



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.

<div>  <div> Lynwood Park Public School Learning From Home Whole School Timetable Stage 3 – Term 3 Week 8 </div>  </div>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
15 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 3 Term 3 Week 8 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reading	Reading Read a book you have at home or an article from a School Magazine. Please record what you read and for how long you read.	Reading Read Chapter 8 & 9 from 'Extra Time'.	Reading Read Chapter 9 & 10 from 'Extra Time'.	Reading Read Chapter 10 & 11 from 'Extra Time'.	Reading Read a book you have at home or an article from a School Magazine. Please record what you read and for how long you read.
Morning	Comprehension / Word Work <u>WOW – Word of the week</u> Word – terrain Complete the WOW activity below.	Comprehension / Word Work <u>Comprehension</u> Complete the activity below related to 'Extra Time'.	Comprehension / Word Work <u>Character Profile</u> Complete the activity below related to 'Extra Time'.	Comprehension / Word Work <u>Code your Reading</u> Complete the activity below related to 'Extra Time'.	Comprehension / Word Work <u>Spelling test</u> Please ask someone in your house to give you a spelling test. Please record your results and include them in your assignment today.
English	Writing <u>Spelling</u> Complete the attached spelling activities.	Writing <u>Narrative</u> <u>Building Ideas</u> Complete the activity below using words from your spelling list.	Writing <u>Persuasive</u> Complete the activity below, using the information from your Monday science lesson, plan to persuade an audience which material is best to make clothes.	Writing <u>Persuasive</u> Complete the activity below, using your plan from yesterday to write to persuade an audience which material is best to make clothes.	Writing <u>Handwriting</u> Complete the handwriting activity attached below.
Break					

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle Mathematics	Mathematics Task 1 – Math Mentals Task 2 – Percentages Task 3 - Percentages	Mathematics Task 1 – Math Mentals Task 2 – Decimals, Fractions and Percentages Task 3 – Decimals, Fractions and Percentages	Mathematics Task 1 – Math Mentals Task 2 – Percentage of a given amount Task 3 – Percentages continued	Mathematics Task 1 – Math Mentals Task 2 – Converting mass Task 3 – Converting Mass	Mathematics Task 1 – Number of the Day Task 2 – Converting mass Task 3 – Ordering objects based on weight
Middle	Fitness Keep a diary of physical activity you participate in each day this week. Record the time spent each time. How could you improve your throwing, catching or kicking skills? Respond: write a list of strategies you could use to improve your skills. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.	Fitness Complete the alphabet name workout (see attached). If you need a challenge complete the workout for your first and last name. OR Mindfulness Do a guided meditation on the smiling minds website or app. You do have to sign up but do not have to pay a subscription. www.smilingmind.com Alternatively, you could also try listening to some quiet music or sitting outside with your eyes closed and focus on what you can hear, feel and smell.	Fitness Keep a diary of physical activity you participate in each day this week. Record the time spent each time. How could you improve your throwing, catching or kicking skills? Respond: write a list of strategies you could use to improve your skills. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.	Fitness Complete the alphabet name workout (see attached). If you need a challenge complete the workout for your first and last name. OR Mindfulness Do a guided meditation on the smiling minds website or app. You do have to sign up but do not have to pay a subscription. www.smilingmind.com Alternatively, you could also try listening to some quiet music or sitting outside with your eyes closed and focus on what you can hear, feel and smell.	Fitness Keep a diary of physical activity you participate in each day this week. Record the time spent each time. How could you improve your throwing, catching or kicking skills? Respond: write a list of strategies you could use to improve your skills. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS

Monday		Tuesday		Wednesday	
Thursday		Friday			
Afternoon	Science and Technology <u>Plastic – not so fantastic</u> Complete the 2 activities below all about recyclable items.	Personal Development <u>Gratefulness – Coping with Change</u> Sometimes we focus on ourselves and don't stop to think about others. Complete the attached activity interviewing a family member.	Creative Arts <u>Mandala Mindfulness</u> Complete the attached activity focusing on the task you need to do.	Geography <u>A Hindu Birth</u> Complete the activity below about different ways to celebrate major life events.	Catch Up 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.
Optional Extension activities	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): <ul style="list-style-type: none"> - READ READ READ!!! Reading everyday makes you a better reader. - https://www.studyladder.com.au/login/account?lc_set= - you will need your username and password to log in - '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! https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home - Read up on some kid's news at https://www.kidsnews.com.au/ - https://www.abc.net.au/btn/ - https://www.headspace.com/meditation/kids - PE with Joe - Click the link and follow along with the workout. 				

WOW – Word of the week – terrain

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).

Spelling Week 8

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

sight	Rule – Silent letters	Rule – Silent letters	English	Geography	Extension
autumn Wednesday February August avenue	comb yolk scent sword answer	hour thumb wreck wrist honest	squawked skimmed plunging unfamiliar flashlight	hemisphere Thailand mountains Taiwan Beijing	scissors scheme guard science aisle

1. Write out your spelling list words in your homework and spelling book.

2. Write out this week's spelling rules:

Silent letters – sounds of these letters can't be heard when sounded out.

3. Write a spelling rule for 5 of your words that can help you remember how to spell them.

4. Use a thesaurus to find synonyms (word with similar meaning) for 5 of your words.

5. Write 5 interesting sentences using 5 different spelling words.

6. How many words can you find using the letters in the word **hemisphere**

Monday Maths Activities

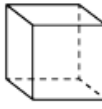

Task 1

1. $66 - 47 =$ _____
2. $83 + 64 =$ _____
3. $4 \times 7 =$ _____
4. $35 \div 5 =$ _____
5. $1 \times 6 =$ _____
6. Round 43420 to the nearest hundred.

7. Round 92567 to the nearest thousand.

8. Complete this counting pattern: 52, 61, 70, 79, _____, _____, _____
9. Complete this counting pattern: 87, 99, 111, 123, _____, _____, _____
10. What is the sum of 20 and 34? _____
11. What is the average of 9, 9 and 9?

12. 10 cents + 20 cents + 50 cents = _____
13. What is $\frac{1}{3}$ of 15? _____
14. What is $\frac{1}{7}$ of 21? _____
15. Write these decimals in ascending order: 0.14, 0.34, 0.63, 0.58 _____
16. Write these decimals in descending order: 0.61, 0.61, 0.51, 0.95 _____
17. How many minutes from 1:30 am to 4:30 pm? _____
18. The length of a rectangle's sides are 17cm and 65cm. What is its perimeter?

19. How many vertices does a cube have? 
20. Imagine these circles are in a bag. What is the probability of pulling out a white circle? 

Task 2 – Percentages

Learning Intention – Students can express decimals as percentages

Express these decimals as percentages.

$0.35 =$ 35 %	$0.7 =$ 70 %	$0.05 =$ 5 %
$0.78 =$ %	$0.5 =$ %	$0.09 =$ %
$0.24 =$ %	$0.2 =$ %	$0.04 =$ %
$0.56 =$ %	$0.6 =$ %	$0.01 =$ %
$0.99 =$ %	$0.9 =$ %	$0.07 =$ %
$0.14 =$ %	$0.1 =$ %	$0.03 =$ %
$0.62 =$ %	$0.8 =$ %	$0.06 =$ %

Task 3 –

Learning Intention – Students can express percentages as decimals.

