



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 3 – Term 4 Week 3					
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	Creative Arts	Wellness Wednesday	Geography / History	Catch up	

Stage 3 Term 4 Week 3 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reading	Reading Read the Kids News article attached, 'Solar probe gets closer to the Sun by going faster.'	Reading Reread the Kids News article attached, 'Solar probe gets closer to the Sun by going faster.'	Reading Read the Aboriginal Dreaming story, 'How the Sun was Made', attached below.	Reading Reread the Aboriginal Dreaming story, 'How the Sun was Made', attached below.	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>Word of the Week - WOW</u> Complete the WOW activity below. WOW - devious	Comprehension / Word Work <u>Comprehension</u> Use full sentences to answer the comprehension questions below, about the Kids News article attached, 'Solar probe gets closer to the Sun by going faster.'	Comprehension / Word Work <u>Word Meaning</u> Complete the activity attached below about words from 'How the Sun was Made.'	Comprehension / Word Work <u>Grammar Search</u> Complete the activity attached below about grammar from 'How the Sun was Made.'	Comprehension / Word Work <u>Spelling test</u> Please ask someone in your house to give you a spelling test of the words from your spelling activity on Monday. Please record your results and include them in your assignment today.
English	Writing <u>Spelling</u> Complete the spelling activities attached below.	Writing <u>Plan a Narrative</u> Complete the activity below to plan a narrative about the Sun or a world without a Sun.	Writing <u>Begin and Draft a Narrative</u> Complete the activity below to start writing a narrative about the Sun or a world without a Sun.	Writing <u>Edit and Publish a Narrative</u> Complete the activity below to edit and finalise your narrative about the Sun or a world without a Sun.	Writing <u>Handwriting</u> Complete the handwriting activity attached below.
Break					

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle Mathematics	Mathematics Task 1 – Mentals Task 2 – Multi-step word problems	Mathematics Task 1 – Mentals Task 2 – Budgeting lottery winnings	Mathematics Task 1 – Mentals Task 2 – Plan your Party! (budgeting)	Mathematics Task 1 – Mentals Task 2 – Timetables Task 3 – Timetables	Mathematics Task 1 – Number of the day Task 2 – Interpreting timelines Task 3 – Drawing timelines
Middle	Online Fitness SISA Yoga, Mindfulness and Breathing https://www.youtube.com/watch?v=-uKEuikMrRo Kids HIIT Workout https://www.youtube.com/watch?v=591Stmzm9EA Just Dance Workout https://www.youtube.com/watch?v=yQ4fTI4wbko Kids 20-minute Tabata https://www.youtube.com/watch?v=LNLS9ONr5YI Kids Yoga https://www.youtube.com/watch?v=4ZpkRAcgws4			Fitness without technology Complete the 'Lunchbox kid's workout' (attached to the back of your booklet). Turn on some music and have a dance party. Create an obstacle course that includes running, jumping, hopping, galloping and balancing. Try some Tabata (20 seconds of work and 10 seconds of rest, 8 times) that includes star jumps, squats, burpees, high knees and tuck jumps.	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS
Afternoon	Science and Technology <u>The Sun</u> Complete the activities below about the sun.	Creative Arts <u>Musical Instruments in a band</u> Complete the activities attached below to learn about the instruments in a band.	Wellness Wednesday <u>Future Me</u> Complete the activity below about reaching your goals.	History <u>Why did people come to Australia?</u> Complete the activities below about migration and the Immigration restriction act.	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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Optional Extension activities	<u>STEM Activity</u> Cloud in a Jar https://www.giftofcuriosity.com/weather-science-how-to-make-a-cloud-in-a-jar/	<u>Making Ice Cream in a Bag</u> https://www.sciencebuddies.org/stem-activities/ice-cream-bag	<u>Art Hub</u> Follow along with a directed drawing https://www.artforkidshub.com/how-to-draw/		
	<u>READ, READ, READ!!!</u> Reading everyday makes you a better reader.	<u>StudyLadder</u> https://www.studyladder.com.au/	<u>Fitness</u> Move your body and follow along with PE with Joe on Youtube!		
	<u>Kids News!</u> https://www.kidsnews.com.au/	<u>BTN</u> Watch a BTN to keep up to date on current affairs! https://www.abc.net.au/btn/	<u>Meditation</u> https://www.headspace.com/meditation/kids Or https://www.smilingmind.com.au/		
	<u>Watch an 'Education Live' talk at 10am each day</u> https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home				

Solar probe gets closer to the Sun by going faster

Sean Keach, May 12, 2021 6:30PM The Sun

SPACE

Reading level: **Green**

A rugged* NASA probe has soared across space and ‘touched the Sun’ in a truly astronomical feat.

The 482,781 km per hour Parker Solar Probe will get even closer – and is already officially the fastest man-made object ever created.

In truth, there are many different ways to ‘touch’ the Sun; the star is multi-layered and its effects extend far from the core.

In this case, the probe has glanced* the Sun’s toasty outer atmosphere.

It got as close as around 9,656,064 km from Earth’s host star – but that’s not the only record.

The probe has also become the fastest man-made object, travelling at a mind-blowing 532,000 km per hour.

That breaks its own record set in February 2020, when the probe achieved speeds of 393,044 km per hour.

The speed is brain-boggling: the probe could circumnavigate* Earth in under five minutes and reach the Moon in less than an hour.

NASA’s probe is using an orbit that takes it around Venus, using the planet’s gravity to bring it ever closer to the Sun.

With each pass, the probe’s total speed is ramping up.

NASA’s hardy craft will eventually approach as close as 6.9 million kilometres.

And it will ultimately reach speeds of up to 692,2018 km per hour – around 0.064 per cent the speed of light.

During the trip, the probe endures temperatures of 1,300C.

The Parker Solar Probe is one of NASA’s most exciting missions.

It launched back in 2018 to observe the outer corona* of the Sun – from a closer viewpoint than any previous probe.

