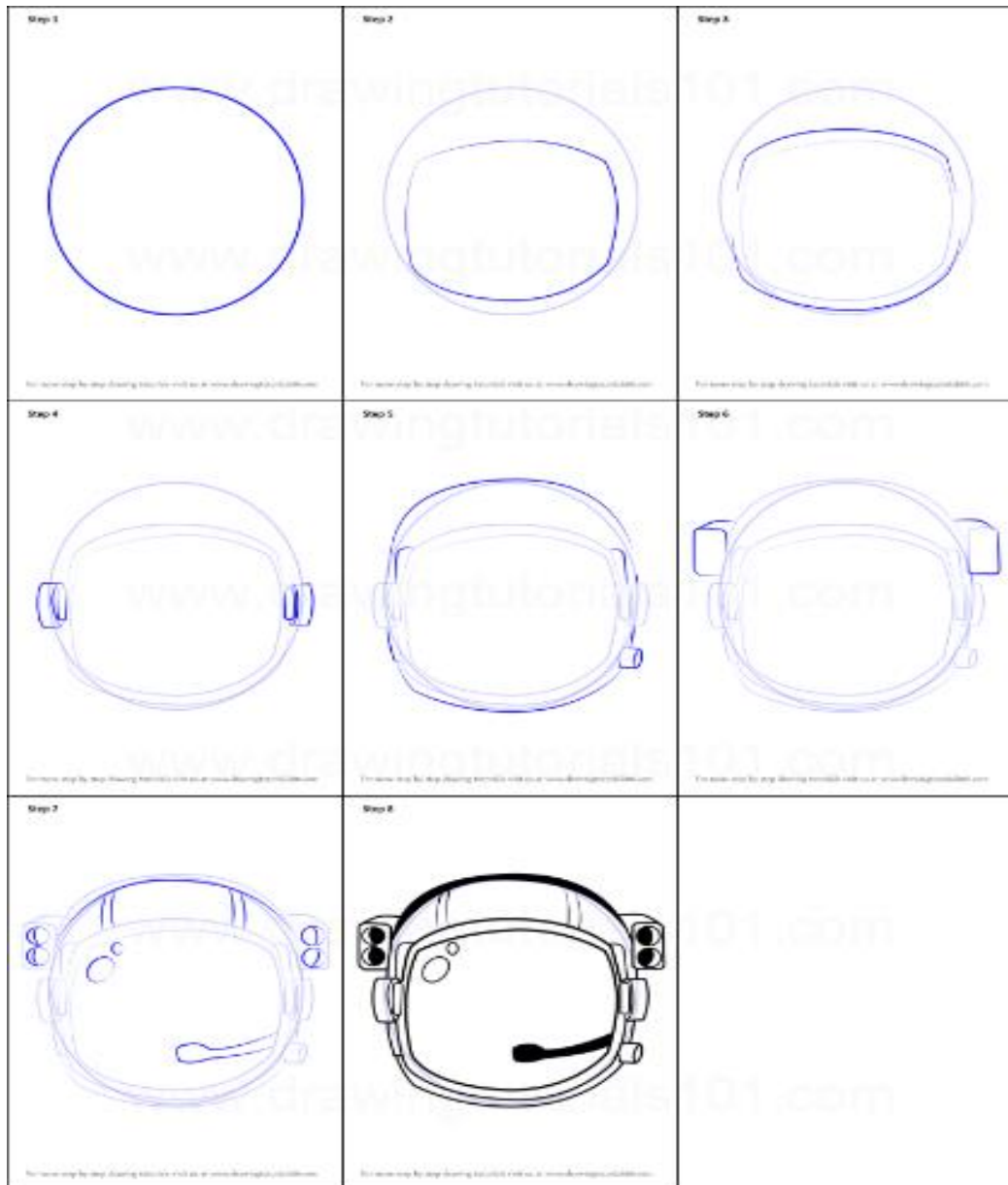
Design or invent a new piece of technology that can solve the problem of space junk.. Draw, label and explain how it works.







Follow the steps  
to draw an  
astronaut in their  
helmet.





Tuesday

24<sup>th</sup> August

Week 7

**Phonics**

rise  
wise  
realise  
advise  
devise

**Basic list / High frequency**

brought	thief	bought
surprise	arrow	absurd
according	signal	original
themselves	thirsty	fashion
understand	archer	yourselves

**Difficult****Own words**

hygiene  
location  
brilliance  
reduction  
evaluation

**Spelling rule**

Most of the words that end in 'f' and 'fe', change the 'f' and 'fe' to 'v' before adding 'es'.

For example:  
yourself, yourselves.

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

- |         |       |         |       |
|---------|-------|---------|-------|
| a loaf  | _____ | f life  | _____ |
| b knife | _____ | g calf  | _____ |
| c shelf | _____ | h wolf  | _____ |
| d half  | _____ | i leaf  | _____ |
| e thief | _____ | j scarf | _____ |

**Words in context**

2. Use your list words to complete these sentences.

- a Have you ever received a \_\_\_\_\_ ?
- b The children were \_\_\_\_\_ r \_\_\_\_\_ after soccer.
- c Mum \_\_\_\_\_ a new fashion magazine.
- d The archer hit the bullseye with her first \_\_\_\_\_ .
- e \_\_\_\_\_ to the news, food prices will rise.
- f Always stop when the \_\_\_\_\_ is red.

**Wrong spelling**

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

- a The thief stole a large amount of money. \_\_\_\_\_
- b I don't undastand the question. \_\_\_\_\_
- c Please use good higiene to keep yourself healthy. \_\_\_\_\_



4. Unjumble these list words.

- |          |       |           |       |           |       |
|----------|-------|-----------|-------|-----------|-------|
| a hfeti  | _____ | d hsyitrt | _____ | g brsadu  | _____ |
| b gsalni | _____ | e ralsie  | _____ | h rowar   | _____ |
| c rcehar | _____ | f sifnaho | _____ | i geneyih | _____ |

**Building words**

5. Build onto these base words using 's', 'd' and 'ing'. Then use each word in a sentence.

- a surprise \_\_\_\_\_
- b surprise \_\_\_\_\_
- c surpris \_\_\_\_\_



# Year 5 Grammar in Writing Term 3 Week 7

Tuesday



Challenge Words	Definition	Example
<b>alarmed</b>	Make (someone) feel frightened, disturbed, or in danger.	This door is locked and alarmed between 11 p.m. and 6 a.m.
<b>destructive</b>	Causing great and irreparable damage.	The destructive power of weapons startled me.
<b>inevitable</b>	Certain to happen; unavoidable.	By the morning he had accepted the inevitable.
<b>secluded</b>	Not seen or visited by many people; sheltered and private.	The gardens are quiet and secluded.
<b>sombre</b>	Having or conveying a feeling of deep seriousness and sadness.	There was a sombre light in his eyes, and his lips were whitening.
<b>fret</b>	Be constantly or visibly anxious.	Why would anyone get themselves in a fret over something so simple?



