



Below is a sample recommended timetable that adheres to the National Education Standards Authority (NESA) requirements for each key learning area.

We recommend that you follow this routine as much as possible according to what works in your house.

The following equates to one week of work and is applicable to all year groups.

	<p style="text-align: center;"><b>Lynwood Park Public School</b>  <b>Learning From Home Whole School Timetable</b>  <b>Stage 2 – Term 3 Week 6 2021</b></p>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
10 mins	Reading	Reading	Reading	Reading	Reading	
15 mins	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	
30 mins	Writing	Writing	Writing	Writing	Writing	
BREAK	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	
45 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
20 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
45 mins	Science & Technology	Personal Development	Creative Arts	Geography / History	Catch up	

## Stage 2 Term 3 Week 6 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Reading</b>	<b>Reading</b> Choose a text of your own and read for a period of 10 minutes without interruption. Write down the name of the text you were reading.	<b>Reading</b> Charlotte’s Web is a well-known novel we were meant to be reading this term. The novel tells the story of a pig named Wilbur and his friendship with a spider named Charlotte. <b>Read:</b> Read all (or part) of Chapter 1 “Before Breakfast” – see below	<b>Reading</b> Continue reading all (or part) of Chapter 1 “Before Breakfast” OR follow along with this read-aloud video: <a href="http://www.viewpure.com/9jWsZ3PV2v0?start=0&amp;end=0">http://www.viewpure.com/9jWsZ3PV2v0?start=0&amp;end=0</a>	<b>Reading</b> Re-read Chapter 1 “Before Breakfast”. Focus on reading fluency and expression, especially for the character’s voices.	<b>Reading</b> Choose a text of your own and read for a period of 10 minutes without interruption. Write down the name of the text you were reading.
<b>Morning</b>	<b>Word Work Spelling</b> - complete the spelling tasks attached.	<b>Comprehension / Word Work</b> In this text an axe is also called an ‘ax’, used for cutting wood. There are some other words you will need to write the definition of to help you understand the storyline. <i>runt</i> <i>litter (of pigs)</i> <i>injustice</i> <i>pitcher (of cream)</i> What was Mr Arable going to use the axe for?	<b>Comprehension / Word Work Comprehension</b> 1.What does Fern’s kitchen smell like? 2.Why does Fern blush at the end of Chapter 1? 3.How does the first sentence and the first page guide the reader or make us feel? Give 3 examples of language the author E.B. White uses to appeal to our emotions.	<b>Comprehension / Word Work</b> List all the synonyms (other words that mean the same) for <b>said</b> used in Chapter 1. - What is the author’s purpose for writing this text? - Would you say the language in Chapter 1 was strong, powerful language? Why do you think the author chose to use this style of language?	<b>Comprehension Word work-</b> Fern and her father have very different feelings about Wilbur. Write a brief summary (approx. 5 sentences) detailing what happens to Wilbur in the chapter. (Remember to include events from the beginning, middle and end of the chapter.) Based on the summary you have written <u>who</u> do you agree with on what should have happened to Wilbur: Mr. Arable or Fern? Why?

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<p><b>Writing</b></p> <p>Spelling sentences – write a sentence for each of the 5 rule words from the spelling list. Make sure each sentence begins with a capital letter and ends with a full stop and uses an adjective.</p> <p>For an extra challenge try and use our Word of the Week (magnificent) in one of the sentences.</p>	<p><b>Writing</b></p> <p>Our writing focus for the next two weeks is persuasive writing. This is a writing technique used to persuade or convince the reader that the opinion of the writer is correct. Understanding the structure of a persuasive piece of writing is an important skill to have. Take a look at the text, ‘Dogs make the best pets.’</p> <p>Read through the text thinking about sequencing and structure of the author’s ideas. After reading, use the sequencing task sheet to separate the text into the correct sections. Discuss the structure with a family member.</p>	<p><b>Writing</b></p> <p>Yesterday we focused on the structure of the persuasive text. Today we are going to look at the language features that can be used when writing a persuasive text.</p> <p>Look at the attached, ‘Persuasive text features’.</p> <p>Try writing and using some persuasive language to convince your teacher to get a pet turtle for the class. In each box write a sentence or more using that language feature. For example, Rhetorical question: Have you ever longed for a class pet that is easy to care for and very cute?</p>	<p><b>Writing</b></p> <p>Using the attached information sheet on Ian Thorpe, correct and edit the errors. Use the symbols included to correct capital letters, lower case letters, end marks, spelling errors, missing words, paragraphs and spaces. Then rewrite the passage correctly on the lines provided. Don’t forget to reread your work.</p>	<p><b>Handwriting</b></p> <p>Write the Charlotte’s Web passage on the worksheet. Focus on using the example to help you check your letter joins, letter entries and exits.</p>
<b>Break</b>					
<b>Middle Mathematics</b>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Answer Monday’s maths mental.</li> <li>● Review the example on how to multiply 2 x 2 digit numbers. Try to answer the questions on the worksheet.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Answer Tuesday’s maths mental.</li> <li>● Read the word problems below. Some are 2 step word problems. You will need to show your working out.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Answer Wednesday’s maths mental.</li> <li>● Read the example on how to multiply decimal numbers and/or you can watch the video explanation:</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Answer Thursday’s maths mental.</li> <li>● Card Game - You will need a deck of cards (1-9). You can use the random selector <a href="https://www.online-stopwatch.com/random-">https://www.online-stopwatch.com/random-</a></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Answer Friday’s maths mental 8x Tables</li> <li>● Length: 1. Choose six objects from around your house. Estimate how long you think the object is in centimetres, then use a</li> </ul>

