


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.

	Lynwood Park Public School Learning From Home Whole School Timetable Stage 2 Term 3 Week 8 2021					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
10 mins	Reading	Reading	Reading	Reading	Reading	
15 mins	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	
30 mins	Writing	Writing	Writing	Writing	Writing	
BREAK	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	
45 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
20 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
45 mins	Science & Technology	Personal Development	Creative Arts	Geography / History	Catch up	

## Stage 2 Term 3 Week 8 – Learning From Home

Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Morning Reading</b>	<b>Reading</b> Choose a text of your own and read for a period of 10 minutes without interruption. Write down the name of the text you were reading.	<b>Reading</b> Read all (or part) of Charlotte's Web - Chapter 3 "Escape" <i>Learning Intention – Students read a variety of texts for a range of purposes</i>	<b>Reading</b> Read all (or part) of Charlotte's Web- Chapter 3 "Escape" OR follow along with this read-aloud video: <a href="https://video.link/w/ogF5c">https://video.link/w/ogF5c</a>	<b>Reading</b> Read all (or part) of Charlotte's Web- Chapter 3 "Escape" OR follow along with this read-aloud video: <a href="https://video.link/w/ogF5c">https://video.link/w/ogF5c</a>	<b>Reading</b> Choose a text of your own and read for a period of 10 minutes without interruption.				
<b>Morning Word Work</b>	<b>Word Work Spelling</b> - complete the spelling tasks attached.  Use 'look, cover, write & check' to write your spelling words for this week using the words listed. <i>Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words</i>	<b>Word work</b> Here are some words from the text. <b>cellar slops commotion dodge perspiration</b> Write the dictionary definition then use the words in a sentence.  Draw the setting of the story as a map or an illustration. Remember to include: Zuckerman's barn, the yard, the orchard and the woods Include all the animals mentioned in Chapter 3 <i>Learning Intention – Students explore a range of vocabulary used to convey the author's purpose</i>	<b>Comprehension</b> Remember to answer in full sentences and use information from the text in your answers. - How old is Wilbur at the start of Chapter 3? - Why is Wilbur tired of living? - What does the word 'hullabaloo' suggest is happening? - What is the effect on the reader of the animals talking? - Who is your favourite character so far? Why? List 3 reasons. <i>Learning Intention – Students summarise information to make judgements about texts and their own experiences</i>	<b>Word Work</b> E.B White used descriptive language to describe the barn. - Find 6 words or phrases from the text to describe the barn.  Think carefully about Wilbur's situation: he is lonely and unhappy. - Give Wilbur 5 pieces of advice to help him have a happy life as possible on Zuckerman's farm.	<b>Word Work</b> Write a <b>book review</b> about a book of your own choice that you have are reading. Include the: - Book Title: - Author/ Illustrator Name: - What type of book is it: funny, spooky mystery & adventure, fantasy & science fiction legends, myths & tales realistic non-fiction - One interesting thing about the book is... - Explain why you liked or didn't like the book: - Give the book a rating out of 5 stars (with 5 stars being the best). Take a photo of the front cover or illustrate it.				
<b>Morning English</b>	<b>Writing Spelling sentences</b> – Write a sentence for each of the 5 theme words from the spelling list. Make sure each sentence begins with a capital letter and ends	<b>Writing</b> Imagine you are able to go on a family outing. Where would you go? What would you do? Write an imaginative journal entry describing the events that take place throughout the day. Don't forget to include	<b>Writing</b> Choose one of the pieces of writing that we have completed this term, such as the narrative, information report or the persuasive writing. See if you can improve it and	<b>Writing</b> Using the attached information sheet about Ned Kelly, correct and edit the errors. Use the symbols included to correct capital letters, lower case letters, end	<b>Writing Handwriting</b> Write the Charlotte's web passage on the worksheet. Focus on using the example to help you check your letter joins, letter entries and exits.				

	<p>with a full stop and uses a collective noun.</p> <p>- For an extra challenge try and use our Word of the Week (petrified) in one of the sentences.</p> <p><i>Learning Intention – Students can write simple and compound sentences with correct punctuation.</i></p>	<p>an introduction, sequence of events and a conclusion. Use paragraphs, capital letters at the beginning of each sentence, full stops and descriptive language.</p> <p><i>Learning Intention – Students can sequence and structure a recount of a family outing.</i></p>	<p>rewrite it to include correct spelling, punctuation and grammar. Can you include more descriptive language like adjectives and adverbs?</p> <p><i>Learning Intention – Students can edit and improve their writing</i></p>	<p>marks, spelling errors, missing words, paragraphs and spaces. Then rewrite the passage correctly on the lines provided. Don't forget to reread your work.</p> <p><i>Learning Intention – Students can edit text to include correct punctuation.</i></p>	<p><i>Learning Intention – Students build their pencil control and neatness as they learn to write with cursive handwriting.</i></p>
<b>Break</b>					
<b>Middle Mathematics</b>	<p><b>Mathematics</b></p> <p>- Answer Monday's maths mental</p> <p><i>Learning Intention – Accurately recall number facts and apply knowledge of number strategies to answer questions</i></p> <p><b>- Counting with Fractions</b></p> <p>Complete the number line in halves, quarters and fifths. Show where each fraction or mixed number belongs. Write the mixed numerals on the t-shirts.</p> <p><i>Learning Intention - Students can recognise the place value of a fraction.</i></p>	<p><b>Mathematics</b></p> <p>- Answer Tuesday's maths mental</p> <p><b>- Count by Fractions</b></p> <p>A mixed numeral is a number that consists of a whole number and a fraction. Write the mixed numerals by the shaded shapes.</p> <p><i>Learning Intention - Students can locate and represent the fractions on a number line.</i></p>	<p><b>Mathematics</b></p> <p>- Answer Wednesday's maths mental</p> <p><b>- Fractions of a collection</b></p> <p>Show the fractions of a group. Read the first example and proceed to complete the worksheet.</p> <p><i>Learning Intention - Students can calculate the fraction of a collection</i></p>	<p><b>Mathematics</b></p> <p>- Answer Thursday's maths mental</p> <p><b>- Number patterns with Fractions &amp; Decimals</b></p> <p>Fill in the boxes with the correct decimal or fraction. Write down the rule or pattern (sequence).</p> <p><b>Challenge</b> - Create your own sequence using whole numbers, fractions and decimals and explain your rule:</p> <p>Create a minimum of 3 and a maximum of 5.</p> <p><i>Learning Intention - Students can make connections between fractions and decimals and order them sequentially.</i></p>	<p><b>Mathematics</b></p> <p>- Answer Friday's Times tables test: 10x tables</p> <p><b>- Data/ Graphs-</b> Read the information on the worksheet and answer the questions.</p> <p>On question (e) you are asked to record the children with a specific hair colour in your class. This will be a good memory challenge. Can you remember everyone's hair colour, that is in your class?</p> <p><i>Learning Intention - Students can collect, read and interpret data.</i></p>
<b>Middle Fitness</b>	<p><b>Fitness</b></p> <p>Spend some time in your backyard, front yard or at a local park kicking a ball, skipping, throwing a frisbee or riding a bike or scooter.</p> <p>OR</p> <p>Create an obstacle course in your backyard.</p>	<p><b>Fitness</b></p> <p>Try some Tabata (20 seconds of work and 10 seconds of rest, 8 times).</p> <p>Exercises can include star jumps, squats, burpees, high knees and tuck jumps.</p>	<p><b>Fitness</b></p> <p>Go for a walk or bike ride with your family.</p> <p>OR</p> <p>Create an obstacle course around your front or backyard or at a local park. Make sure it includes running, jumping, hopping, galloping and balancing.</p>	<p><b>Fitness</b></p> <p>Listen to a song of your choice and create a dance routine.</p> <p>OR</p> <p>Watch 'Just Dance' on YouTube and follow along.</p>	<p><b>Fitness</b></p> <p>PE with Joe – Find PE with Joe on youtube and follow along with the workout.</p> <p>OR Create your own workout! Count how many of each exercise you can do in 1 minute and record your results. You could do: star jumps, burpees, sit ups, push-ups, shuttle runs etc. Make sure you do 10 different exercises.</p>

