

# STAGE 3 HOME LEARNING BOOKLET



Term 3, Week 4

# Stage 3 (Year 5 and Year 6) - Term 3, Week 4 Online

	Monday (2.8.2021)	Tuesday (3.8.2021)	Wednesday (4.8.2021)	Thursday (5.8.2021)	Friday (6.8.2021)
<b>Morning</b>	<p><b>Silent Reading:</b></p> <p>Put the timer on, and read a book of your choice or access EpicReading for 15 minutes</p> <p>Use EpicReading app. <b>S3C Access code:</b> ign0151</p> <p><b>S3N Access code:</b> jrw7247</p> <p><b>S3P Access code:</b> ryv0637</p> <p><b>S3R Access code:</b> vpx0578</p> <p><b>S3W Access code:</b> web9169</p>	<p><b>Silent Reading:</b></p> <p>Put the timer on, and read a book of your choice or access EpicReading for 15 minutes</p> <p>Use EpicReading app. <b>S3C Access code:</b> ign0151</p> <p><b>S3N Access code:</b> jrw7247</p> <p><b>S3P Access code:</b> ryv0637</p> <p><b>S3R Access code:</b> vpx0578</p> <p><b>S3W Access code:</b> web9169</p>	<p><b>Silent Reading:</b></p> <p>Put the timer on, and read a book of your choice or access EpicReading for 15 minutes</p> <p>Use EpicReading app. <b>S3C Access code:</b> ign0151</p> <p><b>S3N Access code:</b> jrw7247</p> <p><b>S3P Access code:</b> ryv0637</p> <p><b>S3R Access code:</b> vpx0578</p> <p><b>S3W Access code:</b> web9169</p>	<p><b>Silent Reading:</b></p> <p>Put the timer on, and read a book of your choice or access EpicReading for 15 minutes</p> <p>Use EpicReading app. <b>S3C Access code:</b> ign0151</p> <p><b>S3N Access code:</b> jrw7247</p> <p><b>S3P Access code:</b> ryv0637</p> <p><b>S3R Access code:</b> vpx0578</p> <p><b>S3W Access code:</b> web9169</p>	<p><b>Silent Reading:</b></p> <p>Put the timer on, and read a book of your choice or access EpicReading for 15 minutes</p> <p>Use EpicReading app. <b>S3C Access code:</b> ign0151</p> <p><b>S3N Access code:</b> jrw7247</p> <p><b>S3P Access code:</b> ryv0637</p> <p><b>S3R Access code:</b> vpx0578</p> <p><b>S3W Access code:</b> web9169</p>

### Reading:

Read the text 'Not A Good Day'


Answer the questions in full sentences

Click the links to do the studyladder reading activities.

<https://www.study ladder.com.au/games/activity/how-do-we-hear-explanation-3108?backUrl=/games/literacy/au-year-three/english-reading-comprehension-1032>

<https://www.study ladder.com.au/games/activity/germs-20731?backUrl=/games/literacy/au-year-six/english-reading-comprehension-1032>

### Spelling:



t	tiger	bt	doubt
tt	button	pt	receipt
ed	tapped	tte	pirouette
te	minute		

t, tt - example: tiger, button, tapped, minute, doubt, receipt, pirouette

Brainstorm at least 10 words for the sound.

### Reading:

Read the text 'Children Should Be Allowed To Own Pets'

Answer the questions in full sentences

Click the links to do the studyladder reading activities.

<https://www.study ladder.com.au/games/activity/outback-discovery-20601?backUrl=/games/literacy/au-year-six/english-reading-comprehension-1032>

<https://www.study ladder.com.au/games/activity/how-to-make-bread-37195?backUrl=/games/literacy/au-year-four/english-reading-comprehension-1032>

### Grammar:

Watch the Youtube videos

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

Adverbs:  
<https://www.youtube.com/watch?v=94aFcx6oliY>

Then complete the worksheet. You will need to type interesting sentences using an

### Reading:

Read the text 'The Tyger'

Answer the questions in full sentences

Click the links to do the studyladder reading activities.

<https://www.study ladder.com.au/games/activity/lf-i-were-king-20666?backUrl=/games/literacy/au-year-six/english-reading-comprehension-1032>

<https://www.study ladder.com.au/games/activity/mammals-37190?backUrl=/games/literacy/au-year-four/english-reading-comprehension-1032>

### Typing Practise:

Click on <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> to practice your typing skills.

Type the text. Try to type as quickly as you can using both hands

### BTN/Writing:

Watch the Behind the

### Reading:

Read the text 'Fidget Spinners'

Answer the questions in full sentences

Click the links to do the studyladder reading activities.

<https://www.study ladder.com.au/games/activity/the-goose-and-the-golden-egg-20753?backUrl=/games/literacy/au-year-three/english-reading-comprehension-1032>

<https://www.study ladder.com.au/games/activity/soccer-information-report-3152?backUrl=/games/literacy/au-year-five/english-reading-comprehension-1032>

### Spelling:

Using your list words, type them in alphabetical order.

Type at least 5 sentences using your spelling words. Use interesting adjectives and conjunctions.

Use SoundWaves Website. **Year 5** Access code: **apple322**

**Year 6** Access code: **stop692**

### Reading:

Read the text 'Ratman'

Answer the questions in full sentences

Click the links to do the studyladder reading activities.

<https://www.study ladder.com.au/games/activity/aboriginal-bush-medicines-20576?backUrl=/games/literacy/au-year-six/english-reading-comprehension-1032>

<https://www.study ladder.com.au/games/activity/the-glass-frog-37199?backUrl=/games/literacy/au-year-three/english-reading-comprehension-1032>

### Typing Practise:

Click on <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> to practice your typing skills.

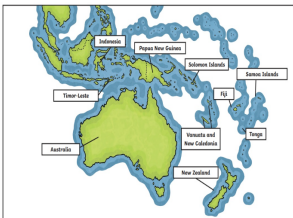
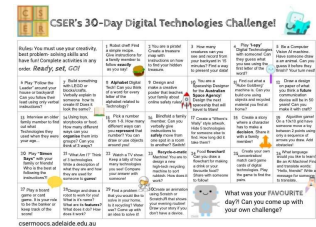
Type the text. Try to type as quickly as you can using both hands

