

Stage 3

Work at Home
Pack

7

Week 2

Term 4

Monday			Tuesday		Wednesday		Thursday		Friday	
Task 1	SPELLING / SIGHT WORDS		SPELLING / SIGHT WORDS		SPELLING / SIGHT WORDS		SPELLING / SIGHT WORDS		SPELLING / SIGHT WORDS	
(Spelling Activities)	Read your spelling words		Read your spelling words		Read your spelling words		Read your spelling words		Read your spelling words	
	Complete three (3) activities from the grid provided		Complete three (3) activities from the grid provided		Complete three (3) activities from the grid provided		Complete three (3) activities from the grid provided		Complete three (3) activities from the grid provided	
Task 2	ENGLISH ACTIVITY 1		ENGLISH ACTIVITY 1		ENGLISH ACTIVITY 1		ENGLISH ACTIVITY 1		ENGLISH ACTIVITY 1	
(Reading Activities)	Connotation, imagery, symbols		Compare Poems		Poetry and vocabulary		Symbols		Creating examples of personification	
BREAK TIME			TAKE A BREAK		TAKE A BREAK		TAKE A BREAK		TAKE A BREAK	
Task 3	HANDWRITING		HANDWRITING		HANDWRITING		LIBRARY		HANDWRITING	
(Handwriting)	Cursive – Amazing Animal Facts 4 – The Frog		Cursive – Amazing Animal Facts 5 - Falcon		Cursive – Amazing Animal Facts 6 – Fish		Global Connections – Activity 2 Immerse		Cursive – Amazing Animal Facts 7 – Ants	
Task 4	ENGLISH ACTIVITY 2		ENGLISH ACTIVITY 2		ENGLISH ACTIVITY 2		ENGLISH ACTIVITY 2		ENGLISH ACTIVITY 2	
(Writing Activities)	Poetry adjectives		Connotations, imagery, symbols		Poetry and vocabulary continued		Let’s Read!		Personification match up	
BREAK TIME			TAKE A BREAK		TAKE A BREAK		TAKE A BREAK		TAKE A BREAK	
Task 5	Monday		Tuesday		Wednesday		Thursday		Friday	
(Maths Ignition)	Data Analysis		Addition Think board		How The Amazing Race		Number of the Day		Target Practice + Multiplication Wheels	














Task 6 (Maths Activity)	DIVISION STRATEGIES Halving Strategy	DIVISION STRATEGIES Multiply by 10s, 100s and 1000s	DIVISION STRATEGIES Split Strategy	DIVISION STRATEGIES Use Multiplication Facts	WRITTEN METHODS Contracted Multiplication
Task 7 (Maths Activity)	TYPES OF GRAPHS Picture Graphs	TYPES OF GRAPHS Column Graphs	TYPES OF GRAPHS Pie Graphs	TYPES OF 3 GRAPHS Travel Graphs	TYPES OF 3 GRAPHS Reading Line Graphs
BREAK TIME					
Task 8	TAKE A BREAK	TAKE A BREAK	TAKE A BREAK	TAKE A BREAK	TAKE A BREAK
Other KLA's	PDHPE Conflict Corner	SCIENCE How on Earth do plants survive?	DRAMA Line at a time story	GEOGRAPHY Transportation in Japan	PDHPE Being active at home
					<i>have a nice weekend</i>

MONDAY

5/6H - Green / 5/6M - Yellow	5/6H – Orange / 5/6M - Green
describe	shouldn't
imagine	wouldn't
early	couldn't
kilometre	kilojoules
kilogram	service
office	practice
notice	basis
novice	satisfy
iris	disgrace
axis	replace
brace	space
pace	trace
chief	achieve
field	believe
receive	receive

5/6H – Red / 5/6M - Blue

kilometre
 kilojoules
 kilolitre
 prejudice
 apprentice
 malice
 satisfaction
 embrace
 disgrace
 relieved
 shriek
 perceive
 deceit
 receipt
 achieve

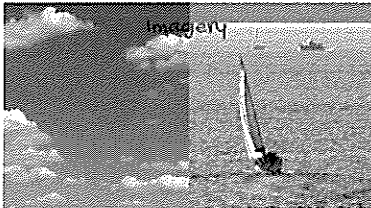
<u>SYLLABLE WORDS</u> Say each of your words and write how many syllables there are in each.	<u>LCWC</u> Complete a Look, Cover, Write, Check on your Spelling List. Remember: Look at the word, Cover it, Write it down and then Check to see if it is correct.	<u>TYPING THEM</u> Type your words out two times. Make sure you are checking them as you go.
Date Completed 	Date Completed 	Date Completed 
<u>SENTENCES</u> Choose 5 of your words and put them into an interesting sentence for each one.	<u>WRITING THEM</u> Write your spelling list 2x.	<u>SYNONYMS</u> Choose 10 of your words and find a synonym for each of them.
Date Completed 	Date Completed 	Date Completed 
<u>DICTIONARY MEANINGS</u> Choose 10 of your words and find the dictionary meaning for each of them.	<u>ADULT TEST</u> Have an adult test you on your words. Have them ask the word, put it in a sentence and ask it again.	<u>WORKING OUT WORDS</u> Group your spelling words into nouns, adjectives, verbs, adverbs etc.
Date Completed 	Date Completed 	Date Completed 
<u>WORD SEARCH</u> Use the attached word search grid to develop a word search. Have somebody else in your else try and complete it when it is done.	<u>WRITE A PARAGRAPH</u> Choose some of your spelling words and use them to write an introduction to a Fairy Tale.	<u>WRITE A QUESTION</u> Choose some of your spelling words and write a question that your spelling word would be the answer.
Date Completed 	Date Completed 	Date Completed ?

English – Activity 1 – Connotation, imagery & symbols

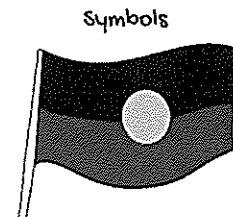
Connotation - an idea or feeling connected to a word. It suggests more than the words basic meaning. Beach, a word people associate with fun and enjoying yourself.



Imagery – brings two different things together to say something new about each one. Think of clouds and a ship, they're very different, but they're similar because they can both move. If we put them together and say 'the clouds sailed across the sky', the clouds then become ships and the sky a sea.



Symbols – pictures, colours or things that represent something else. Usually something abstract like an idea. The sun: a symbol used on the Aboriginal flag, the meaning of the sun on the Aboriginal flag is the giver of life and protector. Symbols create many meanings.



Your task:

Listen to and recite a poem, nursery rhyme or song to a family member. You may want to rehearse this once or twice before you begin. Listen for the connotation or meaning of the words. Does it use imagery or symbols? Talk to your family member about this after your recital.



English - Activity 2 – Poetry Adjectives

Read 'End of Term' written by Anne Bell, Illustrated by Cheryl Orsini



I make some silly mistake in maths—
'What were you thinking of, Daniel Malone?' says Miss McGee.
'What were you thinking of?'
'I don't know,' I say,
but I do—
I was thinking *It's only three more days.*
And I was thinking of how summer smells of mangos
and salt and mouldy towels and suntan stuff;
and of the youch of hot sand on the soles of your dancing feet,
and the cool ooze where the comforting waves wash in.
And of Mum, who fusses about kilojoules and vitamins and things,
saying, 'Let's just have fish and chips for tea tonight.'

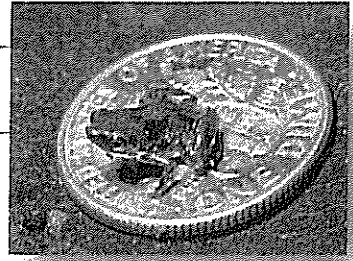
And I was thinking of going round to Maxi's place,
and of us lying under the tree in his backyard, watching the sky
between the leaves
and not thinking,
just not thinking of anything at all.

Circle words that you are not sure about or don't understand. Maybe kilojoules. Look up the meaning of these words in the dictionary. Now find three adjectives from this poem. Remember adjectives are describing words and give more details. For example 'hot' it adds a description to the noun sand. What can you find? **Write your responses in your workbook**

Amazing Animal Facts 4

Cursive

An average frog can jump about 3 metres, which is about the same as you jumping 16 metres without a



run up. The goliath frog from West Africa is the world's largest frog. The smallest animal with a backbone in the world is also a frog - it is the size of a fly!

English – Activity 1 – Poetry and vocabulary

We will use vivid imagery to create a picture in our mind. Read the poem 'The Sea' by Paula Stevenson. Circle any unknown or challenging words in the poem.



THE SEA

By Paula Stevenson

I can smell it first—
the salty air, feel it
crusting my skin,
stiffening my hair.

Then I can hear it—
the engine of the sea
roaring, churning.

I race across
the stinging sand
to the cool fringes
of the waves.

My toes disappear—
footless I stand
like a statue
on a strange shore.

The waves unroll
then retreat
exposing my feet
on corrugated ridges.

Above me gulls shriek
diving like arrows,
piercing the skin
of the sea.
I trace a trail
past glowing bluebottles
and beaded seaweed.

On the sandy floor
of the rock pool
three red starfish
gaze at the sky above.

After reading the poem, choose an unfamiliar word and write it at the top of a page in your workbook.

Divide your page into 4 sections and add headings like those shown in the example below.

Write down the definition of the word.

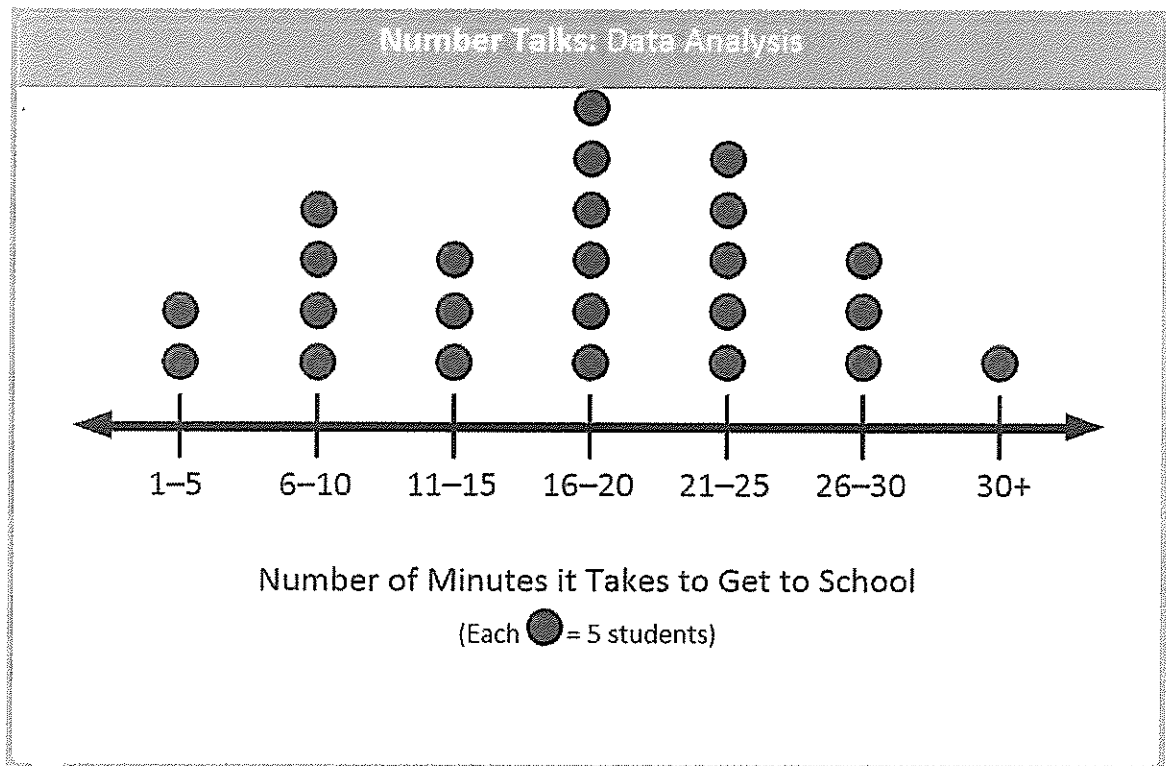
Draw a picture to show the meaning of the word.

Write the word in a sentence.

List synonyms (words that have the same or similar meaning).

