Learning at Home

Booklet 8

Term 4, Week 2

(11th October – 15th October)

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 2

Monday	Tuesday	Wednesday	Thursday	Friday
Task 1: Reading *Why? Why/Why?* **Reading activity** Answer questions	**Task 1: Reading** *What's in a name?* **Reading activity** Answer questions	**Task 1: Reading** *Things Called Cars* **Reading activity** Answer questions	**Task 1: Reading** *The not so abominable snowman.* **Reading activity** Answer questions	**Task 1: Reading** *Blood-squirting, horned creatures.* **Reading activity** Answer questions
Task 2: Spelling Look Cover Write Check Spelling Activities: Define unknown words. Write spelling words in 'bubble' writing.	**Task 2: Spelling** Look Cover Write Check Spelling Activities: Use your spelling words in sentences. Write spelling words as syllable rainbows.	**Task 2: Spelling** Look Cover Write Check Spelling Activities: Write synonyms and antonyms. Colour code spelling words.	**Task 2: Spelling** Look Cover Write Check Spelling Activities: Alphabetise spelling words. Write spelling words in 'dot writing'.	**Task 2: Spelling** Have someone test you on your spelling words using test page Spelling Activities: Fix the spelling error. Create a find-a-word.
Task 3: Writing: Alliteration Activity Descriptive Writing: finish the story	**Task 3: Writing** Onomatopoeia Activity Descriptive Writing Activity	**Task 3: Writing** Spelling Mistakes Activity Direct Speech Activity Descriptive Writing: finish the story	**Task 3: Writing** Homophones Activity Sentence Punctuation Activity Descriptive Writing: finish the story	**Task 3: Writing** Expand the Sentences Activity Persuasive Writing Activity
Task 4: Maths Minutes Minute 43	**Task 4: Maths Minutes** Minute 44	**Task 4: Maths Minutes** Minute 45	**Task 4: Maths Minutes** Minute 46	**Task 4: Maths Minutes** Minute 47
Task 5: Maths Challenge Division Challenge	**Task 5: Maths Challenge** Division Challenge	**Task 5: Maths Challenge** Mixed Challenge	**Task 5: Maths Challenge** Mixed Challenge	**Task 5: Maths Challenge** Mixed Challenge
Task 6: Mathematics Addition mental strategies- jump strategy	**Task 6: Mathematics** Addition mental strategies- split strategy	**Task 6: Mathematics** Addition mental strategies- compensation strategy	**Task 6: Mathematics** Written methods- addition	**Task 6: Mathematics** Written methods- addition
Geography: *Create your own Island Project*				
Task 1 Name and map your island	**Task 2 & 3** Create a flag for your island		**Task 4** Develop your island	
Optional Tasks These tasks can be completed at any time during the week.				
Visual Arts Dandelion wishes	**Visual Arts** Drawing a face	**Science:** When is water not actually water?	**PDHPE:** Ways to be more active at home	**Mindfulness:** *Be Bold, Be Brave, Be You* colouring in page

Monday Reading Passage

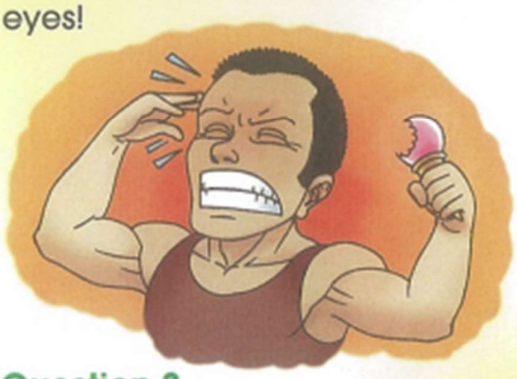
Why? Why? Why?

If you've ever wondered why we cry while cutting onions or why our skin gets wrinkly in water—then read on to find out the answers to these and other 'Why' questions!

Question 1

Why do onions make us cry?

When we cut into an onion, we break open onion cells. A gas is then released into the air which can enter our eyes. It mixes with the water in our eyes and makes an acid which stings them and causes us to 'cry'. Ways to stop this happening include: lifting our head as far away from the onion as possible, wearing glasses, and breathing in and out through our mouth so the gas is sucked in and out and hopefully won't reach our eyes!



Question 3

Why do we get a headache if we eat an ice-cream too fast?

Any food or drink we swallow touches the roof of our mouth. If we eat something cold, like an ice-cream, too quickly, the roof of the mouth gets too cold too quickly. The cold makes blood vessels in our head swell up too quickly, giving us an 'ice-cream headache'. It usually only lasts about a minute.

Question 2

Why does our skin get wrinkly in water?

Our skin is covered in an invisible oil called 'sebum'. It keeps our skin moist and also makes it waterproof; that means it stops water soaking in like a sponge. When we swim or stay in the bath too long, the sebum is washed away. Water gets into the skin making it wrinkly, especially on our fingers. The wrinkles go away when our skin dries as more sebum comes out on our skin.

Question 4

Why doesn't chewing gum stick to our teeth?

Saliva in our mouth makes our teeth wet and slippery. When we chew gum, it gets wet and slippery too. Our teeth and the gum can't stick to each other because there is too much water. If you take the gum out of your mouth and let it dry, it will stick to dry surfaces. Just make sure it isn't the ground—or someone will get it stuck on his or her shoe!

Monday Reading Activity

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

1. **The word *released* in Question 1 means:**
   (a) *let go.* (b) *received.* (c) *picked up.*

2. **What is the oil covering our skin called?**
   (a) *saliva* (b) *cells* (c) *sebum*

3. **What can you do to try to stop onions making you cry?**
   (a) *drink water*
   (b) *wear glasses*
   (c) *wash your face*

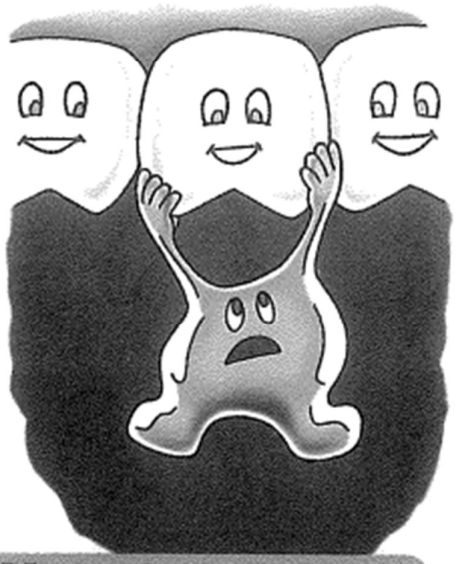
4. **Your skin would most probably become wrinkly if you:**
   (a) *wash the dishes with gloves on.*
   (b) *wash your hands after going to the toilet.*
   (c) *take a bubble bath.*

5. **An ice-cream headache can happen when:**
   (a) *we lick an ice-cream.*
   (b) *we eat an ice-cream in a hurry.*
   (c) *something touches the roof of the mouth.*

6. **Chewing gum doesn't stick to our teeth because there is too much:**
   (a) *chewing gum.*
   (b) *saliva.*
   (c) *food.*

7. **The text was written to:**
   (a) *tell a story.*
   (b) *describe.*
   (c) *give information.*

8. **In Question 1, *it* means the:**
   (a) *gas.*
   (b) *eyes.*
   (c) *water.*



Something extra

★ Draw and label foods and drinks that could cause an ice-cream headache.

★ List six places where you should not put your chewing gum.

Spelling LCWC

LIST	Monday	Tuesday	Wednesday	Thursday
February				
discard				
valley				
freight				
canter				
vocabulary				
aware				
trouble				
situation				
station				
description				
prescription				
subscription				
fashion				
introduction				
dedication				
divisible				
factor				
composite				
greatest				

Monday Spelling

Words

February	discard	valley	freight
canter	vocabulary	aware	trouble
situation	station	description	prescription
subscription	fashion	introduction	dedication
divisible	factor	composite	greatest

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

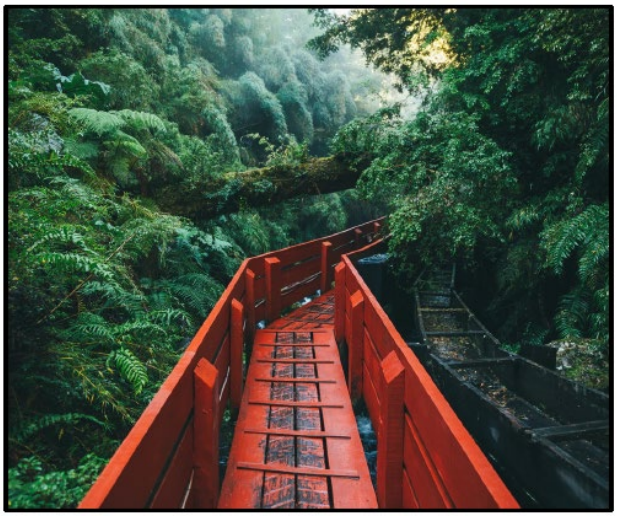
Monday Writing and Grammar

Alliteration

Alliteration is the use of the same beginning sound in a phrase or sentence. Examples:

- *Sally sells sea shells by the sea shore.*
- *Teresa tripped and tumbled tremendously over the tree.*

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 example of alliteration.

_____

_____

_____

_____

Descriptive Writing: finish the story

"Look! Look down there!" His voice could just about be heard above the sound of the aeroplane's engine and the shrieking wind in their ears.
"Can you see it?"

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

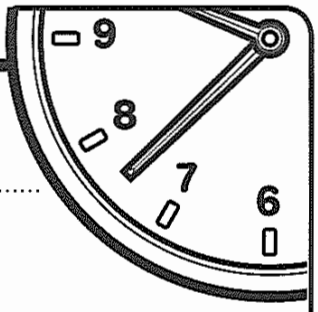
· Use powerful adjectives and adverbs to describe the atmosphere.

