

# Year 5



# Term 3

# Weeks 8 & 9

## Term 3 Week 8 Monday 30 August 2021

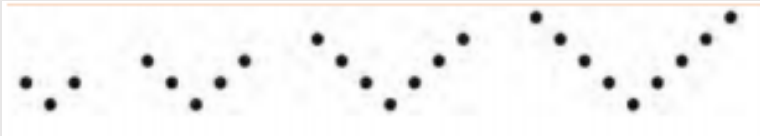
Time	Activities	Optional						
<b>Daily Wellbeing:</b> Play a board game or other game with a family member.								
9-25- 10-25	<b>English</b> <b>Spelling:</b> <i>Activities:</i> <ul style="list-style-type: none"> <li>Look, Cover, Write, Check.</li> <li>Rainbow writing</li> <li>5x compound sentences</li> </ul>							
10:25- 11:30	<b>Writing:</b> Imagine you are on a beach and find an old bottle with a message inside. How would you feel? What would you see, hear, smell, taste and feel? Write 5 sentences based on your five senses describing finding this message inside a bottle. Remember your sentences need to be structured correctly and they need to make sense.	typeracer .com Pobble365						
<b>Brain break:</b> 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice & Fruit break								
11:30- 11:45	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Reading Eggs BTN Squiz Kids Kids News EPIC						
11:45- 12:25	Lunch Break							
12:25- 1:50	<b>Mathematics</b> <i>Number Talk:</i> I have ten boxes, with a total weight of 75kg: 15 kg, 13 kg, 11 kg, 10 kg, 9 kg, 8 kg, 4 kg, 2 kg, 2 kg, 1 kg I want to pack the boxes into 3 crates, but each crate can carry a maximum of 25 kg. How can I pack the boxes into the crates? (There may, or may not, be more than one way!)  <i>Skills Practice: Addition Strategies</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Introductory</th><th style="text-align: center;">Consolidating</th><th style="text-align: center;">More Challenging</th></tr> </thead> <tbody> <tr> <td> <b>3- by 2-digit</b>            254 + 61            390 + 47            508 + 53            Create and answer 7 more questions of your own.         </td><td> <b>3-digit with decimal</b>            254.5 + 692.1            390.2 + 440.7            520.8 + 503            Create and answer 7 more questions of your own.         </td><td> <b>Numbers of any size</b>            2 005.4 + 8 146.12            35 290.63 + 74 780.7            9 506.8 + 11 953.50            Create and answer 7 more questions of your own.         </td></tr> </tbody> </table> <b>Maths Investigation: Perimeter</b> Draw a shape with the following total perimeters. It does not need to be to scale.	Introductory	Consolidating	More Challenging	<b>3- by 2-digit</b> 254 + 61 390 + 47 508 + 53 Create and answer 7 more questions of your own.	<b>3-digit with decimal</b> 254.5 + 692.1 390.2 + 440.7 520.8 + 503 Create and answer 7 more questions of your own.	<b>Numbers of any size</b> 2 005.4 + 8 146.12 35 290.63 + 74 780.7 9 506.8 + 11 953.50 Create and answer 7 more questions of your own.	Mathletics Prodigy Hit the Button
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	<p><b>*Remember:</b> Perimeter is the total length of the outside of the shape. To find the total perimeter, all sides are added together. To make a shape of a certain perimeter, you will need to make sure all sides add up to that number.</p>			
	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	
	<p><b>2-digit perimeter</b></p> <p>14 centimetres 20 millimetres 28 metres</p>	<p><b>3-digit perimeters</b></p> <p>140 centimetres 600 millimetres 280 metres</p>	<p><b>Use an irregular shape</b></p> <p>140 centimetres 600 millimetres 280 metres</p>	
1:50-2:25	Break			
2:25- 3:25	<p><b>PDH</b></p> <p><u>Create your own Mindfulness advent calendar</u></p> <p>Just like you have a chocolate advent calendar around Christmas. You are now going to have a mindfulness advent calendar all year round. I have attached 24 sample activates for reference.</p> <p>What you are going to do is:</p> <ol style="list-style-type: none"> <li>1. Research and find 31 different mindfulness activities (I have attached 24 examples for ideas).</li> <li>2. Write or type your activities onto paper.</li> <li>3. Label each activity with a number 1-31 (one activity for each day of the month).</li> <li>4. Create your advent calendar. Use your imagination/research how you want your advent calendar to look.</li> <li>5. Share your advent calendar with your friends or family so they can join in.</li> </ol> <p>Examples of advent calendars:</p> <ul style="list-style-type: none"> <li>• Place in the pockets of a cloth advent calendar you already have. Or create your own cloth advent calendar</li> <li>• Punch a hole, string the invitations, and choose to hang on the Christmas tree, a Christmas wreath or hang around your home to find each day.</li> <li>• Research your own advent calendar design.</li> </ul>			<p>GoNoodle YouTube: Move to Learn</p>



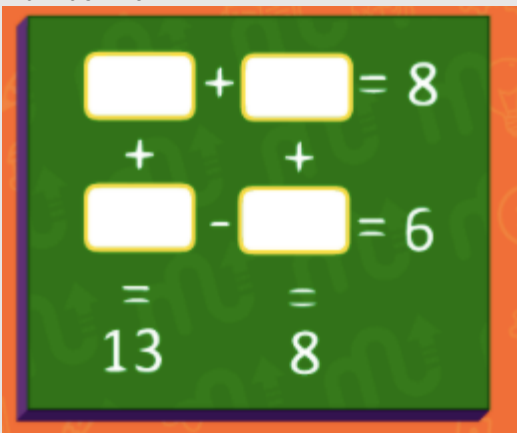
### Term 3 Week 8 Tuesday 31 August 2021

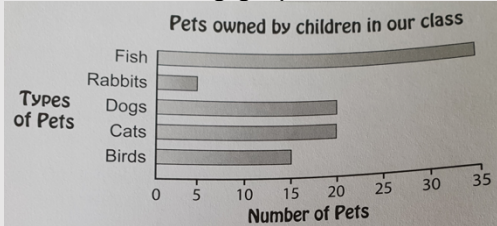
Time	Activities	Optional
<b>Daily Wellbeing:</b> Read a book to a family member or pet.		
9-25- 10-25	<p><b>English</b></p> <p><b>Spelling:</b></p> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Verb, noun, adjective sort</li> </ul>	

