

## **This is a message for students in 5A**

*Dear Parents/Caregivers,*

*I hope this message finds you and your families in the best of health.*

*I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the @Ufb]b[ 'Zca ' <ome pack.*

*Instructions regarding how to login and connect through Google Classroom are detailed on the following pages.*

*Please use the following code to connect to **5A's Google Classroom**.*

- 5A's Google Classroom code: **vd32j3t**

*If you are having trouble logging onto Google Classroom, please contact me for assistance via email.*

*Please do not contact the school office for login details or if you are having trouble logging in. You will need to contact me via email and I will respond in a suitable time!frame.*

*If you do not remember your school email details, please email me and I will send the details through.*

Email: hala.abdulkader1@det.nsw.edu.au

*Kind regards,*

*Miss Abdulkader*

## **This is a message for students in 5E**

Dear Parents/Caregivers,

I hope this message finds you and your families in the best of health.

I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack.

To connect to **5E's Google Classroom**, the code is: **3z7hq1x**

If you are having trouble logging onto Google Classroom, please contact me for assistance via email.

Please do not contact the school office for login details or if you are having trouble logging in. You will need to contact me via email and I will respond in a suitable timeframe.

If you do not remember your school email details, please email me and I will send the details through.

My email is [safa.elmir@det.nsw.edu.au](mailto:safa.elmir@det.nsw.edu.au)

Kind regards,  
Miss El Mir

## This is a message for students in 5I

Dear Parents/Caregivers,

I hope this message finds you and your families in the best of health.

I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack.

To connect to **5I's Google Classroom**, the code is: **6xtvayt**

I am writing to you today to let you know that I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack.

I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack. I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack.

I am writing to you today to let you know that I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack.

My email is [janine.alameddine2@det.nsw.edu.au](mailto:janine.alameddine2@det.nsw.edu.au)

Kind regards,  
Ms Alameddine

## This is a message for students in 5S

Dear Parents/Caregivers,

I hope this message finds you and your families in the best of health.

I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack.

To connect to **5S's Google Classroom**, the code is: **7y4xovu**

Zmci 'UfY \Uj ]b[ 'hfi V`Y`c[ [ ]b[ 'cbhc ; cc[ `Y`7`Uggfcca žd`YUgY`  
WcbhUWha Y`ZcfUgg]hUbW`j ]U`Ya U]""

D`YUgY`Xc`bch`WcbhUWh`h`Y`g`W`cc`c`Z`W`Zcf`c[ ]b`XYHJ]g`c`f`Zmci`  
UfY \Uj ]b[ 'hfi V`Y`c[ [ ]b[ ]b`"Mci`k ]`b`Y`Y`X`hc`WcbhUWha Y`j ]U`  
Ya U]`UbX`=k ]`f`Y`gd`cb`X`]b`U`g ]hUV`Y`h`a`Y`!Z`Ua`Y`""

Zmci `Xc`bch`f`Ya`Ya`V`Y`f`mci`f`g`W`cc``Ya`U]`X`Y`H`J`g`ž`d`Y`U`g`Y`Ya`U]`a`Y`  
UbX`=k ]`g`Y`b`X`h`h`Y`X`Y`H`J`g`h`fi`[`\`"

My email is [michelle.sol@det.nsw.edu.au](mailto:michelle.sol@det.nsw.edu.au)

Kind regards,  
Mrs Sol.

## This is a message for students in 5W

Dear Parents/Caregivers,

I hope this message finds you and your families in the best of health.

I will be logging on daily via Google Classroom from 10:00am to 11:00am to answer any questions relating to the home learning pack.

