

Year 5



Term 4

Weeks 1 & 2

Term 4 Week 1 Tuesday 5 October 2021

Time	Activities	Optional										
<p>Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).</p>												
<p>Morning</p>	<p style="text-align: center;"><u>English</u></p> <p>Spelling</p> <ul style="list-style-type: none"> ● Look, Cover, Write, Check. ● Verb, noun, adjective sort ● Hidden words 											
	<p>Task 1 - Writing: Big Write – Escape from the Zoo</p> <p>Look at this week’s writing stimulus (found at the back of this pack) What do you see? What animals are there in this picture? Write a descriptive sentence for each animal you see and add two more animals you might expect to be there. (Example; Lion- standing tall and strong with its golden mane. His paws as big as my head. The tail swished from side to side swatting away the flies of New York. Give each animal a creative name. (Example: Larry the Lion) Brainstorm: What do you think has happened and where do you think the animals are going?</p> <p>Task 2 - Writing: Big Write – Escape from the Zoo</p> <p>Introduction – Setting, characterisation, and mood.</p> <p>SETTING: <i>The setting locates a narrative within a time and a place. Some narratives take place within a single setting, whereas other narratives take place across a number of settings. The setting can shape the plot of a narrative. For example, a narrative set in a castle is likely to be very different to a narrative set in the desert.</i></p> <p>Use a Five Senses Graphic Organiser to brainstorm what you might see, hear, smell, touch and taste in this setting.</p> <p>Use all your ideas to write a paragraph describing the setting. Aim for at least five sentences.</p> <p>Remember to create a particular mood.</p>	<p>BTN typeracer.com</p>										
	<table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th style="width: 20%;">I can see... </th> <th style="width: 20%;">I can hear... </th> <th style="width: 20%;">I can taste... </th> <th style="width: 20%;">I can smell... </th> <th style="width: 20%;">I can feel... </th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	I can see...	I can hear...	I can taste...	I can smell...	I can feel...						
I can see...	I can hear...	I can taste...	I can smell...	I can feel...								

	Remember to re-read your work and put capital letter, full stops and up level your punctuation.	
--	---	--

Brain break: Put on your best dancing song and dance your heart out & Fruit break


	<p>Reading Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix' (see resource pack).</p> <p>Reading Comprehension The main idea of a text is the most important point that the author is making about the topic. The details are the key points that support the main idea To find the main idea when you are reading, you can:</p> <ul style="list-style-type: none"> • read the title and look at the cover for clues • think about and identify the important information • look for repeated words, pictures, information, themes or ideas • ask yourself, "What is the text mostly about?" <p>Read the text title "Honeybees" (see resource pack) and complete a main idea map. Finding and highlighting key details. Remember your main idea statement must not be more than 15 words long.</p> <p>Optional: Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.</p>	<p>Squiz Kids Kids News EPIC Reading Eggs</p>
--	---	---

Lunch Break

Middle	<p><u>Mathematics</u></p> <p>Number Talk</p> <p>50+95 =145</p> <p><i>Write 10 number sentences/equations that equal 145. Try using a variety of symbols to create these equations.</i> You can use +, -, x, ÷ or ()</p> <p>Skills Subtraction Strategies Practice</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Introductory</th> <th style="width: 33%;">Consolidating</th> <th style="width: 33%;">More Challenging</th> </tr> </thead> <tbody> <tr> <td> <p>3- by 2-digit 385 – 48 702 – 75 935 – 68 <i>Create and answer 7 more questions of your own.</i></p> </td> <td> <p>3-digit with decimal 385.1 – 248.3 762.5 – 715.8 935.54 – 684.2 <i>Create and answer 7 more questions of your own.</i></p> </td> <td> <p>Numbers of any size 38 735.01 – 2 048.319 1 107 062.5 – 7 915.28 948 235.504 – 91 684.2 <i>Create and answer 7 more questions of your own.</i></p> </td> </tr> </tbody> </table> <p>Maths Investigation: Time</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Introductory</th> <th style="width: 33%;">Consolidating</th> <th style="width: 33%;">More Challenging</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Introductory	Consolidating	More Challenging	<p>3- by 2-digit 385 – 48 702 – 75 935 – 68 <i>Create and answer 7 more questions of your own.</i></p>	<p>3-digit with decimal 385.1 – 248.3 762.5 – 715.8 935.54 – 684.2 <i>Create and answer 7 more questions of your own.</i></p>	<p>Numbers of any size 38 735.01 – 2 048.319 1 107 062.5 – 7 915.28 948 235.504 – 91 684.2 <i>Create and answer 7 more questions of your own.</i></p>	Introductory	Consolidating	More Challenging				<p>Mathletics Prodigy</p>
Introductory	Consolidating	More Challenging												
<p>3- by 2-digit 385 – 48 702 – 75 935 – 68 <i>Create and answer 7 more questions of your own.</i></p>	<p>3-digit with decimal 385.1 – 248.3 762.5 – 715.8 935.54 – 684.2 <i>Create and answer 7 more questions of your own.</i></p>	<p>Numbers of any size 38 735.01 – 2 048.319 1 107 062.5 – 7 915.28 948 235.504 – 91 684.2 <i>Create and answer 7 more questions of your own.</i></p>												
Introductory	Consolidating	More Challenging												

	<p>Mariah usually goes to bed at 9:00pm and rises at 7:00am. How many hours did she sleep?</p> <p>A soldier was on duty from 2:00am to 7:30 am. How long was he on duty?</p>	<p>In a factory, a machine ran for 147 days without any fault. How many weeks is this?</p> <p>According to Will's 24-hour watch, he left home at 13:05 and arrived at the base at 23:30. How long was his trip?</p>	<p>Alex's destination was 500km away. So far, he has driven for 7 hours at a speed of 63km per hour. How far does he still have to go?</p> <p>The swimming record was 1 minute and 14.3 seconds. What is the new record if Kate took 1.5 seconds off that time?</p>	
--	--	---	---	--

Break

<p>Afternoon</p>	<p style="text-align: center;"><u>Science</u></p> <p>We have been learning about the 3 different types of matter (Liquid, Gas and Solids). Today we are going to look how things can change.</p> <p>Can Matter Change States?</p> <p>Have you ever eaten an ice cream on a hot summer's day, only to have it drip all over your hands? This is a relatively common scenario! When ice cream is taken out of a cold environment (the freezer) and placed into a warmer environment, it experiences a change in its temperature. This temperature change is often enough to make it melt into a liquid.</p> <p>Adding heat to a substance increases its temperature. This can change a solid into a liquid, or a liquid into a gas. Removing heat from a substance decreases its temperature. This can change a gas into a liquid, or a liquid into a solid.</p> <div style="text-align: center;">  </div> <p>To experiment with how matters change complete the experiment: What you will need: Kettle or pot on the stove, water and a tray.</p> <p>What you need to do:</p> <ol style="list-style-type: none"> 1. Turn the kettle on and let it boil. 2. When you see the steam come out of the kettle put a tray over the top 3. Observe to see what is happening <p>Can you write an explanation of what is happening? Make sure you use the correct terminology. Create a diagram of the experiment and label the different components.</p> <p>Extension: Are you able to create your own experiment that demonstrates matter changing? Write up the experiment and share it so we can give it a go!</p>	
------------------	--	--

Term 4 Week 1 Wednesday 6 October 2021

Activities	Optional
Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).	
Morning	<u>English</u>
<p>Spelling</p> <ul style="list-style-type: none"> ● Look, Cover, Write, Check. ● Consonant and vowel colour code ● Pyramid 	
<p>Writing</p> <p>You have your characters, your setting and you have your introduction. Now to develop your complication.</p> <p>Brainstorm 3 different problems that could happen to your characters. Provide 3 detailed explanations of the problem in 3-4 sentences. (What happens, who does it impact, how do the characters feel).</p> <p>Once you have written 3 problems, select which one you are most excited to write about. Write your problem out, followed by 2-3 attempts for the character to solve the big problem. This should be written over 3-4 paragraphs. All of the paragraphs should be working together to solve and resolve the big problem.</p> <p>There is a narrative scaffolding sheet found at the back of this document to help you. (see resource pack).</p> <p>Editing</p> <p>Complete editing task cards (see resource pack).</p>	typeracer.com
Brain break: Go outside and look up to the sky. Count how many animals you can find. Fruit break	
<p>Reading</p> <p>Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix' (see resource pack).</p> <p>Reading Comprehension</p> <p>Complete today's reading comprehension activities (see resource pack).</p> <p>Optional: Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.</p>	Reading Eggs BTN Squiz Kids Kids News EPIC pobble365
Lunch Break	
Middle	<u>Mathematics</u>
Number Talk	Mathletics

20	-	12	=	
+		+		+
25	-		=	13
=		=		=
	-		=	

Skills Practice: Multiplication Strategies

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>1- to 2-digit (x8) 8x 9 4 x 8 7 x 8 Create and answer 7 more questions of your own.</p>	<p>2-digit 48 x 19 74 x 83 27 x 28 Create and answer 7 more questions of your own.</p>	<p>3 or more digits 418 x 109 744 x 831 267 x 238 Create and answer 7 more questions of your own.</p>

Maths Investigation: Probability

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>Two out of every three marbles are red. How many red marbles would you expect to find in a bag of 9 marbles?</p> <p>Four out of every seven ice-creams were chocolate. Predict the number of chocolate ice-creams sold if 21 ice-creams were sold.</p>	<p>The weather report said there was “a $\frac{3}{10}$ chance of rain”. What chance is there that it will not rain?</p> <p>Three out of every four people are children. How many children would you expect to see in a group of 24?</p>	<p>How many red marbles would you expect to find in a bag of 100 marbles if every twentieth marble is red?</p> <p>Three out of every four people are children. How many children would you expect to see in a group of 48?</p>

Break

Afternoon

Sport

Traditional indigenous game: ‘Tambil Tambil’
 Find out how to play the game in your resources.

