Year 5 Unit 6 - Part B



- = Please post this item on Google Classroom
- = There is a video related to this activity in Google Classroom
- = Please attend the Zoom meeting
- = make sure you watch the YouTube link

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

· The screen should be positioned directly in front of

 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

 The mouse should be placed directly next to the keyboard.

Are their most frequently used items within easy reach

shoulders should be relaxed.

education.nsw.gov.au



from a seated position?

when typing.

your child.

Is the computer adjusted correctly?



Unit 6	Tuesday 14/9/21	Wednesday 15/9/21	Thursday 16/9/21	Friday 17/9/21	Tuesday 5/10/21
Morning	English Spelling: <tial> Complete spelling worksheet provided. Write 10 words that contain the specific sound focuses. (30 minutes) Brain Break: Push-ups. 60 seconds to complete as many as you can! Reading: Login to the online reading program Reading Eggs Complete two Reading Eggspress activities. (35 minutes)</tial>	WELL-BEING WEDNESDAY!	English Grammar: Adverbs describing adjectives Complete the grammar activity provided. Write 10 words that contain the specific sound focuses. (30 minutes) Brain Break: Sit-ups. 60 seconds to complete as many as you can! Writing - Informative Watch the Information Report video in Google Classrooms. Use the information report planning template to complete the writing task. (Assessment Task) (40 minutes)	English Spelling: Revise the <tial> Complete two spelling activities provided in the spelling activity grid. Write 10 words that contain the specific sound focuses. (30 minutes) Brain Break: Squats. 60 seconds to complete as many as you can! Comprehension: Watch the video of 'Gold Fever – The incredible Journey' and answer the comprehension sheet. https://www.youtube.com/watch?v=nJz4gjq8w58 (35 minutes)</tial>	English Writing - Recount Write a recount about your home holidays https://www.youtube.com/watch?v=35F2vgkxRxA (40 minutes) Brain Break: Make a pattern. Make a pattern with your body by patting your head, patting your knees or touching your toes. Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities. (35 minutes)
Break					

Middle	<u>Mathematics</u>	WELL-BEING WEDNESI
	Mathletics: Complete 2 set Mathletics tasks	
	(25 minutes)	
	Times tables: Revise 4 times tables	
	(2 minutes)	
	Problem A Day: Complete the task for today.	
	(3 minutes)	
	Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.	
	(5 minutes)	
	TENS: 4 Rolls	
	(15 minutes)	
	Brain Break: Scissors, paper, rock. Challenge someone to a 'best of 3'	
	Decimals:	
	Complete the set activity on decimals.	
	(20 minutes)	

Mathematics DAY! Mathletics: Complete 2 set Mathletics tasks (25 minutes) Times tables: Revise 4 times tables (2 minutes) Problem A Day: Complete the task for today. (3 minutes)

Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)



(15 minutes)

TENS: 4 Rolls

Brain Break: Wall ball. Throw/kick a ball against a wall for 1 minute. How many did you get?



•

Complete the set activity on decimals.

(20 minutes)



Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 4 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Class Zoom: Join our class 700m.

https://nsweducation.zoom.us/j/ 64086355739?pwd=M0dXeUR TeTdVYkhYanZxRkFCYkgwQT

Meeting ID: 640 8635 5739 Passcode: 024826

(20 minutes)

Number A Dav: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: 4 Rolls

(15 minutes)

Brain Break: Wall balance. Sit in a squat position with your

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 4 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: 4 Rolls



(15 minutes)

Brain Break: Plank. Hold the plank position for as long as you can. Time yourself!

Decimals:



Complete the set activity on decimals.

