Turramurra North
PUBLIC SCHOOL – 1914
EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 2

Stage 3

Year 5 and Year 6

Term 3 Week 2 2021

Turramurra North Public School
Experience today, Inspire tomorrow
237 Bobbin Head Road, North Turramurra 2074
Tel: 9144 4107

6B Class Catch Up and Check In Meetings
ZOOM INFORMATION FOR TERM 3 2021 – WEEK 2

Dear Parents and Carers,

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. **The DoE user ID and DoE password will be the same as last week.**

The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	676 0128 7406	620 8960 2822	6B930AM	

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.

Monday 19 July, Tuesday 20 July, Wednesday 21 July, Thursday 22 July, and Friday 23 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.

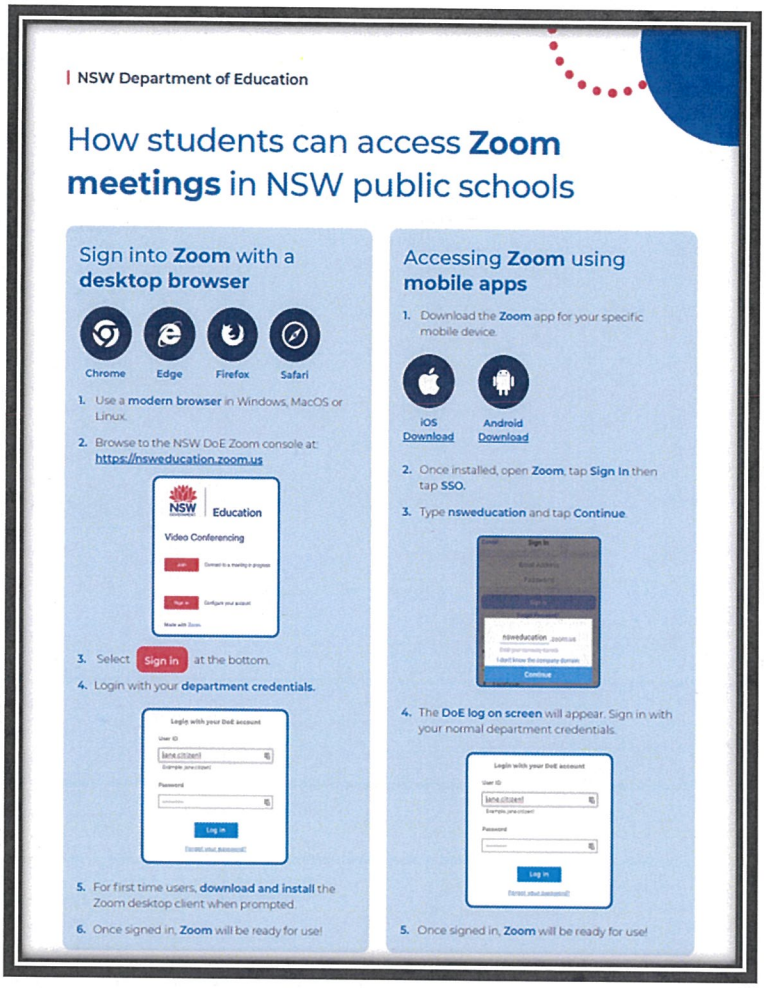
Please read the instructions below and download Zoom in preparation for your child's class meetings.

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

Kind regards,

K-6 Teachers
Turramurra North Public School

Michelle Verhagen
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
- https://www.digitalcitizenship.nsw.edu.au/

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 2 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 targeted 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. Informal feedback will be given via Google Classroom and during Zoom Lessons.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English Morning Routine Spelling 9.30am ZOOM Reading/Writing	English Morning Routine Spelling 9.30am ZOOM Reading/Writing	English Morning Routine 9.30am ZOOM Reading/Writing	English Spelling Typing 9.30am ZOOM Reading/Writing	English Morning Routine Spelling 9.30am ZOOM Reading/Writing
Break	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 Minute Maths 12.15pm ZOOM Number Geometry	Mathematics Problem Solving 12.15pm ZOOM Number Geometry
Break	Break	Break	Break	Break	Break
Afternoon	Geography	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
	643 7007 4505	617 9274 3248	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	676 0128 7406	620 8960 2822	6B930AM	6B1215PM

MONDAY - English

Morning Routine

- Today's Morning Routine will be done together on Zoom! Have a whiteboard or some paper ready at 9.30am.

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 phoneme is AR*** as in car. The graphemes we are studying are **ar** as in **par**lour, **a** as in pl**a**ster, **ear** as in h**ear**t, **al** as in b**al**m, **au** as in l**au**gh, **er** as in cl**er**k and (Year 6 only - **oir** as in mem**oir**)
- **Using your personal lis**t words highlight or circle the letters that make the **/ar/** phoneme
  e.g. mon**ar**ch
- **Research and record** the definition of any words that you are unfamiliar with.

Reading

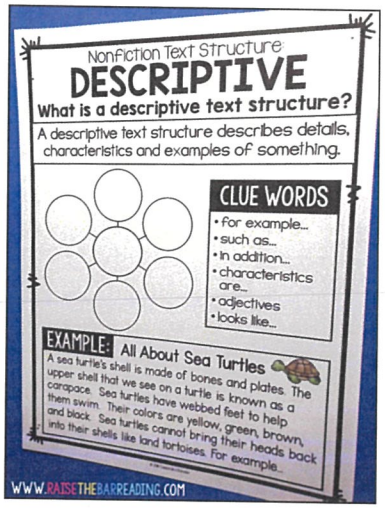
- **Read** at least one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Log in to your Google Classroom** to see today's online reading activity.

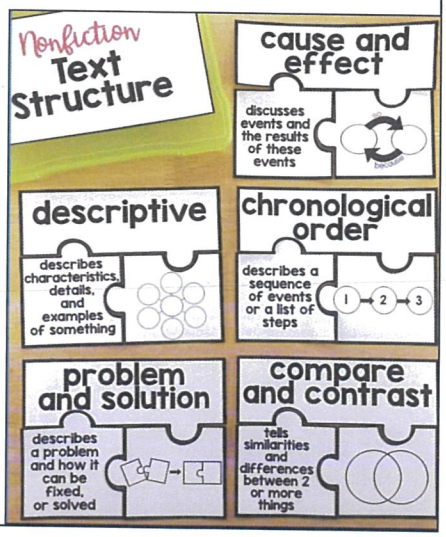
- **Types of Informative Texts:** Informative Texts include a range of text types. Colour in the boxes below that are informative texts.

poem	**recipe**	**newspaper report**
science experiment	**advertisement**	**ikea instructions**
fairy tale	**encyclopaedia**	**debate**
biography	**election poster**	**explanation**
play	**police report**	**atlas**
directions	**description**	**travel brochure**

- Informative Texts can be sorted into different text structures. Some of them are **description, sequence, cause and effect, compare and contrast and problem and solution.**

- Last week, you wrote a DESCRIPTION of a Japanese animal. This type of text is also referred to as an information report.





Writing

- **Paragraph Task** - Informative Texts. Use the information and requirements in the box below to write one or two paragraphs. Handwrite it on paper or in a book OR upload it to the daily writing post in Google Classroom. We will share some of our writing each day during our morning zoom sessions

Text Purpose Informative **Text Structure:** Description	**Must include MOST OF these facts:** *Tokyo:* Japan (Island - Honshu) *Location:* Head of Tokyo Bay *Population:* 13.96 million (Greater Tokyo Area is 37 million, most- populous metropolitan area of the world) *Importance:* political and economic centre of Japan, Site of Government, Seat of the Emperor of Japan - whose name is Naruhito *Events:* Summer Olympics 1964, 2021 The Great Kanto Earthquake 1923 Cherry Blossom Festival, Sumo Wrestling Tournament, Doll Festival, Anime Festival	**MUST include these words** also including featuring located another capital which is
Language: Objective, unbiased, no opinion		**Text Features:** Yee you can use: title, sub heading, salience, picture, map, diagram, label, caption

Optional: *Type this task up and submit it through Google Classroom*

MONDAY - Mathematics

Minute Maths

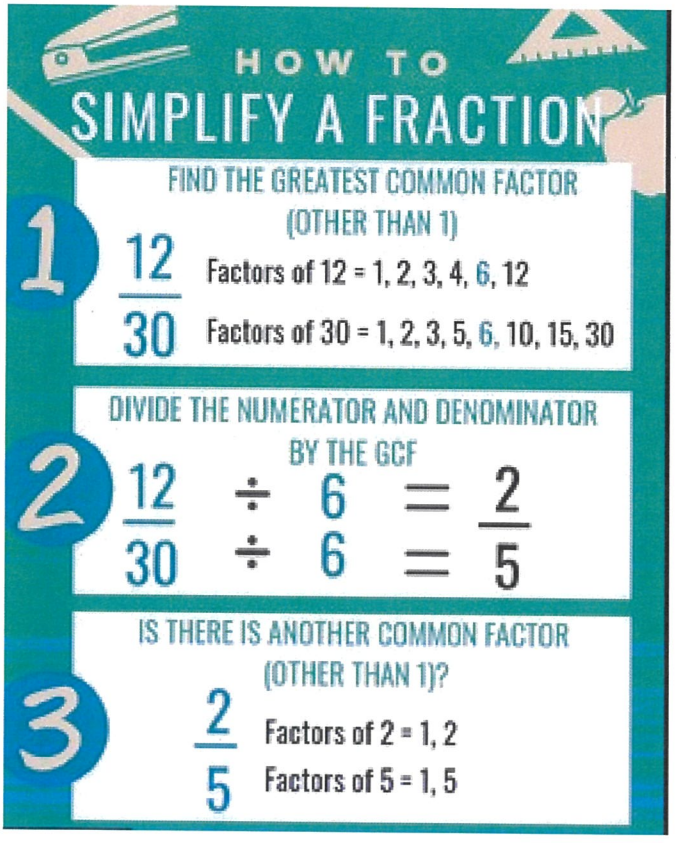
- Complete at least one column. Optional: Time yourself. Complete other columns if desired.

LEVEL 1	LEVEL 2	LEVEL 3
1. 42 + 56 = ____	1. 134 + 122 = ____	1. 345 + 269 = ____
2. 87 + 45 = ____	2. 87 + 55 = ____	2. 447 + 852 = ____
3. 63 + 89 = ____	3. 231 + 654 = ____	3. 7096 + 2512 = ____
4. 132 - 53 = ____	4. 839 + 188 = ____	4. 4945 + 1239 = ____
5. 48 - 23 = ____	5. 323 - 29 = ____	5. 667 - 489 = ____
6. 810 - 45 = ____	6. 563 - 94 = ____	6. 4598 - 3289= ____
7. 40 x 12 = ____	7. 246 - 159 = ____	7. 6012 - 4081 = ____
8. 30 x 80 = ____	8. 15 x 31 = ____	8. 77 x 88 = ____
9. 22 x 8 = ____	9. 33 x 22 = ____	9. 50 x 39 = ____
10. 44 x 15 = ____	10. 234 x 8 = ____	10. 450 x 67 = ____

Number and Algebra

- **AFTER THE ZOOM ON MONDAY, complete the worksheet below.**

Simplify Fractions Using the Highest Common Factor (also called Greatest Common Factor)



To identify if a fraction is written in its lowest terms, there is one simple rule to help you.

A fraction is written in its lowest terms when the numerator and the denominator have no common factors other than 1

- Simplify these fractions below into the simplest form, writing the highest common factor in the table. The first one is done for you.

Fraction	Highest Common Factor	Simplified Fraction
$\frac{4}{12}$	4	$\frac{1}{3}$
$\frac{3}{9}$		
$\frac{6}{8}$		
$\frac{10}{15}$		
$\frac{8}{14}$		
$\frac{10}{12}$		
$\frac{6}{18}$		
$\frac{9}{18}$		
$\frac{12}{16}$		
$\frac{6}{15}$		
$\frac{8}{24}$		
$\frac{6}{21}$		
$\frac{15}{25}$		

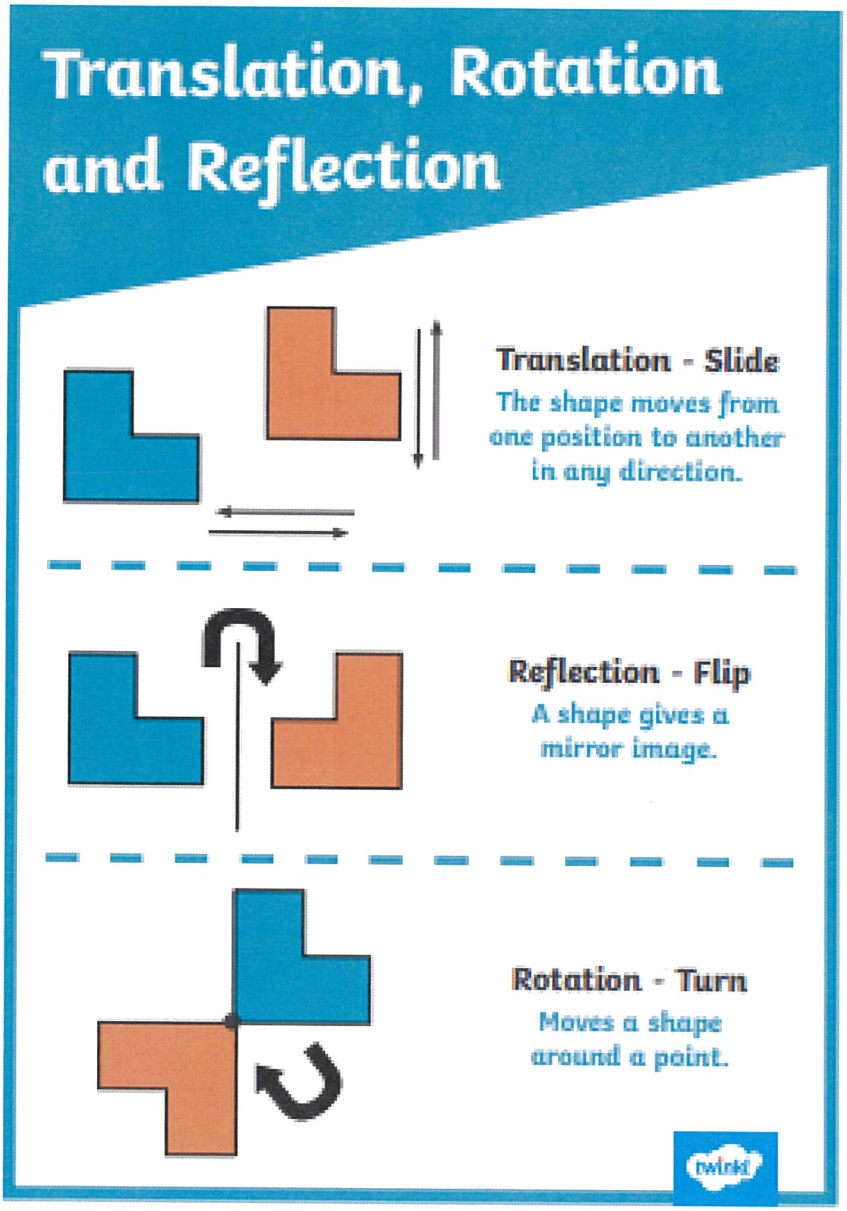
Fraction	Highest Common Factor	Simplified Fraction
$\frac{16}{20}$		
$\frac{15}{18}$		
$\frac{18}{32}$		
$\frac{24}{32}$		
$\frac{15}{35}$		
$\frac{14}{22}$		
$\frac{6}{27}$		
$\frac{36}{63}$		
$\frac{15}{21}$		
$\frac{24}{48}$		
$\frac{50}{75}$		
$\frac{45}{75}$		
$\frac{24}{52}$		

