NAME: _____

Turramurra North
PUBLIC SCHOOL – 1914

EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 12

Stage 3
Year 5 and Year 6

Term 4 Week 2 2021

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

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)**
* **World Book Online (username: tnps and password: tnps) https://www.worldbookonline.com/**
* 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
* 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
* Learn more about deserts www.dkfindout.com/us/earth/deserts/   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/UCAxW1XT0iEJo0TYlRfn6rYQ
* 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 2 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.

<mark>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.</mark> Informal feedback will be given via Google Classroom and during Zoom Lessons.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English Morning Routine Spelling 9.30am ZOOM Reading/Writing	English Morning Routine Spelling 9.30am ZOOM Reading/Writing	English Morning Routine 9.30am ZOOM Reading/Writing	English Spelling Typing 9.30am ZOOM Reading/Writing	English **Morning Routine** Spelling 9.30am ZOOM Reading/Writing
Break	Break	Break	Break	Break	Break
Middle	Mathematics 12.15pm ZOOM Number Measurement & Geometry	Mathematics 12.15pm ZOOM Number Measurement & Geometry	Mathematics 12.15pm ZOOM Number Measurement & Geometry	Mathematics 12.15pm ZOOM Number Measurement & Geometry	Mathematics *NO ZOOM* FOOTSTEPS DANCE LESSON Number **Measurement & Geometry**
Break	Break	Break	Break	Break	Break
Afternoon	Science	Art	Music	PDHPE	Wellbeing

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
	693 9757 3568	641 3618 6596	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	675 1567 8411	643 9650 2457	6B930AM	6B1215PM

MONDAY - English

Morning Routine

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

Spelling

- A copy of your spelling words is located at the end of this package.
- **Choose up to 15** spelling words to create your personal list from either the core words or the extension list and write them on paper or in an exercise book.
- *This week's phoneme is Z* as in **zipper**
- The graphemes are - **z** as in citi**z**en, **zz** as in bu**zz**, **s** as in re**s**ident, **se** as in lo**se**, **ze** as in bree**ze**, **ss** as in sci**ss**ors, **x** as in an**x**ious,
- **Using your personal list** words highlight or circle the letters that make the **/Z/** phoneme
  e.g. maga**z**ine
- **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.

DESCRIPTIVE POEMS Descriptive poems provide vivid descriptions of people and places. They do this by using noun groups and careful verb choices.
Read the poem below and record the verbs and noun groups.

Lost in the Bush by Stephen K. Kelen	**Highlight and record the noun groups.** The first two have been done for you.
A moonless night in the Brindabellas,	*A noun group has one or more adjectives BEFORE a noun. It may start with an article - the, a, an*
a lone cyclist slowly rides a mountain bike	A moonless night
down a pitch black fire trail	a lone cyclist
on the coldest, hardest night of all	_____
and freezing wind whistles	_____
down and up the gullies	_____
whistling a song of ice.	_____
	_____
The ghosts of old Australia are here,	_____
laughing, and fierce snow gums shout	_____
as a cold man freewheels	**Circle and record the verbs.**
into a circle of sleeping kangaroos.	

The Brindabellas are a mountain range in NSW

Writing

DESCRIPTIVE POEM

Here is a famous painting by Australian Artist Frederick McCubbin - "Lost" 1907

Here are some noun groups to do with this painting

'*thick, dense bush*'

'*his salty, wet tears*'

'*scratched, bare feet*'

'*misty morning sunshine*'

Can you think of some more?

_____

_____

_____

Use the noun groups and other descriptive phrases to write a poem about a child who is lost in the bush. It doesn't have to rhyme.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MONDAY - Mathematics
Daily Mathdoku

The Basic Rules of Mathdoku

1. Digits may appear only once in each row and column

Digits may only appear once in each row and column. In the 4 by 4 puzzle, these are the digits 1 to 4, in the 6 by 6 MathDoku the digits 1 to 6 and in the 9 by 9 the digits up to 9. This rule is identical to the Sudoku rule.

2. The grids are divided in cages with targets and operators

The grids are divided in so-called cages made up of groups of white cells (2, 3, 4 or more depending on the grid size), target numbers and operators (addition, subtraction, multiply or division signs). The target numbers are the sums, differences, products or quotients of mathematical operations.

3. Find a mathematical solution using the given operator to match the target.

Find a mathematical solution to create the target number given the operator. This can be the sum, difference, product or quotient. In the example on the left we see a cage of 2 cells with target number 7 and operator +. The solutions for this cage could be: 4+3, 5+2, or 6+1. In the 4 by 4 grid (as used in the example) we can only use the '4' and '3' as answers.

4. Each puzzle has only 1 solution

Just like Sudoku, Hidato and Numbrix, the MathDokus can have only 1 possible solution. If you find any duplicate answer possibility in our puzzles, don't hesitate to contact us so that we can fire and sue our puzzle developer.

- Complete **at least one** Mathdoku:

LEVEL 1

24×			
3+		4×	12 ×
12×	6×		
		2÷	

LEVEL 2

1−		3+	
4÷	2÷		6×
	3÷		
3+		1−	

LEVEL 3

11+	5+		18+		40×
				9+	
	300×	3×			
			12+		
1−	2−	6÷	9+	8+	

Number and Algebra

Whole Number

Go to your level and complete the tasks. Levels 2 and 3 are combined.

Level 1

Task 1

1. Write the following numbers in words:

   4819   _____

   3008   _____

   5191   _____

2. Write the following numbers in numerals:

   Three thousand and sixteen   [   ]

   Nine thousand, four hundred and twenty-six   [   ]

   Seven thousand, eight hundred and forty   [   ]

3. For each number below, explain the mistake in writing the number in words.

   2019 = two thousand and ninety

   _____

   _____

   _____

   6970 = six hundred and ninety-seven

   _____

   _____

   _____

4. For each number below, explain the mistake in writing the number in numerals.

   Six thousand, four hundred and nine = 649

   _____

   _____

   _____

   One thousand, four hundred and twenty-one = 1241

   _____

   _____

   _____

Task 2

1. Write the following numbers in words:

   56 012 _____

   30 070 _____

   89 329 _____

2. Write the following numbers in numerals:

   Seventeen thousand and sixty

   Twenty-four thousand, nine hundred and twenty-two

   Ninety thousand, three hundred and fourteen

3. For each number below, explain the mistake in writing the number in words.

   40 912 = four thousand, nine hundred and twenty

   _____

   _____

   _____

   17 902 = one thousand, seven hundred and ninety-two

   _____

   _____

   _____

4. For each number below, explain the mistake in writing the number in numerals.

   Sixty-six thousand, six hundred and sixteen = 66 166

   _____

   _____

   _____

   Eighty-one thousand, one hundred and eighteen = 8118

   _____

   _____

   _____

Task 3

Ordering numbers

2156	1211	5369	1456	5786	2191	6819	1126	9105	8888
2145	2399	1365	9499	5876	9091	5010	6151	8527	3013

Compare and order the numbers above, from smallest to largest.

Largest

Smallest

Level 2 and 3

Task 1

1. Write the following numbers in words:

   209 817 _____

   500 040 _____

   120 371 _____

2. Write the following numbers in numerals:

   Seventeen thousand and sixty _____

   Twenty-four thousand, nine hundred and twenty-two _____

   Ninety thousand, three hundred and fourteen _____

3. For each number below, explain the mistake in writing the number in words.

   710 981 = seventy one thousand, nine hundred and eighteen

   _____

   _____

   _____

   511 007 = fifty-one and one thousand, seven hundred.

   _____

   _____

   _____

4. For each number below, explain the mistake in writing the number in numerals.

   Two hundred and six thousand, nine hundred and twenty = 26 900 20

   _____

   _____

   _____

   Three hundred thousand, six hundred and sixty = 366

   _____

   _____

   _____

Task 2

1. Explain possible mistakes that can be made when writing the number three hundred and six thousand, two hundred and fifteen in numerals.

   _____

   _____

   _____

2. Write instructions in the space below showing how to write the number 405 912 in words.

   _____
   _____
   _____
   _____

3. Calculate the answer to these without writing the numbers in numerals:
   Two hundred and sixty-five thousand, nine hundred and six add four hundred and sixteen thousand and forty-seven equals.

4. What is the difference between three hundred and eighty thousand, two hundred and seventy-four and eight hundred and thirty-seven thousand, three hundred and ninety-one?

Task 3

| 21 156 | 11 211 | 53 169 | 11 156 | 50 786 | 27 191 | 67 819 | 19 126 | 91 005 | 88 888 |

| 27 145 | 23 399 | 13 165 | 91 499 | 58 976 | 97 091 | 51 010 | 60 151 | 85 127 | 20 555 |

Compare and order the numbers above, from smallest to largest.

Largest

Smallest

Statistics and Probability

AFTER the zoom, complete these questions:

Dot Plots

Here is an example of a dot plot.

Example: Minutes To Eat Breakfast

A survey of "How long does it take you to eat breakfast?" has these results:

Minutes: **0 1 2 3 4 5 6 7 8 9 10 11 12**
People: 6 2 3 5 2 5 0 0 2 3 7 4 1

Which means that 6 people take 0 minutes to eat breakfast (they probably had no breakfast!), 2 people say they only spend 1 minute having breakfast, etc.

And here is the dot plot:

Minutes To Eat Breakfast

This is another version of a dot plot with the same information using just one dot for each data point.

Example: (continued)

This has the same data as above:
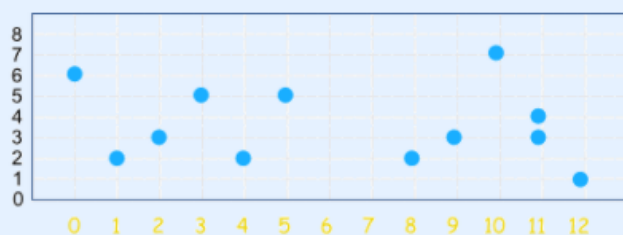
But notice that we need numbers on the side so we can see what the dots mean.

