Year 5 Learning from Home

Week 1

Term 4, 2021

Announcements

Welcome back to Term 4! Monday this week is a public holiday. School work will begin on Tuesday.
We trust you have had a restful break. We are so excited for all the new learning this term.

5S – Maha Fahme and Shahab Azra
5I – Aamanee Mustafa-Kamal and Shereen Alameddine
5W – Ghazal El Ouaed and Fatma Sharaz
5A – Ayah Abbas, Mohamed Etri and Aya Mouchai

Reminders

- Save your knowledge organiser to use every day.
- Log on to Literacy Pro, read and make sure you complete a quiz once a week. Aim for at least an 8/10.

Zoom Sessions	
Mon	PUBLIC HOLIDAY
Tues	5A, 5I, 5E, 5S, 5W and Hip Hop (1:30-2pm)
Wed	
Thurs	CL/GS - 5E
Fri	5A, 5I, 5S, 5W and Fitness (1:30-2pm)

Click Links

zoom
SCHOLASTIC Literacy Pro
Kahoot!
epic!
inquisitive

Term 4 Learning Overview

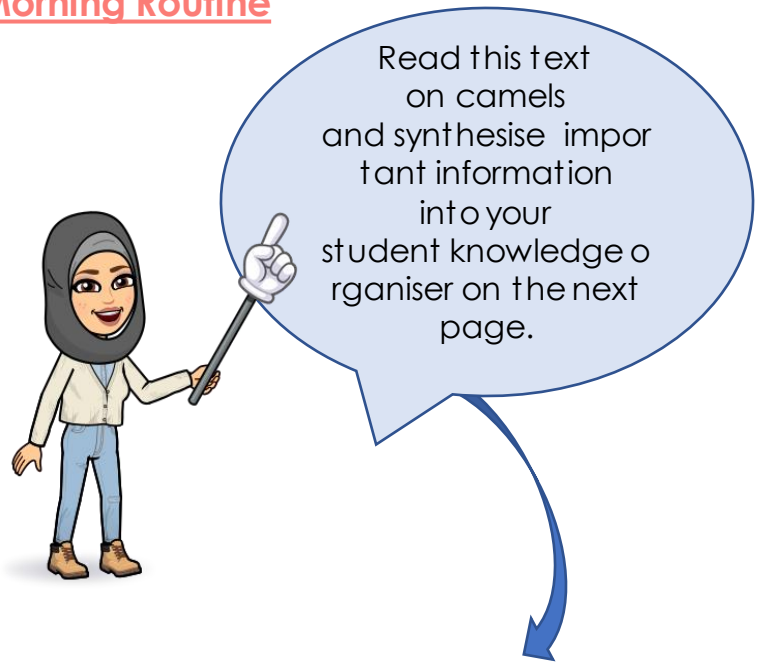
- **Literacy:** Animal Adaptations
- **Numeracy:** Place Value, Addition & Subtraction, Multiplication & Division, Prisms & Pyramids
- **Geography:** Humans Shape Places
- **Science:** Desert Survivors
- **PDH:** Road Safety & Wellbeing
- **CAPA:** Visual Arts

Daily Schedule

Tuesday	Wednesday	Thursday	Friday
Morning Session			
Morning Routine Vocabulary SOTD Writing	Morning Routine Vocabulary SOTD Writing	Morning Routine Vocabulary SOTD Writing	Morning Routine Vocabulary SOTD Writing
1st Break 			
Middle Session			
Reading Maths	Reading Maths	Reading Maths	Reading Maths
2nd Break 			
Afternoon Session			
Science	HSIE	PDHPE	NAPLAN Typing Practise

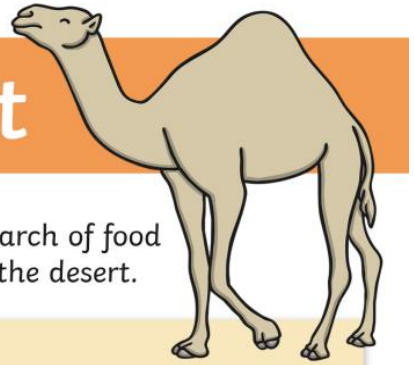
Tuesday

Morning Routine



Learning Intentions-
We are learning:
- Facts about camels.
- To add words to our v ocabulary.
- Facts to help us write.
- How to speak well.
- How to display activ e listening skills.

Camel Fact Sheet



Camels are social mammals. They roam the deserts in search of food and water. They are used by people for transport across the desert.

Age:
40 - 50 years old

Size:
Up to 7ft tall, measuring from the top of their hump to their feet

Weight:
300 - 1000kg

Camel Facts

Camels can run at speeds of up to 40 miles per hour for short amounts of time.

Camels eat grass, grains, seeds, twigs and even plants with thorns.
They do not store water in their humps.

A camel's coat (hair) reflects the desert sun and keeps them cool in very hot temperatures. It will also keep them warm in cooler temperatures.

Camels and People

Today, nearly all of the world's camels are domestic animals. They are found in North Africa and Southwest Asia, and have been introduced to Australia.

Camels can hold up to 400kg but usually carry loads around 200kg.

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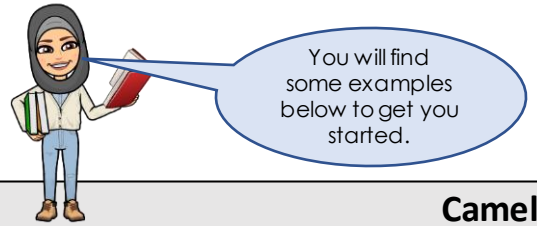
Tuesday

Morning Routine



Camel Adaptations – Student Knowledge Organiser

What are camels?
•*Camels are mammals with long legs and a humped back.*

Interesting Facts
•*Camels can carry approximately 170-270 kilograms on their backs.*

Vocabulary (Structural Adaptations)		Vocabulary (Behavioural Adaptations)		Vocabulary (Physiological Adaptations)	
slit nostrils		*herds*		*fat-filled humps*	

Structural Adaptations
•*Slit nostrils close to protect from sand entering.*

Behavioural Adaptations
•*Camels stay together in groups called herds.*

Physiological Adaptations
•*The fat-filled humps break down to provide the camel with energy.*

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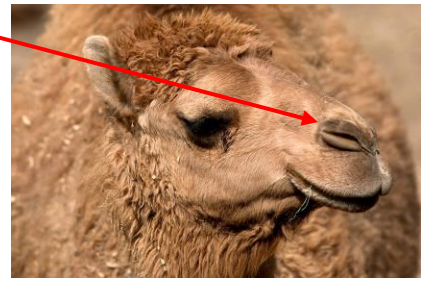
Tuesday

Vocabulary

Task: Organise the given words into your vocabulary suitcase for each word today.	Add the following words to your vocabulary suitcase: • **slit nostrils** used to protect camels from blowing sand in the desert.  • **padded feet** wide feet help spread weight and make it easier to walk on sand. The leathery pads protect it from heat and from sinking in sand. 	*Share your definition and sentence for these two words below.* Remember to include the following: • What tier your word is in (Is it Tier 1, 2 or 3) • Picture • Definition (Make sure you use your own words! No plagiarism here) • Sentence (Add the word in a sentence) • Synonyms, root word, prefix or suffix.
slit nostrils	Definition:	Sentence:
padded feet	Definition:	Sentence:

Word: Tier:

Definition: Sentence:

Dual Code (image): Synonym/root word/prefix/suffix:

Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.

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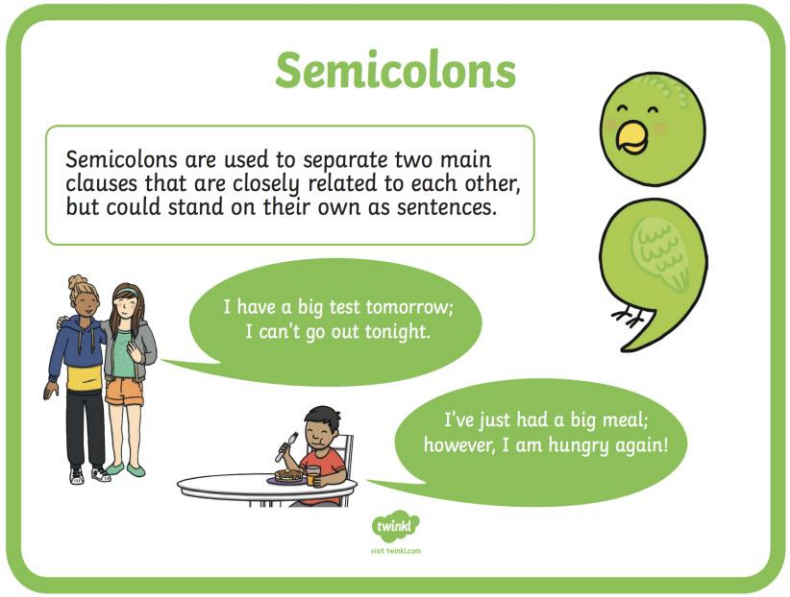
Tuesday

SOTD

Focus: Present Simple Tense and Semi-Colon

Learning Intention:
We are learning to write a complex sentence in present simple tense with a semi-colon.

Present simple tense – describes an action happening at that moment. Also describes habitual actions or things that are always true.



Success Criteria:

I can:

- ❑ Write a main clause
- ❑ Write a subordinate clause
- ❑ Use correct beginning, middle and end punctuation

Modelled

Use highlighters or colours to identify the main clause, subordinate clause and semi-colon in the example sentence below.

