
Muswellbrook South Public School

Year

5



At Home Learning Plan: Term 2, Week 3 and 4


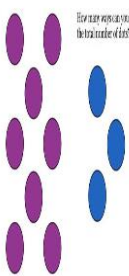
You will need help from a parent/carer and possibly resources from your teacher. Students are to complete activities in the exercise book provided. Please also be aware that teachers are uploading video's and hosting online meetings with their classes daily via Microsoft Teams. Students will need access to technology and the internet for this.

Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.


If there is too much work for your needs, just complete whatever activities you can. The activities on the timetable are a guide to help assist with learning from home. The English and Maths activities are the most important. However, it is OK if they don't all get completed everyday. The added optional technology activities were included to give the students some added variety in their learning. If you don't have access to the internet to do this, that is OK they are optional only.

If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

Parents, this is a guide only. Remember to break the day up with breaks to allow your child to get outside and get active. Children need at least 60 minutes of physical activity daily. Get them to use their imaginations to play and build and get crafty. Get your student to complete as much of the work as they can and remember to “try your best but do not stress”.

Activities		Optional						
Morning	English- Spelling - Look, Cover, Write, Check. - Rainbow writing- all words - 5x compound sentences <i>Fruit break</i>	Spelling city GoNoodle Squiz Kids podcast						
Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice								
	Writing: Today's task is in preparation for our Big Write task which will take place on Friday 15 May. The Big write topic is '2019/2020 bushfires & COVID-19'. On that day, students will need to write a story about someone who has been a part of the 2019/2020 bushfires & COVID-19. They can be creative – think of whose perspective the story will be coming from (who is the main character? E.g. a child, a doctor, a firefighter, a farmer etc). Today's task: brainstorm a list of ideas about 2019/2020 bushfires & COVID-19. What has happened throughout these times? Who has been affected? Remember: Write a list of wow words relating to the topic that you'll be able to use within this week's writing task. Make sure the words are exciting! Ensure you are using your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com BTN Kids News 						
	Reading: The BFG by Roald Dahl look at the cover from the book, think and imagine about what you see and write a prediction about what you imagined the story could be about. If you already know the story tell us about what you can remember.	EPIC Reading Eggs						
Break								
Middle	Wellbeing challenge: Create a gratitude journal. Write a list of all the things you are grateful for.							
	Mathematic: Number talk: How many ways can you figure out the total number of dots in the picture to the left? Skills Practice: Multiplication Strategies Use the PowerPoint to review the multiplication strategies. Look closely at the area model strategy. Answer the questions below. Use the area model if the numbers both have more than two digits.	Prodigy Mathletics						
<table border="1"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td> One to two-digit (x4) 6×4 4×9 11×4 Create and answer 7 more questions of your own. </td><td> Two-digit 25×43 32×18 37×22 Create and answer 7 more questions of your own. Don't forget to use the area model. </td><td> Two or more digits 295×43 32×188 137×22 Create and answer 7 more questions of your own. Don't forget to use the area model. </td></tr> </tbody> </table>			Introductory	Consolidating	More Challenging	One to two-digit (x4) 6×4 4×9 11×4 Create and answer 7 more questions of your own.	Two-digit 25×43 32×18 37×22 Create and answer 7 more questions of your own. Don't forget to use the area model.	Two or more digits 295×43 32×188 137×22 Create and answer 7 more questions of your own. Don't forget to use the area model.
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Break								

Afternoon	<p>PDH</p> <p>1. Using the Australian 24-Hour Movement Guidelines for Children and Young People 5-17 Years, summarise the guidelines of the following: https://bit.ly/Guidelines-5-12years https://bit.ly/Aus-24Hour-MovementGuidelines</p> <p>Write down 3 summarised points per heading.</p> <table border="1"><thead><tr><th>Physical Activity</th><th>Sedentary Behaviour</th><th>Sleep</th></tr></thead><tbody><tr><td>-</td><td>-</td><td>-</td></tr><tr><td>-</td><td>-</td><td>-</td></tr><tr><td>-</td><td>-</td><td>-</td></tr></tbody></table> <p>2. Explain how these guidelines can enhance your own health and wellbeing.</p>	Physical Activity	Sedentary Behaviour	Sleep	-	-	-	-	-	-	-	-	-	
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Morning	English- Spelling - Look, Cover, Write, Check. - Verb, noun, adjective sort- all words - Hidden words- all words <i>Fruit break</i>	Spelling city Squiz Kids podcast						
	<i>Brain break:</i> Wall push ups. Set a timer to 5 minutes. Do push-ups against the wall until the time is up.	YouTube: PE with Joe / GoNoodle						
	Writing: Focus: How to build complex sentences (start with a simple sentence and build on it). Today's task: View the page about Compound and Complex sentences. Build on the simple sentence below the example to make it more descriptive and informative. Then, change the order of the words so it still makes sense, but creating different kinds of sentences. See the PowerPoint for an example. Create 3 more of your own sentences, like the example presented in the PowerPoint. Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com Kids News						
	Viewing and Recording Watch BTN on ABC Me at 11:45am. Summarise the BTN episode. What were the main themes of the episode? What did you like about the episode? What are three questions that you can ask about one of the topics presented in the episode?	BTN Reading Eggs EPIC						
Break								
Middle	Wellbeing challenge: Gratitude journal- who is someone that inspires you? You may like to write a list of multiple people							
How many dots are shown below? 	Mathematics <i>Number Talk:</i> How many dots are shown in the picture to the left? <i>Skills Practice:</i> Multiplication Strategies Use the PowerPoint to review the multiplication strategies. Look closely at the area model strategy. Answer the questions below. Use the area model if the numbers both have more than two digits. <table border="1" data-bbox="236 1680 1300 2016"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td> One to two-digit (x6) 3 x 6 6 x 8 12 x 6 Create and answer 7 more questions of your own. </td><td> Two-digit 58 x 23 49 x 51 17 x 95 Create and answer 7 more questions of your own. Don't forget to use the area model. </td><td> Two or more digits 258 x 23 49 x 451 157 x 95 Create and answer 7 more questions of your own. Don't forget to use the area model. </td></tr> </tbody> </table>	Introductory	Consolidating	More Challenging	One to two-digit (x6) 3 x 6 6 x 8 12 x 6 Create and answer 7 more questions of your own.	Two-digit 58 x 23 49 x 51 17 x 95 Create and answer 7 more questions of your own. Don't forget to use the area model.	Two or more digits 258 x 23 49 x 451 157 x 95 Create and answer 7 more questions of your own. Don't forget to use the area model.	Mathletics Prodigy
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Math Investigation:

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
A squad of 20 footballers are each given three new pairs of boots. Each pair have 16 studs. How many studs are there altogether?	Apples are cut into 8 pieces to be shared among some students. Twenty-two bags of seven apples are used. How many pieces of apples are cut?	A cinema has 21 screens. Each screen has 297 seats. How many seats are there in the cinema?

Break

Afternoon

Geography View the PowerPoint **Signs of a Bushfire**. Research the difference between bushfires and grassfires using the links provided.

Video – [The Science of Bushfires](#).

Students to watch this [video](#) and answer the following questions.

Have you seen a fire danger rating sign before? If so, where would you see a fire danger rating sign?

- What is a fire danger rating?
- What does a fire danger rating tell you?
- How can you find out what the fire danger rating is each day?
- What is the most dangerous fire rating?
- Who forecasts the fire danger rating each day?

Further investigation

- What do each of the fire danger ratings mean (e.g. weather conditions)?
- What action should you take (for each of the fire danger ratings)?

Create your own fire rating system to display at home next bushfire season. Let's get creative, (making sure you use the same terminology as learnt about).