BREAK					
Afternoon	<p><b>Science and Technology</b></p> <p>View the images of different bridges (attached). Think about and discuss the following questions: What's different about them? What's the same about them?</p> <p><i>Bridges are designed to hold massive downward forces, like heavy trucks and trains. They also need to stay standing against the forces of strong wind and heavy rain.</i></p> <p>Today your task is to design and construct a strong bridge. You might like to follow the design process by first researching bridge designs to gather knowledge about the different parts of a bridge and the construction process (see websites on the Science task below).</p> <p><i>Learning Intention – Students explore and investigate factors (such as forces) that impact the design and building of a bridge system.</i></p>	<p><b>Personal Development</b></p> <p>The Healthy Eating Pyramid is a simple visual guide to the types of foods (and how much) we should eat every day. It contains the five core food groups, plus healthy fats, according to how much they contribute to a balanced diet.</p> <p>On a blank piece of paper, draw and label your own healthy food pyramid, using the labels (see below). Sort the food items according to where they <b>should</b> be.* See last page of LFH grid for this activity</p> <p>Foods high in salt and sugar belong in the top section of the pyramid (eat rarely). Food high in protein and dairy should be eaten sometimes, but grains, fruits and vegetables should be eaten often.</p> <p>- Answer the questions on the activity sheet</p> <p><i>Learning intention- Students reflect on the healthy eating pyramid to inform their eating habits.</i></p>	<p><b>Creative Arts</b></p> <p>When you nod your head or tap your feet in time to the music you are feeling the beat. Each beat is the same length We often count 4 beats – '1, 2, 3, 4'. The beat is the pulse of the music, like a heart beat.</p> <p>Play your favourite piece of music and clap along to the beat- remember a beat is steady like your heart beat, it can be fast or slow, but it stays steady.</p> <p>When you sing along to the lyrics (words) of a song you are singing the rhythm. Each word is held for a different amount of time. It is a series of notes differing in duration (short/long).</p> <p>e.g. La la laaaa (short) (short) (long)</p> <p>- Look at the sheet and watch the 2 videos to help you understand beat and rhythm.</p> <p><a href="https://www.youtube.com/watch?v=0kaX2l413p8">https://www.youtube.com/watch?v=0kaX2l413p8</a> <a href="https://youtu.be/6lKRulp16C8">https://youtu.be/6lKRulp16C8</a></p> <p><i>Learning Intention – Students can understand the musical element of duration- beat and rhythm.</i></p>	<p><b>History</b></p> <p>Look at the photos of an old community and a modern one, years apart. There are many differences.</p> <p>- What differences or changes might you see to communities in 200 years time?</p> <p>On a piece of paper draw what a community may look like in 2221 and label the changes.</p> <p>You can use the picture of the Opera House, you can draw a picture of our school, your house, your suburb or other surroundings. The important part of the activity is to label the changes in your drawing.</p> <p><i>Learning Intention - Students will be able to explain changes to a community through visual arts.</i></p>	<p><b>Catch Up</b></p> <p>Use this time to finish any tasks that need completing from this week.</p> <p>If you are looking for more activities to do, you could do some reading of texts of your choice, complete some Study ladder activities, watch BTN or look at some of the links provided at the end of this grid.</p>

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

<https://www.abc.net.au/btn/>
<https://www.fizzicseducation.com.au/>
<https://www.headspace.com/meditation/kids>  
[https://www.studyladder.com.au/login/account?lc\\_set=](https://www.studyladder.com.au/login/account?lc_set=) - you will need your username and password to log in

## Monday Spelling Week 8

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

**Rule: 'au' usually sounds like 'or'**

High Frequency	Rule	Science	Theme
rode wrote made ate gave	haunt sauce autumn because trauma	investigate generate design produce evaluate	triumph grandstand peaceful cellar hundred

**petrified**: paralysed with astonishment, horror or other strong emotion

- Write the spelling rule for this week including the rule words. Can you think of and write 3 more 'au' sound words?
- List all the 'bossy e' words
- Can you find at least two words where the 'c' makes an 's' sound?
- Which word means free from disturbance; tranquil?
- Which word means a great victory or achievement?
- List the words that contain the 'ate' sound?

## Monday Writing- Week 8

*Learning Intention – Students can write simple and compound sentences with correct punctuation.*

**Spelling sentences** –Write a sentence for each of the 5 theme words from the spelling list. Make sure each sentence begins with a capital letter and ends with a full stop and uses a collective noun.

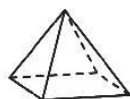
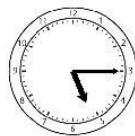
For an extra challenge try and use our Word of the Week (**petrified**) in one of the sentences.



