Stafford State School

Independent Public School

HOME LEARNING @ Stafford

Term 2 Week 5

Year 5
Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Music
- Chinese
- Digital Technology
- Library

Monday – Week 5

Wellbeing Task	Colour Breathing – With another family member, lie or sit comfortably and close your eyes. Take three long slow breaths. When you are both calm take turns saying a colour out loud. When you hear the colour try to picture that colour in your mind. Imagine your body breathing that colour in and then blowing it out of your body (like an ocean wave rolling in and out of the beach) continue for three breaths before you say another colour. Continue for up to 5 minutes. How do you feel?
Morning **English**	<u>Reading (20 minutes minimum)</u> ▪ Choose a non-fictional book / resource to read. ▪ Answer these questions: - What was this book about? - What are three facts you have learnt from reading it? <u>Spelling</u> ▪ Complete Soundwaves Unit 15 page 1 <u>Daily Writing Warm Up - </u>Activity 1 <u>English</u> Complex Sentences. Refer to Sheet Below. <u>Study Ladder / Read Theory</u> ▪ Spend 15 – 20 minutes doing some tasks on one of these platforms
Break	
Middle **Maths**	<u>Mental Maths</u> ▪ Complete Monday Week 15. Write out your 5 times tables. Have your parent / carer test you. <u>Mathletics</u> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics <u>Multiplication – Refer to Sheet Below</u>
Break	
Afternoon **Science**	Science - Light Before you read - 1. How does light help us to see? 2. How does light travel and how far does it travel? 3. What is a shadow? 4. What happens when light from a torch hits: • black card? • a mirror? Read through the background information to build your understanding of light. Use a highlighter to underline key points. Refer to sheet below.

Tuesday – Week 5

Note – BTN is live on ABC at 10:00am. Students can watch it then from home or download it from the BTN website to do at any time of the day. Normally we do it at school on a Tuesday afternoon.	
Wellbeing Task	Use the Yoga Poses For Kids cards – Put them in an order and make your own yoga sequence. Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again next week
Morning **English**	<u>Reading</u> ▪ Choose a fictional book to read ▪ Answer these questions: - What was this book about? - Who is your favourite character? <u>Daily Writing Warm Up</u> Out of Control - Complete activity 2 <u>English</u> Grammar – See Sheet Below <u>Soundwaves</u> ▪ Complete the second page of Unit 15 in your Soundwaves book <u>Study Ladder / Read Theory</u> ▪ Spend 15 – 20 minutes doing some tasks on one of these platforms
Break	
Middle **Maths**	Write out your 6 times tables. Have your parent / carer test you. <u>Mental Maths</u> ▪ Complete Tuesday Week 15. Maths Problem Solving - Sheet below <u>Mathletics</u> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon **Wellness/ Yoga**	BTN – Watch episode of BTN For each story write something you THINK, something you KNOW and something you WONDER. • Refer to Wellness/ Yoga sheet

Wednesday – Week 5

Wellbeing Task	Draw a heart or picture on a piece of paper and hide it somewhere in your home. Write a special message on the paper such as you make me feel special. Make a treasure map for someone else in your home to find the picture. When they find the picture give them a big cuddle for up to 30seconds!
Morning **English**	<u>Reading</u> ▪ Choose a non-fictional book to read. ▪ Answer these questions: - What was this book about? - What are three facts you have learnt from reading it? <u>Spelling</u> ▪ Write your Soundwaves words in alphabetical order. <u>Daily Writing Warm Up</u> Out of Control– Complete activity 3 <u>English</u> Comprehension – Sea Turtles -Task Sheet Below. <u>Study Ladder / Read Theory</u> ▪ Spend 15 – 20 minutes doing some tasks on one of these platforms
Break	
Middle **Maths**	<u>Mental Maths</u> ▪ Complete Wednesday Week 15. Write out your 7 times tables. Have your parent / carer test you. Maths – Rotational Symmetry – Sheet Below <u>Mathletics</u> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon **Chinese**	• Refer to Chinese sheet

Thursday – Week 5

Wellbeing Task	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week?
Morning **English**	**Activity:** Find a comfortable spot without distractions and spend 20-30 minutes reading your novel. Write a paragraph or two, predicting what you think will happen next in the story, and explaining what in the text and your own personal experiences or knowledge, makes you think that is what will happen next. <u>Daily Writing Warm Up</u> Out of Control – Complete activity <u>Soundwaves</u> ▪ Choose 10 of your soundwaves words to write into sentences. English – Pros and Cons of Remote Learning - Refer to sheet below. <u>Study Ladder / Read Theory</u> ▪ Spend 15 – 20 minutes doing some tasks on one of these platforms
Break	
Middle **Maths**	<u>Mental Maths</u> ▪ Complete Thursday Week 15. Maths – Factor Trees – Refer to sheet below <u>Mathletics</u> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon **Health and PE** **Music**	• Refer to PE sheet • Refer to Music sheet

Friday – Week 5

Wellbeing Task	What does grateful mean? You could call a grandparent or family friend and ask them. Ask them what they are grateful for and tell them 3 things you are grateful for. In a quiet place think about how your life has changed with COVID-19. What are the good things that have come from such a terrible thing? What do you enjoy about being at home more?
Morning **English**	<u>Reading</u> ▪ Choose a non-fictional book to read. ▪ Answer these questions: - What was this book about? - What are three facts you have learnt from reading it? <u>Soundwaves</u> ▪ Time how long it takes to write out your spelling words. Record your time. Try again. See if you can beat your first time. Ask an adult to test you on your words. <u>Daily Writing Warm Up</u> Out of Control – Activity 5 – aim for one page of writing (250 words) <u>Study Ladder / Read Theory</u> ▪ Spend 15 – 20 minutes doing some tasks on one of these platforms
Break	
Middle **Maths**	<u>Mental Maths</u> ▪ Complete Friday Week 15. <u>Mathletics</u> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon	Complete any activities not completed this week.

Week 5 Daily Writing – Out of Control

The driver glared at the sight in front of him. He simply couldn't believe his eyes! The blizzard continued to swirl all around them, making it even more difficult to steer. He knew he had to act quickly, or else it would be too late. The distracting whirling and clanking of machinery all around him didn't help to settle his nerves, but he knew he had to wrestle control of his emotions: his next move was to be a defining one…

1. Sentence challenge!

'Show, don't tell' is technique that writers use to describe a character's emotion. Rather than telling the reader how a character feels, you can show them what happens to their body.
E.g. Instead of saying 'he felt sad' you could write 'a tear rolled down his cheek', or instead of saying 'he was scared' you could write 'he began to tremble'.
Can you use 'Show, don't tell' to describe the driver's feelings?

2. Question time!

What vehicle is the driver operating?
What might he have seen in front of him?
What is the weather like outside?
Is there anyone else depending on the driver to salvage the situation?
What happens to your body when you start to panic?
Have you ever panicked? How did you overcome the feeling?

3. Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?
He looked out of the window. It was snowy. He was scared. He could see something.

4. Perfect picture!

Can you draw what the driver has seen out of the window? You could also draw the vehicle the man is driving.

5. Story Starter

Continue writing from this point – paper and pencil

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Monday Week 5 – English

Activity:

A complex sentence includes two parts:

- An independent clause that can stand on its own. (It would make sense as a sentence without the other part.)
- A dependent clause that needs the other clause to work. (It would not make sense as a sentence without the other part because some part of the information is missing.)

Complex sentences contain subordinating conjunctions (joining words) such as after, so, because, since, although, even though, but, before, unless, when, whenever, who, whoever, etc.

Here is an example of a complex sentence:

*Jessica finished all of the dinner on her plate **so** she could have dessert.*

Think of an independent clause to complete each of these complex sentences.

1. _____ **but** it was a waste of time.

2. _____ **even though** they had more than they needed.

3. _____ **by the time** the car arrived.

Think of a dependent clause to complete each of these complex sentences.

4. Simon picked a banana from the fruit bowl because _____.

5. My mum has brown hair and brown eyes, whereas _____.

6. The roof of the house had been leaking ever since _____.

Think of a suitable subordinating conjunction to join these independent and dependent clauses.

