



Gunnedah South Public School



Home Learning Booklet

Week 3

Name: _____

Class: _____

Year 6





Monday

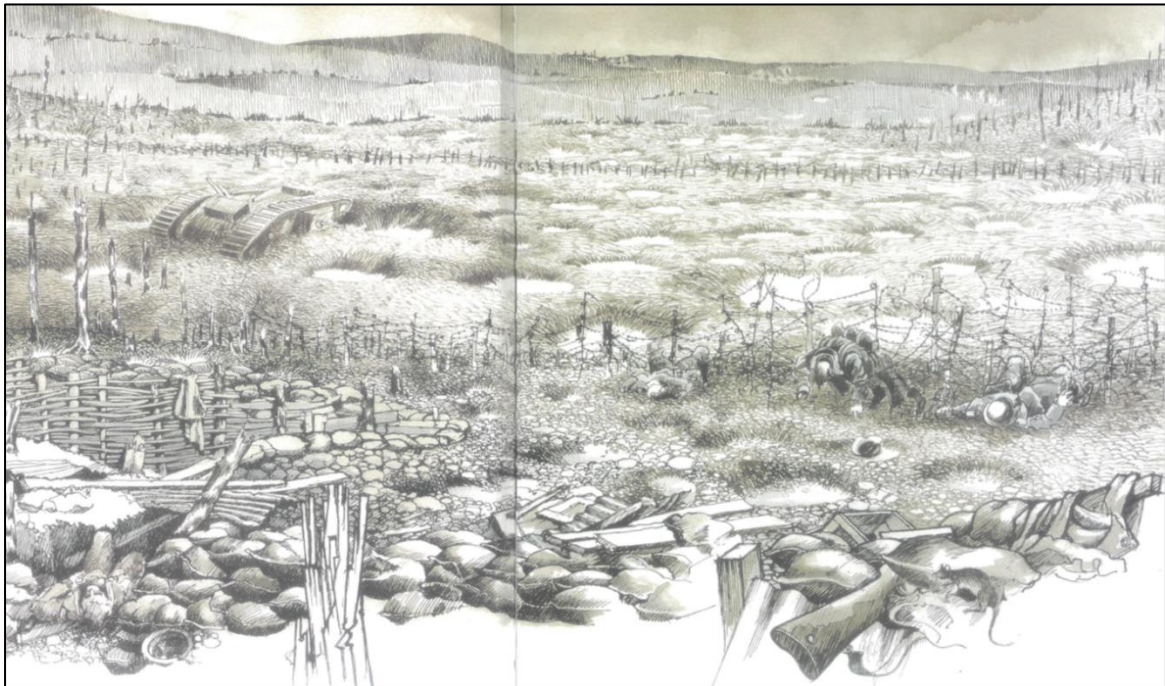
Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	Pages 2-6
	Reading Eggs		
9.30 to 10	Writing	Create a sizzling recount	Pages 7 & 8
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	c, a, C & G	Page 9
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: equivalent fractions	Page 10
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 3	PBL PDH Wellbeing	PBL – Kindness PDH – Identify why and how we should be active	Pages 11-13

We are learning to:

- * use images to tell a story
- * express opinions based on facts
- * use our knowledge to make predictions
- * provide evidence to support our predictions

Picture 1



What do you see? Describe the picture. Where could this be? When could this be? What might be happening? Does the colour choice create mood?

Write (or type) your opinion and use evidence from the picture or your own general knowledge to support your opinions.

Picture 2



What can you see? What are the men doing? What feelings/emotions has the illustrator tried to express in this picture? What story could you tell about this picture? Add any other information you think is important.

Picture 3



What can you see? What do you think might happen next in the story?

Just by looking at the image can you tell if these are the 'good guys' or the 'bad guys'? Add any other information you think is important.

Picture A

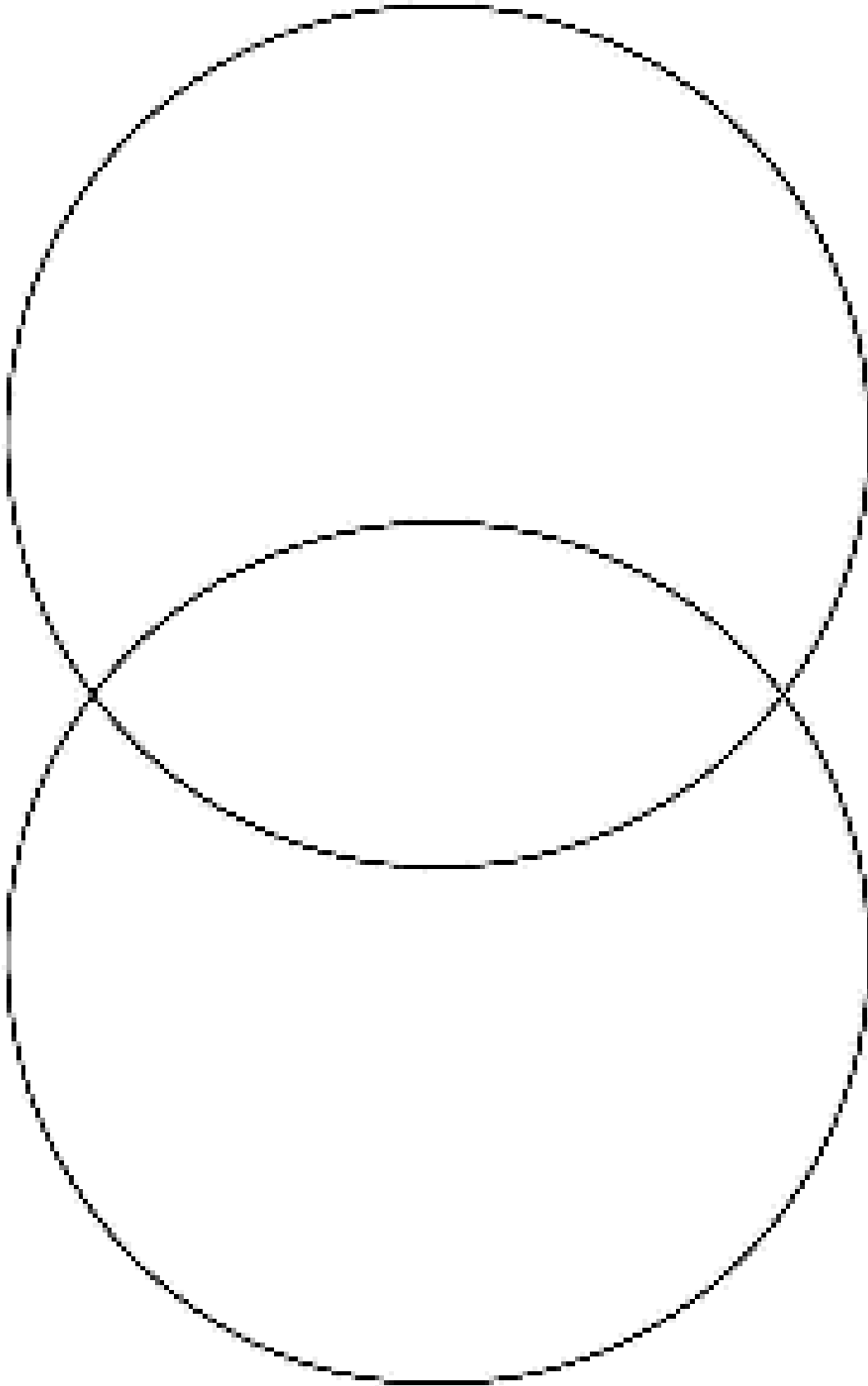


Picture B



Picture A -Anything that is only in this
picture goes in the left circle.

