

HOME LEARNING



Learning at Home Booklet 5

Term 3, Week 9

(6th September – 10th 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 9

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Task 1: Reading Read the passage. Public Speaking Day</p> <p>Reading Activity Identify and uncover meaning of unknown words to help understand text</p> <p>Task 2: Spelling Look, Cover, Write, Check</p> <p>Spelling Activities Define unknown words Write spelling words in 'bubble' writing</p> <p>Task 3: Writing & Grammar a) Similes Activity b) Descriptive Writing: finish the story</p> <p>Task 4: Maths Minutes Minute 28</p> <p>Task 5: Maths Challenge Times Table Challenge</p> <p>Task 6: Mathematics Using division facts to solve problems</p> <p>Geography: Equality, determination, inspiration and courage of Paralympians</p>	<p>Task 1: Reading Re-read the passage: Public Speaking Day</p> <p>Reading Activity Find information in text to answer the questions</p> <p>Task 2: Spelling Look, Cover, Write, Check</p> <p>Spelling Activities Use your spelling words in sentences Write spelling words as syllable rainbows</p> <p>Task 3: Writing & Grammar a) Metaphors Activity b) Descriptive Writing Activity</p> <p>Task 4: Maths Minutes Minute 29</p> <p>Task 5: Maths Challenge Times Table Challenge</p> <p>Task 6: Mathematics Division with remainders</p> <p>Geography: Look at athlete profiles and link them to the qualities of equality, determination, inspiration and strength</p>	<p>Task 1: Reading Read the passage: The Loudest Sound in the World</p> <p>Reading Activity Find information in the text to answer questions</p> <p>Task 2: Spelling Look, Cover, Write, Check</p> <p>Spelling Activities Write synonyms and antonyms Colour code spelling words</p> <p>Task 3: Writing & Grammar a) Spelling Mistakes Activity b) Direct Speech Activity c) Descriptive Writing: finish the story</p> <p>Task 4: Maths Minutes Minute 30</p> <p>Task 5: Maths Challenge Times Table Challenge</p> <p>Task 6: Mathematics Using the long division symbol</p> <p>Geography: Create a sports profile and link them to provided.</p>	<p>Task 1: Reading Re-read the passage: The Loudest Sound in the World</p> <p>Reading Activity Use visualisation to help your understanding of the text</p> <p>Task 2: Spelling Look, Cover, Write, Check</p> <p>Spelling Activities Alphabetise spelling words Write spelling words in 'dot writing'</p> <p>Task 3: Writing & Grammar a) Homophones Practice b) Coordinating Conjunctions c) Descriptive Writing: finish the story</p> <p>Task 4: Maths Minutes Minute 31</p> <p>Task 5: Maths Challenge Times Table Challenge</p> <p>Task 6: Mathematics Written methods- division with remainders</p> <p>Geography: Create a new Paralympic sport.</p>	<p>Task 1: Reading Re-read the passage: The Loudest Sound in the World</p> <p>Reading Activity Use predicting to help your understanding of the text</p> <p>Task 2: Spelling Have someone test you on your spelling words using test page</p> <p>Spelling Activities Fix the spelling error Create a find-a-word</p> <p>Task 3: Writing & Grammar a) Conjunctions 'before' and 'because' b) Persuasive Writing Activity</p> <p>Task 4: Maths Minutes Minute 32</p> <p>Task 5: Maths Challenge Times Table Challenge</p> <p>Task 6: Mathematics Division by ten</p>
Optional Tasks				
These tasks can be completed at any time during the week				
Visual Arts Line Art	Visual Arts Introduction to Space	Science Rocket Aerodynamics experiment	PD/H/PE PDH – How can I keep myself and others safe PE – Underarm throw and catch	Mindfulness Growth Mindset bookmarks

PUBLIC SPEAKING DAY

Jonathan's alarm clock roared to life, pulling him out of a restless sleep. Before he had even opened his eyes, Jonathan immediately felt his stomach tighten. His heart began to pump faster. His hands felt sweaty. His body seemed to know that today was not just another day.

And it wasn't.

It was Public Speaking Day.

Every year, Jonathan's school held a Public Speaking Competition. Every student, whether they wanted to or not, was forced to participate. Jonathan loathed public speaking. It petrified him. What if no one cared about what he was saying? What if he fumbled over the words? What if all his classmates laughed at him? Jonathan would be happier picking up rubbish in the school playground than speaking in front of his classmates.

He hardly touched his breakfast. He didn't even notice that he was wearing a white sock on his left foot and a black sock on his right one. He completely forgot to brush his teeth and even tried to brush his hair with the remote control from the television.

He was completely, utterly, uncontrollably terrified.

At school, Miss Sunshine, Jonathan's teacher, was bubbling with excitement about the competition. "I can't wait to hear your speeches this year!" she exclaimed enthusiastically. "Who would like to go first? Any volunteers? No? Well then, we'll just have to work alphabetically. Jonathan Anderson... you're up first."

Jonathan stood in front of the class, legs shaking like jelly. He took a deep breath and opened his mouth, hoping with all of his might that the right words came out.

"This speech is called, Why I Don't Like Public Speaking," Jonathan began nervously.

One of his classmates giggled. Then another. And it was a good kind of giggling. They thought the title of his speech was funny.

One sentence followed another; and then another. Before long, Jonathan had reached his last palm card. His classmates clapped. Miss Sunshine was beaming.

Maybe Public Speaking Day wasn't quite so bad after all.

Week 9 Spelling LCWC

LIST	Monday	Tuesday	Wednesday	Thursday
surprise				
English				
hesitate				
tenant				
exactly				
remain				
beige				
breathe				
succeed				
horrible				
tangible				
gullible				
possible				
permissible				
comprehensible				
invisible				
specific				
function				
ancient				
cliff				

Monday Spelling

Week 9 Words

surprise	English	hesitate	tenant
exactly	remain	beige	breathe
succeed	horrible	tangible	gullible
possible	permissible	comprehensible	invisible
specific	function	ancient	cliff

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



The boy leant to his left and swooped around another corner. He never felt more alive than when he was on his magic carpet.

Finding a straight stretch of road, he urged the carpet to top speed, sending plumes of dust from the ground all around him. He quickly approached a woman dressed in black, carrying a bowl of fruit and...

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

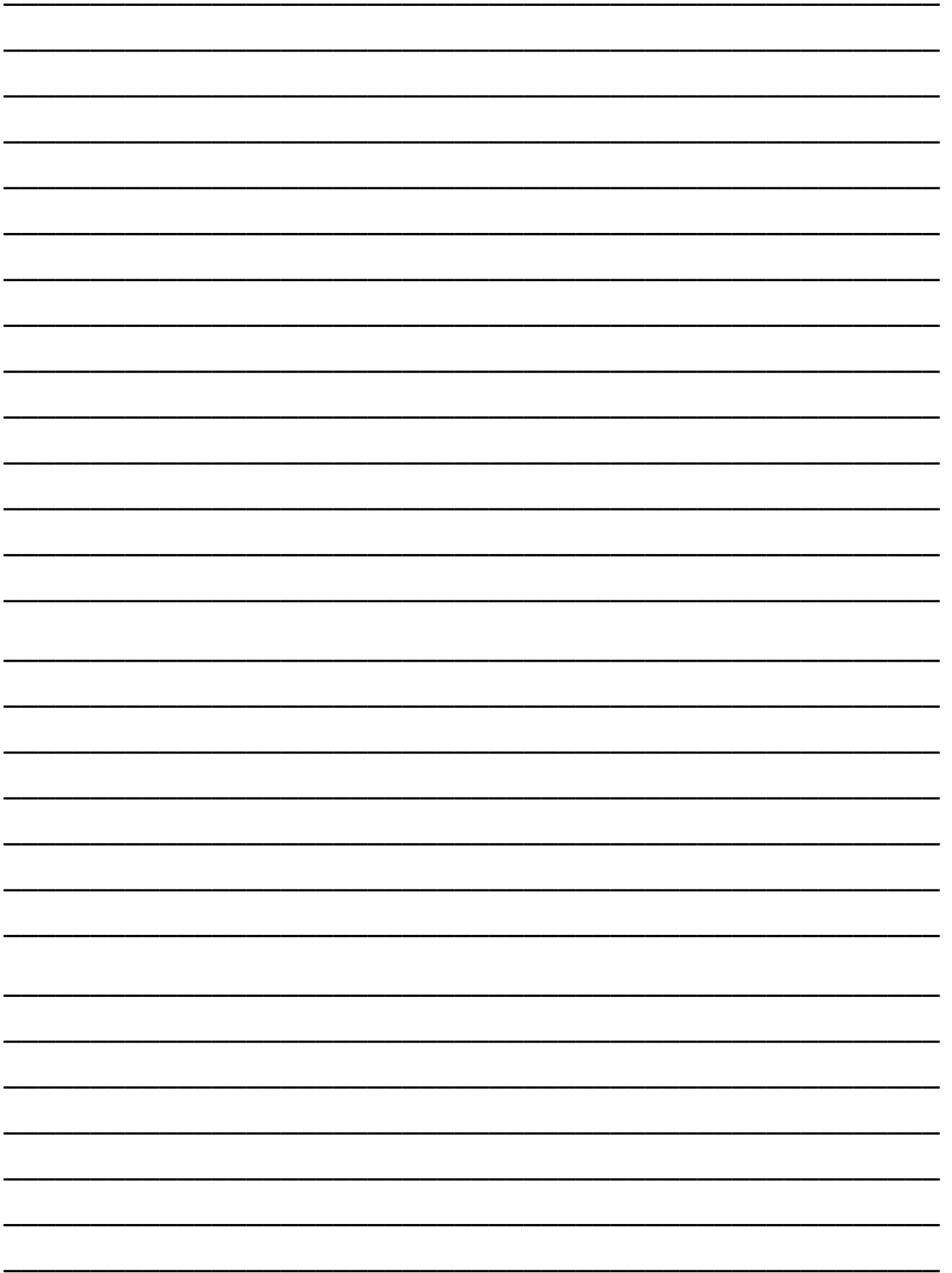
WHEN?

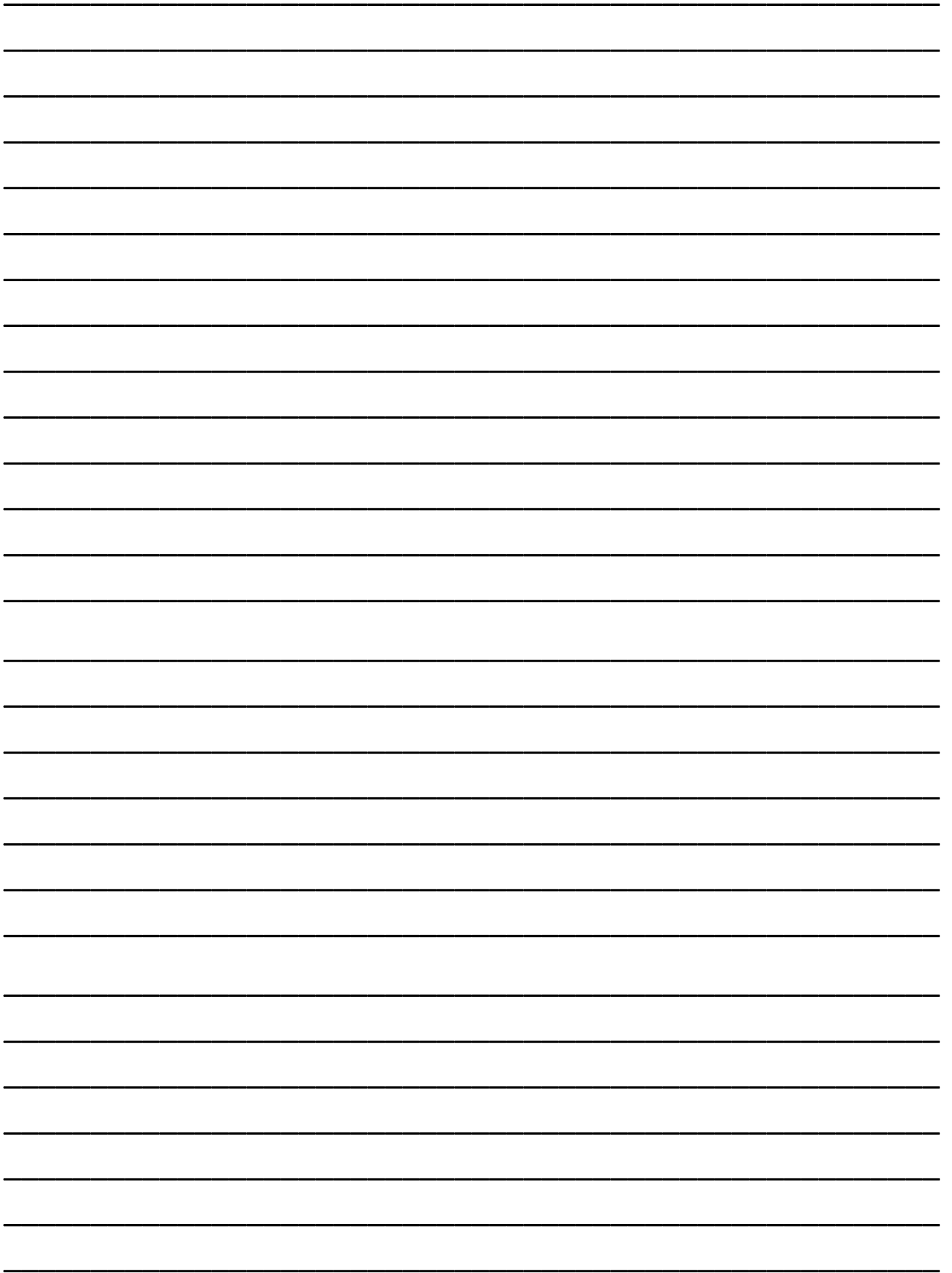
WHERE?

WHY?

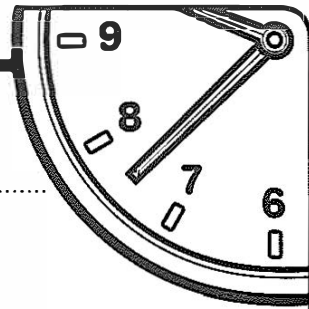
HOW?

- 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 28



Name: Date:

1. Circle the digit in the tenths place. 4.032

2. $10 \times 9 = \dots\dots\dots$

3. $\begin{array}{r} \$2.04 \\ - \$1.53 \\ \hline \end{array}$

.....

4. $x - 25 = 10$;
therefore, $x = \dots\dots\dots$

5. $\begin{array}{r} 8 \\ 5 \\ 3 \\ + 2 \\ \hline \end{array}$

.....

6. $28 \div 2 = \dots\dots\dots$

7. All sides are congruent in a scalene triangle. Circle: True or False

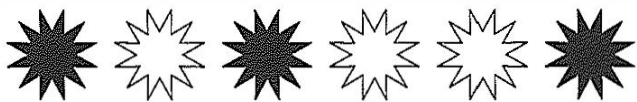
8. $\begin{array}{r} 127 \\ - 96 \\ \hline \end{array}$

.....

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

0.013 0.13 1.30 0.31
.....

10. Write a fraction for the number of shaded figures.

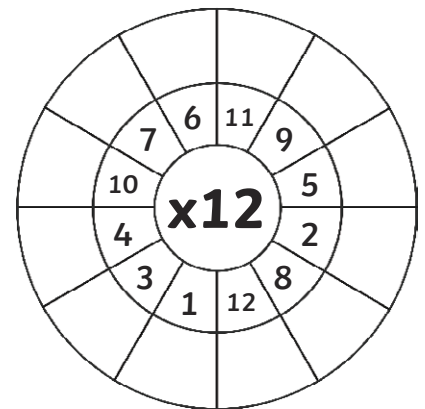
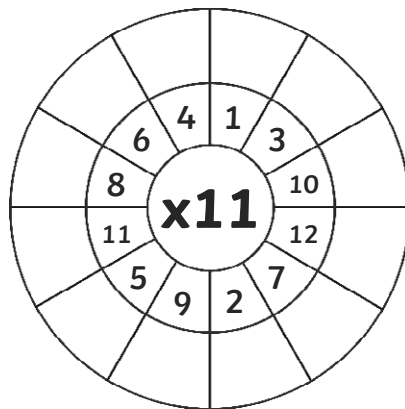
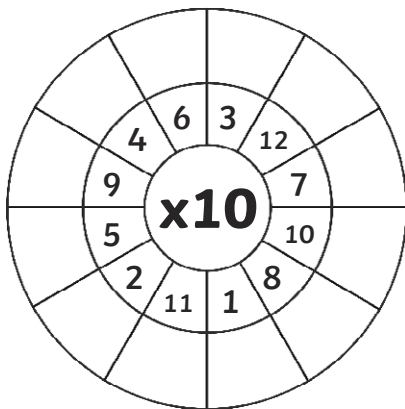
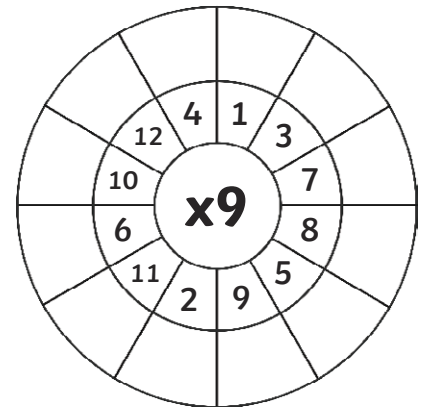
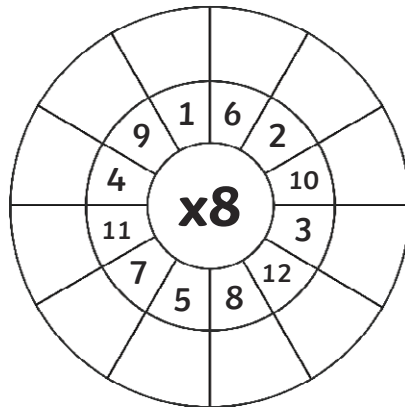
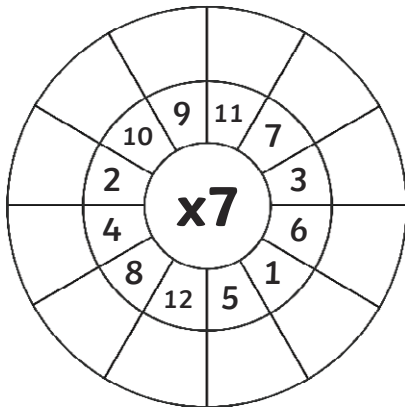
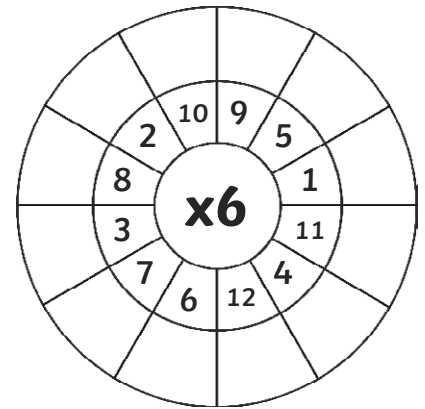
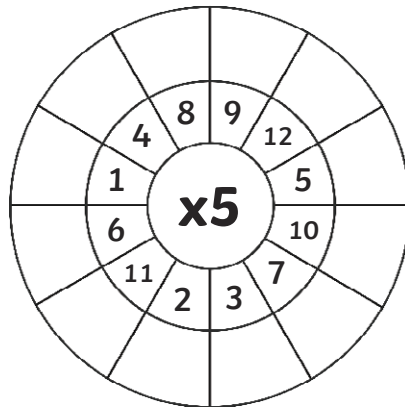
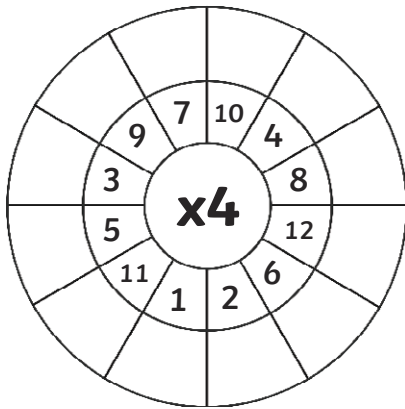
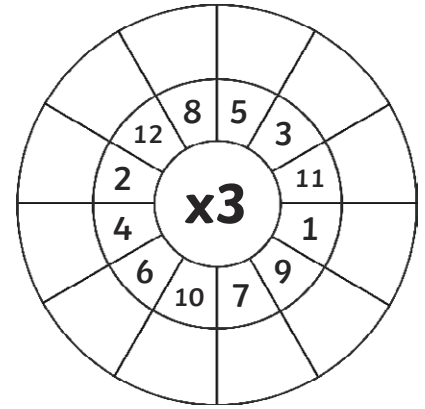
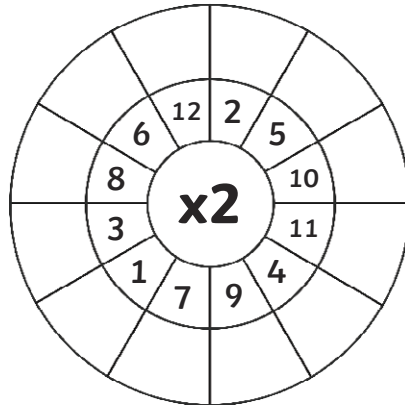
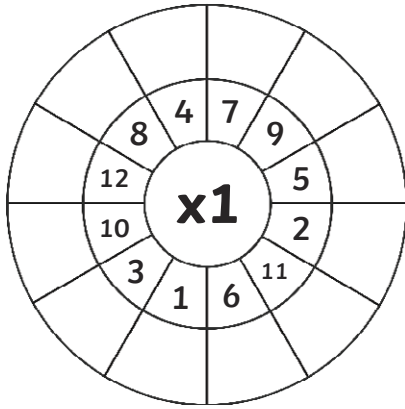


My score: 10

My time: minutes seconds

Times Table Challenge

Multiply the numbers by the middle number.



