

Weekly Learning Framework

Unit Six - Year 5



Name: _____

Class: _____



Learning environment checklist

In setting up this space the following should be considered:

- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

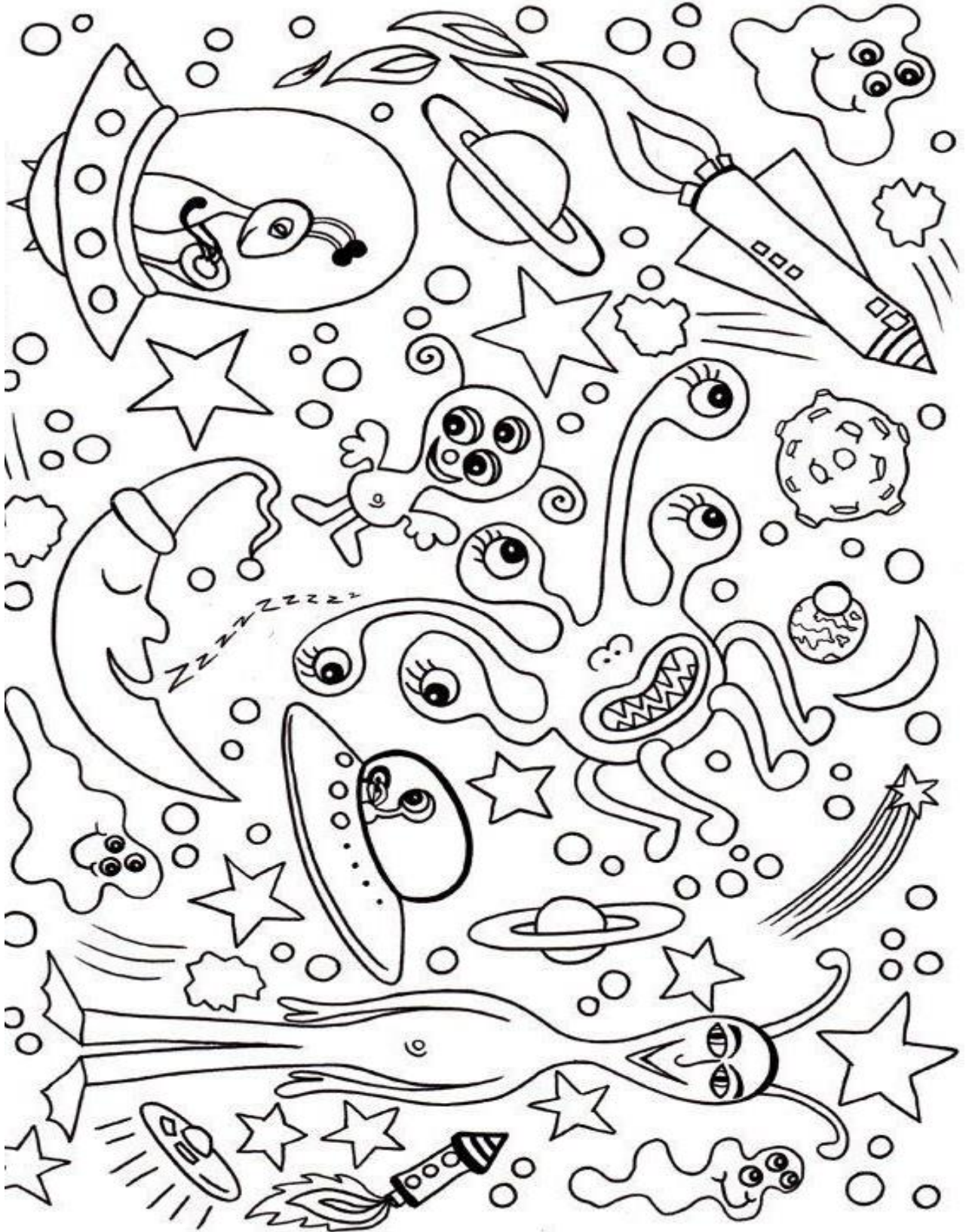
	Wednesday	Thursday	Friday	Monday	Tuesday
Morning	<p><u>English</u></p> <p>Watch the ‘Year 5 Spelling Unit 6’ video on Google Classroom.</p> <p>Revise the sound focus of <-tion>. Complete spelling activity provided. Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do situps 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 if you can’t remember how to log in. 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><u>English</u></p> <p>Watch the “Year 5 Grammar Unit 6” video on Google Classroom.</p> <p>Revise the grammar focus for the week “prepositions”. Complete the grammar activity provided. Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do bicycle crunches for 60 seconds without stopping. Record how long you could do it for. If you don’t know how to do this, check it out in the link below! https://www.youtube.com/watch?v=9FGilxCbdz8</p> <p>Revisit the two videos on Persuasive writing on Google Classroom. Watch Mr Kristof’s new video on paragraphing.</p>	<p><u>English</u></p> <p>Revise the sound focus of <-tion>. Complete at least one spelling activity provided in the spelling activity grid. Write 10 words that contain the specific sound focuses.</p> <p>(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.</p> <p>(30 minutes)</p>	<p><u>English</u></p> <p>Revisit the grammar focus for the week “prepositions”. 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.</p> <p>(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. Remember to use the PEEL structure for your argument paragraphs (refer back to the video “Persuasive Text Structure if you need to). Use the planning matrix and</p>	<p><u>English</u></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>(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. Use the sheet provided to give you some ideas!</p> <p>(25 minutes)</p> <p>Brain Break – Try to do as many star jumps as you can without stopping. Record how many you can do.</p> <p>Watch the rest of Mrs Antonelli’s Story Video</p>