Term 2 Week 3 Wednesday 13 May 2020

Activities		Optional							
Morning	English- Spelling - Look, Cover, Write, Check. - Consonant and vowel- all words - Pyramid- all words <i>Fruit break</i>	Spelling city Squiz Kids podcast							
	<i>Brain break:</i> Go through the alphabet, select a category, and list words starting with each letter. Example; Fruit; Apple, Blueberry, Celery etc.	YouTube: PE with Joe / GoNoodle							
	Writing: View the Big Write picture, displayed on Monday 11 May home learning plan. Focus: Create complex sentences based on your Big Write topic – start with a simple sentence and continue to build on it to create a complex sentence. Today’s task: Create ten simple sentences that you plan to use for your big write topic. Then make it more descriptive and informative. Finally, change the order of the words so it still makes sense, but creating different kinds of sentences (view yesterday’s plan to see an example). Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com BTN Kids News							
	Reading: Read through Chapter 1 (or listen to the reading of them online) and complete the attached activities and questions.	EPIC Reading Eggs							
Break									
Middle	Wellbeing challenge: Gratitude journal- what made you smile today? Why?								
	Mathematics: <i>Number Talk: Three of these boxes are alike, one is different. Which three are alike? Which one is different and why?</i> <table border="1"><tr><td>$5 \times 2 + 3$ =</td><td>$10 - 3 + 3 =$</td></tr><tr><td>$6 \times 3 - 5 =$</td><td>$4 \times 2 + 6 =$</td></tr></table> <i>Skills Practice: Multiplication Strategies</i> Use the PowerPoint to review the multiplication strategies. Look closely at the strategy that adds and removes zeroes. Answer the questions below. If the numbers end with a 0, use this strategy to solve the problem. <table border="1"><tr><td><i>Introductory</i> One to two-digit (x7) 7 x 2 6 x 7 11 x 7 Create and answer 7 more questions of your own.</td><td><i>Consolidating</i> Two-digit 36 x 20 74 x 40 91 x 30 Create and answer 7 more questions of your own.</td><td><i>More Challenging</i> Two or more digits 36 x 200 74 x 400 91 x 300 Create and answer 7 more questions of your own.</td></tr></table>	$5 \times 2 + 3$ =	$10 - 3 + 3 =$	$6 \times 3 - 5 =$	$4 \times 2 + 6 =$	<i>Introductory</i> One to two-digit (x7) 7 x 2 6 x 7 11 x 7 Create and answer 7 more questions of your own.	<i>Consolidating</i> Two-digit 36 x 20 74 x 40 91 x 30 Create and answer 7 more questions of your own.	<i>More Challenging</i> Two or more digits 36 x 200 74 x 400 91 x 300 Create and answer 7 more questions of your own.	Mathletics Prodigy
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Math Investigation:

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
Marcus has 12 boxes of books. Each box has 18 books in it. How many books does Marcus have?	An office lady purchases 12 boxes of A4 paper. Each box contains 5 reams, with each ream containing 500 sheets of paper. How many sheets of paper are ordered?	A football club has an average attendance of 859 people to each match. What is the total attendance for the 29 matches played in a season?

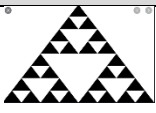
Break

Afternoon

CAPA: Dance

Students to investigate a national dance from another country. Examples: New Zealand – Haka, Argentina – Tango, Australia – Corroboree, Spain-Flamenco. Watch Videos and share with family. Discuss the music and the pace of the dance. Create a costume to go with the national dance you have selected.

Term 2 Week 3 Thursday 14 May 2020

Activities		Optional						
Morning	English- Spelling - Look, Cover, Write, Check. - Fancy words- all words - Join the dots- all words <i>Fruit break</i>	Spelling city Squiz Kids podcast						
	<i>Brain break:</i> Stretching breaks that include yoga poses (dog, cat, cow, bug, rock) and animal walks (walk like a bear, hop like a frog, stand like a flamingo, fly like a bird).	YouTube: PE with Joe / GoNoodle						
	Writing: View the Big Write picture, displayed on Monday 11 May home learning plan. Focus: To research valuable information for your Big Write topic. Today's task: Research information on the 2019/2020 bushfires and COVID-19. BTN is a great resource to use with excellent information to help you with your brainstorming ideas. Further information regarding bushfires can be found within your Geography lessons. Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com BTN Kids News						
	Reading: Read through Chapter 2 (or listen to the reading of them online) and complete the attached activities and questions.	EPIC Reading Eggs						
Break								
Middle	Wellbeing challenge: Gratitude journal- what made you laugh today? Why? Mathematics <i>Number Talk:</i> How many triangles do you see in the picture to the left? <i>Skills Practice: Multiplication Strategies</i> Use the PowerPoint to review the multiplication strategies. Look closely at the x9 strategy. Answer the questions below using the x9 strategy explained in the PowerPoint.	Mathematics Prodigy						
								
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Math Investigation:

Introductory	Consolidating	More Challenging
There are 7 days in a week. How many days are there in 5 weeks?	Missy is organising a soccer tournament and she wants 15 teams with 10 people on each team. There are 145 people signed up. Is there enough for 15 teams?	<p>Eggs are sold in trays of 24. In a week, a farmer sells 372 trays. How many eggs does he sell in one week?</p> <p>In a dance competition, there are 32 teams. Each team has 8 dancers. Each dancer has 5 pairs of shoes. How many pairs of shoes will there be at the competition?</p>

Break

Afternoon

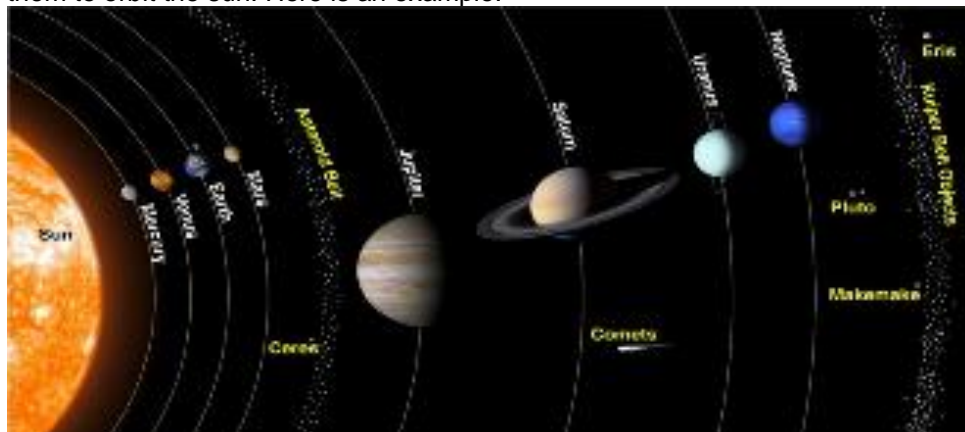
Science: Planets orbiting the Sun

Learning Intention: To understand how long it takes for each planet to orbit the sun in comparison to Earth.

View slideshow 3 located in Microsoft Teams > Year 5- 2020 > Science > Files> Term 2-Earth and Space > Earth & Space lesson 3.

Mercury- 88 days, Venus- 225 days, Mars- 687 days, Earth- 365 days (1 year), Jupiter- 12 years, Saturn- 29 years, Uranus- 84 years and Neptune- 165 years.

Activity- create a poster of where the planets are located and label how long it takes for them to orbit the sun. Here is an example:



Activities		Optional						
Morning	English- Spelling - Look, Cover, Write, Check. _ Alphabetical order - Uppercase and lowercase words <i>Fruit break</i>	Spelling city Squiz Kids podcast						
	<i>Brain break:</i> Paper, Scissors, Rock – Challenge a family member to a game of paper scissors rock. Come up with an alternative game, for example “Dragon, Sword, Shield”	YouTube: PE with Joe / GoNoodle						
	Writing: View the Big Write picture, displayed on Monday 11 May home learning plan. Focus: To use senses and emotions to create descriptive writing. Today’s task: For each of the following words and phrases, write quality sentences from the perspective of each of the five senses. What can you: hear, taste, see, smell and feel (both physically touch as well as emotions) ? Start a new line and write the name of the sense as a subheading for each. Try to write these sentences without including those words or phrases. <ul style="list-style-type: none"> • Autumn • By the seaside • Bushfires • COVID-1 Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com BTN Kids News						
	Reading: Read through Chapter 3 (or listen to the reading of them online) and complete the attached activities and questions.	Reading Eggs EPIC						
Break								
Middle	Wellbeing challenge: Gratitude journal- what is one thing you believe you are good at? Ask a family member to also say one thing they believe you are good at.							
	Mathematics: <i>Number Talk:</i> Complete the following number sentences: $4 \times 6 = \underline{\hspace{1cm}}$ (operation) $\underline{\hspace{1cm}}$. You can choose +, -, x, or / to solve the equation. For example, you can pick to do any of these: $4 \times 6 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$; $4 \times 6 = \underline{\hspace{1cm}} - \underline{\hspace{1cm}}$; $4 \times 6 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$; $4 \times 6 = \underline{\hspace{1cm}} / \underline{\hspace{1cm}}$ <i>Skills Practice:</i> Use the PowerPoint to review the multiplication strategies. Look closely at the long multiplication strategy. Answer the questions below. Use long multiplication if the numbers both have more than two digits.							
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Math Investigation:

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
In a shop, coloured pencils are sold in packs. Each pack contains 7 coloured pencils. If the shopkeeper sells 8 packs, how many pencils are sold altogether?	How many tables are needed to seat 237 people when the tables seat 11 people each?	A football club has an average of 859 spectators each game. What is the total attendance for the 29 matches played in a season?