Using division facts to solve problems

1. Use halving skills to divide by 2:

a) $12 \div 2 =$	b) $16 \div 2 =$	c) $30 \div 2 =$
d) $36 \div 2 =$	e) $48 \div 2 =$	f) $38 \div 2 =$

2. Use the halve and halve again strategy to divide by 4:

a) $24 \div 4 =$	b) $32 \div 4 =$	c) $40 \div 4 =$
d) $60 \div 4 =$	e) $80 \div 4 =$	f) $76 \div 4 =$
g) $200 \div 4 =$	h) $240 \div 4 =$	i) $180 \div 4 =$

3. Use the halve, have again and halve again strategy to divide by 8:

a) $40 \div 8 =$	b) $32 \div 8 =$	c) $64 \div 8 =$
d) $80 \div 8 =$	e) $120 \div 8 =$	f) $320 \div 8 =$
g) $64 \div 8 =$	h) $200 \div 8 =$	i) $480 \div 8 =$

4. Extend these division facts:

a) $9 \div 3 =$	b) $90 \div 3 =$	c) $900 \div 3 =$
d) $80 \div 4 =$	e) $800 \div 4 =$	f) $150 \div 5 =$
g) $240 \div 4 =$	h) $360 \div 6 =$	i) $420 \div 7 =$

5. Write a division fact from each multiplication fact. The first one has been done for you:

- a) $\boxed{6} \times \boxed{4} = \boxed{24}$ $\boxed{24} \div \boxed{4} = \boxed{6}$
- b) $\boxed{7} \times \boxed{5} = \boxed{}$ $\boxed{} \div \boxed{} = \boxed{}$
- c) $\boxed{5} \times \boxed{6} = \boxed{}$ $\boxed{} \div \boxed{} = \boxed{}$
- d) $\boxed{4} \times \boxed{7} = \boxed{}$ $\boxed{} \div \boxed{} = \boxed{}$
- e) $\boxed{6} \times \boxed{8} = \boxed{}$ $\boxed{} \div \boxed{} = \boxed{}$

Geography - Monday

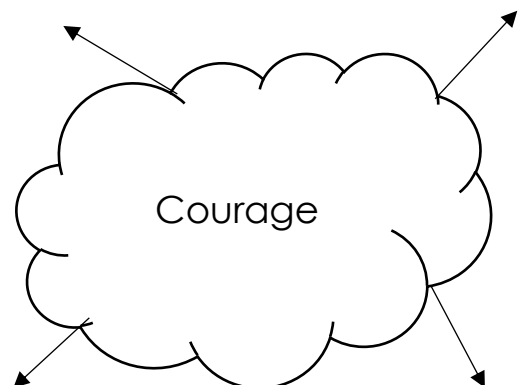
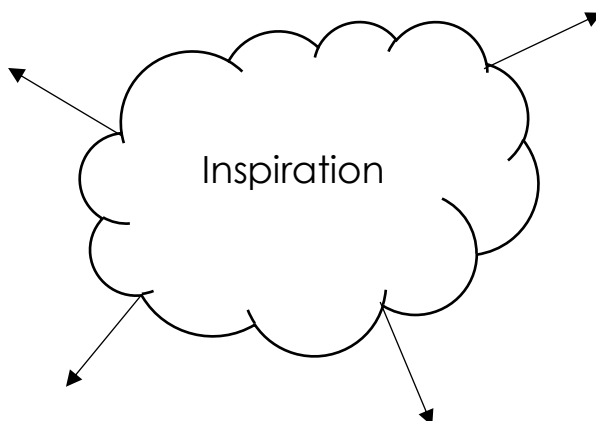
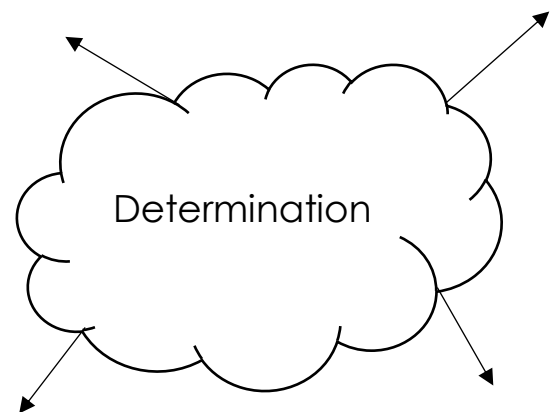
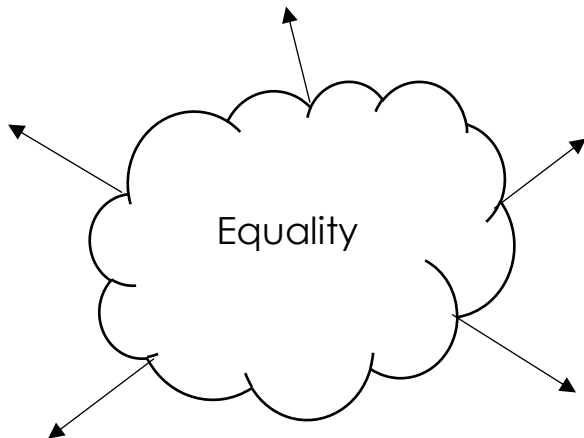
Paralympics 2021

'Loyal, Proud, Fierce:' Australian Paralympic Team Set for Tokyo 2020

Paralympics Australia is proud to confirm the largest Australian Paralympic Team to contest a Games overseas, with a contingent of 179 Para-athletes ready to travel to Japan to represent our nation at the Tokyo 2020 games.



Think about the following words. Brainstorm any ideas, words or examples which come to mind when they think of each word.

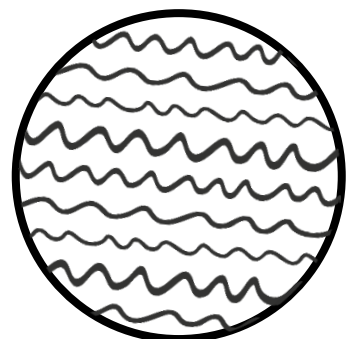
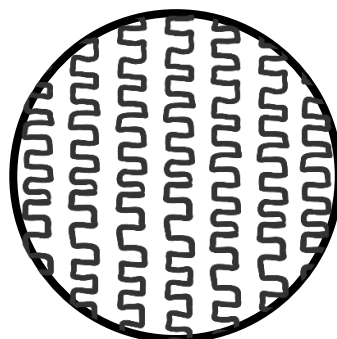
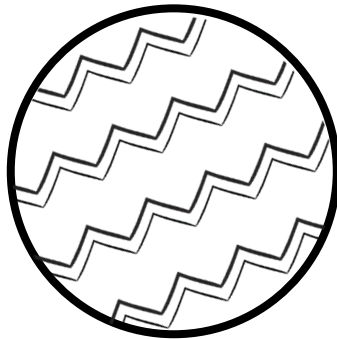
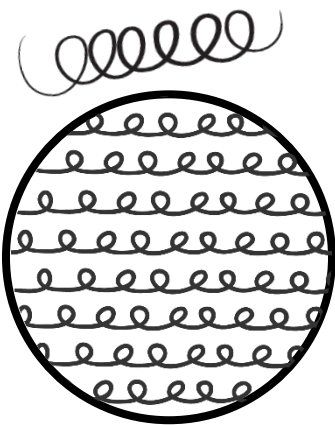


Introduction To Line

A **LINE** is the path a moving point makes on a surface. It is the simplest element. Line can be seen in cave paintings and is usually the first art work of young artists. In simple terms, a line is a continuous mark, made by a pencil, pen, or brush across a surface.

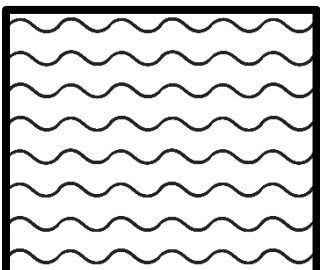
Lines can vary in length, width and direction:

Characteristics of Line

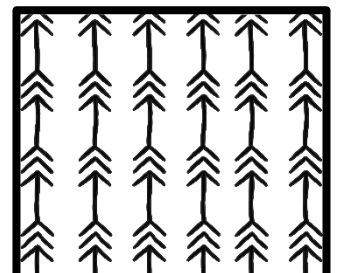
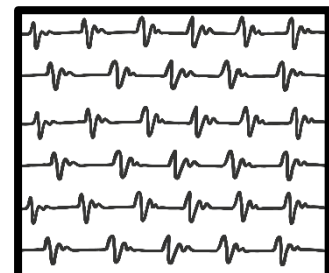
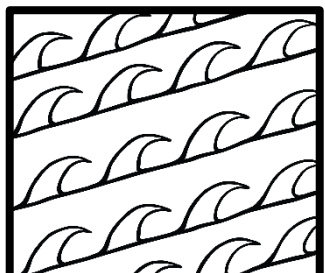
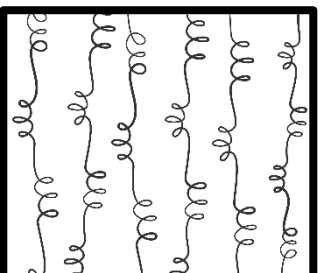
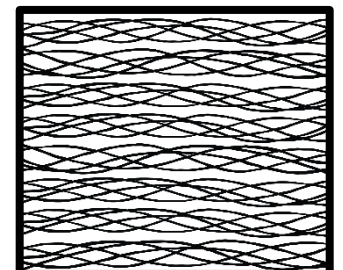
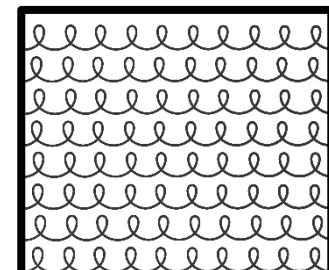
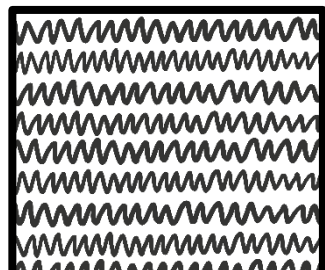


Lines can show emotions or feelings:

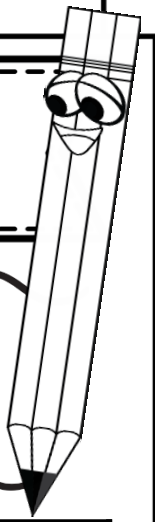
Look at the lines below. Can you see the emotion they are showing? Fill in the blank boxes and write the emotion you feel.



e.g calm



FAMOUS LINES



There are many different kinds of lines. Some of them might be more familiar to you. Use your knowledge and creativity to draw these lines:

Straight	
Curvy	
Wavy	
Thick	
Thin	
Loopy	
Scalloped	
Dotted	
Dashed	
Zig-Zag	
Castle	
Spiral	
Scribbly	
Varied	

It's Time To Line

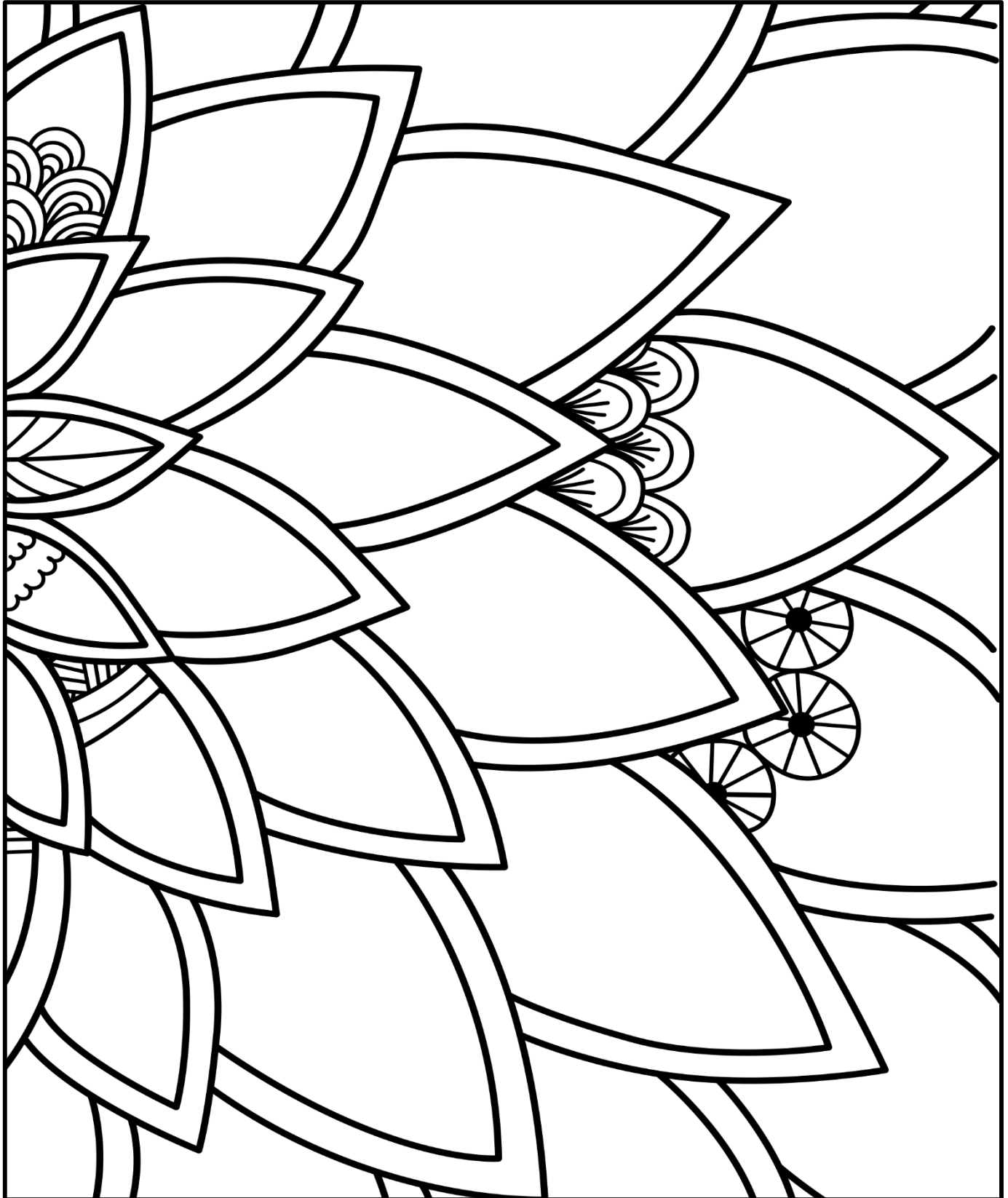


By repeating different types of lines and changing their direction, shape, thickness and spacing, we can create different patterns and designs. Use repeating lines to create a pattern in each box. Challenge yourself and be creative!

A 3x3 grid of nine empty boxes, each with a wavy border. The boxes are intended for creating patterns using repeating lines.

END OF THE LINE

Use the skills you have learned and your own line patterns, to complete the design below. Some of the patterns have been started for you and some are blank for you to be creative. When you have finished the patterns, add some pops of colour to complete your design.



Tuesday Reading Activity

Re-read the passage: *Public Speaking Day*

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

1) How did Jonathan feel when he heard his alarm clock? Why did he feel this way?

2) What behaviours indicate that Jonathan was nervous as he was getting ready for school?

3) Why do you think Jonathan loathes public speaking? Give reasons for your answer.

4) Why do you think no one put their hand up to go first? Give reasons for your answer.

5) *One of his classmates giggled. Then another. And it was a good kind of giggling. They thought the title of his speech was funny.*

Why do you think Jonathan's classmates laughed at the title of his speech?

Tuesday Spelling

Week 9 Words

surprise	English	hesitate	tenant
exactly	remain	beige	breathe
succeed	horrible	tangible	gullible
possible	permissible	comprehensible	invisible
specific	function	ancient	cliff

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



Write a descriptive story involving the baby bear.

