



**Gunnedah South Public School**



# Home Learning Booklet

## Week 2



# Year 5





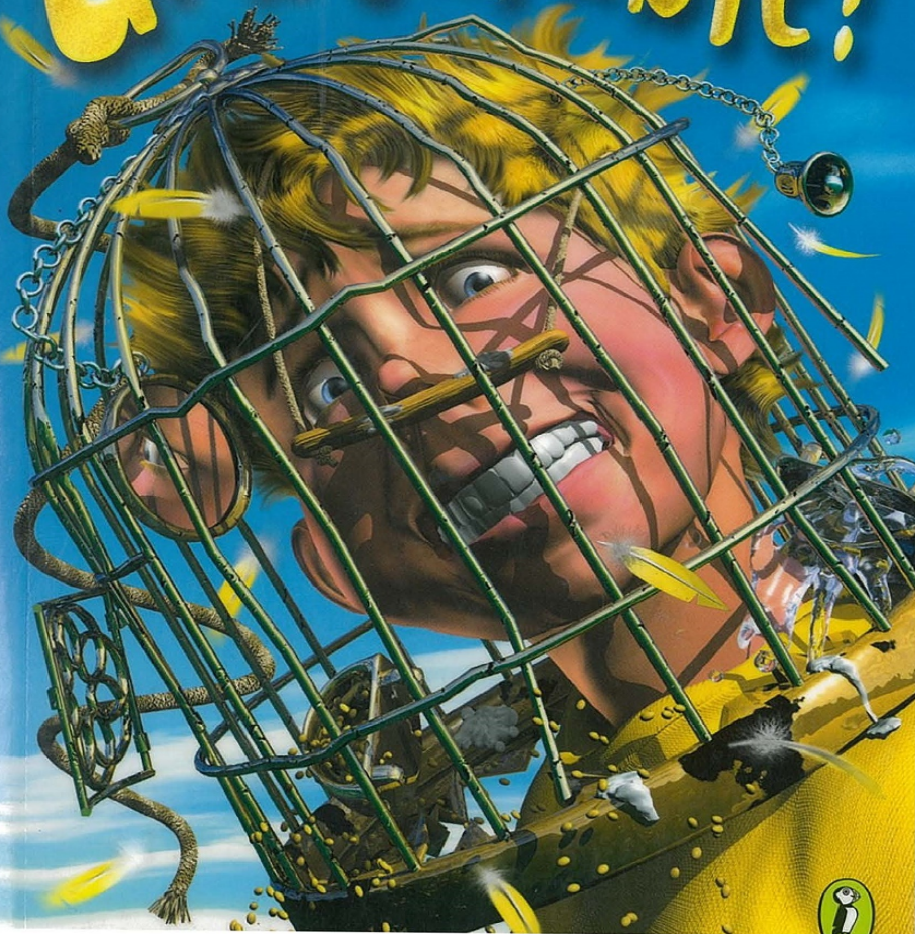
# Monday

## Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 2-13
9.30 to 10	Writing	Recount of first week of online learning	Online
10 to 10.30	Spelling	Spelling words: focusing on how words sound	pg. 14-15
10.30 to 11	Handwriting	Horizontal joins to tall letters	pg. 16
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Mental strategies: addition and subtraction jump strategy	pg. 17-18
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Balancing freeze	Outside activity
1 to 2	<b>Lunch Break</b>		
2 to 2.30	PBL	Home learning environments	pg. 19
2.30 to 3	PDHPE	How am I unique?	pg. 20-21

# PAUL JENNINGS

# Unbearable!



## Smelly Feat

1

'No,' screamed Dad. 'Please don't. No, no, no. Have mercy. Please, Berin, don't do it.' He dropped down on his knees and started begging.

'Very funny,' I said as I pulled off one running shoe.

Dad rolled around on the floor. 'I'm dying,' he yelled. 'I can't stand it.' He held his nose and watched me untie the other shoe.

Talk about embarrassing. He was supposed to be a grown-up man. My father. And here he was acting like a little kid in Grade Three. He always carried on like this when I came back from tennis.

My feelings were hurt. 'I can't smell anything,' I said.

'You need a nose job then,' he snorted.

Page 2

My little sister Libby put her bit in. 'The fox never smells its own,' she said through a crinkled nose.

Talk about mean. I was sick of them picking on me every time I took off my shoes. I shoved my socks into my runners and stomped off to my bedroom. I threw myself down on the bed and looked around the room. Garlic was running around in her cage. I tapped the wire with my toe.

Garlic was my pet mouse. 'At least you like me,' I said.

The little mouse didn't say anything. Not so much as a squeak. In fact something strange happened. Garlic sniffed the air. Then she closed her eyes and fell fast asleep.

I jumped up and tapped the cage. Nothing. Not a movement. At first I thought she was dead but then I noticed her ribs going in and out. She was breathing.

I ran across the room to fetch Dad. But just as I reached the door I noticed Garlic sit up and sniff. She was all right. I ran back over to her. She started to totter as if she was drunk. Then she fell over and settled down into a deep sleep. I walked away and waited on the other side of the room. Garlic sat up and scampered around happily.

Something strange was going on. Every time I went

near the cage, Garlic would fall asleep. When I left she woke up. My mouse was allergic to me.

I looked down at my feet. It couldn't be. Could it? No. They weren't that bad. I put on my slippers and approached the cage. Garlic was happy. I slowly took off one slipper and held a bare foot in front of the wire.

Garlic dropped like a stone. She didn't even have time to wrinkle her nose. I put the slipper back on. Garlic sat up and sniffed happily.

This was crazy. My feet smelt so bad they could put a mouse to sleep. Just like chloroform. I had to face up to it. Even though I couldn't smell a thing, I had the strongest smelling feet in the world.

## 2

I went out into the back yard to look for our cat. She was licking herself in the sun 'Here, Fluffer,' I said. She looked up as I pushed a bare foot into her face.

Her eyes turned to glass and she fell to the ground. Fast asleep. I put the slipper back on my foot and Fluffer sprang to life. With a loud 'meow', she hurtled off over the fence.

This was crazy. My feet worked on a cat.

A loud noise filled the air. Barking. It was that rotten dog down the street. Its name was Ohda and it barked all night. 'Ruff, ruff, ruff.' On and on and on. Most nights you couldn't get to sleep for it barking.

I smiled to myself. This was my big chance. I left my slippers on the porch and set off down the street. Ohda was a huge dog. An Alsatian. She growled and snapped and tore at the wire gate with her teeth. I was glad she couldn't get out. I approached the gate carefully and held out a foot. Ohda stopped barking and sniffed. Her eyes watered. She held her feet up to her nose and rubbed at it furiously with her paws. Then she rolled over on her back and whimpered.

The poor dog was suffering terribly. It was just like Dad rolling around on the floor and pretending he was dying. Suddenly Ohda yelped and squealed. The huge dog bolted off into the far corner of the yard and sat staring at me as if I was a monster. Ohda was terrified.

## 3

I walked home slowly and thoughtfully. My feet could put a mouse to sleep. And a cat. But not a dog. They weren't powerful enough for dogs. 'Dogs must be too big,' I said to myself.

Dad sat on the sofa watching the TV. As soon as I entered the room he screwed up his nose. 'Oh, Berin,' he groaned. 'Those feet are foul. Go and have a shower.'

I couldn't take any more. The world was against me. Dad was picking on me again. Garlic had fallen asleep. Fluffer had collapsed into a coma. Ohda had been reduced to a whimper. Even the animals didn't like me.

I rushed out of the house and slammed the door. I headed down the street without caring where I was going. Tears pricked behind my eyes. I loved animals. It wasn't fair. I was born with smelly feet. I couldn't help it.

After a bit I found myself at the beach. The tide was in and a little river of sea water cut Turtle Island off from the shore. I felt a little better. Turtle Island. My favourite spot. And in three months time, in November, my favourite thing was going to happen.

Old Shelly, one of the last of the South Pacific sea turtles, would haul herself up the beach to lay her eggs. If you were lucky and knew where to look you might be there when she arrived. Every year, on the twentieth of November, she came to lay her eggs.

Once there had been hundreds of turtles crawling up the beach every summer. But people caught them for soup. And stole the eggs. Now there were hardly any turtles left. I knew where she would come ashore. But I didn't tell anybody. Not a soul. Old Shelly was two hundred years old. I couldn't stand it if anything happened to her. Or her eggs.

Seagulls swooped down and formed a swarming flock on the sand. I walked towards them. As I went they started to collapse. One after another they fell over and littered the beach like feathery corpses.

Even the seagulls were passing out when they smelt my feet. The smile fell from my face. I had to clean my feet. I strode into the salty water and headed for Turtle Island. The sand swirled between my toes. The water was cold and fresh.

I looked behind me and saw the gulls waking. They flew and squawked, alive and wide awake.

Some of them followed me to the other side. They scuttled along the sand and approached me as I left the water. Nothing happened. The gulls didn't fall asleep. The sea had washed away the smell. The animals of the world were safe again.

## 4

I looked along the beach and frowned. Footsteps in the sand. They walked off along the shore into the distance. I always felt as if Turtle Island was my own special place. I didn't like anyone else going there. There are some cruel people in the world and the fewer that knew about Old Shelly the better.

I followed the footsteps along for about a kilometre. They finally led into a huge sea cave. I silently made my way inside and edged around the deep pools that sank into the rocky floor. It was a favourite crayfishing spot.

Three kids were lowering a craypot into the water. It was Horse and his gang. They didn't see me at first. 'Empty,' said Horse. 'Not one rotten cray. I bet someone's been here and nicked 'em.'

Horse was a real big kid. All the members of his gang were big. Greg Baker was his closest mate. Just

wait till November the third,' he said. 'Turtle soup.' They all laughed.

'And turtle omelette,' said Horse.

I couldn't believe what I was hearing. They planned to catch Old Shelly. After two hundred years of swimming free in the sea the grand old creature would end up as soup. It wasn't right. My head swam. I jumped out from behind the rock.

'You can't do it,' I screamed. 'There's hardly any turtles left. She might even be the last one.'

They all turned and looked at me. 'A spy,' said Horse.

'Berin Jackson,' said his mate Greg Baker. 'The little turtle lover. What a dag.'

The other kid there was nicknamed Thistle. I didn't notice him edging his way behind me. I was too mad to notice anything.

'You can't hurt that turtle,' I screamed. 'It's protected.'

'Who's going to stop us?' sneered Greg Baker.

'Me,' I yelled. 'I'll tell my Dad.'

They thought about that for a bit. 'We wouldn't hurt the turtle, would we?' sneered Horse.

'Nah,' said the other two.

I knew they were lying. And they knew that I knew

they were lying. But there was nothing I could do. You can't dob someone in for something they might do.

'Get him,' yelled Horse.