### Writing:

	<p>Type list words and highlight the grapheme.</p> <p>Find the definitions of 5 words and type out their meanings.</p> <p><b>Writing:</b></p> <p>Watch <a href="https://www.youtube.com/watch?v=lpYHbdh9yIM">https://www.youtube.com/watch?v=lpYHbdh9yIM</a> – Scene from Harry Potter and the Philosopher's Stone (2001, PG)</p> <p>Type a character description about Albus Dumbledore. Don't forget to focus on the appearance and personality of the character (Minimum 2 paragraphs - paragraph 1 on the appearance and paragraph 2 on the personality)</p> <p>Use the success criteria to help your writing.</p> <p>Do not forget to edit your writing.</p>	<p>adverb and adjective. This activity is VERY SIMILAR to Bump It Up Sentences we do in Literacy Groups.</p> <p><b>Writing:</b></p> <p>Use the PEEL strategy and the criteria to write THREE paragraphs on why <b><u>'Being famous would be the best thing in the world.'</u></b></p> <p>You can agree or disagree with the topic. Remember to edit your work.</p>	<p>News video about Water Safety</p> <p><a href="https://www.abc.net.au/btn/classroom/water-safety/10537388">https://www.abc.net.au/btn/classroom/water-safety/10537388</a></p> <p>After watching the video about Water Safety, answer the questions in the Google Docs.</p> <p>Make sure you answer the questions in full sentences.</p>	<p><b>Writing:</b></p> <p>Use the PEEL strategy and the criteria to write THREE paragraphs on why <b><u>'Is it important for children to do homework every night?'</u></b></p> <p>You can agree or disagree with the topic. Remember to edit your work.</p>	<p>Using the Speed Writing chart, select a topic and type for a minimum of 30 minutes.</p> <p>Don't forget to edit your writing.</p>
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Break					
Middle	<p><b>Mathematics:</b></p> <p>Play</p> <p><a href="https://www.topmarks.co.uk/maths-games/hi-t-the-button">Mathematics for All Years</a> (<a href="https://studyladder.com.au">studyladder.com.au</a>)</p> <p>Practice your 8 times tables.</p> <p>Focus: Position: Coordinates</p> <p><b>Studyladder:</b></p> <p>Use logins you were given. Contact your teacher via YOUR Google Classroom</p> <p><b>PDHPE:</b></p> <p>Kids beginners workout <a href="https://www.youtube.com/watch?v=mhHY8mOQ5eo&amp;t=431s">https://www.youtube.com/watch?v=mhHY8mOQ5eo&amp;t=431s</a></p> <p>Just Dance video <a href="https://www.youtube.com/watch?v=YCDCwuGc">https://www.youtube.com/watch?v=YCDCwuGc</a></p>	<p><b>Mathematics:</b></p> <p>Play</p> <p><a href="https://www.topmarks.co.uk/maths-games/hi-t-the-button">Mathematics for All Years</a> (<a href="https://studyladder.com.au">studyladder.com.au</a>)</p> <p>Practice your 8 times tables.</p> <p>Focus: Position: Grid References</p> <p><b>Studyladder:</b></p> <p>Use logins you were given. Contact your teacher via YOUR Google Classroom</p> <p><b>PDHPE:</b></p> <p>HIIT 2 workout for kids. <a href="https://www.youtube.com/watch?v=lc1Ag9m7XQo">https://www.youtube.com/watch?v=lc1Ag9m7XQo</a></p>	<p><b>Mathematics:</b></p> <p>Play <a href="https://www.topmarks.co.uk/maths-games/hi-t-the-button">https://www.topmarks.co.uk/maths-games/hi-t-the-button</a></p> <p>Practice your 8 times tables.</p> <p>Focus: Position: Compass Directions</p> <p><b>Studyladder:</b></p> <p>Use logins you were given. Contact your teacher via YOUR Google Classroom</p> <p><b>PDHPE:</b></p> <p>Karate For Kids lesson 1 <a href="https://www.youtube.com/watch?v=LfiYUfolF8o">https://www.youtube.com/watch?v=LfiYUfolF8o</a>  <a href="https://www.youtube.com/watch?v=sRNQulicqo">https://www.youtube.com/watch?v=sRNQulicqo</a></p>	<p><b>Mathematics:</b></p> <p>Play</p> <p><a href="https://www.topmarks.co.uk/maths-games/hi-t-the-button">Mathematics for All Years</a> (<a href="https://studyladder.com.au">studyladder.com.au</a>)</p> <p>Practice your 8 times tables.</p> <p>Focus: 2D and 3D Shapes Crossword</p> <p><b>Prodigy:</b></p> <p>Use logins you were given. Contact your teacher via YOUR Google Classroom</p> <p><b>PDHPE:</b></p> <p>Karate for Kids lesson 2 <a href="https://www.youtube.com/watch?v=D1PT9v8FOC4&amp;t=856s">https://www.youtube.com/watch?v=D1PT9v8FOC4&amp;t=856s</a></p>	<p><b>Mathematics:</b></p> <p>Play</p> <p><a href="https://www.topmarks.co.uk/maths-games/hi-t-the-button">Mathematics for All Years</a> (<a href="https://studyladder.com.au">studyladder.com.au</a>)</p> <p>Practice your 8 times tables.</p> <p>Focus: 2D Shapes and Regular and Irregular shapes and shape art.</p> <p>Complete number of the day</p> <p><b>Prodigy:</b></p> <p>Use logins you were given. Contact your teacher via YOUR Google Classroom</p> <p><b>PDHPE:</b></p> <p>Just dance <a href="https://www.youtube.com/watch?v=YCDCwuGc">https://www.youtube.com/watch?v=YCDCwuGc</a></p>

	<a href="#">EmA</a> Healthy mind comic Reading/questions		4		<a href="https://www.youtube.com/watch?v=AFlqSaZM2D0">om/watch?v=AFlqSaZM2D0</a> Cosmic Yoga Sonic <a href="https://www.youtube.com/watch?v=QM8NjfCfOg0&amp;t=7s">https://www.youtube.com/watch?v=QM8NjfCfOg0&amp;t=7s</a>
Break					
Afternoon	<b>Science:</b> Last lesson we learnt about how light travels (light travels in straight lines). Watch the Youtube video. <a href="https://www.youtube.com/watch?v=9gqWzKI-tXI">https://www.youtube.com/watch?v=9gqWzKI-tXI</a> Read through the PowerPoint (focus on slides 4-14). Complete the worksheet and experiment. You might need to print the worksheet and complete, then upload a picture of your answers.	<b>Geography:</b> Choose 1 neighboring country and answer the questions in the word document. Make sure you answer in full sentences. 	<b>Health:</b> <u><b>Checking your pulse</b></u> You will need: <ul style="list-style-type: none"> <li>A watch or clock with a seconds hand to count your pulse</li> <li>worksheet</li> </ul> Complete the worksheet by completing an activity for 1 minute and checking your pulse rate after each (how many beats in a minute).	<b>Drama:</b> <u><b>Conveying emotions through images:</b></u> Either take a 5 second video or picture of yourself portraying the following emotions. These emotions can be expressed through facial expressions and gestures. Write a few sentences underneath each picture/video explaining how and why you have portrayed the emotion this way.	<b>Fun Activity:</b> <u><b>30-Day Digital Technologies Challenge!</b></u> Rules: You must use your creativity, best problem-solving skills and have fun! Complete activities in any order. 

Monday (2.8.2021)

All your work must be completed in this booklet, however if you need more space, use the workbook provided.

## Reading

Put the timer on, and read a book of your choice for 15 minutes.



## Spelling:

t	tiger	bt	doubt
tt	button	pt	receipt
ed	tapped	tte	pirouette
te	minute		

<u>Year 5</u>				<u>Year 6</u>				te		minute	
<u>List Words</u>				<u>List Words</u>							
omit	terror	transport	taught	politely	appetite	curiosity	criticism				
event	prompt	telecast	privately	toasted	capacity	satisfactory	temporary				
vital	attempt	telephone	scientist	antique	particularly	disconcerted	intellectual				
subject	dentist	internet	systematic	omitted	existence	restaurant	spontaneous				
amount	customer	interesting	equivalent	uneventful	relevant	anticipation	fluorescent				
notice	transfer	attendance	committee	entertainment	incidental	courteous	characterisation				
arrest				majority							
<u>Extension Words</u>				<u>Extension Words</u>							
adoptive	eliminated	persistence	telephonist	acoustics	commiserate	guttural	iridescent				
alternative	noticeable	practicality	terrific	acquittal	eccentric	indignity	irrelevant				
attentive	omitted	secretarial	theatre	attitude	effrontery	indomitable	mozzarella				
convenient	orchestral	separatist	trialled	attractive	epitome	insolent	tedious				
dentistry	parliamentary	syndicate	vitality	celestial	escalator	intermittent	tolerant				

Brainstorm at least 10 words for the sound.

Write list words and highlight the grapheme.

Find the definitions of 5 words and write out their meanings

## Reading:

### Not a Good Day

Some words to practice before reading the passage:

bright, eyes, snooze, school, homework, downstairs, kitchen, brother, banana, something, night, late, button, clock

Beep! Beep! Beep! I sit up in bed, the sun bright in my still sleepy eyes. I tap the snooze button on the clock next to my bed. Just a few more... Oh no! That was not a good idea, now I am going to be late!

