

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



# Learning from Home

## Unit: 1

## Stage 3

## Year 5 and Year 6



## Term 4 Week 1 2021





## 6B Zoom Classes WEEK 1 TERM 4 2021

The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	630 0826 0656	638 4657 7509	<b>6B930AM</b>	<b>6B1215PM</b>

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

**Tuesday 5 October, Wednesday 6 October, Thursday 7 October and Friday 8 October**

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

NSW Department of Education

### How students can access Zoom meetings in NSW public schools

#### Sign into Zoom with a desktop browser

1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>

3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.

5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

#### Accessing Zoom using mobile apps

1. Download the **Zoom** app for your specific mobile device.

2. Once installed, open Zoom, tap **Sign in** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.

4. The **DoE log on** screen will appear. Sign in with your normal department credentials.
5. Once signed in, **Zoom** will be ready for use!



# 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](mailto:oliver.tilling1@det.nsw.edu.au)  
6B Justine Beavis [justine.beavis@det.nsw.edu.au](mailto:justine.beavis@det.nsw.edu.au)

## 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](http://www.storyboxlibrary.com.au) (username: tnps and password: tnps)
- \* World Book Online (username: tnps and password: tnps) <https://www.worldbook.com.au/ebook-titles-2/>
- \* 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>
- \* Poetry for kids <https://www.poetry4kids.com/> <https://www.poetryfoundation.org/learn/children>
- \* Grammar games for kids  
<https://grammar.yourdictionary.com/games-puzzles-and-worksheets/grammar-games-for-kids.html>

## MATHEMATICS

- \* Mathletics <https://www.mathletics.com/au/>
- \* Maths is Fun - online tutorials and activities for all topics <https://www.mathsisfun.com/>
- \* Daily maths challenges / puzzles [www.transum.org/Software/SW/Starter\\_of\\_the\\_day/Similar.asp?ID\\_Topic=33](http://www.transum.org/Software/SW/Starter_of_the_day/Similar.asp?ID_Topic=33)
- \* Prodigy online maths game - free account <https://www.prodigygame.com/play/>
- \* Get ready for Year 6 or 7 maths <https://www.khanacademy.org/math/get-ready-courses>
- \* Online Maths games <https://www.mathplayground.com/>

## SCIENCE AND TECHNOLOGY

- \* Practice your coding skills at Scratch Coding <https://scratch.mit.edu/>
- \* Learn about the Biomes (landforms) of the world <https://online.kidsdiscover.com/unit/biomes>
- \* Learn more about Antarctica [www.coolantarctica.com/Antarctica%20fact%20file/fun\\_facts\\_about\\_antarctica.php](http://www.coolantarctica.com/Antarctica%20fact%20file/fun_facts_about_antarctica.php)
- \* Learn more about deserts [www.dkfindout.com/us/earth/deserts/](http://www.dkfindout.com/us/earth/deserts/) [www.coolkidfacts.com/desert-facts-for-kids/](http://www.coolkidfacts.com/desert-facts-for-kids/)
- \* Desert animals <https://www.activewild.com/desert-animals/>
- \* Taronga Zoo <https://taronga.org.au/sydney-zoo>
- \* Sydney Zoo <https://sydneyzoo.com/>
- \* Adelaide Zoo <https://www.adelaidezoo.com.au/>
- \* Wonderopolis - Answer your questions about the world <https://wonderopolis.org/>
- \* Kids Cyber - Learning site for kids <https://www.kidcyber.com.au/>

## CREATIVE ARTS

- \* NSW Art Gallery site for kids <https://togetherinart.org/kids/>
- \* Online drawing lessons and colouring <https://kidsdrawinghub.com/>
- \* Create art online <http://toytheater.com/category/art/>
- \* Music - Classics for kids - games <https://www.classicsforkids.com/games.html>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- \* Sport and Recreation's School Camp at home - activities for kids  
<https://www.sport.nsw.gov.au/sector-covid-19-resources-library/get-active-at-home/school-camp-at-home>
- \* Daily workout videos for kids 'The Body Coach' <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- \* Supermovers - BBC online PE lessons <https://www.bbc.co.uk/teach/supermovers>
- \* Cosmic Kids Yoga <https://cosmickids.com/>
- \* Cyber bullying - <https://www.esafety.gov.au/educators/classroom-resources/hectors-world/cyberbullying>
- \* Cyber safety <https://www.esafety.gov.au/kids/be-an-esafe-kid>
- \* First Aid for Kids <https://www.elastoplast.com.au/pages/kids-first-aid-program>



# Week 1 Term 4 – 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	PUBLIC HOLIDAY	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	PUBLIC HOLIDAY	Mathematics Minute Maths 12.15pm ZOOM Number Measurement & Geometry	Mathematics Minute Maths Number Measurement & Geometry NO ZOOM	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		Art	WELL BEING	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
	670 6186 2786	671 3093 5801	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	630 0826 0656	638 4657 7509	6B930AM	6B1215PM



# TUESDAY - 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 OO** as in ooze
- The graphemes are - oo as in boot, **ew** as in dew, **ue** as in clue, **u\_e** as in chute, **u** as in luminous, **ui** as in juice, **o** as in do, **oe** as in shoe, **ough** as in through and **ou** as in group
- **Using your personal list** words highlight or circle the letters that make the /OO/ phoneme  
e.g. flute glue
- **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.

**AN INTRODUCTION TO POETRY** Read this poem about surviving in a bushfire aloud, try to find the right phrasing. Can you change the mood of the poem with your voice?

After you have read it a few times, complete the questions.



Heat beats down upon the street  
Birds too hot to fly,  
Blistered sand you cannot stand  
Drenched with sweat am I.  
Cows collect in shadow deep  
Panting sheep hang head,  
Goshawk flies in cobalt skies  
Hills of grass stand dead.

Wisp of smoke, a puff of breeze  
Sirens scream in air,  
Running men in squads of ten  
Emerge from everywhere.  
Now the rising wind takes charge  
Runs with leaping flame  
Into crown of eucalypts  
To rage across the plain.

Too late the tenders hoses pour,  
Too late the fireman's shout  
Inferno hot has run amok  
And all control a rout.  
Generating mighty winds  
The fire charges forth  
Spiralling in furnace air  
To incinerate for sport.

A silence in the ravaged hills  
Birdless in the sky,  
Bushfire horror, death and smoke  
Enough to make you cry.

What is the **purpose** of this poem?

Who is the **audience**? What age? Where do they live? Where would this poem be published?

What is the **form** of this text? What type of writing is it?

What is the **tone** of the poem? hopeful? despair? shock? peace? colloquial? formal? sadness? How does it make you feel?

**Can you infer what these words and phrases mean?**

goshawk \_\_\_\_\_ run amok \_\_\_\_\_  
cobalt skies \_\_\_\_\_ a rout \_\_\_\_\_  
ravaged hills \_\_\_\_\_ furnace air \_\_\_\_\_

**Can you find examples of:**

alliteration \_\_\_\_\_ rhyme \_\_\_\_\_  
personification \_\_\_\_\_ repetition \_\_\_\_\_

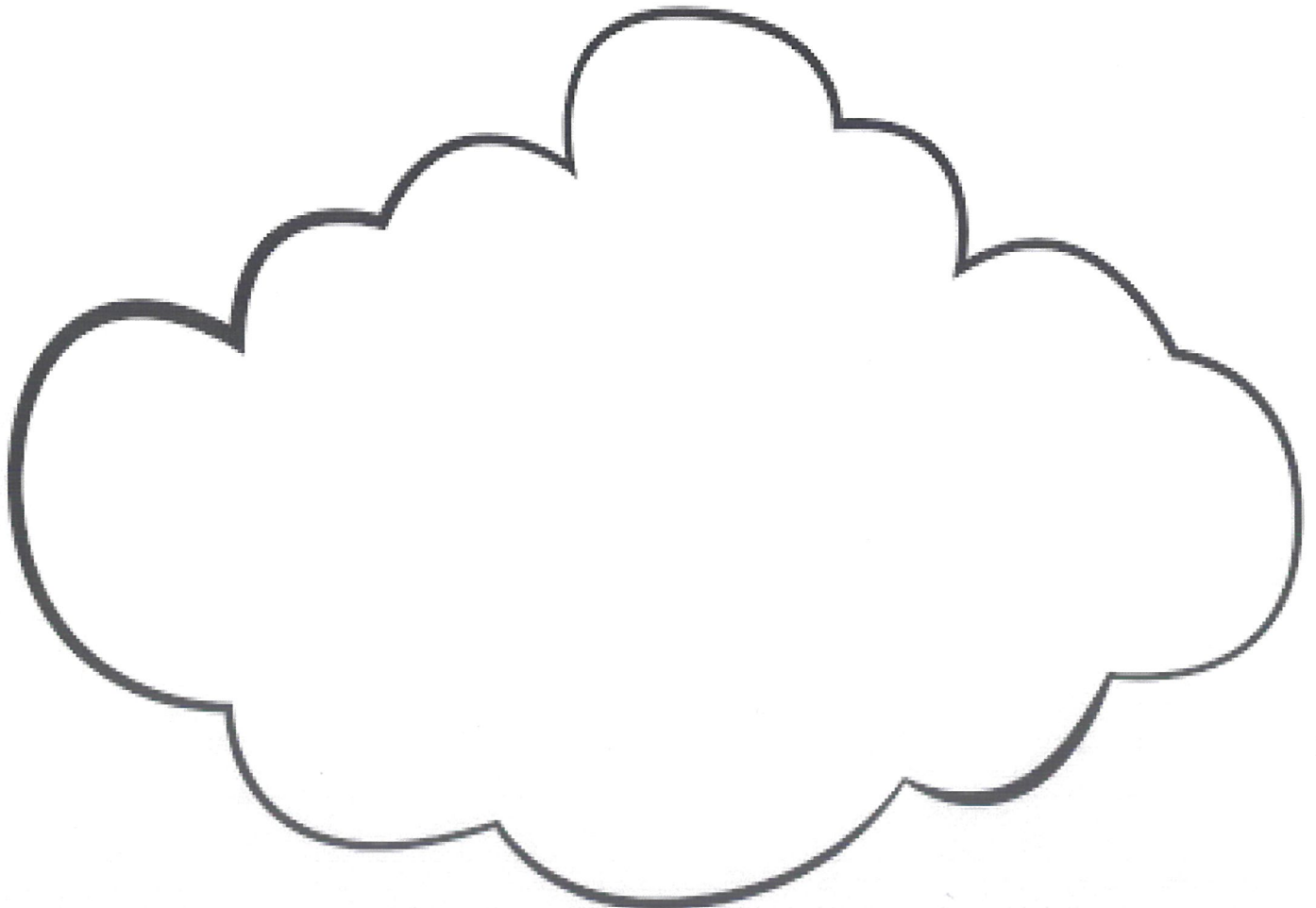


## TOPIC INTRODUCTION



**This term our Reading and Writing focus is on SURVIVAL.** We will look at texts that persuade, inform and entertain, including amazing true stories of survival and some poetry.