7. The team captain chose Susie for their hockey team _____ they thought she was the best.

8. I was allowed to go to the party _____ my chores were done.

9. Spiders make my skin crawl _____ I think about them.

Extension: Write some complex sentences of your own featuring the members of your household.

Monday Maths Week 5

Watch this video by Math Antics https://www.youtube.com/watch?v=FJ5qLWP3Fqo

explaining how to solve multi-digit multiplication. Then, solve the following problems:

1. 246 x 5 =
2. 182 x 6 =
3. 465 x 2 =
4. 193 x 4 =
5. 275 x 3 =
6. 337 x 2 =
7. 264 x 8 =
8. 593 x 5 =

Set these out vertically and show all of your working.

Check your answers with a calculator.

Extension: Ask your grown-up to write you some extra 4-digit or 5-digit numbers to multiply.

Introduction to light

The Sun is the Earth's primary source of energy, emitting a broad spectrum of electromagnetic radiation, including sunlight. What we call light is a specific type of energy called 'visible light'—the light that humans can see.

Electromagnetic radiation can travel through a vacuum and through transparent liquids or solids.

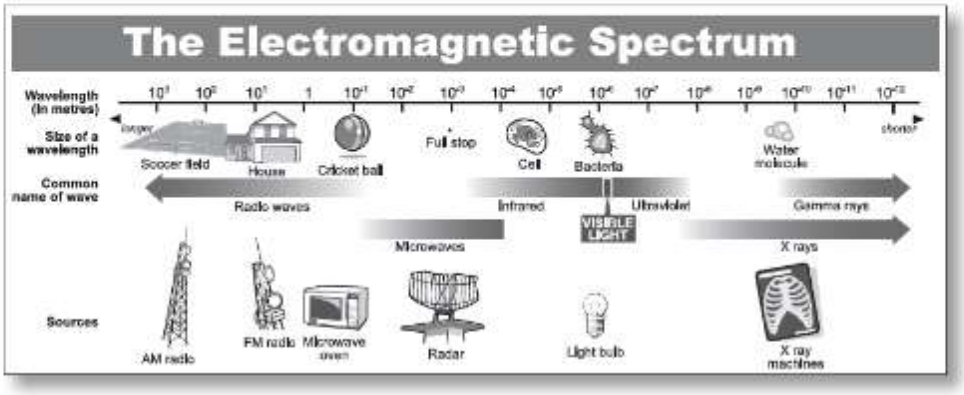


Diagram of electromagnetic spectrum

Light travels in approximately straight lines called 'rays'. The ray concept is an approximation, which holds good because the wavelengths of visible light are so small in comparison to everyday length scales. In fact, light passing a sharp edge will diffract a little bit (i.e. bend into the shadow region). This effect is negligible in terms of everyday perception.

Scientists call the distance between the crests of the waves 'wavelength', which is measured in metres. Waves with a very short wavelength, for example, gamma rays, will have many crests pass by in one second and are said to have a high frequency. Waves with a long wavelength, for example, radio waves, will have a lower frequency because fewer waves will pass by in one second.

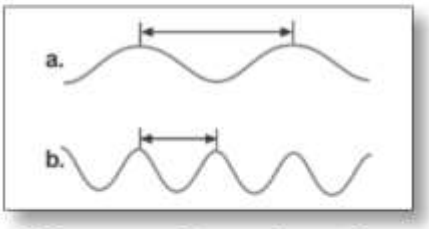


Diagram of wavelengths

a. longer wavelength b. shorter wavelength

Visible light is only a very small part of the electromagnetic spectrum and is important to us because it is this radiation that is detected by the retina and transmitted to the brain by the optic nerve. Other types of electromagnetic radiation include radio waves, microwaves, infra-red radiation, ultraviolet light, X rays and gamma rays. Radios, television sets, microwave ovens and mobile phones are all devices which operate using electromagnetic radiation.

Visible light has a narrow range of wavelengths which are measured in micrometres. A micrometre is 1 millionth of a metre. These different wavelengths are evident as different colours. When all

wavelengths of visible light are present, we see white light. Most transparent substances, for example, water, can spread out or disperse the different wavelengths in a process called refraction, and sometimes we can see the different colours as a rainbow.

When light hits a piece of glass at an angle, the light changes direction (ie. it refracts). The change of direction is different for different colours. Consequently, when light hits a glass prism, the different colours can be seen because they are bent differently. The different bending is due to the fact that the different wavelengths interact with the electrons in the glass differently. The result is that they appear to travel at different speeds.

The rate at which energy is carried by a light wave represents the intensity of the light. We perceive intensity as 'brightness'. Theoretically, light waves from a source could travel forever. The intensity of light from the source will decrease rapidly as we increase our distance from the source because the light will spread out and will usually meet some material, for example, dust in the air. This will cause it to be reflected or scattered or absorbed, and thus the light might not be seen over a large distance.

In a vacuum, for example, interstellar space, all forms of electromagnetic radiation travel at the same speed regardless of their wavelengths. This speed is universally referred to as the 'speed of light'. We know of nothing in our universe which travels faster than light. It races towards us through the vacuum of space at about 300,000 km per second. It takes a fraction of a second for light to cross Australia, about eight minutes for light from the Sun to reach the Earth, over four years for light to reach the next nearest star and 100,000 years for light to get from one side of the Milky Way Galaxy to the other. At such huge, interstellar distances it is customary to refer to distance in 'light years', that is the distance light would travel in one year. Light travels at slightly different speeds through different mediums, such as water or air. When light travels from one medium to the other the change in speed can cause the light to change direction. This refraction of the light can be seen when you view a pencil in water.

Energy cannot be created or destroyed; therefore light has its origins in other forms of energy. The Sun changes most nuclear energy into heat energy and light energy. Some things are sources of light, such as the Sun or a burning candle. These are called primary light sources. Primary light sources are things that change another form of energy into light energy. For example:

- In the Sun, nuclear energy is changed into light energy.
- In a fire, or in glow-worms and glow sticks (cyalume sticks), chemical energy is changed into light energy.
- In light bulbs, lightning and computer screens, electrical energy is changed into light energy.

Most things we see are secondary light sources which reflect the light of a primary light source to our eyes. For example, the light from the lamp (primary) is reflected off the book (secondary) to our eyes and so we are able to see the book. The Moon appears to be a primary light source but it is actually a secondary light source because it reflects light from the Sun to our eyes.

When light from primary sources hits surfaces it can be reflected, transmitted (let through) or absorbed (transformed into heat energy). Different surfaces reflect, transmit or absorb light in different ways. Some surfaces are very smooth and even. These reflect light in an ordered way and appear to be shiny. Other surfaces are more irregular. They reflect light in a scattered way and appear matt or dull. Some surfaces, for example, glass, transmit most light, reflecting very little, and thus appear transparent.

When a surface or object is coloured all the colours of the visible light are absorbed except for the colour of the object which is reflected. For example, a red object absorbs all colours, except red, which is reflected. Thus the object appears red. Black surfaces absorb all colours and reflect the least light. White surfaces reflect all colours and absorb the least light.

When the reflected light hits the receptors in our eyes our brain puts together the three-dimensional images we see of the world.

The study of light opens up some fascinating areas for further study. Examples include lasers, optical fibres, microscopes, telescopes, cameras and holograms. Scientists are also investigating an artificial eye.

Tuesday Week 5 – Grammar

1. Some adjectives are written as positive, comparative or superlative.

Eg. good (positive), better (comparative), best (superlative)

dirty (positive), dirtier (comparative), dirtiest (superlative)

Write these sentences using the correct degree of the adjective in brackets.

a. My sister is the _____ girl in her class. (short)

b. This house is the _____one that has been built where we live. (new)

c. Last night's chilli beef was _____ than the one I made last week. (hot)

d. This is the _____ meal I have ever eaten. (delicious)

e. Of the two boys, Reegan is the _____ . (old)

f. "This Superhero movie is _____ than that one," said Peter. (good)

2. Use your dictionary or thesaurus to help choose one word from the bracketed words that is closest to the meaning of the word in bold.

a. inefficient (disorganised, hungry, lengthy)

b. conservatory (straight, jam, greenhouse)

c. nausea (noisy, seaworthy, queasiness)

d. tether (dance, leash, dizzy, new)

e. gyrate (balance, rattle, whirl)

f. repulsive (pulsing, throbbing, horrible)

g.trek (task, journey, hoax)

3. Rewrite each sentence using a word from the box to replace the verb in bold type.

a. Using paper, sticks and glue I made a house from days gone by.

b. The hungry bird watched and waited while the worm went up the leaf.

c. Noreen put the fresh flowers in a vase and gave them to Mrs Jeffs.

d. Georgia got a large parcel in the post.

e. Christian saw a new pair of shoes he wanted at the basketball shop.

f. The ring-tailed possum went up the tree to get away from the angry cat.

g. Jessey saw that things had been taken from his desk.

