



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

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.

Monday 16th August 2021

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

English

Spelling: Multisyllabic Words

Choose 10 of the following multisyllabic words and record for your spelling list.

ridiculous	pollination	melodramatic	custodian	fortunate
conundrum	fascinating	magnificent	summarise	belligerent
vaccination	despicable	extraordinary	paragraph	adolescent
restaurant	photographic	trigonometry	nuisance	hippopotamus

What is syllable division?

Syllable division rules show us how to break up a multi-syllable word into its syllable parts. There are six main syllable division *rules* to guide us.

How is it done?

It all starts with the vowels. Find the vowels in the word. It helps to underline or highlight them. (a,e,i,o,u). Find the patten of the consonants and vowels (VCV, VCCV, VCCCV, VCCCCV, C+le, VV).

Your Task

Use the syllable division rules poster below to divide your spelling words into their syllable parts.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Syllable Division Rules

<p style="text-align: center; color: pink; font-size: small;">VCCV</p> <p style="text-align: center; font-size: large; color: blue;">basket</p> <p style="text-align: center; font-size: x-small;">v c c v</p> <p style="text-align: center; font-size: x-small;">Divide between two middle consonants.</p>	<p style="text-align: center; color: pink; font-size: small;">VCV</p> <p style="text-align: center; font-size: large; color: blue;">cabin</p> <p style="text-align: center; font-size: x-small;">v c v</p> <p style="text-align: center; font-size: x-small;">Divide after the consonant when the 1st vowel has a short sound.</p>
<p style="text-align: center; color: pink; font-size: small;">VCV</p> <p style="text-align: center; font-size: large; color: blue;">basic</p> <p style="text-align: center; font-size: x-small;">v c v</p> <p style="text-align: center; font-size: x-small;">Divide before the consonant when the 1st vowel is long.</p>	<p style="text-align: center; color: pink; font-size: small;">C-LE</p> <p style="text-align: center; font-size: large; color: blue;">candle</p> <p style="text-align: center; font-size: x-small;">v c l e</p> <p style="text-align: center; font-size: x-small;">Divide before consonant -le</p>
<p style="text-align: center; color: pink; font-size: small;">VCCCV</p> <p style="text-align: center; font-size: large; color: blue;">complex</p> <p style="text-align: center; font-size: x-small;">v c c c v</p> <p style="text-align: center; font-size: x-small;">With 3 consonants between vowels, usually split after 1st consonant (but keep digraphs and blends together).</p>	<p style="text-align: center; color: pink; font-size: small;">VCCCV</p> <p style="text-align: center; font-size: large; color: blue;">instruct</p> <p style="text-align: center; font-size: x-small;">v c c c c v</p> <p style="text-align: center; font-size: x-small;">With 4 consonants between vowels, usually split after 1st consonant.</p>
<p style="text-align: center; font-size: large; color: blue;">windmill</p> <p style="text-align: center; font-size: x-small;">Divide compound words between the two words.</p>	<p style="text-align: center; font-size: large; color: blue;">unkindly</p> <p style="text-align: center; font-size: x-small;">Divide syllables before a suffix and after a prefix.</p>

Grammar: The Apostrophe

Watch the video 'Apostrophe Song by Grammaropolis': <https://youtu.be/B4MVPAlxCY0>

In your own words explain the two different uses for apostrophes. See the example below to support you.

Apostrophe for Possession: _____

Apostrophe for Contractions: _____

Apostrophe Rules

<p style="text-align: center; background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Apostrophe for Possessives:</p> <p style="font-size: large; color: red; margin-bottom: 5px;">Amy's</p> <p style="font-size: large; color: red; margin-bottom: 5px;">The parents'</p> <p style="font-size: large; color: red; margin-bottom: 5px;">The children's</p>		<p style="text-align: center; background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Apostrophe for Contractions:</p> <p style="font-size: large; color: red; margin-bottom: 5px;">they + have = they've</p> <p style="font-size: large; color: red; margin-bottom: 5px;">are + not = aren't</p> <p style="font-size: large; color: red; margin-bottom: 5px;">they + will = they'll</p>
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YOUR DICTIONARY



Writing: Desperation Poem

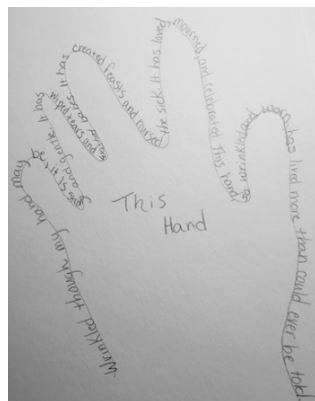
*This week in writing, we are revisiting poems using the August school magazine. The whole magazine is available here:

https://drive.google.com/drive/folders/182zyTotnzsFYHGmlga1AZgyRYjt0qp_C (please use Google Chrome to open), however, the poems and worksheets you need this week are attached to this document.

Read 'Desperation' (attached below) and answer the following questions:

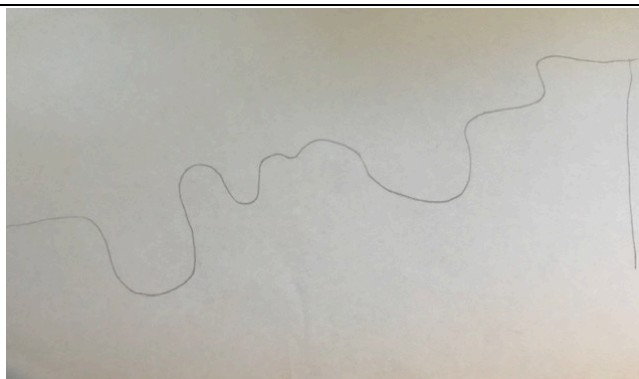
1. What is the poem about? _____
2. Why is the twist ending funny? _____
3. What gives the poem a sense of urgency? Is it the rhythm? The language? Both? _____
4. What is another way the poet could've increased the sense of urgency? Think about the placement of the words.

Look at the examples of shape poems below and think back to the Diamante poem you wrote in Week 4.



Think about how you could frame the words in 'Desperation' to give a sense of movement. This is similar to a shape poem, but rather than form a specific shape, the words need to depict the motion.

On a blank piece of paper, lightly sketch a line of movement that you could write the words across. See the example below. The line of movement shows skidding and slipping, jumping over dining chairs and running up the stairs. The sudden drop at the end is for the last three lines of the poem: one last chip. Write the poem 'Desperation' along your lines to evaluate whether the shape of the poem gives a further sense of urgency.



Your task:

Write a poem to do with movement that will be transferred into a shape poem depicting movement.

Examples could be to write about a slow snail (words sliding around the page like a snail trail), a lightning strike (jagged like lightning), a wild rollercoaster ride (rollercoaster track with a loop-de-loop) or a running race (follow the perimeter of the page with spaces between words).

Some things to think about:

- Short phrases and sharper sounds for quicker poems
- Long descriptive phrases for slower poems
- Sites like 'rhyming dictionary' can help
- Any rhyming scheme is acceptable
- Read your poem out loud to check for flow

Once you're finished, share your poem on Seesaw!

Reading: Comprehension Focus: The Main Idea

Read the passage attached and then answer the following questions.

The **main idea** of a paragraph is what the whole paragraph is *mostly about*.

1. What is the main idea of the first paragraph?

- A. Uncle Ben thinks London is a great city.
- B. In most places in the world, cars drive on the right side of the road, not the left side.
- C. In London, cars drive on the left side of the road.
- D. In London, cars have the steering wheel on the right side, instead of the left side.

2. What is the main idea of the second paragraph?

- A. Buckingham Palace is one of the Queen of England's two homes.
- B. At the front of the Palace there is a long row of Royal Guards.
- C. The Guards stand at attention in their bright red jackets and tall black helmets.
- D. The Guards take their job very seriously.