Dot Plot Interpretation
Level 1

Pets in Year 4/5

Dog	8
Fish	5
Guinea Pig	2
Chickens	5
Cat	3
Other	4

Pets in Year 4/5

| Dog | Fish | Guinea Pig | Chickens | Cat | Other |
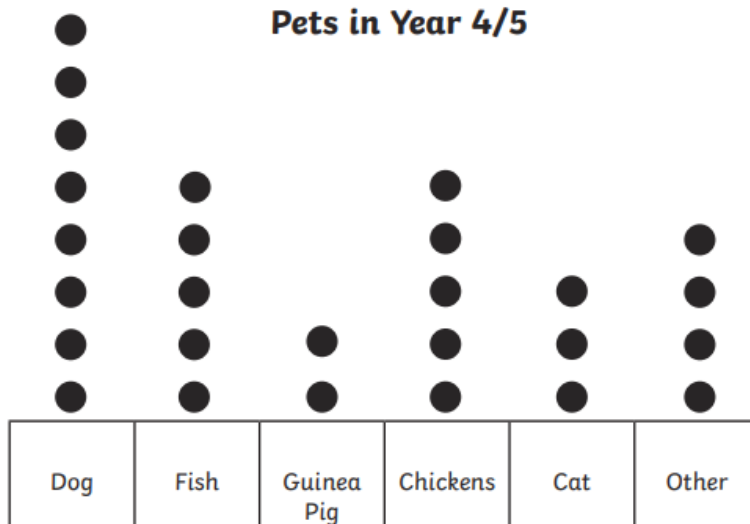
1. If every student chose only one pet, how many students were surveyed?

_____

2. What type of pets might be in the 'other' section?

_____

3. Which pet is represented the least in the class?

_____

4. How many students have this type of pet?

_____

5. Which pets are equally represented in the class?

_____

6. How many students have these pets?

_____

7. Which pet is the most common for this class?

_____

8. How many students have either a dog or a cat?

_____

9. How many students do not have a guinea pig?

_____

10. Two students were away and did not get to place their pet on the dot plot. Add in another person for owning a chicken and one for owning a snake.

_____

11. What is the new total of students who were surveyed?

_____

12. Why do you think there is an 'other' option instead of listing these pets?

_____

Level 2

Pets in Year 4/5

Dog	6
Fish	3
Guinea Pig	4
Chickens	9
Cat	2
Other	

Pets in Year 4/5

| Dog | Fish | Guinea Pig | Chickens | Cat | Other |
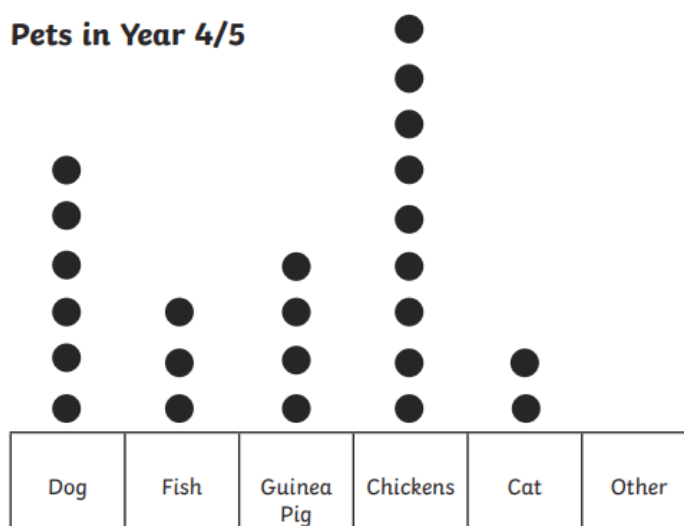
1. 'Other' pets have the same number as fish. Draw the dots on the graph.

_____

2. How many students have these pets?

_____

3. If every student chose only one pet, how many students were surveyed?

_____

4. What type of pets might be in the 'other' section?

_____

5. Which pet is represented the most in the class?

_____

6. How many students have this type of pet?

_____

7. Which pet is the least common for this class?

_____

8. How many students have either a fish or a dog?

_____

9. How many students do not have chickens?

_____

10. How many pets have four (4) legs (not including the 'other' section)?

_____

11. Which two pets, when added together, equal eleven (11)?

_____

12. Why do you think there is an 'other' option instead of listing these pets?

_____

Level 3

Pets in Year 4/5

Dog	7
Fish	
Guinea Pig	2
Chickens	3
Cat	
Other	

Pets in Year 4/5
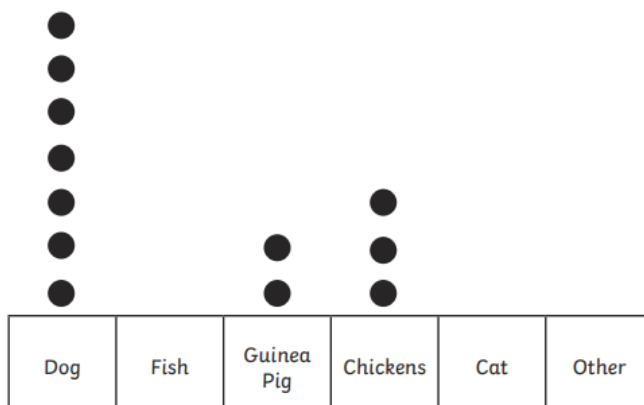
1. Some of the dots have not been placed on the chart. Add in eight cats, six fish and two 'other'.

_____

2. If every student chose only one pet, how many students were surveyed?

_____

3. What type of pets might be in the 'other' section?

_____

4. Which pet is represented the most in the class?

_____

5. How many students have this type of pet?

_____

6. Which pet is the 2nd most common for this class?

_____

7. How many students have either a dog or cat?

_____

8. How many students have a pet that requires a special cage or enclosure (not including the 'other' section)?

_____

9. How many students do not have a fish?

_____

10. Which pet represents one quarter of the class?

_____

11. Which two pets, when added together, represent half (50%) of the pets in the class?

_____

12. Which three types of pet, when added together, equal ten (10)?

_____

13. Why do you think there is an 'other' option instead of listing these pets?

_____

MONDAY - Afternoon

Science

TERM 4 TOPIC: "Desert Survivors" *All videos and links will be posted on Google Classroom*
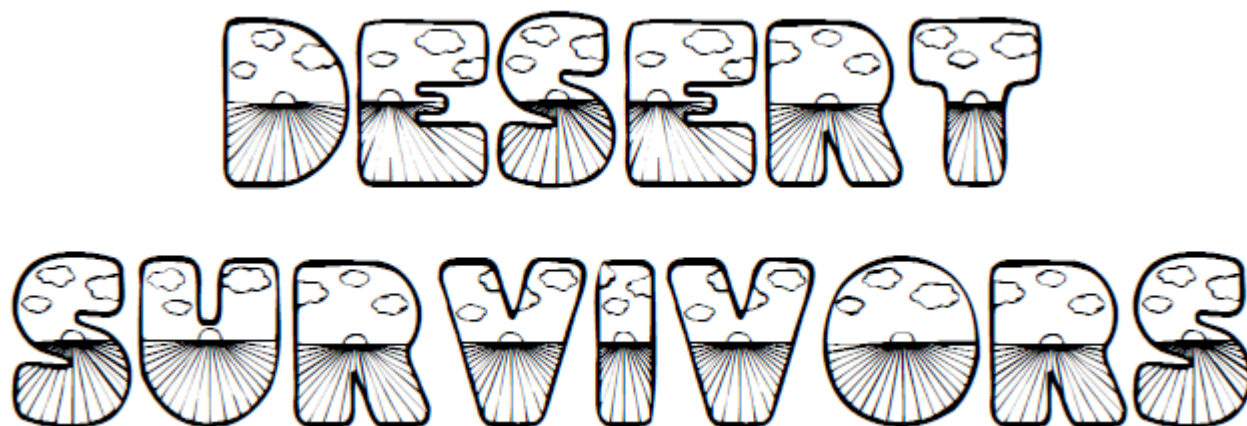
"Extreme Environments - Deserts"

- **Task 1   Introduction**

Deserts feature on all continents of the world. They are among the most extreme environments on earth.

Pre Assessment - What do I know about Deserts?
What is a desert?
What sorts of animals and plants live in a desert?
Can humans survive in a desert? How or how not?
Do you know the names and locations of any deserts?
What questions do you have about deserts? Here are some examples, add your own. *How do plants survive without water? Why do cacti have spikes? How is Antarctica a desert?*

- **Task 2 - EXTREMOPHILES   Write what you think is the toughest creature on earth? Why?**

- Go to the website https://www.nationalgeographic.org/video/extremophiles-101/ to learn about Extremophiles.
- Use the information in the video to answer these claims

Claim 1

An extremophile can...

Claim 2

Scientists study extremophiles to...

- **Study the infographic and use facts from the video to support this claim:**

A tardigrade is the toughest animal on Earth

because _____

_____

_____

_____

_____

_____

_____

_____

TARDIGRADES
WATER BEARS
MOSS PIGLETS

Tardigrades are classified as extremophiles

530
Tardigrades have been around for 530 million years

Tardigrades can live in boiling water and solid ice

Tardigrades can survive up to 10 days in space

Tardigrades can repair their DNA after radiation damage

Mouth
8 Legs
Claws
Algae

Most tardigrades are phytophagous (plant eaters) or bacteriophagous (bacteria eaters)

WATER DROPLET

Water-dwelling Eight-legged Segmented Micro-animals

SMALLEST BELOW 0.1 mm **BIGGEST** 1.5 mm

- **Task 3 - Most Extreme Desert in the World!**

Where is the hottest place on earth? *Watch these videos to find out!*

Dallol Expedition
https://www.inquisitive.com/video/1928-dallol-expedition

Visiting Danakil
https://www.youtube.com/watch?v=oETJag4mfSY

Hotter than Death Valley
https://www.youtube.com/watch?v=XwjVL3BwYtU

The Unearthly Scenery of Dallol
https://www.youtube.com/watch?v=C3crB69ZCeM

- **TASK 4:** **Water Transpiration Experiment**

All living things in deserts (including humans) need a way to find and store water. Desert plants have adapted in many ways to find, trap and store water in harsh, hot conditions.

