

# HOME LEARNING



Learning at Home

Booklet 4

Term 3, Week 8

(30<sup>th</sup> August – 3<sup>rd</sup> 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 8**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Task 1: Reading</b> Read the passage <i>Josephine</i> Underline any words you don't understand. Use a dictionary to find the meaning of words</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p><u>Spelling Activities:</u> Define unknown words Write spelling words in 'bubble' writing</p> <p><b>Task 3: Writing &amp; Grammar</b> Punctuate the Passage Homophones Practice Descriptive Writing: finish the story</p> <p><b>Task 4: Maths Minutes</b> Minute 23</p> <p><b>Task 5: Maths challenge</b> Ultimate Division Challenge</p> <p><b>Task 6: Mathematics</b> Mental multiplication strategies -multiply by 10s, 100s or 1000s</p>	<p><b>Task 1: Reading</b> Re-read the passage <i>Josephine</i> Answer the comprehension questions about the text</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p><u>Spelling Activities:</u> Use your spelling words in sentences Write spelling words as syllable rainbows</p> <p><b>Task 3: Writing &amp; Grammar</b> Punctuate the Passage Identifying Nouns and Adjectives Descriptive Writing Activity</p> <p><b>Task 4: Maths Minutes</b> Minute 24</p> <p><b>Task 5: Maths challenge</b> Ultimate Division Challenge</p> <p><b>Task 6: Mathematics</b> Multiplication Strategies</p>	<p><b>Task 1: Reading</b> Read the text <i>J.K. Rowling</i> Answer two questions about the text</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p><u>Spelling Activities:</u> Write synonyms and antonyms Colour code spelling words</p> <p><b>Task 3: Writing &amp; Grammar</b> Similes Descriptive Writing: finish the story</p> <p><b>Task 4: Maths Minutes</b> Minute 25</p> <p><b>Task 5: Maths challenge</b> Ultimate Division Challenge</p> <p><b>Task 6: Mathematics</b> Two digits multiplied by one digit</p>	<p><b>Task 1: Reading</b> Re-read the text <i>J.K. Rowling</i> Find and document the key events in the author's life</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p><u>Spelling Activities:</u> Alphabetise spelling words Write spelling words in 'dot writing'</p> <p><b>Task 3: Writing &amp; Grammar</b> Expand the Sentences Descriptive Writing Activity</p> <p><b>Task 4: Maths Minutes</b> Minute 26</p> <p><b>Task 5: Maths challenge</b> Ultimate Division Challenge</p> <p><b>Task 6: Mathematics</b> Written methods- contracted multiplication</p>	<p><b>Task 1: Reading</b> Read the text <i>Tiger</i> Answer the questions about the text.</p> <p><b>Task 2: Spelling</b> Have someone test you on your spelling words using test page. <u>Spelling Activities:</u> Fix the spelling error Create a find-a-word</p> <p><b>Task 3: Writing &amp; Grammar</b> Conjunctions 'but' or 'so' Descriptive Writing: finish the story</p> <p><b>Task 4: Maths Minutes</b> Minute 27</p> <p><b>Task 5: Maths challenge</b> Ultimate Division Challenge</p> <p><b>Task 6: Mathematics</b> Three digits multiplied by one digit</p>
<p align="center"><b>Geography/History: Paralympic Games:</b> List 10 Australian achievements, select a Paralympian and construct a timeline of their life, look at the Paralympic games when they first started in 1960 and compare them to today's games.</p>				
<p align="center"><b>Optional Tasks</b> These tasks can be completed at any time during the week.</p>				
<p><b>Visual Arts</b> Picasso Artwork</p>	<p><b>Music</b> Create rhythmic tongue twisters</p>	<p><b>Science</b> Air resistance – It's a Drag Part 2</p>	<p><b>PD/H/PE</b> PE- Hop and Static Balance PDH - Friendships</p>	<p><b>Mindfulness</b> <i>Learning is my super power</i> colouring in page</p>



# Josephine

I clearly remember the day that Josephine entered our lives. It was a cold, wintery Saturday morning. My family had clumsily gathered around the breakfast table – my eldest sister, Catherine, draped lazily in the rocker; my youngest sister, Lizzie, sitting eagerly on my father’s lap; my mother buzzing purposefully from one job to the next, the way she always did when she prepared our special weekend breakfast.

I sat myself down next to Catherine and poured a glass of freshly-squeezed orange juice. As Mum served us her world-famous scrambled eggs with bacon, Lizzie suddenly looked up in shock.

“What’s the matter, Lizzie?” Mum asked, concerned. “Have I not served you enough bacon?”

“No Mum, it’s not that,” Lizzie replied. “It’s just that you forgot to serve breakfast for Josephine.”

My mother’s face went blank. “Josephine?” she asked. “Who’s Josephine?”

Lizzie chuckled. “Don’t be silly, Mummy!” she replied jovially. “She’s standing right over there.”

The corner of the kitchen where Lizzie was pointing looked exceptionally empty to me. I’m pretty sure it looked empty to Catherine and Dad, too. But my mother kept her cool. “Oh, Josephine!” she cried. “What terrible manners I have. Please, come and sit down. There’s plenty of food for everyone.”

I gave my mother a look. *Are you sure this is a good idea?*

My mother gave me a look of her own. *Let’s play along, for now.*

Little did she know, we would not see the end of Lizzie’s new friend for quite a long time. Josephine, it seemed, was part of the family now.

## Week 8 Spelling LCWC

LIST	Monday	Tuesday	Wednesday	Thursday
constant				
Sydney				
killed				
melody				
bottom				
Australia				
secret				
tumble				
afterwards				
cathedral				
desirable				
excitable				
breakable				
notable				
tolerable				
questionable				
hundredth				
thousandth				
tenth				
millionth				

# Monday Spelling

## Week 8 Words

constant	Sydney	killed	melody
bottom	Australia	secret	tumble
afterwards	cathedral	desirable	excitable
breakable	notable	tolerable	questionable
hundredth	thousandth	tenth	millionth

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

## Punctuate the passage:

The following passage has 5 errors (full stops, capitals, commas). Correct the errors and rewrite the passage.

the swimmer nervously stepped up to the starting position he checked his swimming cap adjusted his goggles and took three deep breaths

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## Homophones Practice:

Complete the following sentences using: *hear OR here*.

1. I could \_\_\_\_\_ the sounds of waves crashing.
2. Come over \_\_\_\_\_, right now!
3. Can you \_\_\_\_\_ that spooky sound?



Complete the following sentences using: *break OR brake*.

1. Be careful not to \_\_\_\_\_ your new toy.
2. The driver had to \_\_\_\_\_ suddenly.
3. The burglar was excited to \_\_\_\_\_ into the huge house.

## Descriptive Writing: finish the story



The flowers gave him hope.

Sitting there in the frost-covered park, with snowflakes gently falling from the cold, October sky, he reflected upon the events of the past few days. Despite everything, he still had hope for the future.

### **Plan for Writing:**

Use question prompts like-

WHO?

WHAT?

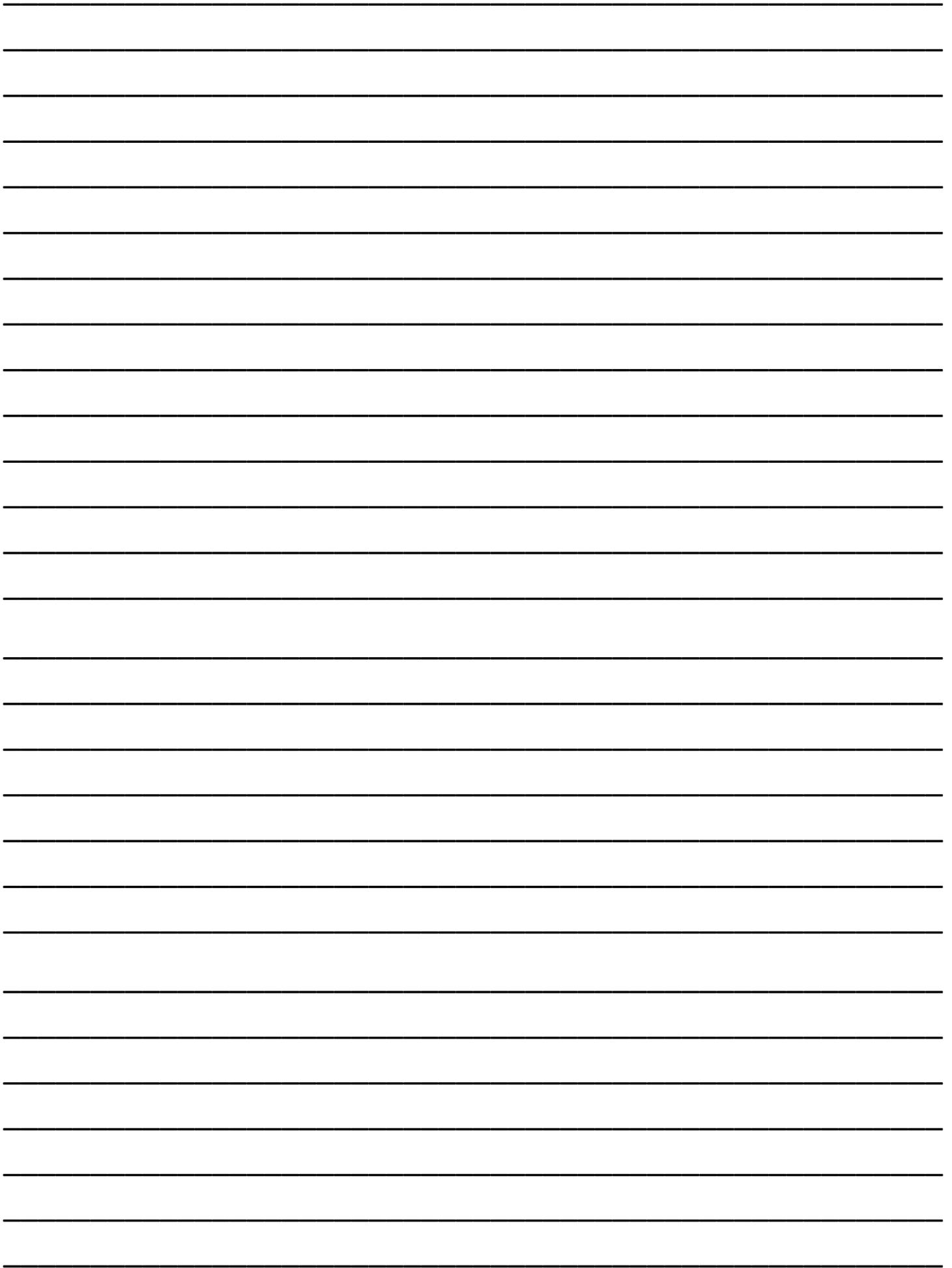
WHEN?

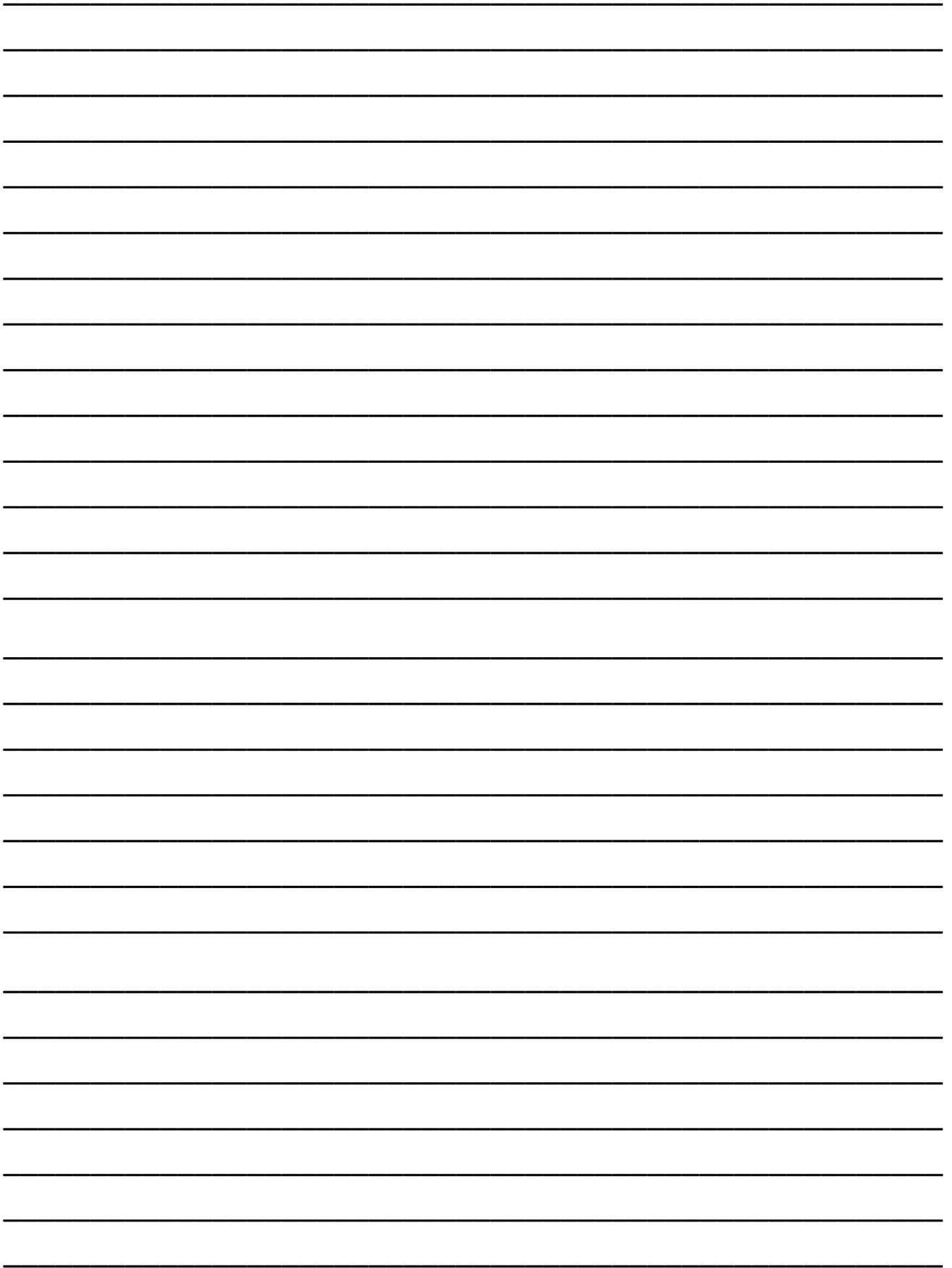
WHERE?