YouTube: PE with Joe GoNoodle

Term 4 Week 1 Thursday 7 October 2021

Time	Activities	Optional								
<p>Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).</p>										
Morning	<p><u>English</u></p> <p>Spelling</p> <ul style="list-style-type: none"> ● Look, Cover, Write, Check. ● Fancy words 									
	<p>Writing: Today you are going to write your narrative titled “Escape from the zoo”.</p> <p>You will need to remember your VCOP skills and re-read as you write. Use all the information for this week’s writing tasks to help you. There should be no less the 6 paragraphs.</p> <p>Introduction – 1-2 paragraphs Complication – 1 paragraph Series of events trying to solve the problem – 2-3 paragraphs Resolution – 1 paragraph Conclusion – 1 paragraph.</p>	<p>Reading Eggs BTN Squiz Kids Kids News EPIC typeracer .com</p>								
<p><i>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice & Fruit break</i></p>										
	<p>Reading Read a book/magazine/newspaper for 20 minutes Choose one reading task from the ‘reading matrix’(see resource pack).</p> <p>Reading Comprehension Read the text “The Clever Crab” – (see resource pack). Complete the below tasks.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Who are the characters?</th> <th style="width: 25%;">Where is it set?</th> <th style="width: 25%;">What is the problem and the series of events?</th> <th style="width: 25%;">What is the resolution?</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Who are the characters?	Where is it set?	What is the problem and the series of events?	What is the resolution?					
Who are the characters?	Where is it set?	What is the problem and the series of events?	What is the resolution?							
	<p>Optional: Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.</p>									
<p>Lunch Break</p>										

Middle	<p style="text-align: center;"><u>Mathematics</u></p> <p>Number Talk</p> <p style="text-align: center;">5 786 253</p> <p>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? Extension: What are some other ways we can deconstruct this number? How can we prove our number did not change?</p> <p>Skills Practice: Division Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Introductory</i></th> <th style="text-align: center;"><i>Consolidating</i></th> <th style="text-align: center;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>÷10 40 ÷ 10 70 ÷ 10 110 ÷ 10 <i>Create and answer 7 more questions of your own.</i></p> </td> <td style="vertical-align: top;"> <p>2- by 1- digit 38 ÷ 3 87 ÷ 5 68 ÷ 4 <i>Create and answer 7 more questions of your own.</i></p> </td> <td style="vertical-align: top;"> <p>2 or more digits 381 ÷ 3 867 ÷ 8 768 ÷ 6 <i>Create and answer 7 more questions of your own.</i></p> </td> </tr> </tbody> </table> <p>Maths Investigation: Fractions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Introductory</i></th> <th style="text-align: center;"><i>Consolidating</i></th> <th style="text-align: center;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>A piece of timber 6 metres long was cut into thirds. What was the length of each piece?</p> <p>Kate had \$20 and spent half of her money. How much did she spend?</p> </td> <td style="vertical-align: top;"> <p>Zoe's chocolate bar is made up of 8 pieces. If she ate half straight away, how many eighths are left over?</p> <p>The netball game lasts 40 minutes. How many minutes are left if there is only one quarter to go?</p> </td> <td style="vertical-align: top;"> <p>What was Lee's score out of 100 if she got four fifths ($\frac{4}{5}$) of her words correct?</p> <p>Jacqui's record on her computer game is 412. If she improved her score by half again, what is her new record?</p> </td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p>÷10 40 ÷ 10 70 ÷ 10 110 ÷ 10 <i>Create and answer 7 more questions of your own.</i></p>	<p>2- by 1- digit 38 ÷ 3 87 ÷ 5 68 ÷ 4 <i>Create and answer 7 more questions of your own.</i></p>	<p>2 or more digits 381 ÷ 3 867 ÷ 8 768 ÷ 6 <i>Create and answer 7 more questions of your own.</i></p>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p>A piece of timber 6 metres long was cut into thirds. What was the length of each piece?</p> <p>Kate had \$20 and spent half of her money. How much did she spend?</p>	<p>Zoe's chocolate bar is made up of 8 pieces. If she ate half straight away, how many eighths are left over?</p> <p>The netball game lasts 40 minutes. How many minutes are left if there is only one quarter to go?</p>	<p>What was Lee's score out of 100 if she got four fifths ($\frac{4}{5}$) of her words correct?</p> <p>Jacqui's record on her computer game is 412. If she improved her score by half again, what is her new record?</p>	Mathletics Optiona
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>												
<p>÷10 40 ÷ 10 70 ÷ 10 110 ÷ 10 <i>Create and answer 7 more questions of your own.</i></p>	<p>2- by 1- digit 38 ÷ 3 87 ÷ 5 68 ÷ 4 <i>Create and answer 7 more questions of your own.</i></p>	<p>2 or more digits 381 ÷ 3 867 ÷ 8 768 ÷ 6 <i>Create and answer 7 more questions of your own.</i></p>												
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>												
<p>A piece of timber 6 metres long was cut into thirds. What was the length of each piece?</p> <p>Kate had \$20 and spent half of her money. How much did she spend?</p>	<p>Zoe's chocolate bar is made up of 8 pieces. If she ate half straight away, how many eighths are left over?</p> <p>The netball game lasts 40 minutes. How many minutes are left if there is only one quarter to go?</p>	<p>What was Lee's score out of 100 if she got four fifths ($\frac{4}{5}$) of her words correct?</p> <p>Jacqui's record on her computer game is 412. If she improved her score by half again, what is her new record?</p>												
Break														
Afternoon	<p style="text-align: center;"><u>Geography</u></p> <p>Import means that Australia buys products from other countries and brings these products into our country to be used. These are often products we don't produce ourselves. Export means that Australia sells our products, which we produce here, to other countries</p>													

View this table that shows who Australia's top export countries are in the world. In other words, these are the countries that buy what Australia sells.

Below is a list showcasing 15 of Australia's top trading partners, countries that imported the most Australian shipments by dollar value during 2020. Also shown is each import country's percentage of total Australian exports.

1. China: US\$90.6 billion (43% of total Australian exports)
2. Japan: \$19 billion (9%)
3. United States: \$13.1 billion (6.2%)
4. South Korea: \$13 billion (6.2%)
5. United Kingdom: \$10.3 billion (4.9%)
6. India: \$7.1 billion (3.4%)
7. New Zealand: \$7 billion (3.3%)
8. Singapore: \$5.5 billion (2.6%)
9. Taiwan: \$5.5 billion (2.6%)
10. Hong Kong: \$4.7 billion (2.2%)
11. Vietnam: \$4.4 billion (2.1%)
12. Indonesia: \$3.4 billion (1.6%)
13. Malaysia: \$3.3 billion (1.6%)
14. Germany: \$2.6 billion (1.2%)
15. Thailand: \$2.3 billion (1.1%)

Answer the below questions in your book.

Highlight the countries that are from Asia. What does this tell you about Australia's export trade?

What do you think these countries are buying from Australia? Why?

Extension

Research the top 10 export products that Australia sells to the world and complete the table.

Australian top 10 exports
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Term 4 Week 1 Friday 8 October 2021

Time	Activities	Optional						
Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).								
Morning	<u>English</u>							
	<p>Spelling</p> <ul style="list-style-type: none"> ● Look, Cover, Write, Check. ● Alphabetical order ● Upper and lower case words 							
	<p>Writing:</p> <p>Today you are going to publish your writing task from yesterday. You are going to either re-write in your neatest writing or type it up. Remembering the format of a narrative. You will record yourself reading this out loud and then making any edits that need to be made.</p> <ul style="list-style-type: none"> ● Can you up level any of your connectives? ● Are you using adjectives, verbs, and adverbs? ● Does your sentence make sense? ● Are you including wow words in your story? 	typeracer.com						
<i>Brain break:</i> Meditation, put some calming music on for 10 minutes and control your breathing - <i>Fruit break</i>								
	<p>Reading</p> <p>Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix' (see resource pack).</p> <p>Optional: Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.</p>	Reading Eggs BTN Squiz Kids Kids News EPIC						
Lunch Break								
Middle	<p style="text-align: center;"><u>Mathematics</u></p> <p>Number Talk</p> <p style="text-align: center;">643.21+472.83 =</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>Skills Practice: Addition Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i>Introductory</i></th> <th style="width: 33%; text-align: center;"><i>Consolidating</i></th> <th style="width: 33%; text-align: center;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>3- by 2-digit</p> <p>858 + 39 739 + 53 980 + 61 <i>Create and answer 7</i></p> </td> <td style="vertical-align: top;"> <p>3-digit with decimal</p> <p>858.5 + 392.5 739 + 503.3 980.21 + 614.6 <i>Create and answer 7</i></p> </td> <td style="vertical-align: top;"> <p>Numbers of any size</p> <p>31 858.5 + 30 092.05 73 613.9 + 50 123.310 91 680.21 + 121 614.9 <i>Create and answer 7</i></p> </td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p>3- by 2-digit</p> <p>858 + 39 739 + 53 980 + 61 <i>Create and answer 7</i></p>	<p>3-digit with decimal</p> <p>858.5 + 392.5 739 + 503.3 980.21 + 614.6 <i>Create and answer 7</i></p>	<p>Numbers of any size</p> <p>31 858.5 + 30 092.05 73 613.9 + 50 123.310 91 680.21 + 121 614.9 <i>Create and answer 7</i></p>	Mathletics
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>						
<p>3- by 2-digit</p> <p>858 + 39 739 + 53 980 + 61 <i>Create and answer 7</i></p>	<p>3-digit with decimal</p> <p>858.5 + 392.5 739 + 503.3 980.21 + 614.6 <i>Create and answer 7</i></p>	<p>Numbers of any size</p> <p>31 858.5 + 30 092.05 73 613.9 + 50 123.310 91 680.21 + 121 614.9 <i>Create and answer 7</i></p>						

more questions of your own.

more questions of your own.

more questions of your own.