*Watch this video to learn how the **quiver tree** slows down the evaporation of water*.
https://www.youtube.com/watch?v=A6L3korqXb4
Learn more about the Quiver tree
https://www.atlasobscura.com/places/quiver-tree-forest

Experiment - Water Transpiration - Which leaves will give you the most water?

NOTE: Don't drink the water! If you were trapped in a desert you might, but not for these experiments!

Go into your yard on a sunny day and find a big leaf on a tree. Covered it with a ziplock plastic bag and sealed it tight around the branch with a rubber band.

Wait 2 hours. Go and check if any water has transpired inside the bag and has sunk to the bottom. You may want to leave it overnight. Smell your water - what does it smell like? DON'T drink it!
Optional: Choose two different types of leaves and put plastic bags around both. Compare the results each hour to see which type of leaf transpires fastest.

Transpiration is the process of water moving through plants and its evaporation from leaves, stems and flowers. We all know that plants need water. However, it only uses a small amount. The rest is lost by transpiration (about 99%!!) Leaves have pores all over them that you can see if you look closely on the bottom side with a magnifying glass. These pores are called stomata. The plants open their stomata to let in carbon dioxide and water comes out of the pores in the process. It cools the plants, but it is also a critical part of the water cycle. Transpiration adds a huge quantity of the water back into the air.

BONUS TASK - Make a Solar Still

Try this experiment in your backyard. Use plastic wrap or a garbage bag for the polythene sheet (or get some polythene from a hardware store)

Here's a video explaining it too - how to make one inside and outside

https://www.youtube.com/watch?v=jHzckLSQQ5Y
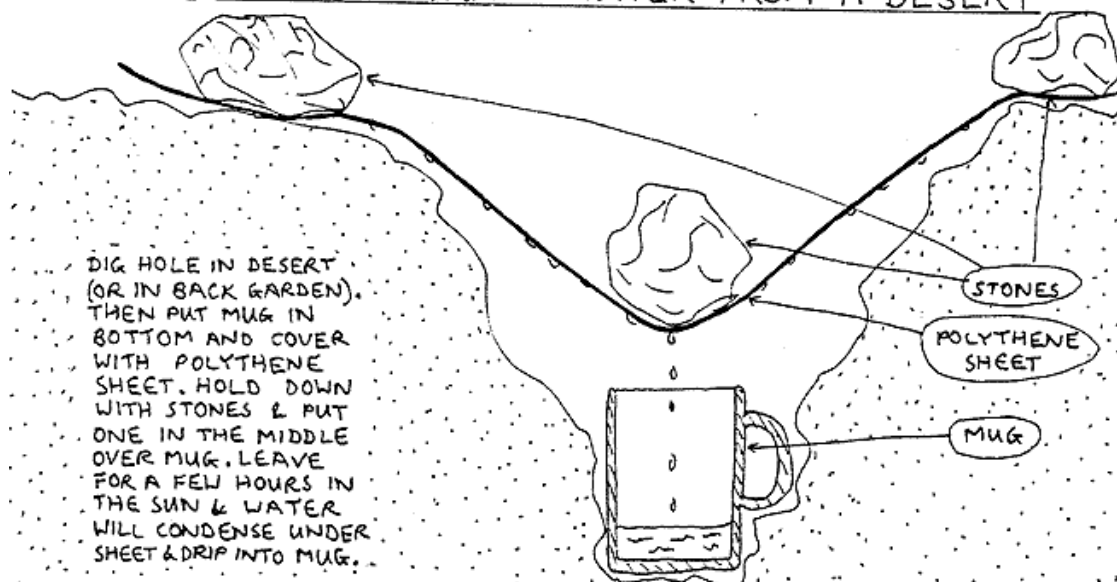
TUESDAY - English

Morning Routine

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

Spelling

- **Choose 5 of your chosen words** and write each one in a sentence to show their meaning - this week make them complex
- **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 30a
  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.

FINDING THE MAIN AND SUBORDINATE CLAUSE
Look at the infographic that shows main and subordinate clauses. A compound sentence has TWO main clauses, both clauses make sense on their own. *Remember, every clause has a verb.*

A complex sentence has a main clause and a subordinate clause - *a clause that does not make sense on its own.*

Read this text about a girl who was lost in the bush. For each underlined sentence, highlight the MAIN clause in yellow and the SUBORDINATE clause in blue. The first one is done for you.

In 1885, 14-year-old Clara Crosbie had set out on foot near Woori Yallock in the Yarra Valley to walk three kilometres to visit her mother. It was May and it was cold, but it took two days before anyone registered the girl as missing. But by then so much rain had fallen, even the Aboriginal trackers could not find her trail.

Clara had been stumbling in circles. At some point, she fell in a creek just making it to the other bank. Wet and hungry, she took shelter in a
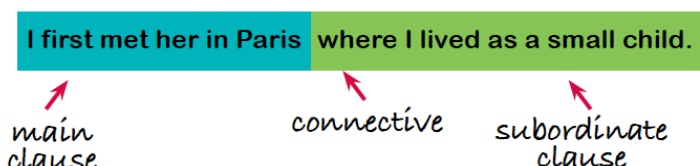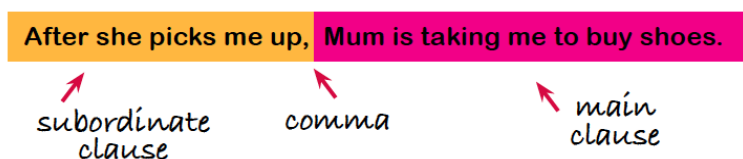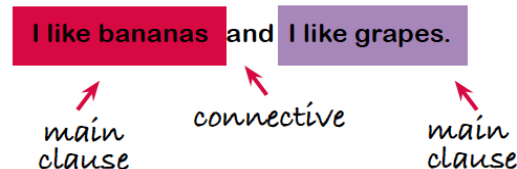
hollow tree. _She tried eating gum leaves which then made her sick._ She took water from the creek (presumed to be Cockatoo Creek) but was too scared to cross it again. _After 21 days of becoming so weak, she couldn't even crawl to the creek._

Writing

- **Main Idea and Subordinate Clauses**

The Main Clause

- The **main clause** (sometimes called an *independent clause*) must contain:

subject + verb

The subject is involved in the action

The verb is the action

Subordinate Clauses

Subordinate clauses are used to add more information to sentences

Subordinate Clause   Main Clause

Although I was scared, I crept inside.

The boy, who was ten, jumped.

Finish the story about Clara Crosbie's survival by completing the clauses (each clause must have a verb). If it's yellow you need to add a MAIN CLAUSE (makes sense on its own), if it's blue you need to add a SUBORDINATE clause. Read the whole text before you start so your ideas will make sense.

As_____, Clara kept cooeeing into the bush.

By the most remarkable chance, her calls were heard by two men searching for horses. The newspaper of June 4, 1885, reported that they "discovered the child in an emaciated condition and unable to stand". Covered in_____ _____, she could not have lasted another day. Every day for three weeks, she would_____ _____. When the two men found her they_____. Together they headed back to their camp where they fed her oatmeal with brandy and wrapped her in blankets. Clara was___ _____ and then had more than her 15 minutes of fame. Her father took up an offer of her becoming a "live display" at the Melbourne Waxworks Museum. He got 3 pounds a week for having his daughter put on display twice daily to tell_____ _____ _____. In a short time, 150,000 people had heard her story. Clara Crosbie lived to be 74, but_____

_____.

TUESDAY - Mathematics

Daily Mathdoku

- Complete **at least one** Mathdoku:

LEVEL 1	LEVEL 2	LEVEL 3

Number and Algebra

Whole Number Revision

Complete the all years tasks and then complete your year level tasks.

All Years - Partitioning

Complex Partitioning

eg.

291 = 250 + 40 + 1

Now partition the tens differently.

291 = ⬭ + ⬭ + ⬭

Now partition the hundreds differently.

291 = ⬭ + ⬭ + ⬭

Can you think of any other way?

Complex Partitioning

eg.

637 = 530 + 100 + 7

Now partition the tens differently.

637 = ⬭ + ⬭ + ⬭

Now partition the hundreds differently.

637 = ⬭ + ⬭ + ⬭

Can you think of any other way?

Complex Partitioning

eg.

812 = 720 + 90 + 2

Now partition the tens differently.

812 = ⬭ + ⬭ + ⬭

Now partition the hundreds differently.

812 = ⬭ + ⬭ + ⬭

Can you think of any other way?

Complex Partitioning

eg.

454 = 230 + 220 + 4

Now partition the tens differently.

454 = ⬭ + ⬭ + ⬭

Now partition the hundreds differently.

454 = ⬭ + ⬭ + ⬭

Can you think of any other way?

Year 5 - Place Value Riddle

Can you work out the numbers?

1.

Place Value Riddle Year 5 ★

The number has five digits.

The ten thousands digit is 20 ÷ 10.

The thousands digit is 3 x 3.

The hundreds digit is the thousands digit divided by 1.

The tens digit is half the ten thousands digit.

The ones digit is double the tens digit.

2.

Place Value Riddle Year 5 ★

The number has five digits.

The ten thousands digit is half of 12.

The thousands digit is 2 more than the ten thousands digit.

The hundreds digit is the thousands digit divided by 8.

The tens digit is half the thousands digit.

The ones digit is double the tens digit.

1.

Place Value Riddle Year 5 ★

The number has five digits.

The ten thousands digit is 81 ÷ 9.

The thousands digit is 11 x 0.

The hundreds digit is the ten thousands digit divided by 3.

The tens digit is triple the thousands digit.

