

YEAR 5  
TERM 3, WEEK 8





# GLENDORE PUBLIC SCHOOL



CALLAGHAN  
EDUCATION  
PATHWAYS

*Where Everyone can Succeed*

RESPECT









CARING

LEARNING

SUCCESS

## Year 5 – Term 3, Week 8

### 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>Grammar in Writing</b></p>  <p>Week 8, Lesson 1</p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p><b>Spelling</b></p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p><b>Grammar in Writing</b></p>  <p>Week 8, Lesson 2</p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p><b>Reading</b></p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet 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>Grammar in Writing</b></p>  <p>Week 8, Lesson 3</p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p><b>Reading</b></p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet 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>DREW – Drop Everything and Write</b></p> <p>Use the prompt in your Microsoft Form</p> <p><b>Reading</b></p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p><b>Reading</b></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>Week 8, Lesson 4</p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>
	<b>Fruit and Movement Break</b>				



# GLENDORE PUBLIC SCHOOL



CALLAGHAN  
EDUCATION  
PATHWAYS






*Where Everyone can Succeed*

**RESPECT**

**CARING**

**LEARNING**

**SUCCESS**

	<p>Eat a piece of fruit or vegetable and take a 10 minute movement break. This could include doing a quick workout video or dance, creating your own circuit, playing a game with a sibling or making up your own movement activity.</p>				
	<p><b>Writing</b> <i>Editing task</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p><b>Writing</b> <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p><b>Writing</b> <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p><b>English Unit</b> <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>	<p><b>English Unit</b> <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>
<p><b>Recess Break</b></p>	<p><b>Recess Break</b></p>	<p><b>Recess Break</b></p>	<p><b>Recess Break</b></p>	<p><b>Recess Break</b></p>	<p><b>Recess Break</b></p>
<p><b>Middle Session</b></p>	<p><b>DEAR Reading</b> You can either choose a story on Epic or you can read a book from home</p>				
	<p><b>Maths</b> <i>Whole Number</i> Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p><b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p><b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p><b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p><b>Maths</b> Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Prodigy tasks.</p>



# GLENDORE PUBLIC SCHOOL

*Where Everyone can Succeed*









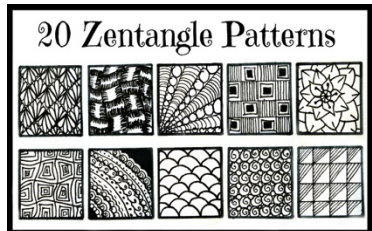
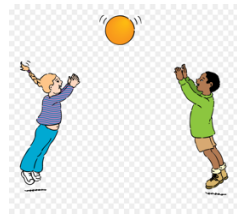


CALLAGHAN  
EDUCATION  
PATHWAYS

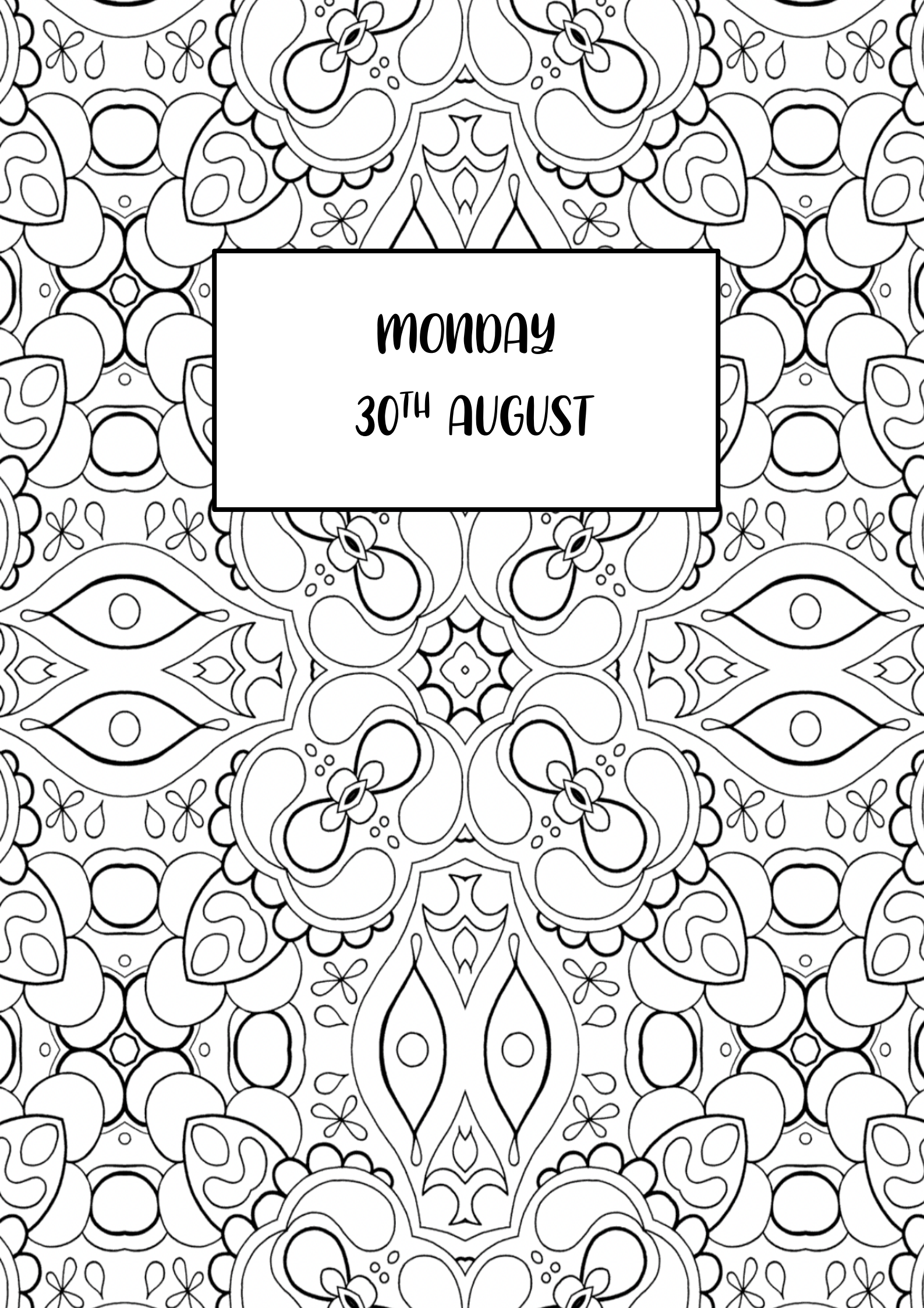
RESPECT

CARING

LEARNING

SUCCESS

	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	<p>Dance</p> <p>Follow the video to learn the <b>dance!</b>  <a href="https://www.youtube.com/watch?v=LaB9c3kQkfU">https://www.youtube.com/watch?v=LaB9c3kQkfU</a>            If you don't have internet access, make up your own dance routine and draw a visual representation of the movements in your booklet</p> 	<p>Visual Art</p> <p>Create a <b>Zentangle</b> artwork either in your booklet or on paper at home and upload a picture of it to your Afternoon session Form</p> 	<p>Outside Activity</p> <p>Go outside and <b>practice some sports skills</b> of your choice.            Upload a picture to your Form or write about/draw a picture of it in your workbook!</p> 	<p>BTN</p>  <p>Choose any episode of BTN you like and write about what you learnt -  <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></p> <p>If you don't have internet access, pretend you are a journalist and write your own newspaper article.</p>	<p>Free Choice</p> <p><b>Paper Airplane Competition</b>            See if you can come up with the BEST design for a paper airplane. Verse someone in your family or write about your design in your booklet/Form</p> 



**MONDAY**  
**30<sup>TH</sup> AUGUST**

	Week 8	Monday	Tuesday	Wednesday	Thursday
1.	sicken				
2.	shorten				
3.	broaden				
4.	sweeten				
5.	lengthen				
6.	height				
7.	quarter				
8.	enough				
9.	provide				
10.	sincerely				
11.	suit				
12.	reins				
13.	mobile				
14.	sewing				
15.	woollen				
16.	material				
17.	January				
18.	February				
19.	neighbour				
20.	manufacture				
21.	illegal				
22.	national				
23.	desperate				
24.	immediate				
25.	indigenous				

## 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 8

## Monday



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

Write your best paragraph here

---

---

---

---

---

---

---

Challenge Words	Definition	Example
<b>deserted</b>	Empty of people or things.	I love going to deserted beaches with soft sand.
<b>sentimental</b>	to be greatly emotional about something that means a lot to you	She saved her wedding gown for sentimental reasons
<b>distant</b>	far away in space or time	He stopped and gazed off at the distant hills
<b>banshee</b>	A female spirit whose wailing warns of a death in a house.	The little girl dropped her ice cream and began to howl like a banshee.
<b>luminous</b>	Giving off light; bright or shining.	The movie editor used the computer program to give the actress the luminous appearance of an angel.
<b>habitable</b>	Suitable or good enough to live in.	It was quite evident, however, that the ship was not habitable.

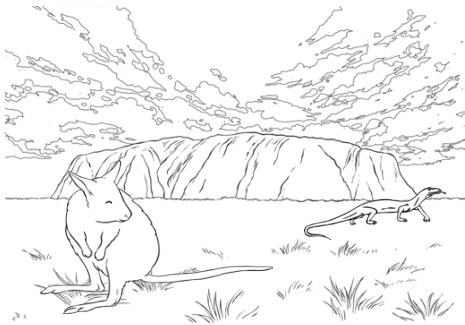


# Uluru – Editing

Read the following text about Uluru and make the necessary edits using the editing marking key.

## Editing Marks

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



during the 1870s, william giles and william gosse were first wite explorers in this rejion. Gosse was the first to reach uluru and named it 'Ayers Rok' after his supereor, sir henry ayers who was the Cheef Secretary of Sowth Australia it wasn't until the 1990s that it's tradishional name of Uluru was reinstated. It is now considered disrespectful to refer Uluru as 'Ayers Rock' in the early 1900s the Australian Goverment declard ownership land. By the 1950s tourists and land developers begun to make tracks to Uluru and Kata Tjuta. Tourist numbers steadily grew and by the early 1970s, the impakt tourism was having detramental effects on uluru and its surroundings. In 1973, the government agree to relocate accommodation facilities to a new site in order to protect and preserve uluru at the time only a few anangu were live at Uluru. most of the Anangu there scatterd into other rejions within central australia it was not until 1979 That a national park was acknowledged. This was Done to recognize the traditional owners of Uluru. In 1983 prime minister hawke announsed the government intention to grant ownership land back to the traditional owners.

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

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

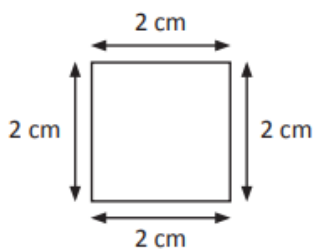
Wek 8 Maths Year 5 - Monday

Watch - [How to Find Perimeter | Math with Mr. J - YouTube](#)

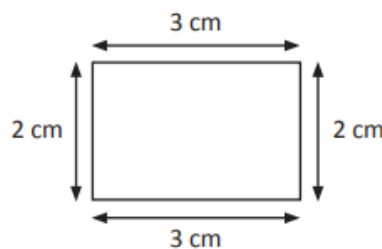
Read this -

### Perimeter – perimeter of shapes

**Perimeter** is the length around the outside of a shape.



The perimeter of the square is 8 cm.



The perimeter of the rectangle is 10 cm.

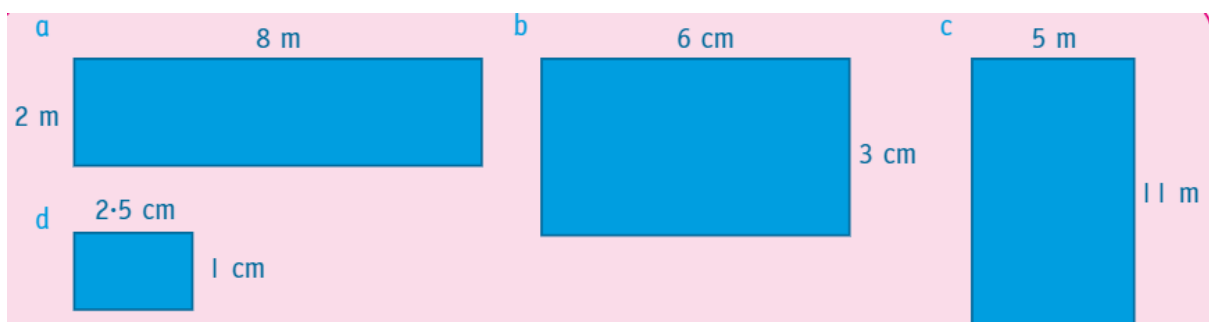
1. Write your answer in the answer box like this –

A =

B =

C =

D =



a 8 m  
2 m

b 6 cm  
3 cm

c 5 m  
11 m

d 2.5 cm  
1 cm

2. Find the perimeter of each shape. These shapes are squares so all the sides will be of equal length.

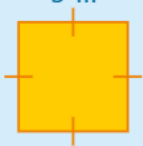
Write your answer in the answer box like this –

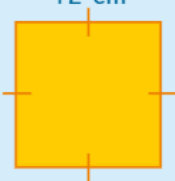
A =


B =

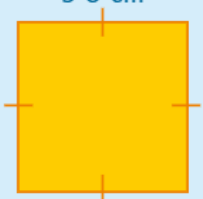
C =

D =

a  P =

b  P =

c  P =

d  P =

e Write the rule for finding the perimeter of a square.