	<p>Read your assigned text on Wushka and begin the comprehension activities.</p> <p>(30 minutes)</p>	<p>Look at the writing stimulus, and watch the YouTube video on 'Dwarf planets'. https://www.youtube.com/watch?v=YZfi89JiXKM. Watch the video on 'Why Pluto isn't a planet anymore' https://www.youtube.com/watch?v=KQyJOG9MMX8</p> <p>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).</p> <p>(30 minutes)</p>		<p>the word bank to assist you with your writing.</p> <p>(40 minutes)</p>	<p>'The Godwits' on Google Classroom.</p> <p>Complete the comprehension questions in the booklet.</p> <p>(20 minutes)</p>
Break					
Middle	<p><u>Mathematics</u></p> <p>Revise 5 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p>	<p><u>Mathematics</u></p> <p>Revise 5 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p>

<p>(3 minutes)</p> <p>Watch Mrs Nelson's Decimal Tic Tac Toe TENS video on Google Classroom and then play that TENS activity by yourself or against someone else at home.</p> <p>(10 minutes)</p> <p>Brain Break – Try to do plank for as long as you can. <i>Remember to keep your back as straight as you can!</i> Record how long you could do it for.</p> <p>Watch Mr Kristof's Comparing fractions and decimals video on Google Classroom. - Cut the fraction and decimal matching cards and sort accordingly.</p> <p>- Complete the activity for converting fractions, decimals and percentages.</p> <p>(30 minutes)</p>	<p>Revise 5 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>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://mathsstarters.net/nufmoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Complete the Tic Tac Toe TENS activity by yourself or against someone else at home.</p> <p>(10 minutes)</p>	<p>(3 minutes)</p> <p>Complete the Tic Tac Toe TENS activity by yourself or against someone else at home.</p> <p>(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 Mr Kristof's second video on Comparing Fractions on Google Classroom. - Complete the activity for converting fractions, decimals and percentages.</p> <p>(30 minutes)</p>	<p>Revise 5 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Brain Break – Try to do push ups for 60 seconds without stopping. Record how many push ups you did.</p> <p>Log on to number of the day https://mathsstarters.net/nufmoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Complete the Tic Tac Toe TENS activity by yourself or against someone else at home.</p> <p>(10 minutes)</p>	<p>Revise 5 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how many you can complete.</p> <p>Log on to number of the day https://mathsstarters.net/nufmoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Complete the Tic Tac Toe TENS activity by yourself or against someone else at home.</p> <p>(10 minutes)</p>
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Break					
Afternoon	<p><u>PDHPE</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Bounce Back:</p> <ul style="list-style-type: none"> - Read the examples of 'Helpful and Unhelpful thinking' (BLM2.6) - Complete the 'Practising helpful and unhelpful thinking' sheet (BLM2.7) and record your responses on the following page. <p>(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.</p> <p>(30 minutes)</p> <p>Brain Break – watch the following YouTube clip, and see if you can master the skill of juggling!</p> <p>https://www.youtube.com/watch?v=1gfByqLutaQ</p>	<p><u>SPACE</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Research Task:</p> <p>Over the next few weeks you will be completing research tasks to assist you with gathering information for your project. You will be completing research on one planet a week. This week is Pluto. Complete the "Pluto Research Task". <i>This work can also be used in your project!</i></p> <p>(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><u>SPACE</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Use the information that you gathered from the "Pluto Research task" to complete the following tasks</p> <ol style="list-style-type: none"> 1. Design a questionnaire about Pluto. Questions should be about its location, size, neighbouring planets, as well as any other information. 2. Invent a spacesuit that meets the basic requirements for living things on your Pluto. <p>(60 minutes)</p> <p>Brain Break – Complete the Be Skilled, Be Fit workout in the link below.</p> <p>https://www.youtube.com/watch?v=Ym178QKgax8</p>	<p><u>Creative Arts</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Watch the 'Art hub for kids - Astronaut guided drawing'. Using your own materials at home, create your own artwork based on the video. Go to the following YouTube link https://www.youtube.com/watch?v=HjnRYnSEuG4 You can take a picture of your artwork and submit it on Google Classroom or hand it in with your booklet on Wednesday. <i>his work can also be used in your project!</i></p> <p>(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><u>Sport</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Road Safety:</p> <p>Reread the 'Pedestrian Safety Information' sheets and then complete the accompanying questions.</p> <p>Go to the following website - https://www.safetytown.com.au/town/student/stage-3/#list</p> <p>(you may need to create an account using your school email)</p> <p>Reread the information on the different types of Pedestrian Crossings and then complete the 'School's Out' activity.</p> <p>(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.</p> <p>(30 minutes)</p>

Wednesday



<-tion>

Spelling List 13

Which nouns in the Spelling List come from these root verbs?

