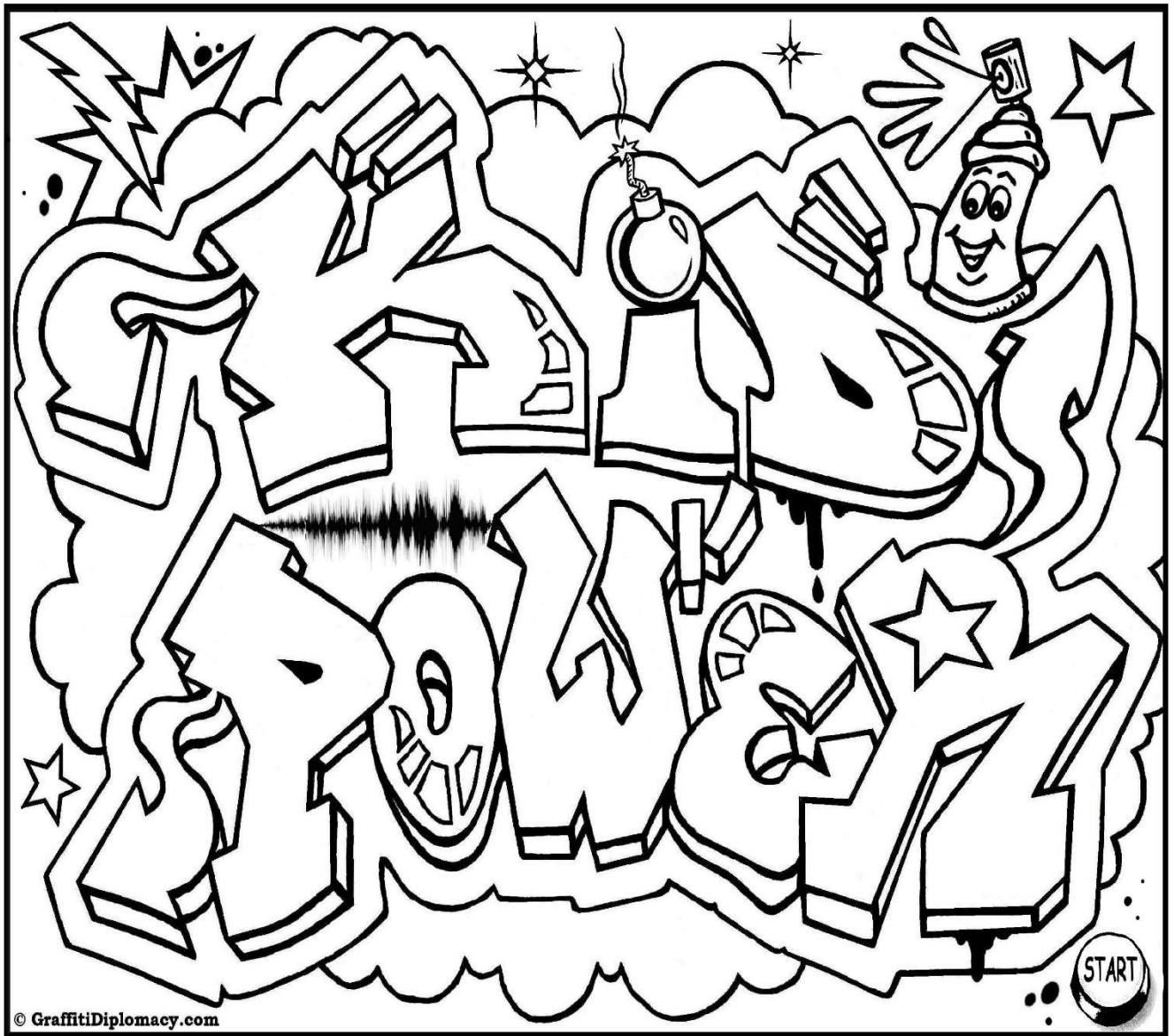


Weekly Learning Framework

Unit Four Week 2 - Year 5



In the timetable there are 5 activities that have a ★ next to them.

Post a picture of these activities on your Google Classroom once you have finished! This book has an extra STEM Day at the end to be completed on Thursday 19/8/21. Your new book will be coming out on Friday 20/8/21.

Name: _____

Class: _____



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?

	Thursday 12/8/21	Friday 13/8/21	Monday 16/8/21	Tuesday 17/8/21	Wednesday 18/8/21
Morning	<p>English</p> <p>Spelling: Complete this week's spelling worksheet. Write a sentence for each of the spelling words ending in <-ous>.</p> <p>(30 minutes)</p> <p>Reading: Complete at least two activities on Reading Eggspress. Or you can read a text from home and record that on the table instead.</p> <p>(30 minutes)</p> <p>Brain Break: Use your 5 senses. Say 5 things you can see, 4 things you can hear, 3 things you can feel, 2 things you can smell and 1 thing you can taste.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p>English</p> <p>Spelling: Write 10 spelling words that contain the specific sound focus of <-ous>.</p> <p>(10 minutes)</p> <p>Grammar: Watch the video about the grammar focus 'Adverbs of Manner'. Complete this week's grammar worksheet.</p> <p>(30 minutes)</p> <p>Brain Break: Find a 'Go Noodle' activity on YouTube and have a go at copying them.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Writing: Journal Description – Complete the language task and then use descriptive language to describe the prompt.</p> <p>(30 minutes)</p> 	<p>English</p> <p>Spelling: Write 10 spelling words that contain the specific sound focus of <-ous>.</p> <p>Complete at least two spelling activities provided in the spelling activity grid.</p>  <p>(30 minutes)</p> <p>Reading: Complete at least two activities on Reading Eggspress. Or you can read a text from home and record that on the table instead.</p> <p>(30 minutes)</p> <p>Brain Break: Place your back against a wall and slide down until you are seated on an imaginary chair. Hold the wall plank for as long as you can. Can you do better?</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p>English</p> <p>Spelling: Try to write your 10 words without copying! Look, cover, write, check and the fix any mistakes. Complete at least two spelling activities provided in the spelling activity grid.</p> <p>(30 minutes)</p> <p>Brain Break: Go outside and lay down. Look up at the sky. Are there clouds? What do they look like? What animals can you hear?</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Writing: Journal – Complete character description and then final assessment.</p> <p>(30 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 at least 5 of your words, in sentences. Rewrite the sentence and mark your work.</p> <p>(15 minutes)</p> <p>Reading: Complete at least two activities on Reading Eggspress. Or you can read a text from home and record that on the table instead.</p> <p>(25 minutes)</p> <p>Brain Break: Try to do as many burpees as you can. Record your score over 1 minute. Try again – can you do more?</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>

