

# Weekly Learning Framework - Unit Five - Year 5



Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Cambridge Gardens Public School

*Innovation, Excellence, Connections & Fun*

## Teaching and Learning Continuity Plan – Unit 5

Dear Parents and Caregivers,

6<sup>th</sup> May 2020

We would like to thank everyone for their continued support with the return to school for Term 2. The 'Wacky Wednesday' photos we have seen on Facebook have been amazing and we look forward to the opportunity of your child attending school one day a week as of Week 3 when Phase 1 of the gradual return to school commences. 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. As a result, we have continued compiling units of work with the Unit 5 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 continue to 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 5 New Information**

The Unit 5 booklet includes this new information:

- Under most daily activities will be a Success Criteria for your child to complete. Please encourage your child to complete this as it helps teachers in compiling future work.
- At the end of each unit, 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. Students and parents also have a section for queries and comments.
- Stage 3 teachers have set two Mathletics learning tasks and one Wushka booklet lesson to be completed daily. Please don't feel restricted to only completing these set tasks if students would like to complete more activities. Please write the name of the activities/level you complete in your booklet in this section provided.
- Guided reading books are available on the Wushka program in the Library section.
- Google classroom contains the videos mentioned in the framework for remote learning for students to view to help them with their understanding of concepts.

### **Weekly Learning Booklets Information**

As has been communicated changes to unit changeover days will occur from Week 3 Unit 6 when Phase 1 commences.

- For this booklet Unit 5, Stage 3 will be due to either the classroom teacher, front office, via email or Google Classroom on **Wednesday 13<sup>th</sup> May**. This will also be when the following week's booklet will be uploaded on Google Classroom, collected and/or emailed home.

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- 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](mailto: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 and in class, teacher recognition will be provided in a timely manner.

## **Important Google Classroom Information**

- 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 the office 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?





**Morning**

<p><u>English</u></p> <p><b>Spelling</b></p> <p><b>Watch the 'Year 5 Spelling Unit 5' video on Google Classroom.</b></p> <p>Revise the prefix &lt;post-&gt;. Complete spelling activity provided. Write 10 words that contain the specific prefix focus.</p> <p><b>20 minutes</b></p> <p><b>Brain Break – Try hopping on the spot for 60 seconds without stopping. Record how long you could do it for.</b></p>	<p><u>English</u></p> <p><b>Grammar</b></p> <p><b>Watch the 'Year 5 Proofreading' video on Google Classroom.</b></p> <p>Revise the grammar focus for the week "Proofreading". Complete the grammar activity provided.</p> <p><b>20 minutes</b></p> <p><b>Brain Break – Try to do star jumps for 60 seconds without stopping. Record how long you could do it for.</b></p> <p><b>Persuasive Writing</b></p> <p>Read the instructions and look at the pictures of the stimulus "What is more important, family or friends?". Use the planning sheet in your booklet to plan for each side of the argument ("family is more</p>	<p><u>English</u></p> <p><b>Spelling</b></p> <p>Revisit the prefix &lt;post-&gt;. Complete one spelling activity provided in the spelling activity grid. Write 10 words that contain the specific prefix focus.</p> <p><b>20 minutes</b></p> <p><b>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.</b></p> <p><b>Wushka</b></p> <p>Log in to Wushka using your username and password. Reread your assigned book. Continue to work through/complete the comprehension tasks.</p>	<p><u>English</u></p> <p><b>Grammar</b></p> <p>Revisit the grammar focus for the week "Proofreading". Write a paragraph of your own, including some words from your spelling list and your grammar focus for the week.</p> <p><b>20 minutes</b></p> <p><b>Brain Break – Try to do up-and-down squats for 60 seconds without stopping. Record how long you could do it for.</b></p> <p><b>Persuasive Writing</b></p> <p>Refer to your two 'What is more important, family or friends?' plans from Thursday. Choose one of your plans to compose a persuasive text. Your persuasive piece should be at least 1 and a half A4 pages long, and include an</p>	<p><u>English</u></p> <p><b>Spelling</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. Rewrite the sentence, and mark your work.</p> <p><b>15 minutes</b></p> <p><b>Brain Break – Try to do high knees on the spot for 60 seconds without stopping. Record how long you could do it for.</b></p> <p><b>Free writing</b></p> <p>Write about anything that you like, it can be an information piece, journal entry, poetry, song, story, persuasive writing piece, speech etc.</p> <p><b>25 minutes</b></p>
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	<p>Wushka login details yet, please email the school and request them to be emailed back to you.)</p> <p>Log in to Wushka using your username and password. Read your assigned book and follow the comprehension tasks.</p> <p><b>40 minutes</b></p>	<p>important' and 'friends are more important'). Be sure to come up with at least three argument dot points for each side. Your arguments should be ranked in order from strongest to weakest.</p> <p><b>40 minutes</b></p>	<p><b>40 minutes</b></p>	<p>introduction stating what side you are on and listing your arguments, one paragraph per argument, a conclusion summarising your arguments. Remember to use the PEEL structure for your argument paragraphs (refer back to the video "Persuasive Text Structure if you need to). Don't forget to use high modality, strong persuasive words.</p> <p><b>40 minutes</b></p>	<p><b>Watch one of Mrs Antonelli's Story Videos on Google Classroom.</b> Complete the comprehension task in your booklet.</p> <p><b>20 minutes</b></p>
<b>Break</b>					
<b>middle</b>	<p><u>Mathematics</u></p> <p>Revise 4 times tables, time how long it takes you to go over them.</p> <p><b>2 minutes</b></p> <p>Complete the Problem-A-Day task for today.</p> <p><b>3 minutes</b></p> <p><b>Watch Mrs Nelson's Odd Squad TENS video on Google</b></p>	<p><u>Mathematics</u></p> <p>Revise 4 times tables, time how long it takes you to go over them.</p> <p><b>2 minutes</b></p> <p>Complete the Problem-A-Day task for today.</p> <p><b>3 minutes</b></p> <p>Log on to number of the day <a href="https://mathstarters.net/num">https://mathstarters.net/num</a></p>	<p><u>Mathematics</u></p> <p>Revise 4 times tables, time how long it takes you to go over them.</p> <p><b>2 minutes</b></p> <p>Complete the Problem-A-Day task for today.</p> <p><b>3 minutes</b></p>	<p><u>Mathematics</u></p> <p>Revise 4 times tables, time how long it takes you to go over them.</p> <p><b>2 minutes</b></p> <p>Complete the Problem-A-Day task for today.</p> <p><b>3 minutes</b></p> <p>Log on to number of the day <a href="https://mathstarters.net/num">https://mathstarters.net/num</a></p>	<p><u>Mathematics</u></p> <p>Revise 4 times tables, time how long it takes you to go over them. <b>2 minutes</b></p> <p>Complete the Problem-A-Day task for today.</p> <p><b>3 minutes</b></p> <p>Log on to number of the day <a href="https://mathstarters.net/num">https://mathstarters.net/num</a> of the day 3, 4 or 5 digit</p>