Turn the following sentences into indirect speech

Example: 'I admire you' May said – May said she admired me.

1. 'It is too late' John said

\_\_\_\_\_

2. 'I have replied' complained

3. Terry \_\_\_\_\_

'I met you yesterday' commented Henry

\_\_\_\_\_



# Finding facts and information

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

## Read the passage.

Underline the key words that tell when the Goblin Deep became darker.

**Highlight** the words that tell who entered the Goblin Deep.

**Circle** what could provide cover for the guards.

## Into the Goblin Deep

The sun finally set. The Goblin Deep became darker. The friends moved forward. They passed cautiously through the shattered doorway. It led into a great hall. Elf, sprite and humans moved in silence, keeping near the wall.

The cold light of the moon shone through the towering, stone-framed windows to their right. It glittered off the dust on the floor. They darted along in silence, moving past gaping doors and yawning windows. Vortagellan knew that the covering shadows could also hide a well-placed guard.

Put a **box** around how the friends moved through the doorway.

**Colour** where the windows were.



## **Circle** the correct answers.

- When did the Goblin Deep become darker? It became darker when the ...
  - moon set.
  - sun rose.
  - sun set.
  - clouds passed overhead.
- Who entered the Goblin Deep?
  - a human, an elf and sprites
  - a sprite, a human and elves
  - an elf, a sprite and humans
  - sprites, humans and elves
- How did the friends move through the doorway?
  - quickly
  - quietly
  - noisily
  - cautiously
- Where were the windows?
  - to the friends' right
  - up ahead
  - to the friends' left
  - up above
- What provided good hiding places for the guards?
  - pillars
  - shadows
  - doorways
  - windows



Today you will be writing a procedure for your favourite recipe. It might be a cake, pizza, or a milkshake. Make sure you have three headings –

- 1 - Ingredients
- 2 -Equipment
- 2- Instructions

Use the procedure writing checklist to make sure you have added everything you need to your recipe.

## My Procedure Writing Checklist

<b>General</b>	
I have written an interesting title.	
I have written a goal that explains what needs to be done and why.	
I have written a description of what the finished product will be.	
I have written the ingredients, equipment and method/steps in separate, clear and ordered sections with clear headings.	
<b>Body</b>	
I have used bullet points or numbers to separate each piece of information.	
I have written step-by-step instructions that are clear and precise.	
I have used the correct action verbs, such as 'stir', 'pour', 'combine', 'place', 'drop', 'add', 'mix', etc.	
I have written using present tense.	
I have written the method/steps using the second or third person using words such as, 'you', 'she', 'he', 'they', etc.	



## Fractions, decimals and percentages – place value to thousandths

When comparing and ordering decimals, the place value of a digit is crucial. The further the digit is to the left, the greater its value.

Even though one thousandth sounds big, it is actually very small. Remember, one thousandth is just a single piece of a whole divided into a thousand parts. One tenth is actually one hundred times bigger than one thousandth.

**3** Which is bigger? Circle the correct answer:

a 0.7 or 0.07

b 0.56 or 6 tenths

c 7.5 or  $\frac{7}{10}$

d 15 or 0.15

e  $\frac{1}{2}$  or 0.25

f 35 or 0.035

**4** Use < or > or = to show the relationship between the two numbers:

a 6.89 \_\_\_\_\_ 6.76

b 70.908 \_\_\_\_\_ 7.908

c 9.08 \_\_\_\_\_ 9.8

d 5.098 \_\_\_\_\_ 5.98

e 0.56 \_\_\_\_\_ 0.560

f 11.80 \_\_\_\_\_ 11.8

**5** This chart shows the vital statistics of some Roosters Football Club players.

Name	Height	Weight
Lanky	2.06 m	79.054 kg
Crusher	1.96 m	110.652 kg
Crumber	1.73 m	79.934 kg
Cazaly	1.84 m	88.91 kg
Stomper	1.81 m	99.552 kg
Whale	2.01 m	118.236 kg
Twinkle Toes		65.789 kg



a Who is tallest? Who is shortest?

\_\_\_\_\_

b Put these players in order of lightest to heaviest: Crumber, Stomper, Cazaly:

\_\_\_\_\_

c Which 2 players would you have playing in the ruck? (Rucks have to be tall.)

\_\_\_\_\_

d Who would you least like to have tackle you? Why?

\_\_\_\_\_



The rule for multiplying decimals by 10, 100 and 1000 is

The decimal shifts to the right ( the number is getting bigger).

$$2.38 \times 1 = 2.38$$

$$2.38 \times 10 = 23.8$$

$$2.38 \times 100 = 238.0$$

$$2.38 \times 1000 = 2380.0$$

X 10 – the decimal moves one place value >

X 100 – the decimal moves two place values >

X 1000 – the decimal moves three place values >

## Multiplying decimals by 10, 100 or 1,000

1.  $84.0 \times 10 =$  \_\_\_\_\_

2.  $5.05 \times 10 =$  \_\_\_\_\_

3.  $8.1 \times 1,000 =$  \_\_\_\_\_

4.  $9.32 \times 10 =$  \_\_\_\_\_

5.  $24.3 \times 100 =$  \_\_\_\_\_

6.  $55.3 \times 100 =$  \_\_\_\_\_

7.  $96.0 \times 10 =$  \_\_\_\_\_

8.  $6.76 \times 100 =$  \_\_\_\_\_

The same rule applies when we multiply by 3 numbers

1.  $3.14 \times 10 =$  \_\_\_\_\_

2.  $1.62 \times 100 =$  \_\_\_\_\_

3.  $62.1 \times 10 =$  \_\_\_\_\_

4.  $0.480 \times 10 =$  \_\_\_\_\_

5.  $0.02 \times 100 =$  \_\_\_\_\_

6.  $0.125 \times 10 =$  \_\_\_\_\_

# Geography

## **Phase 2: *Creating your town.***

Using the information you listed in Week 6 Geography under climate, features, culture and economy begin to plan your town.