NASA has tracked eight passes around the Sun of a planned 24 trips.

The mission is due to end in 2025, but could be extended if NASA chooses.

Eventually, it’s possible that the probe will slowly spiral into the Sun, ultimately destroying the craft.

Monday WOW – Word of the Week

devious

Learning Intention – Students use interesting language to engage the audience

Definition: _____

How many syllables: _____

Synonyms: _____

Antonyms: _____

Write an imaginative paragraph (approx. ½ page) using the WOW word (please write on a google doc, work book or blank piece of paper).

Monday Spelling

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



sight	Suffix (ion)	Suffix (ion)	sight	Science	Extension
rough	fashion	action	easily	orbit	apprehension
bough	million	vacation	enemy	degrees	opposition
tough	champion	education	section	gases	construction
through	conclusion	emotions	recent	oxygen	conversation
enough	illusion	fiction	judge	celestial	occupation

Spelling Rule: A suffix is a syllable attached to the end of a word. It changes the way the word is used.

1. Write the spelling words into your spelling book.
2. Write the dictionary definition, a synonym and the part of speech (noun, verb etc) for 5 of your words.
3. Put 5 words each into a sentence.
4. Write down 10 more suffix words, you can use words that end in -ed, -ing, -ly etc.
5. Rewrite the sentences to have correct spelling and punctuation:
 - a. toby cam too the conloosion easily
 - b. Ussain bolt is a recant champoin of 100m running
 - c. acshon shouted the director to the comedy actors

Monday Mathematics

Task 1 –

1. $38 - 34 =$
2. $72 + 71 =$
3. $2 \times 4 =$
4. $20 \div 4 =$
5. $6 \times 11 =$
6. Round 22889 to the nearest hundred.
7. Write these numbers in descending order:
41766, 78010, 72766, 64129, 11218, 89884
8. Complete this counting pattern:
100, 104, 108, 112, _____, _____, _____
9. Complete this counting pattern:
21, 25, 29, 33, _____, _____, _____
10. What is the difference between 84 and 65?
11. Divide 35 by 5.
12. What is the price after taking 50% off \$21?
13. What is $\frac{1}{9}$ of 90?
14. What is $\frac{1}{12}$ of 84?
15. Write these decimals in descending order:
0.18, 0.54, 0.64, 0.39
16. Write these decimals in ascending order:
0.61, 0.64, 0.50, 0.12
17. If it was 9:44 in the morning, would you write am or pm?
18. The length of a rectangle's sides are 38cm and 78cm. What is its perimeter?
19. How many faces does a square-based pyramid have? 
20. Which circle has the highest chance of being selected?
Black or white? 

Task 2 – Multi-step Addition and Subtraction Problems

Learning Intention – Students solve addition and subtraction word problems involving whole numbers of any size, including problems that require more than one operation

****You MUST show your working out!!!**

- | |
|---|
| 1. A movie theatre has 700 seats and is showing the new Marvel movie. If 114 adults and 276 children come to see the movie, how many seats are left empty? Show your working out. |
| 2. Mia is saving for a new make that costs \$286. If she already has \$39 and is then given \$59 for her birthday, how much more does she need to save? |
| 3. A school decided to work out how many were left or right-handed students there are. The school has 900 students, 687 were right handed and 174 were left handed, the rest could use either hand (ambidextrous). How many ambidextrous students were there? |

4. Oliver is doing a walk-a-thon on Saturday where he needs to take 875 steps each hour. If he decides to spend some time playing a video game and only walks 323 steps one hour, how many steps should he take to catch up in the next hour?

5. Ava and Chris are trying to drink more water. Chris drinks 1485ml each day and Ava drinks 1760ml each day. If Chris drinks an extra 217ml glass today, how much less water has he had than Ava?

6. A school garden has 2036 seeds to plant. So far, they have already planted 1564 and today they planted another 57. How many seeds are left?

7. I have 4,561 stickers in my collection. I buy 3 large packs of stickers. Each large pack has 37 stickers. I add these to my collection. Then, I give 125 stickers to my brother. How many stickers do I have in my collection in total?




8. At the start of the day, there were 2,874 computer games in the shop. During the day, 369 more computer games were delivered and 481 computer games were sold. How many computer games were left in the shop at the end of the day?

9. There are 3,500 buttons in a tin. Two people take 375 buttons each. Three more people take 405 buttons each. How many buttons are left in the tin?

Monday Science – What is in the Solar System?




Learning Intention – Students will be able to investigate the structure and power of the sun.

Complete the 3-2-1 activity below:

	Write 3 thoughts you have about the sun:
	1. 2. 3.
	Write 2 questions you have about the sun:
	1. 2.
	Write 1 comparison you have about the sun:
	1. The sun is like...

****Watch the teacher video “Why does the sun shine,” which is attached to today's assignment. ****

Complete the 3-2-1 activity below using the new knowledge you have after watching the teacher video:

	Write 3 thoughts you have about the sun:
	1. 2. 3.
	Write 2 questions you have about the sun:
	1. 2.
	Write 1 comparison you have about the sun:
	1. The sun is like...

Read the information below about the sun and answer the comprehension questions.

The Sun

The Sun is the star at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all locked in orbit.

Making Energy:

The Sun provides almost all the energy, light and heat needed on Earth mainly using hydrogen and helium. Energy is made at its core in the centre of the Sun's sphere. Around the core is the radiative zone which carries the energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone! The photosphere is at the Sun's surface and the energy gets to there from the convection zone in large bubbles. From here, the energy escapes (through the chromosphere and corona) and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.



Did you know?

Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

Circumference: 4,366,813 km (2,713,406 miles)

Mass: 1,989,000,000,000,000,000,000,000,000kg

(About 1.3 million Earths could fit inside the Sun)

Lifespan:

The Sun is actually a yellow dwarf star and was created about 4.6 billion years ago. The Sun will eventually run out of energy and fade, but don't worry...this won't be for another 4.5 to 5.5 billion years yet! Before the Sun eventually fades, in an unimaginable time from now, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth a bit like a greenhouse – hot and moist. 3.5 billion years from now, it will be even brighter than that: at 40% more than it is today. This will be so hot that the oceans will boil and the ice will melt. It's safe to say that then there will be no life on Earth by then, but with space travel already making new discoveries and exploring other planets, where do you think humans will be by then?

