



Learning from Home – Brooke Avenue Public School Stage 3 (Years 5 and 6) – Week 8, 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 30th August 2021

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

English

Spelling: Adverbs

Choose 10 words from the list and use as your spelling list for the week. Copy them down and check to make sure they are spelt correctly.

heavily	quicker	wonderfully	majestically	silently
rarely	swiftly	extremely	cruelly	solemnly
vastly	quietly	miserably	hard	blissfully
poorly	wisely	violently	perfectly	thoroughly

All the words above in the list are adverbs. In your own words can you describe what an adverb is? (This is just what you think an adverb is).

Grammar: Adverbs

An adverb is a word used to tell more about a verb. You can think of an adverb as a word that describes a verb (doing word) and it almost always answers the questions *how?*, *when?*, *where?*, *how often?*, and *in what way?*. The words in your spelling list are all adverbs. Adverbs usually, but not always, end in *-ly*.

Below are examples of adverbs in a sentence (with the adverb in bold):

- How did the man walk? The man walked **slowly**.
- How did the dogs bark? The dogs barked **loudly**.

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In the following sentences, **highlight the adverb** and underline the verb that it is describing. The first sentence has been done as an example.

1. He doesn't **usually** go to work by bus.
2. He ate the chocolate cake greedily.
3. Anxiously they returned home because they forgot the key at home.
4. The children love to play outside.
5. She read the letter carefully.
6. I totally agree with Tom!
7. It's best to drive cautiously when the roads are icy.
8. She spoke clearly and with conviction.
9. Samuel answered the question correctly.
10. The movie is starting now.

Reading and Writing: Super Six Comprehension

Choose one of the texts attached below and complete the activities before, during and after reading. You will use the same text over 2 days.

Before Reading:

Predicting – Before reading the text, write a short prediction of what you think it is about. Be sure to use any clues such as pictures and headings. **Write a full sentence or more.**

Read the text:

Monitoring – Find any words/parts of the text that you did not understand. Highlight them. After reading, write them in your book. Use a dictionary to find word meanings. If you are unsure of what any parts of the text mean, write them down so you can ask your teacher during Zoom or over Seesaw. Read the text again.

After Reading:

Summarising – In your own words, summarise what is happening in your text or what your text is about. **Use full sentences.** What is the purpose of the text? Why did the author write it? Edit your summary and use correct punctuation and spelling. This should be about half a page.

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



Maths: Fractions

Warm Up: Complete 'Number of the Day' at the link:
<https://mathsstarters.net/numoftheday/>

To activate your prior knowledge of fractions, watch the following clip 'Math Antics – Simplifying Fractions': <https://youtu.be/AtBUQH8Tkqc>
Study the fraction wheels to the right to familiarise yourself.

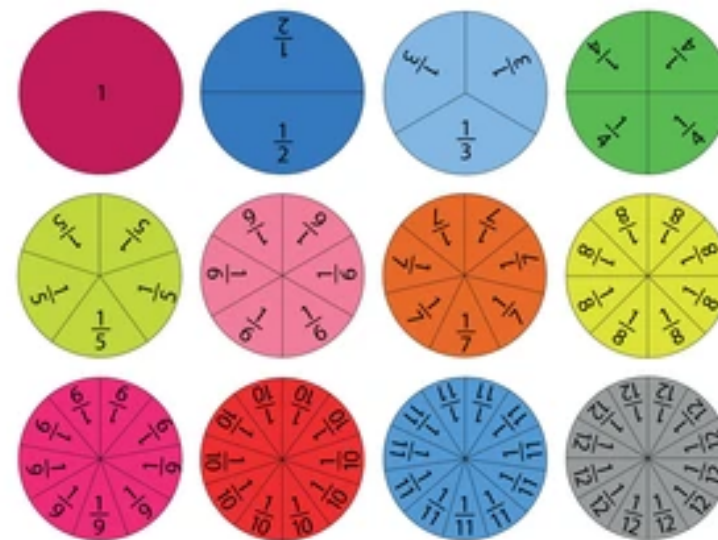
In your own words, record what fractions mean to you:

Make yourself a fraction wheel. This clip will help: <https://youtu.be/9lbkdyKPCmw>
If you do not have paper plates, use paper or something else you have at home.

Answer the following question:

Q: Oliver and his brother Angus both love pizza. They order a large one to share. Oliver ate $\frac{3}{6}$ of the pizza and Angus ate $\frac{2}{6}$ of it. What fraction of the pizza is left?

A: _____



Using your fraction wheel and the ones on the right, play the game 'Equivalent Fraction Bingo' found here:

<https://www.abcya.com/games/equivalent-fractions-bingo>

Complete the worksheet attached below 'Equivalent Fractions'.

History: Ancient Egypt (Overview)

Use the link below to help you find the answers to the following questions.

<https://www.historyforkids.net/ancient-egypt.html>

Read each question carefully and fill in the blank with the correct answer.

1. As part of his training to become a future Pharaoh, a young prince learned to be an expert at driving a _____.
2. Pharaoh is an Egyptian word that means _____.
3. Egyptians grew fruits such as _____ and _____.
4. Children often didn't wear clothes but they did wear _____.
5. Small boats were made of _____ that were bound together.
6. Queen Hatsheput sent an expedition to the land of _____.
7. _____ Egypt was the richer kingdom.
8. Upper Egypt was closer to the land of _____.
9. A _____ is a line with a heavy weight on the bottom.
10. _____ was the High Priest of Ra, the Sun God.
11. The Step Pyramid has _____ giant steps.
12. The Great Pyramid of Giza was the tallest building in the world for more than _____ years.

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

PE: Handstand Hold

Find a wall you can perform a handstand on. Each day this week practise doing a handstand with your legs against the wall. Time yourself. Can you hold for longer each time?

Extension: Find a patch of grass and do handstands without a wall. Can you balance for a few seconds?