You should draw or write a rough plan first before you begin to build it.

Things to consider:

- Water storage - like a dam or lake
- Farming land
- Power supply - such as wind farms/turbines, solar panels or a fossil fuelled power plant (if you choose fossil fuel you will need to transport your fuel to the powerplant using a railway)
- 1 main road
- Minor / smaller roads, footpaths and bikeways
- A Commercial area with
  - a supermarket
  - a newsagent
  - a butcher
  - a bakery

## **Phase 3: *Moving in.***

People are starting to move into your town. What types of homes will people live in?

- Residential land use/zoning -
- Low density homes - for only 1 family (red)
- Medium density housing - such as units or townhouse developments (green)
- High density housing - such as an apartment building (blue)

## **Phase 4: *Make it more liveable!***

Make sure your town has:

- Healthcare services - like a doctor's office or a hospital
- A school
- Recreation areas - like parks, lakes, cycle ways, skate parks, community centres
- Services and activities you would like to see in a town that you would like to live in.

### **Build your town**

- You might like to draw a plan like the one you did in Week 5. It might be helpful to use grid paper if you have some.
- You might like to use an online design tool like Minecraft or similar.
- You might write a description of your town.
- Make it as simple or complex as you like.
- Take a picture of your plan and upload it to your class TEAMS.
- Make an iMovie or video of you giving a tour around your town.
- If you need more time for the building element that is fine. Upload it when you are happy with your build.
- Have fun!

Some ideas are below. Please remember you can make it as simple or as detailed as you like.





# Obstacle Action!

Build an obstacle course in your back yard and time yourself racing around it. Can you bet a sibling or an adult?







Wednesday

25<sup>th</sup> August

Week 7

Spelling

7. Write these words in **alphabetical order**.

- a realise, fashion, reduction
- b surprise, signal, evaluation
- c brought, bought, brilliance
- d thief, thirsty, themselves

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8. Write the list words that can be made from these letters.

**n s l a i g r w o t f h e**

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9. Find smaller words inside these words.

a arrowheads

b understanding

10. Write list words that **rhyme** with:

a ought

b marcher

c leaf

**Prefixes**

11. Underline all the prefixes in the words below.

- a untidy
- b forecast
- c recline
- d prepare
- e misspell
- f disloyal
- g remove
- h uniform
- i unnecessary
- j reappear

**Vocabulary sounds**

12. **rustle neigh trumpet honk roar**

Choose a verb from the box to match the sound made by the following:

- a lion
- b elephant
- c horse
- d leaves

**Punctuation – The apostrophe**

13. Rewrite the following using an apostrophe to show possession. E.g. The cattle of the farmer is the farmer's cattle.

- a The tools of the thief are
- b The arrows of the archer are
- c The spear of the chief is

**Word meanings**

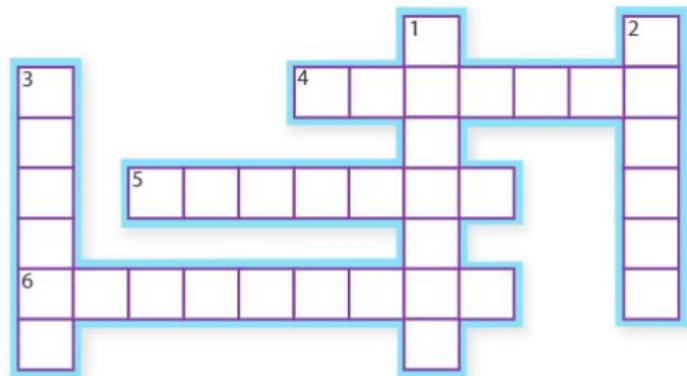
6. Solve the crossword puzzle.

**Across** →

- 4 To become aware
- 5 Past tense of bring
- 6 The act of making less

**Down** ↓

- 1 Style in clothes
- 2 To invent or plan
- 3 Ridiculous



Wednesday



Challenge Words	Definition	Example
<b>alarmed</b>	Make (someone) feel frightened, disturbed, or in danger.	This door is locked and alarmed between 11 p.m. and 6 a.m.
<b>destructive</b>	Causing great and irreparable damage.	The destructive power of weapons startled me.
<b>inevitable</b>	Certain to happen; unavoidable.	By the morning he had accepted the inevitable.
<b>secluded</b>	Not seen or visited by many people; sheltered and private.	The gardens are quiet and secluded.
<b>sombre</b>	Having or conveying a feeling of deep seriousness and sadness.	There was a sombre light in his eyes, and his lips were whitening.
<b>fret</b>	Be constantly or visibly anxious.	Why would anyone get themselves in a fret over something so simple?

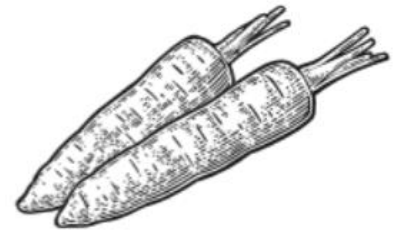
**When spoken words in the sentence are split, you put a comma after the first piece of speech and a comma after the speaking verb. For example:**

***“My mother”, Anna replied, “is a superb cook.”***

**The first part of the spoken sentence begins with a capital letter, but the second part doesn't because it continues the same sentence.**

**Fill in the quotation marks in the following dialogue.**

- a** What are you doing with that spade? I asked.
- b** I'm going to dig for treasure, replied my little brother.
- c** Oh, really, I said, and where do you think it's buried?
- d** In the vegetable patch, said Elias, under the carrots.



Write your best paragraph about the image above

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**Read the passage.**

Circle the word that shows Jakob's home is underground.

Colour what Jakob's family ate for supper.

Underline where Felda lived.

**Below world**

Jakob walked slowly home. From the tunnel, he could smell supper cooking on the fire. He opened the door to his dark, damp home chamber.

Della, Jakob's mother, was pouring mushroom stew into three bowls. "Supper will be ruined if we don't eat it now."