· 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 43



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

1. $7\overline{)1750}$

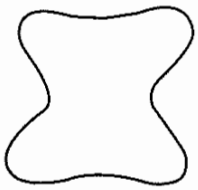
2. $\$9.83$
   $-\ \$8.92$
   .....

   .....

3. A number is divisible by 4 if the last two digits are divisible by 4.

   Circle: True or False

4. Circle how many lines of symmetry the shape has.



   1 2 3 4

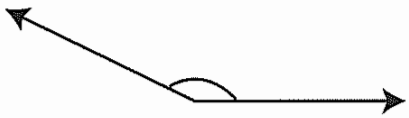
5. Use <, > or =.

   14 760 ..... 14 706

6. $\$100 - \$39.75 =$ .....

7. Round 12 892 to the nearest hundred. .....

8. Circle the name of the angle. acute right obtuse



9. $60 \div 3 =$ .....

10. $23 \times b = 92$;
    therefore, $b =$ .....

My score: ____ / 10

My time: ..... minutes ..... seconds

Division Challenge

Number of Questions: **50**

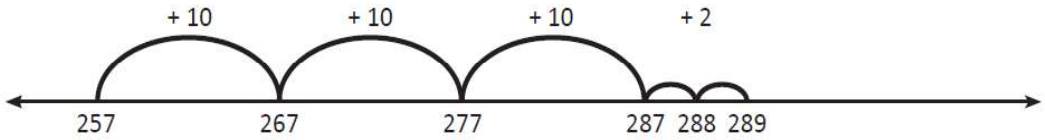
22 ÷ 11 = _____	100 ÷ 10 = _____	30 ÷ 10 = _____
60 ÷ 12 = _____	110 ÷ 10 = _____	20 ÷ 4 = _____
18 ÷ 3 = _____	66 ÷ 11 = _____	56 ÷ 7 = _____
36 ÷ 12 = _____	90 ÷ 10 = _____	4 ÷ 2 = _____
132 ÷ 12 = _____	18 ÷ 9 = _____	36 ÷ 9 = _____
77 ÷ 7 = _____	54 ÷ 6 = _____	40 ÷ 10 = _____
12 ÷ 6 = _____	24 ÷ 6 = _____	16 ÷ 4 = _____
36 ÷ 6 = _____	24 ÷ 2 = _____	110 ÷ 11 = _____
36 ÷ 3 = _____	12 ÷ 2 = _____	96 ÷ 8 = _____
20 ÷ 2 = _____	32 ÷ 4 = _____	56 ÷ 8 = _____
44 ÷ 4 = _____	70 ÷ 7 = _____	7 ÷ 7 = _____
120 ÷ 10 = _____	6 ÷ 2 = _____	60 ÷ 5 = _____
24 ÷ 8 = _____	6 ÷ 3 = _____	108 ÷ 12 = _____
3 ÷ 3 = _____	120 ÷ 12 = _____	2 ÷ 2 = _____
28 ÷ 7 = _____	70 ÷ 10 = _____	144 ÷ 12 = _____
54 ÷ 9 = _____	16 ÷ 2 = _____	90 ÷ 9 = _____

Addition mental strategies – jump strategy

When we add we can use the jump strategy to help us. Look at 257 + 32:

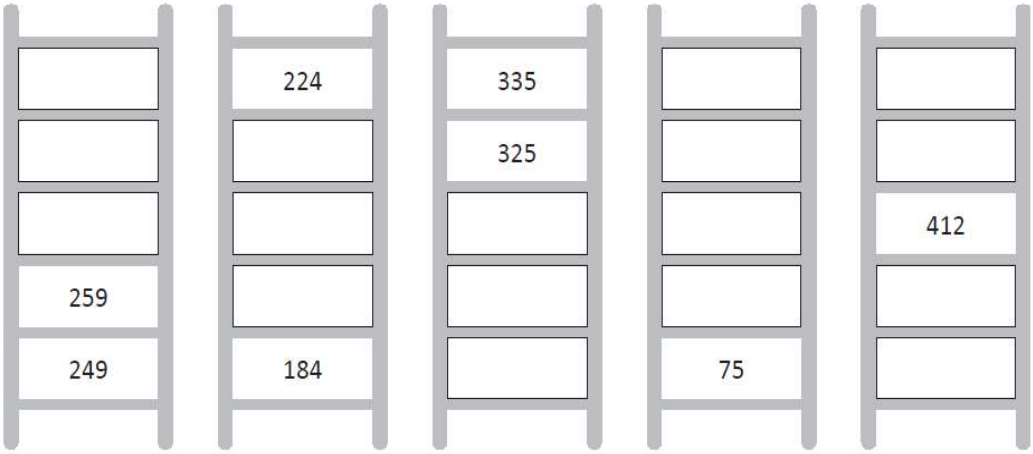
1 First we jump up by the tens

2 Then we jump up by the units



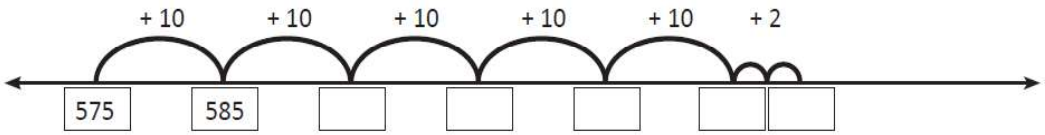
257 + 32 = 289

1 **Warm up with jumping by tens up and down these ladders:**



2 **Use the jump strategy to complete these additions:**

a 575 + 52 = ☐



b 759 + 41 = ☐

c 135 + 73 = ☐

Geography

Create your own Island Project

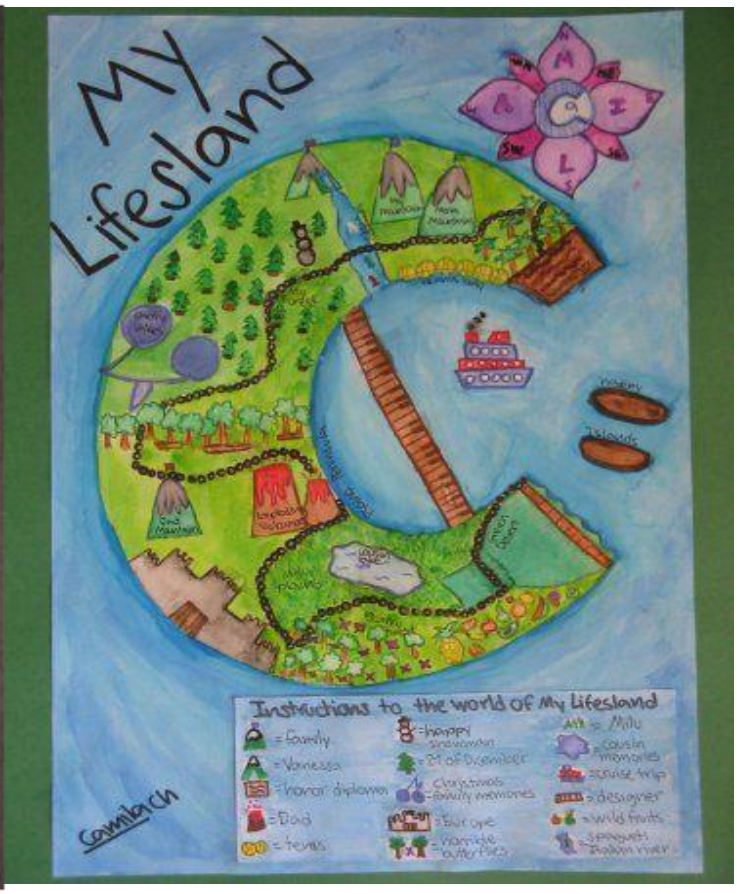
Objective: Using your knowledge of geography and maps, you will create your own island.

Setting: You have found an unknown, abandoned island and are responsible for developing it. After exploring the whole island, you want to claim the island as your own and encourage people to settle there.

Tasks:

- **Name and map your island**
- **Create a flag for your island**
- **Record the purpose of your flag**
- **Develop your island**

Examples:



Task #1 Name and map your island

You have recently discovered a previously unknown and uncharted island. To officially claim your island, you must first name your island and create a map.