To connect to **5W's Google Classroom**, the code is: **3u5e7kg**

Zmci 'UfY \Uj ]b[ 'hfi V`Y`c[ [ ]b[ 'cbhc ; cc[ `Y`7`Uggfcca žd`YUgY`  
WcbhUWha Y`ZcfUggjgUbwW`j ]U`Ya U`"

D`YUgY`Xc`bchWcbhUWhh`Y`gW`cc`cZ`W`Zcf`c[ ]b`XYHJ`gcf]Zmci`  
UfY \Uj ]b[ 'hfi V`Y`c[ [ ]b[ ]b`"Mci`k ]`bYYX`hc`WcbhUWha Y`j ]U`  
Ya U`]UbX`=k ]`fYgdcbX`]b`U`g ]hUV`Y`h]a Y!ZUa Y`"

Zmci`Xc`bchfYa Ya VYfmcif`gW`cc`Ya U`]XYHJ`gd`YUgY`Ya U`]a Y`  
UbX`=k ]`gYbX`h`Y`XYHJ`g`h`fi [ \`"

My email is [Rebecca.wilson149@det.nsw.edu.au](mailto:Rebecca.wilson149@det.nsw.edu.au)

Kind regards,  
Miss Wilson

### Year 5 – Term 3 - Week 2 - Learning from Home - Literacy Grid

Select and mark off each activity to complete within the week. All activities will need to be completed. You can choose to complete them in your own order/time. Please use the numbers near each activity in the booklet to help you find the appropriate task from the grid below.

All the activities contain a link when clicked. It will take you to the right activity.

<b>Morning Routine</b>	<b>S.O.T.D.</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Writing</b>
1. Complete the Morning Routine cloze passage on Settings of the Goldfields.	2. Complete the onomatopoeia sentence activity.	3. Use 5 words from the vocabulary word bank to complete the vocabulary activity (definition, synonym and writing the word in a sentence).	4. Read for 20 minutes on Literacy Pro, a chapter book or a library book.	5. Draw your Warning Tale block planner. Use your schema to fill in your planning ideas on a topic of your choice or the goldfields.
6. Complete the Morning Routine cloze passage on Characters of the Goldfields.	7. Complete the direct speech sentence activity.	8. Use the remaining 5 words from the vocabulary word bank to complete the vocabulary activity (definition, synonym and writing the word in a sentence).	9. Read for 20 minutes on Literacy Pro, a chapter book or a library book.	10. Complete the spelling and punctuation editing activity.
11. Complete the Morning Routine timeline retrieval activity.	12. Complete the similes sentence activity.	13. Find the definition and dual code the words provided.	14. Read for 20 minutes on Literacy Pro, a chapter book or a library book.	15. Write a limerick poem on the goldfields. Write a limerick poem on a topic of your choice.
16. Complete the Morning Routine quiz on the goldfields.	17. Complete the personification sentence activity.	18. Complete the 9 letter squares activity.	19. Complete a Literacy Pro Quiz.	20. Write a haiku poem on the goldfields. Write a haiku poem on a topic of your choice.

**1.**

**Morning Routine Cloze Passage (Setting)**

Complete the close passage below using your schema on the goldfields to help.



The Victorian gold rushes led to an \_\_\_\_\_ in Melbourne's population. In 1852 alone, almost 100,000 people made the \_\_\_\_\_ to the colony.

One of the key hardships facing the population, and one of the most pressing challenges for Lieutenant-Governor \_\_\_\_\_ La Trobe's government, was housing. Housing prices actually fell during the immediate onset of the gold \_\_\_\_\_, as the population dashed towards the goldfields. However, the sheer demand for property meant prices in Melbourne soon made a rapid \_\_\_\_\_. By 1852, housing in Melbourne was \_\_\_\_\_ and there were not enough roofs to put over people's heads.

Canvas Town consisted of a settlement of \_\_\_\_\_ along the south bank of the \_\_\_\_\_ River, near the Princess \_\_\_\_\_. Residents could rent a tent for the measly fee of a few \_\_\_\_\_ per week. While making home in Canvas Town was better than sleeping in the rain, it was not without its \_\_\_\_\_. Crime was rife and policing \_\_\_\_\_. Sanitation was not wholly recognised during this period and large numbers became \_\_\_\_\_ from the poor conditions and tight confines of the living quarters, and from their proximity to the increasingly \_\_\_\_\_ Yarra River.

<b>2.</b>	<b>Onomatopoeia</b>  Onomatopoeia is the process of creating a word that phonetically imitates, resembles, or suggests the sound that it describes.	<b>Example –</b>  <i>The wind blew with a whoosh through camp.</i>	<b>Cued –</b>  <i>Suddenly, he heard a big...</i>	<b>Independent –</b> Write a sentence that contains onomatopoeia.
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**3.**

**Vocabulary**

Select 5 words from the vocabulary word bank below to complete the vocabulary activity (definition, synonym and writing the word in a sentence).