Comprehension questions:

1. What gases is the Sun mainly made from?
2. How long does it take energy to reach Earth from the Sun?
3. In the final paragraph the author uses the word 'unimaginable'. Why have they used this word?
4. What type of star is the Sun now?
5. List the different layers of the Sun from the centre to the outside.
6. What keeps our solar system of planets orbiting the Sun?
7. Solar means 'relating to the Sun'. Think of two (or more) examples where we use the word 'solar'.
8. Will the Sun last forever? If not, why not?
9. In the final paragraph it says that Earth will become 'a bit like a greenhouse'. A greenhouse is warm and moist inside because of the glass that lets heat and light in and keeps it in. Our Earth is not surrounded by glass, so what will let the heat and light in and keep it in?
10. Look at the final line - where do you think humans will be by then?

Tuesday Comprehension

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

Instructions: On google docs or on a piece of paper, use **full sentences** to answer the following questions relating to the text 'Solar probe gets closer to the Sun by going faster.'

1. How close was the probe to the Sun in this latest mission?
2. What was the probe's record-breaking speed?
3. How long would it take the probe to circumnavigate the Earth?
4. When is the mission due to end?
5. How many times bigger than Earth is the Sun?
6. Who is the author of this article?
7. List 3 things you learnt from reading this article.
8. Did you enjoy reading this article, give reasons for your answer.

Tuesday Writing

Learning Intention: Students create a complete story by making additions and adjustments over time.

Instructions: Over the next 3 days you will plan, draft, edit and publish a story about the Sun or about the world without a Sun. **Today, you can use this page to plan your story.** The more detail you add today the easier it will be. You can add more paragraphs if you need.

Paragraph 1	Setting: where are the characters in this story 	Characters: names and important details
Paragraph 2	Introduce the problem – include place / time / characters / event 	
Paragraph 3	Develop the problem – include place / time / characters / event 	
Paragraph 4	Conclusion – include place / time / characters / event 	

Tuesday Mathematics

Task 1 –

1. $50 + 93 =$
2. $54 - 24 =$
3. $9 \times 4 =$
4. $36 \div 3 =$
5. $10 \times 7 =$
6. Round 69066 to the nearest hundred.
7. Round 90093.40 to the nearest whole number.
8. Complete this counting pattern:
25, 35, 45, 55, _____, _____, _____
9. Complete this counting pattern:
68, 70, 72, 74, _____, _____, _____
10. What is the difference between 32 and 11?
11. How much is 6kg at \$12 per kilogram?
12. What is the price after taking 50% off \$95?
13. What is $\frac{1}{4}$ of 12?
14. What is $\frac{1}{12}$ of 36?
15. Write these decimals in ascending order:
0.97, 0.24, 0.50, 0.46
16. Write these decimals in descending order:
0.58, 0.19, 0.41, 0.50
17. How many days are in November?
18. The length of a rectangle's sides are 1cm and 2cm. What is its area?
19. What type of angle is 340° ?
20. Imagine these circles are in a bag. What is the probability of pulling out a black circle?



Task 2 – Budgeting lottery winnings

Learning Intention – Students will use knowledge of addition and subtraction facts to create a financial plan.

CONGRATULATIONS!!
YOU HAVE WON THE LOTTERY!!
You have won \$1, 000, 000!

It's time to spend your winnings! Look at the items on the next page!!













Which of the items will you buy with your winnings?

How close can you get to spending the whole amount?

You can buy more than 1 of each of the items!

You MUST show your working out!

You can add items of your own in the bottom row, however you must research the real-life prices!

 <p>Super Car \$50 000</p>	 <p>85-inch Smart TV \$11 995</p>	 <p>New top of the range Bike \$5 999</p>	 <p>Cruise around the world \$ 24 238</p>
 <p>Donation to charity \$25 000</p>	 <p>Unlimited books for 5 year \$3285</p>	 <p>Technology Kit (Laptop, IPAD, iPhone, Desktop) \$10 376</p>	 <p>Holiday to a destination of your choice (6 people) \$ 39 726</p>
 <p>Personal Assistant for 10 years \$212 529</p>	 <p>Entire wardrobe of new clothes \$16 291</p>	 <p>Household Robot \$37 649</p>	 <p>Game console and collection of games \$1436</p>

Tuesday Creative Arts- Music

Learning intention: Students can identify the sounds made by instruments, identify how instruments are played and can correctly name instruments.

Visit <https://www.schoolbands.com.au/choosing-the-right-instrument/> to watch some videos about each of the instruments in the band. Scroll down to make sure you see all of the instruments.




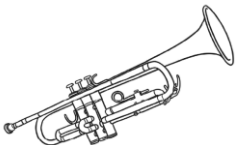
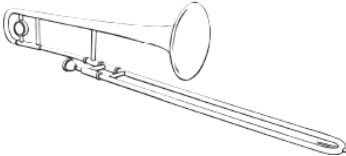

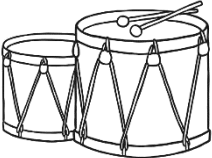
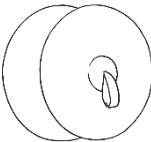
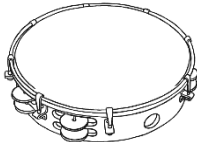
Listen to the instruments and notice how they are played and the type of sound the instrument makes. Read the information on the website about the instrument families too.

Complete the worksheets about the instruments in the band and orchestra. Describe the sound of each instrument and how it is played.





Can you name the instruments?