**Above world**

Felda lived in a large cottage in a small village. Her father, Baldric, was the village chief.

Jakob and Tibalt sat down with Felda and the villagers. They ate food with the most amazing tastes. Bread was mixed with herbs, and the fruits were sweet and juicy.

Highlight two adjectives that describe Jakob's home.

Put a box around the word that shows the relationship between Jakob and Della.

Circle the word that shows the relationship between Felda and Baldric.



3 List at least one similarity between Jakob and Felda's lives.

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4 How is Felda's home different from Jakob's?

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5 How is the food in the above world different from the food in the below world?

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## Mixed Rounding Decimals

Round the following numbers to the nearest whole.

1. 89.3 \_\_\_\_\_

2. 45.6 \_\_\_\_\_

3. 14.7 \_\_\_\_\_

4. 15.89 \_\_\_\_\_

5. 281.88 \_\_\_\_\_

6. 38.9 \_\_\_\_\_

Round the following numbers to the nearest tenth.

7. 893.89 \_\_\_\_\_

8. 38.99 \_\_\_\_\_

9. 84.38 \_\_\_\_\_

10. 283.01 \_\_\_\_\_

11. 39.218 \_\_\_\_\_

12. 44.893 \_\_\_\_\_

Round the following numbers to the nearest hundredth.

13. 34.762 \_\_\_\_\_

14. 891.028 \_\_\_\_\_

15. 43.991 \_\_\_\_\_

16. 45.009 \_\_\_\_\_

17. 182.108 \_\_\_\_\_

18. 2.073 \_\_\_\_\_

Leanne cut 13.5m of green ribbon and 8.7m of purple ribbon. How much ribbon does Leanne have all together?

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Jess is measuring the exact perimeter of her bedroom. Her bedroom is an odd shape. The lengths of the walls are 4.3m, 5.4m, 7.3m. What is the total perimeter of her room?

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# Multiplying Single Digit Decimals

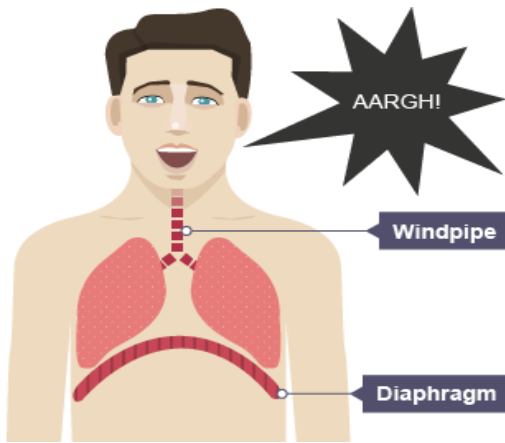
Aim: to multiply single digit decimal numbers by whole numbers

Calculate the following mentally:

$0.6 \times 4 =$	$9 \times 0.2 =$	$4 \times 0.4 =$
$2 \times 0.5 =$	$4 \times 0.6 =$	$0.1 \times 7 =$
$8 \times 0.8 =$	$5 \times 0.7 =$	$0.5 \times 7 =$
$0.5 \times 3 =$	$7 \times 0.4 =$	$8 \times 0.2 =$
$6 \times 0.5 =$	$4 \times 0.8 =$	$9 \times 0.3 =$
$0.4 \times 9 =$	$0.6 \times 6 =$	$2 \times 0.7 =$

Calculate the following, using a formal written method if required.

$23 \times 0.5 =$	$16 \times 0.6 =$	$25 \times 0.3 =$
$32 \times 0.4 =$	$27 \times 0.3 =$	$42 \times 0.2 =$
$45 \times 0.4 =$	$51 \times 0.6 =$	$64 \times 0.5 =$



Drama

# The Voice

The voice is one of the performer's most powerful tools. Think about situations in which you solely rely on your voice, such as phone conversations and radio. The listener solely relies on what they hear to understand. Think about how the performer uses the voice to convey the character's age, status and emotions. The tone of my voice can help tell the audience of my mood. Performers will often use vocal techniques to help prepare their voices. They will use exercise such as tongue twisters and breathing techniques. It is important for a performer to project their voice to make sure that the audience can hear them clearly.

Have a go at completing some of the exercises listed below.

### Exercise One:

Place a hand on your tummy. Take a deep breath in, when you breathe in your tummy should expand, as it is allowing the air in, now breathe out. Your tummy should return to normal or 'deflate' if you like. Your shoulders should not move when breathing. This allows you to breathe from your diaphragm and doing so ensures you take deeper and fuller breathes. Running out of breath will mean that words tail off and lose their impact. It is important for volume too. The breath you take supports the sound and makes it strong.

When you breathe in, the diaphragm contracts, pulling downwards to increase the volume of the chest and air is sucked into the lungs. The diaphragm relaxes when you release air and sound, so that the muscle is helping you control the output of air.

You can repeat this exercise a few times expanding your breath count each time. For example, breathe in for 3 seconds, hold it for 3 seconds then release it for 3 seconds. Then try with 5 seconds.

### Exercise 2: Toffee.

I'm sure we all have had toffee before and can understand how very tasteful it is. But also, how much work it can take to eat. If you haven't then think of chewing gum. Now imagine you have placed a piece of toffee/gum into your mouth. Practice moving your mouth as though you were chewing. Really exaggerate the movements. Don't worry about any funny facial expressions you may pull!

Performers often use this technique to help relax their jaws. Humans tend to hold a lot of tension in our jaw. It is important to relax our jaw so that we can properly and clearly pronounce our words.

### Exercise 3: Funny face.

This is a very simple exercise to help relax all the muscles in our face. Make as wide a face as possible (wide open mouth, wide eyes). Then scrunch as tightly as possible. Repeat four times.

### Exercise 4: Tongue Twisters.

This exercise will warm up our vocal cords and improve our pronunciation. (Try not to rush but explore different pace with all tongue twisters)

- I wish to wash my Irish wristwatch.
- Sixty silly sisters simple singing
- Around the rough and rugged rock, the ragged rascal ran
- Give papa a cup of proper coffee in a copper coffee cup

Know any of your own tongue twisters? Give them a go!

So, what's good and what's bad for a performer's voice?

Did you know that yawning is good for your voice? It helps open the back of your throat. Have a yawn right now if you can! How does it feel?

Your task: Use the internet to research what is good and bad for a performers voice and how you can look after your own.

