Stage 3

Week 1, Term 2

Tuesday 28 April - Friday 1 May

ANZAC Day holiday Monday 27 April

You will need:

- Copy of the school magazine
- Art Appreciation booklet
- Answer booklet

Peakhurst West Public School

Learning From Home – Stage 3

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning **9:30 – 11:30**	**Pupil Free Day**	**Reading Magazine** April p. 11 First ANZACs and the First ANZAC Day **Spelling** Write your spelling words Unit 11 – page 26 **Physical Activity Break (10 mins)** Look at your PDHPE Fitness Matrix and complete the activity for today. **Writing** We have finished looking imaginative texts for now and are looking at **persuasive** texts now. To get your brain into gear, create a mind-map of everything you know about persuasive texts. Begin planning a persuasive text to respond to: 'Completing school work at home is better than doing in a classroom.' Use the 'Persuasive Planning' sheet and the 'Writing a Persuasive Text' checklist to help you. **Parents and families to check and mark your work**	**Things to do inspired by the April magazine – worksheet** **Writing** Write your first draft using your planning from yesterday. Have a family member read it and give you points to improve. **Grammar** Unit 3 – Verbs Review pages 6 and 7 **Physical Activity Break (10 mins)** Look at your PDHPE Fitness Matrix and complete the activity for today. **Spelling** Break spelling words into syllables **Parents and families to check and mark your work**	**Reading Magazine** Pages 4&5 Poem – By the Sea **Writing** Complete the 'Would you Rather Activities' by circling your preference from each line. Create a list of 6 more 'Would You Rather' and ask someone in your family when the time is appropriate. Look closely at the movie poster for 'Spiderman Homecoming.' This poster is designed to make you want to go out and pay money to watch it. In your books answer: - Who is the target for this movie? - What tools are used to make the poster look exciting? - The names of a lot of actors are at the top. Why would these be added? Come up with a short paragraph to accompany this poster. **Physical Activity Break (10 mins)**	**Things to do inspired by the poem** ***The Sea*** **Grammar** **Unit 4 – Relating Verbs pages 8 and 9** **Writing** Worksheet – Writing time – write a poem about the sea 5 Bluebottles **Spelling Test** - Parents/Carers to test students on their spelling list. Read the word, put it in a sentence, then repeat the word. Provide students with a score. Students re-write each mistake with the correct spelling.

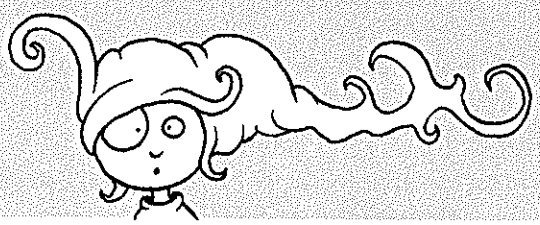
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
				Spelling Complete page 27 **Parents and families to check and mark your work**	
Break **11:30 – 12:00**	Break	Break	Break	Break	Break
Middle **12:00 -1:00**		**Mathematics** Warm Up 1.Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends. 2. Decimals, percentages and fractions – Yr 5 andYr 6 – p. 49 3. Order of operations – Yr 5 and Yr 6 p.68	**Mathematics** Warm Up 1.Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends. 2. Comparing and ordering fractions – Yr 5 p. 92 Yr 6 – p. 57	**Mathematics** Warm Up 1.Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends. 2. Reviewing 3D objects – Yr 5 p. 21, 36 & 58 and Problems Solved p. 6 Yr 6 p. 21 and Problems Solved p. 6	**Mathematics** Warm Up 1.Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends. 2. 3D objects - constructing and drawing – Yr 5 and Yr 6 p. 71
Break **1:00 – 2:00**	Lunch	Lunch	Lunch	Lunch	Lunch
2:00 – 3:25		**DEAR Reading** Read on your own for 30 minutes **PDHPE** Refer to the Personal Development/Health Matrix and complete today's activity.	**DEAR Reading** Read on your own for 30 minutes **PDHPE** Refer to the Personal Development/Health Matrix and complete today's activity. **Creative Arts** Have a look at your separate Art	**DEAR Reading** Read on your own for 30 minutes **PDHPE** Refer to the Personal Development/Health Matrix and complete today's activity. **Science** **Natural Disasters**	**DEAR Reading** Read on your own for 30 minutes **PDHPE** Refer to the Personal Development/Health Matrix and complete today's activity. **Mindfulness** Mindfulness activity of your choice

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
		Parents and families to check and mark your work	Appreciation booklet (Lyn Olsen) Have a look over the booklet to begin with. Use the links to watch the clips on *Fun Using Inks & Building Coral Reefs.* **Parents and families to check and mark your work**	Read *Layers of the Earth*. Complete the activity – *The Boiled Egg*. Work on sheets *The Layers of the Earth* and *Layers of the Earth and Plate Tectonics*. **Parents and families to check and mark your work**	– colouring in, drawing, Gonoodle https://app.gonoodle.com/ SEL Mindfulness **Parents and families to check and mark your work**

Tuesday

T2 W1

What is trichology?
a the science of hair and its diseases
b the knowledge of three-sided objects
c the study of tricks



Say	Listen	Look	Understand	Remember	Practise

environment _____
rainforest _____
pollution _____
greenhouse _____
climate _____
recycle _____
ozone _____
ecology _____
irrigation _____
conservation _____
deforestation _____
flora _____
fauna _____
sustainable _____
atmosphere _____

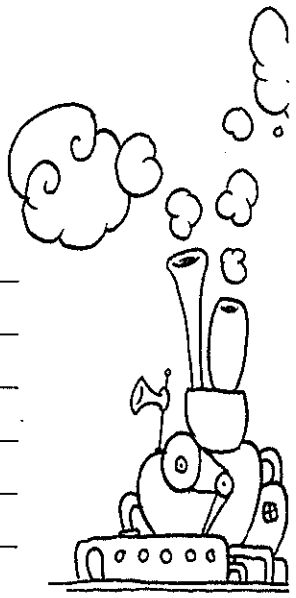
1 Write the affixes used in the list words.

suffixes _____ _____
_____ _____

prefixes _____
_____

2 Write the base words.

pollution _____
irrigation _____
conservation _____
sustainable _____
recycle _____
emission _____



3 Write the list words which are compound words.

_____ _____

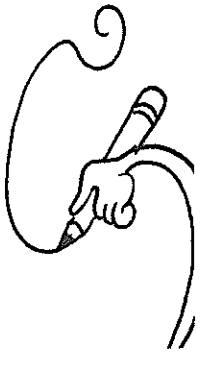
Tip! Prefixes and suffixes (affixes) add to the meaning of a base word.
de + *forest* + *ation* = the process of getting rid of forests

4 Write the meanings of these words. Use a dictionary if you need help.

reforestation: _____
unsustainable: _____
pollutants: _____

5 Use each clue to find a smaller word within a list word. Write the small word and the list word.

clue	answer	list word
a 3D shape	_____	_____
a number	_____	_____
a discoloured patch	_____	_____
where a train stops	_____	_____



Spelling Rules! Book 6 (ISBN 9781420236545) © Helen Pearson, Janelle Ho/Macmillan Education Australia

Stage 3 Reading Task

Text: Article – ***The First ANZACs & the First ANZAC Day* - by** Kate Walker
(April p 4-5)

P11 <u>Discuss with someone:</u> location of Gallipoli (refer to map) / acronym ANZAC / idiom: to turn a blind eye – discuss some examples.

Seven paragraphs – p1 *On 25 April …* **p5** *The Anzacs knew….* **P6** *After eight months ….* **P7** *The very next year ….*

1) Find the words *<u>in the text</u>* that mean (synonyms):

battle (n p1) _____, terrible (adj p2) _____,

sparse (adj p2) _____, joins (n p4) _____,

brave (adj p3) _____ & _____

fierce (adj p6) _____, bravery (n p6) _____,

celebrate / remember (v p7) _____,

2) **How old was the youngest soldier**? ***The youngest soldier was……***
3) **Why** did the officers, **turn a blind eye** to the odd things Australian soldiers did? ***The officers turned a blind eye to the odd things Australian soldiers did because ……***
4) In **p4** the author says, *"…..the men's shirts and pants became* ***<u>infested</u>*** *with lice."* What is the **best** meaning of **<u>infested</u>**? **Highlight**

a) overrun **b)** washed **c)** itchy **d)** cleaned

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5) **For how long** were the ANZACs fighting at Gallipoli?
6) **What word** in p6 means recognised / acknowledged? _____

7) **Complete after reading p6:** *After* _____ *months of* _____

fighting the ANZACs lost about _____ *lives. They were*

remembered for their _____ *and* _____.

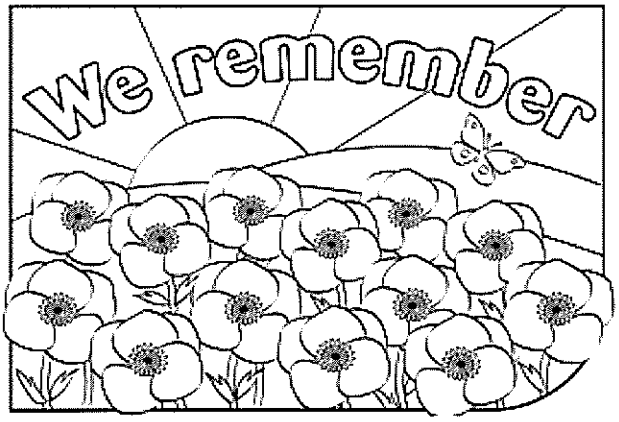
8) What alliteration is used in p6? _____
9) Give the day, month & year of the first ANZAC Day march? __ ____ ____
10) Where was the first ANZAC Day march? _____

<u>Things to do:</u> *see templates*

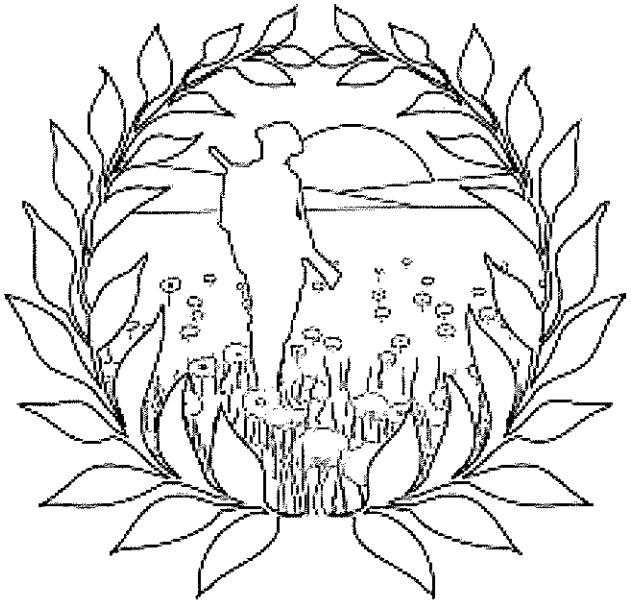
a) Make ANZAC biscuits (recipe next page – with adult supervision) b) design box for your ANZAC biscuits c) Write persuasive paragraph

Stage 3 Sentence Answers, ***The First ANZACs***

Q 2, 3, 5



Colouring time



Persuasive Planning

Topic: _____ Name: _____

Introduction - State your position

Argument 1	Argument 2	Argument 3
Reasons, facts and evidence	Reasons, facts and evidence	Reasons, facts and evidenc

