Gunnedah South Public School

Home Learning Booklet

Week 3

Name:_____

Class:_____

Year 5

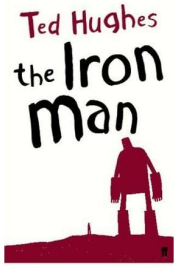
LEARNER

EVERYONE, EVERYWHERE, EVERYTIME!

Monday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 3
	Reading Eggs		
9.30 to 10	Writing	Recount: best/worst holiday ever	p. 4
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	c, a, C, G	p. 5
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: equivalent fractions	p. 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 3	PBL PDH Wellbeing	PBL – Kindness PDH – Identify why and how we should be active	p. 7-9



CHAPTER 1

THE COMING OF THE IRON MAN

1. Where does the Iron Man stop his walk? Why is it a dangerous place to stop?

2. List some other words which have the same meaning as the word 'brink'.

3. Why do you think the Iron Man stepped off the cliff?

4. Describe what happened to the Iron Man on his fall down to the beach.

5. Why didn't anyone know the Iron Man had fallen?

Draft Writing

-

Name : _____ Date: _____

c

a

can

ace

card

cape

accident

There was a nasty car accident yesterday.

C

G

China

Ghana

Canal

Giji

Carl

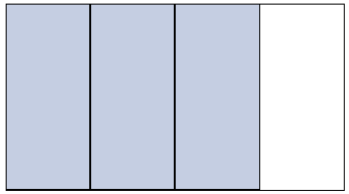
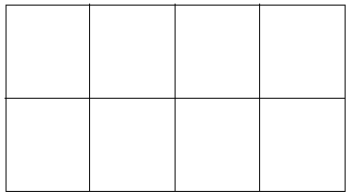
Ghazi

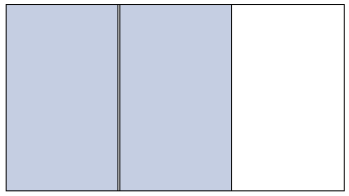
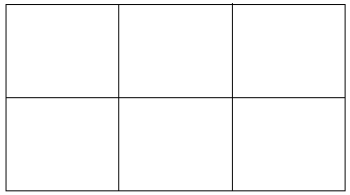
WALT: identify equivalent fractions

Equivalent Fractions (A)

1. Shade and record an equivalent fraction for the ones provided.

a) $\frac{1}{2}$  $\frac{\quad}{4}$ 

b) $\frac{3}{4}$  $\frac{\quad}{8}$ 

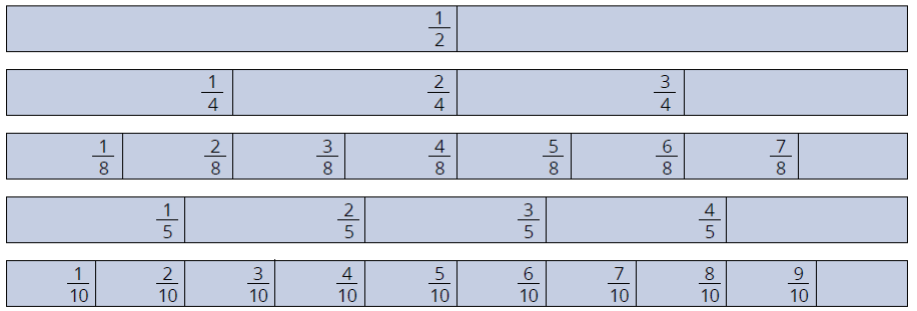
c) $\frac{2}{3}$  $\frac{\quad}{6}$ 

2. Draw a line to match the fraction with an equivalent fraction.

a) $\frac{2}{4}$	b) $\frac{1}{3}$	c) $\frac{2}{8}$
$\frac{4}{8}$	$\frac{3}{4}$	$\frac{1}{4}$
$\frac{3}{5}$	$\frac{2}{6}$	$\frac{2}{5}$
$\frac{2}{6}$	$\frac{1}{8}$	$\frac{2}{4}$

Equivalent Fractions (B)

1. Strips of paper were folded and then labelled to make fractions.



Find the equivalent fractions for the strips of paper above.

a) How many fifths in six-tenths? _____

b) How many eighths in five-tenths? _____

c) How many quarters in six-eighths? _____

d) How many eighths in one-half? _____

e) How many quarters in one whole? _____

2. Write an equivalent fraction for the fractons below.

a) $\frac{2}{8} = \frac{\quad}{\quad}$

b) $\frac{2}{10} = \frac{\quad}{\quad}$

c) $\frac{2}{4} = \frac{\quad}{\quad}$

We are learning to participate in acts of kindness.