I put on my school dress, put my homework into my bag and go downstairs. In the kitchen, Mum is at the sink and my baby brother is playing with bits of egg and toast. The rest of his eggs are on the wall and the floor. Not good. "Do you want some eggs Pip? Or just toast?" Mum asks.

"No thanks." I say, "I need to go."

"You need to eat something Pip!"

"I will." I grab a banana. Mum looks, frowning, but says nothing. I just keep going, I need to get to school.

I put the banana into my bag and set it on my back. As I rush out the door...Whack! I walk right into Dad, who is just getting back from his night shift. I fall onto my back, right on top of my school bag. Oh no! My homework is in there...with the banana. "Oh, sorry Pip!" says Dad. He helps me up and I look in my school bag.

"Oh, man!" I say. It is a mess. And my homework? Yuk! Oh well, I need to keep going. I cannot miss the bus. Not today. "Bye Dad!" I yell as I start running. I run for the bus stop, which is just at the end of my street. By the time I get there, it is too late. Oh no.

Today is not going to be a good day.



## Not A Good Day

1. Why is Pip running late this morning?
2. Why do you think mum frowned at Pip when she took the banana for her breakfast?
3. Where has Dad been?
4. Why do you think Pip is so desperate to get to school today?
5. How do you think Pip will get to school now that she has missed the bus?
6. Make some predictions. What do you think will happen next in this story?

Writing

# Character Description - Albus Dumbledore



Criteria	Working Towards	Achieved
• I have used interesting adjectives.		
• I have used at least 1 simile.		
• My writing has helped the reader visualise the character.		
• I have used pronouns correctly.		
• I have used capital letters and full stops.		
• My writing makes sense.		

Using the image above, the opening scene from the movie and what you already know about *Albus Dumbledore*, write a character description using the checklist as a guide. Remember, use descriptive language such as **adjectives** and **similes** to help. Highlight the adjectives and similes in **yellow**.



**Mathematics:** Topic - Position

Times table focus for the week – 8

# Position

Name:

Date:



1. The town North-West of Conachie?

- ☐ Paterson      ☐ Maele  
☐ Cabos      ☐ Alene

2. Type the coordinates for Paterson

(the letter must go before the number and it must be a capital letter).

3. The distance from Ghan to Cabos?

- ☐ 1800km      ☐ 1000km  
☐ 600km      ☐ 1400km

4. Start at Kelic. Travel 450km North, 700km West, 250km South-West, 200km South. Which town are you near?

- ☐ Alene      ☐ Ghan  
☐ Conachie      ☐ Cabos

5.

	D6	E6
	D7	E7

What are the coordinates of this position?

- ☐ F8      ☐ F7  
☐ E8      ☐ D8

6.



Which is the most accurate scale for the map?

- ☐ 0 250 500      ☐ 0 500 1000  
☐ 0 5000 10000      ☐ 0 1000 2000

7. How far is it from Sydney to Brisbane?

- ☐ 2285km      ☐ 395km  
☐ 970km      ☐ 1575km

8. Darwin is 4028km \_\_\_\_\_ of Sydney?

- ☐ NW      ☐ SW  
☐ NE      ☐ SE

A beetle walked 3cm directly North. Another beetle started at the same point and walked 4cm directly East.

9. How far apart are the beetles?  cm

10. Opposite of SW?   
(use capitals)

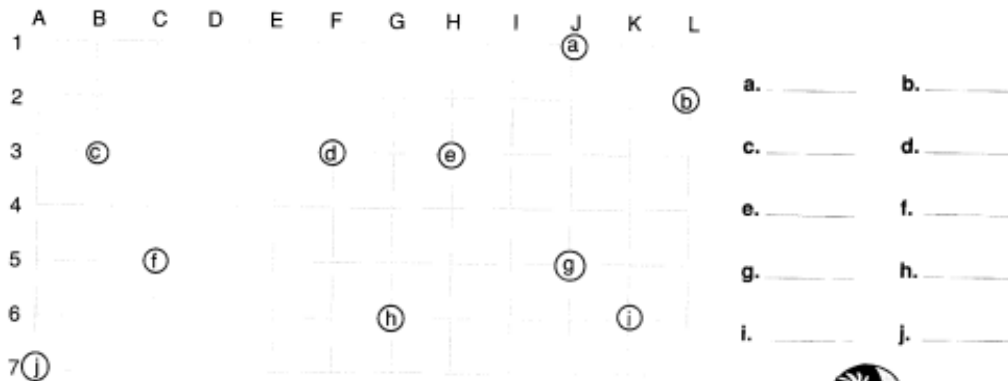
Mathematics: Extension

Unit 3A

Space and Geometry - Co-ordinates

SGS 3.3

1 Write the co-ordinates for each letter's position marked on the grid. The horizontal co-ordinate is written first.



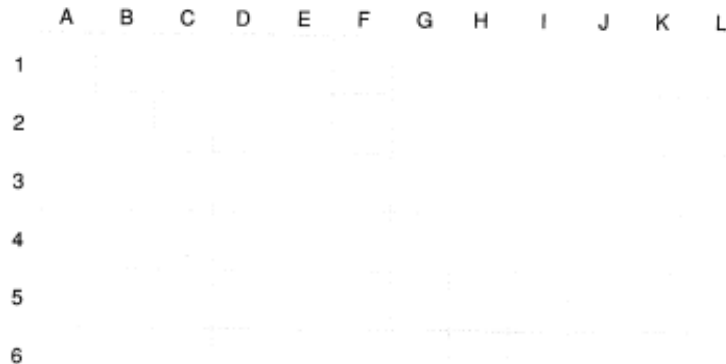
- a. \_\_\_\_\_ b. \_\_\_\_\_  
 c. \_\_\_\_\_ d. \_\_\_\_\_  
 e. \_\_\_\_\_ f. \_\_\_\_\_  
 g. \_\_\_\_\_ h. \_\_\_\_\_  
 i. \_\_\_\_\_ j. \_\_\_\_\_

Sometimes co-ordinates describe the position of squares or spaces.



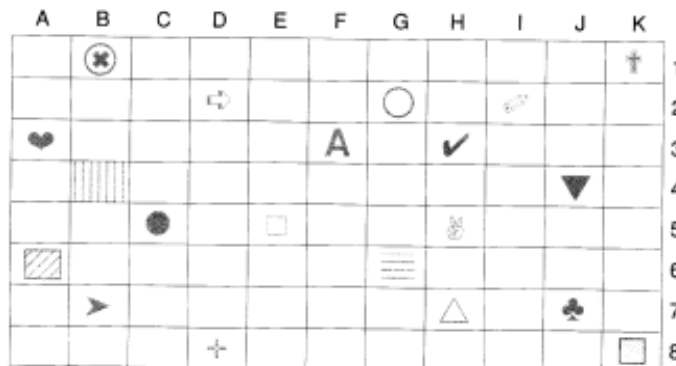
2 Use the co-ordinates to find, then colour the square on the grid.