Conclusion

TeachStarter.com

Writing A Persuasive Text

Title

Opening Statement

State your position

At Least 3 Arguments

- State the argument
- Provide supporting evidence

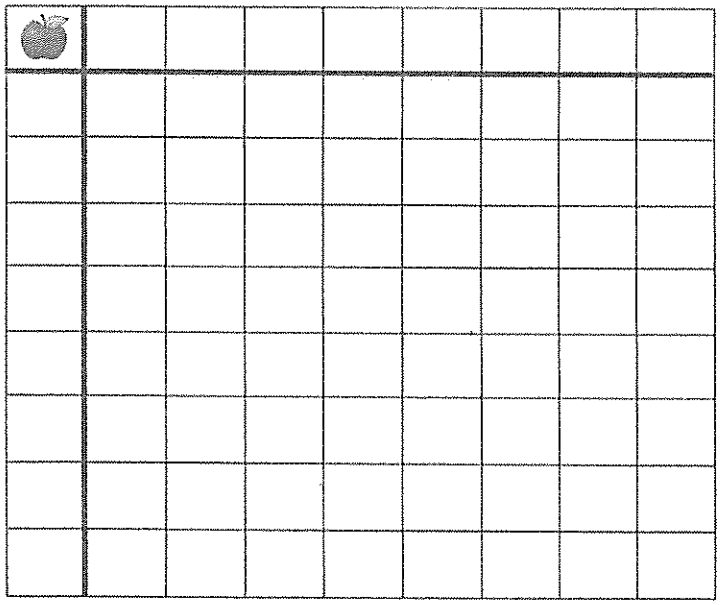
Conclusion

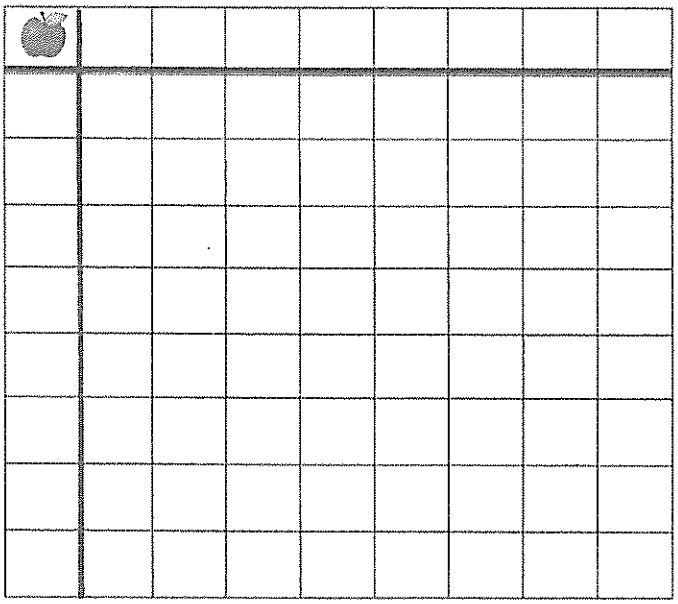
Provide a short summary of your arguments

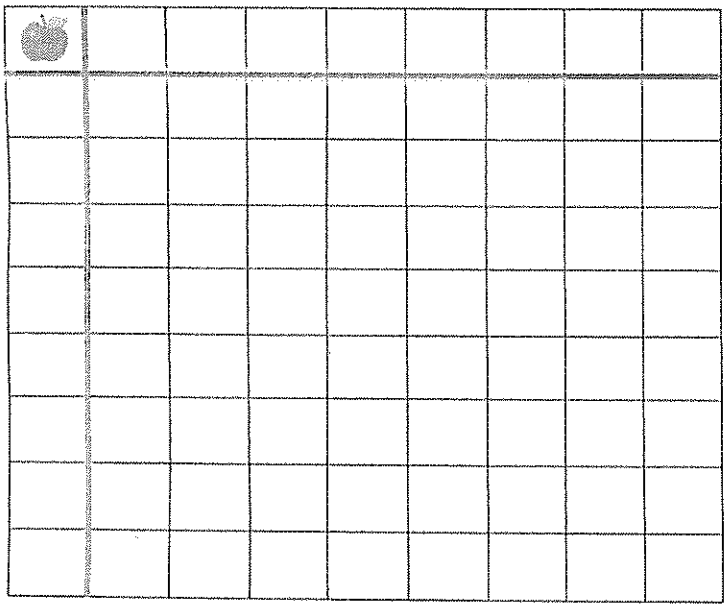
Concluding Statement

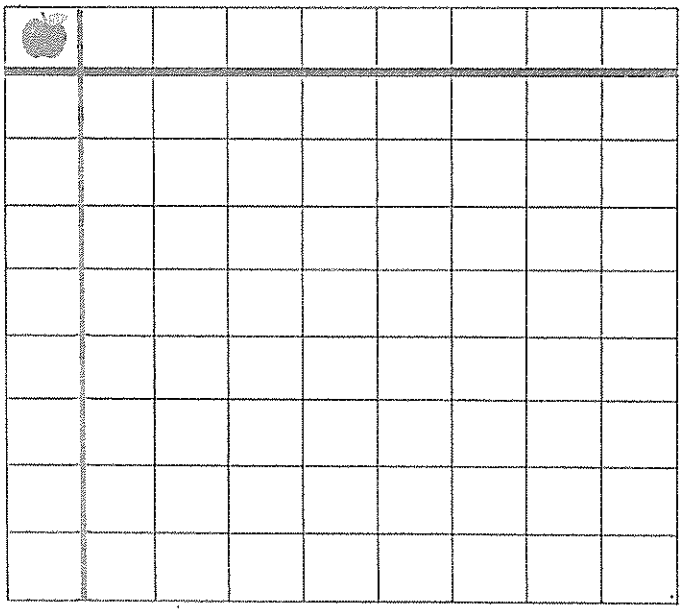
Re-state your position

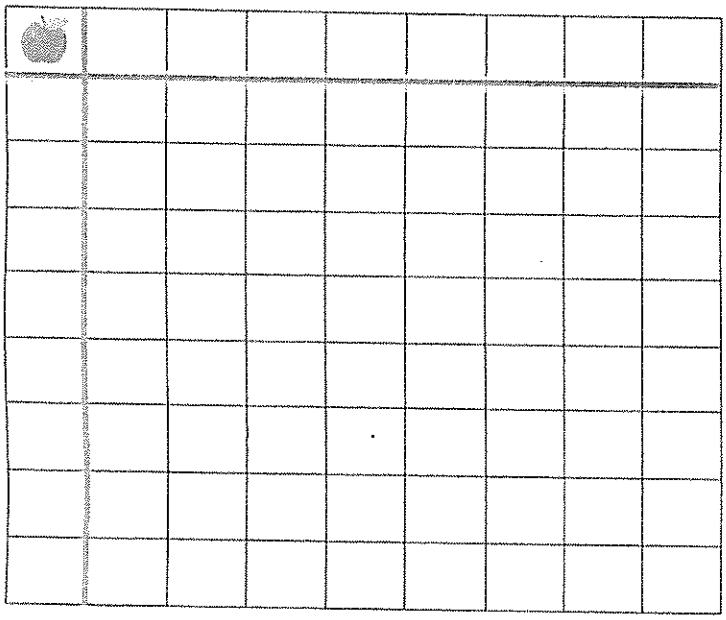
teachstarter

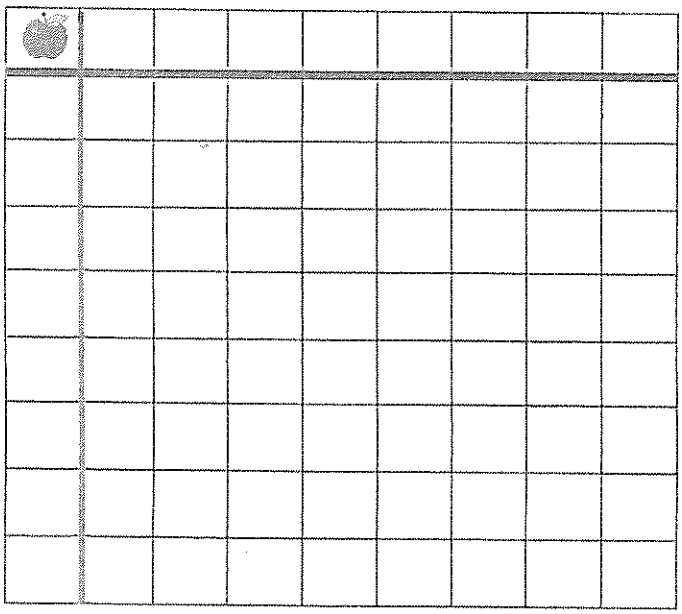












unit 17

Order of operations

Yr 5 Tues Wk

Rules for **order of operations**

- Always do the work in the grouping symbols (brackets) first.
- Do operations with division and multiplication from left to right.
- Do operations with addition and subtraction from left to right.
- Do multiplication and division before addition and subtraction.

$(3 \times 6) \times 7 = 126$
$3 \times 8 \div 2 = 12$
$5 + 8 - 6 = 7$
$6 + 8 \times 3 = 30$

1 Do the brackets first.

a $6 + (3 \times 7) =$ ☐
b $(6 + 3) \times 7 =$ ☐
c $7 + (3 \times 6) =$ ☐
d $3 + (7 \times 9) =$ ☐
e $40 + (6 \times 8) =$ ☐
f $63 - (9 \times 4) =$ ☐
g $8 + (5 \times 9) - 6 =$ ☐
h $50 + (7 \times 4) + 8 =$ ☐
i $100 - (27 \div 3) + 6 =$ ☐

2 Left to right.

a $8 \times 7 \div 2 =$ ☐
b $5 \times 8 \div 4 =$ ☐
c $6 \times 9 \div 3 =$ ☐
d $24 \div 6 \times 9 =$ ☐
e $36 \div 6 \times 10 =$ ☐
f $54 \div 9 \times 9 =$ ☐
g $9 \times 8 \div 2 =$ ☐
h $8 \times 8 \div 4 =$ ☐
i $3 \times 4 \times 3 \div 3 =$ ☐

3 Left to right.

a $3 + 8 + 24 - 20 =$ ☐
b $60 - 40 + 6 - 2 =$ ☐
c $8 + 18 - 10 + 32 =$ ☐
d $40 + 60 + 23 - 30 =$ ☐
e $70 + 18 + 9 - 22 =$ ☐
f $127 + 56 - 34 + 19 =$ ☐
g $121 + 67 + 34 - 6 =$ ☐
h $219 - 8 + 7 - 16 =$ ☐
i $400 - 250 + 750 =$ ☐

4 Do multiplication and division before addition and subtraction.

a $3 + 7 \times 2 =$ ☐
b $6 \times 3 - 8 =$ ☐
c $7 \div 7 \times 4 =$ ☐
d $7 + 64 \div 8 =$ ☐
e $3 + 99 \div 3 =$ ☐
f $230 - 5 \times 6 =$ ☐
g $80 - 5 \times 8 =$ ☐
h $60 + 65 \div 5 =$ ☐
i $130 + 9 \times 7 =$ ☐
j $3 \times 9 + 7 - 30 =$ ☐
k $126 + 36 \div 6 - 2 =$ ☐
l $3 \times 6 \div 6 + 47 =$ ☐

5 Write some operations and answers yourself.

Oxford University

17 Order of operations

Yr6 Tues W1

Rules for order of operations

- Always do the work in the brackets first. $(3 + 6) \times 7 = 63$
- Do multiplication and division before addition and subtraction. $6 + 8 \times 3 = 30$
- Do operations with division and multiplication from left to right. $3 \times 8 \div 2 = 12$
- Do operations with addition and subtraction from left to right. $5 + 8 - 6 = 7$