3. What is the main idea of the third paragraph?

- A. The "Changing of the Guards" is a world famous sight.
- B. At 11:30, the Guards coming on duty take the place of those going off duty.
- C. The "Changing of the Guards" takes about 45 minutes.
- D. The Guards march in perfect step to the music of a military band.

4. What is the main idea of the last paragraph?

- A. London's Eye is one of the newest attractions in London.
- B. On London's Eye, you ride in a large glass pod.
- C. It is a good idea to buy your tickets for London's Eye ahead of time.
- D. London's Eye goes very slowly.

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

Maths

Warm up – The number Game. Use the given numbers and different operations (+, -, x, ÷) to end on the final number. You can only use the numbers once, but you do not need to use all the given numbers. Show your working out and post to seesaw.

Get to 553

Use numbers 50, 25, 100, 4, 7, 4

Decimals- Often when we are representing a number that is less than a whole or less than 1 we write it as a fraction. For example, if I cut a pizza into 4 equal parts and eat 1 part, I have eaten $\frac{1}{4}$. Sometimes fractions can be too difficult to use when we are trying to represent some numbers that are less than 1. When this happens, we use something called **Decimals**. Decimals represents a part of a whole just like a fraction does. It contains a decimal point, which looks like a period and is used in a number to separate the whole number from the part of the number that is less than one.

Tenths, hundredths and thousandths: To begin to learn and understand the values of decimals we need to look at place value. Look at the picture below. We see that all the numbers to the left of the decimal point are whole numbers and they become greater in value as

they move further left from the decimal point. The numbers on the right of the decimal point represent the numbers that are less than a whole and they become smaller as they get further away from the decimal.

We call these values tenths, hundredths and thousandths.

1 tenth = 0.1

1 hundredth = 0.01

1 thousandth = 0.001

So, looking at the place value for the number 345.678. Put it into a chart to find what each number represents.

hundreds	tens	ones	●	tenths	hundredths	thousandths
3	4	5	●	6	7	8

This chart now shows us that in the number 345.678.

3 hundred = 300, 4 tens = 40, 5 ones = 5, 6 tenths = 0.6, 7 hundredths = 0.07, 8 thousandths = 0.008

Mr Cartwright Video: <https://youtu.be/6Du04xG3jGg>

Write the value of the underlined digit. Use the above chart and Mr cartwright video to help you. Make sure you look at where the decimal point is in your number.

a) 0.3 <u>8</u> 4	a) 36.7 <u>3</u> 8	a) 2 <u>6</u> 8.364
b) 0. <u>6</u> 87	b) 2. <u>7</u> 03	b) <u>7</u> 40. <u>3</u> 92
c) 0.90 <u>6</u>	c) 0.02 <u>3</u>	c) 1 <u>6</u> 4.90 <u>2</u>
d) 0. <u>2</u> 66	d) 253.00 <u>4</u>	d) 4 <u>6</u> 5.23 <u>3</u>
e) 0.2 <u>6</u> 3	e) 78.3 <u>7</u> 4	e) 46 <u>6</u> . <u>4</u> 94



History: WW1

<https://www.abc.net.au/btn/classroom/the-story-of-wwi/10611764>

Watch the above clip to answer the following questions

1. What started WW1?
2. What years did WW1 start and end?
3. Other than the fighting itself, what also caused a significant loss of life during the war?

4. Name some of the different types of machinery used during WW1?
5. Why did Australia become involved WW1?

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

PE: Ladder Climb

Watch Mrs. Stubbs explaining the workout [\(11\) Week 6 Monday - YouTube](#)

Today we are going to climb a ladder with the number of repetitions in our workout. A ladder means 1 of every movement, then 2 of every movement, then 3 and so on. In between each set, you need to do 10 shuttle runs.

The Workout

1x Burpee, 1x Push-up, 1x Sit-up, 1x Lunge, 1x Squat then 10x Shuttle Runs
2x Burpees, 2x Push-ups, 2x Sit-ups, 2x Lunges, 2x Squats then 10x Shuttle Runs
Then 3 of every movement, all the way up to 10 of each movement.

Creative Arts: Piano Lessons

Watch <https://www.youtube.com/watch?v=13-Z0smOoPw>

Make yourself a paper piano. If you do not have access to the resources needed, draw yourself one. Watch the YouTube clips below to learn how to play a song or songs on your home-made piano. When you are feeling confident, record yourself on Seesaw, putting on a performance and playing the song you have learnt (a little bit of acting will help with this!) You may wish to choose a song you like to see if you can find a tutorial and learn to play it. Share the link with your teacher.

<https://www.youtube.com/watch?v=kt8Mzf7M7Q4>

<https://www.youtube.com/watch?v=p9tW3n6aO9Q>

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

<https://www.youtube.com/watch?v=cFbYaYcyfN0>

Extension: You may like to choose a different musical instrument to make and learn how to play it.

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

English

Spelling:

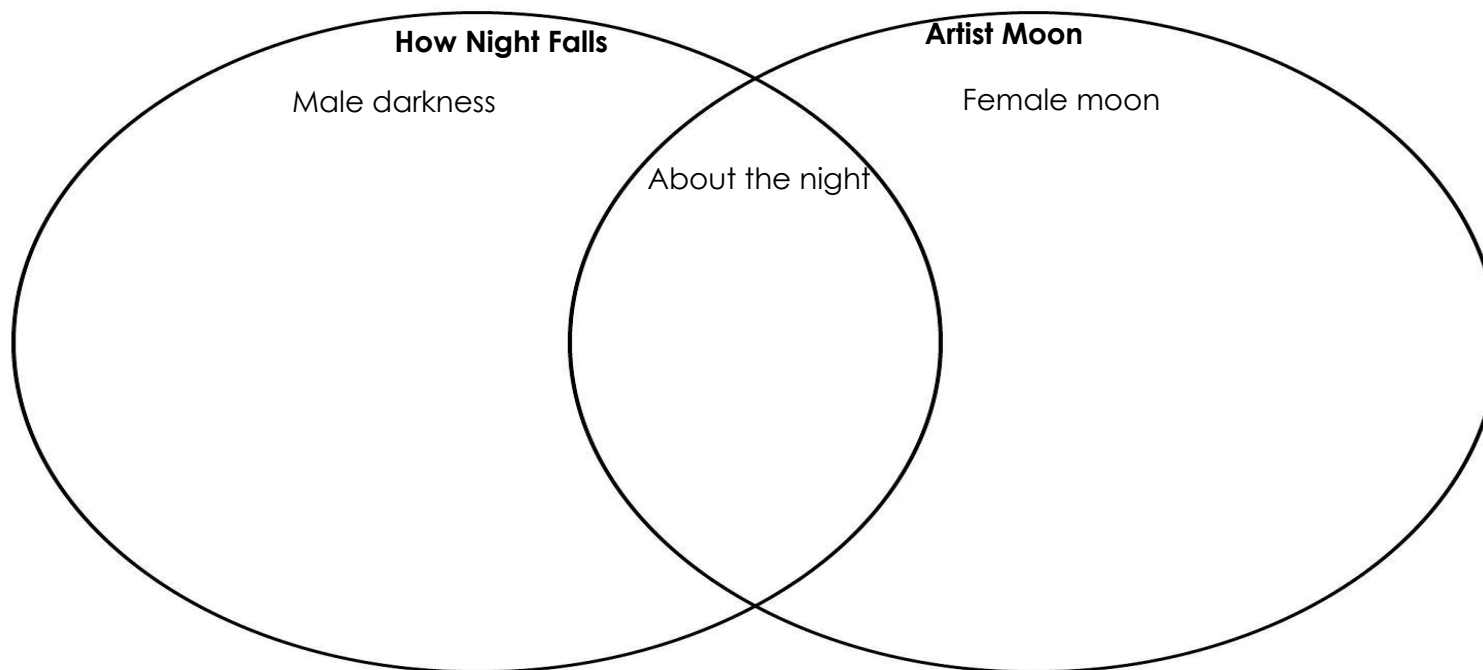
Using the 'look, cover, write, check' strategy, write your spelling words. Complete an activity from the Spelling Choice Board (attached below).

