



Gunnedah South Public School



Home Learning Booklet

Week 1



Year 5





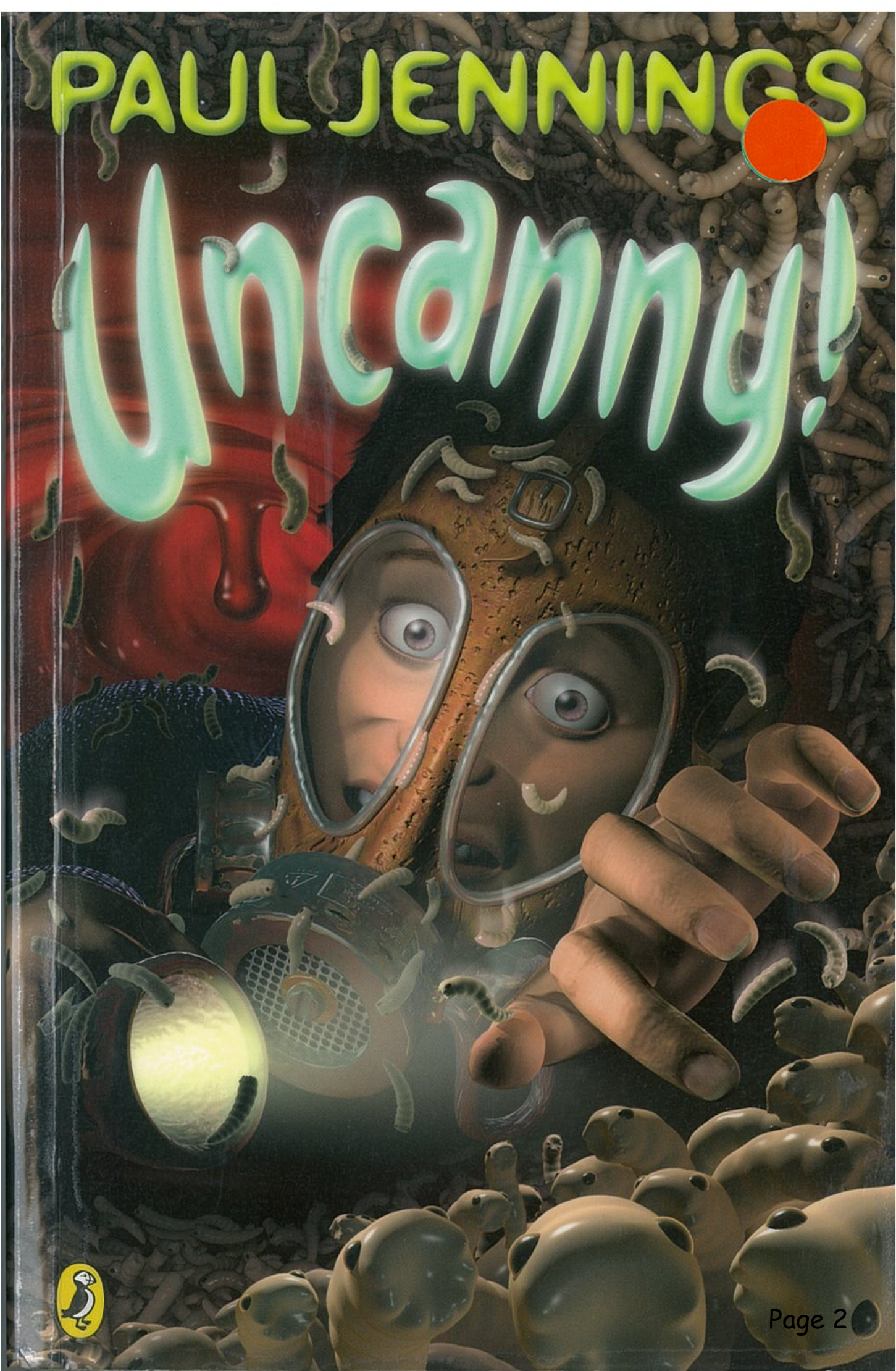
Monday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	Reading passage for the week pg. 3-15
9.30 to 10	Writing	Recount of holidays	Online
10 to 10.30	Spelling	Graphemes and Phonemes	pg. 15
10.30 to 11	Handwriting	Diagonal joins	pg. 16
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole number: place value	pg.17-18
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Skills: throwing and catching	Outside activity
1 to 2	Lunch Break		
2 to 2.30	PBL	Online playground	pg. 19
2.30 to 3	PDHPE	Making a time capsule	pg. 20-21

PAUL JENNINGS

Uncanny!



UNCANNY!

whole lot swirl and twirl like slides shining on a moving curtain. They drain off down my arm and back to their owner.

We all grin. I have no tattoos and Tattooless is not tattooless any more. He is covered all over in his drawings again. The tattoos have left me and returned home.

He stands up and heads for the door. 'Wait,' says Dad. Don't go yet. I want to make sure there are none left. You might have missed one.' Dad orders me to take off my clothes. I strip down to my underpants and Dad checks me for tattoos. He does not find any.

'Okay,' says Dad to the tattooed man. 'You can go now.'

The tattooed man holds out his hand but I do not want to shake. Neither does Dad. We decide to give the shaking a miss and make do with a wave.

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Well that is just about the end of the story. Dad does another check for tattoos but he doesn't find any. I'm glad he doesn't look down the back of my underpants though.

Otherwise he might see my little bear behind.

A Good Tip for Ghosts

Dad was scabbing around in the rubbish.

'How embarrassing,' said Pete, 'it's lucky there's no one else here to see us.'

I looked around the tip. He was right. No one was dumping rubbish except us. There was just Dad, me, and my twin brother Pete. The man driving the bulldozer didn't count. He was probably used to people coming to the tip with junk and then taking a whole pile of stuff back home.

It was a huge tip with a large, muddy pond in the middle. I noticed a steer's skull on a post in the water. There were flies everywhere, buzzing and crawling over the disgusting piles. Thousands of seagulls were following the bulldozer looking for rotten bits of food.

'These country tips are fantastic,' yelled Dad. 'Come and help me get this.' He was trying to dig

out an old pram. I looked around and groaned. Another car had just pulled up. It was a real flash one. A Mercedes.

We had just arrived in Allansford the day before. It was a little country town where everybody would know what was going on. Pete and I had to start at a new school the next day. The last thing we wanted was someone to see us digging around in the tip.

A man and a boy got out of the Mercedes. They had a neat little bag of rubbish which the man dropped onto the ground. A cloud of flies rose into the air. 'Let's get out of here,' the man said to the boy. 'This place stinks.'

The boy was about my age but he was twice as big as me. He had red hair and he looked tough. I could see that he was grinning his head off and staring at our car. The back seat of our old bomb was full of Dad's findings. There was a mangled typewriter, a baseball bat, two broken chairs, a torn picture of a green lady lying on a tree branch and a bike with no wheels. I blushed. Dad just could not go to the tip without taking half of it back home with him.

I looked up at the kid with red hair again. He was pointing at Dad and laughing fit to bust. 'Oh no,'

groaned Pete. 'Look what he has got now.'

Dad had run over to the bulldozer and held up his hand to stop the driver. He was digging around in front of its blade. He had found an arm sticking out of the junk. It looked like a human arm but it wasn't. It was the arm of one of those shop dummies they put dresses on. Dad pulled and yelled and jiggled until he got the whole thing out. Then he stood there holding it up for all the world to see. A female shop dummy with no clothes on.

It had a wig for hair but apart from that it was stark naked. Its left arm pointed up at the sky. It looked like Dad was standing there with a naked woman. The red-haired kid and his father were both laughing by now. The boy bent down and picked up something from the ground. Then they got into their Mercedes and disappeared through the gate. Pete and I hung our heads with shame. We couldn't bring ourselves to look as Dad dragged the dummy back to the car. I hoped like anything that the red-haired kid didn't go to Allansford School.

'Wonderful,' hooted Dad as he examined the shop dummy. 'Your mother will be pleased. She can use this for making dresses.'

'Don't give me that,' yelled Pete. 'You promised

Mum that you wouldn't bring anything back from the tip.'

Dad looked a bit sheepish. 'This is different, boys. This isn't junk. This is valuable stuff. Now give me a hand to get this dummy into the car.'

'Not me,' I said.

'Nor me,' added Pete. 'I'm not touching her. She hasn't got any clothes on. It's rude.'

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There was no room in the back of the car so Dad sat her up in the front. He put the seatbelt on her to stop her falling over. Her lifted-up arm poked through a rust hole in the roof.

'Where are we supposed to sit?' I asked. 'There's no room in the back.'

'One on each side of her,' said Dad. 'We'll all sit in the front. There's plenty of room.'

So that's how we went home. Shame. Oh terrible shame. Driving along the road with a naked dummy sitting between us. Every time we passed someone Pete and I ducked down so that they couldn't see us. Dad just laughed. It was all right for him. He wasn't starting at a new school in the morning.

Then it happened. A blue flashing light. A siren. A loud voice saying, 'Pull over driver.'

It was the police.

A policeman got off his motorbike and walked slowly to the car. He pulled off his gloves and adjusted his sunglasses. Then he leaned in the window. 'What's this naked lady . . . ?' he started off in a cross voice. But then he started laughing. He doubled up holding his side and pointing to the dummy. 'We had a report that there was a naked woman,' he managed to get out in between gasps. 'But it's only a shop dummy.'

I thought he was never going to stop laughing but finally he said, 'Where did you get all this stuff sir?'

'The Allansford tip,' answered Dad.

'The locals call it Haunted Tip,' said the policeman with a grin. He seemed to want to stay and talk. He probably was trying to figure out if Dad was a nut case or not. Pete and I just sat there trying not to be seen. 'No one will go there after dark,' he told us. 'They say the ghost of Old Man Chompers walks that tip at night.'

'Old Man Chompers?' said Dad.

'Yes, he was the caretaker of the tip long ago. They say he was minding his two grandchildren there one

day. The children disappeared and were never found. The ground collapsed and all the rubbish fell into a huge hole. People think the children were buried under piles of rubbish. Their bodies were never discovered because the hole filled up with water and formed a lake. Not long after that Old Man Chompers died. People have said that they have seen him walking the tip at night. He pokes at the rubbish, turning things over. He is looking for his lost grandchildren. He moans and groans and calls out for his lost darlings.'

I shivered and looked at Pete. 'You won't catch me going to that tip again,' I said.

