

Year 6
Term 3, Week 5
Monday - Friday



Name: _____ **Class:** _____



GLENDORE PUBLIC SCHOOL

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RESPECT CARING LEARNING SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

Year 6 – Term 3, Week 5

Continuity of Learning – Working at Home Program

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



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	<p align="center">Fruit and Movement Break</p> <p align="center">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 align="center">Writing <i>Informative Texts – Learning how to Construct an Informative Paragraph</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">Writing <i>Informative Texts – Planning an Informative Paragraph</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">Writing <i>Informative Texts – Planning a Paragraph</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">English Unit <i>Hiroshima – A Survivors Story</i></p> <p>Complete your book study task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">English Unit <i>Hiroshima – Text Comparison</i></p> <p>Complete your book study task in today's Microsoft Form or in your hardcopy booklet.</p>
Recess Break	Recess Break	Recess Break	Recess Break	Recess Break	Recess Break
Middle Session	<p align="center">DEAR Reading</p> <p align="center">You can either choose a story on Epic or you can read a book from home</p>				
	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" style="background-color: #00a0c0; color: white; padding: 5px; margin: 10px 0;">Mathletics</div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" style="background-color: #00a0c0; color: white; padding: 5px; margin: 10px 0;">Mathletics</div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" style="background-color: #00a0c0; color: white; padding: 5px; margin: 10px 0;">Mathletics</div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" style="margin: 10px 0;">  </div> <p>Complete tasks on Prodigy if you have access.</p>	








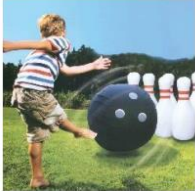




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	Science	Geography	CAPA	PD/Health	PE
	<p>Complete Science activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete History activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Drama activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Water Safety activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete a Mini Golf Course activity listed in today's Microsoft Form or in your hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p>Outside Activity</p> <p>Go outside and play a game of your choice.</p> 	<p>Quiz Master</p> <p>Create a quiz about a topic of your choice and quiz someone in your house.</p> 	<p>Game master</p> <p>Make a board game.</p> 	<p>BTN</p> <p>Watch the latest episode of BTN -</p>  <p>https://www.abc.net.au/btn/classroom/</p> <p>No Access? Create your own BTN segment.</p>	<p>Free Choice</p> <p>Choose an activity for your whole family to enjoy.</p> 



Monday

Spelling

List Word	Practice	List Word	Practice
actual		shyness	
gradual		increase	
equal		maternal	
eventual		miserable	
continual		numerous	
narrow		symmetry	
patterns		committee	
opposite		organisation	
problems		emphasised	
oasis		entertainment	
queue		<u>connoisseur</u>	
tourist		<u>conscientious</u>	
cyclist		<u>consequential</u>	
inferior		<u>contemptuous</u>	
council		<u>contagious</u>	

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.

Grammar in Writing

Monday



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

Write your best paragraph here

Challenge Words	Definition	Example
perplexed	completely baffled; very puzzled	She gave him a perplexed look.
alloy	a metal made by combining two or more metallic elements, especially to give greater strength or resistance to corrosion.	Alloy wheels are made from a mixture of other metals, making them tougher
perturbed	feeling anxiety or concern; unsettled	She didn't seem perturbed about the noises around her.
outcast	a person who has been rejected or ostracized by their society or social group	He was an outcast at school.
illuminate	to light up	A flash of lightning illuminated the house.
déjà vu	a feeling of having already experienced the present situation	I entered the room and immediately felt a sense of déjà vu.

Writing

CONSTRUCTING A PARAGRAPH

Task One: If you have access to the internet, watch the 'Informational Writing for Kids' video on

YouTube:<https://www.youtube.com/watch?v=90TT0q2mHws>

Task Two: Answer the following questions.

Q1. What is another word that could be used instead of 'sections'?

Q2. Why are headings so helpful in informative texts?

Q3. Why are paragraphs so important when writing informative texts?

Task Three: Revise 'Paragraph Structure'.

These four steps will help you with the upcoming tasks.

Paragraphs in Informative Writing

1. **Introduce** the subject using a clear topic sentence.

2. **State** facts about the subject in a logical order.

3. **Describe** the subject using appropriate technical vocabulary.

4. **Conclude** with a statement about the subject.

HINT **Focus** on only one aspect of the subject per paragraph.



Read the following topic card (paragraph starter and complete the tasks.



Identify the topic of the paragraph.

Brainstorm additional facts that could be included in the paragraph.

Select the three most relevant facts from the brainstorm and explain why you chose those particular facts.

CHOSEN FACT ONE: WHY?

CHOSEN FACT TWO: WHY?

CHOSEN FACT THREE: WHY?

Maths

Written methods – remainders in division

There are 3 ways of expressing remainders. We can express them as a fraction, as a decimal or as $r _ _$. How we do it depends on how we would deal with the problem in real life.

- 1 Complete the table by expressing the remainders in 3 different ways. What patterns can you use to help you? You could use a calculator to help you find the decimal answers.

	fraction	decimal	remainder
$243 \div 5$		48.6	
$244 \div 5$			48 r 4
$245 \div 5$			
$246 \div 5$			
$247 \div 5$			

- 2 Solve these problems and explain why you expressed the remainder as you did:

a You are bagging chocolates for the school fete. You have 299 chocolates and 10 bags. How many do you put in each bag?

b 12 pizzas are shared between 8 kids. How much pizza does each child receive?

c You and 3 friends throw 67 paper planes into the ceiling of the classroom before getting caught. Your teacher offers you 66 minutes of rubbish duty in return. If you share it out evenly, how many minutes will each of you be carrying the rubbish bucket around the yard?

It's important that I am precise with this money question so I am going to use a decimal remainder.

d Tracey, Sam, Max and Hung earn a \$550 reward for returning a dog to its grateful owner. If they share the reward evenly, how much does each person receive?



Written methods – solving problems

We come across multiplication and division problems regularly in our everyday lives. It doesn't matter which strategy we use to solve them, we can choose the one that suits us or the problem best.

1 Solve these problems. Some require multiplication, some require division and some also require you to use addition as well. Underline the key words that guide you to the correct process.

- a** Lachlan buys 14 tickets to the World Cup for himself and his mates. Each ticket costs \$145. How much does he spend in total?
- b** 4 people hired a car for 2 days. The rates were \$65 per day plus a one-off insurance charge of \$30. What did each person pay, assuming the costs were shared evenly?
- c** The 3 Walsh kids are allowed to use the computer between 5 and 6 pm and between 7 and 8:30 pm. How much time in minutes is it shared evenly?
- d** A standard bar of chocolate weighs 45 grams. A super-super sized bar weighs 3 times that amount. How many grams in 7 super-super sized bars?

In division we know the total, we have to work out how we share that total into or between groups.