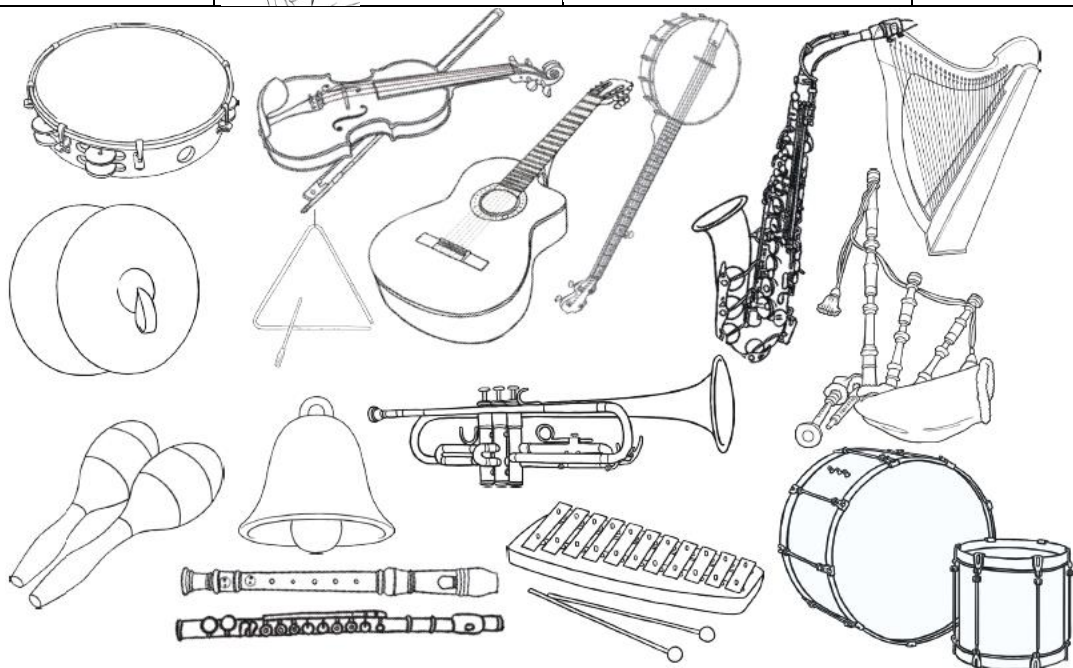
Tuesday- Creative Arts

Once you have watched the videos, describe the sounds of the following instruments:

<p>Flute</p>  <table border="1"> <tr> <td>high</td> <td>low</td> </tr> <tr> <td>loud</td> <td>soft</td> </tr> </table>	high	low	loud	soft	<p>Clarinet</p>  <table border="1"> <tr> <td>high</td> <td>low</td> </tr> <tr> <td>loud</td> <td>soft</td> </tr> </table>	high	low	loud	soft	<p>Saxophone</p>  <table border="1"> <tr> <td>high</td> <td>low</td> </tr> <tr> <td>loud</td> <td>soft</td> </tr> </table>	high	low	loud	soft
high	low													
loud	soft													
high	low													
loud	soft													
high	low													
loud	soft													
<p>Trumpet</p>  <table border="1"> <tr> <td>high</td> <td>low</td> </tr> <tr> <td>loud</td> <td>soft</td> </tr> </table>	high	low	loud	soft	<p>Trombone</p>  <table border="1"> <tr> <td>high</td> <td>low</td> </tr> <tr> <td>loud</td> <td>soft</td> </tr> </table>	high	low	loud	soft	<p>Bass Guitar</p>  <table border="1"> <tr> <td>high</td> <td>low</td> </tr> <tr> <td>loud</td> <td>soft</td> </tr> </table>	high	low	loud	soft
high	low													
loud	soft													
high	low													
loud	soft													
high	low													
loud	soft													
<p>Percussion</p>  <table border="1"> <tr> <td>high</td> <td>low</td> </tr> <tr> <td>loud</td> <td>soft</td> </tr> </table>  			high	low	loud	soft								
high	low													
loud	soft													

Colour the instruments by sorting out how they are played.

 <p>Strike Colour these instruments blue</p>	 <p>Blow Colour these instruments red</p>	 <p>Pluck Colour these instruments green</p>	 <p>Shake Colour these instruments orange</p>
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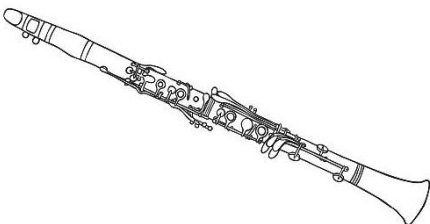



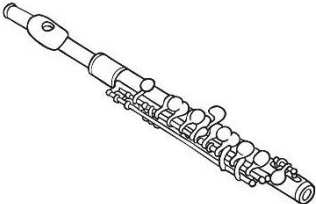



Tuesday- Creative Arts

The way the instrument is played or what it is made from gives you a clue about the instrument family it belongs to. Write the name of the instruments in each family.

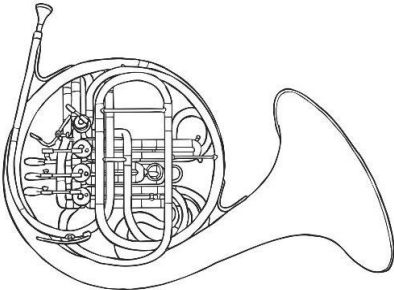
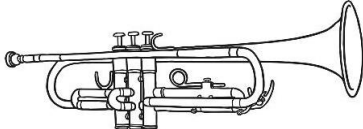
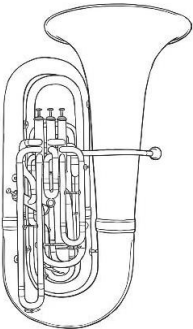
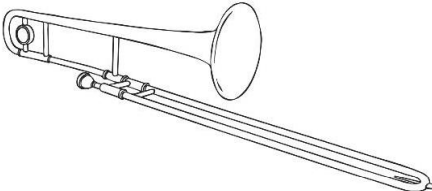
The Woodwind Family

Instruments in the woodwind family aren't all made of wood, although most used to be. They are played by blowing into them. Notes are changed by pressing on holes or keys.

