NAME: _____

Turramurra North
PUBLIC SCHOOL – 1914
EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 13

Stage 3
Year 5 and Year 6

VIRTUAL HIGH FIVE

VIRTUAL FIST BUMP

VIRTUAL THUMBS UP
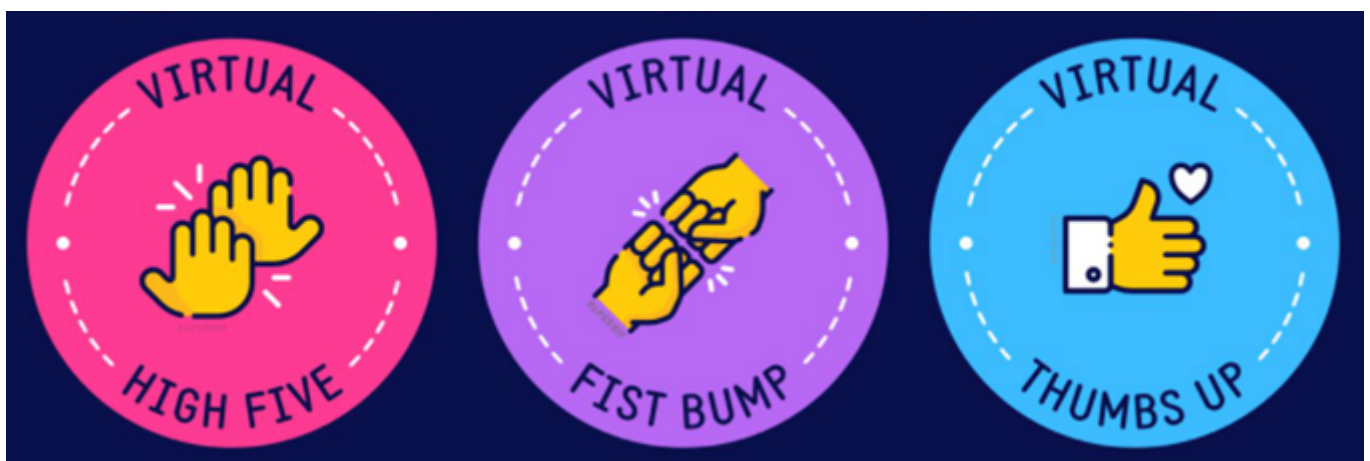
Term 4 Week 3 2021

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 3 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	English Morning Routine Spelling 9.30am ZOOM Reading/Writing	English Morning Routine Spelling 9.30am ZOOM Reading/Writing	English Morning Routine NO 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
	689 5041 9407	690 4320 2755	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	662 1408 1810	655 1317 1147	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* ZH as in **massage**
- The graphemes are - **s** as in trea**s**ure, **si** as deci**si**on, **ge** as in mira**ge**, **z** as in sei**z**ure, **g** as in **g**enre,
- **Using your personal list** words highlight or circle the letters that make the **/ZH/** phoneme
  e.g. amne**si**a
- **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.

ADJECTIVES AND ADVERBS

Whether you are writing to persuade, inform or entertain, or whether you are writing a story or poem, it's important to use a variety of adjectives and adverbs.

Adjective or adverb

Adjectives modify nouns.
She is very quiet.

Adverbs modify verbs.
She speaks very quietly.

adjective + ly → adverb
quick → quickly
sudden → suddenly

fast hard late early are adjectives and adverbs
He is a fast runner.
He can run fast. (not 'fastly')

Highlight the adjectives in this poem	Highlight the adverbs in this poem
Summer's Splendor By The Sea *Patricia L. Cisco*	**Slowly** *by James Reeves*
Summer's splendor by the sea, *a gentle, blue serenity.* *Caressing rays of golden sun,* *blushing, bronzing all who come.* *Enticed by its romantic lure,* *lovers stroll the sandy shore.* *Hushing rhythm of the waves* *and salty, misty ocean sprays.* *Sea birds echo call of cries,* *pierce the deep blue azure skies.* *Dolphins dancing on their way* *across the sea out to the bay.* *A glistening, shiny, sun-soaked day.* *All young and old alike at play,* *building castles by the sea,* *jumping waves and spirits free.* *No place on earth as perfect to be* *as summer's splendor by the sea!*	*Slowly the tide creeps up the sand,* *Slowly the shadows cross the land.* *Slowly the cart-horse pulls his mile,* *Slowly the old man mounts his stile.* *Slowly the hands move round the clock,* *Slowly the dew dries on the dock.* *Slow is the snail — but slowest of all* *The green moss spreads on the old brick wall.*

Writing

ADJECTIVE AND ADVERBS

Turn these adjectives into adverbs. The first one has been done for you.

bright ____*brightly*_____   calm _____

gentle _____   loud _____

swift _____   serious _____

loud _____   soft _____

quiet _____   careful _____

Choose one of those adverbs and write things that would be described in that way.
See example

brightly	*sun, moon, stars, cats eyes, city lights*

Write a poem using adverbs and anaphora - like the poem 'Slowly', on the previous page (see below). Start with the same adverb each time.

_____

_____

_____

_____

_____

_____

_____

Slowly *by James Reeves*

Slowly the tide creeps up the sand,
Slowly the shadows cross the land.
Slowly the cart-horse pulls his mile,
Slowly the old man mounts his stile.

Slowly the hands move round the clock,
Slowly the dew dries on the dock.
Slow is the snail – but slowest of all
The green moss spreads on the old brick wall.

MONDAY - Mathematics
Daily Kakuro

This week we will be solving Kakuro puzzles. We have done these in a previous Learning From Home week.

Rules and a completed Kakuro

Kakuro is like a crossword puzzle with numbers. Each "word" must add up to the number provided in the clue above it or to the left. Words can only use the numbers 1 through 9, and a given number can only be used once in a word. Every kakuro puzzle has one and only solution, and can be solved through logic alone.

Kakuro Hint: Start with clues that only have one valid combination. For example, 3 in 2 must be 1 and 2, and 23 in 3 must be 6, 8, and 9.

LEVEL 1	LEVEL 2	LEVEL 3

Number and Algebra

Addition Revision

Task 1 - Use the formal addition algorithm to answer these questions.

1.
```
  5 6 8 3 3
+ 4 4 1 0 5
_____
```

2.
```
  6 8 6 4 0
+ 2 8 3 6 0
_____
```

3.
```
  9 2 1 9 5
+ 1 7 7 4 2
_____
```

4.
```
  2 8 4 4 6
+ 5 5 8 2 4
_____
```

5.
```
  6 8 5 8 6
+ 7 5 0 1 9
_____
```

6.
```
  9 4 9 2 9
+ 6 8 5 6 7
_____
```

7.
```
  8 4 6 5 8
+ 8 5 8 5 8
_____
```

8.
```
  7 1 7 7 8
+ 8 8 4 1 1
_____
```

9.
```
  3 4 5 2 2
+ 4 5 8 6 1
_____
```

10.
```
  9 9 3 9 4
+ 4 6 4 5 3
_____
```

11.
```
  9 8 5 8 4
+ 5 2 4 2 6
_____
```

12.
```
  1 6 3 7 3
+ 2 6 6 1 1
_____
```

Task 2

Read the problems and answer them in your head.

1. Add together 40c, 70c and 30c.

2. What is the total of 15, 19 and 23?

3. Lauren was given some money for her birthday. Her brother gave her $2.50, her sister gave her $1.00 and her grandma gave her $4.50. How much money did she get in total?

4. Abdul collects 68 footy cards and then is given 34 more. How many does he have in total?

5. Mia has 2 bags of marbles. One bag has 13 red marbles and the other has 24 blue marbles. How many marbles does she have in total?

6. What is the sum of 38, 20 and 87?

7. Summer buys 3 lollies at the shop. The first costs 65c, the second costs 55c, and the last costs 70c. How much did she spend in total?

8. A teacher gives out 16 pencils on Monday, 22 on Tuesday and 29 on Thursday. How many pencils did he give out in total?
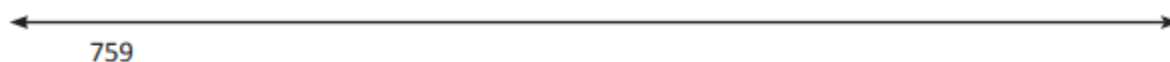
9. How much is 85c plus 45c plus 40c?
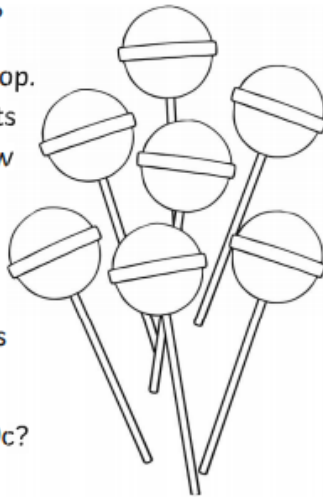
Task 3

Use the jump strategy to complete these additions:

a 575 + 52 = ☐

+ 10   + 10   + 10   + 10   + 10   + 2

575   585   ☐   ☐   ☐   ☐ ☐

b 759 + 41 = ☐

759

c 135 + 73 = ☐
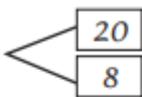
135
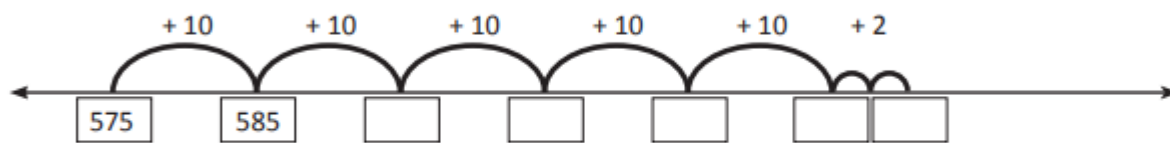
Task 4

Use the split strategy to add the numbers. The first one is done for you.

a 623 + 28 ⟨ 20 / 8
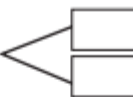
$623 + 20 = 643$

$643 + 8 = 651$

$623 + 28 = 651$
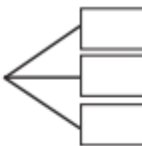
b 38 + 26 ⟨ ▢ ▢

_____

_____

$38 + 26 =$ ▢

c 156 + 142 ⟨ ▢ ▢ ▢

_____

_____

_____

$156 + 142 =$ ▢

These problems have been split and some have been solved already. You just have to work out what the second numbers were before they were split and answer any unsolved problems.

a $416 + 90 + 1 = 507$

was

$416 +$ ___91___

b $230 + 30 + 3 =$ ▢

was

$230 +$ _____

c $283 + 60 + 7 =$ ▢

was

$283 +$ _____

d $532 + 60 + 1 =$ ▢

was

$532 +$ _____

e $425 + 100 + 40 + 2 =$ ▢

was

$425 +$ _____

f $129 + 200 + 40 + 6 =$ ▢

was

$129 +$ _____

Measurement and Geometry

AFTER the zoom, complete these questions:

Task 1

Draw the hands on these clocks:

a 20 past 6   **b** A quarter to 7   **c** 16 minutes past 4   **d** 25 to 9

Task 2

Using 'to' and 'past', write the time displayed on each clock:

a _____

b _____

c _____

d _____

Task 3

Express these times in digital form using am or pm:

morning

afternoon

evening

morning

a [:]

b [:]

c [:]

d [:]

morning

evening

afternoon

morning

e [:]

f [:]

g [:]

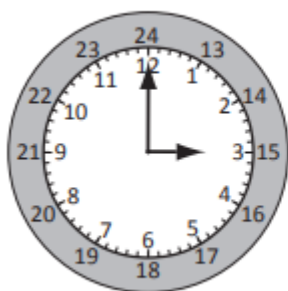h [:]

24 hour time

Time can be measured using 12 hour time, using am/pm, or 24 hour time.

