

Learning
From Home
Offline
Booklet

Term 4 Week 3

Stage 3



OFFLINE Week 3 - Term 4 - Stage 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session 1	<p style="text-align: center;">Daily Gratitude</p> <p>Go to your Daily Gratitude document and fill it in to start your day!</p>	<p style="text-align: center;">Daily Gratitude</p> <p>Go to your Daily Gratitude document and fill it in to start your day!</p>	<p style="text-align: center;">Daily Gratitude</p> <p>Go to your Daily Gratitude document and fill it in to start your day!</p>	<p style="text-align: center;">Daily Gratitude</p> <p>Go to your Daily Gratitude document and fill it in to start your day!</p>	<p>MINI PROJECT DAY “BUILD A BLANKET FORT” Project</p> <p>Today you will be undertaking a design, build and investigation project!</p> <p>You will be building an amazing 'blanket fort' in your house and looking for all the hidden learning within it.</p> <p>That's right! You will become a designer, builder, and learning detective!</p> <p>Then you will spend some time enjoying your fort.</p>
Morning Session 2	<p style="text-align: center;"><u>Spelling</u></p> <p>Soundwaves Unit 32, Page 1</p> <p>Complete Page 1 of your Soundwaves unit.</p>	<p style="text-align: center;"><u>Reading Comprehension Task</u> “The Moon Of Earth”</p> <p>Read the text about the moon and note down the things you learnt from the article on the sheet provided. Research, if you can, more about the moon.</p>	<p style="text-align: center;"><u>Spelling</u></p> <p>Soundwaves Unit 32, Page 2</p> <p>Complete Page 2 of your Soundwaves unit.</p>	<p style="text-align: center;"><u>Independent Reading Session.</u></p> <p>Use this 40-45 minute session time to read the daily newspaper, a magazine or one of the books from your collection.</p> <p>Discuss your reading with a parent. Tell them what you were reading about.</p>	
Fruit Break					
Morning Session 3	<p style="text-align: center;"><u>Writing - figurative language</u></p> <p>Find the 'Figurative Language' activity. Read the meanings and give some examples.</p>	<p style="text-align: center;"><u>Writing - Narrative</u></p> <p>Find the 'Narrative writing' activity. Read the instructions. Use the story starter to plan your narrative. You will then be writing a narrative. Use the checklist to help you.</p>	<p style="text-align: center;"><u>Writing - Editing</u></p> <p>Find the 'time to Edit' activity. Today you will be editing your narrative you wrote yesterday and reading it aloud to someone in your family.</p>	<p style="text-align: center;"><u>History</u></p> <p>Why Norfolk Island?</p> <p>Read through the information on the colonial settlement at Norfolk Island and answer the questions attached.</p>	<p>You will be presenting your project to your teacher so make sure you read through the project first and especially the presentation section (step 5) carefully before you begin the project today.</p>

Lunch					
Middle Session	<p>Year 5 Problem solving</p> <p>Complete the MATHAROO problem solving worksheet for your level.</p> <p>Year 6 Problem solving</p> <p>Complete the MATHAROO problem solving worksheet for your level.</p>	<p>Year 5</p> <p>Complete the Tuesday Multiplication worksheets focusing on using 2 digit by 1 digit algorithms.</p> <p>Year 6 Factors</p> <p>Complete the TUESDAY worksheet on "factors"</p>	<p>Year 5</p> <p>Complete the Wednesday Multiplication worksheets focusing on using 3 digit by 1 digit algorithms.</p> <p>Year 6 Prime and composite numbers</p> <p>Complete the WEDNESDAY worksheet on Prime and Composite" numbers</p>	<p>Year 5</p> <p>Complete the Thursday Multiplication worksheets focusing on using 2 digit by 2 digit and 3 digit by 2 digit algorithms.</p> <p>Year 6 Factor trees and prime factors</p> <p>Complete the THURSDAY worksheet on "factor trees and prime factors"</p>	<p>GROUP ZOOM</p> <p>12:30pm</p> <p>If you can gain access to a computer and the internet, please log in and join your class group for our weekly catch up / social zoom session.</p> <p>Link to the meeting will be set to your Google Classroom.</p> <p>We hope you can join us</p>
Recess					
Afternoon Session	<p>Science</p> <p><i>LI: Investigate the effects of Tsunamis on the Earth's surface.</i></p> <p>Today we are going to start investigating tsunamis. Read the information about tsunamis and answer the questions.</p>	<p>Art</p> <p>Grid Drawing</p> <p>Compelte the symmterical art activity.</p>	<p>PD/H Safety</p> <p>Today's PDH focus is on bike safety. Go to the Bike Safety pages and complete the activities.</p>	<p>Sport</p> <p>Today you are going to be working on movement skills.</p> <p>Go to the PE pages for your instructions and activities.</p> <p>You will need to type your results straight into the table.</p> <p>Note: you will need a stopwatch for today's sport activities.</p>	<p>Complete and upload your project to your teacher.</p>

Term 4 Week 3

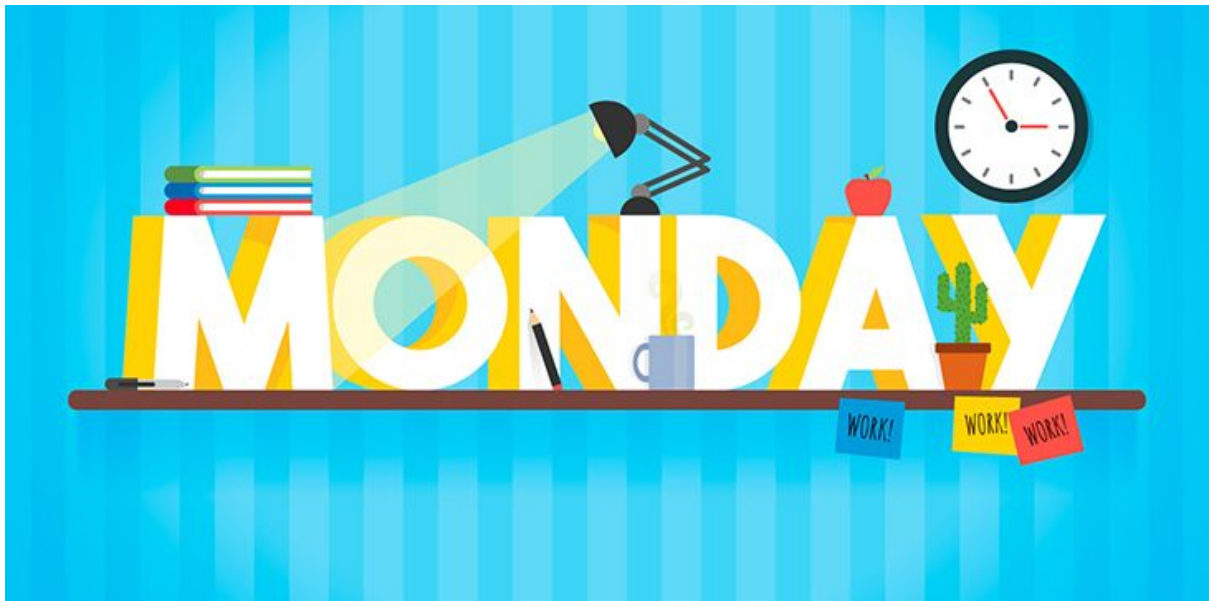
Monday, October 18th, 2021

Daily Gratitude

Name _____

Today's date	<ul style="list-style-type: none">- What are three things you are thankful for today?- What are three positive things that happened today?<ul style="list-style-type: none">- If you can't identify three positive things, what is something you can change for tomorrow that can make your day better?
<u> / / </u> Monday	<ul style="list-style-type: none">---
<u> / / </u> Tuesday	<ul style="list-style-type: none">---
<u> / / </u> Wednesday	<ul style="list-style-type: none">---
<u> / / </u>	<ul style="list-style-type: none">-

Thursday	-
- / - / - Friday	-
- / - / - Week 2	-





List Words

speech
scratches
chimneys
chuckle
century
question
feature
signature
cheque
challenge
unfortunate
chocolate
changeable

- Colour** the graphemes that represent in the List Words.
- Go** to the List Words for Unit 32. **Count** the sounds and identify all the graphemes in each List Word.
- Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- Colour** the grapheme, shown at the beginning of each row, in the words in each row if it represents in those words.

Grapheme Chart

grapheme	word

ch achiever character researched choir chalet chuckling chiffon

tch sketches wretched chitchat dirtcheap stretched scratchy spotcheck

t touched fortune leather centuries chocolate nature cultural

ti section question mention digestion quotient exhaustion stitch

- Write** List Words with in the following positions in the words.

3rd _____ 5th _____

4th _____ 6th _____

- Rewrite** these List Words that have been written with the beginning of the word at the end.

eechsp _____ turefea _____ tchessca _____
 queche _____ turycen _____ llengecha _____
 cklechu _____ tionques _____ neyschim _____

- Unjumble** each List Word part. **Form** List Words with the sets of word parts.

ut nec yr _____ gis an rute _____ nut rof nu tea _____
 hoc tale oc _____ a leb ghance _____

- Rewrite** these words adding the endings.




Go to Helpful Hints.

able	s	less, ing, al
change _____	century _____	speech _____
achieve _____	research _____	chuckle _____
question _____	sketch _____	feature _____
approach _____	chimney _____	culture _____
recharge _____	chocolate _____	challenge _____



List Words

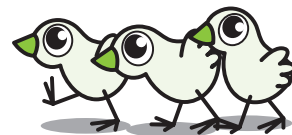
champion
immature
chastise
unfortunately
temperature
manufacturer
attachment
righteous
futuristic
exhaustion
picturesque
pasteurised

- 1 **Colour** the graphemes that represent  in the List Words.
- 2 **Turn** to page 84 or use **SLW31**. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent  on the Grapheme Chart. **Write** one word example for each.
- 4 **Write** graphemes for  to finish these List Words.

___ampion	atta___ment	pic___uresque
manufac___urer	___astise	imma___ure
exhaus___on	unfor___unately	rih___ous
fu___uristic	tempera___ure	pas___eurised

Grapheme Chart

grapheme	word




- 5 **Colour** all the digraphs and trigraphs in the words.
Use different colours if digraphs and trigraphs are side by side.

launch	detached	immaturity	exhaustion	manufacturer	righteousness
reattach	dispatches	changeable	enchantment	unfortunately	pasteurisation
structure	challenge	picturesque	temperature	achievement	championship

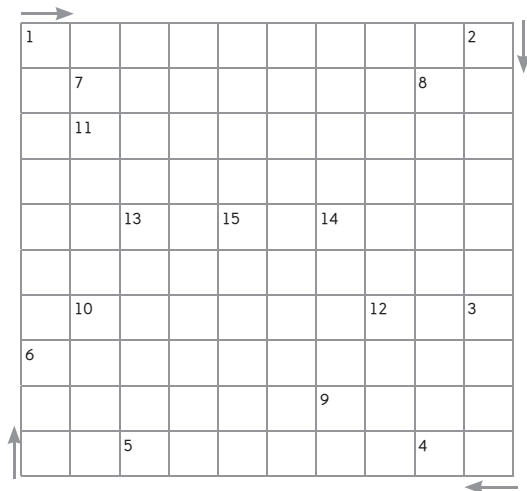
- 6 **Circle** the collective nouns and the correct verbs to use with the collective nouns in the sentences.
 - ★ Collective nouns can be singular nouns that name groups, for example *a crowd (of people), a flock (of birds)*. The verb works with the collective noun, not the words describing it, for example *A crowd (of people) was at the carnival*.
 - ★ The word *none* stands for *not one* and is classed as a singular, collective pronoun, for example *None (not one) of the cakes was left*.

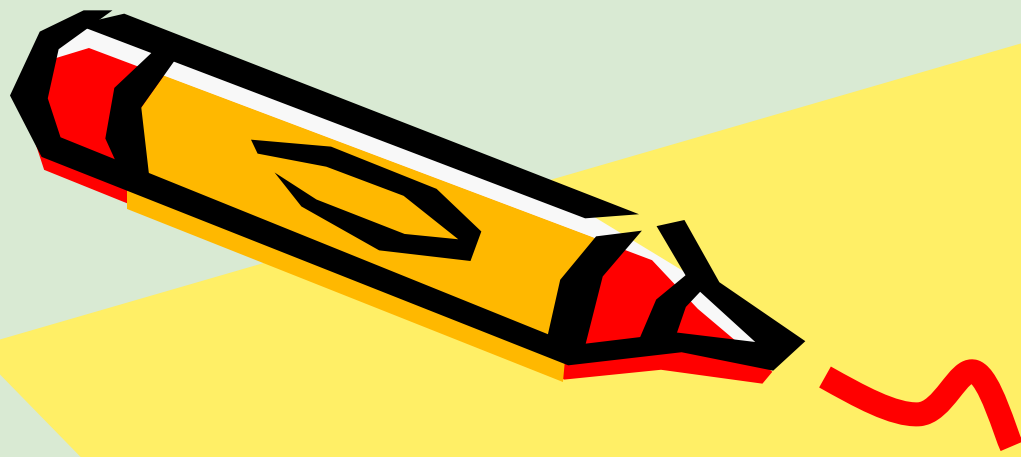
A group of manufacturers was/were expected at the factory.
An Australian team of champion athletes is/are competing in the world titles.
The set of attachments was/were not in the carton with our new vacuum cleaner.
Last month none of the daily maximum temperatures was/were above thirty degrees Celsius.
Several collections of rare stamps has/have been stolen from the display in the new convention centre.

