




Remote Learning Grid - Week 10 Term 3 – YEAR 5

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.

	Monday 13/9/21	Tuesday 14/9/21	Wednesday 15/9/21	Thursday 16/9/21	Friday 17/9/21
Morning	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to www.wushka.com.au https://readtheory.org/auth/login https://education.abc.net.au/home#!/home</p> <p>Spelling Soundwaves Online Unit 28 Year 5 took556</p> <p>Spelling List Wordle Create a Wordle with words from this week's words.</p> <p>10am ZOOM GROUP 1 Literacy Discussion</p> <p>Reading: Detention <i>The final chapters:</i> Respond to the questions on how Dan's life has changed after reading or listening to Chapter 37.</p> <p>Squiz Kids Podcast: Simply listen to today's podcast.</p>	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to www.wushka.com.au https://readtheory.org/auth/login https://education.abc.net.au/home#!/home</p> <p>Spelling Soundwaves Online Unit 28 Year 5 took556</p> <p>Writing Persuasive Writing Watch the videos: The Long Journey for Refugee Children Australia says No</p> <p>1. This or That Do you think Australia should accept refugees that have entered Australia illegally (eg. by boat). Why/Why not? <i>Planning:</i> Decide your opinion with the the question and complete the brainstorm graphic organiser with 3 supporting reasons</p> <p>2. Write a Persuasive Paragraph Justify your opinion using the planner writing a full paragraph with your supporting opinion and evidence.</p> <p>10am ZOOM GROUP 2 Literacy Discussion</p> <p>Reading: Detention <i>The final chapter!</i></p>	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p style="text-align: center;">WELCOME TO WELLBEING WEDNESDAY</p> <p>Research shows that when you take the time to take care of yourself you will be more productive, reduce stress and feel happier.</p> <p>We have created 3 grids for you today to do this with. The themes for each grid are: Creative Arts Sport Me Time</p> <p>You are not required to upload anything!</p> <p style="text-align: center;">Enjoy, be happy and take care of yourself!</p>	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to www.wushka.com.au https://readtheory.org/auth/login https://education.abc.net.au/home#!/home</p> <p>Spelling Soundwaves Online Unit 28 Year 5 took556</p> <p>Spelling Google Slide 1. Word of the Day Slide</p> <p>Writing Persuasive Writing Question: Rules and laws tell us what we can and can not do. Are laws always 'right'? Is it okay to question or take a stand against the law? Record a video responding to the question above. You must include: - Your opinion (topic sentence) - 3 supporting reasons with examples - A concluding statement</p> <p>Write a paragraph responding to the question above. You must include: - Your opinion (topic sentence) - 3 supporting reasons with examples - A concluding statement</p>	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to www.wushka.com.au https://readtheory.org/auth/login https://education.abc.net.au/home#!/home</p> <p>Spelling Soundwaves Online Unit 28 Year 5 took556</p> <p>Literacy Video Response Question: Rules and laws tell us what we can and can not do. Are laws always 'right'? Is it okay to question or take a stand against the law? Record a video responding to the question above. You must include: - Your opinion (topic sentence) - 3 supporting reasons with examples - A concluding statement</p> <p>BTN Watch this week's BTN Episode on the website https://www.abc.net.au/btn/classroom/ Write a summary of VIPs from your favourite story this week.</p> <p>Squiz Kids Podcast: Simply listen to today's podcast.</p>

		Respond to the questions on key themes and messages after reading or listening to Chapter 38.			
Wellbeing break	DRAWING CHALLENGE Pick some activities from the Drawing Challenge! 	Complete a random act of kindness to someone in your household 		Check in and say Hi Call a grandparent or relative and say hi. 	FUN FRIDAY Watch today's Education Live Stream Event
Break	Break	Break		Break	Break
Middle	Mathematics Read the Year 5 Google Slides Year 5 Monday, Watch the Videos for explanations on mass and infographics. Complete the activities on the slides. Complete today's Numeracy Ninja session. Complete 3 Mathletics activities.	Mathematics Read the Year 5 Google Slides Presentation Tuesday and watch the video explanations of net and gross mass.. Complete the activities on the slides. Complete 3 Mathletics activities. Numeracy Ninja - Complete today's session.		Mathematics Read the Google Slides and watch the video for Thursday on gross and net mass. Complete the activities on the slides. Complete 3 Mathletics activities. Numeracy Ninja - Complete today's session	Mathematics Undertake the Stage3 Friday Challenge - See how many challenges you can complete correctly to stop the thieves stealing from the museum. Numeracy Ninja - Complete today's session
Wellbeing break	SHOW YOUR APPRECIATION Create a 'Thank You' post in your Class Stream and give shout outs all week to your peers and teacher.	ZOOM CLASS WELLNESS CHECK IN Year 5: 1:30pm		ZOOM CLASS WELLNESS CHECK IN. Year 5: 1:30pm	SCREEN FREE TIME PICK A TASK FROM THE SCREEN FREE ACTIVITIES
Break	Break	Break		Break	Break
Afternoon	KLA Science Follow the instructions to create a catapult!	KLA Geography Assessment Complete the slides on countries and 'perceptions'.		KLA Sport PE With Mr Ellis	KLA Sport ONLINE WORKOUTS Glenn Higgins Fitness Fitnessblenders Youtube Channel Workouts with Coach Foy FitnessBlender Yoga Videos



STAGE 3
LITERACY
WEEK 10

Monday

MONDAY

DEAR

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss



TEXT READ:
Type here



PAGES READ:
Type here

TIME:
Type here



READING
gives us
SOMEPLACE
to go when
we have to
STAY where
we are

WEEK 10 UNIT 28


YEAR 5



y u(yoo)

 yoyo

 computer



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

List Words	Extension List Words
yacht	volume
stew	tubeless
pupil	humanly
obtuse	annually
misuse	museum
argue	refusal
arguing	
	regular
	circular
	particular
	curable
	lawyer
	insecure
	newspaper
	duplicate
	genuinely
	amusement
	endurance
	communicate

EXTENSION

List Words	Extension List Words
annuity	humanity
civilian	individual
European	irregular
enduring	millionaire
failure	neutralise
	pneumonia
	populated
	reviewed
	securely
	uniformity
	union
	utensil
	utilise
	voluminous
	yielded

WEEK 10 UNIT 28


YEAR 6



y u(yoo)

 yoyo

 computer



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

List Words

Extension List Words

yearn
yield
pursuit
union
utensil
utilise
failure

uniform
universal
opinion
curious
mutual
queue

behaviour
billiards
peculiar
familiar
civilian
neutralise

occupation
popularity
irregularity
pneumonia
manufacture
humanitarian

EXTENSION

List Words

Extension List Words

accumulate
carillon
communicative
duel
dual
dubious

duress
fumigate
halyard
inaugural
indubitable

ingenuous
miraculously
pseudonym
pugilist
rebellion

studious
tuition
tumour
turbulent
yarmulke

[Soundwaves Online Student Login](#)

LEARNING INTENTION

We are learning to correctly spell familiar and unfamiliar words

SUCCESS CRITERIA:

- I can correctly spell my list words
- I can type them correctly to create a Wordle

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SPELLING WORDLE

CLICK THE LINK TO BEGIN

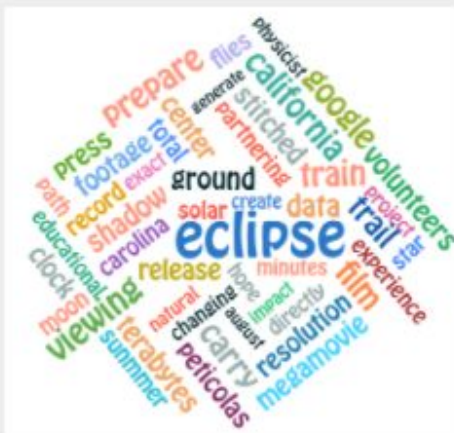
EdWordle

EdWordle is a tool for editing “word clouds” based on the [Wordle](#). The initial word cloud can be generated from the input text or read from an existing one. You can re-font, re-colore, resize, move, rotate, add and delete words to create custom visualizations.

EdWordle's main benefit is that it allows a neighborhood-preserving editing process, which keeps words at predictable and close locations during and after the editing process. Like Wordle, the images you create with Wordle are yours to use however you like. You can save them to your own desktop to use as you wish.

Create Now »

Some examples created by others and you can further edit them:



UPLOAD YOUR WORDLE HERE!

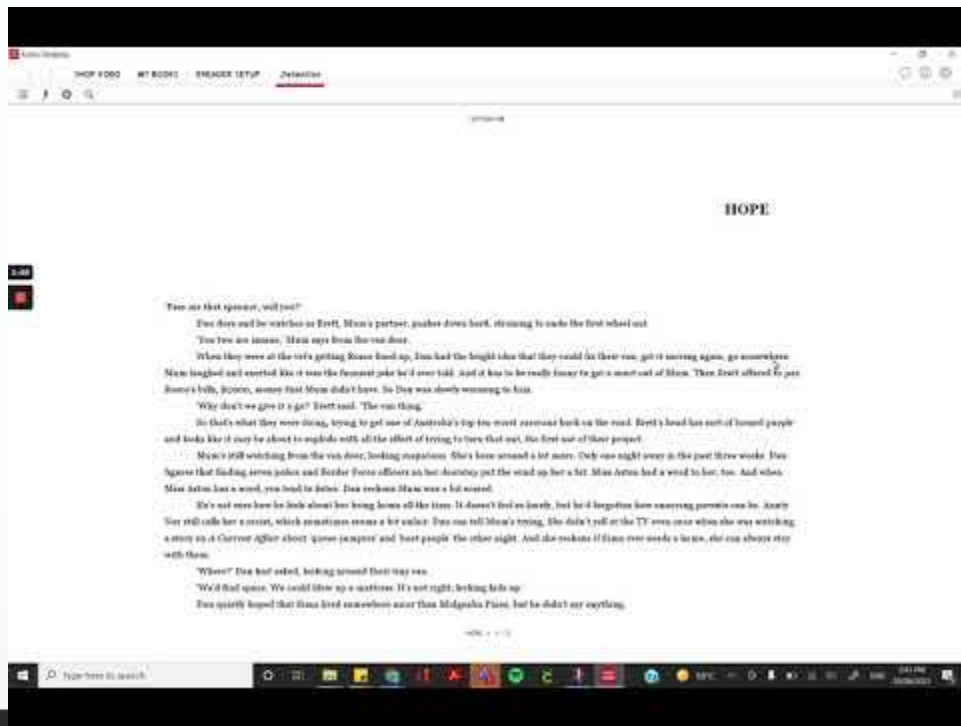
WELL DONE! TURN IT IN!

Detention

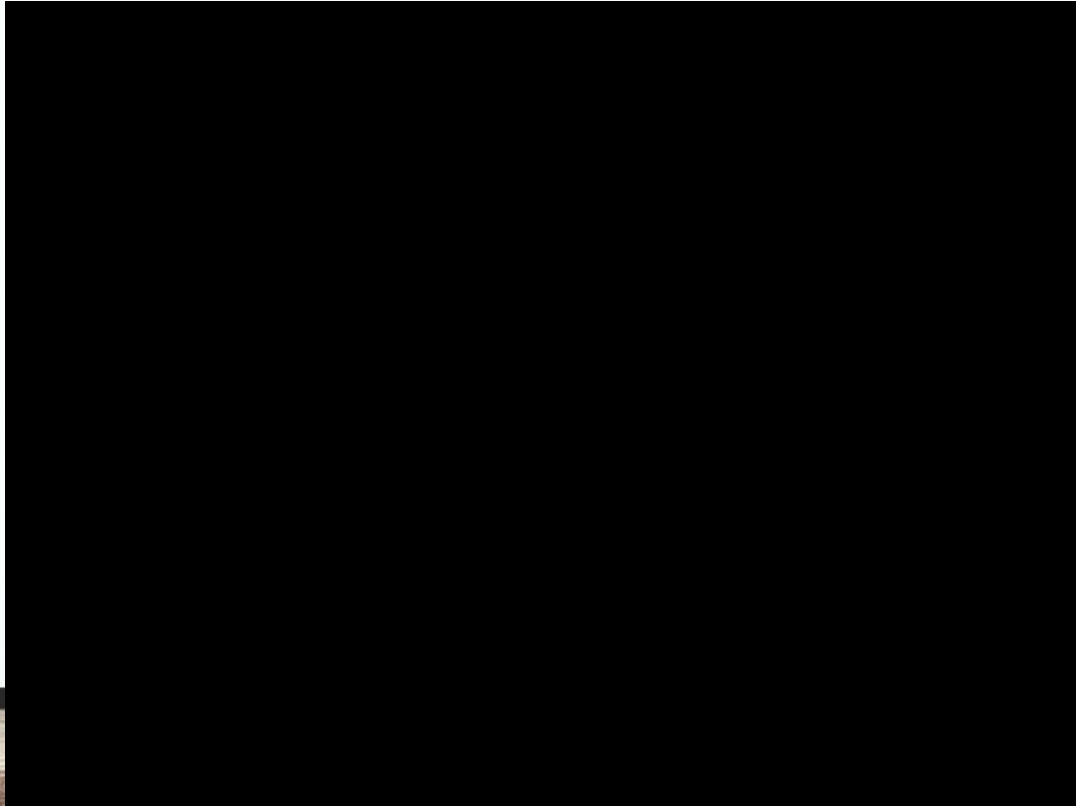
Week 10



Monday - Chapter 37 Youtube link



Monday - Chapter 37



HOPE

Dan feels happy... (Sima) literally had to escape to save herself and change her life but, in the process of that Dan's life seems to have changed around him, without him going anywhere.

Respond to the questions in complete sentence and paragraphs.