'Good,' said the policeman. 'It's a dangerous spot. No place for kids. Anyway – it is said that Old Man Chompers can't leave the tip until he finds his darlings. He has to stay there until he finds them. That's why he wanders the lonely tip at night. He might think that you two would do instead if he caught you there.' Then he said something that made my knees wobble.

'His grandchildren were twins. And Old Man Chompers had poor eyesight. He might mistake you boys for his lost children.' The policeman looked us straight in the eyes and then turned and walked off, chuckling as he went.

The next day Pete and I started at Allansford School. It was even worse than we thought it would be. The red-haired kid was waiting at the gate with his tough mates. 'Here they are,' he yelled with glee. 'The twins from the tip.' In a loud voice he started to tell everyone about Dad and the naked shop dummy. Pete and I looked at each other helplessly. We couldn't deny the story. It was true. I could feel tears starting to form behind my eyes. I had to stop them escaping so I blinked real hard. I noticed that Pete was doing the same thing.

It is bad enough starting a new school at the best of times. But when you have to live down something like this it is just terrible. Fortunately the bell went and we had to go inside.

At recess time, though, it was even worse. 'I'm the top dog here,' said the red-haired boy. His name was James Gribble. He pushed Pete in the chest. 'What's your name kid?' he asked roughly.

'Pete.'

Gribble gave a twisted grin. 'This twin is Pete, so this one,' he said, pointing at me, 'must be Repeat. Pete and Repeat, the scabby twins from the tip.' All

the kids started to laugh. Some of them weren't laughing too loudly though. I could see that they didn't like Gribble much but they were too scared of him to do anything.

After the laughter died down Gribble went and fetched a shoebox with a small hole in the end. 'I'm the boss here,' he said. 'Every new kid has to take my nerve test. If you pass the nerve test you are okay. If you won't do it I thump you every day until you do.' He held up a clenched fist. The kids all crowded around to see what would happen.

The shoebox had a lid which was tied on with string. Gribble pushed the box into my hand. 'Seeing you like the tip so much Repeat,' he leered. 'I have brought something back from there for you. One of you two has to have enough nerve to put your hand in there and take out the mystery object that I found at the tip.'

Pete and I looked at the hole in the box. There was just room enough to put a hand inside.

'Go on,' said Gribble. 'Or you get your first thump now.'

I don't mind telling you that I was scared. There was something in the box from the tip. It could be anything. A dead rat. Or even worse: a live rat. Or maybe a loaded mouse trap. My mind thought of

the most terrible things. I didn't want to do it but then I noticed one of the kids was nodding to me. A little kid with a kind face. He seemed to be telling me that it was okay.

I looked at Gribble. I have always heard that you should fight a bully when they first pick on you. Then if you fight hard and hurt them they will leave you alone. Even if you lose the fight everyone will respect you and it will be okay. I sighed. Gribble was twice as big as Pete and me put together. And he had tough mates. They would wipe the floor with both of us. Things like teaching the bully a lesson only happen on TV.

Slowly I pushed my hand into the box. At first I couldn't feel anything but then I touched something hard and slimy. It was sort of horseshoe shaped. I shivered. It was revolting. There were rows of little sharp pointed things. Then I felt another one the same. There were two of them. They reminded me of a broken rabbit trap. They felt like they were made of plastic covered in dry mould. I didn't have the faintest idea what I was holding but all sorts of horrible things came into my mind.

Slowly I pulled out my hand and looked. It was a set of old, broken false teeth.

They were chipped and cracked and stained brown. They felt yucky but I smiled at the circle of kids around me. Pete was grinning too. I had passed the nerve test. Or so I thought.

'Okay Repeat,' said Gribble with a horrible leer. 'You have passed the first bit of the test.' My heart sank. So did Pete's. I didn't realise that there was going to be something else.

Gribble pushed his face up against mine. He had bad breath. 'Now boys,' he growled, 'you have to take the false teeth back where they came from. Back to the tip.' He paused, and then he added, 'At night.'

Pete and I looked at each other. Goose bumps ran up and down our arms. Before we could say anything Gribble told us the next bit. 'And just to make sure that you really go. That you don't just pretend to go. You have to bring something back with you. You have to bring back the steer's skull in the middle of the tip pond. By tomorrow morning. You have to prove that you went to the tip at night by bringing back the skull.'

Pete and I spent the rest of the day worrying. We couldn't concentrate on our school work. I got two out of twenty for my Maths. Pete got four out of

twenty. The teacher must have thought that the new kids were real dumb.

That afternoon the boy who had nodded at me in the yard passed me a note. It said:

You had better get the skull. Gribble is real mean. He punched me up every day for a month until I passed his rotten nerve test.

Signed, your friend Troy

I passed the note on to Pete. He didn't say anything but he didn't look too good.

After school we walked sadly out of the gate. As we went Gribble yelled at us, 'Have a nice night my darlings.'

Neither of us could eat any tea that night. Mum looked at us in a funny way but she didn't say anything. She thought we were just suffering from nerves about the new school. She was right. But only partly. We were also thinking about the ghost of Old Chompers and his lonely search for his lost darlings. I looked at Pete and he looked at me. It was like staring in a mirror. It reminded me that Old Chompers' lost grandchildren were twins too.

'We could pretend to be sick tomorrow,' I said to Pete after tea.

'It wouldn't work,' he answered. 'Mum never gets

fooled by that one. Anyway, we would have to go back to school sooner or later.'

'We could tell Dad and ...'

'Oh sure,' put in Pete before I could finish. 'And he will tell the teachers and everyone in the school will call us dobbers.'

'What about throwing the false teeth in the bin and getting a steer's skull from somewhere else?' I yelled. 'Gribble would never know that we hadn't really been to the tip.'

Pete looked at me as if I was a bit crazy. 'Great,' he answered in a cross voice. 'And where are you going to get a steer's skull at this time of night? It can't be any old steer's skull you know. It has to have white horns and horrible teeth. No – we will have to do it. We will take the false teeth back to the tip and bring the steer's skull back with us. There's nothing to be scared of really. Ghosts aren't true. There aren't any ghosts. People just think they see them when they are scared.'

I nodded my head without saying anything. I was scared already. And I didn't even want to *think* that I saw a ghost. But I knew Pete was right. We would have to go. It was the only way.

4

That night after Mum and Dad had gone to bed we snuck out of the window and headed off for the tip. We walked slowly along the dusty road which wound through the moonlit paddocks. Pete carried a rope with a hook on the end for getting the skull out of the middle of the pond. I carried a torch in one hand and the false teeth in the other. They felt all slimy and horrible. I sure was looking forward to getting rid of them.

There was not a soul to be seen. The crickets were chirping their heads off and now and then an owl would hoot. Cows sat silently in the dry grass on the other side of the barbed wire fences. I was really scared but for some reason the cows made me feel a little better. I don't know why this was because if anything happened the cows weren't going to help. Basically a cow is just a cow.

The further we got from home the more my knees started to wobble. I kept thinking that every shadow hid something evil and terrible. The inside of my stomach wall felt like a frog was scribbling on it with four pencils.

Our first problem started when we reached the

tip. It had a high wire fence around it with barbed wire on the top. And the gates were locked. A gentle wind was blowing and the papers stuck to the fence flapped and sighed.

'How are we going to get in?' I asked Pete. Secretly I was hoping we would have to go home.

'Climb over,' he said.

We threw over the rope with the hook on it and clambered up the high wire fence. The wire was saggy and it started to sway from side to side with our weight. We ended up perched on the top trying to get our legs over the barbed wire. Suddenly the whole fence lurched over and sent us crashing onto the ground on the inside. Then the fence sprang back up again with the rope on the other side.

'Ouch, ow, ooh . . . that hurt,' I yelled. I rubbed my aching head.

'Quiet,' whispered Pete fiercely. 'You're making enough noise to wake the dead.'

His words sent a chill up my spine. 'I wish you hadn't said that,' I whispered back.

Pete looked up at the fence. We were trapped inside. 'We will never get back over that,' he said. I could tell that he was thinking the same thing as me. What fools we were. What were we doing in a

lonely tip in the middle of the night? There was no one to help us. There was not another soul there. Or was there?

A little way off, behind some old rusting car bodies, I thought I heard a noise. Pete was looking in the same direction. I was too terrified to move. I wanted to run but my legs just wouldn't work. I opened my mouth to scream but nothing came out. Pete stood staring as if he was bolted to the ground.

It was a rustling, tapping noise. It sounded like someone digging around in the junk, turning things over. It was coming in our direction. I just stood there pretending to be a dead tree or a post. I wished the moon would go in and stop shining on my white face. The tapping grew louder. It was coming closer.

And then we saw it. Or him. Or whatever it was. An old man, with a battered hat. He was poking the ground with a bent stick. He was rustling in the rubbish. He came on slowly. He was limping. He was bent and seemed to be holding his old, dirty trousers up with one hand. He came towards us. With a terrible shuffle.

Pete and I both noticed it at the same time. His

feet weren't touching the ground. He was moving across the rubbish about thirty centimetres above the surface.

It was the ghost of Old Man Chompers.

We both screeched the same word at exactly the same moment. 'Run.'

And did we run. We tore through the waist-high rubbish. Scrambling. Screaming. Scrabbling. Not noticing the waves of silent rats slithering out of our way. Not feeling the scratches of dumped junk. Not daring to turn and snatch a stare at the horrible spectre who hobbled behind us.

Finally, with bursting lungs, we crawled into the back of an old car. It had no doors or windows so we crouched low, not breathing, not looking, not even hoping.

Why had we come to this awful place? Fools, fools, fools. Suddenly the thought of Gribble and the steer's skull and the false teeth seemed stupid. I would have fought a thousand Gribbles rather than be here. Trapped in a tip with a ghost.

I could feel Pete trembling beside me. And I could hear the voice of someone else. A creaking, croaking cry. 'My darlings ... my darlings ... my darlings ... my darlings.'

5

I knew it. I just knew it. The ghost of Old Man Chompers had seen us. He thought we were his lost darlings. His dead grandchildren. He was coming to get us. Then he would be able to leave this place. And take us with him. To that great ghost tip in the sky.

I thought of Mum and Dad. I thought of my nice warm bed. I would never see them again. Our parents would never know what had happened to us. Never know that we had come to our end in the bowels of the Allansford tip.

'At last, at last ... my darlings ... at last.' The wailing voice was nearby. He knew where we were. Without a word we bolted out of the car. We fled blindly across the festering tip until we reached the pond. The deep black pond, filled with floating foulness.

