Cambridge Gardens Public School

Year 5 Unit 4

Name: _____

Class: _____

Cambridge Gardens Public School

Innovation, Excellence, Connections & Fun
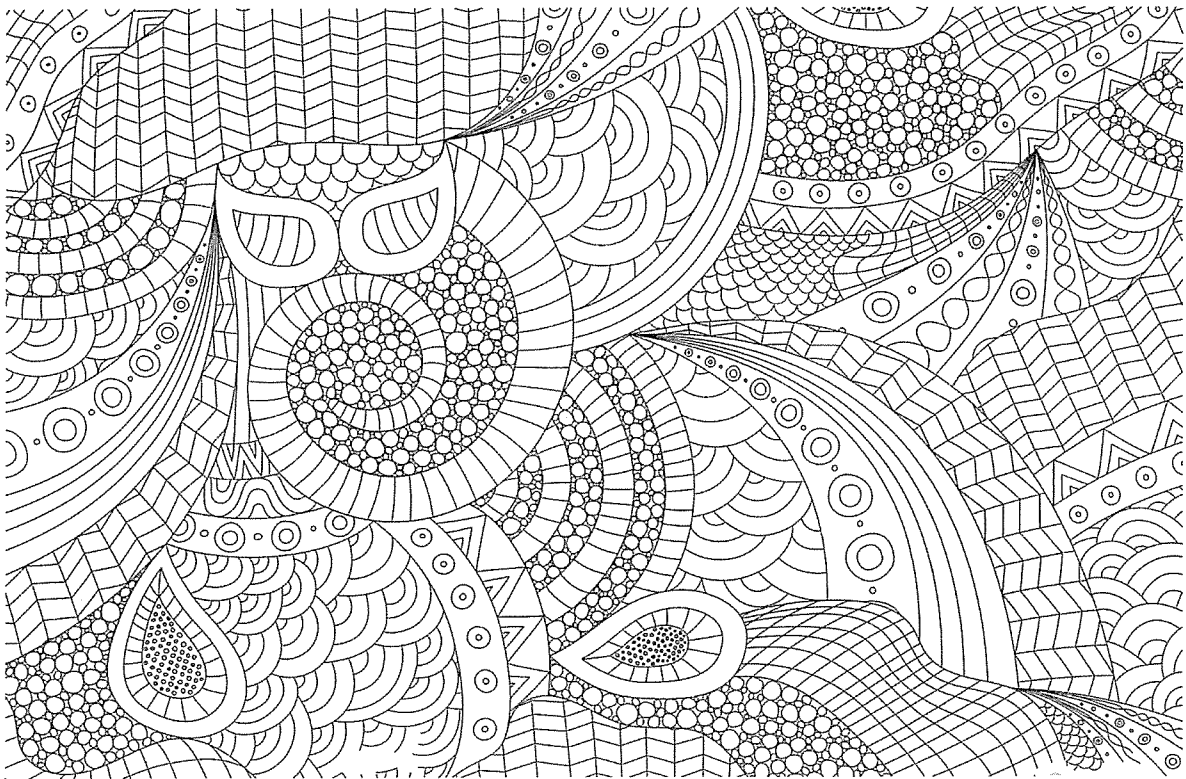
Teaching and Learning Continuity Plan – Unit 4

Dear Parents and Caregivers,   28th April 2020

We hope you've had a restful break and have enjoyed spending some quality time with your immediate family. We are continually amazed by the efforts and work that our students are producing. The conversations, photos and videos from our students give us great joy during this extremely difficult time. We would like to thank you again for supporting and assisting your child with remote learning. Please also remember that you can only do your best and we will continue to work together to achieve the best result we can.

This continued partnership ensures that we are able to support our students through this remote learning process, which may continue for an extended period of time as Mr. Wynn mentioned in his newsletter address last term. As a result, we have continued compiling units of work with the Unit 4 Teaching and Learning package attached. We will continue to communicate to parents on a weekly basis using our school email system, Google Classroom, Facebook and the School Webpage.

A member of our school staff will be available for questions and feedback each day for all grades. Please be mindful that the school has only limited phone lines available to use, so please be fair and limit your questions to allow all parents access to this provision. Please ask to speak to one of our Assistant Principals. We would also like you to consider that we have a reduced number of staff on site and ask that you understand this when making contact.

Stage 3 Unit 4 Information

The Unit 4 booklet includes:

- A Weekly Learning Plan – this is effectively a timetable that outlines daily learning activities that would be completed throughout the course of a week.
- A Learning Environment Checklist that will enable you to set up the best possible environment for your child.
- Following these items will be each day's activities in order. There is space for your child to complete these activities in the booklet only.
- Under most daily activities will be a Success Criteria for your child to complete. This will also be the space for teacher recognition.
- At the end of each day, there is a reflection for students and a section for Parents/Caregiver's to sign stating they are happy with the amount of work completed.
- Stage 3 teachers have set two Mathletics learning tasks to be completed daily. Please don't feel restricted to only completing these set tasks if students would like to complete more activities. If you don't have the passwords for your child please respond to the school emails about Mathletics passwords.
- Google classroom contains the videos mentioned in the teaching and learning framework for students to view to help them with their learning.
- We have added a fast finishers table at the end of the booklet with extra activities for students who would like to engage in additional tasks.

1

Weekly Learning Booklets are due on a Wednesday

At this stage we are anticipating that this form of learning may continue well into Term 2 and have made the following arrangements for Stage 3.

- For Term 2, Stage 3 booklets will continue to be due to either the front office, via email or Google Classroom on a **Wednesday** each week. This will also be the time that the following week's booklet will be uploaded on Google Classroom, collected and/or emailed home.
- **Unit 4 will be due on Week 2 Wednesday the 6th May.**
- Please ensure your child's name and class is on the front cover of the booklet.
- Each Stage will have their booklets collected and distributed on different days, as we wish to be as mindful of social distancing.
- If you are returning your work via email, the subject line must be **Mr Hunter** only. You must include your child's name and class in the body of the email. This will ensure that your child's work will be forwarded to the right teacher to provide recognition of work. The school's email address is cambridgeg-p.school@det.nsw.edu.au
- For returned student work via email, teacher recognition will be provided back via email.
- For returned student work via the front office, teacher recognition will be provided in a timely manner. This can be collected with the new weekly booklet.

Google Classroom

- Please note, booklets for Stage 3 will no longer be available on Google Classroom in an online form. They will be available as a PDF to complete and send back via email or hard copy if you wish. This is due to the high amount of work it takes to get it online, and the low uptake among students. Teachers will be instead using this time to create learning activities/videos, which will be placed on our Google Classrooms platform.
- A video has been placed on the school Facebook page and a 'how to' document has been included at the back of each student's Unit 4 booklet.
- Students will need a joining code, which is outlined below. Please only join the grade that your child is in. Any child joining the incorrect classroom will be deleted and need to rejoin the correct class. If you're having difficulty joining your class and cannot access the videos please contact the school for additional options such as dropping off a USB for us to copy the videos on.
- If parents have any questions please contact Mr. Wood or Mr. Hunter by phone or the school email. If you need your child's student portal login please email the school.

Joining Codes: Year 5 – tmyhy4u   **Year 6 – tsiss3p**

Please be aware that over the coming period, the type, style and delivery of work to students will develop and change. We would like to thank all of our fantastic students and families for their support, patience and kindness.