1. option

2. position

3. action

4. section

5. mention

6. question

7. direction

8. suggestion

9. infection

10. rejection

11. condition

12. function

13. competition

14. contribution

15. introduction

16. opposition

17. production

18. connection

to
act

to
infect

to
opt

to
reject

to
suggest

to
quest

to
direct

to
contribute

to
oppose

to
produce

to
compete

to
connect

to
introduce

REMEMBER!

If 'to' can be put in front of a word and still make sense, it can be a verb.

Write four words from the Spelling List that can be used both as a noun and a verb.

Activity	Teacher Recognition
Completes spelling task	

Write 10 words that contain the spelling focus <-tion> each day

Monday	Tuesday	Wednesday	Thursday	Friday

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record

Wednesday	Thursday	Friday	Monday	Tuesday
Sit ups:	Bicycle crunches:	Step-ups:	Up-and-down Squats:	Star Jumps:
Plank:	Burpees:	Planking:	Push ups:	Burpees:
Juggling:	Just Dance:	Fitness Workout:	Just Dance:	Mr Hunter's physical activity and fitness:

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 5 x Tables

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

Activity		Teacher Recognition
	Recalls 5 x tables correctly each day	

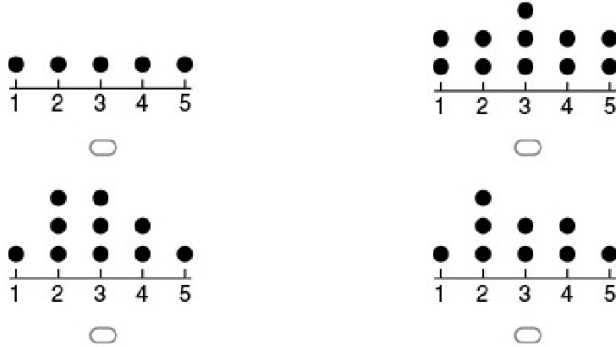
Problem-A-Day

WEDNESDAY

Ten people were each asked how many times they went to the supermarket last month.

The results were: 3, 4, 2, 2, 2, 3, 1, 5, 3, 4

Select the dot plot that correctly displays this data.



Working out - Transformation step

Cambridge Gardens Public School

10

THURSDAY

Create a decimal number pattern where each new number is triple the previous number.

Working out - Transformation step

Cambridge Gardens Public School

11

*I have five blocks in three colours. Red is not on the bottom or the top.
There are more blue than red. Blue is not the middle block. The two top
blocks are the same colour.*

FRIDAY

Draw stack

Working out - Transformation step

Cambridge Gardens Public School

12

Which decimal is equivalent to $\frac{1}{5}$?

MONDAY

0.15

☐

0.2

☐

0.25

☐

0.5

☐

Working out - Transformation step

Cambridge Gardens Public School

13

At the zoo Tran saw 8 koalas, 16 kangaroos and 12 emus.

In the tables below, X = 4 animals.

Which table correctly shows the number of animals Tran saw at the zoo?

Animals	Number
Koala	X X
Kangaroo	X X X X
Emu	X X X

☐

Animals	Number
Koala	X X
Kangaroo	X X X
Emu	X X X X

☐

Animals	Number
Koala	X X X X X X X X
Kangaroo	X X X X X X X X X X X X X X X X
Emu	X X X X X X X X X X X X

☐

Animals	Number
Koala	X X
Kangaroo	X X X X
Emu	X X X X

☐

Working out -
Transformation step

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

TENS Activity: Tic Tac Toe

TENS Activity Completion Record				
Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Completes daily TENS activity	

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.22	
		83%
$\frac{48}{100}$		
	0.75	
		95%
$\frac{16}{100}$		
	0.92	
		80%
$\frac{26}{100}$		
	0.44	
		11%
$\frac{35}{100}$		
	0.56	
		25%
$\frac{99}{100}$		

Activity	Teacher Recognition
Completes converting fractions worksheet	

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Decimal and Fraction Matching Cards

$$\frac{1}{10}$$

$$\frac{3}{10}$$

$$\frac{5}{10}$$

$$\frac{4}{10}$$

$$\frac{7}{10}$$

$$\frac{10}{100}$$

$$\frac{30}{100}$$

$$\frac{50}{100}$$

$$\frac{40}{100}$$

$$\frac{70}{100}$$

0.1

0.3

0.5

0.4

0.7

BLANK PAGE

$$\frac{1}{4}$$

$$\frac{3}{4}$$

$$\frac{1}{2}$$

$$\frac{96}{100}$$

$$\frac{77}{100}$$

$$\frac{25}{100}$$

$$\frac{75}{100}$$

$$\frac{54}{100}$$

0.96

0.77

0.25

0.75

0.54

$$\frac{18}{100}$$

0.18

BLANK PAGE

BLM
2.6

Types of Unhelpful Thinking

- ☉ *Unhelpful thinking* makes you feel more upset and less hopeful. It stops you from solving problems well. It is not based on facts.
- ☉ *Helpful thinking* makes you feel calmer and more hopeful. It helps you to solve problems well. It is based on what is real and known.

