

Remote Learning Grid - Week 9 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. Feedback on activities will be provided in school hours only.

	Monday 6/9/21	Tuesday 7/9/21	Wednesday 8/9/21	Thursday 9/9/21	Friday 10/9/21
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 Unit 27 Year 5 took556</p> <p>Spelling Google Slide Pick Spelling words from your Soundwaves list to complete. 1. Dictionary Meanings Pick 8 words from your list and write their definition.</p> <p>10am ZOOM GROUP 1 Literacy Discussion <i>*your teacher will have more information</i></p> <p>Reading: Detention Fences! Respond to the questions on the use of the symbol 'fences' after reading or listening to Chapter 33.</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 27 Year 5 took556</p> <p>Writing Persuasive Writing 1. This or That Pick one on the options on the slide and complete the brainstorm graphic organiser with 3 supporting reasons 2. Paragraph Graphic Organiser Complete the Paragraph Graphic Organiser based on your opinion with supporting reasons.</p> <p>10am ZOOM GROUP 2 Literacy Discussion <i>*your teacher will have more information</i></p> <p>Reading: Detention Focus on Ethical Dilemma's. Respond to the questions on Dan's ethical dilemma after reading or listening to Chapter 34.</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 Unit 27 Year 5 took556</p> <p>Writing Persuasive Writing Preparation: What are your most prized possessions? Submit a photo of your answer. Details in Google Slide.</p> <p>10am ZOOM GROUP 3 Literacy Discussion <i>*your teacher will have more information</i></p> <p>Reading: Detention Focus on Sima. Respond to the questions about Sima after reading or listening to Chapter 35.</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 Unit 27 Year 5 took556</p> <p>Spelling Google Slide 1. Synonyms Pick 13 words from your list and write a Synonym for it.</p> <p>Writing Persuasive Writing -Read through the Google Slides. - You will need the photo submission of your prized possessions from yesterday 1. Write a persuasive paragraph Write a paragraph to justify your choice in each of your prized possessions. Take into consideration the scenario. Justify your choice for each item, including why it is important.</p> <p>Reading: Detention Author Perspective</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 Unit 27 Year 5 took556</p> <p>Reading: Catch up on Detention chapters and writing responses.</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 the episode this week</p> <p>Squiz Kids Podcast. Simply listen to today's podcast.</p>

				Respond to the questions on events after Sima's escape after reading or listening to Chapter 36.	
Wellbeing break	<i>Library Wellbeing Task</i> Go in to Your Library GC	Do a job around the house to make it easier for your parents.	Wellbeing Wednesday Go for a walk with a family member and get some fresh air.	<i>Library Wellbeing Task Due</i> Go in to Your Library GC	FUN FRIDAY <i>Watch today's Education Live Stream Event</i>
Break	Break	Break	Break	Break	Break
Middle	Mathematics Read the attached Year 5 Google Slides Year 5 Monday, Watch the Videos for explanations on the extended algorithm for multiplication. Complete the activities on the slides. Complete today's Numeracy Ninja session. Complete 3 Mathletics activities.	Mathematics Read the attached Year 5 Google Slides Presentation Tuesday and watch the video explanations, on word problems.. Complete the word problems on the slides. Complete 3 Mathletics activities. Numeracy Ninja - Complete today's session. Revise multiplication and division facts.	Mathematics Read the attached Year 5 Google Slides presentation for Wednesday and watch the video on graphs, including sector graphs. Answer the questions and complete the activities on the slides. Complete 3 Mathletics activities Numeracy Ninja - Complete today's session. Revise multiplication and division facts	Mathematics Read the attached Google Slides and watch the video for Thursday and complete the dot plot, column graph and line graph activities on the slides. Complete 3 Mathletics activities. Numeracy Ninja - Complete today's session Revise multiplication and division facts	Mathematics Undertake the Stage3 Friday Challenge - See how many challenges you can complete correctly. For adventurous students, see if you can escape from the escape room.. Complete 3 Mathletics activities. Revise multiplication and division facts
Wellbeing break	Complete the 'My Coping Strategies' Survival Guide on Google Slides	ZOOM CLASS WELLNESS CHECK IN Year 5: 1:30pm	Wellbeing Wednesday Play a game outside and get some Vitamin D.	ZOOM CLASS WELLNESS CHECK IN. Year 5: 1:30pm	STEP CHALLENGE Try and reach 10,000 steps today. Use this time to get your walk on.
Break	Break	Break	Break	Break	Break
Afternoon	KLA 1:20 - 2:00 School Virtual Disco	KLA Geography (Lesson 8) How can stereotypes and generalisations affect how we think about places? A study of India and Ethiopia.	KLA Science Assessment All about forces! Complete the slides to demonstrate what you've learned about forces!	KLA Geography (Lesson 9) Explore the connections between Australia and New Zealand.	KLA Sport Sport with Mr Ellis



Week 9

Stage 3

Monday

Monday DEAR

Text Read

Type here

Pages Read

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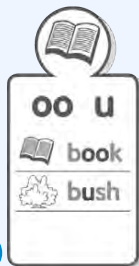
Amount of Time

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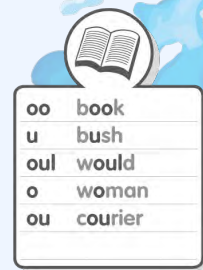
Soundwaves Unit 27

Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

Year 5 Extension


bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted



oo u

 book

 bush

Learning Intention:

We are learning strategies to spell familiar and unfamiliar words.



oo book

u bush

oul would

o woman

ou courier

Success Criteria

- I can identify the focus sound of the week in unfamiliar words.
- I can define my words and identify their part of speech.

DICTIONARY DIG

Look up your spelling words in the dictionary and type their definition.

unfulfilling

(adjective) not providing happiness or satisfaction.



Detention

Week 9



Monday - Chapter 33 Youtube link



at the foot of the last doorway, there would be no chance of seeing people on the way.

They reached the front of a great window with a high window, and looked out. It was the corner of Middle-earth, and the window looked out over the sea. They saw the land up to the hills, and the hills up to the sky. They saw the land up to the hills, and the hills up to the sky. They saw the land up to the hills, and the hills up to the sky.

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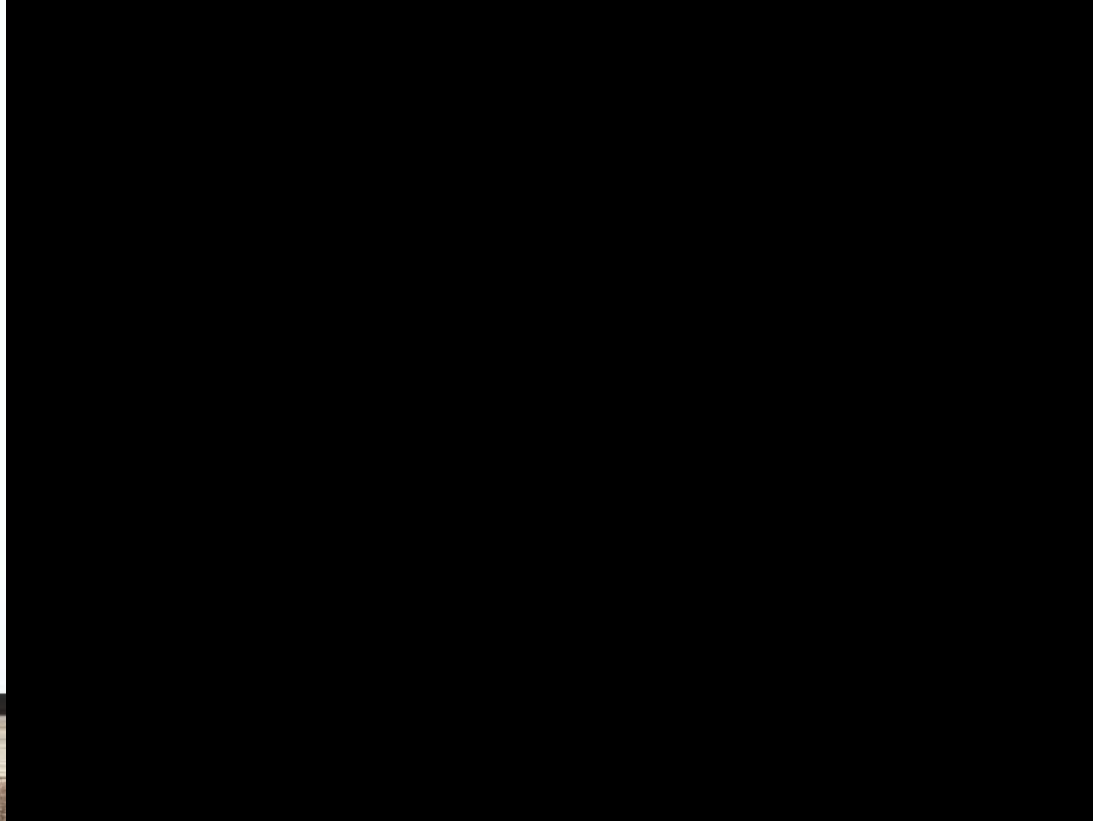
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Monday - Chapter 33



PERSPECTIVE AND SYMBOLS

Readers bring their own perspective or life experiences to understanding stories. The author uses the symbol of a fence throughout the novel including as an image on the front cover.

- 1. Describe what images/feelings you have when you think of a fence.**

- 2. Contrast this to the ‘fences’ in Sima’s life. How has her life been impacted by ‘fences’?**



3. The author, Tristan Banks challenges the reader with the lines:

'Fences, Sima thinks. She never wants to see another fence as long as she lives. If she had her way, there would be no fences locking people in or out.'

Do you think the author thinks it's fair that refugees are locked behind 'fences' in Australia? What do you think he would like to have changed?

4. When Dan asks Sima what Afghanistan is like she says it's 'beautiful'. Are you surprised by her response? Why/Why not?





MULTIPLICATION AND DIVISION



Week 9 - Monday



LEARNING INTENTION

We are learning to:

- Solve problems involving multiplication of large numbers by one- or two digit numbers using efficient mental and written strategies

SUCCESS CRITERIA

I can:

- Use mental and written strategies to multiply three and four digit numbers
- Use an area model for two-digit by two-digit multiplication
- Factorise numbers
- Use extended form of the formal algorithm
- Use digital technologies to multiply numbers of up to four digits
- Apply and record strategies when solving multiplication word problems

EXTENDED ALGORITHM

The extended form of algorithm is a way we solve multiplication problems, where we can see every step of the problem solving process. It allows us to multiply in parts.

Here is an example of an extended form of algorithm.

Th	H	T	O
		3	6
x		1	2
<hr/>			
		7	2
	13	6	0
<hr/>			
	4	3	2

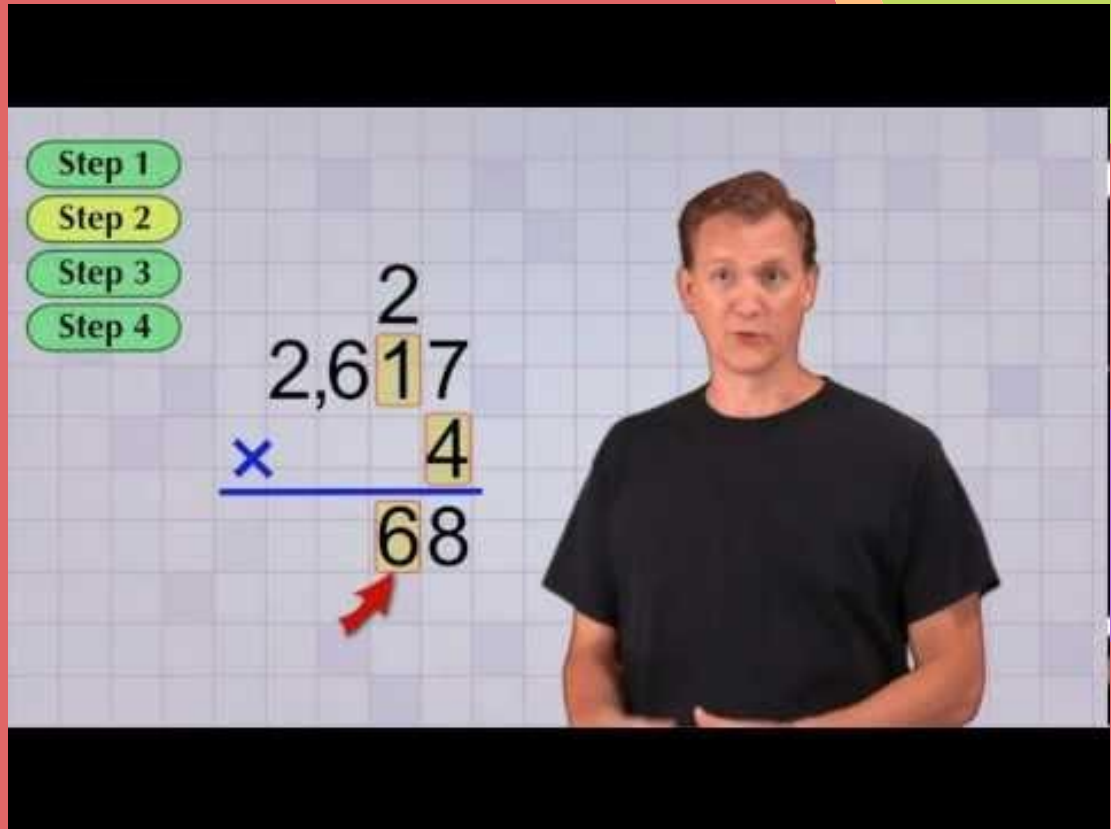
First we start with the ones. We multiply the 36 by 2. We start with the ones and move onto the tens. Similar to how we do addition. (Pay attention to the blue lines and writing).

Then we put a 0 in the ones column. We multiply the tens. We multiply 36 by one but we start in the tens column (Pay attention to the purple lines and writing)

Finally we add all the numbers in the column together

EXTENDED ALGORITHM

PART 1



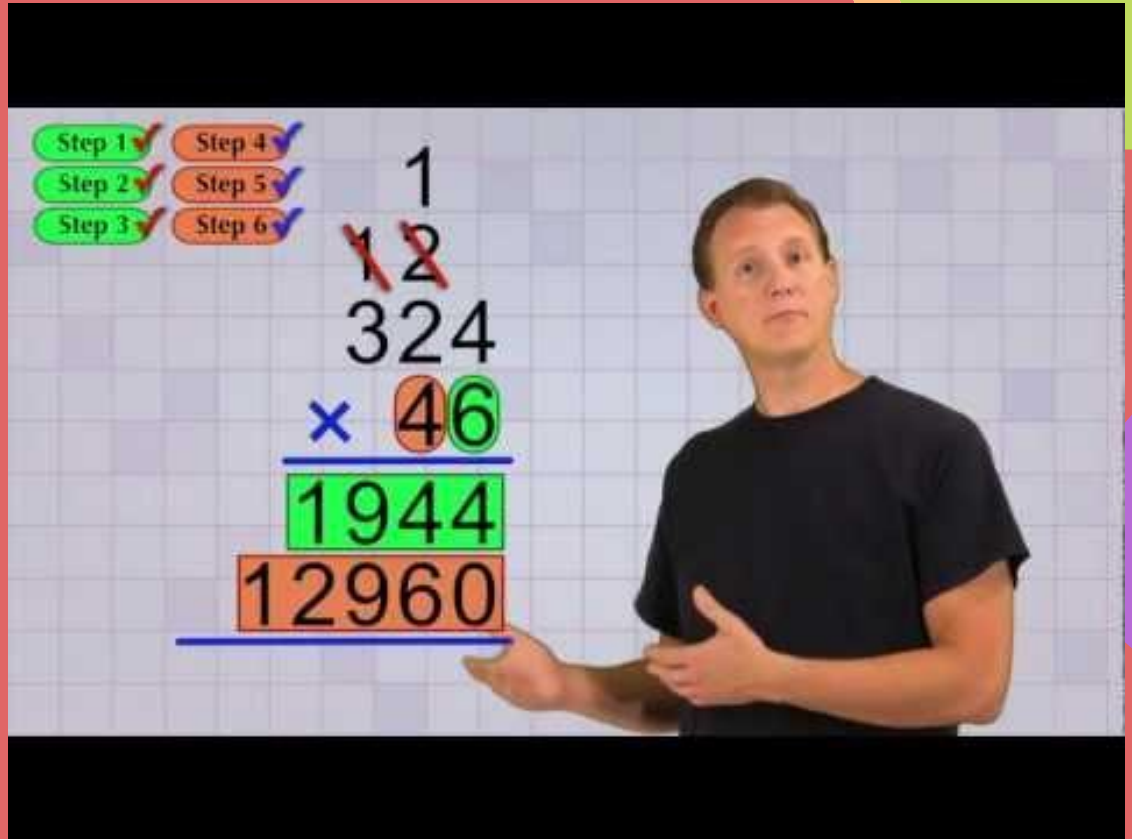
Step 1
Step 2
Step 3
Step 4

$$\begin{array}{r} 2,617 \\ \times \quad 4 \\ \hline 68 \end{array}$$

The video frame shows a man in a black t-shirt standing to the right of a grid. On the grid, a multiplication problem is displayed. The number 2,617 is written above a blue horizontal line, and the number 4 is written below it. A red arrow points to the 68 below the line. To the left of the grid, there are four green buttons labeled Step 1, Step 2, Step 3, and Step 4.