(20 minutes)

				back pressed against the wall for 60 seconds.	
Break					
Afternoon	DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.	WELL-BEING WEDNESDAY!	DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.	DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.	DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.
	Sport				
	Watch the sport video and try to follow along! https://www.youtube.com/watch?v=NJohP4SBE4k (20 minutes) Join our afternoon assembly		Creative Arts Watch Mrs Alo's video on Google Classroom and complete the artwork. (45 minutes)	History: Gold Read through the Assisted Passengers information and complete the worksheet (40 minutes)	Science: Light through Water Watch the science video in Google Classroom and complete the activities. (40 minutes)
	https://nsweducation.zoom.us /j/65430515008?pwd=VGZYSkl xZkpQaUI3dEZXTzllM3FQZz09 Passcode: cgps Webinar ID: 654 3051 5008 (30 minutes)		Watch this BTN news report https://www.abc.net.au/btn/cl assroom/robot-revolution/13494772 and record at least 3 relevant points. (15 minutes)	Watch this BTN news report https://www.abc.net.au/btn/cl assroom/gamestop-stock-market/13118074 and record at least 3 relevant points. (15 minutes)	Yoga with Miss Fry Follow the Zoom link and join in the Yoga fun with Miss Fry

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

Write your spelling words out each day

Tuesday	Thursday	Friday

Recognition

Tuesday	Thursday	Friday	Tuesday
Push ups	Sit ups	Squats	Make a pattern
Scissors, paper rock	Wall Ball	Wall balance	Plank

Activity	Teacher Recognition
Completes daily Brain Break activities	

Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Tuesday		
Tuesday		

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

Spelling Grid
Highlight 2 activities you have completed on Friday.

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

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

Activity	Teacher Recognition
Completes at least 4 spelling activities	

Revising 4 x Tables

Wednesday	Thursday	Friday	Tuesday	Wednesday
4 x 1 =				
Time:	Time:	Time:	Time:	Time:
		l	I	1
Activity		Teacher Recognit	ion	
Recalls 4 x tables co	orrectly each day			

Mathletics

Day		Activity 1	Activity 2
Tuesday			
Thursday			
Friday			
Tuesday			
	•	I = 1 =	1
Activity		Teacher Recognition	
Completes set Mathletics Tasks	5		

TEN

Wednesday	Wednesday Thursday		Monday	Tuesday		

Activ	ity	Teacher Recognition
	Engages in daily TEN activity	

Number of the Day Answers

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

BTN VIP's

Day	VIP's
Thursday	
Friday	

Α	ctivity	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.