	<ul style="list-style-type: none"> <li>Hidden words</li> </ul>													
10:25-11:45	<b>Viewing and Recording</b> Watch BTN on ABC Me at 10am. <ul style="list-style-type: none"> <li>Summarise the BTN episode.</li> <li>What were the main themes of the episode?</li> <li>What did you like about the episode?</li> <li>What are three questions that you can ask about one of the topics presented in the episode</li> </ul>	BTN typeracer.com												
Brain break: Put on your best dancing song and dance your heart out & Fruit break														
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Squiz Kids Kids News EPIC Reading Eggs												
11:45-12:25	Lunch Break													
12:25-1:50	<b>Mathematics</b> <i>Number Talk</i>  <p>Geese fly in formation to reduce wind resistance when flying over long distances. How would you describe this pattern? How many dots would there be in the next term of the sequence? How do you know? Draw a table of values and complete it for the first three terms of the sequence. Use counters, marbles or a set of objects to complete the table for the fourth and fifth terms.            Extension: what would the 20th term look like?</p> <p><i>Skills Practice: Subtraction Strategies</i></p> <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td> <b>3- by 2-digit</b>            284 – 37            906 – 45            733 – 69            Create and answer 7 more questions of your own.         </td><td> <b>3-digit with decimal</b>            228.4 – 137.3            950.6 – 451.1            703.3 – 690.8            Create and answer 7 more questions of your own.         </td><td> <b>Numbers of any size</b>            28 496.21 – 1 840.03            115 829.58 – 31 002            81 200.452 – 6 821.09            Create and answer 7 more questions of your own.         </td></tr> </tbody> </table> <p><i>Maths Investigation: Time</i></p> <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<b>3- by 2-digit</b> 284 – 37 906 – 45 733 – 69 Create and answer 7 more questions of your own.	<b>3-digit with decimal</b> 228.4 – 137.3 950.6 – 451.1 703.3 – 690.8 Create and answer 7 more questions of your own.	<b>Numbers of any size</b> 28 496.21 – 1 840.03 115 829.58 – 31 002 81 200.452 – 6 821.09 Create and answer 7 more questions of your own.	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>				Mathletics Prodigy
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	<p>We left home at 9:30am and were out for 2 hours. When did we arrive home?</p> <p>How long did I run for if I began at 9:15am and finished at 9:27am?</p>	<p>Tom's watch shows 4:55pm but it is 16 minutes slow. What is the real time?</p> <p>Jim took 1 minute 15 seconds to complete the run. Dane took 2 minutes 25 seconds. How much faster was Jim?</p>	<p>Lily spends 15 minutes practising judo every morning and 23 minutes every afternoon. How much time does she spend on judo each week?</p> <p>Alex's clock stopped 26 hours and 31 minutes ago at 11:48am. What is the time now?</p>	
1:50-2:25	Break			
2:25-3:25	<p><b>Science</b>  <i>You will need an ice cube for this lesson</i>            Today we are going to be learning about solids, liquids and particles.            Answer these questions:</p> <ul style="list-style-type: none"> <li>Predict (guess) what will happen if we leave the ice cube inside on a plate?</li> <li>What are the ways we could make it melt faster?</li> <li>Test one of the ways you suggested in the last question.               <ul style="list-style-type: none"> <li>Create a plan on what you are going to do</li> <li>List the items that you will need</li> <li>Predict (guess) what you think is going to happen? (Including how long it will take)</li> <li>Evaluate the experiment: Did it work? Why, why not?</li> </ul> </li> <li>Compare the ice cube with the melted water. Are these the same object? Discuss the similarities and differences. List them in your book.</li> </ul> <p>Scientists believe that all substances are made of particles. When objects are solid, the particles are packed together and wobble in a fixed position. When they are a liquid, they have more energy and the particles can move more freely. As they gain more heat energy, particles move more energetically.            Create 2 boxes and draw the particles. One for solid and one for liquid"</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Solid</p> <div style="border: 1px solid green; width: 100px; height: 100px; margin: 0 auto;"></div> </div> <div style="text-align: center;"> <p>Liquid</p> <div style="border: 1px solid green; width: 100px; height: 100px; margin: 0 auto;"></div> </div> </div>			

**Term 3 Week 8 Wednesday 1 September 2021**

Activities		Optional			
<b>Daily Wellbeing:</b> Do some meditation using Smiling Mind or a song from YouTube.					
9-25- 10-25	<b>English</b> <b>Spelling:</b> Activities: <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Consonant and vowel colour code</li> <li>• Pyramid</li> </ul>				
10:25-11:45	<b>Writing:</b> Practise your Kung Fu Punctuation moves then write three sentences using the following punctuation: . , ? “ ” ( ) ! Edit the Editing Task Cards at the end of the learning pack.	typeracer.com			
Brain break: Go outside and look up to the sky. Count how many animals you can find. Fruit break					
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Reading Eggs BTN Squiz Kids Kids News EPIC pobble365			
11:45-12:25	Lunch Break				
12:25-1:50	<b>Mathematics</b> <i>Number Talk</i>  <i>Skills Practice: Multiplication Strategies</i> <table border="1" data-bbox="225 1951 1294 2024"> <tr> <td><i>Introductory</i></td> <td><i>Consolidating</i></td> <td><i>More Challenging</i></td> </tr> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	Mathletics
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	<p><b>Maths Investigation: Statistics</b> Use the following graph to answer the questions.</p> <div><p>Pets owned by children in our class</p><table><caption>Pets owned by children in our class</caption><thead><tr><th>Types of Pets</th><th>Number of Pets</th></tr></thead><tbody><tr><td>Fish</td><td>33</td></tr><tr><td>Rabbits</td><td>5</td></tr><tr><td>Dogs</td><td>20</td></tr><tr><td>Cats</td><td>20</td></tr><tr><td>Birds</td><td>15</td></tr></tbody></table></div> <table><tr><td><b>Introductory</b></td><td><b>Consolidating</b></td><td><b>More Challenging</b></td></tr><tr><td>How many cats and dogs are there altogether?  How many more birds are there than rabbits?</td><td>What is the difference between the most popular and least popular pet?  If the fish were owned by 5 children and each child has the same number, how many fish does each child own?</td><td>If each person in the class owns 5 pets, how many people are there in the class?  If a quarter of the dogs are Labradors, how many dogs are not Labradors?</td></tr></table>			Types of Pets	Number of Pets	Fish	33	Rabbits	5	Dogs	20	Cats	20	Birds	15	<b>Introductory</b>	<b>Consolidating</b>	<b>More Challenging</b>	How many cats and dogs are there altogether?  How many more birds are there than rabbits?	What is the difference between the most popular and least popular pet?  If the fish were owned by 5 children and each child has the same number, how many fish does each child own?	If each person in the class owns 5 pets, how many people are there in the class?  If a quarter of the dogs are Labradors, how many dogs are not Labradors?	
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1:50-2:25	Break																					
2:25-3:25	<p><b>Sport</b></p> <p><u>Lockdown Olympics</u></p> <p>Record your time or distance in these (home) Olympic events:</p> <ul style="list-style-type: none"><li>• <b>Shot put</b> (toss socks into a tub) – Same technique as shot put but see how far you can toss a pair of socks into a tub. You will need more accuracy for this event. Record your best throw out of 5 attempts</li><li>• <b>100 metre sprint</b> (20 metre sack race) – Time how quick you can sack race over 20 metres. If you don't have a sack, just make sure your feet are together when you're hopping.</li><li>• <b>Long jump</b> (horizontal jump) – From a standing start (no run up), see how far you can jump forward. Record your best jump out of 5 attempts</li><li>• <b>200 metre sprint</b> (30 metre egg and spoon race) – Time how quickly you can do an egg and spoon race. Add an extra 10 seconds to your time if your egg falls off.</li><li>• <b>Soccer</b> (juggling a soccer ball with your foot) – See how many times you can kick the ball up without it hitting the ground. Best score out of 5 attempts.</li></ul>		<p>YouTube: PE with Joe</p> <p>GoNoodle</p>																			

