

# Manilla Central School



Stage 2

## Home Learning Booklet

Week 6, Term 3



## Monday – 16<sup>th</sup> August 2021

### Morning

- Spelling
  - On the brain storming page, write as many words as you can think of the contain the grapheme **o** as in 'orange' and **a** as in 'watch'. This page has been divided into beginning, middle and end columns for where in the word you hear the sound.
  - Copy list words into Monday's column.
- Reading
  - The Olympic Games – reading comprehension activity.
- Handwriting
  - Follow the instructions on the page carefully to complete your handwriting activities. *TAKE YOUR TIME.*
- Writing
  - Complete the activities on Linking Devices in Narrative Paragraphs. There are 3 sheets for you to complete. Examples of Linking Devices have been highlighted on the first page, however you will need to find **4** more on this page. Page 2 you will need to match the linking devices at the bottom of the page to complete the sentence. Page 3 you will need to match the correct sentence beginning to the sentence ending.
- Read Theory/Reading Eggs

### Middle

- Fitness
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Area House worksheet
  - Design your own house with the same amount of rooms as the example we have used to calculate area. Each room must be the same size, however you can re-arrange rooms however you choose.
- Prodigy

### Afternoon

- Unit of Inquiry
  - Lets Get Clean Experiment

Word Brainstorm – ‘o’ as in Orange and ‘a’ as in wAtch

<u>Beginning</u>	<u>Middle</u>	<u>End</u>



<u>List Words</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
1. Rock 2. Lost 3. Cost 4. Long 5. Song 6. Gone 7. Want 8. What 9. Wash 10.Stopping 11.Hopping 12.Watch 13.Across 14.Bottle 15.Bottom					

# THE OLYMPIC GAMES

## THE ANCIENT OLYMPICS

The first ancient Olympic Games took place in Greece nearly three thousand years ago in 776 BC. They were held in the religious sanctuary of Olympia, a rich land surrounded by olive trees.

Initially, the ancient Olympics were organised as part of a religious festival to honour the leader of the Greek gods, Zeus. He was the god of the sky and lived on Mount Olympus, the highest mountain in Greece.

In 392 AD, the Olympic Games were suspended until 1500 years later.

## The Modern Olympics

In 1896, Pierre de Coubertin, a French educator and historian, believed that coming together to play sports would encourage peace among the world's countries. He launched the first modern Olympic Games in Athens, Greece, in 1896.

Pierre also designed the Olympic rings. The five rings represent the five continents that originally participated in the Games.

The modern Olympics is the largest sporting event in the world. It is held every four years.

## EVENTS AND REWARDS

At the start of the ancient Olympics, only men who spoke Greek were allowed to participate. They ran short, straight 200 metre foot races that were wide enough for twenty men to run at once. This was to keep them fit for the intensity of war. Eventually, other individual events were added to the ancient Olympics. Team events were only introduced at the start of the modern Olympics.

During the ancient Olympics, there was only ever one winner who received a wreath of olives as a prize and a statue built in his honour. The olive leaves were taken from the sacred Olympia olive trees near the temple of the Greek god, Zeus.

Today, athletes are rewarded with a gold, silver or bronze medal for achieving a first, second or third place when competing in one of the sporting events.

## Participation of Women

During the ancient Olympics, women were not allowed to participate in the events and married women were not allowed to attend the Games. A separate event was created for women called Heraia, dedicated to the wife of Zeus.

Women are able to attend the modern Olympics and participate in a range of sporting events.

## THE OLYMPIC TORCH

As part of a modern Olympic tradition, an Olympic torch is lit in Olympia. The flame is then passed on from torch to torch until it reaches the location of the games.

During the opening ceremony, the flame from the torch is used to light a cauldron at the stadium of the host city to symbolise the start of the Games and peace between countries. The cauldron stays alight for the duration of the games.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Olympic Games

1. Why were the ancient Olympics initially organised?

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2. How and when did the modern Olympics begin?

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3. Why were athletes originally given olive wreaths as a reward?

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4. Why do you think women were not allowed to participate in the ancient Olympics?

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5. Why is a flame lit at the modern Olympics? Where does the flame come from?

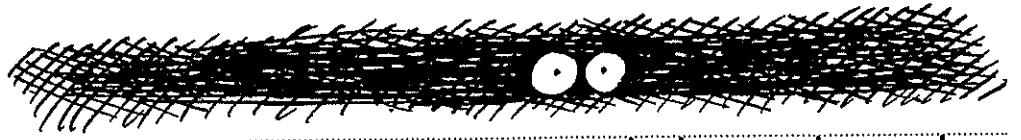
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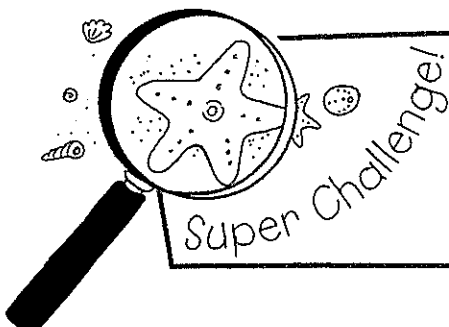
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The deep ocean is a cold, dark place. The animals living there have adapted to these conditions. Some of these animals emit light from their bodies to lure prey or scare predators.



- Circle the diagonal joins to s.
- Underline the horizontal joins to s.

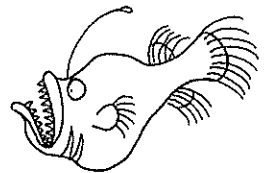
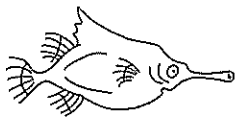
Trace and copy these deep sea fish names.

Anglerfish Southern Frost Fish

Spookfish Bellowfish Rat-tails

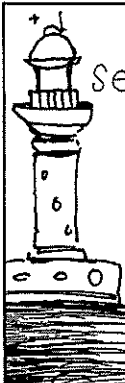
Lanternfish Ghost shark

Nurse shark Longnose lancelfish



Trace then copy these letter combinations.

es os as us ns rs is fs



Self Assessment

Rate your joins to s.

Needs work



Good effort



Best ever!



Name \_\_\_\_\_

Date \_\_\_\_\_

## Using Linking Devices in Narrative Paragraphs

Underline the linking phrases/clauses in the following narrative paragraphs.

There are eight to find.

### Professor Fizz's Potion

Professor Fizz clutched the miracle potion in his gloved hand. For many days and nights, he had been trying to perfect this recipe. Now that the brew was exactly right, it was time for a test. Removing his gloves, he pulled the cork from the top of the bubbling beaker. In one gulp, he drank the entire potion and waited.

Almost immediately, Professor Fizz began to feel very strange. In a matter of seconds, his eyes started to feel very hot. A few minutes later, the hairs on his arms and legs started to twitch. While that was happening, he heard a strange whistling sound coming from inside his ears. Professor Fizz hoped that he wouldn't have any more strange reactions to his potion!



Write a linking phrase or clause at the beginning of these sentences.

Try to link the ideas in the three sentences together.

1. \_\_\_\_\_, Professor Fizz went to see his friend.
2. \_\_\_\_\_, his friend told him to get some rest.
3. \_\_\_\_\_, Professor Fizz felt much better.

Name \_\_\_\_\_

Date \_\_\_\_\_

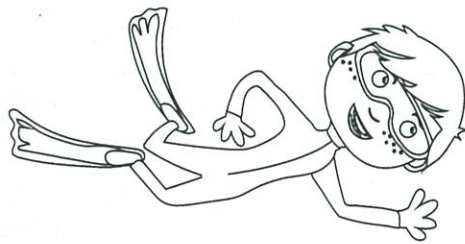
## Using Linking Devices in Narrative Paragraphs

Fill in the blank spaces in the narrative paragraphs below by choosing the correct linking phrase or clause from the table.

### The Deep-Sea Diver

The deep-sea diver looked nervously at the ocean around him. \_\_\_\_\_, waves crashed angrily into the side of his rocking boat. \_\_\_\_\_, he was going to have to enter these dangerous waters. \_\_\_\_\_, he put on his goggles, flippers and oxygen mask. \_\_\_\_\_, he dived into the freezing waters below and hoped for the best.

He felt the icy water cover him like a blanket. \_\_\_\_\_, he could see rainbow fish darting out of the coral. \_\_\_\_\_, he felt calm and happy. \_\_\_\_\_, a giant shark appeared out of nowhere. \_\_\_\_\_, the diver swam furiously back towards his boat. He decided never to dive in this part of the ocean ever again!



Slowly but surely	For a few minutes
One by one	When he opened his eyes
Knowing the time had come	Just then
Without another thought	In a few seconds



Name \_\_\_\_\_

Date \_\_\_\_\_

## Using Linking Devices in Narrative Paragraphs

Match the correct sentence beginning with the correct sentence ending

### Beth's Birthday



When the lights went out...

... all of Beth's friends sang  
*Happy Birthday* to her.

In the light of the candle...

... the candle on the chocolate  
cake shone brightly.

While they were singing...

... Beth thanked her friends for  
their beautiful singing.

When the song was over...

... she jumped into her comfy  
bed and fell fast asleep.

To thank them for coming...

... she decided to have a nice,  
warm shower.

When she was finished...

... she brushed her teeth and got  
ready for bed.

When she got out...

... Beth swayed back and forth in  
time with the music.

After such an exciting day...

... Beth wrote special letters to all  
of her friends.



### WEEK 1 SESSION 1 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** -  
do these in your head

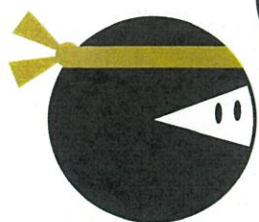
**TIMESTABLES** -  
do these in your head

**KEY SKILLS** - you may use written calculations  
for these questions

Q	Question	Answer
1	$2 + 3$	
2	$89 + 11$	
3	What is half of 6?	
4	$125 - 10$	
5	$177 + \square = 270$	
6	$53 = 23 + \square$	
7	$805 - 804$	
8	$4 \times 1 = 4$ , so $4 \div 4 = \square$	
9	Write 20:12 in 12 hour clock format	
10	9:37 pm is how many minutes after 9:08 pm?	
Total out of 10		

Q	Question	Answer
1	$2 \times 9 = \square$	
2	$24 \div 3 = \square$	
3	$10 \times \square = 80$	
4	$6 \div \square = 3$	
5	$1 \times 2 = \square$	
6	$28 \div 7 = \square$	
7	$\square \times 6 = 54$	
8	$\square \div 2 = 5$	
9	$3 \times 9 = \square$	
10	$4 \div 4 = \square$	
Total out of 10		

Q	Question	Answer
1	$61 \times 31$	
2	$657 - 382$	
3	$7.2 \times 94.2$	
4	0.7 as a fraction	
5	$46.15 + 5.08$	
6	$(-40) \div (-4)$	
7	If $a = 4$ , $b = 3$ and $c = 1$ , what is the value of $3a - b^2$ ?	
8	$3 - (-5)$	
9	What is the highest common factor of 12 and 4?	
10	What is the value of 13 squared?	
Total out of 10		



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MENTAL  
STRATEGIES:

TIMESTABLES:

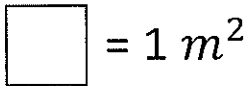
KEY SKILLS:

+

MY **NINJA** BELT:

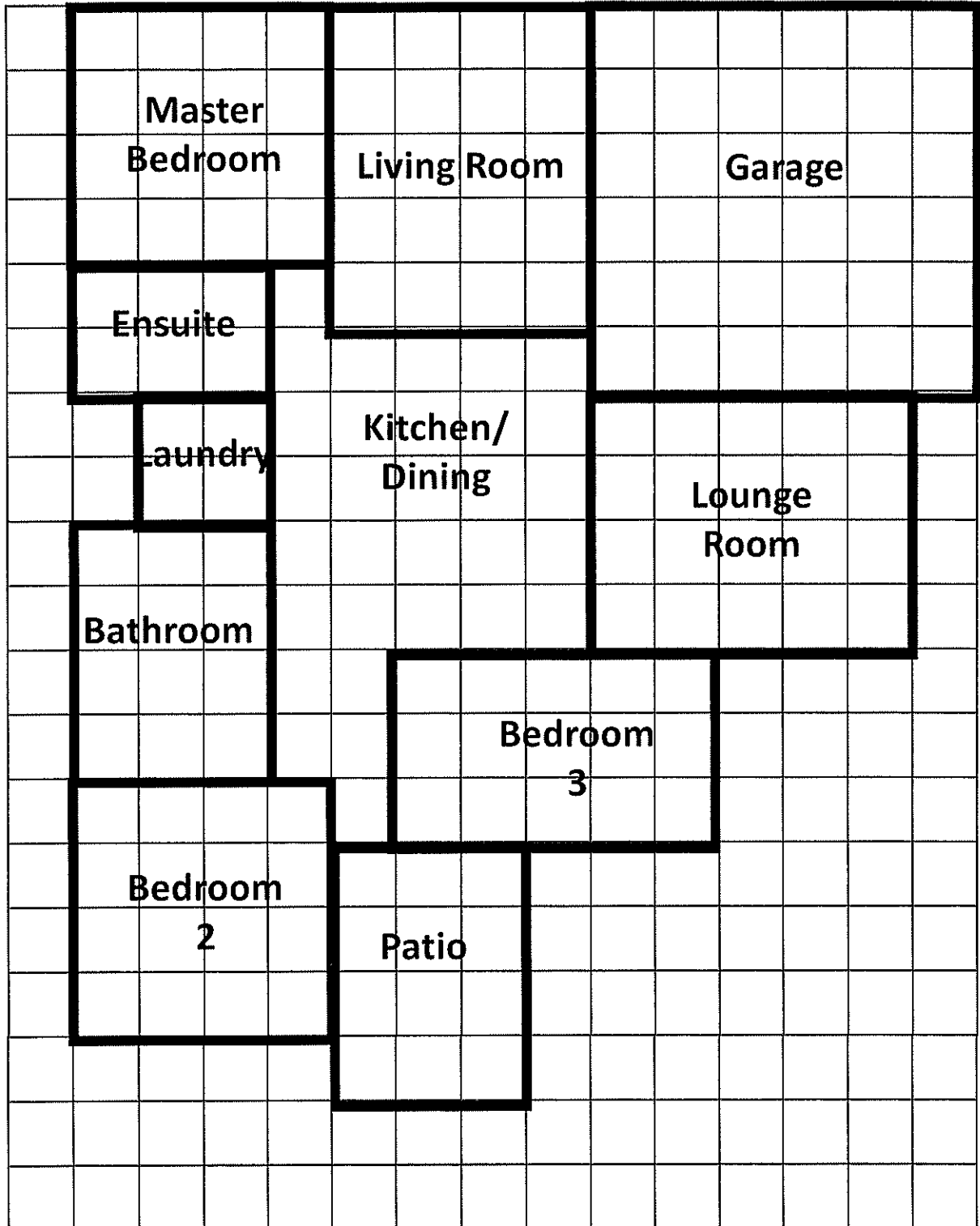
**NINJA** SCORE:

Name: \_\_\_\_\_



# Area House

Work out the area of each room of the house:



Master Bedroom: \_\_\_\_\_

Ensuite: \_\_\_\_\_

Laundry: \_\_\_\_\_

Bathroom: \_\_\_\_\_

Bedroom 2: \_\_\_\_\_

Lounge Room: \_\_\_\_\_

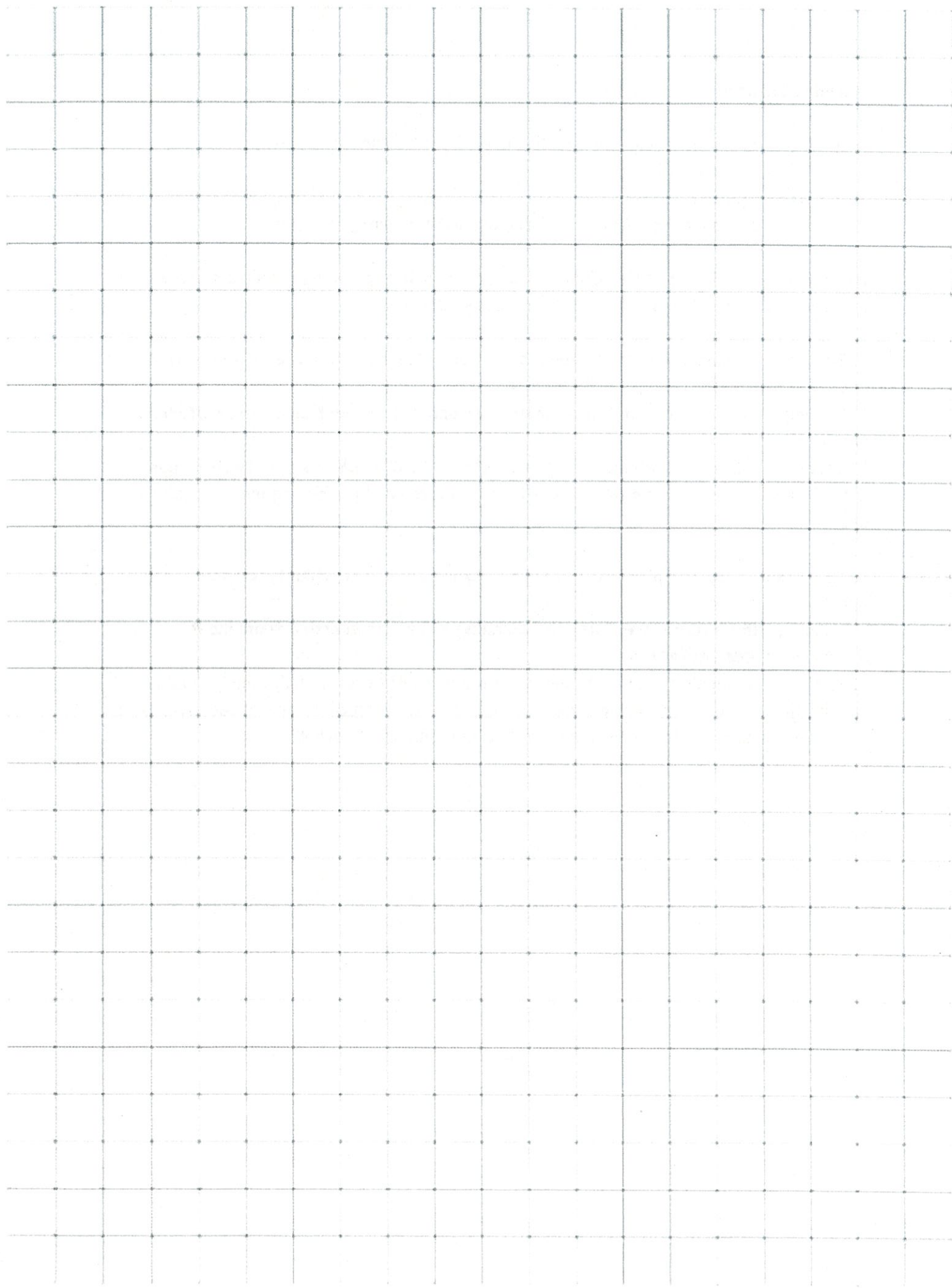
Living Room: \_\_\_\_\_

Garage: \_\_\_\_\_

Kitchen/Dining: \_\_\_\_\_

Patio: \_\_\_\_\_

Bedroom 3: \_\_\_\_\_





**Learning Intention:**

Students will:

- Conduct an investigation into the use of particular materials
- Work individually
- Use scientific terminology
- Record their observations and discuss with a family member

In this activity of " Let's Get Clean! "students will test cleaning materials and explain why particular materials are used in certain situations.

\* Before beginning the activity, discuss various uses for the materials they have been provided with, with a family member.

\* Students will think about the common uses and the properties of the materials provided.

\* Students will be challenged to find out which material cleans a dirty item most effectively. They will then decide whether to dissolve the cleaning material or to use it dry.

\* Students will use the planning and reporting worksheet to structure their investigations.

\* **After testing, students will list the cleaning materials in order from most effective to least effective.**

\* Students will suggest explanations for the observed results, including variables such as the kind of 'dirt', the amount of 'dirt', and the nature of the object that was 'dirty'. All ideas need to be recorded on the lined sheets provided.

Name: \_\_\_\_\_

## Let's Get Clean!



Aim: \_\_\_\_\_

Materials: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Method: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Results and observations:

What was being cleaned	Product used	How was it used	What happened
	cake of soap		
	laundry detergent		
	salt		

Conclusion: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

## Let's Get Clean!



Aim: \_\_\_\_\_

Materials: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Method: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

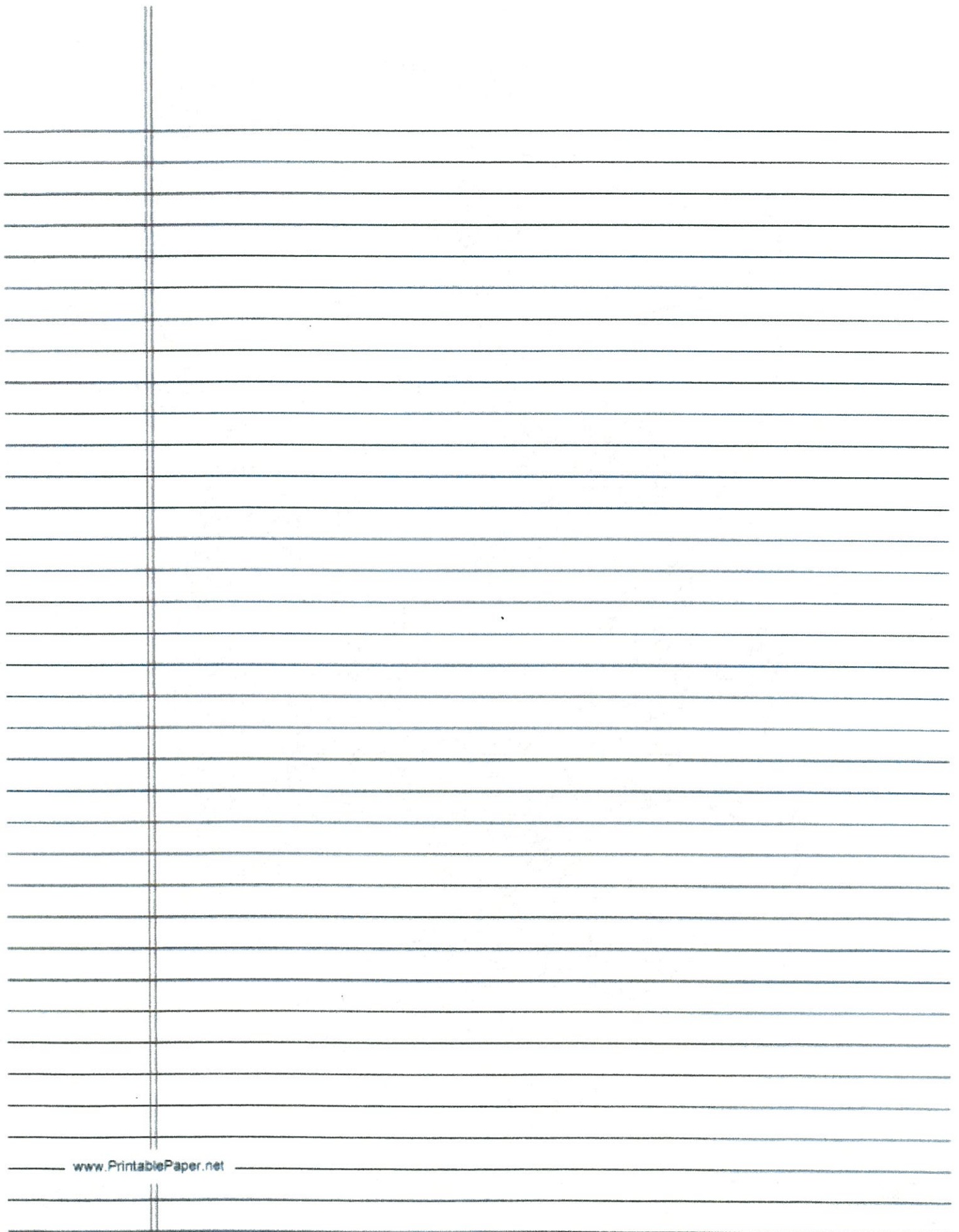


Results and observations:

What was being cleaned	Product used	How was it used	What happened
	bicarbonate of soda		
	Vinegar		
	Sand		

Conclusion: \_\_\_\_\_

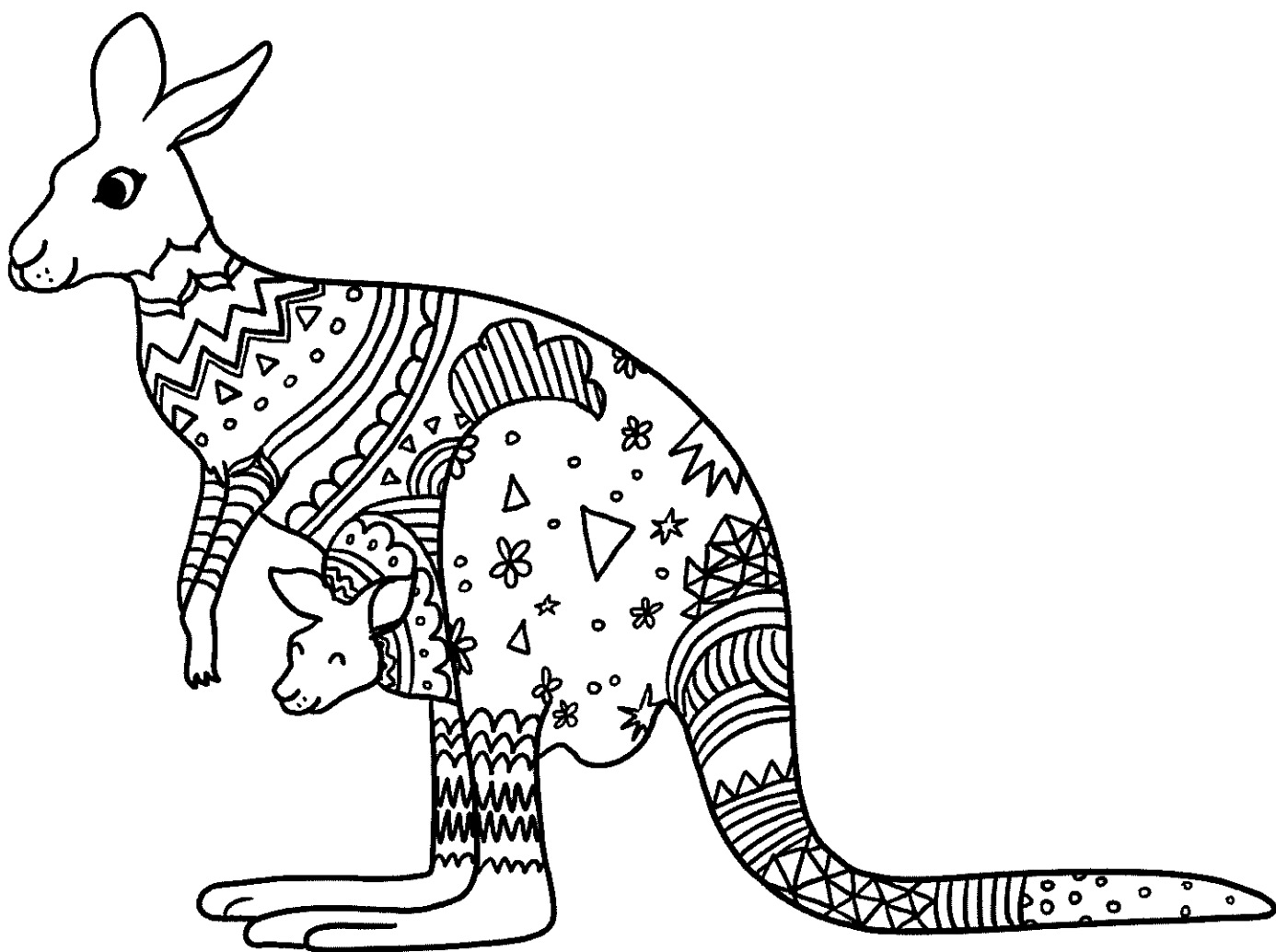
\_\_\_\_\_











## Tuesday – 17<sup>th</sup> August 2021

### Morning

- Spelling
  - Copy list words into Tuesday's column.
  - Sound out each of this weeks list words and re-write the word using a different colour for each sound. Example: *rock* would be written as rock. Next to each word, record how many sounds each word has.
  - Write this weeks list words in alphabetical order in the space provided.
- Reading
  - A Suspect is Cleared – Narrative passage reading comprehension activity.
- Grammar
  - Saying Verbs worksheet – *A dark and stormy night*. This worksheet looks at saying verbs. A saying verb will tell us the way someone is talking. We use saying verbs to get to know characters in stories through how they speak. Examples include *growled*, *shouted* and *giggled*.
- Writing
  - We will be looking at using our senses to describe the setting of our narrative writing today. Our senses describe what we can *see*, *hear*, *smell*, *touch* and *taste*. Read through the notes explaining this process and complete the activity included.
- Read Theory/Reading Eggs

### Middle

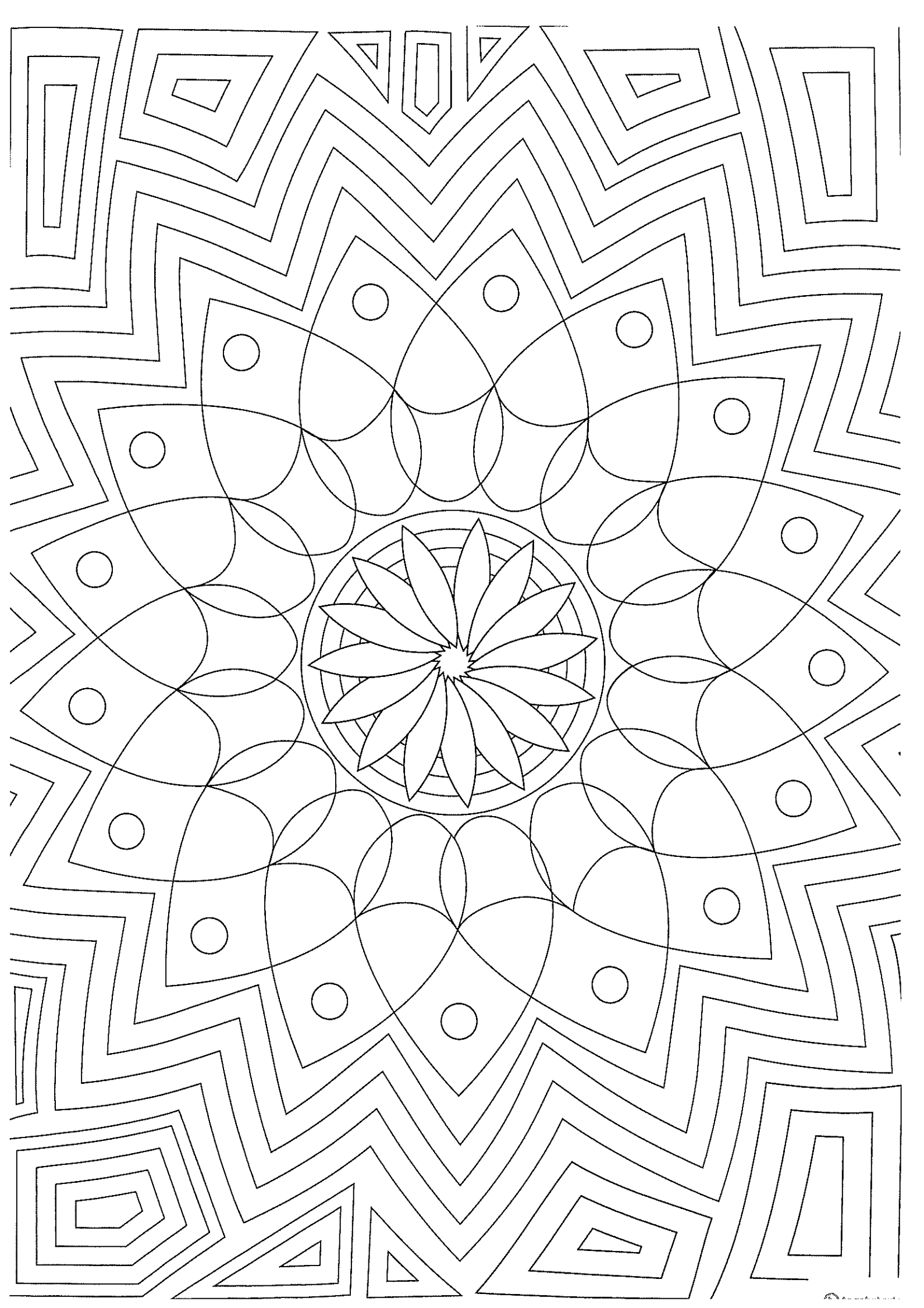
- Mindfulness
  - Simple Origami Robin
    - Some fun paper folding for a mental break from the intense morning. Use the stencil and follow the instructions carefully.
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Measuring worksheet
- Prodigy

### Afternoon

- CAPA
  - Book Week Circularama activity
    - Follow instructions on the template pages for each of the 6 different worlds.
    - Once all are complete, use glue to stick 3 different worlds together.
    - Stick the remaining 3 worlds together to give you 2 Circularama's.

