



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.

		<h2 style="text-align: center;">Lynwood Park Public School</h2> <h3 style="text-align: center;">Learning From Home Whole School Timetable</h3> <h3 style="text-align: center;">Stage 3 - Term 3 Week 7</h3>				
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
20 mins	Reading	Reading	Reading	Reading	Reading	
20 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 3 Term 3 Week 7 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Reading</b>	<p><b>Reading</b></p> <p>Read <i>Stranded on an Island</i>.</p>	<p><b>Reading</b></p> <p>Read <i>Fears for Spelling in the Digital Age</i>.</p>	<p><b>Reading</b></p> <p>Read <i>Fears for Spelling in the Digital Age</i> and / or <i>Stranded on an Island</i></p>	<p><b>Reading</b></p> <p>Read a text of your choice for 20 minutes. It could be one of your school magazines or another text you have at home.</p> <p>Please record what you read and for how long you read.</p>	<p><b>Reading</b></p> <p>Read a text of your choice for 20 minutes. It could be one of your school magazines or another text you have at home.</p> <p>Please record what you read and for how long you read.</p>
<b>Morning</b>	<p><b>Comprehension / Word Work</b></p> <p><u>WOW – Word of the week</u></p> <p>Word – eligible</p> <p>Complete the WOW activity below.</p>	<p><b>Comprehension / Word Work</b></p> <p><u>Glossary Words</u></p> <p>Complete the below activity based on <i>Fears for Spelling in the Digital Age</i>.</p>	<p><b>Comprehension / Word Work</b></p> <p><u>Question Time</u></p> <p>Complete the below activity based on <i>Fears for Spelling in the Digital Age</i>.</p>	<p><b>Comprehension / Word Work</b></p> <p><u>Question Time - Stranded</u></p> <p>Complete the below Pobble 365 activity based on the image 'Stranded'.</p>	<p><b>Comprehension / Word Work</b></p> <p><u>Spelling test</u></p> <p>Please ask someone in your house to give you a spelling test. Please record your results and include them in your assignment today.</p>
<b>English</b>	<p><b>Writing</b></p> <p><u>Spelling</u></p> <p>Complete the attached spelling activities.</p>	<p><b>Writing</b></p> <p><u>Narrative</u></p> <p>Carefully read the instructions below to write your own story based on <i>Fears for Spelling in the Digital Age</i>.</p>	<p><b>Writing</b></p> <p><u>Narrative – Pull Apart</u></p> <p>Complete the below activity using your Monday reading <i>Stranded on an Island</i>.</p>	<p><b>Writing</b></p> <p><u>Narrative – Story Starter</u></p> <p>Complete the below Pobble 365 activity based on the image 'Stranded'.</p>	<p><b>Writing</b></p> <p><u>Handwriting</u></p> <p>Complete the handwriting activity attached below.</p>
<b>Break</b>					

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Middle Mathematics</b>	<b>Mathematics</b> Task 1 – Math Mentals Task 2 – Percentages Task 3 – Fractions, decimals and percentages	<b>Mathematics</b> Task 1 – Math Mentals Task 2 – Your name fraction	<b>Mathematics</b> Task 1 – Math Mentals Task 2 – Percentage: Create a design	<b>Mathematics</b> Task 1 – Math Mentals Task 2 – Finding Area Task 3 – Open ended area task Task 4 – Challenge (optional)	<b>Mathematics</b> Task 1 – Number of the Day Task 2 – Area of irregular shapes
<b>Middle</b>	<b>Fitness</b> Select 5 movements (squats, star jumps, lunges, burpees, push ups, high knees etc) If you can, put a timer on for 1 minute and count how many of 1 movement you can do in each minute (5 minute total). Then run as many times as you can around your backyard or an outside area near your house or apartment.	<b>Fitness</b> Repeat yesterday's fitness. Have you made any improvement?  OR Free choice Eg bike ride, a walk with your family, catching and throwing with a family member.	<b>Fitness</b> Repeat Monday's fitness. Have you made any improvement?  OR Free choice Eg bike ride, a walk with your family, catching and throwing with a family member.	<b>Fitness</b> Repeat Monday's fitness. Have you made any improvement?  OR Free choice Eg bike ride, a walk with your family, catching and throwing with a family member.	<b>Fitness</b> Repeat Monday's fitness. Have you made any improvement?  OR Free choice Eg bike ride, a walk with your family, catching and throwing with a family member.
<b>BREAK</b>	RECESS	RECESS	RECESS	RECESS	RECESS
<b>Afternoon</b>	<b>Science and Technology</b> <u>Plastic – not so fantastic</u> Complete the activity below all about recyclable items.	<b>Personal Development</b> <u>Gratefulness</u> It is important to remember the things in our life that make us happy and why they make us happy. Complete the attached activity about being thankful	<b>Creative Arts</b> <u>Pobble 365 - Stranded</u> Complete the attached activity thinking about a different view if you were stranded.	<b>Geography</b> <u>Asia - Employment and Lifestyle</u> Complete the activities below about the consumption of rice in Asian countries.	<b>Catch Up</b> This time is for you to catch-up on any work you have not finished this week. If you are looking for extra activities you can complete any of the optional activities listed below.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Optional Extension activities</b>	<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):</p> <ul style="list-style-type: none"> <li>- READ READ READ!!! Reading everyday makes you a better reader.</li> <li>- <a href="https://www.studyadder.com.au/login/account?lc_set=">https://www.studyadder.com.au/login/account?lc_set=</a> - you will need your username and password to log in</li> <li>- 'Education Live' talk with presentations from Taronga Zoo zookeepers, scientists, authors and other people who are experts in what they do. Visit the 'learning from home' website to watch the live stream every day! <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></li> <li>- Read up on some kid's news at <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a></li> <li>- <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></li> <li>- <a href="https://www.fizzicseducation.com.au/">https://www.fizzicseducation.com.au/</a></li> <li>- <a href="https://www.headspace.com/meditation/kids">https://www.headspace.com/meditation/kids</a></li> <li>- PE with Joe - Click the link and follow along with the workout.</li> </ul>				

