

# Year 5

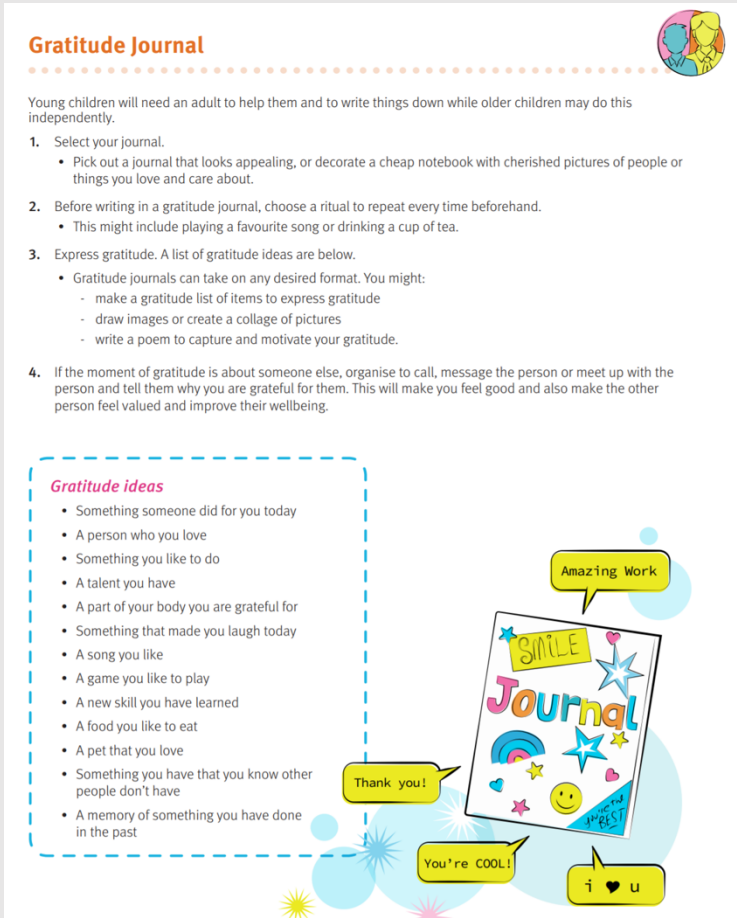


# Term 3

# Week 10

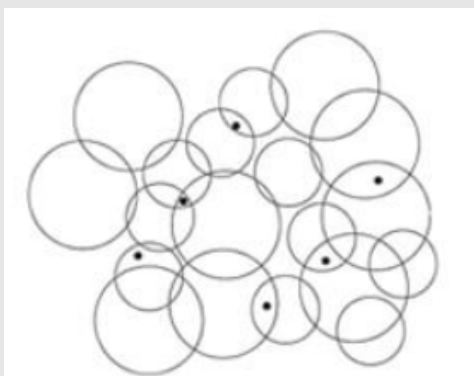
**Term 3 Week 10 Monday 13 September 2021**

Time	Activities	Optional			
<b>Wellbeing</b> – Choose one task from the wellbeing grid – found at the back of this booklet.					
Morning	<p align="center"><b>English</b></p> <p><b>Spelling:</b> Activities:</p> <ul style="list-style-type: none"> <li>Look, Cover, Write, Check.</li> <li>Rainbow writing</li> <li>5x compound sentences</li> </ul>				
	<p><b>Writing:</b> The aim of this activity is to write a non-fiction text about your favourite singer/band/actor/character, that you admire in the format of an information poster. Include:</p> <ul style="list-style-type: none"> <li>A large main heading</li> <li>A minimum of 3 sub-headings followed by a paragraph of text that relates back to the subheading</li> <li>A text box of basic facts</li> <li>A photograph or realistic illustration</li> <li>Other images that support your information</li> </ul> <p><b>Grammar:</b> Complete Mondays Grammar task cards (found at back of this booklet)</p>	typeracer.com Pobble365			
<b>Brain break:</b> 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>Reading Comprehension</b> Seahorses – read through the informative text on Seahorses and answer the questions. (found at back of this booklet)</p> <p><b>Optional:</b> 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 align="center"><b>Mathematics</b></p> <p><b>Number Talk:</b> What is the weight of the bear, the fox and the rabbit?</p> <div data-bbox="555 1657 967 1852" data-label="Equation-Block"> <math display="block">\begin{array}{l} \text{Bear} + \text{Bear} = 120 \text{ Kg} \\ \text{Rabbit} + \text{Bear} = 70 \text{ Kg} \\ \text{Bear} + \text{Fox} + \text{Rabbit} = 90 \text{ Kg} \end{array}</math> </div> <p><b>Skills Practice: Multiplication Strategies</b></p> <table border="1"> <tr> <td>Introductory</td> <td>Consolidating</td> <td>More Challenging</td> </tr> </table>	Introductory	Consolidating	More Challenging	Mathletics Prodigy Hit the Button
Introductory	Consolidating	More Challenging			