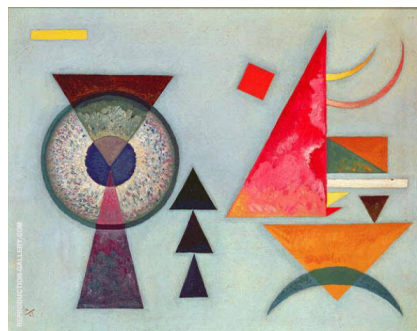
Creative Arts: Abstract Art

Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect. Wassily Kandinsky is a famous abstract artist.

About the Artist

Watch the YouTube clip 'Art of Wassily Kandinsky': <https://youtu.be/2EMw0pYkEJ4> or read the information below:

Wassily Kandinsky was born and raised in Russia. As a child he learned to play both the piano and the cello and enjoyed music. He went to college to be a teacher but when he turned 30, he decided to become an artist and attended an art school in Munich, Germany. Kandinsky was influenced both by painters of the time as well as music composers. Kandinsky's early art was influenced by impressionist art and was more organic and fluid in its nature than later works of art. As he moved further into his career Kandinsky decided that painting didn't need a subject, but that colours and shapes alone could be art. He had the unique ability to translate music into art. He felt that he could express sounds through colours and lines. He was quoted as saying; "Colour is the keyboard, the eyes are the harmonies, the soul is the piano with many strings. The artist is the hand that plays, touching one key or another, to cause vibrations in the soul." Kandinsky became known as the father of abstract art as he was one of the first painters to try to communicate emotions using only shapes and colours.



Kandinsky often listened to music to inspire his art. Use coloured pencils, oil pastels or chalk to try to draw what you hear in the boxes below each music type. Think about lines, shapes and colours and try to convey the feeling of the song.

Choose your favourite composition from above and re-create it larger onto a piece of art paper **OR** create your own Kandinsky inspired artwork. When drawing your composition, let some lines go off the edge of the page, draw some patterns large and some small. Use variety of line types, organic (smooth and curved) and geometric (straight and angled), as well as thick and thin. Once you have your composition drawn in pencil the way you like it, trace over it with Sharpie and then fill the spaces using oil pastels etc. Blend your colours to create a dynamic piece of art. Share with your teacher.

Swing Music: <https://youtu.be/2r4taMjgPx8>

Swing Music: <https://youtu.be/2r4taMjgPx8>

Tuesday 31st August 2021

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

English

Spelling: Write out your spelling words. Use the price code for each letter to work out the total cost for each of your spelling words. Consonants = \$2.50, vowels = \$5

Grammar: Adverbs

Write an interesting sentence using the given adverb. You will need to think about what verb you can describe using the adverb. Bonus points if you can use all 5 in a short paragraph that flows and makes sense.

1. Heavily
2. Miserably
3. Extremely
4. Silently
5. Wisely

Reading: Super Six Comprehension

Reread the text you chose yesterday (attached below) and complete the following activities.

After Reading the text:

Questioning – Pretend you are the teacher. Write 2 **full sentence** questions to ask your students about this text to check that they read it. Answer your questions.

Making Connections – Write down any connections that you can make in a full sentence:

- TEXT to TEXT (A connection you can make between the text and a book or story you have read in the past)

- TEXT to SELF (A connection you can make from the text to one of your own experiences)
 - TEXT to WORLD (Connections you make from the text to real world events past or present)
-
-

Visualising – Choose one part of your text and visualise it. Draw it. Give 5 adjectives to describe it.



Writing: Pobble 365 – ‘The Race’

Study the image ‘The Race’ attached, then read the story starter below. Using the space allowed, finish the story by adding a climax, twist or cliff-hanger ending. Make it exciting, just like the author of the story starter has, by using descriptive language and the ‘Show, Don’t Tell’ strategy.

His heart was pounding as they flew over the crest of the hill. He could taste the gritty dirt that had blown underneath his helmet, and the trickle of sweat that poured down his neck. The roar of the engines filled his ears, and he fixed his eyes on the next jump; this was his chance to shine...

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

Maths: Fractions

Warm Up: Complete 'Number of the Day' at the link: <https://mathsstarters.net/numoftheday/>. Grab yourself a stopwatch or timer and see how quickly you can complete the questions. You can mark your answers afterwards on the website.

Mixed Fractions:

A mixed fraction is defined as a fraction formed by combining a whole number and a fraction. For example, if 1 is a whole number and 1/3 is a fraction, then 1 1/3 is a mixed fraction.

Watch the video 'Math Antics – Adding Mixed Numbers' to help simplify this concept:

<https://youtu.be/pynfj2bYRms>

Answer the following questions. Show your working out where needed:

1) $4\frac{1}{2} + 6\frac{1}{5} =$

6) $6\frac{4}{10} + 5\frac{3}{4} =$

2) $2\frac{5}{10} + 5\frac{3}{5} =$

7) $2\frac{1}{4} + 7\frac{2}{10} =$

3) $3\frac{4}{5} + 8\frac{1}{3} =$

8) $6\frac{1}{2} + 4\frac{4}{5} =$

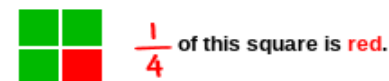
4) $2\frac{4}{5} + 8\frac{3}{4} =$

9) $2\frac{1}{2} + 9\frac{6}{10} =$

5) $3\frac{2}{3} + 5\frac{1}{4} =$

10) $5\frac{5}{10} + 8\frac{1}{2} =$

Remember that fractions are used to count a part of something.



Mixed numbers are used when you need to count whole things AND parts of things at the same time.

Check this out:

How much of these squares is red?



There are 3 whole squares and $\frac{1}{4}$ of another square...

We write it like this:

$3\frac{1}{4}$

and read it like "three and one fourth."

It's really

$3 + \frac{1}{4}$

But, we don't put the "+" in... This is why we say the "and."