Challenge

Write answers to the clues starting at 1 and working around and into the middle like a spiral. Each word starts at a number and overlaps the one before so that they share some letters. The clues with • have List Words or words from Activity 5 as answers. All answers have a  sound.

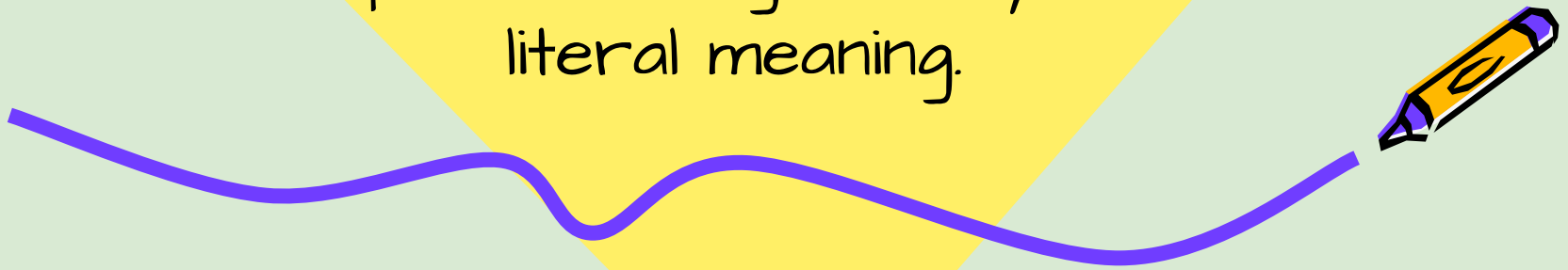
- | | | |
|-----------------------------|--------------------|-------------------------------|
| 1. • weariness | 6. • variable | 12. • measure of heat or cold |
| 2. opposite of manufactured | 7. whitened | 13. • attach again |
| 3. • set afloat | 8. • sends off | 14. • test |
| 4. • scold | 9. • construction | 15. every |
| 5. seek | 10. cut back staff | |
| | 11. • charm | |





FIGURATIVE LANGUAGE

Speech that goes beyond
literal meaning.



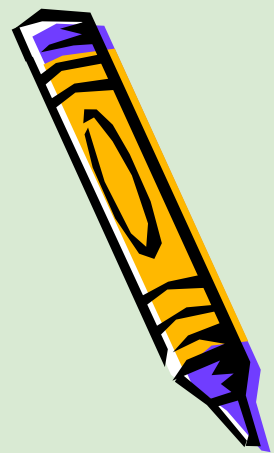
Metaphors and Similes

- Imaginative kinds of comparison
- Known as "figures of speech"
- Make writing more colorful



SIMILE

A simile uses the words 'like' or 'as' to compare one object or idea with another to suggest they are alike.



Simile

- Comparison between two unlike objects
- Uses "like" or "as"

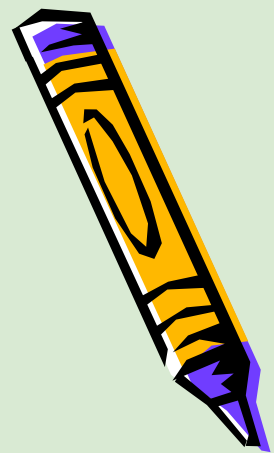
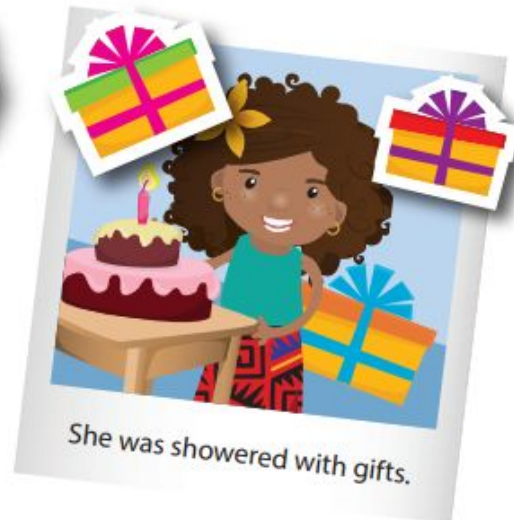
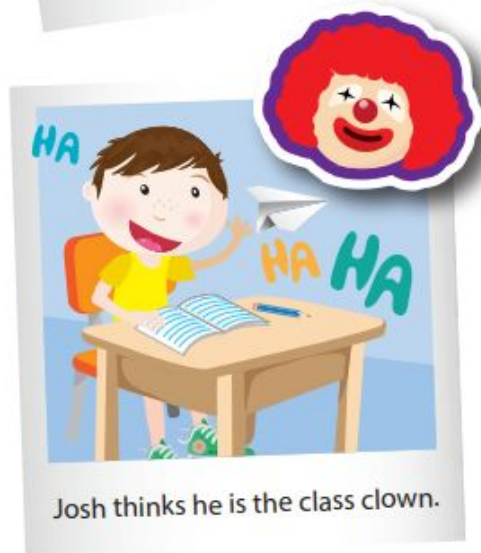
The dogs fur is like
smooth chocolate.

He is as sly as a fox.



METAPHOR

A metaphor is a word or phrase that is used to make a direct comparison between two unlike things.



Metaphor

- Suggests a comparison
- Gives an object the qualities of some other, unlike object.
- Compares without using "like" or "as"

He knew he was
toast after the
test.



Write an example sentence of a simile and metaphor.

1. Type your simile sentence here.
2. Type your metaphor sentence here.



Idiom

- A fixed expression with a nonliteral meaning/ a stylistic expression

Apple of my eye

Raining cats and dogs

Hold your horses



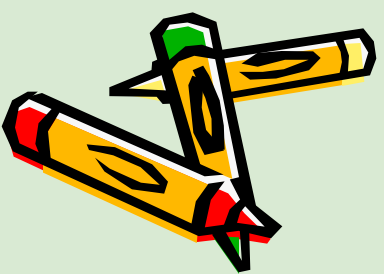
Write 2 of your own examples of an
idiom.

Type here...



ONOMATOPOEIA

Onomatopoeia is the use of words that imitate the sounds associated with the objects or actions they refer to.



Onomatopoeia

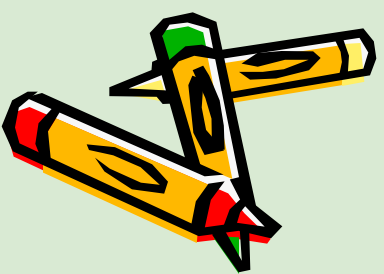
- Use of words whose sounds make you think of their meanings

*buzz *crunch *bang *click



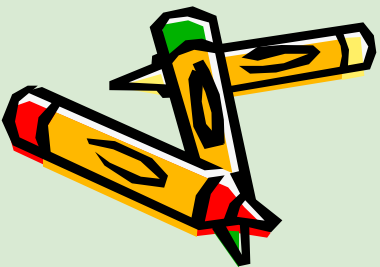
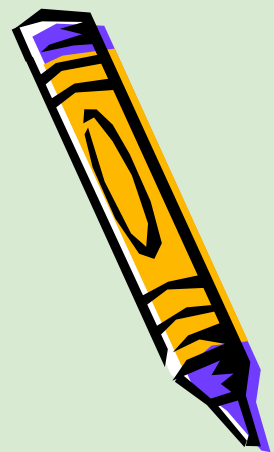
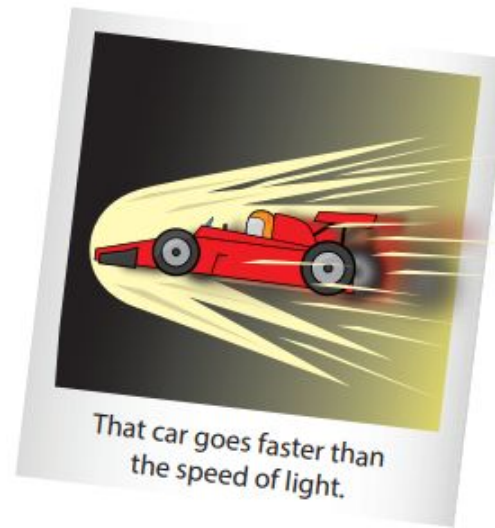
5 onomatopoeias are...

- 1.
- 2.
- 3.
- 4.
- 5.



HYPERBOLE

Hyperbole is the use of exaggeration to make something better or worse than it really is.



Hyperbole

- Exaggeration for emphasis or humor

My teacher is so old, she taught cavemen how to draw.

I tried a thousand times.



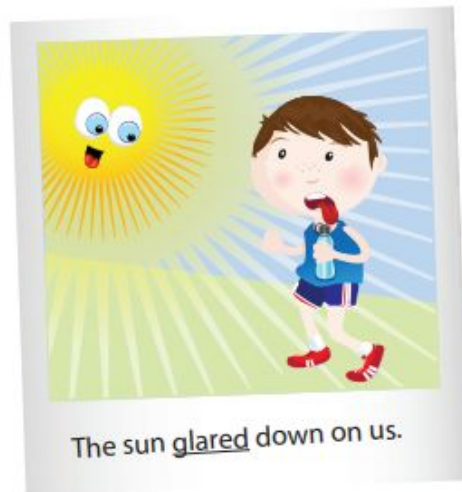
5 Hyperboles are...

- 1.
- 2.
- 3.
- 4.
- 5.



PERSONIFICATION

Personification is the act of giving non-human things human characteristics.



Personification

- Giving human qualities to an animal or object

The rain kissed her face.

The tree waved hello to the children.



Write 5 examples of personification.

1.

2.

3.

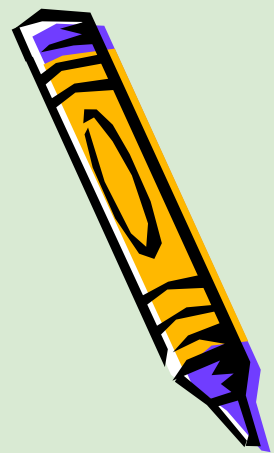
4.

5.



OXYMORON

An oxymoron combines two contradictory terms.



Oxymoron

- Combination of words that contradict each other

*pretty ugly

*silent scream

*almost exactly



Write 3 sentences using an example of an oxymoron.

1.

2.

3.



ALLITERATION

Alliteration is the repetition of the same or similar kinds of sounds at the beginning of words or in stressed syllables.

The **s**izzling **s**un **s**hone
brightly in the **b**eautiful
blue sky above the farm.
The **f**riendly **f**armer **f**ed
his four **c**hirping
chickens corn.



Alliteration

- Repeating of the same letter or same kinds of sounds

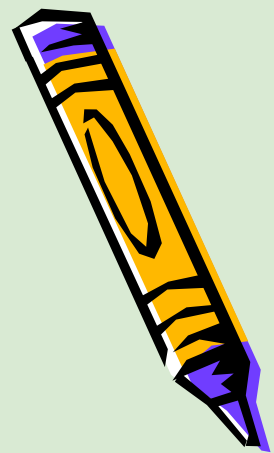
Peter Piper picked a peck of pickled
peppers...

Sweet smell of
success



Create your own Alliteration to share with others!

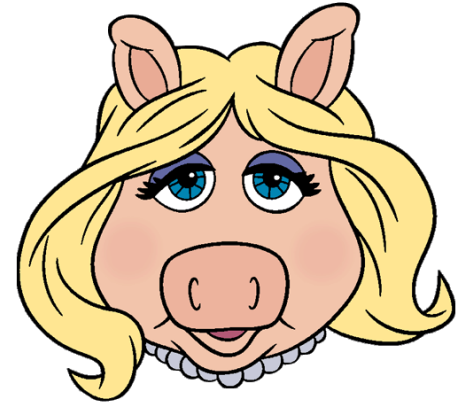
Type your Alliteration here.





Student Name: _____

Grade: _____ Date: _____



1. A new muppet movie is on the way. It will include Miss Piggy and Kermit, the Frog. How many **MORE** letters are there in the frog's full name than in the pig's full name?

2. Write down all the **ODD** numbers between 18 and 30.



3. There are 40 different "BRICKS" sets in one supermarket promotion. Sarah wants to collect at least half of the full set. She already has 5 sets. How many more does she hope to collect?

4. There were 7 big kangaroos in a paddock on Matthew's farm. How many kangaroo legs and tails were there in that paddock?



5. Lucas's mum starts each day with a cup of strong coffee. How many cups of coffee would that be altogether in one fortnight, before breakfast? (It's her only coffee each day.)