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

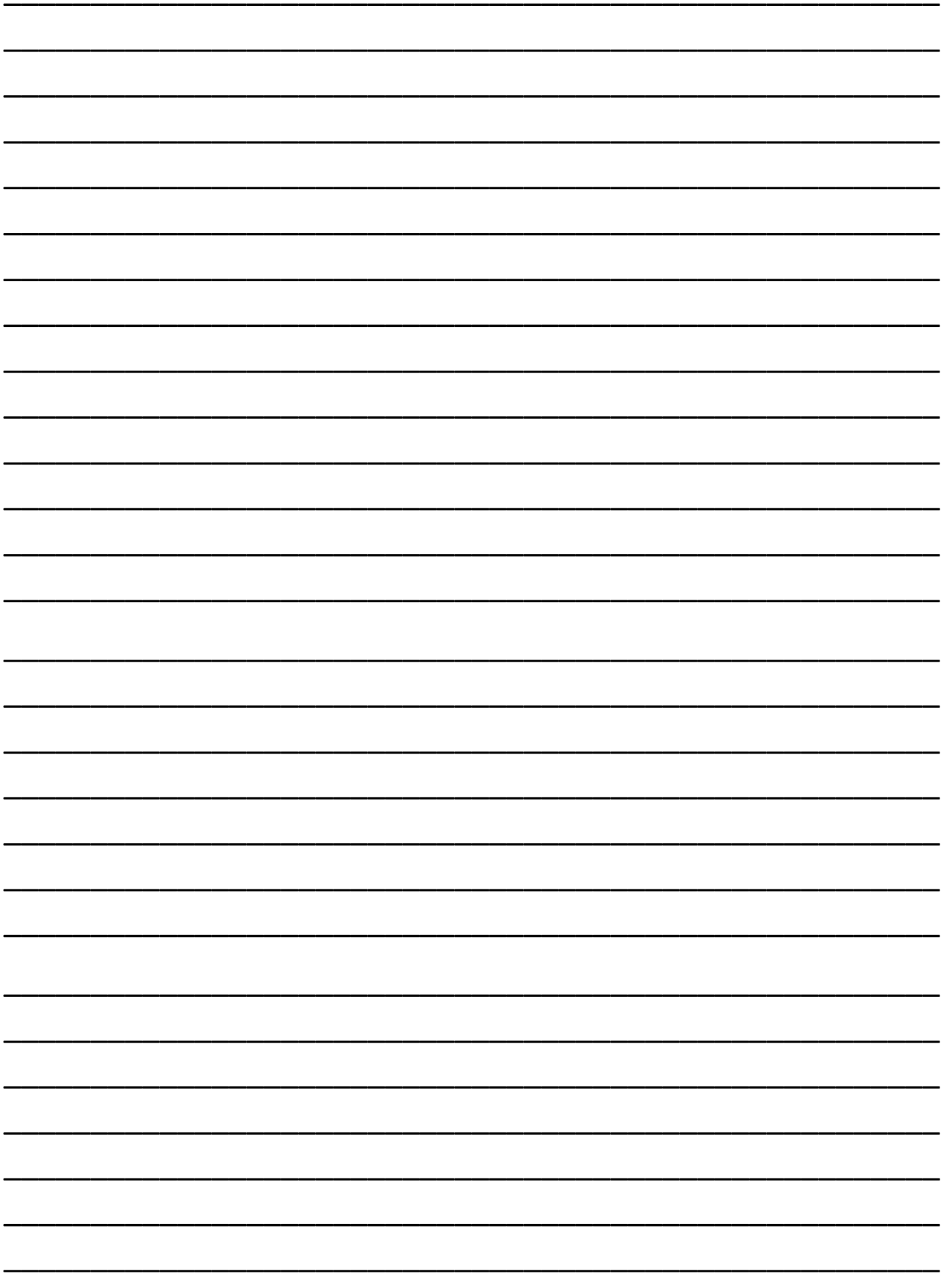
WHEN?

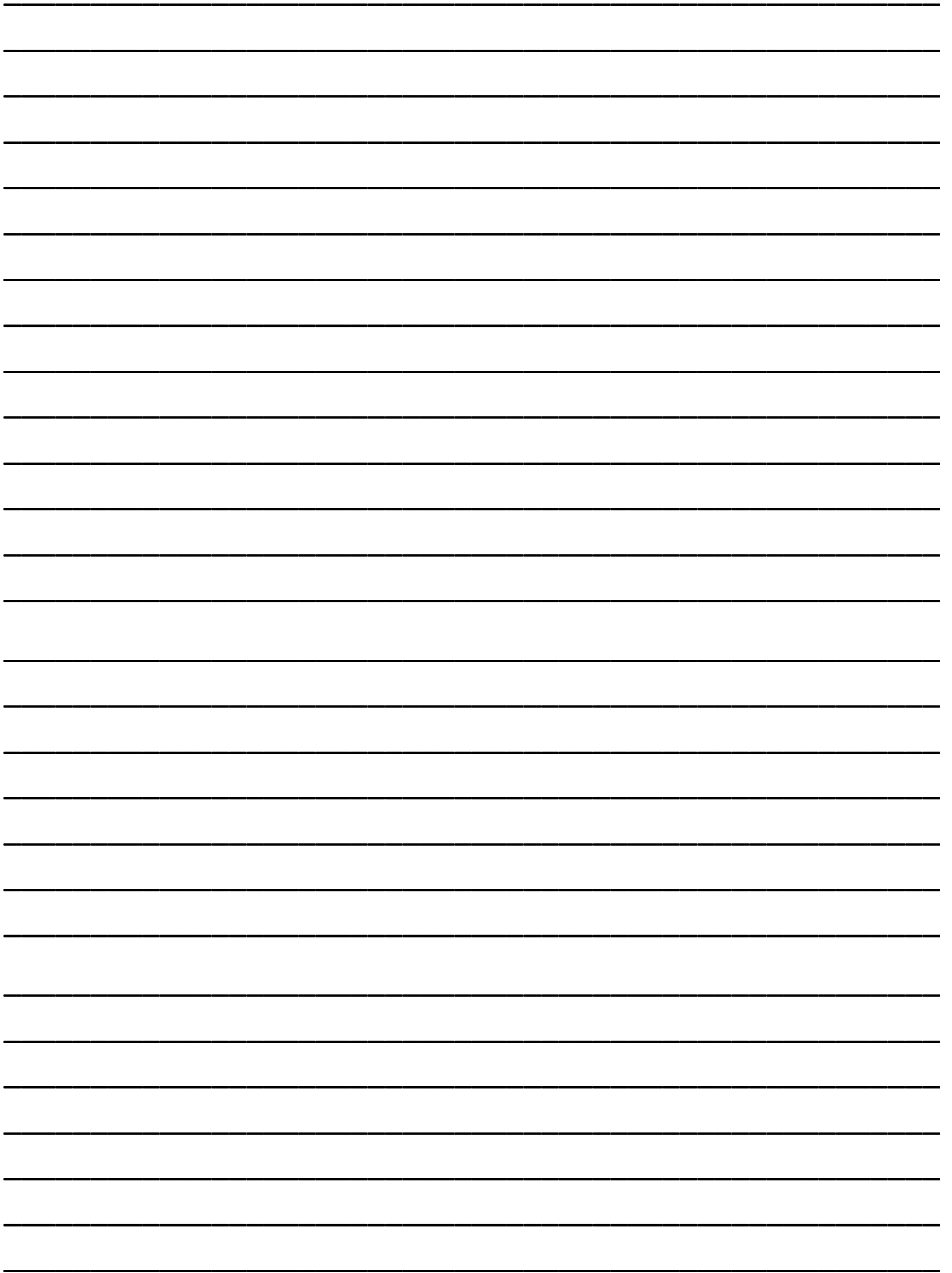
WHERE?

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 29



Name: Date:

1. Write the missing family fact.

$$7 + 5 = 12$$

$$12 - 7 = 5$$

$$12 - 5 = 7$$

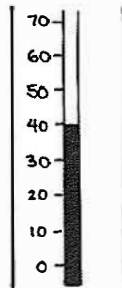
.....

$$\begin{array}{r} 2197 \\ + 1557 \\ \hline \end{array}$$

.....

3. Can 226 be divided evenly by 9? Circle: Yes or No

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



$$\begin{array}{r} 40.42 \\ - 17.19 \\ \hline \end{array}$$

.....

6. Circle the digit in the thousandths place. 4.580

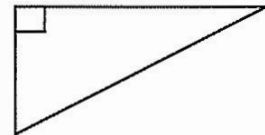
7. \$50.00 - \$20.50 =

$$\begin{array}{r} \$3.70 \\ - \$2.18 \\ \hline \end{array}$$

.....

9. Circle the name of the triangle.

isosceles equilateral scalene right-angle



10. $n + 10 = 25$;

therefore, $n =$

My score:

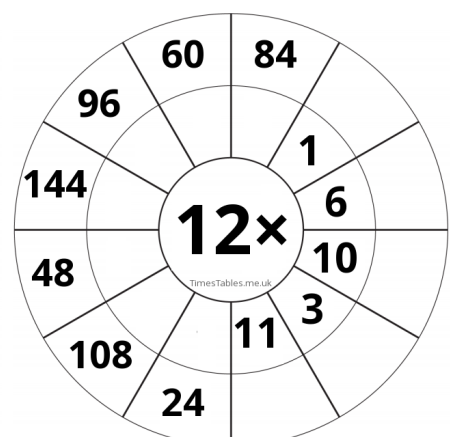
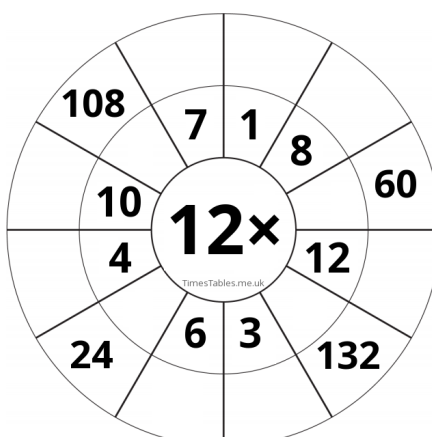
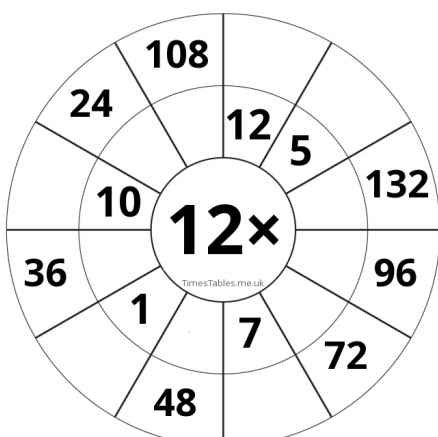
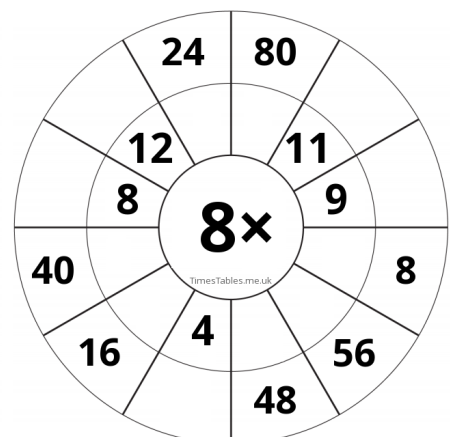
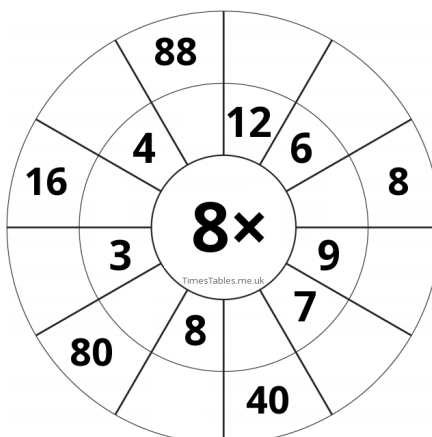
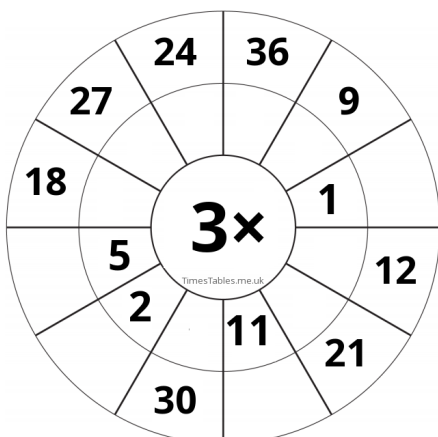
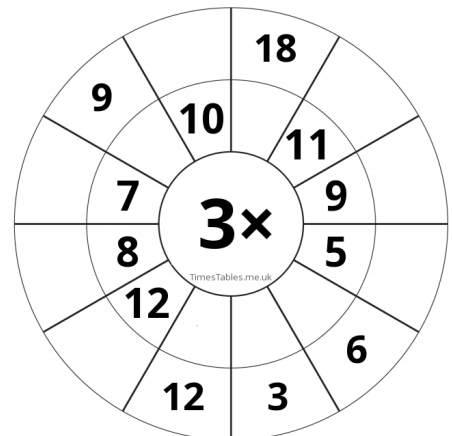
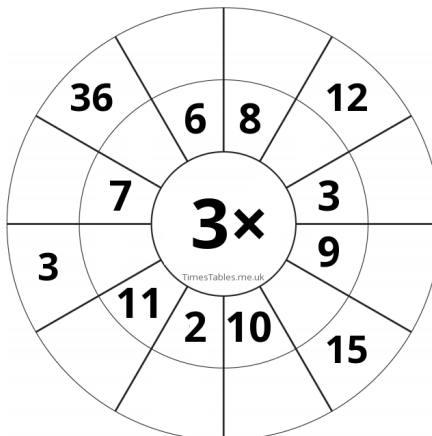
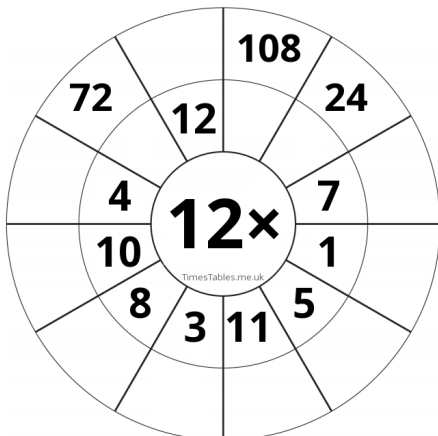
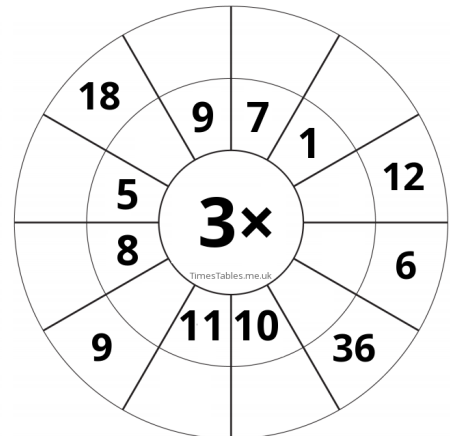
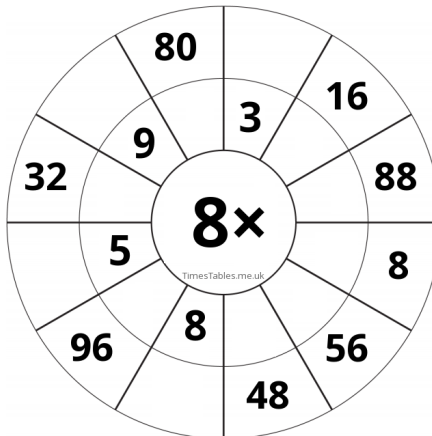
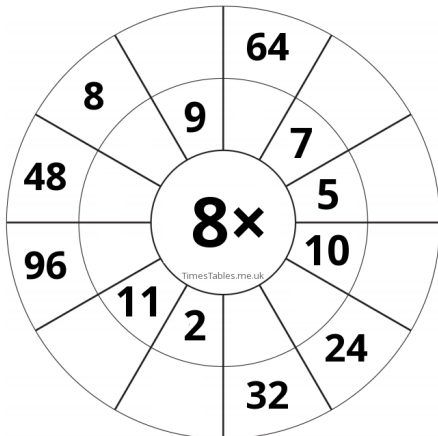
10

My time:

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minutes

.....
seconds

Times Table Challenge



Division with remainders

Question: What would happen if 30 was to be divided by 4?

Answer: There would be 7 groups of 4 and a remainder of 2, because $7 \times 4 = 28$ and 2 more makes 30.

1. Use multiplication and division facts to solve the number sentences:

a)	13	÷	4	=		remainder	
----	----	---	---	---	--	-----------	--

b)	21	÷	4	=		remainder	
----	----	---	---	---	--	-----------	--

c)	10	÷	3	=		remainder	
----	----	---	---	---	--	-----------	--

d)	22	÷	5	=		remainder	
----	----	---	---	---	--	-----------	--

e)	13	÷	3	=		remainder	
----	----	---	---	---	--	-----------	--

f)	27	÷	5	=		remainder	
----	----	---	---	---	--	-----------	--

g)	12	÷	5	=		remainder	
----	----	---	---	---	--	-----------	--

h)	26	÷	4	=		remainder	
----	----	---	---	---	--	-----------	--

i)	16	÷	5	=		remainder	
----	----	---	---	---	--	-----------	--

j)	16	÷	3	=		remainder	
----	----	---	---	---	--	-----------	--

2. Solve the problems. The first one is done for you:

	Problem	Mental strategy	Answer			
a)	Farmer Ted has 28 sheep which are to be put in 3 paddocks. How many in each?	$9 \times 3 = 27$ and 1 more makes 28	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 50%; text-align: center;">remainder</td> <td style="width: 15%;"></td> </tr> </table>		remainder	
	remainder					
b)	44 marbles were shared among 6 children. How many did each child receive?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 50%; text-align: center;">remainder</td> <td style="width: 15%;"></td> </tr> </table>		remainder	
	remainder					
c)	48 dice were shared among 5 groups in the classroom. How many did each group receive?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 50%; text-align: center;">remainder</td> <td style="width: 15%;"></td> </tr> </table>		remainder	
	remainder					
d)	23 football cards were shared among 4 girls. How many did each girl receive?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 50%; text-align: center;">remainder</td> <td style="width: 15%;"></td> </tr> </table>		remainder	
	remainder					
e)	45 cows were grouped in 8s for sale. How many groups were there?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 50%; text-align: center;">remainder</td> <td style="width: 15%;"></td> </tr> </table>		remainder	
	remainder					
f)	50 flowers were planted in 6 gardens. How many flowers in each garden?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 50%; text-align: center;">remainder</td> <td style="width: 15%;"></td> </tr> </table>		remainder	
	remainder					

3. Explain the strategy you would use to solve $32 \div 5 =$

Geography - Tuesday

Paralympics 2021 – Athletes

Using the Athlete Profiles section of the Paralympics Australia website learn about some of Australia's Paralympic heroes. <https://www.paralympic.org.au/athletes/>



Link the qualities listed in the brainstorm to each of these athletes (**determination, inspiration, and courage**). Explain how in becoming an elite athlete, these people displayed the qualities listed above.

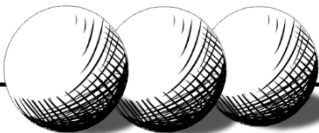
Some suggested athlete profiles are:

Ellie Cole	
Dylan Alcott	
Curtis McGrath	
Madison de Rozario	
Angie Ballard	
Chad Perris	
Melissa Tapper	
Ryley Batt	
Daniela Di Toro	
Kurt Fearnley	

Introduction To Space

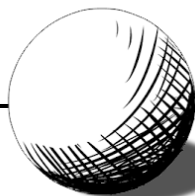
The element of **SPACE** is used to create the illusion of depth. Artists use some clever techniques to create the illusion of depth within their two-dimensional artwork.

Overlap



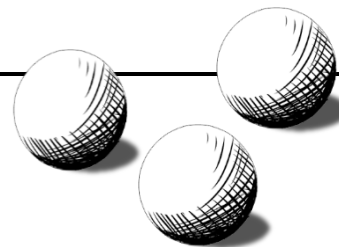
Shapes in the distance will be overlapped by shapes that are closer.

Shading



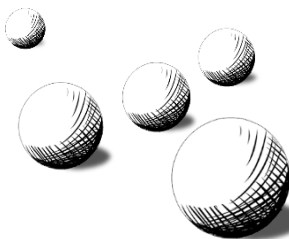
Adding shading and shadows to 2D shapes can make them appear as if they are 3D forms.

Placement



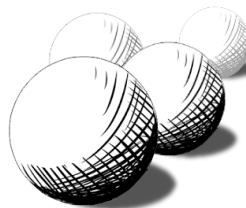
Objects that are farther away are placed closer to the horizon line.

