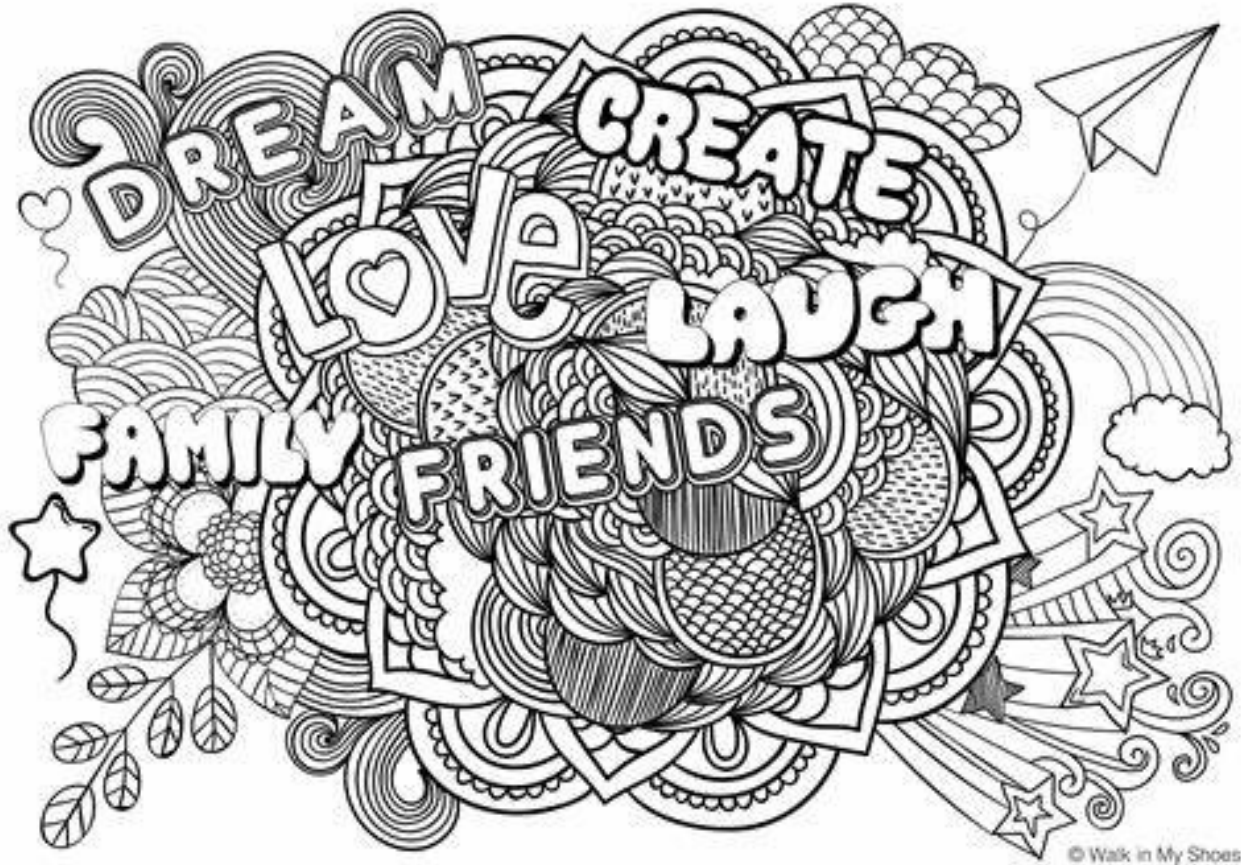


# Weekly Learning Framework

## Unit Three - Year 6



In the timetable there are 5 activities that have a star next to them. Post a picture of these activities on your Google Classroom once you have finished!

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?

Unit 3	Thursday 29/7/21	Friday 30/7/21	Monday 1/8/21	Tuesday 2/8/21	Wednesday 3/8/21
<b>Morning</b>	<p><b>English</b></p> <p><b>Spelling: &lt;gh&gt; and &lt;gue&gt;</b></p> <p><b>Watch Miss Lee's Spelling video in Google Classrooms.</b> Complete spelling worksheet provided. Write 10 words that contain the specific sound focuses. These are your spelling words for the week – If you can find more challenging ones, you can use them!</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Pretend you are the best 'air drummer' in the world performing at a live concert. Get out your fake drum sticks and play your favourite song for the crowd!</p> <p><b>Writing/Science:</b> Light Shows! You will need a torch/flashlight to shine light. Read the instructions carefully and complete the questions and worksheet provided.</p> <p>(30 minutes)</p>	<p><b>English</b></p> <p><b>Grammar: Gerunds</b></p> <p><b>Watch Miss Lee's Grammar video in Google Classrooms.</b> Revise the grammar focus for the week 'Gerunds'. Complete the grammar activity provided.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Find someone in your house to play 'scissors, paper, rock' with. Best of 5 rounds is the winner!</p> <p><b>Writing/Science:</b> Exploring the dark.</p> <p>Read the instructions carefully and complete the questions and worksheet provided.</p> <p>(30 minutes)</p> 	<p><b>English</b></p> <p>Revise the &lt;gh&gt; and &lt;gue&gt;</p> <p>Complete at least two spelling activities provided in the spelling activity grid.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Try to do some chair push ups! Sit on a chair, put your arms by your sides and have your hands holding onto the chair. Now try and push yourself up only using your hands!</p> <p><b>Writing: Journal Writing</b></p> <p><b>Watch Mr Hunters Journal Writing video in Google Classrooms</b></p> <p>*View the YouTube video of "Diary of a Worm" by Doreen Cronin  <a href="https://www.youtube.com/watch?v=8h3X2DWz0q4">https://www.youtube.com/watch?v=8h3X2DWz0q4</a></p>	<p><b>English</b></p> <p>Revise the &lt;gh&gt; and &lt;gue&gt;</p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Try to write your 10 spelling words without copying! Reflect on how you went.</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Lazy 8 breathing. Place your finger in the palm of your opposite hand. Draw the number 8 on your hand repeatedly. Take deep breaths in and out with each 8 you create.</p> <p><b>Writing: Journal Writing</b></p> <p>* Watch video or read story of Hansel and Gretel  <a href="https://www.youtube.com/watch?v=jfg-CYLs9_s">https://www.youtube.com/watch?v=jfg-CYLs9_s</a>        * Record the main characters of the story. Choose two of the characters and record their</p>	<p><b>English</b></p> <p>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. (15 minutes)</p> <p><b>Reading:</b> Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p><b>Brain Break</b> – Place a piece of paper on your head and then write your name on the paper.</p> <p><b>Writing: Journal Writing</b></p> <p>* Write a journal entry for one of the characters from the story Hansel and Gretel. Be sure to use examples of the language devices identified earlier in the week.</p>

