

NAME: \_\_\_\_\_



# Learning from Home

Unit: 10

Stage 3



**Year 5 and Year 6**  
**Term 3 Week 10 2021**



## 5T Zoom Classes WEEK 10 TERM 3 2021

**PLEASE NOTE THE CHANGE FOR *Wellbeing Wednesday*.**

- On Wednesday students will participate in a range of wellbeing activities outlined in their Learning from Home package.

Monday 13/9/21 Tuesday 14/9/21 Thursday 16/9/21 Friday 17/9/21	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
	691 5018 2401	623 7128 2511	5T930AM	5T1215PM
Wednesday 15/9/21	Kindness, Wellbeing and House Spirit activities as outlined in the Learning from Home Pack (No Zoom classes today)			

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.

**Monday 13/9/21, Tuesday 14/9/21, Thursday 16/9/21, Friday 17/9/21**

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



# 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	<a href="mailto:oliver.tilling1@det.nsw.edu.au">oliver.tilling1@det.nsw.edu.au</a>
6B Justine Beavis	<a href="mailto:justine.beavis@det.nsw.edu.au">justine.beavis@det.nsw.edu.au</a>

## News / Education

- \* Education Live videos <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>  
Each day at 10am, Education Live provides information and entertainment from experts and celebrities.
- \* Kids News <https://www.kidsnews.com.au/>
- \* BTN <https://www.abc.net.au/btn/> - Explores news using the current language, music and popular culture of youths.
- \* Wonderopolis - Answer your questions about the world <https://wonderopolis.org/>
- \* Kids Cyber - Learning site for kids <https://www.kidcyber.com.au/>

## ENGLISH

- \* **World Book Online (username: tnps and password: tnps)** <https://www.worldbook.com.au/ebook-titles-2/>
- \* [www.storyboxlibrary.com.au](http://www.storyboxlibrary.com.au) (username: tnps and password: tnps)
- \* Typing club <https://www.typingclub.com/> each class have their own links and students use their school log ins
- \* Visual writing prompts <http://visualprompts.weebly.com/001.html> a range of prompts for writing
- \* The School Magazine <https://theschoolmagazine.com.au/explore> - A collection of plays, poems, stories and comics.
- \* Premier's Reading Challenge 2021 Book List. <https://online.det.nsw.edu.au/prc/booklist/home.html>
- \* Free Rice Word Game <https://freerice.com/categories/english-vocabulary> For each question a player gets right, the site donates 10 grains of rice through the World Food Program to help end hunger.
- \* Challenging word quiz <https://www.merriam-webster.com/word-games/fiendish-vocab>

## MATHEMATICS

- \* Mathematics <https://www.mathletics.com/au/>
- \* 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.
- \* Funbrain – MathsZone <https://www.funbrain.com/math-zone> offers maths games
- \* Figure This <https://figurethis.nctm.org/index.html> Maths challenges for kids and their families
- \* Multiplication practice <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
- \* Online Maths games <https://mathsframe.co.uk/en/resources/category/22/most-popular>

## SCIENCE AND TECHNOLOGY

- \* Follow on from ScopeIT coding lessons <https://studio.code.org/courses>
- \* Blockly <https://blockly.games/> online coding challenges
- \* Dyson challenges <https://www.jamesdysonfoundation.com/resources/challenge-cards.html> engineering fun
- \* Questacon at home <https://www.questacon.edu.au/discover/questaconathome> Questacon activities
- \* Ted Ed talks [https://ed.ted.com/lessons?direction=desc&sort=featured-position&user\\_by\\_click=student](https://ed.ted.com/lessons?direction=desc&sort=featured-position&user_by_click=student)

## CREATIVE ARTS

- \* National Gallery of Australia <https://nga.gov.au/education/resources/nedkelly/index.html>
- \* The Arty Teacher <https://theartyteacher.com/online-art-games-for-the-art-classroom/> games and online lessons.
- \* Chrome Music Lab <https://musiclab.chromeexperiments.com/Experiments>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- \* Fun home fitness challenges <https://www.thepeshed.com/video-channel>
- \* Health Activities <http://healthy-kids.com.au/kids/primary-school/>
- \* Smiling Minds <https://www.smilingmind.com.au/>
- \* Cyberbullying <https://www.esafety.gov.au/educators/classroom-resources/hectors-world/cyberbullying>



# Week 10 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 literacy and one numeracy 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, OR SUBMIT as requested by your teacher. Informal feedback will be given via Google Classroom and during Zoom Lessons.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English	English	English	English	English
	Morning Routine	Morning Routine	Morning Routine	Spelling	Morning Routine
	Spelling	Spelling	NO ZOOM	Typing	Spelling
	9.30am ZOOM	9.30am ZOOM	Reading/Writing	9.30am ZOOM	9.30am ZOOM
	Reading/Writing	Reading/Writing		Reading/Writing	Reading/Writing
Break	Break	Break	Break	Break	Break
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Minute Maths	Minute Maths	Minute Maths	Minute Maths	Problem Solving
	12.15pm ZOOM	12.15pm ZOOM	Number	12.15pm ZOOM	12.15pm ZOOM
	Number	Number	Measurement & Geometry	Number	Number
	Measurement & Geometry	Measurement & Geometry	NO ZOOM	Measurement & Geometry	Measurement & Geometry
Break	Break	Break	Break	Break	Break
Afternoon	Geography	Art	WELL BEING	PDHPE	PERSONAL INTEREST

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
	691 5018 2401	623 7128 2511	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	642 1018 2245	650 7286 3986	6B930AM	6B1215PM



# MONDAY - English

## Morning Routine

- Today's Morning Routine will be done 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 Y** as in **Yes** and **Yoo** as in universe (not the same as **OO** in **ooze**).. The graphemes are - For **Y**: **y** as in **yearn**, **i** as in **union**, **For Yoo**: **ui** as in **pursuit**, **ew** as in **dew**, **u\_e** as in **tune**, **ue** as in **queue**, **eau** as in **beauty**, **u** as in **union**, **eu** as in **neutral**
- **Using your personal list** words highlight or circle the letters that make the **/Y or YOO/** phoneme  
e.g. opinyon    muytual
- **Research and record** the definition of any words that you are unfamiliar with.

## Reading

- **END OF TERM RESEARCH AND WRITING PROJECT - DUE THURSDAY**

Choose from one of the following topics to research.

*Australia and Overseas Sporting Events*

*Australia's Imports and Exports*

*Tourism in Australia and Overseas*

*How Australia provides aid for other countries*

Today you need to VISIT ONE WEBSITE and research some facts on your topic. There will be some suggested websites on Google Classroom.

Record some VIPs (very important points about your topic here, as well as some interesting facts!

Topic Chosen:

Address of website visited

Important Facts

\*  
  
\*  
  
\*  
  
\*  
  
\*

Interesting Facts

\*  
  
\*  
  
\*  
  
\*  
  
\*



## Writing

### • END OF TERM RESEARCH AND WRITING PROJECT - DUE THURSDAY

Today you will write the introductory paragraph for a factual text on your chosen topic (see above).

1. Decide on a **heading** for your topic. Can you be creative? Use a device?
2. Choose a type of topic sentence from the box to begin your factual text. Your topic sentence should introduce the main idea of your topic.
3. Write the first paragraph including **some of your VIPs and Interesting facts** from the research you did.
4. Edit and check your paragraph

#### Topic Sentence Choices :

Rhetorical Question > > > Power Number Statement > > > Get Their Attention

Ask the reader a question

Use words like many, several, some, lots of,

Make a controversial or bias statement

**Heading:** \_\_\_\_\_

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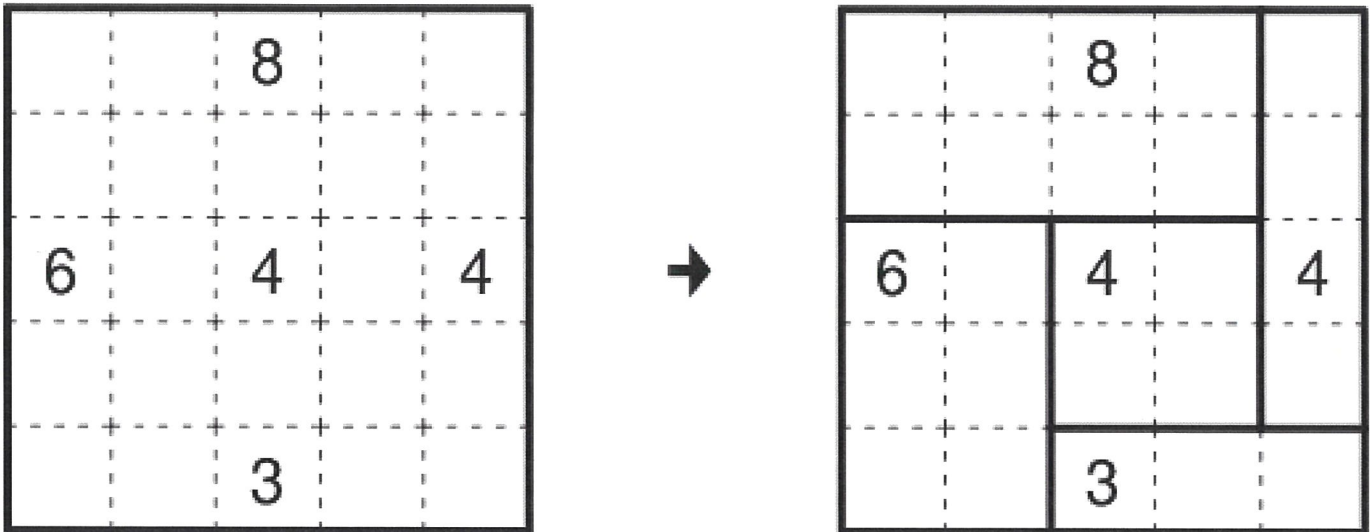
# MONDAY - Mathematics

## Daily Shikaku

This week we will be solving **Shikaku** puzzles!

Shikaku (also known as Rectangles) is a logic puzzle with simple rules and challenging solutions.

The rules are simple. **You have to divide the grid into rectangular and square pieces so that each piece contains exactly one number, and that number represents the area of the rectangle.**



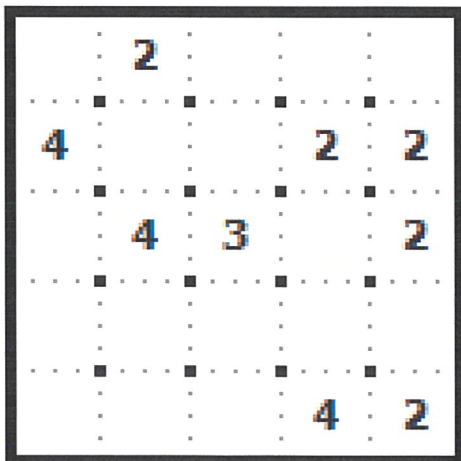
So in the solution on the right, the top rectangle has one number (8) and 8 squares. The 6 is in a rectangle with 6 squares, the 4 is in a square with 4 squares, and so on.

For more information visit [https://www.nikoli.co.jp/iphone/en/sk\\_tutorial.html](https://www.nikoli.co.jp/iphone/en/sk_tutorial.html)

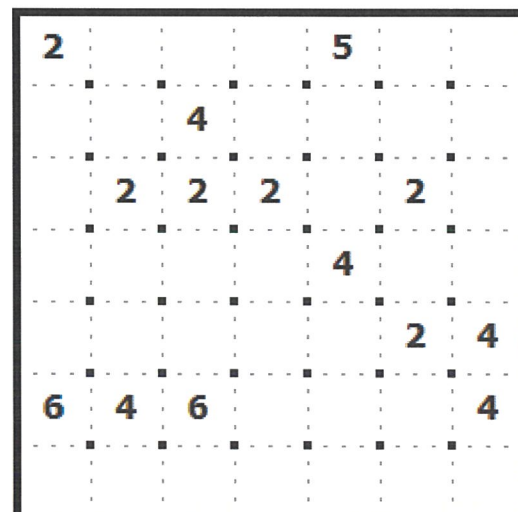
We will also explain in the **ZOOM**, so don't worry if you're not sure about them.