6. There were 8 eggs in a nest in a tree close to Claire's house. Last week, half of the eggs hatched. How many eggs are left in that nest?



7. Jack and Jill went up the hill, hiking. They hiked for $1\frac{1}{2}$ hours, had a picnic for $\frac{1}{2}$ an hour, and took an hour to return. What was the total time the hike took them?



MATHAROO Worksheet MP – 31 21

Student Name: _____

Grade: _____ Date: _____



1. A new TV show, "THE DOG HOUSE AUSTRALIA", begins this week. The first episode shows dog lovers trying to pair up a rescue dog with hopeful people wanting a dog. If it usually takes 5 tries before a good match happens, what **FRACTION** of meeting possible rescue dogs is often successful?



2. Bella has been practising for the hop-step-jump event at the school sports. Her best effort was for a hop of 72 cm, a step of 88 cm and a jump of 82 cm. What total distance did she cover in this "best effort"?

3. A litter of 10 puppies was born in Mildura recently. The whole litter will be kept together until they are 8 weeks old. How many **DAYS** are there in 8 weeks?



4. There were 17 chairs in the doctor's waiting room. How many chair legs were there in that room?



5. A Grand Final Trophy – a chopping board – is selling at the moment for \$89.95. If postage for the board costs \$9.95, what is the total cost of that souvenir, including postage and handling?



6. Frankie's mum bought 2 loaves of bread @ \$2.90 each, 4 shell rolls @ 45 cents each, and 2 jam donuts @ \$1.50 each. How much change did she get from a \$20 note?



7. The **ONLY** words one actor had to say in a recent movie were the words "Oops! Sorry!", when she bumped into a lady with a pram. How many **SYLLABLES** were in there in those two words?



8. On rubbish day in Barry's street, the rubbish trucks collect rubbish from all 137 houses. If each house has 2 different bins, how many bins are emptied in that street altogether on rubbish day?

9. **Open-ended Question:** Jackson eats a stack of 4 small pancakes each morning for breakfast. If it takes the same number of minutes for him to eat each of those pancakes, how long **MIGHT** it take him to eat them all?





MATHAROO Worksheet UP – 31 21

Student Name: _____

Grade: _____ Date: _____



1. Facebook and Instagram went offline on Wednesday of last week. Ted usually spends around 42 minutes per day on Instagram. But, because of the outage, he was only able to spend a third of his usual time on Instagram on that day. How many minutes did he miss out on?



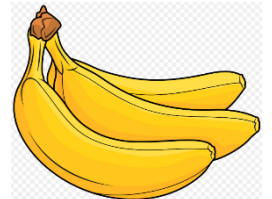
2. Aussie marathon swimmer Chloe McCardle has just completed her 43rd crossing of the English Channel. It took her 10 hours and 54 minutes of continuous swimming. If her swim began at 5:43 am, at what time did her swim finish?

3. The 13th series of Masterchef returns to TV this week. If the first show in this series is scheduled to run for 90 minutes, but actually ran for 1 hour 54 minutes, by how many minutes would it over-run the scheduled time?



4. It takes Mabel $1\frac{1}{2}$ seconds to tear open one of the supermarket plastic toys, $5\frac{1}{4}$ seconds to peel off the labels from the label sheet, and $3\frac{3}{4}$ seconds to mount the labels on the model correctly. If she has 5 of those models to open and label, and she did them one after the other with no time lost, how long did it take her in total?

5. Bananas at one supermarket are costing \$2.80 per kilogram this week. If there are 4 of these (quite big) bananas in a kilogram, find the price of 30 bananas.



6. A Lego exhibition in Mt Gambier recently had around 45 exhibitors. Most of these "Lego lovers" said it took them 10 weeks to plan their display, and another 10 weeks to actually build their model for the Exhibition. The exhibition was held on October 3rd & 4th. On what date would planning of models have begun?

7. Any Australian households that didn't complete last month's Census are being fined up to \$222 PER DAY as a penalty. If $2\frac{3}{4}$ dozen families in Joe's suburb are fined that amount, how much money do those fines add up to in total?



8. **OPEN-ENDED QUESTION:** Find 4 numbers BETWEEN 3 and 3.00264



MATHAROO Worksheet EXT – 31 21

Student Name: _____

Grade: _____ Date: _____



1. Danni Minogue, a popular entertainer and singer, has recently SOLD a house in the Melbourne suburbs for a reported \$2.56 million. If her estate agent charged a 1.5% commission, how much would that estate agent earn from that big sale?



2. Singer Kylie Minogue, Danni's older sister, recently sold her house. It sold for a reported \$1.715 million. If her estate agent charged her 2% commission, plus an extra \$18,000 for advertising, how much money would she actually receive from that sale?

3. According to recent statistics, 51 percent of Australians feel satisfied with their lives. The current Australian population is 26 million people. At that rate, how many Australians do NOT feel satisfied with their lives?



4. An electric light pole in Paris fell down last week. When engineers checked it out, they found that its base had been weakened by dog wee. (Yes! It's TRUE!) If 65 dogs per week had a wee of 80 millilitres on that pole for the past 5 years, how many LITRES of wee would that be in total?

5. I am a FRACTION equivalent to $\frac{2}{5}$. My numerator is 21 less than my denominator. What fraction am I?



6. After recent grand finals, one club has been selling millions of dollars worth of club footy jumpers. Players have received up to \$20,000 each as their part of the sale of footy jumpers. Footy jumpers cost \$85 each RRP. What multiple of \$85 is \$20,400?

7. Evaluate $3^3 + 4^3 - 5^2 = \text{---}$

8. Elijah's dad is driving their car at 70 kilometres per hour. His neighbour, Jonno, is driving another car. The average speed of the two cars is 82 kilometres per hour. How fast is Jonno driving, in kilometres per hour?



9. Open-ended Question: What **MAY** be the length of a farm rectangular paddock fence if the paddock has an area of 12,800 square metres? Give 3 possible sets of lengths and widths.

Tsunamis

Tsunamis are one of the most powerful and dangerous natural forces on Earth.

What Does the Word 'Tsunami' Mean?

The word tsunami is pronounced 'sooo-nah-mee'. It comes from two Japanese words 'tsu' and 'nami'. Tsunami means 'harbour wave' and it was used because tsunamis only seem to become visible when they are near the coast.



tsu
harbour



nami
wave

Is a Tsunami the Same as a Tidal Wave?

Tsunamis are sometimes called 'tidal waves' by mistake. However, they are not related to the tides, which are controlled by the Moon and the Sun.



Tidal Waves

- are shallow water waves;
- can be large in size;
- are always controlled by the Moon and the Sun;
- contain energy that comes from the wind;
- can only ever reach a limited size and speed.



Tsunamis

- are a series of much larger waves;
- are not controlled by the Moon and the Sun;
- are caused by the movement of a large amount of energy through the water but this energy does not come from the wind.

The energy in tsunami waves is caused by an underwater volcanic eruption, an underwater landslide or an earthquake on the ocean's floor. No one knows for sure how many volcanoes are in the ocean but scientists think that up to 80% of volcanic eruptions on Earth happen beneath the waves.

How Is a Tsunami Formed?

A huge amount of energy under the water tries to rise to the ocean's surface. As it does, it pushes water up with it. This causes the sea level to rise but **gravity** pulls this water back towards Earth. This means that the energy spreads out to the sides.

Water begins to race towards the land faster than an aeroplane can travel. A tsunami's waves can cross an entire ocean in less than one day without losing energy.

When the tsunami is far away from the shore, it can be hard to spot. This is because the energy is moving through very deep water and the waves of the tsunami can be as small as one metre tall.

Yet, when the tsunami gets closer to the shore and the water becomes shallower, there is less water for the energy to move through. This slows the waves down and the water becomes much taller.

Why Are Tsunamis Dangerous?

It is not always possible to spot a tsunami because they move quickly across the ocean and the waves are not much bigger than sea level. Defences built by humans cannot stand up the sheer power of the tsunami so the waves cause a lot of damage. Boulders are lifted, buildings are destroyed and vehicles are swept away as the water races up to one mile inland before pulling back away from the coast.

Glossary

gravity: The force that pulls an object towards the centre of Earth.

Did You Know...?

A tsunami is not just one wave. It is a group of waves commonly known as a 'wave train'.

It is not always the first wave of a tsunami which is most destructive.

Tsunami waves are very long, and they can reach the shore at different times. Some waves can be as far as one hour apart from each other.



Questions

1. What does the word 'tsunami' mean? Tick one.

- great wave
- wave at the coast
- harbour wave
- powerful and dangerous

2. Defences built by humans cannot stand up to the sheer power of the tsunami...

Which word means the same as sheer in this sentence? Tick one.

- tall
- absolute
- towering
- transparent

3. Fill in the missing words.

_____ are sometimes called '_____' by mistake.

4. List **two** events that can cause the energy found in tsunami waves.

1. _____
2. _____

5. This causes the sea level to rise but gravity pulls this water back towards Earth.

What does the word 'gravity' mean in this sentence?

6. A tsunami is one huge wave.

Is this sentence true or false? Explain how you know.

7. Comment on **two** ways that you know that a tsunami moves quickly.

8. What do you think that scientists should focus on to stop tsunamis being so dangerous?
Explain your answer.

TUESDAY

THE MOON

of Planet Earth

Our Magical Moon

If you gaze up into the sky on a clear night, you will see an illuminated object around 384 400 kilometres away from you! This is the moon of our planet, Earth. If you had to drive there, it would take 153 days of non-stop driving at a speed of 100 kilometres per hour! So what is our moon made from? How did it get there? And why does its appearance seem to change from night to night?

What Is the Moon?

The moon is a satellite of planet Earth. A satellite is an object that orbits (moves around) a planet. The moon's path around Earth is a slightly squashed circle shape called an 'ellipse'.

What Size Is the Moon?

Like Earth, the moon is a sphere. However, the moon is a much smaller sphere than Earth. In fact, the moon is about four times smaller than Earth.

Moons are always smaller than the planet they orbit. The surface area of the moon is about 38 million square kilometres. This is less than the surface area of the continent of Asia on Earth!

What Is the Moon Made From?

The moon is made from rock. It has mountains, craters, and flat planes called 'seas' made of hardened lava on its surface. Scientists believe that the moon was probably created around 4.5 billion years ago when a large object hit Earth. The impact blasted rocks out into space, which eventually came together to orbit around Earth. They melted together, cooled down and became the moon.

How Does the Moon Move?

Like Earth, the moon moves in two distinct ways. Firstly, the moon spins on its axis. This is called a 'rotation'. While the moon is rotating, it is also orbiting (moving around) Earth. This is



called a 'revolution'. It takes about the same amount of time (27.3 days) for the moon to rotate as it does for it to complete its orbit around Earth. This means we only ever see about 60% of the moon's surface from Earth! The part of the moon that faces Earth is known as the 'near side'. The part that we never see is known as the 'far side'.

Why Does the Appearance of the Moon Keep Changing?

Have you noticed how the moon appears to change shape each night? Although the moon shines brightly in the night sky, it doesn't produce its own light. We see the moon because it reflects light from the sun. As the moon orbits Earth, the sun lights up different parts of its surface. These different views are known as the 'phases of the moon'. Around once per month (every 29.53 days to be exact) the phases of the moon make a complete cycle.

One Giant Leap for Mankind

For centuries, humans have been fascinated by the mysterious moon in our night sky. Some of these mysteries were finally answered on 20 July 1969. Three American astronauts, Neil Armstrong, Buzz Aldrin and Michael Collins, landed their lunar module on the surface of the moon. Neil Armstrong was the first human being to walk on the surface of the moon. His historic words, "That's one small step for man, one giant leap for mankind" are still quoted regularly to this day.



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Narrative Writing

Today you will be planning and writing a narrative.
Tomorrow you will be editing your work.

Use the sentence starter below to start planning what you want to write in your narrative. The planning sheet is on the next page.


Use this to start your story

*The rain was
pouring down...*



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution

Narrative Checklist

Use this checklist to make sure you have included these in your writing.

I have included the...

- Title
- Orientation
 - Who
 - What
 - When
 - Where (setting)
- Complication
- Resolution
- Conclusion

I have included...

- Alliteration
- Onomatopoeia
- Personification
- Simile
- Metaphor
- Idiom
- Hyperbole
- Oxymoron



Now it's time to start writing!

Use this to start your story on the next page

*The rain was
pouring down...*



Put your title here _____

The rain was pouring down

Written methods – contracted multiplication

Contracted multiplication is one way to solve a multiplication problem.

First we use our mental strategies to estimate an easier problem:

$3 \times 150 = 450$. The answer will be around 450.

We start with the units. 3×6 is 18 units. We rename this as 1 ten and 8 units.

We put 8 in the units column and carry the 1 to the tens column.

3×5 plus the carried 1 is 16 tens. We rename this as 1 hundred and 6 tens.

We put 6 in the tens column and carry the 1 to the hundreds column.

3×1 plus the carried 1 is 4 hundreds. We put 4 in the hundreds column.