3. Write the rule for finding the perimeter of a square?

4. Is the rule different for other shapes?

5 Find the perimeter of these polygons. Write your answer in the answer box like this –

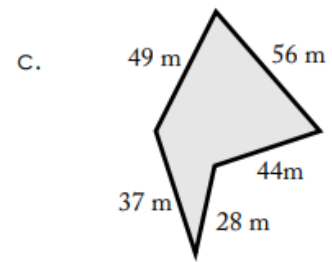
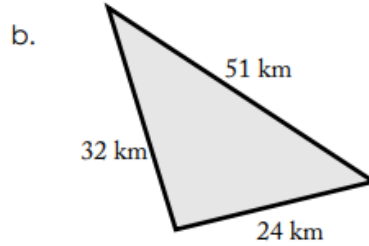
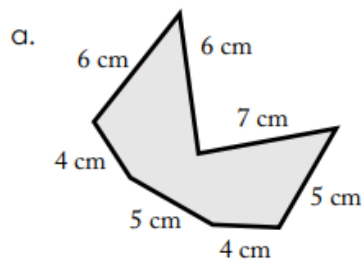
A =

B =

C =

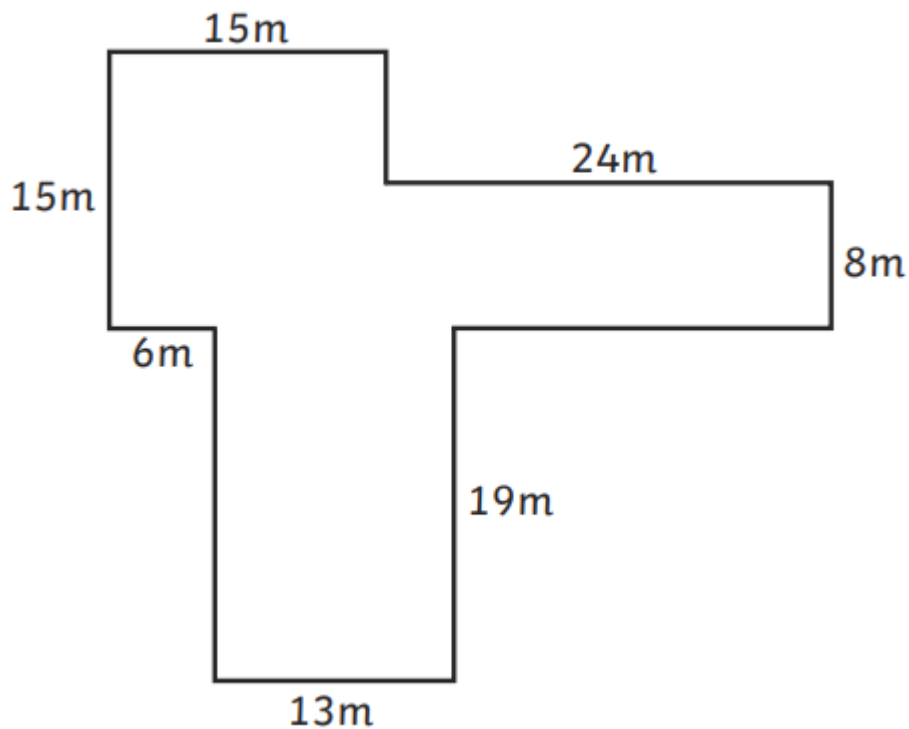
5.

Find the perimeter of each polygon.



6.

The school caretaker needs to price up some new guttering for the whole way round the school building. Work out the total perimeter of the school building from this plan so that she will know how much guttering to buy.

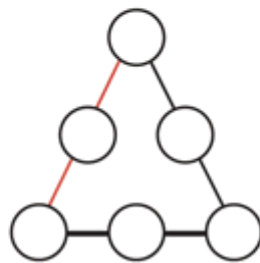


Problem solving –

Copy these puzzles out onto a piece of paper and upload it when you have solved them. There is more than one way to do it each one.

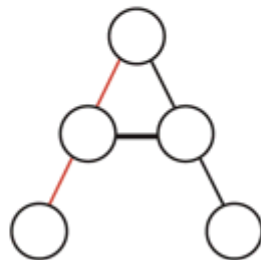
Write each of the digits from 1 to 6 in the circles in the figure below.

The sum of the 3 circles connected by the different lines on each side must be equal.



Select digits from 1 to 9 to complete the figure below.

The product of numbers in the circles connected by the different lines must be equal.



## Science Project- Due 13th September

Using the information provided complete a scientific research project on Mars.

- \* This will be completed over the next 3 weeks
- \* You can do your project at any time over the next 3 weeks
- \* **You MUST answer the following 4 questions (see below)**
- \* You will present the information in a PowerPoint, a booklet, a poster, a Word document or any other way you think would be appropriate (not a video)
- \* You will need to include pictures, graphs, tables or diagrams
- \* If you are presenting your project on a poster or booklet (handwritten), you must drop it into school for marking by **Monday 13th September**
- \* If you are presenting your poster using Word, PowerPoint or any other computer program, on **Monday 13th September**, Mrs Buckley and Mrs Le Quesne will add an announcement in your class teams for you to post it onto
- \* Every **Monday** at **1.30-1.45pm** Mrs Buckley and Mrs Le Quesne will open class teams board for you to post any questions about your project

### 1. **Clearly identify the key features of your planet.**

Here are some examples:

- \*size
- \*distance from the sun
- \*what is it made from
- \*anything else you think is important

### 2. **Describe and explain the interaction between the sun and your planet.**

- \*Compare their sizes
- \*What and how does your planet orbit?
- \*How long is one day on your planet?
- \*What is the temperature like on your planet?
- \*Does your planet have distinct seasons?
- \*Think about what role gravity might have to allow your planet and the sun to interact
- \*anything else you think is important

### 3. **Describe how scientists, astronauts and space missions from the past and present have improved our understanding of your chosen planet.**

\*Provide examples of what these scientists/astronauts/space missions have discovered.

Eg. NASA's Mars Exploration Project discovered that long ago Mars was soaked in acidic water. This helps us to understand that Mars is not a very likely planet to find living things.

### 4. **Explain the Indigenous perspective of your chosen planet.**

- \*What did Aboriginal and Torres Strait Islanders know about your chosen planet?
- \*How did they use this knowledge to help with their everyday lives?

Here is the marking rubric that teachers will use to give you a final score

## Earth's Place in Space- Marking Rubric

### Science Project- Planet Discovery

<b>Criteria</b>	No attempt- you have not answered the question at all	Developing- You have tried to answer all parts of the question, but you are missing some important information	Achieving- You have answered all parts of the questions	Taking it further- You have answered all parts of the question and have done a little more research yourself to show a deep understanding	Higher order thinking- You have answered all parts of the question and have done an extensive amount of your own research to show a very deep understanding
<u>Criteria 1:</u> Plans and conducts a scientific investigation; collects and evaluates data to communicate conclusions.					
<u>Criteria 2:</u> Understands and compares the key features of the chosen planet.					
<u>Criteria 3:</u> Demonstrates and describe the interaction between the Sun and the planet, their relative sizes and orbits.					
<u>Criteria 4:</u> Describes how scientists from the past and present have improved our understanding of the chosen planet.					
<u>Criteria 5:</u> Communicates how Aboriginal and/ or Torres Strait Islander Peoples use observation of the night sky (including the chosen planet) to inform their daily lives.					

# All about Mars

## Key Features:

Mars is the fourth planet from the Sun – a dusty, cold, desert world with a very thin atmosphere. Mars is also a dynamic planet with seasons, polar ice caps, canyons, extinct volcanoes, and evidence that it was even more active in the past.

Mars is one of the most explored bodies in our solar system, and it's the only planet where we've sent rovers to roam the alien landscape.

NASA currently has two rovers ([Curiosity](#) and [Perseverance](#)). These robotic explorers have found lots of evidence that Mars was much wetter and warmer, with a thicker atmosphere, billions of years ago.

## Mars

Planet



Mars is the fourth planet from the Sun and the second-smallest planet in the Solar System, being larger than only Mercury. In English, Mars carries the name of the Roman god of war and is often referred to as the "Red Planet". [Wikipedia](#)

**Moons:** [Phobos](#), [Deimos](#) [Trending](#)

**Distance from Sun:** 227.9 million km

**Orbital period:** 687 days

**Surface area:** 144.8 million km<sup>2</sup>

**Radius:** 3,389.5 km

**Length of day:** 1d 0h 37m

**Gravity:** 3.721 m/s<sup>2</sup>



## 10 Need-to-Know Things About Mars

1

### SMALL PLANET

If the Sun were as tall as a typical front door, Earth would be the size of a dime, and Mars would be about as big as an aspirin tablet.

2

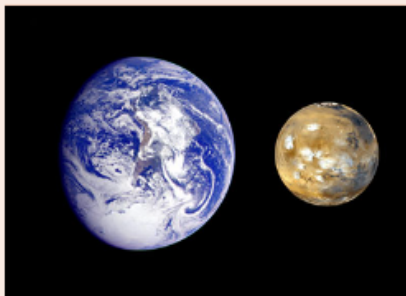
### FOURTH ROCK

Mars orbits our Sun, a star. Mars is the fourth planet from the Sun at an average distance of about 228 million km (142 million miles) or 1.52 AU.

3

### LONGER DAYS

One day on Mars takes a little over 24 hours. Mars makes a complete orbit around the Sun (a year in Martian time) in 687 Earth days.



4

### RUGGED TERRAIN

Mars is a rocky planet. Its solid surface has been altered by volcanoes, impacts, winds, crustal movement and chemical reactions.

5

### BRING A SPACESUIT

Mars has a thin atmosphere made up mostly of carbon dioxide (CO<sub>2</sub>), argon (Ar), nitrogen (N<sub>2</sub>), and a small amount of oxygen and water vapor.

6

### TWO MOONS

Mars has two moons named Phobos and Deimos.

7

### RINGLESS

There are no rings around Mars.

8

### MANY MISSIONS

Several missions have visited this planet, from flybys and orbiters to rovers on the surface. The first true Mars mission success was the Mariner 4 flyby in 1965.

9

### TOUGH PLACE FOR LIFE

At this time, Mars' surface cannot support life as we know it. Current missions are determining Mars' past and future potential for life.

10

### RUSTY PLANET

Mars is known as the Red Planet because iron minerals in the Martian soil oxidize, or rust, causing the soil and atmosphere to look red.



## Structure and Surface

- Mars is a terrestrial planet. It is small and rocky.
- Mars has a thin atmosphere.
- Mars has an active atmosphere, but the surface of the planet is not active. Its volcanoes are dead.

## Time on Mars

- One day on Mars lasts 24.6 hours. It is just a little longer than a day on Earth.
- One year on Mars is 687 Earth days. It is almost twice as long as one year on Earth.

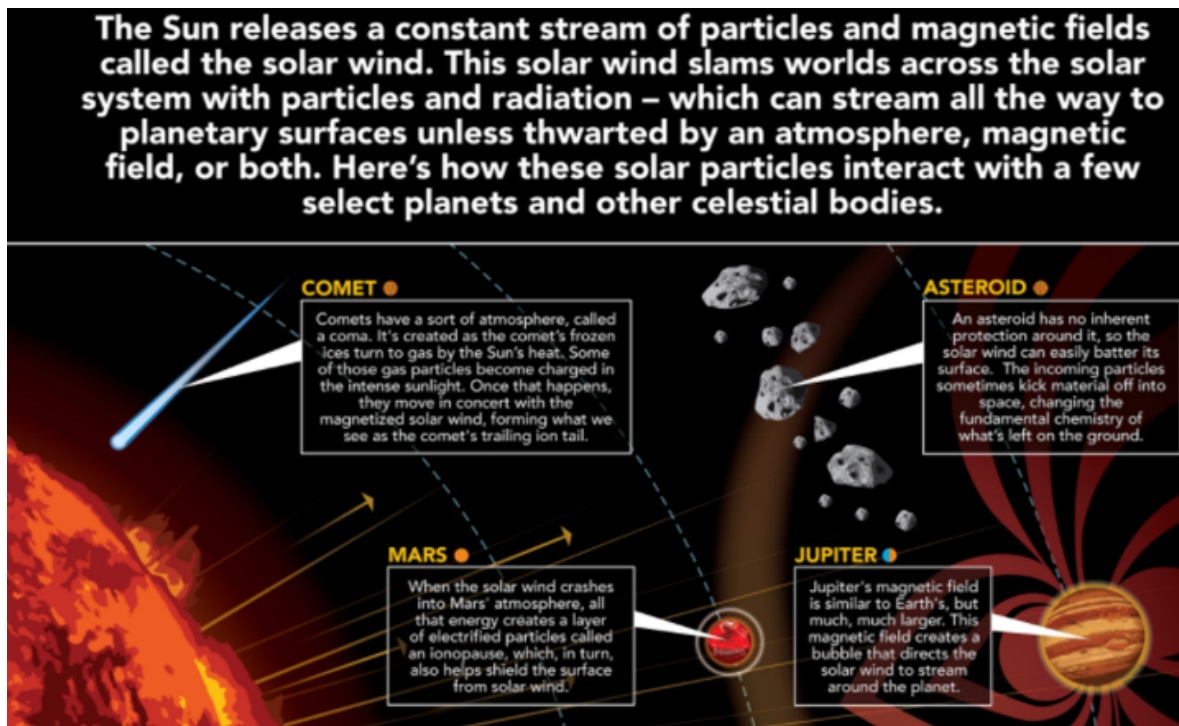
## Mars' Neighbors

- Mars has two moons. Their names are Phobos and Deimos.
- Mars is the fourth planet from the Sun. That means Earth and Jupiter are Mars' neighboring planets.

