Learning at Home

Booklet 6

Term 3, Week 10

(10th September – 17th September)

Year 5

Name: _____

Class: _____

Stage 3 Online Resources

Mangahigh
https://www.mangahigh.com
Teachers have assigned work for students and once this is completed they can free play at their own level. A great, fun resource to practice key concepts.

Literacy Pro
https://slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login3/student/AUSXD8C
All students have an online account set up for Literacy Pro. Teachers have assigned work for students to complete. They can read books of their choice and complete the quiz.

Scholastic Learn at Home
https://classroommagazines.scholastic.com/support/learnathome.html
Scholastic have put together packages which include books and videos designed to build knowledge of a subject.

Go Noodle: At Home
https://family.gonoodle.com/
Copy the routines from the clip for physical activity inside.

National Geographic: For Kids
https://www.natgeokids.com/au/category/kids-club/
Navigate your way around this website to find information.

Read Theory
https://readtheory.org/auth/login
Login to complete your reading and comprehension tasks

ABC Education
https://education.abc.net.au/home#!/resources/-/all/all/all
Select appropriate year level at the top and choose your area of learning.

Kids News
https://www.kidsnews.com.au
Great site for kid's news articles and learning about different animals and events.

Year 5 Timetable - Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
Task 1: Reading	**Task 1: Reading**	**Task 1: Reading**	**Task 1: Reading**	**Task 1: Reading**
Reading passage: *To Pluto and beyond*	Reading passage: *The Great Discovery*	Reading passage: *Young Marine Scientist - Classroom* – BTN	Reading passage: Non-Fiction text- *All about Thunderstorms*	Reading passage: Fiction text- *The Midnight Thunderstorm*.
Reading activity	Reading activity	Reading activity	Reading activity	Reading activity
Use comprehension strategies to analyse information from a variety of texts.	Use comprehension strategies to analyse information from a variety of texts.	Use comprehension strategies to analyse information from a variety of texts.	Use comprehension strategies to analyse information from a variety of texts.	Use comprehension strategies to analyse information from a variety of texts.
Task 2: Spelling	**Task 2: Spelling**	**Task 2: Spelling**	**Task 2: Spelling**	**Task 2: Spelling**
Look Cover Write Check	Look Cover Write Check	Look Cover Write Check	Look Cover Write Check	Have someone test you on your spelling words using test page.
Spelling Activities	Spelling Activities	Spelling Activities	Spelling Activities	Spelling Activities
Define unknown words	Use your spelling words in sentences	Write synonyms and antonyms	Alphabetise spelling words	Fix the spelling error
Write spelling words in 'bubble' writing	Write spelling words as syllable rainbows	Colour code spelling words	Write spelling words in 'dot writing'	Create a find-a-word
Task 3: Writing & Grammar	**Task 3: Writing & Grammar**	**Task 3: Writing & Grammar**	**Task 3: Writing & Grammar**	**Task 3: Writing & Grammar**
Simile Activity	-Metaphor Activity	-Spelling Mistakes Activity	-Homophones Activity	-Expand the Sentences Activity
- Descriptive Writing: finish the story	-Descriptive Writing Activity	-Adjectives Activity	-Coordinating Conjunctions Activity	-Persuasive Writing Activity
		-Descriptive Writing: finish the story	-Descriptive Writing: finish the story	
Task 4: Maths Minutes	**Task 4: Maths Minutes**	**Task 4: Maths Minutes**	**Task 4: Maths Minutes**	**Task 4: Maths Minutes**
Minute 33	Minute 34	Minute 35	Minute 36	Minute 37
Task 5: Maths challenge	**Task 5: Maths challenge**	**Task 5: Maths challenge**	**Task 5: Maths challenge**	**Task 5: Maths challenge**
Ultimate Times Table Challenge	Ultimate Times Table Challenge	Ultimate Times Table Challenge	Ultimate Division Challenge	Ultimate Division Challenge
Task 6: Mathematics	**Task 6: Mathematics**	**Task 6: Mathematics**	**Task 6: Mathematics**	**Task 6: Mathematics**
Looking at whole numbers- order numbers to 999 999	Place value to five digits	Expanding numbers to 6 digits	Reading numbers	Factors
				Prime and composite numbers

"Let Loose" on Lockdown

Movie Review	Cooking Challenge	Dream Holiday	Combination Drawings	STEM Engineering	Family Time
Watch a movie of choice and review it.	Help cook a meal and record the recipe.	Plan an Australian holiday.	Find objects and create a drawing from them.	Paper Airplane challenge.	Play a board game with a family member.

Optional Tasks

These tasks can be completed at any time during the week.

Visual Arts	Music	Science	PD/H/PE	Mindfulness
Cardboard Stack Sculpture	Write about music	Why do things float?	PDH- How can I keep myself and others safe (Support networks)	Breathe Board
			PE – Underarm throw and catch	*Inhale in, Exhale out* colouring in

TO PLUTO AND BEYOND

A news reporter is interviewing a NASA scientist about the New Horizons space mission. The New Horizons is a NASA spacecraft that was sent to the dwarf planet, Pluto.

Reporter: So, the human race has finally sent a spacecraft to Pluto! What a fantastic achievement! What can you tell us about the New Horizons spacecraft?

NASA scientist: The New Horizons is an unmanned spacecraft, which means there are no astronauts on board. It was launched on January 19, 2006 and finally flew past Pluto on July 14, 2015. It captured important data and took photographs to help us learn more about the outer reaches of space.

Reporter: So the spacecraft took nine and a half years to reach Pluto? That seems like a very a long time to be floating in space.

NASA scientist: It is a long time! You have to remember that Pluto is nearly 5 billion kilometres away from the Earth. That's the equivalent of 32 trips between the Earth and our Sun.

Reporter: The spacecraft must be very big to be able to travel so far into space.

NASA scientist: Actually, the spacecraft is rather tiny, considering what it has achieved. It's about the size and shape of a grand piano.

Reporter: That's incredible! How does something so small manage to send messages and photographs back to Earth?

NASA scientist: The New Horizons spacecraft has a dish-shaped antenna for transmitting data. It takes about 30 to 60 minutes to send a high-resolution image back to Earth. The photographs are certainly worth waiting for, though!

Reporter: Fascinating! Thank you so much for your time today. Good luck with the remainder of this ground-breaking mission!

Monday Reading Activity

We Are Learning To (WALT):
Use comprehension strategies to analyse information from a variety of texts.

Read To Pluto and Beyond and answer questions 11-15 below.

11. What is the New Horizons?

☐ a planet

☐ a grand piano

☐ a spacecraft

☐ an antenna

12. Which of these statements about the New Horizons spacecraft is **incorrect?**

☐ The spacecraft was launched on July 14, 2015.

☐ The spacecraft has been taking photos of Pluto.

☐ The spacecraft is unmanned.

☐ The spacecraft is the size of a grand piano.

13. *Good luck with the remainder of this ground-breaking mission!*

In this sentence, the word *ground-breaking* means

☐ pioneering.

☐ dangerous.

☐ interesting.

☐ unusual.

14. Throughout the interview, the reporter is

☐ unresponsive.

☐ disrespectful.

☐ preoccupied.

☐ captivated.

15. The main purpose of the interview is

☐ to describe the dwarf planet, Pluto.

☐ to encourage children to become astronauts.

☐ to discuss the achievements of the New Horizons space mission.

☐ to explain how unmanned spacecraft work.

Week 10 Spelling LCWC

LIST	Monday	Tuesday	Wednesday	Thursday
beetle				
jewellery				
avenue				
climb				
wrote				
Adelaide				
continue				
launch				
active				
passive				
sprint				
allowable				
suitable				
distinguishable				
preferable				
debatable				
matter				
gaseous				
solidify				
petroleum				

Monday Spelling

Week 10 Words

beetle	jewellery	avenue	climb
wrote	Adelaide	continue	launch
active	passive	sprint	allowable
suitable	distinguishable	preferable	debatable
matter	gaseous	solidify	petroleum

Choose 5 words from your list that you DO NOT know the meaning of, look up the definition and write it in the table.

Word	Definition

Write your spelling words in bubble writing eg. Bubble

Monday Writing and Grammar

Similes

Similes compare one thing to another using 'like' or 'as'. Examples:
- *He was as quiet as a mouse.*
- *Her smile is bright like the sun.*

Study the photo and brainstorm descriptive words/phrases using each of the 5 senses.

👁	
👂	
👄	
👃	
✋	

Write a description of the scene that incorporates the 5 senses and at least 1 simile.

_____

_____

_____

_____

Descriptive Writing: finish the story

Nellie the elephant packed her trunk and said goodbye to the circus.
Performing at the circus had been Nellie's life but last night something terrible had happened. Hopes and dreams had been destroyed, leaving the circus in smouldering ruins. Nellie's friends had all fled in a dozen different directions to escape the terrible flames. Exhausted and drained, lonely and afraid, Nellie plodded over the scorched, broken ground as she was forced to forge a new future for herself.
Anxiously staring far into the distance, Nellie could make out a glimmer of glorious green: land that was unspoilt by flames. This glimmer of green represented a glimmer of hope. Nellie began to feel better. Maybe there was hope after all...

Plan for Writing:

Use question prompts like-
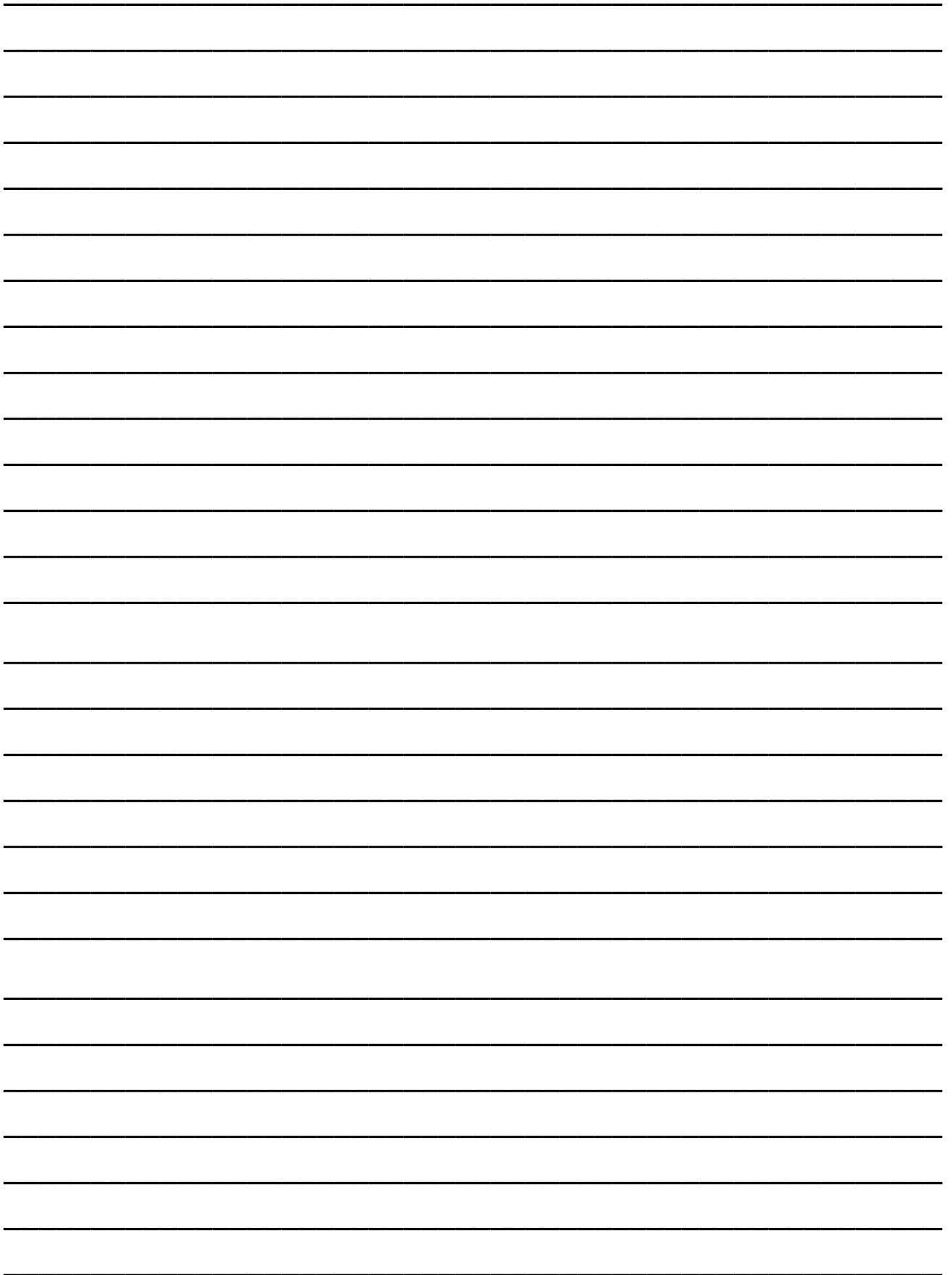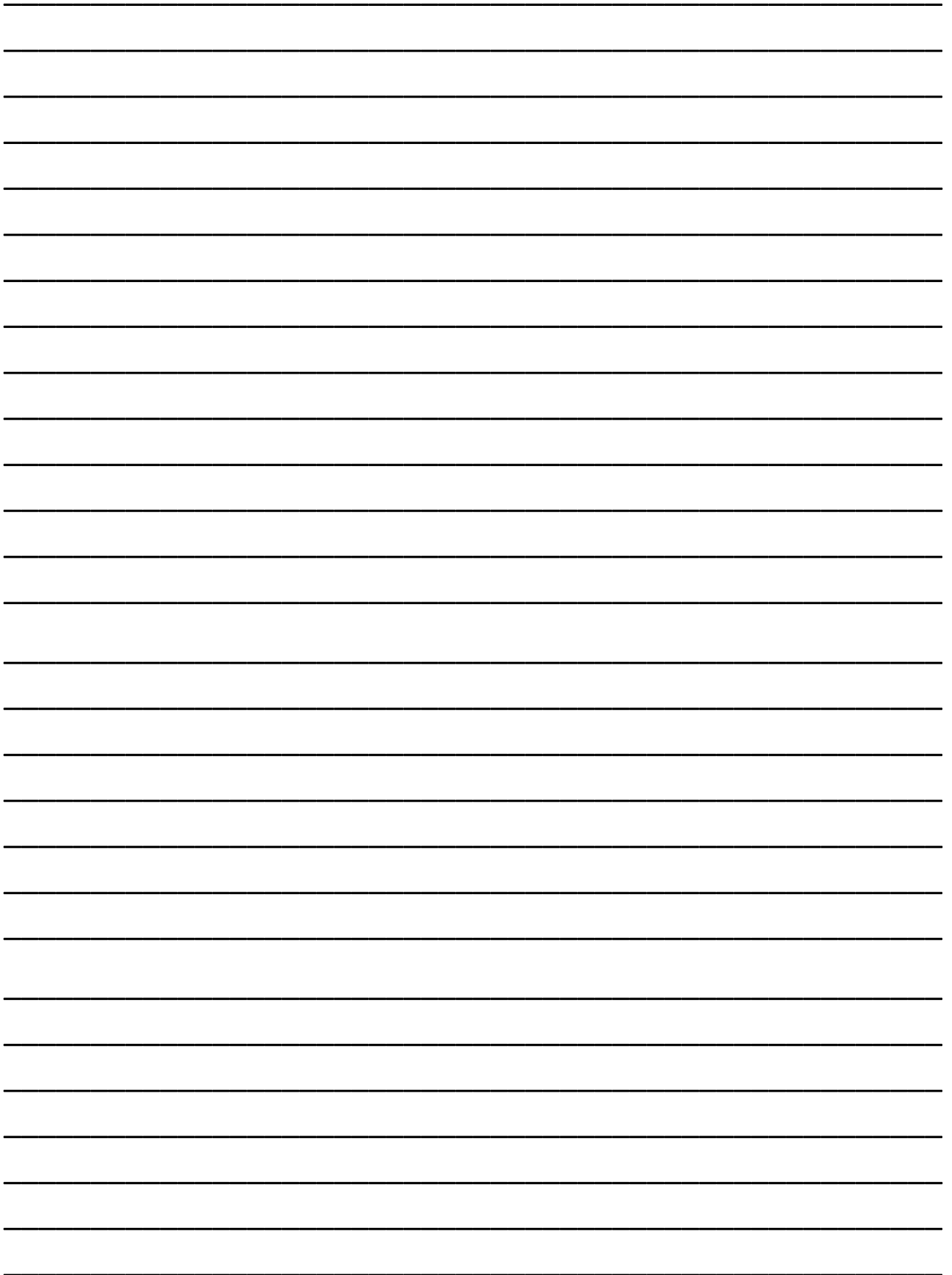
WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

· Use powerful adjectives and adverbs to describe the atmosphere.

· Use a variety of sentence structures, sentence lengths and sentence starters.

· Write descriptively using 'Show, Don't Tell' (e.g. describe what the character would see, hear, feel)

· Plan an exciting tension scene, a complication and a resolution.

Name: .... **Date:** ....

1.   11 700
     +   92 798
     ....

     ....
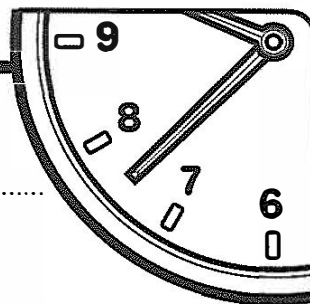
2. Circle the digit in the tenths place.   35.418

Use the pie graph to complete Questions 3 to 5.

3. Which season is the least favourite? ....

4. What is the title of the graph? ....

   ....

Favourite seasons

5. Which two seasons are equally favoured?

   .... and ....

6. Write the missing family fact.

   4 x 8 = 32   8 x 4 = 32
   32 ÷ 8 = 4   ....

7. $6\overline{)96}$

8. 100 x 30 = ...

9. Write the numbers in order from highest to lowest.

   10.30   10.03   1.03   10.33

   ....

10. Circle coins that equal $0.65.

Ultimate Times Table Challenge

10 × 9 = _____	11 × 3 = _____	12 × 5 = _____
4 × 9 = _____	7 × 12 = _____	3 × 6 = _____
5 × 3 = _____	3 × 4 = _____	7 × 9 = _____
3 × 2 = _____	4 × 4 = _____	6 × 3 = _____
12 × 6 = _____	6 × 9 = _____	3 × 1 = _____
2 × 7 = _____	3 × 12 = _____	7 × 3 = _____
9 × 4 = _____	2 × 12 = _____	4 × 11 = _____
12 × 2 = _____	1 × 7 = _____	7 × 4 = _____
7 × 5 = _____	11 × 6 = _____	4 × 10 = _____
9 × 5 = _____	7 × 2 = _____	11 × 10 = _____
5 × 12 = _____	3 × 7 = _____	6 × 8 = _____
3 × 12 = _____	4 × 3 = _____	8 × 11 = _____
8 × 7 = _____	8 × 8 = _____	8 × 4 = _____
12 × 3 = _____		

Looking at whole numbers – order numbers to 999 999

When ordering numbers, we need to pay close attention to the position and value of each digit.

Which is the largest?   6 093   3 069   3 960   6 039

1 **Circle the larger number:**

a   8 434 / 8 340   b   5 492 / 5 692   c   17 015 / 17 150

d   9 840 / 8 999   e   4 815 / 4 518   f   25 194 / 25 941

g   768 / 7 068   h   87 158 / 87 155

---

2 **Insert > (greater than) or < (less than) to make each statement true.**

a   6 482 ☐ 6 681   b   9 452 ☐ 9 360

c   84 945 ☐ 85 105   d   1 999 ☐ 2 009

e   1 469 ☐ 1 649   f   75 136 ☐ 73 156

g   94 054 ☐ 91 504   h   7 819 ☐ 7 815

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3 **Arrange the following numbers in *ascending* order:**

46 827, 468 457, 115 468, 250 015, 98 652, 12 698

_____, _____, _____, _____, _____, _____

---

4 **Arrange the following numbers in *descending* order:**

36 817, 408 453, 115 468, 252 013, 89 632, 12 898

_____, _____, _____, _____, _____, _____

Cardboard Stack Sculpture

Ok, it's time for a creativity challenge! Get your cardboard and your thinking skills ready! Who can make the best cardboard sculpture in Stage 3?

Go on a treasure hunt around your home and find as much cardboard as you can - parts of cereal boxes, matchboxes, cardboard rolls, cardboard boxes, cardboard sheets, corrugated cardboard, coloured card - whatever you can find!

Cut the cardboard into shapes of your choice. At this stage you could decorate each shape with collage, paint, pens or mixed media such as beads, sequins or fabric.

Figure out how to stack the shapes in a way that is balanced and secure so your stack stays up. The best trick for connecting shapes is to cut a slit into each shape and slide them together. You might want to include a base piece of card and connect your stack to that with tape, that's up to you.

Think about the design of your stack so it looks interesting and effective. Experiment with creating interesting spaces between the shapes and different ways to stack.

Put all your shapes together to make your awesome Cardboard Stack Sculpture and photograph it. You might like to hang materials from or wrap parts of your sculpture, to add to the design.

Have fun!

Here are some examples that you may like to get ideas from:
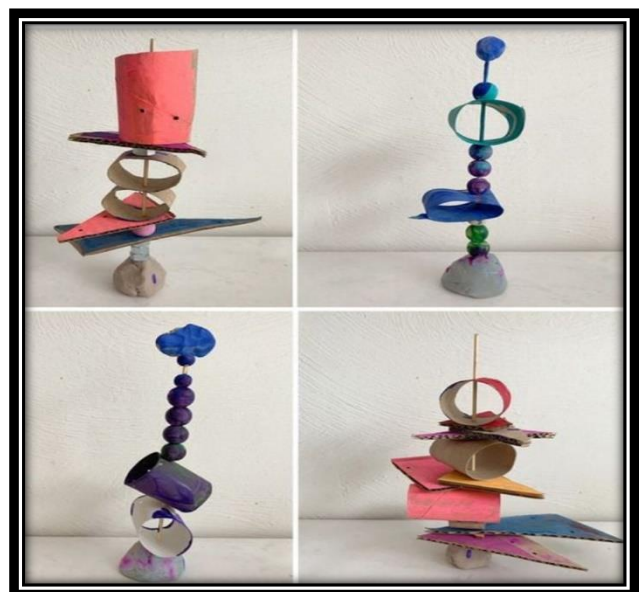
"Let Loose" on Lockdown

Week 10

You have worked extremely hard and shown amazing resilience this term. Stage 3 teachers are very proud of you. Let's end the term with some fun activities 😊

"TIME FLIES WHEN YOU'RE HAVING FUN."

