

**YEAR 5 COL WAHBOOKLET
TERM 3 WEEK 9**





GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING









SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

Year 5 – Term 3, Week 9

Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 9, Lesson 1</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 9, Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 9, Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>DREW – Drop Everything and Write</p> <p>Use the prompt in your Microsoft Form</p> <p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p> <p>Grammar in Writing</p>  <p><i>Week 9, Lesson 4</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>



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



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RESPECT






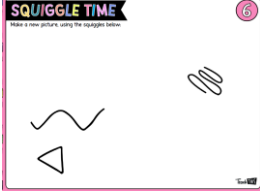



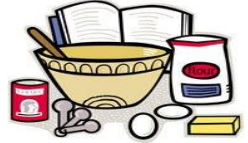
CARING

LEARNING

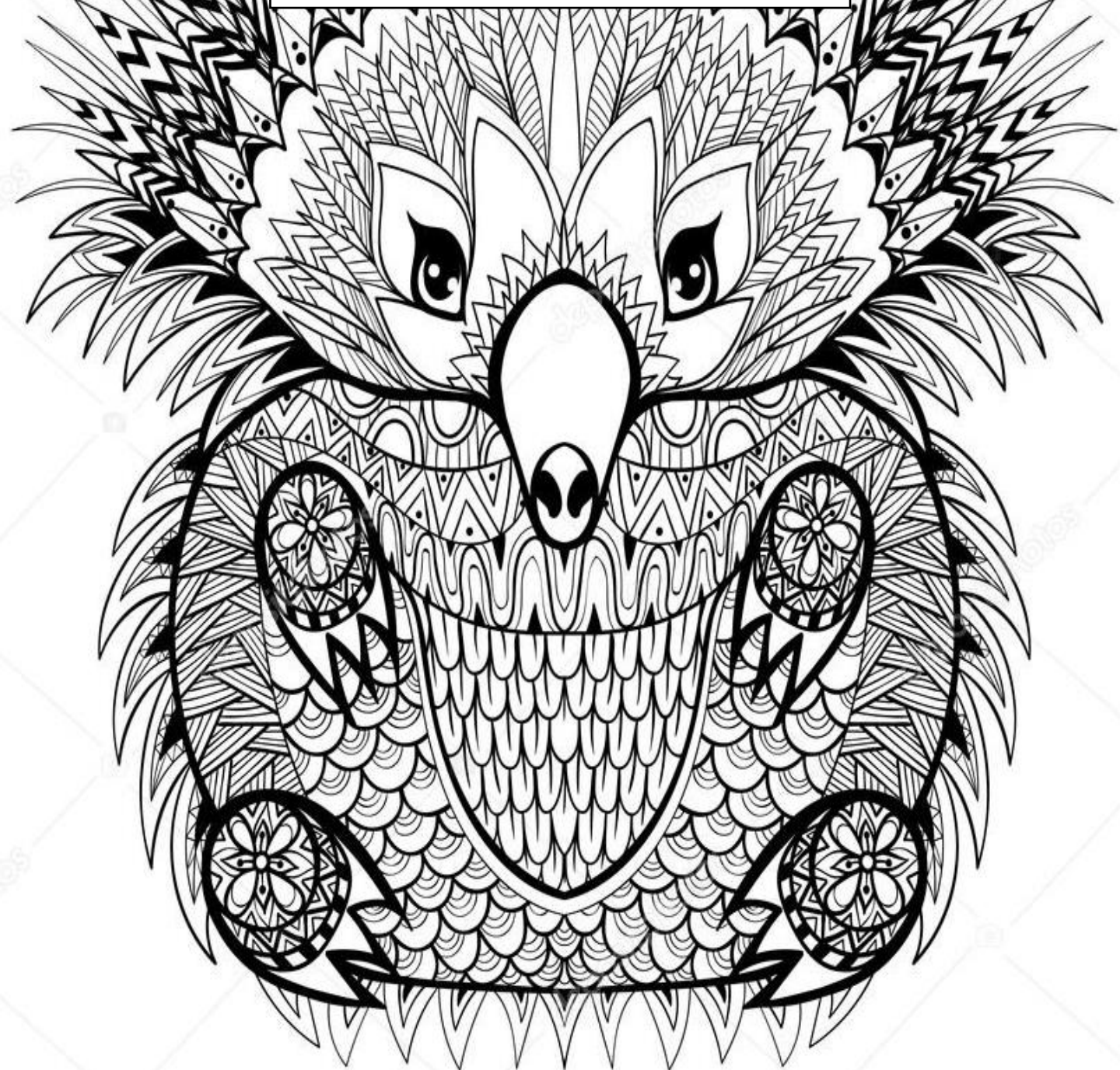
SUCCESS



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	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>Art</p> <p>Squiggle time – use the lines on the worksheet/ on Teams to make a new picture. Be as creative as you can.</p> 	<p>Wool Sun Catchers</p> <p>Make a colourful sun catcher using some sticks and wool. If you don't have wool, you might have cotton or scrap fabric you could use.</p> 	<p>Virtual Tour</p> <p>Take a virtual tour of somewhere that interests you. Here is an example website.</p>  <p>https://freedomhomeschooling.com/virtual-field-trips/?fbclid=IwAR38iRdOZCqIoghKYO7UEf7JIPztYZVQxqXpQbFgF40yRXKdxsvD5lupn1Q</p> <p>If you don't have internet – write about where you would like to visit, plan out what you would do and what you plan to see.</p>	<p>BTN</p>  <p>Watch the latest episode of BTN - https://www.abc.net.au/btn/classroom/</p>	<p>Cooking</p> <p>Find a recipe and make it with a family member. Share your recipe with the class in the daily VC or on Teams if you have access to the internet</p> 

MONDAY
6TH SEPTEMBER



	Week 9	Monday	Tuesday	Wednesday	Thursday
1.	sign				
2.	reign				
3.	resign				
4.	design				
5.	foreign				
6.	week				
7.	silent				
8.	usually				
9.	through				
10.	machine				
11.	rapid				
12.	piano				
13.	stream				
14.	scream				
15.	customer				
16.	scratch				
17.	improve				
18.	concern				
19.	accident				
20.	magazine				
21.	gnawed				
22.	mosquito				
23.	agencies				
24.	accessible				
25.	competition				

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.

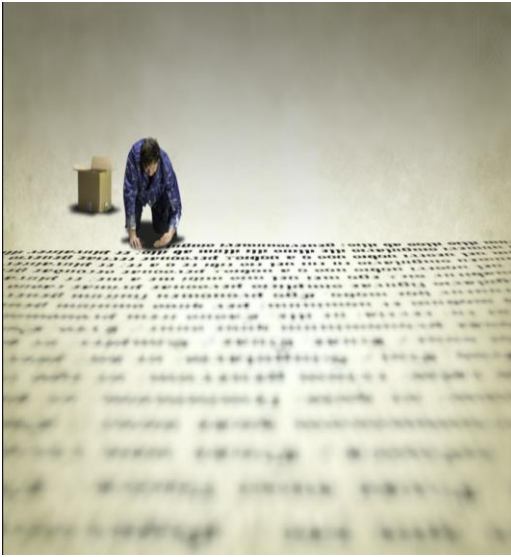
3.

4.

5.

Year 5 Grammar in Writing Term 3 Week 9

Monday



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

Write your best paragraph here

Challenge Words

Definition

Example

petite

attractively small and dainty

They paused in the doorway of a large library, where a beautiful, petite woman sat.

mastermind

A person with an outstanding intellect.

Some of my students are masterminds.

ponder

to think about something carefully, especially before making a decision or reaching a conclusion

He pondered the question before he answered

infinite

Limitless or endless in space, extent, or size; impossible to measure or calculate.

I allowed infinite amount of time to travel to space.

visualisation

The representation of an object, situation, or set of information as a chart or other image.

The story uses descriptive language to aid visualization.

artistry

Creative skill or ability.

The artistry of the pianist was outstanding.

Warm up -

Start with - 3 204 230

Add 6 tens

Add 7 ten thousands

Add 9 hundreds

Add 2 hundred thousands =

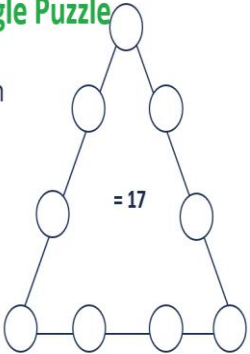



Magic Triangle Puzzle

Can you make the same sum three different ways using the numbers below?

= 17

1 3 4 5 6
7 8 9

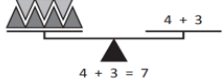




Read this – Topic Introduction: Patterns and Algebra


An equation is like a set of balanced scales. Both sides are equal.


Look at the scale. On one side are 4 black triangles and 3 grey triangles. On the other side is the problem $4 + 3$. Is this a balanced equation? Yes, because they both represent 7.

Sometimes, we haven't been given all the information and we have to work it out. This is what algebra is – solving missing number puzzles.

Make these scales balance

a) 

b) 

a =

b =

Addition is the inverse of subtraction. Division is the inverse of multiplication.



Use inverse operations to find the missing number

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

Criteria	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 km²

Radius: 3,389.5 km

Length of day: 1d 0h 37m

Gravity: 3.721 m/s²

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

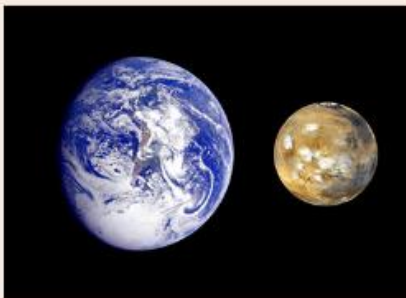
FOURTH ROCK

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 (CO₂), argon (Ar), nitrogen (N₂), 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.

