



## Learning from Home – Brooke Avenue Public School Stage 3 (Years 5 and 6) – Week 1, Term 4

The following timetable can be used by students to support learning at home. All tasks have been linked to syllabus outcomes. If technology is available at home, please use the attached links to support learning.

**Tuesday 5<sup>th</sup> October 2021**

When you see the  symbol, upload that task to Seesaw for your teacher to give feedback.

### **English**

#### **Spelling:**

This week we are learning about different types of figurative language. Figurative language is a way to engage your readers, guiding them through your writing with a more creative tone. It creates comparisons by linking the senses and the concrete to abstract ideas. Words or phrases are used in a non-literal way for effect.

Your spelling words this week include types of figurative language.

|                 |           |              |              |             |
|-----------------|-----------|--------------|--------------|-------------|
| simile          | metaphor  | oxymoron     | hyperbole    | idiom       |
| personification | symbolism | alliteration | onomatopoeia | spoonerisms |

Copy the words above as your spelling list. Be careful to copy them correctly.



#### **Grammar: Spoonerisms**

Watch the clip 'What is a Spoonerism' here: <https://youtu.be/fyjeVXlaK8k>

Write a definition for spoonerisms in your own words:

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**Task:** Complete the worksheet attached below 'Spoonerisms'.

#### **Reading:**

Listen to the story 'Henry Holton Takes the Ice' here: <https://youtu.be/l31vl7152ew>

Create a character description of Henry. Remember, your teacher should be able to visualise how the character looks and acts from your writing, without even having to see them in a picture. Upload to Seesaw.

**Writing:**

Add onomatopoeia to the comic strip below to add meaning to the pictures. Use it to help enhance the story. Remember, onomatopoeia is the naming of a thing or action by a vocal imitation of the sound associated with it (such as buzz, hiss, pop, crash).



Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

**Maths:**

**Warm Up: Who Am I?**

I am a number. I am 4 digits long. 3 & 5 are 2 of my many factors. What number could I be?

**Units of Mass**

When measuring the mass of an object (the amount of matter that makes it up) we use the units grams (g), kilograms (kg), and tonnes (t). Of the three grams are lightest, then kilograms followed by tonnes. To get a good idea of how heavy each is a paperclip is approximately 1g, we often use grams to measure the amount of food on packages that we eat. A dictionary is approximately 1kg, we often use kilograms to measure things humans can carry, including humans themselves. Tonnes are the very heavy items that need large machines to pick up or move around a car will have a mass of more than 1 tonne.

Make a three-column chart with the heading's grams, kilograms and tonnes and add objects that you think will be measured using that particular unit.

**Converting between grams, kilograms and tonnes:** Convert these masses from g, kg, and t.

**1000g = 1kg**

**1000kg = 1t**

**Grams and Kilograms**

e.g. 12000g = 12kg, 17kg = 17000g

a) 6000g

b) 25kg

c) 75000g

d) 89000g

e) 102kg

**Kilograms and Tonnes**

e.g. 8t = 8000kg, 5000kg = 5t

a) 94t

b) 19t

c) 4000kg

d) 83000kg

e) 7500kg

**Grams, Kilograms and Tonnes (Decimal)**

e.g. 6273g = 6.273kg, 8.347t = 8347kg

a) 6288g = kg

b) 9274kg = t

c) 8.465t = kg

d) 2.423t = kg

e) 7409kg = t



**Geography: A Diverse and Connected World**

This term, we explore countries of the Asia region and the connections Australia has with other countries across the world. We learn about the diversity of the world's people, including the indigenous peoples of other countries. We will explore and reflect upon similarities, differences and the importance of intercultural understanding.

Find PNG on this map and circle it:



Study the flag of Papua New Guinea and Australia. Answer the following questions:

1. What symbols have been used?
2. What colours are used?
3. How is it similar to the Australian flag?
4. What do you think the symbols represent?
5. What do you think the colours represent?



Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

**Creative Arts: Part One**

Watch the video about Vincent van Gogh here: <https://youtu.be/oz908BHg55Y>



Emotion of Colour

Colour can convey emotion and mood in art. Fold a piece of paper in half (hamburger), open out and fold again (hotdog) so that you have 4 rectangles. At the bottom of each rectangle, write an emotion. For example: stress, excitement, fury etc. Once you have four emotions listed (you must do this first), use oil pastels or whatever you have on hand to try to match the emotion or mood with colour.

**PE:**

Warm up: 30 high knees, 30 second jog on the spot, 20 star jumps, do this 3 times through.

**EMOM (Every Minute on the Minute) - You will need a watch or a timer.**

Every minute you need to do one of the exercises listed below, if you finish before the minute is up, take the remainder of the minute as a rest. This workout will take 25 minutes.