List antonyms (words with the opposite meaning).

WARM-UP – DATA ANALYSIS



1. How many students participated in this survey? _____
2. What is the longest amount of time to get to school? _____
3. How many students take between 11-15 minutes to walk to school? _____
4. What is the most popular amount of time it takes students to walk to school? _____
5. If you had to walk to school, which category would you be in? _____

Mental division strategies – halving strategy

When the two numbers seem too large to work with in our heads, we can halve them till we get to a division fact we recognise. Both numbers must be even for this to work.

$$\begin{aligned} 126 \div 14 \\ (\text{half } 126) \div (\text{half } 14) \\ 63 \div 7 = 9 \end{aligned}$$

1 Practise your halving. The first one has been done for you.

a

32	halve	16
56		
36		
84		
96		

b

24	halve	
48		
72		
144		
192		

c

50	halve	
500		
1 000		
250		
100		

2 Halve each number to get to a recognisable division fact. The first one has been done for you.

a $112 \div 14$ $\frac{56}{\quad} \div \frac{7}{\quad} = \boxed{8}$

b $144 \div 16$ $\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \boxed{\quad}$

c $96 \div 12$ $\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \boxed{\quad}$

d $220 \div 4$ $\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \boxed{\quad}$

e $162 \div 18$ $\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \boxed{\quad}$

3 Match the problems with their halved equivalents. Then solve the problem. The first one has been done for you.

a $90 \div 18$	60 \div 6	= $\boxed{5}$
b $64 \div 16$	24 \div 8	= $\boxed{\quad}$
c $120 \div 12$	35 \div 7	= $\boxed{\quad}$
d $70 \div 14$	45 \div 9	= $\boxed{\quad}$
e $144 \div 24$	72 \div 12	= $\boxed{\quad}$
f $48 \div 16$	32 \div 8	= $\boxed{\quad}$


Note: A line connects problem 'a' to the first result box (5), and another line connects problem 'd' to the second result box.















Types of graphs 1 – picture graphs

Picture graphs are used to display large amounts of data. A symbol is chosen to represent a specific amount. Picture graphs have a title that tells us what data has been collected, category labels and a key to show the value of the symbol.


















































How many chocolate cupcakes were sold?

$$4 + 4 + 4 + 4 + 2 = 18$$

Cupcakes Sold in a Day Key:  = 4 cupcakes

Strawberry	  
Chocolate	    
Cherry	 
Choc-chip	   

- 1 At the bus terminal buses arrive and depart at regular intervals. This picture graph shows the number of buses that departed the bus terminal in one week. Use the graph and the key to answer the following:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
						
						
						
						
						
						
						
						
						

Key:  = 10 buses

- a On which day did 55 buses depart?





















- b Which is the terminal's busiest day?


- c How many buses depart on this day?

- d How many buses leave on Tuesday?

- e How many more buses depart on Friday than Saturday?

- 2 This graph shows the number of tickets bought at the local cinema.

Movie Classification	Tickets Bought
Comedy	     
Children	     
Horror	   
Action/Drama	   

Key:  = 100 tickets

- a How many tickets were bought for Comedy and Children movies?

- b What was the total amount of tickets bought?

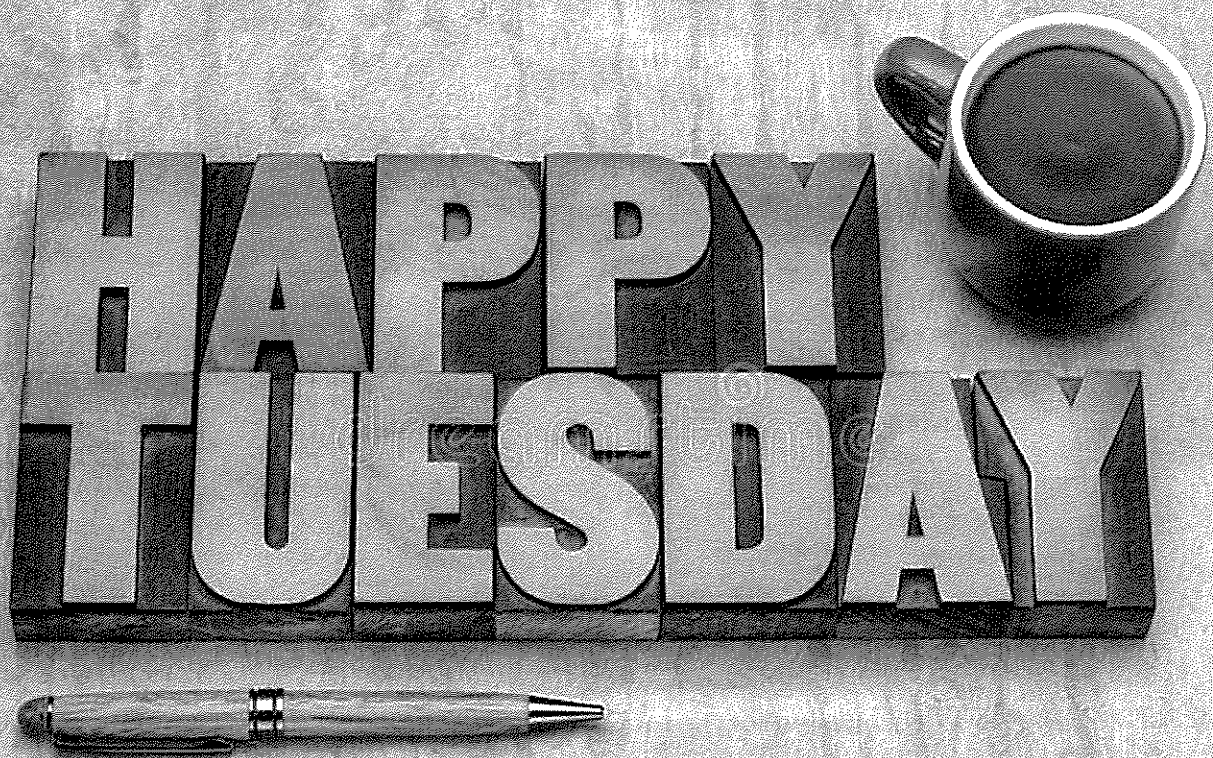
1. My personal *Supportive action* is: _____
2. This is an action I would use because: _____
3. Take turns using active listening and sharing your supportive actions with a family member. Record the action before moving on. Complete all boxes with different *supportive actions* to add to your toolbox below.

My Supportive Action Toolbox
















4. Why is it important to have more than one supportive action in your toolbox?
- _____

Listening to music	Going for a walk/spending time in nature	Reading a book
Talking with a trusted adult	Talking with a friend	Walking the dog
Playing video games	Using social media	Having a sleep
Writing in a journal	Watching a movie	Positive self-talk
Healthy eating	Spending time with family	Being physically active
Deep breathing	Drawing/painting	Talking with someone from a support service such as Headspace or Lifeline

Supportive Action Cards Activity



5/6H - Green / 5/6M - Yellow	5/6H – Orange / 5/6M - Green	5/6H – Red / 5/6M - Blue
busy	which	anonymous
thought	witch	ridiculous
tomorrow	third	hazardous
famous	enormous	miraculous
nervous	fabulous	notorious
curious	generous	oblivious
delicious	ridiculous	delirious
furious	obvious	gracious
serious	previous	malicious
gorgeous	various	ferocious
glacier	delicious	simultaneous
science	suspicious	efficient

<p><u>SYLLABLE WORDS</u></p> <p>Say each of your words and write how many syllables there are in each.</p> <p></p> <p>Date Completed</p>	<p><u>LCWC</u></p> <p>Complete a Look, Cover, Write, Check on your Spelling List. Remember: Look at the word, Cover it, Write it down and then Check to see if it is correct</p> <p></p> <p>Date Completed</p>	<p><u>TYPING THEM</u></p> <p>Type your words out two times. Make sure you are checking them as you go.</p> <p></p> <p>Date Completed</p>
<p><u>SENTENCES</u></p> <p>Choose 5 of your words and put them into an interesting sentence for each one.</p> <p></p> <p>Date Completed</p>	<p><u>WRITING THEM</u></p> <p>Write your spelling list 2x.</p> <p></p> <p>Date Completed</p>	<p><u>SYNONYMS</u></p> <p>Choose 10 of your words and find a synonym for each of them</p> <p></p> <p>Date Completed</p>
<p><u>DICTIONARY MEANINGS</u></p> <p>Choose 10 of your words and find the dictionary meaning for each of them.</p> <p></p> <p>Date Completed</p>	<p><u>ADULT TEST</u></p> <p>Have an adult test you on your words. Have them ask the word, put it in a sentence and ask it again.</p> <p></p> <p>Date Completed</p>	<p><u>WORKING OUT WORDS</u></p> <p>Group your spelling words into nouns, adjectives, verbs, adverbs etc</p> <p></p> <p>Date Completed</p>
<p><u>WORD SEARCH</u></p> <p>Use the attached word search grid to develop a word search. Have somebody else in your else try and complete it when it is done</p> <p></p> <p>Date Completed</p>	<p><u>WRITE A PARAGRAPH</u></p> <p>Choose some of your spelling words and use them to write an introduction to a Fairy Tale.</p> <p></p> <p>Date Completed</p>	<p><u>WRITE A QUESTION</u></p> <p>Choose some of your spelling words and write a question that your spelling word would be the answer</p> <p></p> <p>Date Completed</p>
<p></p> <p>Date Completed</p>	<p></p> <p>Date Completed</p>	<p></p> <p>Date Completed</p>

English – Activity 1 – Compare

Think about the poem 'End of Term'. Consider the questions below.



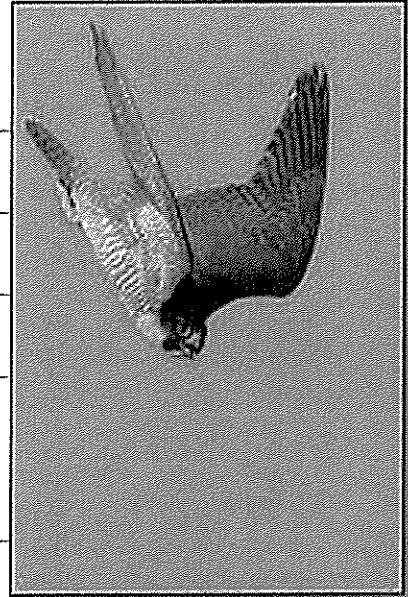
Image by [jplenio](#) from [Pixabay](#)

- What does winter smell like?
- What foods do you associate with winter? What do we eat or drink in winter?
- What does it look like outside in winter?
- What can you do in winter school holidays?
- What can you do at a friend's house in winter?
- What does it feel like in winter?
- What does it sound like in winter?

In your work book write down answers to these questions , use these answers to write a poem. Think about previous lessons on poetry. Can you add rhyming words, personification or similes to add some descriptive elements to your poem?

Amazing Animal Facts 5

The fastest animal in the world is the peregrine falcon which can dive at 360 kilometres per hour. The fastest fish is the cosmopolitan sailfish. It can swim 100 metres in just over 3 seconds. On land the cheetah wins, with the pronghorn antelope a close second.



English – Activity 2 – Connotation, imagery and symbols



Image by [esther1721](#) from [Pixabay](#). artwork above. The artist has gone to great lengths to bring this artwork to life. They've used a range of different techniques such as line, dot, shape and colour. Discuss this artwork with someone in your household. Use the questions below when discussing it.



Thinking critically about this artwork:

What colours can you see? Think about those colours.

Why do you think these colours have been used by the artist?

What symbols can you see? Do you know these symbols?

What do you think these symbols mean or represent? Why has the artist used these circles?

Why do you think there are some smaller circles and larger circles? Why has the artist purposefully used these circles?

What do you think the blue symbolises? The blue makes the artwork stand out, why did the artist make that choice?

Write the number problem in words:

Rewrite the number problem as a sentence problem:

MY NUMBER :
PROBLEM :

$$157 + 45$$

Draw the number problem as a picture:

Solve the problem:
(Please show all working out)

Mental division strategies – divide by 10s, 100s and 1 000s

When we divide by 10 we move the number one place value to the right.

When we divide by 100 we move the number two place values to the right.

When we divide by 1 000 we move the number three place values to the right.