EXTENDED ALGORITHM

PART 2



Step 1 ✓ Step 4 ✓
Step 2 ✓ Step 5 ✓
Step 3 ✓ Step 6 ✓

$$\begin{array}{r} 1 \\ \cancel{1} \cancel{2} \\ 324 \\ \times 46 \\ \hline 1944 \\ 12960 \\ \hline \end{array}$$

The image shows a man in a dark blue t-shirt standing in front of a grid background. He is gesturing towards a multiplication problem. The problem is 324 multiplied by 46. The result is 1944 plus 12960, totaling 14904. The grid has colored boxes around the numbers and steps. A pencil icon is in the top right corner.

EXAMPLE

Now let's do an algorithm together. $243 \times 6 =$

Th	H	T	U
	2	1	
	2	4	3
x			6
1	4	5	8

First, we need to put the number sentence into our table. I have left a row above the numbers for you to write any numbers you have carried over.

We work from right to left.

1. $6 \times 3 = 18$. We put the 8 in the ones column and carry the 1.
2. Then, $6 \times 4 = 24$. We then add the one that we carried over, $24 + 1 = 25$. We put the 5 in the tens column and then carry the 2 over to the hundred column.
3. Then, $6 \times 2 = 12$. We have to add the two we carried over, $12 + 2 = 14$. This is the last step so we write the whole number down the bottom.

YOUR TURN

$327 \times 3 =$

Th	H	T	U
	3	2	7
x			3

$247 \times 4 =$

Th	H	T	U
x			

$154 \times 5 =$

Th	H	T	U
x			

YOUR TURN

315 x 3

Th	H	T	U
x			

286 x 2

Th	H	T	U
x			

194 x 5

Th	H	T	U
x			

EXAMPLE

Now let's do an algorithm together. $518 \times 23 =$


	Th	H	T	U
			21	
		4	1	8
	x		2	3
	1	2	5	4
+	8	3	6	0
	9	6	1	4

First, we need to put the number sentence into our table. I have left a row above the numbers for you to write any numbers you have carried over.

We work from right to left.

1. $3 \times 8 = 24$. We put the 4 in the ones column and carry the 2.
2. Then, $3 \times 1 = 3$ and we add the 2. $3 + 2 = 5$.
3. $3 \times 4 = 12$. We put the 2 in the hundreds column and 1 in the thousands column.
4. We put a 0 in the unit column first because we're multiplying a ten. $2 \times 8 = 16$. We put the 6 in the tens column and carry over the 1.
5. $2 \times 1 = 2$, $2 + 1 = 3$. We write this in the hundreds column
6. $2 \times 4 = 8$. We write this in the thousands column
7. Finally we add all the numbers together. $1554 + 8360 =$


YOUR TURN



	Th	H	T	U
		1	3	2
	x		2	1
+				0

	Th	H	T	U
		3	6	4
	x		1	2
+				0

	Th	H	T	U
		4	2	5
	x		4	3
+				

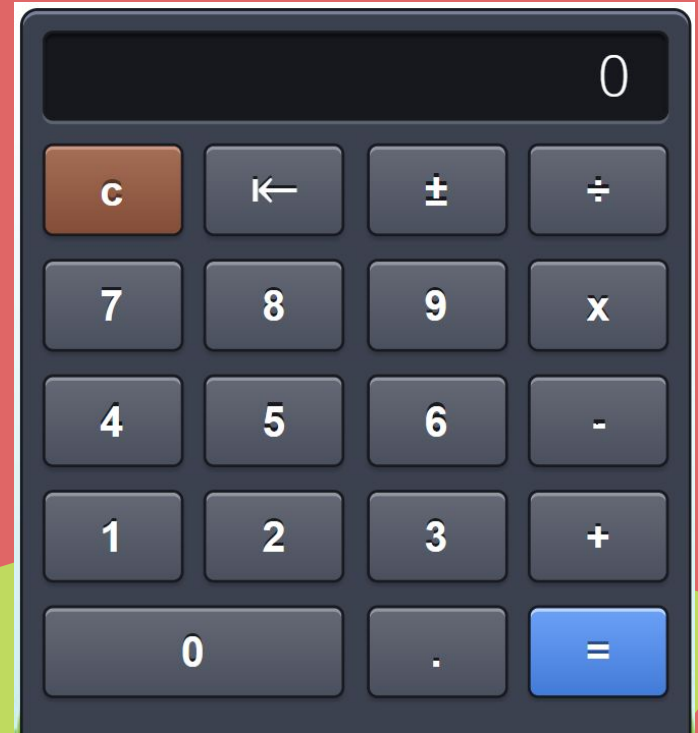


DIGITAL TECHNOLOGIES

Part of our learning in this topic is to use digital technology to multiply numbers. If you don't have a calculator at home, click on the image on the right to access an online calculator.

Use a calculator to answer the following questions:

1	$572 \times 316 =$	
2	$694 \times 251 =$	
3	$989 \times 482 =$	
4	$1054 \times 2864 =$	
5	$4373 \times 2561 =$	



NUMERACY

NINJAS

5 MINUTE SKILL CHECK

WEEK 29

SESSION 1

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$10 = \square + 1$	<input type="text"/>
2	What is double 8?	<input type="text"/>
3	What is half of 51?	<input type="text"/>
4	$15 + 80 = \square$	<input type="text"/>
5	$133 - 60 = \square$	<input type="text"/>

6	$12 + \square = 20$	<input type="text"/>
7	$68 + 70 = \square$	<input type="text"/>
8	$51 + 18 = 51 +$ $9 + \square$	<input type="text"/>
9	$1 + 871 = \square$	<input type="text"/>
10	$86 + 85 = 80 +$ $80 + \square$	<input type="text"/>
Total out of 10		<input type="text"/>

TIMESTABLES -

do these in your head

Q	Question	Answer
1	$21 \div \square = 7$	<input type="text"/>
2	$\square \times 10 = 100$	<input type="text"/>
3	$\square \div 10 = 3$	<input type="text"/>
4	$49 \div \square = 7$	<input type="text"/>
5	$8 \times 8 = \square$	<input type="text"/>

6

$$\square \div 6 = 4$$

7

$$45 \div \square = 5$$

8

$$6 \times 6 = \square$$

9

$$\square \times 6 = 54$$

10

$$90 \div 10 = \square$$

Total out of 10

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$612 \div 9 = \square$	<input type="text"/>
2	$10 \div 2 + 4$	<input type="text"/>
3	$40.32 \div 0.5$	<input type="text"/>
4	0.13×10	<input type="text"/>
5	$(-100) \div (-10)$	<input type="text"/>
6	If $a = 5$, $b = 9$ and $c = 3$, what is the value of $2a + b/c$?	<input type="text"/>

7	$5 - (-10)$	<input type="text"/>
8	What is the highest common factor of 27 and 19?	<input type="text"/>
9	What is the value of (-12) squared?	<input type="text"/>
10	What is 110% of £120?	<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



Week 29 Session 1

Mental Strategies Answers

Q	Question	Answer
1	$10 = \square + 1$	9
2	What is double 8?	16
3	What is half of 51?	25.5
4	$15 + 80 = \square$	95
5	$133 - 60 = \square$	73
6	$12 + \square = 20$	8
7	$68 + 70 = \square$	138
8	$51 + 18 = 51 + 9 + \square$	9
9	$1 + 871 = \square$	872
10	$86 + 85 = 80 + 80 + \square$	11



Week 29 Session 1

Times tables Answers

Q	Question	Answer
1	$21 \div \square = 7$	3
2	$\square \times 10 = 100$	10
3	$\square \div 10 = 3$	30
4	$49 \div \square = 7$	7
5	$8 \times 8 = \square$	64
6	$\square \div 6 = 4$	24
7	$45 \div \square = 5$	9
8	$6 \times 6 = \square$	36
9	$\square \times 6 = 54$	9
10	$90 \div 10 = \square$	9



Week 29 Session 1

Key Skills Answers

Q	Question	Answer
1	$612 \div 9 = \square$	68
2	$10 \div 2 + 4$	9
3	$40.32 \div 0.5$	80.64
4	0.13×10	1.3
5	$(-100) \div (-10)$	10
6	If $a = 5$, $b = 9$ and $c = 3$, what is the value of $2a + b/c$?	13
7	$5 - (-10)$	15
8	What is the highest common factor of 27 and 19?	1
9	What is the value of (-12) squared?	144
10	What is 110% of £120?	£132

The background is a light-colored marbled pattern with grey and white veins. The text is centered and presented in three stacked grey rectangular boxes. The font is a bold, black, sans-serif typeface.

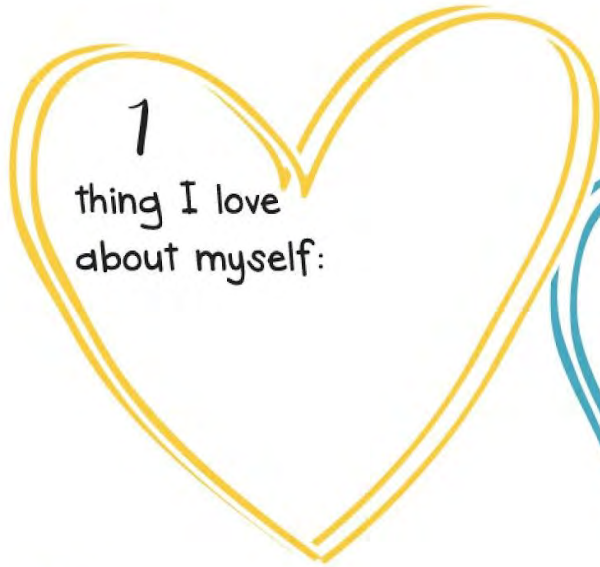
MONDAY

WELLBEING

TASK

Day 1

I CAN BUILD MY SELF-LOVE each day



3 ways I show kindness to others:

4 positive qualities I have:

5 things I did well this week:



Week 9

Stage 3

Tuesday

Tuesday DEAR

Text Read

Type here

Pages Read

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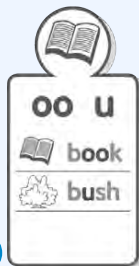
Amount of Time

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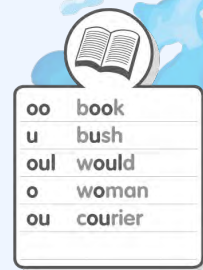
Soundwaves Unit 27

Year 5



soot	shouldn't	bullock	barefoot
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woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

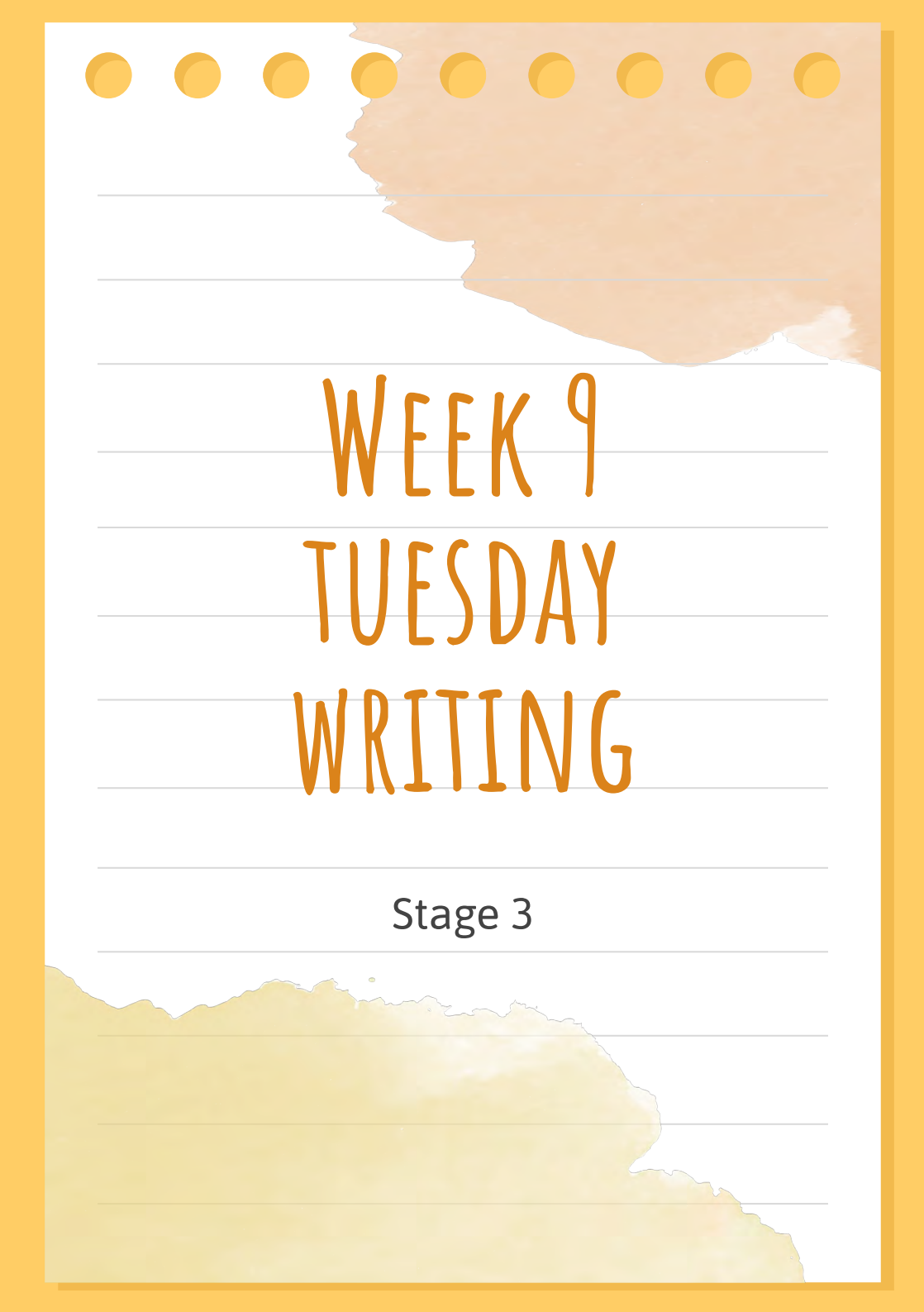
Year 5 Extension

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bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted

[Soundwaves Online](#)



WEEK 9
TUESDAY
WRITING

Stage 3

LEARNING INTENTION:

I CAN STATE MY OPINION WITH SUPPORTING,
RELEVANT REASONS

01

Opinion

My opinion reflects one of the options presented.