	H	T	U
	¹ 1	¹ 5	6
x			3
	4	6	8

1 Solve these problems using contracted multiplication. Estimate first:

e:

a

	H	T	U
	3	2	7
x			3

e:

b

	H	T	U
	2	4	7
x			4

e:

c

	H	T	U
	1	5	4
x			5

e:

d

	H	T	U
	3	1	5
x			3

e:

e

	H	T	U
	2	8	6
x			2

e:

f

	H	T	U
	1	9	4
x			5

2 Solve these word problems. Show how you worked them out:

- a Dan's dad has resorted to bribery to counteract Dan's PlayStation addiction. For every evening, Dan spends away from the PlayStation, his dad pays him \$3. So far, Dan has racked up an impressive 27 nights (though he looks like breaking any day now). How much money does this equate to?

- b Dan's mum thinks she might get in on the action too and pays Dan \$4 for every week that he puts his dishes in the dishwasher and his dirty clothes in the basket. Dan is less keen on this plan but does manage 33 weeks in 1 year. How much has he made out of this scheme?



What to do

Use your knowledge of multiplication to work out the missing values:

a

$$\begin{array}{r} 28 \\ \times 3 \\ \hline 8 \square \\ \hline \end{array}$$

b

$$\begin{array}{r} 7 \square \\ \times 4 \\ \hline 288 \\ \hline \end{array}$$

c

$$\begin{array}{r} \square 7 \\ \times 5 \\ \hline 235 \\ \hline \end{array}$$

d

$$\begin{array}{r} 8 \square \\ \times 9 \\ \hline 729 \\ \hline \end{array}$$

e

$$\begin{array}{r} 68 \\ \times \square \\ \hline 204 \\ \hline \end{array}$$

f

$$\begin{array}{r} \square 23 \\ \times \square \\ \hline 6584 \\ \hline \end{array}$$

g

$$\begin{array}{r} 261 \\ \times \square \\ \hline \square \square 44 \\ \hline \end{array}$$

h

$$\begin{array}{r} 42 \\ \times \square 3 \\ \hline 126 \\ \square 680 \\ \hline \square \square \square \square \\ \hline \end{array}$$

i

$$\begin{array}{r} 56 \\ \times 27 \\ \hline 392 \\ \square \square \square \square \\ \hline \square \square \square \square \\ \hline \end{array}$$



What to do

Fill in the multiplication and division tables by working out the missing digits. The arrows show you some good starting places.

			↓	
×			7	6
→		20	16	14
	5		40	
→				36
	3	30		

			↓		↓
×		8	9		
	12	24			
	3				12
		14			
				54	

×			3	
4				32
		14		
	45		27	
12		24		

×			9	
	6			
11	33	44		
			63	
8				64

Written methods – extended multiplication

	H	T	U	
	1	5	6	
×			3	
		1	8	← (3 × 6)
	1	5	0	← (3 × 50)
+	3	0	0	← (3 × 100)
	4	6	8	

In extended multiplication we multiply each place value separately. Then we add all the answers together.

1 Solve these problems using extended multiplication. Round and estimate first:

e:

a

	4	4	6	
×			2	
			(2 × 6)	
			(2 × 40)	
+			(2 × 400)	

e:

b

	7	5	3	
×			7	
			(7 × 3)	
			(7 × 50)	
+			(7 × 700)	

e:

c

	4	2	9	
×			8	
			(8 × _____)	
			(8 × _____)	
+			(8 × _____)	

e:

d

	3	1	1	9	
×				8	
				(8 × _____)	
				(8 × _____)	
				(8 × _____)	
				(8 × _____)	

e:

e

	5	3	4	1	
×				7	
				(7 × _____)	
				(7 × _____)	
				(7 × _____)	
				(7 × _____)	

e:

f

	3	3	2	2	
×				5	
				(5 × _____)	
				(5 × _____)	
				(5 × _____)	
				(5 × _____)	

2 Calculate your earnings in your summer job. Show all your working out:

You can fill 145 punnets of strawberries in a morning's work. Afternoons are for swimming and washing off all that juice. You get paid 8¢ per punnet.

a How much would you earn each day?

b How much would you earn in a 5 day week?

Mental division strategies – using factors

Factors are numbers you multiply together to get to another number:

$$\text{factor} \times \text{factor} = \text{whole number}$$

Knowing the factors of numbers is helpful when solving multiplication and division problems.

1 Complete these factor activities:

- a List all the factors of the following numbers. The first one has been done for you.

36	1, 36, 2, 18, 3, 12, 4, 9, 6
45	
72	
144	
100	
48	
64	

- b Generate 2 sets of factors for each number. The first one has been done for you.

64	8×8	32×2
42		
24		
90		
120		
132		
240		

To find the factors of a number, you need to find all the pairs of numbers that multiply together to make a product. $2 \times 5 = 10$ 2 and 5 are factors. 10 is the product.

List the factors of these numbers:

- 16
- 21
- 24
- 48
- 64

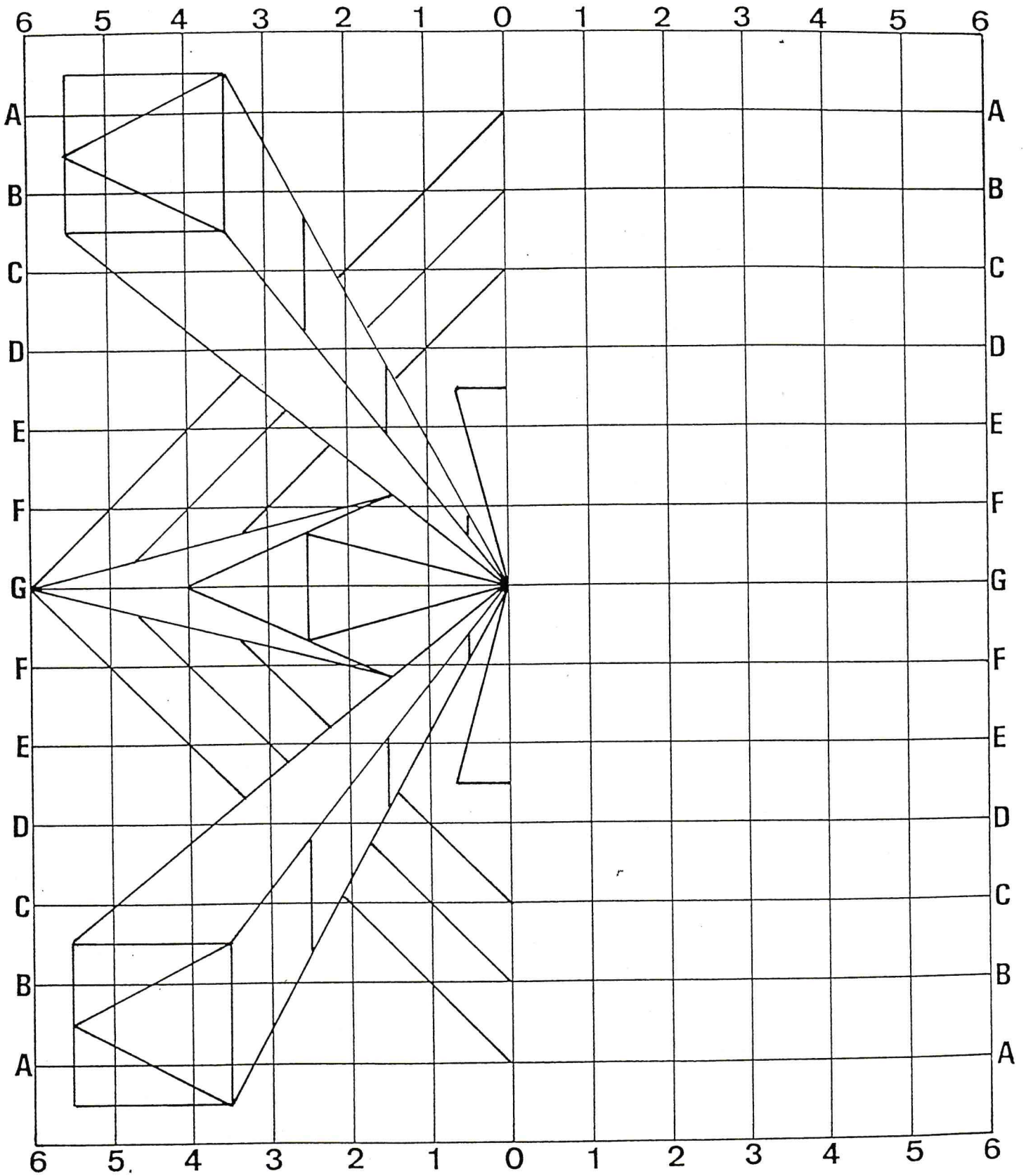
List the factors of these numbers:

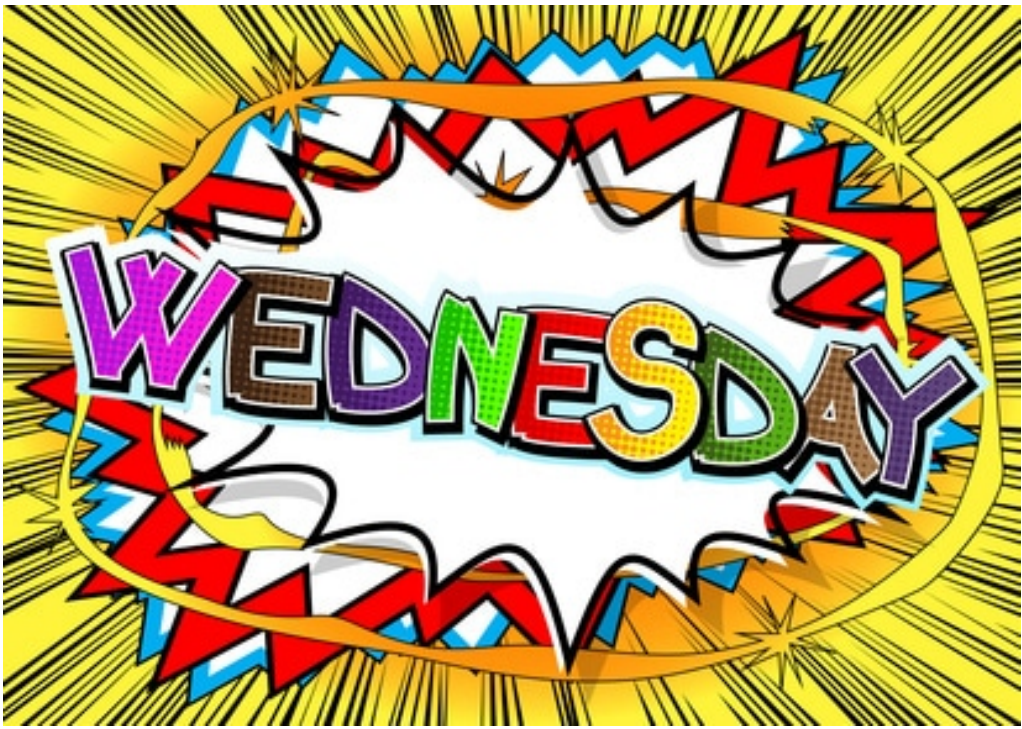
- 7
- 11
- 23
- 13
- 5

What do you notice about these numbers?

These numbers are called prime numbers.
Can you find three more prime numbers?

Complete this symmetrical design & colour it
or decorate each section with patterns eg waves, dots







sh ch ti ci shell chef station musician



List Words

special
surely
tissue
anxious
section
session
gracious
quotient
exception
pressure
discussion
investigation

- Colour** the graphemes that represent in the List Words.
- Go** to the List Words for Unit 32. **Count** the sounds and identify all the graphemes in each List Word.
- Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- Highlight** all the words containing . How many did you find? **Write** the number on the line at the end of the story.

Grapheme Chart

grapheme	word

Our vacation was very special as we went on a cruise around the Pacific Ocean, visiting several nations. We were especially anxious to visit the gracious people of these countries to learn about their cultures. In Fiji we attended a dancing lesson. We were astonished at the exceptional ability of the dancing teachers. At first we kept pointing our feet in the wrong direction. After a discussion with the teachers, we made some corrections to our movements and really enjoyed the session. _____

- Circle** the best meaning for the first word in each group. **Use** your dictionary to help.

session: seminar, procession, confession

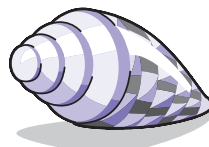
exception: intention, attention, omission

publish: compose, broadcast, draft

investigation: invention, exploration, discovery

discussion: conference, concussion, interference

quotient the answer to: subtraction, addition, division, multiplication



astonished: amazed, cheerful, prepared

gracious: friendly, impolite, graceful

surely: perhaps, maybe, certainly

section: whole, piece, hole

tissue: sneeze, paper, present

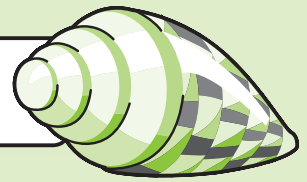
Challenge

Colour words built from the words below in the Word Search. **Write** them on the lines.