**Solve at least one Shikaku**

### LEVEL 1



### LEVEL 2

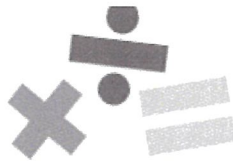




If you've ever played Boggle the word game, you can play Noggle! If not, the rules are simple!

**NOGGLE** sheet 5

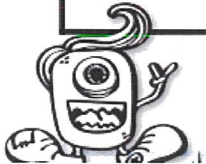
sheet 5



How many multiplication or division facts can you find?



3	4	2	48
15	21	5	6
18	60	8	72
16	12	7	24


$$3 \times 4 = 12$$
**NOGGLE**

18	4	66	9
12	44	36	132
48	3	72	2
6	11	54	108

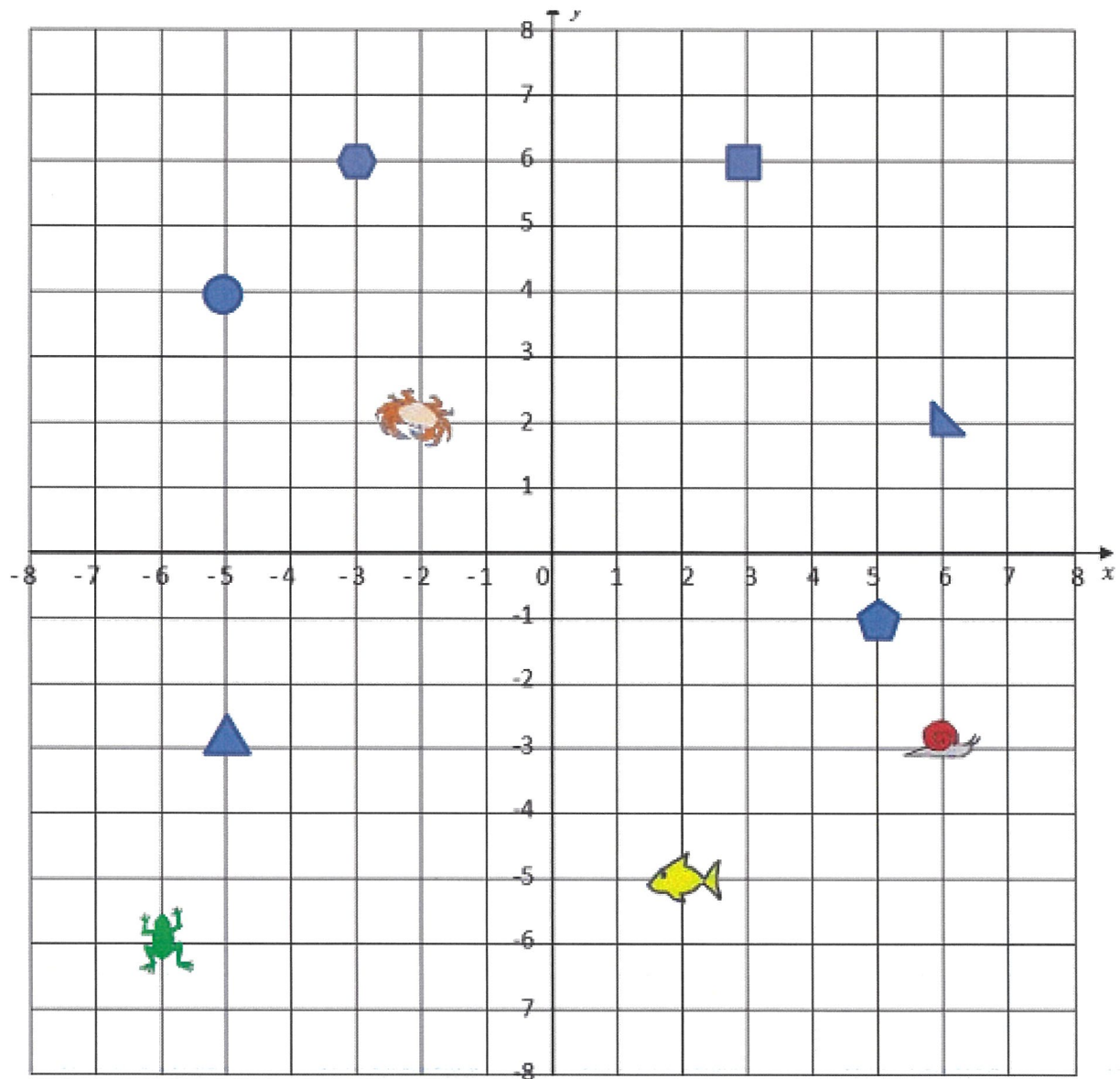
**With this second one, can you do multiplication, division, addition and subtraction? Make sure you use the inverse operation!**

[illegible]



## Year 6

Use the cartesian plane to work out the coordinates below. The first one has been done for you. Remember - X axis then Y.



- |                            |                                  |
|----------------------------|----------------------------------|
| 1) Circle (-5, 4)          | 2) Square (__, __)               |
| 3) Hexagon (__, __)        | 4) Frog (__, __)                 |
| 5) Fish (__, __)           | 6) Pentagon (__, __)             |
| 7) Right triangle (__, __) | 8) Equilateral triangle (__, __) |
| 9) Crab (__, __)           | 10) Snail (__, __)               |

Draw a capital A at -7, -7

Draw a smiley face at 6, -6

Draw a star at 3, -8

Start at the frog. Go east for 2 spaces then north for 10 spaces. What position are you on? \_\_\_\_\_



## Measurement and Geometry

### AFTER THE ZOOM - COMPLETE THE FOLLOWING

#### 100 TIMES COIN TOSS

1. A teacher asked her class to toss a coin 100 times and record the results - heads or tails. One student did it and one student cheated and faked their results. Here are the two.

Can you compare them and see which one is real and which one is fake?

*TOM'S HOMEWORK*

#	H	T
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		✓
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33	✓	
34		✓
35	✓	
36	✓	
37	✓	
38	✓	
39	✓	
40	✓	
41		✓
42		✓
43	✓	
44	✓	
45	✓	
46	✓	
47	✓	
48	✓	
49	✓	
50		✓

#	H	T
51	✓	
52		✓
53	✓	
54	✓	
55		✓
56		✓
57		✓
58	✓	
59	✓	
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91	✓	
92	✓	
93	✓	
94		✓
95	✓	
96		✓
97	✓	
98		✓
99		✓
100		✓

*LINA'S HOMEWORK*

#	H	T
1	✓	
2		✓
3		✓
4	✓	
5		✓
6	✓	
7	✓	
8		✓
9		✓
10	✓	
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18		✓
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40		✓
41		✓
42	✓	
43	✓	
44	✓	
45		✓
46	✓	
47		✓
48	✓	
49		✓
50		✓

#	H	T
51	✓	
52		✓
53	✓	
54	✓	
55		✓
56		✓
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89	✓	
90		✓
91		✓
92	✓	
93		✓
94	✓	
95		✓
96	✓	
97	✓	
98		✓
99	✓	
100		✓

Look down the columns of both people's homework. How are they different?

Who has more 'runs' in a row of either heads or tails?

What was the record number of **heads** in a row for Tom? \_\_\_\_\_ Lina? \_\_\_\_\_

What was the record number of **tails** in a row for Tom? \_\_\_\_\_ Lina? \_\_\_\_\_

Do you think it is likely (when tossing a coin a hundred times) to get the same outcome multiple times in a row?

So... who faked their results? \_\_\_\_\_

Our intuition about independent, random events like coin flips does not match reality because we rarely look at large enough samples. Most people do not flip a coin 100 times in a row, they might only do it up to 10 times. We expect the 50/50 rule to apply on much shorter time scales than it really does. In reality, the 50/50 rule takes much longer to see.



**Your turn! Toss a coin 100 times (no faking!)** See if your results look more like Tom's or Lina's above. Tick the column each time to show if it is heads or tails

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

What was the record number of **heads** in a row in your results? \_\_\_\_\_

What was the record number of **tails** in a row in your results ? \_\_\_\_\_

Were your results more like Tom's or Lina's? \_\_\_\_\_

Were you surprised? \_\_\_\_\_

### Extension!

Read more about this experiment here

[https://www.abc.net.au/science/surfingscientist/pdf/lesson\\_plan19.pdf](https://www.abc.net.au/science/surfingscientist/pdf/lesson_plan19.pdf)

# MONDAY - Afternoon

## Geography

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

Good Global Citizens - "How does Australia provide aid to other countries?"

- **Task 1** *All videos and links will be posted on Google Classroom*

Watch these two videos about groups of Australians who volunteer to provide help in less fortunate places in other countries. Complete a See, Think, Wonder chart after watching.

40K Globe <https://vimeo.com/257596546>

Two Wolves Abroad <https://vimeo.com/476808741>

See




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Think




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Wonder




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- **Task 2 - If it were my home**

Go to the website <https://www.ifitweremyhome.com/> and choose 2 other countries of the world. Compare what life would be like if you lived there. Record some of your findings

COUNTRY 1 \_\_\_\_\_

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COUNTRY 2 \_\_\_\_\_

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• **Task 3**

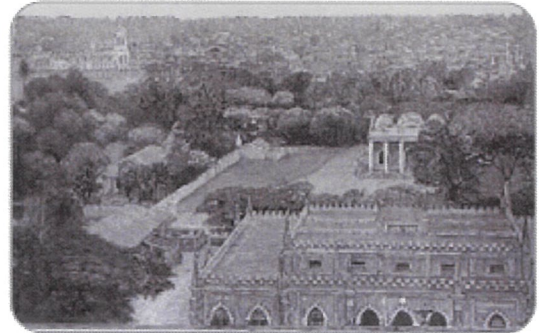
Look at the supplied images of Bangalore, where 40K Global carries out their work. Write the correct label for each one (aerial photograph, photograph, illustration, topographical, small scale, satellite image). For each image, write one thing you can learn about Bangalore.




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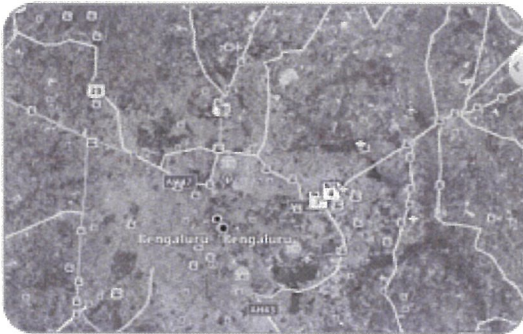
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**TASK 4:** Read about Australian Aid below then complete the table. Use the internet to research.

Australia provides aid to other countries in several ways. **The Australian Government** uses some of the money from tax payers to directly support countries in need. This is called bilateral aid and includes the Australian Defence Force work overseas (Army, Navy, Air Force). Multilateral aid is where the Australian government gives money to organisations like the United Nations, to support them in their international aid work. **Non-government organisations** (NGOs) are set up independently from the government and rely on public donations to carry out their aid work.

Complete the table below by naming the groups as NGOs or government organisations and finding out about one way they are providing international aid.

Organisation	NGO or government	Aid they are providing
The Fred Hollows Foundation		
CARE Australia		
Australian Army		
Australian Red Cross		

Find another aid Australian organisation not listed above and complete the information bubbles.

Name	
Where?	
What?	
NGO/Government?	



## TUESDAY - English

### Morning Routine

- Today's Morning Routine is loaded onto the Google Classroom for students to go through on their own.