1. How has Dan's life changed in the final chapters?

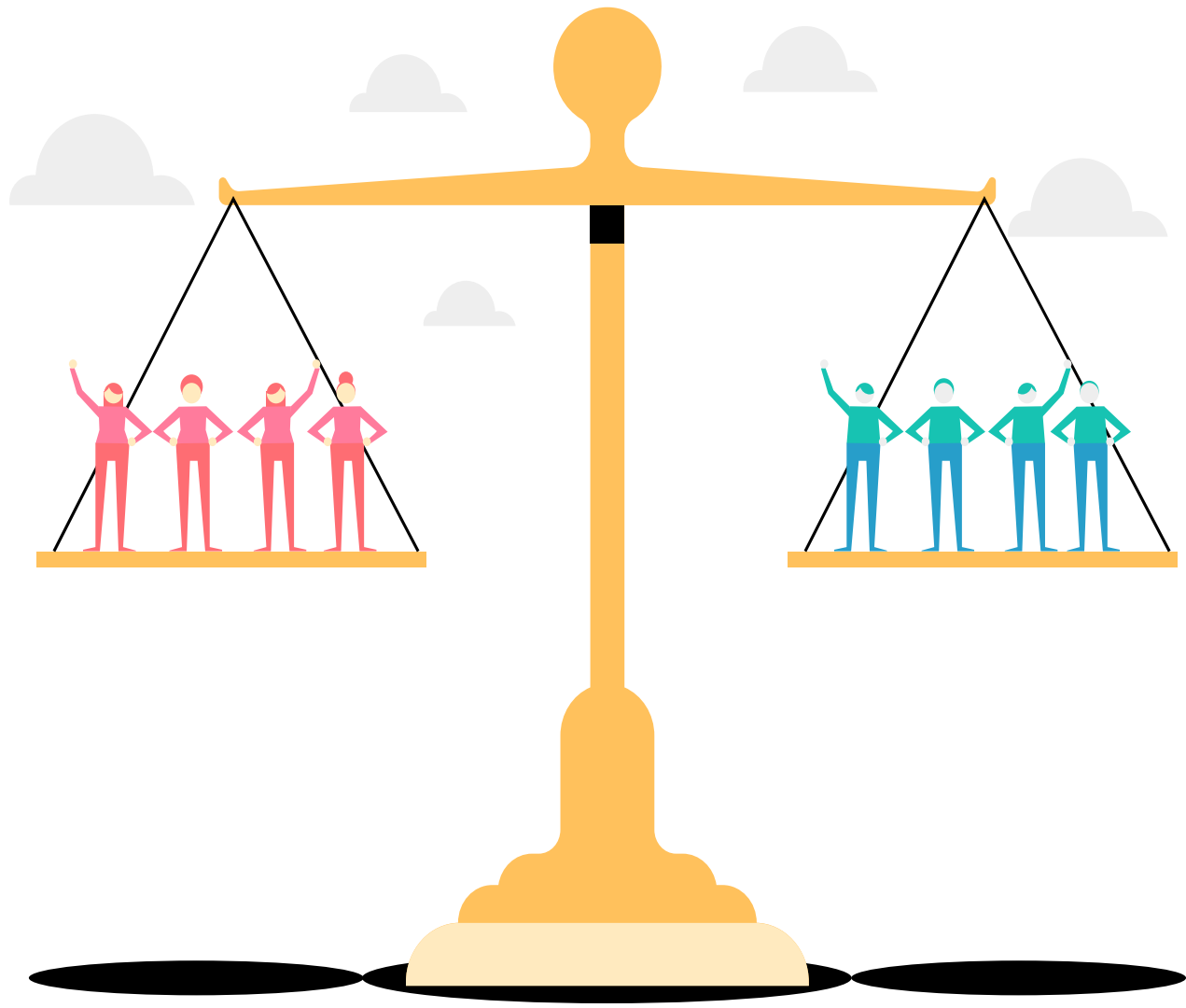
2. Why does he feel hopeful about the future?





Yr 5 Mass

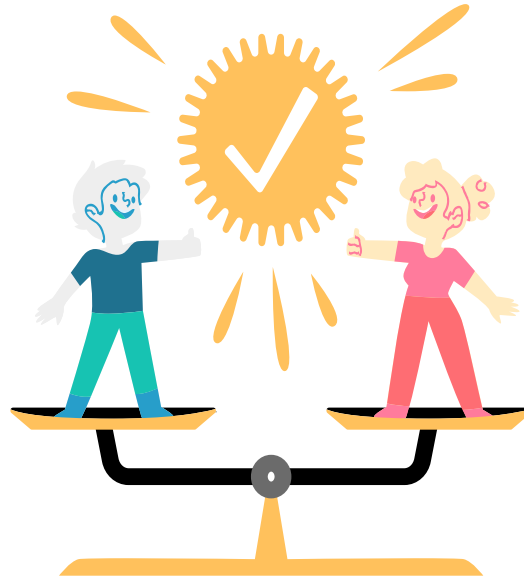
Week 10 Monday



Learning Intention & Success Criteria

Learning Intention

- ❑ Select and use the appropriate unit and device to measure the masses of objects, and converts between units of mass



Success Criteria

- ❑ I can recognise the need for a formal unit larger than the kilogram
- ❑ I can use tonne to record large masses
- ❑ I can distinguish between gross mass and net mass
- ❑ I can solve problems involving gross mass and net mass
- ❑ Select and use the appropriate unit and device to measure mass

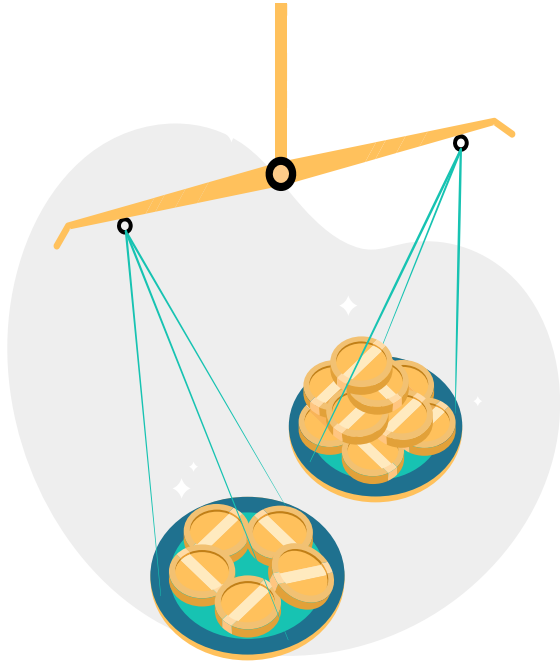
MASS

Mass is the measure of the amount of matter an object contains. We usually measure this by finding out what the object weighs.

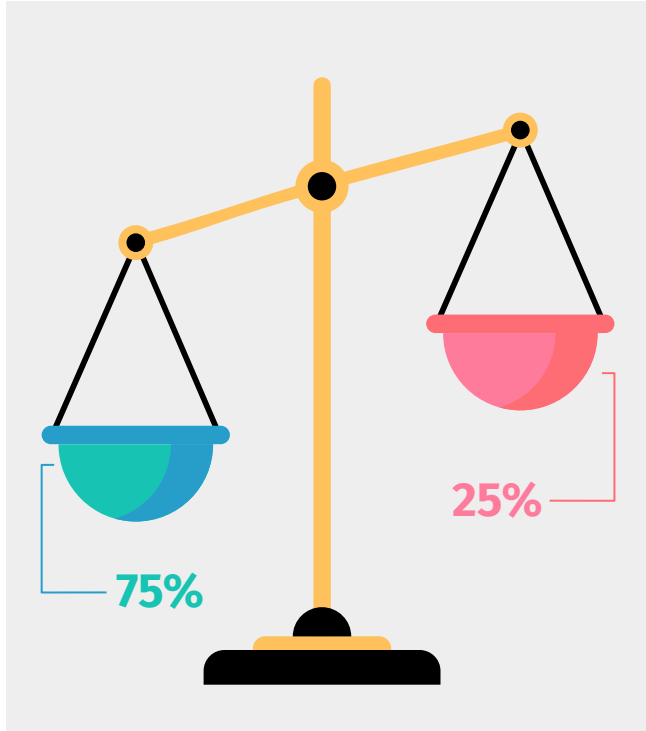
Mass and weight are slightly different but we often use weight terms when we are talking about mass measurements.

Mass is measured in grams (g), kilograms (kg) and tonnes (t).

There are 1000g in a kilogram and 1000kg in a tonne



Your Turn



List some items in your home that you would measure in grams.

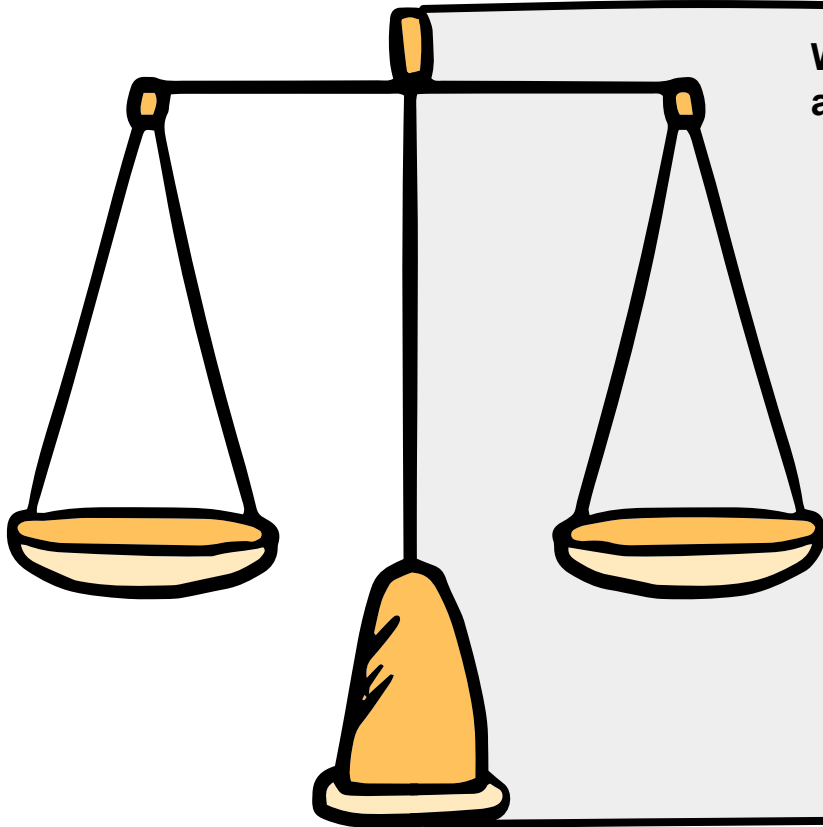
Answer here



List some items in your home that you would measure in kilograms.

Answer here

Appropriate mass



What unit of measurement would be the most appropriate for measuring the mass of these animals?

	Animal	Kg or g
1.	Dolphin	
2.	Cat	
3.	Ant	
4.	Beetle	
5.	Wombat	

Introducing TONNES

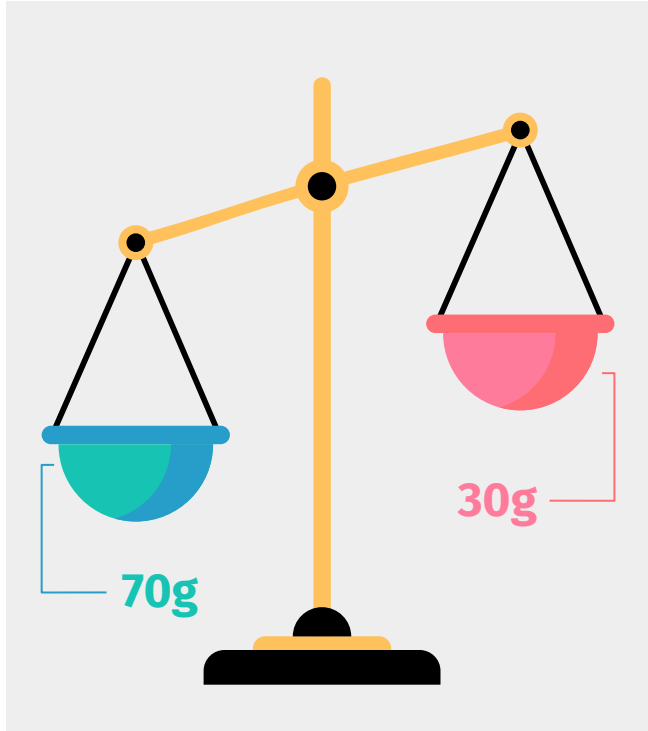
Some items are too large to measure in grams or kilograms. It is not easy to use grams to measure an item that has a large mass. For example, a truck carrying bricks could weigh 13 000 kg, which would be equal to 13 000 000 g. For very large masses, the unit of measurement we can use is called **TONNE**.

There are 1000 kilograms in a tonne.

The abbreviation of tonne is **t**. $1 \text{ t} = 1000\text{kg}$

This truck carrying bricks has a mass of 13 tonnes or 13 t.

Your Turn



Can you think of items we could measure using tonnes? Write them below
Hint: some items you could list are materials used to build large structures, very large animals or vehicles.

Answer here

Measuring MASS

What do you think would be the best way to measure the mass of an elephant?

We could use scales, but not all scales would be suitable.

- **Bathroom scales** would not be suitable because they measure kilograms and not tonnes (The elephant would crush the scales).
- **Industrial scales** which are used to weigh very heavy objects may be more suitable for elephants but you would not be sensitive enough for measuring a small animal like a frog.
- **Kitchen scales** would not be suitable to measure your own mass but would be suitable for smaller items like flour or sugar.

Your Turn

Draw a line from each object to the most appropriate device for measuring its mass in the middle.

Hint: to draw a line a click on insert then line and choose arrow. While holding onto the left mouse click, draw a line between the object and scale.



orca



chair



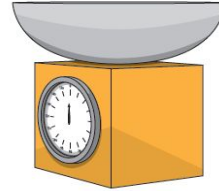
suitcase



mobile phone



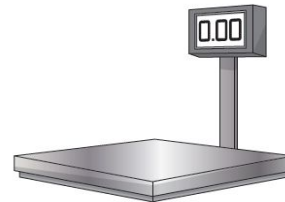
truck



kitchen scales



bathroom scales



industrial scales



10 match sticks



large pile of soil



teenager



fire extinguisher



book

NUMERACY
NINJAS

5 MINUTE SKILL CHECK

WEEK 30 SESSION 1

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$20 = 11 + \square$	<input type="text"/>
2	What is double 57?	<input type="text"/>
3	$198 + 10 = \square$	<input type="text"/>
4	$57 + 90 = \square$	<input type="text"/>
5	$35 - 30 = \square$	<input type="text"/>
6	$19 + 17 = \square$	<input type="text"/>

7 $3 = 2 + \square$

8 $31 - 6 = 31 - 1$
 $- \square$

9 $\square \times 8 = 8 + 8$

10 What time is shown on the clock?



am

Total out of 10

TIMESTABLES -

do these in your head

Q	Question	Answer
1	$\square \times 6 = 42$	<input type="text"/>
2	$\square \div 8 = 8$	<input type="text"/>
3	$72 \div \square = 9$	<input type="text"/>
4	$24 \div 8 = \square$	<input type="text"/>
5	$64 \div \square = 8$	<input type="text"/>
6	$\square \div 5 = 7$	<input type="text"/>

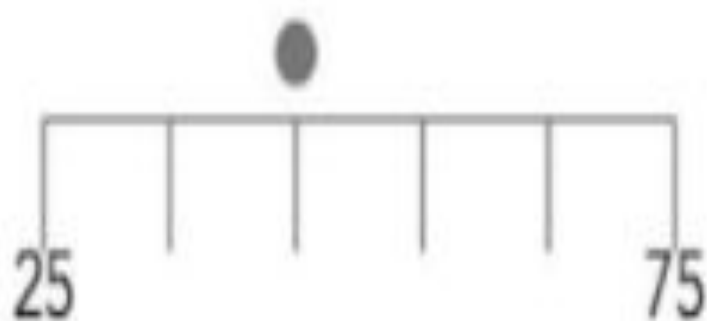
7	$72 \div \square = 9$	<input type="text"/>
8	$10 \div \square = 2$	<input type="text"/>
9	$\square \div 3 = 2$	<input type="text"/>
10	$35 \div \square = 5$	<input type="text"/>
Total out of 10		<input type="text"/>

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$9951 + 6530$	<input type="text"/>
2	$(1 + 48) \div 7$	<input type="text"/>
3	Write 51923 in words. Use the opposite page for your answer.	<input type="text"/>
4	$2.3 \div 10$	<input type="text"/>
5	Simplify $8/12$	<input type="text"/>
6	Which is the highest number, -10 or -3 ?	<input type="text"/>

7

Value of the dot



8

What is the lowest common multiple of 7 and 8?

9

What is the value of (-5) cubed?

10

$$\frac{5}{9} = \frac{\square}{72}$$

Total out of 10

Type here

WHICH NINJA BELT ARE YOU?



Which belt does your
NINJA Score earn you?