**Vocabulary word bank**

bulged	larder	ruffian	wincing	battered
cradle	emigrate	license	magistrate	outhouse

<b>Definition</b>	<b>Synonym</b>
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; width: 80%;">Word</div>	
Sentence	

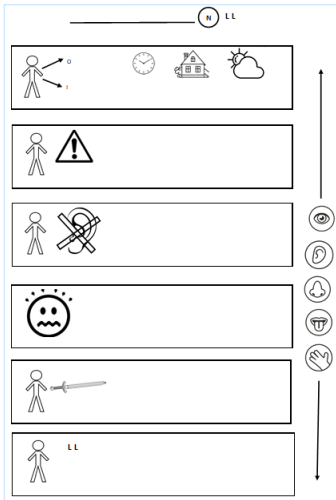
<b>Definition</b>	<b>Synonym</b>
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; width: 80%;">Word</div>	
Sentence	



Definition	Synonym
<div>Word</div> <div>Sentence</div>	

Definition	Synonym
<div>Word</div> <div>Sentence</div>	

Definition	Synonym
<div>Word</div> <div>Sentence</div>	



Draw the block planner on an A4 piece of paper. Plan your writing ideas for a warning tale. Here is a picture of the block planner to help you!

You may like to use the modified block planner below to help you plan your writing.

\_\_\_\_\_ **(N) Learns a Lesson**

	One _____ there was a _____ who lived in a _____.
	He/She was warned not to _____! _____!
	_____ _____ didn't listen.
	Without warning, _____ _____.
	_____ came to the rescue.
	_____ learned a lesson.

### Morning Routine Cloze Passage (Character)

Complete the close passage below using your schema on the goldfields to help.

The \_\_\_\_\_ of Victoria rapidly tripled as a result of the gold \_\_\_\_\_, growing from 77,000 in 1851 to 237,000 in 1854. During the gold rushes, the majority of the international arrivals were from \_\_\_\_\_. Between 1851 and 1860, an estimated 300,000 people came to Australian \_\_\_\_\_ from England and Wales, with another 100,000 from Scotland and 84,000 from Ireland.

Chinese \_\_\_\_\_ arrived on the Australian gold fields around 1854 and were viewed by large sections of society with suspicion and \_\_\_\_\_ because of their different language, dress, food and customs. The NSW government introduced the Immigration Restriction Act and Regulations in 1861, reducing numbers of Chinese \_\_\_\_\_ and preparing the way for the first piece of Federal \_\_\_\_\_ legislation in 1901: the Immigration Restriction Act.

As the many hundreds of tents on the \_\_\_\_\_ were slowly replaced with huts, those seeking their fortunes began to bring their wives and \_\_\_\_\_. Bringing up a child on the goldfields was often difficult and \_\_\_\_\_. Most children helped their parents on the diggings or ran errands for shopkeepers to earn \_\_\_\_\_. People cooked simple meals on a \_\_\_\_\_ and washed their dishes and clothes in a creek or \_\_\_\_\_.

## SOTD

<b>7.</b>	<b>Direct Speech</b>  Direct speech is a sentence in which the exact words spoken are reproduced in speech marks (also known as quotation marks or inverted commas).	<b>Example -</b>  <i>"Did you know him?" asked Henry.</i>	<b>Cued -</b>  <i>"How did you go with the horse?" ...</i>	<b>Independent -</b> Write a sentence that contains direct speech with correct beginning, middle and end punctuation.
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**8.**

## Vocabulary

Select 5 new words from the vocabulary word bank below to complete the vocabulary activity (definition, synonym and writing the word in a sentence).

### Vocabulary word bank

bulged	larder	ruffian	wincing	battered
cradle	emigrate	license	magistrate	outhouse

Definition	Synonym
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; width: 80%;">Word</div>	
Sentence	

Definition	Synonym
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; width: 80%;">Word</div>	
Sentence	

Definition	Synonym
<div>Word</div>	
Sentence	

Definition	Synonym
<div>Word</div>	
Sentence	

Definition	Synonym
<div>Word</div>	
Sentence	

10.