	<ul style="list-style-type: none"> <li>• <b>Rugby 7's</b> (passing for distance) – Record how far you can pass a football.</li> <li>• <b>Curling</b> (coin toss) – Record how close you can slide a 20-cent piece to the edge of your table (smallest distance from the edge the better). Record your smallest distance from 5 attempts.</li> <li>• <b>Basketball</b> (finger spin) – Time how long you can spin a basketball on your finger. Longest time out of 5 attempts.</li> <li>• <b>Rhythmic gymnastics</b> (dance routine) – Create a 30 second dance routine to your favourite song (need to include 1 forward roll and 2 full spins)</li> </ul> <p>Record your distances and times for each event. Add them into teams if you want to compare how you went against your classmates.</p> <p>Try to come up with another two events you could share with your classmates.</p>	
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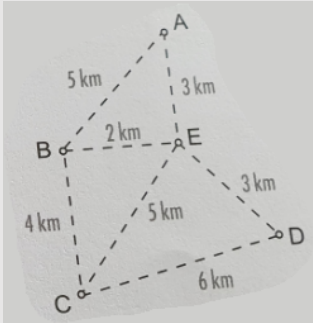
### Term 3 Week 8 Thursday 2 September 2021

Time	Activities	Optional
<b>Daily Wellbeing:</b> Gratitude Photos- Find 10 things that make you happy and take a photo of them		
9-25- 10-25	<b>English</b>  <b>Spelling:</b> <i>Activities:</i> <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Fancy words</li> </ul>	
10:25- 11:45	<b>Writing:</b> Today you need to write a list of as many adjectives as you can think of to describe a door. After you have created your list, you need to write one paragraph describing the door. Don't forget to think about words that describe what you would see, feel, hear, smell or taste if the door was in front of you.	Reading Eggs BTN Squiz Kids Kids News EPIC typeracer .com
<i>Brain break:</i> 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice & <i>Fruit break</i>		
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	
11:45- 12:25	Lunch Break	
12:25- 1:50	<b>Mathematics</b> <i>Number Talk</i>  <b>8 369 456</b> What are some ways we can represent this number? Why did you choose to model it in this way? How is this number written in expanded notation? How do you know?	Mathletics   Optiona

	<p><b>Extension:</b> What are some other ways we can deconstruct this number? How can we prove our number did not change?</p> <p><i>Skills Practice: Division Strategies</i></p> <table><tr><th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr><tr><td><p><b>÷7</b></p><p>35 ÷ 7</p><p>49 ÷ 7</p><p>21 ÷ 7</p><p>Create and answer 7 more questions of your own.</p></td><td><p><b>2- by 1- digit</b></p><p>59 ÷ 3</p><p>84 ÷ 6</p><p>36 ÷ 9</p><p>Create and answer 7 more questions of your own.</p></td><td><p><b>2 or more digits</b></p><p>569 ÷ 3</p><p>814 ÷ 6</p><p>386 ÷ 9</p><p>Create and answer 7 more questions of your own.</p></td></tr></table> <p><i>Maths Investigation: Fractions</i></p> <table><tr><th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr><tr><td><p>Jeff's birthday cake was cut into tenths. If seven tenths were eaten at the party, how many tenths were left?</p><p>Usually I walk 4km to school, but I was given a lift for half the trip. How long was my lift?</p></td><td><p>In a box there were 36 eggs. The box fell and a quarter were broken. How many eggs were broken?</p><p>Simon is saving to buy a \$50 watch. He has to pay one fifth as a deposit. How much is the deposit?</p></td><td><p>Hugo had 96 marbles but lost a quarter of them. How many marbles did Hugo have left?</p><p>Mum baked 76 cupcakes. She gave half to a cake stall. From what was left, she offered half of them to house guests. How many cupcakes were left?</p></td></tr></table>			<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p><b>÷7</b></p> <p>35 ÷ 7</p> <p>49 ÷ 7</p> <p>21 ÷ 7</p> <p>Create and answer 7 more questions of your own.</p>	<p><b>2- by 1- digit</b></p> <p>59 ÷ 3</p> <p>84 ÷ 6</p> <p>36 ÷ 9</p> <p>Create and answer 7 more questions of your own.</p>	<p><b>2 or more digits</b></p> <p>569 ÷ 3</p> <p>814 ÷ 6</p> <p>386 ÷ 9</p> <p>Create and answer 7 more questions of your own.</p>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p>Jeff's birthday cake was cut into tenths. If seven tenths were eaten at the party, how many tenths were left?</p> <p>Usually I walk 4km to school, but I was given a lift for half the trip. How long was my lift?</p>	<p>In a box there were 36 eggs. The box fell and a quarter were broken. How many eggs were broken?</p> <p>Simon is saving to buy a \$50 watch. He has to pay one fifth as a deposit. How much is the deposit?</p>	<p>Hugo had 96 marbles but lost a quarter of them. How many marbles did Hugo have left?</p> <p>Mum baked 76 cupcakes. She gave half to a cake stall. From what was left, she offered half of them to house guests. How many cupcakes were left?</p>
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1:50-2:25	Break														
2:25-3:25	<p><b>Geography</b></p> <p><b>PROJECT:</b></p> <p>Choose a country and complete a geographical inquiry research on its culture, traditions, native animals, language, climate, where it is on a map, flag, etc. Create a storyboard/brochure/travel video or other, about the country and why we should visit it.</p> <p>What are it's natural or manmade features that draw people to it?</p> <p>Who are the indigenous people of the country?</p> <p>What are the similarities and differences of the country of study with Australia?</p>														

**Term 3 Week 8 Friday 3 September 2021**

Time	Activities	Optional						
<b>Daily Wellbeing:</b> List 10 things you are grateful for.								
9-25- 10-25	<b>English</b> <b>Spelling:</b> <i>Activities:</i> <ul style="list-style-type: none"> <li>Look, Cover, Write, Check.</li> <li>Alphabetical order</li> <li>Upper and lower case words</li> </ul>							
10:25-11:45	<b>Writing:</b> If you could have any animal as a pet, what animal would you want?  Describe your ideal pet using interesting adjectives. Remember, adjectives are describing words.  Give three reasons why you want this pet. Use persuasive language and information to support your reasons.	typeracer.com						
<i>Brain break:</i> Meditation, put some calming music on for 10 minutes and control your breathing - <i>Fruit break</i>								
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Reading Eggs BTN Squiz Kids Kids News EPIC						
11:45-12:25	Lunch Break							
12:25-1:50	<b>Mathematics</b> <i>Number Talk</i>  <p style="text-align: center;"><b>345+130</b></p> What are some ways to solve this expression mentally? How did you decide which strategy to use? How did you keep track of the numbers you added mentally? Which way seems to be the most efficient? Why do you think so?  <i>Skills Practice: Addition Strategies</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Introductory</th><th style="text-align: center;">Consolidating</th><th style="text-align: center;">More Challenging</th></tr> </thead> <tbody> <tr> <td> <b>3- by 2-digit</b>            482 + 19            190 + 73            725 + 68            Create and answer 7 more questions of your own.         </td><td> <b>3-digit with decimal</b>            482.4 + 196.1            190.06 + 373.20            725.2 + 658.9            Create and answer 7 more questions of your own.         </td><td> <b>Numbers of any size</b>            48 962.4 + 1906.105            12 090.906 + 373.2            72 735.2 + 658.169            Create and answer 7 more questions of your own.         </td></tr> </tbody> </table> <i>Maths Investigation: Length</i>	Introductory	Consolidating	More Challenging	<b>3- by 2-digit</b> 482 + 19 190 + 73 725 + 68 Create and answer 7 more questions of your own.	<b>3-digit with decimal</b> 482.4 + 196.1 190.06 + 373.20 725.2 + 658.9 Create and answer 7 more questions of your own.	<b>Numbers of any size</b> 48 962.4 + 1906.105 12 090.906 + 373.2 72 735.2 + 658.169 Create and answer 7 more questions of your own.	Mathletics
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	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	
	<p>How far did Lisa swim if she swam 10 laps of the 50m pool?</p> <p>The steel rod was 1 metre long. How long will it be if 15cm was sawn off?</p>	<p>At the athletics carnival, Will ran in the 100m, 200m, 400m and 800m races. What was the total distance he ran?</p> <p>How many 10cm pieces of string can be cut from a piece 380cm long?</p>	 <p>At Camp Pentagon there are many tracks. All tracks are clockwise and start and finish at E. How many different courses can you make, and how long are they? eg. 10km: E-B-A-E</p>	
1:50-2:25	Break			
2:25- 3:25	<b>PE</b>			<p>YouTube: PE with Joe</p> <p>GoNoodle</p>