Express these percentages as decimals.

76% = 0.76	70% = 0.7	6% = 0.06
33% =	80% =	7% =
56% =	90% =	9% =
79% =	40% =	5% =
15% =	20% =	1% =
29% =	60% =	8% =
99% =	10% =	8% =

Monday – Science: Fashionable Fabrics

Learning Intention – Students will be able to 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.

Task 1 - Imagine this is your wardrobe! Brainstorm all the different ways you could rearrange it and sort the clothes. Use the words in the vocabulary box below to help you.

Vocabulary

natural
synthetic

fibre
cotton

polyester
wool

nylon
elastane

sustainable
absorbent



Task 2 – Read the following information and make a mind map showing the most important notes about the properties of each type of material.

Cotton

Cotton is the most widely produced natural fibre in the world.

Cotton plants produce masses of white, fluffy fibres which are harvested, washed and spun into cotton yarns.

The yarns are used to make cotton fabrics such as flannel, jersey and denim.

Cotton crops require lots of water. In Australia it takes about 2400L of water to grow 1 kg of cotton.

Most cotton crops are sprayed with chemical insecticides and fertilisers.

Organic cotton is grown without any chemicals.

Properties of cotton

- Soft
- Quite strong
- Very absorbent (and dries quickly)
- Breathable
- Biodegradable

Products made from cotton

- T-shirts
- Denim jeans
- Cotton wool
- Towels



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Wool

Wool is a natural product.

The fleece of a sheep (or goat) is shorn, washed, combed out and spun into yarn.

The yarn is then knitted or woven into clothing, bedding and other products.

Wool is a renewable product, as sheep grow a new fleece every year.

Australia produces about a quarter of the world's wool – around 345 million kg a year.

It takes a lot of sheep to produce all that wool. Sheep need large areas of land to graze on and can damage the land and vegetation if not managed well.

Sheep release methane, a greenhouse gas.

Properties of wool

- Excellent insulator – it can keep things warm or cool
- Breathable
- Fire-resistant
- Biodegradable

Products made from wool

- Jumpers
- Scarves
- Blankets
- Insulation



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Polyester

Polyester is currently the most common fibre used for clothing in the world.

It is a synthetic fibre, made from chemicals that are found in crude oil, a non-renewable resource.

Polyester is chemically similar to plastic and is cheap to produce.

Polyester yarn can be woven into different types of fabrics, such as polar fleece and microfibre.

Polyester is often combined with other fabrics to make them stronger, more durable and less likely to wrinkle.

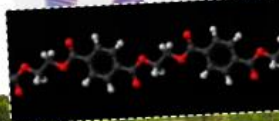
Polyester sheds tiny microfibrils into the water when it is washed.

Properties of polyester

- Strong
- Breathable
- Doesn't wrinkle
- Water resistant
- Cheap to produce
- Melts when heated, can cause severe burns
- Non-biodegradable

Products made from polyester

- Tents
- Ropes
- Sleeping bags
- Sports shirts
- Doonas and pillows



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Nylon

Nylon was the world's first synthetic fibre, developed in 1939.

It is produced by a reaction between two chemicals that come from the refining of crude oil.

Nylon replaced the wool and silk being used for stockings worn by ladies in the 1940s.

It is not often used for clothing on its own, except for waterproof clothing such as raincoats and ski pants.

It is combined with other fabrics to make them quicker drying, wrinkle free and cheaper.

Nylon sheds tiny microfibrils in water when it is washed.

Properties of nylon

- Very strong
- Very durable
- Water resistant
- Not breathable
- Melts when heated, can cause severe burns
- Not biodegradable

Products made from nylon

- Umbrellas
- Stockings
- Toothbrush bristles
- Carpet
- Tents
- Suitcases



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Elastane/spandex (Lycra)

Elastane, spandex and Lycra are all names for the same synthetic fabric.

Like polyester and nylon it is chemically similar to plastic.

The chemicals used to make elastane do not come from crude oil, however some of them are toxic.

Elastane has incredible elastic properties. It can be stretched to five times its normal size and snap back again.

It is woven into other fabrics, such as cotton or polyester, to make clothing that is close-fitting and stretchy.

It is expensive – the more elastane in a fabric, the more it will cost.

Properties of elastane

- Extremely elastic
- Breathable
- Not insulating
- Non-biodegradable

Products made from elastane

- Socks
- Swim wear
- Gym shorts
- Hiking gear



Acrylic

Acrylic is a synthetic fibre.

It is made from chemicals found in crude oil or coal (both non-renewable resources).

Acrylic is an excellent insulator and is used as a cheaper alternative to wool.

However, unlike wool it is highly flammable and is not breathable.

Acrylic sheds tiny microfibrils in water when it is washed.

Properties of acrylic

- Lightweight
- Excellent insulator
- Not breathable
- Highly Flammable

Products made from acrylic

- Jumpers
- Beanies
- Scarves
- Fake fur



Recycled plastic and Econyl

Plastic drink bottles can be cut up, melted down and spun into polyester yarn.

Just five bottles give enough yarn for one t-shirt!

This reduces the need for new polyester to be made, which requires more energy and chemicals.

Recycled polyester releases microfibrils into washing water.

Econyl™ is recycled nylon, produced from waste such as old carpets and old fishing nets, retrieved from the ocean.

The nylon is cleaned and returned to its original state, ready to be used again.

Not only does this reduce the need to produce new nylon, it stops waste materials going to landfill.



Unfortunately, recycled plastic and econyl release microfibrils into the ocean when washed.



Glossary

Absorbent: A material that soaks up water. For clothing, the water should then be able to evaporate easily. Materials that do this are moisture-wicking materials and are the best for keeping you dry and comfortable.

Biodegradable: Able to be broken down by microorganisms and absorbed back into the earth.

Breathable: A fabric that allows air to flow through it and over your skin. Fabrics that are breathable are comfortable to wear.

Durable: A tough material that is not easily scratched or worn through.

Fabric: Materials that clothes and household furnishings (e.g. curtains, chair covers) are made from.

Fibre: The smallest visible part of a fabric. Fibres are the tiny threads that are twisted together to make yarn, which is then woven or knitted into fabric (material).

Flammable: Able to be set alight and melt or burn easily.