TASK ONE – Make a kindness poster to display to your street by placing it in a window in your house.

TASK TWO – Southey *loves students that participate in acts of kindness. He has created an acts of kindness chart for you. How many acts can you complete this week? Mark them off here*

SOUTHEY'S ACTS OF KINDNESS CHART

Smile at someone	Give someone a compliment	Thank someone for something they have done	Play a game or read a book with your sibling/s or parents
Write a letter to someone – grandparent, friend, neighbour. You could post your letter or send a photo of it.	Kindness Cards – make cards that tell the people in your family your favourite thing about them.	Do something at home this week to help. Something you haven't been asked to do	Send someone a hug – Trace your arms on joined pieces of paper. Write kind things in your arms and send to someone you love
Help someone do something in your house.	Make a kindness poster to display in your window	Write a classmate a compliment in your TEAMS playground	Make thank you cards for people in your family

Personal Development & Health – Term 2 Week 3

We are learning to identify how and why we should be active.

Success Criteria: I can

- ***identify ways to be active***
- ***identify barriers that stop me being active***
- ***set active goals for myself to achieve***

1. Why do you think staying active improves your health?

Answer:

2. List 2 barriers to participating in physical activity and describe how you can overcome these barriers. For example: *Can't join a game because you don't know who the rules. Ask a friend or teacher to explain the rules to you and help you understand how to participate.*

Barrier 1:

Barrier 2:

3. Who can help you to stay active?

Answer:

4. How can you improve your health? Set yourself 3 goals for improving your health.

Goal 1

Goal 2

Goal 3

EXTENSION ACTIVITY: Make a crossword of physical activities you can participate in at home or at school. Ask a member of your household to complete your crossword.

Across Clues:	Down Clues:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

HEALTHY LIFESTYLE

Tuesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 11
	Reading Eggs		
9.30 to 10	Writing	Plan a persuasive text: How to catch an Iron Man	p. 12
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	o, a, O, Q	p. 13
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Multiplication and Division	p. 14-15
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	Geography	Geographical features of Asia	p. 16-17
2.30 to 3			

In the box below draw what the beach would have looked like in the morning.

7. What did the seagull find on the beach and what did he do with it?

8. What was the next body part to be found?

9. How was the Iron Man able to put himself back together?

10. In the box below write some words to describe your impressions of this book after reading the first chapter.

Writing Activity

Persuasive Writing Plan – To catch an Iron Man	
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

Name : _____ Date: _____

o

a

oa

boat

coat

load

road

We took our boat out on the lake.

O

Q

Oslo

Qatar

Olivia

Qadesha

Quan

Otto

Mental multiplication strategies – split strategy

Sometimes it's easier to split a number into parts and work with the parts separately.

Look at 64 × 8

Split the number into 60 and 4

Work out (60 × 8) and then (4 × 8)

Add the answers together 480 + 32 = 512

1 **Use the split strategy to answer the questions:**

a 46 × 4

(40 × 4) + (6 × 4)

_____ + _____

= ☐

b 74 × 5

(___ × ___) + (___ × ___)

_____ + _____

= ☐

c 48 × 4

(___ × ___) + (___ × ___)

_____ + _____

= ☐

d 37 × 7

(___ × ___) + (___ × ___)

_____ + _____

= ☐

e 62 × 8

(___ × ___) + (___ × ___)

_____ + _____

= ☐

f 91 × 5

(___ × ___) + (___ × ___)

_____ + _____

= ☐

2 **Use the split strategy to answer the questions. This time see if you can do the brackets in your head:**

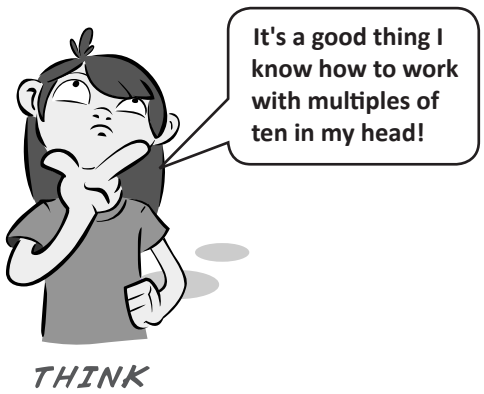
a 48 × 8 = _____ + _____ = ☐

b 52 × 7 = _____ + _____ = ☐

c 9 × 43 = _____ + _____ = ☐

d 8 × 29 = _____ + _____ = ☐

e 86 × 7 = _____ + _____ = ☐



3 **These problems have been worked out incorrectly. Circle where it all went wrong.**

a 37 × 6

(30 × 6) + (7 × 6)