### Spelling

- **Choose 5 of your chosen words** and write each one in a sentence to show their meaning - this week make them silly sentences!
- **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 28  
[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au) Year 5 password: slip892 Year 6 password: today027

### Reading

#### ● END OF TERM RESEARCH AND WRITING PROJECT - DUE THURSDAY

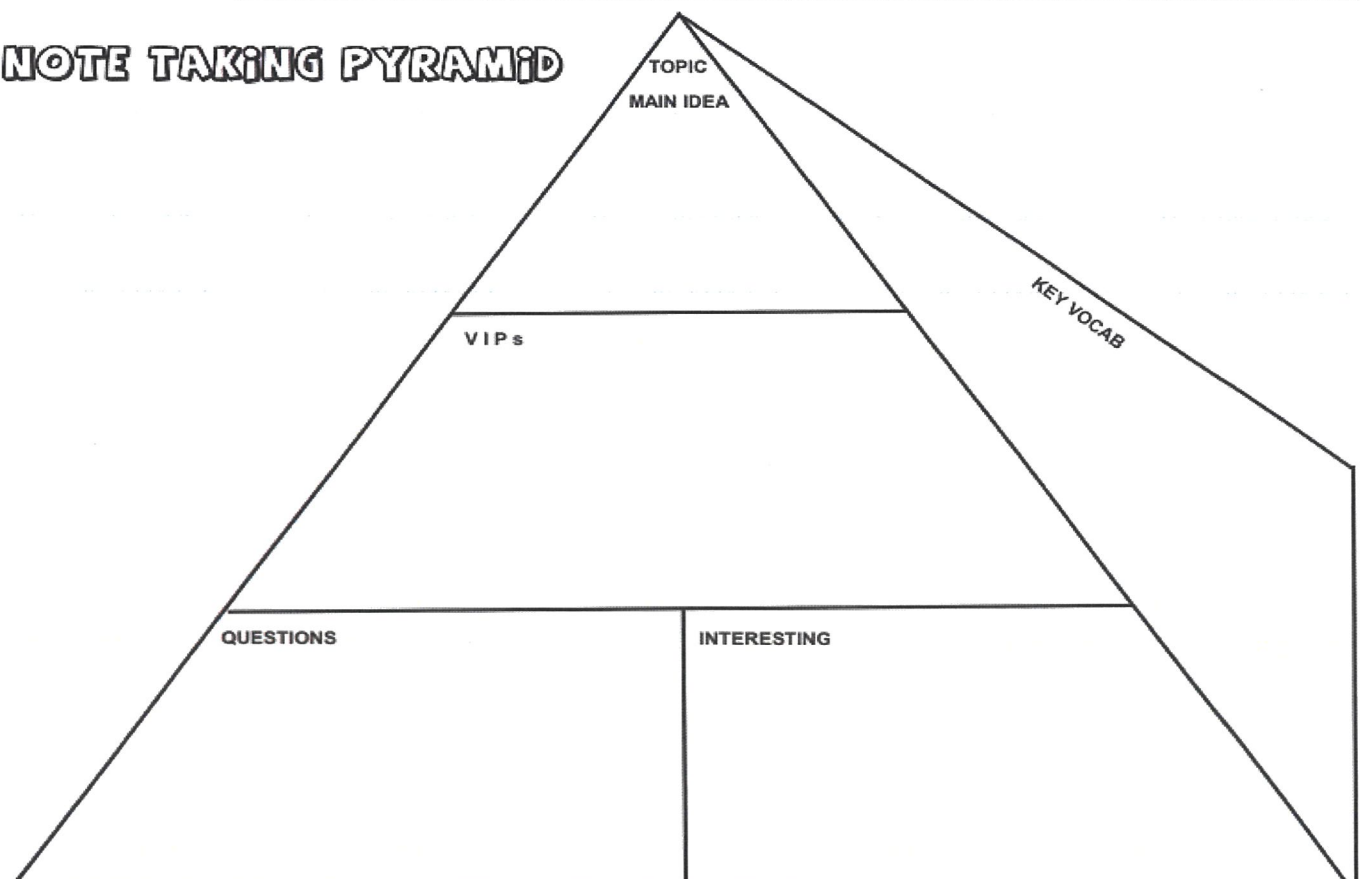
Yesterday you chose a topic: *Australia and Overseas Sporting Events, Australia's Imports and Exports, Tourism in Australia and Overseas, How Australia provides aid for other countries*

Today you need to **VISIT ANOTHER WEBSITE** and research some facts on your topic. Decide on a specific area of your topic such as: *Wimbledon and the US Open, Australia's biggest Imports, Why Aussies love to visit London, How Australia help after earthquakes*  
 There will be some suggested websites on Google Classroom.

Record some facts and key ideas about your **sub topic** using the pyramid summary chart.

Website visited: \_\_\_\_\_

### NOTE TAKING PYRAMID



Today you will write the **SECOND** paragraph for a factual text on **YOUR RESEARCH TODAY**

- ### Topic Sentence Choices :

List Statement > > > eg: Australia is known for \_\_\_\_, \_\_\_\_, and \_\_\_\_.

Two Nouns, Two Commas > > > eg: **Unicef**, a worldwide charity, helps by...

Occasion Position > > > eg: When travelling to France, Aussies love visiting the...

**Sub Heading:** \_\_\_\_\_

[illegible]

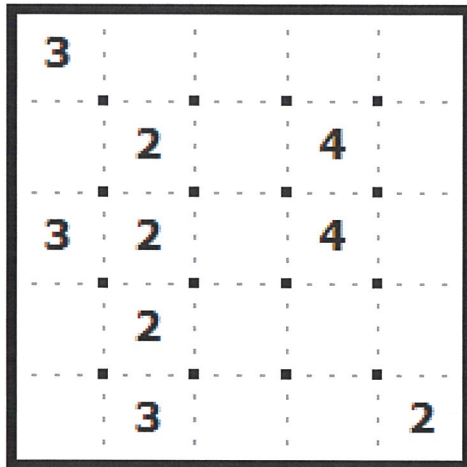


# TUESDAY - Mathematics

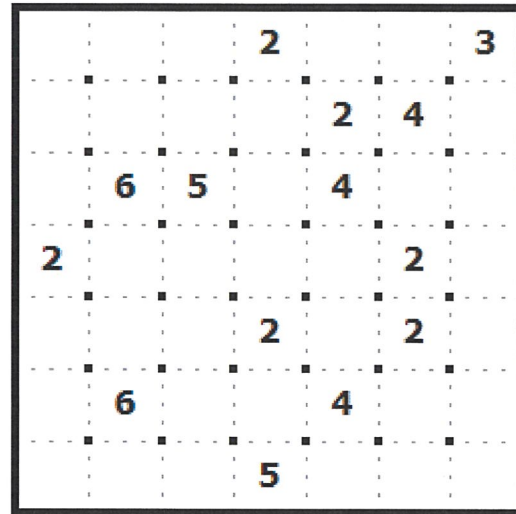
## Daily Shikaku

- Complete at least one level:

### LEVEL 1



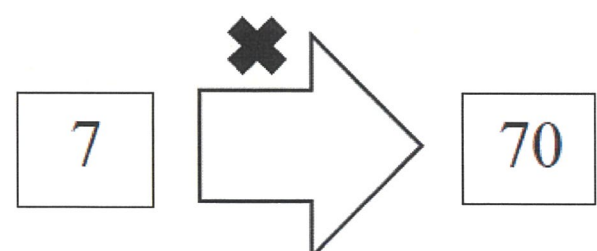
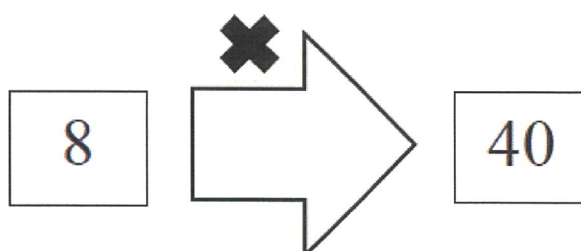
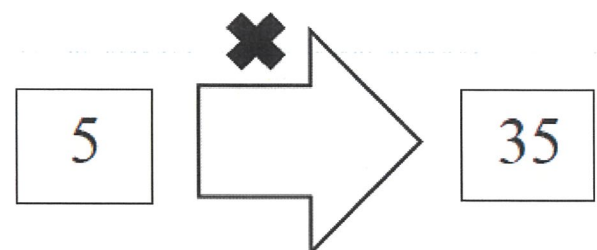
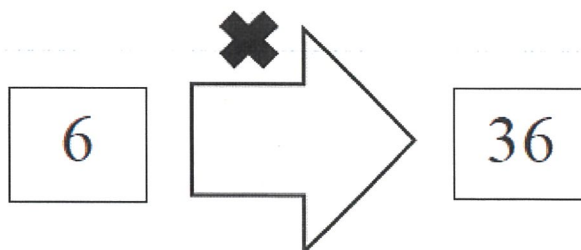
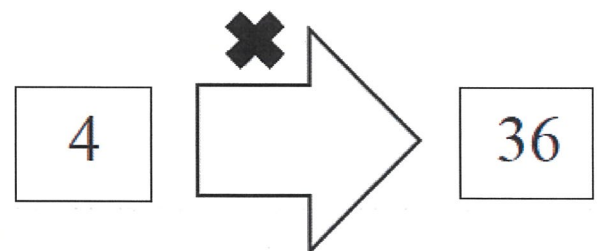
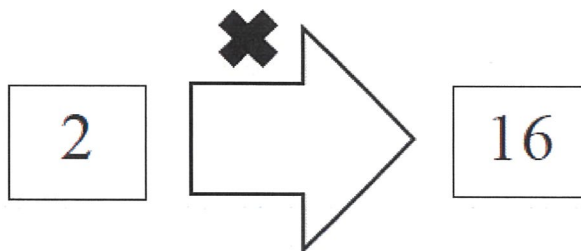
### LEVEL 2



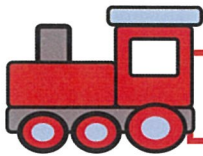
## Number and Algebra

### Year 5

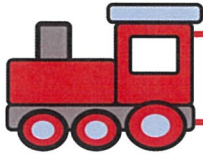
Work out what number is missing in the arrow, to multiply the first number to get the second number.



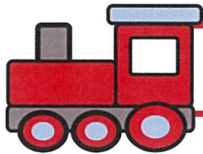
**Year 5** Now complete these number trains so that each number sentence makes sense. Each line is a missing number!



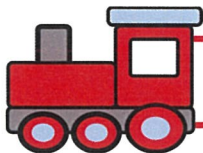
$12 \times \underline{\quad}$	$+ \underline{\quad}$	$- \underline{\quad}$	$= 29$
-------------------------------	-----------------------	-----------------------	--------



$3 \times \underline{\quad}$	$\times \underline{\quad}$	$+ 12$	$= 48$
------------------------------	----------------------------	--------	--------

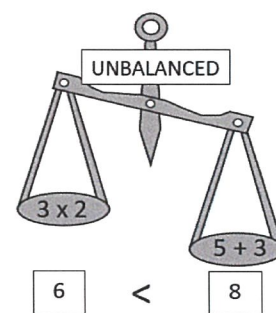
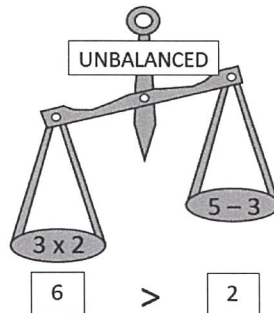
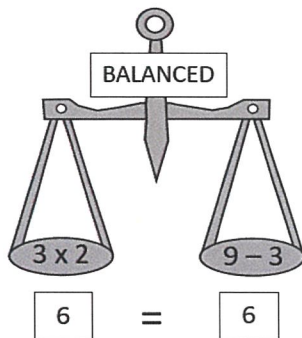


$\underline{\quad} + 8$	$- 5$	$+ 15$	$= 25$
-------------------------	-------	--------	--------



$6 \times \underline{\quad}$	$\times 2$	$\div \underline{\quad}$	$= 18$
------------------------------	------------	--------------------------	--------

**Year 6** Balanced Equations - are where both sides of the equals sign are the same.



Fill in the missing numbers to balance the equations.