WHY?

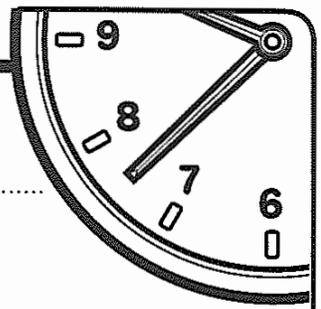
HOW?

- 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 23



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

1. Round 11.64 to the nearest tenth.

Circle the answer. 11.6 11.7

2.  $6\,000\,000 + 30\,000 + 70 = \dots\dots\dots$

3. How many eyes altogether on 8 children? ..... eyes

4. 
$$\begin{array}{r} 200 \\ - 73 \\ \hline \end{array}$$

.....

5. Write the missing family fact.

$$2 + 3 = 5$$

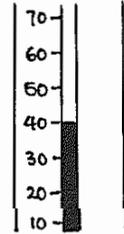
$$3 + 2 = 5$$

$$5 - 2 = 3$$

.....

6.  $\$50.00 - \$35.00 \dots\dots\dots$

7. What temperature is shown on the thermometer? ..... °C



8. Round 2 540 812 to the nearest million. Circle the answer.

2 000 000      3 000 000

9.  $8 + n = 20$ ;  
therefore,  $n = \dots\dots\dots$

10. 
$$\begin{array}{r} \$5.24 \\ + \$2.72 \\ \hline \end{array}$$

.....

My score:

10

My time:

..... minutes

..... seconds

# Ultimate Division Challenge

Score: \_\_\_\_\_

Time: \_\_\_\_\_

$16 \div 4 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$55 \div 5 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$

$44 \div 4 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$22 \div 2 = \underline{\quad}$

$20 \div 2 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$4 \div 2 = \underline{\quad}$

$30 \div 5 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

$20 \div 4 = \underline{\quad}$

$27 \div 3 = \underline{\quad}$

$35 \div 5 = \underline{\quad}$

$45 \div 5 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$40 \div 4 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$50 \div 5 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$25 \div 5 = \underline{\quad}$

$2 \div 2 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$72 \div 6 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$12 \div 6 = \underline{\quad}$

$3 \div 3 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

# Mental multiplication strategies – multiply by 10s, 100s or 1 000s

When we multiply by 10 we move the number one place value to the left.

When we multiply by 100 we move the number two place values to the left.

When we multiply by 1 000 we move the number three place values to the left.

Look at how this works with the number 45:

Ten Thousands	Thousands	Hundreds	Tens	Units	
			4	5	
		4	5	0	x 10
	4	5	0	0	x 100
4	5	0	0	0	x 1 000

1 Multiply the following numbers by 10, 100 and 1 000:

a

T Th	Th	H	T	U	
			1	7	
					x 10
					x 100
					x 1 000

b

T Th	Th	H	T	U	
			4	3	
					x 10
					x 100
					x 1 000

c

T Th	Th	H	T	U	
			8	5	
					x 10
					x 100
					x 1 000

d

T Th	Th	H	T	U	
			9	9	
					x 10
					x 100
					x 1 000

2 Try these:

a  $14 \times 10 =$

b  $14 \times 100 =$

c  $14 \times 1\,000 =$

d  $92 \times 10 =$

e  $92 \times 1\,000 =$

f  $92 \times 100 =$

g  $11 \times 1\,000 =$

h  $11 \times 100 =$

i  $11 \times 10 =$

3 You'll need a friend and a calculator for this activity. Take turns giving each other problems such as "Show me  $100 \times 678$ ". The challengee writes down their prediction and you then both then check it on the calculator. 10 points for each correct answer, and the first person to 50 points wins.

## Geography/History

### Paralympics 2021

The Paralympic Games first took place in Rome, Italy, in 1960 and since then they have taken place every four years. Australia has participated at every Paralympic Summer Games since then, and at every Paralympic Winter Games since their inception in 1976. You can read more about the Paralympic Games from:

<https://www.paralympic.org/ipc/history>

#### **1. List 10 key Australian achievements or events from any of the past Paralympic Games.**

To help you explore some of the achievements had by the Australian Paralympic Team in the past, check out the Australian Paralympic Hall of Fame and Paralympic Stories.

<https://paralympichistory.org.au/>

<https://www.paralympic.org.au/about-us/honour-roll/>

1.

2.

3.

4.

5.

6.

7.

8.

9.

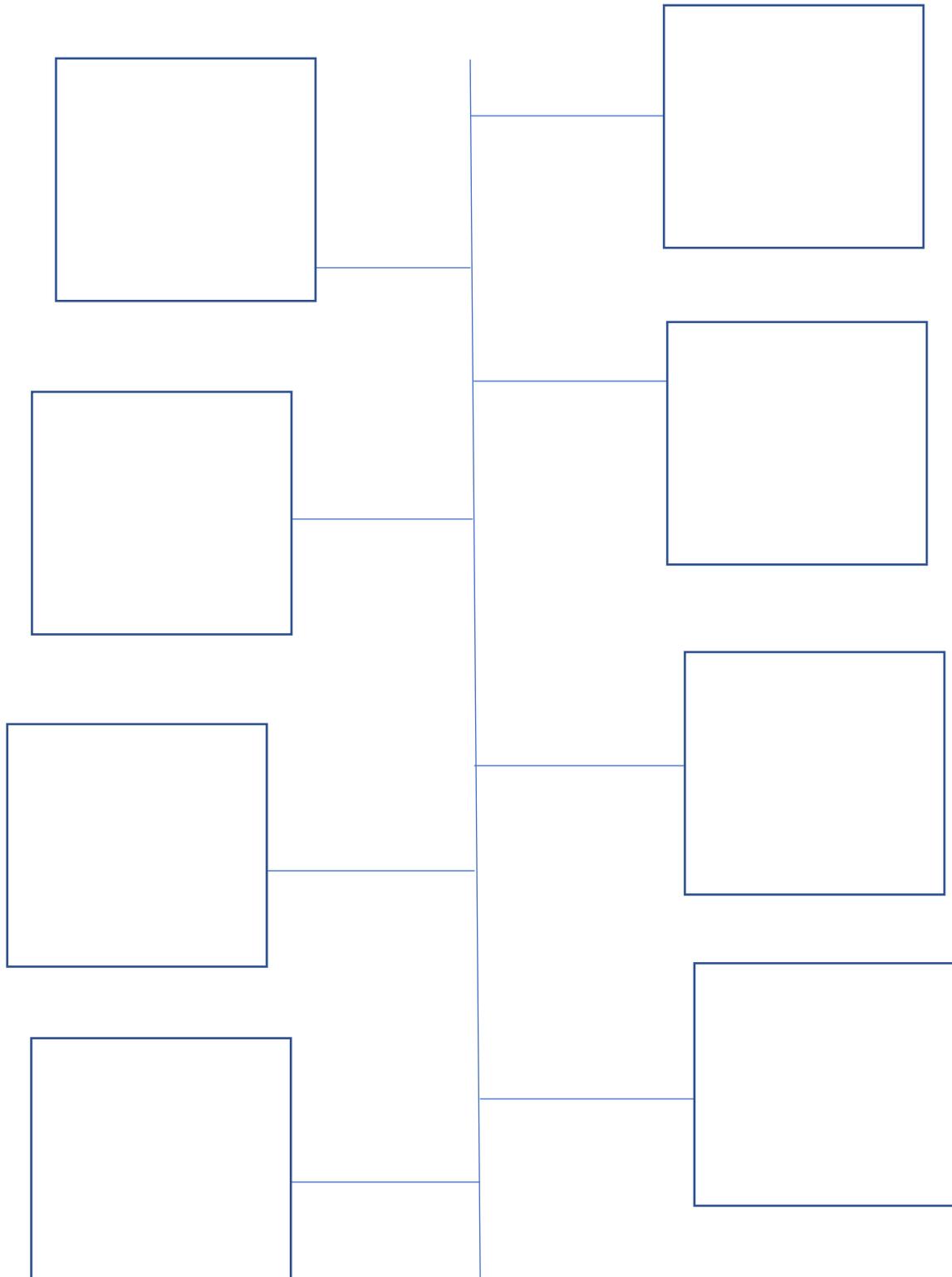
10.

**2. Select a Paralympian and construct a timeline of their life, including their significant sporting achievements and highlights.**

To start, check out the Heroes section of the Paralympic Stories Website

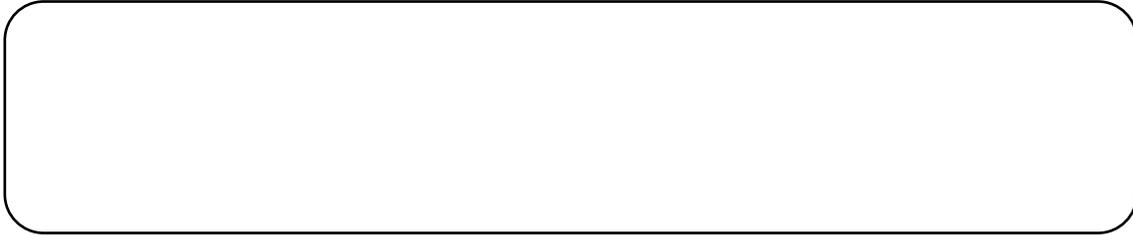
[https://paralympichistory.org.au/timeline/?article\\_category=41](https://paralympichistory.org.au/timeline/?article_category=41)

See if you can find some images and/or articles on the internet to include on your timeline.

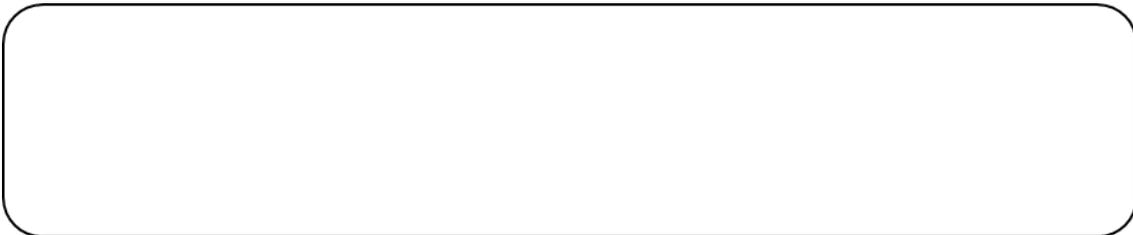


**3. What did the Paralympic Games look like when they started in 1960? When discussing this question, think about the following topics and jot down some notes in each box:**