Break					
Middle	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Flipper TENS video on Google Classroom and then play that activity by yourself or against someone else at home. (15 minutes)</p> <p>Brain Break: Try to do plank for as long as you can. <i>Remember to keep your back as straight as you can!</i> Record how long you could do it for.</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Flipper TENS video on Google Classroom and then play that activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break: Do 10 burpees, 9 star jumps, 8 sit ups, 7 bottom kicks, 6 high knees, 5 push ups, 4 bicycle kicks, 3 squats, 2 boxing punches and 1 rest.</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Flipper TENS video on Google Classroom and then play that activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break: Play noughts and crosses 3 times against someone. Who won and why?</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Flipper TENS video on Google Classroom and then play that activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break: Write a letter to your neighbour checking in to see if they are ok. Put it in their letterbox.</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Flipper TENS video on Google Classroom and then play that activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break: Make lunch for a family member.</p>

Number Of the Day: Log on to number of the day <https://mathsstarters.net/numberoftheday> 3, 4 or 5 digit (student choice) and complete the daily number of the day.

(5 minutes)

Multiplication: Estimate then multiply 2- and 3- digit numbers. Compare your ability to mentally find the answer to writing the equation down. Which operation did you use? Can you describe your strategy to someone else? Was your estimation correct?

(30 minutes)

Number Of the Day: Log on to number of the day <https://mathsstarters.net/numberoftheday> 3, 4 or 5 digit (student choice) and complete the daily number of the day.

(5 minutes)

Multiplication: Answer the questions using the split strategy. Show your working out.

(30 minutes)

Number Of the Day: Log on to number of the day <https://mathsstarters.net/numberoftheday> 3, 4 or 5 digit (student choice) and complete the daily number of the day.

(5 minutes)

Multiplication: Answer the questions using the compensation strategy. Show your working out.

(30 minutes)

Number Of the Day: Log on to number of the day <https://mathsstarters.net/numberoftheday> 3, 4 or 5 digit (student choice) and complete the daily number of the day.

(5 minutes)

Multiplication: Watch the video on solving multiplication questions using the box method.

Answer the questions using the box method. Show your working out.

(30 minutes)




Number Of the Day: Log on to number of the day <https://mathsstarters.net/numberoftheday> 3, 4 or 5 digit (student choice) and complete the daily number of the day.

(5 minutes)

Multiplication: Find someone to play BINGO with and using the blank template, choose 9 two-digit numbers and place them in your squares. Using an online dice, roll 2 dice and find the answer. First person to cross off all their numbers, wins.



(30 minutes)

Break					
Afternoon	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>Creative Arts: Watch Mrs Alo's video on how to create a digital artwork. Try creating one yourself.</p> <p>(45 minutes)</p> 	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>Sport: Watch Mr Hunter's sport video.</p> <p>(30 minutes)</p> <p>Cardio: Watch this desk drumming video to 'Dance Monkey' and follow along with whatever you have at home, pencils, wooden spoons, or your fingers. BE CREATIVE!</p> <p>https://www.youtube.com/watch?v=mzYErjp5sUM</p> <p>(15 minutes)</p> <p>BTN:</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/2020-tokyo-olympics/13446864 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>Bounce Back: Watch the video 'Bessie Coleman – An American Hero'</p> <p>http://www.youtube.com/watch?v=jYYy-dT4498</p> <p>Answer the questions. Complete the research task either on paper or technology.</p> <p>(45 minutes)</p> <p>BTN:</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/2020-tokyo-olympics/13446864 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>History: Gold</p> <p>A new life at Bathurst – Read the information and complete the worksheet.</p> <p>(40 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>Science: Watch Miss Barbagallo's video on light sources. Create a list of light sources and explore how light travels in straight lines. What is different about the size and direction of the shadows?</p> <p>(45 minutes)</p> <p>BTN: Watch this BTN news report and record at least 3 relevant points.</p> <p>https://www.abc.net.au/btn/classroom/light-pollution/10526576</p> <p>(15 minutes)</p>

Thursday



12th August 2021

Recording of daily tasks - Spelling Focus <-ous>

Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Completes spelling task focusing on the <-ous> sound.	

Reading Eggspress Record

Thursday	
Monday	
Wednesday	

Activity		Teacher Recognition
	Completes Reading Eggspress Activities OR records texts read each day.	

Brain Breaks Completion Record:

Monday	Tuesday	Wednesday	Thursday	Friday

Activity		Teacher Recognition
	Completes daily Brain Break activities and records their times in the table if applicable.	

Journal Entries

Day	Entry
Thursday	
Friday	
Monday	
Tuesday	
Wednesday	

Activity	Teacher Recognition
Completes daily journal entries.	

Spelling Grid

Highlight 2 activities you have completed on Monday.

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

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 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 9x tables:

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

Activity		Teacher Recognition
	Recalls 9 x tables correctly each day	

TENS Activity:

TENS Activity Completion Record				
Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Completes daily TENS activities: Flipper	

Mathletics Tasks for the week:

Thursday

Task 1: _____

Task 2: _____

Friday

Task 1: _____

Task 2: _____

Monday

Task 1: _____

Task 2: _____

Tuesday

Task 1: _____

Task 2: _____

Wednesday

Task 1: _____

Task 2: _____

Activity		Teacher Recognition
	Completes Mathletics tasks.	

Number of the Day Answers

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.

Wednesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
------------------	---

Activity		Teacher Recognition
	Completes the Number of The Day and marks their own answers.	

BTN VIP's

Day	VIP's
Friday	
Monday	
Tuesday	
Wednesday	

Activity		Teacher Recognition
	Summarise and records information from digital media	

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

THURSDAY

The difference between two numbers is 48.

What might the two numbers be?

List at least 5 possibilities.

Working out - Transformation step

Cambridge Gardens Public School

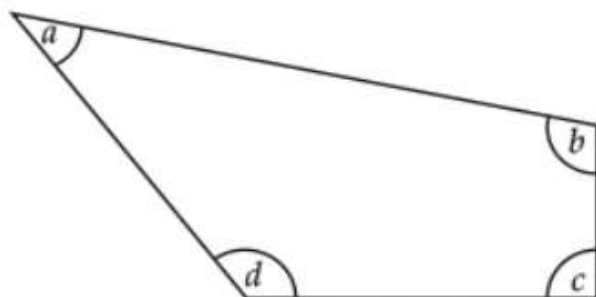
21

The difference between two numbers is 109.

What might the two numbers be?

List at least 5 possibilities.

Working out - Transformation step



Which of the angles in this shape is closest to 100° ?

a

☐

b

☐

c

☐

d

☐

Working out - Transformation step

Sandra can run 5 kilometres in 30 minutes.

Running at the same speed, how long will it take Sandra to run 4 kilometres?