- 1)  $\frac{1}{2}$  of  $\underline{\quad}$   $= 2 \times 6$
- 2)  $18 \div 3 = \frac{1}{4}$  of  $\underline{\quad}$
- 3)  $21 - \underline{\quad} = \frac{1}{3}$  of 27
- 4)  $\frac{1}{5}$  of 35  $= \underline{\quad} - 6$
- 5)  $5 \times 6 = \frac{1}{2}$  of  $\underline{\quad}$
- 6)  $\frac{1}{6}$  of 36  $= \underline{\quad} \div 5$
- 7)  $3 + \underline{\quad} = \frac{1}{4}$  of 48
- 8)  $\frac{1}{7}$  of  $\underline{\quad} = 21 - 17$
- 9)  $\underline{\quad} \div 7 = 32 - 26$
- 10)  $\frac{1}{3}$  of 33  $= 80 - \underline{\quad}$







## TUESDAY - Afternoon

### Visual Arts

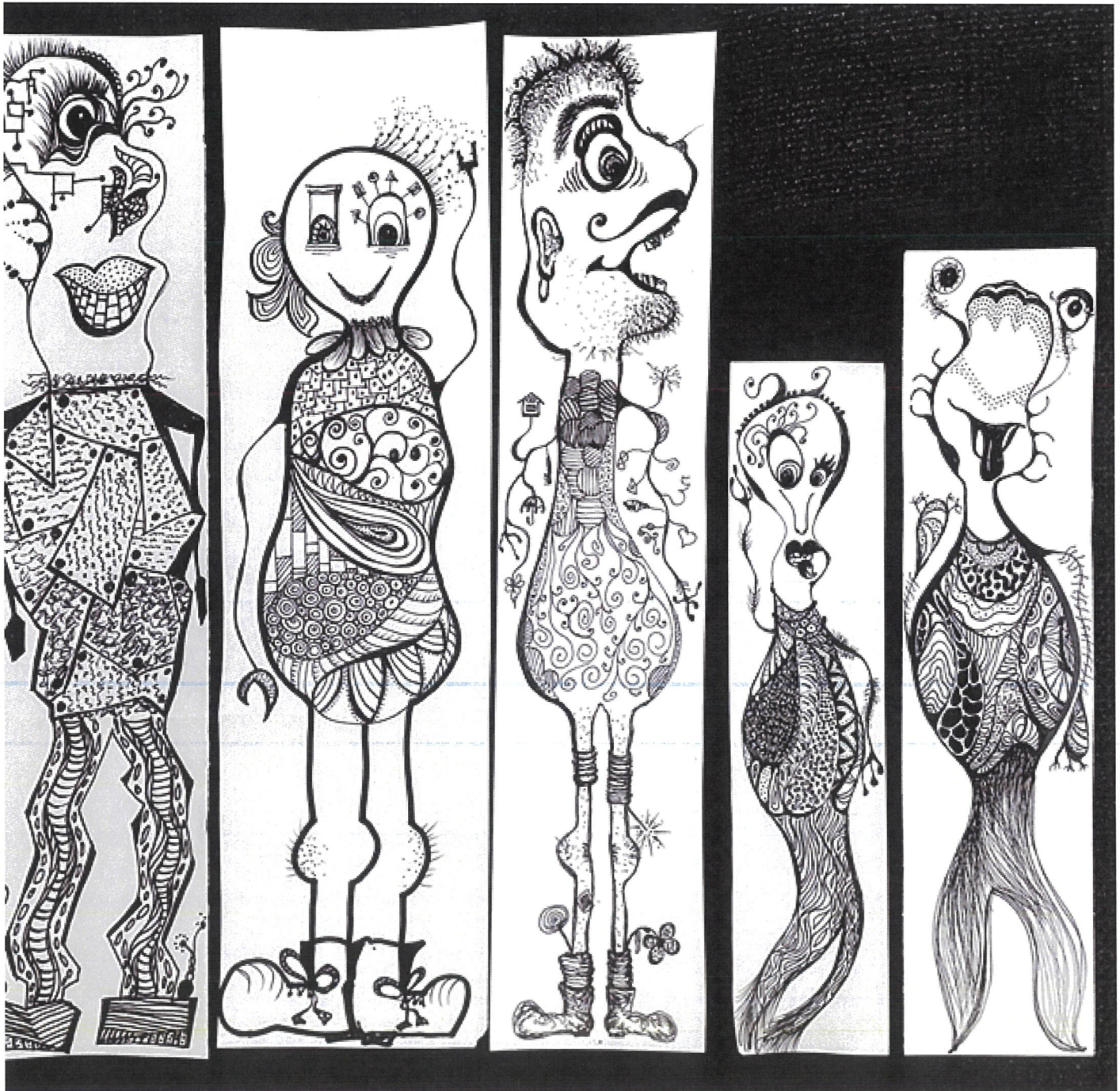
#### **EXQUISITE CORPSE – DRAWING GAME**

*Exquisite Corpse is a drawing game that was first played in the parlours of Paris by Surrealist artists including Marcel Duchamp, Yves Tanguy and Andre Breton almost 100 years ago.*

**I have created a youtube clip to give you some instructions on how to begin. Click on the link below:**

[https://www.youtube.com/watch?v=oEMFe\\_alZsw](https://www.youtube.com/watch?v=oEMFe_alZsw) (Link will be in Google Classroom)

*Here are some of my Exquisite Corpses, I can't wait to see yours!*





## 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!

### Reading

- **END OF TERM RESEARCH AND WRITING PROJECT - DUE THURSDAY**

On Monday you chose a topic: *Australia and Overseas Sporting Events, Australia's Imports and Exports, Tourism in Australia and Overseas, How Australia provides aid for other countries*

Today you need to **VISIT A THIRD WEBSITE** and research some MORE facts on your topic.

Decide on another specific area of your topic such as: **Cricket events around the world,** **Why you should buy Australian made,** **Australia's most visited places,** **Sponoring a child,** **how does your money help**

There will be some suggested websites on Google Classroom.

Record some facts and key ideas about your **sub topic** using the box below.

Website visited: \_\_\_\_\_

Specific Topic:	
Main Idea:	
VIPs:	
Themes:	
Website visited:	

**Sub Heading:** \_\_\_\_\_

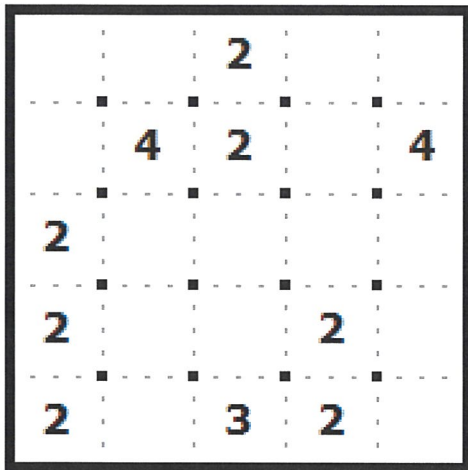


# WEDNESDAY - Mathematics

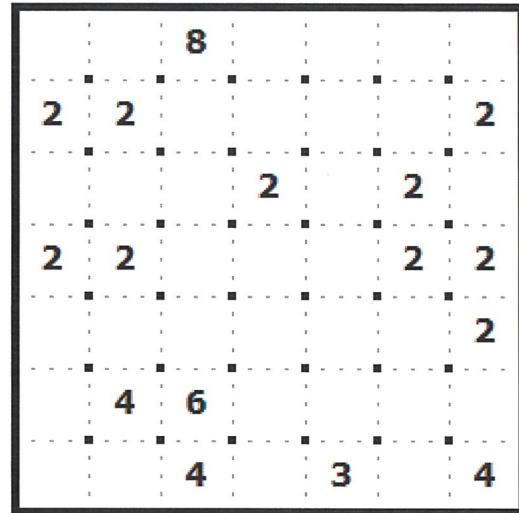
## Daily Shikaku

- Complete at least one level

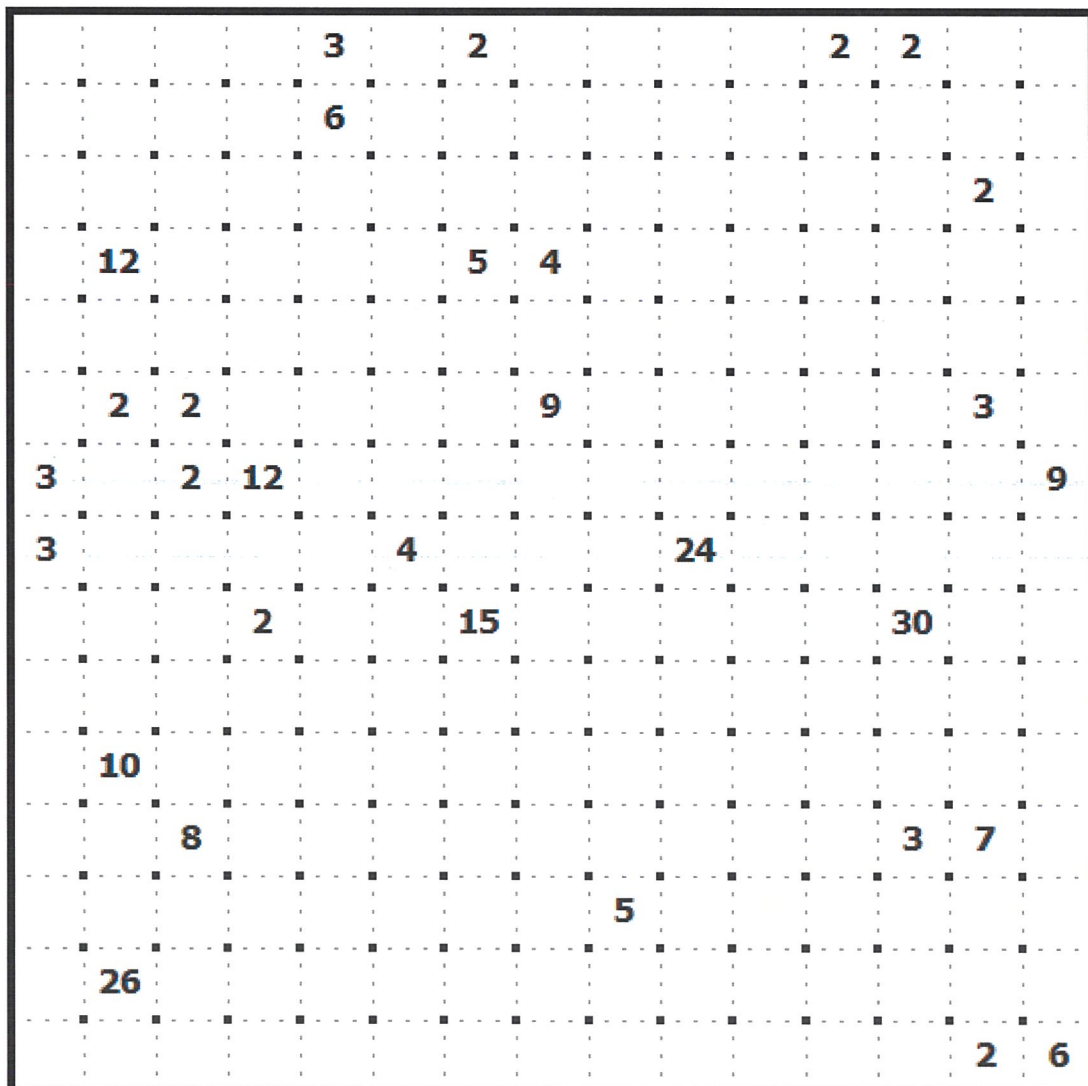
Level 1



Level 2



### Super CHALLENGE!





## Number and Algebra

Choose a level for these crossword calculator puzzle to complete, or do both!