Thistle grabbed me from behind. The other two held one leg each. They lifted me into the air.

'Let me go, you scumbags,' I shouted. There were tears in my eyes. I tried to blink them back as they swung me higher and higher. I struggled and kicked but they were too strong for me.

Suddenly they let go. I flew through the air and splashed into the deep water. I sank down, down, down and then spluttered up to the surface. I spat out salt water and headed for the rocky shore. The gang were already leaving. They laughed and shouted smart comments back at me.

5

It was the worst day of my life. Animals fainting at my feet. Tossed into the water by a bunch of bullies. And now, Horse's gang were going to try and catch Old Shelly.

I walked home along the beach, shivering and wet. I thought about that turtle. Two hundred years ago

she hatched out on this very beach. Her mother would have laid scores of eggs. When the tide was right the babies would have hatched and struggled towards the water. Seagulls would have pounced and eaten most of them. In the sea, fish would have gobbled others.

Old Shelly might have been the only one to live. And for the last two hundred years she had swum and survived. And now Horse and his rotten gang were going to catch her.

There was nothing I could do. If I told Dad about the gang they would just lie and say I made it up. I knew those kids. They were in my class at school. I had tangled with them before. They were too strong for me. I couldn't handle them on my own.

Or could I?

I suddenly had an idea. Three months. I had three months to get ready before Old Shelly began to lumber ashore and dig a hole for her eggs. Three months should be enough. It might work. It just might work. I might just be able to save the turtle if I used my brains.

And my feet.

## 6

That night I emptied out my sock drawer. I had six pairs of blue socks. Mum bought them at a sale. I slipped one pair on my feet. Then I put on my running shoes. After that I struggled into my pyjamas. I could just get my feet through the legs without taking off my shoes.

I hopped into bed. But I felt guilty. I pulled back the blankets and looked at the sheets. The runners were making the sheets dirty. I jumped out of bed and crept down to the kitchen. I found two clear plastic bags. Just right. I pulled them over my shoes and fastened them around my ankles with elastic bands. Terrific. I pulled up the covers and fell asleep.

I had a wonderful dream.

In the morning I faced my next problem. The shower. As soon as the coast was clear I nipped into the bathroom and locked the door. I didn't want my little sister Libby to see me. She would dob for sure.

The shower was on the wall over the bath. I put in the plug and turned on the shower. When the bath was full I took off my pyjamas and lowered myself in. But I left my feet hanging out over the edge. I couldn't let my running shoes get wet. And I

couldn't take them off. Otherwise my plan would fail.

That night before bed I took a pair of clean blue socks out of the cupboard. I went outside and rubbed them in the dirt. Then I threw them in the wash basket. That way Mum would think I had worn the socks that day and she wouldn't get suspicious.

Every morning and every night I did the same thing. I wondered if it would work. I planned to go for three months without taking off my shoes.

It was a diabolical plan. I wouldn't have done it normally. Not for anything. But this was different. I had to save Old Shelly from the gang. And smelly feet were my only weapon.

If my feet could send a cat to sleep after only one day, imagine what they could do after three months. Three months in the same socks and the same shoes. Three months without taking off my running shoes. What an idea. It was magnificent. I smiled to myself. I really hoped it would work.

## 7

Well, it was difficult. You can imagine what Mum would have said if she'd known I was wearing my shoes to bed.

And I had to stop Libby from finding out too.

Every night for three months I went to bed with my runners on. And every night I dirtied a pair of socks outside and put them in the wash. Mum and Dad didn't suspect anything. Although I did have a couple of close calls.

One day Mum said, 'Your socks don't smell like they used to, Berin. You must be washing your feet a lot more.' I just smiled politely and didn't say anything.

I also had problems at school with the Phys. Ed. teacher. I had to forge a note to get out of football and gym. 'These corns are taking a long time to heal,' he said to me one day. I just smiled and limped off slowly.

Three months passed and still I hadn't taken off my shoes or socks once. I hoped and hoped that my plan would work. I knew that Horse's gang were planning to catch Old Shelly. They sniggered every time I walked past them at school.

Finally the day came. November the twentieth. High tide was at half past four. After school. Old Shelly wouldn't arrive until the top of the tide. And the gang wouldn't be able to do anything while they were in school.

All went well in the morning. But after lunch it was different. I walked into the class and sat down in my seat. The day was hot. Blowflies buzzed in the sticky air. Mr Lovell sat at his desk and wiped his brow. I looked around. There were three empty seats.

Horse and his mates weren't there.

They were wagging school. And I knew where they were. Down the beach. Waiting for Old Shelly.

I went cold all over. What if Old Shelly came in early? What if I was wrong about the tides? Turtle soup. I couldn't bear to think about it.

'Mr Lovell,' I yelled. 'I have to go home. I forgot something. Horse is after Old Shelly.'

All the kids looked at me. They thought I was crazy. Mr Lovell frowned. He didn't like anyone calling out without putting up their hand.

'Don't be silly, Berin,' he growled. 'We aren't allowed to let students go home without their parents' permission.'

'But I have to go,' I yelled. 'Old Shelly is ...'

Mr Lovell interrupted. He was angry. 'Sit down, boy, and behave yourself.'

'You don't understand ...' I began.

'I understand that you'll be waiting outside the principal's office if you don't be quiet,' he said.

I sat down. It was useless. Kids don't have any power. They just have to do what they're told.

Or do they?

8

I looked at my feet. I looked at the running shoes and socks that hadn't been changed for three months. I bent down and undid the laces. Then I pulled off my shoes and socks.

I stepped out into the aisle. In bare feet.

The room suddenly grew silent. The hairs stood up on the back of my neck. I looked at my feet. Long black nails curled out of my putrid toes. Slimy, furry skin was coated with blue sock fuzz. Swollen veins ran like choked rivers under the rancid flesh. The air seemed to ripple and shimmer with an invisible stench.

I sniffed. Nothing. I couldn't smell a thing. But the others could.

The blowflies were first to go. They fell from the ceiling like rain. They dropped to the floor without so much as a buzz.

Mr Lovell jumped as if a pin had been stuck into him. Then he slumped on his desk. Asleep.

crumpled heap of dreams. The class collapsed together. They just keeled over as if they had breathed a deadly gas.

They were alive. But they slept and snored. Victims of my fetid feet.

I wish I could say that there were smiles on their lips. But there weren't. Their faces were screwed up like sour cabbages.

## 9

I ran out of the room and across the school yard. The caretaker was emptying a rubbish bin into the burner. He dropped the bin and flopped unconscious to the ground as I passed.

My three month smell was powerful. It could work in the open at a distance of ten metres. Horse and his gang wouldn't have a chance. They wouldn't even get near me.

But I had to hurry. If Old Shelly came early ... I couldn't bear to think about it.

The beach bus was pulling up at the kerb. I had one dollar with me. Just enough. I jumped onto the bus steps.

'Turtle Island, please,' I said to the driver.

He didn't answer. He was fast asleep in his seat with the engine still ticking over. I looked along the row of seats. All the passengers were snoring their heads off. I had gassed the whole bus.

'Oh no,' I said. I jumped off the bus and headed for the beach. The quickest way was straight through the shopping mall.

I didn't really want to run barefooted through the town but this was an emergency. I passed a lady on a bike. She fell straight asleep, still rolling along the road. The bike tottered and then crashed into a bush.

This was terrible. No one could come near me without falling asleep. I ran over to help her but her eyes were firmly closed. The best thing I could do was to get away from her as quickly as possible.

## 10

I jogged into the shopping mall. People fell to the ground in slumbering waves as I approached. I stopped and stared around.

The street was silent. Hundreds of people slept on the footpaths and in the shops. A policeman snored in the middle of the road. I felt as if I was the only person in the world who was awake.

Suddenly I felt lonely. And sad.

But then I thought of Old Shelly. That poor, helpless turtle dragging its ancient shell up the beach. To the waiting Horse and his cooking pot.

I ran on. My heart hammered. My knees knocked. My feet fumed. 'Old Shelly,' I said. 'I'm coming, I'm coming, I'm coming.'

I pounded on and on, not stopping for the people around me as they fell to the ground like leaves tumbling in autumn.

At last I reached the beach. The tide was in. A strong current cut me off from Turtle Island. A flock of seagulls flew overhead. They plummeted to the ground reminding me of planes that had lost their pilots.

My feet still worked. They were as powerful as ever.

I gazed at the swiftly running water. I peered along the beach for a boat. There was none. I looked at my foul feet. If only I could fly. On the wind I thought I heard wicked laughter. 'Old Shelly,' I mumbled. 'I'm coming.' I plunged into the sea and waded towards the island.

My toes sank into the sand. I could feel the grains scouring my skin. Washing away at three months of

muck. The water was clear and cold and salty. On and on I struggled through the cleansing stream. Splashing. Jumping. Crying. Until I reached the other side.

The seagulls scampered around my feet. They were awake. They didn't even yawn.

# 11

I looked down at my lily-white toes. They were spotless. The water had stolen their strength. Three months of saving my smell. Gone. Scrubbed away by the salt and the sand.

There was no sign of the three bullies. But I knew where to find them. I staggered up to the top of a huge sand dune and stared along the beach. There they were. And there in the clear blue water was a moving shadow. Old Shelly.

Horse and his mates hadn't seen her. There was still a chance. I plunged down the dune towards them, yelling and screaming. Trying to distract them from their search.

It worked. They turned around and watched me approach. I had to draw them off. Once they saw the turtle they would know which part of the beach

she was on. Even if Old Shelly escaped they would dig around and find the eggs.

I knew it was no use arguing with them. They wouldn't listen. I had to say something mean.

'Bird brain,' I said weakly to Horse. I felt silly. It didn't come out right. It wasn't tough. I bunched up my fists. 'Get off this island,' I ordered.

'Who's going to make us?' jeered Horse.

'Me,' I said.

I felt very small. They were real big kids. They walked towards me with snarling faces.

I turned and ran.

'Get him.' They pelted after me. I scrambled up the sand dune and along the top. I felt them panting behind me. The sandy ground turned to rock. It cut my bare feet. They hurt like crazy. I slowed down to a hobble. My toes were bleeding. It was no use. The gang had me trapped.

I turned and faced the gang. Behind them, way below, I could see Old Shelly hauling herself over the sand. They hadn't seen her. Yet.

Thistle circled around me. They closed in. I tried to find something to defend myself. There was nothing. I put my hands in my pocket in a desperate search. My fingers found something useful.

'Get back,' I yelled. 'Or I'll use these.'

Horse laughed out loud. 'We're not scared of a pair of ...'

He never finished. He crashed to the ground like a tree falling. The others followed. They were fast asleep on the sand. I held my putrid socks in the air. Boy, were they powerful.

## 12

I put the socks near the sleeping bullies. Then I walked down to the beach.