Picture B - Anything that is only in this
picture goes in the circle on the right



Anything that you notice that is in both
pictures goes in the centre of the diagram

Name _____

Date _____

Recount Writing — Planning Template

Orientation: What is the event? When and where did it happen? Who was involved?

Series of Events in Chronological Order: What was the time sequence of the event?

Event 1	Event 2	Event 3

Conclusion: What is the significance of the event?

My sizzling recount

Title:

Name : _____ Date: _____

c

a

crate

accent

candle

chart

action

The man delivered a crate of candles.

C

G

Canada

Greece

Chad

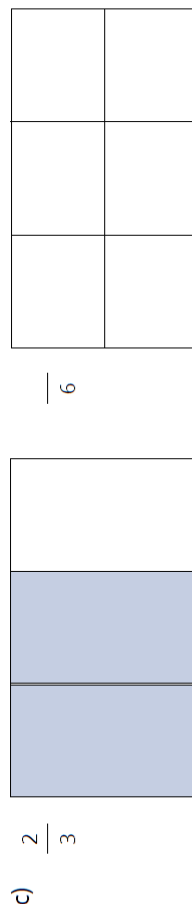
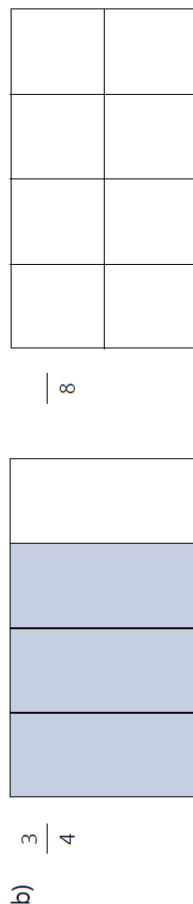
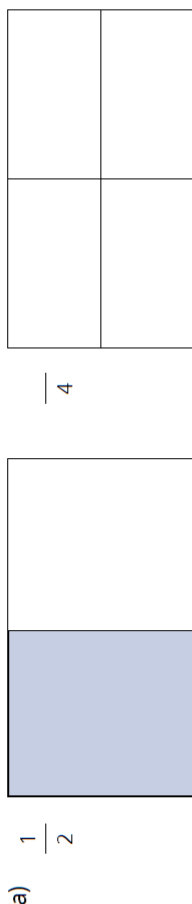
Germany

We flew from Canada to Germany

WALT: identify equivalent fractions

Equivalent Fractions (A)

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



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

a)

$\frac{2}{4}$	$\frac{3}{8}$	$\frac{2}{5}$	$\frac{6}{8}$
---------------	---------------	---------------	---------------

b)

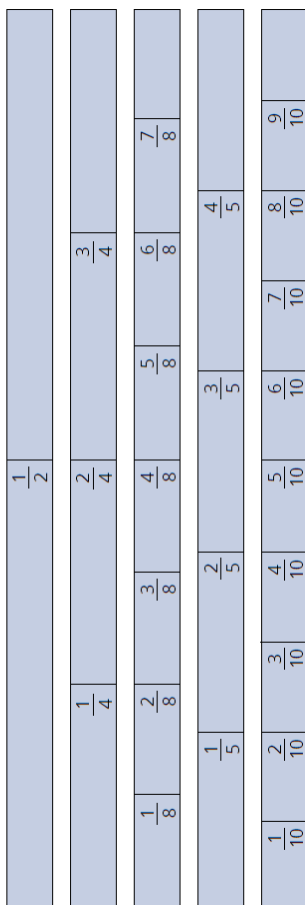
$\frac{1}{3}$	$\frac{2}{4}$	$\frac{1}{6}$	$\frac{8}{8}$
---------------	---------------	---------------	---------------

c)

$\frac{2}{8}$	$\frac{2}{4}$	$\frac{2}{5}$	$\frac{4}{4}$
---------------	---------------	---------------	---------------

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 fractions below.

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

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

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



SAFE
EVERYONE

RESPECTFUL
EVERYWHERE

LEARNER
EVERY TIME

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 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:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Down Clues:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



HEALTHY LIFESTYLE



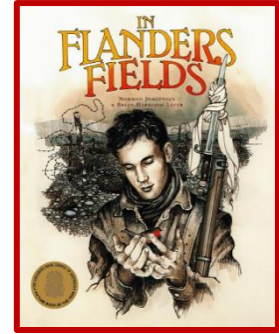
Tuesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	Pages 15 - 18
	Reading Eggs		
9.30 to 10	Writing	Introduction of a persuasive text. Using a Checklist	Pages 19 - 21
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	o, a, O & Q	Page 22
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Adding decimals	Page 23
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Geography	View interpret and summarise information about geographical features	Pages 23 - 35
2.30 to 3			

We are learning to:

- *read for meaning
- *read to locate specific information
- *express answers using sentences and evidence
- *understand the meaning of words



Listen to, or read 'In Flanders Fields' by Norman Jorgensen. Answer as many of the questions as you can.

1. What style has the illustrator used to draw the characters - realistic, cartoon, artistic, fantasy?

2. How does the colour choice affect the mood of the story?

3. What impact does the robin have and does its colouring change the mood of the story?



4. Why do you think the author wrote the story in present tense?

5. What is a periscope? Why would you need to use a periscope to look over the top of the trench? Where else might you find a periscope?

6. Why were many letters and parcels returned to the mail bag?

7. What is no man's land?



8. A white silk scarf was sent to the soldier. What does that show about the ideas people at home had about the conditions in the trenches?

9. Consider the current conflict in which Australian soldiers are involved. What Christmas gift would you send a soldier?

10. What time of year does the story take place? How do you know? List examples from the text as evidence.

11. How does the book show that we are all the same under the skin, whether a young Australian soldier or his German counterpart?

12. The main character in the story remains anonymous. Why do you think the author did not give him name?



13. Why do you think the German snipers did not shoot the lone Australian soldier when he ventured out into no-man's land?

14. A sniper whispers to himself, "Gluckliche Weihnacht, Digger!" and lowers his rifle. What does this mean?



15. Why do you think the author chose to incorporate German Language into his story?

16. Word Meanings

What do these words mean? Find and record a definition for each word.

- pitted: _____
- slush: _____
- scalding: _____
- barbs: _____
- truce: _____
- sniper: _____
- Digger: _____

17. Personification is where non-human things are given human qualities. Can you find an example from the text?

Anzac Day Poppies Editing

The following passage about the Anzac Day poppies has incorrect spelling and punctuation. After identifying the errors, rewrite the text with the correct spelling and punctuation.

the red poppy is considered to be a simbol. A symbol is something that represents or stands four something else The red poppy is recognised as a symbol of war remembrance threiwout the world. we use the red poppy to represent remembrance of australain and new Zeeland Army Corps (ANZAC) personel who died during the Frist World war and we comemorate this day on 25th april each year.

The red poppy were sed to be a common sight on the batlefields. It was won of the first plants too sprung up and grew easily on the land churned up by the impact of war. the colour of the flower is associated with remembring the loss of life and sacrifices the soldiers mad. Today, funds raised through the sail of poppies during the Poppy Appeal, go towards helping war veterans and there familys.



Persuasive

debate Persuades the reader discuss

Using the instructions, template and previous examples you are going to create a title and introduction for the following topic. Dot point your ideas before writing it all out, use high modality and emotive language from previous examples.

You must include:

- a rhetorical question
- introduce if you are for or against the topic
- introduce your main arguments to give your reader an understanding of what you are going to be talking about

Topic: Should we celebrate ANZAC day still?

For	Against
1. We are celebrating Australian soldiers	It has been 104 years since Gallipoli
2. We remember those who gave their lives for Australia	We should celebrate more recent events
3.	3.
4.	4.