Wishing you all health and happiness.
Stage 3 Teachers
Mr. Hunter, Mr. Kristof, Miss Mulock and Mrs. Nelson

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?

	Wednesday	Thursday	Friday	Monday	Tuesday
Morning	**English** Revise the _____. Complete spelling activity provided. Write 10 words that contain the specific sound focuses. Read the instructions and look at the pictures of the stimulus picture "Zoos- Cruel or Kind?". Create a persuasive writing piece. You will need to include a plan to help you organise your ideas. Remember to use the FEEL structure for your argument paragraphs (P – state what your point/reason is. E – explain in detail what that point is, E – give an example or evidence supporting your point, L – link back to what side you are taking). Your persuasive piece should be at least 1 half A4 page long, and include an introduction stating what side you are on and listing your arguments, one paragraph per argument, a conclusion summarising your arguments. Remember to	**English** Revise the grammar focus for the week "____. Complete the grammar activity provided. Write 10 words in Thursday column of spelling list. Carefully read your persuasive piece of writing from yesterday. Edit your work by checking that you have included a P E E L for each argument paragraph. identify any part of the P E E L that you have missed. Circle or underline any high modality/persuasive words you have used. can you change them to make them more persuasive (e.g. 'bad' could be changed to 'terrible', etc.) Can you add any more persuasive words? Write a published version of your persuasive writing piece, including all the changes that you have identified that you can make. Brain Break – Try to do star jumps for 60 seconds	**English** Revise the sound focuses of the suffix '. Complete one spelling activity provided in the spelling activity grid. Write 10 words in Friday column of spelling list. **Creative Writing – Write a letter to a famous performer of your choice. Try and convince this person to come and perform at the Cambridge Gardens Public School's 2020 Talent Show.** Your letter should be at least a page long. Remember to include adjectives, complex vocabulary and persuasive language to convince them to come and perform. Brain Break – Try to do step-ups (stepping up and down onto a step or stair) for 60 seconds without stopping. Record how long you could do it for. Watch BTN classroom news for the week. Create a VIP summary for each section,	**English** Revisit the grammar focus for the week "_____". Write a paragraph of your own choice. including some words from your spelling list and your grammar focus for the week. Write 10 words in Monday column of spelling list. Free writing, write about anything that you like, it can be an information piece, poetry. song, story, persuasive writing piece, speech etc. Brain Break – Try to do up-and-down squats for 60 seconds without stopping. Record how long you could do it for. **Watch one of Mrs Antonelli's Story Videos on Google Classroom.** Create at least 5 surface level questions and 5 deep level questions about the section of the novel that you read today. Remember. surface level questions are	**English** Lock, cover, write, check your spelling list for the week. Get a family member to test you on 5 of your words, in sentences. Rewrite the sentence, and mark your work. ANZAC task- Open the link below and listen to the online story 'My Grandad Marches on ANZAC Day' https://www.youtube.com/watch?v=lnRR2DjvuCo. Answer the comprehension questions. Brain Break – Try to do jogging on the spot for 60 seconds without stopping. Record how long you could do it for. ANZAC Interview: Create a list of questions to ask an older family member or family friend about ANZAC Day. Examples of questions could include: What does ANZAC Day mean to you? How to you commemorate
	use high modality. strong persuasive words. Brain Break – Try to do high knees for 60 seconds without stopping. Record how long you could do it for Read a novel of your choice for at least 20 minutes. **Watch the video on Inference Equations on Google Classroom.** Using the inference equation strategy (information from the text + your own prior knowledge = "I can infer... ") make at least 5 inferences from the part of the novel that you have just finished reading.	without stopping. Record how long you could do it for Continue reading the novel from where you finished yesterday. Read for at least 20 minutes. Create at least 5 'I Wonder' questions about the characters or events from the novel that you have just finished reading. View the library video from Mrs Antonelli – The Dog on the Tuckerbox.	with at least 3 dot points for each individual story.	questions that can be answered directly from information from the text e.g. 'What does Harry Potter wear on his face?' (glasses). Deep level questions are questions that have to be answered by giving an opinion or a 'because' response. They often start with "why" or "how" e.g. 'How do you think Harry Potter was feeling when he found out he was a wizard?'	on ANZAC DAY? Have you ever served in the Defence Force? Are there any of our family members who have served in the Defence Force? Why do you think it ANZAC Day is important? Write your interview questions and that person's responses in your booklet.
Break					
Middle	**Mathematics** Complete 2 Mathletics tasks set for you by your classroom teacher. Revise 3 times tables, time how long it takes you to go over them. Complete the Problem-A-Day task for today.	**Mathematics** Complete 2 Mathletics tasks set for you by your classroom teacher. Revise 3 times tables, time how long it takes you to go over them. Complete the Problem-A-Day task for today.	**Mathematics** Complete 2 Mathletics tasks set for you by your classroom teacher. Revise 3 times tables, time how long it takes you to go over them. Complete the Problem-A-Day task for today.	**Mathematics** Complete 2 Mathletics tasks set for you by your classroom teacher. Revise 3 times tables, time how long it takes you to go over them. Complete the Problem-A-Day task for today.	**Mathematics** Complete 2 Mathletics tasks set for you by your classroom teacher. Revise 3 times tables, time how long it takes you to go over them. Complete the Problem-A-Day task for today.

	Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.	Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.	Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.	Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.	Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.
	Watch Mrs Nelson's 1000 or Bust! TENS video and then play that TENS activity by yourself or against someone else at home.	Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.	Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.	Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.	Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.
	Complete the maths mentals activity in your booklet.	Complete the maths mentals activity in your booklet.	Complete the maths mentals activity in your booklet.	Complete the maths mentals activity in your booklet.	Complete the maths mentals activity in your booklet.
	Brain Break – Try to do planking for 60 seconds without stopping. Record how long you could do it for.	Brain Break – Try to do burpees for 60 seconds without stopping. Record how long you could do it for.	Brain Break – Try to do star jumps for 2 minutes without stopping. Record how long you could do it for.	Brain Break – Try to do lunges for 60 seconds without stopping. Record how long you could do it for.	Brain Break – Try to do shadow boxing for 60 seconds without stopping. Record how long you could do it for.
	Find 10 objects or containers around your house that have a capacity of between 50 mL and 2 L. Record your answers in the table.	Find and record 10 objects around your house with a volume of less than 50 cm^3 (remember: volume is height x width x depth)	Find for 10 objects or containers around your house that have a capacity of between 2 L and 5 L. Record your answers in the table.	Find and record 10 objects around your house with a volume of greater than 1 m^3 (remember: volume is height x width x depth)	Capacity Problem Solver: You have been given only a 3 L jug and a 1 L jug. Your task is to get exactly 2 L in the 3 L jug. How can you do it? Explain your method using words and/or diagrams.
Break					