	Monday	Tuesday	Wednesday	Thursday	Friday
		<i>Hint: Use the 2 x 2 digit multiplication process (refer to Monday) and another operation (addition or subtraction).</i>	<a href="https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-operations-with-decimals/v/multiplying-decimals">https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-operations-with-decimals/v/multiplying-decimals</a>  Complete the questions on the worksheet below.	<a href="#">name-pickers/card-picker/</a> or you can create your own, using numbers from 1 to 9 only.  Play the game with a member of your family or on your own. Write down the numbers you get for each game. Take a picture of your work. Challenge yourself and multiply the numbers instead of adding.	ruler to measure it. List your items, your estimate and actual length.  2. Use your ruler to measure the lines on the worksheet attached below.
<b>Middle Fitness</b>	<b>Fitness</b> Spend some time in your backyard, front yard or at a local park kicking a ball, skipping, throwing a frisbee, riding a bike or scooter.  OR Create an obstacle course in your backyard.	<b>Fitness</b> Try some Tabata (20 seconds of work and 10 seconds of rest, 8 times). Exercises can include star jumps, squats, burpees, high knees and tuck jumps.	<b>Fitness</b> Go for a walk or bike ride with your family.  OR Create an obstacle course around your front or backyard or at a local park. Make sure it includes running, jumping, hopping, galloping and balancing.	<b>Fitness</b> Listen to a song of your choice and create a dance routine.  OR Watch 'Just Dance' on YouTube and follow along.	<b>Fitness</b> PE with Joe – Find PE with Joe on youtube and follow along with the workout.  OR Create your own workout! Count how many of each exercise you can do in 1 minute and record your results. You could do: star jumps, burpees, sit ups, push-ups, shuttle runs etc. Make sure you do 10 different exercises.
<b>BREAK</b>	RECESS	RECESS	RECESS	RECESS	RECESS
<b>Afternoon</b>	<b>Science and Technology</b> You have learnt about forces, friction and gravity. Today you are going to think about and investigate the push and pull of magnetism.	<b>Personal Development Gratitude</b> Gratitude is one of many positive emotions. It's about focusing on what's good in our lives and being thankful	<b>Creative Arts</b> Let's take some time today to appreciate music. First, we are going to revise the music elements of tempo and dynamics. The word	<b>History</b> In our community we have many cultures which contribute to our local area, Blacktown. Read the information about	<b>Catch Up</b> Use this time to finish any tasks that need completing from this week.  If you are looking for more

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Magnetism is an invisible force. It can push or repel objects. Every magnet has a north and a south pole. Two like poles will repel each other but opposites attract. Complete the attached sheet on magnets.</p> <p>For an added option, if you have a magnet and would like to investigate magnetism at your home or school compile a list of objects that the magnet is attracted to and a list of objects that repel the magnet.</p>	<p>for the things we have. Gratitude is pausing to notice and appreciate the things that we often take for granted, like having a place to live, food, clean water, friends, family, even computer access.</p> <ul style="list-style-type: none"> <li>● On a post-it note, or a small piece of paper write a 'shout out' or note of thanks to a family member for something wonderful they have done.</li> <li>● Write a letter to someone you know, thanking them for their support.</li> </ul> <div data-bbox="741 762 943 1050" data-label="Image"> </div>	<p>tempo means 'rate or speed'; in other words, it's how fast or slow something is happening. If you walk, you are moving at a slow tempo. If you run, you are moving at a faster tempo. Dynamics are how loud or soft the music is or should be played.</p> <p>Play your favourite piece of music and complete the 'Listening to music for detail' sheet.</p>	<p>Blacktown's non-English speaking community and complete the task.</p>	<p>activities to do, you could do some reading of texts of your choice, complete some Study ladder activities, or look at some of the links provided at the end of this grid.</p> <p>If you are feeling creative, you could also have a go at making a Picasso Portrait by following the instructions attached at the end of this booklet.</p>