180 + 13

= 193

b 17 × 5

(10 × 5) + (7 × 5)

70 + 35

= 105

c 32 × 9

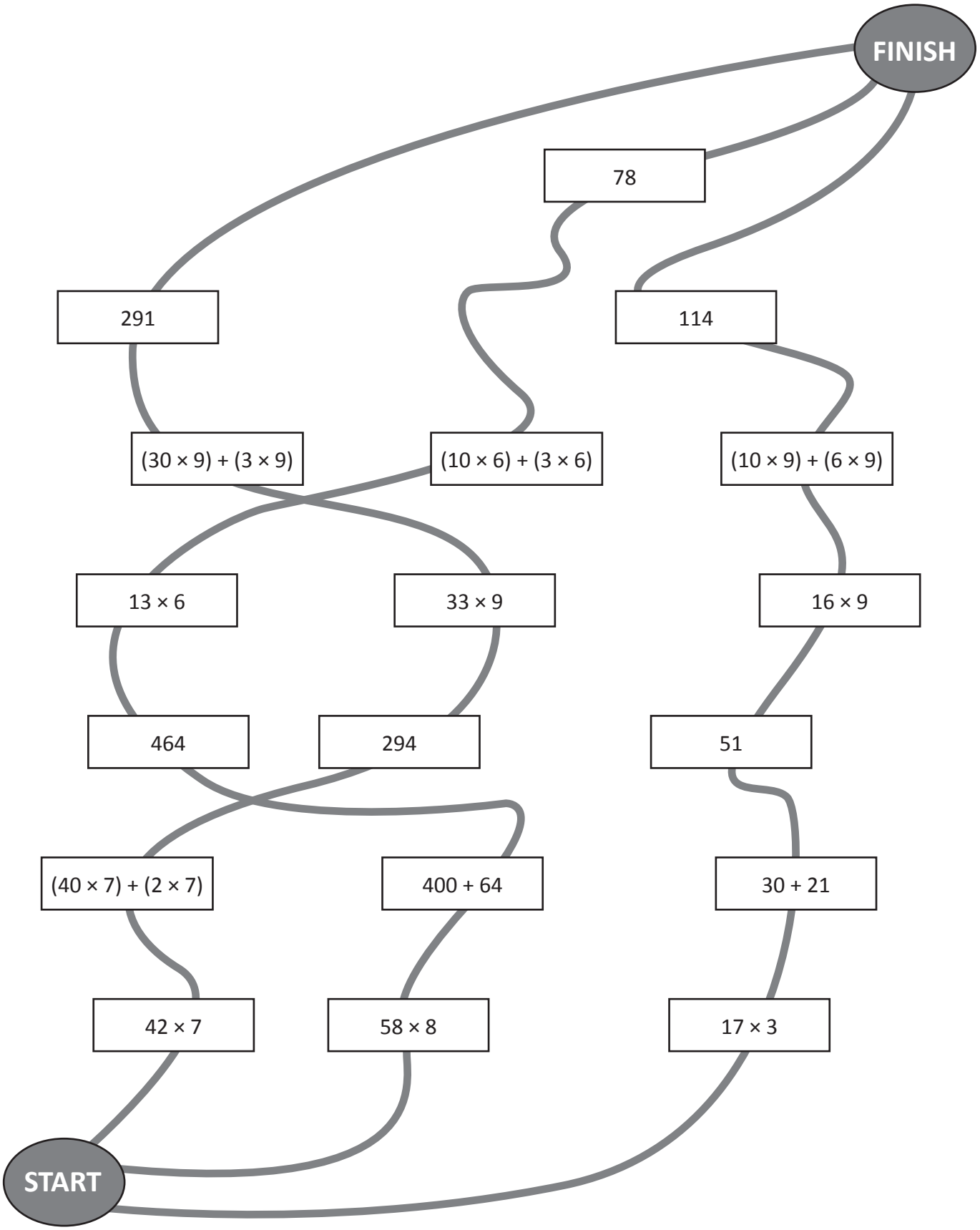
(30 × 9) + (2 × 9)

27 + 18

= 45

Mental multiplication strategies – split strategy

4 **Each trail contains 2 multiplication problems and steps to solve them. Only one trail has been solved correctly. There are errors in the other two. Find and colour the winning trail.**



What are some of the geographical features of Asia?