**Complete 5 rounds of:**

Minute 1: 15 push-ups

Minute 2: 10 Burpees

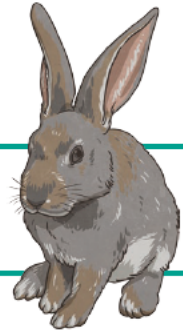
Minute 3: 20 Walking lunges

Minute 4: 20 Push Press (push tin cans or tennis balls for weights from your shoulders over your head)

Minute 5: 20 Squats

**Repeat 5 times.**

# Spoonerisms



A **spoonerism** is where letters or syllables get swapped in a humorous way. For example, bunny rabbit becomes runny babbit!

1. Can you translate these famous fairy tale titles?

a. Beeping Sleauty

b. The Bree Thears

c. Little Ride Hooding Red

d. Goldybear and the Three Locks

e. The Pea Little Thrigs



2. Have a go at translating these spoonerisms. Take care with your spelling!

a. I have the perfect plaster man for this tricky situation.

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b. Remember to dock the law when you go out of the house.

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c. Do you bead in red at night before you go to sleep?

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d. I love my dummy and my mad so much!

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e. I have one brister and two sothers.

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f. You can have a lot of spun with foonerisms.

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## Did You Know?

Spoonerisms are named after W. A. Spooner, a tutor from Oxford University famous for making tips of the slongue, I mean slips of the tongue!



When you see the  symbol, upload that task to Seesaw for your teacher to give feedback.

**English**

**Spelling:**

Look, cover, write, check your spelling list. Correct any errors you made.

Choose five spelling words and write them in chalk in a hopscotch. As you step on each letter, spell it out loud.

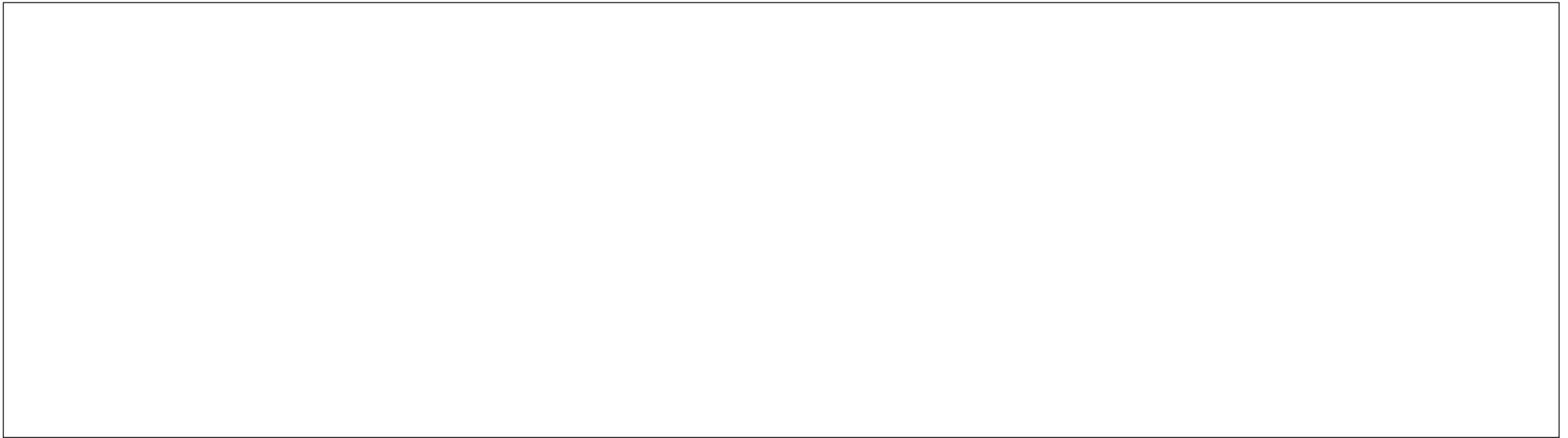
**Grammar: Hyperbole**

Watch the clip 'Hyperbole: The Greatest Literary Device' here: <https://youtu.be/ORRJRUpHZ8o>

Write a definition for hyperboles in your own words: \_\_\_\_\_

**Task:** Choose a hyperbole from the video of another you are familiar with. Draw a picture that shows the hyperbole in its literal form.

Eg. "It's a thousand degrees today" could be shown with a hot sun and a person melted into the concrete with a thermometer showing 1000 degrees.



**Reading:** Skimming and scanning

Skimming is used to identify the main idea and scanning to locate specific topics in texts. This is really helpful when there is a lot of information, and you are looking for the main ideas and concepts quickly. Use your skimming and scanning skills to highlight the main ideas in the text attached 'Koalas'.