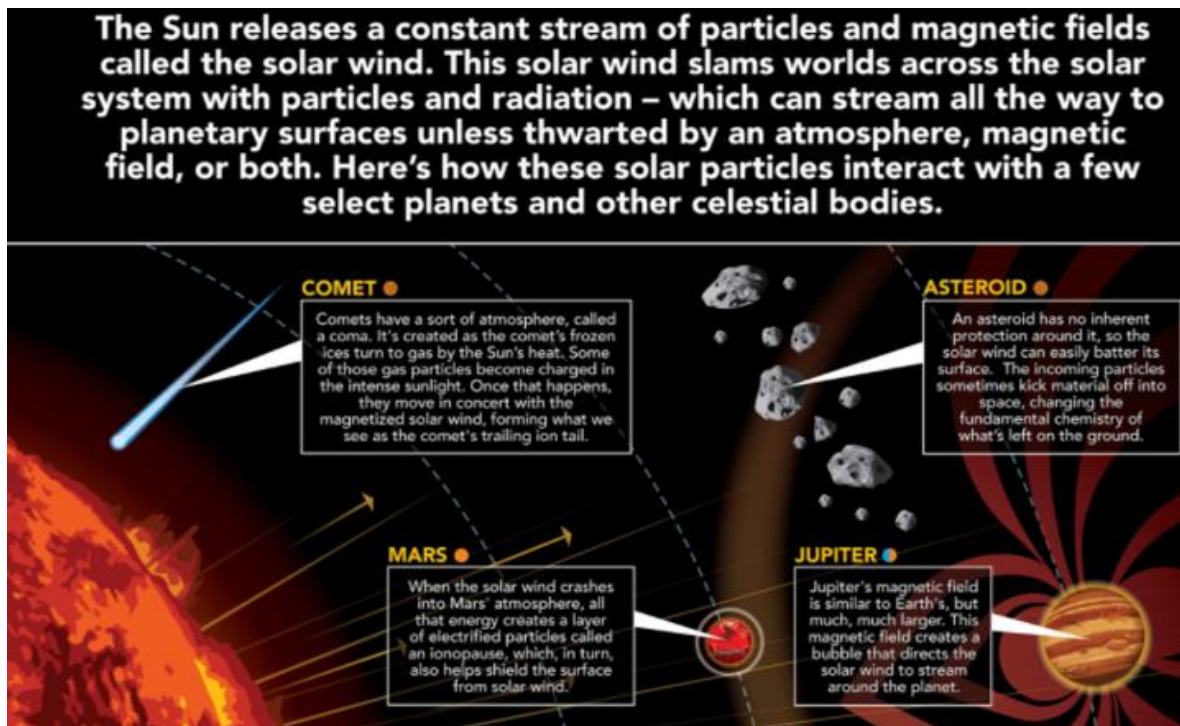
Mars' Neighbors

- 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.

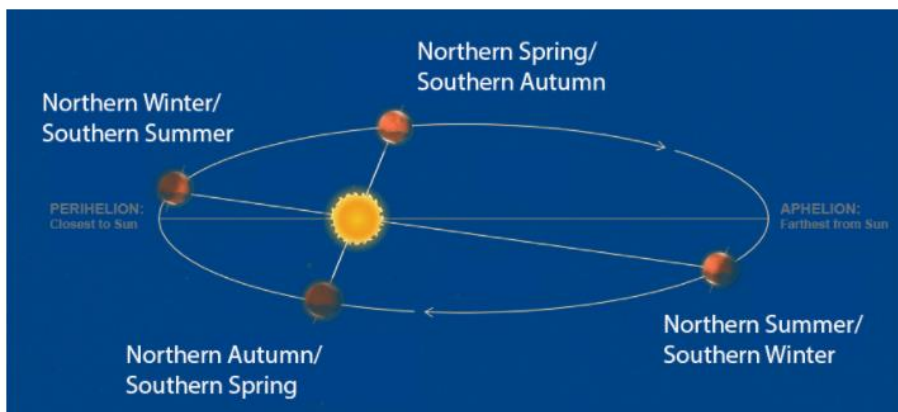
Quick History

- 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 the 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.

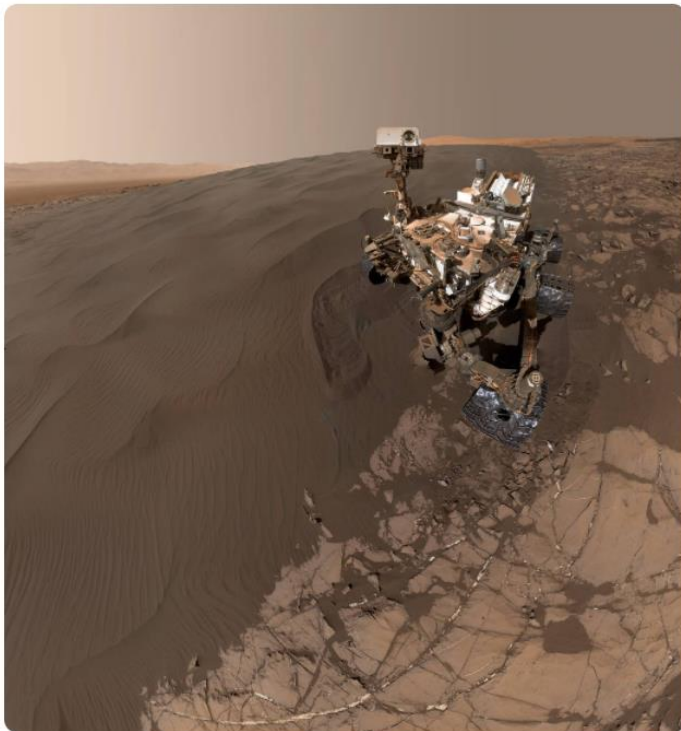
Curiosity landed in Gale Crater. This crater is special because it has a tall mountain in the middle. The mountain has many layers of rock. Each layer is made of different minerals from different time periods. These minerals could tell scientists about the history of water on Mars.

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.

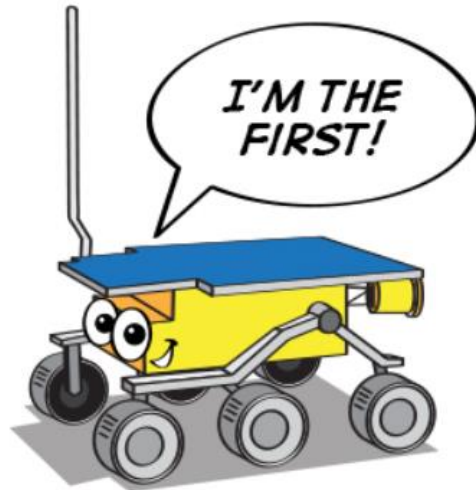
Curiosity brought 17 cameras with it to the Red Planet—more than any other rover. It uses some of its cameras to take photos of its journey. Cameras also act as Curiosity's eyes, helping it to spot and stay away from danger.

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!



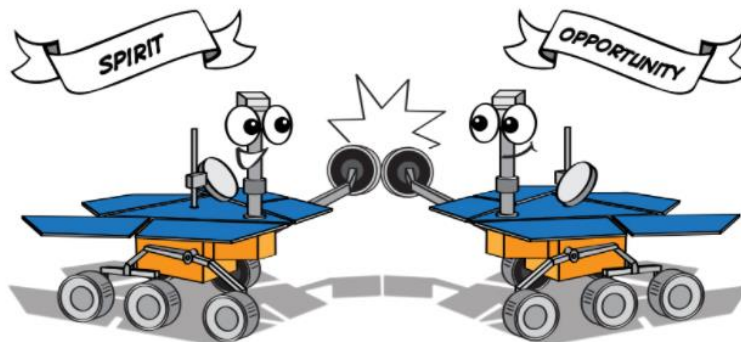
A self-portrait of Curiosity on a Martian sand dune. At this site, it used instruments to scoop up and study sand samples. Credit: NASA/JPL-Caltech/MSSS

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.

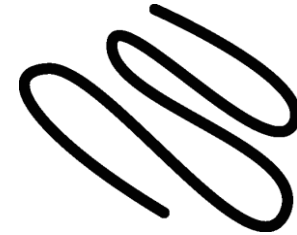
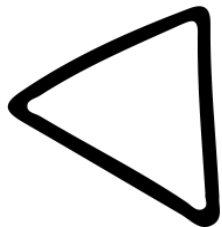
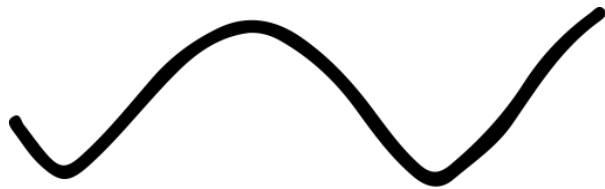
In many Aboriginal traditions, the planets are seen as children of the Sun and Moon. They represent ancestor spirits walking across the sky, connecting ceremony and Law to various groups of stars. In Wardaman Aboriginal traditions, Uncle Bill Yidumduma Harney describes the planets moving across the sky 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.¹ 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.

SQUIGGLE TIME

6

Make a new picture, using the squiggles below:



TUESDAY
7TH SEPTEMBER



UNIT 25

Phonics

Silent g
sign
reign
resign
design
foreign

Basic list / High frequency

week	rapid	scratch
silent	piano	improve
usually	stream	concern
through	scream	accident
machine	customer	magazine

Difficult

gnawed
mosquito
agencies
accessible
competition

Own words



Spelling rule

Nouns that end in 'o' immediately preceded by a vowel (a, e, i, o, u) have their plurals ending in 's' rather than 'es'.

Example: radio, radios.

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

- | | |
|------------------|------------------|
| a kangaroo _____ | f scenario _____ |
| b studio _____ | g rodeo _____ |
| c video _____ | h folio _____ |
| d ratio _____ | i cheerio _____ |
| e radio _____ | j stereo _____ |

Words in context

2. Use your list words to complete these sentences.

- A pianist can play a _____.
- Mrs Bennett read an article from a fashion _____.
- Dad was all right after his car _____.
- There are seven days in one _____.
- The canoe was caught in the stream's _____ flow.
- The office _____ a _____ opens five days a week.