- Main clause
- Subordinate clause
- Semi-Colon

Camels' possess leathery mouths; providing them with the ability to eat prickly trees and shrubs .

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Tuesday

_____WW + A_____

Writing

O → W? D

TS 1, 2, 3

Structural Adaptations

TOPS 1- EEE 2- EEE L	V

Behavioural Adaptations

TOPS 1- EEE 2- EEE L	V

Physiological Adaptations

TOPS 1- EEE 2- EEE	V

C L → W?
RS 1, 2, 3
____ adapt____

This is the block planner for writing to inform this term. Read this explanation to find out more.

I

Caption

Block Planner Explanation

Every good piece of writing starts with a title. You need to use a 'WOW' word + the name of you animal in your title. _____

Draw a box for your opening paragraph. Your opening line needs to define what you are writing about. This line should introduce your topic to the audience. You then need to describe your animal a little bit (you could include what your animal is best known for). You need to end your opening paragraph with your thesis statement. Your thesis statement needs to introduce your 3 big ideas. These ideas will introduce the structural, behavioural and physiological adaptations and will be written about in your body paragraphs.

Your first subheading will be 'structural adaptations'.

Draw a box for your first body paragraph. You need to include a topic sentence at the beginning of the body paragraph and introduce your two ideas for structural adaptations. You need to explain, elaborate, provide evidence or provide examples for your two ideas. Provide a linking sentence that introduces your idea for the next paragraph.

Write specific vocab for structural adaptations here.

Your next subheading will be 'behavioural adaptations'.

Draw a box for your second body paragraph. You need to include a topic sentence at the beginning of the body paragraph and introduce your two ideas for behavioural adaptations. You need to explain, elaborate, provide evidence or provide examples for your two ideas. Provide a linking sentence that introduces your idea for the next paragraph.

Write specific vocab for behavioural adaptations here.

Your final subheading will be 'physiological adaptations'.

Draw a box for your final body paragraph. You need to include a topic sentence at the beginning of the body paragraph and introduce your two ideas for physiological adaptations. You need to explain, elaborate, provide evidence or provide examples for your two ideas.

Write specific vocab for physiological adaptations here.

Draw a box for your final paragraph. This is your conclusion. Your first sentence needs to link back to your first sentence in your opening paragraph (W?). You need to restate your three big ideas from your thesis statement (structural, behavioural, physiological). You need to end your conclusion with a concluding sentence.

You need to include a relevant image to support your information report. This could be a labelled diagram or an illustration.

Underneath your image, you need to include a caption. Your caption should describe the image for the audience.

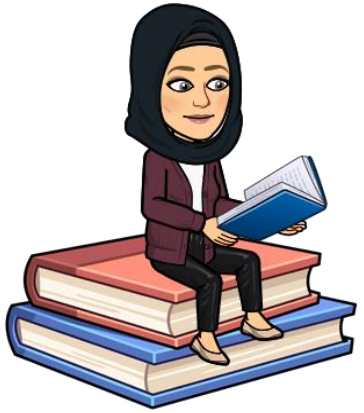
Tuesday

Reading

Comprehension key focus

Determining importance

Determining importance means that the reader focuses on what's most important in the text to develop a deeper meaning and overall understanding.



Read the text, determine what is important by highlighting. You can also add relevant facts to your knowledge organiser.

What are Camels?

Camels are mammals with long legs, a big-lipped snout and a humped back. There are two types of camels: dromedary camels, which have one hump, found in the Middle East and the Horn of Africa and Bactrian camels, which have two humps, found in areas of central Asia.

Humans have used camels as a means of transport for thousands of years. They can carry about 170 to 270 kilograms on their backs, according to National Geographic. This earned these beasts of burden a nickname, "ships of the desert." Domestic camels are often the main source of meat, milk and even leather or wool products.

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Click Links

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Tuesday

Maths Mentals

Questions		Answers
1.	1.7 + 0.4 =	
2.	3.4 + 2.7 =	
3.	7.2 - 3.6 =	
4.	15.7 - 2.6=	
5.	451+ 231 =	
6.	843 + 142 =	
7.	916– 612 =	
8.	1276 – 153 =	
9.	60 x 4 =	
10.	66 x 4 =	
	Total 1-10 =	

Questions		Answers
11.	Which of these fractions is equivalent to half? 1/3 2/5 3/6 5/7 8/15	
12.	Write down the number fourteen thousand and eighty-three	
13.	Fill in the missing number. 6082 = 6002 + _____	
14.	What is the next number in this pattern? 3.2, 3.5, 3.8, _____	
15.	What is the repeated gap in the pattern? +3 +0.3 +0.03 +3.3	
16.	Which number has greater value? 7.2 or 7.22	
17.	Write these numbers from least to greatest. 5.65 5.16 5.06	
18.	What number does this expanded notation represent? 9 + 0.6 + 0.03 = _____	
19.	What is ¼ of 80?	
20.	Sam is going to visit her Grandmother. The trip will take 3.5 hours. She leaves at 6:30 am, what time will she arrive?	
	Total 11 – 20 =	

Grand total =

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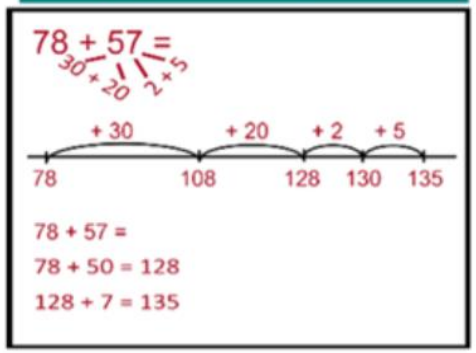
Tuesday

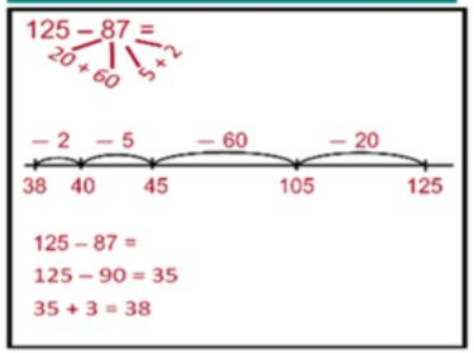
Maths Investigation

Complete Addition and Subtraction investigations at your level

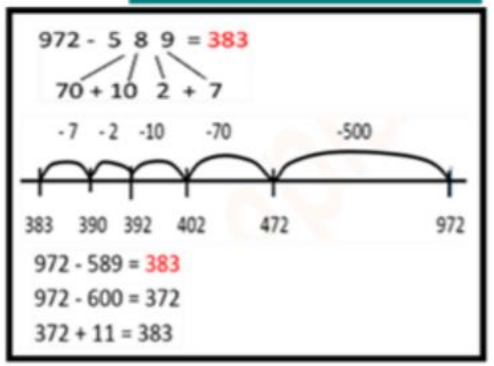
AS 17 Add 2-digit numbers bridging 100 and 10s



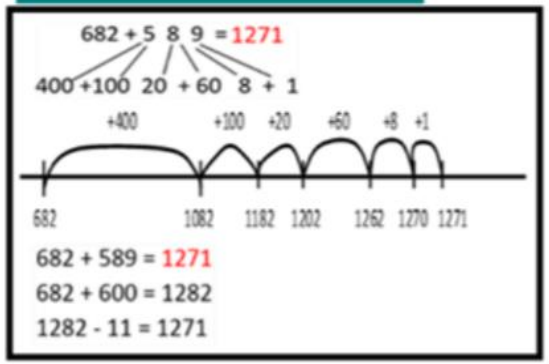
AS 17 Subtract 2-digit numbers bridging 100 and 10s