Name of your island: _____

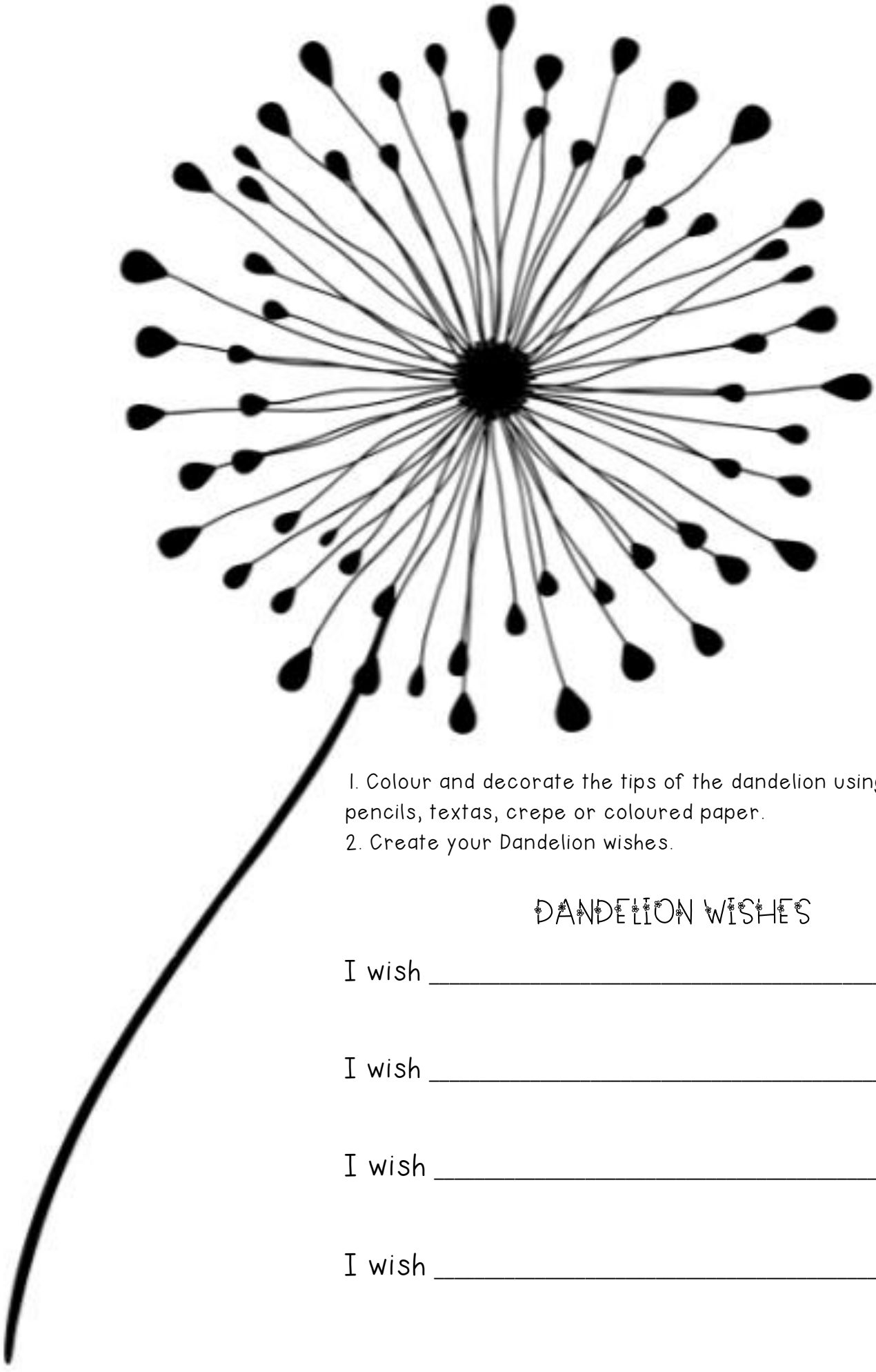
Cartography:

Draw the outline of your island. The island can be in any shape you desire, natural or manmade.

Remember you must include at least 8 of the following geographic features when creating your island. You may use symbols to resemble the geographic features. Be sure to note any symbol you use in a legend.

○ Rainforest ○ Swamp ○ Glacier ○ Volcano ○ Reef ○ Waterfall ○ Desert	○ Forest ○ Mountains ○ Lakes ○ Bay ○ Peninsula ○ Rivers ○ Lagoon

Map of your island



1. Colour and decorate the tips of the dandelion using crayons, pencils, textas, crepe or coloured paper.
2. Create your Dandelion wishes.

DANDELION WISHES

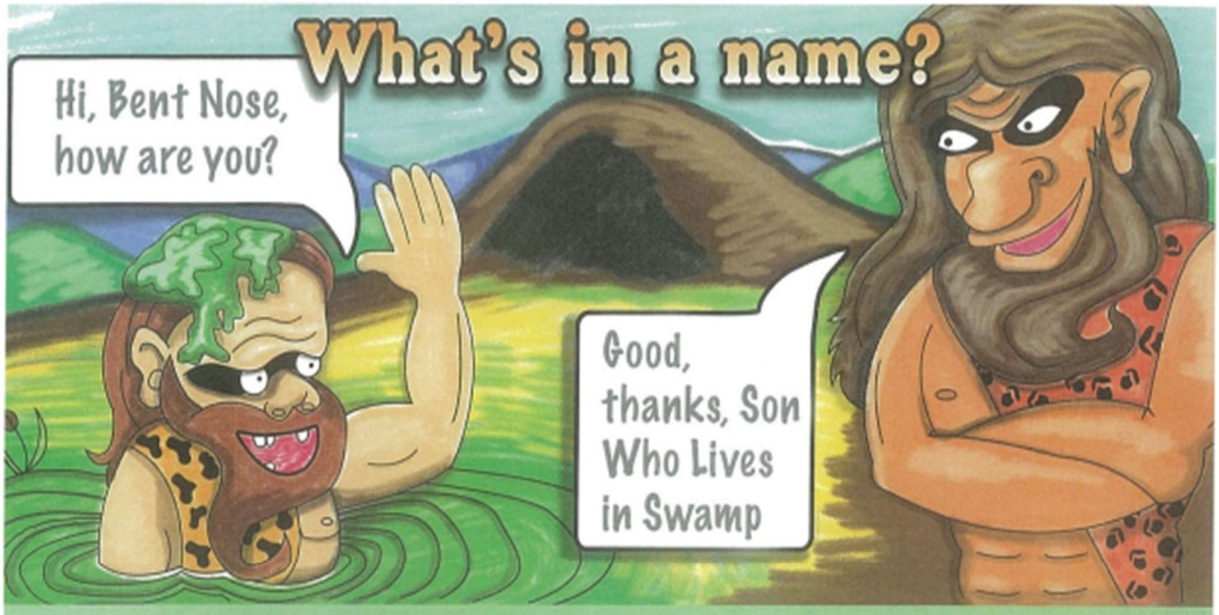
I wish _____

I wish _____

I wish _____

I wish _____

Tuesday Reading Passage



1. The history of names is so old that no-one really knows how or where they began. We do know that every person has a name and that most names have a meaning.

2. A given name (or first name) is the name given to a person. In the past, people were most often given names that meant something about who they were, how they looked or where they came from. Many of these names, and their original meanings, are still around today.

3. Some names were given to people for their personalities. For example, the name Clement, which means 'merciful', might have been given to a man who showed mercy to others. Other names come from local features of the land. For example, the name Ashley means 'lives in the ash tree grove', and may have been the name of someone who lived in a forest of ash trees. Some names were once given to people for the jobs they did, such as George, which means 'farmer', and Cooper, which means 'barrel maker'. Sometimes, names were given to people for the time of, or events at, their birth, such as Thomas, meaning 'twin' or the Latin name Quintus, which was given to the fifth male child.

4. Often people's names came from the way they looked. For example, Calvin means 'bald' and Cameron is a Scottish name meaning 'bent or crooked nose'. Crawford means 'crow-foot' and Mikio is a Japanese name meaning 'tree trunk man'. Belinda means 'very beautiful', Kenneth means 'handsome' and So Youn is a Korean name meaning 'smiling face'.

5. Today, parents choose names for their children for different reasons. Parents can choose from thousands of names from all around the world, or make up new names. The meaning of the name is often not as important as it might have been in the past. What does your name mean?

Tuesday Reading activity

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

1. **Which word in Paragraph 3 means *kind and forgiving behaviour*?**
   (a) *cooper* (b) *mercy* (c) *Latin*

2. **Cameron is a name from:**
   (a) *England.* (b) *Scandinavia.* (c) *Scotland.*

3. **If a person was given a name which meant 'strong and noble', this might relate to his or her:**
   (a) *personality.* (b) *place of birth.* (c) *job.*

4. **Which paragraph explains what a 'given' name is?**
   (a) *Paragraph 2* (b) *Paragraph 1* (c) *Paragraph 5*

5. **If 'Quintus' means 'fifth male child', the prefix 'quin' or 'quint' means:**
   (a) *baby or child.* (b) *five or fifth.* (c) *last or final.*

6. **It is a fact, not an opinion, that:**
   (a) *many names have a meaning.*
   (b) *people should be named for their looks or personality.*
   (c) *all people with bent noses should be called 'Cameron'.*

7. **Which occupation could the name 'Chase' have come from?**
   (a) *a hunter* (b) *a musician* (c) *a castle builder*

8. **The writer wrote this text to:**
   (a) *warn people about choosing names.*
   (b) *give information about the meaning of given names.*
   (c) *give a list of meanings of given names.*

Something extra

★ If you could choose your own name, what would you choose? Why?

★ Create three new names and write a meaning for them.

Tuesday Spelling

Words

February	discard	valley	freight
canter	vocabulary	aware	trouble
situation	station	description	prescription
subscription	fashion	introduction	dedication
divisible	factor	composite	greatest

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

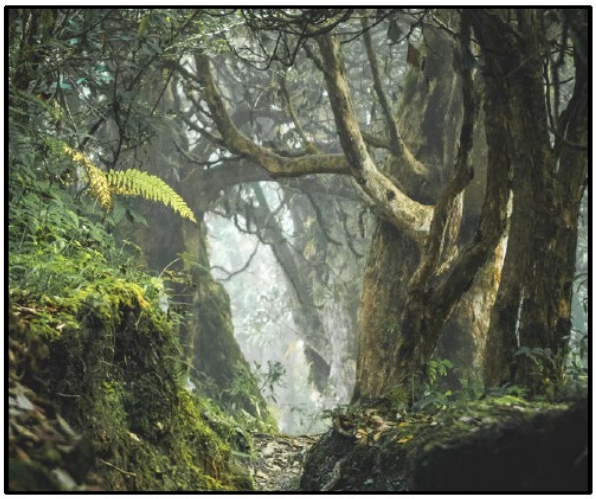
Tuesday Writing and Grammar

Onomatopoeia

Onomatopoeia are words which imitate the natural sound of a thing. Examples:

- *The corn went pop in the microwave.*
- *The mouse made a squeak as it skittered across the floor.*

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 example of onomatopoeia.

_____

_____

_____

_____

Descriptive Writing

Write a story about what is inside the cave.