- a. A3 f. C6  
 b. F4 g. H4  
 c. L1 h. J2  
 d. B5 i. E5  
 e. G2 j. D1



3 Identify the position of objects in squares on the grid. Draw the shape alongside the co-ordinates.


- a. K8 \_\_\_\_\_ j. J4 \_\_\_\_\_  
 b. G6 \_\_\_\_\_ k. A3 \_\_\_\_\_  
 c. B1 \_\_\_\_\_ l. K1 \_\_\_\_\_  
 d. H7 \_\_\_\_\_ m. G2 \_\_\_\_\_  
 e. D8 \_\_\_\_\_ n. H3 \_\_\_\_\_  
 f. I2 \_\_\_\_\_ o. C5 \_\_\_\_\_  
 g. B4 \_\_\_\_\_ p. H5 \_\_\_\_\_  
 h. F3 \_\_\_\_\_ q. J7 \_\_\_\_\_  
 i. D2 \_\_\_\_\_ r. A6 \_\_\_\_\_  
 s. B7 \_\_\_\_\_  
 t. E5 \_\_\_\_\_



## Science:

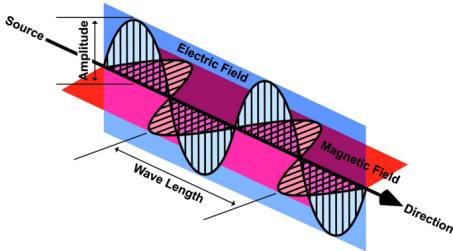
Last lesson we learnt about how light travels (light travels in straight lines).


Read through the PowerPoint to remind yourself of last week's work.


 **TEACHER SLIDE**

### What is Light?

Light is a form of energy.  
More specifically, light is electromagnetic radiation.  
A particle of light is called a 'photon'.  
Light is produced by a light source, then travels outwards at extremely high speeds in waves.








 **TEACHER SLIDE**

### How Does Light Travel?

Light travels in a straight line.  
If you have ever seen a beam of light shine through the darkness, you will know that this is true.  
An odd feature of light is that it sometimes appears to travel in waves and sometimes as particles. Scientists agree that light can be both waves and particles.





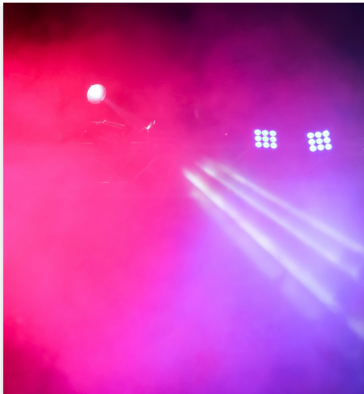
 **TEACHER SLIDE**


### When the Light Hits...

Light will continue to travel until it hits an object. When it does hit an object, the light can be:

1. reflected,
2. absorbed, and/or
3. transmitted.

Let's look at each one in more detail.





Lights Line Up - Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion:** (What do your results tell you?)

Draw a diagram with labels to show the path of light from the source to your eyes for each viewing position. The diagram should illustrate how the light reached/did not reach your eye from the source. It should include the light source, an arrow showing how and where the light was moving and a drawing of yourself that shows where you were looking for the light.

Viewing position 1

Viewing position 2



Lights Line Up - Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Viewing position 3

Viewing position 4

Tuesday (3.8.2021)

All your work must be completed in this booklet, however if you need more space, use the workbook provided.

**Reading:**

Put the timer on, and read a book of your choice for 15 minutes.

**Grammar:**

WRITING INTERESTING SENTENCES USING ADJECTIVES AND ADVERBS

An ADJECTIVE describes a noun (person, place or thing). For example:  
large, furious, purple, tired.

Brainstorm 10 interesting adjectives of your own.

An ADVERB describes a verb (a doing word). They often end with ly.  
However, sometimes they don't. For example: carefully, gracefully,  
yesterday, always.

Brainstorm 10 adverbs of your own.

Extend these simple sentences by adding adverbs and adjectives to make them more interesting. The first one has been done for you.

An owl hooted.

An elegant, snow-white owl hooted loudly from high up in the tree.

The witch laughed.

My uncle sneezed.



The teacher talked.

A dog barked.

The bird landed.

The girl screamed.

The car raced.

The door creaked.

The boy ran.

The dragon flew.

The man painted.

Write 5 of your own sentences using adjectives and adverbs.

**Reading:**

## Should Children Be Allowed to Own Pets?

There are many arguments for and against children owning pets. Pets help to keep children company, help to keep children fit, and they also help children to learn new responsibilities. However, pets can be dangerous. They require a lot of maintenance, and they cost a lot of money to be taken care of properly.

The first argument that supports pet ownership by children is that they are good company. When children come home from school, pets are always there to greet them. They love children and are always willing to play. Consequently, children will be less likely to experience loneliness. They will also help to keep children active as they will need to be walked and played with every day.

Secondly, owning a pet encourages children to learn new responsibilities. Pets need to be looked after and be taken care of every day. Children will learn different skills that they can use later in life. For example, washing and feeding pets are essential skills to learn. Learning these responsibilities will ensure that children will be able to look after themselves, and possibly their children one day.

On the other hand, some pets can be dangerous. Some dogs, for example, are inclined to bite, and children may become scared of animals as a result of this happening to them. Cats also look very soft and cuddly, but they do have very sharp claws. If they are treated in the wrong way, cats can use their claws to scratch.

In addition, pets require a great deal of maintenance. Many pets need to be regularly groomed, exercised and bathed. As a result of this, children may neglect their studies because they are too busy worrying about their pet and its wellbeing.

A further argument against pet ownership is that pets are costly; buying food and maintaining their care is expensive. Ultimately, the cost of owning one falls on parents, and as a result, children don't fully understand the responsibility of having one.

In conclusion, there are many arguments for and against pet ownership. Pets help to keep children company, fit, and they also help them to learn new responsibilities. However, pets can be dangerous, they require a lot of maintenance, and they cost a lot of money to be taken care of properly.



## Should Children Be allowed to Own Pets

What type of text is this?

What are the 3 arguments for children being allowed to own pets?

- 
- 
- 

What are the 3 arguments against children being allowed to own pets?

- 
- 
- 

What connectives has the author used to express the start of a new argument?

- 
- 
- 
- 
- 

Do you think children should be allowed to own pets? Why/why not?

**Behind the News:**

Watch Behind the News Classroom Episode 21 on TV channel ABC Me at 10am. Write down 10 facts that you learnt while watching this episode:

**Mathematics:** Topic - Position

Times table focus for the week – 8

## Part of the Party

I'm furry and small... and I love to dance!






















Plot the grid references on the grid.

**Remember:** To plot grid references, you need to go along the street before you climb up to the sky.

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	A	B	C	D	E	F	G	H	I	J

Dark Grey					Light Grey	Black	Pink
A,7	C,8	E,6	G,5	I,7	B,8	D,7	C,4
A,8	C,9	E,7	G,6	I,10	B,9	E,3	H,4
A,9	C,10	E,8	G,8	J,7	I,8	E,4	
A,10	D,2	F,2	H,3	J,8	I,9	E,5	
B,7	D,3	F,6	H,5	J,9		F,3	
B,10	D,4	F,7	H,6	J,10		F,4	
C,3	D,5	F,8	H,7			F,5	
C,5	D,6	G,2	H,8			G,7	
C,6	D,8	G,3	H,9				
C,7	E,2	G,4	H,10				

# Compass Directions

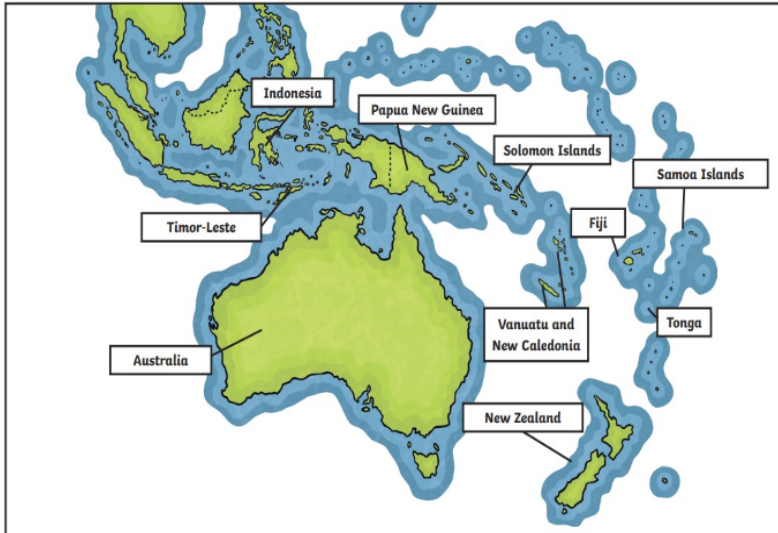
Compass directions: the town

1. From the start , go north 4 squares. Where are you now?
2. Go north-east 1 square. Where are you now?
3. Go south 2 squares. Where are you now?
4. Go west 4 squares. Where are you now?
5. Go south-east 2 squares. Where are you now?
6. Start at the school. How do you get to the theme park?
7. Direct someone from the theme park to the hospital.
8. Write directions from somewhere on the map to another place.