Break

Afternoon

PE-

Activity 1: Practicing the Leap. Practicing a leap while jogging.
Remember to: Keep eyes focused forward, knee bends on take-off, legs straighten, arms opposite, lean forward, bend knee on landing. Repeat 5 times for each leg.
Activity 2: Leap over an object. Place a soft object (jumper or shoe) on the grass, jog towards the object and leap over it. Once you have successfully leaped over the object 3 times on one leg try the other leg.
Activity 3: Create your own obstacle course to jog and leap around. Aim for between 10-15 obstacles to leap over. Start with 10 points and every time you touch an object you lose a point, try and get all the way through your course with all 10 points.
Fitness focus- Plank T shirt challenge (will be posted on teams).
Jumper if you want an extra challenge. Singlet if you might find this hard).

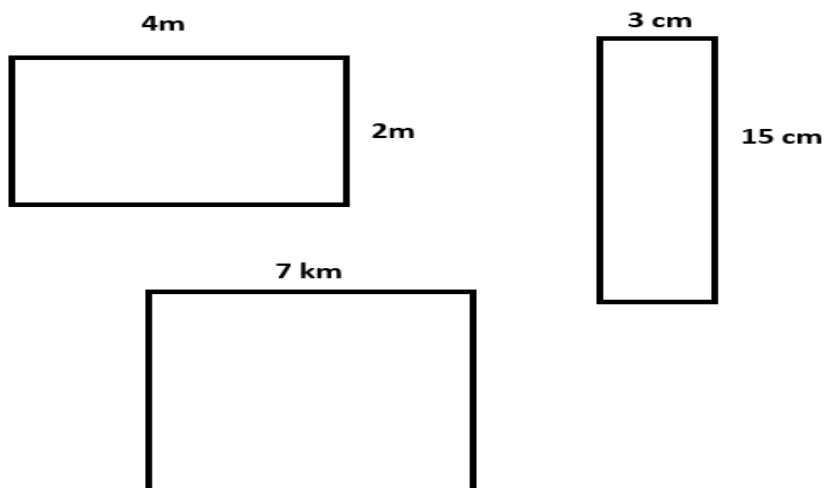
YouTube: PE with Joe

GoNoodle

Term 2 Week 4 Monday 18 May 2020

Activities		Optional																								
Morning	English- Spelling: - Look, Cover, Write, Check. - Rainbow writing- all words - 5x compound sentences <i>Fruit break</i>	Spelling city YouTube: PE with Joe GoNoodle Squiz Kids podcast																								
	<i>Brain break:</i> Dancing - turn on one of your favourite songs and dance around your house / living room / bedroom.																									
	Writing: View the Big Write picture, displayed on Monday 11 May home learning plan. Focus: <i>How and when we should use speech marks appropriately.</i> View PowerPoint on speech marks to help you with today's task. Today's task: Speech marks are important tools, but descriptive language between talking is even more important. Create some quality speech between your characters for your Big Write topic. Include some descriptive language to use between characters talking to each other. Include some sentences that share the characters' senses. Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com BTN Kids News																								
	Reading: Complete the prediction activity for the second set of chapters (4-5) from the BFG by Roald Dahl.	Reading Eggs EPIC																								
Break																										
Middle	Wellbeing challenge: Gratitude journal- Describe how someone or something made you feel today?																									
	Mathematics <i>Number Talk:</i> Black or White? Which colour is covering more area? How do you know this? <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <i>Skills practice: Area</i> Write some occasions of where you may need to know the area of a shape; Why is area important? Use the PowerPoint to review area. Look closely at the definition and how to solve area. Draw the shapes below in your book using a ruler (not to scale). Calculate the area of each of the shapes and show your working out.																									Mathletics Prodigy

Then draw 7 more of your own shapes to calculate the area.



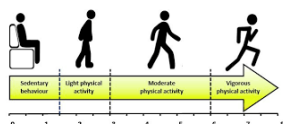
Break

Afternoon

PDH

- Using <https://bit.ly/Guidelines-5-12years> (page 8) fill in the gaps to the following sentence:

For the best health benefits, we need to balance high levels of, low levels of, and sufficient each day.



- Whilst we're at home, it can be easy to fall into the habit of being sedentary, spending too much time on screens and not getting enough sleep.

Explain what impact an increase in sedentary behaviour and lack of sleep many have on your health.

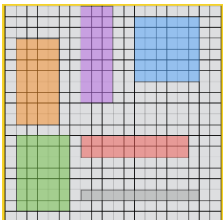
- Suggest three ways you will combat your own sedentary behaviour whilst being at home.

Examples:

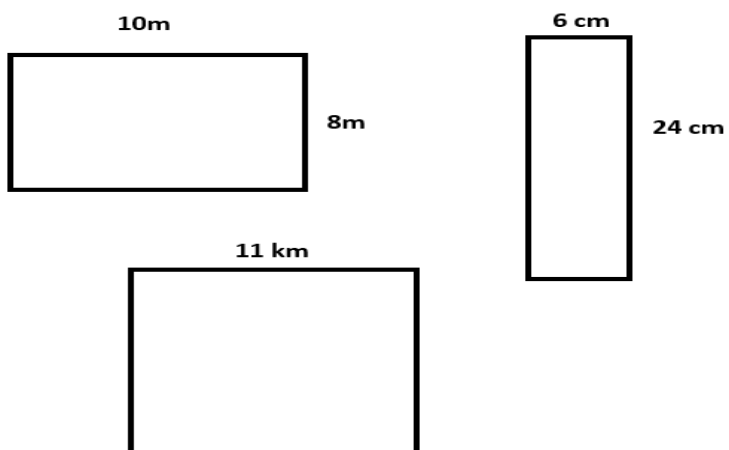
Setting a 20min timer when completing a sedentary activity. Not using a screen during the hour before bedtime.

YouTube: PE with Joe

Go Noodle

Activities		Optional
Morning	English- Spelling - Look, Cover, Write, Check - Verb, noun, adjective sort- all words - Hidden words- all words <i>Fruit break</i>	Spelling city Squiz Kids podcast
	<i>Brain break:</i> Inch worms – start in a plank position. Jump your feet towards your hands, so your body makes a “V” shape, then walk your hands forwards until you’re back to the plank position. Continue moving like this for 5 minutes.	YouTube: PE with Joe / GoNoodle
	Writing: View the Big Write picture, displayed on Monday 11 May home learning plan. Focus: To review the structure of a narrative. View PowerPoint on narrative structure. Today’s task: Brainstorm your ideas for each of these features onto separate pieces of paper (e.g. one idea per sticky note). Make the ideas broad, as you will be writing a paragraph on each. Then sort your ideas into the order that you would like to place them in your narrative. Write your ideas in the correct order in your book in preparation for your Big Write. Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com
	Viewing and Recording Watch BTN on ABC Me at 11:45am. Summarise the BTN episode. What were the main themes of the episode? What did you like about the episode? What are three questions that you can ask about one of the topics presented in the episode?	Reading Eggs BTN Kids News EPIC
Break		
Middle	Wellbeing challenge: Gratitude journal- write down something that made you feel good today?	
	Mathematics <i>Number Talk:</i> Order the rectangles from the smallest area to the largest area. How did you work this out? Did you notice anything else?  <i>Skills Practice: Area</i> Use the PowerPoint to review area. Look closely at the definition and how to solve area. Draw the shapes below in your book using a ruler (not to scale). Calculate the area of each of the shapes and show your working out.	Mathematics Prodigy

Then draw 7 more of your own shapes to calculate the area.



Break

Afternoon

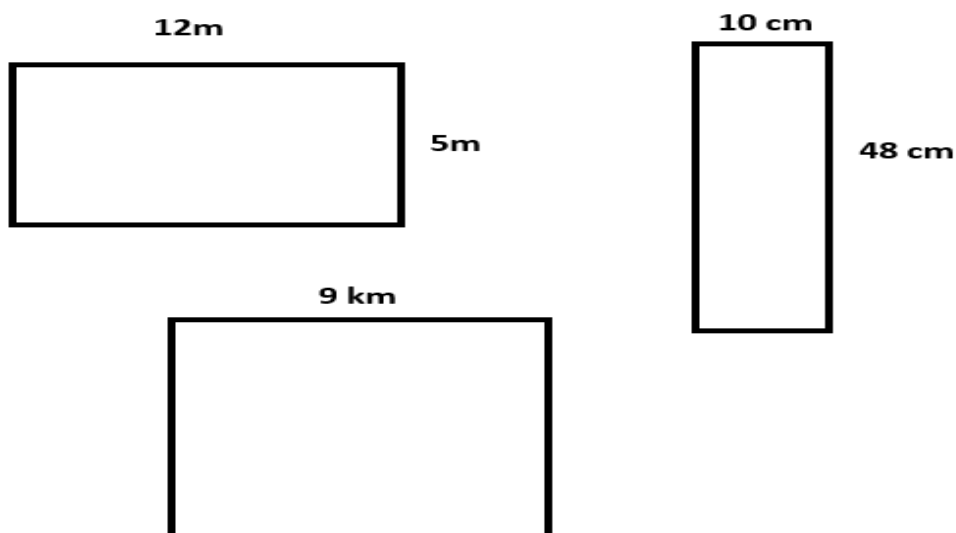
Geography

How does a bushfire have an impact on natural vegetation and damage communities?
 What is the impact of bushfires on communities, environments and animals?
 BTN – [Bushfires and Wildlife](#)
 Watch the BTN video. Take notes on detailing the main points in the video. Remember to pause it if you need more time to write it down.