Maths Investigation: Length

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>A carpenter has a length of timber 860cm long. If he cuts it in half, what will be the length of each piece?</p> <p>What is the distance around the edge of the garden 12m long and 8m wide?</p>	<p>Fred drove 38km on his 1st trip, 49km on his 2nd trip, 42km on his 3rd trip and 63km on his final trip. How far did he travel altogether?</p> <p>James travels a total distance of 240km to and from work over 5 days. Estimate how far James lives from his work.</p>	<p>How wide is the garden? There are 21 plants, each with a 50cm space between them and a 50cm at each end of the garden.</p> <p>The front of our house is 20m wide and has three rooms. How wide is the third room if the others are 7.6m and 4.5m?</p>

Break

Afternoon

PE

Practicing FMS (fundamental movement skill) kick



1

2



3

4



5

6

Skill components to perform a kick:


- 1. Eyes focused on the ball throughout the kick.**
- 2. Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
- 5. Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

YouTube: PE with Joe

GoNoodle

	<p>Equipment: different types of balls to kick (Soccer ball or football). Markers.</p> <p>Practicing the skill: Students work in pairs, with one ball for each pair (or against a wall if doing it by yourself). Stand about five metres from their partner to practise kicking the ball to each other. Once you have an understanding of the key components, see if you can run and kick the ball without stopping? Designate a goal area using markers. One student runs up and kicks the ball towards the goal. The partner stands between the markers to stop the ball going through. Swap positions after 5 kicks so that the 'goalie' has a turn at kicking.</p> <p>Game: Marker kick Allocate an area to play the game. Each player is allocated a marker which they place in the area. Students should remember the location of the marker. Each player is allocated a ball. The aim of the game is for students to knock over other students' markers but at the same time defend their own marker. If a student's marker is knocked over they must pick it up and run around the allocated area before being allowed back into the game. If you don't have anyone to play with, practise kicking your ball towards different targets focusing on your accuracy.</p>	
--	--	--

Term 4 Week 2 Monday 11 October 2021

Time	Activities	Optional
Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).		
Morning	<p><u>English</u></p> <p>Spelling</p> <ul style="list-style-type: none"> ● Look, Cover, Write, Check. ● Rainbow writing ● 5x compound sentences 	
	<p>Writing: Big Write, 'Creature from the deep'.</p> 	<p>typeracer.com</p>

	<p>Focus: To view the new stimulus for this fortnights Big Write and brainstorm a range of ideas.</p> <p>Today's task: Brainstorm a range of ideas relating to this picture. Here are some examples of brainstorming questions that will help you with your planning:</p> <ul style="list-style-type: none"> - Where do you think the creature has come from? - What do you think it usually eats? - Why do you think it has come up to the surface? - What do you think its feelings are towards humans? <p>Try and brainstorm a range of other ideas, start building ideas around what your narrative will be about.</p> <p><i>Remember: Write a list of wow words</i> 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.</p> <p>VCOP Daily Task Cards Complete assigned VCOP task cards (see resource pack).</p>	
--	---	--

Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice & Fruit break

	<p>Reading Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix' (see resource pack).</p> <p>Reading Comprehension Read text "The Wave" (see resource pack) and answer the comprehension questions.</p> <p>Optional: 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>
--	--	---

Lunch Break

Middle	<p><u>Mathematics</u></p>	Mathletics						
	<p>Number Talk There are 56 sheep in a paddock. Each sheep is either white or black. There are 6 times as many white sheep as there are black sheep. How many black sheep are in the paddock?</p> <p>Skills Practice: Subtraction Strategies</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Introductory</th> <th style="width: 33%;">Consolidating</th> <th style="width: 33%;">More Challenging</th> </tr> </thead> <tbody> <tr> <td> <p>3- by 2-digit 735 – 34 590 – 53</p> </td> <td> <p>3-digit with decimal 731.5 – 349.4 590.6 – 531.5</p> </td> <td> <p>Numbers of any size 71 031.185 – 34 169.4 51 090.6 – 11 531.052</p> </td> </tr> </tbody> </table>	Introductory	Consolidating	More Challenging	<p>3- by 2-digit 735 – 34 590 – 53</p>	<p>3-digit with decimal 731.5 – 349.4 590.6 – 531.5</p>	<p>Numbers of any size 71 031.185 – 34 169.4 51 090.6 – 11 531.052</p>	
Introductory	Consolidating	More Challenging						
<p>3- by 2-digit 735 – 34 590 – 53</p>	<p>3-digit with decimal 731.5 – 349.4 590.6 – 531.5</p>	<p>Numbers of any size 71 031.185 – 34 169.4 51 090.6 – 11 531.052</p>						

988 – 99 <i>Create and answer 7 more questions of your own.</i>	988.3 – 199.5 <i>Create and answer 7 more questions of your own.</i>	11 988.693 – 10 199.5 <i>Create and answer 7 more questions of your own.</i>
--	---	---

Maths Investigation: Area

Draw a square or rectangle with the following total areas. It does not need to be to scale.

***Remember:** Area is the total amount of space inside the shape. To find the total area of a rectangle or square, multiply the length by the width. To make a shape of a certain area, you will need to make sure the sides multiply up to that number. Eg. If the area is 40cm², side lengths may be 4cm long by 10cm wide, as 4x10=40

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
Small area 12 cm ² 8 cm ² 4 cm ²	Medium area 100 cm ² 30 cm ² 48 cm ²	Large area 1000 cm ² 320 cm ² 480 cm ²

Break

Afternoon

PDH

Go on a 'senses walk.'

Ask your parents if you're allowed to go to a familiar place (or somewhere completely new) and think of all the things that you can "see, hear, smell and feel" (focus on your breathing while doing this).

Take notes or draw a picture of what you can see, hear, smell and feel.

When you get back from your walk.

Find some inspirational quotes online (some are provided below) and choose one that you like. After you find your quote, you now need to turn it into a poster that you would be proud to hang up around school.

While you're doing your poster you can listen to some relaxing sounds/music (rainfall, beach sounds, rainforest soundtracks).

Inspirational quote examples:

- Whatever the mind of man can conceive and believe, it can achieve. – Napoleon Hill
- Strive not to be a success, but rather to be of value. –Albert Einstein
- You miss 100% of the shots you don't take. –Wayne Gretzky
- I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed. – Michael Jordan
- Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover. –Mark Twain
- Life is 10% what happens to me and 90% of how I react to it. –Charles Swindoll
- The best time to plant a tree was 20 years ago. The second best time is now. –Chinese Proverb


YouTube: PE with Joe

GoNoodle

	<ul style="list-style-type: none"> • Winning isn't everything, but wanting to win is. –Vince Lombardi • I am not a product of my circumstances. I am a product of my decisions. – Stephen Covey • Creativity is intelligence having fun.” — Albert Einstein • Success is not final, failure is not fatal: it is the courage to continue that counts. – Winston Churchill • Never bend your head. Always hold it high. Look the world straight in the eye. – Helen Kellar • Believe you can and you're halfway there. – Theodore Roosevelt • When you have a dream, you've got to grab it and never let go. – Carol Burnett • I can't change the direction of the wind, but I can adjust my sails to always reach my destination. – Jimmy Dean • No matter what you're going through, there's a light at the end of the tunnel. – Demi Lovato • Life is like riding a bicycle. To keep your balance, you must keep moving. – Albert Einstein • You are never too old to set another goal or to dream a new dream. – C.S. Lewis • The most wasted of days is one without laughter. – E.E Cummings • It isn't where you came from. It's where you're going that counts. – Ella Fitzgerald • Some people look for a beautiful place. Others make a place beautiful. – Hazart Inayat Khan • Happiness often sneaks in through a door you didn't know you left open. – John Barrymore • Happiness is not by chance, but by choice. – Jim Rohn • Keep your face to the sunshine and you cannot see a shadow. – Helen Kellar • If I cannot do great things, I can do small things in a great way. – Martin Luther King Jr. • The bad news is time flies. The good news is you're the pilot. – Michael Altshuler • People who are crazy enough to think they can change the world, are the ones who do. – Rob Siltanen • For every reason it's not possible, there are hundreds of people who have faced the same circumstances and succeeded. – Jack Canfield • There are two ways of spreading light: to be the candle or the mirror that reflects it. – Edith Wharton • Today's accomplishments were yesterday's impossibilities. – Robert H. Schuller 	
--	---	--

Term 4 Week 2 Tuesday 12 October 2021

Time	Activities	Optional
Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).		
Morning	<u>English</u> Spelling • Look, Cover, Write, Check.	

	<ul style="list-style-type: none"> ● Verb, noun, adjective sort ● Hidden words 	
	<p>Focus: To design a basic outline of your narrative based on the writing stimulus</p>  <p>Today's task: Use your knowledge of how to build a character to write dot points or create a mind map outlining the basic storyline. Think about who your main character is (are you the monster or a citizen of the city?), what is the complication, what are some ways that you can attempt to solve the problem (pick 3). If you think of any exciting words you would like to include, write them down before you forget! Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation.</p> <p>Grammar Complete today's grammar activities (see resource pack).</p>	<p>typeracer.com</p>
<p>Brain break: Put on your best dancing song and dance your heart out & Fruit break</p>		
	<p>Reading Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix' (see resource pack).</p> <p>Reading Comprehension Complete today's reading comprehension text '<i>Giddy Galahs</i>' and complete activities (see resource pack).</p> <p>Optional: 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>
<p>Lunch Break</p>		
<p>Middle</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p>Number Talk</p> <p style="text-align: center;">$70+26 = 96$</p> <p><i>Write 10 number sentences/equations that equal 96. Try using a variety of symbols to create these equations.</i></p>	<p>Mathletics</p>

You can use +, -, x, ÷ or ()

Skills Practice: Multiplication Strategies

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>1- to 2-digit (x9) 12 x 9 9 x 5 9 x 8 Create and answer 7 more questions of your own.</p>	<p>2-digit 82 x 39 59 x 25 96 x 80 Create and answer 7 more questions of your own.</p>	<p>3 or more digits 382 x 539 1 159 x 205 596 x 2 380 Create and answer 7 more questions of your own.</p>

Maths Investigation: Time

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>Mr and Mrs Jackson spent 35 days touring Asia. How many weeks were they away?</p> <p>A racing driver completed each lap in 1 minute 10 seconds. How long would it take him to complete 3 laps?</p>	<p>Charlie began the trip at 1:53pm and completed it at 11:30pm. How long did it take him to complete the journey?</p> <p>If we drove for 2 ½ hours at 90km per hour, what distance did we cover?</p>	<p>The time is now 11:53am on a Tuesday. What time and day was it 27 hours and 49 minutes ago?</p> <p>The time is now 21:09 on a Friday. What time and day will it be in 35 hours and 12 minutes from now?</p>

Break

Afternoon

Science

This week we are learning about why matter changes.