Look what happens to 45 000 when we apply these rules:

Ten Thousands	Thousands	Hundreds	Tens	Units	
4	5	0	0	0	
	4	5	0	0	÷ 10
		4	5	0	÷ 100
			4	5	÷ 1 000

1 Divide the following numbers by 10, 100 and 1 000:

a

TTh	Th	H	T	U	
4	5	0	0	0	
					÷ 10
					÷ 100
					÷ 1 000

b

TTh	Th	H	T	U	
4	3	0	0	0	
					÷ 10
					÷ 100
					÷ 1 000

c

TTh	Th	H	T	U	
8	5	0	0	0	
					÷ 10
					÷ 100
					÷ 1 000

d

TTh	Th	H	T	U	
8	8	0	0	0	
					÷ 10
					÷ 100
					÷ 1 000

2 Draw lines to match the answers with the questions:

a What number is one thousand times smaller than 32 000?

9 500

b What number is one hundred times smaller than 32 000?

88

c What number is one hundred times smaller than 95 000?

950

d What number is ten times smaller than 95 000?

880

e What number is one hundred times smaller than 8 800?

320

f What number is ten times smaller than 8 800?

32

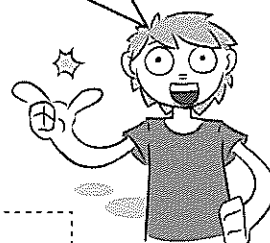
Types of graphs 1 – column graphs

- 4 The after care kids are staging a mutiny. They are over watching the same DVDs and making popcorn every day and want to do something new and exciting on Wednesdays. This table shows the activities they'd prefer.

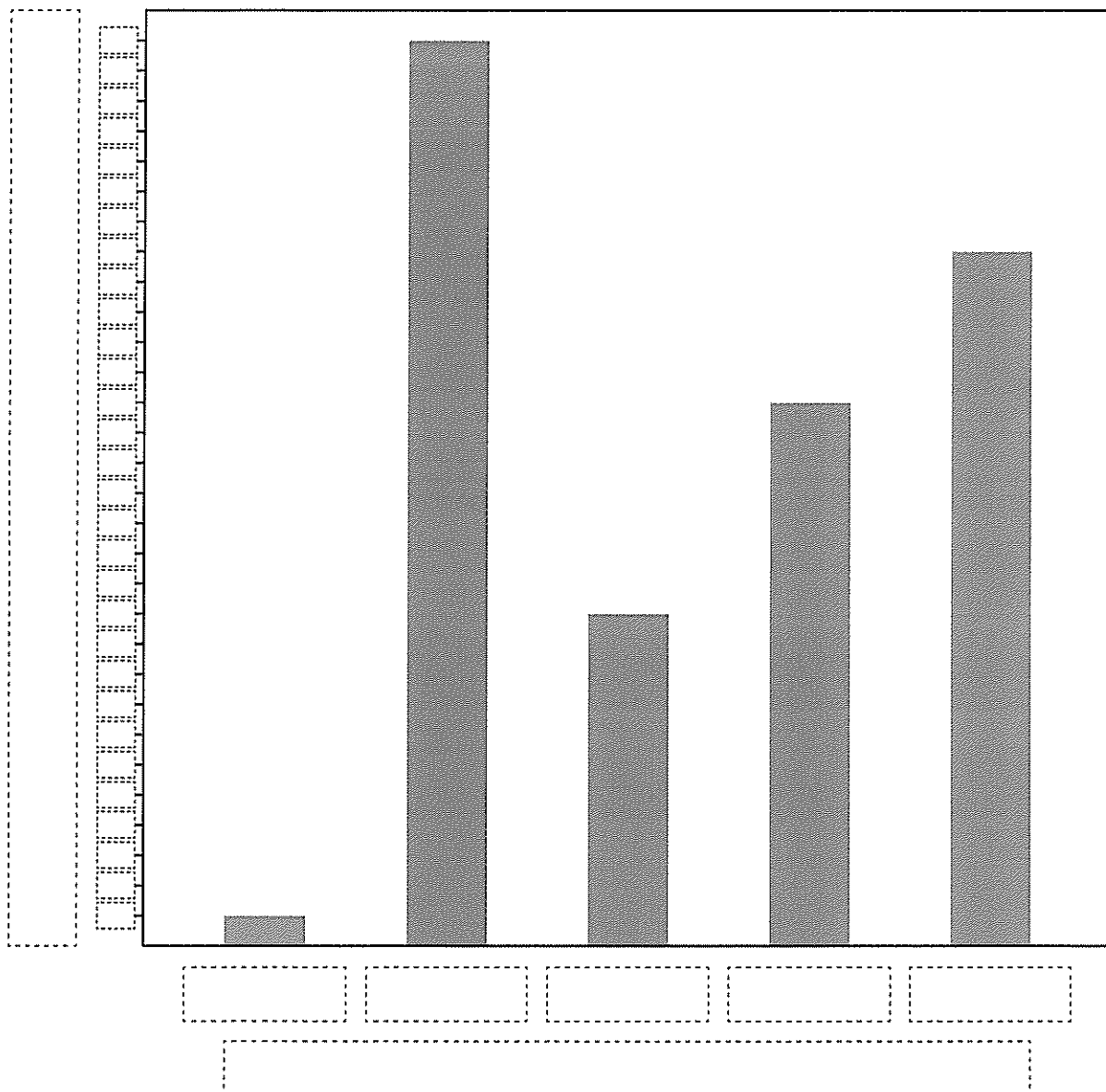
Activity	Number of Students
No change	1
Swimming	30
Art	11
Football	18
Dancing	23

- a Help them present a case to the principal by completing the column graph:

- ☐ Name your graph and both axes
- ☐ Label each column
- ☐ Select and label an appropriate scale

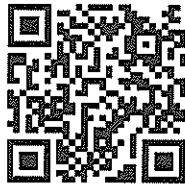


REMEMBER



- b What are some key issues on the graph you'd point out? Work in a small team to come up with a solution. Pretend your teacher or another group is the principal and present your case.

Week 2 Science – How on Earth do plants survive?



Scan the QR code to watch the teaching video on 'How on Earth do plants survive' or read the instructions below.


We are learning about how plants adapt to survive.

Have you wondered why some plants survive in an environment but other plants do not? What helps plants survive in their habitat?

Plants, just like animals, have structures and behaviours that help them to survive. We call them structural adaptations and behavioural adaptations. Adaptation means that they change something about themselves to help them survive in the environment (or place) they live in. Every plant has structural and behavioural adaptations in order to survive.

Structural adaptations are the physical features of the plant. The size and shape of leaves will be different depending on the habitat of the plant. Some plants have spines for protection against being eaten. Many plants use small spikes and hooks on seed casings. The hooks and spikes catch on the fur of a passing animal and help to spread the seeds to new habitats.

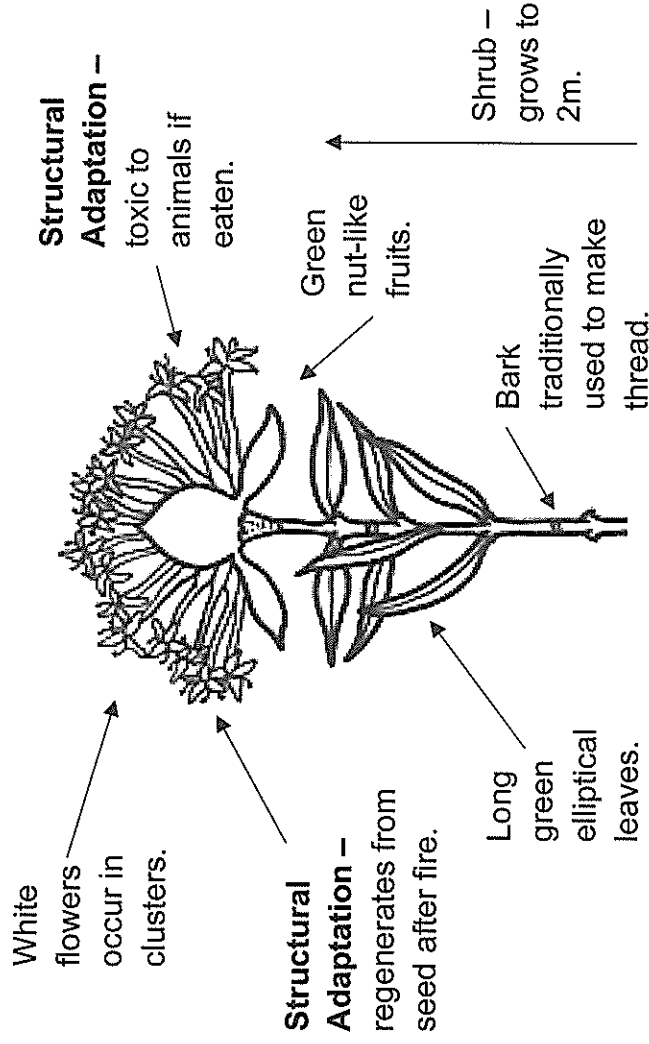
Behavioural adaptations are how the plant grows to increase its chances of survival. For example, some plants grow rapidly to compete for sunlight. Plants may use 'runners' that grab onto other plants for support.


 Take a photo of your booklet or complete the tasks on *Seesaw*.

Activity: Plants living near your home

- Choose a plant you have growing near your home (eg bottlebrush, dandelion, etc). Draw a large detailed colour picture of the plant and write both the common and scientific name.
- Identify 2 adaptations (structural or behavioural) of the plants. You may need to research this. Type: 'How do _____ adapt to their environment' into google. (Put the name of your plant into the blank space). Explain how each adaptation helps the plant to survive.
- Create a labelled diagram. An example has been done for you below.












Pimelea linifolia, commonly known as rice flower.





Happy
Wednesday

5/6H - Green / 5/6M - Yellow	5/6H – Orange / 5/6M - Green	5/6H – Red / 5/6M - Blue
busy	which	anonymous
thought	witch	ridiculous
tomorrow	third	hazardous
famous	enormous	miraculous
nervous	fabulous	notorious
curious	generous	oblivious
delicious	ridiculous	delirious
furious	obvious	gracious
serious	previous	malicious
gorgeous	various	ferocious
glacier	delicious	simultaneous
science	suspicious	efficient

<p><u>SYLLABLE WORDS</u></p> <p>Say each of your words and write how many syllables there are in each.</p> <p> Date Completed</p>	<p>Complete a Look, Cover, Write, Check on your Spelling List. Remember: Look at the word, Cover it, Write it down and then Check to see if it is correct</p> <p> Date Completed</p>	<p><u>LCWC</u></p>	<p><u>TYPING THEM</u></p> <p>Type your words out two times. Make sure you are checking them as you go.</p> <p> Date Completed</p>
<p><u>SENTENCES</u></p> <p>Choose 5 of your words and put them into an interesting sentence for each one.</p> <p> Date Completed</p>	<p><u>WRITING THEM</u></p> <p>Write your spelling list 2x.</p>	<p><u>SYNONYMS</u></p> <p>Choose 10 of your words and find a synonym for each of them</p>	<p><u>WORKING OUT WORDS</u></p> <p>Group your spelling words into nouns, adjectives, verbs, adverbs etc</p> <p> Date Completed</p>
<p><u>DICTIONARY MEANINGS</u></p> <p>Choose 10 of your words and find the dictionary meaning for each of them.</p> <p> Date Completed</p>	<p><u>ADULT TEST</u></p> <p>Have an adult test you on your words. Have them ask the word, put it in a sentence and ask it again.</p> <p> Date Completed</p>	<p><u>WRITE A QUESTION</u></p> <p>Choose some of your spelling words and write a question that your spelling word would be the answer</p>	<p><u>WRITE A QUESTION</u></p> <p>Choose some of your spelling words and write a question that your spelling word would be the answer</p> <p> Date Completed</p>
<p><u>WORD SEARCH</u></p> <p>Use the attached word search grid to develop a word search. Have somebody else in your else try and complete it when it is done</p> <p> Date Completed</p>	<p><u>WRITE A PARAGRAPH</u></p> <p>Choose some of your spelling words and use them to write an introduction to a Fairy Tale.</p> <p> Date Completed</p>	<p><u>WRITE A QUESTION</u></p> <p>Choose some of your spelling words and write a question that your spelling word would be the answer</p>	<p><u>WRITE A QUESTION</u></p> <p>Choose some of your spelling words and write a question that your spelling word would be the answer</p> <p> Date Completed</p>

English – Activity 2 – Poetry and Vocabulary continued

Read the poem 'The Sea' again.