## Week 8 – Questions

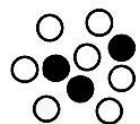
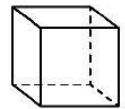
### Monday

1.  $32 - 9 =$  \_\_\_\_\_
2.  $76 + 35 =$  \_\_\_\_\_
3.  $13 - 2 =$  \_\_\_\_\_
4.  $24 \div 8 =$  \_\_\_\_\_
5.  $8 \times 2 =$  \_\_\_\_\_
6. Write the numeral for eight thousand, eight hundred and ninety-seven: \_\_\_\_\_
7. Complete this counting pattern:  
84, 88, 92, 96, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. If there were 110 fans at a baseball game, 62 were wearing gold and the rest were wearing orange, how many were wearing orange? \_\_\_\_\_
9. Divide 24 by 4. \_\_\_\_\_
10.  $\$1.00 + 50 \text{ cents} + 50 \text{ cents} =$  \_\_\_\_\_
11.  $\$1.00 + \$1.00 + \$2.00 =$  \_\_\_\_\_
12. What digital time does the clock show? \_\_\_\_\_
13. If it was 12:22 in the morning, would you write am or pm? \_\_\_\_\_
14. How many faces does a square-based pyramid have? \_\_\_\_\_
15. Which star has the lowest chance of being selected? Black or white? \_\_\_\_\_



### Tuesday

1.  $79 + 4 =$  \_\_\_\_\_
2.  $25 - 5 =$  \_\_\_\_\_
3.  $68 - 7 =$  \_\_\_\_\_
4.  $15 \div 5 =$  \_\_\_\_\_
5.  $8 \times 9 =$  \_\_\_\_\_
6. Write 634 in words: \_\_\_\_\_
7. Complete this counting pattern:  
10, 19, 28, 37, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. Cole has 4 crayons. Nicholas has 21 crayons. How many more crayons does Nicholas have? \_\_\_\_\_
9. Divide 45 by 5. \_\_\_\_\_
10.  $\$1.00 + 10 \text{ cents} + 20 \text{ cents} =$  \_\_\_\_\_
11.  $\$1.00 + 10 \text{ cents} + \$2.00 =$  \_\_\_\_\_
12. 480 minutes = \_\_\_\_\_ hours
13. 4 hours = \_\_\_\_\_ minutes
14. A cube has \_\_\_\_\_ corners.
15. Which circle has the highest chance of being selected? Black or white? \_\_\_\_\_

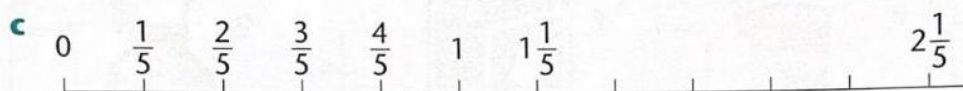
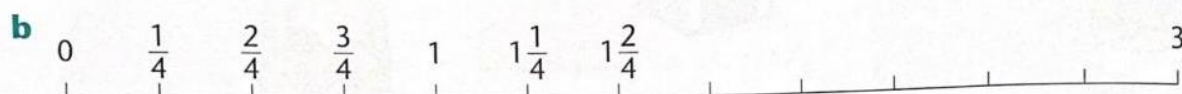


UNIT  
14

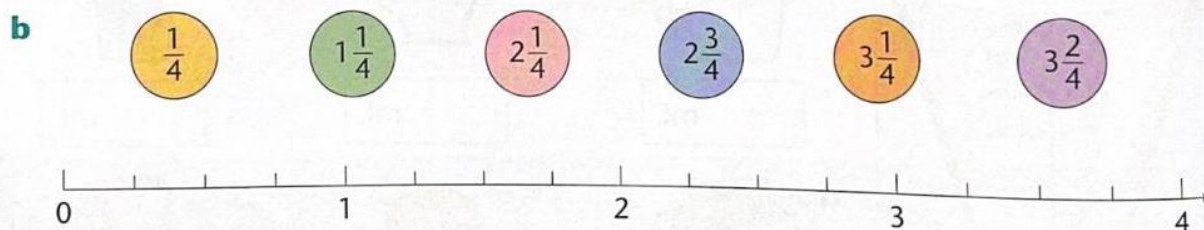
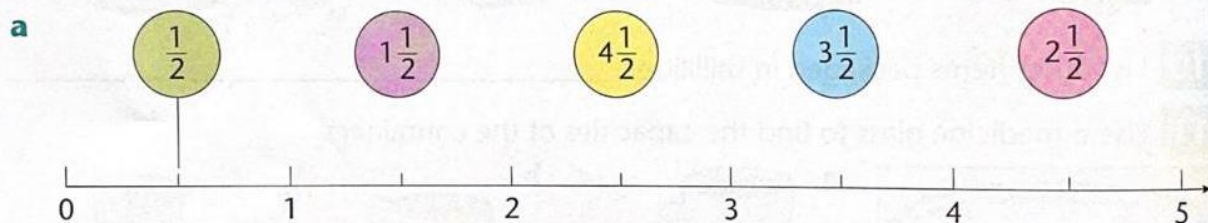
# Counting with fractions

Mixed numerals are used when counting beyond 1 on a number line.  
E.g. 0, 1,  $1\frac{1}{2}$ , 2,  $2\frac{1}{2}$ , 3

**1** Complete the number line to count by halves, quarters and fifths.



**2** Draw a line to show where each fraction or mixed numeral belongs on the number line.



**3** Write the missing mixed numerals on the T-shirts.





## Monday- Science and Technology

### Let's Build Bridges

*Learning Intention – Students explore and investigate factors (such as forces) that impact the design and building of a bridge system.*

View the images of different bridges. Think about and answer the following questions:

***What's different about them? What's the same about them?***



*Bridges are designed to hold massive downward forces, like heavy trucks and trains. They also need to stay standing against the forces of strong wind and heavy rain.*

Your task is to design and construct a strong bridge. You might like to follow the design process by first researching bridge designs to gather knowledge about the different parts of a bridge and the construction process.

**Visit these websites to find out more information about bridges and their construction**

<http://www.pbs.org/wgbh/buildingbig/bridge/index.html>

<http://whatmakesabridgestrong.weebly.com/index.html>

<https://kids.kiddle.co/Bridge>

<https://kids.britannica.com/kids/article/bridge/352881?form=MY01SV&OCID=MY01SV>

Using a laptop or device, research or ask a family member:

- **How are bridges built?**
- **What parts are important?**
- **What makes a bridge strong?**

Record your answers on the clipboard.



## Monday- Science and Technology (Let's Build Bridges- continued)

### **Before you begin:**

- Sketch and label your bridge design on a big piece of paper (or below)
- Label the important parts of a bridge system.

**Build it:** Once you have designed your bridge use newspaper, cardboard, recyclables and tape to construct the bridge. You might like to use a stack of books or 2 chairs for the anchor points.

**Test it:** When you have finished constructing the bridge, test the bridge's strength by using small weights, coins or blocks. You might have to refine your design to improve the strength.