If you are looking for more reading or extension activities here are a few websites you can visit (please note that some websites require you to sign up):

<https://www.abc.net.au/btn/>

<https://www.fizzicseducation.com.au/>

<https://www.headspace.com/meditation/kids>

[https://www.studyladder.com.au/login/account?lc\\_set=](https://www.studyladder.com.au/login/account?lc_set=) - you will need your username and password to log in



Chapter 1

Before Breakfast

“HERE’S Papa going with that ax?” said Fern to her mother as they were setting the table for breakfast.

“Out to the hoghouse,” replied Mrs. Arable. “Some pigs were born last night.”

“I don’t see why he needs an ax,” continued Fern, who was only eight.

“Well,” said her mother, “one of the pigs is a runt. It’s very small and weak, and it will never amount to anything. So your father has decided to do away with it.”

“Do *away* with it?” shrieked Fern. “You mean *kill* it? Just because it’s smaller than the others?”

Mrs. Arable put a pitcher of cream on the table. “Don’t yell, Fern!” she said. “Your father is right. The pig would probably die anyway.”

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern’s sneakers were sopping by the time she caught up with her father.



“Please don’t kill it!” she sobbed. “It’s unfair.”

Mr. Arable stopped walking.

“Fern,” he said gently, “you will have to learn to control yourself.”

“Control myself?” yelled Fern. “This is a matter of life and death, and you talk about *controlling* myself.”

*Before Breakfast*

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Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If *I* had been very small at birth, would you have killed *me*?"

Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."

A queer look came over John Arable's face. He seemed almost ready to cry himself.

"All right," he said. "You go back to the house and I will bring the runt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be."

When Mr. Arable returned to the house half an hour later, he carried a carton under his arm. Fern was upstairs changing her sneakers. The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove.

"Put it on her chair!" said Mrs. Arable. Mr. Arable set the carton down at Fern's place. Then he walked

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*Charlotte's Web*

to the sink and washed his hands and dried them on the roller towel.

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

"He's yours," said Mr. Arable. "Saved from an untimely death. And may the good Lord forgive me for this foolishness."

Fern couldn't take her eyes off the tiny pig. "Oh," she whispered. "Oh, *look* at him! He's absolutely perfect."

She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek. At this moment her brother Avery came into the room. Avery was ten. He was heavily armed—an air rifle in one hand, a wooden dagger in the other.

"What's that?" he demanded. "What's Fern got?"

"She's got a guest for breakfast," said Mrs. Arable. "Wash your hands and face, Avery!"

"Let's see it!" said Avery, setting his gun down. "You call that miserable thing a pig? That's a *fine*



specimen of a pig—it's no bigger than a white rat."

"Wash up and eat your breakfast, Avery!" said his mother. "The school bus will be along in half an hour."

"Can I have a pig, too, Pop?" asked Avery.

"No, I only distribute pigs to early risers," said Mr. Arable. "Fern was up at daylight, trying to rid the world of injustice. As a result, she now has a pig. A small one, to be sure, but nevertheless a pig. It just shows what can happen if a person gets out of bed promptly. Let's eat!"

But Fern couldn't eat until her pig had had a drink of milk. Mrs. Arable found a baby's nursing bottle and a rubber nipple. She poured warm milk into the bottle,

fitted the nipple over the top, and handed it to Fern. "Give him his breakfast!" she said.

A minute later, Fern was seated on the floor in the corner of the kitchen with her infant between her



*Before Breakfast*

knees, teaching it to suck from the bottle. The pig, although tiny, had a good appetite and caught on quickly.

The school bus honked from the road.

"Run!" commanded Mrs. Arable, taking the pig from Fern and slipping a doughnut into her hand. Avery grabbed his gun and another doughnut.

The children ran out to the road and climbed into the bus. Fern took no notice of the others in the bus. She just sat and stared out of the window, thinking what a blissful world it was and how lucky she was to have entire charge of a pig. By the time the bus reached school, Fern had named her pet, selecting the most beautiful name she could think of.

"Its name is Wilbur," she whispered to herself.

She was still thinking about the pig when the teacher said: "Fern, what is the capital of Pennsylvania?"

"Wilbur," replied Fern, dreamily. The pupils giggled. Fern blushed.