And behind, slowly hobbling above the bile, came the searching figure of Old Chompers. We were trapped against the edge of the pond.

In panic we looked around for escape. Mountains of junk loomed over us on either side. To the back was the pond and to the front ... we dared not look.

'Quick,' yelled Pete. 'Help me with this.' He was pulling at an old rusty bath. Dragging it towards the water.

'It won't float,' I gasped. 'Look at the plughole. The water will get in. It'll sink.'

Pete bent down and scratched up a dollop of wet clay from the edge of the water. He jammed it into the plughole. 'Come on,' he panted. 'Hurry.'

The bath was heavy but terror made us strong. We launched it out into the murky water. Then we scrambled in. Just in time. The bath rocked dangerously from side to side but slowly it floated away from the approaching horror.

We paddled frantically with our hands until the bath reached the middle of the pond. Then we stopped and stared at Old Chompers. He hobbled to the edge of the water. He staggered towards us. He was walking on the water. His hands outstretched. 'My darlings,' he groaned. 'My long-lost darlings.' Pete and I clung to the sides of the bath with frozen fingers.

The moon went in and everything was black.

Suddenly there was a pop. The clay plug shot into the air followed by a spout of water. Brown wetness swirled in the bath. We were sinking. In a flash we

found ourselves swimming in the filthy water. We both headed for the shore, splashing and shouting and struggling. Pete was a better swimmer than me. He disappeared into the gloom.

My jumper soaked up water and dragged me down. I went under. I came up again and spat out the lumpy brown liquid. I knew I would drown unless I could find something to grab onto. The bath was gone.

Then my hand touched something. It was a post with something on the end. I grabbed onto it and kicked towards the shore. As my feet touched the bottom I realised that the post had horns. Then I saw that it had a face. A staring dead face with sharp teeth. It was the horrible leering steer's skull.

I screamed and crawled over to where Pete lay on the shore.

We were both soaked to the skin. We were cold and exhausted. We were too tired to move.

The ghost of Old Man Chompers crept across the water with outstretched hands. His face was wrinkled like a bowl of hard, cold custard. His mouth was as a black hole formed in the custard by a vanished golf ball. He chuckled as he looked at me.

In my left hand I still had the false teeth. All the

time I had been running I had held onto them. I had no other weapon so I held them out in front of me. My fingers were shaking so much that it made them chatter.

As the ghost of Old Man Chompers jumped at me I screamed and screamed and tried to push him off with the teeth.

He grabbed the false teeth from my quivering fingers and shoved them into his mouth. 'At last,' he said. 'I've found them. My darlings. My darlings.' He opened and closed his mouth with joy, making sucking noises as he did it.

After a bit of this he pulled out a ghostly apple from his pocket and started to chomp on it. 'Wonderful,' he cackled. 'Wonderful. You don't know what it was like without my darlings . . . I owe you boys a big favour for bringing these back.'

We both lay there looking at the grinning ghost. Suddenly he didn't seem so scary. Pete found his voice first. 'You mean,' he said, 'that your darlings are your false teeth? Not your long-lost grandchildren?'

The ghost started to cackle even more. 'Them,' he said. 'Them brats. What would I want them for? I told 'em not to play around here. Told 'em it was

dangerous. No, I was lookin' for these.' He smacked his lips again and showed the cracked brown teeth. 'Couldn't leave without these. Been lookin' for 'em for years. Now I can go. Now I can leave this rotten dump and join all the others.' As he said this he started to fade away. I knew that we would never see him again.

'Wait,' yelled Pete. 'Don't go. Come back.'

Chompers stopped fading and looked at Pete. 'What?' he said. 'What do yer want?' I could see that he was in a hurry. He didn't want to hang around the tip for any longer than he had to.

Pete looked the ghost straight in the eye. 'You said that you owe us a big favour for bringing your teeth back. Well we want to be paid back. We want one favour before you go.'

'Well,' said Old Chompers with a chipped smile. 'What is it?'

Old Chompers wasn't the only one who didn't want to hang around that tip. He showed us a hole in the fence and we ran back down that road as fast as we could go. When we got back to Allansford we climbed

up a certain tree and looked in a certain window.

Gibble was fast asleep in bed. He had a big smile on his face. He had fallen asleep thinking about how smart he was making those dumb twins go to the tip in the middle of the night.

Suddenly he was awakened by a noise. It sounded like a person tapping with a stick. It was coming towards his window. Then he heard a croaky voice. 'My darling,' it said. 'At last I've found my darling.'

Gibble was terrified. He wanted to scream but nothing would come out.

A terrible figure floated through the wall. He had a face which was wrinkled like a bowl of hard, cold custard. His mouth was as a black hole formed in the custard by a vanished golf ball. And in that black hole was a pair of cracked old false teeth.

The ghost chuckled as he held the horrible skull over Gibble's head. 'I think you wanted this,' he said as he dropped his load on Gibble's face.

'That was from Pete,' he screeched. 'And this,' he yelled picking it up again, 'is a Repeat.'

Gibble didn't feel the steer's skull the second time. Nor did he see the ghost fade away. He had fainted.

The next day at school, though, James Gibble

was very nice to me and Pete. I had never met a more polite boy. And there is one thing I can tell you for a fact – he never mentioned anything about being the top dog ever again.

Spelling

Week 1 Monday

WALT: understand that graphemes can represent more than one phoneme.

Phoneme	'oe' like in toe	'ue' like in true	'uff' like in ruff	'off' like in coffin	'aw' like in saw	'ow' like in cow
Example	though	through	rough	cough	thought	bough
Word hunt recording space						

Make your diagonal joins go as directly as possible to the next letter.



am ap ay ce cr di dr dy he hu

in is le li me ni te ti un zi

deep limp paper ninny mine quiz timpani

Natural disasters affect the shape of the world we

live in. A volcanic explosion can blow the peak off

a mountain. Earthquakes can destroy whole cities.

SELF ASSESSMENT

Rate your diagonal joins.

Needs work

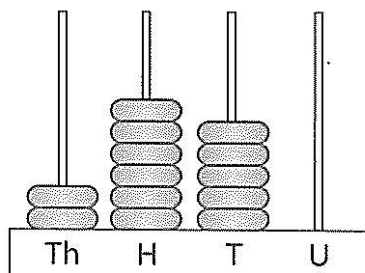
Force 5

Earth-shaking!



Place value of whole numbers – place value to 4 digits

The place or position of a digit in a number helps us understand its value.



2 650

2 is worth 2 000 or two thousands

6 is worth 600 or six hundreds

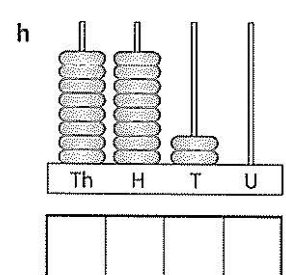
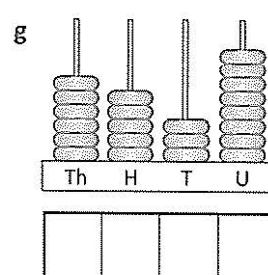
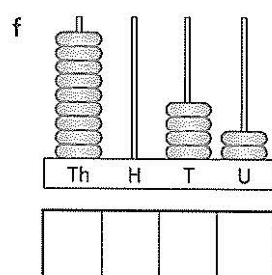
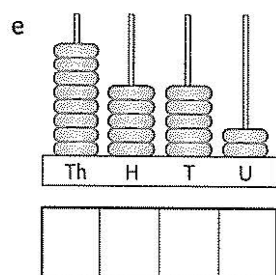
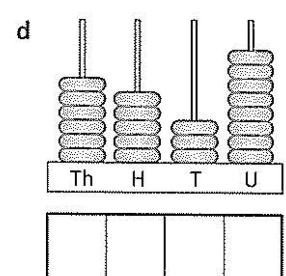
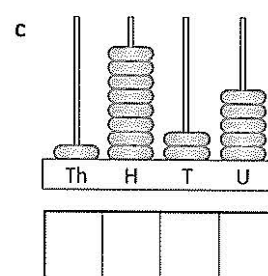
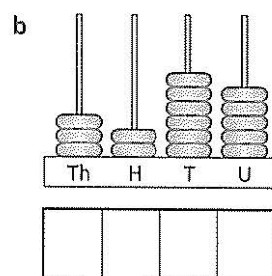
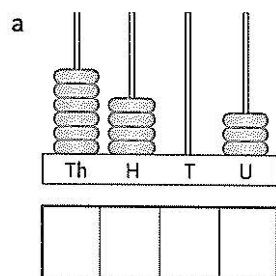
5 is worth 50 or five tens

0 is worth zero or no units

1 Fill in the place value chart for each number. The first one has been done for you.

		Thousands	Hundreds	Tens	Units
a	465		4	6	5
b	8 972				
c	45				
d	798				
e	4 507				
f	3 041				

2 Write the number shown on each abacus.



Place value of whole numbers – place value to 4 digits

3 What is the value of the 5 in these numbers?

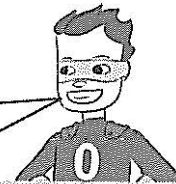
a 6 157	<input type="text"/>	b 9 544	<input type="text"/>	c 5 749	<input type="text"/>
d 4 546	<input type="text"/>	e 785	<input type="text"/>	f 2 359	<input type="text"/>

4 Write the next 3 numbers in each sequence. The first sequence has been done for you.

a + 100	<input type="text" value="4 600"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b + 1	<input type="text" value="768"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c + 1 000	<input type="text" value="3 590"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d - 100	<input type="text" value="9 128"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Zero plays an important role in numbers. It tells us that the value of the column is nothing and holds the place of the other numbers.

I have \$6 055. Without the zero I only have \$655!



5 Complete the cross number puzzle. Make sure you include the zeros in the right places.

1			2		3
		4		5	
	6		7		
	8				
					9
10					

Across

- four thousand two hundred and seven
- seven thousand and ninety four
- two thousand five hundred and sixty
- one thousand and forty seven
- nine thousand and forty three

Down




- four thousand and eighty six
- seven hundred
- two hundred and four
- seven thousand and fifty
- nine thousand two hundred and seven
- two thousand one hundred and thirty
- six thousand four hundred and three
- sixty



We are learning how to be safe, respectful, learners in our new playground.

Sadly we can't be at school playing with our friends at the moment, but so you can still all 'talk' to each other. Southey has created an online playground!! Remember Southey says to be kind, respectful and supportive of one another.

What do you like about the new playground?