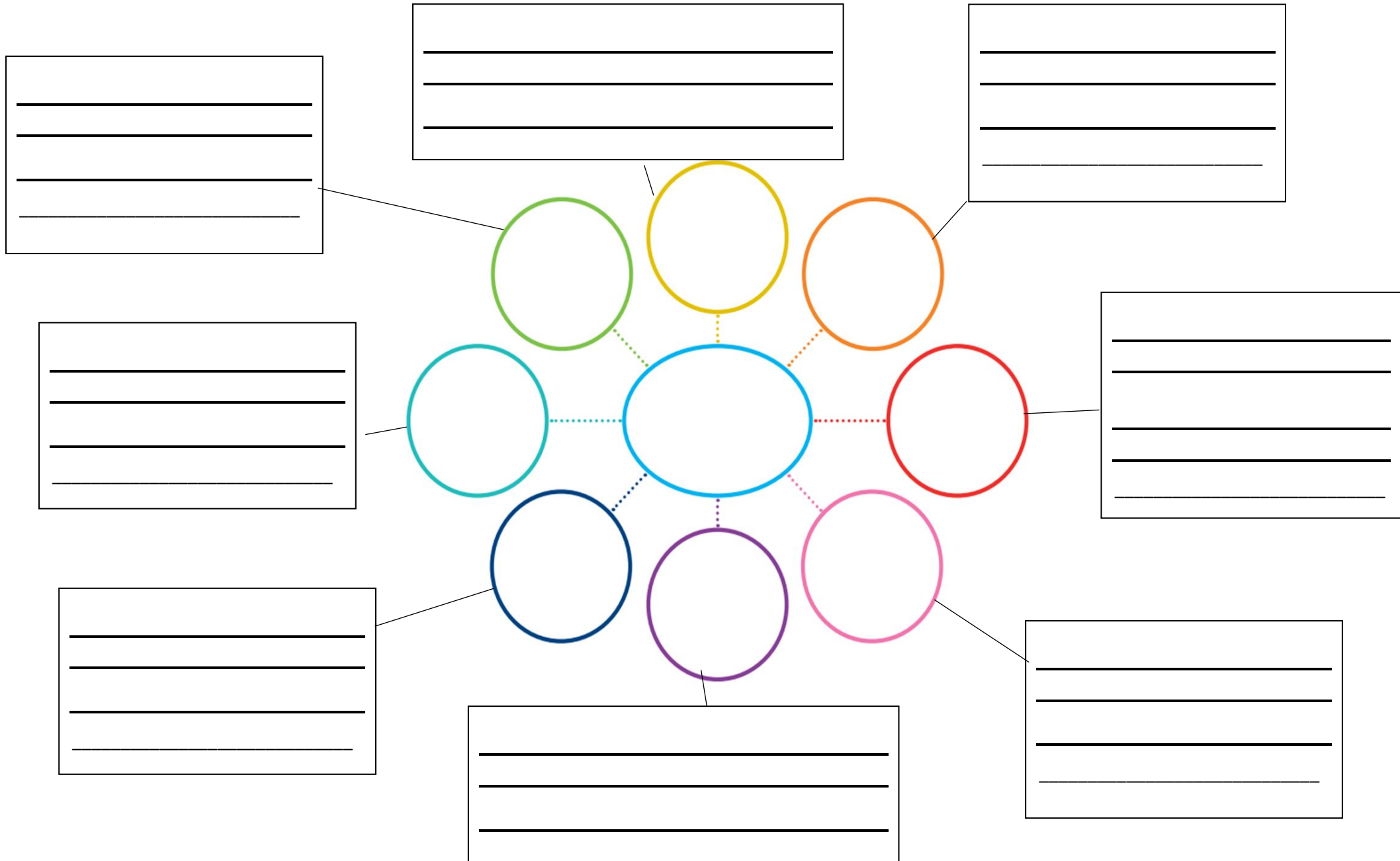
Insulator: A material that doesn't allow heat to pass through it. Insulators keep warm things warm by trapping heat.

Synthetic: A material that doesn't come from a natural source. It is not harvested from a plant or animal, but is made from chemical ingredients in a factory.

Textile: Another word for fabric.



Materials for Clothes Mind Map



8

Uncle Cliff knows Mr Daltry, the publican at the Horns And Tail Hotel, so me and Matt are allowed to have our tea sitting on boxes of crushed pear cider in the storeroom behind the bar.

That's good, because if any special visitors come looking for us, we can chat with them here in private.

Except it doesn't look like that's going to happen. Which is really disappointing. When I rang the TV station last night and told them Franco Di Rafaela should come and see Matt's talent in person, the man I spoke to was really friendly. He said he couldn't promise anything, but he congratulated me for doing such a good job as Matt's manager so late after my bedtime.

He must have changed his mind.

I'm glad now I didn't tell Matt I gave out his number. No point getting his hopes up when

people can't tell the difference between a manager and a hoaxer.

Oh well, it was worth a try.

I put my plate down.

'I'm not really hungry,' I say.

Matt grunts and takes my steak. He doesn't like to talk while he's eating because it slows things down.

Through the half-open door I can see Uncle Cliff at the bar chatting with his mates. Behind him on the wall is a big-screen TV. The evening news is on. Suddenly so is our town. The main street and our school and the cattle yard. And a quick bit from yesterday of Franco Di Rafaela being annoyed at the airport.

'Look,' I say to Matt.

On the screen, Jayden and Zac and Celine and Gael-Anne are being interviewed by a reporter. So are some of the orange team. I can't hear the sound on the TV very well, but the orange kids are wiggling their hips a lot. I think they're trying to show the reporter Matt's dribbling style.

'Why didn't they interview you?' I say indignantly to Matt. 'You're the one they're talking about.'

'We've been at Uncle Cliff's,' says Matt. 'They wouldn't know where to find us.'

'They might have,' I say.

Everyone at the bar is looking at the TV. There's a quick picture of our house. Uncle Cliff and some of his friends give a cheer. Then the segment finishes

and the newsreader comes back on.

'I pity footballers,' says Uncle Cliff to his mates. 'What's Rafaela, thirty-six? At least I got to forty-three before I was over the hill.'

The people at the bar have stopped listening to Uncle Cliff and are staring past him at something, their mouths open but no beer going in. Uncle Cliff doesn't notice.

'I must be the only bloke in this town,' he says gloomily, 'whose wife left him for an older man.'

People are nudging Uncle Cliff to be quiet.

Uncle Cliff turns to see what everyone is staring at. His face goes almost as stunned as it was the night he showed us Aunt Paula's goodbye note.

I know what's probably happened. A reporter has probably just walked in. He or she must have tracked Matt down at last. But not just any reporter. From the look on people's faces, it must be someone really famous.

Could it be the Channel Nine newsreader? While he's still on the screen? Is that possible?

I peek out of the storeroom.

Standing at the other end of the bar are three men, all wearing suits. Two of them I've never seen before, but the third one, who's shorter than the other two and has dark curly hair and slightly bandy legs, I recognise instantly.

Judas H incredible.

It's Franco Di Rafaela.

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All the way home in Uncle Cliff's car, I try to keep calm.

Uncle Cliff doesn't.

'Rock 'n' roll, Matty,' he says. 'Franco Di Rafaela, here in person. I reckon it's because you remind him of when he was a kid. Probably wants a photo with you for his memoirs. They can be really emotional, Italian sports stars. He'll probably give you some signed boots. Or the ball he scored the winning goal with in the European Champions League final.'

Matt looks doubtful.

I don't say anything. I try to keep my thoughts calm and sensible, like a manager should.

The TV station must have passed my message on after all.

And now Franco Di Rafaela is here with a member of his management team and a marketing executive from his English club. And they didn't ask

Matt to do any skill at the pub, so they must already have made up their minds.

They're going to ask Matt to play for one of the best-known and most important soccer clubs in the world.

He'll be doing fast passing with some of the most famous players on the planet. I've seen them on TV. They're really rich and they don't go anywhere without their personal managers.

I glance at Matt.

His knees are jiggling like they do when he's excited. I can see he's having the same thoughts.

