NAME: _____

Learning from Home

Unit: 7

Stage 3

Year 5 and Year 6

CBCA BOOK WEEK

#CBCA2021

OLD WORLDS, NEW WORLDS, OTHER WORLDS

21-27 AUGUST 2021

THE CHILDREN'S BOOK COUNCIL OF AUSTRALIA

ARTWORK BY SHAUN TAN | © 2021 THE CHILDREN'S BOO
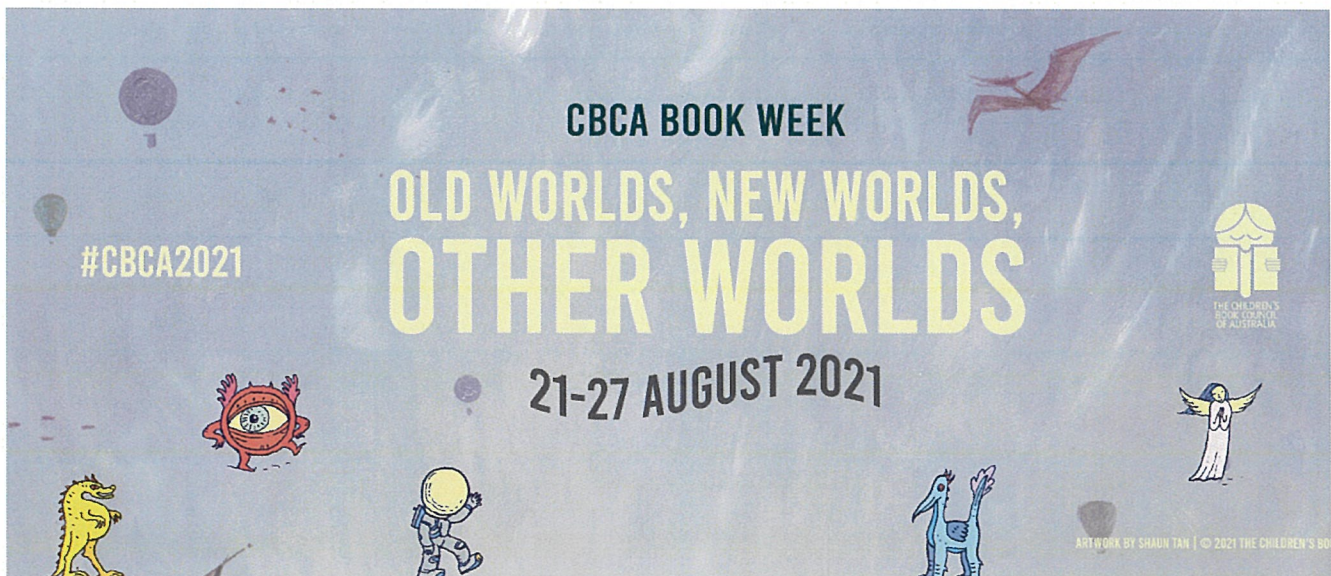
Term 3 Week 7 2021

5T Zoom Classes for BOOK WEEK
WEEK 7 TERM 3 2021

<mark>PLEASE NOTE THE CHANGE FOR MONDAY, 23 August only</mark>
- Students will participate in a Book Week livestream. No other Zoom classes will occur on Monday, 23 August.
- Regular morning and afternoon Zoom classes will recommence on Tuesday, 24 August.

5T Monday 23/8/21	BOOK WEEK LIVESTREAM: *Bigger, Brighter, Better* 12noon – 12.45pm BEFORE the Livestream, you might like to meet the actors at: https://vimeo.com/579385090 You might like to take the dance tutorial at: https://vimeo.com/580985863	LOGON DETAILS: • Go to the secure web portal https://performlivestream.com/ • On the homepage, enter the school password fmE2ITu • Wait on the next screen and the school livestream event will start soon. Any issues, please call: 1300 652 470		
Tuesday 24/8/21 Wednesday 25/8/21 Thursday 26/8/21 Friday 27/8/21	**Zoom Meeting ID**		**Zoom Meeting Password**	
	Morning am	Afternoon pm	Morning am	Afternoon pm
	692 9915 5816	624 2135 2835	5T930AM	5T1215PM

Students are expected to attend both the morning and afternoon class on Tuesday to Friday this week. 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.**

Tuesday 24/8/21, Wednesday 25/8/21, Thursday 26/8/21 and Friday 27/8/21

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	oliver.tilling1@det.nsw.edu.au
6B Justine Beavis	justine.beavis@det.nsw.edu.au

BOOK WEEK
* Children's Book Council of Australia https://www.cbca.org.au/
* Get excited for book week https://storyboxlibrary.com.au/blog/get-excited-for-cbca-book-week-2021
* https://www.penguin.com.au/books/lists/book-week-2021
* Ku-ring-gai Library - Access their online reader platform to borrow ebooks
https://www.krg.nsw.gov.au/Community/Ku-ring-gai-Library
* The State Library https://www.sl.nsw.gov.au/learning/kids-and-families
* "The Thickety" Author J. A White's Website http://jawhitebooks.com/writing/the-thickety/
* "Wonder' Author B.J Palacio - website https://wonderthebook.com/books/wonder

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.

ENGLISH
* **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
* Mathletics 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
* Multilplication 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

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/

Week 7 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 Morning Routine Spelling NO 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 NO ZOOM Number Measurement & Geometry	Mathematics Minute Maths 12.15pm ZOOM Number Measurement & Geometry	Mathematics Minute Maths 12.15pm ZOOM Number Measurement & Geometry	Mathematics Minute Maths 12.15pm ZOOM Number Measurement & Geometry	Mathematics Problem Solving 12.15pm ZOOM Number ==Measurement & 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
	692 9915 5816	624 2135 2835	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	670 7104 3551	633 0573 1450	6B930AM	6B1215PM

MONDAY - English

Morning Routine

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

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* **OR** as in FOR. The graphemes are **ore** as in t**ore**, **a** as in **a**ll, **au** as in **au**thor, **or** as in c**or**dial, **oor** as in d**oor**, **oar** as in s**oar**, **our** as in s**our**ce, **ough** as in th**ough**t, **augh** as in d**augh**ter, **ar** as in w**ar**, **ure** as in s**ure**, **oa** as in br**oa**d, **aw** as in **aw**ful
- **Using your personal list** words highlight or circle the letters that make the **/OR/** phoneme e.g. s<mark>au</mark>ce
- **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.

BOOK WEEK 2021 -SHORTLISTED BOOKS - FACTUAL

MONDAY'S FOCUS BOOK: 'Dry to Dry - The Season's of Kakadu' by Pamela Freeman and Liz Aneli

Here is an extract from the book, and a sample page of the illustration is below.

It is the dry. Over the plains and cliffs and rivers of Kakadu, in northern Australia, the air hangs heavy. It's hot and humid.

The rivers have shrunk down to creeks; the edges of the lakes are banks of mud where crocodiles **sunbake**.

Look closer: there is a northern long-necked turtle that has buried itself safely in the cool mud, **waiting** until the **wet comes.**
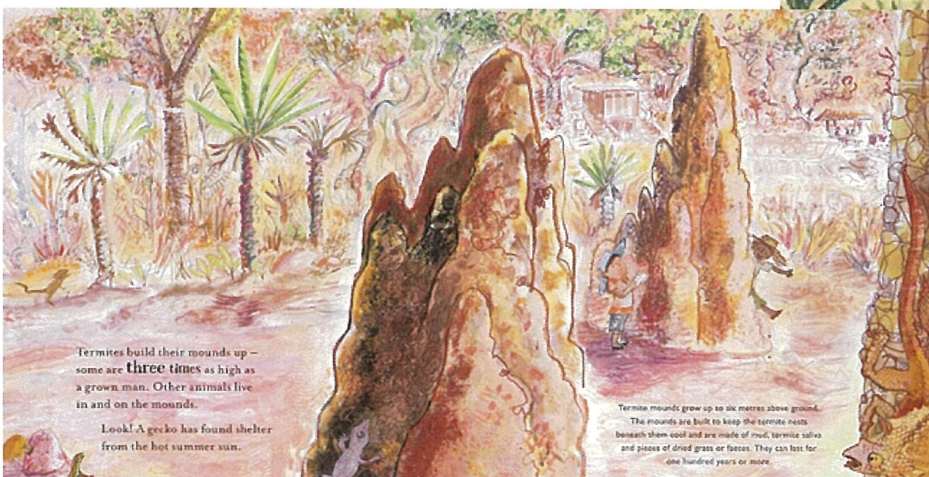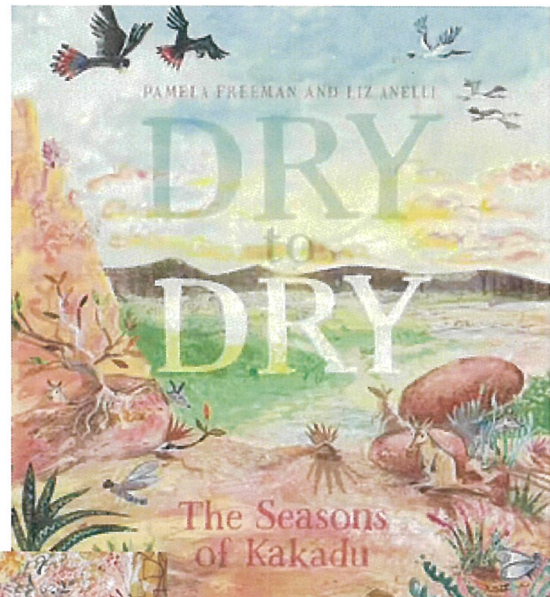
In northern Australia, there are two main seasons: wet and dry. In the middle of the year, during the Dry, it rains very rarely. That period lasts from May to October. The Wet comes after that and lasts until April.

Based on the extract, the cover and the illustration, what do think is the:

PURPOSE:	AUDIENCE:
FORM:	TONE:

Writing

- **REVISION - CONNECTIVES / CONJUNCTIONS**

Connectives connect and relate sentences and paragraphs. They assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs.

Sort the connectives in THE TOP BOX into the categories below

in contrast	before	also	as a result	because	first
hence	in addition	another	likely	similarly	then
on the other hand	for example	thereafter	as a consequence		
meanwhile	although	but	however	finally	subsequently
unlike	compared to	as soon as	and	such as	leads to
thus	causes	nevertheless	yet	next	last of all

ADDITION OF IDEAS	TIME AND SEQUENCE	CAUSE AND EFFECT	COMPARE AND CONTRAST

HERE ARE SOME OTHER TYPES OF CONNECTIVES. FILL IN THE MISSING LETTERS

TO SUMMARISE	overa__, in con___sion, in s_mm___, to sum __ in g__era_ af___ all, as you c__ s__
TO EMPHASISE	sig__ficantl_, In f__t, act__ll_, p__ticul___y

Solving a Yohaku

To solve a yohaku, you must fill in the blank space so that the cells give the sum or the product shown in each row and column.

Some yohakus have no further restrictions. These puzzles have an infinite number of solutions! For example, in the yohaku on the right, the two blank cells on the top row have to add to give 11.

		11
		14
12	13	+

This can be done in a variety of ways, but suppose you choose to do 4 and 7. Putting these in will give you this on the right:

4	7	11
		14
12	13	+

Now looking at the left-hand column, we need to think of what must be added to 4 to total 12. At the same time, looking at the right-hand column, what must be added to 7 to give 13? A bit of thought will give the solution as shown.

4	7	11
8	6	14
12	13	+

Most yohakus, though, have a restriction (written below the puzzle) that needs to be satisfied. These will require a bit more thought to solve.

For example, in this multiplicative yohaku (shown right) the restriction states 'Use only whole numbers'. You might look at the top row and start thinking of two numbers that multiply to give 40. Initially you might try 5 and 8. However, now you must think of a number that you multiply 5 by to give 32. You can't do this using whole numbers, so you will have to try a different pair of numbers, say 4 and 10. This does allow you to use whole numbers to complete the problems (as hinted at on the right).

5	8	40
		96
32	120	×

Use only whole numbers

4	10	40
8		120
32	150	×

Use only whole numbers

Some yohakus will have more than one possible solution. Many will involve a fair amount of trial and error. If you are still unsure what to do with the yohaku don't worry, we can go through it in the Zoom tomorrow.

Complete **at least one** yohaku:

LEVEL 1	LEVEL 2	LEVEL 3

LEVEL 1

		10
		10
7	13	+

LEVEL 2

		38
		40
37	41	+

Use four consecutive numbers.

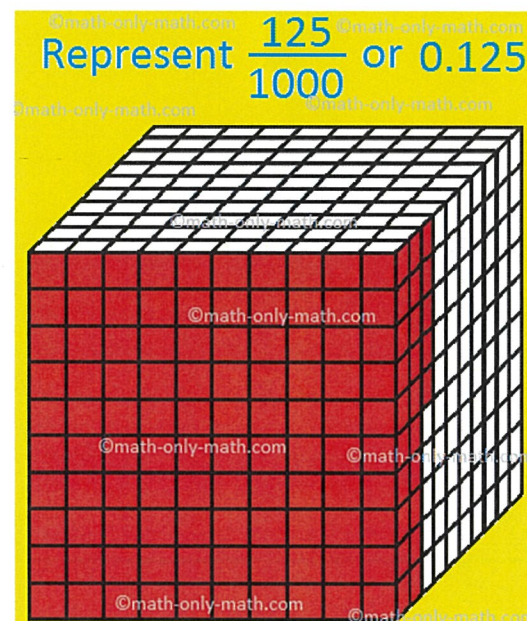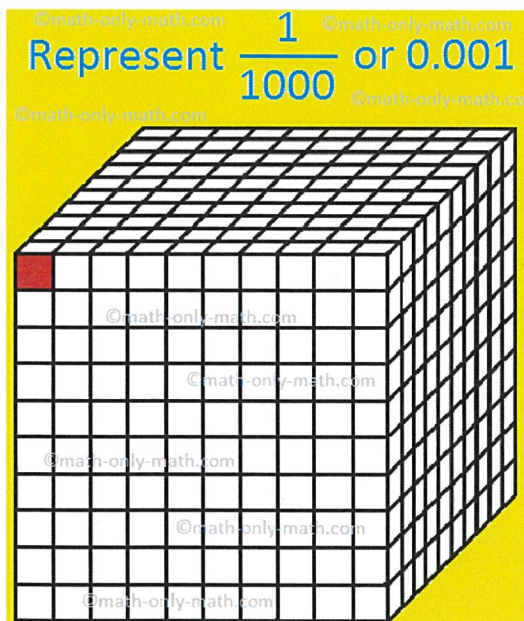**LEVEL 3**

		30
		34
28	36	+

Use 4 consecutive odd numbers

Number and Algebra

Thousandths as Decimals

When we write a decimal number with three places, we are representing the thousandths place. Each part in the given figure represents one-thousandth of the whole.