- | | |
|--------------|-------------------|
| sure _____ | machine _____ |
| sugar _____ | except _____ |
| ocean _____ | special _____ |
| nation _____ | discuss _____ |
| direct _____ | astonish _____ |
| grace _____ | publish _____ |
| quote _____ | anxious _____ |
| press _____ | investigate _____ |

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

Hidden Words _____



List Words

issue
assure
diminish
tension
politician
brochure
insurance
chauffeur
chandelier
appreciative
conscience
conscientious
oceanography

- 1 Colour the graphemes that represent sh ch ti ci in the List Words.
2 Go to the List Words for Unit 32. Count the sounds and identify all the graphemes in each List Word.
3 Write any other letters that can represent sh ch ti ci on the Grapheme Chart. Write one word example for each.
4 Write graphemes for sh ch ti ci to finish these List Words. Colour any other digraphs blue and trigraphs green.

Grapheme Chart

Table with 2 columns: grapheme, word

i__ue dimini__ __auffeur
politi__an in__urance appre__ative a__ure ten__on
bro__ure con__eence __andelier con__ien__ous

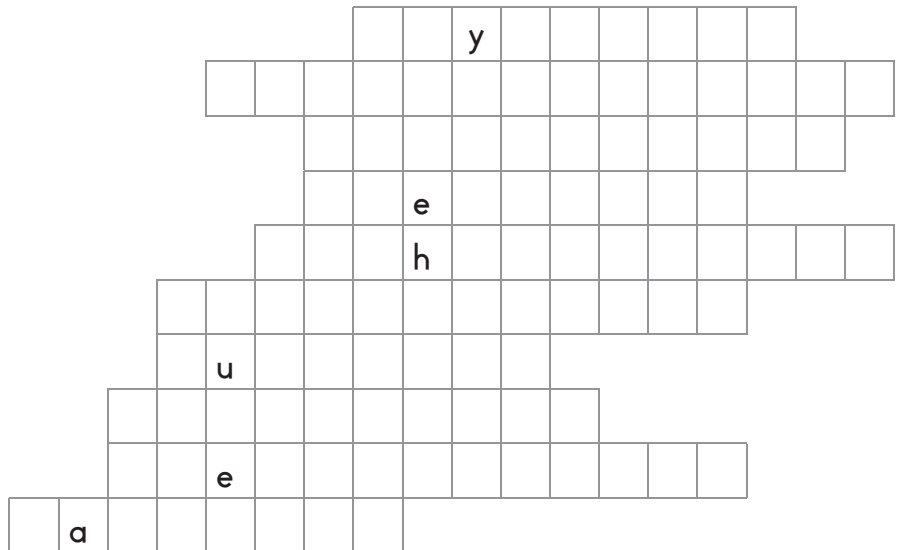
- 5 Write List Words to match these meanings.
something given out pamphlet confirm
protection reduce tightness
light fitting hard-working
grateful study of the ocean

Challenge

Write words ending in ician, that name the occupations of these people. Fit the words in the puzzle to find a vertically hidden List Word.

Use your dictionary for correct spelling. Count the letters of your words and the squares in the puzzle.

- a person who:
is a children's specialist doctor (paediatrics)
makes fireworks (pyrotechnics)
helps to make people beautiful
is a specialist doctor (physic...)
works with mathematics
helps people with diet
works with electricity
works with statistics
plays music
creates magic



Hidden List Word

Time to edit

Today you will be editing the narrative you wrote yesterday.

1. Open your narrative from yesterday
2. Time to go back through and edit your work for any spelling or punctuation mistakes.
3. Check if the structure is correct. Use the checklist on the next page to help you.
4. Check that you have in at least one type of each figurative language. Use the checklist in 2 pages to help you.
5. Find a family member and read your story aloud to them

Structure checklist

I have included the...

- Title
- Orientation
 - Who
 - What
 - When
 - Where (setting)
- Complication
- Resolution
- Conclusion



Figurative Language Checklist

I have included each of the following...

- Alliteration
- Onomatopoeia
- Personification
- Simile
- Metaphor
- Idiom
- Hyperbole
- Oxymoron

<p>Figurative Language</p> <p>Words that mean something different than their literal meaning</p> 	<p>PERSONIFICATION</p> <p>Giving human qualities to a non-human item</p> 
<p>simile</p> <p>Comparing two things using "like" or "as"</p> 	<p>onomatopoeia</p> <p>A sound written out as a word</p> 
<p>metaphor</p> <p>Comparing two different things</p> 	<p>Idiom</p> <p>A saying that has a different meaning than what it literally says</p> 
<p>alliteration</p> <p>Same letter or sound occurring at the beginning of words</p> 	<p>HYPERBOLE</p> <p>A saying exaggerated beyond belief to make a point</p> 

Written methods – extended multiplication

	H	T	U	
	2	3	4	
×			3	
<hr/>				
		1	2	← (3 × 4)
		9	0	← (3 × 30)
	6	0	0	← (3 × 200)
<hr/>				
	7	0	2	
<hr/>				

Extended multiplication is another way of solving problems. In extended multiplication we multiply the units, tens and hundreds separately then add the answers together.

- 1 Use a calculator to help you work out the values you could expect when multiplying the following. Tick the columns:

	TTH	TH	H	T	U
a					
b					
c					
d					
e					

2 × 2 would give me a unit only. But 8 × 6 would give me tens and units. I'll tick both columns.



- 2 Complete using extended multiplication. Estimate first:

e:

a

	2	4	5
×			2
<hr/>			
			(2 × 5)
			(2 × 40)
			(2 × 200)
<hr/>			
<hr/>			

e:

b

		4	5	2
×				7
<hr/>				
				(7 × 2)
				(7 × 50)
				(7 × 400)
<hr/>				
<hr/>				

e:

c

		3	2	7
×				8
<hr/>				
				(8 × 7)
				(8 × 20)
				(8 × 300)
<hr/>				
<hr/>				

e:

d

	2	7	9
×			2
<hr/>			
			(2 × _____)
			(2 × _____)
			(2 × _____)
<hr/>			
<hr/>			

e:

e

		4	1	2
×				9
<hr/>				
				(9 × _____)
				(9 × _____)
				(9 × _____)
<hr/>				
<hr/>				

Written methods – contracted multiplication

Contracted multiplication is one way of solving multiplication problems.

We estimate first: $150 \times 3 = 450$. The answer will be around 450.

	H	T	U
	¹ 1	¹ 5	6
×			3
	4	6	8

We start in the units column. 3×6 is 18 units.

We rename this as 1 ten and 8 units. We put the 8 in the units column and carry the ten to the tens column.

3×5 tens is 15 plus the carried ten is 16 tens.

We rename this as 1 hundred and 6 tens. We put the 6 in the tens column and carry the hundred.

3×1 hundred is 3 hundreds plus the carried one is 4 hundred.

1 Solve these problems. Round and estimate first:

e:

a

	Th	H	T	U
		7	2	1
×				3

e:

b

	Th	H	T	U
		8	1	2
×				7

e:

c

	Th	H	T	U
		4	5	2
×				5

2 Now multiply by two digits:

a

	H	T	U
		4	4
×		1	2
+			

	Th	H	T	U
		¹ 1	¹ 5	6
×	²	2	4	3
		¹ 4	6	8
+	6	2	4	0
	6	7	0	8

When we multiply by two digits, we multiply by the units first. Then we multiply by the tens, placing a zero in the units column to show there are no units.

We add the 2 lines together.

It's important not to confuse the carried units and the carried tens – keep them separate.

b

	Th	H	T	U
			5	5
×			3	3
+				

c

	Th	H	T	U
			9	9
×			5	2
+				

d

	Th	H	T	U
			3	6
×			4	3
+				

Types of numbers – prime and composite numbers

A factor is a number that divides equally into another number.

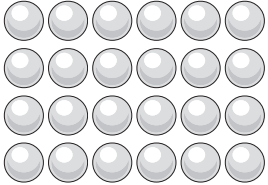
$$5 \times 4 = 20$$

20 arranged in 5 rows means 4 in each row.

5 and 4 are factors of 20.

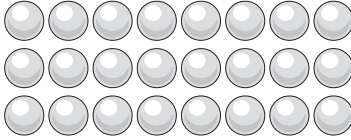
1 How many ways can 24 objects be arranged? Use the arrays below to complete the facts:

a



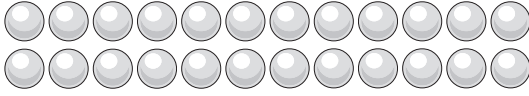
× = 24

b




× = 24

c



× = 24

d



× = 24

24 can be arranged in many different ways. The factors of 24 are 1, 2, 3, 4, 6, 8, 12 and 24.

Composite numbers are numbers with more than two factors.

24 is a composite number.

A prime number is only divisible by 1 so has only two factors: 1 and itself. 7 is a prime number.

2 How many ways can 12 objects be arranged?



Draw all the combinations you can think of:

Types of numbers – prime and composite numbers

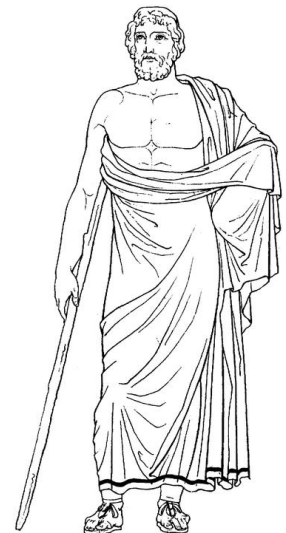
Eratosthenes (276 BC – 194 BC) was a Greek mathematician who developed a clever way to find prime numbers.

3 Find all the prime numbers in the hundred grid below. (Do not shade the number itself as it is not a multiple.)

- a Cross out 1 since it is not prime.
- b Shade all the multiples of 2.
- c Shade all the multiples of 3.
- d Shade all the multiples of 5.
- e Shade all the multiples of 7.
- f The remaining numbers are prime numbers, apart from 1 which is a special case. List them:

The Sieve of Eratosthenes

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



4 Circle the prime numbers. Use the Sieve of Eratosthenes to help you.

65	89	47	94	25	43
11	27	32	19	21	65
7	53	99	87	26	13

Bike safety

1. When you read “bike safety”, what do you think of?

Write your answers below.

2. Why is it important to be safe when riding a bike?

3. What equipment might you need to be safe when riding a bike?

4. Helmet Safety

1. Is it compulsory to wear a helmet on a bicycle? How do you know this?

2. Should everyone riding a bicycle, skateboard, scooter or rollerblades wear a helmet? Why or why not?

3. What do you already know about fitting a helmet? e.g. firm fitting, no hat underneath

4. When do you think you should buy a new helmet? Why?

5. Should young children ride on the road? Why or why not?

6. Why do you think the government needs to have a special standard for helmets?

7. What may be the impact if there wasn't a standard for helmet design?

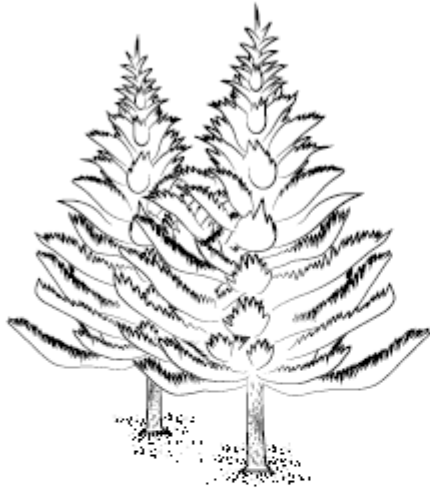
8. Why do you think you need to replace a helmet if it's been dropped onto a hard surface, involved in a crash or severe fall? What else indicates that it may need replacing?

9. Why do you think children under 16 are allowed to ride on the footpath? Do you think this is a reasonable age? Why or why not?

10. Why might people decide not to wear helmets?

THURSDAY

Why Norfolk Island? - 1



In 1788, only six weeks after the first colony was established in NSW, a smaller one was set up on Norfolk Island about 1600 kilometres to the north-east. There were a number of reasons for doing this.

Captain Cook, who had been to the island and named it in 1774, reported that giant pine trees grew there and flax as well. The British were fighting the American War of Independence (1775–1783) at that time, so they were very interested in these natural resources. Wood was needed for the masts and flax for the sails of their warships.

Also, they knew that a French captain, La Perouse, had been there the year before with two ships. He hadn't been able to land because the waves were too big and rough, but they feared the French could return and claim the island.

Another very important reason was that Cook had reported that grain grew well on Norfolk Island. They hoped they could grow food there to help feed people in Sydney.

Lieutenant King and his small party of 21 people, including convicts and settlers, were told to hurry and in only eight days they were ready to sail to Norfolk Island on HMS *Supply*. They were at the island for five days before they were able to find a place to land. The lack of a safe harbour continued to make transportation of produce difficult.

King landed at Sydney Bay and established a settlement. More soldiers and convicts were sent to the island to help with establishing the settlement

and in producing crops of bananas, oranges, sugar cane, rice, wheat, barley, pumpkins, turnips, lettuce, leeks, celery and parsley. Roads and buildings were constructed and more land was cleared. Hopes were high as crops were harvested and the settlement became a tiny township.