- ***OPTIONAL TASK*** *- In the table below simplify 5 more fractions of your choosing, showing the highest common factor.*

Fraction	Highest Common Factor	Simplified Fraction

Measurement and Geometry

- **Revise shape TRANSFORMATIONS (see poster below) and answer the questions underneath (circle your answer EITHER A, B OR C).**

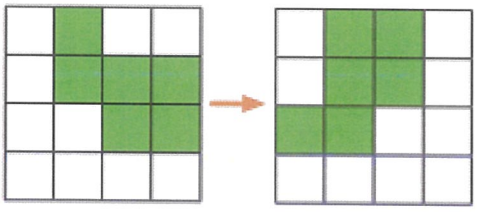


Shape Transformation

What has been done to this shape?

a) reflected **b)** a quarter clockwise turn

c) a quarter anticlockwise turn



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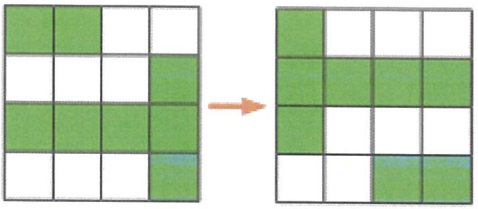

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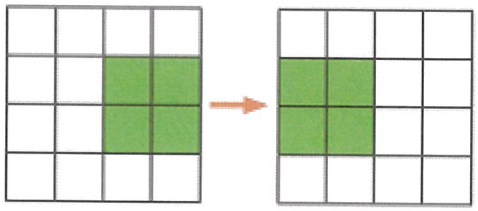
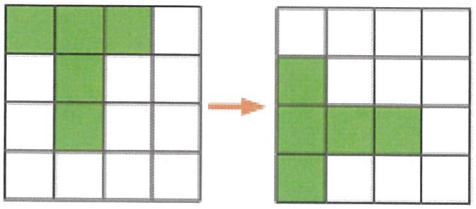


Shape Transformation

What has been done to this shape?

a) reflected **b)** a three-quarter clockwise turn

c) a three-quarter anticlockwise turn



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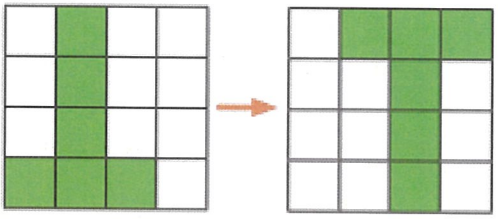

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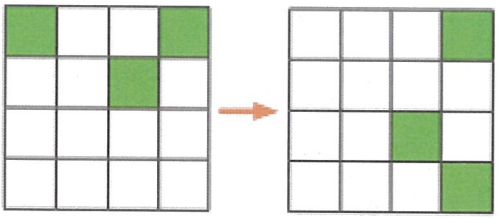

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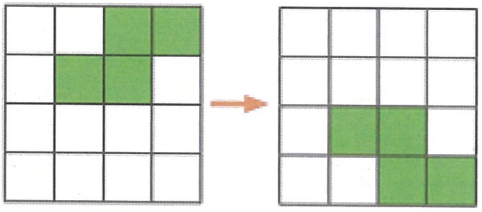

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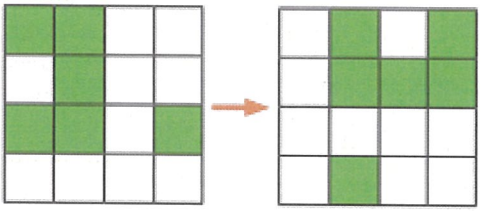

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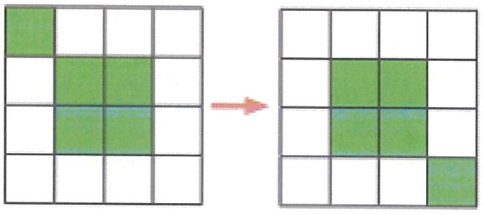

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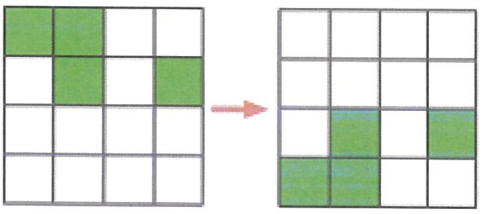


MONDAY - Afternoon

Geography

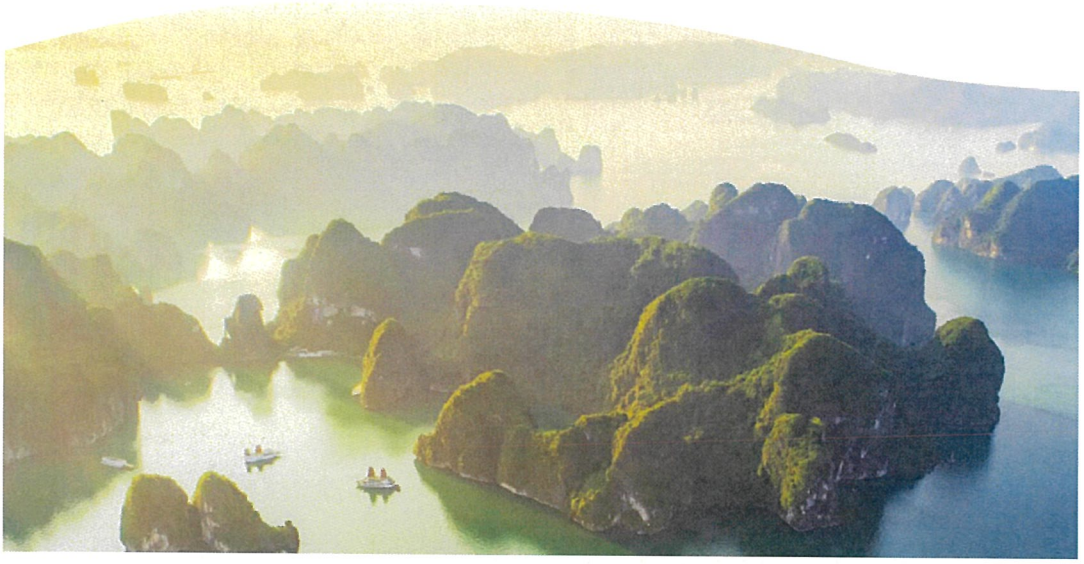
NEW TERM 3 TOPIC: "A Diverse and Connected World"

Learning Intention: We are learning to describe the diverse features and characteristics of places and environments

Success Criteria: I can -

- identification of countries of the Asia region
- investigate the diversity in geographical characteristics within the Asia region
- use a variety of geographical tools including maps, keys and visual representations

What countries are there on the continent of Asia?



Optional Challenge!

Can you find out what country these mountains and bay is from?

Here's a clue - 'How long' will it take you?

_____

- **Task 1** ***INTRODUCTION TO ASIA***

Asia is the largest continent in the world, covering approximately thirty percent of the earth's surface. Asia has the greatest population of all the continents. Over four billion people across more than forty countries live here. Asia has a variety of geographical features including mountains, plateaus, plains and deserts as well as freshwater and saltwater environments.

Write down the names of any Asian countries you have heard of or have visited.

_____

_____

_____

Where in Asia would you like to visit one day and why?

_____

_____

- **Task 2 -** Use online to help! You can't work in pairs, but maybe ask a sibling or adult for assistance!

Use the detective cards below to race your way around Asia.

Working in pairs, read the clues on each card to work out which Asian country it relates to. Find this country on the map of Asia on the following page. Label and colour this country.

Forty five billion pairs of chopsticks made each year.

Black sand desert

An island.

Sits on the 80 degrees east longitude line.

An archipelago.

Four main islands.

More than 6,000 small islands.

Flag features a crescent and a star.

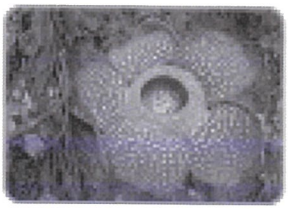
Tallest building in the world.

No chewing gum.

Hills made of chocolate.

Has the most rivers in the world.

Bengal tiger



Longest capital city name in the world.

- **Task 3** Look at the list of Asian countries below. Use an atlas or online map site to help you find one country

from each region and then colour and label it on the map.

Countries of Asia

North-east	South-east	South	Central	West
China	Brunei	Afghanistan	Kazakhstan	Armenia
Japan	Cambodia	Bangladesh	Kyrgyzstan	Azerbaijan
Mongolia	Timor-Leste	Bhutan	Tajikistan	Bahrain
North Korea	Indonesia	India	Turkmenistan	Cyprus
South Korea	Laos	Iran	Uzbekistan	Georgia
Taiwan	Malaysia	Maldives		Iraq
Russia	Myanmar Philippines Singapore Thailand Vietnam	Nepal Pakistan Sri Lanka		Israel Jordan Kuwait Lebanon Oman Palestine Qatar Saudia Arabia Syria Turkey United Arab Emerites Yemen

- ***OPTIONAL TASK***

Open Google Earth and find the Early Connectors section. (To do this, Select the Voyager icon then select Education, then scroll down to Explorers: Early Connectors). Site: https://www.google.com.au/earth/

Choose either Marco Polo, Ibn Battuta or Zheng He. Follow and investigate their exploration of parts of Asia. Make your own fact file about their Include geographical features and places they came across along the way.

TUESDAY - English

Morning Routine

- Today's Morning Routine is loaded onto the Google Classroom for students to go through on their own. For the Talk for Learning task, ask an adult or sibling in your house to join you! Have some paper or a whiteboard ready for note taking.
- ***OPTIONAL TASK*** *- Upload a photo of your morning routine notes to share with your teacher using Google Classroom. Alternatively, use a note taking App on your ipad and screenshot your notes.*

Spelling

- **Choose 5 of your chosen words** and write each one in a sentence to show their meaning - this week make them questions
- **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 19

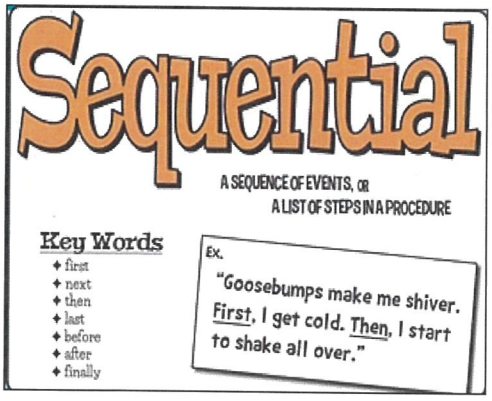
  www.soundwaveskids.com.au Year 5 password: slip892 Year 6 password: today027

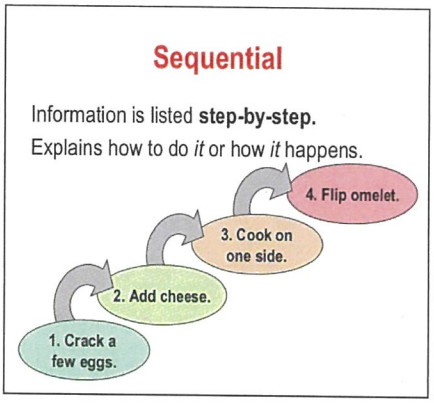
Reading

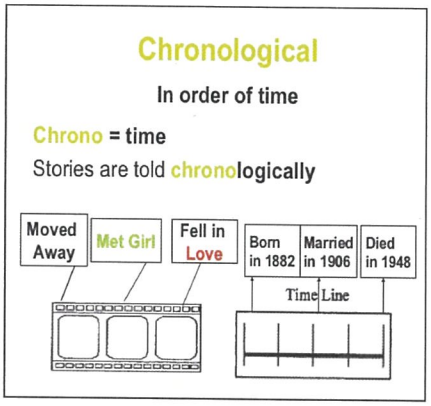
- **Read** at least one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **AFTER THE ZOOM LESSON ON TUESDAY Complete the task below**
- **Informative Text Structures - Part 2**

Yesterday we looked at the text structure of DESCRIPTION and you wrote a factual text about Tokyo, where you described features and facts.

