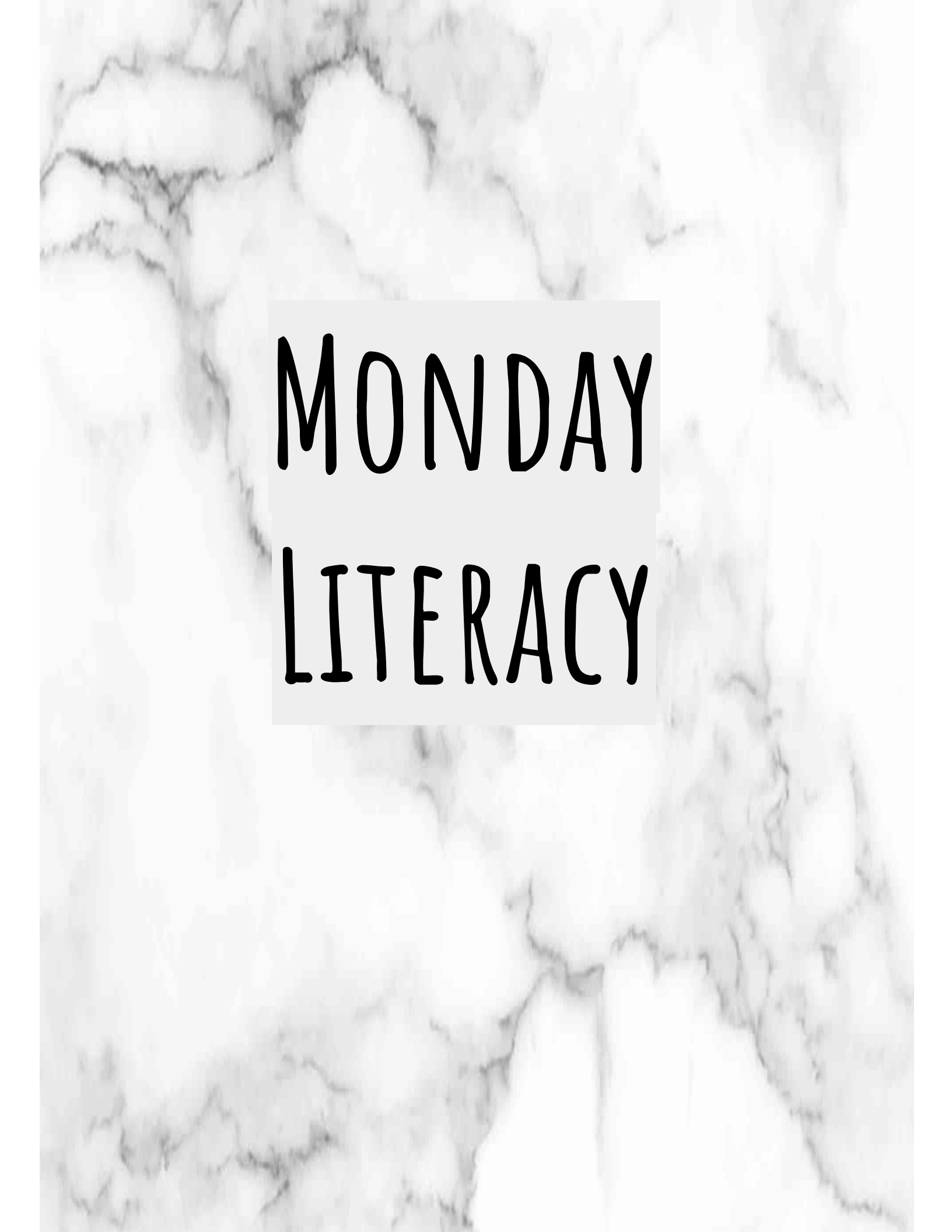


# Remote Learning Grid - Week 5 Term 3 – YEAR 6

This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. **Optional activities are highlighted in green**. Students working online with Google Classroom will also be monitored every second day to ensure that work is being completed. If work is not completed parents will be contacted via Class Dojo. Feedback on activities will be provided in school hours only.

	Monday 9/8/21	Tuesday 10/8/21	Wednesday 11/8/21	Thursday 12/8/21	Friday 13/8/21
Morning	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. Don't forget you also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling</b> Soundwaves Online Unit 23 Year 6 loud994 Write down your list of words. Write sentences containing 6 of your words.</p> <p><b>Reading: Detention</b> Read or listen to Chapter 17. What would you do if you were Sima? How would you react if you felt threatened?</p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. Don't forget you also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling</b> Soundwaves Online Unit 23 Year 6 loud994 <b>Writing Informative Writing</b> <b>Writing your Information Report about your Olympian</b></p> <ul style="list-style-type: none"> <li>➤ Read through the Information Report Checklist</li> <li>➤ Write the Information Report on your chosen Olympian.</li> <li>➤ Use your writing plan from Week 4 and any previous slides to help you.</li> </ul> <p><b>Squiz Kids Podcast: Simply listen to today's podcast.</b> <a href="https://www.squizkids.com.au">https://www.squizkids.com.au</a></p> <p><b>Reading: Detention</b> Read or listen to Chapter 18.. Do you think Dan should help Sima? How can something that</p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. Don't forget you also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling</b> Soundwaves Online Unit 23 Year 6 loud994</p> <p><b>Writing Figurative Language Digital Task Cards</b> Complete the 3 Figurative Language Task Cards, Definitions for each are at the bottom of each slide.</p> <p><b>Reading: Detention</b> Read or listen to Chapter 19. Using your knowledge of Miss Aston from previous chapters, what do you think Miss Aston will do? Do you think she would help Sima or dob her in? Why?</p> <p><b>Squiz Kids Podcast: Simply</b></p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. Don't forget you also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling</b> Soundwaves Online Unit 23 Year 6 loud994 Write down your list words. Place them in Alphabetical Order.</p> <p><b>Grammar Revision: Complete the interactive Google Slide on your and you're.</b></p> <p><b>Reading: Detention</b> Read or listen to Chapter 20. Predict what will happen next. Will the other students keep quiet or dob Sima? What do you think Sima is thinking? Do you think she should trust Miss Aston and Dan, or should she plan her escape?</p> <p><b>Squiz Kids Podcast: Simply listen to today's podcast.</b> <a href="https://www.squizkids.com.au">https://www.squizkids.com.au</a></p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. Don't forget you also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling</b> Soundwaves Online Unit 23 Year 6 loud994 <b>Spelling Pictionary</b> Pick 10 of your list words to complete the Spelling Pictionary slide.</p> <p><b>Reading:</b> Catch up on Detention chapters</p> <p><b>Squiz Kids Podcast: Simply listen to today's podcast.</b> <a href="https://www.squizkids.com.au">https://www.squizkids.com.au</a></p>

		is legal and something that is right be two different things?	listen to today's podcast! <a href="https://www.squizkids.com.au/">https://www.squizkids.com.au/</a>		
Wellbeing break	<i>Check in and say Hi</i> Call, facetime or skype your grandparents and talk about anything except lockdown.	<i>Pick an activity from the STEM Grid</i>	<i>WORLD'S BEST EVER TOASTIE</i> WHAT IS YOUR FAVOURITE KIND OF TOASTED SANDWICH? MAKE IT FOR A SNACK AND TAKE A PHOTO!	<i>Pick an activity from the Outdoor Mindfulness Infographic</i>	<i>Morning Routines</i> Morning Routines are essential especially during lockdowns. Create an iMovie, short video or simply tell us about your morning routine.
Break	Break	Break	Break	Break	Break
Middle	<b>Mathematics</b>  • Numeracy Ninjas Week 24 Session 1  • Complete the "Whole Number Assessment". Complete all the tasks within the slide.  • Complete 3 Mathletics activities	<b>Mathematics</b>  • Numeracy Ninjas Week 24 Session 2  • Complete the "3D Shape Assessment". Complete all the tasks within the slide.  • Complete 3 Mathletics activities.	<b>Mathematics</b>  • Numeracy Ninjas Week 24 Session 3  • Complete the "Fractions and Decimals Assessment". Complete all the tasks within the slide.  • Complete 3 Mathletics activities.	<b>Mathematics</b>  • Numeracy Ninjas Week 24 Session 4  • Complete the "Chance Assessment". Complete all the tasks within the slide.  • Complete 3 Mathletics activities.	<b>Mathematics</b>  • Complete 3 Mathletics worksheets.  • Complete the Friday Maths Challenge
Wellbeing break	<i>Pick an activity from the STEM Grid</i>	ZOOM CLASS WELLNESS CHECK IN Year 6: 1:00pm Your teacher will provide you with more information.	GET SOME FRESH AIR... GO FOR A WALK...	ZOOM CLASS WELLNESS CHECK IN Year 6: 1:00pm Your teacher will provide you with more information.	Complete an activity from the Non - Screen Time Grid at Home
Break	Break	Break	Break	Break	Break
Afternoon	KLA  PE with Mr Ellis <a href="#">Primary Wk1 T3 lesson</a>	KLA  <b>Geography</b> Work through the Google slide for geography, ' <a href="#">How does the Olympic Games affect people locally, regionally and globally?</a> ' Part 1 Inquisitive is required for this task. Place answers onto Google Slides	KLA  <b>Science</b> Work through the 'Week 4 Science, <a href="#">How do we bring astronauts safely back from space?</a>  Inquisitive will be required for this task. Place answers onto the Google slide.	KLA History, Geography, English <b>BTN</b> Watch this week's BTN Episode on the website <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a>  Write a summary of VIPs (Very Important Points) from the episode this week	<b>KLA Sport</b> CREATE YOUR OWN OBSTACLE COURSE AND SUBMIT PHOTOS OR A VIDEO OF YOURSELF COMPLETING IT. TIME YOURSELF! <b>Ideas can include:</b> - including your bike or skateboard - use chalk on concrete - backyard items as obstacles - create a scooter obstacle course

The background of the image is a light-colored marble pattern with grey and white veining. In the center, there is a light grey rectangular box containing the text "MONDAY LITERACY" in a bold, black, sans-serif font. The text is arranged in two lines, with "MONDAY" on the top line and "LITERACY" on the bottom line.

**MONDAY  
LITERACY**



# SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

## SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN LOOK UP THE MEANING OF AN UNKNOWN WORD IN THE DICTIONARY
- I CAN IDENTIFY TYPES OF SPEECH

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

## SPELLING: SOUNDWAVES UNIT 23

[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)

Year 5: took556

Year 6: loud994



ir ur or er

 bird	 world
 nurse	 fern



ir	bird	ear	early
ur	nurse	our	journey
or	world	err	conferred
er	fern	urr	occurred
ere	were	yr	myrtle

TYPE IN YOUR LIST WORDS FOR UNIT 23 HIGHLIGHT THE FOCUS SOUND IN ALL WORDS

Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here

# UNIT 23 - YEAR 5



List Words	Extension List Words
------------	----------------------

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse

research  
earthen  
worse  
further  
surface  
certain

curtain  
concern  
purchase  
purpose  
dessert  
suburban

earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

List Words	Extension List Words
------------	----------------------

adjourn  
burden  
burnish  
churning  
curvature

discern  
disturbance  
imperfect  
murmur  
observant

occurring  
personality  
preferred  
purposeful  
referral

reversible  
slurred  
surgeon  
transferred  
urgent

# UNIT 23 - YEAR 6

List Words	Extension List Words
------------	----------------------

pearly  
urgent  
cursive  
furnish  
burden  
absurd  
murmur

surgeon  
occurred  
recurring  
concerned  
surfacing  
journal

adjourn  
courtesy  
circular  
reversal  
rehearsal  
interpreter

curvature  
university  
discernible  
emergency  
disturbance  
circumnavigate

## List Words

[Back to Unit 23](#) | [Next: List Word Flash Cards](#)

List Words	Extension List Words
------------	----------------------

attorneys  
certifiable  
circulation  
earnestly  
entrepreneur

exertion  
girder  
interpretation  
irreversible  
journalism

merciless  
murmuring  
perpetrator  
persecute  
reverberate

saboteur  
skirmish  
superfluous  
superlative  
taciturn



# GRAMMAR LEARNING INTENTION

WE ARE LEARNING TO WRITE COMPLEX SENTENCES WITH FIGURATIVE LANGUAGE.

## SUCCESS CRITERIA:

- I CAN WRITE COMPLEX SENTENCES USING A SPELLING WORD
- I CAN USE CONJUNCTIONS APPROPRIATELY
- I CAN USE FIGURATIVE LANGUAGE IN MY WRITING
- I CAN EDIT AND PROOFREAD MY WORK

# SENTENCE REVISION - COMPLEX AND COMPOUND

## Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

**Scott** **plays** tennis in the morning.

## Compound Sentences

A compound sentence contains two independent clauses joined by a **coordinating conjunction** (and, but, for, nor, or, so, yet).