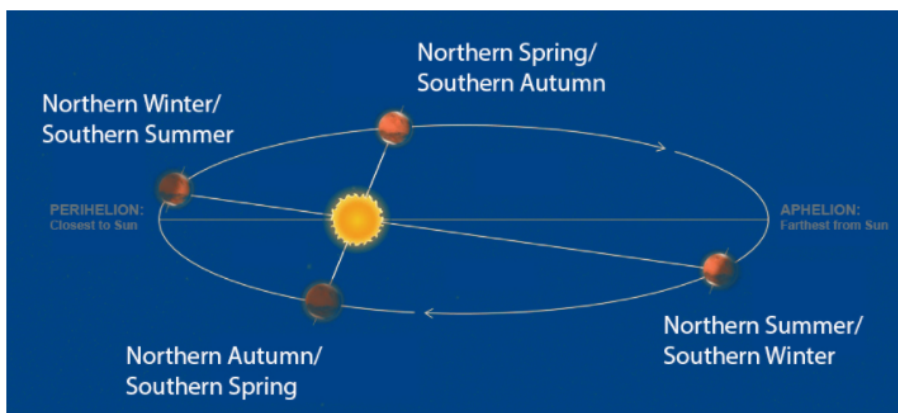
## Quick History

- Mars has been known since ancient times because it can be seen without advanced telescopes.
- Several missions have visited Mars. And Mars is the only planet we have sent rovers to. They drive around Mars, taking pictures and measurements.

## Interaction between the Sun and Mars:



Mars has distinct seasons because of its interaction with the sun.



**July 01, 2016**

Mars has four seasons just like Earth, but they last about twice as long. That's because it takes about two Earth years for Mars to go around the sun. July 4, 2016 just happens to be the start of spring in the southern hemisphere on Mars, where Mars rovers Curiosity and Opportunity are exploring.

The southern hemisphere has "harsher" seasons than in the north. During Southern winter, Mars is farthest away from the Sun in its elliptical orbit around the Sun. That's different from Earth, because our planet has a near circular orbit. Winter in the southern hemisphere is worse, because Mars is the farthest away from the Sun and moves more slowly in its orbit. Going from a winter to warmer spring can be quite dramatic.

Spring for the rovers on Mars is the start of the dust season. Dust storms can brew in one area of the planet, and grow into planet-wide storms. Global dust storms can even blanket the whole planet, covering it from sight. Data from orbiters can tell us a lot about to scope and scale of storms and how they affect rovers on the ground.

## How scientists have improved our understanding of Mars:

Curiosity rover:

On [Earth](#), where there is water, there are living things. We know that [Mars](#) had water a long time ago. But did it also have other conditions life needs?

To find out, NASA sent the Curiosity rover to Mars. Curiosity is the largest robot to ever land on another planet. It is about the size of a small SUV.

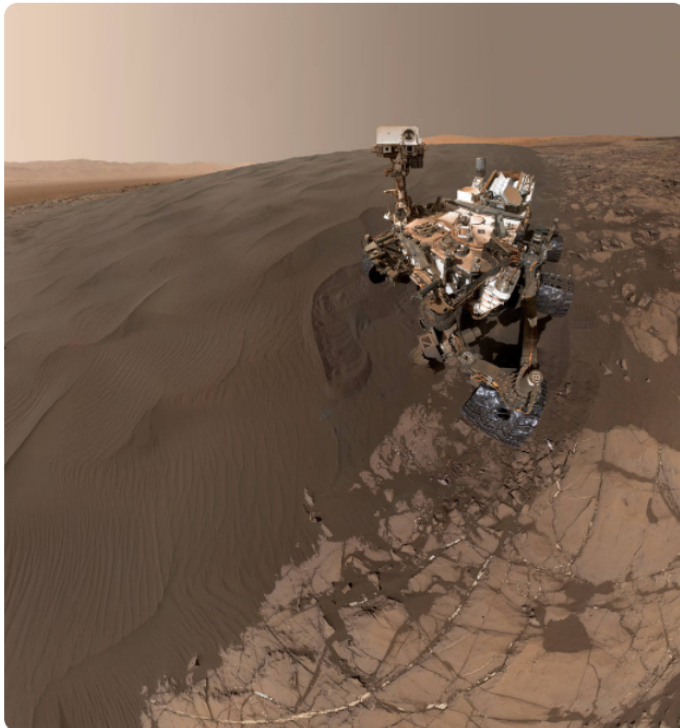
Curiosity landed in Gale Crater. This crater is special because it has a tall mountain in the middle. The mountain has many layers of rock. Each layer is made of different minerals from different time periods. These minerals could tell scientists about the history of water on Mars.

The rover uses many scientific instruments to study the rocks in Gale Crater. Curiosity used its drill to make a hole in a rock that once was mud at the bottom of a lake. One of its other instruments studied the powder drilled from the rock. This information helped scientists learn that the Gale crater had ingredients that ancient life would have needed to survive.

Scientists sent Curiosity to Mars to measure lots of other things, too—including radiation. Radiation is a type of energy that can come from the sun. It travels in high-energy waves that can be harmful to living things. Curiosity found that Mars has high, dangerous levels of radiation. NASA will use Curiosity's radiation data to design missions to be safer for human explorers.

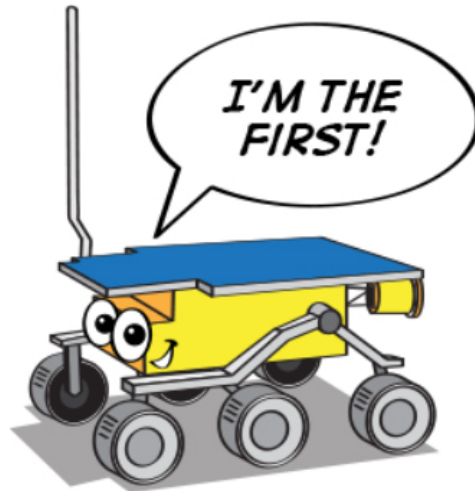
Curiosity brought 17 cameras with it to the Red Planet—more than any other rover. It uses some of its cameras to take photos of its journey. Cameras also act as Curiosity's eyes, helping it to spot and stay away from danger.

One of Curiosity's cameras—at the end of its 7 foot long robotic arm—even acts like a sort of “selfie stick.” It can hold the camera two meters away and take a selfie to send back to Earth!



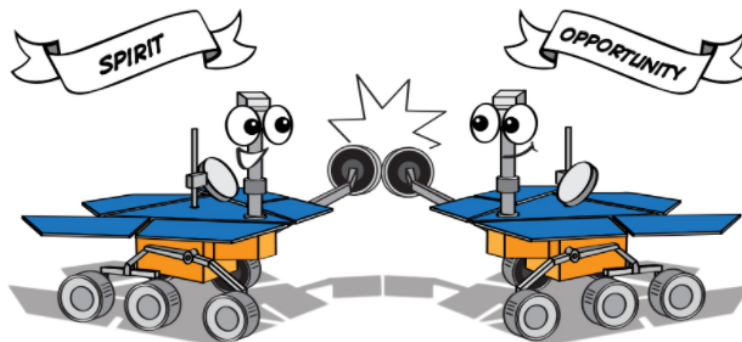
*A self-portrait of Curiosity on a Martian sand dune. At this site, it used instruments to scoop up and study sand samples. Credit: NASA/JPL-Caltech/MSSS*

Sojourner Rover:



In 1997, NASA scientists did something pretty amazing. For the first time, they used a small wheeled robot to study the surface of [Mars](#). This robotic explorer, called a **rover**, was named Sojourner. It was only about the size of a microwave oven. However, it went on to share lots of important new information with scientists.

Spirit and opportunity Rovers:



After the success of the [Sojourner rover](#), NASA wanted to send more rovers to learn about [Mars](#). So, in 2003, they sent two rovers to the Red Planet. The rovers were named Spirit and Opportunity. Together, they were part of the Mars Exploration Rover mission.

The rocks that Spirit and Opportunity studied showed scientists that a long time ago, water on Mars may have looked a lot like water on Earth. Mars once had lakes and rivers on the surface. Like Earth, it also had water below the ground, as well as water vapor in the atmosphere

## Perseverance Rover:

Rovers on [Mars](#) have collected evidence of water and some of the chemical building blocks of life. Scientists think it might be possible that life existed on Mars a long time ago. If there were living things, they were probably teeny tiny little organisms—something like bacteria here on [Earth](#). But, did life actually ever get started on Mars?

The Mars 2020 mission hopes to answer that question. The mission sent a rover very similar to [Curiosity](#) to explore the rocks, dirt, and air on Mars. Like Curiosity, the Perseverance rover is the size of a small SUV. The new rover has a different goal and different instruments. It will look directly for signs of past life on Mars.

The new rover will also experiment with a natural resource that would be helpful in planning a human mission to Mars.

The atmosphere of Mars is made mostly of a gas called carbon dioxide. But many living things (including humans) need oxygen to breathe. If a human were to go to Mars, they would have to bring lots of oxygen. However, there isn't much room on the spacecraft to carry liquid oxygen.

The rover will test a method for getting oxygen from the air in the Martian atmosphere. This will help NASA plan for the best designs to send human astronauts to explore Mars one day.

## **Aboriginal and Torres Strait Islander Knowledge of Mars and the Solar System:**

Aboriginal and Torres Strait Islander people are keen observers of the night sky, having detailed knowledge systems built around the Sun, Moon, and planets visible to the eye (as a distance from the Sun: Mercury, Venus, Mars, Jupiter, and Saturn). For countless generations, they studied the motions of Solar System bodies through detailed observation, which was recorded and passed to successive generations through oral tradition. Aboriginal and Torres Strait Islander people distinguished planets from the background stars, noted the changing positions of planets in the sky over days and months, observed their changing positions relative to each other, and characteristics of their journey across the sky.

In many Aboriginal traditions, the planets are seen as children of the Sun and Moon. They represent ancestor spirits walking across the sky, connecting ceremony and Law to various groups of stars. In Wardaman Aboriginal traditions, Uncle Bill Yidumduma Harney describes the planets moving across the sky as ancestral beings walking along a road. Just as you or I walk down the street, sometimes we stop and turn back before moving forward again. Sometimes we slow down and chat with other people during our journey. Uncle Yidumduma says the ancestral beings are coming back for another 'yarn' with other planets as they travel across the sky.<sup>1</sup> Sometimes they come close together, in what is called a *conjunction*.

The Wardaman traditions about planet spirits moving back and forth during their journey along the Dreaming Road is a description of retrograde motion, showing us how Aboriginal people long ago observed the complex motions of the planets and incorporated that knowledge into oral traditions, which were passed to younger generations.

## Monday Afternoon session – Dancing!


*End your Monday by getting up and moving through DANCE.  
If you can, head to the link below and follow the dance routine.*



<https://www.youtube.com/watch?v=LaB9c3kQkfU>

If you don't have internet access, make up your own dance routine. Use the space below to create a visual representation of the movements in your dance. You could use stick figures to show the dance moves or even use a code with a key.

For example, ★ = bop on the spot



**TUESDAY**  
**31<sup>ST</sup> AUGUST**



# UNIT 24

## Phonics

sicken  
shorten  
broaden  
sweeten  
lengthen

## Basic list / High frequency

height	suit	material
quarter	reins	January
enough	mobile	February
provide	sewing	neighbour
sincerely	woollen	manufacture

## Difficult Own words

illegal	
national	
desperate	
immediate	
indigenous	



**Spelling rule**  
These **ei** words have different sounds to the "eee" sound made by **ie** as in **belief**.

1. Add **ei** to complete these words.

- |                |              |
|----------------|--------------|
| a h ___ ght    | f r ___ n    |
| b th ___ r     | g v ___ n    |
| c n ___ ghbour | h w ___ ght  |
| d ___ ght      | i sl ___ gh  |
| e v ___ l      | j fr ___ ght |

## Word meanings

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

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| a Second month of the year _____ | d One piece out of four _____       |
| b To make something longer _____ | e Made of wool _____                |
| c One who lives near you _____   | f Fabric used to make clothes _____ |

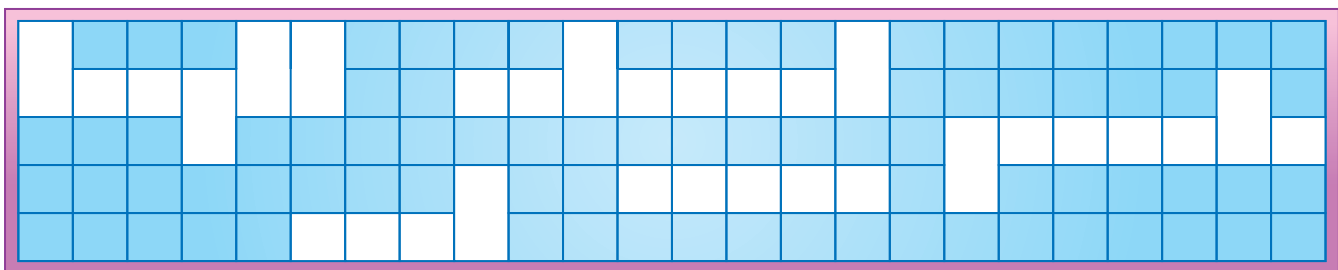
## Wrong spelling

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

- |   |  |
|---|--|
| a Australia Day is the 26th of <b>January</b> . | c That will be <b>enoufe</b> food for the party. |
| b Can you sing our <b>natenal</b> anthem?       | d Melissa took the <b>reines</b> off her horse.  |

## Word shapes

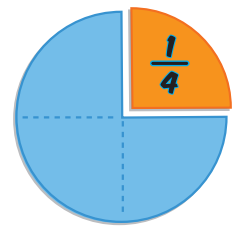
4. Choose list words to match the word shapes.



## Word building

5. Complete the word building table.

a	provide		provided	
b		quarters		quartering
c	manufacture		manufactured	



# Year 5 Grammar in Writing Term 3 Week 8

Tuesday



Challenge Words	Definition	Example
<b>deserted</b>	Empty of people or things.	I love going to deserted beaches with soft sand.
<b>sentimental</b>	to be greatly emotional about something that means a lot to you	She saved her wedding gown for sentimental reasons
<b>distant</b>	far away in space or time	He stopped and gazed off at the distant hills
<b>banshee</b>	A female spirit whose wailing warns of a death in a house.	The little girl dropped her ice cream and began to howl like a banshee.
<b>luminous</b>	Giving off light; bright or shining.	The movie editor used the computer program to give the actress the luminous appearance of an angel.
<b>habitable</b>	Suitable or good enough to live in.	It was quite evident, however, that the ship was not habitable.