Old Shelly was digging a hole with her flippers. Slowly, painfully, she dug and dug and dug. She was helpless. 'Don't worry, girl,' I said. 'I won't hurt you.'

I sat a little way off and watched the miracle. I watched the eggs drop like beads from a broken necklace. The sun sank into the sea, lighting the old turtle with gold.

I watched as Old Shelly covered the eggs and then crawled back towards the shore. Just as she reached the edge she turned. And nodded her head as if to thank me.

'Think nothing of it,' I said. 'Your eggs are safe now. I'll see you next year.'

UNBEARABLE!

I have to admit there was a tear in my eye as I watched her sink under the water and swim out beneath the silvery arms of the rippling moonbeams.

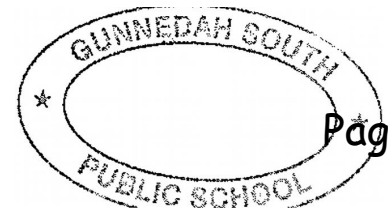
I went back and fetched the socks. I threw them in the sea and waited. In no time at all, Horse and his mates started to stir. They sat up and peered into the darkness. They couldn't work it out. It was light when they had fallen asleep. They didn't know where the sun had gone.

Suddenly Horse gave an enormous scream. He ran for it. The others followed him, belting along the sand as if a demon was after them. They thought I had strange powers. I guess if you think about it, they were right in a funny sort of way.

I walked slowly home.

A nasty thought entered my mind. What if Horse found more members for his gang? What if they came back to wait for Old Shelly next November?

I was worried. Then I chuckled and spoke to myself. 'If I start going to bed with my shoes on tonight,' I said, 'my feet ought to be pretty strong by this time next year.'



## Spelling Week 2 Monday

**WALT:** identify a schwa and use our knowledge of this sound to spell familiar and unfamiliar words.

**I can:**

- Hear the schwa sound
- Break words up into syllables to find the schwa
- Define a schwa
- Give examples of words that contain a schwa
- Spell familiar and unfamiliar words that contain a schwa

**Task 1:** Go on a schwa hunt and list as many words as you can find that contain a schwa. The video on slide 2 may give you some hints. Try and fill in all of the boxes below with words containing a schwa.

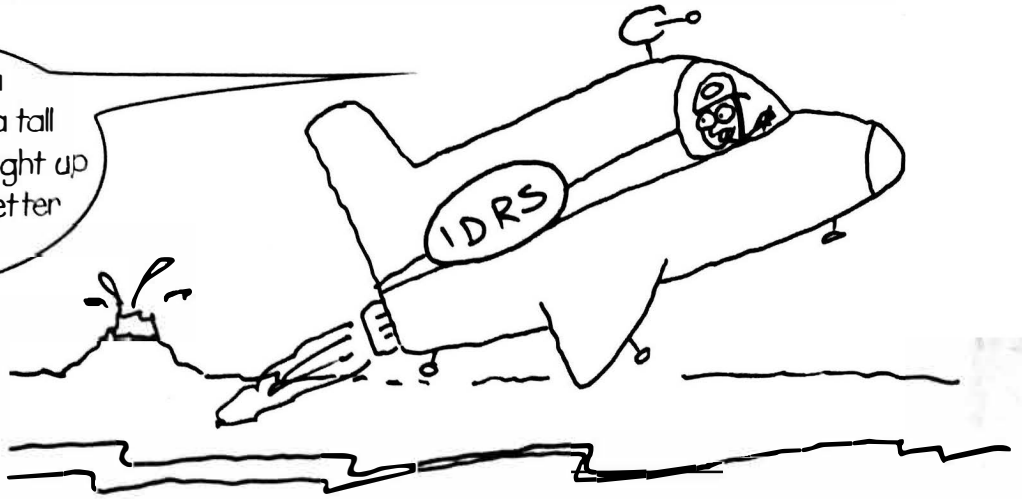

**Task 2:** Break your list words + 6 of your brainstormed words into syllables and highlight the schwa (two examples are given below).

Focus Word	Syllables	Schwa found
teacher	teach-er	er
harbour	har-bour	our
saviour		
amour		
detour		

**Task 3: Create a schwa poster demonstrating your understanding of the schwa, words containing a schwa and where the schwa is located in these words.**

☆ Revision – Horizontal joins to tall letters

When you do a horizontal join to a tall letter, take the join right up to the top of the letter and retrace.



up ↓ retrace  
wl

up ↓ retrace  
of

of wl rt ok rf xt wh fl ol ol

scout book scarf extend foolish roof when

fleshy party owl whisker orbit extreme robot

Earthquake survivors are often blindfolded when they

emerge, which protects their eyes from the sun.

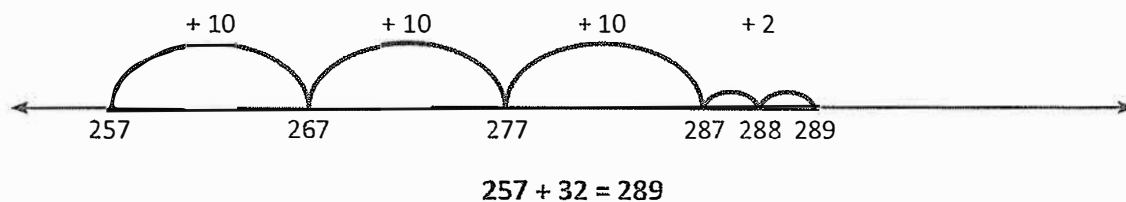
SELF ASSESSMENT

Circle your two best horizontal joins to a tall letter.

## Addition mental strategies – jump strategy

When we add we can use the jump strategy to help us. Look at  $257 + 32$ :

- 1 First we jump up by the tens
- 2 Then we jump up by the units



- 1 Warm up with jumping by tens up and down these ladders:

	224	335		
		325		
				412
259				
249	184		75	

- 2 Use the jump strategy to complete these additions:

a  $575 + 52 =$

+ 10      + 10      + 10      + 10      + 10      + 2



b  $759 + 41 =$



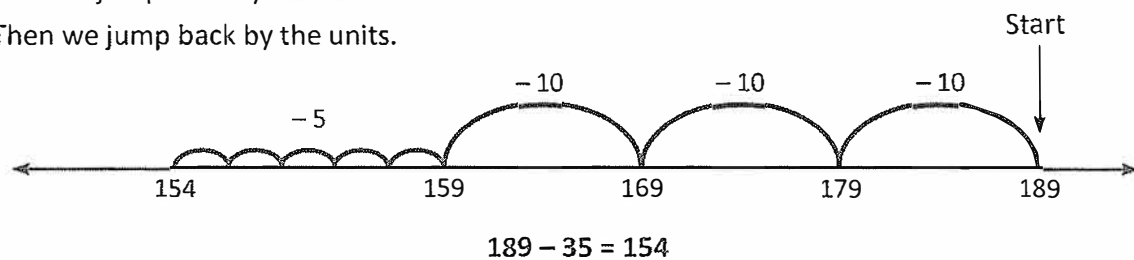
c  $135 + 73 =$



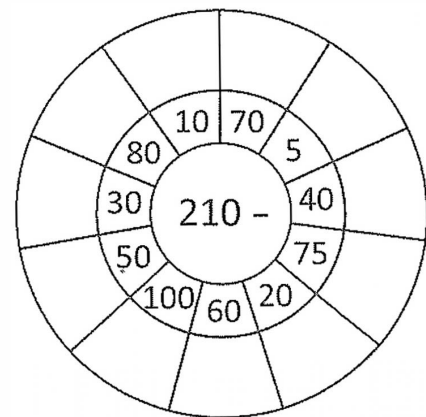
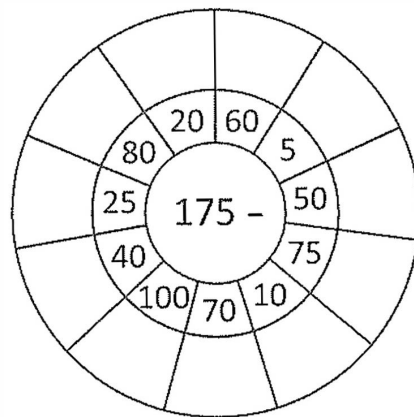
## Subtraction mental strategies – jump strategy

When we subtract we can use the jump strategy to help us. Look at  $189 - 35$ :

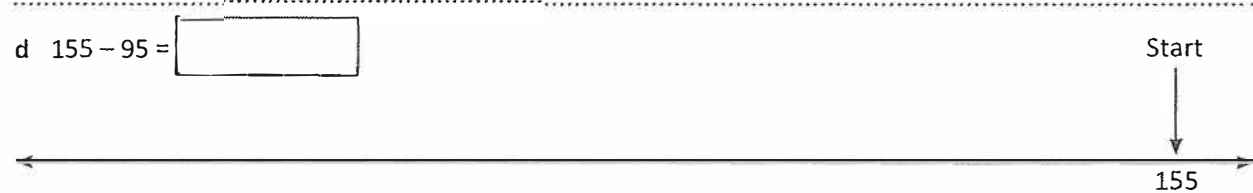
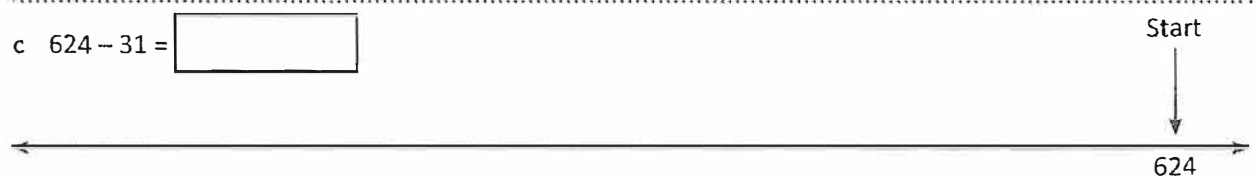
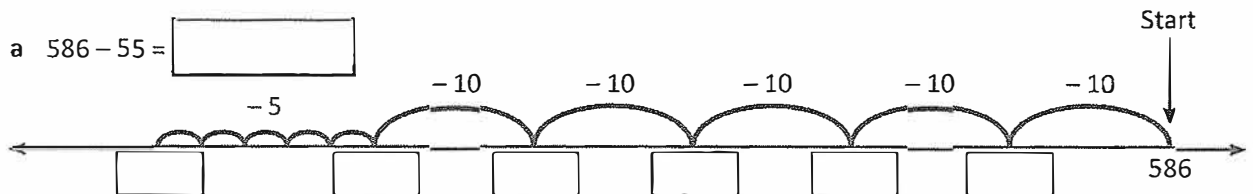
- 1 First we jump back by the tens.
- 2 Then we jump back by the units.