**Writing: Idioms**

An idiom is a phrase, saying, or a group of words with a metaphorical (not literal) meaning, which has become accepted in common usage. There are many idioms that we use day to day and sometimes we aren't even aware they are idioms, it is just a part of our language. Have a look at the list below and see if you use any.

| Idiom                  | Meaning   | How it is used         |
|------------------------|---|------------------------|
| A blessing in disguise | a good thing that seemed bad at first                           | as part of a sentence  |
| A dime a dozen         | Something common  | as part of a sentence  |
| Beat around the bush   | Avoid saying what you mean, usually because it is uncomfortable | as part of a sentence  |
| Better late than never | Better to arrive late than not to come at all                   | by itself              |
| Bite the bullet        | To get something over with because it is inevitable             | as part of a sentence  |
| Break a leg            | Good luck   | by itself              |
| Call it a day          | Stop working on something                                       | as part of a sentence  |
| Hit the sack           | Go to bed   | As part of a sentence. |

**Task:** Use the image below to write an introduction to a story. Include an idiom in your introduction.



**Write your introduction here:** eg. *Although he was late sending the message in a bottle, he knew it was better late than never...*



**Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.**



**Maths:**

**Warm Up: Work it out – The answer is... What is the question?**

The answer is  $\frac{3}{4}$ . What is the question? Hint: It could be a number sentence or a word problem.

**Mass word problems:** Solve the word problems involving gross and net mass. Use the information from yesterday to help remember the meanings of each.

1. A car weighs 1250kg. When four people sit in the car it now weighs 1473kg. What is the mass of the four people?
  
2. In order to bake a cake a recipe asks for 766g of flour. If I have 1.4kg of flour in my cupboard, how much flour will be left after I have baked the cake?

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3. Jason purchased 720g of sugar, 1.3kg of rice. What is the total weight which Jason carried?
  
4. Rachel bought 2.4kg of tomatoes, 1.3kg of bananas, 3.6kg of watermelon and 250g of blueberries from the fruit shop. How many kilograms of fruit did she buy?
  
5. A truck was loaded with 1.3t of sand and 340kg of soil. Find the total weight carried by the truck.
  
6. A farmer sold 67t of wheat on Saturday and 23t of wheat on Sunday. Find the total weight of wheat sold on both the days. What is the total mass in kilograms?

### **Geography:**

Research and fill in this table with information you can find. *Table continues onto next page.*

| Table 1 – Natural and Human Features of Papua New Guinea (PNG) compared to Australia |                         |                  |
|--|-------------------------|------------------|
|  | <b>Papua New Guinea</b> | <b>Australia</b> |
| Land size  |                         |                  |
| Population   |                         |                  |

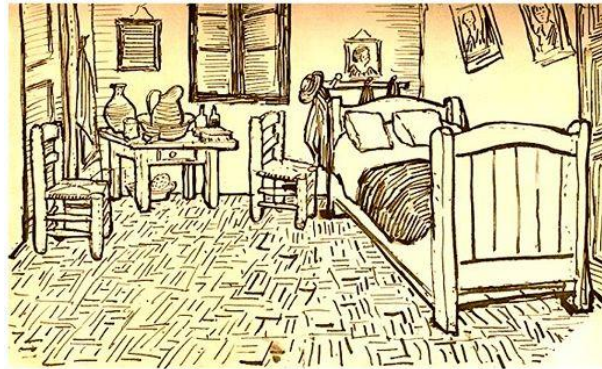
**| NSW Department of Education**

|                                  |  |  |
|----------------------------------|--|--|
| Climate                          |  |  |
| Family structure                 |  |  |
| Cultural traditions and religion |  |  |
| Education                        |  |  |

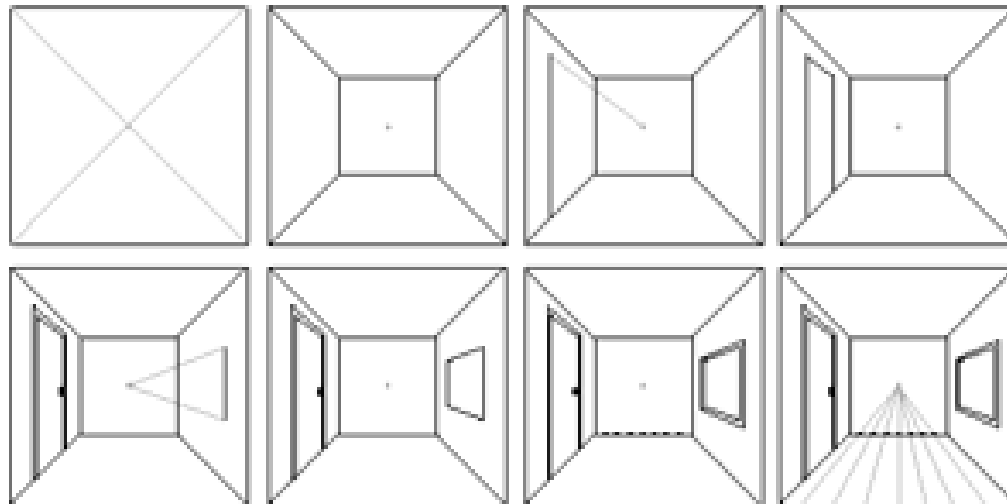
**Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.**