# Rebound Catch

Home Fun - Catching



## Organisation

### Equipment:

- 1 soft, medium-sized Ball

### Set up and Timing:

- 2m from wall
- 10 minutes



## Learning Experience

### Instruct students to:

- Complete with a parent/carer/family member. Using a brick wall and a ball practice catching.
- Throw the ball at the wall under-arm and try and catch the ball with two hands.
- See how many times you can catch the ball off the wall without letting the ball touch the ground, standing: 2m, 3m, and 4m away from the wall.
- Write down your highest score.



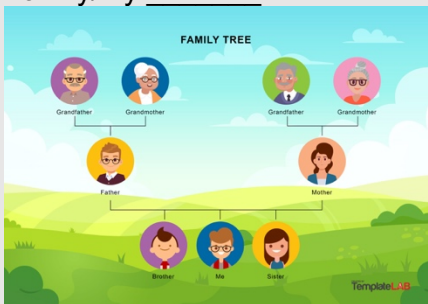
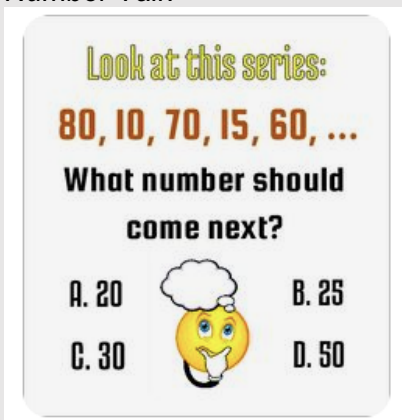
## Teaching Tips

### Teaching Tips:

- Correct CATCH technique:
  - Eyes focused on the object.
  - Feet move to place the body in line with the object.
  - Hands move to meet the object.
  - Hands and fingers relaxed and slightly cupped to catch the object.
  - Catches and controls the object with hands only.
  - Elbows bent to absorb the force of object.


## Term 3 Week 9 Monday 6 September 2021

Time	Activities	Optional
<b>Daily Wellbeing:</b> Write a week of affirmation cards to use. Positive talk will boost your mood		
9-25- 10-25	<b>English Spelling:</b> <b>Activities:</b> <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Rainbow writing</li> <li>• 5x compound sentences</li> </ul>	
10:25- 11:45	<b>Writing:</b>	typeracer.com

	<p>Today you will begin working on your Big Write, which is in the form of an information report. Your task today is to plan your writing and begin writing your opening paragraph. Please do not forget to structure your sentences correctly and use a variety of sentence lengths. The topic of your Big Write is; My Family/My _____.</p>  <p>Create a family tree (see example above). It can be as simple as you like or as detailed as you like.</p> <p>Write an opening paragraph about your family and introduce 3-4 of your family members. Make sure your sentences are descriptive.</p>				
Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice & Fruit break					
	<p><b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.</p> <p><b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.</p>	<p>Reading Eggs BTN Squiz Kids Kids News EPIC</p>			
11:45-12:25	Lunch Break				
12:25-1:50	<p><b>Mathematics</b> <i>Number Talk</i></p>  <p><i>Skills Practice: Subtraction Strategies</i></p> <table border="1" data-bbox="236 1951 1300 2024"> <tr> <td><i>Introductory</i></td> <td><i>Consolidating</i></td> <td><i>More Challenging</i></td> </tr> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	Mathletics
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>			

	<table><tr><td><b>3- by 2-digit</b> 836 – 28 382 – 65 590 - 36 <i>Create and answer 7 more questions of your own.</i></td><td><b>3-digit with decimal</b> 836.4 – 282 382.9 – 265.3 590.6 – 306.7 <i>Create and answer 7 more questions of your own.</i></td><td><b>Numbers of any size</b> 83 256.419 – 21 682 38 182.09 – 26 115.3 50 790.86 – 3 406.79 <i>Create and answer 7 more questions of your own.</i></td></tr></table> <p><b>Maths Investigation: Perimeter</b> Draw a shape with the following total perimeters. It does not need to be to scale. <b>*Remember:</b> Perimeter is the total length of the outside of the shape. To find the total perimeter, all sides are added together. To make a shape of a certain perimeter, you will need to make sure all sides add up to that number.</p> <table><tr><td><i>Introductory</i></td><td><i>Consolidating</i></td><td><i>More Challenging</i></td></tr><tr><td><b>2-digit perimeter</b> 12 centimetres 26 millimetres 18 metres</td><td><b>3-digit perimeters</b> 236 centimetres 450 millimetres 620 metres</td><td><b>Use an irregular shape</b> 236 centimetres 450 millimetres 620 metres</td></tr></table>	<b>3- by 2-digit</b> 836 – 28 382 – 65 590 - 36 <i>Create and answer 7 more questions of your own.</i>	<b>3-digit with decimal</b> 836.4 – 282 382.9 – 265.3 590.6 – 306.7 <i>Create and answer 7 more questions of your own.</i>	<b>Numbers of any size</b> 83 256.419 – 21 682 38 182.09 – 26 115.3 50 790.86 – 3 406.79 <i>Create and answer 7 more questions of your own.</i>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<b>2-digit perimeter</b> 12 centimetres 26 millimetres 18 metres	<b>3-digit perimeters</b> 236 centimetres 450 millimetres 620 metres	<b>Use an irregular shape</b> 236 centimetres 450 millimetres 620 metres	
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1:50-2:25	Break										
2:25- 3:25	<p><b>PDH</b></p> <p style="text-align: center;"><u>Staying hopeful during Coronavirus Times</u></p> <p>Read this newspaper article <a href="https://www.guidепosts.org/better-living/positive-living/positive-thinking/5-ways-to-keep-hopes-and-dreams-alive">https://www.guidепosts.org/better-living/positive-living/positive-thinking/5-ways-to-keep-hopes-and-dreams-alive</a></p> <p>Dr. Waters says, it’s crucial to your emotional well-being to continue planning and dreaming for the future, even when that future looks uncertain. She suggests making bucket lists of things you’ve always wanted to do or accomplish.</p> <p>Create 3 bucket lists:</p> <ol style="list-style-type: none"><li>1. What you would like to achieve/do by the end of the year.</li><li>2. What you would like to achieve/do by the time you finish school.</li><li>3. What you would like to achieve/do during your entire life.</li></ol> <p>Now you need to research about your items in your bucket list. This is the time to plan for your activities. Examples of things you might need to research include:</p> <ol style="list-style-type: none"><li>1. Where can you do it?</li><li>2. Do you need to travel?</li><li>3. How much will it cost?</li><li>4. Will you do it by yourself, or with someone else? Etc.</li></ol> <p>Put these bucket lists up in your room somewhere and tick of items when you achieve them.</p>		<p>YouTube: PE with Joe</p> <p>GoNoodle</p>								