3:00 pm = 1500

REMEMBER

Task 4

Complete the table with the correct analogue, digital and 24 hour times.

	1:00 pm	9:30 pm	
0835			1815

2:22 pm	1:18 am		
		2000	2104

Convert these 24 hour times to digital times:

a 0400 = 4:00 am

b 1500 =

c 1330 =

d 1605 =

e 0920 =

f 0825 =

Convert these digital times into 24 hour time:

a 9 am =

b 10 pm =

c 7:30 am =

d 2:15 pm =

e 5:35 am =

f 7:25 pm =

MONDAY - Afternoon

Science

TERM 4 TOPIC: "Desert Survivors" *All videos and links will be posted on Google Classroom*
Learning Intentions: We are learning how the environment affects the growth, survival and adaptation of living things and how difficult it is to survive in a desert.
We are learning to identify plant and animal adaptations in extreme environments.
Success Criteria:
- ■ I can describe, in detail, ways that plants have adapted to the environment
- ■ I can complete science experiments by making hypothesis', observing and recording data, and explaining outcomes
- ■ I can describe and recall facts and features of desert environments around the world

- ● <u>**Task 1**</u>   **THINKING ABOUT PLANTS**

Which leaves do you think belong to plants found in the desert?   Circle Yes or No
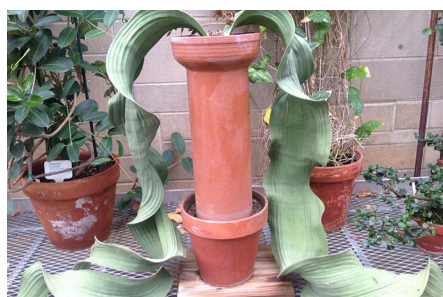

Yes or No

Yes or No

Yes or No

Yes or No

Yes or No

Yes or No

Yes or No

Yes or No

Yes or No

- ● <u>**Task 2 - Plant Adaptation - Zombie Plants - LIFE AFTER DEATH**</u>

Go to the website https://www.bbc.co.uk/programmes/p009bg15 to watch a video about plants that come alive after they have died.
Record your thoughts of the video here:

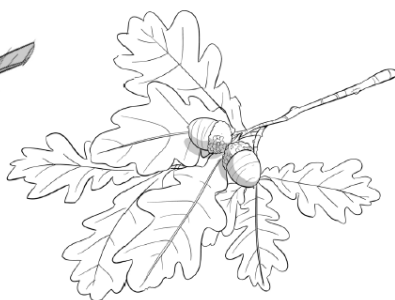| I notice...	I think...	I wonder…

- **Task 3 - Plant Adaptation - Surface Area**

Compare the leaves of this acacia (desert plant) and this oak tree (forest plant). How are the leaves of these two plants different? Why might that be?

Leaves of the Mulga tree *(Acacia aneura)*
Desert of Australia

Leaves of an Oak tree *(Quercus robur)*
Forest of Europe

Plants circulate water. Plants have stomata (small openings) in their leaves through which water can evaporate. Most plants have stomata that close during the heat of the day. This helps to prevent a too rapid loss of water that might lead to the leaves wilting.

Some desert plants have stomata that only open at night. Having smaller leaves decreases the number of stomata and therefore, the amount of water lost. Smaller leaves have a smaller surface area.

Experiment - Water Evaporation - Comparing leaf size and texture
What you need:

4 pieces of paper towel   waxed paper (eg baking paper)
tray   3 bulldog clips
water

Steps: Wet each paper towel. Lay one flat. Roll the second up and secure with a clip if needed. Roll the third one up inside wax paper and secure with a clip if needed. Fold the fourth paper towel into quarters and secure with a clip if needed. Observe your paper towels every 10 minutes for 2 hours and record your results below.

PREDICT AND REASON: Which paper towel will dry the fastest? Will all the paper towels dry after 2 hours?

OBSERVE AND RECORD: *Describe the feel and saturation of the paper towels after each 10min interval*

10 min		1 hr 10 min	
20 min		1 hr 20 min	
30 min		1 hr 30 min	
40 min		1 hr 40 min	
50 min		1 hr 50 min	
60 min		2 hours	

EXPLAIN: Describe your results and why it occurred. Were your predictions correct?

TASK 4: Plant Adaptation - Salty Leaves

QUICK QUIZ - Which car is hotter in summer, a black or white car? _____

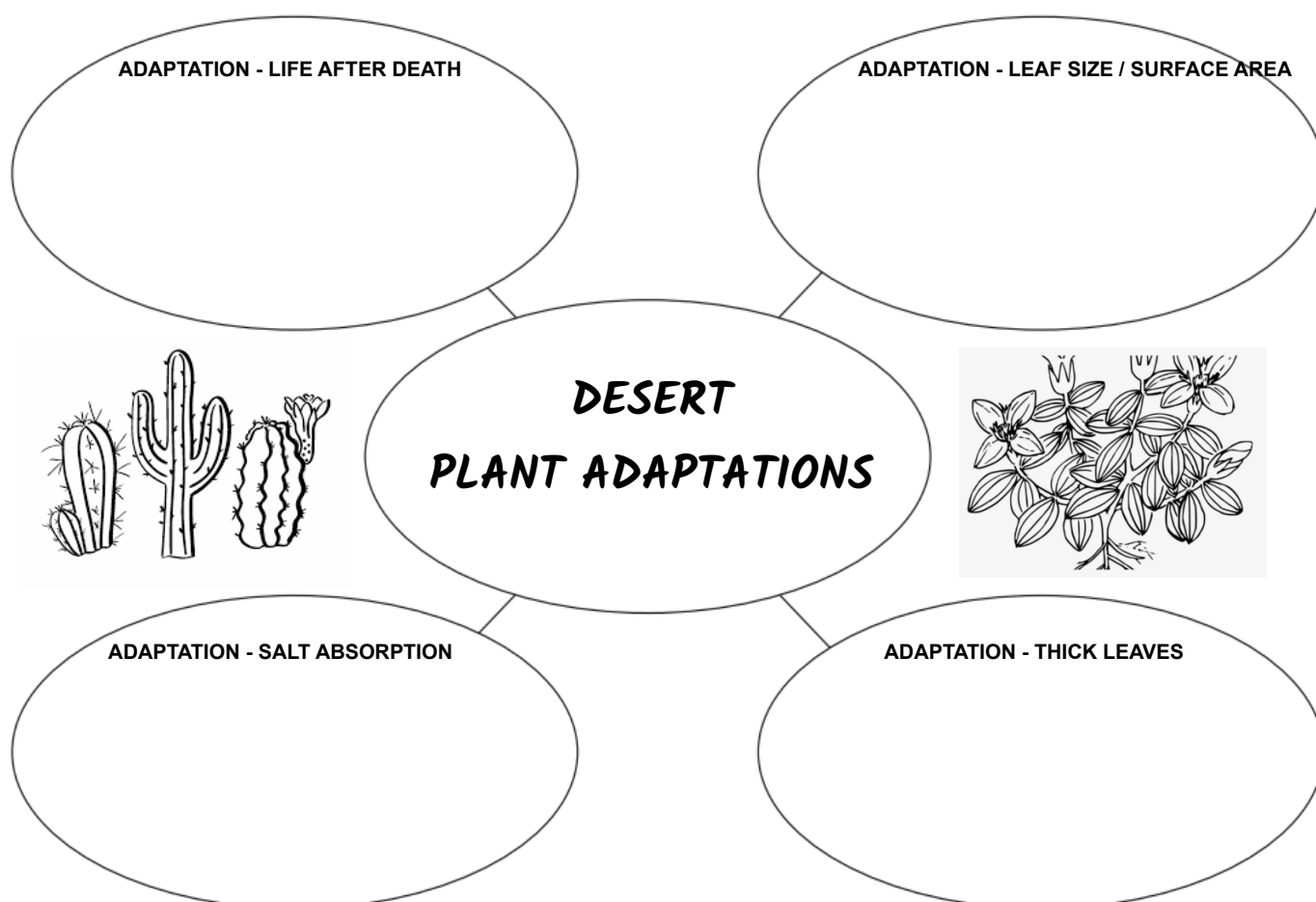What happens to the salt in water when the water evaporates? _____

Do you think desert soil has lots of salt in it? Why? _____

Some desert plants, like the Desert Holly, absorb salt from the surrounding soil. The harder part is to find the plant in the first place because Desert Holly tends to grow in the nastiest of desert locations where few people care to venture. This is actually advantageous from the holly's point of view: by having figured out how to survive and thrive in locations that most other plants avoid, it has little competition for water or nutrients – that are scarce to begin with.

While the dark clusters of tiny flower buds will soon be gone, the silvery leaves will persist throughout the year. Their silvery appearance derives from flattened hairs which contain salt crystals. The plant absorbs the salt from the alkaline soils in which it grows. Under magnification, the dense layer of crystal-embedded hairs glisten like thousands of diamonds and creates a covering that is extremely efficient in *reflecting sunlight*, which keeps the plant cooler.