<p><b>Classroom</b> TENS video and then play that TENS activity by yourself or against someone else at home.</p> <p>Brain Break – Try to jump on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p><b>Watch Miss Mullock's 'Identifying Fractions' video on Google Classroom.</b> Complete the fraction tasks in your booklet.</p> <p><b>30 minutes</b></p>	<p><u>of the day</u> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p><b>5 minutes</b></p> <p>Complete the Odd Squad TENS activity with someone at home or by yourself.</p> <p><b>10 minutes</b></p> <p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how long you could do it for.</p> <p><b>Watch Miss Mullock's 'Equivalent Fractions' video on Google Classroom.</b> Complete the two fraction tasks in your booklet.</p> <p><b>30 minutes</b></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher.</p> <p><b>25 minutes</b></p>	<p>Complete the Odd Squad TENS activity with someone at home or by yourself.</p> <p><b>10 minutes</b></p> <p>Brain Break – Try to do planking for 2 minutes without stopping. Record how long you could do it for.</p> <p><b>Watch Miss Mullock's 'Equivalent Fractions' video on Google Classroom.</b> Complete the two fraction tasks in your booklet.</p> <p><b>30 minutes</b></p>	<p><u>of the day</u> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p><b>5 minutes</b></p> <p>Complete the Odd Squad TENS activity with someone at home or by yourself.</p> <p><b>10 minutes</b></p> <p>Brain Break – Try to do lunges for 60 seconds without stopping. Record how long you could do it for</p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher.</p> <p><b>25 minutes</b></p>	<p>(student choice) and complete the daily number of the day.</p> <p><b>5 minutes</b></p> <p>Complete the Odd Squad TENS activity with someone at home or by yourself.</p> <p><b>10 minutes</b></p> <p>Brain Break – Try to do shadow boxing for 60 seconds without stopping. Record how long you could do it for.</p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher.</p> <p><b>25 minutes</b></p>
<p><b>Break</b></p>				



<b>Afternoon</b>	<b><u>PDHPE</u></b>	<b><u>HSIE</u></b>	<b><u>Science</u></b>	<b><u>Creative Arts</u></b>	<b><u>Sport</u></b>
Drop everything and read for <b>10 minutes</b> . Choose any book you would like, read for fun.	Drop everything and read for <b>10 minutes</b> . Choose any book you would like, read for fun.	Drop everything and read for <b>10 minutes</b> . Choose any book you would like, read for fun.	Drop everything and read for <b>10 minutes</b> . Choose any book you would like, read for fun.	Drop everything and read for <b>10 minutes</b> . Choose any book you would like, read for fun.	Drop everything and read for <b>10 minutes</b> . Choose any book you would like, read for fun.
<b>Bounce Back</b>	<b>Sustainability</b>	<b>Changing Physical States:</b>	<b>Mother's Day Art</b>	<b>Road Safety:</b>	
Students read through the 'What makes a good listener and conversationalist?' worksheet. Complete the Bounce Back activity in your booklet.	Watch the BTN Environmental Sustainability Special: <a href="https://www.abc.net.au/btn/environmental-sustainability-special/12133114">https://www.abc.net.au/btn/environmental-sustainability-special/12133114</a>	Watch the States of Matter and Changes of State Science for Kids YouTube video - <a href="https://www.youtube.com/watch?v=vNvElea-124">https://www.youtube.com/watch?v=vNvElea-124</a>	<b>Watch Miss Mulock's Mother's Day Art video.</b> Using your own materials at home, create your own artwork based on the video. You can take a picture of your artwork and submit it on Google Classroom or hand it in with your booklet on Wednesday.	Read the 'Pedestrian Safety Information' sheets and then complete the accompanying questions.	
<b>30 minutes</b>	After watching the video, complete the sustainability activities in your booklet by researching and answering the questions.	<b>Watch Mr Kristof's Solid, Liquid and Gas States video on Google Classroom.</b>	<b>60 minutes</b>	Go to the following website - <a href="https://roadsafety.transport.nsw.gov.au/stayingsafe/pedestrian/pedestrian_crossings/index.html">https://roadsafety.transport.nsw.gov.au/stayingsafe/pedestrian/pedestrian_crossings/index.html</a>	
<b>BTN</b>	Watch BTN classroom news for the week. Create a VIP summary for each section, with at least <b>3 dot points</b> for each individual story.	<b>60 minutes</b>	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.	Read the information on the different types of Pedestrian Crossings and then complete the 'Pedestrian Facilities' activity.	
<b>30 minutes</b>	<b>30 minutes</b>	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.	<b>30 minutes</b>	<b>30 minutes</b>
Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.	Just Dance – Choose 2 Just Dance songs to dance to. 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.	Watch Mr Hunter's physical activity and fitness video on Google Classroom. Complete as many of the activities and as many rotations that were in Mr Hunter's video as you can.	

**30 minutes**

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 12

Put these words from the Spelling List into the prefix fish. Write the prefix in the head and the root in the body.