### Punctuation Activity

Rewrite and add the correct the punctuation in the passage. Please think about full stops, commas, quotation marks, brackets and capital letters.

oh I dont think so said nockles your mother wouldnt be going anywhere when theres customers waiting now would she

he sat down next to jack and speaking of customers constable Thomas and I would like some refreshments so frank go and get your mother do it now or else I might have to see about closing this place down immediately

franks expression didn't change he got up and returned to the kitchen a few minutes later he came back with his mother



**11.**

### **Morning Routine Timeline Retrieval Activity**

Retrieve and write down as many facts as you can about each date.

November 1854 - Ballarat Reform	November 1854 - Gold License	November 1854 - Peter Lalor	December 1854 - Stockade	December 1854 - Battle

## SOTD

<b>12.</b>	<b>Similes</b>  A phrase used to compare one thing to another, using the words 'as' or 'like'.	<b>Example -</b>  <i>The miner was as brave as a lion, defending his claim.</i>	<b>Cued -</b>  <i>Henry is strong as a ...</i>	<b>Independent -</b> <i>Write a sentence that contains a simile.</i>
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**13.**

### Dual Coding

Find the definition and dual code the following words. Draw a picture next to the definition to represent the word, remembering these can be used in your writing activities.

Word	Definition	Picture
mine-shaft		
sympathetic		
scrawny		
blustering		
wailed		



15.

## Poetry Activity

### Limerick

A limerick is a humorous poem consisting of 5 lines. The first, second and fifth lines rhyme with each other and have the same number of syllables (typically 8 or 9). The third and fourth lines rhyme with each other and have the same number of syllables (typically 5 or 6).

### Limerick Example

*There once was a wonderful star  
Who thought she would go very far  
Until she fell down  
And looked like a clown  
She knew she would never go far.*

**Independent** - write your own limerick poem about the goldfields or on a topic of your choice.





16.

### Morning Routine - Quiz (Goldfields)

Circle or complete the correct answer.

1. How much of the world's gold came from Victoria? a. 25% b. 33% c. 45% d. 75%	4. The Eureka Flag is based on what? a. Southern Cross stars b. Swiss flag c. Cross roads d. English flag	7. Who was the first person to officially find gold?
2. Gold was first discovered in which year? a. 1851 b. 1951 c. 1853 d. 2013	5. How much did a gold license cost for 3 months? a. 2 pounds b. 7 pounds c. 10 pounds d. 5 pounds	8. Who was appointed as the Lieutenant-Governor of the new colony of Victoria in 1851?
3. Gold was first discovered near which city? a. Melbourne b. Ballarat c. Bathurst d. Orange	6. Who was killed near the Eureka Hotel? a. Scooby Do b. James Scobie c. James Scooda d. Jack Scobie	9. Which country did the most non-European group of miners come from? How many arrived during the goldrush?

### SOTD

17.	<b>Personification</b>  An idea or object is given a human like quality.	<b>Example -</b>  <i>Lightning <u>danced</u> across the dark sky.</i>	<b>Cued -</b>  <i>The kettle...</i>	<b>Independent -</b> Write a sentence with personification.
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18.

Nine letter squares activity (Boggle)

Find as many words as you can using the below letters. You can use the same letter more than once in the same word. An example would be – *try*.

o	e	y
b	s	r
t	i	p



20.

## Poetry Activity

### Haiku

A haiku is a traditional form of Japanese poetry. Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme.

Here's a Haiku to help you remember:

*I am first with five*

*Then seven in the middle --*

*Five again to end.*

### Haiku Example

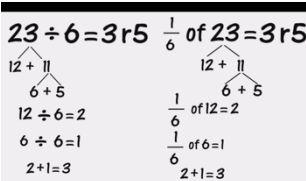
*Green and speckled legs,*

*Hop on logs and lily pads*

*Splash in cool water.*

**Independent** - write your own haiku poem about the goldfields or on a topic of your choice.

## Learning from Home – Term 3 – week 2 Mathematics grid

<p>1. Complete 3 Addition and 3 subtraction examples at your level.</p> <p>Refer to <b>ACTIVITY 1</b> in your numeracy activity pack</p>	<p>2. Find factors of the following numbers</p> <p style="text-align: center;">12                      15                      36</p> <p style="text-align: center;">Example: Factors of 16 1, 16, 2, 8, 4, 4</p>	<p>3. Find common factors between 24 and 36.</p> <p>Choose another 2 numbers and find the highest common factor.</p>	<p>4. Answer the following question using distributive property.</p> <p>Joe saves \$235 each month. How much has he saved after 8 months.</p>
<p>5. Complete 3 multiplication and 3 division examples at your level.</p> <p>Refer to <b>ACTIVITY 5</b> in your numeracy activity pack</p>	<p>6. Answer the following questions using distributive property.</p> <p>A) <math>634 \div 4</math>      B) <math>357 \div 6</math>      C) <math>226 \div 2</math></p> <p style="text-align: center;">Look at the example for help.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <math>23 \div 6 = 3 \text{ r } 5</math>      <math>\frac{1}{6} \text{ of } 23 = 3 \text{ r } 5</math>   </div>	<p>7. Read through divisibility notes and investigate divisibility of 2, 4 or 8.</p> <p>Refer to <b>ACTIVITY 7</b> in your numeracy activity pack</p>	<p>8. Allison ran 4 kms and 220 metres. This is the same as which 2?</p> <p>A) 422 kms B) 42.2 kms C) 4.22 kms D) 4220 m</p>
<p>9. Complete the following equivalent number sentences.</p> <div style="background-color: #e0f0ff; padding: 10px; margin: 10px 0;"> <math>45 + 62 = \square - 23</math>   <math>\square - 75 = 153 + 42</math>   <math>436 + 164 = 735 - \square</math> </div>	<p>10. Find a catalogue at home. Give yourself a reasonable budget and write a list of all the things you can purchase, within budget. Calculate the GST and total cost.</p>	<p>11. Investigate rotational symmetry with different objects around your home. Draw it after each rotation.</p>	<p>12. Use the grid map for Dolphin cove to answer the questions.</p> <p>Refer to <b>ACTIVITY 12</b> in your numeracy activity pack</p>
<p>13. Using the numbers below, partition into standard and non-standard place value:</p> <p>291 462 938 8467</p>	<p>14. Create a simple grid map of BSPS and come up with questions.</p> <p>Refer to <b>ACTIVITY 14</b> in your numeracy activity pack</p>	<p>15. Test numbers for divisibility by 10 and 5</p>	<p>16. Find equivalent fractions for the following:</p> <p>a. <math>\frac{1}{5}</math>      b. <math>\frac{1}{3}</math>      c.</p> <div style="text-align: center;"> <math>\frac{9}{9}</math>  <math>\frac{10}{10}</math> </div>