Week 6 – Questions

Monday

1.  $98 + 84 =$  \_\_\_\_\_

2.  $94 - 6 =$  \_\_\_\_\_

3.  $3 + 91 =$  \_\_\_\_\_

4.  $76 \div 2 =$  \_\_\_\_\_

5.  $7 \times 7 =$  \_\_\_\_\_

6. Write the numeral for three thousand, three hundred and twenty-one: \_\_\_\_\_

7. Complete this counting pattern:

87, 97, 107, 117, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. Xander has 45 match sticks. Piper has 87 match sticks. How many more match sticks does Piper have? \_\_\_\_\_

9. Divide 74 by 2. \_\_\_\_\_

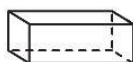
10.  $50 \text{ cents} + 5 \text{ cents} + 20 \text{ cents} =$  \_\_\_\_\_

11.  $50 \text{ cents} + 20 \text{ cents} + 10 \text{ cents} =$  \_\_\_\_\_

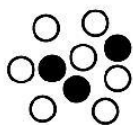
12.  $96 \text{ hours} =$  \_\_\_\_\_ days

13. How many minutes is 180 seconds? \_\_\_\_\_

14. What is the name of this 3D object? \_\_\_\_\_



15. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_



Tuesday

1.  $59 + 58 =$  \_\_\_\_\_

2.  $95 - 8 =$  \_\_\_\_\_

3.  $60 + 22 =$  \_\_\_\_\_

4.  $11 \times 10 =$  \_\_\_\_\_

5.  $70 \div 10 =$  \_\_\_\_\_

6. Write the largest number you can using: 4, 6, 1, 9. \_\_\_\_\_

7. Complete this counting pattern:

90, 97, 104, 111, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. In a group of 70 students, 15 would like to play rugby union and the rest want to play badminton. How many want to play badminton? \_\_\_\_\_

9. Divide 35 by 5. \_\_\_\_\_

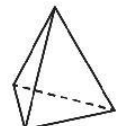
10.  $50 \text{ cents} + 10 \text{ cents} + \$1.00 =$  \_\_\_\_\_

11.  $20 \text{ cents} + \$2.00 + \$2.00 =$  \_\_\_\_\_

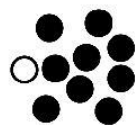
12. How many days is 48 hours? \_\_\_\_\_

13. How many weeks is 21 days? \_\_\_\_\_

14. What is the name of this 3D object? \_\_\_\_\_



15. Which circle has the highest chance of being selected? Black or white? \_\_\_\_\_



# Exploring Magnets

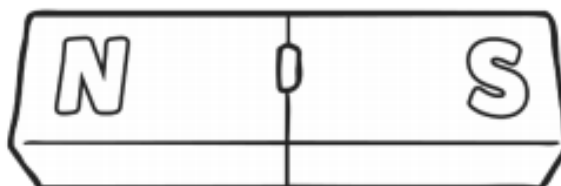
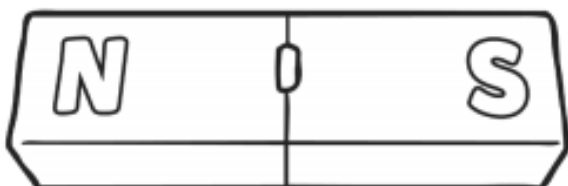
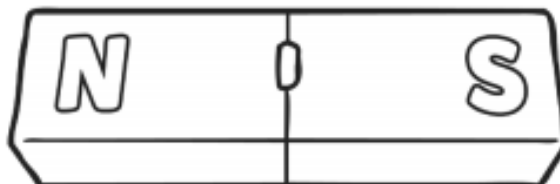
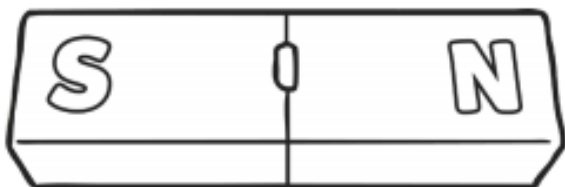
Complete the sentences using the word bank below.

Magnets have two \_\_\_\_\_. One is called the \_\_\_\_\_ pole and the other is the \_\_\_\_\_ pole. When opposite poles are near one another, they \_\_\_\_\_ together. This means the two poles \_\_\_\_\_. When two of the same poles are near one another, they \_\_\_\_\_ away from one another. This means the two poles \_\_\_\_\_ each other.

Word bank

repel      north      attract      south      pull      push      poles

Draw arrows to show what force happens in these pictures.



**TUESDAY**

*Learning Intention – Students can sequence and structure a persuasive piece of text.*

## Dogs Make the Best Pets – Sequencing Task

**DOGS MAKE THE BEST PETS**


When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions.

Firstly, dogs are incredibly loyal companions. They are part of the family and will always be there for you.

Secondly, dogs are extremely affectionate animals. No other animal can show their love quite like a dog can.