**Scott** **was playing** tennis, **so** **Mary** **went** to the beach.

## Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always has a **subordinating conjunction** (after, although, because, since, when) or a relative pronoun (that, which, who).

**Scott** **wore** his hat **because** **he** **was playing** in the sun.

## Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always contains a **subordinating conjunction**.

Example:

**Lionel** **wore** his **ear muffs** **because** **he** **was** cold.

**complex sentences =**  
**main clause + conjunction + dependent clause**





CONJUNCTIONS ARE ESSENTIAL IN COMPLEX SENTENCES.

USE THIS POSTER TO HELP YOU WRITE YOUR SENTENCES.

## Subordinating Conjunctions

Subordinating conjunctions are used to join an independent clause to a dependent clause. They show how the two clauses relate to each other. Here are some commonly used subordinating conjunctions.

after	although	before	as
if	how	than	that
until	whether	when	where
while	because	unless	since
once	wherever	whenever	though

## Figurative Language

FIGURATIVE LANGUAGE ENHANCES OUR SPEECH AND WRITING, ALLOWS US TO DESCRIBE IN MORE DETAIL AND MAKES CONCEPTS EASIER TO VISUALISE.

USE THIS POSTER TO HELP YOU IN THE TASK.

### Metaphor

She is a ray of sunshine.  
Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

### Personification

The snow speaks.  
The grass tickled my feet.  
The leaves danced on the trees.  
The husky corn spoke.

### Onomatopoeia

Crash! Splash! Boom!  
Pop! Bam! Snap!  
Honk! Buzz! Drip!  
Swish! Ring! Crackle!

### Alliteration

Evil eagles eat eels.  
Dreary, dismal darkness.  
Pretty purple purses.  
Adjectives and adverbs.

### Simile

Pure as snow.  
Quiet as a mouse.  
Busy as a bee.  
Cute as a kitten.

### Idiom

Time flies.  
Cat got your tongue.  
Broken heart.  
Face the music.

### Hyperbole

For the millionth time, be quiet!  
He's got a brain the size of a pea.  
These shoes are killing me.  
Speed up- a snail can go faster than you!

# ONOMATOPOEIA

## Onomatopoeia

Check out  
the video  
link.. Lol..

<https://www.youtube.com/watch?v=FBQCgjo1QTU>

**Definition:** Onomatopoeia is a figure of speech in which words are used to imitate sounds.

### Examples:

Buzz, Honk, Zip, fizz, Ding Dong

## ONOMATOPOEIA WORDS



### Onomatopoeia Examples



USE THESE EXAMPLES TO HELP YOU FORM YOUR SENTENCES!

# SENTENCES: WRITE COMPLEX SENTENCES CONTAINING 6 OF ANY LIST WORDS.

- ✓ INCLUDE **ONOMATOPOEIA** IN YOUR SENTENCES. HIGHLIGHT ONOMATOPOEIA **YELLOW** IN YOUR SENTENCES.
- ✓ USE THE PREVIOUS SLIDES TO HELP YOU.
- ✓ UNDERLINE THE SPELLING WORD IN EACH SENTENCE



1.
2.
3.
4.
5.
6.

Wellbeing Task 1: Who did you call?	Type here
-------------------------------------	-----------

## WELLBEING TASK: WHICH ONE WILL YOU COMPLETE TODAY?

## STEM ED Bingo

Looking for an extra challenge? Try and complete 4 STEM activities in a row to get BINGO! (Or complete the whole board and become a STEM champion!)

Go on a <b>nature Scavenger Hunt</b> . How many different leaves can you find?	<b>Create a train or car race track.</b> How fast can you travel around your track? Time the speed!	Visit <b>code.org</b> and complete an Hour of Code challenge.	<b>Write a series of instructions</b> for someone in your house to follow. Where can you lead them to?
<b>Create a treasure map</b> for someone in your family to find hidden treasure!	<b>Use Minecraft to recreate a part of your school.</b> How would you make it better?	<b>Cook your favourite dish!</b> What were the steps you took to make it?	Help someone in your family to <b>fix something that's broken</b> . What did you learn?
<b>Find an insect in your garden or on a walk. Research</b> some more information about it.	Use your imagination and <b>create something out of LEGO</b> . What did you build and why?	Try <b>creating a stop motion video using playdough</b> and a camera.	<b>Find some patterns</b> within your house or backyard, and recreate them using LEGO, playdough, or something else!
<b>Use recycled materials to create something.</b> What did you make, and what's its purpose?	<b>Use natural materials to create an artwork.</b> Gift it to a friend or family member.	<b>Poll</b> some friends or family members via Zoom about their favourite Ice Cream flavour. <b>Graph the results.</b>	<b>Create a new Olympic Event</b> using equipment at your house. Challenge friends or family to compete in your event.

WELLBEING TASK:

TODAY I... .TYPE HERE

AMAZING WORK! TURN IT IN!

# *Detention*

## *Week 5*



# Monday - Chapter 17 Youtube link



# Monday - Chapter 17



The screenshot shows a Kobo Desktop application window. The title bar includes 'Kobo Desktop', 'SHOP KOBO', 'MY BOOKS', 'EREADER SETUP', and 'Detention'. The main content area displays the chapter title 'FACE TO FACE' and the time '9:25 AM'. The text of the chapter is as follows:

Another door hangs open, the door next to Sima's. She clenches her hands together, squeezes tight, praying the boy doesn't open her door. She's sitting on the toilet lid, legs out, soles of her sneakers pressed against the door, forming a human lock. Maybe he'll try to open it, think it's latched and go away. If he sees her he'll scream and the officer will come in and it will all be over. Everything. She clenches her leg muscles tight. Mum always teases her for her skinny legs, calls them pencils.

She can see his shoes now. Sneakers. Adidas. Sima likes Adidas. Her favourite footballer, Messi, wears Adidas. This boy has good taste, but she needs him to leave.

The door presses against her shoes but does not open, not even a millimetre. Sima's legs quake. She hopes the boy can't see the door shaking. She feels him trying to push the door again, pressure building up through her feet. It opens the tiniest bit but Sima pushes back and the door snaps shut with a loud bang.

The boy doesn't do anything for a moment. Sima sees his sneakers beneath the door and his shoulder through the crack where the hinges are. He knows someone's in here. He's going to go and tell. Her feet, calves, knees and thighs tremble like crazy.

*Bang!* The boy shoves hard against the door. Sima's jelly-legs collapse at the knees, her feet land on the floor. She reaches behind and grabs the broken scalpel handle from next to the flush button. The door bangs back against the wall. Without thinking, she lunges forward, holds the scalpel out, close to his neck.

The boy drops the plastic container and water explodes at their feet, spraying their legs, trickling down into Sima's sneakers. He freezes in fright, tries to see what she's holding, but it's right up under his chin, tickling his neck.

He is about the same height as her, maybe a little shorter. She grabs his shirt and pulls him into the cubicle, pushes him up against the side

At the bottom of the page, it says 'FACE TO FACE - 1 / 2'. The Windows taskbar is visible at the bottom of the screen, showing the search bar, taskbar icons, and system tray with the date and time '12:59 PM 2/08/2021'.




## ***Monday - Chapter 17***

**What would you do if you were Sima? How would you react if you were threatened?**







---

# **Whole Number**

## **Term 3 Assessment**

Year 6

---



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Prime Numbers

Colour (fill) all the prime numbers

# Prime and Composite Factors

Write the factors for each number and then state if the number is prime (P) or composite (C)

Number	Factors	P or C
6		
17		
14		
23		

Number	Factors	P or C
15		
45		
57		
39		



# Highest Common Factors

What is the highest common factor of...

18 and 27	
-----------	--

55 and 72	
-----------	--

15 and 12	
-----------	--



9 and 16	
----------	--

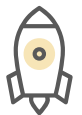
20 and 24	
-----------	--



63 and 42	
-----------	--



24 and 60	
-----------	--





# Lowest Common Multiple

What is the lowest common multiple of...

6 and 15	
----------	--

4 and 6	
---------	--



6, 8 and 9	
------------	--

12 and 20	
-----------	--

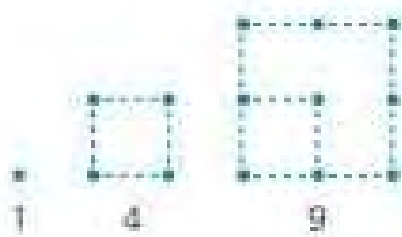
5 and 35	
----------	--

30 and 8	
----------	--



# Square numbers

Look at the patterns of square numbers below. Continue the pattern to find the next three numbers.



# Triangular numbers

Look at the patterns of triangular numbers below. Continue the pattern to find the next three numbers.



## Prime Detectives

Sing-Song Aloud is a very popular competition for singing. Every year, thousands of people enter the competition in search of fame.

This year is no different... but there has been a crime committed! Somebody has sabotaged the equipment and they have broken the microphones, with only pig-like sounds being emitted! The police have been investigating exactly what happened.

As the Detective Chief Inspector, it is your job to work out who the saboteur is. Your officers have taken down the names and descriptions of the people on set that day. Your task is to solve the clues and work out who has sabotaged the equipment!





Name	Gender	Height	Left-handed or right-handed
Amelia Killen-Browne	female	tall	left
Barry Shaw	male	short	right
Fenella Bentley	female	tall	left
Gurdeep Mehmi	male	short	left
Janice Twist	female	short	right
Ken Corder	male	tall	right
Ling Chang	male	tall	left
Mei Chang	female	short	left
Nancy Greene	female	tall	right
Ramesh Iqbal	male	tall	right

## Your Suspects

## Clue one

Circle all of the prime numbers. If the amount of prime numbers is odd, then the culprit is female. If the amount of prime numbers is even, then the culprit is male.

2    52    9    111    19    83    85    31    59    89  
133    21    22    88    15    90    17    57    131    72

Male or female?

The culprit is..

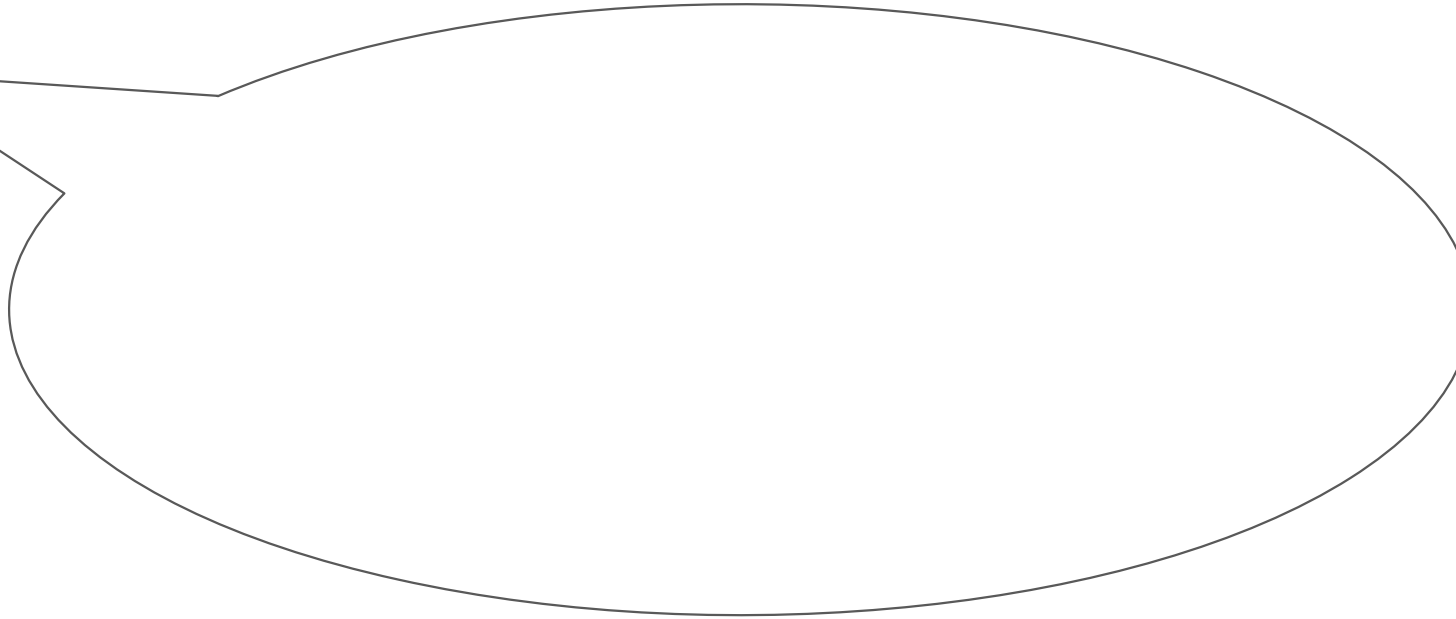
## Clue two

Count in prime numbers from the first number in the table, and then take the last number you reach and find the corresponding word in the table adjacent. Rearrange the words to form a sentence and solve the first clue.