02

Reasons

I have 3 relevant persuasive reasons that support my opinion

PEEL PARAGRAPH REVISION

Watch the video to get more information from Muss Michos

Your Paragraph Should Include:

P

Point

Make your point



E

Evidence

Back it up:
Support your point with evidence & examples

E

Explanation

Explain how the evidence supports your point

L

Link

Link this point to the next point in the following paragraph
Or back to main point

www.mussmichos.com

Your paragraph should include:

P **E** **E** **L**

POINT

Make a clear and relevant point.

EVIDENCE

Support your point with evidence and examples.

EXPLANATION

Support your point with evidence and examples.

LINK

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...

WATCH THE VIDEO ON THE PEEL
PARAGRAPH STRUCTURE

Persuasive sentence starters

Cut out these sentence starters and give to children to use as practice in persuasive arguments.

I believe that... In my opinion...

It is vital that... I have to say that...

I really feel that... I'm sure... I know...

Others must agree that... It is clear that...

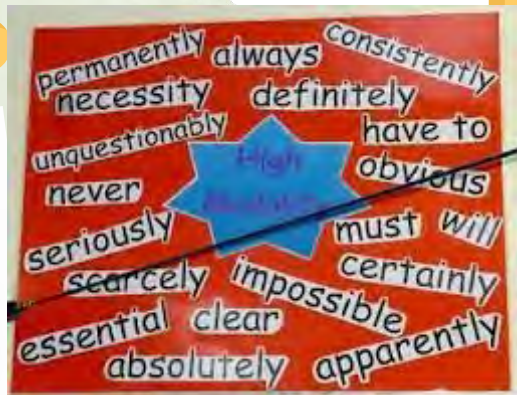
Clearly... I'm absolutely certain...

It has to be time that... Without doubt...

The time has come to... It seems to me that...

Everyone knows that... I agree that... Of course...

The fact is... In truth... Surely...



Modal verbs and adverbs

Degree and modality = strength of your belief

Here are some examples

High words	Medium words	Low words
Certainly Never Must Will Clearly Definitely Is	Likely Might Can Could May Possibly Sometimes	Occasionally Should Often Perhaps

Things to include in your persuasive writing

Sentence Starters for stating your opinion:

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

Transitions when providing reasons:

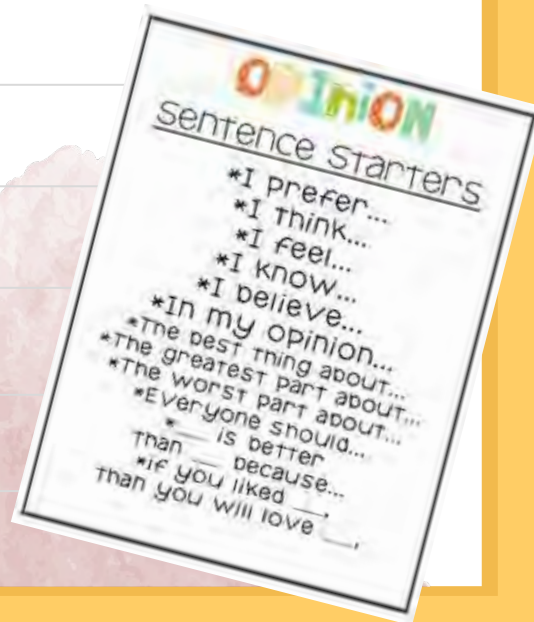
- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

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



Watch this video and enlarge me...

You have to make a decision!

Setting:

You have to evacuate your house immediately and you can only take one of the following options...

THIS OR THAT

Your favourite pair of
sneakers



OR

A treasured family
photo



BRUNO-S Blackboard

COMPLETE THE BRAINSTORM GRAPHIC ORGANISER BASED ON YOUR OPINION ON WHICH ITEM YOU WOULD TAKE AND WHY

THIS OR THAT

Sneakers

OR

Photos

TYPE YOUR
CHOICE HERE

Make sure each
reason is different

Type
Reason 1

Type
Reason 3

Type Reason
2

Remember order
your reasons, the first
being the strongest

Include a high
modality word

Start each reason with a
different sentence starter

Watch this video and enlarge me...

COMPLETE THE PARAGRAPH GRAPHIC ORGANISER TO SUPPORT YOUR OPINION

THIS OR THAT

sneakers OR Photos

What do you prefer? Type here

● Topic Sentence: Type here

Type here

3 REASONS WHY

1st Reason: Type here Type here

Example: Type here

2nd Reason: Type here

Example: Type here

3rd Reason: Type here

Example: Type here

● Conclusion: Type here

USE THIS EXAMPLE ON LIQUID GLUE AND STICK GLUE
TO HELP YOU IF YOU GET STUCK...

THIS OR THAT



What do you prefer? Liquid Glue

- **Topic Sentence:** Liquid glue is a superior glue choice in compassion to stick glue for many reasons.

3 REASONS WHY

1st Reason: It sticks better to paper and craft objects.

Example: When connecting cotton balls to craft sticks to forms a strong bond.

2nd Reason: It is flexible and able to reach small areas.

Example: Because it is liquid it can get in between cracks.

3rd Reason: It last longer than stick glue.

Example: Stick glue dries out quickly causing it to expire faster than liquid glue.

- **Counterclaim:** Although some people think stick glue is better because it is less messy, liquid glue is not messy as long as you go slowly.

- **Conclusion:** In summary, liquid glue offers many benefits that stick glue does not making it a superior choice.

Detention

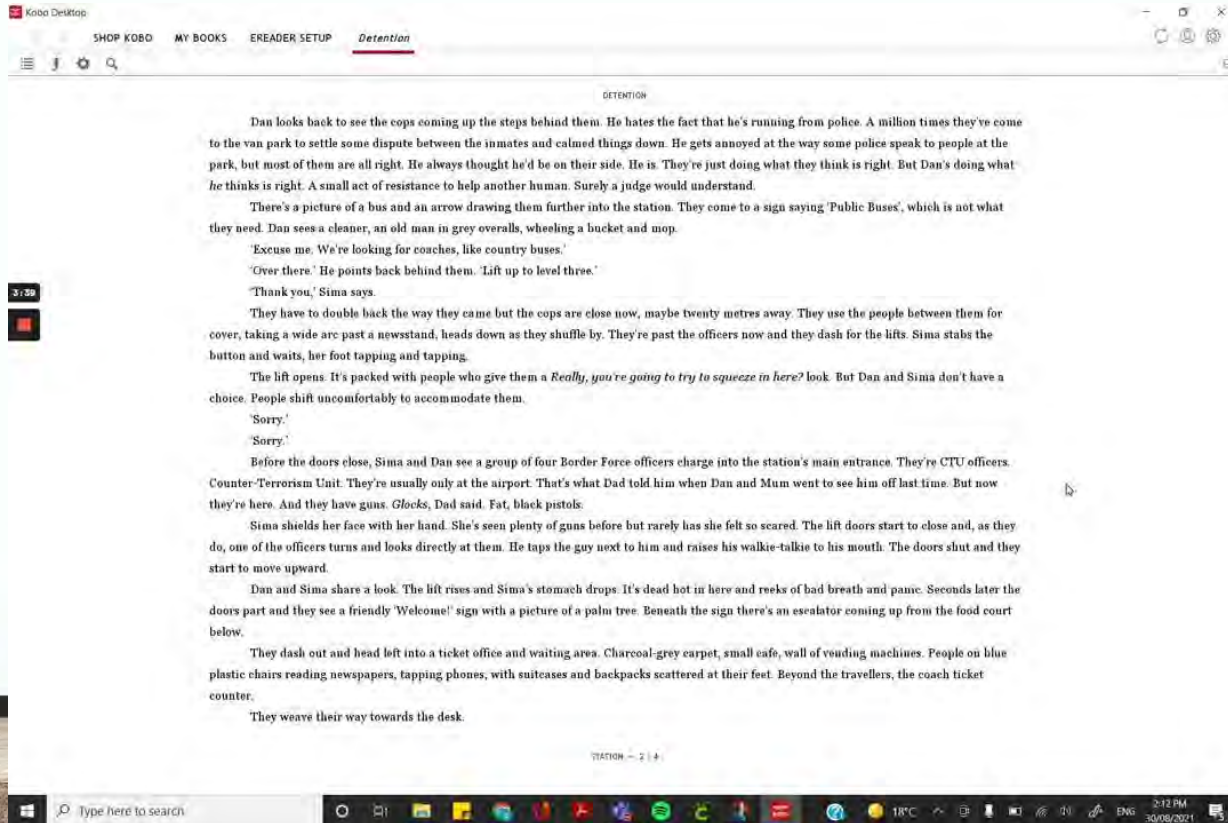
Week 9



Tuesday - Chapter 34 Youtube link



Tuesday - Chapter 34



Koba Desktop

SHDP KOBQ MY BOOKS EREADER SETUP Detention

DETENTION

Dan looks back to see the cops coming up the steps behind them. He hates the fact that he's running from police. A million times they've come to the van park to settle some dispute between the inmates and calmed things down. He gets annoyed at the way some police speak to people at the park, but most of them are all right. He always thought he'd be on their side. He is. They're just doing what they think is right. But Dan's doing what *he* thinks is right. A small act of resistance to help another human. Surely a judge would understand.

There's a picture of a bus and an arrow drawing them further into the station. They come to a sign saying 'Public Buses', which is not what they need. Dan sees a cleaner, an old man in grey overalls, wheeling a bucket and mop.

'Excuse me. We're looking for coaches, like country buses.'

'Over there.' He points back behind them. 'Lift up to level three.'

'Thank you,' Sima says.

They have to double back the way they came but the cops are close now, maybe twenty metres away. They use the people between them for cover, taking a wide arc past a newsstand, heads down as they shuffle by. They're past the officers now and they dash for the lifts. Sima stabs the button and waits, her foot tapping and tapping.

The lift opens. It's packed with people who give them a *Really, you're going to try to squeeze in here?* look. But Dan and Sima don't have a choice. People shift uncomfortably to accommodate them.

'Sorry.'

'Sorry.'

Before the doors close, Sima and Dan see a group of four Border Force officers charge into the station's main entrance. They're CTU officers. Counter-Terrorism Unit. They're usually only at the airport. That's what Dad told him when Dan and Mum went to see him off last time. But now they're here. And they have guns. *Glocks*, Dad said. *Fat, black pistols*.

Sima shields her face with her hand. She's seen plenty of guns before but rarely has she felt so scared. The lift doors start to close and, as they do, one of the officers turns and looks directly at them. He taps the guy next to him and raises his walkie-talkie to his mouth. The doors shut and they start to move upward.

Dan and Sima share a look. The lift rises and Sima's stomach drops. It's dead hot in here and reeks of bad breath and panic. Seconds later the doors part and they see a friendly 'Welcome!' sign with a picture of a palm tree. Beneath the sign there's an escalator coming up from the food court below.

They dash out and head left into a ticket office and waiting area. Charcoal-grey carpet, small cafe, wall of vending machines. People on blue plastic chairs reading newspapers, tapping phones, with suitcases and backpacks scattered at their feet. Beyond the travellers, the coach ticket counter.

They weave their way towards the desk.

STATION — 214 —

Type here to search

2:12 PM 30/08/2021

ETHICAL DILEMMA

Dan regards the police in a positive light. However, in running from them:

'Dan's doing what he thinks is right. 'A small act of resistance to help another human. Surely a judge would understand'.

1. **With these lines, what do you think the author, Tristan Banks wants the reader to question/consider?**
2. **Do you think it is important to challenge or resist authority to help another human? Why/Why not?**



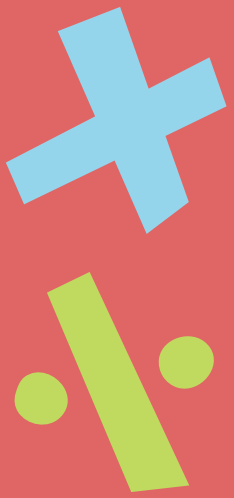
3. Dan uses his savings to buy Sima's bus ticket to Leeton. Do you think Dan is still making the right decision to help Sima even though they are clearly being pursued by Border Force officers. Why/Why not?

4. What 5 words would you use to describe Dan's character? Which of these qualities do you admire the most? Why?



MULTIPLICATION AND DIVISION

Week 9 - Tuesday



LEARNING INTENTION

We are learning to:

- Solve problems involving multiplication of large numbers by one- or two digit numbers using efficient mental and written strategies

SUCCESS CRITERIA

I can:

- Use mental and written strategies to multiply three and four digit numbers
- Use an area model for two-digit by two-digit multiplication
- Factorise numbers
- Use extended form of the formal algorithm
- Use digital technologies to multiply numbers of up to four digits
- Apply and record strategies when solving multiplication word problems

WORD PROBLEMS

C

Circle important numbers.

U

Underline the question.

B

Box any maths action words.

E

Evaluate the steps to take.

S

Solve and check.
(Does it make sense?)

With word problems, we can use the **CUBES** strategy.

1. **C**ircle important numbers
2. **U**nderline the question
3. **B**ox any maths action words
4. **E**valuate the steps to take
5. **S**olve and check

Let's look at word problem together.

Dan's dad has resorted to briber to counteract Dan's PlayStation addiction. For every evening, Dan spends away from the PlayStation, his dad pays him \$3. Dan stays away from his PlayStation for 8 nights. How much money does Dan's dad have to pay him?

Now that we have figured out the numbers. We need to decide how to work it out. We should multiply the numbers to find out the answer. $\$3 \times 8 = \24 .

The answer: Dan's dad needs to pay him \$24. If it's a word problem, we should answer in a sentence.

YOUR TURN

9 friends were paid \$385 each to clean up the local lake. How much did they make altogether.

Show your working out. We've included some methods we've used earlier in the week. Choose the method that works best for you.

Th	H	T	U
x			

x		
Answer:		

If you chose another method. Type your answer here.

Cubes strategy

Drag these shapes to circle the number and box action words.



To underline the questions. Use your mouse to highlight the question and press Ctrl + U.

YOUR TURN

The local soccer club is looking to purchase new balls for their 192 players. They need 3 balls for every player. How many balls do they need?

Show your working out. We've included some methods we've used earlier in the week. Choose the method that works best for you.

Th	H	T	U
x			

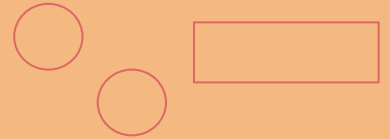
x		

Answer:

If you chose another method. Type your answer here.

Cubes strategy

Drag these shapes to circle the number and box action words.



To underline the questions. Use your mouse to highlight the question and press Ctrl + U.

YOUR TURN

Sandy needs 14ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?

Show your working out. We've included some methods we've used earlier in the week. Choose the method that works best for you.

	Th	H	T	U
x				
+				

x		
Answer:		

If you chose another method. Type your answer here.

Cubes strategy

Drag these shapes to circle the number and box action words.



To underline the questions. Use your mouse to highlight the question and press Ctrl + U.

YOUR TURN

You bought a 12 month gym membership for \$418. How much do you need to pay per month?

Show your working out. We've included some methods we've used earlier in the week. Choose the method that works best for you.

	Th	H	T	U
x				
+				

x		
Answer:		

If you chose another method. Type your answer here.

Cubes strategy

Drag these shapes to circle the number and box action words.