- **Another text structure** is that of ORDER AND SEQUENCE. There are two main types - a sequence of events or a list of steps in a procedure







- **Tick** whether these examples are sequential or chronological

Text Type	Sequential	Chronological	Text Type	Sequential	Chronological
A recipe for making spaghetti bolognese			Leaflet showing you how to build something with lego		
A travel journal of someone's holiday			A biography of someone's life		
A police report			A timeline		
Instructions for how to complete a science experiment			Step by step to make origami		

Writing

- **CHOOSE EITHER writing task -**

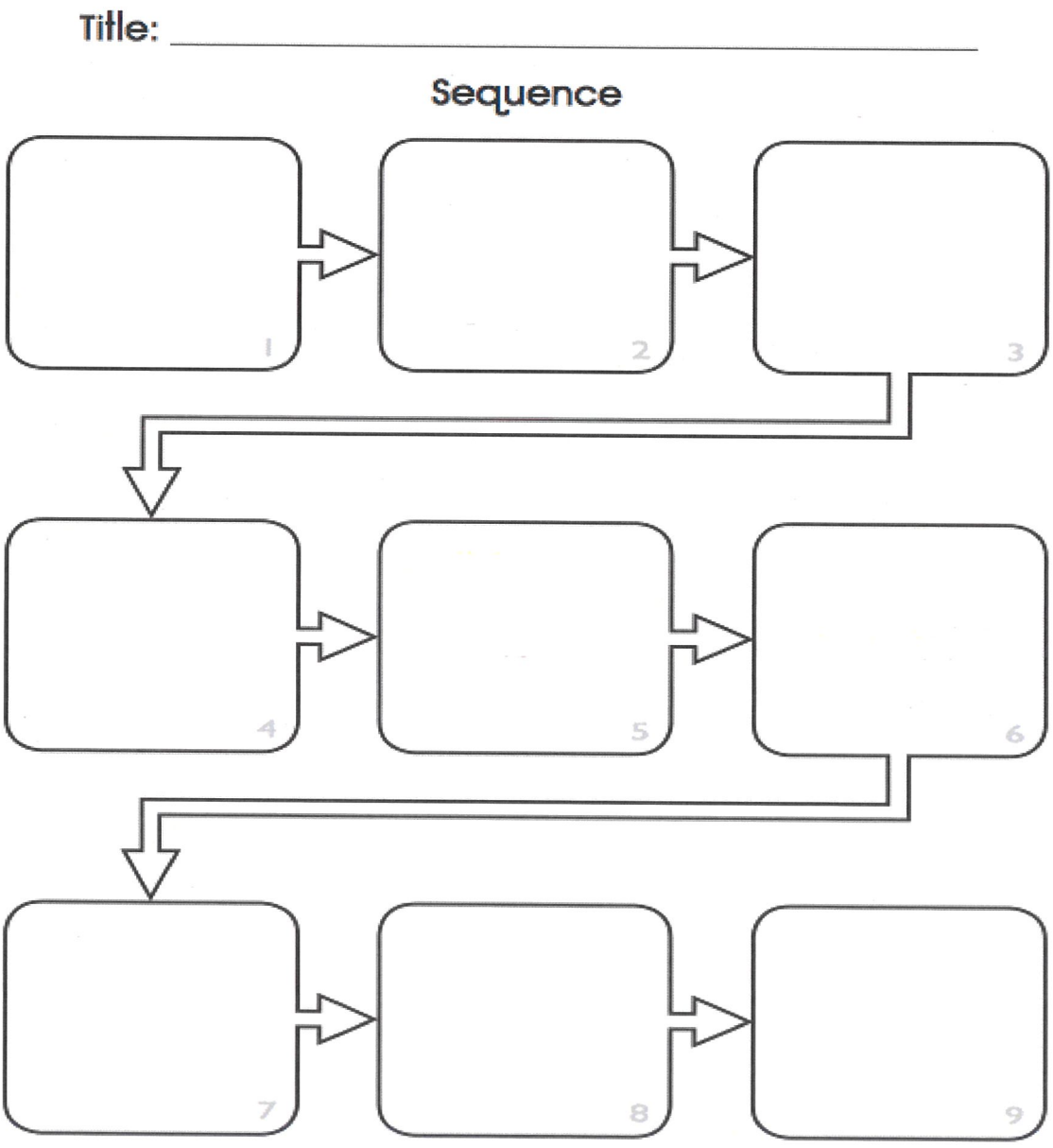
SEQUENTIAL - a set of instructions on how to make, build or cook something you have done at home during lockdown (eg: How to build a lego rocket, how to get to the NTRA, how to bake muffins) OR

CHRONOLOGICAL - a step by step recount/diary entry of something you did in lockdown (eg: my trip to the park, a diary of my day at home, a recount of all the games I played and TV I watched)

- **Use the graphic organiser to plan your writing**. Then turn it into a text, either by hand or typed.

Optional Task:*Upload to Google Classroom*

Think about how you will lay it out and what text features you may add (headings, numbers, arrows, sections)



- **Word Bank** – Will you use some of these?

first, second, next, step 1, method, steps, after, then, meanwhile, finally, now, next, third, therefore, later, at the end, ingredients, equipment, tips,

TUESDAY - Mathematics

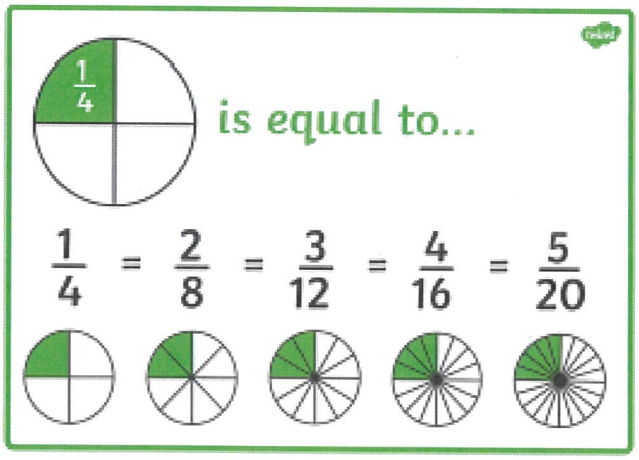
Minute Maths

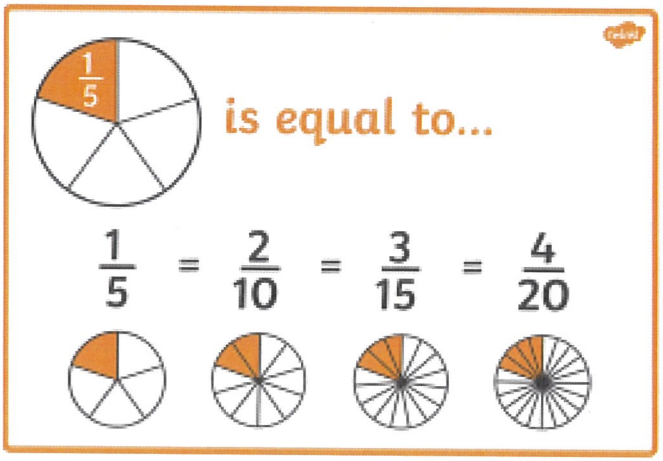
- Complete at least one column. Optional: Time yourself. Complete other columns if desired.

LEVEL 1	LEVEL 2	LEVEL 3
1. 35 + 82 = ____	1. 128 + 322 = ____	1. 867 + 369 = ____
2. 96 + 40 = ____	2. 84 + 59 = ____	2. 459 + 653 = ____
3. 82 + 33 = ____	3. 224 + 555 = ____	3. 6091 + 4312 = ____
4. 87 - 39 = ____	4. 790 + 178 = ____	4. 4301 + 4590 = ____
5. 64 - 58 = ____	5. 325 - 39 = ____	5. 781 - 339 = ____
6. 763 - 89 = ____	6. 457 - 99 = ____	6. 8012 - 5489= ____
7. 28 x 12 = ____	7. 347 - 149 = ____	7. 7014 - 6211 = ____
8. 60 x 80 = ____	8. 14 x 40 = ____	8. 33 x 44 = ____
9. 15 x 13 = ____	9. 25 x 25 = _____	9. 521 x 30 = ____
10. 66 x 11 = ____	10. 341 x 9 = _____	10. 460 x 88 = ____

Number and Algebra

- **AFTER THE ZOOM ON TUESDAY,**
- **Complete the worksheet below.**
- **Look at the posters below to remind you of the skills**





Equivalent Fractions *have the same value, even though they may look different.*

These fractions are really the same:

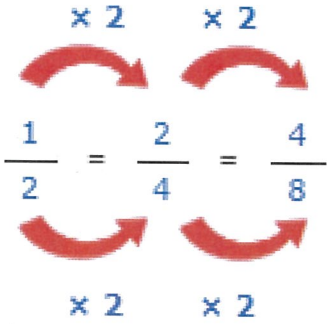
$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$

Why are they the same? Because when you multiply or divide **both** the top and bottom by the same number, the fraction keeps it's value.

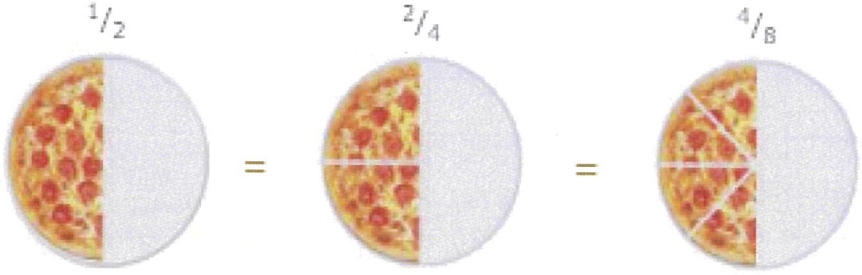
The rule to remember is:

"Change the bottom using multiply or divide,
And the same to the top must be applied"

Here is why those fractions are really the same:



And visually it looks like this:



- ***OPTIONAL TASK:*** To read more about this, and for further help with fraction concepts, visit https://www.mathsisfun.com/equivalent_fractions.html

- **Complete the following fractions** to make the fractions equivalent.

1. $\frac{1}{2} = \frac{\square}{8}$	2. $\frac{3}{\square} = \frac{6}{10}$	3. $\frac{3}{4} = \frac{12}{\square}$	4. $\frac{\square}{10} = \frac{1}{2}$
5. $\frac{7}{\square} = \frac{14}{16}$	6. $\frac{2}{3} = \frac{\square}{12}$	7. $\frac{\square}{6} = \frac{4}{24}$	8. $\frac{1}{8} = \frac{2}{\square}$
9. $\frac{2}{10} = \frac{\square}{5}$	10. $\frac{2}{\square} = \frac{1}{3}$	11. $\frac{4}{5} = \frac{16}{\square}$	12. $\frac{\square}{16} = \frac{1}{4}$
13. $\frac{2}{\square} = \frac{8}{20}$	14. $\frac{2}{24} = \frac{\square}{12}$	15. $\frac{\square}{8} = \frac{3}{4}$	16. $\frac{8}{16} = \frac{1}{\square}$
17. $\frac{16}{20} = \frac{\square}{5}$	18. $\frac{7}{\square} = \frac{14}{20}$	19. $\frac{2}{12} = \frac{1}{\square}$	20. $\frac{\square}{16} = \frac{5}{8}$
21. $\frac{1}{\square} = \frac{8}{40}$	22. $\frac{4}{40} = \frac{\square}{20}$	23. $\frac{\square}{3} = \frac{8}{24}$	24. $\frac{10}{12} = \frac{5}{\square}$

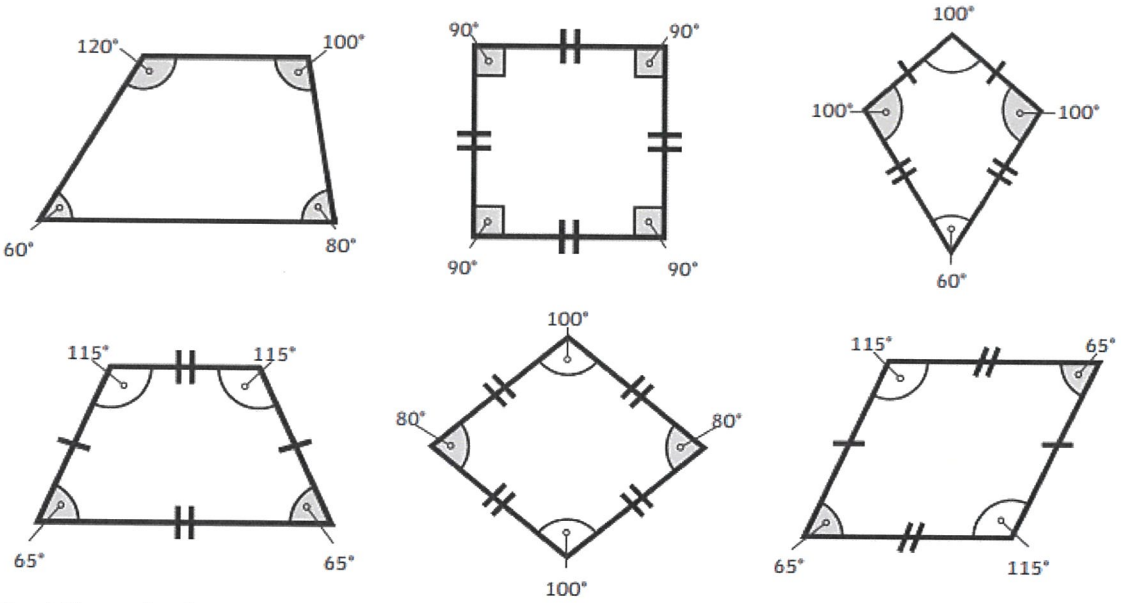
- ***OPTIONAL TASK:*** *Write 3 equivalent fractions to these fractions below:*

1. $\frac{1}{2} =$	9. $\frac{1}{6} =$
2. $\frac{1}{3} =$	10. $\frac{11}{12} =$
3. $\frac{3}{4} =$	11. $\frac{1}{5} =$
4. $\frac{4}{5} =$	12. $\frac{1}{4} =$
5. $\frac{2}{3} =$	13. $\frac{5}{12} =$
6. $\frac{5}{6} =$	14. $\frac{1}{10} =$
7. $\frac{3}{10} =$	15. $\frac{2}{5} =$
8. $\frac{7}{8} =$	16. $\frac{1}{8} =$

- **Look at these quadrilaterals and their angles.** If you add up all the interior angles of a 2D shape it is called the ANGLE SUM.

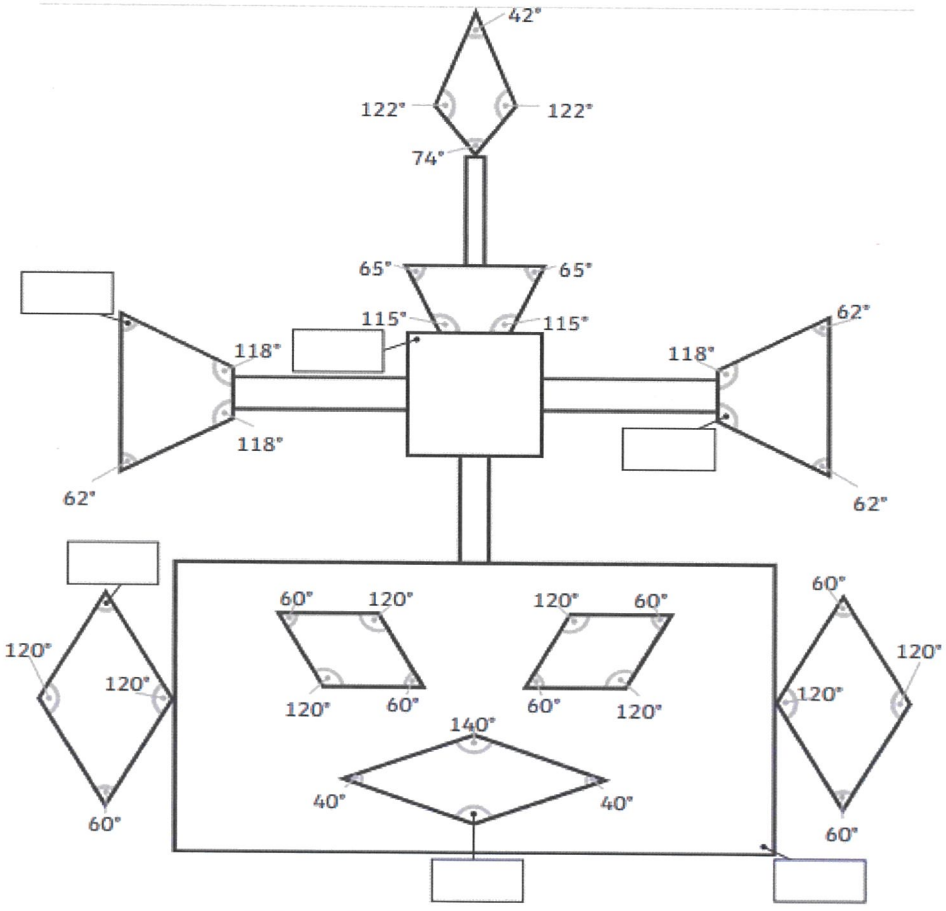
Quadrilateral Angles

Do all interior angles in quadrilaterals measure **360°** in total?