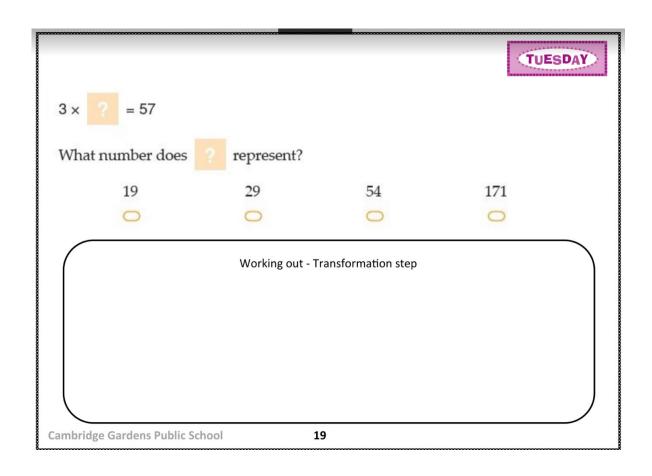


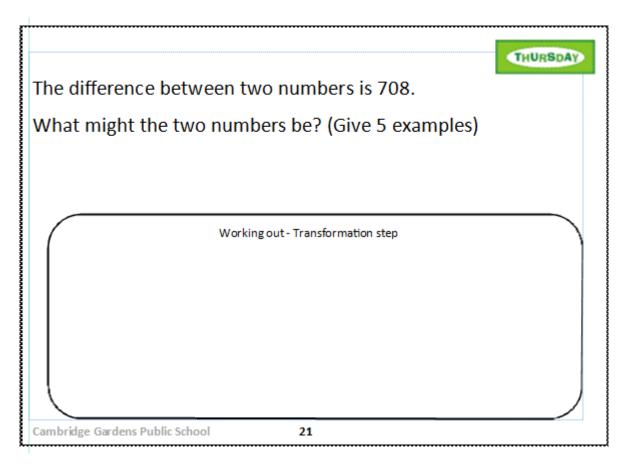


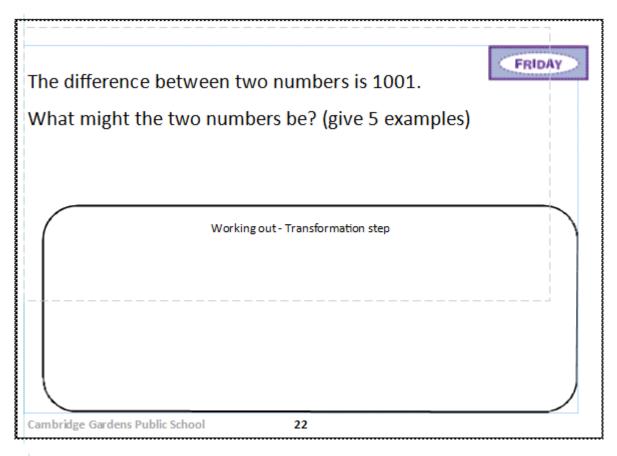
Now, write down your answer to the question separately. Have you answered what the question was asking?

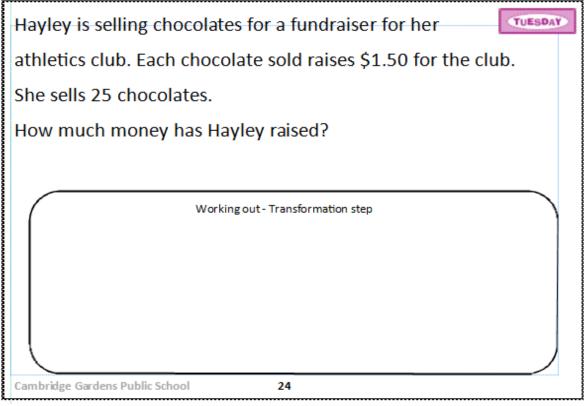
Cambridge Gardens Public School

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Activity	У	Teacher Recognition
	ompletes daily Problem-a-Day ctivities.	

Tuesday 14.9.21



Student

have completed	my work to	the best of	my ability
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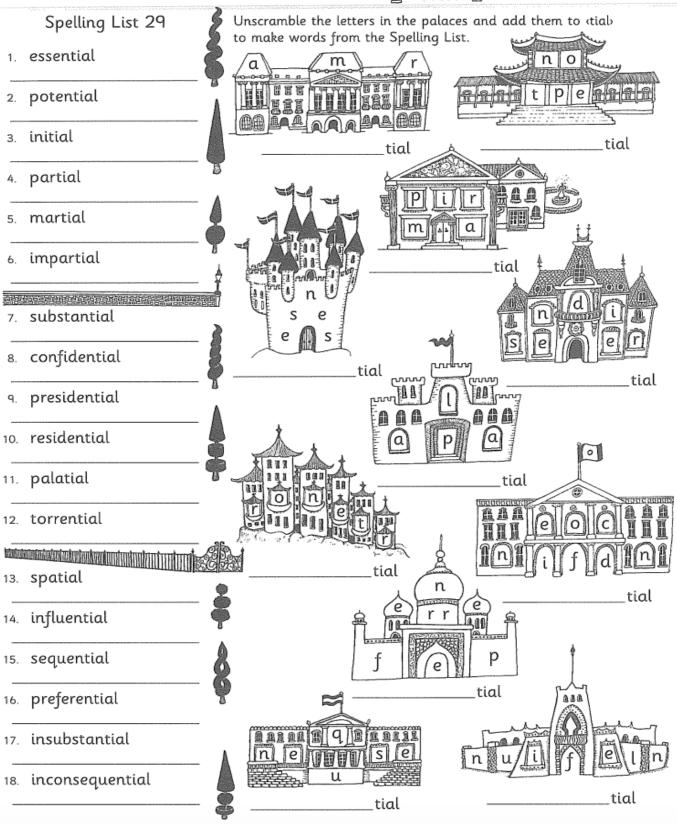
Name:

Parent/Carer

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

Name:

T (tial)



Activity	Teacher Recognition
Completes spelling task	

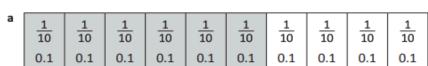
Fractions, decimals and percentages – tenths

Decimal fractions also express parts of a whole. This strip has been divided into 10 equal parts. Three out of ten or $\frac{3}{10}$ is shaded.