**Creative Arts: Part Two**

Below is Van Gogh's sketch of his bedroom in Arles. He made many sketches like this using 1 point perspective before creating his final painting.



Watch the video 'How to draw a room in 1point perspective' here: <https://youtu.be/Ok58EFWldDQ>



Now it's time to draw your bedroom. You can keep in mind the perspective lesson you had, but you can also be freer to let the lines tell the story of your room. Think of the emotions you have about your room...does it make you happy? Sad? Use the colours in your artwork to convey how you feel about your bedroom. Share your final masterpiece with your teacher on Seesaw.

**PE:**

Your task is to create an obstacle course using objects from around the yard. Ask your family to complete the obstacle course and take a video to upload to Seesaw.

## Koalas

Koalas are solitary animals found in cool temperate to tropical regions. They were once found throughout the eucalypt forests of Australia. They are protected as are all native Australian animals and they are now listed as a species vulnerable to extinction in NSW and Queensland.

### **Appearance**

Koalas have thick fur for protection, large round furred ears, a large dark soft leathery nose and beady eyes. They have an acute sense of smell and hearing.

### **Behaviour**

Koalas usually eat for about 20% of the day and sleep for the other 80%. They sleep in the forks of trees and feed mainly at night being most active at pre-dawn and dusk. A Koala's diet includes a selection of leaves, flowers, fruit and bark of the Forest and Red gum in the north, the Manna, Grey and Swamp gum in the south. Preference may vary with the time of year or locality. Each animal eats about 1/2 a kilogram of leaves a day and obtains sufficient water from its food. They often make grunting sounds, bellows and can also make a continuous wailing sound. They are expert climbers, jumpers and when on the ground they can bound at a very fast pace.

### **Breeding**

Koalas breed in summer and the young are born about a month after mating. A newborn koala is the size of a bee and spends its first 13 weeks its mother's pouch which opens downwards and to the rear. Joeys leave the pouch at 7 months and then travel on their mother's back, joeys will still return to the pouch to suckle. Joeys are fully weaned and independent by 12 months. Females become sexually mature at 2 years, males at 3-4 years.

### **Rescuing Koalas**

If you find a sick, injured or orphaned koala please call WIRES Rescue Line 1300 094 737 or fill in the [Rescue Form](#).

When you see the  symbol, upload that task to Seesaw for your teacher to give feedback.

**English**

**Spelling:**

Look, cover, write, check your spelling list. Correct any errors you made.

Play Celebrity Heads with a family member using your spelling words. Give them clues and examples of the figurative language to help them work out their spelling word!

**Grammar: Idioms**

Watch the clip 'Idioms – Grammar Songs by Melissa' here: [https://youtu.be/jUT\\_WSavAC8](https://youtu.be/jUT_WSavAC8)

Write a definition for idioms in your own words: \_\_\_\_\_

**Task:** Complete the Idioms Matching Worksheet attached below.



**Reading:**

Complete the reading and comprehension activity 'The Adventure Begins' attached below.

**Writing:**

Alliteration happens when words that start with the same sound (not just the same letter) are used repeatedly in a phrase or sentence. The sound is a consonant sound, and the words don't have to be right next to one another. Alliteration can make ordinary sentences sound funny and help make writing interesting.

**Task:** Write a descriptive sentence using alliteration about the topics below. Remember, alliteration can help to create imagery and flow in your writing.

1. The ocean
2. Nature
3. Cookies

Lazy leaping Lizards like licking luscious lollipops. 

Clay Cockatoos cuddle Cockroaches. 

Killer Kangaroos kick Koalas. 

Kind, keen Koalas kick kites. 

Poppy Platypuses pick prickly pineapples. 

Naked Numbats nibble nuts. 

Wonderful Wombats wind up windmills. 

Purple Possums pick purple plums. 

Kool, kooky Kookaburras kiss koalas. 