	PDHPE	HSIE	Science	Creative Arts	Sport
Afternoon	Drop everything and read for 10 minutes. Choose any book you would like, read for fun.	Drop everything and read for 10 minutes. Choose any book you would like, read for fun.	Drop everything and read for 10 minutes. Choose any book you would like, read for fun.	Drop everything and read for 10 minutes. Choose any book you would like, read for fun.	Drop everything and read for 10 minutes. Choose any book you would like, read for fun.
	Bounce Back: Read through the 10 different behaviours that 'Put You Off' text. Write at least two paragraphs about behaviours that you personally feel are off putting and would make you less likely to be friends with someone.	ANZAC DAY Visit the following website and read about ANZAC Day and its traditions. Write at least 5 VIPs from your reading. https://www.awm.gov.au/commemoration/anzac-day/traditions	Evaporation Investigation: Your task is to explore how you can make an ice cube melt as fast as possible. Come up with 5 different methods of melting an ice cube (e.g. putting in the microwave, putting it in the sun, putting it in your mouth, wrapping it in a towel, etc.). Write your predictions and record your reasons in the table. Carry out your chosen methods and then record your observations of what happened in each method. Compare each method and explain why different methods were faster/slower.	Sketch your own version of an ANZAC Day silhouette. Use materials to add colour to your landscape (e.g. pencils, textas, crayons, oil pastels, paint). If you are submitting your work online, you could take a photo of your artwork and add it to your online booklet.	Using a ball (of any type) and at least two other common household objects (e.g. washing basket, chair, etc.) create a brand new game that you could play with the people in your house. What is the game called? What are the rules? How do you score points? How do you win the game? Write and use pictures to explain and/or demonstrate the game in your booklet.
	Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.	Visit the following website and choose at least 3 Customs and Traditions to research. Write 3 VIPs for each custom and tradition chosen. https://www.awm.gov.au/commemoration/customs-and-ceremony		Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.	Play the game/sport that you created in the previous activity with members of your household. Play the game at least 3 times and record who the overall winner is.
		Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.	Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.		Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.

Wednesday
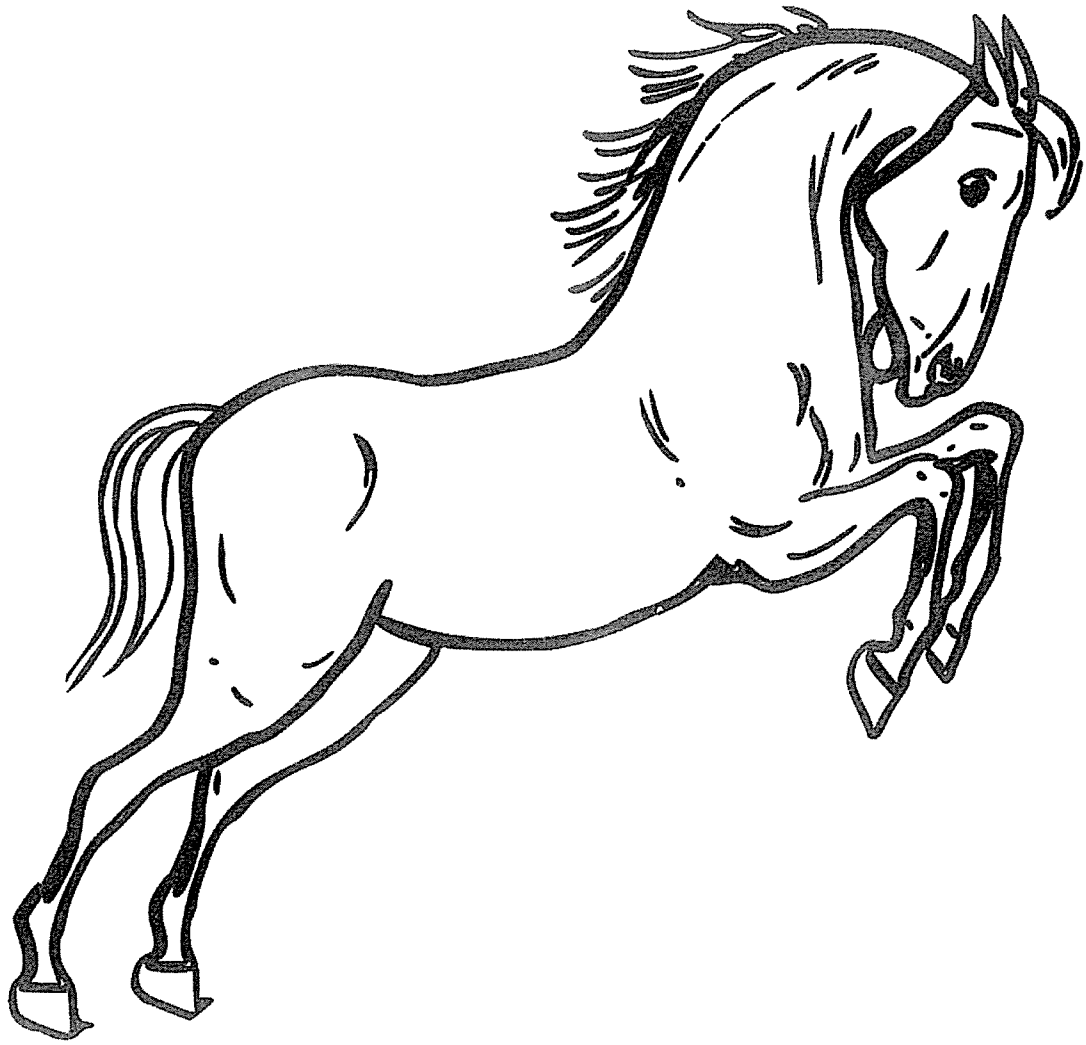
Spelling List 11

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

1. cent

2. cen tur y

3. ki lo

4. mil lion

5. ki lo gram

6. mil li gram

7. cen ti grade

8. cen ti pede

9. mil li sec ond

10. cen ti me tre

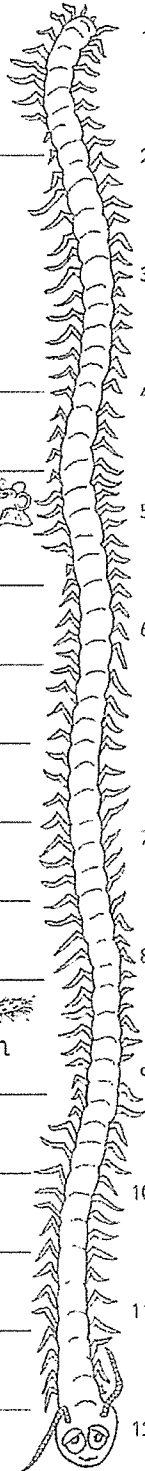11. mil li me tre

12. mil li pede

13. cen te nar i an

14. cen ten ni al

15. cen ten a ry

16. ki lo me tre

17. mil li li tre

18. mil lionth

1. _____
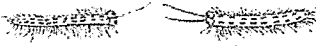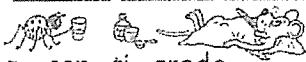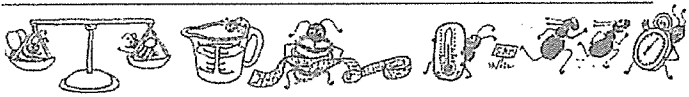
2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Spelling sheet answer page

Activity		Teacher Recognition
	Completes spelling task	

Spelling words for the week

Wednesday	Thursday	Friday	Monday	Tuesday

Success Criteria		Teacher Recognition
	Spells words correctly	

Persuasive Writing Task

Caged or Free – Should animals be kept in zoos?