**Evaluate it:** After you have completed your bridge, evaluate your work. by recording your answers to these questions:

**Don't forget to upload a photo of your bridge.**

What worked well with your group design?


What did not work so well? Why?


*Learning Intention – Students  
read a variety of texts for a  
range of purposes*

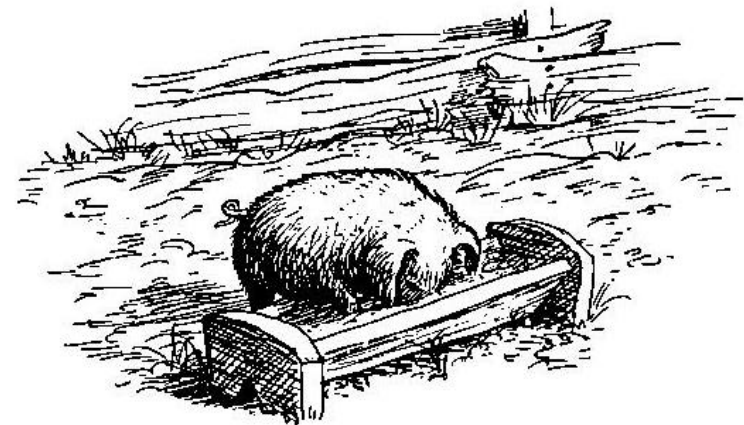
### Chapter III

## Escape

**T**HE BARN was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows. It often had a sort of peaceful smell—as though nothing bad could happen ever again in the world. It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. And whenever the cat was given a fish-head to eat, the barn would smell of fish. But mostly it smelled of hay, for there was always hay in the great loft up overhead. And there was always hay being pitched down to the cows and the horses and the sheep.

The barn was pleasantly warm in winter when the animals spent most of their time indoors, and it was pleasantly cool in summer when the big doors stood wide open to the breeze. The barn had stalls on the main floor for the work horses, tie-ups on the main floor for the cows, a sheepfold down below for the sheep, a pigpen down below for Wilbur, and it was

full of all sorts of things that you find in barns: ladders, grindstones, pitch forks, monkey wrenches, scythes, lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and rusty rat traps. It was the kind of barn that swallows like to build their nests in. It was the kind of barn that children like to play in. And the whole thing was owned by Fern's uncle, Mr. Homer L. Zuckerman.



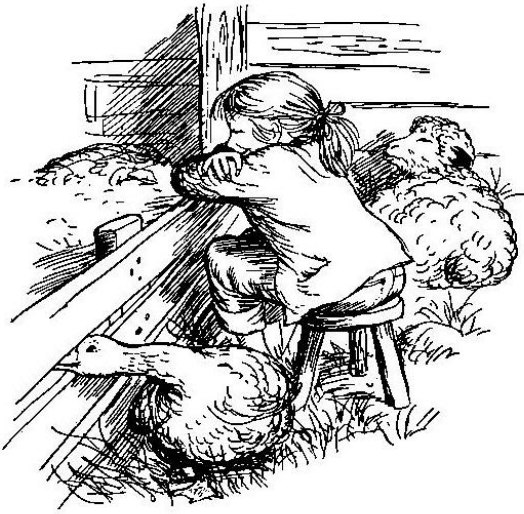
Wilbur's new home was in the lower part of the barn, directly underneath the cows. Mr. Zuckerman knew that a manure pile is a good place to keep a young pig. Pigs need warmth, and it was warm and comfortable down there in the barn cellar on the south side.

Fern came almost every day to visit him. She found

*Escape*

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an old milking stool that had been discarded, and she placed the stool in the sheepfold next to Wilbur's pen. Here she sat quietly during the long afternoons, thinking and listening and watching Wilbur. The



sheep soon got to know her and trust her. So did the geese, who lived with the sheep. All the animals trusted her, she was so quiet and friendly. Mr. Zuckerman did not allow her to take Wilbur out, and he did not allow

*Escape*

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Wilbur looked through the fence and saw the goose standing there.

"You don't have to stay in that dirty-little dirty-little dirty-little yard," said the goose, who talked rather fast. "One of the boards is loose. Push on it, push-push-push on it, and come on out!"

"What?" said Wilbur. "Say it slower!"

"At-at-at, at the risk of repeating myself," said the goose, "I suggest that you come on out. It's wonderful out here."

"Did you say a board was loose?"

"That I did, that I did," said the goose.

Wilbur walked up to the fence and saw that the goose was right—one board was loose. He put his head down, shut his eyes, and pushed. The board gave way. In a minute he had squeezed through the fence and was standing in the long grass outside his yard. The goose chuckled.

"How does it feel to be free?" she asked.

"I like it," said Wilbur. "That is, I *guess* I like it." Actually, Wilbur felt queer to be outside his fence, with nothing between him and the big world.

"Where do you think I'd better go?"

"Anywhere you like, anywhere you like," said the goose. "Go down through the orchard, root up the sod! Go down through the garden, dig up the radishes! Root up everything! Eat grass! Look for corn! Look

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*Charlotte's Web*

her to get into the pigpen. But he told Fern that she could sit on the stool and watch Wilbur as long as she wanted to. It made her happy just to be near the pig, and it made Wilbur happy to know that she was sitting there, right outside his pen. But he never had any fun—no walks, no rides, no swims.

One afternoon in June, when Wilbur was almost two months old, he wandered out into his small yard outside the barn. Fern had not arrived for her usual visit. Wilbur stood in the sun feeling lonely and bored.

"There's never anything to do around here," he thought. He walked slowly to his food trough and sniffed to see if anything had been overlooked at lunch. He found a small strip of potato skin and ate it. His back itched, so he leaned against the fence and rubbed against the boards. When he tired of this, he walked indoors, climbed to the top of the manure pile, and sat down. He didn't feel like going to sleep, he didn't feel like digging, he was tired of standing still, tired of lying down. "I'm less than two months old and I'm tired of living," he said. He walked out to the yard again.

"When I'm out here," he said, "there's no place to go but in. When I'm indoors, there's no place to go but out in the yard."

"That's where you're wrong, my friend, my friend," said a voice.

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*Charlotte's Web*

for oats! Run all over! Skip and dance, jump and prance! Go down through the orchard and stroll in the woods! The world is a wonderful place when you're young."

"I can see that," replied Wilbur. He gave a jump in the air, twirled, ran a few steps, stopped, looked all around, sniffed the smells of afternoon, and then set off walking down through the orchard. Pausing in the shade of an apple tree, he put his strong snout into the ground and began pushing, digging, and rooting. He felt very happy. He had plowed up quite a piece of ground before anyone noticed him. Mrs. Zuckerman was the first to see him. She saw him from the kitchen window, and she immediately shouted for the men.