Types of unhelpful thinking

Trying to read people's minds

This means guessing and imagining what someone else might be feeling or thinking. One example would be 'guessing' that someone is angry with you by just watching them or what they do and looking at the expression on their face. You may be right, but if you were using *helpful thinking* you would say to yourself, 'There's no point in trying to guess. I might be worrying about nothing'. Then you could do a reality check and ask the person if they are angry with you.

Exaggerating your facts

Making a small problem into a big problem is an example of exaggerating. Thinking that something is the end of the world when it is really just annoying is another example. Using words like *never*, *always*, *everyone* and *no one* usually signals that you are exaggerating things (e.g. I *never* get good presents; *everyone* hates me; I *always* get bad luck; *no one* ever cares about me). If you were using *helpful thinking*, you would ask yourself, 'Am I exaggerating things here?' and then you would do a reality check to find out the real facts or talk to someone else to get a second opinion.

Jumping to conclusions

One example of jumping to conclusions would be thinking that someone must have had an accident because they are a bit late picking you up. If you use *helpful thinking* instead, you would remind yourself that you don't have any evidence that there has been an accident and that there are lots of other possible explanations. You would think, 'It would be better to stay calm because I don't have enough facts here. It will probably be OK. Sometimes they run a bit late.'

Overgeneralising

If you never want to go in a swimming carnival again because you once lost a race, you are 'overgeneralising'. You think that because it happened once it will definitely happen again and again. When you use *helpful thinking*, you say to yourself, 'Things can happen just once and then never happen again. This time could be different.'

Oversimplifying

This happens when you think that someone or a situation is either *all* good or *all* bad. *Helpful thinking* means reminding yourself that most people have good and bad qualities and that most situations, even if they are bad ones, still have some good aspects. It also means acknowledging that some situations are complex and not black and white.


BLM
2.7

Practising Helpful Thinking, Challenging Unhelpful Thinking

Name: _____

Use the following scenarios to write an unhelpful thinking response.
Then think again and write a helpful thinking response.

Sarah gets to school and finds out there is a maths test she forgot about	Sam misses a kick for goal during an important football match	Rory gets a nasty text message from one of his classmates
Jack borrowed his friend's basketball and split it	Alicia only gets four out of ten words right on a spelling test	Chloe trips over and falls in front of a group of kids and they laugh at her
Rani really wanted to get into the school play but someone else got the part	Zac misses out getting into the A-grade soccer team	Oliver has been looking after the neighbour's fish while they are away and one of the fish dies
Matthew's classmates laugh at him when he joins the dance class at lunchtime	Ella leaves her new Ipod in the rental car when she is on holiday with her parents	Jordan has organised to go to the movies with his friends but his parents have grounded him

Bounce Back – Practising Helpful and Unhelpful Thinking

<p>Unhelpful:</p> <p>Helpful:</p>	<p>Unhelpful:</p> <p>Helpful:</p>	<p>Unhelpful:</p> <p>Helpful:</p>
<p>Unhelpful:</p> <p>Helpful:</p>	<p>Unhelpful:</p> <p>Helpful:</p>	<p>Unhelpful:</p> <p>Helpful:</p>
<p>Unhelpful:</p> <p>Helpful:</p>	<p>Unhelpful:</p> <p>Helpful:</p>	<p>Unhelpful:</p> <p>Helpful:</p>

Activity		Teacher Recognition
	Completes Bounce Back – Practising helpful and unhelpful thinking	

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, typical of notebook or school paper. There are no margins, text, or other markings present.