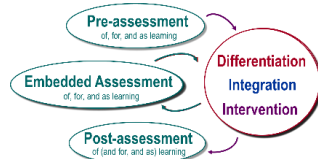
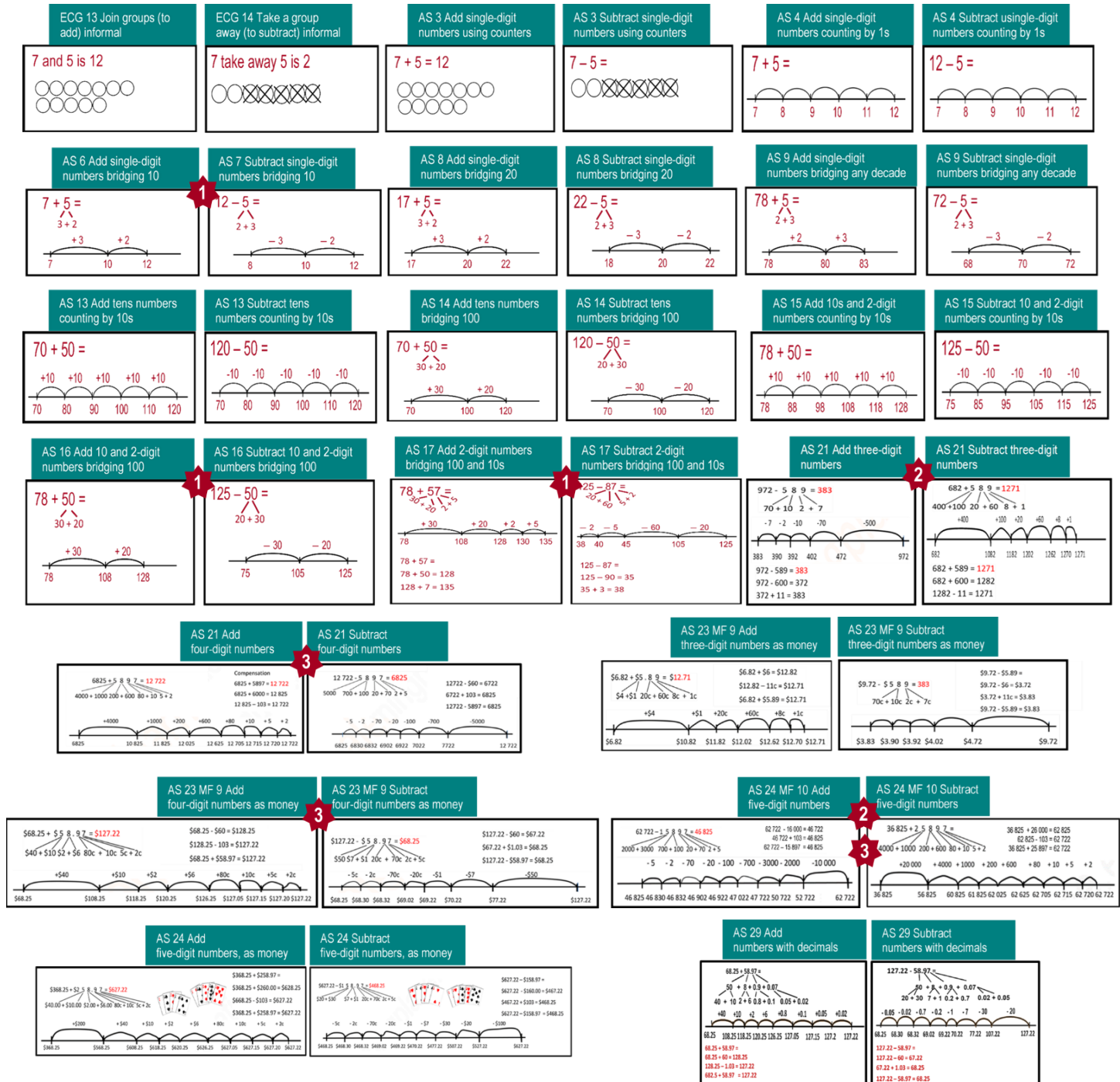
# Activity 1

## DIFFERENTIATION

### Add Subtract Five-digit Numbers including as Money

Addition Subtraction 24 Money Financial Mathematics 10

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in the these lessons. The anchor charts for this concept may look like these on a 'Wall that Teaches' over a few lessons.



Embedded assessment data may tell us we need to re-explicitly teach some Levels.

# ACTIVITY 5

## DIFFERENTIATION

### Multiply and Divide Decimals by Whole Numbers, and Powers of 10

Multiplication Division 25 Fractions Decimals 26 Place Value 29

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in these lessons. The anchor charts for this concept may look like these on a 'Wall that Teaches' over a few lessons.

**MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'**

**Groups of 2**      **2 equal groups**

**MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences**

$12 \div 6 = 2$   
 $12 \div 2 = 6$   
 $2 \times 6 = 12$   
 $6 \times 2 = 12$

**MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'**

$8 \div 2 = 4$        $2 \div 2 = 4$

**MD 10 Multiply by 2 Distributive property**

$2 \times 7 = 14$   
 $5 + 2$   
 $2 \times 5 = 10$   
 $2 \times 2 = 4$   
 $10 + 4 = 14$

**MD 10 PA 17 Divide by 2 Related to halving**

$15 \div 2 = 7 \text{ r}1$        $\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$   
 $10 + 5$   
 $4 + 1$   
 $10 \div 2 = 5$        $\frac{1}{2} \text{ of } 10 = 5$   
 $4 \div 2 = 2$        $\frac{1}{2} \text{ of } 4 = 2$   
 $5 + 2 = 7$