It must be incredible, to suddenly have your secret dream come true. The secret dream you've never told anybody except your sister years ago to take her mind off her chicken pox.

Matt grins at me.

I grin back.

Calm and sensible.

Calm and sensible.

10

Dad is hardly ever off balance. I've seen him carry a glass-fronted china cabinet down some really steep steps in a thunderstorm and he didn't drop it once. Plus he had a toilet-brush under his arm.

But when me and Matt walk into our place with Franco Di Rafaela, Dad looks like he's going to fall off his chair.

Mum grips Dad's arm, but I think that's so she doesn't fall over either.

Everyone introduces themselves. The marketing executive from Franco Di Rafaela's English Premier League club is called Ken, and the member of his personal management team is called Bruno.

We all sit round the dining table, except Matt who prefers to stand. I sit next to Bruno so I can pick up managing tips.

Mum goes into the kitchen to make some tea.

Dad goes after her to get the biscuits.

'You have a very nice home,' says Ken to Matt.

'Thanks,' says Matt.

'Dad re-stumped it last year,' I say. 'So if we have to sell the house in a hurry, we can.'

Everyone looks at me.

'Or we could just rent it out,' I say. 'If you need Matt to join the team straight away.'

Nobody says anything.

Matt goes out to the kitchen too. I don't think he can bear the excitement.

'Um,' says Ken, 'we might be having a slight misunderstanding here, Bridie. We haven't come to ask Matt to play for the club. Sorry.'

I stare at him.

'Why not?' I say.

A thought hits me. In the video, did they see the scars on Matt's legs? Is that what's putting them off?

No, it can't be that. Matt hasn't got that many scars. He just looks like a soccer player who's been kicked quite a bit.

'Matt is very talented,' says Franco Di Rafaela. 'But his size is not thick enough.'

'What Franco means,' says Ken, 'is that Matt has the wrong body shape for a modern professional footballer. He's too lightweight.'

This is crazy. They don't understand.

'I don't mean the first team,' I say. 'Not yet. I mean the youth team.'

The visitors all shake their heads.

'Still too lightweight,' says Ken apologetically. 'Matt is what's called an ectomorph. Lean and skinny. These days we find the young players that do best are mesomorphs. Chunky and strong.'

'Matt's only fourteen,' I say. 'He hasn't had his growth spurt yet.'

Ken sighs.

'The sad truth is,' he says, 'you can't ever change your body type.'

I don't believe him. That is so negative. I look at Bruno to see if he feels the same as me. Managers have to be positive, it's their job.

But Bruno is nodding sadly like he agrees with Ken.

I have one more go.

'What about Lionel Messi?' I say. 'He's the most famous footballer in the world and he isn't chunky.'

Nobody says anything.

I think they're trying to protect my feelings. Because now I think of it, as well as being short, Lionel Messi is quite chunky.

I want to plead and beg. Tell them talent is more important than chunkiness any day, plus I'll make Matt take vitamins.

But Mum and Dad come back in, and suddenly everyone's more interested in tea and biscuits.

I slump back in my chair. I'm so disappointed I don't hear what anyone else says for a bit. I can see lips moving, and Mum and Dad looking a bit stunned, but I don't take much in.

Outside I can hear a crowd murmuring. Half the pub followed us home. Uncle Cliff is out there keeping them quiet.

Dad's frowning like he's struggling to get his brain round something.

'Have I got this right?' he says to the visitors. 'You're offering to fly us all to England?'

'Exact,' says Franco Di Rafaela. 'We fly you free. Business class.'

'Come over and spend a few days with us at the club,' says Ken. 'Watch a match from the VIP box. Meet some famous players. All expenses paid.'

Mum and Dad look at each other.

I look at them both, my thoughts racing.

This actually isn't so bad. I've no idea why they're doing this, but once we're over there, Matt can show them in person that talent is more important than chunkiness.

'That's incredibly kind,' says Mum to Ken. 'But why us?'

'Fair question,' says Ken. 'Next week we're opening five superstores in Australia, all selling our club merchandise. While Franco's over here, he's helping us with the publicity. As part of that publicity we've been looking for an Australian family to take back to London as our guests. The media love that sort of thing. When we saw the coverage Matt's been getting for his party piece with the livestock, well, you lovely people are the obvious choice.'

Mum and Dad look at each other again.

Mum's face is doubtful.

Ken gives Franco Di Rafaela a quick glance.

Franco Di Rafaela turns to Matt, who's standing in the kitchen doorway, flipping an egg from one foot to the other and back again without breaking the shell. Mum usually yells at him, but she doesn't this time.

'What you think, Matt?' says Franco. 'Sounds fun, eh?'

After a moment or two, Matt nods.

'Of course,' says Ken, smiling, 'we're assuming you are a fan of our club.'

'Not really,' says Matt. 'I generally barrack for, you know, the less chunky clubs.'

He can be really witty, Matt, when he's paying attention.

The visitors all chuckle.

'It is a very kind offer,' says Dad. 'But we'd like to talk about it as a family. Can we give you an answer in the morning?'

The visitors glance at each other and nod.

I can see they understand. Our family is a team. In a team, everyone has a say.

Franco and the others don't have to worry. Once Mum and Dad and Matt realise what an opportunity this is, I know we'll all say yes.

After the visitors leave, Mum and Dad go to their room for a chat. Sometimes, before a team talk, parents like to have a parent talk.

I go to Matt's room for a manager talk.

Matt is lying on his bed, flipping his school lunchbox from foot to foot.

'They're right,' he says gloomily.

I want to shake him and tell him to snap out of it. But I don't. When a family's had a tragedy, it's normal for people to get a bit despairing, even after two soccer seasons.

'They're not right,' I say to Matt. 'OK, you're slim, but this is soccer, not heavyweight wrestling.'

'I don't mean that,' says Matt. 'I'm talking about what the surgeons told Mum. How if my legs get broken again, they can't put the pins back in and I'll be crippled.'

Sometimes Matt looks so worried I just want to

hug him. But you have to be careful of that with older brothers.

'Matt,' I say. 'Don't be a dope. Your legs have got skill, the best protection in the world. Look at those cattle. Did they hurt your legs? No, they didn't.'

Matt frowns and rubs his bruise.

'That's your shoulder,' I say. 'That's different.'

Matt doesn't look totally convinced.

'Anyway,' I say, 'when people see you play, I've never heard one person go, ooh look how fragile his legs are. And when people see how you can score goals, they almost poop themselves.'

Matt is still frowning, but a bit less.

'Your legs will be totally fine,' I say. 'Trust me.'

Sometimes managers have to say things, even if they're only ninety-nine percent sure. It's their job.

Matt grins.

'It would be Judas H incredible,' he says. 'Having a kick-around at a Premier League club.'

He flicks his school lunchbox in my direction.

I catch it on my knee. Matt's been teaching me a bit of ball and lunchbox control. Sometimes I think if I could run I'd be pretty good.

'It'll be more than a kick-around,' I say. 'Once we're there I reckon we can get you a try-out with the youth team. Dad's really ace at persuading people. Remember how he persuaded that woman not to put her tropical fish too close to her microwave?'

I flick the lunchbox back to Matt. Sort of. It clatters into his wardrobe.

Mum and Dad come in.

I see their faces and my chest goes tight.