Activity		Teacher Recognition
	Includes at least 3 VIPS for each segment	

Student

I have completed my work to the best of my ability

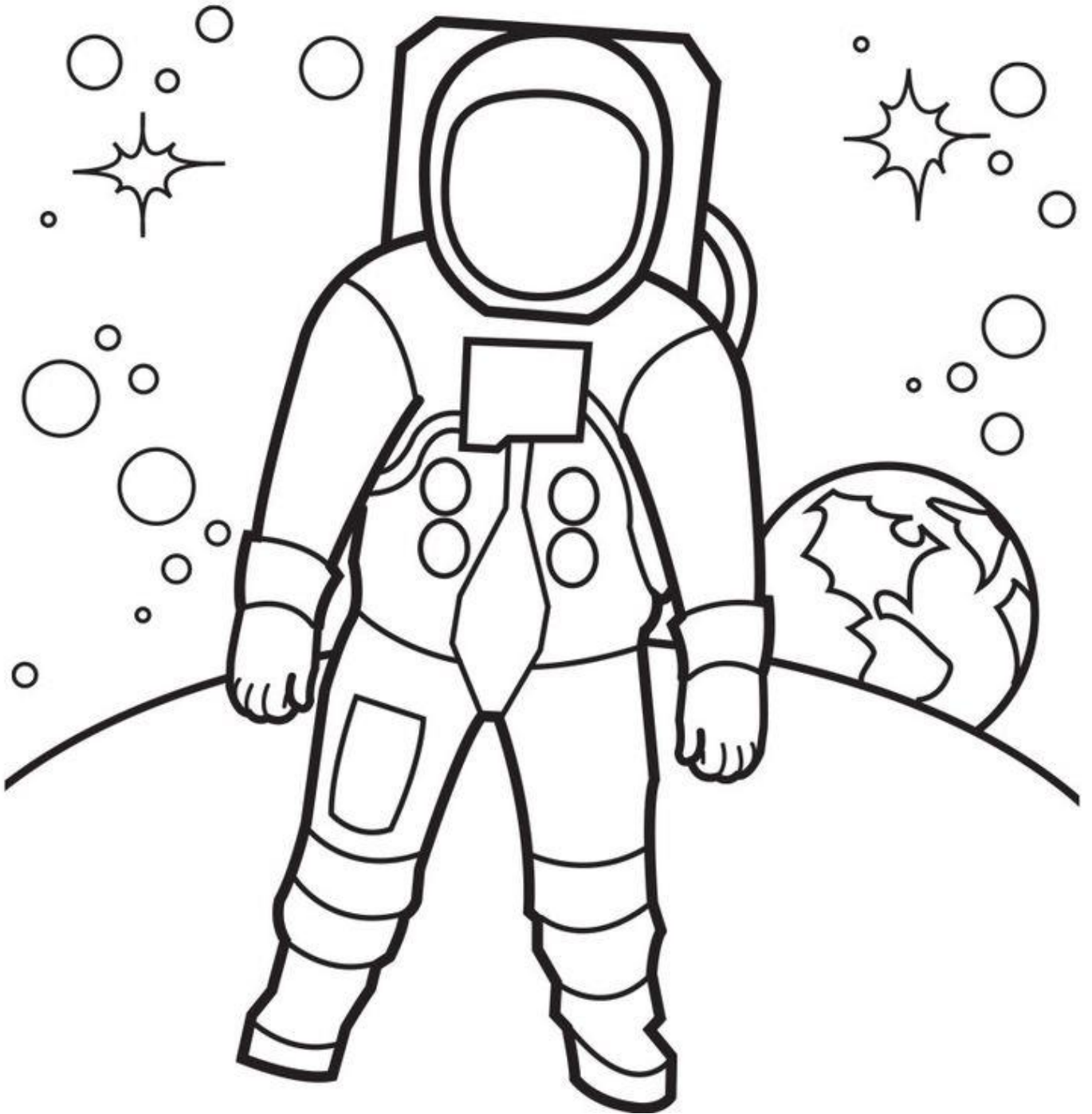
Name : _____

Parent/Carer

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

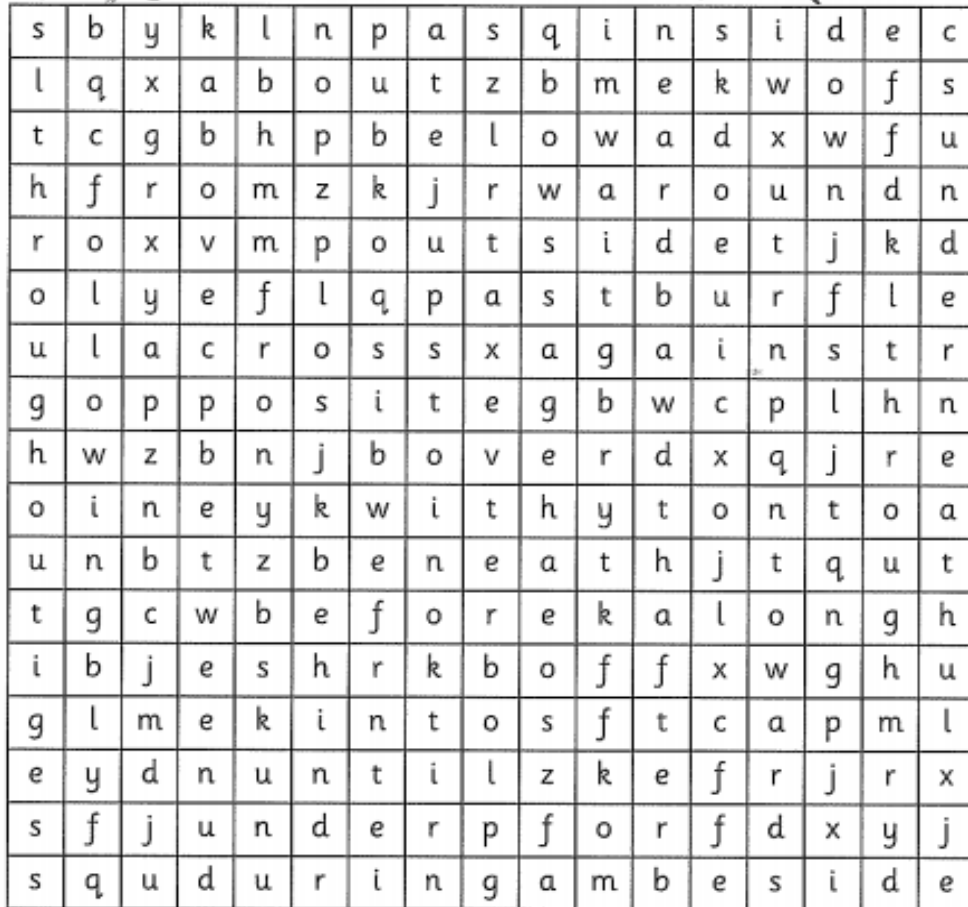
Name: _____

Thursday



Green
Prepositions

Can you find the prepositions in this word search? The words may be going across or down the grid. Cross each one off the list as you find it.



