

Weekly Learning Framework - Unit Five - Year 6



Name: _____

Class: _____

Teaching and Learning Continuity Plan – Unit 5

Dear Parents and Caregivers,

6th 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 13th May**. This will also be when the following week's booklet will be uploaded on Google Classroom, collected and/or emailed home.

Cambridge Gardens Public School

Innovation, Excellence, Connections & Fun

- 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 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

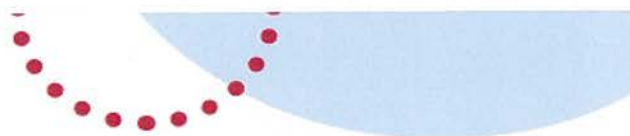
Year 6 – tsiss3p

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?



orning

English	English	English	English	English
<p>Watch the 'Year 6 Spelling Unit 5' video on Google Classroom.</p> <p>Revise the sound focus of double letters. Complete spelling activity provided. Write 10 words that contain the specific sound focuses. (30 minutes)</p> <p>Brain Break – Try to do star jumps for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch the "How to use Wushka" video on Google Classroom. Login to the online reading program Wushka using the username and password that the school emailed to you. (If you have not received your Wushka login details yet, please email the school and request them to be emailed back to you.)</p>	<p>Watch the "Coordinating Conjunctions" video on Google Classroom.</p> <p>Revisit the grammar focus for the week "Coordinating Conjunctions". Complete the grammar activity provided. Write 10 words that contain the specific sound focuses. (30 minutes)</p> <p>Brain Break – Try to do hopping on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch the two videos on Persuasive writing: "Persuasive Text Structure" and "Persuasive Planning" on Google Classroom.</p>	<p>Revise the sound focus of double letters. Complete at least one spelling activity provided in the spelling activity grid. Write 10 words that contain the specific sound focuses. (30 minutes)</p> <p>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.</p> <p>Login to the online reading program Wushka using the username and password that the school emailed to you. Revise or reread your assigned text on Wushka and continue/complete the comprehension activities. (30 minutes)</p>	<p>Revisit the grammar focus for the week "Coordinating Conjunctions". Write a paragraph of your own, including some words from your spelling list and your grammar focus for the week. Write 10 words that contain the specific sound focuses. (20 minutes)</p> <p>Brain Break – Try to do up-and-down squats for 60 seconds without stopping. Record how long you could do it for.</p> <p>Referring back to the persuasive writing plan that you completed on Thursday, create a persuasive writing piece on the stimulus topic of "Everyone Should Learn to Cook". Remember to use the PEEL structure for your argument paragraphs (refer back to the</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. (15 minutes)</p> <p>Free writing, write about anything that you like, it can be an information piece, poetry, song, story, persuasive writing piece, speech etc. (25 minutes)</p> <p>Brain Break – Try to do jogging on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch Mrs Antonelli's Story Video 'The Godwits' on Google Classroom.</p>

	<p>Read your assigned text on Wushka and begin the comprehension activities. (30 minutes)</p>	<p>Look at the “Everyone Should Learn to Cook” writing stimulus. Following the instructions from the videos, use the planning templates in your booklet to plan ‘agree’ and ‘disagree’ arguments for the stimulus topic. Then choose which side of the topic you are going to take, rank your arguments from strongest to weakest (1 being the strongest). (30 minutes)</p>		<p>video “Persuasive Text Structure if you need to). Your persuasive piece should be at least 1 and a half A4 pages 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 use high modality, strong persuasive words. Edit your work once you have finished. (40 minutes)</p>	<p>Complete the comprehension questions in the booklet. (20 minutes)</p>
Peak					
ddle	<p><u>Mathematics</u> Revise 4 times tables, time how long it takes you to go over them. (2 minutes) Complete the Problem-A-Day task for today. (3 minutes)</p>	<p><u>Mathematics</u> Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes) Revise 4 times tables, time how long it takes you to go over them.</p>	<p><u>Mathematics</u> Revise 4 times tables, time how long it takes you to go over them. (2 minutes) Complete the Problem-A-Day task for today. (3 minutes)</p>	<p><u>Mathematics</u> Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes) Revise 4 times tables, time how long it takes you to go over them.</p>	<p><u>Mathematics</u> Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes) Revise 4 times tables, time how long it takes you to go over them.</p>