Plan for Writing:

Use question prompts like-
WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

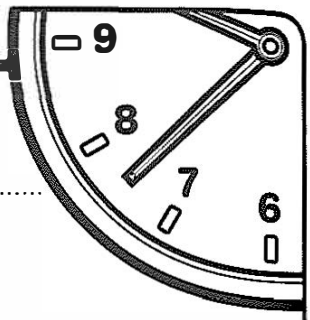
· Use powerful adjectives and adverbs to describe the atmosphere.

· 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 44



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

1. $100 – $44.50 = ...

2. $3.50
   x 6
   .....

   .....

3. Double 160. .....

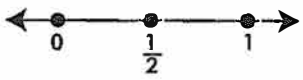
Use the table to complete Questions 4 and 5.

Red ribbons	4	6	8	10	12	14	16	18
Blue ribbons	7	14	21					

4. If there are 18 red ribbons, how many blue ribbons are there? ..... blue ribbons

5. If there are 42 blue ribbons, how many red ribbons are there? ..... red ribbons

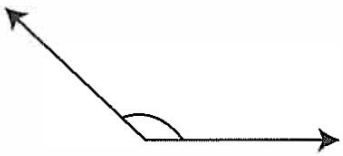
6. If placed on a number line, is $\frac{9}{15}$ closer to 0, $\frac{1}{2}$ or 1? .....



7. rate = 80 kilometres/hour

   If a bus travels for 3 hours, how many kilometres will it travel? ..... kilometres

8. Write the name of the angle. .....



9. A protractor is used to measure angles. Circle: True or False

10. $4\overline{)68}$

My score: ____ / 10

My time: ..... minutes ..... seconds

Division Challenge

Number of Questions: **50**

36 ÷ 6 = _____	48 ÷ 4 = _____	12 ÷ 4 = _____
54 ÷ 9 = _____	28 ÷ 4 = _____	99 ÷ 9 = _____
9 ÷ 9 = _____	16 ÷ 2 = _____	50 ÷ 10 = _____
66 ÷ 6 = _____	10 ÷ 2 = _____	56 ÷ 7 = _____
50 ÷ 5 = _____	10 ÷ 5 = _____	20 ÷ 2 = _____
80 ÷ 8 = _____	22 ÷ 2 = _____	36 ÷ 4 = _____
12 ÷ 2 = _____	44 ÷ 4 = _____	63 ÷ 9 = _____
120 ÷ 10 = _____	36 ÷ 3 = _____	6 ÷ 2 = _____
30 ÷ 6 = _____	40 ÷ 8 = _____	32 ÷ 4 = _____
72 ÷ 9 = _____	96 ÷ 8 = _____	60 ÷ 6 = _____
24 ÷ 3 = _____	54 ÷ 6 = _____	45 ÷ 9 = _____
55 ÷ 5 = _____	9 ÷ 3 = _____	27 ÷ 9 = _____
45 ÷ 5 = _____	40 ÷ 10 = _____	21 ÷ 7 = _____
14 ÷ 2 = _____	16 ÷ 8 = _____	24 ÷ 6 = _____
16 ÷ 4 = _____	8 ÷ 2 = _____	30 ÷ 10 = _____
108 ÷ 9 = _____	27 ÷ 3 = _____	25 ÷ 5 = _____

Addition mental strategies – split strategy

When adding large numbers in our heads it can be easier to split one of the numbers into parts and add each part separately.

214 + 138 → 100, 30, 8 → 214 + 100 = 314 → 314 + 30 = 344 → 344 + 8 = 352

214 + 138 = 352

1 **Use the split strategy to add the numbers. The first one has been done for you.**

a 623 + 28 → 20, 8

623 + 20 = 643

643 + 8 = 651

623 + 28 = 651

b 38 + 26 → ____, ____

_____

_____

38 + 26 = ____

c 156 + 142 → ____, ____, ____

_____

_____

_____

156 + 142 = ____

---

2 **These problems have been split and some have been solved already. Lucky, hey? You just have to work out what the second numbers were before they were split and answer any unsolved problems:**

a 416 + 90 + 1 = 507

was

416 + *91*

b 230 + 30 + 3 = ____

was

230 + _____

c 283 + 60 + 7 = ____

was

283 + _____

d 532 + 60 + 1 = ____

was

532 + _____

e 425 + 100 + 40 + 2 = ____

was

425 + _____

f 129 + 200 + 40 + 6 = ____

was

129 + _____

---

3 **Work out the answers to these questions by using the split strategy. See if you can do the working in your head. If it helps, make notes as you go:**

a 173 + 36 = ____

b 446 + 51 = ____

c 112 + 83 = ____

d 724 + 72 = ____

e 475 + 122 = ____

f 123 + 164 = ____

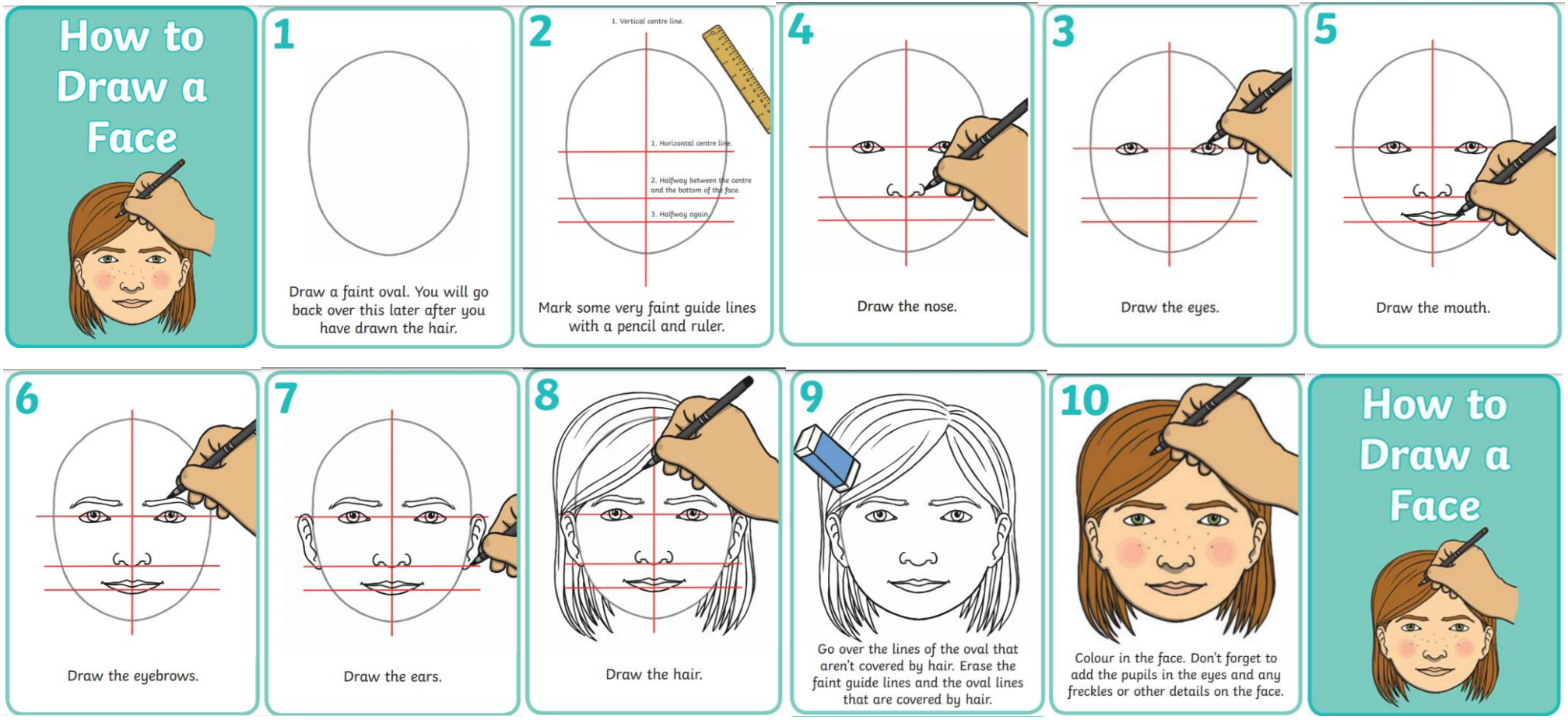
Task #2 & 3 Create a flag for your island