1. post

\_\_\_\_\_

2. post card

\_\_\_\_\_

3. pos ture

\_\_\_\_\_

4. post pone

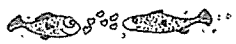
\_\_\_\_\_

5. post war

\_\_\_\_\_

6. post date

\_\_\_\_\_



7. post script

\_\_\_\_\_

8. post na tal

\_\_\_\_\_

9. pos ter i ty

\_\_\_\_\_

10. pos te ri or

\_\_\_\_\_

11. post mod ern

\_\_\_\_\_

12. post mas ter

\_\_\_\_\_



13. post hu mous

\_\_\_\_\_

14. post mor tem

\_\_\_\_\_

15. post- op er a tive

\_\_\_\_\_

16. post pone ment

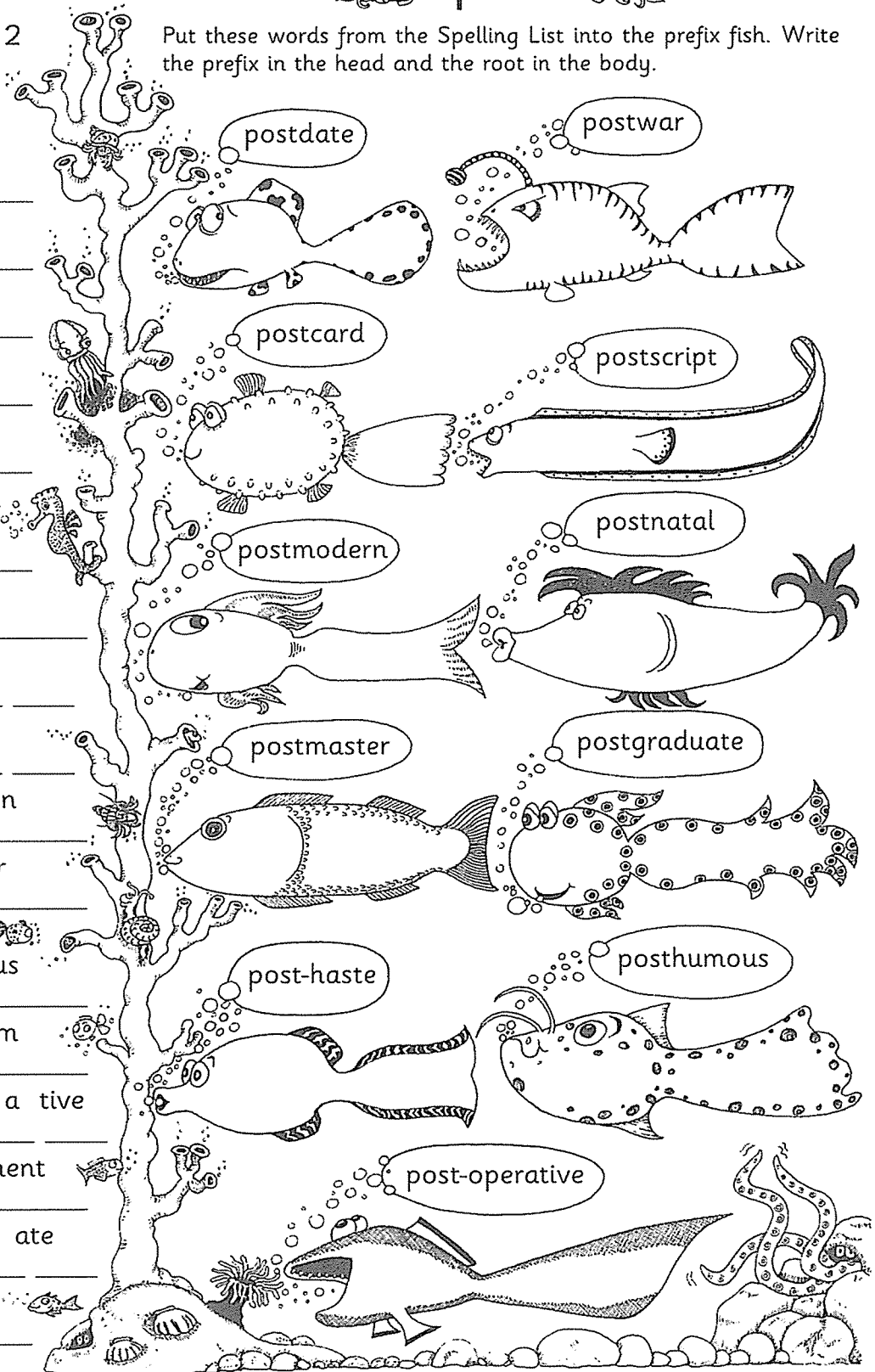
\_\_\_\_\_

17. post grad u ate

\_\_\_\_\_

18. post- haste

\_\_\_\_\_



Spelling Sheet 12a (GH5)

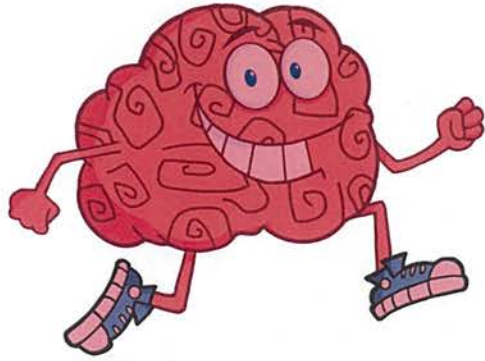
Activity	Teacher Recognition
Completes spelling task	

Write your spelling words out each day

Wednesday	Thursday	Friday	Monday	Tuesday

Activity	Teacher Recognition
	Spells words correctly each day

## Brain Break!



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

Wushka Completion Record

<b>Day</b>	<b>Reading</b>	<b>Quizzes/Activities</b>
<b>Wednesday</b>		
<b>Friday</b>		

Activity	Teacher Recognition
Completes Wushka Reading and Comprehension Quizzes and Activities	

## Revising 4 x Tables

Wednesday	Thursday	Friday	Monday	Tuesday
$4 \times 1 =$				

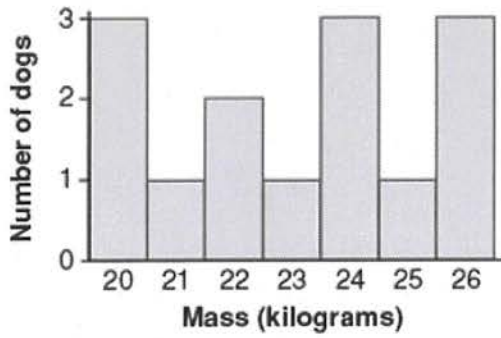
Activity	Teacher Recognition
Recalls 4 x tables correctly each day	



# Problem-A-Day



The dogs at a dog show were weighed.  
All the weights were then recorded in a graph.