GUNNEDAH SOUTH ONLINE MATRIX			
VALUES	SAFE	RESPECTFUL	LEARNER
ALL AREAS	 Walk, Walk, Walk Safe Hands and Feet Right place, Right time Follow Instructions	 Care, Care, Care Use Manners Actively Listen Be Cooperative Be Proud	 Try, Try, Try Stay Motivated Show Confidence Be Reflective
TEAMS PLAYGROUND	<ul style="list-style-type: none"> Keep my logon and password protected Report any problems to an adult 	<ul style="list-style-type: none"> T.H.I.N.K before posting Value equipment Respect the views and opinions of others Only post during TEAMS hours Content on TEAMS is to remain there. 	<ul style="list-style-type: none"> Use TEAMS as a learning resource Make positive contributions Have my laptop charged Be ready to learn

All About Me



Write answers to these questions on a piece of paper to include in your time capsule.

1. Full name
2. Date of birth
3. Year
4. Fact 1 all about me
5. Fact 2 all about me
6. Fact 3 all about me
7. Fact 4 all about me
8. Something I find enjoyable at school is
9. Something I find challenging at school is
10. I feel happy when
11. I feel sad when
12. My top 3 goals this year are
 - a)
 - b)
 - c)
13. What support might you need to achieve them?
14. What Superhero would you be?
15. Describe your special power
16. I can make the world better by
17. I wonder if
18. I aim to
19. If I were an animal
20. Favourite film
21. Favourite song
22. Favourite sport
23. Favourite place
24. Favourite drink
25. Favourite subject
26. Favourite fruit
26. Favourite vegetable
27. Favourite color
28. Favourite book



Select from the list below some items that you would like to include in your time capsule.

- ☐ Using some of the information from the first stencil, write a letter to your future self.
- ☐ A photo or drawing of your family, pets and memorable events.
- ☐ Have your family complete a small craft activity together to include.
- ☐ Include a toy catalogue with some favourites circled, magazine cuttings or a drawing of your favourite toys.
- ☐ Write about a day in your life from the time you wake up till bedtime, including after school activities like sport or music lessons.
- ☐ A small memento or drawing of somewhere you have visited.
- ☐ Write out your favourite joke or poem.
- ☐ Write out mums recipe for your favourite food.
- ☐ A drawing or photo of you wearing your favourite outfit.

You can use any container such as an old shoe box or a milo tin. Make sure you label it with your name and the date it is to be opened. For example, your birthday in the year 2030. When you have finished filling, decorating and labelling your container, seal the lid and put it somewhere safe at home until you are ready to open it.



Tuesday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 23
9.30 to 10	Writing	What is a persuasive text?	pg. 24
10 to 10.30	Spelling	Importance of knowing the meaning of words when learning to spell	pg. 25-26
10.30 to 11	Handwriting	Diagonal joins to head and body letters	pg. 27
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole number: expanded notation	pg. 28-29
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Circuit: star jumps, running in place and step ups	Outside activity
1 to 2	Lunch Break		
2 to 2.30	Geography	How do places, people and cultures differ across the world?	pg. 30-31
2.30 to 3			

|| CHAPTER 2 ||

A GOOD TIP FOR GHOSTS

1. Why are the twins embarrassed by their father?

2. Why is it unfortunate that the red haired boy saw the twins and their father at the tip?

3. What did the policeman think when he saw the car drive past?

4. Who was Old Man Chompers and why does he haunt the tip?

5. Describe Gribble's nerve test.

Writing Worksheet

Week 1 Tuesday

Spelling - Week 1 Tuesday

WALT: use our knowledge of the meaning of words to assist us to use them in the correct context when writing.

Task:

- 1. Look up the meaning of each word on the list using a dictionary or dictionary.com.*
- 2. Record the definition on your worksheet.*
- 3. Compose a sentence using the word in the correct context and record it on your worksheet.*
- 4. Extension: Use your knowledge of familiar words and their meanings to swap out list words for known synonyms.*

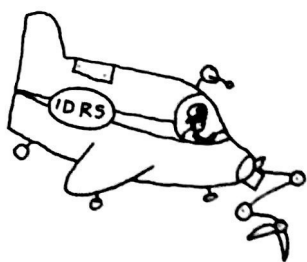
Task 1/2: Record your definitions here.

<i>Word</i>	<i>Definition</i>
<i>nor</i>	
<i>consequently</i>	
<i>direction</i>	
<i>hygiene</i>	
<i>influence</i>	
<i>issue</i>	
<i>rhombus</i>	

Task 3: Record your sentences here.

[illegible]

Task 4: Record any synonyms you could find and use them in a similar sentence.



When the diagonal join goes to a head and body letter, go right up to the top of the letter and then retrace.



up ↓ retrace
d

up ↓ retrace
ah

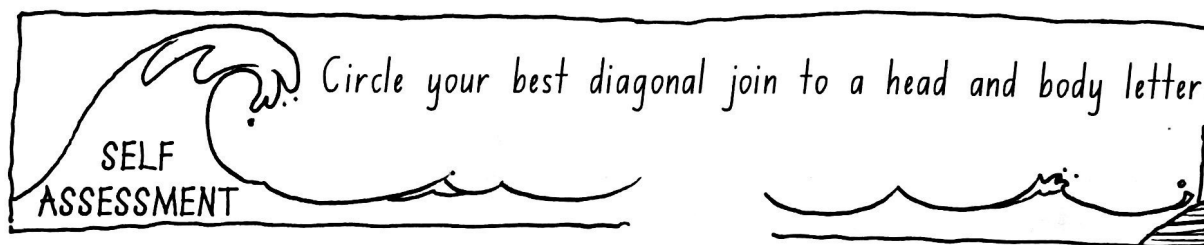
at at ch ck cl dl el et il it

kl lk ll lt nk nt th tl ut zd

till dip peek skittle thin alter inky

Blizzards are violent windstorms that bring snow. The

bitterly chilly winds pile the snow into tall drifts.



Circle your best diagonal join to a head and body letter.

Place value of whole numbers – expanded notation

When we write numbers using expanded notation, we identify and name the value of each digit.

$$4\,231 = 4\,000 + 200 + 30 + 1$$

1 Express the numbers in expanded notation:

a 8 246

b 468

c 761

d 1 645

e 971

f 7 385

g 1 978

2 Express the expanded notation in numerals:

a $600 + 80 + 7 =$

b $3\,000 + 700 + 40 + 5 =$

c $800 + 30 + 4 =$

d $200 + 60 + 9 =$

e $2\,000 + 800 + 40 + 6 =$

f $7\,000 + 900 + 20 + 5 =$

g $200 + 40 + 5 =$

h $9\,000 + 800 + 30 + 2 =$

3 Answer the following questions.

a Tim says 4 329 in expanded notation is written as $4\,000 + 3\,000 + 29$. Is he correct? _____

b Now he says that 5 847 is written as $5\,000 + 800 + 40 + 7$. Is he correct this time? _____

c Look carefully at the number 8 953. Why don't we expand it as $8 + 9 + 5 + 3$?

d What is the point of a zero in the middle of 7 049? It has no value so why not just leave it out?

Place value of whole numbers – expanded notation

- 4 Play expanded notation memory with a friend. Make a copy of this page, cut out the cards, mix them up and place them face down. Take turns turning over two cards at a time. Each time you make a match, you keep the set. The person with the most cards wins.



32 831	12 300	3 588
9 219	5 912	88 307
12 890	15 502	2 389
30 000 + 2 000 + 800 + 30 + 1	10 000 + 2 000 + 300	3 000 + 500 + 80 + 8
9 000 + 200 + 10 + 9	5 thousands, 9 hundreds, 1 ten and 2 units	80 000 + 8 000 + 300 + 7
10 000 + 2 000 + 800 + 90	10 000 + 5 000 + 500 + 2	2 thousands, 3 hundreds, 8 tens and 9 units

What countries are there on the continent of Asia?

Asia is the largest continent in the world, covering approximately thirty percent of the earth's surface. Asia has the greatest population of all the continents. Over four billion people across more than forty countries live here. Asia has a variety of geographical features including mountains, plateaus, plains and deserts as well as freshwater and saltwater environments.



Name as many Asian countries as you can! Have you visited any?

China, Turkmenistan, Sri Lanka, Japan, Turkey, UAE, Singapore, Philippines, Russia, India, Indonesia, Thailand

These countries are all examples located within Asia.

Using the clues below, use the internet to find out which country these facts and things belong to.

The way your questions should look: Which country in Asia has a black sand desert?

Create your own Country Clues

Research 2 different countries that are in Asia and provide some interesting facts or details about your chosen countries.

Example: This country has a ban on chewing gum

Country: Singapore



Country Clues

Forty five billion pairs of chopsticks made each year.

Black sand desert

An island.
Sits on the 80 degrees east longitude line.

An archipelago.
Four main islands.
More than 6,000 small islands.

Flag features a crescent and a star.

Tallest building in the world.

Countries of Asia

The 5 different areas of Asia

Listed here are the different countries that make up the regions of Asia.

Try to find them on a map of Asia!



North-east	South-east	South	Central	West
China	Brunei	Afghanistan	Kazakhstan	Armenia
Japan	Cambodia	Bangladesh	Kyrgyzstan	Azerbaijan
Mongolia	Timor-Leste	Bhutan	Tajikistan	Bahrain
North Korea	Indonesia	India	Turkmenistan	Cyprus
South Korea	Laos	Iran	Uzbekistan	Georgia
Taiwan	Malaysia	Maldives		Iraq
Russia	Myanmar Philippines Singapore Thailand Vietnam	Nepal Pakistan Sri Lanka		Israel Jordan Kuwait Lebanon Oman
				Palestine Qatar Saudi Arabia Syria
				Turkey United Arab Emirates Yemen

What countries are there on the continent of Asia?

Labelling activity:

Using the website below, label the countries that you found out about on the previous page.

Colour them in a different colour and label them like the example.

Choose 1 country from each region.