1 10	1 10	1 10	1 10	1 10	1 10	1 10	1 10	1 10	1 10
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

We can also express this as 0.3. There are no whole units and 3 tenths.

1 Write the shaded common fraction and its equivalent decimal fraction:





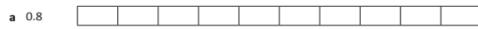
b	10	1 10	10	1 10	1 10	1 10	1 10	1 10	1 10	10
	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1



С	1 10	1 10	10	1 10	1 10	1 10	1 10	1 10	1 10	1 10
	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

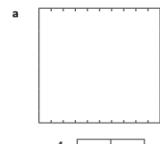


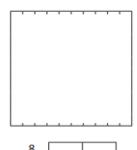
2 Shade the fraction strips to match the common fraction or decimal fraction:

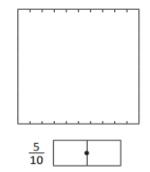


	_					
	5					
D	10					
	10					

Use a ruler and a pencil to divide the wholes into tenths. Shade the given amounts and express as decimals:







10	+

Activity	Teacher Recognition
Completes decimal activities	

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

https://nsweducation.zoom.us/j/61426399274?pwd=N2RjSzJPVHROaUJPMjRaSTIWQXBjdz09

Meeting	ID:	614	2639	9274
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Passcode: 596743

Sport

Long Jump! Watch the video on the following link (https://www.youtube.com/watch?v=NJohP4SBE4k) and try to improve your long jump skills. Using whatever you can to measure (measuring tape, rulers, etc.) try 3 long jumps before you watch the video. Enter your results below.

Jump 1	
Jump 2	
Jump 3	
After watching the video and following along, try and	other 3 jumps!
Jump 1	
Jump 2	
Jump 3	
Were you able to beat your furthest jump?	
What new skills did you learn?	
Activity	Teacher Recognition
Uses equipment to set up and complete obstacle	
course	
Accesses Zoom and participates in Yoga	

Wellbeing Wednesday 15.9.21

No booklet for today! Access the game board and have a fun day with your family!

Thursday 16.9.21



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



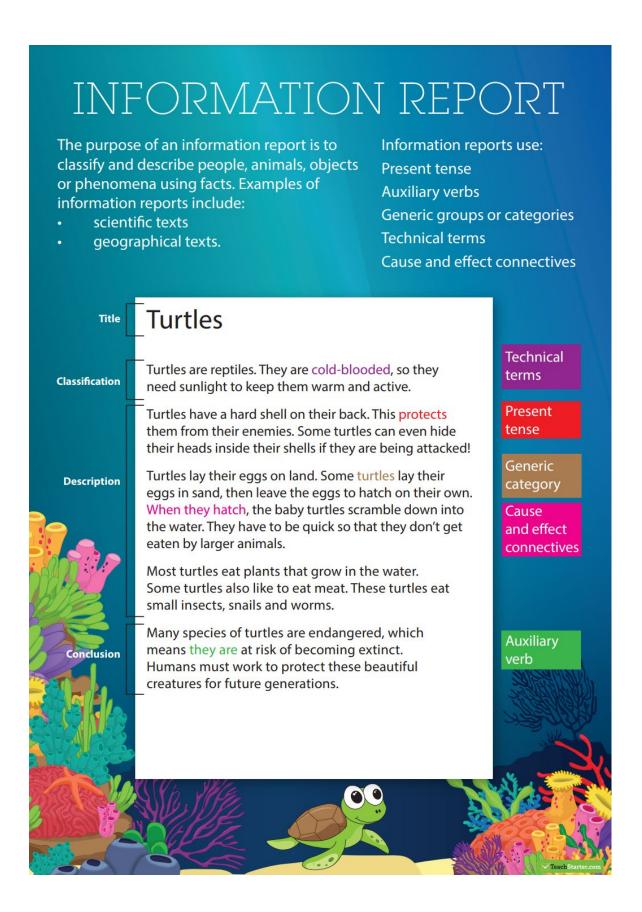
Adverbs can describe **verbs**, other **adverbs** and also **adjectives**. Parse the sentences below, underlining the words in the appropriate colours. Then write the sentence again underneath, adding in the adverb(s) to describe the adjective(s).