	<table border="1"> <tr> <td> <b>1- to 2-digit (x6)</b>  <math>6 \times 3</math>  <math>9 \times 6</math>  <math>6 \times 12</math>  <i>Create and answer 7 more questions of your own.</i> </td><td> <b>2-digit</b>  <math>62 \times 73</math>  <math>96 \times 61</math>  <math>56 \times 22</math>  <i>Create and answer 7 more questions of your own.</i> </td><td> <b>3 or more digit</b>  <math>612 \times 373</math>  <math>962 \times 611</math>  <math>556 \times 212</math>  <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 border="1"> <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>            46 centimetres            12 millimetres            32 metres         </td><td> <b>3-digit perimeters</b>            462 centimetres            132 millimetres            232 metres         </td><td> <b>Irregular shapes</b>            462 centimetres            132 millimetres            232 metres         </td></tr> </table>	<b>1- to 2-digit (x6)</b> $6 \times 3$ $9 \times 6$ $6 \times 12$ <i>Create and answer 7 more questions of your own.</i>	<b>2-digit</b> $62 \times 73$ $96 \times 61$ $56 \times 22$ <i>Create and answer 7 more questions of your own.</i>	<b>3 or more digit</b> $612 \times 373$ $962 \times 611$ $556 \times 212$ <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> 46 centimetres 12 millimetres 32 metres	<b>3-digit perimeters</b> 462 centimetres 132 millimetres 232 metres	<b>Irregular shapes</b> 462 centimetres 132 millimetres 232 metres	
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	Break										
Afternoon	PDH <div>  <p><b>Gratitude Journal</b></p> <p>Young children will need an adult to help them and to write things down while older children may do this independently.</p> <ol style="list-style-type: none"> <li>Select your journal.               <ul style="list-style-type: none"> <li>Pick out a journal that looks appealing, or decorate a cheap notebook with cherished pictures of people or things you love and care about.</li> </ul> </li> <li>Before writing in a gratitude journal, choose a ritual to repeat every time beforehand.               <ul style="list-style-type: none"> <li>This might include playing a favourite song or drinking a cup of tea.</li> </ul> </li> <li>Express gratitude. A list of gratitude ideas are below.               <ul style="list-style-type: none"> <li>Gratitude journals can take on any desired format. You might:                   <ul style="list-style-type: none"> <li>make a gratitude list of items to express gratitude</li> <li>draw images or create a collage of pictures</li> <li>write a poem to capture and motivate your gratitude.</li> </ul> </li> </ul> </li> <li>If the moment of gratitude is about someone else, organise to call, message the person or meet up with the person and tell them why you are grateful for them. This will make you feel good and also make the other person feel valued and improve their wellbeing.</li> </ol> <p><b>Gratitude ideas</b></p> <ul style="list-style-type: none"> <li>Something someone did for you today</li> <li>A person who you love</li> <li>Something you like to do</li> <li>A talent you have</li> <li>A part of your body you are grateful for</li> <li>Something that made you laugh today</li> <li>A song you like</li> <li>A game you like to play</li> <li>A new skill you have learned</li> <li>A food you like to eat</li> <li>A pet that you love</li> <li>Something you have that you know other people don't have</li> <li>A memory of something you have done in the past</li> </ul> <p>Thank you!</p> <p>You're COOL!</p> <p>i ♥ u</p> <p>Amazing Work</p> <p>SMILE</p> <p>Journal</p> </div>	GoNoodle YouTube: Move to Learn									

**Term 3 Week 10 Tuesday 14 September 2021**

Time	Activities	Optional
<b>Wellbeing</b> – Choose one task from the wellbeing grid – found at the back of this booklet.		
Morning	<p align="center"><b>English</b></p> <p><b>Spelling:</b> Activities:</p> <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Verb, noun, adjective sort</li> <li>• Hidden words</li> </ul>	
	<p><b>Writing:</b> Continued from yesterday's task. The aim of this activity is to write a non-fiction text about your favourite singer/band/actor/character, that you admire in the format of an information poster. Include:</p> <ul style="list-style-type: none"> <li>• A large main heading</li> <li>• A minimum of 3 sub-headings followed by a paragraph of text that relates back to the subheading</li> <li>• A text box of basic facts</li> <li>• A photograph or realistic illustration</li> <li>• Other images that support your information</li> </ul>	BTN typeracer.com
Brain break: Put on your best dancing song and dance your heart out & 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>Reading Comprehension</b> Read information sheet about Peru (found at the back of this booklet) Answer the below questions.</p> <ol style="list-style-type: none"> <li>1) What is the population of Peru?</li> <li>2) What are three of Peru's national treasure?</li> <li>3) Complete a Venn diagram comparing Peru with Australia.</li> </ol> <p><b>Optional:</b> Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.</p>	Squiz Kids Kids News EPIC Reading Eggs
Lunch Break		
Middle	<p align="center"><b>Mathematics</b></p> <p><b>Number Talk</b> How many circles contain a black dot?</p>	Mathletics Prodigy



### ***Skills Practice: Division Strategies***

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<b>÷9</b> $27 \div 9$ $54 \div 9$ $18 \div 9$ <i>Create and answer 7 more questions of your own.</i>	<b>2- by 1- digit</b> $38 \div 4$ $96 \div 6$ $83 \div 7$ <i>Create and answer 7 more questions of your own.</i>	<b>2 or more digits</b> $318 \div 4$ $596 \div 6$ $823 \div 7$ <i>Create and answer 7 more questions of your own.</i>

### ***Maths Investigation: Time***

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<p>Craig spends 20 minutes each night of a school week on his homework. How many hours and minutes does this amount to?</p> <p>A long distance runner ran twenty laps of the oval. Each lap took four minutes. How long was his training session?</p>	<p>How long was Ava at the library if she arrived at 5 to 2 in the afternoon and stayed until 3 o'clock?</p> <p>How many hours and minutes did James work if he did 6 and a half hours on Saturday and 3 and a quarter hours on Sunday?</p>	<p>A plane averages 516km per hour. How far would it travel in 6 hours?</p> <p>If an express train travelled 480km in 4 hours, what was its average speed per hour?</p>

