

Weekly Learning Framework

Unit Seven - Year 5



Name: _____

Class: _____

**Please return your booklet when
your child comes in on Monday.**



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 7” video on Google Classroom focusing on <-sion>.</p> <p>Complete spelling activity provided. Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do 10m sprints for 60 seconds without stopping. Record how many sprints you get completed in the timeframe.</p> <p>Watch all of the videos on persuasive writing, take notes!</p> <p>Look at the “Writing to persuade” writing stimulus.</p> <p>Following the instructions from the videos, you will need to create a persuasive letter to a travel agent. This will be your persuasive writing assessment for the term, so make sure that you use all of your knowledge</p>	<p><u>English</u></p> <p>Watch the Year 5 Grammar Unit 7 “Prepositional Phrases” video on Google Classroom.</p> <p>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 hopping on the spot 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.</p> <p>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>Revise the sound focus of <-sion>. 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>Watch the “How to use Wushka” video on Google Classroom.</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 complete the “After you have completed the school reader” activities.</p> <p>(30 minutes)</p>	<p><u>English</u></p> <p>Revisit the grammar focus for the week “Prepositional Phrases”. 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>Informative Writing</p> <p>We are starting a new style of writing today! Your job is to watch the documentary on the Solar System below https://www.youtube.com/watch?v=libKVRa01L8&list=PLivjPDlt6ApTHMisqbFv2SmJ7x0333mFz and create an information report on the Solar System. You will only have 40 minutes to complete the writing, use it</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 jog on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch Mrs Antonelli’s Library lesson video on</p>

	and create the best writing piece you can! (30 minutes)	Read your assigned text on Wushka and complete the quiz questions. (30 minutes)		all! (40 minutes)	Google Classroom “Stepping Stones”. Complete the comprehension questions in the booklet. (20 minutes)
Break					
Middle	<p><u>Mathematics</u></p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Watch Mrs Nelson’s Make and Round TENS video on Google Classroom and then play that TENS activity by yourself or against someone else at home. (10 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes)</p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do burpees for 60 seconds</p>	<p><u>Mathematics</u></p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Complete the Make and Round TENS activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break – Try to do planking for 2 minutes</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes)</p> <p>Revise 6 times tables, time how long it takes you to go over them. (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</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes)</p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to skip for 60 seconds without</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 Mrs Nelson’s video on fractions on Google Classroom.</p> <ul style="list-style-type: none"> - Flip a card and create fractions questions where your turned over card is the answer. Eg. Turn over a 4, $\frac{1}{4}$ of 16 is 4. Turn over a 7, $\frac{1}{2}$ of 14 is 7 etc - Complete the card flip activity in your work booklets. <p>(30 minutes)</p>	<p>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 Make and Round TENS activity by yourself or against someone else at home.</p> <p>(10 minutes)</p>	<p>without stopping. Record how long you could do it for.</p> <p>Watch Mrs Nelson’s second video on fractions on Google Classroom.</p> <ul style="list-style-type: none"> - Complete the equivalent fractions activities in your booklet. <p>(30 minutes)</p>	<p>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 Make and Round TENS activity by yourself or against someone else at home.</p> <p>(10 minutes)</p>	<p>stopping. Record how many skips you could 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 Make and Round TENS activity by yourself or against someone else at home.</p> <p>(10 minutes)</p>
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><u>SPACE</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</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><u>Creative Arts</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</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>Bounce Back: Nobody's Perfect</p> <p>- Read the text "I'm perfect" (BLM2.8) and complete the questions that follow.</p> <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>Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.</p>	<p>Planets Research Task</p> <p>Complete the "Mercury 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>Travelling around Mercury</p> <p>Use the information that you gathered yesterday afternoon to decide on a suitable type of transport system to be used on Mercury. Write a tourist guide on the best way to get around and the sites to see.</p> <p>Remember that you need to think about the gravity, temperature and other variables you might experience on Mercury.</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>Guided Drawing of the Solar System</p> <p>View the following YouTube guided drawing on planets, and have a go yourself.</p> <p>https://www.youtube.com/watch?v=tlIPkXEVt-E</p> <p>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. <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>Road Safety: Distractions, Distractions</p> <p>- Complete the worksheet provided in your booklet.</p> <p>- You will need access to the Safety Town website to support your learning.</p> <p>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>(30 minutes)</p> <p>Watch the following ABC video on Aboriginal 'mob' dancing</p> <p>https://iview.abc.net.au/show/move-it-mob-style. Scroll down to Episode 1. Follow along to the dance as best you can!</p> <p>(30 minutes)</p>
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Wednesday



Spelling List 14

Write the meaning for each of the spelling words numbered below.