			Identify as many language features as possible on the sheets provided and answer the questions. (Give examples). (30 minutes)	personal details/experiences of the story. (30 minutes)	(20 minutes)
					
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Revise 8 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/nu/moftheday">https://mathsstarters.net/nu/moftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p><b>Watch Mrs Nelson's Multiplication Number</b></p>	<p><b>Mathematics</b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 8 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/nu/moftheday">https://mathsstarters.net/nu/moftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p>	<p><b>Mathematics</b></p> <p>Revise 8 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/nu/moftheday">https://mathsstarters.net/nu/moftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p>	<p><b>Mathematics</b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 8 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/nu/moftheday">https://mathsstarters.net/nu/moftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p>	<p><b>Mathematics</b></p> <p>Complete 1 Mathletics tasks set for you by your classroom teacher.</p> <p>(15 minutes)</p> <p>Revise 8 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/nu/moftheday">https://mathsstarters.net/nu/moftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p>



	<p><b>Battle TENS video on Google Classroom</b> and then complete the TEN activity by yourself or with someone else at home.</p> <p>(15 minutes)</p> <p>Brain Break – Dramatic fall.</p> <p>Imagine you have fallen off a tall cliff – act out your fall with as much enthusiasm as possible.</p> <p><b>Addition &amp; Subtraction:</b> Complete the addition and subtraction worksheets.</p> <p>(30 minutes)</p>	<p><b>TEN:</b> Multiplication Number Battle. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – Book Carry.</p> <p>Pick up 3 books and walk around the room 5 times. Stop. Then walk around the room 5 times in the opposite direction.</p> <p><b>Time:</b> Watch Ms Lee's video on Google Classroom about time zones and converting times. Have a look at the timetable for the upcoming Olympics. The times shown are what time the events are happening in Tokyo. Convert the times to find out when we can watch them here in Sydney.</p> <p>(30 minutes)</p>	<p><b>TEN:</b> Multiplication Number Battle. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – Air Guitar.</p> <p>Imagine you are on stage playing for a band as the lead guitarist. Get out your air guitar and put on your best performance.</p> <p><b>Time:</b> Revise Ms Lee's video about time zones and converting time.</p> <p>Answer the questions.</p> <p>(30 minutes)</p> 	<p><b>TEN:</b> Multiplication Number Battle. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – 5,4,3,2,1.</p> <p>Touch 5 things, hop on your left foot 4 times, pat your head 3 times, touch your nose twice and shout 'Boo' once.</p> <p><b>Time:</b> Use a stopwatch or timer to time how long it takes you to complete a range of activities. Answer the questions based on your findings.</p> <p>(20 minutes)</p>	<p><b>TEN:</b> Multiplication Number Battle. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – Sideways.</p> <p>Walk around the room 3 times while walking sideways. Repeat in the opposite direction.</p> <p><b>Time:</b> Listed are the world record times for a number of Olympic Athletic events. Calculate the difference between Mr Hunter's times and the champions.</p> <p>(30 minutes)</p>
Break					

<p><b>Afternoon</b></p>	<p>Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p><b><u>Creative Arts</u></b></p> <p><b>Watch Mrs Alo's video of how to create an Olympic Ring artwork.</b> Learn about the significance of the colours of each ring. </p> <p>(45 minutes)</p>	<p>Drop everything and read for 15 minutes. Choose any book you would like, read for fun.</p> <p><b><u>Olympic Sport Workout</u></b></p> <p><a href="https://www.youtube.com/watch?v=8a2zGFhCvNk">https://www.youtube.com/watch?v=8a2zGFhCvNk</a></p> <p>Watch and follow along with the Olympic Workout video.</p> <p>(40 minutes)</p> <p>Watch this BTN news report <a href="#">Esport Classes - Classroom - BTN (abc.net.au)</a> and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p><b><u>PDHPE</u></b></p> <p>Bounce Back: Humour.</p> <p>Answer the questions and complete the worksheet about humour.</p> <p>(30 minutes)</p> <p>Watch this BTN news report and record at least 3 relevant points.</p> <p><a href="#">Mental Health Special Event - Features - Behind The News - BTN (abc.net.au)</a></p> <p>(15 minutes)</p>	<p>Drop everything and read for 15 minutes. Choose any book you would like, read for fun.</p> <p><b><u>Olympic Research Task:</u></b></p> <p>Research an Olympic country other than Australia and fill out the worksheet. You can write any other fun facts down too.</p> <p>(45 minutes)</p> <p>Watch this BTN news report and record at least 3 relevant points.</p> <p><a href="#">Gold Rush - Classroom - BTN (abc.net.au)</a></p> <p>(15 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><b><u>Olympian Research Task:</u></b></p> <p>Research an Australian Olympian and complete a fact sheet.</p> <p>(45 minutes)</p> <p><b><u>National Aboriginal and Torres Strait Islander Children's Day: Proud in culture, Strong in spirit:</u></b></p> <p>Take your booklet outside and complete the worksheet on identifying what 'Spirit' means to you.</p> <p>(15 minutes) </p>
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**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

Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Spells words correctly each day	

### Brain Breaks Completion Record

Thursday	Friday	Monday	Tuesday	Wednesday
Air drumming	Scissors, Paper, Rock	Chair push ups	Lazy 8 breathing	Write your name
Dramatic Fall	Book Carry	Air Guitar	5, 4, 3, 2, 1	Sideways

Activity		Teacher Recognition
	Completes daily Brain Break activities	

### Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Thursday		
Monday		
Wednesday		

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

## 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.

<b>Spelling practise and patterns</b>	<b>Find-a-word</b> Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	<b>Picture Words</b> Write 5 words and draw a picture or diagram for each one.
	<b>Rainbow Syllables</b> Write or type 10 words using a different colour for each syllable.	<b>Mini Words</b> Find 10 mini words (words in words) within your spelling list
	<b>Synonyms</b> Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	<b>Word Building</b> Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
<b>Meanings</b>	<b>Dictionary Meanings</b> Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	<b>Acrostic Poem</b> Create an acrostic poem for 3 of your spelling words.
	<b>Etymology</b> Use a dictionary to find out the language the 5 of your words come from.	<b>Antonyms</b> Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
<b>Using your words</b>	<b>Sentences</b> Use at least 5 of your words in interesting sentences.	<b>Dictation</b> Write a dictation passage using all of your words.
	<b>Missing Words</b> Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	<b>Parts of Speech</b> Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs
<b>Taking Charge/ Self-evaluation</b>	<b>Your Activity</b> Create a new spelling activity of your own. Write the instructions down.	<b>Quiz Me</b> 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"> <li>Completes at least 4 spelling activities</li> </ul>	



## Revising 8 x Tables

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

Activity		Teacher Recognition
	Recalls 8 x tables correctly each day	

## Mathletics

Day	Set activities	Bonus
Friday		
Tuesday		
Wednesday		

Activity		Teacher Recognition
	Completes set Mathletics Tasks	

## TEN

Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Engages in daily TEN activity	

## Number of the Day Answers

<b>Thursday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Friday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Monday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Tuesday</b>	1. 2. 3. 4. 5. 6.