Activities		Optional
Morning	English-Spelling - Look, Cover, Write, Check. - Consonant and vowel- all words - Pyramid- all words <i>Fruit break</i>	Spelling city YouTube: PE with Joe GoNoodle Squiz Kids podcast
	<i>Brain break:</i> See the "Roll a Brain Break" picture at the back of the pack. Writing: View the Big Write picture, displayed on Monday 11 May home learning plan. Focus: To create a sequence of events in preparation for the Big Write. Today's task: Review your ideas from Tuesday's lesson. Check that you are still happy with it. After making any changes, begin to expand on your ideas by writing words, phrases and sentences you would like to include for each paragraph. Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Dice Typing.com BTN Kids News
	Reading: Read through Chapter 4 (or listen to the reading of them online) and complete the attached activities and questions.	Reading Eggs EPIC
Break		
	Mathematics <i>Number Talk:</i> If you can now move 2 matches, what's the biggest possible number? <i>Skills Practice: Area</i> Use the PowerPoint to review area. Look closely at the definition and how to solve area. Draw the shapes below in your book using a ruler (not to scale). Calculate the area of each of the shapes and show your working out.	Mathletics Prodigy



Then draw 7 more of your own shapes to calculate the area.



Break

Afternoon

CAPA- Dance The Evolution

Watch this clip: https://www.youtube.com/watch_popup?v=p-rSdt0aFuw


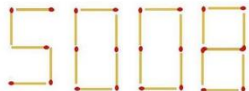
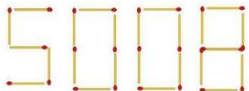
Pick a decade from 1920-1990 and complete the below research questions.

- What style of dances were popular in this decade?
- What was the most popular style of dance in that decade?
- What costumes/clothes did people wear? What kind of music accompanied the dances?
- Learn or create a 30 second dance from that decade.
- Write the steps down or video yourself completing the dance.

YouTube: PE with Joe

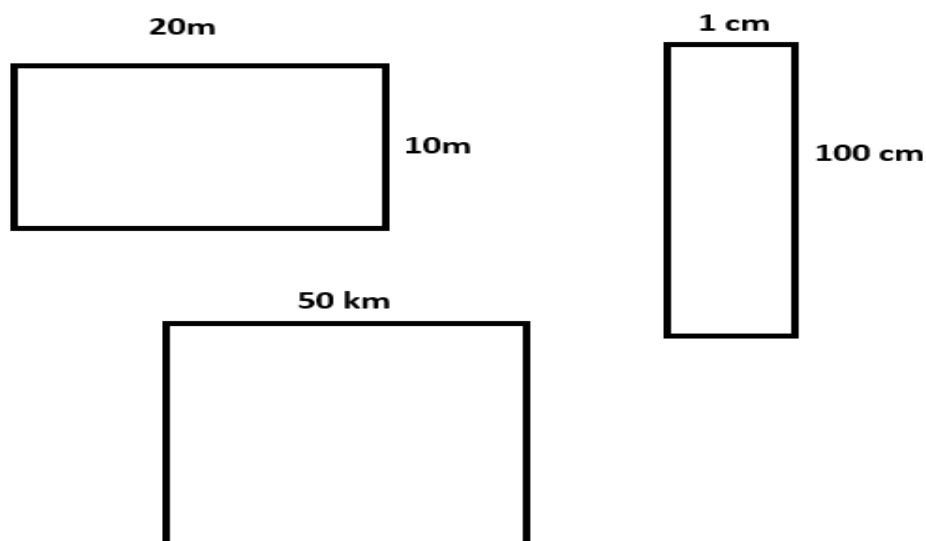
GoNoodle

Term 2 Week 4 Thursday 21 May 2020

Activities		Optional
Morning	English- Spelling - Look, Cover, Write, Check. - Fancy words- all words - Join the dots- all words <i>Fruit break</i>	Spelling city YouTube: PE with Joe GoNoodle Squiz Kids podcast
	<i>Brain break:</i> See the “Roll a Brain Break” picture at the back of the pack.	YouTube: PE with Joe/GoNoodle
	Writing: View the Big Write picture, displayed on Monday 11 May home learning plan. Focus: To complete a Big Write using our picture stimulus. Today's task: Spend 40 minutes creating a narrative based around the events of 2020, between bushfires and COVID-19. Carefully look over your ideas from previous lessons to incorporate them into your writing. Remember to uplevel your writing and make it engaging – the writing is made to be read! Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation. <i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i>	Typing.com Reading Eggs BTN Kids News EPIC 
	Reading: Read through Chapter 5 (or listen to the reading of them online) and complete the attached activities and questions.	
Break		
Middle	Wellbeing challenge: Write down what your favourite meal is and explain why?	
	Mathematics <i>Number Talk:</i> Find out the highest possible number by moving only 2 match sticks. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Find out the highest possible no. by moving only 2 match sticks</p>  </div> <div style="text-align: center;"> <p>Find out the highest possible no. by moving only 2 match sticks</p>  </div> </div> <p style="text-align: right;"><i>Skills Practice: Area</i></p>	Mathletics Prodigy

Use the PowerPoint to review area. **Look closely at the definition and how to solve area.** Draw the shapes below in your book using a ruler (not to scale). Calculate the area of each of the shapes and show your working out.

Then draw 7 more of your own shapes to calculate the area.



Break

Afternoon

Science:

Learning Intention: To understand how far away each planet is from the sun.

Prior to PowerPoint, students need to write down a list of all the planets. They then need to estimate the distance of each planet from the sun. For example, Mercury- 16 million kilometres away from the sun, Venus- 85 million kilometres away from the sun...

View slideshow 4 located in Microsoft Teams > Year 5- 2020 > Science > Files> Term 2-Earth and Space > Earth & Space lesson 4.

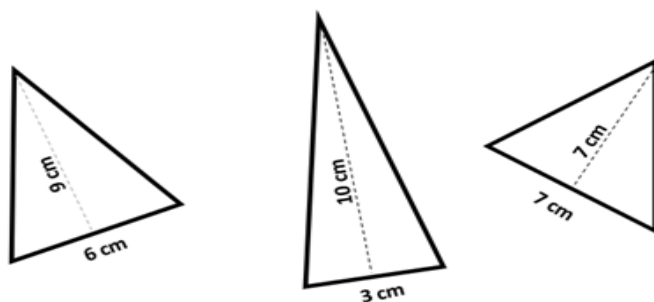
Once this is completed students' access PowerPoint and find the information regarding the distance for each planet.

Once reviewing the PowerPoint, students are to check their estimates and the actual distance and find out the different between the 2 calculations.

Additional information on the solar system.
<http://www.dustbunny.com/afk/planets/howbig.html>

Term 2 Week 4 Friday 22 May 2020

	Activities	Optional
Morning	English- Spelling - Look, Cover, Write, Check. - Alphabetical order - Uppercase and lowercase words <i>Fruit break</i>	Spelling city Squiz Kids podcast
	<i>Brain break:</i> See the “Roll a Brain Break” picture at the back of the pack.	YouTube: PE with Joe / GoNoodle
	<p>Writing: View the Big Write picture, displayed on Monday 11 May home learning plan.</p> <p>Focus: to break down you Big Write with a family member.</p> <p>Today’s task: With a family member, break down your Big Write using the four key elements- vocabulary, connectives, openers and punctuation. Use a highlighter or a coloured pencil to identify your VCOP elements.</p> <p>Vocabulary (wow words)- yellow Connectives- pink Openers- blue Punctuation- green</p> <p>Once you have identified your VCOP elements, edit your writing. Using a different coloured pen/pencil to try and uplevelled your writing. Add in wow words (adjectives), check your punctuations (<u>capital letters and full stops</u>) and spelling.</p> <p><u>Remember</u> to use your VCOP skills, vocabulary, connectives, openers and punctuation.</p> <p><i>Please ensure you share your writing with your classroom team on Microsoft Teams.</i></p>	Typing.com Reading Eggs BTN Kids News EPIC
Break		
Middle	Wellbeing challenge: Gratitude journal- write down one song that makes you feel happy, why does it make you feel like this?	
	<p>Mathematics <i>Number Talk:</i> How many times can you make the number 45? Using the digits – 1, 2, 3, 4,5, 8 and any of the four operations.</p> <p><i>Skills practice: Area</i></p> <p>Use the PowerPoint to review area. Look closely at the how to solve the area of triangles. Draw the shapes below in your book using a ruler (not to scale). Calculate the area of each of the triangles and show your working out.</p> <p>Then draw 7 more of your own triangles to calculate the area.</p>	Mathletics Prodigy



Break

Afternoon

PE - Fundamental Movement Skill focus- Vertical Jump

Bend legs, swing arms up, reach for the sky, legs straighten, looking forward, bend legs to land, arms in front.