Why Change States?

For thousands of years, humans have been manipulating the state of various substances to make them better suited to particular purposes. The Aboriginal and Torres Strait Islander peoples of Australia used heat to soften natural materials such as beeswax, using it as an adhesive (glue) and as a waterproofing agent. They would also cover waterholes in hot weather to conserve water by stopping it from evaporating.

This scientific knowledge continues to be applied today in the 21st century. For example, changing the state of substances from solid to liquid and back again is a fundamental step in the process of recycling materials such as plastics, metals and glass. Scientists also use the knowledge that matter exists in different states at different temperatures to identify substances on other planets and moons across our solar system.

Using your knowledge of Matter, answer the following questions.

YouTube: PE with Joe

GoNoodle

	<p>Circle whether these statements about solids, liquids and gases are true or false.</p> <p>a) A solid will only change shape if a force is applied to it. true / false</p> <p>b) The amount of space taken up by a solid changes. true / false</p> <p>c) Ice cream is an example of a solid. true / false</p> <p>d) The particles in liquids can change position. true / false</p> <p>e) Liquids have a fixed shape. true / false</p> <p>f) Liquids have more energy than solids. true / false</p> <p>g) Gases can spread out in the space they are in. true / false</p> <p>h) Oxygen is an example of gas. true / false</p> <p>i) Gases have a fixed volume. true / false</p> <p>j) Matter cannot change states. true / false</p>	
	<p>Extension: Can you research and find any other ways that Aboriginal and Torres Strait Islander peoples change matter for a purpose? Detail ways they have achieved this.</p> <p>Hint: Try this website: https://australiancurriculum.edu.au/TeacherBackgroundInfo?id=56652</p>	

Term 4 Week 2 Wednesday 13 October 2021

Time	Activities	Optional																																																								
<p>Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).</p>																																																										
Morning	<p><u>English</u></p> <p>Spelling</p> <ul style="list-style-type: none"> ● Look, Cover, Write, Check. ● Consonant and vowel colour code ● Pyramid 																																																									
	<p>Writing: View Big Write picture. Focus: To up level your simple sentences to complex sentences. Ensure your sentences relate to this week's Big Write focus on the '<i>Creature from the deep</i>'.</p> <p>Today's task: View the PowerPoint on <i>complex sentences</i> to help you with today's lesson. Write down 5 simple sentences relating to this fortnight's Big Write '<i>Creature from the deep</i>'. Your task is to then up level them to complex sentences, be sure to make them descriptive and informative.</p> <p>Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation.</p> <p>Up Leveling</p> <p>Complete the below table by finding synonyms for these simple adjectives.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: small;"><i>Big (example)</i></th> <th style="font-size: small;">Bad</th> <th style="font-size: small;">Sad</th> <th style="font-size: small;">Happy</th> <th style="font-size: small;">Cold</th> <th style="font-size: small;">Nice</th> <th style="font-size: small;">Good</th> </tr> </thead> <tbody> <tr> <td><i>large</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>enormous</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>huge</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>massive</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>gigantic</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>giant</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>colossal</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Big (example)</i>	Bad	Sad	Happy	Cold	Nice	Good	<i>large</i>							<i>enormous</i>							<i>huge</i>							<i>massive</i>							<i>gigantic</i>							<i>giant</i>							<i>colossal</i>							<p>typeracer.com</p>
<i>Big (example)</i>	Bad	Sad	Happy	Cold	Nice	Good																																																				
<i>large</i>																																																										
<i>enormous</i>																																																										
<i>huge</i>																																																										
<i>massive</i>																																																										
<i>gigantic</i>																																																										
<i>giant</i>																																																										
<i>colossal</i>																																																										

Brain break: Go outside and look up to the sky. Count how many animals you can find & *Fruit break*

Reading

Read a book/magazine/newspaper for 20 minutes
Choose one reading task from the 'reading matrix'(see resource pack).

Reading Comprehension

Read the text *Bats* (see resource pack).
Create 4 literal questions related directly to the text.

Optional: 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

Lunch Break

Middle

Mathematics

Mathletics

Number Talk

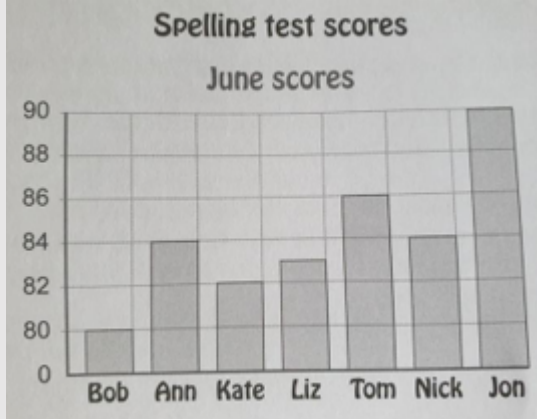
6	+		=	14
+		+		+
	+	9	=	16
=		=		=
13	+		=	

Skills Practice: Division Strategies

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>÷11 44 ÷ 11 77 ÷ 11 11 ÷ 11 <i>Create and answer 7 more questions of your own.</i></p>	<p>2- by 1-digit 49 ÷ 5 71 ÷ 3 68 ÷ 9 <i>Create and answer 7 more questions of your own.</i></p>	<p>2 or more digits 419 ÷ 5 571 ÷ 3 638 ÷ 9 <i>Create and answer 7 more questions of your own.</i></p>

Maths Investigation: Statistics

Use the following graph to answer the questions.



<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>What is the difference between the highest and lowest scores?</p> <p>What is the difference between the lowest and second lowest scores?</p>	<p>Which students scored below the class average of 84?</p> <p>Which students scored above the class average of 84?</p>	<p>What was the collective score for the three girls? How might this be represented as a fraction?</p> <p>What was the collective score for the four boys? How might this be represented as a fraction?</p>

Break

Afternoon

Sport

Traditional indigenous game: 'mer kai'
Find out how to play the game in your resources.

YouTube: PE with Joe

GoNoodle

Term 4 Week 2 Thursday 14 October 2021

Time	Activities	Optional
Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).		
Morning	<p><u>English</u></p> <p>Spelling</p> <ul style="list-style-type: none"> • Look, Cover, Write, Check. • Fancy words 	
	<p>Writing:</p> <p>Focus: Write an exciting introduction</p> <p>Today's task: Write an introduction based around your Big Write topic 'Creature from the deep'. Consider how can you make your introduction exciting? You</p>	typeracer.com

should include: wow words (adjectives), **interesting opener** to start your paragraph off, clearly **introducing your main characters** and allowing the reader to imagine they are a part of the story.
Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation.

Editing
 Complete editing task cards (see resource pack).

Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice & Fruit break

Reading
 Read a book/magazine/newspaper for 20 minutes
 Choose one reading task from the 'reading matrix' (see resource pack).

Reading Comprehension
 Read through the text '*J.K Rowling*' (see resource pack).

Using the information in the text write a detailed timeline outlining the events in J.K Rowling's life.

Optional: 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

Lunch Break

Middle	<u>Mathematics</u>			Mathletics										
	<p>Number Talk</p> <p style="text-align: center;">$30+57 =87$</p> <p><i>Write 10 number sentences/equations that equal 87. Try using a variety of symbols to create these equations.</i></p> <p>You can use +, -, x, ÷ or ()</p> <p>Skills Practice: Addition Strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Introductory</i></th> <th style="text-align: center;"><i>Consolidating</i></th> <th style="text-align: center;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>3- by 2-digit</p> <p>739 + 64 203 + 27 162 + 53</p> <p><i>Create and answer 7 more questions of your own.</i></p> </td> <td style="vertical-align: top;"> <p>3-digit with decimal</p> <p>731.9 + 604.4 203.1 + 275.09 156.02 + 532.08</p> <p><i>Create and answer 7 more questions of your own.</i></p> </td> <td style="vertical-align: top;"> <p>Numbers of any size</p> <p>7 031.9 + 60 104.422 203 012.1 + 2 175.09 15 116.902 + 6 532.088</p> <p><i>Create and answer 7 more questions of your own.</i></p> </td> </tr> </tbody> </table> <p>Maths Investigation: Decimals</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Introductory</i></th> <th style="text-align: center;"><i>Consolidating</i></th> <th style="text-align: center;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>				<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<p>3- by 2-digit</p> <p>739 + 64 203 + 27 162 + 53</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<p>3-digit with decimal</p> <p>731.9 + 604.4 203.1 + 275.09 156.02 + 532.08</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<p>Numbers of any size</p> <p>7 031.9 + 60 104.422 203 012.1 + 2 175.09 15 116.902 + 6 532.088</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>												
<p>3- by 2-digit</p> <p>739 + 64 203 + 27 162 + 53</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<p>3-digit with decimal</p> <p>731.9 + 604.4 203.1 + 275.09 156.02 + 532.08</p> <p><i>Create and answer 7 more questions of your own.</i></p>	<p>Numbers of any size</p> <p>7 031.9 + 60 104.422 203 012.1 + 2 175.09 15 116.902 + 6 532.088</p> <p><i>Create and answer 7 more questions of your own.</i></p>												
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>												

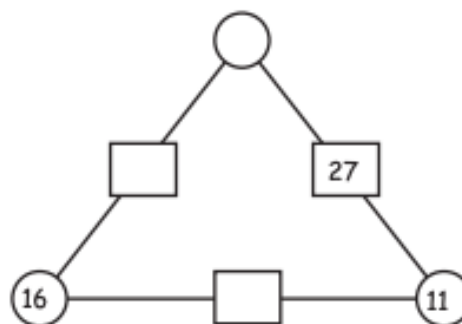
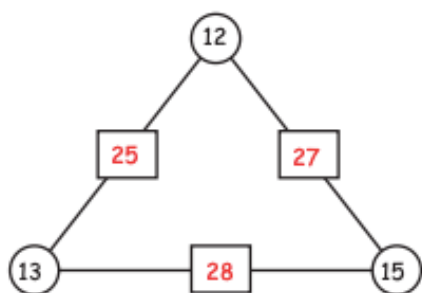
	<p>Davis has 5 pieces of rope, each 1.4m long. If he joins them to become one long piece, how long will it be?</p> <p>At the school long jump, Jasper jumped 4.4m and Max jumped 3.9m. How much further did Jasper jump than Max?</p>	<p>A stack of books weighs 2.7kg. How much would 10 similar stacks weigh altogether? (Hint: don't forget to include the original stack!)</p> <p>This time last year, I measured 112.6cm. Since then I have grown 8.7cm. What is my present height?</p>	<p>A car travels 8.9km per litre of petrol. How far will it travel on 10 litres?</p> <p>Oliver has 4.5m of rope. How many 50cm pieces can he cut from the original piece?</p>	
--	---	--	---	--