Size



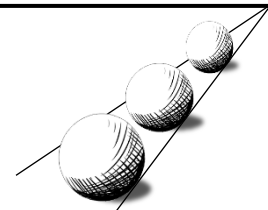
Objects that are far away appear smaller. Objects that are closer appear bigger.

Value & Focus



Objects that are far away appear lighter in colour and slightly blurred than objects that are close.

Perspective



Depth can be created by using one point vanishing points, which we know as one point perspective.

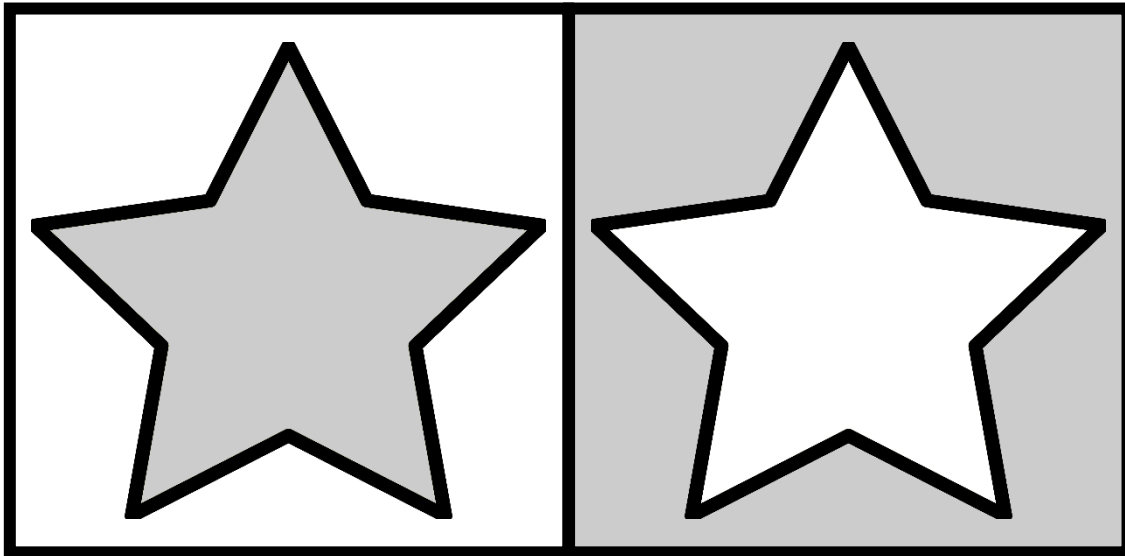
Choose one of the techniques above and practice your skills below:

Positive & Negative Space

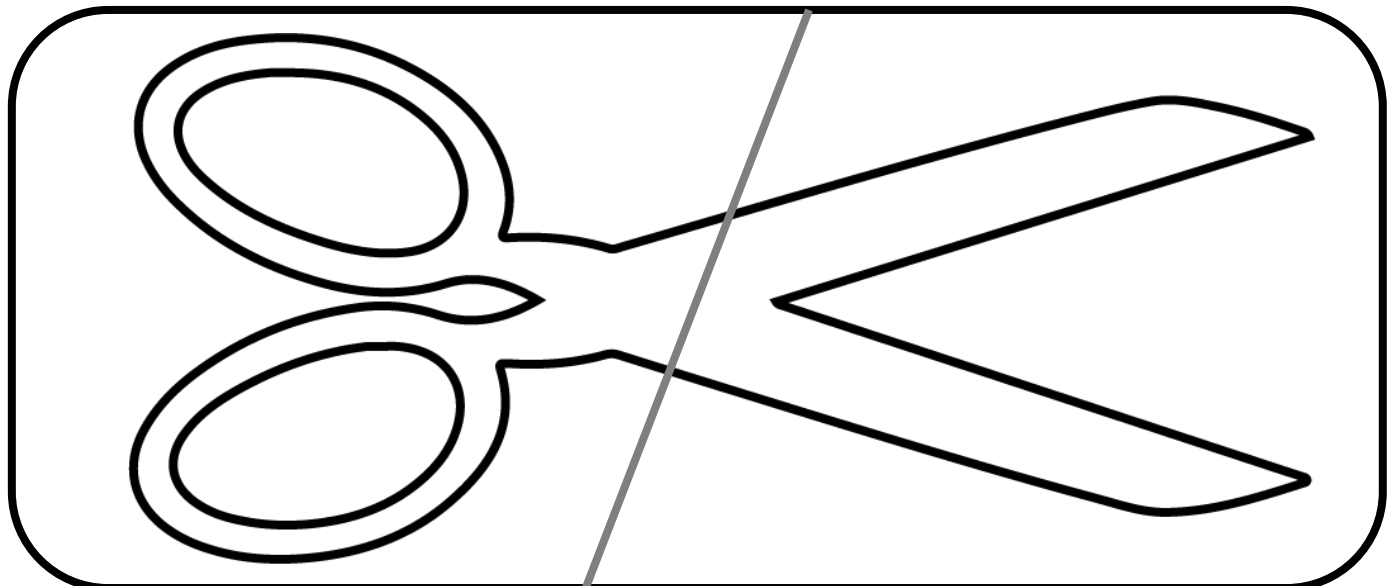
POSITIVE SPACE is the actual space taken up by the line, shape, or form.
NEGATIVE SPACE is the shape or space surrounding a line, shape, or form.
Using positive and negative space in art can be powerful, as it can draw your eye toward the intended focus of the artwork. Have a look at the example below:

Positive
The Object

Negative
Space around the object

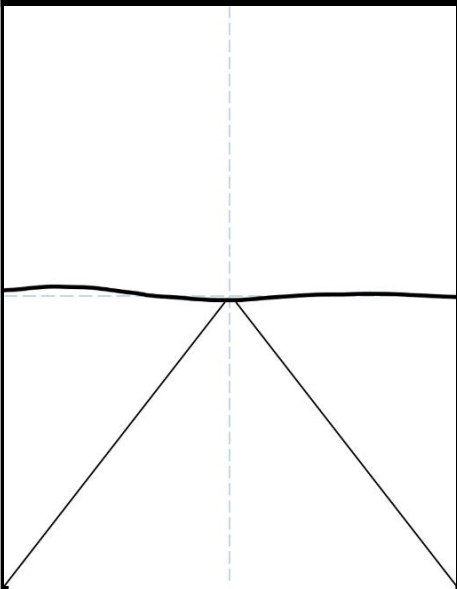
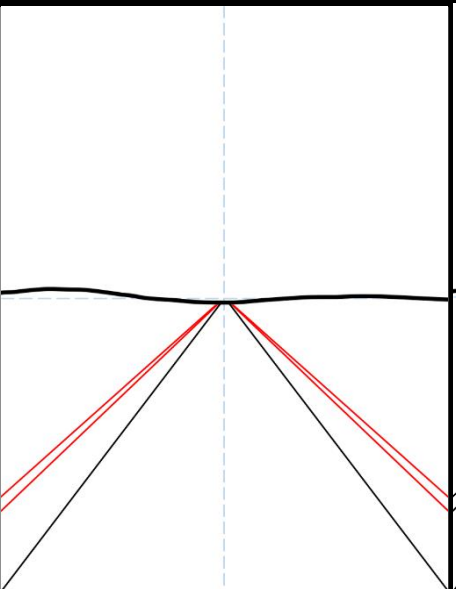
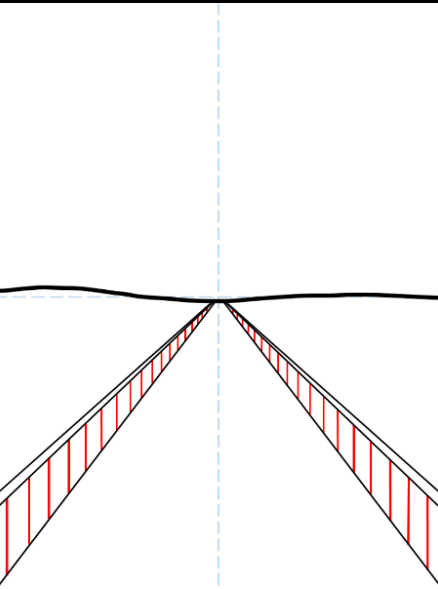
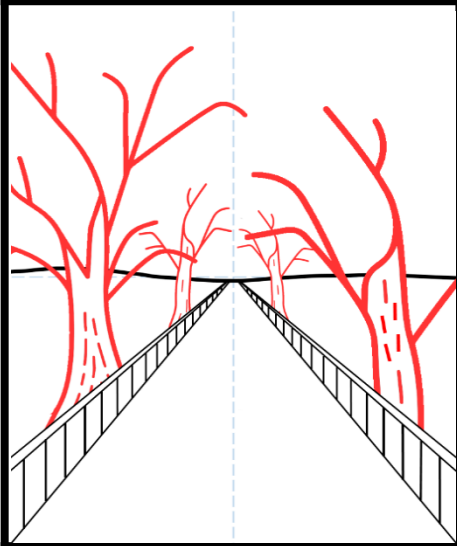
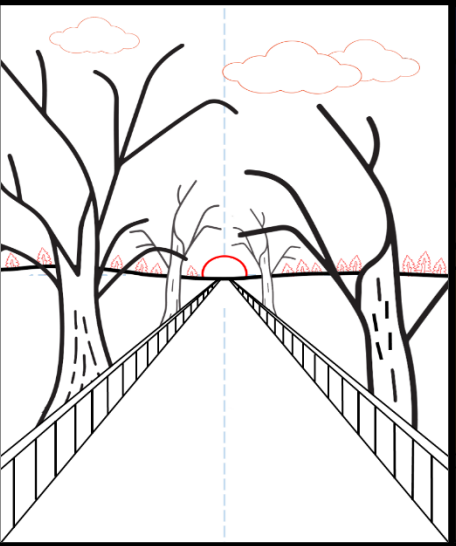



Colour the scissors to show positive and negative space on each side of the diagonal line:

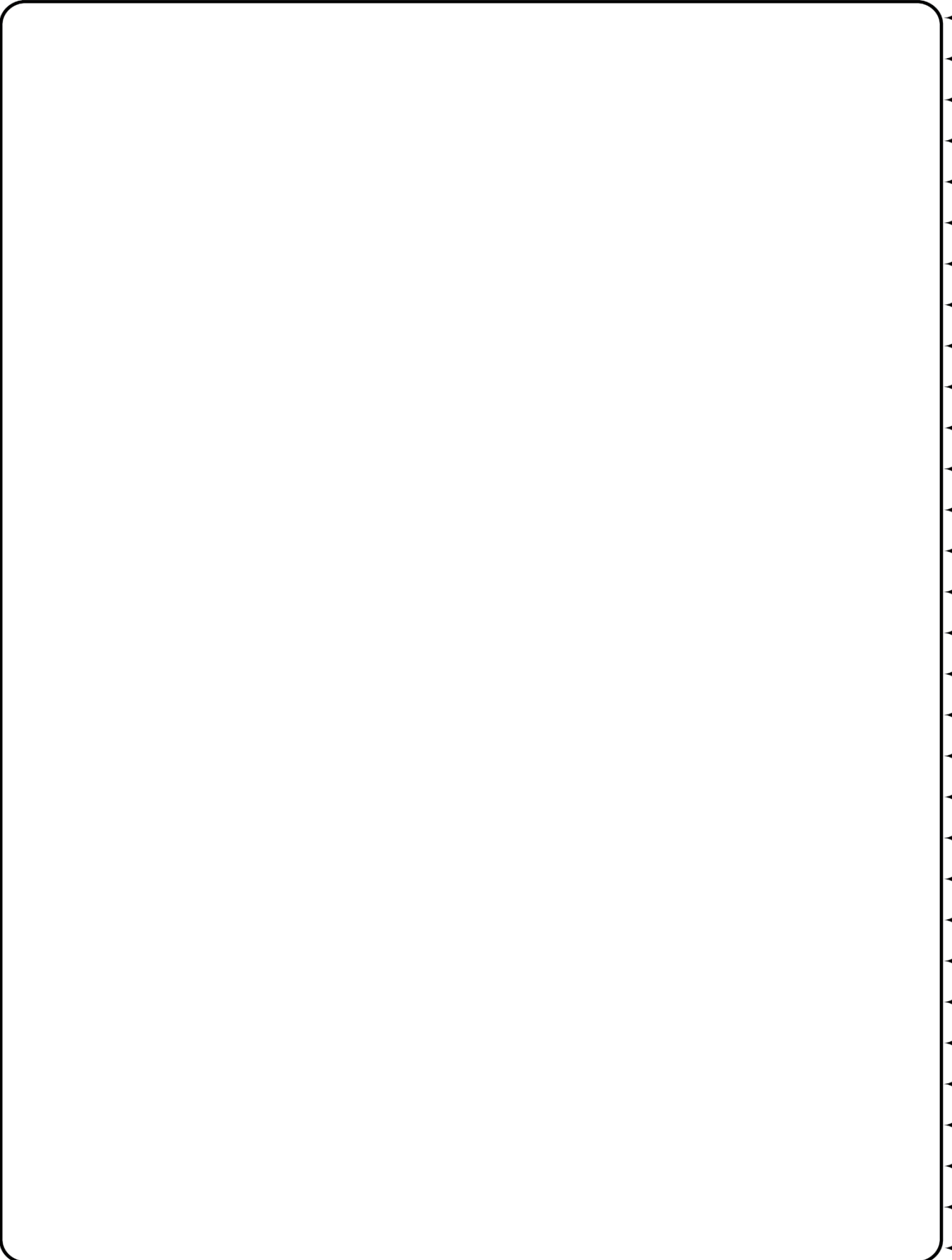


Sunset Perspective

PERSPECTIVE is what gives a picture a sense of three-dimensionality and depth. Take a moment to look out your closest window. Observe how the trees/buildings/houses closest to you appear larger, while the trees/buildings/houses farther from you appear much smaller. Follow the following steps to create your own perspective drawing on the next page.

		
1. Draw a free-hand horizon line. Use a pencil and ruler to lightly draw the bridge lines.	2. Use a pencil and ruler to lightly draw the rails for the bridge.	3. Use a pencil and ruler to lightly draw vertical lines on the rails for the bridge.
		
4. Draw two large trees near the front and two smaller trees, behind them, towards the back.	5. Draw in some finer details like clouds, a sunset and some trees along the horizon line. Be as creative as you like!	6. Colour your picture using pencils, markers or paint. You may like to add some texture lines to the bridge and ground to add depth.

SUNSET PERSPECTIVE



Wednesday Reading activity

Read the passage: *The Loudest Sound in the World*

The Loudest Sound in the World

Long ago, in the faraway land of Lilst, there lived a king and queen. King Moko and Queen Yu Yan were beloved rulers. They were kind and generous to everyone in the kingdom. Their subjects adored and respected them.

King Moko and Queen Yu Yan had one daughter, Princess Antonia. She was not as well-liked as her parents. Princess Antonia was very rude and very loud. She would run through the palace, making all sorts of noises. She would knock over furniture and leave a terrible mess wherever she went. Sometimes it was an accident... but often, she did it on purpose! This behaviour was extremely annoying for everyone who worked at the palace.

When the royal family went out in public, Princess Antonia liked to cause a scene.

"I'm bored!" she would complain loudly. "She has a wart on her nose!" she would rudely remark, upsetting some of the subjects who lived in the kingdom. No one said anything about the princess's bad manners, as they didn't want to offend King Moko and Queen Yu Yan.

King Moko and Queen Yu Yan were aware of Princess Antonia's bad behaviour. However, they never corrected or punished their daughter. She was the royal couple's only child, and they loved her dearly. So, year after year, Princess Antonia grew ruder and louder.

Every November, King Moko and Queen Yu Yan hosted a magnificent party to celebrate Princess Antonia's birthday. Everyone from the surrounding towns and villages was invited. The king and queen would always present Princess Antonia with a special gift at the annual celebration.

As the birthday celebration approached, Queen Yu Yan asked her daughter the same question she asked every year. "What would you like for your birthday this year, my precious princess?"

"Would you like a castle? A team of horses? A hot-air balloon?" suggested King Moko.

Princess Antonia took a moment to ponder her parents' question. A wry smile crept across her face. "I want to hear the loudest sound in the world!" she bellowed.

The king and queen glanced at each other, both feeling quite bewildered. How could they possibly make the loudest sound in the world? They tried to change the princess's mind, but Princess Antonia insisted. She hollered her wish louder and louder. "I WANT TO HEAR THE LOUDEST SOUND IN THE WORLD!"

Finally, King Moko and Queen Yu Yan agreed to create the loudest sound in the world for Princess Antonia's birthday.

Upon hearing the princess's strange request, the royal advisors devised a plan. They decided to gather the kingdom's subjects together in one room at the palace. Then, at the queen's command, everyone would shout at the top of their voices. Hopefully, it would be the loudest sound the princess had ever heard. Everyone agreed that it was a very clever plan!

Princess Antonia's birthday finally arrived. All of the subjects and servants gathered at the palace. Excitement filled the air – everyone was curious about what was going to happen during the festivities.

"I wish I could hear the loudest sound in the world," one old man muttered sadly to his friend, "but I probably won't be able to hear it over my own shouting."



"That's true," replied his friend. "If we shout, we won't be able to hear the sound."

The first man pondered this problem for a moment. Then he announced, "I am not going to shout. That way, I'll be able to say I have heard the loudest sound in the world too, just like the princess!"

"What a cunning plan," replied his friend. "I, too, will not shout."

A lady who was walking past the two friends heard their idea. She decided not to shout either. She wanted to hear the loudest sound in the world too. "I plan to stay silent," she whispered to her friends. The idea swept through the guests like wildfire.

Soon, the crowd began to fill the palace. Princess Antonia was ecstatic! She ran wildly around the palace, screaming and shouting and boasting that she alone was going to hear the loudest sound in the entire world.

She rushed out onto the palace balcony. "You're all too slow! Everyone hurry up and get inside!" she demanded.

Finally, everyone in the kingdom was crowded into the palace's huge ballroom — squashed in like sardines in a can. King Moko, Queen Yu Yan and Princess Antonia sat on their gilt thrones at one end of the room, gazing out at the throng of people. Queen Yu Yan raised her hand. Whispers of muffled excitement spread through the crowd. Princess Antonia squealed with delight. Everyone knew that when Queen Yu Yan dropped her hand, it would be time to make the loudest sound in the world.

The murmurs grew louder. The princess started jumping up and down in anticipation. Queen Yu Yan smiled. She dropped her hand.

That's when they heard it.

Silence.

Everyone and everything in the kingdom was completely silent!

No one had wanted to miss out on hearing the loudest sound in the world, so everyone had decided to remain quiet. Instead of hearing the loudest sound in the world, Princess Antonia heard absolutely nothing at all.



The princess stood motionless. Her face was frozen. Her lips began to quiver as if she was trying to say something. Her father crouched down beside her. Princess Antonia began to speak.

"It's... it's..." she stammered. "It's... beautiful."

In the days, weeks and years that followed, Princess Antonia raved about that birthday. She gushed about how the silence had seemed to wash over her; how it had made her feel calm, peaceful and happy in a way that being loud and obnoxious never had.

On that day, Princess Antonia learned an important lesson: how to stop, be still and calm herself down. Of course, sometimes she was still loud. Sometimes she was still naughty, too. She still let herself become excited, but she now knew that she enjoyed being quiet too — and that other people did as well!

So, with a new sense of calm tranquillity, Princess Antonia (and her parents!) lived happily ever after.

Wednesday Reading Activity

We Are Learning To (WALT): use your own knowledge and experiences to respond to questions about the text.

1) What words would you use to describe the princess in the story?

2) Why do you think the princess acted the way she did?

3) Why do you think she wanted to hear the loudest sound in the world for her birthday?

4) If you had to produce the loudest sound in the world, how would you do it?