Task: Read the information booklet about *Komodo Island in Indonesia.* Highlight or copy any information that describes the island's geographical features (temperature, rainfall and more). Write a **blog** which includes a set of travel tips for someone planning to visit Komodo Island. *Include details such as:*

-weather to expect

-safety tips

- points of interest

Komodo Island- Indonesia

Type your blog in this textbox

Extension: Choose one of the places from your research in previous lesson and conduct your own research about it. Find out things like population, tourists per year etc.

Use websites, books and other sources such as travel brochures etc. Present your information in Power Point.

Wednesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 19
	Reading Eggs		
9.30 to 10	Writing	Write an introduction for a persuasive text	p. 20
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	d, g, Q	p. 21
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Multiplication and Division	p. 22-23
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	CAPA	Iron Man Artwork	Planning space on p. 24
2.30 to 3		Drama with Miss Christie	Physical Activity

CHAPTER 2

THE RETURN OF THE IRON MAN

1. Who is Hogarth?

2. Why do you think Hogarth's father believed him when Hogarth told him about the Iron Man?

3. What is the first piece of machinery that is found eaten by the Iron Man? How do they know it has been eaten?

4. What do you think the Iron Man wanted when he reached his hand towards Hogarth's father's car?

5. How did Hogarth's father escape?

Draft Writing

-

Name: _____ Date: _____

d

g

edge

badge

ridge

fidget

trudge

I trudged along the edge of the ridge.

Q

Queen

O

Oman

G

Graham

C

Cape Cod

Mental division strategies – use multiplication facts

Knowing our multiplication facts helps us with division as they do the reverse of each other. They are inverse operations.

$3 \times 5 = 15$ $\quad\quad$ $15 \div 5 = 3$

1 **Use your knowledge of multiplication facts to help answer these division questions:**

a $56 \div 7$ → $\_\_8\_\_ \times 7 = 56$ → $56 \div 7 =$ ☐

b $121 \div 11$ → $\_\_\_\_\_ \times 11 = 121$ → $121 \div 11 =$ ☐

c $72 \div 8$ → $\_\_\_\_\_ \times 8 = 72$ → $72 \div 8 =$ ☐

d $49 \div 7$ → $\_\_\_\_\_ \times 7 = 49$ → $49 \div 7 =$ ☐

e $36 \div 9$ → $\_\_\_\_\_ \times 9 = 36$ → $36 \div 9 =$ ☐

f $64 \div 8$ → $\_\_\_\_\_ \times 8 = 64$ → $64 \div 8 =$ ☐

g $108 \div 12$ → $\_\_\_\_\_ \times 12 = 108$ → $108 \div 12 =$ ☐

2 **Now try these:**

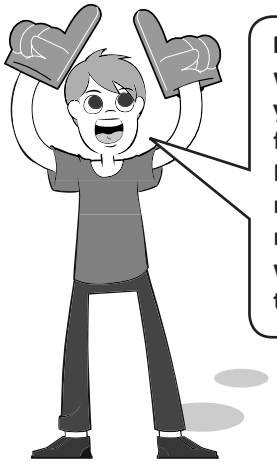
a $81 \div 9 =$ ☐ $\quad$ **b** $40 \div 5 =$ ☐

c $21 \div 3 =$ ☐ $\quad$ **d** $54 \div 6 =$ ☐

e $42 \div 7 =$ ☐ $\quad$ **f** $63 \div 9 =$ ☐

g $36 \div 4 =$ ☐ $\quad$ **h** $45 \div 9 =$ ☐

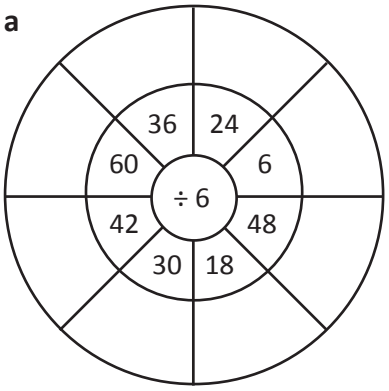
i $39 \div 3 =$ ☐ $\quad$ **j** $24 \div 6 =$ ☐