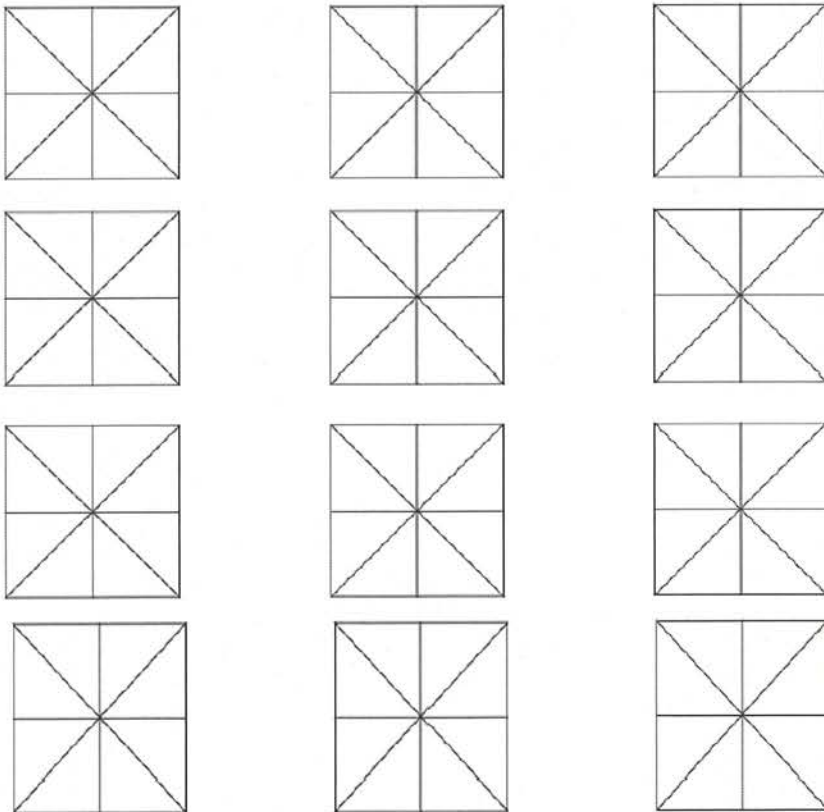
How many dogs were at the dog show?

- 3                       7                       14                       26

Working out -  
Transformation  
step

Together 3 children have \$1.50. No one has the same amount or the same number of coins. What coins might they each have?

Working out - Transformation step




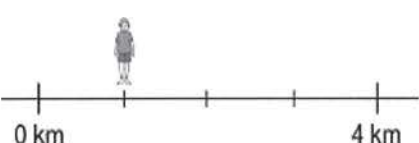


Shade one quarter of each of these boxes in different ways.

No two boxes can be the same.

Arav went for a run and stopped after  $\frac{1}{4}$  kilometre.

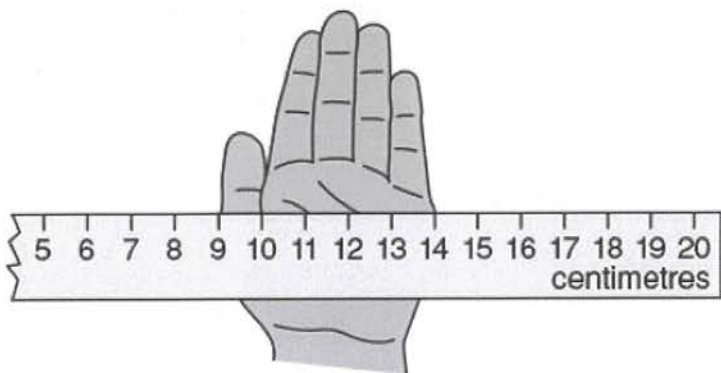
Which of these shows Arav at the point where he stopped running?

- 
- 
- 
- 

Working out -  
Transformation step

Anika is using this broken ruler to measure the width of her hand.

TUESDAY



What is the width of Anika's hand?

5 centimetres

6 centimetres

9 centimetres

14 centimetres

Working out - Transformation step

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

## TENS Activity: Odd Squad

TENS Activity Completion Record				
Wednesday	Thursday	Friday	Monday	Tuesday

Activity	Teacher Recognition
Completes daily TENS activity	

## Identifying Fractions in Your Household

Watch Miss Mulock's video on Identifying Fractions. Identify two examples in your household for each fraction listed on the left hand side of the worksheet. You may either take photos of your findings or list each in the boxes.

	Example 1	Example 2
<b>1 Whole</b>		
<b>1/2 (one half)</b>		
<b>2/3 (two thirds)</b>		
<b>3/4 (three quarters)</b>		
<b>1/5 (one fifth)</b>		
<b>5/6 (five sixths)</b>		
<b>3/8 (three eighths)</b>		

Activity	Teacher Recognition
Completes 'Identifying Fractions in the Household' worksheet	

Working with fractions and whole numbers.

1) Find  $\frac{2}{3}$  of 12 =

11) Find  $\frac{1}{8}$  of 88 =

2) Find  $\frac{2}{3}$  of 72 =

12) Find  $\frac{3}{5}$  of 180 =

3) Find  $\frac{2}{5}$  of 20 =

13) Find  $\frac{3}{8}$  of 120 =

4) Find  $\frac{3}{10}$  of 90 =

14) Find  $\frac{3}{4}$  of 96 =

5) Find  $\frac{3}{10}$  of 120 =

15) Find  $\frac{1}{4}$  of 40 =

6) Find  $\frac{2}{3}$  of 54 =

16) Find  $\frac{3}{8}$  of 240 =

7) Find  $\frac{2}{3}$  of 30 =

17) Find  $\frac{3}{10}$  of 180 =

8) Find  $\frac{3}{4}$  of 108 =

18) Find  $\frac{2}{5}$  of 70 =

9) Find  $\frac{3}{8}$  of 264 =

19) Find  $\frac{2}{4}$  of 56 =

10) Find  $\frac{5}{10}$  of 200 =

20) Find  $\frac{4}{5}$  of 120 =

Activity	Teacher Recognition
Successfully completes 'Working with fractions and whole numbers' activity	



### Conversation and Listening Skills

Having a good conversation is not only about expressing yourself but also actively listening and working to understand what the other person is saying. Learning and practicing these healthy communication skills will prepare you for the times when communication with someone is most important.



#### **Skills we use when we are being a good conversationalist:**

- Saying something to start the conversation
- Paying attention
- Talking about things that are based on what you know about the other person or things you have in common
- Taking turns to speak
- Saying some things about yourself, but also asking some questions of the other person
- Making positive comments
- Using humour when appropriate
- Getting to the point quickly and not rambling

#### **Task 1**

Pick two skills from the list above and write a paragraph each about why these skills are important when taking part in a conversation.

#### **Skill One**

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#### **Skill Two**

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**Task Two**

It's important to be a good listener!

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

**Working on your listening!**

Click on the link below and watch the YouTube clip called Straw No More. Whilst watching the video, make sure that you are listening attentively. Once the video has finished, write down everything you can remember listening to, in the order that it happened. Good luck!

<https://www.youtube.com/watch?v=Rr5Py1r9xjw>

**Straw No More**

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Activity	Teacher Recognition
Completes 'Conversation and Listening Skills' tasks	



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

# Thursday





# Proofreading



It is always important to proofread your writing, checking that it makes sense and has no mistakes. Look at these sentences, make sure all the words 'agree', and identify any errors in spelling and punctuation. Then write them out correctly on the lines below.

1. They was singing in the school consert

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2. He drived the car very quikly around the corner.