Wrong spelling

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

- Daniel tries to improve his spelling every week.
- Jackson won the tennis competition.
- The house was only accessible by boat.

4. Unjumble these list words.

- | | | |
|-----------------|----------------|-----------------|
| a slinte _____ | d priad _____ | g mserat _____ |
| b kewe _____ | e ndigse _____ | h acsrcth _____ |
| c rivpemo _____ | f wgenad _____ | i ncrnoec _____ |

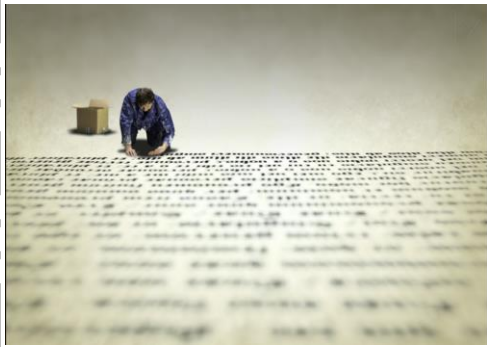
Building words

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

- | | |
|----------------|-------|
| a design _____ | _____ |
| b design _____ | _____ |
| c design _____ | _____ |

Year 5 Grammar in Writing Term 3 Week 9

Tuesday



Challenge Words	Definition	Example
petite	attractively small and dainty	They paused in the doorway of a large library, where a beautiful, petite woman sat.
mastermind	A person with an outstanding intellect.	Some of my students are masterminds.
ponder	to think about something carefully, especially before making a decision or reaching a conclusion	He pondered the question before he answered
infinite	Limitless or endless in space, extent, or size; impossible to measure or calculate.	I allowed infinite amount of time to travel to space.
visualisation	The representation of an object, situation, or set of information as a chart or other image.	The story uses descriptive language to aid visualization.
artistry	Creative skill or ability.	The artistry of the pianist was outstanding.

Synonyms: The Rules

A synonym is a word that has the same (or nearly the same) meaning as another word in the same language.

Can you think of some synonyms for 'fantastic'?

amazing incredible

fabulous wonderful

astonishing astounding unbelievable

Antonyms: The Rules

An antonym is a word which has the opposite meaning of another word.

fast hot light

slow cold dark

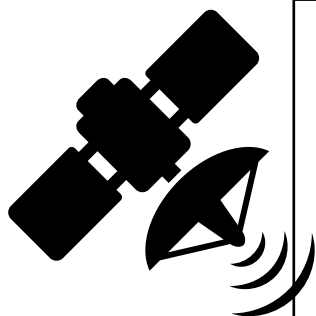
Write down as many synonyms for the following words as you can

quick	
ancient	
happy	
upset	
filthy	
giggles	

Main idea and details

The main idea or key point is what the text is about. Details support the main idea.

Read the passage.



Highlight where a GPS gets its information from.

Circle how many satellites the GPS receives signals from.

Technological Wonders

The GPS (Global Positioning System) can pinpoint a location on Earth to within a few centimetres.

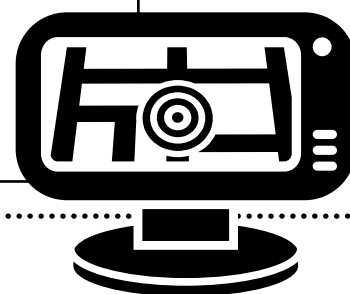
GPS receivers gather information from 24 GPS satellites that orbit the Earth. First, a GPS receiver gets signals from at least four of the 24 satellites. It uses the time it takes for the signals to arrive to calculate the distance between it and the satellites. It can then work out its exact location, including its latitude, longitude and height.

People use the GPS system to calculate their location accurately and precisely.

Underline what a GPS can do.

Colour how a GPS is able to calculate the distance between it and the satellites.

Underline what the GPS is able to do once it has calculated the distance between it and the satellites.



Circle the correct answers.

- In the passage above, what information do we get from paragraph 1?
 - when to use a GPS
 - what a GPS can do
 - where to find a GPS
 - how long it takes a GPS to work
- What is the main idea of the passage? It tells us ...
 - why a GPS is important.
 - when the GPS was invented.
 - how a GPS works.
 - where the satellites are positioned.
- Which three details in paragraph 2 best support the main idea?
 - First, a GPS receiver gets signals from at least four of the satellites.
 - The GPS can pinpoint a location on Earth to within a few centimetres.
 - After receiving the signals, the GPS calculates the distance between it and the satellites.
 - GPS stands for Global Positioning System.
 - People use the GPS system to accurately calculate their location.
 - The GPS then works out its exact location, including its latitude, longitude and height.

Read the passage.



Put a **box** around the date of the first cornea transplant.

Highlight how organ donors can help other people.

Circle what type of transplants were performed in the 1800s.



An organ transplant is an operation where a damaged or diseased organ is replaced with another person's healthy organ. Organ transplants have saved thousands of lives. One organ donor can save and improve the quality of life of up to 10 other people.

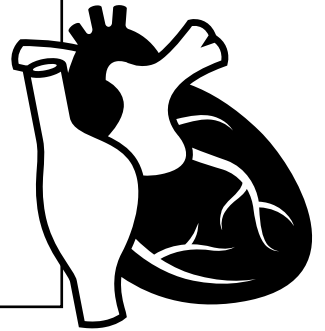
In the 1800s, doctors were able to perform skin transplants. The first organ transplant was a cornea transplant in 1905. In 1967, a South African heart surgeon, Christian Barnard, performed a successful heart transplant. He was able to take a healthy heart from a person who had just died, and implant it into a man who had a damaged heart.

The human body does not always accept a transplanted organ. Anti-rejection drugs help to stop the patient's body from rejecting the transplanted organ.

Underline what an organ transplant is.

Underline a sentence that gives information about the world's first successful heart transplant.

Colour what helps to stop a patient's body from rejecting a transplanted organ.



4 What is the passage mainly about? _____

5 Quote a sentence from the passage that helps to explain what an organ transplant is.

6 Explain how the authors have used examples to support the main idea of the passage.

Procedure Writing

Watch this video if you have access to the internet:

<https://www.youtube.com/watch?v=Ct-IOOUqmyY>



What did you like about this video?

What did you learn from this video about procedures?

Your task (online):

Write a detailed procedure for how to make the sandwich.

Be sure to include a title, goal, equipment/ingredients, detailed method, conclusion (optional)

Your task (not online):

If you do not have access to the video create a procedure on how to make a milkshake of your choice.

Your milkshake could have ANYTHING in it! Be creative.

Make sure your milkshake has an awesome name and draw a picture of it!

Use the following page to create your procedure.



My Milkshake procedure

Week 9 - Patterns and Algebra Lesson 2

Timetables – Complete the times table grid

online – Copy out the times table grid and upload your answers

1x1=	11x12=	10x12=	3x5=	1x9=	7x1=
1x5=	1x2=	2x5=	4x1=	2x9=	4x5=
3x1=	3x3=	9x12=	3x7=	6x1=	3x11=
1x4=	4x3=	1x3=	11x7=	4x9=	3x9=
5x1=	8x9=	5x5=	8x12=	2x7=	5x11=

Problem solving – Draw the diagram and write out the explanation below

online – upload your diagram and explanation.

Pattern Blocks #1

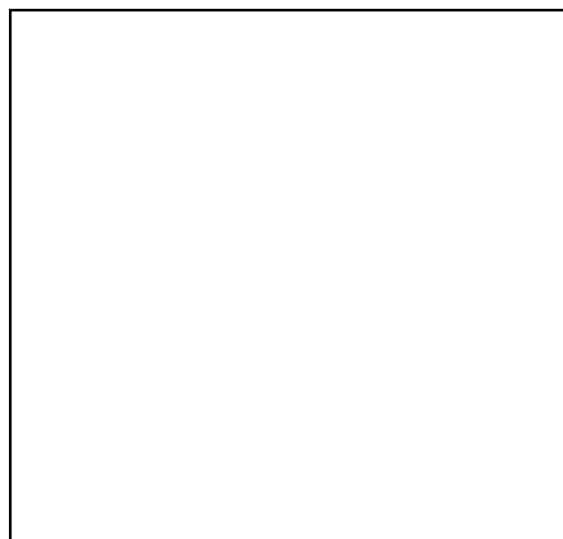
You have these types of pattern blocks.

Use them to make a design that is half yellow.

Record your design.

Explain why it is half yellow.





Patterns and Algebra

Balance these scales by completing the number sentence.



a =



b =

These scales have number problems on each side. One side has a complete problem. On the other side, you need to work out the missing value. Write the value in the box so the scales balance.



a =



b =

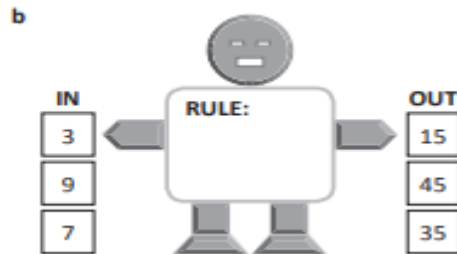
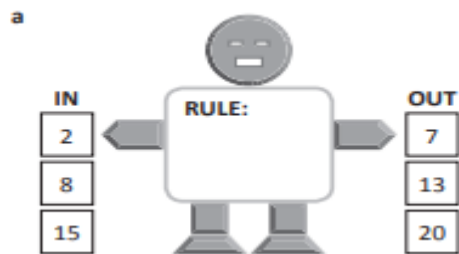


c =

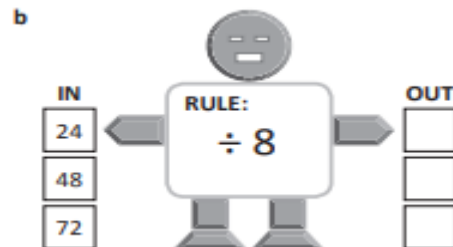
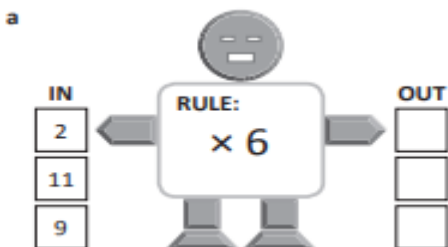


d =

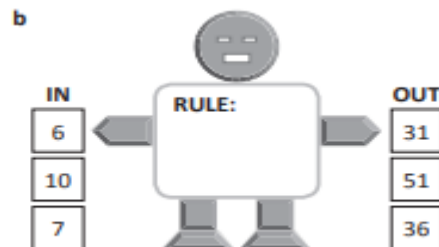
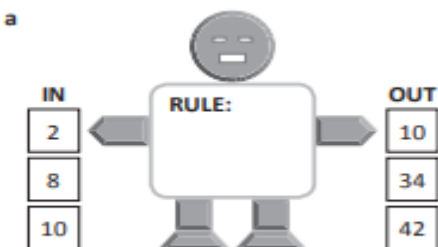
This is function machine. Numbers go in, have a rule applied then come out again. What is rule of these function machines. Write your answer in the answer box.