Brainstorm all the words you can think of when you hear the term survival and surviving. Think about what and where people and animals survive. Think about how and why people and animals survive. Think of synonyms for surviving. Fill the cloud with words.



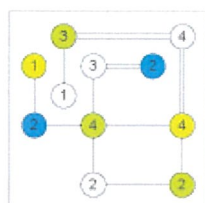


# TUESDAY - Mathematics

## Building Bridges!

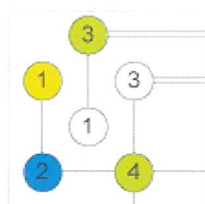
### The Basic Rules of Build Bridges

Build Bridges is a fantastic visual logic puzzle that will hook you immediately. Within the grids of different sizes you find islands and numbers and have to connect the island by so called bridges. This logic puzzle will test your spatial intelligence to the max.



#### **1. Draw bridges (lines) between the islands (numbered circles)**

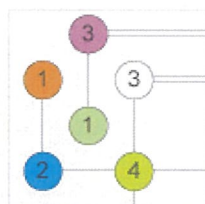
The Build Bridges grids are filled with numbered circles. The goal of the puzzle is to connect all islands (circles) by drawing lines (bridges between them). All islands must be connected.



#### **2. The number of bridges connecting must equal the number in the circle**

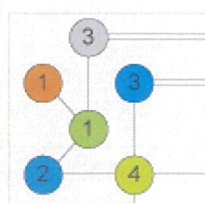
Each island has a number printed in it and the number of lines, bridges, that connect an island must equal to that number. You can see that the blue island is connected by 2 bridges and that the island with the 4 in it is connected by

4 single bridges.



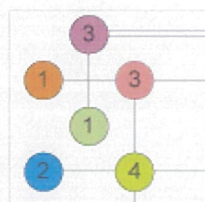
#### **3. The maximum number of bridges connecting two islands is 2**

The maximum number of lines between islands is 2, either a single bridge or double bridge are allowed. You are not allowed to draw let's say 3 bridges between the 3 and the 4 in our example on the left.



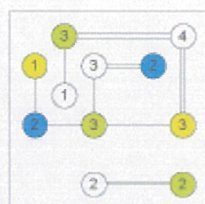
#### **4. The bridges connect islands horizontally or vertically**

The bridges that connect the islands are draw horizontally or vertically. You may not connect islands diagonally. The example on the left shows an incorrect solution, the 2 ones and the 2 are connected with diagonal lines! Not possible!



#### **5. The bridges may not cross each other**

Another important rule is that the bridges may not cross each other. In the example we see the bridge between the 3 and the 1's cross, which is not allowed.



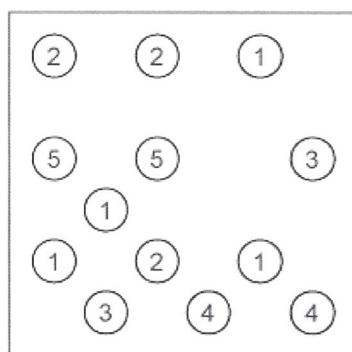
#### **6. The bridges and islands must form a single connected group**

All islands are connected by bridges that form a single connected group that does not cross itself (rule 5). In our example we have 2 groups of islands. The 2 twos are a single group, which is not allowed.

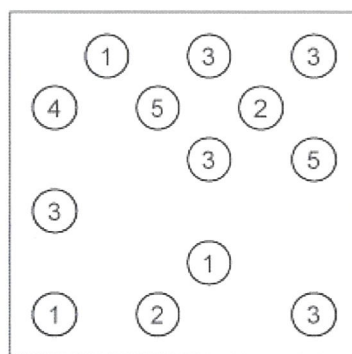


Please complete at least one level!

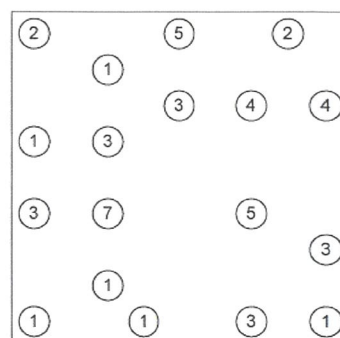
### LEVEL 1



### LEVEL 2



### LEVEL 3



## Number and Algebra

After the ZOOM complete the following tasks on factors and multiples.

### FACTORS

# MATHS MAZE ①

## Factors

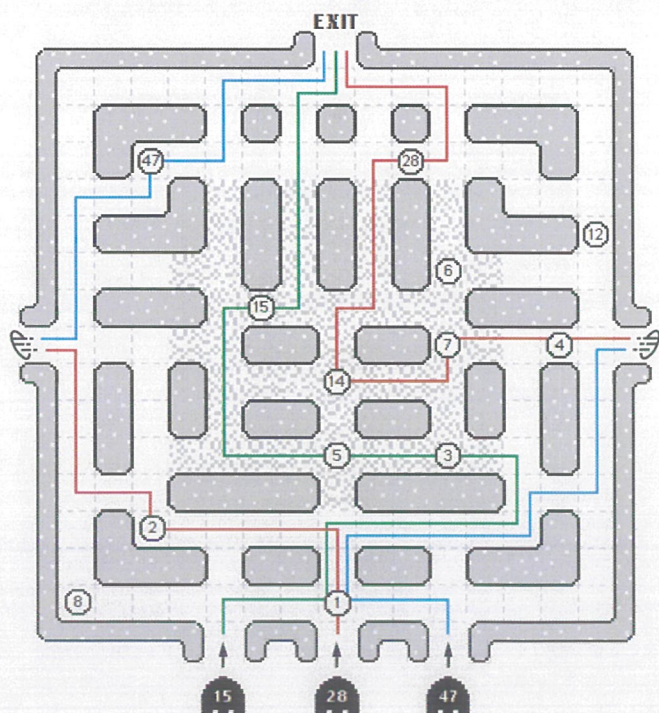
The three players below need to enter the maze, collect their factors and exit the maze.  
Beware of the Glitch Zone in the middle of the maze.

Complete a Maths Maze - collect the factors and exit the maze. Use a different colour for each number.

Maze Rules:

1. There are 3 players (each player is a different number). They all enter the maze at the bottom.
2. Moving through a square with a factor collects that factor.
3. Players must collect their own factors in ascending order.
4. Each player cannot move through the same square more than once.
5. Inside the glitch zone (the middle dotted area) the players path must not overlap.
6. Each player can use the teleporter once to transport themselves to the opposite side of the maze. (there isn't a teleporter in Mazes 2 or 3)

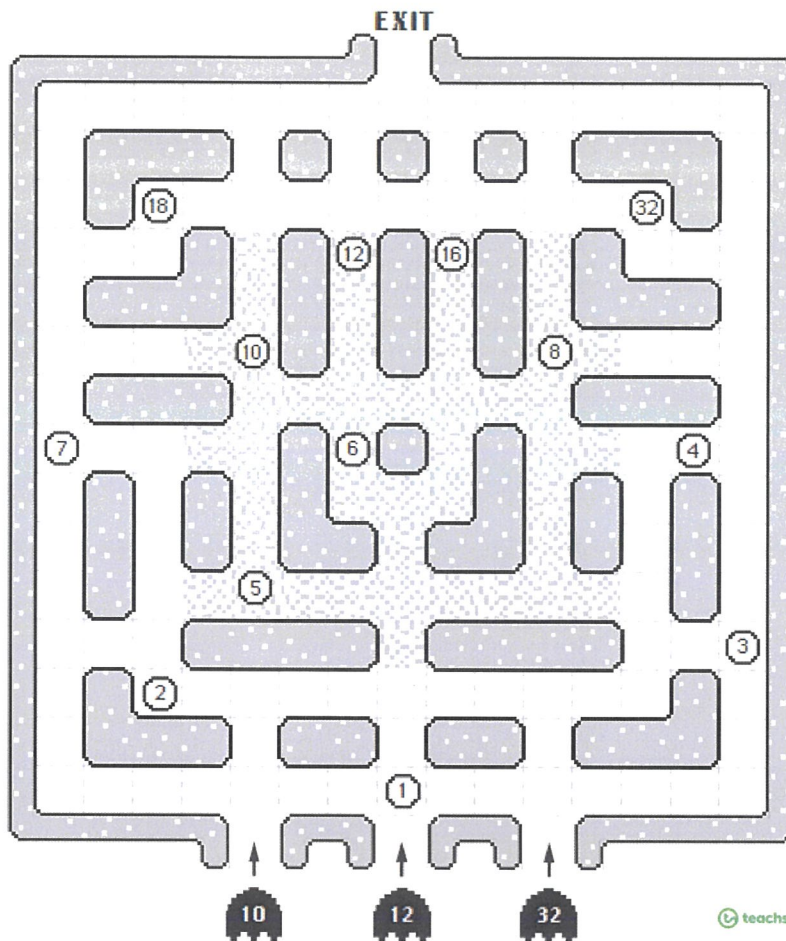
The first one is an example of how to do them:



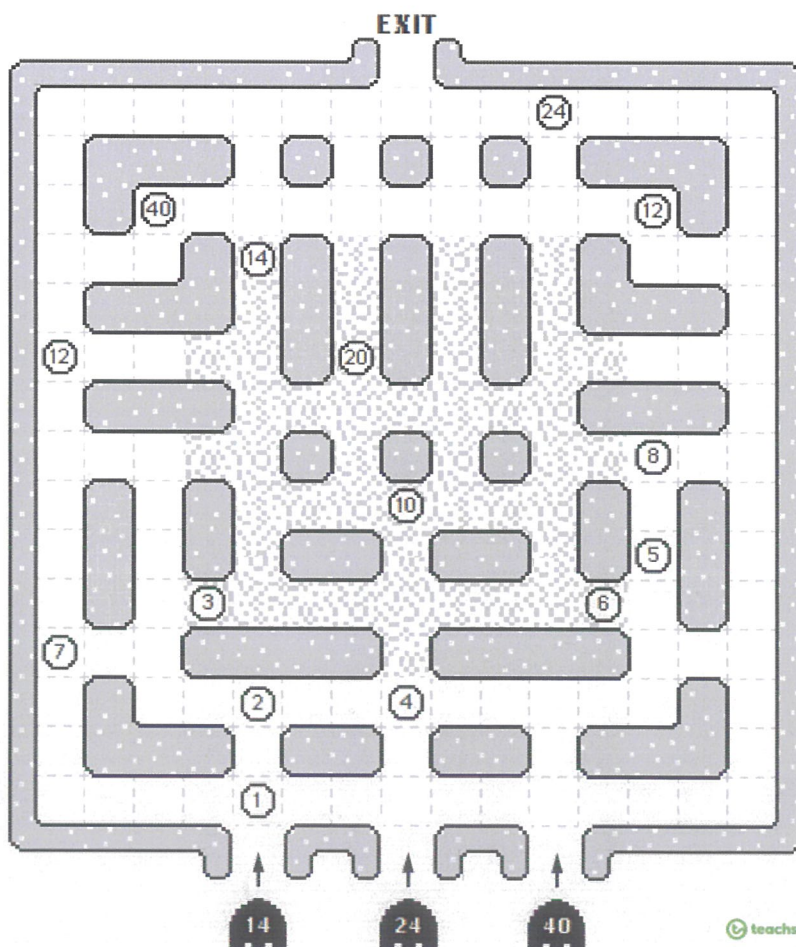


Now try these two:

2.



