Learning from Home

Package: 1
Stage 3
Year 5 & 6

Term 3 Week 1 2021

6B Class Catch Up and Check In Meetings

ZOOM INFORMATION FOR TERM 3 20215

Dear Parents and Carers,

During Week 1 of Term 3, classroom teachers will offer students catch up and check in meetings via video conferencing using Zoom. The class catch up and check in will provide a teacher-directed opportunity for students to see their teacher and chat informally with one another. They will discuss, review and participate in activities and receive feedback as they learn from home. Students may use a computer, laptop or iPad to join the meetings.

The video conference room is like a classroom, and the same school behaviour and discipline policies apply to this environment. Students need to access Zoom via https://nsweducation.zoom.us/ and are required to use their DoE student portal login to gain access. Please note: Students in Years 4-6 should be aware of their own DoE portal login details. A reminder of the DoE portal login details for K-3 students is included on each child's Learning from Home Package. If there are any issues, please email your child's teacher.

The Zoom meeting ID and passwords are:

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	697 3670 2871	659 9493 8386	6B930AM	6B1215PM

While access to the Zoom class will be for students, parents and carers are encouraged to be in physical proximity.

Each class will have a Zoom meeting in the morning and another, with different content, in the afternoon. Each session will be approximately 30-45 minutes as indicated. Students are expected to attend both the morning and afternoon session each day.

TUESDAY 13 JULY, WEDNESDAY 14 JULY, THURSDAY 15 JULY and FRIDAY 16 JULY:

Time   Class

9.30am KK & KW & 5T & 6B

10.30am   1F & 1W & 2M & 2R

11.30am   3R & 3H & 4H

12.15pm   KK & KW & 5T & 6B

1.30pm 1F & 1W & 2M & 2R

2.15pm 3R & 3H & 4H

Our protocols for using Zoom have been written in the interest of privacy, safety and well-structured online learning environments. The protocols, explained below, outline the responsibilities for parents and carers, our students and our teachers when using Zoom. The protocols align with our current technology agreement.

By having your child log into a Zoom class, you and your child acknowledge these protocols and agree to participate in video conferencing adhering to these guidelines.

Protocols for using Zoom

Zoom sessions delivered by teachers cannot be recorded or reproduced in any way.

Parents and Carers:

• Support student access to a Zoom class and be in physical proximity while the meeting occurs.

• Support student participation in a quiet space and have a distraction free background behind them or blurred Zoom background.

• Assist with the checking of a student's computer camera and speakers in advance of the meeting.

• Understand the student protocols below and support your child/ren with these.

Students:

• Ensure you speak and participate in a positive, respectful way, by turn taking and listening to others

• Do not enter the online room without a teacher present.

• Be ready to access the Zoom class on time.

• Check your computer camera and speakers in advance of the meeting.

• Make sure you have a distraction free background or blur your Zoom background.

• When you're using your name in Zoom, only use your correct first name and the initial of your surname.

• Don't invite anyone else into your Zoom class meeting.

• Ensure you are wearing appropriate clothing when participating in a Zoom class meeting.

Teachers / Turramurra North Public School:

• Provide students with a Zoom meeting time, meeting ID and password in advance.

• Only conduct whole class or small group meetings. One-on-one catch up meetings will not be held with students or parents/carers.

• Remove and/or mute participants as deemed necessary.

• Never allow students into or be left in a Zoom room without supervision.

Please read the instructions below and download Zoom in preparation for your child's class meetings.

Please contact the school on 9144 4107 if you need to arrange the loan of additional devices.

Kind regards,

K-6 Teachers   Michelle Verhagen

Turramurra North Public School   Principal

Please note: If you are downloading the mobile app, you need to install Zoom Cloud Meetings.

Websites for Learning

- TNPS school website: https://turramurrn-p.schools.nsw.gov.au where our learning From Home Packages are located.
- Department of Education *Learning from Home*:
  https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home

Should you need to contact your child's teacher please use the following emails:

5T Oliver Tilling   oliver.tilling1@det.nsw.edu.au

6B Justine Beavis   justine.beavis@det.nsw.edu.au

ENGLISH

- https://education.abc.net.au/home#!/home- 4000+ videos, games and resources mapped to the curriculum.
- ABC Education https://education.abc.net.au/home#!/games - interactive activities and games.
- Behind The News https://www.abc.net.au/btn/ - Explores news using the current language, music and popular culture of youths. The programme explains the basic concepts that underpin the issues and events, while also providing background information.
- The School Magazine https://theschoolmagazine.com.au/explore - A collection of plays, poems, stories and comics.
- Storyline Online https://www.storylineonline.net/ - videos featuring celebrated actors reading children's books alongside illustrations.
- https://www.literacyshed.com - offers a range of free reading materials.

MATHEMATICS

- Mathletics https://www.mathletics.com/au/
- Maths daily starter of the day problem solving question www.transum.org/Software/SW/Starter_of_the_day/
- Mathematics activities for K-10 https://nrich.maths.org/ with a focus on developing mathematical thinking and problem solving skills
- Red Dragonfly Mathematics Challenge
  https://schoolsequella.det.nsw.edu.au/file/20a29ac1-c6f3-4ca3-84b1-2d8488a4cbcd/1/reddragonfly.zip/index.html
  for Years 5 and 6. Provides a range of challenges to be solved in five to ten minutes that develop mathematical reasoning.
- Prodigy Maths online game tailored to student's ability https://www.prodigygame.com/main-en/

SCIENCE AND TECHNOLOGY

- Coding Activities for Kids https://scratch.mit.edu/
- Follow on from ScopeIT coding lessons https://studio.code.org/courses
- ABC Splash Science https://education.abc.net.au/home#!/resources/-/science Features short videos that provide information with question prompts to guide discussion or lead to further research topics.
- NASA Kids Club https://www.nasa.gov/kidsclub/index.html
- Space Facts for Kids https://www.planetsforkids.org/other/cool-space-facts.html

HSIE – HISTORY AND GEOGRAPHY

- National Geographic Kids https://www.natgeokids.com/au/category/kids-club/
- Wonderopolis - Answers your questions .https://wonderopolis.org/
- Learn about the world https://www.3dgeography.co.uk/
- Travel without leaving your house https://www.kids-world-travel-guide.com/

CREATIVE ARTS

- Dance exploration https://www.gonoodle.com/
- Drama Activities for K-3 www.teachstarter.com/au/blog/drama-games-lesson-ideas-activities-for-kids-k-3/ and Grades 4-7 https://www.teachstarter.com/au/blog/drama-games-for-kids-years-4-7/
- Online Art lessons www.artforkidshub.com/   Online activities and games www.artsology.com/games.php

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- Road Safety Education https://www.safetytown.com.au/ - interactive activities to teach road safety
- Health Activities and articles https://kidshealth.org/en/kids/
- PE workouts to do at home https://darebee.com/workouts.html
- Yoga for Kids https://cosmickids.com/

Week 1 Term 3 – Learning from Home Stage 3 Year 5 and 6

You may need help from a parent/carer and possibly resources from your teacher.

One activity has been selected for feedback. This is in yellow on the timetable. To receive feedback on this activity please upload it to Google Classroom by the end of the day.