'We're really sorry,' says Dad. 'We'd love to go to England, but we just can't do it.'

I'm struggling to breathe. Sometimes extreme disappointment can feel just like asthma.

'They want us to go in a week,' says Mum. 'But I haven't got holidays for months. If I take extra time off work, I could lose my job.'

'And even if Wal gives me time off,' says Dad, 'I can't leave Gran and Granpa.'

Oh no. I forgot about Gran and Granpa. They're so old they need help with everything on the farm. Sheep, chooks, fences, pills, everything. And Mum can't drive their old tractor, the fumes give her vertigo.

Frantically I try to think of a solution.

I can't.

'Which is why,' says Mum, 'you two will have to go without us.'

I stare at her.

'We know,' says Dad. 'Not what you were expecting.'

Mum takes a deep breath.

'Me and Dad have talked about it,' she says, 'and . . . well, there were a lot of things poor Pete and Danny didn't get to do, and there's no way anybody can fix that now, but we don't want to be the reason you two don't get to do things.'

I can see what a struggle it is for Mum to say

that, but I can also see she means it.

'I feel the same,' says Dad. 'We think it's time we started trusting that you can both stand on your own two feet.'

I open my mouth to tell them that we can, that we almost sharpened Uncle Cliff's knives and repaired his plug.

Then I remember we didn't.

So I just say thanks.

'This is a great chance for you both to see the world,' says Dad. 'And to have a squiz at some top-class European soccer. We'll probably never be able to afford to give you that chance ourselves, so we think you should grab it.'

'Thanks,' I say again, feeling a bit wobbly with the shock of it all. 'I promise I'll look after Matt.'

'And he'll look after you,' says Mum. 'Won't you, Matt?'

'Yeah,' says Matt. 'Course.'

But he's looking at me with a worried expression.

'I might need help,' he says to Mum and Dad.

'You'll have some,' says Dad.

He gives a whistle and a huge grin appears in the doorway. It's Mick Jagger's grin on Uncle Cliff's favourite Rolling Stones T-shirt, but inside it Uncle Cliff is grinning quite a lot as well.

'Rock 'n' roll, dudes,' he says. 'Last one to the airport's a bass player.'

Tuesday – Comprehension

Extra Time

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

Instructions: On google docs or on a piece of paper, use full sentences to answer the following questions.

1. What do we know about Bridie?
2. What do we know about Matt?
3. What do we know about Uncle Cliff?
4. Who is the narrator telling the story?
5. Why isn't it being narrated by Matt?
6. How would you describe the relationship between Bridie and Matt?
7. Why do you think Morris Gleitzman called this book 'Extra Time'?

Tuesday – Writing – Narrative - Building Ideas

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

Instructions: On a google doc or on a piece of paper, complete the steps.

1. Write 3 sentences using a different spelling word in each.
2. Turn each sentence into a paragraph (at least 4 sentences).

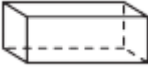

Remember to use compound sentences. These sentences need a conjunction such as because, for, an, yet, but, so, nor.

Try to use 3 different conjunctions throughout your writing. PLEASE USE interesting vocabulary!

Tuesday Maths Activities

Task 1 - Mentals

1. $91 + 51 =$ ____
2. $80 - 14 =$ ____
3. $1 \times 2 =$ ____
4. $63 \div 7 =$ ____
5. $9 \times 2 =$ ____
6. Round 26702 to the nearest thousand.

7. Write the smallest number you can using: 9, 2, 2, 5, 5, 6. _____
8. Complete this counting pattern: 15, 27, 39, 51, _____, _____, _____
9. Complete this counting pattern: 30, 34, 38, 42, _____, _____, _____
10. If there were 139 fans at a badminton game, 75 were wearing gold and the rest were wearing yellow, how many were wearing yellow? ____
11. Share 44 pieces of watermelon between 4 children. _____
12. 5 cents + 50 cents + \$2.00 = _____
13. What is $\frac{1}{9}$ of 99? _____
14. What is $\frac{1}{5}$ of 5? _____
15. Write these decimals in descending order: 0.63, 0.75, 0.16, 0.43 _____
16. Write these decimals in ascending order: 0.57, 0.54, 0.60, 0.95 _____
17. 72 hours = _____ days
18. The length of a rectangle's sides are 9cm and 1cm. What is its area? _____
19. How many edges does a rectangular prism have? 
20. Which circle has the lowest chance of being selected? Black or white? _____ 

Task 2 – Decimals, percentages and fractions

Learning Intention – Students convert between fractions, decimals and percentages

	Fraction	Decimal	%		Fraction	Decimal	%
a	$\frac{1}{10}$	0.1	10%	h	$\frac{4}{10}$		
b	$\frac{3}{10}$			i	$\frac{6}{10}$		
c	$\frac{5}{10}$			j	$\frac{1}{5}$		
d	$\frac{7}{10}$			k	$\frac{3}{4}$		75%
e	$\frac{9}{10}$			l	$\frac{1}{2}$		
f	$\frac{8}{10}$			m	$\frac{1}{4}$		
g	$\frac{2}{10}$			n	1	1.0	

Task 3 – Decimals, percentages and fractions

Learning Intention – Students order fractions, decimals and percentages in ascending order

Put in ascending order (smallest to largest)

a	$\frac{6}{10}$	0.59	61%	0.59, $\frac{6}{10}$, 61%
b	0.89	90%	$\frac{3}{4}$	
c	0.25	$\frac{3}{10}$	23%	
d	50%	0.45	$\frac{49}{100}$	
e	0.4	39%	$\frac{41}{100}$	
f	$\frac{75}{100}$	0.72	70%	
g	0.59	$\frac{55}{100}$	49%	
h	$\frac{1}{10}$	0.03	20%	

ALPHABET WORKOUT

Spell out your full name and complete the activity listed for each letter.
For more fun, try spelling a family member's name or a teacher's name!

A jump up and down 10 times

B walk like a bear for a count of 5

C do 3 cartwheels

D run to the nearest door and run back

E do 10 jumping jacks

F hop like a frog 8 times

G flap your arms like a bird 25 times

H walk on your knees for a count of 10

I balance on your left foot for a count of 10

J balance on your right foot for a count of 10

K skip from one end of the room to the other

L do 5 sit ups

M march like a soldier for a count of 12

N pick up a ball without using your hands

O walk backwards 50 steps and skip back

P do 10 push-ups

Q walk like a crab for a count of 10

R hop on one foot 5 times

S bend down and touch your toes 20 times

T pretend to jump rope for a count of 10

U crawl across the room on your hands and knees

V run in place for a count of 10

W pretend to pedal a bike for a count of 15

X reach for the sky 10 times

Y do 3 somersaults

Z walk sideways 10 times one way and 10 times back the other way

Tuesday – Coping with Change

Learning intention: Students consider how others around them are making choices every day that can help them feel positive and healthy.

Instructions: For most people life has changed a lot in a very short period of time. Interview mum or dad or call an aunt, uncle or grandparent. Interview them by asking these questions. Please answer these questions on paper or in a Google doc.