Grammar:

Complete the attached Apostrophe for Possessives worksheet.

Writing: How Night Falls & Artist Moon Poems

Today, you will compare, contrast and evaluate two poems. To begin, read 'How Night Falls' (attached below) and then read 'Artist Moon'. Using the Venn diagram below, record the similarities and differences of each poem. An example has been completed for you.



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Think about which poem you liked best. Consider why you've made this choice. Reasons may include the rhythm of the poem, the subject, the imagery or even the illustrations.

Complete the following:

Out of 'How Night Falls' and 'Artist Moon', my preferred poem is _____.

This is because _____.

However, I did enjoy _____ in the poem _____.

Reading: Comprehension Focus: Character Analysis

Read the information below about character analysis, then read the character analysis worksheet attached. Afterwards, answer the questions below.

Think about *what the characters did*, and what this shows *the character is like*.

what the character did	what the character is like
1. Bean runs all the way to Beech's bus stop. What does this show that Bean is like?	A. energetic B. dependable C. bossy
2. Beech doesn't like to walk up the stairs, so Bean always waits for him to go upstairs sitting down. What does this show that Beech is like?	A. brave B. curious C. stubborn
3. Bean's mom works, and also takes college classes. What does this show that Bean's mom is like?	A. determined B. honest C. calm
4. Beech can't wait to find out what happens in the new H2O story. What does this show that Beech is like?	A. helpful B. curious C. fair
5. Bean doesn't want to ask his mom if he can join the Art Club. What does this show that Bean is like?	A. shy B. understanding C. active
6. Bean worries that a babysitter wouldn't be patient with Beech. What does this show that Bean is like?	A. caring B. adventurous C. grouchy

Character analysis is thinking about *what a character does* to understand *what kind of person they are*.

Character traits are words that describe the *kind of person someone is*.

7. What is one other character trait that could be used to describe what Bean is like? _____

8. What is one other character trait that could be used to describe what Beech is like? _____

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



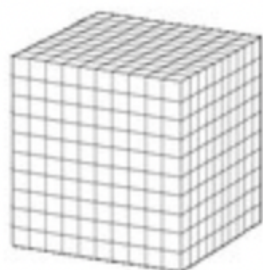
Maths

Warm up – The number Game. Use the given numbers and different operations (+, -, x, ÷) to end on the final number. You can only use the numbers once, but you do not need to use all the given numbers.

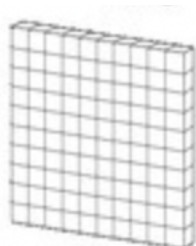
Get to 922

Use numbers 100, 25, 9, 2, 1, 6

Comparing decimals: To help us visualise and see the values and sizes of decimal numbers we can look at some MAB block models. These models each represent a value in a decimal number. Look at the models below to see what each represents.



= 1 whole
= 1



= 1 tenth
= 0.1



= 1 hundredth
= 0.01



= 1 thousandth
= 0.001

Mr Cartwright Video: <https://youtu.be/EtrgHRmorSM>

Use the attached worksheet to write the numbers that are represented by the decimal models. Take a photo of the finished sheet and post to seesaw for your teacher to see.

Using the digits below write the smallest and largest possible numbers to **3 decimal places**. For example, 374 smallest = 0.347 and largest = 0.743

a) 172	a) 53647	a) 85003
b) 849	b) 72848	b) 00394
c) 273	c) 04870	c) 02930
d) 903	d) 93054	d) 48000
e) 700	e) 26408	e) 30490

History: WW2

<https://www.abc.net.au/btn/classroom/history-of-wwii/12531852>

Watch the above clip to answer the following questions

1. According to the clip, what years did WW2 begin and end?
2. What started WW2?
3. In what year did Adolf Hitler come into power as leader of Germany?
4. What does the term 'allied country' mean in relation to war?
5. What battle finally made Germany surrender in WW2?

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



PE

Listen: [\(11\) Bring Sally Up - Workout - YouTube](#)

Watch: Your teacher will post the video of the workout explanation on Seesaw.

Today you will play this music and for the whole song you will be activating your abdominal muscles. You will be sore the next day, and that's okay 😊
First, Lie down on your back. When the music says; 'Bring Sally up', rise and sit-up. When the music says; 'Bring Sally down', lay back down but DO NOT PUT YOUR HEAD ON THE GROUND. When there is a long pause, you should be pausing in the upright position. Yes, this is a test for your abdominal muscles! Post a video for your teacher.

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

English

Spelling:

Using the 'look, cover, write, check' strategy, write your spelling words. Complete an activity from the Spelling Choice Board (attached below).

Grammar:

Complete the attached Apostrophe for Contractions worksheet.



Writing: Artist Moon Poem

Read 'Artist Moon' again and answer the following questions:

1. What is the poem talking about? _____
2. What is the moon doing? _____
3. What human job has the moon been assigned? _____
4. What is the language feature called when we assign human aspects to a non-human thing? _____

Personification is when you assign human qualities to non-human things. Assign human jobs to the following things. Give a reason as to why you chose each job. An example is included.

1. Bee – a miner who goes out to dig up 'gold'
2. Earthquake _____
3. Rain _____
4. The Southern Cross _____

Select one of the choices above or think of your own to create a poem. Brainstorm metaphors – when you compare one thing to another without using 'like' or 'as' – eg. The pollen for the bee being gold or the moonlight from 'Artist Moon' being paint. It would be helpful to think of tools the occupation requires and how that might relate to the non-human thing. See the examples below.

It's Spring


It's spring
And the garden is changing its clothes,
Putting away
Its dark winter suits,
Its dull scarves
And drab brown overcoats.

Now, it wraps itself in green shoots,
Slips on blouses
Sleeved with pink and white blossom,
Pulls on skirts of daffodil and primrose,
Snowdrop socks and purple crocus shoes,
Then dances in the sunlight.

By John Foster

Personification Poem

If I was a pencil
I would live in a school
Munching on words and paper
After dancing all day on a notebook
Sleeping soundly on weekends
And waiting patiently for Monday
When my student comes back and we write
the best of poems.



Reading: Comprehension Focus: Character, Setting and Plot

Familiarise yourself with the character, setting and plot in a story by reading the information below, then read the attached Character, Setting and Plot worksheet. After, answer the questions below.

Now let's think about the **story elements**.

1. **Characters:** *Who* is this story mostly about?
 - A. Bruce, Andi, and Aunt Alice
 - B. Bruce, Andi, and Jerry
 - C. Bruce and Andi
2. **Setting:** *Where* are the characters when the story begins?
 - A. at school
 - B. at Aunt Alice's house
 - C. at a hotel
3. **Problem:** What *problem* do the main characters have?
 - A. Jerry is mean to Red Rover.
 - B. Aunt Alice is allergic to dogs.
 - C. Jerry is rude to Bruce and Andi.

Stories have a **beginning**, a **middle**, and an **ending**.

The **beginning** of a story tells you *who* the story is mostly about, and *where* the story mostly takes place.

The **characters** are *who* the story is mostly about.
The **setting** is *where* the story mostly takes place.

The **middle** of a story tells you the *things that happen* in the story.

The **events** are the *main things that happen* in the story.

The **plot** is *all of the events* in the story. The plot usually includes some kind of *problem*.

The **ending** of a story tells *how the problem is solved*.