Represent $\frac{1}{1000}$ or 0.001

Represent $\frac{125}{1000}$ or 0.125

This is written as $\frac{1}{1000}$.
In the decimal form it is written as 0.001

This is $\frac{125}{1000}$ .125 parts of 1000 equal parts are coloured.
In the decimal form this is written as 0.125.

Key
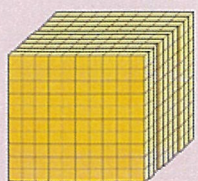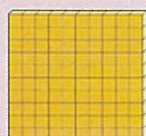
= 1 whole   = 1 tenth   = 1 hundredth   = 1 thousandth

Example:

 = 1.111
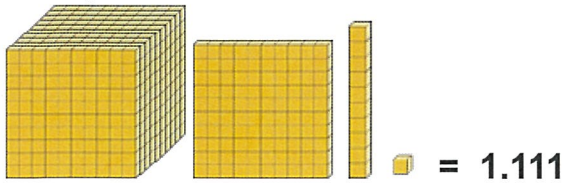
Task 1

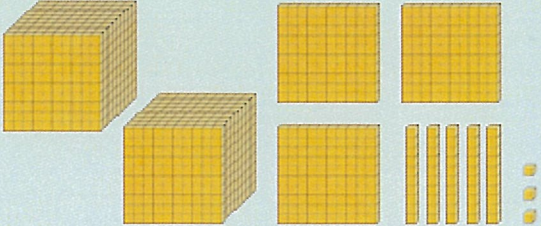**Can you work out the numbers represented here:**

 =

 =

 =

 =

 =
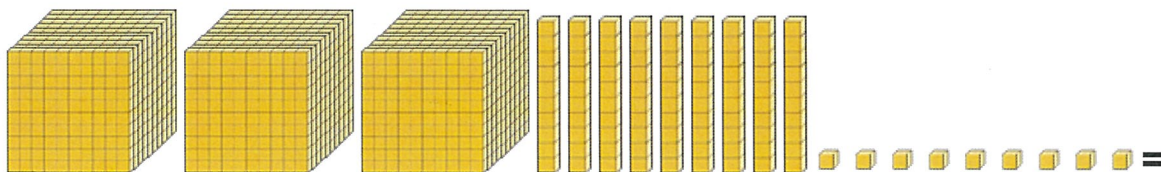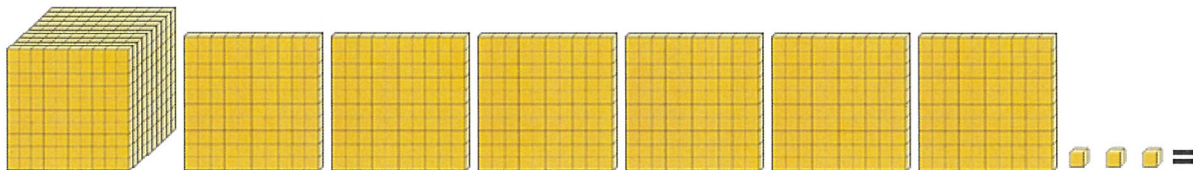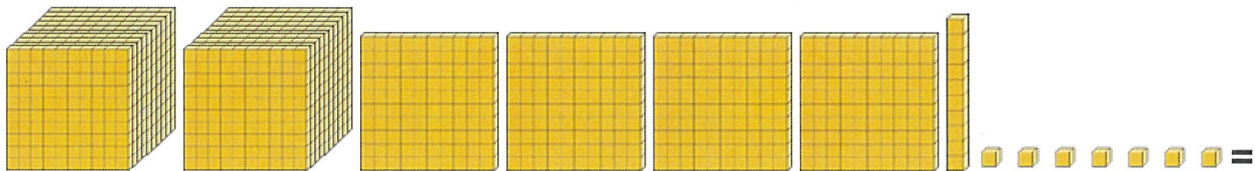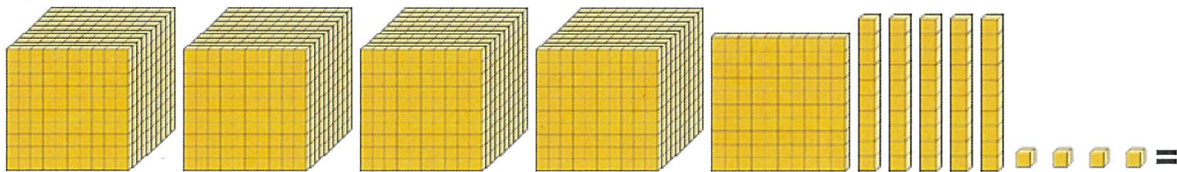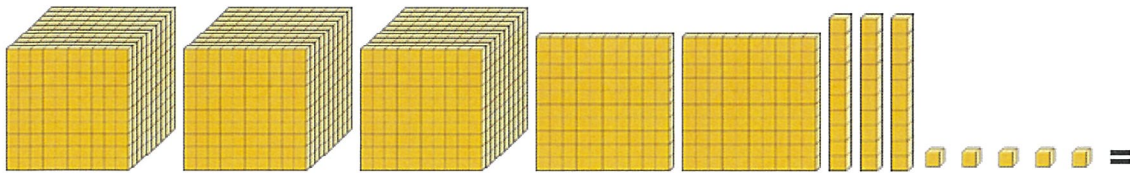
Task 2

The table below shows the same decimal number in different ways. There are 2 mistakes in the table.
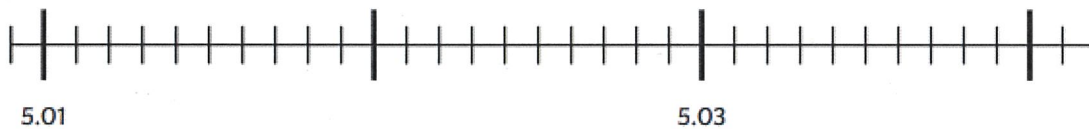Identify them and work out the correct answer.

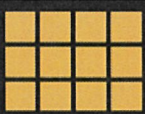|		
2.353		$2 + 0.3 + 0.05 + 0.03$
$\dfrac{2353}{1000}$	2 ones, three tenths, five hundredths and three thousandths.	$2 + \dfrac{2353}{1000}$

Task 3

Draw arrows and write labels to show where these decimal numbers would go on the number line.

   a. 5.041   b. 5.032   c. 5.024   d. 5.018   e. 5.037   f. 5.041
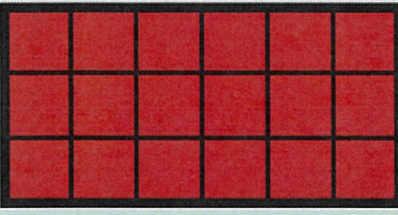

5.01   5.03
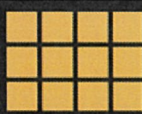
Measurement and Geometry

Look at the poster and then complete at least one level and answer the questions.
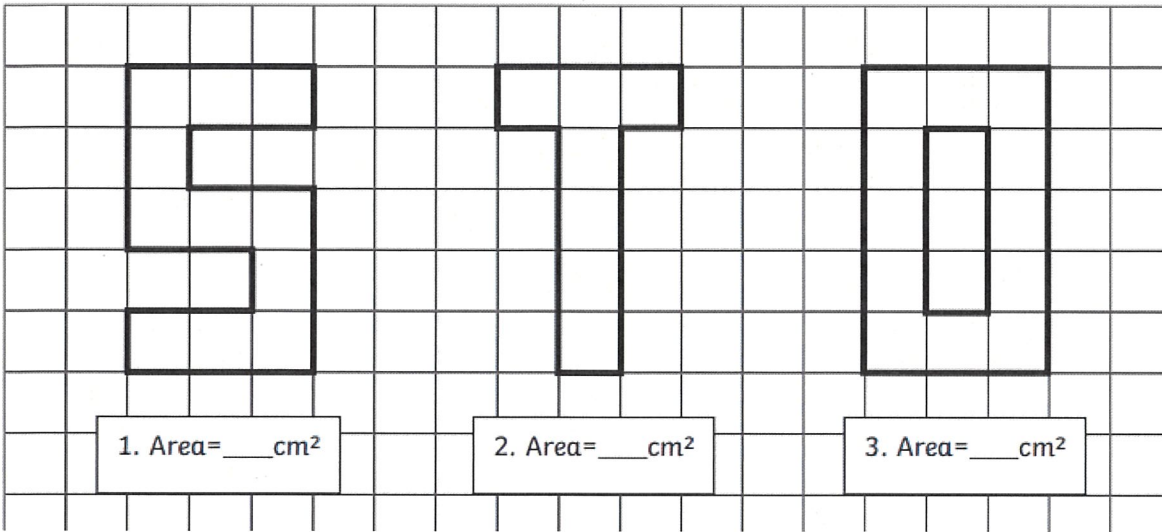

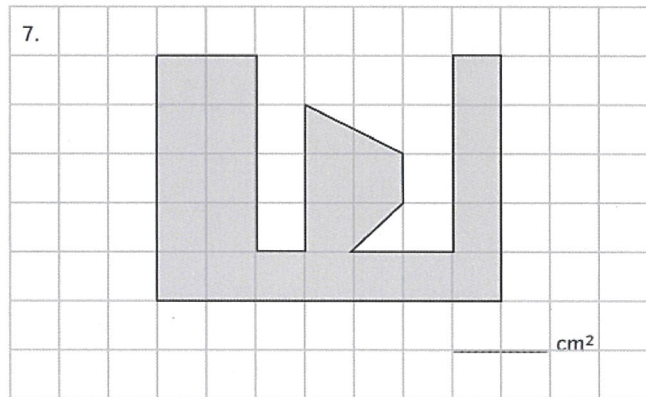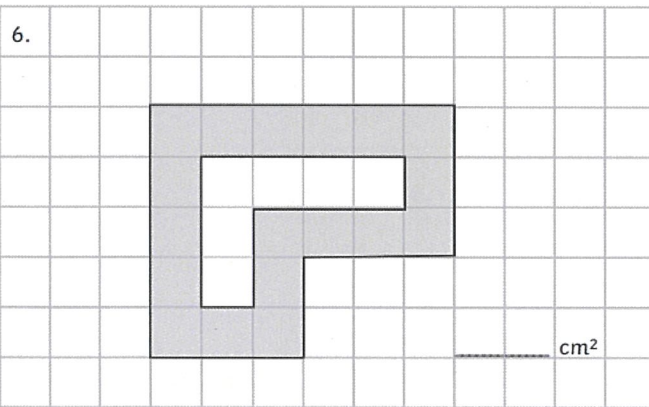**AREA**

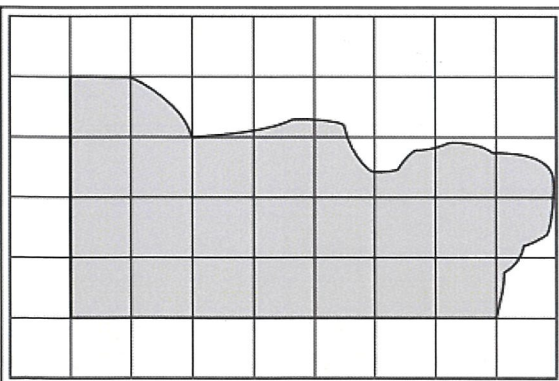Area is a measure of how many units cover a surface.

Level 1

1. **Calculate the area of these letters - Each square is 1 cm²**

1. Area=____cm²

2. Area=____cm²

3. Area=____cm²

2. **Calculate the area of these shapes - Each square is 1 cm²**

6.

_____ cm²

7.

_____ cm²

3. **Estimate the area of this shape in cm²·· Each square is 1 cm²**

Area = _____ cm²

Level 2

1. Calculate the area of these shapes - Each square is 1 cm²

1.

_____ cm²

2.