Break

Afternoon

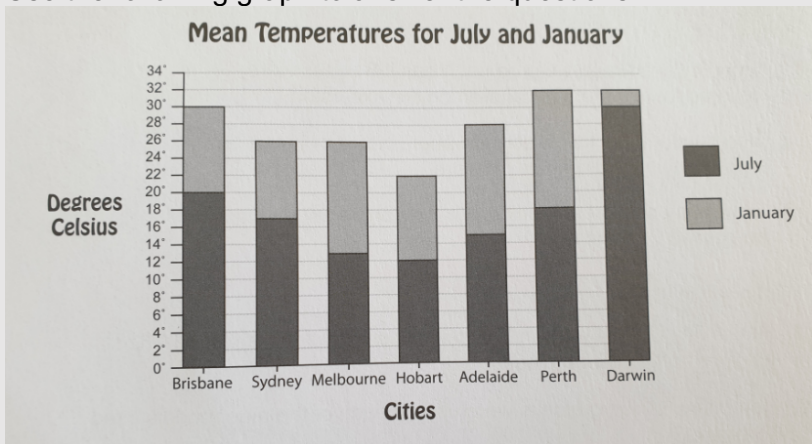
**Science**

<p>We have been learning about different materials. Have a look around your house and see if you can find different materials. Examples include: wood, plastic, metal, paper, wool, cotton, glass</p> <p>Draw a picture of these materials and write down why these materials suit what they are used for.</p> <p>For example:</p> <table border="1"> <thead> <tr> <th>Item</th><th>Material</th><th>Why it is suited for use</th></tr> </thead> <tbody> <tr> <td><i>Wooden Table (Draw a picture)</i></td><td><i>Wood</i></td><td><i>The wood is hard and durable which makes it good for eating dinner on</i></td></tr> <tr> <td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Create a riddle about their materials, describing it in as much detail as possible. Optional: Watch the clip from BBC Bitesize “Materials and their properties”: <a href="http://www.bbc.co.uk/education/clips/z27w2hv">http://www.bbc.co.uk/education/clips/z27w2hv</a> . Discuss the materials in the clip and the ways they were used.</p>			Item	Material	Why it is suited for use	<i>Wooden Table (Draw a picture)</i>	<i>Wood</i>	<i>The wood is hard and durable which makes it good for eating dinner on</i>									
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### Term 3 Week 10 Wednesday 15 September 2021

Activities		Optional
<b>Wellbeing</b> – Choose one task from the wellbeing grid – found at the back of this booklet.		
Morning	<p><b>English</b></p> <p><b>Spelling:</b> Activities:</p> <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Consonant and vowel colour code</li> <li>• Pyramid</li> </ul>	
	<p><b>Writing:</b></p> <p><b>What If?</b> Come up with a “What If?” question and invite members of your family to come up with some as well (see the examples below for ideas). Scrunch them up individually and pull one out of a hat. Alternatively, use one of the examples below.</p> <p>Use the “What If?” question to create a piece of writing. It can be a <i>narrative</i>, an <i>advertisement</i>, a <i>news article</i> etc. Consider the following:</p> <ul style="list-style-type: none"> <li>• Is this considered <b>normal</b>? (eg this may be the case in a narrative)</li> <li>• What might be the consequences of the “<i>what if</i>”?</li> </ul>	typeracer.com

	<ul style="list-style-type: none"> <li>Break down a variety of the details into several paragraphs.</li> <li>What descriptive nouns, verbs, adjectives or adverbs can be carefully selected to make your writing piece exciting?</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>What if your pet dog could talk?</li> <li>What if everyone in the world knew what you were thinking?</li> <li>What if cars could drive underwater?</li> <li>What if chickens laid pinecones and eggs grew on trees?</li> </ul> <p><b>Editing</b></p> <p>Complete two of the VCOP editing tasks from the back of the book.</p>	
<p>Brain break: Go outside and look up to the sky. Count how many animals you can find.</p> <p>Fruit break</p>		
	<p><b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.</p> <p><b>Reading Comprehension</b> Read text "Why should we compost" – found at the back of this booklet. Answer the below questions.</p> <ol style="list-style-type: none"> <li>Compost reduces the need for _____ in our gardens.</li> <li>What is leachate?</li> <li>What gas does food scraps produce?</li> <li>List 3 reasons why we should compost.</li> </ol> <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 pobble365</p>
Lunch Break		
Middle	<p><b>Mathematics</b></p> <p><b>Number Talk</b> Look carefully at the connections between the numbers below to help you solve this problem.</p> <div style="background-color: #008000; color: white; padding: 10px; text-align: center;"> <p><b>IF 5 3 2 = 151022</b></p> <p><b>9 2 4 = 183652</b></p> <p><b>8 6 3 = 482466</b></p> <p><b>5 4 5 = 202541</b></p> <p><b>THEN 9 5 5 = ?</b></p> </div> <p>(Hint: break the six-digit numbers into sets of 2)</p> <p><b>Skills Practice: Addition Strategies</b></p>	Mathletics