2				
13				
47				
83				

the 11	microphone 9	ran 2	stole 71
short 101	broken 27	culprit 29	of 15
was 67	a 69	singer 16	tall 103

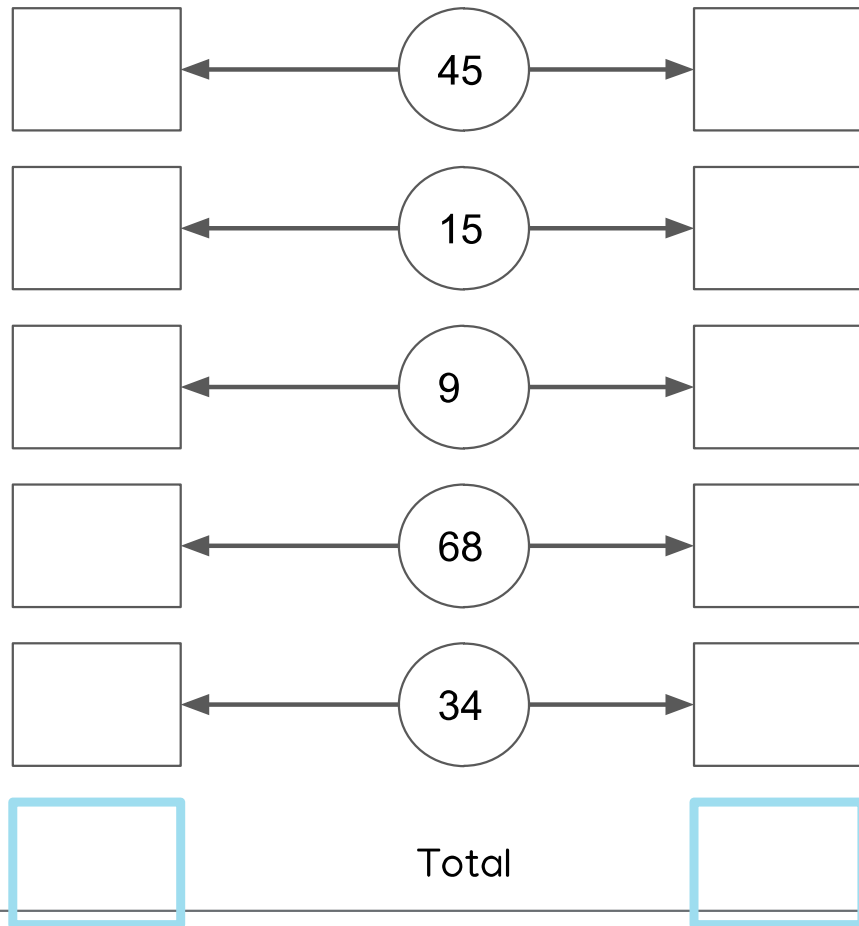
Rearrange your words and record your sentence in the speech bubble



## Clue three

Look at the numbers in the circles. Write the nearest prime number lower in the box on the left and the nearest prime number higher in the box on the right. Then add each column of boxes up. If either column adds to exactly 183, the culprit is left-handed.

The culprit is \_\_\_\_\_ handed





The culprit is:

**WEEK 25 SESSION 1** - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** -  
do these in your head

**TIMESTABLES** -  
do these in your head

**KEY SKILLS** - you may use written calculations for  
these questions

Q	Question	Answer
1	$\square + 3 = 5$	
2	$100 = \square + 38$	
3	What is half of 2?	
4	$119 - 10 = \square$	
5	$28 + \square = 30$	
6	$114 = 64 + \square$	
7	$6057 - 6052 = \square$	
8	$2 \times 8 = 16$ , so $16 \div 8 = \square$	
9	What is 12:51 am in 24 hour clock format?	
10	What time was it 21 minutes before 6:58 pm?	
<b>Total out of 10</b>		

Q	Question	Answer
1	$\square \div 4 = 3$	
2	$18 \div \square = 6$	
3	$32 \div \square = 8$	
4	$9 \times 10 = \square$	
5	$30 \div \square = 3$	
6	$14 \div \square = 2$	
7	$6 \times 3 = \square$	
8	$7 \times \square = 49$	
9	$\square \div 2 = 3$	
10	$80 \div 10 = \square$	
<b>Total out of 10</b>		

Q	Question	Answer																									
1	$71 \times 79 = \square$																										
2	$691 - 391$																										
3	$9.9 \times 7$																										
4	0.105 as a fraction																										
5	$21.96 + 8.42$																										
6	Round 5.7345 to 3 decimal places																										
7	$(-1) + (-1)$																										
8	Round 6692 to 3 s.f.																										
9	What is the letter at (1,0)? <div style="text-align: center;"> <math>y</math>  <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding: 0 5px;">A</td> <td style="padding: 0 5px;">B</td> <td style="padding: 0 5px; text-align: center;"><math>\uparrow</math></td> <td style="padding: 0 5px;">D</td> <td style="padding: 0 5px;">E</td> </tr> <tr> <td style="padding: 0 5px;">F</td> <td style="padding: 0 5px;">G</td> <td style="padding: 0 5px;">H</td> <td style="padding: 0 5px;">I</td> <td style="padding: 0 5px;">J</td> </tr> <tr> <td style="padding: 0 5px;">K</td> <td style="padding: 0 5px;">L</td> <td style="padding: 0 5px;">M</td> <td style="padding: 0 5px;">N</td> <td style="padding: 0 5px;">P</td> </tr> <tr> <td style="padding: 0 5px;">Q</td> <td style="padding: 0 5px;">R</td> <td style="padding: 0 5px;">S</td> <td style="padding: 0 5px;">T</td> <td style="padding: 0 5px;">U</td> </tr> <tr> <td style="padding: 0 5px;">V</td> <td style="padding: 0 5px;">W</td> <td style="padding: 0 5px;">X</td> <td style="padding: 0 5px;">Y</td> <td style="padding: 0 5px;">Z</td> </tr> </table> </div>	A	B	$\uparrow$	D	E	F	G	H	I	J	K	L	M	N	P	Q	R	S	T	U	V	W	X	Y	Z	
A	B	$\uparrow$	D	E																							
F	G	H	I	J																							
K	L	M	N	P																							
Q	R	S	T	U																							
V	W	X	Y	Z																							
10	What is $\frac{3}{10}$ of 90?																										
<b>Total out of 10</b>																											



What's your **NINJA** Score?  
Fill in your scores in the boxes and calculate it now!

MY **NINJA** BELT:

MENTAL STRATEGIES:

TIMESTABLES:

KEY SKILLS:  +

**NINJA** SCORE:



## Week 25 Session 1

### Mental Strategies Answers

Q	Question	Answer
1	$\square + 3 = 5$	2
2	$100 = \square + 38$	62
3	What is half of 2?	1
4	$119 - 10 = \square$	109
5	$28 + \square = 30$	2
6	$114 = 64 + \square$	50
7	$6057 - 6052 = \square$	5
8	$2 \times 8 = 16$ , so $16 \div 8 = \square$	2
9	What is 12:51 am in 24 hour clock format?	00:51
10	What time was it 21 minutes before 6:58 pm?	6:37 pm





## Week 25 Session 1

### Times-tables Answers

Q	Question	Answer
1	$\square \div 4 = 3$	12
2	$18 \div \square = 6$	3
3	$32 \div \square = 8$	4
4	$9 \times 10 = \square$	90
5	$30 \div \square = 3$	10
6	$14 \div \square = 2$	7
7	$6 \times 3 = \square$	18
8	$7 \times \square = 49$	7
9	$\square \div 2 = 3$	6
10	$80 \div 10 = \square$	8

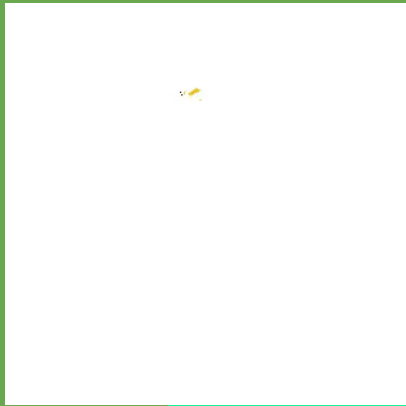


# Week 25 Session 1

## Key Skills Answers



Q	Question	Answer
1	$71 \times 79 = \square$	<b>5609</b>
2	$691 - 391$	<b>300</b>
3	$9.9 \times 7$	<b>69.3</b>
4	0.105 as a fraction	<b>105/1000 (or 21/200)</b>
5	$21.96 + 8.42$	<b>30.38</b>
6	Round 5.7345 to 3 decimal places	<b>5.735</b>
7	$(-1) + (-1)$	<b>-2</b>
8	Round 6692 to 3 s.f.	<b>6700</b>
9	What is the letter at (1,0)?	<b>N</b>
10	What is $\frac{3}{10}$ of 90?	<b>27</b>



# The Olympic & Paralympic Games



## Week 5 Lesson Video

Hey there everyone. Click on the link below to watch this week's Got Game lesson focusing further on the Olympics. This week you will be learning how to train like an athlete as well as putting the spotlight on some of the Australian athletes who are competing at the Games. The Aussies are doing so well in the medal tally!

Keep working hard,

Mr Ellis

[Olympic Games Part 2 \(Primary\)](#)

# Extra Olympics Active Videos

Click on the links below to participate in some bonus videos!

[Canoe, Slalom and Rowing with Laura](#)

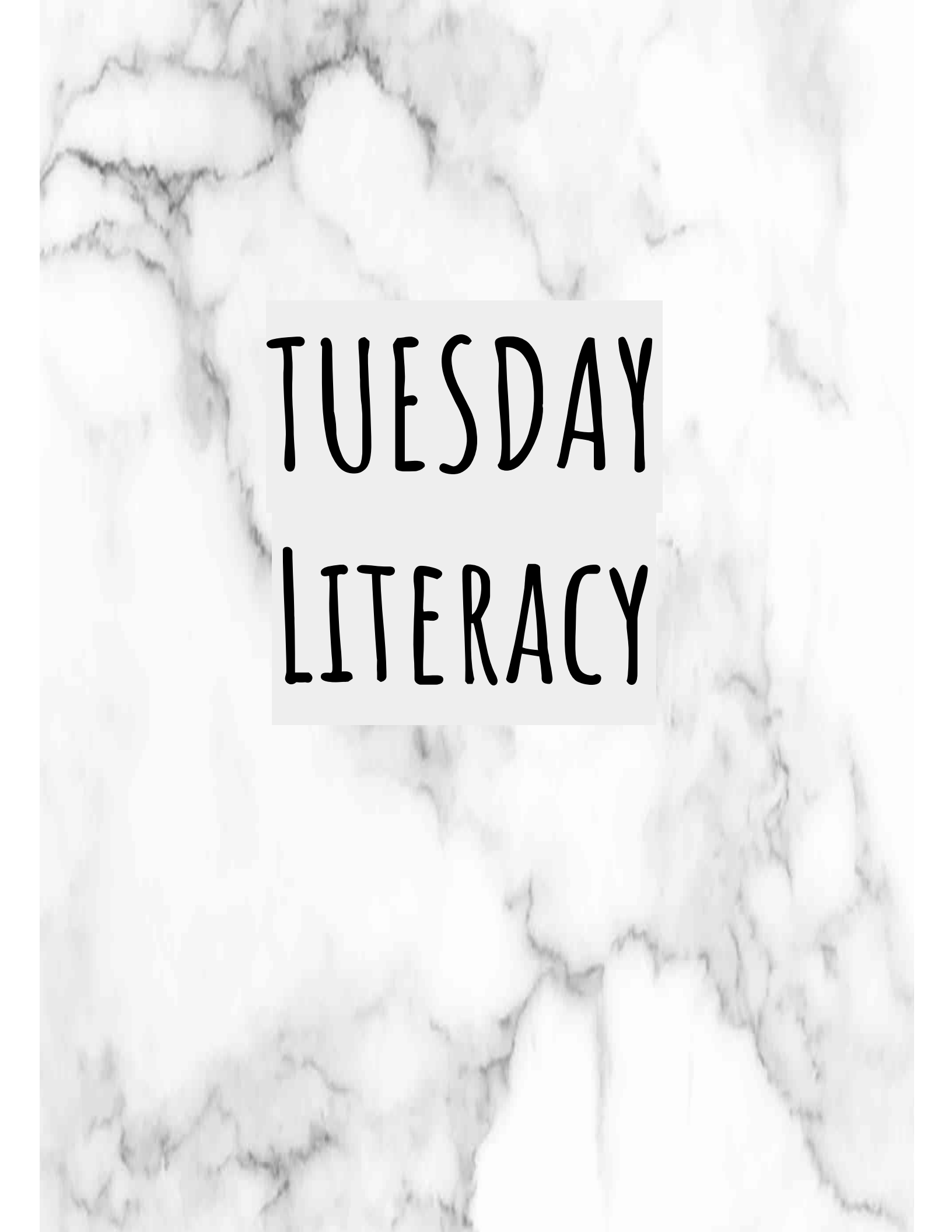
[Sports Climbing with Laura](#)

[Workout like Owen Wright with Mitchell](#)

[Workout like Brandon Starc with Mitchell](#)

[Workout like Sam Kerr with Michelle](#)

[Workout like Patty Mills with Michelle](#)

The background of the image is a light-colored marble pattern with grey and white veining. In the center, there is a light grey rectangular box containing the text "TUESDAY LITERACY" in a bold, black, sans-serif font. The text is arranged in two lines, with "TUESDAY" on the top line and "LITERACY" on the bottom line.

