



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 1					
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 1 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning English	Public Holiday	Reading Read Chapter 22 from 'Extra Time', attached below.	Reading Read Chapter 23 from 'Extra Time', attached below.	Reading Read Chapter 24 from 'Extra Time', 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 English	Public Holiday	Comprehension / Word Work <u>Word of the Week - WOW</u> Complete the WOW activity below. WOW - plethora	Comprehension / Word Work <u>Code your Reading</u> Complete the code your reading activity below related to 'Extra Time'.	Comprehension / Word Work <u>Comprehension</u> Complete the comprehension activity below related to 'Extra Time'.	Comprehension / Word Work <u>Spelling test</u> Please ask someone in your house to give you a spelling test. Please record your results and include them in your assignment today.
Morning English	Public Holiday	Writing <u>Spelling</u> Complete the spelling activities attached below.	Writing <u>Quick Write</u> Complete the writing activity below. Topic: Would you rather control fire or water?	Writing <u>Question Time</u> Describe 'The Eye' using interesting vocabulary.	Writing <u>Handwriting</u> Complete the handwriting activity attached below.
Break					

Monday		Tuesday		Wednesday	
Thursday		Friday			
Middle Mathematics	Public Holiday	Mathematics Task 1 – Mentals Task 2 – Positive and negative numbers	Mathematics Task 1 – Mentals Task 2 – Temperatures Task 3 – Temperature word problems	Mathematics Task 1 – Mentals Task 2 – Line Graphs Task 3 – Line graphs	Mathematics Task 1 – Mentals Task 2 – Dot plots Task 3 – Mark your math's work for week 1
Middle	Online Fitness Options SISA Dance lesson https://www.youtube.com/watch?v=LaB9c3kQkfU Cardio workout https://www.youtube.com/watch?v=5if4cjO5nxo SISA Fitness lesson https://www.youtube.com/watch?v=364hLkdOXXc Kids HIIT Workout https://www.youtube.com/watch?v=lc1Ag9m7XQo Get Active @ Home – Skipping https://vimeo.com/416919136			Fitness Options Without Technology Spend some time outside kicking a ball, skipping, throwing a frisbee, riding a bike or scooter. 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					
Afternoon	Public Holiday	Creative Arts <u>Rubbish Rap</u> Listen to the <i>Rubbish Rap</i> file attached to Tuesday's daily activities assignment and complete the activity that is attached below.	Wellness Wednesday <u>Gratitude Moment</u> Complete the activity attached below.	History <u>Why do people migrate?</u> Complete the activities below about migration.	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	STEM Activity – Make a cotton ball launcher https://www.sciencebuddies.org/stem-activities/cotton-ball-launcher	Cooking – Making playdough https://www.kidspot.com.au/kitchen/recipes/no-cook-play-dough-recipe/86ok7dsn	Making bubble mixture https://www.youtube.com/watch?v=CbFYgtvD0vE		
	READ, READ, READ!!! Reading everyday makes you a better reader.	StudyLadder https://www.studyladder.com.au/	Move your body and follow along with PE with Joe on Youtube!		
	Kids News! https://www.kidsnews.com.au/	Watch a BTN to keep up to date on current affairs! https://www.abc.net.au/btn/	Meditation https://www.headspace.com/meditation/kids Or https://www.smilingmind.com.au/		
	Watch an 'Education Live' talk at 10am each day https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home				

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I'm helping Mrs Jarvis make fishcakes.

'Try to take all the bones out,' she says. 'We don't want Uncle Cliff to get stabbed. Though that's probably happening right now if the diet experts at the academy have heard about his sausage exploits.'

I remind Mrs Jarvis that Uncle Cliff is banned and he has to wait by the gate, so he'll be safe.

Mrs Jarvis chuckles.

'A barbecue,' she says. 'What a harebrained scheme. That man, honestly.'

I open my mouth to tell her that the barbecue was my idea. All that comes out is a yawn. I was awake half the night worrying about being a mascot tomorrow. That's why I'm too tired to go to training today.

'Sorry,' I say. 'I'm finding it a bit hard to concentrate.'

Mrs Jarvis gives me a sympathetic smile.

'You'll be a fab mascot,' she says. 'And I've asked a friend over to give you a few tips. She was a mascot for three years.'

I stare at Mrs Jarvis. That is so kind.

'Thank you,' I say.

'Bones,' says Mrs Jarvis.

I concentrate on the fish until the front doorbell rings.

'I'll get it,' says Mrs Jarvis, wiping her hands.

She heads off down the hall. I wash my hands to get rid of the fishy smell and go after her.

I'm glad I used hot water and soap, because standing by the front door holding her hand out to me is the girlfriend of one of the most famous footballers in the world.

'Wotcha, Bridie,' says Terrine. 'Alright?'

'Yes,' I say, my voice a bit squeaky with surprise.

'Thanks.'

'Why don't you two go and sit by the fire,' says Mrs Jarvis. 'I'll make some tea.'

I follow Terrine into the lounge room and we sit down.

Terrine can probably see I'm still feeling a bit surprised, so she explains that she's known Mrs Jarvis for years, ever since Gazz was an academy boy staying here at the house.