18 minutes

☐

20 minutes

☐

24 minutes

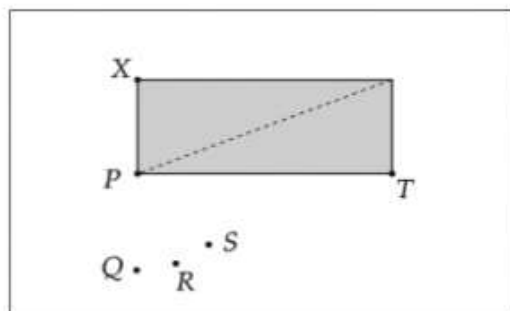
☐

29 minutes

☐

Working out - Transformation step

The shaded rectangle will be folded along the dotted line.



Where will point X move to?

P

☐

Q

☐

R

☐

S

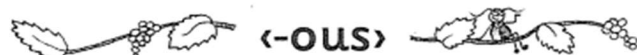
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T

☐

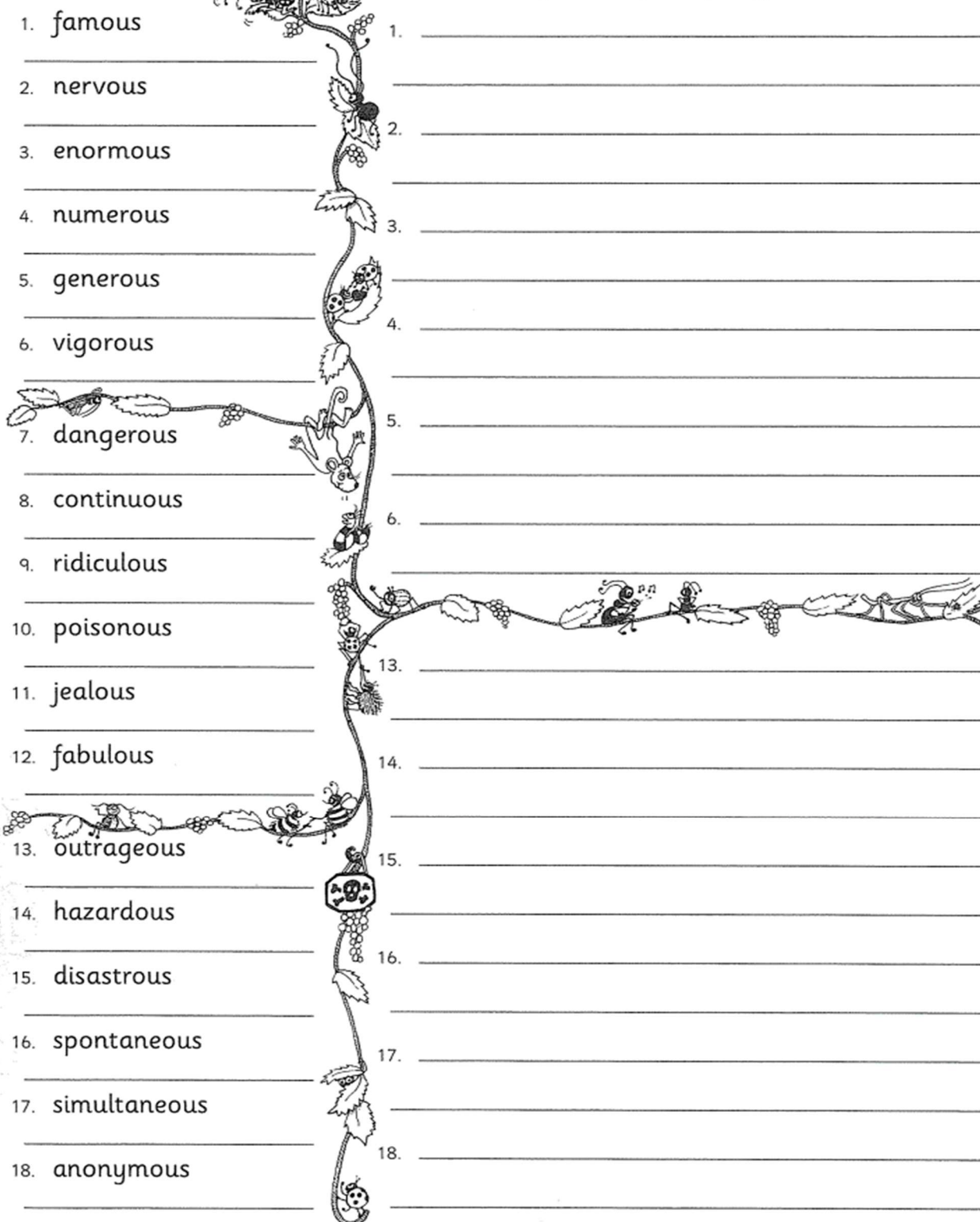
Working out - Transformation step

Spelling:



Spelling List 25

Write a sentence for each of the spelling words numbered below.

- 
1. famous _____
 2. nervous _____
 3. enormous _____
 4. numerous _____
 5. generous _____
 6. vigorous _____
 7. dangerous _____
 8. continuous _____
 9. ridiculous _____
 10. poisonous _____
 11. jealous _____
 12. fabulous _____
 13. outrageous _____
 14. hazardous _____
 15. disastrous _____
 16. spontaneous _____
 17. simultaneous _____
 18. anonymous _____

Spelling Sheet 25a (GH5)

Activity	Teacher Recognition
Completes the spelling worksheet.	

Maths:

Estimate the answer by using mental computation. Check the answers using a formal algorithm.

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 41 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ \times 80 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \times 52 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 54 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ \times 94 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 44 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 77 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 44 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ \times 26 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ \times 37 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 37 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ \times 76 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 10 \\ \hline \end{array}$$

Activity		Teacher Recognition
	Uses mental computation to estimate the answer. Uses a formal algorithm to find the answer	

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 420 \\ \times 29 \\ \hline \end{array}$$

$$\begin{array}{r} 697 \\ \times 20 \\ \hline \end{array}$$

$$\begin{array}{r} 863 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 646 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 214 \\ \times 45 \\ \hline \end{array}$$

$$\begin{array}{r} 963 \\ \times 94 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ \times 75 \\ \hline \end{array}$$

$$\begin{array}{r} 804 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 174 \\ \times 86 \\ \hline \end{array}$$

$$\begin{array}{r} 702 \\ \times 76 \\ \hline \end{array}$$

$$\begin{array}{r} 696 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 994 \\ \times 37 \\ \hline \end{array}$$

$$\begin{array}{r} 960 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 285 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 653 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 760 \\ \times 80 \\ \hline \end{array}$$

$$\begin{array}{r} 897 \\ \times 91 \\ \hline \end{array}$$

$$\begin{array}{r} 170 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 658 \\ \times 87 \\ \hline \end{array}$$

$$\begin{array}{r} 162 \\ \times 69 \\ \hline \end{array}$$

Activity		Teacher Recognition
	Uses mental computation to estimate the answer. Uses a formal algorithm to find the answer	

Creative Arts:

Watch Mrs Alo's instructions on how to complete this week's artwork. Complete it on a separate piece of paper.