- e** A pack of 10 cds costs \$14.90. Jack buys 4 packs. How much does he spend in total? What does the cost work out to be for each cd?



REMEMBER

Science

The Sun, Earth and Moon

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

Earth's Rotation and Revolution

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

The Moon

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

Summary:

Answer the following questions:

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

What is the Earth's axis?

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

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

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

How else does the Earth move?

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

What does Earth's tilt on its axis cause?

What makes seasons?

Name the two ways in which the moon moves

What are lunar phases?

What are the 4 lunar phases?

What causes the different lunar phases?

Making a Model:

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

Draw your model.

Explain how it works:

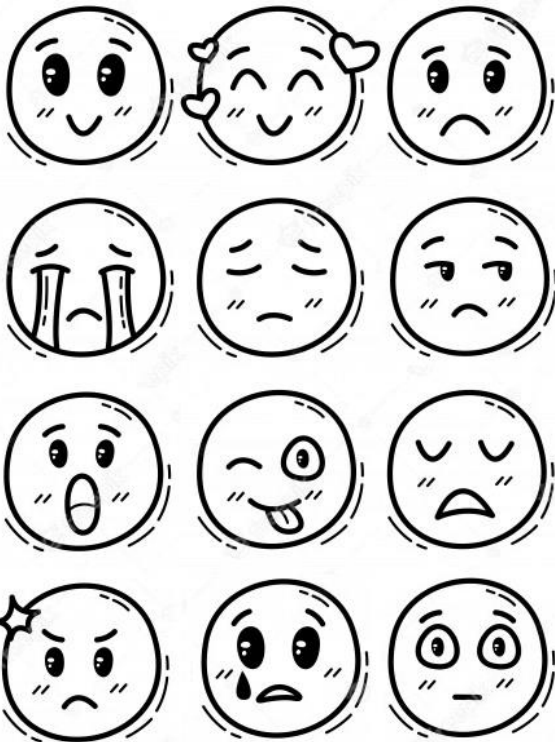
Afternoon Activity

Go outside and play a game of your choice.



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?



Tuesday

Spelling

List Word	Practice	List Word	Practice
actual		shyness	
gradual		increase	
equal		maternal	
eventual		miserable	
continual		numerous	
narrow		symmetry	
patterns		committee	
opposite		organisation	
problems		emphasised	
oasis		entertainment	
queue		<u>connoisseur</u>	
tourist		<u>conscientious</u>	
cyclist		<u>consequential</u>	
inferior		<u>contemptuous</u>	
council		<u>contagious</u>	

UNIT 21

Phonics

actual
gradual
equal
eventual
continual

Basic list / High frequency

narrow	queue	shyness
patterns	tourist	increase
opposite	cyclist	maternal
problems	inferior	miserable
oasis	council	numerous

Difficult

symmetry
committee
organisation
emphasised
entertainment

Own words



Spelling rule

A few nouns form the plural by a change of vowel or vowels.

Example:
oasis oases

1. Write the plural of these words.

- a man _____
b goose _____
c tooth _____
d woman _____
e emphasis _____

Words in context

2. Choose a list word to complete these sentences.

- a The _____ of black is white.
b An _____ appeared in front of the desert tourists.
c The _____ u _____ won't let cyclists ride in this area.
d The girl's shyness made her feel _____.
e There are _____ patterns on this beautiful fabric.



3. Complete these words by adding the missing letters.

a m _ _ s _ _ r _ _ b l _ _

c n _ _ m _ _ r _ _ s

e _ _ n t _ _ r t _ _ n m _ _ n t

b g r _ _ d _ _ l

d s _ _ m m _ _ t r _ _

f _ _ _ s _ _ s

Wrong spelling

4. Correct the spelling mistakes.

- a The que of tourists increased by lunchtime.
b What is the oppersite of the word 'problems'?
c The council emphasised the need for narrowe lanes.
d I can inkrease the amount of money I save.
e The entertainment was misarable.



Word meanings

5. Choose a word from the lists to match the clues below.

- | | |
|--------------------------------------|---------------------------------|
| a Bashfulness _____ | d Consisting of many _____ |
| b One who travels for pleasure _____ | e Person who rides a bike _____ |
| c A line of people _____ | f Motherly _____ |

Grammar in Writing

Tuesday



Challenge Words	Definition	Example
perplexed	completely baffled; very puzzled	She gave him a perplexed look.
alloy	a metal made by combining two or more metallic elements, especially to give greater strength or resistance to corrosion.	Alloy wheels are made from a mixture of other metals, making them tougher
perturbed	feeling anxiety or concern; unsettled	She didn't seem perturbed about the noises around her.
outcast	a person who has been rejected or ostracized by their society or social group	He was an outcast at school.
illuminate	to light up	A flash of lightning illuminated the house.
déjà vu	a feeling of having already experienced the present situation	I entered the room and immediately felt a sense of déjà vu.

Apostrophe of Possession

Apostrophes of possession are used to show that something belongs to someone or something. The apostrophe is placed after the last letter of the owner's name.

Example: my bird's cage (the cage that belongs to my bird) the boys' bicycles (the bicycles that belong to the boys)

Rewrite the following sentences so they contain an apostrophe of possession.

Please don't touch Jasons pencil case.	
As he walked through the clearing, Joshuas heart was racing.	
The friends sense of adventure was beginning to fade.	

Write your best paragraph here

Reading and Comprehension

Living Things

Living things are classified as a living thing if they move or grow. They are also called organisms. All organisms need some things to help them to stay alive. The essential things are air, water and food. You can tell the difference between living things and non-living things by the way they behave.

Did you know there are more than 1.5 million living things on Earth? Wow!

How do you know if something is a living thing?

All living things move. We know that animals move in many varied ways: kangaroos jump, kookaburras fly, sharks swim and emus run, but plants move too.

Have you ever heard of a Catapulting Flypaper Trap?

This is a carnivorous plant with sticky leaves that snap shut. They are endemic to Australia and catch their prey with sticky outer tentacles. When the prey lands on the tentacles, plant cells break and send the object catapulting towards the middle of the plant, where it's eaten. How cool is that!



How do you classify living things?



Living things are divided into classification groups by scientists. These groups are made up of living things that are similar to each other. The classifications begin very generally and get more and more specific the more similarities are found between organisms. Would a koala be classified with a gum tree?

What can living things do?

All living things can move and are sensitive or able to feel. Even the smallest and simplest living things can feel when they are touched or know when something is hot or cold.

Living things can all take in and put out chemicals, but these are different between each organism. Animals breathe in oxygen and breathe out carbon dioxide just like humans do. Green plants absorb carbon dioxide and release oxygen; they also make their own food through photosynthesis. Animals then eat these green plants and get their energy.