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3. the microfone was working not properly.

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4. She is runing down the street wen she tripped over.

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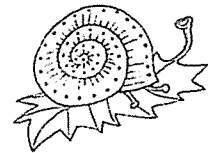
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5. the snail disappeard into it's shell.

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6. I had ate a egg sanwich.

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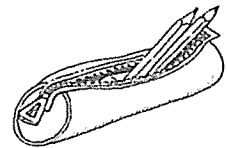
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7. The boy's a new pensil case.

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8. where are the appels from the supermarket

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9. We postponed the race due to the bad whether.

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Grammar Sheet 12 (GH5)

Activity	Teacher Recognition	
Completes grammar task		

## What is more important – friends or family?

What do you think about this idea? Do you think family is more important? Do you think friends are more important? Or can you see both sides of the issue? Write to persuade a reader to agree with your own opinions.

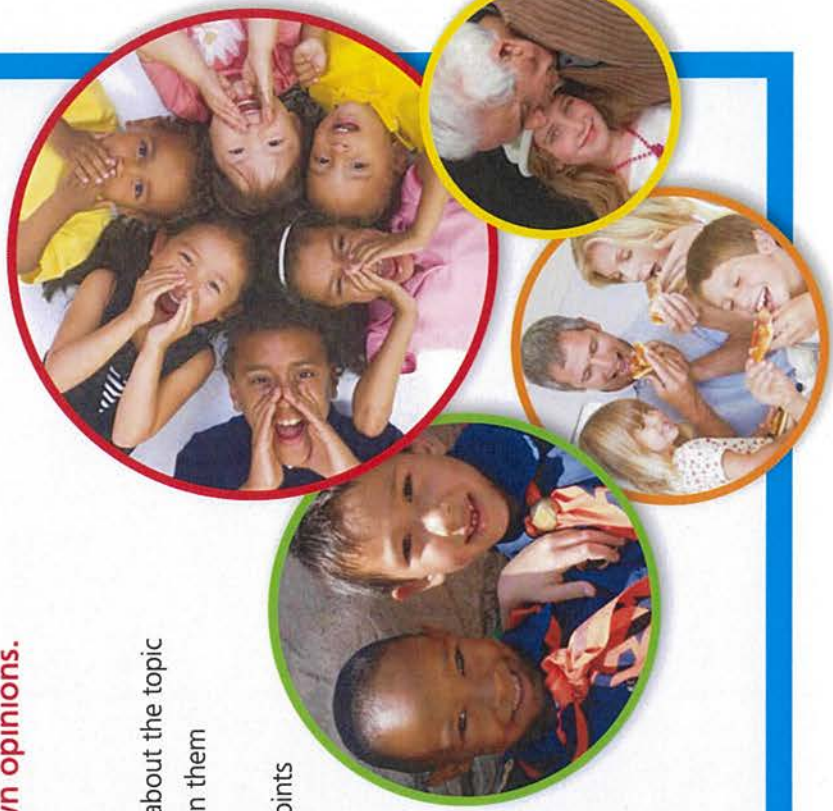
Think about:

- what your point of view is
- how to write an introduction to clearly state what you think about the topic
- what your arguments are, with reasons or examples to explain them
- how to be persuasive
- how to write a conclusion to give 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
- start a new paragraph for each new idea
- check and edit your writing when you are finished

**Look carefully at the pictures.**  
**They may help you with some of your ideas.**



Persuasive Writing Planning

<b>Topic:</b>	
<u><b>Agree</b></u>	<u><b>Disagree</b></u>
<b>Side I have chosen:</b>	

Success Criteria	Teacher Feedback
Comes up with at least three argument dot points for each of the 'agree' and 'disagree' sides	
Ranks arguments in order from strongest to weakest	
Selects side (agree or disagree)	

## Mathletics working out page

Mathletics Task

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_

Task 3: \_\_\_\_\_

Teacher Recognition



## Number of the Day Answers

<b>Thursday</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<b>Monday</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<b>Tuesday</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>

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



### Sustainability Activity

In the spaces below write what you understand the term "sustainability" to mean. Consult with others and see if this influences your thought and feeling about sustainability.

"Sustainability" means \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List the ways in which you practice "sustainability" in the household, for example utilising the council recycling service etc.

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

Discuss the ways in which your school community practises sustainability. You may wish to discuss this with a teacher or another adult. Also, use Google to investigate the ways in which your local community practises and implements initiatives to promote "sustainability".

My school community practices "sustainability" by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My local community practices "sustainability" by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Student**