	<table><tr><th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr><tr><td><b>3- by 2-digit</b> 274 + 29 580 + 61 144 + 37 Create and answer 7 more questions of your own.</td><td><b>3-digit with decimal</b> 272.4 + 329.7 580.081 + 601.44 144.9 + 316.97 Create and answer 7 more questions of your own.</td><td><b>Numbers of any size</b> 2 172.4 + 32 009.7 5 080.081 + 12 601.44 14 264.9 + 316 210.001 Create and answer 7 more questions of your own.</td></tr></table>	Introductory	Consolidating	More Challenging	<b>3- by 2-digit</b> 274 + 29 580 + 61 144 + 37 Create and answer 7 more questions of your own.	<b>3-digit with decimal</b> 272.4 + 329.7 580.081 + 601.44 144.9 + 316.97 Create and answer 7 more questions of your own.	<b>Numbers of any size</b> 2 172.4 + 32 009.7 5 080.081 + 12 601.44 14 264.9 + 316 210.001 Create and answer 7 more questions of your own.																			
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<b>Maths Investigation: Statistics</b>																										
Use the following graph to answer the questions.																										
<div><p>Mean Temperatures for July and January</p><table><caption>Mean Temperatures for July and January (Estimated from Graph)</caption><thead><tr><th>City</th><th>July (°C)</th><th>January (°C)</th></tr></thead><tbody><tr><td>Brisbane</td><td>20</td><td>29</td></tr><tr><td>Sydney</td><td>17</td><td>26</td></tr><tr><td>Melbourne</td><td>13</td><td>26</td></tr><tr><td>Hobart</td><td>12</td><td>22</td></tr><tr><td>Adelaide</td><td>15</td><td>28</td></tr><tr><td>Perth</td><td>18</td><td>32</td></tr><tr><td>Darwin</td><td>29</td><td>32</td></tr></tbody></table></div>			City	July (°C)	January (°C)	Brisbane	20	29	Sydney	17	26	Melbourne	13	26	Hobart	12	22	Adelaide	15	28	Perth	18	32	Darwin	29	32
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Break																										
Afternoon	<b>Sport</b> Go out and play your favourite sport or game with yourself or family. Some examples of sports or games are: <table><tr><td>Football</td><td>Golf</td><td>Bike ride</td><td>Basketball</td></tr><tr><td>Soccer</td><td>Frisbee</td><td>Run/walk</td><td>Boules</td></tr><tr><td>Cricket</td><td>Tennis</td><td>Swimming</td><td>Tips</td></tr><tr><td>Netball</td><td>Hopscotch</td><td>Circuit training</td><td>Handball</td></tr></table>	Football	Golf	Bike ride	Basketball	Soccer	Frisbee	Run/walk	Boules	Cricket	Tennis	Swimming	Tips	Netball	Hopscotch	Circuit training	Handball	YouTube: PE with Joe  GoNoodle								
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	Catch	Kicks	Juggling	
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**Term 3 Week 10 Thursday 16 September 2021**

Time	Activities	Optional
<b>Wellbeing</b> – Choose one task from the wellbeing grid – found at the back of this booklet.		
Morning	<p align="center"><b>English</b></p> <p><b>Spelling:</b> Activities:</p> <ul style="list-style-type: none"> <li>• Look, Cover, Write, Check.</li> <li>• Fancy words</li> </ul> <p><b>Writing:</b> Edit and up-level yesterday's writing task. Create a script and present it verbally, like a news presenter. (You are welcome to use portions of your work from yesterday) Invite your family to star as “actors”. Alternatively, select a different “What If?” to be presented a different way.</p> <p><b>Grammar</b>  Read and rewrite the sentences below. Can you spot the spelling, grammar and punctuation mistakes?</p> <ol style="list-style-type: none"> <li>1) There not in they're house because their over they're, in the park.</li> <li>2) The golden sands felt warm and soothing beneath my worn out and weary feet. Their where beads of condensation dripping from my cold refreshing glass off water.</li> <li>3) You're car is blocking are drive. Our you going to move it soon. I think your being most inconsiderate!</li> </ol>	<p>Reading Eggs BTN Squiz Kids Kids News EPIC typeracer .com</p>
<i>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice &amp; Fruit break</i>		
	<p><b>Reading</b> Read a book/magazine/newspaper for 20 minutes Choose one reading task from the ‘reading matrix’.</p> <p><b>Main Idea Task</b></p> <p>The main idea is <b>the central, or most important, idea in a paragraph or passage</b>. It states the purpose and sets the direction of the paragraph or passage. ... The main idea may be stated in the first sentence of a paragraph and then be repeated or restated at the end of the paragraph.</p> <p>Read the text titled ‘Turtles’ (found at the back of the booklet) and answer the below questions.</p> <ol style="list-style-type: none"> <li>1) Read the title of the text. Look at the illustration around the text. Using these clues, what might the main idea of this text be? What makes you think this?</li> </ol>	

- 2) Carefully read each paragraph of the text. Underline any words which are repeated, or seem important.
- 3) Look at the words you highlighted in the text. Use these to identify the main idea of each paragraph.
- 4) What is the overall main idea of this text?

**Optional:** Listen to an episode of Squiz Kids or Kids News writing a summary of what you listened to.

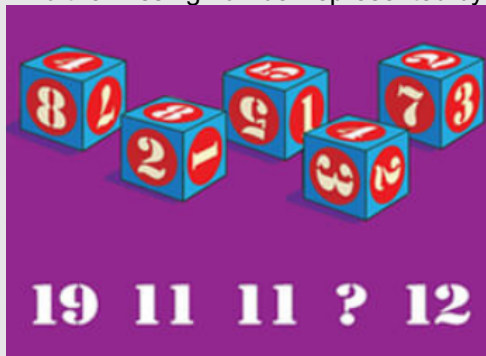
### Lunch Break

Middle

### Mathematics

#### Number Talk

Find the missing number represented by ?



#### Skills Practice: Subtraction Strategies

<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
<b>3- by 2-digit</b> 391 – 53 207 – 88 538 – 75 Create and answer 7 more questions of your own.	<b>3-digit with decimal</b> 391.3 – 153.5 207.6 – 188.2 538.4 – 375.7 Create and answer 7 more questions of your own.	<b>Numbers of any size</b> 320 491.3 – 1 053.05 20 117.6 – 9 188.124 51 738.924 – 3 175.78 Create and answer 7 more questions of your own.