3.





**MULTIPLES**

Colour in the tiles on the mosaic. Follow the key for which colour to use with which multiples.

# Multiples Colouring in Mosaic

Multiples of 9: Purple

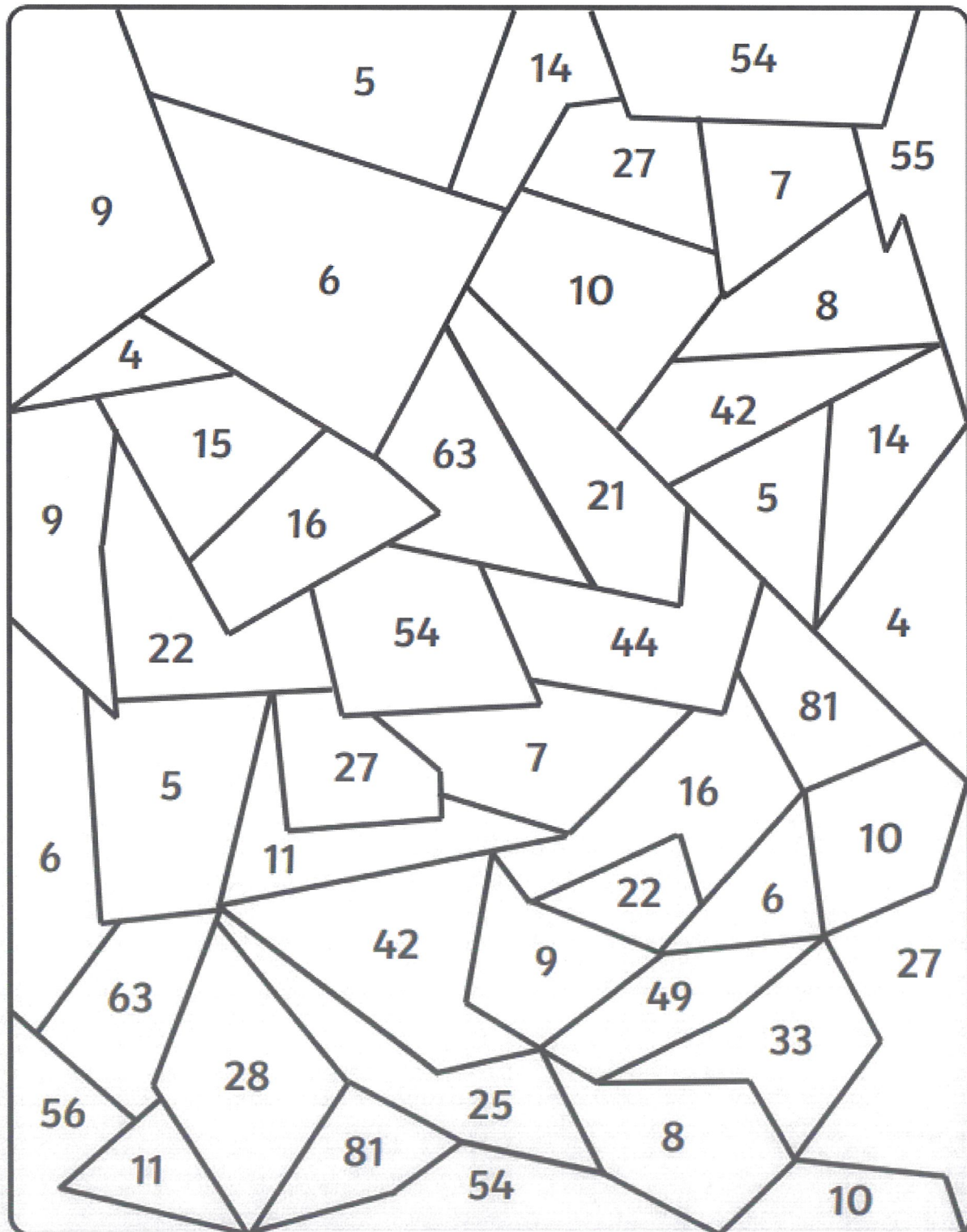
Multiples of 7: Yellow

Multiples of 11: Orange

Multiples of 6: Red

Multiples of 5: Green

Multiples of 4: Blue



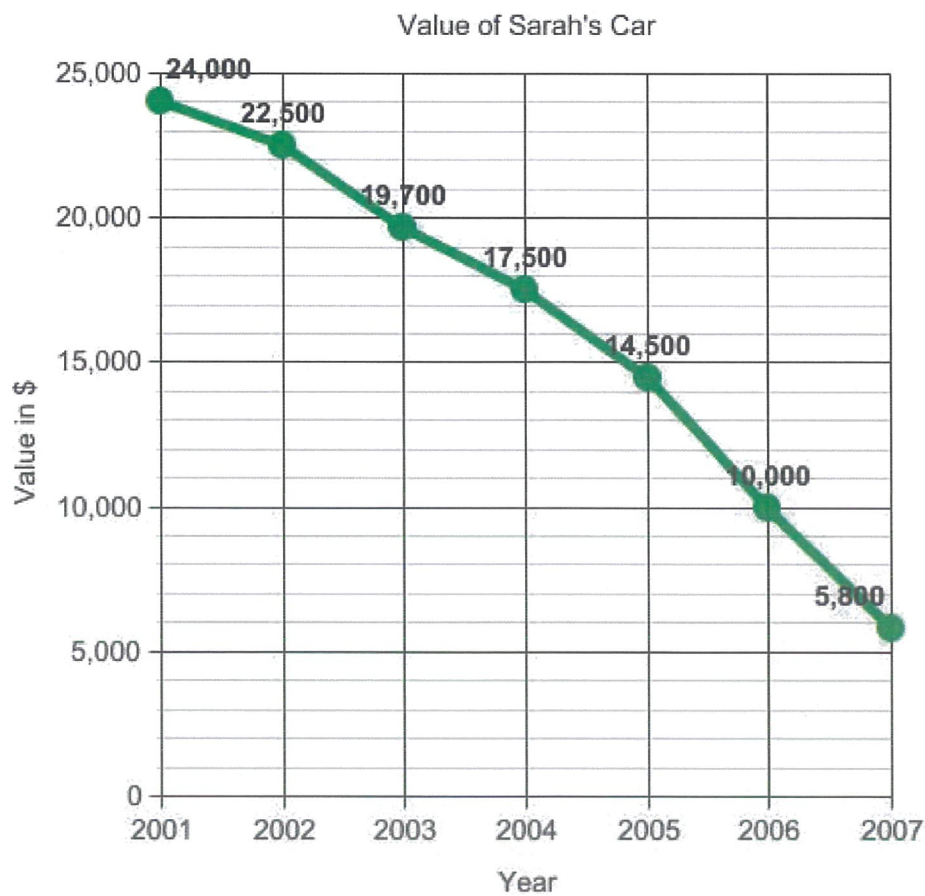


**Measurement and Geometry****Reading and interpreting Line Graphs**

**Task 1** - Sara bought a new car in 2001 for \$24,000. The dollar value of her car changed each year as shown in the table below.

<b>Value of Sarah's Car</b>	
<b>Year</b>	<b>Value</b>
2001	\$24,000
2002	\$22,500
2003	\$19,700
2004	\$17,500
2005	\$14,500
2006	\$10,000
2007	\$ 5,800

The data from the table has been represented in the line graph below.





**Answer the following questions** about the graph.

1. What is the title of the graph? \_\_\_\_\_
2. What is the range of values on the horizontal scale? \_\_\_\_\_
3. What is the range of values on the vertical scale? \_\_\_\_\_
4. How many points are in the graph? \_\_\_\_\_
5. What was the highest value recorded? \_\_\_\_\_
6. What was the lowest value recorded? \_\_\_\_\_
7. Did the value of the car increase or decrease over time? \_\_\_\_\_

**Task 2** - The graph below shows the number of people in a store at different times of day.



**Answer the following questions** about the graph.

8. What is the graph about? \_\_\_\_\_
9. What is the busiest time of day at the store? \_\_\_\_\_
10. At what time does business start to slow down? \_\_\_\_\_
11. How many people are in the store at 2.30pm? \_\_\_\_\_
12. What was the greatest number of people in the store? \_\_\_\_\_
13. What was the least number of people in the store? \_\_\_\_\_