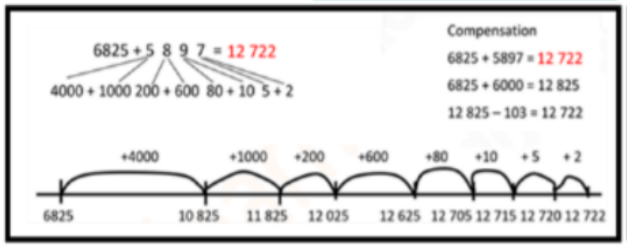
AS 21 Add three-digit numbers



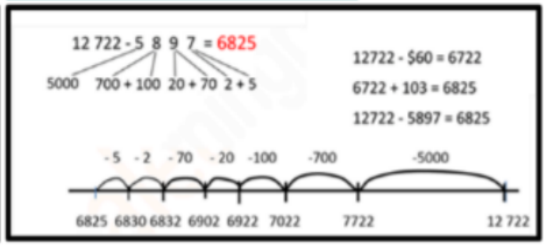
AS 21 Subtract three-digit numbers



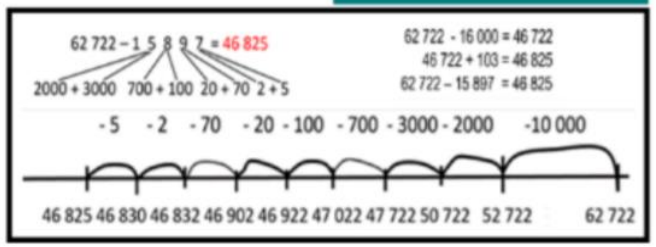
AS 21 Add four-digit numbers



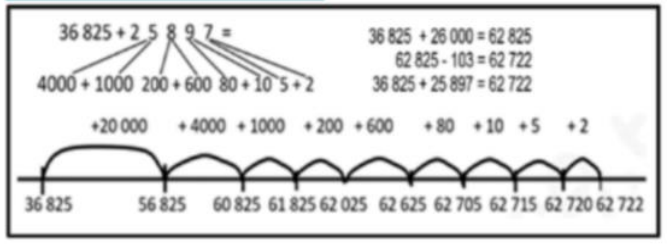
AS 21 Subtract four-digit numbers



AS 24 MF 10 Add five-digit numbers



AS 24 MF 10 Subtract five-digit numbers



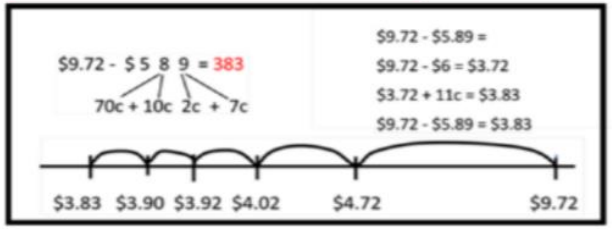
Tuesday

Maths Investigation

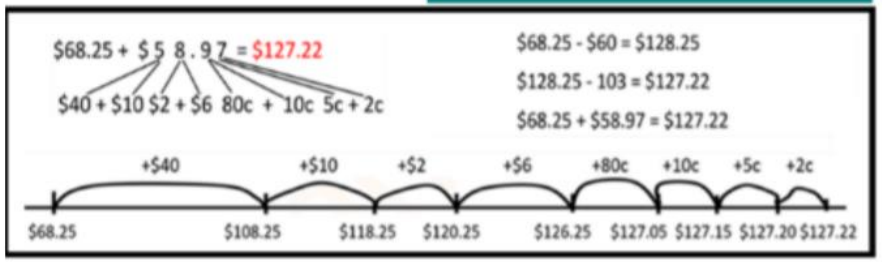
Complete Addition and Subtraction investigations at your level

AS 23 MF 9 Add three-digit numbers as money

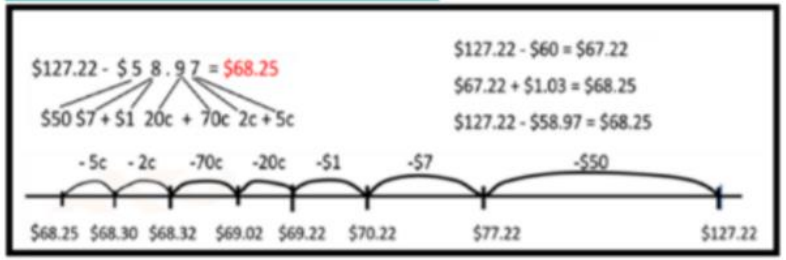
AS 23 MF 9 Subtract three-digit numbers as money



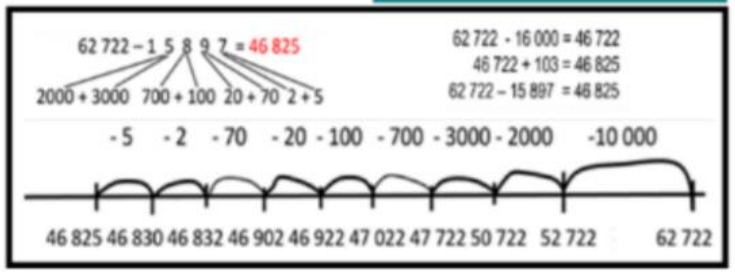
AS 23 MF 9 Add four-digit numbers as money



AS 23 MF 9 Subtract four-digit numbers as money



AS 24 MF 10 Add five-digit numbers



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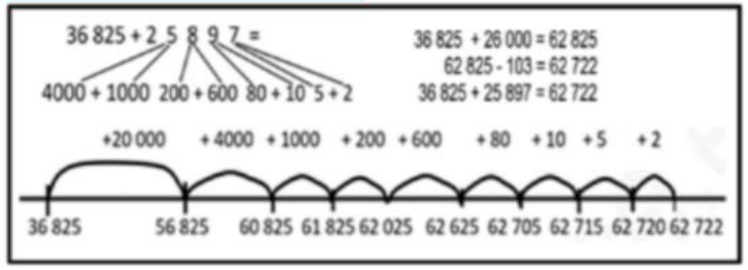

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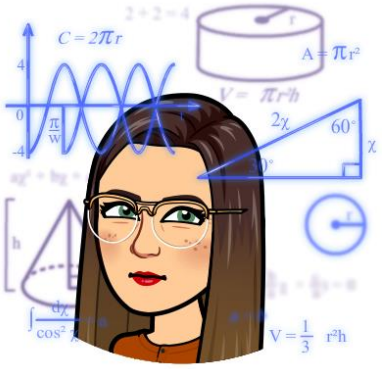
Tuesday

Maths Problem Solving



Sarah and Ariana have agreed to work for their Mum over the holidays. The pay they get will vary.
Ariana will get $10 for the first day she works and two more dollars for every day she works after that.
Sarah will get $1 for the first day she works, but for each day she works from then on, his pay will be doubled.

Who would you rather be and why?

Think about how the **5 steps for problem solving** will help you. Tick them off as you go.

- Read
- Understand
- Choose a Strategy
- Use Strategy
- Check

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Tuesday

Science

Lesson 1: Deadly Deserts

Learning Intention
We are learning about the structural features and adaptations of desert plants and animals.

Success Criteria
I can:

- **Identify features of desert environments**
- **Explain what structural features they think help living things survive in a desert**

Activity 1:

TWLH Chart

L.I To show our thoughts and ideas about a topic before, during after an investigation or activity.

What I think I know…	What I want to learn…	What I learned…	How I came to that conclusion…

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Activity 2:

Watch the video and answer the following questions.

Link: https://www.youtube.com/watch?v=GPjfQh-IjSU

- What kinds of environments, such as deserts, grasslands, rivers and lakes, forests, woodland, do you think explorers would have encountered?
- What plants and animals do you think they might have seen?
- What conditions, such as temperature and weather, do you think early explorers would have had to face? (eg, cold and heat, drought and flood
- What do you think the explorers would have needed to take with them when exploring deserts? (eg, water, food, maps, compass, suitable clothing)
- If you were going into the desert what would you take with you?

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Tuesday

Science

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I can:

- Identify features of desert environments
- Explain what structural features they think help living things survive in a desert

Activity 3: Glossary

Scientific term	My own definition

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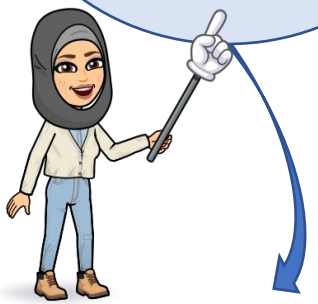
Wednesday

Morning Routine

Read this structural adaptations infographic and synthesise important information into your student knowledge organiser from Tuesday (pg. 5).



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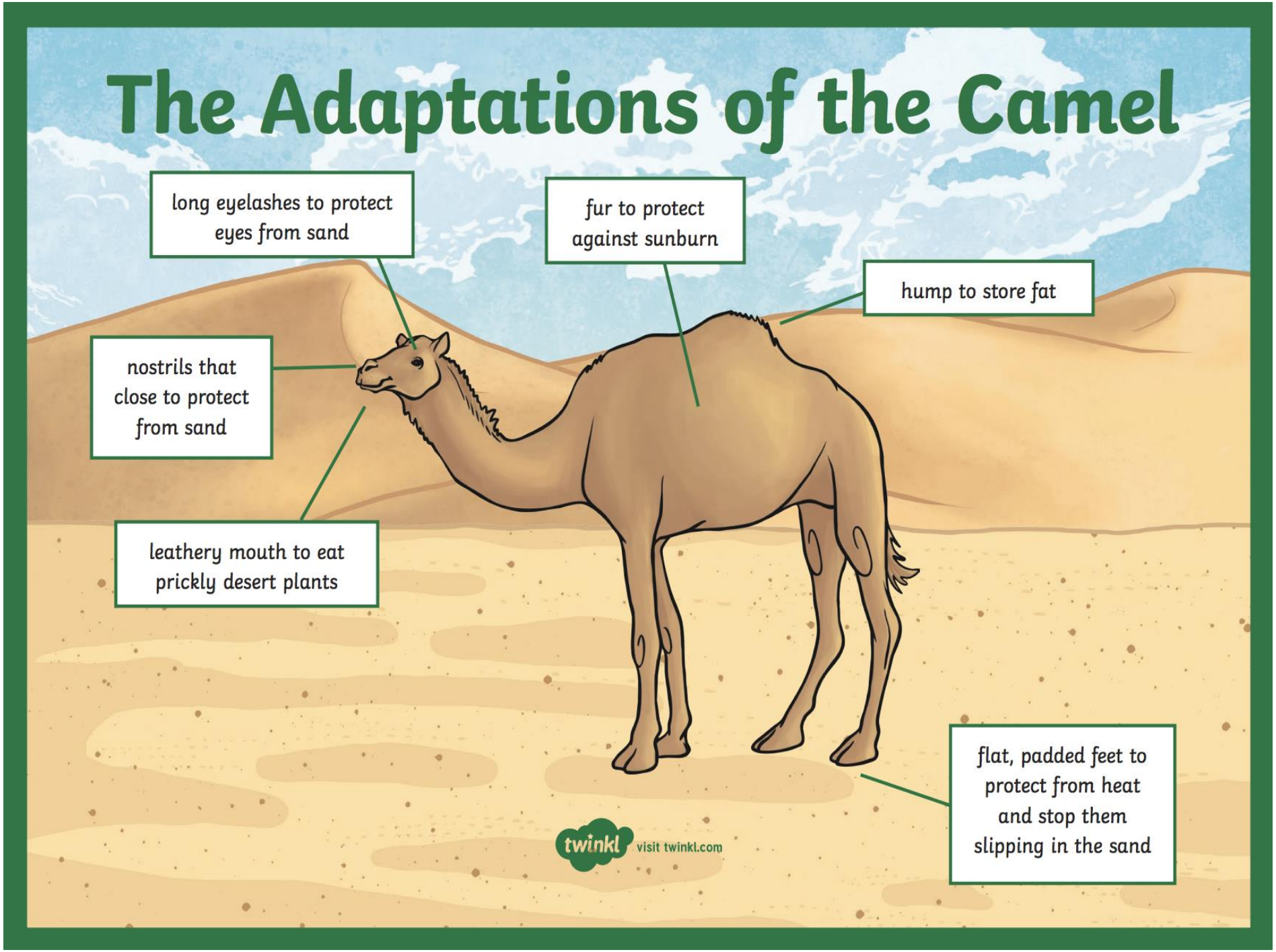