### LEVEL 1

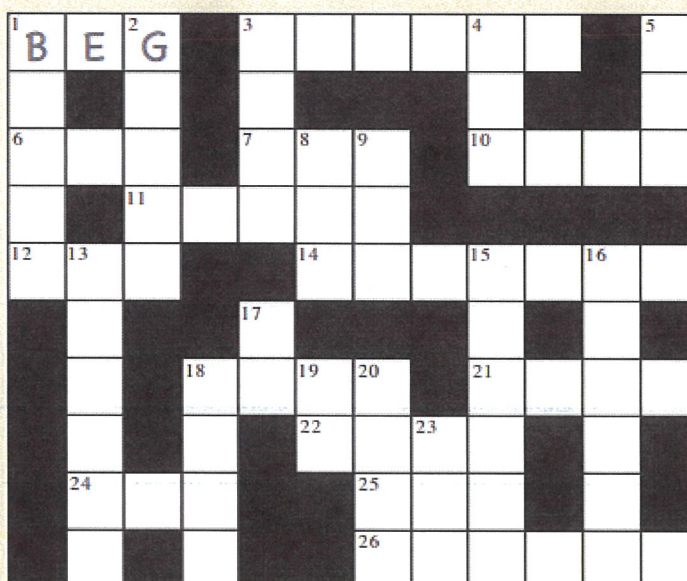
# Cross “Calcuword” Puzzle



This “Calcuword” puzzle is different from any crossword puzzle you've ever done. To discover which words to fill in, you must solve the equations below with your calculator. Turn the calculator upside down after you solve each equation and read the word that appears in the answer screen. If a word is not familiar to you, look it up in a dictionary. The first problem has been done for you.

### ACROSS

- |   |                            |                          |
|---|----------------------------|--------------------------|
| 1) $22 \times 29 = 638 \rightarrow 8E9$ | 11) $12,335 + 19,403 =$    | 22) $70.5 \div 100 =$    |
| 3) $96 \times 3,923 =$                  | 12) $15 \times 23 =$       | 24) $.21 + .16 =$        |
| 6) $31.5 \div 50 =$                     | 14) $756,327.4 \times 5 =$ | 25) $1 - .94 =$          |
| 7) $692 - 85 =$                         | 18) $8,100 - 995 =$        | 26) $20 \times 27,679 =$ |
| 10) $2,568 + 3,095 =$                   | 21) $3 \times .269 =$      |                          |



### DOWN

- |                        |                          |                      |
|------------------------|--------------------------|----------------------|
| 1) $2 \times 27,689 =$ | 8) $457 + 253 =$         | 17) $3 \div 5 =$     |
| 2) $76 \times 501 =$   | 9) $4,032 \div 12 =$     | 18) $3,941 - 896 =$  |
| 3) $12,969 - 5,231 =$  | 13) $12 \times 31,567 =$ | 19) $32 + 19 =$      |
| 4) $161 + 156 =$       | 15) $4,506,849 \div 9 =$ | 20) $.222 + .385 =$  |
| 5) $611 - 97 =$        | 16) $89,652 + 484,165 =$ | 23) $269 \times 3 =$ |



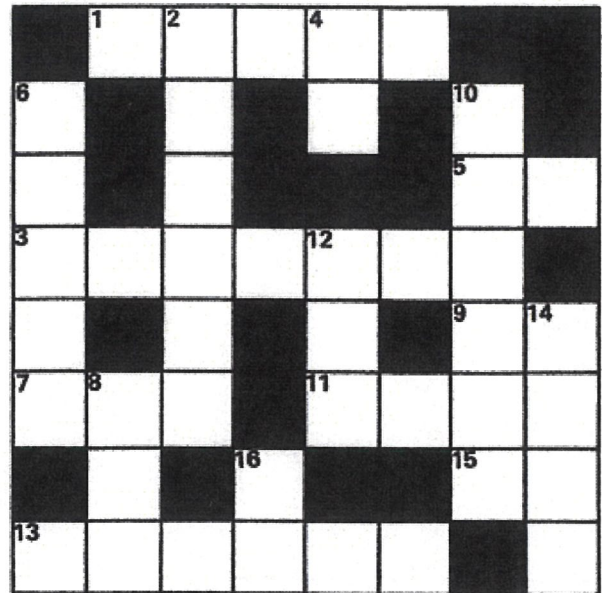
**LEVEL 2**

Directions: Do any problem. Then turn the calculator upside down to read a word. Insert the word into the puzzle.



# CALCULATOR CROSSWORD PUZZLE

by **alice oglesby**



## Across

1.  $5 \times (3042 + 4034)$
3.  $2580425 + 1201212$
5.  $350 \div 500$
7.  $226 + 12 \times 12$
9.  $3 \times (1 + 4 \times 4)$
11.  $0.235 + 2 \times 0.201$
13.  $613398 - 241183$
15.  $3 \times 3 + 2 \times 2 + 1$

## Down

2.  $3 \times (125550 - 14)$
4.  $2 \times 0.2 + 2 \times 0.05$
6.  $0.0124 + 0.761$
8.  $3151 \div 23$
10.  $62500 + 25 \times 15955$
12.  $25 \times 25 + 113$
14.  $5 \times (1211 + 210)$
16.  $5 \times 5 + 2 \times 2 - 3 \times 3$

## CHALLENGE!

Can you make your own calculator question that makes a word when you turn it upside down?

## Measurement and Geometry

**TODAY'S TASK IS AN ASSESSMENT. Choose one of the following levels and solve the problem. Then go to the menti website and enter your answer.**

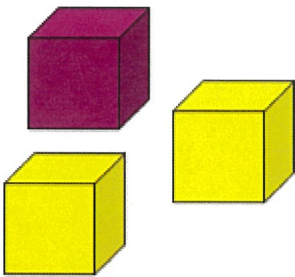
**MAKE SURE YOU WRITE YOUR NAME AND WHAT LEVEL YOU DID, AS WELL AS YOUR ANSWER**

**YEAR 5 ANSWERS** [www.menti.com](http://www.menti.com) (enter code - 4135 1993 )

**YEAR 6 ANSWERS** [www.menti.com](http://www.menti.com) (enter code - 5020 9070 )

### Level 1

Anna and Becky were playing a game. They put one purple cube and two yellow cubes into a bag.



First Anna picked a cube out of the bag without looking, then Becky picked one out.

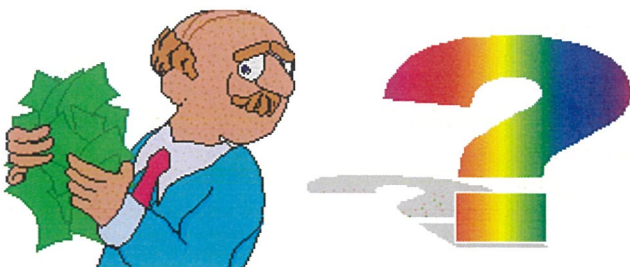
If the two cubes the girls picked out were the same colour, Anna won the game. If they picked out two differently coloured cubes, then Becky was the winner.

Is this a fair game? Explain your answer.

### Level 2

Bipin is playing in a game show. The host tells Bipin that there are 10 balls hidden in a box - 5 are Red, 3 are Yellow and 2 are Blue. Bipin pulls out his first ball. It's Red and he wins a large sum of money. Now his choices are:

1. He can stop playing and take his prize.
2. He can pull out another ball - if it's Red he doubles his money, if it's Yellow he leaves with nothing, if it's Blue he can pick one last ball.



What should Bipin do? Why?



### Level 3

In a far-away land, the lottery consists of four balls numbered 1 to 4, which are placed in a bag.

To enter, you choose one number. To win, your number must match the number that is drawn from the bag. What is the chance of winning this lottery?



The people running the lottery in this far-away land decide that it is too easy to win. So, they change their lottery game.

In the new lottery, there are still four balls numbered 1 to 4, which are placed in a bag. Now, to enter, you choose **two numbers**.

To win, your numbers must match (in any order) the two numbers that are drawn from the bag.

What is the chance of winning this new lottery?

Have the organisers made it harder to win compared with their original version?

Can you create your own version of the lottery which would also be harder to win than the first game? How do you know that your game is harder?

## WEDNESDAY - Afternoon

### WELLBEING

# FREE CHOICE - WELLBEING ACTIVITIES!

Use the afternoon to have some screen free and work free time!

- **COMPLETE ONE OF THE HOUSE SPIRIT WEEK CHALLENGES - SEE THE BACK OF YOUR BOOKLET**
- **Complete a kindness activity for someone! See the back of your booklet.**

Here's some other ideas:

## Non-screen activities you can do at home

Pobble

Our earth is very special. These activities will help you reflect on how we can make it a better place.



**1** Imagine you're a reporter. Can you write a news report from today? What is the major event you will write about?

**2** Interview someone in your family about the world today, what will you ask? Write down their answers.



**3** Plant a seed! Plants can save the earth! Can you plant a tree that will last for years?

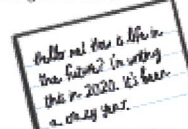


**4** Clean up your patch of earth. Go out for a walk in your area, collect litter that has been dropped and put in the bin. Don't forget a pair of gloves and a rubbish bag.

**5** Quiz time! Can you think of ten questions about the earth today? Try them out on someone! How many can they answer correctly?

**6** What does the earth look and feel like today? Can you write a short description? Include what you like and don't like.

**7** Hello me! Write a letter to yourself to open in 20 years time.



**8** Investigate! How are we harming the earth at the moment? How can we change that? Write down what you discover.

**9** Write a poem, song or rap to remind people to look after the earth. Perhaps the title could be 'pollution solution'.



**10** What would it be like to time travel? Write a story about it! Which year will you travel to? What does the earth look like then?

**11** Wild art! Collect things from the garden and make a piece of art. A picture or sculpture from twigs or leaves, or something else.

**12** Upcycle! Use items from your recycling to make something cool. A model, a piece of art or something else.



**13** Write a diary entry of a memorable day from this year. Make sure you include how it made you feel.



**14** Should we celebrate Earth Day every year? Or should every day be Earth Day? Debate and discuss with someone you know.

**15** Ask a friend or family member to write a letter to you. Keep it safe and re-read it in years to come.



**16** Draw, paint or make a model of what you think the earth will look like in 20 years time.



**17** Take charge! Can you be in charge of recycling in your house?

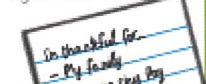


**18** Favourite things. What are they at the moment? Write a list. How much do you think they will change over time?

**19** Draw a self-portrait. What do you look like now?



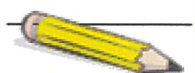
**20** Be thankful. Write a list or draw a picture of all the things you're thankful for on Earth right now.



**21** Start a scrapbook. Collect things from this year to include in it. Photos, newspaper clippings, tickets. What else could you include?



**22** Going for goals. Write a list of your goals for the future. What do you hope to achieve?



**23** Eco-warrior! Create a list of the rooms in your house and monitor how often the lights are used. Can you save electricity in any of them?

**24** Design and make a poster of all the ways we can look after the earth.



**25** Make a time capsule. You could include all of the things you produce from these activities. What else? Hide it away and don't open it for years to come.



## 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 28  
[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au) Year 5 password: slip892 Year 6 password: today027

### Reading

- **END OF TERM RESEARCH AND WRITING PROJECT - DUE THURSDAY**

On Monday you chose a topic: *Australia and Overseas Sporting Events, Australia's Imports and Exports, Tourism in Australia and Overseas, How Australia provides aid for other countries*

Today you need to **VISIT YOUR LAST WEBSITE** and research your topic. Look for any more interesting facts or subtopics that you want to include.

There will be some suggested websites on Google Classroom.

Record all the key vocabulary for your topic on the alphabet summary. Can you cover each letter? Then make sure your 4 paragraphs this week include all your key vocabulary.

Website visited: \_\_\_\_\_

A	M
B	N
C	O
D	P
E	Q
F	R
G	S
H	T
I	U
J	V
K	W
L	XYZ

Submit your writing when finished.