1. Who have you enjoyed talking to about your feelings?

2. What activities have you enjoyed doing while social distancing?

3. What have you been eating and drinking to keep your body healthy?

4. What is your favourite mindfulness activity?

5. What could you add or change to your choices that will help you feel less alone in this current situation?

Spend 5 minutes sitting down inside or outside. Pay attention to the sounds you can hear, what you can feel (soft grass, a cushion, a chair, your bed), what can you see. Just be in the moment.

Reflect on how your answers in (Wk 6 LFH grid) were different to the adult you interview:

Wednesday – Character Profile

Extra Time

Learning intention: Students complete a character profile based on a character in a text they have read.

Instructions: Complete this character profile on a character of your choice from *Extra Time*

Character Name: _____ Age: _____ Gender: _____



Draw a picture

Relatives: _____

Physical Appearance: _____

Likes: _____

Dislikes: _____

Personality Traits: _____

Important Quotes: _____

What challenges does this character face?

How does this character change over time?

Wednesday – Persuasive

Learning intention: Students plan a persuasive piece of writing related to the material that we use to make clothes.

Instructions: Use the information from your science activity yesterday to create some arguments about which are the best material to make clothes.

Today's job is to plan your arguments as well as some examples, explanation, elaboration or evidence to support your argument of which materials are best to make clothes.

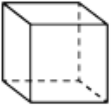

Persuasive Writing Map

Opinion	
Reason #1	Examples
Reason #2	Examples
Reason #3	Examples
Opinion	

Wednesday Maths Activities

Task 1 - Mentals

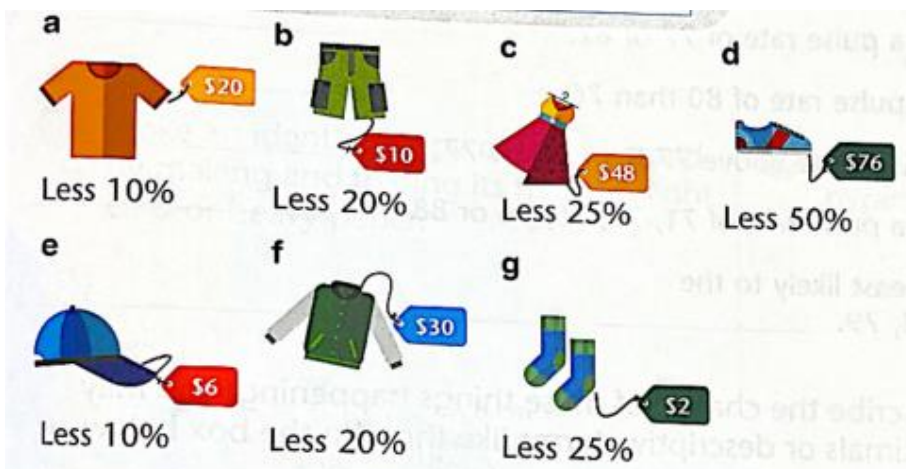
1. $29 + 35 =$ _____
2. $99 - 62 =$ _____
3. $9 \times 11 =$ _____
4. $66 \div 11 =$ _____
5. $132 \div 12 =$ _____
6. Round 85180.90 to the nearest whole number. _____
7. Write the largest number you can using: 2, 4, 4, 2, 1, 3. _____
8. Complete this counting pattern:
39, 45, 51, 57, _____, _____, _____
9. Complete this counting pattern:
65, 69, 73, 77, _____, _____, _____
10. If there were 155 fans at a baseball game, 69 were wearing light blue and the rest were wearing red, how many were wearing red?

11. Share \$66 between 11 children. _____
12. 50 cents + \$2.00 + 5 cents = _____
13. What is $\frac{1}{3}$ of 33? _____
14. What is $\frac{1}{7}$ of 42? _____
15. Write these decimals in ascending order:
0.41, 0.69, 0.21, 0.76 _____
16. Write these decimals in descending order:
0.60, 0.55, 0.92, 0.58 _____
17. If it was 8:53 in the morning, would you write am or pm? _____
18. The length of a rectangle's sides are 6cm and 6cm. What is its area? _____
19. How many edges does a cube have? 
20. Which star has the lowest chance of being selected?
Black or white? _____ 

Task 2 – Percentage of a given amount

Learning Intention – Students calculate common percentages of quantities

Calculate the discount and then the discounted cost for the following items.



****Hint****

10% = you move the decimal place one spot to the left

20% = 2 lots of 10%

50% = $\frac{1}{2}$






25% = $\frac{1}{2}$ of 50%

	Cost	Discount	Discounted cost
a	\$20	$10\% \times \$20 = \2	$\$20 - \$2 = \$18$
b			
c			
d			
e			
f			
g			

Task 3 – Percentages (Extension)