History: Ancient Egypt (Gods)

Use the link below to help you match the Egyptian Gods to the picture. Scroll down to the section on people.

<https://www.historyforkids.net/ancient-egypt.html>

Ancient Egyptian Gods Directions: The names of the Gods and Goddesses have become jumbled. Write the correct name of each God or Goddess in the box below each picture.



- | | | | | | |
|------|--------|--------|-------|-------|-------|
| Amun | Anubis | Bastet | Horus | Isis | Khnum |
| Nut | Osiris | Ra | Set | Thoth | |



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

PE: Throw and Catch

1. How many times can you throw a ball to a partner without dropping it?
 2. How many times can you kick a ball to a partner without dropping it?
 3. How many times can you bounce a ball to yourself without messing it up?
- Repeat all of these and record your scores. Practise each day.

Creative Arts: Salsa Dancing

Check out the YouTube clip 'How to Dance Salsa – Dance Lesson for Kids': <https://youtu.be/Lr6052VPdDg> and get your heart rate up by busting a move!

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

English

Spelling: Look, cover, write and check your list words.

Choose 5 of your list words and find **antonyms** for each word. Antonyms are opposites e.g. good and bad.

1. _____
2. _____
3. _____
4. _____
5. _____



Grammar: Adverbs

Adverbs can help to create a feeling for a character based on the way they do certain things. You can have them working fast and happily which may create a sense of excitedness or you could have them do the same things slowly and quietly, which could build a sense of sadness.

For the sentence below, there are multiple missing adverbs. You must add in adverbs to match each given scenario. The core words will stay the same, but your adverbs will be changed based on the mood of the character.

1. Joey is excited about his first cricket game.

Joey woke up _____ on Monday morning. He _____ got out of bed. He went downstairs _____ and greeted his mum _____.

2. Joey is dreading his first day of school in his new town.

Joey woke up _____ on Monday morning. He _____ got out of bed. He went downstairs _____ and greeted his mum _____.

3. Joey is finding out his new class and teacher for the year.

Joey woke up _____ on Monday morning. He _____ got out of bed. He went downstairs _____ and greeted his mum _____.

4. Joey ate some bad food for dinner the night before and is not feeling well.

Joey woke up _____ on Monday morning. He _____ got out of bed. He went downstairs _____ and greeted his mum _____.

Reading & Writing: Super Six Comprehension

Choose one of the texts (attached below) and complete the activities before, during and after reading.

Before Reading:

Predicting – Before reading the text, write a short prediction of what you think it is about. Be sure to use any clues such as pictures and headings. **Write a full sentence or more.**

Read the text:

Monitoring – Find any words/parts of the text that you did not understand. Highlight them. After reading, write them in your book. Use a dictionary to find word meanings. If you are unsure of what any parts of the text mean, write them down so you can ask your teacher during zoom or over seesaw. Read the text again.

After Reading:

Summarising – In your own words, summarise what is happening in your text or what your text is about. **Use full sentences.** What is the purpose of the text? Why did the author write it? Edit your summary and use correct punctuation and spelling. This should be about half a page.

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

Maths: Fractions

Warm Up: Answer the following questions and show your working out:

I am a number. I am 4 digits long. 3 and 5 are 2 of my many factors. What number could I be?	
The answer is $\frac{3}{4}$. What is the question?	
The answer is 345. Use these numbers to work out what the questions could be: 10, 3, 4, 5, 2, 1, 100.	

Complete the Maths revision worksheets attached below. Upload to Seesaw for your teacher to offer feedback.

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



As part of Wellness Wednesday, check out the video from your Student Leaders about how you can Pay-it-Forward during lockdown and learning from home. Enjoy an afternoon of wellness!



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

English

Spelling: Look, cover, write and check your list words.

Boggle

Using the letters in the box see how many other words you can make. Add up your score to see how well you went.

M	A	P	O
E	T	E	R
D	E	N	I
L	D	H	C

Write your words here:

Scoring: 3 letter word = 1 point, 4 letter word = 2 points, 5 letter word = 3 points and 6 letters and above = 5 points.



Grammar: Adverbs and Adjectives

Both adverbs and adjectives are words used by authors to create descriptive and interesting pieces of writing. An adjective describes a noun and often describes to our five senses, whereas an adverb describes a verb and how the verb is done.

Determine whether each underlined word below is an adjective or an adverb. Write the answer next to each sentence.

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1. The woolly mammoth is believed to be the ancestor of the modern elephant. _____
2. She jumped up suddenly and left the room. _____
3. This recipe calls for coarsely ground nuts. _____
4. The early bird gets the worm. _____
5. She speaks so softly that I can hardly hear her. _____
6. She has curly blond hair and blue eyes. _____
7. "Come here, quickly," she said, "and help me get this curtain hung." _____
8. At the pet shop a cuddly little kitten snuggled up to me, and I almost bought it. _____
9. A nicely trimmed hedge is an asset to a yard. _____
10. His kingly bearing makes him a perfect choice for the role of pharaoh in our play. _____
11. That oil painting is absolutely magnificent! _____
12. Toothpaste ads on television always feature models with gleaming, pearly teeth. _____

Reading and Writing: Pobble 365 – 'A Balancing Act'

Study the image 'A Balancing Act' attached, then answer the following questions:

1. Do you think the person in the picture is taking a risk?
2. Is it good or bad to take risks?
3. Why do some people take more risks than others?
4. Is there such a thing as a good risk?
5. What advice would you give this person?
6. How do you think he is feeling at this moment?

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



Maths: Fractions

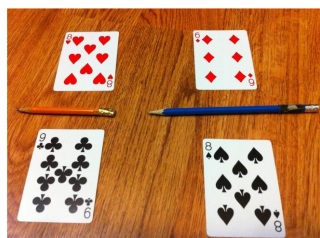
Warm Up: Choose a times table you are still learning. Practice it twice, then record yourself. What time did you get?