Persuasive Planning

Topic: _____ Name: _____

Introduction - State your position

Planning Space

You must include:

- a rhetorical question
- introduce if you are for or against the topic
- introduce your main arguments to give your reader an understanding of what you are going to be talking about

Persuasive Planning

Topic: _____ Name: _____

Introduction - State your position

Name : _____ Date: _____

a

a

octopus

oranges

allow

apricots

road

We bought some oranges and apricots.

O

Q

October

Queensland

Oliver

Quinn

Oliver and Quinn were born in October.

Find each sum.

$$\begin{array}{r} 0.40 \\ + 0.8732 \\ \hline \end{array}$$

$$\begin{array}{r} 0.9 \\ + 0.7 \\ \hline \end{array}$$

$$\begin{array}{r} 0.9 \\ + 0.50 \\ \hline \end{array}$$

$$\begin{array}{r} 0.8 \\ + 0.84 \\ \hline \end{array}$$

$$\begin{array}{r} 0.0837 \\ + 0.98 \\ \hline \end{array}$$

$$\begin{array}{r} 0.57 \\ + 0.3 \\ \hline \end{array}$$

$$\begin{array}{r} 0.2587 \\ + 0.6949 \\ \hline \end{array}$$

$$\begin{array}{r} 0.6710 \\ + 0.74 \\ \hline \end{array}$$

$$\begin{array}{r} 0.44 \\ + 0.881 \\ \hline \end{array}$$

$$\begin{array}{r} 0.651 \\ + 0.73 \\ \hline \end{array}$$

$$\begin{array}{r} 0.6699 \\ + 0.5 \\ \hline \end{array}$$

$$\begin{array}{r} 0.7437 \\ + 0.349 \\ \hline \end{array}$$

$$\begin{array}{r} 0.2 \\ + 0.8 \\ \hline \end{array}$$

$$\begin{array}{r} 0.2736 \\ + 0.3 \\ \hline \end{array}$$

$$\begin{array}{r} 0.06 \\ + 0.88 \\ \hline \end{array}$$

$$\begin{array}{r} 0.966 \\ + 0.11 \\ \hline \end{array}$$

$$\begin{array}{r} 0.1 \\ + 0.050 \\ \hline \end{array}$$

$$\begin{array}{r} 0.1427 \\ + 0.1 \\ \hline \end{array}$$

$$\begin{array}{r} 0.71 \\ + 0.7 \\ \hline \end{array}$$

$$\begin{array}{r} 0.5 \\ + 0.5631 \\ \hline \end{array}$$

$$\begin{array}{r} 0.7947 \\ + 0.168 \\ \hline \end{array}$$

$$\begin{array}{r} 0.58 \\ + 0.2 \\ \hline \end{array}$$

$$\begin{array}{r} 0.9073 \\ + 0.9320 \\ \hline \end{array}$$

$$\begin{array}{r} 0.5760 \\ + 0.8057 \\ \hline \end{array}$$

$$\begin{array}{r} 0.968 \\ + 0.0267 \\ \hline \end{array}$$

$$\begin{array}{r} 0.2532 \\ + 0.1 \\ \hline \end{array}$$

$$\begin{array}{r} 0.27 \\ + 0.616 \\ \hline \end{array}$$

$$\begin{array}{r} 0.63 \\ + 0.4242 \\ \hline \end{array}$$

$$\begin{array}{r} 0.2 \\ + 0.2 \\ \hline \end{array}$$

$$\begin{array}{r} 0.339 \\ + 0.42 \\ \hline \end{array}$$

Komodo Island

Indonesia

Page 24

inquisitive

Contents

Geography Page 2

The Komodo Dragon Page 3

Reefs and Marine Life Page 4

Flora and Fauna Page 6

Interesting Facts Page 8

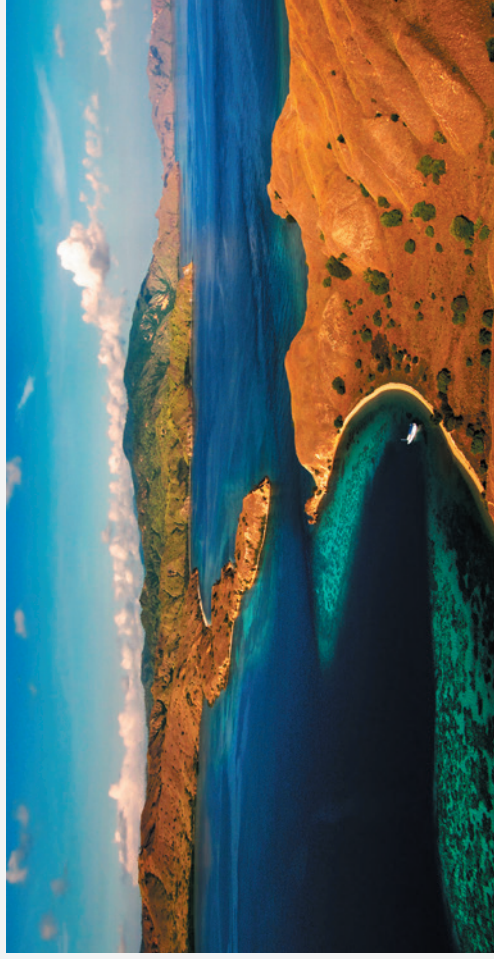
Geography

Komodo is an island which is located between the islands of Flores and Sumbawa in eastern Indonesia, each of which are a part of the Lesser Sundra chain of islands. The island is part of the Komodo National Park which is made up of twenty nine separate Indonesian islands and is a World Heritage site, which ensures its protection and conservation.

Komodo Island is 390km squared in size and has a population of around 2000 residents. The island is quite mountainous, having been originally formed by volcanoes. The mainland is covered in savannah, forests and volcanic hills. With the Pacific Ocean and the Flores Sea to the North and the Indian Ocean

to the south, several beautiful coral reefs lie along the coastline around the island.

Komodo Island has a tropical climate. It is relatively dry and sunny all year round with an average temperature of around thirty degrees and very little rainfall is experienced.



The Komodo Dragon

The Komodo dragon is the world's largest lizard. These monitor lizards are only found in this region of the world, on the island of Komodo, as well as on the other islands nearby in the lesser Sundra group.

These giant reptiles have scaly skin, huge heads, sharp claws and long, powerful tails. They usually grow to two or three metres in length and are recognisable by their long forked tongue and thick bowed legs.

This keen hunter is a carnivorous beast that preys on wild pigs, deer and water buffalo by chasing them down and attacking them with their razor sharp teeth. The saliva of the Komodo dragon is filled with harmful bacteria and is also thought to be venomous. Their bite

alone can kill, even if it takes some time to take affect. Adult dragons have been known to cannibalise hatchlings from their own species.

Being cold blooded, the dragon enjoys living in the hot conditions found on these islands. They usually live alone and make burrows for themselves to sleep in at night and to keep cool in the heat of the day. Females lay up to thirty eggs at a time but are not known for being very protective of their young. The young are usually left to fend for themselves, often living in trees until they are grown.

