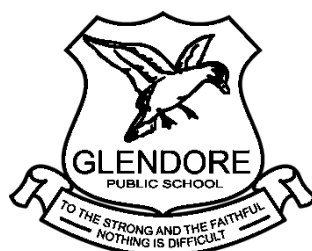

















Year 5  
Term 2, Week 5



# Year 5 – Term 2, Week 5

## Learning from Home Program



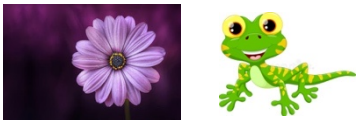














Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<b>Spelling</b>  1. Complete activities in Week 5 Monday Morning Form or hardcopy booklet. 2. Complete assigned activity in Spelling City  <b>Grammar in Writing</b> <u>Week 5, Lesson 1</u> Complete activities in Week 5 Monday Morning Form or hardcopy booklet.	<b>Spelling</b>  1. Complete activities in Week 5 Tuesday Morning Form or hardcopy booklet. 2. Complete assigned activity in Spelling City  <b>Reading</b>  Complete assigned tasks in Reading Eggs.	<b>Spelling</b>  Complete Spelling City assigned activity.  <b>Reading</b>  Complete assigned tasks in Reading Eggs.	<b>Spelling</b>  Complete Spelling City assigned activity.  <b>Reading</b>  Complete assigned tasks in Reading Eggs.	<b>Spelling</b>  Complete spelling test on Spelling City.  <b>Grammar in Writing</b> <u>Week 5, Lesson 3</u> Complete activities in Week 5 Friday Morning Form or hardcopy booklet.
	<b>Fruit and Movement Break</b> Eat a piece of fruit or vegetable and take a 10 minute movement break. You might like to do a Just Dance or a Go Noodle.				
	<b>Comprehension</b> Complete comprehension activity in Week 5 Monday Form or hardcopy booklet	<b>Grammar in Writing</b> <u>Week 5, Lesson 2</u> Complete activities in Week 5 Wednesday Morning Form or hardcopy booklet.	<b>Writing</b> <u>Informative Texts</u> Complete activities in Week 5 Wednesday Morning Form or hardcopy booklet.	<b>Reading</b> 	<b>Reading</b> 
	<b>Recess Break</b>	<b>Recess Break</b>	<b>Recess Break</b>	<b>Recess Break</b>	<b>Recess Break</b>
Middle Session	<b>DEAR Reading</b> You can either choose a story on Epic or you can read a book from home				
	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>

	<p><i>Multiplication &amp; Division</i> Complete activities in Week 5 Monday Middle Session Form or hardcopy booklet.</p> <p><b>Mathletics</b></p> <p>Complete individually assigned tasks.</p>	<p><i>Multiplication &amp; Division</i> Complete activities in Week 5 Tuesday Middle Session Form or hardcopy booklet.</p> <p><b>Mathletics</b></p> <p>Complete individually assigned tasks.</p>	<p><i>Multiplication &amp; Division</i> Complete activities in Week 5 Wednesday Middle Session Form or hardcopy booklet.</p> <p><b>Mathletics</b></p> <p>Complete individually assigned tasks.</p>	<p><i>Multiplication &amp; Division</i> Complete activities in Week 5 Thursday Middle Session Form or hardcopy booklet.</p> <p><b>Mathletics</b></p> <p>Complete individually assigned tasks.</p>	<p><i>Multiplication &amp; Division</i> Complete activities in Week 5 Friday Middle Session Form or hardcopy booklet.</p> <p><b>Mathletics</b></p> <p>Complete individually assigned tasks.</p>
	<p><b>Science</b></p> <p><i>Energy</i> Complete activities in Week 5 Monday Middle Session Form or hardcopy booklet</p>	<p><b>History</b></p> <p><i>Australian Colonies: Gold Rush</i> Explore the National Museum of Australia Gold Rush page <a href="https://www.nma.gov.au/definining-moments/resources/gold-rushes">https://www.nma.gov.au/definining-moments/resources/gold-rushes</a></p>	<p><b>CAPA</b></p> <p><i>Dance</i> <i>Dance to be fit!</i> <a href="https://safeYouTube.net/w/CRrF">https://safeYouTube.net/w/CRrF</a> OR make up a dance to your favourite song</p>	<p><b>PD/Health</b></p> <p><i>Hydration</i> Complete activities in Week 5 Thursday Middle Session Form or hardcopy booklet.</p>	<p><b>PE</b></p> <p><i>Movement Sequences – Aerobics</i> <a href="https://vimeo.com/showcase/sisaworkout1">https://vimeo.com/showcase/sisaworkout1</a> Password: getfitnow Watch and follow along with video <b>08 – Aerobics 2</b> OR make an aerobics routine of your own</p>
<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>	<b>Lunch Break</b>
<b>Afternoon Session</b>	<p><b>Virtual Excursion</b></p> <p>Take a virtual excursion of Buckingham palace. <a href="https://www.royal.uk/virtual-tours-buckingham-palace">https://www.royal.uk/virtual-tours-buckingham-palace</a></p>  <p>If you don't have access to the internet, complete an activity from the choice matrix.</p>	<p><b>Virtual Excursion</b></p> <p>Take a virtual excursion of The Great Wall of China. <a href="https://www.thechinaguide.com/destination/great-wall-of-china">https://www.thechinaguide.com/destination/great-wall-of-china</a></p>  <p>If you don't have access to the internet, complete an activity from the choice matrix.</p>	<p><b>Choice Matrix</b></p> <p>Complete an activity from the choice matrix.</p> 	<p><b>BTN</b></p> <p>Watch the latest episode of BTN. <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a></p> 	<p><b>Choice Matrix</b></p> <p>Complete an activity from the choice matrix.</p> 