Coloured Words and Alphabetical Order

<u>Coloured Words</u>	<u>Alphabetical Order</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.





# A SUSPECT IS CLEARED



"How is the case going?" Principal Pallen asked Detective Dana.  
"Was it Lance Larkin who stole the trophy from the trophy case?"

"I don't think Lance is our thief," said Detective Dana. She flipped open her notebook. She read what she had written there.

"First, Lance is very tall. He could easily have reached the middle shelf of the trophy case without a ladder. And we know the thief used a ladder."

"Interesting," said Principal Pallen.

"Second, Lance's grandma picked him up from practice a little early that day. I don't think he would have had time to do the deed."

"I see," said Principal Pallen.

"Finally," said Detective Dana, "the glass door had smudges on it. The smudges turned out to be from a peanut butter cup cake. And Lance's teacher told me he has a peanut allergy."

"It sounds like one of our suspects is cleared," said Principal Pallen. "Keep up the good work Detective. I'm sure you'll have the case solved in no time."

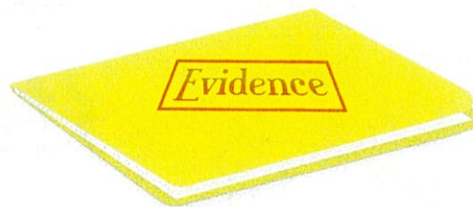




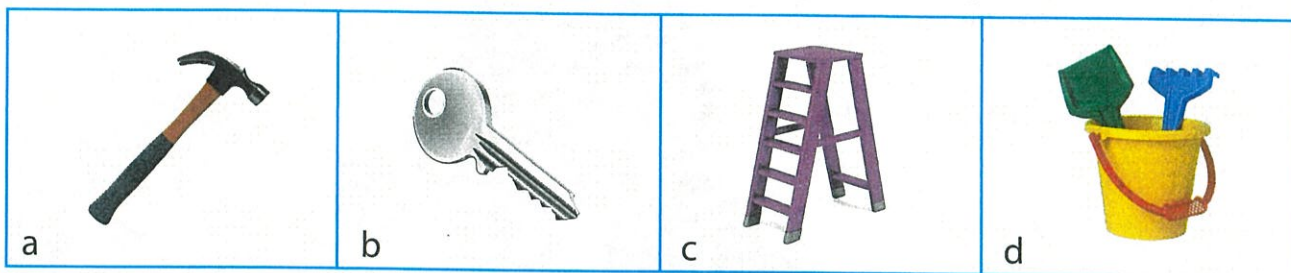
## Literal Questions

1 Tick three things we know about Lance.

- a Lance is a thief. ☐
- b Lance is very tall. ☐
- c Lance has a peanut allergy. ☐
- d Lance has black hair. ☐
- e Lance was picked up by his grandma. ☐



2 Circle the item the thief used to get to the middle shelf of the trophy case.



## Focus: Story Elements - Characters, Setting and Plot

Every story has three elements: characters, a setting, and a plot. The plot usually has two main parts. The first part is generally a problem. The second part is the way it gets resolved. The setting is established by the author through key words and descriptive language. It can tell us when and where the story takes place. The setting can influence the mood of the story.

3 List the three main characters mentioned in the story.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

4 Circle three words that could describe Detective Dana.

thorough      smart      naughty      clever      lazy      careless

5 Where does the story take place? \_\_\_\_\_

6 What is the problem in this story's plot? \_\_\_\_\_

7 Is the problem resolved? Explain.

\_\_\_\_\_

## Inference Question

8 Do you think this is the end of the story? Why?

\_\_\_\_\_

\_\_\_\_\_



# A dark and stormy night

It was a dark and stormy night.

Two large, mean dragons and a small, timid dragon sheltered in a cave. The two large, mean dragons turned to the smaller dragon.

"Tell us a story or we'll toss you out!" they growled. Quaking with fright, the timid dragon began his story.

"It was a dark and stormy night," he whispered. "Two large, mean dragons and a small, timid dragon sheltered in a cave. The two large, mean dragons turned to the smaller dragon."

"Tell us a story or we'll toss you out!" they grumbled. Quaking with fright, the timid dragon began his story.

"It was a dark and stormy night," he whimpered. "Two large, mean dragons and a small, timid dragon sheltered in a cave. The two large, mean dragons turned to the smaller dragon."

"Tell us a story or we'll toss you out!" they shouted. Quaking with fright, the timid dragon began his story.

"It was a dark and stormy night," he sighed. "Two large, mean ..."



Traditional



Some verbs tell us the way someone is talking. These verbs are called **saying verbs**. We can get to know characters in stories better through the way they speak.

For example: *The dragons **growled**. "That's funny!" the children **giggled**.*

- 1 Read 'A dark and stormy night'. Which three **saying verbs** tell us the way the small dragon spoke?

a w \_\_\_\_\_

b w \_\_\_\_\_

c s \_\_\_\_\_

- 2 Which three **saying verbs** tell us the way the two large dragons spoke to the small dragon?

a g \_\_\_\_\_

b g \_\_\_\_\_

c s \_\_\_\_\_

- 3 Use **saying verbs** from the box to complete these sentences.

groaned

whispered

laughed

asked

screamed

ordered

a "That's so funny," \_\_\_\_\_ Briana.

b "Oh no! Not Maths again," \_\_\_\_\_ the children.

c "Where do you live?" \_\_\_\_\_ Mr Bright.

d "Look out! It's going to hit you!" \_\_\_\_\_ Tim.

e "Ssh or she will hear us." \_\_\_\_\_ Erin.

f "Please keep to the left," \_\_\_\_\_ the police officer.

### TAKE THE CHALLENGE

On a piece of paper, write your own sentences using these **saying verbs**.

yelled

giggled

asked

shouted

begged



## What Are Narrative Features?

Narrative features (sometimes called narrative elements) are the text characteristics which can be found in most narratives.

Some of the most important narrative features are:

- setting
- characterisation
- plot.

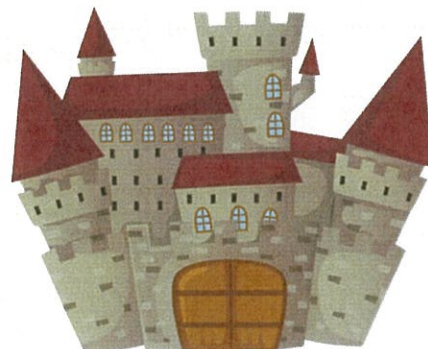
Let's examine each of these narrative features in more detail.



## Setting

The setting locates a narrative within a time and a place. Some narratives take place within a single setting, whereas other narratives take place across a number of settings.

The setting can shape the plot of a narrative. For example, a narrative set in a castle is likely to be very different to a narrative set in the desert.





## Describing the Setting

Settings must be created for the reader using descriptive language. Creating a particular mood is also important when describing setting.

One of the most effective ways to describe the setting of a narrative is to use descriptive language which appeals to the five senses (sight, sound, smell, touch, taste).

Descriptive language includes:

- adjectives and adjectival phrases (to describe nouns)
- adverbs and adverbial phrases (to describe verbs).



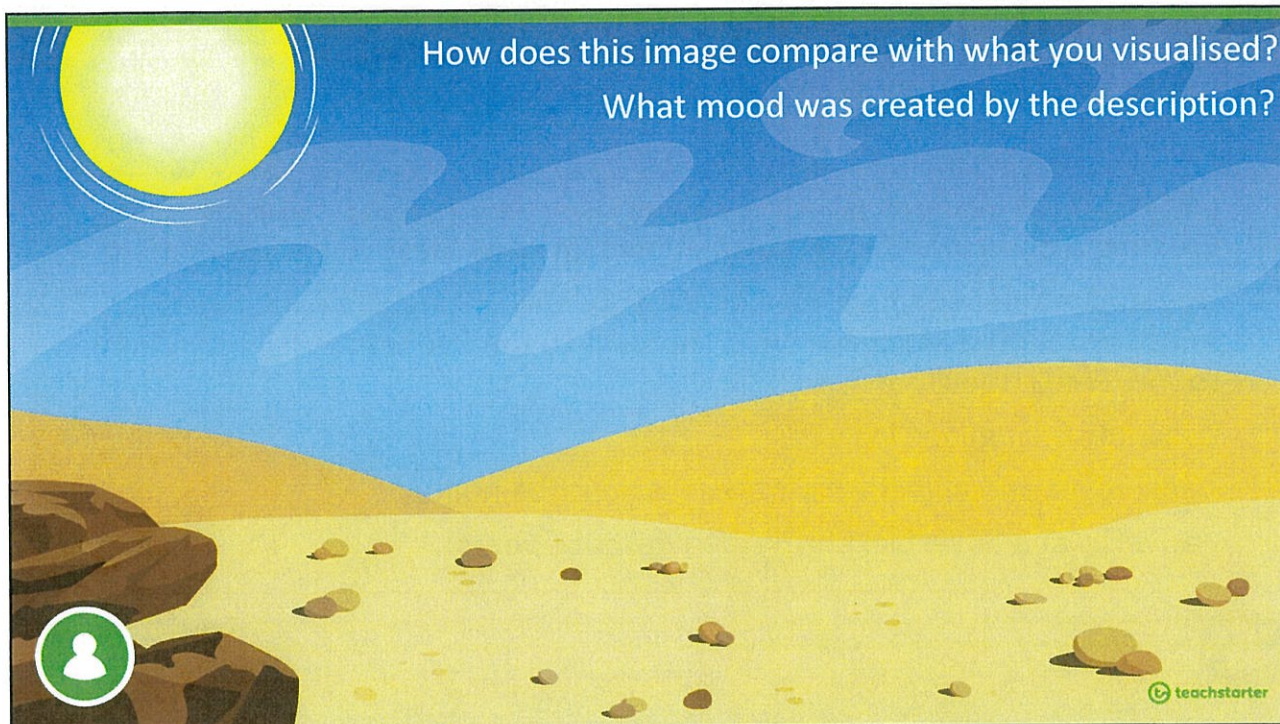
## Describing a Setting - Example

Close your eyes. Try and visualise the setting being described.

*The cracked and bare earth sat despairingly beneath the hot and blazing sun. A dusty odour completely flooded the air. The gentle pattering of rain had not been heard in this silent landscape for many years now. A collection of rocks sat lifelessly on the hot desert floor. Above them, white wispy clouds scribbled patterns across the sky.*

Now open your eyes.









9

## Describing a Setting - Example

Here are some phrases from the text which appeal to the five senses.

I can see... 	I can hear... 	I can smell... 	I can feel... 
<ul style="list-style-type: none"> <li>the cracked and bare earth</li> <li>a collection of rocks</li> <li>white wispy clouds</li> </ul>	<ul style="list-style-type: none"> <li>the gentle pattering of rain</li> <li>this silent landscape</li> </ul>	<ul style="list-style-type: none"> <li>a dusty odour</li> </ul>	<ul style="list-style-type: none"> <li>the hot and blazing sun</li> <li>the hot desert floor</li> </ul>



10



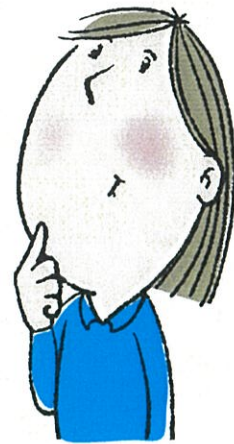
## Describing a Setting - Activity

You are now going to write a description of the narrative setting on the following slide.

Use the [\*Five Senses Graphic Organiser\*](#) to brainstorm what you might see, hear, smell, touch and taste in this setting.

Use all of your ideas to write a paragraph describing the setting. Aim for at least five sentences.

Remember to create a particular mood.



teachstarter

11





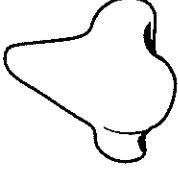
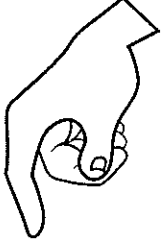

teachstarter

12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Five Senses Graphic Organiser

I can see... 	I can hear... 	I can smell... 	I can touch... 	I can taste... 



# Simple Origami Robin Winter

## Paper Craft Instructions:

1. Carefully cut around the outline templates, making sure to **cut along** the ————— lines.
2. **Fold down** the ..... **A** line on the robin neatly. Carefully folding along the dotted line. Repeat with the ..... **B** line. (figure 2)
3. Place the robin on a table pointing towards you with H and G at the top, **fold the top right point** ..... **C** inwards along the dotted lines. Repeat with the **top left point** ..... **D**. (figure 2)
4. **Open** the **top right point** so it is pointing upwards again. **Lift** the flap and **fold** the ..... **E** line towards you. Then, **push** the paper between **C** and **G** down to make it flat. (figure 3)
5. **Open** the **top left point** so it is pointing upwards again. **Lift** the flap and **fold** the ..... **F** line towards you. Then, **push** the paper between **D** and **H** down to make it flat. (figure 3)
6. **Fold** the ..... **G** line away from you, making sure both sides of the robin are folded upwards. (figure 4) Repeat with the ..... **H** line. (figure 4)





7. Next, **fold** the ..... **K** line upwards, following the dotted line. Then, **fold** the ..... **L** line downwards. (figure 4)
8. After that, **turn** the robin over so you can see the eyes of the robin, keeping the tail towards you.
9. **Fold** the robin inwards along the ..... **M** line, keeping the eyes on the outside of the model.
10. Finally, **fold** the ..... **N** line to create the beak of the robin.

### WEEK 1 SESSION 2 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** -  
do these in your head

**TIMESTABLES** -  
do these in your head

**KEY SKILLS** - you may use written calculations  
for these questions

Q	Question	Answer
1	$\square + 4 = 5$	
2	$38 + 62$	
3	What is half of 2?	
4	$128 - 10$	
5	$120 + \square = 210$	
6	$124 = 90 + \square$	
7	$610 - 606$	
8	$1 \times 7 = 7$ , so $7 \div 1 = \square$	
9	Write 11:07 am in 24 hour clock format	
10	From 3:01 am, how many minutes until 3:19 am?	
Total out of 10		

Q	Question	Answer
1	$2 \times 9 = \square$	
2	$30 \div 5 = \square$	
3	$10 \times \square = 100$	
4	$54 \div \square = 6$	
5	$10 \times 7 = \square$	
6	$40 \div 10 = \square$	
7	$\square \times 5 = 15$	
8	$\square \div 8 = 8$	
9	$5 \times 1 = \square$	
10	$24 \div 3 = \square$	
Total out of 10		

Q	Question	Answer
1	$81 \times 98$	
2	$1596 - 837$	
3	$9.1 \times 13.13$	
4	20% as a fraction	
5	$4.98 + 15.59$	
6	$(-18) \div 3$	
7	If $a = 7$ , $b = 5$ and $c = 3$ , what is the value of $3b^2$ ?	
8	$(-1) - (-4)$	
9	Is 2 a factor of 12?	
10	What is the positive value of $\sqrt{64}$ ?	
Total out of 10		



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MY **NINJA** BELT:

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

**NINJA** SCORE:



Name: \_\_\_\_\_

# Measuring

Measure each of the following lines in mm.