4. Find the errors in these sentences. Rewrite each sentence correctly.

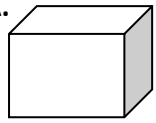
a. The onlee way to acheeve is too work hard evry day.

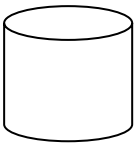
b. the children seen lots of peeple hanging around the skool ovel in the afternuun.

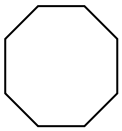
c. Last Friday the cricket team players played against an dificult opposition.

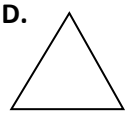
Tuesday Maths

1. Name these shapes.

A. 

B. 

C. 

D. 

a. Name the 3D shapes.

b. Name the 2D shapes.

c. How many faces on A____and B____ ?

d. How many axes of symmetry on C_____ and D_____ ?

e. Which shapes will tessellate?

2. What unit of measurement would you use for these shopping items.

a. a bag of potatoes

b. a container of ice-cream

c. a bottle of tomato sauce

d. a packet of biscuits

e. a can of fly spray

f. a tub of margarine

g. a block of chocolate

h. a leg of lamb

3. Complete these algorithms in your book.

a. 4536
x 4
_____

b. 897
456
786
+ 387
___

c. 58693
45836
+2453
_____

d. 82435
-60219
_____

4. **Show your working for these questions.**

In the dinosaur world a Scottasaurus would be 39 metres long. A Nickasaurus would be 8 metres long, A Maddiasaurus would be 10 metres long and a Carminasaurus would be 16 metres long.

Calculate the difference between 3 Nickasaurus and a Scottasaurus.

How much longer are 2 Carminasaurus than a Maddiasaurus and a Nickasaurus?

Wednesday Week 5 English –

Sea turtles are nesting in record numbers as humans stay away from the world's beaches


A baby olive ridley sea turtle making its way across the sand to the water. Picture: iStock

The world's sea turtles are thriving thanks to humans being kept in isolation.
The marine creatures, which find nesting on sandy beaches difficult due to crowds and pollution, are thriving while humans are cooped up* indoors.
As the northern hemisphere enters spring, sea turtles appear to be nesting in record numbers in countries such as the United States, Costa Rica, Brazil, Thailand and India.
"There's some silver lining for wildlife in what otherwise is a fairly catastrophic* time for humans," David Godfrey, executive director of the Sea Turtle Conservancy, told Associated Press.
Mr Godfrey said sea turtles need to be undisturbed when nesting on beaches. They also risked being struck and killed by boats or marine rubbish.
But with the tourists gone and beachside activity on pause, the turtles are finding it easier to nest.
"All of the potential positive impacts relate to changes in human behaviour," he told CBS News. "The chances that turtles are going to be inadvertently* struck and killed will be lower, (and) the reduced human presence on the beach also means that there will be less garbage and other plastics entering the marine environment."

Florida has reported record numbers of nesting of loggerheads and vulnerable* leatherbacks.
"It's going to be a really good year," Sarah Hirsch, senior manager of research and data at Loggerhead Marinelife Centre, told Florida's CBS12 News.
"Our world has changed, but these turtles have been doing this for millions of years and it's just reassuring and gives us hope that the world is still going on."
In Thailand, authorities have found 11 leatherback nests — the highest number in 20 years, Reuters reported.
Brazil is also seeing a boom* in nesting. The town of Paulista has seen hundreds of turtles hatch already this season, including 100 critically endangered* hawksbill turtles in a single day.
"It's really beautiful because you can see the exact instant they come out of the eggs and … watch their little march across the beach," Paulista environmental secretary Roberto Couto told The Guardian.

It isn't just sea turtles that have benefited from humans being isolated.
Smog has cleared up in New Delhi and the Himalayan mountains have been visible, canals have cleared up in Venice in Italy, and animals have roamed* more freely in towns.
"It is giving us this quite extraordinary insight into just how much of a mess we humans are making of our beautiful planet," conservation scientist Stuart Pimm of North Carolina's Duke University told AP.
"This is giving us an opportunity to magically see how much better it can be."

GLOSSARY

- **thriving:** growing and developing well
- **isolation:** being separated from others
- **cooped up:** being separated from others
- **catastrophic:** disastrous
- **inadvertently:** accidentally
- **vulnerable:** at risk
- **boom:** a period of strong growth
- **critically endangered:** at risk of dying out
- **roamed:** walked about

QUICK QUIZ

1. Which countries are seeing record numbers of nesting sea turtles?
2. Name two reasons why nesting numbers are up.
3. What is happening in the town of Palista?
4. Venice is experiencing what benefit from human isolation?
5. Where do sea turtles build their nests?

ACTIVITIES
1. Sea turtle species
There are three specific species of sea turtles that are mentioned in the news article.
Identify the three species and then find out their size when they are fully grown adults. Use this to draw a birds-eye view outline of the three species, side-by-side that is to scale. (That is, it shows their sizes in relation to one another.)
Then write down two unique features of each species.

HAVE YOUR SAY: What does this story tell you about humans and their effect on sea turtles?
No one-word answers. Use full sentences to explain your thinking.

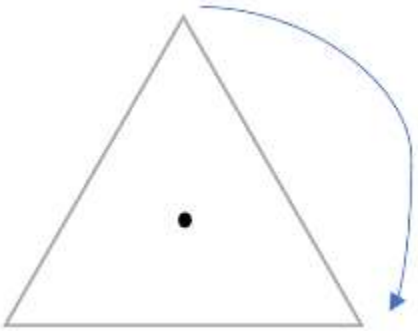
Maths – Wednesday Week 5

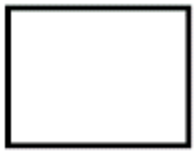
Activity:

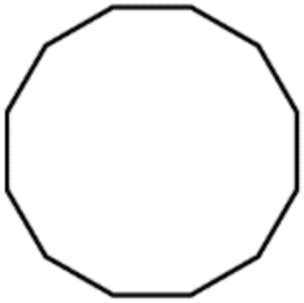
The aim of this activity is to know what rotational symmetry is and to be able to identify shapes with rotational symmetry.

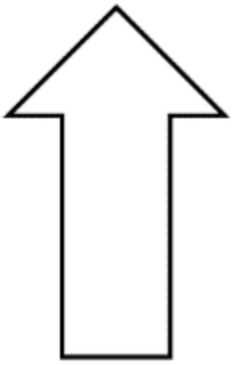
If a shape has rotational symmetry, you can rotate it around an axis and at certain points the shape will look the same as it did at the beginning point. Imagine an equilateral triangle with a pin right in the centre. If you rotate the triangle a one third turn (120°) it will look the same as it did at the beginning. If you turn it another one third turn (to 240°) it will look the same again. So at three different stages of the rotation, the triangle looks the same.

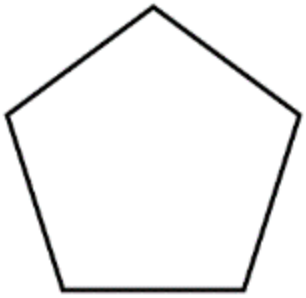
If you can, print out the shapes below (bigger versions are in the Appendix) and cut them out. If you are not able to print, draw the shapes and cut them out instead. Rotate each shape and identify which ones have rotational symmetry.