# Stage 3 Glendore Public School Choice Matrix

## Term 2, Weeks 4 - 6

Choose an activity from the matrix below. Some of these activities may take you several days to complete. Keep a record of what you complete each day. You might even like to take a photo and upload it to Microsoft Teams to show your class.

<p>Create a quiz on Kahoot for your family to play.</p> 	<p>Make your own musical instrument and play them to a song.</p> 	<p>Go outside and take photos of things that you see in nature.</p> 	<p>Create your own story for a certain age group e.g. picture books for younger kids, novel for Stage 3 students, etc.</p> 	<p>Donate something to someone (sibling/relative) or to a charity organisation e.g. winter clothes.</p> 
<p>Make something out of LEGO, clay, wood, playdoh, etc. and share with your class on MS Teams.</p> 	<p>Create your own song (lyrics and music) and perform it in front of your family.</p> 	<p>Conduct an interview with a relative that you want to know more about. Video or audio record the interview.</p> 	<p>Take a virtual tour of somewhere that interests you. Here is an example website.  <a href="https://freedomhomeschooling.com/virtual-field-trips/?fbclid=IwAR38iRdOZCqIoghKYO7UEf7JIPztYZVQxqXpQbFgF40yRXKdxsvD5lupn1Q">https://freedomhomeschooling.com/virtual-field-trips/?fbclid=IwAR38iRdOZCqIoghKYO7UEf7JIPztYZVQxqXpQbFgF40yRXKdxsvD5lupn1Q</a></p>	<p>Research an answer to a question that you've always wanted to know the answer to.</p> 
<p>Write instructions on how to do something outside e.g. ride a bike, ride a skateboard, wash a car, etc.</p> 	<p>Find a recipe and cook something from a different country to share with your family and send the recipe to a friend/relative.</p> 	<p>Create your own movie. This can be with real people, LEGO, clay characters, etc.</p> 	<p>Create and/or play an indoor and outdoor game with your family.</p> 	<p>Learn some dances with Joey and Jazzy:  <a href="https://www.youtube.com/watch?v=t4NUQzqXXng">https://www.youtube.com/watch?v=t4NUQzqXXng</a></p> 
<p>Clean out a cupboard/drawer in your house.</p> 	<p>Research a holiday destination that you would really like to go to someday and create a pamphlet to help convince your family to take you there.</p>	<p>PE with Joe  <a href="https://www.youtube.com/watch?v=QPXQcCyRfT0&amp;list=RDCMUCAxW1XT0iEJo0TYIRfn6rYQ&amp;start_radio=1&amp;t=0">https://www.youtube.com/watch?v=QPXQcCyRfT0&amp;list=RDCMUCAxW1XT0iEJo0TYIRfn6rYQ&amp;start_radio=1&amp;t=0</a></p>	<p>Create your own dance and teach it to a relative or friend.</p> 	<p>Write a movie review for your favourite movie to convince a relative/friend to watch it.</p> 