	7. 8. 9. 10.
<b>Wednesday</b>	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	

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?*

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2

List various number facts that equal 5.8

THURSDAY

Working out - Transformation step

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11



List various number facts that equal 10 000.

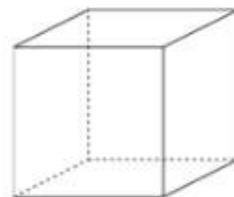
FRIDAY

Working out - Transformation step

Which of the following statements are true:

MONDAY

- ☐ A cube has 6 faces, 10 vertices and 10 edges
- ☐ A cube has 6 faces, 10 vertices and 12 edges
- ☐ A cube has 12 faces, 8 vertices and 12 edges
- ☐ A cube has 6 faces, 8 vertices and 12 edges



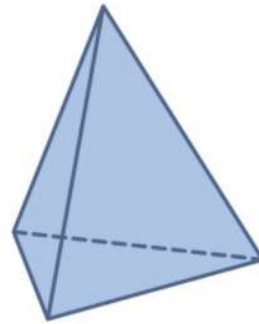
Working out - Transformation step

Which of the following statements are true:

TUESDAY

A triangular based pyramid has:

- ☐ 4 faces, 4 vertices and 6 edges
- ☐ 6 faces, 6 vertices and 4 edges
- ☐ 4 faces, 2 vertices and 4 edges
- ☐ 4 faces, 6 vertices and 6 edges



Working out - Transformation step

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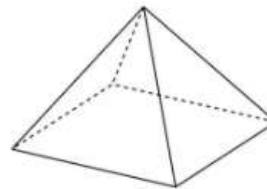
14

Which of the following statements are true:

WEDNESDAY

A rectangular pyramid has:

- ☐ 6 faces, 12 edges and 10 vertices
- ☐ 5 faces, 8 edges and 5 vertices
- ☐ 5 faces 8 edges and 6 vertices
- ☐ 6 faces, 8 edges and 5 vertices



Working out - Transformation step

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

# Thursday



## 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: \_\_\_\_\_

# Spelling List 23



Unscramble the letters in the meringues to make words 1 to 12 from the Spelling List.

1. dinghy

2. rogue

3. plague

4. vague

5. league

6. ghastly

7. meringue

8. intrigue

9. tongue

10. fatigue

11. spaghetti

12. ghostwriter

13. colleague

14. dialogue

15. prologue

16. epilogue

17. harangue

18. ghoulishly



Activity	Teacher Recognition
Completes spelling task	

## Writing: Light Shows

Use a torch (can be the flash light on a phone) and answer the following questions:

1. What can you observe (see)?

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2. What happens when you try to hold the light?

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3. How could you change the light? List as many ways you can think of.

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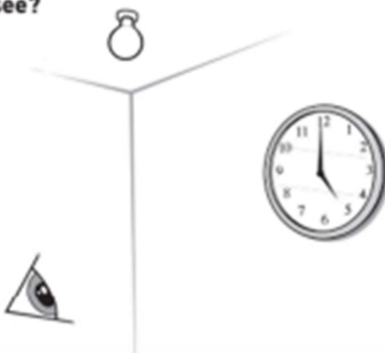
Complete the worksheet on the following page. You are not expected to know all of the answers. Use this opportunity to reflect on what you already know, before we learn more about light! You might like to do some additional (optional) research to find out more!



## My thoughts

Use drawings and words to show what you think about these questions.

1. How does light help us to see?



Use arrows to show your answer

2. How does light travel and how far does it travel?

3. What is a shadow?

4. What happens when light from a torch hits

- black card?
- a mirror?

5. Draw what you see when a glass of water has a spoon in it.

Resource sheet 1

Activity	Teacher Recognition
Completed all science activities.	

# Addition (Missing Addends)

Calculate the missing digits in these calculations.

1.

$$\begin{array}{r} 5 \square 3 \square \square 3 \\ + \quad 3 \square 8 6 \square \\ \hline 5 7 9 6 2 7 \end{array}$$

2.

$$\begin{array}{r} 1 1 \square 7 \square 6 \\ + \quad \square 6 \square 4 \square \\ \hline 2 1 0 9 5 7 \end{array}$$

3.

$$\begin{array}{r} 1 \square 9 \square 2 \square \\ + \quad 3 \square 4 \square 4 \\ \hline 1 4 2 2 8 0 \end{array}$$

4.

$$\begin{array}{r} 3 0 5 7 \square \square \\ + \quad \square \square \square 5 2 \\ \hline 3 9 5 8 3 1 \end{array}$$

5.

$$\begin{array}{r} 6 \square \square \square 0 9 \\ + \quad 4 3 3 \square \square \\ \hline 6 9 4 4 6 2 \end{array}$$

6.

$$\begin{array}{r} 7 9 \square 8 \square 7 \\ + \quad \square 5 \square 7 \square \\ \hline 8 4 7 4 7 4 \end{array}$$

7.

$$\begin{array}{r} 4 5 1 \square \square 8 \\ + \quad \square \square 4 9 \square \\ \hline 5 1 2 3 4 9 \end{array}$$

8.

$$\begin{array}{r} 5 \square 8 \square 9 7 \\ + \quad 4 \square 1 \square \square \\ \hline 5 8 1 3 6 6 \end{array}$$

9.

$$\begin{array}{r} 6 \square \square 5 \square 1 \\ + \quad 9 3 \square 7 \square \\ \hline 7 3 2 0 0 7 \end{array}$$

10.