The **problem solution** is *how the problem is solved*.

Events: What are the *main things that happen* in the story?

Some of the following are main events in this story. Some are small details, and some did not happen in this story.

4. Circle the 6 main events in this story.

A. Jerry leaves, and calls Red Rover to come with him.	B. Andi tells Bruce about the little white dog and its puppies.	C. Jerry helps take care of all the dogs at the dog hotel.
D. Bruce and Andi's family has bought a new house near Aunt Alice.	E. Andi finds the little white dog and its puppies in a closet.	F. Bruce and Andi let Red Rover stay at the dog hotel.
G. Andi pets the little white dog.	H. Aunt Alice introduces Bruce and Andi to Jerry.	I. Bruce and Andi tell all their friends about the dog hotel.
J. Bruce and Andi find a house for the dog and her puppies.	K. Jerry's dog is named Red Rover.	L. Bruce tells Jerry he shouldn't hit Red Rover with a stick.

5. Put the main events in the correct order. Write the letter of the event from the boxes above in the correct order in the boxes below.

1 st event	2 nd event	3 rd event	4 th event	5 th event	6 th event

6. **Problem Solution:** How is the *problem solved*?

The *problem solution* is not included in this introduction to the book. What is a possible way that Bruce and Andi could get themselves out of this crazy situation that started because they couldn't keep a dog at Aunt Alice's house?

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

Maths

Warm up – The number Game. Use the given numbers and different operations (+, -, x, ÷) to end on the final number. You can only use the numbers once, but you do not need to use all the given numbers.

Use numbers 50, 75, 100, 50, 7, 7

Comparing decimals: Watch Mr Cartwright's video on how to compare sizes of decimals.

Mr Cartwright Video: <https://youtu.be/ojO5Dhn9vWY>

Sort the following decimals from smallest to largest

a) 0.8, 0.4, 0.7, 0.3	a) 0.67, 0.63, 0.69, 0.71	a) 0.6, 0.63, 0.639, 0.69
b) 0.46, 0.78, 0.82, 0.73	b) 0.478, 0.492, 0.485, 0.421	b) 0.35, 0.4, 0.847, 0.274
c) 0.937, 0.746, 0.345, 0.968	c) 0.873, 0.878, 0.879, 0.872	c) 0.004, 0.032, 0.05, 0.2

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When you use a timer, you will see that it can time and show decimal places. A stopwatch has 3 decimal places and times down to a thousandth of a second. This is important in things like sports so that the most accurate time can be recorded and, in some cases, determine the winner e.g. 100m sprint. Time yourself doing the activities below and sort them from quickest to slowest. You can use a phone or iPad to time if you do not have a stopwatch.

1. Running a lap of your yard –
2. Brushing your teeth. –
3. Tying your shoelace –
4. Putting your jumper on –
5. Reading a paragraph from a book. –
6. Doing 5 push ups –

Extend: Place your times onto the number line as accurately as you can. You will need to choose the start number you think is appropriate and the end number. To do this think about your quickest time and your slowest time. Each line is the same distance apart meaning the time between them will need to be equal.



History: Vietnam War

<https://www.abc.net.au/btn/classroom/vietnam-war/10524226>

Watch the above clip to answer the following questions

1. Why were North and South Vietnam very different?
2. Who were the Allies of North Vietnam during this war.
3. What does the term conscription mean?
4. What years did the Vietnam War begin and end?
5. Why were there so many protests about the Vietnam War?

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

PE

Grab those tin cans, bananas or tennis balls again for another weighted workout.

Warm Up: Go for a short run or jog on the spot to warm up your muscles

Watch: Mrs Stubbs explanation video [\(11\) Week 6 Wednesday - YouTube](#)

Complete the following:

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

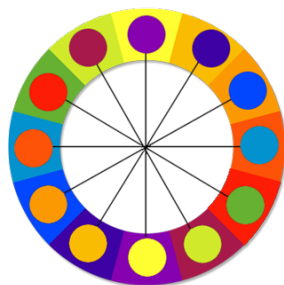
- 10 x Push Press
- 10 x French Curl
- 10 x Thruster
- 10 x Bent Over Row
- 10 x Lateral Raise
- 10 x Bi-cep Curl



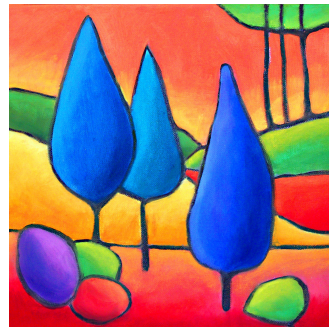
Creative Arts: Contrast Art

What is contrast art? It's a common term used in creative, artistic circles. Contrast, when it comes to art, is achieved when opposite elements are arranged together. Although these elements might be opposites, their arrangements are appealing.

See the colour wheel below to show the contrasting colours.



Create your own version of one of the images below using contrasting colours. This may take you 2 afternoons to complete. Upload a photo to Seesaw for your teachers to see.



Thursday 19th August 2021

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

English

Spelling:

Using the 'look, cover, write, check' strategy, write your spelling words. Complete an activity from the Spelling Choice Board (attached below).

Grammar:

Show off your knowledge about apostrophes by attempting the quiz.

<https://journalism.ku.edu/interactive-quiz-apostrophes>

If you can't access the quiz do an extra activity from the spelling choice board.

Writing: Extended Metaphor Poem Plan

The poem 'Artist Moon' uses an extended metaphor to compare the Moon (non-human thing) to an artist (human job). This is similar to personification, where you give human-like qualities to non-human things. Read the poem another time to familiarise yourself.

Your task today is to work through questions 1-4 on the worksheet 'Writing an extended metaphor poem' (attached below) to prepare you for writing your own metaphor poem tomorrow. Don't lose this worksheet as you'll need it on Friday.

Reading: Comprehension Focus: Interpreting Figurative Language

Complete the attached Interpreting Figurative Language worksheet.

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



Maths

Warm up – The number Game. Use the given numbers and different operations (+, -, x, ÷) to end on the final number. You can only use the numbers once, but you do not need to use all the given numbers. Show your working out and post to seesaw.

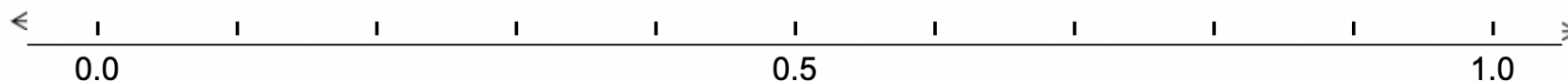
Get to 932

Use numbers 6, 8, 5, 9, 6, 2

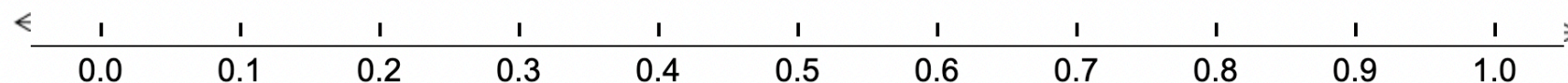
Sorting decimals: Place the following decimal numbers onto the number line. Watch Mr Cartwright's video for an example.

Mr Cartwright Video: <https://youtu.be/CYO-P-B2VMA>

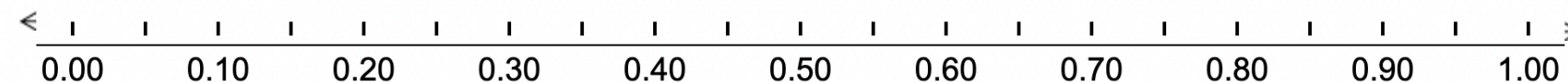
1) 0.4, 0.7, 0.2, 0.9



2) 0.93, 0.26, 0.67, 0.73, 0.55

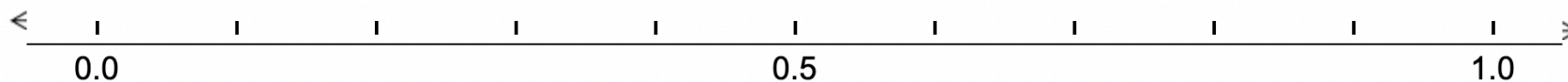


3) 0.364, 0.469, 0.273, 0.374, 0.867, 0.608



Extend: Plot the number as accurately as you can.