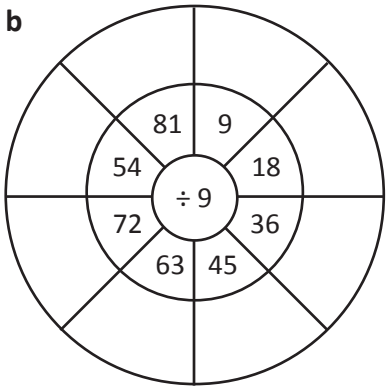
Doing maths without knowing your multiplication facts is hard. Learning them makes your life much easier. It's worth persevering to conquer them!

3 **Fill in the division wheels. Use multiplication facts to help you.**

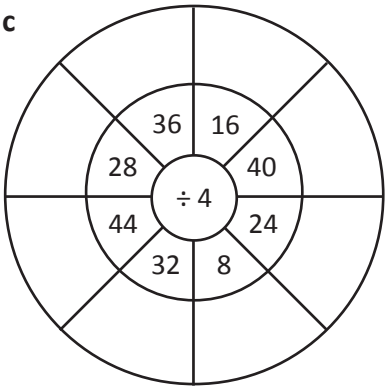
a



b



c



Mental division strategies – use multiplication facts

Knowing our families of facts is also helpful.

$3 \times 5 = 15$ $5 \times 3 = 15$ $15 \div 5 = 3$ $15 \div 3 = 5$

4 **Complete the following patterns. How many more multiplication and division facts can you find, given the first fact?**

a $7 \times 8 = 56$

$8 \times 7 = \square$

$56 \div \square = 8$

$\square \div 8 = 7$

b $8 \times 9 = 72$

$9 \times 8 = \square$

$72 \div \square = 9$

$\square \div 9 = 8$

c $7 \times 9 = 63$

$9 \times 7 = \square$

$63 \div \square = 9$

$\square \div 9 = 7$

5 **Write down another multiplication fact and two division facts for each question.**

a $6 \times 7 = 42$

b $5 \times 9 = 45$

c $9 \times 6 = 54$

d $17 \times 8 = 136$

e $12 \times 8 = 96$

f $11 \times 21 = 231$

6 **Look at these two division facts: $20 \div 5 = 4$ and $20 \div 4 = 5$**

Imagine you're explaining to a younger child how they're related yet different. How would you do it? What would you say/write/draw?

Week 3 Visual Arts Planning Space

Thursday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 26
	Reading Eggs		
9.30 to 10	Writing	Write arguments for a persuasive text	p. 27
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	I, j, I, L	p. 28
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Multiplication and Division	p. 29-30
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	Science	Mrs Pepper's Science Lesson: How different concentrations of salt affect plants	p. 31-34
2.30 to 3			

THE IRON MAN'S MEAL

The Iron Man has gone from farm to farm eating all the metal machinery he can. Think about the equipment on a farm and plan a meal for the Iron Man. Choose the equipment he should eat and then write why you have chosen it. Yum!

Starter - _____

_____

_____

Main Course - _____

_____

_____

_____

_____

Dessert - _____

_____

_____

Draft Writing

-

Name : _____ Date: _____

i

j

ill

ink

jug

judge

jingle

The judge has a jug of juice.

I

India

Indian Ocean

Istamabad

L

Latvia

Lake Lugano

Lima

Mental division strategies – split strategy

Division problems also become easier if you split the number to be divided into recognisable facts.

Look at the problem 144 ÷ 9

Can we divide 144 into 2 multiples of 9?

We can divide it into 54 and 90. These are both easily divided by 9. Then we add the two answers together.

144 ÷ 9

90 54

÷ 9 ÷ 9

10 + 6 = 16

1 **Use the split strategy to divide these numbers. Use the clues to guide you:**