The ones digit is triple the hundreds digit.

4.

Place Value Riddle Year 5 ★

The number has five digits.

The ten thousands digit 33 ÷ 11.

The thousands digit is 5 more than the ten thousands digit.

The hundreds digit is the thousands digit divided by 2.

The tens digit is 2 x 2 x 2.

The ones digit is a quarter of the tens digit.

Year 6 - Place Value Riddle

Can you work out the numbers?

Year 6 Place Value Riddle ★

1 **What Is the Number?**

The number has six digits.

The hundreds digit is half the tens digit.

The hundred thousands digit is the ones digit plus the tens digit.

The ten thousands digit is 1/3 of the tens digit.

The ones digit is 99 divided by 99.

The thousands digit is four less than half a dozen.

The tens digit is 10% of the minutes in an hour.

Year 6 Place Value Riddle ★

2 **What Is the Number?**

The number has six digits.

The ten thousands digit is 1/3 of the tens digit.

The ones digit is the sum of all the other digits.

The thousands digit is larger than 1 but less than the tens digit.

The tens digit is the number of months in a season.

The hundreds digit is the number of angles in a circle.

The hundred thousands digit is the tens digit times the ten thousands digit.

3 What Is the Number?

The number has seven digits.

The ones digit is the number of months in a year with 31 days.

The hundreds digit is one third of the hundred thousands digit.

The millions digit is 25% of the tens digit.

The hundred thousands digit is 81 divided by 9.

The ten thousands digit is the hundred thousands digit minus the ones digit.

The tens digit is the ones digit less the sides of a triangle.

The thousands digit is the only odd number that has not been used.

4 What Is the Number?

The number has seven digits.

It is more than 8 million but less than 9 million.

The ten thousands digit is 108 divided by 12.

The ones digit is the number of sides on a rectangle.

The thousands digit is the ten thousands digit minus the millions digit.

The hundred thousands digit is the million digit less (2 x 4).

The hundreds digit is one tenth of 60.

The tens digit is the only even number that has not been used.

Statistics and Probability

After the **zoom** construct dot plots using the data provided.

The first one is an example.

1. Juan is collecting fish in traps for an experiment. The table below shows the number of fish caught in the traps. Make a dot plot to show the results.

Number of Fish Caught				
5	6	8	7	10
4	5	9	7	6
5	7	8	9	10

Number of Fish Caught
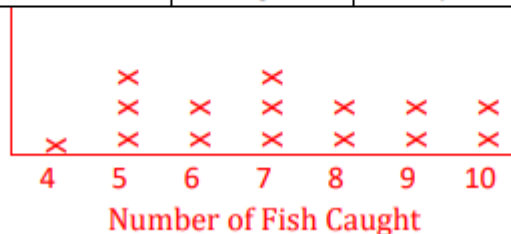
2. Michele is counting the miles she drives on several trips. Make a dot plot showing the information in the table.

Miles Driven			
50	60	55	60
70	75	70	65
55	55	65	70

3. The table below shows the grades students in Mrs. Smith's class made on a test. Make a dot plot to show the data.

Test Grades					
93	92	91	90	99	99
92	100	91	92	93	96
98	100	91	94	97	100

4. The table below shows how many minutes students in Mrs. Smith's class studied for a test. Make a dot plot to show the data.

Minutes Studying					
60	45	90	60	30	90
90	60	60	60	30	30
60	90	45	45	30	90

TUESDAY - Afternoon
Visual Arts

TNPS LFH Stage 3 Term 4 2021

Working with Collage

Collage comes from the French verb *coller* which means to stick. It was first used in art to describe some of the cubist artwork of Pablo Picasso and Georges Braque. They began sticking newspaper cuttings and other materials on canvas in 1912. They included drawing and painting. See some of their artworks below
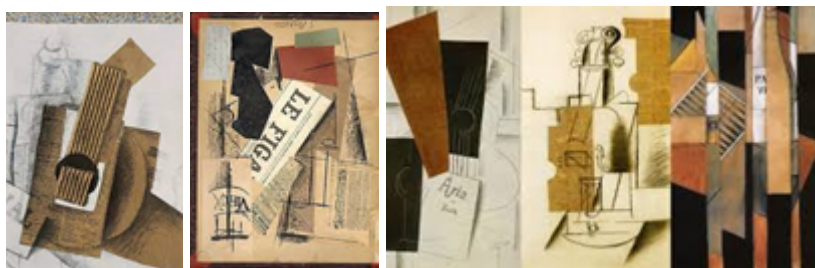
Create your own collage by cutting out images from magazines or newspaper, these could be words or pictures. Try to cut them out very carefully as this will give your final artwork a very professional look. Below are some contemporary art collages for your inspiration.

Here are some I have created.

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.

LITERARY DEVICE - USING IRONY

Irony is when the reality of something is different to the expectation it generates. There are three types of irony.

Dramatic irony is when we have more information about the circumstances than a character. For example, when you know a trap has been set and watch someone walk into it.

Verbal irony is when someone says something, but means the opposite. For example, When you get an "F" on your test and say, "Wow, I did a really good job on my exam!"

Situational irony is when we expect one thing, but get the opposite, or the outcome is contradictory. For example, When a man gets pulled over for speeding, and it turns out that he is an off duty police officer.

Three Types of Irony
1. Verbal Irony is like sarcasm. Yay! Great weather.
2. Dramatic Irony is like a secret only the audience knows.
3. Situational Irony is an event that mocks the circumstances. Nothing is written in stone

Draw a line to match the irony below to the type.

The plumber's house had broken pipes.		In Beauty and the Beast, the audience knows from the beginning of the movie that the beast is a prince, but Belle does not.
"I'll die if I can't go to the concert!"	**SITUATIONAL**	
Readers know that the apple given to Snow White is Poisonous.		A pilot has a fear of heights.
		An English teacher has poor grammar.
A fire station burns down.		
You stay at a friend's house and have to sleep on the floor. You say in the morning, "Yeah it was really soft and comfy".	**VERBAL**	In the movie *Toy Story*, Buzz Lightyear thinks he is a real space ranger but the other toys and the audience knows that he is just a toy.
		"My favourite part was when he insulted the waiter and asked me to pay for both meals."
In a scary movie, the character goes into a house they think is empty, but the audience knows the killer is in the house.		His instructions were as clear as mud.
A sister walks into her brother's messy apartment and says, "I see you're still the king of clean!"	**DRAMATIC**	You break your leg and cut your arm badly and say "It's fine, doesn't hurt at all!"

Writing

- **IRONY POEMS** Here are some poems that use irony.

Situational Irony	*Situational Irony*	*Verbal Irony*
My dog does my homework at home every night. He answers every question and gets them all right.	The teacher's kids were misbehaving, The dentist's teeth were rotten! The doctor's son is always sick His medicine's forgotten.	I fell over on the way to school 'My day is going great!' Then I dropped my keys down the drain "Great, now I'll be late!
There's only one problem with homework by Rover. I can't turn in work that's been slobbered all over!	The pilot is afraid of flying, The actress gets stage fright! I'm not sure what career I'll pick, But I'll commit with all my might!	A bird pooped on top of my head, "Now I'll smell so sweet!" I missed the bus and had to walk "It's fine, I love the heat!

Can you try and write a poem or short story that uses Situational or Verbal Irony? You could try your own version of one of the poem's above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

WEDNESDAY - Mathematics

Daily Mathdoku

- Complete **at least one** Mathdoku:

Level 1	Level 2	Level 3

Number and Algebra

Rounding Numbers - Level 1

Example: 54,689 rounded to the nearest 1,000 is 55,000

Round the number to the specified place value (underlined).

1. 6,0<u>0</u>2 = _____

2. 8,9<u>3</u>5,514 = _____

3. <u>4</u>,664 = _____

4. 2,509,<u>1</u>62 = _____

5. 7<u>1</u>,379 = _____

6. 108,<u>6</u>71 = _____

7. <u>5</u>,873 = _____

8. 9,<u>4</u>78 = _____

9. 1,215,<u>0</u>81 = _____

10. 5,7<u>9</u>3 = _____

11. 6,8<u>7</u>5,834 = _____

12. 6,610,<u>5</u>98 = _____

13. 4,<u>9</u>23 = _____

14. 1,<u>6</u>55 = _____

15. 41,<u>1</u>69 = _____

16. <u>4</u>,510 = _____

17. 6,3<u>5</u>5 = _____

18. 798,<u>0</u>08 = _____

19. 5,<u>3</u>99 = _____

20. 137,<u>4</u>54 = _____

21. 18<u>0</u>,199 = _____

Level 2

> Example: 1,854,689 rounded to the nearest 1,000 is 1,855,000

Round the number to the specified place value (underlined)

1. 7̲1,730 = _____
2. 2,2̲31,703 = _____
3. 1,507,9̲29 = _____

4. 250,79̲7 = _____
5. 4,231̲,805 = _____
6. 9,5̲47 = _____

7. 2,2̲05 = _____
8. 36,42̲7 = _____
9. 775,1̲14 = _____

10. 48̲7,286 = _____
11. 9,766,3̲80 = _____
12. 6,095,79̲9 = _____

13. 9̲4,770 = _____
14. 806,03̲9 = _____
15. 30̲4,861 = _____

16. 8̲11,886 = _____
17. 2,75̲8 = _____
18. 1,371̲,867 = _____

19. 63,9̲21 = _____
20. 69̲,825 = _____
21. 7̲9,792 = _____

Level 3 - Round the number to the specified place value (underlined)

> Example: 1,854,689 rounded to the nearest 1,000 is 1,855,000

1. 6,00̲2 = _____
2. 8,935̲,514 = _____
3. 4̲,664 = _____

4. 2,509,1̲62 = _____
5. 71̲,379 = _____
6. 108,6̲71 = _____

7. 5̲,873 = _____
8. 9,4̲78 = _____
9. 1,215̲,081 = _____

10. 5,79̲3 = _____
11. 6,87̲5,834 = _____
12. 6,610,5̲98 = _____

13. 4,9̲23 = _____
14. 1,6̲55 = _____
15. 41,1̲69 = _____

16. 4̲,510 = _____
17. 6,35̲5 = _____
18. 798,0̲08 = _____

19. 5,3̲99 = _____
20. 137̲,454 = _____
21. 180̲,199 = _____

Statistics and Probability

Pie Chart / Graph

Look at the poster below and then go to your level to complete the questions after each graph

PIE CHART

A pie chart is a circle that is divided into sectors that each represent a proportion of the whole.