## Geography

Choose 1 neighboring country (not Australia) and answer the following questions in full sentences.



1. What are the main important exports to Australia from your chosen country?  
Imports -  
Exports -

2. What are the main attractions/landmarks in your chosen country?

3. What is their native animal? (include a drawing)

4. What is the distance from your chosen country to Sydney in kilometres? How long would it take to travel by plane?  
Distance in km -

By plane -

5. What is the climate like in your chosen country?

Wednesday (4.8.2021)

All your work must be completed in this booklet, however if you need more space, use the workbook provided

### Silent Reading:

Put the timer on, and read a book of your choice for 15 minutes.

### Writing:

Use the criteria below to type **THREE** persuasive paragraphs about the topic *Being famous would be the best thing in the world.*

Criteria	Working Towards	Achieved
• I stated my POINT (reason).		
• I EXPLAINED why my point is important.		
• I gave a relevant EXAMPLE.		
• I wrote a LINK.		
• I have used high modality.		
• I have included emotive language.		
• My writing makes sense.		

Think of the reasons why you agree or disagree with the topic. Remember you are to convince the reader to agree with you. Use high modality and emotive language to help persuade the reader. Don't forget to edit your work.

Reading:

# The Tyger

By William Blake

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?



## The Tyger

1. What do you think the poem is about? (tick)
  - (a) Different animals which live in forests.
  - (b) An artist painting a picture of a tiger.
  - (c) The poet asking who has created an animal as beautiful and fearsome as a tiger.
2. Explain what you think the poet meant when he described the animal as 'burning bright'.
3. When and where might this animal be found?
4. Write down two examples of alliteration from the poem.

.

.
5. In verse 4, Blake is suggesting that such a powerful animal must have been created by... Tick or underline one option.
  - (a) a sculptor
  - (b) a painter
  - (c) a blacksmith
  - (d) a carpenter
6. Is this a modern poem? What are the clues

**Handwriting:**

# Homophones

Homophones are words that are pronounced the same, but have different meanings. The words may be spelt the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as where, wear and we're, or there, their, and they're. Homophones that are spelt the same are known as both homographs and homonyms. Homophones that are spelt differently are also called heterographs. Some more examples of homophones are:

**Mathematics: Topic -**

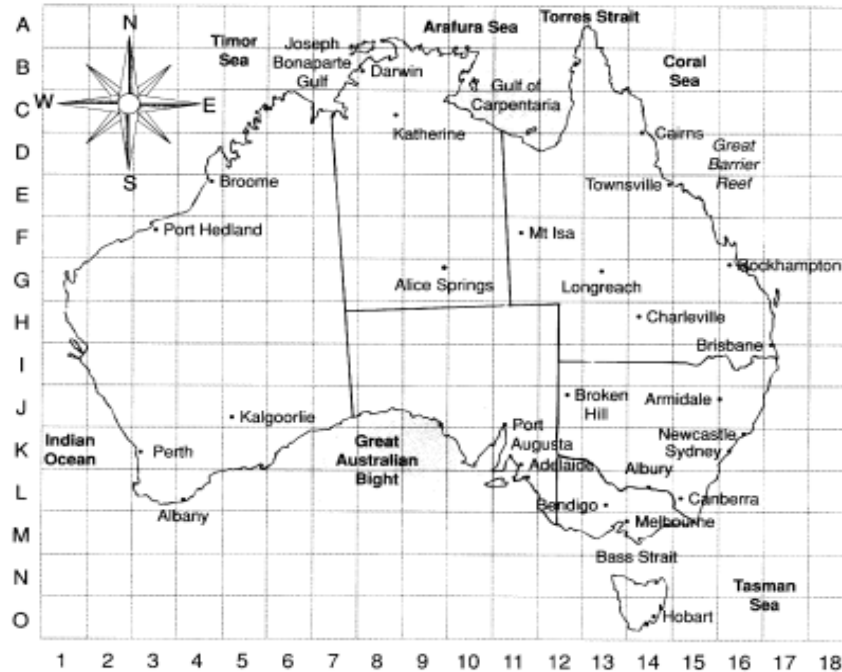
Times table focus for the week - 8

**Unit 18A**

**Space and Geometry - Location Maps**

**SGS 3.3**

1 The map of Australia shows all the capitals, some major towns and landmarks. It also shows the states, surrounding waters, straits and gulfs. Use the map and the directional rose to complete activities and questions.



- Circle the towns situated in the north-west region of the Australian continent.
- Name the gulfs in the north and north-western regions of Australia.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What is the Western Australian town north-east of Perth?  
\_\_\_\_\_
- Which town can be found north of Melbourne?  
\_\_\_\_\_

- What is the most western town in New South Wales? \_\_\_\_\_
- In what direction is Cairns from Brisbane? \_\_\_\_\_
- In what direction is Katherine from Darwin? \_\_\_\_\_
- Name two eastern seas. \_\_\_\_\_
- Name the town north-east of Sydney. \_\_\_\_\_
- In what direction is Canberra from Sydney? \_\_\_\_\_ And from Melbourne? \_\_\_\_\_



2 Use the co-ordinates to identify places.

- |             |              |              |
|-------------|--------------|--------------|
| a. B8 _____ | b. E14 _____ | c. J15 _____ |
| d. K3 _____ | e. K16 _____ | f. D16 _____ |
| g. G9 _____ | h. L15 _____ | i. J5 _____  |

3 Give the co-ordinates for the following.

- |                    |                       |                      |
|--------------------|-----------------------|----------------------|
| a. Hobart _____    | b. Port Augusta _____ | c. Newcastle _____   |
| d. Melbourne _____ | e. Albany _____       | f. Broken Hill _____ |
| g. Mt Isa _____    | h. Darwin _____       | i. Broome _____      |



## Health:

### Checking your pulse

Complete the worksheet by completing an activity for 1 minute and checking your pulse rate after each (how many beats in a minute). *Please remember to let your heart rest before the next activity.* E.g skipping, jogging, star jumps, walking

## Pulse Rate Observation

Measure your pulse rate at different times over the day. Your pulse rate will vary depending on your activities and situations throughout the day. What activities have the strongest impact on your pulse rate? What conclusions can you infer from the data you have collected?

[illegible]

**Thursday (5.8.2021)**

**All your work must be completed in this booklet, however if you need more space, use the workbook provided.**

**Reading:**

Put the timer on, and read a book of your choice for 15 minutes.