#### Maths Investigation: Fractions


<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>
Two cakes were each divided into quarters. How many quarters were left over if 1 and a quarter cakes were eaten at the party?	David opened his bank account with \$200. Now he has 2 and a half times that much. How much money does David have?	Jacqui's record on her computer game is 412. If she improved her score by half again, what is her new record?  At the athletics carnival,

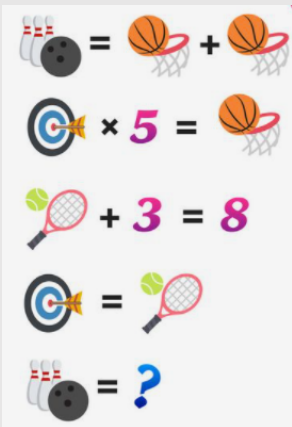
Mathletics

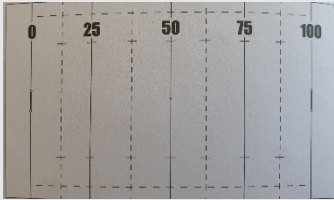




Optional

	<div>Ryan just had his 9<sup>th</sup> birthday. How old am I if I am 1 and a half years older?</div> <div>Anthony is sharing 54 marbles with his brother Henry. How many marbles will Anthony get if he is getting a third of the bunch?</div> <div>the senior children had to run 800m. The juniors only had to run three quarters of that distance. How long was the junior race?</div>	
1:50-2:25	Break	
2:25-3:25	<b>Geography</b>  <b>PROJECT:</b> 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?	

**Term 3 Week 10 Friday 17 September 2021**

Time	Activities	Optional
<b>Wellbeing</b> – Choose one task from the wellbeing grid – found at the back of this booklet.		
Morning	<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>	
	<b>Writing:</b> “How to make the most disgusting sandwich.”  Write a recipe of the world's most disgusting sandwich. Consider carefully: <ul style="list-style-type: none"> <li>What would be on the world's most disgusting sandwich?</li> <li>Is it a traditional sandwich – does it even contain bread?</li> <li>Look at a recipe book to check on what the layout and what to include.</li> </ul>	typeracer.com

	<ul style="list-style-type: none"> <li>Be creative and detailed! Provide ideas for your audience of when someone might make the world's most disgusting sandwich.</li> </ul>													
<i>Brain break:</i> Meditation, put some calming music on for 10 minutes and control your breathing - <i>Fruit break</i>														
	<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>	Reading Eggs BTN Squiz Kids Kids News EPIC												
Lunch Break														
Middle	<p style="text-align: center;"><b>Mathematics</b></p> <div> <p><b>Number Talk</b></p>  </div> <p><b>Skills Practice: Multiplication Strategies</b></p> <table border="1"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td> <b>1- to 2-digit (x7)</b>  <math>5 \times 7</math>  <math>7 \times 7</math>  <math>7 \times 11</math>            Create and answer 7 more questions of your own.         </td><td> <b>2-digit</b>  <math>25 \times 79</math>  <math>17 \times 73</math>  <math>47 \times 11</math>            Create and answer 7 more questions of your own.         </td><td> <b>3 or more digit</b>  <math>205 \times 379</math>  <math>167 \times 723</math>  <math>457 \times 181</math>            Create and answer 7 more questions of your own.         </td></tr> </tbody> </table> <p><b>Maths Investigation: Length</b></p> <table border="1"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	Introductory	Consolidating	More Challenging	<b>1- to 2-digit (x7)</b> $5 \times 7$ $7 \times 7$ $7 \times 11$ Create and answer 7 more questions of your own.	<b>2-digit</b> $25 \times 79$ $17 \times 73$ $47 \times 11$ Create and answer 7 more questions of your own.	<b>3 or more digit</b> $205 \times 379$ $167 \times 723$ $457 \times 181$ Create and answer 7 more questions of your own.	Introductory	Consolidating	More Challenging				Mathletics
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Introductory	Consolidating	More Challenging												

	<p>Adelaide's step is 55cm. What distance will she cover if she takes 10 steps?</p> <p>Anne is 104cm tall. Her sister Kate is 96cm. How much taller is Anne?</p> <p>How many kilometres does Gabby swim each week if she swims 60 laps of the 50m pool every day?</p> <p>Riley's step is 87cm and Violet's step is 76cm. How far apart will they be after 20 steps?</p>  <p>How many different sets of sprints Tom's footy team could do that equal 500m?</p>	
1:50-2:25	Break	
2:25- 3:25	<p><b>PE</b></p> <p>Use different balls or objects to throw. Record what was the best ball or object to throw and reasons why you think this ball/object was the best to use.</p> <div data-bbox="236 853 1201 2002"> <div> <h2>Left Versus Right</h2> <p>Overarm throw – skill development</p>  </div> <div>  <h3>Organisation</h3> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>2 tennis balls/ beanbags or rolled up newspaper per student.</li> </ul> <p><b>Set up and Timing:</b></p> <ul style="list-style-type: none"> <li>30m x 30m grid</li> <li>Students spread out along one side</li> <li>Approximately 5 minutes</li> </ul> </div> <div>  <h3>Learning Experience</h3> <p><b>Instruct students to:</b></p> <ul style="list-style-type: none"> <li>Students throw as far as possible in the same direction with preferred hand.</li> <li>They then attempt to match the distance of the throw with their nonpreferred hand.</li> <li>Students count the number of throws it takes with the non-preferred hand to reach the same distance using the preferred hand.</li> <li>Repeat 3 times</li> </ul> </div> <div>  <h3>Teaching Tips</h3> <p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>Encourage students to explore ways to improve their non-preferred hand throwing distance</li> <li>Provide skill specific feedback to all students</li> <li>Can place a hoop out in front to give them something to aim at – altering distance of the hoop.</li> </ul> </div> </div>	<p>YouTube: PE with Joe</p> <p>GoNoodle</p>