What do you think about this idea? Write to persuade a reader
to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished

Text

Planning Page

Persuasive Writing Page 1

Persuasive Writing Page 2

	Success Criteria	Teacher Feedback
	Plans writing before beginning	
	Includes an introduction, 3 arguments and a conclusion	
	Includes high modality words to persuade the reader	

Brain Break!
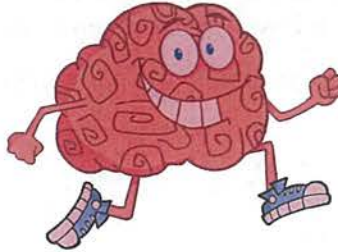
	1st Brain Break	2nd Brain Break	Just Dance song 1	Just Dance song 2
Wednesday	High Knees How long?	Planking How long?		
Thursday	Star Jumps How long?	Burpees How long?		
Friday	Step Ups How long?	Star Jumps How long?		
Monday	Squats How long?	Lunges How long?		
Tuesday	Jogging How long?	Shadow Boxing How long?		

Read a novel of your choice for at least 20 minutes.

Watch the video on Inference Equations on Google Classroom. Make at least 5 inferences from the part of the novel that you have just finished reading.

Inference equation strategy: Information from the text + your own prior knowledge = "I can infer…"

	Activity	Teacher Recognition
	Writes 5 inferences using inference equation strategy	

Mathletics Tasks

Task 1:_____

Task 2: _____

Teacher Recognition

Revising 3 x Tables

Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Recalls 3 x tables correctly each day	

How many days are there in 5 weeks?

7 days	12 days	25 days	35 days
◯	◯	◯	◯

Working out - Transformation step

Woe is me! My calculator does not have a 3 key that works! **THURSDAY**
How can I use this broken calculator to do this problem?
Explain your reasoning carefully and clearly.

$$\begin{array}{r} 23 \\ \times\ \ 45 \\ \hline \end{array}$$

Working out - Transformation step

Write down all the numbers in your date of birth. Create 5 sums from the numbers. Solve the sums you create.

1.

2.

3.

4.

5.

Working out - Transformation step

Bill, Sue and Mark share a bag of apples.

Bill and Sue each get $\frac{1}{6}$ of the apples in the bag.

What fraction of the bag of apples is left for Mark?

$\frac{4}{6}$ ○ $\frac{3}{6}$ ○ $\frac{2}{6}$ ○ $\frac{1}{6}$ ○

Working out - Transformation step

36 + _____ = 69 - 19

Working out - Transformation step

Problem-A-Day Answers

Wednesday	Thursday	Friday	Monday	Tuesday

	Activity	Teacher Recognition
	Completes daily problem solving activity	

Number of the Day Answers

Wednesday	
Thursday	
Friday	
Monday	
Tuesday	

Activity		Teacher Recognition
	Answers Number of the Day questions and marks own responses	

TENS Activity: 1000 or Bust!

TENS Activity Completion Record				
Wednesday	Thursday	Friday	Monday	Tuesday

	Activity	Teacher Recognition
	Completes daily TENS activity	

Column 1:

1. What is the time? _____

2. $5.00 − $4.40 = _____

3. Is $3\frac{4}{7}$ closer to 3 or 4? _____

4. $\frac{1}{100} = 0._____ = _____ \%$

5. Show as a $\frac{1}{2}$ turn clockwise.

6. A quarter of 40 is:
   - ☐ 40 − 4
   - ☐ 40 ÷ 4
   - ☐ $\frac{4}{40}$
   - ☐ 40 × 4

7. $60 + 60 + 60 = _____$

8. Match the net with the dice. Which number fits on the blank face? _____
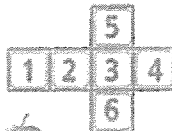
9. $491 _____ 10 = 49.1$

10. 1 km = _____ m

11. If 6 apples = 1 kg, how many weigh 4 kg? _____

12. The wizard's special potion needs 225 mL of pineapple juice. Shade this amount.
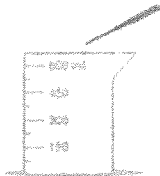
13. $25 \times 16 \times 4 = _____$

14. $3 \times 8 = _____$

15. $30 \times 8 = _____$

16. $0.8 \times 10 = _____$

17. This regular pentagon has
    - ☐ scalene triangles.
    - ☐ isosceles triangles.
    - ☐ equilateral triangles.
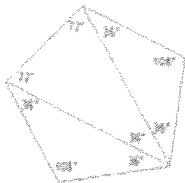
18. $\frac{1}{3} < \frac{1}{4}$ ☐ true ☐ false

19. 1 t = _____ kg

20. $6\overline{)96} = _____$

Column 2:

1. $9.5 \times 2 = _____$

2. Rotate a $\frac{1}{2}$ turn clockwise.

3. Is $2\frac{1}{7}$ closer to 2 or 3? _____

4. $0.4 \times 100 = _____$

5. −4 −3 A B 0 1 2 3
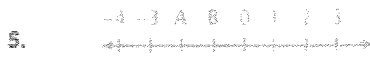
   A = _____   B = _____

6. 2000, _____, 1300, 950

7. $1300 − 950 = _____$

8. What is the time? _____

9. Write the fraction of one quarter. _____

10. The polygon for:
    (a) A is an _____
    (b) B is an _____

    WALL'S WACKY WEIRD SIGNS

11. 1 m = _____ cm

12. $9 \times 3 = _____$

13. $90 \times 3 = _____$

14. Alicia received 45c change from $5. What amount did she spend? _____
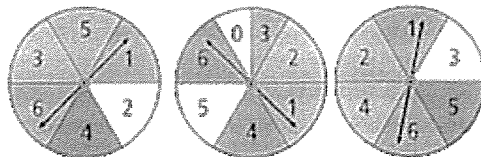
15. Which spinner is least likely to sum to 7? _____

16. Triangular numbers! Draw the next in this sequence.

    1   3   6   10

17. In which season is April? _____

18. Write $\frac{1}{4}$ as a decimal. _____

19. $\frac{1}{3} > \frac{1}{7}$ ☐ true ☐ false

20. Draw 4 more lines of symmetry.
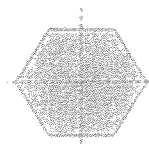
Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

10 objects or containers around your house that have a capacity of between 50 mL and 2 L	10 objects around your house with a volume of less than 50 cm^3	10 objects or containers around your house that have a capacity of between 2 L and 5 L	10 objects around your house with a volume of greater than 1 m^3

Activity		Teacher Recognition

Being negative
- Badmouthing others
- Complaining or moaning all the time
- Being in a bad mood a lot

Ego-tripping
- Talking constantly about themselves and how good they are
- Showing off or boasting
- Exaggerating or telling lies about themselves to look good

Being too serious all the time
- Having a scowl on their face and not smiling much
- Not having a sense of 'fun'

Staying too private
- Not telling others much about themselves and being 'reserved'
- Not saying what they think about something so you never know how they feel

Being selfish
- Trying to have things their own way all the time
- Not being prepared to do their share of the work or to help
- Being greedy (e.g. taking more than their share)

Being mean and nasty
- Criticising just about everyone and everything
- Talking about people behind their backs
- Saying mean or sarcastic things or using sly put-downs so you feel bad

Being argumentative and difficult
- Arguing about everything
- Starting fights and arguments over little things

Being bossy
- Trying to tell you what to do or how to do something even though they are not the boss
- Telling people that they've done something incorrectly

Being boring or inflexible
- Always wanting to do the same things the same way
- Going on and on and not getting to the point quickly enough
- Talking about things that no one is interested in much of the time
- Not being flexible when circumstances change

Being 'insecure' and under-confident
- Being too clingy and not being independent
- Not acting in a confident way

Write at least two paragraphs about behaviours that you personally feel are off putting and would make you less likely to be friends with someone.