Learning Intention – Students calculate common percentages of quantities

Answer the questions below

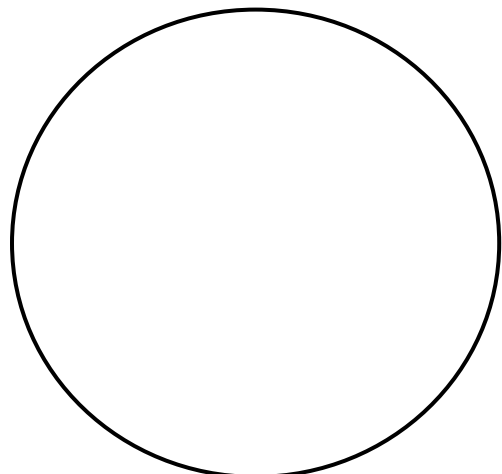
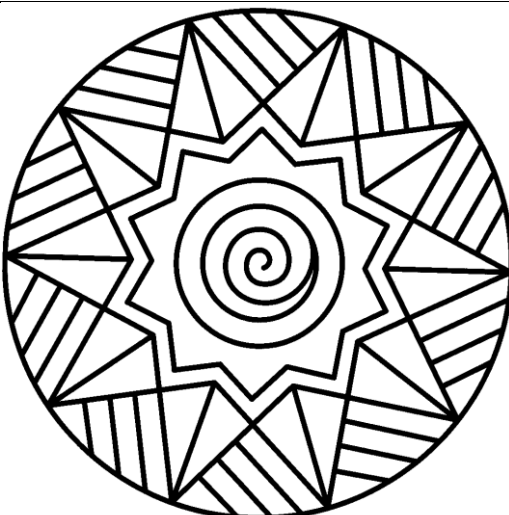
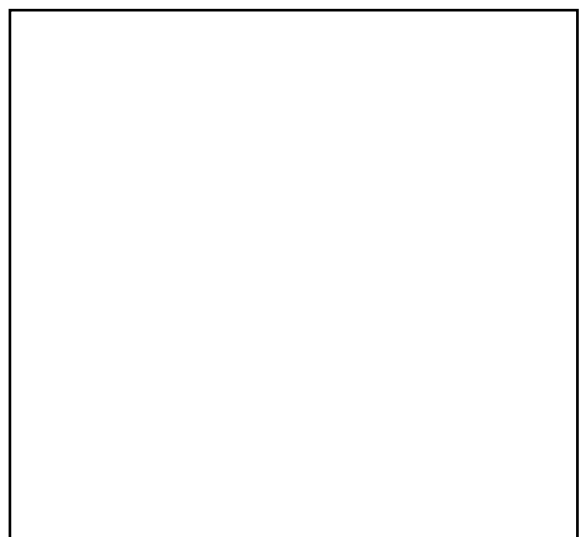
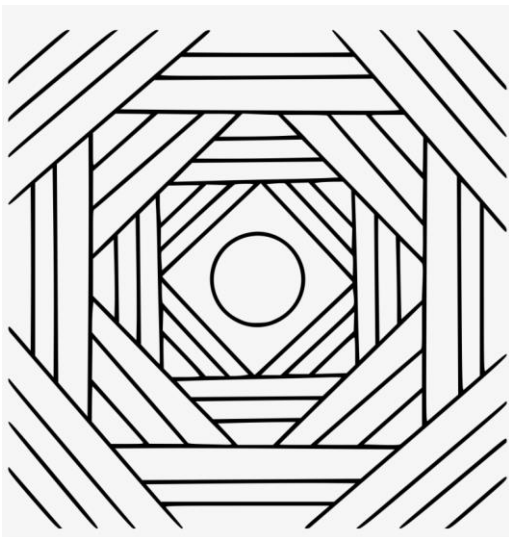
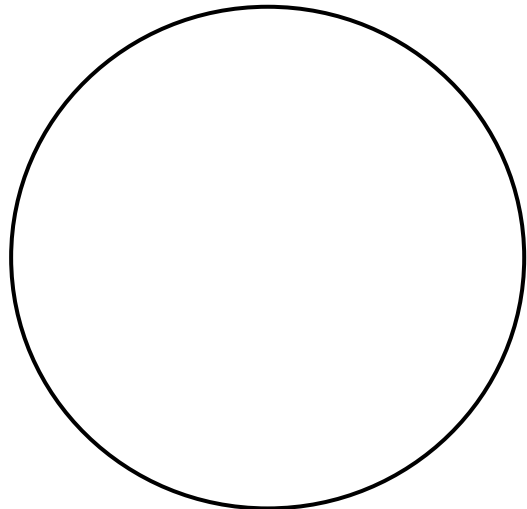
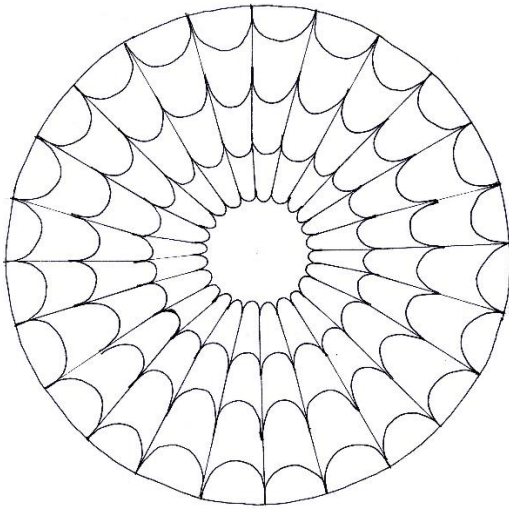
Razor  \$120	Zapper  \$100	Pacer  \$140	Crusher  \$80	Splinter  \$70
25% off	20% off	50% off	25% off	20% off

- Work out the cost of each skateboard.
- Which would be the cheapest skateboard?
- Which would be the most expensive skateboard?
- Which skateboard would cost \$80?
- Which skateboard would cost \$70?

Wednesday – Creative Arts - Mindfulness

Learning intention: Students focus on the task of colouring and creating mandala artwork.






Information: On this page, colour the mandalas in the left side column. In the right side column attempt to copy the mandala to the left. Use a pencil and ruler as necessary. Go over the outlines with textas and colour with pencils or textas. Alternatively, you could create 3 mandalas on a computer.



Thursday – Code Your Reading - Extra Time

Learning intention: Students monitor the text they are reading, considering their understanding and interest of the text.

Instructions: On a google doc or on paper, code your reading of the text from *Extra Time* that you have set as your reading for this week. Choose 2-3 sentences from different parts of the text for each code.

<u>Code</u>	<u>Description</u>
LOL	I found this funny
*	I thought this was important
!	I thought this was surprising
?	I found this confusing
	This was my favourite part
	This makes me predict
	Text to self
	Text to text
	Text to world

Thursday – Persuasive

Learning intention: Students write persuasively about which materials are best to make clothes.

Instructions: Use the plan that you completed yesterday to write to persuade your audience which material is best to make clothes.


Remember to write one big idea for each paragraph and include some examples, elaboration, evidence or an explanation of your big ideas.

Please include:

- an introduction
- 2 - 3 paragraphs which explain your big ideas
- and a conclusion.

Also remember to edit for:

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

PERSUASIVE SENTENCE STARTERS TOP 6
How would you feel if you were ...
I believe that ...
The first reason why I believe ...
Secondly, another reason that ...
 **Thirdly, I strongly believe that...**
Finally, we must realise ...
© teachthis.com.au

Thursday Maths Activities

Task 1 - Mentals

1. $57 - 48 =$ ____
2. $32 + 67 =$ ____
3. $5 \times 10 =$ ____
4. $5 \div 5 =$ ____
5. $9 \times 4 =$ ____
6. Round 50293 to the nearest ten. ____
7. Write the smallest number you can using: 2, 1, 4, 4, 7, 9. ____
8. Complete this counting pattern:
60, 65, 70, 75, ____, ____, ____
9. Complete this counting pattern:
65, 69, 73, 77, ____, ____, ____
10. If there were 130 fans at a field hockey game, 48 were wearing yellow and the rest were wearing red, how many were wearing red? ____
11. What is the product of 9 and 11? ____
12. What is the price after taking 50% off \$34? ____
13. What is $\frac{1}{2}$ of 308? ____
14. What is $\frac{1}{4}$ of 24? ____
15. Write these decimals in ascending order: 0.14, 0.41, 0.27, 0.77 ____
16. Write these decimals in descending order: 0.57, 0.31, 0.16, 0.86 ____
17. How many days are in October? ____
18. The length of a square's sides are 1cm. What is its area? ____
19. What type of angle is 350° ? ____
20. Which star has the highest chance of being selected? Black or white? ____



Task 1 - Complete this table

Learning intention: Students answer questions related mass and converting between grams and kilo grams.

Ways we write units of mass				
One kilogram	1 kilogram	__ kg	1000 grams	1000 g
One half of a kilogram	$\frac{1}{2}$ kilogram	$\frac{1}{2}$ kg	500 grams	____ g
One quarter of a kilogram	$\frac{1}{4}$ kilogram	_____ kg	_____ grams	250 g
Three quarters of a kilogram	$\frac{3}{4}$ kilogram	_____ kg	_____ grams	_____ g

Task 2 – Units of Mass

Remember to always show your working out.

Learning intention: Students answer questions related mass and converting between grams and kilo grams.

Converting between units of mass: kilograms and grams

Name:

Date:

1 kilogram = 1000 grams

1

KILOGRAMS (kg) to GRAMS (g)

To convert from kilograms to grams, **MULTIPLY** by 1000.

- | | |
|---------------------|-----------------------|
| a) 3 kg = _____ g | e) 1.67 kg = _____ g |
| b) 7 kg = _____ g | f) 8.945 kg = _____ g |
| c) 5.2 kg = _____ g | g) 6.009 kg = _____ g |
| d) 2.9 kg = _____ g | h) 12.85 kg = _____ g |

2

GRAMS (g) to KILOGRAMS (kg)

To convert from grams to kilograms, **DIVIDE** by 1000.