$$\begin{array}{r} 1 \square \square 8 3 \square \\ + \quad 3 8 \square \square 0 \\ \hline 2 3 3 9 1 7 \end{array}$$

11.

$$\begin{array}{r} 7 8 2 \square 0 7 \\ + \quad \square \square 6 \square \square \\ \hline 8 7 8 2 6 3 \end{array}$$

12.

$$\begin{array}{r} 8 2 \square 4 \square 4 \\ + \quad \square 2 \square 0 \square \\ \hline 8 9 9 7 3 1 \end{array}$$

13.

$$\begin{array}{r} 8 7 1 0 8 \square \\ + \quad \square \square \square \square 2 \\ \hline 9 6 4 2 6 0 \end{array}$$

14.

$$\begin{array}{r} 3 \square \square 4 \square 3 \\ + \quad 6 6 \square 2 \square \\ \hline 4 2 9 7 6 2 \end{array}$$

15.

$$\begin{array}{r} 7 2 \square \square 3 \square \\ + \quad \square 6 5 \square 9 \\ \hline 7 8 0 5 8 4 \end{array}$$

16.

$$\begin{array}{r} 1 \square 8 8 \square 8 \\ + \quad 4 \square \square 2 \square \\ \hline 1 7 4 7 0 1 \end{array}$$

17.

$$\begin{array}{r} 6 \square 3 \square 6 4 \\ + \quad 6 \square 1 \square \square \\ \hline 7 5 7 5 1 7 \end{array}$$

18.

$$\begin{array}{r} 9 7 \square 8 \square \square \\ + \quad \square 2 \square 6 7 \\ \hline 1 0 2 8 2 5 1 \end{array}$$

## Subtraction (Missing Addends)

Calculate the missing digits in these calculations.

1. 
$$\begin{array}{r} 4 \square 1 \square \square 2 \\ - 4 \square 1 3 \square \\ \hline 4 0 6 6 1 2 \end{array}$$
2. 
$$\begin{array}{r} 4 7 \square 2 \square 1 \\ - \square 6 \square 8 \square \\ \hline 3 9 0 0 4 1 \end{array}$$
3. 
$$\begin{array}{r} 1 \square 1 \square 4 \square \\ - 4 \square 8 \square 0 \\ \hline 1 3 0 8 2 9 \end{array}$$
4. 
$$\begin{array}{r} 8 1 9 2 \square \square \\ - \square \square \square 4 3 \\ \hline 8 0 5 9 0 1 \end{array}$$
5. 
$$\begin{array}{r} 4 \square \square \square 4 0 \\ - 8 2 4 \square \square \\ \hline 4 0 0 0 9 5 \end{array}$$
6. 
$$\begin{array}{r} 9 6 \square 1 \square 1 \\ - \square 8 \square 2 \square \\ \hline 8 6 6 5 6 5 \end{array}$$
7. 
$$\begin{array}{r} 1 5 4 \square \square 7 \\ - \square \square 6 6 \square \\ \hline 6 4 8 7 3 \end{array}$$
8. 
$$\begin{array}{r} 4 \square 6 \square 3 9 \\ - 2 \square 9 \square \square \\ \hline 4 3 8 9 6 6 \end{array}$$
9. 
$$\begin{array}{r} 3 \square \square 1 \square 1 \\ - 9 7 \square 5 \square \\ \hline 2 1 8 0 3 9 \end{array}$$
10. 
$$\begin{array}{r} 7 \square \square 4 8 \square \\ - 3 7 \square \square 3 \\ \hline 7 4 7 0 9 1 \end{array}$$
11. 
$$\begin{array}{r} 5 7 8 \square 6 9 \\ - \square \square 3 \square \square \\ \hline 5 6 0 6 9 7 \end{array}$$
12. 
$$\begin{array}{r} 3 0 \square 7 \square 0 \\ - \square 2 \square 3 \square \\ \hline 2 4 7 3 8 8 \end{array}$$
13. 
$$\begin{array}{r} 6 8 3 0 8 \square \\ - \square \square \square \square 5 \\ \hline 6 2 1 2 8 1 \end{array}$$
14. 
$$\begin{array}{r} 7 \square \square 5 \square 0 \\ - 1 3 \square 6 \square \\ \hline 7 8 5 7 2 0 \end{array}$$
15. 
$$\begin{array}{r} 4 1 \square \square 3 \square \\ - \square 7 7 \square 7 \\ \hline 3 1 8 4 8 4 \end{array}$$
16. 
$$\begin{array}{r} 7 \square 4 1 \square 4 \\ - 6 \square \square 5 \square \\ \hline 6 3 5 9 4 1 \end{array}$$
17. 
$$\begin{array}{r} 4 \square 2 \square 6 0 \\ - 1 \square 7 \square \square \\ \hline 4 5 8 2 9 7 \end{array}$$
18. 
$$\begin{array}{r} 4 4 \square 3 \square \square \\ - \square 7 \square 9 8 \\ \hline 4 0 2 5 7 0 \end{array}$$