**TUESDAY  
LITERACY**



# SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

## SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN APPLY SOUND AND SPELLING KNOWLEDGE TO COMPLETE SOUNDWAVES ACTIVITIES

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

## SPELLING: SOUNDWAVES UNIT 23

[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)

Year 5: took556

Year 6: loud994



ir ur or er

 bird	 world
 nurse	 fern



ir	bird	ear	early
ur	nurse	our	journey
or	world	err	conferred
er	fern	urr	occurred
ere	were	yr	myrtle

TYPE IN YOUR LIST WORDS FOR UNIT 23 **HIGHLIGHT** THE FOCUS SOUND IN ALL WORDS

Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here



# UNIT 23 - YEAR 5



List Words	Extension List Words
------------	----------------------

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse

research  
earthen  
worse  
further  
surface  
certain

curtain  
concern  
purchase  
purpose  
dessert  
suburban

earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

List Words	Extension List Words
------------	----------------------

adjourn  
burden  
burnish  
churning  
curvature

discern  
disturbance  
imperfect  
murmur  
observant

occurring  
personality  
preferred  
purposeful  
referral

reversible  
slurred  
surgeon  
transferred  
urgent

# UNIT 23 - YEAR 6

List Words	Extension List Words
------------	----------------------

pearly  
urgent  
cursive  
furnish  
burden  
absurd  
murmur

surgeon  
occurred  
recurring  
concerned  
surfacing  
journal

adjourn  
courtesy  
circular  
reversal  
rehearsal  
interpreter

curvature  
university  
discernible  
emergency  
disturbance  
circumnavigate

## List Words

[Back to Unit 23](#) | [Next: List Word Flash Cards](#)

List Words	Extension List Words
------------	----------------------

attorneys  
certifiable  
circulation  
earnestly  
entrepreneur

exertion  
girder  
interpretation  
irreversible  
journalism

merciless  
murmuring  
perpetrator  
persecute  
reverberate

saboteur  
skirmish  
superfluous  
superlative  
taciturn

## WELLBEING TASK: WHICH ONE WILL YOU COMPLETE TODAY?

## STEM ED Bingo

Looking for an extra challenge? Try and complete 4 STEM activities in a row to get BINGO! (Or complete the whole board and become a STEM champion!)

Go on a <b>nature Scavenger Hunt</b> . How many different leaves can you find?	<b>Create a train or car race track.</b> How fast can you travel around your track? Time the speed!	Visit <b>code.org</b> and complete an Hour of Code challenge.	<b>Write a series of instructions</b> for someone in your house to follow. Where can you lead them to?
<b>Create a treasure map</b> for someone in your family to find hidden treasure!	<b>Use Minecraft to recreate a part of your school.</b> How would you make it better?	<b>Cook your favourite dish!</b> What were the steps you took to make it?	Help someone in your family to <b>fix something that's broken</b> . What did you learn?
<b>Find an insect in your garden or on a walk. Research</b> some more information about it.	Use your imagination and <b>create something out of LEGO</b> . What did you build and why?	Try <b>creating a stop motion video using playdough</b> and a camera.	<b>Find some patterns</b> within your house or backyard, and recreate them using LEGO, playdough, or something else!
<b>Use recycled materials to create something.</b> What did you make, and what's its purpose?	<b>Use natural materials to create an artwork.</b> Gift it to a friend or family member.	<b>Poll</b> some friends or family members via Zoom about their favourite Ice Cream flavour. <b>Graph the results.</b>	<b>Create a new Olympic Event</b> using equipment at your house. Challenge friends or family to compete in your event.

WELLBEING TASK:  
TODAY I... ..TYPE HERE

**AMAZING WORK! TURN IT IN!**

# *Detention*

## *Week 5*



# Tuesday - Chapter 18 Youtube link



# Tuesday - Chapter 18

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

DEFENTION

'Why are you here?' Although he's pretty sure he knows.

'My family is in danger. We've been locked up for two years. They want to send us back to Afghanistan tonight, where we'll be tortured or killed. My baby sister, too.'

Her eyes grow glassy, which makes a lump form in Dan's throat. *Is that true? Would someone torture or kill a family? Kids?*

But what she's asking is impossible. There's no way to get her out of here with Aston and Border Force outside. Maybe she'll let him go if he promises not to tell anyone that he's seen her. He wouldn't be dobbing her in, but he wouldn't be breaking the law either.

'How're you doing in there?' the officer asks from the doorway. Dan's heart almost erupts. Sima quickly, silently steps up onto the lid of the toilet.

**1/50**

*Dob her in or help her out?* he wonders. *Dob her in or help her out?*

Dobbing her in is the right thing to do. She escaped a detention centre, threatened him with a weapon. And he's a parkie kid. If he breaks the law, he'll be doing exactly what people expect parkie kids to do. Dan refuses to live up to the low expectations people have of him.

But how can he raise the alarm, knowing what she said will happen to her and her little sister. A baby. How can that be the right thing to do? And how can what's legal and what's right be two different things?

'Good. Yep. Almost done,' Dan calls out.

'I've got one more classroom to check,' Border Force grunts. 'And a storeroom. Make sure you're out of here by the time I get back.'

'Yep,' Dan says.

Footsteps moving away, then just the two of them again. Sima's face floods with relief, while Dan drowns in dread. What if that was his chance? What if Mum and the Prime Minister and Thomas and Josh are right? What if this girl, and whoever she might have escaped with, are a threat to national security? Is she a terrorist? She doesn't look like one. Dan wonders what a terrorist is supposed to look like.

*She's just a kid, like me, he thinks.*

But she isn't like him. For one thing, she's a girl. And she wears a headscarf and has olive skin. And her accent is weird. She's Afghan, or Afghani. *Where even is Afghanistan?* He knows it's in Asia, somewhere near the Middle East, but that's about it. He should know. He's heard them say 'Afghanistan' on *A Current Affair* a thousand times. Usually with words like *queue-jumper*. Mum's said that on more than one occasion. More than twenty-seven occasions, probably. Is this girl, Sima, a *queue-jumper*, a *boat person* who paid a *people smuggler*? To Dan, she just looks like a girl. And, if she's telling the truth, she'll die if he doesn't help her. *Stop being so glibbie*, Mum'd say. He looks deep into Sima's eyes, searching for the truth, and he just can't help believing her.

'I'm Dan,' he whispers.

She gives the faintest smile. Just the thought of a smile, maybe.

Dan looks up at the window above her, thinking.

DOB HER IN OR HELP HER OUT - 2 / 3

Type here to search

19°C

1:11 PM 2/08/2021

## *Tuesday - Chapter 18*

Do you think that Dan should help Sima?

How can something that is legal and something that is right be two different things?



# STAGE 3 OLYMPIAN INFORMATION REPORT



## LEARNING INTENTION:

TO WRITE A BIOGRAPHICAL INFORMATIVE TEXT ABOUT MY CHOSEN  
OLYMPIAN

## SUCCESS CRITERIA:

- ★ I CAN USE MY RESEARCH AND FACT FILE TO CONSTRUCT MY REPORT
- ★ I CAN USE THE CORRECT STRUCTURE
- ★ MY PARAGRAPHS ARE CONSTRUCTED CORRECTLY AND INCLUDE A TOPIC SENTENCE
- ★ I HAVE USED RELEVANT FACTS AND INFORMATION
- ★ I CAN EDIT MY WORK TO ENSURE IT IS MY BEST EFFORT

USE THE BELOW CHECKLIST TO HELP YOU WRITE YOUR REPORT.  
USE THE CLIP ART TICKS TO HELP YOU CHECK OFF THE LIST

## Biography Writing Checklist

### Structure

- My biography begins with an orientation that introduces the subject and explains why he or she is a noteworthy person.
- My biography contains a series of paragraphs that describe the life events of the subject (family, childhood, education, career, achievements) in chronological order.
- My biography ends with a summary that reaffirms the subject's importance and their contribution to society.

### Language and Features

- I have used a formal tone when writing.
- I have used factual language.
- I have used past and present tense verbs.
- I have used descriptive and emotive language to describe people and events.
- I have used classifying language to contextualise people and events in time.
- I have used time connectives to order events.
- I have used cause and effect connectives.
- I have used dates where appropriate.
- I have used a variety of sentence structures.





# STAGE 3 OLYMPIAN INFORMATION REPORT

TYPE YOUR OLYMPIAN NAME HERE

Begin typing your report here



---

# **3D Shape**

## **Term 3 Assessment**

Year 6




---





# Properties of shapes

Properties	Name of shapes
1 curved face, no flat faces	
8 flat faces, 18 edges, 12 vertices	
5 flat faces, 8 edges, 5 vertices	

# Properties of shapes

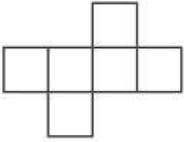
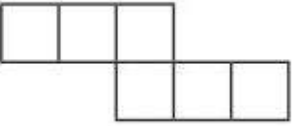
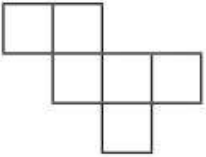
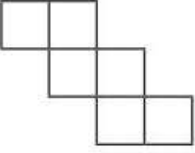
	
	
	

Name these shapes

# Properties of shapes

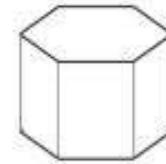
	Number of curved faces	Number of flat faces	Number of faces	Number of vertices
Cube				
Tetrahedron (triangular pyramid)				
Triangular prism				
Cone				
Octagonal prism				

Net	Yes or no
	
	
	
	

## Nets

Sally makes some nets to make some cubes.  
Write whether each net will make a cube.

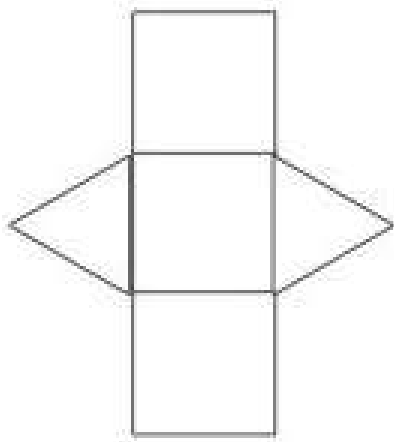
# Nets of 3D shapes




Which of the following nets would fold to make this shape?

Indicate underneath by writing Yes or No

# Nets of 3D shapes



Name the 3D shape  
that this net will make.