- 1 Warm up with these subtraction wheels:



- 2 Use the jump strategy to complete these subtraction problems. The first one has been started for you:





***We are learning to identify how to be safe, respectful, learners at home.***

*We are all in different learning environments at the moment. Write expectations on how you are being safe, respectful learners at home. Southey would love to see what expectations you come up with. You may like to make a movie that shows you displaying these expectations at home.*

GUNNEDAH SOUTH HOME MATRIX			
VALUES	SAFE	RESPECTFUL	LEARNER
AT HOME			

# I Am Unique!

WALT: define the meaning of 'unique' and identify qualities that make us unique from each other.

1. Write a sentence telling what you think the word **unique means**.

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2. Look up the word unique in a dictionary and write the meaning of **unique**.

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3. What were the similarities and differences between your definition and the one you found in the dictionary?

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4. Take a look at the pictures below. Picture A has been created by drawing things to represent the categories shown in Picture B.

On the back of this page you will find a blank template. Your task is to design your own unique t-shirt by representing these categories as they apply to you. For example, your name, your own self portrait and your favourite sport. Make sure you fill in all the sections as brightly and colourfully as you can.

Picture A

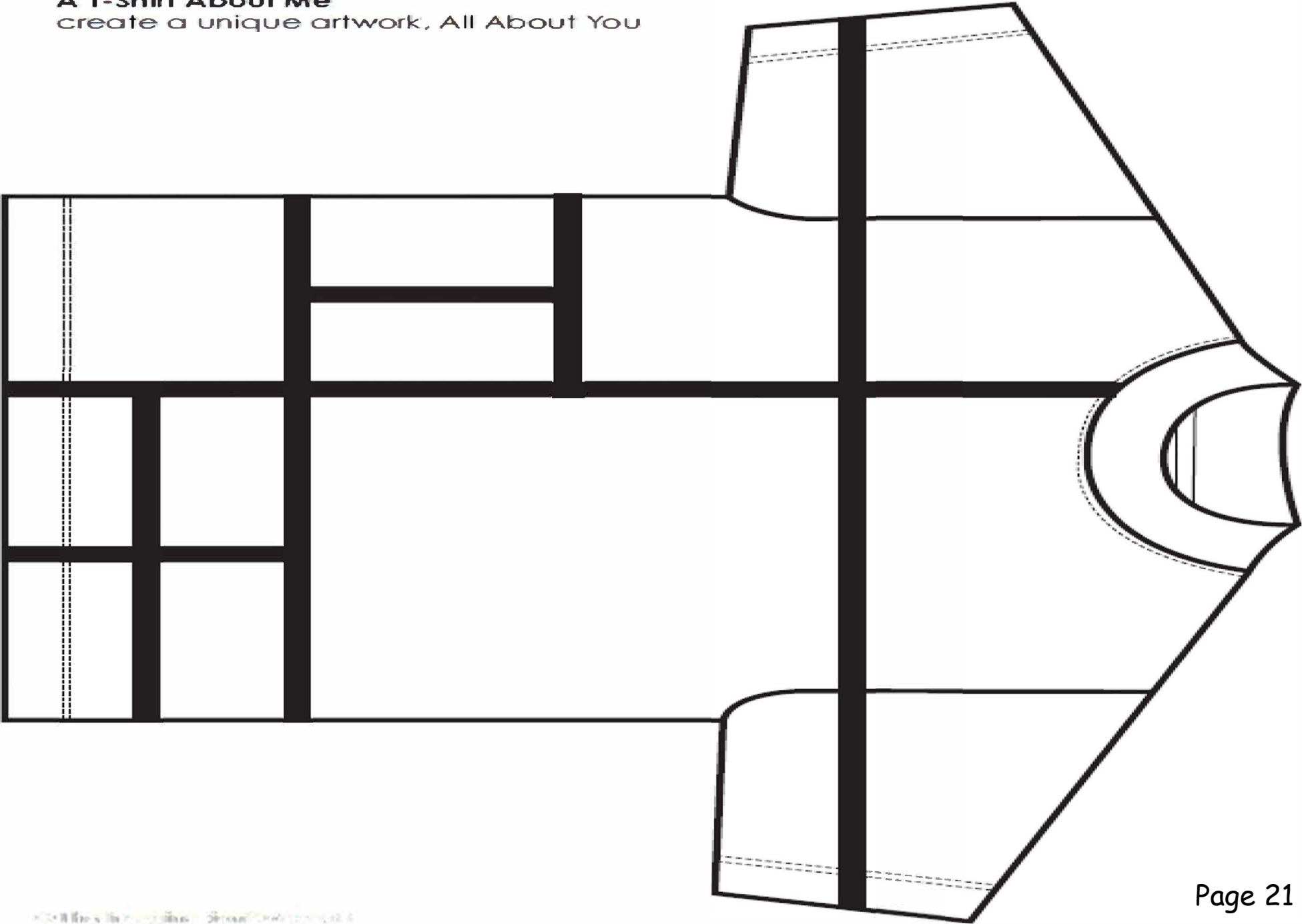


Picture B

Favourite Film		If I were an animal.....		My Favourite Sport		Favourite Place	
Favourite Song		Name		Self Portrait			
Age		Year					
Favourite Subject		Favourite Fruit		Favourite Colour		Favourite Drink	
		Favourite Vegetable		Favourite Book			

**A T-Shirt About Me** - here's a finished example using a black ballpoint pen and colored marker pens. Use bold, contrasting colors, and consider how words and numbers can be illustrated graphically rather than just 'written' to create a unique, imaginative artwork.

**A T-Shirt About Me**  
create a unique artwork, All About You





# Tuesday

## Week 2

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	Plan and scaffold a persuasive text	pg. 24
10 to 10.30	Spelling	The importance of understanding the meaning of a word when writing	pg. 25-28
10.30 to 11	Handwriting	Horizontal joins to 'e'	pg. 29
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Mental strategies: split strategy	pg. 30-31
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Circuit: burpees, sit ups and high knees	Outside activity
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Geography	Discover some of the geographical features of Asia	pg. 32-34
2.30 to 3			

Name \_\_\_\_\_

## || CHAPTER 8 ||

### SMELLY FEAT

1. What problem does Berin have?

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---

2. What effect do Berin's feet have on his mouse Garlic?

---

---

3. What important event happens on Turtle Island in November?

---

---

4. Why doesn't Berin tell anyone about Old Shelly?

---

---

5. What do Horse, Greg Baker and Thistle plan to do to Old Shelly?

---

---

6. Fill the box with ideas Berin could use to stop Horse's plan.

Persuasive Writing Plan – All children should have a mobile phone	
Introduction	An introduction where you state your opinion and introduce your 3 arguments
Argument 1	Provide evidence to back up your argument:  -  -  -
Argument 2	Provide evidence to back up your argument:  -  -  -
Argument 3	Provide evidence to back up your argument:  -  -  -
Conclusion	Restate your opinion

## Spelling - Week 2 Tuesday

**WALT:** find the definitions of unfamiliar words to assist us in using unfamiliar words 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. Create a crossword clue for each word.
4. Using the crossword template on your worksheet create a crossword for your family to complete.

**Task 1/2:** Record your definitions here:

Word	Definition
leisure	
material	
intersect	
investigate	
famous	
favourite	
figure	
author	

**Task 3: Create your crossword clues here for each of your focus words.**

**NOTE: Your clue should not be the dictionary meaning, it needs to be written in your own words.**

<b>Word</b>	<b>Crossword clue</b>
<i>leisure</i>	
<i>material</i>	
<i>intersect</i>	
<i>investigate</i>	
<i>famous</i>	
<i>favourite</i>	
<i>figure</i>	
<i>author</i>	

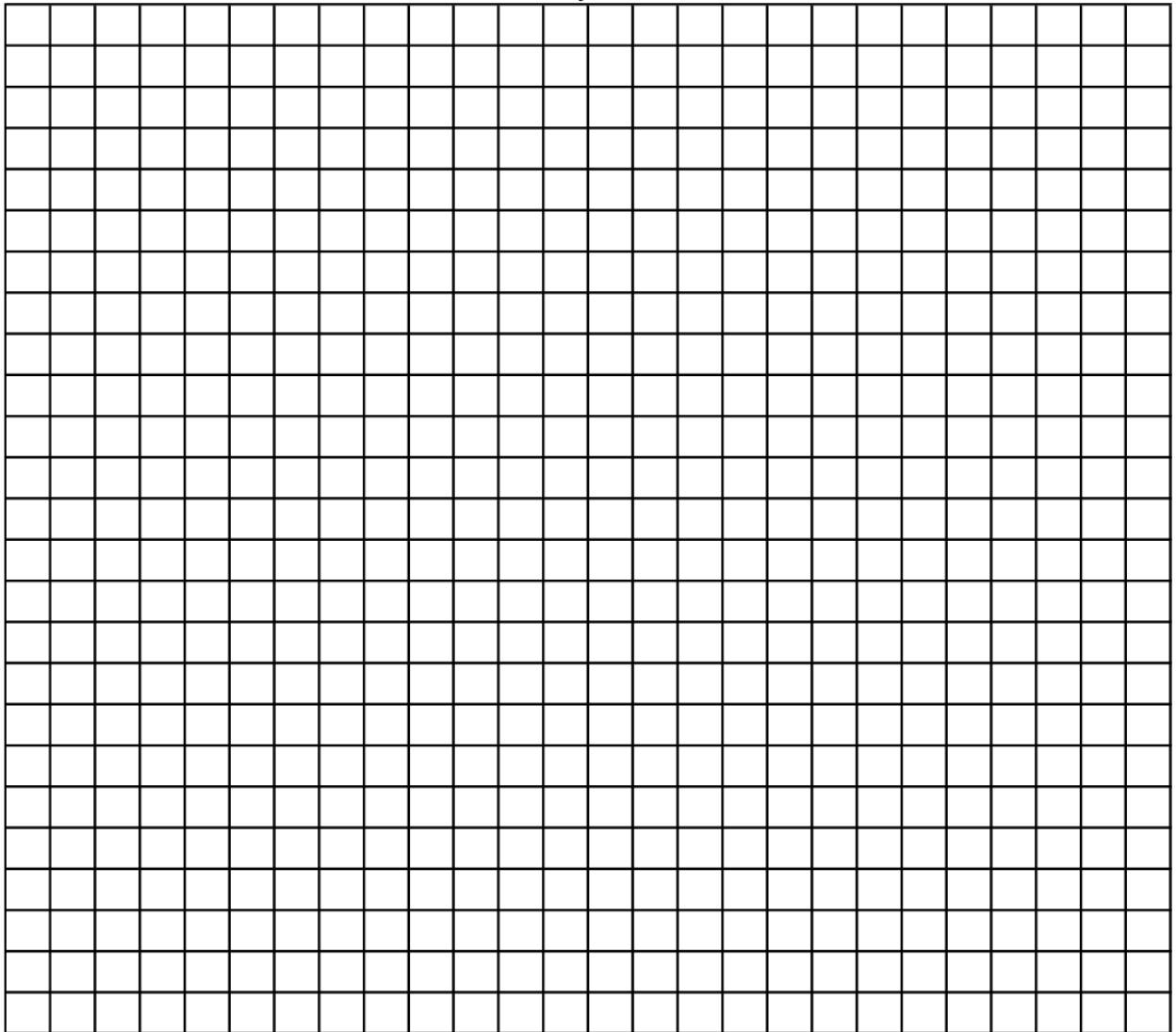
**Task 4: Create your own crossword using the templates on the following pages. Template 1 is for planning, and template 2 is for your final crossword which can be given to another family member to complete.**