## Monday – Reading – Stranded On An Island

Written by: Emily Price, Grade 4 - Short Story (2009)

<https://www.write4fun.net/view-entry/88639>

On Friday Mum and Dad decided to go to an island on our boat. We were leaving on Saturday and going for three days. We were cruising along when I saw the perfect island. Then just for a bit of fun I shouted, “land a hoi” and we all laughed.

When we got on the island I saw a beautiful young brumby with a shiny black coat. I got some rope to make a lasso, it took a couple of goes but finally I got him.

The next day when I woke up, I got dressed and came out of my tent. I had breakfast and saw that the boat had floated away. “Oh no”, I said to myself. It must have been that storm last night. I decided to tame my brumby so I could ride it around and see if there was anything to eat. Mum had only packed enough food and water for three days. We wouldn’t have enough if we had to stay longer. I felt very worried. Just then Mum and Dad woke up. So I told them what had happened.

I went to my horse and said to myself I hope he’s a good one, because I didn’t have any riding gear. I had my fingers crossed as I undid the rope. I walked him around for a while. Then I decided to ride him. He bucked five times and I fell off a few times but it didn’t hurt. I only got some bruises and scratches it took about three days to tame him. We were almost out of fresh water and there was hardly any food left. At last I hopped on him and told Mum and Dad that I was going to try and find some food. I rode away with an apple and a bottle of water. I had been riding for an hour when I saw a beautiful valley. I felt like I was in paradise. There were bananas, mangos and lots of different fruits. In a pool under a huge waterfall there were lots of fish. On the hill I could see some goats.

I immediately went back to tell Mum and Dad what I saw. They packed up all the tents and got as much food and water as they could. We were traveling for a while but at last we got there. They immediately set up because they couldn’t wait to start picking fruit. They saw that there were lots of fish and got the fishing lines out. We also milked the goats. Mum got some water and Dad picked some fruit. We all had a feast, even the horse. The next day Mum and Dad came up with a plan to get back home. Mum found some old wood to make a raft. We collected lots of strong vines to put the raft together, stocked up on food and water, and we set sail. It was the best holiday ever.

THE END

## Monday - WOW

### Word of the week – eligible

*Learning Intention – Students use interesting language to engage the audience*

Definition: \_\_\_\_\_

How many syllables: \_\_\_\_\_

Synonyms: \_\_\_\_\_

Antonyms: \_\_\_\_\_

Write an imaginative paragraph using the WOW word (please write on a google doc, workbook or blank piece of paper).

## Monday - Spelling Week 7

*Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words*

sight	Rule – double consonants	Rule – double consonants	English	Science	Extension
prompt primary quite raise royal	rabbit mammoth daffodil jewellery hurricane	innocent saddle porridge passenger broccoli	slippery sluggish automated abruptly foliage	absorbent acrylic cotton elastane fabric	exaggerate abattoir accelerate antenna sapphire

1. Write out your spelling list words in your homework and spelling book.
2. Write out this week's spelling rule: **Double consonants inside words**
3. Write 10 more words that have double consonants.
4. Write a spelling rule for 5 of your words that can help you remember how to spell them.
5. Unjumble the spelling words:  
a) Iraoy      b) neetaasl      c)dalesd      d)dfolaifd      e)pehsraip
6. Syllable sort – put your words into groups according to how many syllables they have.
7. Create as many words as you can using the letters in the word 'passenger. You can use letters more than once. What is the longest word you can create?

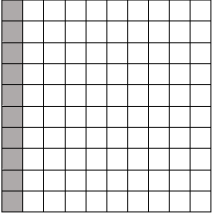
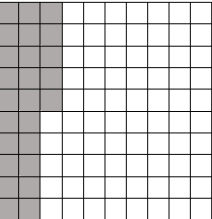
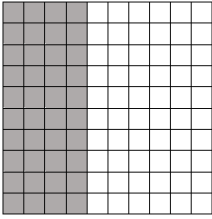
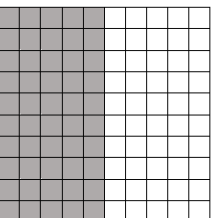
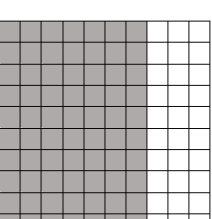
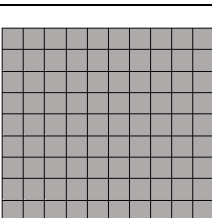


Task 3 – Equivalent fractions, decimals and percentages

*Learning Intention –Students can make connections between equivalent fractions, decimals and percentages*

Complete the table below that show equivalent fractions, decimals and percentages.

Note\*\* Equivalent means the same\*\*

Visual	Fraction	Hundredths	Decimal	Percentages
	$\frac{1}{10}$	$\frac{10}{100}$	0.10	10%
		$\frac{25}{100}$		
	$\frac{4}{10}$			
			0.50	
				70%
	$\frac{10}{10}$			



## Monday – Science: Plastic – not so fantastic!

*Learning Intention – Students identify the properties of a material that make it suitable for a particular purpose and understand that some choices of materials are more sustainable than others.*

The recycling symbol (shown below) appears on all types of packaging in Australia. Plastic packaging has a plastic code number inside the symbol. Use the information on the next page to learn more about the kinds of information displayed on packaging. Create your own poster to show what you have discovered. You need to include pictures, written facts and lots of colour.