--



**WEEK 25 SESSION 2** - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** -  
do these in your head

**TIMESTABLES** -  
do these in your head

**KEY SKILLS** - you may use written calculations for  
these questions

Q	Question	Answer
1	$2 + \square = 5$	
2	$43 + \square = 100$	
3	Halve 2	
4	$47 - 10 = \square$	
5	$105 + \square = 110$	
6	$49 = 30 + \square$	
7	$6984 - 6976 = \square$	
8	$1 \times 7 = 7$ , so $7 \div 1 = \square$	
9	What is 23:19 in 12 hour clock format?	
10	What time will it be 33 minutes after 5:37 am?	
<b>Total out of 10</b>		

Q	Question	Answer
1	$\square \times 5 = 20$	
2	$21 \div \square = 7$	
3	$\square \div 4 = 5$	
4	$\square \div 9 = 9$	
5	$10 \times 10 = \square$	
6	$\square \div 7 = 3$	
7	$6 \times 8 = \square$	
8	$\square \div 7 = 9$	
9	$2 \times \square = 6$	
10	$60 \div 10 = \square$	
<b>Total out of 10</b>		

Q	Question	Answer
1	$938 \times 61 = \square$	
2	$14966 - 7896$	
3	$5.9 \times 4.8$	
4	0.3 as a fraction	
5	$76.65 + 4.4$	
6	Round 5.7773 to 2 decimal places	
7	$9 + (-6)$	
8	Round 6.0035 to 3 s.f.	
9	What is the letter at $(-1,0)$ ? <div style="text-align: center;"> <math>y</math>            A B C D E            F G H I J            K L M N P Q            R S T U            V W X Y Z  <math>x</math> </div>	
10	What is $\frac{1}{2}$ of 8?	
<b>Total out of 10</b>		



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MY **NINJA** BELT:

MENTAL STRATEGIES:

TIMESTABLES:

KEY SKILLS:  +

**NINJA** SCORE:



## Week 25 Session 2

### Mental Strategies Answers

Q	Question	Answer
1	$2 + \square = 5$	3
2	$43 + \square = 100$	57
3	Halve 2	1
4	$47 - 10 = \square$	37
5	$105 + \square = 110$	5
6	$49 = 30 + \square$	19
7	$6984 - 6976 = \square$	8
8	$1 \times 7 = 7$ , so $7 \div 1 = \square$	7
9	What is 23:19 in <u>12 hour</u> clock format?	11:19 pm
10	What time will it be 33 minutes after 5:37 am?	6:10 am



## Week 25 Session 2

### Times tables Answers

Q	Question	Answer
1	$\square \times 5 = 20$	4
2	$21 \div \square = 7$	3
3	$\square \div 4 = 5$	20
4	$\square \div 9 = 9$	81
5	$10 \times 10 = \square$	100
6	$\square \div 7 = 3$	21
7	$6 \times 8 = \square$	48
8	$\square \div 7 = 9$	63
9	$2 \times \square = 6$	3
10	$60 \div 10 = \square$	6

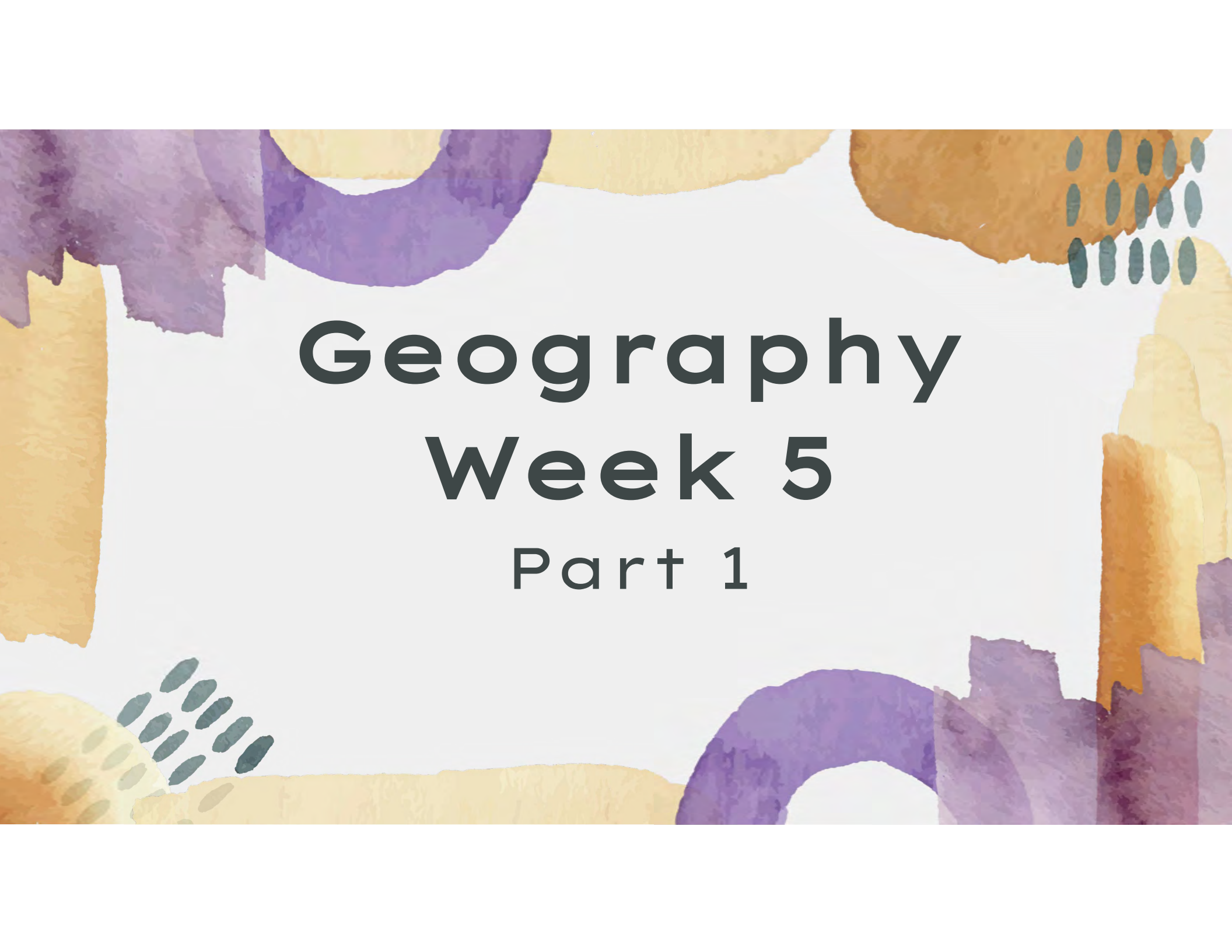


## Week 25 Session 2

### Key Skills Answers



Q	Question	Answer
1	$938 \times 61 = \square$	<b>57 218</b>
2	$14966 - 7896$	<b>7070</b>
3	$5.9 \times 4.8$	<b>28.32</b>
4	0.3 as a fraction	<b>3/10</b>
5	$76.65 + 4.4$	<b>72.25</b>
6	Round 5.7773 to 2 decimal places	<b>5.78</b>
7	$9 + (-6)$	<b>3</b>
8	Round 6.0035 to 3 s.f.	<b>6.00</b>
9	What is the letter at $(-1,0)$ ?	<b>L</b>
10	What is $1/2$ of 8?	<b>4</b>




**Geography**  
**Week 5**  
Part 1

## How does the Olympic Games affect people locally, regionally and globally?



Watch the following clip: <https://www.inquisitive.com/video/353-derek-redmond-olympic-video>



Find out what the core values of the Olympics are. How does this video support these values?

Answer here

Place a **SYMBOL** here that best represents this Olympic moment.

Place a **COLOUR** here that best represents this Olympic moment.

Place a **IMAGE** here that best represents this Olympic moment.

Watch this clip: <https://www.inquisitive.com/video/348-sydney-wins>





Hosting the Olympics in Sydney had many effects on the city and the nation. Categorise the effects in the table below. Drag the yellow labels below to the corresponding box.

<u>Cultural</u>	<u>Social</u>	<u>Economic</u>
<u>Environmental</u>		<u>Indigenous</u>

A record number of tickets were sold

Gold Banksia award given for efforts in frog conservation.

Cathay Freeman carried the Aboriginal and Australian flags in her lap of honour.

47 000 people volunteered

Olympic arts festival held

Find three interesting facts about the 1896 Olympic Games.

Fact 1

Fact 2

Fact 3

\*Write these using your own words.

There have been many controversial Olympic moments over the years. Choose one of the ones listed below and conduct your own research into what happened.

- Ben Johnson. 1988.
- Tonya Harding and Nancy Kerrigan. 1994.
- South Africa. 1964–1988.
- USA and Russia. 1980 and 1984.
- Stephen Bradbury. 2002.

**Controversial Olympic moment** \_\_\_\_\_

**ONE sentence explaining what happened?**

**Possible effects:**

**Locally:**

**Regionally:**

**Globally:**

The background is a light-colored marbled pattern with grey and white swirls. Two semi-transparent grey rectangular boxes are centered on the page, one above the other. The top box contains the word 'WEDNESDAY' and the bottom box contains the word 'LITERACY', both in a bold, black, hand-drawn font.

WEDNESDAY

LITERACY



# SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

## SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN USE MY SOUND AND VOCABULARY KNOWLEDGE TO COMPLETE SOUNDWAVES SPELLING TASKS
- I CAN USE NEW VOCABULARY WHEN MATCHING ANTONYMS TO MY SPELLING WORDS

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

## SPELLING: SOUNDWAVES UNIT 23

[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)

Year 5: took556

Year 6: loud994



ir ur or er

 bird	 world
 nurse	 fern



ir	bird	ear	early
ur	nurse	our	journey
or	world	err	conferred
er	fern	urr	occurred
ere	were	yr	myrtle

TYPE IN YOUR LIST WORDS FOR UNIT 23 **HIGHLIGHT** THE FOCUS SOUND IN ALL WORDS

Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here

# UNIT 23 - YEAR 5



List Words	Extension List Words
------------	----------------------

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse

research  
earthen  
worse  
further  
surface  
certain

curtain  
concern  
purchase  
purpose  
dessert  
suburban

earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

List Words	Extension List Words
------------	----------------------

adjourn  
burden  
burnish  
churning  
curvature

discern  
disturbance  
imperfect  
murmur  
observant

occurring  
personality  
preferred  
purposeful  
referral

reversible  
slurred  
surgeon  
transferred  
urgent

# UNIT 23 - YEAR 6

List Words	Extension List Words
------------	----------------------

pearly  
urgent  
cursive  
furnish  
burden  
absurd  
murmur

surgeon  
occurred  
recurring  
concerned  
surfacing  
journal

adjourn  
courtesy  
circular  
reversal  
rehearsal  
interpreter

curvature  
university  
discernible  
emergency  
disturbance  
circumnavigate

## List Words

[Back to Unit 23](#) | [Next: List Word Flash Cards](#)

List Words	Extension List Words
------------	----------------------

attorneys  
certifiable  
circulation  
earnestly  
entrepreneur

exertion  
girder  
interpretation  
irreversible  
journalism

merciless  
murmuring  
perpetrator  
persecute  
reverberate

saboteur  
skirmish  
superfluous  
superlative  
taciturn







# WELLBEING TASK

**GOOD FOOD IS A GOOD MOOD**

WHAT IS YOUR FAVOURITE KIND OF TOASTED SANDWICH?  
MAKE IT FOR A SNACK AND TAKE A PHOTO!

Insert your image here

# *Detention*

## *Week 5*



# Wednesday - Chapter 19 Youtube link



# Wednesday - Chapter 19

The screenshot shows a Kobo e-reader interface. At the top, there are navigation options: 'SHOP KOBO', 'MY BOOKS', 'EREADER SETUP', and the current book title 'Wednesday'. The chapter title 'Chapter 19' is displayed in a large, blue, stylized font. The main text area contains the following paragraphs:

for nothing, he flew apart. He was bad-tempered, would hardly talk, wouldn't eat. In the last few days, though, since Dad started speaking to the protesters through the fence, trusting people again, hope had trickled in. A fire grew inside him. The last chance for his family. One more last chance. You have to trust some people. Otherwise, what else is there?

'Okay,' Sima says.

She has no other choice. But, way down deep, something squirms inside her. A warning. She's betting everything on someone she has never met risking something for her. She tries to think of the lady at the bus station in Quetta. If they hadn't trusted her, they might be dead.

Dan opens the cubicle door and goes to the entrance of the bathroom. He looks back over his shoulder. Sima is sitting on the toilet lid, head down, hands over her face. Is this the best plan or should he just let her wait, sit tight, like Sima suggested? What if Miss Aston says that they have no choice but to tell the police? She kind of has to say that. She's a teacher.

Sima looks up, forces a smile. This tiny gesture gives Dan the courage to poke his head out into the doorway. Miss Aston is looking right at him through the window next to the door. So are the others. She motions rapidly for him to come, clearly annoyed that he's taken so long. Dan wonders if this is the right time to tell her that he has found a detention centre escapee in the boys' toilets and can we please hide her? He could just duck across the path, back into the classroom and say nothing, ever, and hope Sima gets away.

Instead, he finds himself motioning for Miss Aston to come to him.

She shakes her head and beckons Dan.

He shakes his head and beckons her.

Miss Aston opens the door a crack and whispers, 'Come on, Dan! Now!'

'I can't,' he whispers back. 'Please. I need you.' He hopes she doesn't think he's asking her to come over to help him go to the toilet.

He hears a noise on the path and peeks up towards the science labs. Two other officers go by. They disappear to the right. Dan motions to Miss Aston again, pleading. His teacher looks like she wishes she hadn't let Dan go to the bathroom at all, but he can't help that right now. She closes the door. Is that it? Is she leaving him here? He feels a hand on his shoulder and spins around, his heart almost launching itself from his mouth.