	Tuesday	Wednesday	Thursday	Friday
Morning	English Spelling 9.30am ZOOM Reading Writing	English Spelling 9.30am ZOOM Reading Writing	English Spelling 9.30am ZOOM Reading Writing	English Spelling 9.30am ZOOM Reading Writing
Break	Break	Break	Break	Break
Middle	Mathematics Minute Maths 12.15pm ZOOM Number Geometry	Mathematics Minute Maths 12.15pm ZOOM Number Geometry	Mathematics Minute Maths 12.15pm ZOOM Number Geometry	Mathematics Problem Solving 12.15pm ZOOM Number Geometry
Break	Break	Break	Break	Break
Afternoon	Art	Library	PDHPE	Music

Zoom meeting times for Stage 3 are 9.30am and 12.15pm each day. Log in details are as follows:

Class	Zoom Meeting ID		Zoom Meeting Password	
5T	Morning am	Afternoon pm	Morning am	Afternoon pm
	659 3185 9497	690 5083 9132	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	697 3670 2871	659 9493 8386	6B930AM	6B1215PM

TUESDAY - English

Spelling

- A copy of your spelling words is located at the end of this package.
- **Choose up to 15** spelling words to create your personal list from either the core words or the extension list and write them on paper or in an exercise book.
- *This week's phonemes are P and R*. The graphemes we are studying are **p** as in **p**erson, **pp** as in su**pp**ort, **r** as in **r**eveal, **rr** as in e**rr**or, **wr** as in **wr**ap and **rh** as in **rh**yme.
- **Using your personal lis**t words highlight or circle the letters that make the **/r/** and **/p/** phoneme
  e.g. a<mark>pp</mark>licant
- **Research and record** the definition of any words that you are unfamiliar with.

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Log in to your Google Classroom** to see today's online reading activity.
- **Determine Importance***: Read the text below and answer the questions that follow.

Japan: Geography and Landscape

Japan is an archipelago, or string of islands, on the eastern edge of Asia. There are four main islands – Hokkaido, Honshu, Shikoku and Kyushu. There are also nearly 4,000 smaller islands, too! Japan's nearest mainland neighbours are the Siberian region of Russia in the north, and Korea and China farther south.

Almost four-fifths of Japan is covered with mountains. The Japanese Alps run down the centre of the largest island, Honshu. The highest peak and Japan's most famous mountain is Mount Fuji, a cone-shaped volcano considered sacred by many Japanese.

Japan can be a dangerous place. Three of the tectonic plates that form the Earth's crust meet nearby and often move against each other, causing earthquakes. More than a thousand earthquakes hit Japan every year. Japan also has about 200 volcanoes, 60 of which are still active.

Japan's wildlife and nature

The Japanese people have a deep affection for the beauty of the landscape. The ancient Shinto religion says natural features like mountains, waterfalls and forests have their own spirit or soul.

Japan is home to some wonderful wildlife! Some of the country's most incredible creatures include the sika deer, red-crowned crane, stellar's sea eagle and one of the coolest critters on the planet...the Japanese macaque monkey!

What is the purpose of the text?_____

Write a fact about a place_____

Which do you think are the 3 most important facts from the whole text?

1._____

2._____

3._____

What phrases in the text are an opinion, not a fact?_____

_____

Writing

- **Read through** the passage below and use the editing guide to make corrections.

- **Rewrite** the paragraphs with the corrections made. Hint – there are 15 errors!

Most of japan is coverd by countryside, but with more than 100 million people living in such small place, sadly wild life has suffered. although polllution is now tightly controlled, over the years, road building and other human activitys have harmed natural and habitats Today, about 136 species in japan are listed as endangered.

Of the coast of this incredible country, the warm Tsushima Current flows from the south into the sea of Japan! wear it meets a colder current from the north. As a result of the mixing of diffrent waters, the seas around Japan were very rich in sea life.

Editing Clues

Clue	Meaning
ⓘ . ⑦	Fix punctuation or capital
[Once	New Paragraph
thier	Check Spelling
in ^the box	Insert Word
see and iff	Remove Word or letter
out ⟷ back	Join Words
a|lot	Separate Words

- **Typing** – Google Dance Mat Typing and click on the BBC.co.uk site, OR click the link in Google Classroom OR visit https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Start with Level 1 to practice your touch typing skills.

TUESDAY - Mathematics

Minute Maths

- Complete at least one column. Optional: Time yourself. Complete other columns if desired.

LEVEL 1	LEVEL 2	LEVEL 3
1. 9 x 12 = ____	1. 70 x 12 = ____	1. 21 x 12 = ____
2. 12 x 11 = ____	2. 40 x 110 = ____	2. 13 x 14 = ____
3. 7 x 7 = ____	3. 7 x 80 = ____	3. 7 x 251 = ____
4. 120 ÷ 12 = ____	4. 100 ÷ 9 = ____ r __	4. 49 ÷ 12 = ____ r __
5. 36 ÷ 6 = ____	5. 30 ÷ 4 = ____ r __	5. 68 ÷ 5 = ____ r __
6. 72 ÷ 9 = ____	6. 71 ÷ 5 = ____ r __	6. ⅓ of 93 = ____
7. 30 x 12 = ____	7. 15 x 15 = ____	7. ¼ of 72 = ____
8. 60 x 70 = ____	8. 12 x 21 = ____	8. ⅔ of 60 = ____
9. 85 ÷ 10 = ____ r __	9. 1244 ÷ 4 = _____	9. 1241 ÷ 4 = ____ r __
10. 62 ÷ 6 = ____ r __	10. 186 ÷ 6 = _____	10. 450 ÷ 6 = ____ r __

Number and Algebra

- **Revise** what are factors and multiples by looking at the poster
- **Complete** the questions below

Factors

The numbers that are multiplied to get a given number

factors of 12: (1, 2, 3, 4, 6, 12)

There will always be *fewer factors*, because there are a set number of ways to multiply to get a given number

Multiples

The numbers you say when you skip-count by a given number

multiples of 12: 12, 24, 36, 48, 60, 72, 84, 96, 108, etc.

There will always be *more multiples*, because numbers are infinite!

What are the factors of:

36 _____   28 _____

60 _____   16 _____

100 _____   50 _____

What are the next 10 multiples of 14 _____

What are the next 10 multiples of 22 _____

Measurement and Geometry

- Transformations of 2D shapes

- **AFTER THE ZOOM LESSON ON TUESDAY, Complete the worksheet** below on Rotations, Reflections and Translations of 2D shapes

Choose the correct image which shows the transformation of each figure.

1) Reflection of ?
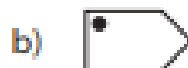
   a)   b)   c)

2) Translation of ?

   a)   b)   c)

3) Rotation of ?

   a)   b)   c)

4) Reflection of ?

   a)   b)   c)

5) Translation of ?

   a)   b)   c)

6) Rotation of ?

   a)   b)   c)

7) Reflection of ?

   a)   b)   c)

8) Translation of ?

   a)   b)   c)
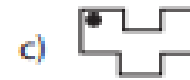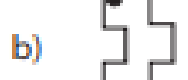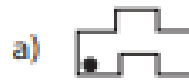
TUESDAY - Afternoon
Visual Arts

As part of Education Week in week 3 the art room has chosen to focus on the country of Spain. Students are painting murals on the sliding glass doors of the art room.

There are many famous Spanish Artists and one of them is Pablo Picasso. One of his periods of art was called Cubism. Cubism is a style of art which aims to show all the possible viewpoints of a person or an object all at once. It is called Cubism because the items represented in the artworks look like they are made of cubes and other geometrical shapes.