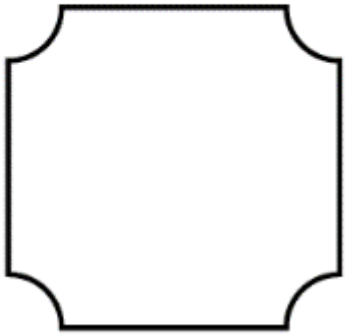


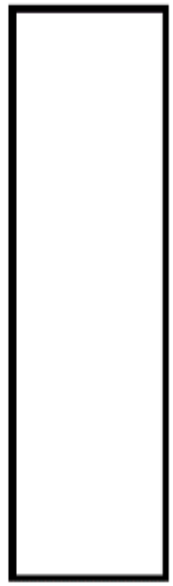


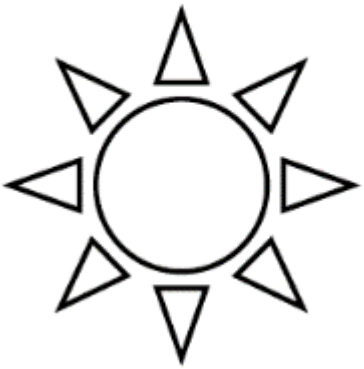


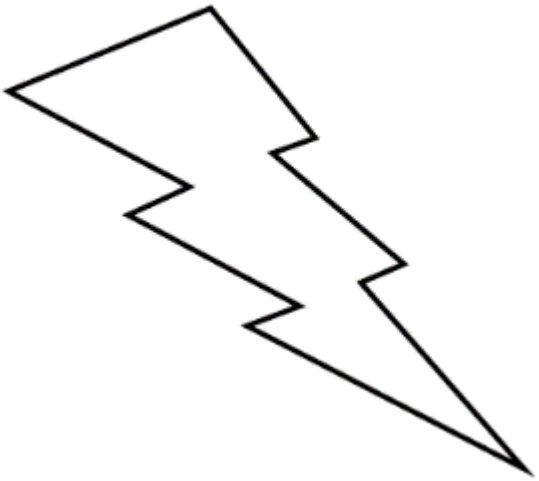










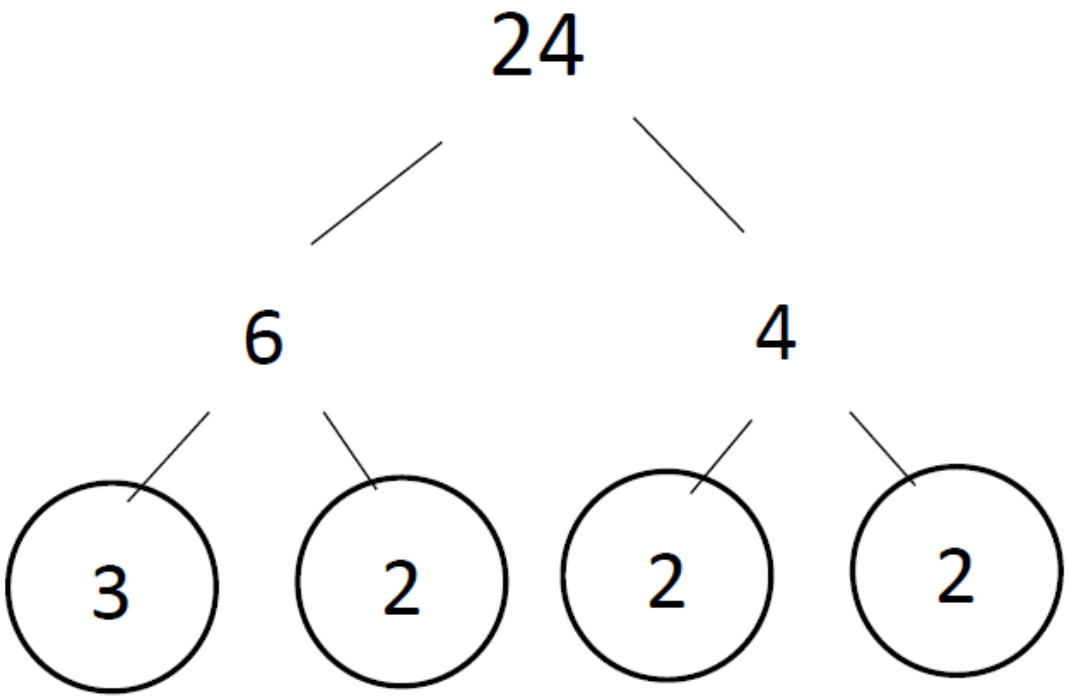


Extension:
Here is a company logo that has rotational symmetry.
Do you know which company it belongs to? How many more logos with rotational symmetry can you think of?

Thursday Maths – Factor Trees

Watch this video about factor trees. https://www.youtube.com/watch?v=tW97UU01ShY

Here is an example of a factor tree. Notice that it stops when it reaches prime numbers. The answer can be checked by multiplying the prime factors at the bottom of each root of the tree: 3 x 2 x 2 x 2 = 24



Create a factor tree for each of these numbers. Stop when you reach prime numbers.

36 63 98 78 104 48

Check your answers with a calculator by multiplying all of the prime factors.

Thursday English – Pros and Cons of Remote Learning (Learning at Home)

You may have been doing remote learning from school now for a few weeks, or you just might be starting. Whatever stage you're at, it's certainly different to the learning that you are used to.

Fill out the table below listing the Pros (positives) and Cons (negatives) of remote learning from home. Think about all the things you enjoy about school, and don't enjoy about school, and make sure they are all included in the table.

PROS OF REMOTE LEARNING	CONS OF REMOTE LEARNING

Friday Maths – Rounding and Estimation

The aim of this activity is to practise using rounding and estimating to solve problems efficiently and to check the reasonableness of answers.

Part 1:

Round the numbers in these equations to the nearest 10 and perform the calculation to get an estimate of the answer. (An estimate gives us an "around about" answer not an exact answer.) Then decide if you think the answer given for the equation is reasonable or unreasonable – is it close to your estimate? The first two have been completed to show you what to do.

(a) 23 + 47 + 72 + 29 = 171

20 + 50 + 70 + 30 = 170
Reasonable

(b) 257 – 52 – 99 = 212

260 – 50 – 100 = 110
Unreasonable

(c) 66 + 42 + 33 = 183

(d) 57 + 89 + 17 = 163

(e) 98 – 21 – 34 = 43

(f) 143 – 59 – 32 = 52

(g) 201 – 113 + 28 = 214

(h) 328 + 271 – 104 = 495

Part 2:

From a grocery store catalogue, cut out 10 items with their prices. Use your rounding and addition skills to find an estimated total for your basket of grocery items. (Round prices to the nearest dollar.) Then use a calculator to check your answer – was your estimate a reasonable one?

Unit 15

ee e ea y ey — bee me seat baby money

List Words

cheap
slowly
truly
repeat
reason
thief
field
cities
scene
[illegible]
piece
peace
police
underneath
machine
receive
receipt
deceive
creature
reality
oblique
seize
celery
immediate
employee

1 **Colour** the graphemes that represent ee e ea y ey in the List Words.

2 **Turn to page 81 or use SLW14. Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent ee e ea y ey on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Write** List Words that include the following graphemes to fit on the lines. **Finish** the sentence below.

_ ie _ _ ie _ _ _ _ _ _ _ y

i _ _ _ ai _ _ _ _ ea _ _ ie _ _ _ _ _ e

_ e _ i _ _ ea _ _ _ ei _ _ _ _ _ ea _

_ _ _ e _ i _ ie _ _ e _ e _ _ ea _ _ _

_ _ _ _ _ _ ea _

We usually write i before e except after c. The exception above is

5 **Write** the plural forms of these words.

Turn to 3a and 5b page 86 and 23 page 87.

Singular	piece	thief	city	police	machine
Plural					

6 **Find** homophones in the bee's flight path to finish the sentences.

The littlest chicken with the loudest ______ was quite ______ to buy.

The ______ of the beautiful valley was best ______ from the mountain top.

The plans for ______ were written up on a large ______ of cardboard.

My homegrown ______ root ______ all other entries at the show.

I didn't think I had caught a ______ fish because it was so heavy to ______ in.