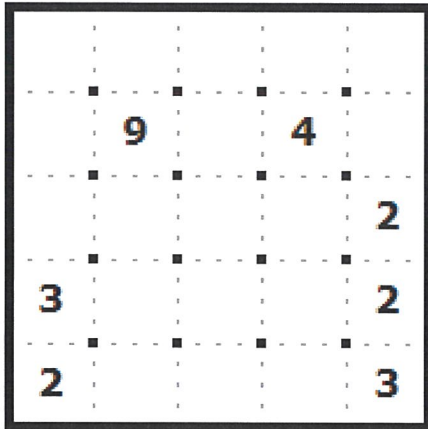


# THURSDAY - Mathematics

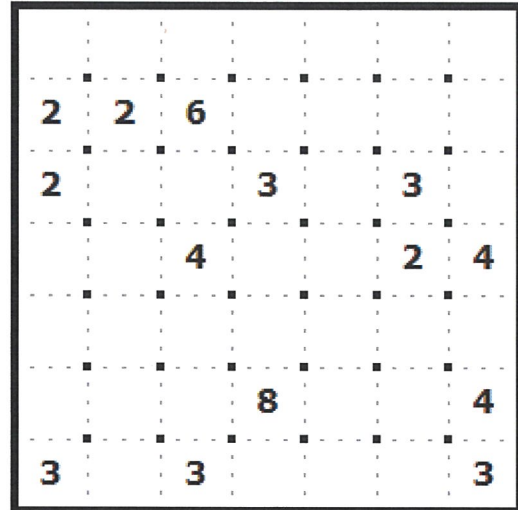
## Daily Shikaku

Complete **at least one** level:

### LEVEL 1



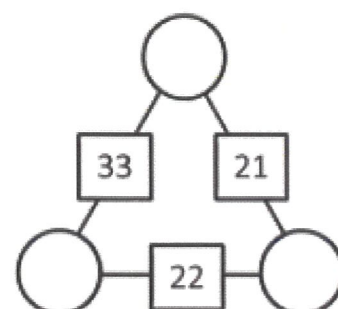
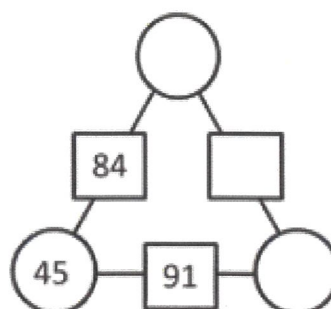
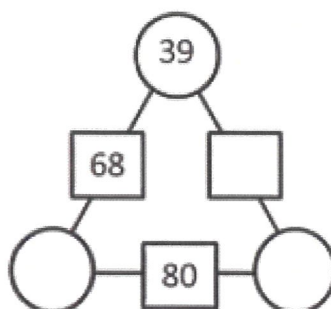
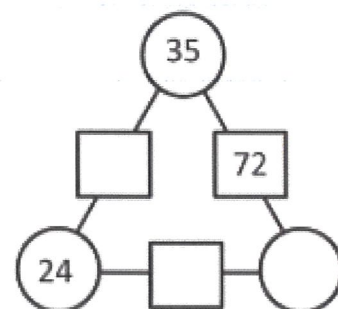
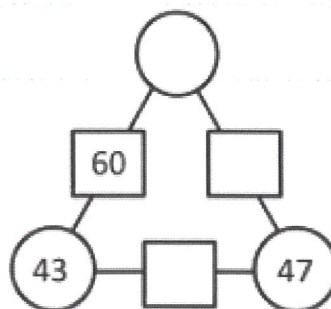
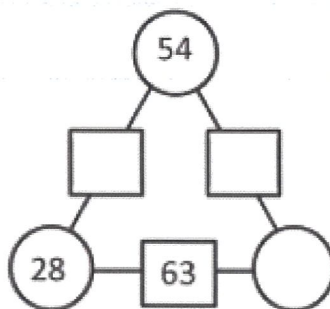
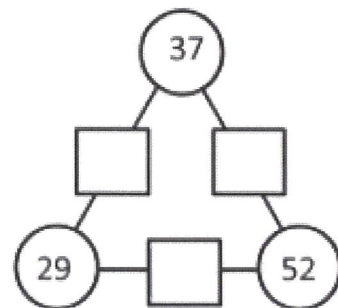
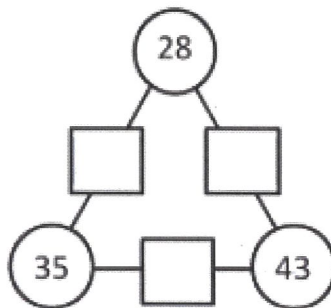
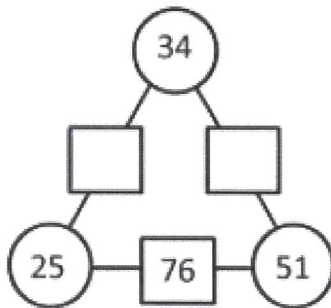
### LEVEL 2



## Number and Algebra

**Year 5 - Arithmagon Triangle Puzzle** - Use your inverse operations of addition and subtraction!

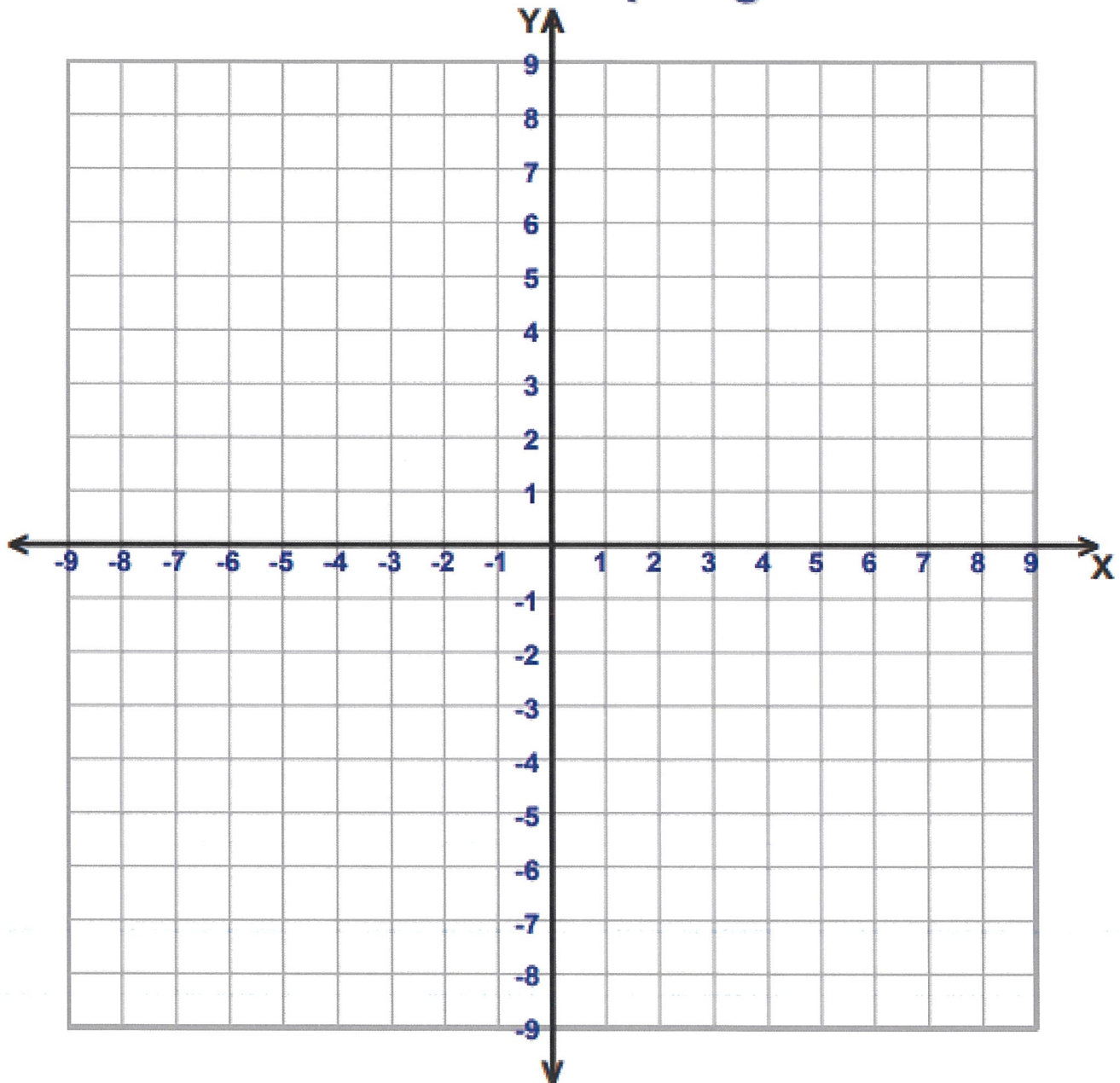
*The numbers in the circles added together makes the number in the linking rectangle. Find the missing numbers in this puzzle.*



**Year 6**

**What is this a picture of? Connect each sequence of points with a line.** When it says end of sequence, do not connect to the next plotted location, instead start again and then continue drawing.

## Four Quadrant Graphing Puzzle



**Connect each sequence of points with a line.**

- $(0,1)$  ,  $(-4,1)$  ,  $(-7,0)$  ,  $(-8,-2)$  ,  $(-7,-4)$  ,  $(-4,-4)$  ,  $(0,-4)$  ,  $(2,-2)$  ,  $(2,3)$   
 $(3,4)$  ,  $(5,4)$  ,  $(5,3.5)$  ,  $(5,4.5)$  ,  $(4,5.5)$  ,  $(2,5.5)$  ,  $(1,5)$  ,  $(0,4)$  ,  $(0,0)$  End of Sequence  
 $(-6,-2)$  ,  $(-4,-3)$  ,  $(-5,-2)$  ,  $(0,0)$  ,  $(-2,0)$  ,  $(-5,-1)$  ,  $(-6,-2)$  End of Sequence  
 $(2,1)$  ,  $(6,0)$  ,  $(7,0)$  ,  $(7,3)$  ,  $(7.5,4)$  ,  $(8,3)$  ,  $(8,-5)$  ,  $(6,-1)$  ,  $(2,0)$  End of Sequence  
 $(7,2)$  ,  $(8,2)$  End of Sequence  
 $(7,1)$  ,  $(8,1)$  End of Sequence  
 $(7,3)$  ,  $(8,3)$  End of Sequence  
 $(4,5)$  End of Sequence



## Measurement and Geometry

### Probability experiment!

What is the probability of rolling these numbers on a dice? Answer IN FRACTIONS and simplify if necessary.

one \_\_\_\_\_ an even number \_\_\_\_\_ a seven \_\_\_\_\_

a number less than 5 \_\_\_\_\_ a number less than 3 \_\_\_\_\_

Is rolling a dice random or not? Explain your answer \_\_\_\_\_

**TASK 1:** You will need a dice, or use an online dice - <https://www.random.org/dice/>



## Blueberry Pancake Probability for Kids

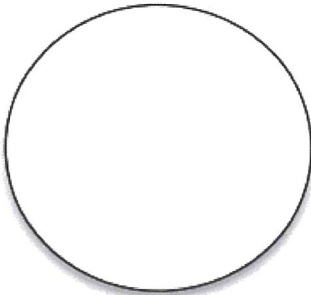


Name: \_\_\_\_\_

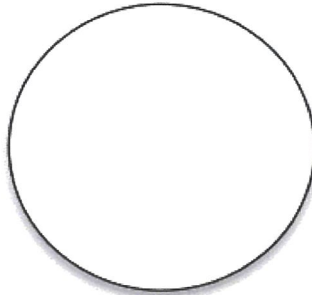
We are going to whip up some yummy pancakes with some fresh-picked blueberries. But the blueberries may not **distribute** evenly. We are going to **randomly** distribute them and see where they land.

Roll a dice and place a blueberry in the pancake number you rolled; there is an **even chance** of getting a blueberry each time. Roll the dice 15 times, adding a new blueberry after each roll. Let's see how your blueberries distribute!