Movie Review

Watch a movie of your choice, complete a movie review, and answer the following questions. You could even turn it into a movie night with your family.

Cooking Challenge

Help your family cook a meal. Record the recipe and the procedure you need to follow to make the recipe accurately. Upload a photo of your finished product to your teacher on ClassDojo/SeeSaw.

Dream Holiday

Plan an Australian holiday to a holiday destination of your choice. Don't forget flights, accommodation, how much spending money you would need and what you'd like to see whilst there.

Combination Drawings

Find 10 objects and place them a piece of paper (all on the same sheet or separate sheets if you want, some of that depends on what objects you choose and their size). Now, turn those objects into something else. There's lots of room for creativity here! Add colour!

STEM Engineering

"Paper Airplane Challenge"

Using one sheet of paper, can you make a paper airplane that flies the furthest distance. Challenge a family member to see who can get the furthest distance.
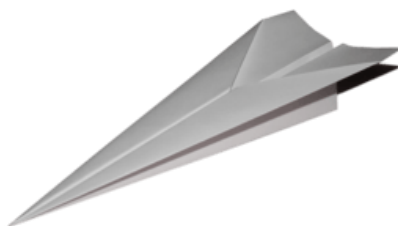
Family Time

Play a board game with a family member.

Film Review

Grab some popcorn and watch a movie of your choice. Complete the following movie review on the movie you watched.

Movie Title: _____

Genre: (Drama, comedy, action/adventure, animation, sci-fi, fantasy)

_____

Setting:

Time: _____

Place: _____

Summary of Movie:

_____
_____
_____
_____
_____

Who is your favourite character and why?

_____
_____
_____

Did you like this movie? Why or why not?

_____
_____
_____

Who would you recommend this movie to and why?

_____
_____
_____

Cooking Challenge

Help your family cook a meal. Record the recipe and the procedure you need to follow to make the recipe accurately. Upload a photo of your finished product to your teacher on ClassDojo/Seesaw.

A recipe for ...

Ingredients

Equipment

Step by step Instructions

Dream Australian Holiday

When lockdown ends NSW residents can't wait to travel again. Your task is to plan for your dream holiday to anywhere in Australia (for a maximum of 4 people – which must include 1 adults). However, the holiday plan must be within the budget given for this task, which is $20,000.00 including planning for the return airfares, hotel accommodation for the holiday duration, transport fares, entry to sightseeing activities etc.

Place/places to visit: _____

Duration of holiday: _____

Who is going? _____

Flights & Transport (costs, airlines, Taxis, Uber, airport transfers, trains etc.)	**Accommodation (hotel, motel, cabin etc., length of time)**
Food	**Sightseeing Activities**
Weather/Climate	**Important things to pack**

Combination Drawings

Find 10 objects and place them a piece of paper (all on the same sheet or separate sheets if you want, some of that depends on what objects you choose and their size). Now, turn those objects into something else. There's lots of room for creativity here! Add colour! Have fun 😊

Examples:
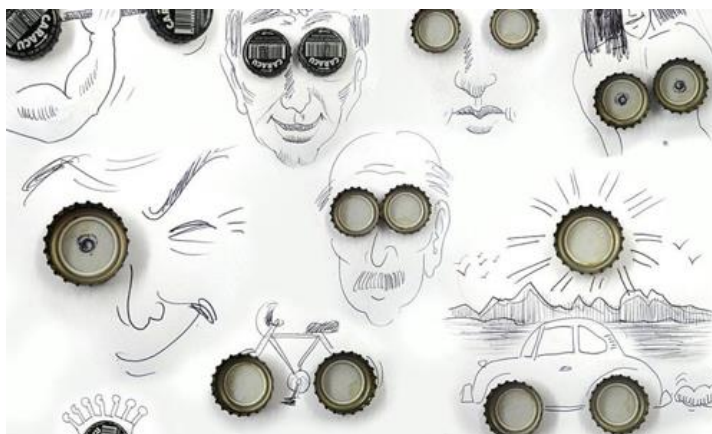
Using one sheet of paper, can you make a paper airplane that flies the furthest distance. Challenge a family member to see who can get the furthest distance. You may use the instructions below or use the internet to find another design.

The Dart

1.
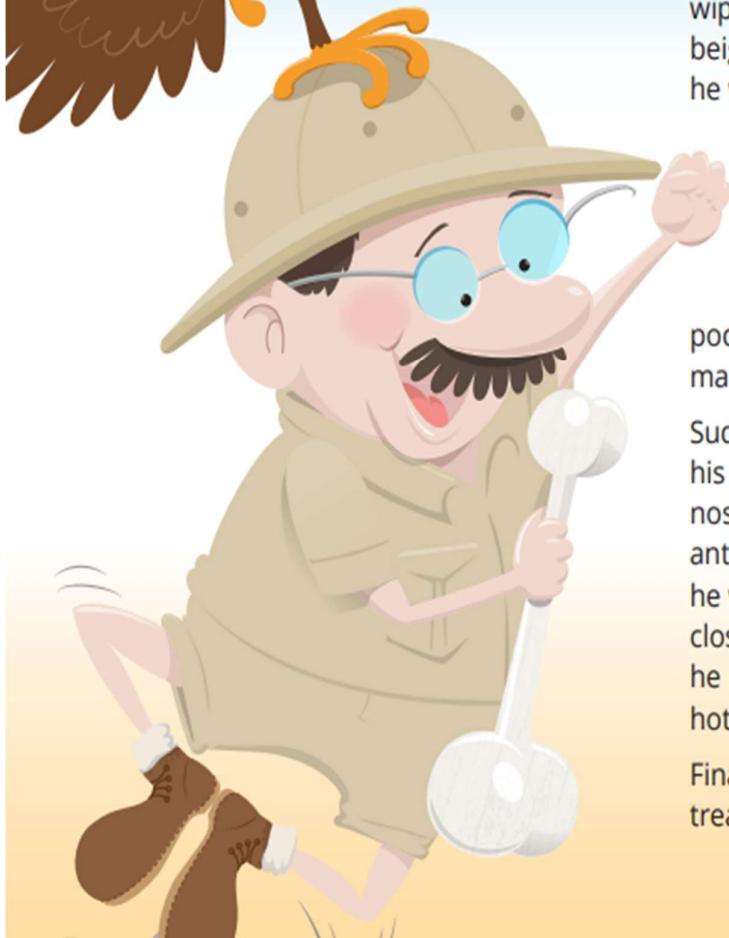
2.

3.

4.

5.

or

Finished

or
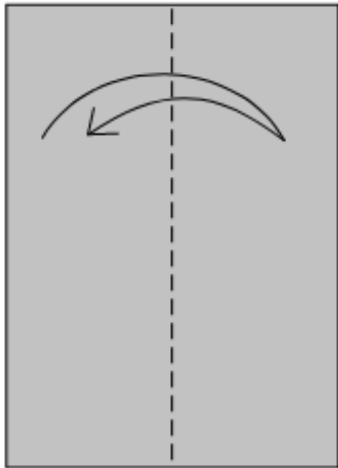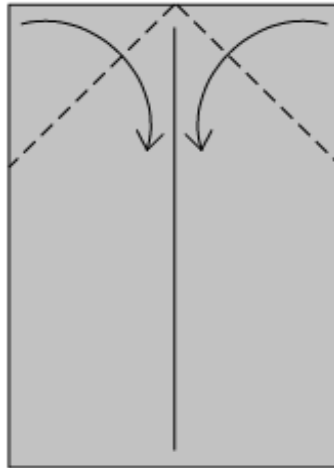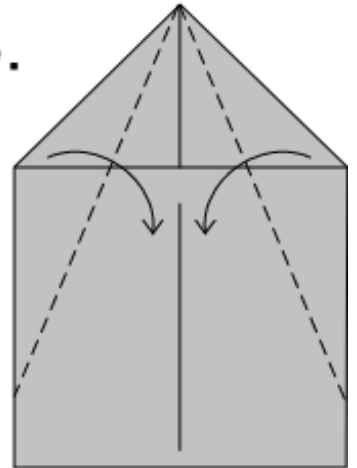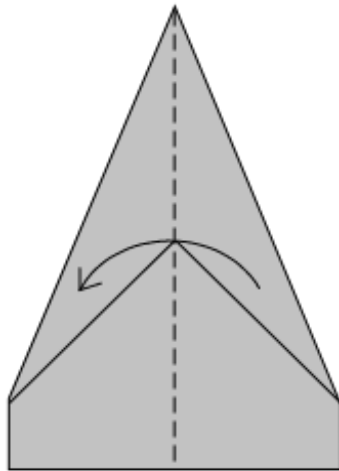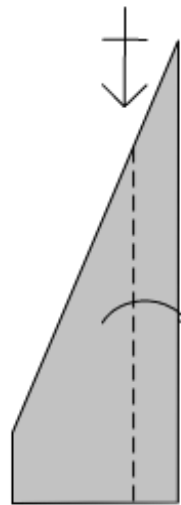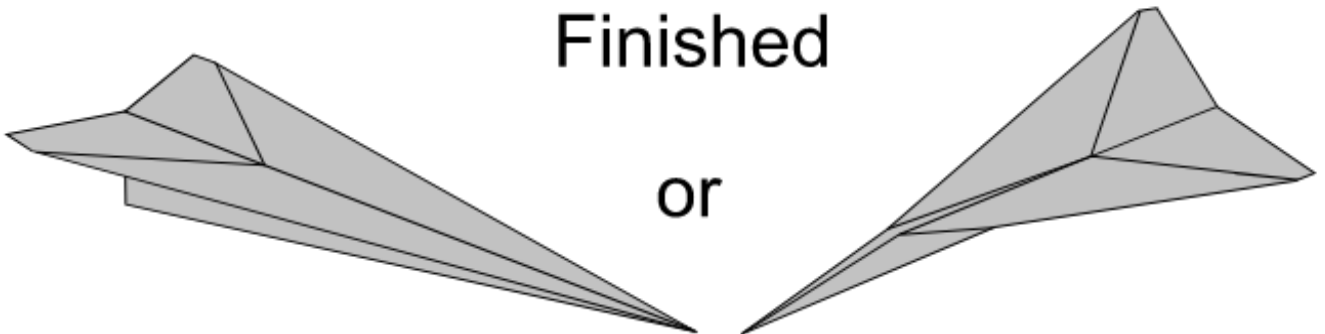
THE GREAT DISCOVERY

The thirsty, barren earth sat despairingly beneath the hot, blazing sun. A dusty odour permeated the air. The gentle pattering of rain had not been heard in this unforgiving landscape for many years now. The heat, scorching and oppressive, draped thickly over the land like a blanket. No living soul could ever survive in this stark and desolate place. A collection of rocks, the sole inhabitants, sat as still as statues on the hot desert floor. Above them, a wisp of white cloud scribbled lazy patterns across the turquoise-blue sky.