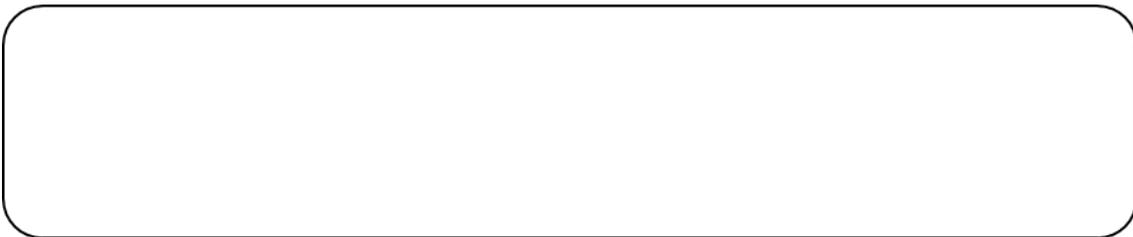
- Technology



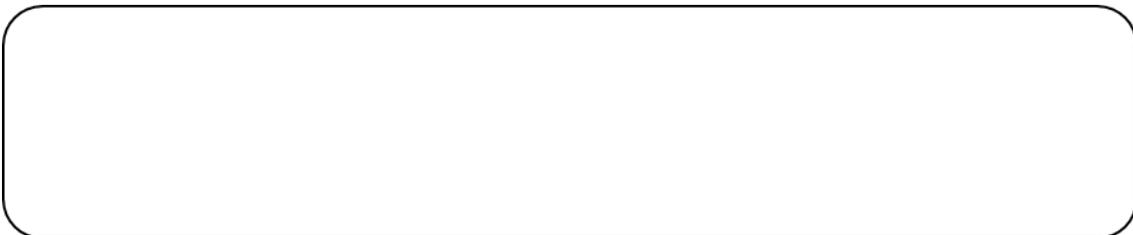
- Media coverage



- Gender



- Classification and disability



- Sport and performance

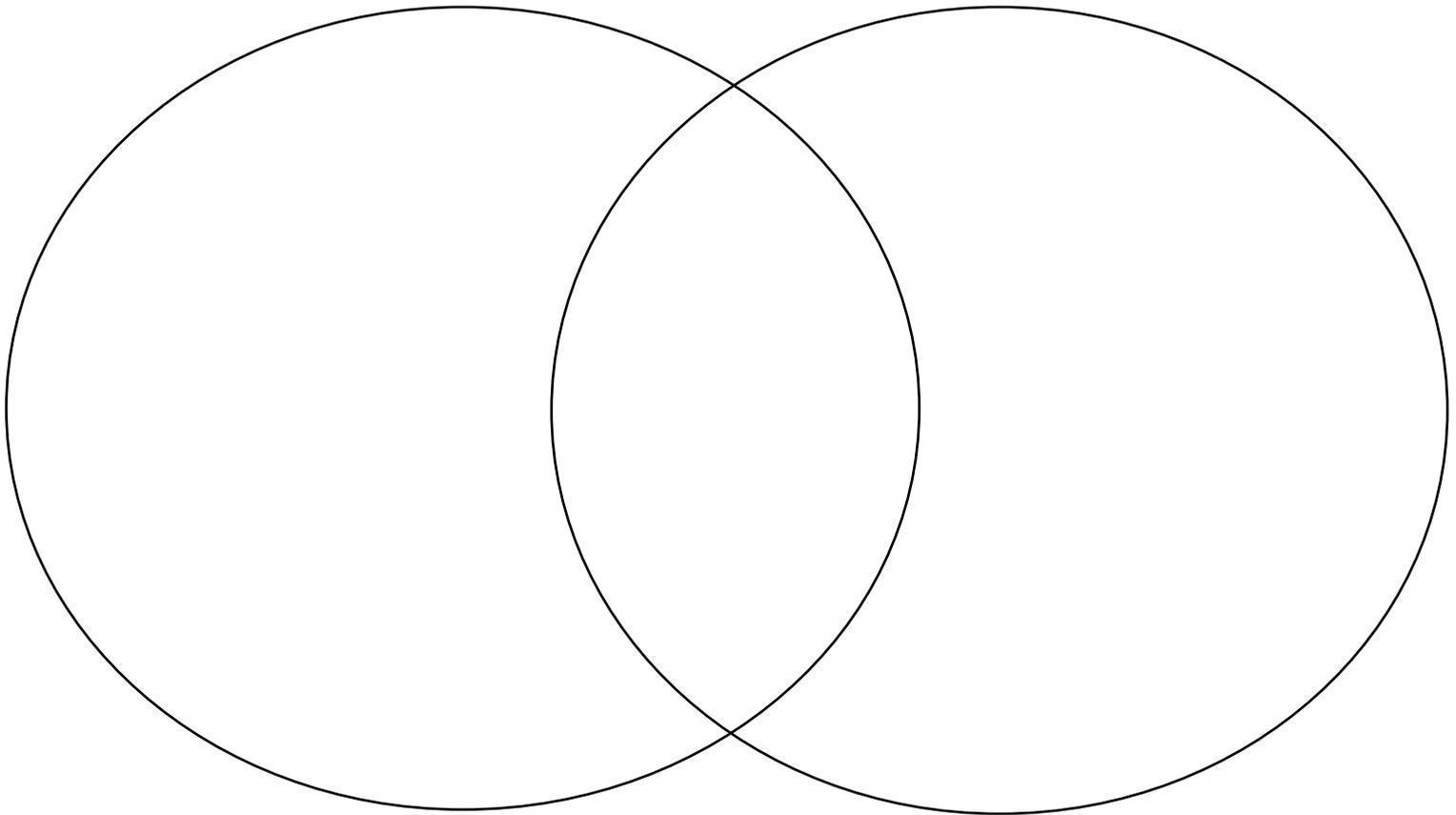


4. Watch the following clip <https://www.youtube.com/watch?v=H5omt-qBmcQ>

**After discussing and researching the previous question, compare how the Paralympic Games looked in 1960 to today.**

1960's

Today



# Creating Like Picasso

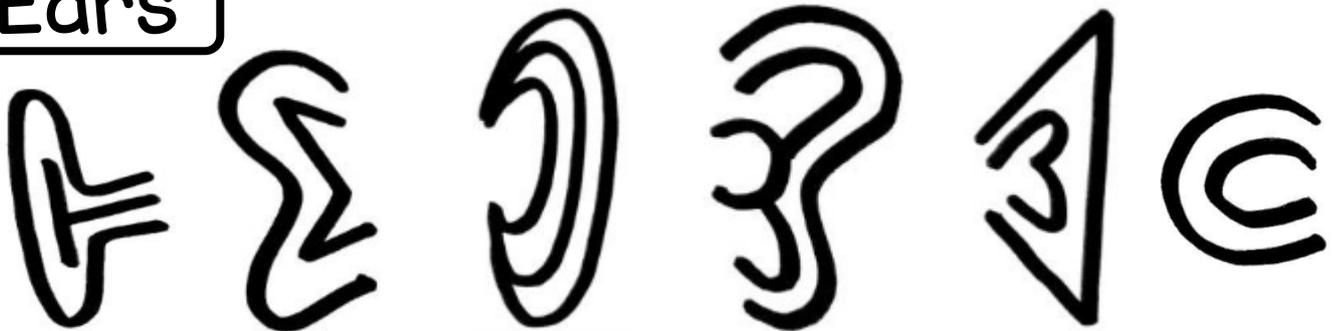
Pablo Picasso used a variety of shapes, lines and colours to create his Cubism artwork. After viewing some of Picasso's work, use the head shape template, and the facial features below, to create a cubist cartoon character. Be sure to draw the facial features in different sizes, uneven shapes and place some shapes outside the head, or in odd positions. Be as creative as you like! Then draw lines to divide up the face and background. Fill the different sections with your line patterns and bold colours to decorate the face and create an exciting piece of art!



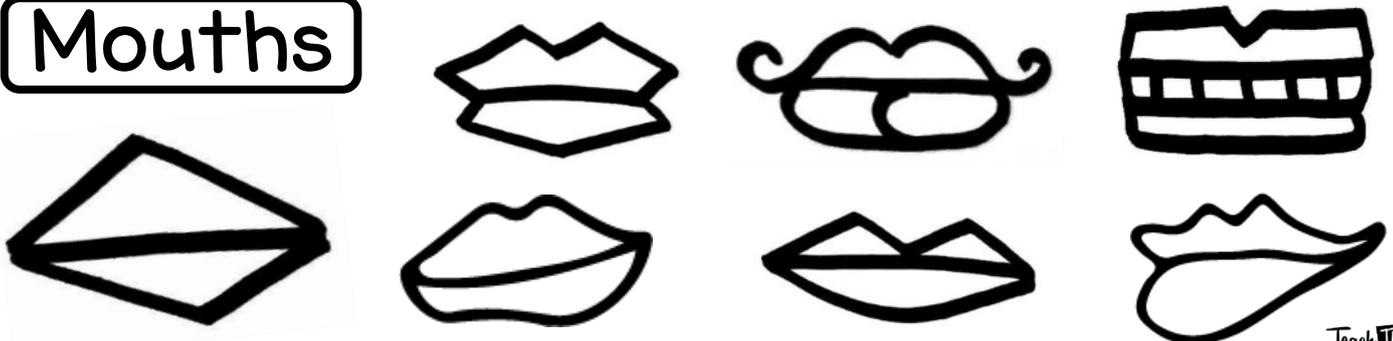
## Eyes



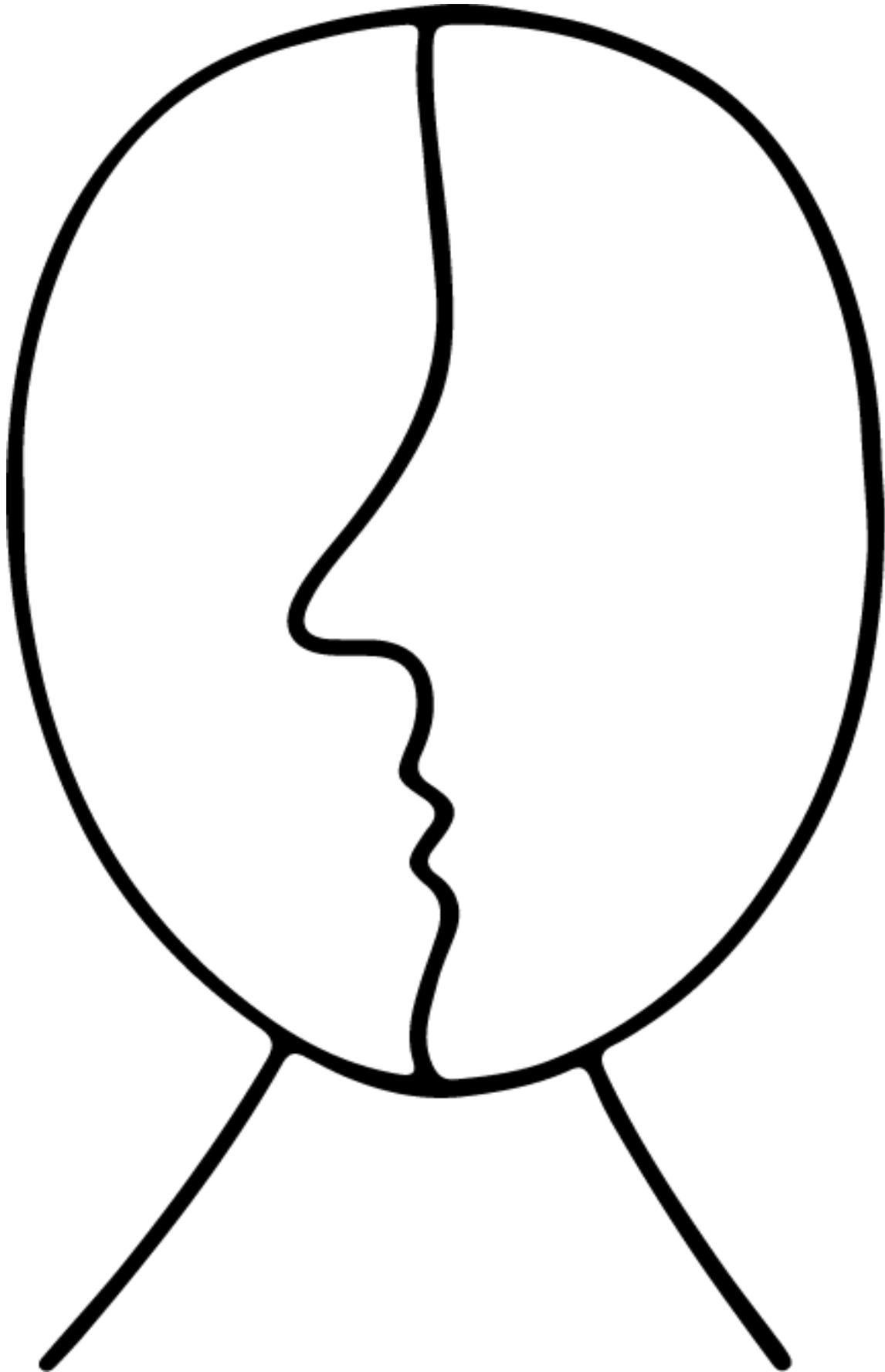
## Ears



## Mouths



# PICASSO PORTRAIT



## Tuesday Reading Activity

Reading passage: *Josephine* (text is located at the start of the week)

We Are Learning To (WALT): Find information in text to answer the multiple choice questions.

**Read *Josephine* and answer questions 1-5 below.**

1. *My family had clumsily gathered around the breakfast table -*

The word *clumsily* suggests that the family looked

- disordered.
  - cluttered.
  - messy.
  - upset.
- 

2. The narrator's sister, Lizzie, was

- draped lazily in the rocker.
  - sitting in her father's lap.
  - cooking the breakfast.
  - standing in the corner.
- 

3. Why could the narrator not see Josephine in the corner?

- Because Josephine was too little to be seen.
  - Because Josephine had just left the room.
  - Because Josephine was only imaginary.
  - Because the narrator was not wearing her glasses.
- 

4. *Let's play along, for now.*

This sentence is written in italics to show that

- it is an important sentence.
  - it is what the mother is thinking.
  - it is the climax of the story.
  - it is what the mother is saying.
- 

5. Which statement best describes what this story about?

- A little girl who loves her father.
- A family tradition of special weekend breakfasts.
- A little girl who has an imaginary friend.
- A mother who talks to her children through her thoughts.

# Tuesday Spelling

## Week 8 Words

constant	Sydney	killed	melody
bottom	Australia	secret	tumble
afterwards	cathedral	desirable	excitable
breakable	notable	tolerable	questionable
hundredth	thousandth	tenth	millionth

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

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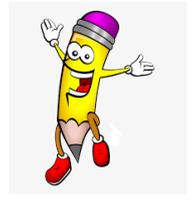
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Number of words used: \_\_\_\_\_

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


# Tuesday Writing and Grammar



## Punctuate the Passage

The following passage has 8 errors (full stops and capitals). Correct the errors and rewrite the passage.

we went to the eiffel tower when we were in paris it was very tall and had great views from the top it took over two years to build.

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## Identifying Nouns and Adjectives

Nouns are the names of people, places or things.

Underline the nouns in **blue**.

Adjectives are words used to describe nouns. Underline the adjectives describing the nouns in **green**.

Remember, not every noun will have an adjective connected to it.

### The Cat and the Whale

Many years ago, some ferocious pirates sailed the seas. One of the pirates decided to bring his adventurous cat along for the journey.

A terrible storm overturned the unlucky ship. The doomed pirates fell into the rocky ocean. The fearful cat thought that he would drown. A giant whale appeared and bravely rescued the cat.

The waterlogged cat and the heroic whale arrived at a tropical island. The cat jumped excitedly onto the golden sand. The curious whale asked the cat, "Do you know this island?" The confident cat replied, "Yes! The king of this beautiful island is my best friend and I am a famous prince!"

The clever whale knew that this was a deserted island. He said to the cat, "You're a famous prince? How extraordinary! Well, now you can be king!"

The confused cat answered, "But how can I be king?" The whale laughed. "Easy! There's no other living creature on this island. There is no one else who can be king!"

# Descriptive Writing



*As I waited in line to go on the roller coaster...*

## **Plan for Writing:**

Use question prompts like-

WHO?

WHAT?