7 **Write** words with the suffix ee that means *one who is* to match the meanings. Turn to 17 page 87.

one who is employed ______

one who is paid ______

one who is transferred ______

one who has escaped ______

8 **Write** List Words to rhyme with these words.

sleep	release _ _ _ _ _
unruly	feature _ _ _ _ _ _ _ _
chief	vitality _ _ _ _ _ _ _
mean _ _ _ _ _	refugee _ _ _ _ _ _ _ _
season _ _ _ _ _ _	repeat _ _ _ _ _ _

9 **Rewrite** these List Words written with the beginning of the word at the end, for example *lyslow – slowly*.

peatre ______	turecrea ______
licepo ______	ceivere ______
iesc[illegible] ______	chinema ______
[illegible] ______	bliqueo ______
sonrea ______	ceivede ______

10 **Rearrange** each row of word parts to form List Words.

neath der un ______

e ry cel ______

a re ty ______

ate i mme d ______

ee em ploy ______

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

slowly: gradually, peacefully, lazily **truly:** safely, honestly, carefully **underneath:** down, bottom, below

scene: panorama, drawing, watched **repeat:** explain, reiterate, tell **immediate:** now, soon, eventual

receive: letter, post, obtain **deceive:** trick, cruel, laugh **seize:** get, pick, grab **reason:** cause, cares, ocean

12 **Finish** the sentences with words built from the words in brackets.

Turn to 3a page 86 and 11a page 87.

This is the ______ pool I have ever swum in. (deep)

Sausages are usually ______ than fillet steak. (cheap)

Full cream milk is much ______ than skim milk. (creamy)

After the rain the roads were ______ than usual. (greasy)

Challenge

Decode the words and write them in the correct group below.

★ **Code:** Each code letter represents the letter that comes after it in the alphabet, for example a represents b, b represents c and so on. The first one is done to help you.

f t h k s x d m d q f x b d z k n s x u h b s n q x b n f k z q b s x

g u i l t y

r g z c x z m f q x u h s z k h s x h m e h m h s x b q d z l x

g n r o h s z k h s x r z e d s x g n m d r s x h d z r x d p t z k h s x

nouns formed from the words below with suffix y or ty meaning *state of being*	nouns formed from the words below with suffix ity meaning *condition or qualities*	adjectives formed from the words below with suffix y meaning *like*
safe ______	equal ______	anger ______
honest ______	real ______	cream ______
infinite ______	vital ______	guilt ______
victor ______	regular ______	grease ______
energetic ______	hospitable ______	shade ______

▶ For the Extra Challenge turn to page 90.

Week 15

MONDAY

1. Is this time am or pm? 13:10
2. 54 ÷ 3 = 60 ÷ ___
3. $\frac{16}{2}$ = ___ (mixed number) = ___ (decimal)
4. What is the distance from Woy Woy to Sydney?
5. Draw a reflection of: ce
6. $\frac{1}{3}$ of 42 = ___
7. Write $\frac{6}{12}$ in its simplest form. ___
8. 28 ÷ 7 = ___, 4 × ___ = 28
9. Draw a 60° acute angle (Use a protractor.)
10. What is the date one week before Anzac Day?
11. Write in descending order: $\frac{2}{3}$ $\frac{3}{5}$ $\frac{3}{4}$ $\frac{2}{5}$ $\frac{1}{10}$
12. The coloured area = ___ m²
13. 100 ÷ 10 = ___
14. 0.8 + 0.7 = ___
15. The probability of A is:
    - ☐ $\frac{1}{2} - \frac{1}{6}$
    - ☐ $\frac{1}{4} + \frac{1}{3}$
    - ☐ $\frac{2}{3}$
16. Which state is 2 hours behind the time of New South Wales? (Non-daylight saving time)
    - ☐ Victoria ☐ Queensland ☐ Western Australia
17. Write the missing factors of 40.
    1, ___, ___, ___, ___, ___, 40
18. Rotate a $\frac{1}{2}$ turn clockwise.
19. C ——— D
    Measure the length of CD in mm. ___
20. Round 2.45 to the nearest tenth. ___

MY SCORE

TUESDAY

1. Is this time am or pm? 15:10
2. X ——— Y
   Measure the length of $\overline{XY}$ in mm. ___
3. Does 72 ÷ 7 return a number greater or less than 10? ___
4. 300 − 50 = ___
5. $\frac{1}{4}$ of 20 = ___
6. 2.13 = ___ + ___
7. The gross mass of a truck was 15 t. After unloading its contents the truck's mass is 8 t. What was the net mass of its load?
8. Circle the number that is not a multiple of 15.

15	30	45	60	75
90	105	125	135	150

9. 1020 ÷ 5 = ___
10. Reflect
11. What is the angle size of ∠x? (Not to scale)
12. Round 3.95 to the nearest tenth. ___
13. Circle the rectangles.
    A B C
14. How many lots of one dozen can be made from 80 eggs? ___
15. What shape is this?
    - ☐ pentagon ☐ hexagon
    - ☐ octagon ☐ nonagon
16. 5000 − 100 = ___
17. 1 cm = 10 mm
    0.8 cm = 9 mm
    0.8 cm = ___ mm
18. $\frac{5}{6} + \frac{1}{12} - \frac{1}{12}$ = ___
19. $20.00 − $12.40 = ___
20. 3 × $50 = 3 × $20 + ___

MY SCORE

WEDNESDAY

1. Is this time am or pm? 08:00
2. 16 ÷ 4 = ___, 160 ÷ 4 = ___,
   1600 ÷ 4 = ___
3. 100 − 40 = ___, 1000 − 40 = ___
4. $\frac{1}{4}$ of 12 = ___
5. A ——— B
   Measure the length of $\overline{AB}$ in mm. ___
6. 20 000 − 10 = ___
7. 1.8 − 3 = ___
8. Draw a reflection of: kn
9. $\frac{1}{10}$ of 35 = ___
10. (a) 2 × 9 = 3 ×
    (b) 4 × 9 = 6 ×
11. $14.50 + $7.50 = ___
12. ↑ is south, then ↙ is ___
13. Round 6.36 to the nearest tenth. ___
14. ___ × 4 = 32, 32 ÷ 8 = ___
15. Write as an equivalent fraction.
    (a) $\frac{5}{10} = \frac{\square}{2}$ (b) $\frac{12}{15} = \frac{\square}{5}$
16. Draw an obtuse angle of 110° (Use a protractor). Label the angle's vertex as B.
17. A square has a rotational symmetry to the order of:
    - ☐ 2 ☐ 3 ☐ 4
18. A chef cooked 27 pancakes for 9 students. The pancakes were shared equally. Which equation or number sentence matches how the pancakes were shared?
    - ☐ 27 − 9 = 18 ☐ 27 × 9 = 243
    - ☐ 27 ÷ 9 = 3 ☐ 27 − 9 = 36
19. 1.01, 1.02, 1.03, ___, 1.05
20. How many 20c coins make up $5.60?

MY SCORE

THURSDAY

1. Is this time am or pm? 23:50
2. Y ——— Z
   Measure the length of YZ in mm. ___
3. 40 ÷ 10 = ___, 400 ÷ 10 = ___,
   4000 ÷ 10 = ___
4. 84 ÷ ___ = 8.4
5. Draw a reflection of: pq
6. $\frac{1}{4}$ of 16 = ___
7. 100 mm = ___ cm
8. Round 5.83 to the nearest tenth. ___
9. 16 ÷ 2 × 5 = ___
10. A regular pentagon has rotational symmetry to the order of:
11. The possible outcomes of tossing 2 coins are:
    - A ☐ HH HT TT TH
    - B ☐ HH TH HT TT
    - C ☐ TT HT HH TH
12. Draw the top view of this 3D object.
13. 4 × 5 = ___ 40 × 30 = ___
14. Name the type of triangle. 6 cm, 6 cm, 6 cm (Not to scale)
    ___
15. Write one hundred and one thousandths as a numeral. ___
16. 0, 1, 1, 2, 3, 5, ___, 13, 21
17. 64 × 3 = (___ × ___) + (___ × ___)
    = ___ + ___
    = ___
18. What is the cost of buying 5 kg of potatoes at 70c per kg? ___
19. 16 × 25 × 4 = ___
20. 2 × 3 × 6 = ___

MY SCORE

Week 15

PROBLEM-SOLVING

Monday

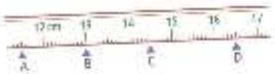
Class 5 after-school sports

1. The total number of children surveyed was

______

2. There were ______ more children who played football than tennis.

Tuesday



What is the distance from:

1. B to D? ______ A to C? ______
2. C to D? ______ A to D? ______

Wednesday

1. Matt and Alex read 15 books in a week. Alex read twice as many books as Matt. How many books did Matt read?

______

2. Mia and Erin read 12 books in a week. Mia read 2 times as many books as Erin. How many books did Mia read?

______

Thursday

1.
```
    5  8  9
+   □  7  □
 1  2  3  4
```

2. What is the rotation in degrees from 12 to 4?

______°

MY SCORE

FRIDAY REVIEW

1. ___ × 7 = 42
   42 ÷ 6 = ___
2. 629 ÷ ___ = 6.29
3. $\frac{1}{7}$ of 70 = ___
4. Li picked 5 bananas per bag until all 40 bananas were packed. How many bags were there?
   (Write a division number sentence.)