Choose two of the fraction activities from below to complete. You may choose to do the other activities tomorrow.

Activity One

Take a deck of cards and try this game. If no one in your family is available to play with you, that's ok. Challenge yourself and decide which fraction is the largest.

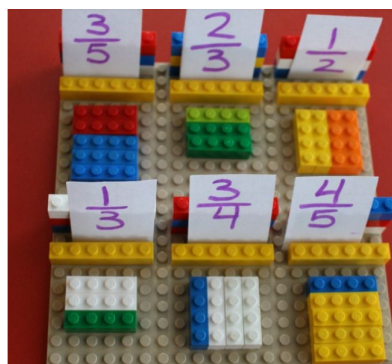
Deal two cards: a numerator and a denominator, and then determine whose fraction is the largest. The winner keeps all four cards, and play continues until the cards are gone.



Activity Two

Visualising what fractions represent is easier (and a lot more fun) when you use LEGO bricks. Lay them out side by side or build towers.

Can you make the fractions in the picture? Can you make your own?

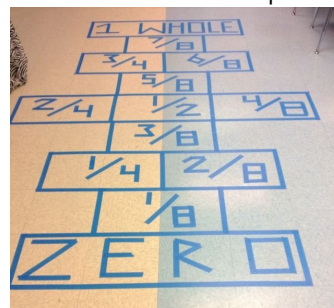


Activity Three

It's hopscotch with a fraction game twist!

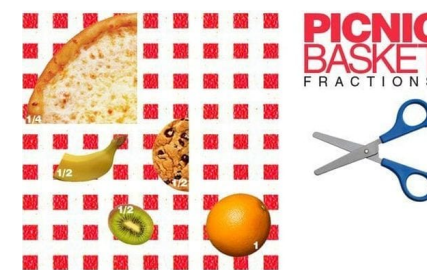
Draw a hopscotch board at your house, or outline using tape on your bedroom floor or down the hallway.

Label the square with fractions instead of whole numbers. Throw a marker and jump to where it lands, then name the equivalent fractions for that square.



Activity Four

Students plan a picnic and choose the food they want to bring along. Using a ruler and scissors, cut portions of the food choices and glue them to a paper plate. You can find food in magazines, draw them, or print them. Finally, label each item with the fraction name. Bon appetite!



History: Ancient Egypt (Hieroglyphics)

Use the link below and then scroll down to the arts and culture section to help solve the word puzzle.

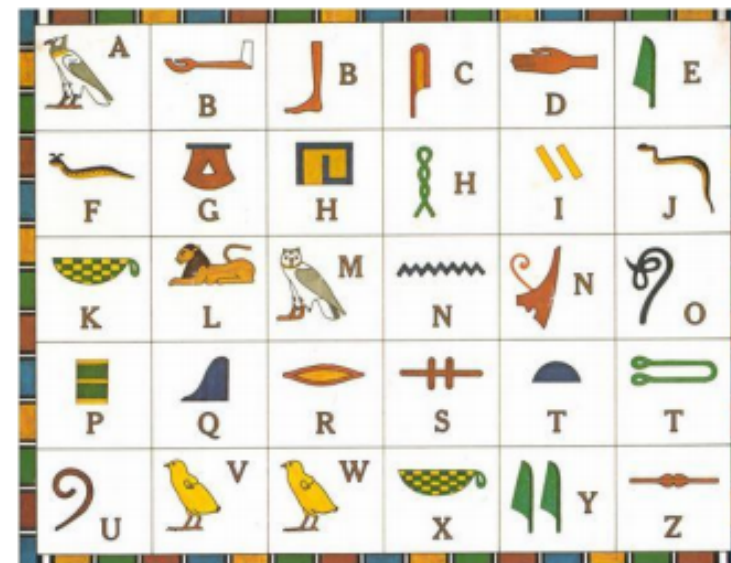
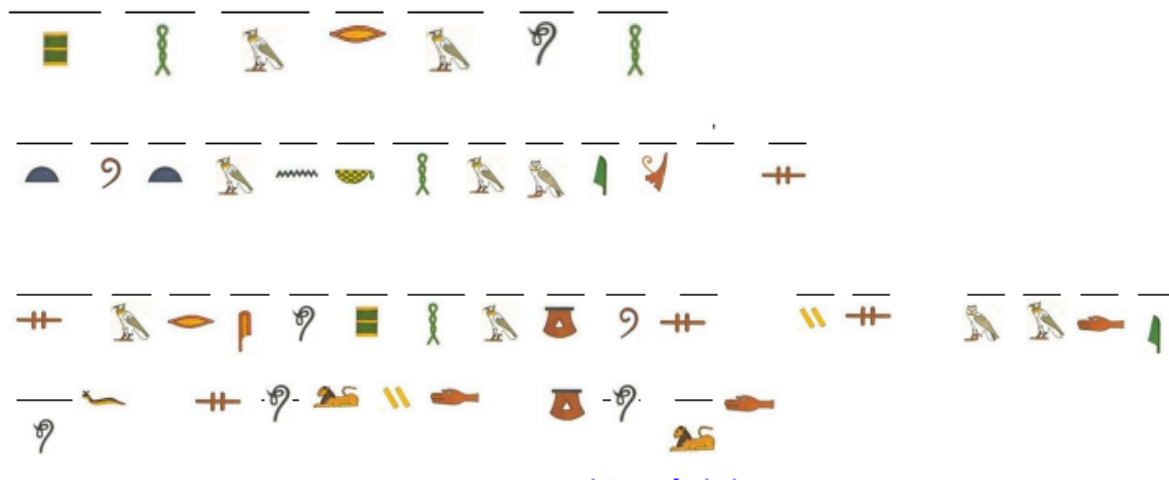
<https://www.historyforkids.net/ancient-egypt.html>

Decoding Ancient Egyptian Hieroglyphs

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Directions: Study the ancient Egyptian alphabet below. Then use the alphabet to decode the message below.