1. version		1. _____
2. mansion		_____
3. tension		2. _____
4. pension		_____
5. aversion		3. _____
6. pretension		_____
7. occasion		4. _____
8. compulsion		_____
9. conversion		6. _____
10. diversion		7. _____
11. propulsion		8. _____
12. extension		9. _____
13. dimension		10. _____
14. collision		11. _____
15. expansion		12. _____
16. apprehension		_____
17. comprehension		_____
18. misapprehension		_____

Activity	Teacher Recognition
Completes spelling task	

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

Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record

Wednesday	Thursday	Friday	Monday	Tuesday
10m sprints:	Hopping:	Step-ups:	Up-and-down Squats:	Jogging:
Knee-Highs:	Burpees:	Planking:	Lunges:	Skipping:
Just Dance:	Just Dance:	Just Dance:	Just Dance:	Move it Mob Style Dancing:

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Writing to persuade: Assessment

Task: You are the new owner of a hotel in the resort *Star Sands Bay* on planet *Crest*. You are going to write a letter to a travel agent, hoping they will include an advertisement for your hotel in their new summer brochure. You need to persuade them that your hotel and the resort itself would be an excellent choice for holidaymakers visiting from earth.



Facts

Planet- Crest

Resort - Star Sands Bay

- Right side of planet- flat terrain
- Silver star dust sandy beaches
- Emerald green ocean washes into the bay
- Seventeen hours sunshine
- Two spherical suns to help those sun tans!

Activities

- Shooting Star- arcade for those young at heart
- Supernova- sing along to Oasis' finest hits at this stellar bar
- Black Hole- theme park for those seeking excitement
- Comet - the local nightclub for night owls
- The Globe Theatre - for those who wish to experience some culture

Hotel - Asteroid Apollo




- Spacious rooms with sea and moon-ringed view
- Pink lunar pool to relax by
- Restaurant is orientated towards visitors from earth- also offers local dishes such as Unicorn steak and Locust stir-fry
- Night and day - 29 hour reception service
- Reasonable prices- 40 Zogs per person per night!



Word Bank

spectacular	amazing	superb	breath taking	glittering	
brilliant	fun packed	exhilarating	sparkling	magnificent	
delicious	satisfying	excellent	beautiful	stunning	incredible
extravagant	enjoyable	outstanding	fabulous	overwhelming	
astounding	entertaining	dazzling			

Modality

Low (Weakest)	Medium	High (Strongest)
<p>could</p> <p>couldn't</p> <p>doubtful</p> <p>I think</p> <p>may</p> <p>maybe</p> <p>might</p> <p>might not</p> <p>occasionally</p> <p>perhaps</p> <p>possibly</p> <p>potentially</p> <p>rarely</p> <p>sometimes</p> <p>unsure</p> 	<p>apparently</p> <p>frequently</p> <p>likely</p> <p>often</p> <p>ought to</p> <p>probably</p> <p>regularly</p> <p>scarcely</p> <p>should</p> <p>shouldn't</p> <p>usually</p> <p>would</p> <p>wouldn't</p> 	<p>absolutely</p> <p>always</p> <p>certainly</p> <p>clearly</p> <p>definitely</p> <p>has to</p> <p>have to</p> <p>impossibly</p> <p>invariably</p> <p>is</p> <p>must</p> <p>mustn't</p> <p>never</p> <p>obviously</p> <p>shall</p> <p>surely</p> <p>undoubtedly</p> <p>unquestionably</p> <p>will</p> <p>will not</p> 

[illegible]

Revising 6 x Tables

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

Activity		Teacher Recognition
	Recalls 6 x tables correctly each day	

Problem-A-Day

Here is a number pattern:



5, 15, 45, 135,

How is each new number in this pattern made?

Working out - Transformation step

The math symbols in this equation are missing.



Make the equation true by adding two or more symbols (+, -, x, /, or =).