0-3

WHITE

YELLOW 4-6

7-9

ORANGE

GREEN 10-13

14-17

BLUE

PURPLE 18-21

22-25

RED

BROWN 26-29

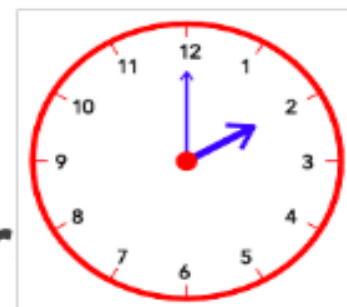
30

BLACK



Week 30 Session 1

Mental Strategies Answer



Q	Question	Answer
1	$20 = 11 + \square$	9
2	What is double 57?	114
3	$198 + 10 = \square$	208
4	$57 + 90 = \square$	147
5	$35 - 30 = \square$	5
6	$19 + 17 = \square$	36
7	$3 = 2 + \square$	1
8	$31 - 6 = 31 - 1 - \square$	5
9	$\square \times 8 = 8 + 8$	2
10	What time is shown on the clock?	2:00 am



Week 30 Session 1

Times tables Answers

Q	Question	Answer
1	$\square \times 6 = 42$	7
2	$\square \div 8 = 8$	64
3	$72 \div \square = 9$	8
4	$24 \div 8 = \square$	3
5	$64 \div \square = 8$	8
6	$\square \div 5 = 7$	35
7	$72 \div \square = 9$	8
8	$10 \div \square = 2$	5
9	$\square \div 3 = 2$	6
10	$35 \div \square = 5$	7



Week 30 Session 1



Key Skills Answers

Q	Question	Answer
1	$9951 + 6530$	16 481
2	$(1 + 48) \div 7$	7
3	Write 51923 in words. Use the opposite page for your answer.	Fifty-one thousand, nine hundred and twenty-three
4	$2.3 \div 10$	0.23
5	Simplify $8/12$	$2/3$
6	Which is the highest number, -10 or -3 ?	-3
7	Value of the dot	45
8	What is the lowest common multiple of 7 and 8?	56
9	What is the value of (-5) cubed?	-125
10	$5/9 = \square/72$	40



Science

Week 10

Monday

Recap Activity

Label each of the following photos as either 'tension force' (a rope or cable being pulled) or 'elastic force' (something being stretched or compressed and then regaining its shape).



Catapult Challenge

The problem:

You need to move some materials from one place to another with the help of a simple machine. Keeping what you know about force and motion in mind, your challenge is to design the catapult that will move your materials the furthest.

Your Goal:

Using supplies/resources available to you, build the catapult that will launch your chosen projectile the furthest. Get creative.

**If you don't have access to resources (i.e. you're working at school), use the paint program, shape tools on slides/doc to create and label your catapult.*

Projectile -A projectile is something that is sent flying through the air. Any solid object that is thrown or fired out of something is a projectile. Examples include; catapults, a bow arrow and a rock from a slingshot.

TIPS:

- Sketch your catapult before creating it
- Think about your knowledge of tension and elastic force when creating your concept.
- Undergo research to gather images and further information to support you in your creation.

Keep in mind:

- What is your design goal?
- How much force will your design require for a successful launch?
- What angle launches the object the furthest?
- Which projectile launches the furthest?
- Have you tested a different way? What improvements can you make?
- NEVER aim your projectile toward a person.

Place a picture/video of your catapult creation here



STAGE 3
LITERACY
WEEK 10

Tuesday

TUESDAY

DEAR

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss



TEXT READ:
Type here



PAGES READ:
Type here

TIME:
Type here



READING
gives us
SOMEPLACE
to go when
we have to
STAY where
we are

WEEK 10 UNIT 28


YEAR 5



y u(yoo)

 yoyo

 computer



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah		eu	neutral	
		ew	few	yuh	
		u_e	tune	u	argument

List Words	Extension List Words		
yacht	volume	regular	newspaper
stew	tubeless	circular	duplicate
pupil	humanly	particular	genuinely
obtuse	annually	curable	amusement
misuse	museum	lawyer	endurance
argue	refusal	insecure	communicate
arguing			

EXTENSION

List Words	Extension List Words		
annuity	humanity	pneumonia	union
civilian	individual	populated	utensil
European	irregular	reviewed	utilise
enduring	millionaire	securely	voluminous
failure	neutralise	uniformity	yielded

WEEK 10 UNIT 28

YEAR 6




y u(yoo)



yoyo



computer



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

List Words Extension List Words

yearn	uniform	behaviour	occupation
yield	universal	billiards	popularity
pursuit	opinion	peculiar	irregularity
union	curious	familiar	pneumonia
utensil	mutual	civilian	manufacture
utilise	queue	neutralise	humanitarian
failure			

EXTENSION

List Words Extension List Words

accumulate	duress	ingenuous	studious
carillon	fumigate	miraculously	tuition
communicative	halyard	pseudonym	tumour
duel	inaugural	pugilist	turbulent
dual	indubitable	rebellion	yarmulke
dubious			

[Soundwaves Online Student Login](#)



PERSUASIVE WRITING LEARNING

INTENTION

We are learning to plan and write a persuasive paragraph making appropriate choices for emphasis and modality.

SUCCESS CRITERIA:

- I can emphasise my opinion with a topic sentence and concluding statement
- I have relevant reasons to support my opinion
- I can provide examples to persuade the reader

QUESTION:

DO YOU THINK AUSTRALIA SHOULD ACCEPT REFUGEES THAT HAVE ENTERED AUSTRALIA ILLEGALLY (EG, BY BOAT). WHY/WHY NOT?

WATCH BOTH OF THE VIDEOS TO HELP YOU FORMULATE YOUR OPINION.

[The Long Journey for Refugee Children](#)



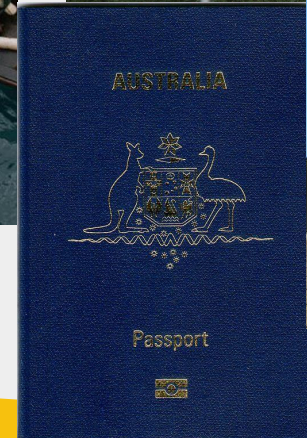
[Australia says No](#)



**YES TO ILLEGAL
REFUGEES**

**WHAT DO
YOU
THINK?**

**NO TO ILLEGAL
REFUGEES**



**YES TO ILLEGAL
REFUGEES**

**WHAT IS YOUR
OPINION ON THE
ISSUE?**

**NO TO ILLEGAL
REFUGEES**

THIS OR THAT



OR

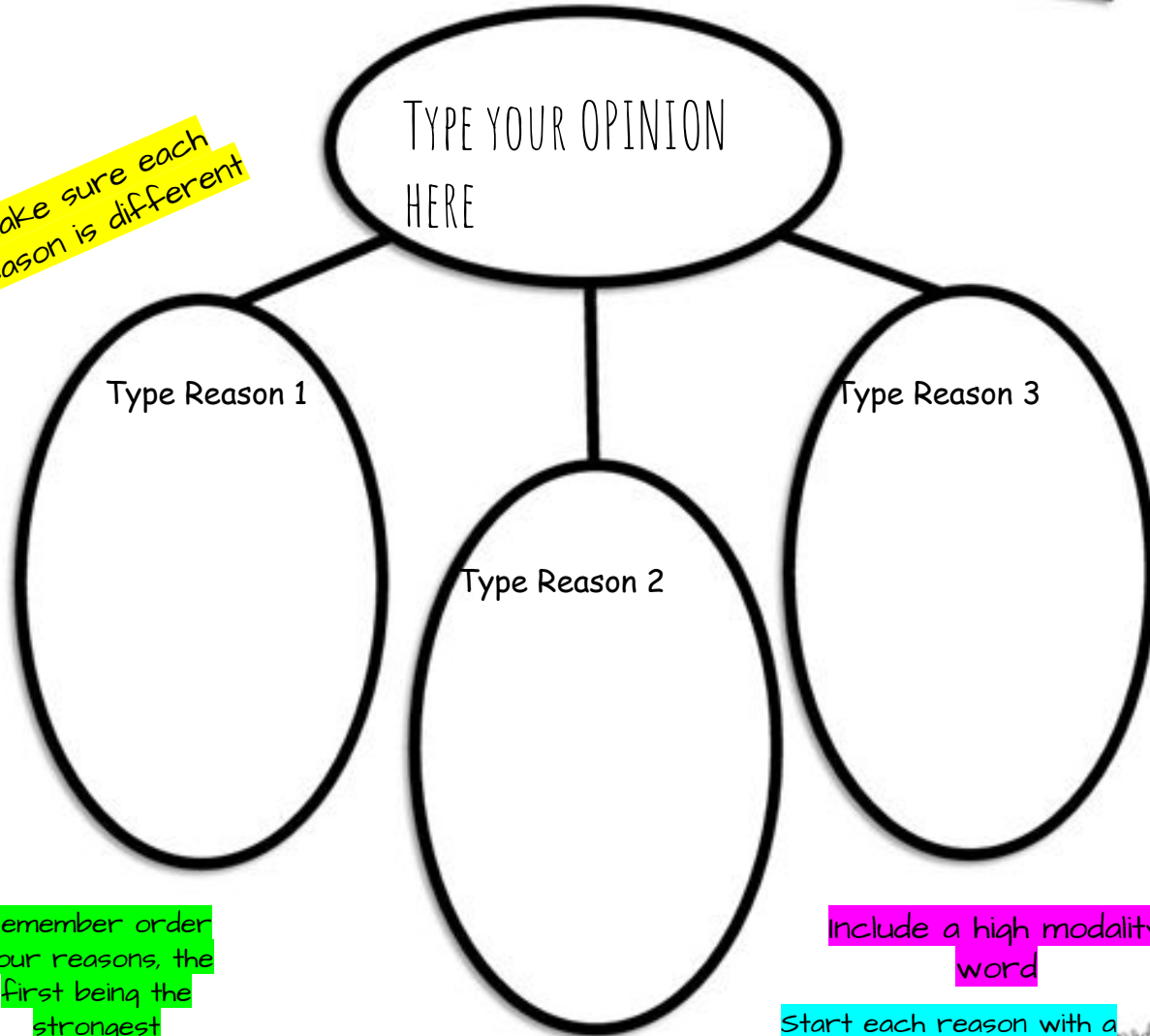


THIS OR THAT

USE THESE RESOURCES TO HELP YOU

YES to illegal refugees
OR
NO to illegal refugees

Make sure each reason is different



Remember order your reasons, the first being the strongest

Include a high modality word

Start each reason with a different sentence starter

Sentence Starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

Transitions when providing reasons:

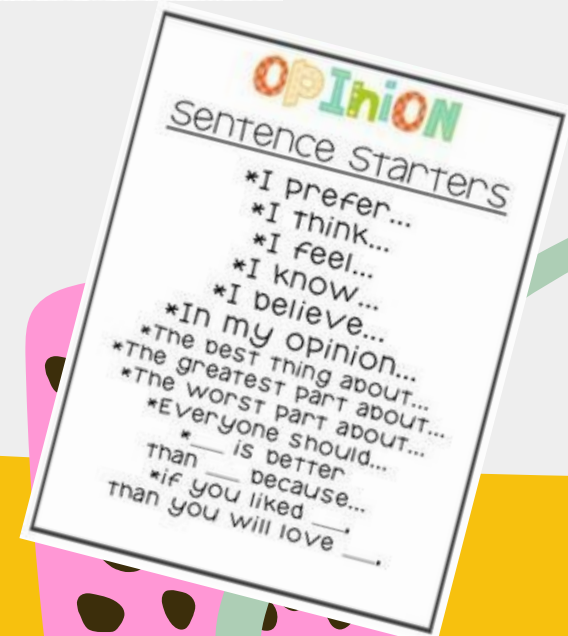
- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

Transitions when providing examples/details:

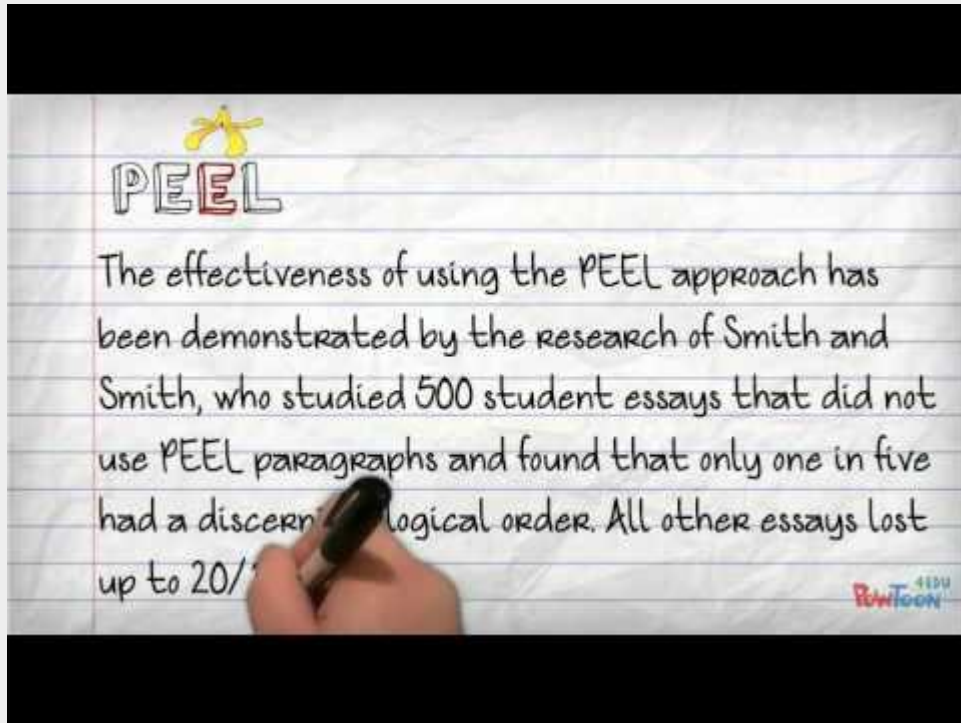
- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally



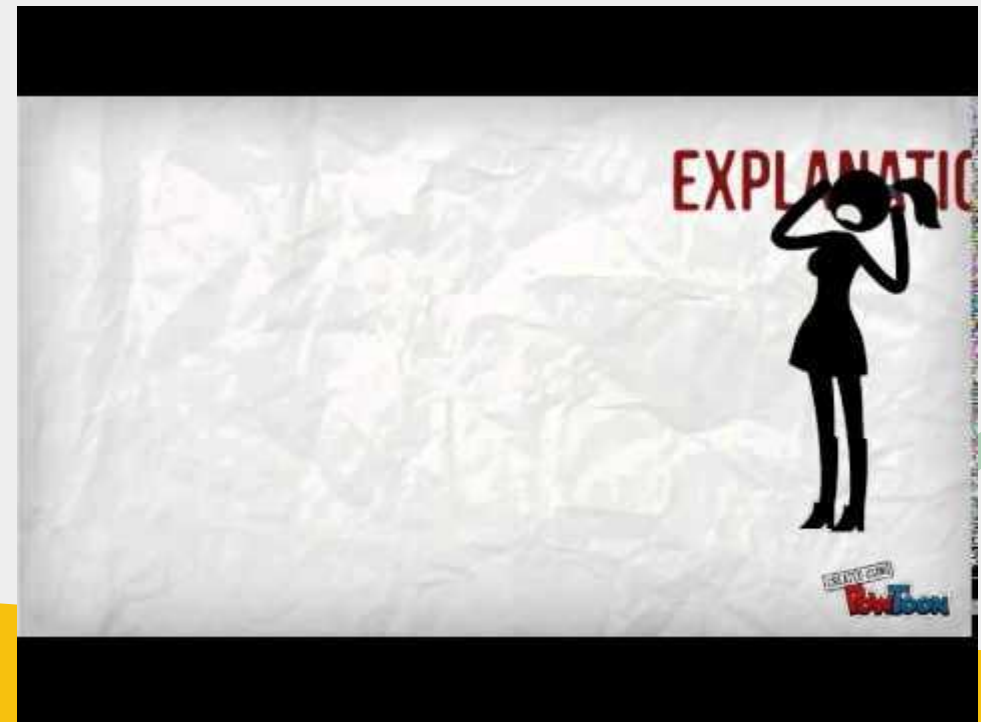
REVISE PEEL PARAGRAPH STRUCTURE TO MAKE SURE YOU INCLUDE EVERYTHING THAT YOU NEED!