Break

<p>Afternoon</p>	<p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;">Tokyo Olympic Games 2020</p> <p>International sporting events, like the Olympic Games, are amazing to watch. Cheering on your country and recognising the sporting success of competitors every four years is a highlight for many people. Even though the Olympic Games in Japan has been rescheduled for 2021, preparations have not stopped in Tokyo.</p> <p>Discuss this topic in terms of trade and economy. Olympic host countries see an increase in trade, which can also lead to increased foreign investment.</p> <p>Countries that host the Olympic Games invest billions of dollars hoping to see a boom in their economy, from increased tourism speeding to infrastructure updates such as roads, building or communication as Internet upgrades.</p> <p>Investigate and discuss how the Tokyo Games has impacted people and places on a local, city/state and global scale. Investigate not only the preparation and cost of the games, but how it will affect the lives of people and the places they live while the games are in progress in Japan. Give examples.</p> <p>Answer these questions.</p> <p>Tokyo Olympics</p> <p>How does it impact people and places at a local level? How does it impact people and places at a city/state level? How does it impact people and places on a global scale?</p> <p>Optional</p> <p>Watch the below clips to help develop a deep understanding of the preparation it takes for a country hosting the Olympics and what impact it has on the hosting country.</p> <p>https://www.youtube.com/watch?v=lptQWWCxs2s https://www.youtube.com/watch?v=Dw_of1LYwdc https://www.youtube.com/watch?v=Qrym1Lk3c1Q</p>	
------------------	---	--

Term 4 Week 2 Friday 15 October 2021

Time	Activities	Optional
Daily Wellbeing: Complete one of the wellbeing tasks from the matrix (see resource pack).		
Morning	<u>English</u>	
	<p>Spelling</p> <ul style="list-style-type: none"> ● Look, Cover, Write, Check. ● Alphabetical order ● Upper and lower case words 	
	<p>Writing</p> <p>Focus: Writing using more than one 'problem'</p> <p>Today's task: Sometimes in stories, there is more than one problem that the main character faces. Sometimes they have a little problem, then a huge one. Look at the problem you created for your main character on Tuesday. <i>Is it a little problem, or a big one?</i></p> <p>Write a second problem (big or little, being the opposite of what you've already got). It could be a lead up to the big problem – connect one problem to the other!</p> <p>For example, say your character is the King of Kingsville. A little problem may be that a monstrous sea creature has been wreaking havoc in the surrounding villages. A big problem may be that it travels up the coast to the major city. The king is expecting the big problem to occur, but first is having to deal with the little problem. This is a climactic event.</p> <p>Once complete, re-write/type your Big Write. Putting together everything you have prepared for today.</p> <p>Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation.</p>	typeracer.com
<i>Brain break:</i> Meditation, put some calming music on for 10 minutes and control your breathing & <i>Fruit break</i>		
	<p>Reading</p> <p>Read a book/magazine/newspaper for 20 minutes</p> <p>Choose one reading task from the 'reading matrix' (see resource pack).</p> <p>Optional: Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.</p>	Reading Eggs BTN Squiz Kids Kids News EPIC
Lunch Break		
Middle	<u>Mathematics</u>	Mathletics
	<p>Number Talk</p> <p>Each triangle the 2 numbers in the circle add up to the number in the rectangle between them! See the example and complete the blank one.</p>	



Skills Practice: Subtraction Strategies

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>3- by 2-digit</p> <p>633 – 71 490 – 24 801 – 52</p> <p>Create and answer 7 more questions of your own.</p>	<p>3-digit with decimal</p> <p>636.3 – 471 492.07 – 248.5 804.1 – 529.55</p> <p>Create and answer 7 more questions of your own.</p>	<p>Numbers of any size</p> <p>11 636.359 – 4 371.48 41 792.07 – 24 008.596 1 121 804.1 – 1 529.55</p> <p>Create and answer 7 more questions of your own.</p>

Maths Investigation: Money

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>The restaurant bill of \$100 was shared evenly among 4 people. How much did each person pay?</p> <p>Hamburgers are \$4.20. With egg, they are an extra 70 cents. How much would 2 hamburgers cost if one had egg?</p>	<p>The restaurant bill of \$364 was shared evenly among 4 people. How much did each person pay?</p> <p>Hamburgers are \$4.20. With egg, they are an extra 70 cents. How much would 5 hamburgers cost if three had egg?</p>	<p>The restaurant bill of \$864 was shared evenly among 12 people. How much did each person pay?</p> <p>Five girls decided to make a dress each. Each bought 3m of material at \$8.99 per metre. How much did they spend altogether?</p>

Break

Afternoon

PE
Practicing FMS (fundamental movement skill) Catch

YouTube: PE with Joe

GoNoodle



1

2



3

4



5

6

Eyes focused on the object throughout the catch.

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 (well-timed closure)

Elbows bend to absorb the force of the object.

Equipment: different types of balls to catch. Markers.

Practicing the skill:

Practise slightly cupping your hands, controlling the ball and bending your elbows to absorb the force of a ball during the catch. In pairs catch a ball from:

increasing distance

a rebound off a wall

a height

a bounce

Practise exploring and experimenting the following with a ball. Track and catch a ball:

dropped by self

thrown by self

thrown by a partner (high, middle, low)

hit with an open palm by a partner in different directions

bounced on the ground

thrown to the side of the body.

Vary the size and type of ball once the students become more confident and show improvement in tracking and catching.

Game: Throwing and catching with a partner for distance.

Start by standing at least 1 metre apart.

Throw the ball back and forth with your partner.

Take one step back if you catch the ball and one step forward if you drop the ball.

- Record what type of ball you used and what distance apart you got.

Variation:

- Change type of throw, e.g. overarm, underarm, chest pass.
- Throw a variety of objects, e.g. tennis balls, netballs.



Year 5 Resources

Spelling Lists

Week 1	Week 2
Focus: Prefix un- The prefix un- means not (negative) uncooked = not cooked	Focus: sc as in scissors
Red	
unsafe	scene
unlock	scent
unplug	muscle
unpack	obscene
undo	science
untie	crescent
Orange	
unlucky	fascination
unusual	sceptre
untrained	adolescent
unhappy	isosceles
unlikely	ascend
uneasy	descend
Green	
unashamed	scenario
undecided	scimitar
ungrateful	scientific
unfortunate	fluorescence
unbiased	transcend
unabashed	miscellaneous

Writing – Big Write Stimulus



Writing Prompt: Creative Story

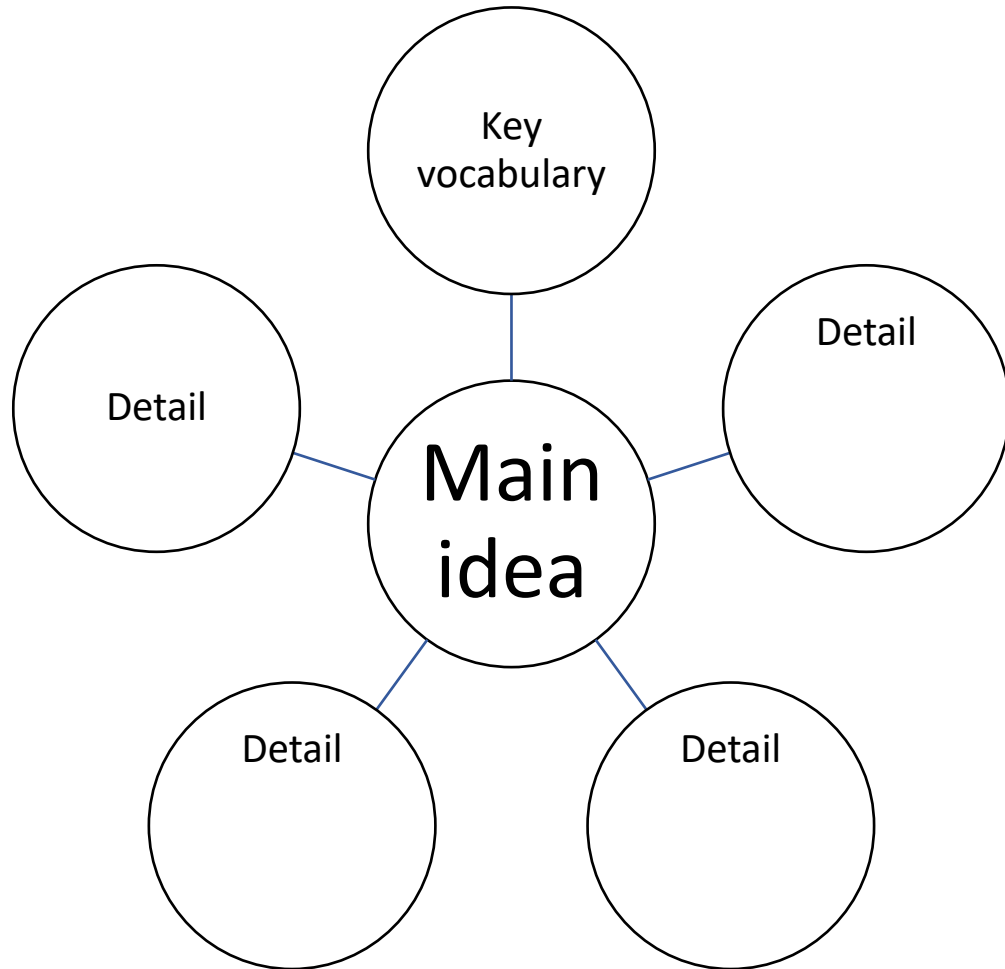
Escape from the Zoo

Tell the story about escaping from the zoo from the view point of one of the animals. Describe your day as you wander the concrete streets of this strange new jungle. Put in the setting, dialog, vivid descriptions and precise verbs.