TASK 5: Write a summary of the these 3 plant adaptations and click this link to research and record a summary of the fourth adaptation - thick bulky leaves www.plantsnap.com/blog/desert-plant-adaptations/

ADAPTATION - LIFE AFTER DEATH

ADAPTATION - LEAF SIZE / SURFACE AREA

DESERT
PLANT ADAPTATIONS

ADAPTATION - SALT ABSORPTION

ADAPTATION - THICK LEAVES

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 30b
  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.

- **PERSONAL RESPONSE TO POEMS**

The great thing about literature and poems is that everyone can have a different response when they read it, based on an individual's background, beliefs and experiences. There is no one right way to respond to a poem. *You can talk about how the poem connects to your life, what it makes you think of, how it makes you feel, whether you like it or not and why.*

Here is one person's response to some famous poems. Write your response in the boxes on the right

Dreams by Langston Hughes	Anonymous Response	Your response
Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly. Hold fast to dreams For when dreams go Life is a barren field Frozen with snow.	*This poem makes me sad, to think that someone has no dreams. It's like a warning poem - warning people to have hope and keep dreaming. I like the metaphors - life is a broken winged bird and a barren field, a good way to describe when you have given up hopes and dreams.*	
Snowball by Shel Silverstein	Anonymous Response	Your response
I made myself a snowball As perfect as could be. I thought I'd keep it as a pet And let it sleep with me. I made it some pajamas And a pillow for its head. Then last night it ran away, But first it wet the bed.	*I like the joke in the last line! I thought of Olaf from Frozen constantly melting near the heat and not realising. And then I thought of Frosty the Snowman. But then I felt sad, like maybe this person has no friends? It's sad if you have to make a snowball friend and then you wake up and your friend is gone. I can't decide now if this poem is funny or not.*	

Writing

- **COMPLETE THIS LESSON AFTER ZOOM!**

A fun writing activity is to adapt a well known story and give it a different setting, character or perspective. Choose a fairy tale and rewrite it differently. It can be a narrative or a poem.

Here are some heading ideas to help you:

THE TRUE STORY OF CINDERELLA　　　WANTED - SEVEN DWARFS

THE THREE LITTLE WOLVES　　　SLEEPING FRUITY　　　BEAUTY AND THE FEAST

GOLDILOCKS AND THE THREE HAIRS　　　I'M INNOCENT! CLAIMS THE EVIL QUEEN

1. Change the CHARACTERS.
2. change the SETTING.
3. Change the CONFLICT.
4. Change the PLOT.
5. Change the ENDING.
6. Change the POINT OF VIEW.
7. Create a MIX-&-MATCH.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TUESDAY - Mathematics

Daily Kakuro

- Complete **at least one** kakuro:

LEVEL 1	LEVEL 2	LEVEL 3

Number and Algebra

AFTER the zoom complete the following tasks.

Class Camp Budget Plan

This year a Year 6 class have been given the chance to choose where they would like to go on camp for 2 days/nights! There are two location options. Each option includes a variety of activities and food choices at different costs. **Each student will need one food package for each of their meals and four different activities.**

There is a **budget limit of $70 per student** for the entire camp. You do not have to spend all of the budget, as long as you meet the camp requirements.

Option # 1 = Camp Twinkl Lake			
Activities		**Food Packages**	
Activity	**Cost**	**Package for 2 days**	**Cost**
accommodation = tent	1 night = $10 per person	Breakfast #1 (toast, cereal, fruit, juice)	$5 per person
canoeing	$5 per person	Breakfast #2 (pancakes, bacon, eggs, juice)	$9 per person
bike ride	$2 per person		
swimming	$0 per person	Lunch #1 (sandwiches, fruit, cordial)	$5 per person
mini-golf	$1 per person		
orientation	$0 per person	Lunch #2 (hot dogs, wraps, cordial)	$8 per person
trampolining	$2 per person		
rock wall climbing	$6 per person	Dinner #1 (spaghetti, sausages, vegetables)	$6 per person
team games	$3 per person	Dinner #2 (schnitzel, vegetables, tacos)	2 days = $9 per person
stand-up paddle boarding	$7 per person		

Option # 2 = Camp Twinkl Wilderness			
Activities		**Food Packages**	
Activity	**Cost**	**Package for 2 Days**	**Cost**
accommodation = cabin	1 night = $18 per person	Breakfast #1 (toast, cereal, fruit, juice)	$5 per person
abseiling	$6 per person	Breakfast #2 (baked beans and spaghetti on toast)	$7 per person
bushwalking	$0 per person		
archery	$7 per person	Lunch #1 (wraps/rolls, cordial)	$6 per person
low rope course	$5 per person		
flying fox	$8 per person	Lunch #2 (hamburgers, cordial)	$8 per person
horse riding	$9 per person	Dinner #1 (roast meat, sausages, vegetables)	$8 per person
campfire cooking	$3 per person		
bush craft	$0 per person	Dinner #2 (lasagne, casserole, vegetables, garlic bread)	$10 per person
bush hut building	$0 per person		

Plan the Year 5 camp on this page!

Show all your working out and make sure you include the answers to the questions below.

- Which camp will Year 6 go on?
- How much will it cost for 2 nights' accommodation?
- Which 4 activities will the students do? How much will they cost?
- Which food packages will they have for breakfast, lunch and dinner?
- How much will this cost?
- What is the total cost of the school camp?

Measurement and Geometry

Timetables - Go to your level and answer the questions.   **There is a challenge at the end which all levels can attempt.**

Level 1

Task 1

This table shows the session times at the local cinema. Use the information to answer the following questions:

Movie	Screening times	Running time
Animated Family	13:15, 15:00, 18:00	95 minutes
Spooky Movie	19:30	110 minutes
Feel Good Flick	12:00, 15:30	90 minutes
Shoot 'em up Classic	20:00	130 minutes
Highschool Woes	11:00, 13:15	120 minutes

a   The first screening of Feel Good Flick is 12:00. What time does it finish?   _____

b   Which movie ends at 9:20 pm?   _____

c   Sarah arrives at the cinema at 2:45 pm. How long does she have to wait for the next screening of Animated Family?   _____

d   Matt walked out of the 11:00 session of Highschool Woes half an hour before the end. What time did he leave?   _____

Task 2

Timetables are also used to show the scheduling of television programs.

2   **Use this TV guide to answer the questions.**

17:10	Cartoons
18:00	Comedy
18:30	News
19:30	Documentary
20:45–23:15	Film

a   What is the shortest program?   _____

b   I am setting up my DVDR to record the documentary. How long should I record for?   _____

c   How much longer is the film than the documentary?   _____

Level 2

Timetables are often used to show transport schedules. It is important to be able to read timetables as they have the information we need to plan journeys.

1 Study this bus timetable and then fill in the gaps.

This timetable uses 24 hour time.

REMEMBER

Destination	Bus 1	Bus 2	Bus 3	Bus 4	Bus 5
Geraldton	0900	1000	1100	1200	
Port Leys	1015	1115	1215	1315	
Shelley Cove	1100	1200			
Albertson	1345	1445	1545		
Benlin	1410	1510			1810

a How long does it take to get from Geraldton to Shelley Cove? _____

b How long does it take to get from Shelley Cove to Benlin? _____

c How often does the bus leave from Geraldton? _____

d How often does the bus arrive in Benlin? _____

e If I was leaving from Geraldton and I needed to get to Albertson by 2:00 pm, which bus should I catch? _____

f If I was leaving from Shelley Cove and I needed to be in Benlin by 4:30 pm which bus should I catch? _____

g How long does the entire journey from Geraldton to Benlin take? _____

Level 3

Use the bus timetable below to answer the questions.

Bus Route – City Hall to Museum

Monday to Friday				
City Hall	Harris Ave	York Street	Holt Street	Museum
Morning				
- - -	6:30	6:35	6:38	6:45
- - -	7:10	7:15	7:18	7:25
- - -	- - -	7:50	7:53	8:00
- - -	8:20	- - -	8:30	8:35
9:00	9:02	9:07	9:10	9:17
9:45	9:47	9:52	9:55	10:02
10:30	10:32	10:37	10:40	10:47
Afternoon				
12:00	12:02	12:07	12:10	12:17
1:30	1:32	1:37	1:40	1:47
3:00	3:02	3:07	3:10	3:17
- - -	- - -	3:30	3:35	3:40
3:25	3:27	3:32	3:37	3:42
- - -	4:30	4:35	4:40	4:50
- - -	5:30	5:35	5:40	5:50
- - -	6:30	6:33	6:38	6:45
- - -	7:30	7:33	7:38	7:43

Saturday				
City Hall	Harris Ave	York Street	Holt Street	Museum
Morning				
- - -	7:30	7:33	7:38	7:45
9:40	9:42	9:45	9:50	9:57
10:50	10:52	10:55	11:00	11:07
Afternoon				
12:05	12:07	12:10	12:15	12:22
2:35	2:37	2:40	2:45	2:52
- - -	5:05	5:08	5:13	5:18
- - -	7:30	7:33	7:38	7:43
- - -	10:15	10:18	10:23	10:28

Bus Fares (one way)	
Stops	Fares
1	$1.80
2	$2.50
3	$3.50

a Which bus does Iqbal need to catch on Thursday from City Hall to be at York Street at 9:52 am?   _____

b Ali wants to be at Museum at 12:22 pm on Saturday. What time does she need to catch the bus at Harris Avenue?   _____

c Lauren travelled from York Street to Museum. How much change would she get from a $10 note?   _____

d Zac wants to travel from City Hall to Holt Street on Saturday morning. If he catches the 9:40 am bus, how long will his trip be?   _____

e Minh travels from City Hall to Harris Avenue, where he stops for lunch. Next, he travels from Harris Avenue to Museum. How much has he spent on bus fares?   _____

Challenge

Find out each family's flight number, departure time and the theme park they went to. Read the clues below and use the grid to keep track of what you find out. Use a cross when you are sure 2 variables do not match and a tick when you know that they do. The first clue has been entered into the grid to show you how to do this.