'Is that how you met Gazz?' I say. 'Being a mascot?'

Terrine nods and starts to sob.

I'm not sure what to do. Managers don't have to deal with tears that often. Plus I'm a bit worried Terrine's going to tell me bad things about being a mascot.

After a few moments I go and sit next to her on the settee and pat her arm. It doesn't seem to do much good.

Mrs Jarvis comes in, puts her tray down and hurries over.

'Oh, love,' she says to Terrine. 'What's wrong?'

'It's Gazz,' sobs Terrine. 'He's just so unhappy.'

Mrs Jarvis sits on the other side of Terrine and pats her other arm.

'I'd offer you some fishcakes to take back for him,' says Mrs Jarvis. 'But I'm sensing this is a bit more serious than that.'

Terrine nods and sniffs.

'He's miserable nearly all the time,' she says, drying her tears. 'And he used to be so happy when he started out.'

Mrs Jarvis nods.

'I remember,' she says. 'A couple of years after he got in the first team, another club offered forty-three million for him. He was that chuffed.'

'The longer Gazz spends at the top,' says Terrine, 'the more anxious and miserable he gets. Specially when the club loses a few matches. You've seen Gazz's den, Mrs J. There's about eight screens in there. All the big clubs show their games online and Gazz watches them over and over. He's panicked

the club's going to buy some younger player to replace him. He's in there for hours most days. It's like he's in prison.'

'Oh, love,' says Mrs Jarvis. 'It can't be that bad.'

'Even my brother's happier than Gazz,' says Terrine tearfully. 'And he's actually in prison.'

Mrs Jarvis murmurs sympathetically.

'Sometimes I wish none of this had ever happened,' says Terrine. 'The money, the house, the Scrabble nights with Shane Warne. Sometimes I wish Gazz was back playing football on the council estate where he grew up. He was happy then.'

Mrs Jarvis sighs again. This is the first time I've seen her not know what to say. We both do more patting.

I don't know what to say either.

All I can think of is Matt.

If his dream comes true, in a few years he could be like Gazz.

I can't let that happen. I can't just stand by while Matt becomes a fabulously successful international soccer star and ends up miserable.

I've got to do something.

‘Where’s Matt?’ I say to Ken, which isn’t easy with a mouthful of fake fur.

I thought Matt was coming here to the changing room where I’m putting on this mascot costume. So the Aussie media could interview us both together before the match starts.

‘Change of plan,’ says Ken. ‘Matt and your Uncle Cliff and Mrs Jarvis are in a VIP box up in the stadium.’

Ken explains there’s another film crew up there with them. The media people want to film Matt and Uncle Cliff’s faces when they see me in this costume for the first time as I go out onto the pitch.

‘They’ll be pretty amazed,’ says Ken.

I don’t argue. I’m pretty amazed myself. I thought the mascot outfit would be the club shirt and shorts. Maybe with a sash. I had no idea that one of the world’s most important football clubs

would have mascots who are creatures made of brightly coloured fluffy fake fur.

‘Looking good,’ says Ken, smiling in through the eye-holes in my furry head.

I’m the baby mascot. The grown-up mascot, a woman called Trude who’s been doing it for three years, gives me a thumbs up.

‘Nervous?’ asks the media interviewer.

‘A bit,’ I say. ‘But I want to get good at being a mascot so I can do it when my brother Matt’s playing in the team.’

The interviewer glances at Ken. She doesn’t seem to know what to say next.

I want to ask her if there’s ever been a manager in the Premier League who was also a mascot. But before I can get the fluff out of my mouth, Ken hurries me and Trude out of the changing room.

‘Five-minute call,’ he says, which must be a technical mascot term.

I don’t know which kids have been in this suit before, but it smells strange in here. Sort of like old marmalade.

The players of both teams are lined up in a tunnel that leads out into the stadium. I can’t believe it. I’m in a big tube with some of the most famous footballers in the world.

I can hear the distant sound of thousands of voices. Like roaring surf. Suddenly I’m feeling a bit panicky. I try to keep my breathing good.

Ken takes me and Trude to the front of the line.

Our players all pat me on the head. Gazz is one of them.

'Lookin' fit, Bridie,' he says, which is kind of him.

The Liverpool mascots are here too. I hold out my hand to shake, but they don't want to. Maybe there's a rule about mascots not being mates.

Loud music starts playing and Ken gives me a little push.

'Go,' he says.

I waddle out into the stadium, holding Trude's furry paw.

So far this trip, some pretty amazing things have happened, but nothing as amazing as walking out into a Premier League stadium for the first time.

As I step onto the grass, I notice that the air smells really fresh and damp. Just like at home when me and Dad go for an early morning walk before it gets hot. Except that when we walk into the cemetery at 6 a.m. there isn't an explosion of so much noise you want to push nylon fluff into your ears.

And there aren't more people than you've ever seen. Over forty thousand, that's what Ken said.

Now I'm starting to fully panic. It feels like they're all looking at me.

I'm starting to wheeze.

Maybe I should have told Ken about my medical condition. Maybe these mascot suits aren't so good for asthma. And I've left my puffer in the changing room.