*(If you don't have the internet, just have a guess based on what you already know)*

<u>Good</u>	<u>Bad</u>
<ul style="list-style-type: none"><li>• Yawning</li></ul>	

Now complete the table below by adding a definition to each key vocal vocabulary. Use the internet to research the definitions or have a guess if you don't have the internet. Make sure when you are researching that you get the relevant definition as some words might have more than one meaning. For example, you might google search 'Pace definition in drama', 'Pitch definition in drama', etc.

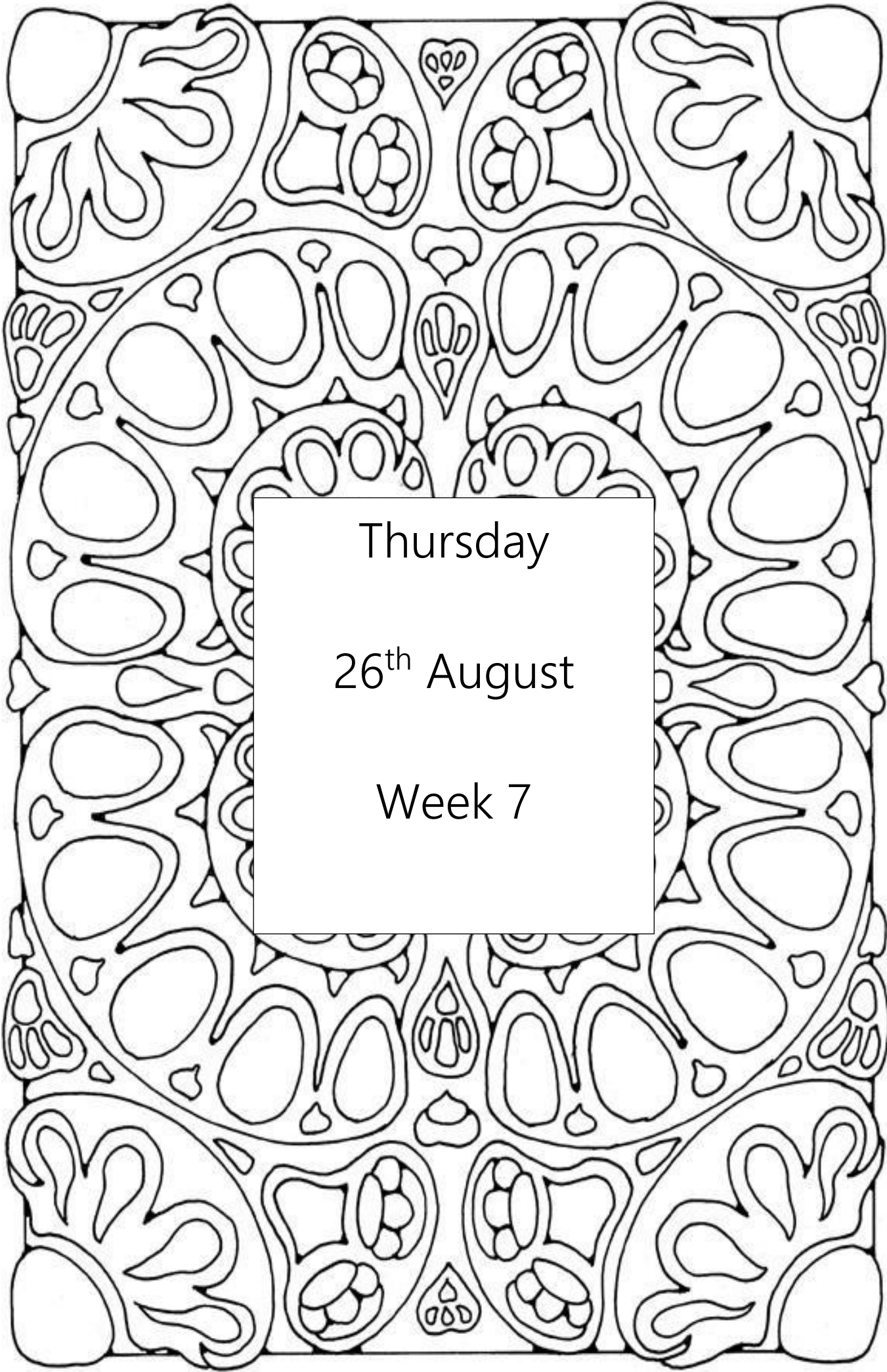
Pace	
Pitch	
Tone	
Projection	
Pause	
Accent	
Emphasis	

You probably haven't done this in a while .....  
Build a pillow fort or cubby

Grab your favourite book, game or listen to a podcast or audio book and have some time out in your fort.







Thursday  
26<sup>th</sup> August  
Week 7

Wk7

# Spelling

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

Teach **THIS**

## Verbal Linguistic

### Alphabet Soup

Write each of your spelling words out in alphabetical order.

## Mathematical/Logical

### Line Them Up

Write all your spelling words out in one long row and circle any other words you can find.

## Naturalistic

### Noisy Animals

Can you think of any animals in nature that make a noise found in any of your spelling words?  
EG: hoop - an owl says "Hoo!"

## Bodily Kinesthetic

### Syllable Salute

Clap out the syllables of your spelling words.

## Visual/Spatial

### Puzzling Times

Create word puzzles, cut each puzzle up and see how quickly you can put all the pieces back together.

## Interpersonal

### Yes, I'm miming!

Mime your spelling words for a friend. Can they guess which word you are miming?

## Intrapersonal

### A long list

List all the subjects you do at school. Where do you rank spelling?

## Musical/Rhythmic

### To the Beat

Write a rap song to help learn your spelling words.



# Sequencing events

Numbers and words give clues to the order in which things happen.

Read the passage.

Circle where the mother goat was.

Underline what the wolf said to the kids.

Put a box around why the kids wouldn't open the door.

## The Wolf and the Seven Kids

One day when the mother goat was out, her kids heard a gruff voice outside.

"Open the door," said the gruff voice. "Your mother is home with food."