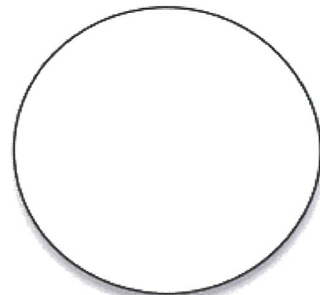
Pancake #1



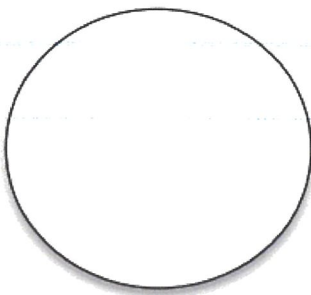
Pancake #2



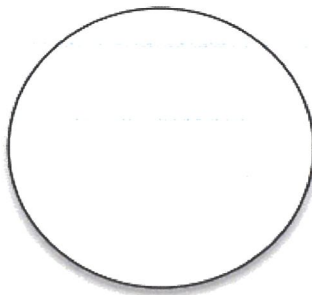
Pancake #3



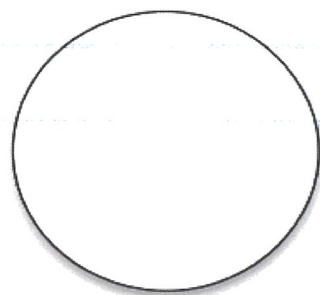
Pancake #4



Pancake #5



Pancake #6



Was the distribution even? \_\_\_\_\_

Even if each pancake has an even chance of getting a blueberry, the distribution isn't necessarily even. Now try adding in 15 more blueberries with the same methodology, are the results more even?

	15 blueberries	30 blueberries
How many pancakes got less than 4 blueberries		
How many pancakes got more than 4 blueberries		

**TASK2: Probability - Balls in a container**

Work Space

There are 5 white balls, 8 red balls, 7 yellow balls and 4 green balls in a container. A ball is chosen at random.

What is the probability of choosing red?

Answer:

What is the probability of choosing green?

Answer:

What is the probability of choosing either red or white?

Answer:

What is the probability of choosing neither white nor green?

Answer:

What is the probability of choosing other than yellow?

Answer:

What is the probability of choosing black?

Answer:

**OPTIONAL CHALLENGE!**

\* Get a small bag of Skittles, M and Ms or Smarties. (*Ask someone to buy them for you, IT IS end of term after all and you deserve a treat*)

**List all outcomes:** What colours are in the bag? \_\_\_\_\_

**Predict:** What colour do you predict will be in the bag the most? \_\_\_\_\_ the least? \_\_\_\_\_

Open the bag and tally how many are of each colour. Record in a table below.

**Were your predictions correct?** \_\_\_\_\_

What if you had a large, family size bag of these lollies? Would your results be the same or not?



# THURSDAY - Afternoon

## PDHPE - HEALTH

### Stage 3 – Positive Actions

#### Lesson 6 – How to treat burns

#### Quick Recap from last lesson

What is the difference between a cut and a graze?

A cut is when the skin is fully broken but a graze is when only the top layers of skin have been scraped off.

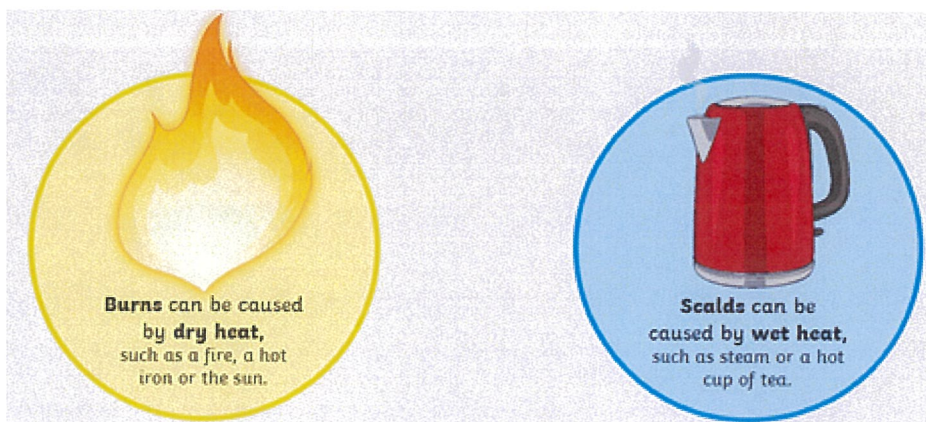
What is your main focus when a casualty is bleeding severely?

Your main focus should be to stop the bleeding as quickly as possible and ensure emergency help is on its way.

Today we are going to learn what to do if a casualty is burnt or scalded.

Is it a Burn or a Scald?

The injury may look the same but there is a key difference between a burn and a scald.



#### Activity 1 – Quick Quiz

Read the scenario's below and in each case think if the casualty has a burn or a scald.

Circle the correct answer.

1. Greg was toasting marshmallows on a campfire. He accidentally got too close to the flames and his sleeve caught on fire.

Burn                      or                      Scald

2. Lee was preparing an evening meal. As he drained the boiling water from the potatoes, he spilled it on his arm.

Burn                      or                      Scald

3. On Bonfire Night, Emmy wasn't wearing gloves. She picked up the sparkler by the wrong end and accidentally touched the hot metal.

Burn                      or                      Scald

## How to Spot a Burn or Scald

If someone has a burn or scald, you might see that they have

- Red skin
- Swelling
- Pain in the area of the burn
- Blistering

The longer the burning goes on, the more severe the injury will be.

## **Activity 2 - Read the following steps on how to treat minor and major burns. Highlight the key words**

### **Minor Burns**

1. Your main focus should be to cool the burn as quickly as possible
2. Start cooling the burn using cool running water, for at least 10 mins
3. If no water available, you could use cold milk or canned drink to cool area
4. Gently and carefully remove any jewellery, watches, belts, shoes or burnt clothing if they are near to the injury, taking care not to touch the burn.
5. Do not remove any clothing that is stuck to the burn.
6. When the burn has cooled, cover the area loosely with cling film
7. Make sure to rip the first few layers of cling film off the roll and use the clean layers underneath
8. Make sure that the cling film is not tight
9. If the burn is on a hand or foot, you could use a clean plastic bag instead of cling film.
10. Do not use ice, creams, or gels. These may damage the skin or cause infection.
11. Do not break any blisters or the wound may become infected.
12. Keep talking to and monitoring your casualty. Seek medical advice, even if the burn doesn't look too bad.

### **Severe Burns**

1. If someone has a severe burn, they might develop shock. Call for emergency help straight away.
2. Your main focus should be to cool the burn as quickly as possible
3. Start cooling the burn using running water.
4. Help the casualty to sit or lie down but do not let the burnt area touch the ground. Do not touch the burnt area – it needs to stay as clean as possible.
5. Ask a helper to call 000 for emergency help.
6. Continue to cool the burnt area for at least 10 mins. Do not allow the casualty to become too cold while doing this.
7. Gently and carefully remove any jewellery, watches, belts, shoes or burnt clothing if they are near to the injury, taking care not to touch the burn.



8. Do not remove any clothing that is stuck to the burn.
9. When the burn has cooled, cover the area loosely with cling film. Make sure to rip the first few layers of cling off the roll and use the clean layers underneath.
10. If the burn is on the hand or foot, you could use a clean plastic bag instead of cling film.
11. If you do not have any cling film, you could use a sterile dressing or non-fluffy material, such as a triangular bandage.
12. Keep the dressing in place using a bandage or tape. Make sure that the tape doesn't become stuck to the damaged skin.
13. While waiting for help, keep talking to your casualty.
14. Keep them calm and make sure they are still responding and watch for signs of shock.

### **Activity 3 – Design a poster – You will need an A4 piece of Paper.**

There are lots of places where people could be burnt or scalded if they are not careful.

Design an eye-catching poster to display which tells others what to do if they burn or scald themselves.

You can choose to make your poster about minor or severe burns but remember to include all the key information for which ever type you choose.

### **Activity 4 - Reflection**

Think about the previous activities to select the most appropriate box that reflects your level of understanding. Place a tick inside the box you have selected.

Success criteria	I need help to learn to	I am still learning to	I have learned to
I know the difference between a burn and scald.			
I know how burns and scalds are caused.			
I understand how to help someone who has a burn or a scald.			

### **Activity 5 – PE Activity**

Click on the you tube link below for a challenging bodyweight Tabata workout with Mrs Deck.

Make sure you have a safe space to exercise, enclosed appropriate footwear and a drink bottle.

<https://youtu.be/ewMo-l9jeGc>

# FRIDAY - English

## Morning Routine

- Today for Morning Routine, students are to go through the slideshow at home on their own. PLEASE NOTE - THERE IS NO SUMMARY SHEET FOR THIS WEEK

## Spelling

- **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 28  
[www.soundwaveskids.com.au](http://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.

### **END OF TERM READING QUIZ!**

We have covered many reading skills this term as we practiced determining importance. Test your knowledge with this quiz!

### **unjumble!**

deai nmai \_\_\_\_\_ iotpc \_\_\_\_\_

mmngiasrusi \_\_\_\_\_ hteesm \_\_\_\_\_

siba \_\_\_\_\_ ftca or npiioon \_\_\_\_\_

svtibujcee or eeboTVjci \_\_\_\_\_

xtte dgonci \_\_\_\_\_

hdsbauengi \_\_\_\_\_

yrve mparniott sptnio \_\_\_\_\_

What do you find in between a topic sentence and a concluding sentence?

\_\_\_\_\_

Name 8 text features you would find in a factual text

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



## Writing

- End of term SUMMARY FIND A WORD. Can you find all the factual writing words?

S E Q U E N T I A L I M C X J R P W M U F N T V  
 K P N A T R Y Y D E E V I T A M R O F N I O X R  
 O C O U T O I R T E X T S T R U C T U R E O C C  
 Z A M V X T P A T B O I O N L O W Z N L H H O L  
 Z F I L E L H M A Y L Z G Y Q L E R A G R F B A  
 Z G N M L Z R M J A N N D Y W F A C R O N T U U  
 T Z A Z P Z A U I P I B N Q C M H R N C X T T S  
 E X L R M U S S X K A O S S S G W O O A D I L E  
 F R I X O E E I A U I S V C G H L O L P R K E L  
 I S S D C E G T K T E R S Y S O O T I G M G J N  
 L K A X C F E Y P R E F A I G Z S E L P P E U M  
 A D T E C T D I A V D C S I V K W X L Y U T T U  
 U P I D O E R P I X M O C L S E H T N R C W E W  
 T T O N G C M T U T G A N O A N B F M K W L K U  
 C S N C S O C U S L L C T T J V J E B S R I K B  
 A V F E C E Q A H M U T Y R F J I A H R O O B W  
 F O D C N E R E V I T C A B P X S T T V E Q G H  
 H C P N I T C W W A L W E D O P U U C Y G V M C  
 J J O X N L S N I J X C X A J C G R R E J U W C  
 C C D O K S W E E O J B M W W N J E E F J E I A  
 G W C G I X A S J T K U Q U D J J I N S X D L U  
 G F F N K N H Q I W N H R X F I T V C Q T O A S  
 Q Q Y L D S O J M J W E X R H R V F E K H H Q A  
 T Z L A I B R E V D A W S B R K D U M U W I B L

verb  
 factual  
 description  
 summary  
 temporal  
 phrase

active  
 informative  
 contrast  
 notetaking  
 connective  
 adjectival

passive  
 chronological  
 compare  
 sentence  
 complex  
 adverbial

text+feature  
 sequential  
 text+structure  
 causal  
 clause  
 nominalisation

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 3 |   | 2 |   |   |   |   |
|   |   |   |   | 6 |   | 2 |
|   |   |   | 2 |   |   |   |
| 2 |   |   |   |   | 4 | 2 |
|   | 8 |   |   | 3 |   | 3 |
| 2 |   | 5 |   |   |   |   |
|   | 3 |   |   | 2 |   |   |