To underline the questions. Use your mouse to highlight the question and press Ctrl + U.

YOUR TURN

Tina makes \$15 per hour when she works. How much did Tina earn in on week, if she worked 3 hours per day?

Show your working out. We've included some methods we've used earlier in the week. Choose the method that works best for you.

	Th	H	T	U
x				
+				

x		
Answer:		

If you chose another method. Type your answer here.

Cubes strategy

Drag these shapes to circle the number and box action words.



To underline the questions. Use your mouse to highlight the question and press Ctrl + U.

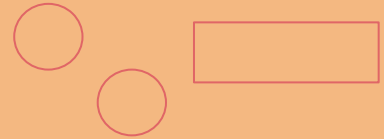
YOUR TURN – CHALLENGE

The airline bought 6 new planes for \$385 780 each. They had to spend \$12000 on each plane to put their logo on the side. How much did they spend on the planes altogether?

Type your answer here and show your working out.

Cubes strategy

Drag these shapes to circle the number and box action words.



To underline the questions. Use your mouse to highlight the question and press Ctrl + U.

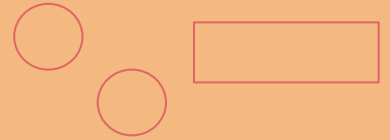
YOUR TURN – CHALLENGE

You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for \$8.00 or 7 packets of 5 cups for \$1.20 each?

Type your answer here and show your working out.

Cubes strategy

Drag these shapes to circle the number and box action words.



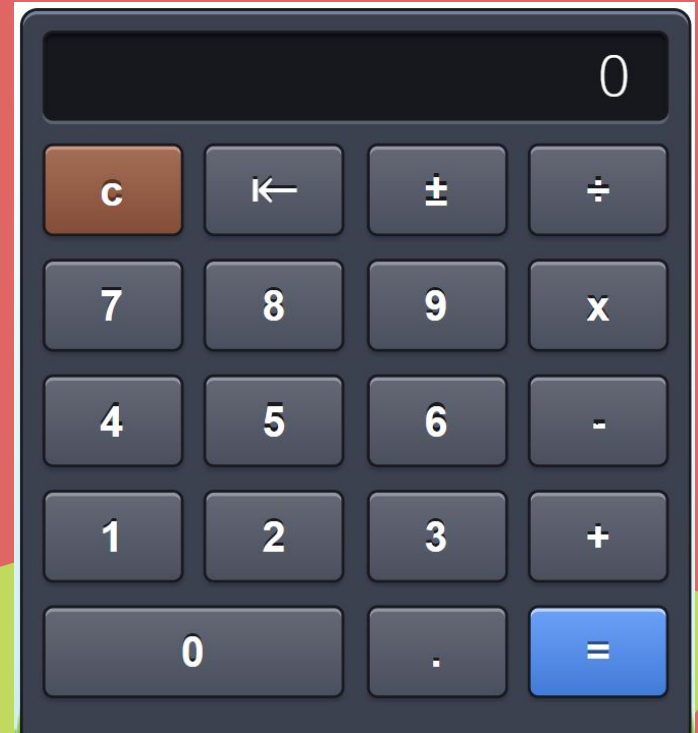
To underline the questions. Use your mouse to highlight the question and press Ctrl + U.

DIGITAL TECHNOLOGIES

Part of our learning in this topic is to use digital technology to multiply numbers. If you don't have a calculator at home, click on the image on the right to access an online calculator.

Use a calculator to answer the following questions:

1	$1364 \times 2873 =$	
2	$3745 \times 4731 =$	
3	$5982 \times 7534 =$	
4	$7236 \times 9876 =$	
5	$8742 \times 7368 =$	



NUMERACY

NINJAS

5 MINUTE SKILL CHECK

WEEK 29

SESSION 2

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$10 = \square + 1$	<input type="text"/>
2	What is double 8?	<input type="text"/>
3	What is half of 51?	<input type="text"/>
4	$15 + 80 = \square$	<input type="text"/>
5	$133 - 60 = \square$	<input type="text"/>

6

$12 + \square = 20$

7

$68 + 70 = \square$

8

$51 + 18 = 51 +$
 $9 + \square$

9

$1 + 871 = \square$

10

$86 + 85 = 80 +$
 $80 + \square$

Total out of 10

TIMESTABLES -

do these in your head

Q	Question	Answer
1	$21 \div \square = 7$	<input type="text"/>
2	$\square \times 10 = 100$	<input type="text"/>
3	$\square \div 10 = 3$	<input type="text"/>
4	$49 \div \square = 7$	<input type="text"/>
5	$8 \times 8 = \square$	<input type="text"/>

6

$$\square \div 6 = 4$$

7

$$45 \div \square = 5$$

8

$$6 \times 6 = \square$$

9

$$\square \times 6 = 54$$

10

$$90 \div 10 = \square$$

Total out of 10

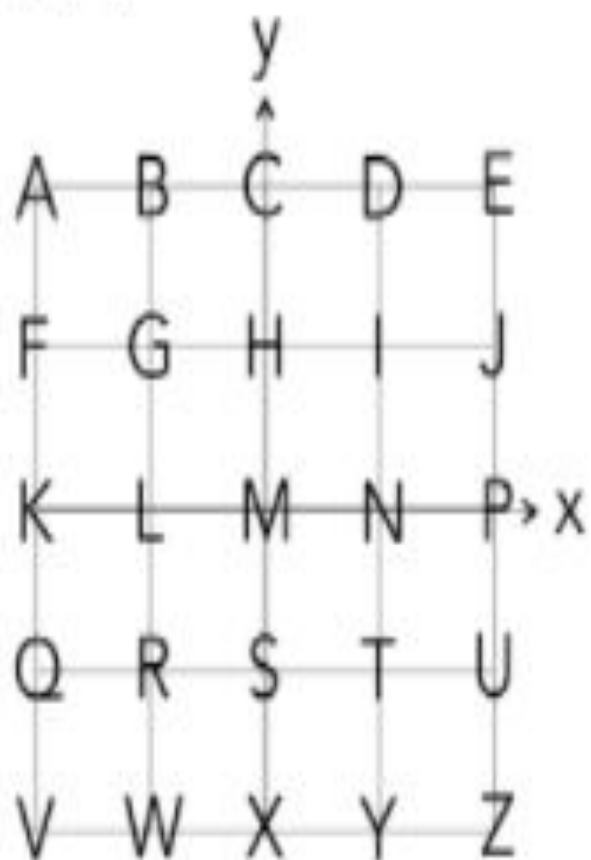
KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$612 \div 9 = \square$	<input type="text"/>
2	$10 \div 2 + 4$	<input type="text"/>
3	$40.32 \div 0.5$	<input type="text"/>
4	0.13×10	<input type="text"/>
5	$(-100) \div (-10)$	<input type="text"/>
6	If $a = 5$, $b = 9$ and $c = 3$, what is the value of $2a + b/c$?	<input type="text"/>

7 $(-2) + (-1)$

8 Round 6.3674 to 3 s.f.

9 What is the letter at (1,0)?



10 What is $\frac{8}{10}$ of 80?

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

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Week 29 Session 1

Mental Strategies Answers

Q	Question	Answer
1	$10 = \square + 1$	9
2	What is double 8?	16
3	What is half of 51?	25.5
4	$15 + 80 = \square$	95
5	$133 - 60 = \square$	73
6	$12 + \square = 20$	8
7	$68 + 70 = \square$	138
8	$51 + 18 = 51 + 9 + \square$	9
9	$1 + 871 = \square$	872
10	$86 + 85 = 80 + 80 + \square$	11



Week 29 Session 1

Times tables Answers


Q	Question	Answer
1	$21 \div \square = 7$	3
2	$\square \times 10 = 100$	10
3	$\square \div 10 = 3$	30
4	$49 \div \square = 7$	7
5	$8 \times 8 = \square$	64
6	$\square \div 6 = 4$	24
7	$45 \div \square = 5$	9
8	$6 \times 6 = \square$	36
9	$\square \times 6 = 54$	9
10	$90 \div 10 = \square$	9



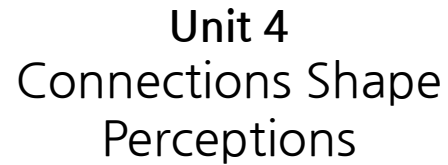
Week 29 Session 1

Key Skills Answers

Q	Question	Answer
1	$612 \div 9 = \square$	68
2	$10 \div 2 + 4$	9
3	$40.32 \div 0.5$	80.64
4	0.13×10	1.3
5	$(-100) \div (-10)$	10
6	If $a = 5$, $b = 9$ and $c = 3$, what is the value of $2a + b/c$?	13
7	$5 - (-10)$	15
8	What is the highest common factor of 27 and 19?	1
9	What is the value of (-12) squared?	144
10	What is 110% of £120?	£132



Geography Lesson 8



Unit 4
Connections Shape
Perceptions




How can stereotypes and generalisations affect how we think about places?





How can stereotypes and generalisations affect how we think about places?

Sixty-two million people in India live in slums. Slums are areas of a city which are filled with overcrowded, run-down housing, which are considered unfit for people to live in. Most slums have no regular fresh water or proper toilets and are overrun with rubbish.



Look at the image below of the Dharavi slum in India.



What do you see?



What do you think?



What do you wonder?

Read the newspaper headlines, below.
Place words in the surrounding boxes to describe what it might feel like to live in the slum. Aim to include verbs, adjectives and nouns.



Read the newspaper headlines about India's slums.



Watch the following clip: <https://www.inquisitive.com/video/1030-the-dharavi-slum>

After viewing
the above clip,
write a
newspaper
headline about
Dharavi slum
that tells a
different story.

THE TIMES OF INDIA

Type here

Ethiopia

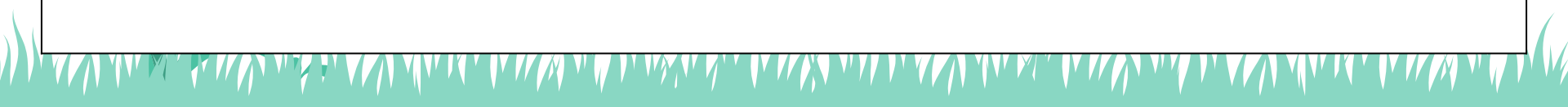


What are your current perceptions about Ethiopia?
(i.e. negative/positive and why?)

[Click here to view images of Ethiopia](#) → [Ethiopia images](#) --> [Ebook](#)

Describe what you see?

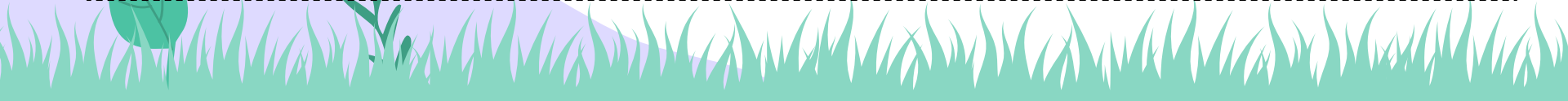
How might Ethiopia be affected by people's incorrect perceptions?





Watch this video → <https://www.inquisitive.com/video/1031-delhi-street-children-s-newspaper>

What are these kids doing to break down media and society stereotypes about them?





Week 9

Stage 3

Wednesday

Wednesday DEAR

Text Read

Type here

Pages Read

Type here

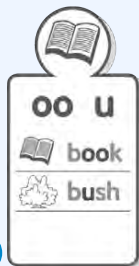
Amount of Time

Type here



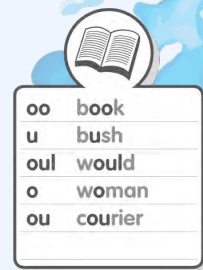
Soundwaves Unit 27

Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

Year 5 Extension

bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted

Writing Activity

What are your most
prized possessions?

This lesson is the preparation for tomorrow's writing lesson



Watch this video.

It relates to many of the topics we have covered this term and throughout the year with refugees, immigration and asylum seekers.

What are your most prized possessions?



a prized/treasured
possession
**(one that is very
important to you):**

Think of all of your most
prized possessions.
Decide what they would
be.

Look at the next slides to help you
decide..







SUBSCRIBE
+
WORLD VISION



Your Prized Possessions

What you need to do:

- *Think about what a prized possession means to you*
- *Collect your prized possessions (they could be items in your home or that belong to someone in your family)*
- *Have at least 6 prized possessions - they can be anything*
- *Lay your chosen possessions on the floor (you can lay them on a blanket, towel as a background like the examples shown)*
- *Take a photo from an aerial view*

Extension:

Number your objects in the photo like the first example and name what they are.



Type your name Prized Possessions

Insert your photo here



An extra slide if you need it



Detention

Week 9



Wednesday - Chapter 35 Youtube link



Wednesday - Chapter 35

Kobo Desktop

SHOP KOBO MY BOOKS READER SETUP Detention

3:28

DETENTION

Dan drops to the ground.

'Where is she?' the cops demand. 'Where is she?'

Sima rolls over and over, seeing concrete, the underside of a bus, concrete, underside of bus, grazing her arms and elbows and knees until she's two bays over between 22 and 23.

'Who?' Dan asks.

The girl! They're standing right over him now.

'What girl?'

Sima jumps up and runs between the buses to the back where she sees the Sydney bus turning left and heading down a ramp. She chases it, banging on the side, leaving hand marks in the black diesel fume dust all the way to the front of the bus.

All but one of the Border Force officers leave Dan and run to the rear of the buses. They split up, cleecking beneath and between each bus. But Sima's halfway down the ramp now, trying to make the driver stop.

The officer left with Dan drops to the ground, on hands and knees, looking under the bus next to them. As he does, Dan gets to his feet, runs to the front of the buses and across the path. The officer chases him. Dan slips through a door marked 'Fire Exit'. There's a blue plastic chair inside the narrow concrete corridor and Dan jams it up under the door handle. He hears a thump as the officer runs into the door, but it doesn't give, and Dan bolts down the darkened hallway to a set of stairs.

Sima keeps banging on the side of the bus, then on the glass door. The driver looks out, shakes his head. *He is not going to stop*, she thinks. *He's not going to stop*. She waves her ticket and slams her palm on the glass door again and again and, finally, the bus pulls up, brakes screaming, stopping on the steep, curving ramp. The door bangs open.

'What're you doing?!' the driver snaps. 'You'll get yourself killed.'

'I need to get on,' she says. 'Sorry, sorry.'

He shakes his head again. 'Where are you going?'

She steps up onto the bus.

'Leeton,' she says. 'Sydney.' She tries to make it sound as Australian as she can.

'Y'can't travel without an adult.'

Without hesitation Sima says, 'At the back, my mother.' Her face flushes red with the lie but the driver is looking back. The bus is pretty packed.

He checks his watch, shakes his head. 'Okay, go.'

Sima hands him the ticket, but he waves her past. The doors slam and the bus continues down the ramp. Sima makes her way along the aisle, looking out through the back window, waiting for the officers to appear.

TO CATCH A BUS -- 2 / 8

Type here to search

18°C 3:22 PM 30/08/2021

TO CATCH A BUS

The scene at the bus station is chaotic with armed Border Force officers chasing Sima, people screaming and the fire alarm causing panic.

1. Do you think that Sima presents such a 'threat' to public safety that the behaviour of the border force officers is justified? Why? Why not?

2. Sima makes it onto the bus to Leeton but will she make it all the way to her Uncle's? What do you think might happen next?