1 Flight 938 left at 4:45 pm with the Herringers on board.

2 The Herringers and the family going to Seaworld were not on the flight leaving just before 6 pm.

3 The Nicholls family who were on flight 762 were not interested in going to Knott's Berry Farm or Disneyland.

4 Flight 938 was the flight of the family going to Universal Studios.

5 The Kirk family was the last of all the families to fly out on flight 165 on the way to Knott's Berry farm.

6 The Flenleys were on Flight 513 which left $1\frac{1}{2}$ hours before flight 938.

Family	Flight Number				Time				Theme Park			
	762	938	513	165	14:38	15:15	16:45	17:53	SW	US	DL	KBF
Nicholls		✘					✘					
Herringer	✘	✔	✘	✘	✘	✘	✔	✘				
Flenley		✘					✘					
Kirk		✘					✘					

TUESDAY - Afternoon

Visual Arts

Tim Burton is an American film director and artist. He is famous for his movies and the characters he draws. His style of drawing has been influenced by German Expressionism. German Expressionism was an early twentieth century art movement that focused on feelings and ideas rather than reality and is characterised by simplified shapes, bright colours and mark making.

Here are some of the characters Tim Burton drew.
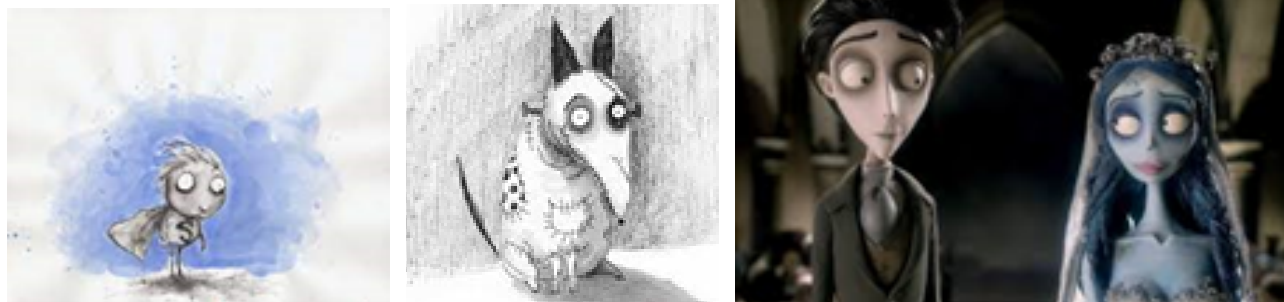
What do you notice about these characters?
Look at the shapes of the heads. How big are the eyes? Look at the size of the mouth in comparison. Look at their necks and arms and legs.   Many of his drawings were in black and white.

Here are examples of students' work that has been inspired by Tim Burton.

Choose one of these or create your own character inspired by Tim Burton. You might even decide to create a Tim Burton inspired self-portrait. Make sure you add detail with your pen or pencil, make lots of marks and shade areas.

IDEA FROM MISS B - can you take a classic fairy tale or nursery rhyme create and draw them in the style of Tim Burton?

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.

COMPARING LITERATURE FROM DIFFERENT CULTURES Compare these texts and record
the common ideas and differences on the next page

Lon Po Po - China

Once, Long ago, there was a woman who lived alone in the country with her three children, Shang, Tao, and Paotze. On the day of their grandmother's birthday, the good mother set off to see her, leaving the three children at home.

Before she left she said, "Be good while I am away, my heart-loving children; I will not return tonight. Remember to close the door tight at sunset and latch it well."

But an old wolf lived nearby and saw the good mother leave. At dusk, disguised as an old woman, he came up to the house of the children and knocked on the door twice: bang, bang.

Shang, who was the eldest, said through the latched door, "who is it?" "My little jewels," said the wolf, "this is your grandmother, your Po Po." "Po Po!" Shang said. "Our mother has gone to visit you!" The wolf acted surprised. "To visit me? I have not met her along the way. She must have taken a different route."

"Po Po!" Shang said. "How is it that you came so late?" The wolf answered, "The journey is long, my children, and the day is short." Shang listened through the door. "Po Po," she said, "why is your voice so low?" "Your grandmother has caught a cold, good children, and it is dark and windy out here. Quickly open up and let your Po Po come in," the cunning wolf said.

Tao and Paotze could not wait. One unlatched the door and the other opened it. They shouted, "Po Po, Po Po, come in!" At the moment he entered the door, the wolf blew out the candle.

"Po Po," Shang asked, "why did you blow out the candle? The room is now dark." The wolf did not answer. Tao and Paotze rushed to their Po Po and wished to be hugged. The old wolf held Tao. "Good child, you are so plump." He embraced Paotze. "Good child, you have grown to be so sweet."

Soon the old wolf pretended to be sleepy. He yawned. "All the chicks are in the coop," he said. "Po Po is sleepy too. When he climbed into the big bed, Paotze climbed in at one end with the wolf, and Shang and Tao climbed in at the other.

But when Shang stretched, she touched the wolf's tail. "Po Po, Po Po, your foot has a bush on it." "Po Po has brought hemp to weave you a basket," the wolf said. Shang touched grandmother's sharp claws. "Po Po, Po Po, your hand has thorns on it." "Po Po has brought an awl to make shoes for you," the wolf said.

Little Red Riding Hood by the Brothers Grimm

Once upon a time there was a little girl, much beloved by everybody, none less than her Grandmother. Once she sent her a little riding hood of red velvet, and as it was very becoming to her, and she never wore anything else, people called her Little Red Riding Hood.

One day her mother said to her, "Come, Little Red Riding Hood, here are some cakes for you to take to grandmother; she is weak and ill, and they will do her good. Make haste and start before it grows hot, and walk properly and nicely, and don't run. "I will be sure to take care," said Little Red Riding Hood to her mother, and gave her hand upon it.

Now the grandmother lived away in the wood, half an hour's walk from the village; and when Little Red Riding Hood had reached the wood, she met the wolf; but as she did not know what a bad sort of animal he was, she did not feel frightened. "Good day, Little Red Riding Hood," said he. "Thank you kindly, wolf," answered she. "Where are you going so early, Little Red Riding Hood?" "To my grandmother's." "Where does your grandmother live, Little Red Riding Hood?" "A quarter of an hour's walk from here; her house stands beneath the three oak trees, and you may know it by the hazel bushes," said Little Red Riding Hood.

The wolf thought to himself, "That tender young thing would be a delicious morsel, and would taste better than the old one; I must manage somehow to get both of them." The wolf went straight to the grandmother's house and knocked at the door. "Who is there?" cried the grandmother. "Little Red Riding Hood," he answered, "and I have brought you some cake. Please open the door." "Lift the latch," cried the grandmother; "I am too feeble to get up." So the wolf lifted the latch, and the door flew open, and he fell on the grandmother and ate her up without saying one word.

Then he drew on her clothes, put on her cap, lay down in her bed, and drew the curtains. Little Red Riding Hood was all this time running about among the flowers, and when she had gathered as many as she could hold, she set off to Grandmothers. She was surprised to find the door standing open. And when she said, "Good morning," there was no answer. Then she went up to the bed and drew back the curtains; there lay the grandmother with her cap pulled over her eyes, so that she looked very odd.

"O grandmother, what large ears you have!" "All the better to hear with."

"O grandmother, what great eyes you have!" "All the better to see with."

"But, grandmother, what a terrible large mouth you have!" "All the better to devour you!"

Comparison - Lon Po Po and Little Red Riding Hood

Questions	Lon Po Po	Little Red Riding Hood
Who are the main characters?		
Who does the wolf pretend to be?		
Questions the characters ask 'Grandmother/PoPo'		
What did both the mothers in the two stories say/do at the beginning?		
How do you think the stories will end?		

Writing

- **PERSONAL RESPONSE TO POEMS**

On Monday we looked at how we all respond differently to poems. FIRST - Read the whole poem by Roald Dahl and THEN complete the P.A.F.T and personal response questions

LITTLE RED RIDING HOOD AND THE WOLF

As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"

Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.

But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!
I haven't yet begun to feel
That I have had a decent meal!"

He ran around the kitchen yelping,
"I've got to have a second helping!

Then added with a frightful leer,
"I'm therefore going to wait right here

P. A. F. T

What is the **Purpose** of this text?

_____

_____

_____

Who is the **Audience**? _____

_____

What is the **Form**? What kind of text is it?

_____

What is the **Tone**? _____

_____

Till Little Miss Red Riding Hood
Comes home from walking in the wood."

He quickly put on Grandma's clothes,
(Of course he hadn't eaten those).
He dressed himself in coat and hat.
He put on shoes, and after that,
He even brushed and curled his hair,
Then sat himself in Grandma's chair.

In came the little girl in red. She stopped. She stared. And then she said, "What great big ears you have, Grandma." "All the better to hear you with," the Wolf replied.

"What great big eyes you have, Grandma." said Little Red Riding Hood. "All the better to see you with," the Wolf replied.

He sat there watching her and smiled.
He thought, I'm going to eat this child.
Compared with her old Grandmamma,
She's going to taste like caviar.

Then Little Red Riding Hood said, " But Grandma, what a lovely great big furry coat you have on."

"That's wrong!" cried Wolf. "Have you forgot
To tell me what BIG TEETH I've got?
Ah well, no matter what you say,
I'm going to eat you anyway."

The small girl smiles. One eyelid flickers.
She whips a pistol from her knickers.
She aims it at the creature's head,
And bang bang bang, she shoots him dead.

A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, "Hello, and do please note
My lovely furry wolfskin coat."
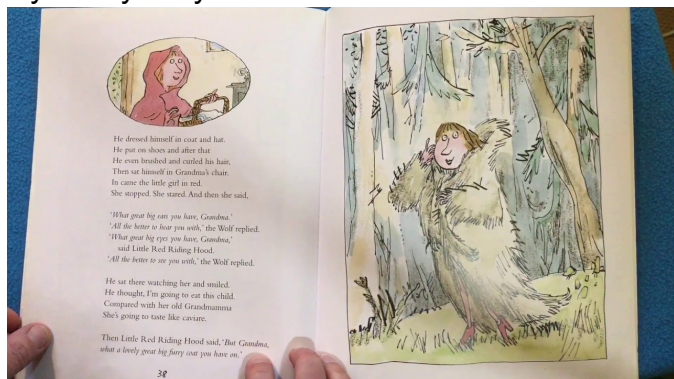
What do you think of this poem? Did you enjoy it? Do you like it more or less than the traditional L.R.R story of Lon Po Po?

_____

_____

_____

_____

_____

_____

How have the roles reversed in this version? Is Little Red Riding Hood a victim?

_____

_____

_____

_____

This version of L. R. R was written in 1982, making it almost 40 years old. Do you think it would be seen as being as funny and acceptable if it came out in 2022? Why or why not?