**Spelling:**

Year 5	Year 6
<p><u>List Words</u></p> <div>omit terror transport taught</div> <div>event prompt telecast privately</div> <div>vital attempt telephone scientist</div> <div>subject dentist internet systematic</div> <div>amount customer interesting equivalent</div> <div>notice transfer attendance committee</div> <div>arrest</div>	<p><u>List Words</u></p> <div>politely appetite curiosity criticism</div> <div>toasted capacity satisfactory temporary</div> <div>antique particularly disconcerted intellectual</div> <div>omitted existence restaurant spontaneous</div> <div>uneventful relevant anticipation fluorescent</div> <div>entertainment incidental courteous characterisation</div> <div>majority</div>
<p><u>Extension Words</u></p> <div>adoptive eliminated persistence telephonist</div> <div>alternative noticeable practicality terrific</div> <div>attentive omitted secretarial theatre</div> <div>convenient orchestral separatist trialled</div> <div>dentistry parliamentary syndicate vitality</div>	<p><u>Extension Words</u></p> <div>acoustics commiserate guttural iridescent</div> <div>acquittal eccentric indignity irrelevant</div> <div>attitude effrontery indomitable mozzarella</div> <div>attractive epitome insolent tedious</div> <div>celestial escalator intermittent tolerant</div>

Using your list words, type them in alphabetical order.

1.	6.	11.	16.	21.
2.	7.	12.	17.	22.
3.	8.	13.	18.	23.
4.	9.	14.	19.	24.
5.	10.	15.	20.	25.

Type at least 5 sentences using your spelling words. Use interesting adjectives and conjunctions.

**Writing:**

Use the criteria below to type **THREE** persuasive paragraphs about the topic *Is it important for children to do homework every night?*

Criteria	Working Towards	Achieved
• I stated my POINT (reason).		
• I EXPLAINED why my point is important.		
• I gave a relevant EXAMPLE.		
• I wrote a LINK.		
• I have used high modality.		
• I have included emotive language.		
• My writing makes sense.		

Think of the reasons why you agree or disagree with the topic. Remember you are to convince the reader to agree with you. Use high modality and emotive language to help persuade the reader. Don't forget to edit your work.

**READING**

## Fidget Spinners

Fidget spinners are toys that are made with a ball in the middle and three 'branches' coming from the centre. The branches spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The different materials change the vibration and the length of time that the toys spin.



### How to Spin a Fidget Spinner

- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.
- Flick one of the outside branches with your middle finger and watch it spin.

### How the Fidget Spinner Began

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still trying to look after her own eight-year-old daughter. Catherine began inventing toys for her daughter and the two of them went on to create the fidget spinner.

### Uses of the Fidget Spinner

- It has been discovered that some children with special educational needs can use fidget spinners to help them to concentrate or calm down.
- They have been found to help people lower their stress levels by helping the user to 'zone out' and clear their mind.

### Fidget Spinners in School

Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also be a danger to others.

## FIDGET SPINNERS

ANSWER IN FULL SENTENCES

List the materials fidget spinners can be made from

Using different materials changes things. What 2 things change?

•  
•

Why Did Catherine Hettinger make the fidget spinner?

What does the fidget spinner help some children with?

Why have some schools banned fidget spinners?

Underline or highlight the word which means 'created'

- a) found      b) invented      c) fixed      d) sewed

## 2D and 3D Shape Crossword

3. I am 3D, I have 5 faces and vertices, 8 edges and I'm found in Egypt. (10)
4. I am 2D, I have 1 curved side and the same diameter across. (6)
8. I am 3D, I have 6 faces, 8 vertices & 12 edges. New shoes come in me! (16)
11. I am 2D, I have 8 sides and you would find me as a stop sign. (7)
12. I am 2D, I have 1 curved side with different diameters across. (4)
13. I am 2D, I have 5 sides and the sum of my internal angles is  $540^\circ$ . (8)
14. I am 2D, my opposite sides are equal length & corners are right angles. (9)
15. I am 2D, all my sides are equal length and my 4 corners are right angles. (6)
16. I am 3D and I have no vertices, edges or boundaries. (6)
17. I am 2D, I have 2 pairs of parallel sides and I can be called another name starting with 'D'. (7)
18. I am 2D and I have no parallel sides but I do have 2 pairs of adjacent equal length sides. You might like to fly me at the beach or in the park. (4)
19. I am 3D, I have 6 faces, 8 vertices and 12 edges. I'm like a dice. (4)

## Down Clues

1. I am 2D, I have 4 sides and 2 of them are parallel. The sum of my internal angles is  $360^\circ$ . (9)
2. I am 3D, I have 2 flat and one curved surface, 2 boundaries but no vertices. (10)
5. I am 3D and I have no vertices, I have 1 curved surface, 1 flat surface and 1 b. (10)
6. I am 2D and I have 3 sides of equal length and 3 equal angles. (19)
7. I am 2D, I have 6 sides and the sum of my internal angles is  $720^\circ$ . (7)
9. I am 3D and I have 5 faces and 9 edges. I look like a tent. (15)
10. I am 2D, I have 3 sides and 2 of my sides are equal length, I also have 2 equal angles. (77)

**Shapes Used**

- \* Rectangle
- \* Circle
- \* Cone
- \* Hexagon
- \* Square
- \* Equilateral Triangle
- \* Triangular Prism
- \* Sphere
- \* Rhombus
- \* Cube
- \* Square Based Pyramid
- \* Cylinder
- \* Trapezium
- \* Oval
- \* Rectangular Prism
- \* Pentagon
- \* Octagon
- \* Isosceles Triangle

### Shapes Used

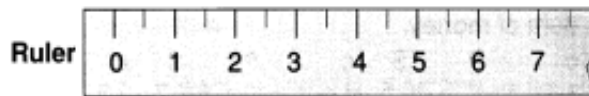
# Mathematics - Extension

MS 3.1

## Measurement - Perimeter & Length

Unit 26B

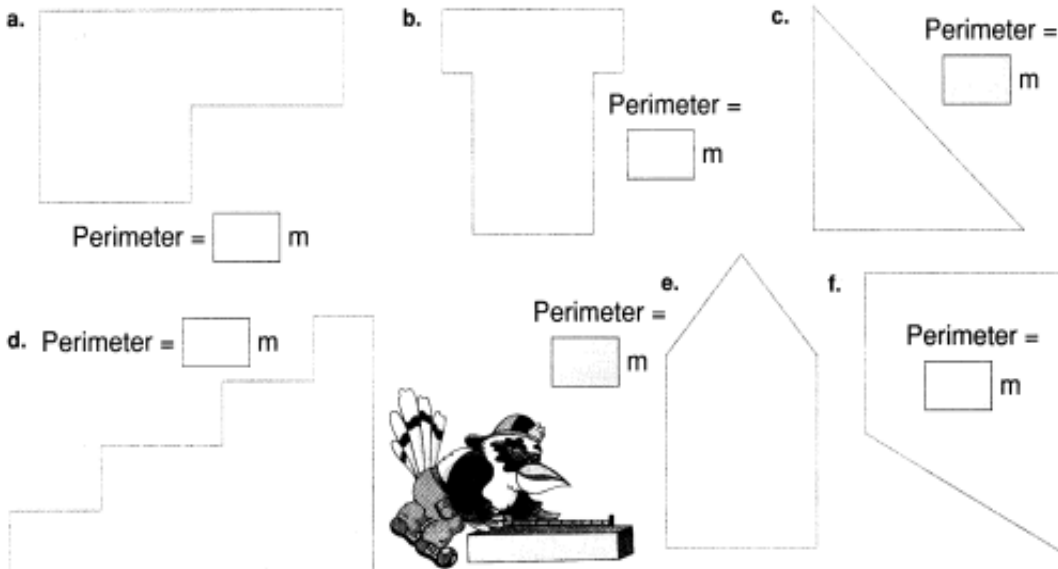
- 1 Draw millimetres on at least 5 centimetres of the ruler.



- 2 Measure the *length* of the lines in *millimetres*.