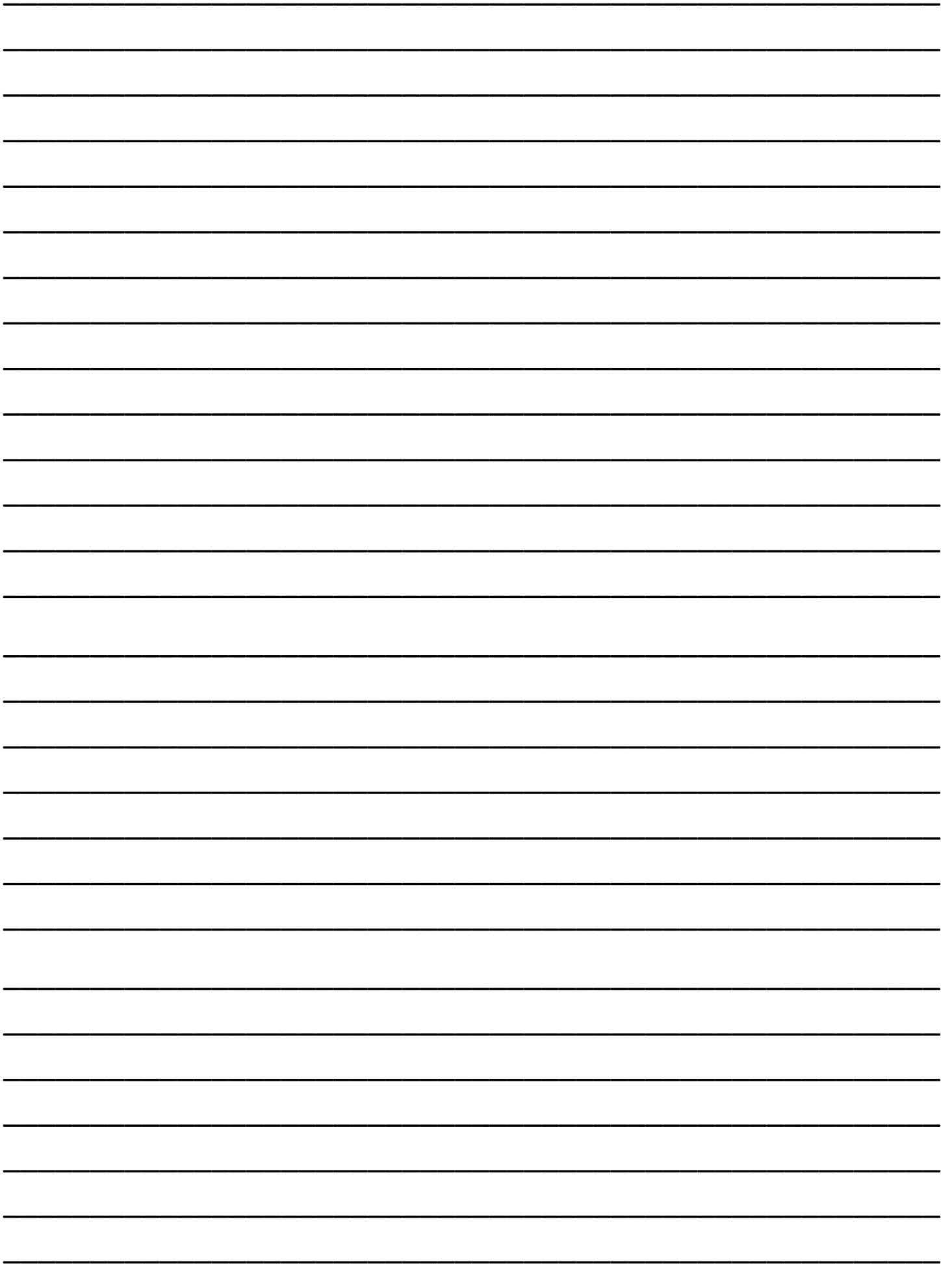
WHEN?

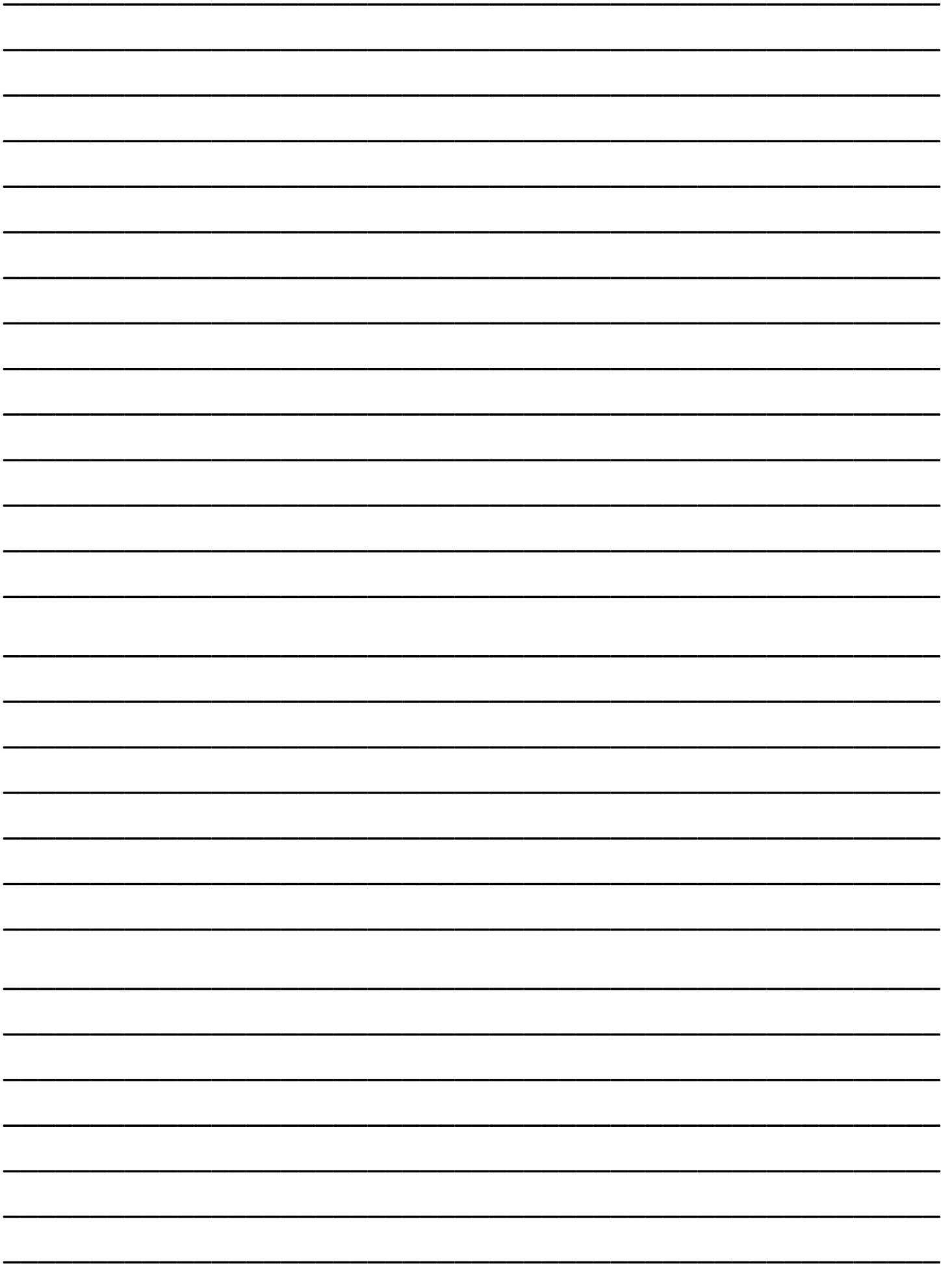
WHERE?

WHY?

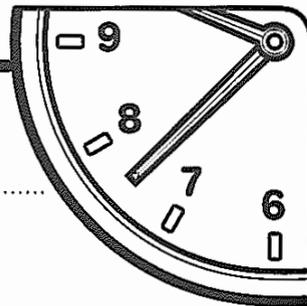
HOW?

- 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 24



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

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

8.54      8.45      8.05      8.40

.....

2. 
$$\begin{array}{r} 81 \\ + 15 \\ \hline \end{array}$$

.....

3. Round 16.1513 to the nearest thousandth. Circle the answer.

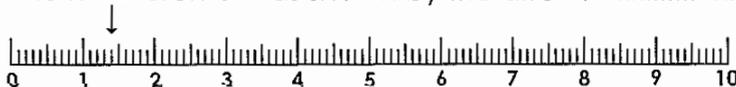
16.151      16.152

4.  $10 \times 11 =$  .....

5. 
$$\begin{array}{r} 3972 \\ - 1023 \\ \hline \end{array}$$

.....

6. Write the measurement as shown by the arrow. .... millimetres



7. Write the value of the bold digit. 9 **8**62 467 .....

8. Write the missing family fact.

$3 \times 8 = 24$

$8 \times 3 = 24$

$24 \div 8 = 3$

.....

9. 
$$\begin{array}{r} \$7.45 \\ - \$6.04 \\ \hline \end{array}$$

.....

10. Draw what comes next in the pattern. .....

My score:

10

My time:

.....  
minutes

.....  
seconds

# Ultimate Division Challenge

Score:

Time:

$21 \div 7 = \underline{\quad}$

$3 \div 3 = \underline{\quad}$

$40 \div 4 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$42 \div 7 = \underline{\quad}$

$4 \div 4 = \underline{\quad}$

$70 \div 7 = \underline{\quad}$

$84 \div 7 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$7 \div 7 = \underline{\quad}$

$21 \div 7 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

$24 \div 4 = \underline{\quad}$

$48 \div 4 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

$35 \div 7 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$44 \div 4 = \underline{\quad}$

$14 \div 7 = \underline{\quad}$

$16 \div 4 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$49 \div 7 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$20 \div 4 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$12 \div 4 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$77 \div 7 = \underline{\quad}$

$7 \div 7 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$27 \div 3 = \underline{\quad}$

$36 \div 3 = \underline{\quad}$

$4 \div 4 = \underline{\quad}$

unit  
**5**

# Multiplication strategies

**1** Complete the multiplication facts using your knowledge of place value.

- |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|
| <b>a</b> $3 \times 30 =$ _____ | <b>e</b> $4 \times 60 =$ _____ | <b>i</b> $7 \times 40 =$ _____ |
| <b>b</b> $4 \times 30 =$ _____ | <b>f</b> $5 \times 60 =$ _____ | <b>j</b> $8 \times 50 =$ _____ |
| <b>c</b> $5 \times 40 =$ _____ | <b>g</b> $7 \times 30 =$ _____ | <b>k</b> $9 \times 60 =$ _____ |
| <b>d</b> $6 \times 30 =$ _____ | <b>h</b> $4 \times 80 =$ _____ | <b>l</b> $7 \times 70 =$ _____ |

$3 \times 5 = 15$   
so  $3 \times 5 \text{ tens} = 150$ .



**2** Use your knowledge of place value to multiply by tens.

For example,  $50 \times 60$  equals 5 tens  $\times$  6 tens which equals 30 hundreds (3000).

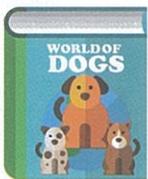
- |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|
| <b>a</b> $20 \times 50 =$ _____ | <b>f</b> $40 \times 60 =$ _____ | <b>k</b> $40 \times 70 =$ _____ |
| <b>b</b> $30 \times 40 =$ _____ | <b>g</b> $60 \times 50 =$ _____ | <b>l</b> $70 \times 70 =$ _____ |
| <b>c</b> $40 \times 40 =$ _____ | <b>h</b> $50 \times 50 =$ _____ | <b>m</b> $70 \times 50 =$ _____ |
| <b>d</b> $30 \times 50 =$ _____ | <b>i</b> $70 \times 30 =$ _____ | <b>n</b> $80 \times 80 =$ _____ |
| <b>e</b> $40 \times 50 =$ _____ | <b>j</b> $60 \times 60 =$ _____ | <b>o</b> $80 \times 70 =$ _____ |

$32 \times 5?$   
Think  $30 \times 5$   
plus  $2 \times 5$ .

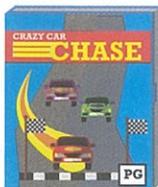


**3** Mentally calculate the answers to these multiplications.

- |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|
| <b>a</b> $24 \times 5 =$ _____ | <b>e</b> $14 \times 7 =$ _____ | <b>i</b> $36 \times 6 =$ _____ |
| <b>b</b> $23 \times 5 =$ _____ | <b>f</b> $22 \times 6 =$ _____ | <b>j</b> $34 \times 6 =$ _____ |
| <b>c</b> $32 \times 5 =$ _____ | <b>g</b> $37 \times 3 =$ _____ | <b>k</b> $38 \times 3 =$ _____ |
| <b>d</b> $13 \times 7 =$ _____ | <b>h</b> $34 \times 7 =$ _____ | <b>l</b> $43 \times 5 =$ _____ |



\$26



\$30



\$60



\$46



\$40

**4** Use mental computation skills to solve the problems.

- a** Mary bought 6 games. How much did she spend? \_\_\_\_\_
- b** Thomas bought 3 watches. How much did he spend? \_\_\_\_\_
- c** Sarah bought 5 T-shirts. How much did she spend? \_\_\_\_\_
- d** How much would 5 books cost? \_\_\_\_\_
- e** How much would 4 dresses cost? \_\_\_\_\_

**5** If you had \$150 to spend on the above items how might you spend it?

# Rhythmic Tongue Twisters

I saw a kitten eating chicken in the kitchen!

Music  
Activities  
Year 5-6

**Materials:** Pencil and paper

**Time:** 30 minutes

Find more resources at [artslive.com](http://artslive.com)

## Rhythmic Tongue Twisters

Tongue Twisters are hard to say but can be used to help people pronounce words more clearly. Vocal coaches sometimes use them with politicians or public speakers so that they can be understood more easily. They also usually have repeated rhythms in them as well.