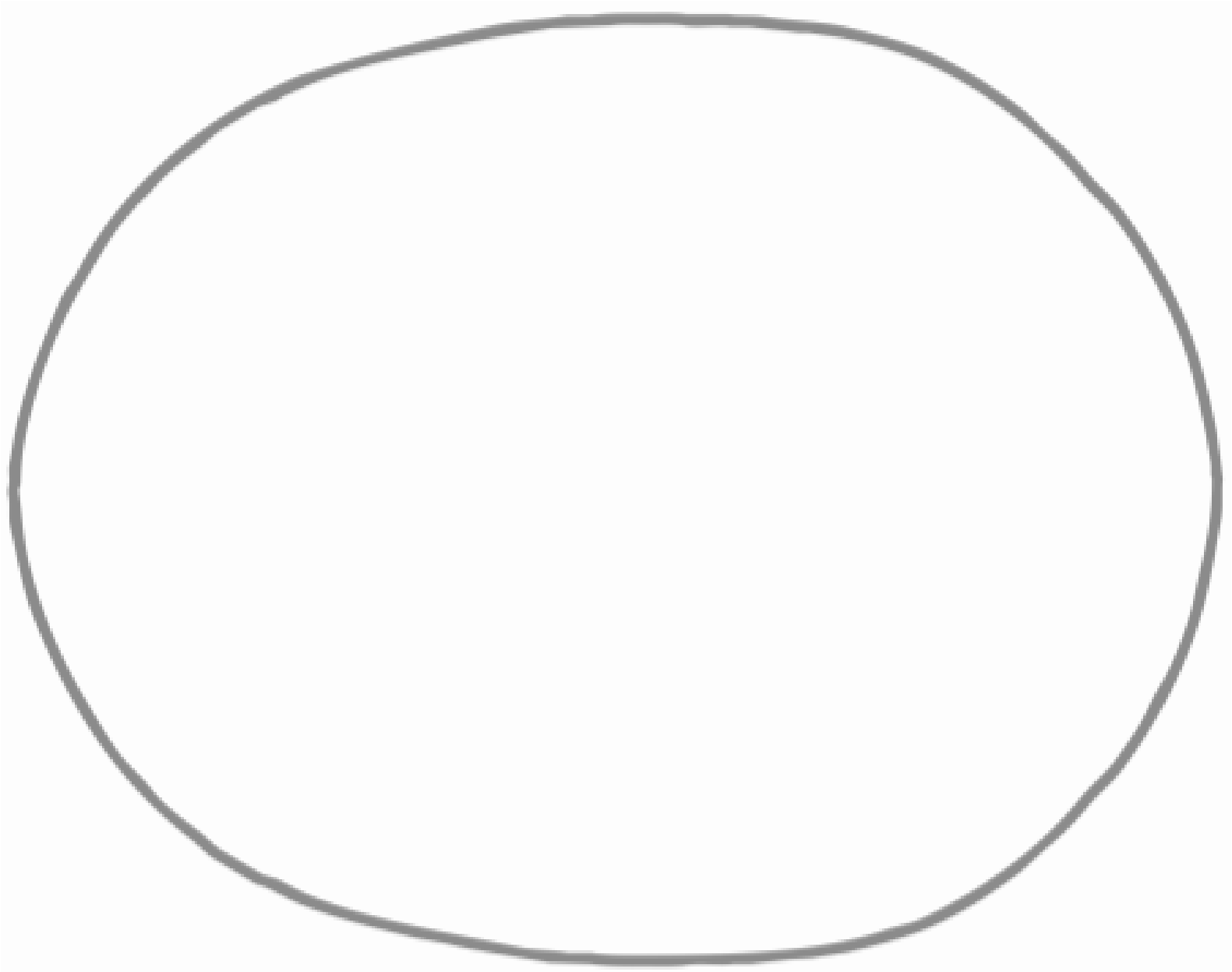
Now it's time to create a flag that represents the government, culture, and history.

Flag Requirements:

- Flag must be drawn in space below
- Flag must have at least two colours
- The shape does not have to be a traditional rectangle shape.

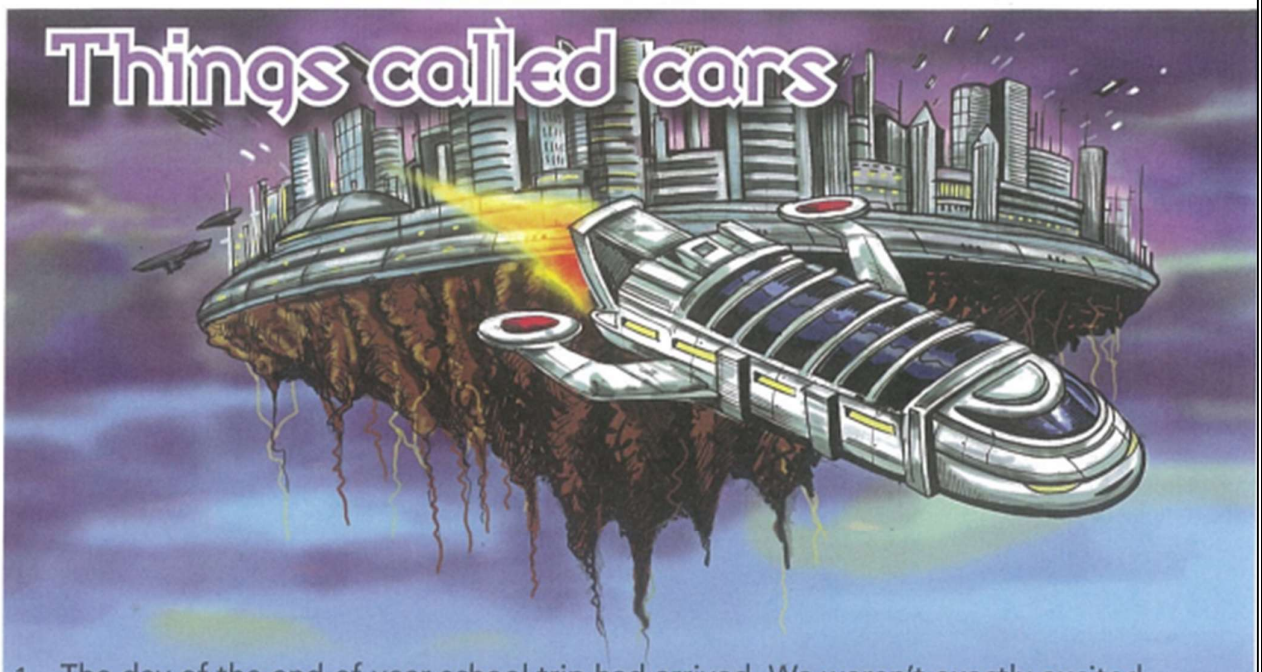
On the following page, draw a face using these steps!





Wednesday Reading Passage

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



1. The day of the end-of-year school trip had arrived. We weren't exactly excited ... who could get excited about going to a museum? But we were glad that school was almost over for another year and that we didn't have to do any work.

2. We climbed onto the hover bus and sat down in the lounges. The bus sped smoothly into the air. I watched our sky city-dome get smaller as we flew down to Earth. I hadn't been down on the surface for a while. I'd almost forgotten what it was like, down in the shadow of the sky cities where we lived.

3. We landed gently and a humanoid robot led us to the transport museum. Like our teacher and most other robots, he looked just like a human with a battery pack on his back! Down on the ground, it was strangely quiet and dark compared to the busy, sunny city I lived in up above. Even stranger was the stuff inside the transport museum.

4. The humanoid guide told us about the old things. He said that, a long time ago, people used animals for transport! We wouldn't have believed him, except humanoids can't tell lies. He explained there also used to be things called 'cars' that used petrol. Most families had one, or even two, of them! These cars were banned many years ago because of the pollution they created. I couldn't imagine travelling around in something so slow and smelly! These days of course everyone walks or takes electric hover buses or trains. There was an old car on display that we could sit in. Isaac made us all laugh when he made a rude noise like a smelly old car.

5. I'm glad I went to the museum. A lot has changed since the 2000s. But there is still school, and school buses and teachers! I guess some things never change!

Wednesday Reading Activity

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

1. **This story is set in:**
   (a) the past. (b) the future. (c) the present.

2. **In Paragraph 3, a word for a something that looks human but isn't is:**
   (a) humanoid. (b) robot. (c) alien.

3. **The writer of the story lived in:**
   (a) a house on Earth. (b) a city in the sky. (c) a ship in space.

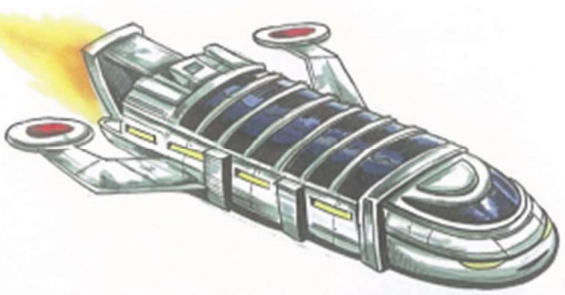
4. **What can humans do that the humanoids in the text can't?**
   (a) cry (b) drive (c) tell lies

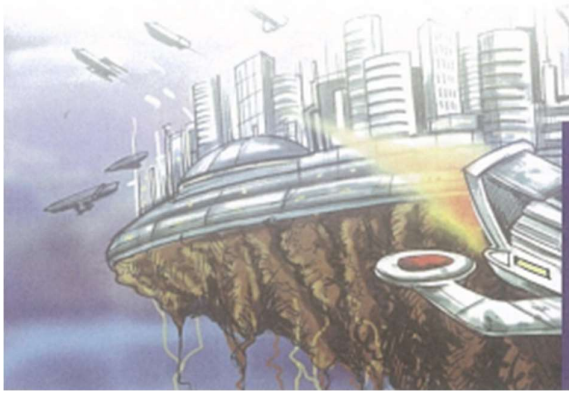
5. **What kind of energy did transport in the writer's city use?**
   (a) electricity (b) gas (c) petrol

6. **The teacher in the text was different from teachers today because:**
   (a) it was nice. (b) it was a robot. (c) it knew lots.

7. **There are no cars in the writer's life because cars are:**
   (a) too slow.
   (b) not allowed.
   (c) smelly.

8. **You can conclude that the writer:**
   (a) hated the museum trip.
   (b) enjoyed the day.
   (c) felt frightened.





Something extra

★ Draw what you think the electric hover trains from the text might look like.

★ In the text, transport is very different. Write five ways you think houses in the future might be different.

Wednesday Spelling

Words

February	discard	valley	freight
canter	vocabulary	aware	trouble
situation	station	description	prescription
subscription	fashion	introduction	dedication
divisible	factor	composite	greatest

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. The reserch shows that it is important to exercise. _____
2. The likelyhood of it raining tomorrow is considerably high.

   _____
3. We certanly don't want our actions to cause any distress. _____
4. We should reduce, reuse and recycle in order to help the enviroment.

   _____
5. I recently herd that the shopping centre is closing for repairs.

   _____
6. There was a loud comotion coming from the dining room. _____
7. I don't know weather to revise for my test or finish my essay.