Line A: \_\_\_\_\_



Line B: \_\_\_\_\_

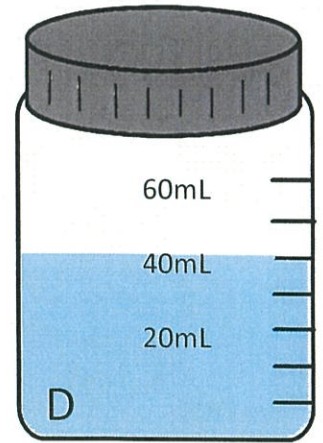
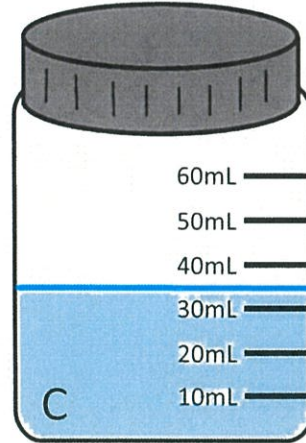
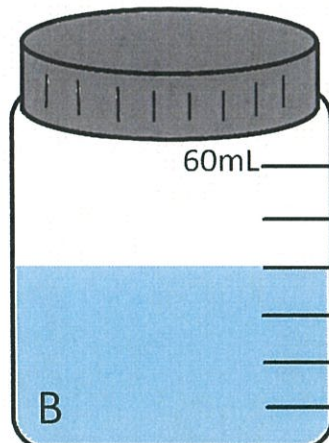
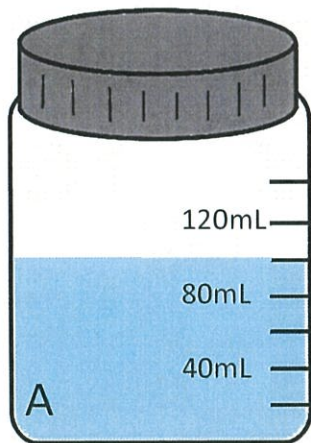


Line C: \_\_\_\_\_

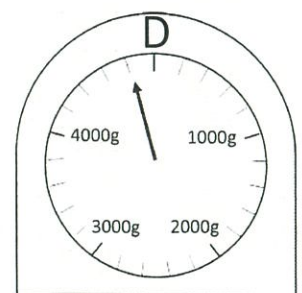
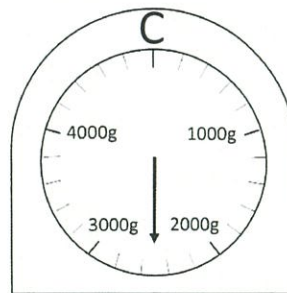
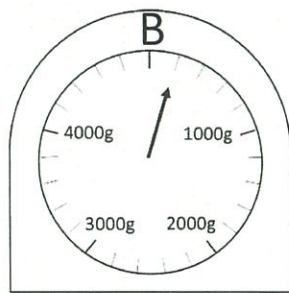
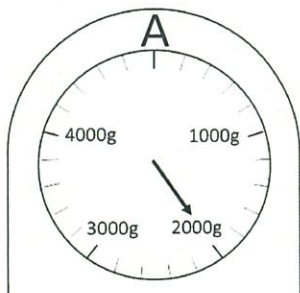


Line D: \_\_\_\_\_

Read each of the scaled instruments and record the measurement shown.



Order the containers from the one that can hold the most to the one that can hold the least: \_\_\_\_\_



How much heavier is A than B? \_\_\_\_\_

How much heavier is C than A? \_\_\_\_\_





## Wednesday – 18<sup>th</sup> August 2021

### Morning

- Spelling
  - Copy list words into Wednesday's column.
  - For *10* of your list words, write a sentence that contains *ONE* list word. You will end up with 10 sentences.
  - If you have access to a dictionary or a computer in order to access [www.dictionary.com](http://www.dictionary.com), write the dictionary meanings for *FIVE* of this weeks list words.
- Handwriting
  - Follow the instructions on the page carefully to complete your handwriting activities. *TAKE YOUR TIME*.
- Writing
  - We will be looking at what it takes to build an *INTERESTING* and *INTRIGUING* character today. Read through the notes explaining this process and complete the activity included.
- Read Theory/Reading Eggs

### Middle

- Fitness
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Multiplication as Repeated Addition worksheet
  - Colour by Multiplication
- Prodigy

### Afternoon

- Unit of Inquiry
  - Concept Map of Objects and Materials worksheet
  - How do we keep materials clean? worksheet

## Sentences

1. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

2. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

3. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

4. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

5. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

6. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

7. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

8. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

9. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

10. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

### **Dictionary Meanings**

1. List Word: \_\_\_\_\_

a. Meaning: \_\_\_\_\_

\_\_\_\_\_

2. List Word: \_\_\_\_\_

a. Meaning: \_\_\_\_\_

\_\_\_\_\_

3. List Word: \_\_\_\_\_

a. Meaning: \_\_\_\_\_

\_\_\_\_\_

4. List Word: \_\_\_\_\_

a. Meaning: \_\_\_\_\_

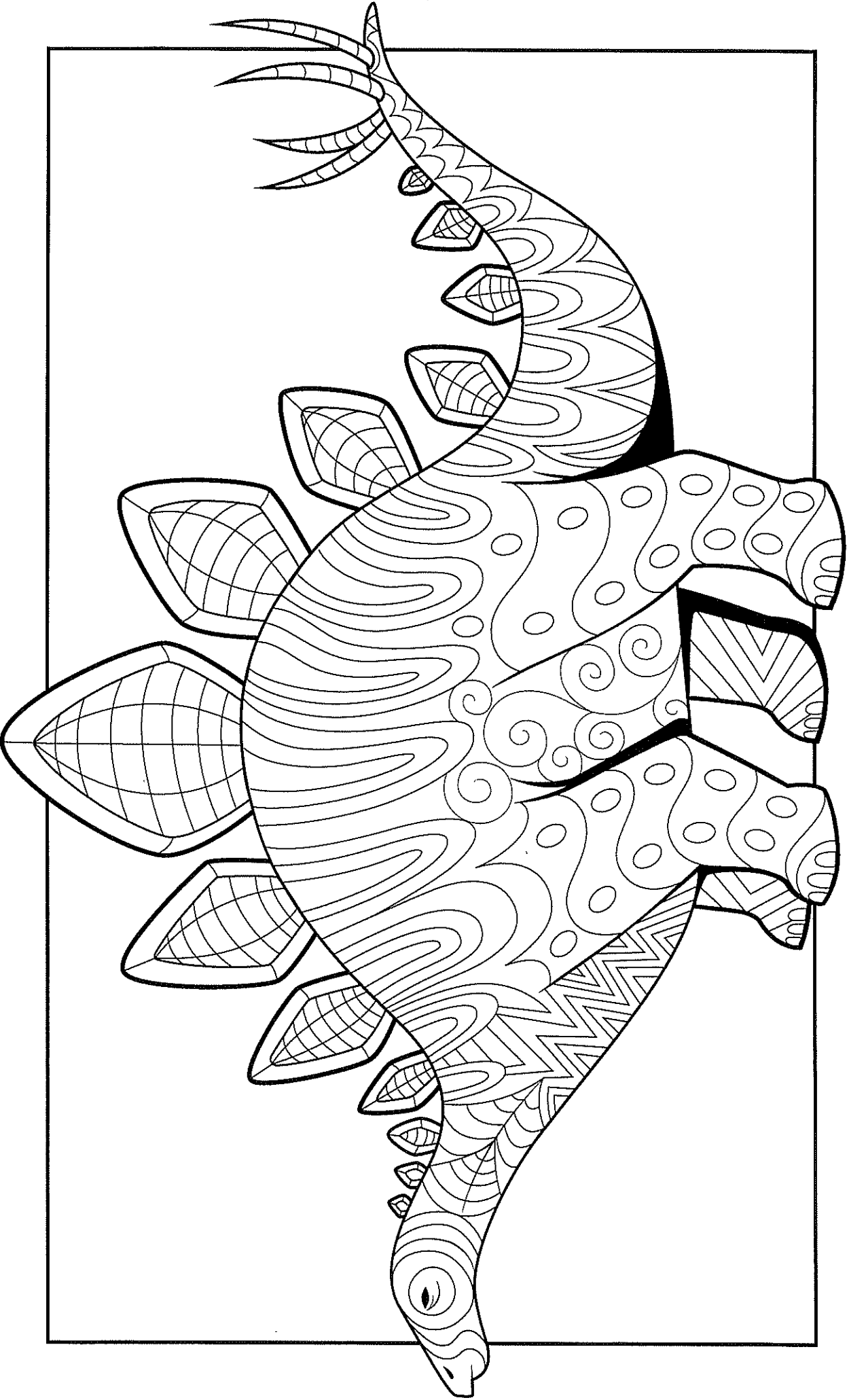
\_\_\_\_\_

5. List Word: \_\_\_\_\_

a. Meaning: \_\_\_\_\_

\_\_\_\_\_





## Tricky joins – Horizontal join to e



So far these letter combinations have not been joined.

oe re ve  
we xe



They can be joined with a horizontal join. The horizontal join has a bigger dip than usual.

oe re ve we xe

bigger dip  
we

Trace then copy to practise these joins to e.

oe re ve we xe oe re ve we

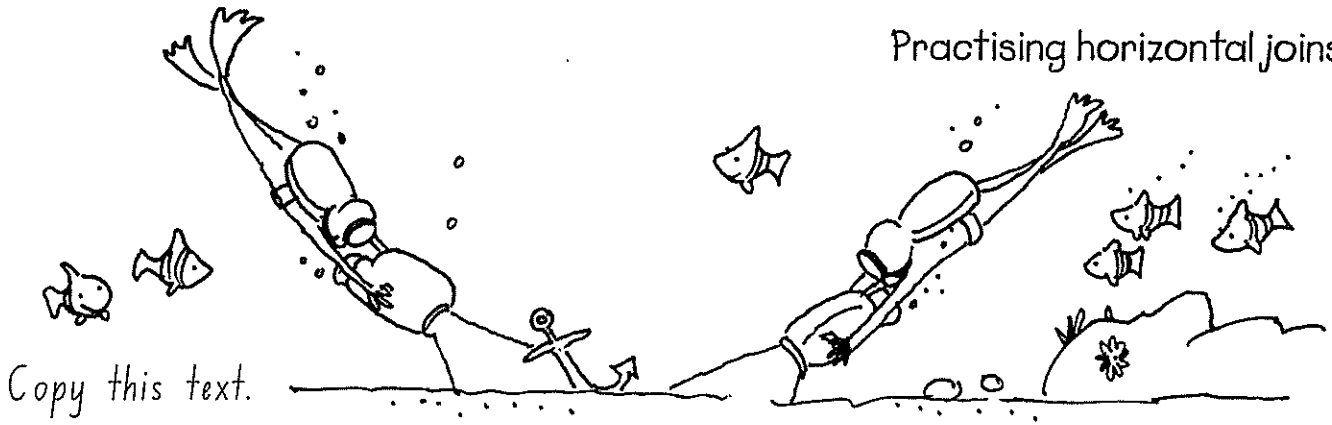
Trace and copy these words.

goes whoever doesn't volcanoes

before careless forehead lyrebird

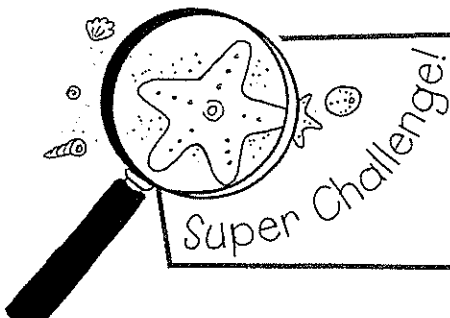
deceive believe receive sieve

allowed weather exempt axes



Copy this text.

Maritime archaeologists explore  
the bottom of the ocean. On  
their dives, they look for evidence  
of shipwrecks. These wrecks give  
us clues to our sea-faring past.



- Underline the horizontal joins to e.
- Put a tick above any diagonal joins to e.

## Characterisation

The main characters are the focus of a narrative. They can be people, animals, imaginary beings or magical objects.

It is important to make characters seem 'real' by describing their appearance, personality and emotions.

The process of describing the characters of a narrative is called 'characterisation'.



## Describing Characters

The 'STEAL' technique can be a useful method of describing the appearance, personality and emotions of characters.

- **Speech:** What does the character say? How do they speak?
- **Thoughts:** What are the characters thoughts and feelings?
- **Effect on others:** How do people react to the character?
- **Actions:** What does the character do? How do they behave?
- **Looks:** What does the character look like?

Show your reader how your character looks, talks, thinks and feels.





## Describing Characters - Example

Close your eyes. Try and visualise the character being described.

*Professor Paleo sighed deeply as he wiped his plump, sweaty hands on his beige Safari suit. He was exhausted, but he was not going to give up now. The professor's pet eagle perched loyally on his wide-brimmed hat, watching his master dusting away layers of sand.*

*Suddenly, the excited professor jumped. His spectacles slid off the end of his nose. His moustache twitched with anticipation. "Oh my, what have we here?" he whispered, bending down again for a closer look. "Could it be?" Slowly, gently, he pulled the dinosaur fossil out of the hot, barren earth.*

Now open your eyes.



## Describing Characters - Example

How does this image compare with what you visualised Professor Paleo might look like?

What examples of the STEAL technique can you find in the description?

Could any additional details be added to the character description?



## Describing Characters - Activity

You are now going to write a description of this character. It may help to place her in the setting that you have described yesterday.

Use the **STEAL** technique to brainstorm a description for this character.

Use all of your ideas to write a paragraph describing this character. Aim for at least five sentences. Remember to show, not just tell!





**WEEK 1 SESSION 3** - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** -  
do these in your head

**TIMESTABLES** -  
do these in your head

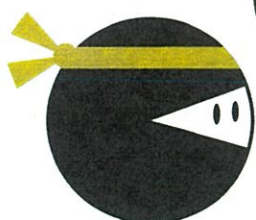
**KEY SKILLS** - you may use written calculations  
for these questions

Q	Question	Answer
1	$3 + 2$	
2	$63 + 37$	
3	Halve 7	
4	$151 - 10$	
5	$42 + \square = 60$	
6	$108 = 28 + \square$	
7	$332 - 330$	
8	$3 \times 8 = 24$ , so $24 \div 8 = \square$	
9	Write 14:15 in 12 hour clock format	
10	From 9:16 am, how many minutes until 10:04 am?	
Total out of 10		

Q	Question	Answer
1	$3 \times 4 = \square$	
2	$24 \div 6 = \square$	
3	$7 \times \square = 70$	
4	$9 \div \square = 1$	
5	$9 \times 5 = \square$	
6	$4 \div 2 = \square$	
7	$\square \times 7 = 14$	
8	$\square \div 6 = 8$	
9	$10 \times 2 = \square$	
10	$5 \div 1 = \square$	
Total out of 10		

Q	Question	Answer
1	$6 \times 725$	
2	$7614 - 5253$	
3	$6.1 \times 3$	
4	$0.86 = \square\%$	
5	$57 + 2.34$	
6	$56 \div (-8)$	
7	If $a = 9$ $b = 10$ and $c = 5$ , what is the value of $2ab - c$ ?	
8	$(-2) - (-1)$	
9	What is the highest common factor of 23 and 20?	
10	What is the value of $(-6)$ squared?	
Total out of 10		

What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!



MY **NINJA** BELT:

MENTAL  
STRATEGIES:











TIMESTABLES:

KEY SKILLS:

+











**NINJA** SCORE:

# Multiplication as Repeated Addition








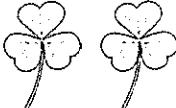
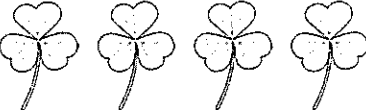

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 2 ladybirds have? 	$2 + 2 =$	$2 \times 2 =$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	$3 \times 2 =$
How many spots do 4 ladybirds have? 	$2 + 2 + 2 + 2 =$	$4 \times 2 =$
How many spots do 5 ladybirds have? 	$2 + 2 + 2 + 2 + 2 =$	$5 \times 2 =$
1 flower has 5 petals. 	5	$1 \times 5 =$
How many petals do 2 flowers have? 	$5 + 5 =$	$2 \times 5 =$
How many petals do 3 flowers have? 	$5 + 5 + 5 =$	$3 \times 5 =$
How many petals do 4 flowers have? 	$5 + 5 + 5 + 5 =$	$4 \times 5 =$
How many petals do 5 flowers have? 	$5 + 5 + 5 + 5 + 5 =$	$5 \times 5 =$



# Multiplication as Repeated Addition

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 2 ladybirds have? 	$2 + 2 =$	$2 \times 2 =$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	
How many spots do 4 ladybirds have? 	$\_ + \_ + \_ + \_ =$	$4 \times 2 =$
How many spots do 5 ladybirds have? 		$5 \times 2 =$
1 flower has 5 petals. 	5	
How many petals do 2 flowers have? 	$5 + 5 =$	$2 \times 5 =$
How many petals do 3 flowers have? 	$\_ + \_ + \_ = \_$	$3 \times 5 =$
How many petals do 4 flowers have? 		$4 \times 5 =$
How many petals do 5 flowers have? 		