_____ cm²
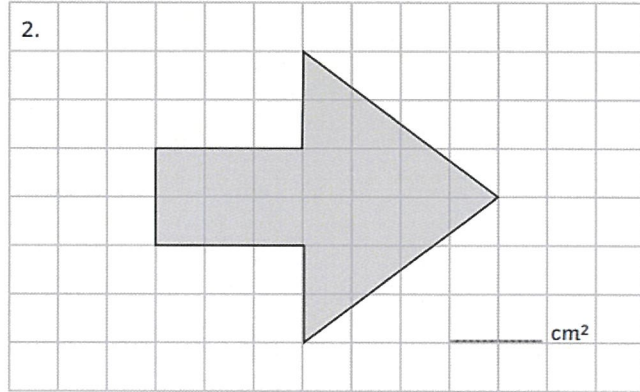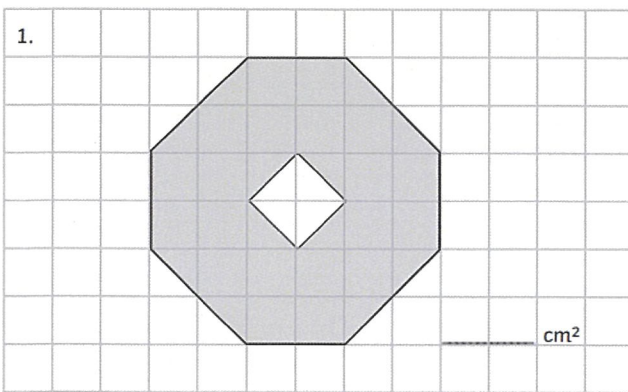
2. Estimate the area of this shape in cm²·· Each square is 1 cm²
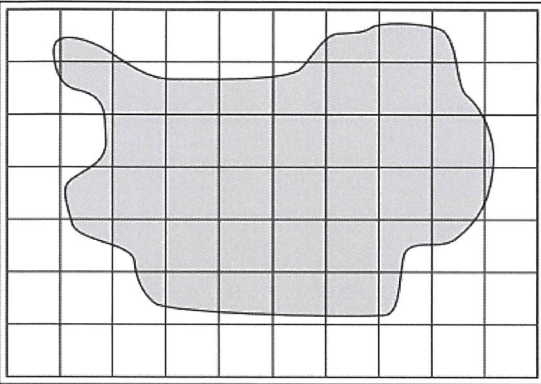
Area = _____ cm²

Level 3

1. Calculate the area of these shapes - Each square is 1 cm²

3.

_____ cm²

5.

_____ cm²
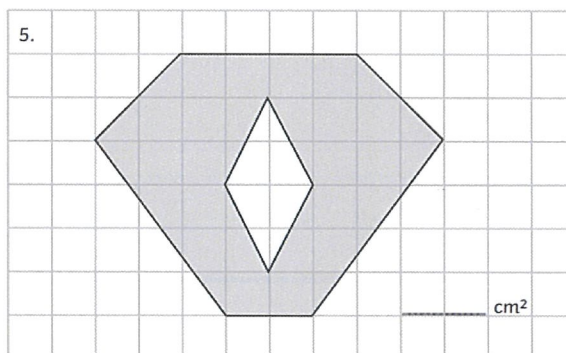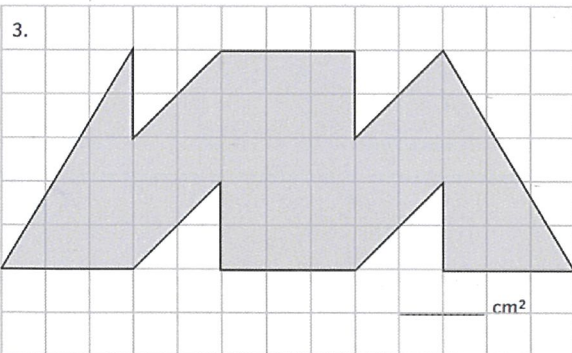
Estimate the area of this shape in cm²·· Each square is 1 cm²
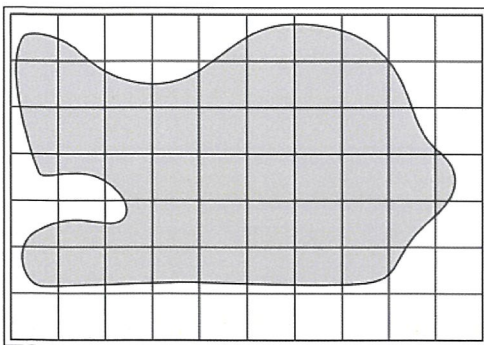
Area = _____ cm²

MONDAY - Afternoon
Geography

TERM 3 TOPIC: "A Diverse and Connected World"

HOW ARE INDIGENOUS PEOPLES AND OTHER GROUPS AROUND THE WORLD PROTECTED AND SUPPORTED?

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

Watch the video "Kid President visits the UN"
https://www.youtube.com/watch?v=EGBl6r6XslU
Complete the Think, Puzzle, Explore Matrix

Think

What do you think you know about the UN?

Puzzle

What puzzles or questions do you have about the UN?

Explore

How can you explore more about the UN?

Use your exploration ideas to look up answers to your puzzles and questions. Add this information to the matrix.

- **Task 2 - United Nations Declarations**

> The United Nations General Assembly is a place where global issues are discussed by diplomats from each country. This group also passes resolutions, declarations and conventions which support the UN's goals of peace and security.

Give these UN declarations a 1–5 rating for how important you think they are.
(1 is not really that important, 5 being very important).

◯ Human rights

◯ Rights of Indigenous Peoples

◯ International co-operation in the exploration of outer space

◯ Human cloning

◯ The prevention of a nuclear catastrophe

◯ The Indian Ocean as a zone of Peace

Find out which year each of the declarations above were made. Does it match your predictions?

Draw an arrow from each declaration to its place on the timeline.

| 1971 | 1981 | 1996 | 2005 | 2007 |

- **Task 3 - The United Nations Sustainable Development Goals**

The 17 Goals were adopted by all UN Member States in 2015, as part of the 2030 Agenda for Sustainable Development which set out a 15-year plan to achieve the goals.

17 Goals to Transform Our World - HIGHLIGHT THE KEY WORDS
"The Sustainable Development Goals are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection. More important than ever, the goals provide a critical framework for COVID-19 recovery."

Here are the 17 goals. Can you fill in the gaps below in their advice statements? Then visit this site to learn more and check your answers! www.un.org/sustainabledevelopment/sustainable-development-goals/

1. NO POVERTY - "Donate what you don't _____"
2. ZERO HUNGER - "Waste less _____ and support local _____"
3. GOOD HEALTH AND WELLBEING - "Vaccinate your _____."
4. QUALITY EDUCATION - "Help educate the _____ in your _____"
5. GENDER EQUALITY - "Empower _____ and girls and ensure their equal _____"
6. CLEAN WATER AND SANITATION - "Avoid wasting _____"
7. AFFORDABLE AND CLEAN ENERGY - "Use only energy efficient appliances and _____"
8. DECENT WORK AND ECONOMIC GROWTH - "Create _____ opportunities for youth"
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE - "Fund projects that provide _____ infrastructure"
10. REDUCED INEQUALITIES - "Support the marginalised and _____"
11. SUSTAINABLE CITIES AND COMMUNITIES - "Bike, _____ or use _____ transport"
12. RESPONSIBLE CONSUMPTION AND PRODUCTION - "Recycle paper, _____, glass and aluminium"
13. CLIMATE ACTION - "Act now to stop global _____"
14. LIFE BELOW WATER - "Avoid plastic _____ to keep the oceans _____"
15. LIFE ON LAND - "Plant a _____ and help _____ the environment"
16. PEACE, JUSTICE AND STRONG INSTITUTIONS - "Stand up for _____ rights"
17. PARTNERSHIPS - "Lobby your _____ to boost development financing"

TUESDAY - English

Morning Routine

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

Spelling

- **Choose 5 of your chosen words** and write each one in a sentence to show their meaning - this week make them exclamations!
- **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 25
  www.soundwaveskids.com.au   Year 5 password: slip892 Year 6 password: today027

Reading

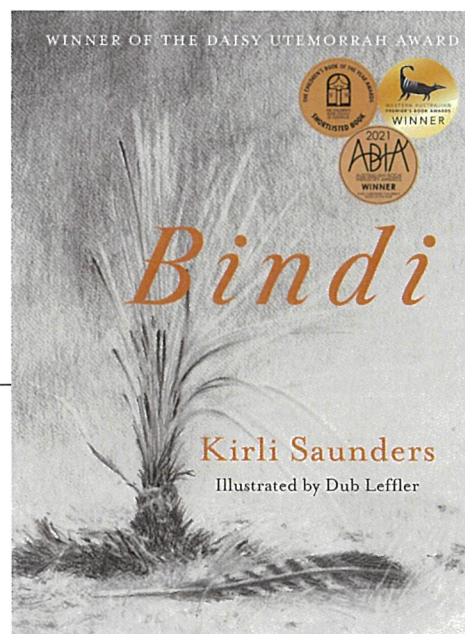- **Read** at least one chapter of a book that you have at home.

BOOK WEEK 2021 -SHORTLISTED BOOKS - *BOOKS FOR YOUNGER READERS* 9-12 years
TUESDAY'S FOCUS BOOK 'Bindi' by Kirili Saunders

Here is an extract from the book, written as a poem about a girl called Bindi.

Read the poem and Complete the VIP chart for each character.

At home we call gummuang 'Mum'.	**V I P S**
At hockey, we call her 'Rosie' or 'Coach'.	**Character: Mum**
'Cause when all the kids are shouting 'MUM' at theirs,	Names/nicknames:
it gets a bit confusing!	
Rosie has big hair,	
tight ringlets of saltwater swarf.	
She was grown on this Country, but it's not hers.	Features:
Her kind eyes have seen too much,	
but she doesn't let it show.	
Mum/ Rosie is warm butter sliding down toast:	
she melts people with her kindness,	Personality:
Leaves them feeling fuller.	
Curayan/ Dad/ turtle is a jack of all trades (according to Mum).	**Character: Dad**
	Names/nicknames:
Born here, he's a gardener, a storyteller, and a tinkerer.	Features:
Taller than all of us, he has a grand view of things.	
	Personality:
We kids turn to him most often for answers.	

WINNER OF THE DAISY UTEMORRAH AWARD

Bindi

Kirli Saunders
Illustrated by Dub Leffler

Omeo, dyidyung, is my eldest brother (4 years older).
He's 15, and he's been here before.
He loves his bees and plants, loves to cook, is an athlete, just like Mum's brother.
Omeo is learning the land from Dad and Pop.

My little sister Elsie, gulwun, is the golden child: not even double digits, she has mum wrapped around her little finger!
Little, like Rosie, she is a speck on top of her thoroughbred (ex- racer).
Elsie the athlete and pancake enthusiast, ever curious, she loves to ask questions of the world.

I am Bindi, the one in the middle. I am 11 years old.
Growing here, I am an empath of the land, lover of art, horses and hockey.
Each day, a new adventure unfolds for us all.

Character: Brother

Names/nicknames:

Features:

Personality:

Character: Sister

Names/nicknames:

Features:

Personality:

Main Character

Names/nicknames:

Features:

Personality:

Writing

- **Turning verbs into nouns** Complete the table below. The first one has been done for you.

VERB	NOUN	VERB	NOUN
educate	education	safe	
produces		offend	
suffer		reflect	
express		hollow	
avoid		encourage	

- **Rewrite this sentence** and change the underline verbs and verb groups to nouns. You WILL need to change the sentence order and add extra words.

The dogs **were destroying** the park and people could not **enjoy** it anymore.

_____

_____

TUESDAY - Mathematics
Daily Yohaku

- Complete **at least one** yohaku:

LEVEL 1	LEVEL 2	LEVEL 3

LEVEL 1

		20
		19
18	21	+

LEVEL 2

		31
		27
28	30	+

Use four consecutive numbers.

LEVEL 3

		52
		56
50	58	+

Use 4 consecutive even numbers

Number and Algebra

Decimals - Compldete at least 1 level

Level 1

1a. Convert the decimal to thousandths.

0.132 ⟶ ☐/1000

O .	t	h	th
	0.1	0.01	0.001
		0.01	0.001
		0.01	

1b. Convert the decimals to thousandths.

0.233 ⟶ ☐/1000

O .	t	h	th
	0.1	0.01	0.001
	0.1	0.01	0.001
		0.01	0.001

2a. True or false?

0.917 has nine tenths and seven hundredths.

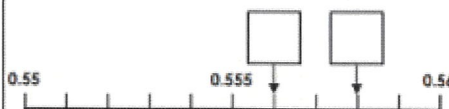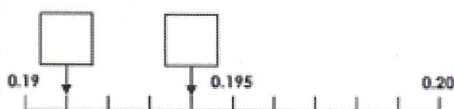**2b. True or false?**

0.825 has eight tenths and two thousandths.

3a. Tick the box that shows the correct position of 0.556

0.55 ———— 0.555 ———— 0.56

3b. Tick the box that shows the correct position of 0.194

0.19 ———— 0.195 ———— 0.20

4a. Find the missing digits using the equivalent fractions.

$\frac{142}{1000}$

O	t	h	th
	(0.1)	(0.01)(0.01)	(0.001)
		(0.01)(0.01)	(0.001)

0. 1 4 ☐

$\frac{225}{1000}$

O	t	h	th
	(0.1)	(0.01)	(0.001)(0.001)
	(0.1)		(0.001)(0.001)
			(0.001)
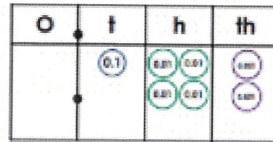
0. 2 2 ☐

☆
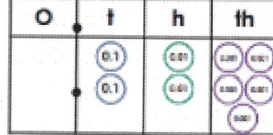
4b. Find the missing digits using the equivalent fractions.

$\frac{252}{1000}$

O	t	h	th
	(0.1)	(0.01)(0.01)	(0.001)
	(0.1)	(0.01)(0.01)	(0.001)
		(0.01)	

0. 2 5 ☐

$\frac{613}{1000}$

O	t	h	th
	(0.1)(0.1)	(0.01)	(0.001)(0.001)
	(0.1)(0.1)		(0.001)
	(0.1)(0.1)		
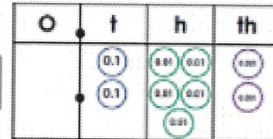
0. 6 1 ☐

☆
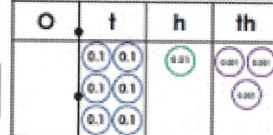
Level 2

5a. Convert the decimals to thousandths. Give your answer as an improper fraction.

0.309 ➔ $\frac{\boxed{}}{1000}$

0.028 ➔ $\frac{\boxed{}}{1000}$

0.539 ➔ $\frac{\boxed{}}{1000}$

☆

5b. Convert the decimals to thousandths. Give your answer as an improper fraction.