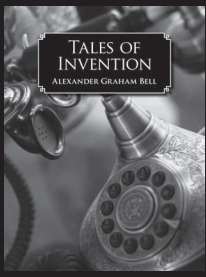
## Active vs. Passive Voice

- In the **ACTIVE VOICE**, the subject of the sentence- the person, animal, or thing performing the action- **ACTION VERB**.
- In the **PASSIVE VOICE**, the subject of the sentence is either not present, or is the object of a preposition – it uses a **HELPING VERB**.



Identify if the following sentences are written in a **passive** or an **active** voice

Isaac threw a ball at the window	active/ passive
Helen practised her recorder every day.	active/ passive
The damage was caused by the storm.	active/ passive
The magician pulled a rabbit from the hat.	active/ passive
The plane is boarded by the family	active/ passive
The flowers were grown by my nan.	active/ passive



# Lesson 100 • Tales of Invention

Name \_\_\_\_\_

## Point of View

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

## Read the passage.

Circle the name of the author of the text.

Ted Wren continues his series about famous inventors. This week, he looks at the inventor of the telephone.

Highlight the word that expresses an opinion about Alexander Melville Bell.

In paragraph 2, underline the pronouns.

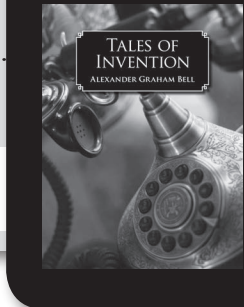
Alexander Graham Bell was born in Scotland in 1847. His father, Alexander Melville Bell, was an expert on speech and how the voice worked. His mother, Eliza, had poor hearing but learnt to play the piano very well.

Colour the phrase that expresses an opinion about Eliza Bell.

## Colour the correct answers.

- From whose **point of view** is the description of Alexander Graham Bell's family written?  
 Alexander Melville Bell's    Ted Wren's    Alexander Graham Bell's    Eliza Bell's
- Which pronoun is the clue to question 1's answer?  
 his                       I                       we                       you
- How does the author express an **opinion** about Alexander Melville Bell?  
 He tells us what Alexander Melville Bell did for a living.  
 He tells us where Alexander Melville Bell came from.  
 He calls Alexander Melville Bell an expert on speech.  
 He tells us who Alexander Melville Bell's son was.
- How does the author express an **opinion** about Eliza Bell?  
 He tells us she was Alexander Graham Bell's mother.  
 He tells us she played the piano very well.  
 He tells us she could play the piano.  
 He tells us which country she came from.

# Lesson 100 • Tales of Invention



Name \_\_\_\_\_

### Read the passage.

Underline a sentence that shows that Alexander Graham Bell wanted to help people.

In paragraph 1, circle the key words that show that Alexander Graham Bell had a good imagination.

In 1865 Bell studied how the mouth was used to make sounds and speech. In 1870, the Bells moved to Canada, then America. The next year, young Alexander began to teach at a school for deaf people. He experimented with many inventions. Bell came up with the ideas and his assistant, Thomas Watson, made the equipment. They invented an electric speaking telegraph, which we now call a telephone.

On March 10, 1876, Alexander Graham Bell made the first ever telephone. His diary from that day records, "I then shouted into the mouthpiece the following sentence: 'Mr Watson, come here—I want to see you.' To my delight he came and declared that he had heard and understood what I said."

Highlight the phrase that shows that the telephone was only one of Alexander Graham Bell's inventions.

Colour the phrase that tells us how Alexander Graham Bell felt when he discovered that his invention worked.

1 In your **view**, which of the following words could be used to describe Alexander Graham Bell? You may choose more than one word.

- curious                     
  lazy                                     
  imaginative                                     
  talented

2 Now explain why you chose those words. Use evidence from the text to support your reasons.

---



---



---



---



---



---



---



---

## Writing – Procedures

### Chatterbox fun

We all love to make/play with chatterboxes. Today your task is to write a procedure on how to make one! This might be tricky. You must think about how you are going to **clearly** instruct your reader so that they make the perfect chatterbox.

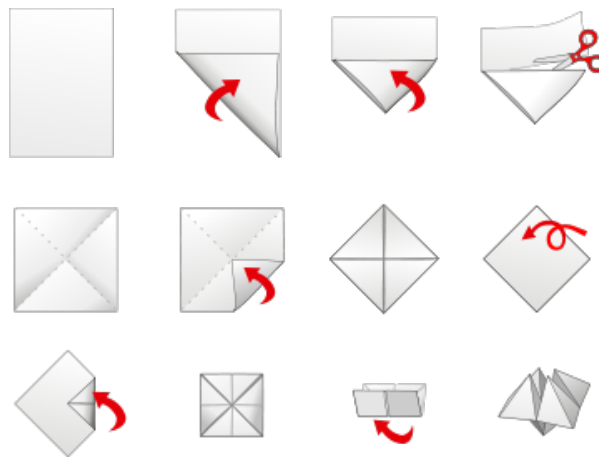


Here's a video that shows how to make one.

Notice there is no speaking, because YOU will be writing the steps

[https://www.youtube.com/watch?v=PQy--WWGi\\_Q](https://www.youtube.com/watch?v=PQy--WWGi_Q)

If you don't have access to the video and don't already know how to make a chatterbox, you can use the image below



#### You must have:

- Title
- Goal
- Equipment
- Method (clear and detailed steps)

#### Think about:

- **Adverbs. HOW** should the reader fold the paper? (*Gently, roughly, precisely?*)
- **Position. WHERE** should each fold go? (*top, bottom, left, right, back, front, etc*)

You may draw diagrams to go with your procedure. They should be neatly drawn with a ruler.

Write your procedure on the next page. Then give someone in your family a go at making it!

Chatterbox Procedure

---

---

---

---

---

---

---

---

---

---

---

---

---

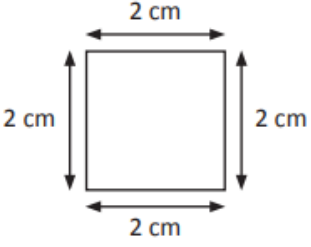
---

---

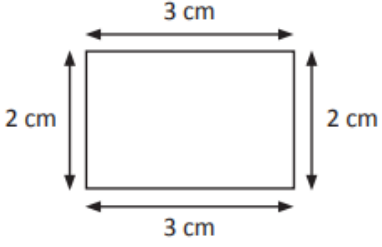
Review -

### Perimeter – perimeter of shapes

**Perimeter** is the length around the outside of a shape.

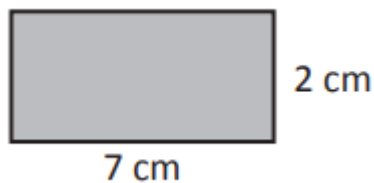


The perimeter of the square is 8 cm.



The perimeter of the rectangle is 10 cm.

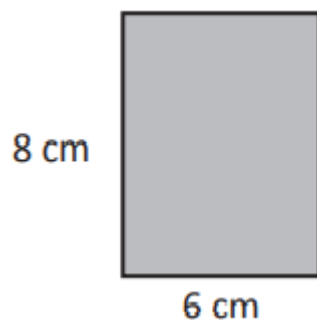
1. This rectangle only has measurements for 2 sides. Would the formula for finding the perimeter be -



Options –

1.  $7 \times 7 \times 7 \times 7$
2.  $7 \times 7 \times 7 \times 2$
3.  $2 \times 2 \times 2 \times 7$
4.  $7 \times 7 \times 2 \times 2$

2. This rectangle only has measurements for 2 sides. Would the formula for finding the perimeter be –



1.  $6 \times 6 \times 6 \times 6$
2.  $8 \times 8 \times 6 \times 6$

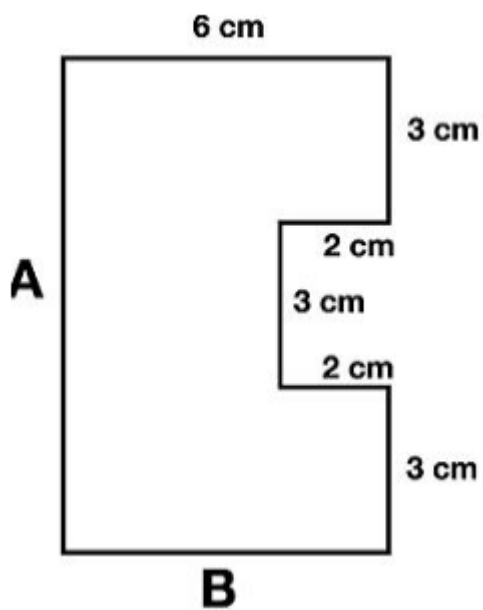
3.  $6 \times 6 \times 6 \times 8$

4.  $8 \times 8 \times 8 \times 6$

3. Explain how you can find the perimeter of a shape when you don't have all the measurements.

4. What is the length of side B?

Explain how you found the length of side B.



5. What is the length of side A?

Explain how you found the length of side A.

6. What is the perimeter of the shape?

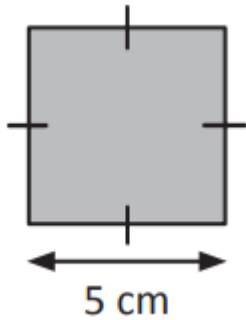


7. Read -

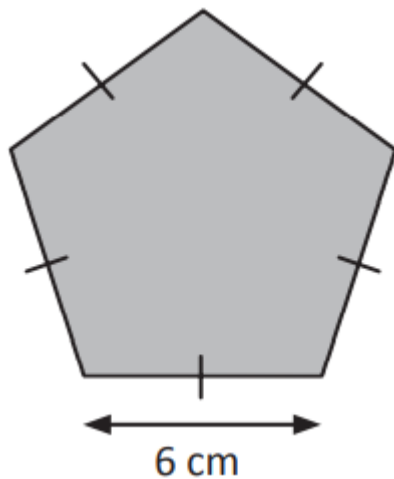
These regular polygons\* have sides of equal lengths.

The diagram shows four regular polygons arranged horizontally. From left to right: a regular octagon with a side length of 2 cm and a perimeter of  $P = 16$  cm; a regular pentagon with a side length of 2 cm and a perimeter of  $P = 10$  cm; a regular hexagon with a side length of 1 cm and a perimeter of  $P = 6$  cm; and a square with a side length of 1 cm and a perimeter of  $P = 4$  cm. Each polygon has a double-headed arrow below it indicating the side length, and the perimeter is labeled below the arrow.

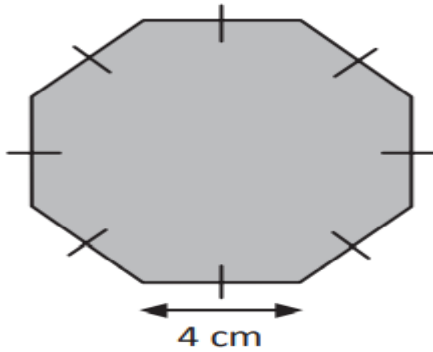
8. Find the perimeter of this regular polygon. Show your working out.



9. Find the perimeter of this regular polygon. Show your working out.



10. Find the perimeter of this regular polygon. Show your working out.



Perimeter word problems -

11. A farmer wants to put a fence around a piece of land to keep his sheep away from his cows. One side of the fence is 12m, the second side is 11m and the third side is 13m. What is the total perimeter of the fence?

12. Katie has a hexagonal fish tank. She wants to buy a strip of fake plants to stick around the perimeter of the tank. All the sides measure 15cm each. How many centimetres of the fake plants will she need to buy to stick all the way around the fish tank?

Problem solving – copy out this problem and upload you answer

Suppose you only have 5 cent, 10 cent and 50 cent coins.

Arrange them in such a way that the sums of their values in each row and column are as shown in the following figure:

○	○	○	○	→ 30
○	○	○	○	→ 35
○	○	○	○	→ 65
○	○	○	○	→ 75
↓ 30	↓ 80	↓ 75	↓ 20	

## Geography Week 8

Inquiry question – How do the traditional practices of Aboriginal people affect the land?

### Firestick Farming



Aboriginal people have traditionally used fire to manage the land. The practice is called firestick farming and it is a way of burning the land to find food without damaging it.

Firestick farming helps to reduce the risk of bushfires by clearing plants that fuel bushfires. After the burn there is more area for different types of plants and food to grow.

The fire encourages the growth of different kinds of plants in different areas throughout the year. The heat from fire triggers the germination of seeds, leading to the growth of food plants. The ash after the fire becomes a fertilizer that feeds the earth and plants. The plants attract animals that Aboriginal peoples hunt, such as kangaroos, wallabies, and bilbies. Burning the bush helps to flush these animals out into the open to make hunting easier.

One example of the benefits of firestick farming was in desert areas that were usually covered with spinifex grass. Aboriginal people burned the spinifex, clearing the land for growth of edible plants. Among them were wild tomatoes and wild bananas, which were staple foods for people of the desert.

## Traditional European Farming Methods



Traditional farming has many issues for the land –

Too much farming can cause erosion. Erosion is when natural forces like water, wind, ice, and gravity wear away rocks and soil. Soil erosion can create problems for farmers because the land is stripped of nutrients and food crops cannot grow.

Drought is a big problem for farmers and the land. Drought can be caused by people because cutting down trees to make room for huge farms and diverting rivers to water crops changes the natural environment and interferes with nature and contributes to drought.

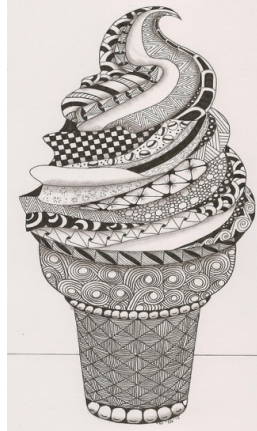
More than half the world's land is being used for food crops and farming. Since the industrial revolution massive farms use 70% of water resources and produce huge amount of emissions that contribute to global warming. Chemical fertilizers are used on crops to grow more food but pollute the environment and harm the soil.