   ______

5. 1350 + 650 = ______
6. 0.7 cm = ______ mm
7. $\frac{1}{3}$ of 33 = ______
8. 4000 − 100 = ______
9. 42 × 7
   = (___ × 7) + (___ × 7)
   = ___ + ___
   = ___
10. Write one hundred and ten thousand as a numeral.

    ______

11. 65 mm = ______ cm
12. Round 8.77 to the nearest tenth.

    ______

13. What is the total cost of buying 6 kg of cheese at $2.50 per kg?

    ______

14. 1.10, 1.09, 1.08, 1.07

    ______

15. 800 − 350 = ______
16. Is this time am or pm?

______

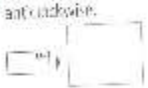
17. The gross mass of a sea container was 25 tonnes. After it was unloaded its mass was 6 tonnes. What was the net mass of the contents?

    ______

18. This shape is the base of an object that also has five triangular faces. The object is a:

□ prism.
□ pyramid.

19. Rotate a $\frac{1}{4}$ turn anticlockwise.



20. Draw the top view of this 3D object.

21. What date is it a week after Anzac Day?

    ______

22. C————D

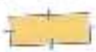
    Measure $\overline{CD}$. ______ cm

23. The time in Adelaide (SA) is 3 pm (non-daylight saving). What time is it in Sydney (NSW)?

    ______

24. A rectangle has rotational symmetry to the order of:

    □ 2 □ 3 □ 4



25. Using the spinner on Monday, what is the chance of an A?

    □ 1 in 5
    □ A is equally as likely as B
    □ more likely than C?

MY SCORE

MONDAY

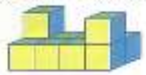
1. $\frac{1}{5}$ of 20 = ______
2. (5 × 10) + (5 × 22) = ______
3. How many edges does a cube have? ______

4. $\frac{1}{5} > \frac{1}{10}$ true false
5. 1 km = ______ m
6. Which is the correct pie graph?
   A cafe recorded 20 drink orders.

7. 4 × 7 = ______
8. Use a protractor to draw a 35° angle. Use B as the vertex.

   A• •B

9. Draw the right-side view.



10. 2000, ______, 2012
11. $4\overline{)11}$ = $\frac{\ }{4}$ = ______ (mixed number)
12. 2.4 ÷ 2 =
13. Express in 24-hour time.

    8:00 am 20 hours later □

14. The time in South Australia is 5 pm.

    The time in Western Australia is ______ (non-daylight saving time)

15. 55 + 75 + 35 = ______
16. 9997, 9998, 9999, ______
17. Complete the multiples of 12.

12	24	36	48
60		84	

18. (200 + 200) ÷ 1 = ______
19. How many months in one year have 31 days? ______
20. Your weekly pocket money is $12.75. After four weeks your parents still haven't paid. What amount is owed to you?

    ______

MY SCORE

TUESDAY

1. $\frac{1}{4}$ of 60 ______
2. Rotate a $\frac{1}{4}$ turn anticlockwise.

3. 320 − 90 = ______
4. Double: 26 = ______ 38 = ______
5. 1.1 km = 1100 m, so 1.4 km = ______ m
6. 6 × 60 = 360, so 6 × 59 = ______
7. 10 − 0.1 = ______
8. This is a

______

9. Use a protractor.
   Draw a 65° acute angle.
   Label the vertex as C and the arms as A and B.
10. Arrange the figures 8, 5, 9 and 0 into the highest value.

    ______

11. 2 ha = ______ m^2
12. 3000 − 10 = ______
13. How many kilograms of oranges would you have if you spent $28 and oranges cost $7 per 4 kg?

    ______

14. (a) 20 × 8 = ______
    (b) 19 × 8 = ______
    (c) 18 × 8 = ______
15. What would be the area of a 7 by 10 grid?

    ______ squares

16. 1000 ÷ 100 =
17. 2 + $\frac{1}{5}$ + $\frac{1}{10}$ = ______
18. (16 ÷ 4) × 3 = ______
19. The painting was $300, now it costs

______

20.

Hugo glued the 2D shapes and made a:

□ sphere □ triangular prism
□ cube □ square prism

MY SCORE

Stafford State School
Independent Public School

HOME LEARNING @ Stafford

Music
5A, 5B and 6A
Week 5

Topic 2 – Spot The Difference

Hello everyone!

You have already completed a compare and contrast task for music over the last two weeks. Over the next three you will complete a similar task with a few differences along with music that you have learnt in Term 1. In Weeks 3 and 4 you looked at the sheet music for one song each week, answered questions about the music as well as summarised what you thought the piece was about. In Week 5 you will compare and contrast both pieces, showing what is similar and different between them.

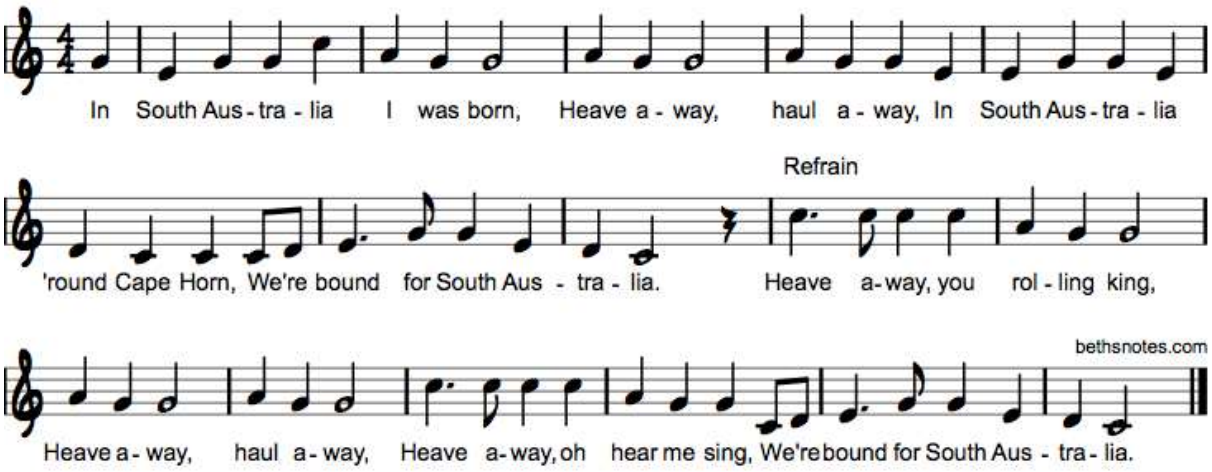
Please note that the songs have some slight variations in lyrics and notes from how I have taught them to you. Also note that the *South Australia* is titled *Bound for South Australia* below.

Task 3
<u>Compare and contrast</u> the two pieces (write about how they are similar or different from one another).