Flute Clarinet Saxophone Bassoon Oboe Piccolo	
	
	
	

The Brass Family

Instruments in the brass family are usually made of brass. They are played by blowing into them while vibrating your lips against the mouthpiece. Notes are changed by changing the shape of your mouth, pressing down on keys or (with the trombone) moving the slider.

Trumpet Trombone French Horn Tuba	
	
	

If you are in Year 2- Year 5 (2021) and you would like to register for band in 2022, speak with your family. Register via the sign- up button on the School Band's Australia page (see link in the Learning Grid).

Wednesday Reading

This Dreaming story was originally accessed from a website called <http://www.dreamtime.net.au/dreaming/index.htm>. The story was told by Aunty Beryl Carmichael of the Ngijaampaa people. https://rmwebed.com.au/web_resources/ab_culture/dreamt_sun.htm

Aboriginal Culture - Dreaming Stories

Dreamtime Legends - How the Sun Was Made

For a long time there was no sun, only a moon and stars. That was before there were men on the earth, only birds and beasts, all of which were many sizes larger than they are now.

One day Dinewan the emu and Brolga the native companion were on a large **plain** near the Murrumbidgee. There they were, **quarrelling** and fighting. Brolga, in her rage, rushed to the nest of Dinewan and seized from it one of the huge eggs, which she threw with all her force up to the sky.

There it broke on a heap of firewood, which burst into flame as the yellow yolk spilled all over it, and lit up the world below to the astonishment of every creature on it. They had been used to the semi-darkness and were dazzled by such brightness.

A good **spirit** who lived in the sky saw how bright and beautiful the earth looked when lit up by this **blaze**. He thought it would be a good thing to make a fire every day, and from that time he has done so. All night he and his attendant spirits collect wood and heap it up. When the **heap** is nearly big enough they send out the morning star to warn those on earth that the fire will soon be lit.

The spirits, however, found this warning was not sufficient, for those who slept saw it not. Then the spirits thought someone should make some noise at dawn to herald the coming of the sun and waken the sleepers. But for a long time they could not decide to whom should be given this office.

At last one evening they heard the laughter of Goo-goor-gaga, the laughing jackass ringing through the air.

"That is the noise we want," they said.

Then they told Goo-goor-gaga that, as the morning star faded and the day dawned, he was every morning to laugh his loudest, that his laughter might awaken all sleepers before sunrise. If he would not agree to do this, then no more would they light the sun-fire, but let the earth be ever in **twilight** again.

But Goo-goor-gaga saved the light for the world.

He agreed to laugh his loudest at every dawn of every day, and so he has done ever since, making the air ring with his loud cackling, "Goo goor gaga, goo goor gaga, goo goor gaga."

When the spirits first light the fire it does not throw out much heat. But by the middle of the day, when the whole heap of firewood is in a blaze, the heat is **fierce**. After that it begins to die gradually away until, at sunset, only red embers are left. They quickly die out, except a few the spirits cover up with clouds and save to light the heap of wood they get ready for the next day.

Children are not allowed to **imitate** the laughter of Goo-goor-gaga, lest he should hear them and cease his morning cry.

If children do laugh as he does, an extra tooth grows above their eye-tooth, so that they carry the mark of their mockery in punishment for it. Well the good spirits know that if ever a time comes when the Goo-goor-gagas cease laughing to herald the sun, then no more dawns will be seen in the land, and darkness will reign once more.

Wednesday Comprehension

Learning intention: Students can identify word meaning based on the context that the word is used.

Instructions: Read the Aboriginal Dreaming story 'How the Sun was Made.'

Find these words in the text and describe the meaning of the word by reading the words around it.

1. plain - _____
2. quarrelling - _____
3. spirit - _____
4. blaze - _____
5. heap - _____
6. twilight - _____
7. fierce - _____
8. imitate - _____

Wednesday Writing

Learning Intention: Students create a complete story by making additions and adjustments over time.

Instructions: Using the plan you completed yesterday, **write your own story about the Sun or a world without a Sun.**



Please include:

- an introduction (who, what, where, when)
- 2 - 3 paragraphs which explain your big ideas (develop to a problem), start a new paragraph when the characters go to a different location or if a major event occurs
- a conclusion.

We expect at least 1 page of writing for your story.

Wednesday Mathematics

Task 1 –

1. $74 + 59 =$
2. $28 - 17 =$
3. $20 \div 5 =$
4. $6 \times 6 =$
5. $10 \times 11 =$
6. Round 49040 to the nearest hundred.
7. Write 78566 in words:
8. Complete this counting pattern:
37, 44, 51, 58, _____, _____, _____
9. Complete this counting pattern:
69, 72, 75, 78, _____, _____, _____
10. If there were 77 fans at a rugby union game, 20 were wearing maroon and the rest were wearing gold, how many were wearing gold?
11. If 9 kilograms costs \$45, how much would 27 kilograms cost?
12. What is the price after taking 50% off \$24?
13. What is $\frac{1}{2}$ of 812?
14. What is $\frac{1}{8}$ of 88?
15. Write these decimals in ascending order:
0.53, 0.78, 0.56, 0.79
16. Write these decimals in descending order:
0.62, 0.84, 0.66, 0.11
17. What is 5:51 pm in 24-hour time?
18. The length of a rectangle's sides are 6cm and 5cm. What is its area?
19. How many vertices does a triangular-based prism have? 
20. Imagine these triangles are in a bag. What is the probability of pulling out a white triangle? 

Task 2 –

Learning Intention – Students will use knowledge of addition and subtraction facts to create a financial plan, such as a budget.

Your challenge is to plan a party with a maximum budget of \$30. You are planning a party for 6 people. You do not have to spend the whole amount but you CAN NOT go over the \$30. Use the information on the next page to choose what food and other party items you will need.