After looking at the images below, create your own cubist portrait. Your drawing could be the one chosen by the students to be painted on the art room glass sliding doors. I have included some examples of individual facial features. Good luck! Mrs Plasto
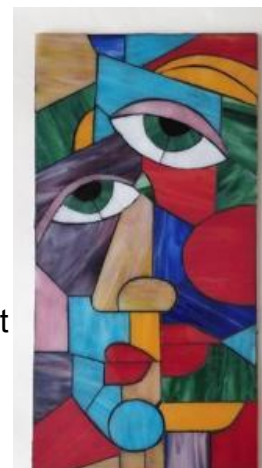
Things to remember
- Your portrait needs to be original
- There needs to be several sections as many students will be painting it
- You don't need to colour yours in
- Use a black pen if you have it to draw your portrait
- An A4 piece of paper should be used if possible
- You can also divide up the area around the portrait
- You may include neck and shoulders
- You can create your own features
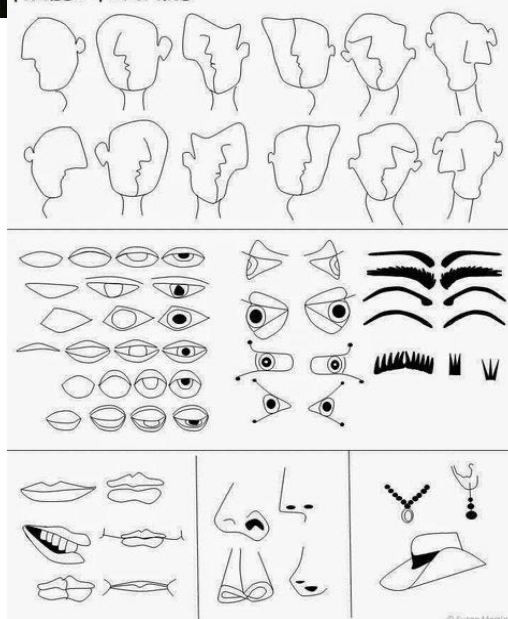
WEDNESDAY - English

Spelling
- **Choose 5 of your chosen words** and write each one in a sentence to show their meaning

- **Choose any two activities** to complete on your chosen words from the grid at the end of this package
- **Optional:** Log in to the Soundwaves students page and complete an online activity. This week we are doing Unit 18
  www.soundwaveskids.com.au   Year 5 password: slip892 Year 6 password: today027

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Log in to your Google Classroom** to see today's online reading activity.

- Determine Importance: It is important that when we read Informative Texts we are able to determine between Fact and Opinion. Look at the poster and then answer the questions below.

Tick whether the statements are facts, opinions, *or if there are both in the same sentence, tick both columns*

- **Visit the website**
www.lonelyplanet.com/japan/narratives/practical-information/directory/travel-with-children

or https://bit.ly/3hwgpv4

or click the link in your Google Classroom Read the website and decide after each sentence, is this a fact or an opinion?

Fact
Spinach is a source of iron.

Statement that can be proven

Clue words and phrases:
- the fact that, in fact, indeed, the truth is, as a matter of fact, it is proven, (inclusion of numbers, measurements, or data)

Ask yourself:
- Can the statement be verified by:
  – checking reliable sources?
  – observing it myself?
  – asking an expert?

If yes, it is a FACT.

Opinion
Spinach tastes awful.

Statement that cannot be proven because it expresses a person's belief

Clue words and phrases:
- believe, think, feel, argue, in my opinion, it's likely that, I'm sure that, should, must, ought to, good/best, worse/worst, may

Ask yourself
- Might reasonable people disagree?
- Is it about an impression or feeling?

If yes, it is an OPINION.

Statement	Fact	Opinion
There are seven continents on Earth and the continent with the most people is Asia.		
Visiting foreign countries is a lot of fun, you should try it.		
Europe and Asia are connected, and that region is called Eurasia.		
Japan ought to cancel the Olympics, it's too risky.		
The biggest ocean is the Pacific Ocean and the smallest is the Arctic.		
Geography is the most important subject.		
Our generation needs to protect the environment for the future.		
Did you know a map-maker is called a cartographer? Map-making is difficult work.		
The longest river on Earth is the Nile, which is in Africa.		
The tallest mountain on Earth is Mount Everest in Asia.		
Much of the Earth is covered by water; salt water, which is gross!		

Writing

- **AFTER THE ZOOM LESSON** Complete the following task

- **Writing task –** Objective and Subjective Language (Optional: Type it through your Google Classroom and submit it)

Subjective writing is when the author clearly states their opinion, rather than just giving a general overview of the situation. They show things in a positive or negative light.

Objective writing is where the author attempts to remain neutral and just give the facts.

Task: Imagine you are writing an article for a class newsletter about your holidays. Write the article twice, subjectively and then objectively.

One needs to be written Subjectively (A recount of the events and how you enjoyed them) Use descriptive and figurative language. Paint a picture in the reader's mind.

The second article needs to be written Objectively. Just give the facts- like a report. Remain neutral (no personal comments).

WEDNESDAY - Mathematics

Minute Maths

- Complete at least one column. Optional: Time yourself. Complete other columns if desired

LEVEL 1	LEVEL 2	LEVEL 3
1. 8 x 11 = ____	1. 80 x 11 = ____	1. 22 x 12 = ____
2. 11 x 11 = ____	2. 50 x 210 = ____	2. 15 x 14 = ____
3. 6 x 6 = ____	3. 6 x 90 = ____	3. 6 x 333 = ____
4. 110 ÷ 11 = ____	4. 200 ÷ 12 = ___ r ___	4. 87 ÷ 9 = ___ r ___
5. 64 ÷ 8 = ____	5. 50 ÷ 9 = ___ r ___	5. 76 ÷ 11 = ___ r ___
6. 96 ÷ 3 = ____	6. 66 ÷ 5 = ___ r ___	6. 15% of 200 = ____
7. 12 x 40 = ____	7. 17 x 17 = ____	7. 60% of 250 = ____
8. 40 x 80 = ____	8. 12 x 18 = ____	8. 33% of 300 = ____
9. 77 ÷ 10 = ___ r ___	9. 1960 ÷ 7 = ____	9. 3452 ÷ 9 = ___ r ___
10. 63 ÷ 5 = ___ r ___	10. 468 ÷ 9 = ____	10. 693 ÷ 8 = ___ r ___

Number and Algebra

- **AFTER THE ZOOM LESSON ON WEDNESDAY, complete the questions** below on *highest common factor* (HCF).

    1. What are the factors of 20? _____
    2. What are the factors of 30? _____
    3. What is the highest common factor of 20 and 30? _____

    4. What are the factors of 12? _____
    5. What are the factors of 15? _____
    6. What is the highest common factor of 12 and 15? _____

    7. What are the factors of 14? _____
    8. What are the factors of 12? _____
    9. What is the highest common factor of 14 and 12? _____

    10.   What are the factors of 40? _____
    11. What are the factors of 60? _____
    12.   What is the highest common factor of 40 and 60? _____

    13.   What are the factors of 18? _____
    14.   What are the factors of 27? _____
    15.   What is the highest common factor of 18 and 27? _____

- **Revise** *lines of symmetry* on the poster.
- **Complete** the questions below - **complete your level** (**optional** - complete all levels).
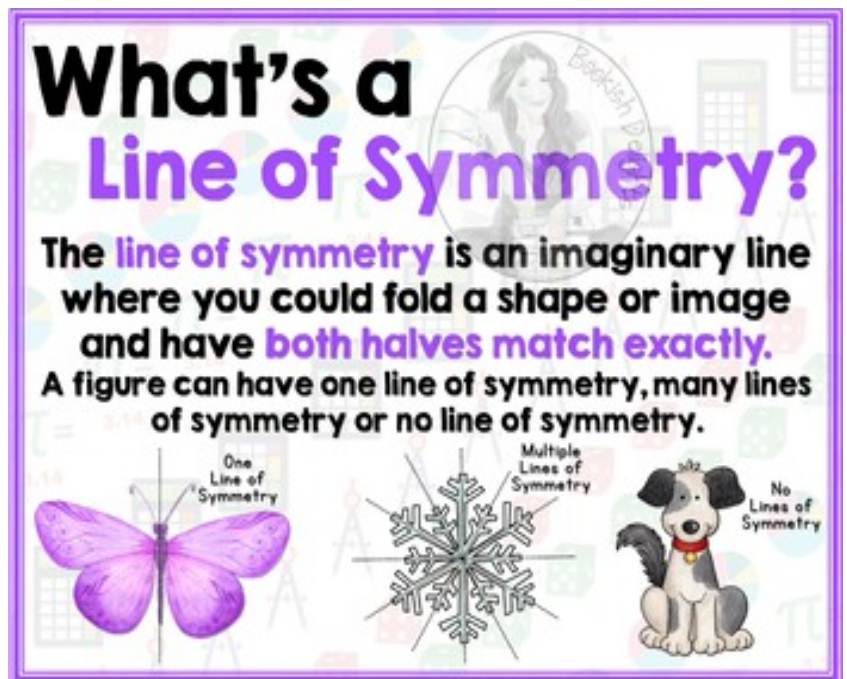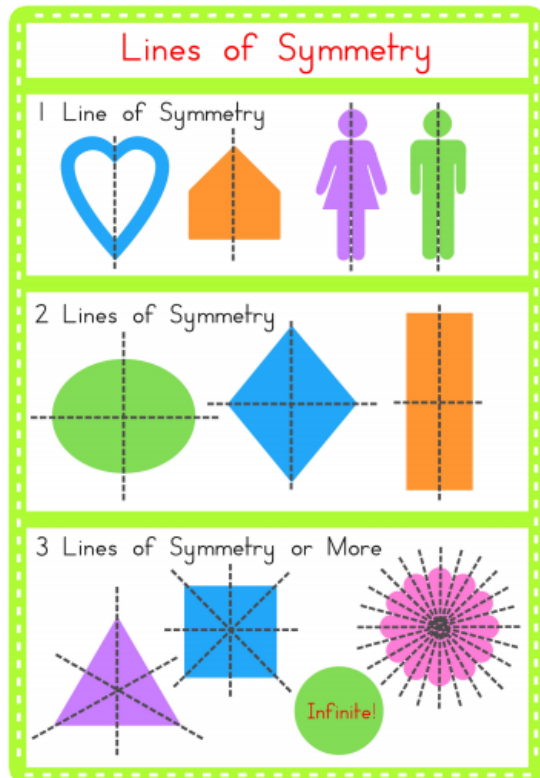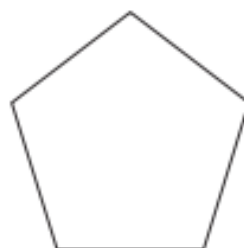