behind towards inside about through outside
 up over by to off for
 below across onto after under along
 into of at in as on
 around beside above before during against
 past with until down near from
 following between opposite underneath beneath throughout

Grammar Sheet 13 (GH5)

Activity	Teacher Recognition
Completes grammar task	

Pluto should be a planet!

Do you agree?

Do you disagree?

Perhaps you can think of ideas for both sides.

Write to convince a read of your opinion

Start with an introduction.

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

Write your opinion on the topic. Give reason 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 full sentences
- Choose your words carefully to convince the reader of your opinion
- Pay attention to your spelling and punctuation
- Check and edit your writing so that it is clear for the reader to understand



Modality

Low (Weakest)

could
couldn't
doubtful
I think
may
maybe
might
might not
occasionally
perhaps
possibly
potentially
rarely
sometimes
unsure



Medium

apparently
frequently
likely
often
ought to
probably
regularly
scarcely
should
shouldn't
usually
would
wouldn't



High (Strongest)

absolutely
always
certainly
clearly
definitely
has to
have to
impossibly
invariably
is
must
mustn't
never
obviously
shall
surely
undoubtedly
unquestionably
will
will not



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 Task

Task 1: _____

Task 2: _____

Task 3: _____

Teacher Recognition

Number of the Day Answers

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

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

Pluto Research task

- Research and present facts about the dwarf planet Pluto.
- Locate information on its location, size, as well as any other information you think is important.

These might include the following, but can be about whatever you like!:

- Namesake (Who is your planet named after?)
- Is it an inner or outer planet?
- Distance from the Sun (How many kilometres?)
- Distance from Earth (How many kilometres?)
- Diameter (What is the distance across Pluto)
- Period of revolution (How long is one year on your planet in Earth years?)
- Rotation period (One day on Pluto equals how many hours/days on Earth?)

You MUST include the following:

- Find out how old (in earth years) you would be on this planet.
- Moons (How many? What are their names?)
- Atmosphere (What gases are in the atmosphere?) Temperature (How hot or cold is it?) Daytime: _____ Night-time: _____ Composition
- What is Pluto made of? Name the most common elements and molecules in the planet's core and in the planet's atmosphere.
- What is the form of the matter (solid, liquid, or gas)?
- How much would you weigh on your Pluto?

You have been given a blank page to present this information in a way that suits your learning style. It can be in a table, mind map, can include drawings or images.

Activity		Teacher Recognition
	Completes Pluto research task	

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

[illegible]

Activity		Teacher Recognition
	Completes at least one spelling activity from grid	

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.08	
$\frac{83}{100}$		
		22%
	0.34	
$\frac{95}{100}$		
		78%
	0.85	
$\frac{65}{100}$		
		7%
	0.79	
$\frac{9}{10}$		
		56%
	0.43	
$\frac{15}{20}$		
		2%

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.33	
		183%
$\frac{4}{100}$		
	0.74	
		92%
$\frac{65}{100}$		
	1.10	
		176%
$\frac{2}{25}$		
	1.60	
		2%
$\frac{135}{100}$		
	0.05	
		27%
$\frac{35}{20}$		

Activity		Teacher Recognition
	Completes converting fractions, decimals and percentages worksheet	

Task 1: Pluto Questionnaire

Design a questionnaire about Pluto for a friend or a family member to answer. Remember, you must have AT LEAST 5 interesting questions, and you have to know the answers to your questions.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task 2: Pluto Spacesuit

Design a spacesuit that you can use to adapt to life on Pluto. Think about the gravity and temperature when you are designing your suit. Remember to label the parts of your suit, and what they are used for!

Activity		Teacher Recognition
	Completes Pluto questionnaire and designs and labels a working spacesuit to survive on Pluto	