For example: “*She sells sea-shells by the sea-shore*” helps your mouth and tongue move from the “sh” sound to the “s” sound quickly. We can add simple rhythms to it as well using ta, ti-ti and za. They will look like this:

ta = |  
ti ti = ||  
za = Z

(The Z is silent and we say it in our heads)

So lets put all that information together:

***She sells sea – shells by the sea – shore***

| | | | || | | Z  
ta ta ta ta ti-ti ta ta (za)

Try clapping the rhythm of the words as you say them to help work out which are the quick sounds (“ti-ti”) and which are the steady sounds (“ta”).

*I saw a kitten eating chicken in the kitchen*

*I saw a kitten eating chicken in the kitchen*

*Sis-ter Sus-ie sitting in a shoe shine store*

*Sis-ter Sus-ie sitting in a shoe shine store*

*I have got a date at a quarter to eight, See you at the gate so don't be late*

*I have got a date at a quarter to eight, See you at the gate so don't be late*

*Black bugs' blood, Black Bugs' Blood, Good blood, bad blood, Black bugs' blood*

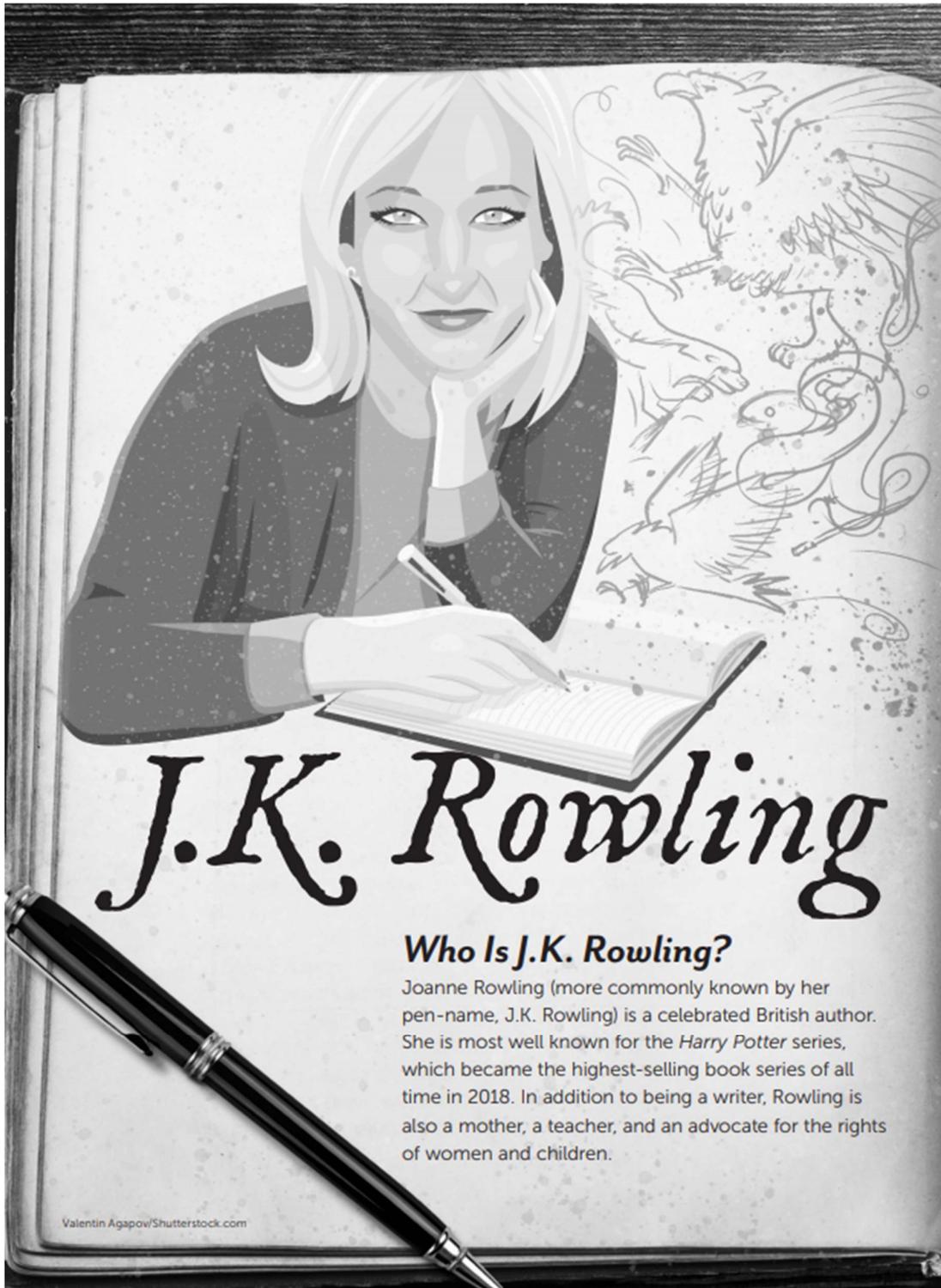
*Black bugs' blood, Black Bugs' Blood, Good blood, bad blood, Black bugs' blood*

Have a go at making up a tongue twister using items from your house. Try to find words that have the same beginning letter but make a different sound (e.g. in the kitchen you might use “Cereal, Coco Pops, Cake, etc) OR words that sound similar but have different starting letters (e.g. the kitten eating chicken..... )

## Wednesday Reading Activity

Reading passage: *J.K. Rowling*

We Are Learning To (WALT): Use your own knowledge and experiences to respond to ideas in the text.



*J.K. Rowling*

### **Who Is J.K. Rowling?**

Joanne Rowling (more commonly known by her pen-name, J.K. Rowling) is a celebrated British author. She is most well known for the *Harry Potter* series, which became the highest-selling book series of all time in 2018. In addition to being a writer, Rowling is also a mother, a teacher, and an advocate for the rights of women and children.

## Early Life

J.K. Rowling was born in Yate (a town in Gloucestershire, England) on 31 July 1965. Her father, Peter, was an aircraft engineer, and her mother, Anne, was a science technician. Joanne's sister, Dianne, is two years younger than her. Books were highly valued in the Rowling household, as both parents were prolific readers. As a result, Joanne decided from an early age that she wanted to be a writer.

## Education

Rowling began her school education at St Michael's Primary School in Gloucestershire. When she was nine years old, she moved to the town of Chepstow in Wales. Joanne attended secondary school at Wyedean School, and then studied French and Classics at the University of Exeter. After graduating from university in 1986, Rowling worked for Amnesty International (a charity that campaigns against human rights abuses) in London. She also worked as an English and French tutor.

## The Boy Who Lived

The idea for Rowling's most famous works, the *Harry Potter* series, came to her on a train journey from Manchester to London in 1990. She

immediately began writing the story of the famous boy-wizard, although it would take several years to plan out the entire seven-book series. The first book was finally released in 1997 by Bloomsbury Publishing. It was an instant success, adored by children and adults alike. Six more novels followed, the last of which became the fastest-selling book to date.

## Awards and Activism

J.K. Rowling continues to write; however, she has informed the public that there will be no further additions to the *Harry Potter* series. She has won multiple awards throughout her writing career, including an OBE (Order of the British Empire) award for services to children's literature. Joanne continues to donate to charities that fight to reduce poverty and social inequality, making her not only one of the world's greatest novelists but also one of its most generous philanthropists.

## Activity

**Answer the questions below, using examples from the biography to support your responses.**

1. Biographies retell the events, experiences and achievements of a person's life. What aspects of J.K. Rowling's life did you find most interesting to read about?

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2. Biographers must choose which information about a person's life to include in a biography, and which information to leave out. What aspects of J.K. Rowling's life would you like to have read about that were not included in the biography?

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# Wednesday Spelling

## Week 8 Words

constant	Sydney	killed	melody
bottom	Australia	secret	tumble
afterwards	cathedral	desirable	excitable
breakable	notable	tolerable	questionable
hundredth	thousandth	tenth	millionth

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

## 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.

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## Descriptive Writing: finish the story



Thump! He slammed his enormous, grass-covered foot into the middle of the road, sending shockwaves of dust in all directions.

With a loud grunt, the troll wrenched the entire, fully tiled roof off a nearby holiday home, with the owners peering helplessly and frightened out of the downstairs windows. He didn't mean any harm, but he just couldn't help himself...

### **Plan for Writing:**

Use question prompts like-

WHO?

WHAT?

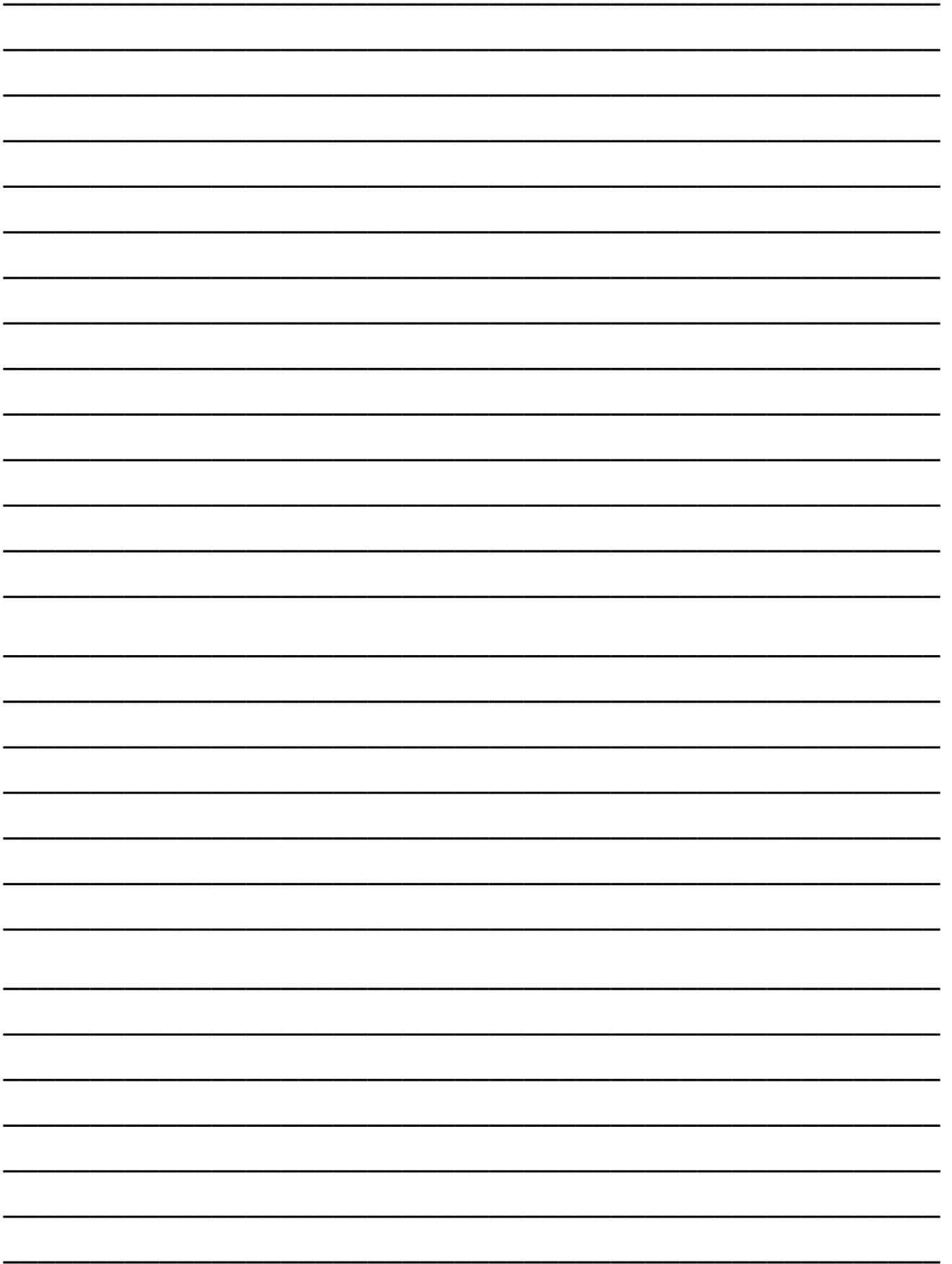
WHEN?

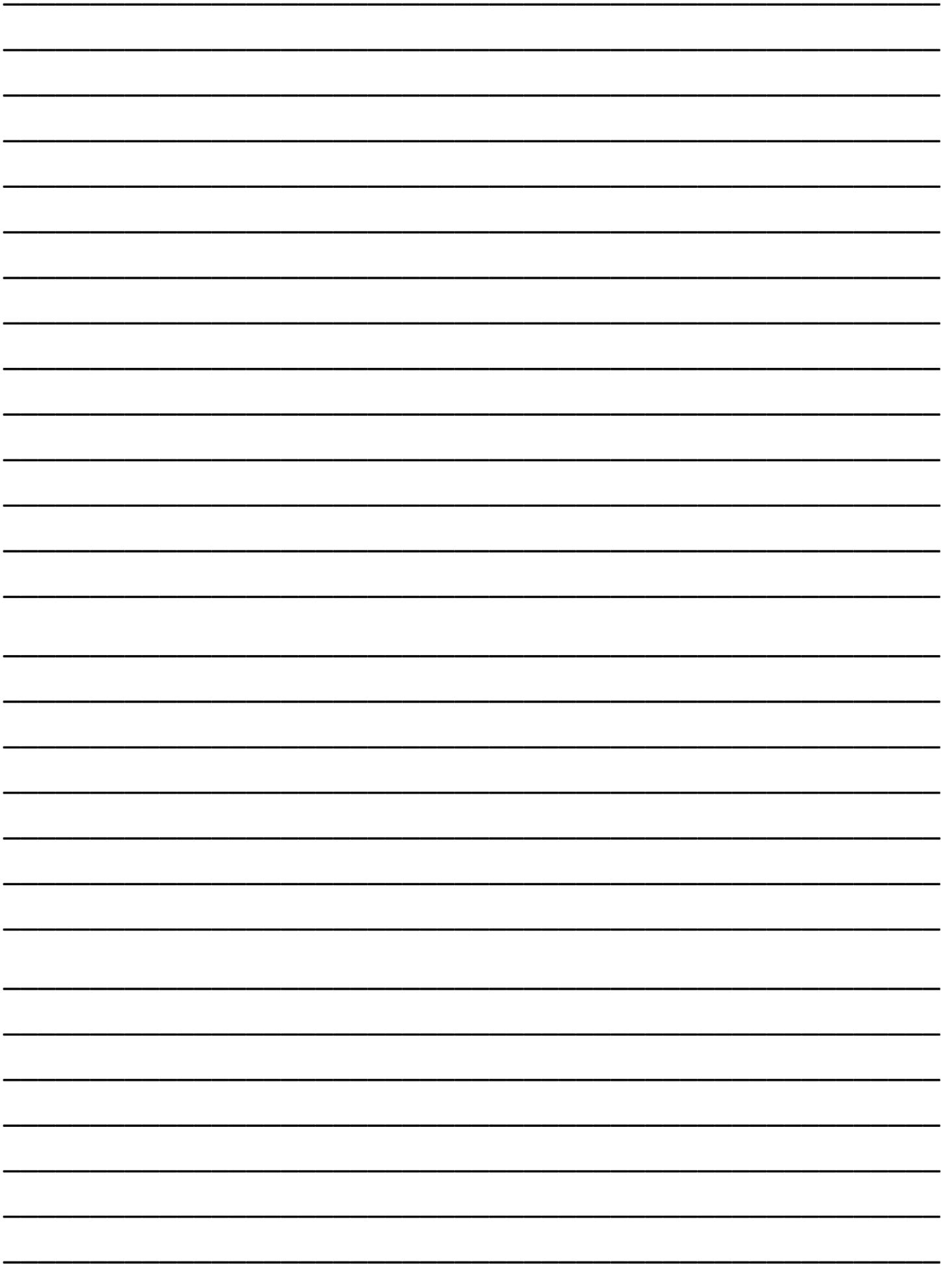
WHERE?