"Ho-mer!" she cried. "Pig's out! Lurvy! Pig's out! Homer! Lurvy! Pig's out. He's down there under that apple tree."

"Now the trouble starts," thought Wilbur. "Now I'll catch it."

The goose heard the racket and she, too, started hollering. "Run-run-run downhill, make for the woods, the woods!" she shouted to Wilbur. "They'll never-never-never catch you in the woods."

The cocker spaniel heard the commotion and he ran out from the barn to join the chase. Mr. Zuckerman heard, and he came out of the machine shed where he was mending a tool. Lurvy, the hired man, heard the

*Escape*

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noise and came up from the asparagus patch where he was pulling weeds. Everybody walked toward Wilbur and Wilbur didn't know what to do. The woods seemed a long way off, and anyway, he had never been down there in the woods and wasn't sure he would like it.

"Get around behind him, Lurvy," said Mr. Zuckerman, "and drive him toward the barn! And take it easy—don't rush him! I'll go and get a bucket of slops."

The news of Wilbur's escape spread rapidly among the animals on the place. Whenever any creature broke loose on Zuckerman's farm, the event was of great interest to the others. The goose shouted to the nearest cow that Wilbur was free, and soon all the cows knew. Then one of the cows told one of the sheep, and soon all the sheep knew. The lambs learned about it from their mothers. The horses, in their stalls in the barn, pricked up their ears when they heard the goose hollering; and soon the horses had caught on to what was happening. "Wilbur's out," they said. Every animal stirred and lifted its head and became excited to know that one of his friends had got free and was no longer penned up or tied fast.

Wilbur didn't know what to do or which way to run. It seemed as though everybody was after him. "If this is what it's like to be free," he thought, "I believe I'd rather be penned up in my own yard."

The cocker spaniel was sneaking up on him from one



side, Lurvy the hired man was sneaking up on him from the other side. Mrs. Zuckerman stood ready to head him off if he started for the garden, and now Mr. Zuckerman was coming down toward him carrying a pail. "This is really awful," thought Wilbur. "Why doesn't Fern come?" He began to cry.

The goose took command and began to give orders. "Don't just stand there, Wilbur! Dodge about, dodge about!" cried the goose. "Skip around, run toward me, slip in and out, in and out, in and out! Make for the woods! Twist and turn!"

The cocker spaniel sprang for Wilbur's hind leg. Wilbur jumped and ran. Lurvy reached out and grabbed. Mrs. Zuckerman screamed at Lurvy. The goose cheered for Wilbur. Wilbur dodged between

*Escape*

21

Lurvy's legs. Lurvy missed Wilbur and grabbed the spaniel instead. "Nicely done, nicely done!" cried the goose. "Try it again, try it again!"

"Run downhill!" suggested the cows.

"Run toward me!" yelled the gander.

"Run uphill!" cried the sheep.

"Turn and twist!" honked the goose.

"Jump and dance!" said the rooster.



22

*Charlotte's Web*

"Look out for Lurvy!" called the cows.

"Look out for Zuckerman!" yelled the gander.

"Watch out for the dog!" cried the sheep.

"Listen to me, listen to me!" screamed the goose.

Poor Wilbur was dazed and frightened by this hullabaloo. He didn't like being the center of all this fuss. He tried to follow the instructions his friends were giving him, but he couldn't run downhill and uphill at the same time, and he couldn't turn and twist when he was jumping and dancing, and he was crying so hard he could barely see anything that was happening. After all, Wilbur was a very young pig—not much more than a baby, really. He wished Fern were there to take him in her arms and comfort him. When he looked up and saw Mr. Zuckerman standing quite close to him, holding a pail of warm slops, he felt relieved. He lifted his nose and sniffed. The smell was delicious—warm milk, potato skins, wheat middlings, Kellogg's Corn Flakes, and a popover left from the Zuckermans' breakfast.

"Come, pig!" said Mr. Zuckerman, tapping the pail. "Come pig!"

Wilbur took a step toward the pail.

"No-no-no!" said the goose. "It's the old pail trick, Wilbur. Don't fall for it, don't fall for it! He's trying to lure you back into captivity-ivity. He's appealing to your stomach."



*Escape*

13

Wilbur didn't care. The food smelled appetizing. He took another step toward the pail.

"Pig, pig!" said Mr. Zuckerman in a kind voice, and began walking slowly toward the barnyard, looking all about him innocently, as if he didn't know that a little white pig was following along behind him.

"You'll be sorry-sorry-sorry," called the goose.

Wilbur didn't care. He kept walking toward the pail of slops.

"You'll miss your freedom," honked the goose. "An hour of freedom is worth a barrel of slops."

Wilbur didn't care.

When Mr. Zuckerman reached the pigpen, he climbed over the fence and poured the slops into the trough. Then he pulled the loose board away from the fence, so that there was a wide hole for Wilbur to walk through.

"Reconsider, reconsider!" cried the goose.

Wilbur paid no attention. He stepped through the fence into his yard. He walked to the trough and took a long drink of slops, sucking in the milk hungrily and chewing the popover. It was good to be home again.

While Wilbur ate, Lurvy fetched a hammer and some 8-penny nails and nailed the board in place. Then he and Mr. Zuckerman leaned lazily on the fence and Mr. Zuckerman scratched Wilbur's back with a stick.

"He's quite a pig," said Lurvy.

24

*Charlotte's Web*

"Yes, he'll make a good pig," said Mr. Zuckerman.

Wilbur heard the words of praise. He felt the warm milk inside his stomach. He felt the pleasant rubbing of the stick along his itchy back. He felt peaceful and happy and sleepy. This had been a tiring afternoon. It was still only about four o'clock but Wilbur was ready for bed.

"I'm really too young to go out into the world alone," he thought as he lay down.

**Tuesday – Word work**

Here are some words from the text. Find their definition to help you understand the storyline.

*cellar*

*commotion*

*perspiration*

*dodge*

*slops*

- Write the dictionary definition then use the words in a sentence.

On a piece of paper, draw the setting of the story as a map or an illustration. Remember to include: **Zuckerman's barn, the yard, the orchard and the woods**

Include all the animals mentioned in Chapter 3

Learning Intention - Students can locate and represent the fractions on a number line.