Thirdly, dogs are very active. You can always keep fit, taking your dog for walks and playing games.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the best.



<b>Opening statement</b> (introduces topic and author's viewpoint)	
<b>Arguments</b> (reasons to support author's viewpoint)	
<b>Concluding statement</b> (sums up the topic and author's viewpoint)	


Learning Intention - I can recall multiplication facts and solve 2 step word problems:


Instruction - Read the word problems below. Some are 2 step word problems. You will need to show your working out. *Hint: Use the 2 x 2 digit multiplication process (refer to Monday) and another operation (addition or subtraction).*


1. A ferris wheel completes a rotation in 53 seconds.  
How many seconds in all would it take to complete 13 rotations?
  
2. A small dairy farm produces 87 litres of milk a day.  
How many litres of milk will it produce in 15 days?
  
3. Jonny and his friends take an average of 13 hours to mow a community lawn over a weekend. How many on an average will they take to mow 14 lawns?
  
4. It takes an hour for a car manufacturer to assemble 11 cars.  
How many cars can the company assemble in 56 hours?
  
5. Jenny's chickens lay 12 eggs a day. She collects the eggs every 14 days.  
How many eggs does she collect in total?  
  
Jenny sells her eggs at a market on the 15th day, but on her way there she drops a basket which contains 35 eggs. How many eggs does she have left to sell?
  
6. Freddy plays rugby league. He scored 11 tries, each try is worth 4 points.  
He kicked 5 goals, each goal is worth 2 points. How many points has Freddy scored?


Freddy repeats the same points over the next 12 games, how many points has Freddy scored after 12 games?

**WEDNESDAY** *Learning Intention – Students can model and write examples of persuasive language features*


<p>Persuasive Text Features</p> <p>I'm a question that does not require an answer (I'm just there to persuade you to think my way).</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Rhetorical question</h2> <p>Can you really afford to ignore this warning?</p> 
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<p>Persuasive Text Features</p> <p>I'm the words and phrases that can make the reader feel emotions.</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Emotive language</h2> <p>After Christmas every year, there are thousands of abandoned puppies left to wander the streets, scared and alone. Only your support can rescue them.</p> 
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<p>Persuasive Text Features</p> <p>I'm information that is untrue or over the top.</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Exaggeration</h2> <p>I'm so hungry I could eat a horse.</p> 
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<p>Persuasive Text Features</p> <p>I'm factual data used to convince the reader.</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Statistics</h2>  <p>Some 85% of primary students believe homework should be abolished.</p>
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## Persuasive Text features

<p>Persuasive Text Features</p> <p>I'm a repetition of the consonant sound at the beginning of words.</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Alliteration</h2>  <p>A perfectly perfect pizza!</p>
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<p>Persuasive Text Features</p> <p>I'm truthful and can be proven. I can be used to support a point being made.</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Fact</h2>  <p>Cats have whiskers.</p>
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<p>Persuasive Text Features</p> <p>I'm someone's point of view about something that's not based on facts or knowledge.</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Opinion</h2>  <p>Cats are cute.</p>
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<p>Persuasive Text Features</p> <p>I occur when an author says the same thing more than once for emphasis.</p> <p><b>What am I?</b></p>	<p>Persuasive Text Features</p> <h2 style="text-align: center;">Repetition</h2> 
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Name: \_\_\_\_\_

## Using Persuasive Language – A Turtle for a Pet

Imagine you are trying to convince your teacher that it is a good idea to get a turtle as a classroom pet. Write a convincing sentence in each box using the suggested persuasive device.

Personal Pronouns:

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Opinion:

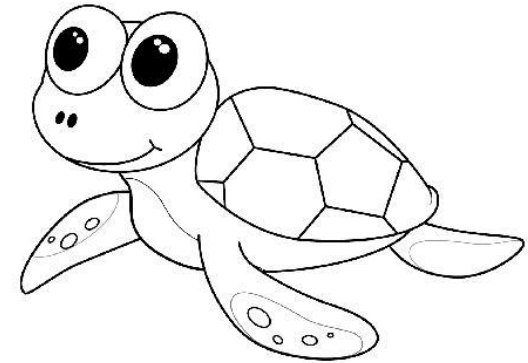
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Emotive Language:

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Rhetorical Question:

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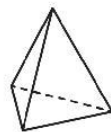
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Week 6 – Questions

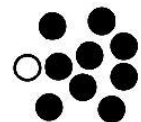
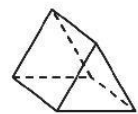
Wednesday