By Samuel 3T

4. A farm
5. A storm

**Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.**

**Maths:**

**Warm Up: Use numbers to get an answer.**

The answer is 345. Use these numbers to work out at least 3 questions – 10, 3, 4, 5, 2, 1, 100.

**Gross and Net mass**

There are two types of mass - net mass and gross mass. **Gross mass:** The total weight, including the contents and the packaging. **Net mass:** The total weight, not including the packaging. For example, if we have a can of beans that weighs 400g then the gross mass is 400g. That includes the mass of the can and of the beans. When we pour out the beans and weigh them, we find that it is 380g then the net mass of the beans is 380g.

1. This container weighs 25g. What will be the gross mass when these contents are added?
  - a) 345g beans
  - b) 678g spaghetti
  - c) 256g tuna
2. This box weighs 1.4kg alone. The box is used to transport fruit and vegetables from the market. Find the net mass of the contents based on the gross mass given.
  - a) 2.5kg
  - b) 4.8kg
  - c) 1.85kg
3. The shipping container has a mass of 2.3t alone. It is used to transport goods and services on cargo ships. Find the net mass of the contents based on the gross mass given.
  - a) 10.4t
  - b) 19.9t
  - c) 17.45t



**Geography:**

View these two videos and answer the questions in a full sentence (you do not need to write out the questions):

**Source 1: ABC TV Behind the News – PNG Independence**

<https://www.abc.net.au/btn/classroom/png-independence/10525802>

1. What organisation has made this video?
2. Who is the audience for this video?
3. What was the main topic of the information?
4. What type of language s used to describe the people of PNG? Is it persuasive? Does it alter your perceptions?
5. How did the video make you feel?
6. How would a young person of PNG feel after watching this video?

**Source 2: World vision country profile and health scenario. Watch the clip ‘School Resources, Papua New Guinea Profile here:**

<https://youtu.be/d2yC8oOyTZc>

1. What organisation has made this video?



## | NSW Department of Education

2. Who is the audience for this video?
3. What was the main topic of the information?
4. What type of language s used to describe the people of PNG? Is it persuasive? Does it alter your perceptions?
5. How did the video make you feel?
6. How would a young person of PNG feel after watching this video?

**Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.**

### **PE:**

Warm up: 30 high knees, 30 second jog on the spot, 20 star jumps, do this 3 times through.

Yoga: Do this 5 minute yoga flow. Are you feeling relaxed and stretched? You might like to do this a few times through.

<https://youtu.be/G8e5UHnRWjo>

# Idioms Matching

Draw a line to match the idiom to the non-literal meaning.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| It costs an arm and a leg! ●          | ● It's very easy.                |
| Break a leg! ●                        | ● I'm going to go to bed.        |
| I'm going to hit the sack. ●          | ● Don't give up!                 |
| It's a piece of cake. ●               | ● It was very expensive.         |
| I'm all bent out of shape! ●          | ● Good luck!                     |
| Hang in there! ●                      | ● I've told a secret by mistake. |
| I've let the cat out of the bag! ●    | ● Time to leave.                 |
| He's off his rocker! ●                | ● I'm upset.                     |
| I'm on the fence. ●                   | ● I'm not sure what to do.       |
| It's raining cats and dogs. ●         | ● He's crazy!                    |
| Let's hit the road. ●                 | ● There's heavy rainfall.        |
| I've got butterflies in my stomach. ● | ● I'm feeling hopeful.           |
| Fingers crossed! ●                    | ● I'm feeling nervous.           |

# Reading Comprehension

Read the story. Then answer the questions on the following page.