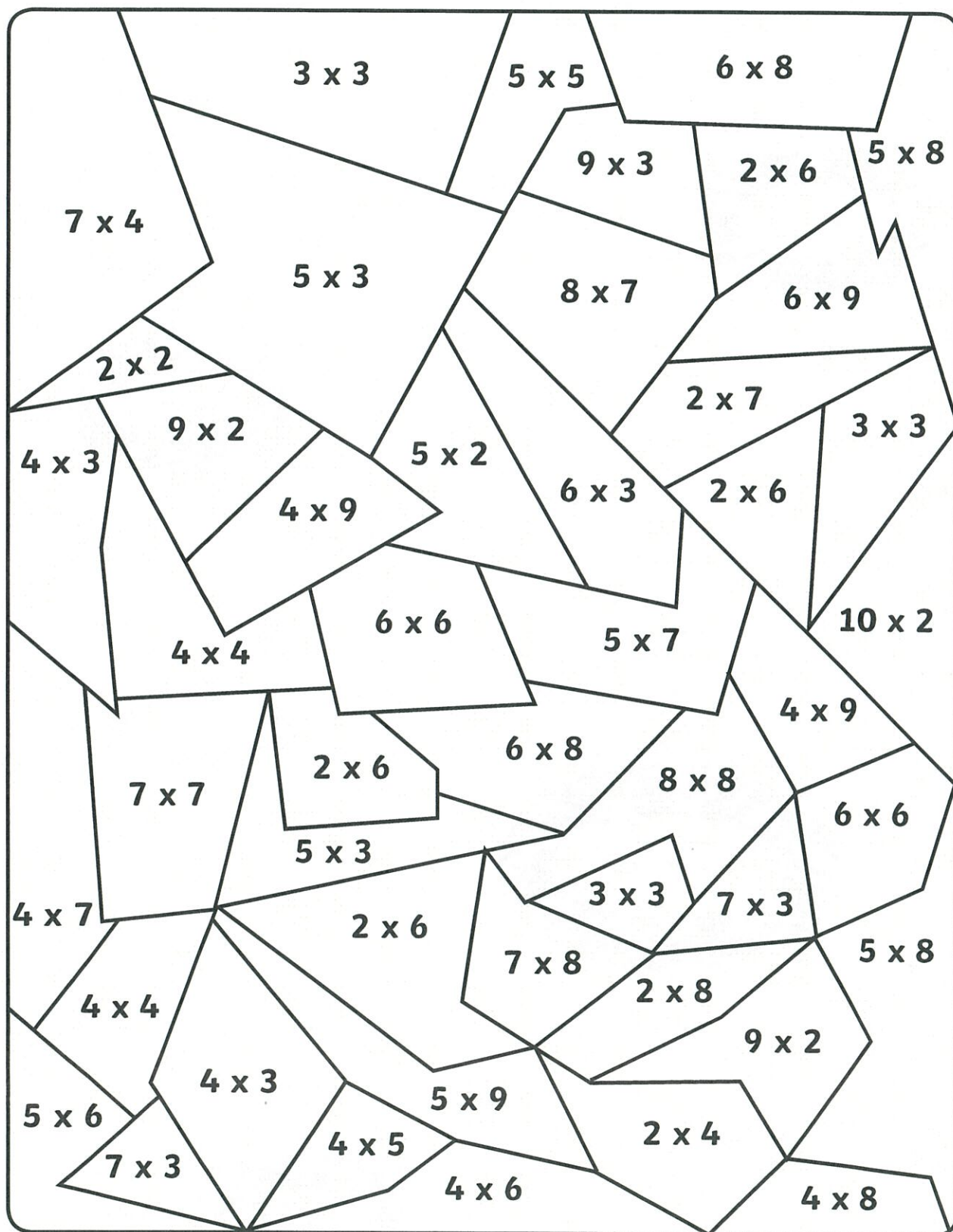
# Multiplication as Repeated Addition

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	$3 \times 2 =$
How many spots do 5 ladybirds have? 	$\underline{\quad} + \underline{\quad} + \underline{\quad} +$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\_ \times \_ =$
1 flower has 5 petals. 	5	$1 \times 5 = 5$
How many petals do 4 flowers have? 		
How many petals do 3 flowers have? 		
A clover has 3 leaves. 	3	$1 \times 3 = 3$
How many leaves do 2 clovers have? 		
How many leaves do 4 clovers have? 		
How many leaves do 5 clovers have? 		

## Colour by Multiplication

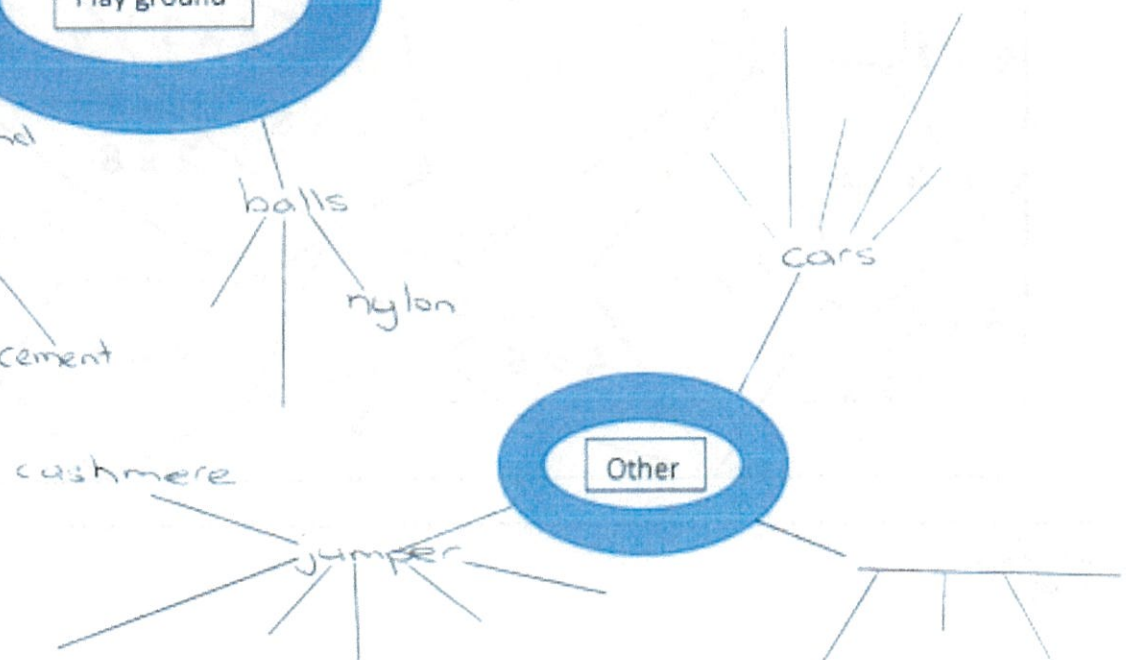
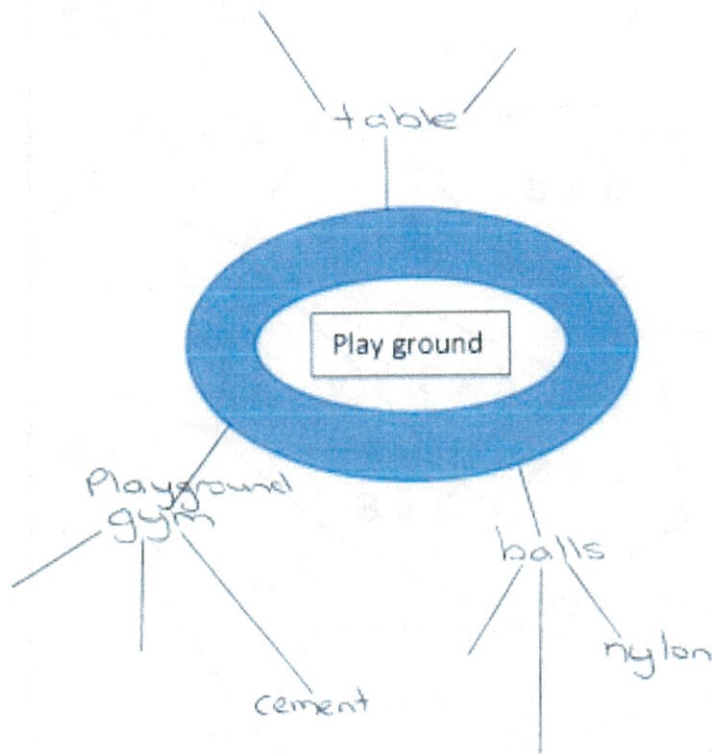
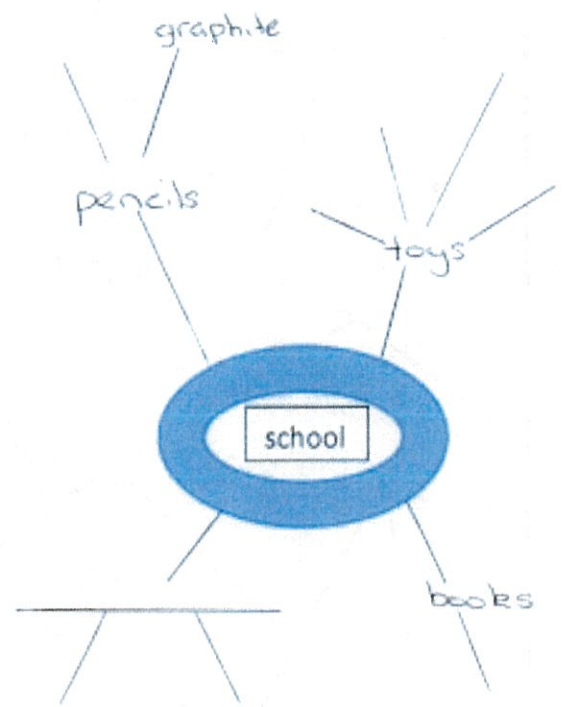
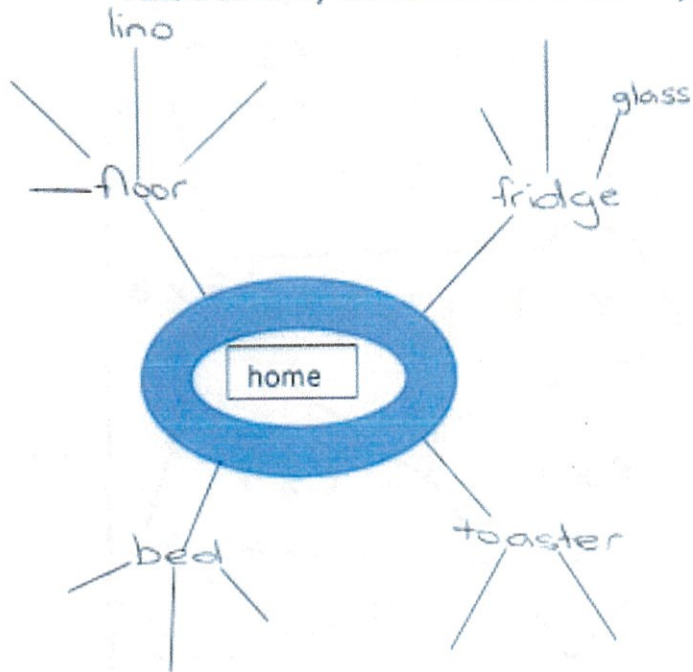
Do the multiplication calculation and colour the shape in the correct colour.

0-10 11- 20 21-30 31-40 41-50 51-60 61-70



## Concept map of objects and materials.

Name as many different materials as you can that fit with the main ideas below.





## How do you keep these materials clean?

From the materials used in the previous lesson, how do you keep them clean them being dirty?

Eg

Home - fridge - glass - Windex Glass Cleaner, Hot Soapy Water, Spray & Wipe Cleaner



## Thursday – 19<sup>th</sup> August 2021

### Morning

- Spelling
  - Copy list words into Thursday's column.
  - Complete the activities on this weeks spelling sheet. Be sure to read the instructions for each task carefully. If you are unsure of a task, have a go at completing to your best effort.
- CWA Country of Origin Competition
  - Stage 2 students are creating a postcard as their entry in the CWA Country of Study competition. Students need to design a hand drawn postcard and handwrite a message home about a factual or imaginative trip to Malaysia.
- Grammar
  - Thinking and feeling verbs worksheet – *The Ogs at school*. Some verbs tell us about the way we think and feel. These verbs are called thinking and feeling verbs. Examples include: *think*, *enjoys* and *love*.
- Writing
  - We will be looking at developing the plot for a narrative. The plot will include the setting, characters and a problem to be solved. Read through the notes explaining this process and complete the activity included. On your planning sheet, colour the **orientation** title in **green**, the **complication**, **events** and **climax** titles in **red**, and the **resolution** title in **blue**. This will help you determine the **start**, **middle** and **end** of your narrative.
- Read Theory/Reading Eggs

### Middle

- @11:30am – Use the instructions to login to Zoom. We are going to have a catch up and check in with each other as to how we are all coping with lockdown. Use the instructions to login and lets have a chat.
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Measuring Lengths and Heights worksheet
- Prodigy

### Afternoon

- Unit of Inquiry
  - How has material use changed over time? worksheet
  - Uses of Absorbent Materials worksheet





o a

orange watch

## List Words

rock ///  
lost \_\_\_\_\_  
cost \_\_\_\_\_  
long \_\_\_\_\_  
song \_\_\_\_\_  
gone \_\_\_\_\_  
want \_\_\_\_\_  
what \_\_\_\_\_  
wash \_\_\_\_\_  
strong \_\_\_\_\_  
hopping \_\_\_\_\_  
stopping \_\_\_\_\_  
watch \_\_\_\_\_  
body \_\_\_\_\_  
often \_\_\_\_\_  
across \_\_\_\_\_  
upon \_\_\_\_\_  
orange \_\_\_\_\_  
o'clock \_\_\_\_\_  
bottle \_\_\_\_\_  
bottom \_\_\_\_\_  
sorry \_\_\_\_\_  
follow \_\_\_\_\_  
anybody \_\_\_\_\_  
squash \_\_\_\_\_

## Grapheme Chart

letters	words

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart.  
Write one word example for each.

3 Write one stroke for every sound in each List Word with a line beside it, for example *shop* ///; *sorry* ////.

4 Colour the letter o if it represents in the word.  
★ Sometimes the letter o represents other sounds.

stop door boat foot does flower  
follow o'clock body along don't October

5 Write words that rhyme.

o'clock	cross	long	cost
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6 Colour the letter a if it represents in the word.

was want what swam match squash dance orange  
has have wash swan watch across walk anybody

7 Unjumble the letters to make words to match the clues. Some are List Words.

clean yourself with water	hwsa	_____
large white bird	wnas	_____
would like it	ntaw	_____
an insect	spaw	_____
used to tell the time	thacw	_____
to crush or press flat	uqahss	_____





- 8 Rewrite these words adding **ing** to each one.  
Find the words in the Word Search. All words go → ↓.  
Turn to 1b page 78.

hop \_\_\_\_\_ shop \_\_\_\_\_  
wash \_\_\_\_\_ jog \_\_\_\_\_  
stop \_\_\_\_\_ cross \_\_\_\_\_

Find three more words ending with **ing** in the Word Search. Write the words.

k	c	r	o	s	s	i	n	g
s	r	n	k	t	j	s	w	s
h	o	o	h	o	o	x	a	t
o	c	d	y	s	g	h	s	o
p	k	d	b	s	g	z	h	p
p	i	i	f	i	i	u	i	p
i	n	n	p	n	n	y	n	i
n	g	g	b	g	g	j	g	n
g	h	o	p	p	i	n	g	g

- 9 Write **ll**, **pp**, **rr**, **ss** or **tt** to finish the words.

bo\_\_\_le so\_\_\_y do\_\_\_ar co\_\_\_ar ho\_\_\_ing  
cro\_\_\_ fo\_\_\_ow sto\_\_\_ing bo\_\_\_om acro\_\_\_



- 10 Finish the words with **o** or **a** to represent . Write the words you have made on the lines.



wh\_\_\_t \_\_\_ften w\_\_\_tch s\_\_\_ng up\_\_\_n squ\_\_\_sh  
b\_\_\_dy \_\_\_range g\_\_\_ne w\_\_\_nt s\_\_\_rry anyb\_\_\_dy



- 11 Say the sounds in the sound boxes. Colour the sound box that represents the sound in each word.

clock  o a  oa o\_e ow o

yellow  oa o\_e ow o  ou ow

father  ir ur or er  er ar or a e i o u

short  ir ur or er  or ore a aw au

moon  oo u  oo ew ue u\_e u

enjoy  o a  oy oi

## Challenge

The following sets of letters are in alphabetical order. Write the missing letters on the first line.  
Unjumble them to make a List Word on the second line.

a b _ d e f g h i j _ l m n _ p q _ s t u	ckor	rock
b c d _ f _ h i j k l m _ _ p q r s t u v w		
c d _ _ g h i j k l m _ _ p q r s _ u v w		
c d e f _ h i j k l m _ _ p q _ _ _ u v w x		
_ b c d _ f _ h i j k l m _ _ p q _ s t u		

## CWA Country of Origin Competition 2021 —Stage 2—Malaysia

Stage 2 students are creating a postcard as their entry in the CWA Country of Study competition. Your entry needs to be completed and returned to school by the end of Week 7 (27th August 2021).