Activity		Teacher Recognition
	Completes the creative art activity to the best of their ability.	

Friday



Doodle Art Alley ©

13th August 2021

Orange
Adverbs of Manner

Adverbs of **manner** tell us more about **how** something is done. Complete the sentences below by adding one of the adverbs (any of them can be used), along with some more information to make it more interesting.



1. He had disguised himself... **badly carefully cleverly deliberately**

2. They asked... **angrily calmly politely relentlessly**

3. He was watching... **anxiously excitedly closely eagerly**

4. The fox crept... **cautiously silently stealthily secretly**

5. I walked... **quickly lazily carelessly boldly**

6. The children were eating... **greedily messily noisily happily**

Activity	Teacher Recognition
Completes grammar task focusing on the 'Adverbs of Manner'	

Find the Descriptive and Figurative Language

Look at this short section of writing. Use the colours below to find the descriptive and figurative language.

The crimson ball in the sky seemed to stare furiously down at him, angry with him for losing his way. Brown, withered plant tendrils, as dry as paper, tickled him as they slithered their scorched scratchy skins across his forearm.

Try to find the following:

A verb

An adverb

An adjective

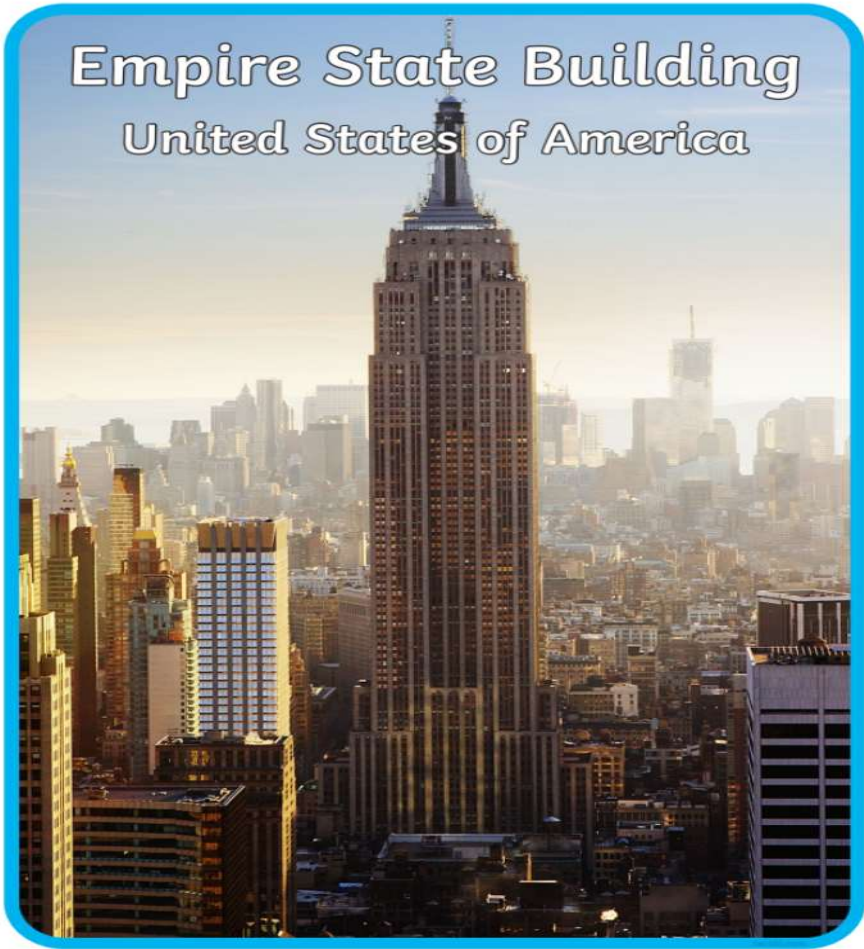
An example of personification

An example of alliteration

A metaphor

A simile

Writing: Use descriptive language to describe the following landmark.



Activity		Teacher Recognition
	Uses descriptive language to describe the famous landmark.	

Mental multiplication strategies – split strategy

Sometimes it's easier to split a number into parts and work with the parts separately.

Look at 64×8

Split the number into 60 and 4

Work out (60×8) and then (4×8)

Add the answers together $480 + 32 = 512$

1 Use the split strategy to answer the questions:

a 46×4

$(40 \times 4) + (6 \times 4)$

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
=

b 74×5

$(\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
=

c 48×4

$(\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
=

d 37×7

$(\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
=

e 62×8

$(\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
=

f 91×5

$(\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) + (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}})$