WHY?

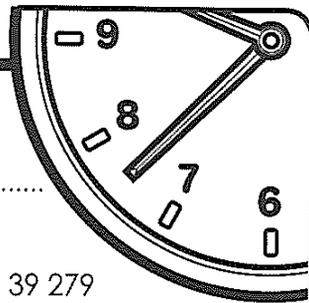
HOW?

- 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 25



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

1. Circle the lowest number.      39 725    94 387    49 747    39 279

2.    1116  
  + 407  
  .....  
  
  .....

3.  $10 \times 12 = \dots\dots\dots$

4. Round 70 954 to the nearest hundred. Circle the answer.

70 900      71 000

5. How many points did Team 5 score? ..... points

Team	1	2	3	4	5	6
Points	3	9	27	81		729

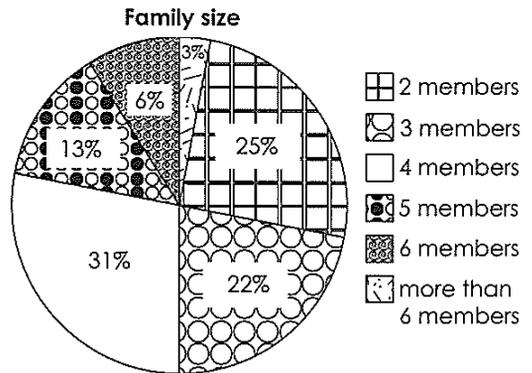
6.  $121 \div 11 = \dots\dots\dots$

Use the pie graph to complete Questions 7 to 9.

7. What is the most common number of family members? ..... members

8. What percentage of people have 3 family members? .....

9. Just 6% of families have how many family members? ..... members



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

14.92      19.42      14.29      19.24

.....      .....      .....      .....

My score:

**10**

My time:

..... minutes

..... seconds

# Ultimate Division Challenge

Score:

Time:

$30 \div 5 = \underline{\quad}$

$15 \div 5 = \underline{\quad}$

$60 \div 5 = \underline{\quad}$

$35 \div 5 = \underline{\quad}$

$16 \div 4 = \underline{\quad}$

$20 \div 5 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

$44 \div 4 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$50 \div 5 = \underline{\quad}$

$60 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$5 \div 5 = \underline{\quad}$

$16 \div 8 = \underline{\quad}$

$4 \div 4 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$24 \div 4 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$6 \div 6 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$88 \div 8 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

$72 \div 8 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$25 \div 5 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$72 \div 6 = \underline{\quad}$

$32 \div 8 = \underline{\quad}$

$55 \div 5 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$20 \div 4 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$24 \div 8 = \underline{\quad}$

$12 \div 6 = \underline{\quad}$

$45 \div 5 = \underline{\quad}$

$12 \div 4 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

# Two digits multiplied by one digit

	Hund	Tens	Ones
		3	5
x			3
	1	0	5

$3 \times 5 = 15$  ones

Write 5 in the ones column and trade 10 ones for 1 ten and write the 1 in the tens column.

$3 \times 3$  tens equals 9 tens plus 1 ten which equals 10 tens. Write the 0 in the tens column and the 1 in the hundreds.

## 1 Solve each multiplication using the shortened form.

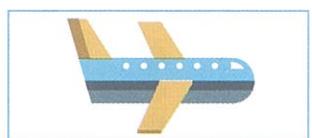
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Check the reasonableness of your answers below using estimation. Record your estimates in the boxes.

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## 2 Solve these problems.

**a** The pilot usually completes 29 flights each month. How many flights will she complete in 9 months?



**b** How many thumb tacks are there if there are 7 packs with 52 thumb tacks in each pack?



**c** The average mass of each netball player in the squad is 68 kg. What is the total mass of the 9 members of the team?



## 3 Multiply 45 by any number so that the product is a number between 120 and 370.

# Science Week 8

## Air resistance: It's a Drag



1) Imagine that you are an astronaut ready to return to earth from the international space station. Discuss with someone around you (parent/carer/sibling/peer) how it feels inside your capsule as it:

- Moves away from the international space station
- Enters Earth's atmosphere
- Deploys an enormous parachute
- Hits the ground

2) Compare the pair

One of these cyclists will experience far less air resistance than the other. For each photo, circle different parts of the cyclist or the bike that either increases or decreases air resistance. Write a brief description of these parts underneath. If you are struggling look back at the eBook for some hints. I have placed a copy of the eBook on your classes google classroom.



.....  
.....  
.....

3) Below is an image of a tandem (2 person) skydive. The small white object is not the main parachute, but a 'drogue' chute. All tandem skydivers must use one. Why do you think a drogue chute is necessary for a tandem skydive?

I think .....

Do some research to find out the purpose of the drogue chute.

I now know .....

.....

4) Vehicles like rockets and fast trains have a pointy 'nose' on the end to decrease air resistance. Cars are usually smooth and quite aerodynamic, but they don't have pointy bonnets.

Suggest some reasons as to why cars don't have pointy bonnets.

.....  
.....  
.....

How might having a car with good aerodynamic shape save you money?

.....  
.....

Come up with some creative features for a car to decrease air resistance

.....  
.....  
.....

Draw your car below and label it's creative features:

## Thursday Reading Activity

Reading passage: *J.K. Rowling*

We Are Learning To (WALT): Skim read to find key information and summarise into headings.

### Activity

Use the biography to identify the key events that have occurred in J.K. Rowling's life.

Date and place of birth:	
Family members:	
Primary education:	
Secondary education:	
University education:	
Occupations (prior to writing):	
The <i>Harry Potter</i> series:	
Recognition:	
Charity work:	

# Thursday Spelling

## Week 8 Words

constant	Sydney	killed	melody
bottom	Australia	secret	tumble
afterwards	cathedral	desirable	excitable
breakable	notable	tolerable	questionable
hundredth	thousandth	tenth	millionth

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



## Expand the Sentences:

Expand these simple sentences by adding adjectives, adverbs and further information. The first is done for you!

EXAMPLE: An owl hooted.

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

1. The dog ran.

---

---

2. The clown laughed.

---

---

3. The bear is sleeping.

---

---

4. The baby is crawling.

---

---

5. The girl is singing.

---

---

6. The child was dancing.

---

---

## Descriptive Writing



*Write a descriptive story about what the dogs are doing.*

### **Plan for Writing:**

Use question prompts like-

WHO?

WHAT?

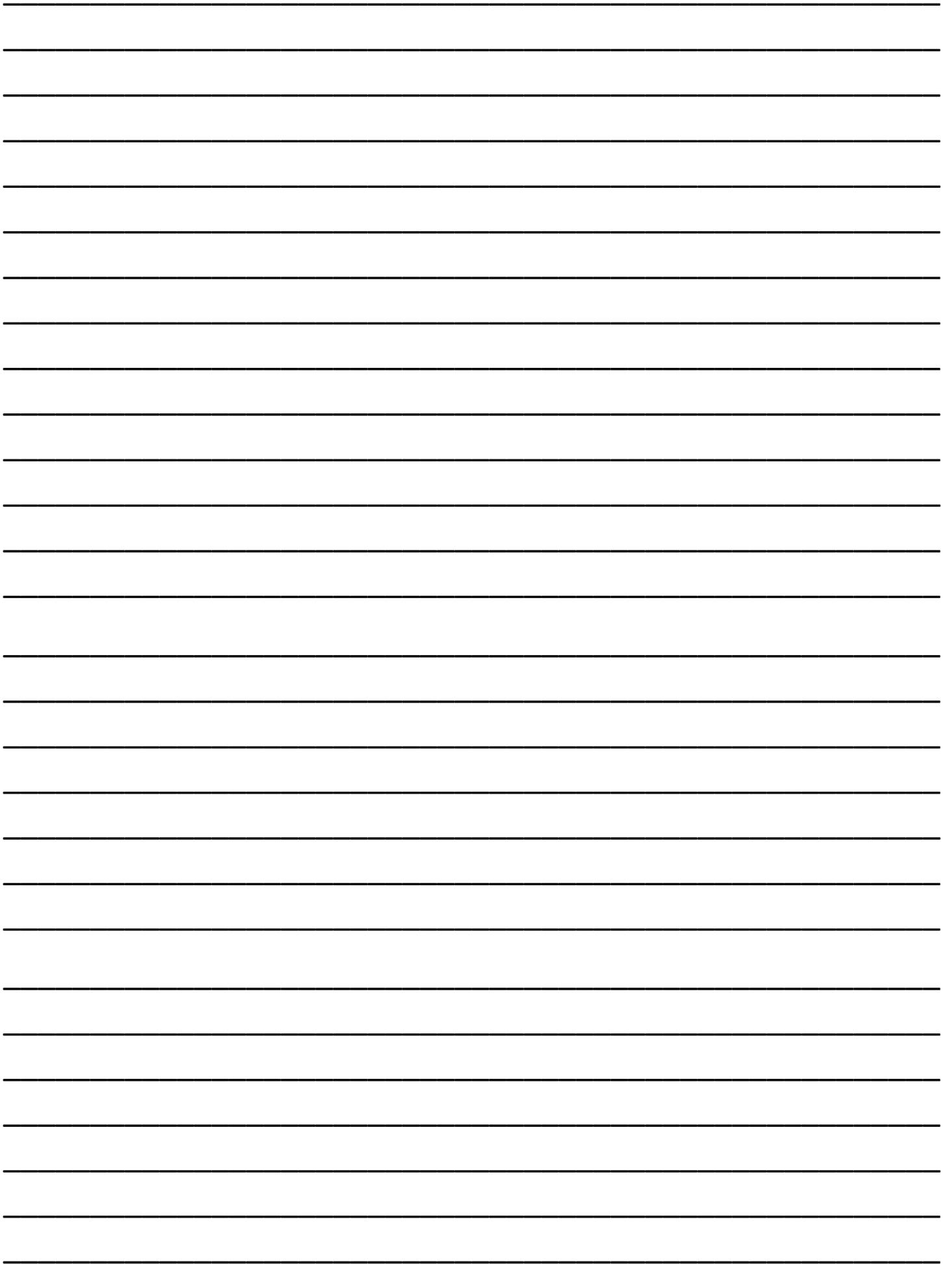
WHEN?

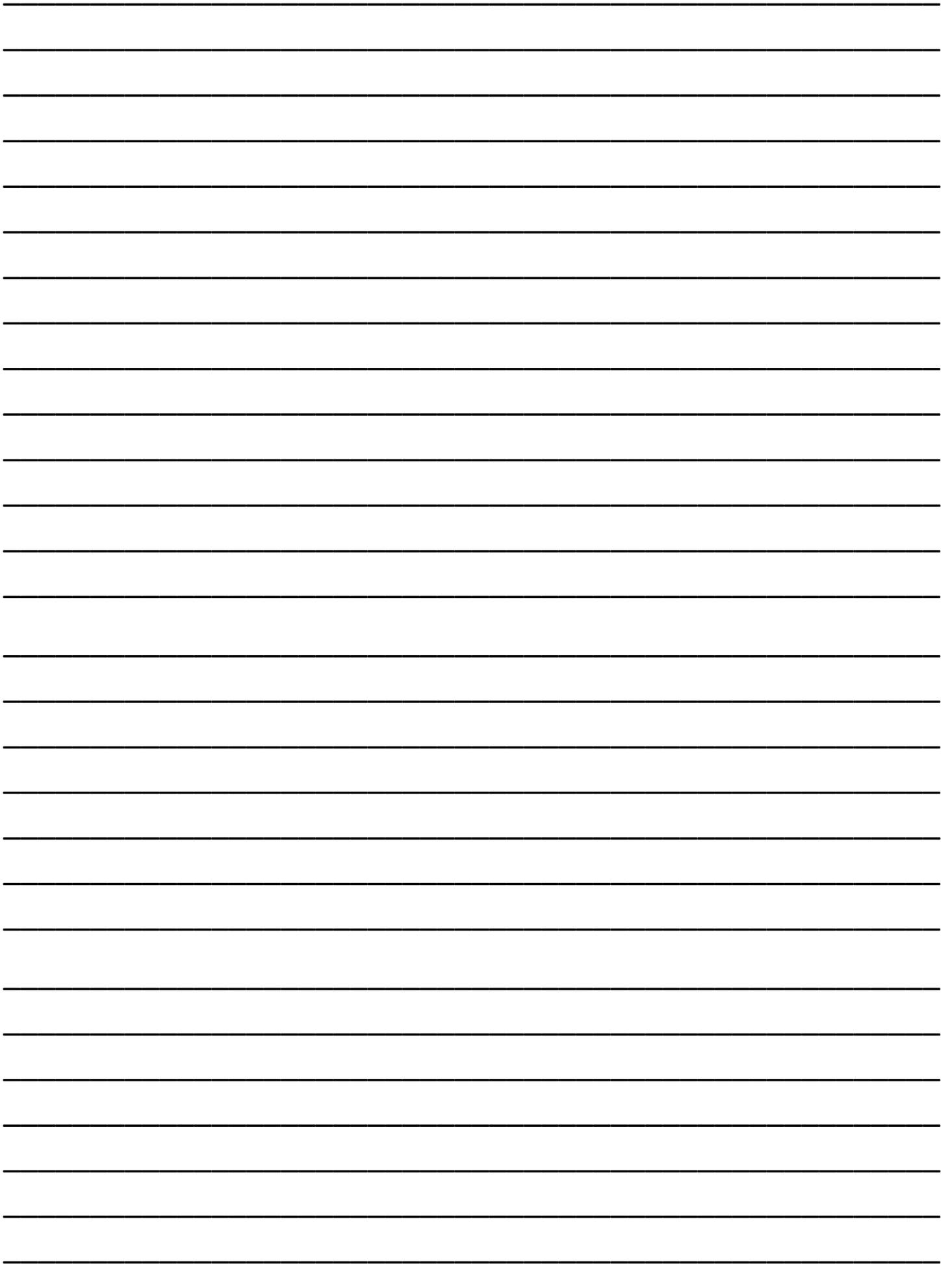
WHERE?