*Step 1: Plan out your crossword on template 1. Look for overlapping letters to help you match words to across or down. You may need an adult to help you to do this if you have not completed a crossword before. You could also look for examples in a newspaper or magazine at home.*

*Step 2: Check that your words and clue numbers match and that you have given the correct direction (i.e. down or across).*

*Step 3: Publish your crossword on template 2 and give it to a family member to complete.*

## **Crossword template 1: Planning**



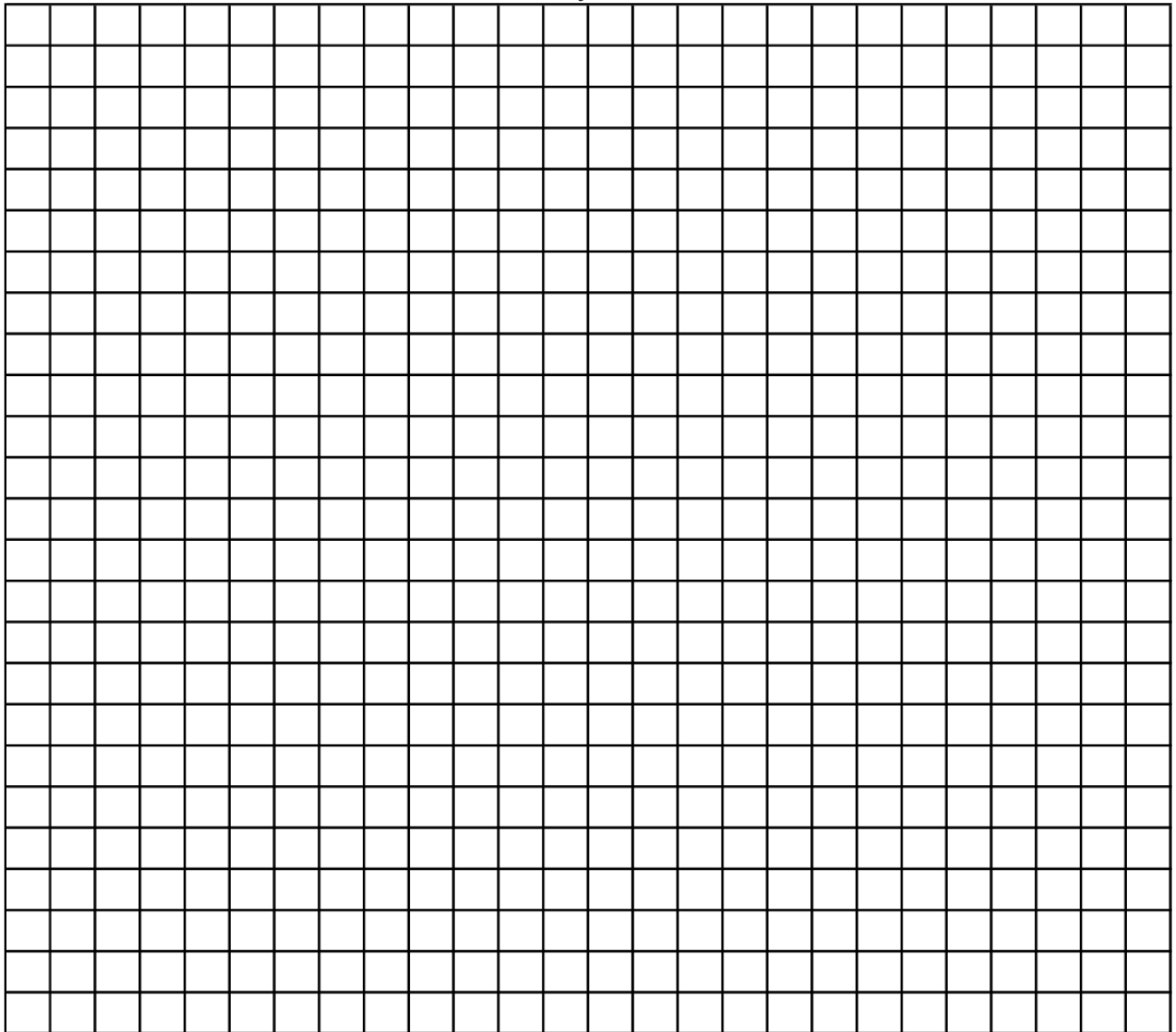
### Across

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_

### Down

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_

## **Crossword template 1: Publishing for a family member**

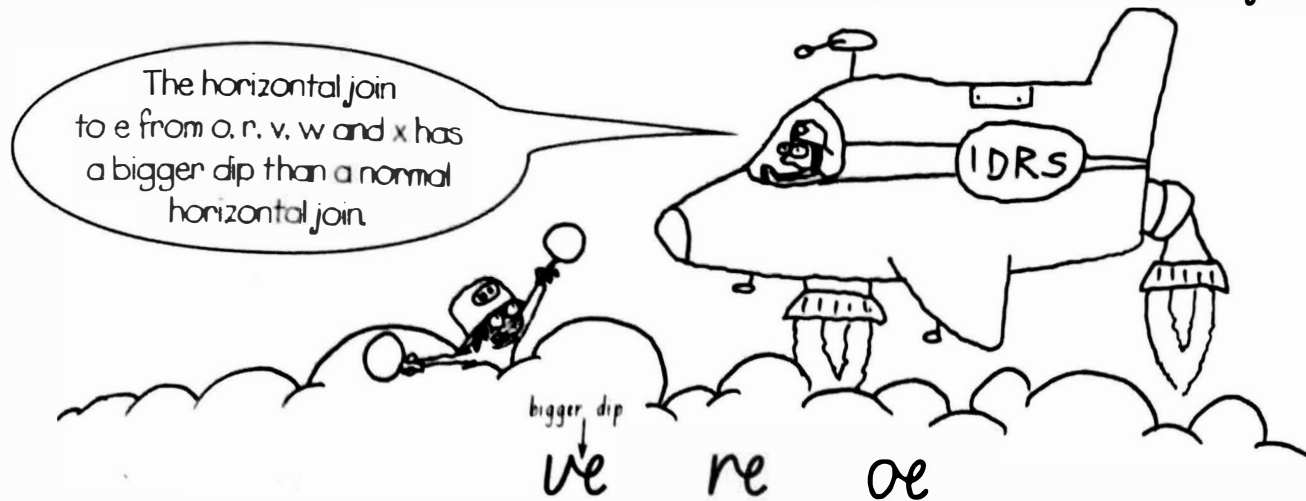


### Across

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_

### Down

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_



oe re ve we xe oe re ve we xe

canoe flourer active oxen amoeba west pixel


relaxed awed vixen weird poetry velvet oboe

Tornadoes are very powerful, and have been known

to wrap heavy vehicles around power poles.

SELF ASSESSMENT


Rate your horizontal joins to e.



Needs work



Force 5



Earth-shaking!

# Addition mental strategies – split strategy

138 can be split into 100, 30 and 8.

When adding large numbers in our heads it can be easier to split one of the numbers into parts and add each part separately.

$$214 + 138 \begin{cases} 100 \\ 30 \\ 8 \end{cases} \rightarrow 214 + 100 = 314 \rightarrow 314 + 30 = 344 \rightarrow 344 + 8 = 352$$

$$214 + 138 = 352$$



1 Use the split strategy to add the numbers. The first one has been done for you.

a  $623 + 28 \begin{cases} 20 \\ 8 \end{cases}$

$$623 + 20 = 643$$

$$643 + 8 = 651$$

$$623 + 28 = 651$$

b  $38 + 26 \begin{cases} \phantom{00} \\ \phantom{00} \end{cases}$

$$\underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}}$$

$$38 + 26 = \boxed{\phantom{00}}$$

c  $156 + 142 \begin{cases} \phantom{00} \\ \phantom{00} \\ \phantom{00} \end{cases}$

$$\underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}}$$

$$156 + 142 = \boxed{\phantom{00}}$$

2 These problems have been split and some have been solved already. Lucky, hey? You just have to work out what the second numbers were before they were split and answer any unsolved problems:

a  $416 + 90 + 1 = 507$

was

$$416 + \underline{91}$$

b  $230 + 30 + 3 = \boxed{\phantom{00}}$

was

$$230 + \underline{\hspace{2cm}}$$

c  $283 + 60 + 7 = \boxed{\phantom{00}}$

was

$$283 + \underline{\hspace{2cm}}$$

d  $532 + 60 + 1 = \boxed{\phantom{00}}$

was

$$532 + \underline{\hspace{2cm}}$$

e  $425 + 100 + 40 + 2 = \boxed{\phantom{00}}$

was

$$425 + \underline{\hspace{2cm}}$$

f  $129 + 200 + 40 + 6 = \boxed{\phantom{00}}$

was

$$129 + \underline{\hspace{2cm}}$$

3 Work out the answers to these questions by using the split strategy. See if you can do the working in your head. If it helps, make notes as you go:

a  $173 + 36 = \boxed{\phantom{00}}$

b  $446 + 51 = \boxed{\phantom{00}}$

c  $112 + 83 = \boxed{\phantom{00}}$

d  $724 + 72 = \boxed{\phantom{00}}$

e  $475 + 122 = \boxed{\phantom{00}}$

f  $123 + 164 = \boxed{\phantom{00}}$

# Subtraction mental strategies – split strategy

Remember that  
215 is 200 + 10 + 5

When subtracting large numbers in our heads it can be easier to split the number to be subtracted into parts and work with each part separately.

$$468 - 215 \begin{array}{l} \swarrow 200 \\ \swarrow 10 \\ \swarrow 5 \end{array} \rightarrow 468 - 200 = 268 \rightarrow 268 - 10 = 258 \rightarrow 258 - 5 = 253$$

$$468 - 215 = 253$$



1 Practise splitting these numbers into hundreds, tens and units. The first one is done for you.

a  $356 = 300 + 50 + 6$

b  $289 = \underline{\hspace{2cm}}$

c  $867 = \underline{\hspace{2cm}}$

d  $923 = \underline{\hspace{2cm}}$

e  $442 = \underline{\hspace{2cm}}$

f  $294 = \underline{\hspace{2cm}}$

2 Use the split strategy to subtract:

a  $468 - 316$   $\begin{array}{l} \swarrow \\ \swarrow \\ \swarrow \end{array}$   $\begin{array}{|c|} \hline \\ \hline \\ \hline \end{array}$