**Level 1**

A Pie Chart to Show Children's Favourite Animal

● Dog

● Parrot

● Guinea Pig

● Cat

This pie chart represents 40 children.

1. How many children chose dogs as their favourite animal? _____

2. How many children chose guinea pigs as their favourite animal? _____

3. How many children chose cats as their favourite animal? _____

4. How many children chose parrots as their favourite animal? _____

5. Which animal was the most popular? _____

6. Which animal was the least popular? _____

7. Now imagine that there were 80 children asked. The pie chart is exactly the same. How many children would choose:

a) dog _____   c) guinea pig _____

b) parrot _____   d) cat _____

Level 2

A Pie Chart to Show Children's Favourite Subject

Art

History

English

PE

IT
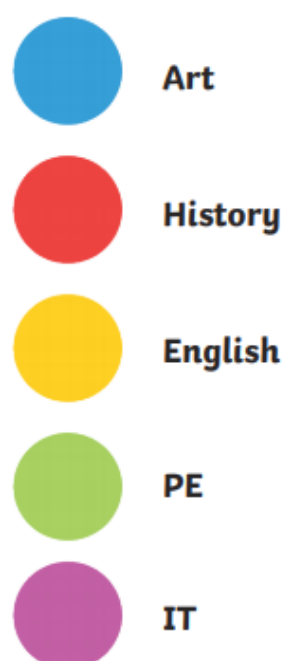
This pie chart represents 80 children.

1. How many children chose Art as their favourite subject? _____

2. How many children chose History as their favourite subject? _____

3. How many children chose English as their favourite subject? _____

4. How many children chose PE as their favourite subject? _____

5. What definite conclusions can we make from this data? _____
_____
_____

6. Now imagine that there were 128 children asked. The pie chart is exactly the same.
   How many children would choose:

a) Art _____   d) PE _____

b) History _____   e) IT _____

c) English _____

Level 3

A Pie Chart to Show Children's Favourite Fruit

Apple

Orange

Pear

Banana

Mango

Pineapple

This pie chart represents 192 children.

1. How many children chose bananas as their favourite fruit? _____

2. How many children chose mangoes as their favourite fruit? _____

3. How many children chose pineapples and pears altogether? _____

4. What was the difference in popularity between bananas and oranges? _____

5. How many children chose pineapples, apples and bananas altogether? _____

6. Can you think of another interesting question we can ask about this data?

    _____
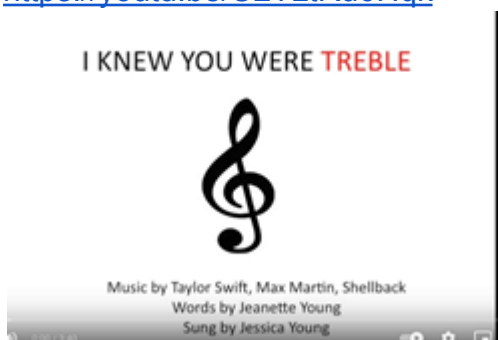
    _____

    _____

WEDNESDAY - Afternoon

MUSIC

Rhythm Warm Up

Below are two activities we have done in class. Each time we come back to a piece of music after a break we hopefully can perform it a little better.

https://youtu.be/aXZWgOf2ISA?t=3
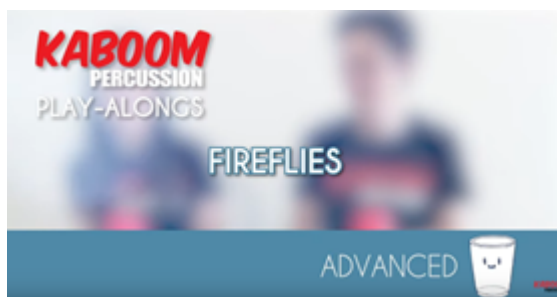

https://youtu.be/U2TLtRu6Hqk

Last week we learned a cup percussion pattern for Surfin' USA and this week we are going to learn two cup percussion patterns to accompany "Fireflies". Watch the tutorial first and when you are confident have a go with the performance.

Fireflies Tutorial: https://youtu.be/lAs5FCExc7Q

Fireflies Performance: https://youtu.be/JZkc0hVIvOs

Revise Surfin' USA by The Beach Boys
Performance Video: https://www.youtube.com/watch?v=Mff5cy7gWEQ

LISTENING

Instrument imposter

Here is a fun game to test your skills in identifying instruments by their sound.
https://youtu.be/hTVqU3wSA0o?t=4

And finally, here is a video of Josh and Cat performing a Medley of Disney songs. Can you work out how the instrument they are playing is made and tuned? All will be revealed next week.

https://www.youtube.com/watch?v=T0C5PnCID10

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 30a
  www.soundwaveskids.com.au   Year 5 password: slip892 Year 6 password: today027

Reading

POETRY TYPE - BALLADS

Ballads are a form of narrative verse that can be either poetic or musical; not all ballads are songs. Many ballads tell stories. They follow a 4 line stanza pattern.

Read this ballad out loud three times.   *First time - work out all the words*

Second time - read fluently and try to get some rhythm

Third time - read and clap a rhythm. The pattern should sound like da DUM da DUM da DUM da DUM

<u>The man versus The Storm</u> A man once walked into a storm, The clouds around him shuddered. I heard he twas not seen again, Although his footsteps thudded. Perhaps his steps became thunder? He's gone as fast as lightning. He walked into a hurricane Just as the sky was whitening. Where did he go, what did he find? Inside the mighty storm. We'll never know, we'll never see, As now the sky is warm. After the tempest skies are clear, The man has disappeared. This a caution to you all, Bold hurricanes should be feared.	Circle the rhyming words in each stanza. What is the rhyming pattern? _____ What is 'twas' short for ?_____ Write a simile used in the poem _____ _____ Write an example of personification used in the poem _____ _____ What two words are a synonym for storm? _____ _____ Can you find an example of repetition? _____ What does it mean by 'the sky was whitening?'
A lot of songs are referred to as ballads, like a love ballad, or a rock ballad. Think of some songs you know. Do the lyrics follow the same rhyming pattern? Are they organised in a 4 line stanza? *Do you recognise the song in the 4 line rhyming stanza to the right?*	*It's a human sign* *When things go wrong* *When the scent of her lingers* *And temptation's strong* *Cold, cold heart* *Hardened by you* *Some things lookin' better, baby* *Just passin' through*

Writing

Complete the following TASK AFTER THE ZOOM SESSION

BALLADS - AND THE ABCB PATTERN.

The ABCB pattern means that in a 4 line stanza, Line 2 and rhyme, like in the poem below:

I eat my peas with honey;

I've done it all my life.

It makes the peas taste funny,

But it keeps them on the knife.

— Anonymous

4

Can you finish this silly food ballad by adding lines 2, 3, 4 (Remember 2 and 4 have to rhyme).
Try to keep your lines the same length and number of syllables, so you get the da DUM da DUM rhythm.

I eat my soup with chopsticks;

_____

_____

_____

I eat my jam with jelly beans;

_____

_____

_____

I drink my milk with chocolate sauce;

_____

_____

_____

THURSDAY - Mathematics

Daily Mathdoku

- Complete **at least one** Mathdoku:

LEVEL 1	LEVEL 2	LEVEL 3

LEVEL 1

9+	3+		6×
		13+	
3÷	3−		

LEVEL 2

5+	3÷	32×	
			4+
11+		6+	

LEVEL 3

2÷		2÷	7+		15×
2÷	6÷		5÷		
		9+		10+	
8+	10×		12×		
	90×			6+	3÷
4÷					

Number and Algebra

After your **zoom** today go to your year level and complete the questions.

Year 5 - Expanded notation

Expanded notation is writing a number to show the value of each digit.
It represents a number as the sum of each of its digits multiplied by their place value (ones, tens, hundreds etc.)

For example:
$384 = 3 \times 100 + 8 \times 10 + 4 \times 1$
$= 300 + 80 + 4$
$= 384$

Expanded notation can also be used when working with powers of 10.

$100 = 10 \times 10$
$1\,000 = 10 \times 10 \times 10.$

Complete the table by writing the expanded form of the numbers.

53 809	50 000 + 3000 + 800 + 9
12 600	
63 807	
47 869	
25 411	
37 943	
89 004	
90 909	
12 345	
40 205	

Write each number in expanded notation.

1) 5,364,960 = _____

2) 1,736,185 = _____

3)   15,016 = _____

4) 269,861 = _____

5)   55,479 = _____

6)   72,728 = _____

7) 620,307 = _____

8) 1,964,560 = _____

9) 900,194 = _____

10) 499,043 = _____

Year 6 - Powers of Ten - Task 1

Multiplying or Dividing by Powers of 10

1. $45 \times 10^4 =$

2. $56{,}000 \div 10^3 =$

3. $7{,}000{,}000 \div 10^6 =$

4. $8 \times 10^5 =$

5. $201{,}000 \div 10^4 =$

6. $6.3 \times 10^5 =$

7. $5.08 \times 10^2 =$

8. $613 \div 10^2 =$

9. $310 \times 10^3 =$

10. $80{,}000 \div 10^4 =$

Task 2

Directions: Using what you know about Powers of Ten solve each problem below.