## Tuesday – afternoon session

### Zentangle artwork

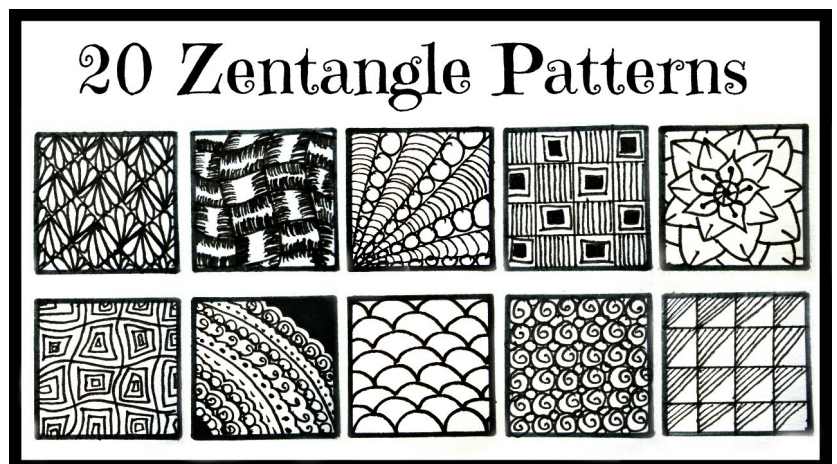
This afternoon you are going to create a Zentangle. Look at the examples below.



A Zentangle is a miniature abstract work of art created by a collection of patterns.

First, draw the outline of an object ~ anything ~ a flower, an animal, a letter of your name, or even trace your hand. Make sure it is just a simple outline without detail, because you will fill it with patterns!

Next, create patterns inside your drawing. You might like to use black marker to make your designs bold. Use some of the patterns in the examples below if you like. Why not add a background once you're finished!



Create your Zentangle on the next page 😊





WEDNESDAY  
1<sup>ST</sup> SEPTEMBER



**Cipher**

ABC	DEF	GHI
JKL	MNO	PQR
STU	VWX	YZ

6. Find these list words using the cipher.

a ... | ... | ... | ...

b ... | ... | ... | ... | ...

c ... | ... | ... | ... | ... | ... | ...

d ... | ... | ... | ... | ... | ...

---



---



---

7. Write the **base word** for each group.

- a provided, providing, provider \_\_\_\_\_
- b sweeten, sweets, sweeter \_\_\_\_\_



8. Write these list words in a sentence.

- a provide \_\_\_\_\_
- b sewing \_\_\_\_\_
- c desperate \_\_\_\_\_

9. Write two more words that have these patterns. You may need to use a **dictionary**.

- a **technical, technique** \_\_\_\_\_
- b **surge, surcharge** \_\_\_\_\_

**Homophones**

10. Shade the correct word.

- a I will sew / so the button on.
- b Please don't be sew / so rude.
- c Are you teaching her to sew / so?
- d Tom will sow / so the field with seed.
- e Bill was sick sow / so he went to bed.

**Rhyming words**

11. Write the list words that rhyme with:

a	thicken	_____
b	slight	_____
c	feigns	_____
d	loot	_____
e	growing	_____

**Grammar – Personal pronouns**

12. Pronouns take the place of a noun. E.g. **he, she, we** and **they**.

Write a pronoun to complete each sentence.

- a Thomas said that \_\_\_\_\_ would wear a suit to the meeting in January.
- b Sarah has a woollen beanie that \_\_\_\_\_ always wears to the football.
- c Jack and Mia went to a party but \_\_\_\_\_ stayed inside because it rained.
- d Peter said that \_\_\_\_\_ would assist me with my project.
- e "\_\_\_\_\_ are not paying \$140 for the tickets," said Blake and Alexis.



**Punctuation**

13. Rewrite this sentence with correct punctuation.

can we go swimming walking and biking at the camp

# Year 5 Grammar in Writing Term 3 Week 8

Wednesday



Challenge Words	Definition	Example
<b>deserted</b>	Empty of people or things.	I love going to deserted beaches with soft sand.
<b>sentimental</b>	to be greatly emotional about something that means a lot to you	She saved her wedding gown for sentimental reasons
<b>distant</b>	far away in space or time	He stopped and gazed off at the distant hills
<b>banshee</b>	A female spirit whose wailing warns of a death in a house.	The little girl dropped her ice cream and began to howl like a banshee.
<b>luminous</b>	Giving off light; bright or shining.	The movie editor used the computer program to give the actress the luminous appearance of an angel.
<b>habitable</b>	Suitable or good enough to live in.	It was quite evident, however, that the ship was not habitable.

## Amazing Active Voice

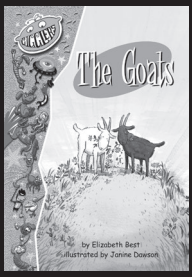
Can you write descriptions of these photos in the active voice?



The children enjoyed climbing during their school camp.



They spent the day kayaking down the river.



# Lesson 101 • The Goats

Name \_\_\_\_\_

## Making Predictions

We can predict what is going to happen in a text based on clues in the words and pictures and what we already know.

## Read the passage.

Circle the verb that tells us what the goats did to the children.

Underline the sentence that tells us why Mr Kent was pleased with the goats.

Circle the phrase that tells us where Mr Kent was when he saw the yabbies.

Lots of children heard about the goats and came to visit. Morecambe and Wise put their heads down and butted them in all directions.

The children thought it was great fun — that is, the ones that got away did. The children who didn't escape went home crying and told their mothers. Mr Kent smiled when he saw what was happening. "These goats are as good as a watchdog," he said. "This'll put a stop to whoever is nicking our strawberries."

Mr Kent wasn't so happy the next day.

He was at the dam. He leaned forward, then called excitedly to Mrs Kent, "We've got some baby yabbies! Hurray!"

Put a box around two words that tell us why some children went home crying.

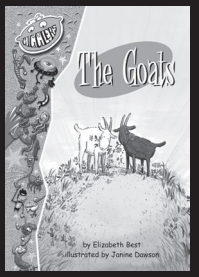
Highlight the words that tell us how Mr Kent was standing when he looked at the yabbies.

Colour the sentence that tells us why Mr Kent was excited.

## Colour the correct answers.

- What three predictions can you make about what will happen next in the story?
  - One of the goats will butt Mr Kent.
  - Mr Kent will be angry.
  - Mr Kent will get wet.
  - Mr Kent will push the goats into the dam.
  - Mrs Kent will push Mr Kent into the dam.
  - The goats will eat the baby yabbies
- What **evidence** is there in the text to support your predictions? Select two answers.
  - Mr Kent was excited about the yabbies.
  - Some of the children got away from the goats.
  - The goats have shown that they like to butt people.
  - Someone had been stealing the Kents' strawberries.
  - The children didn't like it when the goats butted them.
  - Mr Kent was in the right position to get butted.

# Lesson 101 • The Goats



Name \_\_\_\_\_

## Read the passage.

Circle the word that tells us how Mrs Kent felt when she saw that the children were missing.

Colour the words that tell us what Wise did to Mrs Kent as she searched for the children.

When Mrs Kent went in to wake the children, she was terribly shocked.

“The children aren’t here!” she cried to Mr Kent. “Where could they be?”

Mr and Mrs Kent looked everywhere. They looked inside the house and outside the house.

Morecambe starting butting his head against Mr Kent as he searched near the shed.

Wise started pushing against Mrs Kent while she peered under the car.

“The goats are trying to tell us something,” said Mr Kent.

“Let’s untie them and see what they do,” replied Mrs Kent.

Highlight the words that tell us what Morecambe did to Mr Kent as he searched for the children.

Underline what Mr Kent said to Mrs Kent.

1 What do you **think** the goats are going to do after Mr and Mrs Kent untie them?

---

---

---

2 What **evidence** is there in the text that helped you make your **prediction**?

---

---

---

---

---

---

---

---

## Writing – Procedures

Recap:

What type of text is a procedure?

---

What are some different types of procedures?

---

---

What are some important things to remember to include when writing a procedure?

---

---

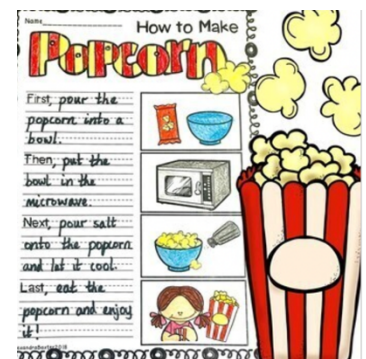
**Today, you're going to choose one of the topics from the list (on the next page) and write your own procedure.**

Be sure to include a **heading/title, goal, equipment, method.**

Make it **detailed**. Full sentences. Correct punctuation.

**Be creative!**

*You might like to decorate your procedure by adding some artwork to it. Your procedure will be much more detailed than this one ---> However you might like to add a colourful heading and some drawings.*



# Procedural Writing Topic Ideas/Prompts

- How do you play your favorite game?
- How do you tie shoes?
- How do you put on makeup?
- How do you make a snowman?
- How do you get to \_\_\_\_\_?
- How do you make \_\_\_\_\_? (*favorite recipe*)
- How do you keep a friend?
- How do you care for a pet?
- How do you get a good report card?
- How do you tidy a desk? room? house?
- How do you give your pet a bath?
- How do you make your favorite sandwich?
- How do you get better at reading?
- How do you make popcorn?
- How do you ride a bike? skateboard?
- How do you make the best of a rainy day?
- How do you make a friend?
- How do you carve a pumpkin?
- How do you decorate a Christmas tree?
- How do you sharpen a pencil?
- How to prepare for a fire drill?
- How to make and pack a lunch?
- How to whistle?
- How to blow bubbles with bubble gum?
- How to paint a picture?
- How to use a self serve checkout?
- How do you make your bed?
- How do you tidy a room?
- How do you keep your teacher happy?

Pick a topic from this list and write your procedure on the following page. You might need to rule some lines to make sure your procedure is neat.




Times table challenge

$11 \times 3 =$	$11 \times 12 =$	$10 \times 12 =$	$3 \times 5 =$	$1 \times 9 =$	$7 \times 3 =$
$12 \times 12 =$	$1 \times 2 =$	$9 \times 8 =$	$12 \times 8 =$	$2 \times 9 =$	$7 \times 6 =$
$8 \times 3 =$	$12 \times 1 =$	$5 \times 8 =$	$3 \times 6 =$	$6 \times 1 =$	$1 \times 6 =$
$9 \times 11 =$	$4 \times 3 =$	$4 \times 9 =$	$11 \times 7 =$	$1 \times 3 =$	$9 \times 5 =$
$3 \times 4 =$	$8 \times 9 =$	$2 \times 7 =$	$8 \times 12 =$	$5 \times 5 =$	$5 \times 11 =$
$10 \times 3 =$	$6 \times 3 =$	$11 \times 11 =$	$2 \times 11 =$	$1 \times 11 =$	$1 \times 7 =$


Copy out the times table challenge and upload your answers (forms)

Answer the timetables as fast as you can -booklet


Maths puzzle -

We built the four cubes below using cube-shaped building (  ) blocks.

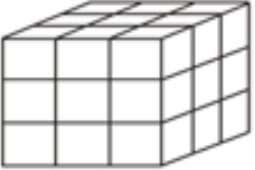
How many building blocks were used in total?



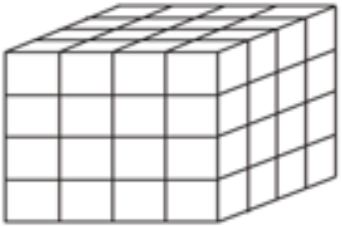
1




2



3



4



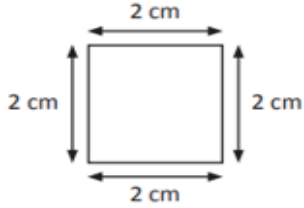
Block 1:	Block 2:
Block 3:	Block 4:



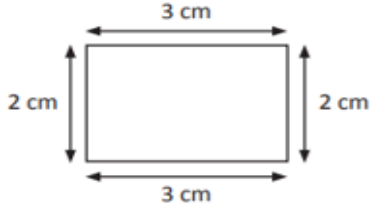
Review –

### Perimeter – perimeter of shapes

**Perimeter** is the length around the outside of a shape.




The perimeter of the square is 8 cm.

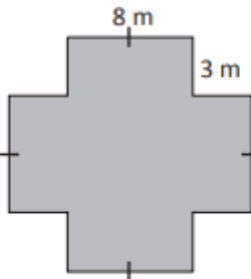


The perimeter of the rectangle is 10 cm.