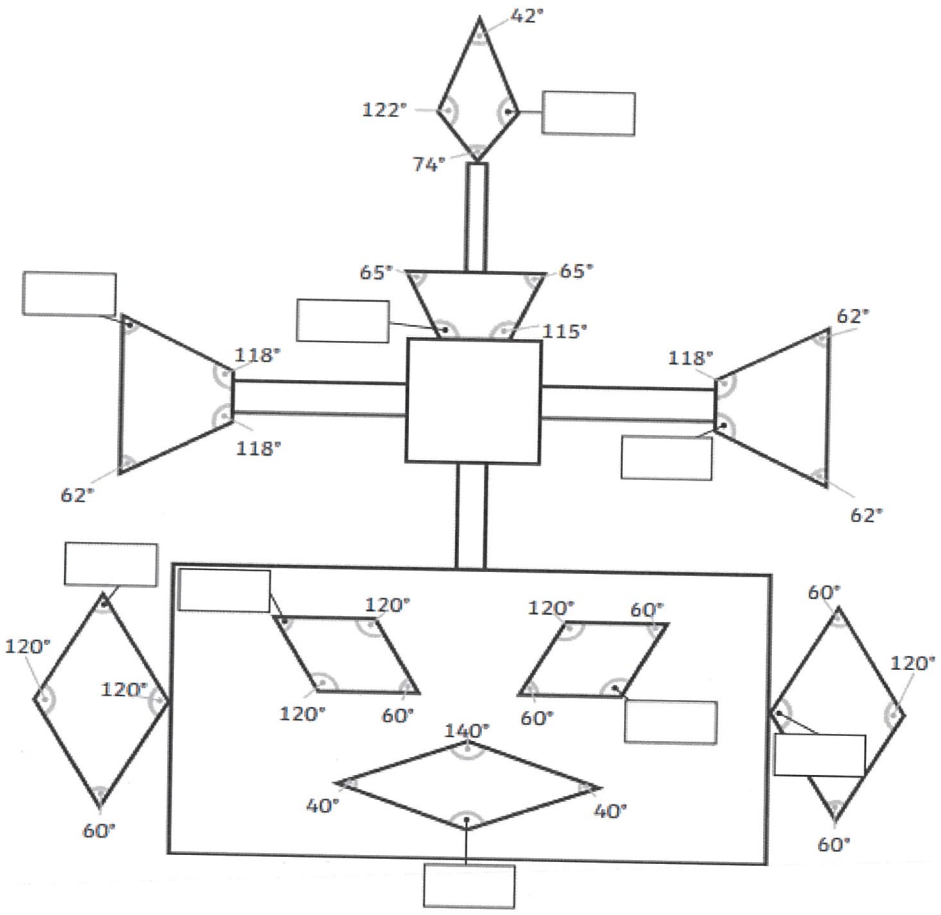


- **Find the missing angles** in the Quadrilateral Robot, now that you know about angle sums. CHOOSE AT LEAST ONE LEVEL

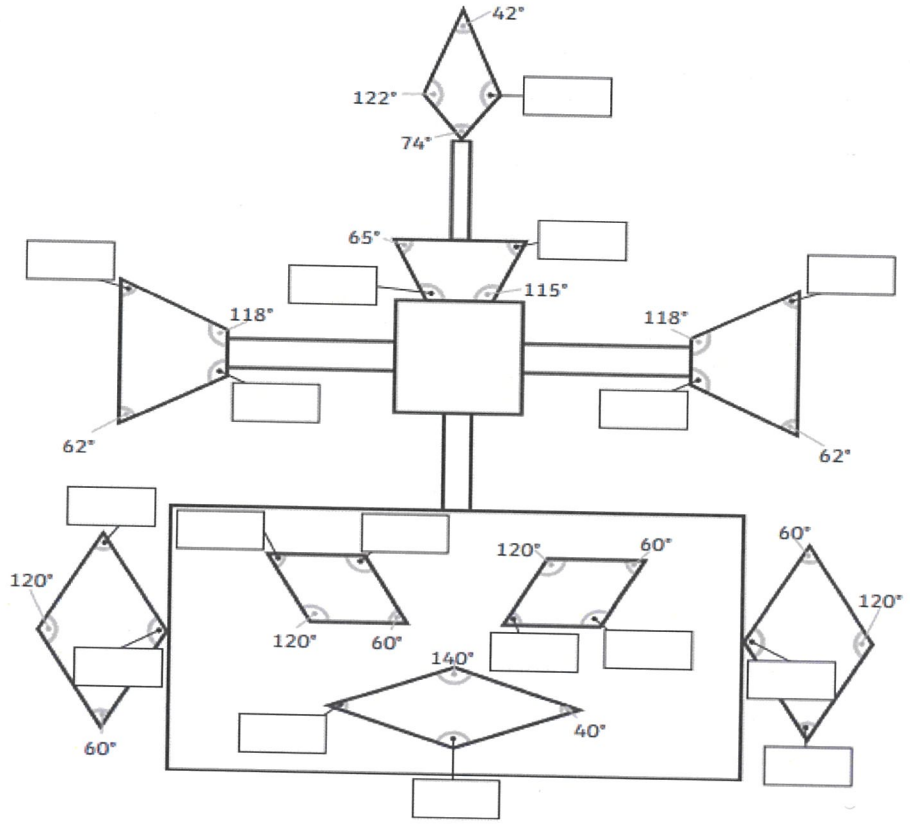
Level 1



Level 2



Level 3



TUESDAY - Afternoon

Visual Arts

Week 2 and 3

TASK 1:

- Please continue with your Picasso inspired portraits from last week. Using thick black pen, if you have it at home outline your shapes and then colour them in using whatever materials you have. You might like to refine your drawing or change it before you colour it in.
- One of Picasso's most famous quotes is …..*it took me all my life to paint like a child.* This is great because you are children so your work will be brilliant!

Picasso created a simple drawing of a Dove.

Notice how Picasso has used only a few lines to create a dove. This may look easy but he really thought about where to make a mark to convey a strong message.

Answer this question: What does a dove symbolize?

_____

TASK 2

- Choose an animal to create a Picasso inspired pen/pencil drawing **using only a few lines** and we may be able to paint it on the art room windows as well.
- Remember this is not a detailed drawing, it is to be as simple as Picasso's. Sometimes the most powerful parts of a simple drawing are the things you leave out or the spaces in between lines. This engages your brain to imagine what might be there. Choose a simple animal and have fun!
- To find out more information about Picasso click on this website and in the bar at the top click explore, scroll down, it's quite a long way and you will find "who is Pablo Picasso"

https://www.tate.org.uk/kids/explore/whos-who

Optional tasks:

- *Log in to your Google Classroom to see some more links and ideas for creating art like Picasso!*

Remember, these tasks are for week 2 and 3.

Mrs Plasto

WEDNESDAY - English

Morning Routine

- Today's Morning Routine is loaded onto the Google Classroom for students to go through on their own. For the Talk for Learning task, ask an adult or sibling in your house to join you!
- ***OPTIONAL TASK*** - *Upload a photo of your morning routine notes to share with your teacher using Google Classroom. Alternatively, use a note taking App on your ipad and screenshot your notes.*

Reading

- **Read** at least 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.

- Informative Text Structure - Chronological Events

Oh No! These facts are out of order. Please number them correctly so they are chronological.

The Great Japan Earthquake of 1923

The powerful quake and ensuing tsunami that struck Yokohama and Tokyo traumatised a nation and unleashed historic consequences

Text	Number in order
The date was September 1, 1923, and the event was the Great Kanto Earthquake, at the time considered the worst natural disaster ever to strike quake-prone Japan.	
Before the quake, down at the docks of Yokohama, Japan's biggest port, hundreds of well-wishers were seeing off the *Empress of Australia*, a 615-foot luxury steamship bound for Vancouver.	
After the tsunami, then came fires, roaring through the houses of Yokohama and Tokyo burning everything in their path. The death toll would be about 140,000, including 44,000 who had sought refuge near Tokyo's Sumida River in the first few hours, only to be killed by a freak wall of fire known as a "dragon twist."	
The first shock hit at 11:58 a.m., emanating from a seismic fault six miles beneath the floor of Sagami Bay, 30 miles south of Tokyo	
The tragedy prompted countless acts of heroism. Captain Robinson of the *Empress of Australia*, took hundreds of refugees aboard, organised a fire brigade that kept the ship from being incinerated by flames, then steered the crippled vessel to safety in the outer harbour.	
Since 1923, The earthquake in 2011 that struck the northeast coast of Honshu is not likely to have such an impact on Japan's history. But there are parallels. Like the 1923 quake, this one unleashed secondary disasters: a tsunami, mudslides, fires and damage.	
Moments later, a tremendous jolt knocked people off their feet, and the pier collapsed, spilling cars and people into the water.	
The initial shock was followed a few minutes later by a 40-foot-high tsunami. A series of towering waves swept away thousands of people.	

SOURCE: https://www.smithsonianmag.com/history/the-great-japan-earthquake-of-1923-1764539/

Writing

- **AFTER THE ZOOM LESSON** Complete the following task
- **Writing task –** Cause and effect

Cause and Effect relationships - **Match these body events with their outcome**

CAUSE
eating too fast
exposure to sun
picking at scabs
not stretching before sport
gas inside stomach
lying on hands
movement of air and food in the body
a blast of air out of your nose
shoes that rub
cold or chilled skin

EFFECT
scars
sun burn
burps
heartburn
sneezing
pulled muscles
goose bumps
pins and needles
rumbling stomach
blisters

- **Use some of the connectives in the box to write sentences** about the above relationships. Handwrite them on paper or in a book, or type them in Google Drive / Classroom.

- ✓ Because
- ✓ Result in
- ✓ Because of this
- ✓ Leads to
- ✓ Causes
- ✓ Owing to
- ✓ As a consequence of
- ✓ Hence
- ✓ Thus
- ✓ Stems from
- ✓ Is due to
- ✓ Us caused by
- ✓ For
- ✓ So
- ✓ Consequently
- ✓ Therefore
- ✓ Contributes of
- ✓ Brings about
- ✓ For this reason
- ✓ Comes from
- ✓ Is the result of
- ✓ Due to
- ✓ As
- ✓ Since
- ✓ Accordingly
- ✓ That is why
- ✓ In order to
- ✓ In order that
- ✓ Thereby
- ✓ Similarly
- ✓ Seeing that
- ✓ Due to the fact that
- ✓ On account of

- ***Optional Task:*** *Make funny pictures with text and speech bubbles of the above cause and effect relationships.*

You could use any site, including scratch coding https://scratch.mit.edu/ , or https://www.storyboardthat.com/comic-maker , www.powtoon.com, https://www.toonytool.com/

WEDNESDAY - Mathematics

Minute Maths

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

LEVEL 1	LEVEL 2	LEVEL 3
1. 31 + 97 = ____	1. 134 + 657 = ____	1. 890 + 312 = ____
2. 54 + 74 = ____	2. 833 + 89 = ____	2. 678 + 773 = ____
3. 99 + 32 = ____	3. 267 + 589 = ____	3. 6901 + 7912 = ____
4. 67 - 31 = ____	4. 793 + 193 = ____	4. 9816 + 7615 = ____
5. 641 - 58 = ____	5. 368 - 92 = ____	5. 891 - 459 = ____
6. 754 - 71 = ____	6. 892 - 346 = ____	6. 8903 - 7789= ____
7. 22 x 15 = ____	7. 673 - 229 = ____	7. 7987 - 3581 = ____
8. 80 x 90 = ____	8. 18 x 55 = ____	8. 66 x 66 = ____
9. 14 x 14 = ____	9. 30 x 31 = _____	9. 540 x 60 = ____
10. 65 x 15 = ____	10. 903 x 8 = _____	10. 700 x 98 = ____

Number and Algebra

- **Revision on adding fractions**

LEAST COMMON DENOMINATOR

What is a ...
... Denominator?

The **denominator** is the bottom number in a fraction.

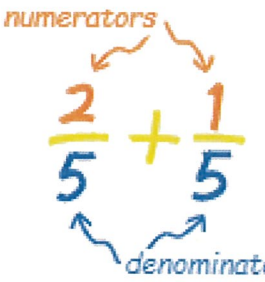
It shows how many equal parts the item is divided into

$\frac{3}{4}$ ← *Numerator*

← *Denominator*

... Common Denominator?

When the denominators of two or more fractions are the **same**, they have **Common Denominators.**



These denominators are common (the same)

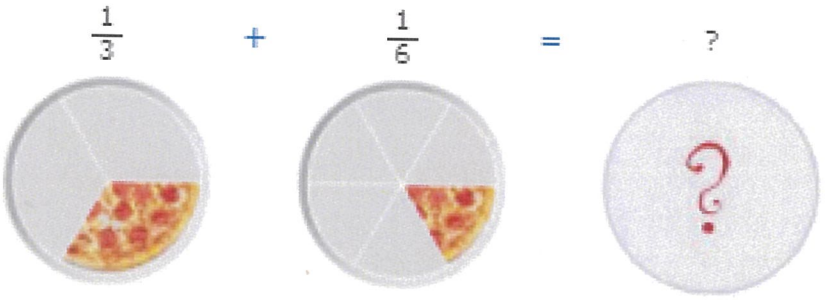
... Least Common Denominator?

it is the **smallest** of all the common denominators.

Why?

Why do we want common denominators?