Your paragraph should include:

P E E L

POINT	EVIDENCE	EXPLANATION	LINK
Make a clear and relevant point.	Support your point with evidence and examples.	Support your point with evidence and examples.	Link back to the main question or the following paragraph.
↓	↓	↓	↓
I strongly believe...	For example...	This shows...	From this we can conclude...
Another point to consider is...	This is illustrated by ...	This means...	It is clear that...
First of all...	This can be seen...	Therefore...	In conclusion...
It is quite obvious that...	Data shows...	Because of this...	We can therefore see...



YOUR TURN:

Do you think Australia should accept refugees that have entered Australia illegally (eg, by boat). Why/Why not?

Type your response here

BEFORE YOU TURN IT IN...

SUCCESS CRITERIA

01

- I have emphasised my opinion with a topic sentence and concluding statement

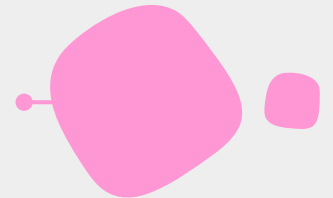
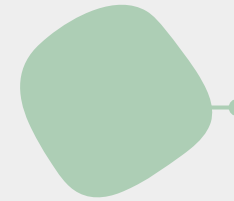
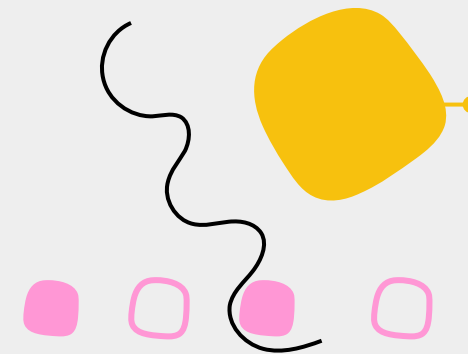
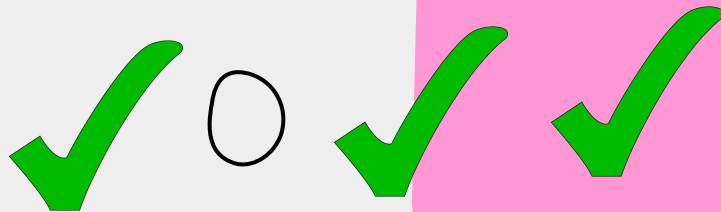
02

- I have included relevant reasons to support my opinion

03

- I have provided examples to persuade the reader

Drag these ticks next to each success criteria once you have checked



Detention

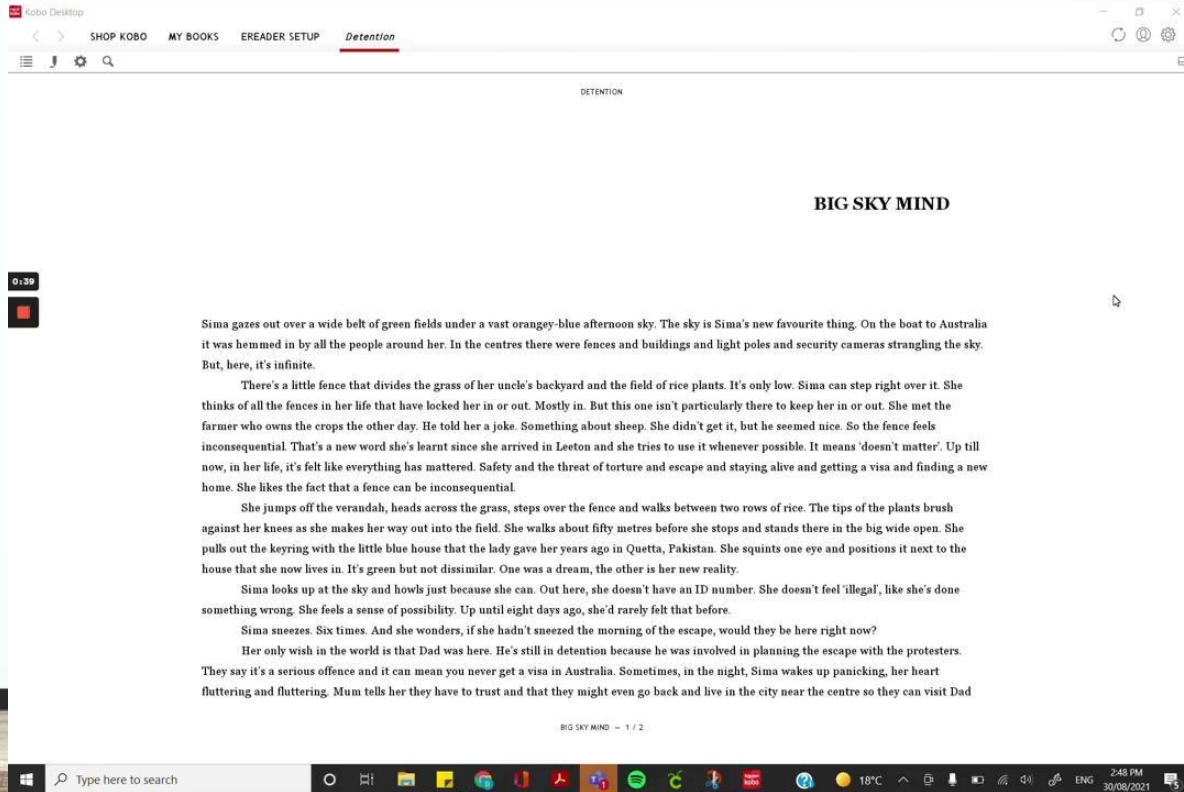
Week 10



Tuesday - Chapter 38 Youtube link



Tuesday - Chapter 38



Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP **Detention**

DETECTION

BIG SKY MIND

0:39

Sima gazes out over a wide belt of green fields under a vast orangey-blue afternoon sky. The sky is Sima's new favourite thing. On the boat to Australia it was hemmed in by all the people around her. In the centres there were fences and buildings and light poles and security cameras strangling the sky. But, here, it's infinite.

There's a little fence that divides the grass of her uncle's backyard and the field of rice plants. It's only low. Sima can step right over it. She thinks of all the fences in her life that have locked her in or out. Mostly in. But this one isn't particularly there to keep her in or out. She met the farmer who owns the crops the other day. He told her a joke. Something about sheep. She didn't get it, but he seemed nice. So the fence feels inconsequential. That's a new word she's learnt since she arrived in Leeton and she tries to use it whenever possible. It means 'doesn't matter'. Up till now, in her life, it's felt like everything has mattered. Safety and the threat of torture and escape and staying alive and getting a visa and finding a new home. She likes the fact that a fence can be inconsequential.

She jumps off the verandah, heads across the grass, steps over the fence and walks between two rows of rice. The tips of the plants brush against her knees as she makes her way out into the field. She walks about fifty metres before she stops and stands there in the big wide open. She pulls out the keyring with the little blue house that the lady gave her years ago in Quetta, Pakistan. She squints one eye and positions it next to the house that she now lives in. It's green but not dissimilar. One was a dream, the other is her new reality.

Sima looks up at the sky and howls just because she can. Out here, she doesn't have an ID number. She doesn't feel 'illegal', like she's done something wrong. She feels a sense of possibility. Up until eight days ago, she'd rarely felt that before.

Sima sneezes. Six times. And she wonders, if she hadn't sneezed the morning of the escape, would they be here right now?

Her only wish in the world is that Dad was here. He's still in detention because he was involved in planning the escape with the protesters. They say it's a serious offence and it can mean you never get a visa in Australia. Sometimes, in the night, Sima wakes up panicking, her heart fluttering and fluttering. Mum tells her they have to trust and that they might even go back and live in the city near the centre so they can visit Dad

BIG SKY MIND - 1 / 2

Type here to search

18°C 2:48 PM 30/08/2021

BIG SKY MIND - SIMA

Respond to the questions in complete sentence and paragraphs.

1. At the end of the story Sima is feeling free and hopeful. Have all of her problems been solved? If not, what is helping her to feel free and hopeful?

2. What do you believe the major themes or messages are in Detention?

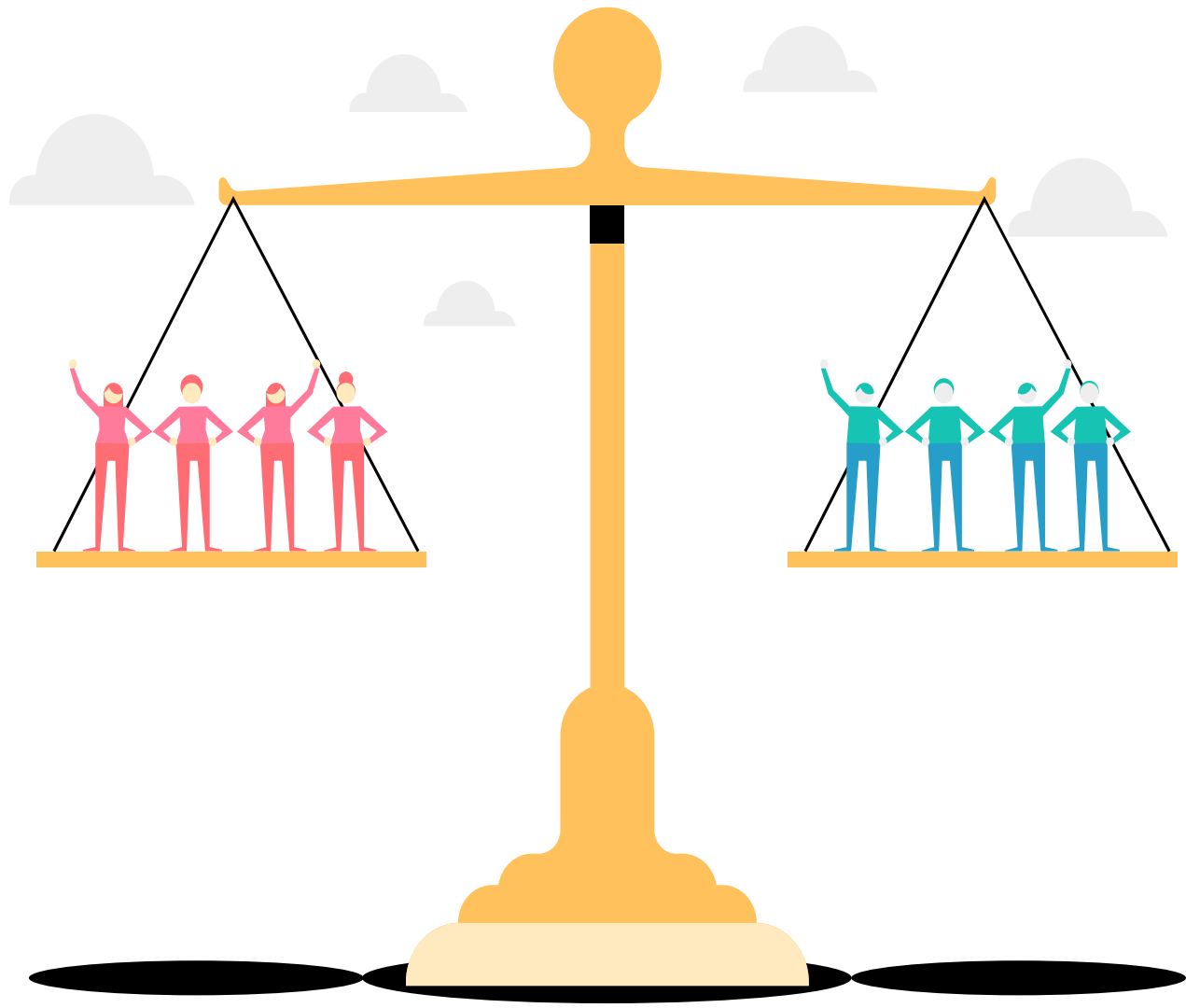


3. The author, Tristan Bancks, challenges you as a reader to consider the issues of asylum seekers and the refugee situation in Australia. How has Detention made you more aware of these issues?



Yr 5 Mass

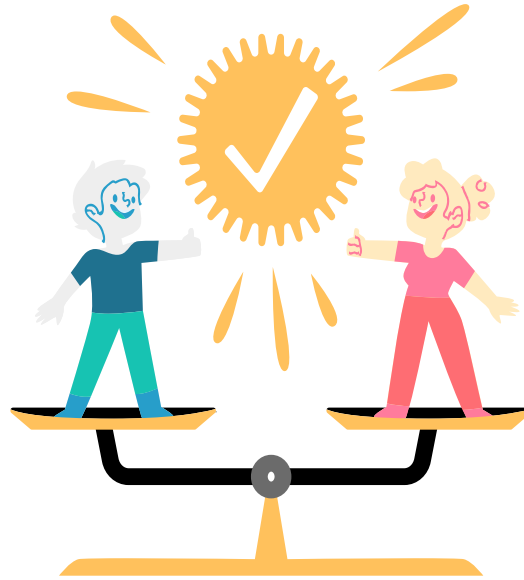
Week 10 Tuesday



Learning Intention & Success Criteria

Learning Intention

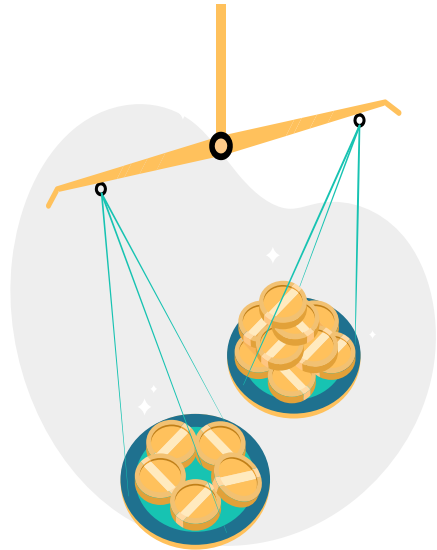
- ❑ Select and use the appropriate unit and device to measure the masses of objects, and converts between units of mass



Success Criteria

- ❑ I can recognise the need for a formal unit larger than the kilogram
- ❑ I can use tonne to record large masses
- ❑ I can distinguish between gross mass and net mass
- ❑ I can solve problems involving gross mass and net mass
- ❑ Select and use the appropriate unit and device to measure mass

MASS VIDEO



100 g

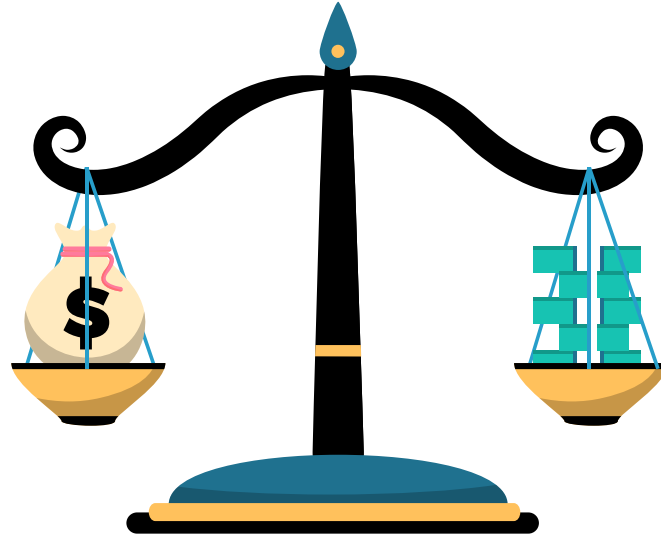


GROSS MASS VS NET MASS

GROSS MASS



When we weigh a container with contents, we are measuring the mass of the items and the container. This is called the gross mass.