Tempo – Allegro **Dynamic – Forte**

Bound for South Australia

Australian folk song



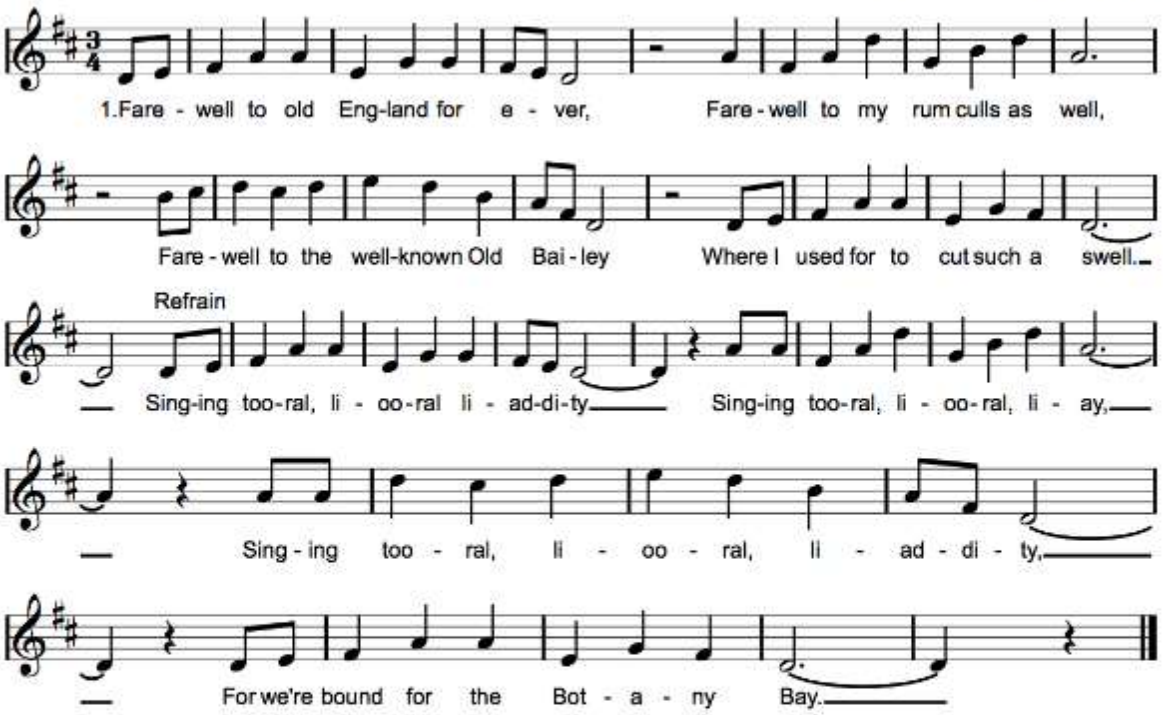
There ain't but one thing grieves my mind
Heave away, haul away
To leave Miss Nancy Blair behind
We're bound for South Australia *Refrain*

Oh when I sailed across the sea
Heave away, haul away
My girl said she'd be true to me
We're bound for South Australia *Refrain*

Tempo – Andante Dynamic – Mezzo Piano

Botany Bay

Australian folk song



2. There's the captain as is our commander,
There's the bosun and all the ship's crew,
There's the first and the second class passengers,
Knows what we poor convicts goes through. *Refrain*

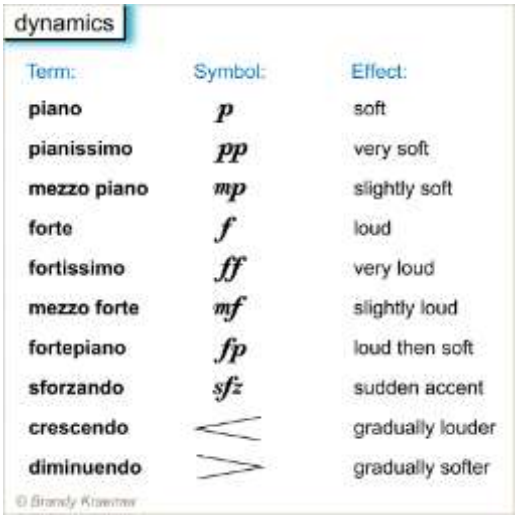
3. 'Taint leaving Old England we cares about,
'Taint 'cause we mis-spells what we knows,
But because all we light-fingered gentry,
Hops around with a log on our toes. *Refrain*

4. Oh had I the wings of a turtle-dove,
I'd soar on my pinions so high,
Slap bang to the arms of my Polly love,
And in her sweet presence I'd die. *Refrain*

5. Now all my dookies and duchesses,
Take warning from what I've to say,
Mind all is your own as you touchesses,
Or you'll find us in Botany Bay. *Refrain*

Please write about and include:

1. The Lyrics.
2. What they are about.
3. The feeling you think they give the audience and why.
4. Their Time Signatures.
5. Dynamic.
6. Tempo



Task 3 - Compare and Contrast: Sample Response

(Songname) is is a really happy, upbeat song because it is about (something). The tempo is slower in (songname) and faster (allegro) in (Songname). The dynamics are much louder in (songname), and match with the lyrics which are quite exciting because (reason). (Songname) also differs to (songname) because their time signatures are different; while (songname) is in (time signature), (songname) is in (time signature). I believe that the overall felling and message to the audience is one about (something) in (songname) because of the faster/slower tempo and louder/softer dyamics, as well as the lyrics. For example (songname) talks about (lyrics), which makes for quite an exciting and energetic piece (etc).

Bonus Question 2!

(Please attempt. If you don't know the answer to this question then don't worry! Just give it your best shot!)

In class, I chose *South Australia* to use for you to create a rhythmic ostinato composition around.

Your Question: why did I choose *South Australia* instead of *Botany Bay*?
Hint: listen to or look at both pieces again carefully before answering.

Stafford State School
Independent Public School

HOME LEARNING @ Stafford

PE (Athletics)
Year 3 to Year 6

This term, students develop specialised movement skills of running, jumping, landing, throwing and catching. They apply and combine the above skills to solve movement challenges.

Weeks 1-5

Over the 5 weeks of learning from home you will need to attempt each of the following activities. We will continue to work on these skills with the proper equipment when you return to school.

I would like you to email me some **photos or short videos** of you completing your athletics skills. If you have been up to some other activities whilst learning from home please send me footage of those too. **EMAIL:** nxsma0@eq.edu.au

I look forward to seeing what you have been up to – Miss B

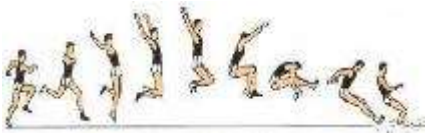
Week 1 - Running – Look Ahead, Arm Drive, Knee Drive

Drill videos - https://www.youtube.com/watch?v=5SQviRdHHRI

Practise your running over short and long distances. Experiment with different ways to move your body - galloping, skipping, hopping, side stepping, bear walking, crawling and rolling. Race someone in your family.

Week 2 - Long Jump – Run Up, Pop Up, Landing

Drill videos https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15 **and** https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s



Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.

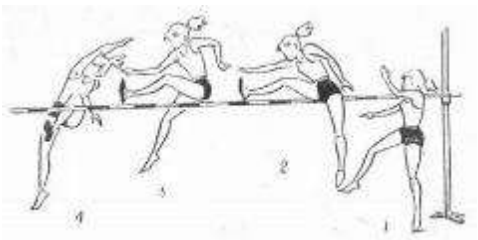
Week 3 - Shot Put – Pivot, Push, Release

How to video - https://www.youtube.com/watch?v=tHVMufMECPo

Using a scrunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.

Week 4 - High Jump – Run Up, Kick Up, Landing

How to Video - https://www.youtube.com/watch?v=VZApaVkMIHw



Place something on the ground like a skipping rope. Stand side on to the rope. Practise jumping over the rope using the scissors kick. If you have space add a run up and then jump over the object on the ground. See how high you can jump over the object by throwing your arms into the air as you jump.

Week 5 - Ball Games – Teamwork, Sportsmanship, Have Fun!

Ball Games Rules and Information

Please note these games do not allow for social distancing – Only play these games with people from your bubble.

Tunnel Ball https://www.youtube.com/watch?v=leGwtjZEQeA

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.
2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide. Back person crouches down.
3rd Whistle = Game begins by the captain rolling the ball through everyone's legs.
The game is finished when everyone has had a turn at rolling the ball from the front and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Under and Over https://www.youtube.com/watch?v=w-EkRQWgFUw

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.
2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide.
3rd Whistle = Game begins by the captain passing the ball **under** their legs. The second person grabs the ball and passes the ball **over** their head. The ball should not leave the students hands and should not touch the ground. The game is finished when everyone has had a turn at passing the ball from the front of the line and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Captain Ball *no examples available online*

1st Whistle = Ball on the ground in front of the captain / leader. Everyone stands up straight with their legs together on the line.
2nd Whistle = Captain / Leader picks up the ball.
3rd Whistle = Students line up side by side. Captain stands 1.5m away in a circle facing the line. Game begins by the captain / leader passing the ball to the first person in line who then passes it back to the captain. The captain then passes the ball to the second person and so on until everyone has a turn. When the last person in line catches the ball they run to the circle. The game continues until everyone has had a turn at being a leader. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

For all Years P-6
1st Whistle - SOLDIERS
2nd Whistle - PREPARE
3rd Whistle – START

For more videos to improve your athletics skills and drills check out;

https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC

While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!