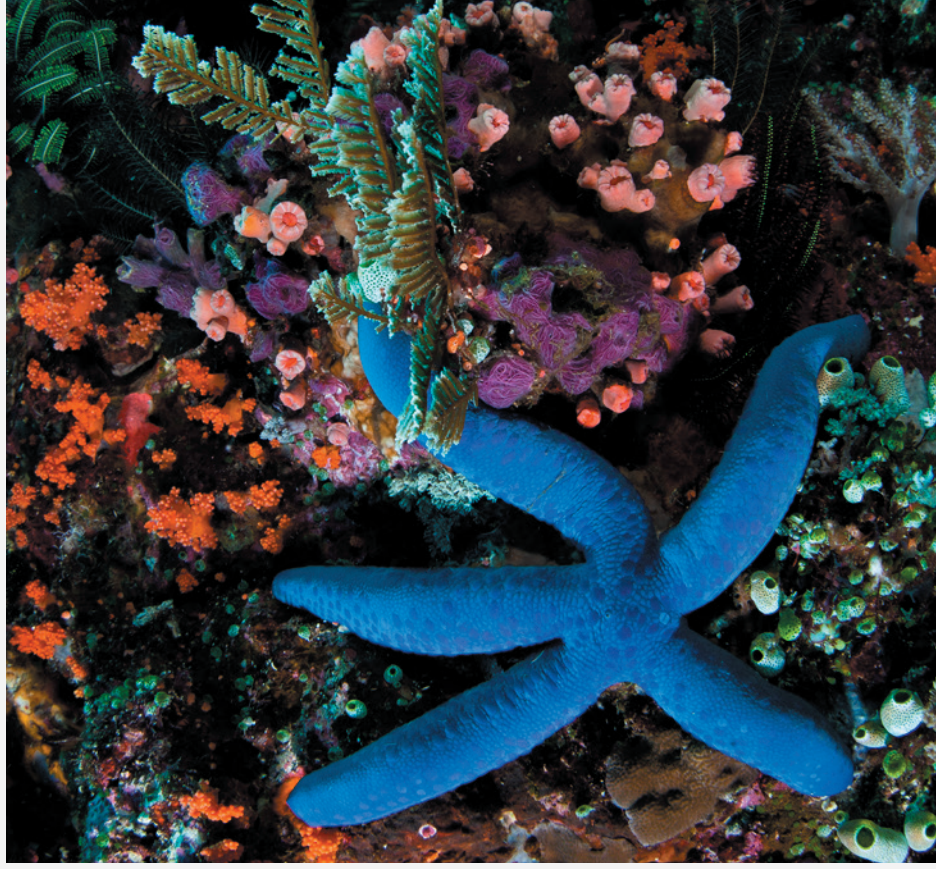


Reefs and Marine Life

As part of the world's Coral Triangle, the waters surrounding Komodo Island are filled with mangrove forests and vibrant coral reefs where a huge array of marine life can be found.

The water temperature around Komodo Island fluctuates as the warm waters of the Flores Sea to the north mix with icy cold currents from the Indian Ocean in the south. This supports the growth of plankton and therefore marine life flourishes in this area.

Another reason for the abundance of marine life here is the strong current between Komodo and Rinca Islands, which acts like a bottleneck between the Indian Ocean and the Pacific Ocean.



The types of creatures living here include whale and reef tip sharks, ten species of dolphins, dugongs and manta rays, seahorses, blue-ringed octopi, turtles and eels, and a diverse variety of tropical fishes.

Divers from all over the world come here to experience the coral reefs, where more than 260 types of coral grow and more than 70 types of sponges can be found. More than 1000 species of fish can be seen here such

as clown fish, hump head, parrot head and surgeon fish. In addition, fishing, snorkeling, canoeing and boating are all popular activities throughout the year. People like to visit in the November to January season when marine life is blooming, ocean visibility is good and they can swim with giant manta rays.



Flora and Fauna

The majority of vegetation on Komodo Island is dry grass/woodland savannah. Due to the dry climate, the main flora consists of long grasses, shrubs and hardy trees that can survive with little water and in bushfires. In the higher

elevations, some small sections of rainforest and bamboo forests can be found. Some of the more luscious plants found on the island include coconut, jackfruit and mango trees.



Whilst the vegetation on the island is quite sparse, the tropical waters surrounding the island are home to many grass sea beds. Many of these can produce flowers and seeds underwater, and mangroves, where large numbers of sea creatures can be found.

Along with the Komodo dragon, other native fauna includes deer, water buffalo, wild pigs, coyotes and rats. Several species of snakes including cobras, tree snakes and vipers thrive in this hot, dry climate. More than 4000 wild birds from over one hundred different species live and nest on the island, including ones that originated in Australia such as the Sulphur-crested cockatoo and the orange-footed scrub fowl.

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Interesting facts

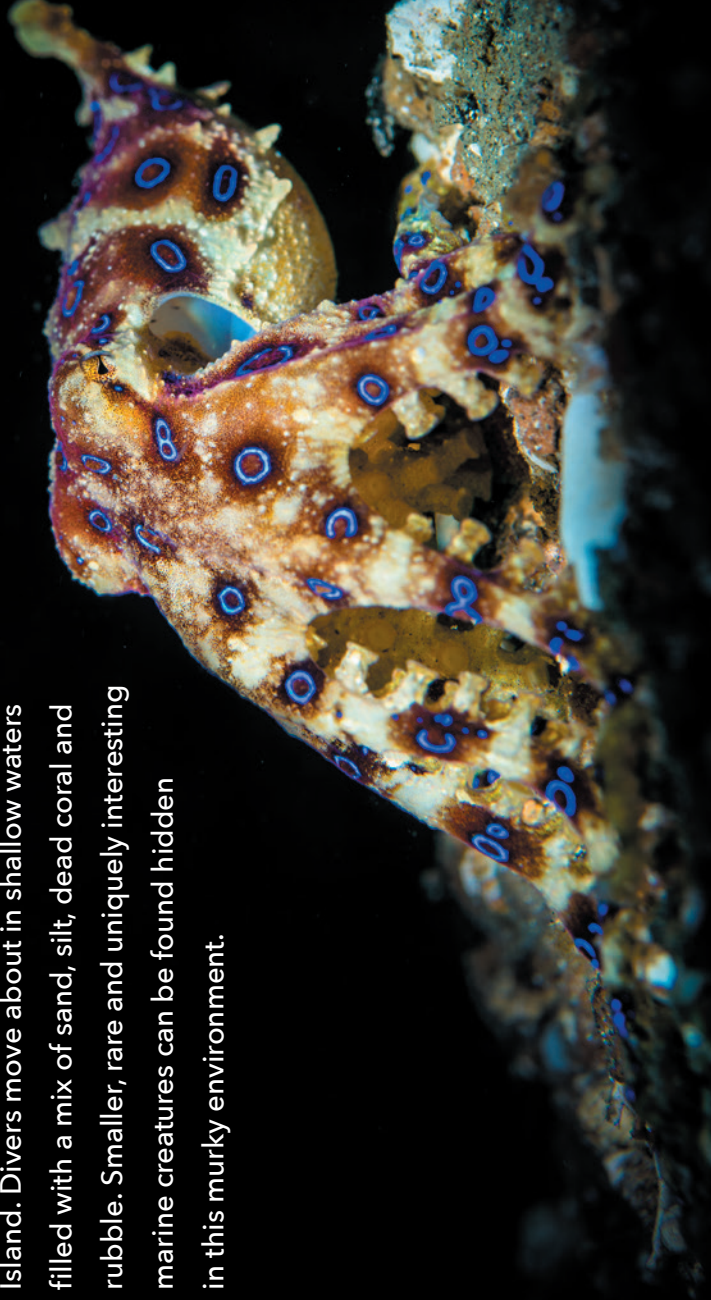
The Komodo Island Pink Beach

This unique and beautiful place is created by a microscopic organism called foraminifera, which produces a red pigment on the nearby coral reef. When the tiny pieces of this red coral combine with the white sands, this creates the pink colour that can be seen along the shore.

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Muck diving

Muck diving is a unique way of enjoying marine life that keen divers like to experience around Komodo Island. Divers move about in shallow waters filled with a mix of sand, silt, dead coral and rubble. Smaller, rare and uniquely interesting marine creatures can be found hidden in this murky environment.