   _____
8. It was inpossible to recognise her when she wore her disguise.

   _____

Direct Speech

Rewrite this direct speech sentence with all the missing punctuation.

whats for dinner dad sarah asked to her dad

_____

_____

_____

Descriptive Writing: finish the story

'Welcome to Fruit City!'
The large, wooden sign in front of them told them the Smith family that they had arrived. Behind the sign sat the most enormous pear they had ever seen: it was the size of a house! On top of the pear stood a stalk that would have rivalled a small tree in height.
Peter could simply not believe his eyes! He couldn't wait to see inside the city! As they overtook a motorised banana and slid round the bend, the children pressed their excited faces against the cold glass of the car windows, each of them desperate to catch another glimpse of something weird and wonderful...
Continue the story of the Smith family's trip to Fruit City? What will they discover inside?

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

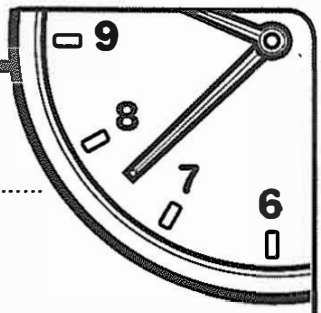
· Use powerful adjectives and adverbs to describe the atmosphere.

· 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 45



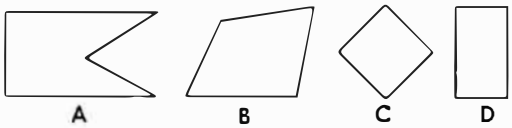
Name: ..... **Date:** .....

1. Can 1025 be evenly divided by 5? Circle. Yes or No

2. 21 days = ... weeks

3. There are 42 weeks in one year. Circle: True or False

4. Circle the shape that does not belong.



5. $6 \times n = 72$;
   therefore, n = ...

6. 125 minutes = ... hour(s) ..... minute(s)

7. 0.25 x 10 = ...

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

9. 1803
   x 2
   .....

   .....

10. $9\overline{)3060}$

My score: ____ / 10

My time: ..... minutes ..... seconds

Mixed Challenge

Number of Questions: **50**

12 × 4 = _____	5 × 1 = _____	54 ÷ 9 = _____
5 × 2 = _____	8 × 8 = _____	12 ÷ 3 = _____
12 × 7 = _____	6 × 12 = _____	9 × 12 = _____
33 ÷ 3 = _____	10 ÷ 5 = _____	8 × 10 = _____
4 ÷ 4 = _____	5 × 3 = _____	80 ÷ 8 = _____
9 × 2 = _____	9 ÷ 3 = _____	2 × 6 = _____
7 × 5 = _____	12 × 6 = _____	10 ÷ 10 = _____
10 × 12 = _____	12 × 11 = _____	5 × 9 = _____
10 × 8 = _____	12 × 8 = _____	4 × 7 = _____
35 ÷ 7 = _____	1 × 6 = _____	99 ÷ 9 = _____
12 × 4 = _____	10 × 5 = _____	4 × 10 = _____
10 × 3 = _____	11 × 9 = _____	5 × 6 = _____
84 ÷ 12 = _____	2 × 2 = _____	16 ÷ 8 = _____
4 × 3 = _____	100 ÷ 10 = _____	120 ÷ 10 = _____
88 ÷ 8 = _____	6 × 8 = _____	9 × 10 = _____
4 ÷ 2 = _____	9 × 7 = _____	12 × 3 = _____

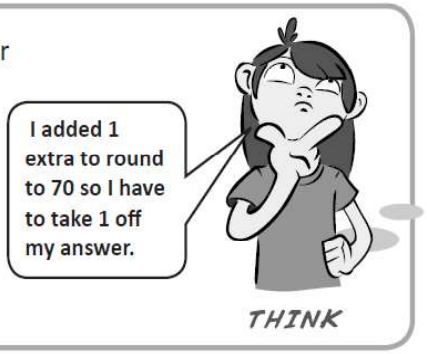
Addition mental strategies – compensation strategy

Sometimes we round one number in the problem to make it easier to do in our heads. Then we adjust our answer to compensate:

405 + 69 = 474

405 + 70 (– 1) *I rounded up by 1*

475 (– 1) = 474 *so I subtract 1.*



1 **Warm up by rounding these numbers to the closest ten:**

a 48 _____ **b** 67 _____ **c** 232 _____ **d** 74 _____

e 89 _____ **f** 456 _____ **g** 955 _____ **h** 786 _____

2 **Solve these problems using compensation:**

a 45 + 37 = ☐

45 + 40 ◯

_____ ◯ = _____

b 66 + 18 = ☐

66 + _____ ◯

_____ ◯ = _____

c 86 + 49 = ☐

86 + _____ ◯

_____ ◯ = _____

d 124 + 57 = ☐

124 + _____ ◯

_____ ◯ = _____

We can also round down to the closest ten. When we do this we add to compensate.

3 **Round these numbers to the closest ten. Then compensate by adding:**

a 26 + 42 = ☐

26 + 40 ◯

_____ ◯ = _____

b 35 + 63 = ☐

35 + _____ ◯

_____ ◯ = _____

c 96 + 21 = ☐

96 + _____ ◯

_____ ◯ = _____

d 145 + 34 = ☐

145 + _____ ◯

_____ ◯ = _____

Task #4 Develop your island

The world is fascinated by your island. They want to begin moving here, but they need to know how to get to your island. Also, people are asking how they will live and what they need to survive. Your task is to develop your island for the oncoming population.

Transportation

Consider how you want people to move around your island. One must have one method of arriving on your island, such as bridge, airport, or marina.

You must have at least one highway that connects or runs through your island.

Resources

You will need to consider your land to properly use its resources. Identify the locations on your island. Be sure to identify the crops that you will grow and the products you will produce. These must be consistent with your climate.

Population

In your legend, note the maximum population of your island.

Identify these locations on your map:

- Four cities
- Two residential areas

Science- Home Learning

When is water not actually water?

Q1) what are clouds made of? Ask a family member and have a discussion about what they are actually made of. Research the to find out the answer.

……

Experiment

Find the following items for your experiment:

- A clean, empty jar or can
- Several ice cubes
- Salt
- Food colouring
- A teaspoon
- A clean tissue or paper towel

Step 1: feel the outside of the jar (or can). Write down some words to describe how it feels. Consider if it is warm or cool and wet or dry.

……

……

Step 2: Place the ice cubes, two teaspoons of salt and a few drops of food colouring into the jar and stir them around. Observe closely for a few minutes.

Step 3: Feel the outside of the jar again. Wrap the tissue around it. Write down some words to describe how it feels now. What substance is on the tissue?

……

……

What do you think the purpose of food colouring is in the investigation?

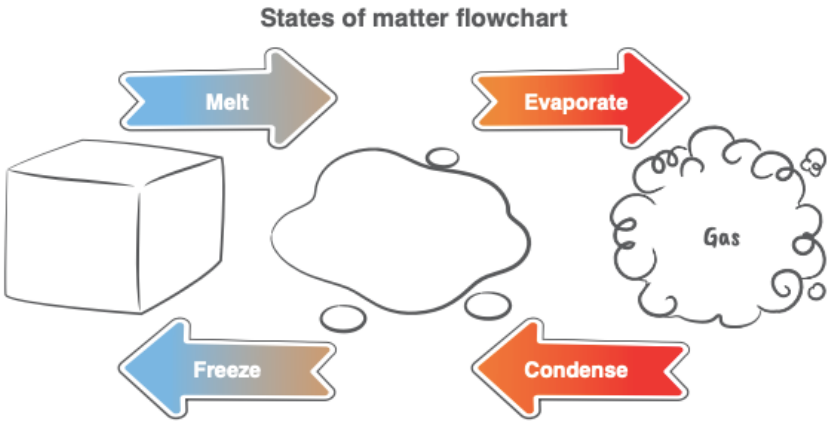
……

……

The water on the jar in the investigation comes from the air!

Air contains a small amount of gas called water vapour. It is the same substance as liquid water. When water vapour in the air outside the jar is cooled by the ice inside, it **changes state** from a gas to a liquid. Gases condense into liquids when cooled. We can reverse this change by heating the liquid. It will evaporate and become gas.

Label the missing states of matter in the chart below.



Thursday Reading Passage

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

The not so abominable snowman

1. Of all the places to take me on my summer holidays, Dad chose the cold, steep mountains of Nepal. I guess that's one of the downfalls of being the son of an explorer. He loves snow, danger and adventure. Me, I'd much rather be sitting at the beach under an umbrella with a cold drink!

2. I sat shivering in the mountain tent as Dad got the little gas stove going. I tried to look sad, hoping Dad would cancel the trip and take me home. No such luck. He didn't seem to notice my unhappy face. 'Go and get some clean snow to melt for our tea, please, son', he asked. 'It's beautiful out there today! Go and see for yourself!' I made a face and stomped out of the tent, into the morning. Dad was right ... it was beautiful. The sun was up, shining on the fresh, bright snow. But I wasn't going to let him know he was right!

3. As I wandered up the slope, I checked out my footprints behind me and, head down, watched my legs sink knee-deep into the powdery snow. Then suddenly, right in front of me I saw a pair of huge, hairy legs.

4. I looked up quickly. I couldn't believe what I saw. A big, hairy man or ape or ... something! It was much taller than I am, with shaggy light coloured fur and long arms. Only its face was free of fur, and two intelligent eyes stared at me. I just stood there looking at it, and it stood there looking at me. Then it sniffed the air, and, unbelievably, smiled. I pulled my lips back in a kind of scared smile. It waved. I lifted my hand slowly and waved back. Then it turned around and walked away.