1. 5×10^{11} _____

2. 45×10^4 _____

3. 641×10^1 _____

4. 321×10^9 _____

5. $3{,}011 \times 10^2$ _____

6. 142×10^5 _____

7. 102×10^7 _____

8. 910×10^6 _____

9. 83×10^{20} _____

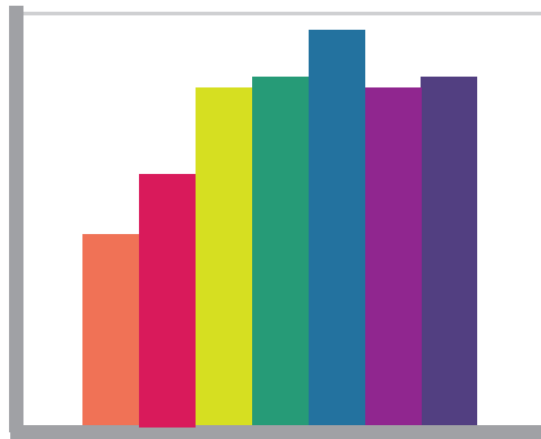10. 566×10^8 _____

11. $4{,}258 \times 10^3$ _____

12. 200×10^{10} _____

Statistics and Probability

Histograms

Look at the poster below and answer the questions that follow.
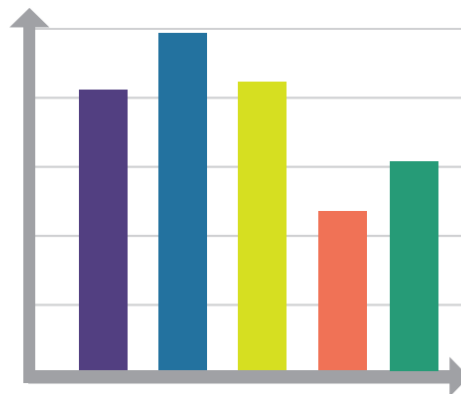
HISTOGRAM

A histogram shows the distribution of data in a range. Intervals are displayed on the horizontal (x) axis and values on the vertical (y) axis. On a histogram there is no space between the rectangles that display value.

Compare this to a Column Graph

COLUMN GRAPH

A column graph uses vertical bars to compare data. Categories are displayed on the horizontal (x) axis and values on the vertical (y) axis.

Watch this video to see the differences between a Bar (Column) Graph and a Histogram.

https://www.youtube.com/watch?v=JsEwJD1mYpU

Look at the example of a histogram and then look at the histograms and answer the questions that follow.

Tree Heights

Height (cm)
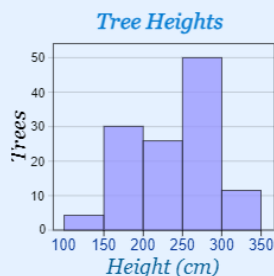
You can see (for example) that there are **30** trees from **150 cm to just below 200 cm tall**

Frequency Distribution

1. Which age group has maximum number of people?

2. Which age group has minimum number of people?

3. What is the frequency in the age group 11-20?

4. How many people are there in the age group 0-20?

5. How many people are older than 30?

6. How many students got marks in 26-50?

7. How many students got more than 50 marks?

Frequency Distribution

8. Which marks range has minimum frequency?

9. How many students got 50 or lesser marks?

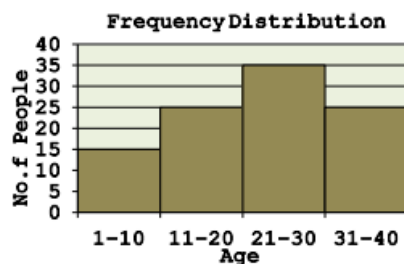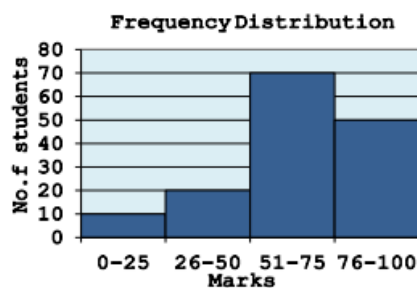10. How many students got marks between 51 and 75?

Frequency Distribution
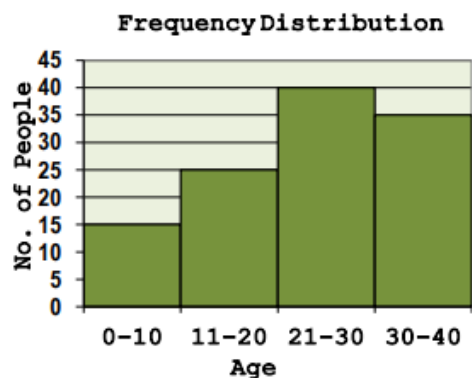
1. Which age group has maximum number of people?

2. Which age group has less than 20 people?

3. What is the frequency of the age group 30-40?

4. How many people are older than 10?

5. How many people are in the age group 11 to 30?

Frequency Distribution
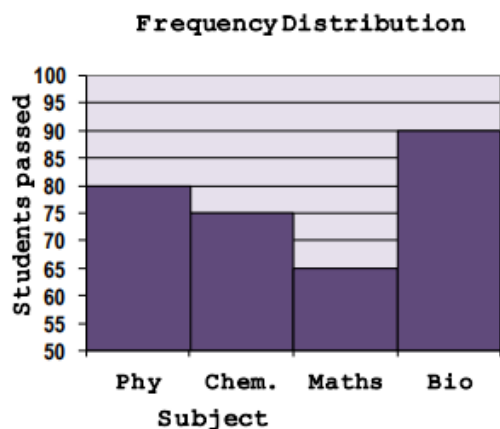
6. Which subject has lowest number of students passed?

7. How many students passed in biology more than in maths?

8. How many subjects have at least 75 students passed?

9. How many students passed in Chemistry?

10. What is the maximum number of students passed for any subject?

THURSDAY - Afternoon
PDHPE - HEALTH

Stage 3 – Positive Actions   Week 2 - Lesson 8 – Asthma

Activity 1 – Read the information below on Asthma and then answer the following questions. Use a highlighter to identify any key information.

What is asthma?

Asthma is a medical condition that affects the airways (the breathing tubes that carry air into our lungs). From time to time, people with asthma find it harder to breathe in and out, because the airways in their lungs become narrower – like trying to breathe through a thin straw.

At other times their breathing is normal.

There is no cure for asthma, but it can usually be well controlled. Most people with asthma can stay active and have a healthy life.

For good control of asthma, you need:

·   medicines – taken the right way, at the right time

·   regular medical visits for check-ups and to learn more about living with asthma

·   an action plan, so you know exactly what to do when symptoms happen.

What are the symptoms of asthma?

The most common symptoms of asthma are:

·   wheezing – a high-pitched sound coming from the chest while breathing

·   a feeling of not being able to get enough air or being short of breath

·   a feeling of tightness in the chest

·   coughing

You don't have to have all these symptoms to have asthma.

Asthma symptoms can be triggered by different things for different people. Common triggers include exercise, cigarette smoke, colds and flu, and allergens in the air (e.g. grass pollen).

What is happening inside the lungs when someone has asthma symptoms?

Airways tighten up.

Inside the wall of each airway there is a thin layer of muscle. When it contracts, it makes the airway narrower – reliever medicines work by relaxing these muscles in the airways.

Airways thicken up.

The lining of the tubes gets swollen and inflamed, leaving less space to breathe through – preventer medicines work by reducing the inflammation that causes the swelling.

Airways fill up.

The inside of the tubes can get blocked by mucus

– preventer medicines reduce mucus.

All these can happen at the same time.

Who gets asthma?

Over 2.5 million (about 1 in 9) Australians have asthma, including children and adults. Asthma is more common in families with asthma or allergies, but not everyone with asthma has allergies. Asthma is common in children, but it can also start later.

Asthma often starts as wheezing at preschool age. Not all wheezing is asthma – many preschool children who wheeze do not have asthma by primary school age.

Adults of any age can develop asthma, even if they did not have asthma as a child.

What causes asthma?

The exact causes of asthma are not known. The risk of getting asthma partly depends on genetics. Asthma can run in families.

Asthma can be allergic or non-allergic. Allergic asthma is more common in families with asthma and allergies.

Children's risk of getting asthma seems to be increased by mothers smoking while pregnant, people smoking around babies or young children, air pollution from traffic or industry, mouldy houses, and being born premature or with a low birth weight.

Adults can develop asthma over time from indoor air pollution at work or home (for example, by breathing fumes that irritate the lungs, or breathing in dusts that they are allergic to).

Athletes can develop asthma after very intensive training over several years, especially while breathing air that is polluted, cold or dry.

Researchers have found many other things that could help explain why asthma is so common, but we don't yet know exactly why some people get asthma and others don't.

What is an asthma flare up?

An asthma flare-up is when asthma symptoms start up or get worse compared to usual. The symptoms won't go away by themselves and need treatment.