Activity		Teacher Recognition
	Completes Bounce Back task	

Thursday
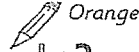
Where are the Adverbs?

Words which tell us more about how, where, when, how often or how much something happens are called adverbs. Although these adverbs describe the verb, they do not always go next to it. Can you find the verbs and adverbs in these sentences?

1. A girl <u>was humming</u> the tune <u>quietly.</u>

2. They enjoyed the flowers' fragrance enormously.

3. The weather has gradually improved during the day.

4. The knight had courageously fought the fierce dragon.

5. Grudgingly, he offered his assistance to the old man.

6. She is finally meeting her pen pal from Australia.

7. The audience were loudly applauding the band.
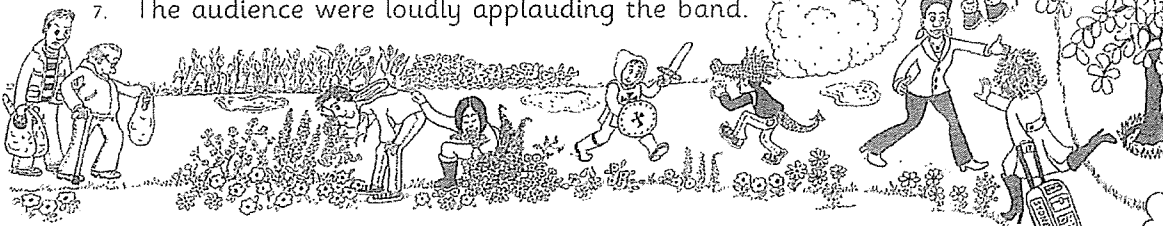
The adverb 'not' is used to make a word, statement or question negative, so it has the opposite meaning. Make these sentences negative by adding 'not' in the correct place.

8. The supermodel has written her autobiography.

   _____

   _____

9. He is improving his fluency in the language.

   _____

   _____

10. We had noticed a discrepancy in the numbers.

    _____

    _____

11. I am working at the agency around the corner.

    _____

    _____

Grammar Activity Answer Page

Activity		Teacher Recognition
	Completes grammar task	

Persuasive Writing- Published Page 1

Persuasive Writing- Published Page 2

	Success Criteria	Teacher Feedback
	Proofreads and edits punctuation and spelling	
	Edits vocabulary to enhance writing	

'I Wonder' Questions

Success Criteria		Teacher Recognition
	Creates questions based on the chapter of the novel read	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition	

Monday

1. Look at the net. Which number is missing from the blank face of the cube?

```
    3
1 2 5 6
    4
```
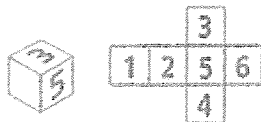
2. How many triangles can you find?

Tuesday

1. What is the *6th* triangular number?

2. What is the *8th* triangular number?

Wednesday

1. What is the sum of the numbers not visible on the dice?

2. What is the sum of the numbers on the bottom of the dice?

Thursday
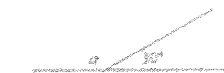
1.
The obtuse angle of a = _____ °

2. `80  90  100`

   A
The measurement at A = _____ mm

---

1. 108, 96, 84, _____

2. 30 × 7 = _____

3. 0.7 × 10 = _____

4. $5.00 – $3.40 = _____

5. Write ¼ as a decimal.

   _____

6. 125, 100, _____, 50, 25

7. 406 ÷ 10 = _____

8. 80 – 43 = _____

9. 14 × 25 × 4 = _____

10. The value at A is

    _____ 0   2

11. What is the speeding fine?

    80
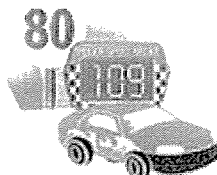
    [ ] 13–19 km/h $200
    [ ] 20–29 km/h $300
    [ ] 30–39 km/h $400

12. 2¼ is closer to:

    [ ] 2
    [ ] 3

13. A quarter of 36 is:

    [ ] ¼
    [ ] 36 ÷ 4
    [ ] 36 – 4
    [ ] 36 × 4

14. 1087 – 100 = _____

15. 0.824 × 100 = _____

16. 8.5 × 2 = _____

17. 410 ÷ 70 = _____

---

18. What is the time?

19. Show as a 90° turn clockwise.

    `E F` ▷ [   ]

20. What season is July in?

21. 1 km = _____ m

22. The length of one side of this square is
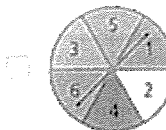
    _____ cm.
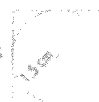
23. Which is symmetrical?

    Y   F

24. Sunrise is during `am` `pm` time.

24. Which spinner is more likely to land on a sum of 7?
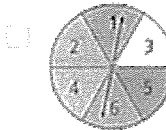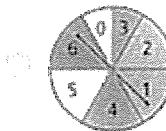
Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

ANZAC Day VIPs

ANZAC Day Customs and Traditions VIPs

Custom/Tradition 1.

Custom/Tradition 2.

-

-

Custom/Tradition 3.

-

-

Activity		Teacher Recognition
	ANZAC Day research and ANZAC Day customs and traditions research successfully completed	