<https://www.factmonster.com/atlas/asia>

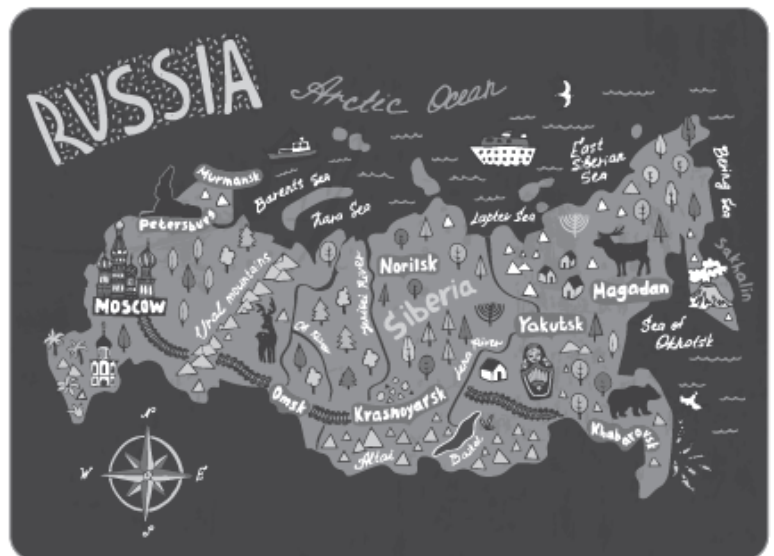
Activity: Independently, use the internet to answer the following question. Links to a website and video with information have been given to you to use.

Russia is sometimes considered to be part of Asia and sometimes part of Europe. Other times it's described as being in Eurasia.

Do your own research and decide which continent Russia belongs to. Use facts to support your argument.

<https://www.sporcle.com/blog/2017/10/is-russia-part-of-europe-or-asia/>

<https://www.youtube.com/watch?v=mj6U7inQ0>





Wednesday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 33
9.30 to 10	Writing	Language features of a persuasive text	pg. 34-35
10 to 10.30	Spelling	Changing meaning of words by adding a prefix	pg. 36
10.30 to 11	Handwriting	Drop-in joins	pg. 37
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole number: rounding and estimating	pg. 38-39
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Line Dancing	Outside activity
1 to 2	Lunch Break		
2 to 2.30	CAPA	Animal Patterns: creating negative space	pg. 40-41
2.30 to 3		Drama with Miss Christie	

Reading Worksheet

6. Would you have agreed to take the false teeth back to the tip at night? Why or why not?

7. What is Old Man Chompers doing when the twins see him?

8. How do the twins end up in a bath in the middle of the pond?

9. What would have been the worst part of Old Man Chompers coming towards you? Why?

10. What was Old Man Chompers actually looking for?

11. How did Old Man Chompers feel about his grandchildren?

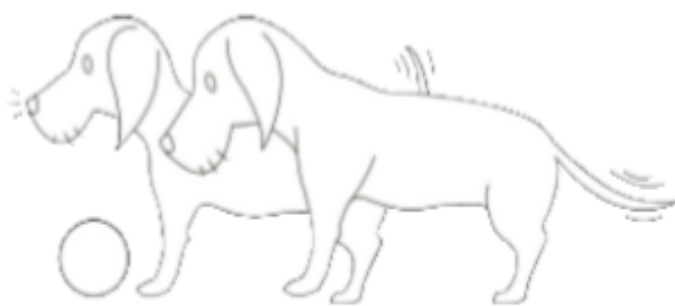
Identifying Persuasive Language

Find and colour these language features in the following persuasive text:

- the verb 'to be' in present tense (red)
- use of connecting words and phrases to link arguments together (blue)
- use of modality to express different levels of certainty (green).

Dogs Make the Best Pets

When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.



Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens.

Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can.

Thirdly, dogs are very active animals. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.

Identifying Persuasive Language

Find and colour these language features in the following persuasive text:

- use of thinking verbs to describe mental processes (red).
- use of connecting words and phrases to link arguments together (blue)
- use of strong, emotive words to emphasise a point (green).

Homework is Unnecessary

Students already spend a great deal of their lives thinking about school work. It is completely unfair that students must spend time at home on tasks that could be done during school hours.



Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and relaxing. Many people think that making them do homework is cruel.

In addition, students need time to participate in other activities after school. If they didn't have to do homework, students could play sport, learn a musical instrument or join a community group. These are valuable and important skills which should not be underrated by pointless and tedious homework.

Finally, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework. Teachers should consider this before setting piles of mundane homework for their students.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.

Unit 12

Prefixes and Suffixes

A prefix is a word part that is placed before the base word.

The prefix **un** means **not**. For example: unreal, unhappy, unacceptable.



1 Complete the table.

	baseword	with prefix un	meaning
a	official		not official
b	clear		not clear
c		unaware	
d	equal		
e		unpopular	not popular

2 Rewrite the following words by adding the prefix **pre**.

- | | |
|---------------|----------------|
| a pay _____ | d heat _____ |
| b judge _____ | e record _____ |
| c view _____ | f school _____ |

The prefix **pre** means

'before'.

e.g. heat → preheat



3 The prefix **under** means *lower or less than*. Match the following words with their meanings.

- a a lower age
- b a lower bid
- c lower than ground level
- d developed less

- underground
- underage
- underdeveloped
- underbid

4 Use the prefix **mis** or **sub** to complete the words.

- | | |
|---|-------------------|
| a To spell something incorrectly. | _____ spell |
| b A vessel that can travel underwater. | _____ marine |
| c To give someone the wrong information. | _____ information |
| d To lead someone in the wrong direction. | _____ direct |
| e Something that is not up to standard. | _____ standard |

mis means 'wrongly';
sub means 'below'.



5 Read the prefixes and their meanings in the green box. Match the words in the word bank to their meanings.

inter → between, among	anti → against
penta → five	fore → in front of

- a Against smoking _____
- b A shape with five sides _____
- c Between states _____
- d Five different athletic events _____
- e Part of the front of the head _____
- f To tell before it has occurred _____
- g Questions and answers between people _____

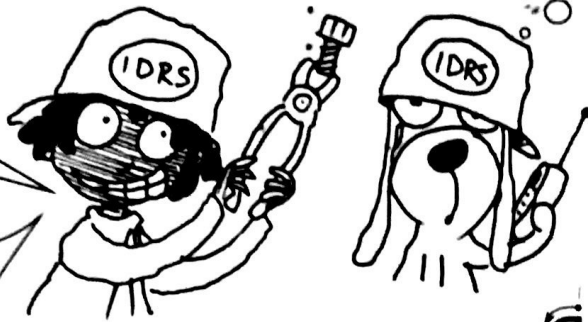
pentagon
interstate
pentathlon
forehead
foretell
interview
antismoking

Date ____ / ____ / ____

★ Revision – Drop-in joins

The letters
a, c, d, g, o and q
are dropped into
place.

The letter f is
also dropped in after
an exit flick.



Take the exit
flick up high before you
lift your pencil.

$\bar{a}_{\text{exit}} \rightarrow a^* \rightarrow a\bar{c}$
lift pencil here

Copy. For the first line, put a star * to show each place where you lifted your pencil.

ac ca dg eq ha ic lo ma nd ta

zo ig :ed ng da af . ef . if lf uf

mandarin equal half piglet life tangy loud

Avalanches and landslides can occur after an

earthquake dislodges loose soil and snow.

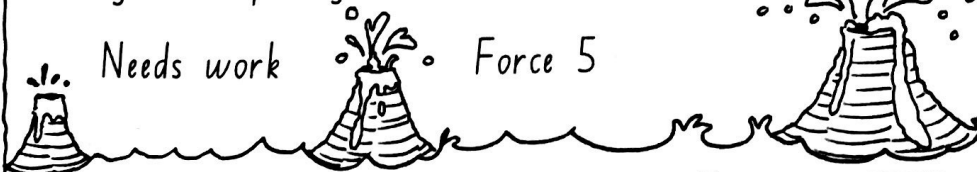
SELF ASSESSMENT

Rate your drop-in joins.

Needs work

Force 5

Earth-shaking! Page 37

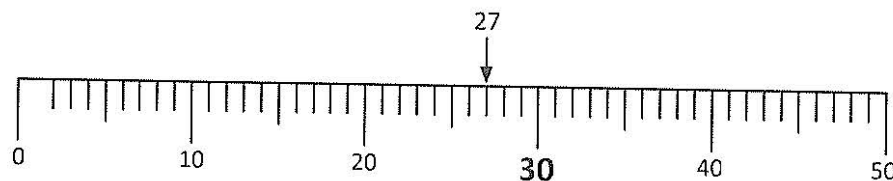


Round and estimate – round to a power of 10

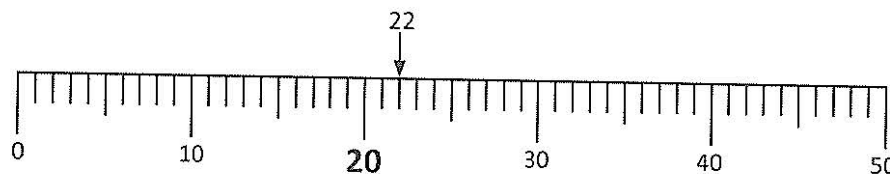
Rounding makes big numbers easier to work with. We round up if the number is exactly halfway between the 10s or over the halfway mark. We round down if the number is under the halfway mark.

Rounding to the nearest 10

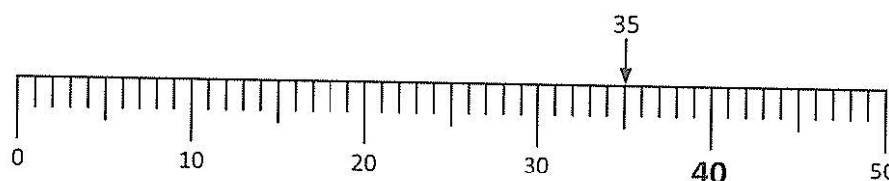
27 is over halfway between the 10s, so it rounds up to 30.



22 is under halfway between the 10s, so it rounds down to 20.