NET MASS



The net mass is the mass of the contents **WITHOUT** the container.

EXAMPLE

To work out the NET mass, we need to minus the container's mass from the GROSS mass.

Net Mass = Gross Mass - Mass of the container.

A truck carrying logs has a gross mass of 30 t. If the truck is 18 t, then to work out the net mass of the logs we need to to minus the mass of the truck from the gross mass.

30 t (gross mass) - 18 t (mass of the container) = 12 t (net mass)

Gross Mass	Net Mass	Mass of the Container
30 t	12 t	18 t

Your TURN

Gross Mass	Net Mass	Mass of the Container
300 g		50 g
5 t		2 t
15 kg		1kg
100 g		5 g
Challenge		
5 kg		235 g
3 t		500 kg

EXAMPLE

Sometimes we may need to find the gross mass or the mass of the container.

To calculate **gross mass**, add the **net mass** to the mass of the container.

To calculate **net mass**, subtract the mass of the container from the **gross mass**.

To calculate the mass of the container, subtract the **net mass** from the **gross mass**

Your TURN

Now it's your turn. Find out the missing mass in the table.

Gross Mass	Net Mass	Mass of the Container
600 g		60 g
500 kg	490 kg	
100 kg		1 kg
	650 kg	20 kg
	950 t	50 t
45 t	35 t	
2000 t		50 t

Challenge

When it is full, Trevor's tip truck has a gross mass of 7 t. The mass of the truck alone is 2 t. He fully loads his truck with soil and delivers 2 t at the first stop. 1t at the second stop and 1 t at the last stop. How much soil does he have left on his truck after the last stop?

Answer here. Show your working out.

WEEK 30 SESSION 2

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$\square + 2 = 20$	<input type="text"/>
2	What is double 21?	<input type="text"/>
3	$65 + 10 = \square$	<input type="text"/>
4	$67 + 50 = \square$	<input type="text"/>
5	$126 - 80 = \square$	<input type="text"/>
6	$65 + 68 = \square$	<input type="text"/>

7

$$7 = 2 + \square$$

8

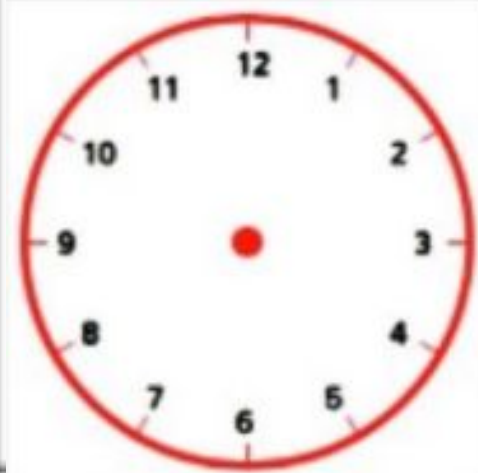
$$11 - 10 = 11 - 1 - \square$$

9

$$\square \times 3 = 3 + 3 + 3 + 3$$

10

Draw hands on the clock face showing 2:30 am



Total out of 10

TIMESTABLES -

do these in your head

Q	Question	Answer
1	$42 \div \square = 6$	<input type="text"/>
2	$64 \div 8 = \square$	<input type="text"/>
3	$\square \times 2 = 16$	<input type="text"/>
4	$40 \div 8 = \square$	<input type="text"/>
5	$56 \div \square = 7$	<input type="text"/>

6

$$\square \times 9 = 45$$

7

$$8 \times 10 = \square$$

8

$$40 \div \square = 8$$

9

$$6 \div 3 = \square$$

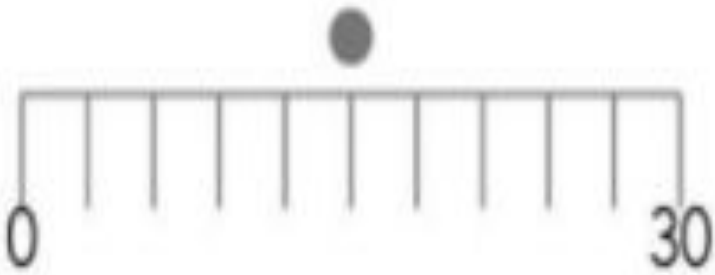
10

$$\square \times 6 = 42$$

Total out of 10

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$575 + 728$	<input type="text"/>
2	$10 - 8 \times 2$	<input type="text"/>
3	Write Four Hundred and Twenty Nine Thousand, Two Hundred and Ten in digits	<input type="text"/>
4	$286.914 \div 1000$	<input type="text"/>

5	Simplify $16/48$	<input type="text"/>
6	Which is the highest number, 5 or -7 ?	<input type="text"/>
7	Value of the dot 	<input type="text"/>
8	List the first 4 multiples of 8	<input type="text"/>
9	What is the value of $\sqrt[3]{27}$?	<input type="text"/>
10	$5/7 = \square/14$	<input type="text"/>
Total out of 10		<input type="text"/>

Type here

WHICH NINJA BELT ARE YOU?



Which belt does your
NINJA Score earn you?

0-3

WHITE

YELLOW 4-6

7-9

ORANGE

GREEN 10-13

14-17

BLUE

PURPLE 18-21

22-25

RED

BROWN 26-29

30

BLACK

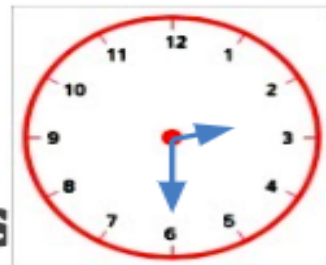
NUMERACY
NINJAS

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Week 30 Session 2

Mental Strategies Answers



Q	Question	Answer
1	$\square + 2 = 20$	18
2	What is double 21?	42
3	$65 + 10 = \square$	75
4	$67 + 50 = \square$	117
5	$126 - 80 = \square$	46
6	$65 + 68 = \square$	133
7	$7 = 2 + \square$	5
8	$11 - 10 = 11 - 1 - \square$	9
9	$\square \times 3 = 3 + 3 + 3 + 3$	4
10	Draw hands on the clock face showing 2:30 am	See above



Week 30 Session 2

Times tables Answers

Q	Question	Answer
1	$42 \div \square = 6$	7
2	$64 \div 8 = \square$	8
3	$\square \times 2 = 16$	8
4	$40 \div 8 = \square$	5
5	$56 \div \square = 7$	8
6	$\square \times 9 = 45$	5
7	$8 \times 10 = \square$	80
8	$40 \div \square = 8$	5
9	$6 \div 3 = \square$	2
10	$\square \times 6 = 42$	7




Week 30 Session 2

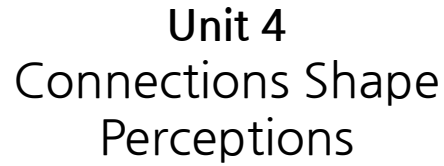


Key Skills Answers

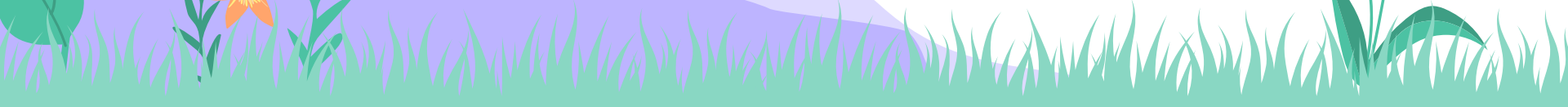
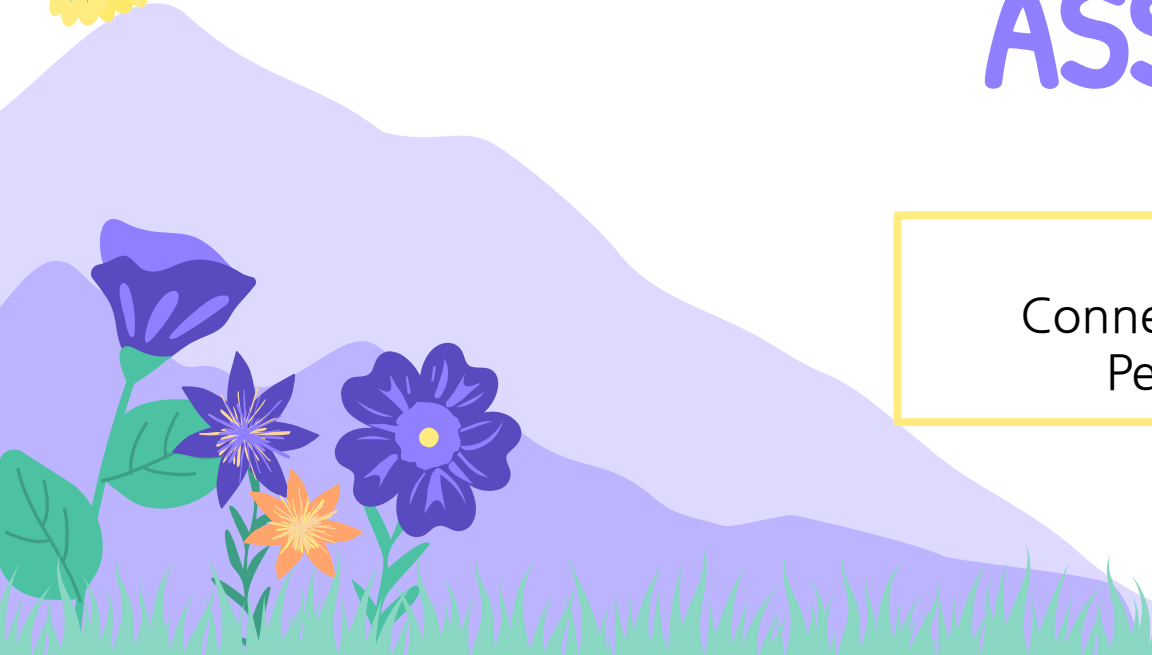


Q	Question	Answer
1	$575 + 728$	1303
2	$10 - 8 \times 2$	-6
3	Write Four <u>Hundred</u> and Twenty Nine Thousand, Two Hundred and Ten in digits	429 210
4	$286.914 \div 1000$	0.286914
5	Simplify $16/48$	$1/3$
6	Which is the highest number, 5 or -7 ?	5
7	Value of the dot	15
8	List the first 4 multiples of 8	8, 16, 24, 32
9	What is the value of $\sqrt[3]{27}$?	3
10	$5/7 = \square/14$	10



Geography Week 10 ASSESSMENT



Unit 4
Connections Shape
Perceptions



Name TWO countries and list TWO perception that people have about them.

Type Country 1

Perception 1

Perception 2

Type Country 2

Perception 1

Perception 2

Create some fake news about one of the places you learnt about. Write the headline and the first few sentences. Make it about a perception that you know is not true.

QUISI NEWS

World • Buisness • Finance • Lifestyle • Travel • Sport • Weather

Type your headline here

Type here

Now write a new article reporting about how this perception was formed and some suggestions of how this could be changed.

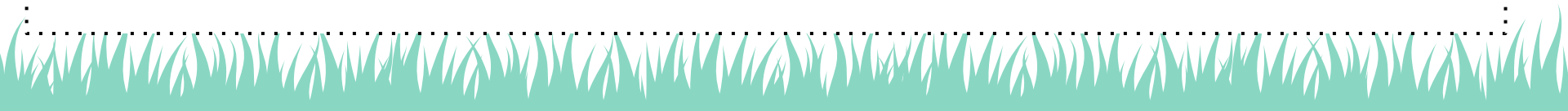
QUISI NEWS

World • Buisness • Finance • Lifestyle • Travel • Sport • Weather

Headline



The former New Zealand Prime Minister Robert Muldoon once famously said that New Zealanders moving to Australia 'raised the IQ of both countries'. Explain what you think this means





STAGE 3

WELLBEING WEDNESDAY

A DAY ALL FOR YOU

WELLBEING WEDNESDAY

CAPA

ORIGAMI

Click on the [link](#) and follow the Youtube tutorials for some origami Fun.



Create a Leaf Family



Get moving.. DANCE

Click the [link](#) and complete some **Just Dance** routines with your family.

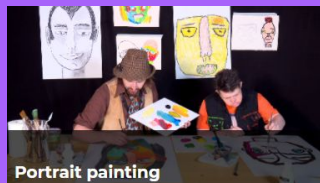


Learn how to use **Google Draw** to make [digital mosaics](#)



Art Bites on demand

Click this [link](#) and select any CAPA subject of your choice! Get creative!



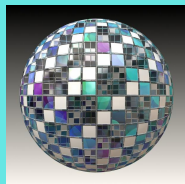
Portrait painting

Watch some **ART ATTACK** episodes and get inspired!



SILENT DISCO

Grab some headphones and play your favourite dance tracks!



DIY PAPER BRACELETS



Try some [Modelled Drawing](#) tutorials

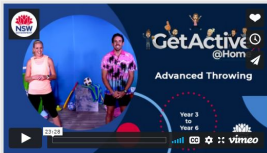


WELLBEING WEDNESDAY

SPORT

Get Active!

Click this [link](#), select 3-6 and choose an episode!!



Obstacle Course

Make an obstacle course with things at home – you have to go over, under and around!

AFL 'FOOTY AT HOME'

CLICK THE [LINK](#) TO PLAY SOME AFL WITH SOME OF YOUR FAVOURITE FOOTY STARS!



Complete the '1000 Bounces' Challenge from Basketball Australia



Join in on the fun on [Football Federation Australia's](#)

#playathomechallenge



Fancy some TABLE TENNIS?
Check out the [Home Guide](#) from Table Tennis Australia. .
You can use what you have at home!



Hockey Australia have some [At Home Hockey Clinics](#) that don't require a hockey stick.
Have a look!

LEAGUE STARS IN THE BACKYARD!
CLICK ON THE [LINK](#) TO COMPLETE THE ACTIVITIES



Harlem Globetrotter Tricks
Grab a Basketball and you might surprise yourself with a Trick Shot!



WELLBEING WEDNESDAY

ME TIME

Learn to touch Type

Click this [link](#) to learn how.



Make a Care Package with a card and some craft to give a friend or family member to show them you are thinking of them.

Make a life size hug and send it to someone Special. [Link](#)



Click on the following link to **enjoy a 10 minute yoga session:** [Yoga For The Classroom - Yoga With Adriene](#)

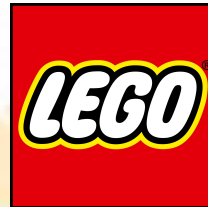
Want to learn more about Coding?
Visit [Code For Life](#) for free games and activities

Try the **ultimate self-care** with an at home day spa session! [Click](#) for recipes!



Learn to relax with this Butterfly Body Scan [KIDS MEDITATION - BUTTERFLY BODY SCAN](#)

Love Lego?
Complete some Awesome [Lego Challenges](#)



Want to escape?
[30 Virtual Tours](#) around Australia should do the trick!