Level 1

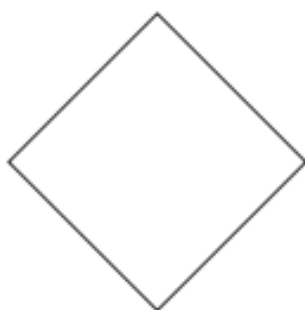Draw as many lines of symmetry as you can.

1.

How many lines of symmetry?

_____

2.

How many lines of symmetry?
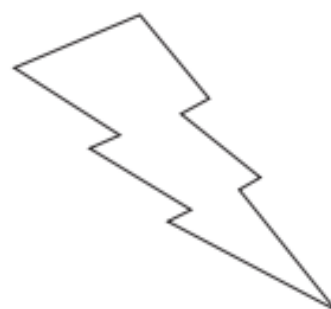
_____

5.

How many lines of symmetry?

_____

3.

How many lines of symmetry?

_____

4.

How many lines of symmetry?

_____

Level 2

Draw as many lines of symmetry as you can.
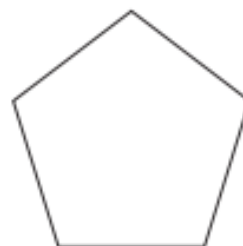
1.

How many lines of symmetry?

_____

2.

How many lines of symmetry?

_____

3.

How many lines of symmetry?

_____

4.

How many lines of symmetry?

_____

5.

How many lines of symmetry?

_____

6.

How many lines of symmetry?

_____
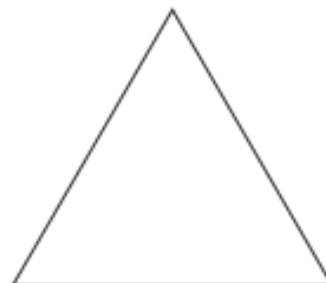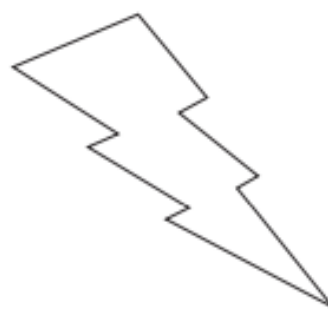
● **Draw another shape with 2 lines of Symmetry**

Level 3

Draw as many lines of symmetry as you can.

1.

How many lines of symmetry?

_____

2.

How many lines of symmetry?

_____

3.

How many lines of symmetry?

_____

4.

How many lines of symmetry?

_____

5.

How many lines of symmetry?

6.
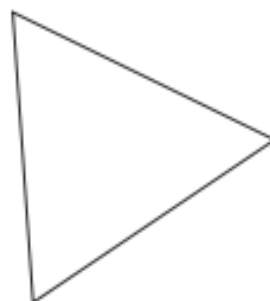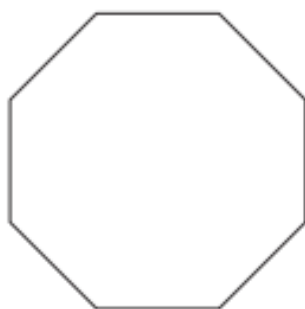
How many lines of symmetry?

● **Draw another shape with 4 lines of Symmetry**

WEDNESDAY - Afternoon
Library

- **Library Stage 3 Week 1:**

  Hello Stage 3,

- Here is your library lesson for week 1. View the book 'The Island' read by the author, John Heffernan at the below link. This book is a year 5 and 6 Premiere's Reading Challenge book.

- http://www.viewpure.com/6bdF79h3Ohs?start=0&end=0

- **Activity:**

  Imagine you are a reporter writing a newspaper article about what happened on the island. Write down all the questions you would ask a member of the tribe, the boy and the creature, along with the answers you imagine they would give.

- Extra activity (if time permits): Write and illustrate the newspaper article about what happened on the island.

- Enjoy the book! Mrs Burnes

THURSDAY - English

Spelling

- **Choose 5 of your chosen words** and write their definition. Look it up if you do not know it.
- **Choose any two activities** to complete on your chosen words from the grid at the end of this package. Make them different activities than yesterday.
- **Optional:** Log in to the Soundwaves students page and complete an online activity. This week we are doing Unit 18
  www.soundwaveskids.com.au   Year 5 password: slip892 Year 6 password: today027

Reading

- **Read one** chapter of a book that you have at home. This activity can be completed at any time of the day.
- **AFTER THE ZOOM LESSON** Complete the following task

Understanding Perspective – Bias (see poster)

Look at this headline:

"Teen farmer swims in dam and earns spot in Paralympic squad"

Do you think the author of this news article thinks the teen deserves his spot on the paralympic team?

_____ What word/s in the headline make you think that? _____

Understanding bias

- ▶ Bias means that information comes from particular viewpoint
- ▶ It might be trying to persuade you to a particular way of thinking
- ▶ Bias might be intentional or unintentional

What if this was the headline: **"Delinquent teenager swims in dam and takes last remaining spot in Paralympic squad"** _____ What word/s in the headline make you think that? _____

Read the article below. Circle the words and phrases that show that the author thinks positively about the swimmer going to the paralympics.

From swimming in a dam on his family farm in country Victoria to racing against the world's best at the Paralympic Games in Tokyo. It sounds too good to be true. But not for Col Pearse – he's about to become a Paralympian at just 17.

Pearse had his right foot amputated when he was a toddler, following an accident with a lawnmower. But he's never let that loss get in the way of his dream.

This time last year he was swimming in a dam on his family's farm near Echuca, on the border of Victoria and NSW. The dam was fitted with lane ropes, overhead flags and turning walls at either end. That was between shifts of milking 500 cows and workouts in the garage gym.

He wasn't required to attend the event in Adelaide because a ruling by Paralympics Australia and Swimming Australia meant Pearse's best time in his event – the 100m butterfly, recorded at the national championships earlier this year – could be taken into account. "I was fortunate enough to post a personal best that was under the qualifying time," he said. "It was a massive relief when the announcement came through." He is now one of 32 swimmers who have been selected to compete at the Games later this year. Pearse has already proven himself as a future contender on the international scene.