All organisms also produce their own waste. Similar to when we put the wrapper from our chocolate bar in the rubbish bin, we get rid of the part that isn't needed anymore. The same is true of living things. When they have finished taking the nutrients from something, they get rid of the part that is no longer needed.

Through these processes, all living things reproduce. Plants make new shoots or produce seeds that can grow into new plants, and animals produce babies.

Do you think you could tell the difference between a living thing and a non-living thing?



Remember, in order for something to be a living thing, you can ask yourself:

- Does it move?
- Does it grow?
- Does it reproduce?

If it does all of these things, then it is a living thing.

Comprehension Questions for **'Living Things'**

1. What is the purpose of this text?

2. What is another term for 'living things'?

3. Identify the 3 essential things that are needed for all living things:

1) _____

2) _____

3) _____

4. Give some examples of living things:

5. Identify 3 Australian animals and the different ways they move:

6. Explain how the Catapulting Flypaper Trap moves?

Comprehension Questions for 'Living Things'

7. Describe the difference between how plants and animals 'breathe':

8. How are living things classified?

9. What are three questions to remember when looking for living things?

- a. _____
- b. _____
- c. _____

Writing

Using yesterday's brainstormed facts, construct an informative paragraph about the topic:



Informative Paragraph — Planning Template

Introductory sentence: Introduce the subject using a clear topic sentence.

--

Description: State facts about the subject in a logical order.

Fact 1	Fact 2	Fact 3
---------------	---------------	---------------

Concluding sentence: Conclude with a statement about the subject.

--

Maths

BODMAS

B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
O	Order	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 \div 6 \div 2 = 10 \div 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

2

Brackets

If there are brackets in a maths calculation, you must calculate anything in the brackets first.

$$(4 + 5) \times 3$$

So you calculate $4 + 5$ first, then $\times 3$

$$9 \times 3 = 27$$

Work out these calculations, remembering to calculate what is in the brackets first.

8

10

22

3

Order

These are any powers or roots, e.g. 5^2 and $\sqrt{49}$, you calculate them after any calculations in the brackets and before addition, subtraction, multiplication and division.

$$7 + 5^2 \times 2$$

$$= 7 + 25 \times 2$$

$$= 7 + 50$$

$$= 57$$

Work out these calculations:

70

70

16

48

4

Division and Multiplication

Once you have carried out any calculations in brackets and any roots or powers, you then carry out any division or multiplication. As they are of the same importance, you complete them going from left to right.

$$100 \div 5 + 12 \times 3 + (10 \div 1)$$

$$= 100 \div 5 + 12 \times 3 + 11$$

$$= 20 + 12 \times 3 + 11$$

$$= 20 + 36 + 11$$

$$= 67$$

Work out these calculations:

33

18

5

Addition and Subtraction

Addition and subtraction come next. Just like division and multiplication, they are equal so you complete the calculations going from left to right.

$$(21 \div 4) \times 4 + 10 - 5$$

$$= 25 \times 4 + 10 - 5$$

$$= 100 + 10 - 5$$

$$= 110 - 5$$

$$= 105$$

Work out these calculations:

19

39

6

Try these calculations using BODMAS

$50 - 15 + (3 \times 4) - 2^2$

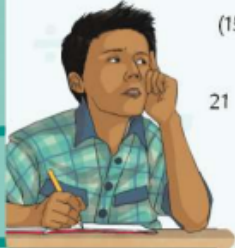
43

$(15 \times 3) + 24 - 10 + \sqrt{25}$

64

$21 + (20 \div 4) \times 5 - 12 + 8$

42



7

BODMAS Matching

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



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

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

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

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



BODMAS

I can solve expressions using the order of operations.

Calculate:

1. $(3 + 6) \times (8 - 5) =$

6. $8 \div (7 - 5) \times 6 =$

2. $7 + 8 \times 9 - 4 =$

7. $9 \times 3 + 18 \div 9 =$

3. $8 \times (6 + 3) + 5 =$

8. $(124 \div 2) \times 2^2 =$

4. $(19 - 7) + 8^2 + 9 =$

9. $23 - 3 \times (5 + 8) =$

5. $9 \times (5 + 6) + 4 =$

10. $8 + 7 \times (12 - 5) =$

Put brackets in the following to make the answers correct.

1. $6 \times 7 - 4 \times 8 = 10$

6. $8 \times 7 - 4 \div 6 = 4$

2. $8 \times 9 - 5 - 6 = 26$

7. $9 + 23 - 5 \times 5 = 7$

3. $24 - 17 \times 8 - 16 = 40$

8. $5 + 11 \div 7 - 3 = 4$

4. $14 + 6 \times 4 - 32 = 6$

9. $7 + 6 \times 12 - 7 = 37$

5. $9 \times 7 - 6 \times 3 = 27$

10. $15 + 9 \div 6 - 4 = 0$

Use all the following numbers to create an expression using order of operations: 3, 4, 6, 12

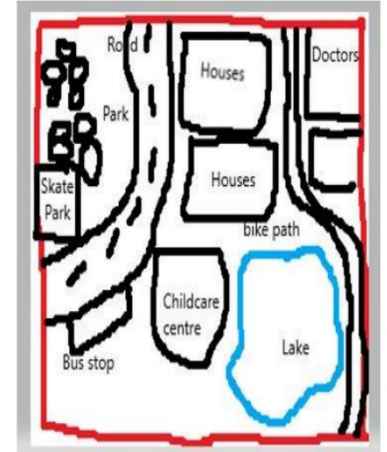
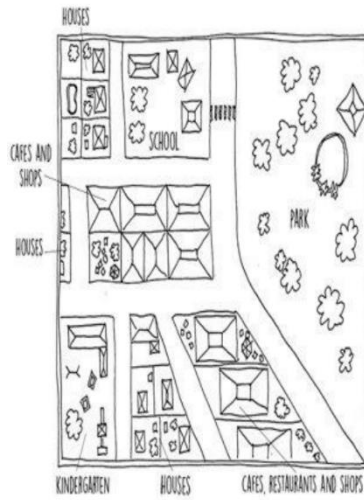
Geography

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

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

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

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



A large empty rectangular box provided for drawing a bird's-eye view map of an imagined area.