To help me breathe, I pretend the stadium's full of everybody Dad has ever moved and all their families yelling and clapping and singing to show Dad how much they appreciate him not breaking any of their ornaments or squashing their pets.

That's better.

Ken said me and Trude have to walk around and wave to them all for a few minutes, which is what we're doing.

I try to see where Matt and Uncle Cliff and Mrs Jarvis are, but I can't.

It's like trying to spot three tiny figures in a huge roaring ocean. We went on holiday to Surfers once, and the only way you could see Uncle Cliff when he was in the sea was from his orange shower cap. He's not wearing a shower cap today.

I look harder but I still can't see Matt.

Suddenly I start to feel anxious again.

I tell myself not to be dopey. Brothers don't just disappear, not even in crowds this huge. Not when they've got uncles and landladies with them.

After a bit, Trude says something to me that I can't hear because of the humungous noise. She leads me to some seats right at the edge of the pitch.

Ken sits down next to me and puts his face close to my furry head.

'We'll watch the match from here,' he shouts. 'So you can go back on the pitch at half-time.'

I nod. I have to remember I'm doing a job. A serious job.

The match starts.

The players all know they're doing a serious job too. You can tell by the way they hurl themselves at each other. Soccer doesn't look this serious when you watch it on telly. On TV you can't hear the players grunting and swearing and the sound of their bodies crunching into each other.

Now, when they come close to my seat, I can hear it even over the angry yelling noise of the crowd.

Gazz gets the ball and dribbles towards the Liverpool goal. He does a really skilful move round one player, but two more go for him. One grabs his shirt and the other barges him over.

'Hey, I yell, jumping up. 'That's cheating.'

I don't think the referee hears me, partly because most of the fans are yelling at him too and also because my furry mascot head doesn't have a very big mouth-hole.

A few minutes later, Gazz barges a Liverpool player over.

This time the ref sees it and has a word with Gazz. I wish I could hear what the ref is saying. 'Come on, play nicely,' is what I'd say. 'Where's the fun in hurting each other?'

If I was the ref I'd also have a word to the crowd. Tell them to shout friendlier things. Of course players are going to get overexcited with about forty thousand grumpy people urging them on.

But the ref doesn't do any of that.

I glance at Ken and Trude. They don't seem

bothered at all by what's going on. Until somebody in the crowd throws something. It hits Trude on her furry head and splatters her and Ken. It's a half-eaten hamburger with lots of tomato sauce. Luckily most of it misses me, but I'm still shocked.

'Are you OK?' I say.

Ken nods and takes Trude off to get cleaned up.

On the pitch things aren't much better. Players pushing and pulling each other and holding and barging and turning and bashing into each other. The ref sees most of it but he doesn't seem to care. He only blows his whistle if players trip each other or tread on each other's feet. It's like he's more interested in protecting their expensive boots.

I watch the players' faces. This is something else you don't see on TV. How anxious and stressed they all are, not just Gazz. They might be stars who need special wallets, but none of them look like they're enjoying themselves one bit.

Slowly my heart sinks and my fake fur droops.

If Matt's dream comes true, this will be his life. Year after year of violence and unfriendliness. And sooner or later, he'll turn into a violent and unfriendly person himself.

I've seen it starting already at training.

I stare at the players.

All famous. All rich. All the one.

What went wrong?

Is it just habit? After years of playing this way, have they just forgotten how to have fun?

Maybe they just need somebody to remind them.

Urgently.

Here and now.

I look around the pitch. The ref isn't reminding them. The managers aren't reminding them. The crowd isn't reminding them.

It'll have to be me.

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I'm keeping an eye on the stadium clock.

That way I'll know when the referee is about to blow his whistle for half-time. So I can get back on the pitch without wasting a second and have a word with him.

I'll remind him how much fun soccer used to be when he was a kid. And when all the players were kids as well. And how grateful everyone would be if he could ask them to play like that again.

And send them off if they don't.

I think it's better if I say it to the referee and get him to say it to the players. They'll probably listen to him more than they'll listen to a fluffy baby creature doing muffled wheezing.

Thirty seconds to go.

Except the referee doesn't actually blow his whistle for another fifty seconds.

I don't blame him. If I had to spend forty-five

minutes running around a pitch with such a miserable bunch of players, I'd probably get slightly depressed and forget the time as well.

As soon as the ref blows the whistle, I jump up and waddle towards him as fast as I can. Which isn't very fast because this furry head is a bit big and the eye-holes are in slightly different places to my eyes. Plus I have to remember to wave to the crowd and I'm a bit short of breath.

I lose sight of the ref for a while, but when I adjust my head I see him again.

He's staring at me and talking into the small microphone he's got clipped to his face. He's probably telling the person who makes his half-time cuppa to hold off for a couple of minutes because a mascot wants a word with him.

All the players are staring at me as well.

This is good. If they were all heading straight off for their cuppas, they wouldn't be able to hear what the ref is about to tell them.

'Excuse me,' I say to the ref, using my biggest voice because of the muffling.

This is hopeless. He can't hear me.

I take my head off.

'Excuse me,' I say. 'Remember when you were a kid? I bet when you were on a soccer pitch you didn't stop giggling half the time.'

The referee's mouth is open, like he's completely forgotten all about that.