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
=

2 Use the split strategy to answer the questions. This time see if you can do the brackets in your head:

a $48 \times 8 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \text{}$

b $52 \times 7 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \text{}$

c $9 \times 43 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \text{}$

d $8 \times 29 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \text{}$

e $86 \times 7 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \text{}$



THINK

3 These problems have been worked out incorrectly. Circle where it all went wrong.

a 37×6

$(30 \times 6) + (7 \times 6)$

$180 + 13$

$= 193$

b 17×5

$(10 \times 5) + (7 \times 5)$

$70 + 35$

$= 105$

c 32×9

$(30 \times 9) + (2 \times 9)$

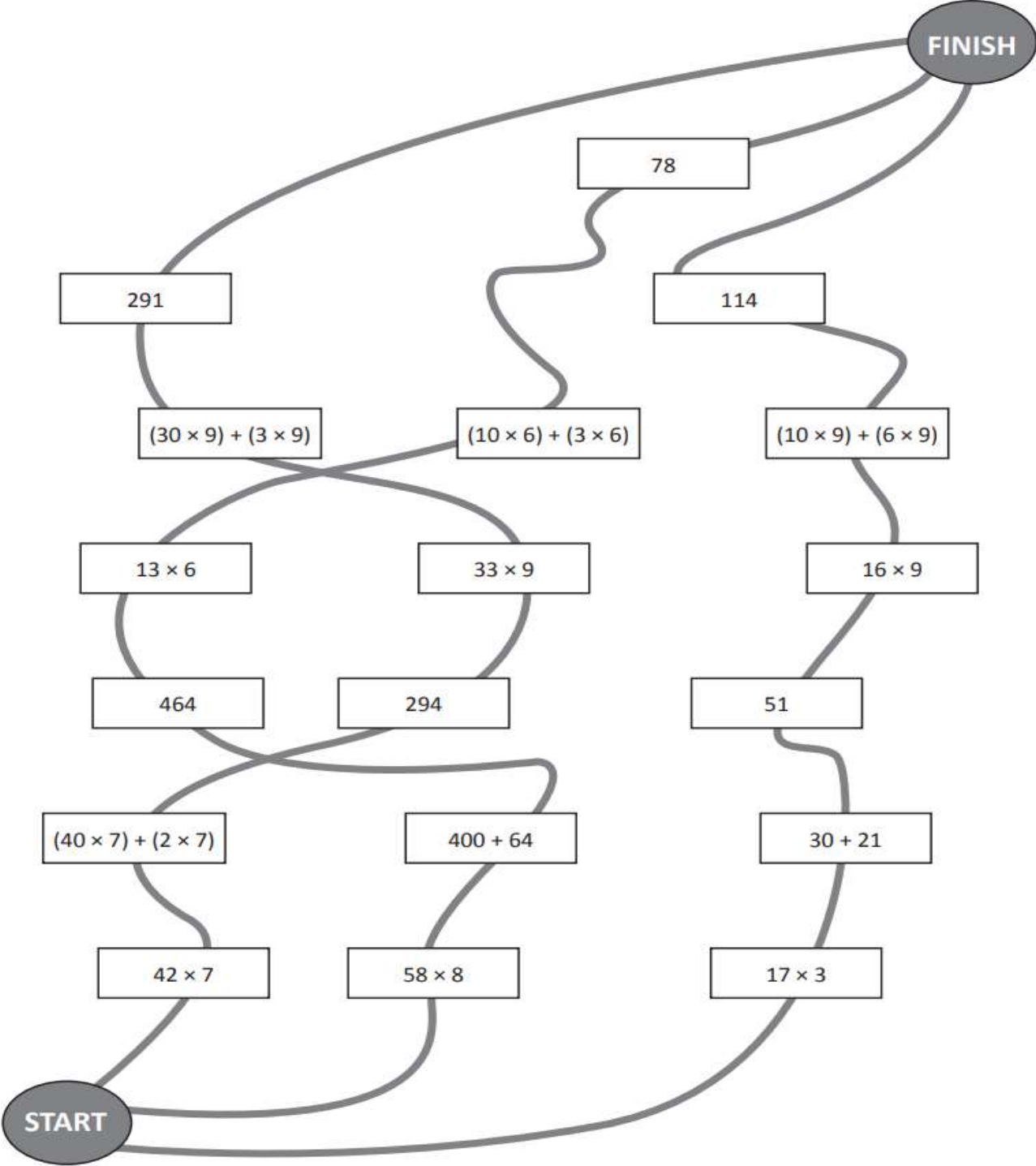
$27 + 18$

$= 45$

Activity	Teacher Recognition
Completes multiplication questions using the split strategy.	

Mental multiplication strategies – split strategy

- 4 Each trail contains 2 multiplication problems and steps to solve them. Only one trail has been solved correctly. There are errors in the other two. Find and colour the winning trail.



Activity	Teacher Recognition
<div> <div></div> <div>Completes multiplication questions using the spilt strategy.</div> </div>	

Sport

Watch Mr Hunter's sport video and have a go yourself. Then watch this desk drumming video to 'Dance Monkey' and follow along with whatever you have at home, pencils, wooden spoons, or your fingers. BE CREATIVE!

<https://www.youtube.com/watch?v=mzYEr.jp5sUM>

Activity		Teacher Recognition
	Completes fitness and the cardio activity.	

Monday



AVIATE PRESS

@avamarietdoodles

16th August 2021

Mathematics:

Mental multiplication strategies – compensation strategy

When multiplying we can round to an easier number and then adjust.

Look how we do this with 4×29

29 is close to 30. We can do 4×30 in our heads because we know $4 \times 3 = 12$

$$4 \times 30 = 120$$

We have to take off 4 because we used one group of 4 too many: $120 - (1 \times 4) = 116$

$$4 \times 29 = 116$$

1 Use the compensation strategy to answer the questions. The first one has been done for you.

a $19 \times 3 = \underline{20} \times \underline{3} - \underline{3} = \boxed{57}$

b $8 \times 29 = \underline{\quad} \times \underline{\quad} - \underline{\quad} = \boxed{\quad}$

c $18 \times 6 = \underline{\quad} \times \underline{\quad} - \underline{\quad} = \boxed{\quad}$

d $7 \times 39 = \underline{\quad} \times \underline{\quad} - \underline{\quad} = \boxed{\quad}$

e $28 \times 5 = \underline{\quad} \times \underline{\quad} - \underline{\quad} = \boxed{\quad}$

We can also adjust up. Look how we do this with 6×62 :

62 is close to 60. We can do 6×60 in our heads because we know $6 \times 6 = 36$

$$6 \times 60 = 360$$

We have to then add 2 more lots of 6: $360 + 12 = 372$

$$6 \times 62 = 372$$

2 Use the compensation strategy and adjust up for these. The first one has been done for you.

a $41 \times 3 = \underline{40} \times \underline{3} + \underline{3} = \boxed{123}$

b $81 \times 4 = \underline{\quad} \times \underline{\quad} + \underline{\quad} = \boxed{\quad}$

c $22 \times 9 = \underline{\quad} \times \underline{\quad} + \underline{\quad} = \boxed{\quad}$

d $32 \times 9 = \underline{\quad} \times \underline{\quad} + \underline{\quad} = \boxed{\quad}$

e $7 \times 62 = \underline{\quad} \times \underline{\quad} + \underline{\quad} = \boxed{\quad}$

Would I use the compensation strategy with numbers such as 56 or 84? Why or why not?



THINK

Activity	Teacher Recognition
Completes multiplication questions using the compensation strategy.	

Mental multiplication strategies – compensation strategy



- 3** In this activity you'll work alongside a partner. You'll each need two dice and your own copy of this page. For each line, roll the dice to find the tens digit and then roll it again to find the multiplier. Your partner will do the same. Use the compensation strategy to mentally work out the answers to the problems.

Tens	Units		Multiplier		Answer
<input type="text"/>	1	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	9	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	2	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	1	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	8	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	1	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	9	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	8	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	2	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	1	×	<input type="text"/>	=	<input type="text"/>

- a** Check each other's calculations. You may want to use a calculator.
b Now, use the calculator to add your answers. The person with the highest score wins.

Activity	Teacher Recognition
Completes multiplication questions using the compensation strategy.	