STAGE 3
LITERACY
WEEK 10

Thursday

THURSDAY DEAR

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss



TEXT READ:
Type here



PAGES READ:
Type here

TIME:
Type here



READING
gives us
SOMEPLACE
to go when
we have to
STAY where
we are

WEEK 10 UNIT 28

YEAR 5




y **u**(yoo)



yoyo



computer



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

List Words	Extension List Words
yacht	volume
stew	tubeless
pupil	humanly
obtuse	annually
misuse	museum
argue	refusal
arguing	
	regular
	circular
	particular
	curable
	lawyer
	insecure
	newspaper
	duplicate
	genuinely
	amusement
	endurance
	communicate

EXTENSION

List Words	Extension List Words
annuity	humanity
civilian	individual
European	irregular
enduring	millionaire
failure	neutralise
	pneumonia
	populated
	reviewed
	securely
	uniformity
	union
	utensil
	utilise
	voluminous
	yielded




y u(yoo)

 yoyo

 computer

WEEK 10 UNIT 28

YEAR 6



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

List Words

Extension List Words

yearn
yield
pursuit
union
utensil
utilise
failure

uniform
universal
opinion
curious
mutual
queue

behaviour
billiards
peculiar
familiar
civilian
neutralise

occupation
popularity
irregularity
pneumonia
manufacture
humanitarian

EXTENSION

List Words

Extension List Words

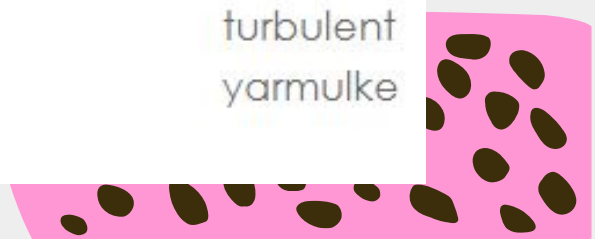
accumulate
carillon
communicative
duel
dual
dubious

duress
fumigate
halyard
inaugural
indubitable

ingenuous
miraculously
pseudonym
pugilist
rebellion

studious
tuition
tumour
turbulent
yarmulke

[Soundwaves Online Student Login](#)



WORD OF THE DAY

Word:

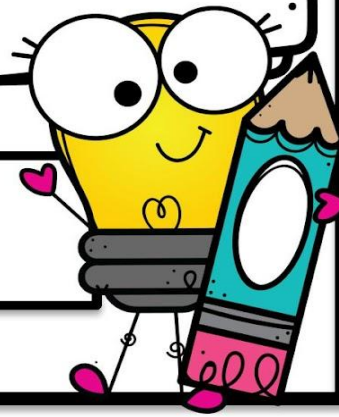
Part of Speech:

Definition

Synonym

Antonym

Sentence:



PERSUASIVE WRITING LEARNING

INTENTION

We are learning to write a persuasive paragraph making appropriate choices for emphasis and modality.

SUCCESS CRITERIA:

- I can emphasise my opinion with a topic sentence and concluding statement
- I have relevant reasons to support my opinion
- I can provide examples to persuade the reader

QUESTION:

Rules and laws tell us what we can and can not do.

What laws would you change if you were in the government? Why?

Choose a law or rule that you think needs to change.



WATCH THE FOLLOWING VIDEOS TO HELP PREPARE YOU FOR YOUR ARGUMENT

YOU CAN PICK ANY LEVEL OF GOVERNMENT AND ANY LAW



The **FEDERAL GOVERNMENT**

raises money through taxing incomes, spending and businesses.



FEDERAL MATTERS SUCH AS

MEDICARE DEFENCE

IMMIGRATION

FOREIGN POLICY



STATE/TERRITORY GOVERNMENTS

receive more than half their money from the federal government and also collect taxes.



STATE MATTERS SUCH AS

ROADS HOUSING PRISONS

PUBLIC TRANSPORT

POLICE and AMBULANCE SERVICES



LOCAL COUNCILS

collect taxes (rates) from all local property owners and receives money from the federal and state governments.



LOCAL MATTERS SUCH AS

TOWN PLANNING

SEWERAGE LOCAL ROADS

RUBBISH COLLECTION

YOUR TURN:

Rules and laws tell us what we can and can not do.

What laws would you change if you were in the government? Why?

Choose a law or rule that you think needs to change.

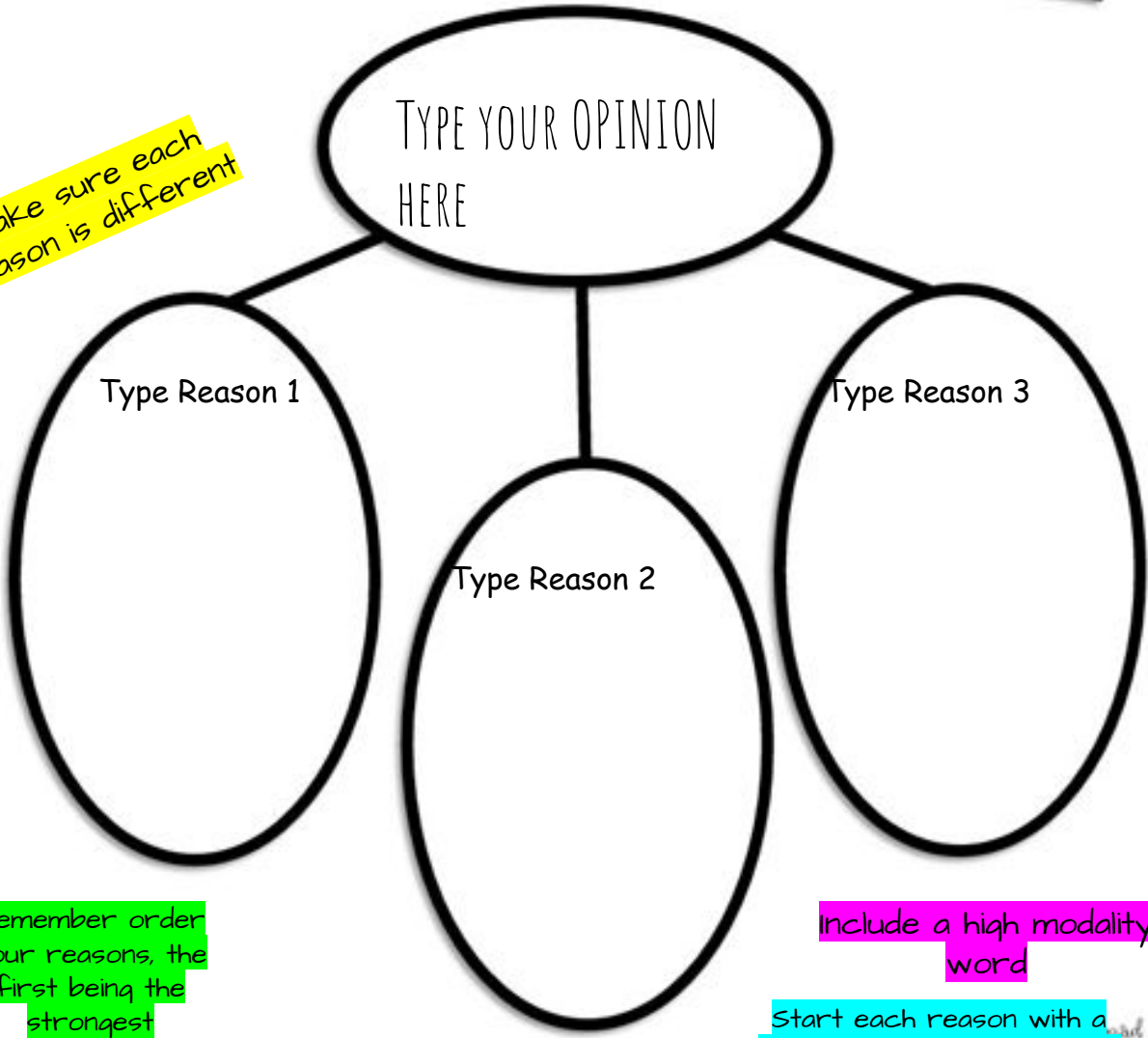
Type your response here

OPTIONAL

THIS OR THAT

Type here **OR** Type here

Make sure each reason is different



Remember order your reasons, the first being the strongest

Include a high modality word

Start each reason with a different sentence starter

USE THESE RESOURCES TO HELP YOU

Sentence Starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

Transitions when providing reasons:

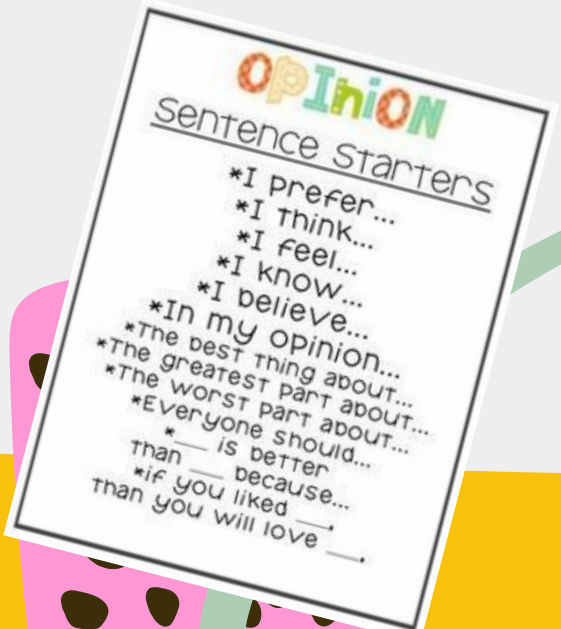
- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

Transitions when providing examples/details:

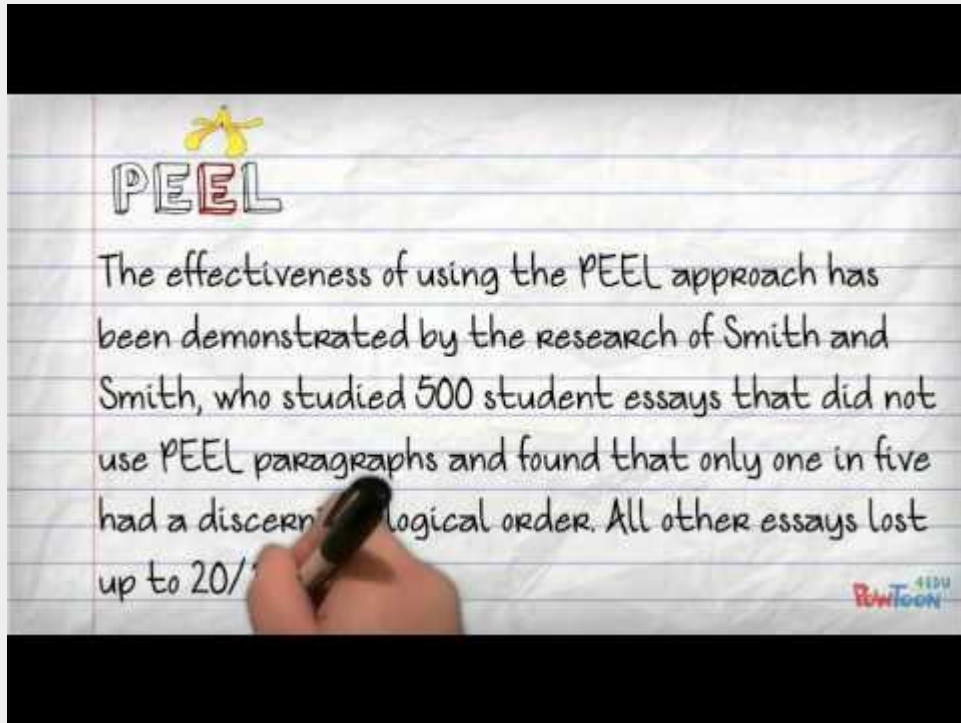
- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally



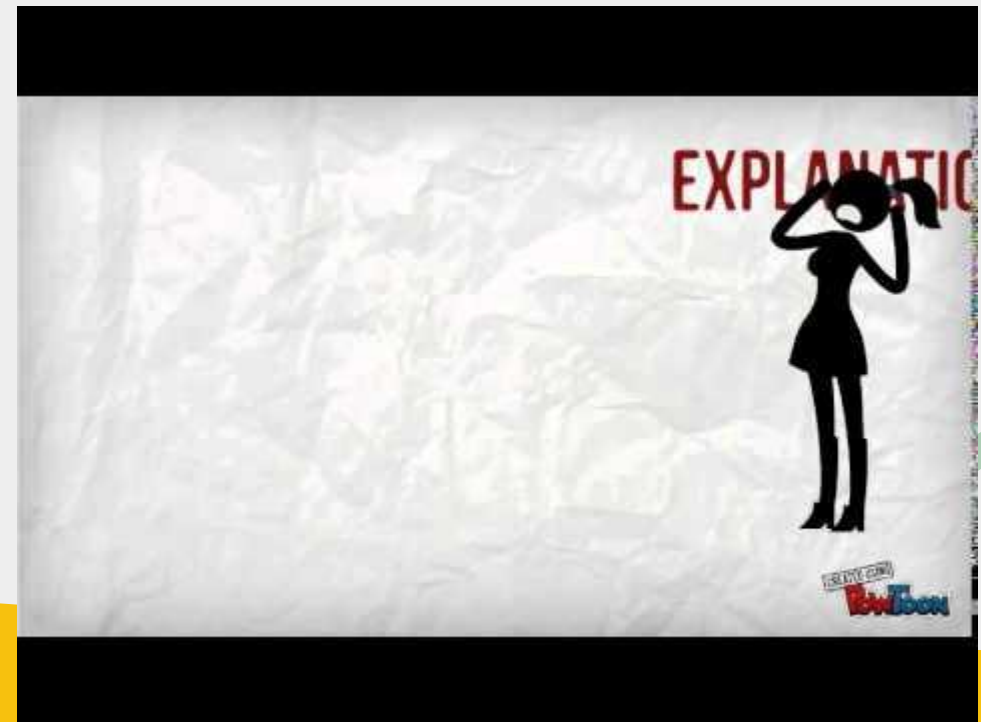
REVISE PEEL PARAGRAPH STRUCTURE TO MAKE SURE YOU INCLUDE EVERYTHING THAT YOU NEED!



Your paragraph should include:

P E E L

POINT	EVIDENCE	EXPLANATION	LINK
Make a clear and relevant point.	Support your point with evidence and examples.	Support your point with evidence and examples.	Link back to the main question or the following paragraph.
I strongly believe...	For example...	This shows...	From this we can conclude...
Another point to consider is...	This is illustrated by...	This means...	It is clear that...
First of all...	This can be seen...	Therefore...	In conclusion...
It is quite obvious that...	Data shows...	Because of this...	We can therefore see...



BEFORE YOU TURN IT IN...