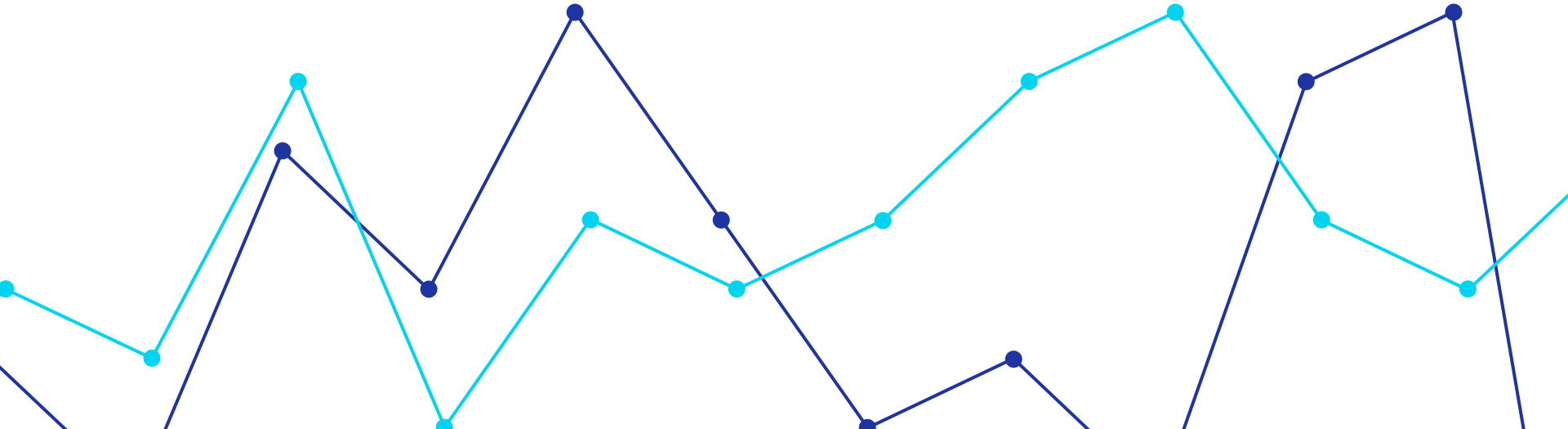
3. What 5 words would you use to describe Sima's character?

4. Which of these qualities do you admire the most? Why?



Yr 5 Maths - Data

Week 9 - Wednesday



Learning Intention and Success Criteria

Learning Intention

We are learning to:

- Use appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two way tables

Learning Intention

I can:

- Construct a column graph
- Construct a dot plot
- Construct table
- Describe and interpret different data

Data

Data is a collection of information

Data is often organised in graphs or charts for analysis

Today we will be looking at different types of graphs.

Table

Table

A table is used to record information and collect results. The information can then be used to make pictograms or block diagrams to display results clearly.

Favourite Animal	Number of Children
Dog	10
Cat	8
Snake	2
Bear	4
Horse	6
Goose	

A table needs to have headings to show what you are measuring or recording.

Making a Table

Can you make a table to display the data below:

A. 4H's favourite ice cream flavours

- Strawberry: 10
- Chocolate: 15
- Vanilla: 8
- Rainbow: 3

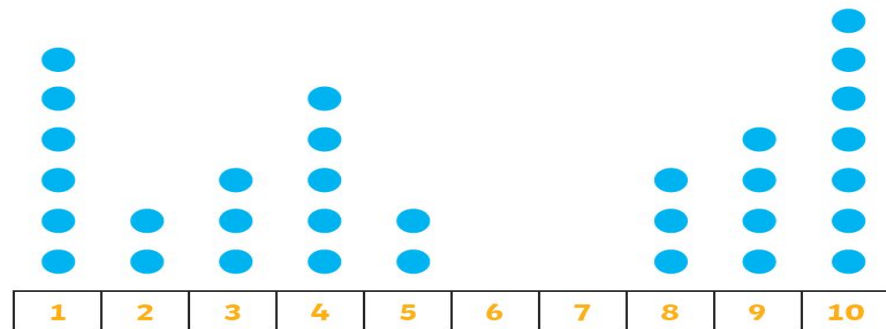
B. 3T's favourite sport

- Soccer: 10
- Volleyball: 5
- Netball: 10
- Swimming: 7

Dot Plot

Dot Plot

A dot plot is a graph that displays data using dots.



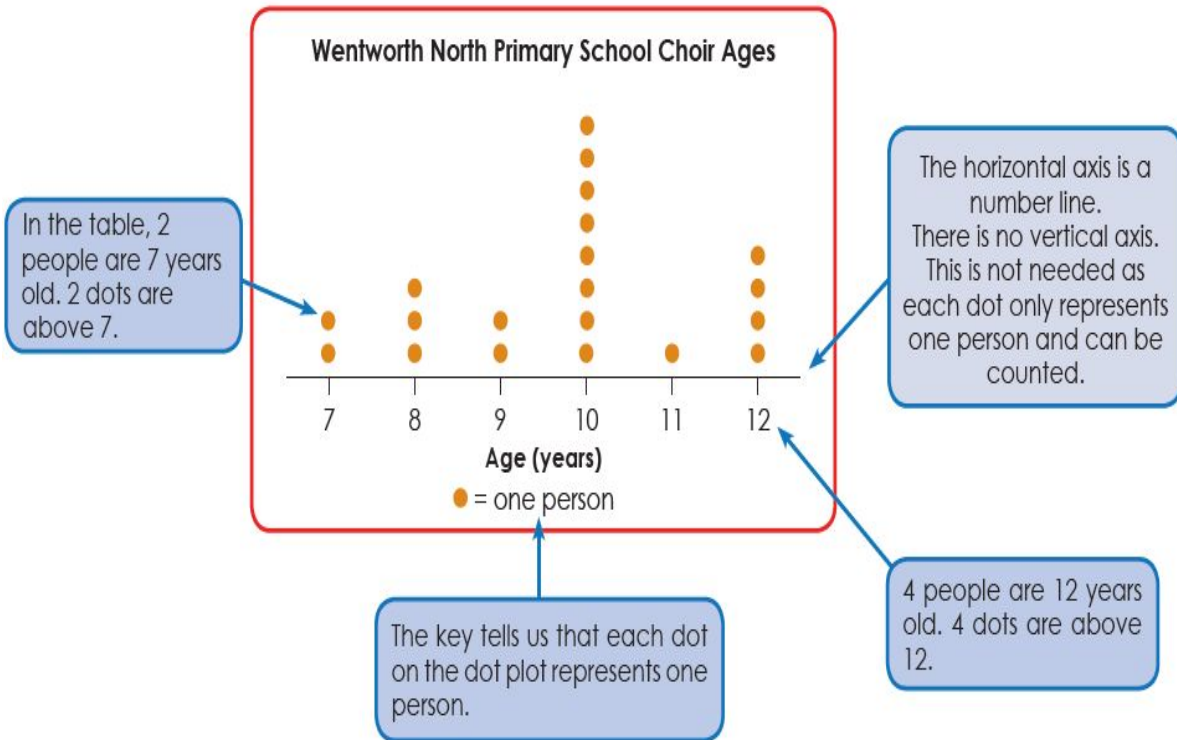
There is a number line that is long enough to cover all the numbers in a survey. If more than one data entry falls at the same point on the number line, the dots are stacked up.

Dot Plot

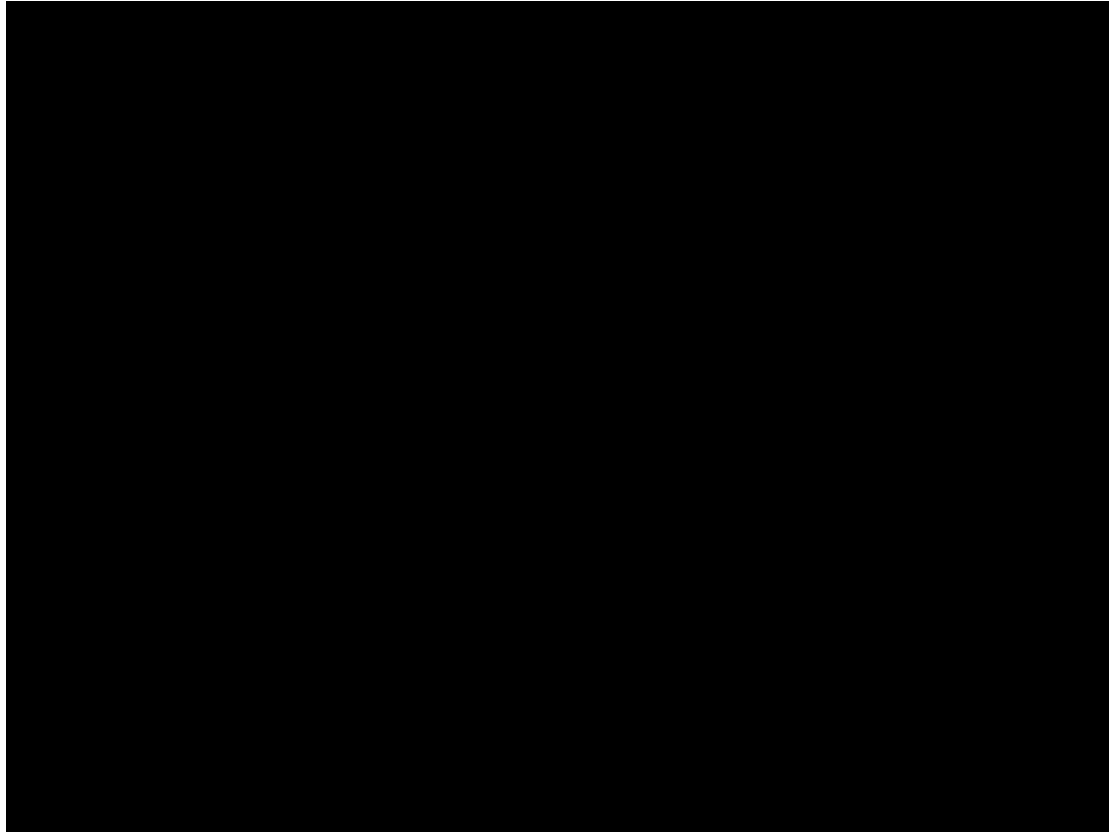
A dot plot displays data as dots instead of bars or lines. It has the advantages of a picture graph with the detail of a bar graph.

Here is an example of a dot plot.

In this example, each dot represents one student. We can change the key though, so that each dot can represent 2 students.

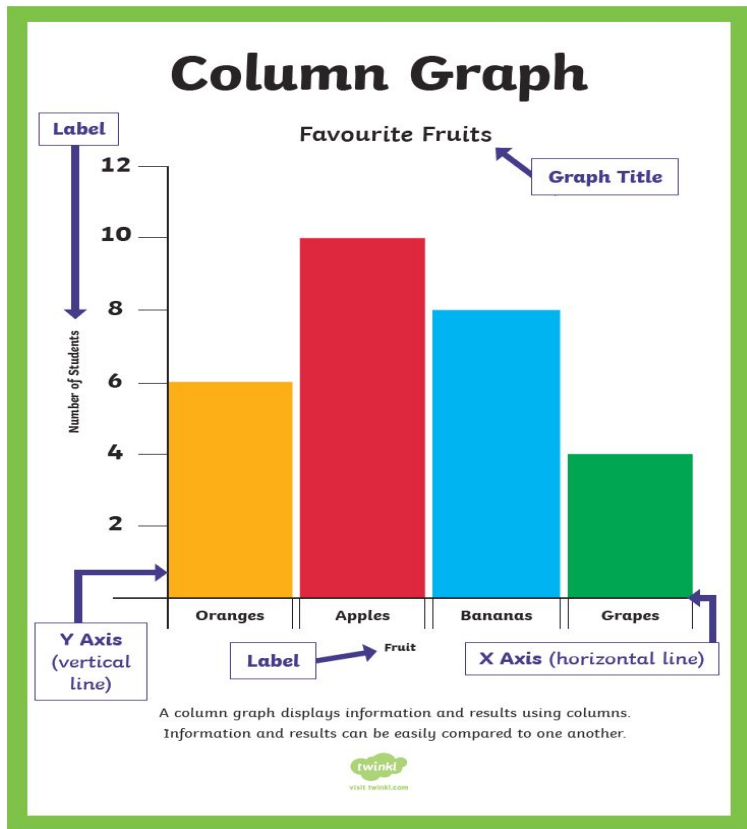


Dot Plot



Column Graph

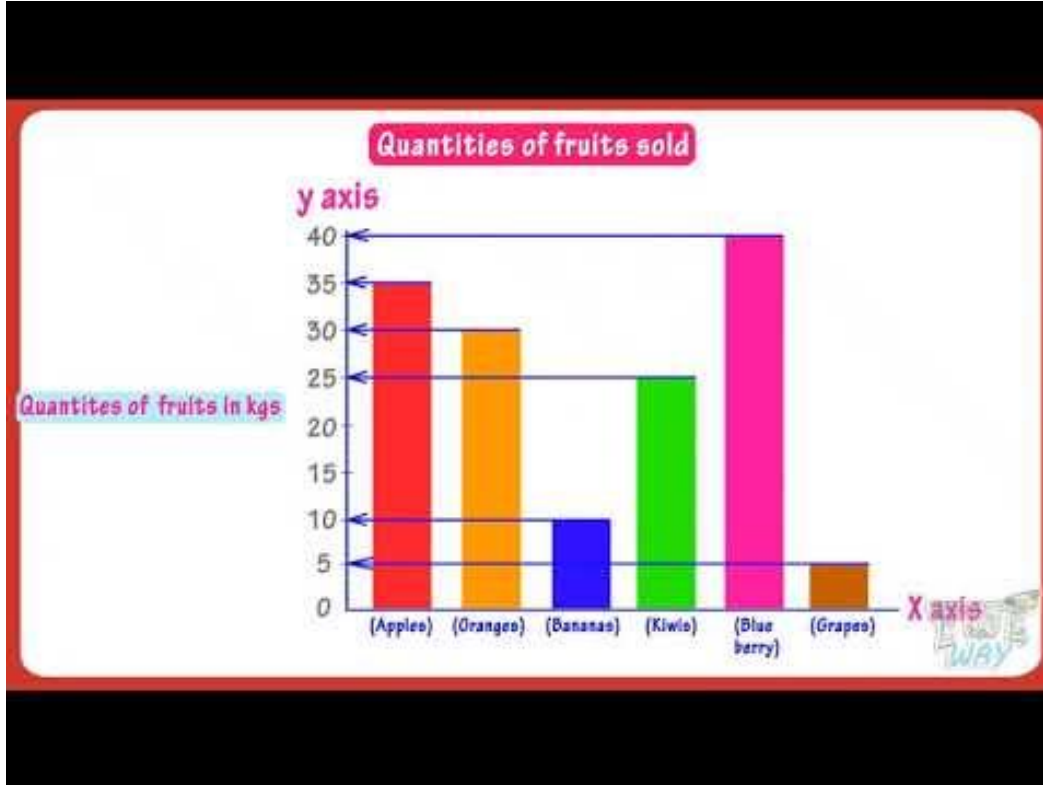
We often use column graphs when we want to compare data. All column graphs have a title and each axis is labelled.



Graph Video



Column Graph Video




Column graphs are also known as bar graphs.

We often use column graphs when we want to compare data. All column graphs have a title and each axis is labeled.