1.  $85 - 6 =$  \_\_\_\_\_
2.  $44 + 49 =$  \_\_\_\_\_
3.  $97 + 78 =$  \_\_\_\_\_
4.  $20 \div 5 =$  \_\_\_\_\_
5.  $12 \times 7 =$  \_\_\_\_\_
6. 9586 is an odd number. True or false? \_\_\_\_\_
7. Complete this counting pattern:  
99, 105, 111, 117, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. What is the difference between 28 and 9? \_\_\_\_\_
9. What is the product of 3 and 10? \_\_\_\_\_
10.  $\$1.00 + \$2.00 + \$2.00 =$  \_\_\_\_\_
11.  $20 \text{ cents} + 5 \text{ cents} + 10 \text{ cents} =$  \_\_\_\_\_
12. How many minutes is 540 seconds? \_\_\_\_\_
13.  $360 \text{ minutes} =$  \_\_\_\_\_ hours
14. How many faces does a triangle-based pyramid have? \_\_\_\_\_
15. Which star has the lowest chance of being selected? Black or white? \_\_\_\_\_



Thursday

1.  $97 + 52 =$  \_\_\_\_\_
2.  $47 - 5 =$  \_\_\_\_\_
3.  $73 - 2 =$  \_\_\_\_\_
4.  $8 \times 2 =$  \_\_\_\_\_
5.  $32 \div 4 =$  \_\_\_\_\_
6. Write 4478 in words: \_\_\_\_\_
7. Complete this counting pattern:  
56, 66, 76, 86, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. What is the sum of 5, 6 and 5? \_\_\_\_\_
9. Divide 99 by 9. \_\_\_\_\_
10.  $\$2.00 + 20 \text{ cents} + 50 \text{ cents} =$  \_\_\_\_\_
11.  $10 \text{ cents} + \$2.00 + 20 \text{ cents} =$  \_\_\_\_\_
12. How many days are in September? \_\_\_\_\_
13. How many minutes from 7 am to 12 pm? \_\_\_\_\_
14. A triangular-based prism has \_\_\_\_\_ corners.
15. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_





WEDNESDAY

Learning Intention – I can recall multiplication facts and multiply numbers with decimals.

Multiplying Decimals

$$\begin{array}{r} 2.5 \\ \times 4 \\ \hline 10.0 \end{array}$$
$$\begin{array}{r} 37.5 \\ \times 55 \\ \hline 1875 \\ 18750 \\ \hline 2062.5 \end{array}$$

IGNORE THE DECIMAL

Put decimal back in

Additional video for explanation:  
<https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-operations-with-decimals/v/multiplying-decimals>

Try the following questions:

a)  $25.4 \times 4$       b)  $19.3 \times 3$       c)  $21.5 \times 8$       d)  $34.2 \times 5$

e)  $48.3 \times 4$       f)  $124.5 \times 6$       g)  $217.6 \times 4$       h)  $205.2 \times 3$

i.  $85.62 \times 42$       j.  $34.08 \times 34$       k.  $56.24 \times 23$

THURSDAY

Learning Intention - I can apply my addition and subtraction skills in a card game situation.

### Card Calculations

A pack of cards 1 - 9

Each player is dealt 4 cards face up.

Each player then tries to make a number sentence which gives a single digit answer using their four cards.

The answer becomes the score for that player.

e.g. If the four cards were 2, 6, 3 and 7

Answers could be:

$$7 + 3 + 2 - 6 = 6 \quad 6 \text{ points}$$

$$6 + 7 - 3 - 2 = 8 \quad 8 \text{ points}$$

$$36 - 27 = 9 \quad 9 \text{ points}$$

The winner is the player with the largest score after five rounds.

#### Variations

- Aim to produce the lowest score
- Deal out more or less cards

**\*\* Challenge yourself and multiply the numbers instead of adding. \*\***

# Listening to Music for Detail

**Title of the piece:** \_\_\_\_\_

**Performer(s):** \_\_\_\_\_

**Composer/writer:** \_\_\_\_\_

**Year composed/written:** \_\_\_\_\_

**Genre/Type of music:** \_\_\_\_\_

**How do you know it is this genre?** \_\_\_\_\_

1. What instruments can you hear?

voice    strings    guitar    drums    bass    tambourine

woodwind    brass    whistle    piano/keyboard

Anything else? \_\_\_\_\_

2. What is the tempo? How fast or slow is the music? Describe any changes during the piece.

start	middle	end

3. Dynamics: Are there quiet and loud parts? If so, where?

start	middle	end

4. What word would you use to describe this piece?

\_\_\_\_\_

5. Does the music sound happy or sad? These are called keys.

major (happy)    minor (sad)    happy and sad (major and minor)

6. Did you like the piece? Explain why or why not.

\_\_\_\_\_

# Ian Thorpe – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks	
Capital Letter	
Lower case letter	/
Add end marks	○ ? !
Spelling mistake	○
Add a word	^
Doesn't make sense	—
New paragraph	[ ]
Add a space	#

Ianthorpe, who was born on 13th October 1982, is an australian swimmer when he competed, he specialised in freestyle though also swam in backstroak and the individual medly

He won five Olympics Gold Medals, the most one by an Australia. he was the most successful athlete at the 2000 summer Olympics with three gold and two silver medals.