**RECYCLE** Why waste it? When you can recycle it.

AVOID REDUCE RE-USE RECYCLE COMPOST

whichbin.com.au

EastWaste

**RECYCLE** Why waste it? When you can recycle it.

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whichbin.com.au

EastWaste

## WHAT DO THE NUMBERS ON PLASTICS REALLY MEAN, ARE THEY RECYCLABLE?



The number to found on the bottom of plastics is not a recycling symbol but rather a **plastic or resin identification code**. It advises what type of plastic the item is made from but not if it is recyclable. Most hard plastics coded 1-7 can be recycled in your yellow lidded recycling bin except for expanded polystyrene foam and plastic bags or .

	Common forms	Can it be recycled in the yellow lidded bin?
 <b>PET</b> Polyethylene terephthalate	water, soft drink and sport drink bottles, condiment bottles, peanut butter, vegemite and jam jars. 	<b>YES</b> as these items are a rigid/hard plastic, they can be recycled through your recycling bin. However if you can, avoid purchasing plastic bottles and choose to use re-usable, refillable or glass bottles instead.
 <b>HDPE</b> High density polyethylene	milk and juice bottles, detergent, shampoo and conditioner bottles, water pipes and grocery bags. 	<b>YES</b> the rigid/hard plastic items can be recycled through your recycling bin. However lightweight soft plastic grocery bags cannot be recycled in the recycling bin. They get caught up in the machinery at the materials recycling facility (MRF) and mix with other materials such as paper. You can recycle your plastic bags and other soft plastics through the REDcycle bins found at Coles and some Woolworths stores.
 <b>PVC</b> Polyvinyl chloride	(flexible or rigid) used for plumbing pipes, clear cordial and juice bottles, bubble wrap, cling wrap, children's toys and play mats, tablecloths, and vinyl flooring. 	<b>YES</b> the rigid/hard plastic items can be recycled through your recycling bin. Soft plastics, mats and flooring cannot be recycled in the recycling bin. Soft plastic such as bubble wrap and cling wrap can be recycled in the REDcycle bins found at Coles and some Woolworths stores.
 <b>LDPE</b> Low density polyethylene	Bread bags, dry cleaning bags, newspaper bags, produce bags and bin liner bags as well as a lining in milk cartons and takeaway beverage cups. 	<b>NO</b> lightweight soft plastic bags cannot be recycled in the yellow lidded recycling bin. They get caught up in the machinery at the materials recycling facility (MRF) and mix with other materials such as paper. You can recycle your plastic bags and other soft plastics through the REDcycle bins found at Coles and some Woolworths stores.

	Common forms	Can it be recycled in the yellow lidded bin?
 <b>PP</b> Polyethylene	Ice cream containers and lids, yoghurt, margarine and butter containers, juice bottles, bottle caps, straws, plant pots and plastic takeaway containers. 	<b>YES</b> rigid hard plastic containers can be recycled. Bottle caps can be placed in loose however straws should be contained in a plastic bottle.
 <b>PS</b> Polystyrene	Foam cups and takeaway containers, moulded packaging, packing peanuts, meat trays, yoghurt, margarine and butter containers. 	<b>NO</b> expanded polystyrene—foam cups, takeaway containers and packaging cannot be recycled in your recycling bin. Polystyrene breaks up into many small pieces and contaminates recyclable materials. Rigid, hard forms such as yoghurt and margarine containers can be recycled in your recycling bin.
 <b>OTHER</b> Bisphenol and others	Nylon, safety and prescription glasses, sunglasses, baby milk bottles, headlight lenses, CDs and DVDs, water cooler bottles. 	<b>YES &amp; NO</b> As the number 7 includes a range of plastic types and items, the recyclability of these will depend on the individual item. Nylon, CD's and DVD's cannot be recycled through your recycling bin however baby milk bottles, safety glasses, headlight lenses and water cooler bottles can.

IF YOU ARE STILL NOT SURE WHICH BIN TO PUT IT IN, VISIT THE WHICHBIN.COM.AU WEBSITE.



**EastWaste**



### Fears for spelling in the digital age

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Kamahl Cogdon and Diana Jenkins, February 25, 2021 6:30PM Kids News

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**NEWS**

Reading level: **Red**

Social media and text messaging are killing kids' spelling skills, most Australians fear.

A survey reveals more than two-thirds of adults are worried about the spelling abilities of children, saying standards have eroded\* as technology has taken hold.

The online poll\* by personal finance app Humaniti found that while 97 per cent rated spelling as important, 67 per cent were very or somewhat concerned about how well children can spell.

And it's not just kids they were worried about, with 66 per cent saying spelling standards had slipped in Australian society overall.

They pointed the finger at technology, with social media and text messaging seen as the main culprit\*. This was closely followed by a reliance on smartphones and voice-controlled technology like Siri.

Combined, these were considered the main reasons for spelling decline by 67 per cent of respondents.

When asked for other reasons, a decrease in reading books was blamed by 42 per cent, while laziness was blamed by 26 per cent and education blamed by 20 per cent.

Literacy expert Dr Jennifer Buckingham said NAPLAN results showed "patchy" progress on spelling since national testing was introduced in schools in 2008.