1.	The chairs were hard.	ncomfortably	
			?
2.	I am curious about the surprise.	quite	
	<		(Total
3.	The cheese had a strong smell.	unusually	GAR BAD
4.	The cakes from the bakery are delicious.	always	
5.	Her grandmother's ring was expensive.	really	
	*		
6.	The prize for the winner is unusual.	rather	
			() () () () () () () () () ()
7.	She has become a beautiful woman.	extremely	
8.	The way through the mountains will be dangerous.	very	A Company

۹.	The fragrant flowers had grown tall. powerfully	exceedingly	SX.
			Was allower

Activity	Teacher Recognition
Completes grammar worksheet	

Writing: Informative writing



Informational Writing Transition Words and Phrases						
Transition words and phrases for providing initial details, reasons and research.	Transition words and phrases for connecting additional details, reasons and research.	Transition words and phrases for connecting the last details, reasons and research.	Transition words and phrases to give examples, evidence and explanations.	Transition words and phrases to start your conclusion.		
• Firstly	• Secondly	• Finally	• For example	• All in all		
• To start	• Next	• Lastly	• In fact	• Subsequently		
 First and foremost 	• Another reason	• Most importantly	• Additionally	• To sum up		
• To begin with	Furthermore	• One last reason	• Specifically	• As you can see		
• In the first place	• Also	• Last but not least	• As an example of	• All things considered		
• Initially	• In addition to this	• Ultimately	• Similarly	• In conclusion		
• For one thing	Additionally	• Finally, yet	• Such as	• In summary		
	• Equally important	importantly	• Furthermore	• As a result		
	• Another point		• Particularly	• Finally		
	worth noting		• In other words	• To wrap it up		
	• Another fact to consider		• To clarify	• Essentially		
	• Similarly		• For instance	• Overall		
	• To continue		• To illustrate this point	• Needless to say		
			• Evidence of this would be	• For these reasons		
AV			• Proof of this can be seen	twinkl		

Planning Your Report

Title
Introduction
What is the report about?
Sub-heading
Add interesting facts and information below.
Sub-heading
Add interesting facts and information below.
Disture/Disarram
Picture/Diagram
Add a picture or labelled diagram.





Information Report Assessment Task

Your job is to create an information report about your chosen animal. You can choose any animal that you like, but you can't have written an information about it before today (e.g. you can't choose the Galapagos turtle as we have already done an information report about it!). You must research and complete an information report on your chosen animal using all the skills and knowledge that you have picked up over the past 4 weeks.

Remember, this is an assessment task, so please complete it on your own! You can use research

trom the internet, but put it in your own words No copy and pasting! Good luck

Activity	Teacher Recognition
Completes Information Report Assessment	
independently.	

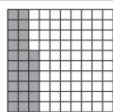
Fractions, decimals and percentages – tenths and hundredths

A hundredth is a tenth of a tenth.

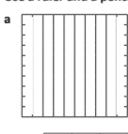
Here, 26 hundredths have been shaded.

We write this as 0.26

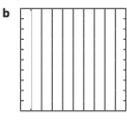
There are no units, 2 tenths and 6 hundredths.



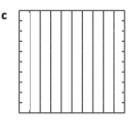
Use a ruler and a pencil to divide these into hundredths and then shade the specified amounts:



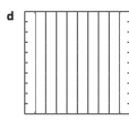
61 0



82 0

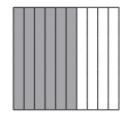


55 0

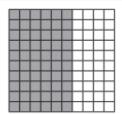


27 100 0 •

Six tenths are shaded here.



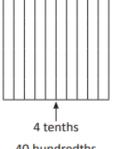
Sixty hundredths are shaded here.