0.510 ➔ $\frac{\boxed{}}{1000}$

0.906 ➔ $\frac{\boxed{}}{1000}$

0.032 ➔ $\frac{\boxed{}}{1000}$

☆

6a. True or false?
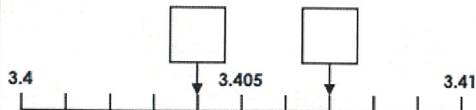
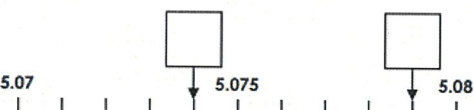**1.302 has one whole, three tenths and two hundredths.**

☆

6b. True or false?

3.067 has three ones, six tenths and seven hundredths.

☆

7a. Tick the box that shows the correct position of 3.407

☐   ☐

3.4 ————————— 3.405 ——————— 3.41

☆

7b. Tick the box that shows the correct position of 5.074

☐   ☐

5.07 ————————— 5.075 ——————— 5.08

☆

8a. Find the missing digits using the equivalent fractions.

0. 4 7 ☐ $\frac{470}{1000}$

0. 5 ☐ 8 $\frac{548}{1000}$

0. ☐ 0 2 $\frac{102}{1000}$

☆

8b. Find the missing digits using the equivalent fractions.

0. 0 5 ☐ $\frac{50}{1000}$

0. 1 ☐ 7 $\frac{127}{1000}$

0. ☐ 9 1 $\frac{91}{1000}$

☆

Level 3

9a. Convert the decimals to thousandths.

2.098 ➡️ ☐/1000

1.409 ➡️ ☐/1000

5.002 ➡️ ☐/1000

9b. Convert the decimals to thousandths.

9.402 ➡️ ☐/1000

8.009 ➡️ ☐/1000

2.105 ➡️ ☐/1000

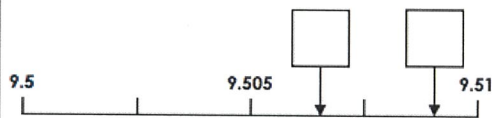**10a. True or false?**

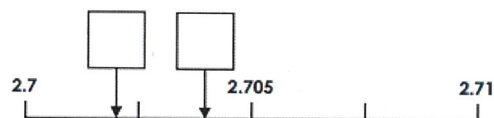24.009 has two tens, four ones and nine hundredths.

10b. True or false?

89.105 has eight tens, nine ones, ten tenths and five thousandths.

11a. Tick the box that shows the correct position of 9.509

9.5   9.505   9.51

11b. Tick the box that shows the correct position of 2.704

2.7   2.705   2.71

12a. Find the missing digits using the equivalent fractions.

7 . 0 7 ☐   7074/1000

☐ . 9 ☐ 7   5907/1000

3 . ☐ 9 ☐   3492/1000

12b. Find the missing digits using the equivalent fractions.

☐ . 8 0 ☐   1803/1000

☐ . 0 ☐ 6   8066/1000

2 . ☐ 6 2   2062/1000

Measurement and Geometry

After the ZOOM go to your level and answer the questions. Remember we calculate the area of squares and rectangles using the formula **l x w (length x width).**

Comparing Area of Rectangles

Complete your level questions **and then complete the ALL LEVELS questions.**

Calculate the area of each rectangle and compare them using <, >or =. (< is less than, > is greater than)
Example:
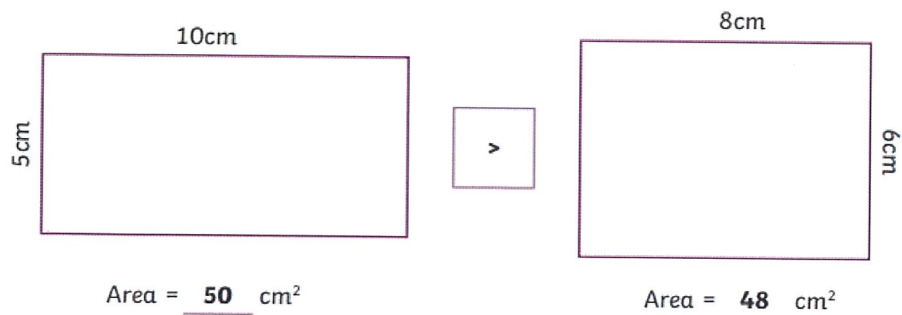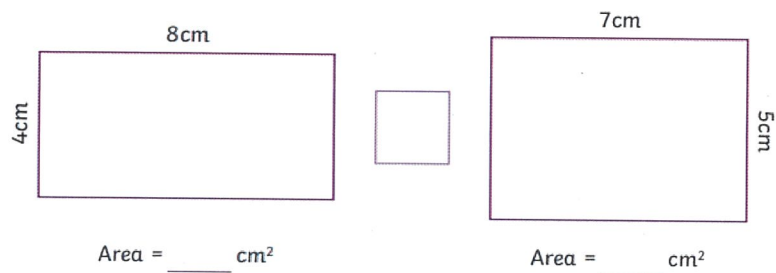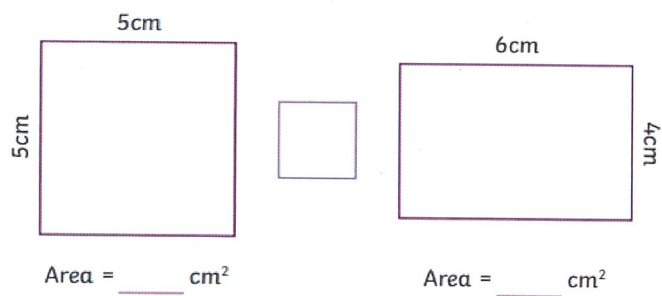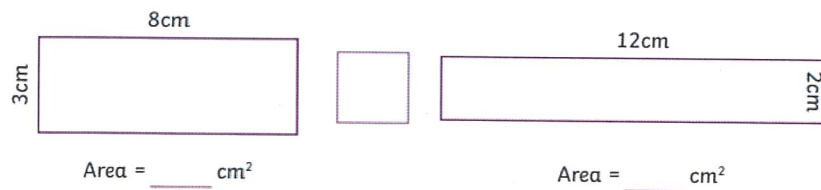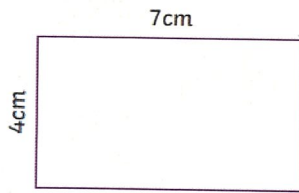
10cm
5cm

>

8cm
6cm

Area = __50__ cm²

Area = __48__ cm²

Level 1

a.

8cm
4cm

7cm
5cm

Area = _____ cm²

Area = _____ cm²

b.

5cm
5cm

6cm
4cm

Area = _____ cm²

Area = _____ cm²

c.

8cm
3cm

12cm
2cm

Area = _____ cm²

Area = _____ cm²

d.

7cm

4cm

Area = _____ cm²

9cm

3cm

Area = _____ cm²

e.

9cm

4cm

Area = _____ cm²

6cm

6cm

Area = _____ cm²

Level 2

1.

a.

6cm

4cm

Area = _____ cm²

8cm

3cm

Area = _____ cm²

b.

6cm

6cm

Area = _____ cm²

7cm

5cm

Area = _____ cm²

c.

4cm

7cm

9cm

3cm
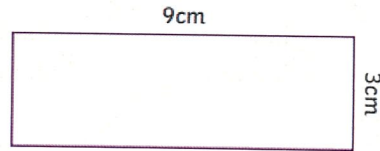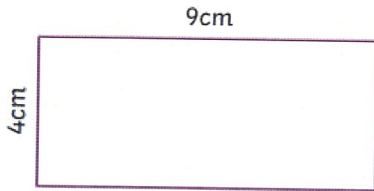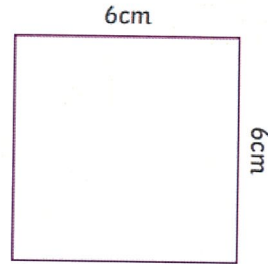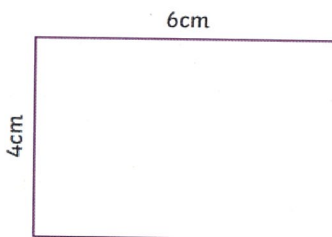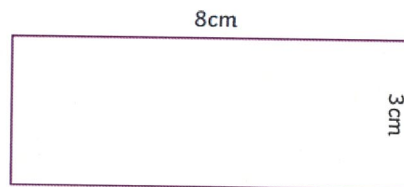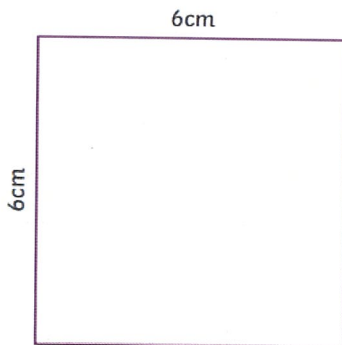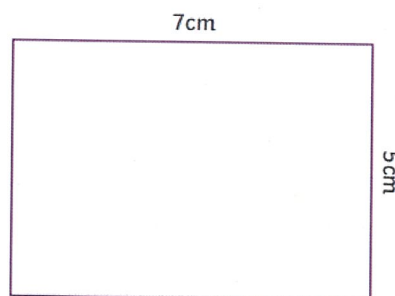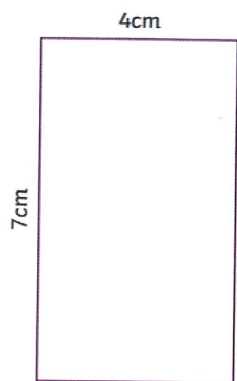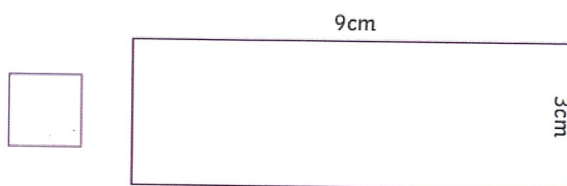
Area = _____ cm²

Area = _____ cm²

2. Rectangles must always have the same length and width in order to have the same area.

Is this statement true or false? Explain your answer.

_____

_____

_____

Level 3

Rugby League teams play on a field. The field is 120m long, however the width can vary from 58m to 68m wide.

1. **Draw and calculate both the perimeter and area for theses two fields.**

FIELD # 1 = 120m long and 58m wide

Perimeter = _____   Area = _____

FIELD # 2 = 120m long and 68m wide

Perimeter = _____   Area = _____

2. **What field has the larger area?** _____

3. **What is the difference in area size between Field 1 and Field 2?** _____

ALL LEVELS

1. **Order each set of rectangles by area, from smallest to largest.**

15m	20m	13m	17m
7m — A	6m — B	8m — C	8m — D
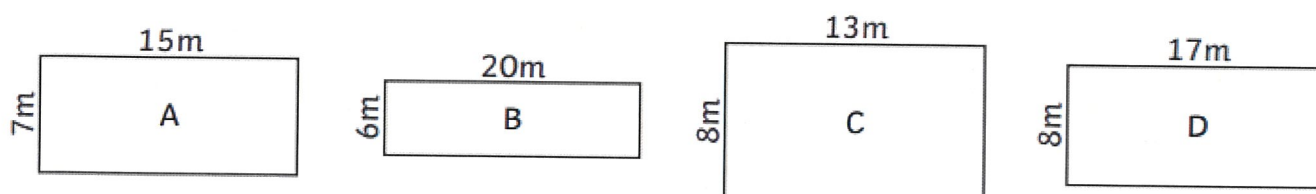
Smallest	←————————————————→		Largest

2. **Draw 2 rectangles with the same area but different lengths and widths**
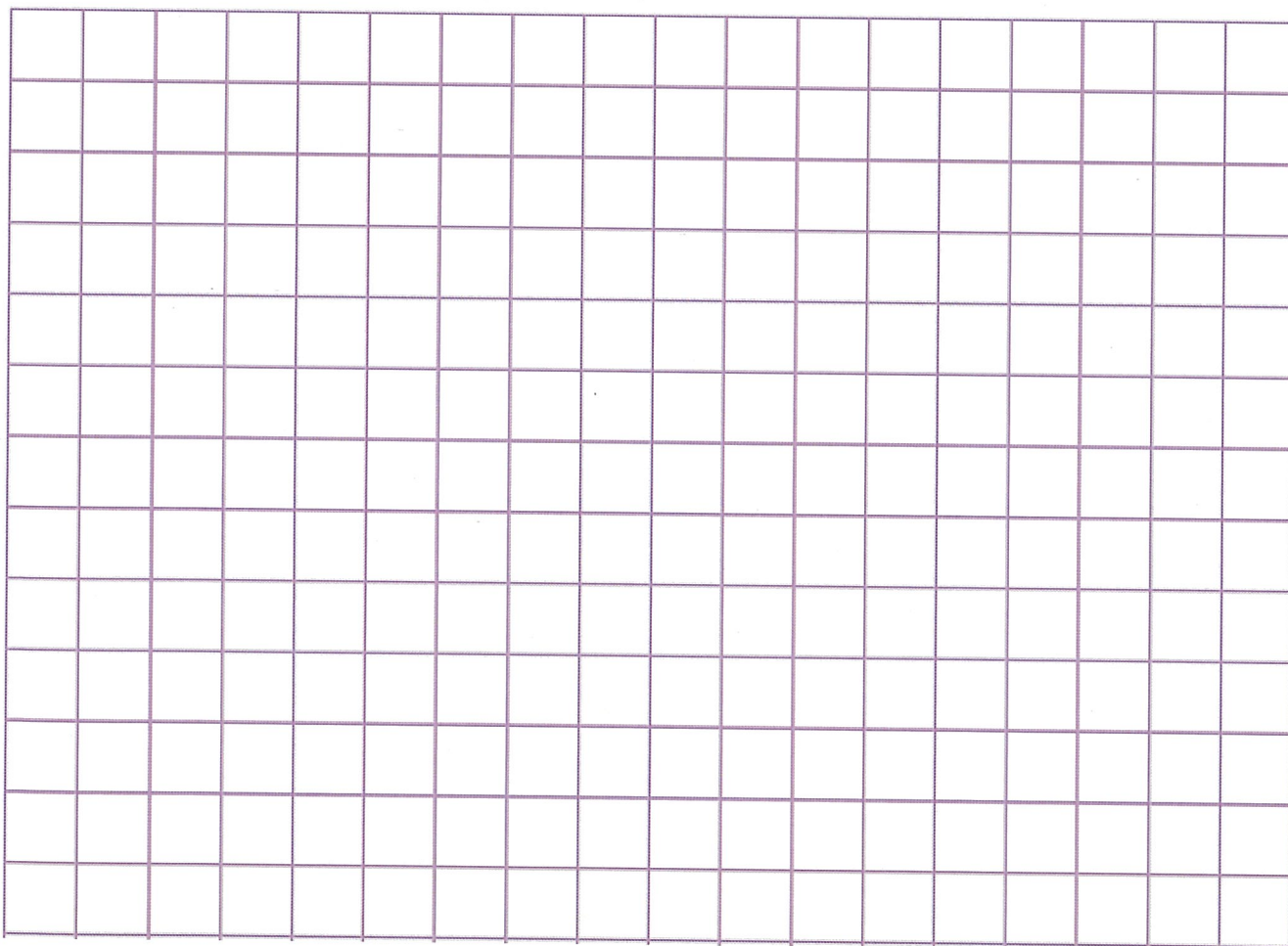
TUESDAY - Afternoon
Visual Arts

Tint and Shade lesson

Value is one of the elements of art. It means the lightness or darkness of a colour.