Your Turn

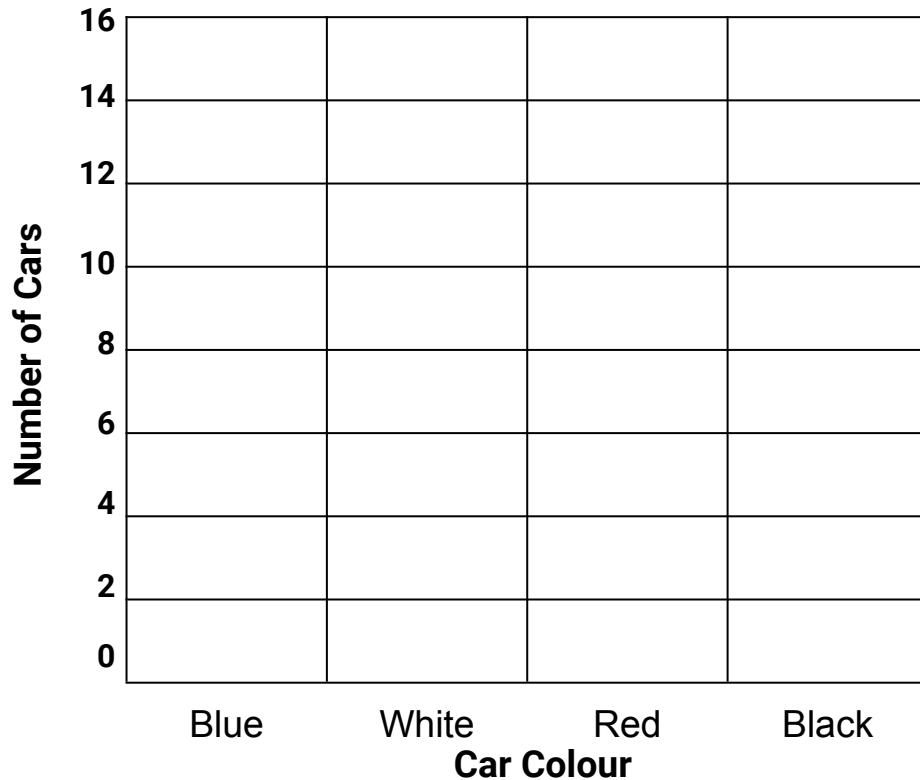
Now using the data below, complete the column graph to represent the data in the table.

Click and highlight the amount of cells you want to colour, then click on the  to select the colour you want to fill the cells in.

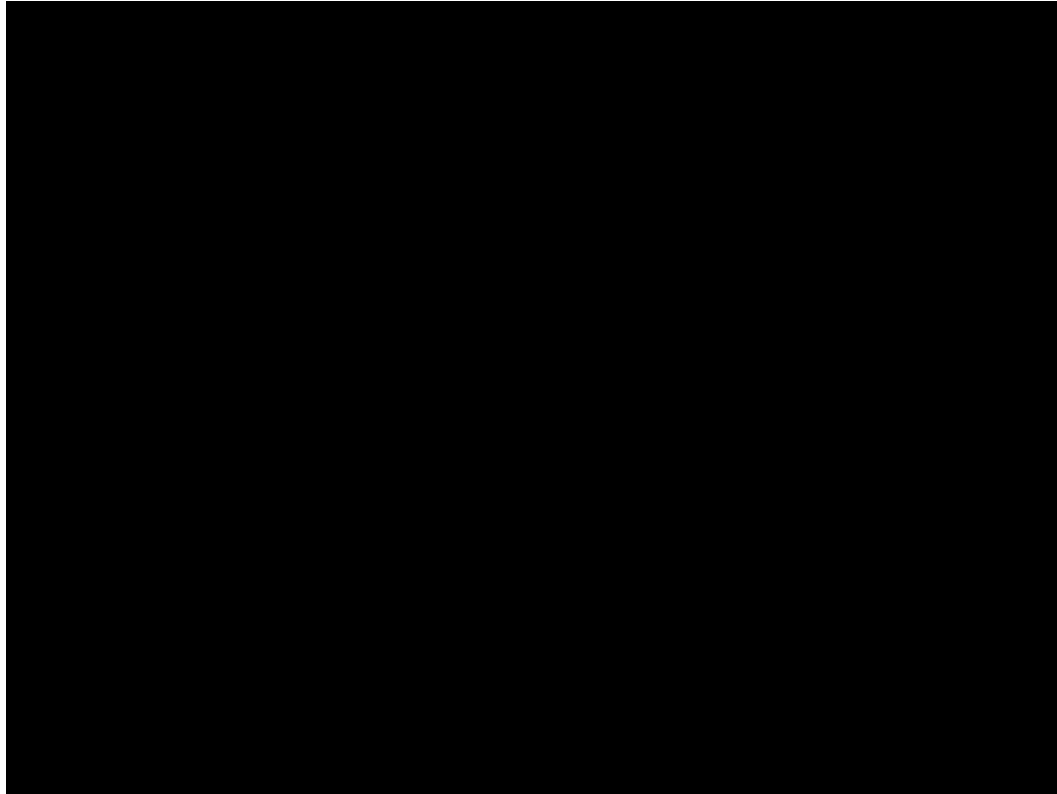
Colours of cars sold in March

Car colour	Blue	White	Red	Black
Number of cars	11	16	8	14

Colour of Cars Sold in March



Making a column graph Video



Your Turn

Practice creating your own column chart using the data below.

Colours of cars sold in March

Car colour	Blue	White	Red	Black
Number of cars	11	16	8	14

WEEK 29

SESSION 3

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$10 = 1 + \square$	<input type="text"/>
2	Double 6	<input type="text"/>
3	What is half of 80?	<input type="text"/>
4	$150 + 20 = \square$	<input type="text"/>
5	$78 - 50 = \square$	<input type="text"/>

$6 \quad 69 + \square = 70$

$7 \quad 98 + 97 = \square$

$8 \quad 32 + 12 = 32 +$
 $8 + \square$

$9 \quad 1 + 147 = \square$

$10 \quad 36 + 15 = 30 +$
 $10 + \square$

Total out of 10

TIMESTABLES -

do these in your head

Q	Question	Answer
1	$27 \div \square = 9$	<input type="text"/>
2	$10 \times \square = 20$	<input type="text"/>
3	$40 \div \square = 4$	<input type="text"/>
4	$7 \times \square = 42$	<input type="text"/>
5	$\square \times 9 = 72$	<input type="text"/>

6

$$\square \div 6 = 2$$

7

$$45 \div \square = 5$$

8

$$6 \times \square = 48$$

9

$$63 \div 9 = \square$$

10

$$100 \div \square = 10$$

Total out of 10

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$288 \div 9 = \square$	<input type="text"/>
2	$100 - 20 \div 5$	<input type="text"/>
3	$67.32 \div 9$	<input type="text"/>
4	9.28×10	<input type="text"/>
5	$70 \div (-10)$	<input type="text"/>
6	If $a = 7$ $b = 10$ and $c = 9$, what is the value of $c / (b - a)$?	<input type="text"/>

7

$$45 \div \square = 5$$

8

$$6 \times \square = 48$$

9

$$63 \div 9 = \square$$

10

$$100 \div \square = 10$$

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

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Week 29 Session 3

Mental Strategies Answers

Q	Question	Answer
1	$10 = 1 + \square$	9
2	Double 6	12
3	What is half of 80?	40
4	$150 + 20 = \square$	170
5	$78 - 50 = \square$	28
6	$69 + \square = 70$	1
7	$98 + 97 = \square$	195
8	$32 + 12 = 32 + 8 + \square$	4
9	$1 + 147 = \square$	148
10	$36 + 15 = 30 + 10 + \square$	11



Week 29 Session 3

Times tables Answers

Q	Question	Answer
1	$27 \div \square = 9$	3
2	$10 \times \square = 20$	2
3	$40 \div \square = 4$	10
4	$7 \times \square = 42$	6
5	$\square \times 9 = 72$	8
6	$\square \div 6 = 2$	12
7	$45 \div \square = 5$	9
8	$6 \times \square = 48$	8
9	$63 \div 9 = \square$	7
10	$100 \div \square = 10$	10



Week 29 Session 3

Key Skills Answers

Q	Question	Answer
1	$288 \div 9 = \square$	32
2	$100 - 20 \div 5$	96
3	$67.32 \div 9$	7.48
4	9.28×10	92.8
5	$70 \div (-10)$	-7
6	If $a = 7$, $b = 10$ and $c = 9$, what is the value of $c / (b - a)$?	3
7	$(-2) - (-9)$	7
8	What is the highest common factor of 21 and 28?	7
9	What is the value of 8^2 ?	64
10	What is 65% of £370?	£240.50

The background features a white central area with colorful, abstract shapes. On the left, there are yellow and orange wavy lines. On the right, there are purple and orange shapes, including a purple circle with white dots and a yellow shape with a red circle. At the bottom, there are teal and yellow wavy lines, with a teal circle on the left and a yellow shape with white dots on the right.

Science

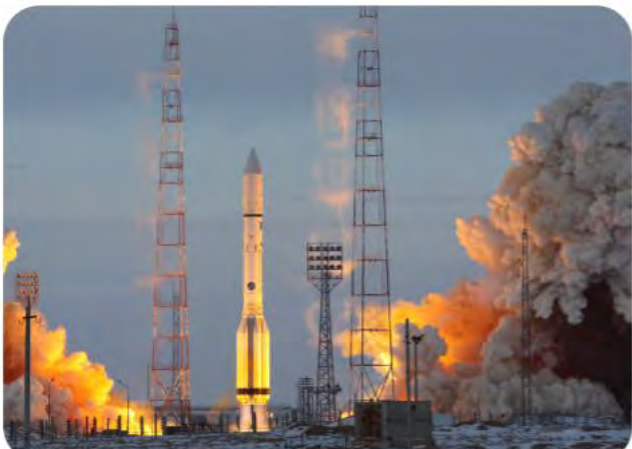
Week 9 (Assessment)

Wednesday

Name and describe three forces you learnt about in this unit

	Force (name)	Describe
1		
2		
3		

Drag the correct force onto the the corresponding image. Some may have more than one force



a)

Gravity

Thrust

Air Resistance

Tension

Buoyancy

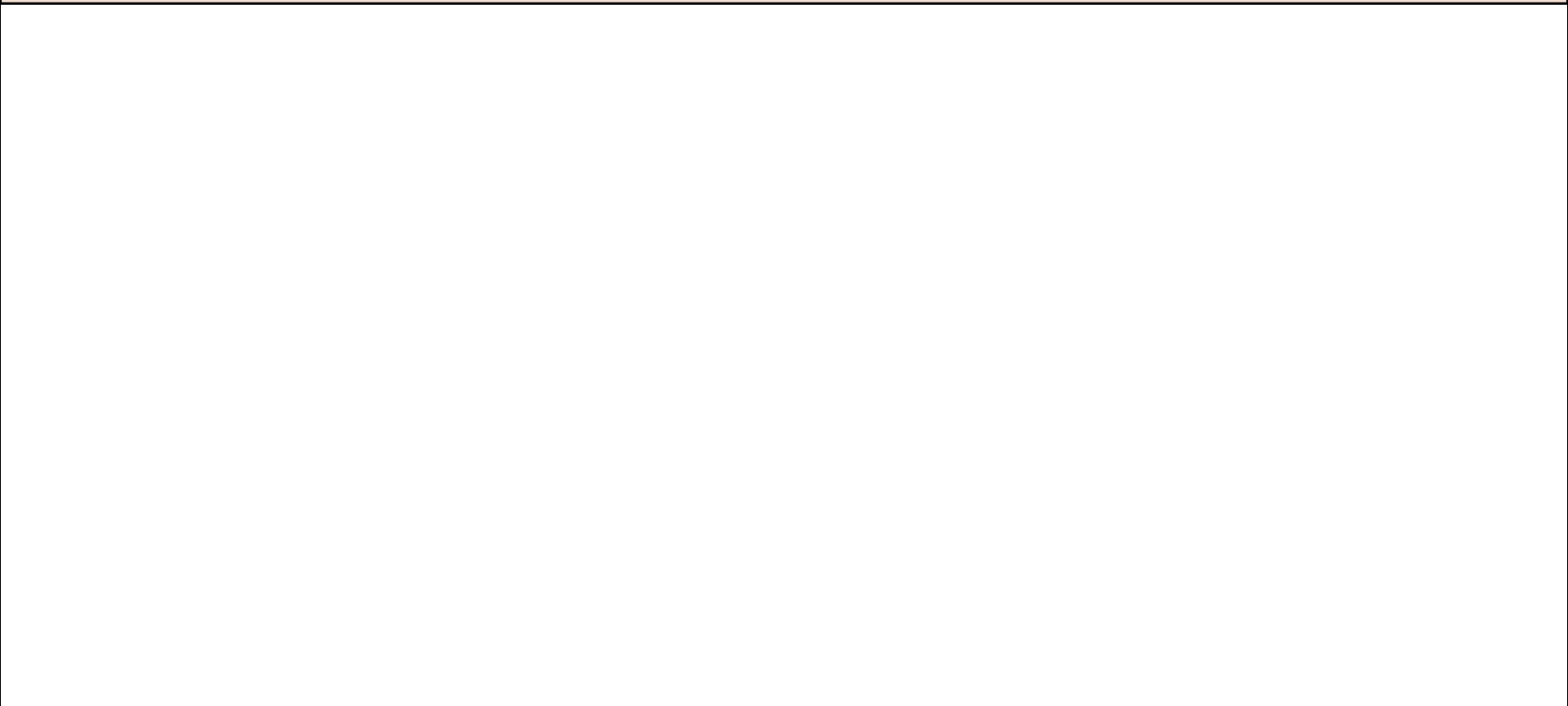
Elastic Force

b)

Write down below,
whether each image uses
a 'push' or 'pull' force

1. Cruise ship image →
2. Rocket image →
3. Parachute image →

Mars is almost half the size as Earth and therefore the force of gravity will also be half the strength. Knowing what you now know about forces and the atmosphere on Mars, design an efficient vehicle that could be used to explore the planet or the area surrounding it. Use the shape/arrow feature to create your vehicle. Alternatively, draw and label your design.





Week 9

Stage 3

Thursday

Thursday DEAR

Text Read

Type here

Pages Read

Type here

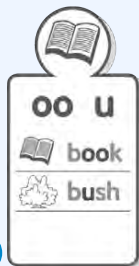
Amount of Time

Type here



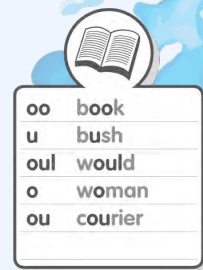
Soundwaves Unit 27

Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

Year 5 Extension

bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted

Learning Intention:

We are learning to write an appropriate synonyms for words.


Success Criteria

- I know that a synonyms are words that mean the same as a given word
- I can write a synonym for my chosen list words.



SYNONYMS


Type your spelling words and a word with the same meaning.



Persuasive Writing

My prized possessions

**You will need yesterday's photo
submission to complete this task.
Ensure it is complete.**



Learning Intention:

We are writing a paragraph to justify our choice in our prized possessions

Success Criteria

- I can include a topic sentence at the very beginning.
- I can identify each of my prized possessions with a reason of justification
- I have written a concluding statement to summarise my paragraph

Please remember your teacher will be taking into consideration the suitability of your choices

Things to consider before you begin...



Setting

Remember you have been given little notice and need to evacuate your house. [Click here](#) to refresh your memory

Suitability of choices

You probably won't have much space and will need to keep your baggage light.



PEEL Paragraphs

Remember to include elements of a PEEL paragraph.

Persuasive Language Features

To justify your choices there is an element of persuasion. Look at the next slide if you need revising.



Things to include to make your paragraph

Your Paragraph Should Include:

P **E** **E** **L**

Point Evidence Explanation Link

Make your point

Back it up: Support your point with evidence & examples

Explain how the evidence supports your point

Link this point to the next point in the following paragraph Or back to main point



www.writingworkbooks.com



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

Persuasive sentence starters

Cut out these sentence starters and give to children to use as practice in persuasive arguments.

I believe that...

In my opinion...

It is vital that...

I have to say that...

I really feel that...

I'm sure...

I know...

Others must agree that...

It is clear that...

Clearly...

I'm absolutely certain...

It has to be time that...

Without doubt...