1 Do the brackets first.

a $(9 - 4) \times 5 =$ ☐
b $7 \times (5 + 6) =$ ☐
c $(6 + 8) \times 5 =$ ☐
d $3 \times (20 - 5) - 9 =$ ☐
e $(5 + 7) \times 4 - 10 =$ ☐
f $70 - (3 + 8) \times 4 =$ ☐

2 Work from left to right.

a $8 + 7 + 25 - 20 =$ ☐
b $25 + 60 + 23 - 30 =$ ☐
c $7 \times 4 \div 2 =$ ☐
d $60 - 35 + 27 - 23 =$ ☐
e $70 - 29 + 9 - 22 =$ ☐
f $6 \times 8 \div 4 \times 3 =$ ☐
g $118 + 17 - 15 + 5 =$ ☐
h $127 + 13 - 15 + 9 =$ ☐
i $7 \times 8 \div 4 \times 9 =$ ☐

3 Do multiplication and division before addition and subtraction.

a $13 + 7 \times 5 =$ ☐
b $72 + 88 \div 4 =$ ☐
c $40 - 5 \times 7 =$ ☐
d $6 \times 8 \div 6 + 29 =$ ☐
e $42 + 99 \div 3 + 53 =$ ☐
f $160 + 40 \div 5 - 27 =$ ☐
g $7 + 8 \times 5 + 37 =$ ☐
h $30 + 85 \div 5 + 27 =$ ☐
i $300 - 81 \div 3 + 7 =$ ☐

4 Do the bracket work first, then any multiplication and division before adding or subtracting.

a $2 \times (33 + 3) + 27 =$ ☐
b $37 + 6 \times (12 + 3) =$ ☐
c $35 + 7 \times 5 - 35 =$ ☐
d $(35 + 7) \times 5 - 35 =$ ☐
e $88 + (7 + 9) \div 4 =$ ☐
f $3 \times 66 \div 3 + 29 =$ ☐
g $100 - 4 \times (30 - 16) =$ ☐
h $(100 - 37) \times 4 + 7 =$ ☐
i $110 - 7 + 6 \times (9 + 5) =$ ☐

5 Complete these fraction and decimal number sentences.

a $4.2 \times 4 + 3 =$ _____
b $4.5 + 2 \times 7 =$ _____
c $6.5 \times 8 - 20 + 4 =$ _____
d $\frac{1}{2} \times 30 + 15 =$ _____
e $\frac{1}{3} \times 3 \times 6 =$ _____
f $12 + \frac{1}{4} - 5 =$ _____
g $\frac{1}{5} \times (12 + 8) + 25 =$ _____
h $\frac{1}{8} \times 32 + \frac{1}{4} \times 20 =$ _____
i $0.5 \times (6 + 12) - 9 =$ _____

6 Write and solve some number sentences using the order of operations.

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Decimals, percentages and fractions

unit 12

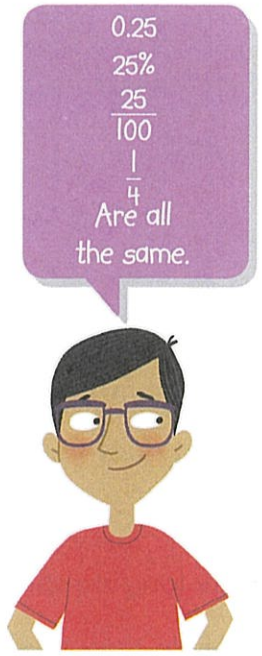
Yr6 Tues W1
Yr5 Tues W1

4 Express these decimals as percentages.

a	0.35 = %	e	0.37 = %	i	0.5 = %
b	0.75 = %	f	0.96 = %	j	0.99 = %
c	0.25 = %	g	0.24 = %	k	0.04 = %
d	0.56 = %	h	0.67 = %	l	0.01 = %

5 Express these percentages as decimals.

a	76% = .	e	70% = .	i	6% = .
b	33% = .	f	80% = .	j	7% = .
c	56% = .	g	90% = .	k	9% = .
d	79% = .	h	40% = .	l	5% = .



6 Write decimals and then percentages for each fraction. You may need to use your calculator to divide the numerator by the denominator to find the decimal, which will then help you with the percentage (%). The first and last ones have been done for you.

	Frac.	Dec.	%
a	$\frac{1}{10}$	0.1	10%
b	$\frac{3}{10}$		
c	$\frac{5}{10}$		
d	$\frac{7}{10}$		
e	$\frac{9}{10}$		
f	$\frac{8}{10}$		
g	$\frac{2}{10}$		

	Frac.	Dec.	%
h	$\frac{4}{10}$		
i	$\frac{6}{10}$		
j	$\frac{1}{5}$		
k	$\frac{3}{4}$		
l	$\frac{1}{2}$		
m	$\frac{1}{4}$		
n	1	1.0	100%

7 Order from the smallest to the largest.

a	$\frac{6}{10}$	0.59	61%	
b	0.89	90%	$\frac{3}{4}$	
c	0.25	$\frac{3}{10}$	23%	
d	50%	0.45	$\frac{49}{100}$	

e	0.4	39%	$\frac{41}{100}$	
f	0.72	$\frac{75}{100}$	70%	
g	0.59	$\frac{55}{100}$	49%	
h	$\frac{1}{10}$	0.01	20%	

Wednesday

Unit 3 Verbs Review

Verbs tell us what is being done in the sentence.
*E.g. The girl **skipped**. Emily **thought** about it. Tess **loved** her dog. He **screamed** at her.*

1 Circle the **action verbs** in the following sentences.

a The boy ran home.
b The car skidded across the track.
c The ball flew through the air.
d The major drank his coffee.
e The phone rang loudly.
f The stew cooked in the pot.
g The golfer swung his club.
h Jenny typed her assignment.

2 Write sentences of your own that include the given **action verbs**.

a scrambled	
b dashed	

3 Choose a **saying verb** from the box below and write it in the correct sentence.

sang	told	croaked	screamed	yelped	whispered

a I _____ Tina about it.
b The frog _____ all night long.
c The player _____ out in pain.
d Monique _____ in Angela's ear.
e Whitney _____ in her most beautiful voice.
f The dog _____ when it slipped on the step.

4 Write sentences of your own that include the given **saying verbs.**

a spoke	
b yelled	

5 Underline the **sensing verbs** that show thought in these sentences.

a Nina thought hard about her decision.
b Dad knew I didn't want to go.
c I always wondered what was behind that door.
d Mum worried about missing her train.
e Fiona considered her options for dinner.
f I wished for world peace and happiness.

6 Write sentences of your own that include the given **sensing verbs**.

a thought	
b remembered	

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7 Circle all the verbs you can find in this sentence.

a I screamed loudly as the large dog charged towards me.

likes	adores	delighted	hate	scared

8 Choose a **sensing verb** from the box above that shows feeling to complete each sentence.

a Mia _____ eating sushi for dinner.
b I _____ liquorice. Yuck!
c Sally _____ her beautiful family.
d Jerome _____ his baby sister by yelling.
e Kelly _____ her mother with her performance.

9 Write sentences of your own that include the given **sensing verbs**.

a	adored	
b	felt	

ate	smashed	remembered	spoke	thinks	lectured
disliked	shouted	admired	wished	flew	
thought	bounced	cherished	hoped		
loved	yelled	respected	whimpered	danced	

10 Choose 5 of each verb type from the box above to complete the table.

Saying	Sensing - (Thinking)	Sensing - (Feeling)

Verbs help us identify tense in a sentence.
E.g. I ran. (*past*) **I run/ He runs.** (*present*) **I will run** (*future*).

11 Fill in this verb table using the clues to help you.

	Past	Present	Future
a	walked	walk / walks	will walk
b	checked	check / checks	
c	remembered		will remember
d		swerve / swerves	
e			will consider

12 Shade the correct answer.

a J.K Rowling (wrote) (will write) the 'Harry Potter' series.
b Kirsty (wore) (wear) that dress last week.
c We (reacted) (react) immediately when the whistle blew.
d The magistrate will (punish) (punished) the thief for his crime.

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Things to Do inspired by the April Magazine

Make some ANZAC Biscuits (recipe page 12—with adult supervision)

Design a box for your biscuits—think of colours, flag, text, images

Write a persuasive paragraph that you might find on a packet of ANZAC biscuits to make someone want to buy your biscuits. (use the style of the example right)

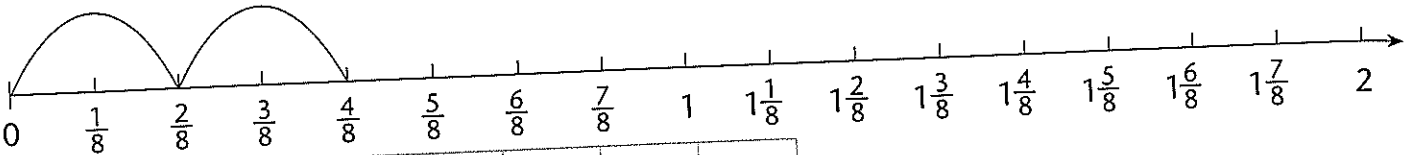
Treat your taste buds to a delicious explosion of flavours. The dark, rich chocolate is made from the finest cocoa beans, which are ethically sourced. Each biscuit sandwiches a creamy vanilla centre. The combination of chocolate and vanilla is a real taste sensation. Enjoy the luxury of each biscuit—savour the blend of quality ingredients—one biscuit is never enough!

unit
22 Number patterns with fractions

Yr 5 Wk 1 p. 92

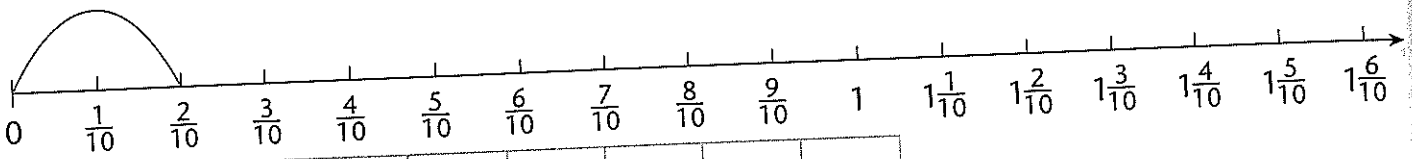
8 Draw arcs on the number lines to continue the patterns, then record them in the tables below. Wed.