0.364, 0.6, 0.49, 0.09, 0.798, 0.95, 0.635, 0.3, 0.85



History: ANZAC day

<https://www.abc.net.au/btn/classroom/anzac-day/10542588>

Watch the above clip to answer the following questions

1. What does ANZAC stand for?
2. Why did the ANZACS end up where they did during 1915?
3. Why do we have a 'Dawn Service' at first light? What does this represent?
4. What does the ANZAC cookie have to do with our soldiers?
5. On what day each year do we commemorate ANZAC day?

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

PE

Cardio Plus!

Warm up: Put on your favourite dance song and dance!

Watch: Mrs Stubbs explanation of the workout video [\(11\) Week 6 Thursday - YouTube](#)

Complete 5 rounds of the following:

40 x Mountain Climbers

30 x High Knees

20x Plyo Lunges

10 x Jumping Squats

5 x Burpees

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

English

Spelling:

Using the 'look, cover, write, check' strategy, write your spelling words. Afterwards, test yourself on your spelling words. Good luck!



Grammar:

Look at the sentences below. You need to decide whether to fill the gap with *its* or *it's*. Think carefully before writing these sentences out in your book.

1. Whose coat is this? ___ mine!
2. ___ a lovely day today.
3. The elephant raised ___ trunk.
4. Hurry up, ___ going to rain.
5. The book had lost ___ last page.
6. ___ raining today.
7. The house lost ___ roof in the storm.
8. The dog had hurt ___ paw.
9. I love this film ___ my favourite.
10. "I've been looking forward to this football game. ___ going to be a close match," said Sir Alex Ferguson.

Now we are going to practise using the apostrophe for possession. Think about who owns what in this sentence. Be careful, some words are plurals (more than one) and do not need an apostrophe. Record the apostrophes below using a coloured pen.

1. Peters shoes were filthy dirty after the walk through the forest.
2. The policemans jacket was bright yellow.
3. The telephones ring echoed in the empty hallway.
4. The Primer Ministers car was hit by an egg.
5. Mr Nelsons bag was full of all sorts of useful things.
6. The wardrobes doors were clinging on to the hinges.

7. The dentists office was full of people with toothache.
8. West Hams captain scored the winning goal.
9. The childrens school dinners were delicious.
10. Hundreds of people packed into the hall to hear the Mayors speech.

Look back to Monday's explanation on the two different uses for apostrophes. After lots of practice during the week, is there anything you would add or change in your explanation? Rate your understanding of how to use apostrophes below.



Writing: Extended Metaphor Poem Writing

Read 'Artist Moon' one final time. Read over the worksheet from yesterday and begin to use the ideas you recorded to draft your own poem on a separate piece of paper. Use the form and structure of 'Artist Moon' as your framework. Don't forget to give your poem a title.

An example of a metaphor poem can be found below.

The Night is a Big Black Cat

The Night is a big black cat
The moon is her topaz eye,
The stars are the mice she hunts at night,
In the field of the sultry sky.

By G. Orr Clark



The Metaphor Family

by Lill Pluta

My brother is a dragon.
My mom's a teddy bear.
I am a shaggy sheepdog
with a ton of tangled hair.

My father is a monkey.
He likes to make us laugh,
especially my sister,
who is a tall giraffe.

We are a busy family
with many things to do.
Our home is always happy,
but sometimes it's a zoo.

Reading: Comprehension Focus: Personification

Complete the attached personification worksheet.



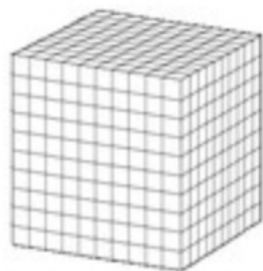
Maths

Warm up – The number Game. Use the given numbers and different operations (+, -, x, ÷) to end on the final number. You can only use the numbers once, but you do not need to use all the given numbers. Show your working out and post to seesaw.

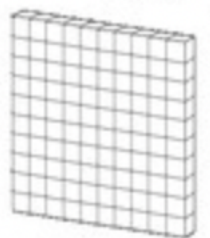
Get to 954

Use numbers 50, 25, 75, 4, 6, 4

Converting fractions to decimals: Fractions and decimals represent the same thing; they both represent a part of a whole. This means that they can be equal. We can write fractions as decimals and decimals as fractions. We are going to be converting between fractions and decimals to see how they can be written in both ways. The simplest way to understand is to imagine the decimal models that you used on Tuesday to help. Look at the pictures below and watch Mr Cartwright's video to learn more.



= 1 whole



1 tenth
= 1/10 or 0.1



1 hundredth
= 1/100 or 0.01



1 thousandth
= 1/1000 or 0.001

Mr Cartwright Video: <https://youtu.be/FE4DoKjqmlA>

Examples:

$$\frac{6}{10} = 0.6$$

$$\frac{34}{100} = 0.34$$

$$\frac{746}{1000} = 0.746$$

$$\frac{13}{10} = 1.3$$

$$\frac{145}{100} = 1.45$$

$$\frac{1836}{1000} = 1.836$$

Complete the worksheet attached for Friday.

History: Remembrance Day

<https://www.abc.net.au/btn/classroom/remembrance-day-history/10611738>

Watch the above clip to answer the following questions

1. When is Remembrance Day commemorated?
2. In what year did Remembrance Day first commence?
3. What is the difference between Remembrance Day and ANZAC Day?
4. What was Remembrance Day previously known as?
5. What does armistice actually mean?

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

PE

Listen: [\(11\) Bring Sally Up - Workout - YouTube](#)

Watch: Your teacher will post the video with today's workout explanation on Seesaw

Today you will play this music and for the whole song you will be activating your leg muscles and your gluteus maximus. You will be sore the next day, and that's okay.

Standing up straight with your legs shoulder width apart, when the music says 'Bring Sally down' you need to squat down making sure your bottom is equal to or below your knees. When the music says 'Bring Sally up', rise and stand up. When there is a long pause, you should be pausing in the bottom of the squat position - yes, this is a test for your leg muscles! Can you make it to the end of the song with proper technique?

Creative Arts: Drama Games

Drama games are an important part of any drama because they can teach valuable theatre skills while allowing us to have fun, build confidence, stretch our imagination and grow as a performer. Drama games help us to experiment being different characters and using our voices in different ways. It can also help us to have a little laugh at ourselves and have some fun. Have a try of these drama games below. You may wish to do this with a family member or even record yourself on Seesaw to share with your teacher.

Charades:

Choose a teacher from school and act them out (respectfully of course!). Remember to change your body language, voice and take on the character. Record it and upload it on Seesaw to see if your teacher can guess who it is.

Act out a story:

Read a children's story and act out all of the different characters by changing your voice. Tip: Read the story once through first to get familiar with it. Think about the characters and how you can act them out. Re-read the story, acting the characters out. Record yourself on seesaw and upload to Seesaw.

Imagination:

Imagine you are using your senses to do the following.

TOUCH...

| NSW Department of Education

- A hot stove
- Icicles
- Sharp tacks
- Velvet

TASTE...

- A sour lemon
- Their favourite candy
- Spinach

HEAR...

- A gentle wind
- Underwater sounds
- A whistle

SEE...