I have completed my work to the best of my ability

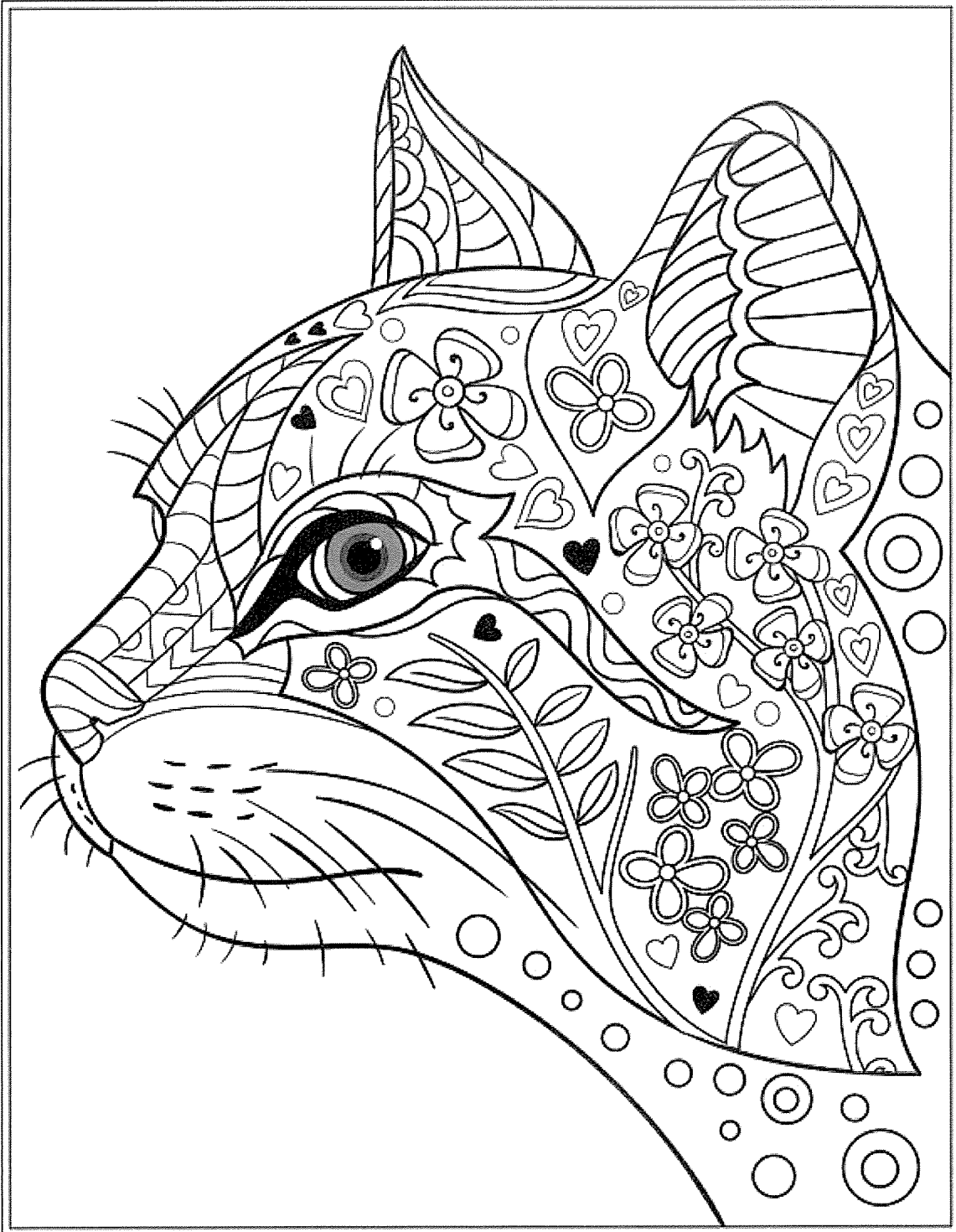
Name : \_\_\_\_\_

**Parent/Carer**

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

Name: \_\_\_\_\_

# Friday



<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





## Equivalent Fractions

$$1) \quad \frac{4}{\quad} = \frac{8}{14}$$

$$2) \quad \frac{8}{16} = \frac{4}{\quad}$$

$$3) \quad \frac{5}{\quad} = \frac{15}{18}$$

$$4) \quad \frac{6}{12} = \frac{\quad}{6}$$

$$5) \quad \frac{25}{\quad} = \frac{5}{9}$$

$$6) \quad \frac{\quad}{7} = \frac{36}{42}$$

$$7) \quad \frac{3}{6} = \frac{6}{\quad}$$

$$8) \quad \frac{1}{5} = \frac{\quad}{15}$$

$$9) \quad \frac{8}{\quad} = \frac{2}{4}$$

$$10) \quad \frac{\quad}{5} = \frac{10}{25}$$

$$11) \quad \frac{1}{\quad} = \frac{4}{20}$$

$$12) \quad \frac{\quad}{3} = \frac{4}{12}$$

$$13) \quad \frac{1}{4} = \frac{5}{\quad}$$

$$14) \quad \frac{\quad}{15} = \frac{4}{5}$$

$$15) \quad \frac{7}{10} = \frac{\quad}{30}$$

$$16) \quad \frac{2}{\quad} = \frac{6}{12}$$

$$17) \quad \frac{4}{10} = \frac{\quad}{20}$$

$$18) \quad \frac{6}{20} = \frac{\quad}{10}$$

$$19) \quad \frac{\quad}{3} = \frac{12}{18}$$

$$20) \quad \frac{\quad}{42} = \frac{4}{7}$$

## Equivalent Fractions

Sheet 2

A) Choose the correct equivalent fraction in each problem.

1)  $\frac{12}{18} = ?$       a)  $\frac{4}{9}$       b)  $\frac{1}{6}$       c)  $\frac{2}{3}$       d)  $\frac{3}{2}$

2)  $\frac{54}{45} = ?$       a)  $\frac{6}{5}$       b)  $\frac{24}{28}$       c)  $\frac{8}{16}$       d)  $\frac{1}{5}$

3)  $\frac{5}{15} = ?$       a)  $\frac{10}{40}$       b)  $\frac{7}{21}$       c)  $\frac{13}{26}$       d)  $\frac{3}{18}$

4)  $\frac{2}{3} = ?$       a)  $\frac{2}{12}$       b)  $\frac{2}{20}$       c)  $\frac{4}{16}$       d)  $\frac{4}{6}$

5)  $\frac{36}{28} = ?$       a)  $\frac{9}{2}$       b)  $\frac{5}{25}$       c)  $\frac{18}{14}$       d)  $\frac{1}{6}$

6)  $\frac{14}{16} = ?$       a)  $\frac{7}{8}$       b)  $\frac{3}{18}$       c)  $\frac{35}{25}$       d)  $\frac{1}{8}$

B) Write any 3 equivalent fractions.

1)  $\frac{3}{8} =$  \_\_\_\_\_

2)  $\frac{9}{2} =$  \_\_\_\_\_

3)  $\frac{5}{6} =$  \_\_\_\_\_

Activity	Teacher Recognition
Completes Equivalent Fractions Questions	

Physical States – Solids, Liquids and Gases Activity

In your own words, explain and define each physical state.

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

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

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

In your own words, explain how water changes physical states from:

Solid to liquid: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Liquid to gas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gas to liquid: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Liquid to solid: \_\_\_\_\_