Activity 1: Vertical jump practice. Find an even flat area and practice the vertical jump.

Complete 10 successful vertical jumps remembering to bend legs, swing arms up, reach for the sky, legs straighten, look forward, bend legs to land, arms in front.

Activity 2: Reach for the sky. Find a flat area with a tree branch/leaves that are above your head. Complete a vertical jump and try and touch the highest possible branch or leaf. Continue to test yourself until you find the highest point you can touch. Next try stand side on to a wall and repeat the activity but this time try and touch the wall as high as you can. You can mark the wall with chalk or get someone to watch to see where you touched. Challenge your family members to see how high they can vertically jump. Remember to bend legs, swing arms up, reach for the sky, legs straighten, looking forward, bend legs to land, arms in front.

Activity 3: obstacle course. Use the vertical jump and the Leap to create a new obstacle course to challenge yourself and family members. This can be through the house, in the front yard or backyard. Have fun!

Fitness focus: Leg raises 30 sec

YouTube: PE with Joe

Week 3 & 4 Spelling words							
5Blue & 5Green	Yellow	Orange	Red	Green	Pink	Purple	Coral
5Red	Bananas	Oranges	Kiwis	Strawberries	Watermelons	Grapes	
	pig girl leg drag big bag egg glad	goes gone green garage going game give begin	group give goes getting great again ground guess gather together cross wax box fox	Against angry agree begin language garage guest octagon hexagon pentagon box fox prefix reflex search	Beginning guard gigantic grandfather significant ghastly grateful gracious signature organisation control level quarrel travel marvel	Degree vigour argument beginning grammar grieve gorgeous guarantee anguish magnificence final lethal classical annual unusual	Beguiling repugnant egotistical ignoramus gargantuan gauge ghoul galaxy government guillotine

<p><u>Compound sentences</u></p> <p>Pick 5 of your spelling words. Write down a compound sentence for each word. Remember to use the connectives you have learnt in class.</p>	<p><u>Verb/noun/adjective sort</u></p> <p>Sort out your spelling words underneath the heading's verbs, nouns, adjectives. Sort them into their correct group</p>	<p><u>Consonant and vowel</u></p> <p><i>Vowel:</i> a, e, i, o, u</p> <p><i>Consonant:</i> every other letter of the alphabet. Write out your spelling words using a different colour for vowel and consonant.</p>	<p><u>Fancy words</u></p> <p>Write each of your words using fancy writing. Your letters could be curly or dotty... or whatever you decide! Be creative!</p>	<p><u>Alphabetical order</u></p> <p>Write your words out in alphabetical order</p>
<p><u>Rainbow writing</u></p> <p>Write out all of your spelling words, use a different colour for each letter.</p>	<p><u>Hidden words</u></p> <p>Write out all of your spelling words. With each word, try and find as many hidden words as possible. e.g. <i>sandwich</i>: sand, and, an, hand, hid etc...</p>	<p><u>Pyramid</u></p> <p>Write each of your words like a pyramid</p> <p>s</p> <p>so</p> <p>som</p> <p>some</p>	<p><u>Join the dots</u></p> <p>Write each of your words using dots.</p> <p>Then join the dots with a coloured pencil to make your word.</p>	<p><u>Upper- and lower-case words</u></p> <p>Write each of your words out two times. Write in UPPERCASE the first time and in lowercase the second time.</p>

ROLL SOME BRAIN BREAKS

Directions: Roll one die for each of the columns. Perform the quick brain break that matches the number you rolled on the die. For example, if you roll a 1-2-4-3-5 you would perform the following brain breaks: 10 jumping jacks, 5 wall push ups, 10 Twists at the waist, 10 jumps over a pencil on the floor and 10 windmills.

	Column #1	Column #2	Column #3	Column #4	Column #5
1 	10 jumping jacks	Wiggle your whole body for a count of 10.	Bring R elbow to L knee and L elbow to R knee 5 times	Jump in place 10 times.	Rub your entire R arm with your L hand
2 	Squeeze your R hand firmly with your L hand	5 wall push ups	Move the upper half of your body	Spin in a circle 3 times to the right	Touch L hand to bottom of R foot. Repeat 5x.
3 	Move the right side of your body	Spread legs apart and bend at waist looking between knees. Repeat 5x.	Make 10 small circles with your arms	10 jumps over a pencil on floor	Give yourself a big hug for 10 seconds
4 	Rub your entire L arm with your R hand	Touch R hand to bottom of L foot. Repeat 5x.	Twist at the waist 10 times with arms out to the side	Spin in a circle 3 times to the	Make 10 large circles with your arms
5 	Touch R hand to L shoulder. Touch L hand to R shoulder. Repeat 5x.	March in place with knees high for a count of 10	Squeeze your L hand firmly with your R hand	Move the left side of your body	Touch R hand to L foot and then L hand to R foot 5 times
6 	Run in place for a count of 15	Move the lower half of your body	Touch hands overhead and try to balance on one foot for 5 seconds.	Tap your feet on the floor while making small circles with fingers for 10 sec.	Take 10 deep breaths



Year 5
Term 2
Week 3 & 4
PowerPoint

Home Learning

Week 3 & 4
Writing

V C O P



Big Write stimulus

• Thursday of Week 4, you will complete a Big Write using the stimulus displayed on this page. Over the next 2 weeks you will be completing a range of writing activities which will help you build your writing skills ready for your Big Write. It is important that you complete all activities to the best of your ability and if you have any questions regarding the learning tasks, speak to your classroom teacher.

- What does this picture symbolise?
- What is happening in the picture?

Compound and Complex Sentences

A compound sentence contains two independent clauses, joined by a coordinating conjunction. E.g. Phil was playing tennis, so Jim went for a walk.

A complex sentence combines an independent clause with one or more dependent clause. A complex sentence always has a subordinating conjunction. E.g. Phil wore his tennis shoes, because he was playing tennis.

How to build on a simple sentence

For example:

Simple sentence: The bird sat in the tree.

*Uplevelled simple sentence: The **colourful parrot** sat in the **spooky, leafless gum** tree.*

*Add an adverb: The colourful parrot sat **silently** in the spooky, leafless gum tree.*

*Add "while": The colourful parrot sat **silently** in the spooky, leafless gum tree **while staring at passers-by**.*

*Change the order of the words in your sentence: **While staring at passers-by**, the colourful parrot sat silently in the spooky, leafless gum tree.*

Your sentence: The bee flew to the flower.

Example of how to write using our senses

Topic: Cold weather

Senses:

See: Ice is forming like crystals all over the ground. My breath fogs up like dragon's breath. Everyone is shielding their faces, afraid of Winter's bite.

Hear: The birds are voiceless. The insects are all sleeping. In the distance I hear one lone car, travelling along the main road. My ears are filled with the sounds of my footsteps and breath.

Example of how to write using our senses

Taste: My tongue is bone dry and unfeeling. When I breathe, I taste the crisp air and wish there was more moisture. It tastes... clean.

Smell: I breathe harder still. The air is clean, but mixed with something. Smoke, from a neighbour's fire, no doubt.

Feel (Touch/Emotions): I reach out to touch the glass. Freezing! I rip my hand away quickly, worried that my fingertips may stick to it if left on too long. As I stare out at the cold, crisp morning, I'm filled with happiness and contentment.

Speech marks

Speech marks are used to show *dialogue*, or when people are talking. However, when speech marks are overused, it makes stories difficult to read. For example, "Oh no!" "What" "That really hurt!" "Why did you do that?" "I didn't do anything!" "Yes you did." "No I didn't."

Narrative Structure

- Narratives have many different features, including:
- **an engaging title**
- **an introduction** that includes the who, when and where
- **a sequence of events** that goes for several paragraphs. Ideas of what to include at this stage are: what is daily life like for this person (pre-action), what kind of relationships does the person have, what are the factors that led up to the complication (what came before this that led to the complication occurring)
- **a complication:** this should be descriptive and go for several sentences. A good complication should be at least a paragraph long – it cannot be summed up in one sentence.
- **a resolution:** get the character to try to solve the problem and fail *before succeeding*. This should go for a few paragraphs and include lots of phrases based around emotion and words of both failure and success. *Tip: narratives should not be finalised by saying "The end". They should come to a point of calm while still recognising that tomorrow is another day!*

Week 3 & 4 Mathematics

Multiplication Strategies

Multiplication is when you add the same number over and over again a certain number of times. Eg. 24×7 is when you add 24 seven times. This is also known as repeated addition. When we are multiplying larger numbers, we need to have some creative strategies to solve the problems.