## The Adventure Begins

- 1 Serena looked up from her phone when she heard the loud pop. The RV she was sitting in started shaking and rattling, and her dad began to pull the enormous vehicle off onto the shoulder of the road. *Great!* thought Serena. *A flat tire. Probably the most exciting thing that's going to happen on this whole trip.*
- 2 "No biggie!" Dad assured them from the driver's seat. "I've got the spare in the back. You two stay in here while I get the tire changed. We'll get moving along on our adventure in no time!"
- 3 "Adventure!" Serena scoffed out loud to herself. Some adventure this was! A month-long road trip through South Dakota in a battered old rental RV. When Dad had said they were going to explore one of the fifty states for a whole month, she had **envisioned** rafting down the Colorado River in Arizona's Grand Canyon, or combing the beaches of Florida like her friend Ally was doing right now. She'd been so disappointed when they'd pulled out South Dakota from the fifty pieces of paper in the hat. South Dakota! Its main claim to fame: some old presidents' heads carved into a giant rock. She rolled her eyes and returned to her scrolling.
- 4 "What's so interesting on your phone?" her brother, Tony, asked curiously.
- 5 She held out the phone for him to see. "Ally shared pictures from her vacation. She's on a *real* adventure in Florida. Look at the ocean!" She swiped to another screen. "And these are pictures from Drew's vacation...he's on a safari in Africa! Can you imagine? Look! Elephants!" Swipe. "Hippos!" Swipe. "Even lions!"
- 6 "That's amazing!" Tony agreed. "You'll have to share pics of our trip."
- 7 Serena rolled her eyes. "You mean of Dad changing a flat tire in the middle of nowhere? Who would want to see that?"
- 8 "But that's the great thing about this whole trip!" Tony said enthusiastically. "We have no idea what's going to happen, no idea what surprises might be around the corner! We're on a *true* adventure, kinda like people who came through here for the first time hundreds, even *thousands*, of years ago."
- 9 Serena wasn't convinced. Tony continued, "You know, I read that there's a place called the Badlands out here..."
- 10 "Well, that doesn't sound good!" Serena replied.
- 11 "It's only because of the rough terrain. The Lakota people call it *mako sica*, which means 'bad lands.' I found pictures of it online. Look how amazing!" Tony showed a picture to Serena on his phone. She had to admit, the image was impressive: tall, striped spires and pinnacles of red rocks jutting above vast areas of green prairie. She'd never seen anything like that before.
- 12 "Did you know paleontologists have found fossils of mammoths here? They've also found fossils of huge mammals related to rhinos and camels, and even some that looked like saber-toothed tigers..."
- 13 Serena let her phone fall to her lap as she listened to Tony go on and on. Maybe it wasn't a perfect white sand beach or an African safari, but it did sound pretty fascinating. She looked out the window, wondering when they'd get to see the Badlands. But then she gasped and grabbed Tony's arm, pointing out the window.
- 14 Passing by, just on the other side of the road, was a herd of bison! The two of them watched the magnificent creatures amble slowly through the grasses. She'd never seen anything like them this close before! Serena could see Dad, standing very still by the front tire he'd just changed, watching the stream of animals pass by.
- 15 "Well," Serena said quietly, "I didn't expect that!" She grabbed her phone and snapped a picture through the window.
- 16 "Exactly!" Tony agreed. "And all because we got a flat tire. Post that!"
- 17 Serena laughed and snapped a picture of Tony, too. Maybe they were going to have a real adventure after all.



# Reading Comprehension

Answer the questions about "The Adventure Begins."

1. How did the family in the story come to be in South Dakota?
- A. They won a drawing in a vacation sweepstakes.
  - B. They pulled the state's name out of a hat.
  - C. They are visiting friends who moved there.
  - D. They are lost because the RV's GPS failed.

2. Describe Serena's attitude toward the trip in the first half of the story. Cite specific text evidence to support your answer.

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3. How does Serena's perception of her friends' vacations affect her view of her own?

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4. What is the meaning of **envisioned** as it is used in paragraph 3?

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5. List three things from the first half of the story that Serena would consider "real adventures."

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

6. Select **three** of the following words that best describe Tony's personality based on his actions in the story.

- |               |                |
|---------------|----------------|
| A. envious    | E. encouraging |
| B. creative   | F. impatient   |
| C. optimistic | G. responsible |
| D. eager      | H. nosy        |

- 7a. What is different about Serena's attitude at the end of the story?

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- 7b. What two things in the story help bring about Serena's change of attitude?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

8. In paragraphs 11 and 12, the author incorporates nonfiction elements into this fictional story. What effect might this have on the reader?

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9. Which **two** statements best capture the themes of the story?

- A. Adventure can be found in unexpected places.
- B. Everything in life eventually passes away.
- C. Seeing through others' eyes can affect your own perspective.
- D. Nothing is as important as the people you love.

10. Summarize the development of one of the themes you selected above.

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Friday 8<sup>th</sup> October 2021

When you see the  symbol, upload that task to Seesaw for your teacher to give feedback.

**English**

**Spelling:** Look, cover, write, check your spelling list one final time.  
Test yourself or have a family member test you. What was your result out of 10?

**Grammar: Oxymorons**

Watch the clip 'Oxymoron Examples for Kids' here: <https://youtu.be/Qwkvwfga5l>

Write a definition for oxymorons in your own words: \_\_\_\_\_  
\_\_\_\_\_

**Task:** Complete the worksheet 'Oxymorons' attached below.

**Reading:**

Complete the reading and comprehension activity 'Secret Garden' attached below.

**Writing:**

We looked at hyperbole on Wednesday. Let's see what you remember!

See below some examples of hyperbole. Next to the example write down what the actual meaning is. The first example has been done for you.