Friday
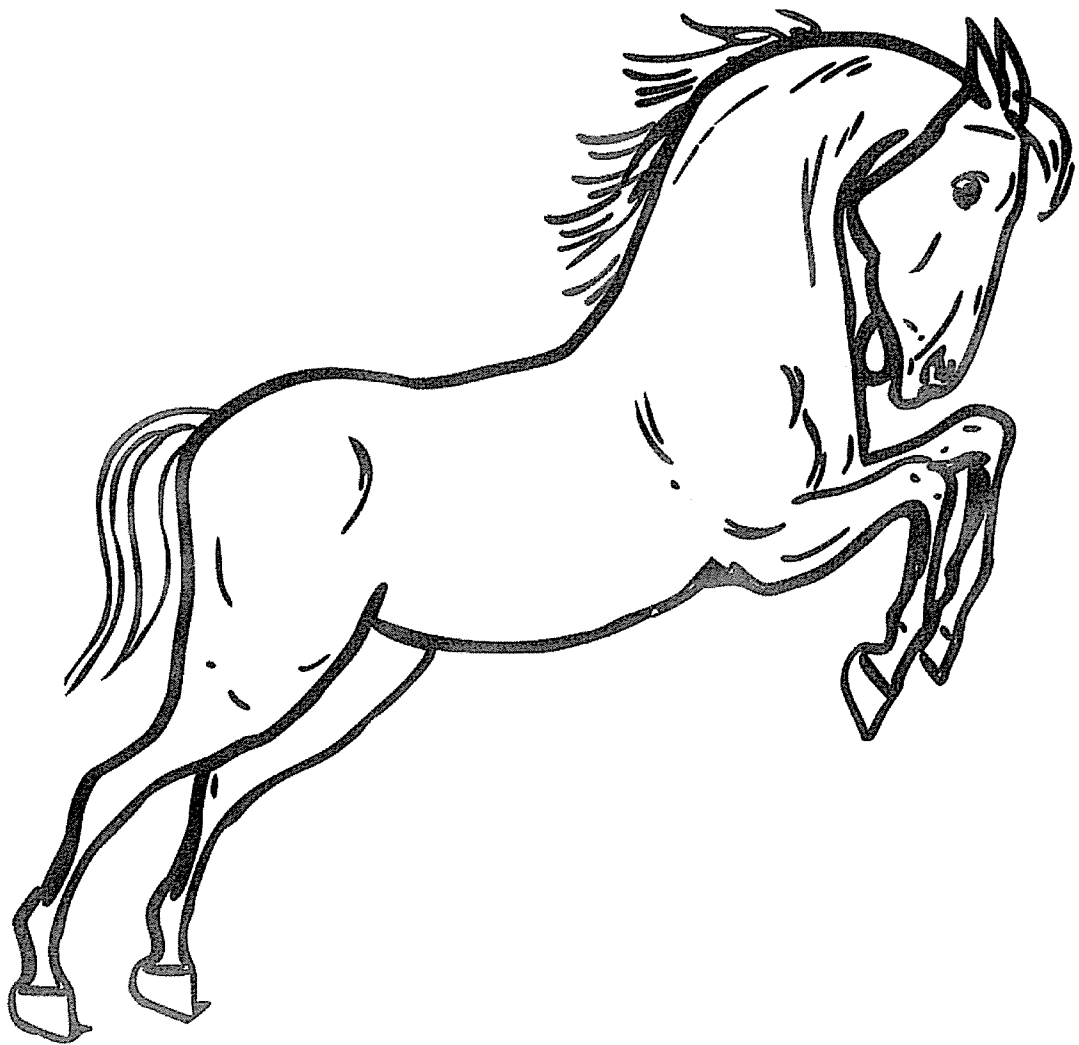
Spelling Activity Grid

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

Taking Charge/ Self-evaluation	Your Activity Create a new spelling activity of your own. Write the instructions down.	Quiz Me Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

Spelling Grid Activity Workpage

	Activity	Teacher Recognition
	Completes at least one spelling grid task	

Creative Writing

Write a letter to a famous performer of your choice. Try and convince this person to come and perform at the Cambridge Gardens Public School's 2020 Talent Show

	Success Criteria	Teacher Feedback
	Proofreads and edits punctuation and spelling	
	Uses high modality language to persuade reader	

BTN VIPS

	Activity	Teacher Recognition
	Includes at least 3 VIPS for each segment	

Mathletics working out page

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Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition	

1. What is the time? _____

2. $0.7 \times 10 =$ _____

3. $800 \div 300 =$ _____

4. $7 + 7 + 7 =$ _____

5. $4 \times 9 =$ _____

6. [image] $- \$1.25 =$

7. Write one hundred and eleven thousand, one hundred and ten as a numeral.

_____

8. Is $9\frac{1}{2}$ closer to 9 or 10?

9. Rotate a $\frac{1}{4}$ turn clockwise.
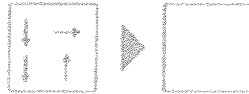
10. $41 \div 5 =$ _____

11. $45 \times 25 \times 4 =$ _____

12. $\frac{1}{10} > \frac{1}{7}$ ☐ true ☐ false

13. $487 \div 100 =$ _____

14. $71 - 7 =$ _____

15. Numbers divisible by 8 include 40, 80, 120, 160 and 200. Which set is also divisible by 8?

☐ 240, 280, 320, 360
☐ 220, 240, 260, 280
☐ 240, 260, 300, 320

16. What season is January in? _____

17. This is a: ☐ rhombus
☐ trapezium.
☐ parallelogram.

18. $800\ 000 +$ _____ $= 890\ 780$

19. Write $\frac{1}{2}$ as a decimal. _____

20. $30 \times 40 =$ _____

---

1. Numbers divisible by 6 include 30, 60, 90, 120, 150, 180. Which set is also divisible by 6?

☐ 190, 200, 210, 220
☐ 210, 220, 240, 260
☐ 210, 240, 270, 300

2. How many weeks are in one year? _____

3. $4 \times 8 =$ _____

4. Halve 1930. _____

5. 10 000, 9750, _____ 9250

6. Write one hundred thousand and eleven as a numeral.

_____

7. $\$10.00 - \$7.30 =$ _____

8. Rotate 90° clockwise.

9. $90 \times 9 =$ _____

10. $89 \times 9 =$ _____

11. $53 \div 5 =$ _____

12. How many $20 banknotes make up $1000?

_____

13. Is $8\frac{4}{7}$ closer to 8 or 9?

14. 0.5 km $= 500$ m
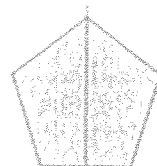
0.6 km $=$ _____ m

15. This is a:

☐ rhombus.
☐ trapezium.
☐ square.

16. $\frac{1}{4} > \frac{1}{7}$ ☐ true ☐ false

17. Draw the other 4 lines of symmetry.

18. $209 \div 10 =$ _____

19. $600 - 35 =$ _____

20. $60 \times 30 =$ _____

Maths Mentals Answers

Left Side	Right Side

Success Criteria	Teacher Recognition
Completes Maths Mentals worksheet	

Science Task

Evaporation Investigation

Methods	1. 2. 3. 4. 5.
Predict Write a prediction of which method will melt the ice cube the fastest. Rank in order your predictions from fastest to slowest.	
Reason Write a description of why you think this will be the fastest method	
Observe Carry out your methods, taking special care to time accurately. What happened? What was the time for each method?	

Explain Compare and explain your results for each method. Did the results fit your predictions? Why do you think that is?	

Activity		Teacher Recognition
	Completes all components of the evaporation investigation	

SPARE PAGE

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:_____

MONDAY
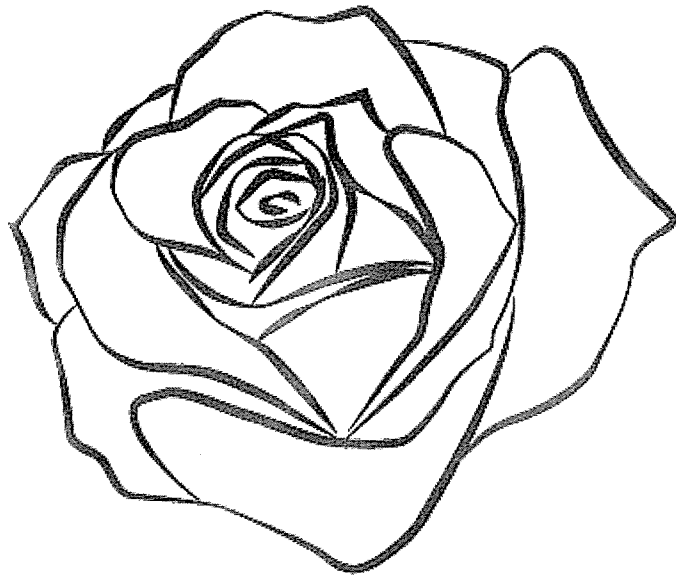
Write a paragraph of your own, including some words from your spelling list and your grammar focus for the week

Success Criteria		Teacher Recognition
	Includes paragraphs	
	Includes spelling words	