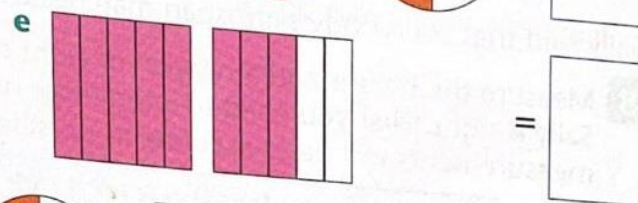
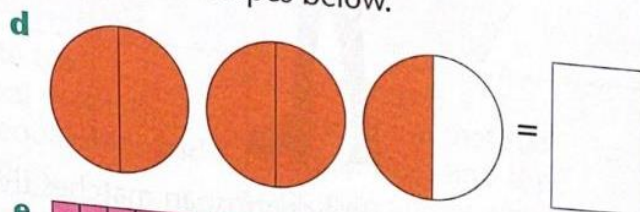
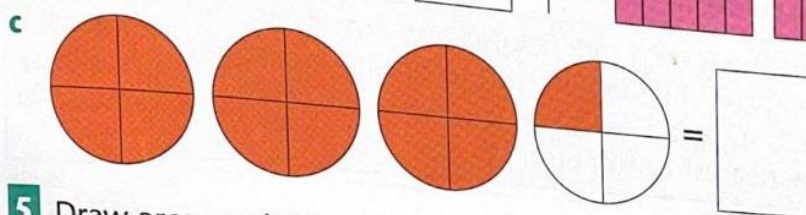
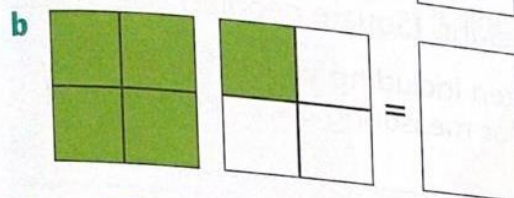
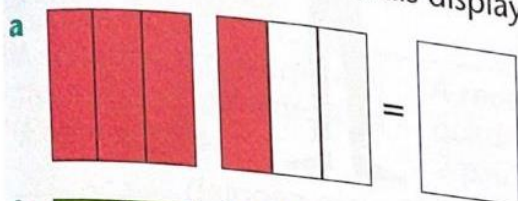
# Count by fractions

UNIT  
30

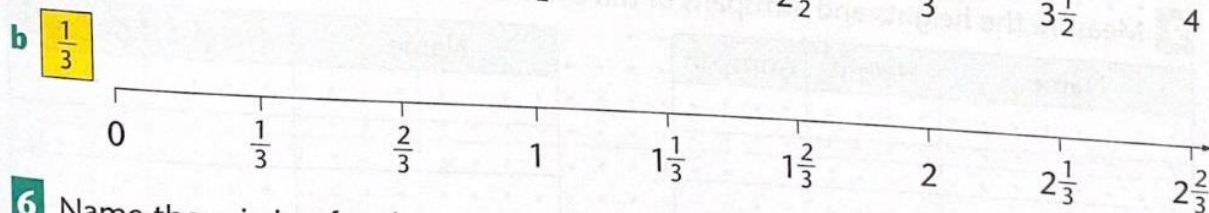
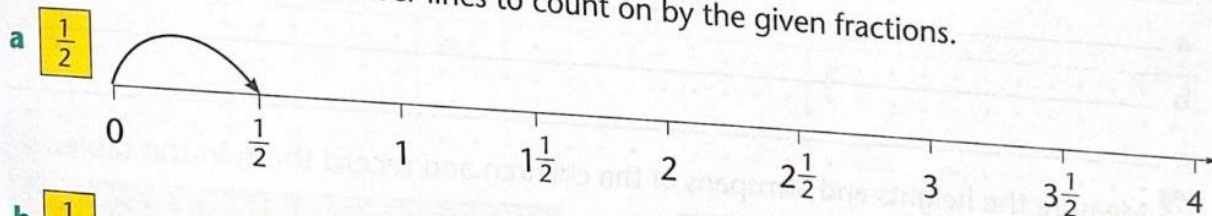
A mixed numeral is a number that consists of a whole number and a fraction.  
E.g. The model displays 1 whole and 1 half.



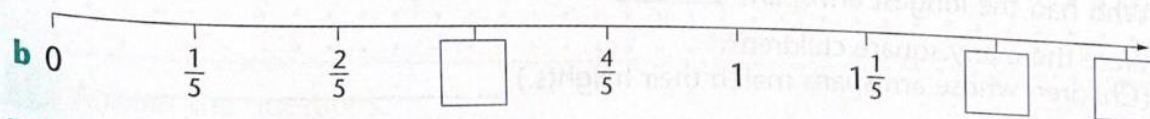
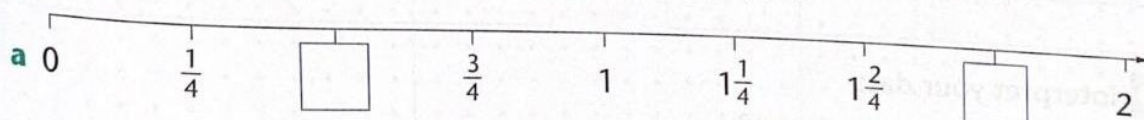
4 Write the mixed numerals displayed by the shaded shapes below.



5 Draw arcs on the number lines to count on by the given fractions.



6 Name the missing fractions on the number lines below.



7 If you were counting by thirds what would be the next fraction after:

a  $\frac{1}{3}$  \_\_\_\_\_

b  $1\frac{1}{3}$  \_\_\_\_\_

c  $2\frac{1}{3}$  \_\_\_\_\_

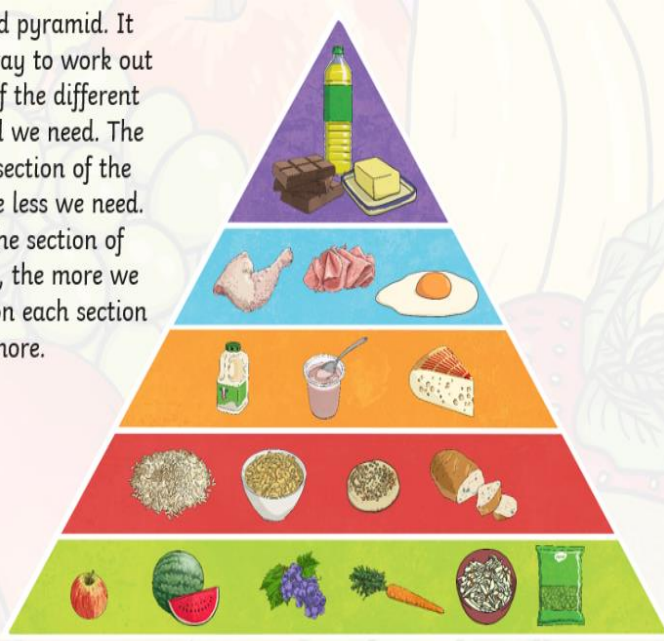
d 3 \_\_\_\_\_

## Tuesday- Personal Development

### Healthy Eating Pyramid

*Learning intention- Students reflect on the healthy eating pyramid to inform their eating habits.*

This is a food pyramid. It is an easy way to work out how much of the different types of food we need. The smaller the section of the pyramid, the less we need. The bigger the section of the pyramid, the more we need. Click on each section to find out more.