In total, he has one eleven World championship golds and was the australian swimmer of the Year from 1999 to 2003. He recognise Young Australian of the Year in 2000.

After you have edited the paragraph, rewrite the text correctly on the lines below.

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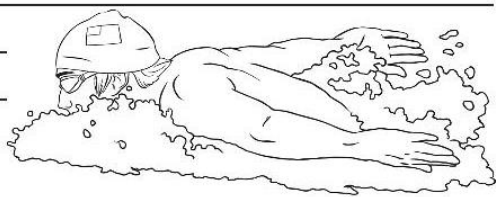
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## History

In our community we have many cultures which contribute to our local area, Blacktown. Read the information about Blacktown's non-English speaking community.

***Below is an extract from Blacktown City Council's Annual Report:***

The largest non-English speaking country of birth in Blacktown City is India where 5.4% of the population (compared to 1.5% of Australian population), or 25,760, were born. The Philippines was the second highest group, followed by New Zealand, Fiji, United Kingdom, Sri Lanka, China, Pakistan, Bangladesh and Afghanistan respectively.

Other commonly spoken languages are Hindi, Punjabi, Arabic, Filipino, Urdu, Tamil, Mandarin, Gujarati and Persian / Dari all within the top 10. Interestingly, when comparing languages spoken at home in Blacktown City as compared to the total Australian population, all languages identified are a higher with the exception of Mandarin, which is lower. By way of comparison, the ABS data shows a larger percentage speaking: • Tagalog at home (4.0% compared to 0.5%) • Hindi at home (4.0% compared to 0.7%) • Punjabi at home (3.6% compared to 0.6%) • Arabic at home (3.0% compared to 1.4%)

What is the nature of the contribution made by different groups and individuals in the community?

Think about the different types of shops or places you may visit in Blacktown.

Make a list (refer to example below), of how the different types of cultures or nationalities contribute to our local area.

***Example***

<b>Culture/Nationality</b>	<b>How they contribute to our area</b>
Chinese	Bread making & pastries
Chinese	Restaurants and take away food

## Handwriting Week 6

Wilbur didn't want food, he wanted love.

He wanted a friend— someone who would  
play with him.

from Charlotte's Web by E.B. White

## Times Table Test - 8x Table

		Check	
1.	$8 \times 8 =$		
2.	$10 \times 8 =$		
3.	$8 \times 0 =$		
4.	$8 \times 5 =$		
5.	$2 \times 8 =$		
6.	$8 \times 3 =$		
7.	$8 \times 9 =$		
8.	$4 \times 8 =$		
9.	$7 \times 8 =$		
10.	$8 \times 1 =$		
11.	$6 \times 8 =$		

My score:

		Check	
12.	$16 \div 8 =$		
13.	$80 \div 8 =$		
14.	$56 \div 8 =$		
15.	$48 \div 8 =$		
16.	$64 \div 8 =$		
17.	$32 \div 8 =$		
18.	$8 \div 8 =$		
19.	$0 \div 8 =$		
20.	$72 \div 8 =$		
21.	$40 \div 8 =$		
22.	$24 \div 8 =$		

My score:





How I can improve: \_\_\_\_\_

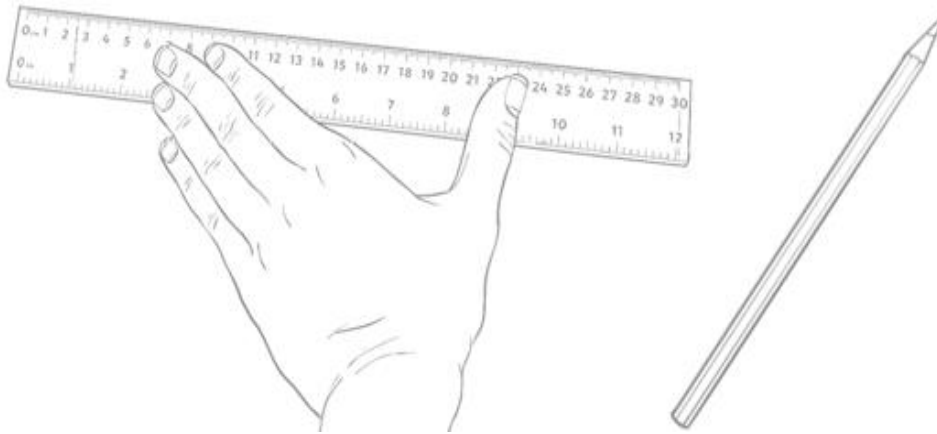
### Measurement - Length

First Task: Choose six objects from around your house. Estimate how long you think the object is in centimetres, then use a ruler to measure it.