Because we **can't** add fractions with different denominators:



Before we can add them we must make the **denominators the same.**

Finding a Common Denominator

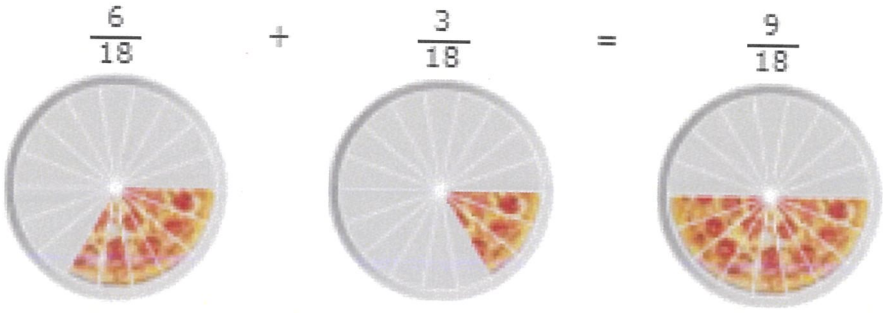
But what should the new denominator be?

One simple answer is to multiply the current denominators together:

$$3 \times 6 = 18$$

So instead of having 3 or 6 slices, we will make **both** of them have **18 slices.**

The pizzas now look like this:



They now have common denominators (but not the *least* common denominator)

Least Common Denominator

That is all fine, but 18 is a lot of slices ... can we do it with **fewer slices**?

Here is how to find out:

$\frac{1}{3}$ List multiples of 3: 3, 6, 9, 12, 15, 18, 21, ...

$\frac{1}{6}$ List multiples of 6: 6, 12, 18, 24, ...

Now find the **smallest number** that is the same:

multiples of 3: 3, **6**, 9, 12, 15, 18, 21, ...
multiples of 6: **6**, 12, 18, 24, ...

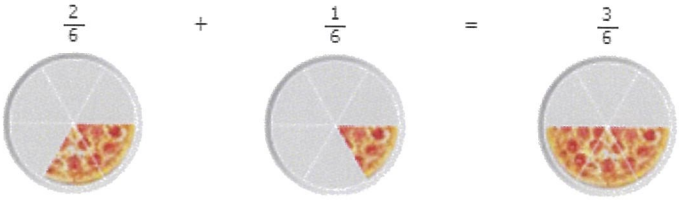
The answer is 6, and that is the **Least** Common Denominator.

So let us try using it!

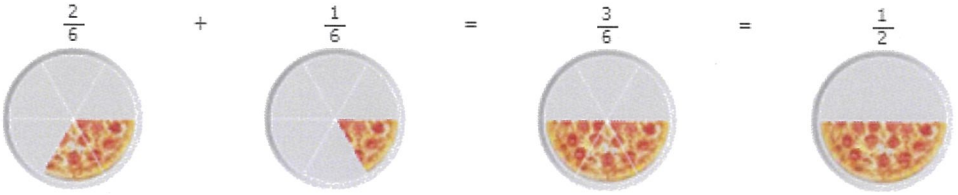
We want both fractions to have 6 slices:

- When we multiply top and bottom of $\frac{1}{3}$ by 2 we get $\frac{2}{6}$
- $\frac{1}{6}$ already has a denominator of 6

And our question now looks like:



One last step is to simplify the fraction (if possible). In this case 3/6 is simpler as 1/2:



And that is what the Least Common Denominator is all about.

It lets us add (or subtract) fractions using the least number of slices.

What Did We Do?

The trick was to list the multiples of each denominator, then find the Least Common Multiple

In the previous example the Least Common Multiple of 3 and 6 was 6.

In other words the **Least Common Denominator** of $\frac{1}{3}$ and $\frac{1}{6}$ is 6.

Here are the steps to follow:

- Find the **Least Common Multiple** of the denominators (which is called the **Least Common Denominator**).
- Change each fraction (using equivalent fractions) to make their denominators the same as the least common denominator
- Then add (or subtract) the fractions, as we wish!

Example: What is $\frac{1}{6} + \frac{7}{15}$?

The Denominators are 6 and 15:

multiples of 6: 6, 12, 18, 24, **30**, 36, ...

multiples 15: 15, **30**, 45, 60, ...

So the **Least Common Multiple** of 6 and 15 is **30**.

Now let's try to make the denominators the same.

Note: what we do to the bottom of the fraction,
we must also do to the top

For the first fraction we can multiply top and bottom by 5 to get a denominator of 30:

$$\frac{1}{6} \overset{\times 5}{=} \frac{5}{30}$$

For the second fraction we can multiply top and bottom by 2 to get a denominator of 30:

$$\frac{7}{15} \overset{\times 2}{=} \frac{14}{30}$$

Now we can do the addition by adding the top numbers:

$$\frac{5}{30} + \frac{14}{30} = \frac{19}{30}$$

The fraction is already as simple as it can be, so that is the answer.

- **Task : Add these fractions on the next page.** Apply your understanding of using the lowest common denominator. Refer to the information above if needed.

$\frac{2}{3} + \frac{1}{6} =$ ☐

$\frac{1}{2} + \frac{1}{4} =$ ☐

$\frac{1}{4} + \frac{3}{8} =$ ☐

$\frac{1}{3} + \frac{1}{6} =$ ☐

$\frac{1}{8} + \frac{1}{2} =$ ☐

$\frac{1}{4} + \frac{5}{8} =$ ☐

$\frac{1}{2} + \frac{3}{8} =$ ☐

$\frac{5}{6} + \frac{1}{12} =$ ☐

$\frac{5}{12} + \frac{1}{6} =$ ☐

$\frac{2}{5} + \frac{3}{10} =$ ☐

$\frac{1}{10} + \frac{4}{5} =$ ☐

$\frac{1}{5} + \frac{7}{10} =$ ☐

$\frac{5}{7} + \frac{3}{14} =$ ☐

$\frac{1}{14} + \frac{6}{7} =$ ☐

$\frac{2}{7} + \frac{5}{14} =$ ☐

$\frac{3}{8} + \frac{1}{16} =$ ☐

$\frac{5}{16} + \frac{5}{8} =$ ☐

$\frac{2}{9} + \frac{5}{18} =$ ☐

$\frac{3}{10} + \frac{7}{20} =$ ☐

$\frac{3}{20} + \frac{7}{10} =$ ☐

- ***OPTIONAL TASK:*** ***add these fractions:***

$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} =$ ☐

$\frac{7}{8} + \frac{3}{4} + \frac{3}{16} =$ ☐

$\frac{1}{6} + \frac{1}{3} + \frac{5}{12} =$ ☐

$\frac{1}{2} + \frac{5}{8} + \frac{1}{16} =$ ☐

$\frac{1}{4} + \frac{5}{8} + \frac{1}{2} =$ ☐

$\frac{5}{6} + \frac{1}{2} + \frac{7}{12} =$ ☐

$\frac{5}{6} + \frac{1}{12} + \frac{1}{2} =$ ☐

$\frac{3}{8} + \frac{3}{4} + \frac{7}{8} =$ ☐

$\frac{1}{4} + \frac{1}{8} + \frac{1}{16} =$ ☐

$\frac{2}{3} + \frac{7}{9} + \frac{2}{3} =$ ☐

$\frac{11}{12} + \frac{5}{6} + \frac{1}{2} =$ ☐

$\frac{4}{5} + \frac{9}{20} + \frac{3}{10} =$ ☐

$\frac{5}{8} + \frac{7}{16} + \frac{3}{4} =$ ☐

$\frac{11}{20} + \frac{3}{5} + \frac{9}{10} =$ ☐

$\frac{3}{4} + \frac{1}{2} + \frac{5}{8} =$ ☐

$\frac{7}{10} + \frac{1}{5} + \frac{23}{30} =$ ☐

$\frac{7}{8} + \frac{3}{16} + \frac{1}{2} =$ ☐

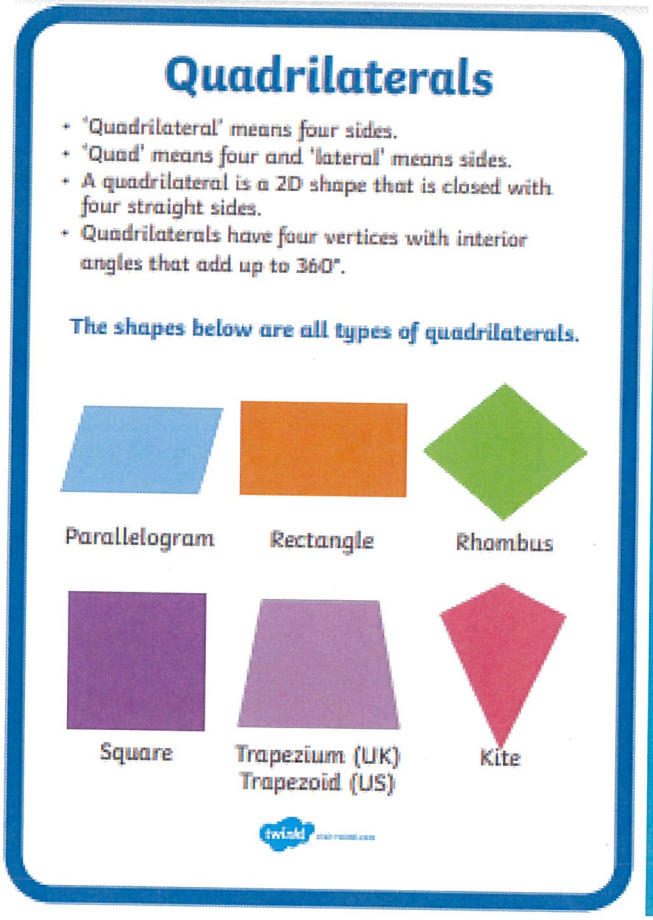
$\frac{5}{6} + \frac{11}{24} + \frac{5}{12} =$ ☐

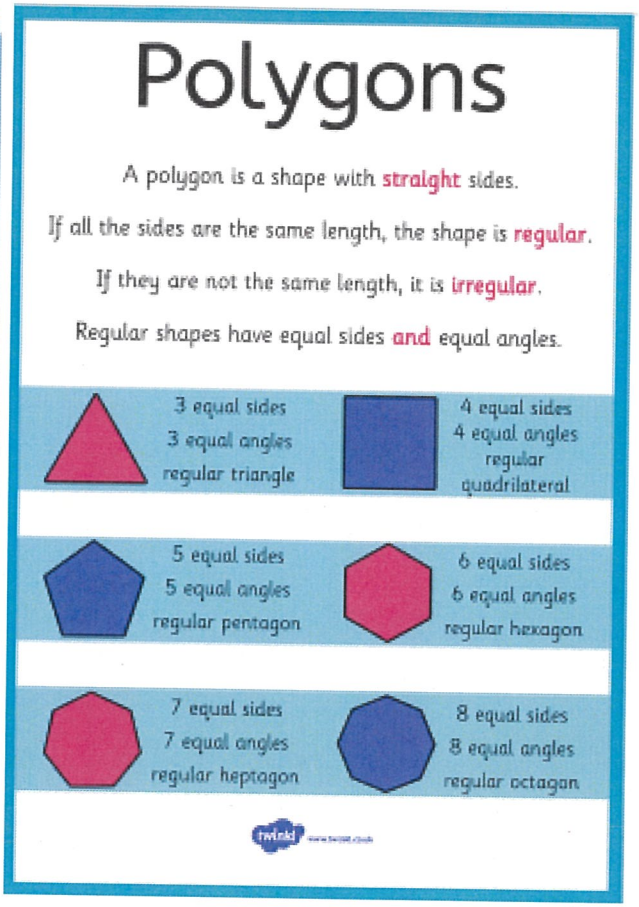
$\frac{1}{16} + \frac{5}{8} + \frac{7}{8} =$ ☐

$\frac{23}{24} + \frac{11}{12} + \frac{2}{3} =$ ☐

Measurement and Geometry

- **Revise the properties of polygons and quadrilaterals below.**





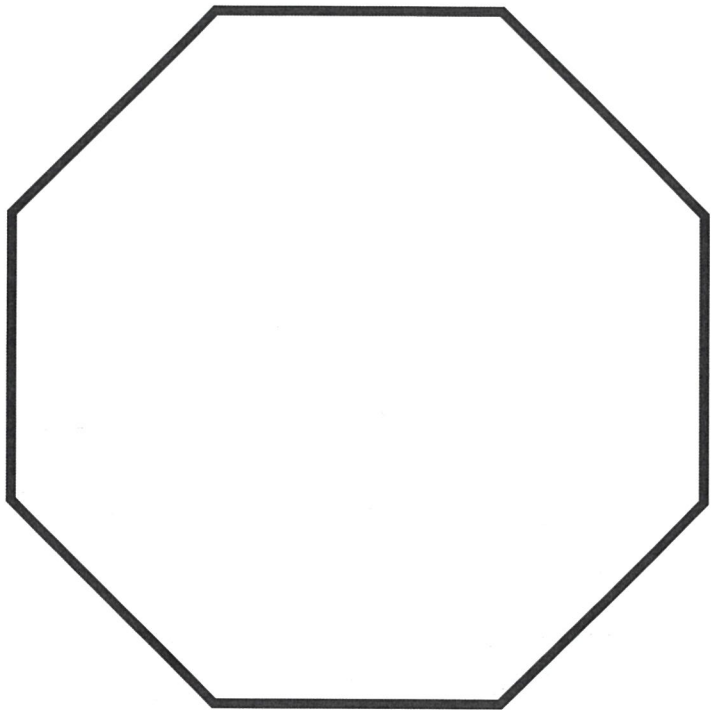
- **After today's ZOOM lesson , answer the questions below.**

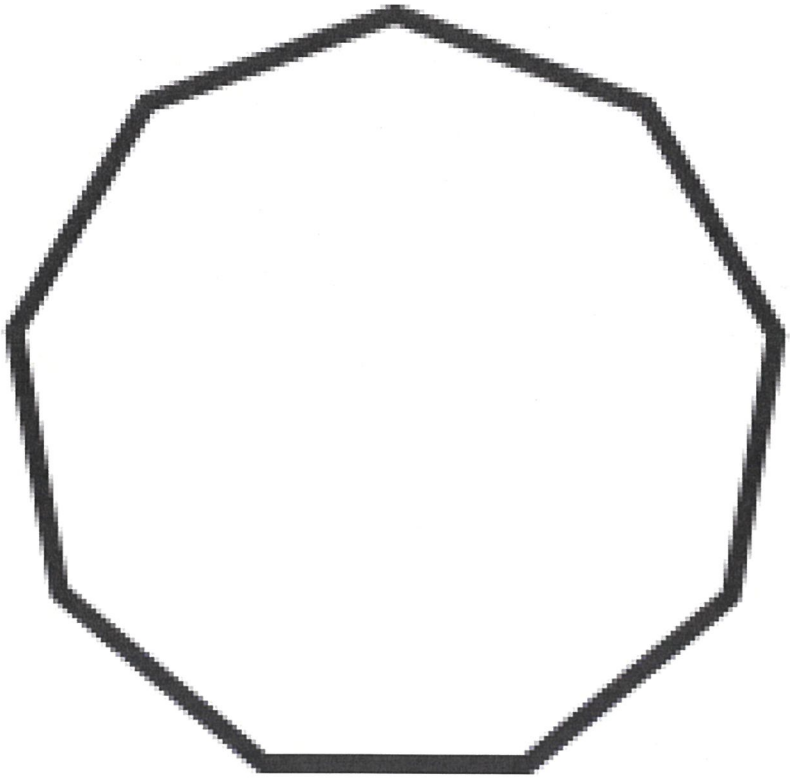
1) Are these properties always (A), sometimes (S) or never true (N) for each quadrilateral?