- A car coming far away and towards you
- A giant
- An ant
- A big black spider

SMELL...

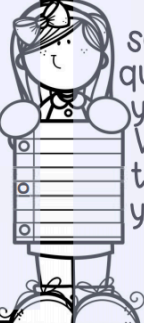
- Freshly baked bread
- A skunk
- Perfume
- Onions

SPELLING Choice Board

NAME:

Directions: Start by completing one MUST DO activity. Then, you will do three CHOICE activities. Your CHOICE activities must be in 3 separate categories.

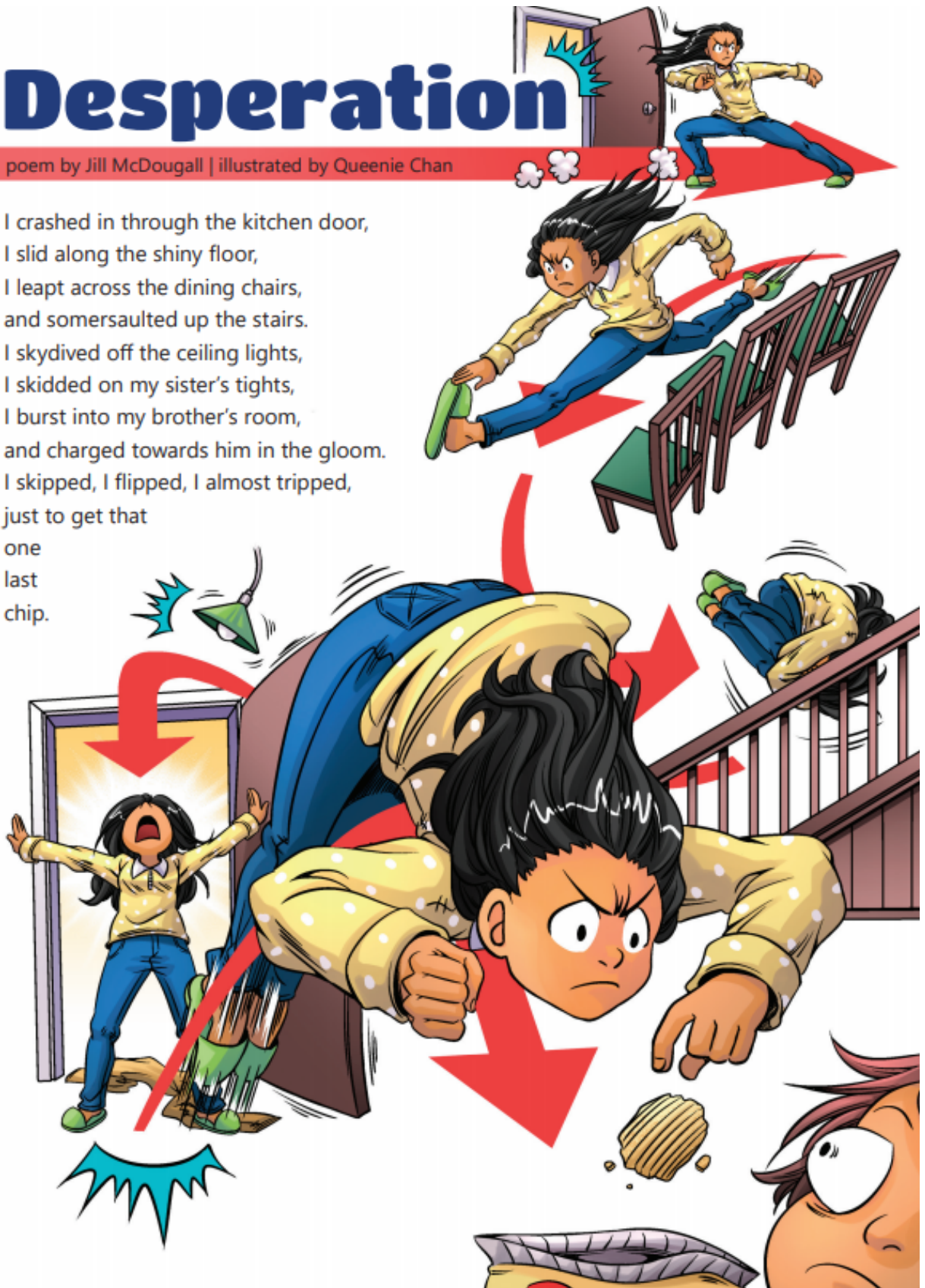
MUST DO	CHOICE			
<p>Write down the dictionary definition each word.</p> <p>and</p> <p>Use the syllable division rule (attached) to divide the word into its syllable parts.</p>	<p>ART <i>smart</i> Bubble Words- Write each word in bubble letters.</p>	<p>WORD <i>smart</i> Rate the Words- Put the words in order from easiest to hardest to spell.</p>	<p>SELF <i>smart</i> Type It Out- Type each word using a different font.</p>	<p>BODY <i>smart</i> Opposite Hand- Write your spelling words with your opposite hand.</p>
	<p>PEOPLE <i>smart</i> Have someone quiz you on your words. Write out the words you miss 3X</p>	<p>LOGIC <i>smart</i> Word Puzzle- Connect your spelling words to each other, crossword puzzle style.</p>	<p>MUSIC <i>smart</i> Rhyme Time- Write each spelling word and a word that rhymes next to it.</p>	<p>NATURE <i>smart</i> Sort-a-Word- Sort the words by noun, verb, or adjective.</p>



Desperation

poem by Jill McDougall | illustrated by Queenie Chan

I crashed in through the kitchen door,
I slid along the shiny floor,
I leapt across the dining chairs,
and somersaulted up the stairs.
I skydived off the ceiling lights,
I skidded on my sister's tights,
I burst into my brother's room,
and charged towards him in the gloom.
I skipped, I flipped, I almost tripped,
just to get that
one
last
chip.



Possessive Apostrophe Review

Name: _____

Date: _____

Mastering the possessive apostrophe requires only.... **One simple rule!**

The apostrophe is an arrow, pointing at who is doing the owning.



The **dog's** bowl was empty.

*Who does the bowl belong to? The **DOG**. So, the arrow, or apostrophe, points to "dog" and add an S.*

This rule even works for plural nouns. Check out these examples:

The **women's** purses all got swiped by the thief.

All of the **kids'** balloons all got swept away by the wind.

*Who did the purses and balloons belong to? The **WOMEN** and **KIDS**. If the plural noun already ends in S just add the apostrophe.*