These flare-ups can happen quite quickly (e.g. if you are exposed to smoke) but they can also come on gradually over hours or days (e.g. if you get a cold).
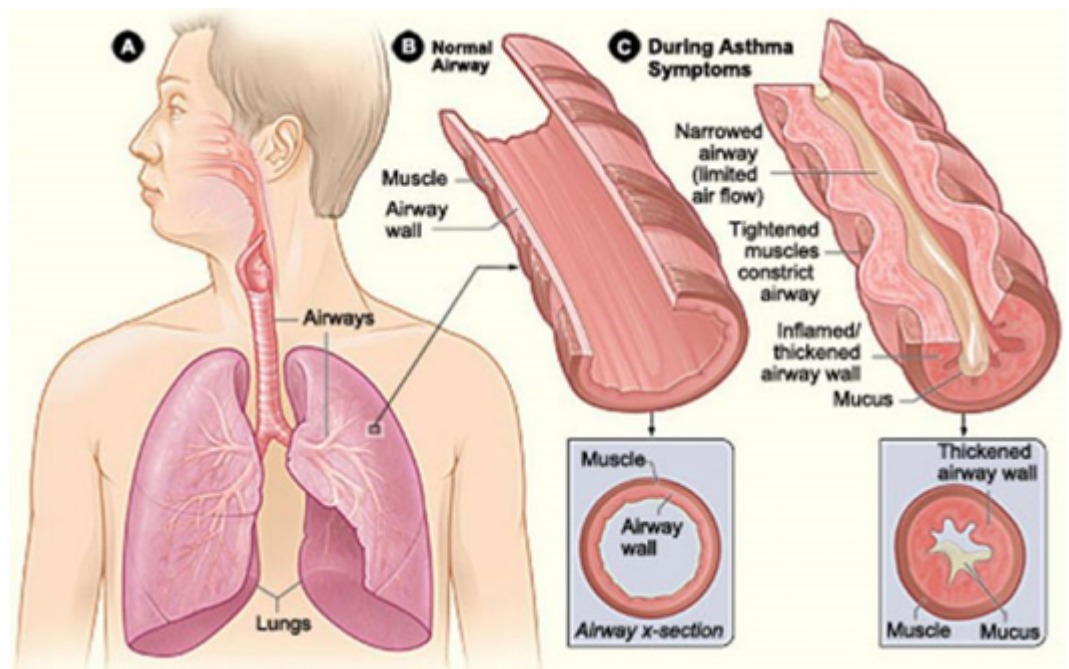
The term 'asthma attack' is confusing because it means different things to different people – from a bout of wheezing after running for the bus through to being admitted to hospital for asthma.

An asthma flare-up can become serious if not treated properly, even in someone whose asthma is usually mild or well controlled. A severe flare-up needs urgent treatment by a doctor or hospital emergency department.

First Aid for Asthma

First Aid for Asthma

1 Sit the person comfortably upright.
Be calm and reassuring.
Don't leave the person alone.

2 Give 4 puffs of a blue/grey reliever
(e.g. Ventolin, Asmol or Airomir)
Use a spacer, if available.
Give 1 puff at a time with 4 breaths after each puff
Use the person's own inhaler if possible.
If not, use first aid kit inhaler or borrow one.

OR Give 2 separate doses of a Bricanyl or Symbicort inhaler
If a puffer is not available, you can use Symbicort (people over 12) or Bricanyl, even if the person does not normally use these.

3 Wait 4 minutes.
If the person still cannot breathe normally, give 4 more puffs.

Wait 4 minutes.
If the person still cannot breathe normally, give 1 more dose.

4 If the person still cannot breathe normally,
CALL AN AMBULANCE IMMEDIATELY (DIAL 000)
Say that someone is having an asthma attack.
Keep giving reliever.
Give 4 puffs every 4 minutes until the ambulance arrives.
Children: 4 puffs each time is a safe dose.
Adults: For a severe attack you can give up to 6-8 puffs every 4 minutes

If the person still cannot breathe normally, **CALL AN AMBULANCE IMMEDIATELY (DIAL 000)** Say that someone is having an asthma attack.
Keep giving reliever while waiting for the ambulance:
For Bricanyl, give 1 dose every 4 minutes
For Symbicort, give 1 dose every 4 minutes (up to 3 more doses)

HOW TO USE INHALER

WITH SPACER
- Assemble spacer
- Remove puffer cap and shake well
- Insert puffer upright into spacer
- Place mouthpiece between teeth and seal lips around it
- Press once firmly on puffer to fire one puff into spacer
- Take 4 breaths in and out of spacer
- Slip spacer out of mouth
- Repeat 1 puff at a time until 4 puffs taken – remember to shake the puffer before each puff
- Replace cap

WITHOUT SPACER
- Remove cap and shake well
- Breathe out away from puffer
- Place mouthpiece between teeth and seal lips around it
- Press once firmly on puffer while breathing in slowly and deeply
- Slip puffer out of mouth
- Hold breath for 4 seconds or as long as comfortable
- Breathe out slowly away from puffer
- Repeat 1 puff at a time until 4 puffs taken – remember to shake the puffer before each puff
- Replace cap

BRICANYL OR SYMBICORT
- Unscrew cover and remove
- Hold inhaler upright and twist grip around and then back
- Breathe out away from inhaler
- Place mouthpiece between teeth and seal lips around it
- Breathe in forcefully and deeply
- Slip inhaler out of mouth
- Breathe out slowly away from inhaler
- Repeat to take a second dose – remember to twist the grip both ways to reload before each dose
- Replace cover

Not Sure if it's Asthma?
CALL AMBULANCE IMMEDIATELY (DIAL 000)
If a person stays conscious and their main problem seems to be breathing, follow the asthma first aid steps. Asthma reliever medicine is unlikely to harm them even if they do not have asthma.

Severe Allergic Reactions
CALL AMBULANCE IMMEDIATELY (DIAL 000)
Follow the person's Action Plan for Anaphylaxis if available. If the person has known severe allergies and seems to be having a severe allergic reaction, use their adrenaline autoinjector (e.g. EpiPen, Anapen) before giving asthma reliever medicine.

For more information on asthma visit:
Asthma Foundations – www.asthmaaustralia.org.au
National Asthma Council Australia – www.nationalasthma.org.au

National Asthma Council Australia

Questions

1. What is Asthma?

_____

_____

_____

_____

_____

2. List the symptoms of Asthma.

_____

_____

_____

_____

3. One in nine Australians have Asthma. Is this True or False?

_____

4. Explain what happens to the body when someone is experiencing an Asthma attack.

_____

_____

_____

_____

_____

5. **You are visiting your friend at their house, and you have been outside running around. You notice they are having trouble breathing, they start to cough and wheeze and say that their chest is feeling tight and are having trouble getting enough air into their lungs. You know they are asthmatic and use a Ventolin puffer with a spacer. You saw it on the kitchen bench when you were having lunch. What steps can you do to help your friend? Please include the number of puffs and how long you would wait before giving them more medication.**

_____

_____

_____

_____

_____

_____

Activity 2 – Cut around the cube ON THE NEXT PAGE and glue together. Roll the dice and complete each activity for 20-30 secs. Complete 10 rolls.

Fitness Cubes – Follow the instructions for the activity marked with a star.

★ **Stretches**

Stretches are important for your muscles, try these fun stretches:

- One leg forward and one back, lean forwards and bend the front leg. Swap legs.

- Legs wide apart, reach down and touch your toes keeping your legs straight.

- Balance on one leg and pull the other leg up to your chest, you need to balance.

- Balance on one leg and pull the other leg behind you, you need to balance.

- Clasp your hands in front of your body and push your palms outwards.

- Clasp your hands behind your back and pull them up keeping your arms straight.

twinkl.com

Skipping Track
Skip around the circuit.

Stretches
Stretches are important for your muscles, try these fun stretches.

Frog Jumps
Do 20 frog jumps.

Leapfrog
With a buddy play leapfrog for 1 minute.

Heel Walk
Walk around the circuit on your heels.

Push-Ups
Do push-ups for a minute.

twinkl.com

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 30a

  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.

CINQUAIN POEMS - READ TODAY'S INFORMATION

There are some poems that follow a strict pattern of syllables and lines, including limericks, haiku poems and cinquains(pronounced SIN-KWAIN).

Purpose
Cinquain poems describe a particular topic.

Structure
Cinquain poems have five lines. Each line uses descriptive words and phrases to create images of the topic.

Rhythm
Cinquain poems have a simple rhythm, created by the number of syllables in each line. The number of syllables in each line begins with two and increases by two syllables per line as the poem progresses (except for the last line which has only two syllables).

Rhyming Pattern
Cinquain poems do not usually rhyme.

Beaches
Swooping seagulls
Crabs dancing in the sand
Rough waves along the rocky shore
Seashells

Here is an example of a cinquain poem - notice the structure of each line and the number of syllables.

Snowflakes	(topic)
Graceful, fragile	(two descriptive words)
Floating, dancing, falling	(three action words)
Perfect in their unique patterns	(a feeling about the topic)
Flawless	(a synonym for the topic)

Rock
ancient, timeless
looming, challenging, protecting
spiritually sacred natural wonder
Uluru

hillside
velvet, green,
rolling, inviting, beguiling,
reach out and touch:
mother earth.

Writing

- ### WRITING CINQUAINS AND DIAMANTE POEMS

Write your own cinquains about something in nature, like a place, an environment, a plant, an animal or an event like a storm, blizzard, drought, bushfire

	BRAINSTORM SPACE
Step 1 Choose a topic for your cinquain poem. Here are some ideas: • *stars* • *snakes* • *summer.* **Step 2** Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible. **Step 3** Write your cinquain. Remember to create the correct rhythm by counting the number of syllables in each line. _____ (one word title - 2 syllables) _____ , _____ (two descriptive words - 4 syllables) _____ , _____ , _____ (three action words - 6 syllables) _____ (four words describing a feeling - 8 syllables) _____ (one word synonym - 2 syllables)	

Now think of a similar place, animal, topic. Can you combine your two cinquains into a **diamante poem?** Look at the examples and the structure:

Pattern of a Diamante

Line 1	**Topic 1** — Describes topic 1
Line 2	**adjective, adjective**
Line 3	**-ing word, -ing word, -ing word**
Line 4	**4 nouns - or - a short phrase** — About both topics
Line 5	**-ing word, -ing word, -ing word**
Line 6	**adjective, adjective** — Describes topic 2
Line 7	**Topic 2**
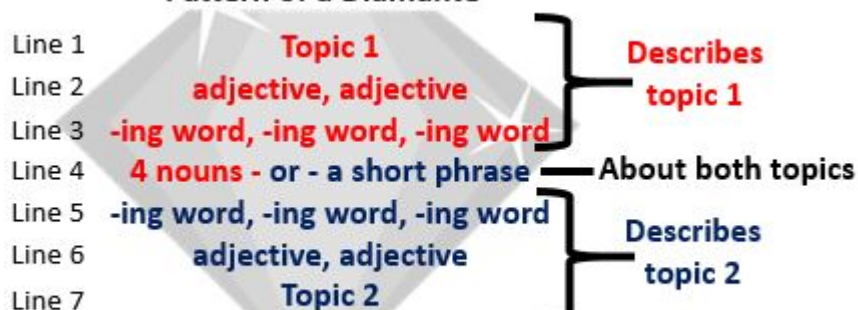
Diamante Poem Examples

Winter
Frosty, Bright
Skiing, Snow Ball Fighting, Sledding
Icicles, Snowflakes, Vacation, Family
Swimming, Sun Tanning, Sweltering
Hot, Sunny
Summer

smile
happy, warm
welcoming, inspiring, soothing
curve, lips, expression, emotion
disturbing, deterring, depressing
sad, unwelcome
frown

WRITE YOUR DIAMANTE POEM AND SUBMIT THROUGH GOOGLE CLASSROOM

FRIDAY - Mathematics

Daily Mathdoku

● Complete **at least one** Mathdoku:

LEVEL 1	LEVEL 2	LEVEL 3

LEVEL 1

3÷		2−	
9+	12×	2−	
			2÷
	6+		

LEVEL 2

3÷	16×		
		1−	
2÷		3÷	6+
1−			

LEVEL 3

4−	4+	24×	12+		
				30×	
7+	24×		1−	6×	
	7+			4×	3+
3÷		120×	45×		

Number and Algebra

Whole number revision.