However, things were not going so well in NSW. Food was scarce and they were facing starvation. It was decided to send 300 people, mainly convicts and marines, to Norfolk Island so they wouldn't need to feed them. They arrived in 1790 on HMS *Sirius*, the flagship of the colonial fleet, and HMS *Supply*. Unfortunately, *Sirius* smashed into reefs. No lives were lost but most of the supplies were.

With about 500 people now on the island to feed, they had a real problem. They were saved from starvation by the annual arrival of thousands of petrels. Between 2000 and 3000 of these seabirds were killed each night; their eggs were eaten too.



Norfolk Island was a long way from NSW, they were not producing enough food, it was costing a lot to keep and it didn't have a good harbour, so it was decided to close it. The first group left for Van Diemen's Land in 1805 and the last in 1814. Buildings and animals were then destroyed to discourage any other country from settling on the island.

A second settlement was established on Norfolk Island in 1825. It was a cruel convict prison for the worst prisoners from NSW. There were no women or settlers allowed and only government ships could land on the island. Prisoners were often lashed with a cat o' nine-tails. This miserable place closed in 1854.

A third settlement happened two years later. The island was given to the 194 people from Pitcairn Island after it became impossible for them to continue living on their small island.

Why Norfolk Island? - 2

1. Read the Norfolk Island events listed below and number them in the order in which they occurred. You will need to refer to the text on the previous page and to think carefully about when these things happened.

• *La Perouse sails around the island trying to find somewhere to land.*

• *HMS Sirius smashes onto one of the reefs surrounding the island.*

• *Pitcairn Island people arrive.*

• *Lieutenant King sails around the island for five days trying to land.*

• *Captain Cook visits the island.*

• *Sydney's worst prisoners are sent to the island.*

• *Convicts leave the island and move to Van Diemen's Land.*

2. (a) What were the political reasons for the first settlement on Norfolk Island?

- (b) Explain some of the economic reasons for the first settlement.

3. (a) Explain why the arrival of the 300 people from HMS *Sirius* caused such a problem.

- (b) How was this problem solved?



Governor Phillip was appalled when HMS *Sirius*, the flagship of the First Fleet, was wrecked on Norfolk Island in 1790. This important ship had saved the colony from starvation by making the perilous journey to Cape Town the previous year, returning with much-needed supplies.

Why Norfolk Island? - 3

1. (a) By 1814, Norfolk Island was empty. Give reasons to explain why this happened.

- (b) Explain why the island was settled again in 1825.

2. (a) Research information to explain why Norfolk Island was described as the 'Hell of the Pacific' after 1825.

- (b) Prepare a two-minute talk about this from a prisoner or a guard's point of view.

3. The three Norfolk Island settlements had similarities and differences. Complete the chart below to show what some of these were.

Settlement	Similarities	Differences
Settlement 1		
Settlement 2		
Settlement 3		

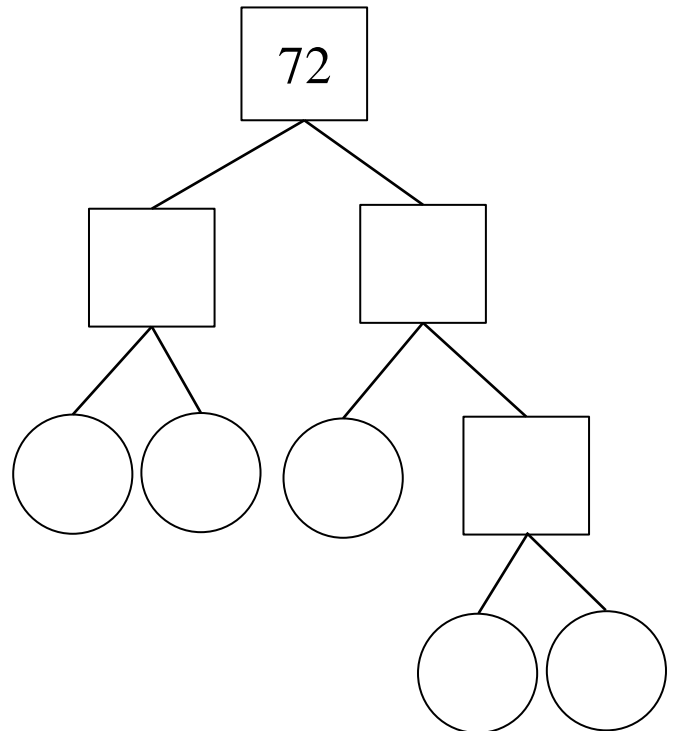
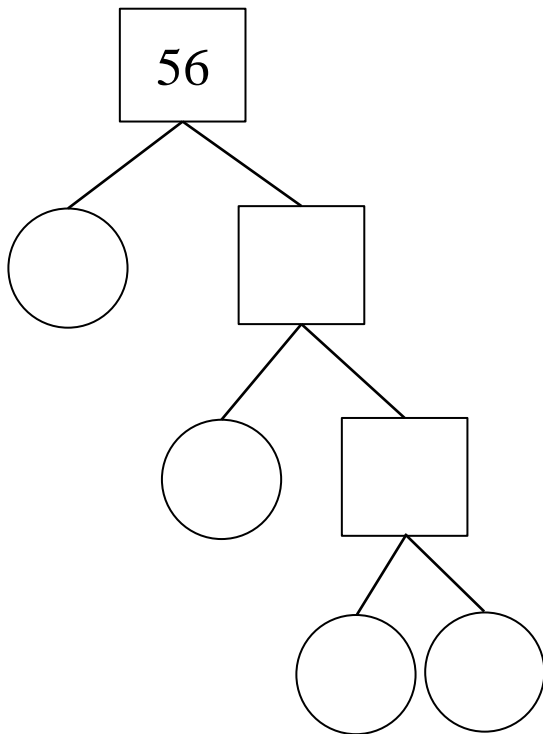
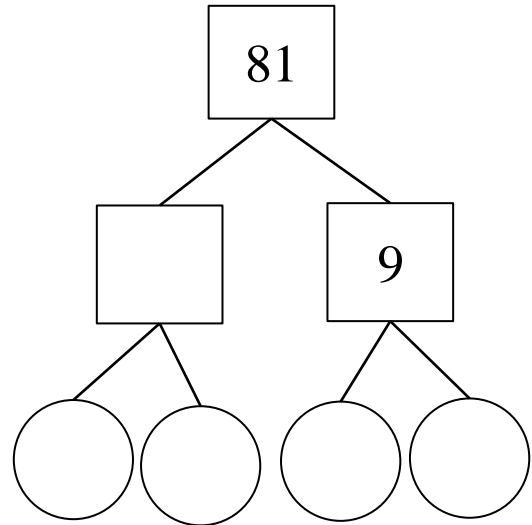
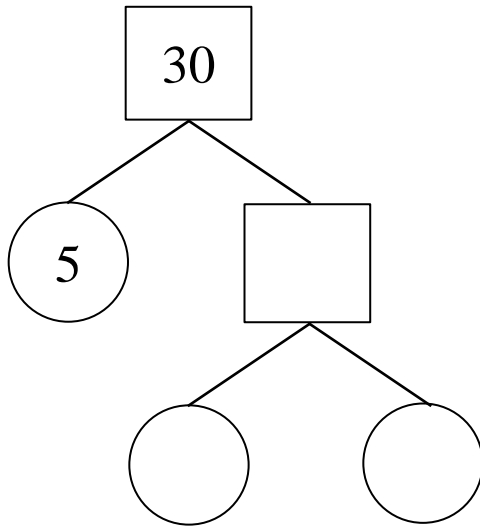


The Pitcairners who arrived in 1856 were the third group of settlers on Norfolk Island. They achieved self-government in 1896 and were the first people to give women the right to vote.

Prime factor trees

Grade 5 Factoring Worksheet

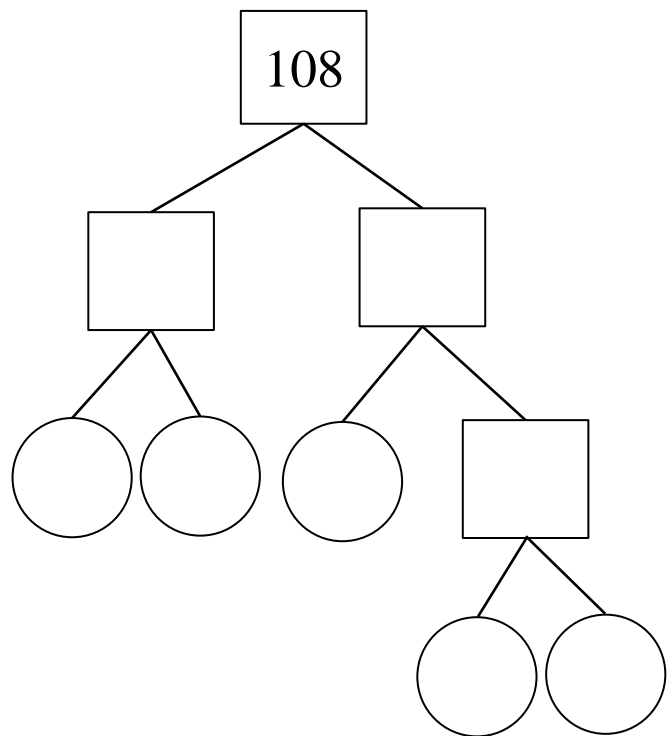
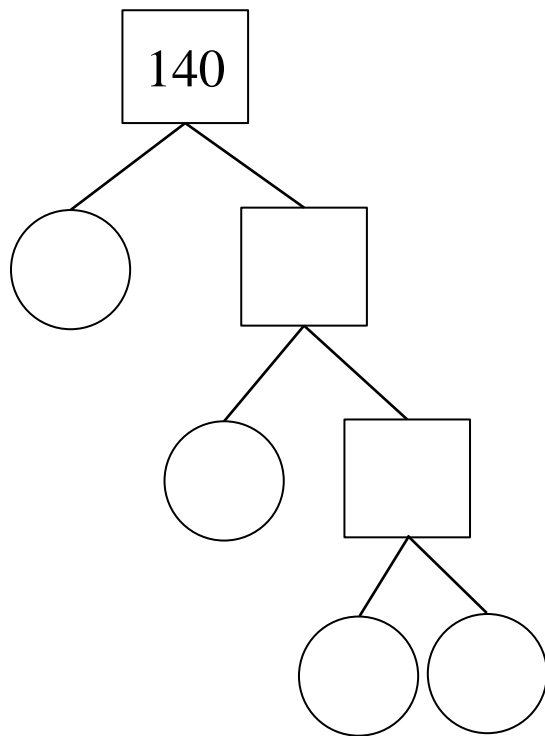
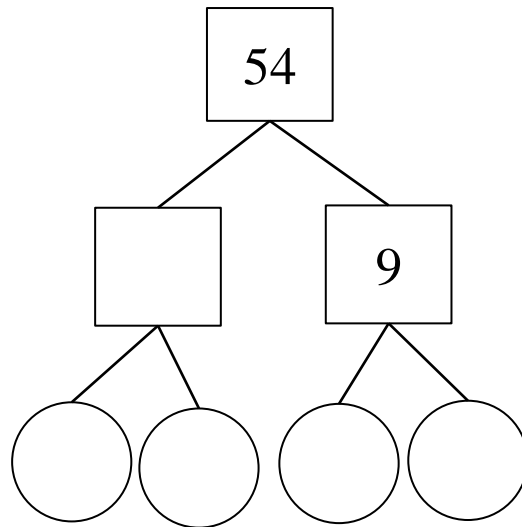
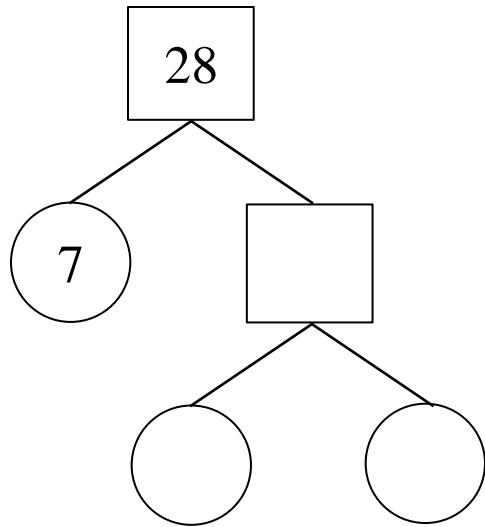
Complete the factor tree to find the prime factors of each number.