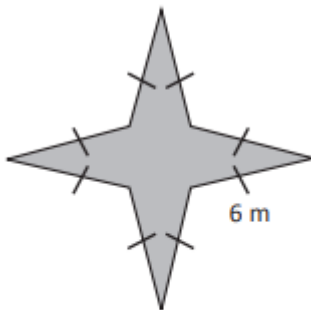
Work out the perimeter of these shapes. You should write your answer showing your working out, like this  $5\text{cm} + 6\text{cm} + 7\text{cm} = ?\text{cm}$



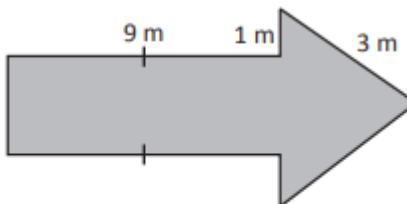
$P =$



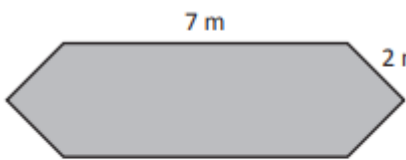
$P =$




$P =$



$P =$



$P =$

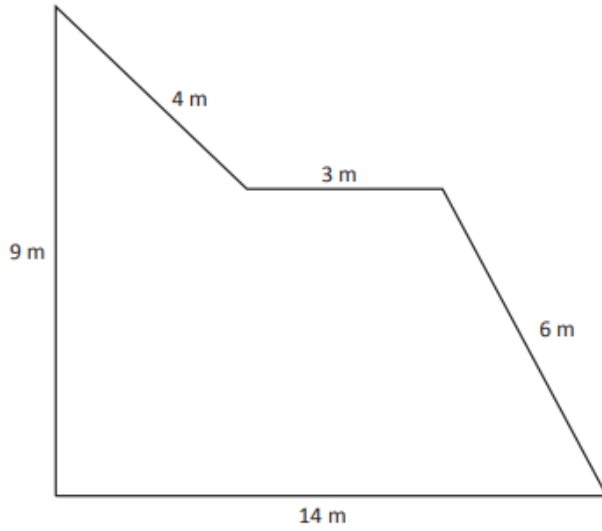


$P =$

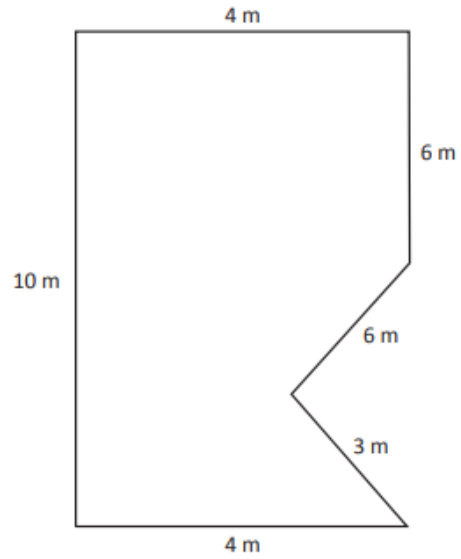
Challenge:

Which of these designs for backyard pools would be the least expensive to fence?

**Pool A**



**Pool B**



Why? \_\_\_\_\_

\_\_\_\_\_

## CAPA – Week 8

Last week we talked about **voice** and how it helps performers to convey information about their characters in drama.

Here are some tongue twisters for you to read **OUT LOUD** as a warm-up for today:

# TONGUE TWISTERS

Whether the weather be fine,  
Or whether the weather be not,  
Whether the weather be cold  
Or whether the weather be hot,  
We'll weather the weather  
Whatever the weather,  
Whether we like it or not.



Of all the felt I ever felt,  
I never felt a piece of felt  
which felt as fine as that  
felt felt, when first I felt  
that felt hat's felt.



I cannot bear to see a bear  
bear down upon a hare.  
when bare of hair he strips  
the hare, right there  
I cry, "Forbear!"



Three thin thieves thought  
a thousand thoughts.  
Now if three thin thief  
thought a thousand  
thoughts, how many  
thoughts did each thief think?



Swan swam over the sea,  
Swim, swan, swim!  
Swan swam back again  
Well swum, swan!



Susan shineth shoes and  
Sarah saw a shot-silk sash  
shop full of shot-silk  
sashes as the sunshine  
shone on the side of the  
shot-silk sash shop.



A flea and a fly flew up  
in a flue.  
Said the flea, "Let us fly!"  
Said the fly, "Let us flee!"  
So they flew through a  
flap in the flue.



While we were walking,  
we were watching window  
washers wash Washington's  
windows with warm  
washing water.



Susan shineth shoes and  
socks; socks and shoes  
shines Susan. She ceased  
shining shoes and socks,  
for shoes and socks  
shock Susan.



## CAPA – Week 8

### Emotion in Drama

What are feelings and emotions?

---

---

Brainstorm any words you think of when you think of **emotions**:

---

---

This week our focus is **conveying emotion in drama**. What do you think this means?

---

---

Why do you think emotion is important **in drama**?

---

---

**When a performer conveys or expresses emotion, they help the character come to life. It allows the viewer to see/feel what the character is feeling and immerse themselves in the story.**

**Emotion is conveyed through:**

- Facial expression
- Hand gestures
- Body language

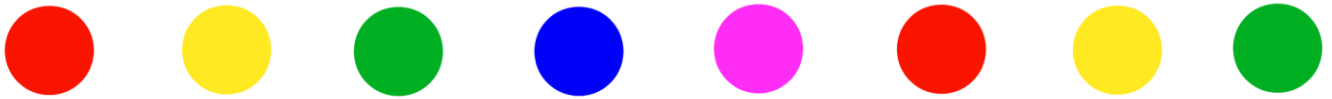
### **YOUR TASK:**

**On the next page, you will find some scenarios that you need to act out.**

1. Look at the scenario
2. Act it out (do this with a family member or by yourself, paying attention to your facial expression and body language)
3. Record (next to each scenario) what your facial expression and body language was like. Write as much information as you can
4. Do this for each scenario

# EMOTIONS

## Charades



<b>Hitting a baseball through a neighbor's window</b>
<b>Fighting over a toy with your brother</b>
<b>Saying goodbye to someone you will miss</b>
<b>Going on a rollercoaster</b>
<b>Hitting a homerun</b>
<b>Flying on an airplane</b>
<b>Breaking your favorite toy</b>
<b>Learning to drive</b>
<b>Missing the winning soccer goal</b>
<b>Riding a bike for the first time</b>
<b>Falling off your bike</b>
<b>Holding a baby</b>
<b>Taking out the stinky garbage</b>
<b>Getting dropped off for the first day of school</b>
<b>Not getting invited to a friend's party</b>
<b>Performing in a talent show</b>

## Wednesday Afternoon Session

Go outside and practice some sports skills of your choice. This could be throwing, catching, running, dodging, leaping, etc. You might play a game of hopscotch to practice hopping/jumping, throw/kick a ball to a family member, or create a circuit for yourself with star jumps, high knees and burpees!



Draw a picture of what you do below 😊



THURSDAY  
2<sup>ND</sup> SEPTEMBER

Spring

Wk8

# Spelling

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

Teach **THIS**

## Verbal Linguistic

King of Crosswords

Make a crossword puzzle using all of your spelling words. Test it out on someone else.

## Mathematical/Logical

Small Circles

Find smaller words in each of your spelling words.

## Naturalistic

Rock and Roll

Collect some small rocks outside and use them to form your spelling words or paint your spelling words on each rock.

## Bodily Kinaesthetic

Write on my Back

Using your fingers, write each of your spelling words on a friend's back. See if they can guess which word you're writing.

## Visual/Spatial

String it Along

Write each of your spelling words with a long piece of string. Glue the string to your page.

## Interpersonal

Can you guess?

Describe one of your spelling words to a friend and have them guess it. EG: February = the 2<sup>nd</sup> month, shortest month of the year, Valentine's Day is in this month.

## Intrapersonal

Think about it

Think about the ways you learn best. What helps or hinders you?

## Musical/Rhythmic

Click Clack

Tap out the syllables of the spelling words on some castanets or other percussion instruments.



# DREW – Drop Everything and Write



Use this picture to write your own text. You may select the text type.

---

---

---

---

---

---

---

---

---

---

---

## Lesson 99 • Visual Arts

Name \_\_\_\_\_

Visual Arts



### Making Inferences

To make inferences while reading, we have to use clues in the text. The clues help us find the answers that are hiding in the text.

### Read the passage.

Underline the sentences that tell us about the liquids used in oil and acrylic paints.

Colour the words that show how long it takes oil and acrylic paints to dry.

Oil paint is pigment mixed with oil. It takes a long time to dry. Acrylic paint is pigment mixed with a synthetic liquid. It looks like oil paint but dries faster.

Watercolour paints are pigment mixed with water. They are used on dry or wet paper.

Some artists mix paint with things such as sand, cement or even straw. This gives the painting an interesting texture.

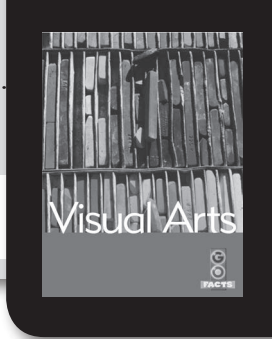
Highlight the sentence that tells us how watercolour paints are used.

Put a box around the different things artists use to give their painting an interesting texture.

### Colour the correct answers.

- Which is the best **inference**? Oil paint and acrylic paint ...
  - are exactly alike.
  - both dry quickly.
  - are made with different liquids.
  - both take a long time to dry.
- Which is the best **inference**? Liquid is mixed with pigment to ...
  - bring out the paint's colour.
  - give the paint texture.
  - make the paint dry faster.
  - make the paint easier to apply.
- From reading the passage, we can **infer** that some artists use paint in creative ways. What is the **clue**?
  - They use paint on dry and wet paper.
  - They mix pigment with different liquid.
  - They mix paint with things like sand, cement and straw.
  - They mix oil and acrylic paints.

# Lesson 99 • Visual Arts



Name \_\_\_\_\_

### Read the passage.

In paragraph 1, underline the sentence that tells us what a curator does.

In paragraph 2, circle the verb that is similar in meaning to *advise*.

A curator cares for a collection of artworks. Every art gallery has a curator.

Curators make sure that artworks are stored and shown properly. They often suggest which artworks the art gallery should buy.

Curators spend a lot of time studying art. They write about art in books.

Curators plan exhibitions. They decide which artworks to put in an exhibition. Some artworks may need to be borrowed from other places. The curator asks to borrow the artworks and organises to have them brought to the gallery.

In paragraph 3, colour the sentence that tells us how curators share their knowledge of art.

In paragraph 4, highlight the sentence that sums up one of the curator's most important jobs.

1 We can **infer** that curators know a lot about art? What are the **clues**?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 We can **infer** that the curator plays an important part in the running of an art gallery. What evidence is there in the text to support this statement?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Sadako and the Thousand Paper Cranes

This week is the beginning of a new text – *Sadako and the Thousand Paper Cranes*.

Make a prediction about the book. I think this book will be about \_\_\_\_\_

---

---

## Chapter One – Good Luck Signs

Listen to a reading of Chapter 1 - <https://youtu.be/Tqi6-HMeGDI>

Write a summary of Chapter 1

---

---

---

---

---

---

---

---

---

---

Answer the following questions

1. Why did the author include the spider, which Sadako thinks is a 'good luck sign' at the end of the chapter?

---

---

---

---

2. What are some things people consider to be 'good luck signs' in Australian culture?

---

---

---

---

3. What was Peace Day?

---

---

---

---

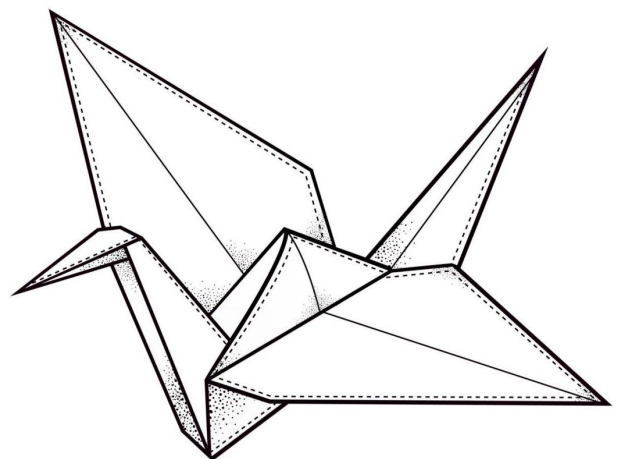
4. The atomic bomb was dropped nine years before the story began. Why did Mr. Sasaki still pray that his family would be protected by the bomb?

---

---

---

---



Times table challenge

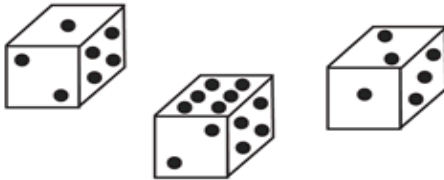

$5 \times 3 =$	$9 \times 7 =$	$7 \times 5 =$	$7 \times 7 =$	$7 \times 9 =$	$10 \times 5 =$
$12 \times 9 =$	$6 \times 8 =$	$6 \times 10 =$	$12 \times 10 =$	$10 \times 9 =$	$7 \times 8 =$
$11 \times 9 =$	$9 \times 3 =$	$9 \times 2 =$	$2 \times 10 =$	$4 \times 7 =$	$7 \times 2 =$
$11 \times 1 =$	$6 \times 8 =$	$6 \times 11 =$	$12 \times 10 =$	$10 \times 9 =$	$7 \times 8 =$
$8 \times 1 =$	$10 \times 1 =$	$5 \times 7 =$	$6 \times 5 =$	$3 \times 8 =$	$7 \times 4 =$
$2 \times 1 =$	$1 \times 5 =$	$5 \times 4 =$	$12 \times 7 =$	$8 \times 1 =$	$12 \times 11 =$

Copy out the times table challenge and upload your answers (forms)

Answer the timetables as fast as you can -booklet

Maths puzzle – Write out the number sentences and answers below

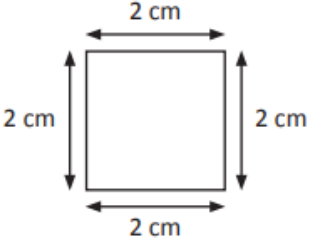
Rolling three dice resulted in three different numbers, and their product was 48. Which numbers were they?