Hint Be careful – some letters have more than one symbol and some symbols represent more than one letter of the alphabet.



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

PE: Sprints

Find somewhere you can sprint a distance of around 10-20 metres.

First, jog the distance and back.

Then jog a bit faster and back.

Then a medium paced run and back.

Lastly, a sprint and back. Repeat this ten times.

Extension: time your sprint lap and try to beat it each round.

Creative Arts: Colouring in and Russian Art

If you're feeling inspired, check out the following links and either complete some colouring in or familiarise yourself with some Russian artists.

Colouring In: <https://www.dltk-kids.com/t.asp?t=https://www.dltk-kids.com/world/russia/images/b-kandinsky-several.gif>

Russian Art: <https://www.dltk-kids.com/world/russia/martwork.htm>

Friday 3rd September 2021

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

English

Spelling: Spelling Test. Get a family member to text you on your words. Check over and mark your words to see how you went.

Grammar: Adverbs and Adjectives

Read the 'Bridge Story' attached below. After you have read go through and circle all the adjectives you can find and underline the adverbs.

Reading and Writing: Pobble 365 – 'Honey, I Shrunk the Kids!'

Study the image 'Honey, I Shrunk the Kids' attached, then read the story starter below. Using the space allowed, finish the story by adding a climax, twist or cliff-hanger ending. Make it exciting, just like the author of the story starter has, by using descriptive language and the 'Show, Don't Tell' strategy. There is space on the next page for your writing.

Once you've finished your writing, record yourself reading it and upload to Seesaw. Remember to use emphasis, expression and fluency!

Dad's home science experiment had gone horribly wrong! He had zapped the kids in the garden with his new ELECTROZORBASTICLASERJETBRAIN-GUN, which was supposed to make his three children the smartest children in the entire world. Instead, the zap had backfired, making Dad even more brainy, but the children...Extremely tiny!

Stood in the middle of the garden path, they suddenly found themselves running as fast as they could away from a rolling pebble (which was actually tiny, but now seemed as big as a house).

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



Maths: Fractions

Warm Up: Time yourself completing the times tables you practiced yesterday – did you beat your time?

Can you draw a fraction without using any numbers? That's the challenge today! Draw single objects divided to represent fractions or be more creative. See the examples on the right or watch the clips below. We cannot wait to see what masterpieces you come up with.

'Fraction Flowers': <https://youtu.be/srVxhw318Dc>

'Fraction Art: How to make fraction bee with beehive': <https://youtu.be/Z6GRgak3Z1E>

Now to have some fun! Cook some pancakes and divide them into a variety of fractions using a knife safely. See the recipe below or use a shaker pancake mix.



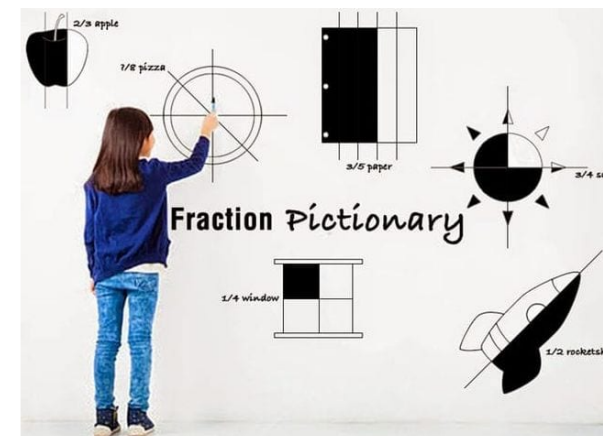
Pancakes

Ingredients:

- 2 large eggs
- 2 cups 250ml milk
- 2 1/4 cups white self-raising flour

Directions:

- Whisk the eggs and milk together to combine. Add in the flour, and beat until the batter is smooth and lump free. Add in any optional add-ins you like here (choc chips, Nutella).



- Heat a nonstick pan over low-medium heat with cooking oil spray. Wipe over excess; pour about 1/3 cup of batter per pancake. Cook pancakes for 1 to 2 minutes, or until bubbles appear on the surface and the bases are golden brown. Flip and cook until golden; transfer to a warmed plate; repeat with remaining batter (spraying/greasing pan between ever second or third pancake if needed).
- Serve immediately with yoghurt, ice cream, whipped cream, maple syrup, berries, or any other toppings you like.

History: Ancient Egypt (Architecture)

Use the link below and then scroll down the section on architecture to help you with the following questions.

<https://www.historyforkids.net/ancient-egypt.html>

Directions: Read each question carefully. Then choose a word to fill in each blank.

1. Robbers break into pyramids to steal this. _____
3. She is the Goddess of Architects. _____
4. The Step Pyramid is located in this city. _____
5. Pyramids were built as this type of place for Egyptian kings. _____
6. Smooth slabs of white limestone were removed from the Great Pyramid of Giza to build this city. _____
7. He was the Step Pyramid's architect. _____
8. Pyramids were built with lots of these. _____
9. This pyramid was built in 2528 B.C. for King Knufu. _____
10. Temples were filled with these to support the heavy stone rooves. _____
11. The temple located at this place displays four huge statues of Pharaoh Ramses. _____
12. The Great Pyramid of Giza was built using over 2 million huge blocks of this stone. _____

false doors, burial, Imhotep, stone pillars, limestone,
Abu Simbel, Seshat, The Great Pyramid of Giza, treasure, Step Pyramid, Cairo,
Saqqara

Ancient Egypt (Test)

Using the link below, test yourself on this week's History content. Tony Staff from 2017 still currently holds the record for the highest quiz score of 10 out of 12. Can you beat him?

<https://www.historyforkids.net/ancient-egypt.html>

Read each question carefully and answer as best you can.