$468 - 300 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - 10 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - 6 = \underline{\hspace{2cm}}$

$468 - 316 = \underline{\hspace{2cm}}$

b  $574 - 155$   $\begin{array}{l} \swarrow \\ \swarrow \\ \swarrow \end{array}$   $\begin{array}{|c|} \hline \\ \hline \\ \hline \end{array}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$574 - 155 = \underline{\hspace{2cm}}$

c  $457 - 323$   $\begin{array}{l} \swarrow \\ \swarrow \\ \swarrow \end{array}$   $\begin{array}{|c|} \hline \\ \hline \\ \hline \end{array}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$457 - 323 = \underline{\hspace{2cm}}$

3 Work out the answers to these questions then cross out the letter above each answer in the puzzle. The letters that remain will form the answer to the riddle.

a  $484 - 74 = \underline{\hspace{2cm}}$

b  $400 - 80 = \underline{\hspace{2cm}}$

c  $406 - 106 = \underline{\hspace{2cm}}$

d  $410 - 40 = \underline{\hspace{2cm}}$

e  $403 - 13 = \underline{\hspace{2cm}}$

f  $455 - 60 = \underline{\hspace{2cm}}$

g  $497 - 92 = \underline{\hspace{2cm}}$

h  $505 - 25 = \underline{\hspace{2cm}}$

i  $520 - 25 = \underline{\hspace{2cm}}$

j  $795 - 150 = \underline{\hspace{2cm}}$

k  $410 - 100 = \underline{\hspace{2cm}}$

S	Y	H	O	U	E	R	X	E	L	A
300	195	410	305	150	320	505	370	595	405	200

K	Z	R	I	D	R	J	U	M	V	A
390	495	220	395	210	385	480	500	205	645	310

Riddle: What is the most rhythmic part of your body?

WHEN YOUR GEOGRAPHY TEACHER  
TELLS YOU THAT AUSTRALIA IS A  
CONTINENT

# What are some of the geographical features of Asia?

Asia, being such a large continent, has a diverse range of geographical features. Some of the countries of Asia are stand-alone islands or made up of a group of islands, known as archipelagos. Three of the world's oceans flow in and around the region. Other bodies of water include seas, lakes and rivers, some of which flow from melted glaciers in the highlands. Large mountain ranges, low lying plateaus and expansive deserts are characteristic of many Asian countries.

**Task:** Using the internet, find the countries these geographical features are located. Write your search questions like this: *Where is the highest mountain in the world located?* **Extension:** create a presentation about each of these places with details and images.

- a) The highest mountain in the world. \_\_\_\_\_
- b) The third longest river in the world. \_\_\_\_\_
- c) The world's deepest freshwater lake. \_\_\_\_\_
- d) The lowest point in the world. \_\_\_\_\_
- e) The tallest volcano in Asia. \_\_\_\_\_

**Label and colour in the countries where the places are located.**



Task: using Google maps find each of the following places in Asia. (Instructions on next page). Write down two or three geographical facts you can find about it. Include geographical terms (e.g. north, south, east, west, near, kilometres from etc) and include any key geographical information you can find. Selecting the directions tab will give you the opportunity to work out directions to each feature from a place of your choice.

**a** Tarako National Park, Taiwan

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**b** Victoria Peak, Hong Kong

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**c** Agonda Beach, Goa, India

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**d** Mount Fuji, Japan

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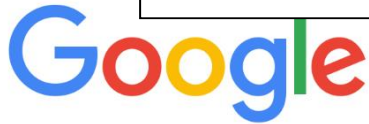
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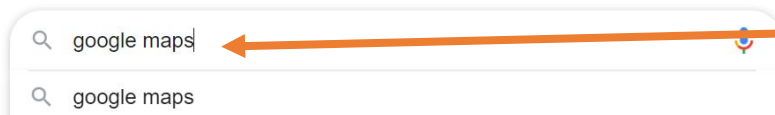


So you are thinking about exploring Asia.  
Have you bought a ticket? Do you have a passport???

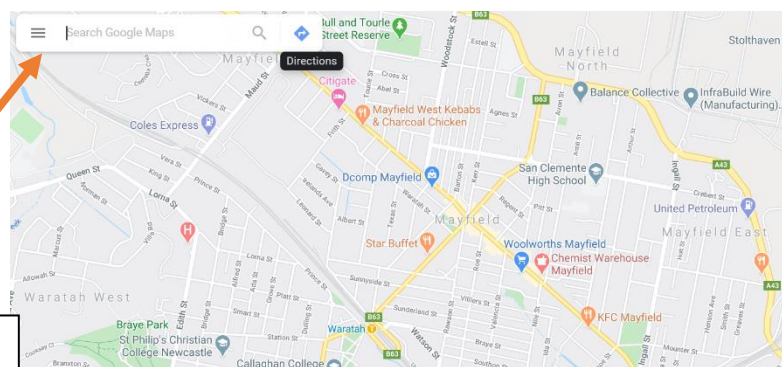
Don't worry Year 5, today we will be using Google maps to explore Asia and all its wonders!



Go onto Google Chrome or Firefox and use Google to search for Google Maps.

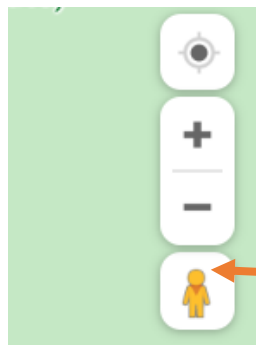
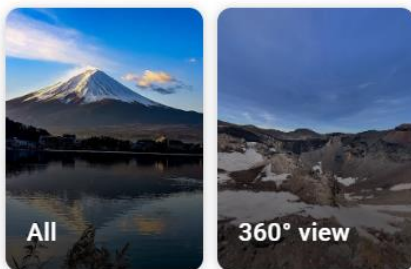


Click on the first website and you will see this page. Type in the place you want to search for in the top left part that says "Search Google Maps"



In the information bar to the left, if you scroll down you will find photos taken of your location.

Photos



You will instantly be transported to your location without even getting on a plane!!

You will see a little yellow person down the bottom right, click and hold it then drag it to the spot where your marker is.

If you click somewhere the camera will move there.

WOW!!! Look at those views hey?  
It's like we have just been there! Have an explore of the area and see if you notice and geographical features.

For example: There is a large mountainous range and deep ravines.  
There is snow and rocky terrain.

Hope you packed your coat?



If you are having trouble describing the places geographical features, try Googling it like this.

geographical features of mount fuji



# Wednesday

## Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 36
9.30 to 10	Writing	Writing a persuasive text	Online
10 to 10.30	Spelling	Spelling with suffixes	pg. 37
10.30 to 11	Handwriting	Joining to 's'	pg. 38
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Mental strategies: compensation strategy	pg. 39-40
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Throwing: last minute laundry game	Outside activity
1 to 2	<b>Lunch Break</b>		
2 to 2.30	CAPA	Real life drawing of a pet	Use the art paper in your pack
2.30 to 3		Drama with Miss Christie	

7. Why does Berin put plastic bags over his shoes?

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8. Berin describes his plan as 'diabolical'. What does this mean?

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9. How powerful are Berin's smelly feet?

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10. What problem does Berin have reaching Old Shelly at the beach?

---

---

---

11. Why do Horse and his gang think Berin has strange powers?

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12. Do you think Berin should start going to bed with his shoes on in preparation for next year? Why or why not?

---

---

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Suffixes are word parts placed after the base words. Suffixes have meanings.  
e.g. help → helpless. The suffix less means 'without'.

Occupations — When we add the suffix er, or, eer or ist to a noun/verb it usually means 'a person who'.  
For example: a person who acts → actor.

### Type of Text: Recount

On Friday, some men and women came to work on our house and they made a huge mess.  
My dad, who is an actor, was furious.

There was a painter, a carpenter, a roofer and an adviser. It all started when the painter was painting a wall while listening to his favourite singer on his phone. He started dancing and tripped over his tray of paint spilling it all over our carpet. The roofer, who was walking through the house with a large ladder, slipped on the paint and put his ladder through the wall. The carpenter, who was in the next room, got pushed in the bottom by the ladder and fell onto our brand new table, chipping his tooth. The adviser rushed to help the carpenter; then she called a dentist and a doctor.

Now Dad needs a cleaner, a plasterer and a headache tablet.

Suffixes change over time to reflect changing attitudes to gender.  
e.g. police officer, salesperson and flight attendant.



6 Use the recount or other knowledge to find the answers to the clues below. A person who:

- |                 |                  |
|-----------------|------------------|
| a paints _____  | e cleans _____   |
| b acts _____    | f plasters _____ |
| c sings _____   | g dances _____   |
| d advises _____ | h roofs _____    |

7 Match the words to their meanings. The clues in the blue box will help you.

- |   |                           |
|---|---------------------------|
| a | Capable of being achieved |
| b | Without help              |
| c | To give harmony to        |
| d | Without harm              |
| e | Capable of agreeing       |
| f | To make formal            |

- |            |
|------------|
| harmonise  |
| harmless   |
| agreeable  |
| formalise  |
| achievable |
| helpless   |

less	= without
ible/able	= capable of
ise	= to make

Some suffixes can change verbs into nouns.

For example: The suffix 'tion' changes protect (verb) into protection (noun). If the word already ends with t, often only 'ion' needs to be added. The suffix 'ment' changes develop (verb) into development (noun).

8 Add the suffixes in **bold** to change the verbs to nouns.

	add <b>tion</b>
a	act
b	direct
c	collect
d	object

	add <b>ment</b>
e	catch
f	measure
g	govern
h	repay

9 List as many words with the suffix **tion** and **ment** as you can.

- |   |             |  |   |             |  |
|---|-------------|--|---|-------------|--|
| a | <b>tion</b> |  | b | <b>tion</b> |  |
|---|-------------|--|---|-------------|--|

# ☆ Revision – Joining to s

When joining horizontally to s, go right across the top of the s, then retrace the top before heading down.



When joining to s with a diagonal join, make the top of the s shorter.

os <sup>retrace</sup> fs <sup>retrace</sup>

ls <sup>top shorter</sup> as

os rs us fs ns ds ls is ts es

post verse allows reefs moose horse bousier

volcanoes blizzards typhoons avalanches

Most firestorms can hurt flaming slivers of wood and

other kinds of burning debris for kilometres.

SELF ASSESSMENT

Circle your best horizontal join to s. Draw a wiggly line under your best diagonal join to s.