Sima recoils as Dan turns.

'This is a mistake,' she says.

He turns back to the classroom as Miss Aston dashes across the path.

'What are you doing?' She stops dead in the doorway, draws a sharp breath when she sees the girl. 'Who are you?'

'Sima,' she says.

'She needs our help. Can we help her? Please.'

At the bottom of the screen, there is a Windows taskbar with the search bar, task icons, and system tray showing the time as 1:22 PM on 2/16/2021.



## *Wednesday - Chapter 19*

Using your knowledge of Miss Aston from previous chapters, what do you think Miss Aston will do? Do you think she would help Sima or do her in? Why?





## 1. Fill in the gaps to complete these similes.

a) The cake was as Type here as Type here.

b) The statue was like a Type here.

## 2. Find an image of a strange looking tree. Type a simile to describe it.

Place your tree  
image here

Type here

Similes use 'as' or 'like' to compare one thing to another e.g. It was as bright as the moon.



1. Explain the meaning of the following metaphor.  
*The teeth of the crocodile are little white knives.*

Type here

2. Find an image of something you can see outside.  
Type a metaphor to describe it.

Place your  
image here

Type here

A metaphor compares two things in a direct way *WITHOUT* using as or like e.g. The shop was a little goldmine.



1. Place a circle around the objects that are being personified.

- a) The cheese pizza is calling my name.
- b) The leaves twisted and twirled to the ground.
- c) The truck roared into life as it began its journey.

2. Choose a household object and drag it into the box below.  
Type your own personification about it.

Drag your  
image here.

Type here

Personification makes a non-human thing seem human e.g. The leaves danced in the breeze.



# Figurative Language Digital Task Cards Tracking Table

Drag the tick/check symbols into the table to show the activities you have completed.

	Tick when completed
Activity 1	
Activity 2	
Activity 3	
Activity 4	
Activity 5	
Activity 6	



---

# **Fractions and Decimals**

## **Term 3 Assessment**

Year 6

---



# Improper Fractions and Mixed Numerals

Convert these



Mixed Numerals	Improper fractions
$3 \frac{2}{7}$	
	$\frac{34}{9}$
$8 \frac{4}{10}$	
	$\frac{20}{3}$

Add or subtract these



$\frac{2}{7} + \frac{6}{7}$	
$1 \frac{3}{5} + 2 \frac{4}{5}$	
$\frac{3}{4} + \frac{5}{6}$	
$5 \frac{2}{3} - 3 \frac{1}{4}$	



## Solve these problems and explain your answers

Ms Webeck lives 8.76 kms away from school. After school, she stops at the grocery store, which is 1.9 kms away from school. The trip back to her house from the store is 9.14 kms. How many kms did she drive?

## Solve these problems and explain your answers



In the previous problem, petrol costs \$2.29 per litre. Her car gets 30 kms per litre. How much money will she spend on petrol during this trip? Round to the nearest cent.



## Solve these problems and explain your answers



Sally's family goes on a road trip that is a distance of 379.34 kms. Belinda's family takes a trip that is a total of 522.1 kms. How many more kms did Belinda's family travel than Sally's family?

## **Solve these problems and explain your answers**

A car travels 367.8kms in 6 hours. How far would it travel in 1 hour?

## Solve these problems and explain your answers



The weight of a box is 150.094 kg. What will be the weight of 27 boxes?



**WEEK 25 SESSION 3** - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** -  
do these in your head

**TIMESTABLES** -  
do these in your head

**KEY SKILLS** - you may use written calculations for  
these questions

Q	Question	Answer
1	$5 = \square + 2$	
2	$100 = \square + 65$	
3	What is half of 5?	
4	$164 - 10 = \square$	
5	$88 + \square = 90$	
6	$50 = 10 + \square$	
7	$8069 - 8064 = \square$	
8	$5 \times 9 = 45$ , so $45 \div 5 = \square$	
9	What is 5:35 pm in 24 hour clock format?	
10	What time was it 32 minutes before 5:37 pm?	
<b>Total out of 10</b>		

Q	Question	Answer
1	$4 \times 6 = \square$	
2	$3 \times \square = 18$	
3	$4 \times 2 = \square$	
4	$\square \div 9 = 6$	
5	$10 \times 10 = \square$	
6	$\square \times 6 = 42$	
7	$54 \div \square = 9$	
8	$63 \div 7 = \square$	
9	$2 \times \square = 12$	
10	$10 \times \square = 40$	
<b>Total out of 10</b>		

Q	Question	Answer																										
1	$34 \times 29 = \square$																											
2	$12127 - 6812$																											
3	$8.3 \times 5$																											
4	45.2% as a decimal number																											
5	$8 + 7.96$																											
6	Round 1.0374 to 1 decimal place																											
7	$(-3) + (-9)$																											
8	Round 0.06349 to 3 s.f.																											
9	What is the letter at (-1,1)? <div style="text-align: center;"> <math>y</math>  <table border="0"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td></tr> <tr><td>F</td><td>G</td><td>H</td><td>I</td><td>J</td></tr> <tr><td>K</td><td>L</td><td>M</td><td>N</td><td>P</td><td>x</td></tr> <tr><td>Q</td><td>R</td><td>S</td><td>T</td><td>U</td></tr> <tr><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td></tr> </table> </div>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	P	x	Q	R	S	T	U	V	W	X	Y	Z	
A	B	C	D	E																								
F	G	H	I	J																								
K	L	M	N	P	x																							
Q	R	S	T	U																								
V	W	X	Y	Z																								
10	What is $\frac{2}{3}$ of 33?																											
<b>Total out of 10</b>																												



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MY **NINJA** BELT:

MENTAL STRATEGIES:

TIMESTABLES:

KEY SKILLS:  +

**NINJA** SCORE:



## Week 25 Session 3

### Mental Strategies Answers

Q	Question	Answer
1	$5 = \square + 2$	3
2	$100 = \square + 65$	35
3	What is half of 5?	2.5
4	$164 - 10 = \square$	154
5	$88 + \square = 90$	2
6	$50 = 10 + \square$	40
7	$8069 - 8064 = \square$	5
8	$5 \times 9 = 45$ , so $45 \div 5 = \square$	9
9	What is 5:35 pm in <u>24 hour</u> clock format?	17:35
10	What time was <u>it</u> 32 minutes before 5:37 pm?	5:05 pm



## Week 25 Session 3

### Times tables Answers

Q	Question	Answer
1	$4 \times 6 = \square$	24
2	$3 \times \square = 18$	6
3	$4 \times 2 = \square$	8
4	$\square \div 9 = 6$	54
5	$10 \times 10 = \square$	100
6	$\square \times 6 = 42$	7
7	$54 \div \square = 9$	6
8	$63 \div 7 = \square$	9
9	$2 \times \square = 12$	6
10	$10 \times \square = 40$	4




## Week 25 Session 3

### Key Skills Answers



Q	Question	Answer
1	$34 \times 29 = \square$	<b>986</b>
2	$12127 - 6812$	<b>5315</b>
3	$8.3 \times 5$	<b>41.5</b>
4	45.2% as a decimal number	<b>0.452</b>
5	$8 + 7.96$	<b>15.96</b>
6	Round 1.0374 to 1 decimal place	<b>1.0</b>
7	$(-3) + (-9)$	<b>-12</b>
8	Round 0.06349 to 3 s.f.	<b>0.0635</b>
9	What is the letter at $(-1, 1)$ ?	<b>G</b>
10	What is $\frac{2}{3}$ of 33?	<b>22</b>



Science  
Week 5  
Wednesday

## How do we bring astronauts safely back from space?



### Vocabulary

air resistance  
drag

friction  
heat

inference  
aerodynamics

Use a dictionary to write the definitions of each of the above words.

Word	Definition

Watch this video 1st: <https://www.inquisitive.com/video/1502-moon-experiment>

Watch this video 2nd: <https://www.inquisitive.com/video/1510-feather-and-ball-drop-experiment>

In the second video, the experiment is done twice. How did the scientists change things to produce the results of the second experiment?

Use the results of the second experiment and what you observed in the first video to make an inference about the Moon.

*\*An inference is a conclusion you can make based on your evidence and your reasoning.*



How does a parachute work?



Read the following E-book (Air Resistance is a drag)  
Click here → [Air Resistance is a drag- EBook](#)

Compare the pair



One of these cyclists will experience far less air resistance than the other.

Which cyclist will experience less air resistance?

Explain why this might be?

Imagine that you are an astronaut ready to return to Earth from the International Space Station. Write down a few words to describe how it feels inside your capsule as it:

Moves away from the International Space Station

Enters Earth's atmosphere

Hits the ground

Deploys an enormous parachute

Look at this image of a tandem (2 person) skydive. The small white object is not the main parachute, but a 'drogue' chute. All tandem skydivers must use one.




Do some research to find out the purpose of the drogue chute.

Why do you think a drogue chute is necessary for a tandem skydive?

Vehicles like rockets and fast trains have a pointy 'nose' on the end to decrease air resistance. Cars are usually smooth and quite aerodynamic, but they don't have pointy bonnets.

Come up with some creative added features for a car to decrease air resistance. You can draw, gather images, label to assist with answering this question.



**AIR**

**RESISTANCE**

**IT'S A DRAG**

# Contents

The force of moving air	3
Air resistance produces heat	4
Is air resistance a problem?	5
How to reduce air resistance	6
How to increase air resistance	7



# The force of moving air

Air resistance is a force that slows down moving objects. It is created by millions of tiny air particles hitting the object as it moves through them and pushes them aside.

Air resistance is also called 'drag'. It acts in the opposite direction to the movement.





# Air resistance produces heat

Air resistance is like friction, the force that occurs when two objects move past each other. Like friction, air resistance produces heat.

If an object is moving very fast, a lot of heat is produced, for example:

- A space capsule bringing astronauts back to Earth enters Earth's atmosphere at very high speeds. The temperature on the outside of the capsule can reach 3000°C.



# Is air resistance a problem?

Air resistance (drag) is a problem for moving objects such as race cars, cyclists, or Olympic athletes - anyone trying to move fast through air.

The force of air resistance acts against movement, so more work has to be done by the cars' engine, or the person pedaling the bike, or running, to overcome it.



# How to reduce air resistance

The amount of air resistance experienced by a moving object can be reduced by:

## 1. Changing the shape

A tall, wide object has a big area for lots of air particles to bump into. Making the shape shorter and narrower will decrease the air resistance. A point or edge at the front will help the object 'cut' through the air.

## 2. Changing the surface

Air will swirl and bounce over the surfaces that are rough or floppy. Making the surface smooth and firm means the air will skim over it.




# How to increase air resistance

Air resistance is increased by enlarging the area of the object in contact with the air. This slows the object down. For example:

- A skydiver jumping out of a plane opens a parachute to 'catch' a big volume of air. This greatly increases air resistance and slows them down so they can land safely.
- A space capsule bringing astronauts back to Earth falls through space at 800 km/h. An enormous parachute opens up and fills with air to slow it down to 22 km/h. The capsule still hits the ground hard, but the astronauts in their padded seats survive unharmed.



A photograph of a person lying on their back on a sandy beach, being pulled by a large, fluffy dog on a leash. The person is wearing a dark blue hoodie and brown pants. The dog is a light-colored, fluffy breed, possibly a Samoyed or Husky, and is walking away from the person. The background shows the ocean and a clear sky. A speech bubble is overlaid on the image, containing text.

**Air resistance can  
be called a drag but  
not all drag can be  
called air resistance!**

The background is a grayscale marbled pattern with swirling, organic shapes. The text is centered and presented in two lines on a light gray rectangular background.