<p>Watch Mrs Nelson's Odd Squad TENS video on Google Classroom TENS video and then play that TENS activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break – Try to do knee-highs for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch Ms Mullock's video on Identifying Fractions on Google Classroom. 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. (30 minutes)</p>	<p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Complete the Odd Squad TENS activity by yourself or against someone else at home. (10 minutes)</p>	<p>Complete the Odd Squad TENS activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break – Try to do planking for 2 minutes without stopping. Record how long you could do it for.</p> <p>Watch the video on Equivalent Fractions on Google Classroom. Complete the equivalent fractions activities in your booklet. (30 minutes)</p>	<p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do lunges for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Complete the Odd Squad TENS activity by yourself or against someone else at home. (10 minutes)</p>	<p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do shadow boxing for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Complete the Odd Squad TENS activity by yourself or against someone else at home. (10 minutes)</p>	<p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do shadow boxing for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Complete the Odd Squad TENS activity by yourself or against someone else at home. (10 minutes)</p>
<p>eak</p>					

ternoon	PDHPE	HSIE	Science	Creative Arts	Sport
<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Bounce Back: Read through the 'What makes a good listener and conversationalist?' worksheet. Complete the Bounce Back activity in your booklet. (30 minutes)</p> <p>Watch BTN classroom news for the week. Create a VIP summary for each section, with at least 3 dot points for each individual story. (30 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Sustainability: Watch the BTN Environmental Sustainability Special and record VIPs for each story: https://www.abc.net.au/btn/environmental-sustainability-special/12133114</p> <p>After watching the video, complete the sustainability activities in your booklet by researching and answering the questions. (60 minutes)</p> <p>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.</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Changing Physical States: Watch the States of Matter and Changes of State Science for Kids YouTube video - https://www.youtube.com/watch?v=vNvElea-124</p> <p>Watch Mr Kristof's Solid, Liquid and Gas States video on Google Classroom. Complete the 'Physical States – Solids, Liquids and Gases' activities in your booklets. (60 minutes)</p> <p>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.</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Watch Ms Mulock's Mother's Day Art video on Google Classroom. 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. (60 minutes)</p> <p>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.</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Road Safety: Read the 'Pedestrian Safety Information' sheets and then complete the accompanying questions. Go to the following website - https://roadsafety.transport.nsw.gov.au/stayingsafe/pedestrian/pedestrian_crossings/index.html</p> <p>Read the information on the different types of Pedestrian Crossings and then complete the 'Pedestrian Facilities' activity. (30 minutes)</p> <p>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)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>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)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.</p>

Wednesday



Double Letters

Spelling List 13

Find the words from the Spelling List.

1. address

2. arrive

3. suppose

4. attached

5. committee

6. equipped

7. programmed

8. aggressive

9. apparent

10. harass

11. possession

12. community

13. interruption

14. communicate

15. embarrass

16. exaggerate

17. recommend

18. correspond

s	x	a	g	g	r	e	c	h	a	r	a	s	s	t
u	p	o	s	s	e	s	c	i	r	r	o	l	e	t
p	t	h	e	n	p	r	o	g	r	a	m	m	e	d
p	e	a	s	e	c	o	m	m	i	t	t	e	e	e
o	e	r	u	h	d	l	m	s	v	t	x	e	q	x
s	x	r	p	o	e	r	u	m	e	a	b	b	u	r
e	a	p	p	a	r	e	n	t	d	c	c	p	i	r
a	g	g	r	e	s	s	i	v	e	h	o	r	p	e
d	g	h	a	t	t	a	c	g	h	e	m	o	p	c
d	e	m	b	a	r	r	a	s	s	d	m	g	e	o
r	r	a	d	d	r	e	t	r	i	x	u	r	d	m
e	a	z	c	o	r	r	e	s	p	o	n	d	f	m
s	t	b	e	p	o	s	s	e	s	s	i	o	n	e
s	e	f	i	n	t	e	r	r	u	p	t	i	o	n
c	o	m	m	i	t	y	a	t	t	a	y	h	e	d

Which is the correct synonym for each group of words?
Use a thesaurus to help you, if necessary.