Reading Matrix

<p><u>Character profile</u> 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> Change the ending of your story/chapter. Illustrate after you have written.</p>	<p><u>Summarising</u> Jot down as many very important Points from the text as you can.</p>	<p><u>Character comparison</u> Choose two characters and compare. How are they different? How are they the same?</p>
<p><u>Mapping it out</u> 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> 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> 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> Write & 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> 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> 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> Draw a picture of what is happening from what you visualised in your head. Write about this scenario.</p>	<p><u>Character poster</u> Create a wanted poster, based on a character from your text. This should include a picture of them, their interests, personality traits etc.</p>

Tuesday Week 1 – Reading Comprehension Lesson



Honey bees

The honey bee sucks nectar from flowers using its long, tube-like tongue and stores the nectar in its nectar sac. A bee's nectar sac is also known as a honey stomach. If the bee gets hungry, some nectar is released from its honey stomach and passed to its real stomach to give the bee energy.

When the bee's nectar sac is full, the bee returns to the hive, where it passes on the nectar to other worker bees.

The honey is used to feed the larvae that have been produced by the queen bee. Within a few weeks the larvae will develop into fully grown bees. Soon, young honey bees will be flying around looking for nectar ...

Inside the hive, the bees chew the nectar to reduce its water content. The nectar needs to thicken to become honey. The bees then put the nectar into the cells of a structure called a honeycomb. The bees also fan their wings to dry the chewed-up nectar, helping it turn into honey.


When the honey is thick enough, the bees cover the cells of the honeycomb with a layer of beeswax. The beeswax comes from glands on the sides of the bees' bodies.

4

Wednesday Week 1 – Narrative Scaffolding

Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution

1 Coco's Kennel

grandpa used dads new paintbrush to paint our dogs old kenal a brite blue to make it extra comfterble, he then put one of grandmas old quilts on the floor he placed a wind dille on the kennels roof for a bit of extra charm



Find 4 spelling mistakes.
Add 5 capital letters, 3 full stops and 4 apostrophes of possession.



1 Lunchtime

"i hate cheese sandwiches!" Nate cried as he opened his lunch box
"What do you have today" he asked taylor desprately.
"Peanut butter," Taylor replied.
"want to go halves?" he asked Nate forcefully



Find 3 spelling mistakes.
Add 3 capital letters, 2 full stops and 1 question mark.



Wednesday Week 1 – Reading Comprehension

What Is Minecraft?

Minecraft is a super popular video game. In this game, players build and create with a variety of different blocks in digital, three-dimensional worlds. The purpose of the game is to build and explore. There are no points or levels to work through.

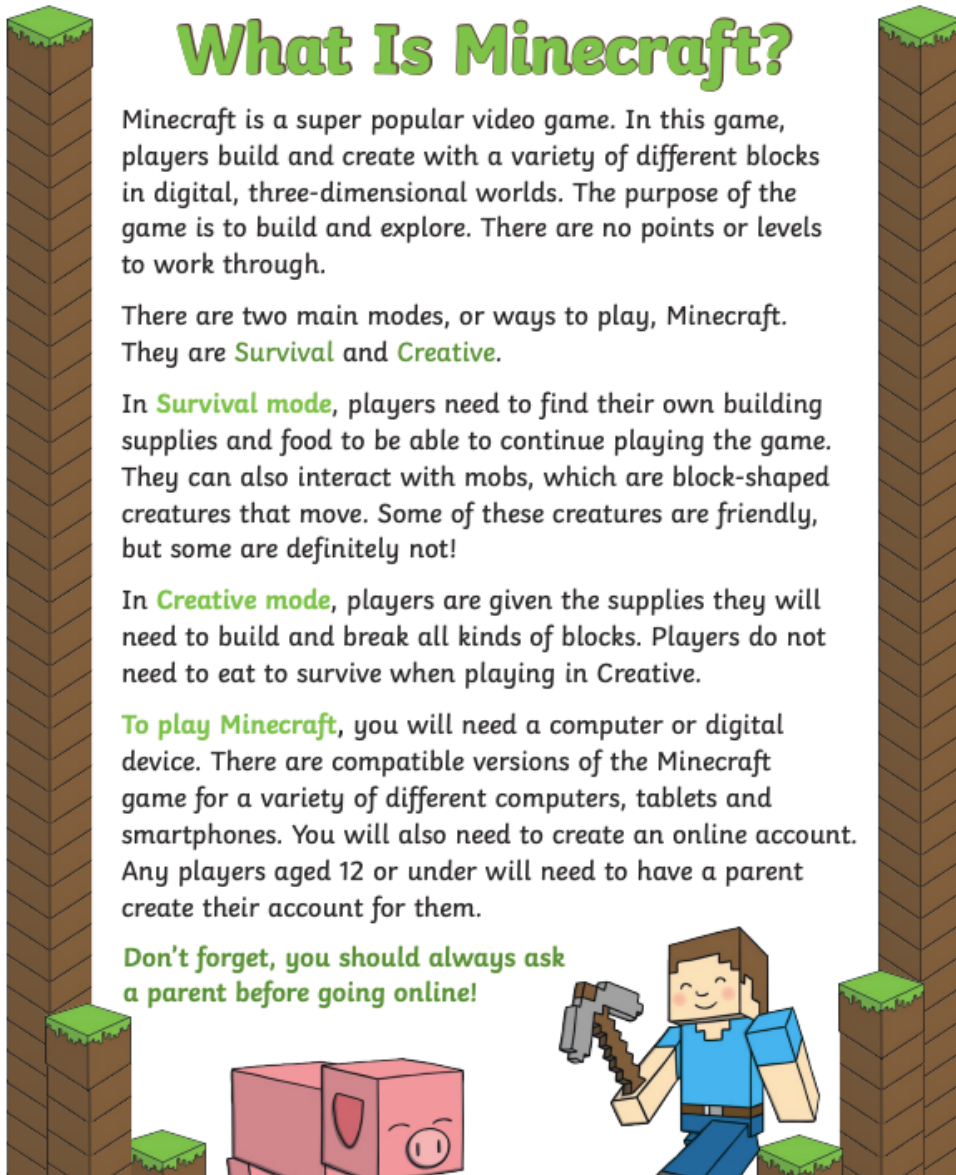
There are two main modes, or ways to play, Minecraft. They are **Survival** and **Creative**.

In **Survival mode**, players need to find their own building supplies and food to be able to continue playing the game. They can also interact with mobs, which are block-shaped creatures that move. Some of these creatures are friendly, but some are definitely not!

In **Creative mode**, players are given the supplies they will need to build and break all kinds of blocks. Players do not need to eat to survive when playing in Creative.

To play Minecraft, you will need a computer or digital device. There are compatible versions of the Minecraft game for a variety of different computers, tablets and smartphones. You will also need to create an online account. Any players aged 12 or under will need to have a parent create their account for them.

Don't forget, you should always ask a parent before going online!



1. Select the best definition for Minecraft.
 - a. Minecraft is an online game.
 - b. Minecraft is a popular videogame in which players use blocks to build and crate digital, three-dimensional worlds.
 - c. Minecraft is a fun game that can be played on a computer.
2. What are the two main modes or ways to play Minecraft?
 _____ & _____
3. Which Minecraft mode do you think you would prefer to play?
 Explain your answer.

4. What are mobs?

5. What do I need to be able to play Minecraft?

6. What is something you should always do before going online?

7. What is the main idea of this text? (use no more than 15 words)



Australian Government
Australian Sports Commission

tambil tambil

'tam-bil tam-bil'



SCHOOL YEARS
K-3

SCHOOL YEARS
4-6

Background

In many areas of Australia people played skills-practice games, where they threw objects at each other. These included sticks, mud and stones of various sizes.

A spear-dodging game called *tambil tambil* (refers to the blunt spears used) was played by the Jagara (Jagera) people of the Brisbane area, as part of sham fights and mock war. These sham fights taught the boys how to manage when it was required as they grew into manhood.

In parts of Australia the girls were taught to fight and use the digging stick (called *kalgur* in one area) so they could protect themselves later on in life.

Language

In the Wembawemba language from western Victoria the word *ngalembert* referred to a 'champion dodger' or 'expert at dodging spears'.

Short description

This is a throwing-and-dodging game.

Players

- Groups of four to 12 players

Playing area

- A designated area suitable for the activity

Equipment

- Fleece balls, paper balls, or sponge balls
- A small shield (bat) for protection only — optional.

Game play and basic rules

- One player represents a kangaroo. The kangaroo stands 10–15 metres in front of a group of players, who are spread out along a line.
- The 'kangaroo' hops or runs around in front of the group, dodging the throws until he or she is hit by a thrown ball. When hit the player falls over, and the player who hit him or her becomes the new kangaroo.
- A supply of balls is provided for the throwers. Players do not move out past the line to retrieve thrown balls unless the game is stopped and they are directed to do so.

Variations

- Players throw their weapons 'weakly' at each other by lobbing, rolling or bouncing tennis or sponge balls towards each other. (This is recommended for younger players.)
- Circle dodge: One player (dodger) is in the centre of a circle of six to eight players. Throwers use a fleece or sponge ball to throw, or they roll/bounce a large soft ball to attempt to hit the dodger. Players take turns to stay in the middle as long as they can.
- The game can be made more difficult by having the dodger stay inside a small circle or hoop, or by using a number of balls. (This game works well for class groups of younger students.)
- Obstacle dodge: One or more players acting as kangaroos (targets) start at one end of a course and 5–10 metres in front of several throwers. The 'targets' start with four to six small beanbags in their hands and run/walk through a line of markers in a zigzag, slalom-like course. Each time they are hit by a sponge or fleece ball they drop a beanbag. Count the number of times they are hit.
- A number of players walk across 5–10 metres in front of a line of throwers who have fleece or sponge balls. As the kangaroo 'target' moves across the area they step up and walk along benches. They can only be hit when they are on the benches. When hit they step off the back of the bench and start again. Count the number of hits.