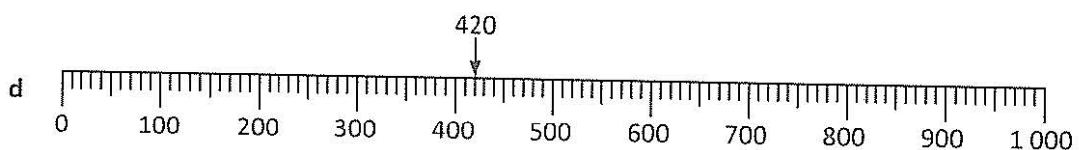
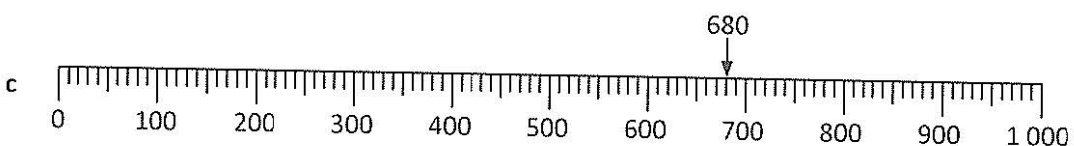
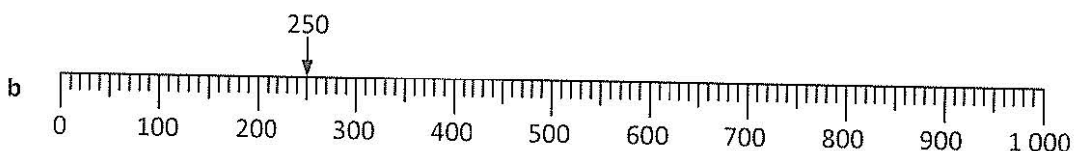
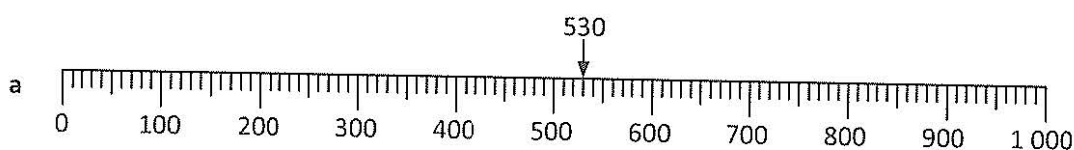


35 is exactly halfway between the 10s, so it rounds up to 40.



1

Round the following numbers to the closest hundred. Find the halfway mark first.



Round and estimate – round to a power of 10

2 Round the following numbers to the closest hundred:

a 235

b 680

c 513

d 450

e 5 164

f 3 748

Use the number in the tens place to help you decide!



CHECK

3 Round the following numbers to the closest thousand:

a 942

b 4 964

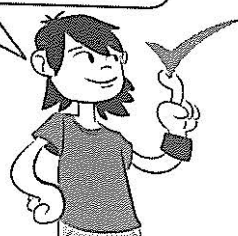
c 2 435

d 9 350

e 5 678

f 2 845

Use the number in the hundreds place to help you decide!



CHECK

4 To find the hidden fact, round the numbers in the clues below and insert the matching letters above the answers. The first clue has been done for you.

30 10 400 40 000 20 40 1 000 10 100 400

70 80 100 7 000 100 80

500 200 40 50 900 80 100 1 100 1 000 10

30 000 900 20 50 1 000 400

S 368 rounded to the nearest hundred

T 1 234 rounded to the nearest thousand

M 27 rounded to the nearest ten

C 483 rounded to the nearest hundred

I 43 rounded to the nearest ten

D 932 rounded to the nearest hundred

O 7 rounded to the nearest ten

E 59 rounded to the nearest hundred

U 17 rounded to the nearest ten

Q 43 230 rounded to the nearest ten thousand

P 69 rounded to the nearest ten

N 1 146 rounded to the nearest hundred

R 83 rounded to the nearest ten

F 6 726 rounded to the nearest thousand

H 199 rounded to the nearest hundred

L 46 rounded to the nearest ten

A 27 468 rounded to the nearest ten thousand

1.Start by choosing your favourite animal and think about what pattern its skin or fur has and the texture on its skin or fur.

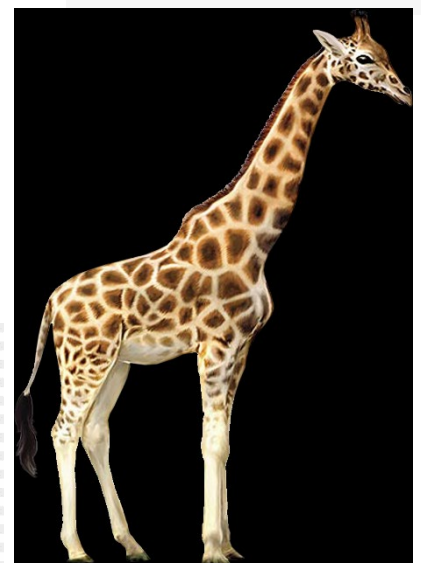
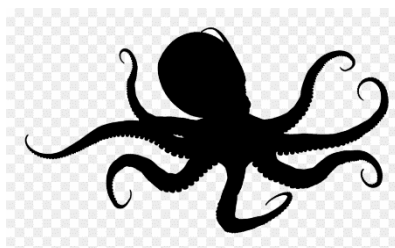
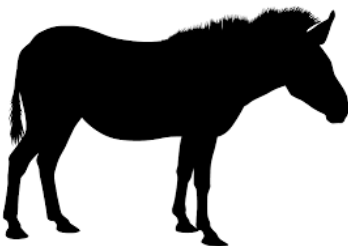
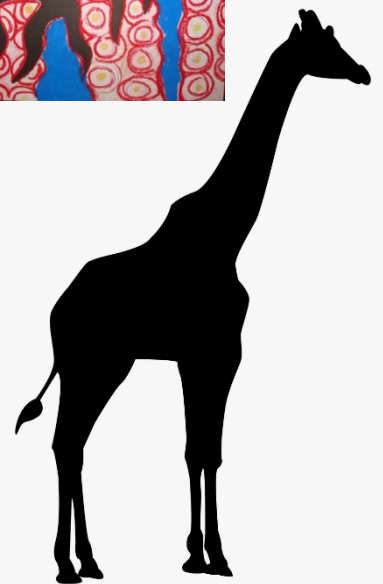
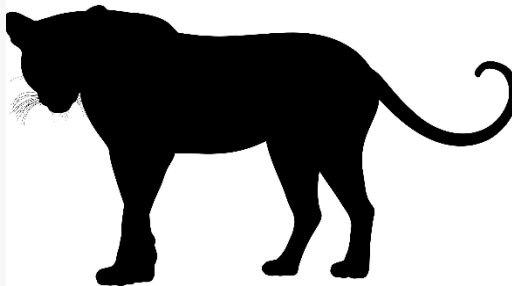
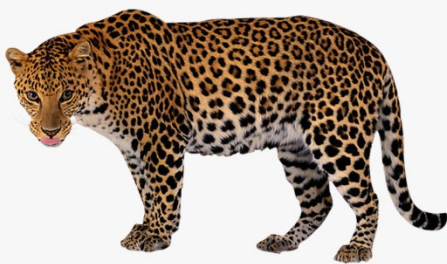
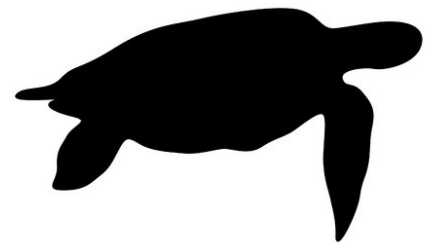
2.Trace the outline of your animal, carefully including any specific parts of its body that helps identify it. If you do not have black paper, colour your animal black.

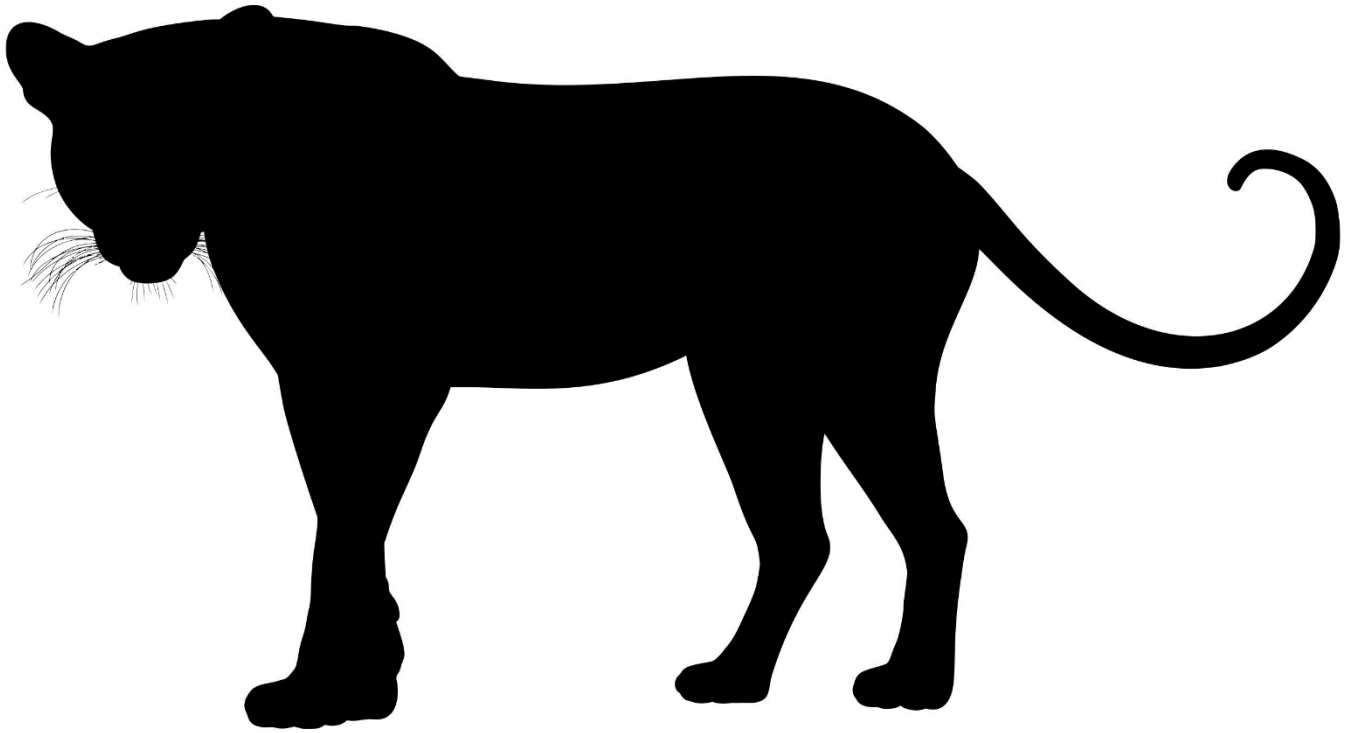
3.Cut the outline of your animal out and put it to the side.

4.Using your white paper, lightly draw the pattern of your animal's skin or fur all across the page.