a 112 ÷ 8

80 *32*

÷ 8 ÷ 8

____ + ____ = ☐

b 85 ÷ 5

50 ____

÷ 5 ÷ 5

____ + *7* = ☐

c 78 ÷ 6

____ *18*

÷ 6 ÷ 6

10 + ____ = ☐

d 64 ÷ 4

24 ____

÷ 4 ÷ 4

____ + ____ = ☐

e 91 ÷ 7

21 ____

÷ 7 ÷ 7

____ + ____ = ☐

f 144 ÷ 8

80 *64*

÷ 8 ÷ 8

____ + ____ = ☐

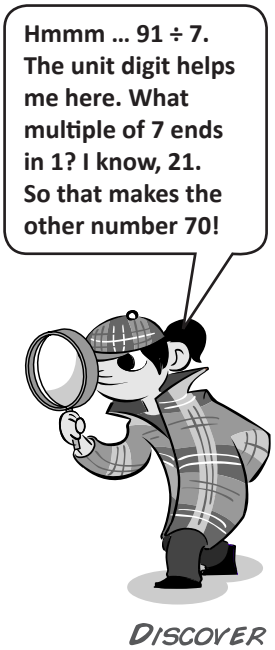
2 **Now try these:**

a 90 ÷ 6 = 60 ÷ 6 + 30 ÷ 6 = ☐

b 105 ÷ 7 = 70 ÷ ____ + ____ ÷ ____ = ☐

c 72 ÷ 4 = ____ ÷ ____ + 24 ÷ ____ = ☐

d 144 ÷ 8 = ____ ÷ ____ + 96 ÷ ____ = ☐



Mental division strategies – split strategy

3 **Play this game with a partner. Use one copy of this page between you. Cut out the problems on the left and stack them face up. Cut out and spread the other cards face up. Work together (or race) to find two numbers you could divide to solve the problem on the top card of the pile. One card in the pair will be grey, the other white. For example, if the problem was 76 ÷ 4, you could locate 36 and 40.**

96 ÷ 4	45	90
75 ÷ 5	25	21
87 ÷ 3	60	50
98 ÷ 7	80	70
135 ÷ 9	55	36
78 ÷ 6	30	60
112 ÷ 8	60	60
51 ÷ 3	27	32
95 ÷ 5	24	40
84 ÷ 6	28	18

Salt Water Investigation

Cut out the sentences and glue them onto the investigation planner.

Amount of salt in the water. 
Amount of water 
Height of the tallest wheat plant. 
How will water salinity (amount of salt in the water) affect the growth of wheat plants?
• Measuring cup • Teaspoon • Bottle to store the water • Ruler
Soil 
The way we measure the tallest plant. 
When we water our plants. 

Salt water investigation planner

What are you trying to find out? _Will the wheat be affected by watering it with salty water?

What is your question for investigation?	What do you think will happen? Explain why. If Then Because
Can you write it as a question?	Give scientific explanations for your predictions

To make the test fair, what things (variables) are you going to:

Change?	Measure?	Keep the same?
Change only one thing	What would the change affect?	Which variables will you control?

What are you going to do?	What equipment will you need?
Use drawing if necessary	Use dot points

Recording results
Record your results in a table

Measurement of plant growth and observations of plant health

Day	Control (Fresh water)	0.5% salt water	1.5% salt water	3.5% salt water
1				

Salt Water Investigation Instructions

We will be testing the effects of different strengths (concentrations) of salty water on the growth of plants.

Each class group will be testing a different concentration.

5/6PH & Mrs Pep

FRESH WATER

You are watering with fresh water from the tap. You are our control group. We have a control group to make sure that there isn't another reason for our results.

5S, 5B & 5D

0.5%

Mix 1 teaspoon of salt into 1 litre of water. Keep this in a bottle to use for the entire investigation.

6ZM, 6T, 6F

1.5%

Mix 3 teaspoons of salt into 1 litre of water. Keep this in a bottle to use for the entire investigation.

MRS PEPPER

3.5%

Mix 7 teaspoons of salt into 1 litre of water. Keep this in a bottle to use for the entire investigation.

FAIR TEST CHECKLIST

CHANGE one thing

Salt in the water

MEASURE something

How tall

Keep everything else the SAME

Soil

Amount of water

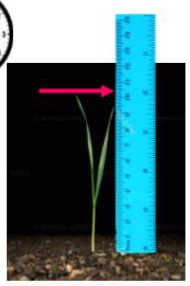
Time of day being watered

When: Every second day

Before 11:00am

How much: 1/2 a cup

Measure: Use a ruler to measure the tallest wheat plant.



Record: Write your measurement in the column of the table for your group.