## Addition mental strategies – compensation strategy

Sometimes we round one number in the problem to make it easier to do in our heads. Then we adjust our answer to compensate:

$$405 + 69 = \boxed{474}$$

$$405 + 70 \text{ (} -1 \text{)} \quad \text{I rounded up by 1}$$

$$475 \text{ (} -1 \text{)} = 474 \quad \text{so I subtract 1.}$$

I added 1 extra to round to 70 so I have to take 1 off my answer.



THINK

1 Warm up by rounding these numbers to the closest ten:

- a 48 \_\_\_\_\_ b 67 \_\_\_\_\_ c 232 \_\_\_\_\_ d 74 \_\_\_\_\_  
e 89 \_\_\_\_\_ f 456 \_\_\_\_\_ g 955 \_\_\_\_\_ h 786 \_\_\_\_\_

2 Solve these problems using compensation:

a  $45 + 37 = \boxed{\phantom{000}}$

$$45 + 40 \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

b  $66 + 18 = \boxed{\phantom{000}}$

$$66 + \underline{\phantom{00}} \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

c  $86 + 49 = \boxed{\phantom{000}}$

$$86 + \underline{\phantom{00}} \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

d  $124 + 57 = \boxed{\phantom{000}}$

$$124 + \underline{\phantom{00}} \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

We can also round down to the closest ten. When we do this we add to compensate.

3 Round these numbers to the closest ten. Then compensate by adding:

a  $26 + 42 = \boxed{\phantom{000}}$

$$26 + 40 \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

b  $35 + 63 = \boxed{\phantom{000}}$

$$35 + \underline{\phantom{00}} \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

c  $96 + 21 = \boxed{\phantom{000}}$

$$96 + \underline{\phantom{00}} \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

d  $145 + 34 = \boxed{\phantom{000}}$

$$145 + \underline{\phantom{00}} \quad \bigcirc$$

$$\underline{\phantom{00}} \quad \bigcirc = \underline{\phantom{000}}$$

## Subtraction mental strategies – compensation strategy

Sometimes we round one number in the problem to make it easier to do in our heads. Then we adjust our answer to compensate:

$$486 - 59 = \boxed{427}$$

$$486 - 60 (+1) \quad \text{I rounded up by 1, which means I subtracted}$$

$$426 (+1) = 427 \quad \text{1 extra so we need to add 1 back.}$$

I took off  
1 extra so  
I have to  
add 1 back.



THINK

- 1 Round these numbers to the closest ten. Then compensate by subtracting or adding to get back to the first number. The first one is done for you.

a  $93 = 90 + 3$

b  $48 =$

c  $52 =$

d  $76 =$

e  $57 =$

f  $37 =$

g  $27 =$

h  $68 =$

- 2 Solve these subtraction problems using compensation. Show all your working out:

a  $585 - 78 =$

b  $894 - 71 =$

c  $163 - 149 =$

$585 - 80 (+2)$

$894 - 70 (-1)$

$163 - 150 (+1)$

$=$

$=$

$=$

- 3 Solve these problems using compensation. Decide if you need to round up or down and compensate accordingly:

a  $555 - 63$

b  $775 - 98$

c  $644 - 139$

d  $594 - 329$

e  $432 - 204$



REMEMBER

You can  
solve these in  
your head or  
make notes  
as you go.  
Do whatever  
works for you.



# Thursday

**Week 2**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 42
9.30 to 10	Writing	Plan a persuasive text: what's the best superpower?	pg. 43
10 to 10.30	Spelling	Build knowledge of words and how they can be changed	pg. 44-45
10.30 to 11	Handwriting	Double ff	pg. 46
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Written methods: addition	pg. 47-48
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Raindance	Outside activity
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Science	Mrs Pepper's Science Lesson	pg. 49-52
2.30 to 3			

Name \_\_\_\_\_

Worksheet 8

⚡ BEFORE AND AFTER ⚡

In the box draw Berin's feet before he started his plan to save Old Shelly.  
Carefully read the paragraph that describes what Berin's feet look like after wearing his shoes for three months and draw a labelled diagram in the after box.

**BEFORE**

**AFTER**

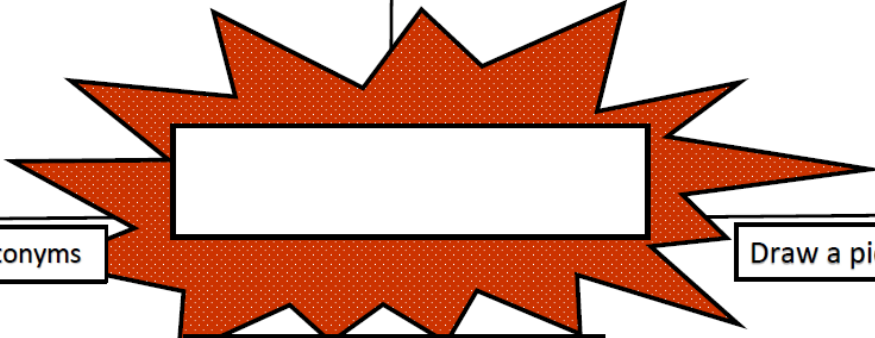
## Persuasive Writing Plan – What’s the best superpower?

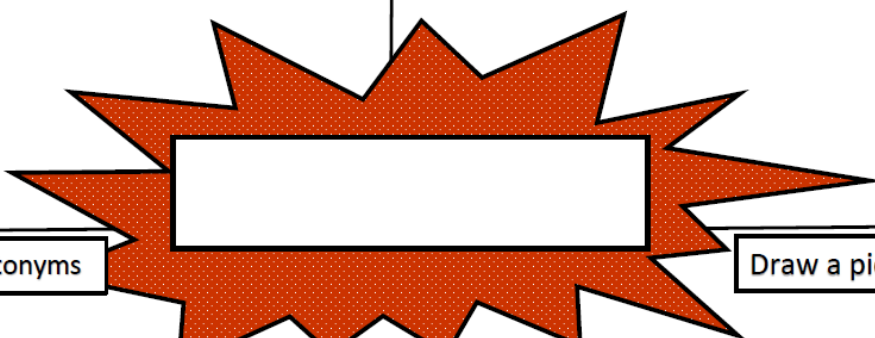
Introduction	An Introduction where you state your opinion and introduce your 3 arguments
Argument 1	Provide evidence to back up your argument:  -  -  -
Argument 2	Provide evidence to back up your argument:  -  -  -
Argument 3	Provide evidence to back up your argument:  -  -  -
Conclusion	Restate your opinion

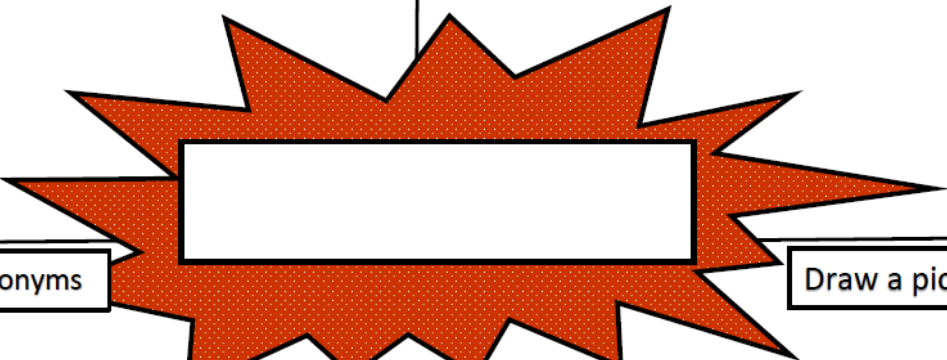
## Spelling

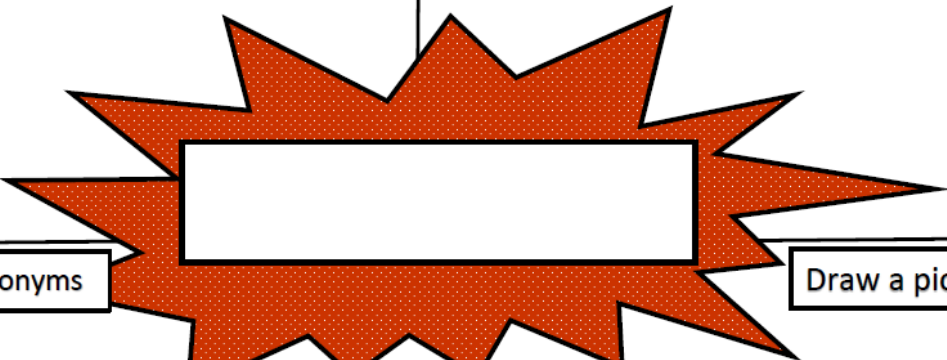
### Week 2 Thursday

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

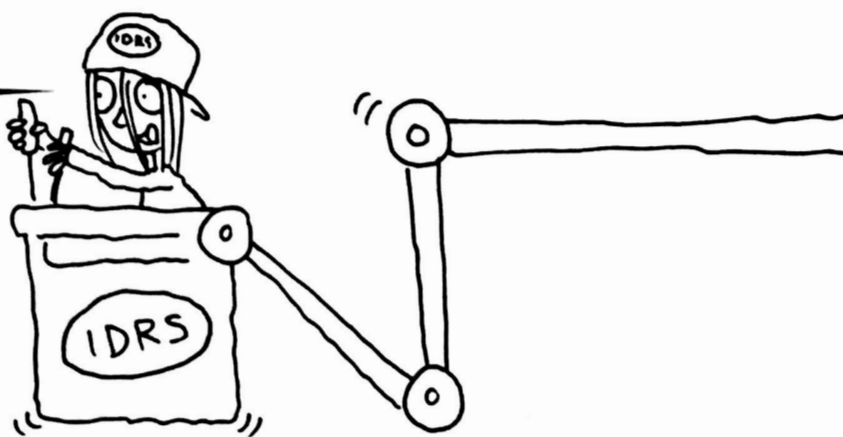
Definition	Sentence
	
Synonyms/Antonyms	Draw a picture
Prefixes/Suffixes <small>un, dis, mis                      s, ed, ing, ful, ly</small>	

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When you join double f with one crossbar, the crossbar can go on to make a horizontal join to the next letter. Just like it would with a single f.



traffic muffle

ff ff ff ff ff ff ff ff ff ff

puff cliff scuffle afford affect difficult effective

affirm different fluffy truffle effect baffling

In 1977, Buffalo, New York, was buffeted by a

huge blizzard. Staff were trapped in city offices.

SELF ASSESSMENT

Rate your joined double f's.

Needs work

Force 5

Earth-shaking!



## Written methods – addition

	H	T	U
	<sup>1</sup> 2	<sup>1</sup> 3	5
+	4	8	9
	7	2	4

How do we add using a written strategy?

First we estimate:  $235 + 500 = 735$ . Our answer will be around 735.

We start with the units.  $5 + 9$  is 14 units. We rename this as 1 ten and 4 units.