What are some of the geographical features of Asia?

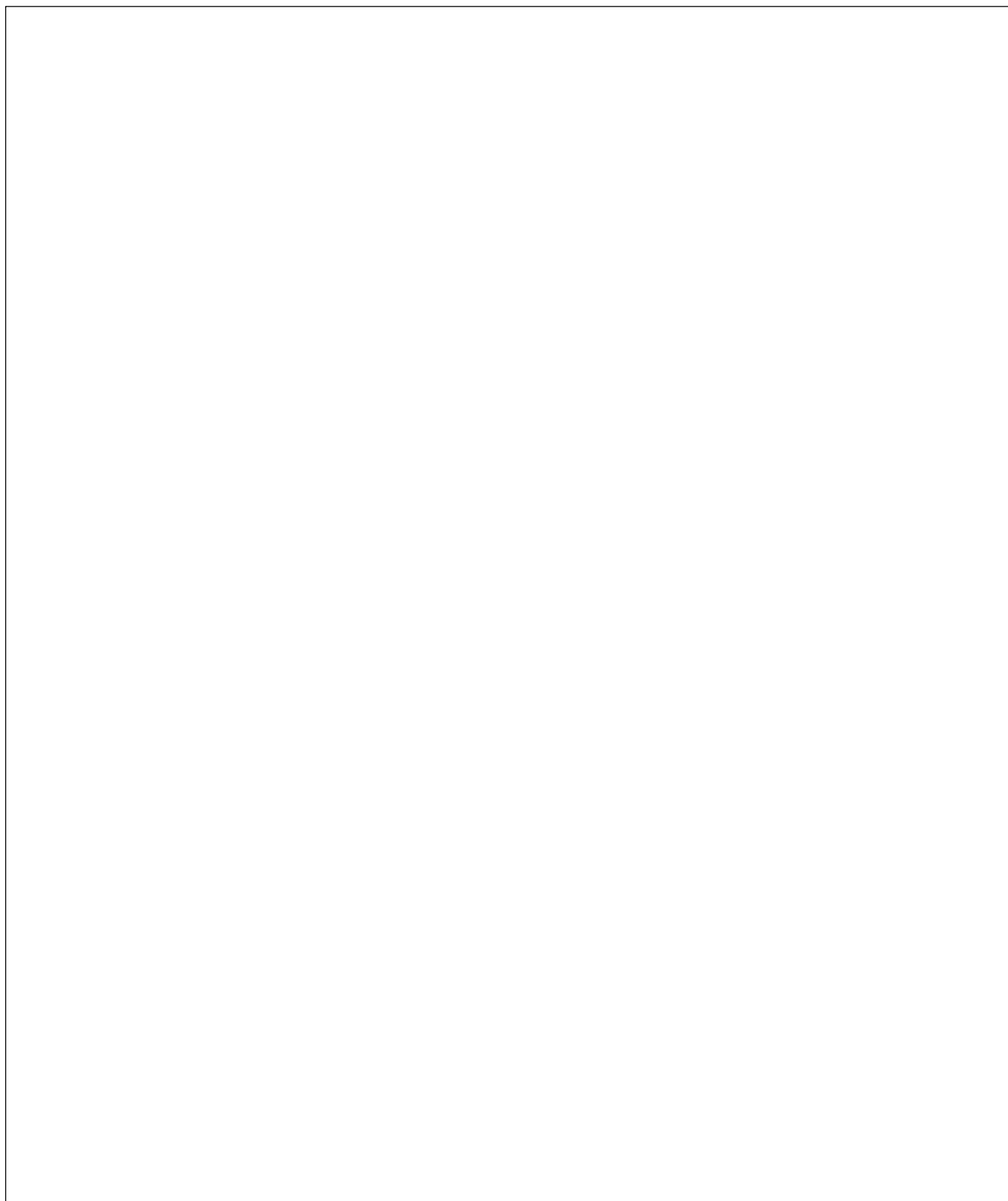
Task: Read the information booklet about Komodo Island in Indonesia. Highlight or copy any information that describes the island's geographical features (temperature, rainfall and more).

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	Pages 37 - 40
	Reading Eggs		
9.30 to 10	Writing	Introduction to a persuasive text	Page 41 - 43
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	d, g, D & J	Page 44
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Lattice method to multiply large numbers	Pages 45 & 46
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	CAPA	In Flanders Fields Artwork	
2.30 to 3		Drama with Miss Christie	

Anzac Day



What Is Anzac Day?

Anzac Day is a day of remembrance that takes place on 25th April. It is mostly celebrated in Australia and New Zealand, although people from these countries who live in other parts of the world may take part in special services and activities.

Australia and New Zealand Join the First World War

In 1914, at the beginning of the First World War, Australia still had strong ties with Great Britain. In August 1914, Britain declared war on Germany and the Australian Prime Minister, Andrew Fisher, offered his support and agreed to send troops to help the British war effort. In 1915, soldiers from Australia and New Zealand were sent to capture the Gallipoli peninsula.

The Battle of Gallipoli

The Australian and New Zealand Army Corps (ANZACs) landed at Gallipoli at dawn on 25th April 1915. This was the first major fight of the war for these two countries. They planned to defeat Turkey as quickly as possible in a quick battle; however, the battle lasted eight months. At the end of 1915, the ANZAC forces were rescued from the beach.

Many were killed during the Battle of Gallipoli. Over 8000 Australian soldiers and more than 2500 New Zealander soldiers lost their lives. Although they did not achieve their goal, the bravery and determination of the ANZACs during this time turned a terrible event into a legend.

The ANZAC Spirit

By the end of the war, more than 70,000 Australian and New Zealander soldiers had lost their lives. When the total population of these countries at the time is considered, this was a substantial number. The spirit of the brave ANZACs caused Australia and New Zealand to be regarded as reliable and strong nations across the world.



Anzac Day

How Is Anzac Day Celebrated?

The first Anzac Day was commemorated on 25th April 1916. A popular tradition of Anzac day is a dawn service. This is a ceremony which includes the raising of flags, the reading of relevant passages and a performance of the Last Post. This is followed by a minute's silence. Many schools will hold their own Anzac ceremony.

Parades are usually held every year in local towns and major cities. Originally, ANZAC soldiers marched in these parades. Now, it is common for the children, grandchildren and great-grandchildren of ANZAC soldiers to march in them. They wear the medals or carry something belonging to their ancestors. Nowadays, these parades are more celebratory events with crowds lining the streets to cheer on and applaud the military personnel. There is a sense of pride in what these brave men and women have done, and continue to do, for Australia.



Photo courtesy of Named Faces from the Past (©flickr.com) - granted under creative commons licence - attribution

Reading - ANZAC Day

We are learning to comprehend what we are reading and to locate relevant information.

ANZAC Day Questions

1. When did the First World War begin? Tick one.

- ☐ 1915
- ☐ 1914
- ☐ 1916
- ☐ 1913

2. Who was the Australian Prime Minister in 1914?

3. What does 'ANZACs' mean?

4. How many New Zealander soldiers lost their lives at Gallipoli? Tick one.

- ☐ Over 70 000
- ☐ Over 2500
- ☐ Over 8000
- ☐ Over 250

5. 'This was the first major fight of the war for these two countries.'

Which two countries does the text refer to? Tick one.

- ☐ Turkey and Australia
- ☐ Britain and New Zealand
- ☐ Australia and New Zealand
- ☐ Britain and Turkey

6. Join the sentences to make them correct.

*The battle at Gallipoli

- the ANZACs landed in Gallipoli.

*Children, grandchildren and great-grandchildren of ANZAC soldiers

- lasted for 8 months.

*At dawn on 25th April 1915

- sometimes march in parades carrying an item of their ancestors.