2 3 4 8

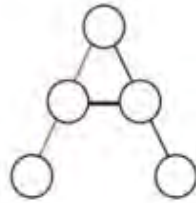
Working out - Transformation step

For example, Problem: 4 2 2 Solutions: $4 = 2 + 2$ or $4 - 2 = 2$

FRIDAY

Select digits from 1 to 9 to complete the figure below.

The product of numbers in the circles connected by the different lines must be equal.



Working out - Transformation step

Cambridge Gardens Public School

17

MONDAY

The regular price of a shirt is \$24.50.

The shirt is on sale for 10% off the regular price.

What is the sale price of the shirt?

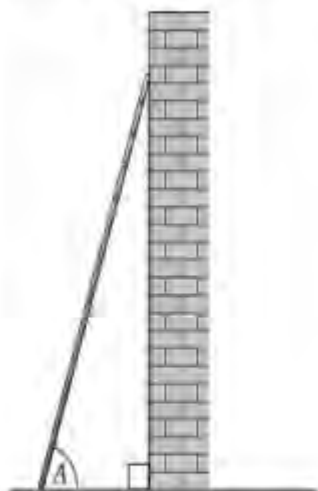
\$

Working out - Transformation step

Cambridge Gardens Public School

18

A ladder is leaning up against a wall.



The angle marked A , between the ladder and the ground is
 more than 90 degrees. equal to 90 degrees. less than 90 degrees.



Working out -
Transformation step

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

TENS Activity: Make and Round

TENS Activity Completion Record				
Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Completes daily TENS activity	

Flip-a-card Activity

Flip a card, and create a fraction questions where your turned card is the answer e.g. turn over a 4, $\frac{1}{4}$ of 16 is 4. Turn over a 7, $\frac{1}{2}$ of 14 is 7 etc. Complete at least 10 of these questions, no two problems can be the same. You must create a new question each time – even if you have the same answer.

Card Turned	Question
5	$\frac{1}{4}$ of 20 = 5
8	$\frac{1}{2}$ of 16 = 8
2	$\frac{1}{2}$ of ____ = 2
3	$\frac{1}{3}$ of ____ = 3

Activity		Teacher Recognition
<input type="checkbox"/>	Completes Flip-a-card Activity	

Unit Fractions of Sets (1)



Name:

Date:

- Find unit fractions of the following amounts by sharing cubes or other apparatus.

$\frac{1}{8}$ = one eighth	$\frac{1}{6}$ = one sixth	$\frac{1}{5}$ = one fifth	$\frac{1}{4}$ = one quarter	$\frac{1}{3}$ = one third	$\frac{1}{2}$ = one half
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1. $\frac{1}{3}$ of 27 =	9. $\frac{1}{5}$ of 20 =
2. $\frac{1}{6}$ of 12 =	10. $\frac{1}{6}$ of 18 =
3. $\frac{1}{4}$ of 28 =	11. $\frac{1}{4}$ of 16 =
4. $\frac{1}{5}$ of 25 =	12. $\frac{1}{8}$ of 24 =
5. $\frac{1}{8}$ of 16 =	13. $\frac{1}{4}$ of 20 =
6. $\frac{1}{2}$ of 24 =	14. $\frac{1}{3}$ of 18 =
7. $\frac{1}{6}$ of 24 =	15. $\frac{1}{5}$ of 15 =
8. $\frac{1}{3}$ of 15 =	16. $\frac{1}{2}$ of 30 =

Activity	Teacher Recognition
Manipulate fractions of whole numbers	

**BLM**
2.8

I'm Perfect

Name: _____

Patrick liked everything to be perfect. He hated making mistakes. He would spend absolutely ages working on his school assignments and projects and he always got very high marks. Once his little sister accidentally spilt water on one of his projects and he was so angry with her that he hit her, and told her never to go near any of his things again. Another time Patrick stayed awake worrying for most of the night because he wanted to get perfect marks in a class test the next day. When the teacher handed back the test and he hadn't got 100 per cent, he was so disappointed that he nearly 'lost it' in front of his classmates.

Patrick also had to be the very best at basketball. He spent hours practising shooting goals at home and got really angry with himself when he missed the goal. When he played with his team, he expected everyone to do well and shouted angrily at any team-mate who did something that Patrick thought was stupid. Not surprisingly, his team-mates didn't really want him in the team, even though he played well.