**MD 11 Multiply by 4 Distributive property**

$4 \times 7 = 28$   
 $5 + 2$   
 $4 \times 5 = 20$   
 $4 \times 2 = 8$   
 $20 + 8 = 28$

**MD 10 Divide by 4 Related to quartering**

$37 \div 4 = 9 \text{ r}1$        $\frac{1}{4} \text{ of } 37 = 9 \text{ r}1$   
 $20 + 17$   
 $16 + 1$   
 $20 \div 4 = 5$        $\frac{1}{4} \text{ of } 20 = 5$   
 $16 \div 4 = 4$        $\frac{1}{4} \text{ of } 16 = 4$   
 $5 + 4 = 9$

**MD 12 Multiply by 3 Distributive property**

$3 \times 7 = 21$   
 $5 + 2$   
 $3 \times 5 = 15$   
 $3 \times 2 = 6$   
 $15 + 6 = 21$

**MD 12 Divide by 3 Related to thirding**

$16 \div 3 = 5 \text{ r}1$        $\frac{1}{3} \text{ of } 16 = 5 \text{ r}1$   
 $9 + 7$   
 $6 + 1$   
 $9 \div 3 = 3$        $\frac{1}{3} \text{ of } 9 = 3$   
 $6 \div 3 = 2$        $\frac{1}{3} \text{ of } 6 = 2$   
 $3 + 2 = 5$

**MD 13 Multiply by 5 Distributive property**

$5 \times 7 = 35$   
 $5 + 2$   
 $5 \times 5 = 25$   
 $5 \times 2 = 10$   
 $25 + 10 = 35$

**MD 13 Divide by 5 Related to fitting**

$37 \div 5 = 7 \text{ r}2$        $\frac{1}{5} \text{ of } 37 = 7 \text{ r}2$   
 $20 + 17$   
 $15 + 2$   
 $20 \div 5 = 4$        $\frac{1}{5} \text{ of } 20 = 4$   
 $15 \div 5 = 3$        $\frac{1}{5} \text{ of } 15 = 3$   
 $4 + 3 = 7$

**MD 14 Multiply by 9 Distributive property**

$9 \times 7 = 63$   
 $5 + 2$   
 $9 \times 5 = 45$   
 $9 \times 2 = 18$   
 $45 + 18 = 63$

**MD 14 Divide by 9 Related to ninthing**

$71 \div 9 = 7 \text{ r}8$        $\frac{1}{9} \text{ of } 71 = 7 \text{ r}8$   
 $27 + 44$   
 $36 + 8$   
 $27 \div 9 = 3$        $\frac{1}{9} \text{ of } 27 = 3$   
 $36 \div 9 = 4$        $\frac{1}{9} \text{ of } 36 = 4$   
 $3 + 4 = 7$

**MD 15 Multiply by 6 Distributive property**

$6 \times 7 = 42$   
 $5 + 2$   
 $6 \times 5 = 30$   
 $6 \times 2 = 12$   
 $30 + 12 = 42$

**MD 15 Divide by 6 Related to sixthing**

$23 \div 6 = 3 \text{ r}5$        $\frac{1}{6} \text{ of } 23 = 3 \text{ r}5$   
 $12 + 11$   
 $6 + 5$   
 $12 \div 6 = 2$        $\frac{1}{6} \text{ of } 12 = 2$   
 $6 \div 6 = 1$        $\frac{1}{6} \text{ of } 6 = 1$   
 $2 + 1 = 3$

**MD 16 Multiply by 8 Distributive property**

$8 \times 7 = 56$   
 $5 + 2$   
 $8 \times 5 = 40$   
 $8 \times 2 = 16$   
 $40 + 16 = 56$

**MD 16 Divide by 8 Related to eighthing**

$55 \div 8 = 6 \text{ r}7$        $\frac{1}{8} \text{ of } 55 = 6 \text{ r}7$   
 $40 + 15$   
 $8 + 7$   
 $40 \div 8 = 5$        $\frac{1}{8} \text{ of } 40 = 5$   
 $8 \div 8 = 1$        $\frac{1}{8} \text{ of } 8 = 1$   
 $5 + 1 = 6$