7. Explain in your own words what happens at the dawn service.

8. Why do you think ANZAC Day is a day of celebration and remembrance and not one of sadness?

Success Criteria:

- Editing - Read the following text from 'In Flanders Fields', identify the missing punctuation and rewrite or type the passage correctly.

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

debate

Persuasive

Persuades the reader

discuss

Using the template and previous examples you are going to create an argument paragraph that builds on from your ANZAC introduction done in lesson 1. Dot point your ideas before writing it all out, use high modality and emotive language.

You must:

- Introduce your argument with strong emotive and high modality language (I strongly believe..)
- Provide evidence that supports your point of view
- Link your evidence back to your topic with a sentence.

Topic: Should we celebrate ANZAC day still?

Argument 1

Argument 2

Argument 3



Reasons, facts and evidence

Reasons, facts and evidence

Reasons, facts and evidence

Planning Space

You must include:

- Introduce your argument with strong emotive and high modality language.
- Provide evidence that supports your point of view.
- Link your evidence back to your topic with a sentence.

Reason/ Argument 1:

Firstly,

Example:

Link back to your opinion and why it is important:

Reason/ Argument 2:

Secondly,

Example:

Link back to your opinion and why it is important:

Reason/ Argument 3:

Thirdly,

Example:

Link back to your opinion and why it is important:

Editing:

Read through your work. Check for spelling, grammar and punctuation (if you are unsure of something, circle it).

Have you included all parts and linked your arguments back to your topic?

Name : _____ Date: _____

d

g

dogs

daylight

gadget

gold

hedge

I found a gold nugget under the hedge.

D

J

Denmark

David

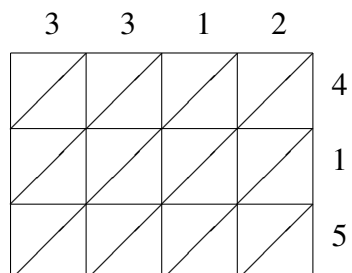
June

Jamaica

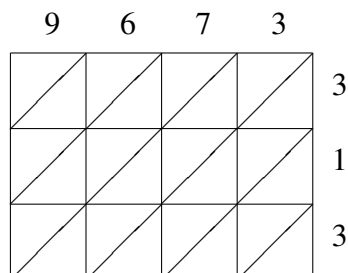
David lives in Jamaica.

Lattice Multiplication

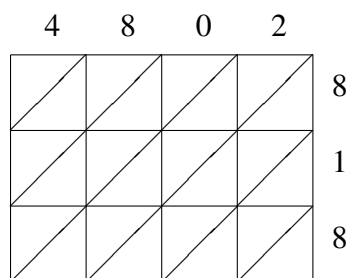
Use lattice multiplication to find each product.



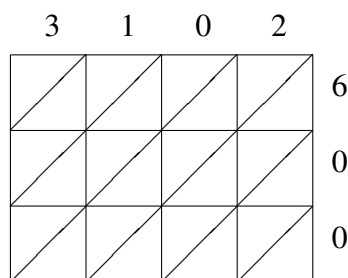
$$3312 \times 415 = \underline{\hspace{2cm}}$$



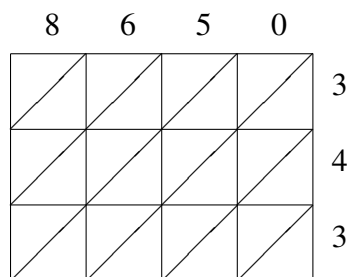
$$9673 \times 313 = \underline{\hspace{2cm}}$$



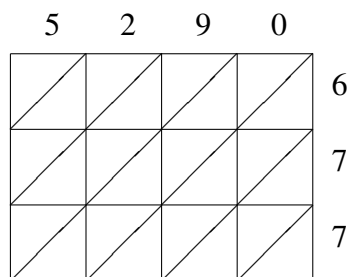
$$4802 \times 818 = \underline{\hspace{2cm}}$$



$$3102 \times 600 = \underline{\hspace{2cm}}$$



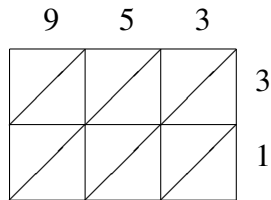
$$8650 \times 343 = \underline{\hspace{2cm}}$$



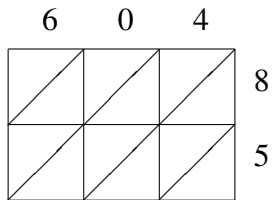
$$5290 \times 677 = \underline{\hspace{2cm}}$$

Lattice Multiplication

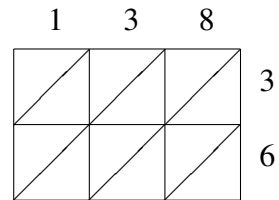
Use lattice multiplication to find each product.



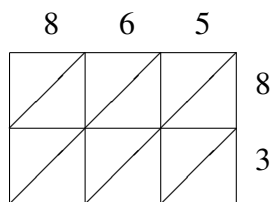
$953 \times 31 = \underline{\hspace{2cm}}$



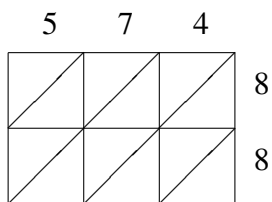
$604 \times 85 = \underline{\hspace{2cm}}$



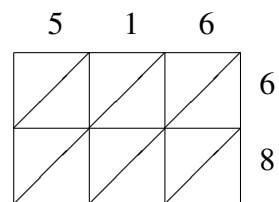
$138 \times 36 = \underline{\hspace{2cm}}$



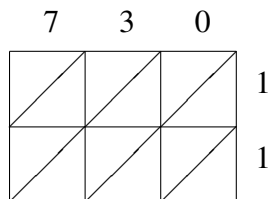
$865 \times 83 = \underline{\hspace{2cm}}$



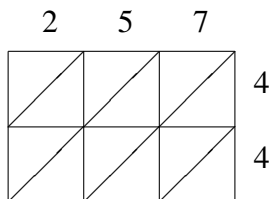
$574 \times 88 = \underline{\hspace{2cm}}$



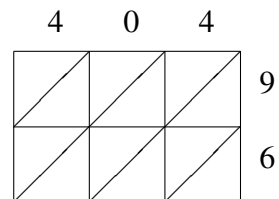
$516 \times 68 = \underline{\hspace{2cm}}$



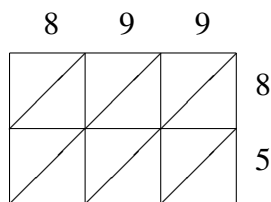
$730 \times 11 = \underline{\hspace{2cm}}$



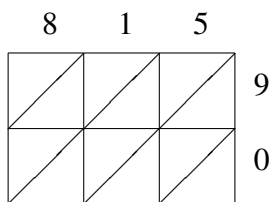
$257 \times 44 = \underline{\hspace{2cm}}$



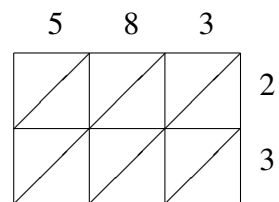
$404 \times 96 = \underline{\hspace{2cm}}$



$899 \times 85 = \underline{\hspace{2cm}}$



$815 \times 90 = \underline{\hspace{2cm}}$



$583 \times 23 = \underline{\hspace{2cm}}$



Thursday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Interpret symbolism within a text	Page 48
	Reading Eggs		
9.30 to 10	Writing	Structure of a persuasive text	Pages 49 - 51
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	i, j, l & L	Page 52
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Determine all factors given for a number	Page 53 & 54
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson: How different concentrations of salt affects plants	Pages 55 - 58
2.30 to 3			

In Flanders Fields Summary

We are learning to interpret symbolism within our text

1. Define the term symbolism. Use a dictionary or google dictionary to find the meaning of the word 'symbolism'

2. Find 4 examples of symbolism in your text or use the following examples; barbwire, large trench coats, rats, the red robin, the white silk scarf. Explain what you think they represent.