a Adding $\frac{2}{8}$ pattern



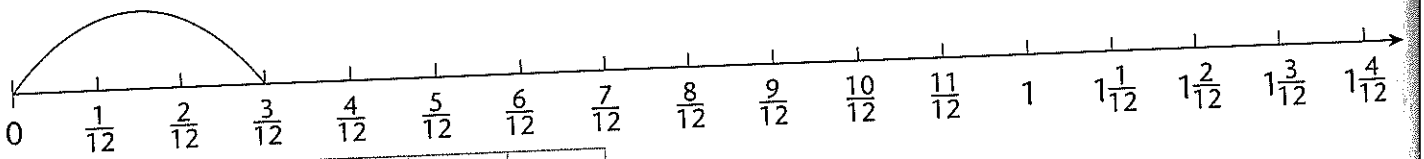
0	$\frac{2}{8}$	$\frac{4}{8}$					

b Adding $\frac{2}{10}$ pattern



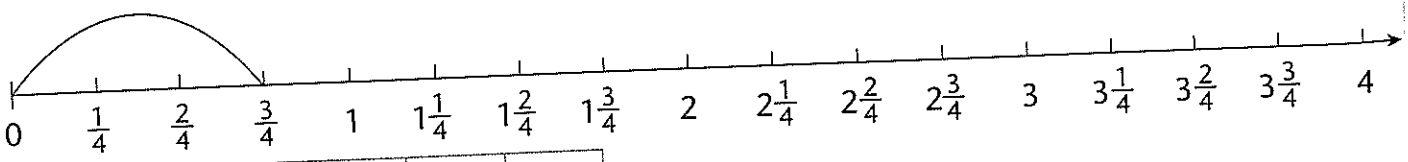
0	$\frac{2}{10}$							

c Adding $\frac{3}{12}$ pattern



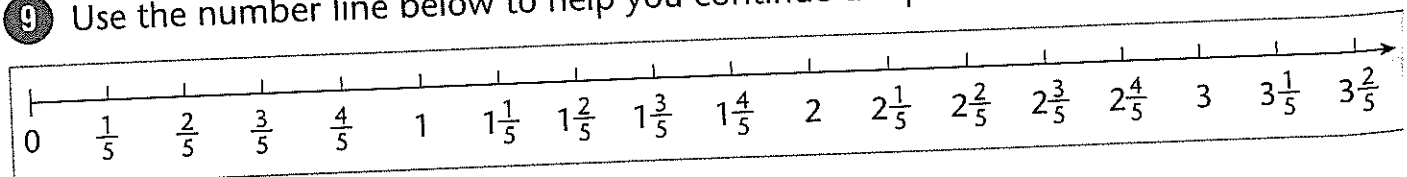
0	$\frac{3}{12}$					

d Adding $\frac{3}{4}$ pattern



0	$\frac{3}{4}$				

9 Use the number line below to help you continue the patterns.



a Adding $\frac{2}{5}$ pattern	0	$\frac{2}{5}$				
b Adding $\frac{3}{5}$ pattern	0	$\frac{3}{5}$				
c Subtracting $\frac{2}{5}$ pattern	$3\frac{2}{5}$	3				

Yr 5

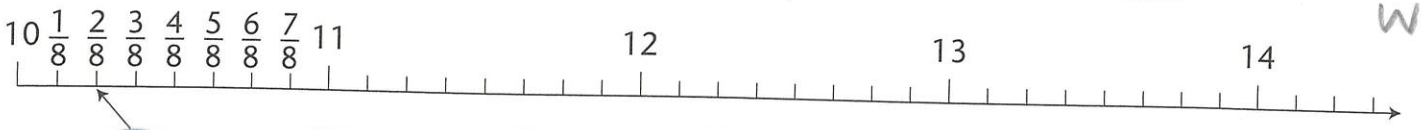
Oxford University Press

Comparing and ordering fractions

unit 14

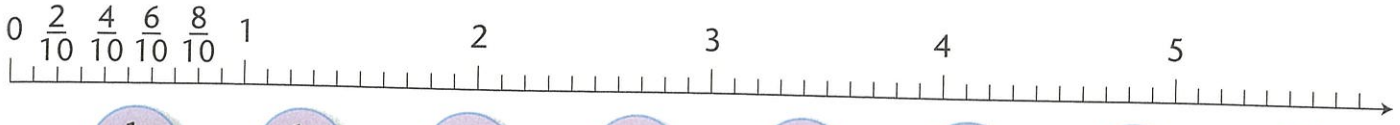
Yr 6 Wed W1

3 Draw an arrow to match each fraction with its place on the number line.



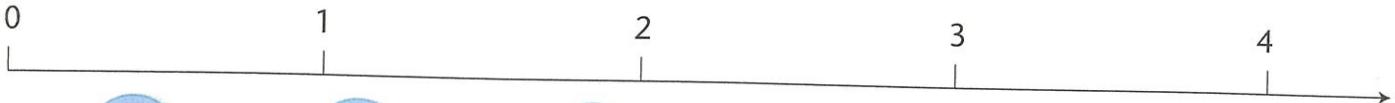
$10\frac{1}{4}$ $10\frac{5}{8}$ $11\frac{1}{8}$ $11\frac{7}{8}$ $12\frac{3}{4}$ $13\frac{3}{8}$ $14\frac{1}{8}$

4 Draw an arrow to match each fraction with its place on the number line.



$\frac{1}{10}$ $\frac{1}{5}$ $1\frac{3}{10}$ $2\frac{9}{10}$ $3\frac{4}{5}$ $4\frac{7}{10}$ $4\frac{4}{10}$ $5\frac{2}{5}$

5 Draw a line to show your estimate of where each fraction is located on the number line.



$\frac{3}{4}$ $1\frac{1}{4}$ $1\frac{9}{10}$ $2\frac{4}{5}$ $3\frac{1}{8}$ $3\frac{3}{4}$

6 Order the fractions from smallest to largest.

a	$\frac{1}{2}$	$\frac{1}{8}$	$\frac{1}{4}$	
b	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{4}$	
c	$\frac{7}{8}$	$\frac{3}{8}$	$\frac{6}{8}$	
d	$\frac{7}{8}$	$\frac{1}{2}$	$\frac{1}{4}$	

e	$2\frac{1}{2}$	$1\frac{7}{8}$	$2\frac{1}{8}$	
f	$1\frac{3}{4}$	$1\frac{1}{4}$	$1\frac{3}{8}$	
g	$1\frac{3}{5}$	$1\frac{3}{4}$	$2\frac{1}{5}$	
h	$1\frac{3}{5}$	$1\frac{3}{10}$	$1\frac{1}{2}$	

7 Continue the counting sequences.

a	$\frac{3}{4}$	1	$1\frac{1}{4}$	$1\frac{1}{2}$			
b	$1\frac{1}{4}$	$1\frac{3}{4}$	$2\frac{1}{4}$	$2\frac{3}{4}$			

c	10	$9\frac{1}{2}$	9	$8\frac{1}{2}$			
d	8	$7\frac{3}{4}$	$7\frac{1}{2}$	$7\frac{1}{4}$			

8 Make up two fraction counting sequences of your own.

a | | | | | | | |

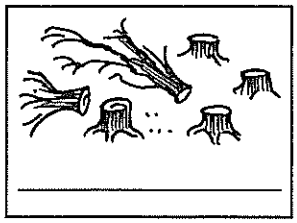
b | | | | | | | |

Thursday

6 Use some of the letters in each list word to make a three-letter, a four-letter and a five-letter word.

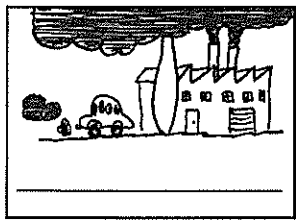
	environment	**irrigation**	**sustainable**
3 letters	_____	_____	_____
4 letters	_____	_____	_____
5 letters	_____	_____	_____

7 Use list words to complete the diagram. Briefly explain the diagram.



_____

\+



_____

→ the _____ effect →

_____ change and rising sea levels

_____

_____

_____

Tip! **logy** is a word element that means *science* or *the study of*.
bio (living things) + *logy* → *biology*

8 Use a dictionary to find the meaning of each word. Write the meaning, then use the word in a sentence.

ecology: _____

_____

geology: _____

_____

zoology: _____

_____

meteorology: _____

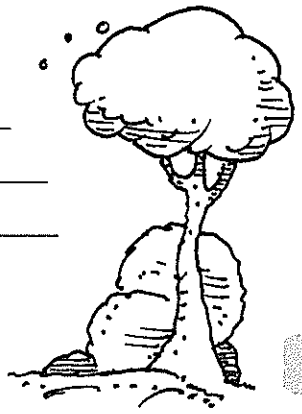
_____

9 Use a list word to name each category. Add more examples.

_____: trees, shrubs, grass, _____, _____

_____: mammals, insects, fish, _____, _____

_____: hose, dam, water pipe, _____, _____



Answer: a

Spelling Rules! Book 6 (ISBN 9781420236545) © Helen Pearson, Janelle Ho/Macmillan Education Australia

Stage 3 Reading Task

Text: Poem – ***The Sea* - by** Paula Stevenson **(April p 4-5)**

P4&5 <u>Discuss with someone:</u> corrugated

Eight stanzas – free verse (no rhyme scheme)

This is _____ iron

1) Find the words *<u>in the text</u>* that mean (synonyms):

tumbling (v st2) _____, edges (n st3) _____,

flee (v st5) _____, revealing (v st5) _____,

stabbing (v st6) _____, stare (v st8) _____,

squawk (v st6) _____

2) **What** makes the swimmer's hair go stiff? ***The swimmer's hair goes stiff because.....***
3) **Why** does the sand sting? ***The sand stings because .....***
4) **What simile** is used in st4? _____
5) **Why** do the swimmer's toes disappear? ***The swimmer's toes disappeared because .....***

6) In **st1** the poet says, *".....feel it **<u>crusting</u>** my skin...."*

What is the **best** meaning of **<u>crusting</u>**? **Highlight**

a) burning **b)** tanning **c)** crystallising **d)** tingling

---

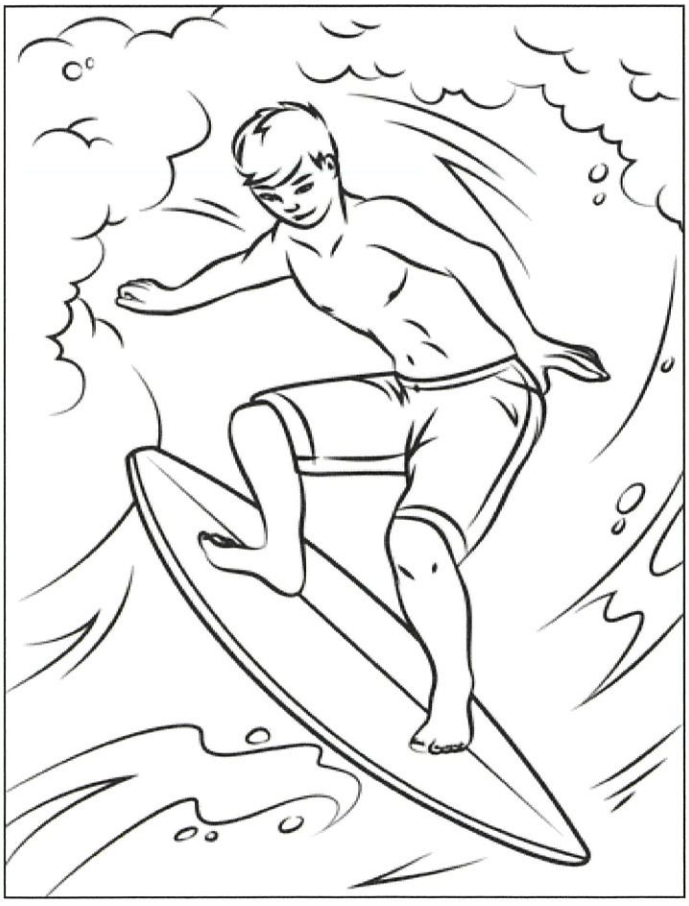
7) **What** metaphor is used in **st2**? _____
8) **What** does this metaphor **refer** to? The sea's _____
9) **What** does the, ***corrugated ridges***, refer to? **(St5)** _____
10) **What are the arrows referring to? (st6)** _____