What number will come out of these function machines? Write your answer in the answer box.



These are double function machines; each rule is made up of 2 functions (x then +). What is the rule? Write your answer in the box.



Geography Week 9

Inquiry question – How does the threat of bushfire effect where people live in Australia?



Brainstorm a list of words to describe this picture. Write them as word-art in and around the flames below. Write in the colours you would see during a bushfire.



The natural environment



How do bushfires effect the natural environment? Look at these images. Use descriptive language to write a paragraph about how bushfire effects wildlife and the land?

The human made environment –



How do bushfires effect the human made environment? Look at these images. Use descriptive language to write a paragraph about how bushfire effects places where people live?

Write your answer in the answer box.



More and more Australian's are living closer to the bush as our population gets bigger and we need more space. How does the threat of bushfire effect where people live in Australia?

Wool Sun Catchers



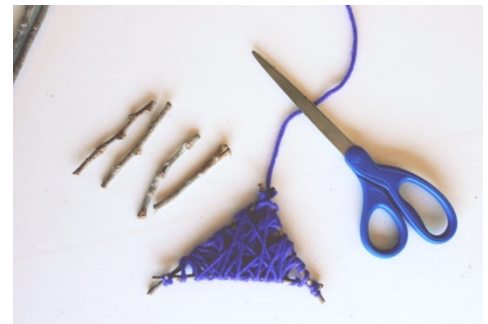
Materials

- Small Sticks
- Colourful Wool
- Scissors



Step 1

Pick your sticks. You want to find sticks that are thin and straight. If you want to try making shapes with curves in them you will want slender, bendy sticks that are still green. These you can shape into hearts and circles if you are feeling adventurous. Otherwise you are stuck making triangles, diamonds, and squares for your wool sun catchers.



Step 2

Now it is time to try your sticks together and make your shapes. The best way to do this is to pull the string through the middle of the two sticks, wrap it around twice, and pull it back through the middle of the two sticks. Then take the long ends and tie them together with double knots as shown in the picture.



Step 3

Next, with a long piece of wool (about 1 metre) you start wrapping around your shape. You can loop it in and out, or you can just wrap it around the outside of your sticks if that is easier. You do not want to use so much wool that you can see spaces through your sun catcher, otherwise they won't catch the sun.

Step 4

When you have finished wrapping wool around your shape it is time to tie it off. During this part you want to leave a long bit of string to hang your wool sun catcher from. All you have to do is wrap a loop around the criss-cross section of two sticks, pull the long piece through the loop, and pull tight. There! You are done.

Tip: Your sun catcher is easy to personalise. You can use matching colour schemes so they go well with the colours in your room. They look so good when they are hung from the windows. Another thing you can try is wrapping them with lace or twine.



WEDNESDAY
8TH SEPTEMBER



m	r	a	p	i	d	o	k
o	d	o	o	n	a	i	p
s	e	n	v	i	x	a	r
q	u	n	e	m	p	s	s
u	k	a	k	e	e	w	t
i	n	e	i	a	h	o	r
t	i	m	p	r	o	v	e
o	k	e	w	r	y	n	a
a	e	m	r	u	x	v	m

Word meanings

6. Use the clues to find the list words in the wordsearch.

- a Opposite of slow
- b A small river
- c A musical instrument
- d Small stinging insect
- e To advance or better something
- f Seven days

7. Use a **dictionary** to write one meaning of:

- a improve _____
- b scratch _____
- c rapid _____

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

- a sign, stream, scream _____
- b machine, week, usually _____
- c reign, rapid, resign _____
- d accident, agencies, accessible _____

Synonyms

9. Choose words from the box to supply synonyms for each of the words below.

better alien chewed unsafe

- a gnawed _____
- b improve _____
- c foreign _____
- d dangerous _____

Compound words

10. Draw a line to make compound words.

a	water	○	○	seas
b	over	○	○	hood
c	neighbour	○	○	down
d	sign	○	○	fall
e	count	○	○	post

Grammar - Gender

11. Change the underlined words to the male.

- a Isn't her mother feeling well? _____
- b Her niece did well at school. _____
- c The actress ate with the queen. _____
- d The policewoman drove her car. _____



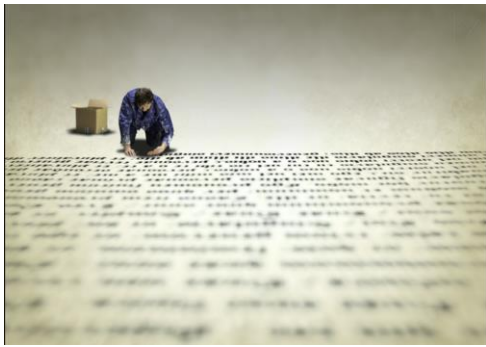
Punctuation

12. Rewrite this sentence with correct punctuation.

look out theres been a terrible accident screamed the man

Year 5 Grammar in Writing Term 3 Week 9

Wednesday



Challenge Words	Definition	Example
petite	attractively small and dainty	They paused in the doorway of a large library, where a beautiful, petite woman sat.
mastermind	A person with an outstanding intellect.	Some of my students are masterminds.
ponder	to think about something carefully, especially before making a decision or reaching a conclusion	He pondered the question before he answered
infinite	Limitless or endless in space, extent, or size; impossible to measure or calculate.	I allowed infinite amount of time to travel to space.
visualisation	The representation of an object, situation, or set of information as a chart or other image.	The story uses descriptive language to aid visualization.
artistry	Creative skill or ability.	The artistry of the pianist was outstanding.

Synonyms and Antonyms: The Tricky Bits

The trickiest part of synonyms and antonyms is probably remembering which is which! See if these rhymes help...

Synonyms almost the same,
Synonyms almost the same,
Come, let's play a matching game.
Sing two words that mean the same.

When I'm happy, I am glad.
When I'm naughty, I am bad.
If it's large, it's also big.
A hog is also called a pig.

See me hurry, See me rush.
To be quiet means to hush.
If I want, I also wish.
A plastic bowl is still a dish.

Antonyms are opposites.
Left, right
In, out

Antonyms are opposites.
Fast, slow,
Whisper, shout

Young, old
Hot, cold
Yes, no
Stop, go!

(To the tune of Hush Little Baby)

Re write these sentences replacing the bold words with an antonym

The bus went far too **fast** on the motorway

I need to **decrease** the amount of water I drink.

He believed that one **small** person could make a huge difference.

Jake used a natural sweetener but Lara used an **artificial** sweetener.

Name: _____

Date: _____

Fiction Text – The Midnight Thunderstorm

CRASH! “What was that?” Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister’s bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

“Julia? Are you awake? Julia?” Chrissy gently shook her big sister’s shoulders.

“No, I’m not,” Julia mumbled sleepily. “Go back to bed, Chrissy.”

“I can’t sleep,” Chrissy replied. “Please, can I lie with you for a while? Thunderstorms are so scary.”

Julia opened one eye and smiled. “They’re not scary,” she said. “Just noisy. Noise can’t hurt you, Chrissy. Now go back to bed.”

CRASH! Chrissy shrieked and jumped into her sister’s arms. Julia laughed. “You really aren’t very brave, are you?”

Chrissy shook her head. “So can I stay?”

Julia nodded gently. “But no snoring. And no stealing all the blankets. Deal?”

“Deal,” Chrissy replied. She dove under the covers and closed her eyes. Julia’s hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.



Name: _____

Date: _____

The Midnight Thunderstorm – Comprehension Tasks

Before you read – Predicting

Use the title and picture to predict what you think this text is going to be about.

Discuss your ideas with your teacher and classmates.

As you read – Monitoring and Clarifying

Highlight any words or phrases that you do not understand in the text. Look up the meaning of the words highlighted.

As you read – Visualising

Draw a picture on the back of this page of the thunderstorm from the story

As you read – Inferring

Answer the following questions:

- How does Chrissy feel during the thunderstorm? How do you know?
- Do you think Julia is scared of thunderstorms? Why or why not?
- Do you think Chrissy and Julia have a good relationship? Why or why not?

What might happen when Chrissy and Julia wake up in the morning?

After you read – Summarising

The main idea of a text can be described as the topic that a text is mostly about.

What is the main idea of the text, *The Midnight Thunderstorm*?



Procedure Writing

*By now, you should know everything you need to include in order to write an excellent procedure. Next week, you will do your writing post-test, where you will write your **best procedure**. Your teacher will mark your procedure to see if you've included everything discussed both in class and online this term!*

Let's recap on what you've learnt about procedures this term:

What are the headings needed in a procedure?

What is the purpose of a procedure?

Put a tick next to any features that belong in a procedure

Adverbs	
Similes	
Common nouns	
Action verbs	
Adjectives	
Adverbial phrases	
Informal language	
Formal language	

On the next page you will see a rubric used to mark your final procedure.