And she said parents' concerns should not be dismissed.

"I think parents are pretty good bellwethers\* with this sort of thing," Dr Buckingham said.

"If parents are worried about this then I think it's something schools should be looking at."

But Dr Buckingham, a phonics\* advocate\* and the director of strategy at literacy program provider MultiLit, said the way technology was taking a toll on spelling was different to what people might think.

Dr Buckingham said there was little research at the moment to show a link between social media use and worsening spelling, but there was evidence that the shift away from handwriting in favour of typing and texting was hurting spelling ability.

"The thing that's most likely to impact on it is the crowding out of handwriting," Dr Buckingham said.

“There is a lot of evidence that handwriting is very important for learning spelling because that fine motor process of forming the letters in handwriting helps children to learn the letter and also to learn the letter patterns that contribute to their spelling.”

The Humaniti survey of 1662 adults, including more than 600 parents of school aged children, revealed technology was overwhelmingly seen as a negative when it comes to kids’ spelling.

The negative impact was seen as either significant or moderate by:

- 88 per cent for text and chat messaging;
- 86 per cent for social media;
- and 75 per cent for voice-controlled assistants like Siri.

Only 4 per cent believed these digital-age obsessions\* had a positive impact on a child’s spelling ability.

But Australian Catholic University literacy teaching expert Professor John Munro said the spelling and language young people used in SMS did not necessarily follow into other areas of their life.

He said SMS was just one of the “cultures” today’s students lived in and they adapted their communication to suit, just like they did when speaking to their teachers or parents compared to their friends.

“Could SMS language, social media language impact (spelling)? It could if the student isn’t learning to survive in multiple cultures,” Prof Munro said.

“If there is one thing the 21st century requires kids to be able to do, it is to live in multiple cultures.”

## **Tuesday – Glossary Words**

### **Fears for spelling in the digital age**

Learning intention: Students use a word from a glossary in their own sentence.

Instructions: The words listed below are glossary words from *Fears for spelling in the digital age*. Use these words in your own sentences. Try to use a variety of sentences e.g. simple, compound and complex. Make sure your sentences make sense.

Additional optional challenge: Try to use as many glossary words as possible in one sentence.

Glossary:

eroded – been gradually destroyed

poll – taking of people’s opinion

culprit – the source or cause of a problem

bellwethers – signs of a trend

phonics – the method of teaching reading by sounding out letters

advocate – a person who recommends or supports something

obsession - things people love or always think about

## Tuesday – Writing – Narrative

### Fears for spelling in the digital age

Learning intention: Students write a narrative using a topic from an information text they have read.

Instructions: Write your own story about a child who loses their ability to spell because of the digital age. Ideas include: a child who spend too much time wearing a headset to game and so talks, not needing to write or a child who texts using codes and shortening of words and loses the ability to spell any word correctly.

Please include:



- an introduction (who, what, where, when)
- 2 - 3 paragraphs which explain your big ideas (develop to a problem)
- and a conclusion.

Also remember to edit for:

- spelling mistakes
- capital letters
- full stops
- paragraphs
- interesting vocabulary
- does my writing make sense?

## Tuesday Maths Activities

### Task 1 - Mentals

1.  $22 - 11 =$  \_\_\_\_
2.  $34 + 47 =$  \_\_\_\_
3.  $0 \times 10 =$  \_\_\_\_
4.  $96 \div 8 =$  \_\_\_\_
5.  $55 \div 11 =$  \_\_\_\_
6. Round 39056 to the nearest thousand.  
\_\_\_\_\_
7. Write these numbers in descending order:  
90767, 67381, 32141, 64244, 20418, 33899.  
\_\_\_\_\_
8. Complete this counting pattern: 11, 14, 17,  
20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9. Complete this counting pattern: 21, 26, 31,  
36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
10. What is the sum of 77, 10 and 14? \_\_\_\_
11. Share \$90 between 10 children. \_\_\_\_\_
12. What is the price after taking 50% off \$95?  
\_\_\_\_\_
13. What is  $\frac{1}{10}$  of 260? \_\_\_\_
14. What is  $\frac{1}{6}$  of 12? \_\_\_\_
15. Write these decimals in ascending order:  
0.89, 0.66, 0.35, 0.89 \_\_\_\_\_
16. Write these decimals in descending order:  
0.87, 0.92, 0.64, 0.89 \_\_\_\_\_
17. 180 minutes = \_\_\_\_\_ hours
18. The length of a rectangle's sides are 79cm  
and 36cm. What is its perimeter? \_\_\_\_
19. How many edges does a  
triangle-based pyramid have?  

20. Which star has the highest  
chance of being selected?  
Black or white? \_\_\_\_  


## Task 2 – Your Name in fractions

*Learning Intention – Students can create fractions based on the number of letters in their name*

Write your name in the blank sport at the top. How many letters do you have in total? This will be your denominator (the number down the bottom of the fraction). Each letter of your name represents 1 part.

I have done an example for you:

C	O	O	P	E	R
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
My name has: <b>6 equal parts</b>	Each letter of my name represents the unit fraction: $\frac{1}{6}$		The fraction of vowels in my name is: $\frac{3}{6}$	The fraction of consonants in my name is: $\frac{3}{6}$	

Now its your turn! Create your name in fractions. Do your first name and then your last name. Once you have done both names, choose 3 spelling words to do!