Prime factor trees

Grade 5 Factoring Worksheet

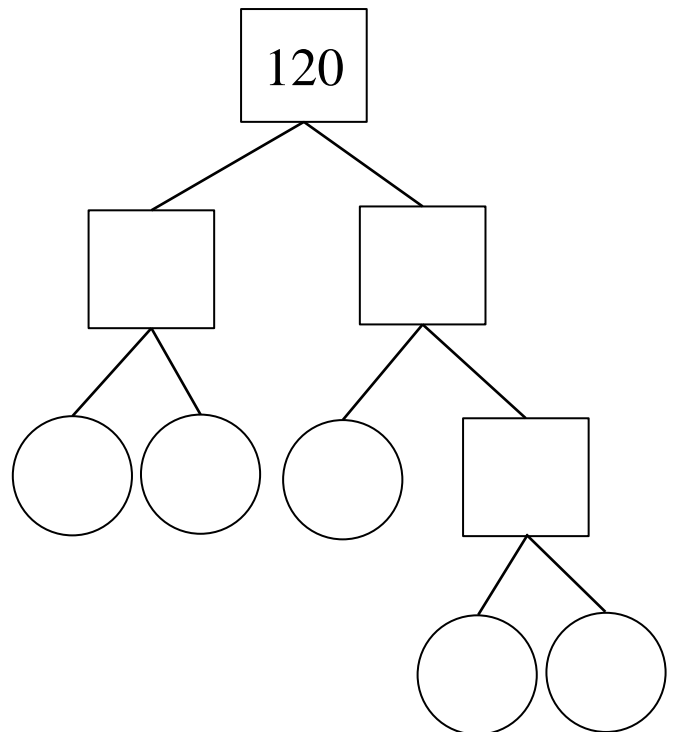
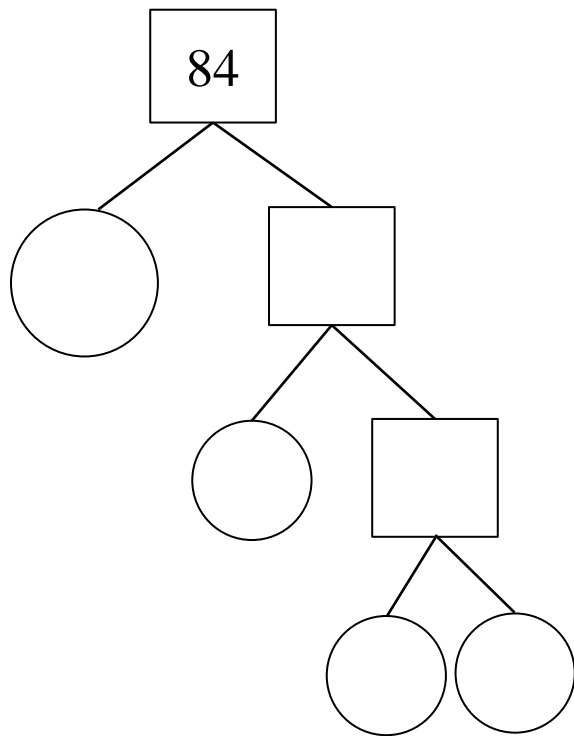
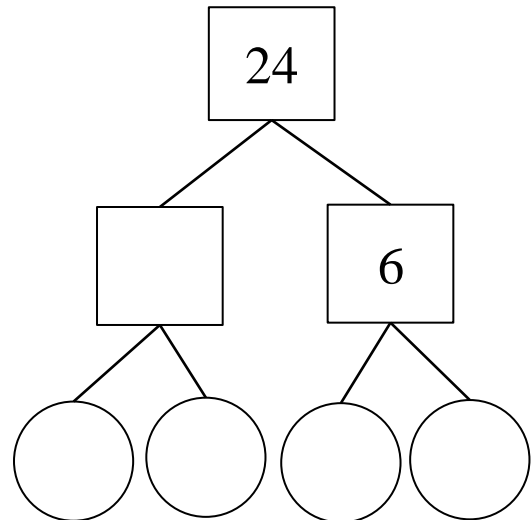
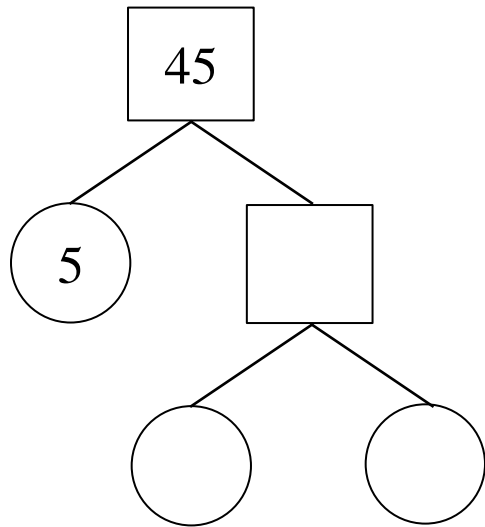
Complete the factor tree to find the prime factors of each number.



Prime factor trees

Grade 5 Factoring Worksheet

Complete the factor tree to find the prime factors of each number.



Written methods – contracted multiplication

3 Below are Jess and Harry's tests. Check them and give them a mark out of 5. If they made mistakes, give them some feedback as to where they went wrong.

Jess

$$\begin{array}{r} ^1 3 ^1 8 7 \\ \times 2 \\ \hline 7 7 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 1 9 \\ \times 7 \\ \hline 7 7 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 0 3 \\ \times 3 \\ \hline 6 0 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 ^1 3 6 \\ \times 3 \\ \hline 1 2 0 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 0 1 \\ \times 7 \\ \hline 2 8 0 7 \\ \hline \end{array}$$

Harry

$$\begin{array}{r} ^1 3 ^1 8 7 \\ \times 2 \\ \hline 7 7 4 \\ \hline \end{array}$$

$$\begin{array}{r} ^1 1 ^6 1 9 \\ \times 7 \\ \hline 8 3 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 0 3 \\ \times 3 \\ \hline 6 9 \\ \hline \end{array}$$

$$\begin{array}{r} ^1 4 ^1 3 6 \\ \times 3 \\ \hline 1 3 0 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 0 1 \\ \times 7 \\ \hline 2 8 7 \\ \hline \end{array}$$

Movement skills

Learning Intention: Revise the correct technique to complete a range of movement challenges

Success Criteria: I can

- Understand that my body can move in a variety of ways.
- Follow the instructions for each activity
- Record my results on the table

1. Activities:

Complete each of the activities in the table 20 times in a row.

Learning cues
Body weight squat (jump): feet slightly wider than shoulders, arms out in front, bend knees slightly forward, hips bend behind, lower to seated position, tuck in chin, eyes straight ahead (jump: explode upwards, swing arms behind, land with knees slightly bent)
High plank: hands slightly wider than shoulders, toes into floor, tighten tummy, tuck in chin, hold position
Low plank: forearms on the floor underneath shoulders, toes into floor, tighten tummy, tuck in chin, hold position
Burpee: squat down, extend into a high plank, jump feet in to squat position, explode upwards (arms high)
Jumping jacks: feet together/arms by side, simultaneously move feet apart and arms out and upward
Donkey kicks: hands on floor, crouch position, lean forward onto hands, kick both legs up and back
Tuck jumps: feet shoulder width apart, full squat, explode upwards, land knees slightly bent on balls of feet
Sit ups: lie on the ground, bend knees, feet flat, cross arms over, slowly lift body up towards knees, keep feet flat
Mountain climbers: High plank, step forward with knee close to the same elbow, step foot back then alternate
High plank chest touches: high plank, lift one hand, touch the chest on opposite side, tighten tummy, repeat

2. Complete the table below for each attempt of your activities.

Question	Body weight squats	High plank (time until you have to stop - only do once)	Low plank (time until you have to stop - only do once)	Burpees	Jumping jacks
1. How long did the activity take to complete?					
2. How many times did you made a mistake/how many times did you need to reset?					
3. How hard did you find the activity (from 1 - 10 with 1 being extremely easy and 10 impossible to complete)					

Question	Donkey kicks	Tuck jumpe	Sit ups	Mountain climbers	High plank chest touches
1. How long did the activity take to complete?					
2. How many times did you made a mistake/how many times did you need to reset?					
3. How hard did you find the activity (from 1 - 10 with 1 being extremely easy and 10 impossible to complete)					

FRIDAY

“Build a Blanket Fort” Project



Today's Project task is all about having fun at home!

Today you will be undertaking a design, build and investigation project! You will be building an amazing ‘**blanket fort**’ in your house and looking for all the hidden learning within it. That’s right! You will become designer, builder, and learning detective! Then you will spend some time enjoying your fort! If your parents are around, ask them to help and enjoy some fun with you!

So, what is a BLANKET FORT?

Wikipedia defines a blanket fort as *a construction commonly made using blankets, bed sheets, pillows, and sofa cushions. It is also known as a couch fort, pillow fort or sheet fort. Building blanket forts as an activity for parents to enjoy and participate in with their children.*

The Urban Dictionary defines a blanket fort as *an amazing fort made from blankets, sheets, clothes pins, pegs and clips inside which you can do a lot of fun things. For all ages, irrespective of what people say.*

Before you continue, look at these super cool forts for inspiration:





Make a list below of all the items you can see in these examples. This is researching!

TASK GUIDE

Now you've been inspired, you will complete this task in 7 steps. Please don't skip steps. You will be making notes and taking pictures to help you present your project to your teacher.

Step 1: Gather materials

- Find your lovely parents and explain today's project! You are going to need their help and a lot of their patience as you will more than likely be making a big mess (sorry parents)!
- Decide together where the best place to build your fort inside is.
- Once you've decided, it's time to collect materials and objects that will make your blanket fort unique, cosy and totally awesome.
- You will need objects to keep the tent up, fasteners (like pegs, clips etc) to keep the fort together, fabric blankets and sheets to create the walls and roof of the fort, objects to make the fort comfortable (for example cushions, pillows, and cosy blankets), items to decorate your fort.
- You might like to use fairy lights or a lamp to give you some light in your fort and give it a nice feel.

Step 2: Design Sketch

- Once you have gathered your materials, lay them out on the floor. On a piece of paper make a list of everything you have under the heading - Materials.
- Now it's time to get creative. On a piece of paper start to sketch out some ideas of how you might like your fort to look. Label your sketch showing the items you have collected and will use.
- Now you should also start to think about what items you will use to do what – what will hold the tent together? What will hold the tent up?
- You will draw a neat and detailed drawing of your final design after you've built your fort.



Step 3: Construct

- It's time to **construct your fort**. Ask your parents for a little help to make sure it's safe.
- **Take some photographs** before you start of the materials, then stop and take some of the process of building your fort. You will need them later.
- Once you have built the structure, it's time to make the fort **comfortable and cosy**.
- **Add your decorative features**, like lights, toys or other decorative things.
- **Take a set of photographs** of the outside and inside of your fort.
- **Make a final drawing** of your finished fort. Be ready to add information around that drawing in the next section.

Step 4: Investigate and Learn with your fort

- You will need some measuring equipment like a **measuring tape and ruler**. You will also need the neat drawing you made of your fort.
- **Take some measurements of your fort and note them down on your diagram:**
Measure the inside height, the inside width and length of the fort. Now measure the outside height, width and length of the fort. **Are they the same?** Explain your findings on your diagram page.
- Estimate then measure the perimeter of your fort. Remember perimeter is the outside measurement of the sides of a shape. Measure each side and then add them altogether to find the perimeter. Add this to your diagram.

- Your next task is **writing a procedure of how you made your fort**. Remember a procedure tells us step by step how to do something. These steps should cover everything you did in order from when you collected the materials to the finished fort. You will need to do this on a separate piece of paper. Give it a title.
- **Become a learning detective**. Here you will **actively LOOK for things that you can learn about your fort**. This requires creative and critical thinking. It might be how many metres of fairy lights you need to light it up or how many people can comfortably fit into your fort etc. Be creative in your search for learning.
- To extend yourself, estimate and measure the area inside of your fort and the volume. These may be tricky as your fort will be an irregular shape. How might you go about finding these measurements?

Step 5: Present to your teacher

- Here is where you **present your finished project** to your teacher. You can choose how you present.
- Your **finished project is the blanket fort, the labelled drawing, photographs, written procedure, measurements and learning you discovered** in step 4.
- **You can present your project in one of three ways.**
 - 1 - Present on a large piece of presentation cardboard, photograph it and upload the pictures.
 - 2 - Present in PowerPoint or Google Slides (photos and written work).
 - 3 - Present by making a video explaining the project (You will need to submit the written procedure and drawings separately, but you could explain the measurements in your video).

Step 6: ENJOY YOUR FORT!

- Now you've created the best blanket fort and you've investigated all about it, it's time to sit back and enjoy your fort.
- Do some art, read a book, watch some tv, have an afternoon snooze, listen to some podcasts or music. Just take some time to enjoy your fort.
- Invite your siblings or the whole family into your fort to play a board game or watch a movie.
- If you're lucky you might be allowed to camp in your fort for the night!
- However you choose to enjoy it, take a photo and add it to your project presentation so we can enjoy it with you!

Step 7: The clean up!

- I know, I know... no one ever wants to pack up. But all good forts must be taken down sometime. So when mum, dad or your carers ask you to put your mess away, please help them by cleaning up!

REFLECTION:

Did you enjoy today's project? Why/ why not?