Friday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 36
	Reading Eggs		
9.30 to 10	Writing	Write a conclusion and publish a persuasive text.	p. 37
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	f, t, F, T	p. 38
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Multiplication and Division	p. 39-40
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	Aboriginal Language and Culture	Artefacts and Tools	p. 41
2.30 to 3	Virtual Assembly		

CHAPTER 3

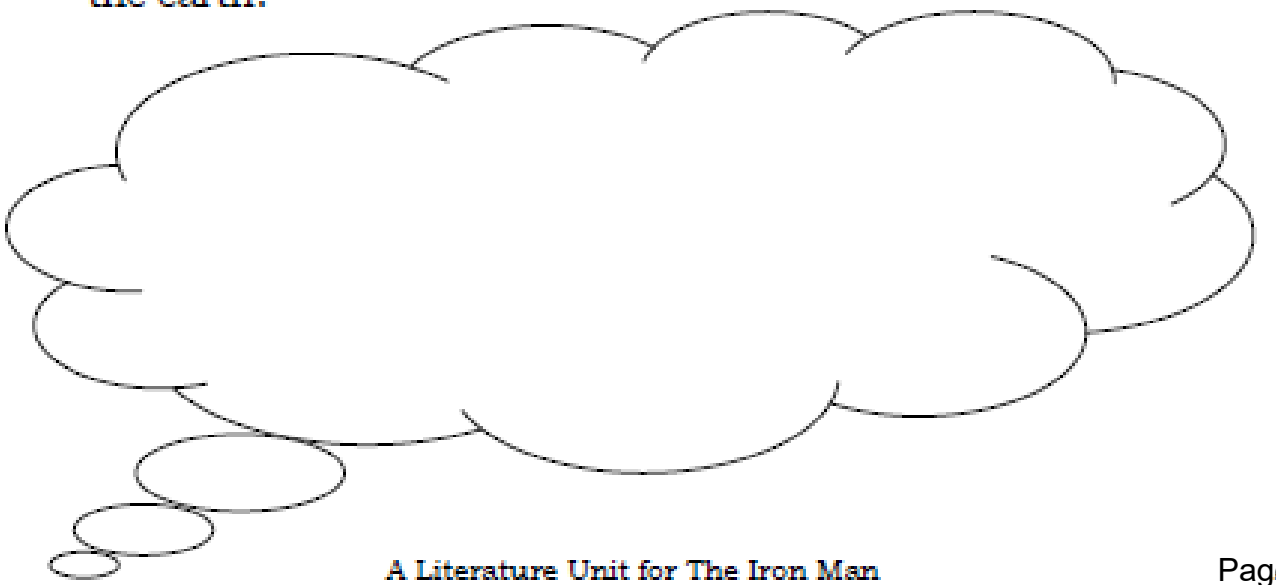
WHAT'S TO BE DONE WITH THE IRON MAN?

1. Over time what happened to the hill that the iron Man was buried under?

2. What does the mother think has caused the ground to shake? What is the father's explanation?

3. What is the first thing the mother notices when things go wrong at the picnic?

4. Choose one of the characters from the family and write what they would have been thinking when a giant hand came out of the earth?



Draft Writing

-

Name : _____ Date: _____

f

t

fit

tilt

stiff

tight

fight

My tight fitting shoes are stiff.

F

Fiji

Finland

France

T

Thailand

Taj Mahal

Tokyo

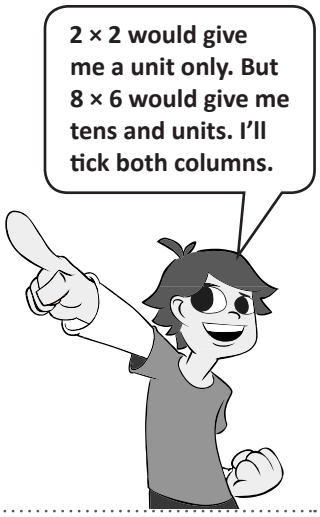
Written methods – extended multiplication

	H	T	U	
	2	3	4	
×			3	
		1	2	← (3 × 4)
		9	0	← (3 × 30)
	6	0	0	← (3 × 200)
	7	0	2	

Extended multiplication is another way of solving problems. In extended muliplication we multiply the units, tens and hundreds separately then add the answers together.