**Term 3 Week 9 Tuesday 7 September 2021**

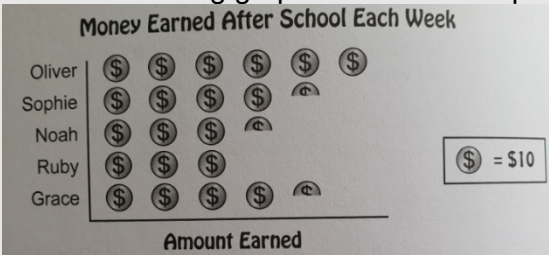
Time	Activities	Optional
<b>Daily Wellbeing:</b> Great out in nature, take some photos or watch some clouds.		
9-25- 10-25	<b>English</b> <b>Spelling:</b> <i>Activities:</i> <ul style="list-style-type: none"> <li>Look, Cover, Write, Check.</li> <li>Verb, noun, adjective sort</li> <li>Hidden words</li> </ul>	
10:25-11:45	<b>Writing: Big Write Continued.</b>  From the family tree you created yesterday select one family member whom you will write the rest of your report about.  Create a list of questions to ask your family member or use the questionnaire at the back of this pack.	typeracer.com
Brain break: Put on your best dancing song and dance your heart out & Fruit break		
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Reading Eggs BTN Squiz Kids Kids News EPIC
11:45-12:25	Lunch Break	
12:25-1:50	<b>Mathematics</b> <i>Number Talk</i>  <i>Skills Practice: Multiplication Strategies</i> <div> <div>Introductory</div> <div>Consolidating</div> <div>More Challenging</div> </div>	Mathletics



	<p>Look at meaning of these words:  Reversible: capable of being reversed so that the previous state or situation is restored.  Irreversible: not able to be undone or altered.</p> <p>We are going to explore whether or not different substances will dissolve. Introduce the students to the substances, such as salt, pepper, sugar, sand, coffee. (Whatever you can find around your house) Invite students to predict which substances will dissolve and which will not. Write them in your book.  Eg:  Item      My Prediction      Did it dissolve?  Sand      Yes      No</p> <p>Question: Once something has been dissolved, can it be reversed?</p> <p>Optional: Use the BBC Science Clips interactive to explore reversible and irreversible changes made by heating and dissolving. Ask students to predict the outcome before conducting each virtual experiment.  <a href="http://www.bbc.co.uk/schools/scienceclips/ages/10_11/rev_irrev_changes.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/10_11/rev_irrev_changes.shtml</a></p>	GoNoodle
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### Term 3 Week 9 Wednesday 8 September 2021

Time	Activities	Optional
<b>Daily Wellbeing:</b> Create/Draw/Paint some encouraging quotes to displays around your home.		
9-25- 10-25	<b>English Spelling:</b> <i>Activities:</i> <ul style="list-style-type: none"> <li>Look, Cover, Write, Check.</li> <li>Consonant and vowel colour code</li> <li>Pyramid</li> </ul>	
10:25-11:45	<b>Writing: Big Write Continued.</b> <p>From the information you gathered yesterday on your family member, convert this to paragraphs. Introduce us to your special family member. Why are they so important to you and share some of the information you gathered.</p> <p>Remember to use compound and complex sentences. Using every element of your VCOP.</p>	typeracer.com
<i>Brain break:</i> Go outside and look up to the sky. Count how many animals you can find & <i>Fruit break</i>		
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Reading Eggs BTN Squiz Kids Kids News EPIC
11:45-12:25	Lunch Break	

12:25-1:50	<p><b>Mathematics</b> <i>Number Talk</i></p> <p style="text-align: center;"><b>5 743 542</b></p> <p>What are some ways we can represent this number? Why did you choose to model it in this way?</p> <p>How is this number written in expanded notation? How do you know?</p> <p><b>Extension:</b> What are some other ways we can deconstruct this number? How can we prove our number did not change?</p> <p><i>Skills Practice: Division Strategies</i></p> <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td> <b>÷8</b>  <math>48 \div 8</math>  <math>32 \div 8</math>  <math>80 \div 8</math> </td><td> <b>2- by 1-digit</b>  <math>92 \div 5</math>  <math>49 \div 3</math>  <math>68 \div 7</math> </td><td> <b>2 or more digits</b>  <math>912 \div 5</math>  <math>497 \div 3</math>  <math>608 \div 7</math> </td></tr> </tbody> </table> <p><i>Maths Investigation: Statistics</i> Use the following graph to answer the questions.</p>  <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td> <p>Oliver and Grace decided to combine their wages. What is their combined weekly wage?</p> <p>How much more than Ruby does Oliver earn?</p> </td><td> <p>Grace saves half her money each week. How much does she save each week?</p> <p>Ruby is saving to buy a skateboard priced at \$150. How many weeks will it take her to save that much?</p> </td><td> <p>How much more money would be needed collectively to get to \$300 total?</p> <p>Noah saves a fifth of his earnings. How much does he save per week?</p> </td></tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<b>÷8</b> $48 \div 8$ $32 \div 8$ $80 \div 8$	<b>2- by 1-digit</b> $92 \div 5$ $49 \div 3$ $68 \div 7$	<b>2 or more digits</b> $912 \div 5$ $497 \div 3$ $608 \div 7$	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p>Oliver and Grace decided to combine their wages. What is their combined weekly wage?</p> <p>How much more than Ruby does Oliver earn?</p>	<p>Grace saves half her money each week. How much does she save each week?</p> <p>Ruby is saving to buy a skateboard priced at \$150. How many weeks will it take her to save that much?</p>	<p>How much more money would be needed collectively to get to \$300 total?</p> <p>Noah saves a fifth of his earnings. How much does he save per week?</p>	Mathletics
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1:50-2:25	Break													
2:25- 3:25	<p><b>Sport</b></p> <p>Kolf (kicking golf) – This is best played at a park or somewhere with open space.  <a href="https://www.sportaus.gov.au/_data/assets/pdf_file/0013/704002/Throlf.pdf">https://www.sportaus.gov.au/_data/assets/pdf_file/0013/704002/Throlf.pdf</a>            Can be played by yourself where you keep your score. Or you can play against a family member.</p>	<p>YouTube: PE with Joe</p> <p>GoNoodle</p>												