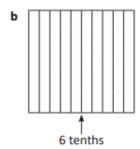
What do you notice? Sixty hundredths and six tenths have the same value 0.60 = 0.6

Check that the above statement is true by shading the amounts. Are they the same?

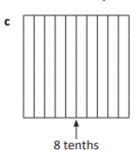
a T



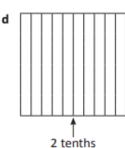
40 hundredths



60 hundredths



80 hundredths



20 hundredths

Create a paper aeroplane and throw it 10 times. Record the distances in m e.g. throw 1 = 5.29m.

Create 5 questions that someone else may be able to answer based on your data.

Throw	Distance in m
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Questions based on my throws:

l.	
2.	
3.	
4.	
ō.	

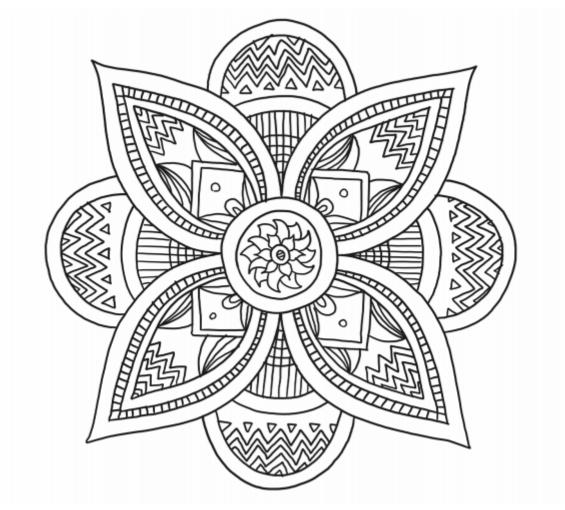
Draw an image of your paper aeroplane design below

Activity	Teacher Recognition			
Completes decimal activity				

Creative Arts

twork. Remember, you can put your own spin on things and change it up to ake it original!					

Friday 17.9.21



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:_____

Gold Fever Comprehension Sheet

Watch the YouTube link

answe	://www.youtube.com/watch?v=nJz4gjq8w58 and attempt to er the questions below as well as you can! All questions can be ered by watching the video up to 21mins 30 seconds.
1)	What does the author mean when he says that 'Gold broke the backs of many that dug for it?'

	2)	What was the original name of the town of Sovereign Hill? Why was it changed?
_		
_		
_		
	3)	How deep do they dig for gold in South Africa? Why do you think the temperature gets hotter the deeper they go?
_		

as the most interesting thi	ing that you learned from th
Why were the goldfields of	Ballarat so noisy?

** Join in with our class zoom! **

https://nsweducation.zoom.us/j/64086355739?pwd=M0dXeURTeTdVYkhYanZxRkFCYkgwQ T09

Meeting ID: 640 8635 5739

Passcode: 024826

Maths- Decimals:

Fractions, decimals and percentages - place value to thousandths

A thousandth is a tenth of a hundredth.

Units		Tenths	Hundredths	Thousandths
2	•	2	5	6

This number has 2 units, 2 tenths, 5 hundredths and 6 thousandths.

Write these numbers in the place value chart:

		Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
a five ter	ns, 3 units and eight tenths							
b 7 hund	lreds, 8 tens, four units, two tenths and 3 hundredths							
c nine te	ns, 8 tenths and 4 thousandths						0	
d 6 hund	lreds, eight tenths, 4 hundredths and 3 thousandths			0	0			
e four ur	nits, nine tenths and eight hundredths				,			
f three u	nits, four tenths and two hundredths							
g 2 tens,	3 units, four hundredths and six thousandths					0		
h 8 thou	sandths					0	0	

2 Answer true or false to the following questions. Score 0.5 points for each correct answer.

- a The value of 4 in 56.48 is 4 hundredths.
- **b** The value of 3 in 38.65 is 3 tens.
- c The value of 7 in 0.75 is 7 hundredths.
- **d** Thomas thought of a decimal number between 5.61 and 5.91. The number could have been 5.64.
- e The value of 8 in 9.998 is 8 thousandths.
- f 97.3 is nine tens, seven units and three hundredths.