My name has: <b>___ equal parts</b>	Each letter of my name represents the unit fraction: <b>___</b>	The fraction of vowels in my name is: <b>___</b>	The fraction of consonants in my name is: <b>___</b>

My name has:  ___ equal parts	Each letter of my name represents the unit fraction:  _____	The fraction of vowels in my name is:  _____	The fraction of consonants in my name is:  _____

My name has:  ___ equal parts	Each letter of my name represents the unit fraction:  _____	The fraction of vowels in my name is:  _____	The fraction of consonants in my name is:  _____

My name has:  ___ equal parts	Each letter of my name represents the unit fraction:  _____	The fraction of vowels in my name is:  _____	The fraction of consonants in my name is:  _____

## Tuesday – Gratefulness

Learning intention: Students recognise things in their everyday life for which they can be thankful.

Instructions: Think about your everyday life and draw pictures to fill in the boxes below.

I am thankful for my...

home

These are things I like about my home.

I am thankful for my...

food

These are things I like to eat.

I am thankful for my...

family

These are things I like about my family.

I am thankful for my...

friends

These are things I like about my friends.



## Wednesday – Question Time

### Fears for spelling in the digital age

Learning intention: Students answer comprehension questions related to an informative text they have read.

Instructions: On a google doc or on paper use full sentences to answer these questions. Your answers should be  $\frac{3}{4}$  - 1 page worth of writing in total.

1. What do people see as the main reason for declining spelling ability?
2. Name two other reasons people think spelling is getting worse.
3. How many people took part in the survey?
4. What national test has been done in schools since 2008?
5. What does Dr Buckingham believe is important for learning spelling?

Optional challenge: Write 5 of your own questions related to this text.

## Wednesday – Narrative Pull-Apart

### Stranded on an Island



Learning intention: Students identify the different parts of a narrative they have read

Instructions: After reading (and re-reading) Stranded on an Island, you need to use dot points (not full sentences) to complete the below plan of a narrative. All the information you need is in the text 'Stranded on an Island'.

Paragraph 1	Setting: where are the characters in this story <hr/> <hr/> <hr/> <hr/>	Characters: names and important details <hr/> <hr/> <hr/> <hr/>
Paragraph 3	Introduce the problem – include place / time / characters / event <hr/> <hr/> <hr/> <hr/> <hr/>	
Paragraph 4	Develop the problem – include place / time / characters / event <hr/> <hr/> <hr/> <hr/> <hr/>	
Paragraph 5	Conclusion – include place / time / characters / event <hr/> <hr/> <hr/> <hr/> <hr/>	

## Wednesday Maths Activities

### Task 1 - Mentals

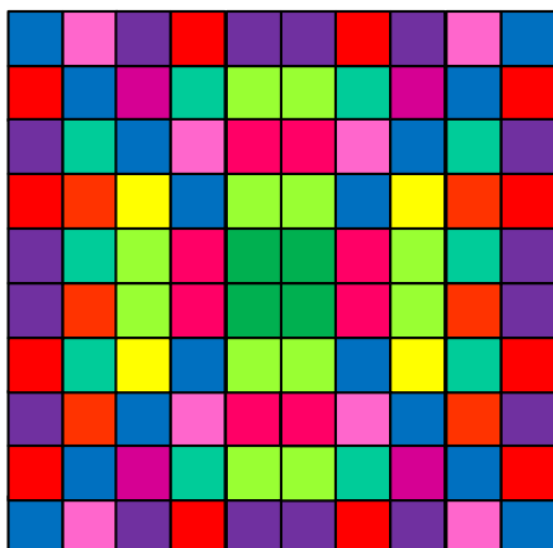
- $11 - 10 = \underline{\quad}$
- $73 + 33 = \underline{\quad}$
- $24 \div 8 = \underline{\quad}$
- $0 \times 7 = \underline{\quad}$
- $10 \times 6 = \underline{\quad}$
- Round 71491.20 to the nearest whole number.  $\underline{\quad}$
- Write the numeral for forty-five thousand and sixty:  $\underline{\quad}$
- Complete this counting pattern: 32, 39, 46, 53,  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$
- Complete this counting pattern: 29, 33, 37, 41,  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$
- What is the sum of 13, 74 and 74?  $\underline{\quad}$
- Share \$7 between 7 children.  $\underline{\quad}$
- $\$1.00 + 50 \text{ cents} + 5 \text{ cents} = \underline{\quad}$
- What is  $\frac{1}{10}$  of 500?  $\underline{\quad}$
- What is  $\frac{1}{8}$  of 56?  $\underline{\quad}$
- Write these decimals in descending order: 0.38, 0.17, 0.59, 0.28  $\underline{\quad}$
- Write these decimals in ascending order: 0.78, 0.64, 0.89, 0.15  $\underline{\quad}$
- If it was 9:29 in the night, would you write am or pm?  $\underline{\quad}$
- If a square has a perimeter of 108cm, what is the length of a side?  $\underline{\quad}$
- How many edges does a square-based pyramid have? 
- Which circle has the lowest chance of being selected? Black or white?  $\underline{\quad}$  

### Task 2 – Percentages: Create a design

*Learning Intention – Students can represent fractions out of 100 as percentages*

Using 8 or more different colours, shade in ALL of the boxes in the grid to create a design. Make sure to use different amounts of at least 5 of your colours. For example, don't shade 10 blue, 10 green, 10 red, 10 purple, 10 yellow, 10 pink, 10 black...etc. Have some variety. For example: 10 pink, 6 red, 8 green, 12 blue etc. Record each colour below, with the fraction, decimal and percent of the whole. For example: If you shaded in five blocks pink: Pink:  $\frac{5}{100}$ , 0.05, 5%

I have provided an example for you:



Blue: $\frac{16}{100} = 0.16 = 16\%$
Teal: $\frac{10}{100} = 0.1 = 10\%$
Green: $\frac{4}{100} = 0.04 = 4\%$
Dark Purple: $\frac{16}{100} = 0.16 = 16\%$
Light Pink: $\frac{8}{100} = 0.08 = 8\%$
Fuchsia: $\frac{8}{100} = 0.08 = 8\%$
Light Purple: $\frac{4}{100} = 0.04 = 4\%$
Yellow: $\frac{4}{100} = 0.04 = 4\%$
Lime Green: $\frac{12}{100} = 0.12 = 12\%$
Red: $\frac{12}{100} = 0.12 = 12\%$
Orange: $\frac{6}{100} = 0.06 = 6\%$

Now it's your turn:

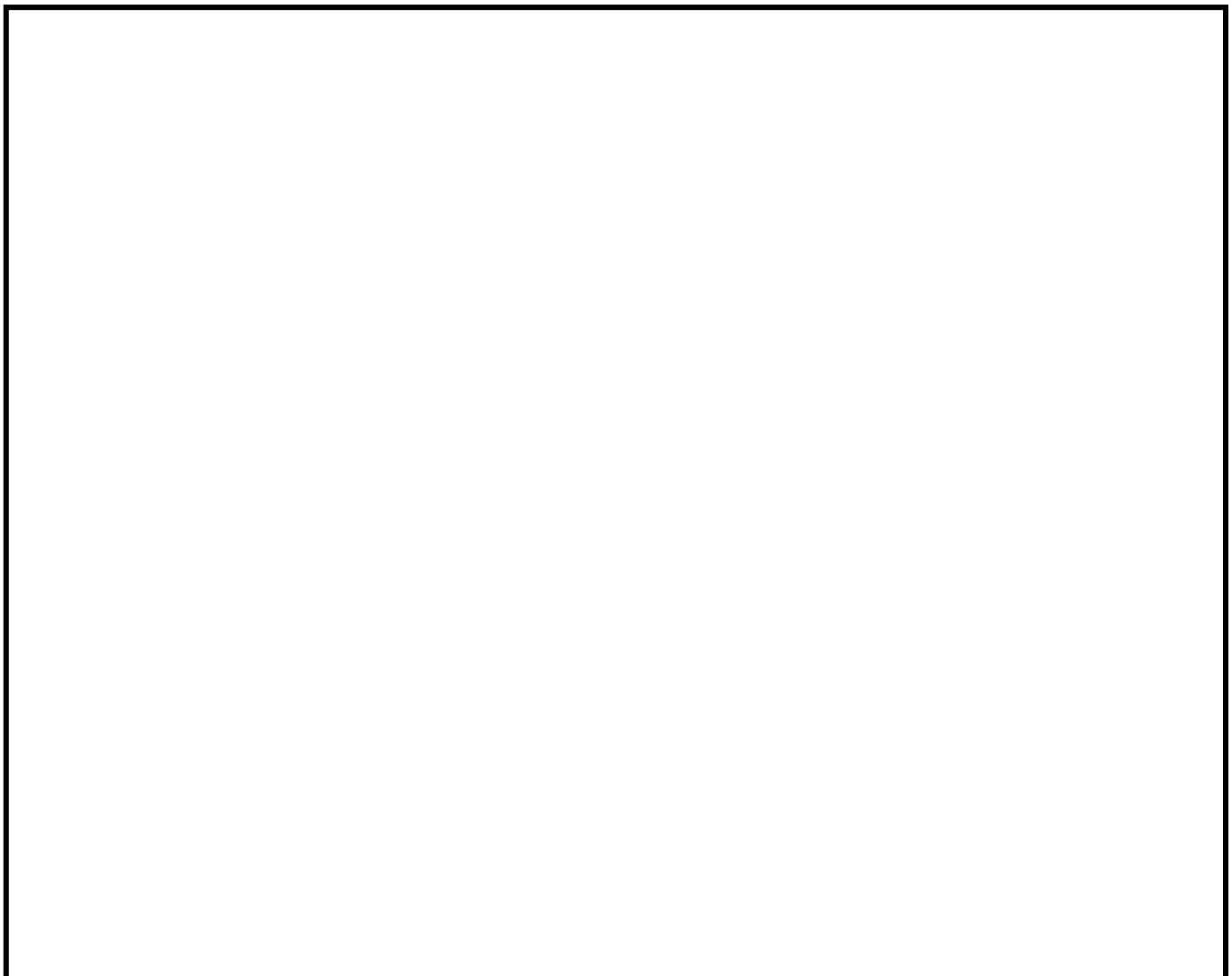

Your percentages =  $\frac{\text{number of squares coloured}}{100 \text{ squares}} = \text{_____}\%$

## Wednesday – Creative Arts – Pobble 365 - Stranded



Learning intention: Students visualise and draw a different perspective from an image they can see.

Information: On a piece of paper draw a scene. Imagine you are stranded on an island. Choose a view that you would like to draw: looking out to the ocean, looking up to the sky, looking into the water or looking into the trees on the island. Think about all the details. What will you see? Clouds, birds, sun, waves, the horizon, fish, coral, trees, birds, snakes? Include as much detail as possible. Add colour to make it engaging.



## Thursday – Pobble 365 – Question Time – Stranded



**Learning intention:** Students answer questions related to a visual image.

**Instructions:** On a google doc or on paper use full sentences to answer these questions. Your answers should be  $\frac{3}{4}$  - 1 page worth of writing in total. Remember a picture says 1 000 words.