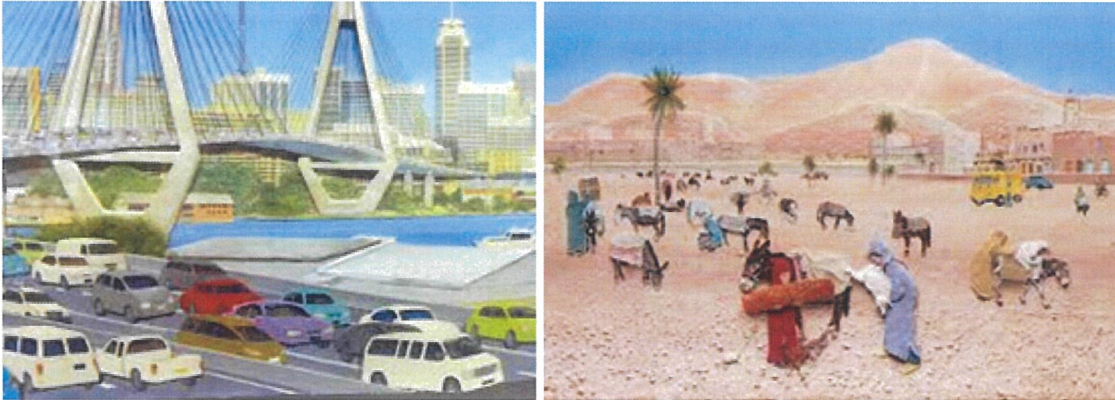
## TUESDAY - Afternoon

### Visual Arts

#### Collage Creating Lesson Stage 3

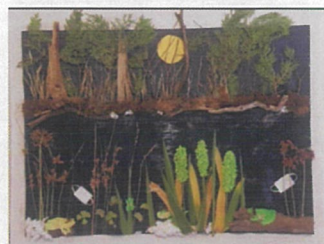
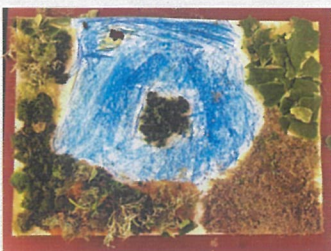
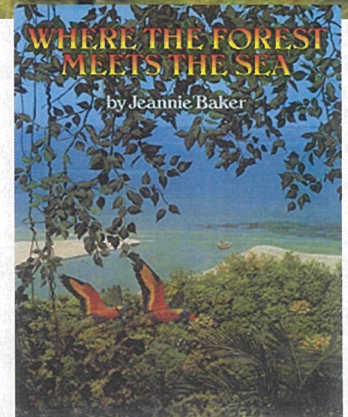
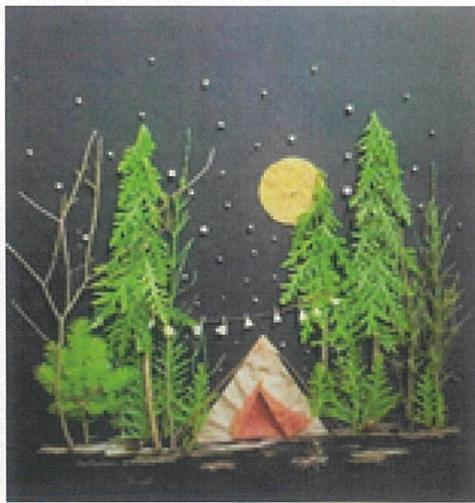
Jeannie Baker is an author and collage artist. Her books are in the school library. The titles include *Where the Forest Meets the Sea*, *Mirror*, *Window* and *Millicent* and more. On this link she is talking about her collages and how she creates them. <https://www.youtube.com/watch?v=KGzIJbcrOgl>

Her collages are very detailed as you can see below



**TASK: When you are walking or in your garden collect some items to create a collage.**

Below are more simple versions of collage and all the items can be collected off the ground. See how you go. Look at how objects are layered behind each other to create a 3D effect.





# 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

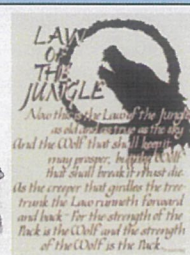
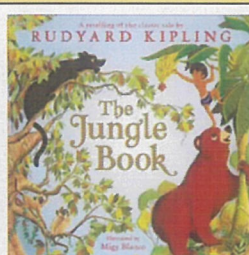
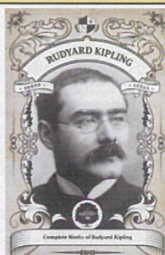
- Read at least one chapter of a book that you have at home.
- Complete the following TASK AFTER THE ZOOM SESSION

**COMPARING POEMS** Read these two short poems by Rudyard Kipling, author of 'The Jungle Book'. Then complete the comparison chart below.

<p style="text-align: center;"><i>The Law of the Jungle</i></p> <p><i>Now</i> this is the law of the jungle, as old and as true as the sky,</p> <p>And the wolf that shall keep it may prosper, but the wolf that shall break it must die.</p> <p>As the creeper that girdles the tree trunk, the law runneth forward and back;</p> <p>For the strength of the pack is the wolf, and the strength of the wolf is the pack.</p>	<p style="text-align: center;"><i>Tiger! Tiger!</i></p> <p><i>What</i> of the hunting, hunter bold? <i>Brother, the watch was long and cold.</i></p> <p>What of the quarry ye went to kill? <i>Brother, he crops in the jungle still.</i></p> <p>Where is the power that made your pride? <i>Brother, it ebbs from my flank and side.</i></p> <p>Where is the haste that ye hurry by? <i>Brother, I go to my lair – to die.</i></p>
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**What are the similarities and differences in these poems?** *Compare:* what the poem is about, what the message is, how they sound, how they look, what literary devices the poet has used eg simile, metaphor, personification

SIMILARITIES - what is the same or similar	DIFFERENCES - what is not the same





## Writing

### • EMOTIVE LANGUAGE IN POEMS

**Emotive language** is when certain word choices are made to **evoke an emotional response** in the reader. A poet can use language to stimulate an emotional reaction in the reader. Poetry can be full of emotive language.

Read the poem below. The emotive words are highlighted in purple. These words stir up the emotions of despair, sadness, depression as the wind and the sea take on a human approach.

#### **The Wind and the Sea** by Paul Laurence Dunbar

I stood by the shore at the death of day, As the sun sank flaming red;  
And the face of the waters that spread away, Was as gray as the face of the dead.  
And I heard the cry of the wanton sea, And the moan of the wailing wind;  
For love's sweet pain in his heart had he, But the gray old sea had sinned.  
The wind was young and the sea was old, But their cries went up together;  
The wind was warm and the sea was cold, For age makes wintry weather.  
So they cried aloud and they wept amain, Till the sky grew dark to hear it;  
And out of its folds crept the misty rain, In its shroud, like a troubled spirit.

**Brainstorm some emotive words and phrases to describe a terrible storm.** Some have been added for you. Try to write an 8 line poem describing a storm with those words. It doesn't have to rhyme.

Brainstorm Box:

*thunderous      hailstorm      deafening      dark      stormy      threatening*

#### **The Savage Storm**

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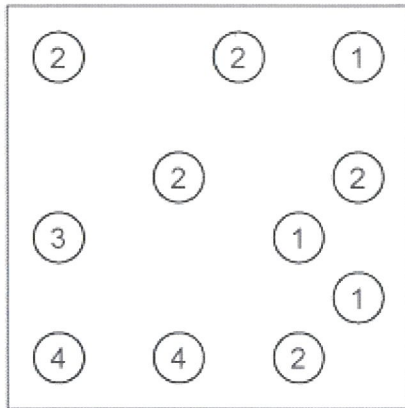


# WEDNESDAY - Mathematics

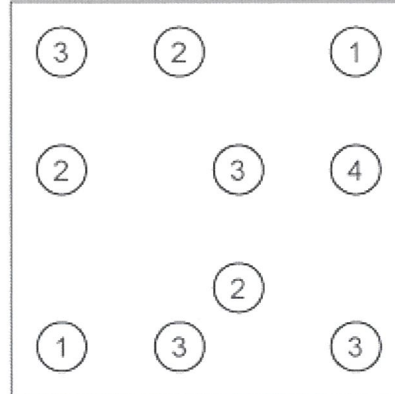
## Building Bridges!

- Please complete at least one level!

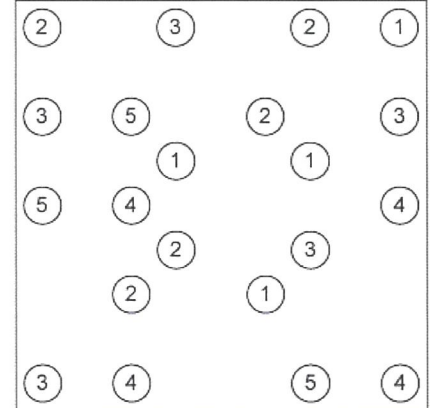
Level 1



Level 2



Level 3



## Number and Algebra

### Year 5

**Prime Numbers - A number greater than 1 with no divisors other than 1 and itself.**

**Remember these facts about prime numbers:**

- There are no even numbers except 2.
- There are no prime numbers ending in 5, except 5.
- The digits can't add up to 3 except 3.

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

### Prime Detectives

Can you solve the case??



Sing-Song Aloud is a very popular competition for singing. Every year, thousands of people enter the competition in search of fame.

This year is no different... but there has been a crime committed! Somebody has sabotaged the equipment and they have broken the microphones, with only pig-like sounds being emitted! The police have been investigating exactly what happened.

As the Detective Chief Inspector, it is your job to work out who the saboteur is. Your officers have taken down the names and descriptions of the people on set that day. Your task is to solve the clues and work out who has sabotaged the equipment!



Name	Gender	Height	Left-handed or right-handed
Amelia Killen-Browne	female	tall	left
Barry Shaw	male	short	right
Fenella Bentley	female	tall	left
Gurdeep Mehmi	male	short	left
Janice Twist	female	short	right
Ken Corder	male	tall	right
Ling Chang	male	tall	left
Mei Chang	female	short	left
Nancy Greene	female	tall	right
Ramesh Iqbal	male	tall	right

#### Clue One

Circle all of the prime numbers. If the amount of prime numbers is odd, then the saboteur is female. If the amount of prime numbers is even, then the saboteur is male.

2      52      9      111      19      83      85      31      59      89  
 133      21      22      88      15      90      17      57      131      72

The saboteur is \_\_\_\_\_.

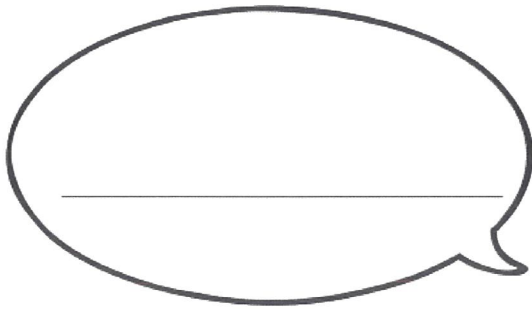


## Clue Two

Count in prime numbers from the first number in the circle, and then take the last number you reach and find the corresponding word in the table below. Rearrange the words to form a sentence and solve the first clue.

2				
13				
47				
83				

the 11	microphone 9	ran 2	stole 71
short 101	broken 27	saboteur 29	of 15
was 67	a 69	singer 16	tall 103



## Clue Three

Look at the numbers in the circles. Write the nearest prime number lower than the number in the left-hand boxes and the nearest prime number higher in the right-hand boxes. Then add each column of boxes up. If either column adds to exactly 183, the saboteur is left handed.