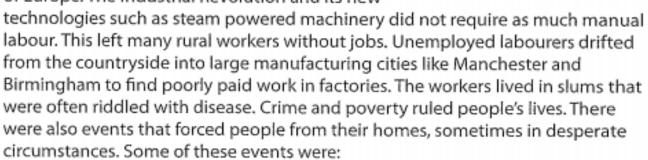
T or F	Score
Total	

Assisted Passengers

From 1830 to 1850 there were various schemes that assisted European citizens to migrate to the Australian colonies. The majority of these migrants were British so strong links could be preserved with the mother country, but the schemes also included people from Ireland. By the end of the 1850s more than 188,000 settlers had migrated to Australia under the assisted passage scheme (see poster right).

Assisted Migration

Migrants were searching for a better life outside of Europe. The Industrial Revolution and its new



- the Irish Potato Famine (1845-1852) was caused by a potato disease. It led to mass migration from Ireland and a million deaths from starvation;
- the Highland Clearances in Scotland saw farmers (crofters) evicted from their lands so that wealthy landowners could expand their sheep farms;
- Lutherans from Prussia looking for the freedom to practice their religion migrated to the United States and Australia.

Many of Australia's future migrants could not afford to pay their passage on ships. It had worried the Colonial Office for some time that good farming land in New South Wales was being granted or occupied by squatters without any payment. In 1831 Lord Goderich decided that land could be sold by auction and that half the proceeds would be used to pay for "suitable" poorer migrants on assisted passages. Shipping agents in Europe were paid a bounty for every skilled man or woman they brought to employers in the Australian colonies. Migration posters advertised the type of people wanted in the colonies: "...they must be of good character, honest, sober and industrious men...real labourers going out to work in the Colony, of sound mind and body...not less than fifteen and not more than thirty and married...the sisters of married applicants are allowed to go free, if they are of good character".



Assisted Passengers 1

Sabrina Read the following news item about the assisted migrant ship Sabrina docked at Moreton Bay in 1865.
Moreton Bay, November 28th
The SABRINA left Liverpool on the 9th August with 278 Government Immigrants. Throughout the voyage there has been much sickness on board. There have been ten deaths in all, four children and six adults. Four of the deaths were from typhus fever, and one from smallpox of a virulent character. There were three cases of typhus fever reported to be still on board and the vessel of course, has been quarantined. Fresh provisions, vegetables and fruit have been sent down to the ship. There seems to have been some complaints of bad provisions on board
1. Use a dictionary to look up the underlined words in the news item. Why was the Sabrina put into quarantine when it arrived at Moreton Bay?
2. What were conditions like on board the migrant ship Sabrina?
JSE THE INFORMATION ON PAGE 45 TO ANSWER THE QUESTIONS.
. Why were assisted migrants willing to risk the long voyage to Australia?

4. How did the Australian colonies raise money for the assisted migrant scheme?

Activity

Assisted Passengers 2

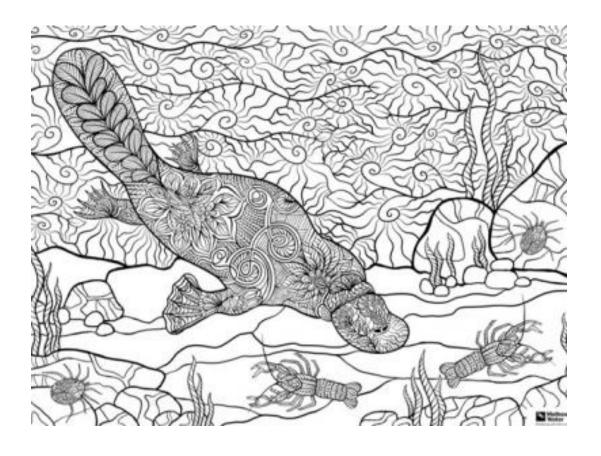
Look at this list of people from Ireland who were affected by the Potato Famine. Consult an atlas to find the locations of the Irish counties.