	4				3		2	
3		8				6		8
			6					
	6		2		4			
					15			
	6							
		12			2			6
		7						

*Challenge yourself to work out the 10th pattern!*

Number of matches in pattern 10
------------------------------------

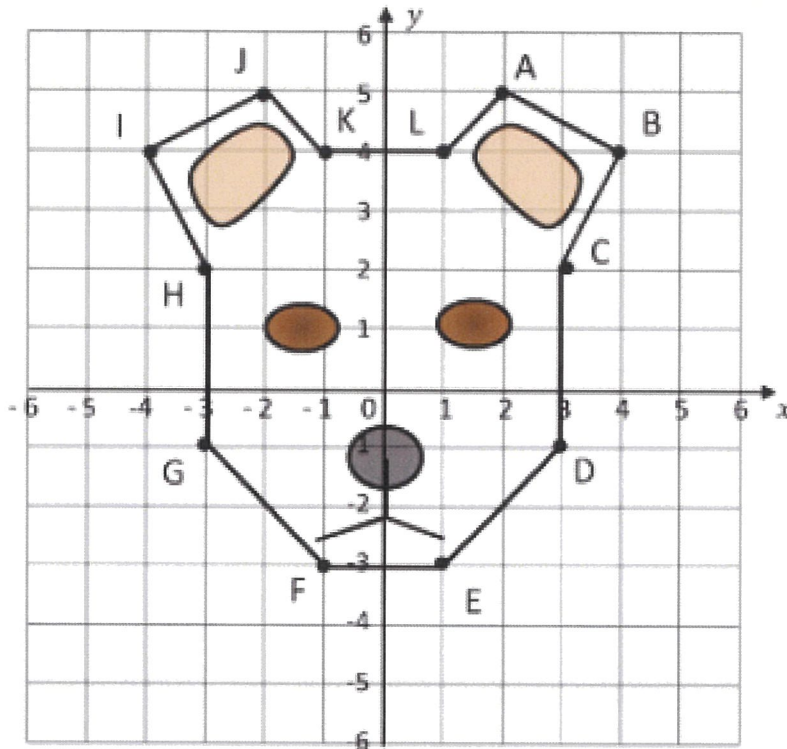
part
1





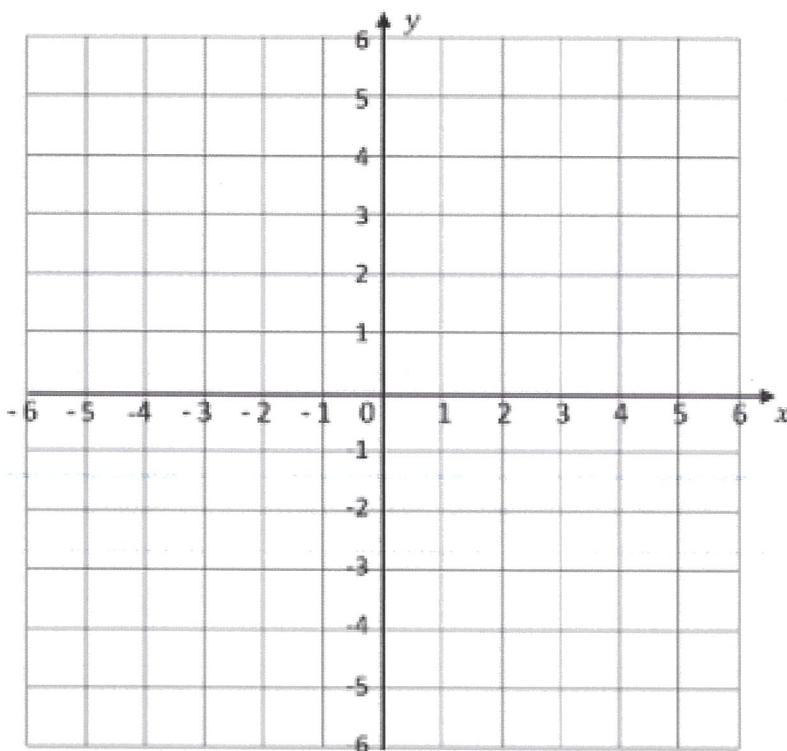
## YEAR 6

Find and plot the coordinates below



1) Write down the coordinates of each point of the face.

A ( , )	G ( , )
B ( , )	H ( , )
C ( , )	I ( , )
D ( , )	J ( , )
E ( , )	K ( , )
F ( , )	L ( , )



2) Draw your own face using the grid below and write down the coordinates of the outline.

A ( , )	H ( , )
B ( , )	I ( , )
C ( , )	J ( , )
D ( , )	K ( , )
E ( , )	L ( , )
F ( , )	M ( , )
G ( , )	N ( , )

### Measurement and Geometry

There are some **Probability Tasks** set for you on Mathletics.

Please complete these.

Please finish and finalise any other set tasks in Mathletics this term.

# FRIDAY - Afternoon


## PERSONAL INTEREST

**This afternoon has been left free for you to choose/finish/complete a personal interest activity or project!**

- Take some Time for Self Reflection. It's been a BIG term! Complete the Remote Learning (At Home Learning) self reflection sheet.
- Write yourself an award! You've earned it!

### 's Remote Learning Self-reflection

MY GREATEST ACHIEVEMENT WAS...





My most loved memory

My biggest challenge was...

What I missed most during remote learning

MY GOAL FOR TERM 4 IS





## Home Learning Award!

Congratulations to

for

# WELL DONE!

Date \_\_\_\_\_

Signed \_\_\_\_\_





# YEAR 5 SPELLING

CORE	EXTENSION
yacht	annuity
stew	civilian
pupil	European
obtuse	enduring
misuse	failure
argue	humanity
arguing	individual
volume	irregular
tubeless	millionaire
humanly	neutralise
annually	pneumonia
museum	populated
refusal	reviewed
regular	securely
circular	uniformity
particular	union
curable	utensil
lawyer	utilise
insecure	voluminous
newspaper	yielded
duplicate	
genuinely	
amusement	
endurance	
communicate	

## YEAR 6 SPELLING

CORE	EXTENSION
yearn	accumulate
beauty	carillon
dew	communicative
yield	duel
pursuit	dual
tune	dubious
union	duress
utensil	fumigate
utilise	halyard
failure	inaugural
uniform	indubitable
universal	ingenuous
opinion	miraculously
curious	pseudonym
mutual	pugilist
queue	rebellion
behaviour	studious
billiards	tuition
peculiar	tumour
familiar	turbulent
civilian	yarmulke
neutralise	
occupation	
popularity	
irregularity	
pneumonia	
manufacture	
humanitarian	



# SPELLING ACTIVITY CHOICES

Choose different activities each day

<b>NEW! Rainbow Words!</b> Choose 3 different coloured pens or pencils, hold them at the same time and write your words to make rainbow words!	<b>Small Words</b> Find smaller words in each of your spelling words and highlight them <b>shop</b> <b>sing</b>	<b>NEW! Snap and Clap</b> Say your spelling words out loud. when you say a consonant clap and when you say a vowel snap your fingers.
<b>Fancy Fonts</b> Write your spelling words using fancy letters. Alternatively type your words on the computer, make a word cloud at <a href="http://www.abcya.com">www.abcya.com</a>	<b>NEW! Ransom Notes!</b> Cut out letters from Newspaper and Magazine headlines or letters from junk mail brochures to make spelling words	<b>Edible Words!</b> Make your words using fruit, vegetables, bread, cheese, mnms, or anything edible. Spell them, then eat them!
<b>Illustrations Expert</b> Draw a picture to match the meaning of each of your words.	<b>Working Out Words</b> Group your spelling words into nouns, adjectives, verbs, adverbs.	<b>Cartoon Connection</b> Create a cartoon strip using as many spelling words as you can.
<b>NEW! News Report</b> Pretend you are a news TV presenter. Write a script presenting the news and include spelling words	<b>Match Up</b> Write your words twice on small cards and cut them up. Play games like Go Fish, Snap and Memory	<b>Spelling Search</b> Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.
<b>Connect the Dots</b> Write all spelling words in dots then trace over them in coloured pens or textas	<b>Word Search</b> Make a word search using 8 words. Get a family member to find them.	<b>Sign Language</b> Learn the sign language action for each word at <a href="http://www.auslan.org.au/about/dictionary/">www.auslan.org.au/about/dictionary/</a>
<b>NEW! Times Up!</b> Set a time for three minutes. See how many times you can write your words before the timer goes off. Repeat and see if you can beat your own score.	<b>3D Words</b> Make your words out of dried spaghetti, playdough, lego, string or any other manipulative item, can you bake spelling word biscuits!	<b>Back Writing</b> Use your finger to spell out each of your spelling words, one letter at a time, on someone in your family's back. Then they do it to you, can you guess the word?
<b>Colour Code</b> Write all your words. Highlight the vowels in one colour and the consonants in another.	<b>Clean Your Words!</b> Make your words with detergent or hand soap, or trace the words into soap suds, then wipe them up!	<b>Spelling Charades</b> Play charades with your family using the spelling words. Alternatively, play 20 questions or celebrity head.
<b>NEW! Sweet Words</b> Use mini marshmallows, chocolate chips or other lollies or sweets to spell out your words. When you have spelled them out - you can eat them!	<b>NEW! Spell it On!</b> Become a cheerleader and make up a cheer and chant with your words, spelling out each letter with an action. Optional - make your own pom poms!	<b>Word Pyramids</b> Write your words as word pyramids. s sp spu spun
<b>Play online games with your spelling words at:</b> <a href="https://www.spellingcity.com/">https://www.spellingcity.com/</a> <a href="https://games.forkids.education/word-safari-lets-catch-letters/">https://games.forkids.education/word-safari-lets-catch-letters/</a>	<b>Make a newspaper article using spelling words at:</b> <a href="http://www.fodey.com/generators/news/paper/snippet.asp">www.fodey.com/generators/news/paper/snippet.asp</a>	<b>Hopscotch Words</b> Make a hopscotch board on your sidewalk or driveway with chalk. Write letters instead of numbers and HOP your words!



# Spreading Kindness and Appreciation

## Choose Your Own Adventure Grid



**Create a rainbow of kindness. Complete activities from the grid below to add to your rainbow of kindness on the next page.**

While you are on your walk, collect three pieces of rubbish.	Help make a meal at home.	Find something you don't play with often and see if you can find a new use for it.
Clean your room without being asked.	Make a thank you card for a family member.	Plant something in your garden.
Offer to do a job around the house.	Read to someone or a pet.	Design a 'Be Kind' tattoo or sticker.
Make a list of kindness synonyms.	Make a kindness collage.	Share an encouraging song with others.
Describe something kind you have done this week.	Make a joke book and share the jokes with others.	Make a healthy fruit salad and share it with your family.
What is kindness? Write or draw pictures to show what kindness means.	Use chalk to write a kindness message on your driveway.	Make a list of 10 random acts of kindness anyone could do.
Create a poster with a kindness quote, symbol or image.	Draw a picture and write a letter to someone in a nursing home to brighten their day.	Write a play with a kindness theme, message or moral.
Spend at least thirty minutes doing something you enjoy doing.	Write a letter to an essential services person detailing your appreciation for their efforts.	Create an advertisement for kindness. It could be a poster or TV advertisement.
Write an acrostic poem using the letters of the word kindness.	List five ways kindness is like chocolate.	Compose a song about kindness.
Think about someone you know who is kind. What makes them kind? Draw and write about them.	Draw, paint or create something special and give it to someone to show your appreciation of them.	Make a card using words of encouragement and kindness to show your appreciation of someone who deserves it.
Research examples of people who have demonstrated kindness to make our world a better place. Write an information report about them.	Find a book or movie with a kindness theme and write a review of it.	Make a Venn diagram to compare the similarities and differences between the meaning of the words 'kindness' and 'appreciation'.



Random Acts of

# KINDNESS

Write your acts of kindness into the rainbow.