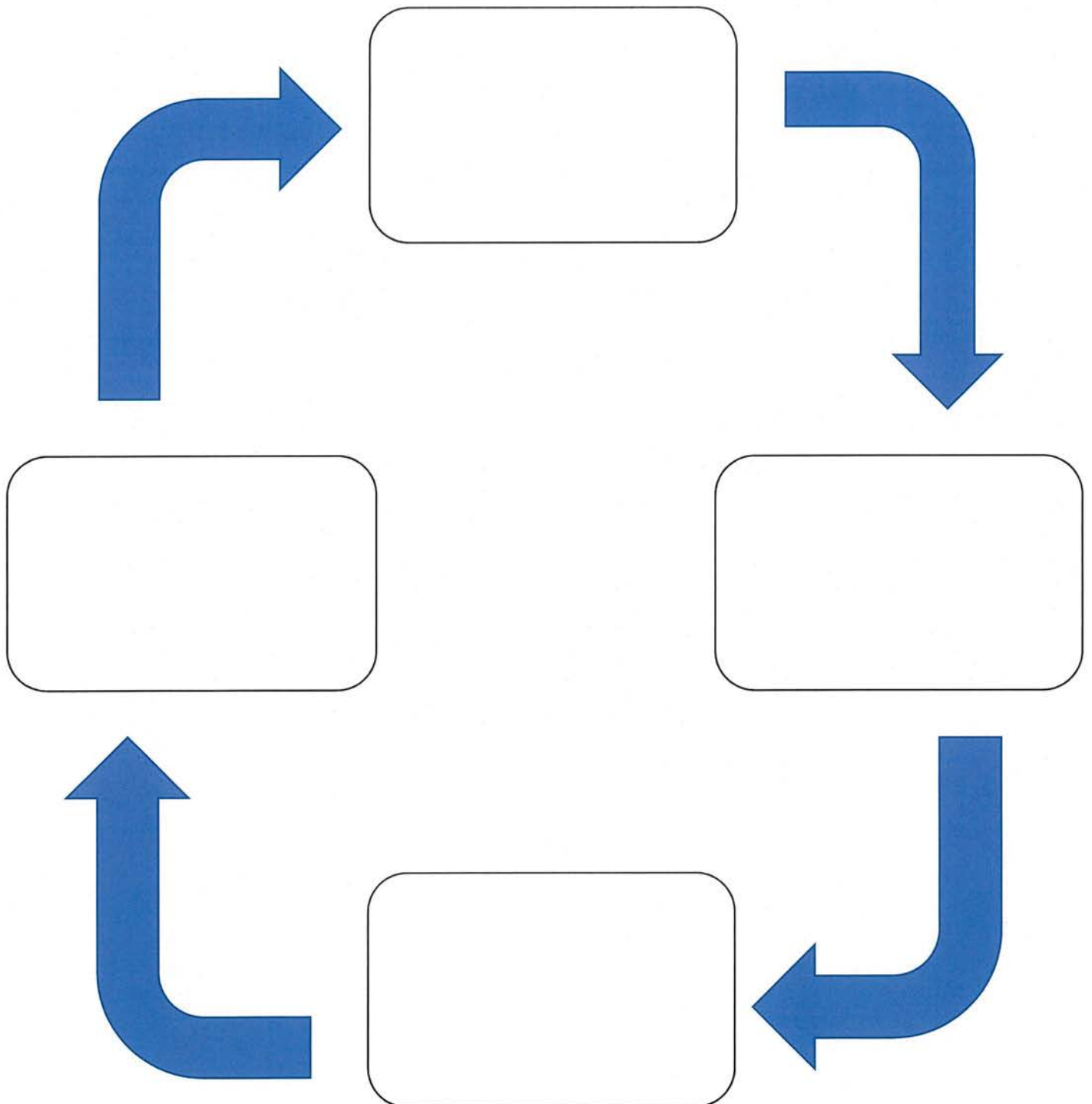
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Draw a labelled Flow Chart of how water can change physical states from ice, to water, to vapour and then back from vapour, to water, to ice.



Activity		Teacher Recognition
	Completes 'Solids, Liquids and Gases' activity	

SPARE PAGE

**Student**

I have completed my work to the best of my ability

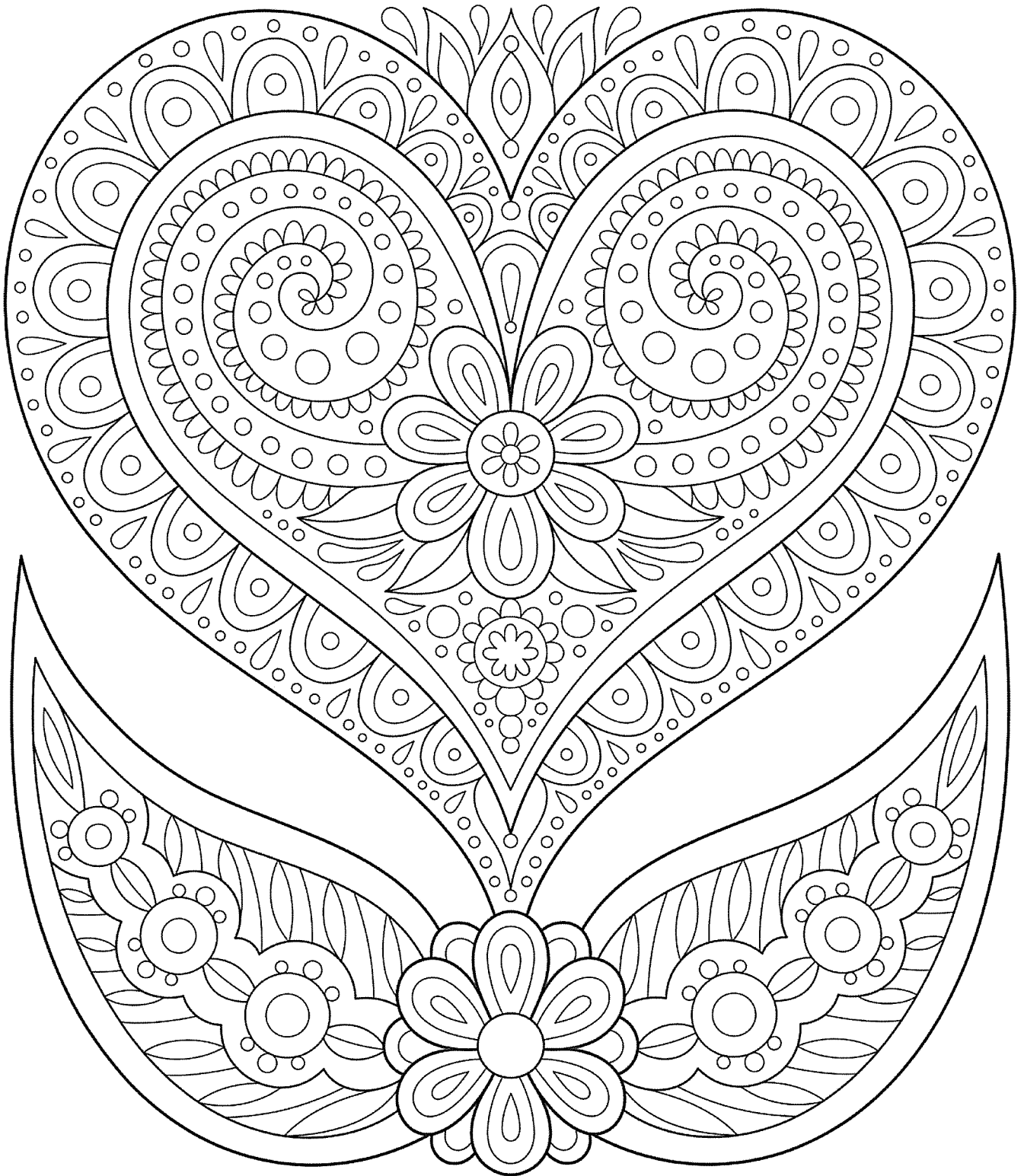
Name : \_\_\_\_\_

**Parent/Carer**

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

Name: \_\_\_\_\_

# Monday



Write a paragraph using spelling words and grammatical features

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Success Criteria	Teacher Recognition
Writes a paragraph using some of this week's spelling words and weekly grammatical features	