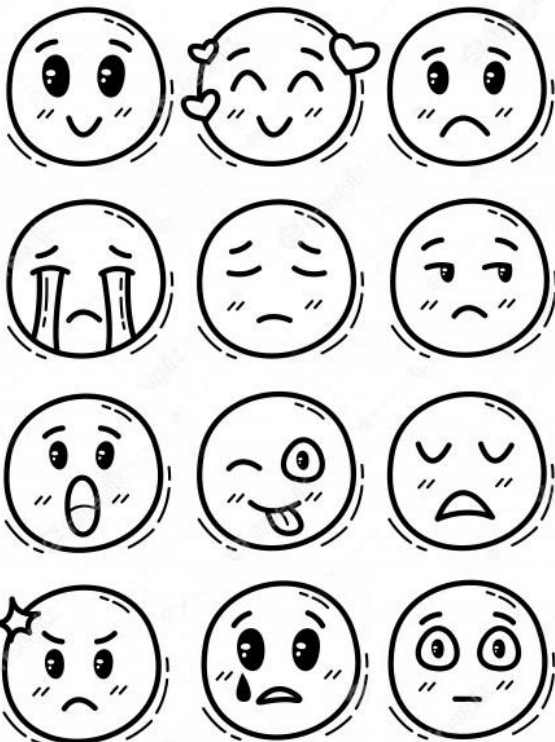
Afternoon Activity

Quiz Master Create a quiz about a topic of your choice and quiz someone in your house.



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?



Wednesday

Spelling

List Word	Practice	List Word	Practice
actual		shyness	
gradual		increase	
equal		maternal	
eventual		miserable	
continual		numerous	
narrow		symmetry	
patterns		committee	
opposite		organisation	
problems		emphasised	
oasis		entertainment	
queue		<u>connoisseur</u>	
tourist		<u>conscientious</u>	
cyclist		<u>consequential</u>	
inferior		<u>contemptuous</u>	
council		<u>contagious</u>	

A	B	C	D	E	F	G	H	I
✓	□	*	☑	x	☾	↑	★	○
J	K	L	M	N	O	P	Q	R
☾	□	▣	△	\$	+	=	🏠	▼
S	T	U	V	W	X	Y	Z	
■	●	◇	↓	☾	⊙	☒	◇	

Secret code

6. Find these list words using the secret code.

- a + ✓ ■ ○ ■ _____
- b * ☒ * □ ○ ■ ● _____
- c 🏠 ◇ x ◇ x _____
- d \$ ✓ ▼ ▼ + ☾ _____

7. Write one of the difficult words using the code. _____

8. Write a sentence using these words.

- a narrow _____
- b numerous _____
- c opposite _____

9. Write the **plural** of these words.

- a opposite _____
- b queue _____
- c cyclist _____
- d tourist _____
- e increase _____
- f council _____

10. Write **smaller words** that you can find in these words.

- a committee _____
- b miserable _____

Grammar – Personal pronouns

11. A personal pronoun is used in place of a noun to represent a person or group of people. Example: Sam is tall. He is also smart. **Underline** the personal pronouns in the sentences below.

- a She is going to the beach.
- b We are sitting together.
- c They are tourists.
- d Abby gave me the pen.



Homophones

12. Write homophones for these words.

a	peace	_____
b	hear	_____
c	write	_____
d	bear	_____
e	waste	_____

Suffixes and prefixes

13. Use a suffix or prefix to write the antonyms.

a	useful	use _____
b	airy	air _____
c	worth	worth _____
d	proper	_____ proper
e	imaginable	_____ imaginable

Punctuation – The apostrophe

14. The apostrophe can be used to show possession. Put the apostrophe in the correct place on the list below.

- a Noahs bag
- b The mens lunches
- c The childs book
- d The canaries seeds
- e The ladys car
- f Emmas pencil
- g The dogs bone
- h Many girls shoes

Word origins

Council comes from the Latin word **concilium** which means assembly or meeting.

Grammar in Writing

Wednesday



Challenge Words	Definition	Example
perplexed	completely baffled; very puzzled	She gave him a perplexed look.
alloy	a metal made by combining two or more metallic elements, especially to give greater strength or resistance to corrosion.	Alloy wheels are made from a mixture of other metals, making them tougher
perturbed	feeling anxiety or concern; unsettled	She didn't seem perturbed about the noises around her.
outcast	a person who has been rejected or ostracized by their society or social group	He was an outcast at school.
illuminate	to light up	A flash of lightning illuminated the house.
déjà vu	a feeling of having already experienced the present situation	I entered the room and immediately felt a sense of déjà vu.

Add apostrophes into the appropriate places in the text below.

Roberto and Kims dogs got into a fight at the neighbours house. One dog lost its collar. The other dog lost its leg. I had to call Franks lawyer to see what he could do. The lawyers name was Phoenix. Frank said I could visit Phoenix house, but I didnt want to drive over there. After all it was Roberto and Kims problem, not mine. Besides, Phoenix fees were outrageous. I left Bob and Kim to go watch a movie. For some reason 27 movie-goers dogs were fighting too. I called the police. They didnt believe me. They said to call someone elses phone, and that if I made one more prank call, they would take away my straight As from my 10th grade report card.

Write your own paragraph

Reading and Comprehension

The Olympic and Paralympic Values

The Olympic Games and Paralympic Games take place once every four years. During this time, the world turns its gaze upon the athletes who compete, representing over 200 countries from across the globe.

Only the very best athletes from each country have the opportunity to compete in the Olympic and Paralympic Games. People from all over the world tune in to follow their country's athletes, to cheer them on, celebrate their achievements and be inspired.

The Games are an opportunity for these athletes to demonstrate their athletic and sporting abilities, but are also an important time to showcase the values of the Games to inspire others.

The International Olympic Committee (IOC) are the leaders of the Olympic Movement. They make sure that the Olympic Games are run correctly and that the rules of the Olympic Charter are respected. The IOC also defines the core values of the Olympics. These values are excellence, friendship and respect.



All athletes who compete at the Olympic Games have demonstrated excellence in their chosen sport. However, excellence does not just mean being the best, finishing first or winning a medal. Excellence is also about beating your own personal best and performing to the very best of your abilities.

Friendship is a cornerstone of the Olympic Games. For the two weeks of the Olympic Games, athletes live in the Olympic Village and get to know other athletes from all over the world. Developing these friendships allows people to develop tolerance and understanding of others.

The value of respect is central to all participants in the Olympic Games, including athletes, coaches, officials and spectators. Respect for competitors, respect for judges and officials, respect for the rules and fair play, respect for the environment and respect for oneself are all key to this value.

The International Paralympic Committee (IPC) operates as the governing body for the Paralympics, similar to how the IOC operates for the Olympic Games. The Paralympic Values determined by the IPC are determination, inspiration, courage and equality.

Determination is making the decision to achieve something, then continuing to persevere until you reach that goal, despite the challenges that you may face. Many Paralympians have overcome great obstacles to reach their goals and they would not have been able to do so without determination. It is determination that drives people to do more than society expects of them, especially when they know in themselves that they are capable of more.

Sportspeople and sporting achievements have always inspired others to push themselves further. The Paralympic value of inspiration means to be a good role model and use achievements to inspire others to be their best. Paralympians prove that people with impairments are able to compete at an elite level.

Courage is a core value of the Paralympics because every step of a Paralympian's journey requires courage. From taking the first steps to learn a new sport to performing in front of the whole world, the journey requires courage at every turn.