<input type="text"/>	←	45	→	<input type="text"/>
<input type="text"/>	←	15	→	<input type="text"/>
<input type="text"/>	←	9	→	<input type="text"/>
<input type="text"/>	←	68	→	<input type="text"/>
<input type="text"/>	←	34	→	<input type="text"/>
<hr/>			<hr/>	

The saboteur is \_\_\_\_\_ handed.

The saboteur is \_\_\_\_\_.





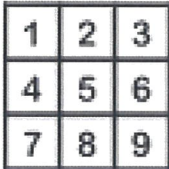
## Year 6

## Square Numbers

### Square Numbers

When a number has been multiplied by itself, we say that the answer is a square number.




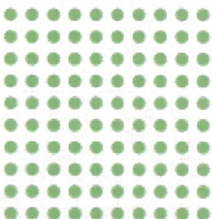

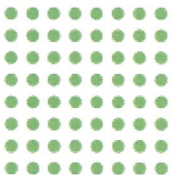

$1 \times 1 = 1$     $2 \times 2 = 4$     $3 \times 3 = 9$

We can write three squared as  $3 \times 3$  or  $3^2$

$1 \times 1 = 1$
$2 \times 2 = 4$
$3 \times 3 = 9$
$4 \times 4 = 16$
$5 \times 5 = 25$
$6 \times 6 = 36$
$7 \times 7 = 49$
$8 \times 8 = 64$
$9 \times 9 = 81$
$10 \times 10 = 100$
$11 \times 11 = 121$
$12 \times 12 = 144$

1. Complete the missing boxes in the table to identify the first ten square numbers.

$1 \times 1$	$1^2$	1	
	$2^2$		
$3 \times 3$			
		16	
	$5^2$		
			
			
	$7^2$		
			



2. Why are these numbers called square numbers?

3. Look at the square numbers in the table. What patterns can you identify?

4. Circle the square numbers.

1	49	66	17	36	9	144
		101	81		89	
75				46	12	
100	25	4	123		121	64

5. Match the square numbers.

$2^2$	49
$6^2$	25
$3^2$	121
$7^2$	144
$11^2$	16
$9^2$	64
$12^2$	1
$1^2$	81
$4^2$	9
$5^2$	36
$8^2$	4



Challenge - Can you answer these questions?

1.  $7^2 + 3^2 =$  \_\_\_\_\_

4.  $4^2 + 5^2 =$  \_\_\_\_\_

2.  $10^2 + 6^2 =$  \_\_\_\_\_

5.  $6^2 + 6^2 =$  \_\_\_\_\_

3.  $3^2 + 8^2 =$  \_\_\_\_\_

6.  $3^2 + 4^2 + 5^2 =$  \_\_\_\_\_

## Measurement and Geometry

### Column Graphs

#### Level 1

Display the data on favourite ice cream flavours, below in a column graph. Remember to label your axes and give your graph a title.

Chocolate	
Strawberry	
Cookies and Cream	
Fudge	
Caramel Swirl	

18

16

14

12

10

8

6

4

2

0



**Level 2**

**Neatly** construct a column graph to display the information in the table below. Don't forget to label the axes and write a title for your graph.



Favourite Subject	No. of Students
English	5
Maths	3
Science	4
History	5
Music	7
Art	4
P.E.	2

Use your column graph to answer the following questions:

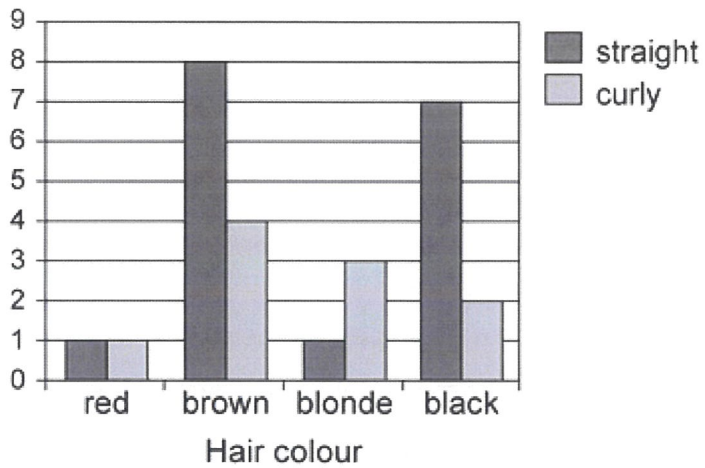
- How many more students like Music than those that like Art? \_\_\_\_\_
- More students prefer Maths to Science. True/False \_\_\_\_\_
- Which subject is the students' favourite? \_\_\_\_\_
- Which subject is the students' least favourite? \_\_\_\_\_



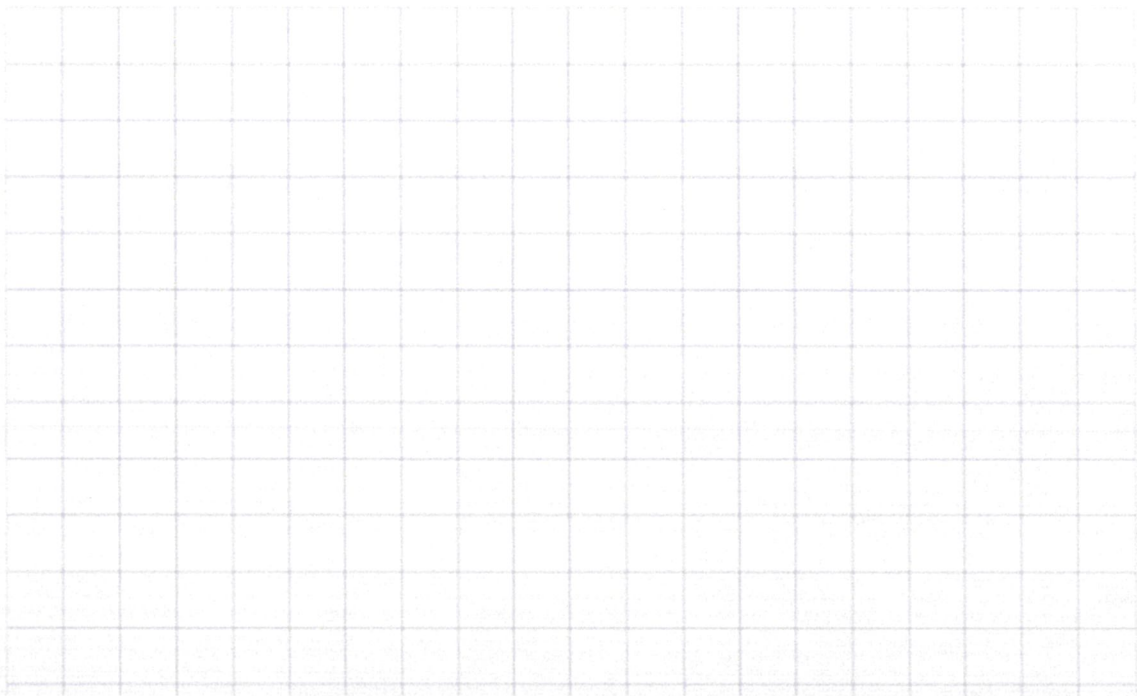
## Side by Side Column Graphs

### Level 3

Here is an example of a side by side column graph.



Construct a side by side column graph using the information in the table below. Label your axes and give your graph a title.



Favourite sport	Boys	Girls
Soccer	8	9
Cricket	3	5
Rugby	9	2
Tennis	1	6



# WEDNESDAY - Afternoon

## WELLBEING

### FREE CHOICE - WELLBEING ACTIVITIES!

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

- Get active outside
- Do something with the family and pets
- Enjoy a hobby
- Make something, create something, bake something!

Here's some ideas for budding writers:

## Non-screen activities to support writing

Pobble

25 ideas!

**1** How many words can you write down that start with the same letter as your name?  
Make a list of as many as you can.

My name is

**2** Alphabet bodies! Stretch your body into different letters of the alphabet. Can you work with members of your family or even some of your toys to make a word?

**3** Use this sentence opener to start writing a short story:

"I'd waited such a long time for this moment..."

**4** Write a letter to your teacher or somebody who helps you at school. How can you make them smile?



**5** Letter hunt. Ask a family member to shout out a letter then run and find something beginning with that letter as quick as you can!



**6** Alternative ending. Choose your favourite book. Can you rewrite the ending so that something different happens?



**7** If you found a magic door, where would it take you? Write down where you are and what you see when you go through the door.



**8** How many words can you think of that have only three letters? Write a list of as many as you can.



**9** Think about a current story in the news and become a reporter. Can you write a newspaper article explaining what happened, when, where and how?

**10** Synonym search! How many words can you write down that have a similar meaning to the word 'said'?

said

**11** Use your senses to write about your favourite place. What can you see, hear, smell, taste and feel?



**12** Think of a fun word. Can you find other words that rhyme with it? Make up a short poem using those words.



**13** What is the longest word you can think of? Write it down. How many smaller words can you make from your long word?



**14** What's your favourite colour? Think of ten words that spring to mind when you think of it. Can you turn them into a colour poem?

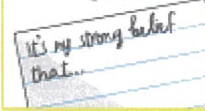
**15** Think of a well known story and act it out. Can others guess which book it is?



**16** Redesign and draw the front cover of your favourite book.



**17** Write a speech about why people should read more often. You could begin with:



**18** Make a fact file about your favourite sports, music or tv star.



**19** Retell your favourite story in comic book style.



**20** What do you love about your school? Design a poster to show everyone how good it is!



**21** Who am I? Think of your favourite book character and write a short description of them. Read it out to someone to see if they can guess who it is.

**22** Write a review about your favourite book. Encourage as many people as possible to read it.



**23** Make a model of your favourite book character. Use anything you can find around the house.



**24** Interview someone about their favourite book. What questions will you ask them?



**25** Pick six random words and make them into a story. For example: cheese, pencil, acrobat, kangaroo, branch and ice. What is the silliest story you can write?



# 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 29  
[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au) Year 5 password: slip892 Year 6 password: today027

## Reading

### • LOCATING EMOTIVE LANGUAGE IN POEMS

**Emotive language** is when certain word choices are made to **evoke an emotional response** in the reader. A poet can use language to stimulate an emotional reaction in the reader.

Unlike yesterday's poem that had a dark and threatening tone, these two poems have a peaceful, gentle, safe feel.