The Country of Study this year is Malaysia. The following links will assist with finding information and learning about Malaysia. The links will also be available on the Google Classroom for Stage 2—MCS Stem 2021.

### Competition Rules

- Students need to submit a hand drawn postcard and handwrite a message home about a factual or imaginative trip to Malaysia.
- It needs to be on an A4 piece of paper that is folded in half. You need to draw a picture on the top half of the paper and write your message on the bottom half.
- Write the name and address of the person you are sending the postcard to on the bottom half of the page.
- Remember to create and include a postage stamp.

### Links for Malaysia:

- <https://www.worldbookonline.com/kids/home#article/ar831113>

The log in for [www.worldbookonline.com](http://www.worldbookonline.com) is manillacs and the password is manillacs

- Sabah Malaysia Borneo <https://www.youtube.com/watch?v=P5zfmqTXf5Y>

### Example of how to set your postcard out:

Draw your picture  
about Malaysia here

---

Write your message  
about your trip to  
Malaysia here

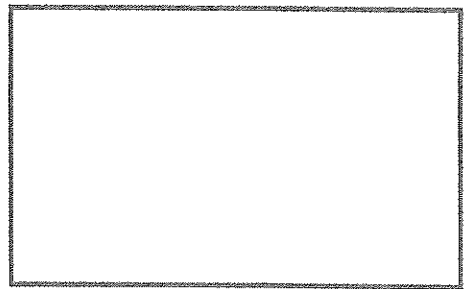
Include your  
stamp here

Write the name and  
address of who you  
are sending the  
postcard to here

*Remember to  
include Dear at  
the start and  
from and your  
name at the  
bottom.*



.....



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---

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### The Ogs at school

Toddy Og believes in UFOs.



Danny Og imagines dragons in days of old.



Tammy Og hopes the swimming pool stays open late tonight.



Tilly Og enjoys her Ogomobile on weekends.



BORING



Ollie Og wonders why Ogs have to go to school.



Teddy Og decides on a Carrot Icy Blast for his after-school treat.



Mr B Og realises that none of the Ogs are paying attention.





Some verbs tell us about the way we think and feel.

These verbs are called **thinking** and **feeling verbs**.

For example: I **think** fruit is good for you. We **love** playing outside.

**1** Read 'The Ogs at school', then underline the **thinking** or **feeling verbs** in the sentences below.

- a** Tilly Og enjoys her Ogomobile on weekends.
- b** Ollie Og wonders why Ogs have to go to school.
- c** Tammy Og hopes the swimming pool stays open late tonight.
- d** Toddy Og believes in UFOs.
- e** Teddy Og decides on a Carrot Icy Blast for his after-school treat.

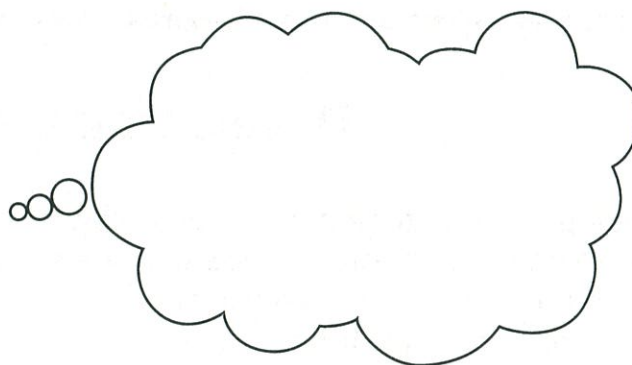
**2** Write **thinking** or **feeling verbs** to complete the sentences below.

- a** Danny Og \_\_\_\_\_ dragons in days of old.
- b** Mr B Og \_\_\_\_\_ that none of the Ogs are paying attention.

**3 a** Circle the **thinking** or **feeling verb** in the following sentences.

Alice noticed a large, red toadstool growing nearby. She wondered why it was such an unusual colour.

- b** Now, in the thought bubble, write what Alice was wondering.



### TAKE THE CHALLENGE

Write your own sentences, using these **thinking** or **feeling verbs**.

wish                  remember                  know                  need

---

---

---

---



## Narrative Plot

The plot is the sequence of events that unfold in a narrative. A problem or challenge (which must be overcome by the main characters) is central to the development of a plot. This problem or challenge is called the 'complication'.

As the main characters attempt to overcome the complication, a series of events unfolds. These events lead to a point of high suspense, called the 'climax'.

The climax is the 'big moment' of the narrative. It is the point at which the main character will either succeed or fail in their task. The outcome of the climax is called the 'resolution'.



## Developing a Plot

Developing ideas for a plot can be tricky. It can help to draw upon some basic story types and mould them to your own setting and characters. Some of these include:

- a battle or contest
- a journey or quest
- a change or transformation.





## Developing a Plot - Example

**Orientation** – The Sahara desert, present day. Professor Paleo uncovers a rare dinosaur fossil. He intends to use the fossil to support his research into this little-known dinosaur.

**Complication** – The fossil is stolen from Professor Paleo by his nemesis, the evil Doctor Raptor. Doctor Raptor wants to add the rare fossil to his own private collection.

**Events and Climax** – Professor Paleo tracks Doctor Raptor across the desert. When he catches up with him, Doctor Raptor threatens to throw the rare fossil into a deep canyon.

**Resolution** - Professor Paleo's pet eagle swoops down on the unsuspecting Doctor Raptor and recovers the fossil. The professor's research is safe.



## Developing a Plot - Activity

You are now going to work with a partner to develop a narrative plot. It may help to use the setting and characters that you have already described.

Use the [Narrative Writing Planning Template](#) to brainstorm the title, orientation (setting, characters and mood), complication, events, climax and resolution of your narrative.

Once you have finished your plan, share your ideas with your classmates.



Narrative Planning Template		
Title		
Setting	Orientation Characters	Mood
Complication		
Events and Climax		
Resolution		

## Writing a Narrative - Activity

Now it is time to put all of your features together to build a story.

Use your plan to write a short narrative. Aim for at least one page of your workbook.


Once you have finished, be sure to carefully edit your work for errors.





# Narrative Planning Template

Title \_\_\_\_\_

Orientation		
Setting	Characters	Mood
		



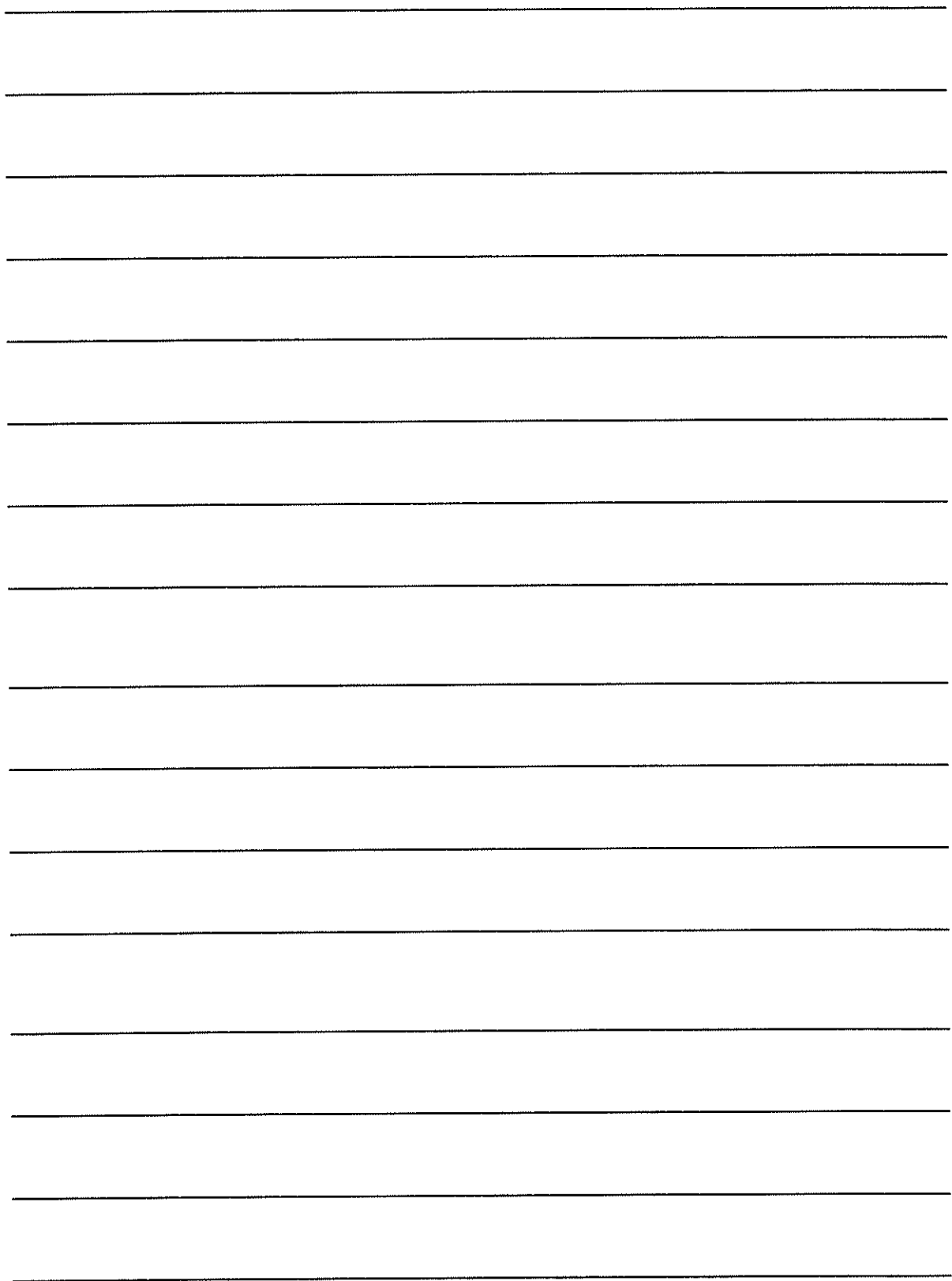
Complication

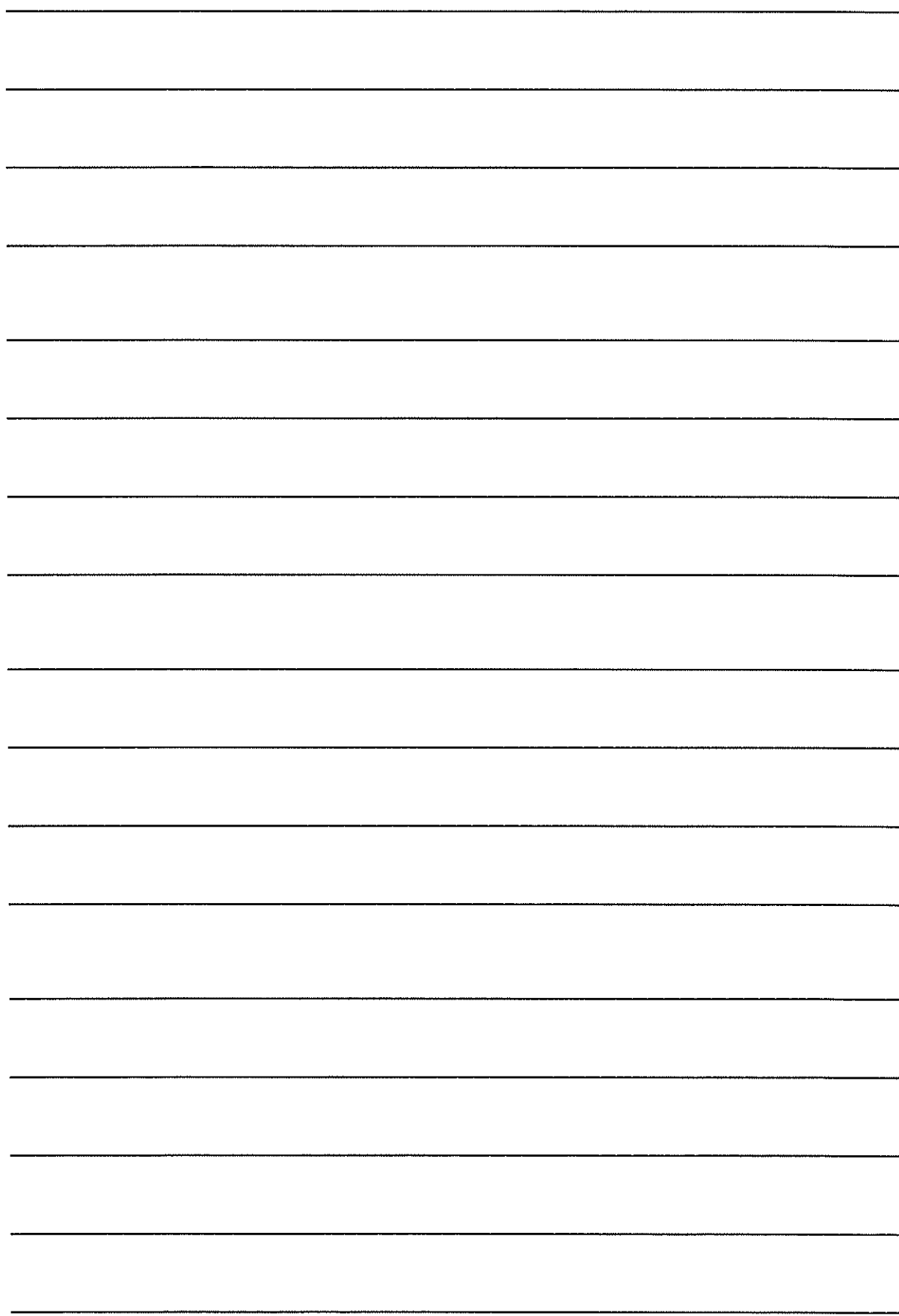


Events and Climax



Resolution





Dale Scott is inviting you to a scheduled Zoom meeting.

Topic: S2S Week 6 Catch Up

Time: Aug 19, 2021 11:30 AM Canberra, Melbourne, Sydney

Join Zoom Meeting

<https://nsweducation.zoom.us/j/5709280925?pwd=R2FrcDlIWGRtZlJkQ2VwSFE2dzZXQT09>

Meeting ID: 570 928 0925

Passcode: **842154**

One tap mobile

+61280156011,,5709280925#,,,,\*842154# Australia

+61370182005,,5709280925#,,,,\*842154# Australia

Dial by your location

+61 2 8015 6011 Australia

+61 3 7018 2005 Australia

+61 7 3185 3730 Australia

+61 8 6119 3900 Australia

+61 8 7150 1149 Australia

Meeting ID: 570 928 0925

Passcode: 842154

Find your local number: <https://nsweducation.zoom.us/u/ecjRINhLkc>

Join by SIP

5709280925@zmau.us

Join by H.323

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)



Meeting ID: 570 928 0925

Passcode: 842154

# How students can access Zoom meetings in NSW public schools

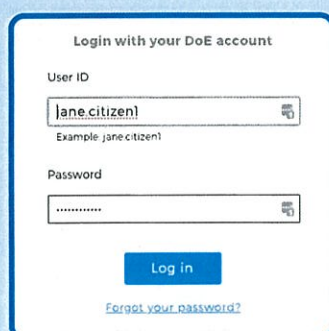
## Sign into Zoom with a desktop browser



1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>



3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.



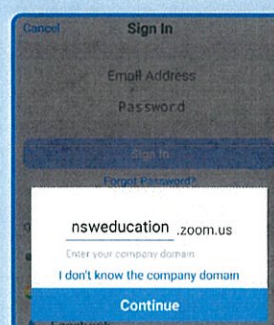
5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

## Accessing Zoom using mobile apps

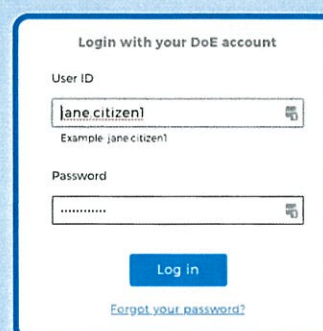
1. Download the **Zoom** app for your specific mobile device.