# Monday 25<sup>th</sup> May

Week 5, Term 2			Monday	Tuesday	Wednesday	Thursday
Phonics	1	soil				
	2	joint				
	3	voice				
	4	avoid				
	5	embroider				
High frequency	6	rainy				
	7	windy				
	8	couldn't				
	9	wouldn't				
	10	shouldn't				
Basic List	11	ninth				
	12	chief				
	13	wharf				
	14	eighth				
	15	autumn				
	16	wharves				
	17	umbrella				
	18	lightning				
	19	remember				
	20	handkerchief				
difficult	21	forestry				
	22	submarine				
	23	centigrade				
	24	meanwhile				
	25	consequently				



# UNIT 13

## Phonics

soil  
joint  
voice  
avoid  
embroider

## Basic list / High frequency

rainy  
windy  
couldn't  
wouldn't  
shouldn't

ninth  
chief  
wharf  
eighth  
autumn

wharves/wharfs  
umbrella  
lightning  
remember  
handkerchief

## Difficult

forestry  
submarine  
centigrade  
meanwhile  
consequently

## Own words



### Spelling rule

These words keep the 'f' or 'ff' and add 's' to make them plural.

For example:  
cliff, cliffs.

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

- |         |       |                |       |
|---------|-------|----------------|-------|
| a reef  | _____ | f handkerchief | _____ |
| b chief | _____ | g bluff        | _____ |
| c gulf  | _____ | h mastiff      | _____ |
| d staff | _____ | i proof        | _____ |
| e riff  | _____ | j dwarf        | _____ |

## Words in context

2. Use your list words to complete these sentences.

- a "Did you \_\_\_\_\_ to clean up your bedroom?" asked Dad.  
b Lachlan came \_\_\_\_\_ in the race.  
c \_\_\_\_\_ struck the trees in the park.  
d The ferry leaves the \_\_\_\_\_ in five minutes.  
e "Yesterday was a very \_\_\_\_\_ n \_\_\_\_\_ day," said Michael.  
f You \_\_\_\_\_ ' \_\_\_\_\_ leave the house unlocked.



## Wrong spelling

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

- a Mum's umberella snapped in the wind.  
b When is your eigthth birthday?  
c My favourite season is ortumn.  
d Woodn't it be great to go on an overseas holiday?


4. Unjumble these list words.

- |          |       |            |       |            |       |
|----------|-------|------------|-------|------------|-------|
| a ywnid  | _____ | d nhint    | _____ | g esftoryr | _____ |
| b mutnua | _____ | e fwrah    | _____ | h rynia    | _____ |
| c hfeci  | _____ | f cut'nodl | _____ | i hitehg   | _____ |

## Building words

5. Complete the word building table.

a	rain		rained	
b		services		servicing
c	rhyme		rhymed	





## Grammar In Writing Week 5

### Monday

Brainstorm words you could use when writing about the image

Challenge Words	Definition	Example
<b>startled</b>	feeling or showing sudden shock or alarm	We were <b>startled</b> by the ring of my phone.
<b>nimble</b>	quick and light in movement or action	A <b>nimble</b> little man, was wearing a blue coat tied round the waist with a rope.
<b>rabid</b>	having and expressing extreme and unreasonable feelings; suffering from rabies	<b>Rabid</b> dogs usually foam at the mouth
<b>genuine</b>	truly what something is said to be; authentic	I thought I was buying a <b>genuine</b> leather bag.
<b>tame</b>	not dangerous or frightened; domesticated	It took a while to <b>tame</b> the horse
<b>exotic</b>	unusual and exciting because of coming (or seeming to come) from far away	The pattern on the wallpaper in the kids' room is of a tropical jungle with <b>exotic</b> birds, plants and animals

### What makes a good sentence great?

- Add when
- Add an adjective
- Add an adverb
- Add a simile

*The squirrel looked surprised.*

Becomes:

When the photographer crept up in the long grass, the squirrel was so startled and surprised that he stopped dead in his tracks, like a model trying to get the perfect head shot.

**Write your own:**

# Plastic Bags Should Be Banned

Plastic bags are an environmental disaster. I believe large supermarkets and retail outlets should be made to ban plastic bags.

Firstly, most plastic bags are non-biodegradable. This means they do not break down and become part of the earth. Due to this, many plastic bags are washed into our waterways. Therefore, plastic bags are responsible for the deaths of many precious marine species. Many of these species mistake the plastic bags for food, or get caught in them.