Tint = Colour + White   Shade = Colour + Black

Have a look at my example below. If you have paints at home create your own Tint and Shade diagram. It doesn't have to be the same as mine as long as you demonstrate what a tint is and what a shade is.
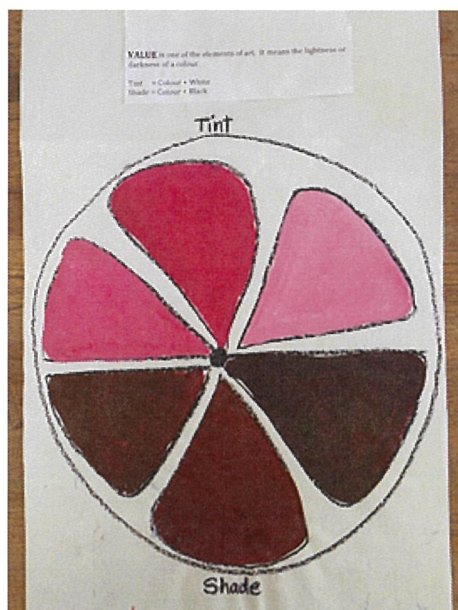
If you have paints at home, you can create your own tint and shade painting. Above is mine, made from using tints and shades to make the objects appear 3D.

Create your own colour wheel

If you have paints or oil pastels at home, you can create your own detailed colour wheel.

What you will need:
· A paper plate
· Paint/oil pastels
· Paintbrush and water

Start by painting the three primary colours of Red, Yellow and Blue, then divide your plate up as I have done in the example.
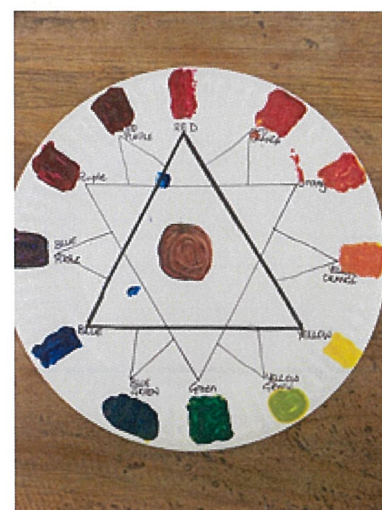
Using your knowledge of colour mixing, **create a drawing or painting with a limited palette**. I have used the colours on the colour wheel from red to yellow in this drawing. I gathered leaves and gumnuts from my yard. In this drawing I have used oil pastels. A limited colour palette can be a very effective way to make an artwork interesting. Our brain likes repetition, it becomes familiar to us.

STAGE 3 LONG TERM ART PROJECT

Finalise your presentation and artwork this week. send your presentation onto school or upload it through the post in google classroom. See the post for the instructions.

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.

BOOK WEEK 2021 -SHORTLISTED BOOKS - FACTUAL BOOKS

WEDNESDAY'S FOCUS : **'Matthew Flinders - Adventures on Leaky Ships' by Carole Wilkinson and Prue Pittock** Here is an extract from the book.
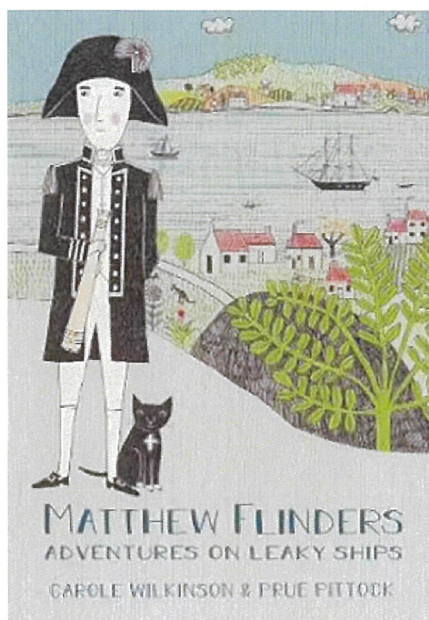
The ship 'The *Porpoise*' was about to leave for England, so Matthew decided to board as a passenger, present his charts to the admiralty himself and request the best ship they had.

The ship's captain set course well away from the treacherous Great Barrier Reef. Two other ships, the *Bridgewater* and the *Cato* sailed with the *Porpoise* so they could follow Matthew's safer passage through the Torres Strait.

Seven days out from Port Jackson, the *Porpoise* hit a reef and keeled over. One of her masts broke off. The *Bridgewater* and the *Cato* were both trying to avoid the reef. If they were wrecked too, no one could rescue them. The *Cato* swerved to avoid colliding with the *Bridgewater*, & crashed into the reef.

The sailors salvaged all the provisions they could from their wrecked ship and set out for a long sandbar. They made tents from sails and broken spars. A mast became a flagpole and the British flag was raised upside down - a sign of distress.

HIGHLIGHT WORDS FOR EACH CATEGORY OF VOCABULARY AS FOLLOWS. Try to do at least 8 words for each category.

Tier 1 words (everyday, common) HIGHLIGHT IN BLUE

Tier 2 words (less common, may have more than one meaning, specific) HIGHLIGHT IN PINK

Tier 3 words (scientific, technical, advanced) HIGHLIGHT IN YELLOW

Writing

- **AFTER THE ZOOM LESSON** Complete the following task
- **Writing task – NOMINALISATION - Turning sentences into more objective and condensed thoughts.**

Nominalisation involves turning something that is usually a verb into a noun. E.g. evolve becomes evolution.

WHY DO IT?
* **writing becomes more objective** and distanced from the writer. It removes the human element so the text can move from first to third person.
* **condenses information** - the condensed information can be placed at the beginning of a sentence and writing appears more complex
For each sentence do the following steps. The first one has been done for you

NOMINALISATION

Nominalisation is the process of forming nouns from verbs.
It makes a text more "written-like", instead of "spoken-like".

For example:
react becomes reaction
depart becomes departure
compose becomes composition

1. **Identify** the **verbs or verb groups** in the sentence (underlined)
2. **Convert** these verbs into nouns if appropriate. This can be simply done by placing a 'the' before the verb and converting it into a thing.
3. **Move** the nominalised verbs (that are now nouns) to the beginning of the sentence, as close as possible.
4. **Adjust** syntax where necessary - replacing, adding or deleting words

The Japanese **invaded** Korea in 1592.	*invaded = the invasion*
The invasion of Korea by Japan occurred in 1592	
The police **investigated** the robbery.	
The teacher **explained** the rules of the voting.	
The olympian **performed** well in his gymnastics routine.	
The leader **had reacted** badly to **losing** the election.	

WEDNESDAY - Mathematics

Daily Yohaku

- Complete **at least one** yohaku:

LEVEL 1	LEVEL 2	LEVEL 3

LEVEL 1

		50
		50
70	30	+

LEVEL 2

		112
		110
113	109	+

Use 4 consecutive numbers

LEVEL 3

		20
		16
22	14	+

Use four different prime numbers.

Number and Algebra

AFTER THE ZOOM, complete your year level.

Year 5 - Working With Decimals

1. **Write <,> or = to compare decimals. (< is less than, > is greater)**

(a) 1.2 _____ 1.1

(b) 3.54 ___ 3.55

(c) 12.9 ___ 12.92

(d) 8.5 _____ 8.62

(e) 4.3 _____ 4.30

(f) 6.619 ___ 5.619

(g) 1.255 ___ 1.256

(h) 12.86 ___ 12.88

(i) 9.88 _____ 9.999

(j) 7.03 _____ 7.3

(k) 19.98 _____ 19.99

(l) 16.88 _____ 16.08

(m) 3.54 _____ 3.55

(n) 44.2 _____ 44.21

(o) 22.605 _____ 22.650

2. **Write these decimals in ascending order.**

(a) 1.75, 5.75. 1.78, 1.7 _____

(b) 1.11, 1.1, 1.101, 1.01 _____

(c) 4.3, 4.44, 4.34, 4.43 _____

(d) 0.12, 0.01, 0.001, 0.1 _____

(e) 2.7, 3.7, 7.3, 7.2, 7.02 _____

(f) 7.2, 6.4, 6.3, 6.49, 7, 6.5 _____

3. Write these decimals in descending order.

(a) 7.6, 6.6, 8.6, 5.6, 9.6 _____

(b) 4.3, 4.44, 4.6, 4.21, 4.2 _____

(c) 3.3, 3.2, 3.21, 3.10, 3 _____

(d) 9.9, 9.99, 9.89, 9.09, 9 _____

(e) 5.5, 5.55, 5.49, 5.4 _____

(f) 0.8, 0.5, 0.08, 0.18 _____

Year 6 -
Task 1 - Use different colours to shade the EQUIVALENT percentages, fractions and decimals.

0.25	$\dfrac{1}{3}$	$\dfrac{1}{2}$
75%	0.8	20%
$\dfrac{100}{100}$	33.33%	$\dfrac{1}{4}$
50%	0.2	$\dfrac{4}{5}$
0.1	25%	0.75
100%	0.333...	$\dfrac{1}{10}$
$\dfrac{1}{5}$	80%	0.5
$\dfrac{3}{4}$	1	10%

Task 2

Complete the table to convert the fractions,decimals and percentages to their equivalents

Fraction	Decimal	Percentage
	0.22	
		83%
$\frac{48}{100}$		
	0.75	
		95%
$\frac{16}{100}$		
	0.92	
		80%
$\frac{26}{100}$		
	0.44	
		11%
$\frac{35}{100}$		
	0.56	
		25%
$\frac{99}{100}$		

Measurement and Geometry

Area and Perimeter Paddock Problems

1. A farmer is planning some new paddocks for their farm. Look at the plans below and determine the area and perimeter of each paddock.

Paddock A
20 m
30 m

Paddock B
50 m
50 m

60 m
Paddock C
10 m
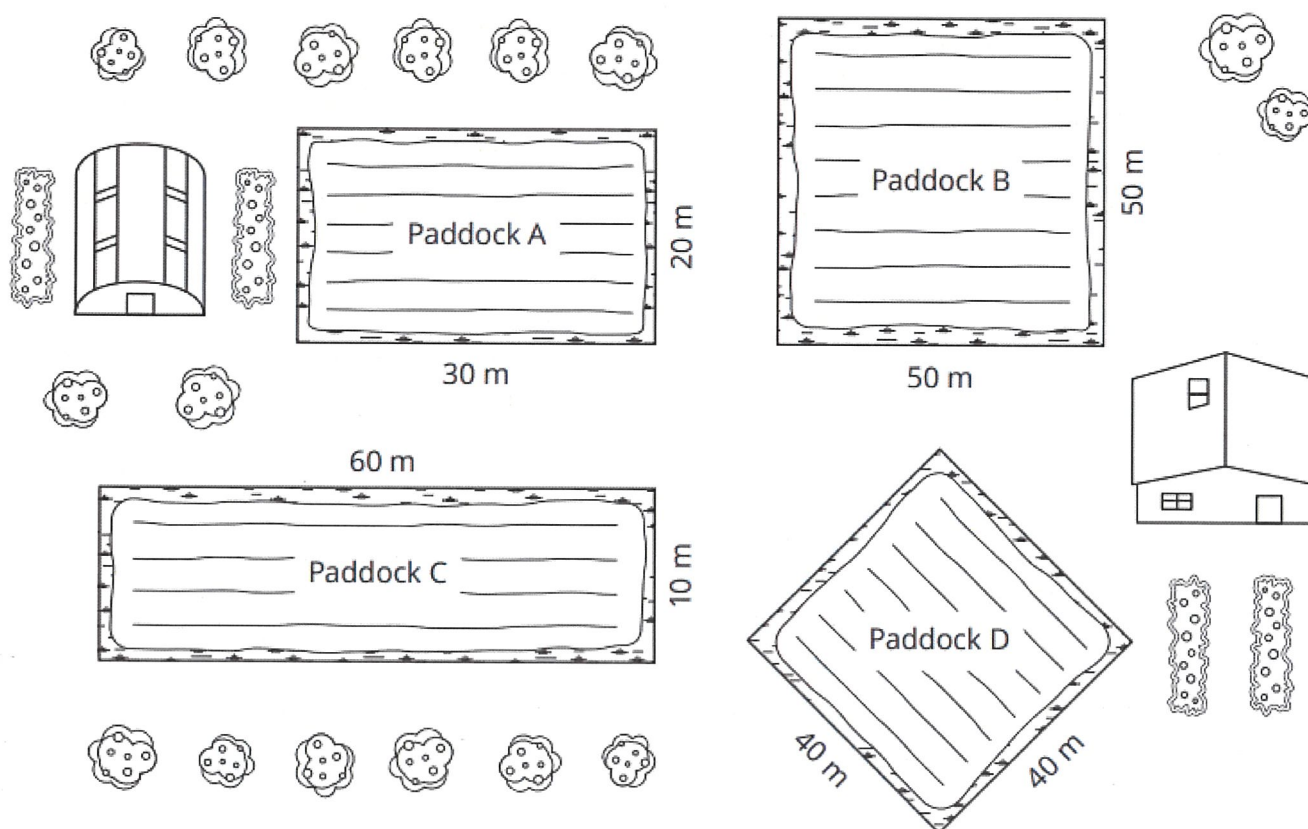
Paddock D
40 m
40 m

Paddock A

Perimeter: _____

_____

Area: _____

_____

Paddock B

Perimeter: _____

_____

Area: _____

_____

Paddock C

Perimeter: _____

_____

Area: _____

_____

Paddock D

Perimeter: _____

_____

Area: _____

_____

2. Using the paddocks measurements, the farmer's notes and the price lists, determine the costs to fence and seed each paddock.