Highlight the words that the poets used to create a sense of peace and calm.

### Climbing Song *by Ruby Archer*

Away, away,—to the mountains away,  
Where the pine trees murmur and sway,  
And the foamy waterfalls sing and spring  
Over the boulders gray.

The hidden beauties will lure you on,  
'Till your heart from its dreaming is drawn,  
And your eyes are bright with the free delight  
Known to the fearless fawn.

Fear not to weary—you never can tire,  
For the sunshine gives you its fire,  
And your feet will follow the breeze with ease,  
Higher and ever higher.

### I Wandered Lonely as a Cloud *by William Wordsworth*

I wandered lonely as a cloud  
That floats on high over vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;

Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:

Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

Tone is the author or poet's voice, it's the mood they want the reader to feel. Not only is this done through the use of **emotive language**, but also through word choice and literary devices.

Here are some examples:

**repetition** - *higher and ever higher*

**simile** - *continuous as the stars that shine*

**alliteration** - *fearless fawn*

**personification** - *pine trees murmur and sway*

Can you find other examples in these two poems?



## Writing

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

### ANAPHORA

Anaphora is a LITERARY DEVICE in which words repeat at the beginning of successive clauses, phrases, or sentences. Successive means following on from each other.

Some of our most well known poems use anaphora - nursery rhymes!

**This little piggy** went to market,  
**This little piggy** stayed home,  
**This little piggy** had roast beef,  
**This little piggy** had none.  
**This little piggy** cried ... wee, wee, wee,  
 all the way home!



"Mary had a little lamb, little lamb, little lamb,  
 Mary had a little lamb, whose fleece was white as snow.  
 Everywhere that Mary went, Mary went, Mary went,  
 Everywhere that Mary went, that lamb was sure to go."

**TASK 1:** Complete the anaphora in these poems

Be patient ___ good Be caring Be kind  Be friendly ___ nice ___ truthful Love you'll find!	In the desert sand flickered In the desert winds blew In the desert hot and arid _____ friends are few  In the desert water's nowhere _____ sun's ablaze _____ the heat will get you In the desert it's like a maze!
--	--

**TASK 2:** Write your own anaphora poems. Use the heading and the repeated phrase to help. Can you make them rhyme?

<i>Lost in the Wild</i>	<i>The Rushing River</i>
Everywhere _____	Rushing past me _____
Everywhere _____	Rushing past me _____
Everywhere _____	Rushing past me _____
Everywhere _____	Rushing past me _____
No one _____	Help! I call _____
No one _____	Help! I call _____
No one _____	Help! I call _____
No one _____	Help! I call _____

**Optional:** Can you write your own anaphora poem?

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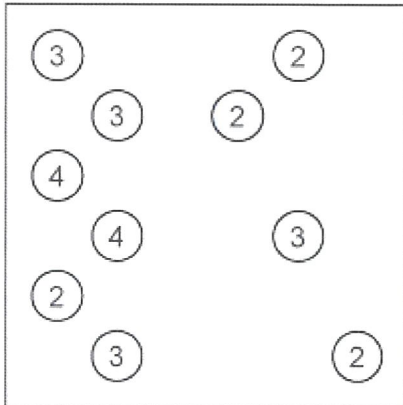


# THURSDAY - Mathematics

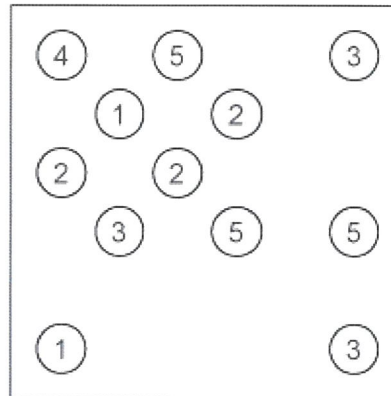
## Building Bridges!

Please complete at least one level!

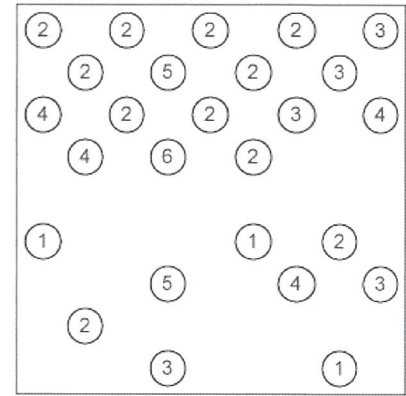
### LEVEL 1



### LEVEL 2



### LEVEL 3



## Number and Algebra

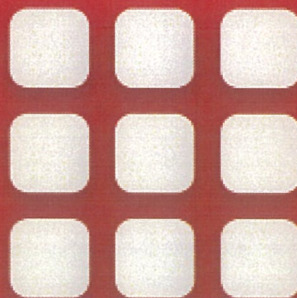
After the ZOOM go to your year level and complete the questions.

### Year 5 - Square Numbers

## Square Numbers

An integer that can be arranged to make a square.

e.g. 9



### Square Numbers

When a number has been multiplied by itself, we say that the answer is a square number.

$1 \times 1 = 1$	$2 \times 2 = 4$	$3 \times 3 = 9$
1	1 2 3 4	1 2 3 4 5 6 7 8 9

We can write three squared as  $3 \times 3$  or  $3^2$

$1 \times 1 = 1$
$2 \times 2 = 4$
$3 \times 3 = 9$
$4 \times 4 = 16$
$5 \times 5 = 25$
$6 \times 6 = 36$
$7 \times 7 = 49$
$8 \times 8 = 64$
$9 \times 9 = 81$
$10 \times 10 = 100$
$11 \times 11 = 121$
$12 \times 12 = 144$



Let us discover how many squares you can make on different grids:

1 by 1 grid



2 by 2 grid



3 by 3 grid



... etc

**Note:** "1 by 1" means how many **sides** (not how many dots).

So, let's try drawing in some squares and count how many:

1 by 1

Well, that's easy, there's just one:



2 by 2

That seems to be easy too. There are four of them, aren't there?



But wait, that's not the complete answer.

There's also this bigger one:



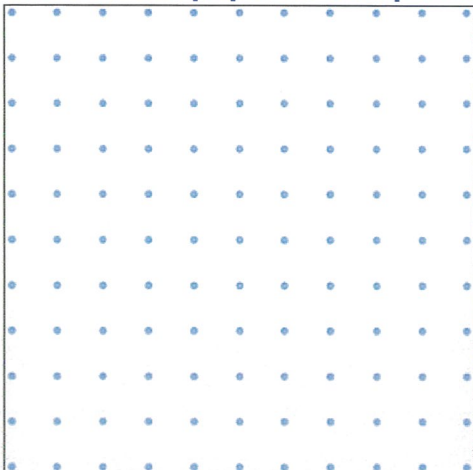
That makes five squares altogether - four 1 by 1 squares and one 2 by 2 square

**Your turn!**

**3 x 3 - How many squares?**



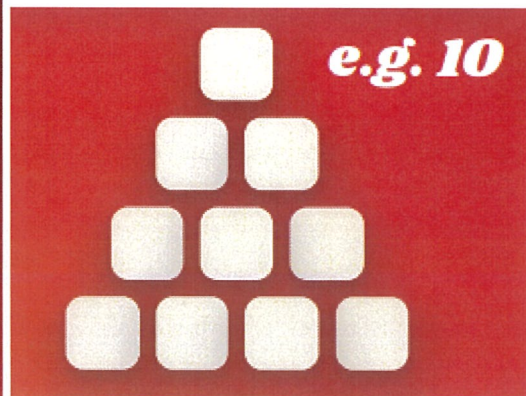
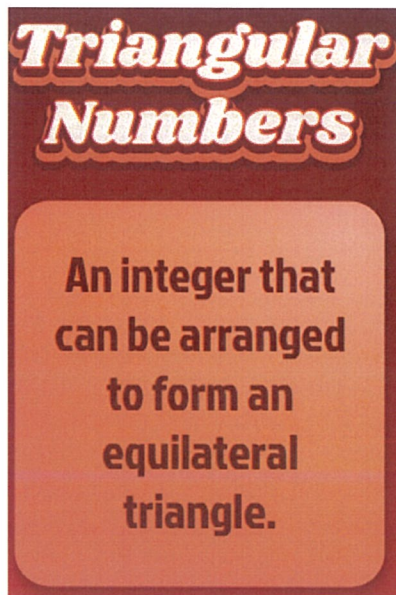
Use this dot paper to complete more squares and then fill out the table below.





	How Many 1 by 1 squares	How Many 2 by 2 squares	How Many 3 by 3 squares	How Many 4 by 4 squares	How Many 5 by 5 squares	Total
1 by 1 Grid:	1					1
2 by 2 Grid:	4	1				5
3 by 3 Grid:						
4 by 4 Grid:						
5 by 5 Grid:						

### Year 6 - Triangular Numbers

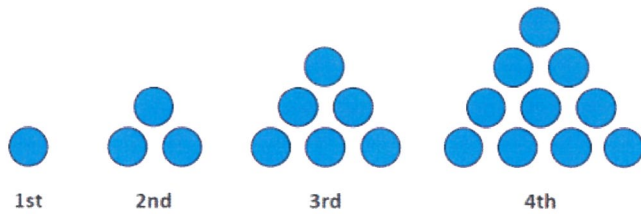


**Task 1** - Complete the triangular number Christmas tree below, showing the triangular numbers to 120. Show the calculation for each row.

	$0 + 1 = 1$
	$1 + 2 = 3$
	$3 + 3 = 6$
	$6 + \underline{\quad} = \underline{\quad}$
	$10 + \underline{\quad} = \underline{\quad}$
	$15 + \underline{\quad} = \underline{\quad}$
	$21 + \underline{\quad} = \underline{\quad}$
	$28 + \underline{\quad} = \underline{\quad}$
	$36 + \underline{\quad} = \underline{\quad}$
	$45 + \underline{\quad} = \underline{\quad}$
	$55 + \underline{\quad} = \underline{\quad}$
	$66 + \underline{\quad} = \underline{\quad}$
	$78 + \underline{\quad} = \underline{\quad}$
	$91 + \underline{\quad} = \underline{\quad}$
$105 + \underline{\quad} = \underline{\quad}$	

## Challenge

Triangular numbers are made by forming triangular patterns with counters. Riwa has made the first four triangular numbers with blue counters.



Riwa didn't think that the first triangular number really looked like a triangle but it seemed a good place for the pattern to start. The first triangular number is made with just one counter and so is one.

The second triangular number is 3.

The 3rd triangular number is 6 and the 4th triangular number is 10.