Secondly, plastic bags are partially made of oil. As a result, the production of plastic bags is contributing to the ever growing problem of global warming. In fact, it has been said that plastic production uses up roughly eight to ten percent of the world's oil supply each year.

Finally, plastic bags are a visual eyesore and are hazardous to our towns' and cities' waterways and plumbing. Plastic bag litter can cause blocked drains.

Supermarkets and retail outlets should be made to phase out plastic bags and use either paper bags or reusable 'green bags'. Some shops have already begun charging a small levy for their existing bags in order to encourage people to stop using them. However, 15¢ is not a large amount to add to your shopping bill, therefore people are still purchasing and using them. A levy is not adequate. The bags need to be banned altogether.

We need to be more environmentally cautious.  
If we simply take a 'green bag' shopping with us  
we can play a little part in helping reduce pollution.

**Plastic Bags**



**Reusable 'green bags'**



## Literal Questions

- 1 Who does the author believe should be made to ban plastic bags?  
\_\_\_\_\_
- 2 What does non-biodegradable mean? \_\_\_\_\_  
\_\_\_\_\_
- 3 Plastic bags are responsible for the deaths of what?  
\_\_\_\_\_
- 4 What do the marine species mistake plastic bags for? \_\_\_\_\_
- 5 What are plastic bags partially made of? \_\_\_\_\_
- 6 How much of the world's oil supply is used in plastic production each year?  
\_\_\_\_\_
- 7 What type of bags does the author suggest should be used instead of plastic bags?  
\_\_\_\_\_

## Focus: Text Structures and Language Features

Persuasive texts present a series of arguments on an issue in logical order. They intend to persuade the reader to agree with a particular idea or viewpoint on an issue. Persuasive texts usually use high modality language and use text connectives to make their points connect and flow.

- 8 Tick the correct box. The author wants you to agree that
 

a plastic bags are useful and convenient.	<input type="checkbox"/>
b plastic bags are an environmental disaster.	<input type="checkbox"/>
c plastic bags should be used instead of 'green bags'.	<input type="checkbox"/>
- 9 Tick the text connectives that appear in the exposition.
 

<input type="checkbox"/> As a result	<input type="checkbox"/> Due to this	<input type="checkbox"/> However	<input type="checkbox"/> Therefore
<input type="checkbox"/> Firstly	<input type="checkbox"/> Secondly	<input type="checkbox"/> for example	<input type="checkbox"/> Finally
<input type="checkbox"/> For that reason	<input type="checkbox"/> as a consequence		
- 10 Summarise two of the arguments against the use of plastic bags mentioned in the text.
 

a _____
b _____

## Inference Questions

- 11 The purpose of this text is to
 

amuse	describe	persuade
-------	----------	----------
- 12 Read the fourth paragraph. What do you think 'visual eyesore' means?  
\_\_\_\_\_  
\_\_\_\_\_
- 13 In this text, what is a 'levy'?
 

<input type="checkbox"/> a barrier to hold back water	<input type="checkbox"/> a fee or tax on a product
---	--

## Mental division strategies – divide by 10s, 100s and 1 000s

When we divide by 10 we move the number one place value to the right.

When we divide by 100 we move the number two place values to the right.

When we divide by 1 000 we move the number three place values to the right.

Look what happens to 45 000 when we apply these rules:

Ten Thousands	Thousands	Hundreds	Tens	Units	
4	5	0	0	0	
	4	5	0	0	$\div 10$
		4	5	0	$\div 100$
			4	5	$\div 1\,000$