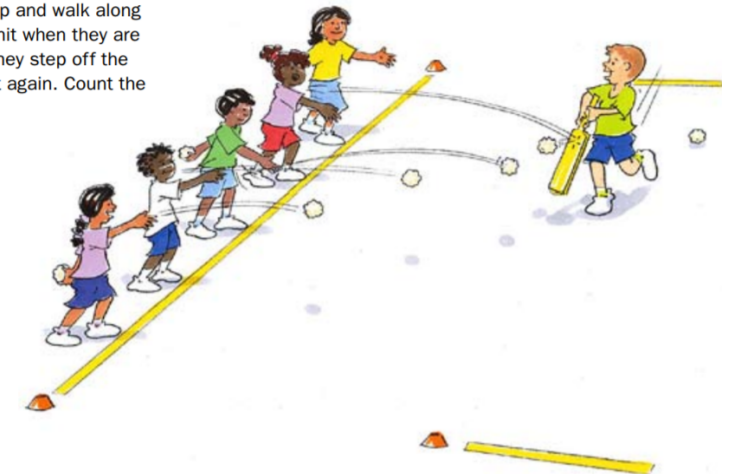
- Gauntlet run: The 'kangaroo' starts at one end of a line of players and 5–10 metres in front. They run past the line of players as they either roll or underarm throw a soft ball to attempt to hit their legs. Swap around the kangaroo.
- Use two to four players as the kangaroos. Throwers may be required to take turns rather than all throw at once.

Safety

Safety factors needed to be considered to avoid injury to the dodging player. The use of a helmet, eye and face protection and a tracksuit could be considered. It is possible to substitute a person for some types of targets.

Teaching points

- Move around 'kangaroo'. Duck and weave.
- Aim below the shoulders.
- Throw and wait for the signal.



Gauntlet run

Thursday Week 1 – Reading Comprehension

The Clever Crab

There lived a heron by a big lake. He used to catch fish and eat them. But he had become old and could not catch fish like before. He went without food for many days together.

"I have to think of a plan. Otherwise I won't live for long," thought the heron. Soon he came out with a clever plan. The heron sat at the water's edge looking depressed and thoughtful. In the same lake lived a crab who was friendly and thoughtful. As he went past, he noticed how the heron looked and asked him, "Why are you looking depressed my friend?"

"What can I say," said the heron in a sad voice. "Something terrible is going to happen."

"What is that?" asked the crab anxiously.

"When I was on my way here this morning, I heard an astrologer say that there will be no rains in these parts for the next twelve years. The lake will dry up and we will all die. I am quite old. It does not matter if I die. But you all are so young. There is so much for you to see and enjoy," said the heron.

The crab went to the fishes in the lake and told them what the heron had told him. They were all filled with fear. "O no! What do we do? We will all die." they cried.

"There is a very big lake some distance from here. I can take you all there one by one." offered the heron. All the fishes were comforted and they agreed to be carried to the bigger lake one by one.

Every day, the heron would fly the fishes one by one. He would hold one gingerly between his long beak and fly away. But instead of taking them to any lake, he would land on a rock some distance away and eat them. Then he would rest till evening and return to the lake.

After some days, the crab went up to the heron. "You have been taking the fishes to the other lake. When will you take me?" he asked.

The heron thought to himself, "I am tired of eating fish. Crab meat should be a pleasant change."

The heron agreed to take the crab to the other lake.

But the crab was too large for the heron to carry in his beak. So the crab climbed on to the heron's back and they started the journey. After a while, the crab grew impatient.

"How far is the lake?" he asked the heron.

"You fool," laughed the heron. "I am not taking you to any lake. I am going to dash you against those rocks and eat you like I ate all those fishes."

"I am not a fool to allow you to kill me," said the crab.

He held the heron's neck in his powerful claws and strangled the wicked heron to death.

V
C
O
P
M
E

Up-Level Me!

Use what you have learnt so far to edit and up-level this sentence...

stop annoying me or I will leave

You might need to add more, take some away, or fix some mistakes, but a long sentence isn't always a good sentence. So read it aloud to check.



V
O
C
A
B
U
L
A
R
Y

Like Great, But... Not

In a small group, going through the alphabet, take it in turns to suggest alternatives for the word 'great'.

The first student starting with A, second with B, then C, D, and so on.

Use as many letters of the alphabet as possible.

Compare with another small group.

Challenge: Pick your favourite word to create a sentence showing its use.



The wave

Looking at the clear blue water gives him a strange ache. The water at home, in the far west, is nothing like this. It is always brown, or at least never clear. There the water seems to settle reluctantly. It never quite seems permanent but rather it seems borrowed—about to dry up completely at any time. But here on this glittering beach, with the giant cobalt Pacific Ocean rolling and pulsing towards him, the water seems infinite and eternal. He breathes deeply, drawing in the brackish air whose salt clings to him like a scaly coating. The cool seawater creams around his ankles then drains away in clear sheets over the firm golden sand.

He is part of a program showing country kids another place, letting them experience the unfamiliar.

He's learning to surf and it's his second day. So far he's been less than successful. The instructor has given him the lessons, shown him the basic actions: when to paddle, when to crouch then stand, where to place his feet. But surfing has eluded him. He has fallen and thumped his knee on hard sand in shallow water.

He's been dumped and pounded under a freak breaker that spun him like a washing machine. He's had saltwater forced straight through his mouth and nose until he couldn't even cough.

He paddles out again this morning in the sharp sunlight, ducking his way through the peaks and troughs and foam of the surf. And then he sees it. To him it looks just right: a wave not too full, curving at the right angle, that will crest as he begins his catch. He has no time to think—in the moment he just feels—and the next thing he knows he has turned and is paddling. He feels the energy of the wave lift and project him. He rises into a practised crouch and stays there. Then steadily he straightens his legs and it's like he's riding the whole ocean. He lets out a long howl of pure elation.

Monday Week 2 – Reading Comprehension

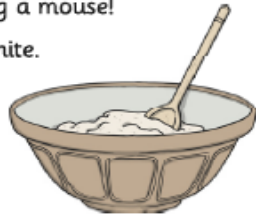
1. In the first paragraph the boy is portrayed as feeling
 - a. Resentful
 - b. Out of place
 - c. Full of regret
 - d. Frightened
2. In paragraph 2, the information after the colon (:)
 - a. Provides detail about the actions involving surfing.
 - b. Explains the safety rules of surfing.
 - c. Describes the boy's thoughts about surfing lessons
 - d. Analyses different techniques used in surfing.
3. What does the narrator describe as *curving at the right angle*? (Paragraph 3)
 - a. The size and shape of a surfboard
 - b. The perfect beach to surf from
 - c. The movements of a surfboard on a wave
 - d. The perfect wave for surfing
4. In Paragraph 3, what word could replace *project*?
 - a. Arrange
 - b. Extend
 - c. Launch
 - d. Tumble
5. *...it's like he's riding the whole ocean.* (Paragraph 3)
This statement suggests the boy feels as if he has
 - a. Finally conquered his fear of the ocean.
 - b. Become one with the power of the ocean.
 - c. Defeated and diminished the oceans
 - d. Exhausted the possibilities of the ocean.

Tuesday Week 2 – Grammar Lesson

Grammar and Punctuation

Spot the **conjunctions** in the following sentences.

- Kim was talking on her phone as she watched TV.
- The cat ran into the house whilst carrying a mouse!
- Mix the sugar and butter until it looks white.



17

Grammar and Punctuation

Use the **preposition** that makes sense in these sentences.

- I went to the party _____ school.
 - The new girl sat _____ me on the bus.
- after during beside before



18

Grammar and Punctuation

What is the correct **spelling** of the missing words in these sentences?

- I _____ you're going on holiday soon.
- We _____ you at school today.
- The hamster died so we had to _____ it.
- Mum needed some _____ and quiet.

- here/hear**
- missed/mist**
- berry/bury**
- piece/ peace**



11

Grammar and Punctuation

In the following sentences the **apostrophe** is used to make one word instead of two. Which two words would these be?

- We haven't had a spelling test for ages.
- "Don't shout!"
- "Who's your class teacher?" asked the secretary.
- "How's your Gran doing?" my neighbour asked me.



12

Giddy galahs

Most Australians will have seen a galah. It is a colourful bird that is found all over Australia. The galah has a pink front, a grey back and a striking white crest.

Galahs are usually found in groups. They can be seen sitting in trees, foraging for seeds on the ground, or frolicking on powerlines. When a flock of galahs flies towards you, it looks like a bright pink cloud.

When galahs get together in the evenings, they can be very noisy. So, if you haven't seen a galah, you will have probably heard one!

Galahs are intelligent birds that seem to like having fun. Here are some of their antics.

Hanging around

The galah hangs upside down.



In a spin

The galah turns around in circles.



Hopping mad

The galah stands on one leg.



Slide away

The galah slides down the powerline.



Tuesday Week 2 – Reading Comprehension Lesson

- The text suggests that galahs are:
 - Uncommon
 - Quiet
 - Gentle
 - Playful
- So, if you haven't seen a galah, you will have probably heard one!* What does this suggest about galahs?
 - Galahs can be very loud.
 - Galahs can see in the dark.
 - It is unusual to see a galah.
 - Galahs sound like other birds.
- When galahs are foraging,
 - they are doing tricks.
 - making a noise.
 - looking for food.
 - cleaning their feathers.
- According to the text, where do galahs play?
 - on a special perch
 - on tree branches
 - on powerlines
 - on the ground
- Which sentence best matches the information in the text?
 - The early bird catches the worm.
 - A forest bird never wants a cage.
 - Birds of a feather flock together.
 - A bird in the hand is worth two in the bush

Wednesday Week 2 – Reading Comprehension Lesson

Bats

Types of bats

Bats can be subdivided into two main groups: microbats and megabats. This is determined by their diet and the way they navigate when flying.