Professor Paleo sighed deeply as he wiped his plump, sweaty hands on his beige Safari suit. He was exhausted, but he was not going to give up now. The professor's pet eagle perched loyally on his wide-brimmed hat, watching his master dusting away layers of sand. The professor kindly passed him a worm from the pocket of his shorts. How he loved his master!

Suddenly, the excited professor jumped; his spectacles sliding off the end of his nose. His moustache twitched with anticipation. "Oh my, what have we here?" he whispered, bending down again for a closer look. "Could it be?" Slowly, gently, he pulled the dinosaur fossil out of the hot, barren earth.

Finally, at long last, he had found his treasure.

Tuesday Reading activity

We Are Learning To (WALT):

Use comprehension strategies to analyse information from a variety of texts.

Read The Great Discovery and answer questions 16-20 below.

16. *The thirsty, barren earth sat despairingly beneath the hot, blazing sun. A dusty odour permeated the air. The gentle pattering of rain had not been heard in this unforgiving landscape for many years now.*

These sentences help to

- ☐ create tension.
- ☐ describe the setting.
- ☐ introduce the complication.
- ☐ resolve a conflict.

17. In the second paragraph, Professor Paleo could best be described as

- ☐ angry.
- ☐ happy.
- ☐ disappointed.
- ☐ determined.

18. *Suddenly, the excited professor jumped; his spectacles sliding off the end of his nose.*

What is the most likely reason that Professor Paleo did this?

- ☐ Something crawling in the sand had bitten him.
- ☐ It was time to finish work for the day.
- ☐ He had found what he had been searching for.
- ☐ He had decided to give up on his search.

19. *"Oh my, what have we here?"* he whispered, bending down again for a closer look.

Why might Professor Paleo have been whispering?

- ☐ He didn't want to frighten his pet eagle.
- ☐ He was in awe of what he had discovered.
- ☐ He didn't want any other professors to hear him.
- ☐ He was scared of the dinosaur fossil.

20. The great discovery mentioned in the title refers to

- ☐ a dinosaur fossil.
- ☐ his spectacles.
- ☐ his pet eagle.
- ☐ buried treasure.

Tuesday Spelling

Week 10 Words

beetle	jewellery	avenue	climb
wrote	Adelaide	continue	launch
active	passive	sprint	allowable
suitable	distinguishable	preferable	debatable
matter	gaseous	solidify	petroleum

Write 5 sentences using as many of your spelling words as you can. Circle your words.

_____

_____

_____

_____

_____

_____

_____

Number of words used: _____

Write your spelling words as syllable rainbows eg. Dictionary = Dic/tion/ar/y

Tuesday Writing and Grammar

Metaphors

A metaphor is a comparison in which one thing is said to be another. Examples:
- *Life is a roller coaster.*
- *The wind was a howling wolf.*

Study the photo and brainstorm descriptive words/phrases using each of the 5 senses.

👁	
👂	
👄	
👃	
✋	

Write a description of the scene that incorporates the 5 senses and at least 1 metaphor.

_____

_____

_____

_____

Descriptive Writing

You have a plane for a day and can fly anywhere in the world you want. Where would you go? What would you see?

Plan for Writing:

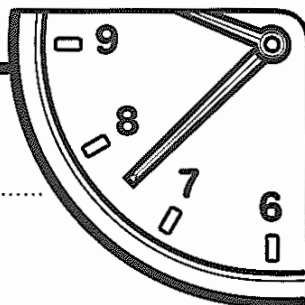Use question prompts like-
WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

· Use powerful adjectives and adverbs to describe the atmosphere.

· Use a variety of sentence structures, sentence lengths and sentence starters.

· Write descriptively using 'Show, Don't Tell' (e.g. describe what the character

would see, hear, feel)

· Plan an exciting tension scene, a complication and a resolution.

Name: .... **Date:** ....

1. $6\frac{1}{4}$ km = ... m

2. $14 + a = 18$;
   therefore, $a =$ ....

3. $3\overline{)216}$

4. Circle the digit in the thousandths place. 1.23046

5.   16.02
   $-$ 3.40
   ....

   ....

6. $60 \times 80 =$ ....

7. If you buy 30 items, how many will you get for free? .... free items

Bought items	5	10	15	20		
Free items	1	3	5	7		

8. $7.97
   $+$ $1.36
   ....

   ....

9. Use <, > or =. 308 912 .... 380 911

10. What is the perimeter of the square? .... units

    4   ☐
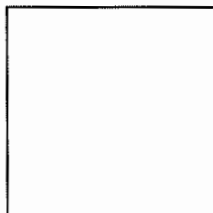
Ultimate Times Table Challenge

Score:

Time:

7 × 7 = _____	3 × 5 = _____	8 × 9 = _____
3 × 6 = _____	9 × 9 = _____	9 × 10 = _____
4 × 6 = _____	6 × 9 = _____	3 × 7 = _____
4 × 7 = _____	7 × 6 = _____	10 × 6 = _____
2 × 9 = _____	3 × 2 = _____	5 × 4 = _____
1 × 7 = _____	5 × 3 = _____	6 × 1 = _____
2 × 4 = _____	7 × 11 = _____	4 × 7 = _____
3 × 9 = _____	9 × 4 = _____	4 × 6 = _____
6 × 12 = _____	7 × 5 = _____	7 × 4 = _____
10 × 4 = _____	5 × 8 = _____	6 × 7 = _____
8 × 9 = _____	9 × 8 = _____	1 × 9 = _____
4 × 8 = _____	3 × 8 = _____	7 × 10 = _____
8 × 4 = _____	8 × 1 = _____	8 × 3 = _____
11 × 9 = _____		

Place value to five digits

6 Write the numbers on the place value chart. The first one has been done for you.

	Number	Ten thousands	Thousands	Hundreds	Tens	Ones
a	367			3	6	7
b	1 454					
c	25 309					
d	87 936					
e	90 235					
f	37 294					

7 Order the numbers from smallest to largest.

a	345	665	6 745	5 867	
b	3 576	567	9 453	6 987	
c	23 567	22 899	32 567	22 998	
d	45 678	54 876	45 876	49 887	
e	45 887	5 999	12 898	21 889	
f	12 335	12 553	21 335	21 553	

8 Arrange the cards to make the largest number then the smallest number using all five digits.

	Cards	Largest number	Smallest number
a	3 7 4 5 9		
b	9 6 8 3 7		
c	1 3 2 9 8		

5 4 3 2 1 ?

9 Write these numbers in words.
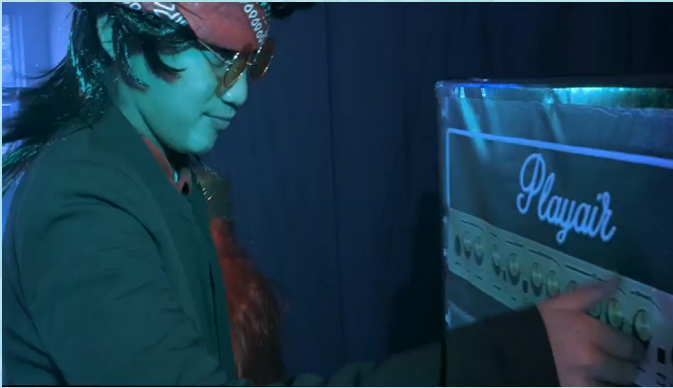
a 237 _____

b 1 379 _____

c 25 327 _____

d 36 000 _____

Write About Music

Find the stories behind the songs!

Materials: Pencil and paper

Time: 30 minutes

Learn

Songs have been used to tell stories throughout history to teach about the land we live in, ways to work with others, feelings we have and heroic adventures. Songs can be as simple as nursery rhymes likes Humpty Dumpty or Three Blind Mice, and can be very complicated like symphonic music that is played by an orchestra.

Songs or pieces of music are often divided up into sections. The way these sections fit together is known as 'musical form'.

There are two sections that appear in most modern music. They are the 'verse' and the 'chorus'.

The chorus contains the main lyrical and musical idea in the song and tends to stay the same throughout the song. Verses feature similar melodies as the chorus but the lyrics in the verse are different each time around. The verse often tells the story of the song

A simple form of a song can be:
- Verse 1
- Chorus
- Verse 2
- Chorus
- Chorus

Most songs have sections other than verses and choruses, such as introductions, bridges (or 'middle 8s), solos and pre-choruses.

Listen and Write

Choose two of your favourite songs and use the questions on the the next page to think about those songs.

Write your responses on the blank pages at the end of the activity.

Write About Music

Find the stories behind the songs!

Materials: Pencil and paper

Time: 30 minutes

Song Title	• Does this give a clue to what the song is about? • Why doyou think the song is called this?
Chorus	• Does the title of the song appear in the Chorus? • What is the main message of the Chorus? • Do each of the lines in the Chorus rhyme or not? Can you give an example? • How does the music change? – does it get louder/ softer? Use different instruments? Have more people singing? • Are there lots of words in the Chorus or words that are repeated?
Verse	• What parts of the story does each Verse tell? • Does the story in each Verse make a sequence of events? Write these down in order • Are there repeated words/ phrases in each Verse? • How many people are singing? • Does the music sound different to the Chorus? Describe some of the differences in sound you can hear.
End of the Song	• How does the song end? • Does it repeat a phrase and fade out? • Does it have a definite finish? • Does it use music from the Chorus or Verse or does it have it's own music?
Form	• Write out the Form of your song – list each section in order as you hear it.

Write About Music

Find the stories behind the songs!

Materials: Pencil and paper

Time: 30 minutes

Song One	
Song Title	
Chorus	
Verse	
End of the Song	
Form	

Write About Music

Find the stories behind the songs!

Materials: Pencil and paper
Time: 30 minutes

Song Two	
Song Title	
Chorus	
Verse	
End of the Song	
Form	

Wednesday Reading Passage

We Are Learning To (WALT): Use comprehension strategies to analyse information from a variety of texts.

Watch BTN [Young Marine Scientist - Classroom - BTN (abc.net.au)](). If the link is not working the transcript is below. Or google the above story.