Think about:

- What food and drink you will provide
- What quantity of each item you will need
- Whether you are providing a range of food items
- What entertainment are you providing for your guests?

You MUST show your working out!!



PLAN YOUR PARTY!!

Main Food	Number in pack	Price per pack
sausage rolls	12	\$1.90
small cocktail sausages	24	\$1.49
cheese pizza	6	\$1.85
ham sandwiches	10	\$5.00
egg sandwiches	15	\$4.00

Main Food	Number in pack	Price per pack
cheese sticks	10	\$1.29
Burgers	4	\$2.00
mini quiche	20	\$1.25
hot dogs	10	\$1.50
cucumber and carrot sticks	6	\$0.52

Drinks	Price per glass
orange squash	5c
cola	18c
lemonade	12c
fresh orange juice	15c
blackcurrant juice	14c

Nibbles	Number of packs	Price per pack
cheese sticks	6	\$1.48
bread sticks	6	\$1.25
plain chips	6	\$1.22
flavoured chips	6	\$1.35

Special items	Price
10 party hats	\$2.00
10 party poppers	\$0.99
4 game prizes	\$5.00

Party bag items	Number in pack	Price per pack
badge	10	\$1.00
pencil	5	\$2.50
small bag of lollies	12	\$1.00

Wellness Wednesday

Learning Intention: Students will think about goals they want for their future and how they can achieve them.

Instructions: In a google doc or on paper, write a letter to yourself in a week, month or year. What goals do you hope to achieve by the time you read your letter again?

After writing the letter, plan how you can achieve these goals.

SMART Goal Questions

Consider the below questions when responding to the SMART goals template. Think about your goal in terms of it being specific, measurable, achievable, realistic and timely.

SPECIFIC	S What will you gain? Consider <i>who, what, when, where</i> and <i>how</i> . Is there a step before this goal?
MEASURABLE	M How will you track your goal? How will your goal be accomplished? How will you know you've been successful?
ACHIEVABLE	A What resources do you need? Will you need some assistance? What will you need to change?
REALISTIC	R Is this goal important to you? Is this something that you need to improve? What will you find challenging?
TIMELY	T Breakdown your goal into weeks and days. What will you need to do each day/week? What is your due date or deadline?

Plan to achieve your goals

When planning your goal you need to consider whether it is S.M.A.R.T.

Read the goal questions and think about what steps you will need to make to achieve your goal.

Choose 2 goals and explain what makes the goals S.M.A.R.T.

Goal 1 _____

It is S.M.A.R.T because

Goal 2 _____

It is S.M.A.R.T because

Thursday Comprehension

Grammar Search

Learning intention: Students can identify various types of words in a text they have read.

Instructions: After reading the Aboriginal Dreamtime story, 'How the Sun was Made,' find **4** examples of these types of words:

NOUN - A noun is the name of a person, place, thing, or idea

PRONOUN - A pronoun is a word used in place of a noun

VERB - A verb expresses action or being.

ADJECTIVE - An adjective modifies or describes a noun or pronoun.

Write 4 sentences using an example of each type of word you have found.

Underline the words you have used.

Thursday Writing

Learning Intention: Students create a complete story by making additions and adjustments over time.

Instructions: Use your writing time today to finalise your story about the Sun or the world without a Sun. **You may need to spend some time finishing off your story, adding to our story, editing your story or re-writing your story.**

You will need to edit for:

- spelling mistakes
- capital letters
- full stops
- paragraphs
- interesting vocabulary
- check does my writing make sense?
- can I add anything to my story to make it better

Try to read your story out loud to someone! It will help you to edit it and make improvements.

Remember everyone can ALWAYS improve on their writing!

Thursday Mathematics

Task 1 –

1. $51 + 89 =$
2. $62 - 57 =$
3. $22 \div 11 =$
4. $8 \times 3 =$
5. $45 \div 9 =$
6. Round 40430.30 to the nearest whole number
7. Round 66604.20 to the nearest whole number
8. Complete this counting pattern:
50, 53, 56, 59, _____, _____, _____
9. Complete this counting pattern:
24, 31, 38, 45, _____, _____, _____
10. What is the sum of 42, 34 and 32?
11. If 8 litres costs \$64, how much would 56 litres cost?
12. What is the price after taking 50% off \$93?
13. What is $\frac{1}{10}$ of 790?
14. What is $\frac{1}{3}$ of 30?
15. Write these decimals in ascending order:
0.80, 0.85, 0.69, 0.62
16. Write these decimals in descending order:
0.67, 0.38, 0.93, 0.90
17. How many days are in April?
18. The length of a square's sides are 9cm. What is its area?
19. How many vertices does a square-based pyramid have?
20. Imagine these stars are in a bag. What is the probability of pulling out a black star?



Task 2 – Timetables

Learning Intention – Students will read, interpret and use timetables from real-life situations, including those involving 24-hour time

TV Guide
6:00 The Today Show
9:00 Sesame Street
9:30 Banana in Pyjamas
10:00 BTN
11:00 Survivor
11:45 News Update
12:10 SAS Australia
1:30 Big Bang Theory
2:30 Play School
3:00 Horrible Histories
3:30 How to Train your Dragon
6:00 Family Feud
6:30 The Project
7:30 The Masked Singer
9:15 The Bachelor
10:30 Movie: Harry Potter

Display the starting time and finishing time of each program in 24-hour time, as well as the duration of each program.

	Program	Start	Finish	Duration
a	Sesame Street	09:00	09:30	30 minutes
b	Survivor			
c	News Update			
d	SAS Australia		13:30	
e	How to Train your Dragon	15:30		
f	The Masked Singer			
g	The Bachelor			

Task 3 – Timetables

Learning Intention – Students will read, interpret and use timetables from real-life situations, including those involving 24-hour time

A security guard has been at the destinations listed in the table below at the given times. Write 24-hour times on his timetable to help him achieve his goal.