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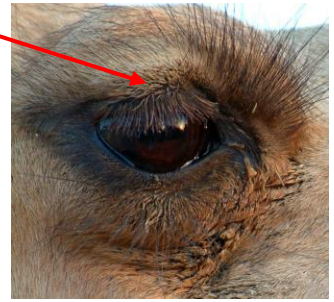
Wednesday

Vocabulary

Task: Organise the given words into your vocabulary suitcase for each word today. Word: Tier: Definition: Sentence: Dual Code (image): Synonym/root word/prefix/suffix:	Add the following words to your vocabulary suitcase: • **long thick eyelashes** to help keep out sand from their eyes and protect them from the sun.  • **long muscular legs** allow camels to walk long distances across deserts. 	*Share your vocabulary work for these two words below.* Remember to include the following: • What tier your word is in (Is it Tier 1, 2 or 3) • Picture • Definition (Make sure you use your own words! No plagiarism here) • Sentence (Add the word in a sentence) • Synonyms, root word, prefix or suffix.
long thick eyelashes	Definition:	Sentence:
long muscular legs	Definition:	Sentence:

Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.

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Wednesday

SOTD

Focus: Present Simple Tense and Semi-Colon

Learning Intention: We are learning to write a complex sentence in present simple tense with a semi-colon.	**Modelled** Use highlighters or colours to identify the main clause, subordinate clause and semi-colon in the example sentence below. • Main clause • Subordinate clause • Semi-Colon *A camel has a thick coat; important for insulating it from the intense heat of the desert.*
Success Criteria: I can: ❑ Write a main clause ❑ Write a subordinate clause ❑ Use correct beginning, middle and end punctuation	**Activity** In the following sentence, draw a semi-colon (;) in the correct position. Rewrite the sentence with the semi-colon. *Camels' sweat* evaporates beneath their fur allowing them to keep cool and retain more fluids. _____

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Wednesday

Writing

This is our exemplar writing text on Camel adaptations. Read the text and see if you can identify the different parts of the block planner.

Magnificent Camels

Dromedary Camels (Camelus dromedarius) are magnificent mammals that possess various adaptations to help them survive and thrive in dry arid deserts. Living between 40-50 years, these herbivores are best known for their ability to carry heavy loads across long distances. To be able to achieve these amazing feats, these animals have adapted to meet the needs of their harsh environments. In order to overcome the many environmental challenges camels face, they have multiple adaptations to support their survival. These adaptations include: structural, behavioural and physiological.

Structural Adaptations

Camels possess a variety of physical adaptations that help them survive in harsh desert climates. The most well-known physical characteristics of a camel are their thick lips and muscular legs.

Camels have thick lips that easily grasp leaves, thorns and other vegetation without losing precious moisture from their tongues. Camels are herbivores, so they can graze and eat their food more effectively with the help of their thick top lip being split in two. They can consume the thorniest plants (including cacti) without injuring their tough lips because of its hardened structures called papillae (small cone-shaped protrusions).

Another magnificent structural adaptation that is vital for camels to survive in desert conditions are their strong, muscular legs. Camels are capable of walking lengthy treks during the hot and cold nights due to their incredibly strong legs. As many camels are domesticated, they need strength to carry heavy loads of up to 270kgs.

While these are only some of the structural adaptations that these remarkable desert mammals possess, they also have behavioural adaptations to support their survival.

Behavioural Adaptations

Camels are renowned for their ability to survive in the harsh and hostile heat of the desert. They possess behavioural adaptations, such as defensive techniques and minimising their sun exposure, to support them in doing this.

These unique desert survivors have developed defensive techniques to protect themselves against their predators. Some of their predators include, lions, wolves, leopards and humans. The main defensive technique includes kicking and spitting. When threatened, camels demonstrate behavioural adaptations as they kick their opponent with any of their four elongated legs. However, their most well-known defensive mechanism is to spit. If you see a camel fill up and bulge their cheeks, they are about to launch an attack. When they spit, they regurgitate the contents of their stomach, along with saliva, and project it out of their mouth. This is meant to surprise, distract or irritate their predators.

Camels have developed behavioural adaptations to minimise their sun exposure. These include: facing the sun and travelling in groups (caravans). Camels directly face the sun when standing still or resting. They do this to reduce the amount of body surface directly exposed to the sunlight and heat. Additionally, they seek out shade when possible. For example, camels stand in each other's shadows when travelling in caravans. A typical caravan could have up to 500 camels.

While these are only some of the behavioural adaptations that these marvellous desert mammals possess, they also have physiological adaptations to support their survival.

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Wednesday

Writing

Physiological Adaptations

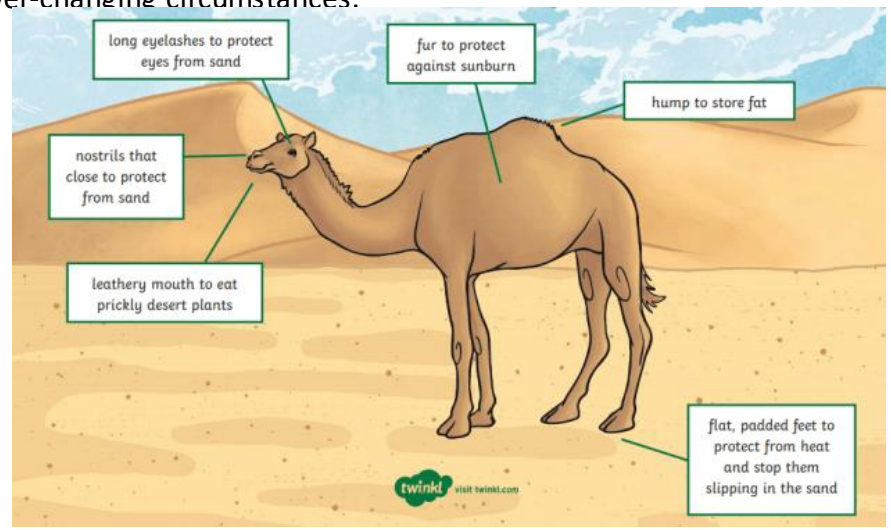
Camels possess several physiological adaptations that support their survival in hot and dry climates. Two of these physiological adaptations include water and body temperature regulation and digestive mechanisms.

A fully hydrated camel has a body temperature range of 36 to 38 degrees Celsius. Not only do these mammals perspire at a low rate, their sweat even evaporates beneath their fur for better cooling, allowing them to retain more fluids. At the same time, camels are equipped to lose a higher percentage of their bodily fluids without disrupting their health. For instance, the body of camels can tolerate a loss of water over 30% of their body weight. In comparison, most other mammals would not be able to survive if they lost half of this value (15% of their body weight). The camel can do this as large amounts of water can be stored for up to 24 hours in the gut to avoid a rapid dilution of the blood.

Camels possess two fat-filled humps that support their digestion and lipid metabolism. Camels, as ruminants like cattle and sheep, digest food by chewing the cud. The first stomach stores the food that is not completely chewed. Later, this food (cud) returns to the camel's mouth, and the camel chews it again. The camel's ability to resist thirst and survive a lack of food is related to unique adaptive mechanisms, including mobilising the body reserves of lipids (fatty tissue) during malnutrition and the storage of fat.

These physiological adaptations are advantageous because it allows a considerable amount of heat to be stored during the day and dissipated at night (by radiation) without the loss of water.

Evidently, these magnificent desert survivors are remarkably well adapted to their barren environment. Camels possess a variety of structural, behavioural and physiological characteristics that support their survival in harsh desert environments. Therefore, these fantastic creatures are well equipped to adapt to their ever-changing circumstances.



This is a labelled diagram of the camelus dromedarius.

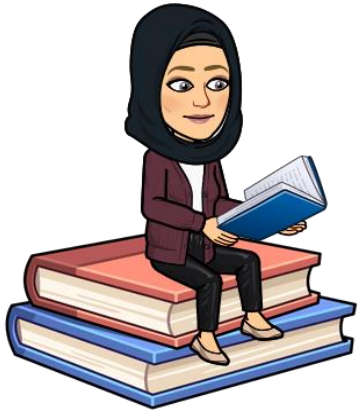
Wednesday

Reading

Comprehension key focus

Determining importance

Determining importance means that the reader focuses on what's most important in the text to develop a deeper meaning and overall understanding.



Read the text, determine what is important by highlighting. You can also add relevant facts to your knowledge organiser.

Where are camels found?

The two types of camel are found in different parts of the world. The dromedary camel, also called an Arabian camel, can be found in North Africa and the Middle East. The Bactrian camel lives in Central Asia. No matter the type, camels are usually found in the desert, prairie or steppe. Though many people think that camels only live in hot climates, they do well in temperature ranges from minus 29 degrees Celsius to 49 degrees Celsius.