5) Why do you think hearing silence changed the princess' attitude?

6) What life advice would you give the princess?

Wednesday Spelling

Week 9 Words

surprise	English	hesitate	tenant
exactly	remain	beige	breathe
succeed	horrible	tangible	gullible
possible	permissible	comprehensible	invisible
specific	function	ancient	cliff

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. She stagered around feeling dizzy and confused. _____
2. It was a perfict day at the beach. _____
3. I heard an incredible story on the news about a boy surviving an explosion.

4. You will recieve a certificate if you complete the course. _____
5. Many people spend their holidays in foreign countrys. _____
6. The man cheerfully whistled a familiar tune. _____
7. I wondered happily through the ancient house. _____
8. It is important to have confidents in your own abilities. _____

Direct speech

Direct speech reports what someone has said or written by quoting their exact words in quotation marks. Example. Marty said, "I can drive a truck".

Read each sentence. Add the missing quotation marks.

1. I'm feeling sad today, said Ben.
2. Don't forget your hat! called Mrs. Jones.
3. Red is my favourite colour, said Jane, and my next favourite is blue.
4. What's that smell? wondered Josh.
5. It's time to turn the TV on, said Dad. The news is about to start.
6. Thanks for sharing your cupcake with me, smiled Laura. I really liked it!

Descriptive Writing: finish the story



Toby poked his large, shaggy head out of his front door and sniffed. He loved the smell of the forest, especially first thing in the morning. He could almost taste the fresh, leafy goodness on his slobbering tongue as he dangled it out of his yawning mouth.

Suddenly, he heard a strange, unfamiliar rustling noise coming from nearby...

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

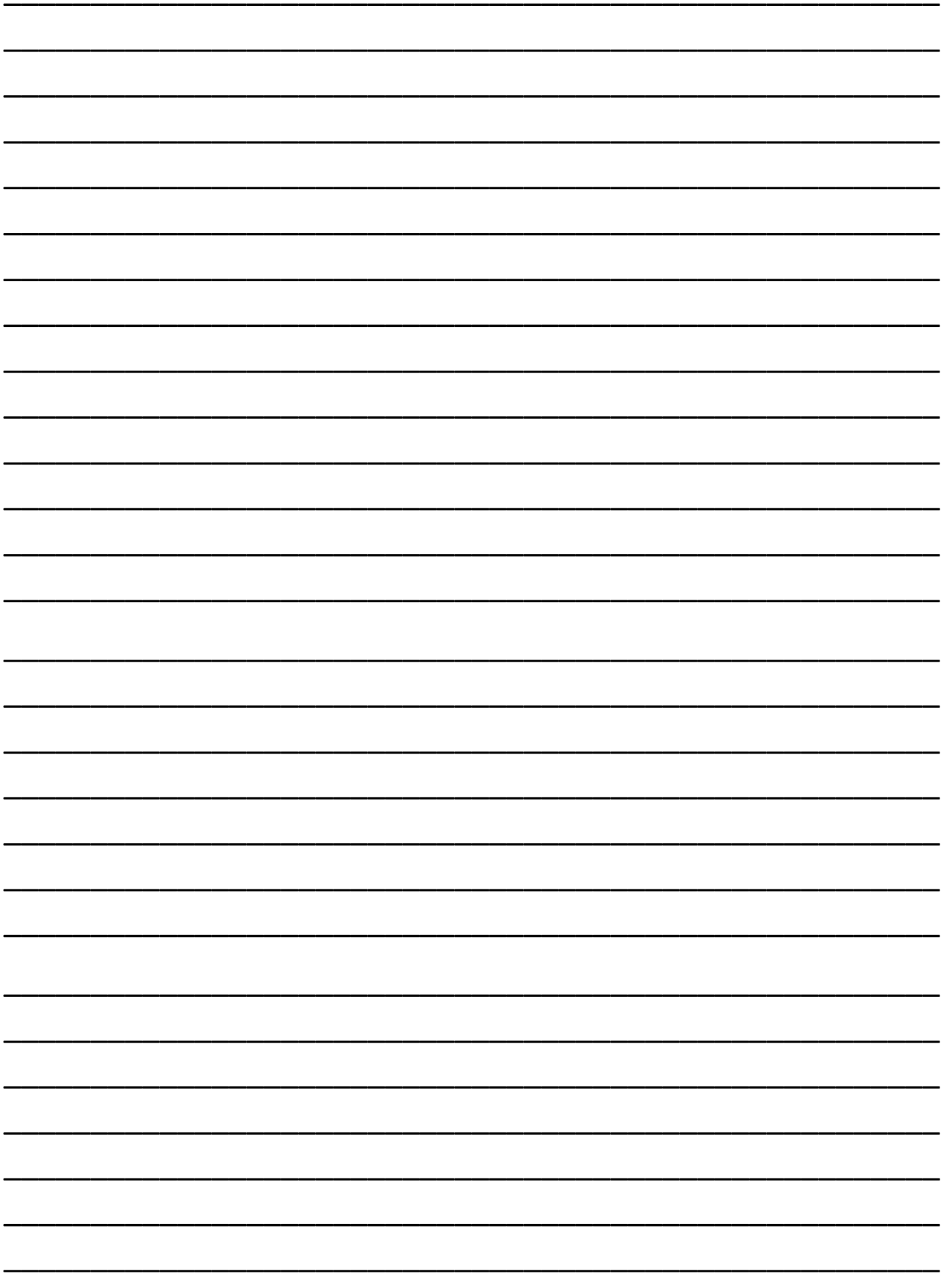
WHEN?

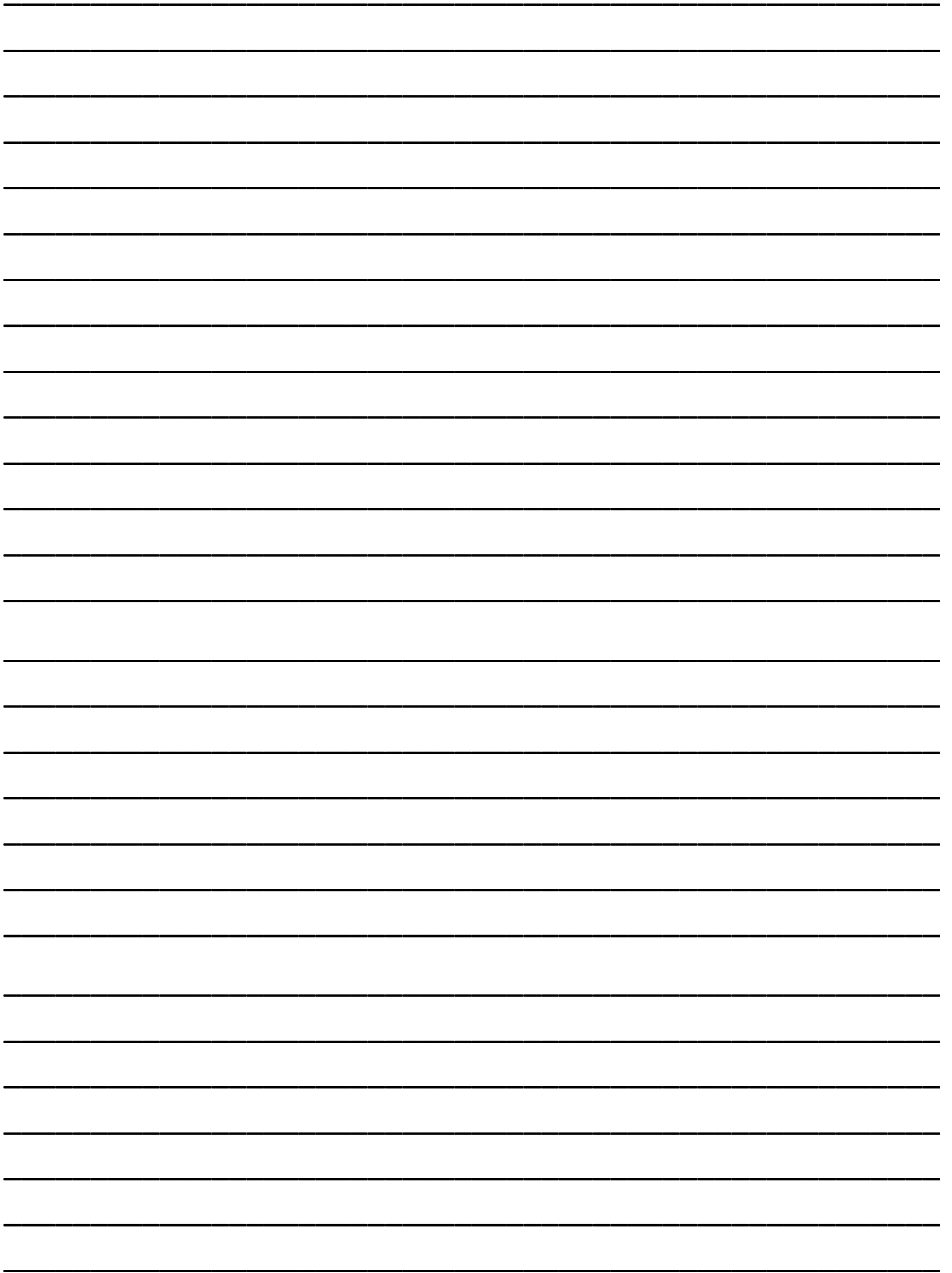
WHERE?

WHY?

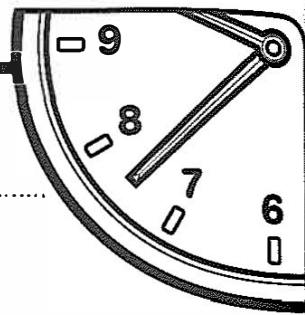
HOW?

- 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 30



Name: Date:

1. $10 \times 10 = \dots\dots\dots$

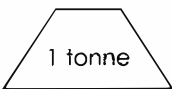
2. $8 \overline{)144} = \dots\dots\dots$

3. $37 + y = 87$;
therefore, $y = \dots\dots\dots$

4. Round 3.101 to the bold place. Circle the answer. 3.1 3.11

5. \$13.07
 + \$ 0.51

6. Write the digit in the ten thousands place. 76 543

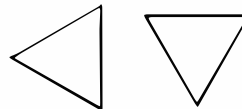
7.  1 tonne = 1000 kilograms

4 tonnes = kilograms

8. Write the missing family fact.

$8 + 5 = 13$
 $5 + 8 = 13$
 $13 - 5 = 8$
.....

9. Are the triangles congruent?



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

16.15 15.16 16.51 16.01
.....

My score:

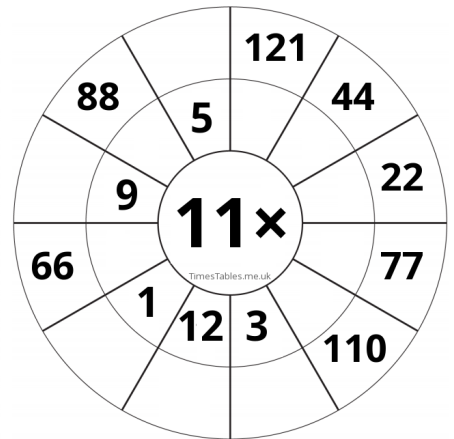
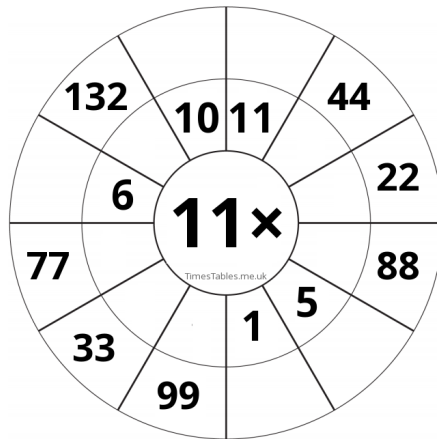
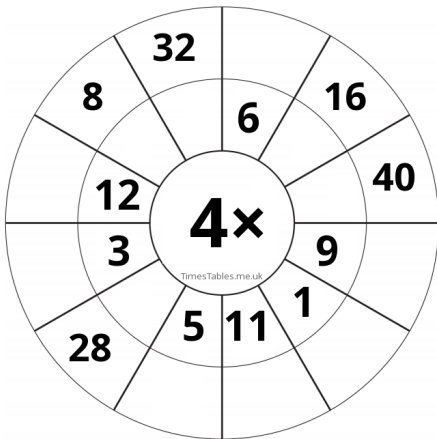
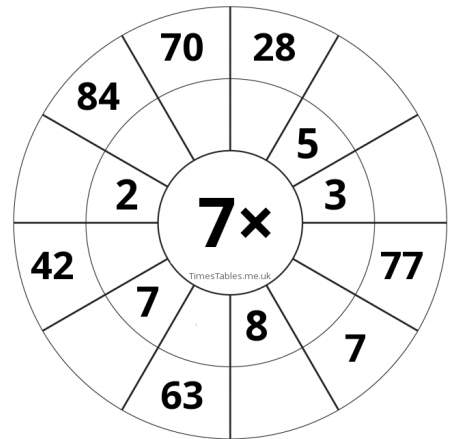
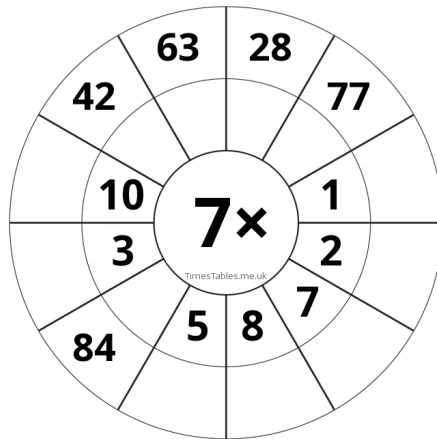
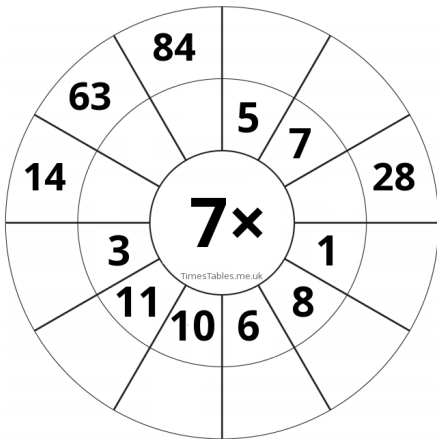
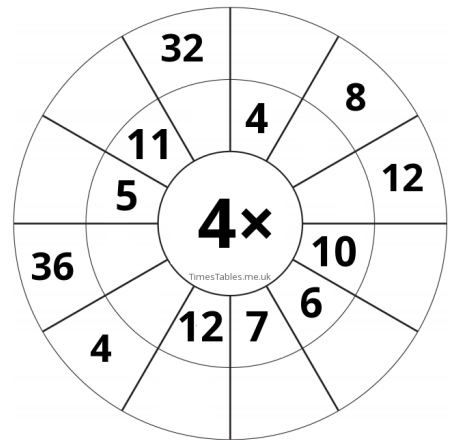
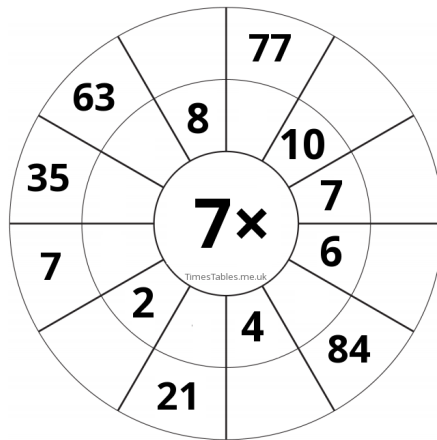
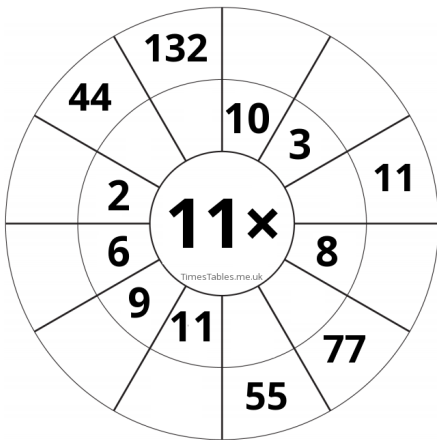
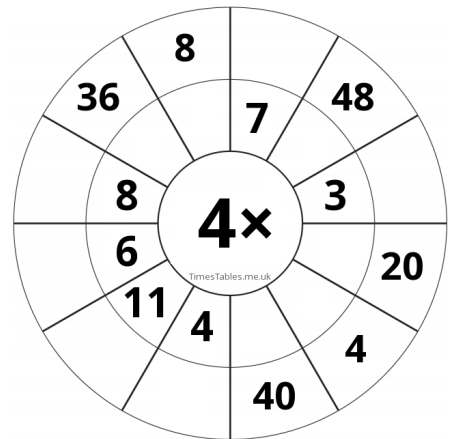
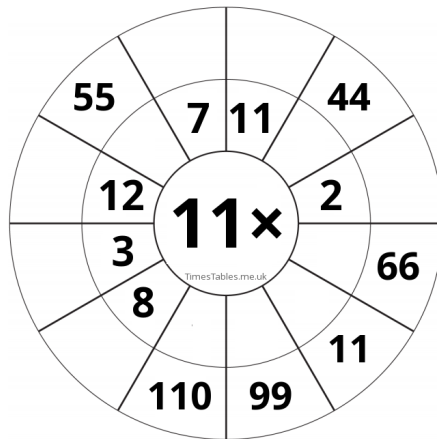
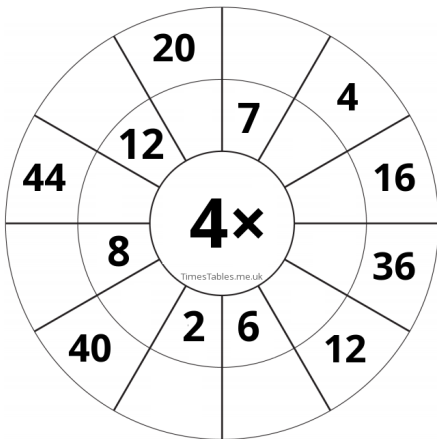
10

My time:

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minutes

.....
seconds

Times Table Challenge



Using the long division symbol

1. Solve these divisions:

a) $3 \overline{) 45}$

b) $4 \overline{) 52}$

c) $5 \overline{) 65}$

d) $6 \overline{) 72}$

e) $4 \overline{) 56}$

f) $2 \overline{) 36}$

g) $3 \overline{) 48}$

h) $5 \overline{) 70}$

2. Solve. Show your working out in the box:

- a) Jon had 27 football cards to share among himself and another two boys. How many cards did each child receive?

- b) There were 42 stickers to be shared among 8 children. How many did each child receive?

3. Three-digit division:

a) $2 \overline{) 268}$

b) $2 \overline{) 864}$

c) $3 \overline{) 693}$

d) $3 \overline{) 396}$

4. Complete the divisions with trading:

a) $3 \overline{) 426}$

b) $4 \overline{) 568}$

c) $2 \overline{) 328}$

d) $4 \overline{) 648}$

5. Solve:

a) $8 \overline{) 968}$

b) $4 \overline{) 684}$

c) $5 \overline{) 765}$

d) $6 \overline{) 864}$

e) $4 \overline{) 652}$

f) $3 \overline{) 555}$

g) $4 \overline{) 708}$

h) $6 \overline{) 750}$

Geography - Wednesday

Paralympics 2021 – Sports (Part 1)

Investigate selected Paralympic Summer and Winter sports and present a sports profile on the sports from research on the internet. You can decide how many sports you'd like to research. You can also choose the mode of delivery for your presentation e.g. multi-media presentation (e.g. Powerpoint), cardboard or a 3D model.