Microbats are very small. They are mostly insectivorous, which means their diet consists of flying insects such as beetles, moths and mosquitoes. They usually live beside rivers and creeks, so they have access to fresh water. They also live in parks, reserves and even residential areas. During the day they roost in trees and hollows. They feed at night and although they have good eyesight they use sound waves and echoes to find their prey in the dark. This 'bat sonar' is called echolocation.



Kitti's hog-nosed bat

Megabats tend to be larger than microbats (but not always!). They are frugivorous, which means their diet consists of fruit and nectar from flowering plants. Like microbats, megabats are nocturnal but they rely on their good eyesight and excellent sense of smell to find food.

Some megabats are called flying foxes because of their fox-like faces and the red-coloured fur on their bodies. Although megabats hunt at night, large groups can often be seen during the day hanging from tall trees.



Flying fox mother and baby

Did you know?

- Bats are the only mammals that can fly.
- Bats have been known to live more than 30 years.
- A group of bats is called a colony.
- There are about 1240 different species of bats in the world.
- Australia is home to over 90 different species of bats.
- The Kitti's hog-nosed bat is the smallest bat in the world. It weighs up to two grams: about the same as a tea bag!
- The giant golden-crowned flying fox is the biggest bat; it weighs up to 1.6 kilograms with a wingspan of 170 centimetres!



Australian Government
Australian Sports Commission

mer kai
'mer kai'



- SCHOOL YEARS
4–6
- SCHOOL YEARS
7–9
- SCHOOL YEARS
10–12
- Post-school age

Background

This is a version of a game from the Torres Strait Islands, using the thick, oval, deep-red fruit of the kai tree which is quite light when dry.

Language

Mer is the name of one of the islands in the Torres Strait. A kai fruit was often used for playing.

Short description

This is a hand-hitting (volley) game where players attempt to keep the ball in the air for as long as they can.

Players

- Groups of six players

Playing area

- Use a designated indoor or outdoor area. The centre circle of a basketball court with the line through the centre is ideal.

Equipment

- A tennis ball, small beach ball, *paketa* or a small, soft ball (such as a covered sponge ball)

Game play and basic rules

- Players form a circle. The ball is thrown into the air and each player passes it to another by striking the ball upwards with the palm of the hand.
- In this game, teams are presented with a set of activities that can be performed and after some practice develop a performance that highlights their ball skills, body handling and originality.

- Teams develop a routine that contains some of the following elements:
 - random hitting to other players in the circle
 - hit to every player in the circle in a set order
 - hit around the circle in one direction then back the other way
 - hit up to the middle of the circle and the person next to the hitter steps into the middle and hits it up — all players then have a turn, continuing around the circle twice
 - hit and follow to replace the person the ball is hit to as he or she hits it to another player — pass and follow
 - a player in the middle who hits the ball back to each person in order — all players have a turn in the middle
 - hit back and forth at speed in a zig-zag pattern to the three players in opposite halves of a circle
 - walk/march/jog around in a circle and hit the ball over the head for the next person (for advanced groups).

Suggestion

Players learn the basic aspects of the routine and then work out their routine. When this is mastered they look to include more creative aspects to the performance.

Performance considerations

- Introduce two or more balls as part of the routine (for advanced groups only).
- Show hits with both hands/arms up to the elbows.
- No gymnastic stunts such as handstands are allowed, but under the legs, high hits, kneel or sit down, behind the back, jumps into the air to hit the ball, turns, hand claps (individually or as a group) can help with a creative performance.
- For some stunts players may tap/block the ball in the air with one hand and hit it with the other.
- Players must not move more than 1 metre back from the marked circle.

Judging

The overall performance of groups can be judged on criteria related to skill, teamwork, elements of the routine, flow and movement, originality, and overall appeal.

Dropped balls, etc. are 'penalised' in the final assessment.

Comment

Different age groups will have different elements to include in their routines. For very young players it may be a case of compiling as many hits as possible in a set time, hitting in a set order, and basic 'tricks' or skill variations.

Teaching points

- Players in a circle. Palms of hand up.
- Ready and go.
- Well done. Keep going.

Thursday Week 2 – Editing Task Cards

3 Maggie's Surprise

maggies parents serprised her with a trip to the snow in the morning, maggie waited eagily inside her dads car soon they were on their way to her uncles caburn in the mountains maggie was so exited that she was finally old enough to use her mums skis



Find 4 spelling mistakes.
Add 5 capital letters, 4 full stops and 4 apostrophes of possession.

**5 Don't Forget the Plants**

before we leave, i must rememba to water the plants dispite the fact that ive been watering them every day, i dont thnk they will stay alive in this heat i wouldnt want to come home to druping plants after a fun weekend away



Find 4 spelling mistakes.
Add 6 capital letters, 3 full stops and 3 apostrophes of contraction.



Thursday Week 10 – Reading Comprehension

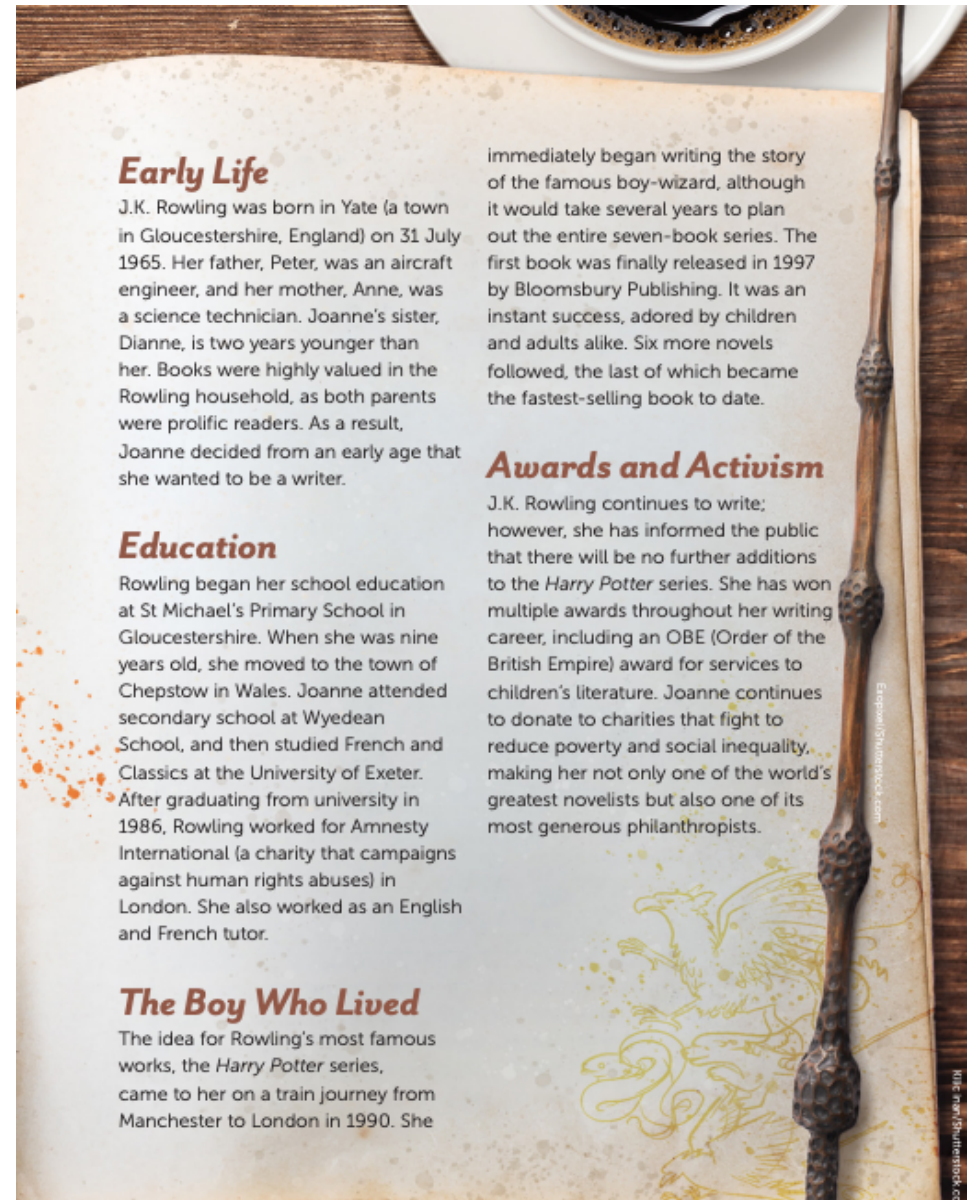


J.K. Rowling

Who Is J.K. Rowling?

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

Valentin Agapov/Shutterstock.com



Early Life

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

Education

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

The Boy Who Lived

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

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

Awards and Activism

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



Erasmus/Shutterstock.com

Eric F. Schmitt/Shutterstock.com

Wellbeing Matrix

A matrix to help students and families focus on their wellbeing with a variety of 'unplugged' activities.

A great complimentary matrix to the 'R U OK? Day' Matrix.

<p>Sit under your favourite tree and read.</p> 	<p>Find a penpal (a family member, friend or neighbour). Draw them a special picture and send it in the mail.</p>	<p>Learn a new skill or hobby like origami, knitting, scarp booking, photography, gardening or magic.</p>	<p>Go for a bush walk. Take a special journal and write or draw some special things you noticed.</p>
<p>Make your own healthy treat. This could be trail mix, a muesli bar, muffin or slice.</p>	<p>Write some special affirmations for yourself on your mirror or next to your bed to read each morning and night.</p>	<p>Make a board game using recycled materials based on your favourite book or television show.</p>	<p>Transform a cardboard box into a time machine. Draw pictures of places you visit on your adventures.</p>
<p>Make a pillow fort and have an adventure with your siblings or teddies!</p>	<p>Design and make a friendship bracelet. Consider using recycled or natural materials.</p>	<p>Find a quiet spot to lay on the grass and look at the clouds. What pictures or patterns do you see?</p>	<p>Organise a special sit down meal with your family</p> 
<p>Listen to your favourite songs. Try and paint or draw how the music makes you feel.</p>	<p>Write a poem about how you are feeling and recite it to someone special.</p>	<p>Make a gratitude jar. Add in all the family, friends and joys of nature that you are grateful for.</p>	<p>Create some new yoga moves. Use animals or plants as inspiration.</p>