On a blank piece of paper, draw a large, pyramid, labelling the diagram with the heading. Cut out the labels below (see final page of the LFH pack.)

- Your job is to cut out and sort the food items according to where they **should** be.

**Foods high in salt and sugar belong in the top section of the pyramid (eat rarely). Food high in protein and dairy should be eaten sometimes, but grains, fruits and vegetables should be eaten often.**

**What food habits have you developed during lockdown that do not follow the Healthy Eating pyramid?**

**Set yourself some goals to eat 'healthier' foods this week.**

**My healthy eating goals will be:**

## Wednesday- Creative Arts

### Rhythm & Beat

WHICH IS WHICH?

TICK TOCK TICK TOCK  
HICK-O-RY DICK-O-RY DOCK

TICK TOCK TICK TOCK  
THE MOUSE RAN UP THE CLOCK

TICK TOCK  
THE CLOCK STRUCK ONE

TICK TOCK  
THE MOUSE CAME DOWN

TICK TOCK TICK TOCK  
HICK-O-RY DICK-O-RY DOCK

CLAP WHEN YOU SEE A CLOCK FOR THE BEAT  
CLAP WHEN YOU SEE A STAR FOR THE RHYTHM

*Learning Intention – Students can understand the musical element of duration- beat and rhythm.*

### Rhythm & Beat

WHICH IS WHICH?

TIP TOE TIP TOE  
IN-CY WIN-CY SPI-DER

TIP TOE TIP TOE  
RAN UP THE WA-TER SPOUT

TIP TOE TIP TOE  
DOWN CAME THE RAIN

TIP TOE TIP TOE  
AND WASHED THE SPI-DER OUT

TIP TOE TIP TOE  
OUT CAME THE SUNSHINE

TIP TOE TIP TOE  
AND DRIED UP ALL THE RAIN

TIP TOE TIP TOE  
AND IN-CY WIN-CY SPI-DER

TIP TOE TIP TOE  
CLIMBED UP THE SPOUT A-GAIN

CLAP WHEN YOU SEE A SPIDER FOR THE BEAT


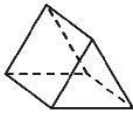
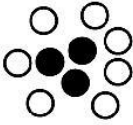
CLAP WHEN YOU SEE A STAR FOR THE RHYTHM

LET'S PLAY MUSIC

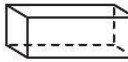



Week 8 – Questions

Wednesday

1.  $10 - 4 =$  \_\_\_\_\_
2.  $29 + 2 =$  \_\_\_\_\_
3.  $24 + 83 =$  \_\_\_\_\_
4.  $1 \times 8 =$  \_\_\_\_\_
5.  $14 \div 7 =$  \_\_\_\_\_
6. Is 6539 an odd or even number? \_\_\_\_\_
7. Complete this counting pattern:  
53, 55, 57, 59, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. If 123 buses are parked, 30 are orange and the rest are silver, how many are silver? \_\_\_\_\_
9. Divide 5 by 5. \_\_\_\_\_
10.  $\$1.00 + 5 \text{ cents} + \$2.00 =$  \_\_\_\_\_
11.  $50 \text{ cents} + \$1.00 + 20 \text{ cents} =$  \_\_\_\_\_
12. What digital time does the clock show? \_\_\_\_\_  

13. How many minutes from 3 am to 4 pm? \_\_\_\_\_
14. How many faces does a triangular-based prism have? \_\_\_\_\_  

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


Thursday

1.  $24 - 9 =$  \_\_\_\_\_
2.  $54 + 59 =$  \_\_\_\_\_
3.  $11 + 27 =$  \_\_\_\_\_
4.  $8 \div 4 =$  \_\_\_\_\_
5.  $1 \times 6 =$  \_\_\_\_\_
6. Write these numbers in ascending order: 9868, 1353, 4892, 2203, 6321, 9723.  
\_\_\_\_\_
7. Complete this counting pattern:  
76, 84, 92, 100, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. In a group of 83 students, 33 would like to play golf and the rest want to play AFL. How many want to play AFL? \_\_\_\_\_
9. Share 63 mangoes between 7 children. \_\_\_\_\_
10.  $10 \text{ cents} + 5 \text{ cents} + 20 \text{ cents} =$  \_\_\_\_\_
11.  $5 \text{ cents} + 10 \text{ cents} + 50 \text{ cents} =$  \_\_\_\_\_
12. How many weeks is 42 days? \_\_\_\_\_
13. How many minutes from 10 am to 10 pm? \_\_\_\_\_
14. How many faces does a rectangular prism have? \_\_\_\_\_  

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




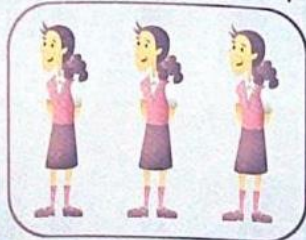


Learning Intention - Students can calculate the fraction of a collection

# Fractions of a collection

UNIT  
22

Fractions can show part of a group.



$$\frac{1}{2} \text{ of } 6 \text{ girls} = 3 \text{ girls}$$

**5** Circle the given fractional amount.

**a**  $\frac{1}{2}$  of 4 dogs



**c**  $\frac{1}{5}$  of 5 stars



**e**  $\frac{1}{4}$  of 8 socks



**b**  $\frac{1}{2}$  of 10 mugs



**d**  $\frac{1}{2}$  of 8 apples



**f**  $\frac{1}{4}$  of 12 fish



**6** Find the fraction of each group.

**a**  $\frac{1}{2}$  of 6 =

**d**  $\frac{1}{4}$  of 4 =

**g**  $\frac{1}{4}$  of 12 =

**j**  $\frac{1}{4}$  of 16 =

**m**  $\frac{1}{2}$  of 28 =

**b**  $\frac{1}{2}$  of 10 =

**e**  $\frac{1}{5}$  of 5 =

**h**  $\frac{1}{5}$  of 10 =

**k**  $\frac{1}{5}$  of 20 =

**n**  $\frac{1}{5}$  of 15 =

**c**  $\frac{1}{2}$  of 20 =

**f**  $\frac{1}{8}$  of 8 =

**i**  $\frac{1}{8}$  of 16 =

**l**  $\frac{1}{8}$  of 24 =

**o**  $\frac{1}{2}$  of 46 =



**7** Kelly has a collection of 24 moo-cows. Find these fractions of her collection.

**a**  $\frac{1}{2}$  of 24 moo-cows =

**b**  $\frac{1}{4}$  of 24 moo-cows =

**c**  $\frac{1}{8}$  of 24 moo-cows =

**8** Solve the problems.

**a** Jim had \$20 and spent  $\frac{1}{2}$  of it, Tatijana had \$24 and spent  $\frac{1}{4}$  of it. Who spent the most? \_\_\_\_\_