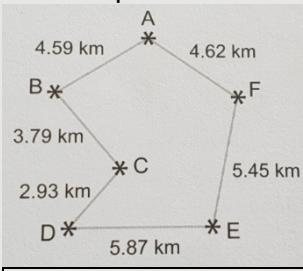
	<ol style="list-style-type: none"> <li>1. Create 3 targets that you can kick your ball to (tree, goal posts, cricket pitch etc). Choose a 'starting point' where you will kick your ball from.</li> <li>2. Choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the 'starting point' and the target. E.g. you need to go around the pole before kicking the ball to the tree.</li> <li>3. Kick your ball towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.</li> <li>4. Record how many kicks it took to hit the target.</li> <li>5. Repeat the challenge 5 times for each of the 3 targets (see if you get better your score)</li> <li>6. Explain how you refined your kicking during the game of 'Obstacle golf' to effectively kick your ball to the target. Target 1 - Target 2 - Target 3 -</li> </ol> <p>Resources</p> <ol style="list-style-type: none"> <li>1. A ball (for example, soccer ball, football, AFL ball etc.)</li> </ol> <p>3 objects or landmarks to create a target for the ball to hit (for example, tree, goal posts, building, pole, shoes etc.)</p>	
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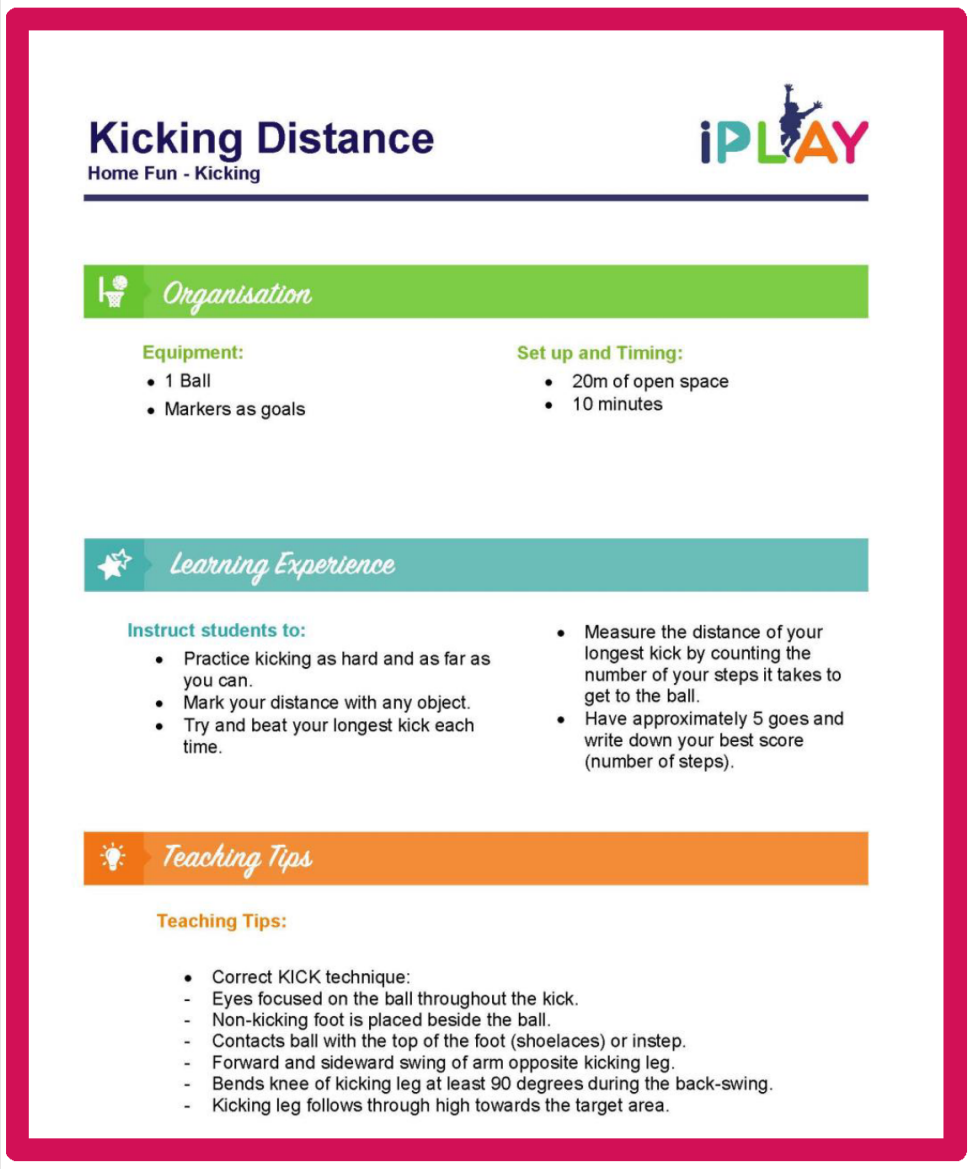
**Term 3 Week 9 Thursday 9 September 2021**

Time	Activities	Optional
<b>Daily Wellbeing:</b> Get in the kitchen and do some cooking/baking.		
9-25- 10-25	<b>English Spelling:</b> <b>Activities:</b> <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Fancy words</li> </ul>	
10:25- 11:45	<b>Writing:</b> Write a concluding paragraph about your special family member and family. Remember not to introduce anything new to the topic.  Optional: Edit and up-level the information text you have been writing this week. Make sure you are using a range of sentences, use adjectives to create interest in your writing, check your spelling and experiment with different pieces of punctuation.	typeracer.com
<i>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice &amp; Fruit break</i>		
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Reading Eggs BTN Squiz Kids Kids News EPIC

11:45-12:25	Lunch Break													
12:25-1:50	<p><b>Mathematics</b> <i>Number Talk</i></p> <p style="text-align: center;"><b>738+247</b></p> <p>What are some ways to solve this expression mentally? How did you decide which strategy to use? How did you keep track of the numbers you added mentally? Which way seems to be the most efficient? Why do you think so?</p> <p><i>Skills Practice: Addition Strategies</i></p> <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td> <p><b>3- by 2-digit</b></p> <p>385 + 29 230 + 61 802 + 99</p> <p><i>Create and answer 7 more questions of your own.</i></p> </td><td> <p><b>3-digit with decimal</b></p> <p>385.2 + 291.63 230.9 + 616.4 802.6 + 959.8</p> <p><i>Create and answer 7 more questions of your own.</i></p> </td><td> <p><b>Numbers of any size</b></p> <p>13 285.72 + 29 901.63 23 850.009 + 6 016.4 80 112.6 + 4 959.870</p> <p><i>Create and answer 7 more questions of your own.</i></p> </td></tr> </tbody> </table> <p><i>Maths Investigation: Decimals</i></p> <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td> <p>How long was the piece of wood if one piece 1.2m long was joined to another piece 1.4m long?</p> <p>How long is the garage if a table 2.4m long and a car 5.2m fit perfectly without any space left over?</p> </td><td> <p>Max bought a 2.5L bottle of water. If he used 1.2L, how much is left?</p> <p>How heavy is Lucas if he is 2.4kg lighter than Riley, who is 46.9kg?</p> </td><td> <p>If 0.3 of the bikes for sale in the shop were mountain bikes, what amount were other types of bikes?</p> <p>What will be my change from \$100 if I bought four movie tickets at \$9.25 each?</p> </td></tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p><b>3- by 2-digit</b></p> <p>385 + 29 230 + 61 802 + 99</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<p><b>3-digit with decimal</b></p> <p>385.2 + 291.63 230.9 + 616.4 802.6 + 959.8</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<p><b>Numbers of any size</b></p> <p>13 285.72 + 29 901.63 23 850.009 + 6 016.4 80 112.6 + 4 959.870</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p>How long was the piece of wood if one piece 1.2m long was joined to another piece 1.4m long?</p> <p>How long is the garage if a table 2.4m long and a car 5.2m fit perfectly without any space left over?</p>	<p>Max bought a 2.5L bottle of water. If he used 1.2L, how much is left?</p> <p>How heavy is Lucas if he is 2.4kg lighter than Riley, who is 46.9kg?</p>	<p>If 0.3 of the bikes for sale in the shop were mountain bikes, what amount were other types of bikes?</p> <p>What will be my change from \$100 if I bought four movie tickets at \$9.25 each?</p>	Mathletics
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2:25- 3:25	<p><b>Geography</b></p> <p style="text-align: center;"><b>PROJECT</b></p> <p>Choose a country and complete a geographical inquiry research on its culture, traditions, native animals, language, climate, where it is on a map, flag, etc. Create a storyboard/brochure/travel video or other, about the country and why we should visit it. What are it's natural or manmade features that draw people to it? Who are the indigenous people of the country? What are the similarities and differences of the country of study with Australia?</p>													