	24-Hour	Digital	Destination
a		9:50am	Earlwood
b		10:30am	Bexley
c		11:22am	Petersham
d		12.07pm	Bondi
e		1.25pm	Pagewood
f		2:54pm	Brighton
g		3:25pm	Menai
h		4:36pm	Padstow
i		6:54pm	Auburn
j		8:06pm	Penrith

Answer the following questions in 24-hour time.

- If he arrived at Petersham 9 minutes early what time would it be?
- If he arrived at Brighton 12 minutes early, what time would it be?
- If he arrived at Penrith at the correct time and was there for 26 minutes, at what time would he be ready to leave?

Thursday History – Australian Migration Programs

Learning Intention – Students will be able to compare the push and pull factors that contributed to people migrating to Australia

After World War II (1939–1945), the Australian government realised that Australia's isolation and small population made it difficult to defend. The government used the slogan "Populate or Perish" to persuade the Australian people that a larger population was needed. A bigger population would also mean a larger workforce and ultimately a wealthier country. The Australian government made a series of TV commercials to encourage people to come and live in Australia.

As a result, from 1945 to 1975 Australia's population almost doubled from 7½ million to 13 million.

Watch the teacher video attached to today's assignment and answer the following questions:

- Who do you think was the target audience for this commercial?
- What were the "pull" factors used in the commercial?
- Tick the statements which indicate and provide evidence that the video clip is a reliable source. There will be more than one correct answer.
 - It was made at the time and tells us how the government advertised for migrants.
 - It was made by an official government department.
 - It shows pamphlets which were used at the time.
 - It shows the cost of migrating to Australia.

Read the information in the box below and create a poster showing information you have learnt.

In 1901, 98% of people living in Australia were of European background, with "white" skin, and with British laws and customs. The government wanted to keep Australia this way. This had an influence on the type of people living in Australia. In 2001, many Australians claimed to have fathers from Europe. About six percent were Asian, and about two percent were Aboriginals. Most of the remaining 92% were European.

In the 1850s many Chinese people, mainly men, came to Australia to search for gold. This led to anti-Chinese riots on the goldfields at Lambing Flat in New South Wales, and at the Buckland River diggings in Victoria. The Victorian government tried to stop more Chinese from arriving, by charging a special tax of £10 for every Chinese person who came on a ship to Victoria. In 1861 New South Wales passed laws to stop Chinese people coming, and Queensland passed laws in 1877, and Western Australia in 1886. Later men from the Pacific Islands, called "kanakas", were brought to Australia to work on the sugarcane farms in Queensland. This also caused problems because they worked for much lower wages than other people. The new Federal government of Australia acted in 1901 to stop certain types of people coming to work or live in Australia.

The Immigration Restriction Act (1901)

The Immigration Restriction Act (1901) listed who could come to Australia and who would not be allowed into the country. The Act was used to exclude non-Europeans from entering Australia. People had to pass a dictation test in any European language. The test could be made easy or hard depending on whether the immigration officer thought the person was suitable. The following types of people were not allowed:

- anyone who was insane
- anyone who would have to be looked after by the government or a charitable organisation

- anyone with an infectious or contagious disease
- anyone who was "loathsome" (not a nice person)
- anyone who was dangerous
- anyone who was a criminal
- anyone on a contract to do hard physical work
- anyone who could not pass a dictation test.

The Dictation Tests

This test was made to keep out anyone that the Australian government did not want to allow into Australia without being seen to be racist. Anyone who wanted to come to Australia had to be literate, that is be able to read and write. This would be proved with a dictation test. A person had to be able to write down something read to them in a European language by a government official. It did not have to be in a language that they understood. The test could also be given to people in the first year that they were living in Australia. In 1932, this was changed to the first five years, and it could be given many times. From 1902 to 1909, the test was given to 1359 people, and only 52 passed. After 1909, no person passed the test. Anyone who failed the test was forced to leave Australia. This law was used until 1958.

https://kids.kiddle.co/White_Australia_policy

Friday – Handwriting

Learning intention: Students use letter joins to write cursively.

Instructions: **Write on paper, writing on lines, use letter joins to develop your cursive handwriting.**

Focus: joining double s - ss

Friday 22nd October 2021

OOOO oooo OOOO oooo

CCCC cccc CCCC cccc

MMMM mmmm MMMM mmmm NNNN nnnn NNNN nnnn

SSSS ssss SSSS ssss SSSS ssss

boss moss toss across glossy pass less hiss message

Extra Time Characters

Bridie and Matt's father is a furniture removalist

Bridie and Matt's parents only play minor roles as they remain in Australia when the children and Uncle Cliff go to England. However, they are motivating factors for Matt and Bridie.

Uncle Cliff has lost his job and is unhappy because his wife left him. He is a big Rolling Stones fan with a Keith Richards look-alike hairstyle. He provides humour especially when he falls for Mrs Jarvis.

Friday Mathematics

Task 1 –

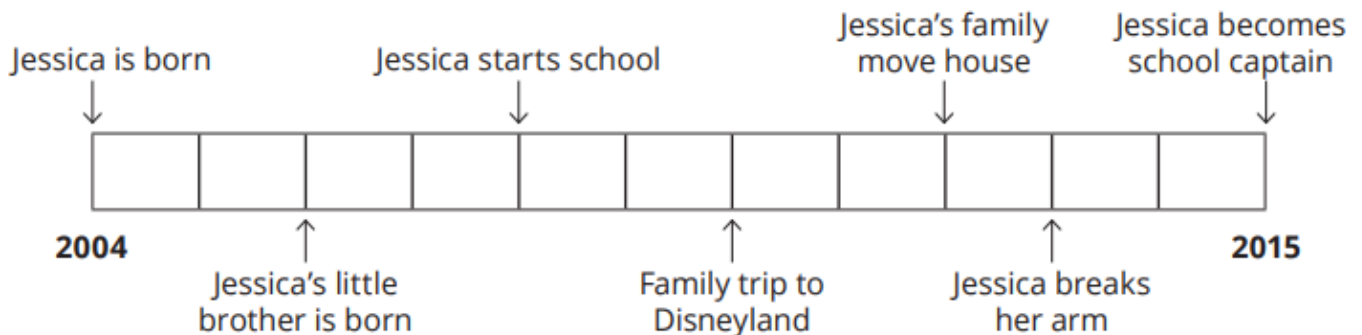
9197

1. In words
2. 10 more
3. 15 less
4. Subtract 25
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **4**: 9197, _____, _____, _____
8. Write in expanded notation
9. Divisible by 2?
10. Double it.