_____

_____

_____

_____

_____

How else could this have ended well for L.R R? How else could she have beaten the wolf?

_____

_____

_____

_____

WEDNESDAY - Mathematics

Daily Kakuro

- Complete **at least one** kakuro:

Level 1	Level 2	Level 3

Number and Algebra

Addition and Subtraction

Answer the ALL LEVELS questions and then CHOOSE AT LEAST ONE LEVEL TO DO.

ALL LEVELS - Money Problems - Answer all the questions

Qu. 1

Charlotte went shopping with her saved birthday money. She had $55.50, purchased three items and received $4.90 change.

How much money did Charlotte spend?

What could have the individual prices for each of the purchased items been?

Challenge

If Charlotte purchased one expensive item which cost over 50% of her money and two cheaper items what could the individual prices be?

Qu. 2

I got $78.55 for my birthday. I spent $12.50 on Saturday and $22.80 on Sunday. How much spending money have I got left?

Qu. 3

Sally bought 3 photograph frames, each costing $7.55. She paid with $30.00. How much change did she get?

Level 1

Susan has $19.05 and Jean has $4.25. How much money do they have together?

Answer:

Janice gives $3.85 to Patricia. If Janice started with $37.00, how much money does she have left?

Answer:

After buying some pencils for $52.25, Kevin has $8.82 left. How much money did Kevin have to begin with?

Answer:

After buying some apples for $76.65, Matthew has $6.09 left. How much money did Matthew have to begin with?

Answer:

Bobby has $47.35 and Earl has $22.95. How much money do they have together?

Answer:

Level 2

Answer:

After buying some marbles for $99.73, Christina has $67.88 left. How much money did Christina have to begin with?

Answer:

Marie gives $5.19 to Andrea. If Marie started with $46.50, how much money does she have left?

Answer:

Kimberly has $89.17 and Teresa has $64.10. How much money do they have together?

Answer:

Gerald has $30.43 and Peter has $4.17. How much money do they have together?

Answer:

Gerald has $93.85 and Margaret has $5.25. How much money do they have together?

Level 3

After buying some oranges for $95.62, Jacqueline has $16.44 left. How much money did Jacqueline have to begin with?

Answer:

After buying some marbles for $83.40, Thomas has $17.19 left. How much money did Thomas have to begin with?

Answer:

Barbara has $63.03 and Antonio has $6.55. How much more does Barbara have than Antonio?

Answer:

Margaret gives $41.41 to Kathleen. If Margaret started with $99.07, how much money does she have left?

Answer:

Ashley has $79.74 and Evelyn has $2.96. How much money do they have together?

Answer:

Measurement and Geometry

Timetables

Task 1

The timetable below is from a fitness club.

Read the table and answer the questions that follow.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30 am	Boxing	Yoga	Cardio	Cardio	Squash	Pilates	Pilates
9:30 am	Pilates	Squash	Yoga	Weights	Cardio	Squash	Weights
10:30 am	Cardio	Pilates	Pilates	Squash	Pilates	Cardio	Squash
4:30 pm	Yoga	Boxing	Squash	Pilates	Boxing	Weights	Cardio
5:30 pm	Squash	Weights	Boxing	Boxing	Weights	Yoga	Yoga

Fill in the blank in each person's statement:

a   Paula says to her friend:

"I can meet you on Monday but we have to finish by _____ as it takes me 30 minutes to drive to my yoga class."

b   Linh says to her friend:

"I can meet you at _____ after my squash game on Sunday. My game takes 45 minutes and then the drive will take me 10 minutes maximum."

c   Michael says to his friend:

"I'll meet you for dinner after my boxing training that goes for $1\frac{1}{2}$ hours on Thursday night. It will take me 10 minutes to shower and 20 minutes to drive there so I will meet you at _____."

Task 2

This diagram shows the route of a shuttle bus and the length of time between stops.
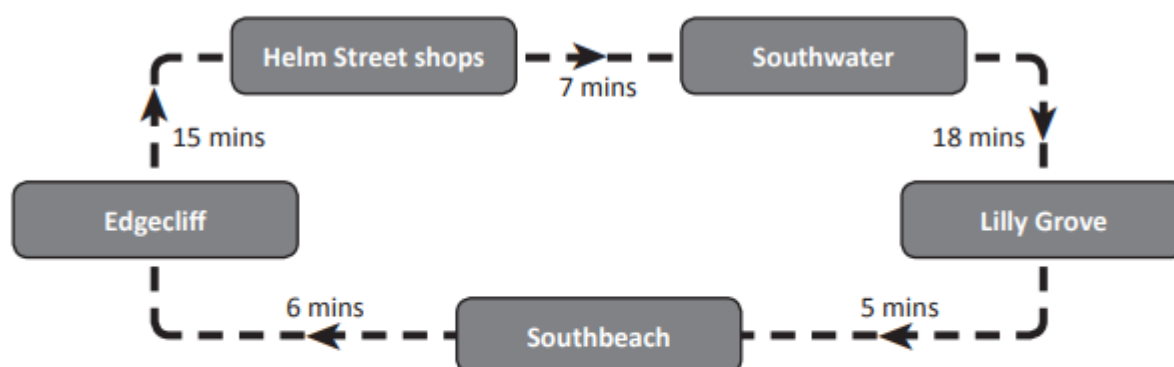
a   If you leave Edgecliff at 7:55 am, what time can you expect to be at Lilly Grove?   _____

b   What time did you get on the bus at Southbeach if it is 5:00 pm when you get off at Helm Street shops?   _____

Challenge

Getting ready

Five friends like five different TV shows: a cartoon, a crime show, a reality show, football and a sitcom. They all screen on different channels (2, 7, 9, 10, 12) and on different nights of the week. Your job is to match the friend with their favourite show.

What to do

Read the clues below and use the information to eliminate possibilities. Show your choices on the grid below. You may want to use the grid on the following page to help you arrange your thoughts.

1. Luke's favourite show airs on the weekend. He doesn't watch crime shows and thinks sitcoms are a waste of time.

2. The sitcom screens on Tuesday evening on Channel 12.

3. The cartoon is on Channel 10.

4. Hung's show is on the lowest numbered channel on the first day of the school week. He can't stand reality TV.

5. No one's favourite show is on Sunday or Friday.

6. Macey hates sports. Her favourite show is Hung's least favourite show and screens 2 days after Jamie's.

7. The crime show airs on Channel 2.

8. Britt's favourite show screens on Wednesdays on Channel 10.

9. Jamie's show screens on Channel 12, one day before Britt's favourite show.

10. The football screens on Saturday on Channel 7.

Name	Show	Night	Channel
Luke			
Macey			
Jamie			
Hung			
Britt			

This may help with your working.

Puzzle Grid

	Luke	Macey	Jamie	Hung	Britt
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Sport					
Reality					
Crime					
Cartoon					
Sitcom					
Channel 2					
Channel 7					
Channel 9					
Channel 10					
Channel 12					

WEDNESDAY - Afternoon

MUSIC

Music Stage 3 Term 4 Week 3

Rhythm Warmup https://youtu.be/586_P69fdZA?t=6

Adams Family Bucket Drumming https://youtu.be/M-HWSNxTa-E?t=2

Spooky Scary Skeletons This video illustrates the Form of this classic piece of Halloween music.

The music is made up of three sections, labelled A, B and C. Watch the video and notice when each new section begins. If you like you can try to figure out how many bars/beats are in each section.

https://www.youtube.com/embed/e8J1pezAxbc?list=PLLj9zcicoXcPhEp8nYCD-t1SoevC1-wgb

After listening to the music once make up three different body percussion or rhythm patterns – one for each section. Your patterns could be 4 or 8 beats long, that's up to you. Write them down to help you remember them. You could use rhythm notation, words or pictures – whatever works for you.

Practice performing them slowly without the music and especially practice switching from one pattern to the other. Here is a very simple example:

Suggested Movement

A – stomp, clap, stomp, clap, stomp, clap, stomp, rest,

B – stomp, stomp, clap clap, clap, pat, pat, rest, click

C – rest, click, rest, click, stomp, stomp, stomp

Perform your spooky scary patterns along with the music

Revise: Fireflies

Performance: https://youtu.be/JZkc0hVIvOs
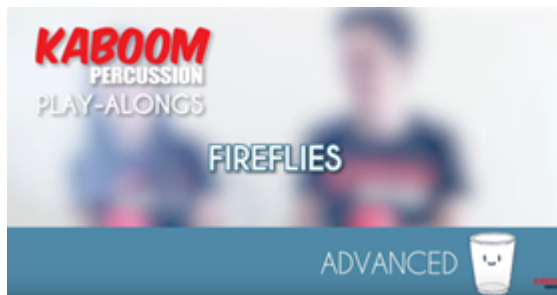
Listening: Soul Cake (Sting)

Here is a beautiful arrangement of "Soul Cake" sung by Sting. We have sung several verses of this song in class.

https://youtu.be/bu8H5rA9HuA?t=2

And finally, did you work out how Josh and Cat made the instrument you heard last week? Here is how!

https://youtu.be/eHoHqHK2UVU?t=5

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

Reading

- **COMPARING TWO POEMS FROM DIFFERENT CULTURES**

Mangroves	My Heart Soars	
Buzzing	The beauty of the trees,	**How are these two poems similar?**
Stinging	the softness of the air,	_____
Mossies roam	The fragrance of the grass,	_____
	Speaks to me.	_____
Silent		
Biters	The summit of the mountain,	**How are these poems different?**
Sandfly's home	The thunder of the sky,	_____
	The rhythm of the sea,	_____
Greens	Speaks to me.	_____
Browns		
Reds and blue	The faintness of the stars,	Both of these poems were written by Indigenous people of different countries. Can you work out which countries they are from?
Smokey	The freshness of the morning,	
Fire	The dew drop on the flower,	
Keep them from you	Speaks to me.	_____
Salty	The strength of fire,	_____
Dampness	The taste of salmon,	_____
Muddy banks	The trail of the sun,	
Crab	And the life that never goes	*'mangroves that share secrets'*, & *'rhythm of the sea that speaks to you'* - these are examples of what?
Empires	away,	
Our tummies thank...	They speak to me.	_____
Fire smells		**How does this language tell us about the two poet's feelings towards the environment?**
Salty	And my heart soars.	
Air		
Goodnight		_____
Sweet mangroves		_____
For secrets		
Shared.		_____

Writing

Complete the following TASK AFTER THE ZOOM SESSION

Read the two poems them complete the Venn Diagram

Desert Places *by Robert Frost*	**Acquainted With the Night** *by Robert Frost*
Now falling and night falling fast, oh, fast In a field I looked into going past, And the ground almost covered smooth in snow, But a few weeds and stubble showing last. The woods around it have it - it is theirs. All animals are smothered in their lairs. I am too absent-spirited to count; The loneliness includes me unawares. And lonely as it is, that loneliness Will be more lonely ere it will be less - A blanker whiteness of benighted snow WIth no expression, nothing to express. They cannot scare me with their empty spaces Between stars - on stars where no human race is. I have it in me so much nearer home To scare myself with my own desert places.	I have been one acquainted with the night. I have walked out in rain—and back in rain. I have outwalked the furthest city light. I have looked down the saddest city lane. I have passed by the watchman on his beat And dropped my eyes, unwilling to explain. I have stood still and stopped the sound of feet When far away an interrupted cry Came over houses from another street, But not to call me back or say good-bye; And further still at an unearthly height, One luminary clock against the sky Proclaimed the time was neither wrong nor right. I have been one acquainted with the night.

FEATURES OF DESERT PLACES   **SIMILARITIES**   **FEATURES OF ACQUAINTED WITH THE NIGHT**
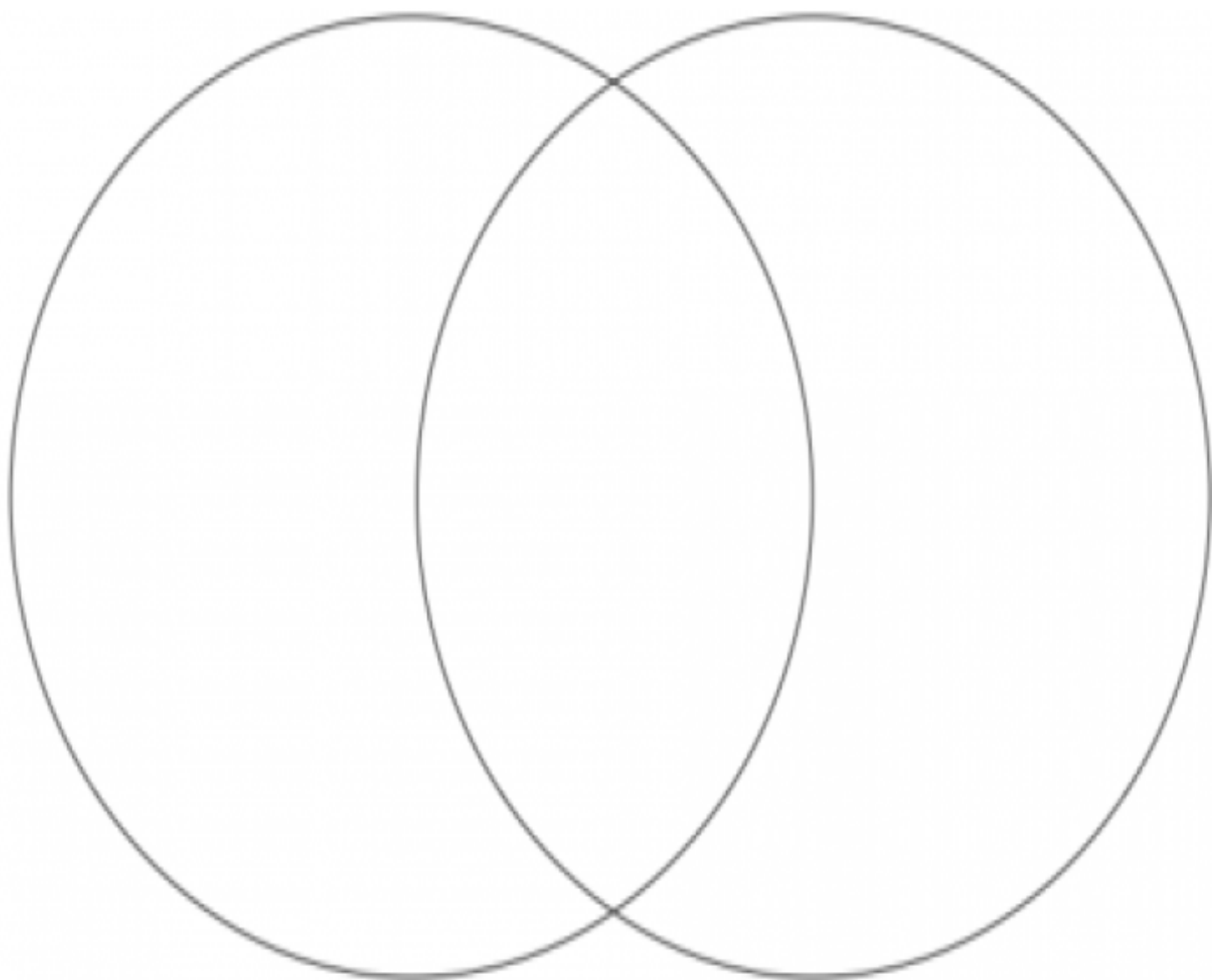
THURSDAY - Mathematics

Daily Kakuro

Complete **at least one** kakuro:
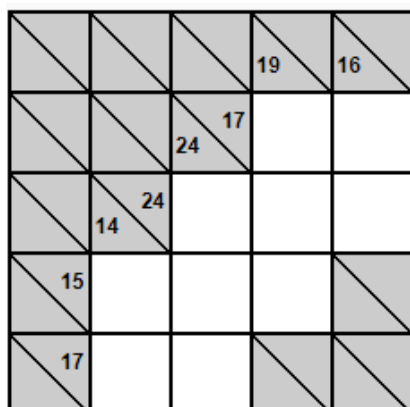
LEVEL 1	LEVEL 2	LEVEL 3
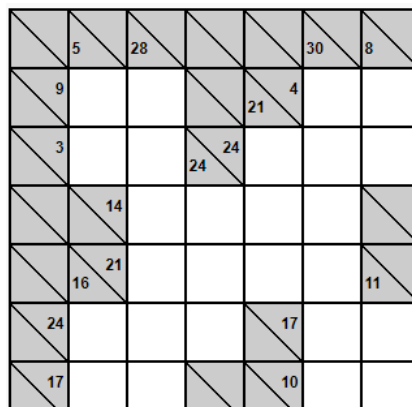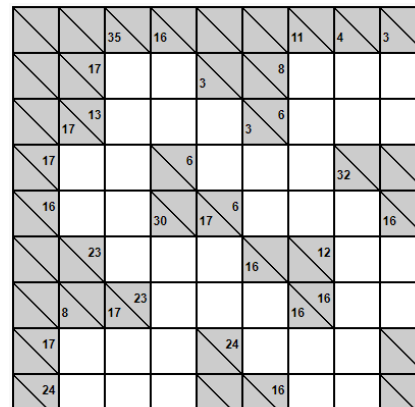
Number and Algebra

Answer these questions and then go to your year level

Working Backwards Word Problems

Start with the final number in the question. Work backwards, undoing each step until you get back to the start. Check your answer by putting it back into the original question.

1. I think of a number. I double it and then subtract 15. My answer is 13. What number was I thinking of to start with?

_____

2. A farmer grows some tomato plants. Three of the plants die and each of the rest grows twelve tomatoes. If the farmer picks forty-eight tomatoes, how many plants did he start with?

_____

3. I think of a number. I multiply it by three and then add sixteen. My answer is thirty-seven. What number did I start with?

_____

4. I go shopping and spend half of my money on books. I then buy an ice-cream for $3.50. If I have $8.50 left, how much money did I start with?

_____

5. I think of a number. I subtract 5 and then divide by four. Finally, I add 12. My answer is 18. What number was I thinking of to start with?

_____

6. The netball coach cuts oranges into quarters. At half time, seven players each eat three quarters. If there are eleven quarters left at the end of the match, how many whole oranges were cut up by the coach?

_____

Year 5

Solve these questions.

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards

1

On Sunday, Jacob spent 86 minutes on his maths homework and 37 minutes reading. On Tuesday, he spent 69 minutes on his project.

What calculations will you use to find the difference between the time spent on homework on Sunday and Tuesday?

twinkl.co.uk

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards

2

Jacob received £25.90 for his birthday. He spent £8.99 on a book and £7.50 on a computer game. Show three different calculation steps you could use to find how much money he has left.

1.

2.

3.

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards

3

At the beginning of the day, a grocer has 239 apples. He receives another 144 from his supplier and sells 307 during the day.

Khalid calculates how many apples the grocer has by the end of the day:

307 – 239 = 68, 68 + 144 = 212 apples left.
Explain the mistake Khalid has made.

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards

4

Alisha has £18.35 in her purse. Her father gives her £5 pocket money. She buys a book for £7.99 and a bag for £13.49. How much will she have left?

Naomi says Alisha has £1.87 left. Jack says Alisha has £3.13 left. Who is correct and what mistakes have been made?

What other errors might be made?

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards

5

A pizza shop makes 176 pizza bases before opening. Over the evening, they sell 247 pizzas. During the evening, they make another 80 pizza bases. How many pizza bases will be left at the end of the evening?

Bailey says they have 151 pizza bases left.

Ashleigh says they have 9 pizza bases left.

Who is correct and what mistakes have been made? What other errors might be made?

Year 6

Solve these questions

Maths Mastery - Addition and Subtraction

1. Mr Green drives a truck. Last week he drove 197 kilometres, 232 kilometres and 164 kilometres on his 3 journeys.

This week he drove 309 kilometres and 265 kilometres on his 2 journeys.

What was the difference in kilometres between this week and last week?

Maths Mastery - Addition and Subtraction

2. Over the weekend, Paulina spends 85 minutes on her project and 45 minutes on her maths homework.

On Monday, she spends 65 minutes on her spelling and grammar homework.

Explain how you would work out how much longer she spends on her homework over the weekend. Can you find more than one method?

Maths Mastery - Addition and Subtraction

3. Isla buys a T-shirt for $4.50, a skirt for $8 and a pair of shorts. She pays for the items with a $20 note and gets the following coins as change.

How much were the shorts?

Choose a written strategy and solve the following:

a 6 009 people are at a football match and 648 people are working at the ground. How many people are there altogether?

b 1 382 people arrived at the pop concert by car and 4 553 arrived by train. How many people attended the concert?

AFTER the zoom complete the following tasks.

Use what you know about time relationships to complete this cross number puzzle. You may use a calculator.
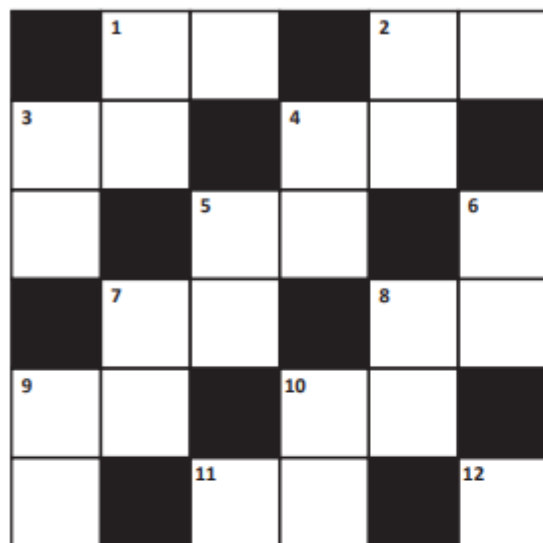
Across

1. years in half a century
2. minutes in $\frac{1}{4}$ of an hour
3. minutes in 1 hour + 20 minutes
4. hours in 1 day
5. days in April
7. hours in 2 days plus 1 hour
8. hours in half a day
9. minutes in $1\frac{1}{4}$ hours
10. minutes in $\frac{2}{3}$ of an hour
11. hours in 4 days and 2 hours
12. your age minus 4

Down

1. years in five decades
2. days in a fortnight
3. hours in $\frac{1}{2}$ a week
4. seconds in $\frac{1}{3}$ of a minute
5. days in September plus 9 days of October
6. hours in 3 days
7. minutes in $\frac{3}{4}$ hour
8. seconds in $\frac{1}{6}$ of a minute
9. months in 6 years
10. hours in 2 days

Thirty days has September, April, June and November. February has twenty-eight alone. All the rest have thirty-one except in leap year. That's the time when February's days are twenty-nine.
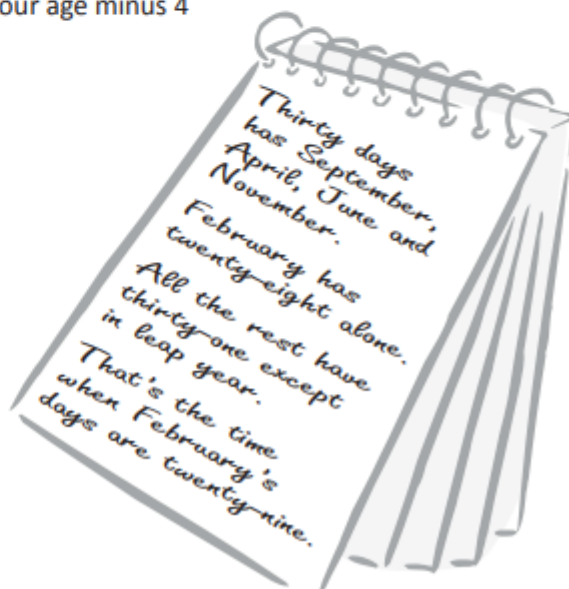
Australian Time Zones

Australia has three time zones. New Zealand has one. Why do you think this is?

Central Standard Time is $\frac{1}{2}$ an hour behind Eastern Standard Time.
Western Standard Time is 2 hours behind Eastern Standard Time.
New Zealand is 2 hours ahead of Australian Eastern Time.

1 On the map, label each capital city in Australia and New Zealand.

Western Standard Time | Central Standard Time | Eastern Standard Time
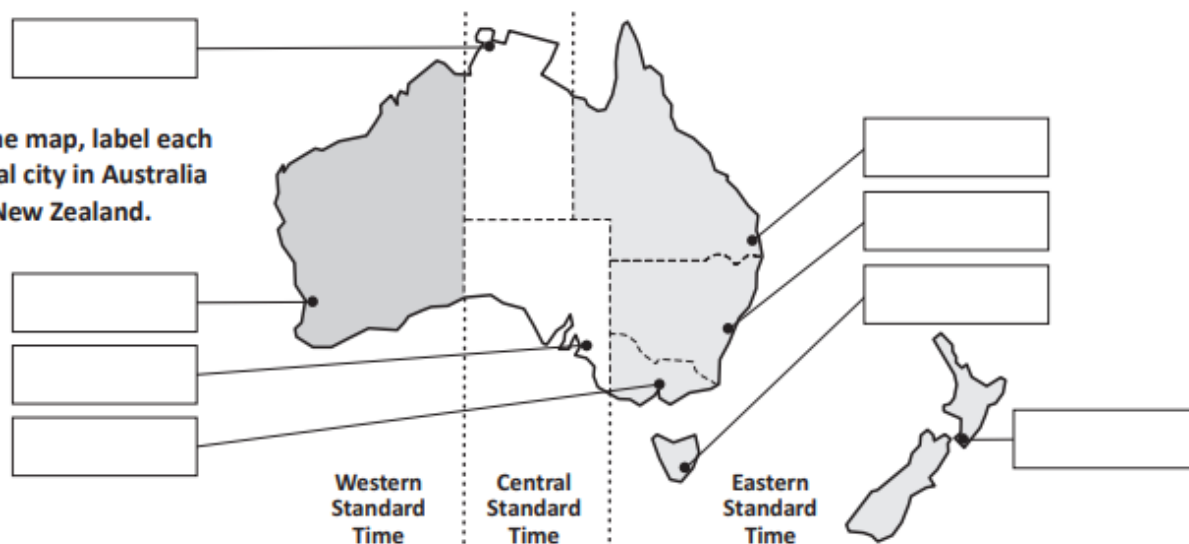
2 Show the time in each zone based on the first clock.

Western Standard | Central Standard | Eastern Standard | New Zealand
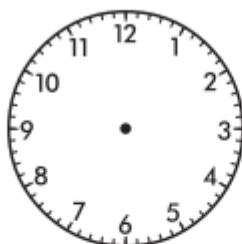
3 You are in Brisbane and it is 7 pm. What time will it be in:
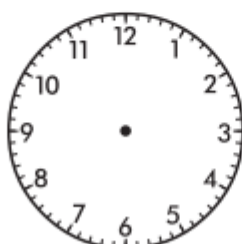
Brisbane | Perth | Darwin | Wellington

4 Now you are in Perth. What time will it be in:

4:00
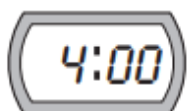
Perth | Darwin | Brisbane | Wellington
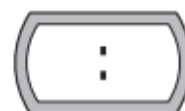
Elapsed Time

Use the time line for each elapsed time problem:

a Abdul played the clarinet from 7:32 pm for 1 hour and 44 minutes. What time did he finish?

+ 40 mins   + 4 mins

| 8:32 | | | | | | : |
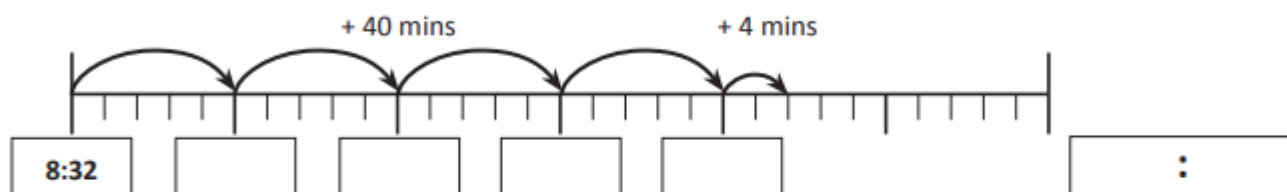
b Ali took 3 hours and 52 minutes to wash 12 cars. If she started at 2:18 pm, what time did she finish?

| 5:18 | | | | | | : |
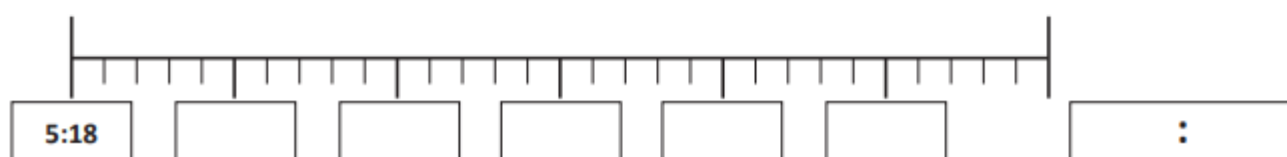
c Sarah drove to her friend Nick's house. She left her house at 4:36 pm and the drive took 2 hours and 18 minutes. What time did she arrive?

| | | | : |

d In order to buy and prepare all the food for the birthday party, Max worked solidly from 2:18 pm for 3 hours and 46 minutes. What time did he stop?

| | | | | | : |
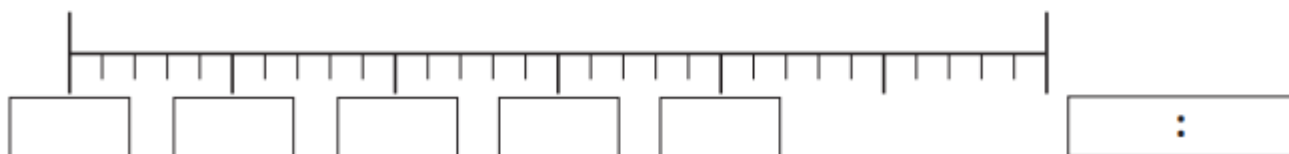
Work out the finish time.

Start	Finish	Start	Finish
(clock) am	: Elapsed time: 3 hours 10 minutes	(clock) am	: Elapsed time: 2 hours 25 minutes
Start	Finish	Start	Finish
(clock) am	: Elapsed time: 6 hours 15 minutes	(clock) pm	: Elapsed time: 4 hours 30 minutes

THURSDAY - Afternoon
PDHPE - HEALTH

Stage 3 PDHPE - Week 3 – Positive Actions

Activity 1 - Bites and Stings Research Task

Bites and stings occur frequently and most are relatively minor. Even though they may be painful, they are not likely to cause serious problems. However, venom from some Australian snakes, spiders and certain marine animals is lethal and can cause life-threatening injuries.

Venom is normally injected just beneath the skin rather than directly into the bloodstream. It then moves slowly into the tissues before entering the bloodstream.