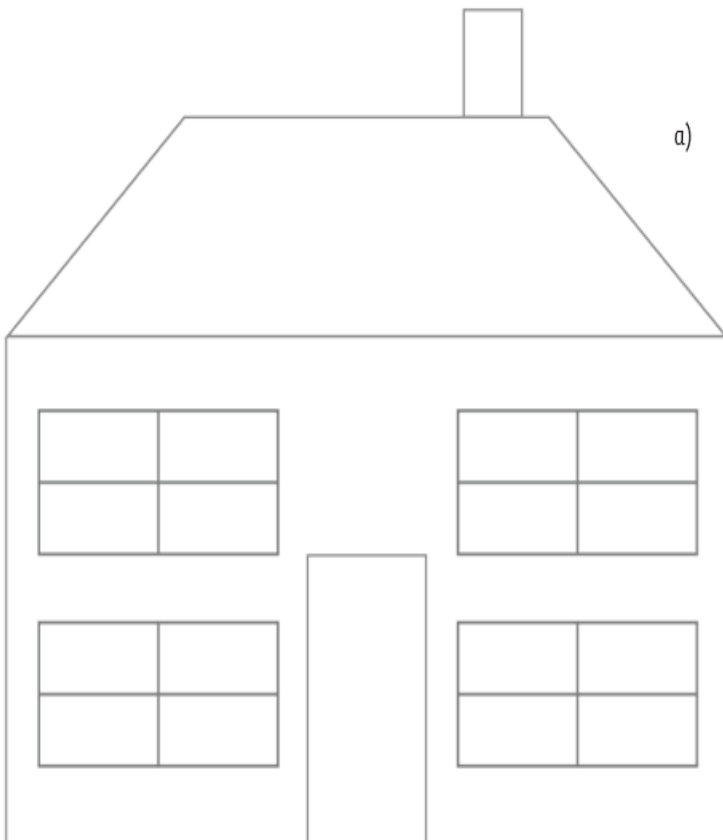
List your items, your estimate and actual length.

Second Task: Use your ruler to measure the lines below:

a)		<input type="text" value=""/> cm
b)		<input type="text" value=""/> cm
c)		<input type="text" value=""/> cm
d)		<input type="text" value=""/> cm



Third Task: Use your ruler to find the measurements:



a) The height of the house to the top of the roof, not including the chimney.

\_\_\_\_\_

b) The height of the door.

\_\_\_\_\_

c) The width of the window.

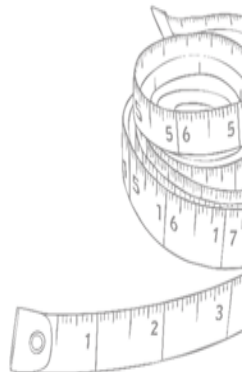
\_\_\_\_\_

d) The width of the house.

\_\_\_\_\_

e) The height of the chimney.

\_\_\_\_\_



## Creative Arts – Roll a Picasso

**Learning intention:** Students create a Picasso portrait using random selection to choose facial features.

**Information:** On a scrap piece of paper spent a few minutes attempting to draw the facial features (eyes, nose etc) from the table below as practise. Then have a go at completing a picture using the steps below. This is an activity that you could complete over a few days.]

- Step 1. Roll a dice or randomly choose a number to select shape of the face.
- Step 2. Roll a dice or randomly choose a number to select the first eye.
- Step 3. Roll a dice or randomly choose a number to select the second eye.
- Step 4. Roll a dice or randomly choose a number to select shape of the nose.
- Step 5. Roll a dice or randomly choose a number to select the mouth.
- Step 6. Roll a dice or randomly choose a number to select the first ear.
- Step 7. Roll a dice or randomly choose a number to select the second ear.
- Step 8. Use bright coloured pencils, ~~textas~~ or crayons to make your art work similar to a real Picasso!

If you enjoyed this activity, please repeat it so you can create another awesome artwork!

Remember to upload photos so we can admire and share your artistic talents.

# Roll a Picasso

	Roll 1	Roll 2	Roll 3	Roll 4	Roll 5	Roll 6	Roll 7
	Head Shape	1st eye	2nd eye	Nose	Mouth	1st ear	2nd ear