THURSDAY

LITERACY



# SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

## SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN USE MY SOUND AND VOCABULARY KNOWLEDGE TO COMPLETE SOUNDWAVES SPELLING TASKS
- I CAN USE LITERACY SKILLS TO PLACE MY SPELLING WORDS IN ALPHABETICAL ORDER

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

## SPELLING: SOUNDWAVES UNIT 23

[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)

Year 5: took556

Year 6: loud994



ir ur or er

 bird	 world
 nurse	 fern



ir	bird	ear	early
ur	nurse	our	journey
or	world	err	conferred
er	fern	urr	occurred
ere	were	yr	myrtle

TYPE IN YOUR LIST WORDS FOR UNIT 23 **HIGHLIGHT** THE FOCUS SOUND IN ALL WORDS

Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here



# UNIT 23 - YEAR 5



List Words	Extension List Words
------------	----------------------

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse

research  
earthen  
worse  
further  
surface  
certain

curtain  
concern  
purchase  
purpose  
dessert  
suburban

earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

List Words	Extension List Words
------------	----------------------

adjourn  
burden  
burnish  
churning  
curvature

discern  
disturbance  
imperfect  
murmur  
observant

occurring  
personality  
preferred  
purposeful  
referral

reversible  
slurred  
surgeon  
transferred  
urgent

# UNIT 23 - YEAR 6

List Words	Extension List Words
------------	----------------------

pearly  
urgent  
cursive  
furnish  
burden  
absurd  
murmur

surgeon  
occurred  
recurring  
concerned  
surfacing  
journal

adjourn  
courtesy  
circular  
reversal  
rehearsal  
interpreter

curvature  
university  
discernible  
emergency  
disturbance  
circumnavigate

## List Words

[Back to Unit 23](#) | [Next: List Word Flash Cards](#)

List Words	Extension List Words
------------	----------------------

attorneys  
certifiable  
circulation  
earnestly  
entrepreneur

exertion  
girder  
interpretation  
irreversible  
journalism

merciless  
murmuring  
perpetrator  
persecute  
reverberate

saboteur  
skirmish  
superfluous  
superlative  
taciturn

# SPELLING: ALPHABETICAL ORDER

PLACE THE 16 WORDS ON YOUR SPELLING LIST TABLE ON SLIDE 4 IN ALPHABETICAL ORDER.

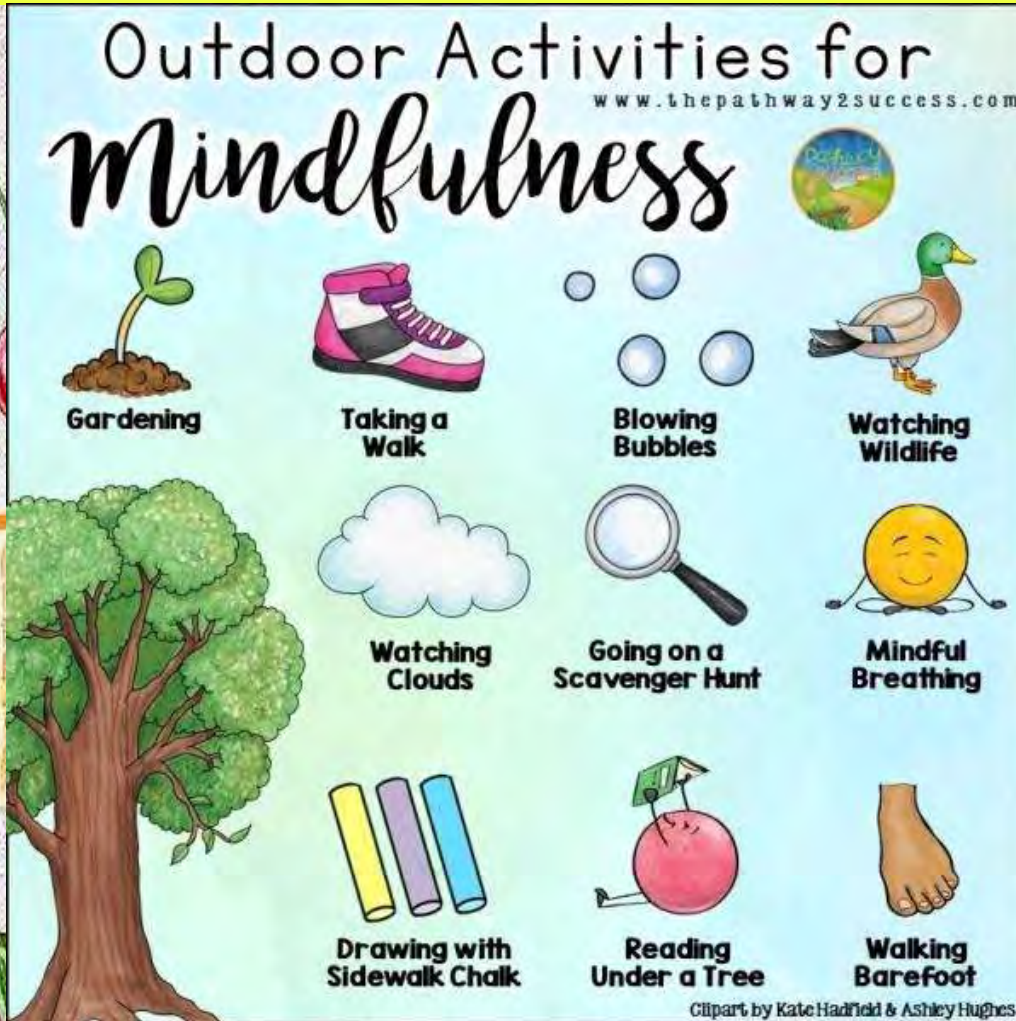
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.



# WELLBEING TASK #1

PICK AN ACTIVITY FROM THE OUTDOOR MINDFULNESS INFOGRAPHIC.

TAKE A PHOTO OF YOURSELF COMPLETING ONE OF THE ACTIVITIES AND UPLOAD ON THIS SLIDE.



INSERT YOUR PHOTO FROM THE MINDFULNESS ACTIVITY IN THE BOX



AMAZING WORK! TURN IT IN!

# *Detention*

## *Week 5*





# Thursday - Chapter 20

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP **Detection**

DEFINITION

I think ... the teacher says, nervous, peeking out the door and up the path. Sima's muscles tense. She'll run, knock the teacher down if she has to, if the teacher tries to restrain her. The air in her throat feels hot and spiky. The teacher pulls her head back inside. I think the best idea is if you come back to the classroom. We'll work something out, keep you safe.

Sima locks on her eyes. *Keep you safe? What does she mean by that?*

The teacher's features are shadowed against the bright light coming through the doorway. She holds out her hand and says, I'm Miss Aston.

Sima looks at the hand, then back up at Miss Aston's face. She reaches out, tentatively, and takes the hand. It's warm and a little sweaty and Sima wants more than anything to trust this teacher. Miss Aston turns, peers out the door again and starts across the path, still holding Sima's hand. Dan follows close behind, scurrying across to the classroom. Miss Aston opens the door and lets them in. It's spongy-hot in there.

Sima sees four kids on the floor against the wall, beneath the windows. One of them, a very large boy, sits up from a lying position and says, "Who's that, Miss?"

Miss Aston ignores the boy and says, In here, thank you, Sima. She opens a tall cupboard behind the classroom door and motions for Sima to get inside. I'm sorry. It won't be for long.

"Who is she, Miss?"

"Quiet, thanks, Thomas," Miss Aston whispers.

Along with the big boy, Thomas, there's a skinny blonde girl who looks scared, another girl sitting upright, cross-legged, very interested, and a small boy with a scowl. They stare at her and she wishes she hadn't followed the teacher, that she'd taken the risk on the officer not checking the bathroom again, or that she'd run when she had the chance.

"What's happening?" the small boy asks.

"Is she one of them who broke out, Miss?" the large boy asks.

Sima climbs into the cupboard. It's a tall, narrow space with a broom at the back and posters hanging down on racks. Sima squeezes in on one side of the posters, the door closes and she's wrapped in darkness. Just a thin hope of light where the hinges are.

She hears an abrupt knock on the classroom door.

"Get down," Miss Aston whispers. "And quiet, thanks, everybody."

Sima listens carefully, leaning her ear towards the cupboard door.

Is she - says one of the boys.

Yes, Miss Aston says.

"Why's she in here?" someone asks.

I'm going to open the door now and -

"Are you breaking the law, Miss?"

THE CUPBOARD BEHIND THE DOOR — 2 — 1

Type here to search

1:35 PM 2/26/2011



## *Thursday - Chapter 20*

**Predict what will happen next. Will the other students keep quiet or dob Sima in?**

**What do you think Sima is thinking? Do you think she should trous Miss Aston and Dan, or should she plan her escape?**

# GRAMMAR TIME

## Lesson: You're & Your

In this lesson you will practice the difference between you're and your. Read the following tips to help you practice!

### YOU'RE

- You're is made up of two words—"you" and "are"
- If you are unsure of which form to use, break up the word and read the sentence with "you are" instead of "you're." See if it still makes sense!

### Examples:

- Mom is going to ask when you're ready to go.
- Mom is going to ask when you are ready to go.
- You're working so hard to complete this!
- You are working so hard to complete this!

### YOUR:

- Your shows possession.
- It describes something that belongs to or is related to another person.

### Examples:

- It is your turn to take out the trash.
- Please gather your belongings and leave at once.



# GRAMMAR TIME

Directions: Circle the answer that best fits the sentence.

1. I am your/you're mother and you must do as I say.
2. Things are looking better if you just keep your/you're head up.
3. I appreciate all that your/you're doing for the cause.
4. People need to understand how your/you're such a good and caring person.
5. Your/You're dog is so adorable!
6. Did you know your/you're birthday falls on St. Patrick's day this year?
7. There are so many places we can go eat! What is your/you're favorite restaurant?
8. You have done such a great job at your/you're performance!
9. I love your/you're necklace, where did you get it from?
10. Your/You're so special to me. I hope we can remain friends forever.



---

# **Chance**

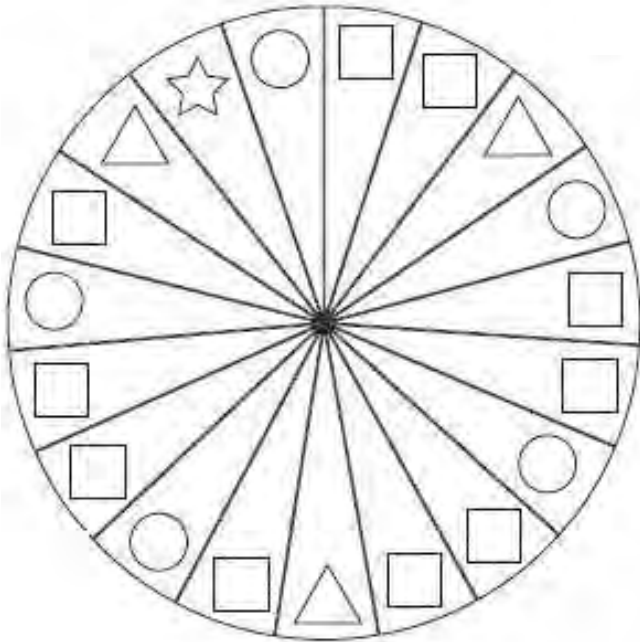
## **Term 3 Assessment**

Year 6

---



# Relative Frequency



What shape is the spinner most likely to land on?

What shape is the spinner least likely to land on?

Write the likelihood of the spinner landing on a star as a fraction.

Write the likelihood of the spinner landing on a circle as a fraction.


# Chance Experiments

Toss a coin 20 times and record the results in the table below by adding either a **H** or a **T** within the table


If you don't have a coin handy at home, use this interactive coin toss



How many heads turned up over the 20 tosses?	
From the results, what fraction of tails turned up?	
As a percentage, what was the chance of a head turning up with one toss?	

# Experimental and Theoretical Probabilities

Task	Frequency	Experimental or Theoretical?
Write the chance of selecting a black card, with one pick, as a fraction		
Express as a fraction the chance of picking an Ace of any suit.		
Use the interactive deck to select cards from the pack. Record how many draws it took for you to draw an Ace.		

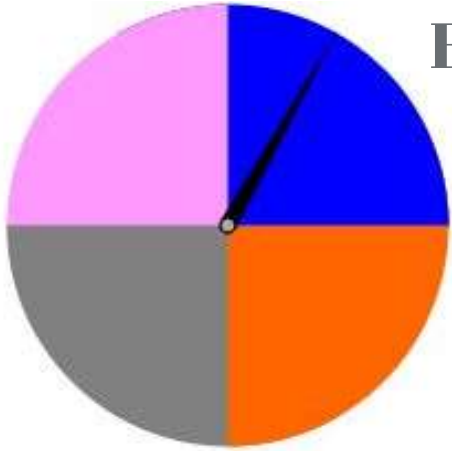
There are 52 cards in a pack.

	13
	13
	13
	13

Use the interactive deck here to select a card, or use your own deck from home



# Experimental and Theoretical Probabilities



Click on the spinner to access the interactive spinner. Click on “spin” and observe the changes to the experimental probability. When “number of spins so far” gets to 10, stop and record the results in the table on this slide. Answer the questions on the following slide.

	Count	Experimental	Theoretical
Blue			
Pink			
Gray			
Orange			

# Experimental and Theoretical Probability

How is the theoretical probability calculated?

Do you think the number of the trials, or the 'sample size' (1000/100/10 spins) would affect the data you get? Why/why not? Give reasons for your answer.