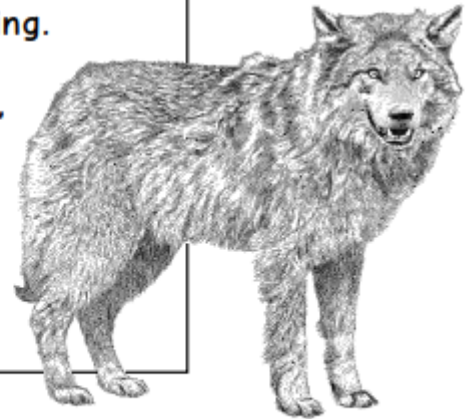
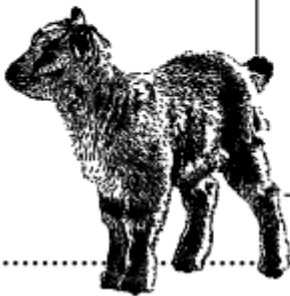
The little kids were hungry, but they remembered their mother's warning.

"You are not our mother," they bleated. "Your voice is too gruff!"

The wolf went away and chewed on a lump of chalk to make his voice softer. Then he returned to the goats' cottage.

Highlight what the wolf did after he left the goats' cottage.

Colour what the wolf did after he chewed on the chalk.



1 Write numbers next to the following sentences to show the order in which the events happened.

- a  The wolf said he was the kids' mother.
- b  The mother goat went out and left her kids at home.
- c  The kids said the wolf's voice was too gruff.
- d  The wolf left the cottage.
- e  The kids would not let the wolf in.
- f  The wolf returned to the goats' cottage.
- g  The wolf came to the goats' cottage.
- h  The wolf made his voice softer.



# THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states fundamental rights and freedoms to which all human beings are entitled.

## We are all born free and equal.

Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.

Everyone has the right to life, freedom, and safety.

You have the responsibility to respect the rights of others.

No one can take away any of your rights.

<p>No one has the right to hold you in slavery.</p> 	<p>You have the right to seek asylum in another country if you are persecuted in your own.</p> 	<p>Every adult has the right to a job, a fair wage, and membership in a trade union.</p> 
<p>No one has the right to torture you.</p> 	<p>Everyone has the right to a nationality.</p> 	<p>You have the right to leisure and rest from work.</p> 
<p>You have a right to be recognized everywhere as a person before the law.</p> 	<p>All consenting adults have the right to marry and to raise a family.</p> 	<p>Everyone has the right to an adequate standard of living for themselves and their family.</p> 
<p>We are all equal before the law and are entitled to equal protection of the law.</p> 	<p>You have the right to own property.</p> 	<p>Everyone has the right to an education.</p> 
<p>You have the right to seek legal help if your rights are violated.</p> 	<p>Everyone has the right to belong to a religion.</p> 	<p>Everyone has the right to freely participate in the culture and scientific advancement of their community, and their intellectual property as artist or scientist should be protected.</p> 
<p>No one has the right to wrongly imprison you or force you to leave your country.</p> 	<p>You have the right to think and voice your opinions freely.</p> 	<p>We are all entitled to a social order in which we may enjoy these rights.</p> 
<p>You have a right to a fair, public trial.</p> 	<p>Everyone has the right to gather as a peaceful assembly.</p> 	<p>Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others.</p> 
<p>Everyone is innocent until proven guilty.</p> 	<p>You have the right to participate in the governance of your country, either directly or by helping to choose representatives in free and genuine elections.</p> 	<p>No State, group, or person can use this Declaration to deny the rights and freedoms of others.</p> 
<p>You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence.</p> 	<p>You have the right to social security and are entitled to economic, social, and cultural help from your government.</p> 	

This is a simplified version of the UDHR. For the complete text, visit [www.un.org](http://www.un.org)

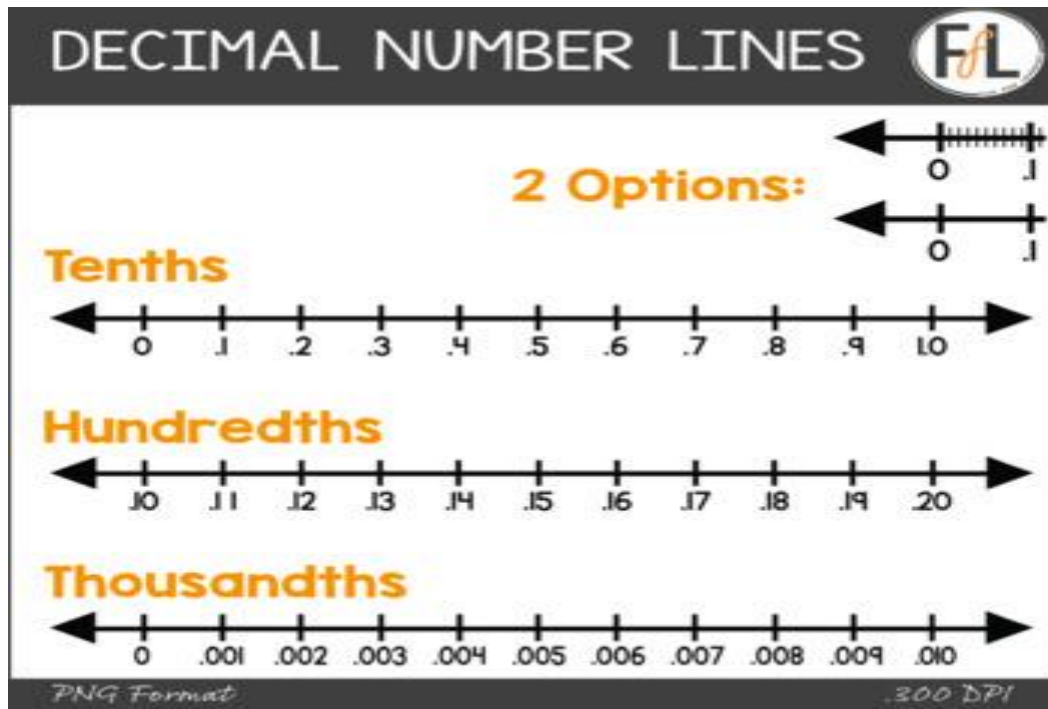


Your task: Create a poster focused on a particular article from the Universal Declaration of Human Rights. Examples –



# Universal Declaration of Human Rights Poster





Use a tenths or hundredths number line to help you to answer the questions.

Choose the correct symbol < or > to complete the statements.