5. I stood there for ages staring into space. What was that thing? Could it have been Yeti, the abominable snowman I'd read stories about? It didn't seem terrible or awful, so I didn't think it was abominable. I decided to call it the 'amicable snowman', because it seemed quite friendly and peaceful.

6. Much to Dad's surprise, I was happy for the rest of the trip. I didn't tell him about what I'd seen; he wouldn't have believed me. I didn't see my amicable snowman again, but I sure won't forget it!

Thursday Reading Activity

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

1. In Paragraph 5, the word *abominable* means:
   (a) terrible. (b) stomach. (c) large ape.

2. At the start of the story, how did the writer feel about the holiday?
   (a) excited (b) unhappy (c) scared

3. You can conclude the snowman was friendly because it:
   (a) looked clever.
   (b) smiled and waved.
   (c) walked.

4. What would the writer probably do if he saw the snowman again?
   (a) try to say hello
   (b) tell his dad to shoot it
   (c) scream and run

5. What happened just before the writer saw the snowman?
   (a) The snowman sniffed the air.
   (b) The writer looked down.
   (c) The writer waved.

6. The writer was happy for the rest of the trip because:
   (a) something interesting and exciting had happened.
   (b) he got used to being on the mountain.
   (c) his dad was surprised and happy, too.

7. The writer stared into space because he was:
   (a) shocked and amazed.
   (b) tired and hungry.
   (c) scary.

8. In Paragraph 5, the word *it* is used instead of:
   (a) the mountain.
   (b) the snowman.
   (c) the trip.

Something extra

★ The yeti (abominable snowman) is a cryptid, a creature which may or may not exist. List four other cryptids you have heard of.

★ Write about the meeting in the text from the snowman's point of view.

Thursday Spelling

Words

February	discard	valley	freight
canter	vocabulary	aware	trouble
situation	station	description	prescription
subscription	fashion	introduction	dedication
divisible	factor	composite	greatest

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: *grown OR groan.*

1. I could hear a _____ coming from the cage.
2. My, how you've _____!
3. The entire class would _____ when it was time for a test.

Complete the following sentences using: *bawl OR ball.*

1. He threw the _____ a great distance.
2. The baby would _____ all through the night.
3. My purple beach _____ burst!

Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and commas.

1. my mum has a cat he is called tom

_____

_____

_____

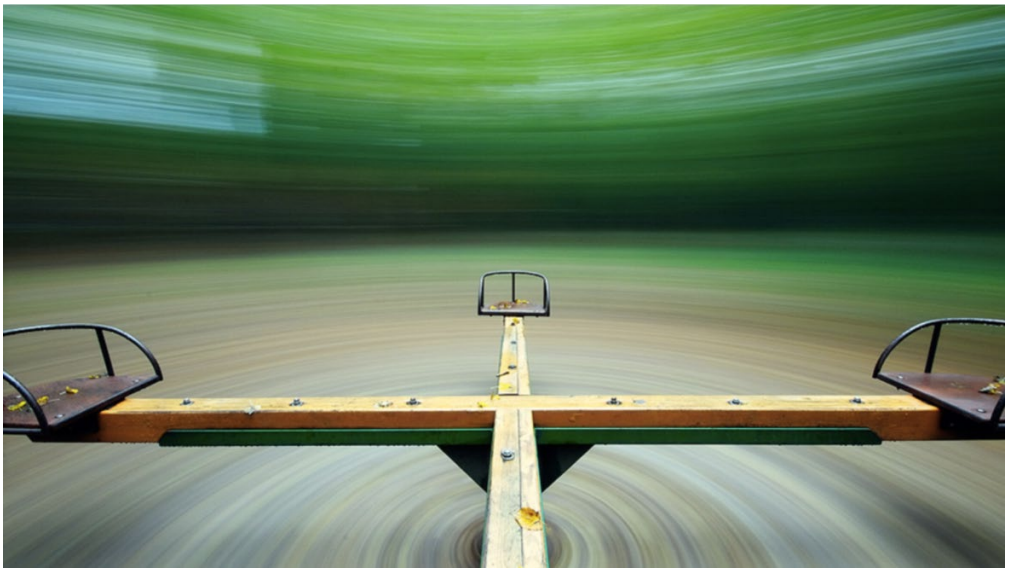
2. have you got a present for your friends birthday party

_____

_____

_____

Descriptive Writing: finish the story



Faster and faster they spun until it felt like they would soar off into the sky at any moment.
The park around her became a blur of green, a smudge of green paint covering Daisy's eyes. She gripped onto the seat with every muscle in her body, gritting her teeth as she concentrated on retaining her balance.
Little did Daisy know that this ride was unlike any other in the playground. When the ride reached top speed, something magical happened...

Plan for Writing:

Use question prompts like-

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

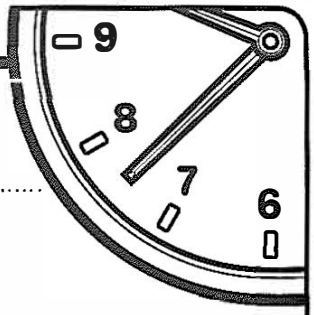
· Use powerful adjectives and adverbs to describe the atmosphere.

· 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 46



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

1. (1 x 50c) + (6 x 20c) + (3 x 10c) = ...

2. $1.42
x 4
.....

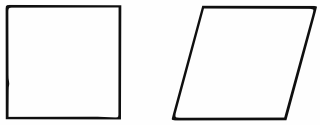
.....

3. $7\overline{)44.45}$

4. $50.00 – $21.90 = ...

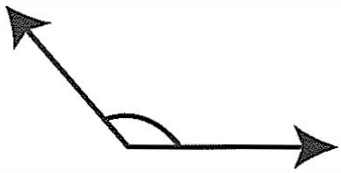
5. $5\overline{)21}$ r .....

6. Are the two shapes congruent?



Circle: Yes or No

7. Circle the name of the angle. acute right obtuse



9. 6127
x 5
.....

.....

9. A number is divisible by 4 if the last two digits are divisible by 4.

Circle: True or False

10. rate = 45 kilometres/hour

If a bus travels for 4 hours, how many kilometres will it travel? .....kilometres

My score: ____ / 10

My time: ..... minutes ..... seconds

Mixed Challenge

Number of Questions: **50**

11 × 10 = _____	5 × 3 = _____	9 × 8 = _____
11 × 9 = _____	9 × 4 = _____	54 ÷ 6 = _____
60 ÷ 10 = _____	36 ÷ 9 = _____	24 ÷ 3 = _____
4 × 7 = _____	70 ÷ 10 = _____	2 × 3 = _____
25 ÷ 5 = _____	8 × 9 = _____	3 × 5 = _____
9 × 11 = _____	90 ÷ 9 = _____	7 × 3 = _____
6 × 12 = _____	5 × 5 = _____	9 × 5 = _____
4 × 5 = _____	6 × 8 = _____	5 × 8 = _____
7 × 8 = _____	10 × 10 = _____	84 ÷ 7 = _____
8 × 6 = _____	12 × 10 = _____	70 ÷ 7 = _____
10 × 5 = _____	9 × 10 = _____	50 ÷ 10 = _____
3 × 7 = _____	96 ÷ 8 = _____	8 × 7 = _____
6 ÷ 3 = _____	10 × 6 = _____	33 ÷ 3 = _____
9 × 2 = _____	8 × 5 = _____	12 ÷ 3 = _____
8 × 11 = _____	2 × 8 = _____	45 ÷ 5 = _____
40 ÷ 10 = _____	6 × 11 = _____	7 × 6 = _____

Written methods – addition

	H	T	U
	$^{1}2$	$^{1}3$	5
+	4	8	9
	7	2	4

How do we add using a written strategy?
First we estimate: 235 + 500 = 735. Our answer will be around 735.
We start with the units. 5 + 9 is 14 units. We rename this as 1 ten and 4 units.
We put the 4 in the units column and carry the 1 to the tens column.
3 tens plus 8 tens plus the carried ten is 12 tens.
We rename this as 1 hundred and 2 tens
We put the 2 in the tens column and carry the 1 to the hundreds column.
We add the hundreds. We put 7 in the hundreds column.
Finally we check against our estimate – do they match?

1 **Solve these addition problems. First estimate the answers:**

a e:

	H	T	U
	5	4	1
+	3	1	3

b e:

	H	T	U
	1	7	3
+	5	9	2

c e:

	H	T	U
	3	8	4
+	2	1	3

d e:

	H	T	U
	2	6	8
+	4	9	3

e e:

	Th	H	T	U
	2	2	1	7
+	3	4	0	8

f e:

	Th	H	T	U
	4	5	1	6
+	1	3	4	3

g e:

	Th	H	T	U
	5	3	8	9
+	1	2	7	4

h e:

	Th	H	T	U
	3	2	8	1
+	1	4	2	8

2 **Use these cards to make 5 different addition problems using 2 and 3 digit numbers.**
Show your working out:

2	3	4	5	6	7	8	9	=	+

PDHPE Term 4 Week 2
Ways to be more active at home


Q1) what does the word active mean? Provide examples.

……..……..

……..……..

Q2) List how many different ways you can be active at home?

……..……..

……..……..

Q3) How could we be more active at home?

……..……..

……..……..

Using the alphabet below, record as many ways to be active at home as you can using the letters.

A – Athletics	J –	T –
B – Bowling	K –	U –
C – Crab walking	L –	V –
D – Dancing	M –	W –
E –	O –	X –
F –	P –	Y –
G –	Q –	Z –
H –	R –	
I –	S –	

Next to each activity, write whether the activity is inside, outside or both.

Activity:
Create your own 2 minute activity that your class could use to be more active at home.
Start by planning different activities in your video.
You can include some ideas from the A-Z list above.
You will need to write how many times to perform each activity.
Make sure your total video time is 2 minutes

If possible record your activities and post them on the Stage 3 PE Mr Adams Google classroom (class code: cgy3mon). If not, present your activities on the google slides proforma on the Google classroom.