Optional: Can you locate the two types of camels on a world map by putting an arrow or a star?

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SCHOLASTIC Literacy Pro

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Wednesday

Maths – Area Model for multiplication

Read this text on multiplying using the Area Model, follow the example and watch the video. Then complete the activities on the next page.

Learning Intentions-
We are learning to:
•Multiply a one-digit number by a two-digit number/

This is because:
•This method adds to our multiplication strategies.

https://www.youtube.com/watch?v=k8nwFpeiCCU

Area Model

In mathematics, an area model is a rectangular diagram or model used for multiplication, in which the factors define the length and width of the rectangle. We can break one large area of the rectangle into several smaller boxes, using number bonds, to make the calculation easier. Then we add to get the area of the whole, which is the product.

Step 1
Take each factor and break them into expanded form. Then create a box. Across the top write out one of the expanded form expressions, and down the left side write out the other expression. Divide the box up to create a grid where each number has a box.

63 x 2 = 60 x 2
= 3 x 2

x	60	3
2		

Step 2
Fill in the grid by multiplying each pair of numbers.

60 x 2 = 120
3 x 2 = 6

x	60	3
2	120	6

Step 3
Add up all the numbers in the box, and you have your answer.

120 + 6 = 126

So, 63 x 2 = 126

Use an addition strategy here

Back to Schedule Button

Wednesday

Maths Extension – Area Model for multiplication

Column 1 (start here)

63 x 2 =

x	60	3
2		

28 x 4 =

x	20	8
4		

42 x 3 =

x	40	2
3		

36 x 4 =

x	30	6
4		

Column 2 (here next)

47 x 5 =

x	40	7
5		

15 x 6 =

x	10	5
6		

37 x 9 =

x	30	7
9		

42 x 5 =

x	40	2
5		

Column 3 (final column)

22 x 7 =

x	20	2
7		

31 x 8 =

x	30	1
8		

52 x 7 =

x	50	2
7		

29 x 8 =

x	20	9
8		

Back to Schedule Button

Wednesday

Maths Extension – Area Model for multiplication

OPTIONAL - Maths Extension

253 x 2 = 400 + 100 + 6 = 506

x	200	50	3
2	2 x 200 = 400	2 x 50 = 100	2 x 3 = 6

515 x 2 =

x	500	10	5
2			

784 x 4 =

x	700	80	4
4			

140 x 3 =

x	100	40	0
3			

212 x 5 =

x			

643 x 6 =

x			

328 x 9 =

x			

434 x 7 =

x			

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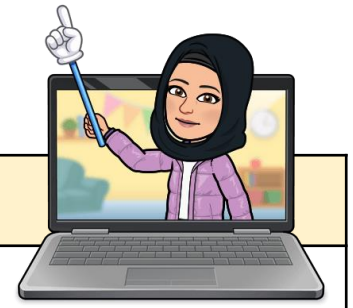
Wednesday

HSIE



Focus Question: How do people manage spaces in the community?

Learning Intention
We are learning about factors that shape places

Success Criteria
I can:

- **Note down how people manage spaces in the community**
- **Think of spaces around us in the community**

Activity 1:

The types of spaces within a place form part of its infrastructure. The infrastructure of a place is the human features a place needs to make it suitable for people to live and work.

Watch the video of SimCity and list some other spaces (features of infrastructure) that a place has. Include places your family uses on a weekly basis.

https://www.inquisitive.com/video/227-sim-city-infrastructure

Activity 2:

The states and territories make the rules for infrastructure (how spaces are organised) but it's up to the local councils to apply the rules to their local area. The state or territory will keep control of big projects like dams, mines and ports.

https://www.planning.nsw.gov.au/

Look at your state or territory planning department website.

What projects has your state or territory government planned for your region or area?

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Wednesday

HSIE

Focus Question: How do people manage spaces in the community?

Learning Intention
We are learning about factors that shape places

Success Criteria
I can:

- **Note down how people manage spaces in the community**
- **Think of spaces around us in the community**

Activity 3:

Write the words from the word bank in their correct zones. Add some more if you can.

townhouse, supermarket, restaurant, factory, school, hospital, livestock, petrol station, home unit, sand hills, power station, church, granny flat, shop, park, office, house, mall, police station, swamp, market garden, apartment, poultry farm, movie theatre, warehouse, bungalow, wash, library, orchard.

Land Use Type	Examples
Residential Zone (Where people live)	
Commercial Zone (Where people buy things)	
Industrial Zone (Where people work)	
Community Zone (Where community activities take place)	
Vacant Zone (Places with nothing on them)	
Agriculture Zone (Farming)	

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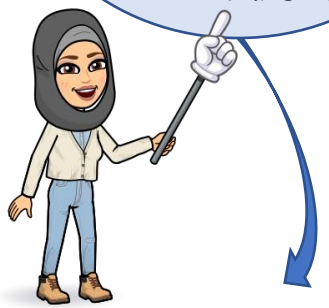
inquisitive

Thursday

Morning Routine

Read this information about the structural adaptations of camels. Determine importance and synthesise information into your student knowledge organiser from Tuesday (pg. 5).



Learning Intentions- We are learning:
- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.

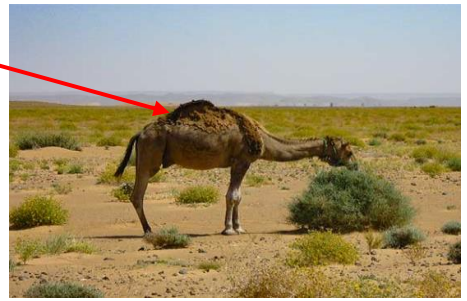
Structural Adaptations of Camels

	**Adaptation:** Two rows of long eyelashes **Function:** Protect against blowing sand and the sun		**Adaptation:** Nostrils can be closed **Function:** Keep out blowing sand
	**Adaptation:** Fat stored in hump(s) **Function:** Help it to survive long periods without food and water		**Adaptation:** Thick fur and underwool **Function:** Provide warmth during cold desert nights and insulation against daytime heat
	**Adaptation:** Thick leathery patches on knees **Function:** Protect it from getting burn when it kneels on the hot desert sand		**Adaptation:** Long strong legs **Function:** Help carry heavy loads over long distances and keep its body further away from the hot sand
	**Adaptation:** Broad, flat, leathery pads at the bottom of their hooves **Function:** Pads spread out when the camel places its feet on the ground thus creating a "snowshoe effect" and preventing the camel from sinking into the sand		

Back to Schedule Button

Thursday

Vocabulary

Task: Organise the given words into your vocabulary suitcase for each word today.	Add the following words to your vocabulary suitcase: • **leathery knees** help prevent burning when kneeling on hot sand.  • **thick fur** to keep the Sun's heat away during the day and provide warmth at night. 	*Share your definition and sentence for these two words below.* Remember to include the following: • What tier your word is in (Is it Tier 1, 2 or 3) • Picture • Definition (Make sure you use your own words! No plagiarism here) • Sentence (Add the word in a sentence) • Synonyms, root word, prefix or suffix.
leathery knees	Definition:	Sentence:
thick fur	Definition:	Sentence:

Word: Tier:

Definition: Sentence:

Dual Code (image): Synonym/root word/prefix/suffix:

Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.

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Thursday

SOTD

Focus: Present Simple Tense and Semi-Colon

Learning Intention:
We are learning to write a complex sentence in present simple tense with a semi-colon.

Success Criteria:

I can:

- ❑ Write a main clause
- ❑ Write a subordinate clause
- ❑ Use correct beginning, middle and end punctuation

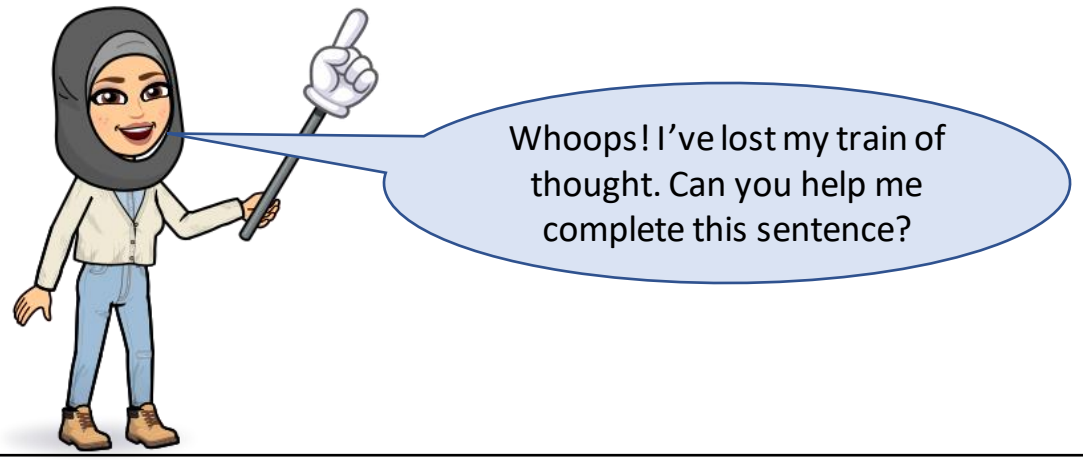
Guided

Complete the following sentence.

Use highlighters or colours to identify the main clause, subordinate clause and semi-colon in the sentence you write.

- Main clause
- Subordinate clause
- Semi-Colon

Camels do not directly store water in their humps; _____.