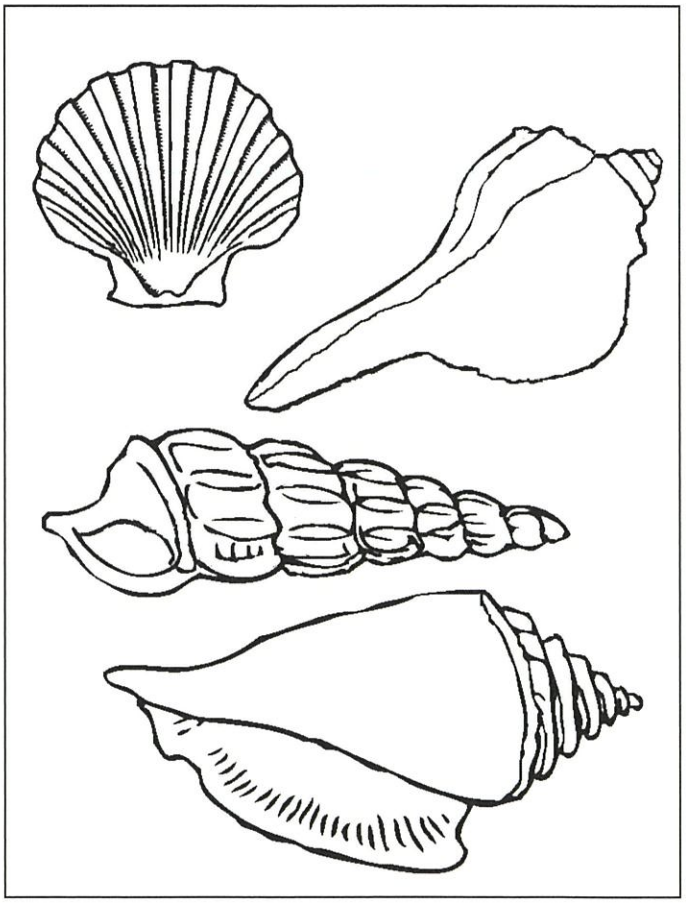
<u>Things to do:</u> *see templates*

1) Research facts & drawing
2) Write poem
3) Colour pictures on sentence answer sheet
4) Grow salt crystals (use link on sentence answer sheet)

Stage 3 Sentence Answers, ***The Sea*** Q 2, 3, 5

Colouring time:





https://www.youtube.com/watch?v=9zoh-COQAQM

Watch the video above and grow your own salt crystals.

Would you rather...

Live without internet or junk food?

Have forever winter or summer?

Be a cleaner or a garbage truck collector?

Be able to fly or become invisible?

Leave home at 16 or live with your parents until you're 26?

Skydive or bungee jump?

Have ten kids or never have any?

Repeat grade five or skip two grades?

Live without music or TV?

Have two heads or four arms?

Never have Christmas again or your birthday?

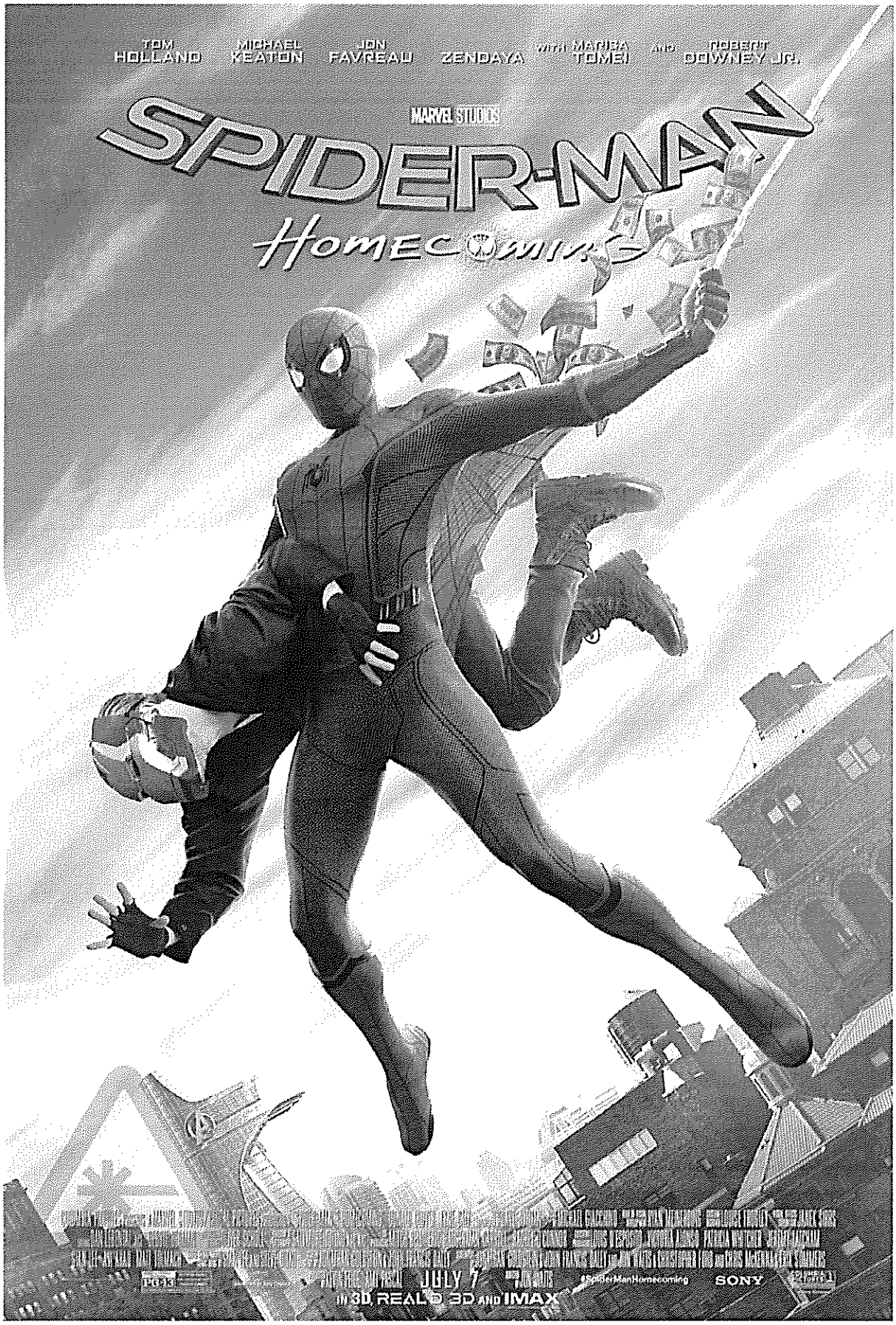
Be a superhero or an actor?

Travel to another country or into outer space?

Live in the city or the country?

Lose the sense of touch or taste?

Stress to students that the fun in the game comes from having to make a choice. You can't be a fence sitter!


TOM HOLLAND
MICHAEL KEATON
JON FAVREAU
ZENDAYA
with MARISA TOMEI
and ROBERT DOWNEY JR.
MARVEL STUDIOS
SPIDER-MAN
HOMECOMING
JULY 7
#SpiderManHomecoming
SONY
IN 3D, REAL D 3D AND IMAX

Yr 5 Thurs W1 (5)

Unit 3 Fractions

Level 1

1. Brad had $8. He kept a quarter and spent the rest. How much did he keep?
2. Alice rides 10 km to school. She takes ⅕ off the trip using a short cut. How many kilometres does the short cut take off?
3. A piece of timber 6 metres long was cut into thirds. What was the length of each piece?

Level 2

1. What was Lee's score out of 100 if she got ⁴⁄₅ of her words correct?
2. Anthony is sharing 54 marbles with his brother Henry. How many marbles will Anthony get if he is getting ⅔ of the bunch?
3. Zoe had 12 metres of material and used ⅚ of it. How much is left over?

Level 3

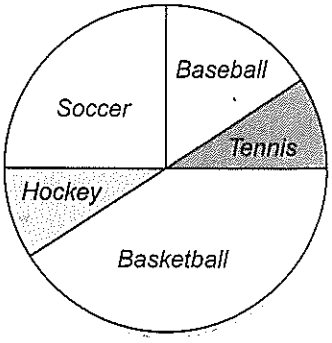
1. Jacqui's record on her computer game is 412. If she improved her score by half again what is her new record?
2. Our school organised a Talent Quest. $680 was collected on the night. Three tenths was used to pay expenses. What amount was profit?
3. At the athletics carnival, the senior children had to run 1000 metres. The juniors only had to run ⅗ of that distance. How long was the junior race?
4. On a map, every 5 cm represented 250 kilometres. What distance would be represented by a 3 cm line?

Investigation

144 children chose a sport for the term.
12 people chose tennis.
Tennis represented 1/12 of the total.

Choose the best estimate for each of the other sports.

Sport	Participants				
Baseball	12	24	36	60	72
Basketball	12	24	36	60	72
Hockey	12	24	36	60	72
Soccer	12	24	36	60	72



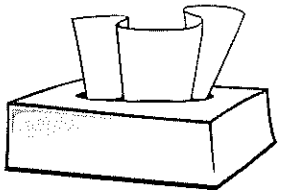
Yr 6 Thurs Wed W1

Unit 3 Fractions

6

Level 1

1. Of the 160 children in Year 6, three-quarters were involved in the play. How many children were in the play?
2. A small plastic cup has a capacity 120 mL. How much was in the cup if it was a quarter full?
3. 100 of the 300 tissues in the box have been used. What fraction of the tissues remain?



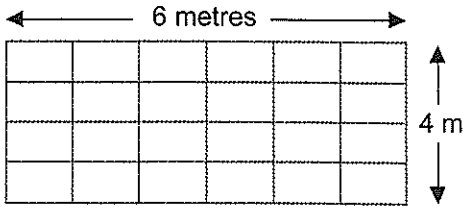
Level 2

1. Four thousand hectares of land is to be divided equally into eight blocks. What will be the area of each block?
2. 1500 mm of timber is being sawn into tenths. What will be the length of each piece?
3. Pretty Beach Caravan Park has 276 sites. If two thirds are occupied, how many sites are available for campers?

Level 3

1. Who was the more accurate goal shooter, Susan who shot 30 out of 40 attempts, or Kate who shot 35 out of 50?
2. If a netball game is one hour long, how many minutes did Kate play if she played 1¼ games?
3. Ticket sales for the disco totalled $1500. How much profit was made if ⅓ was used to pay expenses?
4. How much would you pay for 3¼ kg of beef at $20 per kilogram?

Investigation



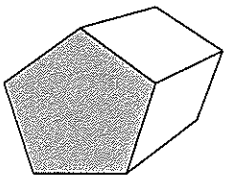
What size are these areas?

1. The soccer and netball courts occupy two-thirds of the space.
2. The play equipment occupies one-quarter of the space.
3. One-twelfth is a barbecue area.

Naming prisms and pyramids

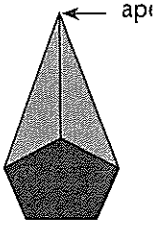
Yr 5 WK1 Thurs p.21

Prisms have two bases that are the same shape and size. All other faces on a prism are rectangular. Prisms are named from the shape of their bases.



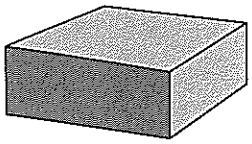
Pentagonal prism

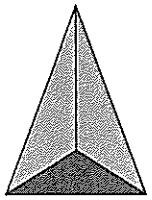
Pyramids have only one base with all other faces being triangles. The triangular faces meet at a common apex. Pyramids are named from the shape of their bases.

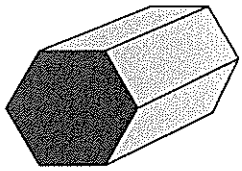


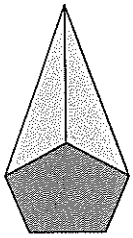
Pentagonal pyramid

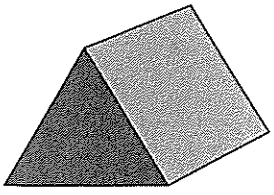
13 Draw a line to join each object to its name.