### **Question time**

- Who is telling the story? Who are they with? Why have the people arrived on the island for two months?
- If you had the chance to go on an island adventure and could only take 3 things, what would you take? Who would you choose to go with you and why?
- Where do you think this island might be?

## Thursday – Pobble 365 - Story Starter

### Stranded

**Learning intention:** Students use a story starter to continue writing a narrative.

**Instructions:** Looking at the picture in your comprehension today 'Stranded', on a google doc or on paper, continue this story by writing an additional 2 - 3 **paragraphs** ( $\frac{3}{4}$  – 1 page).

The trees, which stretched up far from the sandy shoreline, covered almost all of the small island. We sat there quietly, taking in the natural beauty that surrounded us.

Finally, we had made it to paradise, our home for the next two months. At that moment, as a faint rainbow painted the sky with colour, I felt a sense of anticipation about our time on the island. 'How will you cope without your phone?'

'What will you do for food?' 'Won't you be scared?' members of my family had asked. I didn't have answers to their questions but as the sun began to break through the clouds, I knew that the months ahead would be full of challenges and excitement...

**Continue the story.**

## Thursday Maths Activities

### Task 1 - Mentals

- $15 + 45 = \underline{\hspace{2cm}}$
- $29 - 27 = \underline{\hspace{2cm}}$
- $12 \times 10 = \underline{\hspace{2cm}}$
- $64 \div 8 = \underline{\hspace{2cm}}$
- $9 \div 9 = \underline{\hspace{2cm}}$
- Round 30981 to the nearest hundred.  $\underline{\hspace{2cm}}$
- Write 95062 in words:  $\underline{\hspace{4cm}}$
- Complete this counting pattern: 96, 107, 118, 129,  $\underline{\hspace{1cm}}$ ,  $\underline{\hspace{1cm}}$ ,  $\underline{\hspace{1cm}}$
- Complete this counting pattern: 69, 72, 75, 78,  $\underline{\hspace{1cm}}$ ,  $\underline{\hspace{1cm}}$ ,  $\underline{\hspace{1cm}}$
- What is the difference between 98 and 20?  $\underline{\hspace{2cm}}$
- Divide 580 by 2.  $\underline{\hspace{2cm}}$
- What is the price after taking 50% off \$13?  $\underline{\hspace{2cm}}$
- What is  $\frac{1}{7}$  of 42?  $\underline{\hspace{2cm}}$
- What is  $\frac{1}{12}$  of 48?  $\underline{\hspace{2cm}}$
- Write these decimals in ascending order: 0.49, 0.63, 0.70, 0.34  $\underline{\hspace{4cm}}$
- Write these decimals in descending order: 0.64, 0.82, 0.23, 0.96  $\underline{\hspace{4cm}}$
- What is 3:14 pm in 24-hour time?  $\underline{\hspace{2cm}}$
- The length of a rectangle's sides are 79cm and 73cm. What is its perimeter?  $\underline{\hspace{2cm}}$
- What type of angle is  $251^\circ$ ?  $\underline{\hspace{2cm}}$
- Which star has the highest chance of being selected?  
Black or white?  $\underline{\hspace{2cm}}$



### Task 2 - Area

*Learning Intention – Students find the area of regular quadrilaterals.*

The formula used to calculate the area of the rectangle is  
Area = length x width

Use the formula to calculate the area of these shapes.

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- 
- 
-

Task 3 – Open ended area task

*Learning Intention – Students find the area of regular quadrilaterals.*

Sketch 3 different rectangles that each have an area of 20cm.

Task 4 – Challenge (optional)

*Learning Intention – Students understand the difference between perimeter and area.*

Sketch 3 different rectangles that each have a perimeter of 20cm, but all have different areas.



## Thursday – Geography: Employment and Lifestyle

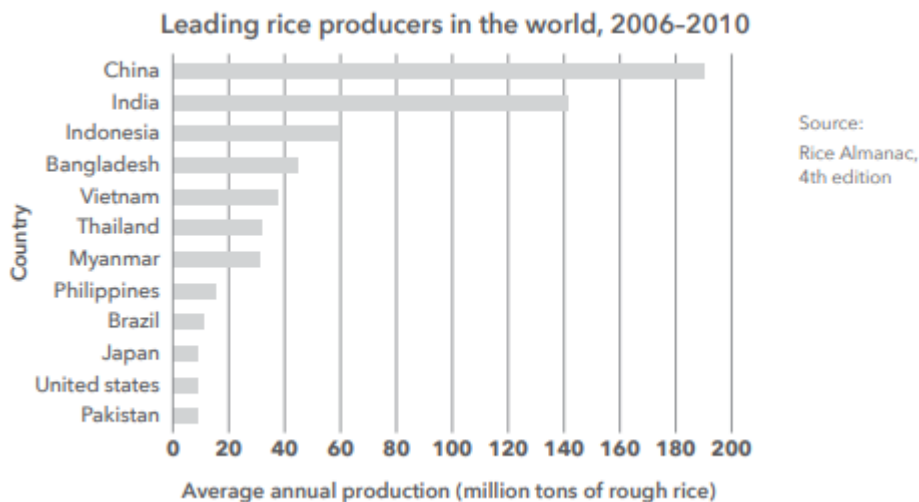
*Learning Intention – Students examine the lifestyle and social differences of certain places in Asia.*

The Asian continent is the largest consumer of rice in the world. There are more than 200 million rice farms across Asia. Rice growing sustains many of the poorer rural areas in Asia, employing millions of people each year. The Asian climate and landscape are well suited to rice growing so practices and processes have been well established over many years.