Student

I have completed my work to the best of my ability

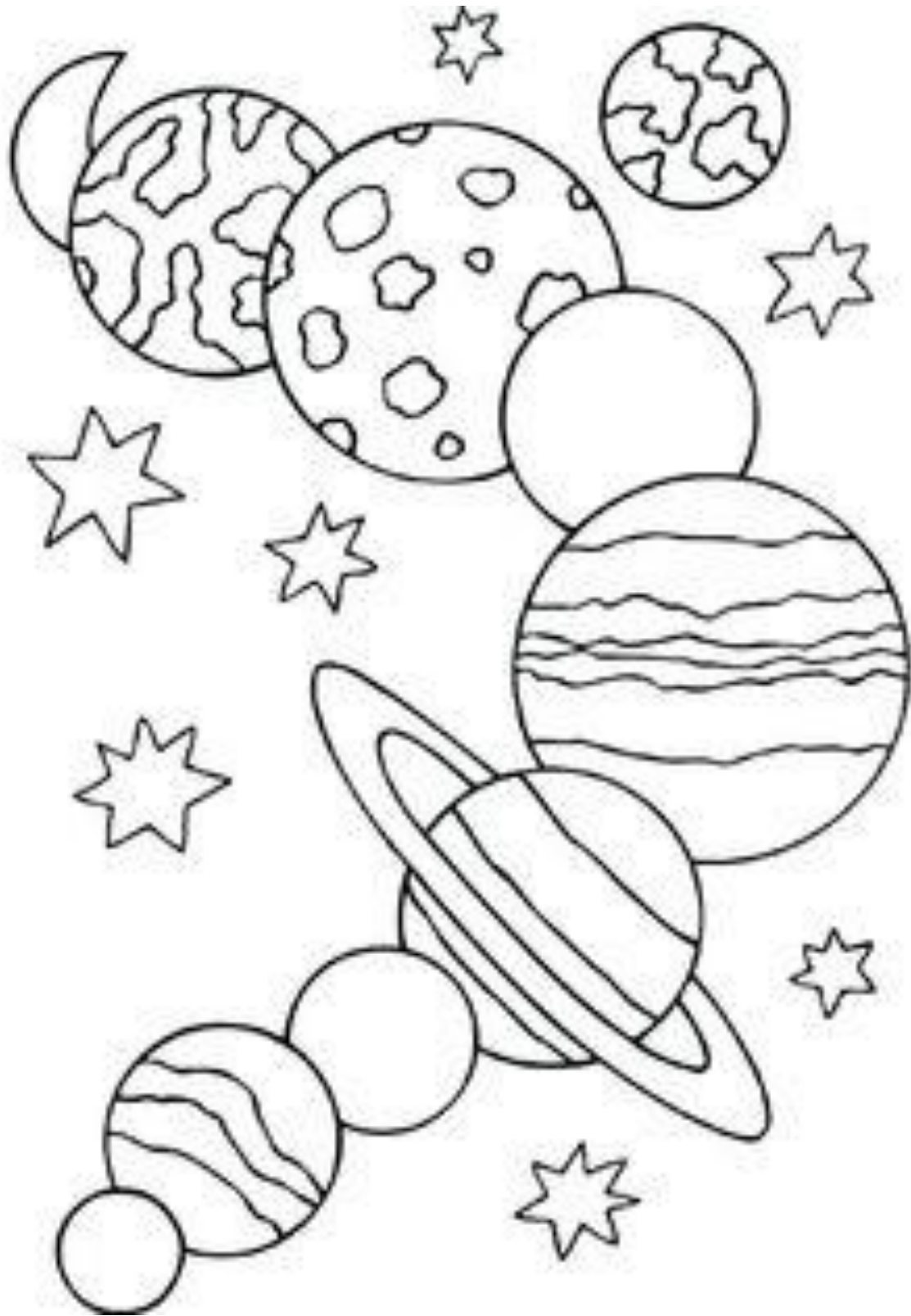
Name : _____

Parent/Carer

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

Name: _____

Monday



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Success Criteria		Teacher Feedback
	Introduction - indicates side taken for the topic and lists 3 arguments	
	Arguments - one paragraph per argument. Paragraphs follow PEEL structure	
	Conclusion - summarises three arguments	
	Uses high modality, persuasive language	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Task 3: _____

Teacher Recognition

Astronaut Guided Drawing

Activity		Teacher Recognition
	Designs space artwork, focusing on colour, contract and lines.	