2. Once installed, open **Zoom**, tap **Sign In** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.



4. The **DoE log on screen** will appear. Sign in with your normal department credentials.



5. Once signed in, **Zoom** will be ready for use!

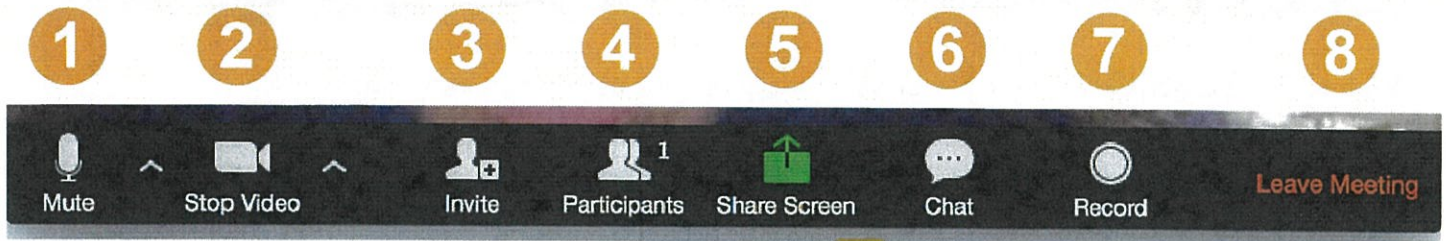
## More information

- [How to join a Zoom meeting](#)
- [Participating in a meeting](#)



## THE ZOOM MENU BAR –YOUR MEETING CONTROLS

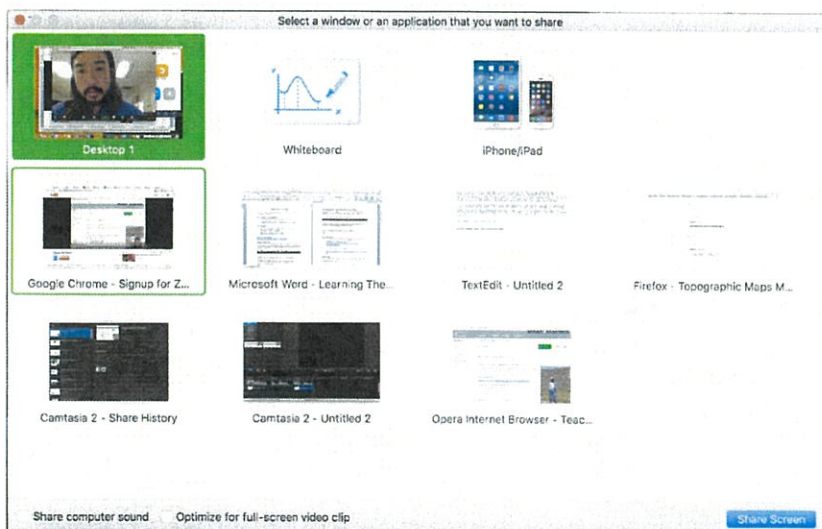
The **Zoom menu bar** appears at the bottom of the Zoom window once the meeting begins. If you don't see the menu bar, move your mouse slightly and the bar will appear. (*The bar disappears after a few seconds when in full-screen mode.*)



1. Mute/unmute your audio (not the audio of the participants). You can also select your audio input here by clicking the up arrow next to the microphone icon.
2. Start/stop your Webcam. You can also select your video input here by clicking the up arrow next to the video camera icon.
3. Invite more people to join by email, IM, or meeting ID.
4. View a list of participants in the Zoom meeting.
5. Share your desktop (*your entire screen*) or select a specific application to share (e.g. *MS Word*)
6. Send a message to all participants in the group chat.
7. Record the meeting (*if you have been granted permission*).
8. Leave or end the video meeting (*if you are the Host*).

## SHARING A PROGRAM, WHITEBOARD OR YOUR DESKTOP

As a participant you might be asked to share your desktop or an application. During a meeting you can switch back and forth between sharing your screen and your webcam video as often as needed. If you are in webcam mode, switch to screen share by choosing “**Share Screen**” in the menu bar. A window showing all possible options to share will appear. Click on the item you want to select it, then click “**Share Screen**”.



If you are displaying your screen, switch back to your webcam video by clicking “**Stop Share**” from the menu at the top of the screen shown in the red box:





### WEEK 1 SESSION 4 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES -**  
do these in your head

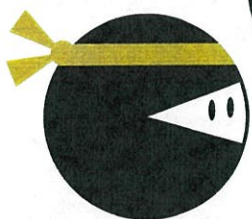
Q	Question	Answer
1	$2 + 3$	
2	$\square + 65 = 100$	
3	What is half of 7?	
4	$140 - 10$	
5	$145 + \square = 190$	
6	$81 = 40 + \square$	
7	$306 - 303$	
8	$10 \times 8 = 80$ , so $80 \div 10 = \square$	
9	Write 10:21 in 12 hour clock format	
10	1:56 am is how many minutes after 12:59 am?	
Total out of 10		

**TIMESTABLES -**  
do these in your head

Q	Question	Answer
1	$5 \times 10 = \square$	
2	$24 \div 3 = \square$	
3	$2 \times \square = 18$	
4	$9 \div \square = 3$	
5	$8 \times 2 = \square$	
6	$48 \div 8 = \square$	
7	$\square \times 7 = 49$	
8	$\square \div 6 = 5$	
9	$7 \times 8 = \square$	
10	$35 \div 7 = \square$	
Total out of 10		

**KEY SKILLS -** you may use written calculations for these questions

Q	Question	Answer
1	$8 \times 625$	
2	$731 - 367$	
3	$7 \times 9$	
4	$1.02 = \square\%$	
5	$1.15 + 20.33$	
6	$(-48) \div (-8)$	
7	If $a = 3$ $b = 8$ and $c = 5$ , what is the value of $(2b - a)^2$ ?	
8	$4 - (-4)$	
9	Is 14 a factor of 33?	
10	What is the value of $14^2$ ?	
Total out of 10		



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MY **NINJA** BELT:

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

**NINJA** SCORE:



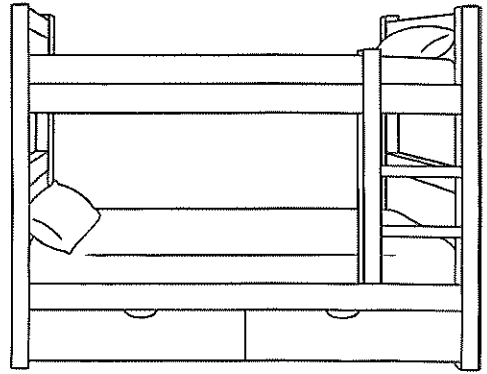
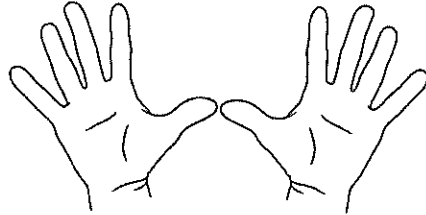


# Measuring Lengths and Heights

We are beginning to measure lengths and heights.

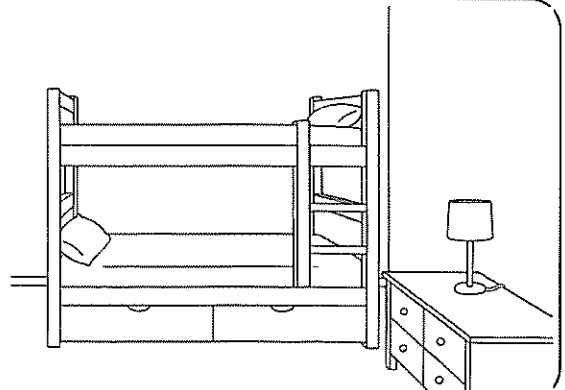
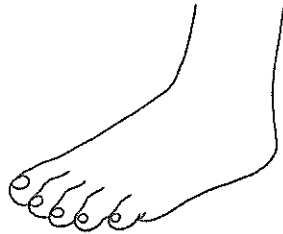
Measure your bed using your hands.

My bed is \_\_\_\_\_ hands long.



Measure your bedroom using your feet.

My bedroom is \_\_\_\_\_ feet long.



What else can you measure using your feet?

Draw what you have measured here and write how many feet it took to measure it.

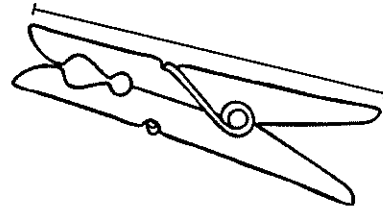
\_\_\_\_\_ feet



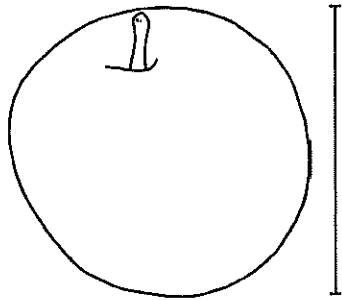
# Measuring Lengths and Heights

We have been learning to use a ruler to measure lengths and heights in centimetres.

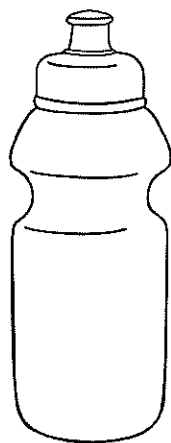
Use a ruler to measure these objects:



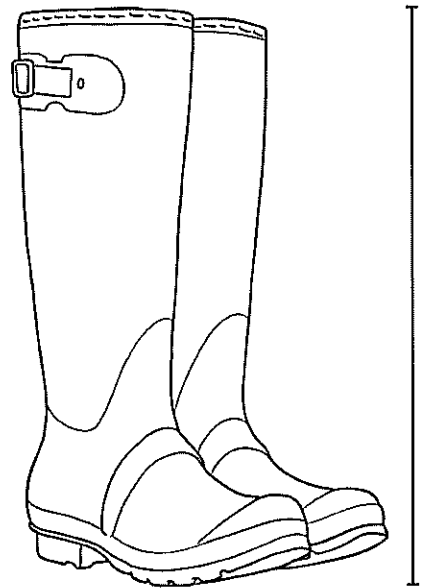
The peg is \_\_\_\_\_ cm



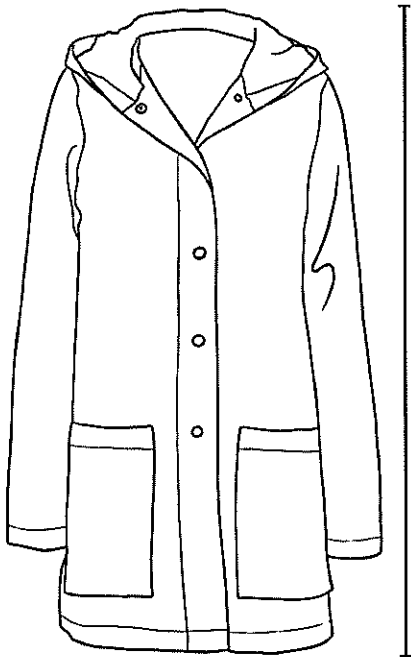
The apple is \_\_\_\_\_ cm



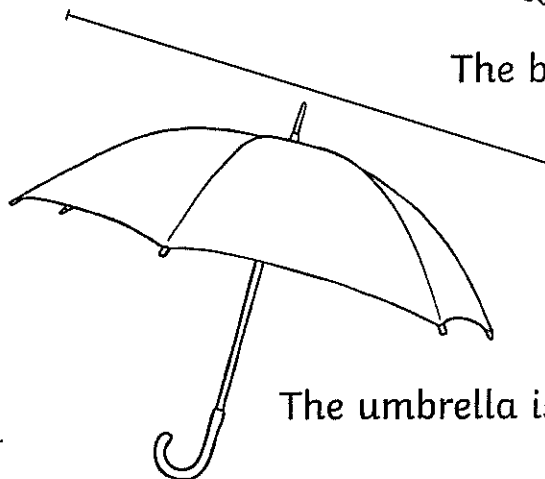
The bottle is \_\_\_\_\_ cm



The boots are \_\_\_\_\_ cm

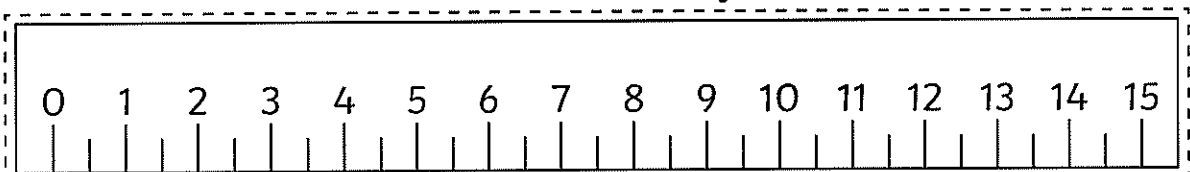
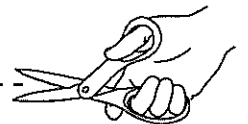


The raincoat is \_\_\_\_\_ cm



The umbrella is \_\_\_\_\_ cm

Cut out this ruler and use it to measure the objects.

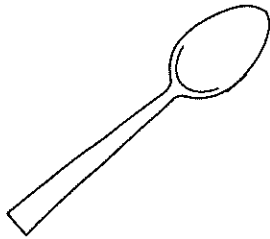
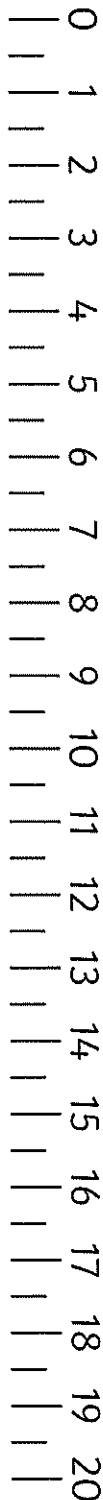




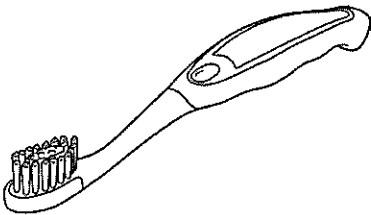
# Measuring Lengths and Heights

We have been learning to use a ruler to measure lengths and heights in centimetres.

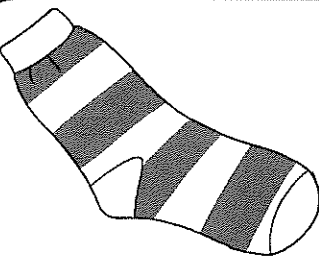
Find these objects at home and measure them using the ruler on the edge of this page.



My spoon is \_\_\_\_\_ cm



My toothbrush is \_\_\_\_\_ cm



My sock is \_\_\_\_\_ cm

Pick two objects of your own. Draw them and measure them with the ruler.



## How has material use changed over time?

The uses of materials, and the materials used for purposes, have changed over the years. Can you research how these materials have changed over time for their uses. Ask a family member or do some Google Research to find out the answers.

E.g.

### **Clay**

- Used to decorated people and places.
- Used for medicinal purposes - calming down and digestive disorders.

### **Salt**

- ★
- ★
- ★

### **Lead**

- ★
- ★

### **Animal skins**

- ★
- ★
- ★

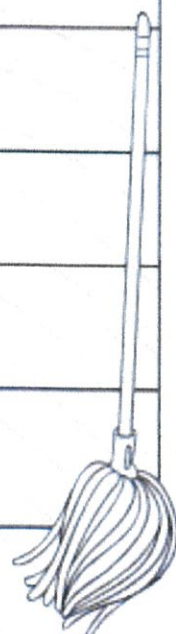
### **Tree (wood)**

- ★
- ★
- ★
- ★

# Uses of Absorbent Materials

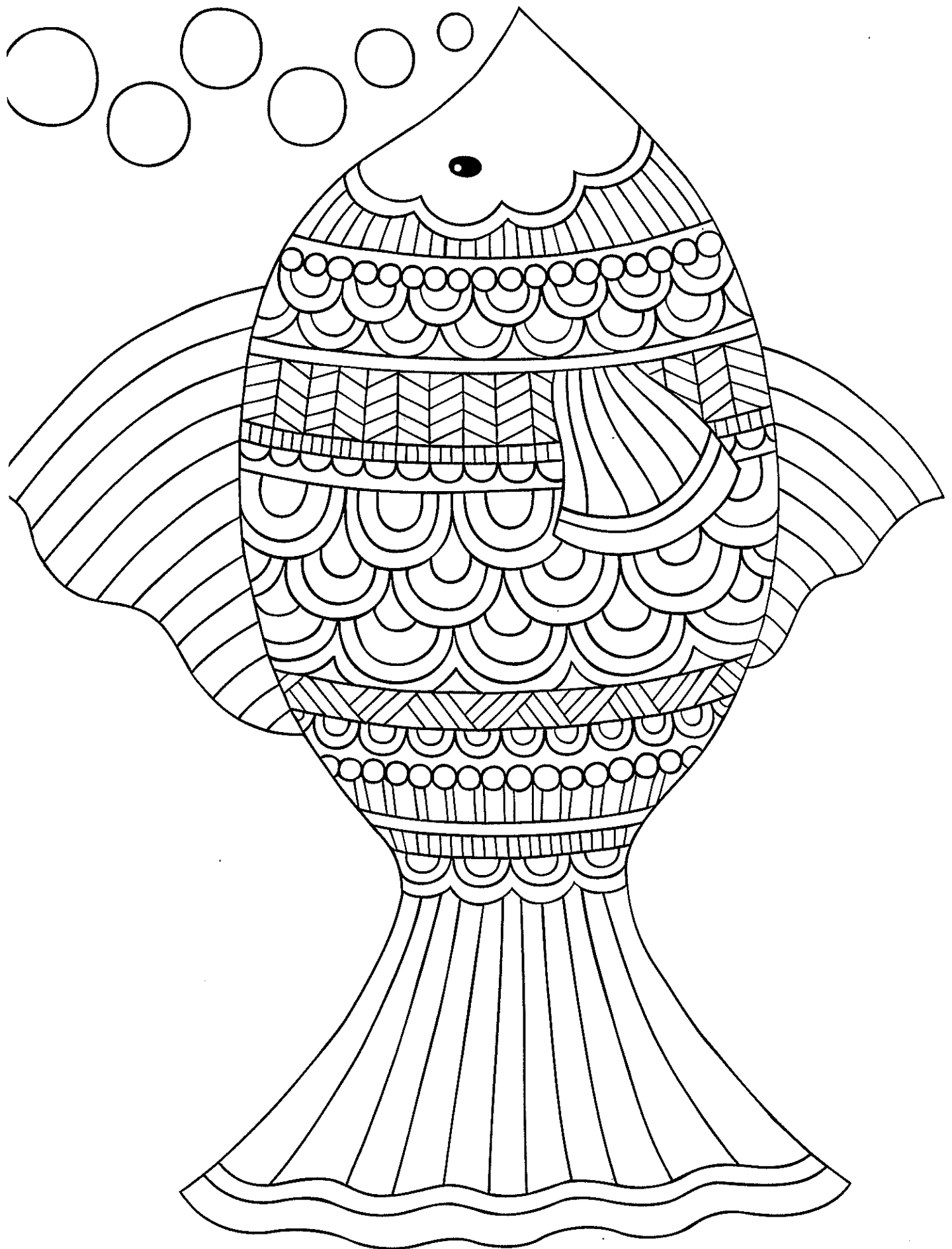
Find these objects in your home or classroom. What are they used for? Why? The first one has been done for you as an example.