Or is he just angry?

Then I see what Gazz is doing near the ref. He's placing the ball carefully on the pitch as if he's about to take a free kick.

I look at him.

He looks at me.

'Get off,' roars the referee, waving his arm angrily at me.

I realise what's happened.

Judas H.

I'm in the middle of the pitch. In the middle of a Premier League match. Forty thousand people are looking at me. And millions on TV.

Except it's not the middle of the match.

Not quite.

I forgot that at the end of each half of a professional football match there's an extra bit added on. It's called injury time. Three or four minutes of extra play, which the teams are waiting to get on with now.

'Off,' roars the referee at me.

We don't need injury time when we play on our waste ground at home because none of us have ever been injured.

In my case, that might all be about to change.

Angry security guards are sprinting towards me.

I try to run.

I'm struggling for breath.

Suddenly I'm feeling more anxious than all the soccer stars on the pitch put together.

I'm wheezing worse than I have for ages.

I lie down on the grass. The stadium is still very loud, but the noise sounds like we're all under water.

Something is squeezing my chest very tight. Really, really tight. It's not my furry costume, and it's not bubble wrap.

'Matt,' I try to yell, but I can't.

Tuesday WOW – Word of the Week

plethora

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).

Tuesday Spelling

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

sight	compound words	compound words	sight	Science	Extension
yellow sorrow brown however powder	anybody railway grandfather watercolour understand	aeroplane wheelchair paintbrush broadcast horseshoe	equally permanent signature cemetery excellent	universe galaxy comets matter Mercury	downstairs screwdriver aerodrome aeronautics waterlogged

Spelling Rule: Compound words are formed by joining two or more smaller words.

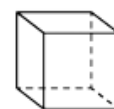
E.g. some + one = someone.

1. Write the spelling words into your spelling book.
2. Choose 10 words and write showing their syllables (e.g. how/ev/er)
3. Write the dictionary definition, a synonym and the part of speech (noun, verb etc) for 5 of your words.
4. Write sentences, using 5 five spelling words in each sentence.
5. Write down 10 more compound words (that are not already in your spelling list).
6. Write a newspaper caption using at least 4 list words.

Tuesday – Mathematics

Task 1 –

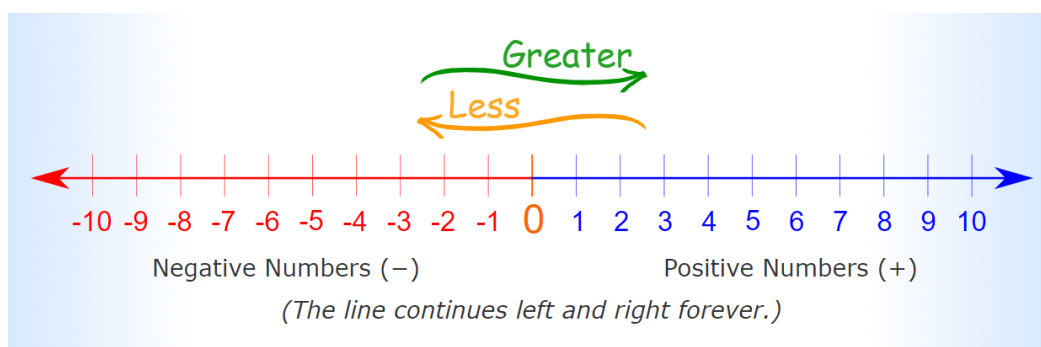
1. $13 - 10 =$
2. $15 + 11 =$
3. $1 \times 8 =$
4. $63 \div 9 =$
5. $2 \times 4 =$
6. Round 32575 to the nearest ten.
7. Round 15221 to the nearest hundred.
8. Complete this counting pattern:
95, 107, 119, 131, _____, _____, _____
9. Complete this counting pattern:
29, 37, 45, 53, _____, _____, _____
10. What is the sum of 35, 43 and 86?
11. Share \$8 between 8 children.
12. What is the price after taking 50% off \$42?
13. What is $\frac{1}{3}$ of 18?
14. What is $\frac{1}{5}$ of 45?
15. Write these decimals in ascending order:
0.13, 0.34, 0.39, 0.95
16. Write these decimals in descending order:
0.83, 0.52, 0.75, 0.30
17. How many days are in July?
18. If a square has a perimeter of 48cm, what is the length of a side?
19. How many faces does a cube have?
20. Imagine these stars are in a bag. What is the probability of pulling out a black star?



Task 2 – Integers (positive and negative numbers)

Learning intention: Students demonstrate an understanding of ascending and descending integers.

Integers are positive and negative whole numbers, including zero.
There are many instances in the real world where we need to use negative numbers. Negative numbers are less than zero, written with a minus sign (-) in front of them.