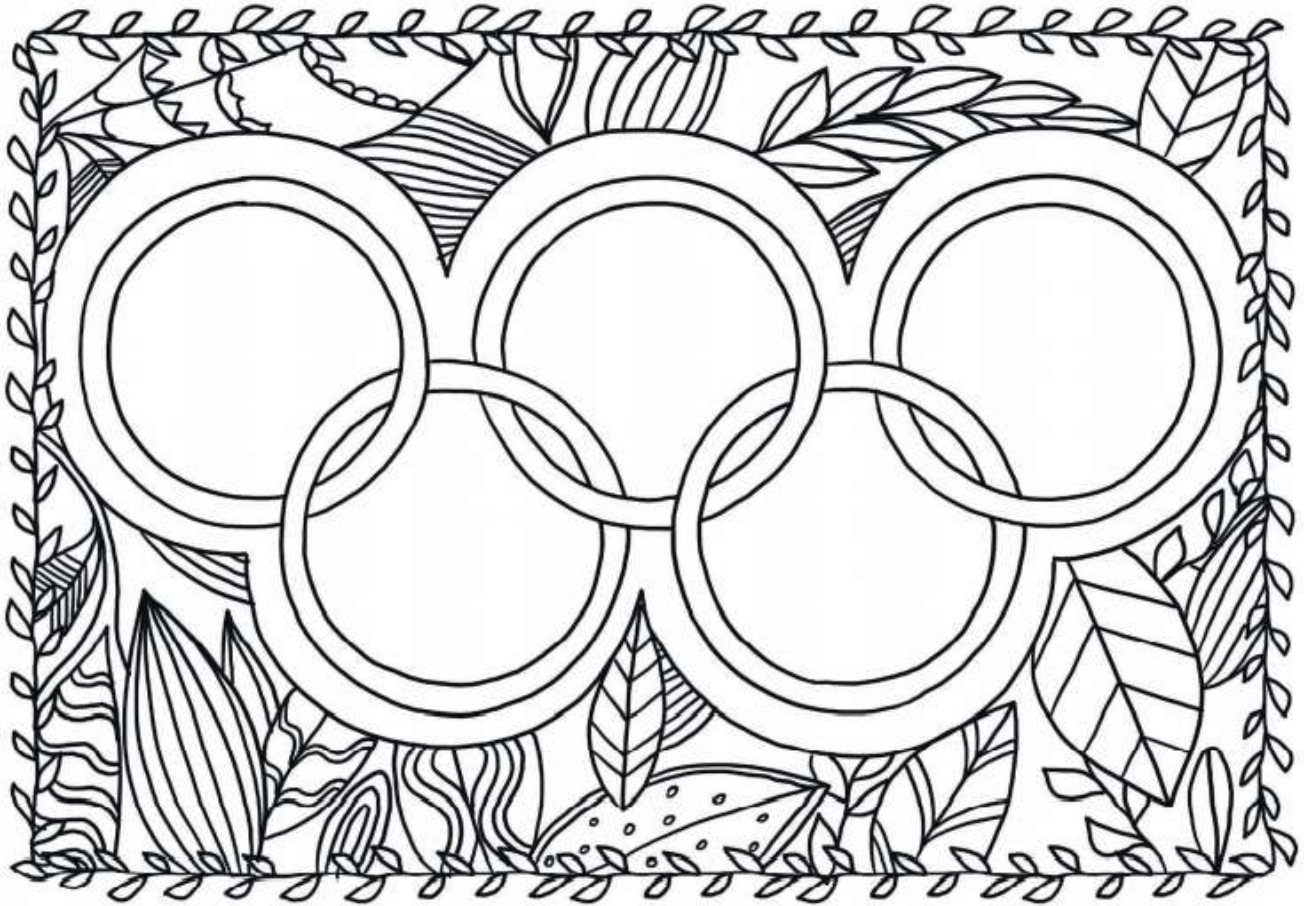
Activity	Teacher Recognition
Calculates the missing addend in addition and subtraction problems	

## **Creative Arts: Olympic Rings**

Watch Mrs Alo's video on Google Classroom. Complete the artwork below.

Activity	Teacher Feedback
Follows instructions to create Olympic artwork	

# Friday



**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: \_\_\_\_\_



# Gerunds

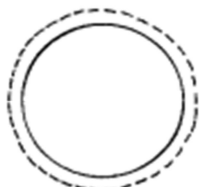
Nouns

Gerunds are a special kind of noun made by adding <ing> to a verb. Instead of naming people or objects, they name activities like 'fishing' and 'skating'. Although gerunds look the same as present participles, they are used differently in a sentence.

Complete these activity badges by filling in the missing pictures and gerunds. Then think of some more activities to draw and label.



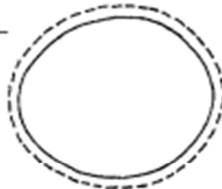
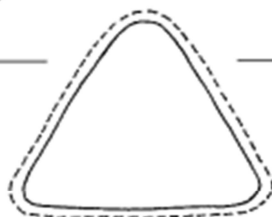
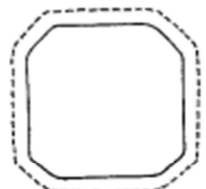
swimming



cooking



reading



In each sentence, underline the verb in red and the gerund in black. Then write the gerund on the line to answer the question below. Finally, decide whether the gerund is acting as the subject, object or subject complement.

1. They do weightlifting at the gym.

What do they do at the gym?

\_\_\_\_\_

2. My new hobby is canoeing.

What is my new hobby?

\_\_\_\_\_

3. Building will start next week.

What will start next week?

\_\_\_\_\_

4. Anne's greatest talent was singing.

What was Anne's greatest talent?

\_\_\_\_\_

5. Jim's constant hiccuping annoyed me.

Jim's constant what annoyed me?

\_\_\_\_\_

6. We heard the neighing of the horses.

What did we hear from the horses?

\_\_\_\_\_



Activity	Teacher Recognition
Completes grammar work on gerunds.	

### Writing/ Science: Exploring the dark!

Turn off all the lights, and close the blinds in a room of your house. Make it as dark as you can. Answer the three questions.

1. What did the room look light before you removed the light sources?

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2. What could you see once the light sources were removed?

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3. How did you feel without the light sources?

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What do you think will happen when the boy switches off the light in this room that has no windows?



### Science Predictions/ Recordings

	Yes	No	I'm not sure
1. It will be dark in the room and the boy won't be able to see the owl.			
2. The boy will see the owl inside the room because the owl is white.			
3. The boy's eyes will adjust to the dark and then he will be able to see the owl.			
4. The boy will only be able to see the owl's eyes because its eyes will shine in the dark.			
5. The boy will need a torch or candle to be able to see the owl.			
6. When the room is dark the boy and the owl will still cast a shadow.			

**What happens when you shine your torch outside in the sunlight?**

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**When is a torch useful?**

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Activity	Teacher Recognition
Uses appropriate sentences when completing science task	

## Beach Volleyball Tokyo Olympics





















Here is a timetable of the Beach Volleyball Olympic event happening in Tokyo. Watch Ms Lee's video to learn more about time zones and converting time. Work out what time it will be in other cities in the world when these events are taking place live in Tokyo.

Sydney is 1 hour ahead of Tokyo. When it is 9:00am in Sydney, it is 10:00am in Tokyo.

Tokyo is 8 hours ahead of London. When it is 9:00am in Tokyo, it is 1:00am in London.

Tokyo is 11 hours ahead of Nuuk. When it is 9:00am in Tokyo, it is 10:00pm in Nuuk.