We put the 4 in the units column and carry the 1 to the tens column.

3 tens plus 8 tens plus the carried ten is 12 tens.

We rename this as 1 hundred and 2 tens

We put the 2 in the tens column and carry the 1 to the hundreds column.

We add the hundreds. We put 7 in the hundreds column.

Finally we check against our estimate – do they match?

**1** Solve these addition problems. First estimate the answers:

e:  

a

	H	T	U
	5	4	1
+	3	1	3

e:  

b

	H	T	U
	1	7	3
+	5	9	2

e:  

c

	H	T	U
	3	8	4
+	2	1	3

e:  

d

	H	T	U
	2	6	8
+	4	9	3

e:  

e

	Th	H	T	U
	2	2	1	7
+	3	4	0	8

e:  

f

	Th	H	T	U
	4	5	1	6
+	1	3	4	3

e:  

g

	Th	H	T	U
	5	3	8	9
+	1	2	7	4

e:  

h

	Th	H	T	U
	3	2	8	1
+	1	4	2	8

**2** Use these cards to make 5 different addition problems using 2 and 3 digit numbers. Show your working out:

2	3	4	5	6	7	8	9	=	+
---	---	---	---	---	---	---	---	---	---

## Written methods – addition

	H	T	U
	5	6	2
+	1	4	5
			7
	1	0	0
	6	0	0
	7	0	7

We can also add each place value separately and then add these together:

$$2 + 5 = 7$$

$$60 + 40 = 100$$

$$500 + 100 = 600$$

$$7 + 100 + 600 = 707$$

3 Solve these addition problems using a written strategy of your choice:

e:

	H	T	U
	3	8	5
+	4	2	3

e:

	H	T	U
	4	1	2
+	2	3	8

e:

	H	T	U
	9	2	2
+		6	9

e:

	H	T	U
	1	8	8
+	4	1	4

e:

	H	T	U
	7	2	4
+		2	9

e:

	H	T	U
		3	6
+	1	4	4

4 Can you work out what the missing numbers should be? Remember there may have been some regrouping!

a

	H	T	U
	4		5
+		2	
	8	5	7

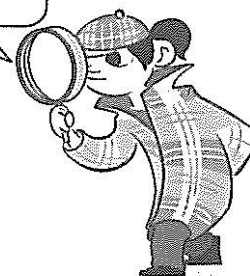
b

	H	T	U
	<sup>1</sup> 1	<sup>1</sup> 5	9
+	2	4	
		0	6

c

	H	T	U
	5	<sup>1</sup> 6	7
+			9
	9	9	

Guess, check and improve will help me here.



DISCOVER

# Watering investigation planner

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

Other members of your team: \_\_\_\_\_

## What are you trying to find out?

*Whether the method of watering affects plant growth and health*

**What is your question for investigation?**

Can you write it as a question?

**What do you predict will happen? Explain why.**

Give scientific explanations for your prediction.

**To make this a fair test what things (variables) are you going to:**

**Change?**

Change only one thing.

**Measure/Observe?**

What would the change affect?

**Keep the same?**

Which variables will you control?

**What are you going to do?**

Use drawings if necessary.

**What equipment will you need?**

Use dot points.

## Recording results

Record your results in a table.

Measurements of plant growth and observations of plant health

Day			
1	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:
	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:
	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:
	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:

Cut out these text boxes and glue them onto the investigation planner.

What happens to wheat plant growth when we change the method used to water them?

Amount of water
Type of plant
Size of plants
Location of plants
Time watered
Frequency of watering
Method of watering

How tall the plants are.

1. Cut the egg carton into 3 to make 3 separate wheat groups.
2. Water each container with 100mL of water differently
  - a) Flooding (pour in all the water)
  - b) Misting (if you have a spray bottle)
  - c) Soaking (sit a container with holes in the carton and fill with 100mL of water. Allow it to drip in)
3. Measure the plants each week and record how tall they are.

- 1 egg carton containers growing wheat (planted last week) cut into 3 sections.
- Measuring jug/cup
- Soaking cup (punch holes in an plastic cup or container)
- Spray bottle (if you have one)





# Friday

## Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and student comprehension activity. Reading Eggs.	pg. 54
9.30 to 10	Writing	Write a persuasive text: what's the best superpower?	Online
10 to 10.30	Spelling	Dictation and editing	pg. 55-56
10.30 to 11	Handwriting	Joining 'f' to 't'	pg. 57
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Written methods: subtraction	pg. 58-59
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Mirror Game	Outside activity
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	pg. 60
2.30 to 3	Virtual Assembly		

# GOOD TIP FOR GHOSTS

The title of this book is a 'play on words' or a 'pun' (Refer to the Fun With Words website: <http://www.fun-with-words.com/>) Research some other types of puns ('mood swings' or 'a race against time' and make a mini book of puns to share. Often shop names are puns 'A Cut Above the Rest' for a hairdresser.

## PUNS

(Inspired by Paul Jennings short story  
'A Good Tip for Ghosts')

Make a list of useful tips for a ghost.

Draw a story map of the tip. (Don't forget the skull perched on the pole in the pond)

## Spelling Week 2 Friday

1. Listen to the audio recording on the PowerPoint and write down exactly what you hear.
2. Edit your writing, paying close attention to spelling.
3. Mark your work against the criteria outlined on the PowerPoint.

### Level 1 Passage

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Criteria	Possible marks	Your mark
Phonological spelling words	3	
Visual spelling words	6	
Morphemic spelling words	5	
Total	14	

[illegible]

Criteria	Possible marks	Your mark
Phonological spelling words	1	
Visual spelling words	4	
Morphemic spelling words	8	
Total	13	

# ☆ Revision – Joining f and t

f and t can be joined using a common crossbar.



If the ft is in the middle of the word, you can go on to join diagonally from t, just like you would with a normal t. Then go back and do the crossbar last.



left  
add crossbar last

of → ofen → of<sup>ten</sup>

add crossbar last

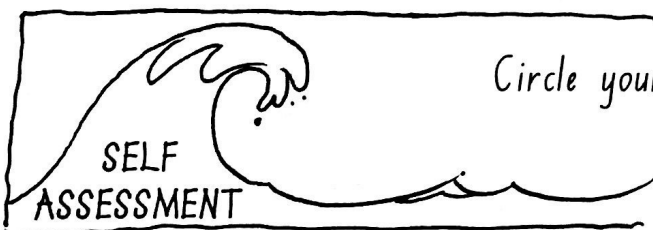
ft ft ft ft ft ft ft ft ft ft

adrift softly twelfth raft nifty deft aloft

often crafty aircraft swiftly after lift-off

Floodwaters can swiftly turn streets into rivers. People

sheltering on rooftops are often airlifted to safety.



Circle your two best joined ft's.



## Written methods – subtraction

	H	T	U
	9	<del>8</del>	<sup>14</sup>
–	2	7	8
	7	1	6

First we estimate:  $1000 - 300 = 700$

We start with the units. We can't take 8 away from 4 so we must rename one of the tens as units. We now have 14 units.

14 subtract 8 is 6 so we put the 6 in the units column.

8 tens subtract 7 tens is 1 ten so we put a 1 in the tens column.

We subtract the hundreds. 9 hundred subtract 2 hundred is 7 hundred. Put a 7 in the hundreds column.

We check the answer against our estimate.

1 Complete the subtraction problems:

e: \_\_\_\_\_

a

	Th	H	T	U
	4	9	8	2
–		1	5	3

e: \_\_\_\_\_

b

	Th	H	T	U
	2	9	5	1
–		8	7	8

e: \_\_\_\_\_

c

	Th	H	T	U
	3	8	7	2
–		5	8	6

When a problem asks us to find the difference, we subtract. We always start with the larger number.

Showtown	4129 km	Tidings	1233 km
Normanville	3262 km	Ringer	7869 km
Roper	7419 km	Harpville	486 km
Ace Bay	1226 km	Eagle Bay	595 km

2 Solve these to find the difference problems:

a How far from Showtown to Ringer?

	Th	H	T	U
–				

b What is the distance from Normanville to Tidings?

	Th	H	T	U
–				

c What is the distance from Roper to Eagle Bay?

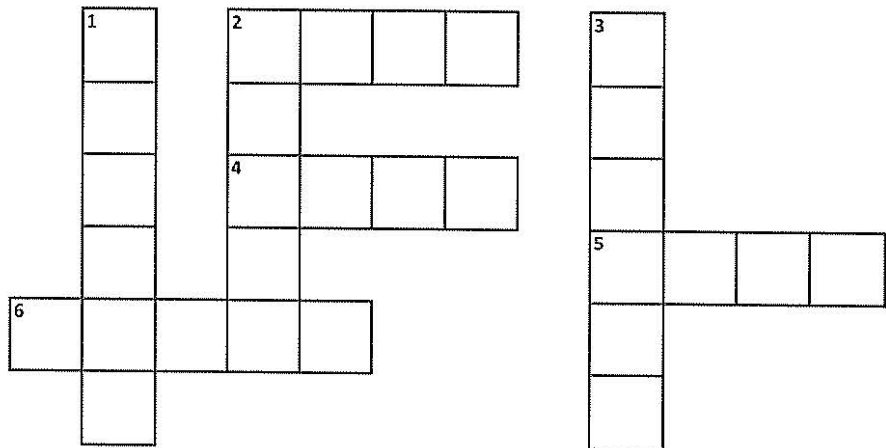
	Th	H	T	U
–				

d How far from Normanville to Ace Bay?

	Th	H	T	U
–				

## Written methods – subtraction

- 3 Use a calculator to add each group of numbers. Turn your calculator upside down to see a word on the screen. Use the key below to help you identify the letters. Write each word in the correct place in the crossword puzzle.



### CLUES

#### Across

2.  $3\,025 + 1\,589 =$  \_\_\_\_\_  
 4.  $4\,456 + 1\,207 =$  \_\_\_\_\_  
 5.  $2\,776 + 2\,861 =$  \_\_\_\_\_  
 6.  $12\,824 + 32\,251 =$  \_\_\_\_\_

#### Down

1.  $34\,569 + 342\,047 =$  \_\_\_\_\_  
 2.  $20\,786 + 36\,548 =$  \_\_\_\_\_  
 3.  $456\,789 + 120\,556 =$  \_\_\_\_\_

#### Key

0	1	3	4	5	6	7	8
O	I	E	H	S	G	L	B

- 4 The answer is 42. What could the missing numbers be? Come up with 5 possibilities:

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

## ***Significant Places - Week 2***

***We are learning to research a place that is significant to Aboriginal and Torres Strait Islander people.***

Draw a picture

Name of site

Location (region, state)

Type of sacred site (rock art, natural site of significance, scarred trees etc)

Who sees this site as being significant or sacred (tribal groups)?

Why is this site so significant?

Interesting facts about this site?