Write the following numbers in ascending order (from least to greatest)

- | |
|-------------------------------|
| a) 7, 0, -5, 1, -3, 15, -9 |
| b) 4, 12, -8, -9, 3, 13, 2 |
| c) 22, -4, -22, -13, 0, 11 |
| d) 40, 19, -18, -19, 3, 15 |
| e) 7, -8, -7, 8, 4, -4, 3, -3 |

Write the following numbers in descending order (from greatest to least)

a) 6, 7, -7, 3, -2, -9, -5
b) 0, 8, -4, -1, 1, 13, -9
c) 14, 12, -8, -3, 2, -5, 1
d) 13, -11, -14, -16, 14, -9
e) 5, -9, -5, -3, 2, 9, -2, 1

Note:

=	When two values are the same we use the "equals" sign	example: 2+2 = 4
<	When one value is smaller than another we use a "less than" sign	example: 3 < 5
>	When one value is bigger than another we use a "greater than" sign	example: 9 > 6

Write >, < or = to compare the pairs of integers.

Learning intention: Students demonstrate an understanding of greater than, less than and equal.

a)	13	<	15	h)	22	-13
b)	-4		1	i)	-15	9
c)	-6		-15	j)	28	-7
d)	0		1	k)	-5	-6
e)	-8		11	l)	32	-12
f)	-2		2	m)	-8	9
g)	3		3	n)	2	-10

Tuesday – Creative Arts

Learning intention: Students listen and respond to music.

Instructions: Listen to the recording of the song attached to today's assignment. Practise keeping the beat whilst listening to the recording of the full rap. Repeat this using a variety of methods for beat keeping, including movement (such as stepping), clapping or other body percussion (such as clicking or patsching (The palm of the hand rhythmically strikes the thigh, normally close to the knee)).

Notice how there are 8 lines in each verse and 4 beats in each line.

'Rubbish Rap' By Tracy and Paul Burjan with Zain Ousmand Chorus Ooo, ahhh, Rubbish Rap, Take that wrap and toss that scrap, Flip that lid right on the bin, Check, recycle, throw it in. Be proactive, make a change, Rethink your ways, it's not so strange. Ooo, Ahhh, Rubbish Rap, Listen to me, now let's recap, It's not a load of rubbish. Verse 1 Crack down, back up, Reuse that coffee cup. Cups up, cups down, got one at home. It's so easy to bring your own. Change, exchange don't throw it out, Reuse those clothes without a doubt. Don't toss those threads, sew them again, Cut them up and start a trend. It's not a load of rubbish.	Verse 2 Plastic bags aren't so cool, Take your own bag as a rule. Think of the future down the track, You'll get the knack so don't be slack. Crunchy plastics can be reused, It's not so hard, don't look confused. Think before you throw it in, Reuse, recycle that's a win! It's not a load of rubbish. Verse 3 Save our planet from all that waste, Use your bins, at home base Red for rubbish, yellow for paper. Green to mulch up all that nature. Composting can be so cool, Start a compost at your school. Watch the worms as they are fed, Chuck it on the garden bed. It's not a load of rubbish.	Chorus (twice) Ooo, ahhh, Rubbish Rap, Take that wrap and toss that scrap, Flip that lid right on the bin, Check, recycle, throw it in. Be proactive and make a change, Rethink your ways, it's not so strange. Ooo, ahhh, Rubbish Rap, Listen to me, and, that's that!
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Think about the rap

Use full sentences to answer these questions:

What is the story this rap tells?

Why is it important?

What is the argument behind the text?

What part are you doing to reduce waste in the environment?

How does the music support this story about rubbish?

Wednesday – Comprehension

Extra Time – Code your Reading

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

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

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



Wednesday – Writing A Quick Write



Learning intention: Students write interesting sentences about a chosen topic.



Topic: Would you rather control fire or water?

A quick write to sharpen up your writing skills. Write down whatever comes to mind. Use the below word bank to help you write interesting sentences.

<u>Sentence starters</u>	<u>Reasoning words</u>	<u>Reasoning phrases</u>	<u>Fire and water words</u>
I would rather ____ I think that ____ for that reason ____ I believe ____	reason why since considering because	as long as due to in order to as a result	heat wet powerful flames burn blaze flood grow warm hot