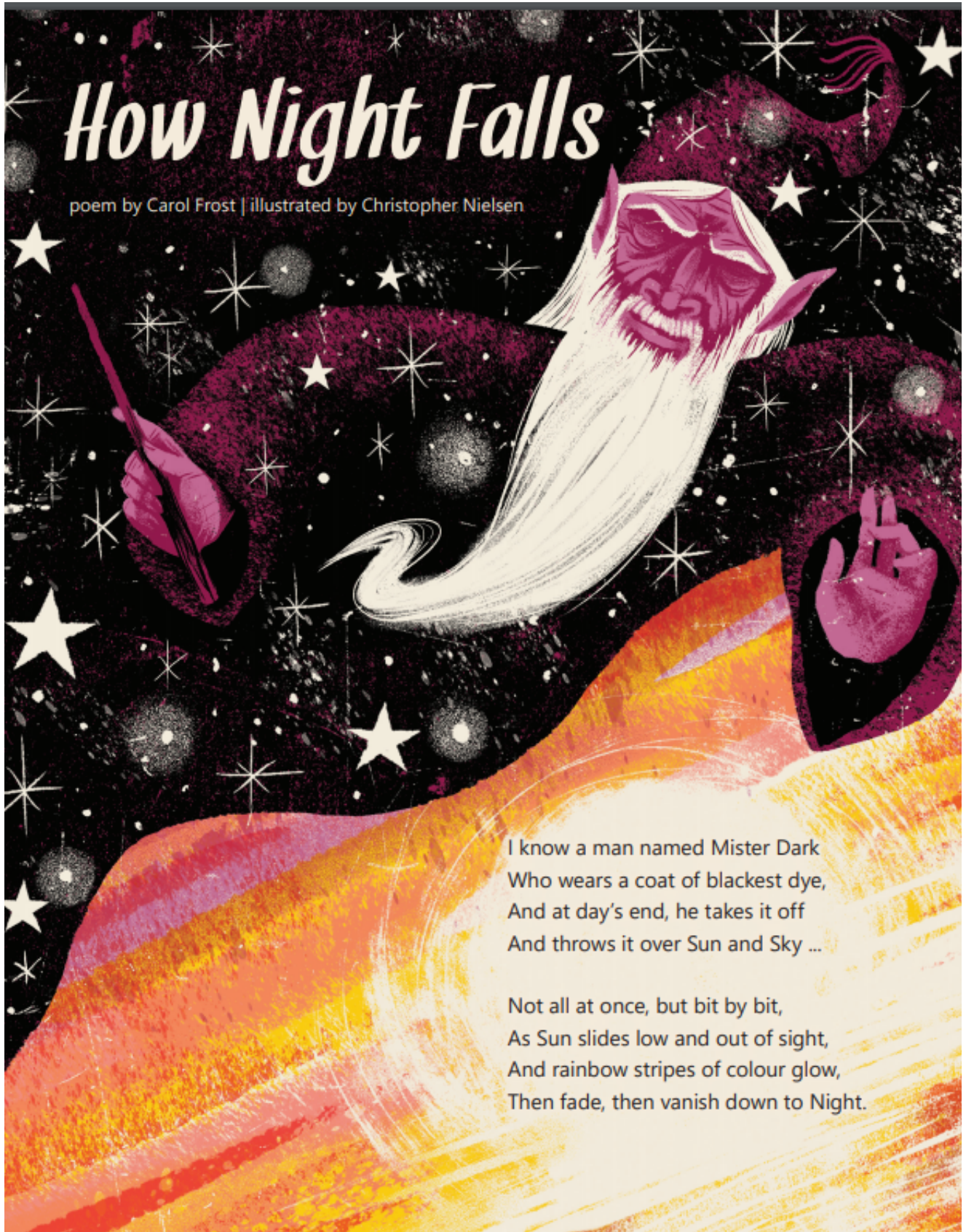


In this box draw a big apostrophe that looks like an arrow.

Now try using the possessive apostrophe correctly by asking, who is the owner? Insert an apostrophe in the bolded word that points to the answer.

The cats claw was as sharp as a tack.	Who is the owner?
The boys underwear was pink with green polka dots.	Who is the owner?
Mr. Millers taco truck had a flat tire.	Who is the owner?
The buses bicycle racks were delivered today—all five buses will have one installed.	Who is the owner?

Now write two fun or crazy sentences that include possessive apostrophes of your own.



Tuesday resource sheet

Write the number that is represented by the models in the boxes below:

<p>Two large cubes (thousands), two smaller cubes (hundreds), three vertical rods (tens), and three small cubes (ones).</p>	<p>One large cube (thousand), three smaller cubes (hundreds), four vertical rods (tens), and three small cubes (ones).</p>	<p>One large cube (thousand), three smaller cubes (hundreds), one vertical rod (ten), and six small cubes (ones).</p>	<p>Two large cubes (thousands), one smaller cube (hundred), four vertical rods (tens), and three small cubes (ones).</p>	<p>One large cube (thousand), three smaller cubes (hundreds), eight vertical rods (tens), and four small cubes (ones).</p>
<p>Two large cubes (thousands), three smaller cubes (hundreds), and eight small cubes (ones).</p>	<p>Six smaller cubes (hundreds), three vertical rods (tens), and eight small cubes (ones).</p>	<p>One large cube (thousand), two smaller cubes (hundreds), and four vertical rods (tens).</p>	<p>Two large cubes (thousands), one smaller cube (hundred), and six small cubes (ones).</p>	<p>Three smaller cubes (hundreds), five vertical rods (tens), and six small cubes (ones).</p>

Using Apostrophes in Contractions

Name: _____

An **apostrophe** is used to show that letters have been left out of words that have been combined to make a shorter contraction. The apostrophe is usually placed right above the place where the letters have been left out.

Example: cannot = can't (the apostrophe goes where the second n and the o are missing)

**Write the contraction (shortened) form of each phrase.
Use an apostrophe to show where the letters are missing.**

- 1. I am = _____
- 2. you are = _____
- 3. we are = _____
- 4. they are = _____
- 5. he is = _____
- 6. she is = _____
- 7. you will = _____
- 8. are not = _____
- 9. will not = _____
- 10. is not = _____

Write the phrase that each contraction represents.

- 1. don't = _____
- 2. I've = _____
- 3. we'll = _____
- 4. they've = _____
- 5. could've = _____
- 6. where's = _____
- 7. won't = _____
- 8. what's = _____
- 9. here's = _____
- 10. shouldn't = _____

Write a sentence that uses at least two contractions.

Artist Moon

poem by Charles Ghigna | illustrated by Matt Ottley

Over the sea of darkness
She shines her golden light,
Painting worlds of wonder
Deep into the night.

Painting edges of the waves.
Painting shadows of the breeze.
Painting light late at night
Upon her canvas seas.

Writing an extended metaphor poem

The poem 'Artist Moon' uses an extended metaphor to compare the Moon to an artist. Write your own poem based on 'Artist Moon' that uses a new extended metaphor to describe the Moon. Start by working through the questions below.

1. In 'Artist Moon', the Moon is compared to an artist who changes the way things look. Brainstorm some other professions that create a piece of work. Some ideas have been provided.

chef	musician	designer	hairdresser
------	----------	----------	-------------

2. Which profession from the above list do you like the most? Now think about what it will help the Moon to create. Write a brief description.

3. Describe what you see when the Moon makes its creation.

4. List any key words you could use in your poem that are related to your metaphor. For example, in 'Artist Moon,' the key words used are painting and night.

5. Use your ideas to draft your poem on a separate sheet of paper. Use the form and structure of 'Artist Moon' as your framework. Don't forget to give your poem a title.

As you read Uncle Ben's letter, think about the **main idea** of each paragraph.

Marco got a letter from his Uncle Ben, the airplane pilot. Uncle Ben has traveled all over the world.

Dear Marco,

London is a great city, but it usually takes me a day or two to get used to the cars driving on the “wrong” side of the road! In most places in the world, cars drive on the right side of the road (not the left side), but in London, cars drive on the left side. Even the cars are made differently there, with the steering wheel on the right side, instead of the left side.

The first place I always visit is the huge park outside Buckingham Palace. This Palace is one of the Queen of England's two homes. At the front entrance of the Palace, there is a long row of Royal Guards. The Guards stand at attention in their bright red jackets and tall black helmets. The Guards don't look at anyone or talk to anyone. You can see that they take their job very seriously.

The “Changing of the Guard” is a world famous sight. At 11:30 am, the Guards coming *on* duty take the place of those going *off* duty. The exchange takes about 45 minutes. It is exciting to watch the Guards march in perfect step to the music of a military band.

On this trip, I visited one of the newest attractions in England's capital city. It is called the London Eye. It opened in the year 2000, and it is the fourth largest Ferris wheel in the world. Instead of the usual kind of Ferris wheel cart, you ride in a large glass pod, so that you can see out in all directions. It is a good idea to buy tickets ahead of time. I did, and the line I was in was a lot shorter than the line for people who still needed to buy tickets. The ride might be a little scary at first, because the Eye is so huge, and goes up so high. It goes very slowly, though. The views of the city from the London Eye are worth the wait, even if there is a long line.