Name	Age	County	Marital status	Occupation
Patrick Deegan	24	Galway	Single	Labourer
Michael Dillan	36	Clare	Married, 6 children	Carpenter
John O'Neill	23	Wicklow	Single	Herdsman
Patrick Scullion	15	Clare	Single	Labourer
Bridget Kelly	34	Louth	Widow, 3 children	Servant
Eliza Payne	20	Kilkenny	Single	Servant
Mary Yates	31	Wexford	Married	Servant

<u> </u>	Write a letter from one of the people on the list applying to migrate to Australia under the assisted migrant scheme. Convince Mr Truro, the employers' agent in London, that you are a good candidate for assisted migration. Read the descriptions of the types of people colonial employers were looking for on page 45 to help you.
-	
-	
-	
-	
-	
-	
-	
-	

Activity	Teacher Recognition
Independently reads and completes history	
worksheets.	

Tuesday 5.10.21



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:

Writing to Describe

Word Types

Make a list of each of the following word types.

Adjectives	Nouns	Verbs	Adverbs

Figurative Language

Use your ideas to create two of each of the following features of figurative language.

Similes	1.	2.
Metaphors	1.	2.
Alliteration	1.	2.
Personification	1.	2.



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writing as you can to make it interesting and engaging.		
Success Criteria	Teacher Recognition	
Completes descriptive writing activity and	- Sacrici Necognition	
holiday recount		

Watch the following YouTube clip https://www.youtube.com/watch?v=35F2vgkxRxA and

write a recount of your holiday at home! Remember to include as much descriptive

Maths-Decimals

Fractions, decimals and percentages – place value to thousandths

When comparing and ordering decimals, the place value of a digit is crucial. The further the digit is to the left, the greater its value.

Even though one thousandth sounds big, it is actually very small. Remember, one thousandth is just a single piece of a whole divided into a thousand parts. One tenth is actually one hundred times bigger than one thousandth.

- Which is bigger? Circle the correct answer:
 - a 0.7 or 0.07
- **b** 0.56 or 6 tenths **c** 7.5 or $\frac{7}{10}$

- d 15 or 0.15
- $e^{\frac{1}{2}}$ or 0.25
- f 35 or 0.035
- Use < or > or = to show the relationship between the two numbers:
 - a 6.89 ____ 6.76
- **b** 70.908 _____ 7.908 **c** 9.08 _____ 9.8

- d 5.098 5.98
- e 0.56 ____ 0.560
- f 11.80 11.8
- This chart shows the vital statistics of some Roosters Football Club players.

Name	Height	Weight
Lanky	2.06 m	79.054 kg
Crusher	1.96 m	110.652 kg
Crumber	1.73 m	79.934 kg
Cazaly	1.84 m	88.91 kg
Stomper	1.81 m	99.552 kg
Whale	2.01 m	118.236 kg
Twinkle Toes		65.789 kg



- a Who is tallest? Who is shortest?
- b Put these players in order of lightest to heaviest: Crumber, Stomper, Cazaly:
- c Which 2 players would you have playing in the ruck? (Rucks have to be tall.)
- d Who would you least like to have tackle you? Why?
- e Twinkle Toes twirled out of the club before his height was measured. We know he is taller than Crumber and shorter than Cazaly. What could his height be? Add it to the table.

Science: Letting Light through Water

******Answer these questions BEFORE you	watch the video in Google Classroom.		
1. What will happen to a beam of light when it pa	asses through a cup of water?		
2. Provide a reason for your prediction above!			
* Now you can watch the video in Google Classroom.	Set up the experiment for yourself (if you can) and		
Record and label your observations below.			
Observation of beam of light going through cup WITHOUT water	Observation of beam of light going through cup WITH water		
What happened when you viewed the beam o	f light going through the cup of water?		
2. Why do you think this happened?	. Why do you think this happened?		
3. What would happen if the water had food cold	3. What would happen if the water had food colouring in it?		
Activity Conducts a simple experiment and makes logical	Teacher Recognition		
conclusions from the results.			

Student and Parent Reflection

<u>Student</u>

I am happy with the amount of wor	k 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?		
<u>Parent</u>		
I was happy with the amount of wor	k completed by my child:	
Any comment or queries?		
Teachers Response		