In 2019, he won a bronze medal at the World Para Swimming Championships in the 100m butterfly, breaking the Oceania record in the process.

Writing

- Informative writing is organised into specific ways linked to the text purpose. If you are reporting facts on a topic, information is grouped into categories and the use of headings, subheadings, text boxes and salience (words in **bold**, *italics,* colours etc) is used.

- **Choose a Japanese animal to research** online, OR view the fact sheet on the Japanese Macaque at the end of this pack.

-
- WRITE a factual texts about this animal, grouping information and use subheadings

- Try to keep your writing mainly objective, including a few opinions if you wish

- Handwrite your text as a draft, then edit.

FIRST PARAGRAPH

CLASSIFY AND EXPLAIN WHAT ANIMAL YOU ARE DESCRIBING

BODY OF TEXT

USE SUBHEADINGS

FINAL PARAGRAPH

Leave the reader with a final fact, a summary, your opinion, a rhetorical question or a call to action

Writing An Information Report

Purpose
To classify and/or describe

✔ Classification
Introduce your topic

✔ Description
Organise your information in paragraphs using topic sentences

✔ Conclusion

THURSDAY - Mathematics

Minute Maths

- Complete at least one column. Optional: Time yourself. Complete other columns if desired

LEVEL 1	LEVEL 2	LEVEL 3
1. 8 x 11 = ____	1. 90 x 12 = ____	1. 24 x 13 = ____
2. 12 x 12 = ____	2. 12 x 12 = ____	2. 16 x 16 = ____
3. 9 x 8 = ____	3. 8 x 70 = ____	3. 8 x 244 = ____
4. 132 ÷ 11 = ____	4. 300 ÷ 8 = ___ r ___	4. 95 ÷ 8 = ___ r ___
5. 81 ÷ 9 = ____	5. 77 ÷ 10 = ___ r ___	5. 84 ÷ 9 = ___ r ___
6. 135 ÷ 5 = ____	6. 85 ÷ 8 = ___ r ___	6. 20% of 360 = ____
7. 8 x 60 = ____	7. 18 x 18 = ____	7. 45% of 400 = ____
8. 40 x 90 = ____	8. 12 x 16 = ____	8. 91% of 300 = ____
9. 88 ÷ 9 = ___ r ___	9. 603 ÷ 9 = ____	9. 785 ÷ 9 = ___ r ___
10. 63 ÷ 8 = ___ r ___	10. 588 ÷ 6 = ____	10. 5429 ÷ 7 = ___ r ___

Number and Algebra

- **AFTER THE ZOOM LESSON ON THURSDAY,**

complete the worksheet below on the *lowest common multiple (LCM).* Find the multiples of each number and on the small line record the lowest common multiple

1. 4
   22 _____ ___

2. 6
   24 _____ ___

3. 8
   6 _____ ___

4. 3
   4 _____ ___

5. 10
   23 _____ ___

6. 2
   4 _____ ___

7. 16
   24 _____ ___

8. 28
   6 _____ ___

9. 10
   19 _____ ___

10. 14
    28 _____ ___

11. 7
    3 _____ ___

12. 4
    29 _____ ___

13. 19
    9 _____ ___

14. 9
    11 _____ ___

Measurement and Geometry

- **Read** the following information on *rotational symmetry* and **answer** the questions below
  Optional - draw the next two rotations

Rotational Symmetry

When the image is rotated around a central point so that it appears 2 or more times. The number of times the Rotational Symmetry occurs is called the Order.

A shape has Rotational Symmetry when it still looks the same after the some rotation.

Centre Point

Think about a fidget spinner. When you turn it around using the centre point, you can see the same shape appear.
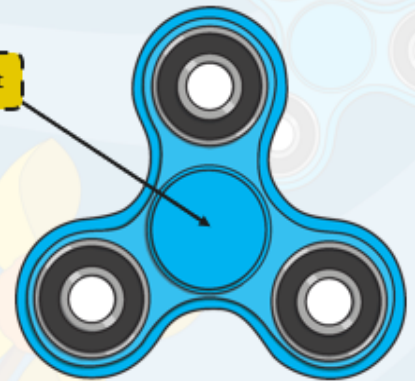
Draw the next rotation in the pattern.

_____

_____

_____

_____

_____

- **Complete** section 1 below. *Optional - Complete* section 2 below.

Fidget Spinners Rotational Symmetry Investigation

During one full rotation, the number of times a shape looks exactly as it did in its starting position, gives you its order of rotational symmetry. For example, a square has rotational symmetry of order 4.

Section 1

Now look at each of the fidget spinners below and decide if they have rotational symmetry. If so, next to each image write how many orders of rotational symmetry each fidget spinner has.

_____   _____   _____   _____
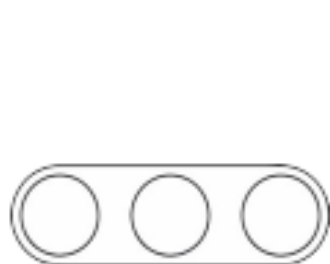
Section 2

Next, work out the following:

The 2-branch fidget spinner turns _____° to make each order of rotational symmetry.

The 3-branch fidget spinner turns _____° to make each order of rotational symmetry.

The 5-branch fidget spinner turns _____° to make each order of rotational symmetry.

The 6-branch fidget spinner turns _____° to make each order of rotational symmetry.

Optional Investigation and task:

History of the fidget spinner:

https://www.qualitylogoproducts.com/promo-university/history-of-fidget-spinners.htm

Make your own fidget spinner:

https://www.stockland.com.au/shopping-centres/everyday-ideas/gallery/make-your-own-fidget-spinner

Stage 3 – Health and My Community - Lesson 1 – Media Influence on Health choices -Mrs Deck

- **Students to read the following information**

What is the media?

"The term media, which is the plural of medium, refers to the communication channels through which we publish news, music, movies, education, promotional messages and other data. It includes physical and online newspapers and magazines, television, radio, billboards, telephone, the Internet, fax and billboards."

What is media influence?

"Media influence is the actual force exerted by a media message, resulting in either a change or reinforcement in audience or individual beliefs. Media effects are measurable effects that result from media influence or a media message."

Look at the examples of advertising in the media below that promote a particular product that impacts our health for example, gyms, diets, health food.

What tactics do they use to convince us we need their service or product?

_____

_____

_____

_____

_____

How can we overcome media influence?

Things to think about….

1.   Consciously choose which media you will consume

2.   Limit excessive media exposure when possible

3.   Form your own opinions on issues you care about

- **Research Task**

  Students research 2 health blogs/websites from the list of links provided.

https://wellnessmama.com/blog/

https://www.sarahsday.com

https://www.marksdailyapple.com/blog/

https://www.earthyandy.com

https://www.popsugar.com.au/fitness/

https://blog.feedspot.com/australian_health_blogs/

https://eatprayworkout.com/

https://bodybyfinch.com/about-us

https://www.nourishedlife.com.au/blog.html

Students need to answer the following questions for each review.

BLOG 1 - Name of health blog/website _____

2.What qualifications does the blogger have?

_____

_____

3.   How credible is the source? (if viewing a blog)

_____

_____

4.   Do any of the messages use a celebrity or sporting star to advertise the message? If so, who and why have they been chosen?

_____

_____

_____

5.   What is the purpose of their message?

_____

_____

_____

_____

6.   What influence does the health message have on you?

_____

_____

_____

7.   Do they promote any particular products?

_____

_____

8.   What were the positive things about the health message?

_____

_____

9.   What were the negative things about the health message?

_____

_____

10.   Would you recommend this site to others? Why or why not?

_____

_____

_____

BLOG 2 - Name of health blog/website _____

2.What qualifications does the blogger have?

_____

_____

3.   How credible is the source? (if viewing a blog)

_____

_____

4.   Do any of the messages use a celebrity or sporting star to advertise the message? If so, who and why have they been chosen?