Bounce Back

Listen to the story Fly High! The Story of Bessie Coleman <http://www.youtube.com/watch?v=jYYy-dT4498>

Reflect upon the following questions:

1. Are these the six great fears that everyone feels at times or are there other ones?

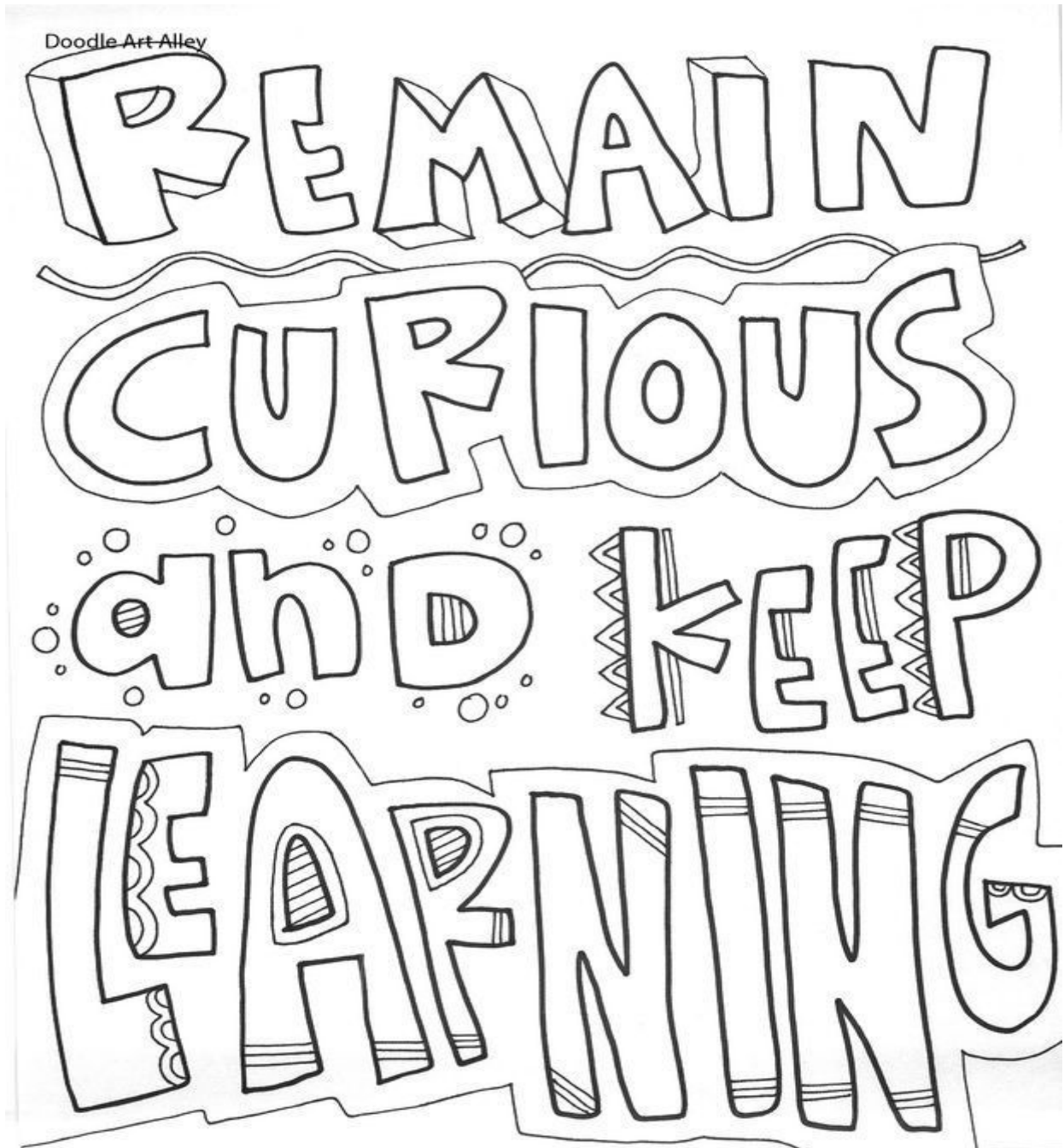
2. What helps people your age to reduce fear and nervousness?

3. When are we most likely to be nervous or scared?

4. Which one of the six great fears in BLM 3.6 do you think is the most difficult one to overcome and why?

5. What kind of unhelpful thinking can exaggerate your nervous fear?

Tuesday



17th August 2021

Writing: Use descriptive language to describe the below prompt. Include information on the setting and the characters.

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
	Uses descriptive language to describe the picture.	



-digit multiplication : Box Method

Work out the answers to these multiplication questions using the box method.

$$27 \times 18 = 486$$

		20	7	
10	200	70		200
				70
8	160	56		160
				+ 56
				<hr/> 486

$$18 \times 17 = \underline{\hspace{2cm}}$$

$$21 \times 19 = \underline{\hspace{2cm}}$$

$$29 \times 15 = \underline{\hspace{2cm}}$$

$$28 \times 24 = \underline{\hspace{2cm}}$$

$$17 \times 12 = \underline{\hspace{2cm}}$$

Activity	Teacher Recognition
Completes multiplication questions using the box method.	



-digit multiplication : Box Method

Work out the answers to these multiplication questions using the box method.

$41 \times 35 = 1435$

	40	1	
30	1200	30	1200
			30
5	200	5	200
			+ 5
			1435

$36 \times 25 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$

$42 \times 31 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$

$49 \times 28 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$

$36 \times 33 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$

$45 \times 18 = \underline{\hspace{2cm}}$

 $\underline{\hspace{2cm}}$

Activity		Teacher Recognition
	Completes multiplication questions using the box method.	

A New Life at Bathurst

Houses

Many of the free settlers who made their way to Bathurst and the western plains of New South Wales already had farms in the Sydney area. They were looking for opportunities to expand their farming ventures. The wide open plains were ideal for growing grain and raising sheep and cattle. Convict labour was used to clear land, build roads and erect houses for the pastoralists and their farm workers and servants. Wealthy landowners constructed Georgian style homes in brick, stone or hardwood timber with wide verandahs as shown in the image above.



Settlers with smaller land grants, many of whom were ex-convicts, built their one or two-roomed homes from what natural materials they could find in the area. Their simple huts were made using the wattle and daub technique. A wooden frame was built and the walls were latticed with acacia sticks. Mud mixed with dry straw was then plastered on the walls. The floor consisted of slabs of stone or flattened earth.



What Did the Settlers Eat?

It took four days to travel by horse from Bathurst to Sydney Town in the 1830s and longer by ox and cart over the rough-cut mountain roads. Settlers had to depend on the food that they could grow on their farms and the plants and animals available in the region.