- This bicycle is a thousand years old. *It was a very old bike.*
- He snores louder than a cargo train.
- My dog only has cat friends.
- He is drowning in his tears.
- His brain is the size of a pea

**Task:** Write a conversation between these two people using hyperbole in the conversation. Remember to use speech marks. Image on next page.



**Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.**



**Maths:**

**Warm Up: Balance an even group of numbers using addition.**

Use addition to balance these numbers so both sides are equal – 56, 38, 24, 32, 18, 19, 40, 6, 16, 22.

Example:  $32+18=50$  –  $6$

From your pantry or by researching an online supermarket. Find products that have a mass of each given unit and write the product name and actual mass. You do not need to find a product that is exact but try to find one that is very close. (within 10g)

1. 75g
2. 100g
3. 45g
4. 250g
5. 330g
6. 500g
7. 700g
8. 1kg
9. 1.5kg
10. 3kg

**Answer these questions: (Show your working out)**

1. The net mass of 8 chocolate bars is 880g. What is the mass of 1 chocolate bar?
2. One ice cream weighs 425g they are sold in boxes of 4. What would the net mass of 1 box be?
3. A 100 pack of tea bags has a net mass of 200g. What is the weight of 1 tea bag?
4. Using the same tea bags as above. When weighed halfway through the week it showed 80g. How many tea bags have been used?

**Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.**



**Creative Arts: Heel and Toe Polka**

Today, you will learn the Heel & Toe Polka! Watch the clips below and practice the moves before giving it a go with the music!  
There are some photos on the next page to help you!

Watch the videos and follow along (if you are learning from home, you can either do the moves without a partner or rope in a family member to practice with you).


'Bushdancing for Schools – Heel n Toe Polka': <https://youtu.be/6ROudl5blYI>

'Roger demonstrating the Heel n Toe Polka': <https://youtu.be/dSfInxZNNPs>

Now try the moves with the music, try to keep up and stay in time with the music.

'Heel n Toe Polka': <https://youtu.be/yHstgVo-n1Y>

### Step 1 - Organising Partners and Groups

- First get a partner 
- Then get into a circle, with your partner (Boys on inside)
- When the music starts, start dancing with your partner, after you finish the dance, the girls on the outside rotate. We all get a new partner and start again!

### Step 2 – Learning The Dance!

**Part 1**

1. First of all, there is the 'Heel & Toe' Part:



A) Put your right heel on the ground and toe pointing up


B) Then switch, put your toe on the ground and heel raised.

*Repeat these moves twice, the music will help you. Eg. Heel and Toe, Heel and Toe...*

### Step 2 – Learning The Dance!

**Part 2**

1. The second part, 'Slide, 2, 3, 4!':



A) Place your feet apart, like this.

B) Slide your Left foot across to your right, like so.

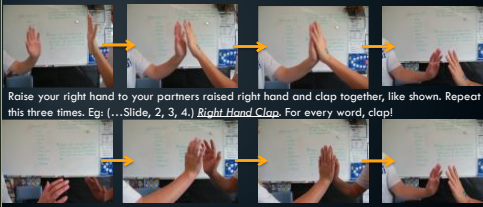
C) Put your feet together to complete a single slide.

*You will repeat this 'step' three times. The music will help you. Eg. Heel & Toe, Heel and Toe, Slide, 2, 3, 4*

### Step 3 – Clapping In The Dance

**Part 1**

1. Clapping with Partner:



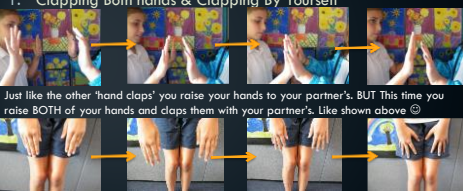
Raise your right hand to your partners raised right hand and clap together, like shown. Repeat this three times. Eg: (...Slide, 2, 3, 4.) **Right Hand Clap**. For every word, clap!

Repeat the process but this time with your **left** hand. Eg: **Right Hand Clap, Left Hand Clap**.

### Step 3 – Clapping In The Dance

**Part 2**

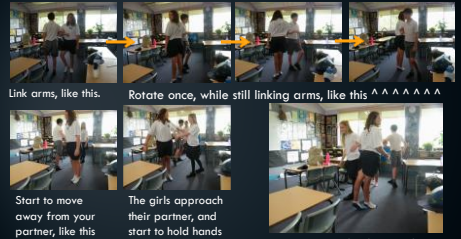
1. Clapping Both hands & Clapping By Yourself



Just like the other 'hand claps' you raise your hands to your partner's. BUT This time you raise BOTH of your hands and claps them with your partner's. Like shown above ☺

This 'clap/move' is different as you DO NOT clap with your partner, you clap on your thighs/knees, like shown above.