Divide your page into 4 sections and add headings like those shown in the example below.

Write words in each of the sections.



Write two sentences describing what you might see and smell at the sea. Some examples have been added below to get you started.

Example of how to set out your work in your book

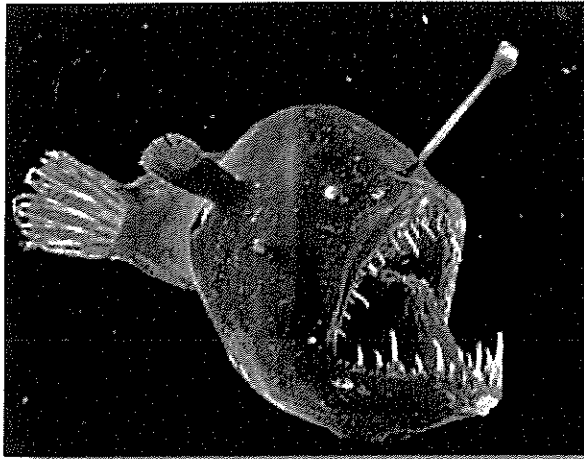
The Sea: See, smell, hear, feel

See:	Smell:
Hear: <ul style="list-style-type: none">• churning	Feel: <ul style="list-style-type: none">• cool waves

Amazing Animal Facts 6

Cursive

There are fish that swim at incredible depths in the ocean. The angler fish and the fang tooth live in




total darkness over 5 kilometres from the surface. The angler fish has emits light from a tube on its head that attracts other fish, so it can eat them!

Example of how to set out your work in your book


Unfamiliar word	
Definition	Drawing
Sentence	Synonyms (words with the same or similar meaning) Antonyms (words with the opposite meaning)

An example of how to complete:



THE SEA
By Paula Stevenson

retreat

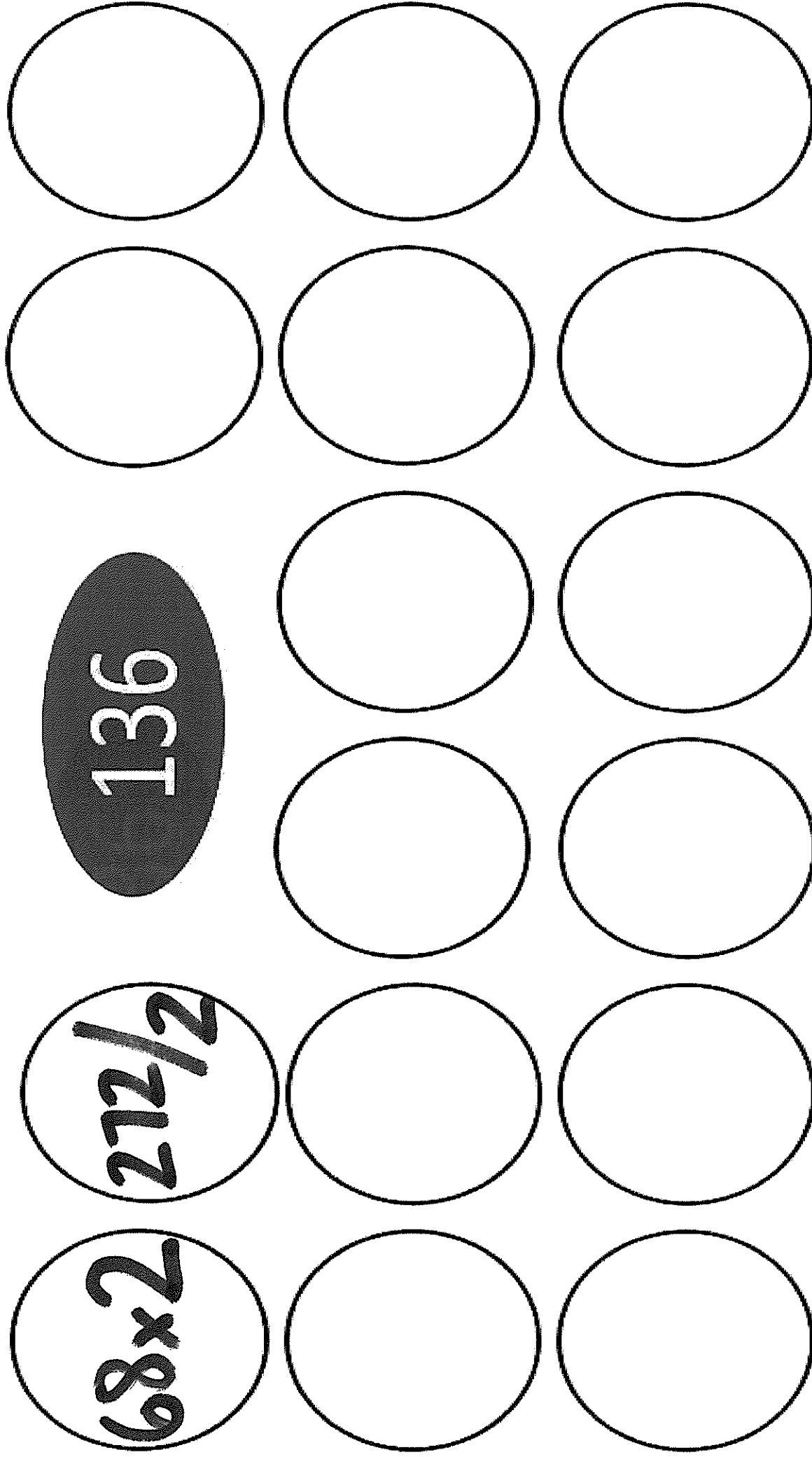
Definition <i>An act of moving back or withdrawing.</i>	Drawings 
Sentence <i>The commander told his army to retreat from the battlefield.</i>	Synonyms or antonyms <i>withdraw, retire, pull back advance, dig in</i>

THE AMAZING RACE

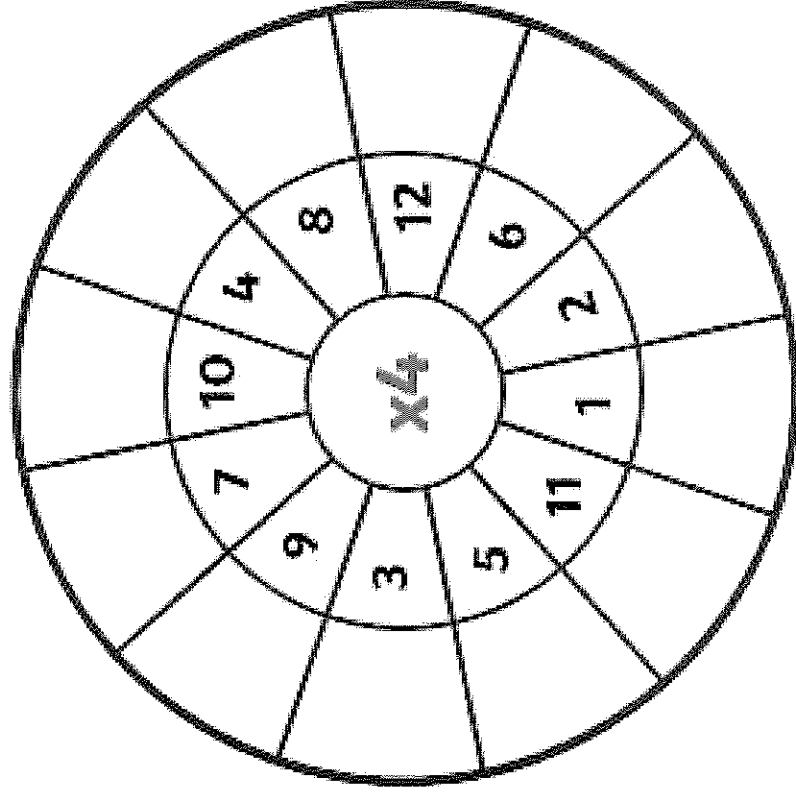
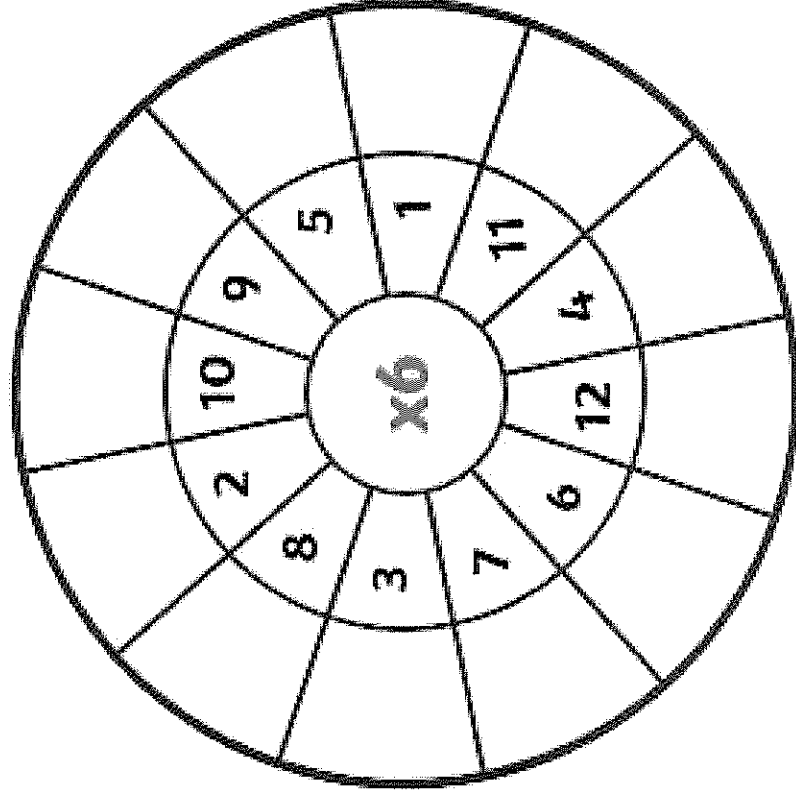
68x2

272/2

136



Practice your times tables by making these multiplication wheels.
Multiply the numbers on the outside by the number in the middle.



Mental division strategies – split strategy

Division problems also become easier if you split the number to be divided into recognisable facts.

Look at the problem $144 \div 9$

Can we divide 144 into 2 multiples of 9?

We can divide it into 54 and 90. These are both easily divided by 9. Then we add the two answers together.

$$\begin{array}{r}
 144 \div 9 \\
 \swarrow \quad \searrow \\
 \begin{array}{r} 90 \\ \hline \div 9 \\ \hline 10 \end{array} \quad \begin{array}{r} 54 \\ \hline \div 9 \\ \hline 6 \end{array} \\
 10 + 6 = 16
 \end{array}$$

1 Use the split strategy to divide these numbers. Use the clues to guide you:

a $112 \div 8$

$$\begin{array}{r}
 80 \quad 32 \\
 \hline \div 8 \quad \div 8
 \end{array}$$

$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

b $85 \div 5$

$$\begin{array}{r}
 50 \quad \quad \\
 \hline \div 5 \quad \div 5
 \end{array}$$

$$\underline{\quad} + \underline{7} = \boxed{\quad}$$

c $78 \div 6$

$$\begin{array}{r}
 \quad \quad 18 \\
 \hline \div 6 \quad \div 6
 \end{array}$$

$$\underline{10} + \underline{\quad} = \boxed{\quad}$$

d $64 \div 4$

$$\begin{array}{r}
 24 \quad \quad \\
 \hline \div 4 \quad \div 4
 \end{array}$$

$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

e $91 \div 7$

$$\begin{array}{r}
 21 \quad \quad \\
 \hline \div 7 \quad \div 7
 \end{array}$$

$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

f $144 \div 8$

$$\begin{array}{r}
 80 \quad 64 \\
 \hline \div 8 \quad \div 8
 \end{array}$$

$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

2 Now try these:

a $90 \div 6$

$$\begin{array}{r}
 60 \div 6 \\
 \swarrow \quad \searrow \\
 30 \div 6
 \end{array} = \boxed{\quad}$$

b $105 \div 7$

$$\begin{array}{r}
 70 \div \quad \\
 \swarrow \quad \searrow \\
 \quad \div \quad
 \end{array} = \boxed{\quad}$$

c $72 \div 4$

$$\begin{array}{r}
 \quad \div \quad \\
 \swarrow \quad \searrow \\
 24 \div \quad
 \end{array} = \boxed{\quad}$$

d $144 \div 8$

$$\begin{array}{r}
 \quad \div \quad \\
 \swarrow \quad \searrow \\
 96 \div \quad
 \end{array} = \boxed{\quad}$$

Hmmm ... $91 \div 7$.
The unit digit helps
me here. What
multiple of 7 ends
in 1? I know, 21.
So that makes the
other number 70!