A range of creative strategies include, repeated addition, array, equal groups, commutative law, doubling and halving, doubling, area model, using friendly facts and known facts.

Multiplication Strategies: Area Model

Area Model

Area model is good for multiplying numbers with two or more digits. Here's how you do it! Make a table, placing the different place values into each column (eg break the number 12 into 10 in one box and 2 in the next). Do one number going across the top and the other going down the side. Make sure all the boxes are joined together in a table. In each blank box, multiply the two numbers to which the box is connected. Once all boxes are completed, add all your answers together.

X	30	1
40	(30 x 40) 1200	(40 x 1) 40
2	(30 x 2) 60	(1 x 2) 2

$$1200 + 60 + 40 + 2 = 1302$$

$$\text{so } 31 \times 42 = 1302$$

Multiplication Strategies: Working with 0

Using our knowledge of number facts is an excellent way to solve multiplication problems. If a multiplication question has a number with a **0** at the end, you can quite simply remove the 0, solve the equation and place the 0 back on. Take care, for each 0 you take off, **you must add that number back on** - even if the answer already has a 0 at the end!

For example:

$40 \times 50 = ?$ *Take off the 0 from 40 and the 0 from 50 (2 zeroes)*

$4 \times 5 = 20$ *Add the two zeroes back on*

$40 \times 50 = 2000$

Multiplication Strategies: Use known facts

Another strategy includes using your knowledge of **known facts** to solve unknown questions.

For example:

Say you are unsure what the answer to 8×9 is. You can use what you do know to find out what you don't know – you know that $8 \times 10 = 80$. 9 is **one group less** than 10, so you must take one group off! $80 - 8 = 72$, so 8×9 must equal 72! This works with two digits 2: 37×9 is close to 37×10 . Then just take off one group of 37!

Multiplication Strategies: Long Multiplication

Long multiplication is used when multiplying larger numbers and is particularly effective when both numbers have two or more digits.

To use long multiplication for a two-by-two-digit number, you organise the equation in **algorithm formation**. From there, you multiply the top **ones** column by both numbers underneath, individually.

Then, you place a zero underneath the answer. This is because you are now multiplying the **tens**, which requires a **0 in the ones place**. Then you multiply the tens column in the top row by both numbers underneath, individually.

The two answers are then **added together** to find your final answer.

For example:

23 x 13

$$\begin{array}{r} 23 \times \\ 13 \\ \hline 69 + \\ 230 \\ \hline 299 \end{array}$$

Multiplication Strategies: Long Multiplication

'Carrying the one'

Most of the time, long multiplication will involve carrying more tens over to the next column, like you would find in addition. In fact, when having to carry the number across, it is very similar to addition.

As mentioned on the previous slide, you multiply the numbers together, but most multiplied numbers are above 10.

So, let's say the answer is 16. You put the 6 down and then carry the one over to the next column. When the next set of numbers is multiplied, you add a one onto the answer, because you will have received one more ten.

For example:

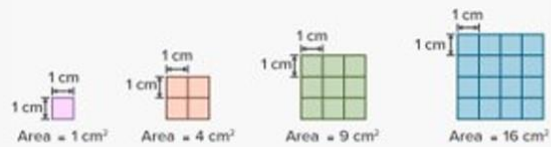
35 x 23

$$\begin{array}{r} 35 \times \\ 23 \\ \hline \end{array}$$

Area: What is it?

Area - Area is the total amount of space **inside a 2D shape**.

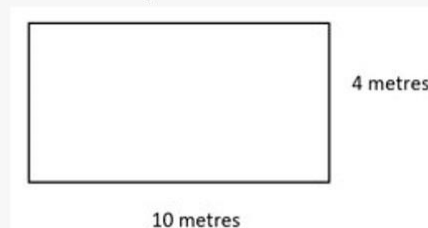
Imagine drawing the beginnings of a square. The first two arms have 1cm width and 1cm length. To make this into a 2D shape, the other two arms are joined to make a square. This is called **1 centimetre squared**, or **1cm²**. All area is measured using the squared symbol (²).



Area: How is it calculated?

The area of a shape can be found by **multiplying the length and width** of a shape (for 4 sided shapes – we will get to triangles later!). For example:

This rectangle has a width of 10 metres and a length of 4 metres. The area of this rectangle will be 4m x 10m, which equals 40m². Another way to look at this would be to say that this rectangle would fit 1m² inside this shape 40 times.



Area: What about triangles?

Look at this rectangle. If you cut this rectangle from one corner to the opposite corner, you will have created two triangles.

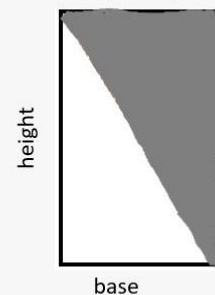
If you have a look at this square, the same can be done: from one corner to the other, you can make this square into a triangle.

So, when working out the area of a triangle, we have to imagine that if we had two of those triangles, we can create a square or rectangle. That means that when calculating the area of a triangle, we have to **halve the answer**.



Area: How to calculate triangles

To work out the area of a triangle, it is very similar to working out the area of a square or a rectangle, which is **length x width**. For a triangle, this is called **base x height**. For some triangles, this can be tricky: sometimes they look different, so it's important to remember that the **base** is the bottom and the **height is the length between the top point and the bottom (base)**.



Area: How to calculate triangles

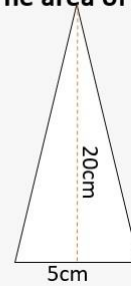
This triangle has its top point in the middle, so it doesn't look like half a rectangle, but don't worry! It will still work. We just need to know the length of the base and the height.

In this case, the base is 5cm and the height (from the top point to the base) is 20cm.

Here's what you do:

$5\text{cm} \times 20\text{cm} = 100\text{cm}$

This would be right if it were a rectangle, but it's half of one instead! So we have to divide it by 2. 100cm divided by 2 = 50cm . **The area of this triangle is 50cm^2**





Roald Dahl



The Witching Hour

Sophie couldn't sleep.

A brilliant moonbeam was slanting through a gap in the curtains. It was shining right on to her pillow.

The other children in the dormitory had been asleep for hours.

Sophie closed her eyes and lay quite still. She tried very hard to doze

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Year 5 Reading

Online Learning Term 2

Before you start reading take a look at the cover and make a prediction of what the story could be about.

The BFG

off.

It was no good. The moonbeam was like a silver blade slicing through the room on to her face.

The house was absolutely silent. No voices came up from downstairs. There were no footsteps on the floor above either.

The window behind the curtain was wide open, but nobody was walking on the pavement outside. No cars went by on the street. Not the tiniest sound could be heard anywhere. Sophie had never known such a silence.

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Perhaps, she told herself, this was what they called the witching hour.

The witching hour, somebody had once whispered to her, was a special moment in the middle of the night when every child and every grown-up was in a deep deep sleep, and all the dark things came out from hiding and had the world to themselves.

The moonbeam was brighter than ever on Sophie's pillow. She decided

When she reached the curtains, Sophie hesitated. She longed to duck underneath them and lean out of the window to see what the world looked like now that the witching hour was at hand.

She listened again. Everywhere it was deathly still.

The longing to look out became so strong she couldn't resist it. Quickly, she ducked under the curtains and leaned out of the window.

In the silvery moonlight, the village street she knew so well seemed completely different. The houses looked bent and crooked, like houses in a fairy tale. Everything was pale and ghostly and milky-white.

to get out of bed and close the gap in the curtains.

You got punished if you were caught out of bed after lights-out. Even if you said you had to go to the lavatory, that was not accepted as an excuse and they punished you just the same. But there was no one about now, Sophie was sure of that.

She reached out for her glasses that lay on the chair beside her bed. They had steel rims and very thick lenses, and she could hardly see a thing without them. She put them on, then she slipped out of bed and tip-toed over to the window.

Across the road, she could see Mrs Rance's shop, where you bought buttons and wool and bits of elastic. It didn't look real. There was something dim and misty about that too.

Sophie allowed her eye to travel further and further down the street.

Suddenly she froze. *There was something coming up the street on the opposite side.*

It was something black ...

Something tall and black ...

Something very tall and very black and very thin.



Who?