Write the correct letter in the table.

	Rectangle	Square	Rhombus	Kite	Parallelogram	Trapezium
Four sides						
Four vertices						
Two pairs of parallel sides						
Two pairs of congruent sides						
Opposite angles are equal						
One pair of parallel sides						
Adjacent sides are equal						

- **For these polygons, label them.** Draw all the lines of symmetry and angles. Write the number of order of symmetry (rotational turns). If you have a protractor, measure the angles. They should all be the same

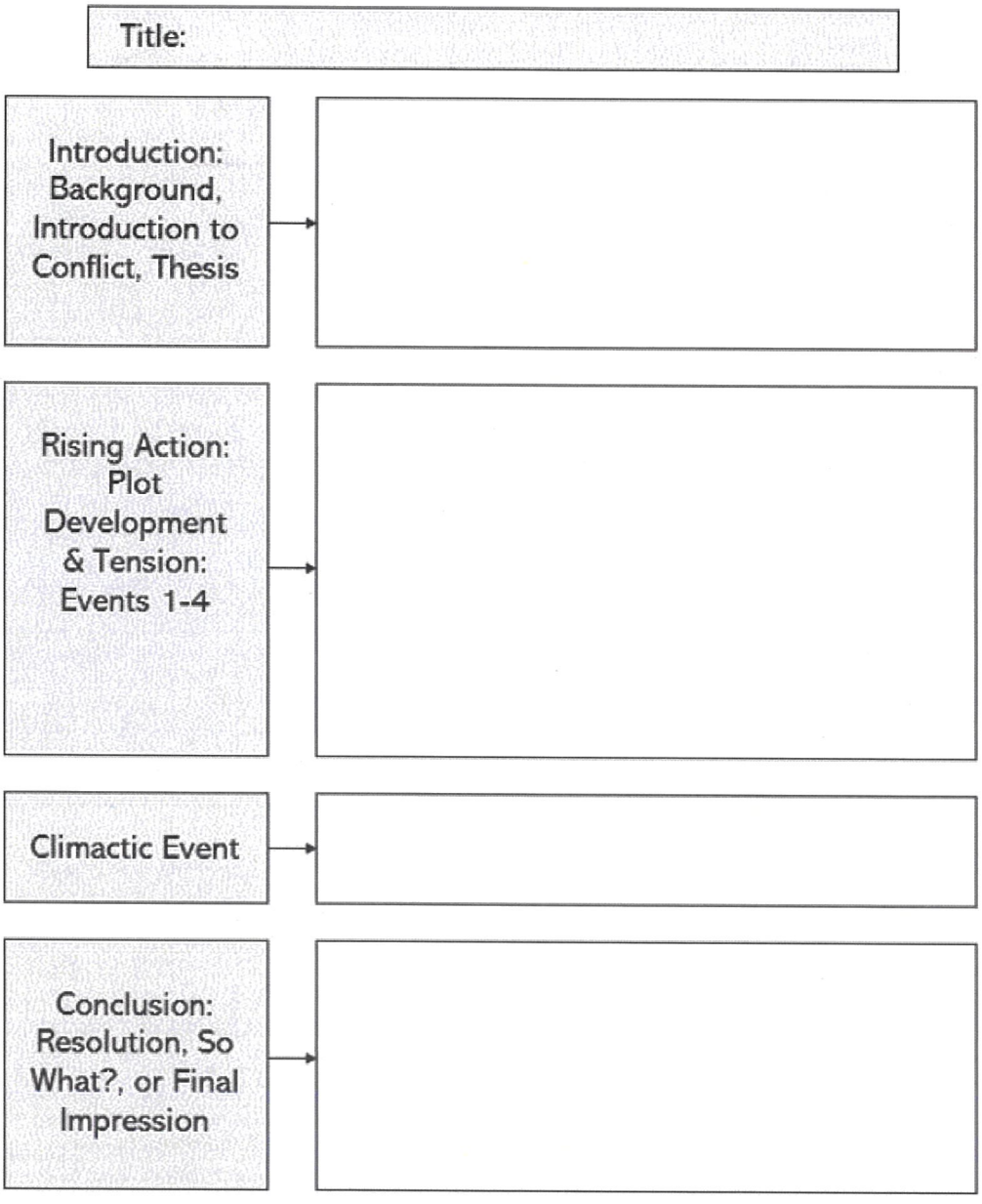




WEDNESDAY - Afternoon

Library

- **Library Stage 3 Week 2:**
- Hello Stage 3, Here is your library lesson for week 2.
- **Activity:**
- Choose a book that you have read recently and write yourself in as a character in one or more parts of the story. Think carefully about what part you would play in the story. Will you be a hero or a villain, a friend or an enemy, a minor or a major character? How will this change the course of the story or how other characters act? Add an Illustration, making sure you are in it.
- **Use the graphic organiser to plan your writing**



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 19
  www.soundwaveskids.com.au Year 5 password: slip892 Year 6 password: today027

Typing

- This week, practice your typing skills by choosing some games at this site:
www.typingmaster.com/games/typing-games.html

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
- Informative Text Structures - Compare and Contrast
- **Colour code the following text using highlighters or textas**

WHEN THE TWO COUNTRIES ARE BEING COMPARED - Colour it yellow (similar)

WHEN THE TWO COUNTRIES ARE BEING CONTRASTED - Colour it blue (different)

How are Japan and China similar?

China and Japan share a lot of similarities, but there are glaring differences between them too.

The language used in Japan is closely associated with symbols from the language used in China. China was the first to develop a written language, which Japan adapted to form its own.

The two cultures are closely related to one another geographically. However Japan is made up of over 6000 islands whereas China is part of the asian mainland.

China and Japan both have the same system of governance. The Chinese imperial court was the system of governance that was also adapted by Japan. Throughout history The Japanese might have adapted the Chinese government system, but they did not adapt the weight and power of the emperor. For the Chinese, the authority was placed solely in the emperor's control. On the other hand, in Japan, the empire and emperor was just a formality.

The sports in both cultures differ. Apart from martial arts, with China favouring Kung fu and Japan Judo, modern sports also differ between the two cultures. As for Japan, it tends to major on modern sports like soccer and baseball. These are sports that are associated with the west. However, China is closely associated with badminton and eastern ping pong.

Writing

- **WRITE a factual text** that compares and contrasts these two animals
- Use the word bank below to include the right connectives
- Handwrite it on paper or in a book, or type it in Google Drive / Classroom.

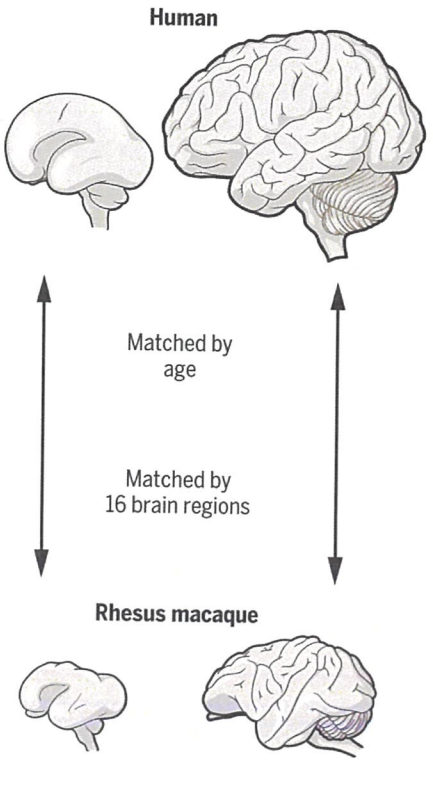
PHYSICAL FEATURE	MONKEYS and APES	HUMANS
primate	yes	yes
large brains	yes	yes - three times larger
average adult height	60 - 80 cm	140 - 180 cm
adaptations to climb trees	yes	no
eyes adapted to night vision	yes	no
forward facing eyes	yes	yes
hands adapted for grasping	yes	yes
long life spans and slow growth	yes	yes
spine shape	c shaped	s shaped
arms are longer than legs	yes	no
jaw size compared to head	large	small
spoken languages	none	many

Connectors of Comparison

- Similarly
- Comparable
- In the same way
- Likewise
- As with
- Equally
- Just as ... so too
- A similar x
- Another x like...
- Just as
- In similar way
- In similar manner
- Resemble
- As
- Similar to
- In common
- As well as
- In comparison to
- Also
- By the same token
- Same as
- Just like
- The same as
- As ... as
- Equal

Connectors of Contrast

- Whereas
- However
- Yet
- Despite
- Even so
- But
- Although
- Though
- Even tough
- On the contrary
- Nevertheless
- In spite of
- Because of
- Unlike
- In contrast to
- While
- Conversely
- Instead
- Alternatively
- By contrast
- Nonetheless
- On the other hand
- Notwithstanding
- Despite this
- Apart from
- Otherwise
- Unlike



THURSDAY - Mathematics

Minute Maths

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

LEVEL 1	LEVEL 2	LEVEL 3
1. 39 + 77 = ____	1. 672 + 322 = ____	1. 835 + 779 = ____
2. 74 + 40 = ____	2. 97 + 59 = ____	2. 359 + 753 = ____
3. 25% of 80 = ____	3. 235 + 665 = ____	3. 7791 + 6712 = ____
4. 40% of 200 = ____	4. 60% of 200 = ____	4. 8901 + 4690 = ____
5. 70% of 100 = ____	5. 85% of 300 = ____	5. 58% of 200 = ____
6. 721 - 75 = ____	6. 22% of 400 = ____	6. 65% of 600= ____
7. 30 x 25 = ____	7. 347 - 190 = ____	7. 73% of 800 = ____
8. 20 x 80 = ____	8. 13 x 50 = ____	8. 77 x 44 = ____
9. 14 x 11 = ____	9. 27 x 27 = _____	9. 535 x 30 = ____
10. 29 x 11 = ____	10. 390 x 9 = _____	10. 990 x 88 = ____

Number and Algebra

Prime Numbers and Composite Numbers

- **Review the following information**

A Prime Number is:

a whole number above 1 that **cannot** be made by multiplying other whole numbers

Example: 5 is a **prime** number.

We cannot multiply other whole numbers like 2, 3 or 4 together to make 5

Example: 6 is **not** a prime number

6 can be made by 2×3 so is NOT a prime number, it is a **composite number**

Not 1

Years ago 1 was included as a Prime, but now **it is not:**

1 is **not Prime** and also **not Composite.**

- **Complete the following task:**

Circle all the prime numbers below.

3	9	10	2	11	30	13	25	42	40	41
18	93	7	16	19	50	52	99	65	79	81

Circle all the composite numbers below.

2	5	6	9	15	33	100	91	56	12	98
14	19	45	60	88	13	34	90	22	31	3

- ***OPTIONAL TASKS* complete the following tasks:**

Prime Numbers Challenge

Shade all the prime numbers to 100.

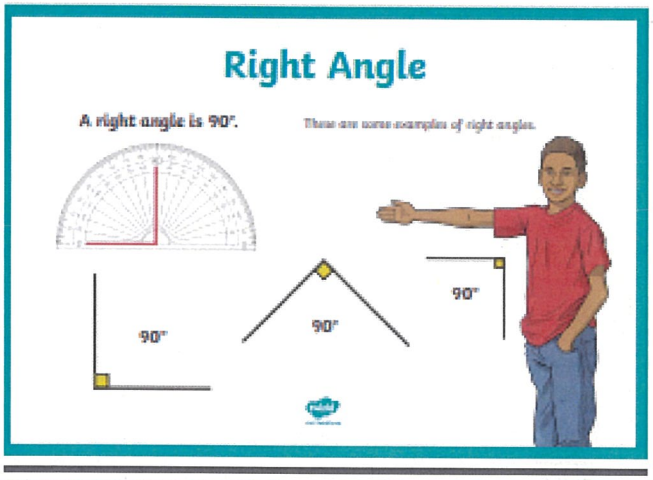
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

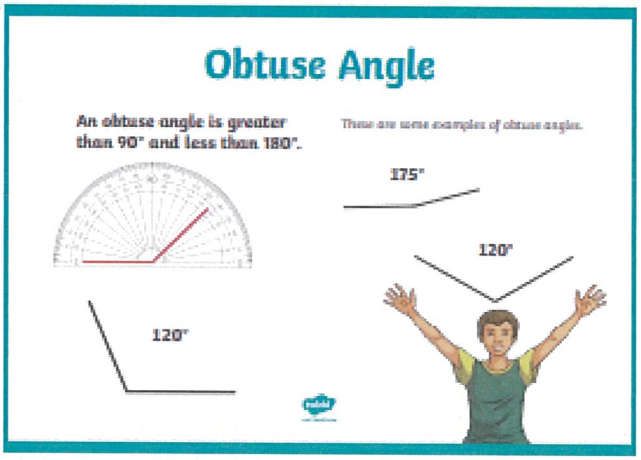
Can you find the nearest prime number before and after each number below?

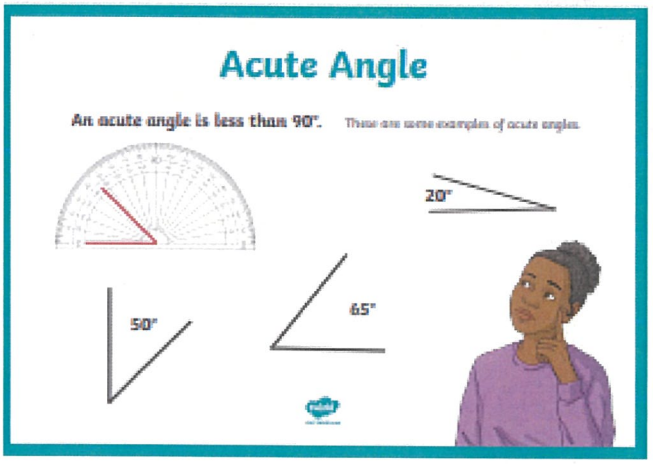
The first one is done for you.