Paddock Planting Plan

Cucumbers are going to be planted in Paddock A.

Corn will be planted in B.

Paddock C will have potatoes.

In D, we will plant pumpkins.

FANTASTIC FENCES

Keep out the critters with a fantastic fence!

$4 PER METRE

OH SOW SEEDY
≡ SPECIALS ≡

Potatoes – $2 per m²
Carrots – $1.50 per m²
Corn – $3 per m²
Cucumbers – $10 per m²
Pumpkins – $4 per m²

Paddock A

Fence: _____

_____

Seeds: _____

_____

Subtotal: _____

Paddock B

Fence: _____

_____

Seeds: _____

_____

Subtotal: _____

Paddock C

Fence: _____

_____

Seeds: _____

_____

Subtotal: _____

Paddock D

Fence: _____

_____

Seeds: _____

_____

Subtotal: _____

Total Cost: _____

WEDNESDAY - Afternoon
BOOK WEEK!

FREE CHOICE - BOOK WEEK ACTIVITIES!

*Use the afternoon to celebrate **Book Week** in one or more of the following ways:*

☺ Spend the afternoon reading! A new book, or an old favourite.

☺ Choose an activity off the grid below!

☺ See the end of your pack for an activity related to your class novel *'Wonder'* for Year 5 and *'The Thickety'* for Year 6

Book Week 2021 – Old Worlds, New Worlds, Other Worlds
OPTIONAL activities for families – try some of them or all of them! It's up to you.

Try Transfiguration!	Whacky, Wild or Whimsical?	Old Worlds, New Worlds, Other Worlds
Celebrate your favourite book character's costume. Get in costume: old or new, recycled… use what you have, it doesn't matter. Take a photo of yourself in your Book Week costume. Your family / pets might like to join in too. The only limit is your imagination!	Send in a whacky, wild or whimsical (but safe/COVID-safe) photo of where you / your family like to read. Examples could include reading sitting upside down on a lounge, reading while jumping on a trampoline, or a relaxing spot in a pile of soft toys! If you don't want to show your face – no problem, hide behind your book or take the photo of where you are reading from behind.	Use a bookshelf to construct a 'shelfie' of your favourite book / character / author. Each member of your family could create a different 'shelf'. Alternatively, create a diorama of the 'world' in which you favourite book is set. Examples might include: The fictional world of *Narnia* or the land from *Where the Wild Things* is set.
Illustrate or construct a costume for a book character using any medium you like – cardboard, paper, textas, crayons, newspaper, foil, fabric, whatever! Take a photo to share.	Bookface: How well can you match your face with a book? The goal is to make the transition between the book and yourself as seamless as possible. (Where you strategically line up your face alongside a book cover that features a matching body part, so it appears both the individual and book merges.) Take a photo.	Lots of Links: Think of all the books, old and new, you / your family have read. (You could put a time limit on this or choose a theme for the books you list.) Then, write the name of each book on a strip of paper. Link the strips of paper together, paper chain style. Take a photo of yourself showing where you've displayed your lots of links.

We're looking forward to creating a TNPS Virtual Book Week presentation to share with all the photos sent in by Friday 27/8/21. Email them to: turramurrn-p.school@det.nsw.edu.au Mention your name and sports house to earn house points!

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 25
  www.soundwaveskids.com.au   Year 5 password: slip892 Year 6 password: today027

Reading

- **Complete the following TASK AFTER THE ZOOM SESSION**

BOOK WEEK 2021 -SHORTLISTED BOOKS - FACTUAL

THURSDAY'S FOCUS BOOK: 'Strangers on Country' by Kirsty Murray and Dave Hartley

- Here is an extract from the book, and a sample page is below.
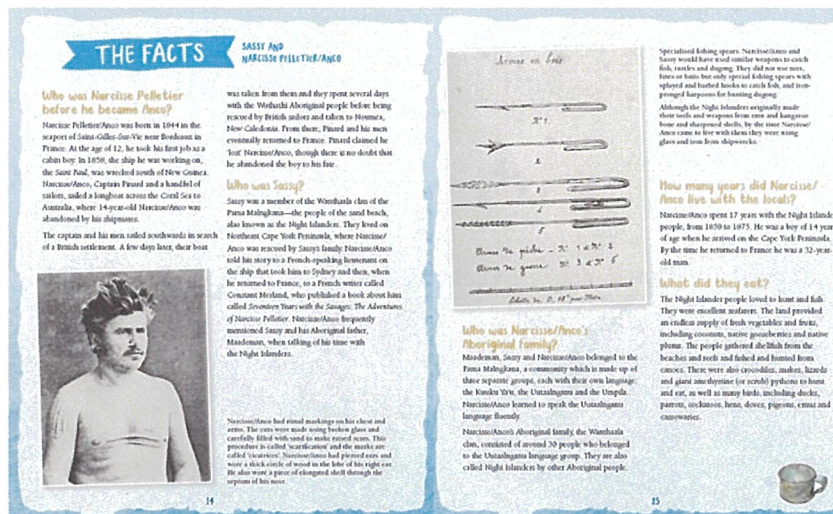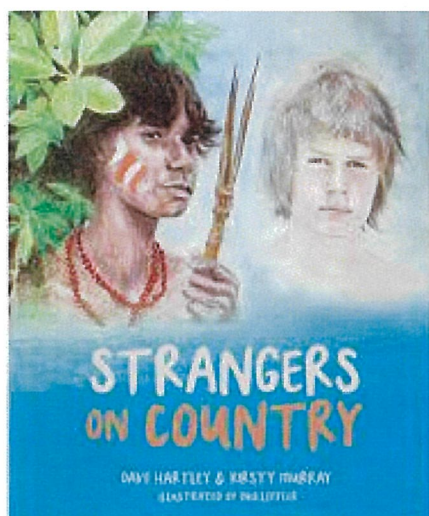
Imagine you find a stranger on your favourite beach. They are pale, starving, desperate for shelter and speak a language you can't understand. Despite your fears, you treat them with kindness. You feed them and comfort them. They become like family to you and learn how to live on country. 'Strangers on Country' describes the experiences of six Europeans who were taken in by Indigenous communities of eastern Australia between the 1820s and 1870s. The shipwreck survivors and runaway convicts stayed alive only through their hosts' generosity. Too often Australian history is told only from a European perspective. Imagining events from both Indigenous Australian and European perspectives, the authors have brought to life remarkable true stories that inspire connection and understanding.

Text Coding

‼ Very Important!
✱ Interesting...
? I don't understand?
✚ I didn't know this!
I already knew this.
TS Text to Self ...
TT Text to Text ...
TW Text to World...
@ I have a question:
= Text Clue!

<u>**Use text codes when you read the extract above. Add codes as you read. Can you invent your own codes as well?**</u>

Writing

TASK 1: Read the extract below from the 'Strangers on Country' book. Choose words from the word cloud below to fill in the gaps.

The Night Islanders and the Cabin Boy

In 1858, French cabin boy, Narcisse Pelletier, aged only 14, was .... by his 'shipmates' on a nearby beach opposite Night Island. He would have died of .... and starvation but was spotted by three .... women. They had never seen a white man before, but one gave him .... while the other two ran to get their husbands. And when the .... arrived they took him in and cared for him. One of them, Maademan, would .... him; and his son Sassy would become Narcisse's loyal companion as he lived with the Night Island people for the .... 17 years becoming a full member of the tribe and an excellent .... Maker. Then in 1875 a group of English sailors landed and spotted this white man. They captured him and, fiercely .... his will, sent him back to .... There he got a job on a lighthouse and spent his days and nights .... back across the sea to his spiritual home on the other .... of the world. He died at only 52 from – I believe – a .... heart.
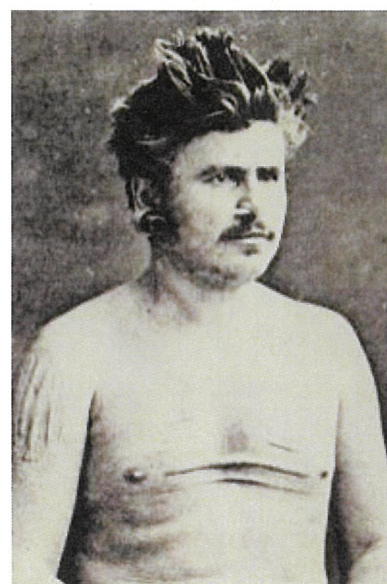
Choose from these words:

adopt   thirst   broken
marooned   side   water   men
against   France   next
Aboriginal   looking   spear

What is the P.A.F.T of this text?

PURPOSE	AUDIENCE
FORM	**TONE**

Why is the word "shipmates" in inverted commas in the text above? _____

THURSDAY - Mathematics

Daily Yohaku

Complete **at least one** yohaku:

LEVEL 1	LEVEL 2	LEVEL 3

LEVEL 1

		61
		39
74	26	+

LEVEL 2

		65
		69
67	67	+

Use 4 consecutive numbers

LEVEL 3

		11
		36
27	20	+

Use only factors of 24

Number and Algebra

Year 5

1. Represent these decimal numbers by drawing dots on the place value chart.

a) 14.207

Tens	Ones	tenths	hundredths	thousandths

b) 5.003

Tens	Ones	tenths	hundredths	thousandths

c) 0.253

Tens	Ones	tenths	hundredths	thousandths

2. Write the following numbers on the place value chart underneath:

a) 48.623   b) 120.560   c) 972.1   d) 32.901   e) 297.510   f)395.651   g)48.65

h) 6.792   i) 643.909   j) 792.001   k) 240.034   l) 98.019   m) 2.785   n) 478.203

Place Value Chart – Thousandths

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Year 6

Convert the following decimals to their equivalent percentages. The first one has been done for you.

1. 0.40 = 40%

2. 0.52 = _____

3. 0.26 = _____

4. 0.22 = _____

5. 0.23 = _____

6. 0.50 = _____

7. 0.90 = _____

8. 0.85 = _____

9. 0.74 = _____

10. 0.62 = _____

11. 0.54 = _____

12. 0.33 = _____

13. 0.15 = _____

14. 0.80 = _____

15. 0.65 = _____

16. 0.55 = _____

17. 0.20 = _____

18. 0.25 = _____

And do the same for these decimals.

1. 1.51 = 151%

2. 0.75 = _____

3. 0.83 = _____

4. 1.75 = _____

5. 0.07 = _____

6. 0.75 = _____

7. 1.43 = _____

8. 1.13 = _____

9. 0.41 = _____

10. 1.64 = _____

11. 1.33 = _____

12. 0.45 = _____

13. 1.72 = _____

14. 0.02 = _____

15. 1.65 = _____

16. 0.43 = _____

17. 0.77 = _____

18. 1.58 = _____

19. 1.06 = _____

20. 0.16 = _____

21. 0.48 = _____

22. 0.91 = _____

23. 1.22 = _____

24. 0.03 = _____

25. 0.93 = _____

26. 0.18 = _____

27. 1.83 = _____

Measurement and Geometry

After the ZOOM today answer the following questions:

All Levels

Calculate the area of the shapes and identify the shapes that equal exactly one hectare.

a)

500m

20m
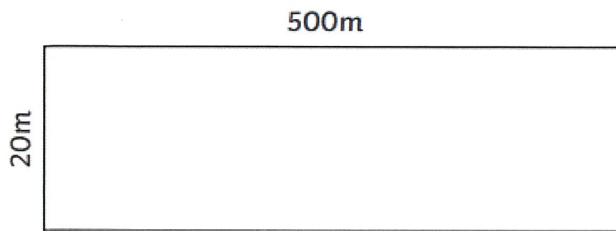
Calculation:

Hectare? ☐ yes ☐ no

b)

100m

100m
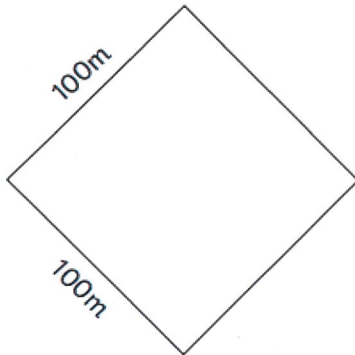
Calculation:

Hectare? ☐ yes ☐ no

Look at these pictures and complete the table below.

1.

400m

300m

2.

200m

500m

3.

200m

100m

4.

600m

200m

5.

6.

7.