Barbwire: Barbwire is usually rough to touch and keeps out animals or people from where they can not go. In the text barbwire represents the physical boundaries that were set in the war, it also gives an impression of the difficult and rough conditions that soldiers were faced with on daily basis.

3. If you could include one other symbol throughout the text, what would it be and why would you include it in this text?

debate

Persuasive

Persuades the reader

discuss

Using the template and previous examples you are going to create an argument paragraph that builds on from your individual introduction done in lesson 2/ or you can complete it on a different topic.

Dot point your ideas before writing it all out, use high modality and emotive language.

You must:

- Introduce your argument with strong emotive and high modality language (I strongly believe..)
- Provide evidence that supports your point of view
- Link your evidence back to your topic with a sentence.

Topic: _____

Argument 1

Argument 2

Argument 3



Reasons, facts and evidence

Reasons, facts and evidence

Reasons, facts and evidence

Planning Space

You must include:

- Introduce your argument with strong emotive and high modality language.
- Provide evidence that supports your point of view.
- Link your evidence back to your topic with a sentence.

Reason/ Argument 1:

Firstly,

Example:

Link back to your opinion and why it is important:

Reason/ Argument 2:

Secondly,

Example:

Link back to your opinion and why it is important:

Reason/ Argument 3:

Thirdly,

Example:

Link back to your opinion and why it is important:

Editing:

Read through your work. Check for spelling, grammar and punctuation (if you are unsure of something, circle it).

Have you included all parts and linked your arguments back to your topic?

Name : _____ Date: _____

i

j

injury

illness

jaguar

jungle

jade

The jaguar had an injury.

I

Italy

Indonesia

L

Lebanon

Long Island

I explored the jungles of Indonesia.

List All of the Factors for each number.

1) 70 _____

2) 24 _____

3) 30 _____

4) 54 _____

5) 51 _____

6) 75 _____

7) 27 _____

8) 55 _____

9) 65 _____

10) 62 _____

11) 56 _____

12) 80 _____

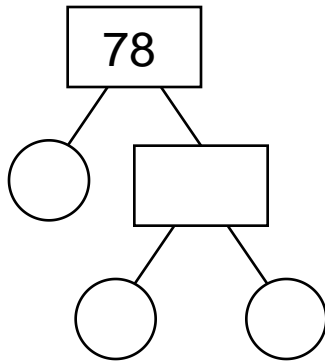
13) 44 _____

14) 60 _____

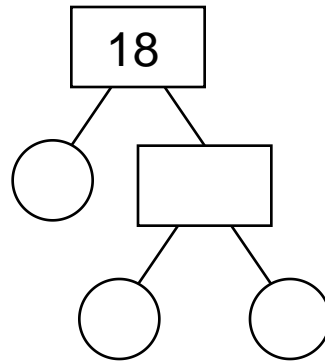
15) 45 _____

Find the Prime Factors of the Numbers

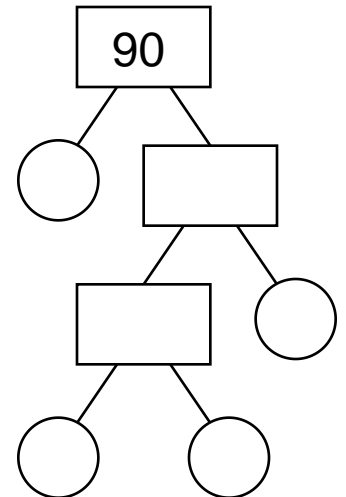
1)



2)



3)



Prime Factors

$$_ \times _ \times _ = 78$$

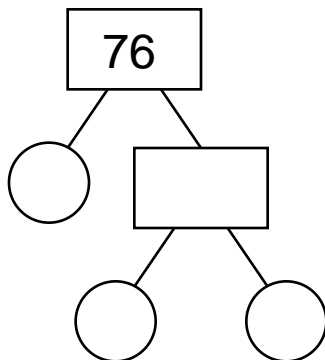
Prime Factors

$$_ \times _ \times _ = 18$$

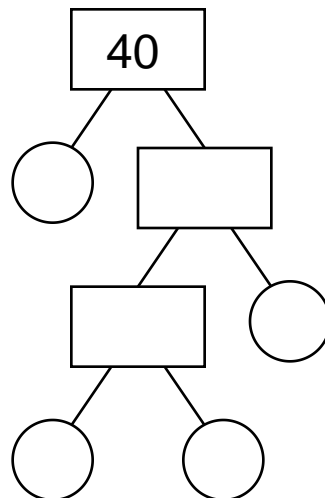
Prime Factors

$$_ \times _ \times _ \times _ = 90$$

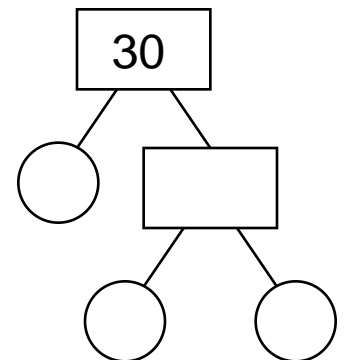
4)



5)



6)



Prime Factors

$$_ \times _ \times _ = 76$$

Prime Factors

$$_ \times _ \times _ \times _ = 40$$







Prime Factors

$$_ \times _ \times _ = 30$$

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?	
<ul style="list-style-type: none"> • 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.

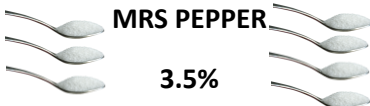
6ZM, 6T, 6F



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.

CHANGE one thing

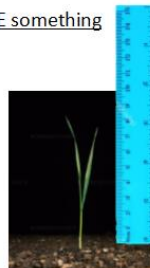
Salt in the water



FAIR TEST CHECKLIST

MEASURE something

How tall



Keep everything else the SAME

Soil



Amount of water



Time of day being watered



When: Every second day

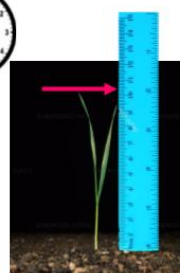
Before 11:00am



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.

Day	5/6PH & Mrs Pep	5S, 5B & 5D	6ZM, 6T, 6F	MRS PEPPER
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



Friday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Summarise a text	Page 60
	Reading Eggs		
9.30 to 10	Writing	Structure of a persuasive text	
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	f, t, F & T	Page 61
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Volume of cubes and rectangular prisms	Pages 62 & 63
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Understand the purpose of Aboriginal artefacts and tools	Page 64
2.30 to 3	Virtual Assembly		

We are learning to summarise our text

1. List any important events, characters and details from our text. Who were the characters? What were they doing? When did it happen? Where did the story take place? Why did it happen?

This image shows a blank sheet of white paper with ten horizontal black lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing.

- Events and characters in the correct order
- Include punctuation; capital letters and full stops.

Name : _____ Date: _____

f

t

fitted

foot

tuft

taffee

often

We often eat taffee after coffee.

F

Felix

French

T

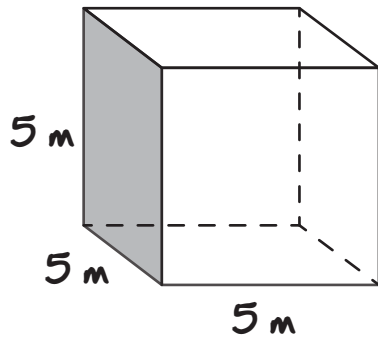
Thomas

Tibet

Felix speaks French but Thomas doesn't.