Free Writing

	Success Criteria	Teacher Feedback
	Includes paragraphs	
	Proofreads and edits own writing	

Watch one of Mrs Antonelli's Story Videos on Google Classroom

Name of the text:

Surface level questions (at least 5):

Deep level questions (at least 5):

	Success Criteria	Teacher Recognition
	Includes 5 surface level questions	
	Includes 5 deep level questions	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition	

1. What is the time? _____

2. $25 \times 32 \times 4 =$ _____

3. A fifth of 35 = _____

4. A hectare is abbreviated to ha.

   1 ha = _____ m^2

5. Write *three hundred and ten thousand, one hundred* as a numeral.

   _____

6. $19 + 18 + 17 = 20 + 20 + 20 -$ _____

7. $1200 - 750 =$ _____

8. The value of the ones in the product of 717×7 is:

   ☐ 7   ☐ 1   ☐ 9

9. Write $\frac{8}{17}$ in its simplest form.

10. Rotate 270° anti-clockwise.

W	V
X	

▷
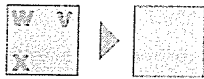
11. odd + odd =   ☐ odd   ☐ even

12. The rhombus has been transformed by:

▷

   ☐ translation.   ☐ reflection.

13. Round $3\frac{4}{5}$ to the nearest whole number. _____

14. $0.3 \times 10 =$ _____

15. $38 \div 5 =$ _____ r _____

16. $40 \times 6 =$ _____

17. $\frac{4}{5} < \frac{1}{10}$ ☐ true   ☐ false

18. ○○○ ÷ ○   ○○○○○ ÷ ○
    ○○○   ○○○○○   ○
                ○○○○○

   $2 \times 3 + 1 = 7$ ___ × ___ + ___ = ___

19. What season is this likely to be?

   _____

20. $900 - 55 =$ _____

1. What is the time? _____
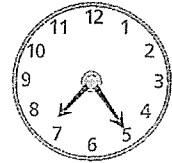
2. ◇ ○ ○ ○
   ○ ○ ○ ○ + ○
   ○ ○ ○ ○   ○

   ___ × ___ + ___ = _____

3. A fifth of 120 = _____

4. What season is it likely to be?

   _____

5. $17 + 19 + 29 = 20 + 20 + 30 -$ _____
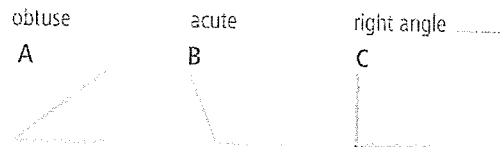
6. $0.2 \times 100 =$ _____

7. The probability of an A is

   _____
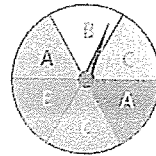
8. Write *half a million* as a numeral.

9. $0.937 \times 100 =$ _____

10. Match the name and angle.

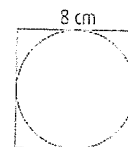| obtuse	acute	right angle _____
A	B	C

11. $72 - 8 =$ _____

12. odd + even =   ☐ odd   ☐ even

13. Round $7\frac{1}{3}$ to the nearest whole number. _____

14. What is the radius of the circle?   8 cm

   _____ cm

15. 1 m = _____ mm

16. 124, 129, 134, _____, 144

17. $20 \times 9 =$ _____

18. $19 \times 9 =$ _____

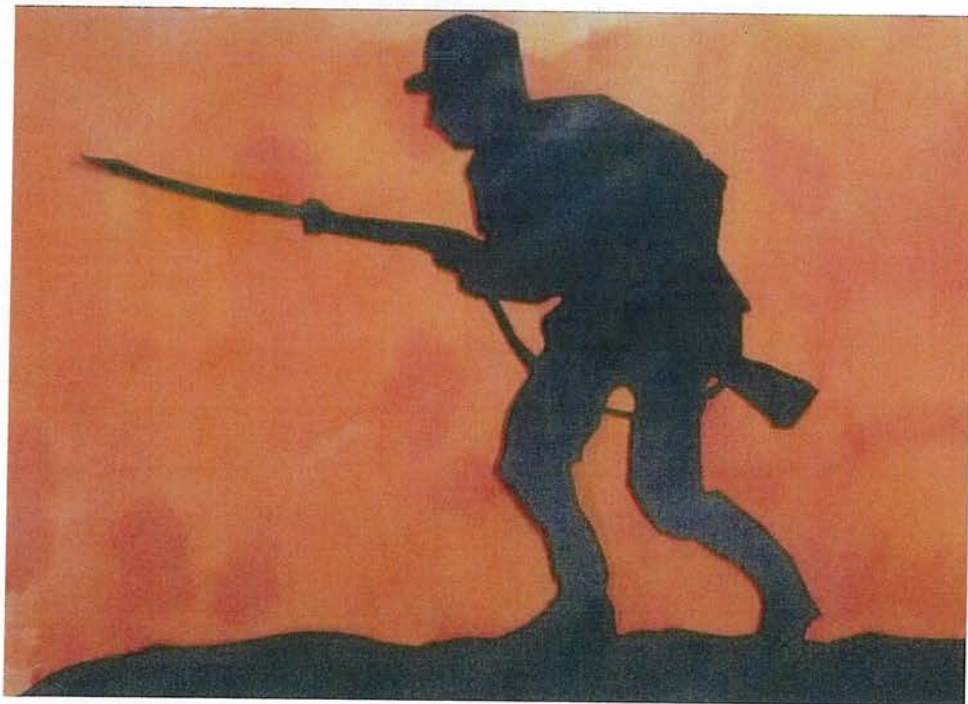19. $49 \div 5 =$ _____ r _____

20. 2 ha = _____ m^2

Maths Mentals Answers

Left Side	Right Side

Success Criteria		Teacher Recognition
	Completes Maths Mentals worksheet	

ANZAC Day Art

Sketch your own version of an ANZAC Day silhouette

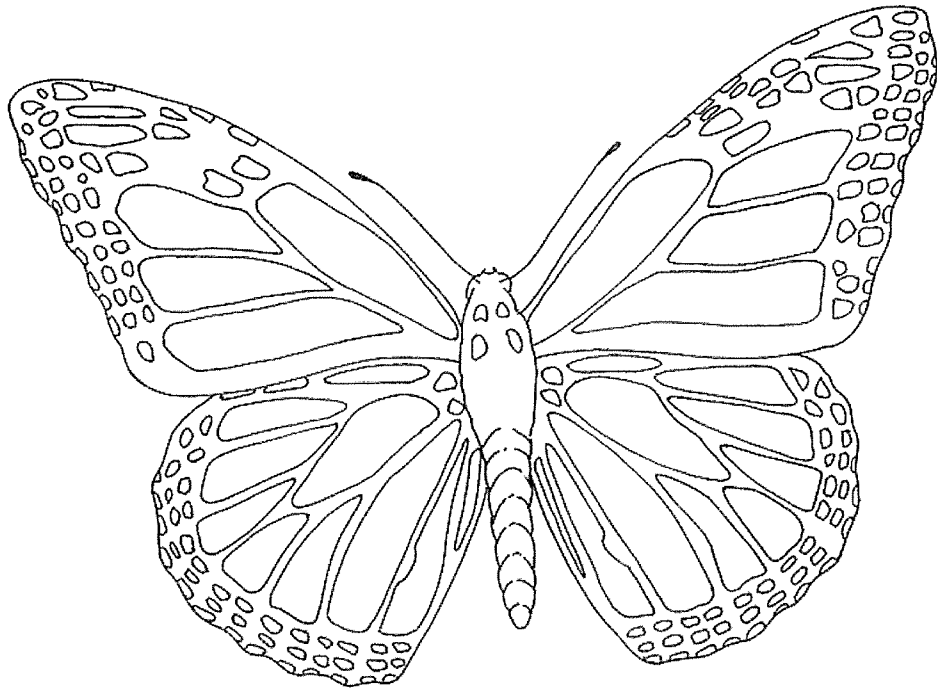|	Activity	Teacher Recognition
	Designs and sketches silhouette	

SPARE PAGE

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:_____

TUESDAY

Sentences for Spelling Words

Activity	Teacher Recognition
Writes five sentences using one different spelling word per sentence.	