The time has come to...

It seems to me that...

Everyone knows that...

I agree that...

Of course...

The fact is...

In truth...

Surely...

Title for your paragraph

Type your paragraph here

Another slide if you need it

Detention

Week 9



Thursday - Chapter 36 Youtube link



Thursday - Chapter 36

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

☰ | 🔍

DETECTION

AFTER

1:49

I have something important for us to read this morning,' Miss Aston says, resting her whiteboard marker on the shelf beneath the board.

Groans from Josh and Thomas up the back. Dan taps Summer on the shoulder. She turns and he passes her a snack-size pack of Cheezels under the table. She whispers 'thanks' and drops them on her bag.

'No, no, it's something I'm sure you'll like,' Miss Aston says.

As soon as she says it – maybe it's the little look she flashes Dan – he knows it's about Sima. He just knows. It's been six weeks and he has no idea where she is, if she made it to Leaton, if she's dead or alive. He's desperately wanted to call someone in Leaton to find out, but who would he call? The police? The information centre? Still, somehow, since that day, he's felt like she's still close to him. He can't quite explain why.

Dan was questioned by police and by the principal about his role in Sima's escape. He was threatened with suspension and expulsion but Mum and Miss Aston stood up for him. Miss Aston claims she didn't say anything to the principal about Sima on the day of the lockdown. She came back to the classroom after the debriefing at the hall, wanting to help Sima, searching for Dan. But they were gone. So she says, but Dan isn't buying it. If she hadn't backflipped, maybe they could have got Sima to safety without the big chase, without risking her life. Dan is no longer Miss Aston's biggest fan. He wants to get out of 'Reading Superstars' as fast as he can.

Miss Aston places a printout of a newspaper article on each of their desks. Rubi's desk is empty. She moved on last week into regular English classes. There's a kid called Trung in the class now. Dan's near-expulsion seems to have gained him some kind of street cred from Thomas and Josh since the lockdown. Thomas calls Dan 'savage' and 'gangsta' in the playground. And Josh hasn't punched Dan in weeks. Not hard anyway.

Dan's the last to get the article. He picks it up, tries to read the headline.

'Why's this so special, Miss?' Thomas asks.

'Let's read it together and you'll find out. Dan, you can go first.'

For the first time ever, Dan agrees to reading aloud in class. He feels the fear of getting it wrong in front of the others, the fear of looking like

AFTER — 1/4

Type Here to search

18°C 2:28 PM 30/08/2021

AFTER: AUTHOR'S PERSPECTIVE

1. Do you believe that Miss Aston didn't say anything to the Principal about Sima on the day of the lockdown? Why/Why not?

2. In this chapter we find out that the protests and escapes have led to an inquiry on the treatment of refugees and the Federal Government is under pressure to settle more refugees. Why do you think the author is telling us this now?

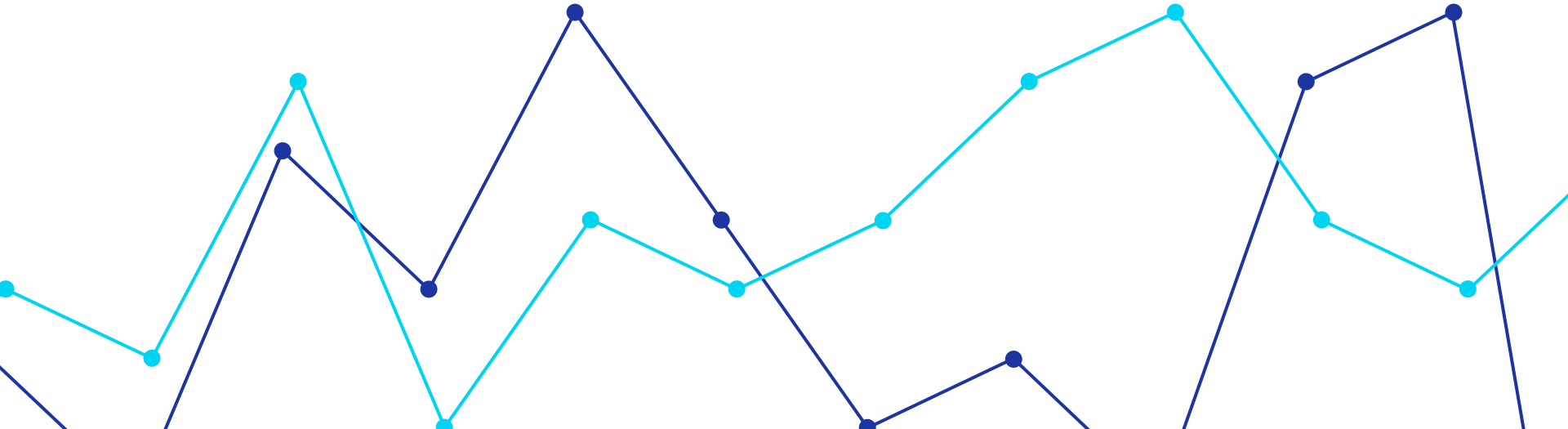


3. What do you think is the author's perspective on Australia's refugee policy and citizens having a 'voice'?

4. At the end of the chapter, we find out that Sima is at her Uncle's. How does the future look for Sima now?

Yr 5 Maths - Data

Week 9 - Thursday



Learning Intention and Success Criteria

Learning Intention

We are learning to:

- Use appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two way tables

Learning Intention

I can:

- Construct a column graph
- Construct a dot plot
- Construct table
- Describe and interpret different data

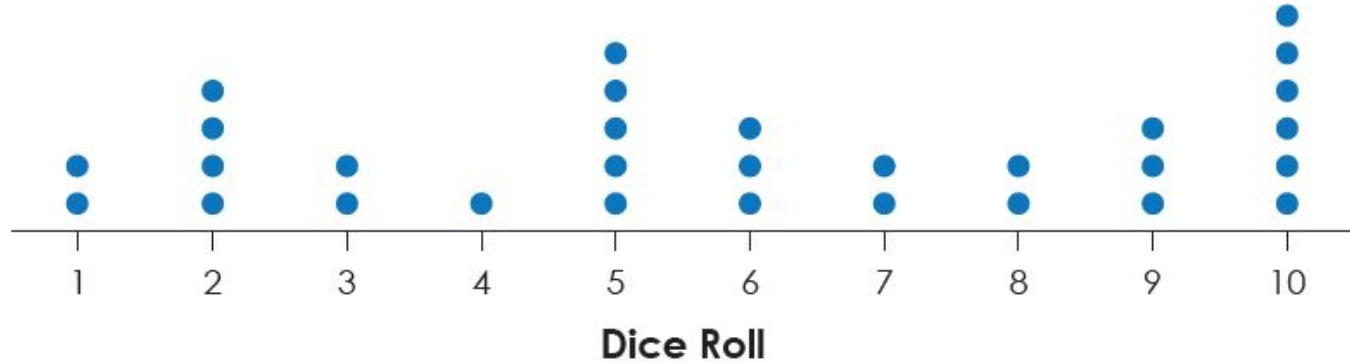
Data

Yesterday we looked at how to construct data displays.

Today we will be focusing on how to interpret data,

Activity 1

Once data is displayed as a graph, it can be used and interpreted in other ways. Look at this dot plot below. A 10-sided dice was rolled and the results recorded.

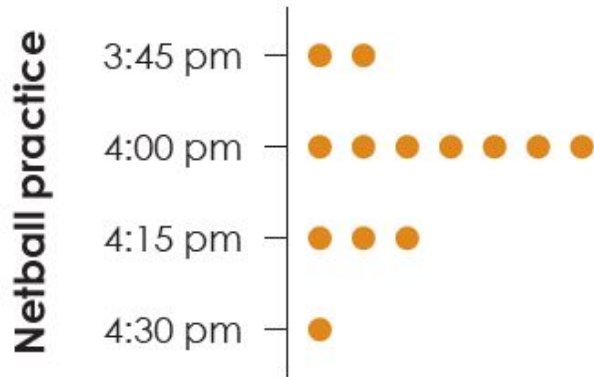


1. How many times was the dice rolled?

2. What was the least frequently rolled?

Activity 2

Here is another dot plot of the times the girls of North Farrant netball team arrived at netball practice.

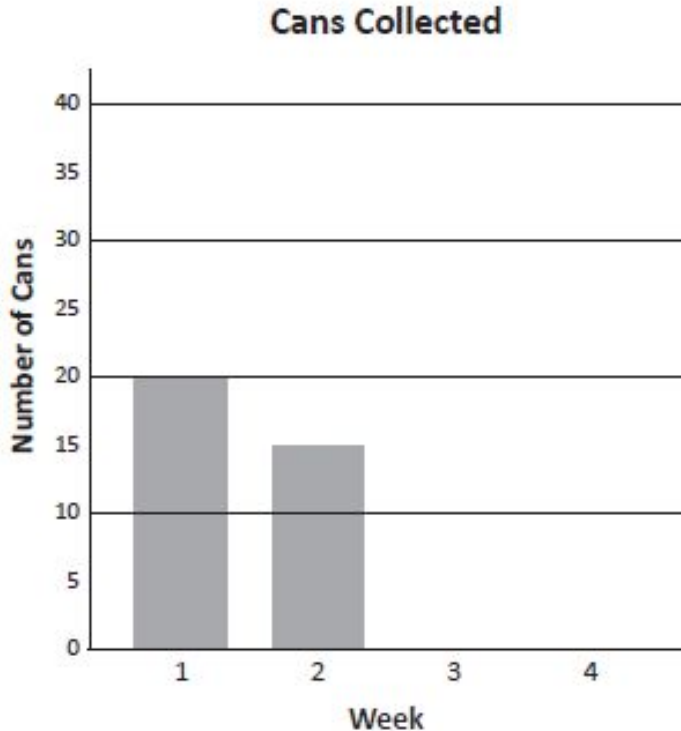


In this dot plot, the main purpose is to show how many girls arrived at certain times to their netball practice. We can use this dot plot to find other information too.

1. How many girls attended practice?
2. What time do you think practice started? Why do you think that?

Activity 3

5D decide to run a recycling campaign and collect cans in and around the school. They recorded how many cans were collected each week and started constructing this column graph. In Week 3 they collected 40 cans and in Week 4 they collected 10 cans



1. Add Week 3 and 4 data to the graph.
Hint: insert shape and draw a rectangle to represent the data.

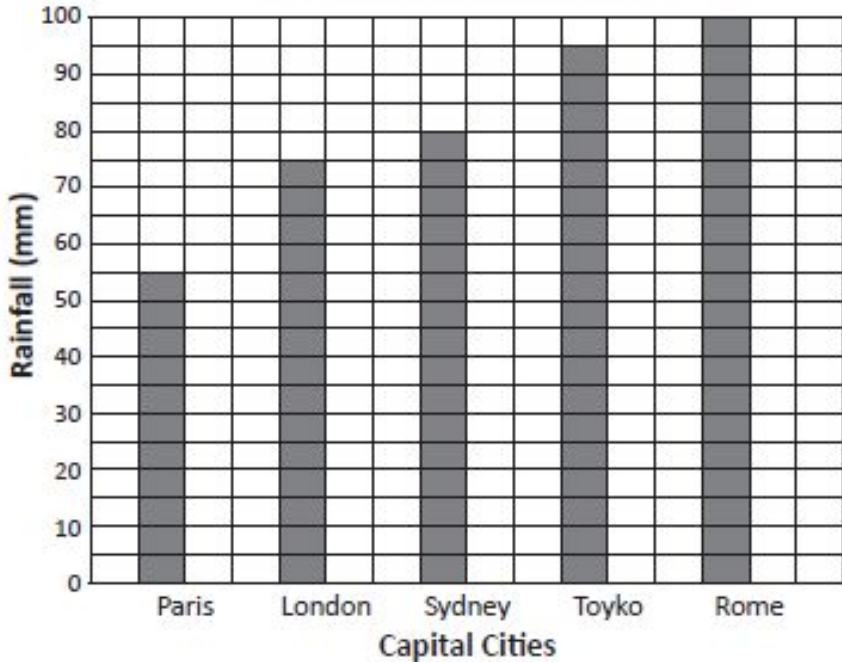
2. How many cans were collected in all?

3. If each can is worth 5c, how much money did 5D make?

4. There was a soft drink special at the local store during one of the weeks? Which week do you think it was and why?

Activity 4

Total Rainfall in October



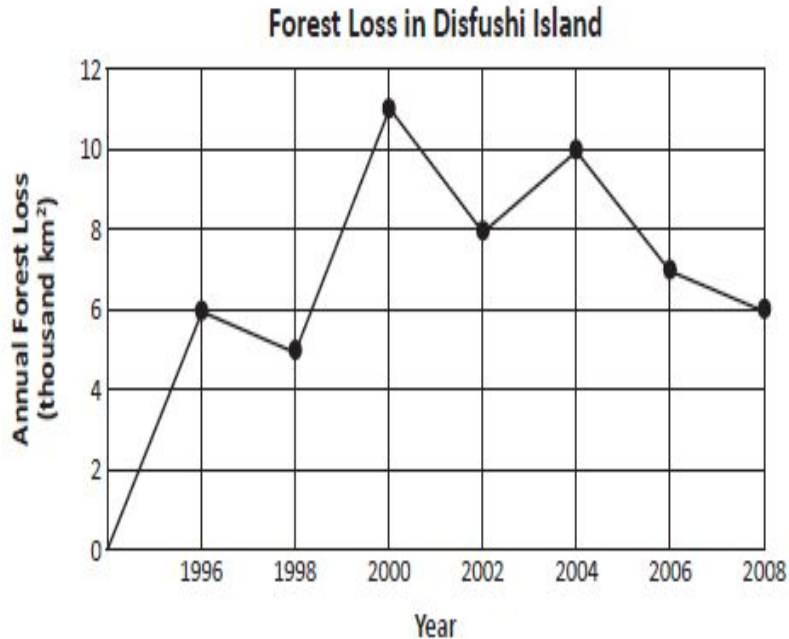
1. Which city had the highest rainfall in October?