Patrick also took his ideas of being perfect into class groups. Once when his group was working on a technology task, Patrick took over and wouldn't let other people contribute ideas or share the work because he thought that their ideas weren't as good as his ideas. He worried that if the group did what the others wanted the whole project would be a disaster. The other kids ended up letting him do all the work but didn't want to work with him again.

- ⊙ What were some of the ways in which Patrick liked things to be perfect?
- ⊙ In what ways was Patrick 'his own worst enemy'?
- ⊙ How did Patrick's 'perfectionism' affect his relationships with others?
- ⊙ How could Patrick change his thinking so that he was less worried about trying to be perfect?

Bounce Back – Nobody's Perfect

1. What happens if you expect people such as your parents to always be perfect?

2. What are some of the problems that people create for themselves by trying to be perfect?

3. What is the difference between challenging yourself to work hard and put in lots of effort and aiming for a high standard, and trying to be 100% perfect?

4. Why are making mistakes and having some imperfections necessary and useful?

5. Is it possible for everyone to agree on the criteria for perfection? Would your mother or father have the same view of what constitutes the perfect kid of your age as you have? Where would you agree? Where would you disagree?

Activity		Teacher Recognition
	Completes Bounce Back – Nobody's Perfect	

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
	Includes at least 3 VIPS for each segment	

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



Prepositional Phrases

A prepositional phrase starts with a preposition and is usually followed by a noun phrase or pronoun. Complete these sentences by adding a different prepositional phrase to each one.

1. Our library is open _____.
2. Two strangers stood _____.
3. She bought the tickets _____.
4. I will meet you _____.
5. The young robin flew _____.
6. My brothers are going _____.
7. Their ball has bounced _____.
8. He left something _____.
9. We saw something _____.
10. A black cat had jumped _____.



Find the preposition in each sentence and underline it in green. Then identify all the words in the prepositional phrase and put a green box around them.

11. A little dog ran across the park.
12. The traffic was at a standstill.
13. She had received a letter from her sister.
14. Are you going to Carla's party?
15. He has locked the door with his key.
16. You must arrive by two o'clock.
17. Will his present arrive in time?
18. It is the first house on the right.
19. Those burglars are under arrest.
20. I am having a surprise for my birthday.



Activity	Teacher Recognition
Completes grammar task	

Wushka Completion Record

Day	Reading	Quizzes/Activities
Thursday		
Friday		
After you have completed the school reader activities		

Activity	Teacher Recognition
Completes Wushka Reading and Comprehension Quizzes and Activities	

Mathletics working out page

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		

Mercury Research task

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

Be sure to include:

- 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 Mercury)
- Period of revolution (How long is one year on your planet in Earth years?)
- Rotation period (One day on Mercury equals how many hours/days on Earth?)
- 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 Mercury 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 Mercury?

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.

Mercury Information Page[illegible]