_____

_____

_____

5.   What is the purpose of their message?

_____

_____

_____

6.   What influence does the health message have on you?

_____

_____

_____

7.   Do they promote any particular products?

_____

_____

8.   What were the positive things about the health message?

_____

_____

9.   What were the negative things about the health message?

_____

_____

10.   Would you recommend this site to others? Why or why not?

_____

_____

Spelling

- **Choose any two activities** to complete on your chosen words from the grid at the end of this package. Make them different activities than yesterday.
- **Ask someone in your house to read your chosen words to you as a spelling test**. Then use the list at the end of this package to mark them.
- **Optional:** Log in to the Soundwaves students page and complete an online activity. This week we are doing Unit 18
  www.soundwaveskids.com.au   Year 5 password: slip892 Year 6 password: today027

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Log in to your Google Classroom** to see today's online reading activity.

- This week our focus has been on the Reading Strategy **Determine Importance** and looking at understanding the perspective of fact and opinion, subjective and objective language and bias
- **Read the following article and complete the questions and tasks**

Spectators banned from most Olympic events as Covid emergency declared

Tokyo's fourth state of emergency will begin on Monday

Kath Grainger: 'Sense of loss for athletes at empty stadiums'

For 125 years they have been an integral part of the world's largest sports event, inspiring athletes to be faster, higher, stronger. But, for the first time in history, spectators have been barred from most Olympic events after a fourth state of emergency was declared in Tokyo.

Organisers had been planning to allow up to 10,000 spectators at venues, despite fears it could lead to the Olympics becoming a super-spreader event. However on Thursday they were forced to perform a U-turn after a spike in cases of the Delta variant.

The move is the latest blow to the troubled Games, delayed by a year because of the Covid-19 pandemic and plagued by a series of setbacks, including massive budget overruns.

The decision to bar fans from most events was greeted with sadness by one of Britain's greatest Olympians, Katherine Grainger, who is travelling to Tokyo as part of a UK Sport delegation. Grainger, who won five rowing medals, admitted she had great sympathy for those about to compete on the biggest stage of their careers.

"Instinctively, those of us who have been there and enjoyed those incredible crowds, especially at London 2012, feel a deep sense of loss for all the athletes who will now go and experience empty stadiums," she said.

What two words in the headline sound negative?

_____   _____

Can you replace those words with something more neutral?

_____   _____

Think about the author's perspective and bias.

Is he happy or sad that the Olympics will have no spectators? _____

Highlight the words and phrases that support your answer above.

Are the phrases below objective or subjective?

Phrase	objective	subjective
planning to allow up to 10,000 spectators		
plagued by a series of setbacks		
she had great sympathy for those about to compete		

Find a fact about Katherine Grainger

_____

Find an opinion of Katherine Grainger

_____

Why did the author include Katherine's perspective in this article? _____

_____

_____

Writing

- **Complete the activity after today's Zoom lesson**

- Publish (by typing and submitting through Google Classroom) your writing about the Japanese animal from yesterday.
- Add some text features to your page and your paragraphs (eg diagram, picture, caption, glossary text box, salience)

Nonfiction Text Features Chart

Text Feature	Purpose	Example
Title	Identifies the topic of the text/tells what the text will be about	
Title Page	Tells a book's title, author, illustrator, and publisher	
Table of Contents	Tells the names of chapters and what page the chapters can be found	
Index	Tells what pages the reader can find certain topics	
Glossary	Tells the definitions of some of the words found in a text	
Heading	Divides the text into sections and explains what the sections will be about	

Nonfiction Text Features Chart

Text Feature	Purpose	Example
Map	Shows where places/ events are located	
Diagram	Explains information or how something works in a visual way	
Bold Print	Shows what words are important or what words can be found in the glossary	
Italics	Shows that a word is important	
Bullet Points	Makes lists easier to read and understand	
Fact Box/ Side Bar	Gives interesting facts or extra information about a topic	

Nonfiction Text Features Chart

Text Feature	Purpose	Example
Photograph	Shows what something looks like (taken with a camera)	
Illustration	Shows what something looks like (drawn by an artist)	
Caption	Explains what a photograph or illustration is about	
Labels	Tells the names of certain parts of a photograph or illustration	
Graph	Organizes and helps compare information in a visual way	
Table	Organizes facts and numbers in a visual way so it is easier to read	

- **Typing** – Google Dance Mat Typing and click on the BBC.co.uk site, OR click the link in Google Classroom OR visit https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr
Continue through the levels to practice your touch typing skills.

FRIDAY - Mathematics

Problem Solving

- Complete at least one column. Optional: Complete other columns if desired

| LEVEL 1	LEVEL 2	LEVEL 3
Charlie wants to buy a new house but he doesn't like house numbers that are divisible by 3 or by 5 . If all the houses numbered between 100 and 150 (inclusive) are for sale, how many houses can he choose from?	Grandma bakes a cake for her grandchildren who are going to visit her. She has forgotten whether 3, 5 or all 6 of her grandchildren will visit. She wants all of the cake to be eaten by her grandchildren and would like each grandchild to get the same amount of cake. To prepare for all three possibilities, what is the smallest number of pieces into which she should cut the cake?	Flora the florist has 24 white, 42 red and 36 yellow roses. What is the greatest number of identical bunches she can make that uses all of the flowers?

Number and Algebra

- **Revise** 'highest common factor' (HCF or GCF) and 'lowest common multiple' (LCM) concepts and answer questions below:
- **Revise** the prime numbers up to 100 on this poster:
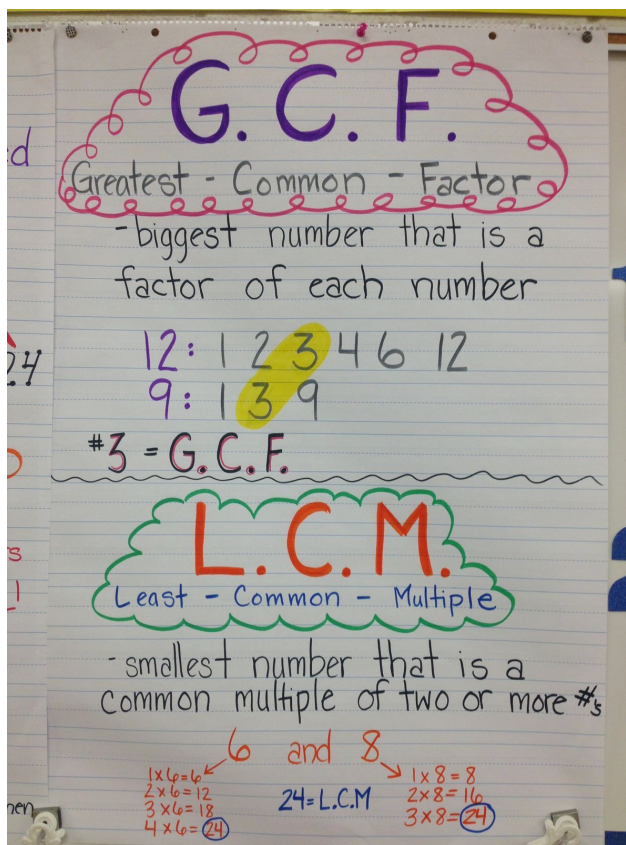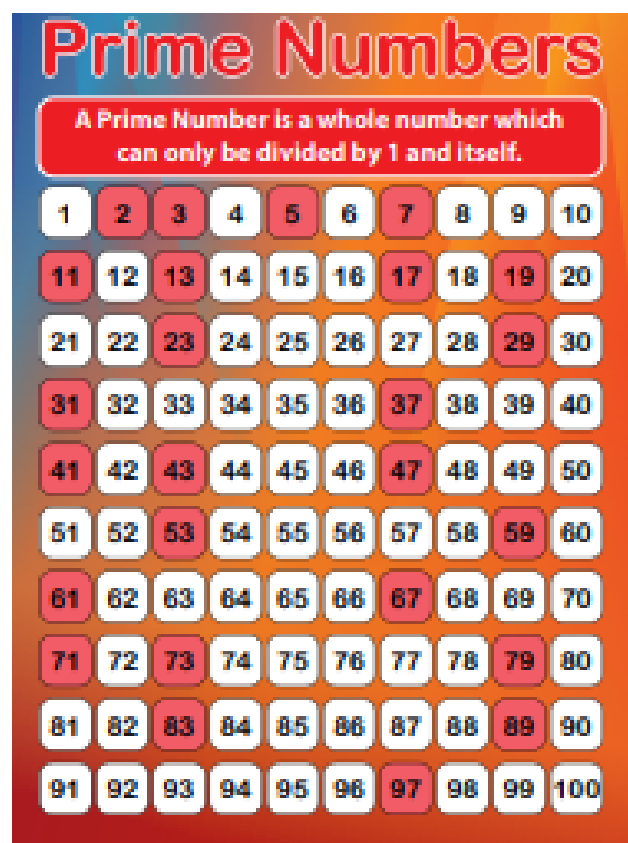
- **Complete** the following questions:

1)   a) What is the highest common factor of 24 and 36?   _____

b) What is the highest common factor of 21 and 54?   _____

c) What is the highest common factor of 19 and 48?   _____

2) Work out the lowest common multiple of each pair of linked numbers.
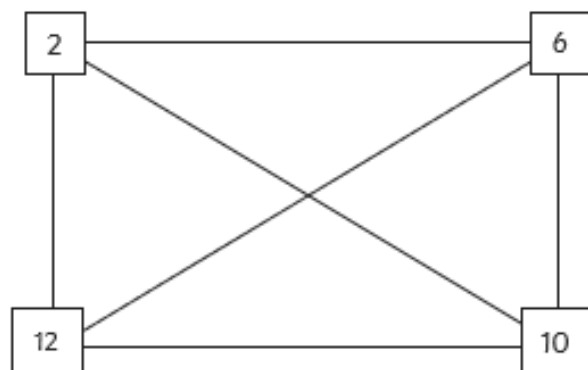
2 and 6	_____
6 and 10	_____
6 and 12	_____
2 and 10	_____
10 and 12	_____
2 and 12	_____

Which pairs of numbers have the same lowest common multiple?

_____

3) Oh no! The maths machine has broken! Can you help identify the prime numbers by circling the correct balls?

45   59   32   21

134   121   85   73

53   147   163   171
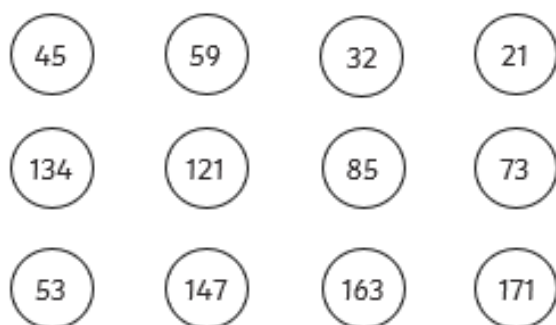
Measurement and Geometry

- **Complete** the following questions on *transformations*:

(1) Write if each figure was **translated**, **reflected** or **rotated**.

a)

b)

c)

_____   _____   _____
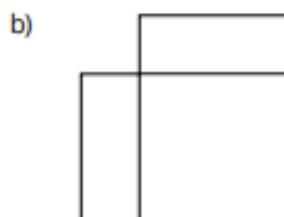
② Transform these shapes according to the instructions.

a) Rotate 90° clockwise.
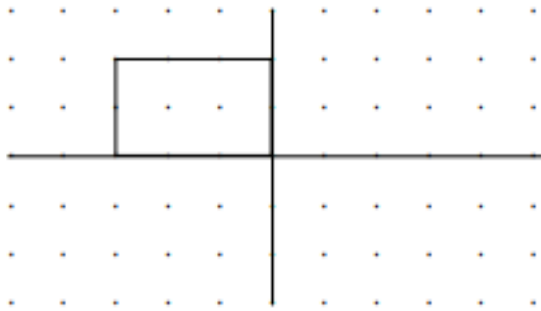
b) Translate to the right.
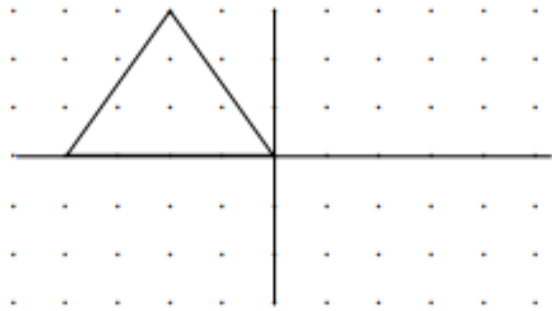
c) Reflect this shape.
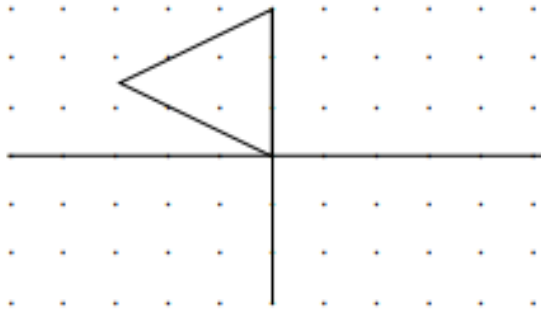
d) Rotate 180° anticlockwise.
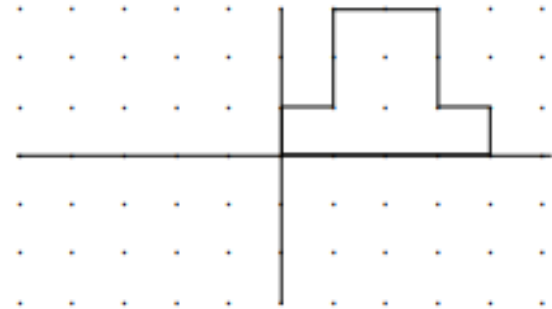
● **Complete** the following questions on *lines of symmetry*:

Name: _____
Sides: _____
Lines of Symmetry: _____

Name: _____
Sides: _____
Lines of Symmetry: _____

Name: _____
Sides: _____
Lines of Symmetry: _____

Name: _____
Sides: _____
Lines of Symmetry: _____

Name: _____
Sides: _____
Lines of Symmetry: _____

Name: _____
Sides: _____
Lines of Symmetry: _____

Name: _____
Sides: _____
Lines of Symmetry: _____

- **OPTIONAL - Complete** the following questions on *lines of symmetry*:

Name: _____

Sides: _____

Lines of Symmetry: _____

Name: _____

Sides: _____

Lines of Symmetry: _____

Name: _____

Sides: _____

Lines of Symmetry: _____

Name: _____

Sides: _____

Lines of Symmetry: _____

Name: _____

Sides: _____

Lines of Symmetry: _____

Name: _____

Sides: _____

Lines of Symmetry: _____

Name: _____

Sides: _____

Lines of Symmetry: _____

- **OPTIONAL CHALLENGE - How many lines of Symmetry on this dodecagon?**
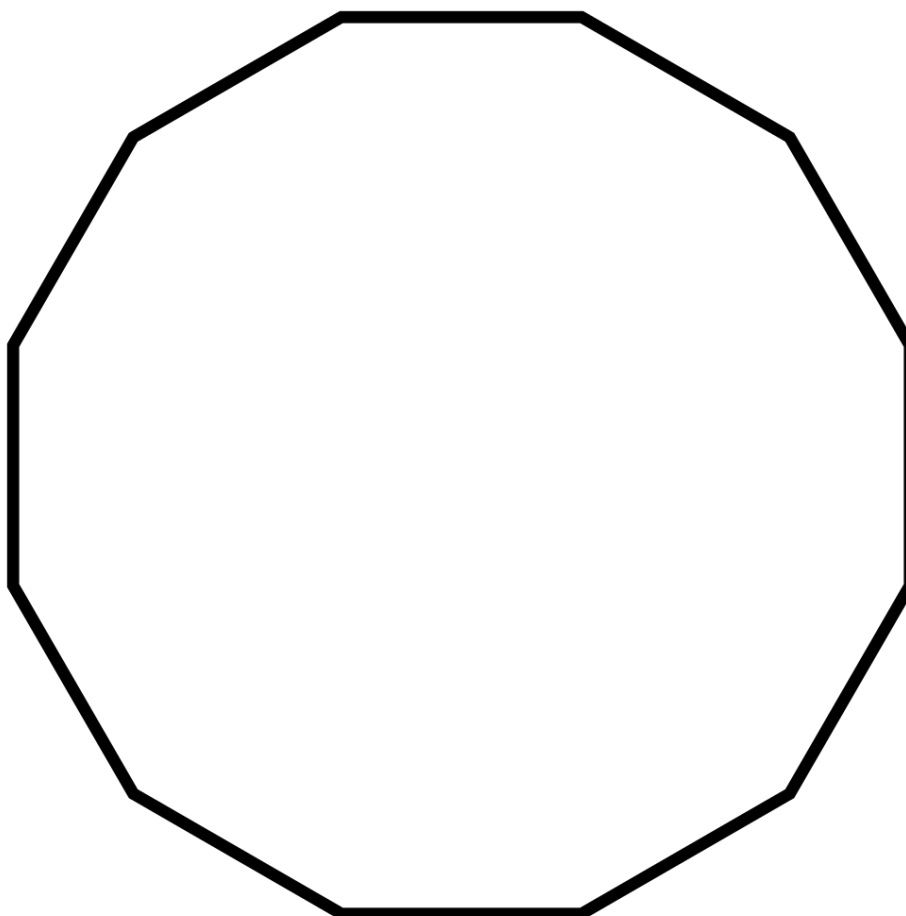
FRIDAY - Afternoon
Music

Hi everyone, welcome to your music lesson.

- Below is a link to an activity provided by the NSW Arts Unit, where you get to make an instrument using glasses or bottles.

- https://sites.google.com/education.nsw.gov.au/tau-home-colourful-melodies

- As well as following your way through the activities in the module it would be great if you could have a go at tuning and playing some of the simple melodies we perform in class, i.e., Hot Cross Buns (3 glasses), Mary Had a Little Lamb (4 glasses), Ode to Joy (5 glasses) and Twinkle Twinkle Little Star (6 glasses).

- I found it helpful to start with the highest pitch and tune the next note down by adding water to the glass from a jug while tapping the side to hear exactly what the pitch is. It is possible to get the notes very well in tune if you take a few minutes.

- Have fun - Mr Cronin

YEAR 5 SPELLING

CORE	EXTENSION
support	decomposition
surprise	envelop
impolite	escapee
position	especially
emptiness	expectation
separately	expenditure
patient	inspector
patience	leopard
applicant	patiently
application	perception
incorporate	period
experience	preparation
expectation	presidential
battery	primarily
relate	privatise
through	promising
wreck	rapidly
resign	recipe
refuse	supportive
salary	supposition
February	appreciative
library	celebratory
stationary	characterise
respectful	contractor
distribute	destructive
	disinterested
	distributor
	extremity
	improperly
	indirect
	receptive
	recession
	refusal
	relation
	repetitive
	resolution
	restraint
	revelation
	reverent
	wretched

YEAR 6 SPELLING

CORE	EXTENSION
precede	appalling
inspector	apprehend
precisely	contemptuous
passenger	decapitate
escapee	decrepit
supportive	deprivation
provision	disreputable
preparation	impudent
applicable	perishable
municipal	perpetually
precipice	petrified
rapidity	preferential
hippopotamus	preservative
reveal	procured
wrapping	professional
wretched	profitable
luxury	prosperity
resources	sculptor
advisory	shepherd
embarrassed	superficially
tranquillise	altruistic
occurrence	arrogance
reverent	contradictory
rhapsody	contrary
rheumatic	correspondence
rhyme	curriculum
	eradicate
	flagrant
	illiterate
	infiltrate
	interrogation
	intolerable
	irresponsible
	irrigation
	reluctant
	severance
	terrestrial
	torrential
	verification
	writhing

SPELLING ACTIVITY CHOICES
Choose different activities each day

Script Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks & underline your word.	**Scrambled** Write each of your spelling words, jumbled up, on the left side of your page. See if a family member can unscramble each of the words on the right side of the page.	**Define It!** List your spelling words on the left side of your paper and then write the definitions on the right side, in random order. See if a family member can match the words and definitions correctly.
Fancy Fonts Write your spelling words using fancy letters. Write the word normally, then write it in a fancy way. e.g. catch *catch*	**Spelling Addition** Vowels are worth 10 and consonants are 5. Write your words and then add the value of each letter in the word. e.g. cat 5 + 10 + 5 = 20	**Lie Detector** Write a true or false statement explaining each of your spelling words. See if a family member can correctly identify if the statement is true or false.
Illustrations Expert Draw a picture to match the meaning of each of your words.	**Working Out Words** Group your spelling words into nouns, adjectives, verbs, adverbs.	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can.
Music Words Write a poem, rap or song using spelling words.	**Crossword** Make a crossword using your spelling words. Don't forget to provide clues for each word.	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.
Alphabetical Order Write all spelling words in alphabetical order.	**Word Search** Make a word search using 8 words. Get a family member to find them.	**Anagrams** Choose your longest word. Make smaller words using the letters in the long word.
Buddy Words Write spelling words in pairs or triplets like this: S O P E N U N	**Colour Code** Write all your words. Highlight the vowels in one colour and the consonants in another.	**Backwards Words** Write all words, then write them next to themselves backwards. *fell llef*
Word Pyramids Write your words as word pyramids. s sp spu spun	**On the Other Hand** Write all words with the other hand.	**Tongue Twisters** Make 4 tongue twisters using spelling words.
Spelling Shapes Draw shapes using spelling words. 	**Mnemonics** Choose a spelling word and write a sentence using the first letters. FELL – Friends Eat Lovely Lollies	**Book Cover** Draw a book cover and use spelling words in the title

ANIMAL OF JAPAN

Fact Sheet

Japanese Macaque Scientific Classification

Kingdom	Animalia
Phylum	Chordata
Class	Mammalia
Order	Primates
Family	Cercopithecidae
Genus	Macaca
Scientific Name	Macaca fuscata

Japanese Macaque Locations

Asia

Japanese Macaque Conservation Status

Near Threatened

Prey	Fruit, Young Leaves, Seeds	**Predators**	Human, Wolf, Feral Dog	**Colour**	Brown Grey
Name Of Young	Infant	**Diet**	Omnivore		
Group Behavior	Troop	**Average Litter Size**	1	**Skin Type**	Fur
		Lifestyle	Diurnal	**Lifespan**	25 - 32 years
Fun Fact	Has cheek pouches for storing food!			**Weight**	5kg - 14kg (11lbs - 31lbs)
Estimated Population Size	50,000	**Common Name**	Japanese Macaque		
		Number Of Species	2	**Height**	80cm - 95cm (31.5in - 37.5in)
Biggest Threat	Habitat loss	**Location**	Throughout Japan		
Most Distinctive Feature	Red and human-like, naked face	**Slogan**	Has cheek pouches for storing food!	**Age of Sexual Maturity**	4 - 5 years
Other Name(s)	Snow Monkey	**Group**	Mammal	**Age of Weaning**	20 months
Gestation Period	5 - 6 months				
Habitat	Tropical forest and mountains				

- Also commonly called snow monkeys
- Found on Japan's Honshu, Shikoku, and Kyushu islands
- In the coldest zones, they famously bathe in thermal springs that are heated by nearby volcanoes
- This behavior is passed along from generation to generation through *cultural transmission*, as is making snowballs just for fun
- Widespread and found in many protected areas, populations in some regions may be increasing