1. **obvious, clear, supposed**

- A. apparent
- B. attached
- C. programmed

2. **think, guess, assume**

- A. harass
- B. suppose
- C. exaggerate

3. **suggest, nominate, advise**

- A. correspond
- B. recommend
- C. communicate

4. **group, neighbourhood, citizens**

- A. committee
- B. address
- C. community

Activity	Teacher Recognition
Completes spelling task	

Write your spelling words out each day

Monday	Tuesday	Wednesday	Thursday	Friday

Activity	Teacher Recognition
Spells words correctly each day	

Brain Breaks Completion Record

Wednesday	Thursday	Friday	Monday	Tuesday
Star Jumps:	Hopping:	Step-ups:	Up-and-down Squats:	Jogging on the spot:
Knee-highs:	Burpees:	Planking:	Lunges:	Shadow boxing:
Just Dance:	Just Dance:	Just Dance:	Just Dance:	Just Dance:

Activity	Teacher Recognition
Completes daily Brain Break activities	

Wushka Completion Record

Day	Reading	Quizzes/Activities
Wednesday		
Friday		

Activity	Teacher Recognition
Completes Wushka Reading and Comprehension Quizzes and Activities	

Revising 4 x Tables

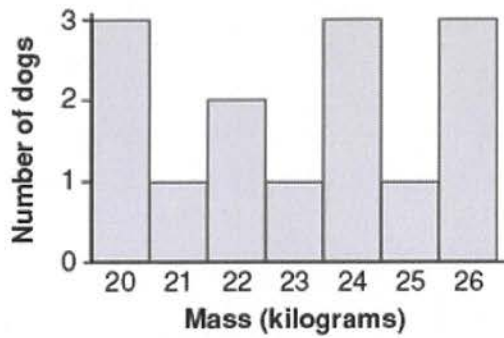
Wednesday	Thursday	Friday	Monday	Tuesday
$4 \times 1 =$				

Activity	Teacher Recognition
Recalls 4 x tables correctly each day	

Problem-A-Day

WEDNESDAY

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

THURSDAY

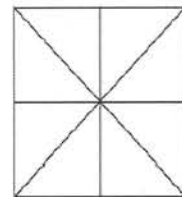
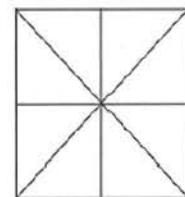
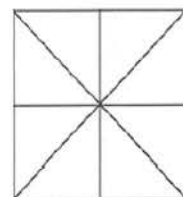
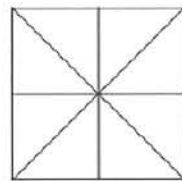
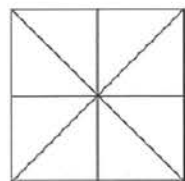
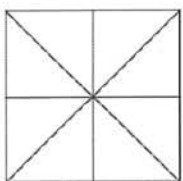
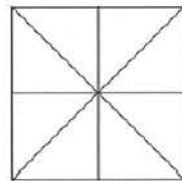
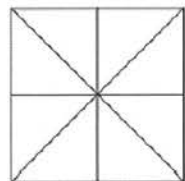
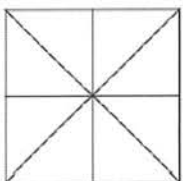
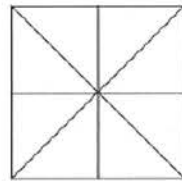
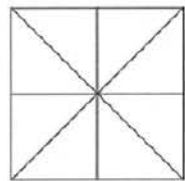
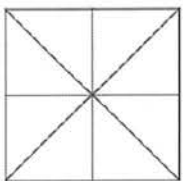
Together 3 children have \$1.50. No one has the same amount or the same number of coins. What coins might they each have?