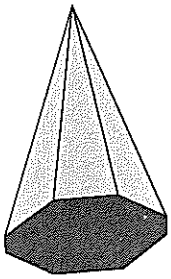




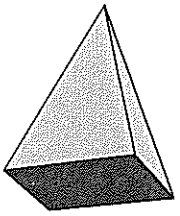


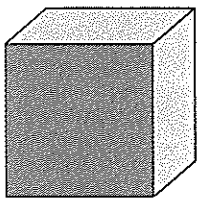


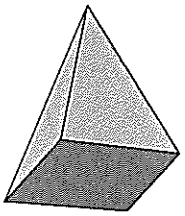


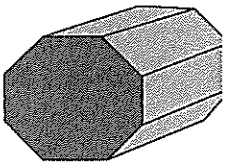


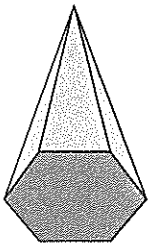
rectangular prism
rectangular pyramid
square pyramid
triangular pyramid
cube
hexagonal prism
triangular prism
pentagonal prism
pentagonal pyramid
octagonal prism
hexagonal pyramid
octagonal pyramid

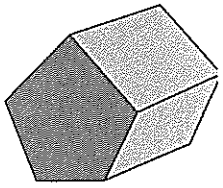










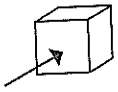


unit 9

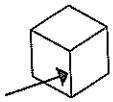
Classifying three-dimensional objects

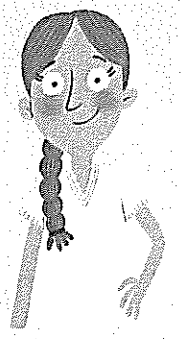
Yr 5 Wk1 Thurs p.36

Faces are the surfaces that make up a 3D object. A cube has six faces.



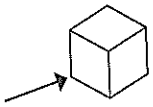
An **edge** is where two faces meet or intersect. Edges can be straight or curved.



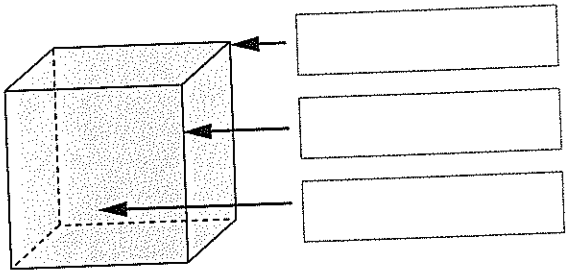


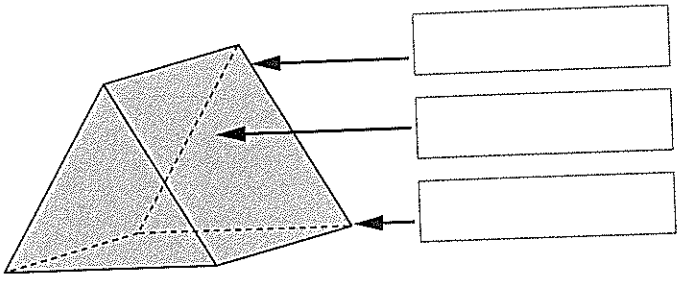
A **vertex** is where two or more lines meet to form an angle or a corner.

The plural of vertex is vertices.

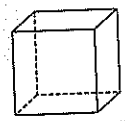
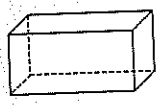
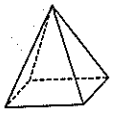
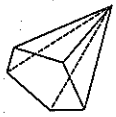
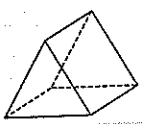
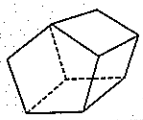
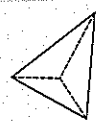


9 Use the words "face", "edge" or "vertex" to label each set of arrows.

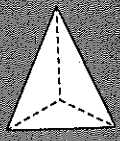




10 Give a clear description of each 3D object by recording its properties. Remember pyramids are named from their bases.

	Objects	Name	Faces	Edges	Vertices
a					
b					
c					
d					
e					
f					
g					

A triangular pyramid has 4 faces, 6 edges and 4 vertices.



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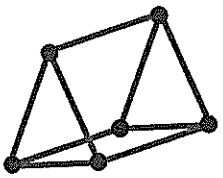
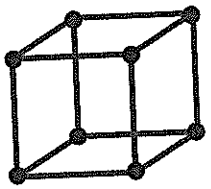
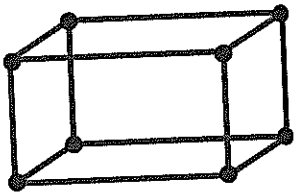
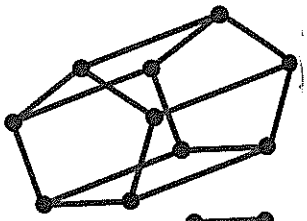
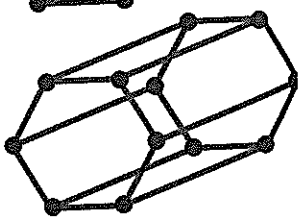
unit 14

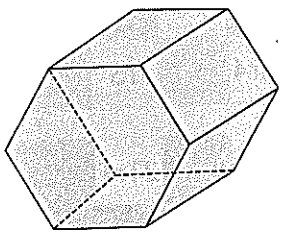
Describing objects

Yr 5 Wk1, Thurs

8 Draw lines to match each piece of information with a skeletal model and a prism name.

Name	Information	Skeletal model
Cube	I have 8 vertices and 12 edges. Each one of my 6 faces is a square.	
Rectangular prism	I have 6 rectangular faces, 12 edges and 8 vertices. A shoe box is a good example of me.	
Triangular prism	I have 9 edges and 6 vertices. I have 5 faces of which 2 are triangular and 3 are rectangular.	
Hexagonal prism	I have 5 rectangular sides, 10 vertices and 15 edges. My other 2 faces are pentagons.	
Pentagonal prism	I have 12 vertices and 18 edges. Two of my 8 faces are hexagonal while the others are rectangular.	

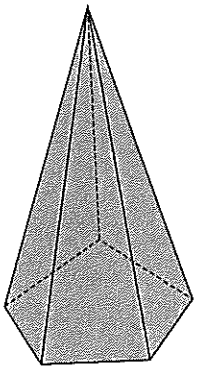
9 Answer these questions.



a Name the shapes needed to make a hexagonal prism.

b List the number and shape of the identical faces needed to make a hexagonal prism. (For example, 2 × hexagonal faces . . .)

c How many pairs of parallel faces are there on a hexagonal prism?



d Name the shapes needed to make a hexagonal pyramid.

e List the number and shape of the identical faces needed to make a pentagonal pyramid.

f How many pairs of parallel faces are there on a pentagonal pyramid?

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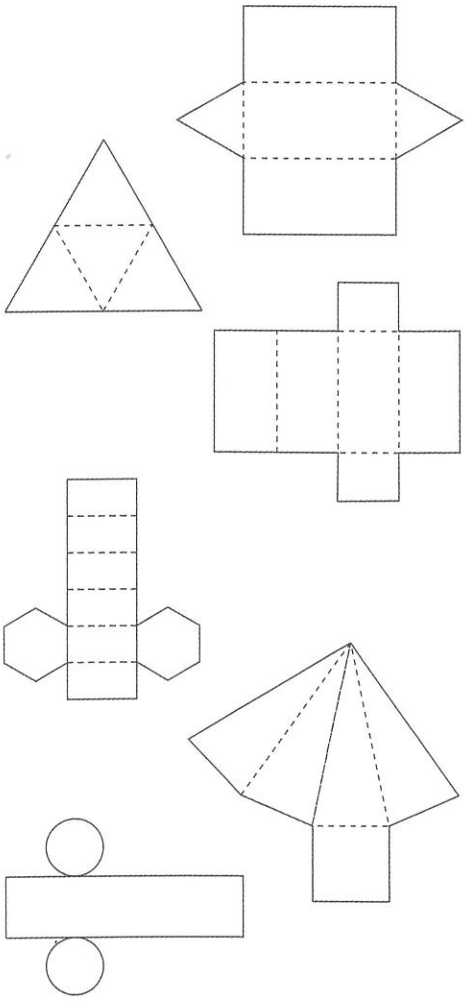
Reviewing 3D objects

Yr 6 Thurs WI

12 Draw lines to match each net and three-dimensional object to its name.



Triangular pyramid

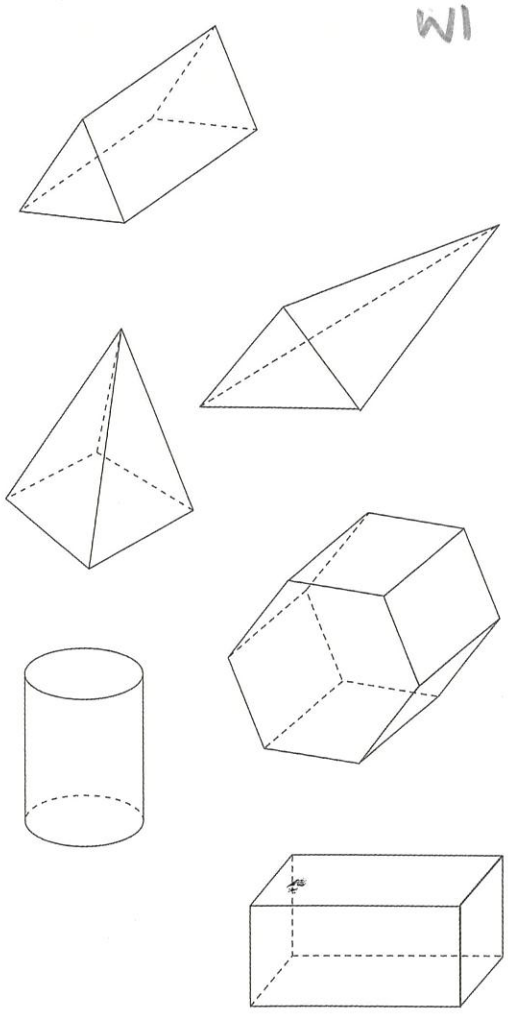
Hexagonal prism

Triangular prism

Rectangular prism

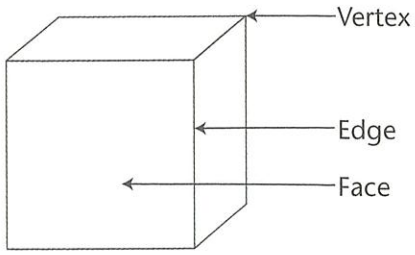
Square pyramid

Cylinder

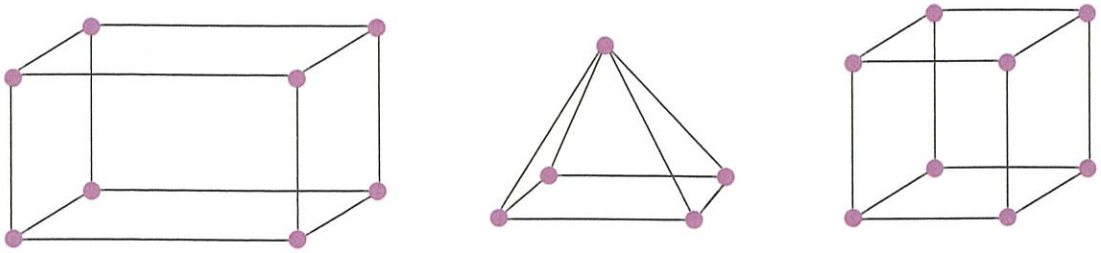


13 Classify the objects by stating the number of faces, edges and vertices on each.

	Object	Faces	Edges	Vertices
a	Triangular pyramid			
b	Hexagonal prism			
c	Triangular prism			
d	Rectangular prism			
e	Square pyramid			



14 Construct the models of 3D objects below using toothpicks and modelling clay.



Natural Disasters

The Layers of the Earth

- Earth has four layers: the crust, the mantle, the outer core and the inner core.
- The crust is the layer upon which we live. It is made up of rock. The crust is about 70 km thick on land (the continental crust) and about 5 km thick under the ocean floor (the oceanic crust).
- The mantle is the layer underneath the crust. It is made up of solid and liquid rock. The mantle is much thicker than the crust. It is around 3000 km deep.
- The outer core is the layer underneath the mantle. The outer core is made up of liquid (melted) iron and nickel. It is around 2000 km thick.
- The inner core is at the very centre of the planet. It is also made up of iron and nickel. However, due to the intense pressure surrounding it, the metals exist in a solid state. The inner core is around 1200 km thick.