**The times displayed on this schedule are for the local time in Tokyo.**

Start Time	Location	Event	
<b>Session 1 9:00 - 12:50</b>			
9:00	Shiokaze Park	Women's Preliminary - Pool F	 <b>JPN</b> Ishii/Murakami  <b>CZE</b> Hermannova/Slukova
10:00	Shiokaze Park	Men's Preliminary - Pool D	 <b>BRA</b> Alison/Alvaro Filho  <b>ARG</b> Azaad/Capogrosso
11:00	Shiokaze Park	Women's Preliminary - Pool C	 <b>BRA</b> Agatha/Duda  <b>ARG</b> Gally/Pereyra
12:00	Shiokaze Park	Women's Preliminary - Pool A	 <b>CAN</b> Pavan/Melissa  <b>NED</b> Stam/Schoon
<b>Session 2 15:00 - 17:50</b>			
15:00	Shiokaze Park	Women's Preliminary - Pool F	 <b>SUI</b> Huberli/Betschart  <b>GER</b> Ludwig/Kozuch
16:00	Shiokaze Park	Men's Preliminary - Pool A	 <b>ROC</b> Leshukov/Semenov  <b>ESP</b> Herrera/Gavira
17:00	Shiokaze Park	Women's Preliminary - Pool A	 <b>SUI</b> Verge-Depre, A./Heidrich  <b>GER</b> Sude/Borger
<b>Session 3 20:00 - 22:50</b>			
20:00	Shiokaze Park	Women's Preliminary - Pool C	 <b>CAN</b> Bansley/Brandie  <b>CHN</b> Wang/X.Y.Xia
21:00	Shiokaze Park	Men's Preliminary - Pool D	 <b>NED</b> Brouwer/Meeuwssen  <b>USA</b> Lucena/Dalhausser
22:00	Shiokaze Park	Men's Preliminary - Pool A	 <b>NOR</b> Mol A./Sorum C.  <b>AUS</b> McHugh/Schumann

Use the information on the table and Ms Lee's video to fill in the table.

Event	Time it is happening in Tokyo	Time in Sydney	Time in London	Time in Nuuk
Men's Preliminary- Pool D	10:00			
Women's Preliminary- Pool C	11:00			
Women's Preliminary- Pool F		14:00		
Men's Preliminary- Pool A				
Men's Preliminary- Pool D		20:00		
Men's Preliminary- Pool A	22:00			

For an added challenge, complete the table again, converting the time to 12hr.

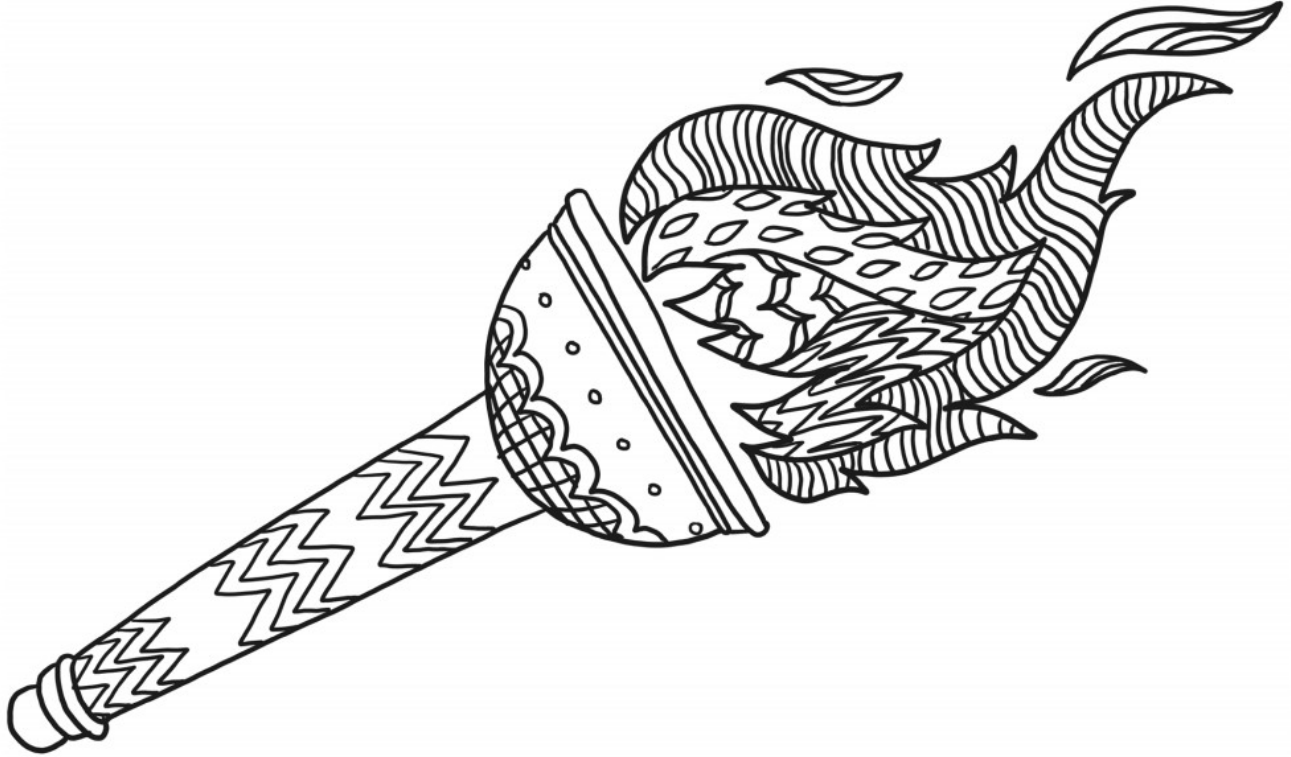
Event	Time it is happening in Tokyo	Time in Sydney	Time in London	Time in Nuuk
Men's Preliminary- Pool D	10:00am			
Women's Preliminary- Pool C	11:00am			
Women's Preliminary- Pool F		2:00pm		
Men's Preliminary- Pool A				
Men's Preliminary- Pool D		8:00pm		
Men's Preliminary- Pool A	10:00pm			

Activity	Teacher Recognition
Completes the activities on converting times.	

**Afternoon Session: SPORT** – Watch the Olympic Workout Video. Try to remain active for 30-40 minutes. <https://www.youtube.com/watch?v=8a2zGFhCvNk>

Activity	Teacher Recognition
Completes at least 30 mins of physical activity	

# Monday



**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: \_\_\_\_\_

Diary of a worm – <https://www.youtube.com/watch?v=8h3X2DWzoq4>

Use these examples of language features to record any examples you hear in the text. You can view the video as many times as you deem necessary.