- 3 Find the perimeter of each shape. Use the scale **10 mm = 1 m**.



- 4 Use a tape measure or a piece of string and a metre rule to measure parts of your body to the nearest *millimetre*. Write the results to complete the table.

Body part	Length	Body part	Length	Body part	Length
a. Elbow to finger tips	mm	b. Around your waist	mm	c. Around your neck	mm
d. Under arm to finger tip	mm	e. Knee to the floor	mm	f. Around your head	mm
g. Width of your hand	mm	h. Length of your leg	mm	i. Your shortest finger	mm
j. Length of your foot	mm	k. Around the calf	mm	l. Your longest finger	mm

- 5 Name some industries or professions that use *millimetres* as a unit of *length*.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_

**Drama:**

Conveying emotions through images

With a partner, portray the following emotions using facial expressions and gestures.

Write a few sentences for each emotion explaining how and why you have portrayed the emotion this way. An example has been provided for you. Do as many as you can.

*E.g. Sad- I am expressing the emotion of sadness. This is expressed by having my hand over my mouth and my tears.*

Happy -

Nervous -

Tired -

Hot -

Hungry -

Angry -

Surprised -

Cold -

Excited -

Stressed -



Friday (6.8.2021)

All your work must be completed in this booklet, however if you need more space, use the workbook provided.

### Reading:





Put the timer on, and read a book of your choice for 15 minutes.

### Writing:

Using the Speed Writing chart, select a topic and type for a minimum of 30 minutes.

Don't forget to edit your writing.

# August

It is Book Week! Who is your favourite author? Why do you like their books? 	Do you think people will still be reading hard copies of books in 10 years? Why/why not? 	Write about your favourite childhood book. 	It is National Science Week! Studying science in school is important because... 
What are some things that really annoy you? Why?	With 10 seconds left on the clock, it was now or never...	<b>Free choice</b>	What would you like to do when you leave school?
If you had to be a tour guide for your area, where would you take people?	City life is better than country life. Agree or disagree?	There was money everywhere and...	What is the best advice you ever received?
<b>Free choice</b>	Should animals be used for medical research? Why/why not?	I wish there was no more...	What do you think the saying 'The grass is always greener on the other side of the fence,' means? Describe a time when you thought the grass was greener.
<b>Free choice</b>	"Land Ahoy!" yelled the bearded pirate as the...	The school bus pulled up and I realised...	Make a list of the pros and cons of learning a sport.

Teach Starter.com

## Ratman: A Superhero

### Who Is Ratman?

Ratman's real name is Billy Bobbins. When he was just a young boy, Billy's parents were killed. Eventually, Billy transformed into Ratman when he was bitten by an infected rat that was looking for food from the bins outside the local Italian restaurant.

### Superpowers

Ratman can see in the dark, which is useful, since his adventures mostly take place under the ground, and he is very good at finding people using his x-ray vision. He can also chew through anything at one million chews per minute! Ratman uses his powers to save people who are trapped underground by gnawing his way to them. Ratman has a great sense of smell and he can smell danger from up to 100 miles away.

### Friends and Enemies

When he was a youngster, Ratman was taken in by a lonely old man called Eight. Nowadays, Eight makes Ratman's superhero costumes and also invented the impressive, invisible Ratmobile Super Tunneller. Together, the pair live happily in a converted cattle shed.



### Big Superhero Facts

- Ratman is very shy and does not like being in large crowds.
- He is only 1 metre tall!
- Ratman loves peanut butter, but he will eat almost anything!

Ratman's enemy is the evil villain Roger Roarer, who killed Billy's parents one night as they came out of the cinema. The endless battle between these two can be tough; however, Ratman almost always comes out on top. Together, the pair live happily in a converted cattle shed.

## Ratman: A Superhero

What is Ratman's real name?

How did he become Ratman?

Name three of Ratman's superpowers.

- 
- 
- 

### True or False

Ratman's favourite food is peanut butter.

Ratman's friend is called Roger Roarer.

Ratman lives with his parents.

How does Ratman help people who are trapped underground?

Who is Eight and what does he do now?

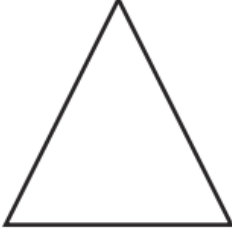
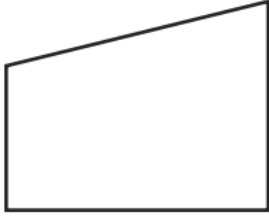
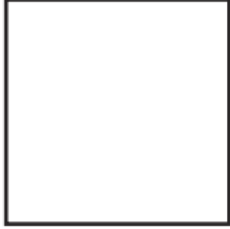
Where do Ratman and Eight live?


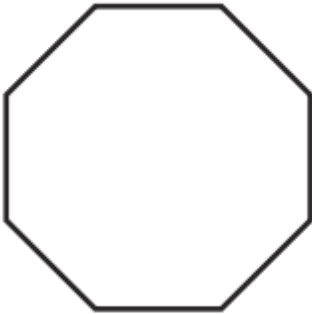
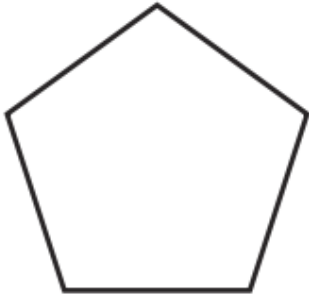
Describe what you think Eight looks like.

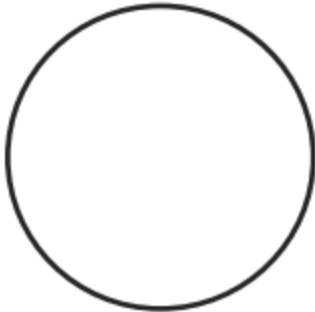

**Mathematics:**

# Name the 2D Shape

Colour in shapes, name and record number of sides


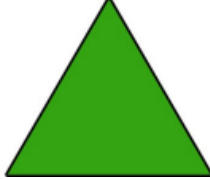
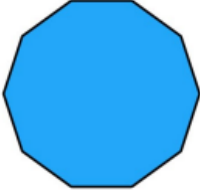
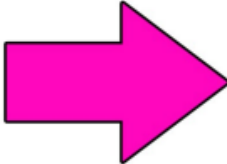


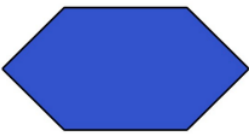
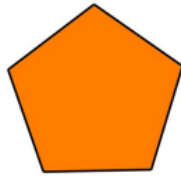
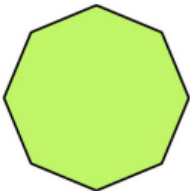
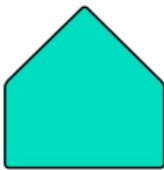
		
<b>Name:</b> <b>Number of sides:</b>	<b>Name:</b> <b>Number of sides:</b>	<b>Name:</b> <b>Number of sides:</b>

		
<b>Name:</b> <b>Number of sides:</b>	<b>Name:</b> <b>Number of sides:</b>	<b>Name:</b> <b>Number of sides:</b>

	
<b>Name:</b> <b>Number of sides:</b>	<b>Name:</b> <b>Number of sides:</b>

# Regular and Irregular Shapes

Write 'regular' or 'irregular' next to each shape, according to the properties of the shape.

Use mathematical language to explain the difference between regular and irregular shapes.