Task 2 – Interpreting Timelines

Learning Intention - Students interpret timelines using a given scale.

Jessica Joyful's Life



1. Name what happened in the following years:
 - a) 2010
 - b) 2006
 - c) 2008
2. When did the following events occur?
 - a) Jessica becomes school captain
 - b) Jessica breaks her arm
 - c) Jessica's family moves house

3. How many years are there between these events?
- a) Jessica is born and Jessica breaks her arm
 - b) Jessica starts school and Jessica becomes school captain
 - c) Family trip to Disneyland and Jessica's family move house
4. The scale of this timeline is _____ box = _____ year.

Task 3 – Drawing Timelines

Learning Intention – Students draw timelines using a given scale.

Construct a timeline (like the one above) using the information contained in the paragraph below.

2018 was a very exciting year for the people of Wonderville. In March, the new bridge over the river was completed. The Festival of Lights, held every year in May, was bigger and better than ever. In July, Wonderville experienced the wettest day in the town's history. During October, the new adventure playground, created especially for the children of Wonderville, was finally opened. Our fireworks display in December was a huge community event, and was enjoyed by everyone who attended.

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

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

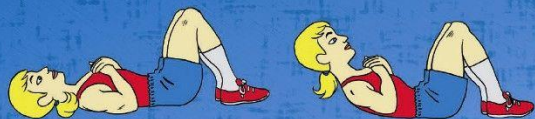
**Recommended
for children
6 years old
and up.**

LunchBox Kids™ WORKOUT

For A Healthy LunchBox Kids Lifestyle™

Complete each exercise
in order from 1 to 8.
Repeat the cycle up to
3 times! For a bigger
challenge, try to get 15-20
counts on each exercise
your last time through!

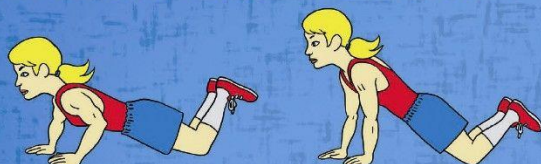
*Tip: Move quickly but
ALWAYS control your
form and technique!*



1. Abdominal Crunches

Complete 8 Counts

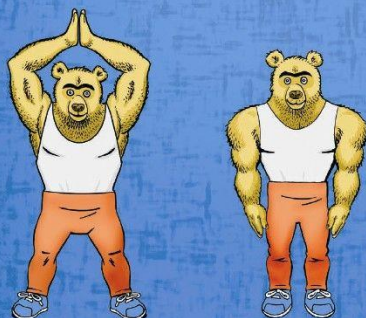
Lay on the floor with your lower back pressed into the floor. Your feet stay on the floor shoulder width apart and arms are crossed over your chest. Use your abdominal muscles in your stomach to raise your chest and head off the floor about 3-6 inches. Exhale as you raise up. Remember to squeeze together your abdominal muscles as you raise up and do not jerk your neck. Inhale as you lower back down to the floor and repeat!



2. Push-Ups

Complete 6 Counts

Lay on the floor with knees down and hands placed shoulder width apart. (or keep knees straight for harder push-ups). Push your body up until your arms are straight, keep your back flat, then lower back to the ground and repeat. Remember to inhale as you lower to the floor and exhale as you push yourself up into the push-up position.



3. Jumping Jacks

Complete 10 Counts

Stand straight with feet apart and arms above head, palms touching. Jump feet together while you bring your arms down to your sides and repeat! Exhale as you jump out and inhale as you jump in bringing your arms down to your sides.



4. Hop On Right Leg

Complete 10 Counts

Stand on your right leg while holding your left leg off the ground. Hop for 10 counts. Try to keep your body straight and stomach (abdominal) tight to strengthen your balance. Remember to breathe normally. Do not hold your breath.



5. Hop On Left Leg

Complete 10 Counts

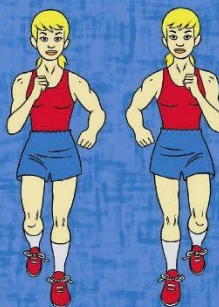
Stand on your left leg while holding your right leg off the ground. Hop for 10 counts. Try to keep your body straight and stomach (abdominal) tight to strengthen your balance. Remember to breathe normally. Do not hold your breath.



6. Frog Jumps

Complete 8 Counts

Squat down to the floor with feet apart and put your hands in front of you on the floor. Jump up and raise your hands above your head as your feet leave the ground. Repeat 8 times. Remember to inhale on the way down and exhale as you jump up.



7. Jog In Place

Jog In Place For 20 Counts

Standing straight, lift one leg then as it lowers to the ground lift the other leg (just like you are running in place). Keep your back straight and stomach (abdominal) tight. Remember to breathe normally. Do not hold your breath.



8. Hold Toes Stretch

Hold Toes For 15 Counts

Stand straight keeping knees straight but not locked. Bend down and try to put your palms flat on the floor or grab your toes. Tuck your chin down and remember to inhale and exhale slowly for 15 counts.



Listen to Ben-Jamm-In, a.k.a. H2O
*"Remember to drink your water
during and after you exercise
to keep your body hydrated!"*

Important: This workout is intended to give guidance and a visual aid to help children learn how to exercise. This information reflects the author's experiences and opinions. It is not intended to replace any medical advice from your doctor. Always get a physical release from your doctor before starting any exercise program to reduce the risk of injury.

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