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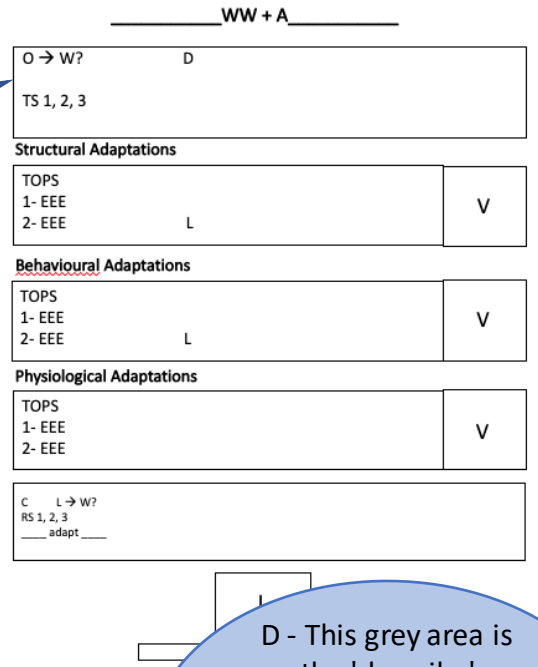
Thursday

Writing

_____WW + A_____

O → W? D

TS 1, 2, 3



WW + A

O -- W?

Magnificent Camels

Dromedary Camels (Camelus dromedarius) are magnificent mammals that possess various adaptations to help them survive and thrive in dry arid deserts. Living between 40-50 years, these herbivores are best known for their ability to carry heavy loads across long distances. To be able to achieve these amazing feats, these animals have adapted to meet the needs of their harsh environments. In order to overcome the many environmental challenges camels face, they have multiple adaptations to support their survival. These adaptations include: structural, behavioural and physiological.

TS 1, 2, 3

D - This grey area is the 'describe' component of the block planner. Here you can describe general facts about your animal.

Here you will find an annotated example of the title and introduction. Pay close attention to how each part of the block planner for the introduction is used.

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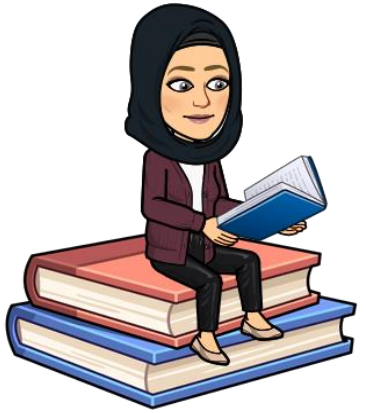
Thursday

Reading

Comprehension key focus

Determining importance

Determining importance means that the reader focuses on what's most important in the text to develop a deeper meaning and overall understanding.



Read the text, determine what is important by highlighting. You can also add relevant facts to your knowledge organiser.

What do camels eat?

Camels aren't picky about what they eat. Their thick lips allow them to eat things that most other animals couldn't, such as thorny plants. Camels are herbivores, though, so you won't find them eating meat.

Filling up on water, when it's available, is very important for camels. They can drink 113 litres of water in just 13 minutes. Their bodies rehydrate faster than any other mammal.

When there is little food and water, the camel's hump fat releases water; 9.3 grams of fat releases 1.13 grams of water, according to research by the University of Singapore.

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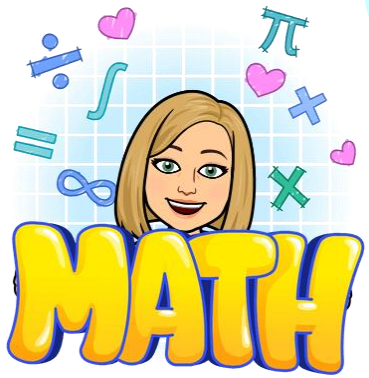
Thursday

Maths – Area Model for multiplication



Read this text on multiplying using the Area Model, follow the example and watch the video. Then complete the activities on the next page.

Learning Intentions-
We are learning to:
•Multiply a two-digit number by a two-digit number

This is because:
•This method adds to our multiplication strategies.

https://www.youtube.com/watch?v=MVZRD4Fa1OY

Area Model

In mathematics, an area model is a rectangular diagram or model used for multiplication, in which the factors define the length and width of the rectangle. We can break one large area of the rectangle into several smaller boxes, using number bonds, to make the calculation easier. Then we add to get the area of the whole, which is the product.

Step 1

Take each factor and break them into expanded form. Then create a box. Across the top write out one of the expanded form expressions, and down the left side write out the other expression. Divide the box up to create a grid where each number has a box.

63 x 24 = 60 x 20
= 3 x 20
= 20 x 4
= 4 x 3

x	60	3
20		
4		

Step 2

Fill in the grid by multiplying each pair of numbers.

63 x 24 = 60 x 20
= 3 x 20
= 60 x 4
= 3 x 4

x	60	3
20	1200	60
4	240	12

Step 3

Add up all the numbers in the box, and you have your answer.

1200 + 60 + 240 + 12 = 1512

So, 63 x 24 = 1512

Use an addition strategy here

Back to Schedule Button

Thursday

Maths – Area Model for multiplication

Column 1 (start here)

63 x 23 =

x	60	3
20		
3		

24 x 42 =

x	20	4
40		
2		

23 x 33 =

x	60	3
30		
3		

Column 2 (here next)

95 x 56 =

x	90	5
5		
6		

55 x 65 =

x	50	5
60		
5		

95 x 59 =

x	90	5
50		
9		

Column 3 (final column)

78 x 37 =

x	70	8
30		
7		

88 x 32 =

x	80	8
30		
2		

87 x 25 =

x	80	7
20		
5		

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Thursday

OPTIONAL - Maths Extension – Area Model for mulitiplication (three-digit by two-digit)

436 x 32 =

x	400	30	6
30	400 x 30 = 12000	30 x 30 = 900	60 x 3 = 180
2	400 x 2 = 800	30 x 2 = 60	6 x 2 = 12

24 x 42 =

x	60	3	
20			
3			

24 x 42 =

x	60	3	
20			
3			

24 x 42 =

x			

24 x 42 =

x			

24 x 42 =

x			

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Thursday

PDHPE

Focus: Our wellbeing
Write down your dreams and aspirations for yourself and the wider community.

My dream for myself is ...

My dream for my community is...

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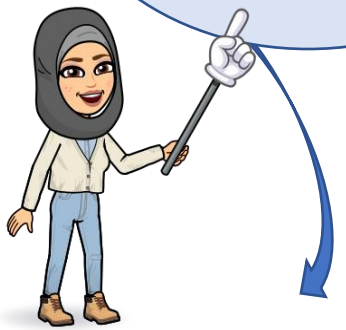
Friday

Morning Routine

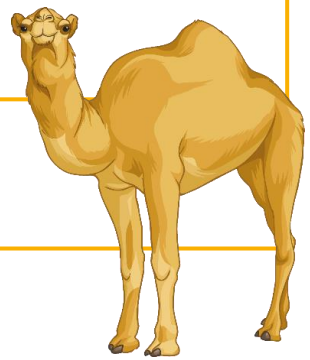
Structural Adaptations of Camels

Read through this table about the structural adaptations of camels. Determine importance and synthesise information into your student knowledge organiser from Tuesday (pg. 5).



Learning Intentions-
We are learning:
- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.

Adaptation	How does this adaptation help survival?
Can run up to 40mph in a sprint, or maintain 25mph for up to an hour.	To travel quickly across the desert over long distances and to allow air to circulate underneath their stomachs to cool them down.
Can consume up to 46 litres of water in one sitting.	Water is scarce and this allows them to hydrate and replenish stored water quickly.
Three rows of eyelashes.	Protection from sandstorms/strong winds.
Large, flat feet.	Spreads weight on soft sand.
Thick fur on the top of their bodies; thin fur elsewhere.	Thick fur provides shade, thin fur aids heat loss.
Thin, slot-like nostrils.	Prevents sand from entering the body and damaging breathing.



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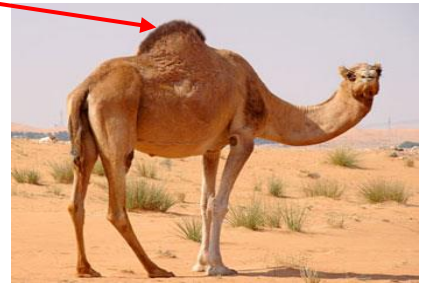
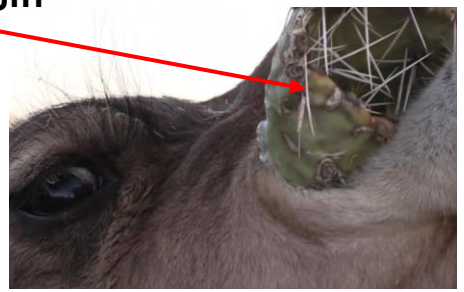
Friday

Vocabulary

Task: Organise the given words into your vocabulary suitcase for each word today. Word: Tier: Definition: Sentence: Dual Code (image): Synonym/root word/prefix/suffix:	Add the following words to your vocabulary suitcase: • **fat-filled humps** humps on their back store fat to provide the camel with energy throughout long treks in the desert.  • **leathery mouth** this helps camels eat prickly trees and shrubs. 	*Share your definition and sentence for these two words below.* Remember to include the following: • What tier your word is in (Is it Tier 1, 2 or 3) • Picture • Definition (Make sure you use your own words! No plagiarism here) • Sentence (Add the word in a sentence) • Synonyms, root word, prefix or suffix.
fat-filled humps	Definition:	Sentence:
leathery mouth	Definition:	Sentence:

Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.

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Friday

SOTD

Focus: Present Simple Tense and Semi-Colon

Learning Intention:
We are learning to write a complex sentence in present simple tense with a semi-colon.