A regular shape
An irregular shape

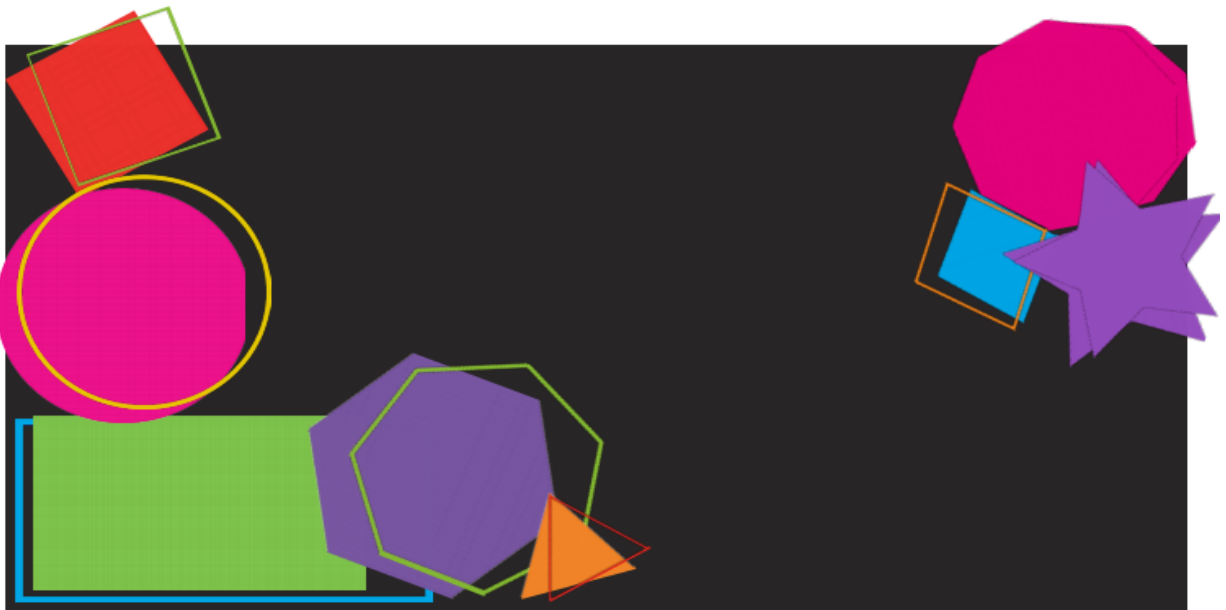
# Shape Art

## You Will Need:

- Black paper
- Coloured glossy paper
- Scissors
- Glue
- Pencil
- Assorted 2D shapes (optional)

## Instructions

1. Students draw or trace a variety of shapes onto coloured paper. Discuss the names of the shapes and their properties (such as number of sides) and the names of paper colours, if applicable.
2. Students cut out each shape. Provide assistance to cut out the inside of shapes, if required.
3. Ask the students to position the shapes over a black background until they are happy with the arrangement. They may even like to arrange their shapes to make a picture, for example, a robot, train or house.
4. Once the shapes are arranged, students glue them into place.
5. Students can repeat the activity by additionally gluing small balls of paper under each shape. This provides a 3D effect and adds another dimension to the activity.



**Optional Activity: PE Grid**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>Cycle through each exercise and then do it again two more times.</p> <p>*20 star jumps *20 leg curls *20 forward lunges *20 toe touches (right hand to left foot and left hand to right foot) *20 knee raises *20 knee push ups *20 squats</p>	<p>Choose a starting point and walk the space of 20 big steps to another point. These are the start and end points.</p> <p>Do relay activity back and forth. Do each one two times.</p> <p>Walk it, skip it, take giant steps, toe to toe steps, side gallop and jog.</p>	<p>Find something like two cat food tins or cans of baked beans. These are going to be your weights for today's session.</p> <p>Cycle through each weight exercise and then do them again two more times.</p> <p>20 arm raises - start with your arms by your side, bring them straight out so your body looks like the letter T, then bring them over your head and back to your side again.</p> <p>Jog on the spot moving your arms as you go (1 min)</p> <p>20 boxing jabs - straight out in front</p> <p>20 boxing jabs - uppercut style</p> <p>20 boxing jabs - across your body</p> <p>Plank for 30 seconds</p> <p>Repeat 2 more times</p>	<p>Choose a starting point and walk the space of 20 big steps to another point. These are the start and end points.</p> <p>Do relay activity back and forth. Do each one two times.</p> <p>Walk it, skip it, take giant steps, toe to toe steps, side gallop and jog.</p>	<p>Cycle through each exercise and then do it again two more times.</p> <p>*20 star jumps *20 leg curls *20 forward lunges *20 toe touches (right hand to left foot and left hand to right foot) *20 knee raises *20 knee push ups *20 squats</p>





# CSER's 30-Day Digital Technologies Challenge!



**Rules:** You must use your creativity, best problem-solving skills and have fun! Complete activities in any order. *Ready, set, GO!*

1 Robot chef! Find a simple recipe. Give instructions for a family member to follow <b>exactly</b> as you say!	2 You are a pirate! Create a treasure map with instructions on how to find your hidden treasure.	3 How many creatures can you see and record from your backyard in 15 minutes? Find a way to present your data!	4 Play "1-spy" Digital Technologies with someone! Can they guess what you see using the first letter of the word?	5 Be a Computer Vision AI machine. Have someone draw an animal. Can you guess it before they finish? Your turn next!
6 Play "Follow the Leader" around your house or backyard! Can you follow their lead using only verbal instructions?	7 Build something with LEGO or blocks/crafts. Verbally explain to someone how to create it! Does it look the same?	8 Alphabet Digital Tech! Can you think of a word for every letter of the alphabet related to Technology?	9 Design and make a creative poster that teaches your family about online safety rules!	10 You are a Spaceship Designer for the <b>Australian Space Agency</b> ! Design the next spaceship that will travel to Mars!
11 Pick a number from 1-9. How many different ways can you <b>represent</b> that number? You can draw or use objects around you!	12 Design and draw a robot to work for you! What is its name? What are its <b>features</b> ? What does it do? How does it work?	13 Interview an older family member to find out what Technologies they used when they were your age...	14 Using toys, storybooks or food. How many different ways can you <b>organise</b> them into groups? Can you think of 3 ways?	15 Create a "Where's Wally" style artwork. Hide 5 technologies for someone else to find. How long did it take them?
16 Blindfold a family member. Can you verbally give instructions to <b>safely</b> move from one spot in a room to another? Switch!	17 Find out what a "Rube Goldberg" machine is. Can you build one using objects and recycled material you find at home?	18 Create a story where a character has to make a <b>decision</b> . Share it with a family member!	19 Algorithm game! On a 10x10 grid have someone move a toy between 2 points using only a sequence of arrows you draw. Add obstacles!	20 What language would you like to learn? Be an AI Machine! Find and translate words: "Hello, friends!" Write a message for someone to translate.
21 "What Am I?" Think of 3 technologies. Write a description of what they are and how they are used for someone to <b>guess</b> !	22 Watch a TV show. Keep a tally of how many technologies you see! Compare your answer with someone!	23 <b>Recycle-o-matic</b> Machine! You are to design a new high-tech recycling machine to sort rubbish. How does it work?	24 Food flowchart! Can you draw a flowchart for making a drink or your favourite food? Share with someone to follow!	25 Create your own "concentration" match card game cards of digital technologies. Play the game to find the pairs.
26 Play a board game or card game. It is your role to be the banker or keep track of the score!	27 Find a problem that you would like to solve in your home. Is it recycling? Water use? Come up with an idea to solve it!	28 Create an animation using Scratch or ScratchJR that shows your evening routine! Draw your story if you don't have a device.	29 Create a "Where's Wally" style artwork. Hide 5 technologies for someone else to find. How long did it take them?	30 Create a "Rube Goldberg" machine. Can you build one using objects and recycled material you find at home?

What was your **FAVOURITE** day? Can you come up with your own challenge?