# Throwing for Distance

Home Fun – Throwing



## Organisation

### Equipment:

- 1 Ball
- (Can be modified to rolled up socks or scrunched newspaper if space is limited)

### Set up and Timing:

- Large open space (may need to go to nearby park)
- 15 minutes



## Learning Experience

### Instruct students to:

- Using an open space, practice throwing a ball as far as you can and mark the distance (using any object).
- Have 10 attempts and move the marker each time you throw past it.
- Once you've finished measure the distance of your longest throw by counting the number of steps it takes and try to beat it next time.
- Parents/carers also have a go.



## Teaching Tips

### Teaching Tips:

- Correct OVERARM THROW technique:
  - Eyes focused on the target.
  - Stand side on to target area.
  - Throwing arm moves in a downward and backward arc.
  - Step towards the target with the opposite foot to the throwing arm.
  - Hips then shoulders rotate forward.
  - Throwing arm follows through down and across the body.

**Year 5**  
**Week 10**

RED	grabbed	<p style="text-align: center;"><b><u>Blue Spelling Rule</u></b></p> <p>When the second last letter makes the sound</p> <p style="text-align: center;">“a” “e” “i” “o” “u” Short sound</p> <p>Double the last letter and add the vowel suffix</p> <p style="text-align: center;">Big + er = bigger Big + est = biggest</p>
	stopped	
	trapped	
	tripping	
	swimming	
	rotten	
ORANGE	occurred	
	splitting	
	stoppable	
	preferred	
	trekked	
	planned	
GREEN	beginning	
	equipped	
	omitted	
	transmitting	
	referral	
	deferring	





## 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>

## Mondays Grammar Task Cards.

### Grammar and Punctuation

Which word in the following sentence is an **adverb**?

She carefully balanced the cup on the saucer.



1

### Grammar and Punctuation

Which words below make a **compound word** when combined?

- box
- park
- bird
- board
- water
- skate
- jump
- black



2

### Grammar and Punctuation

How would you **correct** these sentences?

We was going to the airport.

If we was not at school, I'd go to the park.

Lily were with her friends.

I were at Noah's house.



3

### Grammar and Punctuation

Put **brackets** into these sentences.

My favourite book The Hobbit is a fantasy story.

The girls who were called Molly and Ella sat next to each other in class.

The parcel which was wrapped in brown paper was sitting on the doorstep.



4

## Mondays Reading Comprehension

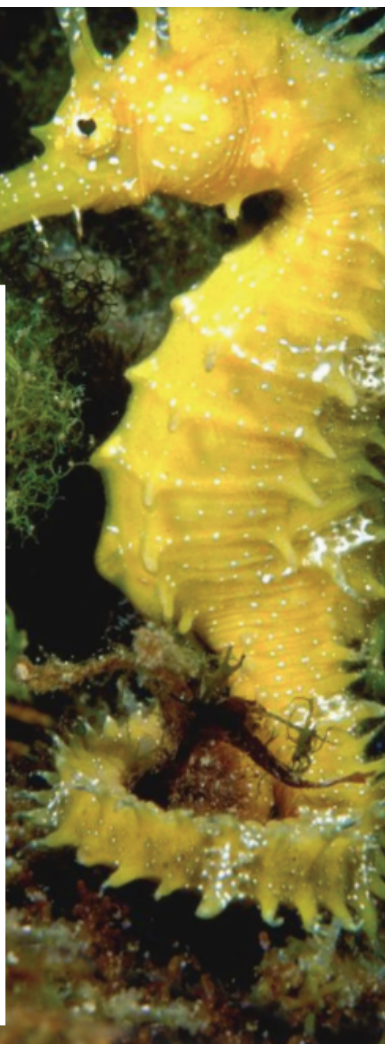
# Seahorses

Seahorses live in the ocean. They are fish but some people think that seahorses look a bit like 'land' horses. A group of seahorses is called a herd.

Baby seahorses are called fry. Female seahorses lay eggs but it is the male seahorses that look after the eggs. Male seahorses keep the eggs in pouches at the front of their bodies. The fry must look after themselves as soon as they are born.

Seahorses are fish but they are not very good swimmers. Their fins are very small. This makes it hard to move and steer in the water. They can use their tails to grab onto seaweed or coral so they can stay in one place.

Seahorses have no teeth and they do not have a stomach. Food passes through the body of a seahorse very quickly. To stay healthy they must spend most of the day eating. One seahorse can eat up to 3000 small shrimps in a day.



Read *Seahorses* on page 3 of the magazine and answer questions 7 to 11.

Seahorses got their name because they

- ☐ move like horses.
- ☐ eat like horses.
- ☐ breathe like horses.
- ☐ look like horses.

Seahorse eggs are kept

- ☐ on coral.
- ☐ in a pouch.
- ☐ in the seaweed.
- ☐ on the sand.

What does a seahorse use to attach itself to seaweed?

- ☐ its mouth
- ☐ its teeth
- ☐ its fins
- ☐ its tail

Which question is answered in the last paragraph?

- ☐ What are seahorses?
- ☐ Where do seahorses live?
- ☐ What do seahorses eat?
- ☐ How do seahorses move around?

The main reason for the picture is to show

- ☐ what seahorses eat.
- ☐ what seahorses look like.
- ☐ how seahorses move.
- ☐ where seahorses live.