WHY?

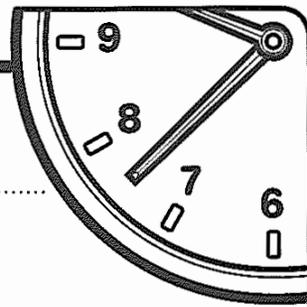
HOW?

- 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 26



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

1. 
$$\begin{array}{r} 857 \\ - 432 \\ \hline \end{array}$$
  
.....

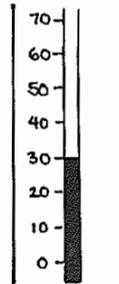
2. Circle the digit in the hundredths place. 0.54

3. Write the missing family fact.

$$5 + 6 = 11$$
$$11 - 5 = 6$$
$$11 - 6 = 5$$
  
.....

4.  $90 \times 5 = \dots\dots\dots$

5. What temperature is shown  
on the thermometer? ..... °C



6. When you multiply any number by 0, the product is 0.

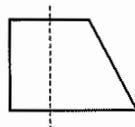
Circle: True or False

7. Use  $<$ ,  $>$ , or  $=$ . 8 015 943 ..... 8 019 435

8.  $26 \div 4 = \dots\dots\dots r \dots\dots\dots$

9.  $10 + a = 25$ ;  
therefore,  $a = \dots\dots\dots$

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



My score:

10

My time:

.....  
minutes

.....  
seconds

# Ultimate Division Challenge

Score:

Time:

$88 \div 8 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$27 \div 9 = \underline{\quad}$

$90 \div 10 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$32 \div 8 = \underline{\quad}$

$60 \div 6 = \underline{\quad}$

$81 \div 9 = \underline{\quad}$

$63 \div 9 = \underline{\quad}$

$45 \div 9 = \underline{\quad}$

$90 \div 9 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$

$110 \div 10 = \underline{\quad}$

$40 \div 10 = \underline{\quad}$

$12 \div 6 = \underline{\quad}$

$50 \div 10 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$10 \div 10 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$8 \div 8 = \underline{\quad}$

$9 \div 9 = \underline{\quad}$

$84 \div 7 = \underline{\quad}$

$120 \div 10 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$48 \div 8 = \underline{\quad}$

$70 \div 7 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$80 \div 8 = \underline{\quad}$

$99 \div 9 = \underline{\quad}$

$14 \div 7 = \underline{\quad}$

$6 \div 6 = \underline{\quad}$

$42 \div 7 = \underline{\quad}$

$70 \div 10 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$72 \div 9 = \underline{\quad}$

# Written methods – contracted multiplication

	H	T	U
	1	1	5
			6
x			3
	4	6	8

Contracted multiplication is one way to solve a multiplication problem.

First we use our mental strategies to estimate an easier problem:

$3 \times 150 = 450$ . The answer will be around 450.

We start with the units.  $3 \times 6$  is 18 units. We rename this as 1 ten and 8 units.

We put 8 in the units column and carry the 1 to the tens column.

$3 \times 5$  plus the carried 1 is 16 tens. We rename this as 1 hundred and 6 tens.

We put 6 in the tens column and carry the 1 to the hundreds column.

$3 \times 1$  plus the carried 1 is 4 hundreds. We put 4 in the hundreds column.

## 1 Solve these problems using contracted multiplication. Estimate first:

a

e:

	H	T	U
	3	2	7
x			3

b

e:

	H	T	U
	2	4	7
x			4

c

e:

	H	T	U
	1	5	4
x			5

d

e:

	H	T	U
	3	1	5
x			3

e

e:

	H	T	U
	2	8	6
x			2

f

e:

	H	T	U
	1	9	4
x			5

## 2 Solve these word problems. Show how you worked them out:

- a Dan's dad has resorted to bribery to counteract Dan's PlayStation addiction. For every evening, Dan spends away from the PlayStation, his dad pays him \$3. So far, Dan has racked up an impressive 27 nights (though he looks like breaking any day now). How much money does this equate to?

- b Dan's mum thinks she might get in on the action too and pays Dan \$4 for every week that he puts his dishes in the dishwasher and his dirty clothes in the basket. Dan is less keen on this plan but does manage 33 weeks in 1 year. How much has he made out of this scheme?

# Week 8 PE Hop and Static Balance



Watch the clip on the google classroom about today's lesson.

## **Hop:**

Things to focus on

- Head and trunk stable, eyes focused forward
- Non-jumping leg bent and swings in rhythm with the support leg
- Jumping leg bends
- Arms bent and swing forward as the jumping leg pushes off the ground
- Balanced and quiet landing
- Able to hop on both left and right legs
- Think 'Swing and Spring'

## **Static Balance**

Things to focus on

- Non-support leg bent, not touching the support leg at 90 degrees
- Head stable, eyes focused forward
- Body stable and upright

What to do:

Create a hop scotch grid using chalk, tape, sticks or little stones.

Challenge:

You have 30 seconds to complete your hopscotch grid as many times as you can without making a mistake. Record your result in the google sheets (google classroom 'Stage 3 PE Mr Adams' – Class code cgy3mon).

Change it:

- Do it using alternate feet (left, right, left, right)
- Add in a bowl or throw at a target at the end
- Throw a ball to yourself while doing the grid
- Pass the ball around your waist as you complete your grid
- Come up with your own challenging change

Write all of your scores in the google doc.

Have fun!

# Week 8 PDH – Relationships

Aim – to recognise qualities of a positive relationship and develop strategies to create and maintain them.

- Write the definition of strengths: .....

.....

.....

- In the table, list some of your strengths and the strengths of some of the people you have a relationship with (friends, family members and teammates):

Person	Strength 1	Strength 2	Strength 3	Strength 4	Strength 5
Example Name: John	Reading	Kicking a ball	Debating	Drawing	Running long distances
Name -					
Name -					
Name -					
Name -					
Name -					

- Discuss with your parent/caregiver the following questions:  
 Do you have any strengths in common with your friends?  
 How many are similar?  
 Do you think this contributes to why this relationship was formed? How?  
 How do you think the similarities strengthen your relationship?

-Write your own definition of what it means to;

Definition / What do I think it means?	
Set boundaries	
Communicate effectively	
Share power	
Display empathy	

- Find out what each phrase means using google or a dictionary

“It is your first day at high school. You are keen to make new friends at high school.”

- List ways you could form new friendships and why you would choose these ways. For example: Introduce yourself, ask about their strengths/likes/dislikes, what would you tell them about yourself, what emotions would you show, what feelings would you have?

Hint – look at the earlier activities in the lesson about what makes a good relationship.

Strategy	Why you chose this?
For example. Introduce yourself - Hi my name is Sarah, what's yours?	I chose this because the person would then know my name and would be more likely to say hello next time they saw me. This would also give an opportunity to start a conversation.

## Friday Reading Activity

Reading passage: *Tiger*

# Tiger

Majestic and proud,  
He elegantly stalks through the jungle.  
Fur as orange as the blazing sun,  
Striped like a prison cell.

Silent and alone,  
He dutifully guards his territory.  
Eyes like tiny balls of gold,  
Piercing through darkness.

Muscular and powerful,  
He effortlessly captures his prey.  
Teeth bared like daggers,  
A warning to others.

Strong and lean,  
He spreads himself on a silent rock.  
Sleep embracing him like a blanket,  
His hunger quenched.

We Are Learning To (WALT): Find information in text to answer the multiple choice questions.

**Read Tiger and answer questions 6-10 below.**

6. Write the numbers 1 to 4 in the boxes to show the order of events in the text.

- The tiger falls asleep.
  - The tiger stalks through the jungle.
  - The tiger captures his prey.
  - The tiger guards his territory.
- 

7. *Silent and alone,  
He dutifully guards his territory.*

These lines suggest that

- tigers share territory with other tigers.
  - tigers welcome other tigers into their territory.
  - tigers prefer to live by themselves.
  - tigers are lonely animals.
- 

8. *He effortlessly captures his prey.*

The word *effortlessly* means the capture was

- efficient.
  - problematic.
  - strenuous.
  - elegant.
- 

9. *Sleep embracing him like a blanket.*

This line suggests that the tiger fell asleep

- quickly.
  - restlessly.
  - peacefully.
  - suddenly.
- 

10. What statement best describes the ideas expressed in this poem?

- Tigers are friendly, social animals.
- Tigers are savage, dangerous animals.
- Tigers are proud, powerful animals.
- Tigers are nurturing, protective animals.





# Friday Writing and Grammar



## Conjunctions 'but' and 'so'

Complete the following sentences using but OR so.

1. My favourite tv show is on \_\_\_\_\_ I'm too tired to watch it.
2. I gave my best friend a hug \_\_\_\_\_ she was still upset.
3. I love playing football \_\_\_\_\_ I decided to join a team.
4. My favourite food is cake \_\_\_\_\_ I know that it isn't very good for me.
5. I truly want to be healthy \_\_\_\_\_ I eat a lot of fruits and vegetables.
6. Goldilocks was hungry \_\_\_\_\_ she decided to eat some porridge.
7. Goldilocks tried the porridge \_\_\_\_\_ it was too salty.
8. Sadly, it rained all day \_\_\_\_\_ we had to stay inside.
9. Unfortunately, mum's favourite vase smashed \_\_\_\_\_ we have to buy her a new one.
10. My beef burger was very burnt \_\_\_\_\_ I sent it back for a replacement.
11. I am tired \_\_\_\_\_ I will go to bed.
12. We were going to the park today \_\_\_\_\_ it rained.
13. I love playing basketball \_\_\_\_\_ I don't like playing soccer.
14. I ordered a burger \_\_\_\_\_ it was burnt.
15. I dropped the vase \_\_\_\_\_ it didn't smash.

## Descriptive Writing: finish the story



These two superheroes had had a lifetime of saving lives. Day after day they had battled the streets, fighting crime and protecting innocent people from the clutches of evil.

Now, their lives were slightly less busy, as they left saving the world to younger superheroes. However, they still had the energy for one last mission. The phone began to ring...

### **Plan for Writing:**

Use question prompts like-

WHO?

WHAT?

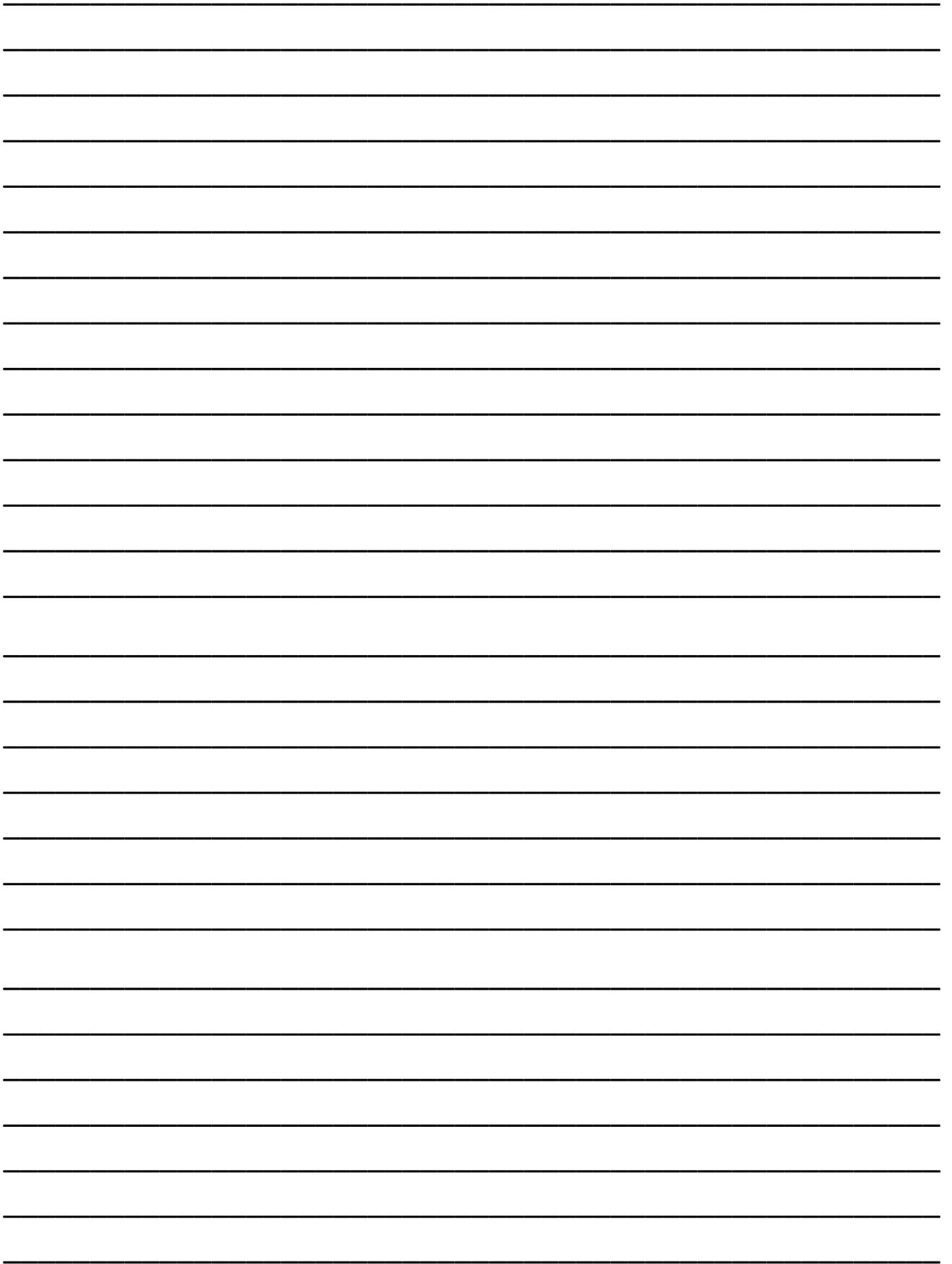
WHEN?