Young Marine Scientist

Reporter: Leela Varghese
INTRO: Alright, now for some science. You're about to meet a 10-year-old who's just become one of Australia's youngest published scientists and, if you're a scientist like Rehan, you'll know getting published is a big deal. Leela found out how he used the scientific method to make a very important discovery.
Here at BTN, we seem to be pretending to be scientists an awful lot, but we've got nothing on Rehan here. At just ten, he's one of the youngest people in Australia to become an author of a scientific paper. So how do you go from wannabes, to legit? Well, it all started with his love for exploring the ocean.
REHAN: The ocean is like a whole different world itself.
While he was snorkelling, he observed something interesting going on with an octopus.
REHAN: When I looked really close, I could notice that there was a fish next to it. I thought it could be by coincidence, but it wasn't, it was actually following it. I told my dad, and he didn't believe me at first.
But as a researcher of animal behaviour himself, Rehan's dad Ru challenged him to test his observations. See that's how science works. Big discoveries don't come from just one observation.
LEELA: Was this water always blue?
Scientists used something called the scientific method.
LEELA: I know all about that because I'm definitely a real scientist and not just pretending to a scientist.
Basically, the scientific method involves observing something, asking a question about it. In this case, does the brown-spotted wrasse fish always follow around the WA common octopus? The next step is forming a hypothesis. Which is a theory or an idea about how something might work. Like, I think this fish is following this octopus. Then you have to test your hypothesis and gather evidence. For a year Rehan did this snorkelling at four different beaches in Perth to find octopuses and see if wrasse fish were hanging nearby.
REHAN: We saw it a couple more times.
Which meant they could go to the next step recording their results and drawing a conclusion. The fish was following the octopus. Leading to a new hypothesis that the fish was taking advantage of food that was disturbed by the octopus when it moved its arms around. It's something called nuclear-follower behaviour. And while it's been seen with other animals, thanks to Rehan, it's the first time this budding friendship has been noticed.
RU: I've spent so much time in the ocean and it's not something I've ever seen.
REHAN: We wrote a scientific article.
But there's another important step in the scientific method that Rehan and his dad had to go through. The peer review process.
LEELA: That's when you share your findings with other real scientists to see if they agree with your conclusions. Ahh Cale, here's my findings about the blue water.
CALE: Leela you know we're not real scientists. Oh, I'll take a look anyway.
In Rehan's case his discovery was reviewed and has now been published in a CSIRO journal. Having the research published is a really impressive achievement. So, the obvious question: does Rehan want to be a scientist when he's older?
REHAN: Of course, I do. Because science is kind of my thing. That makes one of us, Rehan.

Wednesday Reading Activity

We Are Learning To (WALT):

Use comprehension strategies to analyse information from a variety of texts.

Activity: Quiz

1. How many brains does an octopus have?

   A. 3 brains

   B. 8 brains

   C. 9 brains

2. What colour is an octopus' blood?

   A. Red

   B. Blue

   C. Purple

3. What class is the octopus from?

   A. Mammalia

   B. Chondrichthyes

   C. Cephalopoda

4. Octopuses have beaks.

   A. True

   B. False

5. How many hearts does an octopus have?

   A. 1 heart

   B. 3 hearts

   C. 8 hearts

6. Octopuses are invertebrates.

   A. True

   B. False

7. What adaptation does an octopus have to escape predators?

   A. Camouflaging themselves

   B. Expelling ink

   C. Squeezing into tiny spaces

   D. All of the above

8. Octopuses are herbivores.

   A. True

   B. False

9. How many species of octopus are there?

   A. 100

   B. 200

   C. 300

10. Octopuses have excellent eyesight.

    A. True

    B. False

Wednesday Spelling

Week 10 Words

beetle	jewellery	avenue	climb
wrote	Adelaide	continue	launch
active	passive	sprint	allowable
suitable	distinguishable	preferable	debatable
matter	gaseous	solidify	petroleum

Choose 5 words from your list and write a synonym (word that means the same thing) and an antonym (word that means the opposite).

Word	Synonym	Antonym

Write your spelling words with vowels in red and consonants in blue eg. spelling

Wednesday Writing and Grammar

Spelling Mistakes

Each sentence has one word that is incorrect. Write the correct spelling of the word on the line.

1. Laura gigled as she listened to the comedian's jokes. _____

2. My sandle broke and I had to walk with bare feet. _____

3. There are many interesting books in the libary. _____

4. The dialog between the two characters built the tension in the play.

   _____

5. I was feeling misrable after losing my private diary. _____

6. The girl's disapearance was very distressing for her relatives.

   _____

7. The ancient temple had huge decorative colums. _____

8. She shreeked loudly when she saw the hideous monster! _____

Adjectives

Add an adjective to the below sentences.

1. The _____earthquake shook the ground.

2. The people were _____ when the buildings shook.

3. The _____ island lay in the middle of the ocean.

4. The crowd were _____ after watching the film.

5. "I'm _____ by what I've done," admitted Cathy.

6. The _____ winner jumped for joy at the news.

7. The monster's attempts at hiding were _____.

8. Our new neighbours are _____.

Descriptive Writing: finish the story

With eyes as wide as saucers, the tiny cat observed the strange creatures around him. He didn't know where he was, but he knew it didn't feel right. They were furless, strangely shaped beasts that made noises he had never heard before. There were lots of them; weird and without whiskers, just staring and making a noise. With his ears pinned back and trembling with fear, he knew he had no choice but to move before they got any closer...

Plan for Writing:

Use question prompts like-
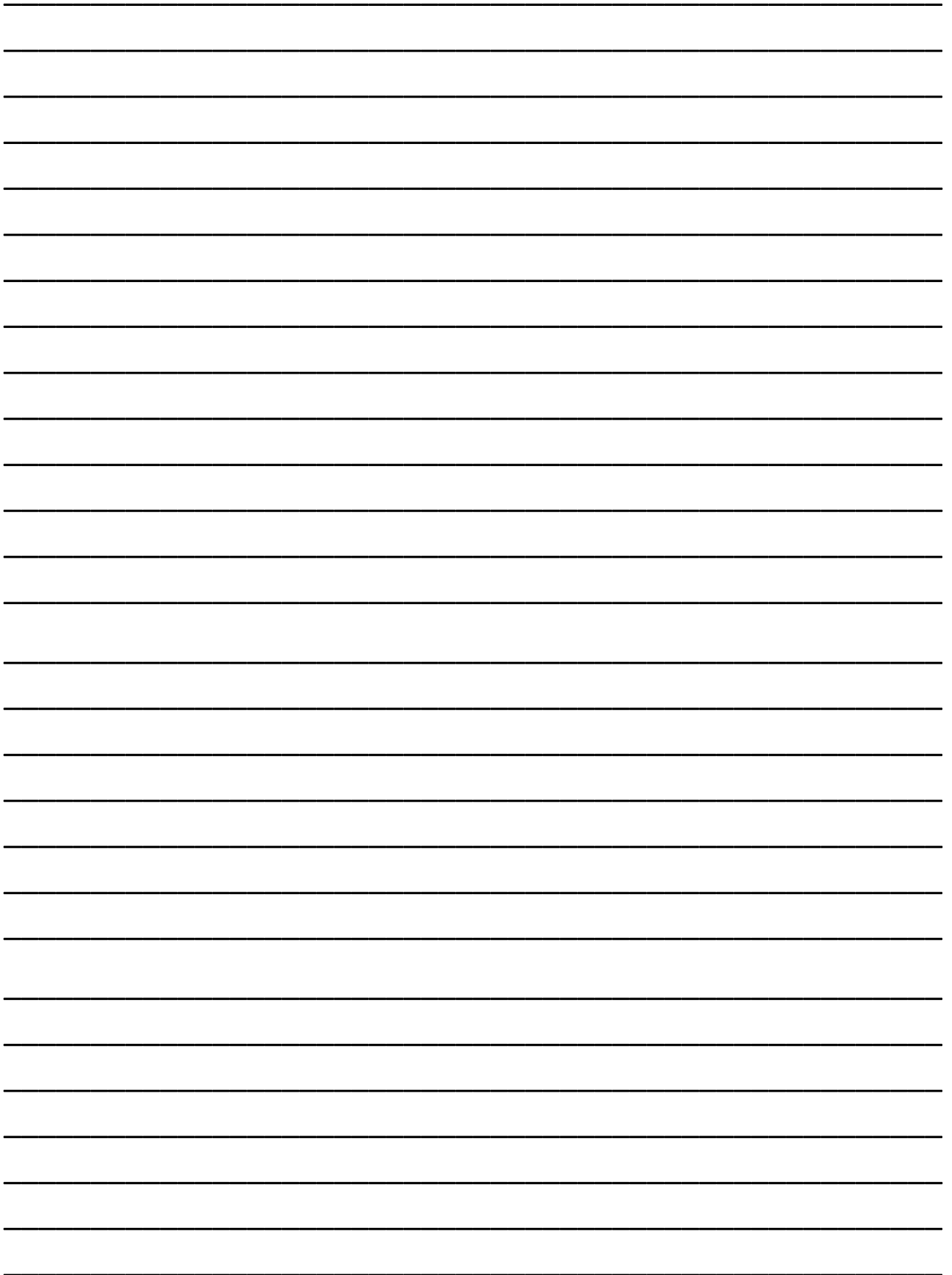
WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

· Use powerful adjectives and adverbs to describe the atmosphere.

· Use a variety of sentence structures, sentence lengths and sentence starters.

· Write descriptively using 'Show, Don't Tell' (e.g. describe what the character would see, hear, feel)

· Plan an exciting tension scene, a complication and a resolution.

Minute 35
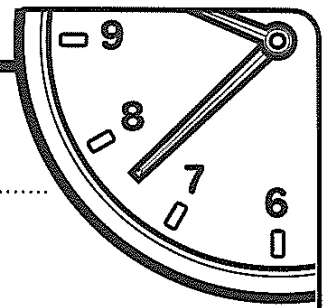
Name: .... Date: ....

1. 2050 g = ... kg

2.
$$531$$
$$-89$$
....

   ....

3. 1 cup = 250 mL

   8 cups = ... L

4. 84 ÷ 7 = ...

5. Draw what comes next in the pattern.

   ....
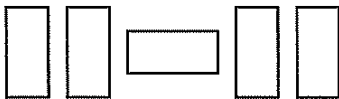
6. $56 ÷ n = 7$;

   therefore, n = ...

7. 70 x 60 = ...

8. $100 – $47 = $ ....

9. 4.14 + 5.12 = ...

10. Placed on the number line, is $\frac{1}{7}$ closest to 0, $\frac{1}{2}$ or 1? ....
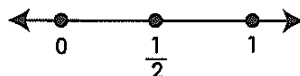
My score: —— / 10   My time: ....
                                        minutes   seconds

Ultimate Times Table Challenge

<u>Score:</u>

<u>Time:</u>

10 × 6 = _____	8 × 7 = _____	7 × 4 = _____
9 × 10 = _____	7 × 11 = _____	6 × 11 = _____
3 × 6 = _____	10 × 7 = _____	9 × 8 = _____
7 × 6 = _____	6 × 8 = _____	6 × 6 = _____
6 × 3 = _____	7 × 2 = _____	8 × 10 = _____
9 × 8 = _____	8 × 1 = _____	12 × 6 = _____
5 × 9 = _____	4 × 7 = _____	8 × 9 = _____
9 × 1 = _____	9 × 4 = _____	7 × 9 = _____
3 × 7 = _____	8 × 6 = _____	6 × 2 = _____
7 × 1 = _____	8 × 2 = _____	7 × 7 = _____
9 × 12 = _____	6 × 7 = _____	2 × 7 = _____
8 × 6 = _____	12 × 7 = _____	3 × 8 = _____
8 × 4 = _____	10 × 8 = _____	8 × 9 = _____
9 × 5 = _____		

Expanding numbers to 6 digits

5 Write the numbers.

a Twenty-six thousand, two hundred and thirty-seven.

b Forty-two thousand, seven hundred and thirteen.

c Sixty-seven thousand, three hundred and sixty.

d Thirty-five thousand and nine.

e Fifty thousand, two hundred and four.