Activity		Teacher Recognition
	Completes Mercury research task	

Student

I have completed my work to the best of my ability

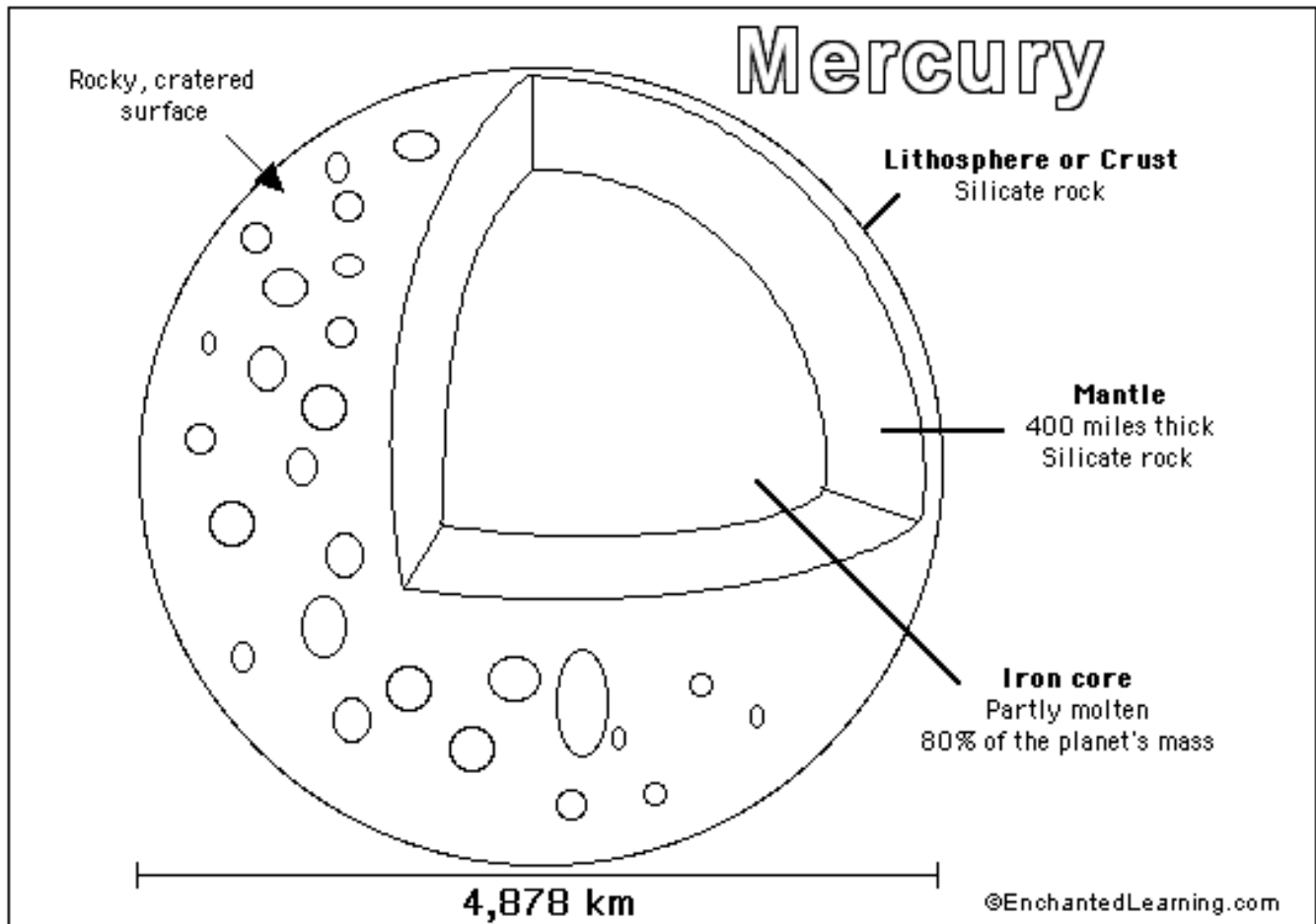
Name : _____

Parent/Carer

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

Name: _____

Friday



Spelling Activity Grid


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

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

Activity		Teacher Recognition
	Completes at least one spelling activity from grid	


Converting between fractions, decimals and percentages

Write the percentage, fraction and decimal represented by the following:



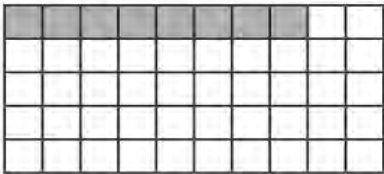
%

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%

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%

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%

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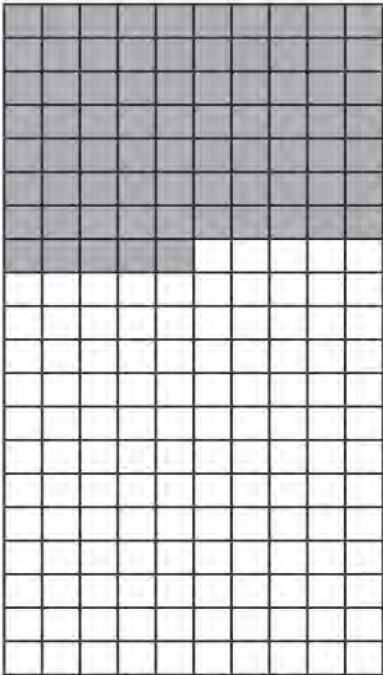
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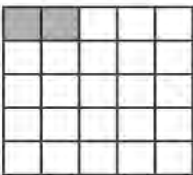
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Activity	Teacher Recognition
Completes converting fractions, decimals and percentages worksheet	

37

Unit Fractions of Sets (2)



Name:

Date:

- Find unit fractions of the following amounts by sharing cubes or other apparatus.