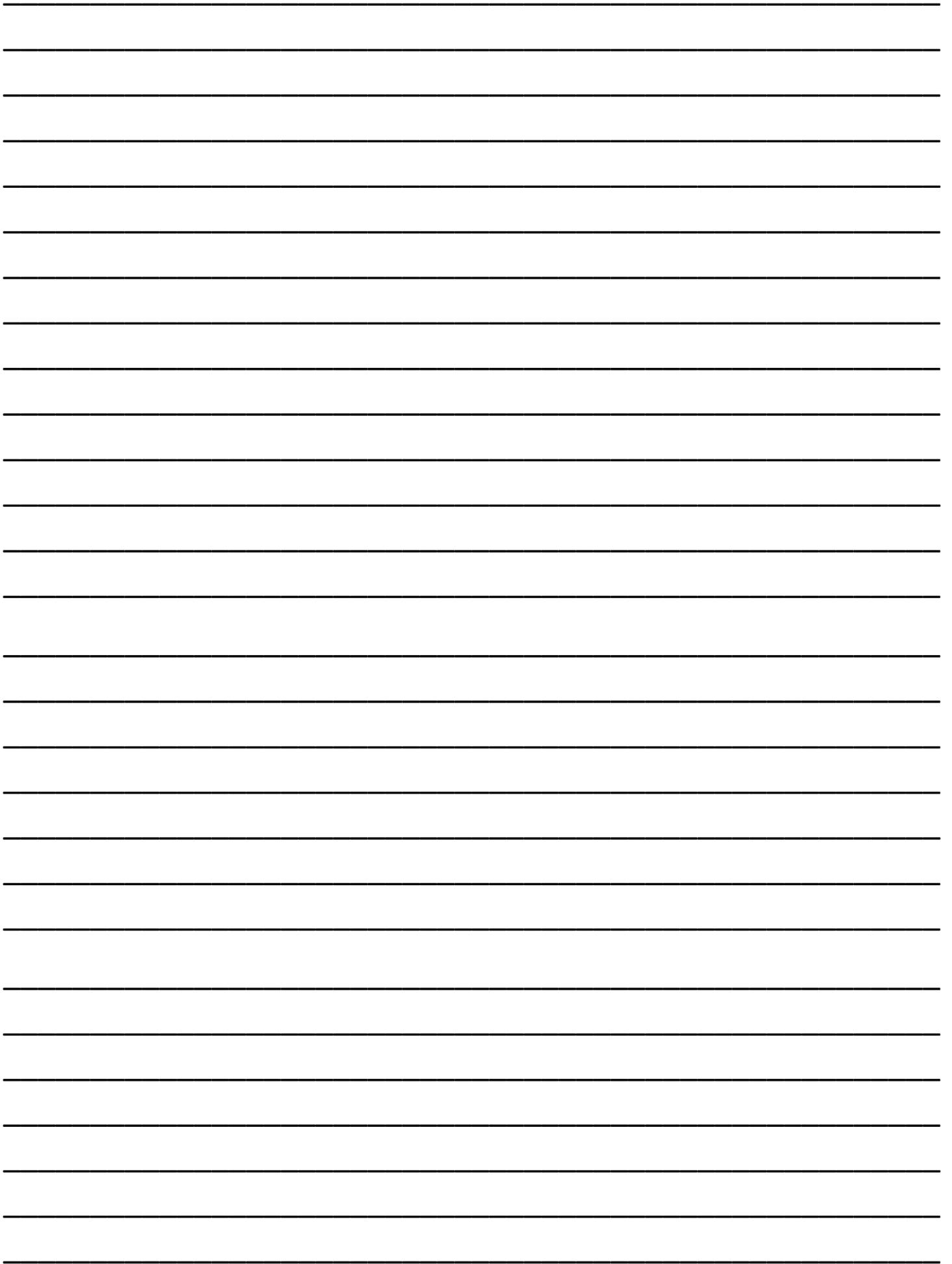
WHERE?

WHY?

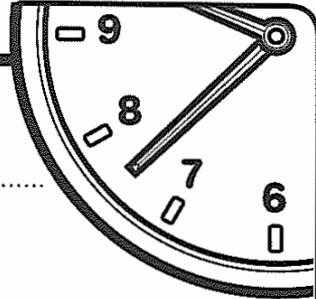
HOW?

- 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 27



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

1. 
$$\begin{array}{r} 620 \\ + 921 \\ \hline \end{array}$$
  
.....

2. Round 0.358 to the **bold** place.  
Circle the answer.    0.3    0.4

3.  $10 \times 14 = \dots\dots\dots$

4.  $\$50.00 - \$32.00 = \dots\dots\dots$

5. 
$$\begin{array}{r} 8653 \\ - 6228 \\ \hline \end{array}$$
  
.....

6. Write the missing family fact.  
 $6 \times 9 = 54$   
 $9 \times 6 = 54$   
 $54 \div 9 = 6$   
.....

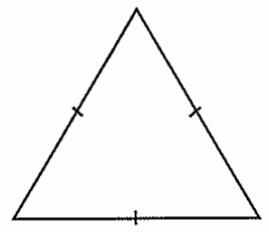
7. 19 L = ..... mL

8. Is 37 a prime number or a composite number? .....

9.  $39 \div 3 = \dots\dots\dots$

10. Circle the name of the triangle.

isosceles      equilateral      scalene      right-angle



My score:

10

My time:

.....  
minutes

.....  
seconds

# Ultimate Division Challenge

Score:

Time:

$27 \div 3 = \underline{\quad}$

$40 \div 4 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$10 \div 10 = \underline{\quad}$

$90 \div 10 = \underline{\quad}$

$20 \div 4 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$88 \div 11 = \underline{\quad}$

$48 \div 4 = \underline{\quad}$

$24 \div 4 = \underline{\quad}$

$44 \div 11 = \underline{\quad}$

$9 \div 9 = \underline{\quad}$

$80 \div 10 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$77 \div 11 = \underline{\quad}$

$72 \div 9 = \underline{\quad}$

$27 \div 9 = \underline{\quad}$

$60 \div 6 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$33 \div 11 = \underline{\quad}$

$121 \div 11 = \underline{\quad}$

$100 \div 10 = \underline{\quad}$

$99 \div 9 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$60 \div 10 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$18 \div 9 = \underline{\quad}$

$6 \div 6 = \underline{\quad}$

$90 \div 9 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$20 \div 10 = \underline{\quad}$

$110 \div 10 = \underline{\quad}$

$132 \div 11 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

## Three digits multiplied by one digit

## EXAMPLE

	Hund	Tens	Ones
	2	4	5
×			3
	7	3	5

$$5 \times 3 = 15 \text{ ones}$$

Write 5 in the ones column and trade the 10 ones for 1 ten, then write the 1 at the top of the tens column.

$$3 \times 4 \text{ tens} = 12 \text{ tens plus the 1 traded ten equals 13 tens.}$$

Write 3 in the tens column and trade the 10 tens for 1 hundred, then place a 1 at the top of the hundreds column.

$$3 \times 2 \text{ hundreds} = 6 \text{ hundreds plus the 1 traded hundred equals 7 hundreds.}$$

Write 7 in the hundreds column.

1 Solve each multiplication using the shortened form.

<b>a</b> 2 3 5	<b>b</b> 8 4 7	<b>c</b> 9 0 0	<b>d</b> 7 6 0	<b>e</b> 8 5 7
×	×	×	×	×
3	4	5	6	7

<b>f</b> 3 6 3	<b>g</b> 2 4 8	<b>h</b> 4 7 4	<b>i</b> 3 2 9	<b>j</b> 2 6 3
×	×	×	×	×
5	6	7	8	9

<b>k</b> 2 5 6	<b>l</b> 3 4 9	<b>m</b> 4 2 8	<b>n</b> 5 4 6	<b>o</b> 6 6 4
×	×	×	×	×
5	7	6	4	5

2 Problems to solve

**a** The Earth takes about 365 days to orbit the Sun. How many days would it take to complete 5 orbits?



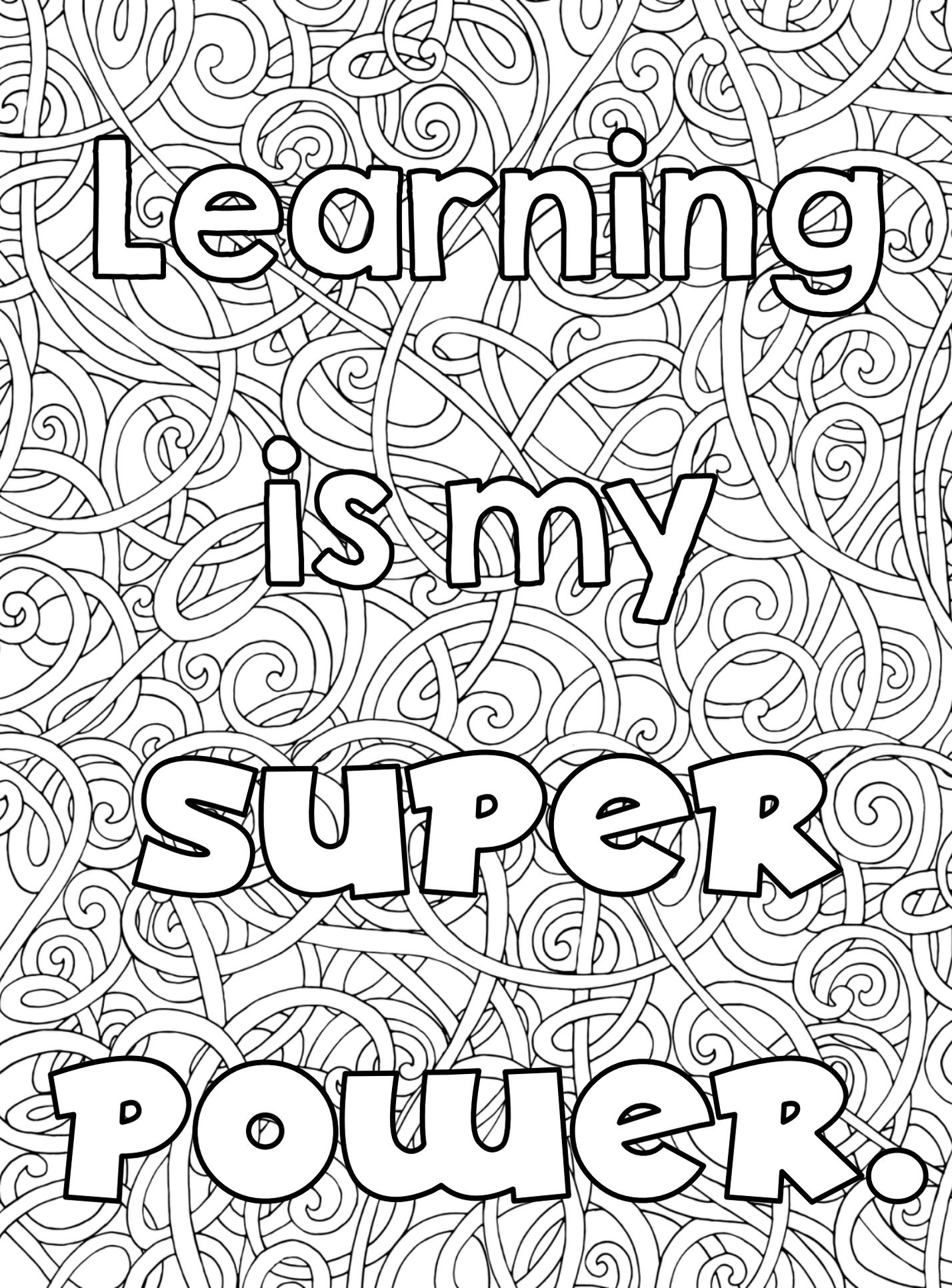
**b** A plane flew at 505 km per hour on a 4-hour flight. How far was the flight?



**c** How much soft drink did Hans drink if he drank all 3 of his 375 mL cans?



3 What numbers could 124 be multiplied by to give an answer of between 600 and 1000?



**Learning**

**is my**

**SUPER**

**POWER.**