The sports profile should include:

- Name of the sport
- Summary of the rules of the sport
- Descriptions and illustrations of the uniforms
- The equipment that is used, adaptive equipment for athletes with disabilities
- What disability groups compete in the sport?
- What are some of the challenges for athletes in the sport?
- At least one picture of athletes competing in the sport.
- Identify at least one Australian Paralympian for your selected sport.
- Identify the websites that were used to gain this information

Planning

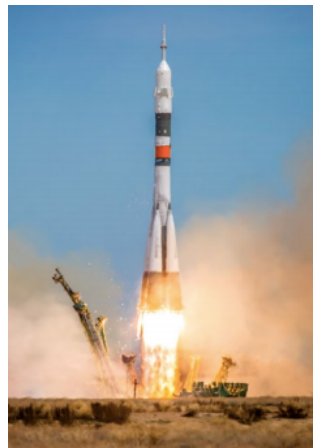
Science Week 9

Rocket Aerodynamics

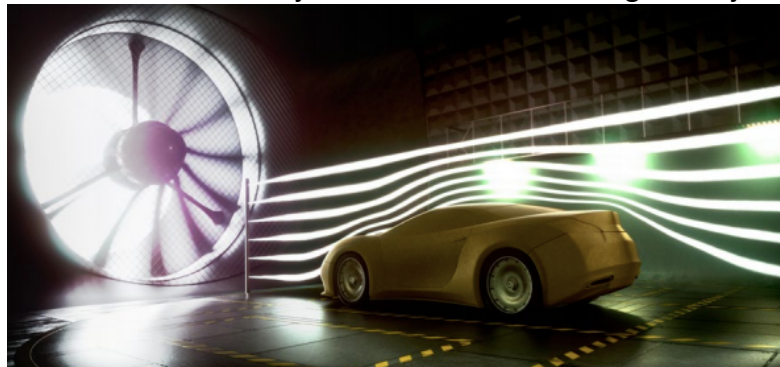
What is the best shape for the end of a rocket

- 1) When a rocket is launched, it has to work against two forces. Complete the sentence below. G _____ pulling it down to Earth A __ R _____ pushing down on it as it moves upwards.

Rocket designers want to reduce air resistance as much as possible by getting the shape of the rocket just right.



Aerodynamics is the study of how objects move through air. The object is often placed in a wind tunnel. An enormous fan blows at the object. Electronic sensors and software trace the path of air over and around the object to see how much drag the object is experiencing.



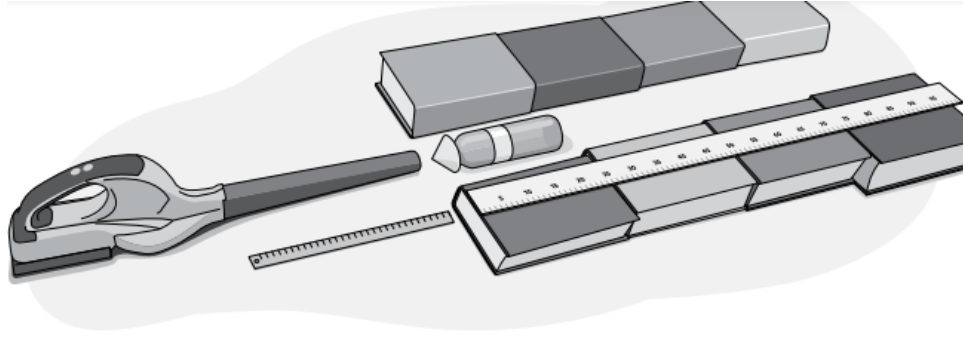
- 2) You are going to conduct an experiment to find out whether changing the shape of the end of a rocket (the 'nose') changes the air resistance experienced by the rocket. You will make a wind tunnel and place rockets with differently shaped ends in it.

Follow the steps in the scientific process below;

Aim: (what are you trying to find out?)
.....

Collect the following materials:

- A hair dryer
- An empty soft drink bottle
- Blu-Tack or Plasticine
- Several large books
- A tape measure or ruler
- A piece of paper for your rocket nose
- Stapler or sticky tape



Fair testing

- A **variable** is something that can be kept the same, change or measured in an experiment.
- In this experiment, the variable that you will change is the shape of the nose cone (**independent variable**).
- In this experiment, the **dependant variable** is the distance the rocket is pushed by the air.
- In an experiment the **controlled variables** are the things that stay the same each time.

3) What are some controlled variables in this experiment?

.....
.....

Hypothesis: (what do you think will happen, and why)

.....
.....

Step 1: Place the books on the floor in two parallel lines. Make the distance between the two lines slightly wider than the width of the bottle. This is the 'wind tunnel'.

Step 2: Use the template to make three noses for the rocket out of card. Attach a nose to the end of the bottle to form the rocket.

Step 3: Position your blower at one end of the wind tunnel so it will blow straight down the middle. Position the rocket so that the nose will be in the middle of the blower's air stream. Position the metre ruler or tape measure so you can measure how far the rocket moves when the blower is turned on.

Step 4: Complete the 'Fair testing' and 'Hypothesis' sections below. Make some adjustments to your set up to make sure you are conducting a fair test.

Step 5: When you are ready, turn on the blower and observe how the rocket moves. When it stops moving, measure the distance that the end of the nose has moved. Repeat, then change to a differently shaped nose.

Step 6: Once you have tested all three of the given nose shapes, make a rocket nose of your own chosen shape and test it.

Results

Record your results in the table. Add extra columns if needed, and headings.

Nose shape	
Pointy cone shape	
Rounded cup shape	
Flat circle	

Conclusion

Answer your aim by stating what you have found out by doing this experiment

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

Can you use what you know about air resistance to explain your results?

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

Was your hypothesis correct?

.....
.....

Evaluation

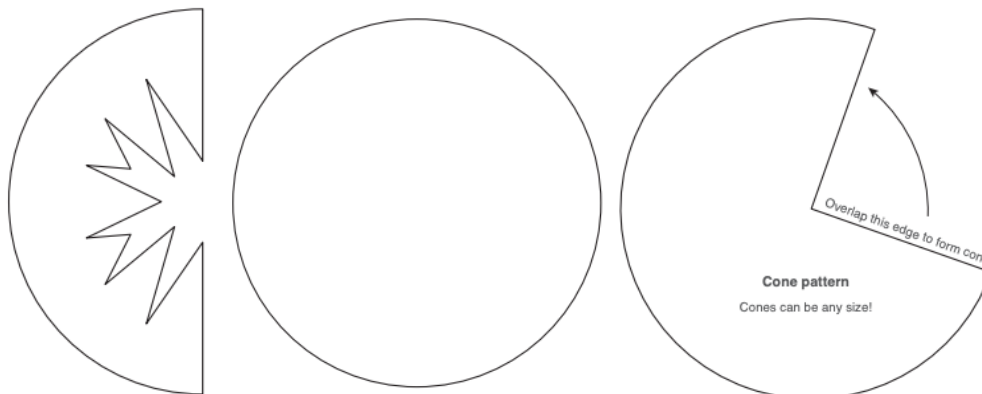
What challenges do you experience while doing this experiment?

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

If you were to do this experiment again, what would you change or improve?

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

Rocket nose tips -



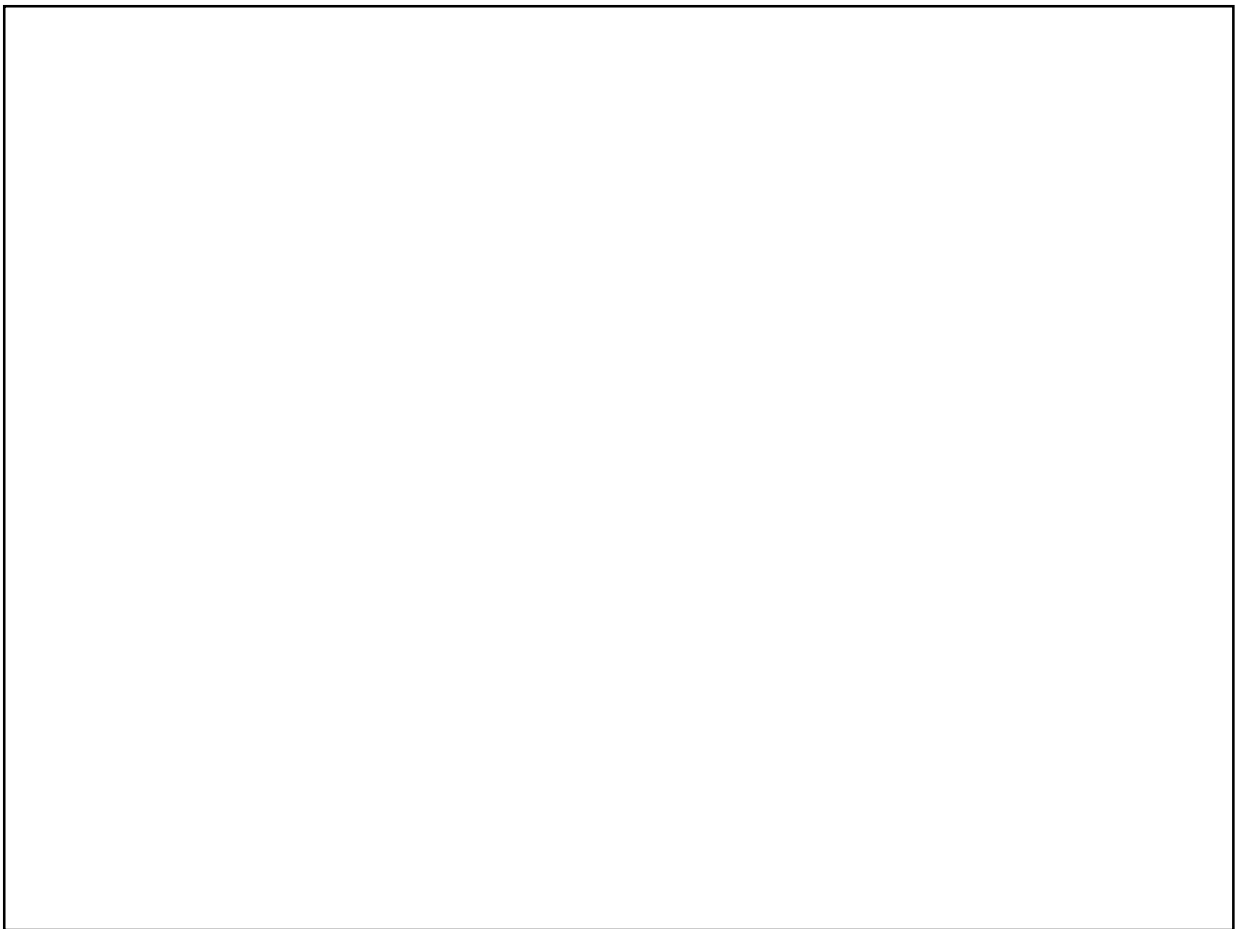
Thursday Reading Activity

Reading passage: *The Loudest Sound in the World*

We Are Learning To (WALT): use visualisation to help our understanding of the text.

Draw a picture of what comes to your mind when you read the text below from the story.

Finally, everyone in the kingdom was crowded into the palace's huge ballroom- squashed in like sardines in a can. King Moko, Queen Yu Yan and Princess Antonia sat on their gilt thrones at one end of the room, gazing out at the throng of people.



Thursday Spelling

Week 9 Words

surprise	English	hesitate	tenant
exactly	remain	beige	breathe
succeed	horrible	tangible	gullible
possible	permissible	comprehensible	invisible
specific	function	ancient	cliff

Write your 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: *mail OR male*.



1. The _____ tabby cat had a long tail
2. Mr Phillips, our postman, delivers our _____.
3. The _____ toilet block was out of order.

Complete the following sentences using: *plane OR plain*.

1. The _____ landed smoothly.
2. Brad likes to eat _____ tasting food.
3. Can you see those horses running on the _____?

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

Underline the conjunctions in the sentences below:

1. It was hot this morning and it was humid in the afternoon.
2. My dad said I can play football or I can play basketball.
3. My brother wanted to have a vanilla ice cream but there was none left.

For each sentence, add the best conjunction:

1. The builder worked really hard on the house _____ that he would receive a good price.
2. My dog refuses to eat chicken _____ fish.
3. The flowers in the garden were beautiful _____ unfortunately I was allergic to them.

Descriptive Writing: finish the story



This was it! The start of her adventure!

The parrot landed gracefully on her hand, his claws gently nipping the skin on her index finger. She felt the basket lurch, so she placed her hand on the cushioned rail to steady herself. The sun had been shining on it and it felt warm. A smile crept across her wind-swept face as she thought about the excitement that lay ahead. This was to be a memorable trip...

Continue the story.

Where do you think they are going? Is there anybody else in the basket with her? Who is in the balloon in front? Is the parrot just an ordinary bird?

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

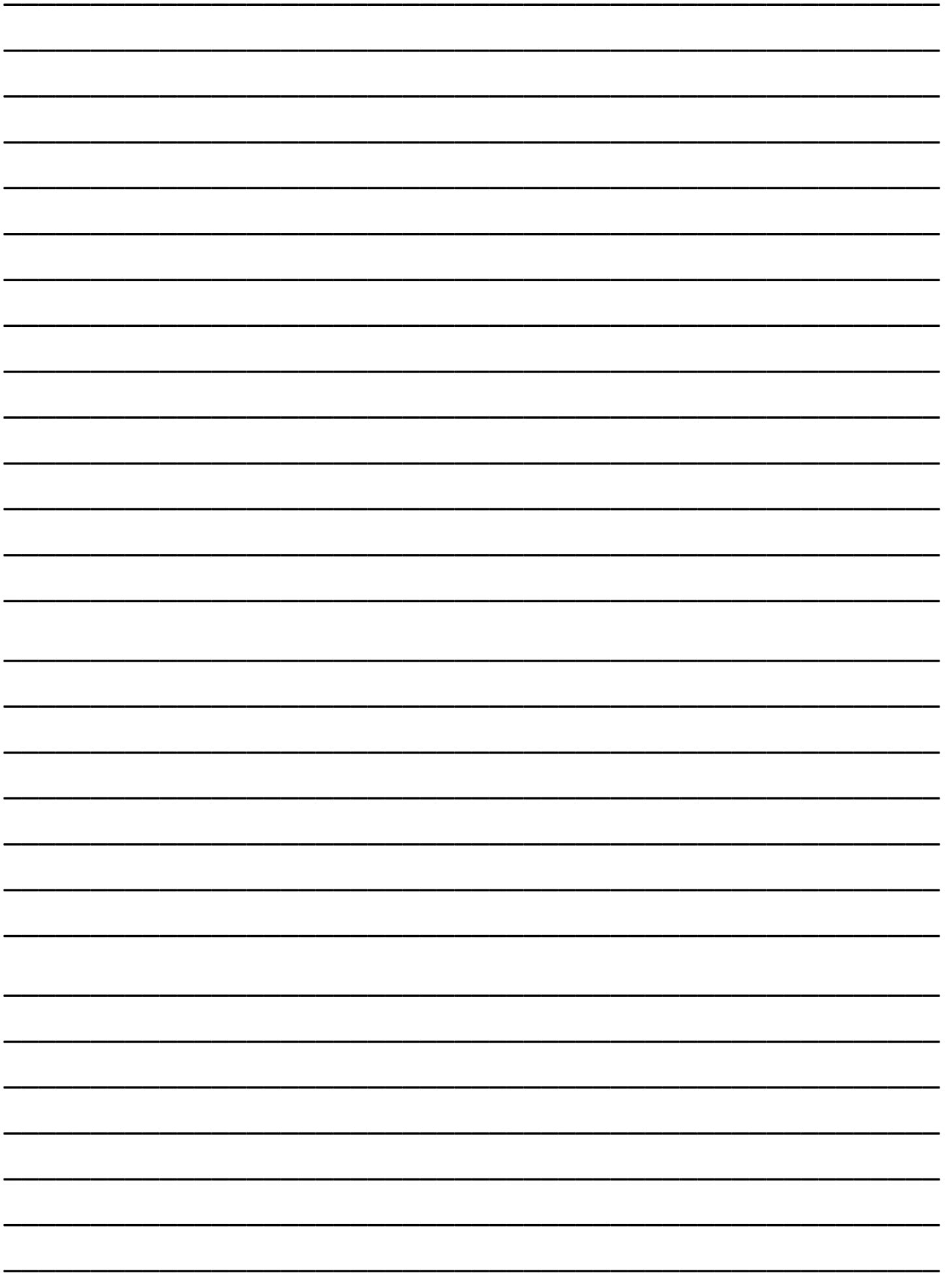
WHEN?

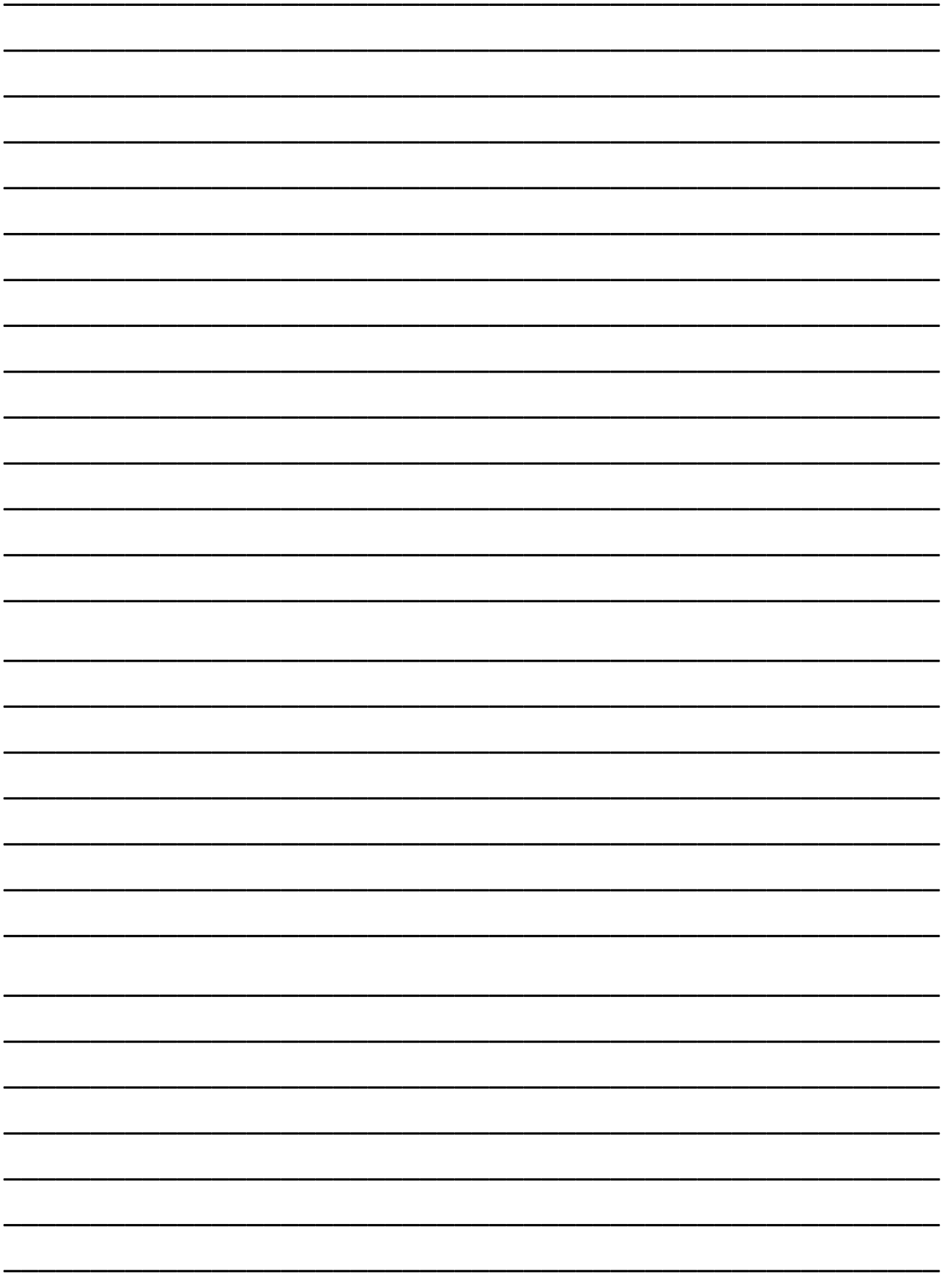
WHERE?