Wednesday – Mathematics

Task 1 –

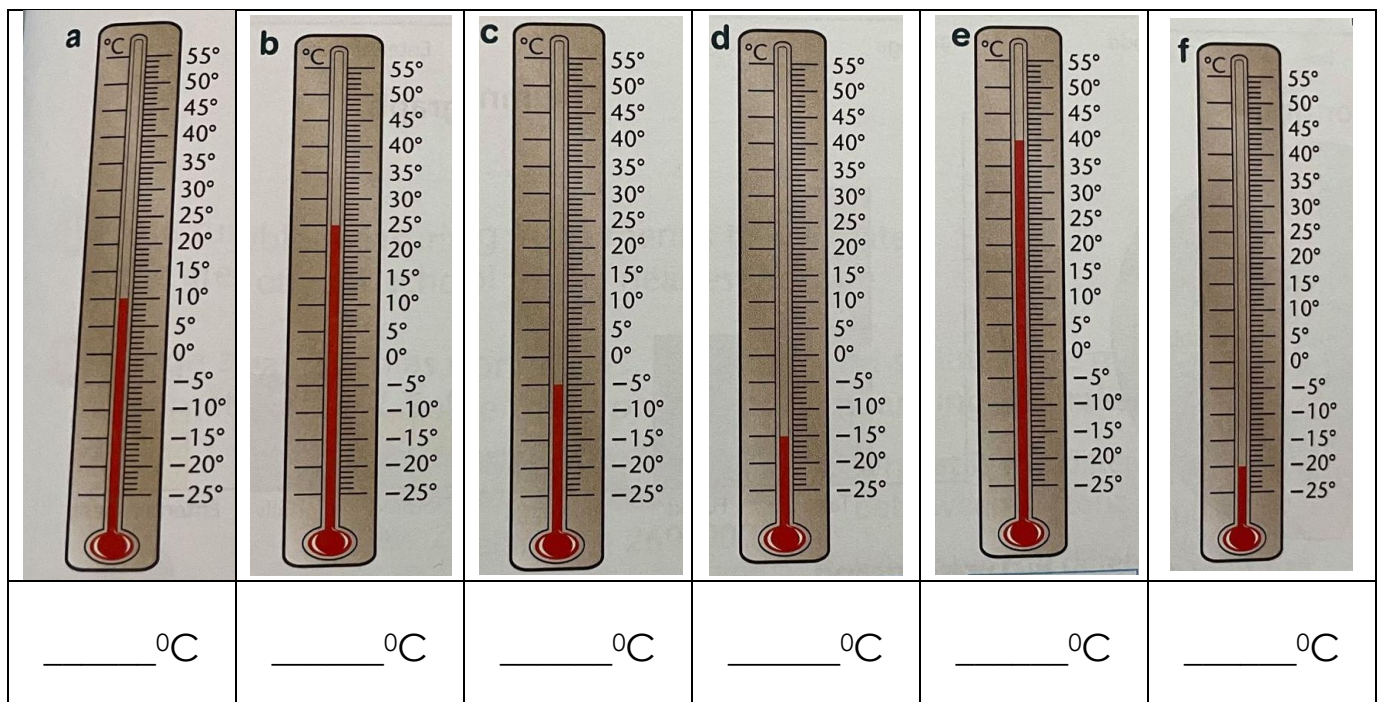
- $35 - 31 =$
- $47 + 80 =$
- $4 \times 8 =$
- $121 \div 11 =$
- $5 \times 5 =$
- Round 82879 to the nearest hundred.
- Write the smallest number you can using:
7, 9, 6, 5, 5, 2
- Complete this counting pattern:
45, 47, 49, 51, _____, _____, _____
- Complete this counting pattern:
80, 88, 96, 104, _____, _____, _____
- What is the sum of 43, 12 and 35?
- Share 188 oranges between 2 children.
- What is the price after taking 50% off \$10?
- What is $\frac{1}{11}$ of 99?
- What is $\frac{1}{10}$ of 20?
- Write these decimals in descending order:
0.13, 0.50, 0.80, 0.82
- Write these decimals in ascending order:
0.69, 0.12, 0.11, 0.16
- How many minutes from 7:30am to 1:30pm?
- If a square has a perimeter of 368cm, what is the length of a side?
- What type of angle is this?

- Which star has the lowest chance of being selected?
Black or white? _____




Task 2 – Temperatures

Learning intention: Students interpret integers in everyday contexts, eg temperature

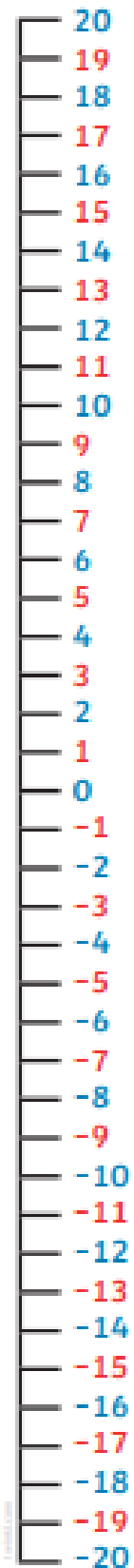
There are many places around the world and in Australia where temperatures below zero exist. Look carefully at the thermometers below and record the temperatures.



Task 3 – Temperature word problems

Learning intention: Students interpret integers in everyday contexts, eg temperature

Answer the following questions using the number line to help you.



- a) The temperature rises by 15 degrees from -4°C . What is the new temperature?
- b) The temperature falls from 11°C to -2°C . How many degrees does the temperature fall?
- c) The temperature is 6°C . It falls by 8 degrees. What is the temperature now?
- d) The temperature is -3°C . How much must it raise to reach 5°C ?
- e) What is the difference between -4°C and 14°C ?
- f) The temperature was -5°C . It falls by 6 degrees. What is the temperature now?
- g) The temperature is -11°C . It rises by 2 degrees. What is the temperature now?

Wellness Wednesday – Gratitude Moment

Learning intention: Students practise gratitude.

Being grateful by paying attention to the good things around us can really lift our mood. This is a good habit to do every day.

Department of Education

Gratitude moment



Tip: it may help to write down your gratitude moment and share it with the person it is about.

1. Sit somewhere comfortable.
2. Close your eyes.
3. Slowly breathe in through your nose and count 1, 2, 3 in your head.
4. Hold the breath for 1, 2, 3.
5. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
6. Repeat this 2 more times.
7. Think of something that made you feel grateful today (ideas below)
8. Focus on how this thing affects your life or the life of the people around you.
9. Focus on how you feel about your gratitude moment.
10. Let the feeling grow in your body until you can feel it from your head to your toes.