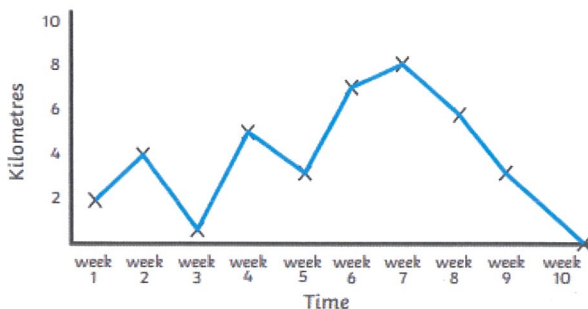
**What is the 20th triangular number?**

**What is the 30th triangular number?**

## Measurement and Geometry

### Line graphs

**Example - A line graph showing the number of kilometres travelled over a period of time while riding a bike.**



**Task 1 - Melbourne can experience a wide variety temperatures during one week. Create a line graph using the data in this table. Remember to label your axes.**

Day	Temperature (celsius)
Monday	19
Tuesday	23
Wednesday	29
Thursday	26
Friday	34
Saturday	25
Sunday	21





**Task 2 - Create a line graph for this data showing ice cream sales during a week in summer. Remember to label your axes.**

*Table: Ice Cream Sales*

Mon	Tue	Wed	Thu	Fri	Sat	Sun
\$410	\$440	\$550	\$420	\$610	\$790	\$770



# THURSDAY - Afternoon

## PDHPE - HEALTH

### Stage 3 – Positive Actions

#### Lesson 7 – What to do when someone is choking.

Quick Recap from last term. Let's see what you can remember.

#### What does DRABCD stand for?

D is for danger, R is for response, A is for airway, B is for breathing, C is for circulation, D is for Defibrillation.

#### When might you need the Primary Survey?

You need to use the Primary Survey when you are responding to a casualty who needs first aid.

In this lesson, we are going to learn about what to do if a casualty is choking.

What do you think is meant by the term "choking"? Write your answer below

---



---

When someone is choking, their airway is partly or completely blocked. This means that they may not be able to breathe properly. This can be fatal.

Airway: The passage by which air reaches a person's lungs.

#### Activity 1 – Read the information below

#### How to Spot if someone is Choking

If someone is choking, you might see that they have:

- Difficulty breathing, speaking or coughing.
- A red, puffy face.
- They may also be pointing to their throat or grabbing their neck.

Ask them the question "Are you Choking?"

- If they can breathe, speak or cough, then they might be able to clear their own throat.
- Tell the casualty to cough as coughing may clear the blockage.
- Remove anything that you can see in their mouth.
- If they cannot breathe, cough or make any noise, they need your help straight away.



### What to do if they need your help: Slap it Out - Back Blows

- If coughing does not stop the person choking or they are unable to cough, you need to give up to five sharp back blows.
- Help the casualty to lean forwards. Support the person's upper body with one hand.
- With the heel of your other hand, hit them firmly between the shoulder blades.
- After each back blow, check if there is anything in the casualty's mouth.
- If blockage doesn't clear call 000 for emergency help straight away.
- If the casualty becomes unresponsive, begin CPR immediately.



### Activity 2 – 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 what is meant by the word choking.			
I can explain how to help someone who is choking.			
I can order the steps needed to help someone who is choking.			

### Activity 3 – Robot Doctor

Complete the activity below by filling in the missing words.

Give up to \_\_\_\_\_.

Ask, "\_\_\_\_\_?"

Check to see \_\_\_\_\_.

Give up to \_\_\_\_\_.

Tell the casualty to \_\_\_\_\_.



Call \_\_\_\_\_ for emergency help.

Check for \_\_\_\_\_.

If they are still choking, \_\_\_\_\_  
\_\_\_\_\_.

Check to see \_\_\_\_\_.

### PE AND FITNESS WEEK 1

Check the Google Classroom for Mrs Deck's link for your video this week

Answers to above: Give up to five abdominal thrusts; Ask, "Are you choking?"; Check to see if the object has come out; Give up to five back blows; Tell the casualty to cough; Call 000 for emergency help; Check for danger; If they are still choking, repeat back blows and abdominal thrusts five times; Check to see if the object has come out.



## 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

- **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 29  
[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.

### POETRY ANALYSIS

**Read the following poem, each stanza.**

**On the left side** write what the poet is saying and telling us, what can we infer is happening, what is the message.

**On the right side** write what the poet is doing - what literary devices? simile? rhyme? repetition? anaphora? onomatopoeia? metaphor? personification?

What the poet is saying	'A Raging River' by anonymous	What the poet is doing
	What started as a babbling brook, soon began to rise. A raging river has emerged, drowns out my sorrowed cries.	
	It engulfs my raft and drags me down, to the watery depths below. As violent as a storm at night, It turns my friend to foe.	
	I cling for life as it carries me away, I choke a watery mouthful. Gurgle, splutter, gasp for air, Of my safety I am doubtful.	
	The river taunts and teases me, He knows not what my fears. But I am strong and still survive, He will not know my tears.	
	At last it stops, the calm has come, as if it never started. Will I swim again, this stream? Not I, the broken hearted.	



## Writing

- **COMPLETE AFTER TODAY'S ZOOM**

- **IMAGERY IN POEMS**

Imagery is language that authors and poets use that appeals to our senses. It helps create images or pictures in our mind as we read. This reading skill is called visualising.

Here is a Colour poem that uses imagery and also refers to the 5 senses. It also uses anaphora. After reading, write your own Imagery Colour Poem on another colour.

### Green

*If **green** was a sound, it would be the soft rustling of leaves in a forest when the winds blow.*

*If **green** was a smell, it would be the first hint of sugary sweetness you get when you open a bag of spearmint leaves*

*If **green** was a taste, it would be the coolness of cordial, flavoured with lime and ice cubes.*

*If **green** were a touch, it would be the delicate crunch of bare feet on freshly mown lawns.*

*And **green** is the sight of rolling hills and meadows, or vines twisting around jungle trees.*

*If \_\_\_\_\_ was a sound, \_\_\_\_\_*

*If \_\_\_\_\_ was a smell, \_\_\_\_\_*

*If \_\_\_\_\_ was a taste, \_\_\_\_\_*

*If \_\_\_\_\_ was a touch, \_\_\_\_\_*

*And \_\_\_\_\_ is the sight, \_\_\_\_\_*

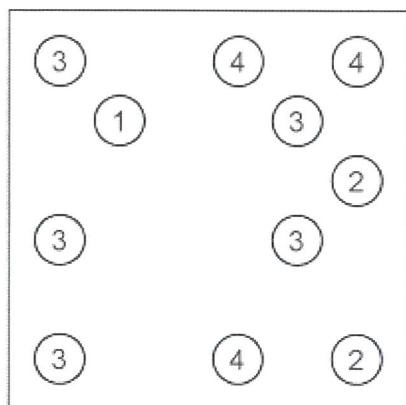


# FRIDAY - Mathematics

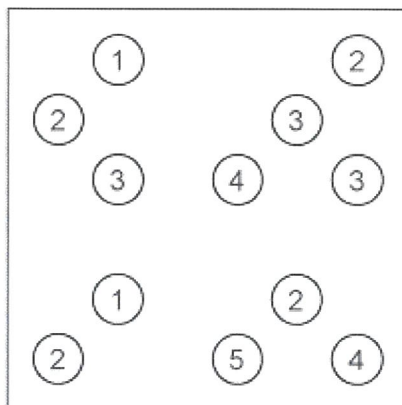
## Building Bridges!

- Please complete at least one level!

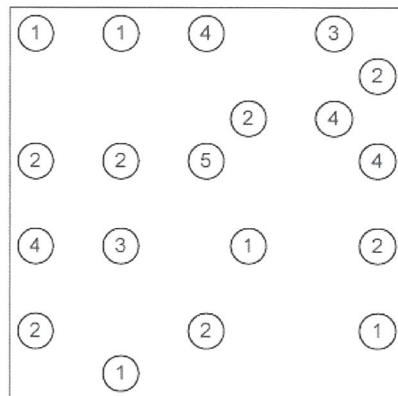
### LEVEL 1



### LEVEL 2



### LEVEL 3

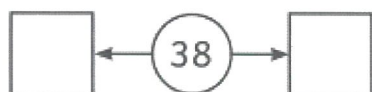
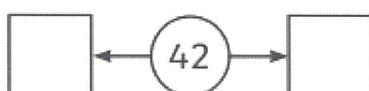


## Number and Algebra

Complete the **ALL YEARS** questions and then go to your Year level and complete those tasks.

### All Years

**Task 1** - Can you find the **nearest prime number** before and after each number below? The first one is done for you.



### Task 2 - Reversible Primes

The number 113 is prime, and its reverse, 311, is also prime. How many two-digit primes are there between 10 and 99 which have a reverse that is also a prime?

---

## Year 5

Crack the code with Factors, Multiples and Square Numbers.

Each answer to the questions below will be a number. Match the number to a letter in the grid below. If your answers are correct, your letters will spell out a phrase.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Which number?	Notes/Number	Letter
This number is a multiple of seven and two and is a factor of 28.		
This number is a square number, a multiple of three and one more than a cube number.		
This number is a prime number and a factor of 36.		
When this number is squared, the answer is the largest square number in the list above.		
This prime number is $> 19$ and $< 29$ .		
This number is a multiple of five and three.		
This multiple of nine is in between two prime numbers.		
This number is the difference between $5^2$ and $6^2$ .		

## Year 6

Complete this 100 chart with numbers up to 100. Then use different colours for prime, square and triangular numbers. The first line has been done for you.