**Term 3 Week 9 Friday 10 September 2021**

Time	Activities	Optional												
<b>Daily Wellbeing:</b> Wellbeing journal – write down how you are feeling, what are you doing to boost your moods.														
9-25- 10-25	<b>English</b> <b>Spelling:</b> <i>Activities:</i> <ul style="list-style-type: none"> <li>Look, Cover, Write, Check.</li> <li>Alphabetical order</li> <li>Upper and lower case words</li> </ul>													
10:25- 11:45	<b>Writing:</b> Publish your writing into a word document or write a second neat copy. Include some photos or pictures. Remember with informative writing we can use subheading to help divide the information into relevant areas.	typeracer.com												
<i>Brain break:</i> Meditation, put some calming music on for 10 minutes and control your breathing & <i>Fruit break</i>														
	<b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.  <b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.	Reading Eggs BTN Squiz Kids Kids News EPIC												
11:45- 12:25	Lunch Break													
12:25- 1:50	<b>Mathematics</b> <i>Number Talk</i>  <p align="center"><b><math>25+20 = . 45.</math></b></p> <p><i>Write 10 number sentences/equations that equal 45. Try using a variety of symbols to create these equations.</i>            You can use +, -, x, ÷ or ( )  <i>Skills Practice: Subtraction Strategies</i></p> <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td> <b>3- by 2-digit</b>            371 – 32            693 – 48            289 - 52  <i>Create and answer 7 more questions of your own.</i> </td><td> <b>3-digit with decimal</b>            372.4 – 324.1            693 – 487.5            285.9 - 152  <i>Create and answer 7 more questions of your own.</i> </td><td> <b>Numbers of any size</b>            31 672.004 – 3 214.1            60 903 – 48 717.56            26 185.39 – 1 052.78  <i>Create and answer 7 more questions of your own.</i> </td></tr> </tbody> </table> <p><i>Maths Investigation: Length</i>            Use this picture to answer the following questions.</p>  <table border="1"> <thead> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<b>3- by 2-digit</b> 371 – 32 693 – 48 289 - 52 <i>Create and answer 7 more questions of your own.</i>	<b>3-digit with decimal</b> 372.4 – 324.1 693 – 487.5 285.9 - 152 <i>Create and answer 7 more questions of your own.</i>	<b>Numbers of any size</b> 31 672.004 – 3 214.1 60 903 – 48 717.56 26 185.39 – 1 052.78 <i>Create and answer 7 more questions of your own.</i>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>				Mathletics
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	<p>Order these lengths from longest to shortest.</p> <p>What's the difference between the longest length and the shortest length? Explain your reasoning.</p>	<p>Calculate the distance from:</p> <ul style="list-style-type: none"> <li>* A to E via F.</li> <li>* E to C via D.</li> <li>* C to A via B.</li> </ul> <p>What is the shortest way to get from A to D? How much shorter?</p>	<p>What is the shortest way to get from A to D? How much shorter?</p> <p>Going the long way round (clockwise) for both, is it shorter to get from A to B, or C to D? Explain your reasoning.</p>	
1:50-2:25	Break			
2:25-3:25	<div> <div>PE</div> <div>  <p><b>Kicking Distance</b> Home Fun - Kicking</p> <p><b>Organisation</b></p> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• 1 Ball</li> <li>• Markers as goals</li> </ul> <p><b>Set up and Timing:</b></p> <ul style="list-style-type: none"> <li>• 20m of open space</li> <li>• 10 minutes</li> </ul> <p><b>Learning Experience</b></p> <p><b>Instruct students to:</b></p> <ul style="list-style-type: none"> <li>• Practice kicking as hard and as far as you can.</li> <li>• Mark your distance with any object.</li> <li>• Try and beat your longest kick each time.</li> <li>• Measure the distance of your longest kick by counting the number of your steps it takes to get to the ball.</li> <li>• Have approximately 5 goes and write down your best score (number of steps).</li> </ul> <p><b>Teaching Tips</b></p> <p><b>Teaching Tips:</b></p> <ul style="list-style-type: none"> <li>• Correct KICK technique: <ul style="list-style-type: none"> <li>- Eyes focused on the ball throughout the kick.</li> <li>- Non-kicking foot is placed beside the ball.</li> <li>- Contacts ball with the top of the foot (shoelaces) or instep.</li> <li>- Forward and sideward swing of arm opposite kicking leg.</li> <li>- Bends knee of kicking leg at least 90 degrees during the back-swing.</li> <li>- Kicking leg follows through high towards the target area.</li> </ul> </li> </ul> </div> </div>			<p>YouTube: PE with Joe</p> <p>GoNoodle</p>

Spelling Lists	
Week 8	Week 9
<b>Focus:</b> ci as in special	<b>Focus:</b> words ending in -ible
Red	
special	terrible
especially	horrible
specialist	possible
gracious	visible
delicious	edible
superficial	sensible
Orange	
official	destructible
politician	collapsible
financial	responsible
racial	forcible
antisocial	legible
vicious	reversible
Green	
spacious	invincible
electrician	audible
physician	permissible
artificial	convertible
precious	feasible
judicial	accessible

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## **Ideas on questions you could ask your family member**

- Who were you closest to in your family?
- What values and beliefs did your parents teach you?
- How did your parents discipline you?
- Who were your heroes as a child? Why?
- What did you want to be when you grew up?
- If you could relive one day from your childhood, what day would that be?
- Tell me about your childhood home.
- How did your family celebrate holidays when you were a child?
- How did you get along with your brothers and sisters?
- What did you do for fun as a child?
- Did you have any pets?
- What was your school like?
- Who was your favourite teacher?
- What were your favourite school subjects?
- What was your least favourite subject?
- What got you in trouble most often?
- Tell me about your favourite teacher.
- Tell me about some of your friends.
- Describe your first job. How did you get it?
- How did you get into your career?
- What was your favourite job and why?
- What was your least favourite job?
- What did you do with your first pay check?
- How did your parents meet?
- What do you admire about your parents?
- Who's the oldest relative you remember (and what do you remember about him or her)?
- Was your family religious? Where did you go to church (or synagogue)?
- Tell me a funny story about your family.
- What recipes did your mum or dad make that you still make today?
- Who was the family storyteller when you were growing up?
- Tell me about the day your first child was born.
- What's your earliest holiday memory?
- What traditions did your family have for celebrating birthdays, anniversaries or holidays?
- What was your favourite part of holiday meals? What's your favourite holiday food?
- When was the first time you spent the holidays away from home?
- Tell me about someone you miss during the holidays.
- What types of family reunions or special family outings did you attend?
- Was there ever a lean gift-giving year?
- How did your family celebrate the New Year when you were young?
- What heritage traditions do you remember being part of the holidays?
- What's the best gift you ever received (or gave)?
- Tell me about some of the places where you've been happiest.