SUCCESS CRITERIA

01

- My opinion is clear with a topic sentence and concluding statement

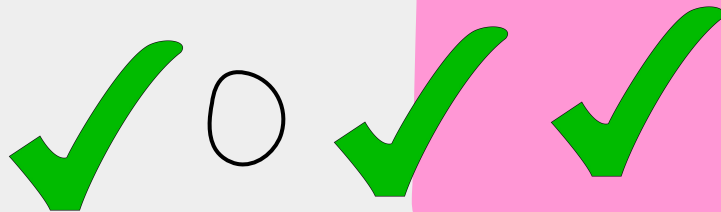
02

- I have included relevant reasons to support my opinion

03

- I have provided examples to persuade the reader

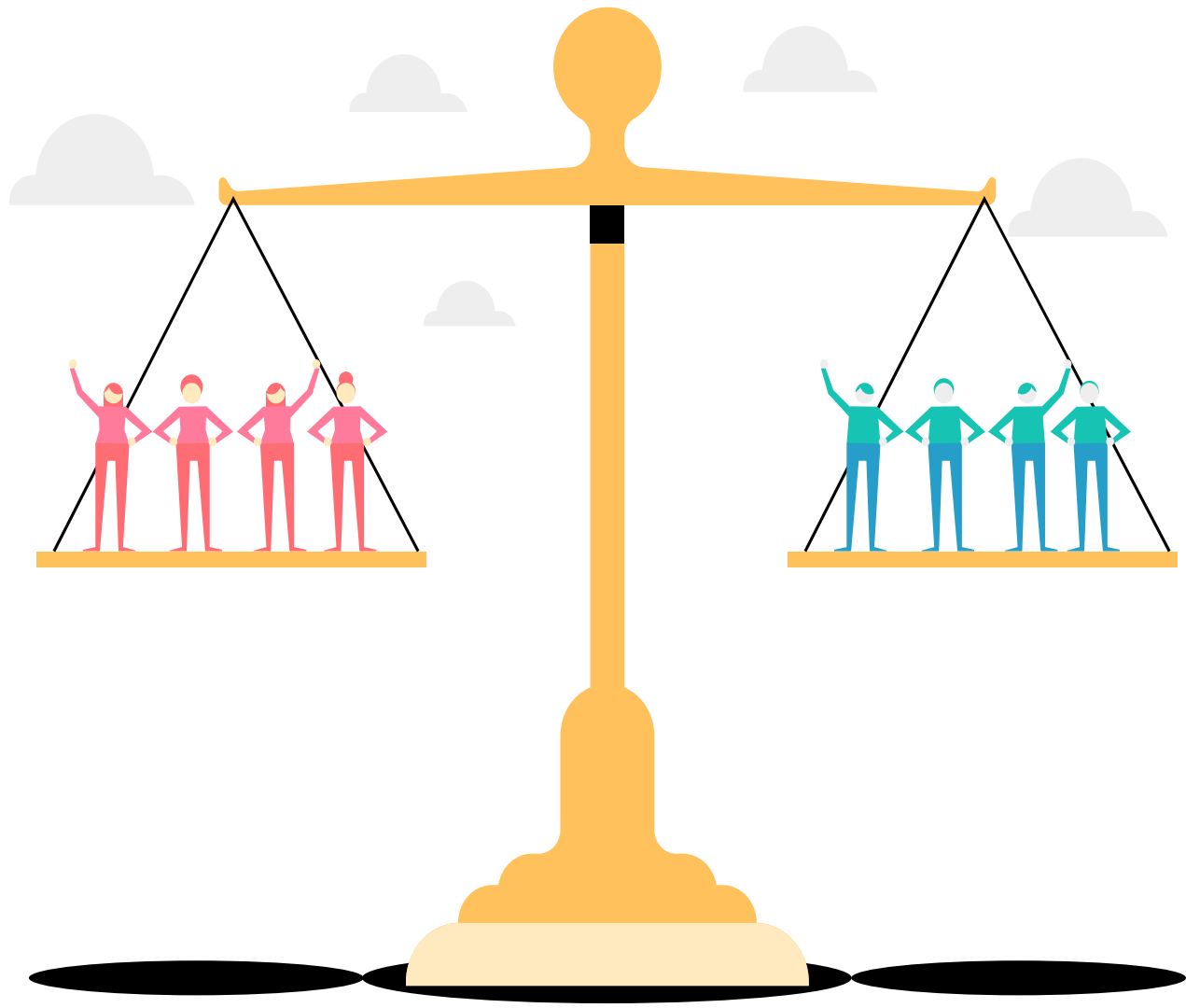
Drag these ticks next to each success criteria once you have checked



woohoo!
NOW TURN IT IN!

Yr 5 Mass

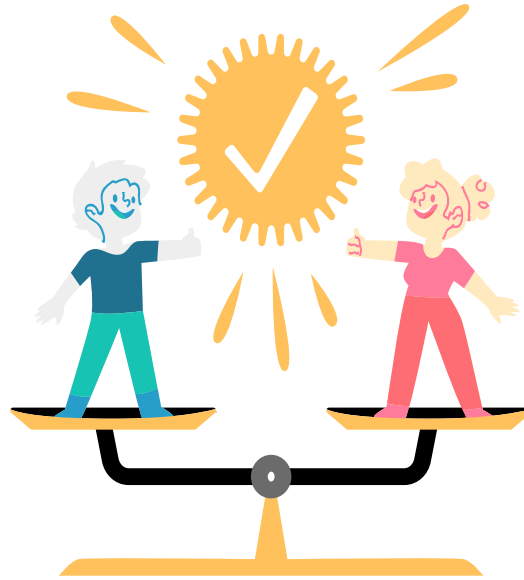
Week 10 Thursday



Learning Intention & Success Criteria

Learning Intention

- ❑ Select and use the appropriate unit and device to measure the masses of objects, and converts between units of mass



Success Criteria

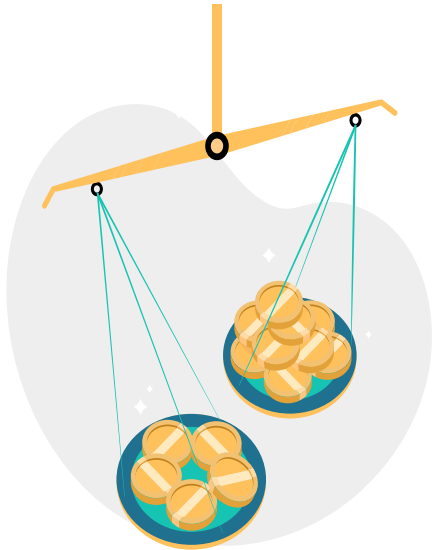
- ❑ I can recognise the need for a formal unit larger than the kilogram
- ❑ I can use tonne to record large masses
- ❑ I can distinguish between gross mass and net mass
- ❑ I can solve problems involving gross mass and net mass
- ❑ Select and use the appropriate unit and device to measure mass

MASS VIDEO

Today we will be learning how to calculate the mass of individual items which are part of the whole. Remember what we did on Tuesday.

To work out the NET mass, we need to minus the container's mass from the GROSS mass.
Net Mass = Gross Mass - Mass of the container.

To find out the individual mass of the items. We need to divide the net mass by the number of items



EXAMPLE

The net mass of a box of muesli bars is 180g. There are 6 identical muesli bars in the box.

180 g divided between 6 bars is 30 g, so each muesli bars has a mass of 30 g.



Activity 1

Solve the word problem. Show your working out and don't forget to use the correct measurement in your answer.

Problem	Answer
A box of matches contains 40 matches. The net mass of the matches is 80 g. What is the mass of each mass?	

Activity 2

Solve the word problem. Show your working out and don't forget to use the correct measurement in your answer.

Problem	Answer
2a. Harrison has a packet of biscuits to have with a cup of tea. He eats two biscuits out of the packet and saves the rest. There are 10 biscuits remaining and the net mass of the remaining biscuits is 100 g. What is the net mass of all the biscuits in the packet before Harrison ate two?	
b. The gross mass of the packet of biscuits is 125g. What is the mass of the packet alone?	

Activity 3

Solve the word problem. Show your working out and don't forget to use the correct measurement in your answer.

Problem	Answer
3a. The gross mass of a box of 10 frozen pies is 1.5kg The mass of the box is 200g. What is the net mass of the 10 pies?	
b. What is the mass of each pie?	

Challenge

Solve the word problem. Show your working out and don't forget to use the correct measurement in your answer.

Problem	Answer
4. The gross mass of the box of 6 ice creams is 1kg. Each ice cream is 300g. What is the mass of the container?	
5. The mass of each chocolate is 15g. If there are 12 chocolates and the box is 5g. What is the gross mass of the box of chocolates?	

NUMERACY

NINJAS

5 MINUTE SKILL CHECK

WEEK 30 SESSION 4

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES -

do these in your head

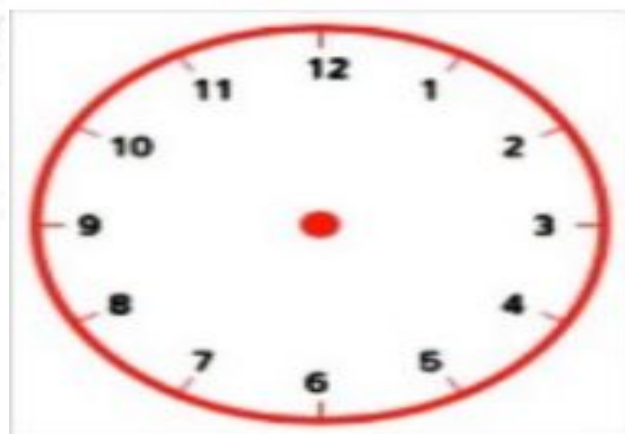
Q	Question	Answer
1	$\square + 15 = 20$	<input type="text"/>
2	Double 34	<input type="text"/>
3	$119 + 10 = \square$	<input type="text"/>
4	$159 + 40 = \square$	<input type="text"/>
5	$101 - 80 = \square$	<input type="text"/>
6	$31 + 32 = \square$	<input type="text"/>

7 $8 = 1 + \square$

8 $26 - 8 = 26 - 6$
 $- \square$

9 $6 + 6 + 6 = \square$
 $\times 6$

10 Draw hands on
the clock face
showing 1:35
am



Total out of 10

TIMESTABLES -

do these in your head

Q	Question	Answer
1	$28 \div 7 = \square$	<input type="text"/>
2	$8 \times 3 = \square$	<input type="text"/>
3	$8 \times \square = 24$	<input type="text"/>
4	$32 \div \square = 4$	<input type="text"/>
5	$8 \times \square = 56$	<input type="text"/>
6	$5 \times 8 = \square$	<input type="text"/>

7

$8 \times 3 = \square$

8

$45 \div \square = 9$

9

$3 \times 8 = \square$

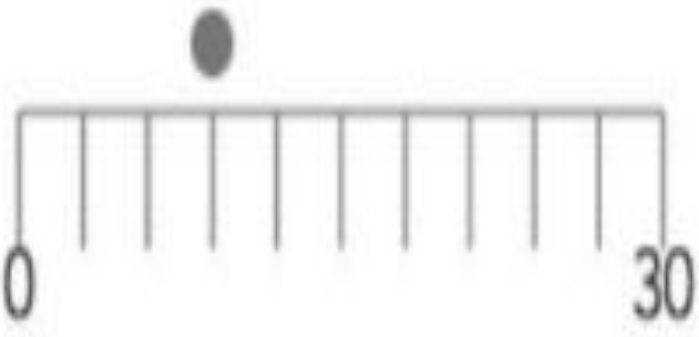
10

$\square \div 7 = 3$

Total out of 10

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$859 + 4680$	<input type="text"/>
2	$(4 + 86) \div 9$	<input type="text"/>
3	Write 29963 in words. Use the opposite page for your answer.	<input type="text"/>
4	$765.46 \div 1000$	<input type="text"/>
5	Simplify $\frac{4}{6}$	<input type="text"/>
6	Which is the lowest number, -8 or -3 ?	<input type="text"/>

7	Value of the dot 	<input data-bbox="1141 190 1508 324" type="text"/>
8	What is the lowest common multiple of 6 and 10?	<input data-bbox="1141 817 1508 952" type="text"/>
9	What is the value of 3 cubed?	<input data-bbox="1141 1310 1508 1444" type="text"/>
10	$\frac{3}{10} = \frac{\square}{70}$	<input data-bbox="1141 1702 1508 1836" type="text"/>
Total out of 10		<input data-bbox="1141 1982 1508 2116" type="text"/>

Type here

WHICH NINJA BELT ARE YOU?



Which belt does your
NINJA Score earn you?

0-3

WHITE

YELLOW 4-6

7-9

ORANGE

GREEN 10-13

14-17

BLUE

PURPLE 18-21

22-25

RED

BROWN 26-29

30

BLACK



Week 30 Session 4

Mental Strategies Answers



Q	Question	Answer
1	$\square + 15 = 20$	5
2	Double 34	68
3	$119 + 10 = \square$	129
4	$159 + 40 = \square$	199
5	$101 - 80 = \square$	21
6	$31 + 32 = \square$	63
7	$8 = 1 + \square$	7
8	$26 - 8 = 26 - 6 - \square$	2
9	$6 + 6 + 6 = \square \times 6$	3
10	Draw hands on the clock face showing 1:35 am	See above



Week 30 Session 4

Times tables Answers

Q	Question	Answer
1	$28 \div 7 = \square$	4
2	$8 \times 3 = \square$	24
3	$8 \times \square = 24$	3
4	$32 \div \square = 4$	8
5	$8 \times \square = 56$	7
6	$5 \times 8 = \square$	40
7	$8 \times 3 = \square$	24
8	$45 \div \square = 9$	5
9	$3 \times 8 = \square$	24
10	$\square \div 7 = 3$	21



Week 30 Session 4



Key Skills Answers

Q	Question	Answer
1	$859 + 4680$	5539
2	$(4 + 86) \div 9$	10
3	Write 29963 in words. Use the opposite page for your answer.	Twenty nine thousand, nine hundred and <u>sixty three</u>
4	$765.46 \div 1000$	0.76546
5	Simplify $4/6$	$2/3$
6	Which is the lowest number, -8 or -3 ?	-8
7	Value of the dot	9
8	What is the lowest common multiple of 6 and 10?	30
9	What is the value of 3 cubed?	8
10	$3/10 = \square/70$	21



Balance & Agility

Got Game
Home PE
Week 10





Week 10 Lesson Video

Hi there everyone and welcome to your last week of Got Game lessons for this term. Today you are working on your agility and balance skills, which are both really important for many everyday activities as well as a range of sports. The link is at the bottom of this slide.

I hope you have enjoyed the lessons and active videos this term. I know it isn't ideal and we would all rather be at school with our teachers and seeing our friends again but you are all doing so well. Thanks so much for all of your hard work with Got Game Home PE and all the comments and likes on our videos. Don't forget about our competition where you can send in a video of you participating in our lessons and be in the running to win an awesome prize pack!

Have a safe and enjoyable break. You have all earned it!

Mr Ellis :)

[Week 10 - Agility and Balance \(Primary\)](#)





Extension Videos

Click on the links below to access more videos that will further improve your agility and balance as well as a Kahoot to test your knowledge! If the Kahoot link you click on does not let you complete that quiz then click on one of the other links.