2 6 2 3 7

6 State the place value of each bold digit.

a 23**4** _____

b 2 **3**45 _____

c **3**4 _____

d **6** 778 _____

e 7 **7**77 _____

f 6 6**5**6 _____

g 3**2** 345 _____

h **3**4 898 _____

i 56 **8**73 _____

j **9**9 564 _____

k **3**67 234 _____

l 33**3** 444 _____

7 Expand the following numbers. The first one is done for you.

a 235 247 | 200 000 | + | 30 000 | + | 5 000 | + | 200 | + | 40 | + | 7 |

b 364 382 | | + | | + | | + | | + | | + | |

c 491 456 | | + | | + | | + | | + | | + | |

d 670 291 | | + | | + | | + | | + | |

e 782 008 | | + | | + | | + | |

f 899 099 | | + | | + | | + | | + | |

8 What number am I?

I am an odd number between 5 000 and 5 999. The number in the thousands place is odd and is between 3 and 7, and the number in the tens place is a multiple of 4 which is greater than 4. The number in the hundreds place is equal to 3 squared and the number in the ones place is 23 less than 30.

I am [   ]

Science Week 10
That sinking feeling

Why do some things float?

1) Elephants are quite good swimmers. An adult African elephant can weigh up to 6 tonnes (6000kg). How is an enormous, heavy elephant able to float and swim?

   ……

   ……

2) **Investigation 1: Floaters and sinkers**

   Collect some of the items from the picture below. In the table below, predict which ones will sink and which ones will float in water by writing them in the appropriate column.

Floaters	Not Sure	Sinkers

3) Test your predictions by placing each object in the water and observing what happens. Record your results by circling the 'floaters' in your table in one colour, and the 'sinkers' in another colour.

4) Do the floaters (or sinkers) have something in common? Did any results surprise you?

……

……

5) From your results to investigation 1, choose a floater and a sinker that are about the same shape and size. Hold one in each hand and compare them. Why do you think that one floats and one sinks?

……

……

6) **Investigation 2: the force that makes things float**
Take the tennis ball or polystyrene ball and float it on the water. Use your hands to push the ball down to the bottom of the container, then left go. Draw a diagram to show what happened. Use labelled arrows to show the movement of the ball.
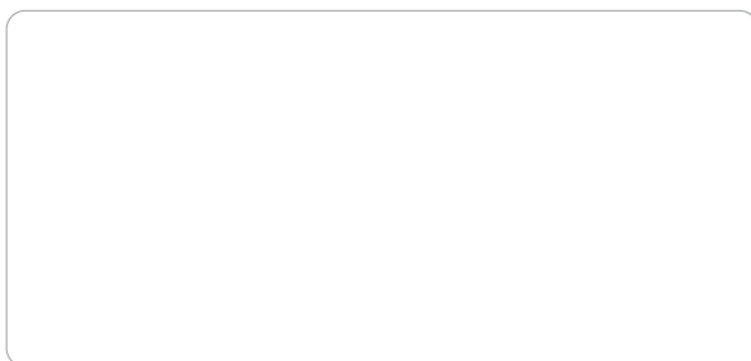
7) **Buoyancy – the floating force**
When an object is placed in water, it pushes the water underneath it down and out to the sides. (You might have noticed this in the bath – when you sit down, the water level goes up). The water that has been displaced (pushed out of the way) pushes back up on the object. This force of this water pushing up on the object is called buoyancy. If the upward buoyancy force is equal to the force of gravity pulling the object downward – the object will float. If the buoyancy force is less than gravity – the object will sink.
On the photo draw and label the two forces of gravity and buoyancy acting on it:
A) *The cork*
B) *The Weight*
Remember the stronger the force, the longer the arrow

Thursday Reading Passage

We Are Learning To (WALT): Use comprehension strategies to analyse information from a variety of texts.

Non-Fiction Text – All About Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.

Vasin Lee /Shutterstock.com

Thursday Reading Activity

We Are Learning To (WALT): Use comprehension strategies to analyse information from a variety of texts.

Before you read – Making Connections

Write down what you already know about thunderstorms in the first column of the table below. Discuss your ideas with your teacher and classmates.

What do I already know?	What did the text teach me?

As you read – Questioning. Answer these questions.

1. When do thunderstorms usually happen?

   _____
   _____

2. What causes thunderstorms to form?

   _____
   _____

After you read – Summarising

The main idea of a text can be described as the topic that a text is mostly about. Write a paragraph to summarise the text, *All About Thunderstorms*.

_____

_____

_____

_____

Thursday Spelling

Week 10 Words

beetle	jewellery	avenue	climb
wrote	Adelaide	continue	launch
active	passive	sprint	allowable
suitable	distinguishable	preferable	debatable
matter	gaseous	solidify	petroleum

Write you spelling list in alphabetical order ie. from A-Z like a dictionary

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

Write your spelling words in dot-to-dot writing

Thursday Writing and Grammar
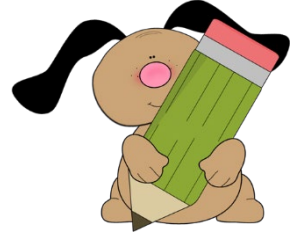
Homophones Practice:

Complete the following sentences using: *weather OR whether.*

1. The _____ during summer was sunny and warm.

2. Miss Phillips couldn't decide _____ or not to give homework.

3. The _____ forecast predicted rain and hail.

Complete the following sentences using: *by, bye OR buy.*

1. Sarah wanted to _____ an ice cream.

2. Bob didn't want to say _____ to his friends.

3. Wait for me _____ the post lamp.

Coordinating Conjunctions—FANBOYS: for, and, nor, but, or, yet, so

Underline the conjunctions in the sentences below:

1. Elizabeth joined the gymnastics team so she could improve her fitness level.

2. I spend ages doing my homework yet I never seem to get it all completed on time!

3. I wanted to go to the movies but mum wouldn't allow me.

For each sentence, add the best conjunction:

1. I felt like having soup for dinner _____ I knew my sister would probably disagree.

2. My brother refuses to clean the bathroom _____ will he tidy the kitchen table when I ask.

3. I saved up all of my pocket money _____ I really wanted to buy the new toy car

Descriptive Writing: finish the story

Six months earlier, Ben had lived in the city. Life had been busy; a constant buzz of people and traffic. In some ways, living in the city had been comforting, as if he was part of an urban family, a melting pot of people of all ages and all walks of life. However, Ben had tired of that life; it was now time for a change of direction.

Standing on his porch, Ben drew breath. As the clean, cool air filled his lungs, a smile spread across his face and he dived...

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

· Use powerful adjectives and adverbs to describe the atmosphere.

· Use a variety of sentence structures, sentence lengths and sentence starters.

· Write descriptively using 'Show, Don't Tell' (e.g. describe what the character would see, hear, feel)

· Plan an exciting tension scene, a complication and a resolution.
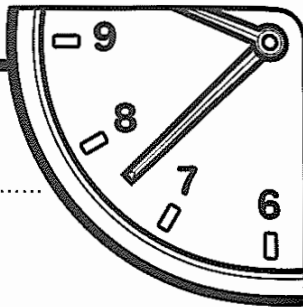
Name: .... **Date:** ....

1. Round 16.**13** to the bold place. ....

2. Underline the product of 17 x 6.

   617   102   176   201

3. Is the dashed line a line of symmetry?
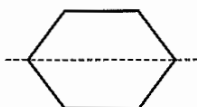
   Circle: Yes or No

4. 7.5 cm = ... mm

5.   1127
    +   221
    ....

    ....

6. How many 20c coins make up $3? ....

7. $9\overline{)171}$

8. $7.13
    + $0.15
    ....

    ....

9. Circle the name of the triangle.

   right-angle   isosceles   scalene

10. $46 - b = 30$;

    therefore, $b =$ ....

My score: $\frac{}{10}$ **My time:** ....
                                          minutes   seconds

43

Ultimate Division Challenge

Score:

Time:

27 ÷ 9 = _____   60 ÷ 6 = _____   36 ÷ 4 = _____

9 ÷ 3 = _____   36 ÷ 9 = _____   21 ÷ 7 = _____

7 ÷ 7 = _____   45 ÷ 9 = _____   30 ÷ 3 = _____

14 ÷ 7 = _____   64 ÷ 8 = _____   72 ÷ 6 = _____

66 ÷ 6 = _____   12 ÷ 6 = _____   3 ÷ 3 = _____

18 ÷ 6 = _____   80 ÷ 8 = _____   63 ÷ 7 = _____

88 ÷ 8 = _____   42 ÷ 6 = _____   72 ÷ 8 = _____

49 ÷ 7 = _____   21 ÷ 3 = _____   132 ÷ 11 = _____

56 ÷ 8 = _____   24 ÷ 4 = _____   12 ÷ 4 = _____

55 ÷ 11 = _____   70 ÷ 7 = _____   40 ÷ 4 = _____

8 ÷ 8 = _____   40 ÷ 8 = _____   4 ÷ 4 = _____

99 ÷ 9 = _____   48 ÷ 6 = _____   32 ÷ 8 = _____

48 ÷ 8 = _____   22 ÷ 11 = _____   108 ÷ 9 = _____

54 ÷ 6 = _____

Reading numbers

When we read numbers, we read them in groups of hundreds, tens and ones. The following chart best illustrates this concept.

Examples	Millions			Thousands			Ones		
	Hund	Tens	Ones	Hund	Tens	Ones	Hund	Tens	Ones
765 364				7	6	5	3	6	4
32 305 706		3	2	3	0	5	7	0	6

Note: A space separates the millions from the thousands, and the thousands from the hundreds.

Example 1 reads:
H T O = 7 6 5 thousand H T O = 3 6 4 ones

Example 2 reads:
H T O = 3 2 million H T O = 3 0 5 thousand H T O = 7 0 6 ones

4 Write these numbers in numerals. The first one is done for you.

a Two hundred and sixteen thousand, four hundred and twenty-six. 216 426

b Three hundred and twenty-one thousand, two hundred and sixteen. _____

c Four hundred and thirty-five thousand, five hundred and sixty. _____

d One million, five hundred and eighteen thousand, six hundred and twenty. _____

e Twelve million, two hundred and seventy thousand, four hundred and eighty. _____

f Twenty-eight million, three hundred and seventy-eight thousand, nine hundred and ninety-nine. _____

5 Answer the questions below.

NSW	Vic	ACT	Qld	WA	SA	NT	Tas
802 000 km^2	228 000 km^2	2 000 km^2	1 727 000 km^2	2 562 000 km^2	984 000 km^2	1 346 000 km^2	68 000 km^2

a List the states and territories in order of their areas.