1. The Egyptians believed their kings and queens were _____.
2. The best known system of Egyptian writing uses _____.
3. Egyptians were _____ before they were buried.
4. Hieroglyphs use a mixture of symbols and _____.
5. Ancient Egypt was a harsh and arid _____.
6. Egyptians were buried in _____.
7. Melting snow from the highlands of _____ caused the Nile to flood.
8. The only land that could be cultivated to support life was on _____.
9. Egyptians believed there was _____ after death.
10. The ancient Egyptian civilization lasted for more than _____ years.
11. Egypt became a _____ province in the 1st century B.C., which ended the history of ancient Egypt.
12. Many kings and queens had _____ built to commemorate important events during their reigns.

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



PE: Bring Sally Up – Push up version

Listen to the song Bring Sally Up: https://youtu.be/0_tDe7xjrD4

When the song says 'Bring Sally Up' you should be at the top with your arms straight. When the song says, 'Bring Sally Down', you should be close to the ground with your arms bent. When there is a long pause, you should be in the middle of these positions, holding. Can you last the three minutes?

Practise all your skills from this week – handstands, throwing, kicking, bouncing and sprints.

Creative Arts: Origami Animal Puppets

Check out the YouTube clip: 'Hand Puppets from Paper': <https://youtu.be/cyYuHbxWCis> and create your very own origami animal puppets!

Hopscotch was So Exhausting!

article by Kate Walker | illustrated by Fifi Colston

Hopscotch is a fun game today, but not when it was first invented. Back then it was difficult and exhausting, and played only by grown men.

Hopscotch was invented 2000 years ago when the Roman army invaded Britain. The Roman army was famous for its tough soldiers and for building stone-paved roads. Hopscotch was invented as a training exercise for soldiers as they

moved along those ancient roads.

A grid of squares, 30 metres long, was marked on the roadway. Soldiers had to hop from square to square. Sometimes they could land on two feet, sometimes on one. They wore full armour: metal helmet, breastplate and shoulder guards. They carried weapons, including sword, spear and shield. They might even have carried a backpack containing food and tools. All together this gear would have weighed about 20 kilograms. No wonder the soldiers found hopscotch exhausting!

This single exercise built strength and endurance. It made the runner more sure-footed and fast. Today's footballers train the same way when they run from foot to foot along rows of truck tyres. Today we call it cross-training. Ancient children soon turned this exercise into a game. They drew small grids and invented rules to make hopscotch fun. The word 'scotch' means 'scratch', or the 'scratched' lines of the grid over which the player must hop. ■



Cat-astrophe

poem by Alison A Ferguson | illustrated by Aśka

Dad says, 'Out of the kitchen!
Who popped this blue balloon?
Please don't touch the birthday cake.
Our party will start soon.'

But I spy blobs of icing,
sticking to the platter.
If I gently scrape them off,
would it really matter?

And what about these lollies
all dotted down each side?
Just one will do, I promise
and open my mouth wide.

Then as I stand there, chewing,
I see a jammy space
from where I took the lolly
and stuffed it in my face.



I scoop a sticky dollop
and dive back in for more.
Without a single warning,
the cake falls on the floor.

The plate not far behind it
spins swiftly to the ground.
Then smashing into pieces,
it makes a crashing sound.

I hear the rush of footsteps.
Before the guests can see,
I wipe my guilty whiskers
and purr, 'It wasn't me!'

The Colosseum

article by Cheryl Bullock | illustrated by Sylvia Morris

It may be a major tourist attraction today, but it was once a venue for sporting events, celebrations and bloodshed.

An amazing structure

The massive stone amphitheatre known as the Colosseum was completed in Rome in 80 CE under Emperor Titus, a much-loved ruler from the Flavian dynasty. Many experts agree that the name for the Colosseum came from the colossal statue of Nero that once stood next to it. Emperor Nero commissioned the giant bronze statue as a symbol of his power over land and sea. It was positioned to greet spectators as they arrived at the amphitheatre. After Emperor Nero's infamous reign came to an end his successors modified the statue to represent the Sun god, Sol.

Measuring 190 metres by 155 metres, the Colosseum was the largest amphitheatre in the Ancient Roman world. Inside, there was seating for more than 50 000 spectators and, although the structure did not have a fixed roof, there were awnings that unfurled from the top storey, providing shelter from the hot Roman sun.

Boasting three storeys of arched entrances, the Colosseum also contained a labyrinth of underground passageways, designed so that animals, gladiators and actors could appear suddenly in the arena.



Deenstine

A centre for entertainment

People from all social rankings gathered to watch an array of battles: gladiatorial combats, wild animal fights and various hunting demonstrations. On special occasions, and at great expense, the Colosseum was flooded with water, and mock naval engagements were staged.

While the crowds loved all the extravagant theatrics, the gladiatorial

combats were by far the most popular. Some gladiators were slaves and criminals, while others were highly-trained professionals. And while many gladiators were killed in combat, many went on to become revered members of Roman society.

Today, visitors can marvel at this architectural wonder and imagine the spectacles of its glory days. ■



Alamy





Wednesday Reading and Writing Text Options: Text A

Working on a Crocodile Farm

article by
Kate Walker

Do you fancy working with crocodiles? Then you're in luck. Crocodile farms in Queensland and the Northern Territory are hiring workers now. You need to be fit, fast and totally fearless! Sounds like a perfect job for a sprite like me!



Stealing eggs

Your first job is egg collecting. All crocodile farms keep male and female crocodiles for breeding. Each pair has its own pen with shady trees and a large pond. In summer the female builds a nest of soil and grass, and lays about ten eggs each day for five days. The eggs have to be taken from the nest every day, and stealing eggs from two fully-grown crocodiles can be tricky. But don't worry, you won't be alone.

An experienced crocodile handler will enter the pen first and use a wooden pole to prod the crocodiles out of the way. Usually the crocodiles slip into their pond. Then you'll enter, carrying a plastic tub lined with straw. You'll scrape soil from the top of the nest. This exposes the eggs, and you mark the top of each one with a pen. Crocodile eggs must always stay in the



same position. If they roll sideways the embryo inside can be harmed.