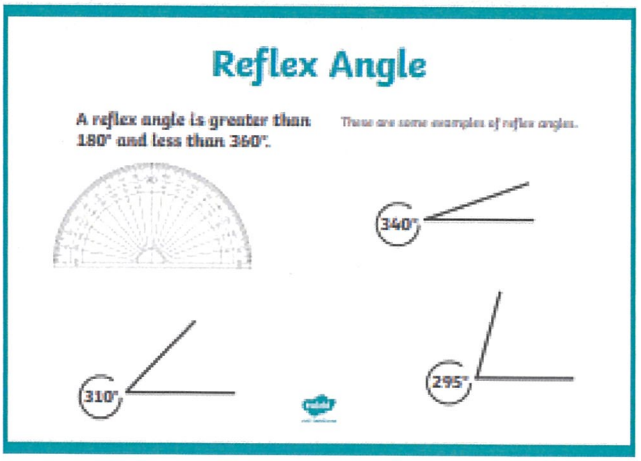
7	8	11		42	
	35			76	
	38			95	
	18			88	

Measurement and Geometry









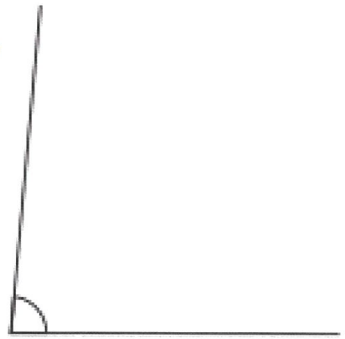
- **Revise** the different types of angles above.
- **AFTER THE ZOOM LESSON** complete the following questions. CHOOSE AT LEAST ONE LEVEL.

Estimating angle sizes

Level 1

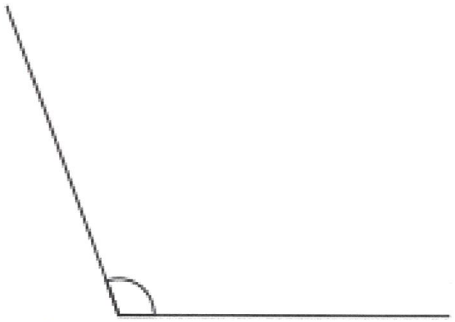
Look at each angle and choose whether it is acute, obtuse or a right angle.

a.



- ☐ Acute angle
- ☐ Right angle
- ☐ Obtuse angle

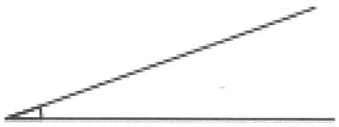
b.



- ☐ Acute angle
- ☐ Right angle
- ☐ Obtuse angle

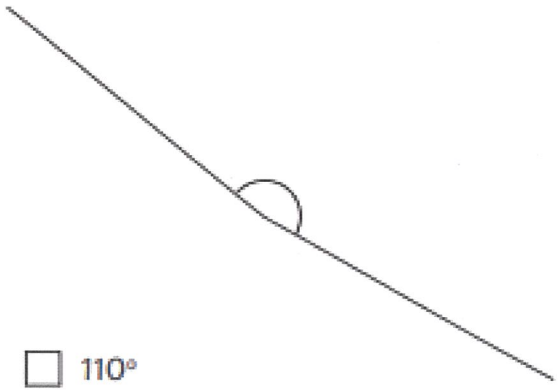
Look at each angle and tick the closest size estimate.

c.



- ☐ 50°
- ☐ 25°
- ☐ 10°

d.



- ☐ 110°
- ☐ 150°
- ☐ 180°

Draw an example of each angle type.

Acute Angle	Right Angle	Obtuse Angle

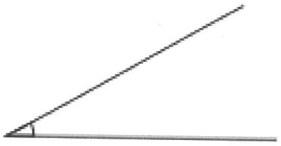
Level 2

Look at each angle and choose whether it is acute, obtuse or a right angle.

a.

- ☐ Acute angle
- ☐ Right angle
- ☐ Obtuse angle

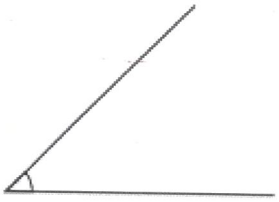
b.



- ☐ Acute angle
- ☐ Right angle
- ☐ Obtuse angle

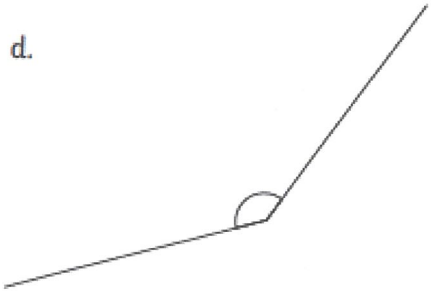
Look at each angle and tick the closest size estimate.

c.



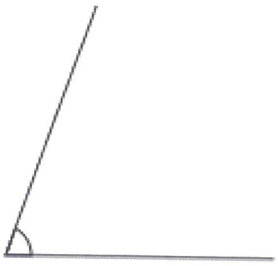
☐ 50° ☐ 70° ☐ 20°

d.



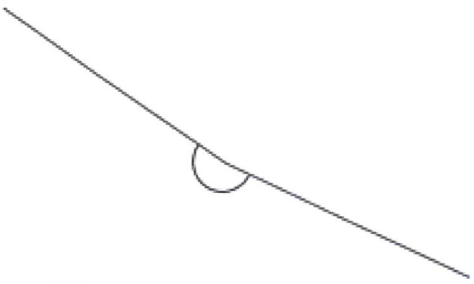
☐ 140° ☐ 90° ☐ 105°

e.



☐ 55° ☐ 65° ☐ 85°

f.



☐ 190° ☐ 210° ☐ 250°

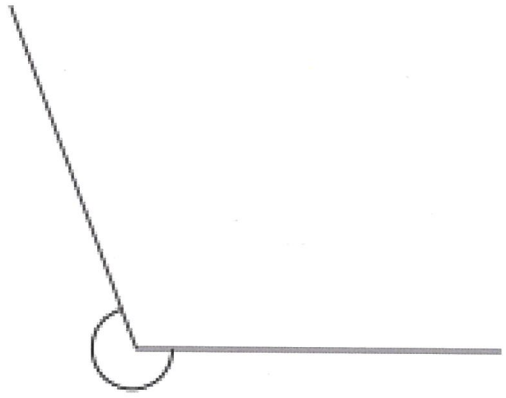
Draw two examples of each angle type.

Acute Angle	Right Angle	Obtuse Angle

Level 3

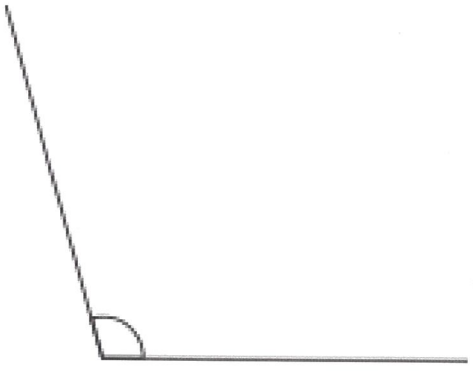
Look at each angle and choose whether it is acute, obtuse or a right angle.

a.



- ☐ Acute angle
- ☐ Reflex angle
- ☐ Obtuse angle

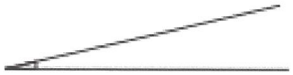
b.



- ☐ Obtuse angle
- ☐ Acute angle
- ☐ Reflex angle

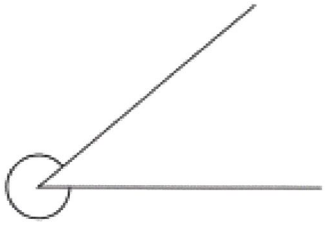
Look at each angle and tick the closest size estimate.

c.



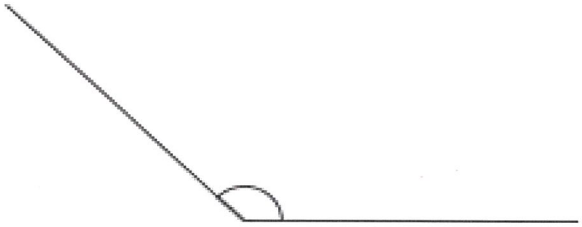
☐ 5° ☐ 20° ☐ 10°

d.



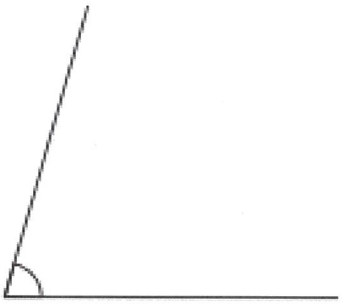
☐ 300° ☐ 200° ☐ 330°

e.



☐ 100° ☐ 130° ☐ 150°

f.



☐ 70° ☐ 60° ☐ 85°

Draw two examples of each angle type.

Acute Angle	Right Angle	Obtuse Angle	Reflex Angle

THURSDAY - Afternoon

PDHPE - HEALTH

Stage 3 – Health and My Community

Lesson 2 – The Media and self-image

Defining Self-image

Self-image is the personal view or mental picture of how we see ourselves. ***Self-image*** *is an "internal dictionary" that describes the characteristics of the* ***self****, including such things as intelligent, beautiful, talented, selfish, and kind.*

- **Activity 1 – Answer the following questions**

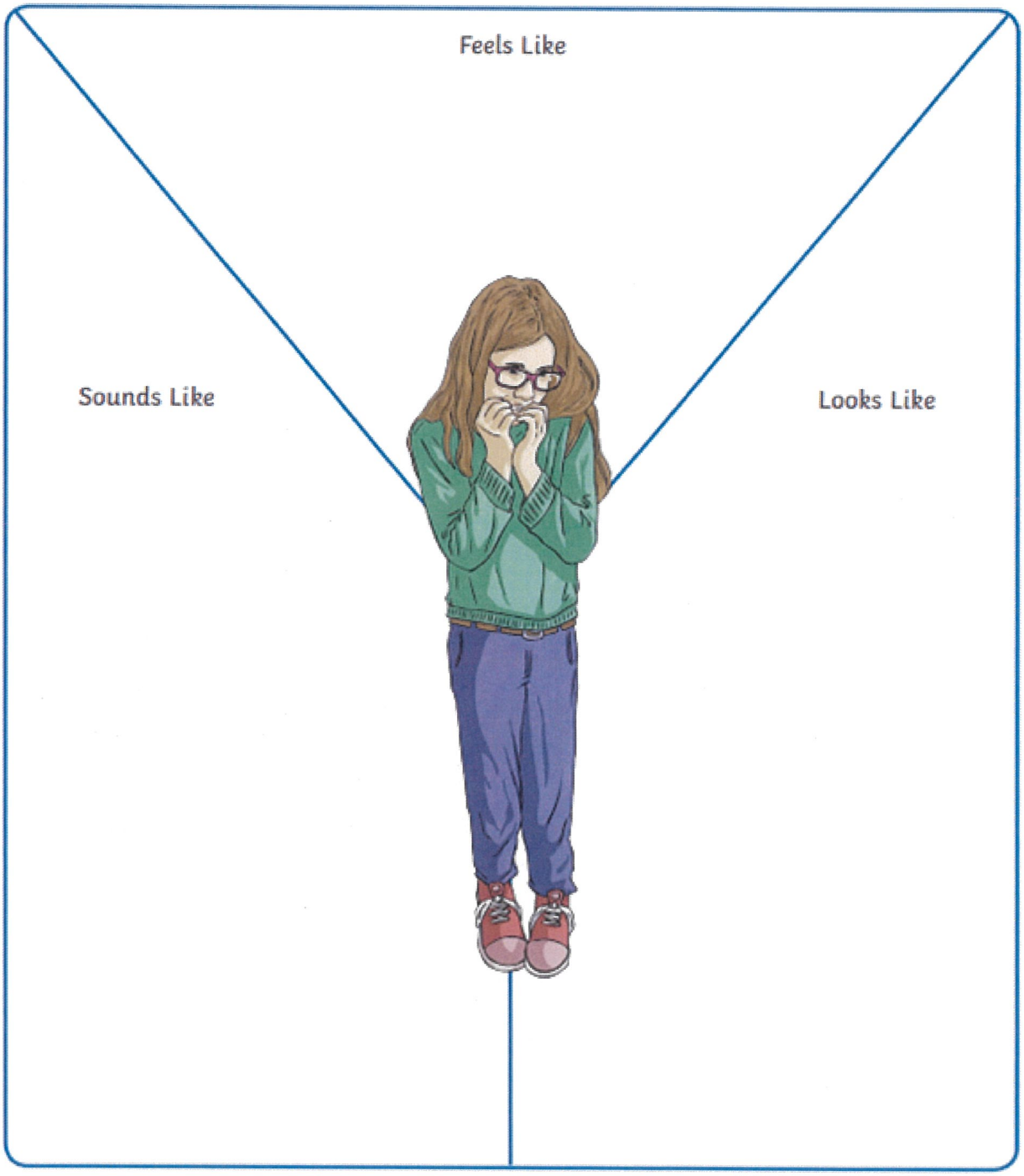
1. In what way does the media play a role in how people may view themselves or feel about themselves?

2. Can you think of an example where an image or an advertisement you have viewed impacted your body image in either a positive or negative way?

- **Activity 2 –** Use the Y chart below to think about what an unhealthy body image might feel, look, and sound like.

Body Image and the Media Y Chart

What could an unhealthy body image feel, look and sound like?

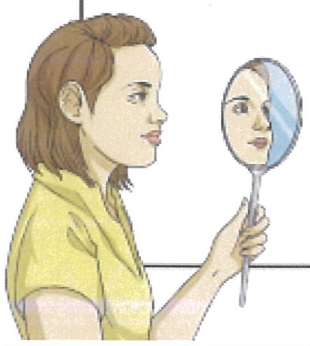


- **Activity 3** – Think of the characteristics of someone that has a healthy body image and someone that has an unhealthy body image. Write these down in the columns below and compare the results.

Body Image and the Media T-Chart

Compare a healthy and an unhealthy body image.

Healthy Body Image	Unhealthy Body Image



Next lesson we will look at ways to address self-image issues and how to have a positive self-image 😉

- **Activity 4 – Weekly PE Challenge**

Let's get moving Stage 3. You will need a standard dice for this activity!

Firstly, you will need to warm-up beforehand. Start by jogging on the spot for 2 mins followed by stretching. Make sure you are wearing appropriate footwear and have a safe spot to exercise that is free from obstacles

You design your workout by using your first and last name. If you have a short first or last name you can add your middle name as well.

Then once you are warmed up you will roll your dice to work out the number of repetitions (how many times) you will perform each exercise

For example, if you roll a 4 and the first letter in your name is C you will complete 4 crunches.

Once you have completed each letter in your first and last name you can cool down, stretch and have a drink of water.