It wasn't a human. It couldn't be. It was four times as tall as the tallest human. It was so tall its head was higher than the upstairs windows of the houses. Sophie opened her mouth to scream, but no sound came out. Her throat, like her whole body, was frozen with fright.

30

Roald Dahl

bend down to peer into the upstairs windows. That's how tall it was.

It would stop and peer in. Then it would slide on to the next house and stop again, and peer in, and so on all along the street.

It was much closer now and Sophie could see it more clearly.

Looking at it carefully, she decided it *had* to be some kind of PERSON. Obviously it was not a human. But it was definitely a PERSON.

A GIANT PERSON, perhaps.

Sophie stared hard across the misty moonlit street. The Giant (if that was what he was) was wearing a long BLACK CLOAK.

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This was the witching hour all right.

The tall black figure was coming her way. It was keeping very close to the houses across the street, hiding in the shadowy places where there was no moonlight.

On and on it came, nearer and nearer. But it was moving in spurts. It would stop, then it would move on, then it would stop again.

But what on earth was it doing?

Ah-ha! Sophie could see now what it was up to. It was stopping in front of each house. It would stop and peer into the upstairs window of each house in the street. It actually had to

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The BFG

In one hand he was holding what looked like a VERY LONG, THIN TRUMPET.

In the other hand, he held a LARGE SUITCASE.

The Giant had stopped now right in front of Mr and Mrs Goochey's house. The Goocheys had a green-grocer's shop in the middle of the High Street, and the family lived above the shop. The two Goochey children slept in the upstairs front room, Sophie knew that.

The Giant was peering through the window into the room where Michael and Jane Goochey were sleeping. From across the street, Sophie watched and held her breath.

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She saw the Giant step back a pace and put the suitcase down on the pavement. He bent over and opened the suitcase. He took something out of it. It looked like a glass jar, one of those square ones with a screw top. He unscrewed the top of the jar and poured what was in it into the end of the long trumpet thing.

Sophie watched, trembling.

She saw the Giant straighten up again and she saw him poke the trumpet in through the open upstairs window of the room where the Goochey children were sleeping. She saw the Giant take a deep breath and *whoof*, he blew through the trumpet.

34

in the jar had now been blown through the trumpet into the Goochey children's bedroom.

What could it be?

As the Giant withdrew the trumpet from the window and bent down to pick up the suitcase he happened to turn his head and glance across the street.

In the moonlight, Sophie caught a glimpse of an enormous long pale wrinkly face with the most enormous ears. The nose was as sharp as a knife, and above the nose there were two bright flashing eyes, and the eyes were staring straight at Sophie. There

36



No noise came out, but it was obvious to Sophie that whatever had been

35

was a fierce and devilish look about them.

Sophie gave a yelp and pulled back from the window. She flew across the dormitory and jumped into her bed and hid under the blanket.

And there she crouched, still as a mouse, and tingling all over.

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The Snatch

Under the blanket, Sophie waited.

After a minute or so, she lifted a corner of the blanket and peeped out.

For the second time that night her blood froze to ice and she wanted to scream, but no sound came out. There at the window, with the curtains pushed aside, was the enormous long

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This time Sophie really did scream, but only for a second because very quickly the huge hand clamped down over her blanket and the scream was smothered by the bedclothes.

Sophie, crouching underneath the blanket, felt strong fingers grasping hold of her, and then she was lifted up from her bed, blanket and all, and whisked out of the window.

If you can think of anything more terrifying than that happening to you in the middle of the night, then let's hear about it.

The awful thing was that Sophie knew exactly what was going on although she couldn't see it happen-

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pale wrinkly face of the Giant Person, staring in. The flashing black eyes were fixed on Sophie's bed.

The next moment, a huge hand with pale fingers came snaking in through the window. This was followed by an arm, an arm as thick as a tree-trunk, and the arm, the hand, the fingers were reaching out across the room towards Sophie's bed.



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ing. She knew that a Monster (or Giant) with an enormous long pale wrinkly face and dangerous eyes had plucked her from her bed in the middle of the witching hour and was now carrying her out through the window smothered in a blanket.

What actually happened next was this. When the Giant had got Sophie outside, he arranged the blanket so that he could grasp all the four corners of it at once in one of his huge hands, with Sophie imprisoned inside. In the other hand he seized the suitcase and the long trumpet thing and off he ran.

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Sophie, by squirming around inside the blanket, managed to push the top of her head out through a little gap just below the Giant's hand. She stared around her.

She saw the village houses rushing by on both sides. The Giant was sprinting down the High Street. He was running so fast his black cloak was streaming out behind him like the wings of a bird.

Sophie crouched in the blanket, peering out. She was being bumped against the Giant's leg like a sack of potatoes. Over the fields and hedges and rivers they went, and after a while a frightening thought came into Sophie's head. *The Giant is running fast, she told herself, because he is hungry and he wants to get home as quickly as possible, and then he'll have me for breakfast.*

BFG Activities and Questions

Vocabulary.

Write down any words that you saw in chapters 1 - 3 that were new to you. Look up these words definitions and create a sentence for each of these words that makes sense.



Each stride he took was as long as a tennis court. Out of the village he ran, and soon they were racing across the moonlit fields. The hedges dividing the fields were no problem to the Giant. He simply strode over them. A wide river appeared in his path. He crossed it in one flying stride.

From Sophie's description in the text draw a picture of the object she saw below

BFG

Activities and Questions

Optional

As a fun option for this novel, place a notebook beside your bed before you go to sleep. When you wake up in the morning write down all of your dreams that you can remember from that night.

- 1. Find and write down the definitions for these words.
- Trumpet:
- Greengrocer:
- Imprisoned
- 2. How does Sophie describe the object that she saw in the street?
- 3. What is the use of the giant's long trumpet?
- 4. What did Sophie say the witching hour was?



The Cave

Make A Prediction.

Where do you think the story could go before you continue reading? Write your prediction above.

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Roald Dahl

water. It whipped her head back and whistled in her ears. She could no longer feel the Giant's feet touching the ground. She had a weird sensation they were flying. It was impossible to tell whether they were over land or sea. This Giant had some sort of magic in his legs. The wind rushing against Sophie's face became so strong that she had to duck down again into the blanket to prevent her head from being blown away.



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The Giant ran on and on. But now a curious change took place in his way of running. He seemed suddenly to go into a higher gear. Faster and faster he went and soon he was travelling at such a speed that the landscape became blurred. The wind stung Sophie's cheeks. It made her eyes

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The BFG

Was it really possible that they were crossing oceans? It certainly felt that way to Sophie. She crouched in the blanket and listened to the howling of the wind. It went on for what seemed like hours.

Then all at once the wind stopped its howling. The pace began to slow down. Sophie could feel the Giant's feet pounding once again over the earth. She poked her head up out of the blanket to have a look. They were in a country of thick forests and rushing rivers. The Giant had definitely slowed down and was now running more normally, although normal was a silly word to use to describe a galloping giant. He leaped over a dozen

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rivers. He went rattling through a great forest, then down into a valley and up over a range of hills as bare as concrete, and soon he was galloping over a desolate wasteland that was not quite of this earth. The ground was flat and pale yellow. Great lumps of blue rock were scattered around, and dead trees stood everywhere like skeletons. The moon had long since disappeared and now the dawn was breaking.

Sophie, still peering out from the blanket, saw suddenly ahead of her a great craggy mountain. The mountain was dark blue and all around it the sky was gushing and glistening with light. Bits of pale gold were flying

hole. The hole was so large the Giant didn't even have to duck his head as he went in. He strode into the black hole still carrying Sophie in one hand, the trumpet and the suitcase in the other.

As soon as he was inside, he stopped and turned and rolled the great stone back into place so that the entrance to his secret cave was completely hidden from outside.

Now that the entrance had been sealed up, there was not a glint of light inside the cave. All was black.

Sophie felt herself being lowered to the ground. Then the Giant let go of the blanket completely. His foot-

among delicate frosty-white flakes of cloud, and over to one side the rim of the morning sun was coming up red as blood.

Right beneath the mountain, the Giant stopped. He was puffing mightily. His great chest was heaving in and out. He paused to catch his breath.

Directly in front of them, lying against the side of the mountain, Sophie could see a massive round stone. It was as big as a house. The Giant reached out and rolled the stone to one side as easily as if it had been a football, and now, where the stone had been, there appeared a vast black

steps moved away. Sophie sat there in the dark, shivering with fear.



filled every nook and cranny of the cave.

In the middle of the floor there was a table twelve feet high and a chair to match.

The Giant took off his black cloak and hung it against the wall. Sophie saw that under the cloak he was wearing a sort of collarless shirt and a dirty old leather waistcoat that didn't seem to have any buttons. His trousers were faded green and were far too short in the legs. On his bare feet he was wearing a pair of ridiculous sandals that for some reason had holes cut along each side, with a large hole at the end where his toes stuck

He is getting ready to eat me, she told herself. He will probably eat me raw, just as I am.