Equality means that all people are recognised as having equal worth. The Paralympic Games provide an opportunity for athletes with impairments to showcase their skills and compete on a world stage, breaking down attitudes of discrimination and prejudice.



The Olympic and Paralympic Values Questions

1. How many Olympic values are there?

- two
- four
- seven
- three

2. Excellence is a Paralympic value. True or false?

- true
- false

3. The Paralympic values and Olympic values are the same. True or false?)

- true
- false

4. Which of the following are **not** Olympic or Paralympic values? Tick all that apply.

- equality
- fair play
- inspiration
- humility

5. What do the acronyms 'IOC' and 'IPC' stand for?

6. Describe the value of inspiration.

7. Why do you think that friendship is one of the Olympic values?

8. Write about a time when you or someone you know has shown one of the Olympic or Paralympic values.

Writing

Sort the following facts into the correct subheadings.

Read the facts about lions, then sort them into the correct box in the fact file.

Hint: There are three facts per box.

prey includes antelopes, buffaloes,
zebras, giraffes and crocodiles

powerful jaws and teeth

female lions (lionesses) are
the hunters of the pride

native to southern and
eastern Africa

need to eat 5-7 kg (11-15 lb)
of meat every day

live for 12-16 years



belong to the cat species

live together in social
groups called 'prides'

live in grasslands, scrub
and open woodlands

males have thick manes to
protect their necks

carnivorous mammals

males weigh around 180 kg (400 lb),
females weigh 130 kg (290 lb)

General Facts	Size and Appearance
Habitat and Lifestyle	Hunting and Eating

By taking the facts in the General Facts box we can use these to develop an introduction to our informative text. In this case it would be a report on an animal – The African Lion.

DEVELOPING AN INTRODUCTION

We start with a statement of what we call the animal:

The African Lion

Then we add our first fact:

The African Lion is a carnivorous mammal.

Then we add our second fact:

The African Lion is a carnivorous mammal which belongs to the cat species.

Finally we add our last fact:

The African Lion is a carnivorous mammal which belongs to the cat species. The African Lion can live for 12 to 16 years.

General Facts
live for 12-16 years
belong to the cat species
carnivorous mammals

The African Lion

The African Lion is a carnivorous mammal which belongs to the cat species. The African Lion can live for 12 to 16 years.

**Please Note: This is a very simple introduction and more facts or information will help expand the introduction.*

Can you expand on this introduction to improve its complexity?

Maths

Four Goodness Sake Challenge



Write down the number 4, four times.
Put operation symbols between them so that you have a calculation.

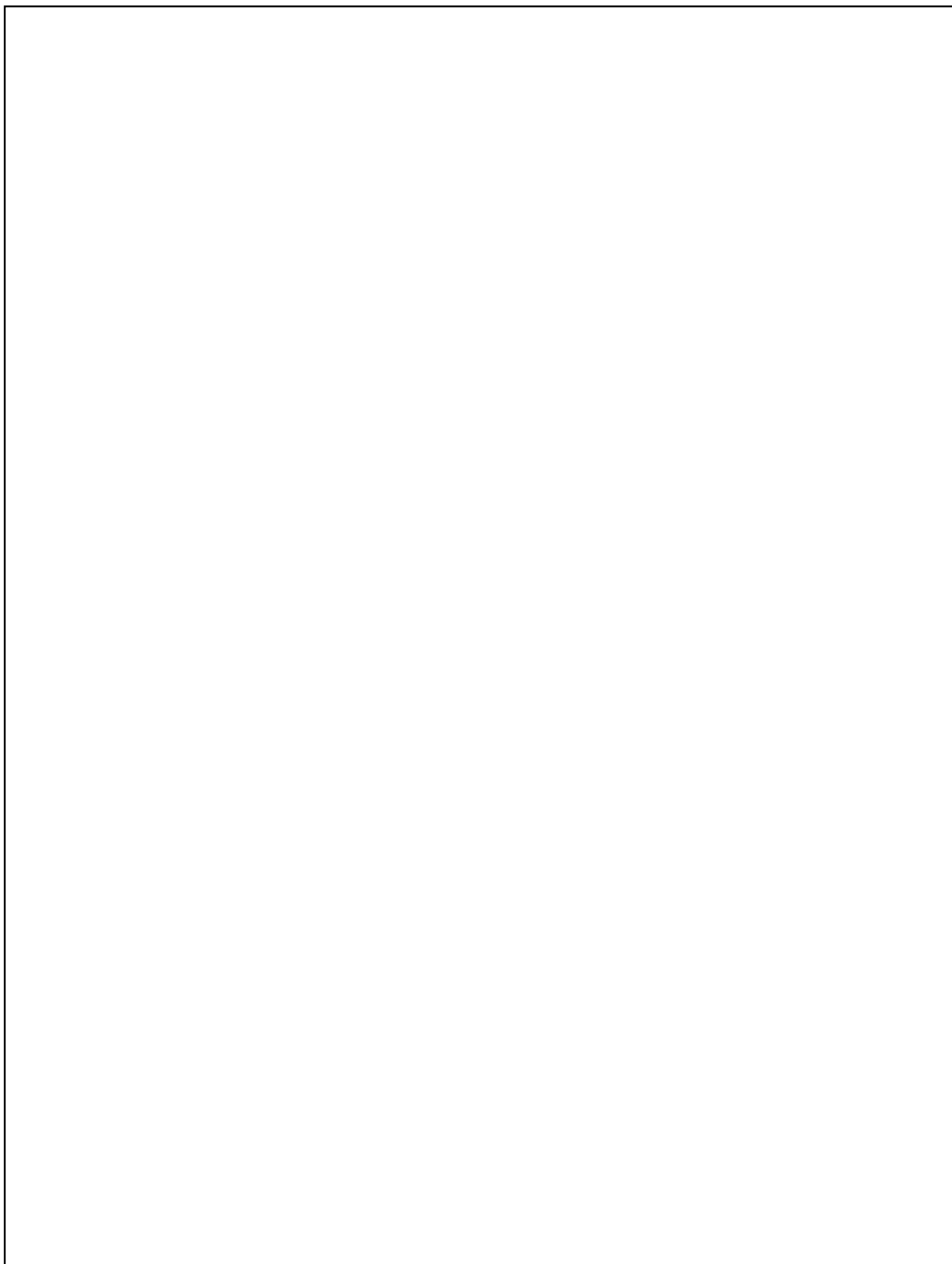
For example: $4 \times 4 \times 4 - 4 = 60$

BUT now use operations so that the answer is 12?

Can you redo this so that you get 15, 16 and 17 for your answers?

*Remember to consider the Order of Operations rules -
BODMAS

Need more of a challenge? Try getting answers all the way from 0 through to 10.