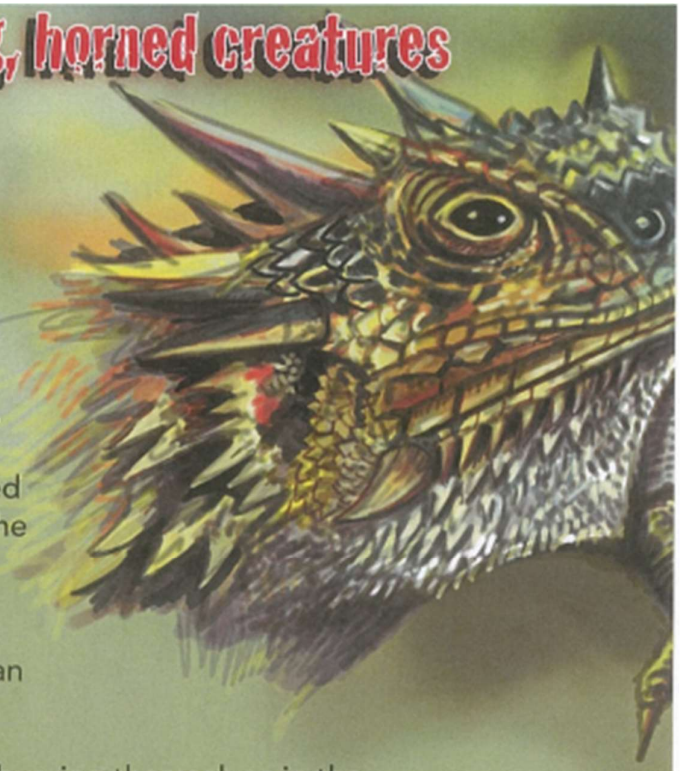
After you have finished, try and get a family member to complete the activities with you.

Have fun and good luck!

Friday Reading Passage

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

Blood-squirting, horned creatures



1. One of the most fearsome-looking lizards in the world is the North American horned lizard.

2. Horned lizards have wide, flattened bodies and a short tail. A row of sharp, pointed horns is found on the back of the head and on the forehead. Sharp spines are also found on the sides of the body, tail and back. Horned lizards are usually similar in colour to the desert soil in which they live.

3. Horned lizards live in hot, sandy environments—usually deserts—but can also be found in mountainous regions.

4. Horned lizards keep warm at night by burying themselves in the sand. When the sun's rays are hot enough, they emerge to bask in the sun. When their body temperature is high enough, they forage for food. Their diet usually consists of ants, spiders, ticks and other insects or bugs. Horned lizards capture their prey by flicking out their long, sticky tongue. At night, they use their nose to make a trench in the sand. Then they flatten their body and use the spines on their sides to scoop sand out to dig their way into the ground. They may burrow under about 7 to 10 centimetres or leave just their head and eyes exposed.

5. When captured, horned lizards can fill their lungs with air. This stretches their body enough to allow them to twist their heads to scratch with their horns. Occasionally, they will spurt blood from the corners of their eyes in an attempt to scare their captor.

6. Horned lizards produce between 10 and 30 eggs each year. Some horned lizards' eggs hatch shortly after laying. Others bury their eggs in the sand for a few weeks before the hatchlings emerge. They will only be about 2 or 3 centimetres long. The hatchlings immediately bury themselves in the sand, before later beginning their hunt for food. They will be fully grown in three years.

7. Horned lizards are fearsome to look at but are usually quite harmless. The destruction of their habitat and the habitat of the ants they eat means that some types are in danger. Many are captured as pets but soon die. Governments have taken steps to control the possession of this unique creature.

Friday Reading Passage

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

1. What is the difference between the body and tail of a horned lizard?

(a) *The body is wide and the tail is short.*
(b) *The body has spines and the tail does not.*
(c) *The body is black and the tail is white.*

2. Why would horned lizards be the same colour as the desert soil?

(a) *They like the colour.*
(b) *to hide from their enemies*
(c) *to warm up*

3. The word *exposed* in Paragraph 4 means:

(a) *explored.* (b) *hidden.* (c) *showing.*

4. The word *they* in Paragraph 6 means:

(a) *hatchlings.* (b) *horned lizards.* (c) *eggs.*

5. The paragraph which tells about what horned lizards look like is:

(a) *Paragraph 3.* (b) *Paragraph 2.* (c) *Paragraph 5.*

6. Paragraph 6 gives information about:

(a) *eggs and hatchlings.*
(b) *how horned lizards defend themselves.*
(c) *how horned lizards are being destroyed.*

7. Baby horned lizards are called:

(a) *hatchlings.*
(b) *eggs.*
(c) *goslings.*

8. After hatchlings bury themselves in the sand they:

(a) *emerge from the egg.*
(b) *begin foraging for food.*
(c) *develop inside the eggs.*

Something extra

★ Write a list of different animal babies.

★ Use the description in Paragraph 2 to draw your own coloured picture of a horned lizard.

Spelling Test

LIST

___ /20

Friday Spelling

Words

February	discard	valley	freight
canter	vocabulary	aware	trouble
situation	station	description	prescription
subscription	fashion	introduction	dedication
divisible	factor	composite	greatest

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

Some say he was the graytest player of all time.	
The train pulled out of the stayshun.	
"Stripes are very in fashun" she said.	
The first paragraph is the introduckshun.	
I thought I was in truble when the teacher called my name.	
The sityouayshun was very grim.	

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

Friday Writing and Grammar

Expand the Sentences:

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

EXAMPLE: An owl hooted.

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

1. The car raced.

_____

_____

2. A parrot squawked.

_____

_____

3. The door creaked.

_____

_____

4. The kangaroo jumped.

_____

_____

5. The aeroplane landed.

_____

_____

6. The earth shook.

_____

_____

Everyone should learn to swim!

Do you agree or disagree with this statement?

Write to persuade a reader of your opinion and include reasons to explain your point of view.

- 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:

Persuasive Writing Graphic Organizer

Thesis/Claim

Reason 1

Details/Evidence

Reason 2

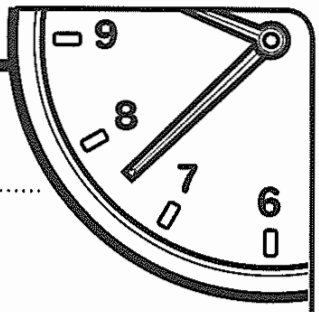
Details/Evidence

Reason 3

Details/Evidence

Conclusion

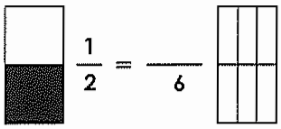
Minute 47



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

1. 1000 mL = 1 L

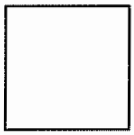
   600 mL = ... L

2.  $\frac{1}{2} = \frac{\quad}{6}$

3. $9.80
   x 5
   .....

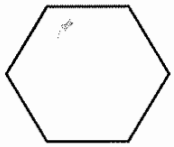
   .....

4. The perimeter of the square is .....units.



5. 51 minutes x 3 = ... hour(s) ..... minute(s)

6. Name this shape. .....



7. Circle the best estimate for the measurement of the angle. 40° 90° 170°

8. 17.19 – 0.20 = ...

9. 832 ÷ 4 = ...

10. Draw what comes next in the pattern.

....

My score: ____ / 10

My time: ..... minutes ..... seconds

Mixed Challenge

Number of Questions: **50**

7 × 2 = _____	7 × 11 = _____	2 × 2 = _____
8 × 7 = _____	7 × 6 = _____	6 ÷ 2 = _____
22 ÷ 2 = _____	56 ÷ 7 = _____	6 × 7 = _____
3 × 9 = _____	7 × 9 = _____	5 × 4 = _____
5 × 8 = _____	4 ÷ 4 = _____	28 ÷ 4 = _____
2 × 11 = _____	16 ÷ 2 = _____	8 × 9 = _____
4 × 8 = _____	36 ÷ 6 = _____	42 ÷ 6 = _____
6 × 3 = _____	24 ÷ 4 = _____	88 ÷ 8 = _____
24 ÷ 2 = _____	54 ÷ 6 = _____	3 × 1 = _____
24 ÷ 6 = _____	10 × 7 = _____	84 ÷ 7 = _____
10 × 6 = _____	11 × 8 = _____	9 × 12 = _____
8 × 11 = _____	6 × 12 = _____	6 × 8 = _____
12 × 9 = _____	7 × 3 = _____	24 ÷ 8 = _____
12 ÷ 6 = _____	7 × 7 = _____	5 × 2 = _____
66 ÷ 6 = _____	9 × 10 = _____	11 × 4 = _____
64 ÷ 8 = _____	11 × 7 = _____	4 × 4 = _____

Written methods – addition

	5	5	6	2
+		3	3	8
			1	0
			9	0
		8	0	0
	5	0	0	0
	5	9	0	0

Another method is to add each place value separately and then add these answers together.

4 **Solve these addition problems using a written strategy of your choice.**

a

e:

	4	4	2	6
+		3	4	5

b

e:

	3	1	1	9
+		5	6	3

c

e:

	7	7	1	3
+		8	4	7

d

e:

	8	9	9	9
+	1	0	3	4

e

e:

	5	6	1	2
+	2	3	2	8

f

e:

	8	3	2	0
+	3	6	8	9

5 **Choose a written strategy and solve the following:**

a 6 009 people are at a football match and 648 people are working at the ground. How many people are there altogether?

b 1 382 people arrived at the pop concert by car and 4 553 arrived by train. How many people attended the concert?


Be Bold
Be Brave
Be You