Object	Use	Material	Why is it good for this use?
Towel	To dry your body.	Fabric	Because it is absorbent.
Kitchen roll <i>paper</i>			
Mop			
Kitchen sponge			
Bath mat			



Can you find some more absorbent objects at home or school?

Draw them here.





## Friday – 20<sup>th</sup> August 2021

### Morning

- Spelling
  - Copy list words into Friday's column.
  - Finish off any of this weeks spelling activities that you have not yet completed.
- Reading
  - What are Bushfires? cloze passage reading task
  - What are Floods? cloze passage reading task
  - Monster Magic reading comprehension activity
- Handwriting
  - Follow the instructions on the page carefully to complete your handwriting activities. *TAKE YOUR TIME.*
- Read Theory/Reading Eggs

### Middle

- Fitness
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Measuring in Body Parts measurement activity.
- Prodigy

### Afternoon

- Sport

Name \_\_\_\_\_

Date \_\_\_\_\_

## What are Bushfires

A bushfire is an example of a natural disaster which has both natural and \_\_\_\_\_ causes.

Bushfires are \_\_\_\_\_ blazes that usually start in areas of bushland or wilderness. They can be caused by lightning, agricultural clearing, campfires and dropped cigarettes. Some bushfires are \_\_\_\_\_ lit.

Bushfires are very destructive, extremely \_\_\_\_\_ and threaten life, homes and the wider community. They are large, fast-moving and difficult to bring under control. Bushfires can even \_\_\_\_\_ over gaps that are in their path, such as rivers and roads.

Fuel for a bushfire comes from anything that burns. This includes grass, sticks, twigs, leaf litter and trees. Property and other structures such as sheds and stables are also considered \_\_\_\_\_ for a bushfire.

Bushfires are more \_\_\_\_\_ during the hottest and driest months of the year. While every continent (except Antarctica) experiences bushfires, they occur most commonly in Australia.

In Australia, bushfires have accounted for over 800 deaths since 1851. Australia's worst ever recorded bushfire was the Victorian Black Saturday Bushfire in 2009, where 173 people lost their lives.

Even though bushfires cause \_\_\_\_\_ damage, they play an \_\_\_\_\_ role in nature. Bushfires burn plants and trees which may be old and \_\_\_\_\_, making way for new plants and trees to grow in their place.

There are two main categories of bushfires: \_\_\_\_\_ (fires on hilly areas) and \_\_\_\_\_ (fires on flat areas).

dangerous	extensive	deliberately	human
uncontrollable	diseased	fuel	mountainous
grassland	jump	important	frequent

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What are Floods?

Flooding is a \_\_\_\_\_ disaster where a piece of land that is usually dry is \_\_\_\_\_ under water. Some floods occur suddenly and \_\_\_\_\_ quickly, while others can take days or months to build and regress. When floods occur in an area where people live, the water can damage or even wipe away farms, houses, bridges, cars, trees and other heavy items. Flood waters can be very \_\_\_\_\_. People even lose their lives during floods.

Floods can happen due to a number of reasons: heavy rains, riverine flooding, flash flooding, dam failure and a \_\_\_\_\_ surge. Rainfall and run off are the major causes of floods. When rain falls over an area of land, some is \_\_\_\_\_ by the soil, while the rest becomes runoff and flows downhill. The area of land that \_\_\_\_\_ the runoff is called a catchment. Tides can add to the height of flood waters, increasing the area flooded. Around the world, many people live on land that is subject to \_\_\_\_\_ flooding. These are known as \_\_\_\_\_.

The size of a flood event is usually classified by its height (the level of water at a particular location in a waterway). The Bureau of Meteorology uses three general categories of flooding related to water level: \_\_\_\_\_; which includes inundation of large areas, major disruptions, evacuations of houses and businesses, \_\_\_\_\_; which includes inundation of low-lying areas, removal of stock and evacuation of some houses and \_\_\_\_\_; which includes inconveniences such as the closing of minor roads and the submergence of low level bridges.

Flooding can be very dangerous. Only 15 cm of fast-flowing water is needed to knock you off your feet. Floodwater can seriously \_\_\_\_\_ public and personal transport by cutting off roads and railway lines. Floods can distribute large amounts of water and suspended \_\_\_\_\_ over vast areas, redirecting valuable soil nutrients to agricultural lands. However, soil can be \_\_\_\_\_ by large amounts of fast-flowing water; ruining crops, destroying land and buildings and \_\_\_\_\_ farm animals.



recede	storm	collects	submerged
absorbed	occasional	floodplains	moderate
minor	natural	major	dangerous
disrupt	sediment	eroded	drowning



Name: \_\_\_\_\_

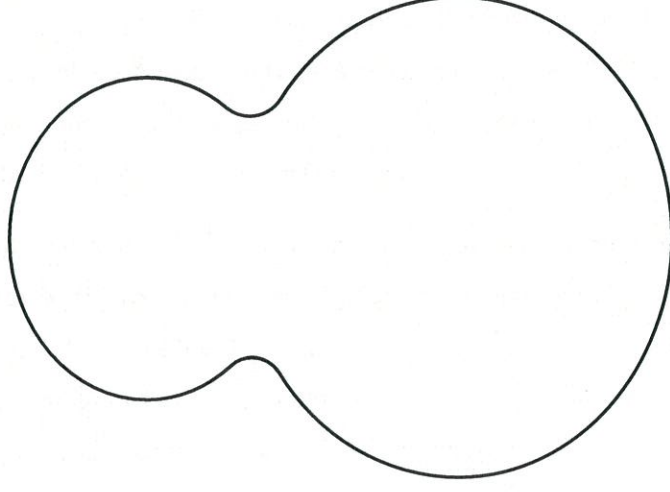
Date: \_\_\_\_\_

# Monster Magic

## o Reading Comprehension Activity o

Read and follow the instructions below to create a magic monster.

1. Cover the monster's body in 12 red dots.
2. Give the monster 8 long arms.
3. Draw six yellow eyes on the monster's head.
4. Give the monster 4 short legs.
5. Draw two green pointy antennae on top of the monster's head.
6. Give the monster a big smile and a long pink tongue.
7. Draw two small ears on each side of the monster's head.
8. Give the monster a spikey purple tail.
9. Cover the monster's body in fuzzy blue hair.
10. Give the monster a name.





Practising horizontal joins to e

Trace, then copy.

Artefacts recovered from

shipwrecks include knives,

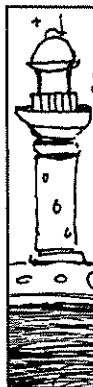
forks, spoons, jewellery, pocket

watches, weapons, sextants,

and even treasure chests!

Trace, to practise these letter combinations.

oe re ve we xe oe re ve we



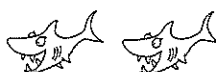
## Self Assessment

Rate your joins to e.

Needs work



Good effort



Best ever!





Show how these letters join in cursive writing.

os rs ws xs fs as cs ds

es is ks ls ms ns ts us

Write these words in cursive.

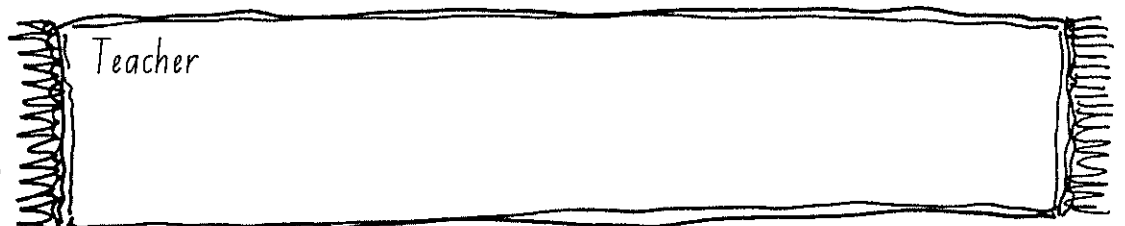
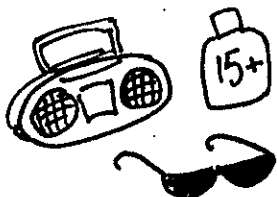
hosts asks sews emus surfs

Show how these letters join in cursive writing.

oe re ve we xe re ve we

Write these words in cursive.

wave hoes reef faxes weevil



### WEEK 1 SESSION 5 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES -**  
do these in your head

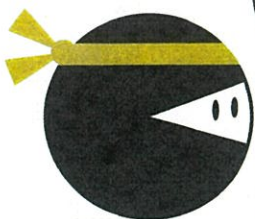
Q	Question	Answer
1	$1 + 4$	
2	$19 + 81$	
3	Halve 2	
4	$42 - 10$	
5	$124 + \square = 200$	
6	$84 = 34 + \square$	
7	$925 - 920$	
8	$7 \times 8 = 56$ , so $56 \div 7 = \square$	
9	Write 1:58 pm in 24 hour clock format	
10	6:59 am is how many minutes after 6:19 am?	
Total out of 10		

**TIMESTABLES -**  
do these in your head

Q	Question	Answer
1	$2 \times 6 = \square$	
2	$8 \div 2 = \square$	
3	$1 \times \square = 10$	
4	$10 \div \square = 1$	
5	$9 \times 7 = \square$	
6	$5 \div 5 = \square$	
7	$\square \times 8 = 72$	
8	$\square \div 8 = 3$	
9	$2 \times 4 = \square$	
10	$18 \div 6 = \square$	
Total out of 10		

**KEY SKILLS -** you may use written calculations  
for these questions

Q	Question	Answer
1	$3 \times 991$	
2	$16182 - 8764$	
3	$2.3 \times 7.17$	
4	0.45 as a fraction	
5	$22.17 + 8.31$	
6	$(-48) \div 6$	
7	If $a = 6$ $b = 3$ and $c = 10$ , what is the value of $bc / a$ ?	
8	$(-10) - (-5)$	
9	What is the highest common factor of 15 and 27?	
10	What is the value of 7 squared?	
Total out of 10		



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

MY **NINJA** BELT:

**NINJA** SCORE:

# Measuring in Body Parts

## Amazing Fact

In ancient times, records show that length was first measured using body parts – the forearm, hand or finger.

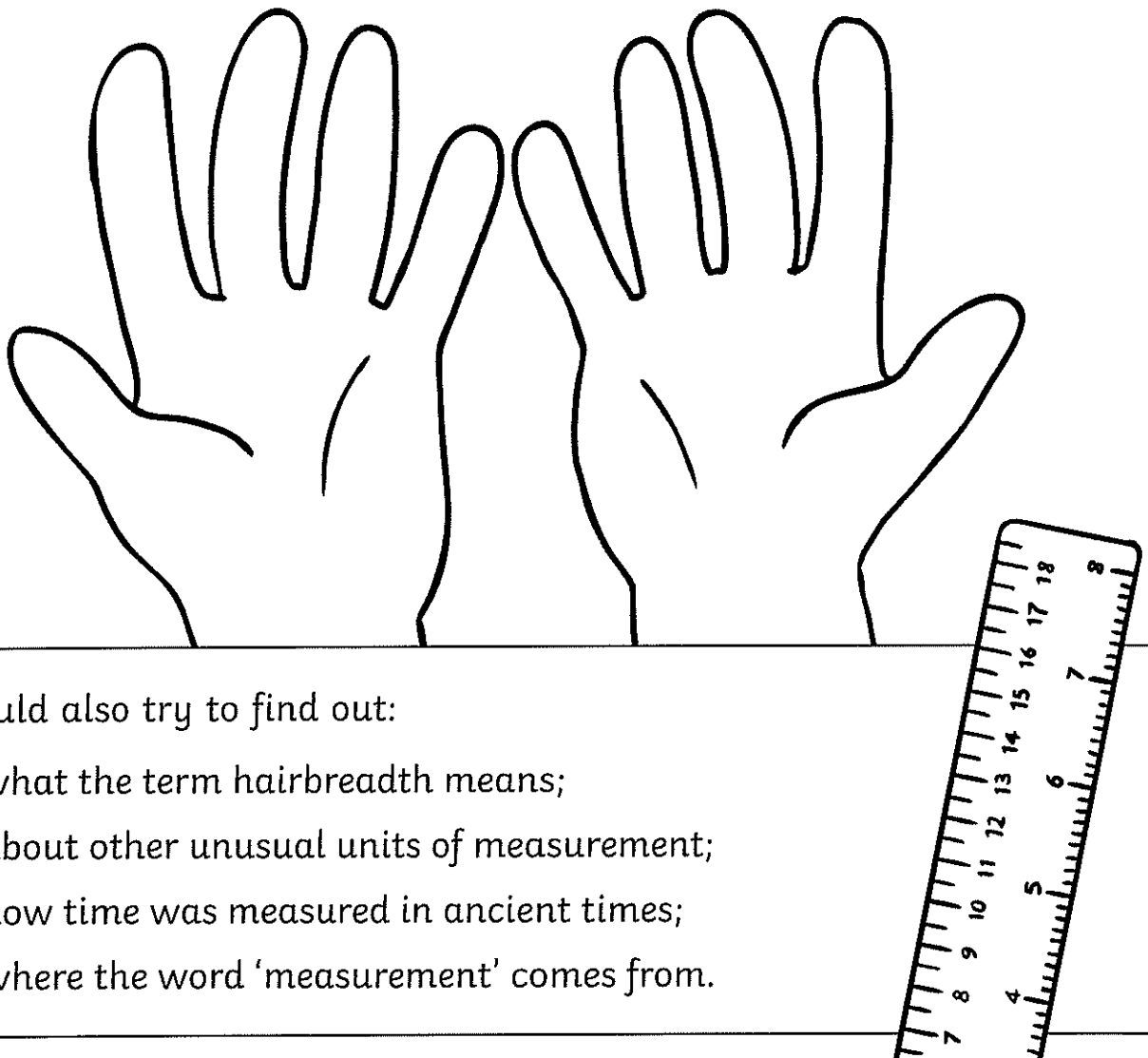
## Challenge

Your forearm is the length between your fingertip and your elbow.

Your handspan is the distance between your thumb and little finger when your fingers are stretched out.

Your finger would be your index or 'first' finger

Using your forearm, handspan and finger, choose different objects around the room and measure their length. You might need someone to help you.



You could also try to find out:

- what the term hairbreadth means;
- about other unusual units of measurement;
- how time was measured in ancient times;
- where the word 'measurement' comes from.



# Measuring in Body Parts

Object	Forearm	Handspan	Finger

1. What surprised you about this way of measuring?

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2. Do you think it is an accurate way to measure? Explain your reasons.

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