CAPA

What is Drama?

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



Characteristics of Drama:

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

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

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

What Was That ?

Cast of Characters

TATIANA
ELIAS
MIKAEL
DYANA

*

Scene One

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

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

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

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

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

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

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

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

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

* * * * *

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

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

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

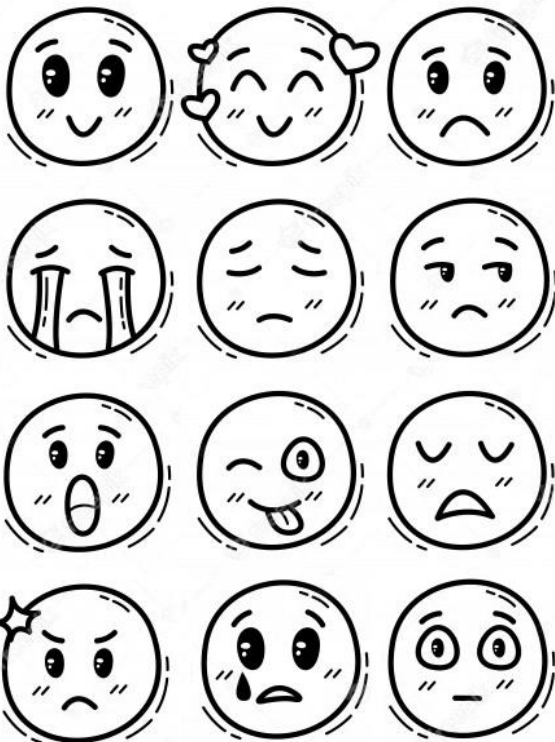
Afternoon Activity

Game Master - Make a board game.



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?



Thursday

Spelling

List Word	Practice	List Word	Practice
actual		shyness	
gradual		increase	
equal		maternal	
eventual		miserable	
continual		numerous	
narrow		symmetry	
patterns		committee	
opposite		organisation	
problems		emphasised	
oasis		entertainment	
queue		<u>connoisseur</u>	
tourist		<u>conscientious</u>	
cyclist		<u>consequential</u>	
inferior		<u>contemptuous</u>	
council		<u>contagious</u>	

Wk5

Spelling

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

Teach THIS

Verbal Linguistic

Where did it come from?

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

Mathematical/Logical

Stunning Similarities

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

Naturalistic

Leafy Fun

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

Bodily Kinaesthetic

Action!

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

Visual/Spatial

Spelling

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

Interpersonal

A little dramatic

Write and perform a short play including your spelling words.

Intrapersonal

Plan of Attack

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

Musical/Rhythmic

Beep Beep

Learn Morse Code and tap out the spelling words.

Reading and Comprehension

Cathy Freeman

Who is Freeman?

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

Cathy was born in Mackay, Queensland, on 16th February, 1973, as Catherine Astrid Salome Freeman.



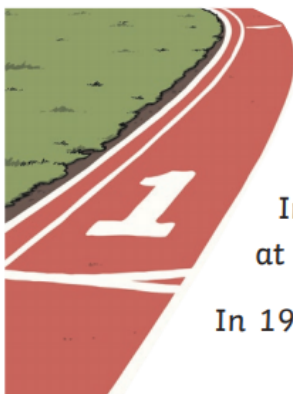
Early Life

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

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

Cathy had a stepfather, Bruce Barber, who also thought she was talented and started coaching her. When Cathy was 14, she told her vocational officer that her career goal was to win an Olympic medal. In 1989, Cathy received a scholarship to attend Fairholme College. Here, Cathy often felt out of place and homesick. There were strict routines and rules and many wealthy, ambitious students. Cathy also received a scholarship to attend Kooralbyn International School, where she was professionally coached for the first time.

Career



At 16, Cathy won her first gold medal for the 4 x 100 metre race at the 1990 Commonwealth Games, becoming the first Indigenous Australian person to win a gold medal at the event. From here, Cathy's career continued to succeed. In 1994, Cathy won gold for both the 200m and 400m race at the Commonwealth Games in Canada.

In 1996, Cathy had her first shot at the Olympics, winning the

Medals and Awards

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

silver medal for the 400m race in Atlanta. She went on to win the same event at the 1997 World Championships in Athens.

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

Service to the Community

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



In 2007, Cathy founded the Cathy Freeman Foundation, helping Indigenous Children and families realise their potential through education. She has also appeared in a couple of documentary series on Australian television.

Cathy Freeman Questions

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

2. How did Cathy become 'hooked' on running?

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

4. What does it mean when it says in the text that, 'her career went from strength to strength'?

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

6. Did Cathy realise her goal? Explain.

7. Cathy's teacher, Mrs. Bauldrey, and her stepfather encouraged her to start competing.

Think about and describe a time when someone encouraged you.

8. Cathy was an ambassador for two charitable organisations. Use a dictionary to find the meaning of the word 'ambassador'. Why do you think Cathy would make a good ambassador?

9. Why do you think Cathy is regarded as an 'Australian sporting legend'?

10. Can you think of any other sporting legends? What are the qualities that make a 'legend'?

English Unit

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

Read the passages below and answer the questions.