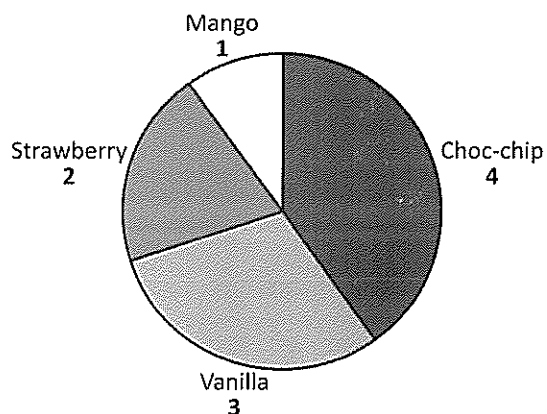
DISCOVER

Types of graphs 2 – pie charts

A pie chart, also known as a sector graph, shows data as parts of a whole. The circle represents the total amount while the segments are the parts. When we compare the parts to the whole, we're looking at proportion. This is often written as a fraction.

This pie chart shows the favourite ice cream flavours of 10 people.

Favourite ice cream flavours of 10 people

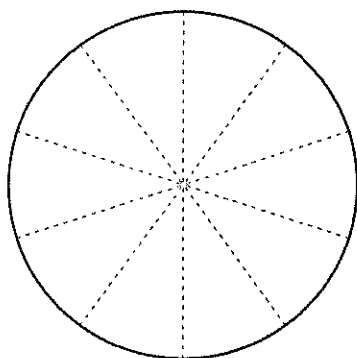


The table below summarises the information displayed on this graph.

Category	Amount	Fraction
Vanilla	3	$\frac{3}{10}$
Strawberry	2	$\frac{2}{10}$
Mango	1	$\frac{1}{10}$
Choc-chip	4	$\frac{4}{10}$
Total	10	$\frac{10}{10}$

- 1 Colour and label this pie chart according to the information in the table:

Favourite colours of 10 people



Category	Amount	Fraction
Red	3	
Blue	2	
Yellow	5	
Total		

- 2 A group of students was surveyed to find out what they spend their pocket money on. This pie chart shows the results. Circle True or False next to each statement.

- a More than half the students surveyed spent their money on a mobile phone.

True / False

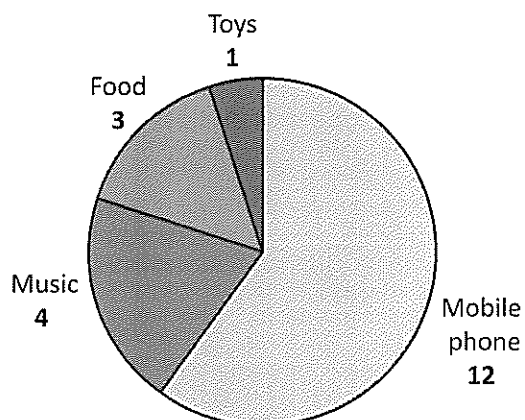
- b $\frac{4}{20}$ surveyed spent their money on food.

True / False

- c 20 students were surveyed in total.

True / False

What do students spend their pocket money on?



Term 4 – Week 2 - 2021 – Stage 3

Drama

Name: _____

'LINE AT A TIME STORY'













<small>DRAMA TRUNK</small> OPENING LINES	<small>Line</small> WHAT'S THAT SMELL?	<small>Line</small> I'LL TELL YOU THE WHOLE STORY...
<small>Line</small> COME QUICKLY, SHE'S AT THE HOSPITAL!	<small>Line</small> IS THAT WHAT I THINK IT IS?	<small>Line</small> THIS ISN'T WHAT I ORDERED!
<small>Line</small> IT WAS LIKE A DREAM	<small>Line</small> IT'S GOING TO EXPLODE!	<small>Line</small> GREAT, IT'S DESERTED.
<small>Line</small> PLEASE LEAVE ME ALONE	<small>Line</small> LOOKS LIKE IT'S BROKEN	<small>Line</small> DID YOU SEE THAT?

- Choose at least one "chosen line" from the examples provided above.
- Create a story/play that incorporates your "chosen line(s)", somewhere within the story.

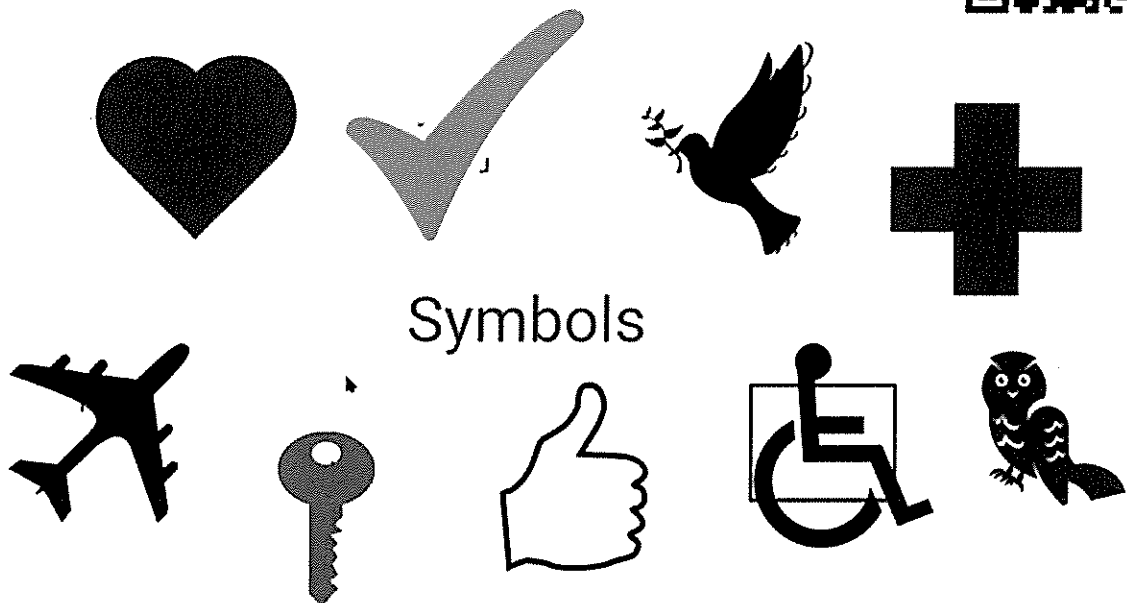
THURSDAY

HEY 😊
TOMORROW
IS FRIDAY!!

5/6H - Green / 5/6M - Yellow	5/6H – Orange / 5/6M - Green	5/6H – Red / 5/6M - Blue
busy	which	anonymous
thought	witch	ridiculous
tomorrow	third	hazardous
famous	enormous	miraculous
nervous	fabulous	notorious
curious	generous	oblivious
delicious	ridiculous	delirious
furious	obvious	gracious
serious	previous	malicious
gorgeous	various	ferocious
glacier	delicious	simultaneous
science	suspicious	efficient

<u>SYLLABLE WORDS</u> Say each of your words and write how many syllables there are in each.  Date Completed	<u>LCWC</u> Complete a Look, Cover, Write, Check on your Spelling List. Remember: Look at the word, Cover it, Write it down and then Check to see if it is correct.  Date Completed	<u>TYPING THEM</u> Type your words out two times. Make sure you are checking them as you go.  Date Completed
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 Date Completed	 Date Completed	? Date Completed

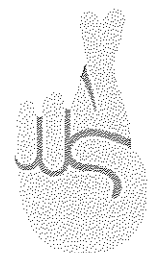
English – Activity 1 – Symbols



Look at the symbols above. Can you identify what each of these may represent or mean? **Write down what you think each symbol means:**

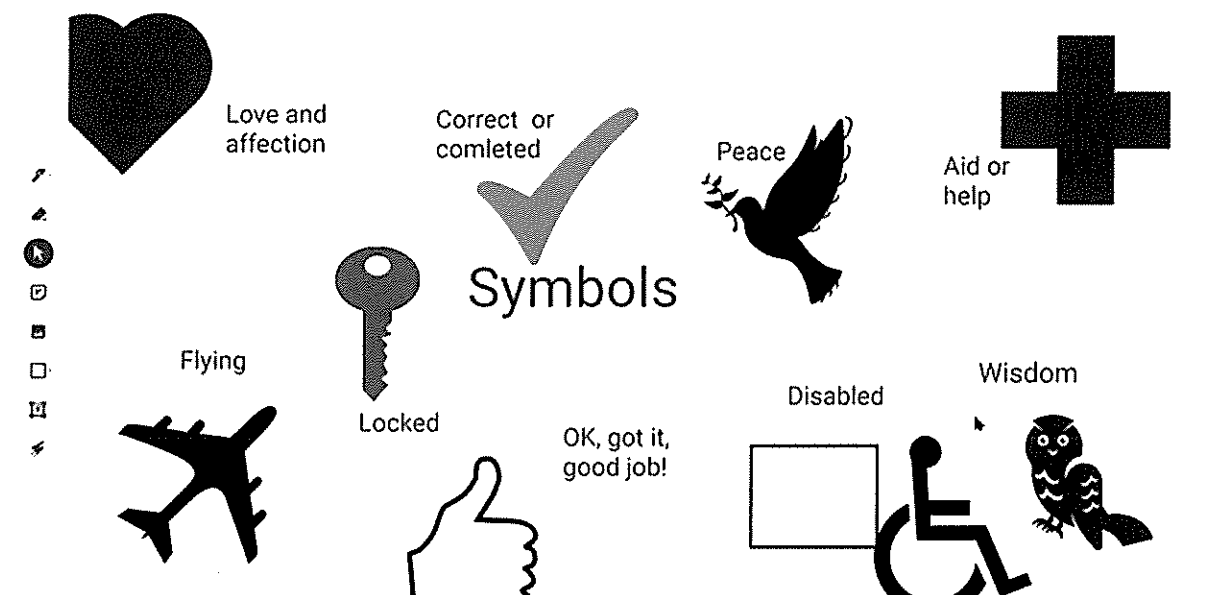
- love heart -
- cross -
- tick -
- dove -
- plane -
- wheelchair -
- thumbs up -
- owl -
- key -

Do most people have the same meaning for these symbols? Did you know that not all cultures or people have the same understanding of some symbols? For example, fingers crossed to some mean hoping for good luck but in American Sign Language fingers crossed is a symbol for the letter R.



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Now have a look at what some of these symbols could mean and compare these to what you thought they meant.