## Tuesdays Reading Comprehension



# Welcome to... PERU!

Welcome to Peru! From the Andes to the Amazon, Peru is a country of contrasts. Come and explore the sights and delights of this amazing natural wonderland!

**Peru's Fast Facts**

**Official Name:** Republic of Peru  
**Government:** Constitutional republic  
**Continent:** South America  
**Capital City:** Lima  
**Population:** Approximately 32 million  
**Most Populated City:** Lima  
**Languages:** Spanish, Quechua and Aymara  
**Currency:** Sol

**Location and Size of Peru**

Peru is located in the southern hemisphere. It is part of the continent of South America. Peru is bordered by Ecuador and Colombia to the north, Brazil to the east, Bolivia to the southeast, Chile to the south and the Pacific Ocean to the west. It covers an area of approximately 1.3 million square kilometres.



**Regions and Provinces**

Peru is divided into regions. Each region is then divided into smaller provinces. These provinces vary in size and population. Each province has a capital city.

### Climate and Vegetation

Peru has a varied climate. The climate along the western coastline is arid (hot). It rarely rains in this part of the country. The climate in the Andes mountains is quite cold. It rains during summer but is very dry in winter. The rainforests in the eastern part of the country experience a tropical climate (hot and wet) all year round. These forests, known as the Peruvian Amazon, cover 60% of the country!

### Anyone for Guinea Pig?

Cuy meat (otherwise known as guinea pig) is often used in traditional Peruvian cuisine. The meat is usually baked or barbecued and has a similar taste to rabbit. It is estimated that around 65 million guinea pigs are eaten in Peru every year!

### Indigenous People and Culture

Native Peruvians have lived in Peru for tens of thousands of years. They lived as hunter-gatherers, taking what they needed to survive from the land and water. Before the arrival of the Spanish in 1532, there were over 2000 'nations' (tribes) around the country. Some of these groups include the Quechua and the Aymara (who live in the Peruvian Andes) and the Aguaruna (who live in the Peruvian jungle). When the Spaniards arrived, many Indigenous people were killed by infectious diseases. Today, there are around 50 groups of Indigenous peoples living in Peru.



### Natural Treasures

Peru is home to many natural wonders. Some of these include:

- The Sacred Valley of the Incas
- Lake Titicaca
- Gocta Waterfall
- Salkantay
- Vinicunca (Rainbow Mountain)

### Famous Fauna

Peru is well known for its diverse wildlife, thanks to the Amazon rainforest and the Andes mountains. The Andean condor (the world's largest flying bird) lives in the high rocky ledges of the Andes. The anaconda (the world's largest snake) lives in the treetops of the Peruvian rainforests. Llamas, the country's national animal, are a common sight in Peru. They are often confused with their cousin, the alpaca (which is twice as small and has pointier ears)!

### Did You Know?

The Inca people lived in Peru around 600 years ago. One of their cities, known as Machu Picchu, is one of the most popular tourist destinations in Peru. Machu Picchu means 'old mountain' in the native language of the Incas.

## Wednesday Editing Tasks

### PUNCTUATION



#14

# Punctuation Thief!

The notorious Punctuation Thief has stolen the punctuation from the passage below. Can you edit and return all the punctuation to the correct spot?

the difficulty with seeing the mountains in the distance is due to the heavy pollution dont you agree

**Challenge:** Find a sentence in your reader that has at least three pieces of punctuation. Rewrite it without the punctuation and swap with a partner to see if you can both punctuate them again.



#20

### VOCP ME



# Up-Level Me!

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

walking along the beach i saw a lot of things on the sand

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.