# 100 Chart Challenge:

## Finding Prime, Square and Triangular Numbers

### Answers

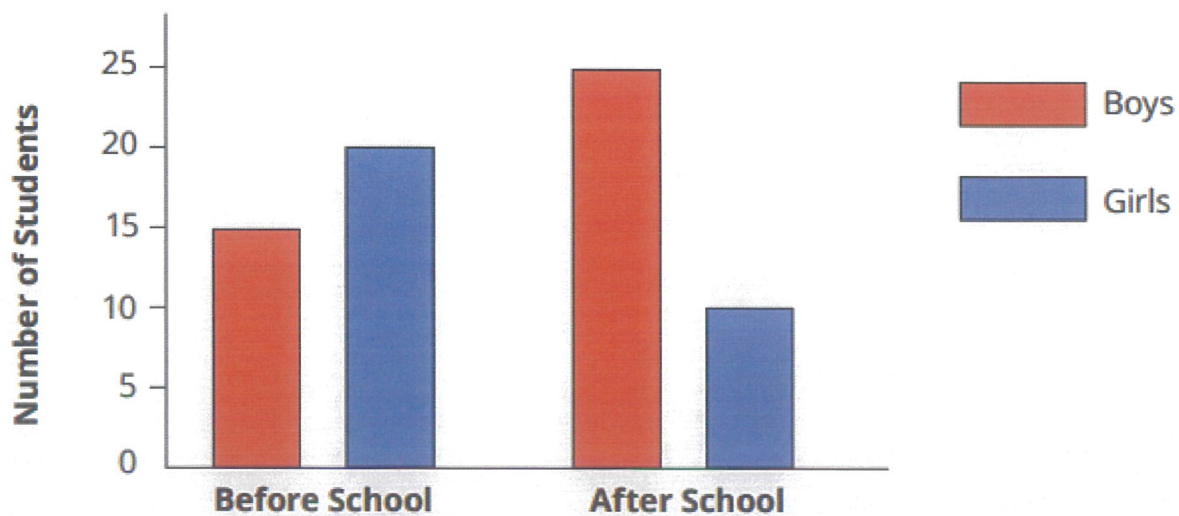
Prime Numbers **Red**  
 Square Numbers **Blue**  
 Triangular Numbers **Green**




### Measurement and Geometry

Look at the graph below:

**Television Before and After School**



1 Answer these questions by using the Television Before and After School side-by-side column graph.

a) Answer true or false.

i) Boys watch more television after school than girls. \_\_\_\_\_

ii) Girls watch less television before school than boys. \_\_\_\_\_

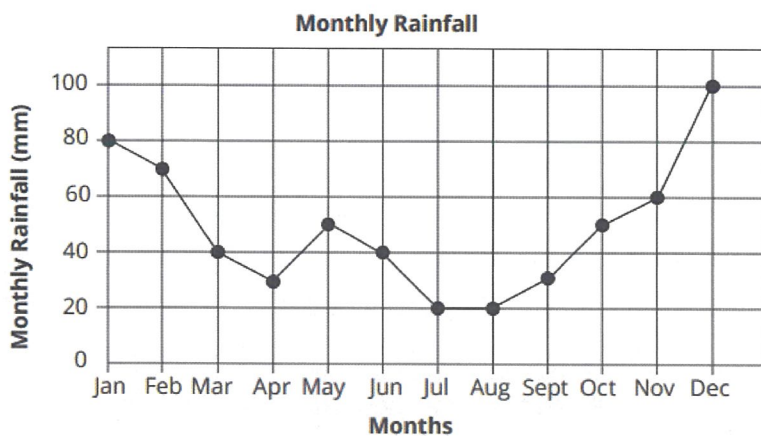
b) How many boys watch television before school? \_\_\_\_\_

c) What is the difference between the number of boys and girls watching television after school?  
\_\_\_\_\_

d) If 60 students were surveyed about watching television after school, how many don't watch television at all?  
\_\_\_\_\_

e) Suggest two reasons why more boys watch television after school than girls.  
\_\_\_\_\_  
\_\_\_\_\_

Look at this graph and answer the questions that follow.



1 Answer these questions by using the Monthly Rainfall line graph.

a) Answer true or false.

i) The largest amount of rain fell in October. \_\_\_\_\_

ii) The driest month was April. \_\_\_\_\_

b) How much rain was there in January? \_\_\_\_\_

c) What was the total amount of rainfall for May, June and July combined?  
\_\_\_\_\_

d) What was the approximate total amount of rainfall for the entire year?  
\_\_\_\_\_



e) What was the difference in rainfall for November and December?

\_\_\_\_\_

f) List two ways this graph could be helpful to people.

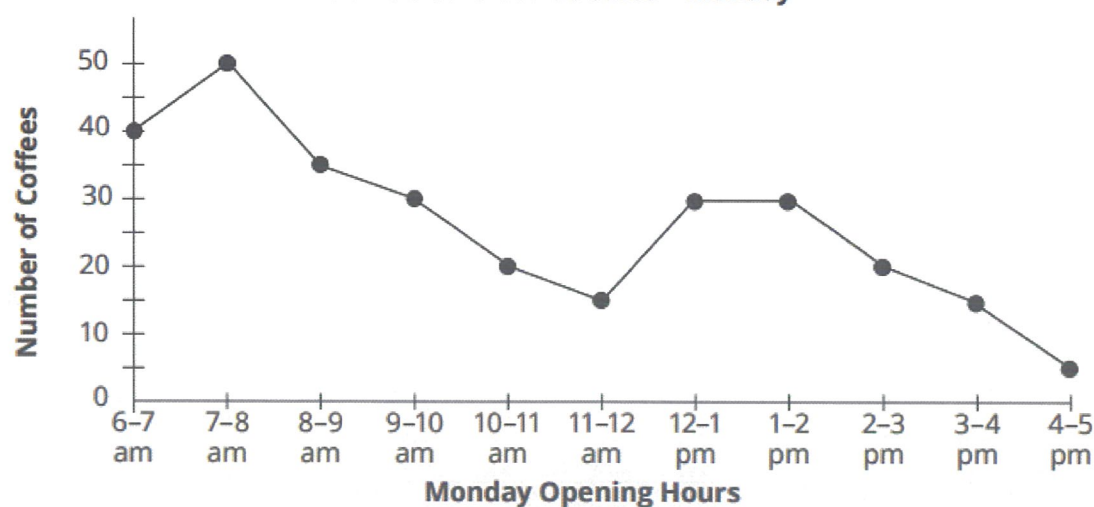
\_\_\_\_\_

\_\_\_\_\_

Look at the table of data below and compare it with the line graph that follows. The data in the table is correct. Can you spot the 3 mistakes in the graph?

Time	Number of Coffees Sold
6-7am	40
7-8am	45
8-9am	34
9-10am	29
10-11am	24
11am-12pm	15
12-1pm	27
1-2pm	27
2-3pm	19
3-4pm	22
4-5pm	4

Claire's Cafe Coffee Sales – Monday



Mistake 1 \_\_\_\_\_

Mistake 2 \_\_\_\_\_

Mistake 3 \_\_\_\_\_

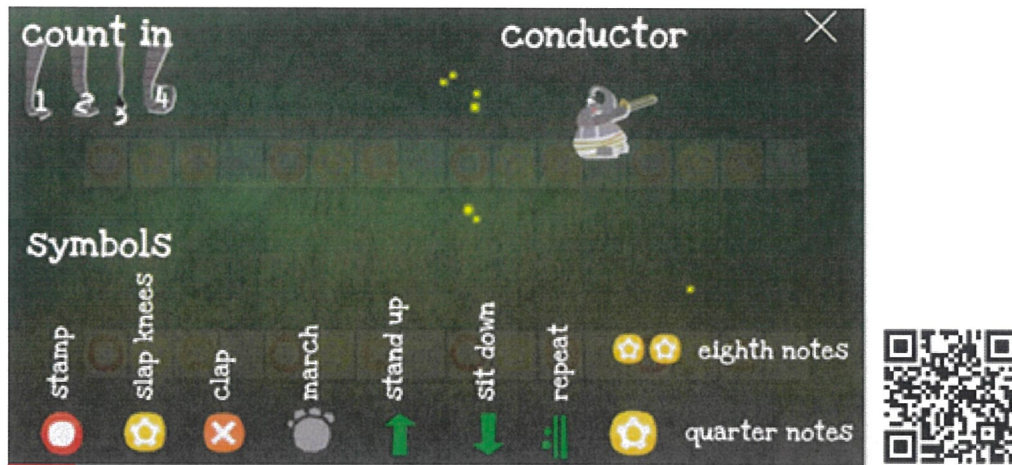
# FRIDAY - Afternoon

## MUSIC

### Music Stage 3 Term 4 Week 1

#### Rhythm Warm Up – Colonel Hathi's March

Move and march to the video. There are a few symbols to remember so you might like to refer to the screenshot while the music is playing.



<https://youtu.be/mVsijG4Tvd8?t=5>

#### Surfin' USA by The Beach Boys – CUPS PERCUSSION

This term we will work with Cat and Josh from Kaboom Percussion each week. First they will teach you some patterns. Watch the tutorial video as many times as you need to become confident with performing the patterns yourself. When you're ready, watch the Performance video and try to keep up with the moves.

Tutorial Video: <https://youtu.be/0HY27iikbbs>

Performance Video:

<https://www.youtube.com/watch?v=Mff5cy7gWEQ>



See the image of the song on the next page.





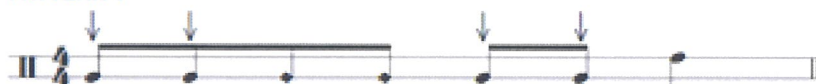
BEGINNER

# SURFIN' USA

by the beach boys

## PATTERNS

PATTERN 1



PATTERN 2



## STRUCTURE

SECTION	OPENING LYRICS	PATTERN
Verse 1	If everybody had an ocean	1
Chorus	You'd catch 'em surfen' at Del Mar	2
Verse 2	We'll all be planning that route	1
Chorus	Haggerties and Swamies	2
Instrumental		1
Outro	Everybody's gone surfen'	2

## LISTENING

Here are Cat and Josh performing The Mandalorian Theme song with Kaboom Percussion

<https://www.youtube.com/watch?v=LOE2x6Plxt4>



Have fun!

# YEAR 5 SPELLING

CORE	EXTENSION
dew	approval
due	avenue
lose	canoeist
choose	conclusion
prove	endurance
groove	enthusiastic
approve	Europe
canoe	genuinely
juicy	humorously
pure	improvement
cure	inclusive
secure	incurable
endure	inexcusable
excuse	insecure
amuse	juiciest
enthuse	manoeuvre
bruise	module
usually	rheumatism
conclude	superintendent
distribution	unusually
genuine	
humour	
humorous	
enthusiasm	
community	



## YEAR 6 SPELLING

CORE	EXTENSION
exclude	curator
avenue	curfew
nephew	durable
annually	euphemism
unique	exclusive
mature	futility
approval	globule
pollution	illusory
Europe	immaturity
improvement	influential
reusable	innocuous
individual	innumerable
renewable	judicious
neutral	marooned
insecurity	neutrality
influence	shrewdly
crucial	spiritual
nuisance	supernatural
souvenir	supersede
opportunity	unison
continuation	
enthusiastic	
eucalyptus	
manoeuvre	
unanimous	



# 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/newspaper/snippet.asp">www.fodey.com/generators/newspaper/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!