Stage 3 - GLOBAL CONNECTIONS

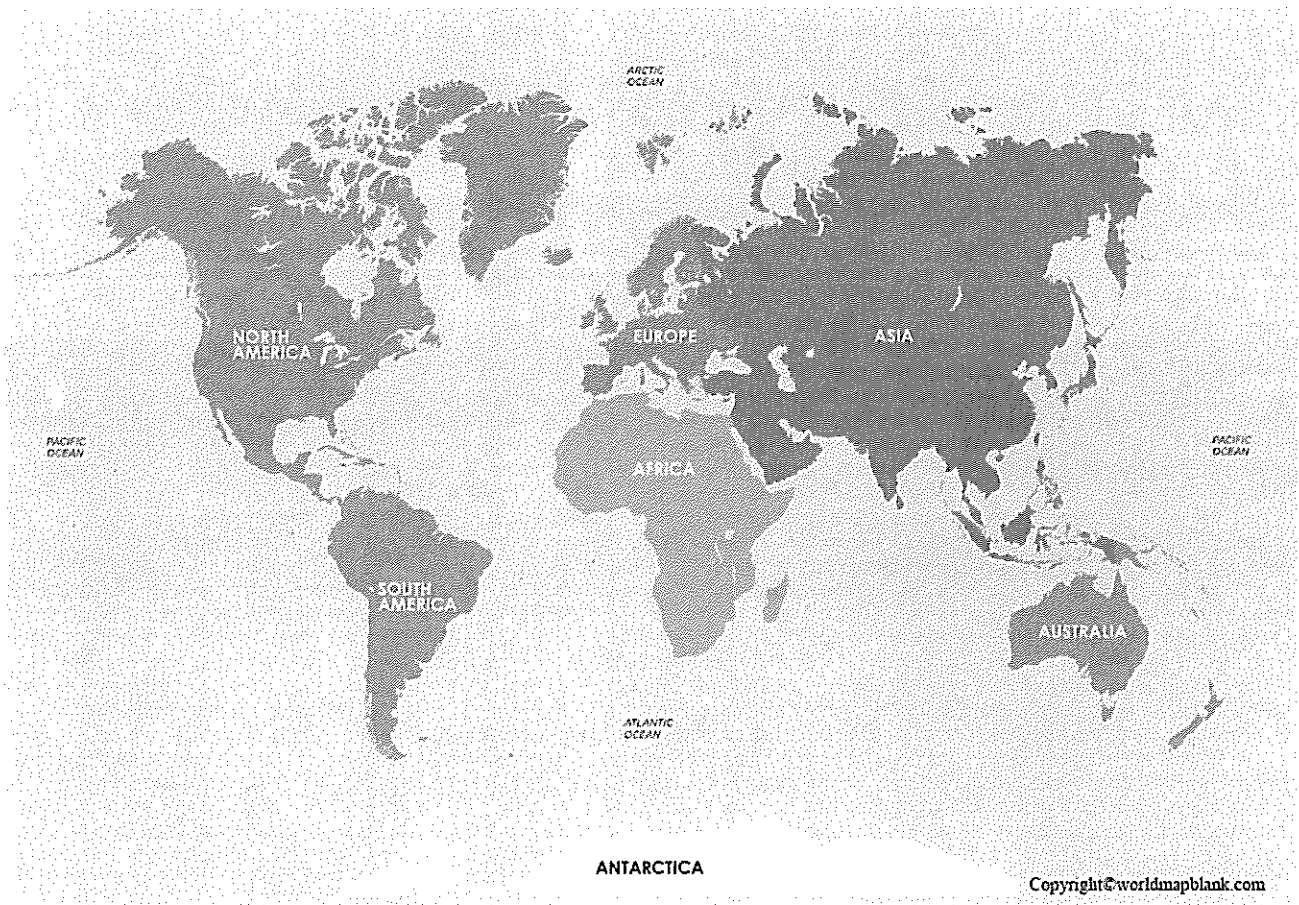
Using Guided Inquiry



Activity 2:

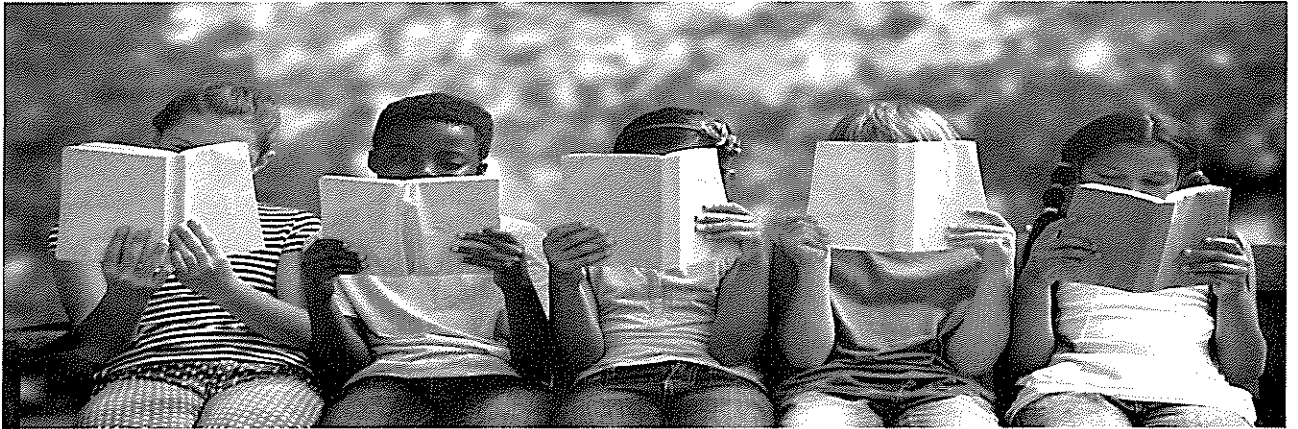
IMMERSE

How is Australia connected to other parts of the world?



Task: On this world map label the countries where items are made (from your home) eg. cars, food, electronic goods, toys, white goods, furniture, clothing, books, DVD's etc. Draw a different line back to your home, Newcastle, from each country. List the items below

English – Activity 2 – Let's read



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Read aloud part of a book, using:

- expression
- purpose
- pitch
- pause

Find a part of a book that you would like to practice reading out loud. Try reading in different voices (a happy voice, a sad voice, a fast voice, a slow voice and maybe even a silly voice). Try reading loudly, quietly and in a whisper. Try short pauses at a comma and long pauses at the end of a line or full stop. Try reading so that what you are reading makes sense. Read it more than once, each time you read it aloud it will sound better.

Expanded form

Number of the Day

3562

Odd or Even

Write in words

Compare

— ○ —

Add the first two digits to the last two digits

Subtract the first two digits from the last two digits

Th	H	T	O

What is

10 more =

10 less =

100 more =

100 less =

1000 more =

1000 less =

Round to nearest 10

Round to nearest 100

Round to nearest 1000

Half of the number is =

Double of the number is =

Mental division strategies – use multiplication facts

Knowing our multiplication facts helps us with division as they do the reverse of each other. They are inverse operations.

$$3 \times 5 = 15$$

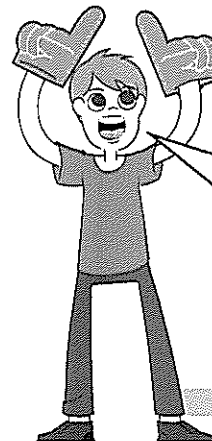
$$15 \div 5 = 3$$

1 Use your knowledge of multiplication facts to help answer these division questions:

- a $56 \div 7 \rightarrow \underline{8} \times 7 = 56 \rightarrow 56 \div 7 = \boxed{}$
- b $121 \div 11 \rightarrow \underline{} \times 11 = 121 \rightarrow 121 \div 11 = \boxed{}$
- c $72 \div 8 \rightarrow \underline{} \times 8 = 72 \rightarrow 72 \div 8 = \boxed{}$
- d $49 \div 7 \rightarrow \underline{} \times 7 = 49 \rightarrow 49 \div 7 = \boxed{}$
- e $36 \div 9 \rightarrow \underline{} \times 9 = 36 \rightarrow 36 \div 9 = \boxed{}$
- f $64 \div 8 \rightarrow \underline{} \times 8 = 64 \rightarrow 64 \div 8 = \boxed{}$
- g $108 \div 12 \rightarrow \underline{} \times 12 = 108 \rightarrow 108 \div 12 = \boxed{}$

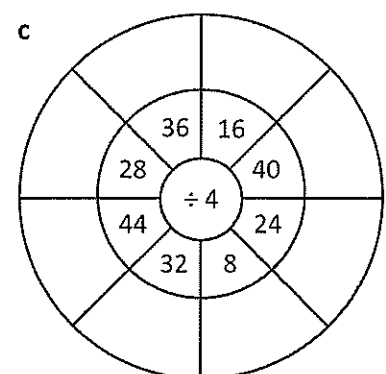
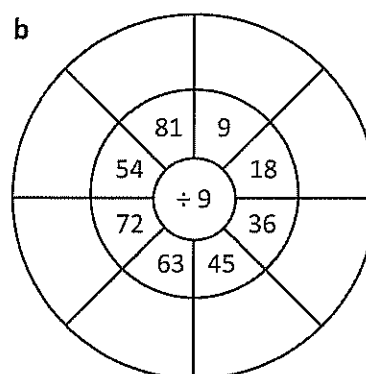
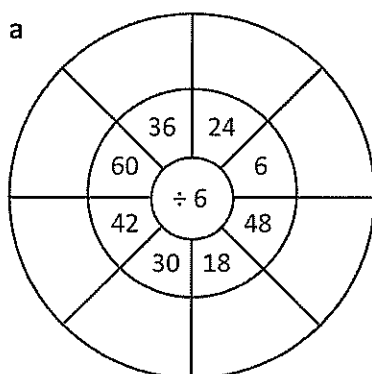
2 Now try these:

- a $81 \div 9 = \boxed{}$
- b $40 \div 5 = \boxed{}$
- c $21 \div 3 = \boxed{}$
- d $54 \div 6 = \boxed{}$
- e $42 \div 7 = \boxed{}$
- f $63 \div 9 = \boxed{}$
- g $36 \div 4 = \boxed{}$
- h $45 \div 9 = \boxed{}$
- i $39 \div 3 = \boxed{}$
- j $24 \div 6 = \boxed{}$



Doing maths without knowing your multiplication facts is hard. Learning them makes your life much easier. It's worth persevering to conquer them!

3 Fill in the division wheels. Use multiplication facts to help you.



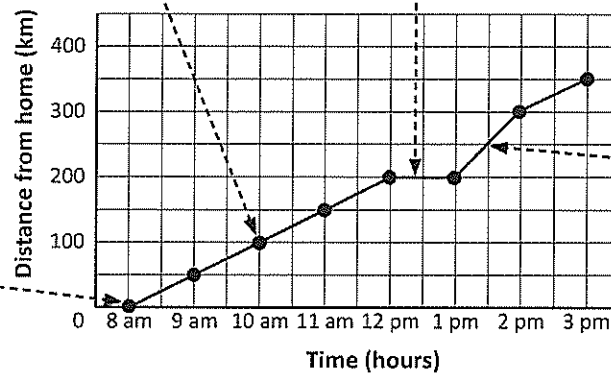
Types of graphs 3 – travel graphs

A travel graph is a type of line graph that shows the distance travelled and the time taken to travel that distance. We can tell a lot about a journey just by the shape of a line.

Between 8 am and 12 pm, it travels 200 km. This is 50 km per hour.

Here we see the car stops for one hour. We know this because it stays at 200 km from home between 12 pm and 1 pm. This tells us it's not moving.

Journey of a Car



This car leaves home at 8 am for a holiday.

Between 1 pm and 2 pm, the car travels at 100 km per hour.

1 This travel graph shows the journey of the Henderson family on a driving holiday.

a What time did they leave home?

b How long was their first rest stop?

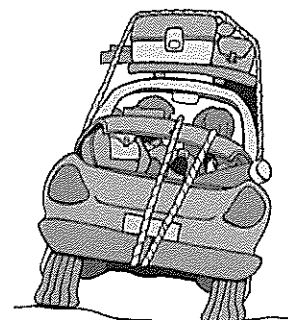
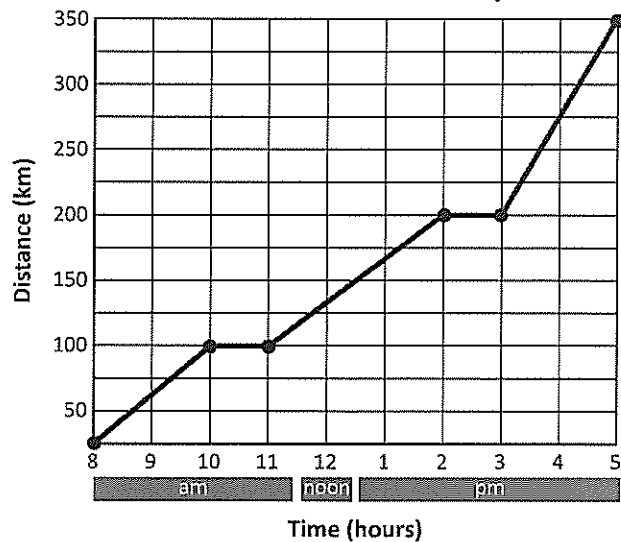
c How far had they travelled by 10 am?

d At what speed were they travelling between 3 pm and 5 pm?