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



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

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

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

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

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

Answer the questions

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

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

Chapter 5: Back to America



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

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

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

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

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

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

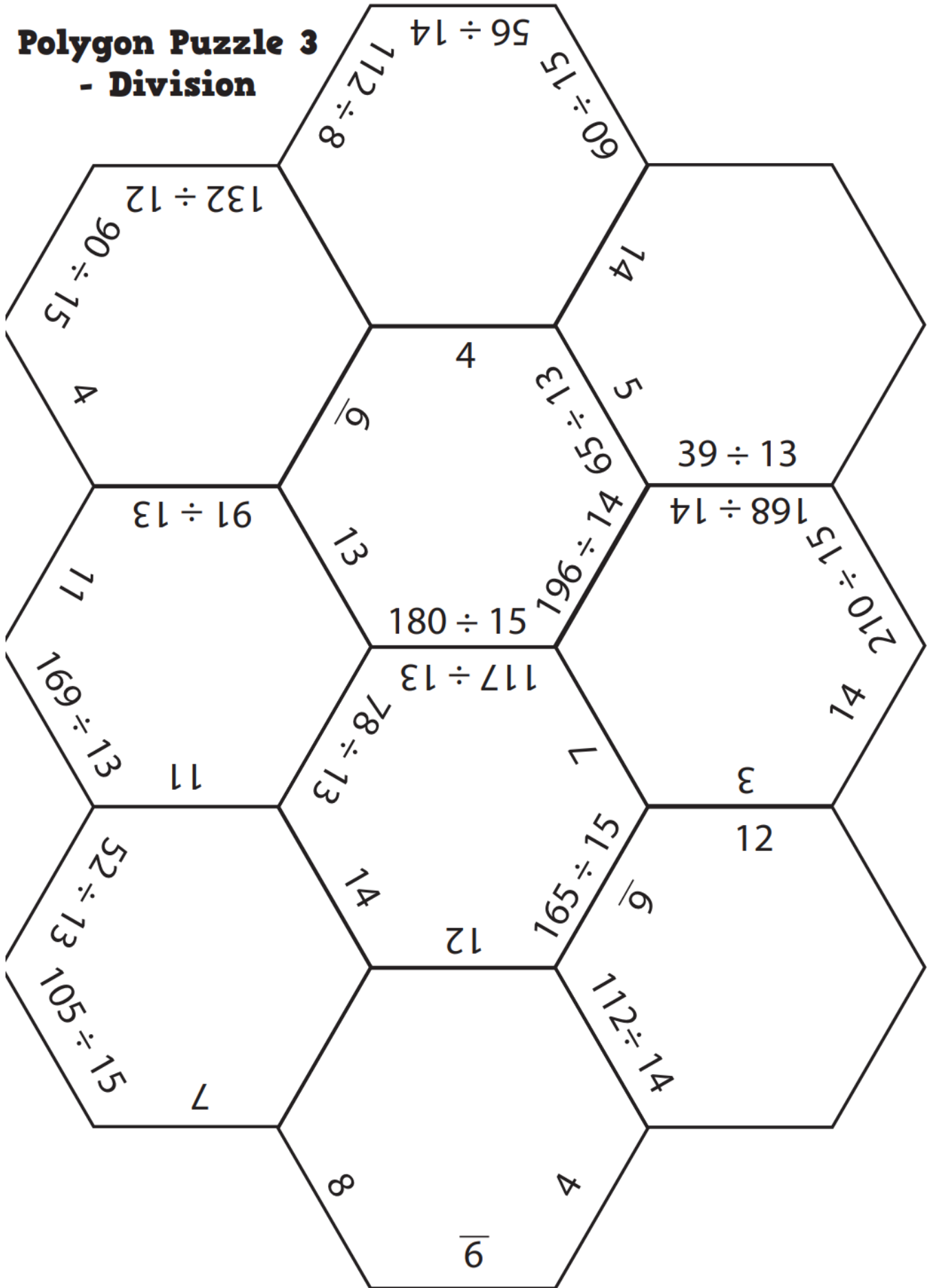
Q3 Mitsuo's experience in Hiroshima made him want to work for peace. What work would you do to ensure world peace?

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

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

Maths

Polygon Puzzle 3 - Division



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15. The average distance from the Earth to the Moon is 384 000 km. The length of a marathon is 42 km. If you could run from the Earth to the Moon, how many marathons would you have run?



17. Crack the code! The first number is 1.5 times the second number. The third number is one third of the first number. The fourth number is 2, which is one third of the value of the second number.



19. Neil loves running! He runs 8 km every week. After running 190 km, his shoes need to be replaced. How often does Neil replace his shoes?





Water Safety

Why do you think you should not swim alone?

Who can you ask for help if you at the beach?

Who can supervise children in the water?

What should I do if I get into trouble in the water?

Write about a time you have been to the beach. Did you feel safe? Why?

Look at each picture and identify the danger.
Suggest strategies you may use to
deal with the situation.







Where would you find these flags?

Who are these flags for?

Match these flags to their meaning:



Evacuate the water.



Swim Between these flags.



Caution – Potential Hazards.



No Swimming / Beach Closed.



Surf between these flags. No swimming

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

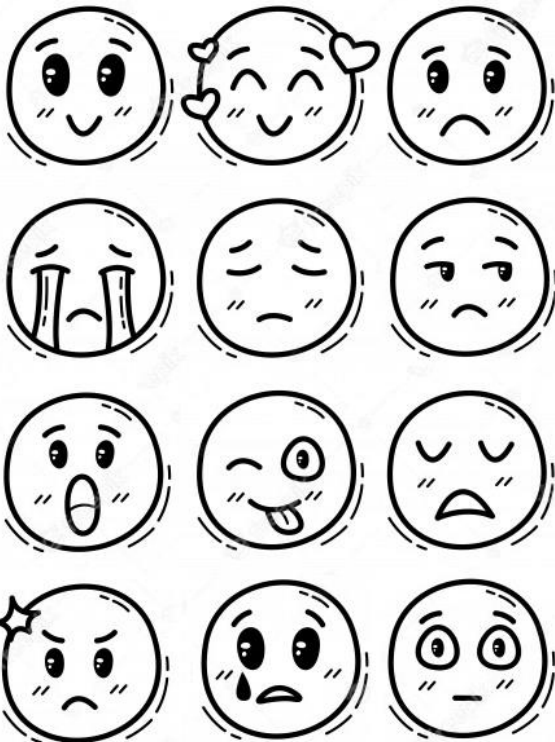
Did this 'BTN' episode remind you of something? Can you relate to this episode? Using the lines below, write about a personal experience or time in your life that relates to the episode that you have just viewed.

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

Reading and Comprehension

Keep Australia Beautiful

Keep Australia Beautiful Week is a week to build community awareness about the importance of looking after our natural environments and reducing litter. It is everyone's responsibility to ensure each other's litter is placed in the bin.

Litter is any waste, such as paper, cans and plastics, left on the ground. Litter comes in a variety of shapes and sizes ranging from lolly wrappers to containers used for food packaging. It is estimated that seven billion cigarette butts are discarded in Australia every year. This type of litter does not belong in any natural environments.

Here are the most commonly discarded items of litter:

1. Cigarette butts
2. Glass bottles
3. Plastic bottles
4. Aluminium cans
5. Plastic bags
6. Plastic chip and lolly bags
7. Plastic bottle tops
8. Metal bottle tops
9. Small pieces of paper
10. Foil lolly wrapper

Litter can be extremely harmful to the environment. When left on busy highways, discarded litter can lead to animals straying from their habitat in a dangerous attempt to retrieve remnants of food. Not only can it be hazardous for wildlife, it can also diminish the beauty of natural environments.

Aquatic animals are equally affected by discarded waste. 95% of litter on our beaches and in the ocean, comes from urbanised areas. Litter can have an adverse effect on the ocean as it can release chemicals into the water reducing its quality. This discarded waste also leads to sea creatures becoming entangled as they can mistake it for food. Animals can become trapped in plastic bags and other litter in their habitat. It is extremely important to reduce the amount of litter that is discarded.