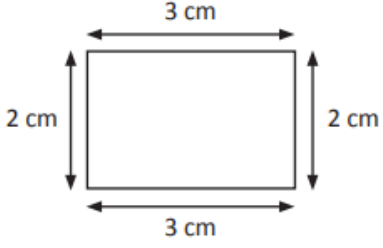
Roll 1	
Roll 2	
Roll 3	

## Perimeter – perimeter of shapes

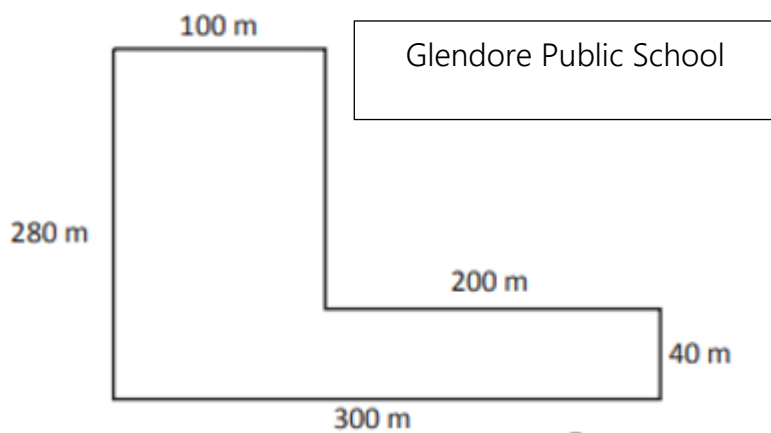
**Perimeter** is the length around the outside of a shape.



The perimeter of the square is 8 cm.



The perimeter of the rectangle is 10 cm.



Miss Lewis ran around the school 3 times. How far did she run?

Answer -

Challenge – Write your answer in km

Answer -

Use the CUBE strategy to answer this question. Write it as a number sentence and answer.

**Jake wants to build a fence around his swimming pool to comply with safety regulations. If the length of his pool area is 6 metres and the width is 4 metres, how much will it cost? Fencing costs \$55.50 a metre.**

Answer –

## Perimeter of a house

Here is a floor plan of a house. In the answer box below list the perimeter of these rooms. You might need to work it out on a piece of paper then write your answer in the box.

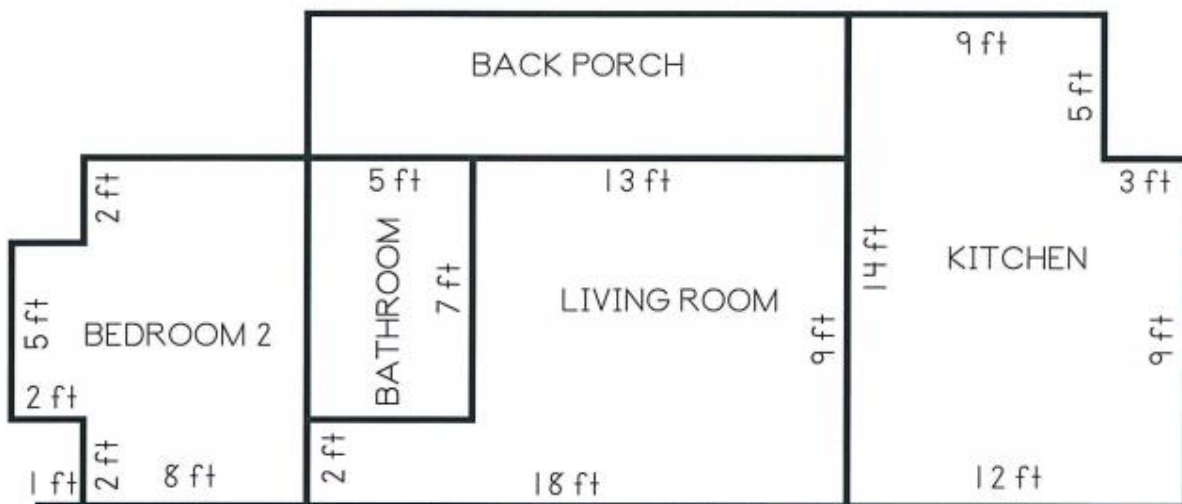
Kitchen =

Bedroom 2 =

Bathroom =

Livingroom =

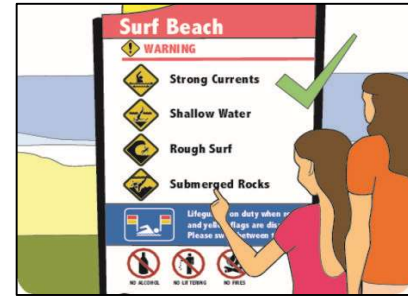
Challenge - What is the total perimeter of the house







# Water Safety



Your activity today is to make a collage of beach and surf environments.

You can do this by using magazines or google images.

Once you have collected your pictures, draw arrows to show safe beach practices and safety rules.

(Some examples are swimming between the flags, swim with a friend, have an adult supervising, follow instructions from a lifeguard)

**1** Don't Swim alone.

**2** Don't swim just after eating.

**3** Don't swim when you're hot or tired.

**4** Don't swim in strange places.

**5** Don't swim out after anything drifting.

**6** Don't stay in the water too long.

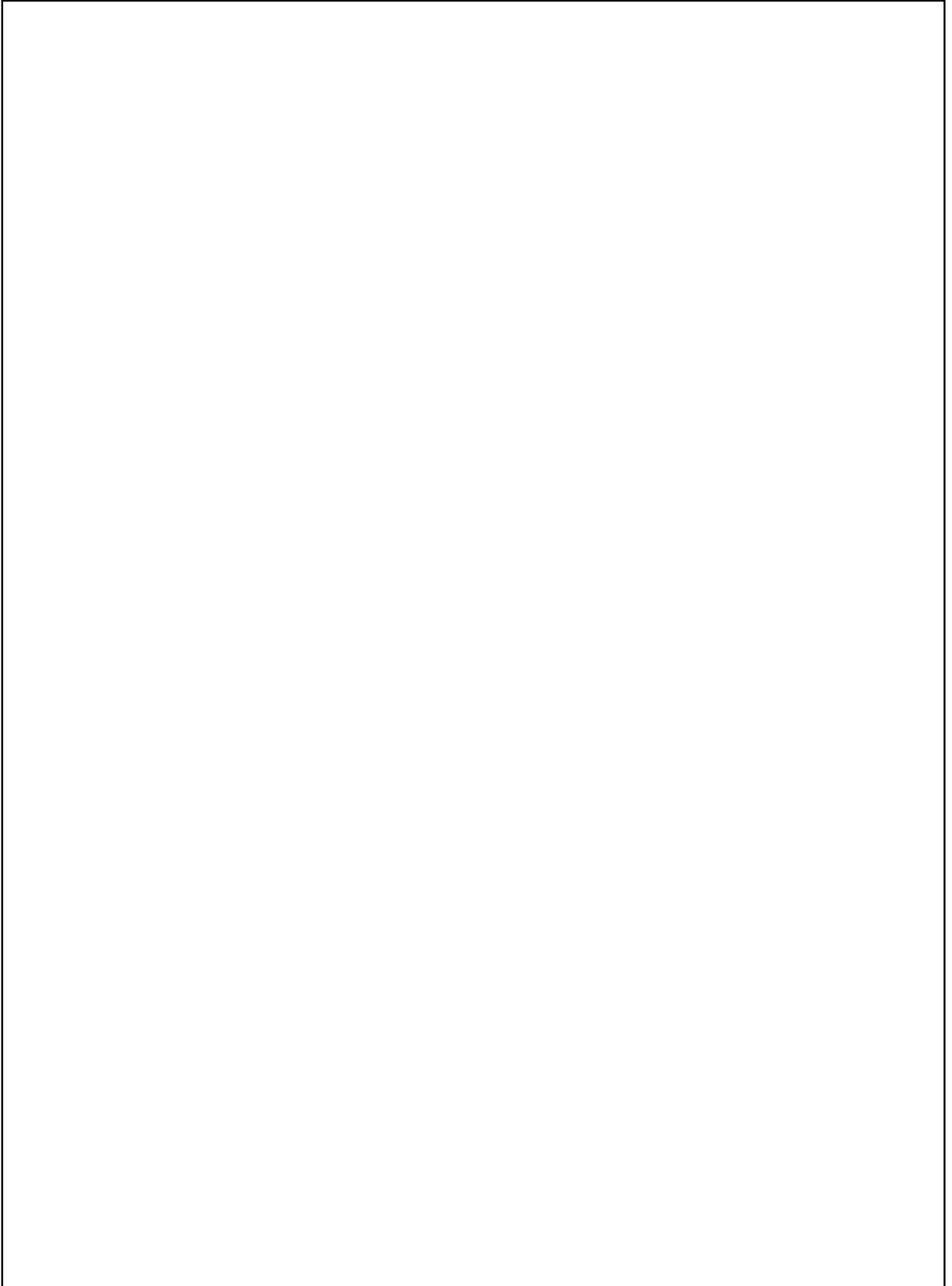
**7** Don't swim out to sea.

**8** Swim parallel and close to the shore.

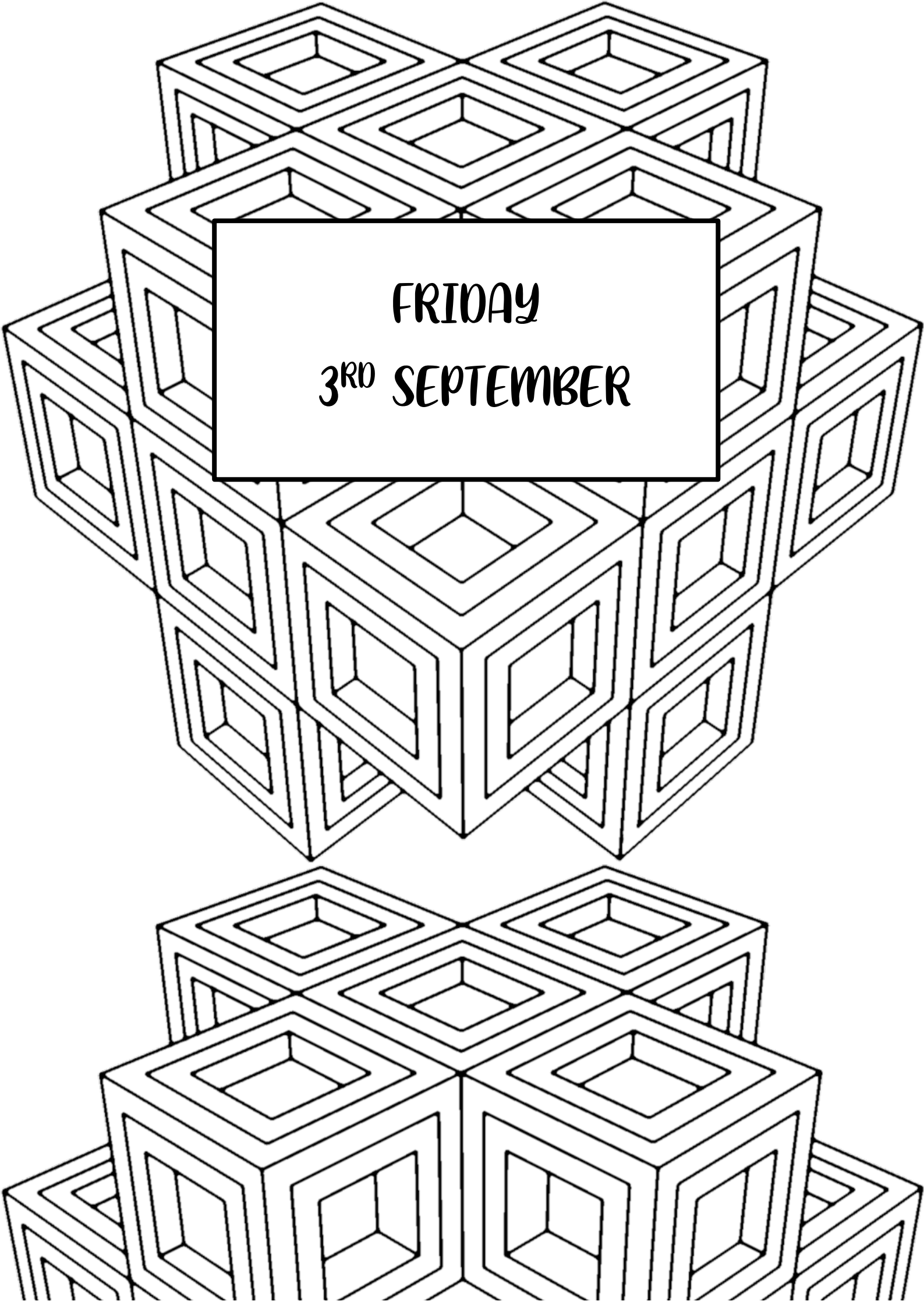
**9** Do what the Lifeguard tells you.

**REMEMBER THESE RULES • ENJOY YOURSELF • COME HOME SAFELY**

## My Water Safety Collage







FRIDAY  
3<sup>RD</sup> SEPTEMBER

# Figurative language

An author uses figurative language to encourage the reader's imagination. *Alliteration* repeats consonant sounds. *Onomatopoeia* imitates sounds. *Simile* compares one thing to another using the words 'like' or 'as'. *Metaphor* also makes comparisons but without using 'like' or 'as'

## Read the passage.



Underline the simile in paragraph 1.

Circle the animal that Great Grandpop compares Great Grandma to.

## Getting rid of wrinkles

Tessa's Great Grandma Em had a face like a sheet of scrunched up newspaper. Great Grandpop Alfred teased her lots.

"You look like a hippopotamus that has been bathing in the river too long," he said at breakfast.

"The bags under your eyes could carry the treasure from a sunken pirate ship," he said at lunch.

Colour the simile in paragraph 2.

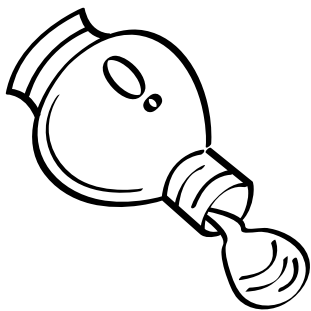
Highlight the metaphor in paragraph 3.