1. 0.6  0.3

6. 0.83  0.82

2. 0.2  0.8

7. 0.55  0.65

3. 5.4  5.9

8. 9.99  9.94

4. 27.6  27.1

9. 25.05  25.50

5. 7.8  8.7

10. 6.78  8.76

Order the following decimal numbers from smallest to largest.

1.	0.61	0.58	0.42	0.2	0.81
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2.	0.57	0.29	0.14	0.48	0.26
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3.	0.67	0.09	0.7	0.28	0.81
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Decimal Place Value Challenge

Arrange all the digits to make a 3-digit number with 2-decimal places that meets the given criteria.

1. Between 4.6 and 4.7:  
**7, 4, 6**

O	.	t h

2. Between 3.8 and 4:  
**2, 3, 9**

O	.	t h

3. Between 8.9 and 9.1:  
**0, 3, 9**

O	.	t h

4. Between 7.3 and 7.5:  
**4, 7, 5**

O	.	t h

# Decimal Place Value Challenge

Arrange all the digits to make a 4-digit number with 2-decimal places that meets the given criteria.

1. Between 23 and 25:  
**6, 9, 4, 2**

T	O	.	t h

2. Between 29 and 31:  
**1, 0, 3, 5**

T	O	.	t h

3. Between 52 and 54:  
**3, 7, 5, 8**

T	O	.	t h

4. Between 15 and 17:  
**2, 6, 1, 3**

T	O	.	t h

Maths Challenge: Optional

11. Arrange the following digits to make the largest 4-digit number with 2-decimal places possible: **3, 2, 8, 1**

T	O	.	t h

12. Use the same digits to make the smallest 4-digit number with 2-decimal places.

T	O	.	t h



## PDH – Water Safety

All bodies of water have identifying features that help keep people using it safe.

What can you see in these pictures that helps to keep people safe around water? Write about a time when you have been safe around water because of these sign or features.



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## Activity:

Design your own public pool. Make sure you include safety features such as depth markings, entry stairs / ladders and signs. When you have finished write a list of safety rules that swimmer must follow at your pool.





Friday

27<sup>th</sup> August

Week 7



# Analysing character feelings and motivation

Word choice and punctuation can reveal a lot about a character's feelings and what motivates them to behave in a certain way.

Read the passage.



Underline the sentence that shows that Flynn does not know what the Moai are.

**Highlight** the question Mia asks Flynn.

## Racing for the Birdman

"The islanders are very worried about what is causing the red rain. They think it will damage the Moai," whispered Uncle Earl.

"Mo... what?" Flynn tried to say the word.

"MOW-I." Mia sounded the word out slowly for Flynn. "The famous statues of Easter Island. Don't tell me you've never heard of them?"

Flynn shrugged. Mia pulled a book out of her bag and showed Flynn the photograph on the back cover. It was of a long, stone face with a pointed nose, wearing a kind of crown, attached to a short, stone body.

"So this is how you know about all of this?" asked Flynn. He wasn't surprised. No matter how little warning they had, Mia still managed to fit in some research.

Put a **box** around Flynn's reaction to Mia's question.

**Colour** why Flynn is not surprised that Mia knows about the Moai.



**Circle** the correct answers.

- How does Mia react when Flynn shows that he does not know what the Moai are? She is ...
  - angry.
  - astonished.
  - pleased.
  - amused.
- Which sentence is the clue to question 1's answer?
  - Flynn tried to say the word.
  - Mia sounded the word out slowly for Flynn.
  - Mia says, "Don't tell me you've never heard of them?"
- What information does the passage give us about Mia? Mia ...
  - has a curious mind.
  - does not like to read.
  - only reads non-fiction books.
  - likes books about famous monuments.
- What evidence is there in the passage to support question 3's answer? Mia has ...
  - a book in her bag.
  - done research on the Moai.
  - a photograph of the Moai.
  - been on many expeditions.





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<p>No one has the right to torture you.</p> 	<p>Everyone has the right to a nationality.</p> 	<p>You have the right to leisure and rest from work.</p> 
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<p>You have a right to a fair, public trial.</p> 	<p>Everyone has the right to gather as a peaceful assembly.</p> 	<p>Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others.</p> 
<p>Everyone is innocent until proven guilty.</p> 	<p>You have the right to participate in the governance of your country, either directly or by helping to choose representatives in free and genuine elections.</p> 	<p>No State, group, or person can use this Declaration to deny the rights and freedoms of others.</p> 
<p>You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence.</p> 	<p>You have the right to social security and are entitled to economic, social, and cultural help from your government.</p> 	
<p>You have the right to travel.</p> 		

This is a simplified version of the UDHR. For the complete text, visit [www.un.org](http://www.un.org)

Your task: Choose a different article (not the one from yesterday) and create another poster focused on an article from the Universal Declaration of Human Rights.



## Calculating – adding decimal fractions

How do we add decimal fractions using a written strategy?

We arrange the numbers so the place values line up and then we start with the smallest value.

We first add the tenths. 6 tenths and 7 tenths is 13 tenths.

We rename this as 1 unit and 3 tenths.

We write the 3 in the tenths column and move the unit to the units column.

Then we add the units.  $1 + 1 + 4 = 6$

$$\begin{array}{r} \phantom{1} 1 . 6 \\ + 4 . 7 \\ \hline 6 . 3 \end{array}$$

Add these decimal fractions:

**a**

$$\begin{array}{r} 2 . 6 \\ + 3 . 3 \\ \hline \\ \hline \end{array}$$

**b**

$$\begin{array}{r} 4 . 7 \\ + 5 . 4 \\ \hline \\ \hline \end{array}$$

**c**

$$\begin{array}{r} 5 . 4 \\ + 3 . 5 \\ \hline \\ \hline \end{array}$$

**d**

$$\begin{array}{r} 1 . 5 \\ + 1 2 . 3 \\ \hline \\ \hline \end{array}$$

**e**

$$\begin{array}{r} 1 8 . 6 \\ + 1 1 . 2 \\ \hline \\ \hline \end{array}$$

**f**

$$\begin{array}{r} 9 . 4 \\ + 3 . 7 \\ \hline \\ \hline \end{array}$$

Now try these. Start with the hundredths and remember to rename if necessary:

**a**

$$\begin{array}{r} 3 . 4 6 \\ + 5 . 2 3 \\ \hline \\ \hline \end{array}$$

**b**

$$\begin{array}{r} 4 . 7 2 \\ + 3 . 1 9 \\ \hline \\ \hline \end{array}$$

**c**

$$\begin{array}{r} 7 . 3 6 \\ + 5 . 6 5 \\ \hline \\ \hline \end{array}$$

## Calculating – adding decimal fractions

4 Use a mental or written strategy of your choice to solve these problems:

a Add 6.06 and 5.42

b Add 12.24 and 67.12

c Jack scored 7.25 for his first dive and 8.35 for his second. What was his total score?

d Kate bought a movie ticket costing \$9.50 and a drink/popcorn combo costing \$4.95. How much did she spend in total?