Working out - Transformation step

Cambridge Gardens Public School

6

FRIDAY



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



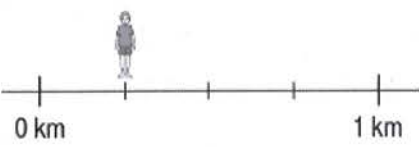
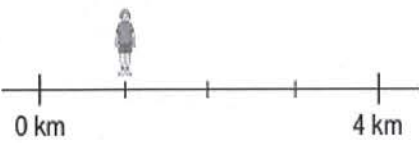
No two boxes can be the same.

Cambridge Gardens Public School

7

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

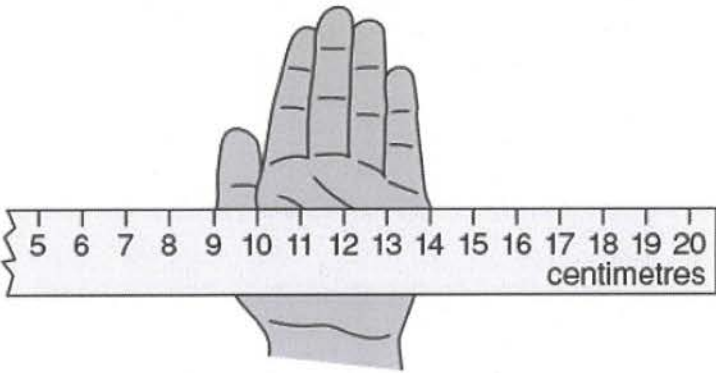
Which of these shows Arav at the point where he stopped running?

- 
- 
- 
- 

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

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

Activity	Teacher Recognition
Completes Identifying Fractions in the Household activity	

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	

Bounce Back – What Makes a Good Listener and Conversationalist



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:

Skill Two:

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	

Activity	Teacher Recognition
Completes Bounce Back – What Makes a Good Listener and Conversationalist activities	

SPARE PAGE

Student

I have completed my work to the best of my ability

Name : _____

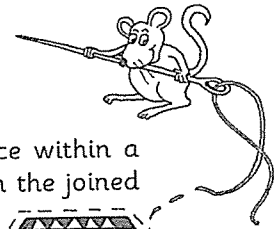
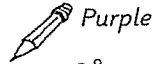
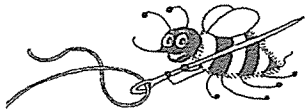
Parent/Carer

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

Name: _____

Thursday





Coordinating Conjunctions

Coordinating conjunctions join words, phrases or clauses of equal importance within a sentence. It is important to use the right one to show the relationship between the joined parts. Match each of the conjunctions below with its correct function.

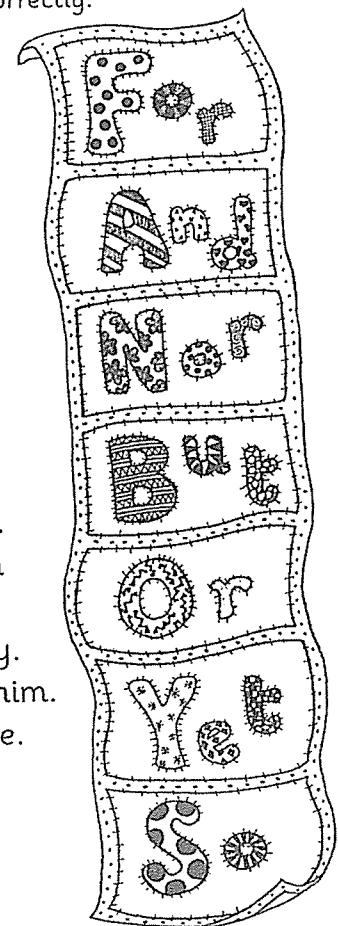
for adds more so shows strong contrast and

shows contrast shows the consequences excludes more or

yet nor gives an alternative but explains why

Write in the correct coordinating conjunction to complete each sentence correctly.