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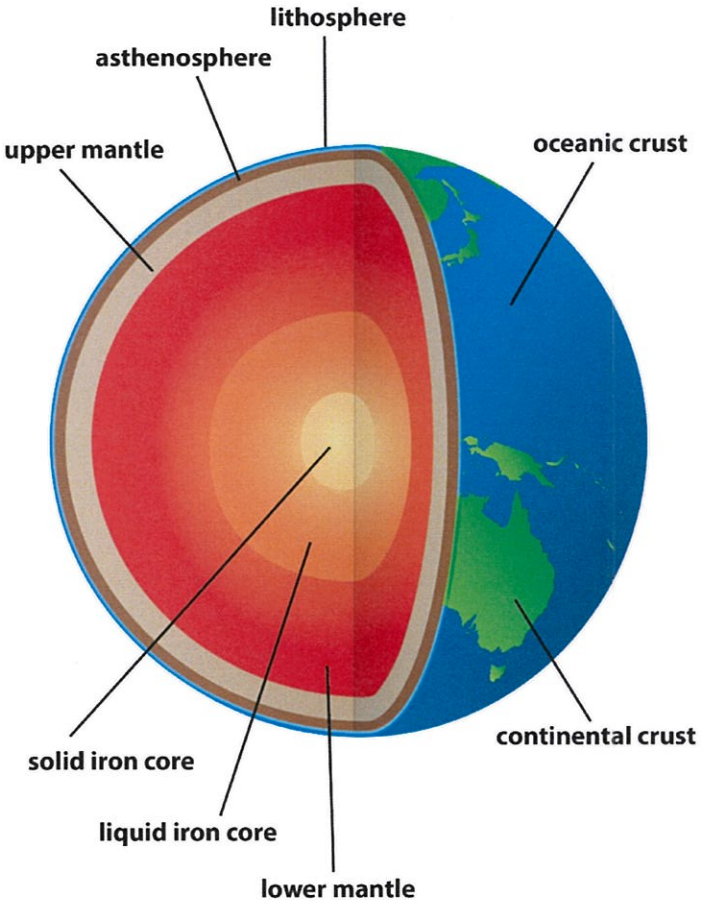
Activity - The Boiled Egg

- The layers of a hard-boiled egg are similar to the layers of Earth.
- In fact, the crust of the earth is approximately the same proportionate thickness as the shell is to the egg.
- Carefully cut through a hard-boiled egg. Draw and label what you see in the cross-section.
- Answer the questions on the *Layers of the Earth Worksheet*.



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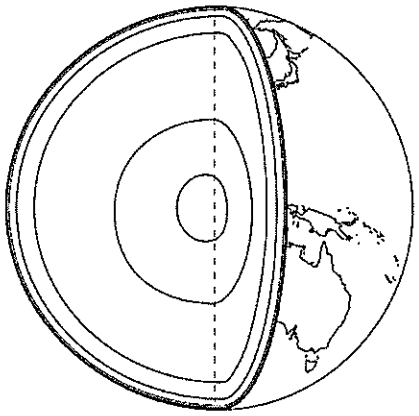
Name: _____ Date: _____

The Layers of the Earth

Task

Carefully cut through a hard-boiled egg. Draw and label what you see in the cross-section. Answer the questions below.

Cross-section of a hard-boiled egg	Cross-section of the Earth
	

1. What do you notice about the two cross-sections? List some of your observations.

   _____

   _____

   _____

   _____

2. Fill in the blanks in the following sentences.
   a) The shell of the egg is similar to the _____ of the Earth.
   b) The white of the egg is similar to the _____ of the Earth.
   c) The yolk of the egg is similar to the _____ of the Earth.

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Name: _____ Date: _____

Layers of the Earth and Plate Tectonics

Use the words from the word bank below to fill in the gaps in the passage.

The crust is the layer of the Earth upon which we live. It is made up of _____. The crust is about 70 km thick on land (the _____ crust) and about 5 km thick under the ocean floor (the _____ crust). The _____ is the layer underneath the crust. It is made up of both solid and _____ rock. The mantle is much _____ than the crust. It is around 3000 km deep. The _____ is the layer underneath the mantle. The outer core is made up of liquid _____ and nickel. It is around 2000 km thick. The _____ is at the centre of the planet. It is also made up of iron and _____. However; due to the intense pressure surrounding it, the metals exist in a _____ state.

Although it seems like the crust is stable ground beneath our feet; in actual fact, it is constantly _____. The reason we cannot feel this movement is that it is extremely slow; only a few _____ each year. The part that is moving is made up of the Earth's crust and the upper mantle. Together, this layer is called the _____. The lithosphere floats on a layer of melted rock called the _____. The lithosphere is made up of _____ major plates and numerous minor plates. The seven major plates are the African, Antarctic, Eurasian, North American, South American, India-Australian and the Pacific plates. _____ plates can slide past each other (transform boundaries), slide away from each other (divergent _____) or slide _____ each other (convergent boundaries). These movements can contribute to events such as earthquakes, _____ eruptions and tsunamis.

iron	lithosphere	liquid	tectonic
towards	centimetres	inner core	seven
solid	moving	rock	mantle
continental	outer core	nickel	boundaries
thicker	oceanic	volcanic	asthenosphere

Answers

The crust is the layer of the Earth upon which we live. It is made up of **rock**. The crust is about 70 km thick on land (the **continental** crust) and about 5 km thick under the ocean floor (the **oceanic** crust). The **mantle** is the layer underneath the crust. It is made up of both solid and **liquid** rock. The mantle is much **thicker** than the crust. It is around 3000 km deep. The **outer core** is the layer underneath the mantle. The outer core is made up of liquid **iron** and nickel. It is around 2000 km thick. The **inner core** is at the centre of the planet. It is also made up of iron and **nickel**. However; due to the intense pressure surrounding it, the metals exist in a **solid** state.

Although it seems like the crust is stable ground beneath our feet; in actual fact, it is constantly **moving**. The reason we cannot feel this movement is that it is extremely slow; only a few **centimetres** each year. The part that is moving is made up of the Earth's crust and the upper mantle. Together, this layer is called the **lithosphere**. The lithosphere floats on a layer of melted rock called the **asthenosphere**. The lithosphere is made up of **seven** major plates and numerous minor plates. The seven major plates are the African, Antarctic, Eurasian, North American, South American, India-Australian and the Pacific plates. **Tectonic** plates can slide past each other (transform boundaries), slide away from each other (divergent **boundaries**) or slide **towards** each other (convergent boundaries). These movements can contribute to events such as earthquakes, **volcanic** eruptions and tsunamis.

Friday

Unit 4 Relating Verbs

Not all verbs are obvious action words. Some verbs, like the ones in the box below, are used to link information in a sentence. E.g. Tony has a new sports car. Tom and Con were best friends.

Some common relating verbs.

am	is	are	was	were	be	being	been	have	has	had	

1 Underline the relating verbs in these sentences.

a Amber is a very talkative girl.
b Nelson had the flu last month.
c My homework was due yesterday.
d There were two cars in the car park.
e Teegan and I are in the school band.
f We are very close friends.
g My brother's name is Aden.
h Dane has three scary pet snakes.
i Annie and Phoebe are very tall girls.
j Mrs O'Brien was my library teacher.

2 Shade the correct relating verb in the following sentences.

a Our dog's name (is) (be) Misty.
b Kelly and Marie (was) (were) best friends.
c They (have) (has) a dice for their game.
d There (are) (am) two main types of wombats.
e My dad (has) (had) a bad flu yesterday.
f Matthew (was) (were) on canteen duty today.

3 Use the relating verbs in the green box to complete the sentences.

am	is	are	was	were	have	had	has

a There _____ three hotdogs left.
b My dad _____ a great dentist. He _____ his own surgery.
c Cooper _____ at school today. He _____ the day off yesterday.
d Angel and Sooty _____ the only two puppies left in the pet shop.
e The cup _____ on the sink. Sara _____ a drink before.
f Lee _____ a new friend. He _____ from the country.
g Tom _____ two free movie tickets before he gave one to Nigel.

4 Find these relating verbs in the word search.

am is are was
were be being been
have has had

a	m	f	s	i	a	r	e
n	m	c	h	d	h	n	v
h	a	s	o	l	a	e	a
o	y	a	u	u	d	e	h
w	i	l	l	o	l	b	r
e	h	a	d	w	r	d	e
r	s	h	a	l	l	y	o
e	b	g	n	i	e	b	i
w	a	s	r	c	a	n	s

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Text Type: Description

MY UNCLE DUFF

My Uncle Duff is a fanatical Geelong Cats supporter. He has a used ticket from every home game since he was twelve. In 2007, he was at the game for their premiership win. He is such a loyal fan that he painted his house navy blue and white. These are the team's colours. Lucky for him, his wife is a mad Geelong Cats supporter too. He has five pet cats because he loves 'The Cats' so much. A true fan!

In his house he has framed jerseys hanging on the wall. Some signed jerseys are collectors' items. He says they are worth a lot of money.

Relating verbs are often used to link information in descriptions.
E.g. Tim is a loyal supporter; his team is the Sharks.

5 Underline all the relating verbs you can see in the description of Uncle Duff.
Note: You may need to refer to the full list of relating verbs at the beginning of the unit.

6 Write descriptive sentences of your own that include the relating verb given.

is	
has	

Text Type: Short report on Cronulla

Cronulla is a suburb of Sydney, New South Wales. It has Sydney's longest beach stretch at 4.8km. People from around the world visit Cronulla. It has pristine beaches. Cronulla has some of Sydney's best surf. Professional surfers from all parts of Australia surf there. Many of the beaches in Cronulla have rock pools that children enjoy playing in. Cronulla has a thriving café and restaurant scene too, which is part of its attraction. Most restaurants have menus that feature an assortment of fresh seafood and international foods.

Relating verbs are often used to:
- create a definition e.g. A dog *is* a small, four legged animal.
- indicate possession of a thing e.g. A fish *has* gills.

7 Underline all the relating verbs you can see in the report on Cronulla.
Note: You may need to refer to the full list of relating verbs at the beginning of the unit.

8 Use relating verbs to complete this report about a tarsier.

a Tarsiers _____ unusual mammals that live in South-East Asia.
b Tarsiers _____ enormous brown eyes and a long tail.
c They _____ the ability to see well at night.
d They _____ pads on their fingers and toes which help them to climb trees well.
e The tarsier _____ arboreal, which means it spends its entire life living in trees.
f They _____ the same size as a squirrel.