We can also use our mental addition strategies when adding decimal fractions.



**REMEMBER**

This is a sample of the menu at Laura's Lunches.

a Brad orders a souvlaki, a bucket of hot chips and an orange juice. How much will this cost him?

b Angelina goes wild and orders a sushi roll, a bottle of water and a piece of fruit. What will this cost her?

c Choose your own lunch. Itemise your list and calculate the total value of your order.

A menu board with a decorative banner at the top. The banner says "Laura's Lunches". Below the banner is a list of items and their prices.

Laura's Lunches	
Salad sandwich	4.25
Sushi rolls	2.20
Hot chips	1.95
Souvlaki	7.35
Fruit	.60
Stirfry noodles	4.95
Slurpee	1.55
Orange juice	1.95
Bottle of water	2.15
Choc or banana muffin	1.85

PE – Start by warming up your body by following these steps.

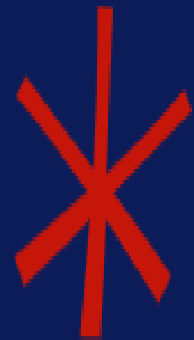
# 4-minute warmup

The image displays 12 different warm-up exercises arranged in a 3x4 grid. Each exercise is illustrated with two figures showing the starting and ending positions of the movement. The exercises are:

- hops on the spot**: Two figures standing side-by-side with hands on hips, feet together.
- side-to-side hops**: Two figures in a side-to-side hopping motion.
- hops on the spot**: Two figures standing side-by-side with hands on hips, feet together.
- single leg hops**: Two figures in a single-leg hopping motion.
- chest expansions**: Two figures with arms extended horizontally to the sides.
- arm circles**: One figure with arms extended horizontally, circles being drawn around the arms.
- alt chest expansions**: Two figures with arms raised vertically.
- arm circles**: One figure with arms extended horizontally, circles being drawn around the arms.
- torso rotations**: One figure standing with hands on hips, rotating the torso.
- hip rotations**: Two figures in a side-to-side hip rotation motion.
- torso rotations**: One figure standing with hands on hips, rotating the torso.
- shoulder rotations**: One figure standing with arms behind their back, rotating the shoulders.

# GORRI

## "GOR-RI"



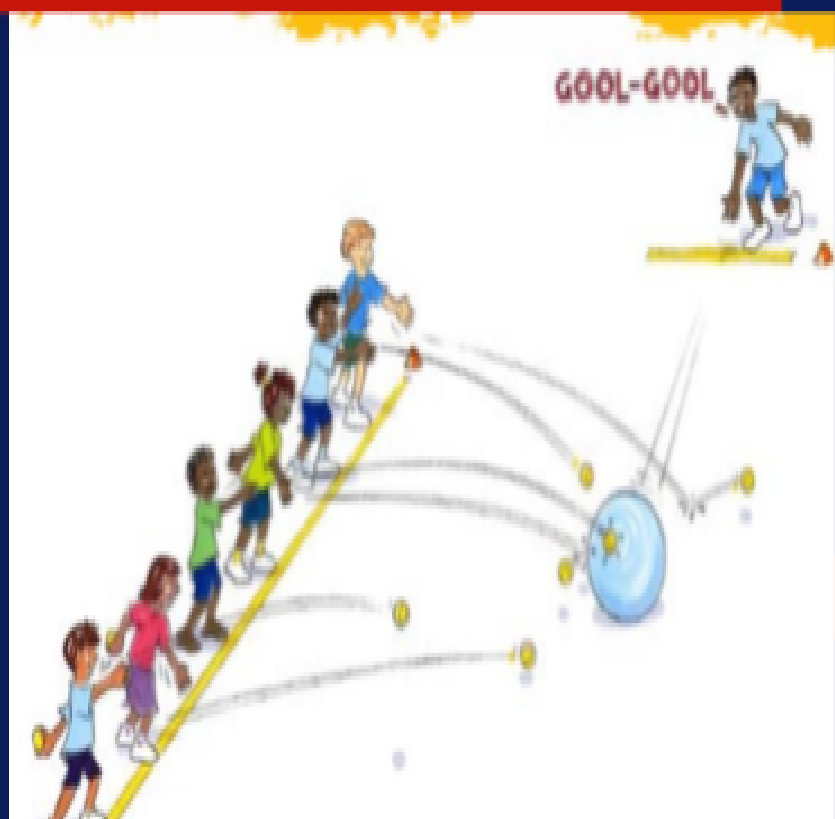
BOWL BALL OR DISC GAMES WERE PLAYED BY ABORIGINAL BOYS AND MEN IN ALL PARTS OF AUSTRALIA. FOR EXAMPLE IN WESTERN AUSTRALIA A PIECE OF ROUNDED BARK (DISC) WAS ROLLED AND USED AS THE TARGET. ACCURACY OF EYE AND SPEED IN CASTING THE SPEAR WERE EASILY LEARNED FROM THE DISC GAME. A LARGE BALL IS ROLLED AND PLAYERS TRY TO HIT IT WITH A TENNIS BALL.

### What you need

- > a rectangular playing area (backyard works fine)
- > 1 or 2 tennis/paper/soft balls per player (to throw at the moving target)
- > A variety of balls (targets) of different size (beach ball, soccer ball, exercise ball).

### How to play - Modified

Either by yourself or with a partner, you will need to mark out scoring zones, further away equals more points. You will roll your larger ball away from you and using your Tennis Balls aim to hit the target. If the ball comes to a stop and you hit it, it doesn't count.



### Stuck Indoors, No Problem

- > Roll a soft ball, or carefully roll a soccer ball and instead of using Tennis balls used scrunched up pieces of paper.

What is your record without missing a shot?