Read over it to see exactly what you need to do to write an excellent procedure.

Procedure Rubric

	Working Below Expectations	Working To Expectations	Working Above Expectations
Audience	Procedural text contains simple content. Attempts have been made to instruct the reader.	Procedural text contains sufficient content. Attempts have been made to instruct the reader to achieve a relevant goal through the use of instructive and descriptive language.	Procedural text contains detailed content. Successfully instructs the reader through the deliberate selection of relevant steps and sustained use of instructive and descriptive language.
Procedural Structure	Procedural structure (goal, materials, instructions) is absent or minimal.	Procedural structure (goal, materials, instructions) is present.	Procedural structure (goal, materials, instructions) is highly developed.
Goal	The goal of the procedural text is absent or unclear.	The goal of the procedural text is clear and relevant.	The goal of the procedural text is clear, succinct and highly relevant.
Materials	Some equipment required to achieve the goal is listed.	All equipment required to achieve the goal is listed.	All equipment required to achieve the goal is listed, with clarifying information added where necessary.
Instructions	Set of instructions is simple or unclear.	Set of instructions is clear and mostly effective.	Set of instructions is clear, detailed and highly effective.
Vocabulary	Some use of appropriate words and phrases.	Some use of precise words and word groups.	Sustained and consistent use of effective words and phrases which enhance meaning.
Cohesion	Procedural text lacks flow. Links are missing and meaning may be unclear.	Procedural text generally flows well. Some links are present and meaning is usually clear.	Procedural text is highly cohesive. Instructions are tightly linked and meaning is clear.
Sentence Structure	Procedural text contains some simple sentences that express meaning. Some meaning can be constructed.	Procedural text experiments with more complex sentences to express meaning. Meaning is predominantly clear.	Procedural text demonstrates correct, controlled and well-developed sentences. Meaning is clear and precise.
Punctuation	Minimal use of punctuation. Provides little assistance to the reader.	Regular use of punctuation. Provides adequate markers to assist reading.	Precise use of punctuation. Provides accurate markers for controlled reading.
Spelling	Procedural text contains correct spelling of most simple and some common words.	Procedural text contains correct spelling of all simple words, most common words and some difficult words.	Procedural text contains correct spelling of all common words, most difficult words and some challenging words.

Tick this box once you have read the rubric

Procedure Writing - PLANNING

Your task today is to start planning your procedure for next week.

The topic for your procedure is ‘How to get ready for....’

In order to PLAN for your writing, you need to think of the perfect topic.

Think:

What activity are you going to explain how to get ready for?

Think of an activity you know how to get ready for well. This could be getting ready for school, a training session, a sporting activity, a bath or bedtime.

After you have had some time to think, write the title of your procedure below:

What is the goal of this procedure? (In a full sentence)

List all the equipment needed:

Now you have some time to start writing a draft procedure.

You can do this on paper or type it up if you are on a device.

Make sure you refer to the rubric on the previous page throughout writing your draft. If you are on a device, you can upload your draft procedure for your teacher to check.

Patterns and functions – function tables with addition and subtraction

Write your answers in the answer box

Complete the function table for the total cost of day out at the fun park. You must pay an entry fee of \$12 and purchase a wrist band for the number of rides you want to go on.

Wrist band	5 rides for \$20	6 rides for \$25	7 rides for \$30	8 rides for \$35
Total admission				
Rule	Wrist band + \$12 = Total cost			

Patterns and functions – function tables with addition and subtraction

Write your answers in the answer box.

At a cinema, the lollies are sold by weight. 1 scoop costs 50¢.								
Scoops of lollies	1	2	3	4	5	6	7	8
Cost	50¢	\$1						
Write the rule to find out the cost of the lollies when you know how many scoops:								
How many scoops of lollies can I get for \$10?								

If the sides are not balanced, we say the equation is unequal.

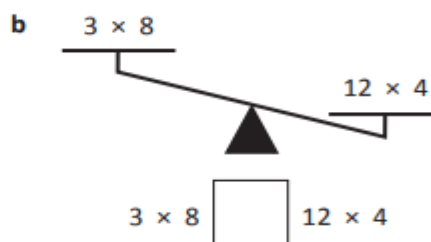
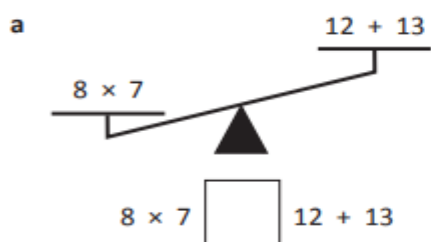
Look at these scales:

5×4 is greater than $5 + 4$

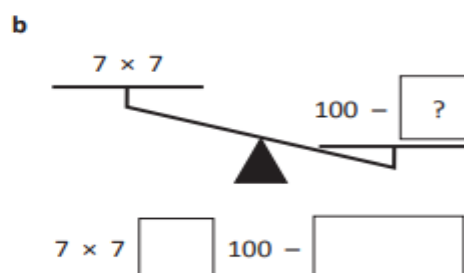
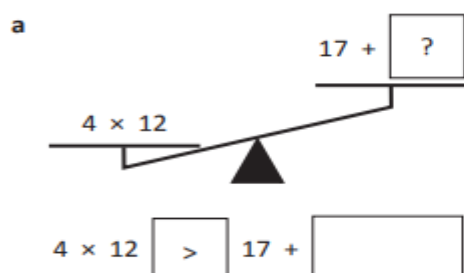
So instead of an equals sign, we use the greater than sign:

$$5 \times 4 > 5 + 4$$

Complete the following scales and inequalities by adding greater than (>) or less than (<):



In these problems, you have to add both the symbol *and* a value that would make the equation true. Remember, just like with ordinary scales, the bigger value will be lower down.



Challenge - Optional

Keenan chooses a number between 50 and 100. He halves the number and adds 15. He divides this result by 3. He gets an answer of 19. What was the number he started with?



So far in Drama we have talked about Voice and Emotion.

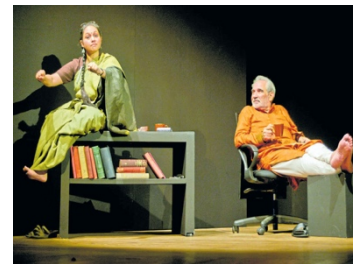


Today we are going to explore some more of the Elements of Drama.

1. SPACE

Space is the word that describes where a drama is performed and how the actors use the space. Space relates to:

- grouping
- levels
- proximity



Activity: Personal Space Bubbles –

Find a space where you are not touching anything and then crouch in a ball. Imagine you are in a bubble that slowly grows to a size you choose. You then need to feel all around you, visualising the bubble with its shape, texture and colour. Feel your bubble grow until you have reached as far as you can above, and to each side without moving from your spot. At that point your bubble pops! Return to sitting down. The purpose of this activity is to bring awareness to the space around you. Actors need to do this when performing. They always need to be aware of **where** they are in relation to props, other actors, the stage etc.

2. FOCUS

Focus means to direct the audience's attention to:

- a specific character
- space
- object/s
- idea/s.



Focus can also refer to how well a performer concentrates and stays in character.

Activity: Running race –

Find an open space. Stand as if you are a spectator at a running race. You need to imagine the race moves from your left to right. You should show your emotion to the race progressing as well as shifting your vision. You could then pretend you are watching a horse race or final of a tennis match. Notice how your eyes and body shift as you are watching.




3. SYMBOL

Symbol in drama can refer to anything that is being used to stand for something else. This might be an object, action, event or place. Props, costumes and colours on stage are used as symbols in drama.

For example, the colour **Red** is often used to show rage, anger, energy, strength, speed, heat, power, danger, aggression, blood, fire, war, excitement and violence. **Gold** is often used to show riches, extravagance, wealth, warm, precious and prosperity.

What do you think the colour **blue** could be used to symbolise in drama?

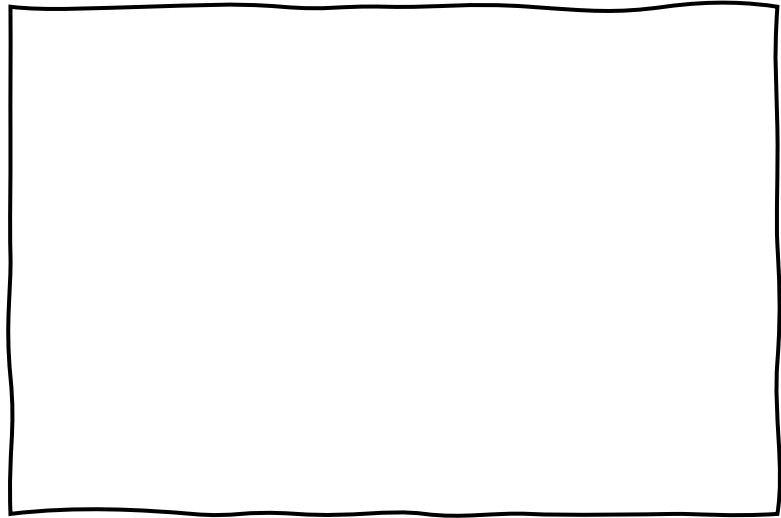
Activity: below there are pictures of a number of symbols that could be used as props in a play. Your task is to come up with an idea for a play that incorporates each. For example, the crown could be a play about an evil king trying to gain power.