### Task 1 – Leading Rice producers in the world.

Interpret the information in the graphs about rice growing and consumption in Asia to decide if the following statements are true or false.

- India produces more rice than China.
- Bangladesh produces more rice than Japan and the Philippines combined.
- Asia produces most of the world's rice.
- More than 800 million tonnes of rice is grown each year by the leading producers.



### Task 2 – Rice consumption in Asia per person

On a separate piece of paper or using google sheets, make your own column or line graph with the following data.

#### Rice consumption in Asia per person in 2009

China 76 kg	Bangladesh 174kg	Vietnam 142kg	Russia 5kg	Myanmar 141kg
Pakistan 17kg	Japan 54kg	Thailand 133kg	Iran 23kg	North Korea 77kg

## Friday Handwriting

*Learning Intention – Students can use appropriate letter formations, joins and patterns.*

Use your neatest cursive (joined) handwriting to write the passage below in a book or on blank paper (scroll down to see passage).

Long Date

ABCDEFGHIJKLMN (write 3 times)

Abcdefghijklmn (write 3 times)

5 6 7 (whole row)

Globalization is the process in which people, ideas and goods spread throughout the world, spurring more interaction and integration between the world's cultures, governments and economies.

Most countries depend on other countries in one way or another. Whether it is for food, financial support or trade, we are becoming more globally connected. It is difficult for a country to exist in isolation. When something happens in one part of the world, it can often affect what happens in other parts of the world.

## Friday Maths Activities

Task 1 – Number of the Day

Number of the Day = 6825

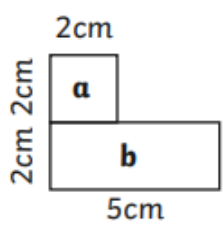
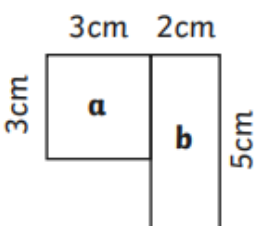
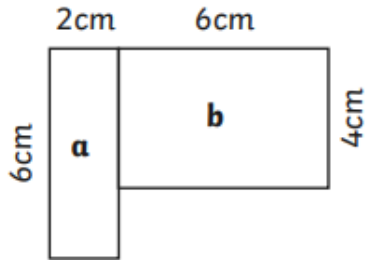
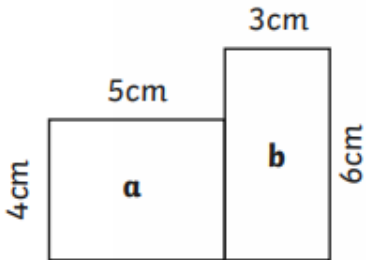
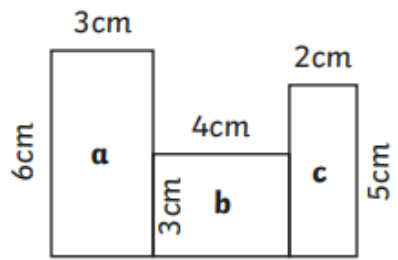
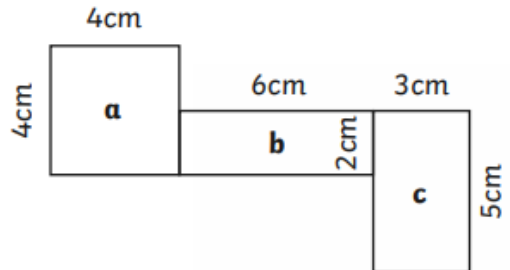
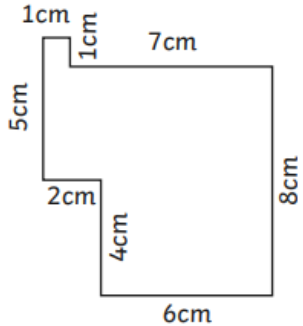
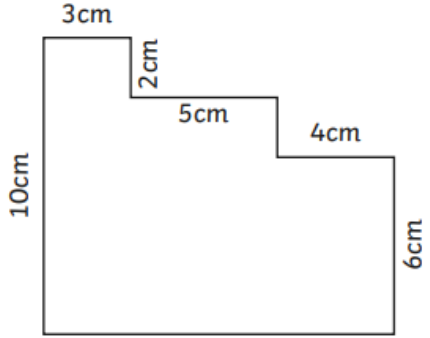
1. In words
2. 5 less
3. 20 more
4. Add 53.
5. Round to nearest 10
6. Next odd
7. Complete the pattern, add 6: 6825, \_\_\_\_, \_\_\_\_, \_\_\_\_
8. Prime or composite?
9. Divisible by 5?
10. Times 100.

Task 2 –

*Learning Intention – Students can find the area of irregular shapes.*

To calculate the area of an irregular shape, you need to find the area of the 2 shapes that have been joined together and add them together.

Find the area of the shapes below by adding together the areas each quadrilateral.

 <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>      Total: _____ cm<sup>2</sup></p>	 <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>      Total: _____ cm<sup>2</sup></p>
 <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>      Total: _____ cm<sup>2</sup></p>	 <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>      Total: _____ cm<sup>2</sup></p>
 <p>Area a: _____ cm<sup>2</sup>      Area c: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>      Total: _____ cm<sup>2</sup></p>	 <p>Area a: _____ cm<sup>2</sup>      Area c: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>      Total: _____ cm<sup>2</sup></p>
	

GO BACK AND MARK YOUR MATHS WORK FOR THIS WEEK!!

Maths answers will be uploaded to google classroom on Friday mornings.