8.
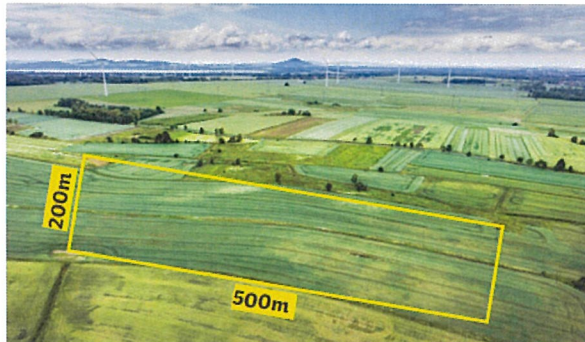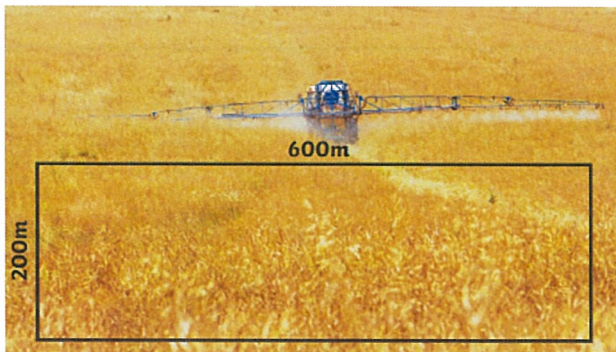
For each picture work out the area in square kilometres and hectares (You may use a calculator).

Picture Number	Calculations	How many km²s?	How many hectares?

THURSDAY - Afternoon
PDHPE - HEALTH

Stage 3 – Positive Actions   Lesson 3 – Basic First Aid

What is First Aid?

It is the immediate care or treatment given to someone who is injured or sick. If your friend has an accident or collapses then the first person there will be the 'first aider' or the person who will help her or him until an ambulance, a doctor or another appropriately qualified person arrives.

First aid is about using what you have learnt in ways that will keep people safe without doing harm to them. Anyone can be a first aider.

Aims of First Aid

To keep yourself and the casualty safe To ensure the environment or scene is safe To preserve life To protect the unconscious	To prevent the injury or illness from becoming worse To help provide comfort and promote recovery To help organise an ambulance or medical assistance

Things to remember   "It's always better to do something small than to do nothing at all"

- Stay safe
- Safe calm
- Keep talking to the casualty
- Call 000 if it is an emergency
- Do your best

Activity 1 - Is this an Emergency?

Use a highlighter to circle all the scenarios that are an emergency.

I fell over and cut my knee.	My chest starts to hurt and feel tight when I run fast.	I bumped my foot on the cupboard.
My nose is running because its cold.	I poked myself in the eye.	My friend has fallen out of a tree, and they say they cannot move.
I cut my finger on the gate.	I grazed my hand when I fell over.	I find it hard to breathe when I run.
My finger got squashed in the cupboard door.	I fell over and landed on my arm.	My friend has a red rash after eating peanuts and is having trouble breathing.
My friend is holding their chest and is having trouble breathing. They cannot talk.	My friend fell and knocked her head, and now she won't move.	I shared food with my friend and now they cannot breathe properly.

Activity 2 – Identifying hazards

Look at the following three scenarios.

Each situation requires first aid. Circle the hazards and explain to your parent/caregiver or teacher why they could be dangerous to a first aider.

Write down what you could do in each situation to avoid the hazards and stay safe.

a) Scenario 1
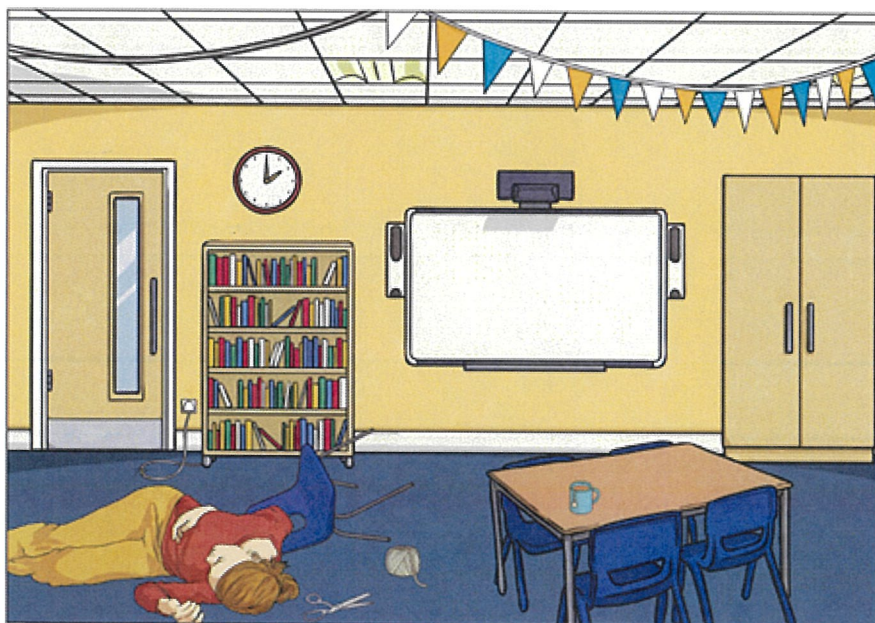

What could you do to avoid the hazards and stay safe?

_____

_____

_____

_____

a) Scenario 2

What could you do to avoid the hazards and stay safe?

_____

_____

_____

_____

a) Scenario 3
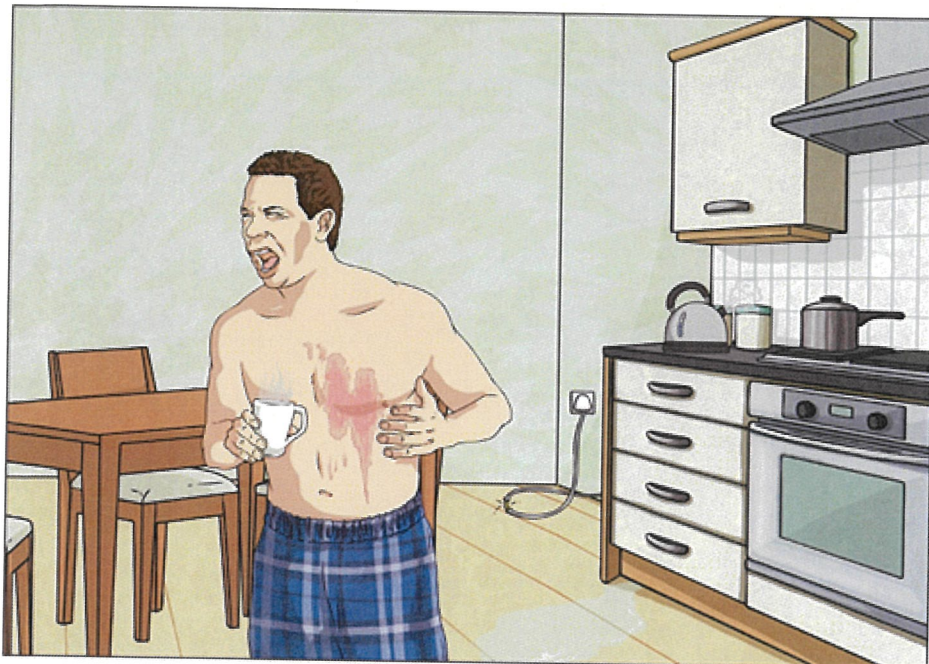
What could you do to avoid the hazards and stay safe?

_____

_____

_____

_____
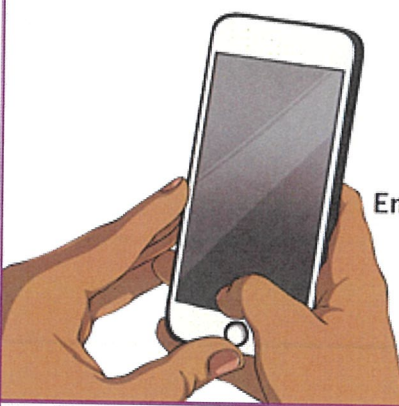
Activity 3 – Knowing what to tell Emergency Services

If you were at home and needed emergency help for someone in your family, would you be able to give the operator your full address and postcode?

Fill in the card below with your details and keep it in a safe place in case you ever need to phone the emergency services. There is space for you to add another address. Choose another place you spend a lot of time when you are not at home. E.g. Your grandparents place, a friend's house.

Emergency Contact Details

Address 1: | Address 2:

Post Code: _____ | Post Code: _____

Activity – Reflection questions

Read the questions below and think about your answers.

1. What are the key roles of a first aider?
2. How can you keep yourself and your casualty safe?
3. Why is it important to communicate clearly with your casualty?
4. What information do you need to give to the emergency services?

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 what is meant by first aid and understand the responsibilities of a first aider.			
I can identify hazards and I am aware of how to avoid them.			
I am aware of the information that emergency services require from a first aider.			

Activity 4 – PE Workout

We are going to do a Tabata Workout.

Tabata is a type of HIIT (High-Intensity Interval training) workout that aims to produce the most benefits in a short amount of time.

Generally a Tabata workout is at a higher intensity than a traditional HIIT workout

Each Tabata round lasts for 4 minutes and involves 8 intervals of 20 seconds of intense exercise followed by 10 seconds of rest.

Tabata training offers many benefits and these include;

- boosts metabolism
- is time-efficient
- boosts aerobic and anaerobic fitness levels
- increases lean muscle mass
- raises heart rate

Click on the link below to follow along with Mrs Deck. LINK WILL BE POSTED ON GOOGLE CLASSROOM.

https://youtu.be/dcnA8lcICLM

Hazard Answers you should have circled: Scenario 1: The Street • Litter on the road may be sharp or a trip hazard. • The dog is not wearing a lead and may bite. • Cars are driving along the street. Scenario 2: The Classroom • Sharp scissors are on the floor. • The fallen chair may be a trip hazard. • The drink on the table may still be hot. Scenario 3: The Kitchen • The wire is damage and may be an electrocution risk. • The water on the floor may be slippery. • The kettle is boiling and may cause a scald

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

- **TODAY'S SPELLING ASSESSMENT WILL BE DONE VIA ZOOM**
- **Optional:** Log in to the Soundwaves students page and complete an online activity. This week we are doing Unit 25

  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.

BOOK WEEK 2021 -SHORTLISTED BOOKS - BOOKS FOR YOUNGER READERS 9-12

FRIDAY'S FOCUS BOOK: 'We are Wolves' by Katrina Nannestad

- Here is a blurb and review of the book,

Sometimes it's good to be wild. Sometimes you have to be wild. When the Russian Army marches into East Prussia at the end of the war, the Wolf family must flee. Liesl, Otto and their baby sister Mia find themselves lost and alone, in a blizzard, in the middle of a war zone. Liesl has promised Mama that she will keep her brother and sister safe. But sometimes, to survive, you have to do bad things. Dangerous things. Wild things. Sometimes to survive, you must become a wolf.

The setting of East Prussia in the dying days of World War 2 (1944-1945) is vividly and realistically evoked. Liesl's voice as the narrator reveals an older sister working against all odds to keep her siblings alive and together. Nannestad's writing deftly reveals the ways people of different ages cope with the realities of war and evacuation. The story is heart-breaking as the characters become aware that Germany is going to lose the war. The children's hunger is palpable. The tension in the story is brought to a nail-biting climax. The language has moments of lyrical and descriptive appeal. The characters are complex with conflicting qualities, giving rise to the themes of individual identity, but also exploring the notion that nationality does not determine goodness.
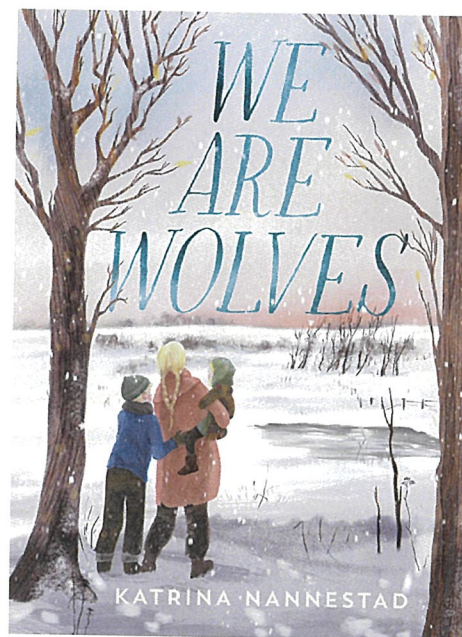
* Find the base words of the words highlighted in the passage. The first has been done for you.

marches - march		

By adding prefixes and suffixes words can change between nouns - verbs - adjectives - adverbs.
Changing the word form can add or take away nominalisation.

Writing

- **HERE IS AN EXTRACT FROM THE BOOK 'WE ARE WOLVES'.**

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

- **Rewrite** the first paragraph with the corrections made. Hint – there are 10 errors! Then read on!

We creap forward. We stand so close to the passing soldiers that we can smell sour sweat, burnd metal, fear. heads, hands and kneees are wrapped in the bandages. Not clean white bandages like we use first-aid practice at school, but muddy, stayned rags. Eyes are dull "Pour boys, Mama murmers. "What have we done to you?" We? I think. No. What have they done to you?

Editing Clues

Clue	Meaning
(¡) (.) (?)	Fix punctuation or capital
[Once	New Paragraph
thier	Check Spelling
in ^the box	Insert Word
see ~~and~~ iff	Remove Word or letter
out ←→ back	Join Words
a|lot	Separate Words

- **Now you can read on!**

A man being carried on a stretcher reaches out and grabs Mama's skirt. His hand is filthy and there's blood beneath his fingernails. I want to tell him to let my mama go. But Mama steps forward and places her hand gently on his cheek.

'Frau,' he whispers, 'it is bad. Far worse than they are telling you.' He's carried on before he can say more.

'What does he mean?' I ask. But Mama says nothing.

We stand in silence and stare as the soldiers limp by. One or two nod in our direction, but most keep their eyes forward or down to their boots. They are so very different from the brave young men who gave Otto and me the chocolate.

I wish there was something I could do. Something to cheer them up. Something to remind them that the war is almost over and soon there will be nothing but happiness and roast goose and fancy parades.

Then, suddenly, I know what I can do. I pass the goose to Mama, run after the soldiers, thrust my hand in the air and shout, 'Heil Hitler!'