Success Criteria:

I can:

- ❑ Write a main clause
- ❑ Write a subordinate clause
- ❑ Use correct beginning, middle and end punctuation

Independent

Write a complex sentence in present simple tense with a semi-colon.

Use highlighters or colours to identify the main clause, subordinate clause and semi-colon in the example sentence below.

- Main clause
- Subordinate clause
- Semi-Colon

_____

_____

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Friday

Writing

Magnificent Camels

Dromedary Camels ( ) are that possess various adaptations to help them survive and thrive in dry arid deserts. Living between , these are best known for their To be able to achieve these amazing feats, these animals have adapted to meet the needs of their In order to overcome the many environmental challenges camels face, they have multiple adaptations to support their survival. These adaptations include: , behavioural and physiological.

Oh no! Some parts of my introduction have gone missing. I wonder if you can help me piece it back together.

Camelus dromedarius

ability to carry heavy loads across long distances.

herbivores

magnificent mammals

harsh environments.

physiological

40-50 years

structural

Back to Schedule Button

Friday

Reading

Comprehension key focus

Determining importance

Determining importance means that the reader focuses on what's most important in the text to develop a deeper meaning and overall understanding.

- The humps on camels hold fat to survive the heat
- The scientific name is camelus
- The top speed is 65km/h
- The life span is up t0 40 to 50 years
- They weigh around 600-1000 kilograms
- Camela can drink up to 40 gallons (around 151 litres) of water in one go

Here are some fun camel facts.
Your challenge is to research the desert biome and find 3 facts about **DESERTS** by determining importance.

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SCHOLASTIC Literacy Pro

epic!

Maths – Area model for multiplication

Friday

Read this text on multiplying using the Area Model and follow the example. Then complete the activities on the next page.

Learning Intentions-
We are learning to:
- Multiply a one-digit number by a two-digit number; and
- Multiply a two-digit number by a two-digit number.

This is because:
- This method adds to our multiplication strategies.

2-digit by 1-digit

Step 1
Take each factor and break them into expanded form. Then create a box. Across the top write out one of the expanded form expressions, and down the left side write out the other expression. Divide the box up to create a grid where each number has a box.

63 x 2 = 60 x 2
= 3 x 2

x	60	3
2		

Step 2
Fill in the grid by multiplying each pair of numbers.

60 x 2 = 120
3 x 2 = 6

x	60	3
2	120	6

Step 3
Add up all the numbers in the box, and you have your answer.

120 + 6 = 126

So, 63 x 2 = 126

2-digit by 2-digit

Step 1
Take each factor and break them into expanded form. Then create a box. Across the top write out one of the expanded form expressions, and down the left side write out the other expression. Divide the box up to create a grid where each number has a box.

63 x 24 = 60 x 20
= 3 x 20
= 20 x 4
= 4 x 3

x	60	3
20		
4		

Step 2
Fill in the grid by multiplying each pair of numbers.

63 x 24 = 60 x 20
= 3 x 20
= 60 x 4
= 3 x 4

x	60	3
20	1200	60
4	240	12

Step 3
Add up all the numbers in the box, and you have your answer.

1200 + 60 + 240 + 12 = 1512

So, 63 x 24 = 1512

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Friday

Maths

2-digit by 1-digit

27 x 2 =

x		

53 x 4 =

x		

73 x 8 =

x		

13 x 9 =

x		

2-digit by 2-digit

67 x 19 =

x		

87 x 23 =

x		

98 x 37 =

x		

64 x 81 =

x		

39 x 36 =

x		

26 x 49 =

x		

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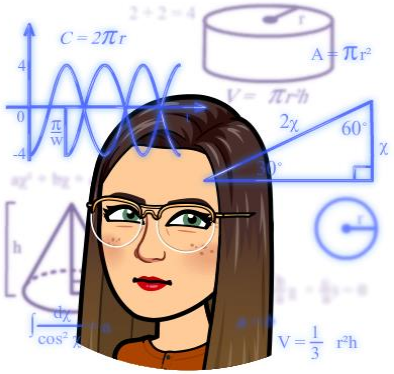
Friday

Maths- Problem Solving



Each day, from Monday to Friday, Sam, Nikau and Maia were given the same number of lollies. Each day they shared them the same way.

Nikau got twice as many lollies as Sam.

Maia got three times as many lollies as Sam.

If Maia got a total of 18 lollies on Tuesday and Wednesday, how many lollies did Nikau get for the whole five days?

How many lollies would Sam need to get on Saturday if he wanted to have 39 lollies altogether?

Think about how the **5 steps for problem solving** will help you. Tick them off as you go.

- Read
- Understand
- Choose a Strategy
- Use Strategy
- Check

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Friday

NAPLAN Typing Practice

https://www.typerush.com/?utm_source=gameszone&utm_medium=banner&utm_campaign=frontpage

Follow this link to continue practising online typing – You should be a professional by now :)

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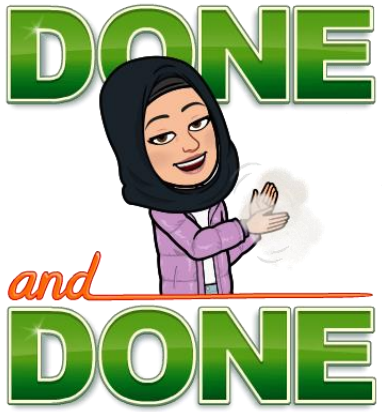


That's a wrap!

Well done for working so hard this week.

Keep up your fantastic effort Year 5.

Phonics

Monday-Friday

- Look, cover, write and check the following camera words.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
Island					
front					
Sword					
wolf					
Sew					
Hour					

- Write a simple sentence for each camera word. A simple sentence has a subject and a predicate.

1._____

2. _____

3._____

4. _____

5_____

6. _____

Tuesday

Add the suffixes to the end of each word to change the word to past tense and future tense. Say each word as you write it.

Word Present tense	Word + ed Past tense	Word +ing Future tense
trick	tricked	tricking
shift		
call		
limp		
fill		
dress		

- Choose four words from the table above to write a sentence in past tense for each word.

1. _____

2._____

3._____

4._____

We can break words into separate parts called syllables. Some words have only one syllable and some words have more than one syllable. Syllables are sometimes called the beats in a word.

- Read the words, then clap the syllables in each word. Each word has two syllables. For Example, gob👏lin👏.

Den/mark	gar/lic	scar/let
nor/mal	gar/den	trans/port
tar/get	dis/card	par/ty

Wednesday

- Find and circle the words in the word search.

dart	spark	sharp	harm	charm
scar	march	shard	scarlet	discard

t	**o**	**s**	**c**	**a**	**r**	**l**	**t**	**d**	**o**
s	**c**	**c**	**o**	**e**	**c**	**v**	**n**	**i**	**s**
s	**d**	**a**	**r**	**t**	**a**	**o**	**f**	**s**	**r**
h	**r**	**r**	**s**	**p**	**a**	**r**	**k**	**c**	**a**
a	**o**	**l**	**e**	**w**	**r**	**y**	**h**	**a**	**p**
r	**o**	**e**	**s**	**e**	**m**	**s**	**g**	**r**	**g**
d	**l**	**t**	**y**	**t**	**a**	**o**	**r**	**d**	**s**
x	**z**	**h**	**a**	**r**	**m**	**a**	**r**	**c**	**h**

Thursday

- Read and write all the words that have an ‘ar’ sound in the word search.

- Use these words to write 5 sentences. Change the chosen words to past tense. For example, harm – harmed.

1. _____
2. _____
3. _____
4. _____
5. _____

- Draw a line to match the word to the meaning.

shard	of a brilliant red colour.
scarlet	get rid of (someone or something) as no longer useful or desirable.
discard	a small fiery particle thrown off from a fire, alight in ashes, or produced by striking together two hard surfaces.
spark	a piece of broken ceramic, metal, glass, or rock, typically having sharp.

Reading

Fishing at the Lake

295 words

When it got dark, Mark and I went fishing. Our rods were on Mark's porch. We picked them up and made our way to the foreshore. We jumped in our boat and rowed across the lake. When we got to a good fishing spot we put our lines in. Small waves smacked the side of our boat. I lay back, glad to look at the stars as we rocked from side to side.

It was not long before Mark's line was being yanked back and forth.

"I've got one," he yelled.

He pulled it in with a sharp tug. On the end was a small carp.

"Too small," I remarked. "Throw it back."

We kept fishing. Insects darted around us, attracted to the spark of our lamp. I let go of my rod to slap my leg where an insect bit me. Just then it was my line that started to jump and my rod almost fell in the lake. I got it just in time and pulled the line up. Hanging onto the end was a mini catfish.

"Too small, way too small," called Mark. "Discard it."

We started fishing again, but we didn't get another bite. The starlit evening became still. The lake was flat and **calm**. Mark began to relax and snore a little and so I started to pack up. It was time to go back.

Just then a dark shadow **approached** our boat. Huge waves started to form around us. Mark's line gave a sudden sharp **jolt** and his rod bent like mad. It looked like it would be torn in two.

"Mark!" I called. "Grab your rod!"

Mark sat up with a start. He got his rod and pulled the line hard but the fish was too large.

"I need your help," he gasped.

I held the rod with Mark and together we pulled the huge fish up to our boat. But then we saw it was a shark!

"AHHH!" we yelled. "Too big, way too big. Throw it back!"

Monday - Read the story 'Fishing at the Lake' and answer the following questions.