1 **Use a calculator to help you work out the values you could expect when multiplying the following. Tick the columns:**

		T TH	TH	H	T	U
a	a unit by a unit → 9 × 7					
b	a ten by a unit → 43 × 5					
c	a hundred by a unit → 126 × 7					
d	a ten by a ten → 13 × 72					
e	a ten by a hundred → 55 × 120					



2 **Complete using extended multiplication. Estimate first:**

a e: _____

	2	4	5	
×			2	
				(2 × 5)
				(2 × 40)
				(2 × 200)

b e: _____

		4	5	2	
×				7	
					(7 × 2)
					(7 × 50)
					(7 × 400)

c e: _____

		3	2	7	
×				8	
					(8 × 7)
					(8 × 20)
					(8 × 300)

d e: _____

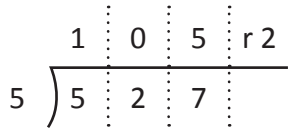
	2	7	9	
×			2	
				(2 × _____)
				(2 × _____)
				(2 × _____)

e e: _____

		4	1	2	
×				9	
					(9 × _____)
					(9 × _____)
					(9 × _____)

Written methods – short division with remainders

Sometimes numbers don't divide evenly. The amount left over is called the **remainder**.



Look at 527 divided by 5.

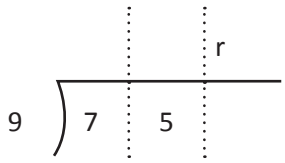
500 divided by 5 is 100.

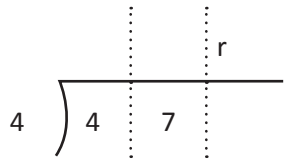
27 divided by 5 is 5 with 2 left over (this is the remainder).

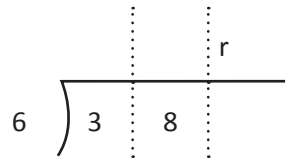
This can be written as r 2.

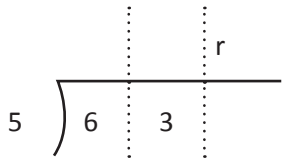
527 ÷ 5 = 105 r 2.

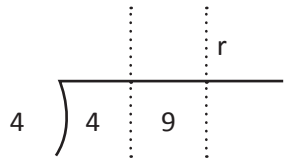
1 **Divide these 2 digit numbers. Each problem will have a remainder.**

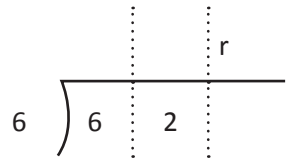
a


b


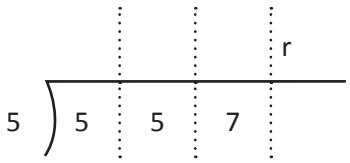
c


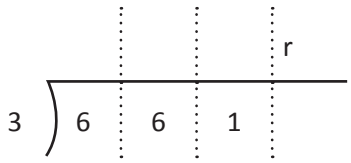
d


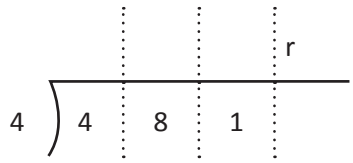
e


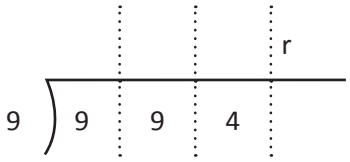
f


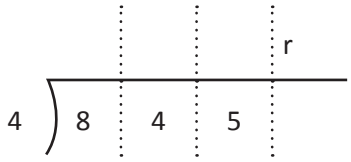
2 **Divide these 3 digit numbers. Each problem will have a remainder.**

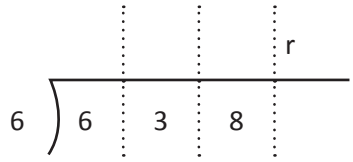
a


b


c


d


e


f


3 **Solve these problems:**

a Giovanni's Nonna has given him a bag of gold coins to share among him and his two sisters. There are 47 gold coins altogether. How many does each child get if they're shared evenly? How would you suggest they deal with the remainder?

_____

b You have 59 jubes to add to party bags. Each bag gets 5 jubes. How many full party bags can you make?

Aboriginal Artefacts and Tools - Week 3

We are learning to understand the purpose of Aboriginal artefacts and tools

Task: Fill in the table using the names and write a sentence about the purpose/use of each artefact or tool.

Coolamon	Clap Sticks	Emu Caller
Bullroarer	Killer Boomerang	Bundi

Picture	Name	Purpose/Use
		
		
		
		
		
		

Note – Each Aboriginal tribal group may have different names or uses for artefacts or tools. Four of these were made by Ngemba Elder, Eugene Biles.