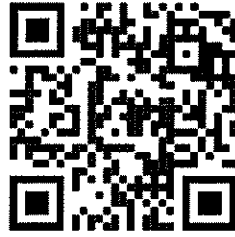
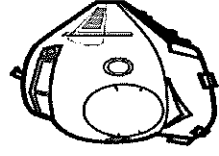
e What could they have been doing at 2.30 pm?

f How long was the journey, excluding rest stops?

The Henderson Holiday



Week 2 Geography – Transportation in Japan



Use the QR code to watch 'The Shinkansen Story' or read the information below.

In 1945, at the end of World War Two, large parts of Japan were in ruins because of bombing by

American aircraft. Over the next 20 years the country quickly rebuilt itself with millions of new homes, factories, and other buildings. Much of the growing population lived in an area known as the Taiheiyō Belt – a narrow strip of flat land between the cities of Tokyo and Osaka. Older train lines took a long time to travel between these cities so in the 1950s it was decided to build a high-speed rail line between them which would be called the Shinkansen, meaning "new line". However, the system has become better known as the "Bullet Train".

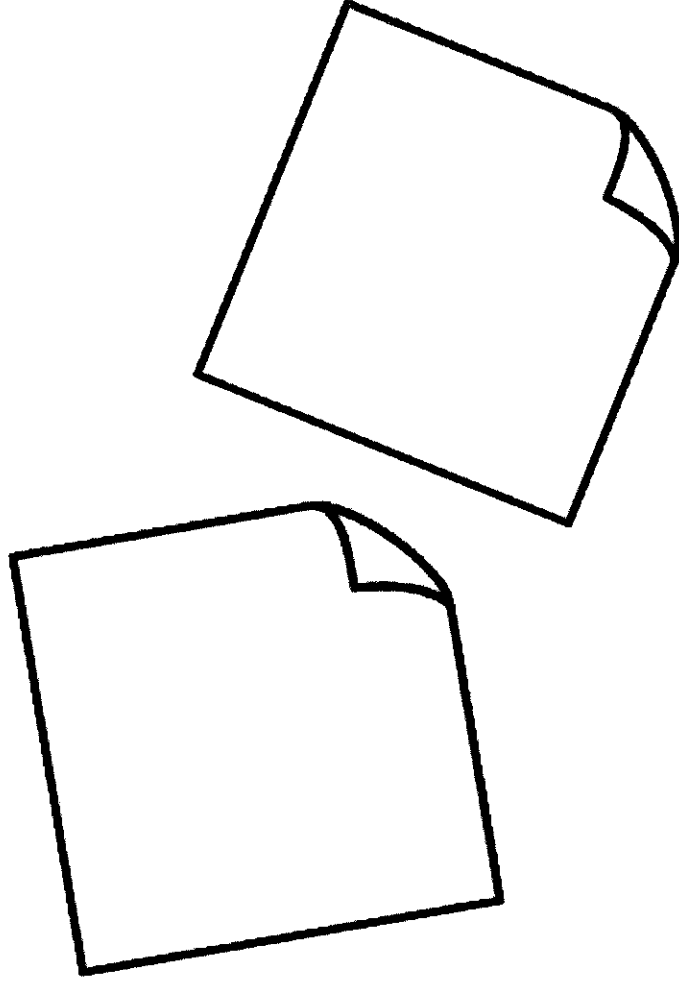
The first of the Bullet Train lines was opened in 1964, just in time for the Tokyo Olympics. At once, the new trains cut the time to travel between Tokyo and Osaka from six to three hours as they could travel at almost 140 miles per hour. The Shinkansen was an instant hit with passengers, especially businessmen, as it was cheaper and more reliable than plane flights. By 1967 more than 100 million people had used the Bullet Train. The success of the system led to its expansion to the west and east. By the year 2000 there was over 1,700 miles of track stretching from the island of Kyushu in the south to the very north of the main island of Hokkaido.


The Shinkansen has become famous for its high speeds with the fastest trains able to reach up to 200 mph. They can do this because the trains only travel on special lines which have been built to avoid sharp turns.

In areas where there are hills and mountains, special tunnels have been dug and bridges built to keep the trains level and straight. The Shinkansen is also famous for its safety record with no major crashes and no deaths in over 50 years of operation. The trains are also very reliable with an average delay in leaving and arriving of just 24 seconds.

In the future, Japan has plans to introduce new Maglev trains which do not run on wheels but instead float above a track. Because of this, Maglev trains can reach speeds of up to 600 km/ph! WOW!

What stuck? Write down a few notes about what you have learnt about the Shinkansen bullet trains and train lines in Japan.















 Take a photo of your booklet or complete the tasks on *Seesaw*.



HAPPY
FRIDAY

5/6H - Green / 5/6M - Yellow	5/6H – Orange / 5/6M - Green	5/6H – Red / 5/6M - Blue
busy	which	anonymous
thought	witch	ridiculous
tomorrow	third	hazardous
famous	enormous	miraculous
nervous	fabulous	notorious
curious	generous	oblivious
delicious	ridiculous	delirious
furious	obvious	gracious
serious	previous	malicious
gorgeous	various	ferocious
glacier	delicious	simultaneous
science	suspicious	efficient

<u>SYLLABLE WORDS</u> Say each of your words and write how many syllables there are in each.	<u>LCWC</u> Complete a Look, Cover, Write, Check on your Spelling List. Remember: Look at the word, Cover it, Write it down and then Check to see if it is correct.	<u>TYPING THEM</u> Type your words out two times. Make sure you are checking them as you go.
 Date Completed	 Date Completed	 Date Completed
<u>SENTENCES</u> Choose 5 of your words and put them into an interesting sentence for each one.	<u>WRITING THEM</u> Write your spelling list 2x.	<u>SYNONYMS</u> Choose 10 of your words and find a synonym for each of them.
 Date Completed	 Date Completed	 Date Completed
<u>DICTIONARY MEANINGS</u> Choose 10 of your words and find the dictionary meaning for each of them.	<u>ADULT TEST</u> Have an adult test you on your words. Have them ask the word, put it in a sentence and ask it again.	<u>WORKING OUT WORDS</u> Group your spelling words into nouns, adjectives, verbs, adverbs etc.
 Date Completed	 Date Completed	 Date Completed
<u>WORD SEARCH</u> Use the attached word search grid to develop a word search. Have somebody else in your else try and complete it when it is done.	<u>WRITE A PARAGRAPH</u> Choose some of your spelling words and use them to write an introduction to a Fairy Tale.	<u>WRITE A QUESTION</u> Choose some of your spelling words and write a question that your spelling word would be the answer.
 Date Completed	 Date Completed	 Date Completed

English – Activity 1 – Creating examples of personification



Photo by Gary Saldana on Unsplash.com

Now that you know what personification is, create your own examples of personification using the image of the volcano above. Look closely, think about

- What vocabulary you would use to describe the volcano?
- What would you hear? See? Taste? Smell? Touch?
- If you were really close to this what would you be seeing?
- If you were far away what would you be seeing?



Put your ideas down on a piece of paper or use activity sheet 1 – volcano brainstorm, to get as much vocabulary down as you can. You might like to do a search on the internet to help you.

Use some of the words from your brainstorm to create your own personification. Let's use the word magma and the word scratch as an example. Imagine the hot magma holding onto the rocks as it slides down. So the sentence might read:

The magma **scratched** the rocks .



Noun



human characteristic - scratched

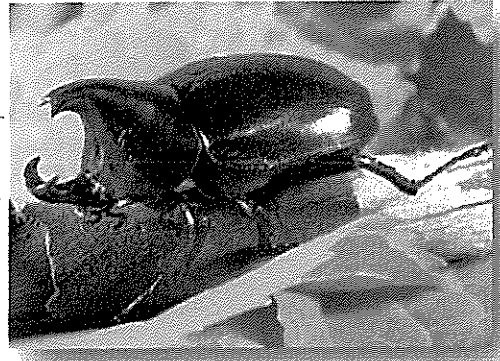
How can we challenge ourselves and add more detail to our description? Read what has been added to the example to give more detail:

The magma **scratched** the rocks as she somersaulted towards the water.

Notice that the word 'she' gives the magma a gender, which is a human characteristic. Then more detail has been added the adverbial, as she somersaulted towards the water.

Amazing Animal Facts 7

Ants are amazing weight lifters. They can carry over 1 times their own body weight! An elephant can lift a car with its trunk, but the most astonishing animal lifter is the rhinoceros beetle, which can carry over 850 times its weight! That would be like you lifting a full sized army tank!



English – Activity 2 – Personification match up

Authors use personification to allow readers to visualise and become a part of the description. Readers need to use their imagination to try to match a human characteristic with a noun. Can you imagine branches scratching or the sun slapping your skin when you have had too much sun?



NSW Department of Education

You do: Personification match-up

tiptoed	coffee machine
cried	sand
danced	storm clouds



Activity sheet 3: Personification match-up

Learning intention:
To learn to create examples of personification.

To be successful you:

- read the examples.
- consider what matches make sense.
- apply the human characteristic to the noun.

Your turn:

Human characteristic	Noun
marched	clouds
stomped	tree branches
tiptoed	waves
cried	soil
laughed	high chair
punched	computer
piggled	console
slapped	coffee machine
held	tree roots
embraced	sand
growled	desert
smiled	forest
scratched	water
pinched	storm clouds
licked	lightening
danced	thunder
twirled	glass window
pirouetted	front door
skated	mushroom
frowned	grass



In the sample above imagine a coffee machine dancing, picture this happening as the coffee is pouring out of the nozzle. The sentence might read: The coffee machine danced in the kitchen as it dripped coffee into the glass.

Use activity sheet 3 – personification match up or refer to the image above and draw some connections that you can make with arrows. You might find some connections are not as easy to make as others. Circle or highlight your favourite match.

Once you have circled your favourite match, try to create a sentence that will be an example of personification you could store away and use at a later time. Here is another example of personification:

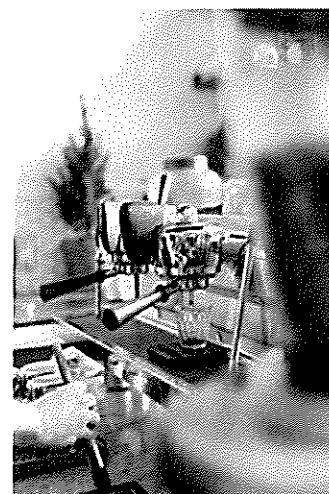


Photo by Tyler Nix on Unsplash.com

We do: personification sentence

tiptoed	coffee machine
cried	sand
danced	storm clouds

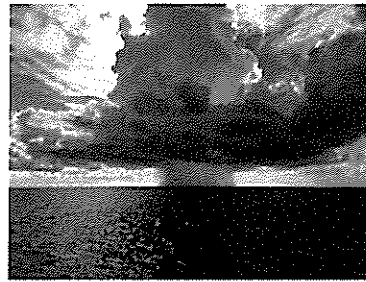


Photo by Brian Cook on Unsplash.com

Finish these:
The storm clouds...
The tears poured...
Feeling despondent, the clouds...



The match is 'clouds' and 'crying'. The clouds and water go together, it makes it easy to visualise the water already in the clouds before coming back to the Earth's surface. Use the three sentence starters above and finish the sentences. The third sentence starter has a more complex word choice 'despondent'. Use your dictionary to look up the meaning before using it in a sentence.

Make your sentences interesting, to engage the reader. If you want to challenge yourself, do the same with the final pair of words 'tiptoed' and 'sand'. Remember it is the sand that is doing the tiptoeing.

When you have finished see the examples below:

We do: personification sentence

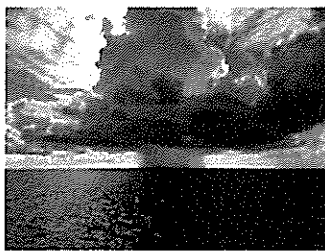


Photo by Brian Cook on Unsplash.com

The storm clouds cried as they drifted away from the beach.

The tears poured from the storm cloud as it missed its friends.

Feeling despondent, the storm clouds cried his last tears into the endless water.