$\frac{1}{8}$ = one eighth	$\frac{1}{6}$ = one sixth	$\frac{1}{5}$ = one fifth	$\frac{1}{4}$ = one quarter	$\frac{1}{3}$ = one third	$\frac{1}{2}$ = one half
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1. $\frac{1}{3}$ of 9 =	9. $\frac{1}{4}$ of 32 =
2. $\frac{1}{2}$ of 28 =	10. $\frac{1}{3}$ of 30 =
3. $\frac{1}{6}$ of 6 =	11. $\frac{1}{3}$ of 12 =
4. $\frac{1}{3}$ of 21 =	12. $\frac{1}{4}$ of 24 =
5. $\frac{1}{4}$ of 12 =	13. $\frac{1}{5}$ of 10 =
6. $\frac{1}{8}$ of 32 =	14. $\frac{1}{2}$ of 22 =
7. $\frac{1}{4}$ of 8 =	15. $\frac{1}{6}$ of 30 =
8. $\frac{1}{5}$ of 30 =	16. $\frac{1}{3}$ of 24 =

Activity	Teacher Recognition
Manipulate fractions of whole numbers	

Travelling around Mercury

Use the information you gathered yesterday afternoon to decide on a suitable type of transport system you would need to use on Mercury. Write a tourist guide on the best way to get around Mercury and the best things to see.

(Remember to consider the gravity, temperature, composition of the planet as you design)

Activity		Teacher Recognition
	Designs suitable transport system for travelling around Mercury and can identify sites to be seen	