### 1 Divide the following numbers by 10, 100 and 1 000:

**a**

T Th	Th	H	T	U	
4	5	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

**b**

T Th	Th	H	T	U	
4	3	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

**c**

T Th	Th	H	T	U	
8	5	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

**d**

T Th	Th	H	T	U	
8	8	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

### 2 Draw lines to match the answers with the questions:

**a** What number is one thousand times smaller than 32 000?

9 500

**b** What number is one hundred times smaller than 32 000?

88

**c** What number is one hundred times smaller than 95 000?

950

**d** What number is ten times smaller than 95 000?

880

**e** What number is one hundred times smaller than 8 800?

320

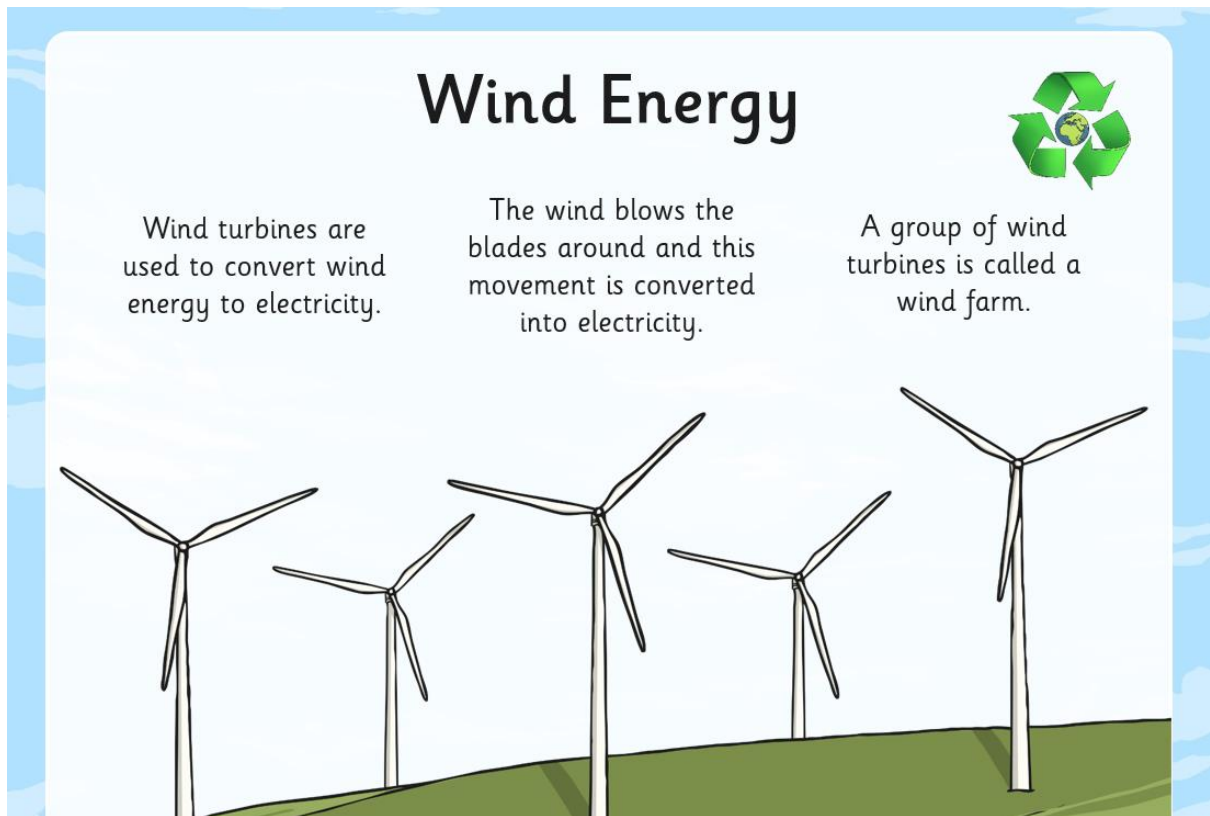
**f** What number is ten times smaller than 8 800?

32

# Monday Science Lesson 5 - Mobilising Movement

## Movement Energy

Movement Energy explores how humans can use movement energy, such as that contained in wind or streams.



List different types of movement energy that create electricity.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Science glossary - Read

**Efficiency** – is the amount of 'useful' energy a machine produces compared to how much energy it receives.

# Waterwheel Experiment

Follow the instructions below to create your own waterwheel at home. There are many options you could use for blades including cups, spoons, bottle lids or egg cartons. To ensure a fair test use the same amount of water every time you test the wheel.