Symbol	Idea for a play
	
	
	

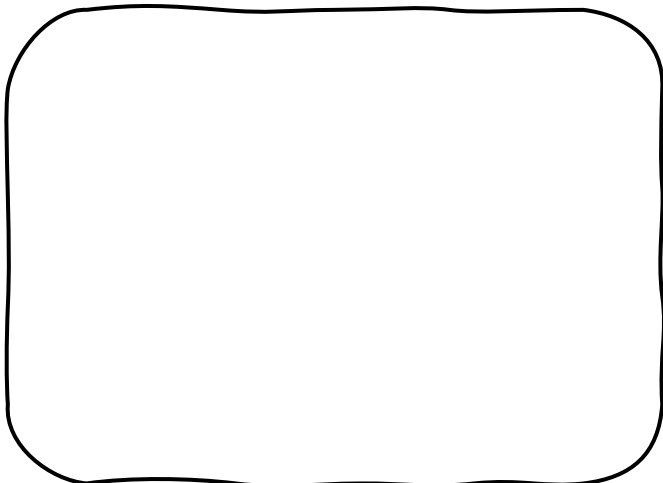
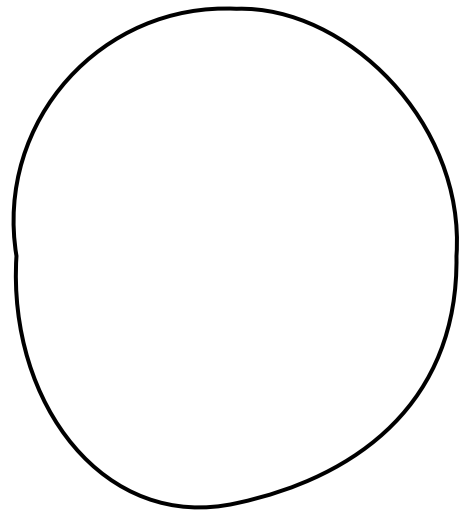
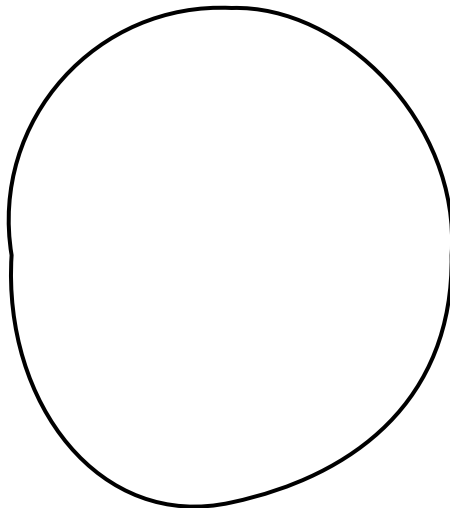
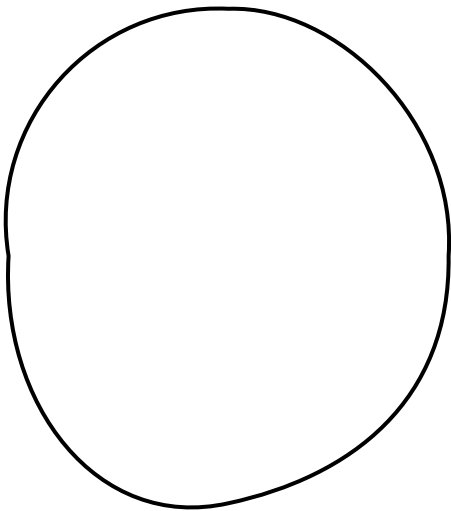
Travel Information

If you could go somewhere, where would it be? What would you do and what would you see?

Location: _____



3 fun things to do



Best thing about the location

THURSDAY
9TH SEPTEMBER



Wk9

Spelling

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

Teach **THIS**

Verbal Linguistic

Spelling Well

Say your spelling words using:
'Look - Say - Cover - Write - Check'

Mathematical/Logical

Fact Factory

Draw a table of facts about each of your spelling words.

Naturalistic

Form a Word

Look outside at nature to find things that form the letters of the week's spelling words and draw them on paper.
Eg: tree branches, clouds, playground equipment.

Bodily Kinaesthetic

Jump High

Say your words out loud at the same time as you jump rope.

Visual/Spatial

Paint me a Word

Grab a paintbrush, some paint and some paper and paint each of your spelling words in your favourite colours.

Interpersonal

Celebrity Heads

On small cards, write each of this week's spelling words, so you can play 'Celebrity Heads.'

Intrapersonal

Memory Challenge

Look over your past spelling lists.
How many words do you remember how to spell? Do a self evaluation.

Musical/Rhythmic

Rum a Tum Tum

Chant your spelling words to the beat of a drum.

Lesson 104 • Tiddalik the Frog

Name _____

Identifying the Main Idea and Finding Supporting Details

To discover what a text is about, you need to look for the main idea or key point. Facts and details in the text can help you find the main idea.

Read the passage.

Circle the word that tells us how Tiddalik was feeling.

Highlight the noun that tells us what Tiddalik needed.

Narrator: Long ago in the Dreamtime, Tiddalik the frog woke very thirsty one morning.

Tiddalik: I need water, I need water, I need water ...

Narrator: So Tiddalik drank all the water he could find.

Tiddalik: [gulp] [gulp] [gulp] [gulp]

Narrator: He drank so much that every billabong and creek and every river and stream was emptied.

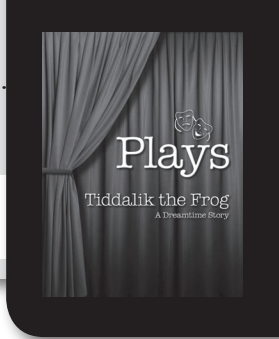
Colour the action verb that tells us what Tiddalik did.

Underline the sentence that contains the main idea.

Colour the correct answers.

- What is the **main idea** or **key point** of the text?
 - Tiddalik the frog was very thirsty.
 - Tiddalik the frog gulped down the water.
 - Tiddalik the frog lived long ago.
 - Tiddalik the frog drank all the water.
- Which word best **supports** the **main idea**?
 - water
 - emptied
 - drank
 - thirsty
- Which phrase best **supports** the **main idea**?
 - every billabong and creek and every stream and river
 - need water
 - Long ago in the Dreamtime
 - woke very thirsty

Lesson 104 • Tiddalik the Frog



Name _____

Read the passage.

Underline the name of the animal that tried to make Tiddalik laugh.

Highlight the sentence that tells us why Tiddalik started giggling.

Narrator: Suddenly, Nabunum the eel, whose home had dried out because the water had gone, slithered up to Tiddalik.

Nabunum: Time for you to laugh, froggy.

Narrator: Nabunum began to dance, slowly at first, then faster and faster, wriggling into all sorts of shapes, knots and twists. It worked! Tiddalik started giggling.

Kookaburra: I think he's going to burst.

Wombat: Stand back, here comes the water!

Colour the words that tell us what Kookaburra thought was going to happen.

Put a box around the words that tell us why Wombat told everyone to stand back.

1 What is the **main idea** or **key point** of the text?

2 List three **details** that **support** the **main idea**.

a _____

b _____

c _____

Sadako and the Thousand Paper Cranes

Chapter Three – Sadako’s Secret



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

Write a summary of Chapter 3

Answer the following questions

1. Why is this chapter called Sadako’s secret?

2. The kind of words from her parents made the knot in Sadako’s stomach loosen.” What does this line imply (mean/suggest)?

3. Which sentence in the end of this chapter creates suspense? How does it create suspense?

Task: Doves are released by the monks as a symbol of peace. Research and find three other commonly used peace symbols. Create your own peace symbol and explain how it represents peace.

Symbol 1 -

Symbol 2 -

Symbol 3 -



My symbol is _____

Explain below how your symbol represents peace.

Week 9 - Patterns and Algebra Lesson 4

Timetables – Complete the times table grid

online – Copy out the times table grid and upload your answers

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

Puzzle – Hint - the formula for finding the perimeter is adding the length of all the sides together.

We are arranging rectangular shapes as shown in the figure. What will be the perimeter of the shape with 10 rows of rectangles?

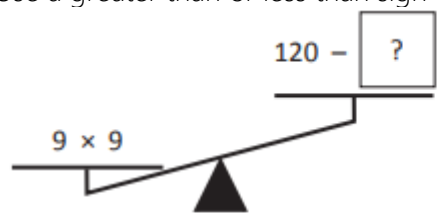
2 cm
1 cm

The perimeter is

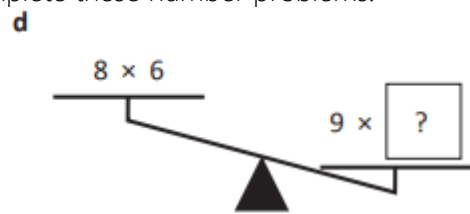


Patterns and Algebra

Use a greater than or less than sign to complete these number problems.



9×9 $120 -$





8×6 $9 \times$


Read this -

Symbols help us when we have more than one number to find.
A symbol can be any shape and stands for any unknown numbers.