9 Write a sentence that shows possession using the relating verb given.

have	

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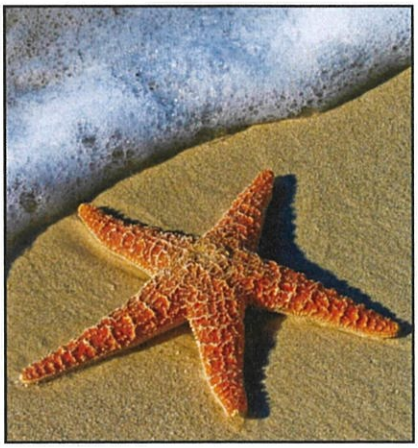
Things to do inspired by the poem, ***The Sea***, by Paula Stevenson

Five Fun Facts - ***Bluebottles*** (Use bullet points)

Five Fun Facts - ***Neptune's Necklace or Beaded Seaweed*** (Use bullet points)

Five Fun Facts - ***Starfish*** (Use bullet points)



Drawing Time: *Draw detailed drawings of a bluebottle, starfish and some beaded seaweed*

Writing Time: Write a poem about the Sea describing your five senses.

The Sea

I can hear:

The rumble and tumble of the surf,
As it rises and crashes,
Like a washing machine,
Agitating dirty clothes.

I can see:

I can smell:

I can taste:

I can feel:

Top, front and side views

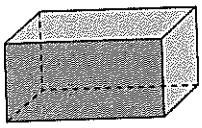
17

Yr 5 WK 1

3D objects can be represented by drawings of their views from the top, front and side.

12 Find objects like these, then draw the top, front and side view of each.

a

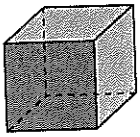


top

front

side

b

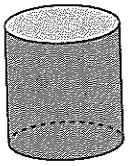


top

front

side

c

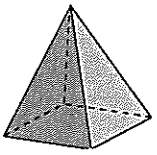


top

front

side

d



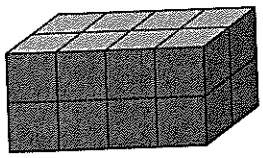
top

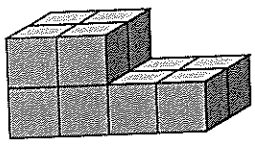
front

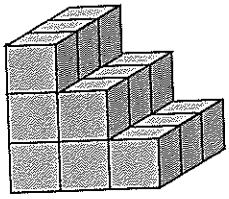
side

13 Draw the top, front and side views of each object.

	Top view	Front view	Side view
a			
b			
c			



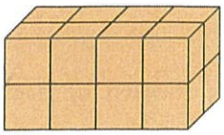


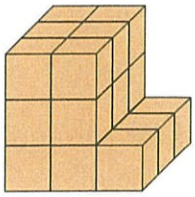


Construct and draw 3D objects

Yr6 Friday W1

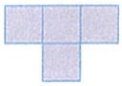
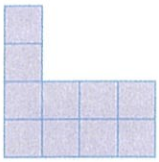
15 Construct the objects from centicubes, then draw the top, front and side views of each.

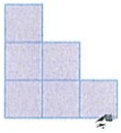
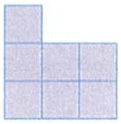
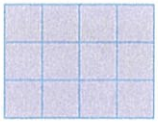
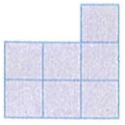
a 

b 

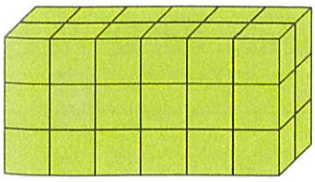
Top view	Front view	Side view

16 Use construction cubes to construct the 3D objects from their given views.

	Top view	Front view	Side view
a			
b			
c			
d			

	Top view	Front view	Side view
e			
f			
g			
h			

17 Jack made a prism that used 36 cubes in its construction.



Its dimensions were:
length 6 cubes
width 2 cubes
height 3 cubes

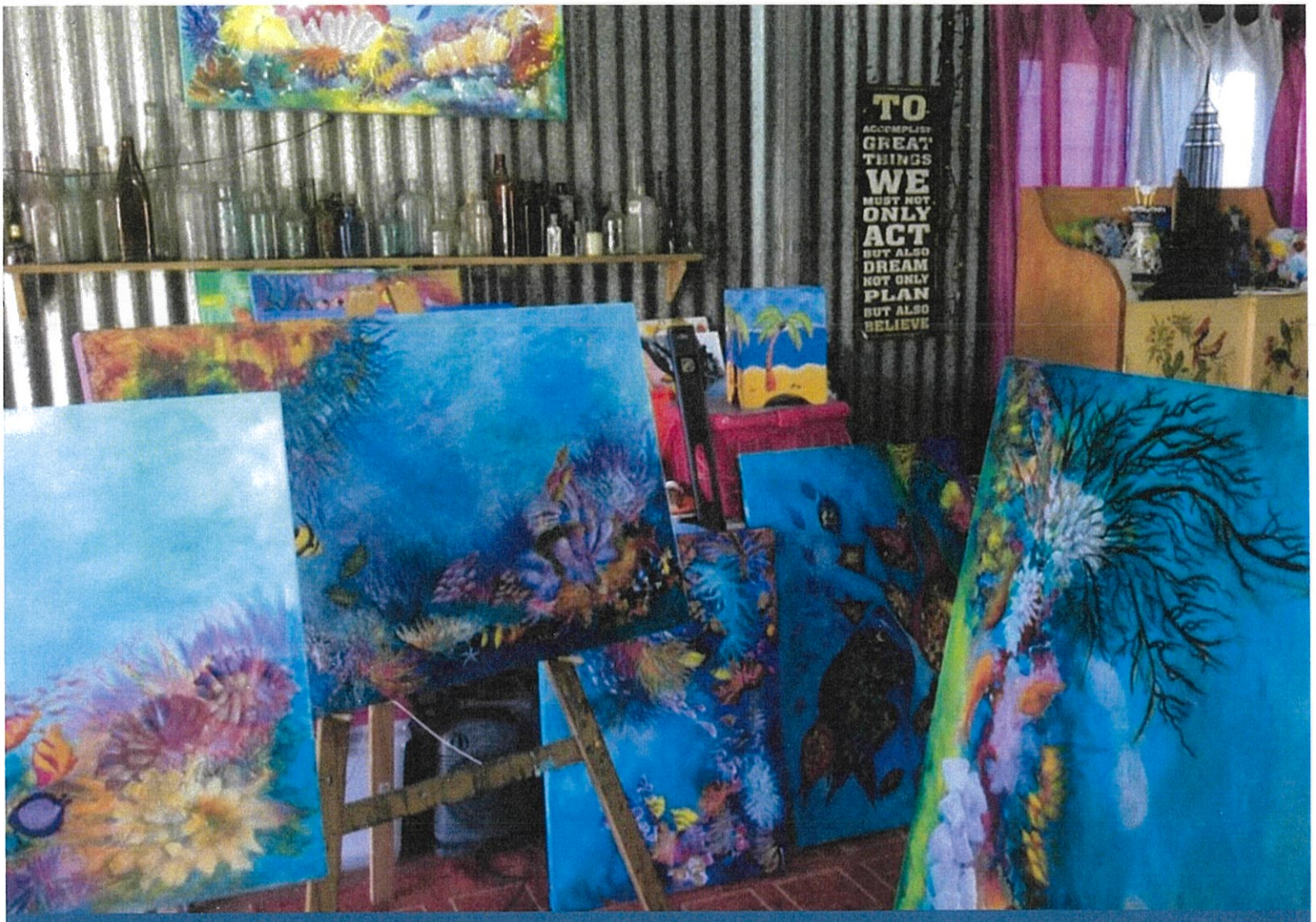
Create 2 more rectangular prisms using 36 cubes and record their dimensions below.

	Length	Width	Height
a			
b			

Stage 3
Art Appreciation
- Lyn Olsen

Weeks 1 -3
Term 2

Artist: *Lyn Olsen*



Use the websites below to see some of Lyn's artworks and watch her create with ink and acrylics then read the information about her and finally complete the appreciation sheets.

https://lyn-olsen.pixels.com/ (look at some of her works especially Aquatic Wonders)

https://www.youtube.com/watch?v=hvt4aDX7Vh4 (fun using inks vid)

https://www.youtube.com/watch?v=4mP9GHHlAxQ (build a coral reef vid)

I have been painting since 2001 after an early retirement, from my job as a laboratory researcher, I had time on my hands. Travelling my homeland, Australia, with my husband, who is a keen photographer, the deserts, rain forests, vast expanses of windswept plains, natural bush land, farming, cities, country towns, and of course the beautiful coast that surrounds this great land, have inspired my works over the years.

Having lived in most of these areas, I am drawn to the coast, in particular, the east coast of Australia where we currently live in the beautiful state of Queensland. The wonderful Great Barrier Reef runs from far north Queensland down past central Queensland along the coast. We are very proud to have this icon which is listed as one of the Seven Wonders Of The World on our doorstep.

My art career has evolved over the years from a "dabble" in painting to nearly a full time career. Teaching, exhibiting, and holding workshops keep me busy on the home front. I enjoy showing my works overseas and having exhibited in New York, Italy, Miami and Florida has given me "self belief" and the drive to continue forward into the next phase of my career.

Once you finish this **Art Appreciation** task you might be inspired by Lyn's work and buy a canvas and paint your own coral reef! Have fun! Watch the two slide shows again—Painting with inks & Building a Coral Reef with acrylics.

Tone

Texture

Line

Direction

Shape

Colour

Background

Foreground

Contrast

Horizontal

Vertical

Diagonal

Vivid Vibrant

Muted Dull

Most salient feature ...

Has salience because.....

Draws our eyes to.....

Leads our eyes to .....

Cold palette of colours.....

Vibrant palette of colours.....

Muted palette..... Ochre / earthy colours ....

Framing an Artwork Name:

The Artist: 20 spaces

Lyn started painting in _____ after an early _____ as a laboratory _____. She has travelled around Australia with her _____ who is a keen _____. She is inspired by the desert, rainforest and especially the _____. Lyn has lived in many environments but is currently living on the east _____, in _____. The Great Barrier Reef is an Australian _____ and is listed as one of the _____ _____ of the _____. Lyn started dabbling in art when she had time on her _____ and now it's a full time _____. She teaches, _____ and holds _____. Some of her artworks have been exhibited in _____, _____, _____ and _____.

Feeding Time on the Reef # 2

Lyn Olsen

2016

acrylic

Technical frame: 8 Spaces

Lyn has used a _____ palette of colours to paint the different corals. This helps them _____ out because they _____ with the pale blue _____. Lyn changes the _____ of the coral to give them a solid or 3D look. Each type of coral has its own _____. Lyn paints the three groups of fish pointing in a different _____ . These directions become _____ which draw our eyes to the different corals.

Feeding Time on the Reef # 2 acrylic **2016**

WORD BANKS for ART APPRECIATION

The Artist— 20 words: *hands, Wonders, icon, Seven, coast, husband, 2001, photographer, retirement, Queensland, researcher, coast, World, career, Florida, Miami, Italy, exhibits, workshops, New York.*

Technical Frame— 8 words: *vectors, direction, vivid, stand, background, contrast, tone, shape*

Opinion Frame: Write a paragraph to explain what you think about this painting. If you like it, state your opinion and give three reasons why—you need to **explain** these reasons. If you don't like it state your opinion and give your reasons and explain them.