Student

I have completed my work to the best of my ability

Name : _____

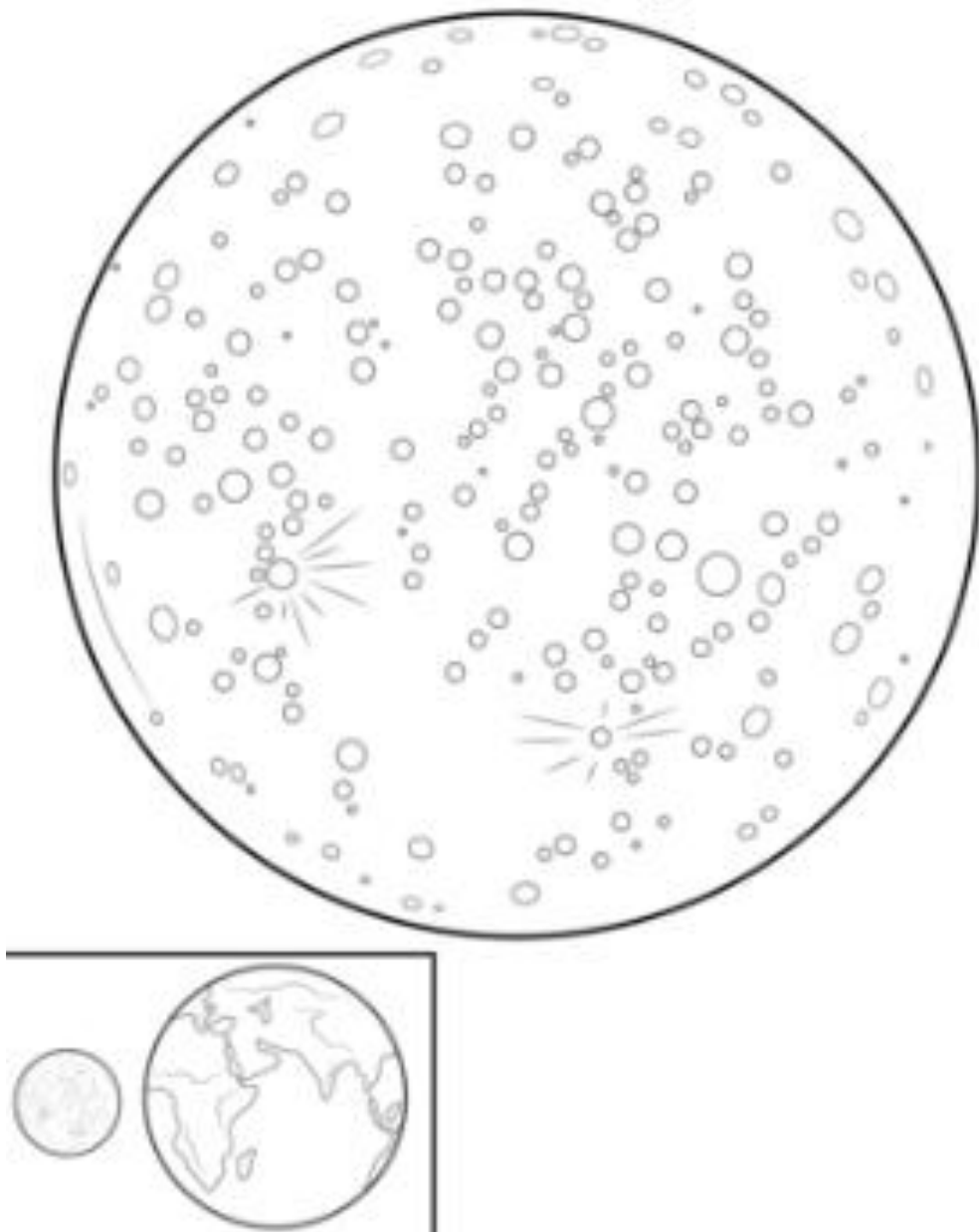
Parent/Carer

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

Name: _____

Monday

Mercury



This image shows a single sheet of white paper with horizontal blue 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.

[illegible]

Success Criteria		Teacher Feedback
	Follows the correct structure for informative writing	
	Uses subheadings to organise writing	
	Includes specific vocabulary	
	Edits own work	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Task 3: _____

Teacher Recognition

Planets 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 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 colour
- Create a fictional recount about visiting Mercury
- Discuss which is the best planet, and why
- Write a journal entry about this week
- Create an interview for a worker in the space station

Remember, these are just IDEAS! You can write about ANYTHING that you like.

Free Writing

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.

Stepping Stones by Margriet Ruurs

Watch Mrs Antonelli's story called 'Stepping Stones' and answer the following questions.



When civil war comes to Syria, Rama and her family are forced to flee their once-peaceful homeland, seeking refuge on foot and only able to take what they can carry on their backs. They walk a long way to the sea and board a small boat with the hope of finding a peaceful and safe place to live.

Rama and her family become refugees. How would you explain what a refugee is?

Why is it difficult for Rama and her family to leave Syria?

Are there freedoms mentioned by Rama that we take for granted? _____

List some examples:

How are your childhood memories similar to and different from Rama's?

_____ The author states that Nizar Ali Badr (the illustrator of the book) has the ability to 'display such emotion' through a medium as cold and emotionless as stone. What do you think the author means by this? Look carefully at the illustrations and think about what they tell you and how they make you feel.

Can you create a picture using natural objects you find outside? Have a go.

Success Criteria		Teacher Feedback
	Completes comprehension questions on 'Stepping Stones'	

Mathletics Task

Task 1: _____

Task 2: _____

Task 3: _____

Teacher Recognition



Distractions, Distractions

Distractions can happen anytime, anywhere. Explore why it's important to pay attention and be aware in road environments.

Before you complete the online activity, make a list of things you think distract pedestrians when they are out and about.

Things that distract pedestrians	
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Once you have finished your list, access the 'Distractions, Distractions' activity on the Safety Town website. See image above. <https://www.safetytown.com.au/town/student/stage-3/#list>

After completing the online activity – answer these questions

- Who is responsible for making a journey safer? Why? _____

- What can you do as a pedestrian to reduce the likelihood of being distracted?

- Who might change your intention to behave safely? Why? _____

- What strategies can you use if friends, family or peers may be distracted as a pedestrian or wheels user? Why? _____

Activity	Teacher Recognition
Completes 'Distractions, Distractions' online activity and answers questions.	

"Move it Mob Style – Episode 1

<https://iview.abc.net.au/show/move-it-mob-style>

Use the box below to record your experience. Some examples of relevant information have been set out for you.

How did you find the choreography? Was it easy?

How was the music? Current? Relevant?

Activity		Teacher Recognition
	Completed 'Move it Mob style' task and reflected on experience.	

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