Work out the value of the diamond in each question. Notice the same symbol is added 3 times.
Your 3 times tables will help here.

a  $\square + \square + \square = 12$

b  $\square + \square + \square = 36$

c  $\square + \square + \square = 45$

Practise performing inverse operations by getting back to the first number. The first one has been done for you:

a $20 \div 5 = 4$ $4 \times 5 = 20$

b $35 \square = 5$ $\square = 35$

c $64 \square = 8$ $\square = 64$

d $72 \square = 8$ $\square = 72$

e $54 \square = 9$ $\square = 54$

f $18 \square = 6$ $\square = 18$

Find out the value of each symbol by performing inverse operations:

a $\text{circle} \times 8 = 64$
 $\text{circle} \times 8 \div \underline{\quad} = 64 \div \underline{\quad}$
 $\text{circle} = \underline{\quad}$

b $\text{star} \times 7 = 56$
 $\text{star} \times 7 \div \underline{\quad} = 56 \div \underline{\quad}$
 $\text{star} = \underline{\quad}$

Find out the value of each symbol again. Perform the inverse operation in fewer steps.

a $\text{smiley} \div 9 = 5$
 $\text{smiley} = 5 \times \underline{\quad}$
 $\text{smiley} = \underline{\quad}$

b $\text{smiley} \div 12 = 5$
 $\text{smiley} = 5 \times \underline{\quad}$
 $\text{smiley} = \underline{\quad}$

Afternoon Activity - BTN

BEHIND THE NEWS

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

Name: _____

Episode: _____

BEFORE THE EPISODE

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

AFTER THE EPISODE

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

MAKING CONNECTIONS

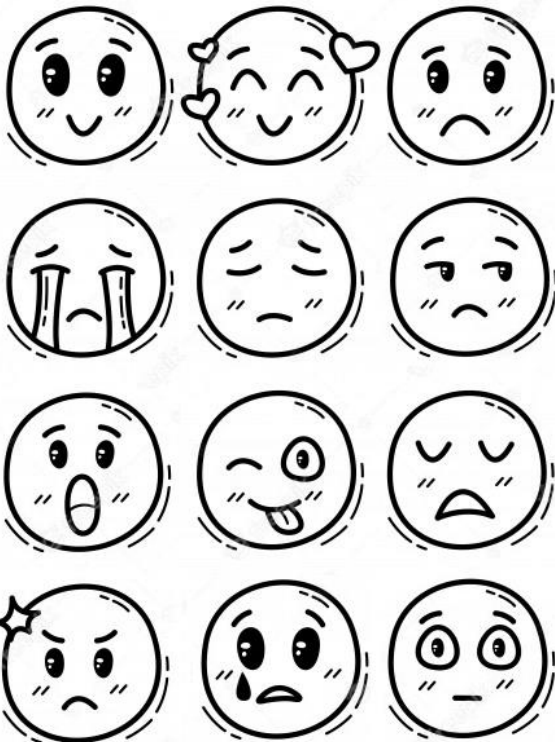
Did this 'BTN' episode remind you of something? Can you relate to this episode? Using the lines below, write about a personal experience or time in your life that relates to the episode that you have just viewed.

No Access? Create your own BTN segment.



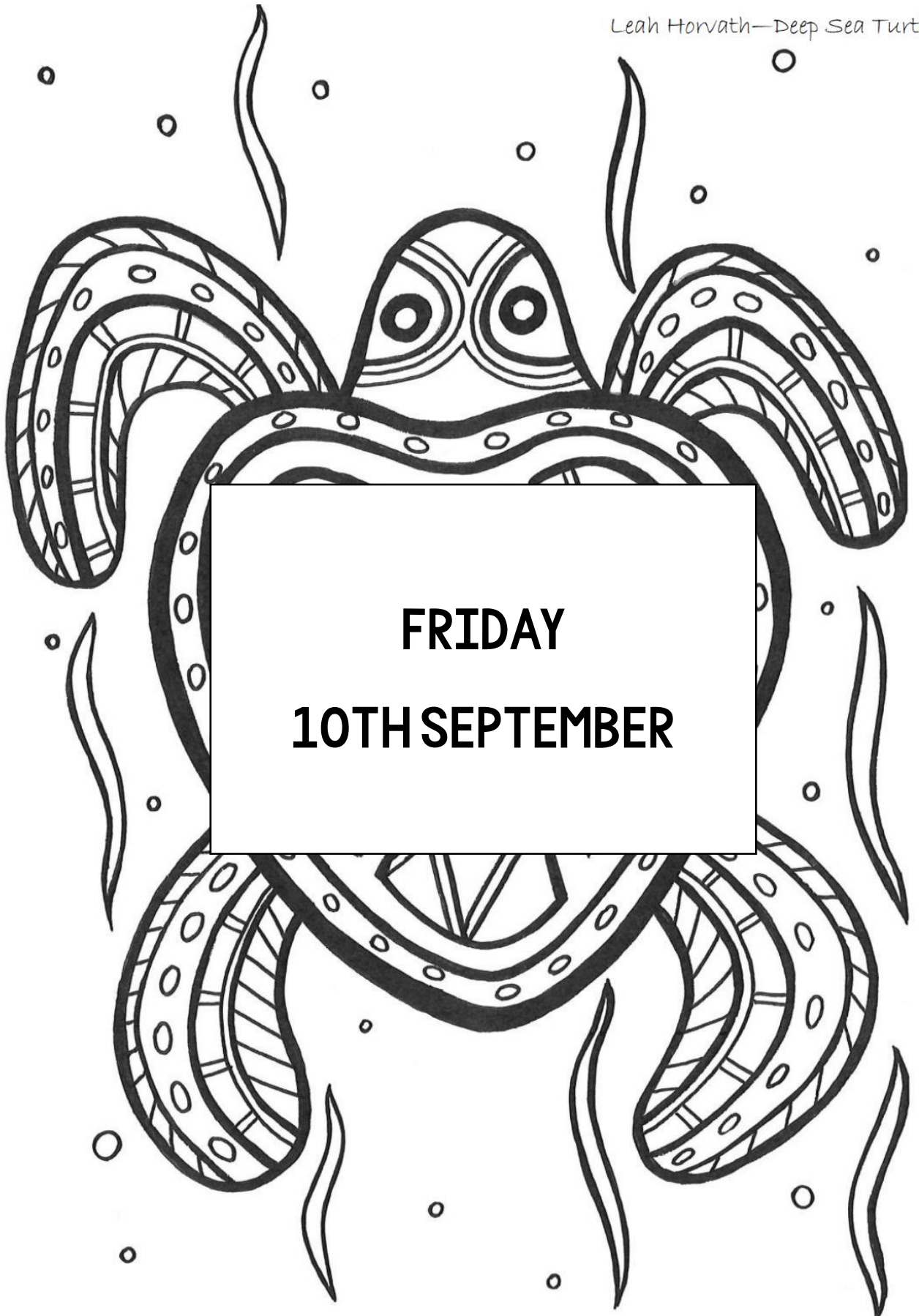
Check In

How do you feel about your day?



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

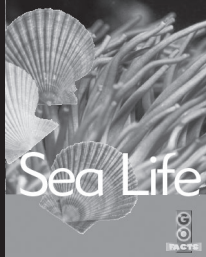
What was something you found hard today and would like help with?



FRIDAY
10TH SEPTEMBER

Lesson 107 • Sea Life

Name _____



Compare and Contrast

When we compare and contrast information, we look for the similarities and differences between details in the text.

Read the passage.

Circle the key word that tells us what kind of animal whales and seals are.

Highlight the key words that tell us why whales and seals cannot breathe under water.

Colour the key word that tells us what whales and seals feed their babies.

Whales, dolphins, seals and sea lions are marine mammals.

Mammals cannot breathe under water because they have lungs, not gills. They must come to the surface to breathe.

The babies of whales and dolphins are born under water. The mothers push the babies to the surface to take their first breath.

Seals and sea lions spend most of their time in the water, feeding on fish, squid and penguins. They also spend time on land, resting. Seal pups are born on land and like all marine mammal babies, they are fed on milk.

Underline the phrase that tells us where the babies of whales are born.

Put a box around the phrase that tells us where seal pups are born.

Underline the phrases that tell us where seals spend their time.

Colour the correct answers.

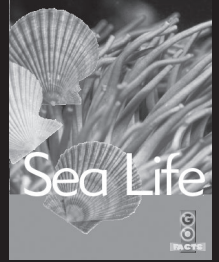
1 In which three ways are whales and seals **similar**?

- | | |
|--|---|
| <input type="radio"/> Both give birth to their babies on land. | <input type="radio"/> Both spend time resting on land. |
| <input type="radio"/> Both are mammals. | <input type="radio"/> Both must come to the surface to breathe. |
| <input type="radio"/> Both spend all of their time in the water. | <input type="radio"/> Both feed their babies milk. |

2 In which two ways are seals **different** from whales?

- | | |
|---|---|
| <input type="radio"/> Their babies are born on land. | <input type="radio"/> They have lungs, not gills. |
| <input type="radio"/> They are marine mammals. | <input type="radio"/> They spend time in the water and on land. |
| <input type="radio"/> They spend all their time in the water. | |

Lesson 107 • Sea Life



Name _____

Read the passage.

Highlight the words that tell us what wading birds and albatrosses eat.

Underline the phrase that tells us where oystercatchers live and feed.

Underline the sentence that tells us how albatrosses catch their food.

Many birds depend on the sea for their food. Wading birds, penguins, albatrosses, gulls and pelicans hunt and eat fish and other sea creatures.

Wading birds, such as oystercatchers, live and feed along the shore. Long, spindly legs help them wade through shallow water. Their thin beaks dig around for small animals in the water and mud.

Out over the deeper ocean, birds need to be able to fly for long periods of time. The albatross has very long wings so that it can glide for hours. It can stay in the air for weeks at a time. These seabirds dive into the water to catch their food.

Penguins cannot fly at all. They use their flippers and their webbed feet to swim very fast and catch fish.

Colour the words that tell us where albatrosses find their food.

Highlight the sentence that tells us how oystercatchers find their food.

Colour the sentence that tells us how penguins are different from other seabirds.

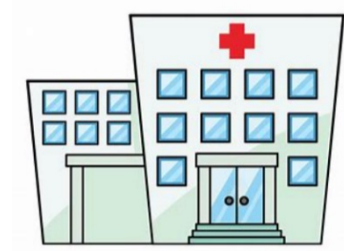
1 Describe one way in which oystercatchers and albatrosses are **similar**.

2 Describe the **different** ways in which oystercatchers and albatrosses find their food.

3 Describe the main **difference** between albatrosses and penguins.

Sadako and the Thousand Paper Cranes

Chapter Four – A secret no longer



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

Write a summary of Chapter 4

Answer the following questions

1. Does the title of this chapter reflect what happens in the chapter? Why/Why not?

2. How is Sadako feeling at the end of this chapter?

3. Why is leukemia also known as 'the atom bomb disease'?

Vocabulary Task

Create your own definition for each word, then use a dictionary to find the meaning.

Pang	Fused
Dictionary Definition:	Dictionary Definition
Murmur	Miserable
Dictionary Definition	Dictionary Definition

What sentence best summarizes chapter 4?