But nobody lifts a hand.

Nobody says a word.

FRIDAY - Mathematics
Daily Yohaku

- Complete **at least one** yohaku:

LEVEL 1	LEVEL 2	LEVEL 3

LEVEL 1

		200
		300
225	275	+

LEVEL 2

		83
		79
80	82	+

Use 4 consecutive numbers

LEVEL 3

		224
		232
230	226	+

Use 4 consecutive odd numbers

Number and Algebra

Level 1

0.14	0.4	0.56	0.63	0.41	0.42	0.36	0.87
0.24	0.08	0.13	0.51	0.96	0.73	0.59	0.86
0.77	0.1	0.12	0.6	0.17	0.74	0.29	0.34
0.67	0.01	0.22	0.69	0.55	0.61	0.26	0.33
0.28	0.79	0.03	0.54	0.61	0.09	0.66	0.5
0.07	0.52	0.19	0.72	0.56	0.42	0.78	0.05

1.Find all the numbers above that have the following:

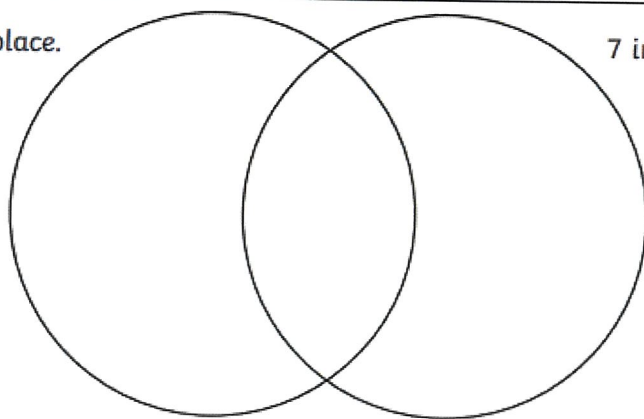|	
7 in the tenths place	
4 in the hundredths place	
1 in the tenths place	
3 in the hundredths place	
5 in the tenths place	
9 in the hundredths place	
2 in the tenths place and 6 in the hundredth place	

2. Complete this Venn Diagram with these numbers.

0.47   0.37   0.12   0.53   0.87   0.41   0.79   0.19   0.42

4 in the tenths place.

7 in the hundredths place.

Level 2

0.28	0.6	0.62	0.772	0.989	0.095	0.139	0.774
0.453	0.223	0.919	0.397	0.343	0.005	0.107	0.216
0.54	0.694	0.716	0.27	0.564	0.539	0.805	0.229
0.635	0.61	0.316	0.169	0.416	0.614	0.873	0.655
0.82	0.822	0.786	0.601	0.916	0.428	0.189	0.874
0.449	0.746	0.636	0.772	0.663	0.666	0.525	0.991
0.65	0.485	0.015	0.969	0.083	0.063	0.558	0.005
0.639	0.053	0.169	0.766	0.148	0.5	0.74	0.129
0.288	0.818	0.859	0.792	0.299	0.852	0.213	0.984
0.915	0.378	0.303	0.167	0.364	0.552	0.557	0.838
0.775	0.223	0.205	0.572	0.376	0.736	0.01	0.503
0.047	0.732	0.592	0.907	0.643	0.987	0.423	0.048

Find all the numbers above that have the following:

|	
5 in the tenths place	
2 in the hundredths place	
1 in the thousandths place	
8 in the tenths place	
4 in the hundredths place	
9 in the thousandths place	
7 in the tenths place and 3 in the hundredth place	
3 in the hundredths place and 2 in the thousandths place	
2 in the tenths place and 9 in the thousandths place	

Level 3

Place the following digits in the venn diagram.

0.529	0.651	0.8	0.646	0.099	0.062	0.549	0.898
0.983	0.32	0.019	0.305	0.804	0.101	0.377	0.388
0.663	0.207	0.797	0.532	0.24	0.596	0.332	0.376
0.018	0.848	0.08	0.486	0.104	0.754	0.117	0.142
0.405	0.27	0.788	0.527	0.818	0.447	0.027	0.141
0.669	0.428	0.833	0.763	0.874	0.374	0.49	0.132

8 in the tenths place

O in the hundredths place
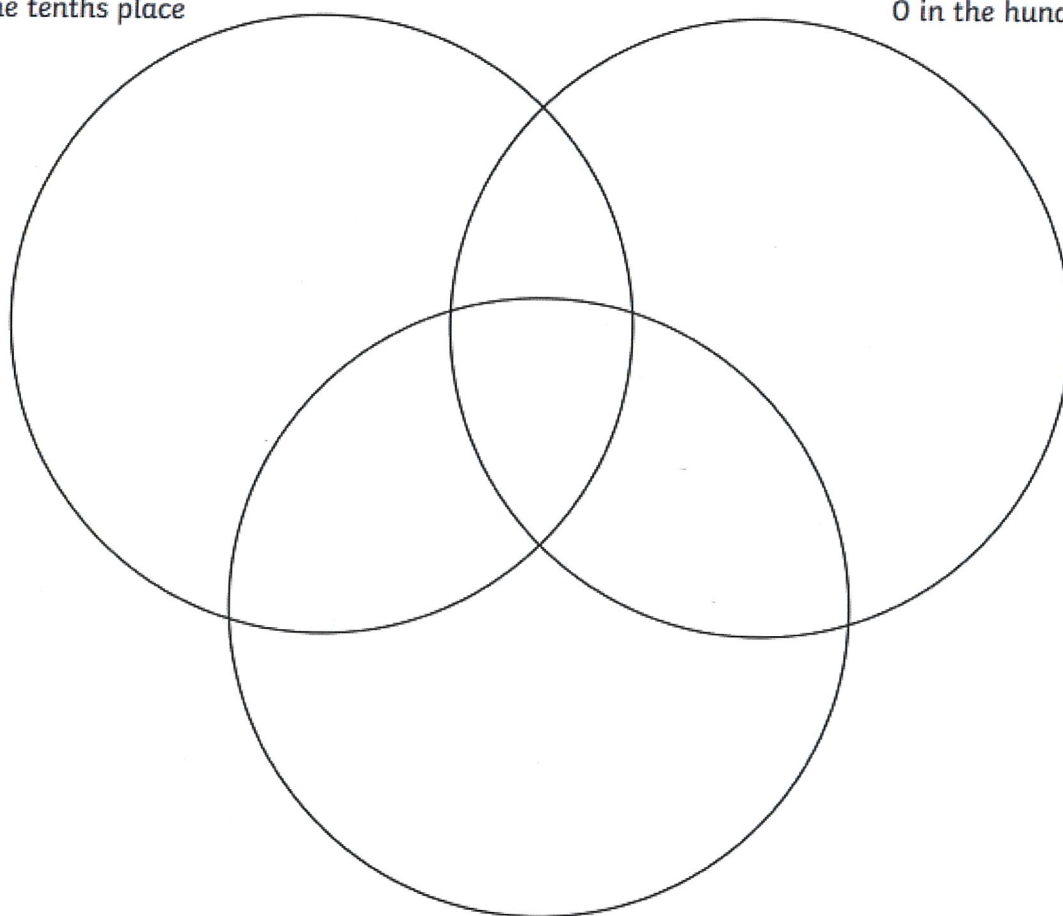
4 in the thousandths place

Measurement and Geometry

Complete the set tasks on Area on Mathletics.

This will be checked by your teacher.

FRIDAY - Afternoon
Music

Music Stage 3 Week 7

Rhythm Warm Up - Blinding Lights

Use drumsticks if you have them, or just tap using both hands and clicking.

https://www.youtube.com/embed/MyGiCC_hWTw
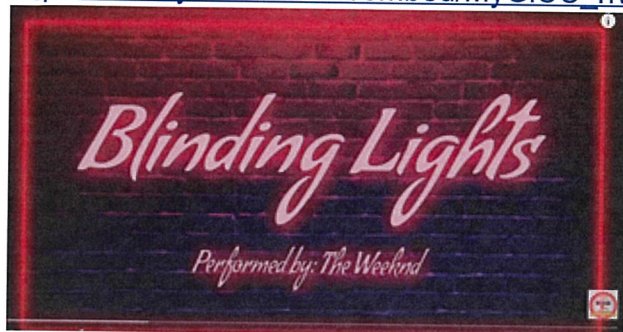
Bucket Drumming – Lesson 1

We'll be doing more of this over the next few weeks so try and do a bit of extra practice if you get some free time.
https://www.youtube.com/embed/IyHQJzgDCgg

The Arts Unit Creative Classes – It all 'Ads' up!

Go to the link and continue the activities from *Create a Jingle*. This will feel more like an English lesson than music, but that's OK, the two subjects often intersect.

https://sites.google.com/education.nsw.gov.au/tau-cc-it-all-ads-up
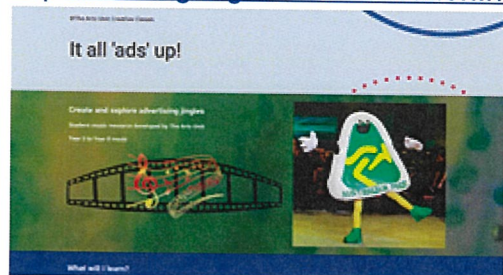
When you have created your jingle lyrics you may choose several ways to make music to go with them.

- You could rap or sing your lyrics and accompany yourself with body percussion or an instrument such as guitar/keyboard
- You could use Garage Band to make a backing track and rap or sing your jingle.
- Chrome Music Lab doesn't allow you to record your own voice so if you make a backing track there, you will need another device to record your voice while playing your backing music.

The Great William Tell Overture Bicycle Race

https://www.youtube.com/embed/UfocABDDZP0

Mr Bean at The Olympics

https://www.youtube.com/embed/CwzjlmBLfrQ
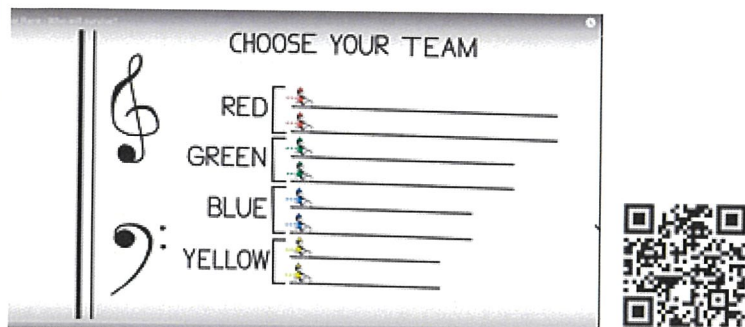
Have fun 😊

YEAR 5 SPELLING

CORE	EXTENSION
reporter	accordingly
sure	audible
rawn	auditory
haunted	authentic
crawling	authorised
broad	autobiography
stories	awfully
storey	cordial
brought	disorganised
cause	extraordinarily
awful	flawless
quarter	forcefully
force	mournful
course	orphanage
thoughtful	porcelain
taught	resource
ought	sauce
sword	saucer
fortune	scrawny
wardrobe	tortoise
laundry	
autograph	
audience	
applaud	
applause	

YEAR 6 SPELLING

CORE	EXTENSION
taunt	absorbent
cordial	assortment
author	assuredly
thought	augment
broaden	auditorium
awfully	baulk
daughter	discordant
naughty	editorial
unlawful	enthral
sauce	exorbitant
source	fortuitous
tortoise	fraudulent
alternate	gnawing
exhausted	implausible
orchestra	inexhaustible
accordingly	maudlin
mortgage	nautical
porcelain	sauntered
plausible	warble
mournful	wrought
precaution	
automatic	
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SPELLING ACTIVITY CHOICES

Choose different activities each day

Spelling Story Write a narrative story using all of your chosen words. You can add s,ing, ed to the words to make them make sense	**NEW! Small Words** Find smaller words in each of your spelling words and highlight them s**hop** **sin**g	**Vowels and Consonants** Write out all your words. Circle all the vowels and underline all your consonants. Or colour them in 2 different colours
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! Noughts & Crosses** Play noughts and crosses with someone in your house. Give each other words to spell. If they get them right, they place a O or X in the grid	**NEW! Edible Words!** Make your words using fruit, vegetables, bread, cheese, mnms, or anything edible. Spell them, then eat them!
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.	**NEW! Match Up** Write your words twice on small cards and cut them up. Play games like Go Fish, Snap and Memory	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.
Connect the Dots Write all spelling words in dots then trace over them in coloured pens or textas	**Word Search** Make a word search using 8 words. Get a family member to find them.	**Sign Language** Learn the sign language action for each word at www.auslan.org.au/about/dictionary/
Buddy Words Write spelling words in pairs or triplets like this: S O P E N U N	**3D Words** Make your words out of dried spaghetti, playdough, lego, string or any other manipulative item, can you bake spelling word biscuits!	**Back Writing** 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?
Colour Code Write all your words. Highlight the vowels in one colour and the consonants in another.	**NEW! Clean Your Words!** Make your words with detergent or hand soap, or trace the words into soap suds, then wipe them up!	**NEW! Spelling Charades** Play charades with your family using the spelling words. Alternatively, play 20 questions or celebrity head.
NEW! OUTSIDE Words Make your words outside using small rocks or pebbles. Use a stick to write out your words in the dirt or sand. Say and spell your words out loud while skipping or hopping, or bouncing a ball	**Good Clean Words** Find a bench top or flat surface that can be cleaned easily. Spray a small amount of shaving cream and spread it out. Write your spelling words in the shaving cream and be sure to clean up afterwards! ASK PARENTS FIRST!	**Word Pyramids** Write your words as word pyramids. s sp spu spun
Play online games with your spelling words at: https://www.spellingcity.com/ https://games.forkids.education/word-safari-lets-catch-letters/	**Make a newspaper article using spelling words at:** www.fodey.com/generators/newspaper/snippet.asp	**Hopscotch Words** Make a hopscotch board on your sidewalk or driveway with chalk. Write letters instead of numbers and HOP your words!