Gratitude ideas

- Something someone did for you today
- A person who you love
- Something you like to do
- A talent you have
- A part of your body you are grateful for
- Something that made you laugh today
- A song you like
- A game you like to play
- A new skill you have learned
- A food you like to eat
- A pet that you love
- Something you have that you know other people don't have
- A memory of something you have done in the past



Thursday Comprehension

Extra Time – Chapters 22, 23 and 24

Learning intention: Students answer comprehension to demonstrate their understanding of the text Extra Time.

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

1. What was Bridie helping Mrs Jarvis to make?
2. Why was Bridie awake half the night?
3. Why does Bridie not know what to do when Terrine cries?
4. What does Terrine describe as being Gazz's prison?
5. Bridie is the baby mascot, who is the grown-up Mascot?
6. Who was in the tunnel with Bridie?
7. Why does Bridie think that the other mascots won't shake her hand?
8. What does Bridie think about to stop her panicking?
9. What sounds of a soccer game can't you hear on the television?
10. What does Bridie need to tell the referee?
11. What happens when Bridie runs on to the pitch? Why?
12. Why does Bridie lie down on the grass?
13. What do you think will happen next? Why?

Thursday Writing – Pobble 365

The Eye - Question Time




Learning intention: Students describe a picture using interesting vocabulary.

Instructions: On a google doc or on a piece of paper, describe the creature that 'The Eye' belongs to. What does the creature look like? Where does the creature live? Write at least ½ page description.



Thursday – Mathematics

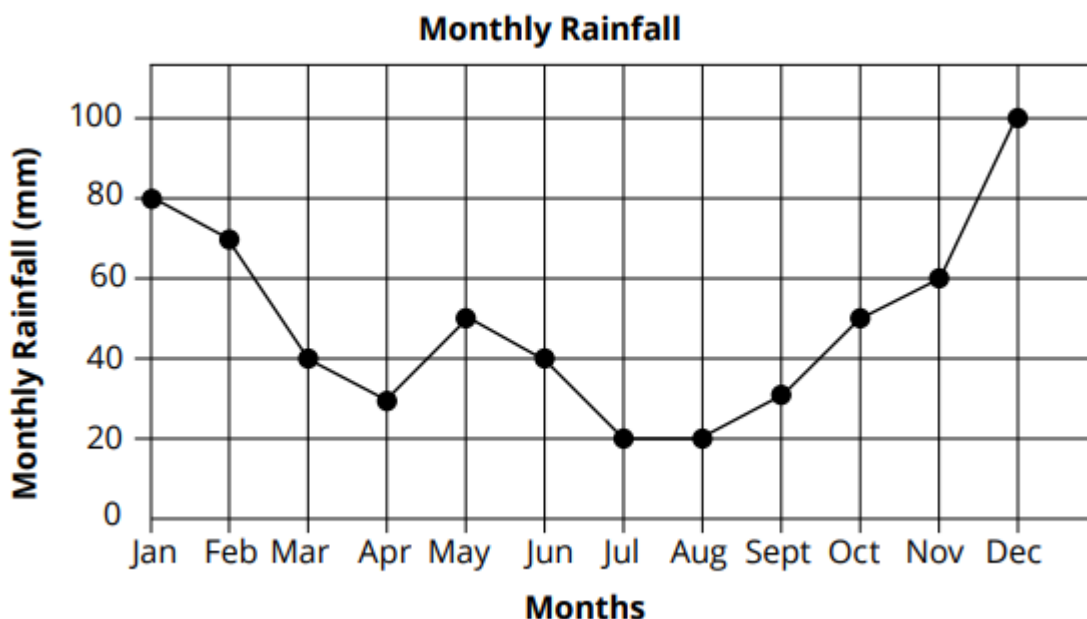
Task 1 –

1. $38 + 78 =$
2. $12 - 10 =$
3. $5 \times 2 =$
4. $18 \div 9 =$
5. $10 \times 2 =$
6. Round 8715.70 to the nearest whole number.
7. List the factors of 35:
8. Complete this counting pattern:
60, 63, 66, 69, _____, _____, _____
9. Complete this counting pattern:
69, 81, 93, 105, _____, _____, _____
10. What is the sum of 57, 80 and 74?
11. What is the average of 3, 9 and 3?
12. 20 cents + 50 cents + \$1.00 =
13. What is $\frac{1}{8}$ of 24?
14. What is $\frac{1}{9}$ of 27?
15. Write these decimals in ascending order:
0.91, 0.21, 0.66, 0.73
16. Write these decimals in descending order:
0.11, 0.97, 0.57, 0.60
17. What digital time does the clock show?

18. The length of a rectangle's sides are 74cm and 95cm. What is its perimeter?
19. How many vertices does a cube have?

20. Imagine these stars are in a bag. What is the probability of pulling out a black?


Task 2 – Line Graphs

Learning intention: Students interpret line graphs using the scales on the axes.