## Mathletics working out page

Mathletics Task

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_

Task 3: \_\_\_\_\_

Teacher Recognition

## Mother's Day Art

Activity	Teacher Recognition
Creates Mother's Day Artwork	

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

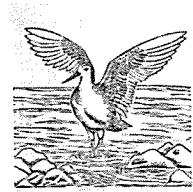
# Tuesday







# The Godwits by Bruce Pickworth



Answer these comprehension questions to help you understand the first half of the story.

1. Name the 3 main Chinese characters in the story. p.1
2. Boy \_\_\_\_\_ Dad \_\_\_\_\_ Mum \_\_\_\_\_
3. What did Wei know a lot about? p.1 \_\_\_\_\_
4. What work did Wei's father do? p.1 \_\_\_\_\_
5. What did Wei's father tell his mother that really upset Wei? p.3  
\_\_\_\_\_
6. Why do you think Wei did not want his father's development to occur? p.5  
\_\_\_\_\_
7. What was the name of the Agreement China had to protect threatened bird habitats? p.7  
\_\_\_\_\_
8. What was the first action Wei took to try and stop the development? p.7  
\_\_\_\_\_
9. What friend did Wei ask to help him? p.9 \_\_\_\_\_
10. What did Wei's friend do to himself that allowed him to have time off school to help? p.9  
\_\_\_\_\_
11. How did Wei try to convince his Dad to stop the development? p.11  
\_\_\_\_\_
12. Where do the Godwits eat and nest in Australia? p.2 \_\_\_\_\_
13. What do they eat? p.2 \_\_\_\_\_
14. Who is **The Got** and what is his special role? p.4  
\_\_\_\_\_
15. Why would Danta (The Got) have to choose a new leader p.4  
\_\_\_\_\_
16. What did the Godwits have to do to prepare for their long flight? p.6  
\_\_\_\_\_
17. What did Gowie do to save Mun? p.8 \_\_\_\_\_
18. What did Mun think about Gowie? P.10 \_\_\_\_\_
19. Who was the new **Got** replacement and why was he chosen? p.12  
\_\_\_\_\_

Success Criteria	Teacher Feedback
Completes comprehension questions on The Godwits book	



## Mathletics working out page

Mathletics Task

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_

Task 3: \_\_\_\_\_

Teacher Recognition

## Pedestrian safety information

### Main messages

- **Stop! Look! Listen! Think! every time you cross the road**
- **Use a safe place to cross the road**
- Children up to 8 years old should hold an adult's hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, carer, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child's parents or carers.
- If an adult's hand is not available, the child should hold an adult's arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult's hand when crossing the road.



### Safe behaviours when walking:

- walk on the footpath as far from the traffic as possible
- when there is no footpath or nature strip, walk facing the oncoming traffic, as far from the traffic as is practicable, and in single file
- STOP one step back when preparing to cross the road. STOP means stop completely
- after stopping, LOOK, LISTEN, THINK
- take enough time to look and listen
- look and listen continuously for traffic
- pay attention to visual and sound cues in the traffic environment
- avoid doing anything which interferes with your vision or hearing e.g. using earphones, phones or other electronic devices
- never rush across the road
- move in a predictable way for other road users
- avoid crossing where it is difficult to see the traffic, e.g. the top of a hill, on a bend or any other obstacle
- be prepared for vehicles that may not stop when they should
- think about and check all the places where traffic might come from unexpectedly
- allow enough time to cross
- when it is safe to cross walk at a steady pace straight across the road
- when a car stops try and make eye contact with the driver before crossing the road cross in a way that won't make you stumble



**At pedestrian lights:**

- identify and stop at the red 'DON'T WALK' signal
- identify the green 'WALK' signal as the prompt to cross, after checking the traffic has stopped
- do not leave the footpath if the red 'DON'T WALK' signal is showing
- only ever start to cross the road when the green 'WALK' signal is showing
- press the button and wait for the green 'WALK' signal to appear
- be prepared that some vehicles may not stop when the 'WALK' sign appears

**Activity**

Choose 4 safe behaviours. Write one reason why each behaviour is important.

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

**Why is it important?** \_\_\_\_\_

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

**Why is it important?** \_\_\_\_\_







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

**Why is it important?** \_\_\_\_\_







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

**Why is it important?** \_\_\_\_\_



Icon	Actual	Name	How do you use it?	Why is it important?
				
				
				

**Pedestrian facilities**

Icon	Actual	Name	How do you use it?	Why is it important?
				
				
				

Icon	Actual	Name	How do you use it?	Why is it important?
				

Which of these pedestrian facilities have you used?

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Which of these pedestrian facilities do you have in your local area?

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Do you have any different pedestrian facilities in your local area? Explain how you use them and why it is important.

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Activity	Teacher Recognition
Successfully completes Road Safety activities	

### Physical Activity and Fitness Record

Which activities did you do? Which activities did you like best? How many rotations did you do?

Activity	Teacher Recognition
Completed physical activity and fitness task	

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

## Student and Parent Reflection

### Student

#### Circle one of the following

I am happy with the amount of work that I have completed this week

I found the work challenging this week

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:

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Any comments or queries?

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Teacher's Response:

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# Fast Finisher Activities

<p>Start a journal so you can reflect on this historical time.</p> <p>There is a great free proforma available at <a href="http://littlejemmings.com.au">littlejemmings.com.au</a></p>	<p>Help mum or dad to cook dinner. You could make sure you have the right ingredients and help with the preparation.</p>	<p>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.</p>	<p>Complete a scavenger hunt. Remember to time yourself!</p> <p>There's an example of one below!</p>
<p>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!</p>	<p>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.</p>	<p>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</p>	<p>Create your own scavenger hunt. It could be subject based, environmental or even technological. List 10 things to scavenge for!</p>
<p>Invent a board game! You can physically build it or use technology to create it. Remember to have easy to follow rules!</p>	<p><i>Complete a chore for your family. Record the steps you needed to follow to complete the chore and how long it took.</i></p>	<p>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.</p>	<p>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".</p>

# 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.