1. Why did they throw the first fish back in the water?

_____

2. Why did the narrator's rod almost fall in the lake in the middle of the story?

_____

3. After the catfish, what was the atmosphere like on the boat?

_____

4. What did the shark look like when it was in the water?

_____

5. Describe how the water changed?

_____

6. Why did Mark's line give a sudden jolt? What does jolt mean?

_____

7. How do we know that the shark was big and strong?

_____

8. Do you think that they enjoyed their fishing trip? Why/Why not?

_____

Monday – Friday

- Read the story 'Fishing at the Lake' to an adult or older sibling every day.
- Time yourself each day to check your fluency and expression. The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story.

Monday	Tuesday	Wednesday	Thursday	Friday

Progress Monitoring Passage 7

Have I ever told you about Flossy Blossom the Possum? In our garden there is a big old gum tree. Every night at about seven we watch as Flossy makes her way along the branch to the fence. Then she leaps on to the bird table and helps herself to the fruit and other food we put out for the birds.

If we ever forget to put out any food, before long we hear a scratching noise on the window. That is Flossy's way of telling us to give her something nice to eat and to be quick about it! She is really cute and very clever.

A few weeks ago, we began to get worried. We had not seen her for several days. We were afraid that she might have had an accident or that she was sick. There was no sign of her anywhere.

One morning, we heard a scratching sound coming from the roof. Dad got a torch and we climbed up into the loft. Guess what we found up there? There was Flossy Blossom in the corner looking very proud of herself. Why? Because she was a mother! Beside her were two cute, little, baby possums.

196 words

Monday and Friday

- Read the 'Progress Monitoring Passage 7' to an adult or older sibling and time yourself on Monday and Friday.
- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story every day. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?

Year 5 Specialist Pack

Tuesday

This term, we will focus on writing to inform.

Today, you will need to review the block planner below and make sure you understand all the components.

WW (Wow word) + **A** (name of animal)

O → W — D ← Define what you are talking about.

(Opening sentence to introduce your animal)

TS (Thesis statement) ← structural and behavioural

Structural Adaptations

TOPS ← Topic sentence and introduce your idea.

2E ← Explain
Example

V = Vocabulary

Behavioural Adaptations

TOPS ← Topic sentence and introduce your idea.

2E ← Explain
Example

V = Vocabulary

C ← Conclusion

L → W Link back to your first sentence in your opening paragraph.

RS ← Restate the thesis statement.

--------adapt --------
Link to adaptation

I - image
Illustration to support your information report.

C = Caption (Describe your image)

Look at the title and introduction below taken from an exemplar text on camel adaptations. The focus this week is the title and introduction.

Copy the title and introduction on the space provided below. Then, read it to an adult or sibling to discuss the different components.

Opening sentence.

Wow word and animal

Magnificent Camels

Dromedary Camels are magnificent mammals that possess various adaptations to help them survive dry arid deserts. Living between 40-50 years, these herbivores are best known for their ability to carry heavy loads across long distances. In order to overcome the many environmental challenges camels face, they have multiple adaptations to support their survival. These include structural and behavioural adaptations.

Define what you are talking about.

Thesis statement.

Wednesday

Copy the block planner below on a piece of paper.

Label and explain the components of this block planner.

Check and compare it with Tuesday's block planner.

_____ WW + A _____

O → W D

TS 1,2,3

Structural Adaptations

TOPS

2E ← E
E

V

Behavioural Adaptations

TOPS

2E ← E
E

V

C

L → W

RS

------adapt --------

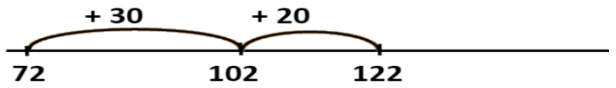
I

C

Complete addition problems below, by adding tens (10s) and bridging to a 100 on a number line.

72 + 50 =

30 + 20



1. 83 + 60 =

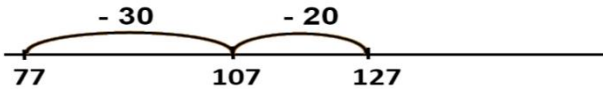
2. 40 + 70 =

3. 75 + 40 =

Complete subtraction problems below, by subtracting tens (10s) and bridging to a 100 on a number line.

127 - 50 =

20 + 30



1. 130 - 60 =

2. 120 - 30 =

Thursday

Read the paragraph about camels and answer the questions below.

Camels live in deserts, where it is hot and dry. Camels have adapted and found ways to help them survive in deserts. They have a thick coat of hair that protects them from the heat in the day, and keeps them warm at night. When there is food and water, a camel can eat and drink large amounts of it and store it as fat in their hump. Then, when there is no food or water, the camel uses the fat for energy, and the hump becomes small and soft.

1. Where do camels live?

   _____

2. Why do camels have a thick coat?

   _____

3. Where do camels store their food?

   _____

4. When does the camel use the stored fat in the hump?

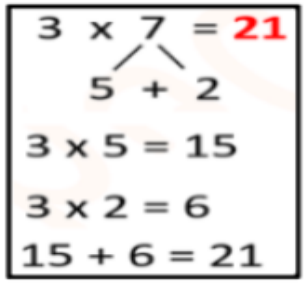
   _____

5. What else do you know about camels?

   _____

Multiply the following using distributive property.

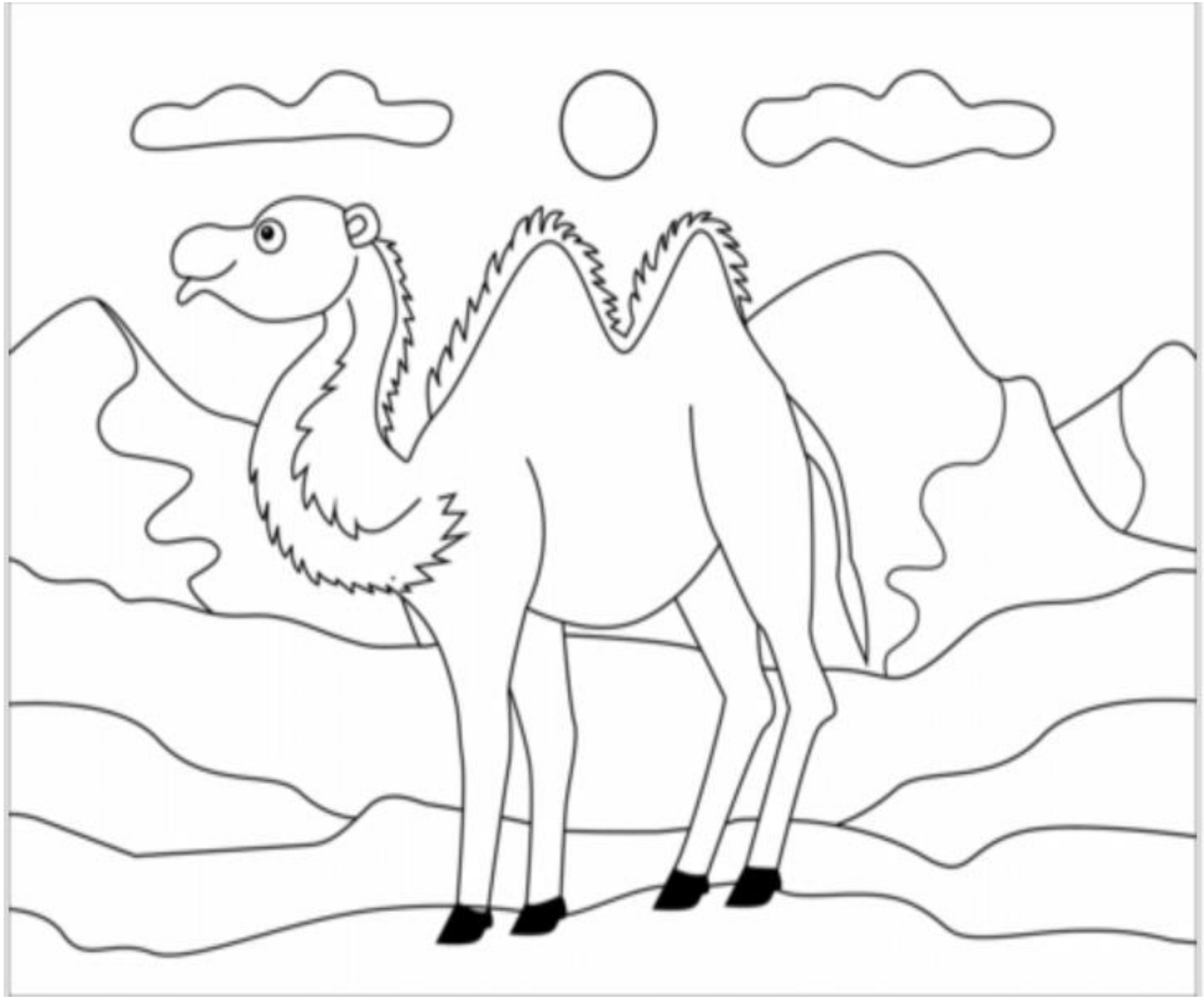
Example:



3 x 8 =	3 x 5 =
2 x 4 =	2 x 8 =
3 x 9 =	3 x 4 =
2 x 6 =	2 x 9 =
3 x 7 =	3 x 6 =

Friday

Read aloud and follow the set of directions for the picture.



- Colour the sun in yellow.
- Put some orange rays on the sun.
- Colour the camel in a mixed shade of brown and yellow.
- Shade the sand in yellow and add some glitter (only if you have some at home).
- Colour the mountains in brown and green.
- Put an X on the clouds.

➢ **Use the set of directions to help you describe your picture to an adult in full spoken sentences.**