- Is the patient conscious _____ unconscious?
- The tie was hideous _____ my dad never wore it.
- His latest book was not well-written, _____ was it especially interesting.
- Who is the eldest, your niece _____ your nephew?
- I tried two kinds of shampoo _____ I did not like either of them.
- For my birthday I got a gorgeous necklace _____ a matching pair of earrings.
- They spent many years in jail, _____ their crimes were truly malicious.
- The ancient castle is not in France, _____ is it in Spain.
- The weather was atrocious, and _____ they insisted on going for a walk.
- Those luscious blackberries were sweet _____ very juicy.
- It was an outrageous lie and _____ they still believed him.
- The money was counterfeit _____ they called the police.
- The knight was famous throughout the land, _____ he was courageous in battle.
- It seemed like a spontaneous decision, _____ I had thought about it very carefully.



Activity	Teacher Recognition
Completes grammar task	

Everyone should learn to cook.

Do you agree?

Do you disagree?

Perhaps you can think of ideas for both sides.

Write to convince a reader of your opinion.

- **Start with an introduction.**

An introduction lets a reader know what you are going to write about.

- **Write your opinion on the topic.**

Give reasons for your opinion.

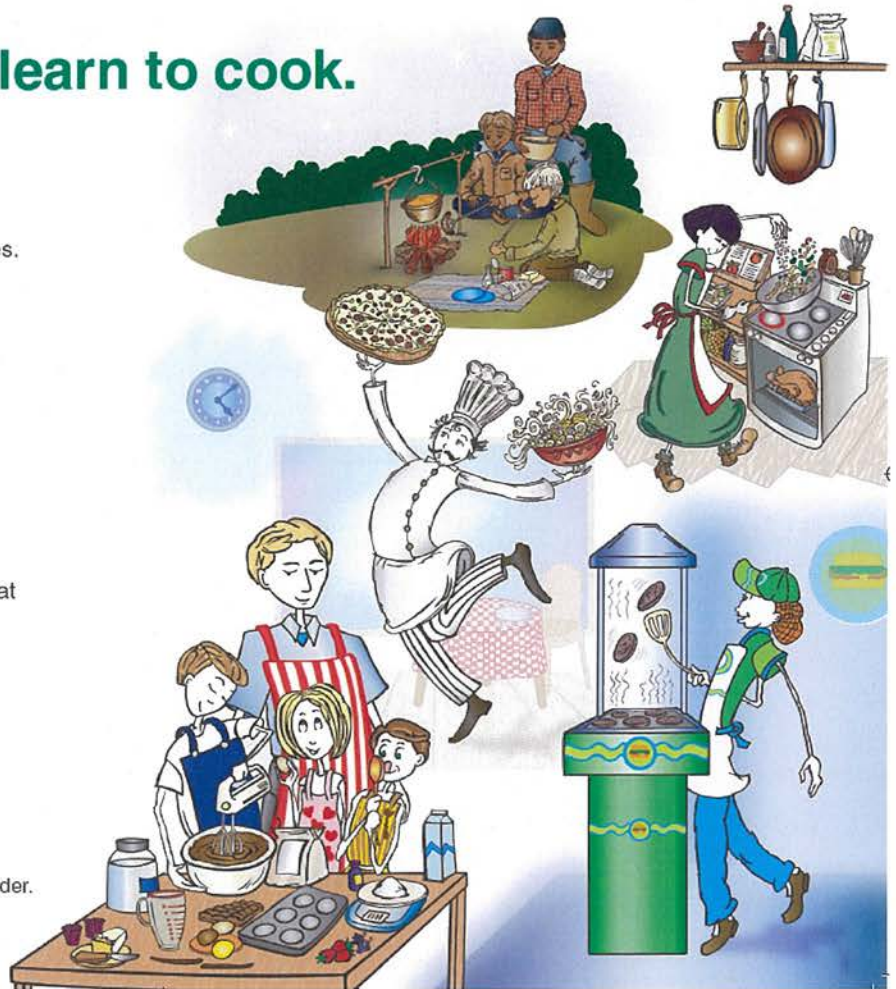
Explain your reasons.

- **Finish with a conclusion.**

A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear for a reader.