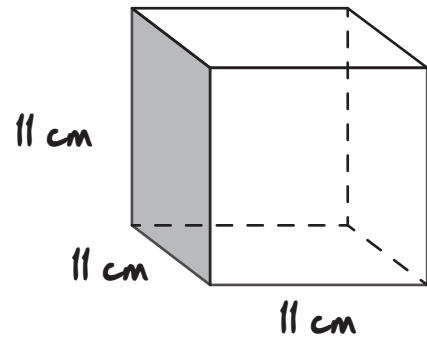
VOLUME - Cubes

1.



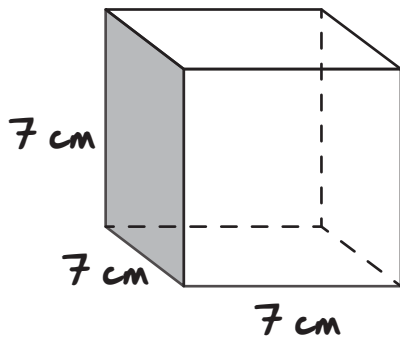
Formula _____
= _____
= _____

2.



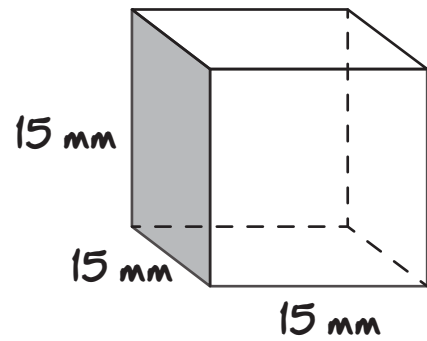
Formula _____
= _____
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3.



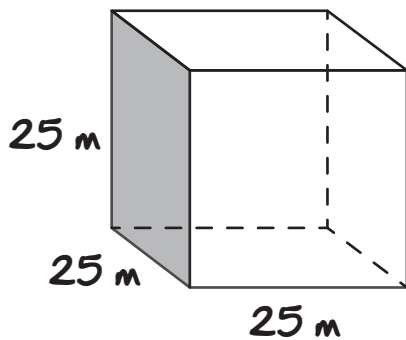
Formula _____
= _____
= _____

4.



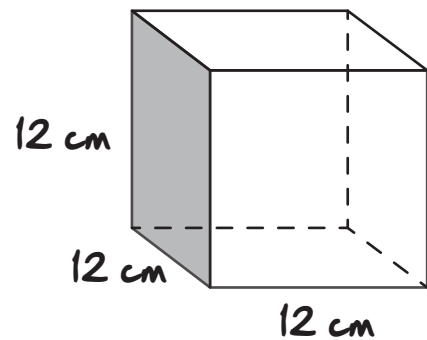
Formula _____
= _____
= _____

5.



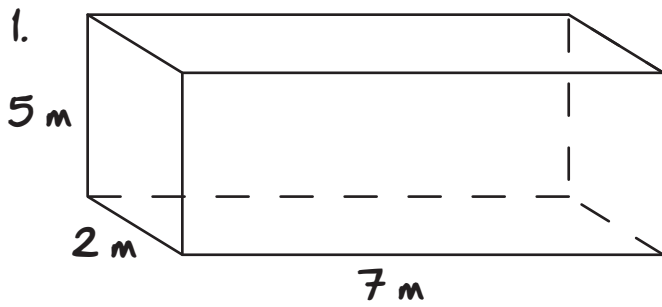
Formula _____
= _____
= _____

6.

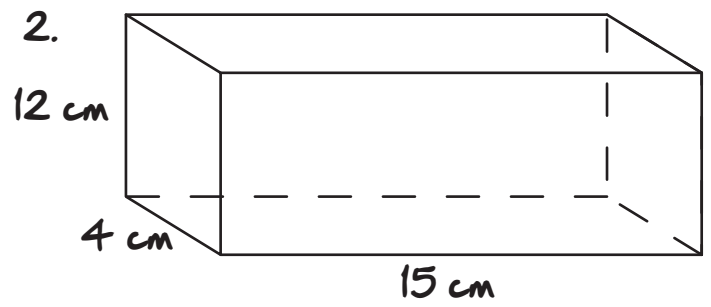


Formula _____
= _____
= _____

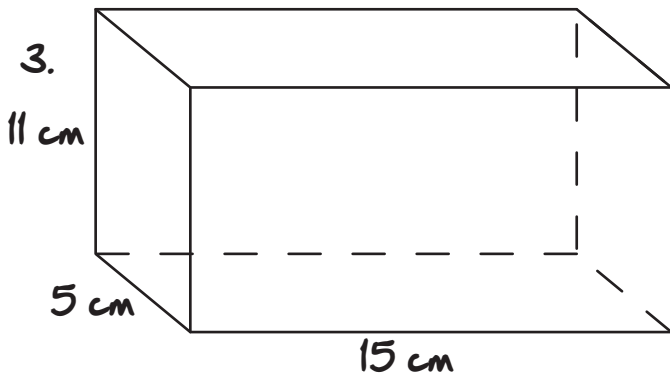
VOLUME - Rectangular Prism



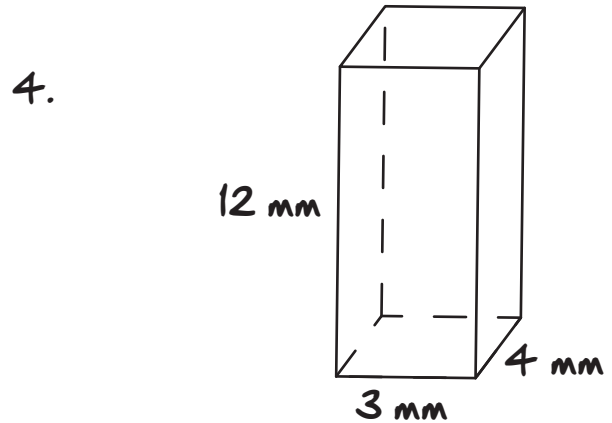
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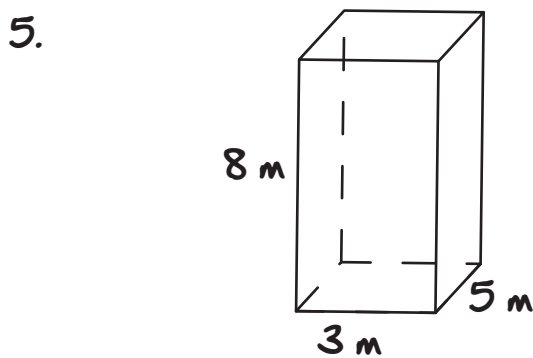
Formula _____
= _____
= _____



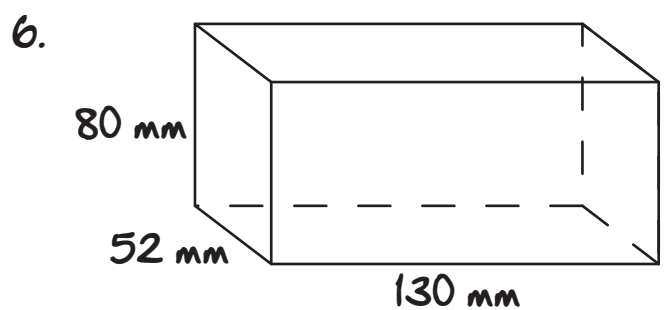
Formula _____
= _____
= _____



Formula _____
= _____
= _____



Formula _____
= _____
= _____









Formula _____
= _____
= _____

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.***