[Balance workout with Michelle](#)

[Balance ball handling with Michelle](#)

[Balance pillow path with Michelle](#)

[Agility with Emily](#)

[Agility colour box with Emily](#)

[Agility course with Emily](#)

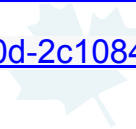
Kahoots:

https://kahoot.it/challenge/07038562?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050444795

https://kahoot.it/challenge/07692146?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050500764

https://kahoot.it/challenge/05199307?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050543869

https://kahoot.it/challenge/03334765?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050585325





**STAGE 3
LITERACY
WEEK 10**

Friday

FRIDAY

DEAR

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss



TEXT READ:
Type here

PAGES
READ:
Type here


TIME:
Type here

This template was created by **Slidesgo**


READING
gives us
SOMEPLACE
to go when
we have to
STAY where
we are

WEEK 10 UNIT 28

YEAR 5



y **u**(yoo)

 yoyo

computer

y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

List Words	Extension List Words		
yacht	volume	regular	newspaper
stew	tubeless	circular	duplicate
pupil	humanly	particular	genuinely
obtuse	annually	curable	amusement
misuse	museum	lawyer	endurance
argue	refusal	insecure	communicate
arguing			

EXTENSION

List Words	Extension List Words		
annuity	humanity	pneumonia	union
civilian	individual	populated	utensil
European	irregular	reviewed	utilise
enduring	millionaire	securely	voluminous
failure	neutralise	uniformity	yielded

WEEK 10 UNIT 28

YEAR 6




y u(yoo)



yoyo



computer



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

List Words

Extension List Words

yearn
yield
pursuit
union
utensil
utilise
failure

uniform
universal
opinion
curious
mutual
queue

behaviour
billiards
peculiar
familiar
civilian
neutralise

occupation
popularity
irregularity
pneumonia
manufacture
humanitarian

EXTENSION

List Words

Extension List Words

accumulate
carillon
communicative
duel
dual
dubious

duress
fumigate
halyard
inaugural
indubitable

ingenuous
miraculously
pseudonym
pugilist
rebellion

studious
tuition
tumour
turbulent
yarmulke

[Soundwaves Online Student Login](#)



PERSUASIVE WRITING LEARNING

INTENTION

We are learning to persuade with a clear opinion and supportive arguments.

SUCCESS CRITERIA:

- I can emphasise my opinion with a topic sentence and concluding statement
- I have relevant reasons to support my opinion
- I can provide examples to persuade the reader

TOPIC/ QUESTION:

Rules and laws tell us what we can and can not do.

Are laws always 'right'? Is it okay to question or take a stand against the law?

Record a video using Screencastify responding to the question above. You must include:

- Your opinion (topic sentence)
- 3 supporting reasons with examples
- A concluding statement

Your aim is to persuade!

**SUBMIT YOUR SCREENCASTIFY
RECORDING HERE**



BEFORE YOU TURN IT IN...

CHECK THE SUCCESS CRITERIA

(add style and functionality to the brochure)



01

- My opinion is clear with a topic sentence and concluding statement

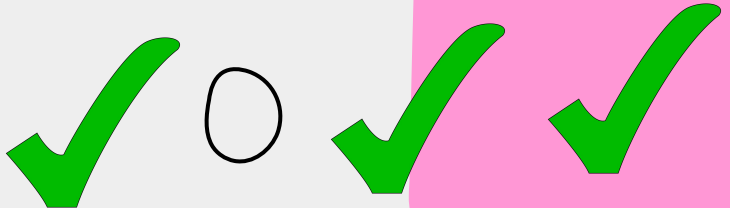
02

- I have included relevant reasons to support my opinion

03

- I have provided examples to persuade the reader

Drag these ticks next to each success criteria once you have checked



WOOHOO!
NOW TURN IT IN!

WELLBEING TASK: NON- SCREEN TASKS

More

Non-screen activities you can do at home

Pobble

25
more
ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

- | | | | | |
|---|---|---|---|--|
| <p>1 Get doodling!
Grab some paper and pens and doodle anything you like! Animals, aliens or something else.</p>  | <p>2 Create your own animal.
Could you combine two of your favourites? What will you call it?</p>  | <p>3 Design and draw a new musical instrument.
How would you play it and what will it sound like?</p>  | <p>4 Make up your own 5 minute exercise routine.
What will you include?</p>  | <p>5 Can you make up your own jokes?
Tell them to someone to make them laugh!</p>  |
| <p>6 Make some jewellery.
Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!</p> | <p>7 Paper aeroplane challenge!
Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?</p> | <p>8 Fingerprint art!
Use only your fingertips and paint to create a picture.</p>  | <p>9 Make a bookmark to use when you're reading.</p>  | <p>10 Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.</p>  |
| <p>11 Quick draw!
Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.</p> | <p>12 Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON. Now think of your own words and write some more!</p> | <p>13 How many different words can you make from the letters in this sentence?

Keeping my brain busy is fun</p> | <p>14 Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.</p> | <p>15 Guess the character!
Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.</p> |
| <p>16 Make a finger puppet!
Use a paper cone to make a body, then attach a paper head.</p>  | <p>17 Describe the most disgusting meal EVER! What is in it? Spaghetti worms, toenails on toast or something else?</p>  | <p>18 Create a comic strip about an animal who turns into a superhero. Which animal will you choose?</p>  | <p>19 Create a family kindness jar. Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!</p> | <p>20 Find a fun place to sit and read a book. Under the bed? Up a tree? Where will you go?</p>  |
| <p>21 How many words can you think of that rhyme with WRITE?</p>  | <p>22 Write a recipe for 'Springtime'. What will you include? Flowers? Sunshine? What else?</p> | <p>23 Use your body to make the shape of a letter. How many more can you make? Can you make every letter in the alphabet?</p> | <p>24 Play alphabet bingo! Can you spot an item in your home or garden that starts with the letter a,b,c and so on?</p> <p>ABC</p> | <p>25 Start a diary. Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.</p> |

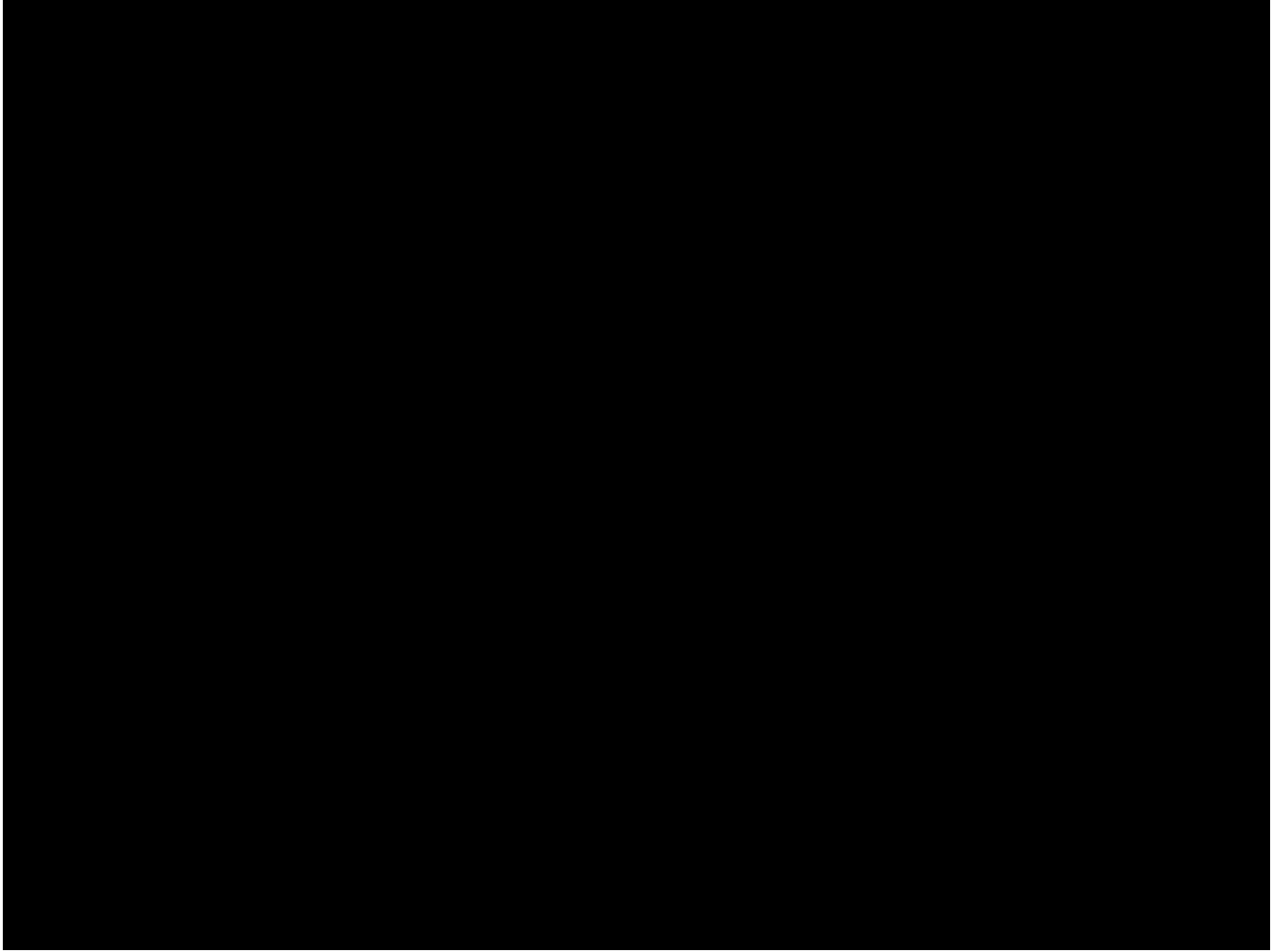
Parents and teachers – please share your success stories with us on social media:

HeyPobble Pobble Education TeamPobble



Screencastify
Tutorial

Screencastify - How to download



Screencastify - How to use

Screencastify - How to upload videos

BTN EPISODE

FRIDAY WEEK 10

BTN Link

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

BTN

SUMMARY

TASK: Watch BTN Episode for this week.

Write a summary about your favourite story.

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 - FRIDAY WEEK 10

Type your summary here

Friday Wellbeing

Visit the following link and enjoy a NSW
Education Live Stream Event:

— Link: [Parents and carers](#) —

Stage 3 Maths Challenge

Week 10 Friday



MUSEUM HEIST!



The National Museum has just been broken into!
Priceless artefacts could be lost forever,
unless the thieves are stopped!

The only way to secure the perimeter of the museum
and ensure the thieves cannot escape,
is to follow the clues and find the 4 lock down codes.

The National Museum is relying on you,
so make sure you read all the instructions carefully!

MUSEUM HEIST!



1. In this online file, you will have all of the instructions and puzzles needed to uncover 4 secret codes. Type your answers onto the slides, or move the pieces provided so you can keep track of your answers.
2. Read all instructions carefully to solve the problems accurately and uncover the correct codes.
3. When you finish a task, the code must be typed into a Google Form you can access here:
<https://forms.gle/cKeyrwzY9HBhJhNc7>
4. If your code is incorrect you will be prompted to 'try again'. If your code is correct, continue to the next task!

TASK ONE

Supplies needed:

- ✓ Task 1 answer sheet

Directions:

1. Solve the division problems on each card
2. Move the squares on the grid by matching the division clues
3. Record the letters on the code line, from left to right and top to bottom
4. Type your code in CAPITAL letters into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK ONE ANSWER SHEET

$3 = 120 \div 6 =$

09
 $12 \div 3 =$

09
 $65 \div 5 =$

39
 $8 =$
 $63 \div 7 =$

CODE: **??** **??** **??** **??** **??** **??** **??** **??**

156
 $42 \div 7 =$

$100 \div 5 =$
20

$72 \div 9 =$
8

$12 \div 2 =$
36

TASK TWO

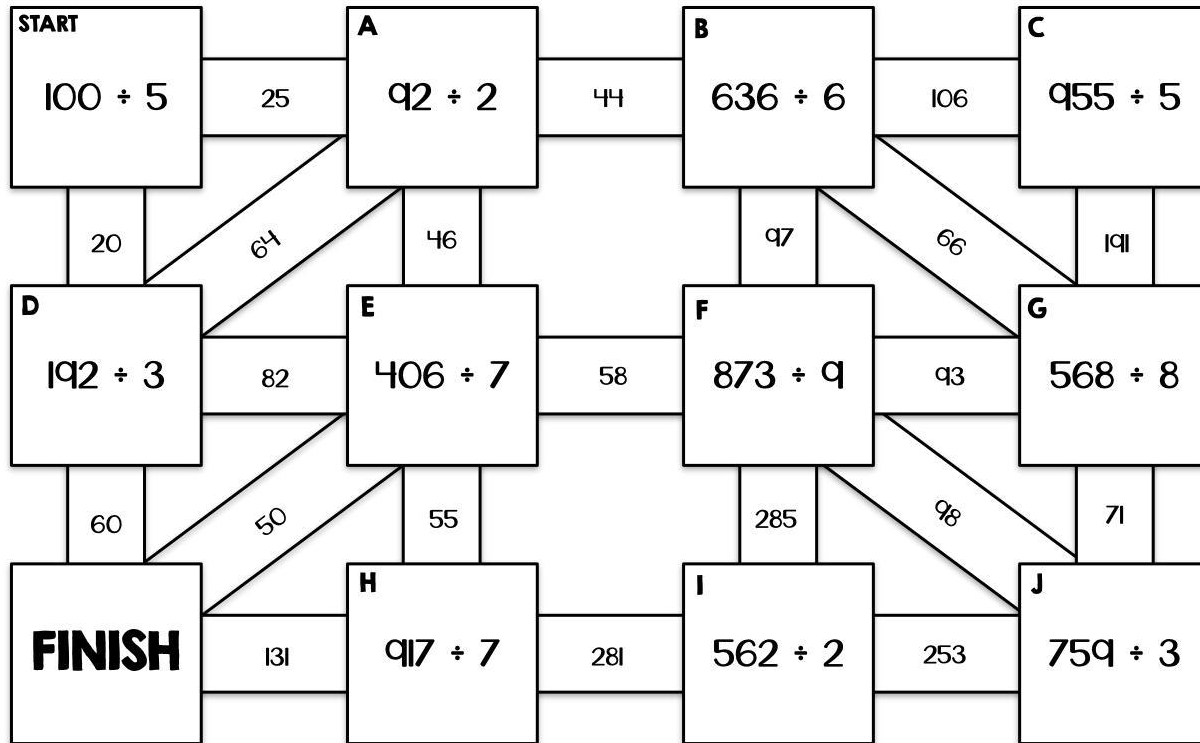
Supplies needed:

- ✓ Task 2 puzzle

Directions:

1. Navigate through the maze from start to finish
2. In the maze, the answer will lead you to the next problem.
Hint: Use the arrows on the side to keep track of your path.
3. Type your code into the Google Form in CAPITAL letters with no spaces. If the code is correct, progress to the next task.

TASK TWO QUESTION SHEET



CODE: ? ? ? ? ? ? ? ? ? ?

TASK THREE

Supplies needed:

- ✓ Task 3 answer sheet

Directions:

1. Solve the division problems on the division cards
2. Sort the cards into 2 groups - with remainders and without
3. Organise the cards on the number line in ascending order
4. Type your code in CAPITAL letters from left to right, and top to bottom with no spaces. If the code is correct, progress to the next task.

TASK THREE ANSWER SHEET

Without Remainders

--	--	--	--	--

--	--	--	--	--

With Remainders

CODE: ? ? ? ? ? ? ? ? ? ?

J

$7 \overline{)847}$?

C

$5 \overline{)586}$?

A

$2 \overline{)837}$?

D

?

TASK FOUR

Supplies needed:

- ✓ Task 4 question sheet
- ✓ Task 4 decoder

Directions:

1. Solve the word problems
2. On the decoder page, use the answers from the word problems to find the secret message
3. Type the secret message in CAPITAL letters into the Google Form with no spaces. If the code is correct, you have made it out!

TASK FOUR QUESTION SHEET

QUESTION 1

A group of 5 friends went out to dinner. If the bill cost a total of \$265, how much did each friend pay if they split the bill equally?

Type here

QUESTION 2

A school sold raffle tickets to raise money for new supplies. If the school raised \$5672, and the tickets were \$8 each, how many were sold?

Type here

QUESTION 3

After 6 months, Sally saved \$4920. If she saved the same amount of money each month, how much money did she put aside per month?

Type here

QUESTION 4

A group of 6 people shared in a prize of \$1236. If the prize was shared equally, how much did they each receive?

Type here