Yours truly,
Uncle Ben

Here a few examples of **character traits**:

active	calm	determined	grouchy	rude
adventurous	caring	energetic	helpful	shy
bossy	curious	fair	honest	stubborn
brave	dependable	funny	mean	understanding

Here is a description of a book that you might like to read. Think about *what each character does*, and what this tells you about *what kind of person they are*.

Introduction to *Beanboy*

Bean loves comics—both reading them and drawing them. His favorite comic book character is the superhero, H2O. With enough water, H2O can double in size. Bean buys every new issue of the comic book on the day it comes out. In Lisa Harkrader’s book, *Beanboy*, we meet Bean when he has just bought the newest issue of H2O. Sam, a boy Bean knows but doesn’t like much, grabs Bean’s new comic book and throws it into a puddle of water. All this makes Bean almost late to pick up his younger brother Beech at the bus stop. Bean runs all the way to the bus stop. He is worried about what might happen if he isn’t there when Beech gets off the bus. Beech is 9 years old, and he goes to a different school than Bean. Bean is in the 8th grade and in High School. He takes care of his brother in their apartment each day until their mother gets home from work. Their mother also takes college classes at night.

Bean gets to the bus stop just in time, and walks home with Beech. Beech doesn’t like going up the stairs to their apartment. He likes to sit down backwards on the stairs, and push himself up, one step at a time. Bean used to try to talk Beech into walking up the stairs, but now Bean just waits. It isn’t easy to get Beech to change his mind about something.

When Bean and Beech finally get inside, Beech wants Bean to read the new comic book to him. Beech can’t wait to find out what happens in the new story. Bean wants to let the comic book dry out first. He is afraid the wet pages will tear. But Beech keeps asking, so Bean reads the comic book to him, and some of the

pages do get torn. Bean doesn’t really mind though, because he can’t believe what he finds on the last page of the new comic book.

The new comic book has a big announcement. There will be a contest to see who can come up with the best sidekick for H2O. The prize will be a full college scholarship. The new sidekick will be in every H2O comic book from that time on. Winning the contest becomes Bean’s new goal in life.

Bean really wants to join the school Art Club. But it meets after school. Someone else would have to take care of Beech on those days, and that would cost money. Bean thinks his mom would pay for it, but then she would worry about the extra expense. He knows his mom worries about leaving him to watch Beech so often. And would a babysitter be patient enough to wait while Beech scooted up the stairs sitting down backwards? You can find out more about Bean and Beach, and a sidekick for H2O in *Beanboy*. You will probably enjoy the comic book drawings in the book as well.

Think about these **story elements** as you read the introduction to a book you might like to read.

Introduction to *Hotel for Dogs*

Hotel for Dogs is a funny book written by Lois Duncan. It doesn't start out funny, though. Bruce and Andi's family has just moved to a new town. Bruce is in sixth grade, and Andi is in fourth. They are staying at their aunt's house until their parents find a new house. Bruce and Andi aren't very happy about this because their dog Bebe can't stay at Aunt Alice's house with them. Aunt Alice is allergic to dogs.

On the first day at Aunt Alice's house, their aunt introduces Bruce and Andi to Jerry, who lives next door. Jerry is Bruce's age, and he has a dog named Red Rover. Later that day, Bruce and Andi see Jerry and Red Rover again, in Jerry's front yard. Jerry is pushing Red Rover to try to make him pull a wagon. Bruce runs over to Jerry and tells him that Red Rover will not like him if he keeps treating him that way, but Jerry tells Bruce to mind his own business. Jerry

shoves Andi out of the way and starts to leave. He calls Red Rover to come with him. But Red Rover just moves over closer to Bruce.

Bruce and Andi miss Bebe. When Andi walks home from school each day, she pretends that Bebe is walking along behind her. One rainy morning, Andi sees a cute little white dog sitting on Aunt Alice's porch to keep dry. She picks up the little dog and pets it. She wishes she could keep it. When she comes home from school that day and goes to her closet, there on the floor is the little white dog. And three tiny puppies! Andi doesn't know what to do. She knows the dog can't stay in Aunt Alice's house. She is afraid if she tells Bruce he will tell their parents, and then the dog and her puppies will have to go.

Finally Andi decides to tell Bruce, and he helps her keep the secret. They find a house nearby with no one living in it and take the little dog and its puppies there. They make a nice bed for the dogs, and every day they take them food, and play with them. They are also careful to keep the house clean. Then Red Rover runs away from Jerry, and shows up at the house where Bruce and Andi are keeping the little white dog and her puppies. They let Red Rover stay there too. The house is becoming a regular dog hotel! Before long more dogs are added, and Bruce and Andi let two friends in on the secret. The addition of these two friends is a big help, but things just keep getting crazier and crazier. To find out more about all that, you'll have to read *Hotel for Dogs*.

Thursday Reading – Interpreting Figurative Language

Here are some short descriptions. Think about what kind of **figurative language** the author is using to make the descriptions *more interesting*.

Each wolf cub was named for what it would do for the pack. They had names like Leader, and Thinker. But the littlest cub was just named Runt. As he grew older, Runt feared that his name was a prophecy—that he would never do anything useful for the pack.

- 1. What kind of figurative language is the underlined phrase?
 - A. a simile
 - B. a metaphor
 - C. an idiom

One day when Runt was exploring the forest, he noticed that a storm was coming. He decided to stay out in the storm to prove that he was brave. But the storm came, and Runt was terrified. He ran like the wind, not knowing or caring where he was going.

- 2. What kind of figurative language is the underlined phrase?
 - A. a simile
 - B. a metaphor
 - C. an idiom

The storm passed, and Runt saw a strange place in front of him. From the stories he had heard, he knew it was a place where humans lived. It smelled like danger.

- 3. What kind of figurative language is the underlined phrase?
 - A. a simile
 - B. a metaphor
 - C. idiom

Runt looked at the human place. He saw a dog chained inside a fence. Suddenly Runt felt brave. He had stayed out in the storm. He was name-worthy. He lifted his head to let out his cub-wolf cry of “Yip-yip-yip.” He heard something strange, and he stopped. It was a howl that he had heard—a wolf’s howl—his own howl.

- 4. What kind of figurative language is the underlined phrase?
 - A. a simile
 - B. a metaphor
 - C. idiom

5. How does Runt’s fearing that “his name was a prophecy” make this description more interesting?

6. How does Runt’s thinking that the human place “smelled like danger” make this description more interesting?

7. How does Runt’s fearing that he may not be “name worthy” make the description of the way he feels more interesting?

Write the word that personifies the object in each sentence.

hums charming wearing protects
argue howls pushed

The wind _____ in the night.

Our vacuum _____ a happy tune while it cleans.

My house is a friend who _____ me.

As fall turned to winter, the trees found themselves
_____ white.

The traffic noises _____ long into the night.

The clouds _____ each other around in the sky.

A cupcake can be quite _____ to an empty stomach.

Convert to decimals.

1) $\frac{8}{10}$

7) $3\frac{21}{100}$

13) $\frac{755}{100}$

2) $\frac{27}{100}$

8) $9\frac{206}{1000}$

14) $\frac{2907}{1000}$

3) $\frac{3}{1000}$

9) $17\frac{29}{100}$

15) $\frac{512}{100}$

4) $\frac{6}{10}$

10) $3\frac{110}{1000}$

16) $\frac{69}{10}$

5) $\frac{409}{1000}$

11) $4\frac{50}{100}$

17) $\frac{1103}{100}$

6) $\frac{89}{100}$

12) $18\frac{4}{10}$

18) $\frac{2441}{1000}$