## Circle the correct answers.

- What is Great Grandma Em's face compared to?
  - a sheet
  - a hippopotamus
  - a newspaper
  - a sheet of scrunched up newspaper
- The figure of speech in paragraph 1 is a simile. Which word tells us this?
  - a
  - like
  - of
  - sheet
- What does the simile in paragraph 1 suggest about Great Grandma Em's face? Her face is ...
  - very thin.
  - quite hard.
  - full of wrinkles.
  - very smooth.
- What does Great Grandpop Alfred compare the bags under Great Grandma's eyes to? Bags that can carry ...
  - pirate treasure.
  - pirates.
  - ships.
  - sunken ships.
- The figure of speech in paragraph 3 is a metaphor. What does it suggest about the bags under Great Grandma's eyes? The bags under her eyes are ...
  - colourful.
  - valuable.
  - large.
  - sparkly.

## Read the passage.



Underline three similes in paragraph 1.

Circle the words in paragraph 1 that show that the figures of speech are similes.

By the time the big day arrived, Great Gran's skin was as smooth as whipped cream, her cheeks were as rosy as ripe strawberries, and her eyes were like rich, dark chocolate drops.

"You're as lovely as the day I first saw you running across the paddock from the Maloney's prize bull," said Great Grandpop as he waltzed her around the living room.

Put a **box** around two adjectives that describe Great Gran's eyes.

**Highlight** the adjective that suggests that Great Gran had no wrinkles.



6 Great Gran's skin is compared to whipped cream. What picture of her skin does this create?

---



---

7 Great Gran's cheeks are described as being rosy. They are compared to ripe strawberries. Do you think this is a good comparison? Why, or why not?

---



---



---

8 What picture do we get of Great Gran's eyes from the comparison: *Her eyes were like rich, dark chocolate drops?*

---



---

9 Choose one of the similes in paragraph 1 and write it as a metaphor.

---



---



# Sadako and the Thousand Paper Cranes

## Chapter Two – Peace Day



Listen to a reading of Chapter 2 [https://youtu.be/ZK0LaxHfu\\_A](https://youtu.be/ZK0LaxHfu_A)

Write a summary of Chapter 2

---

---

---

---

---

---

---

---

---

---

Answer the following questions

1. Why did Mr Sasaki light the candles?

---

---

---

---

2. What did the family do with the candles?

---

---

---

---



3. How does this contribute to the meaning of the chapter?

---

---

---

---

4. How would it be different without the inclusion of candles?

---

---

---

---

Task: Research and describe how other cultures/traditions use candles in special ceremonies.

---

---

---

---

---

---

---

---

### Times table challenge

$8 \times 7 =$	$3 \times 10 =$	$9 \times 9 =$	$5 \times 10 =$	$1 \times 8 =$	$5 \times 6 =$
$10 \times 11 =$	$6 \times 11 =$	$10 \times 7 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$	$2 \times 5 =$	$4 \times 1 =$	$8 \times 6 =$
$11 \times 6 =$	$9 \times 6 =$	$10 \times 6 =$	$3 \times 2 =$	$4 \times 12 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 12 =$	$5 \times 12 =$	$11 \times 8 =$	$11 \times 10 =$	$8 \times 8 =$
$5 \times 2 =$	$10 \times 2 =$	$3 \times 3 =$	$9 \times 12 =$	$3 \times 7 =$	$7 \times 11 =$

### Problem solving

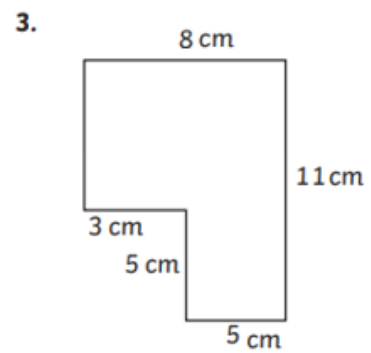
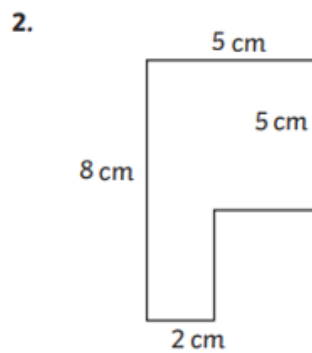
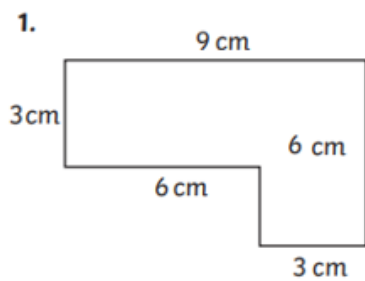
We are to buy some 20 cent, 40 cent and \$1 stamps such that the total is \$3. How many different combinations are possible for buying 20c, 40c and \$1 stamps adding to \$3?



Perimeter Review –

1. In the answer box write out how you find the perimeter of a shape –
  
2. List some reasons you might need to find the perimeter of a shape –
  
3. Do you need the length of each side of a shape to find the perimeter? Why/Why not.

Find the perimeter of these shapes -



1 =

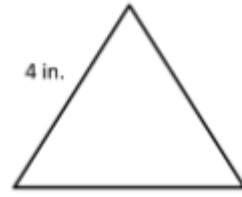
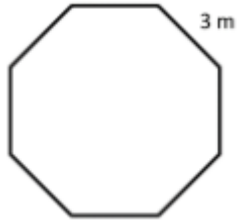
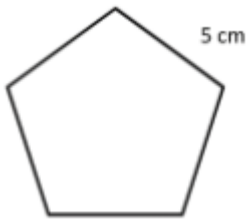
2 =

3 =

Each of these squares is 1cm in length. What is the perimeter of each shape?

1.	2.	3.
4.	5.	

Find the perimeter of these shapes. All the sides are equal length.



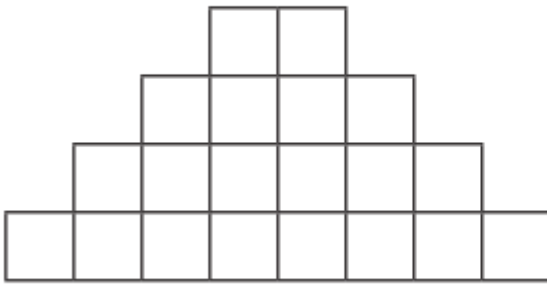
1 =

2 =

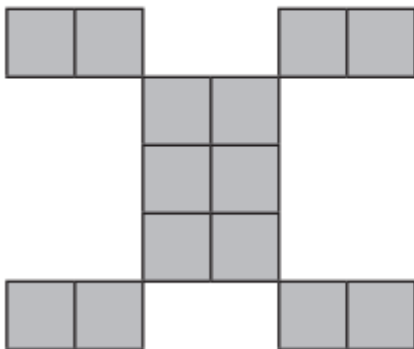
3 =

Challenge optional-

**a** The area of each square is  $9 \text{ cm}^2$ . What is the perimeter of this figure?



**b** The figure is made up of 14 squares. Each square has an area of  $36 \text{ cm}^2$ . What is the perimeter?







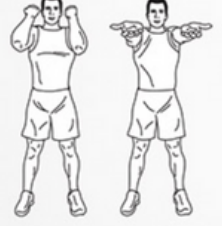







Level 1 3 Sets  
 Level 2 5 Sets  
 Level 3 7 Sets

# Warm Up

## FOUNTAIN OF YOUTH

**Rest**  
 Up to 2 minutes.

ACTIVITY	ENJOYMENT	REPS
<b>ACTIVITY 1</b> 		<b>20</b> March Steps
<b>ACTIVITY 2</b> 		<b>20</b> Torso rotations
<b>ACTIVITY 3</b> 		<b>20</b> Side Jacks
<b>ACTIVITY 4</b> 		<b>20</b> Bicep extensions
<b>ACTIVITY 5</b> 		<b>20</b> Shoulder taps
<b>ACTIVITY 6</b> 		<b>20</b> Side leg raises



# Jump Rope



## Rope Selection: Rules

**Step 1:** Hold the ends of the jump rope in each hand.

**Step 2:** Step on the middle of the rope with both feet.

**Step 3:** Bring the ends of the rope straight up by your body.

**Step 4:** See if its the right length. The ends of the rope should come near your armpits.



Basic	Intermediate	Advanced
Single bounce	Skip	180 and 360
Double bounce	Front straddle	Toe to toe
Backwards	Side straddle	Heel to heel
Hop	Straddle cross	Side cross swing
Skier	Side swing	Cowboy
Bell	Double side swing	Double under
Jogger	Criss cross	Elevator
Rocker		Wounded duck

**Task:** Try and attempt the Jump rope activities below.

Note there are links down at the bottom of the page.

**Link 1:** Explains each skill from basic to advanced levels and how to complete them.

**Link 2:** Explains what you could do if you have a partner to jump rope with.

### Some Tips:

**Turn First, Then Jump!**

**Stand Tall, Jump Small!**



Level 1 - White Belt  
1-19 Jumps



Level 2 - Yellow Belt  
20-29 Jumps



Level 3 - Orange Belt  
30-44 jumps



Level 4 - Green Belt  
45-59 Jumps



Level 5 - Blue Belt  
60-74 Jumps



Level 6 - Purple Belt  
75-99 Jumps



Level 7 - Red Belt  
100-124 Jumps



Level 8 - Brown Belt  
125-174 Jumps



Level 9 - Black Belt  
175 or more Jumps

## Alternatives if you don't have a skipping rope

1) Using towels, twist and tie/tape them together.

2) Recycle plastic bags and weave them together. **Link:**

<https://www.youtube.com/watch?v=dTJEcqAxra0>

3) Hoola Hoop.

4) Be creative, create your own.

**Link 1:** <https://www.youtube.com/watch?v=wK8XUaAfmSs&t=37s> or you can search How to Teach Jump Rope Tricks in PE |Basic, Intermediate and Advanced| and the video is made by **The PE Specialist**.

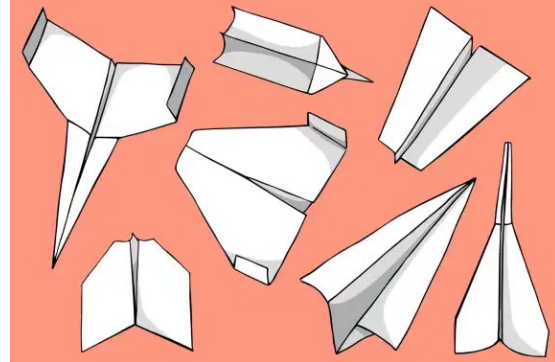
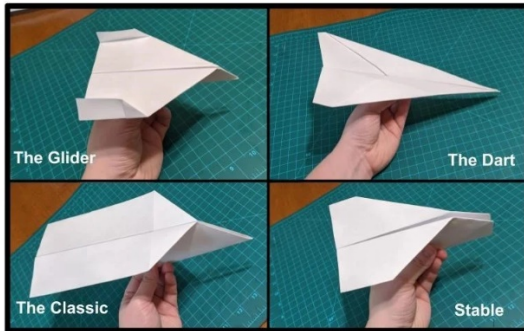
**Link 2:** <https://www.youtube.com/watch?v=K-Y53t14BC4&t=84s> or you can search How to Teach Partner Jump Rope Tricks and the video is made by **The PE Specialist**.

**Link 3:** <https://www.youtube.com/watch?v=dTJEcqAxra0> **DIY craft** to make your own rope.

## Friday– afternoon session

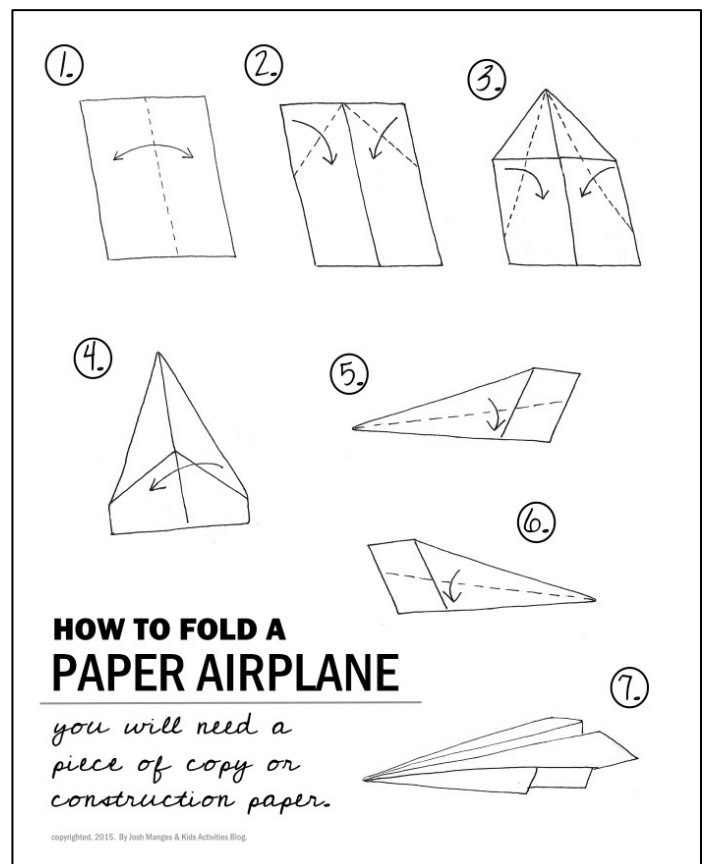
### Paper Plane Distance Challenge

This afternoon you are going to create a Paper Plane of your own design. Look at the examples below.



You are to design a challenge for yourself and your chosen paper plane design. This could include creating a paper plane that can fly the furthest, stay in the air the longest or carry the heaviest weight. It is totally up to you. For example, If you chose to decide on the challenge of creating a Paper Plane that

- can fly the longest distance, some things to consider would be:
- Use tape to mark a starting line on the ground or floor.
- Determine what “in bounds” is based on your surroundings.
- Challengers all start with the same weight on the paper airplanes and take turns throwing for distance.
- Mark paper plane landing positions with a marker if multiple rounds are played.
- The challenge winner is the one who threw their paper plane for the longest distance.



**NOTE:** The world record for the longest paper aircraft flight is 69.14 meters (226 feet 10 inches), achieved by Joe Ayoob and aircraft designer John M. Collins

Create or sketch your Paper design on the next page ©