Persuasive Writing Planning

Topic:

Agree

Disagree

Side I have Chosen:

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

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

	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:

- _____
- _____
- _____
- _____
- _____
- _____

SPARE PAGE

Student

I have completed my work to the best of my ability

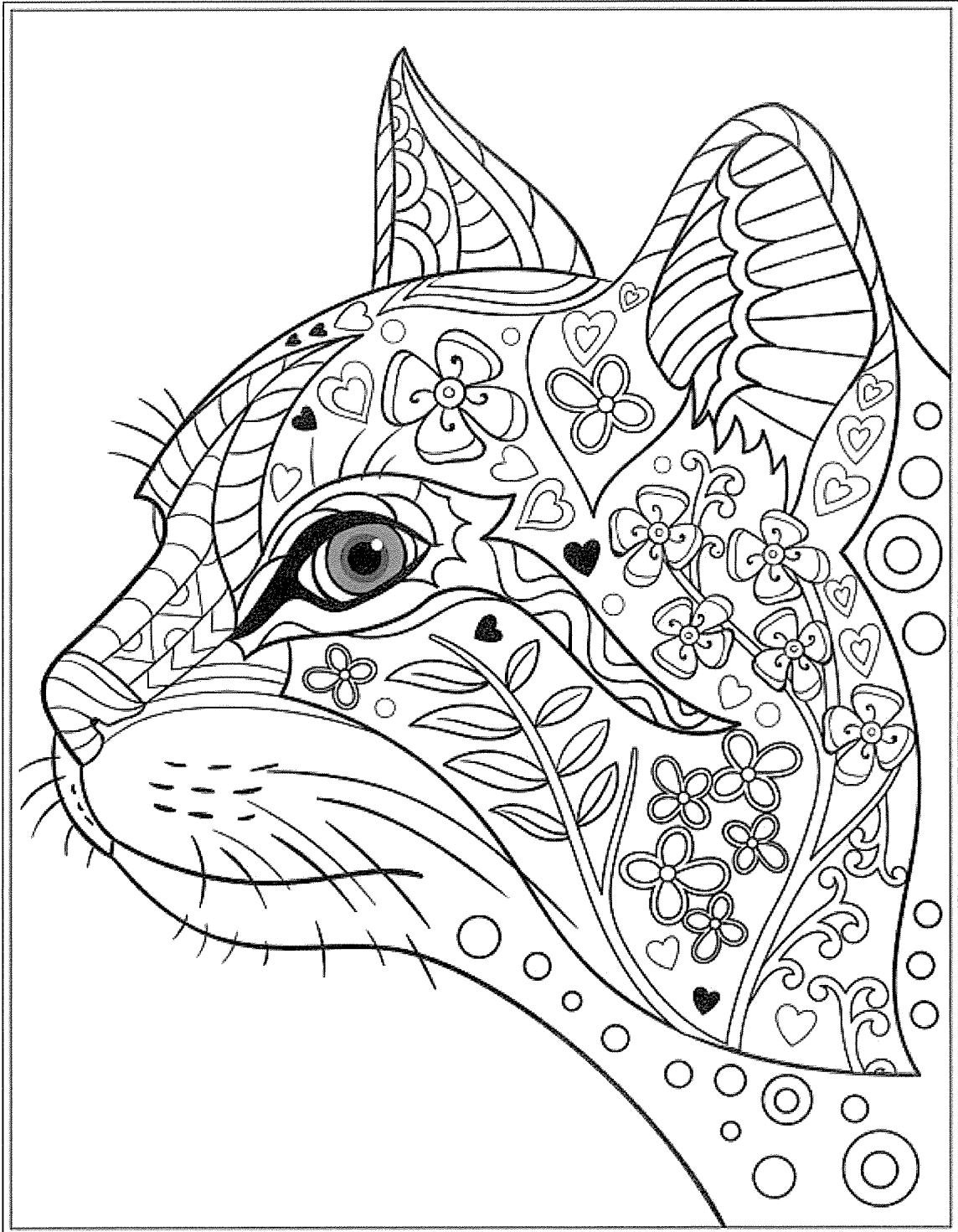
Name : _____

Parent/Carer

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

Name: _____

Friday



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

Equivalent Fractions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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:

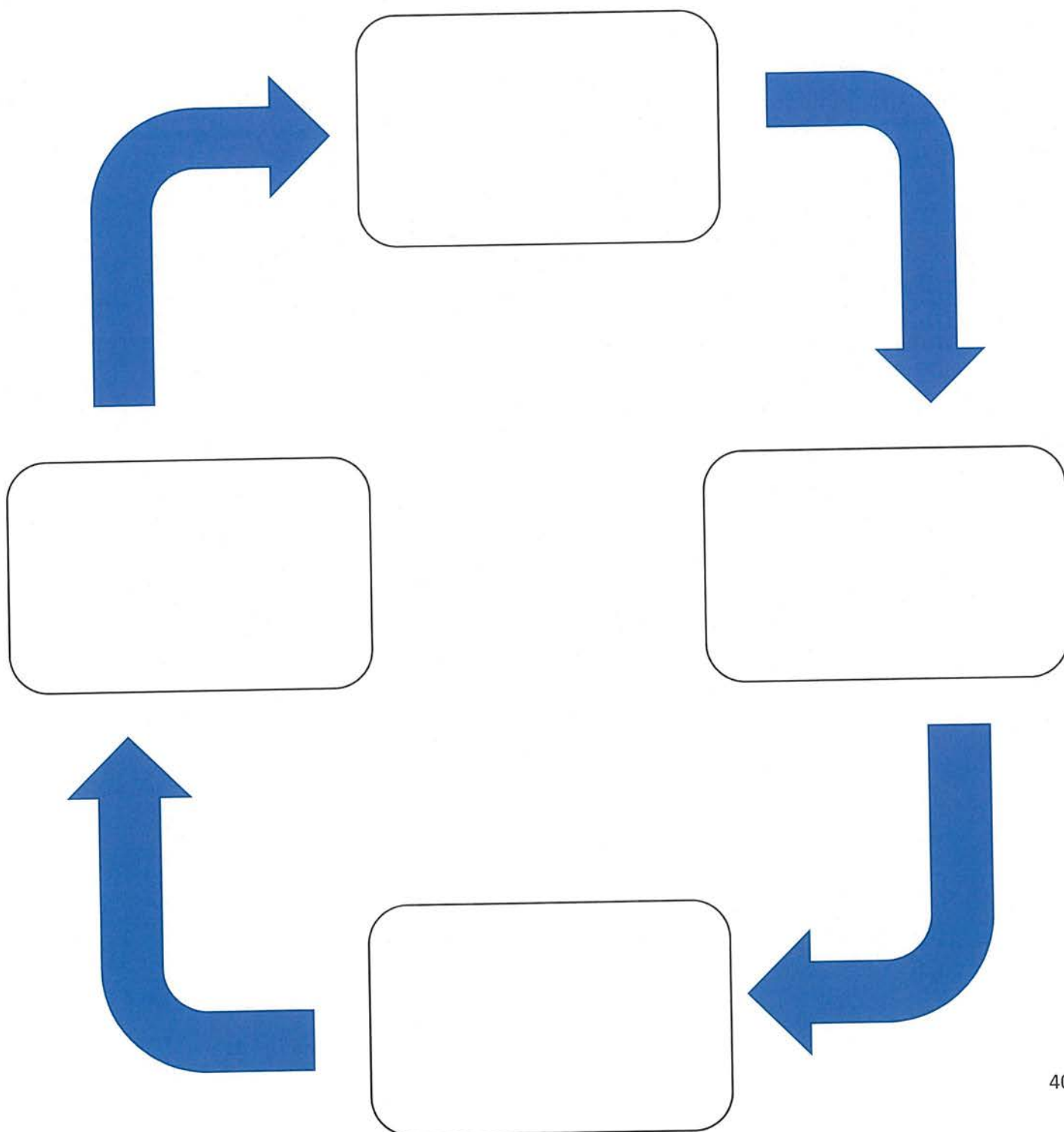
Solid to liquid: _____

Liquid to gas: _____

Gas to liquid: _____

Liquid to solid: _____

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.



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



Persuasive Writing Page 1

A series of horizontal lines for writing, consisting of 28 lines.