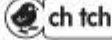
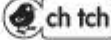
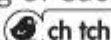
Give the project a rating out of 5 stars below:





List Words

speech
scratches
chimneys
chuckle
century
question
feature
signature
cheque
challenge
unfortunate
chocolate
changeable

- 1 **Colour** the graphemes that represent  in the List Words.
- 2 **Turn** to page 84. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent  on the Grapheme Chart. **Write** one word example for each.
- 4 **Colour** the grapheme, shown at the beginning of each row, in the words in each row if it represents  in those words.

Grapheme Chart


grapheme	word
t	century
ti	question

ch achiever character researched choir chalet chuckling chiffon

tch sketches wretched chitchat dirtcheap stretched scratchy spotcheck

t touched fortune leather centuries chocolate nature cultural

ti section question mention digestion quotient exhaustion stitch

- 5 **Write** List Words with  in the following positions in the words.

3rd feature 5th scratches unfortunate question

4th speech century 6th signature

- 6 **Rewrite** these List Words that have been written with the beginning of the word at the end.

eechsp speech turefea feature tchesscra scratches
 queche cheque turycen century llengecha challenge
 cklechu chuckle tionques question neyschim chimneys

- 7 **Unjumble** each List Word part. **Form** List Words with the sets of word parts.

ut nec yr century gis an rute signature nut rof nu tea unfortunate
 hoc tale oc chocolate a leb ghance changeable

- 8 **Rewrite** these words adding the endings.

 Turn to page 86.

change <u>changeable</u>	century <u>centuries</u>	speech <u>speechless</u>
achieve <u>achievable</u>	research <u>researches</u>	chuckle <u>chuckling</u>
question <u>questionable</u>	sketch <u>sketches</u>	feature <u>featuring/featureless</u>
approach <u>approachable</u>	chimney <u>chimneys</u>	culture <u>cultural</u>
recharge <u>rechargeable</u>	chocolate <u>chocolates</u>	challenge <u>challenging</u>



sh ch ti ci shell chef station musician



List Words

special
surely
tissue
anxious
section
session
gracious
quotient
exception
pressure
discussion
investigation

- 1 **Colour** the graphemes that represent **sh ch ti ci** in the List Words.
- 2 **Turn** to page 84. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent **sh ch ti ci** on the Grapheme Chart. **Write** one word example for each.
- 4 **Highlight** all the words containing **sh ch ti ci**. How many did you find? **Write** the number on the line at the end of the story.

Grapheme Chart

grapheme	word
s	surely
ss	tissue
xi	anxious
ssi	session

Our vacation was very special as we went on a cruise around the Pacific Ocean, visiting several nations.

We were especially anxious to visit the gracious people of these countries to learn about their cultures. In Fiji we attended a dancing lesson. We were astonished at the exceptional ability of the dancing teachers. At first we kept pointing our feet in the wrong direction. After a discussion with the teachers, we made some corrections to our movements and really enjoyed the session. 13

- 5 **Circle** the best meaning for the first word in each group. **Use** your dictionary to help.

session: seminar, procession, confession

exception: intention, attention, omission

publish: compose, broadcast, draft

investigation: invention, exploration, discovery

discussion: conference, concussion, interference

quotient the answer to: subtraction, addition, division, multiplication



astonished: amazed, cheerful, prepared

gracious: friendly, impolite, graceful

surely: perhaps, maybe, certainly

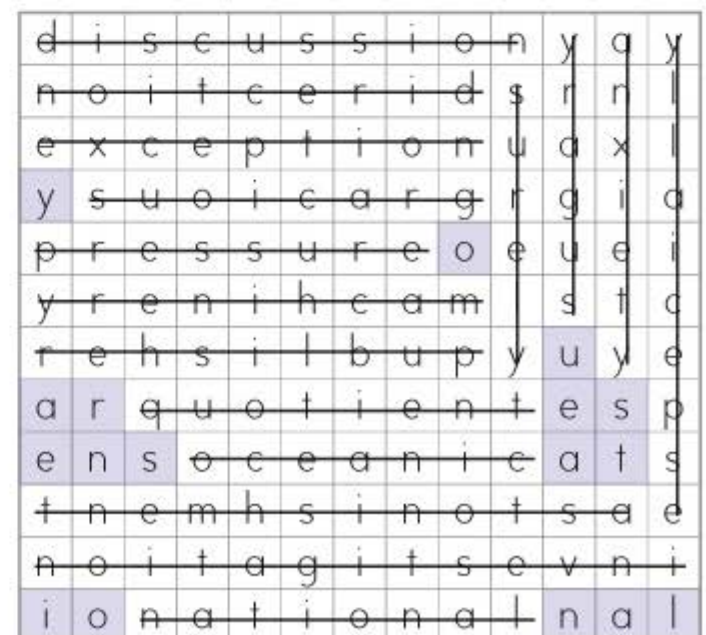
section: whole, piece, hole

tissue: sneeze, paper, present

Challenge

Colour words built from the words below in the Word Search. **Write** them on the lines.

sure	surely	machine	machinery
sugar	sugary	except	exception
ocean	oceanic	special	especially
nation	national	discuss	discussion
direct	direction	astonish	astonishment
grace	gracious	publish	publisher
quote	quotient	anxious	anxiety
press	pressure	investigate	investigation



Hidden Words You are sensational.



List Words

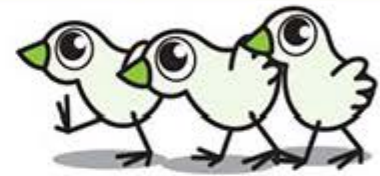
champion
immature*
chastise
unfortunately
temperature
manufacturer
attachment
righteous
futuristic
exhaustion
picturesque
pasteurised

- 1 **Colour** the graphemes that represent in the List Words.
- 2 **Turn** to page 84 or use **SLW31**. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- 4 **Write** graphemes for to finish these List Words.

ch_ampion atta_ch_ument pic_t_uresque
manufac_t_urer _ch_astise imma_t_ure
exhaus_ti_on unfor_t_unately righ_te_ous
fu_t_uristic tempera_t_ure pas_t_eurised

Grapheme Chart

grapheme	word
t	immature
te	righteous
ti	exhaustion



- 5 **Colour** all the digraphs and trigraphs in the words. Use different colours if digraphs and trigraphs are side by side.

launch detached immaturity exhaustion manufacturer righteousness
reattach dispatches changeable enchantment unfortunately pasteurisation
structure challenge picturesque temperature achievement championship

- 6 **Circle** the collective nouns and the correct verbs to use with the collective nouns in the sentences.

- ★ Collective nouns can be singular nouns that name groups, for example *a crowd (of people), a flock (of birds)*. The verb works with the collective noun, not the words describing it, for example *A crowd (of people) was at the carnival*.
- ★ The word *none* stands for *not one* and is classed as a singular, collective pronoun, for example *None (not one) of the cakes was left*.

A group of manufacturers was/were expected at the factory.

An Australian team of champion athletes isare competing in the world titles.

The set of attachments waswere not in the carton with our new vacuum cleaner.

Last month none of the daily maximum temperatures waswere above thirty degrees Celsius.

Several collections of rare stamps has/havebeen stolen from the display in the new convention centre.

Challenge

Write answers to the clues starting at 1 and working around and into the middle like a spiral. Each word starts at a number and overlaps the one before so that they share some letters. The clues with • have List Words or words from Activity 5 as answers. All answers have a sound.

- | | | |
|-------------------------------|----------------------|-------------------------------|
| 1. • weariness | 6. • variable | 12. • measure of heat or cold |
| 2. • opposite of manufactured | 7. • whitened | 13. • attach again |
| 3. • set afloat | 8. • sends off | 14. • test |
| 4. • scold | 9. • construction | 15. • every |
| 5. • seek | 10. • cut back staff | |
| | 11. • charm | |





List Words

issue
 assure
 diminish
 tension
 politician
 brochure
 insurance
 chauffeur
 chandelier
 appreciative
 conscience
 conscientious
 oceanography

- 1 Colour the graphemes that represent **sh ch ti ci** in the List Words.
- 2 Turn to page 84. Count the sounds and identify all the graphemes in each List Word.
- 3 Write any other letters that can represent **sh ch ti ci** on the Grapheme Chart. Write one word example for each.
- 4 Write graphemes for **sh ch ti ci** to finish these List Words. Colour any other digraphs *blue* and trigraphs *green*.

issue diminish chauffeur
 politician insurance appreciative assure tension
 brochure conscience chandelier conscientious

Grapheme Chart

grapheme	word
ss	issue
si	tension
s	insurance
sc	conscience
ce	oceanography

- 5 Write List Words to match these meanings.

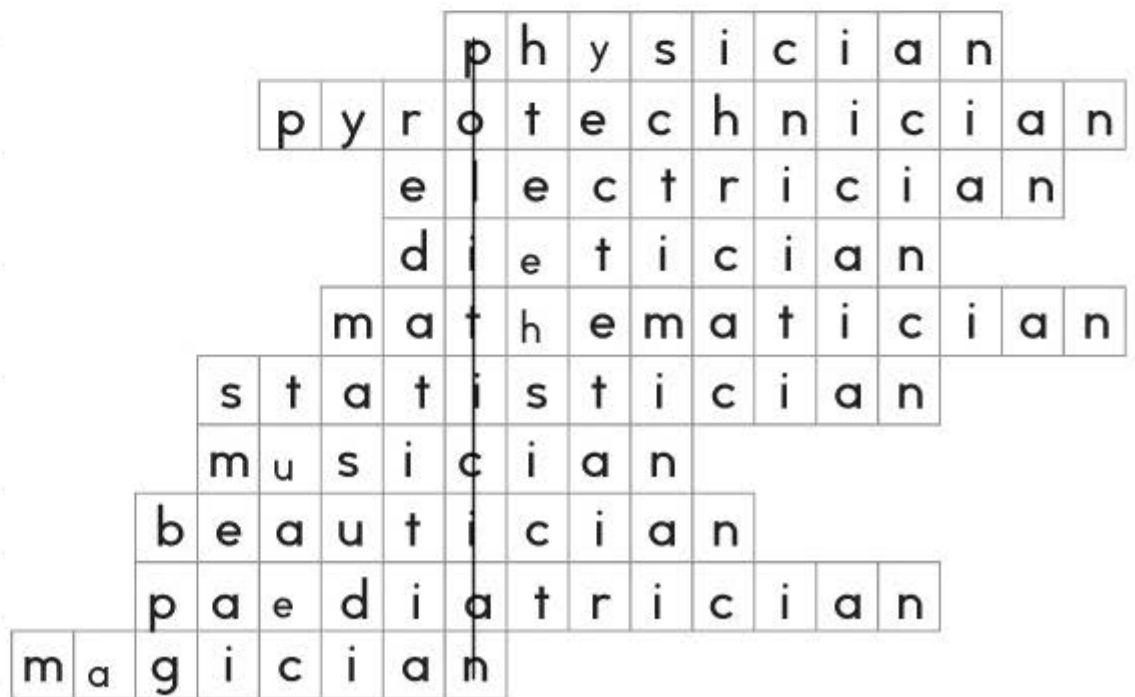
something given out issue pamphlet brochure confirm assure
 protection insurance reduce diminish tightness tension
 light fitting chandelier hard-working conscientious
 grateful appreciative study of the ocean oceanography

Challenge

a person who:
 is a children's specialist doctor (paediatrics) paediatrician
 makes fireworks (pyrotechnics) pyrotechnician
 helps to make people beautiful beautician
 is a specialist doctor (physic...) physician
 works with mathematics mathematician
 helps people with diet dietician
 works with electricity electrician
 works with statistics statistician
 plays music musician
 creates magic magician

Write words ending in **ician**, that name the occupations of these people. Fit the words in the puzzle to find a vertically hidden List Word.

- ★ Use your dictionary for correct spelling.
- Count the letters of your words and the squares in the puzzle.



Hidden List Word politician



Matharoo ANSWER SHEET

for Matharoo sheets 31 21 for week beginning 11th October, 2021

ANSWERS – Matharoo **Lower-Primary** Worksheet LP 31 21

1. 4 more letters
2. 19, 21, 23, 25, 27, 29
3. 15 more sets
4. 21
5. 14 cups
6. 4 eggs
7. 3 hours

XX

ANSWERS – Matharoo **Mid-Primary** Worded Worksheet MP 31 21

1. 1/5
2. 242 cm = 2 metres 42 cm
3. 56 days
4. 68 legs
5. \$99.90
6. \$9.40 change
7. 3 syllables
8. 274 bins
9. Various answers

XX

ANSWERS – Matharoo **Upper-Primary** Worded Worksheet UP 31 21

1. 28 minutes
2. 4:37 pm
3. 24 minutes
4. 52.5 seconds
5. \$21
6. May 16th, May 17th
7. \$7,326
8. Various answers

XX

ANSWERS – Matharoo **Extension** Worded Worksheet EW 31 21

1. \$38,400
2. \$1,662,700
3. 12,740,000 people
4. 1,352 litres
5. 14/35
6. 240
7. 66
8. 94 kph
9. Various answers