Food produced or bought by farmers	Local fauna and flora
<ul style="list-style-type: none"> • beef, mutton and pork (salted or dried to preserve the meat) • flour to make damper, potatoes • tea, honey, sugar • rum, wine, beer made from locally grown hops 	<ul style="list-style-type: none"> • black swans, ducks, geese, pigeons • kangaroos, emus, possums • fish, eels, freshwater crayfish • quandong, native cherry, wild tomato

In the 1850s rabbits, hares and fallow deer were introduced into the Australian environment. They thrived living in the woodlands and grain-growing pastures of Bathurst. Settlers enjoyed hunting these animals as it reminded them of their life in the Old Country and added a different flavour to the cooking pot.

Activity**A New Life at Bathurst**

1. How did assigned convict labour help the early settlers at Bathurst?

2. Compare a wealthy landowner's house with the house of a small farm owner. Draw sketches of the houses under the headings.

Wealthy Landowner

Description of house

Farmer

Description of house

- ☐ Imagine that you are a wealthy settler hosting a dinner party for an important public figure from Sydney Town. Prepare a menu to impress your guest based on the food resources produced on your farm and those available from the Bathurst district.

MENU



Activity	Teacher Recognition
Completes the history questions on 'A New Life at Bathurst'.	

Wednesday



18th August 2021

Spelling

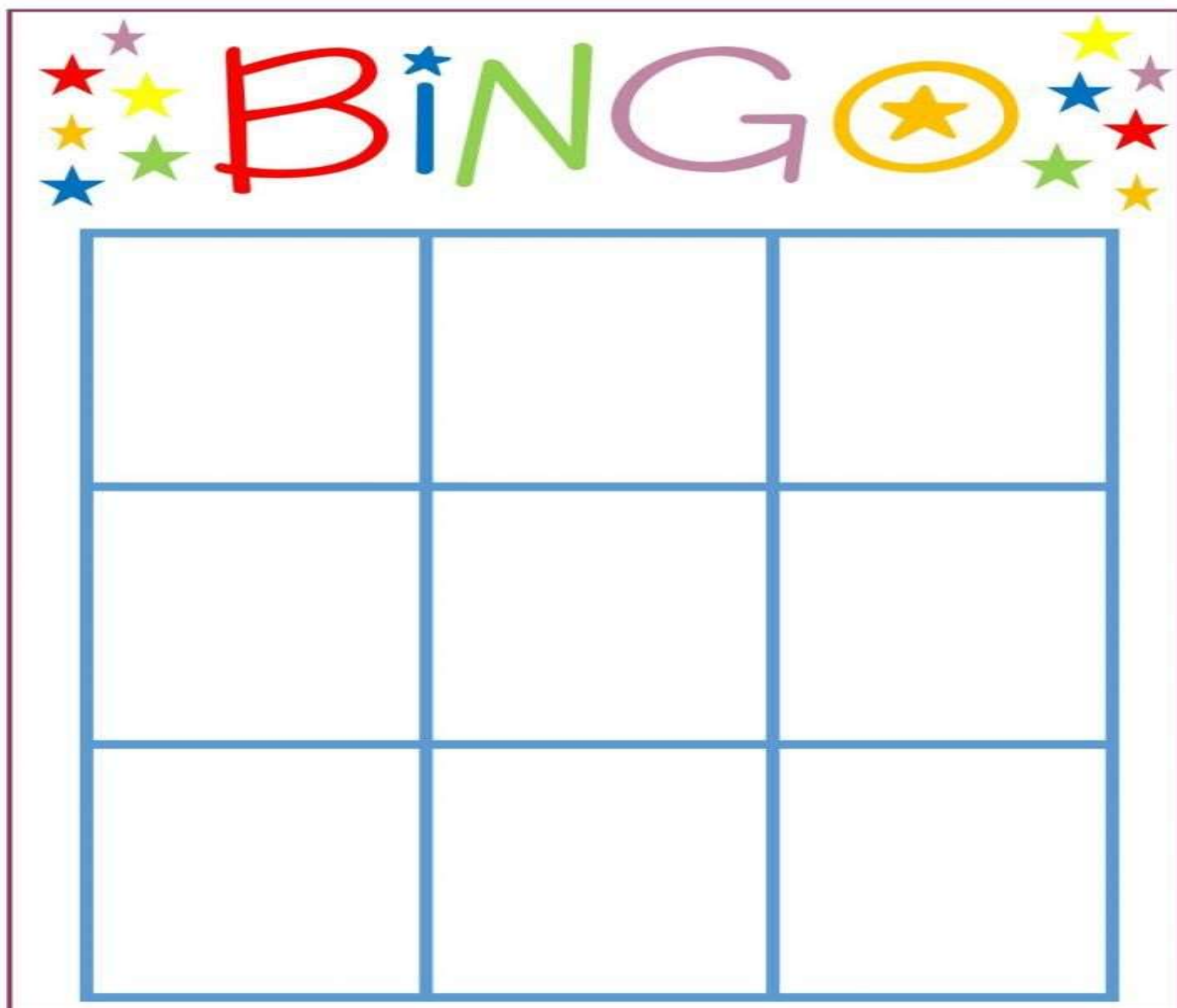
[illegible]

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

Maths:

Choose 9 two-digit numbers. Use this online dice

<https://www.teacherled.com/iresources/tools/dice/> to roll and find the total of them multiplied by one another. Play against a family member – first person to cross off all numbers, wins! (Extension: You may like to use 3 dice and read 2 of them as a two-digit number – eg: 5, 3, 8 were rolled = $53 \times 8 = 424$).



Activity	Teacher Recognition
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	Can use various strategies to find the sum of 2 numbers when multiplied.	
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A BINGO game board with the word "BINGO" in large, colorful letters at the top. The letters are: B (red), I (blue), N (green), G (purple), and O (yellow with a star inside). The board is decorated with colorful stars (red, yellow, blue, green, purple) around the letters. Below the letters is a 3x3 grid of squares for the game.

Activity		Teacher Recognition
	Can use various strategies to find the sum of 2 numbers when multiplied.	

Science:

Revision: List as many sources of light as you can in the box below.

Watch the experiment on light and shadows (located in Google Classroom). Complete the activities below.

1. What is a shadow? _____
2. How is a shadow created? _____

3. What do you notice about the shape of a shadow? _____

4. Why do you think shadows change during the day? _____

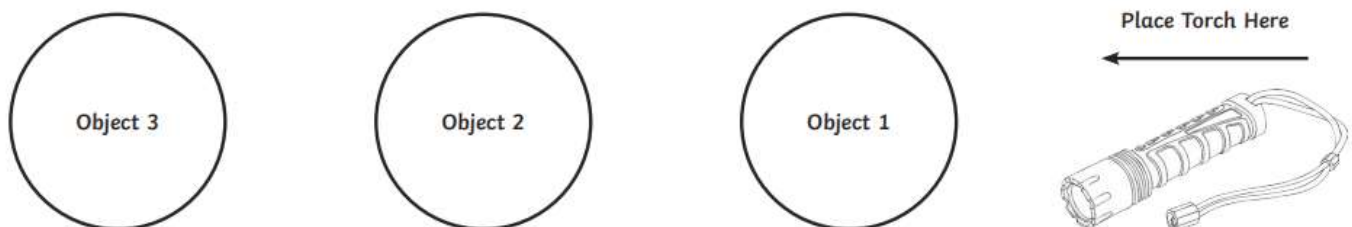
5. Can we have shadows at night? _____

Investigate how shadows change with distance. Complete the experiment below. Record your results in a way that suits your learning style.