Or perhaps he will boil me first.

Or he will have me fried. He will drop me like a rasher of bacon into some gigantic frying-pan sizzling with fat.

A blaze of light suddenly lit up the whole place. Sophie blinked and stared.

She saw an enormous cavern with a high rocky roof.

The walls on either side were lined with shelves, and on the shelves there stood row upon row of glass jars. There were jars everywhere. They were piled up in the corners. They

out. Sophie, crouching on the floor of the cave in her nightie, gazed back at him through thick steel-rimmed glasses. She was trembling like a leaf in the wind, and a finger of ice was running up and down the length of her spine.

'Ha!' shouted the Giant, walking forward and rubbing his hands together. 'What has us got here?' His booming voice rolled around the walls of the cave like a burst of thunder.



The BFG

The Giant picked up the trembling Sophie with one hand and carried her across the cave and put her on the table.

Now he really is going to eat me, Sophie thought.

The Giant sat down and stared hard at Sophie. He had truly enormous

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Giants is everywhere around! Out there us has the famous Bonecrunching Giant! Bonecrunching Giant crunches up two whoppsy-whiffling human beans for supper every night! Noise is earbursting! Noise of crunching bones goes crackety-crack for miles around!

‘Owch!’ Sophie said.

‘Bonecrunching Giant only gobbles human beans from Turkey,’ the Giant said. ‘Every night Bonecruncher is galloping off to Turkey to gobble Turks.’

Sophie’s sense of patriotism was suddenly so bruised by this remark that she became quite angry. ‘Why

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ears. Each one was as big as the wheel of a truck and he seemed to be able to move them inwards and outwards from his head as he wished.

‘I is hungry!’ the Giant boomed.

He grinned, showing massive square teeth. The teeth were very white and very square and they sat in his mouth like huge slices of white bread.

‘P ... please don’t eat me,’ Sophie stammered.

The Giant let out a bellow of laughter. ‘Just because I is a giant, you think I is a man-gobbling canny-bull!’ he shouted. ‘You is about right! Giants is all cannybully and murderous! And they *does* gobble up human beans! We is in Giant Country now!

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Turks?’ she blurted out. ‘What’s wrong with the English?’

‘Bonecrunching Giant says Turks is tasting oh ever so much juicier and more scrumdiddlyumptious! Bonecruncher says Turkish human beans has a glamourly flavour. He says Turks from Turkey is tasting of turkey.’

‘I suppose they would,’ Sophie said.

‘Of course they would!’ the Giant shouted. ‘Every human bean is diddly and different. Some is scrumdiddlyumptious and some is uckyslush. Greeks is all full of uckyslush. No giant is eating Greeks, ever.’

‘Why not?’ Sophie asked.

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'Greeks from Greece is all tasting greasy,' the Giant said.

'I imagine that's possible too,' Sophie said. She was wondering with a bit of a tremble what all this talking about eating people was leading up to. Whatever happened, she simply must play along with this peculiar giant and smile at his jokes.

But were they jokes? Perhaps the great brute was just working up an appetite by talking about food.

'As I am saying,' the Giant went on, 'all human beans is having different flavours. Human beans from Panama is tasting very strong of hats.'

'Why hats?' Sophie said.

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'Do you like vegetables?' Sophie asked, hoping to steer the conversation towards a slightly less dangerous kind of food.

'You is trying to change the subject,' the Giant said sternly. 'We is having an interesting babblement about the taste of the human bean. The human bean is not a vegetable.'

'Oh, but the bean *is* a vegetable,' Sophie said.

'Not the *human* bean,' the Giant said. 'The human bean has two legs and a vegetable has no legs at all.'

Sophie didn't argue any more. The last thing she wanted to do was to make the Giant cross.

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'You is not very clever,' the Giant said, moving his great ears in and out. 'I thought all human beans is full of brains, but your head is emptier than a bundongle.'



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'The human bean,' the Giant went on, 'is coming in dillions of different flavours. For instance, human beans from Wales is tasting very whooshey of fish. There is something very fishy about Wales.'

'You mean whales,' Sophie said. 'Wales is something quite different.'

'Wales is *whales*,' the Giant said. 'Don't gobblefunk around with words. I will now give you another example. Human beans from Jersey has a most disgusting woolly tickle on the tongue,' the Giant said. 'Human beans from Jersey is tasting of cardigans.'

'You mean jerseys,' Sophie said.

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'You are once again gobblefunking!' the Giant shouted. 'Don't do it! This is a serious and snitching subject. May I continue?'

'Please do,' Sophie said.



'Danes from Denmark is tasting ever so much of dogs,' the Giant went on.

'Wellington?' Sophie said. 'Where is Wellington?'

'Your head is full of squashed flies,' the Giant said. 'Wellington is in New Zealand. The human beans in Wellington has an especially scrumdiddlyumptious taste, so says the Welly-eating Giant.'

'What do the people of Wellington taste of?' Sophie asked.

'Boots,' the Giant said.

'Of course,' Sophie said. 'I should have known.'

Sophie decided that this conversation had now gone on long enough. If she was going to be eaten, she'd rather get it over and done with right away than be kept hanging around

'Of course,' Sophie said. 'They taste of great danes.'

'Wrong!' cried the Giant, slapping his thigh. 'Danes from Denmark is tasting doggy because they is tasting of *labradors*!'

'Then what do the people of Labrador taste of?' Sophie asked.

'Danes,' the Giant cried, triumphantly. 'Great danes!'

'Aren't you getting a bit mixed up?' Sophie said.

'I is a very mixed-up Giant,' the Giant said. 'But I does do my best. And I is not nearly as mixed up as the other giants. I know one who gallops all the way to Wellington for his supper.'

any more. 'What sort of human beings do *you* eat?' she asked, trembling.

'*Me!*' shouted the Giant, his mighty voice making the glass jars rattle on their shelves. 'Me gobbling up human beans! This I never! The others, yes! All the others is gobbling them up every night, but not me! I is a freaky Giant! I is a nice and jumbly Giant! I is the only nice and jumbly Giant in Giant Country! I is THE BIG FRIENDLY GIANT! I is the BFG. What is *your* name?'

'My name is Sophie,' Sophie said, hardly daring to believe the good news she had just heard.

BFG Activities and Questions

Imagine that you are in the BFG's cave in Sophie's place. What would you say to help the BFG to celebrate being different?

Read extract 1 and answer the questions.

1. What does Sophie think the giant is going to do?
2. Why does she think this?
3. How have her feelings towards the giant changed since she first saw him?

Extract 1

The Giant picked up the trembling Sophie with one hand and carried her across the cave and put her on the table.

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The Giant sat down and stared hard at Sophie. He had truly enormous ears. Each one was as big as the wheel of a truck and he seemed to be able to move them inwards and outwards from his head as he wished.

'I is hungry!' the Giant boomed. He grinned, showing his massive square teeth. The teeth were very white and very square and they sat in his mouth like huge slices of white bread.

'P... please don't eat me,' Sophie stammered.

The Giant let out a bellow of laughter. 'Just because I is a giant, you think I is a man-gobbly cannybull!' he shouted.



BFG Activities and Questions

Does appearance always match personality?

Look at and match the appearance and personality cards opposite

<p>A fair PRINCESS WITH A DELICATE SMILE and hair the colour of SUNLIGHT</p>	<p>A wrinkly OLD GRANDAD with a HEARING AID</p>	<p>WICKED and CRUEL, this character delights in DISASTER. They create MISCHIEF and MISFORTUNE wherever they go.</p>	<p>This character is rather CLUMSY. They never remember to look where they are going, so they are ALWAYS having ACCIDENTS!</p>
<p>A WITCH with a CROOKED BACK AND A FACE sprinkled with WARTS</p>	<p>A teenage girl with SPIKY PINK HAIR and a NOSE RING</p>	<p>This character is quite FORGETFUL and can often be found SNORING in their armchair.</p>	<p>SWEET and GENTLE, this character is beloved by everyone they meet. They have a heart of gold, and they are particularly kind to ANIMALS.</p>
<p>A ten-year-old BOY with BROKEN GLASSES AND PLASTERS on both knees</p>	<p>A KNIGHT ON HORSEBACK DRESSED IN shimmering ARMOUR</p>	<p>This character is as STRONG as an ox and as BRAVE as a lion. They are always looking for OPPORTUNITIES to HELP people in distress.</p>	<p>SULKY and RUDE, this character enjoys chewing gum and listening to PUNK-ROCK music.</p>

Appearance

Personality

BFG Activities and Questions

Can you do the same and create a character whose appearance and personality just don't match.

Character drawing:

Description of appearance:

Description of personality:
