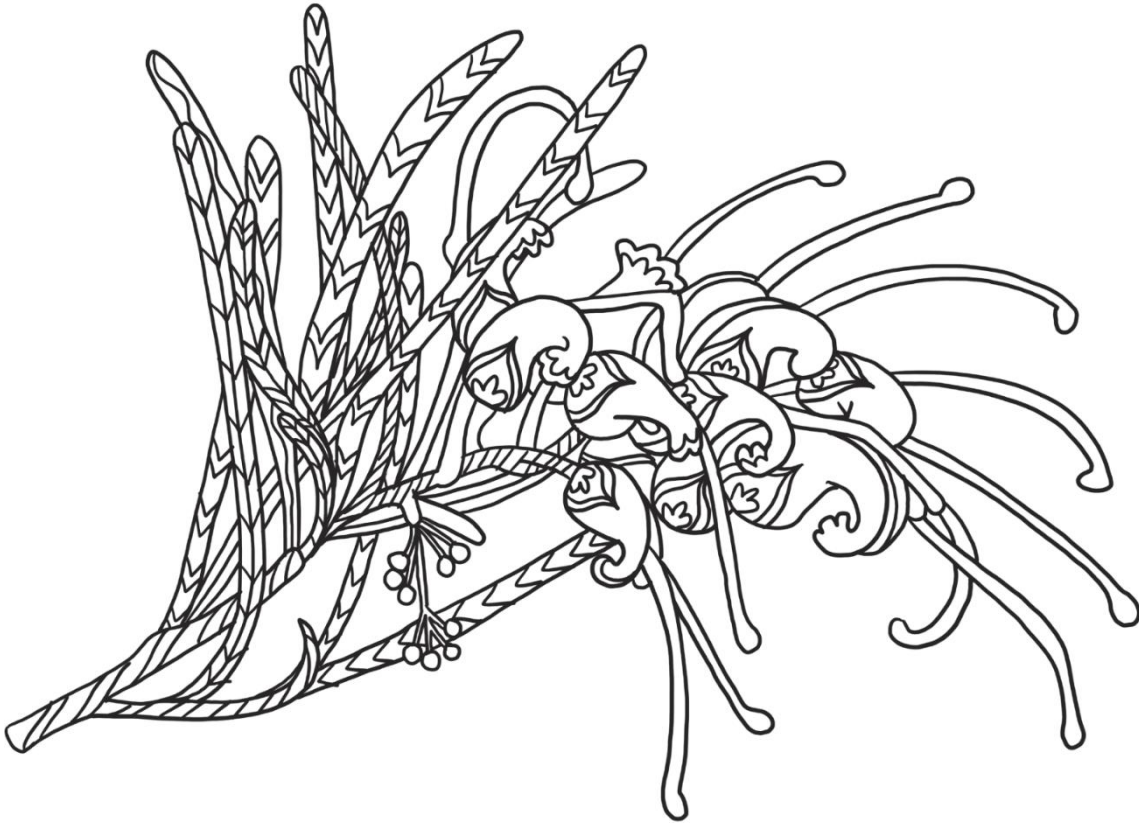


Year 5

Grevillea- Part B



= Please post this item on Google Classroom



= There is a video related to this activity in Google Classroom



= make sure you watch the YouTube link

Name: _____

Class: _____







NSW Department of Education



















Learning environment checklist

In setting up this space the following should be considered:

- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

Morning	<p>English</p> <p>Spelling: <-graph></p> <p>Complete spelling worksheet provided.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes) </p> <p>Brain Break: Push-ups. 60 seconds to complete as many as you can!</p> <p>Reading: Login to the online reading program Reading Eggs Complete two Reading Eggspress activities.</p> <p>(35 minutes)</p>	<p>English</p> <p>Spelling: Revise the <-graph></p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>Brain Break:</p> <p>Squats. 60 seconds to complete as many as you can!</p> <p>Writing- Poetry Writing</p> <p>Watch the Poetry Writing video in Google Classrooms. Complete the poetry activity.</p> <p>(40 minutes) </p>	<p>English</p> <p>Grammar:</p> <p>Complete the grammar activity provided. </p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break: Sit-ups. 60 seconds to complete as many as you can!</p> <p>Writing – Poetry Writing</p> <p>Watch the Poetry Writing video in Google Classrooms. Complete the poetry activity.</p> <p>(40 minutes) </p>	<p>English</p> <p>Spelling: Revise the <-graph></p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes) </p> <p>Brain Break: Squats. 60 seconds to complete as many as you can!</p> <p>Reading – Dragon Keeper</p> <p>Watch the Dragon Keeper read aloud video in Google Classrooms. </p> <p>Answer the comprehension questions provided.</p> <p>(35 minutes)</p>	<p>English</p> <p>Spelling: Look, cover, write, check your spelling list for the week. Get a family member to test you on 5 of your words, in sentences. Review the sentences and mark your work.</p> <p>(15 minutes)</p> <p>Comprehension – Dragon Keeper: Watch the video trailer of the 'Dragon Keeper' and the read aloud on Google Classroom. Then complete the comprehension sheet provided.</p> <p>https://www.youtube.com/watch?v=h6LZVAI6bKI</p> <p>(20 minutes)</p> <p>Brain Break: Make a pattern.</p> <p>Make a pattern with your body by patting your head, patting your knees or touching your toes.</p> <p>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(35 minutes)</p>
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Break					
Middle	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 6 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: Make 100  (15 minutes)</p> <p>Brain Break: Scissors, paper, rock. Challenge someone to a 'best of 3'</p> <p>Angles:  Complete the set activity on Angles. (20 minutes)</p>	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 6 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: Make 100  (15 minutes)</p> <p>Brain Break: Plank. Hold the plank position for as long as you can. Time yourself!</p> <p>Angles:  Complete the set activity on Angles. (20 minutes)</p>	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 6 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Class Zoom: Join our class zoom. https://nsweducation.zoom.us/j/64086355739?pwd=M0dXeURTeTdVYkhYanZxRkFCYkgwQT09 Meeting ID: 640 8635 5739 Passcode: 024826(20 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: Make 100  (15 minutes)</p> <p>Brain Break: Wall ball. Throw/kick a ball against a wall for 1 minute. How many did you get?</p>	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 6 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: Make 100  (15 minutes)</p> <p>Brain Break: Wall balance. Sit in a squat position with your back pressed against the wall for 60 seconds.</p> <p>Angles: Complete the set activity on Angles. (20 minutes) </p>	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 6 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: Make 100  (15 minutes)</p> <p>Brain Break: Plank. Hold the plank position for as long as you can. Time yourself!</p> <p>Angles:  Complete the set activity on Angles. (20 minutes) </p>

Break					
Afternoon	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Creative Arts</u></p> <p>Watch Mrs Alo's video on Google Classroom and complete the artwork.</p> <p>(45 minutes) </p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/threatened-species-day/13524114 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Yoga with Miss Fry</u></p> <p><u>Follow the Zoom link and join in the Yoga fun with Miss Fry</u></p> <p>Please click the link below to join the webinar:</p> <p>https://nsweducation.zoom.us/j/64942188727?pwd=VzJ3WTBFb2YzOXNDQnYrYW5dTBhQT09</p> <p>Webinar ID: 649 4218 8727</p> <p>Passcode: 006644</p> <p>(40 minutes)</p> <p><u>Health-Water Safety</u></p> <p><u>Complete the water safety activity.</u></p> <p>(20 minutes)</p>	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Geography</u></p> <p>Complete the geography activity.</p> <p>(40 minutes) </p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/preventing-fatbergs/13524118 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Sport</u></p> <p>Today's sports is sock golf! </p> <p>Watch the video provided then have a go in your own homes! </p> <p>(40 minutes)</p> <p>Watch this BTN news report https://www.abc.net.au/btn/newsbreak/20210908/13532696 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Science:</u></p> <p>Watch the science video in Google Classroom and complete the activities. </p> <p>(40 minutes) </p>

**Weekly Recording - Spelling words, Reading Eggspress, Brain Breaks, Mathletics,
Times tables , Problem-A-Day, Number of the Day, TEN and BTN VIP's**

Write your spelling words out each day

Wednesday	Thursday	Monday

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record

Wednesday	Thursday	Friday	Monday	Tuesday
Brain Break 1:	Brain Break 1:	Brain Break 1:	Brain Break 1:	Brain Break 1:
Brain Break 2:	Brain Break 2:	Brain Break 2:	Brain Break 2:	Brain Break 2:

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Wednesday		
Tuesday		

Activity		Teacher Recognition
	Completes Reading and Comprehension Quizzes and Activities in Reading Eggs	

Spelling Grid

Highlight 2 activities you have completed on Thursday.

Use this grid and a different coloured highlighter to record the 2 activities you completed on Monday.

Spelling practise and patterns	Find-a-word Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	Picture Words Write 5 words and draw a picture or diagram for each one.
	Rainbow Syllables Write or type 10 words using a different colour for each syllable.	Mini Words Find 10 mini words (words in words) within your spelling list
	Synonyms Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	Word Building Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
Meanings	Dictionary Meanings Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	Acrostic Poem Create an acrostic poem for 3 of your spelling words.
	Etymology Use a dictionary to find out the language the 5 of your words come from.	Antonyms Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
Using your words	Sentences Use at least 5 of your words in interesting sentences.	Dictation Write a dictation passage using all of your words.
	Missing Words Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	Parts of Speech Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs
Taking Charge/ Self-evaluation	Your Activity Create a new spelling activity of your own. Write the instructions down.	Quiz Me Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

Activity	Teacher Recognition
<ul style="list-style-type: none"> Completes at least 4 spelling activities 	

Revising 6 x Tables

Wednesday	Thursday	Friday	Monday	Tuesday
6 x 1 =				
Time:	Time:	Time:	Time:	Time:

Activity		Teacher Recognition
	Recalls 6 x tables correctly each day	

Mathletics

Day	Activity 1	Activity 2
Wednesday		
Thursday		
Friday		
Monday		
Tuesday		

Activity	Teacher Recognition
<input type="checkbox"/> Completes set Mathletics Tasks	

TEN

Wednesday	Thursday	Friday	Monday	Tuesday

Activity	Teacher Recognition
<input type="checkbox"/> Engages in daily TEN activity	

Number of the Day Answers

Wednesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Thursday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Friday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Monday	1. 2. 3. 4. 5. 6. 7.

	8. 9. 10.
Tuesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

BTN VIP's

Day	VIP's
Thursday	
Friday	
Monday	

Activity		Teacher Recognition
	Summarise and records information from digital media	

Problem-A-Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.

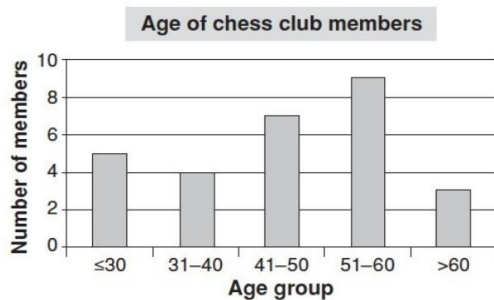


Now, write down your answer to the question separately. Have you answered what the question was asking?

Cambridge Gardens Public School

2

This graph shows data about a chess club.



How many members of this chess club are 41 or over?

- ☐ 7
 ☐ 9
 ☐ 12
 ☐ 16
 ☐ 19

Working out - Transformation step

Cambridge Gardens Public School

10

Write 5 numbers you can create using all of these digits 9, 4, 6, 1, 3, 7 and a decimal point? Rank these numbers from largest to smallest.



Working out - Transformation step

Cambridge Gardens Public School

11

Write 10 numbers you can create using all of these digits 8, 4, 5, 1, 2, 7 and a decimal point? Rank these numbers from smallest to largest.



Working out - Transformation step

Cambridge Gardens Public School

12

MONDAY

Mary is facing north-west. She makes a quarter turn to her left.

Which direction is she facing after the turn?

west

☐

north

☐

north-east

☐

south-west

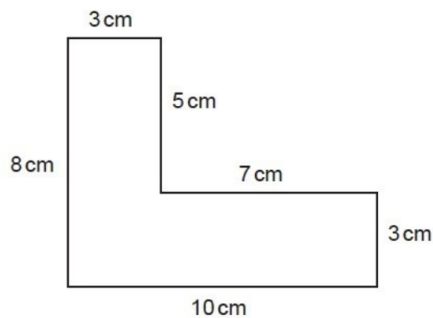
☐

Working out - Transformation step

Cambridge Gardens Public School

13

TUESDAY



Which of these could be used to calculate the area of the shape in square centimetres?

$(8 \times 3) + (10 \times 3)$

☐

$(10 \times 8) - (7 \times 3)$

☐

$(8 \times 5) + (7 \times 3)$

☐

$(10 \times 8) - (7 \times 5)$

☐

Working out - Transformation step

Cambridge Gardens Public School

14

Activity	Teacher Recognition
Completes daily Problem-a-Day activities.	

Wednesday

13.10.21



Student

I have completed my work to the best of my ability

Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

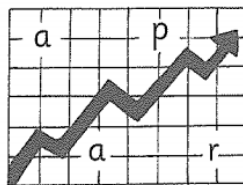
Name: _____

graph

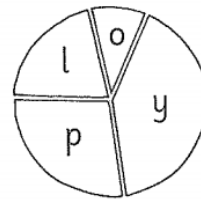
Spelling List 31

Unscramble the letters in the graphs and charts and add them to 'graph' to make words from the Spelling List.

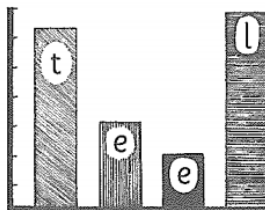
1. graph _____
2. graphic _____
3. digraph _____
4. telegraph _____
5. paragraph _____
6. polygraph _____
7. autograph _____
8. photograph _____
9. biography _____
10. geography _____
11. calligraphy _____
12. cartographer _____
13. homograph _____
14. graphically _____
15. bibliography _____
16. lexicography _____
17. choreography _____
18. autobiography _____



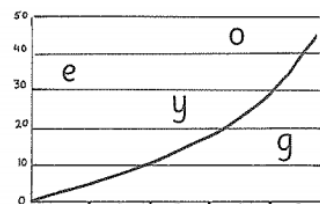
_____graph



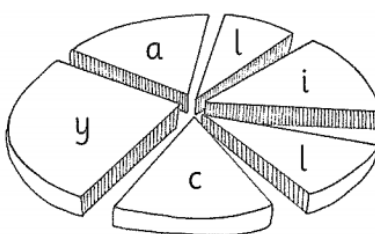
_____graph



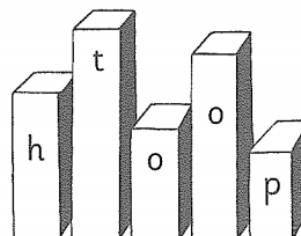
_____graph



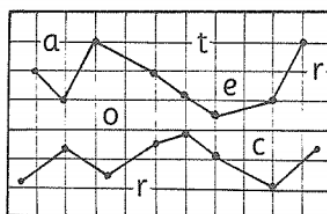
_____graph



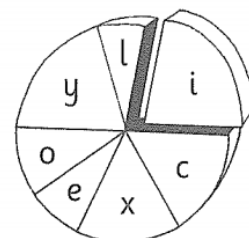
_____graph



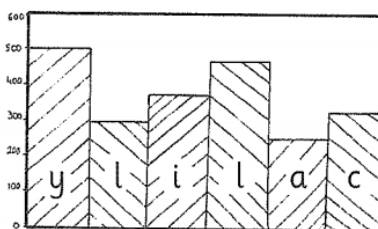
_____graph



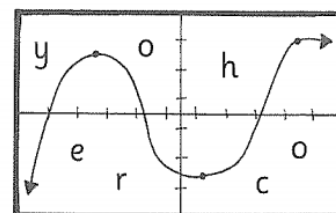
_____graph



_____graph



graph_____

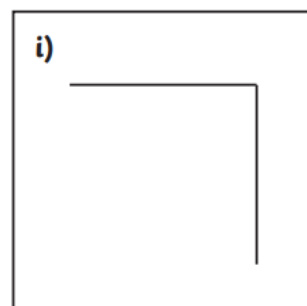
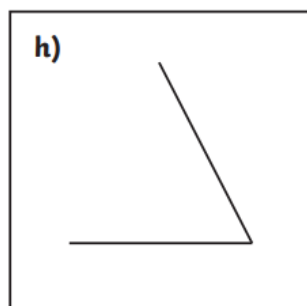
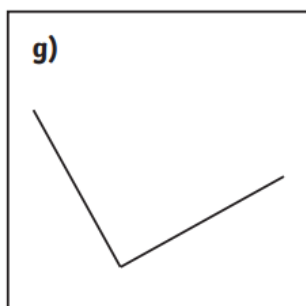
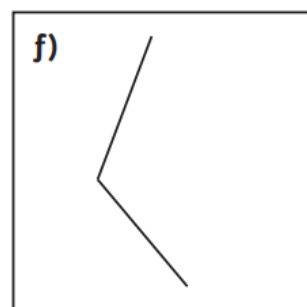
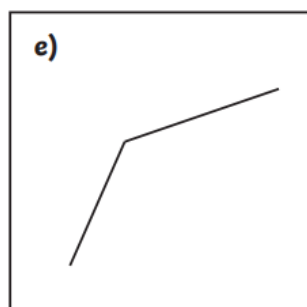
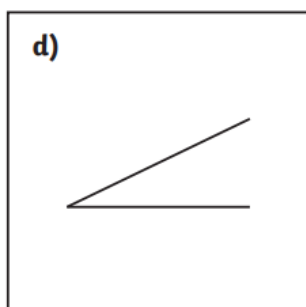
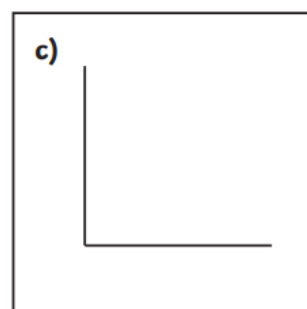
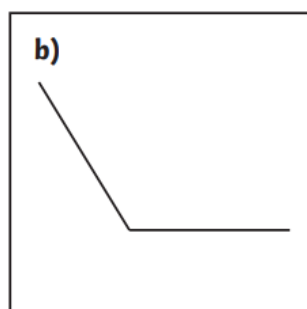
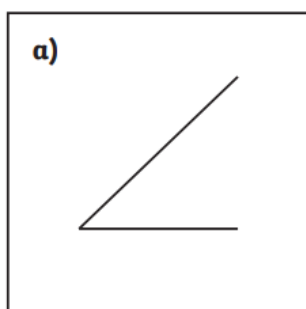


_____graph

Spelling Sheet 31a (GH5)

Activity	Teacher Recognition
Completes spelling task	

Angles



Angles

Cut out the boxes and sort them into the table.

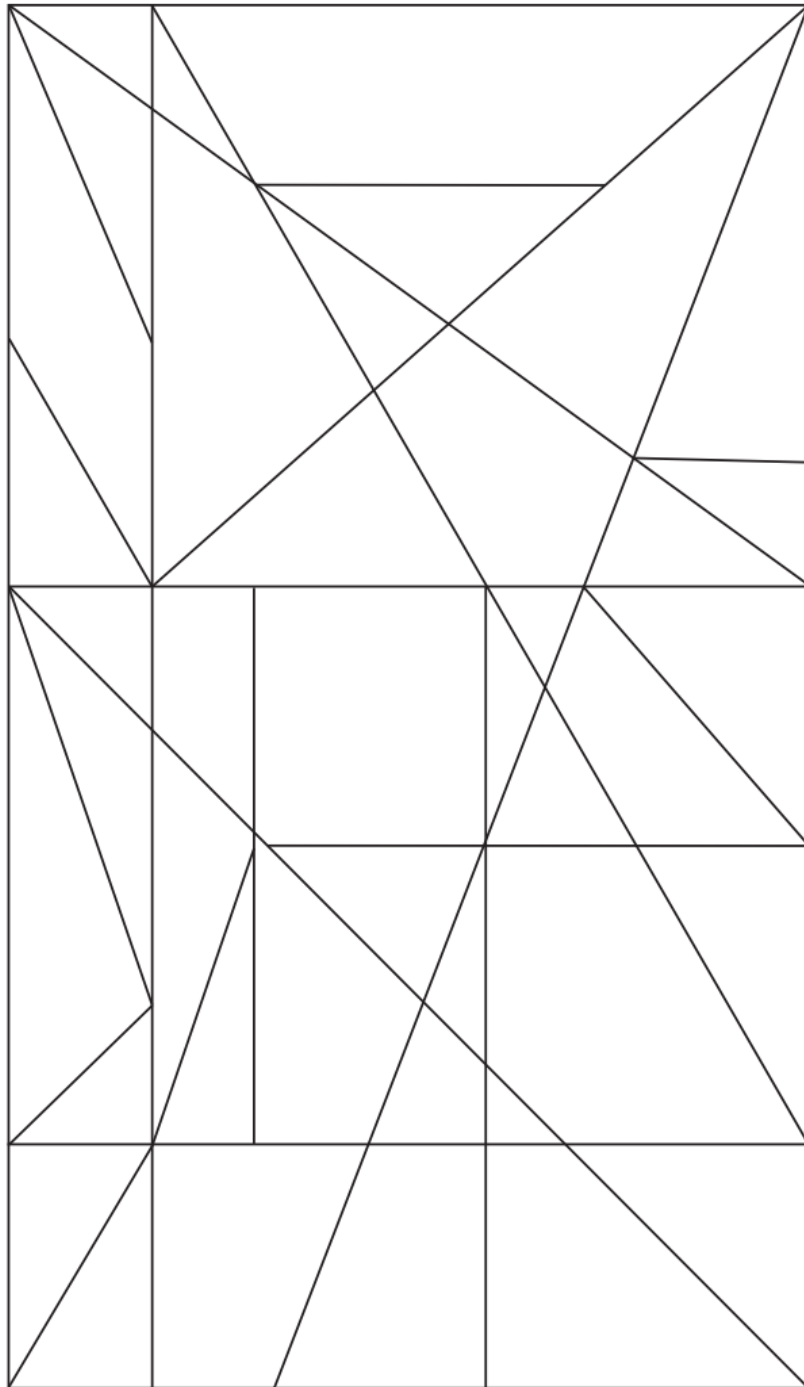
Smaller Than a Right Angle	Right Angle (90°)	Bigger Than a Right Angle

Angles

Mark right angles in blue.

Mark obtuse angles in red.

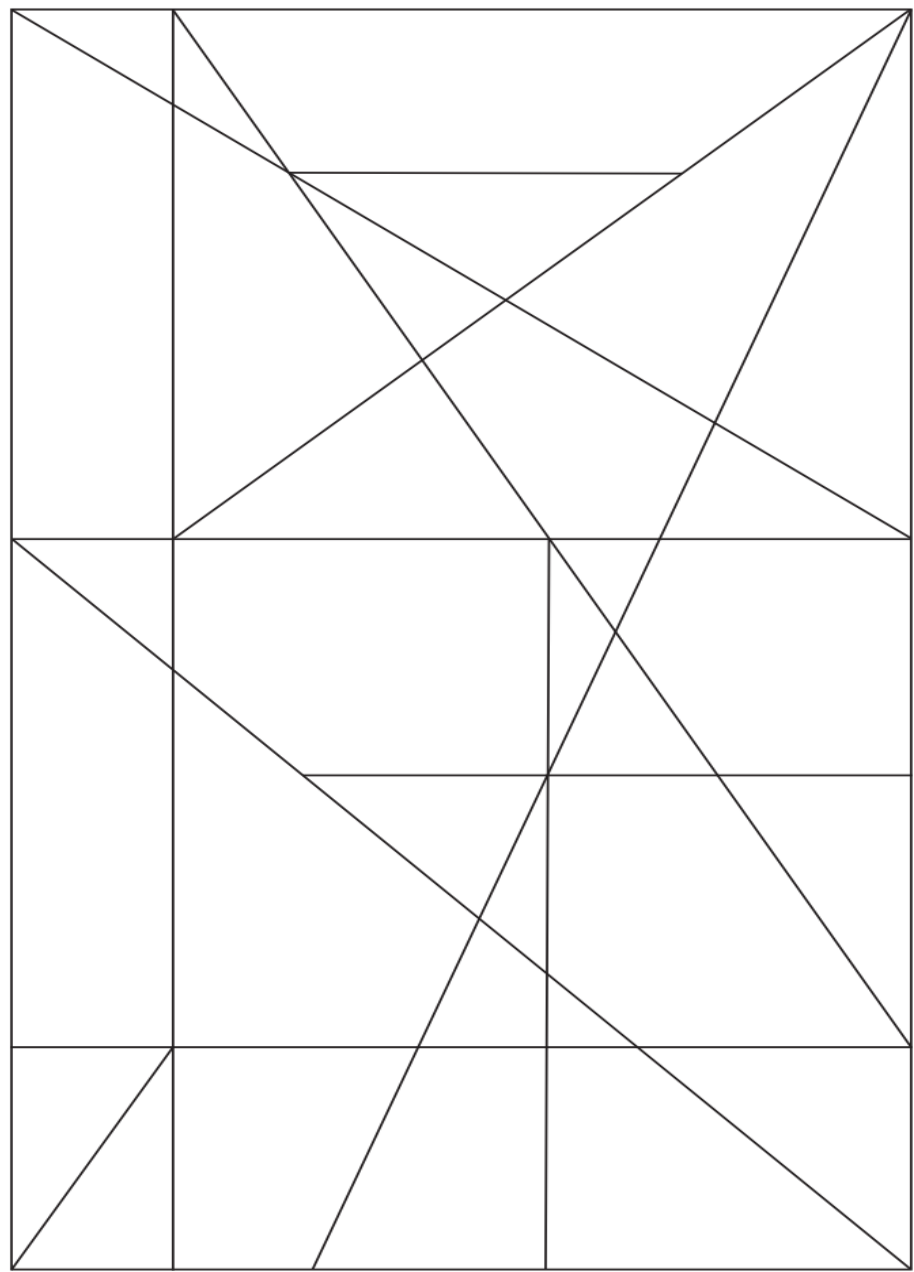
Mark acute angles in green.



Extension activities:

Angles

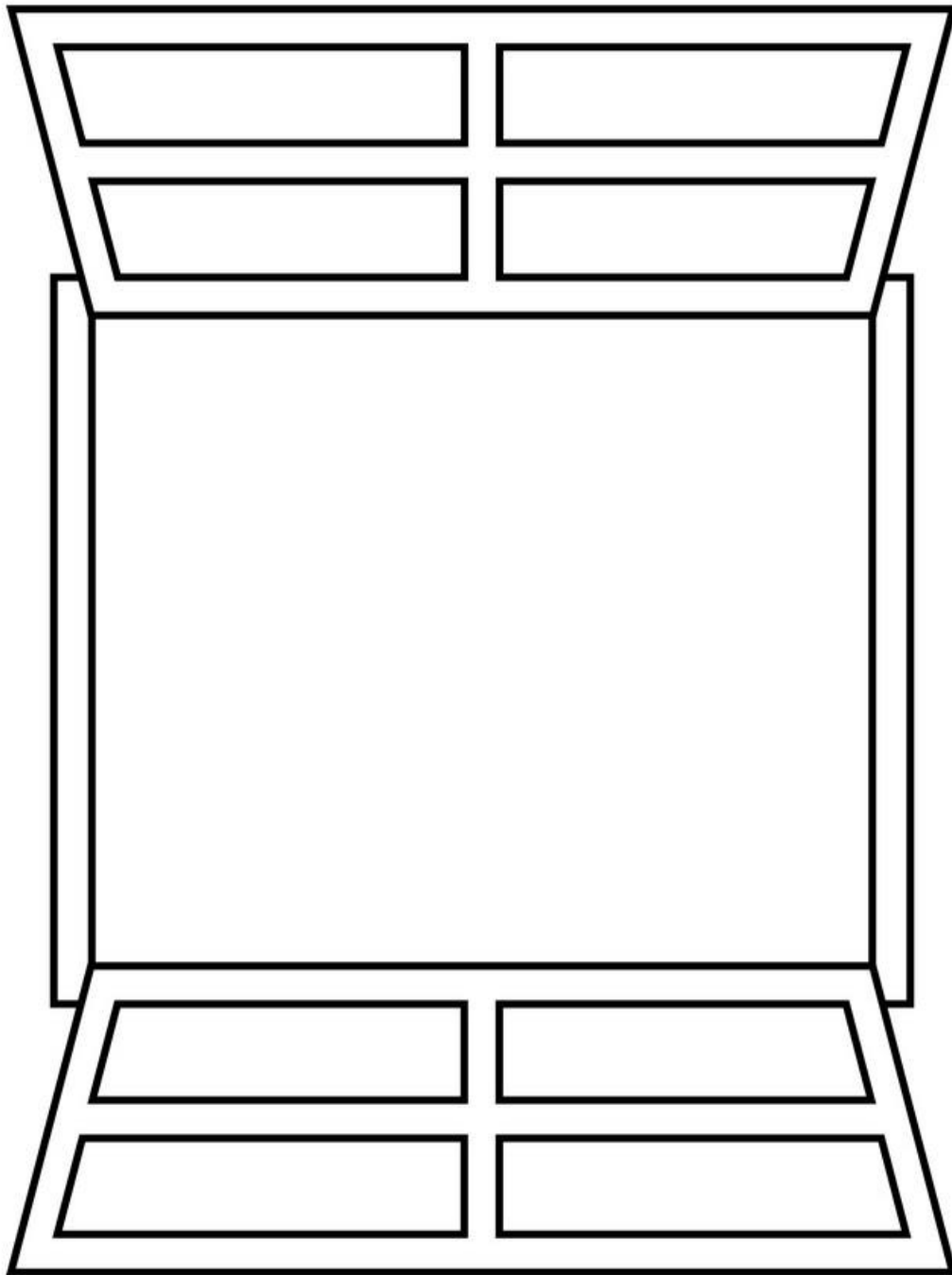
Use a protractor to measure as many of the angles as you can!

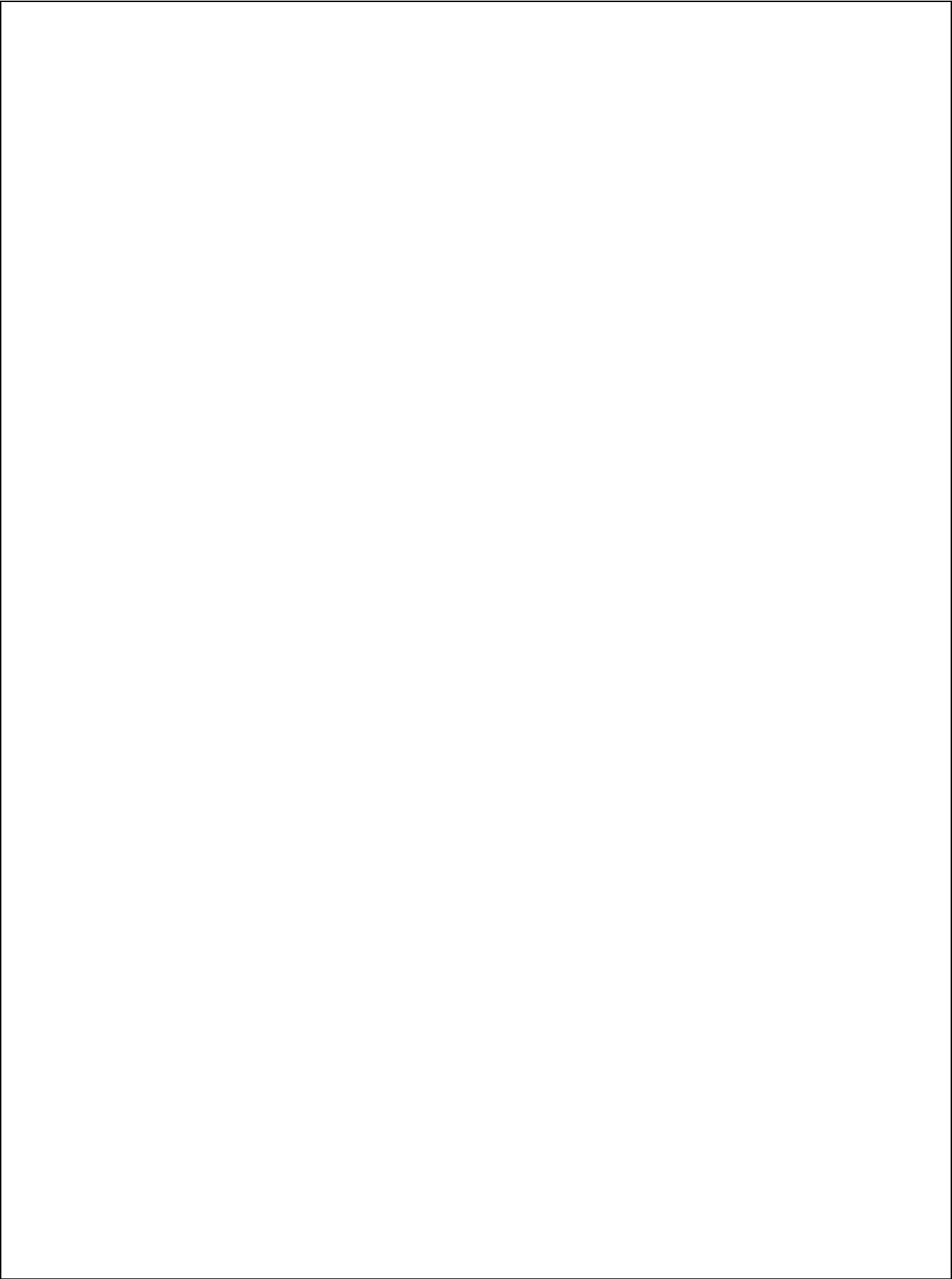


Activity	Teacher Recognition
Completes angle activities	

Creative Arts

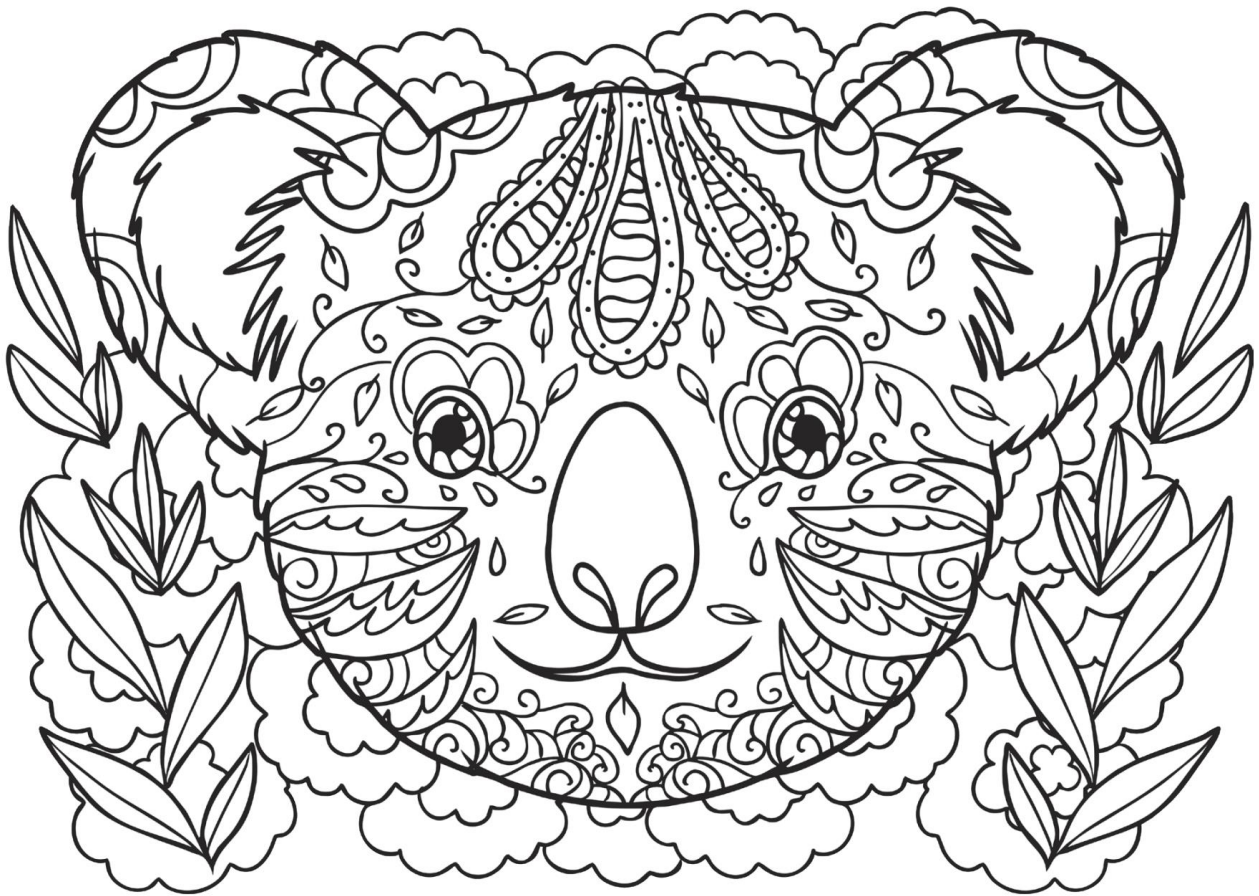
Watch Mrs Alo's video on Google Classroom and have a go at completing the artwork in the blank window or the blank space provided on the next page.





Thursday

14.10.21



Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Onomatopoeia Worksheet

In your own words, explain what onomatopoeia is and provide examples for when it may be used: _____

Why do authors use onomatopoeia in their writing? _____

Where does the word onomatopoeia word originate from? _____

Create a small comic in the space below with at least 1 form of onomatopoeia displayed

Directions: Read each sentence and circle the onomatopoeic word. Also explain what makes this noise.

1. During a dangerous mission on the foreign planet, Spaceman Spiff zapped the alien with his ray-gun.

What made the noise? _____

2. As Daryl was gargling his mouthwash, he regretted starting his day with orange juice.

What made the noise? _____

3. Keith threw his brother on the ground and the dishes fell to the floor with a clatter.

What made the noise? _____

4. As the solider ran through the field, a bullet whizzed by his ear.

What made the noise? _____

5. Juan had a hard time hearing the teacher over his grumbling stomach.

What made the noise? _____

6. Dissatisfied with her work, Beth crinkled up the paper and threw it in the trash.

What made the noise? _____

7. The patient sounded like he was hacking up a lung.

What made the noise? _____

8. I secretly ripped up the birthday checks that my grandmother sent me.

What made the noise? _____

9. Jake was pleased when he heard the new pencil sharpener hum efficiently.

What made the noise? _____

10. When he pressed on the gas, he took off so quickly that his tires screeched.

What made the noise? _____

11. We all knew she was in the kitchen because the cabinet opened with a distinct creak.

What made the noise? _____

12. If you're going to cough, it is polite to cover your mouth.

What made the noise? _____

Activity		Teacher Recognition
	Completes onomatopoeia task	

Draw and Order Angles

I can construct angles using a 180° and 360° protractor and order the angles according to size (ACMMG112).

Use a protractor to draw each of these angles.

a. 65°

b. 140°

c. 35°

d. 200°

e. 10°

f. 180°

g. 5°

h. 90°

i. 250°

j. 105°

k. 55°

l. 300°

Order the angles into the following groups:

Acute Angles	Right Angles	Obtuse Angles	Straight Angle	Reflex Angle



visit [twinkl.com](https://www.twinkl.com)



Activity	Teacher Recognition
Completes angle activities	

Extension activity

Draw and Order Angles

I can construct angles using a 180° and 360° protractor and order the angles according to size (ACMMG112).

Use a protractor to draw each of these angles.

a. 85°

b. 350°

c. 22°

d. 175°

e. 113°

f. 294°

g. 108°

h. 265°

i. 90°

j. 53°

k. 190°

l. 325°

Order the angles into the following groups:

Acute Angles	Right Angles	Obtuse Angles	Straight Angle	Reflex Angle

Health: Water Safety

View the following website <https://www.cancercouncil.com.au/cancer-prevention/sun-protection/>

What does it mean to be sun safe? _____

What are the 5 ways that you need to protect yourself from the sun (provide examples)? _____

What are the 3 facts that you can see on the web page?

Why is it so important that we as Australians remain vigilant about Sun Safety coming in to Summer?

Please click the link below to join the webinar:

<https://nsweducation.zoom.us/j/64942188727?pwd=VzJ3WTBFb2YzOXNDQnYrYW5dTBhQT09>

Please click the link below to join the webinar:

Webinar ID:

Passcode:

(40 minutes)

Webinar ID:

Passcode:

(40 minutes)



Activity four

Complete the following SunSmart word search

ALERT	EYES	SHADE
BRIM	HAT	SKIN
BUCKET	LABEL	SLEEVES
CHECK	PREVENT	SLIP
CLOUDY	SAFE	SUN
COLLAR	SEEK	TREE

Word search grid

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



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Cancer Institute NSW



****** 2.00pm: Join Miss Fry and the rest of the community for some Yoga!**

Please click the link below to join the webinar:

<https://nsweducation.zoom.us/j/64942188727?pwd=VzJ3WTBFb2YzOXNDQnYrYW5dTBhQT09>

Webinar ID: 649 4218 8727

Passcode: 006644

Activity	Teacher Recognition
Completes water safety worksheets	
Accesses Zoom and participates in Yoga	

Friday

15.10.21



Student

I have completed my work to the best of my ability


Name : _____

Parent/Carer



I am happy with the quality and amount of work my child has done today

Name: _____

Using a Colon and Bullet Points in a List




Instead of commas, we can use bullet points to separate the items in a list. Make five lists below in this way. Say what each one is about at the top, and put a colon after the last word to indicate a pause. Then write each item in the list on a separate line, starting with a bullet point.




1. The names of the people in my family are:

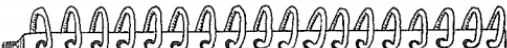
-
-
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-
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2. _____



3. _____



4. _____

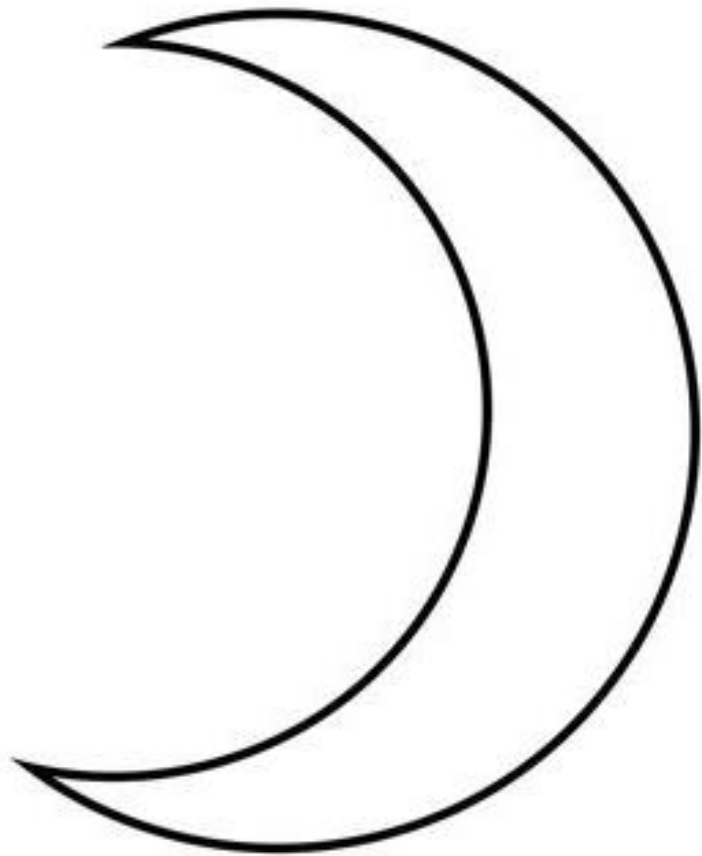
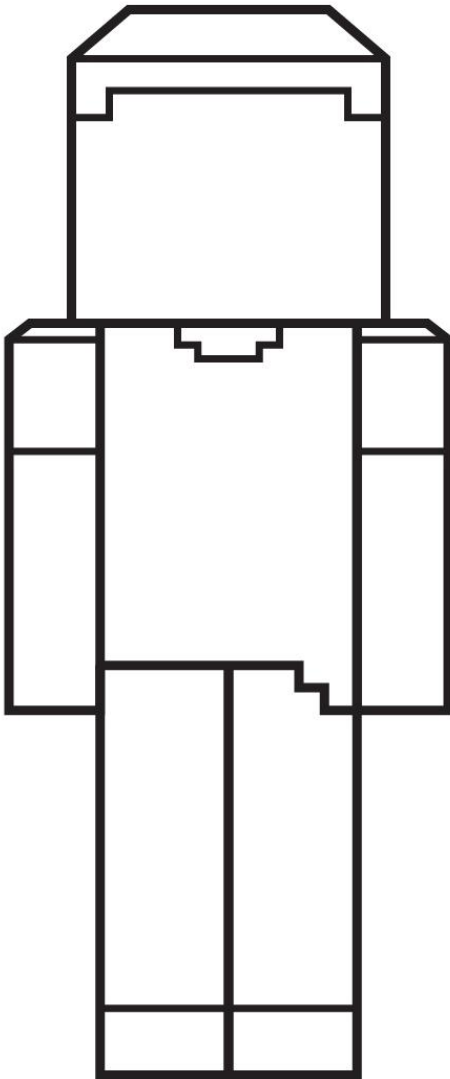


5. _____

Activity	Teacher Recognition
Completes grammar worksheet	

Writing: Shape Poetry

Watch both videos on Onomatopoeia and Shape poetry and use the shapes below to create your own shape poem. Alternatively, you can use the blank space to create a poem about a shape or object of your choice. Make sure you decorate your object or drawing too!





Success Criteria	Teacher Recognition
Completes shape poem activity and includes onomatopoeia	

**** Join in with our class zoom! ****

<https://nsweducation.zoom.us/j/64086355739?pwd=M0dXeURTeTdVYkhYanZxRkFCYkgwQT09>

Meeting ID: 640 8635 5739

Passcode: 024826

Geography: Bushfire Mitigation

Read through the following two newspaper articles, and then answer the questions below (you may have to do some of your own research to answer the questions).

<https://www.bluemountainsgazette.com.au/story/1774560/winmalee-residents-air-their-fire-concerns/>

<https://www.bluemountainsgazette.com.au/story/1769479/premier-ofarrell-inspects-winmalee-bushfire-damage/>

Where is the place located? _____

–What are the natural features of the place that made it fire prone? (e.g. vegetation, slope, aspect, weather) _____

–What are the human features of the place that contributed to the disaster? (e.g. settlement patterns, roads and services) _____

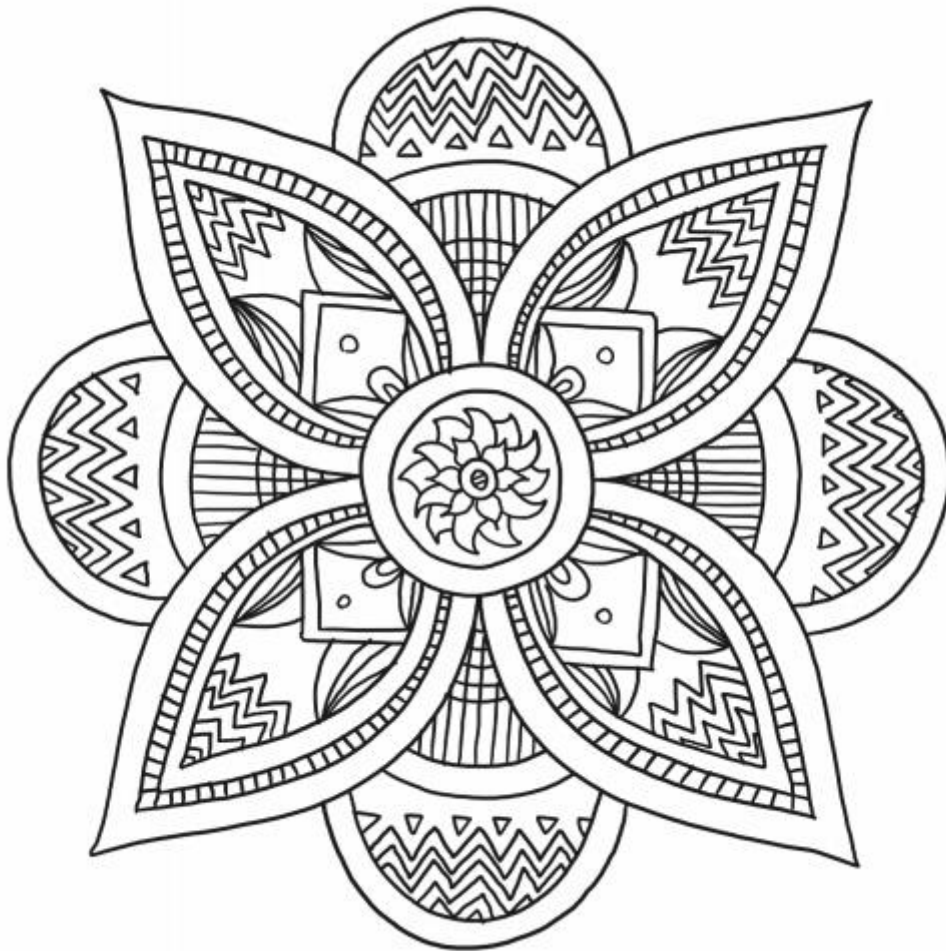
–What was the impact of the disaster on the vegetation, animals and human features of the area? _____

–What strategies could you take if you lived in a bushfire area to help protect your home? _____

Activity	Teacher Recognition
Independently reads articles and completes geography worksheet on bushfire mitigation.	

Monday

18.10.21



Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Dragon Keeper

Who is the main character(s) in this story so far?

What are some characteristics that you can see in ONE character (name the character and his/her characteristics e.g. Miss Barbagallo: strong, fair, enthusiastic)?



For more story line ideas, teacher resources visit us at www.teachersnetworld.com

Vocabulary

Draw a line to match up the words in the left column to their definitions in the right column

Emperor	Kingdom
Jade	Shine
Horizon	Military base
Stale	Precious stone/ gem
Meagre	King
Frolicked	Horrific
Empire	Skimpy
Garrison	Skyline
Gruesome	Musty, not fresh
Shimmer	Danced

Choose 5 of the words above and write a sentence using each word. Underline the word in each sentence, you have chosen from the list. Make your sentences interesting. Each sentence should have at least 8 words. Use correct punctuation and spelling.

1. _____

2. _____

3. _____

4. _____

5. _____

Activity	Teacher Recognition
Completes comprehension activities on Dragon Keeper	

Angle Illustration

I can construct angles using a protractor. (ACMMG112)

Equipment

- Pencil
- Protractor
- Ruler
- Fine marker
- Coloured pencils

Don't forget

An angle is formed when two straight lines meet at a shared point.

Task

Create an illustration using only angles! It could be a cartoon, a drawing of a house, an illustration of an animal, the possibilities are endless. When you have finished your angle drawing, go over the pencil lines using a fine marker and colour in your illustration.

What Is an Angle?

I can explain how an angle is formed. (ACMMG112)

Fuzzle has crash landed onto Earth right into the middle of a maths class on angles. He wants to join in, however, he has absolutely no idea what an angle is!

To help Fuzzle:

- draw an example of an angle;
- label the parts of an angle;
- write an explanation on how an angle is formed;
- explain how to use a protractor to measure angle sizes.

[illegible]

visit twinkl.com



Activity	Teacher Recognition
Completes angle activities	

Sport - Sock Golf!

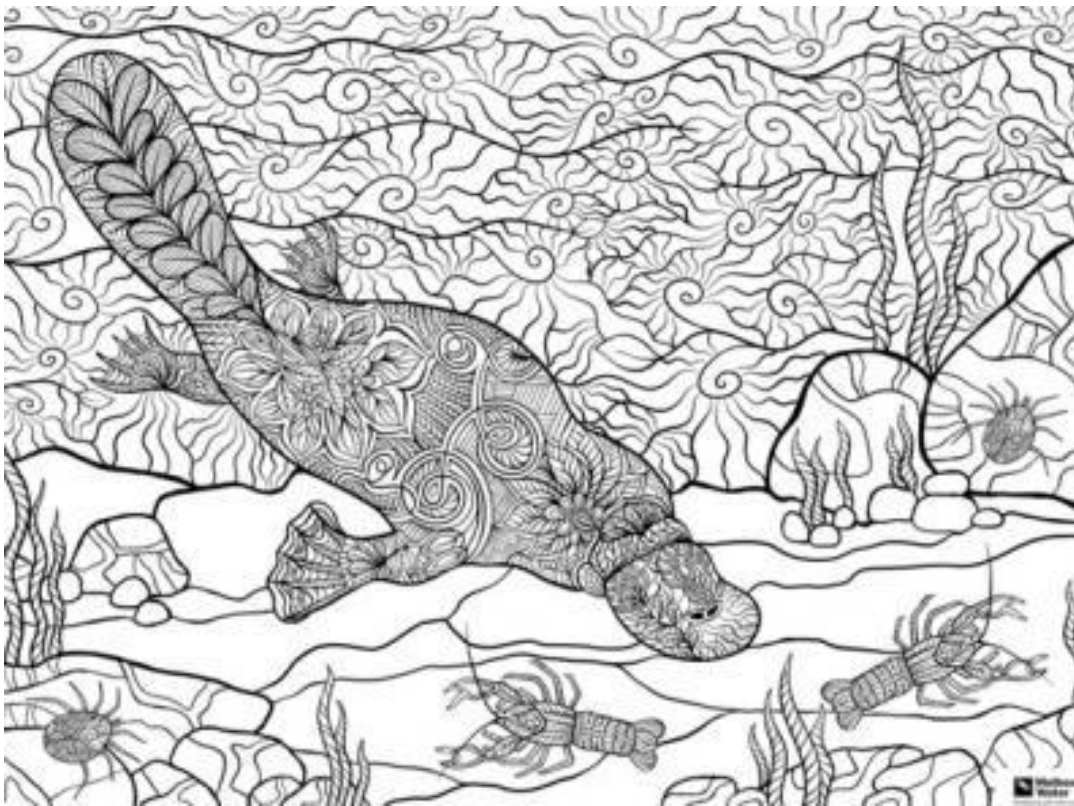
Sock golf is similar to normal golf, where you must get your 'ball' (a rolled up sock) into the hole (a small container) in the least amount of shots possible.

Create a 3 hole course around your house (inside or outside with parents permission), and attempt to throw your sock ball from your starting position to the hole in the smallest amount of shots possible.

Take photos of your course and upload them to Google Classroom OR draw a diagram of your course in the space provided

Tuesday

19.10.21



Student: I have completed my work to the best of my ability

Name: _____

Parent/Carer: I am happy with the quality and amount of work my child has done today

Name: _____

Dragon Keeper Comprehension

Watch the YouTube link <https://www.youtube.com/watch?v=h6LZVAI6bKI>
This use this, and the knowledge of the first 2 chapters to answer the following question.

1. What is the simile on page 5? /1

2. What is Master Lan's position at the palace? /1

3. List the slave girl's secret possessions. (p10) /3

4. What abstract nouns does the slave girl think of when she hears one of the dragons roar? (p16) /3

5. What simile is used to describe the dragon's hide? (p18) /1

6. Why does Master Lan want to cook the flesh of the dragon? (p20) /1

EXTENSION ACTIVITY

Imagine you are the slave girl. Write 3 paragraphs describing the day the dragon died.

Write it as a diary entry and write in first person.

The first paragraph should be on what happened and how the slave girl felt about it.

The second paragraph should be on what Master Lan did.

The third paragraph should be on how the events of the day have affected her and the remaining dragon.

For example: *Today was a truly horrible day and the longest day of my life. I have been praying to the gods in Heaven to have mercy on me. Today of the dragons died. It is my fault. If I had cared for the dragons better and showed them more kindness, then maybe this wouldn't have happened.*



Activity	Teacher Recognition
Completes comprehension activities on Dragon Keeper	

Spelling

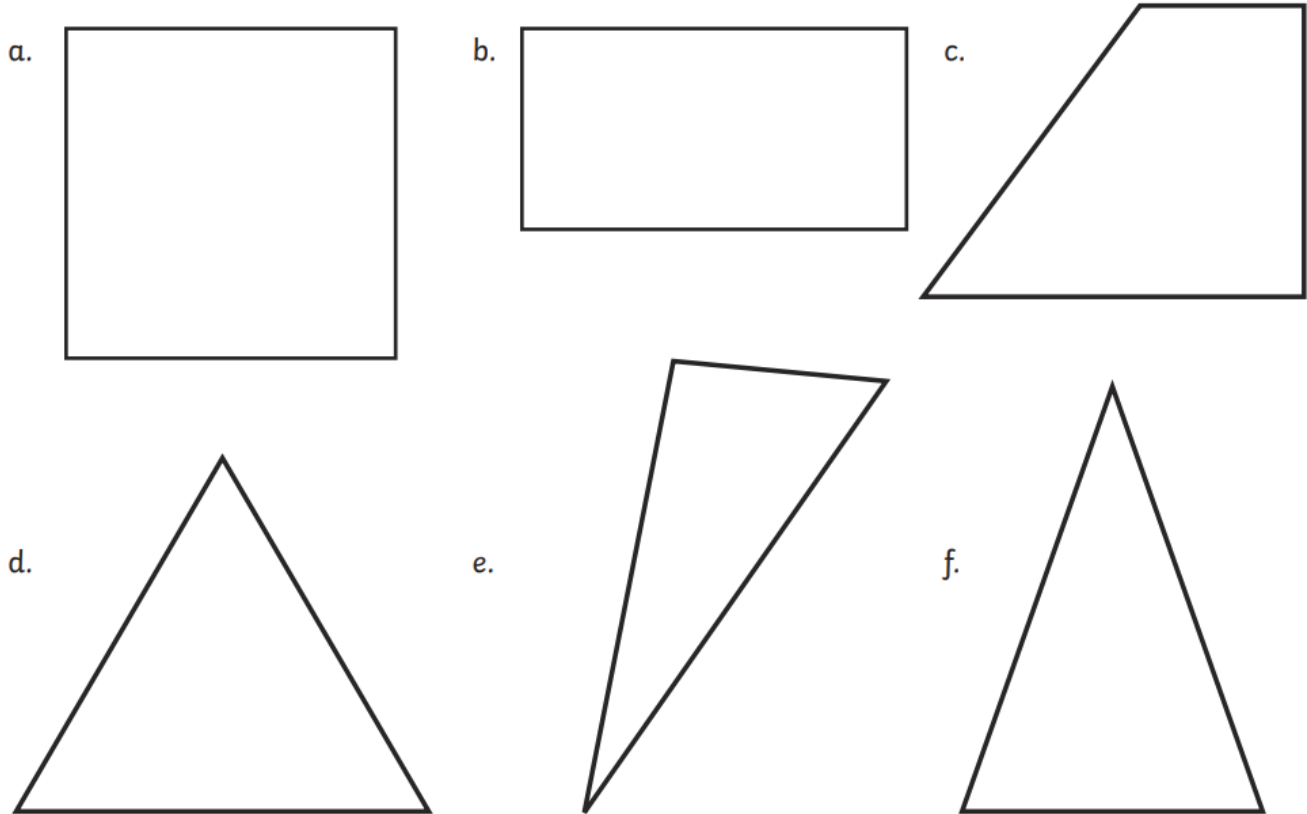
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

Measuring Angles in 2D Shapes

I can use a protractor to measure angles in degrees. (ACMMG112)

Use a protractor to measure the angles in each shape.



Add the angles together for each shape. The first one has been completed for you.

a.	Square = $90^\circ + 90^\circ + 90^\circ + 90^\circ = 360^\circ$
b.	
c.	
d.	
e.	
f.	

Extension activity

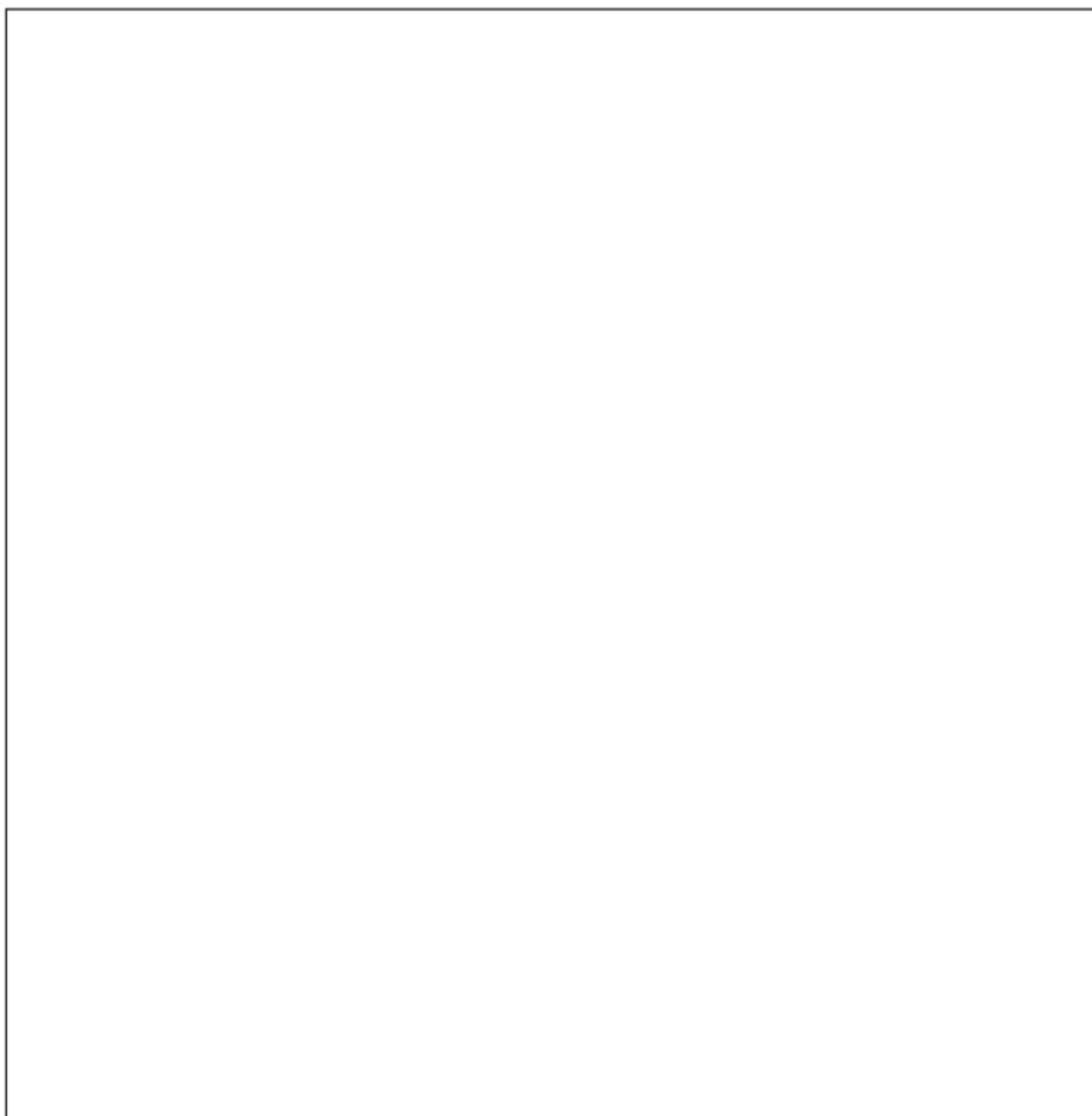
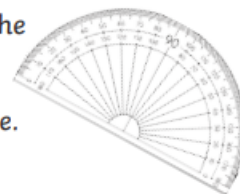
Drawing Angles

I can construct angles using a protractor. (ACMMG112)

Sam started to draw a shape but became distracted and only completed the first two lines! The lines that he has drawn make an angle size of 100° .

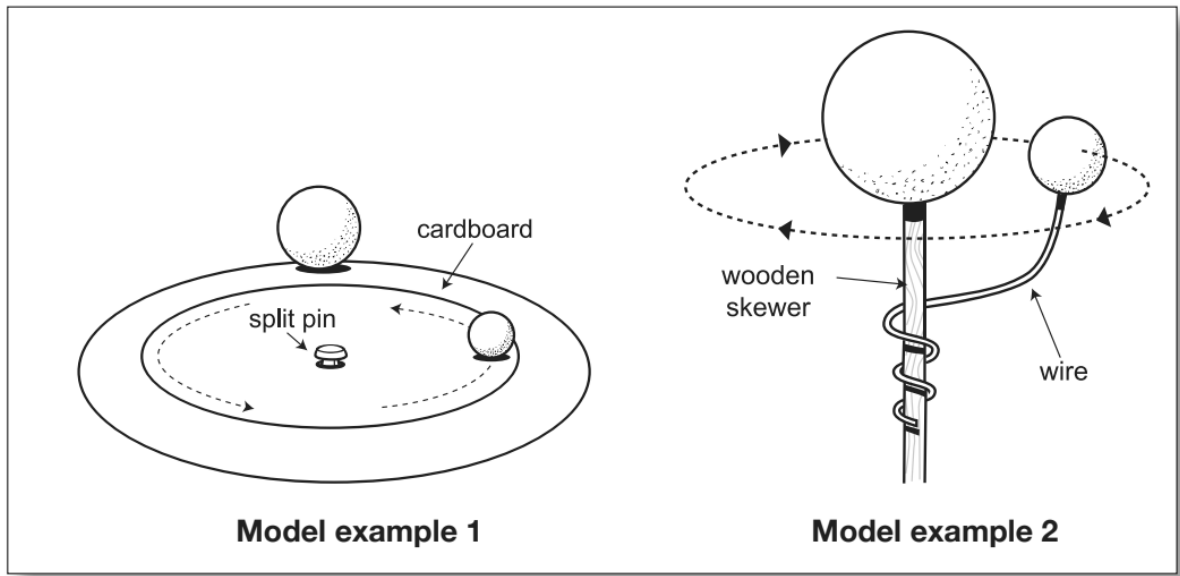
Draw the angle that Sam started with and then draw the rest of the shape.

Measure and record the sizes of all of the shapes angles.



Science: Centred on the Sun

Today you are going to recreate a 3D model of the Sun, Earth and the moon. Use whatever you have at your disposal at home, recyclables, Lego, playdough etc. If you can, attempt to get the sizing and scale correct in your model. Make sure that you upload an image of your model to Google Classroom!



Provide an explanation of how you think the Sun, Earth and moon move in relation to each other e.g. the Sun and moon revolved around the Earth.

Activity	Teacher Recognition
Conducts a simple experiment and makes logical conclusions from the results.	

Student and Parent Reflection

Student

I am happy with the amount of work I completed

☐

I know I did my best

☐

I am learning to work at home

☐

I found it hard

What did I enjoy most in this unit of work?

What did I need help with?

Parent

I was happy with the amount of work completed by my child: _____

Any comment or queries?

Teachers Response