You will need:

- Torch
- Ruler
- Pencil
- A glue stick
- A square of card or another opaque object with plain edges to cast a shadow.

Place your object on the number 1 spot, shine the torch from the torch place and use the ruler and pencil to draw the edges of the shadow that is cast (label it 1). Do the same, moving the object to 2 and then 3. **What do you notice?**



- **Extension:** Conduct your own experiment to prove that light travels in a straight line. Record what you did, what you need and your results.

Activity	Teacher recognition
Investigates the size and direction of shadows.	

Student

I have completed my work to the best of my ability

Name: _____

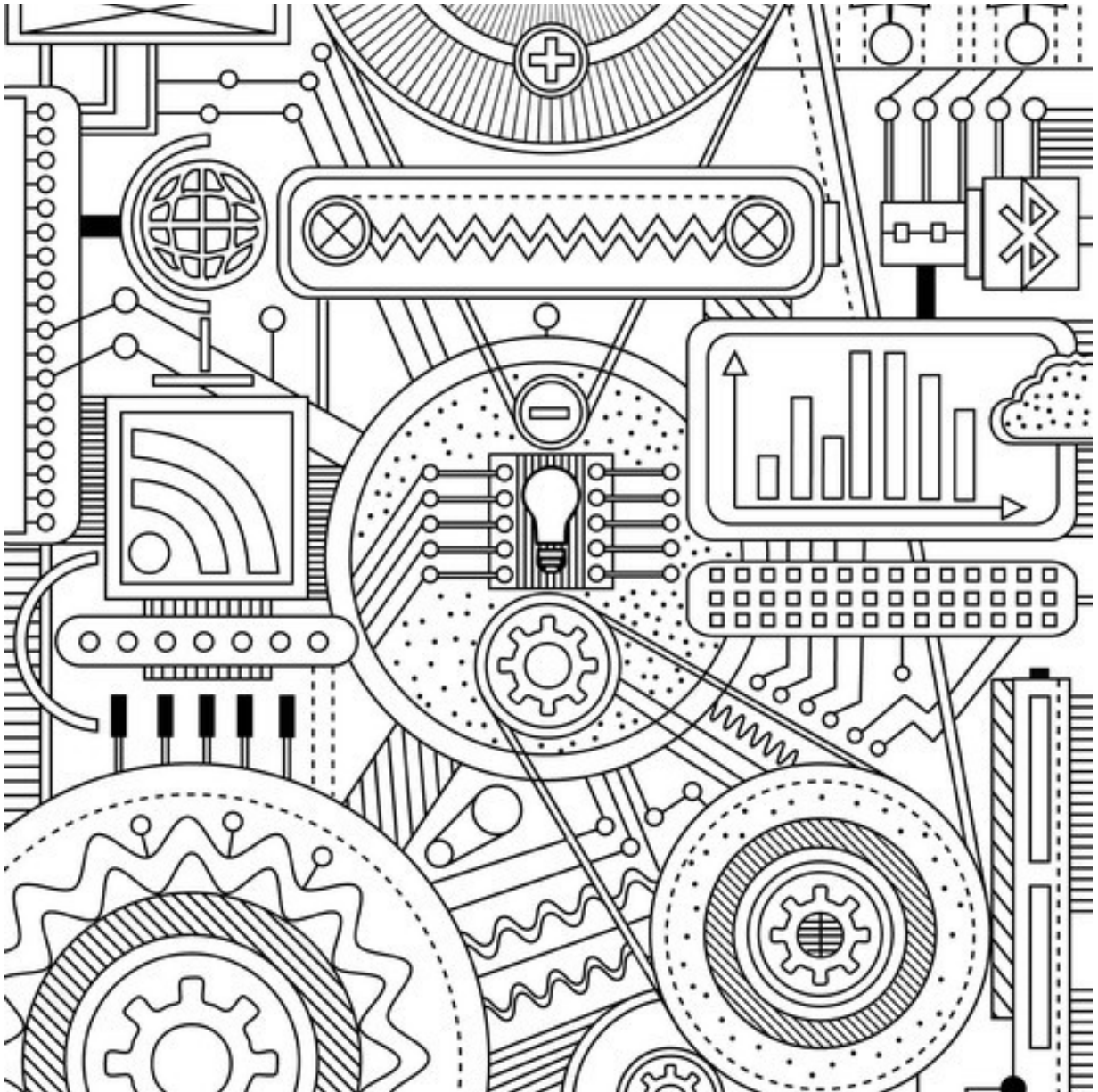
Parent/Carer

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

Name: _____

Thursday STEM Day!

20.8.21



Today's STEM project should be completed across the day. There will be different activities across the whole day that can be completed in any order you like. The following is a guide to follow if you wish. Please choose at least 1 photo from your STEM Day and post to Google Classroom.



TOKYO 2020
PARALYMPIC GAMES



1) Research one Australian Paralympian. Your job is to show a history of their life including, but not limited to, the following:

- **Birthday**
- **Place of birth**
- **Chosen sport**
- **How many medals**
- **What they do for work outside of the Olympics**

(Remember that you will need to write in full sentences and paragraphs, not dot points!)

2) Write a journal as if you were your chosen Olympian. Remember to be as descriptive as you can, use the literary devices that you have been taught to make it as interesting as possible!

3) Research the following sports and find the difference between Paralympic records vs World Records:

Men and Women 100m sprint

Men and Women 400m sprint

Men and Women 1500m sprint

Men and Women Long Jump

Men and Women Shot Put

Men and Women Discuss

Extension: Convert the distances from cm to mm

- 4) Recreate the Olympic Village OR a major stadium using anything that you can around your house (recyclable material, LEGO, wooden blocks etc.).
- 5) Watch the following YouTube video and create an Olympic Flame in a bottle! Make sure you get help from an adult if required.

<https://www.youtube.com/watch?v=3LYU-py51pw>

Extension: Create a presentation on your chosen Paralympian (it can be a video, a PowerPoint, on cardboard) showcasing all the information that you have learned!

How do you feel you went with this week's work?

Check-in with students:



Why?