WHY?

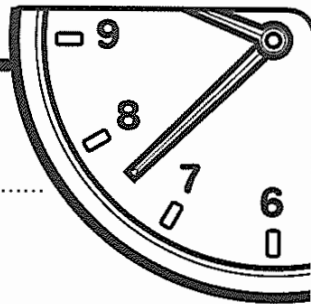
HOW?

- 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 31



Name: Date:

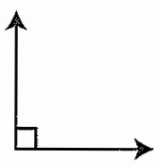
1.
$$\begin{array}{r} 525 \\ + 326 \\ \hline \end{array}$$

2. Circle the digit in the hundredths place. 73.15

3. $1\ 000\ 000 + 70\ 000 + 400 + 9 = \dots\dots\dots$

4. $50 \times 7 = \dots\dots\dots$

5. Write the name of the angle.



6. How much money is $(1 \times \$1) + (3 \times 50c) + (1 \times 20c) + (3 \times 10c)$?

7. Write the missing family fact.

$$4 \times 8 = 32$$
$$8 \times 4 = 32$$
$$32 \div 8 = 4$$

8.
$$\begin{array}{r} 4076 \\ - 2633 \\ \hline \end{array}$$

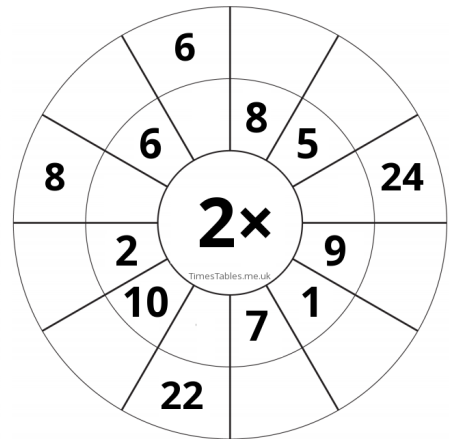
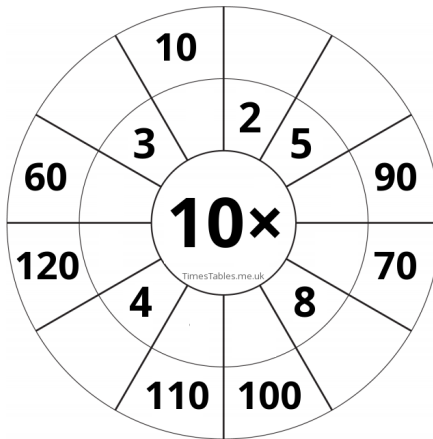
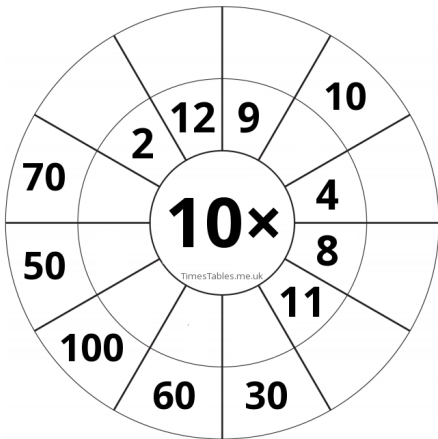
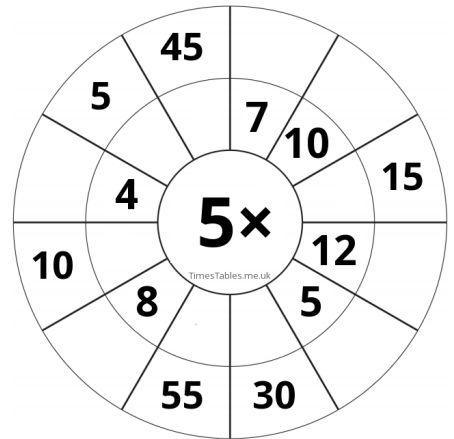
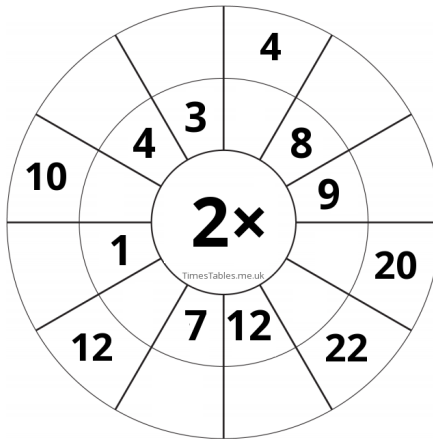
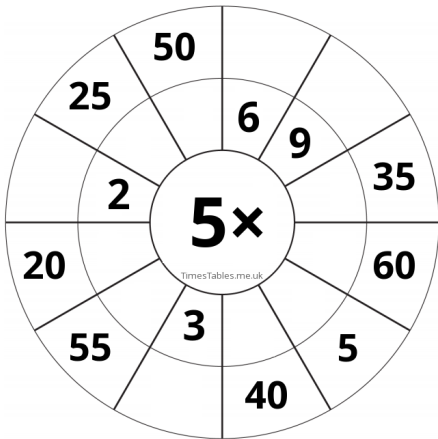
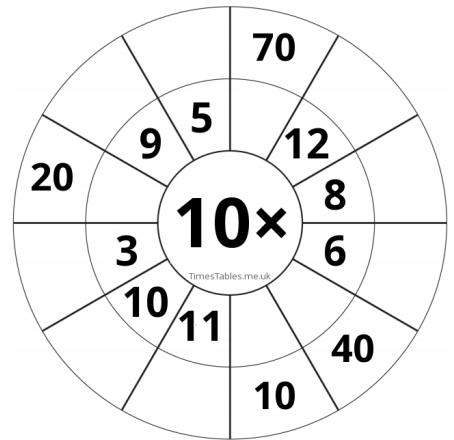
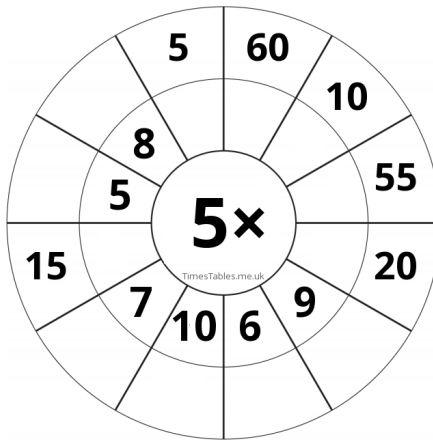
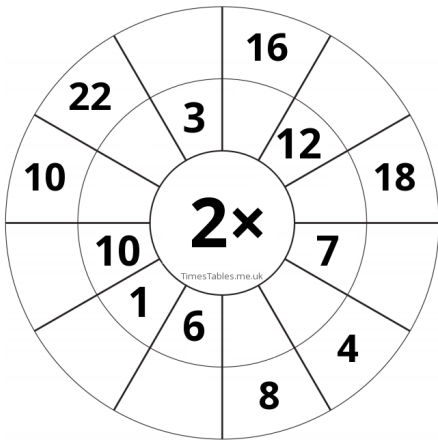
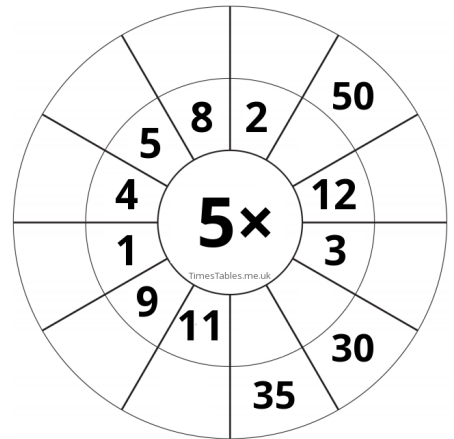
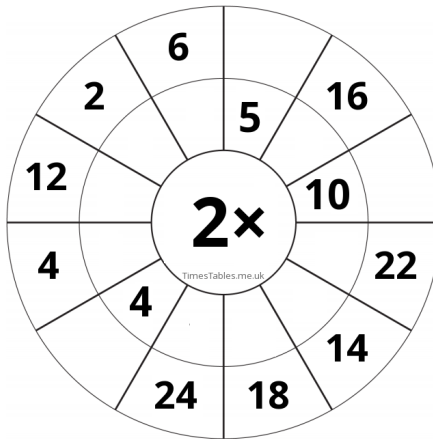
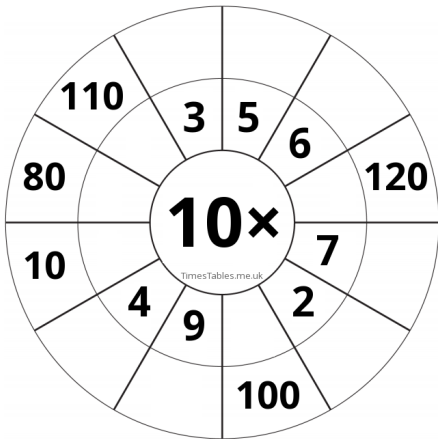
9. 8 metres – 5 metres = metres

10. $8 \times n = 56$;
therefore, $n = \dots\dots\dots$

My score: 10

My time: minutes seconds

Times Table Challenge



Written methods – division with remainders

Sometimes numbers do not divide evenly. The amount left over is called the remainder.

$$\begin{array}{r} 105 \text{ r } 2 \\ 5 \overline{) 527} \end{array}$$

Look at 527 divided by 5.

500 divided by 5 is 100.

27 divided by 5 is 5 with 2 left over (this is the remainder).

This can be written as r 2.

$$527 \div 5 = 105 \text{ r } 2.$$

1 Divide these 2 digit numbers. Each problem will have a remainder.

a
$$\begin{array}{r} \text{ r } \\ 9 \overline{) 75} \end{array}$$

b
$$\begin{array}{r} \text{ r } \\ 4 \overline{) 47} \end{array}$$

c
$$\begin{array}{r} \text{ r } \\ 6 \overline{) 38} \end{array}$$

c
$$\begin{array}{r} \text{ r } \\ 5 \overline{) 63} \end{array}$$

e
$$\begin{array}{r} \text{ r } \\ 4 \overline{) 49} \end{array}$$

f
$$\begin{array}{r} \text{ r } \\ 6 \overline{) 62} \end{array}$$

2 Divide these 3 digit numbers. Each problem will have a remainder.

a
$$\begin{array}{r} \text{ r } \\ 5 \overline{) 557} \end{array}$$

b
$$\begin{array}{r} \text{ r } \\ 3 \overline{) 661} \end{array}$$

c
$$\begin{array}{r} \text{ r } \\ 4 \overline{) 481} \end{array}$$

c
$$\begin{array}{r} \text{ r } \\ 9 \overline{) 994} \end{array}$$

e
$$\begin{array}{r} \text{ r } \\ 4 \overline{) 845} \end{array}$$

f
$$\begin{array}{r} \text{ r } \\ 6 \overline{) 638} \end{array}$$

3 Solve these problems:

a Giovanni's Nonna has given him a bag of gold coins to share between him and his two sisters. There are 47 gold coins altogether. How many does each child get if they are shared evenly? How would you suggest they deal with the remainder?

b You have 59 jubes to add to party bags. Each bag gets 5 jubes. How many full party bags can you make?

Written methods – division with remainders

There are 3 ways of expressing remainders. How we do it depends on how we would deal with the problem in the real world. Look at:

$$\begin{array}{r} 1 \quad 0 \quad 5 \quad r2 \\ 5 \overline{) 5 \quad 2 \quad 7} \end{array}$$

- 4 One way is to write $r2$ as in the example above. We use this when we don't care about being absolutely precise and when the remainder can't be easily broken up. An example would be sharing 527 jelly beans between 5 people. Solve these problems expressing the remainders as r .

a Share 126 blue pencils among 4 people.

b Share 215 paper clips among 7 people

- 5 Another way is to express the remainder as a fraction. We do this when we can easily share the remainder. For example 19 cakes shared between 3 people is 6 and one third each. Solve these problems expressing the remainder as a fraction:

a Share 13 pizzas among 4 people.

b Share 50 sandwiches among 3 people.

$$\begin{array}{r} 6 \quad \frac{1}{3} \\ 3 \overline{) 19} \end{array}$$



REMEMBER

- 6 We express remainders as decimals when we need to be absolutely precise. Sharing dollar amounts is a good example of when we do this. We add the cents after the decimal point to help us. Try these:

a Share 12 dollars among 4 people.

b Share 27 dollars between 2 people.

$$\begin{array}{r} 1 \quad 2 \quad 0 \quad 0 \\ 4 \overline{) 1200} \end{array}$$

$$\begin{array}{r} 2 \quad 7 \quad 0 \quad 0 \\ 2 \overline{) 2700} \end{array}$$

27 divided by 2 is 13. Now we have one dollar left. How many cents is half of one dollar?



THINK

Geography - Thursday

Paralympics 2021 – Sports (Part 2)

Create a new Paralympics Sport

Create a new Paralympic sport to be debuted at the Beijing 2022 Paralympic Winter Games or the Paris 2024 Paralympic Summer Games. Your sport should be for either athletes with a physical or visual impairment. This could either be an adapted version of an existing sport or an entirely new sport.

Think about what specific rules and equipment the sport will need to make it accessible for athletes with a disability. Students could present their work to the teacher using visuals or teach their family how to play.

A large, empty rounded rectangular box with a thin black border, intended for students to draw or write their ideas for a new Paralympic sport.

Stage 3 PDH Week 9

How can I keep myself and others safe?

Safe and unsafe

During this activity you will recognise that your choices and decisions help keep you and others healthy and safe. You will identify controllable and uncontrollable factors that influence your safety.

1) Who or what influences you when deciding if something is safe or unsafe? If you are unsure, discuss with a parent/caregiver.

2) Think of an unsafe situation in the home environment. Describe the situation below and explain how you would make it safer:

3) Think of an unsafe situation in the school environment. Describe the situation below and explain how you would make it safer:

4) Think of an unsafe situation in the community environment. Describe the situation below and explain how you would make it safer:

There are many factors that can influence a person's safety. These factors can be defined under two categories; controllable and uncontrollable. Controllable influences are when your decisions can directly affect your safety, uncontrollable influences are when other people's decisions or environmental factors directly affect your safety.

Think about one controllable and one uncontrollable influence in response to an action.

For example:

Action/behaviour	Controllable influence	Uncontrollable influence
Crossing the road	Where I cross the road, when I cross and who I cross with.	The speed of the cars on the road and if they follow the road rules

Explain how the uncontrollable influence may need to be considered when making decisions that keep us safe.

For example, cars are expected to stop at traffic lights or pedestrian crossings. Using these clearly marked crossings will provide a safer environment to cross the road.

Select three actions/behaviours and complete each table and question.

Action/behaviour 1 – at home

Action/behaviour	Controllable influence	Uncontrollable influence

Explain how the uncontrollable influence may need to be considered when making decisions that keep us safe.

Action/behaviour 2 – at school

Action/behaviour	Controllable influence	Uncontrollable influence

Explain how the uncontrollable influence may need to be considered when making decisions that keep us safe.

Action/behaviour 3 – in the community

Action/behaviour	Controllable influence	Uncontrollable influence

Explain how the uncontrollable influence may need to be considered when making decisions that keep us safe.

Week 9 PE- Underarm throw and catch



View all activities and videos of the activities on the google classroom ‘Stage 3 PE Mr Adams’ (class code cgy3mon)

Last week we began practicing our static balance.

Things to remember:

- Non-support leg bent, not touching the support leg
- Head stable, eyes focused forward
- Trunk stable and upright

This week we will incorporate the throw and catch with the static balance

Things to remember about the underarm throw and catch:

- Thumb on top of the ball
- Feet shoulder-width apart
- Release ball at hip height
- Eyes follow the ball from the hand to the wall and back to the catching hand
- Soft hands when catching, bring the hand back with the ball instead of towards the ball.

Activity 1

- Practice the static balance again on both legs.
- Get someone to time how long you can balance on each leg.
- Was there a big difference in time between legs?
- Why do you think this was?

Activity 2

- Alternate hand wall throw
- Stand 1m away from a wall. Using a tennis ball/handball you must underarm throw the ball, bounce the ball off the wall and catch it with the other hand (e.g. throw with your right hand, catch with your left).
- Continue throwing and catching until you feel confident in catching and throwing the ball.

Activity 3

- Hand-Eye coordination challenge
- Get a family member to time 30 seconds and see how many times you can throw and catch the ball as you did above.
- At the end of the 30 seconds record your score on the google form or here

Activity 4

- Complete the hand-eye coordination challenge again, this time while static balancing.
- Record on the google form

Friday Reading Activity

Re-read the text: *The Loudest Sound in the World*

Comprehension Strategy-Predicting

We Are Learning To (WALT): use information from graphics, text and experiences to anticipate what could happen.

1. What do you think the Princess will wish for her next birthday?

2. What ideas could you have to make the loudest sound in the world? Would these ideas work in the story?

3. What title would you choose for the story? Why or why not change the title?

Friday Writing and Grammar

Conjunctions 'before' and 'because'



Complete the following sentences using before OR because.

1. I washed my hands _____ I sat down for dinner.
2. I washed my hands _____ they were still dirty.
3. I got sent to my room _____ I was mean to my brother.
4. Dad took us for a milkshake _____ we were well behaved.
5. Dad took us for a milkshake _____ we went home.
6. I painted a picture for Granny _____ it was her birthday.
7. I wrapped up the picture _____ I gave it to her.
8. I cleaned my room _____ my friend arrived.
9. We played in the garden _____ my room was messy.
10. The princess had to kiss the frog _____ it turned into a prince.
11. I put my gumboots on _____ I went outside.
12. I put my gumboots on _____ the garden was muddy.
13. I read my book _____ I went to bed.
14. You should butter the toast _____ it goes cold.
15. I like my toast buttered _____ it tastes better.
16. Most babies crawl _____ they learn to walk.

What's the Best Superpower?

Imagine you could have a superhero power. What would you choose and why?

You might think about a power that a famous superhero has or you could make up one of your own.

Write to persuade a reader that your choice of superpower is the best explain what you would do with it.