You'll place the eggs carefully in the tub. Meanwhile, your co-worker with the pole keeps a sharp eye on the croc. If one moves in to protect the eggs, it is prodded away with the pole. If both crocodiles move in to protect their eggs, then you and your co-worker should get out of there fast! You can always come back later when the crocs have settled down. All the eggs are placed in an incubator, and 80 days later baby crocodiles hatch out. Your next job is to help little crocodiles get born.



Baby crocodiles

About half the baby hatchlings will crack open their own shells and wriggle free. But some eggshells are so tough the babies can't make a hole big enough to crawl through. This is why the eggs are taken from the nest. It's your job to crack their shells open for them, and help them climb out. Once that's done, your next job is easy. You'll wash each little hatchling in warm water and place it in a nursery tank with a hundred others.

Small crocodiles

Crocodile hatchlings are about 28 centimetres long. That makes them easy to handle, but they grow quickly. In just 14 months they'll have grown into juveniles and they're one metre long.



Now every juvenile has to be caught by hand and moved to a large, outdoor pen. An expert crocodile handler will show you exactly how to do this. Pay attention! Even juvenile crocs can give you a nasty bite!

To catch a crocodile, always approach it from behind, and grab it quickly by the back of the neck. To lift it, slip your free hand under its back legs and tummy, and support the length of its body as you raise it from the ground. Carry it to its new pen while holding it close and tight. Place it down quickly, let go of its neck and then back away. Most juveniles scuttle straight into the water when released. But there's always one who'll spin around and snap at you. Crocodiles are unpredictable creatures. They may attack at any time. You need to be ready for *anything!*



Big crocodiles

In just two years crocodiles grow up to 1.5 metres long. They have to be moved again to much larger pens with fewer crocodiles. Now, two handlers work together to catch and carry each croc. As before, you'll approach the animal from behind, and this time you'll throw a wet sack over its head so it can't see. This stuns the crocodile long enough for you to rush in and sit astride its shoulders.

You'll grip the back of its neck with one hand, and press its jaws closed with the other. Your co-worker will now dash in too and wind tape around the crocodile's jaws. You'll lift the big croc together, supporting its tummy and long, heavy tail. In its new pen, you'll place the croc carefully on the ground

and you'll sit on its shoulders as before. Your co-worker will cut the tape away from the animal's jaws. As soon as that's done, you'll let go of the crocodile's neck and you will both back away fast. The crocodile will toss the sack off its head and spin about looking for you. Never forget, crocodiles have the most powerful jaws of any animal on earth. You don't want it chomping on you!

Monster crocodiles

Every crocodile farm puts on shows for tourists. And the main thing tourists want to see is *you*, kneeling before a monster crocodile feeding it by hand. It will take years of experience before you get to work *that* close to a fully grown croc, by which time you'll have studied crocodile husbandry at TAFE, passed exams and have developed nerves of steel.



Your everyday chores

You won't have to catch crocodiles every day. But you do have to feed them, then clean up after them. Farm-raised crocodiles are given fresh meat and dried food enriched with vitamins. They will fight each other for food unless there's plenty to be had. So farmed crocodiles are given more food than they can eat. This stops them fighting and harming one another. But it leaves a lot of uneaten meat lying about. That meat has to be cleaned up daily before it rots and spreads diseases.

There's only one way to clean a crocodile pen. You'll have to step inside, armed with a bucket and broom. As you walk around, amid 50 to 100

Their tummies are full and they're happy to doze. But every now and then one will creep close, eyeing you for dessert. A tap on the snout with a broom usually frightens it off. Crocodiles are very sensitive animals. The worst thing you can do around crocodiles is drop your bucket with a *clang!* Any loud, startling noise can make them stop eating, become ill and even die!

Like all other farm animals raised for their meat and skin, crocodiles have to be well looked after. It's your job to make sure they stay healthy and content. So do you still want to work with crocodiles? Crikey, who

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CAPTAIN A HAB'S Weird Wide World



article by Geoffrey McSkimming | photos by Alamy

Do you ever get the feeling that you're being watched? Perhaps you are!

Watching Trees

Next time you go for a walk in the Australian bush or in an overseas forest, you might find yourself being watched ...

Sometimes the trees out there grow in ways that you would never expect, not in your weirdest dreams! Over the creeping course of time, mosses, bark, lichens, knotholes and branches can grow in strange and unusual ways to form features that are not all that different to human faces.



Stories and legends have come out of such unusual tree formations. Have you heard of the Green Man? In old England he was a character who lived in trees and whose features morphed into the trunks. In JRR Tolkien's *Lord of the Rings* stories, the mighty ancient Ents are a race of trees who can talk and, when they want, pick up their roots and travel across the countryside. The Ents, too, have human-like features.

Check out some of these fantastic flora faces we've spied recently on our travels ... and, next time you're wandering in the woods, keep your eyes open for those tall, woody creatures who may be watching out for you! ■



How Many Friends Can You Have?

article by Laura Mucha | illustrated by Tony Flowers

Have you ever wondered about friendship? What it really is, or how many friends you need to have? Here are some thoughts on this pal-type poll. —E



When people talk about *love*, they usually mean romantic love—two people meet, fall in love and live happily ever after. But some great thinkers argue that there is another type of love that is just as important as romantic love: *friendship* love.

One of the most important thinkers on friendship was the philosopher Aristotle, who lived in Greece more than 2300 years ago. Aristotle believed that there were three types of friendship:

- **Perfect friendship:** this is where two people are good in similar ways, and hope for the best for each other. If you and your best friend or sibling are both kind, and put each other first, then you may have a 'perfect friendship'.

- **Pleasure friendship:** this is where friends make each other happy, or bring each other pleasure—but they don't have to be good, or want the best for each other. The friends who are fun to hang out with, but wouldn't necessarily be the people you would talk to about your problems, are likely to be 'pleasure friends'.