**b** Prani had 12 cakes and Karim had 16 cakes. Prani ate  $\frac{1}{4}$  of hers and Karim ate  $\frac{1}{8}$  of his. Who ate the most? \_\_\_\_\_

**9** Use counters to find fractional amounts of 20. E.g.  $\frac{1}{2}$  of 20 = 10.



## Thursday- Mathematics

### Number Patterns with Fractions and Decimals

*Learning Intention - Students can make connections between fractions and decimals and order them sequentially.*

1. Fill in the boxes with the correct decimal or fraction. Write down the rule or pattern.

$1\frac{1}{2}$ , 2,  $2\frac{1}{2}$ , ,  $3\frac{1}{2}$ , 4, , 5,  $5\frac{1}{2}$ , , ,

What is the rule? \_\_\_\_\_

1, 1.1, 1.2, , , 1.5, 1.6, 1.7, , ,

What is the rule? \_\_\_\_\_

$\frac{3}{8}$ ,  $\frac{4}{8}$ , ,  $\frac{6}{8}$ ,  $\frac{7}{8}$ , ,  $1\frac{1}{8}$ ,  $1\frac{2}{8}$ , , ,

What is the rule? \_\_\_\_\_

2.  $1\frac{3}{4}$ , ,  $2\frac{1}{4}$ , , , 3, , ,

What is the rule? \_\_\_\_\_

3. 0.25, 0.23, , 0.19, , 0.15, 0.13, , ,

What is the rule? \_\_\_\_\_

4. 117.2, 117.3, , 117.5, 117.6, , 117.8, 117.9, , , 118.2, ,

What is the rule? \_\_\_\_\_

**Challenge** - Create your own sequence using whole numbers, fractions and decimals and explain your rule:  
Create a minimum of 3 and a maximum of 5.



## Thursday- History: Changing Communities

Learning Intention - *Students will be able to explain changes to a community through visual arts.*

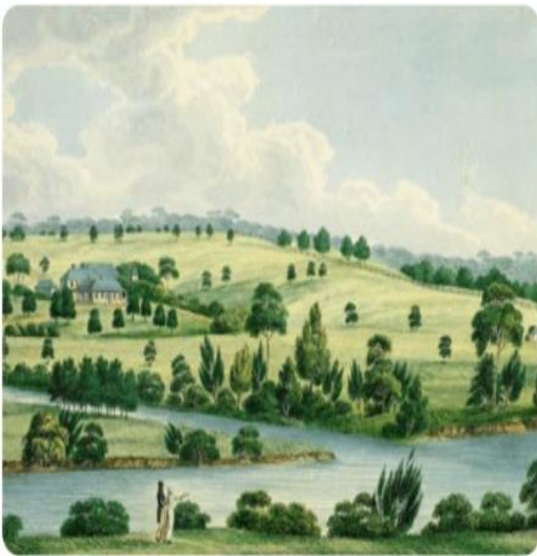
Watch the video on changing communities: <http://www.viewpure.com/UCJP0hoKT6g?start=0&end=0>

Look at these photos of an old community and a modern one, years apart. There are many differences.

***What differences or changes might you see to communities in 200 years time?***

On a piece of paper (or at the bottom of the page) draw what a community may look like in 2221 and label the changes.

You can use the picture of the Opera House, you can draw a picture of our school, your house, your suburb or other surroundings. The important part of the activity is to label the changes in your drawing.





Friday

Learning Intention – Students build their pencil control and neatness as they learn to write with cursive handwriting.

## Handwriting Week 8

It is not often that someone comes along  
who is a true friend and a good writer.

Charlotte was both.

from Charlotte's Web by E.B White

# Times Table Test - 10x Table

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

My score:

		Check	
12.	$0 \div 10 =$		
13.	$50 \div 10 =$		
14.	$80 \div 10 =$		
15.	$10 \div 10 =$		
16.	$100 \div 10 =$		
17.	$40 \div 10 =$		
18.	$70 \div 10 =$		
19.	$30 \div 10 =$		
20.	$90 \div 10 =$		
21.	$20 \div 10 =$		
22.	$60 \div 10 =$		

My score:

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

Mr Riley's class searched the playground for insects and recorded their findings on a table.

ants	flies	butterflies	cicadas	cockroaches	bees
50	24	4	0	8	11

**10** Interpret the table.

- a Which was the most common insect? \_\_\_\_\_
- b Which insect did they fail to find and why do you think this was so?

c What can you say about the number of ants found when compared to the butterflies? \_\_\_\_\_

d Of which insect are there 6 times more than butterflies? \_\_\_\_\_

e Create your own table by recording the number of children with each hair colour in your class.

blonde	brown	black	fair	red	other

**11** Complete the table using tally marks (|||) and the information about the children's favourite winter sports.

Soccer	Mark	Netball	Peter
	Jenni		Janice
	Sally		Freda
	Bill		Maria
	John		Emma
	Con		
	Harry	Touch	Lauren
Rugby	Nadine	football	Trent
	Greg		Carly
	Tom		Steve
	Jack		Amber

Sport	Boys	Girls
Soccer		
Rugby		
Netball		
Touch football		

**12** Answer the questions.

- a Which sport was the most popular sport for the boys? \_\_\_\_\_
- b Which was the most popular sport for the girls? \_\_\_\_\_
- c How many more boys liked soccer than liked rugby? \_\_\_\_\_
- d How many more girls liked netball than liked touch football? \_\_\_\_\_
- e If there were 25 children surveyed, how many didn't have a favourite sport? \_\_\_\_\_
- f What is your favourite sport? \_\_\_\_\_



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# Healthy Eating Pyramid

Tuesday- Personal Development (cut outs)



Cut these images out to create your own Healthy Eating Pyramid. Use the labels below to identify the food groups and how often they should be eaten



<b>Fruit</b>	<b>Fats, Oils and Sugars</b>	
<b>Vegetables</b>	<b>Carbohydrates</b>	
<b>Proteins</b>	<b>Eat rarely</b>	<b>Eat often</b>
<b>Eat Sometimes</b>	<b>Dairy</b>	