Answer the questions below by using the Monthly Rainfall line graph.



a) Answer true or false

i) The largest amount of rain fell in October.

ii) The driest month was April.

b) How much rain was there in January?

c) What was the total amount of rainfall for May, June and July combined?

d) What was the approximate total amount of rainfall for the entire year? e) What was the difference in rainfall for November and December?

f) List two ways this graph could be helpful to people.

Task 3 – Line Graphs

Learning intention: Students create line graphs using the data provided.

Peter recorded the temperature every hour from noon until 7pm.

Time	Noon	1pm	2pm	3pm	4pm	5pm	6pm	7pm
Temperature	28°C	30°C	32°C	30°C	29°C	26°C	24°C	23°C

Create a line graph to show the change in temperature throughout the day.

Thursday History – Why do people migrate?

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

Human migration is the movement of people from one place to another with the intention of settling permanently in the new location. The movement is often over long distances and from one country to another. It has been happening for many thousands of years. There are many reasons why people migrate. The main ones are social, political, economic and environmental.

Task 1 – Sort the reasons for migration into the correct suitcases. Add some more of your own.

Climate

Religion

Poverty

War

Natural disasters

Cost of living

Oppression

Pollution

Racism

Work

Government
instability

ECONOMIC

POLITICAL

ENVIRONMENTAL

SOCIAL

Task 2 –

Imagine your family is moving to a new country. Use the boxes below to write about what might be different in your life and for your family in a new country.

What country is your family moving to? _____

House/home	Education/school	Food
Clothes	Weather	Language

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: ft join with common cross bar

Friday 8th October 2021

AAAA aaaa AAAA aaaa AAAA aaaa

EEEE eeee EEEE eeee EEEE eeee

FFFF ffff FFFF ffff FFFF ffff FFFF ffff

LLLL llll LLLL llll LLLL llll

ft ft ft ft ft ft ft ft ft ft ft ft ft ft ft

af ef if of uf af ef if of uf af ef if of uf

left often adrift softly twelfth waft crafty aircraft after

Bridie Sutherland

Bridie is Matt's younger sister and greatest admirer. She regards herself as the Manager of Matt's football career and his self-appointed protector. As a chronic asthmatic, Bridie is unable to play the sport herself. She is appalled by the underhand tactics used at the football school and is determined to bring the fun back into the sport by reminding the coaches and players of their initial love of the game.

Friday – Mathematics

Task 1 –

1. $79 - 58 =$

2. $45 + 73 =$

3. $24 \div 3 =$

4. $6 \times 2 =$

5. $77 \div 7 =$

6. Round 98579 to the nearest hundred.

7. Write these numbers in descending order:
66371, 67828, 72812, 91642, 89612, 15132

8. Complete this counting pattern:

97, 107, 117, 127, _____, _____, _____

9. Complete this counting pattern:

36, 47, 58, 69, _____, _____, _____

10. What is the sum of 28, 35 and 37?

11. Share \$88 between 8 children.

12. 5 cents + 10 cents + 50 cents =

13. What is $\frac{1}{3}$ of 6?

14. What is $\frac{1}{7}$ of 49?

15. Write these decimals in descending order:
0.87, 0.43, 0.40, 0.12

16. Write these decimals in ascending order:
0.21, 0.28, 0.46, 0.69

17. What is 1:21 pm in 24-hour time?

18. The length of a rectangle's sides are 44cm and 21cm. What is its perimeter?

19. What type of angle is this?



20. Which circle has the highest chance of being selected? Black or white?



Task 2 – Dot Plots

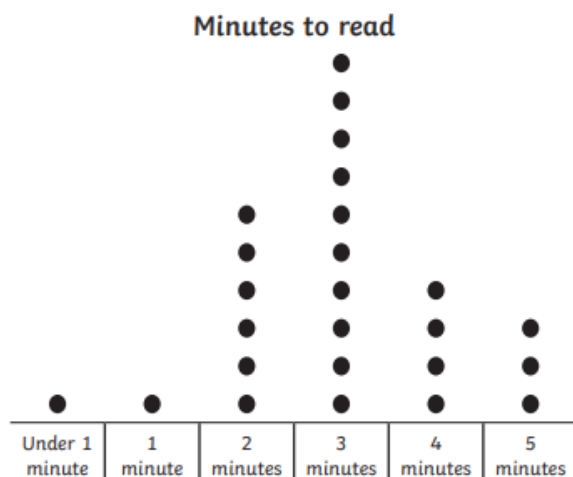
Learning intention: Students construct dot plots for numerical data.

A dot plot is a type of graph. Below is an example of a dot plot:

In the year 5 class, students were surveyed to find out how long it took them to read one page of a novel.

The class were given the option to either present the data in a dot plot or a table.

Here are two examples of the data displays.



Minutes to read	Amount of students
Under 1 minute	1
1 minute	1
2 minutes	6
3 minutes	10
4 minutes	4
5 minutes	3

Create a dot plot to depict the following information:

Number of siblings	Number of students
0	7
1	8
2	5
3	4
4	0
5	0
6	1

Use your dot plot to answer the following questions:

- a) How many siblings do the majority of students surveyed have?
- b) More students have 1 sibling than 2. True/False
- c) How many students have 3 or more siblings?
- d) How many students have 1 or less siblings?

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

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