## Emotive Language

agony	magic
atrocious	magnificent
atrocious	miracle
appalling	must
beg	ordeal
blessed	outrage
concealed	panic
corrupt	repulsive
courageous	riot
cruel	secret
damaging	shame
disaster	startling
disgust	terrified
dreadful	threat
ecstatic	tragic
freedom	tremendous
forbidden	urge
harsh	vile
honest	vulnerable
inferior	wicked
innocent	you

**BEYOND**  
ENGLISH

## Figurative Language

### Metaphor

She is a ray of sunshine.  
Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

### Personification

The snow speaks.  
The grass tickled my feet.  
The leaves danced on the trees.  
The husky corn spoke.

### Onomatopoeia

Crash! Splash! Boom!  
Pop! Bam! Snap!  
Honk! Buzz! Drip!  
Swish! Ring! Crackle!

### Alliteration

Evil eagles eat eels.  
Dreary, dismal darkness.  
Pretty purple purses.  
All adjectives and adverbs.

### Simile

Pure as snow.  
Quiet as a mouse.  
Busy as a bee.  
Cute as a kitten.

### Idiom

Time flies.  
Cat got your tongue.  
Broken heart.  
Face the music.

### Hyperbole

For the millionth time, be quiet!  
He's got a brain the size of a pea.  
These shoes are killing me.  
Speed up- a snail can go faster than you!

Language Feature identified	Example
*	
*	
*	
*	
*	

**Journal Writing: Refer to the Diary of a Worm story and answer these questions in full sentences.**

**When would this style of writing be important?**

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**If two or more people experience the same event, will their journal entries be identical? Why or Why not?**

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**What do you think of the things the worm wrote about in his journal?**

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**What would you write about if you had a journal?**

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Success Criteria	Teacher Feedback
<input type="checkbox"/> Identifies language features from spoken text. <input type="checkbox"/> Recognises perspective when considering author purpose.	




## Times around the Globe

Revise Ms Lee's video if you need to. Complete the table deciding whether the countries are ahead or behind Sydney and by how many hours.

Location	Current Time	+ or - ?	Time Difference (in hours)
Tokyo, Japan	2:00 AM		
Rome, Italy	7:00 PM		
NYC, New York	1:00 PM		
Los Angeles, California	10:00 AM		
Sydney, Australia	3:00 AM		
Paris, France	7:00 PM		
Anchorage, Alaska	9:00 AM		

Now use what you have learnt about converting 12hr and 24hr time to complete the following activities.

- 3) This TV schedule has been written in a 12-hour digital format.  
Convert the times to 24-hour times.



12-Hour Time	Programme	24-Hour Time
9:15 a.m.	Loopy Tunes	
10:00 a.m.	Pepper Pink	
10:30 a.m.	Film: Toy Tales	
11:45 a.m.	Sponge Ben Square Boots	
12:30 p.m.	Stewart Galaxy and the Crystal Jewels	
1:15 p.m.	Film: Beauty and the Bear	
2:30 p.m.	Bill the Builder	

- 4) Here is a bus route from Timbley to Lordton. The times have been written in a 24-hour format. Convert the times to 12-hour times, using a.m. and p.m.

24-Hour Time	Town	12-Hour Time
11:30	Timbley	
12:15	Scarton	
13:00	Leesbury	
13:45	Malmy	
14:30	Sternin	
15:00	Parsey	
15:30	Lordton	



### Optional Activities:

- Combine everything you know! Look up a local train or bus timetable. Convert the times into 12hr time. Work out what time that would be in different cities around the world. Do this challenge on a spare piece of paper and submit it with your booklet.
- Explore time zones further. Which country has the most time zones? How many does Australia have? What is the name of Sydney's time zone? Why do they exist? Which city is the first in the world to begin a new year (12:01am on the 1<sup>st</sup> of January)? Does the same country experience Christmas first? How do we know this without having to research it?

Activity	Teacher Recognition
Completes the time activities. Converts accurately between 12 and 24 hour time	

## Which One is Funniest?



BLM  
7.1

### 1. The duck

A duck went to the post office and asked, 'Do you have any corn?' The post office worker politely replied, 'No, sorry, we don't have any corn.' The next day the duck turned up again at the post office and said, 'Do you have any corn?' The post office worker replied, rather crossly, 'No, I told you, we don't have any corn.' The next day the duck came to the post office again and asked, 'Do you have any corn?' The post office worker was very angry and said, 'No, for the last time, we don't have any corn. If you come back here again asking for corn, I'm going to nail your beak to the counter!' The next day the duck went to the post office again and asked, 'Do you have any nails?' The post office worker replied, 'No, we don't have any nails.' 'Well,' said the duck, 'do you have any corn?'

### 2. The vampire bat

A young vampire bat flew into his cave one night, covered in fresh blood. He perched himself on the roof of the cave to get some sleep. Before long, all the other bats smelled the blood and began hassling him about where he had got it. He was tired and needed a rest, so he asked them to leave him alone. However, it was clear that he wasn't going to get any sleep until he satisfied their curiosity. 'OK,' he said with exasperation, 'follow me'. Then he flew out of the cave with hundreds of bats following him. He took them across the valley, across the river and into the deep forest. Finally he slowed down and all the other bats excitedly gathered around him. 'Do you see that tree over there?' he asked. 'Yes, yes, yes!' the bats all screamed in a frenzy. 'Good,' said the first bat. 'Because I DIDN'T!'

### 3. The pirate

A pirate was talking to a stranger in a café. The stranger noticed that the pirate had a wooden leg, a hook in place of one of his hands, and a patch over one eye. The stranger wanted to know what had happened to him. First he asked the pirate, 'How did you lose your leg?' The pirate responded, 'I lost my leg in a battle.' Then the stranger asked, 'What

about your hand?' 'I lost it to a shark in the South Seas,' the pirate replied. Finally, the stranger asked, 'I notice you also have an eye patch. How did you lose your eye?' The pirate answered, 'I was sleeping on a beach when a seagull flew over and pooped right in my eye'. The stranger asked, 'How could a little seagull poo make you lose your eye?' The pirate snapped angrily, 'Because it was the day after I got my hook and I wasn't used to it!'

### 4. The bilingual dog

A local business was looking for someone to work in their office. Their ad said, 'Position available. Must be good with a computer and speak two languages.' A dog applied for the job. The surprised office manager led the dog into the office. The manager said, 'I can't hire you. The sign says you have to be able to write a letter.' The dog went to the computer and typed a perfect letter. The manager was stunned, but then told the dog, 'You have to be good at using other computer programs.' The dog showed that he could do all the things needed. By this time the manager was totally stunned. He looked at the dog and said, 'I realise that you are a very intelligent dog, and you have some interesting abilities. However, I still can't give you the job because the sign says you have to speak two languages.' The dog looked at him and said, 'Meow'.