ACT, _____

b Which state has an area closest to 1 000 000 km^2? _____

c Which state has an area closest to 3 000 000 km^2? _____

d Which states are more than double the area of NSW? _____

e Which state is more than double the area of SA? _____

f Which state is closest to the area of NSW? _____

Stage 3 PDH Week 10

How can I keep myself and others safe?

Support networks

During this activity you will recognise that your choices and decisions help keep you and others healthy and safe. You will also identify a personal network of trusted adults and how they support your health and safety.

1) Last lesson we learnt about controllable and uncontrollable influences. Name one person who could help you in a situation where there are many uncontrollable factors: _____

2) Identify who is in your network of trusted adults that can help support you to stay safe. Use the template below to list people from your network of trusted adults from the following areas.

- self (centre circle)
- parents/ carers (next larger circle)
- extended family & Friends
- local community
- government/state.
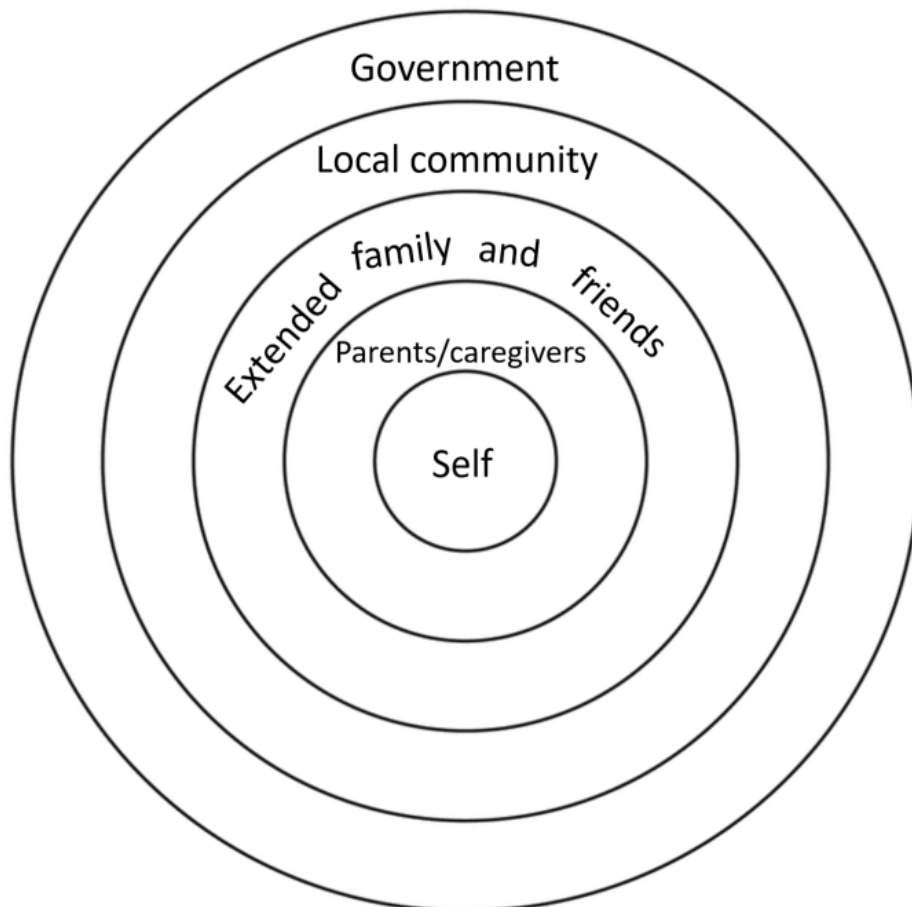
3) Explain how these people support you? Consider why some people/groups are closer to you at the centre of the circle and others are further away. How does the relationship influence the type of support provided to keep you safe?

Parent/caregiver –

_____

_____

Extended family and friends

_____

_____

Local community

_____

_____

Government

_____

_____

Explain why someone else may have different people in their network?

_____

_____

4) Read the following scenarios and explain the support you would provide.

Scenario	What support would you provide?
Your cousin is diving in shallow water. What would you suggest to keep your cousin safe?	
Your little brother or sister is hungry and wants something hot to eat for lunch but you're home alone. What would you do to keep everyone safe?	
You are going on a bike ride with your siblings. What would you suggest to keep yourself and them safe?	
You are talking to your best friend online and she tells you she is home alone and someone is knocking on the door. She has a quick look but doesn't recognise the person. What would you do to keep everyone safe?	
You are outside with your friend but have forgotten your sunscreen. What would you do to keep everyone safe?	

PE Week 10
Overarm and Underarm throw
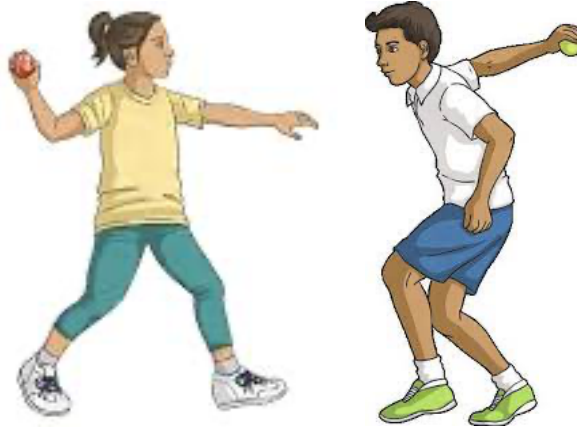
Underarm throw
Things to focus on:
-eyes focused on target
-body facing forwards
-step towards target with alternate foot to throwing hand
-release at the hip

Overarm throw
Things to focus on:
-eyes focused on target
-body side on to target (throwing arm towards the back)
-grip: thumb on the bottom, pointer and middle finger on the top (like bunny ears)
 -step towards the target with alternate foot to throwing hands
-rotate hips then shoulders as you throw the ball towards the target

Activity 1: Underarm throw
Set up 6 objects as your throwing target
Step 5 big steps away from the targets and underarm throw the tennis ball or pair of socks, aiming to knock over all of the objects.
Repeat until you have knocked all of the objects over.
Change hands and try again.
Challenge yourself
If you knock them all over the first or second throw –try taking 10 big steps away from the targets or reduce the amount of targets to 2 or 3.
If it took you a few throws to knock over the objects keep practicing.

Activity 2: Overarm throw
Same as activity 2 but this time using the overarm throw.

Have fun and good luck!

Mr Adams

Friday Reading Passage

We Are Learning To (WALT): Use comprehension strategies to analyse information from a variety of texts.

Before you read – Predicting - Use the title and picture to predict what you think this text is going to be about.

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.

Friday Reading Passage

We Are Learning To (WALT): Use comprehension strategies to analyse information from a variety of texts.

As you read – Visualising- some of the sights, sounds and smells in Chrissy and Julia's bedroom during the thunderstorm.

As you read – Inferring- Questions

1. How does Chrissy feel during the thunderstorm? How do you know?_____
_____
_____.

2. Do you think Julia is scared of thunderstorms? Why or why not?_____
_____
_____.

3. Do you think Chrissy and Julia have a good relationship? Why or why not?

_____
_____
_____.

4. 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?_____
_____
_____.

Week 10 Spelling Test   ___ /20

LIST

Friday Spelling

Week 10 Words

beetle	jewellery	avenue	climb
wrote	Adelaide	continue	launch
active	passive	sprint	allowable
suitable	distinguishable	preferable	debatable
matter	gaseous	solidify	petroleum

Find the spelling error in each sentence and write it correctly in the box.

I had to clime a big mountain.	
The black beatle had shiny wings.	
It is hard to find a sootable time to meet.	
"Can you fill up the car with petrolyum?"	
All mattu is made of atoms.	
The lawnch of the rocket was a success.	

Create a find-a-word using words from the list. Then challenge a family member solve it!

Friday Writing and Grammar
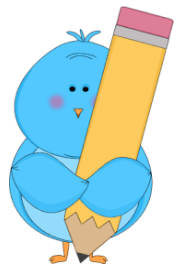
Expand the Sentences:

Expand these simple sentences by adding adjectives, adverbs and further information. An example has been done for you!

EXAMPLE: An owl hooted.

An elegant, snow-white owl hooted loudly from high up in the trees.

1. A boy shouted.

_____

_____

2. The witch laughed.

_____

_____

3. My uncle sneezed.

_____

_____

4. The teacher talked.

_____

_____

5. A dog barked.

_____

_____

6. The snake slithered.

_____

_____

Persuasive Writing:

The Best Place to go on Holiday

Lots of people love going on holiday but which is the best place to visit?

Think of a place that you really like going to or write about somewhere that you would love to visit. You can even think about an imaginary holiday destination.

Write to convince a reader to your choice is the best place to go on holiday. Make sure you clearly explain why this place is so good and include extra details to support your ideas.

- Start with an introduction:
  An introduction lets the reader know what you are writing about.

- Write your opinion on your topic:
  Give reasons for your opinion and explain these reasons.

- Finish with a conclusion:
  A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:
- Plan your writing.
- Organise your ideas into paragraphs.
- Choose your words carefully to convince the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

Persuasive Writing Graphic Organizer

Thesis/Claim

Reason 1

Details/Evidence

Reason 2

Details/Evidence

Reason 3

Details/Evidence

Conclusion
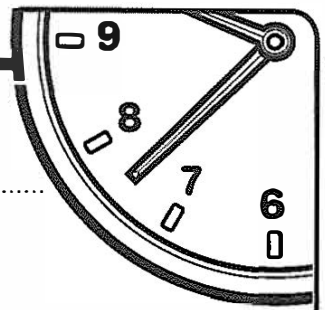
Name: .... **Date:** ....

1. Write the missing family fact.

   $3 \times 6 = 18$ $18 \div 6 = 3$

   $18 \div 3 = 6$ ....

2. $\$10.91$
   $-\ \$\ 9.25$
   ....

   ....

3. What would the temperature be if it fell 15 degrees? ....°C

4. $1\ t = 1000\ kg$ $6\frac{1}{2}\ t =$ ....kg
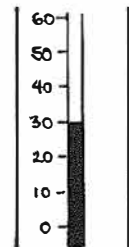
5. $900 \div 90 =$ ....

6. If placed on the number line, is $\frac{11}{12}$ closer to 0, $\frac{1}{2}$ or 1? ....
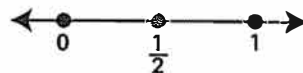
7. Is the shape symmetrical?

   Circle: Yes or No

8. $\$6.85$
   $+\ \$2.03$
   ....

   ....
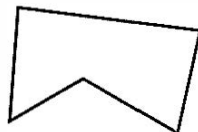
9. Circle the digit in the hundredths place.   16.39

10.   90 776
    $-$ 87 644
    ....

    ....