## Wednesday Reading Comprehension

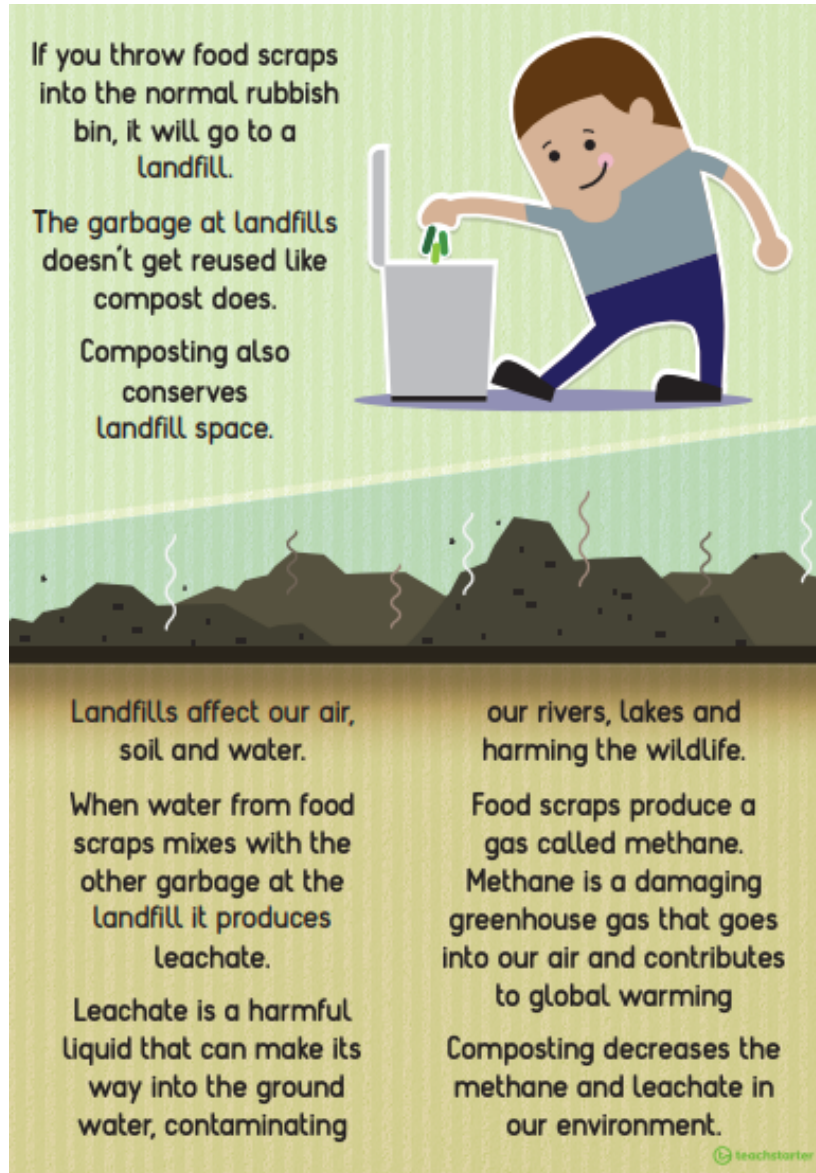


**WHY SHOULD WE COMPOST?**

Compost reduces the need for chemical fertilisers.

It helps plants absorb nutrients already in your soil and provides some extra nutrients too.

The infographic features a central title 'WHY SHOULD WE COMPOST?' in large green letters. Above the title is a circular inset showing a pile of brown compost with a red-handled shovel. Below the title are several circular icons representing different types of food scraps: a bowl of vegetables, a banana peel, a slice of orange, a bunch of green beans, a branch with leaves, a slice of watermelon, and a cracked eggshell. At the bottom left, a cartoon farmer wearing a hat and overalls stands next to a shovel. To the right of the farmer are four small green seedlings growing in a row.



If you throw food scraps into the normal rubbish bin, it will go to a landfill.

The garbage at landfills doesn't get reused like compost does.

Composting also conserves landfill space.

Landfills affect our air, soil and water.

When water from food scraps mixes with the other garbage at the landfill it produces leachate.

Leachate is a harmful liquid that can make its way into the ground water, contaminating our rivers, lakes and harming the wildlife.

Food scraps produce a gas called methane. Methane is a damaging greenhouse gas that goes into our air and contributes to global warming.

Composting decreases the methane and leachate in our environment.

The infographic is divided into two main sections. The top section shows a boy in a blue shirt and dark pants throwing a green food scrap into a grey rubbish bin. The bottom section shows a cross-section of a landfill with dark, smelly-looking piles of garbage. Wavy lines representing gas or steam rise from the landfill. The text is arranged in columns around these illustrations.

# Turtles

**Turtles are reptiles. They are cold-blooded, so they need sunlight to keep them warm and active.**

**Turtles have a hard shell on their back. This protects them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!**

**Turtles lay their eggs on land. Some turtles lay their eggs in sand, then leave the eggs to hatch on their own. When they hatch, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.**

**Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.**





## 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 <del>alot</del> of errors in spelling, <u>grammar</u> and punctuation.</p> <p>The slides were difficult to read and <del>that</del> little to no relevant information on them.</p> <p>Visual appeal not present.</p>	<p>No Attempt (N/A) - 0 Marks</p>

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

<b>GRADING</b>	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:

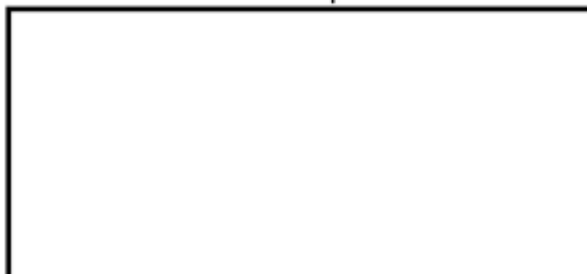
Climate:

Natural Resources:

Type of Government:

Bordering Countries:

Map:



Flag:



Holidays and Traditions:

Famous people:

Foods:

Famous landmarks:

Layers of Learning





How many wellbeing activities will you and your family be able to tick off?

Send a letter to an elderly relative	Take a family photo	Sing your favourite song out loud like no one is listening	<i>Own choice</i>	Take a few minutes to write down how you feel	Cook a meal with your parent or carer	Do something nice for a family member	Go for a walk in the woods	Use 10 Spanish words throughout the day	Read your favourite book again
Tidy or reorganise your room	Take an exercise class online	Bake and decorate cookies	Sit down, close your eyes, and focus on breathing for 5 minutes	Research places you would like to travel	Eat five fruits and vegetables	Design a pair of trainers or shoes	Listen to your favourite music and dance like no one is watching	Do some gardening or look after a house plant	Play your favourite board game
Create your own vision board	Go to bed 1 hour earlier and wake up 1 hour earlier	Make a pizza with healthy toppings	Leave a thank you note for someone	Write down 10 positive things about yourself	Write an acrostic poem for WELLBEING	Spend time outside, watching clouds, blowing bubbles, just relax	Visit a virtual zoo	Share something inspirational on your class page	Find some pet rocks and decorate them
Visit a virtual museum	Write down anything that come into your mind for 5 minutes	Learn a new dance sequence	Record a video of doing something you enjoy and share with others	Dress up and wear your favourite outfit	<i>Own choice</i>	Create a gratitude jar	Create your favourite animal using geometric shapes	Blow bubbles	Make a gift for someone – handmade only
Use 10 French words throughout the day	Create a family picture with handprints and do not forget to add the date	Eat something new	<i>Own choice</i>	Create a name plaque using only natural materials	Read another book	Have a family movie night	Complete a self-portrait in your own style	Write a kindness poem	Camp out in the back garden