5.Using your coloured pencils or oil pastels, fill in the colours inside your pattern. As you do this, consider what the texture might feel like and how you can convey that in your line quality. *If your texture is fuzzy, use short soft strokes. If your texture is spiky, use long specific strokes. Or, if its bumpy like our octopus example, we left white areas around the suckers to show the suckers being raised above the skin.*

6.When your background is complete (and dry if you use wet mediums), glue your animal silhouette, using a glue stick. Make sure you glue all the way to the edges. *Hint: When applying pressure to glue your paper down, press smoothly and evenly from the centre out, taking care to press down all the way to the toes, fingers, hooves and tails.*





Example animal silhouettes (leopard and giraffe)





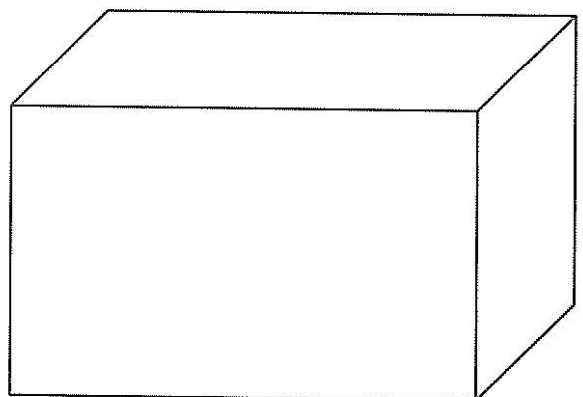
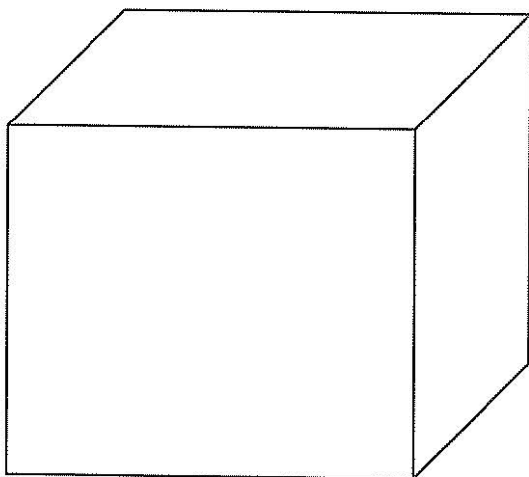
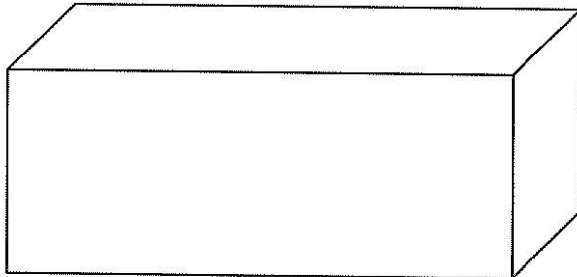
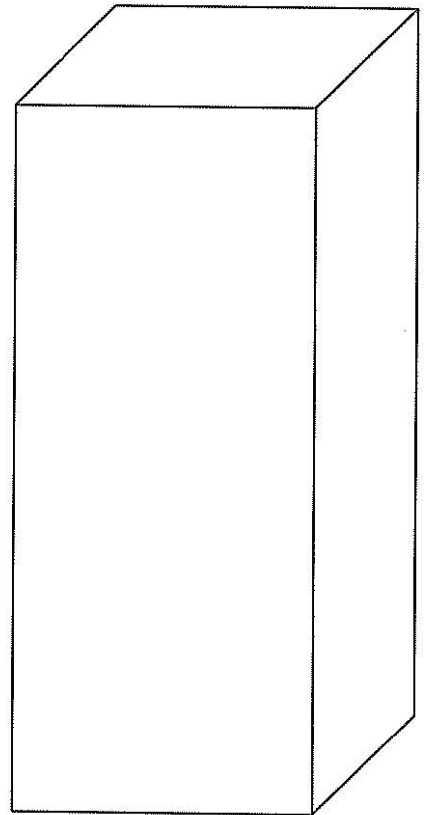
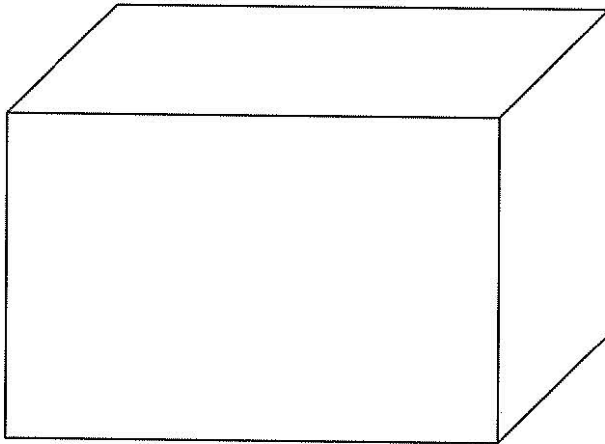
Thursday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 43
9.30 to 10	Writing	Persuasive devices	pg. 44-45
10 to 10.30	Spelling	Build knowledge of words and how they can be changed	pg. 46-47
10.30 to 11	Handwriting	Horizontal joins	pg. 48
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole Number: Factors	pg. 49
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Time is ticking	Outside activity
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	pg. 50-51
2.30 to 3			

⌘ GRIBBLE'S NERVE TEST ⌘

To pass Gribble's nerve test you have to put your hand into a box and take something from the tip. In the boxes below draw and label some things from the tip that you would definitely not want to touch in Gribble's box.



Persuasive Devices Match Up

Match the correct persuasive device to its definition.

Emotive Language

Questions asked just for effect, or to emphasise a point.

Alliteration

Words used to make the reader feel like you are talking to them.

Personal Pronouns

Repetition of the same sound at the beginning of words.

Exaggeration

Language used to make the reader feel certain emotions.

Rule of 3

Words used to indicate the degree to which something is probable.

Rhetorical Questions

Providing information that is inflated, or over-the-top.

Repetition

Important words or phrases that are used more than once.

Modality

Three adjectives or phrases used together to emphasise a point.

Persuasive Devices Sorting Task

The following sentences are from a persuasive text about homework. Rewrite each sentence into the correct column, according to the type of persuasive device being used.

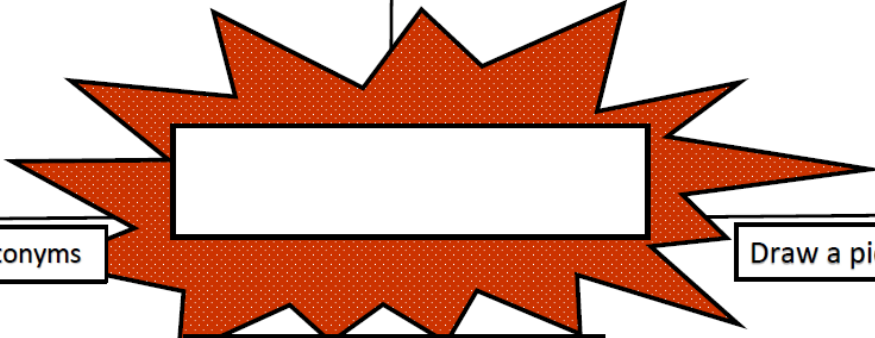
We need to work together to make schools see that homework is a completely unnecessary exercise.	Don't students deserve to unwind and relax after a long day at school?
After school, children deserve to unwind, relax and just be kids.	Think about all the exhausted children who must suffer through the horrific task of homework every single night.
Homework is stressful for the student; boring for the student and pointless for the student.	Students should be social after school, not stuck inside doing silly study!
Homework is destroying the childhoods of today's children.	It is certain that homework does not achieve anything for students; this old-age practice must be stopped!

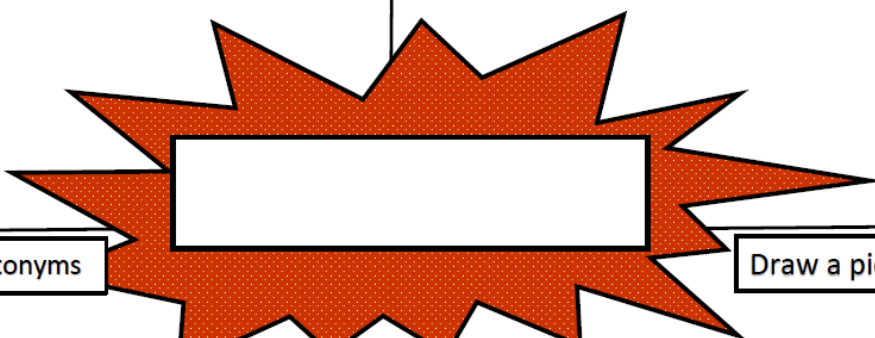
Rhetorical Questions	Personal Pronouns
Alliteration	Emotive Language
Modality	Exaggeration
Repetition	Rule of 3

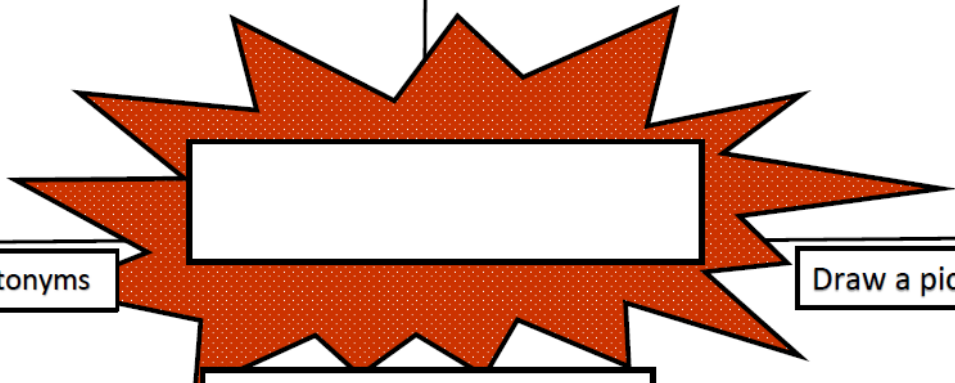
Spelling

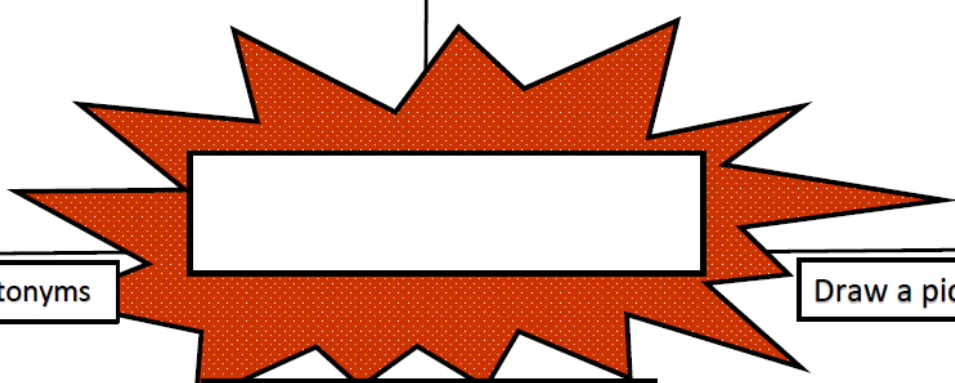
Week 1 Thursday

WALT: build our knowledge of words and how they can be manipulated to suit a variety of written and spoken contexts.