My score: $\dfrac{}{10}$ **My time:** ....
                                                    minutes   seconds

Ultimate Division Challenge

Score:

Time:

80 ÷ 8 = _____	36 ÷ 6 = _____	88 ÷ 8 = _____
30 ÷ 6 = _____	63 ÷ 7 = _____	48 ÷ 8 = _____
56 ÷ 8 = _____	21 ÷ 7 = _____	54 ÷ 6 = _____
28 ÷ 4 = _____	64 ÷ 8 = _____	40 ÷ 8 = _____
84 ÷ 7 = _____	6 ÷ 6 = _____	18 ÷ 6 = _____
72 ÷ 6 = _____	4 ÷ 4 = _____	20 ÷ 4 = _____
16 ÷ 8 = _____	48 ÷ 4 = _____	8 ÷ 4 = _____
16 ÷ 4 = _____	49 ÷ 7 = _____	48 ÷ 6 = _____
32 ÷ 8 = _____	12 ÷ 4 = _____	24 ÷ 8 = _____
77 ÷ 7 = _____	72 ÷ 8 = _____	40 ÷ 4 = _____
42 ÷ 6 = _____	70 ÷ 7 = _____	35 ÷ 7 = _____
28 ÷ 7 = _____	24 ÷ 6 = _____	96 ÷ 8 = _____
12 ÷ 6 = _____	60 ÷ 6 = _____	14 ÷ 7 = _____
44 ÷ 4 = _____		

Factors are whole numbers that can be multiplied with another number to make a new number. For example, the factors of 16 are:
1, 2, 4, 8 and 16.   (2 × 8 = 16   4 × 4 = 16   16 × 1 = 16)

5 Answer true or false.

a 3 is a factor of 6 _____

b 7 is a factor of 15 _____

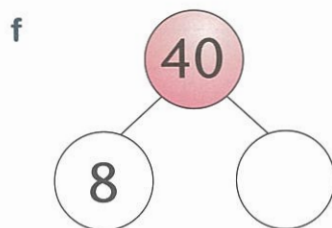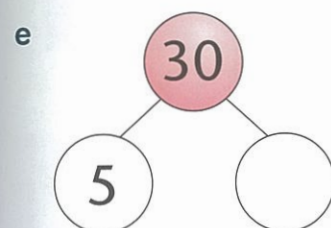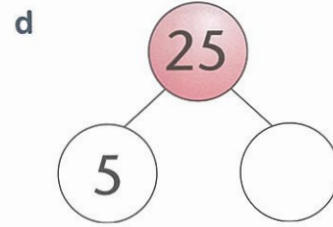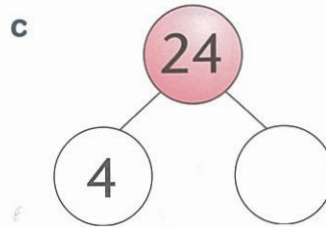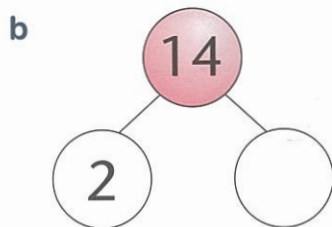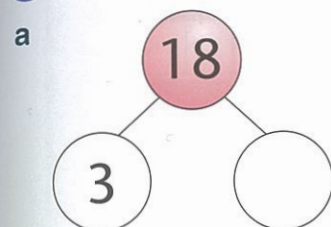c 5 is a factor of 20 _____

d 4 is a factor of 13 _____

e 10 is a factor of 50 _____

f 6 is a factor of 18 _____

6 Use division to find the missing factor.

a (18) (3) ( )

b (14) (2) ( )

c (24) (4) ( )

d (25) (5) ( )

e (30) (5) ( )

f (40) (8) ( )

g (48) (6) ( )

h (42) (7) ( )
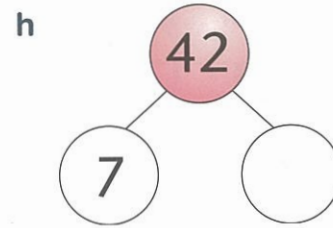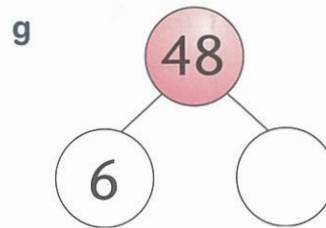
7 Write all the factors of the following numbers. Remember that the number itself and 1 are also factors.

a 20 _____

b 12 _____

c 18 _____

d 25 _____

e 49 _____

f 64 _____

> All multiples of 10 always have 2, 5 and 10 as some of their factors.

8 Work backwards to find three numbers that multiply together to produce the number in the box.

a 60 = ☐ × ☐ × ☐

b 100 = ☐ × ☐ × ☐

c 140 = ☐ × ☐ × ☐

Prime and composite numbers

Prime numbers are numbers that have only themselves and 1 as factors, e.g. 2, 3, 5 and 7 are prime numbers but 4, 8 and 9 are not.

Composite numbers are numbers with more than two factors, e.g. 24 has factors of 1, 2, 3, 4, 6, 8, 12 and 24.

4 Write all the factors of these numbers, then write whether they are prime or composite.

	Number	Factors	Prime or composite
a	8		
b	7		
c	9		
d	11		

	Number	Factors	Prime or composite
e	18		
f	16		
g	23		
h	17		

5 Write prime or composite after each number.

a 5 _____

b 20 _____

c 19 _____

d 24 _____

e 29 _____

f 42 _____

g 31 _____

h 60 _____

i 32 _____

j 37 _____

k 40 _____

l 45 _____

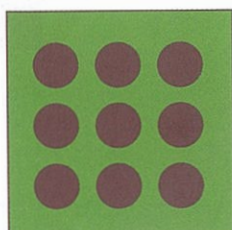Prime numbers have only themselves and 1 as factors.

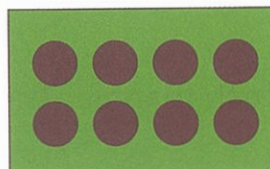**6** Explain why you agree or disagree with these statements.

a All odd numbers are prime numbers. _____

_____

b There are more composite numbers than prime numbers. _____

_____

7 **Square and oblong numbers**

9 is a "square" number.

8 is an "oblong" number.

Write the numbers under 101 that are both square and oblong.

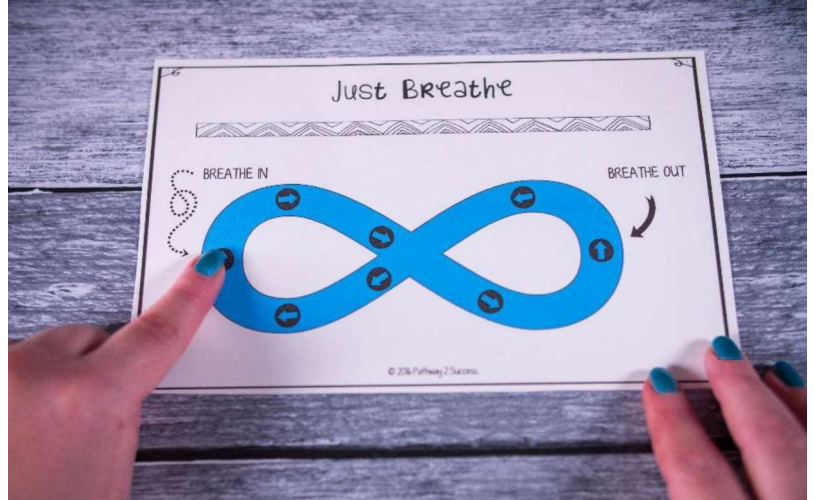|			

Mindfulness Breathe Board • Educator Guide

What is Mindfulness?

Practicing mindfulness on a regular basis encourages a number of positive health effects, including more positive emotions, stress reduction, stronger immune system, increased focus and attention, greater empathy and compassion for others, and greater emotional control.
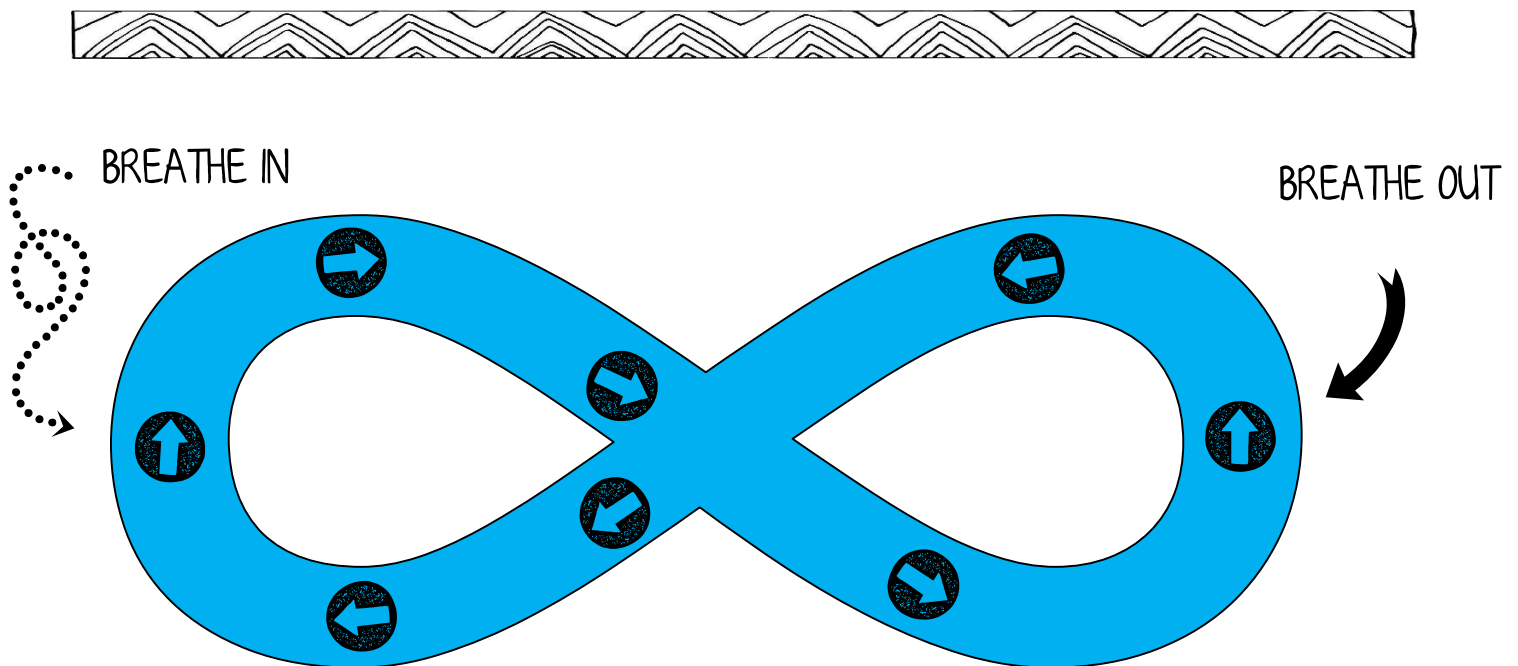
What is a Breathe Board?

A breathe board is a tool help students understand and practice mindful breathing in a more concrete and visual way.

Learners can use these Mindfulness Breathe Boards to start their mindfulness practice. Just have students follow their finger around the figure as they slowly breathe in and out. This should be completed several times. .

Just Breathe

BREATHE IN

BREATHE OUT

INHALE
IN
EXHALE
OUT