2. What was the city's rainfall?

3. Which cities had a rainfall between 70mm and 90mm?

4. How many more millimetres of rain did Rome have than Paris?

Activity 5 - Challenge



1. How many square kilometres of forest was lost in 1996?

2. How many square kilometres of forest was lost in 2000?

3. In which year were 7,000 square kilometres of forest lost?

4. How much more forest was lost in 2000 than in 2008?

5. Use the graph to estimate the forest loss in 1999.

6. Use the graph to estimate the forest loss in 2003.

WEEK 29

SESSION 4

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$1 + \square = 10$	<input type="text"/>
2	Double 2	<input type="text"/>
3	Halve 13	<input type="text"/>
4	$31 + 30 = \square$	<input type="text"/>
5	$62 - 20 = \square$	<input type="text"/>
6	$85 + \square = 90$	<input type="text"/>

7	$44 + 47 = \square$	<input type="text"/>
8	$83 + 13 = 83 +$ $7 + \square$	<input type="text"/>
9	$7 + 977 = \square$	<input type="text"/>
10	$29 + 37 = 29 +$ $30 + \square$	<input type="text"/>
Total out of 10		<input type="text"/>

TIMESTABLES -

do these in your head

Q	Question	Answer
1	$\square \div 3 = 9$	<input type="text"/>
2	$10 \times \square = 30$	<input type="text"/>
3	$10 \times \square = 80$	<input type="text"/>
4	$\square \div 7 = 4$	<input type="text"/>
5	$\square \div 8 = 2$	<input type="text"/>

6

$6 \times 6 = \square$

7

$9 \times 7 = \square$

8

$6 \times 2 = \square$

9

$9 \times 4 = \square$

10

$\square \times 8 = 80$

Total out of 10

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$720 \div 9 = \square$	<input type="text"/>
2	$59 - 2 \div 1$	<input type="text"/>
3	$131.6 \div 10$	<input type="text"/>
4	5.42×10	<input type="text"/>
5	$(-10) \div (-5)$	<input type="text"/>

6	If $a = 5$ $b = 3$ and $c = 10$, what is the value of bc / a ?	<input type="text"/>
7	$7 - (-8)$	<input type="text"/>
8	List all the factors of 4	<input type="text"/>
9	What is the value of 6^2 ?	<input type="text"/>
10	What is 115% of £160?	<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

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Week 29 Session 4

Mental Strategies Answers

Q	Question	Answer
1	$1 + \square = 10$	9
2	Double 2	4
3	Halve 13	26
4	$31 + 30 = \square$	61
5	$62 - 20 = \square$	42
6	$85 + \square = 90$	5
7	$44 + 47 = \square$	91
8	$83 + 13 = 83 + 7 + \square$	6
9	$7 + 977 = \square$	984
10	$29 + 37 = 29 + 30 + \square$	7



Week 29 Session 4

Timestables Answers


Q	Question	Answer
1	$\square \div 3 = 9$	27
2	$10 \times \square = 30$	3
3	$10 \times \square = 80$	8
4	$\square \div 7 = 4$	28
5	$\square \div 8 = 2$	16
6	$6 \times 6 = \square$	36
7	$9 \times 7 = \square$	63
8	$6 \times 2 = \square$	12
9	$9 \times 4 = \square$	36
10	$\square \times 8 = 80$	10



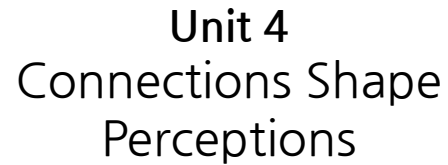
Week 29 Session 4

Key Skills Answers

Q	Question	Answer
1	$720 \div 9 = \square$	80
2	$59 - 2 \div 1$	57
3	$131.6 \div 10$	13.16
4	5.42×10	54.2
5	$(-10) \div (-5)$	2
6	If $a = 5$, $b = 3$ and $c = 10$, what is the value of bc / a ?	6
7	$7 - (-8)$	15
8	List all the factors of 4	1, 2, 4
9	What is the value of 6^2 ?	36
10	What is 115% of £160?	£184



Geography Lesson 9



Unit 4
Connections Shape
Perceptions



How do connections influence the way Australians and New Zealanders perceive each other and their countries?



Australia Day Australian Lamb advertisement 2019



In the video, there is a selection of Australia/New Zealand issues mentioned.

Choose **one** of these and do your own research about it, then complete the mind map with information.

- The underarm bowling incident
- Which country invented the pavlova?
- Australia claiming famous/successful people: Russell Crowe, Mel Gibson, Crowded House, Phar Lap

Complete this on the next slide



Australian
point of view

New Zealand
point of view

Issue



My opinion

How could this
be resolved creatively?



Watch the following video: Australia and New Zealand Sport
<https://www.inquisitive.com/video/1033-australia-new-zealand-sport>

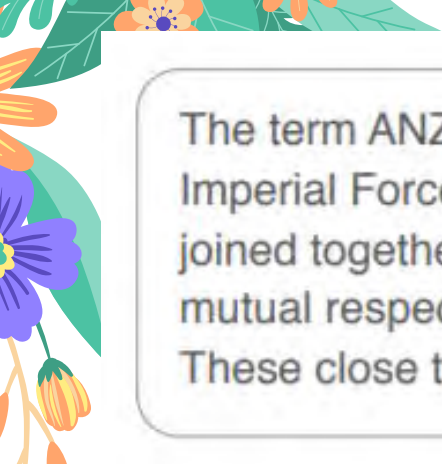
Answer the questions below in each football

Things Australians and New Zealanders have in common



Reasons why our sporting rivalry is so intense





The term ANZAC was created in 1914, in World War I, when the Australian Imperial Force and New Zealand Expeditionary Force stationed in Egypt were joined together to fight under one command. The ANZAC spirit symbolises the mutual respect earned when Australians and New Zealanders fought together. These close ties between Australia and New Zealand continue today.

The ANZAC bridge in Sydney was built to honour the Australian and New Zealand soldiers who served together in World War 1

Conduct your own research about the ANZAC bridge and explain one way that it respects the Australia New Zealand connection.

Answer here

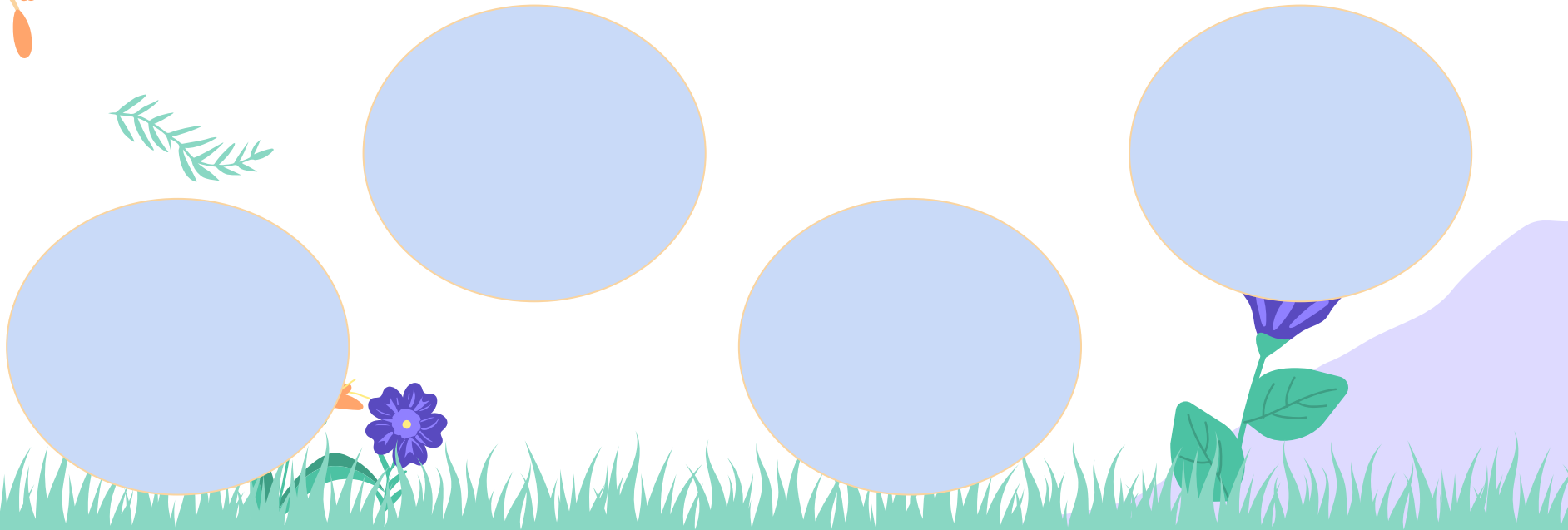




Click and explore this website

<https://www.newzealand.com/au/campaign/new-australia-land/>

Look through the different tourist options that New Australia-Land has to offer and find some examples of perceptions that New Zealand has about Australia. Place the perceptions in the bubbles below.





Week 9

Stage 3

Friday

Friday DEAR

Text Read

Type here

Pages Read

Type here

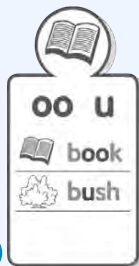
Amount of Time

Type here



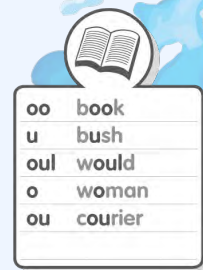
Soundwaves Unit 27

Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

Year 5 Extension

bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted

BTN EPISODE

FRIDAY 10TH SEPTEMBER

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 10TH SEPTEMBER

Type your summary here

YEAR 5 & 6




MATHS

CHALLENGE

Week 9 - Friday



CHALLENGE 1


$$\text{Red Tulip} + \text{Red Tulip} + \text{Red Tulip} = 60$$

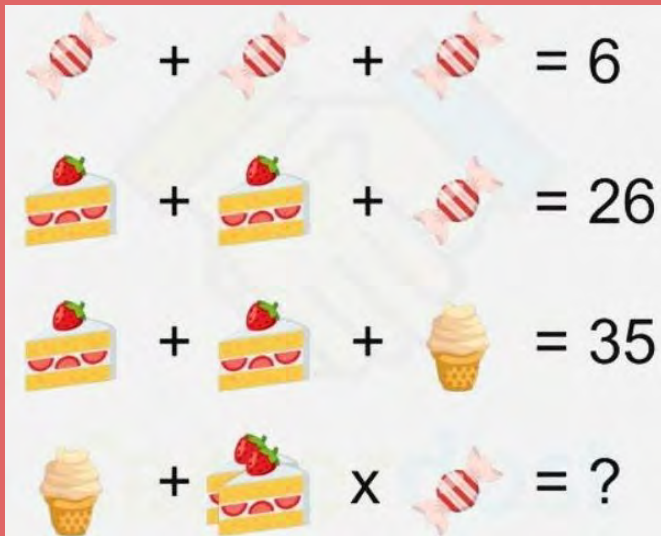
$$\text{Red Tulip} + \text{Purple Flower} + \text{Purple Flower} = 30$$

$$\text{Purple Flower} - \text{Two Yellow Sunflowers} = 3$$

$$\text{Yellow Sunflower} + \text{Red Tulip} \times \text{Purple Flower} = ?$$




Answer:




CHALLENGE 2





$$\begin{array}{rcccc} \text{Candy} & + & \text{Candy} & + & \text{Candy} & = & 6 \\ \text{Cake} & + & \text{Cake} & + & \text{Candy} & = & 26 \\ \text{Cake} & + & \text{Cake} & + & \text{Ice Cream} & = & 35 \\ \text{Ice Cream} & + & \text{Cake} & \times & \text{Candy} & = & ? \end{array}$$




Answer:

CHALLENGE 3

 +  +  = 15


 +  +  = 30

 +  +  = 12

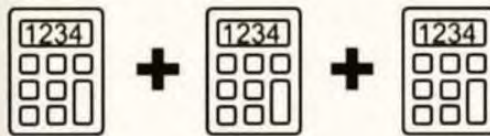
 x  -  = ?

Answer:


CHALLENGE 4



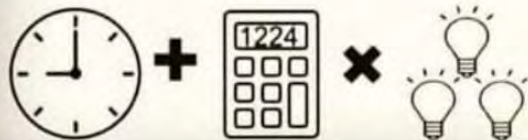
$\text{Clock} + \text{Clock} + \text{Clock} = 21$



$\text{Calculator} + \text{Calculator} + \text{Calculator} = 30$



$\text{Light Bulb} + \text{Light Bulb} - \text{Light Bulb} = 05$



$\text{Clock} + \text{Calculator} \times \text{Light Bulb} = ?$

Answer:

CHALLENGE 5

Pokémon Math Challenge

Use your math skills to find the value of each icon.

$$39 = \text{Pikachu} + \text{Pikachu} + \text{Jigglypuff}$$

$$\text{Pikachu} - \text{Smiling Face with Halo} = 10$$

$$\text{Slowbro} = 2 \times \text{Smiling Face with Halo}$$

$$\text{Jigglypuff} = \text{Pikachu}$$

$$\text{Pikachu} + \text{Slowbro} + \text{Jigglypuff} - \text{Smiling Face with Halo} = ?$$

Answer:

ESCAPE ROOM

Can you complete the 4 tasks to help astronauts reactivate the navigation system ?



LOST IN SPACE!



The astronauts aboard the International Space Station have just sent out a distress signal, their navigation system is malfunctioning, and they are beginning to go off course!

The only way to bypass their emergency protocol and reactivate the navigation system is to follow the clues and find the 4 security codes.

The astronauts are relying on you, so make sure you read all the instructions carefully to crack the codes!

LOST IN SPACE!



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 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/TTegRRcKSVpDJsyR7>
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 question sheet

Directions:

1. Find the missing quantities in each number sentence
2. Add all the digits of each answer (the missing number), one at a time, then record this number on the code line below. Do this for all the numbers, working from left to right and top to bottom
3. Type your code into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK TWO

Supplies needed:

- ✓ Task 2 question sheet

Directions:

1. Find the values of the lemon, strawberry and watermelon
2. Write these values at the bottom of the page, then type the numbers from left to right into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK TWO QUESTION SHEET

$$\text{Lemon} + \text{Lemon} + \text{Lemon} = 21$$

$$\text{Strawberry} \times \text{Lemon} + \text{Strawberry} = 40$$

$$\text{Strawberry} \times \text{Watermelon} + \text{Watermelon} = 60$$

$$\text{Lemon} = \underline{\quad ? \quad}$$

$$\text{Strawberry} = \underline{\quad ? \quad}$$

$$\text{Watermelon} = \underline{\quad ? \quad}$$

TASK THREE

Supplies needed:

- ✓ Task 3 question sheet

Directions:

1. Find the rule for each number pattern, then fill in the missing numbers
2. Record the missing numbers (not the rule) on the code line below. Numbers should be recorded in order (left to right and top to bottom)
3. Type your code into the Google Form with no spaces. If the code is correct, progress to the next task.

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 S

QUESTION 1

Matthew has saved \$1560 for a trip overseas, and his parents gave him \$200. How much more money does he need to save if the trip costs \$2300?

Type here

QUESTION 2

Tom purchased 2 books at his local book store for a total of \$39. If one book was double the price of the other, how much was the cheapest book?

Type here

QUESTION 3

Rihanna ran 7.5km over 3 days. On the first 2 days she ran the same distance. How far did she run on the third day, if it was half of what she ran on each of the first 2 days?

Type here

QUESTION 4

Milly's dad is 45 years old, he is 15 years older than twice Milly's age. How old is Milly?

Type here

TASK FOUR DECODER

QUESTION 1 DECODER									
0	1	2	3	4	5	6	7	8	q
I	E	W	R	A	N	T	Y	U	p

QUESTION 1 ? ? ?

QUESTION 2 DECODER									
0	1	2	3	4	5	6	7	8	q
J	L	O	E	S	A	N	C	B	p

QUESTION 2 ? ?

QUESTION 3 DECODER									
0	1	2	3	4	5	6	7	8	q
p	D	U	E	S	I	B	A	X	Q

QUESTION 3 ? ?

QUESTION 4 DECODER									
0	1	2	3	4	5	6	7	8	q
R	T	U	D	E	I	K	C	Y	F

QUESTION 4 ? ?

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

Muscular Strength vs Muscular Endurance



**GOT GAME
HOME PE
Week 9**



Week 9 Lesson Video

Welcome to week 9 everyone. Only two weeks until holidays and a well deserved break.

Our Got Game lesson this week is all about Muscular Strength and Endurance. You will learn what each one is and what exercises/activities you can do to increase your strength and endurance in your body. You will be working hard in this video with Rob and I so get your water bottle ready and make sure you've got plenty of energy and enthusiasm! Click on the link below to get stuck into it.

Good luck,

Mr Ellis

<https://loom.com/share/0e6e1f2283f7443f9ad63cd3876220f3>

Extension Videos

Click on the links below to access more videos that will further improve your Muscular Strength and Endurance 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.

[Skipping combinations with Michelle](#)

[Speed skipping with Michelle](#)

[Side swing crossover skipping with Michelle](#)

[Boxing muscular strength and endurance with Emily](#)

[Muscular endurance activity with Emily](#)

[Roll the dice activity with Emily](#)

Kahoot:

https://kahoot.it/challenge/08132235?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452015453

https://kahoot.it/challenge/03046507?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452059266

https://kahoot.it/challenge/06345366?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452118440

https://kahoot.it/challenge/02124285?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452201967