### Step 4 – Departing from your partner (girls)



Link arms, like this.

Rotate once, while still linking arms, like this ^ ^ ^ ^ ^ ^ ^ ^

Start to move away from your partner, like this

The girls approach their partner, and start to hold hands

Now continue the dance with your new partner! ...Heel & Toe...

**PE:**

**Warm Up-** 10 shoulder rolls, 10 star jumps, 10 high knees, 10 squats, 10 hip rotations, do this three times through.

**Workout Ladder-** Do these exercises and increase the number of reps by 2 each round, then go back down again to 2.

- 2 Squats
- 2 Lunges (one each leg)
- 2 Sit-ups
- 2 Burpees
- 2 Mountain Climbers
- 2 Push-ups

Then 4 of each movement, then 6, then 8, then 10. Then 8, then 6, then 4, then 2.



# Oxymoron

Define oxymoron.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Examples



The budget was unlimited, but I exceeded it.  
- Donald Trump



pretty ugly



record live

Fill in each blank with an oxymoron to complete the sentence. Use the word bank below to help you.

|           |          |         |         |        |        |
|-----------|----------|---------|---------|--------|--------|
| seriously | confused | awfully | jumbo   | poor   | funny  |
| band      | clearly  | good    | one-man | shrimp | health |



I am going to order some \_\_\_\_\_  
\_\_\_\_\_ for dinner.



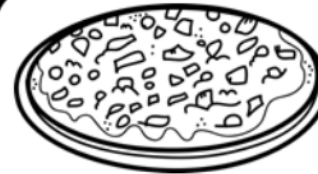
He talks in riddles. He has me \_\_\_\_\_.



Phillip plays ten different instruments. He is a \_\_\_\_\_.



George has a fever and chills. He is in \_\_\_\_\_.



I am so hungry. The pizza looks \_\_\_\_\_.



David is \_\_\_\_\_  
\_\_\_\_\_ when he starts telling jokes.

Name \_\_\_\_\_

Date \_\_\_\_\_



**Directions:** Read the passage from *The Secret Garden*, by Frances Hodgson Burnett. Then answer the questions on page 2.



**The sun shone down** for nearly a week on the secret garden. The Secret Garden was what Mary called it when she was thinking of it. She liked the name, and she liked still more the feeling that when its beautiful old walls shut her in no one knew where she was. It seemed almost like being shut out of the world in some fairy place. The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought was rather foolish. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite. She was beginning to like to be out of doors; she no longer hated the wind, but enjoyed it. She could run faster, and longer, and she could skip up to a hundred. The bulbs in the secret garden must have been much astonished. Such nice clear places were made round them that they had all the breathing space they wanted, and really, if Mistress Mary had known it, they began to cheer up under the dark earth and work tremendously. The sun could get at them and warm them, and when the rain came down it could reach them at once, so they began to feel very much alive.

Mary was an odd, determined little person, and now she had something interesting to be determined about, she was very much absorbed, indeed. She worked and dug and pulled up weeds steadily, only becoming more pleased with her work every hour instead of tiring of it. It seemed to her like a fascinating sort of play. She found many more of the sprouting pale green points than she had ever hoped to find. They seemed to be starting up everywhere and each day she was sure she found tiny new ones, some so tiny that they barely peeped above the earth. There were so many that she remembered what Martha had said about the “snowdrops by the thousands,” and about bulbs spreading and making new ones. These had been left to themselves for ten years and perhaps they had spread, like the snowdrops, into thousands. She wondered how long it would be before they showed that they were flowers. Sometimes she stopped digging to look at the garden and try to imagine what it would be like when it was covered with thousands of lovely things in bloom.



READING COMPREHENSION

Name \_\_\_\_\_

Date \_\_\_\_\_



**Directions:** Refer to the passage from *The Secret Garden*, by Frances Hodgson Burnett, on page 1 to answer the questions below.



1. Name two or more things that Mary enjoys about the outdoors.

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2. Complete the analogy. snowdrops : flowers ::
- a. a cold winter wind : a warm summer breeze
  - b. grains of sand on the beach : stars in the sky
  - c. raindrops : budding plants

3. Match each word to its meaning.

- |             |       |                             |
|-------------|-------|-----------------------------|
| astonished  | _____ | a flower organ, like a seed |
| determined  | _____ | surprised                   |
| intention   | _____ | growing                     |
| bulb        | _____ | plan                        |
| fascinating | _____ | resolved or purposeful      |
| sprouting   | _____ | interesting                 |