- 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

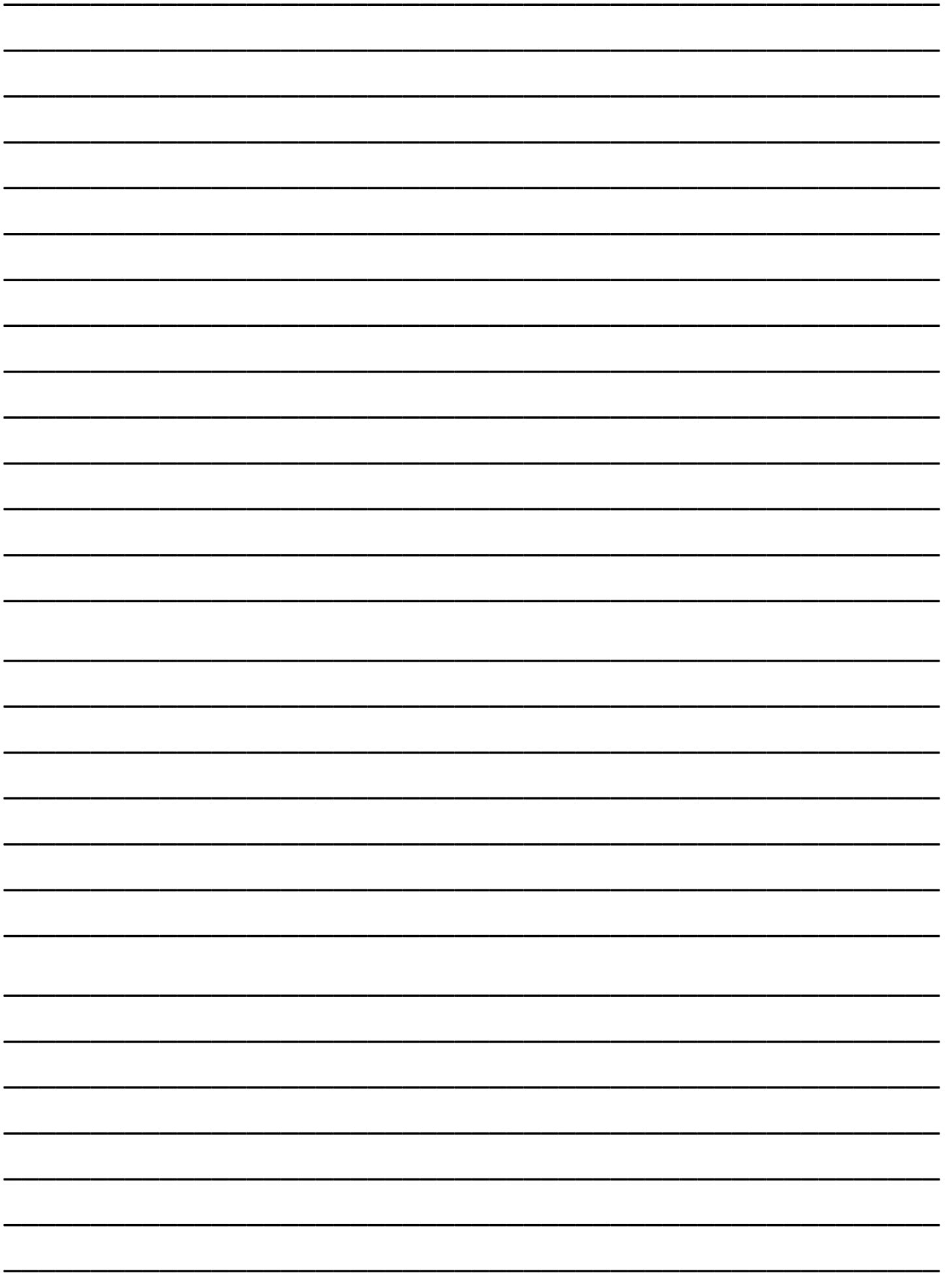
Reason 2

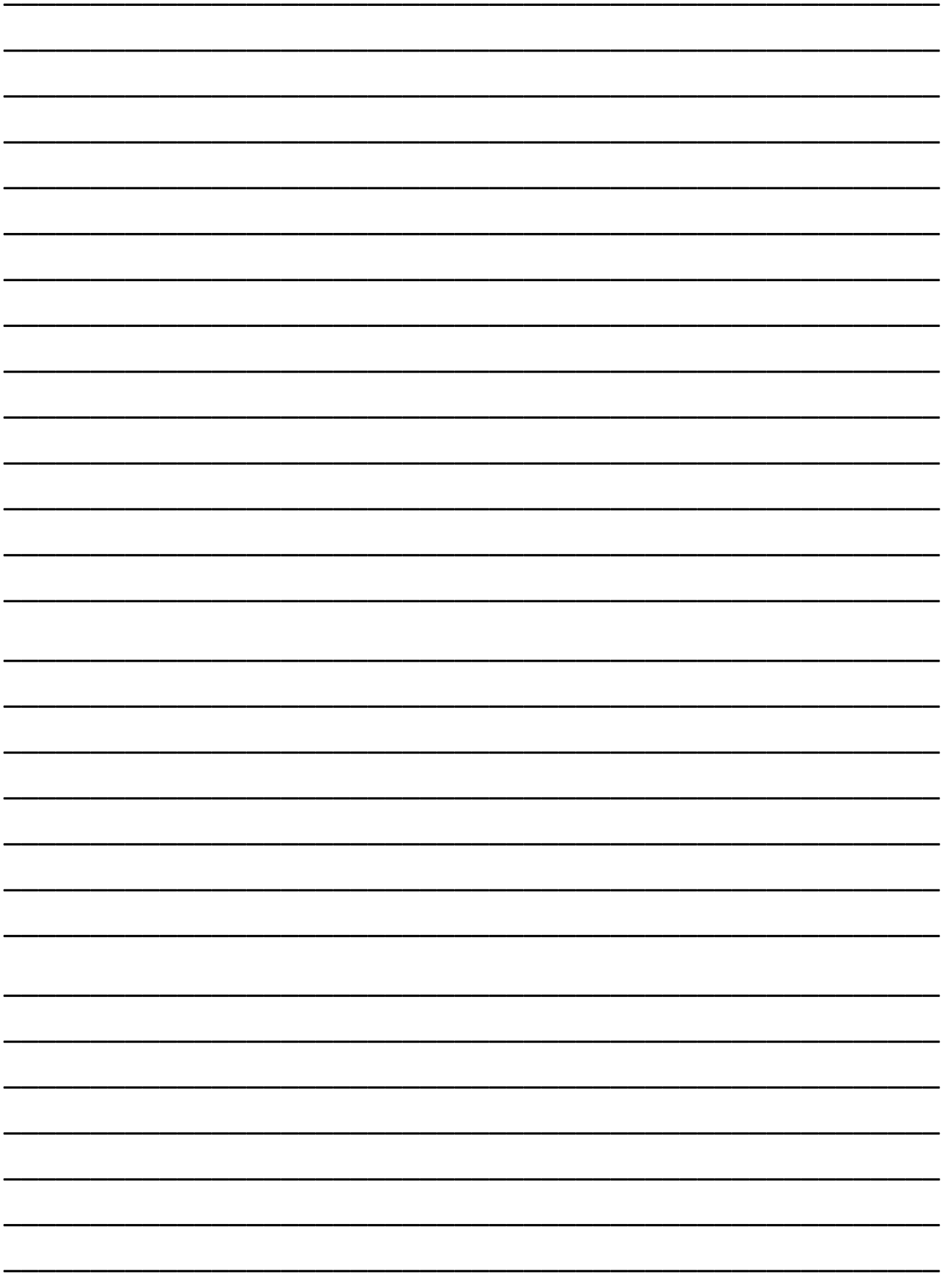
Details/Evidence

Reason 3

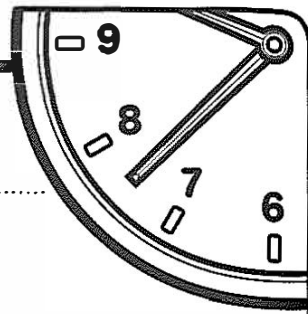
Details/Evidence

Conclusion





Minute 32



Name: Date:

1. 5 20-cent pieces = 10-cent pieces

2. $20 \times 9 = \dots\dots\dots$

3. Can a line of symmetry be drawn on the shape?
Circle: Yes or No



4. $1\frac{1}{2}$ cm = mm

5. 16 litres - 7 litres = litres

6.
$$\begin{array}{r} 751 \\ - 39 \\ \hline \end{array}$$

.....

7. $x \div 8 = 3$;
therefore, $x = \dots\dots\dots$

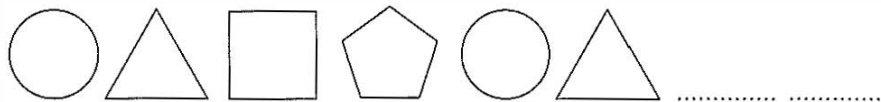
8.
$$\begin{array}{r} 1 \\ 9 \\ 2 \\ + 8 \\ \hline \end{array}$$

.....

9. Use $<$, $>$ or $=$.

3 052 112  3 052 115

10. Draw what comes next in the pattern.



My score:

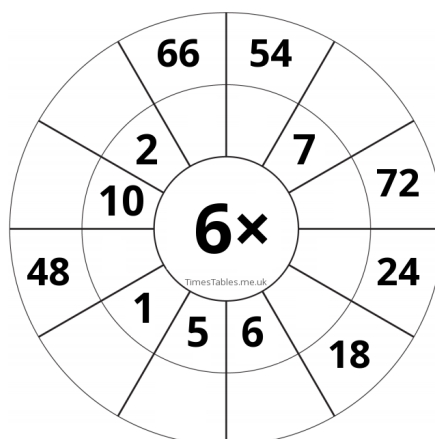
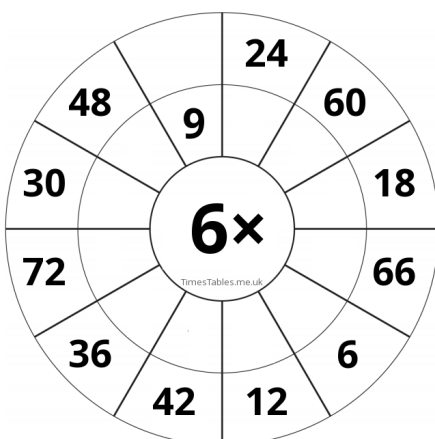
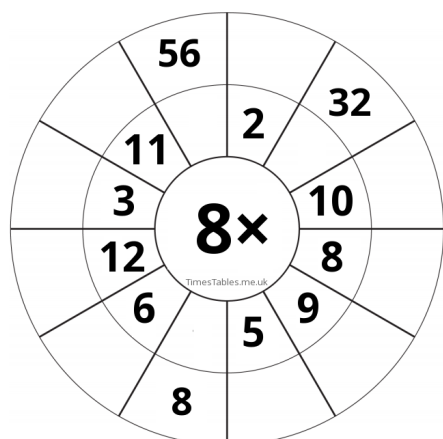
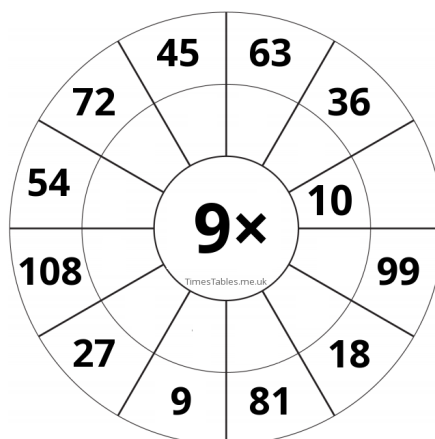
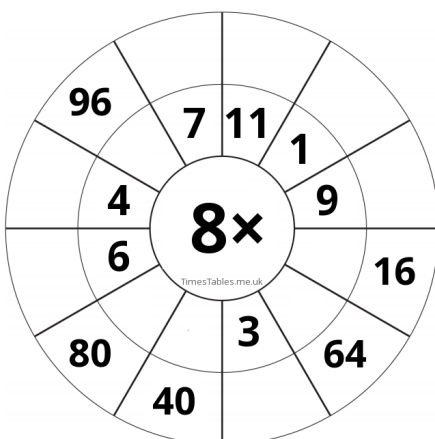
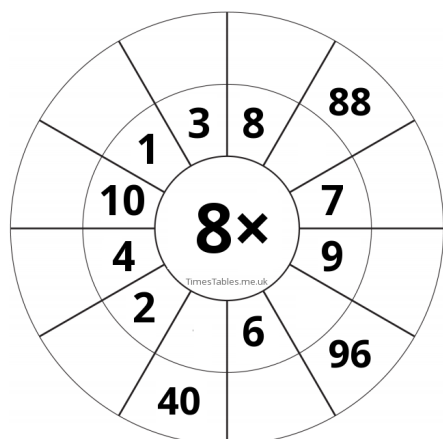
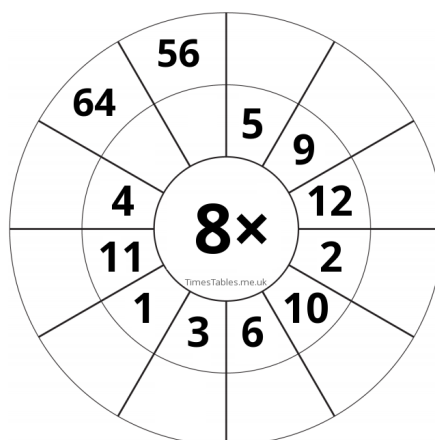
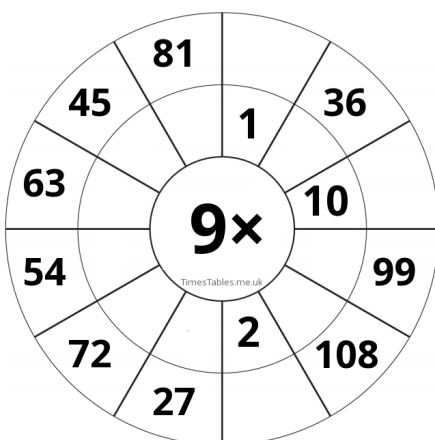
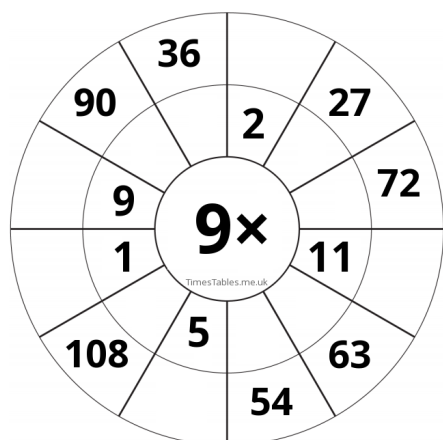
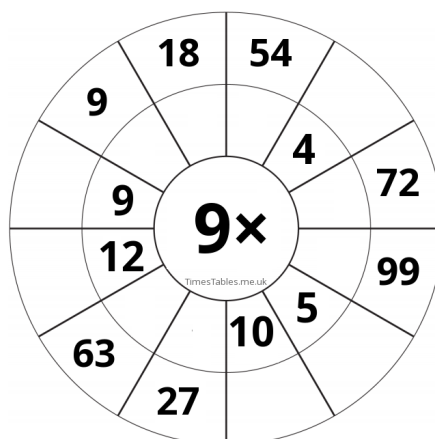
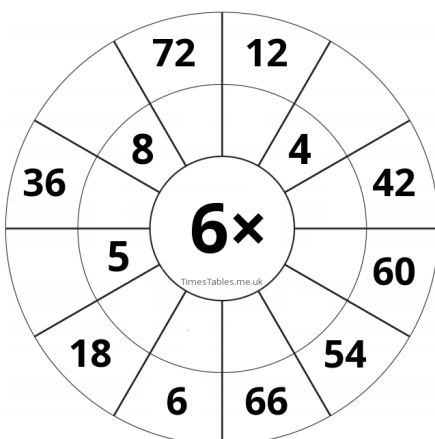
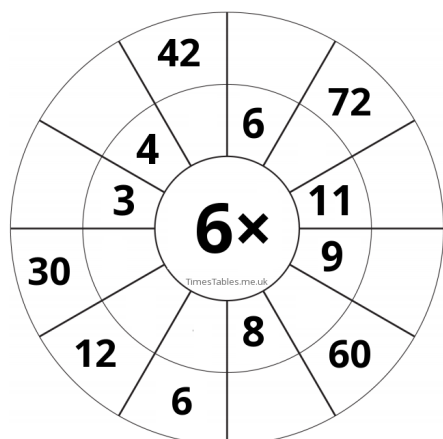
10

My time:

.....
minutes

.....
seconds

Times Table Challenge



Division by ten



575 nails were shared among 10 carpenters.

Divide 57 tens by 10. Each carpenter gets 5.

$$\begin{array}{r} 5 \\ 10 \overline{) 575} \end{array}$$

Trade the 7 tens for 70 ones. Now share the 75 ones. Each carpenter gets 7. That leaves a remainder of 5.

$$\begin{array}{r} 57 \text{ r}5 \\ 10 \overline{) 575} \end{array}$$

1 Complete these divisions.

a $10 \overline{) 860}$

e $10 \overline{) 810}$

i $10 \overline{) 780}$

m $10 \overline{) 325}$

q $10 \overline{) 685}$

b $10 \overline{) 750}$

f $10 \overline{) 700}$

j $10 \overline{) 860}$

n $10 \overline{) 777}$

r $10 \overline{) 797}$

c $10 \overline{) 480}$

g $10 \overline{) 980}$

k $10 \overline{) 654}$

o $10 \overline{) 511}$

s $10 \overline{) 874}$

d $10 \overline{) 900}$

h $10 \overline{) 390}$

l $10 \overline{) 357}$

p $10 \overline{) 974}$

t $10 \overline{) 789}$

2 Estimate an answer to each division by rounding the larger number. Check if the answer supplied is reasonable or unreasonable. The first one is done for you.

Question	Answer	Estimate	Reasonable	Unreasonable
a $388 \div 4$	97	100	✓	
b $318 \div 6$	53			
c $776 \div 4$	194			
d $1590 \div 8$	198 r6			
e $2417 \div 4$	404 r1			

3 Find the averages.

a John has 7 cards, Ava 6, Leanne 5, Toula 7 and Leo 30. What is the average number of cards per child? _____

b Linh scored 17 runs, 6 runs, 10 runs and 11 runs in 4 innings. What was her average? _____

c Sam is 127 cm high, Jilly 140 cm, Tom 153 cm, Soula 133 cm and Tim 147 cm. What is the average height of the group? _____

Averages are found by totalling the scores, then dividing by the number of scores.



4 Carter said that the average amount of money saved was \$8. If there were between 5 and 10 children, how much money could have been saved?



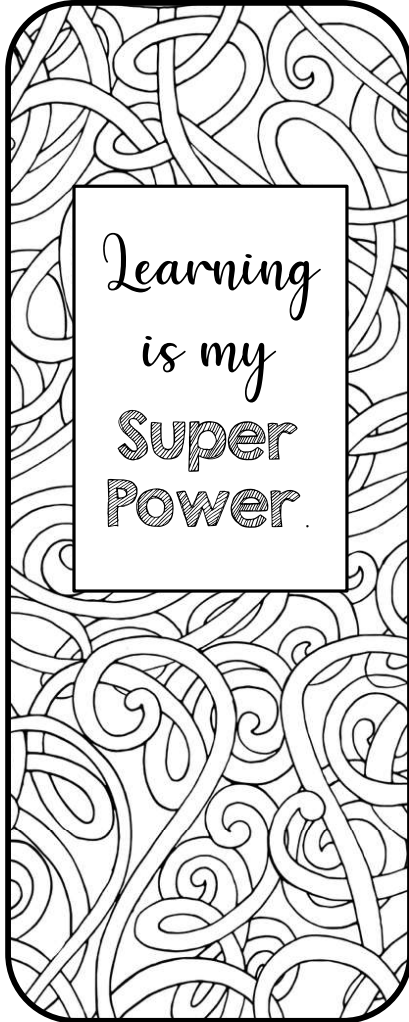
Plant
kindness
wherever
you go.



MAKE
TODAY
COUNT.



Have
courage
and be
kind.



Learning
is my
Super
Power.



Be the
BEST
version
of
YOU!



Dream
Explore
Discover