My Grandad Marches on ANZAC Day- Comprehension Task

Open the link, listen to the story and then answer the following seven questions.

1) Why do you think the author did not give the little girl a name?

2) Why do you think so many people get up early to attend the Dawn service?

3) What does the little girl mean when she says, 'He marches for all his friends who can't march. He marches for us'?

4) Why is it important to Grandad that he marches each year?

5) Grandad was not at the original Gallipoli campaign in World War 1. Which war might he have won his medals in?

6) Describe 4 different ways that you are able to use your face and body to show how you are feeling without using word.

7) Unfortunately due to COVID-19, the ANZAC Day events will be significantly different this year. Can you think of three ways that Australians can still commemorate military veterans from their home?

Activity	Teacher Recognition
Completes comprehension task	

ANZAC Day Interview

Record interview questions and responses

Success Criteria		Teacher Recognition
	Evidence of interviewing a family member/ family friend	
	Records responses from the interview	

Mathletics working out page

Mathletics Task

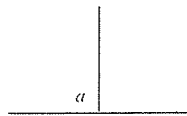Task 1: _____

Task 2: _____

Teacher Recognition	

Monday

1. What is the size of Angle a?

_____ °

2. What is the size of Angle b?

_____ °

150° b
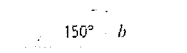
Tuesday

1. Write the numbers 1, 2, 3 and 4 on the spinner.

   (a) 1 has a 1 in 4 chance.
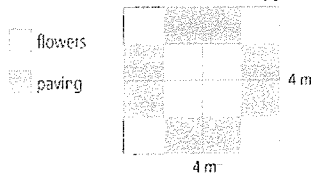   (b) 2 has a 25% chance.
   (c) 3 and 4 have the same chance.
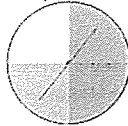
2. Eva saved $1200 and purchased a new guitar for $980. Eva bought a new strap for a further $55. What money has she leftover after her buying spree?

Wednesday

1. What area do the flowers occupy? _____ m²

   flowers
   paving

   4 m
   4 m

2. The paving area cost $40 per square metre. What is the total cost?
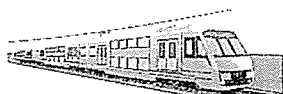
Thursday

1. A non-stop fast train took 4 hours to cover 1000 km. What was the average speed?

   _____ km/h

2. On another trip the train travelled a distance of 720 km in 180 minutes. What is the average speed?

   _____ km/h

---

1. A fifth of 75 = _____

2. Write $\frac{1}{7}$ as a decimal.

   _____

3. 50 x 9 = 450
   49 x 9 = _____

4. The value of the ones for 9193 x 7 is

   _____

5. 413 ÷ 100 = _____

6. Halve 1410. _____

7. 0.4 x 10 = _____

8. 700 − 250 = _____

9. $\frac{1}{9} < \frac{1}{7}$ _____ true _____ false

10. How many $20 notes make up $900?

11. ○ ○ ○ ○   ○
    ○ ○ ○ ○   +   ○ ○

    _____ × _____ ÷

    = _____

12. 37 ÷ 5 = _____ r _____

13. 30 x 8 = _____

14. 29 x 8 = _____

15. Write ten thousand, one hundred and one as a numeral.

    _____

16. odd ÷ odd = _____

17. Write $\frac{3}{12}$ in its simplest form.

    _____

18. 1 m = _____ mm

19. 1 L = _____ mL

20. Rotate the shapes 180°.

    E F
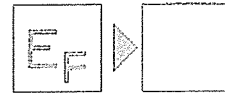
21. What is the length of side a of this square?

    _____

    4 cm
    a
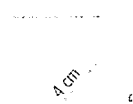
22. This is a:

    _____ rhombus.
    _____ parallelogram.
    _____ trapezium.

23. What is the time?
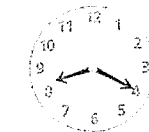
24. This is a:

    _____ trapezium.
    _____ rhombus.
    _____ square.
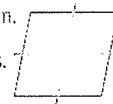
25. The probability of landing on a vowel is
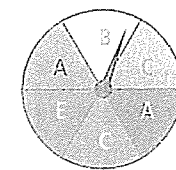
    B
    A   C
    E   A
    C

Maths Mentals Answers

Left Side	Right Side

Success Criteria		Teacher Recognition
	Completes Maths Mentals worksheet	

Capacity Problem Solver: You have been given <u>only</u> a 3 L jug and a 1 L jug. Your task is to get <u>exactly</u> 2 L in the 3 L jug. How can you do it?

Explain your method using words and/or diagrams.

Activity		Teacher Recognition
	Completes capacity task	

Designing a new game task

	Activity	Teacher Recognition
	Creates a new game using a ball and two household objects	

SPARE PAGE

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:_____

Fast Finisher Activities

Complete a scavenger hunt. Remember to time yourself! There's an example of one below!	Create your own scavenger hunt. It could be subject based, environmental or even technological. List 10 things to scavenge for!	Make a gratitude list. Each day of the week list at least one thing you are grateful for. For example: "I am thankful that I have a house to sleep in".
Tidy up your bedroom. Make sure everything is in the right place, make your bed, clean out any toys you don't play with, rearrange your wardrobe.	Hide a 'treasure' in your house – it could be a toy or even a pair of socks! Draw a treasure map with clues for someone to follow to find your treasure	Create your own "I spy" task. Draw lots of random small objects on a piece of paper and then list what needs to be found. There is an example below.
Help mum or dad to cook dinner. You could make sure you have the right ingredients and help with the preparation.	Choose a 2D shape and draw 10 of these on a blank piece of paper. Then turn the shapes into other images. For example, you could turn a triangle into a piece of pizza, an ice cream cone etc.	Complete a chore for your family. Record the steps you needed to follow to complete the chore and how long it took.
Start a journal so you can reflect on this historical time. There is a great free proforma available at littlejemmings.com.au	Record your own fitness video. It can be yoga, dance, boot camp, footy skills - whatever you like. Keep the video to share with us all!	Invent a board game! You can physically build it or use technology to create it. Remember to have easy to follow rules!

I SPY
travel & transport

Scavenger Hunt

- Find a fork
- Find something that is red
- Find a tissue box
- Find 3 things that have wheels
- Find an orange crayon
- Find something that is very soft
- Find a band-aid
- Find a key
- Find 2 socks that match
- Find something round
- Find a sticker
- Find a rubber band
- Find a pair of glasses
- Find an envelope.