Weekly PE Challenge with Mrs Deck

- **Activity 5 Plank hold challenge – see link below for video demonstration of Mrs Deck doing a plank on her elbows.**

https://youtu.be/59FT6nr8cOc **The Link will be placed on your Google Classroom**
Things to remember - Make your elbows are on the ground directly underneath your shoulders with your feet hip-width apart. Make sure your back is flat and your head and neck are in a neutral position. Drive your elbows into the floor, and squeeze your quads, glutes, and core.

You will need a stopwatch and either your parents or siblings to time you. Try to practice this a couple of times throughout the week to improve your results.

FRIDAY - English

Morning Routine

- Today for Morning Routine, students are to complete the weekly summary activity located in the Google Classroom. For the Talk for Learning task, ask an adult or sibling in your house to join you!

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 19
  www.soundwaveskids.com.au Year 5 password: slip892 Year 6 password: today027

Reading

- **Read** at least one chapter of a book that you have at home. This activity can be completed at any time of the day.
- This week our focus has been on understanding different Informative Text structures. We have looked at DESCRIPTION SEQUENTIAL CHRONOLOGICAL CAUSE AND EFFECT and COMPARE AND CONTRAST. *The last one is PROBLEM AND SOLUTION.*
- **Draw a line to match** the examples to the informative text structure.
- **Circle the connectives and conjunctions** in each text that match the text structure

Description	Due to the covid-19 pandemic, Japan was concerned about having spectators at the 2021 Summer Olympics. They would have to prevent the spread of the virus. As a result, some venues will have no spectators. Those that can will follow social distancing and wear masks. A further solution is for all attendees to get tested
Sequential	Japan's Olympics are held this year in Tokyo 2021, whereas Australia last had the Olympics in Sydney, 2000. Both attracted worldwide attention and would set new standards for Olympic facilities. Tokyo's was held in July, however Sydney's was in September.
Chronological	During the horse jumping events, if a horse knocks over a bar, it leads to a penalty. Another penalty is caused by a horse refusing to jump over a fence. When a rider or horse falls the result is an elimination.
Cause and Effect	Japan won its first gold medals in 1928. Japanese athletes have won 439 medals at the Summer Olympic Games with the most gold medals won in judo. Japan has also won 58 medals at the Winter Olympics.
Compare and Contrast	How to perform Long Jump: Step 1: Run up Step 2: Takeoff Step 3 : Flight Step 4: Landing
Problem and Solution	In 2013, Tokyo was awarded the rights to host the 2020 Olympics. Much later in January 2020, the coronavirus is declared a world health emergency. Shortly after, the Olympics were postponed. Finally, the Olympic torch relay kicked off in March, 2021

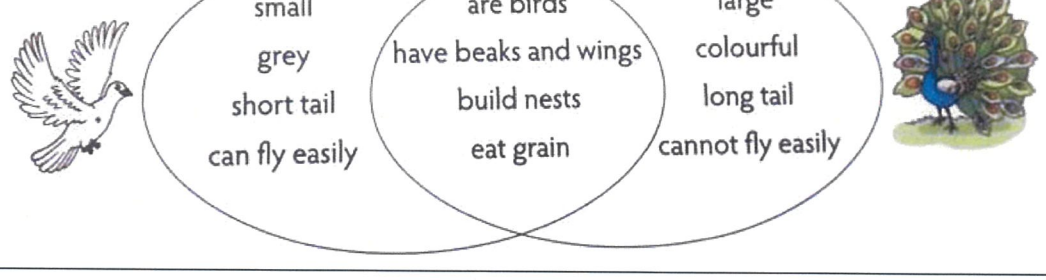
Writing

- **SHARING AND REFLECTION**
- **Bring one of the pieces of writing this week to our morning ZOOM lesson** to share with some of your peers in a Breakout Room!
- **Complete this task AFTER THE ZOOM SESSION**

Use this Venn Diagram to compare two similar things such as: *football and soccer, Australia and New Zealand, Minecraft and Roblox, Tiktok and Snapchat, netball and basketball, bike riding and scooter, cat and dog.* Things that are similar go in the middle!

TOPIC 1: _____ TOPIC 2: _____

Example:



FRIDAY - Mathematics

Problem Solving

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

LEVEL 1	LEVEL 2	LEVEL 3
The number 113 is prime, and its reverse, 311, is also prime. How many two-digit primes are there between 10 and 99 which have a reversed prime?	How many of the three-digit numbers that can be made from all of the digits 1, 3 and 5 (used only once each) are prime?	A certain number has exactly eight factors including 1 and itself. Two of its factors are 21 and 35. What is the number?

Number and Algebra

- **Revision of the week's concepts**

Simplifying Fractions

Use common factors, simplify the following fractions to their simplest form:

1. $\frac{8}{16} = \_\_$
2. $\frac{7}{21} = \_\_$
3. $\frac{9}{15} = \_\_$
4. $\frac{2}{10} = \_\_$
5. $\frac{3}{12} = \_\_$
6. $\frac{5}{20} = \_\_$
7. $\frac{8}{20} = \_\_$
8. $\frac{4}{6} = \_\_$
9. $\frac{12}{24} = \_\_$
10. $\frac{10}{15} = \_\_$

Adding Fractions CHOOSE AT LEAST ONE LEVEL

Level 1 - *The first three questions have the common denominator provided for you*

Add the following fractions. You will need to convert the fractions so they all have the same denominator.

1. $\frac{3}{4} + \frac{5}{12} + \frac{1}{6} + \frac{2}{3} =$

$\frac{\quad}{12} + \frac{\quad}{12} + \frac{\quad}{12} + \frac{\quad}{12} = \frac{\quad}{12}$

2. $\frac{2}{9} + \frac{5}{18} + \frac{2}{3} + \frac{5}{6} =$

$\frac{\quad}{18} + \frac{\quad}{18} + \frac{\quad}{18} + \frac{\quad}{18} = \frac{\quad}{18}$

3. $\frac{7}{20} + \frac{4}{5} + \frac{3}{4} + \frac{6}{10} =$

$\frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} =$

4. $\frac{7}{24} + \frac{7}{12} + \frac{3}{8} + \frac{1}{4} =$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{24} =$

5. $\frac{1}{6} + \frac{26}{30} + \frac{4}{15} + \frac{7}{10} =$

$\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} =$

Level 2 *The first two questions have the common denominator provided for you*

Add the following fractions. You will need to convert the fractions so they all have the same denominator.

1. $\frac{3}{5} + \frac{5}{8} + \frac{1}{10} + \frac{1}{4} =$

   $\frac{\quad}{40} + \frac{\quad}{40} + \frac{\quad}{40} + \frac{\quad}{40} = \frac{\quad}{40}$

2. $\frac{2}{3} + \frac{5}{9} + \frac{1}{5} + \frac{13}{15} = \frac{\quad}{\quad}$

   $\frac{\quad}{45} + \frac{\quad}{45} + \frac{\quad}{45} + \frac{\quad}{45} = \frac{\quad}{45}$

3. $\frac{7}{8} + \frac{5}{6} + \frac{1}{4} + \frac{2}{3} = \frac{\quad}{\quad}$

   $\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

4. $\frac{7}{16} + \frac{7}{12} + \frac{7}{8} + 1\frac{1}{6} = \frac{\quad}{\quad}$

   $\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

5. $\frac{31}{18} + \frac{5}{12} + 6\frac{1}{2} + \frac{7}{9} = \frac{\quad}{\quad}$

   $\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$

Level 3 *The first question has the common denominator provided for you*

Add the following fractions. You will need to convert the fractions so they all have the same denominator.

1. $\frac{1}{4} + \frac{2}{7} + \frac{3}{8} + \frac{2}{5} = \_\_$

   $\frac{\_\_}{280} + \frac{\_\_}{280} + \frac{\_\_}{280} + \frac{\_\_}{280} = \_\_$

2. $\frac{4}{9} + \frac{1}{10} + \frac{1}{2} + \frac{2}{3} = \_\_$

   $\_\_ + \_\_ + \_\_ + \_\_ = \_\_$

3. $\frac{7}{12} + 2\frac{4}{5} + 3\frac{1}{3} + \frac{3}{4} = \_\_$

   $\_\_ + \_\_ + \_\_ + \_\_ = \_\_$

4. $1\frac{3}{4} + \frac{3}{11} + 3\frac{3}{8} + \frac{11}{12} = \_\_$

   $\_\_ + \_\_ + \_\_ + \_\_ = \_\_$

5. $\frac{11}{16} + 11\frac{3}{5} + \frac{2}{4} + 4\frac{7}{17} = \_\_$

   $\_\_ + \_\_ + \_\_ + \_\_ = \_\_$

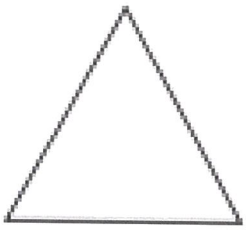
- ***OPTIONAL TASK:*** *What is the hardest fraction question you can add or subtract? Write it here.*

- **Revision of 2D shapes**

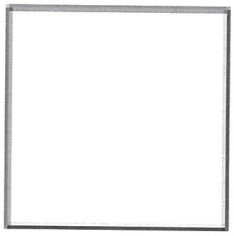
Answer the questions below.

Properties to include; sides, vertices, angles, lines of symmetry. Can you think of any other properties to include?

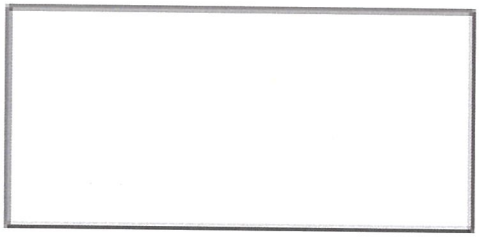
Write down the properties of the shapes.



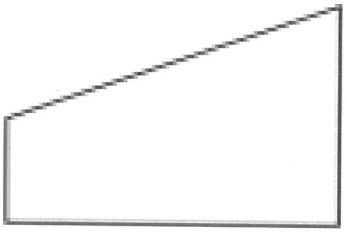
What are the properties of an equilateral triangle?



What are the properties of a square?

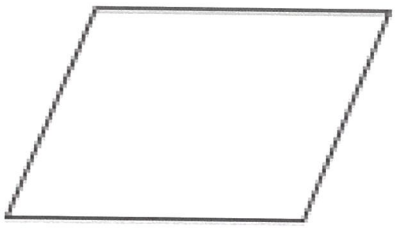


What are the properties of a rectangle?



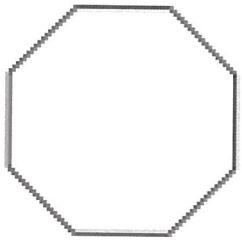
What are the properties of a quadrilateral?

What are the properties of an isosceles triangle?

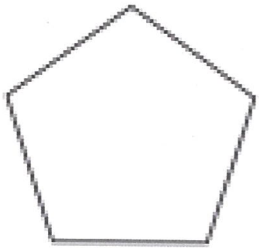


What are the properties of a parallelogram?

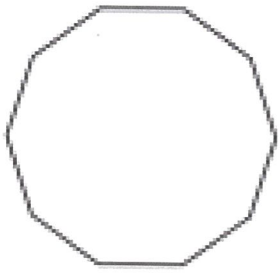
What are the properties of a kite?



What are the properties of a regular octagon?



What are the properties of a regular pentagon?



What are the properties of a regular decagon?

FRIDAY - Afternoon

Music

Music - Week 2

Hi everyone, welcome to your music lesson.

Following on from Naidoc week I would like us to revisit the song **Inanay**, which we played on tuned percussion last term.
The version in the link below is by a group of three women called "Tiddas", meaning sisters, and I'd like you to listen to the harmonies as the song develops.

https://www.youtube.com/embed/1xGWMFBfKi8

Notice how the song starts with one voice, then adds a high harmony with a second voice singing a little higher and finally a low harmony as well. Try and hear each harmony part as it begins and have a go at singing either the high or low harmony.

Can you hear the clap sticks and how they play on the offbeats of the music? Find some sticks or wooden spoons and try and play along. It is quite hard but with a bit of practice you should be able to tap along. The hardest challenge is to be able to sing and play the sticks on the off beats at the same time.

I am also giving a link to a song by Geoffrey Gurrumul Yunupingu called Bapa. The song is about his attachment to his country. Gurrumul has the most beautiful, pure voice and I would like you to become aware of how the music makes you feel and maybe listen to some of his other songs.

https://www.youtube.com/embed/MKC-Jd7KN64

Have fun, Mr Cronin

- The links will be on the Google Classroom

YEAR 5 SPELLING

CORE	EXTENSION
harsh	argumentative
carpet	balmy
fasten	carnation
scarlet	departmental
regard	disheartened
largely	fastener
discard	harvested
cardboard	heartily
palm	memoirs
parcel	millibar
article	monarch
afterwards	parliament
department	parlour
guardian	parsley
argue	partial
argument	regardless
draught	sarcasm
laughter	sarcastic
disaster	sardine
harbour	sergeant
tomatoes	
avocados	
barbecue	
paragraph	
marvellous	

YEAR 6 SPELLING

CORE	EXTENSION
clerk	aghast
balm	arbitration
plaster	archaic
fastened	archive
masterful	demarcation
parlour	embarkation
parsley	farcical
heartily	fracas
monarch	gargantuan
millibar	glitterati
guardian	incommunicado
departure	marginal
partial	marquee
sarcastic	marshmallow
sarcasm	martyr
articulate	parquetry
artificial	repertoire
memoirs	reservoir
sergeant	saga
antarctic	tarpaulin
participated	
parliament	
parliamentary	
disheartened	
argumentative	
laugh	

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. Alternatively type your words on the computer, make a word cloud at www.abcya.com	**NEW! Hang Man** Play hangman with your words with someone else in your household	**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	**NEW! 3D Words** Make your words out of dried spaghetti, playdough, lego, string or any other manipulative item, can you bake spelling word biscuits!	**Backwards Words** Write all words, then write them next to themselves backwards. *fell llef*
Colour Code Write all your words. Highlight the vowels in one colour and the consonants in another.	**On the Other Hand** Write all words with the other hand.	**Tongue Twisters** Make 4 tongue twisters using spelling words.
NEW! Artistic Words Write or paint your words using art supplies. Write your words in water on concrete or wood outside using a paint brush! Make your words using items from nature! Write your words on leaves or bark	**Mnemonics** Choose a spelling word and write a sentence using the first letters. FELL – Friends Eat Lovely Lollies	**Word Pyramids** Write your words as word pyramids. s sp spu spun
NEW! Play online games with your spelling words at: https://www.spellingcity.com/ https://games.forkids.education/word-safari-lets-catch-letters/	**NEW! Make a newspaper article using spelling words at:** www.fodey.com/generators/newspaper/snippet.asp	**NEW! Make a wordsearch with your words at:** https://thewordsearch.com/maker/