### 5. Watson and Holmes

Sherlock Holmes, the famous detective, and his assistant, Watson, went camping. They pitched their tent underneath the stars and went to sleep. In the middle of the night, Holmes woke Watson up and said, 'Watson, look up and tell me what you see.' Watson replied, 'I see millions of stars and even if only a few of those stars have planets, it is quite likely that there are some planets like our earth, and that means there may be some which have life on them.' Holmes replied, 'Watson, you idiot, somebody has stolen our tent!'

## **Bounce Back: Humour**

**1** What do people mean by a 'sense of humour'?

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**2** What signs do you see in someone with a sense of humour?

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**3** Why do people laugh at different times?

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**4** What makes you laugh? What are the typical things that students of your age find funny?

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**5** What are the typical things that younger students such as toddlers and pre-schoolers find funny?\_\_\_\_\_

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**6** Is sarcasm (or putting people down) really the 'lowest form of wit'?

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**7** What is a book, television show, or movie that you find funny? What makes it funny?

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Success Criteria		Teacher Recognition
	Records known facts about humour	

# Tuesday



**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 - Hansel and Gretel: [https://www.youtube.com/watch?v=jfg-CYls9\\_s](https://www.youtube.com/watch?v=jfg-CYls9_s)

Watch the video and complete the following tasks.

- List the main characters in this text.

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- Choose 2 of the characters and list personal feelings or events that the particular character may have experienced.

Character 1:	Character 2:

Activity	Teacher Recognition
Completes planning for writing task	

## How many can you do?

You will need a stopwatch or a timer. Look at the activity column and carry out the activity for 1 minute. Record how many times you complete the activity. Once you have finished the activities, complete the table and find out how many you would be able to do in 1 day!

Activity	1 min	10 mins	1 hour	1 day
Jump with 2 feet on the spot				
Read words				
Hop on dominant foot				
Write words with non dominant hand				
Catch a ball				
Sit ups				
Wink				
Clap your hands				
Words you can type				
Squats				

**(Optional):** Choose 5 of the activities above (or some of your own). Record the number of times completed in the 1 min column and then complete the table. Good luck!

Activity	1 min	0.75 hours	2.5 days	3 decades	1.25 centuries

<b>Activity</b> <ul style="list-style-type: none"> <li>Knows the value of time related terms</li> <li>Uses multiplication to solve time problems</li> </ul>	<b>Teacher Recognition</b>
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## Olympics Research Task:

# Olympics and Paralympics Country Research

Use the Internet, atlases and non-fiction books to research a country participating in the Olympics or Paralympics. Record your answers using notes and illustrations.

Mark the country on the world map below and draw its flag in the box beside it.



Country: \_\_\_\_\_

Capital City: \_\_\_\_\_

Continent: \_\_\_\_\_

Population: \_\_\_\_\_

Language: \_\_\_\_\_

Currency: \_\_\_\_\_

Climate: \_\_\_\_\_

President/Prime Minister: \_\_\_\_\_

National Anthem: \_\_\_\_\_

National Animal: \_\_\_\_\_

National Flower: \_\_\_\_\_

Famous People: \_\_\_\_\_

Famous Places: \_\_\_\_\_

Olympic/Paralympic Team Captain: \_\_\_\_\_

Interesting Facts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Activity	Teacher Recognition
Independently researches and records relevant facts.	



# Wednesday



**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: \_\_\_\_\_

## Spelling

[illegible]

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

## Writing: Hansel and Gretel

### You will need –

- The language feature examples from Monday's activity
- Your planning from Tuesday's activity

**Task:** Write a journal entry for one of the characters from the text Hansel and Gretel. Be sure to include appropriate language features and try to use as many of the feelings and ideas you listed yesterday.

**Remember: A journal entry will recount events as well as include emotions (like humour, anger, fear).**

Activity	Teacher Recognition
Uses a plan to write a journal entry. Uses language features when producing texts.	

## Time

Listed are the world record times for a number of Olympic Athletic events (athletics and swimming). Calculate the difference in hours, minutes, seconds and milliseconds between Mr Hunter's times and the champions.

Activity	Athlete	Mr Hunter	Time Difference
<b>100m Sprint- Usain bold</b>	<b>9.58</b>	<b>53.21</b>	
<b>20km Race Walk- Yusuke Suzuki</b>	<b>1:16.36</b>	<b>2:56.98</b>	
<b>Half Marathon- Peres Jepchirchir</b>	<b>1:05.16</b>	<b>1:45.77</b>	
<b>50m Freestyle- Cesar Cielo Filho</b>	<b>20.91</b>	<b>59.99</b>	
<b>1500m Freestyle- Yang Sun</b>	<b>14:31.02</b>	<b>32:29.02</b>	

### Additional Challenges (optional):

- Research the world records in any Olympic event of your choice. Compare the record times of athletes in the men's and women's events. Draw up your own comparison table to show your findings.
- Research a past Olympic event (for example, Women's 100m Backstroke final from the 2008 Beijing Olympics). Record the times achieved by the competitors. Find the mean (average), median and range of the numbers.

Activity	Teacher Recognition
<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> Finds the difference between two times using the appropriate units of measurement (hours, minutes, seconds, milliseconds). </div>	

## **Olympics Research**

1. Research an Australian Olympian who is going to the 2021 Tokyo games.
2. Create a fact sheet about them including:
  - Where they are from
  - What sport they represent Australia in
  - How long have they played that sport
  - Their biggest achievement to date
  - Are they known for anything else
  - What are some of their other interests
  - Any other interesting information
3. Choose a way in which you prefer to record information and present your work.

Activity		Teacher Recognition
	Completes the Olympian research task and presents information in a clear and legible manner.	

## National Aboriginal and Torres Strait Islander Children's Day:

### Proud in Culture, Strong in Spirit

Take a walk out into your yard. Use your five senses to connect with the land around you. Record what Spirit means to you by using images or words in the box below.



Aboriginal and Torres Strait Islander peoples believe that spirit is all around, in the trees, the sky, the earth, the rocks, the waterhole.

Stories connect us to *spirit* through The Dreaming.

What does *spirit* mean to me?

Activity	Teacher Recognition
Represents an understanding of spirit through images and/or words.	

## **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?

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What did I need help with?

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### **Parent**

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

Any comment or queries?

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### **Teachers Response**

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