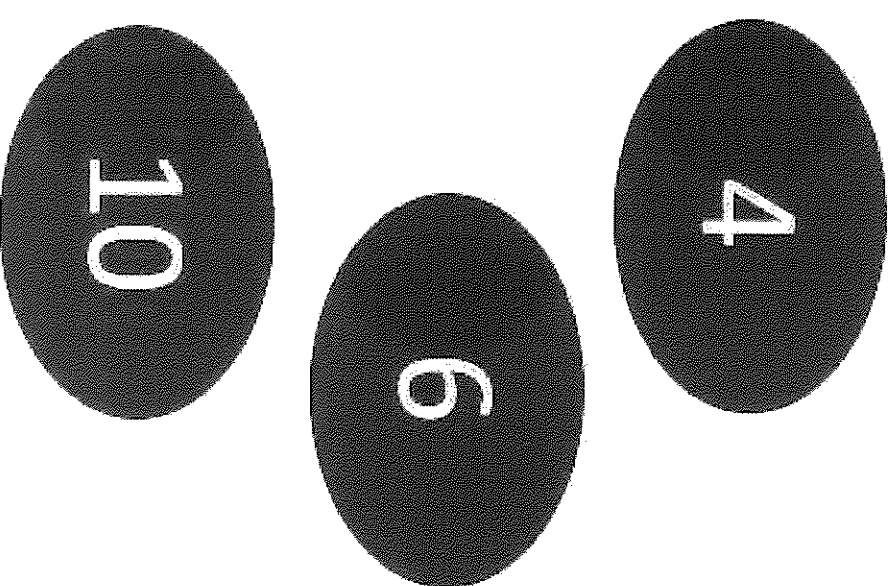
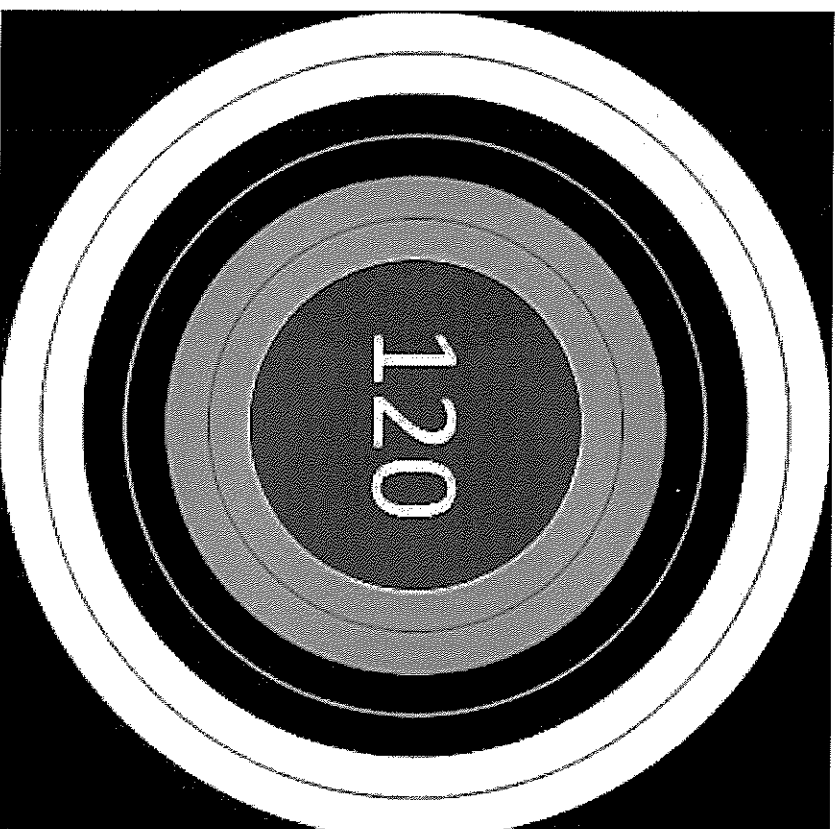
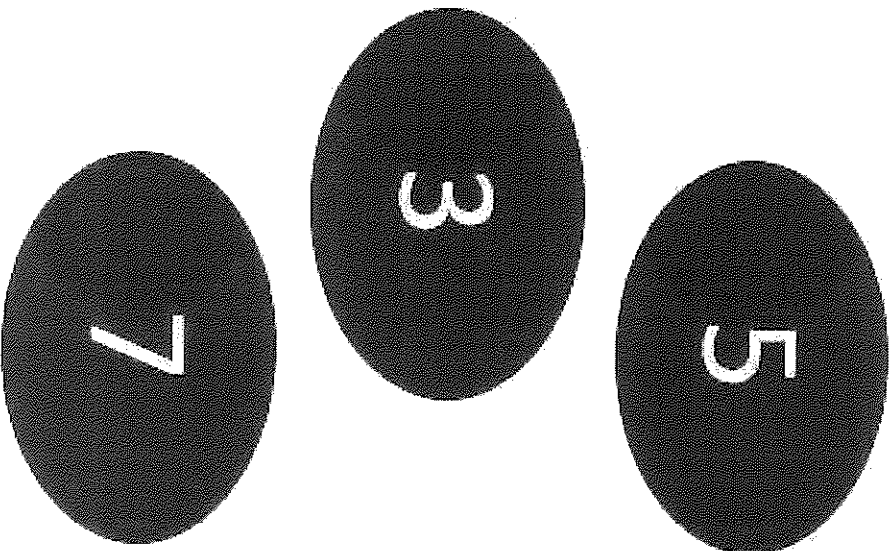
Use as many of the numbers as you can in the ovals to get the answer to 120

For example: $(5 + 4) \times 10 + 6 + (3 \times 7) = 9 \times 10 + 6 + 21$

$= 90 + 6 + 21$

$= 117$

TARGET PRACTICE



Written methods – contracted multiplication

	H	T	U
	¹ 1	¹ 5	6
x			3
	4	6	8

Contracted multiplication is one way to solve a multiplication problem.

First we use our mental strategies to estimate an easier problem:

$3 \times 150 = 450$. The answer will be around 450.

We start with the units. 3×6 is 18 units. We rename this as 1 ten and 8 units.

We put 8 in the units column and carry the 1 to the tens column.

3×5 plus the carried 1 is 16 tens. We rename this as 1 hundred and 6 tens.

We put 6 in the tens column and carry the 1 to the hundreds column.

3×1 plus the carried 1 is 4 hundreds. We put 4 in the hundreds column.

1 Solve these problems using contracted multiplication. Estimate first:

e:

a

	H	T	U
	3	2	7
x			3

b

	H	T	U
	2	4	7
x			4

c

	H	T	U
	1	5	4
x			5

d

	H	T	U
	3	1	5
x			3

e

	H	T	U
	2	8	6
x			2

f

	H	T	U
	1	9	4
x			5

2 Solve these word problems. Show how you worked them out:

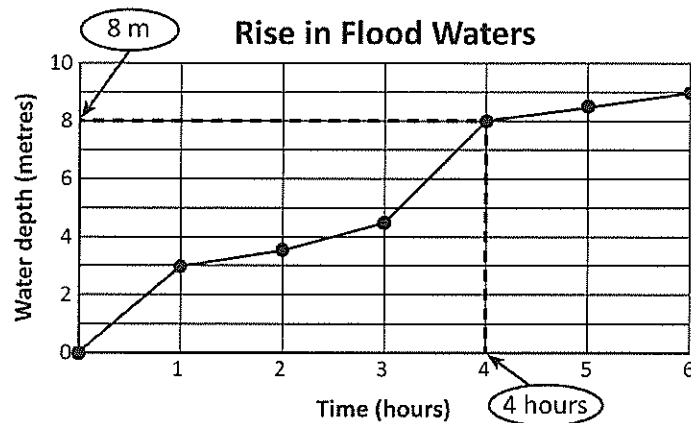
- a Dan's dad has resorted to bribery to counteract Dan's PlayStation addiction. For every evening, Dan spends away from the PlayStation, his dad pays him \$3. So far, Dan has racked up an impressive 27 nights (though he looks like breaking any day now). How much money does this equate to?

- b Dan's mum thinks she might get in on the action too and pays Dan \$4 for every week that he puts his dishes in the dishwasher and his dirty clothes in the basket. Dan is less keen on this plan but does manage 33 weeks in 1 year. How much has he made out of this scheme?

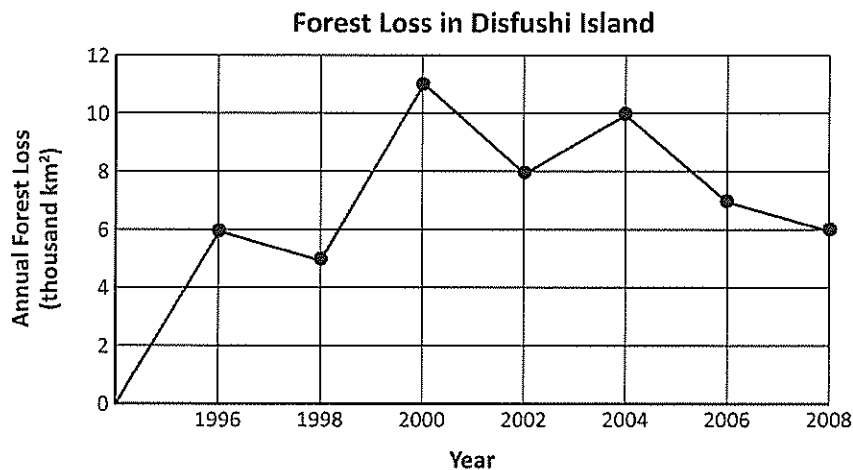
Types of graphs 3 – reading line graphs

Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:

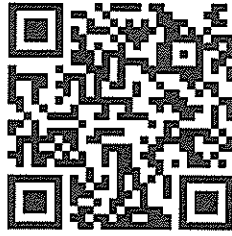


1 Look carefully at this line graph and answer the questions:



- a How many square kilometres of forest was lost in 1996?
- b How many square kilometres of forest was lost in 2000?
- c In which year were 7 000 square kilometres of forest lost?
- d How much more forest was lost in 2000 than in 2008?
- e Use the graph to estimate the forest loss in 1999.
- f Use the graph to estimate the forest loss in 2003.

Week 2 PDHPE Activity – Being Active at Home



Scan the QR code to watch the teaching video on 'Being Active at Home' or read the instructions below.

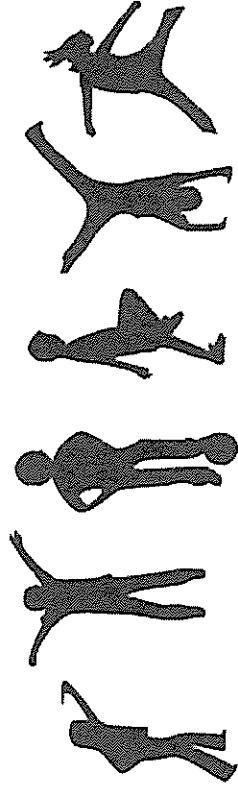
Today we are learning about the different ways to be active at home and how we can be more active at home.

What does being active mean?

The word active means moving your body. Being active can include actively playing with your family and friends, playing sport or other exercise. Examples include jumping, kicking, riding a bike, running, wheelchair basketball and playing tag.

What are different ways to be active at home?

You can be active both inside and outside of your home. Using the A-Z template, write a way to be active at home next to each letter. For example, a way to be active starting with A is aerobics, a way to be active starting with B could be bowling. Write whether the activity is an inside activity or an outside activity. For example, dancing and yoga could be both an inside and outside activity.



Activity:

Create a 2 minute being active video that your class could use to be more active at home. Before you start: decide if your being active video will be using inside or outside activities.

- Plan the different activities you will have in your video.
You could use some ideas from the A-Z active alphabet.
- Record or list how many times to perform each activity. The video needs to go for 2 minutes.
- Practise your activities. You may decide to make changes to the order.
- Present your video: choose 1 option

Option 1: Record yourself performing the activities

Option 2: Make a slideshow with pictures of the activities and record your voice giving the instructions

Option 3: Write an instruction sheet with the order of the activities. Don't forget to draw pictures of each activity.

Follow your video each day to "be active". You could ask someone in your family to do it with you too!!



Upload your video to Seesaw

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
M _____
N _____
O _____

P _____
Q _____
R _____
S _____
T _____
U _____
V _____
X _____
Y _____
Z _____