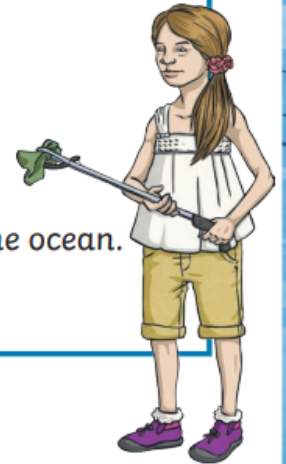
One of the aims of Keep Australia Beautiful Week is to reduce the amount of rubbish people throw away. A further aim is to teach people about the simple ways they can look after the environment. Often, schools and community groups work together to clean up neighbourhoods, parks and beaches to



make these communal areas safe to use. Keep Australia Beautiful Week is an important time to raise awareness about the importance of a clean and safe environment for animals and people alike.

What can you do to keep Australia beautiful?

- Make sure you put your rubbish in the bin.
- Say no to plastic bags. Plastic bags often end up in the ocean and animals can be killed or seriously injured.
- Have a rubbish-free lunch as often as possible.
- Reuse and recycle things you no longer need.
- Don't put rubbish or leaves down the drain as they end up in the ocean.
- Pick up rubbish if it is safe to do so.



Questions

1. What is Keep Australia Beautiful Week?

2. What items in the 'most commonly discarded items of litter' could be recycled?

3. How can litter in the water be hazardous to an animal like a sea turtle?

4. 'Litter can be extremely harmful to the environment.' Why has the author chosen to use the word 'extremely'? Can you think of two synonyms and antonyms?

5. How do you imagine that litter from the urbanised areas ends up on our beaches and in our oceans?

6. List two ways people can keep Australian beautiful.

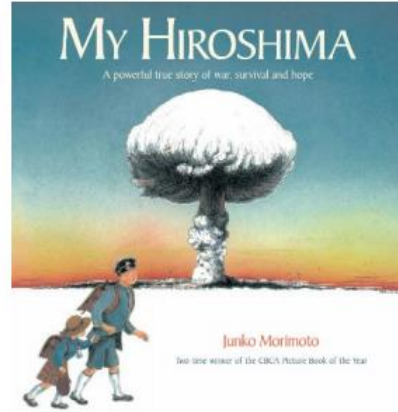
7. Why do you think people litter?

8. How do you help to reduce litter?

English Unit

Focus Unit – Hiroshima Comparison

Hiroshima Survivors Comparison



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

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

3. What was the most meaningful thing you learnt?

Hiroshima Survivors Comparison

NAME _____



HOW ARE THEY ALIKE?

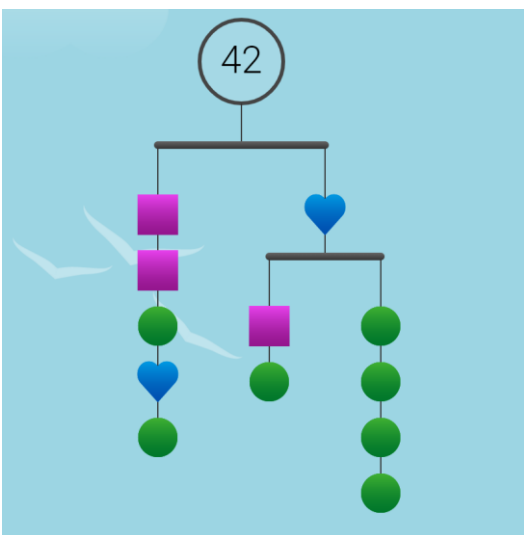
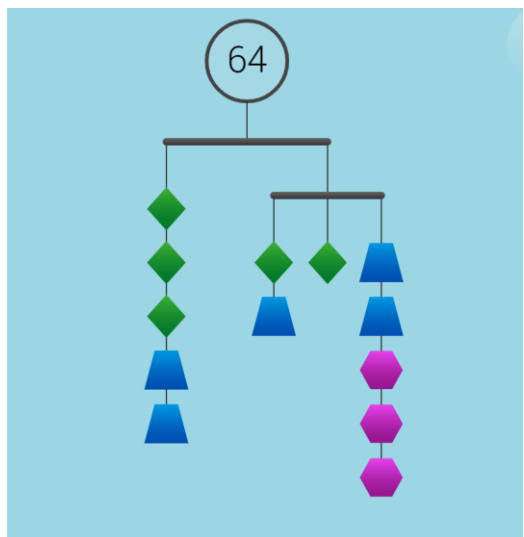
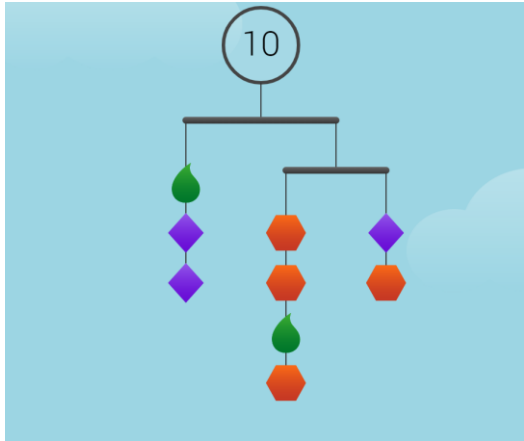
HOW ARE THEY DIFFERENT?

Hiroshima: A Survivor's Story

My Hiroshima

Maths

Mobiles - Solve the value of each shape



MINI GOLF

USE YOUR IMAGINATION TO DESIGN A MINI GOLF COURSE.

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

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

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

EQUIPMENT SUGGESTIONS:

"CLUB" -BAT, RACQUET, STICK.

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

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



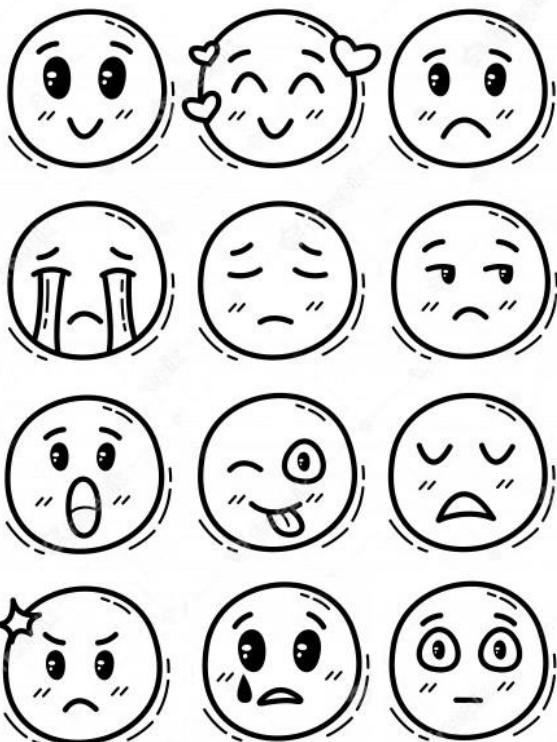
Afternoon Activity

Free Choice - Choose an activity for your whole family to enjoy.



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?