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

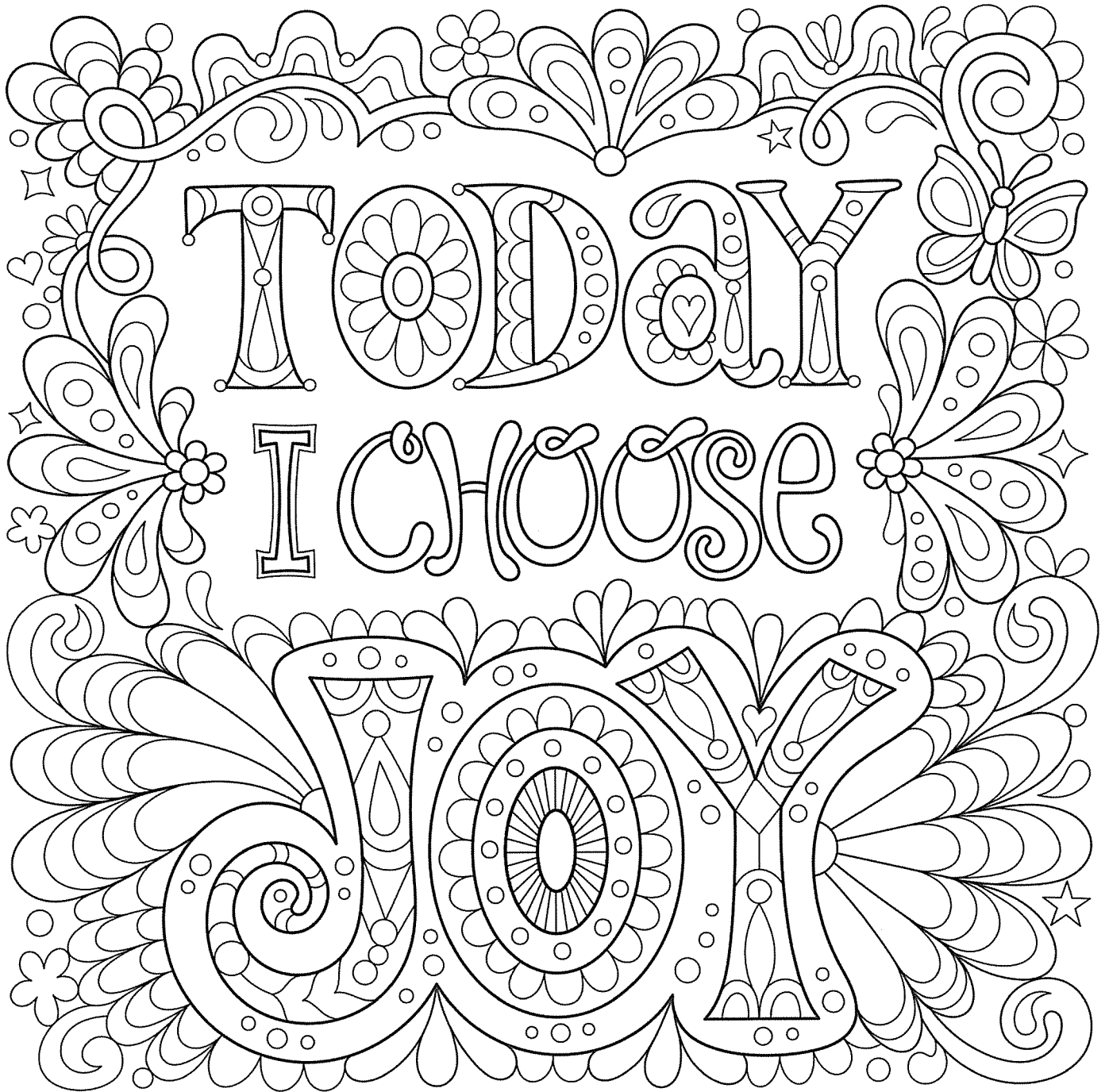
Name : _____

Parent/Carer

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

Name: _____

Tuesday

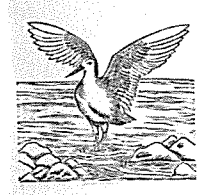


Sentences for Spelling Words

Lined writing area for student responses.

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

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?

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

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



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?

What did I need help with?

Parent

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

Any comments or queries?

Teacher's Response:

Fast Finisher Activities

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!

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.

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.

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".

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.