## Waterwheel procedure

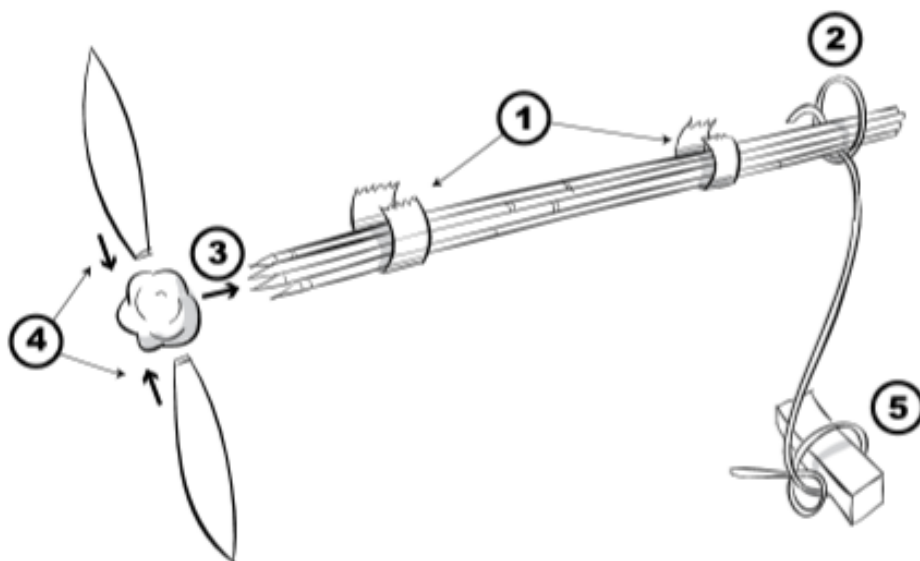
**Aim:** To create a waterwheel

### Equipment

- 4 wooden skewers
- adhesive tape
- piece of adhesive tac
- 30cm piece of string
- waterwheel blades

### Activity steps

1. Tape the four wooden skewers together lengthwise to create an axle.
2. Tie the end of the length of string to the end of the axle where the skewers are blunt.
3. Fix the adhesive tac to the other side of the axle where the skewers are sharp.
4. Insert the blades into the adhesive tac.
5. Tie the other end of the string to a small weight.



If you are unable to complete this experiment because you do not have the right equipment at school or home, simply click on both links to watch different waterwheels and then answer the questions below.

[https://youtu.be/AnBi\\_v4GlvA](https://youtu.be/AnBi_v4GlvA)

[https://youtu.be/FB5PI7S6\\_q4?t=66](https://youtu.be/FB5PI7S6_q4?t=66)



# Waterwheel Investigation

Remember: A modification (change) could include different blades (cups, spoons) or changing the heaviness of the weight. This experiment should be completed under the supervision of an adult. To ensure a fair test use 1 cup of water every time you test the wheel.

Note – if you are completing this sheet off the YouTube clips your change will be the size of the blades.

<b>What is your question for investigation?</b> What happens to _____ when we change _____?		<b>What do you think will happen?</b> <b>Explain why.</b>
<b>To make the test fair, what things (variables) are you going to:</b>		
<b>Change?</b>           Change only one thing?	<b>Measure/observe?</b>           What would the change affect?	<b>Keep the same?</b>           Which variables will you control?
<b>Describe the blades you will make:</b>		
<b>Blades for waterwheel 1:</b>	<b>What you will need:</b>	
<b>Blades for waterwheel 2:</b>	<b>What you will need:</b>	

## Observations

If you have conducted your experiment at home fill out the table below. You will need to complete a trial of each wheel 3 times to ensure you have accurate results. Make sure same amount of water is used every time.

Note – if you are completing activity based on YouTube clip move on to the Results section

<b>Waterwheel 1:</b>	<b>Trial</b>	<b>Time</b>
	Trial 1	
	Trial 2	
	Trial 3	
	<b>Average</b>	

<b>Waterwheel 2:</b>	<b>Trial</b>	<b>Time</b>
	Trial 1	
	Trial 2	
	Trial 3	
	<b>Average</b>	

## Results

What is your claim to answer your questions for investigation?

---

---

What is your evidence for the claim? How does your evidence support your claim?

---

---

Does your claim match your prediction? Why/Why not?

---

---

## Mental division strategies – divide by 10s, 100s and 1 000s

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					÷ 10
					÷ 100
					÷ 1 000

**b**

T Th	Th	H	T	U	
4	3	0	0	0	
					÷ 10
					÷ 100
					÷ 1 000

**c**

T Th	Th	H	T	U	
8	5	0	0	0	
					÷ 10
					÷ 100
					÷ 1 000

**d**

T Th	Th	H	T	U	
8	8	0	0	0	
					÷ 10
					÷ 100
					÷ 1 000

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