**WEEK 25 SESSION 4** - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** -  
do these in your head

**TIMESTABLES** -  
do these in your head

**KEY SKILLS** - you may use written calculations for  
these questions

Q	Question	Answer
1	$5 = 4 + \square$	
2	$100 = 55 + \square$	
3	What is half of 9?	
4	$165 - 10 = \square$	
5	$5 + \square = 10$	
6	$130 = 50 + \square$	
7	$621 - 613 = \square$	
8	$3 \times 4 = 12$ , so $12 \div 4 = \square$	
9	What is 21:06 in 12 hour clock format?	
10	From 09:08, how many minutes until 09:28?	
<b>Total out of 10</b>		

Q	Question	Answer
1	$\square \div 4 = 7$	
2	$9 \div 3 = \square$	
3	$\square \div 4 = 4$	
4	$\square \div 9 = 10$	
5	$10 \times 9 = \square$	
6	$21 \div 7 = \square$	
7	$\square \div 6 = 9$	
8	$\square \div 7 = 5$	
9	$\square \div 2 = 6$	
10	$\square \div 10 = 4$	
<b>Total out of 10</b>		

Q	Question	Answer
1	$714 \times 31 = \square$	
2	$13427 - 8216$	
3	$7.2 \times 7.8$	
4	$0.598 = \square\%$	
5	$7.92 + 35.47$	
6	Round 0.551 to 1 decimal place	
7	$1 + (-1)$	
8	Round 7279 to 1 s.f.	
9	What is the letter at (0,-2)? <div style="text-align: center;"> <math>y</math>            A B C D E            F G H I J            K L M N P x            Q R S T U            V W X Y Z         </div>	
10	What is $\frac{2}{10}$ of 90?	
<b>Total out of 10</b>		



What's your **NINJA** Score?  
Fill in your scores in the boxes and calculate it now!

**MENTAL STRATEGIES:**

**TIMESTABLES:**

**KEY SKILLS:**  +

**MY NINJA BELT:**

**NINJA SCORE:**





## Week 25 Session 4

### Mental Strategies Answers

Q	Question	Answer
1	$5 = 4 + \square$	1
2	$100 = 55 + \square$	45
3	What is half of 9?	4.5
4	$165 - 10 = \square$	155
5	$5 + \square = 10$	5
6	$130 = 50 + \square$	80
7	$621 - 613 = \square$	8
8	$3 \times 4 = 12$ , so $12 \div 4 = \square$	3
9	What is 21:06 in <u>12 hour</u> clock format?	9:06 pm
10	From 09:08, how many minutes until 09:28?	20



## Week 25 Session 4

### Times tables Answers

Q	Question	Answer
1	$\square \div 4 = 7$	28
2	$9 \div 3 = \square$	3
3	$\square \div 4 = 4$	16
4	$\square \div 9 = 10$	90
5	$10 \times 9 = \square$	90
6	$21 \div 7 = \square$	3
7	$\square \div 6 = 9$	54
8	$\square \div 7 = 5$	35
9	$\square \div 2 = 6$	12
10	$\square \div 10 = 4$	40




# Week 25 Session 4

## Key Skills Answers



Q	Question	Answer
1	$714 \times 31 = \square$	<b>22 134</b>
2	$13427 - 8216$	<b>5211</b>
3	$7.2 \times 7.8$	<b>56.16</b>
4	$0.598 = \square\%$	<b>59.8</b>
5	$7.92 + 35.47$	<b>43.39</b>
6	Round 0.551 to 1 decimal place	<b>0.6</b>
7	$1 + (-1)$	<b>0</b>
8	Round 7279 to 1 s.f.	<b>7000</b>
9	What is the letter at (0, -2)?	<b>X</b>
10	What is $\frac{2}{10}$ of 90?	<b>18</b>



BTN EPISODE

THURSDAY 12TH AUGUST

BTN Link

<https://www.abc.net.au/btn/classroom/>

# BTN SUMMARY

**TASK:** Watch BTN  
Episode for this week.

Write a summary about  
today's show.

## Summarising

- What was the text about?
- Who was in the story?
- Where did the story take place?
- What was the author's purpose?
- What is the main message or moral of this text?
- Was there a problem to be resolved in the text?
- How was the problem resolved?
- What are some keywords or key phrases from the text?
- How have your feelings about the topic changed?
- Were you surprised by the ending? Why? Why not?
- Did you enjoy the piece? Why? Why Not?
- How would you describe this text to another person?

# BTN SUMMARY - THURSDAY 12TH AUGUST

Type your summary here

The image features a background of grey and white marbled paper. Two overlapping grey rectangular boxes are centered on the page. The top box contains the word "FRIDAY" and the bottom box contains the word "LITERACY", both in a bold, black, sans-serif font.

FRIDAY

LITERACY



# SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

## SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN USE MY SOUND AND VOCABULARY KNOWLEDGE TO COMPLETE SOUNDWAVES SPELLING TASKS
- I CAN APPLY MY FOCUS PHONEME TO MY CURRENT AND NEW VOCABULARY
- I CAN CATEGORISE WORDS ACCORDING TO THE TYPE OF SPEECH



DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

## SPELLING: SOUNDWAVES UNIT 23

[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)

Year 5: took556

Year 6: loud994



ir ur or er

 bird	 world
 nurse	 fern



ir	bird	ear	early
ur	nurse	our	journey
or	world	err	conferred
er	fern	urr	occurred
ere	were	yr	myrtle

TYPE IN YOUR LIST WORDS FOR UNIT 23 **HIGHLIGHT** THE FOCUS SOUND IN ALL WORDS

Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here
Type here	Type here	Type here	Type here

# UNIT 23 - YEAR 5



List Words	Extension List Words
------------	----------------------

burnt  
burst  
refer  
prefer  
person  
perfectly  
reverse

research  
earthen  
worse  
further  
surface  
certain

curtain  
concern  
purchase  
purpose  
dessert  
suburban

earliest  
observant  
conferred  
germinate  
circumnavigate  
circumstance

List Words	Extension List Words
------------	----------------------

adjourn  
burden  
burnish  
churning  
curvature

discern  
disturbance  
imperfect  
murmur  
observant

occurring  
personality  
preferred  
purposeful  
referral

reversible  
slurred  
surgeon  
transferred  
urgent

# UNIT 23 - YEAR 6

List Words	Extension List Words
------------	----------------------

pearly  
urgent  
cursive  
furnish  
burden  
absurd  
murmur

surgeon  
occurred  
recurring  
concerned  
surfacing  
journal

adjourn  
courtesy  
circular  
reversal  
rehearsal  
interpreter

curvature  
university  
discernible  
emergency  
disturbance  
circumnavigate

## List Words

[Back to Unit 23](#) | [Next: List Word Flash Cards](#)

List Words	Extension List Words
------------	----------------------

attorneys  
certifiable  
circulation  
earnestly  
entrepreneur

exertion  
girder  
interpretation  
irreversible  
journalism

merciless  
murmuring  
perpetrator  
persecute  
reverberate

saboteur  
skirmish  
superfluous  
superlative  
taciturn

# PICTIONARY



Complete your pictionary by adding a definition and picture for each word.

<p>Word</p> <p>Definition</p>		<p>Word</p> <p>Definition</p>	
<p>Word</p> <p>Definition</p>		<p>Word</p> <p>Definition</p>	
<p>Word</p> <p>Definition</p>		<p>Word</p> <p>Definition</p>	
<p>Word</p> <p>Definition</p>		<p>Word</p> <p>Definition</p>	
<p>Word</p> <p>Definition</p>		<p>Word</p> <p>Definition</p>	
<p>Word</p> <p>Definition</p>		<p>Word</p> <p>Definition</p>	



# WELLBEING TASK 1

MORNING ROUTINES ARE ESSENTIAL ESPECIALLY DURING LOCKDOWNS.

- IMPROVES MENTAL HEALTH
- PROVIDES STRUCTURE TO YOUR DAY
- STABILITY
- DEVELOP USEFUL, HELPFUL AND MOST IMPORTANT ENJOYABLE WAYS TO START YOUR DAY

CREATE AN IMOVIE, SHORT VIDEO, PHOTOS OR SIMPLY TELL US ABOUT YOUR MORNING ROUTINE.

THINGS YOU MIGHT INCLUDE:

- THE TIME YOU WAKE UP AND HOW? ALARM, MUM..
- A MORNING WALK OR EXERCISE
- EATING BREAKFAST WITH YOUR FAMILY
- LOGGING ONLINE

IF YOU DON'T HAVE A STRUCTURED MORNING ROUTINE, PERHAPS YOU CAN MAKE ONE?

GET CREATIVE!

WATCH MISS MICHOS' EXAMPLE IF YOU NEED SOME INSPO..

INSERT YOUR VIDEO HERE

# WELLBEING TASK: HOME ACTIVITY GRID

## WHICH ONE WILL YOU COMPLETE TODAY?

Even more

### Non-screen activities you can do at home

Pobble

25 more ideas!

Recipes are a great way to express yourself and get creative. Have a go at our 25 food and recipe related tasks!

**1 Write a recipe for happiness.**  
What are the essential ingredients you need to include?



**2 Design the front cover of your own recipe book.**  
What will you call your book and how will you make it stand out?

**3 Get revolting!**  
What is the most disgusting menu you can think of? Design and create your own revolting menu.

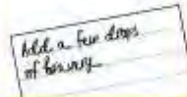
**4 Make your own chef's hat.**  
What will you use to make it? Newspaper or something else?



**5 What makes a good friend?**  
Can you write a recipe with the key ingredients?



**6 Create a recipe for a superhero.**  
What do you need to mix together and how would you do it?



**7 Make a model of your favourite pizza.** Use bits you find around the house. What toppings will you include? Bottle top pepperoni perhaps?

**8 Write a song or rap about your favourite food OR about your least favourite food.**



**9 Draw a picture of the best dessert you can possibly imagine!**



**10 What do you need to make a healthy human?**  
Draw a diagram to explain.



**11 Start a food journal.** Write down your favourite meals, ingredients and recipes. Are you eating healthy enough?



**12 Imagine you need to make a cake for a special event.** It needs to have 5 layers of different flavours. Design and label how it would look.

**13 Word search fun!**  
Create your own word search using words on the topic of food or cooking, then ask someone to complete it.



**14 Imagine you discovered a new type of fruit!** What would you call it? What would it look like and taste like? Write a description.

**15 If you had your own restaurant, what would it be like?** Would it have a theme? Make a model of it using things you find around the house.

**16 How would you create a united community?** Write down your method and the ingredients you would use.

**17 The perfect teacher!** Write a list of the ingredients you would need to make the best teacher in the world, perhaps you know one already?

**18 Grow your own.** Can you save the seeds from something you eat and plant them to grow your own?



**19 Get baking!** Find a recipe you like and have a go at completing it. What will you make? Biscuits, pancakes, fruit salad or something else?



**20 Healthy body.** Exercise is just as important as eating well. Can you create your own daily workout routine and try it out?



**21 How many words can you think of that rhyme with COOK?** Write a list.



**22 Rainbow foods.** There are 7 colours in the rainbow. Can you think of a food that's the colour of each one? Draw a picture to show these.

**23 Potion power!** Imagine you have the power to create a potion. What would your potion do and how would you make it?



**24 Alphabet food!** Can you name something you would find in the kitchen that starts with the letter a, b, c and so on?



**25 Put on a show!** Can you put on a cookery show? Explain what you are doing at each step so it's simple for others to follow.

Parents and teachers – please share your success stories with us on social media:

HeyPobble Pobble Education TeamPobble

AMAZING WORK! TURN IT IN!

Week 5

# Friday maths challenge

# Alien Algebra

If...

$\square^2 - \frac{\triangle}{2} - \heartsuit = 2$	$\triangle^2 = 9$
$\circ \square = \triangle - 7$	$\circ = -\square$

Then

$\circ =$	<input type="text"/>
$\triangle =$	<input type="text"/>
$\square =$	<input type="text"/>
$\heartsuit =$	<input type="text"/>

All answers are positive

# Alien Algebra

If...

$$3 \times \text{circle} - \text{square} = \text{triangle}$$

$$\sqrt{(\text{circle} - 1) \text{square}} = \text{triangle} + 3 \text{square}$$

$$\text{square} + \text{circle} = 80$$

$$\text{triangle} - \text{circle} - \text{square} = 40$$

Then

$$\text{circle} =$$

$$\text{triangle} =$$

$$\text{square} =$$

All answers are positive



# Alien Algebra

If...

Four of the hockey players are not Olympians.

Some hockey players and golfers are Olympians. There are no golfers who are also hockey players.  
**How many hockey players are there?**

Two golfers are not Olympians.  
**How many golfers are there?**

Two Olympians are golfers. Altogether, there are twenty sports persons.

Then

How many Olympians are there?

Answer