- | | |
|----------------------|-----------------------|
| a) 5000 g = _____ kg | e) 955 g = _____ kg |
| b) 3200 g = _____ kg | f) 780 g = _____ kg |
| c) 6500 g = _____ kg | g) 25 g = _____ kg |
| d) 9367 g = _____ kg | h) 15699 g = _____ kg |

3

QUESTIONS:

a) An orange weighs 155 grams.

What's the weight of the orange in kilograms? _____ kg

b) Jackson bought 7.25 kilograms of apples.

What's the weight of the apples in grams? _____ g

c) Four bags of flour have a mass of 7455 grams. This is the same as _____ kilograms.

d) Sam needs 10 kg of lemons to make lemonade. If each bag of lemons weighs 1000 g, how many bags does he need? _____

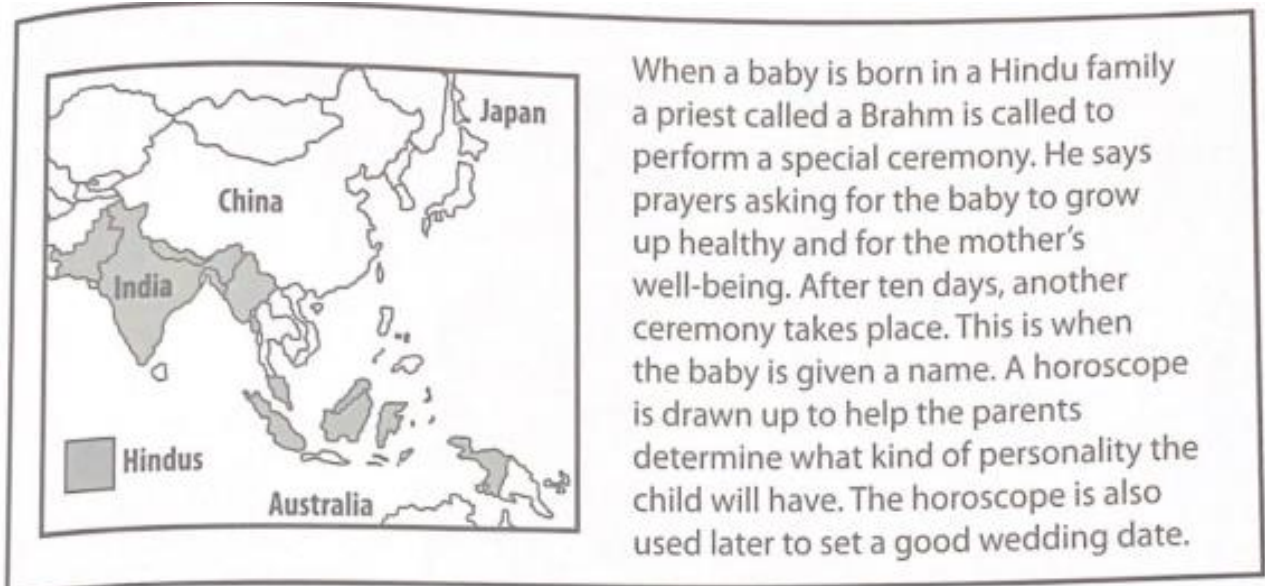
e) How many 250 g bags of grapes are needed to make 5 kg?

Thursday – Geography: Religion in Asia

Learning Intention – Students compare different ways to celebrate major events.

Task 1 – Celebrating a birth in a Hindu family

Hindus in India and South East Asia have ceremonies and rituals that they practise according to the teachings in their religion. Read about how a baby's birth is celebrated in Hinduism.



In the table below, compare how a baby's birth is celebrated in your family. If you are Hindu, you could add more details about these ceremonies.

Similarities	Differences

Choose one other celebration that you know about that you don't celebrate in your house. For example Christmas, Easter, Eid, Diwali

Celebration	In my house	Other people

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).

OPQRSTUVWXYZ

8 9 0

Not all the countries that are part of our global village are as lucky as we are. Australia is what is known as a developed country. A developed country is one where the country is able to provide opportunities for people to enjoy good health and education. A developed country has the means to do this through revenue raised from taxation. Some other developed countries include the United States, Germany, Canada, Norway and the United Kingdom.

Not everyone has the opportunity to lead a long and healthy life, especially if they do not live in a developed country. Developing countries are those countries that have an extremely low average income.

Friday Maths Activities


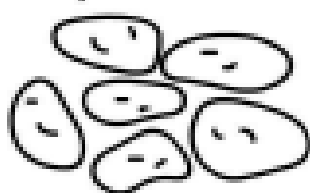

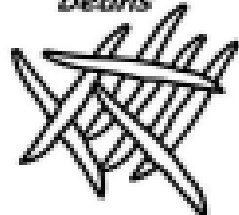


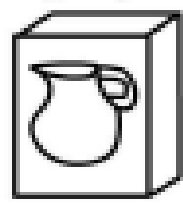

Task 1 – Number of the Day

Number of the Day = 6880

1. In words
2. 5 less
3. 20 more
4. Add 41.
5. Round to nearest 10
6. Next odd
7. Complete the pattern, add **7**: 6880, ____, ____, ____
8. Prime or composite?
9. Divisible by 5?
10. Times 100.

Task 2- Mass

Learning intention: Students answer questions related mass.

Mass Converting kilograms to grams.		Name: _____
<div style="text-align: center;"> <p><i>pumpkin</i></p>  <p>1.6 kg = _____ g</p> </div>	<div style="text-align: center;"> <p><i>potatoes</i></p>  <p>2.8 kg = _____ g</p> </div>	<p>Let's go shopping!</p> <p>How much do the vegetables weigh altogether?</p> <p>potatoes _____</p> <p>pumpkin _____</p> <p>beans _____</p> <p>onions _____</p> <p>mushrooms _____</p> <p>How much more than the mushrooms does the chicken weigh?</p> <p>chicken _____</p> <p>mushrooms _____</p> <p>If I need to bake a chicken half an hour for every kilogram of mass, how long will it take to cook this chicken?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<div style="text-align: center;"> <p><i>onions</i></p>  <p>1.4 kg = _____ g</p> </div>	<div style="text-align: center;"> <p><i>beans</i></p>  <p>1.2 kg = _____ g</p> </div>	
<div style="text-align: center;"> <p><i>chicken</i></p>  <p>2.5 kg = _____ g</p> </div>	<div style="text-align: center;"> <p><i>mushrooms</i></p>  <p>0.850 kg = _____ g</p> </div>	
<div style="text-align: center;"> <p><i>gravy</i></p>  <p>0.450 kg = _____ g</p> </div>	<div style="text-align: center;"> <p><i>icecream</i></p>  <p>0.750 kg = _____ g</p> </div>	
<p><i>There are 1000grams in 1kilogram.</i></p>		

Task 3: Ordering objects of different mass

Learning intention: Students order objects based on their mass.

Find items in your home or at school and put them in order from lightest to heaviest in each row

Group	lightest	medium	heaviest
1			
2			
3			
4			
5			

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

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