Definition	Sentence
	
Synonyms/Antonyms	Draw a picture
Prefixes/Suffixes <small>un, dis, mis s, ed, ing, ful, ly</small>	

Definition	Sentence
	
Synonyms/Antonyms	Draw a picture
Prefixes/Suffixes <small>un, dis, mis s, ed, ing, ful, ly</small>	

Definition	Sentence
 <div style="border: 1px solid black; width: 300px; height: 40px; margin: 0 auto;"></div>	
Synonyms/Antonyms	Draw a picture
<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <small>un,dis, mis</small> Prefixes/Suffixes <small>s,ed, ing, ful, ly</small> </div>	

Definition	Sentence
 <div style="border: 1px solid black; width: 300px; height: 40px; margin: 0 auto;"></div>	
Synonyms/Antonyms	Draw a picture
<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <small>un,dis, mis</small> Prefixes/Suffixes <small>s,ed, ing, ful, ly</small> </div>	

☆ Revision – Horizontal joins

Use a horizontal join when joining from o, r, v, w and x. These horizontal joins have a small dip.

ru vi or

You can also join horizontally from the crossbar of f. This horizontal join is straight.

fi fr

oi om on op or ou ov ow ox ri

rm rn ru rv vi wi wn wr xi xp

action exit loud avid ripple wring storm

furry frill fuzzy fretful fitness friend fringe

Thunderstorms can be frighteningly loud.

SELF
ASSESSMENT

Underline your three best horizontal joins.

Mental multiplication strategies – factors and multiples

Factors are the numbers we multiply together to get to another number:

$$\text{factor} \times \text{factor} = \text{whole number}$$

How many factors does the number 12 have? $4 \times 3 = 12$, $6 \times 2 = 12$, $1 \times 12 = 12$
4, 3, 6, 2, 1 and 12 are all factors of 12.

1 List the factors of these numbers:

a 18							
c 14							
e 16							
g 30							

b 25							
d 9							
f 15							
h 42							

2 Fill the gaps in these sentences. The first one has been done for you.

a 1 or 16 or 2 or 8 or 4 people can share 16 lollies evenly.

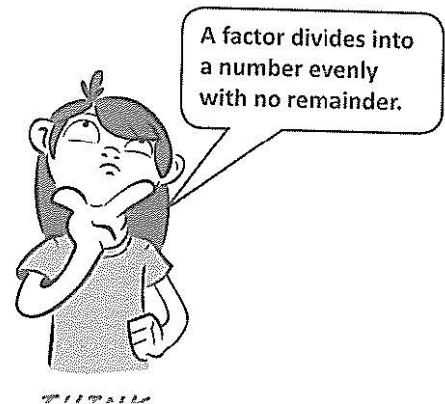
b _____ or _____ or _____ or _____ or _____ or _____ people can share 20 slices of pie evenly.

c _____ or _____ or _____ or _____ or _____ or _____ or _____ or _____ people can share 24 cherries.

d _____ or _____ or _____ or _____ or _____ or _____ or _____ or _____ people can share 30 pencils.

e _____ or _____ people can share 5 balls evenly.

3 Use a calculator to help you find as many factors of 384 as you can:



Ask the experts



Dear experts,

A large vacant piece of farming land outside of town has been lying unused for decades. It was finally released for sale by the banks and my family and I were able to purchase it and follow our dream of growing everything we need and living sustainably.

To start with we have planted a small vegetable patch with tomatoes and lettuce and some cotton so that we can learn to make our own clothes. Later we want to grow wheat for bread and more fruits and vegetables. We have bought some Jersey cows as we hear they have the best milk for making cream, butter, cheese and yoghurt. We have some chickens so we can have fresh eggs. In time we'd like some sheep for wool, and to harvest the wood from the trees on our land to make our own furniture and keep ourselves warm.

The problem is that our plants are not looking healthy at all. We're worried it might be the summer heat, so we've

started pouring water over them morning, noon and night but it doesn't seem to be helping. The cows are having stomach troubles. Parts of the pasture aren't growing much grass for the cows but we are supplementing it with quality dry feed. They seem to be drinking an awful lot of water too so we are refilling their small drinking dam almost as often as we water the plants. It seems wasteful to be using so much water, even if it comes from a well that goes deep underground so it isn't costing us money. We have a separate rainwater tank that is treated for our personal use.

The chickens are looking really unhappy, despite all the chicken feed and vegetable scraps we're providing, and they aren't producing any eggs. We're really worried about our plants and animals. How can we care better for them?

- Concerned Lifestyler

Dear Concerned Lifestyler,

When you say 'pouring water' on the plants, are you using a watering can?

Some farms in that area have problems with salt on their land. Have you tested what is in your soil and water?

What we T hink we know	What we W ant to learn
What do plants and animals need to grow and stay healthy?	
What things in the environment might affect how plants and animals grow and stay healthy?	



Friday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 53
9.30 to 10	Writing	Constructing a persuasive paragraph	pg. 54
10 to 10.30	Spelling	Identifying and correcting spelling mistakes	pg. 55
10.30 to 11	Handwriting	Horizontal joins to anti clockwise letters	pg. 56
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole number: multiples	pg. 57
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Jumping Martian Dance	Outside activity
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	pg. 58
2.30 to 3	Virtual Assembly		

Reading Week 1 Friday

Task: Using the link provided on the PowerPoint slide, research the author Paul Jennings and record your findings below.

[illegible]

PEEL Your Paragraphs



State your main point. What is the most important thing your reader needs to know?



Find facts that back up your main point. How can you use quotes, statistics or expert opinions?



Evaluate the facts. How does the evidence support your main point?



Link this point to the next paragraph. What are some ways to connect your points?

Spelling

Week 1 Friday

WALT: Identify words that are spelt incorrectly and use spelling strategies to edit them.

Listen to the read aloud of the below passage on the PowerPoint.

Read through the following passage by yourself, you may like to read it to a family member.

As you read through the passage circle or highlight any words that you think may be spelt incorrectly.

The little boy was climing on the boough when his mother yelled out "That is enouff George!" Even though his mother had asked him to stop climbing on the bough, he refused to stop and conseckuently he was given a derection to stay in his room. When George's mother came to talk to him about his actions, he revealed that the ishue was that he was hiding from a monster that was under the trof.

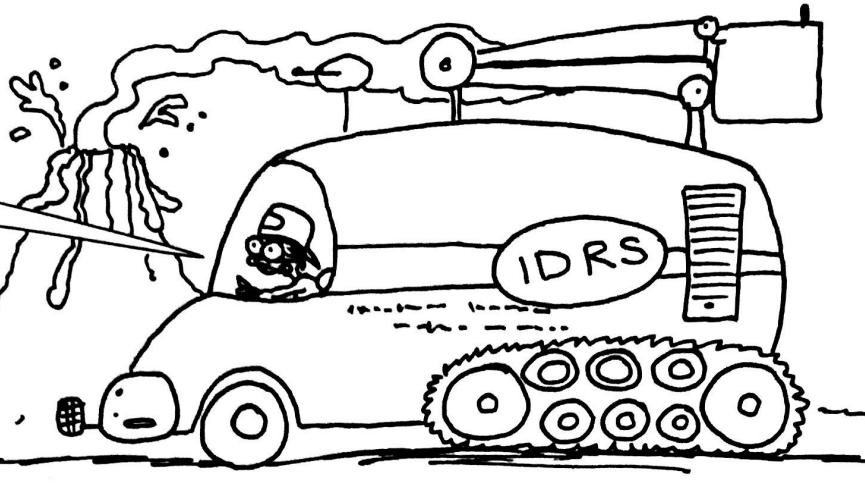
Record the incorrect and correct spelling of each error you find in the table below (hint there are 8 errors).

Incorrect spelling	Correct spelling

When you do a horizontal join to an anti-clockwise letter, remember to retrace the top of the letter.

retrace

va



oa oc ra rd ro va vo wa wo xa

road exact word ogre vamoose rock volcano

lava wood radar roast dogged loose various

Lava is liquid rock that erupts from a volcano.

If the volcano isn't very violent, the lava oozes.

SELF ASSESSMENT

Rate your horizontal joins to anti-clockwise letters.

Needs work

Force 5

Earth-shaking!

Mental multiplication strategies – factors and multiples

Multiples are the answers we get when we multiply 2 factors.

Think about the 3 times tables where 3 is always a factor.

What are the multiples of 3?

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33 and 36 ...

3

×

factor

=

multiple

4 Fill in the gaps on these multiple boards:

a

4
8
16

b

5
10

c

9
63

d

7
35

Numbers can be either factors or multiples depending on where they sit in the number sentence.

5 Choose 2 numbers between 2 and 5 and put them in the first frame as factors. Your answer is the multiple. Now take that multiple and make it a factor in another number sentence. Write in the other factor and solve the problem. Then make the answer a factor again. Can you fill the grid? Use a calculator for the larger problems. The first one has been done for you.

a	3	×	4	=	12	12	×	2	=	24	24	×	2	=	48
b		×		=			×		=			×		=	
c		×		=			×		=			×		=	
d		×		=			×		=			×		=	



We are learning an Acknowledgement of Country in Gamilaraay language.

Yaama ngindaay
hello everyone

Gamilaraay ngiyani winangaylanha
we acknowledge Gamilaraay country

Girr ngiyani guuguu winangaylanha
we acknowledge the ancestors

Girr ngiyani wayamaa winangaylanha
and pay respect to our elders

Nganaay-nya-luubula ngiyani winangaylanha
and further extend that respect to all others here today

By Kelsey Strasek-Barker

Yuwaalaraay, Gamilaroi and Murrawarri

Tasks

- *Learn the Acknowledgement of Country in Gamilaraay language watching the video online or listen to the mp3*
- *Research what is an Acknowledgement of Country*
- *Write your own Acknowledgement of Country and email a video of you presenting it*