Generally the onset of effects are slow providing the patient keeps still.

Choose one from the following list of venomous snakes, spiders and marine life and answer the questions below by researching on the internet.

·   Eastern Brown Snake

·   Western Brown Snake

·   Common Death Adder

·   Red-bellied Black Snake

·   Redback Spider

·   Funnel Web Spider

·   Blue-ringed Octapus

·   Box Jellyfish

·   Stonefish

Questions

1. Name of Venomous species

_____

2. Description – What does it look like?

_____

_____

_____

_____

_____

3. List the signs and symptoms of a bite from this venomous creature.

_____

_____

_____

_____

4. Explain the steps involved to treat and manage a bite or sting.

_____

_____

_____

_____

_____

_____

_____

_____

5. Draw a picture of your chosen venomous creature in the box below.

Activity 2 - Fitness Bingo

Look at the card below and try to complete some of the exercises.

Extra Challenges

ü Can you complete all exercises in one day?

ü Can you pick two or three to do all in one go, with a short, ten-second break in-between each one?

ü Can you complete all exercises in one session?

Can you do each exercise more than once, with a short ten-second break in-between?

Fun Fitness Bingo

Backwards Lunges	Climb the Rope	Upwards Punches	Sumo Squats	Frog Jumps
Shoulder Taps	Twist and Jump	Front Kicks	Side Lunges	Marching on the Spot
Star Jumps	Squats	Forward Punches	Elbow to Knee	Box Push-Ups
High Knees with Punches	Squat with Punches	Upper Cuts	Mummy Kicks	Running on the Spot

Aim to do each exercise for 20-30 seconds.

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 30b

   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.

-

FREE VERSE POEMS
Read this free verse poem and answer the questions

Wolves by Sierra Marston

FREE VERSE POETRY

Unlike metered poetry, free verse poetry does NOT have any repeating patterns of stressed and unstressed syllables. Does NOT have rhyme.

Free verse poetry is very conversational - sounds like someone talking with you.

A more modern type of poetry.

Wolves howling towards the moon

   Gray and dark

 Sitting on a rock

     Snow falling all around

   Pine trees swaying

green and white

      Soft like a feather

    Goes to sleep

  Wakes up in the snow

Covered in a blanket

     Joins the rest of the pack

  to get the kill for breakfast

And again for the next day and the next

This poem has no punctuation. Why do you think that is?

_____

_____

"soft like a feather" is an example of what?

_____

What is the tone of this poem? What is the poet saying about wolves?

_____

_____

This poem has short lines and many line breaks. Why does the poet keep starting a new line for a small amount of words? What is the effect of this when you read aloud?

_____

_____

Read the poem aloud. Do you think it is easier to read rhyming poems or free verse? Why?

_____

_____

In this poem we have the description of the wolves 'howling towards the moon, grey and dark, next to a description of the pine trees 'pine trees swaying, green and light, soft like a feather'. What is the effect of placing these two descriptions together in the poem?

_____

_____

Writing

- **TODAY'S WRITING ASSESSMENT IS TO BE SUBMITTED THROUGH GOOGLE CLASSROOM.**

FREE VERSE POETRY WRITING - follow the guide to create your poem!

haters
are birds
 with clipped wings
hopping around a cage
telling the world
that the sky
isn't that great anyways

atticus

Choose a topic - eagle   dingo   river   desert   storm

ocean   snow   fox   jungle   bushfire   the cave   bears

Write descriptive words about your topic - Optional - record ideas for the senses to help with imagery

see -

hear -

touch -

taste -

smell -

Choose your tone - peaceful   despair   hope   fury   gentle   angry   whimsy

Write some sentences here about your topic. When you are ready, write a free verse poem and type it in Google Classroom. Try to play with word choice, layout and the length of each line. Can you use - simile, metaphor, alliteration, personification, anaphora etc?

FRIDAY - Mathematics

Daily Kakuro

- Complete **at least one** kakuro:
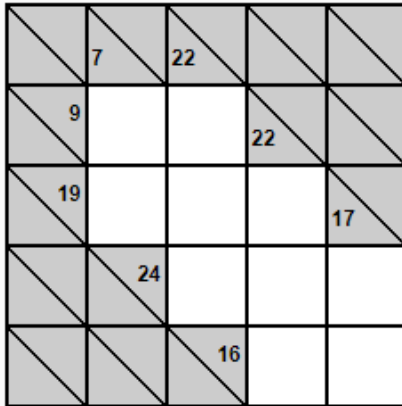
LEVEL 1	LEVEL 2	LEVEL 3
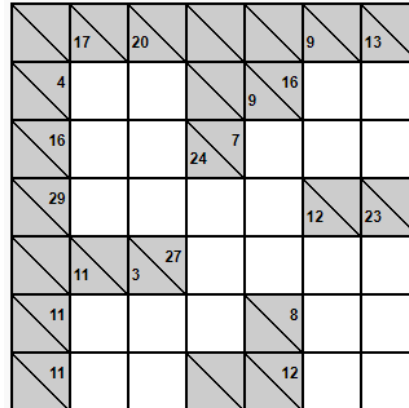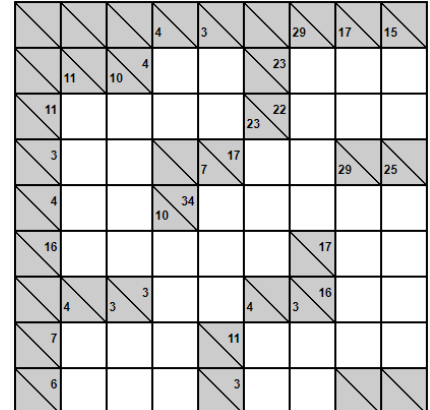
Number and Algebra

Addition and Subtraction

Year 5

Four different families went on a holiday over Easter. Work out the distance that each car has travelled on the missing days:

	Robertsons	Pankhursts	Cailes	Darnleys
Day 1	125 km	225 km		130 km
Day 2	375 km		525 km	
Day 3		110 km	125 km	270 km
Total distance	735 km	836 km	950 km	695 km

Assuming that each family started their holiday from the same place, work out where each family was at the end of Day 2. Connect the place with the family by drawing a line:

Family	Place
Robertsons	Damp 'n Crazy Water Park – 726 km
Darnleys	The Big Baboon – 825 km
Pankhursts	Insect Museum – 425 km
Cailes	The Giant Toothbrush – 500 km

Solve these addition problems. First estimate the answers:

e: [   ]   e: [   ]   e: [   ]   e: [   ]

a
H	T	U
5	4	1
+ 3	1	3

b
H	T	U
1	7	3
+ 5	9	2

c
H	T	U
3	8	4
+ 2	1	3

d
H	T	U
2	6	8
+ 4	9	3

e: [   ]   e: [   ]   e: [   ]   e: [   ]

e
Th	H	T	U
2	2	1	7
+ 3	4	0	8

f
Th	H	T	U
4	5	1	6
+ 1	3	4	3

g
Th	H	T	U
5	3	8	9
+ 1	2	7	4

h
Th	H	T	U
3	2	8	1
+ 1	4	2	8

Year 6

Task 1

It is important to eat healthy foods that are low in fat and sugar. This table shows nutritional information of some common foods:

	Bowl of coco flakes	Bowl of wheat puffs	Meat pie	Salad sandwich	Cola drink	Fruit juice	Milkshake
Total fat	1.2 g	0.7 g	33.8 g	9.3 g	0 g	0 g	12 g
Sugars	28.3 g	1.6 g	12.3 g	5.4 g	30 g	4.9 g	61 g

a How healthy are the children listed in the table below? Calculate the total amount of fat and sugar consumed by each child for breakfast and recess:

		Breakfast	Lunch	Total fat	Total sugar
Sam	○	Bowl of coco flakes	Meat pie and cola drink		
Nate	○	Bowl of wheat puffs	Meat pie and a milkshake		
Wil	○	Bowl of coco flakes	Salad sandwich and cola drink		
Trey	○	Bowl of wheat puffs	Salad sandwich and fruit juice		

Task 2

Stef and Marly's parents give each of them $10 pocket money each week. They must use some of it to buy their lunch from the school canteen every Friday.

a If they both save the pocket money left over from buying Friday lunches, who will have saved the most by the end of 4 weeks? Use this canteen price list and the tables below. Decide when you need to add and when you need to subtract.

School Canteen Price List

Ham and salad sandwich	$3.40	Hot chicken roll	$3.60
Ham, cheese and tomato sandwich	$3.50	Sausage roll	$2.20
Toasted cheese sandwich	$3.20	Meat pie	$2.80
Toasted ham, cheese and tomato sandwich	$3.60	Tomato sauce	$0.30

Week	1	2	3	4	Total
Stef's lunches	Hot chicken roll	Meat pie with tomato sauce	2 toasted cheese sandwiches	Sausage roll with tomato sauce	
Saved					
Marly's lunches	Sausage roll with tomato sauce	Toasted cheese sandwich	Toasted ham, cheese and tomato sandwich	2 ham and salad sandwiches	
Saved					

b Who saved the most money?

c What was the difference?

Measurement and Geometry

Assessment - There will be a *Time* Assessment posted in your Google Classroom

FRIDAY - Afternoon
WELLBEING

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

- **Visit the link below**

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

https://vimeo.com/575220278/302fa5c560

LInk will be placed in Google Classroom

La La La

I am proud of myself for ....

Footsteps is challenging because......

I tried my best this lesson to...

Next week I'll try harder to...

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

YEAR 5 SPELLING	
CORE	**EXTENSION**
usually	amnesia
pleasure	casual
leisure	composure
collision	conclusion
massage	confusion
decision	enclosure
treasure	entourage
leisurely	envision
enclosure	exclusion
adhesion	fantasia
explosion	indecision
	invasion
	leisurely
	luxuriant
	mirage
	persuasion
	provisional
	sabotage
	treasurer
	treasury

YEAR 6 SPELLING

CORE	EXTENSION
treasury	abrasion
treasure	artesian
leisurely	audiovisual
enclosure	azure
adhesion	barrage
explosion	beige
transfusion	cohesion
diversion	contusion
persuasion	corsage
luxurious	derision
camouflage	disillusioned
seizure	displeasure
	espionage
	euthanasia
	extrusion
	foreclosure
	fuselage
	genre
	luxuriate
	seclusion

SPELLING ACTIVITY CHOICES

Choose different activities each day

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