- **Utility friendship:** this is where friends are useful to each other—so the friendship lasts only as long as two people find each other useful. Someone at school who is useful because they play in the same sports team as you, or work with you to complete your homework project, might be a useful friend.

All in the numbers

How many of each type of friend can you have? Aristotle thought that you could only have a very small number of 'perfect' friends, because this sort of friendship requires lots of time and contact. But he thought you could have lots more 'pleasure' and 'utility' friends. And recent research by a social anthropologist called Robin Dunbar fits with Aristotle's theory.

Dunbar looked at the sizes of gorillas' brains and then at the number of 'friends' the gorillas had. The reason for doing this was that he thought that having friends took up a lot of brain activity, so he suspected that the gorilla's brain size would limit how many friends they could have.

Then Dunbar looked at the size of human brains to try and work out what human friendship limits were. From this exercise, he came up with the average number of friends that humans can have—which he says is 150.

That number might seem like a lot (or a little), but they won't all be our best, 'perfect' friends. Dunbar thinks that we have different levels of friendship. Within the 150, there are only about five people in our group of best friends—and this can include members of our family.

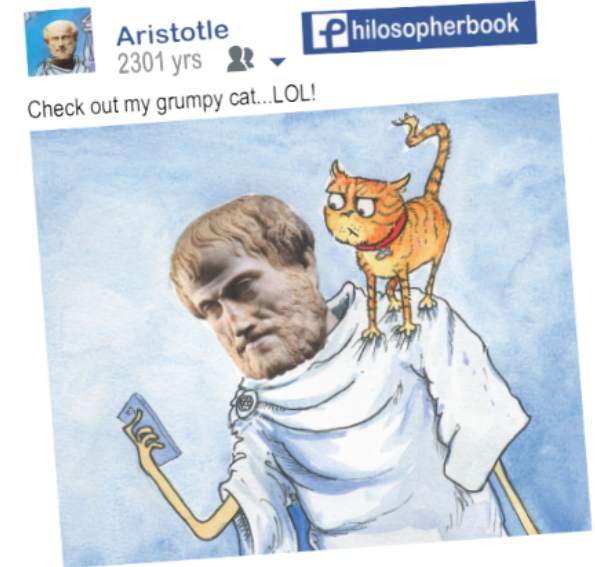
Changing times

It's all very well learning about this theory and research, but surely social media like Facebook, Instagram and Twitter has changed the number of friends people can have? Well, it looks like it hasn't. When researchers analysed three million Twitter users and 380 million tweets, they found that we are still limited to around 150 people, when it comes to the number of friends that we can have. Even with the 'help' of social media, Robin Dunbar's limit still exists.

It might seem strange to stop and really think about different types of

friendship in this way, but philosophers would argue that it is a good idea to think about things that are important to us. Plus, when things go wrong, it is always good to have an idea of who our closest friends are.

But whatever type of friend someone might be, scientists have found that having people around us is important for our minds and bodies. We humans are social creatures and we need others—especially friends—in order to be happy. ■



| NSW Department of Education
Thursday Writing – ‘A Balancing Act’



| NSW Department of Education

Friday Writing – 'Honey, I Shrunk the Kids!'



Equivalent Fractions

Sheet 1

Compare each pair of fractions using = or \neq .

1) $\frac{5}{15}$ $\frac{1}{3}$

2) $\frac{4}{6}$ $\frac{8}{10}$

3) $\frac{7}{3}$ $\frac{16}{6}$

4) $\frac{3}{5}$ $\frac{12}{20}$

5) $\frac{2}{18}$ $\frac{1}{9}$

6) $\frac{9}{4}$ $\frac{27}{15}$

7) $\frac{12}{8}$ $\frac{6}{5}$

8) $\frac{40}{100}$ $\frac{4}{10}$

9) $\frac{7}{2}$ $\frac{21}{6}$

10) $\frac{2}{9}$ $\frac{18}{4}$

11) $\frac{33}{22}$ $\frac{36}{28}$

12) $\frac{27}{45}$ $\frac{9}{15}$

13) 6 $\frac{18}{3}$

14) $\frac{13}{26}$ $\frac{1}{3}$

15) $\frac{8}{3}$ $\frac{32}{10}$

16) $\frac{9}{7}$ $\frac{45}{35}$

Fractions and Decimals

Calculate the following. Show all your working.

a)
$$\begin{array}{r} 17.64 \\ \times \quad 8 \\ \hline \end{array}$$

b)
$$6 \overline{)67.56}$$

c) $34.095 \times 4 =$

d) $16.062 \div 3 =$

Addition and Subtraction Problems

Use the map below to answer the following questions.



a) How far is it from Point Danger to Meadow?

b) Which is closer and by how much? *Lakeview to Highland* or *Portview to Pinetree*.

c) How much further is it from Highlands to Meadow if I walk through the forest on the dotted trail than it is to go directly down the road?

Multiplication and Division Problems

Answer the following word problems. Show all your working.

a) Sarah went to movies with 4 other friends. They watched a movie called the Notebook at 6.30pm. If each person bought a ticket for \$9.00 and popcorn for \$7.00, how much did their night cost altogether?

b) How much change will I get from \$200 if I buy 2 shirts for \$30 each and 3 pairs of shorts for \$25 each? The shirts were bought at City Beach and the shirt at Rebel.

c) Mrs Jenson was painting her room pink and white. She bought 2 tins of paint from Bunnings at \$41.95 per tin, 3 paintbrushes at \$2.80 each and a paint tray. If the total cost was \$101.20, how much was the paint tray?

Page Break

Multiplication and Division – Order of Operations

a) $30 - 27 + 6 =$

b) $16 + 5 \times 8 =$

c) $(7 + 2) \times 6 =$

d) $3 \times 6 - 16 \div 4 =$

e) $5 \times 8 - [(4 + 3) \times 2] =$