Counting
Count forwards and backwards in 4, 6, 7, 8, 9, 25, 50, steps of powers of 10 (10, 100, 1000, ...)

1. Continue the sequences:

   7, 14, 21, 28, 35, 42, _____, _____, _____, _____, _____,

   625, 600, 575, 550, 525, _____, _____, _____, _____, _____,

   57 382, 67 382, 77 382, 87 382, _____, _____, _____, _____, _____,

2. Find 10, 100 or 1000 more or less than a given number

   What is 100 less than 1902?   What is 1000 more than 3249?

   _____   _____

3. Count forwards and backwards through zero

   Continue the sequence:

   6, 5, 4, 3, 2, 1, 0, -1, -2, -3 _____, _____, _____, _____, _____.

Place Value
Recognise the place value of each digit in up to four-digit numbers

hundred thousands   ten thousands   thousands   hundreds   tens   ones

245 392

4. Underline the thousands digit in 2769.

   Underline the hundred thousands digit in 347 053.

   Underline the tens digit in 209 740.

Compare and Order Numbers

Compare using <, > or =

5. Write a number so that each sentence makes sense:

   141 141 > _____

   144 114 = _____

   501 243 < _____

6. Order the following numbers from largest to smallest:

   Smallest   121 211   11 112   122 211   11 211   122 121   Greatest

Identify, Represent and Estimate

Use models and representations of numbers

7. What number is shown? _____

Rounding

Round numbers to the nearest 10, 100, 1000, 10 000 or 100 000

8. 4500 rounded to the nearest 1000 is _____

   253 450 to the nearest 10 000 is _____

Read and Write Numbers in Numerals and Words

9. Complete the table:

Numerals	Words
	Three hundred and forty-four thousand, two hundred and eighty-five
855 102	
	Six hundred and twenty-two thousand, nine hundred and sixteen
120 563	

10.

Votes are being counted in the election and the Red Party candidate wants to have an idea of whether he has won or lost. Can you round the numbers and add them quickly to give him the likely news?

	Area 1	Area 2	Area 3	Area 4	Area
Red Party	12,345	9,876	15,499	6,701	11,282
Blue Party	8,781	14,456	16,221	5,207	8,871

Winning Party = _____

By approximately _____ votes.

11.

Karim decides to organise a pizza party for his friends. He decides that everyone will eat a whole pizza and he wants to invite 63 friends. If the pizzas cost $2.50 per person but the bank only allows withdrawals in multiples of $10, how much should he withdraw from the bank?

Withdraw = _____

Statistics and Probability

FRIDAY - Afternoon
WELL BEING

- **INSTEAD OF ZOOM THIS AFTERNOON, COMPLETE THE FOOTSTEPS DANCE LESSON**

- **Visit the link below**

We will continue to learn this dance lesson throughout the term, whether we are at home or at school.

https://vimeo.com/539971719/c346bbcfce

LInk will be placed in Google Classroom

More

I tried my best today...

I enjoyed todays' lesson because
....
....
....
....

I showed respect to the teacher by...
....
....
....
....

A new word I learnt was ....

The rest of the afternoon is for you to have some wellbeing time and activities! Enjoy!

YEAR 5 SPELLING

CORE	EXTENSION
lose	advisory
enclose	anxieties
desert	authorisation
grease	auxiliary
freeze	citizenship
dazzling	civilised
excuse	cruiser
cause	customise
adviser	deserted
disease	disorganised
position	embezzle
anxiety	emphasise
scissors	greasy
desirable	imprisonment
organise	plausible
apologise	positioned
exercise	presidency
sausages	resourceful
applause	supposition
	zoology

YEAR 6 SPELLING

CORE	EXTENSION
citizen	abysmal
resident	bizarre
hazardous	bazaar
magazine	chasm
zealous	exasperate
uncivilised	forensic
advertising	frenzied
compromise	gazetted
emphasise	improvise
familiarise	influenza
criticism	lackadaisical
exaggerate	mayonnaise
executive	mezzanine
requisition	minimise
auxiliary	mosaic
	patriotism
	plagiarism
	quartzite
	trapezium
	xylophone
	zephyr

SPELLING ACTIVITY CHOICES
Choose different activities each day

Rainbow Words!	NEW! Spelling Science	Snap and Clap
Choose 3 different coloured pens or pencils, hold them at the same time and write your words to make rainbow words!	Invent and draw new plants and animals and use the spelling words to make their latin names eg: *lizardsus exaggeratus*	Say your spelling words out loud. when you say a consonant clap and when you say a vowel snap your fingers.
Fancy Fonts	**Ransom Notes!**	**Edible Words!**
Write your spelling words using fancy letters. Alternatively type your words on the computer, make a word cloud at www.abcya.com	Cut out letters from Newspaper and Magazine headlines or letters from junk mail brochures to make spelling words	Make your words using fruit, vegetables, bread, cheese, mnms, or anything edible. Spell them, then eat them!
Illustrations Expert	**Working Out Words**	**Cartoon Connection**
Draw a picture to match the meaning of each of your words.	Group your spelling words into nouns, adjectives, verbs, adverbs.	Create a cartoon strip using as many spelling words as you can.
NEW! Treasure Hunt	**Match Up**	**NEW! Spelling Poems**
Hide your spelling words on post it notes all around the house and garden. Ask a sibling to find them. Give them a time limit!	Write your words twice on small cards and cut them up. Play games like Go Fish, Snap and Memory	Write spelling words as poems. Can you make them rhyme? What about a shape poem? limerick, haiku or acrostic?
Connect the Dots	**Word Search**	**Sign Language**
Write all spelling words in dots then trace over them in coloured pens or textas	Make a word search using 8 words. Get a family member to find them.	Learn the sign language action for each word at www.auslan.org.au/about/dictionary/
Times Up!	**3D Words**	**Back Writing**
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.	Make your words out of dried spaghetti, playdough, lego, string or any other manipulative item, can you bake spelling word biscuits!	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?
NEW! Crossword	**Clean Your Words!**	**Spelling Charades**
Make simple crosswords of your words and write clues. Use an online tool https://worksheets.theteacherscorner.net/make-your-own/crossword/	Make your words with detergent or hand soap, or trace the words into soap suds, then wipe them up!	Play charades with your family using the spelling words. Alternatively, play 20 questions or celebrity head.
Sweet Words	**Spell it On!**	**Word Pyramids**
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!	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!	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/	**NEW! Spelling Pictionary** Race someone in your house to draw a mystery spelling word. Ask a third person to guess. If you have enough people play in teams!	**Hopscotch Words** Make a hopscotch board on your sidewalk or driveway with chalk. Write letters instead of numbers and HOP your words!

EVEN MORE SPELLING ACTIVITIES

Small Words	News Report	Spelling Search
Find smaller words in each of your spelling words and highlight them s**hop** **sin**g	Pretend you are a news TV presenter. Write a script presenting the news and include spelling words	Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.
Colour Code Write all your words. Highlight the vowels in one colour and the consonants in another.	**Make a newspaper article using spelling words at:** www.fodey.com/generators/newspaper/snippet.asp	**Backwards Words** Write all words, then write them next to themselves backwards. *fell llef*
Spelling Draw shapes using spelling words.	**Mnemonics** Choose a spelling word and write a sentence using the first letters. FELL – Friends Eat Lovely Lollies	**Buddy Words** Write spelling words in pairs or triplets like this: S O P E N U N
On the Other Hand Write all words with the other hand.	**Tongue Twisters** Make 4 tongue twisters using spelling words.	**Anagrams** Choose your longest word. Make smaller words using the letters in the long word.
Alphabetical Order Write all spelling words in alphabetical order.	**Music Words** Write a poem, rap or song using spelling words.	**Book Cover** Draw a book cover and use spelling words in the title
Spelling Addition Vowels are worth 10 and consonants are 5. Write your words and then add the value of each letter in the word. e.g. cat 5 + 10 + 5 = 20	**Lie Detector** Write a true or false statement explaining each of your spelling words. See if a family member can correctly identify if the statement is true/false.	**Vowels and Consonants** Write out all your words. Circle all the vowels and underline all your consonants. Or colour them in 2 different colours
Script Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks & underline your word.	**Scrambled** Write each of your spelling words, jumbled up, on the left side of your page. See if a family member can unscramble each of the words on the right side of the page.	**Define It!** List your spelling words on the left side of your paper and then write the definitions on the right side, in random order. See if a family member can match the words and definitions correctly.
Hang Man Play hangman with your words with someone else in your household	**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	**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
Artistic Words Write or paint your words using art supplies. Write your words in water on concrete or wood outside using a paint brush! Make your words using items from nature! Write your words on leaves or bark	**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!	**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