Student

I have completed my work to the best of my ability

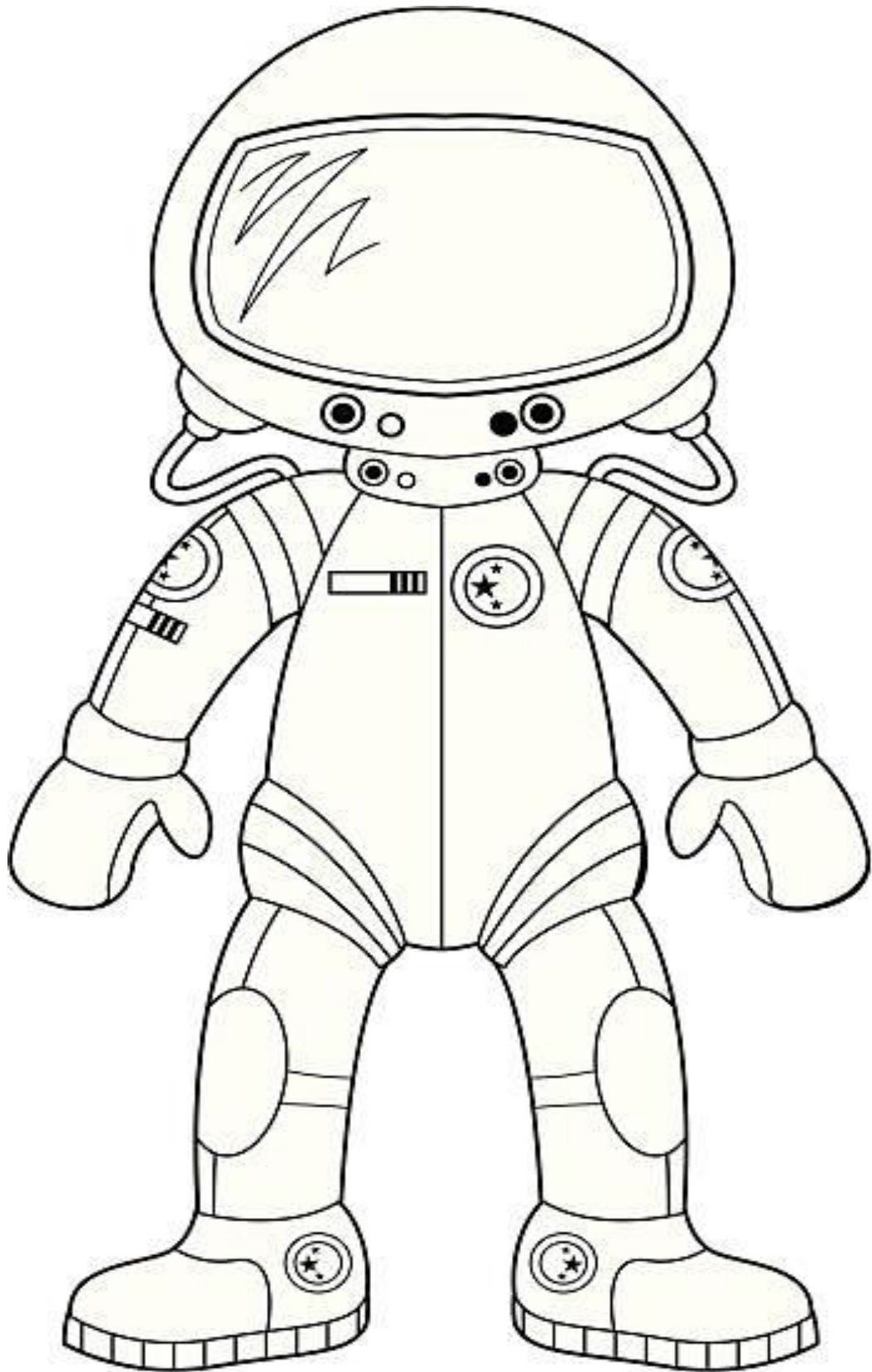
Name : _____

Parent/Carer

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

Name: _____

Tuesday



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

Free writing stimulus ideas

- Write a fact file about a planet
- Create a poem about your favourite person
- Create a story about going into space
- Discuss which is the best planet, and why
- Write a journal entry about this week
- Create an interview for a famous astronaut

Free Writing

[illegible]

The Godwits – Comprehension Questions

The Godwits by Bruce Pickworth Chapters 7 – 12



1. What did Wei do to stop the graders? p.13

2. What do you think Wei meant when he said “Do you have the Moral right?” p.17

3. How did Wei’s mother stop the machines from bulldozing the seashore? P.19

4. Why do you think it is important to have organisations like CAMBA to protect our wildlife and environment? P.19

5. How did Gowie know it was time to start the long flight? P.16

6. What was Gowie worried about? P.18

7. What effects did the long journey have on the Godwits? P.22

8. It doesn’t say where the Godwits stopped to rest on their long journey. Can you infer where it is? P.24

Make a list of facts you found interesting about the Godwits.

Success Criteria		Teacher Feedback
	Completes comprehension questions on The Godwits book	

Mathletics Task







Task 1: _____





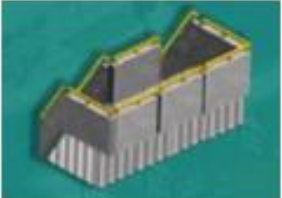

Task 2: _____

Task 3: _____

Teacher Recognition

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?
				
				
				

The activity provided for this lesson is an online activity, that you can get to by following the link below, and completing the 'Schools Out' activity.

<https://www.safetytown.com.au/town/student/stage-3/#list>

If you do not have access to the internet, your task is to complete a poster outlining at least 4 major safety rules that you must follow as a pedestrian.

Activity		Teacher Recognition
	Successfully completes Road Safety activities/designs an engaging poster	

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	

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

I am happy with the amount of work I completed

☐

I know I did my best

☐

I am learning to work at home

☐

I found it hard

What did I enjoy most in this unit of work?

What did I need help with?

Parent

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

Attendance

My intentions for Phase One:

- ☐ I will continue to send my child following the Phase One Guidelines of one day face to face learning, 4 days remote learning.
- ☐ I am an essential service worker and/or it is not possible for my child to do remote learning
- ☐ I will be keeping my child home at home fulltime doing remote learning until further notice due to Covid-19 concerns.

Any comment or queries?

Teachers Response