## Reading Matrix

<p><u>Character profile</u></p> <p>Draw a picture of a character in your text. Label your character. Write a short biography for this character.</p>	<p><u>Different Ending</u></p> <p>Change the ending of your story/chapter. Illustrate after you have written.</p>	<p><u>Summarising</u></p> <p>Jot down as many very important Points from the text as you can.</p>	<p><u>Character comparison</u></p> <p>Choose two characters and compare. How are they different? How are they the same?</p>
<p><u>Mapping it out</u></p> <p>Have a go at drawing a map of one of the places from the text you have just read. See how much detail you can include in your map, including different places, keys and colour.</p>	<p><u>Visual Poem</u></p> <p>Create a concrete found poem about the text you have read. To create a concrete found poem, students must only use words, phrases or even whole sentences “found” in their text. Then, they must shape these words into a visual representation on paper.</p>	<p><u>Connecting</u></p> <p>Based on the text you have just read, share a story about yourself that is related to an event or character that was in the book. How do you relate to this character? Do you share the same opinions? Friendships? Family life? Interests?</p>	<p><u>Social Profile</u></p> <p>Write &amp; draw a social media profile for your character/object you have read about in your text. This will include: Character Name, Hometown, School, Works at, Family, Places visited, Music favourites, Book favourites, Photos</p>
<p><u>Status Update</u></p> <p>Write 3-4 ‘status updates’ on your character/object in your text. This might be what they are doing right now, what their opinion is on a topic, what they are thinking about.</p>	<p><u>Predicting</u></p> <p>Before you read your text predict what you might be reading, use the images and subheadings to guide your predictions.</p>	<p><u>Visualising</u></p> <p>Draw a picture of what is happening from what you visualised in your head. Write about this scenario.</p>	<p><u>Character poster</u></p> <p>Create a wanted poster, based on a character from your text. This should include a picture of them, their interests, personality traits etc.</p>

## World Expo - Assessment Task and Marking Rubric.

### Assessment Task

Create a storyboard, brochure, ~~powerpoint~~ or poster, displaying information on the country of your choice.

Included in the powerpoint/poster the following information:

Capital City	Current Population	Terrain	Type of Government	Nearby countries	Culture
Traditions	Famous People	Famous Landmarks	Currency	Native <u>animals</u>	Language/s
Climate	Where it is on a map	Flag/s	Food	Education	Current Prime Minister/President

Tell your audience why we should visit it.

What are it's natural or manmade features that draw people to it?

Who are the indigenous people of the country and what is their history?

What are the similarities and differences of the country of study with Australia?

	Outstanding Achievement (A) - 5 marks	High Achievement (B) - 4 marks	Sound Achievement (C) - 3 marks	Basic Achievement (D) - 2 mark	Limited Achievement (E) - 1 marks	
<b>Information about selected country</b> ( <u>see</u> about criteria)	Details have captured important information about the topic and will increase the audiences understanding.  All required information included	Details include some important information about the topic and will help the audience understand.  4 parts of required information included	Details include important <u>information</u> but the audience may need more information to understand fully.  3 parts of required information included	Details are too general or incomplete. The audience needs more information to understand.  2 parts of required information included.	Incomplete research  1 part of required information included.	

<b>Design Presentation</b>	<p>All images are related to the topic and make it easier to understand.</p> <p>All information on the posters can be easily read and followed</p> <p>No grammatical, spelling or punctuation errors</p>	<p>Most of the images are related to the topic and make it easier to understand.</p> <p>Most of the information on the poster can be read and followed</p> <p>Minor grammatical, spelling or punctuation errors.</p>	<p>Some of the images relate to the topic.</p> <p>Some of the information on the poster can be read and followed.</p> <p>A few grammatical, spelling or punctuation errors.</p>	<p>Images do not relate to the topic.</p> <p>Much of the <u>posters</u> information is unclear and hard to understand.</p> <p>Many grammatical, spelling or punctuation errors.</p>	<p>No images</p> <p>Information is unclear and hard to understand</p> <p>Lots of grammatical, spelling or punctuation errors.</p>	<p>No Attempt (N/A) - 0 Marks</p>
<b>Information</b>	No plagiarism - highly detailed and informative	Detailed and informative - little to no plagiarism	Some of the information presented in "own words" - some copied information	<u>Limited information</u> presented in "own words" - mostly copied information	Information not relevant to topic.	
<b>Bibliography</b>	Comprehensive bibliography ( <u>diverse</u> range of resources)	Detailed bibliography ( <u>wide</u> range of resources)	Bibliography ( <u>limited</u> range of resources)	Basic bibliography	Limited bibliography.	
<b>Quality of Presentation</b> (Powerpoint, poster, video, brochure)	<p>High level of care in detail for the presentation.</p> <p>There are no errors in spelling, <u>grammar</u> and punctuation.</p> <p>Extensive knowledge of topic.</p> <p>Information is clear and concise on each slide.</p> <p>Visually appealing/engaging.</p>	<p>There are minor errors in spelling, <u>grammar</u> and punctuation.</p> <p>Too much information on two or more slides.</p> <p>Significant visual appeal.</p>	<p>There are some errors in spelling, <u>grammar</u> and punctuation.</p> <p>Too much information was contained on many slides.</p> <p>Minimal effort made to make slides appealing or too much going on.</p>	<p>There are many errors in spelling, <u>grammar</u> and punctuation.</p> <p>The slides were difficult to read and too much information had been copied onto them.</p> <p>No visual appeal.</p>	<p>There are <u>alot</u> of errors in spelling, <u>grammar</u> and punctuation.</p> <p>The slides were difficult to read and <u>that</u> little to no relevant information on them.</p> <p>Visual appeal not present.</p>	

TOTAL: \_\_\_\_ /25

GRADING	A = 25-20	B = 19-15	C = 14-10	D = 9-5	E = 4-1	N/A = 0
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# Country Fact Sheet



Capital City:

Population:

Terrain:

Climate:

Natural Resources:

Type of Government:

Bordering Countries:

Map:

Flag:

Holidays and Traditions:

Famous people:

Famous landmarks:

Foods:

Layers of Learning

## Advent calendar – Mindfulness activity ideas

1	2	3	4
Collect some interesting objects from nature to decorate your home with.	Name one thing you are looking forward to doing today	Find a comfy patch of ground, lie down and look up at the sky. If there are clouds make up stories about them.	Tell a joke. Extra challenge: it can't be anything to do with toilets!
5	6	7	8
Name 3 things you love about someone in your family.	Head outside with your family and play a game, whatever takes your fancy!	Write a list of conversation starters for dinner tonight.	Put on your favourite song and have a dance!
9	10	11	12
Pick up some rubbish even if it doesn't belong to you..	Change your perspective and get upside down. Downward dog, handstand, legs up the wall - your choice!	Take a moment to visualise your happy place, then describe it (smell, colour, feelings there).	Do something kind for your neighbour.
13	14	15	16
Make a mindful moment - take 5 deep breaths, or close your eyes and name what you can hear.	Play a game of air charades. Like air guitar, air surfing. Act out your favourite activity.	Post a letter to someone today. Write about why you are thinking of them.	Play whole body scissors paper rock!
17	18	19	20
Smile and say hi to someone you pass on the street today.	Look for an opportunity to be helpful today - make it your B.O.B moment (be of benefit).	Name 3 things you are proud you have done this year.	Close your eyes and draw. Don't think about what, just draw and see what you create.
21	22	23	24
Chew a piece of chocolate for as long as possible! Or count your chews... try to get to 50!	Write down something you want to learn or get better at next year.	Sing your favourite christmas carol, favourite song, anything just sing (and even better in a group)!	Name one thing you want to savour about this year