I look forward to seeing what activities you have been up to,

Miss B

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HOME LEARNING @ Stafford

Chinese - 5A and 5B
Week 5

☺ **Click on the link (https://quizlet.com/_89kn1f?x=1qqt&i=fiv4a) to hear the pronunciation.**

★ **Learning objectives: Explore total questions, where the answer contained in the question,**

☑ **Is this a book or a light?** zhè shì shū hái shì dēng 这是书还是灯？ ☑ **This is a book.** zhè shì shū 这是书。

Learn: Read the words below and memorise the word meanings.

hái shì 还是	or
zhè shì shū hái shì dēng 这是 书 还是 灯？	Is this a book or a light?
zhè shì shū 这是书。	This is a book.

Write: Translate the sentences into English. An example has been given to you.

Chinese	English
Example: zhè shì shū hái shì dēng 这是 书 还是 灯？	Is this a book or a light?
1. zhè shì mén hái shì diànnǎo 这是 门 还是 电脑？	

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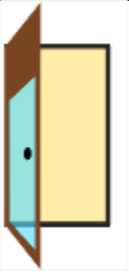
1. zhè shì 这是 shuǐ píng 水瓶 hái shì 还是 diànnǎo 电脑?	
2. zhè shì 这是 jiá zi 夹子 hái shì 还是 shū 书?	
3. zhè shì 这是 jiá zi 夹子。	
4. zhè shì 这是 shū 书。	

Activity: Answer the following questions.

	**Example:** **Q:** zhè shì 这是 shuǐ píng 水瓶 hái shì 还是 diànnǎo 电脑? A：zhè shì shuǐpíng 这是水瓶。
	**Q:** zhè shì 这是 shuǐ píng 水瓶 hái shì 还是 shū 书? A：_____
	**Q:** zhè shì 这是 jiá zi 夹子 hái shì 还是 mén 门? A：_____

Health and Wellbeing Grid

Weeks 1-5

Prep - Year 6

Continue to highlight items off this grid as you complete. If you would like some more ideas check out the 65 Fun Things To Do Activities

https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/

Online Tasks	Offline Tasks			
YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power	Create a health diary and list all the things you do each day to look after your body	Design your own yoga sequence – link poses you know and/or make up some of your own	Create a hop scotch with chalk or pieces of paper How many different ways can you play?	Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster
Choreograph a dance to Dance Monkey or another favourite song	Write a list of 10 things you like about another family member	Write a list of 10 things you like about yourself	Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.	Design a funny poster that would encourage people to exercise and eat healthy
Do a meditation with a family member – smiling mind is a great app	Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage	Try two new fruits or vegetables each week to boost your immune system	Build a cubby house Make sure you pack it away after play	Create your own obstacle course. You could use chalk and objects from around the home
Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing	Write 5 'I am …' statements to describe yourself.	Design a new active game for indoors	Write a thankyou letter to a doctor or nurse who is exhausted treating patients	Write a list of 10 things and opportunities you're grateful for
Find your favourite GoNoodle on YouTube	Design your own scavenger hunt and ask someone in the house to complete it	Create a line drawing in black texta/pen and colour in with colour leaving no white spaces	Play with a ball – hit, kick, throw, catch, roll, juggle, experiment	Scrunch up some paper into a ball and throw it at a target – create a points system
Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves	Move to the Music - play a range of music styles and move your body in funny ways to the beat	Create a beat with your body and objects and teach it to a family member	List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.	Call an elderly family member and read them a story – maybe they will read one to you too?

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HOME LEARNING @ Stafford

Digital Technology
Years 3-6
Weeks 3, 4 and 5

Online Activities	Offline Activities			
Research a robot that is used in either: education, work or industry.	Write down five (5) rules about staying safe when using the Internet.	Write an acrostic poem using the words: Digital Technologies.	Make a poster about internet safety or cyber-bullying. Include a catchy heading and colour it in.	Design your own game or app for an iPad or tablet.
Use the online dictionary to find definitions to the following words (ensure they are the digital technologies meaning): algorithm, e-safety, network, program, debug, coding.	Create a wordsearch using words related to internet safety. E.g. settings, password, spam, privacy, friend.	Your 'Digital footprint': Trace around your foot and then fill it in with all the ways you use the internet. E.g. what websites you access, games, etc.	Design and draw a robot labelling all the components e.g. Bluetooth capability, wheels, speaker.	Write an algorithm (list of steps) to describe how to make your bed.
Access the 'Hour of Code' on code.org (No registration required.)	Draft (can be written in a notebook or on a computer/tablet) an email to your teacher describing the activities you've completed this week. You could send it online at the end of the week.	Name 5 technological devices that have been invented that make life easier. Hint: Try looking around your house for inspiration. Write a sentence explaining how they make life easier for the user.	Make a list of as many peripheral devices as you can think of.	Write an algorithm (list of steps) to describe how to brush your teeth.
Send an email to your teacher (offline activity draft) describing the activities you've completed this week.	Write a program with directions (like a BeeBot) and try 'coding' a sibling or challenge yourself to follow the program you have written.	Write an algorithm (list of steps) to describe how to make breakfast.	Build a robot out of LEGO.	Create your own code by giving each letter a new symbol, letter or value. Write a secret messages using your code.
Create an animation program using Scratch.mit.edu or Scratch Junior (app on iPad). It could be a story, cyberbullying game, science game.	Using chalk, draw your own programming grid and follow a sequence of steps to get from one corner to another.	Create a crossword about computer and internet words.	Write an algorithm (list of steps) to describe how to draw a square, a triangle, a rectangle, a circle.	Build a robot using cardboard boxes and other recycling and craft materials. Think about the different components it has and what the function is.

Online resources

- **https://code.org/hourofcode/overview (No registration required)**
- **https://groklearning.com/ (Free access to resources until 5th July)**
- **https://pencilcode.net/**
- **https://scratch.mit.edu/ (Registration not required)**
- **Scratch Junior app on iPad**
- **Watch: *What is an algorithm?* https://www.youtube.com/watch?v=Da5TOXCwLSg**
- **Watch: Learn how to create a program in Scratch https://www.youtube.com/watch?v=VIpmkeqJhmQ**

Library
Prep - Year 6
Week 3, 4 & 5

Every Day is a Good Day to Read a Book! Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.	**Scavenger Hunt** Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.	**Book Talk** Use the **Talking about Books** sheet and talk about the books you are reading with someone. Just a few questions.	**Lego or Construction** Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.
Book End Pages Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.	**Craft Activities for all year levels.** It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.	**Scratch for Juniors.** If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.	**Writing a Poem 1** Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.
Writing a Poem 2 Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more. Or just write down some words that you think about when looking at the picture. Make a 'Wordle' for it.	**Nonfiction Activity 1** Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 **interesting** facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.	**Nonfiction Activity 2: Atlas** With or without an atlas. A to Z of World Countries A to Z of World Capital Cities Younger students explore a map of Australia. Find all the states and capital cities.	**Nonfiction 3 Websites** Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html

Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

Fiction

Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

During reading

- If the main character in this story lived next door, would you be friends? Why of why not?
- If you could ask the character something, what would it be?

- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?

- What do you think will happen next?
- What do you hope will happen next?

After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?

- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?

- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

Picture Book Scavenger Hunt

Look through your favourite picture books at home.

Find the items below. Show someone or tick each item when you have found it.

An animal with fur

The word together or happy

A picture of the moon

Someone sleeping

A cat

Someone running

A bicycle

Someone laughing

A picture of a book or someone reading

A picture of the countryside

A picture of someone eating or cooking

A book with a blue cover

A book with a tree on the front cover

A word starting with the first letter of your name

Make it harder and find a character whose name starts with the first letter of your name