- A) Sadako was taken to the hospital. Her family was very sad because they found out Sadako had leukemia.
- B) Sadako fell while she was running. In the hospital the family was told that Sadako was ill with leukemia. The family and Sadako were terrified.
- C) Sadako's secret finally was discovered. She felt really ashamed for keeping it from her family for a long time. She should have told them earlier she had leukemia.
- D) Sadako fell while she was running. She thought it was no big deal. However, her family still took her to the hospital.

Times table challenge

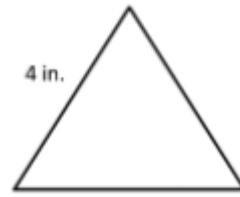
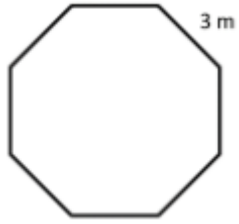
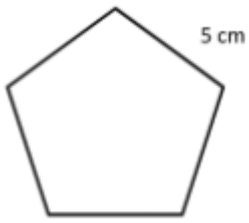
$8 \times 7 =$	$3 \times 10 =$	$9 \times 9 =$	$5 \times 10 =$	$1 \times 8 =$	$5 \times 6 =$
$10 \times 11 =$	$6 \times 11 =$	$10 \times 7 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$	$2 \times 5 =$	$4 \times 1 =$	$8 \times 6 =$
$11 \times 6 =$	$9 \times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

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?



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



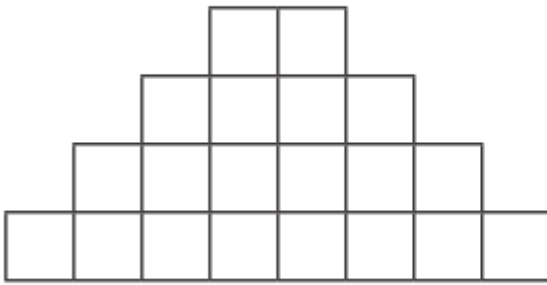
1 =

2 =

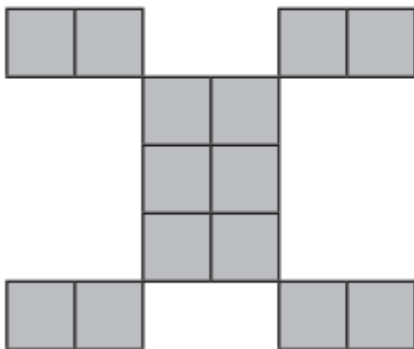
3 =

Challenge optional-

a The area of each square is 9 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 cm^2 . What is the perimeter?



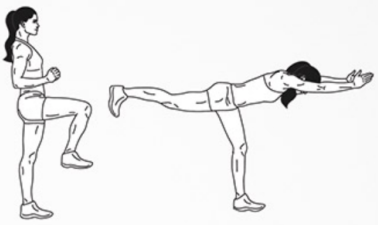



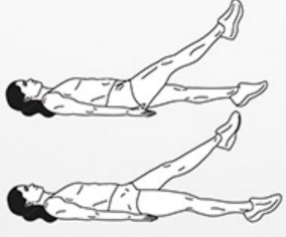

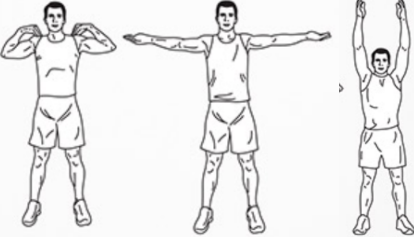





Level 1 3 Sets
 Level 2 5 Sets
 Level 3 7 Sets

Spectacular Me

Warm Up

Rest
 Up to 2 minutes.

ACTIVITY	ENJOYMENT	REPS
ACTIVITY 1 		4 Single Leg/Leg Squats
ACTIVITY 2 		4 Single Leg Deadlifts
ACTIVITY 3 		10 Plank Rotations
ACTIVITY 4 		10 Flutter kicks laying on your back
ACTIVITY 5 		20 Shoulder taps
ACTIVITY 6 		20 Bicep Extensions

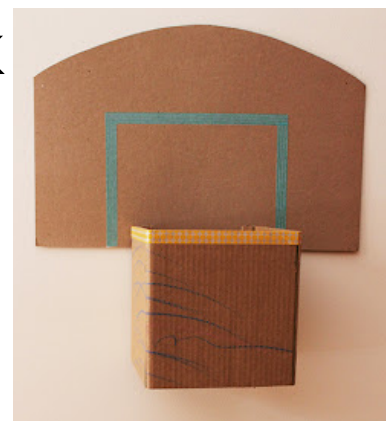


Basketball Door Trick Shot Challenge.

If you have a Basketball hoop or Netball ring feel free to use these

Equipment Needed:

- > A hoop (Basketball hoop/Netball ring or a home made hoop)
- > A ball (basketball/netball, Paper ball or sock ball.



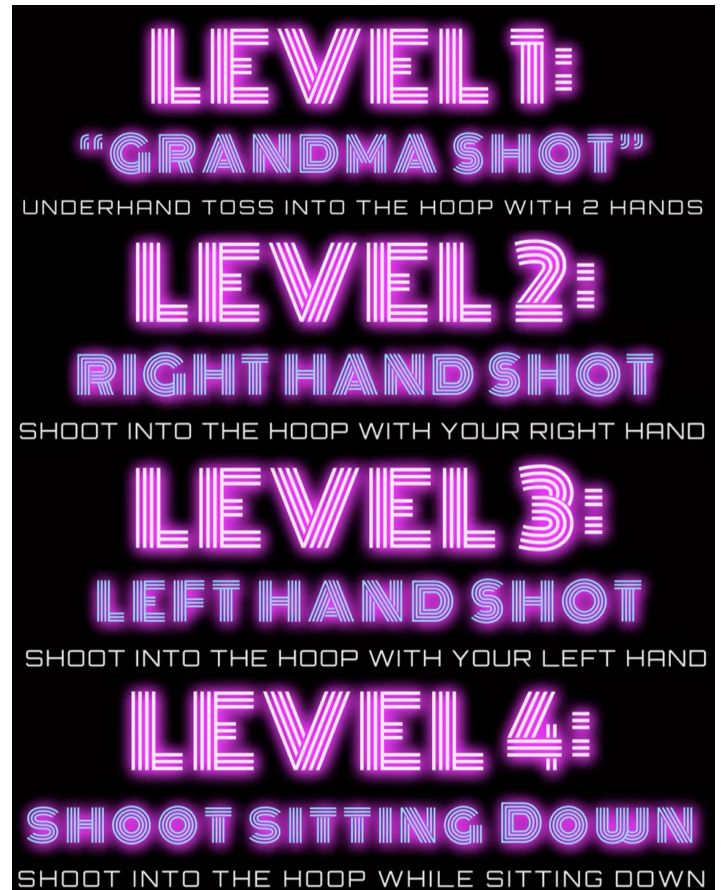
Task:

- > Create a variety of trick shots you will try and complete.
- > Try and complete the following shots within the given time limit.
- > Try and see how many shots in a row you can get without missing from a set distance.
- > Can you create a trick shot sequence that involves landing at least 3 different shots in a row?

Safety

Note if you are using a basketball or netball please stay outside and use the Basketball hoop or Netball ring.

If you are using your door and cardboard box as your basketball along with your rolled up socks as the ball, please make sure there are no breakable items around.



Challenge Time

You have 1 minute to complete each trick shot in the order of the list provided. If you miss a shot, you must attempt that shot again before moving to the next shot on the list. **Can you do it?**

Describe the trick shot/s you created below, providing detail on how to successfully complete each one and the materials you will need.



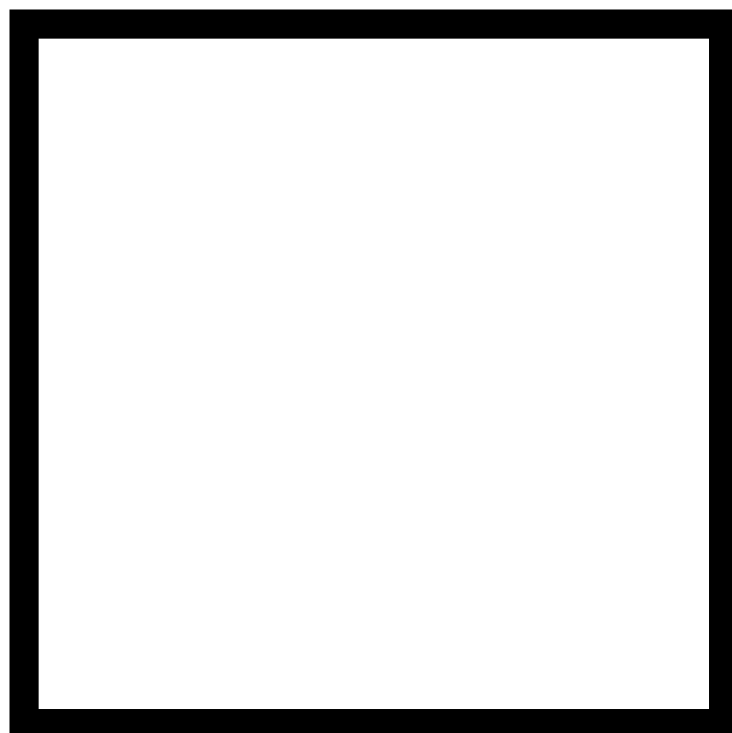
What was your best record of scoring a basket without missing?

Were you able to complete the challenge in 1 Minute?



How did you enjoy this Task? What did you like? What did you dislike. What did you find easy? What was hard?

Draw an example of one of your created trickshots.



Online can upload a short video or photo.

Stage 3 Friday Term 3 Week 9 - Recipe

Time to wind down for the week.

Find a fun and easy recipe to make with someone in your house. This could be hot chocolate, mug cake that can be cooked in the microwave or a special popcorn recipe ready for a movie night.

Record the recipe in the space below