**MD 17 Multiply by 7 Distributive property**

$7 \times 6 = 42$   
 $5 + 1$   
 $7 \times 5 = 35$   
 $7 \times 1 = 7$   
 $35 + 7 = 42$

**MD 17 Divide by 7 Related to seventhing**

$37 \div 7 = 5 \text{ r}2$        $\frac{1}{7} \text{ of } 37 = 5 \text{ r}2$   
 $21 + 16$   
 $14 + 2$   
 $21 \div 7 = 3$        $\frac{1}{7} \text{ of } 21 = 3$   
 $14 \div 7 = 2$        $\frac{1}{7} \text{ of } 14 = 2$   
 $3 + 2 = 5$

**MD 23 FD 21 Divide by single-digit numbers, dividing remainders to create fractions**

$77 \div 6 = 12 \frac{5}{6}$        $\frac{1}{6} \text{ of } 77 = 12 \frac{5}{6}$   
 $60 + 17$   
 $12 + 5$   
 $60 \div 6 = 10$        $\frac{1}{6} \text{ of } 60 = 10$   
 $12 \div 6 = 2$        $\frac{1}{6} \text{ of } 12 = 2$   
 $5 \div 6 = \frac{5}{6}$        $\frac{1}{6} \text{ of } 5 = \frac{5}{6}$   
 $10 + 2 + \frac{5}{6} = 12 \frac{5}{6}$

**MD 24 Multiply two-digit numbers Distributive property**

$93 \times 74 = 6882$   

90	3
6300	360
210	12

 $90 \times 70 = 9 \times 10 \times 7 \times 10 = 63 \times 100 = 6300$   
 $90 \times 4 = 9 \times 10 \times 4 = 36 \times 10 = 360$   
 $3 \times 70 = 7 \times 10 \times 3 = 70 \times 3 = 210$   
 $3 \times 4 = 12$   
 $6300 + 360 + 210 + 12 = 6882$

**MD 25 Multiply decimals by whole numbers and powers of 10**

$9.3 \times 74 = 688.2$   

9	0.3
630	36
21	1.2

 $630 + 36 + 21 + 1.2 = 688.2$

**MD 25 Divide decimals by whole numbers and powers of 10**

$35.7 \div 4 = 8.925$   
 $32 + 3.7$   
 $3.6 + 0.1$   
 $32 \div 4 = 8$        $3.6 \div 4 = 0.9$   
 $\frac{1}{4} \times 32 = 8$        $\frac{1}{4} \times 3.6 = 0.9$   
 $0.1 \div 4 = \frac{1}{4} \times 0.1 = \frac{1}{4} \times \frac{1}{10} = \frac{1}{40} = \frac{25}{1000}$   
 $\frac{10}{100} \div 4 = \frac{25}{1000}$        $\frac{1}{4} \times \frac{100}{1000} = \frac{25}{1000}$   
 $\frac{100}{1000} \div 4 = \frac{25}{1000}$        $\frac{1}{4} \times \frac{100}{1000} = \frac{25}{1000}$   
 $8 + 0.9 + 0.025 = 8.925$

**MD 26 FD 27 Division is multiplication by a fraction**

$\frac{1}{4} \text{ of } 56 = 14$        $\frac{1}{4} \times 56 = 14$   
 When we divide by 4, we are making the number a quarter times as big. When we divide by 4, we are multiplying by a quarter. We are multiplying by a fraction when we divide.  
 $56 \div 4 =$        $\frac{1}{4} \times 56 =$   
 $40 + 16$        $40 + 16$   
 $40 \div 4 = 10$        $\frac{1}{4} \times 40 = 10$   
 $16 \div 4 = 4$        $\frac{1}{4} \times 16 = 4$   
 $10 + 4 = 14$

Embedded assessment data may tell us we need to re-explicitly teach some Levels.

Pre-assessment of, for, and as learning

Embedded Assessment of, for, and as learning

Post-assessment of (and for, and as) learning

Differentiation Integration Intervention

## **ACTIVITY 7**

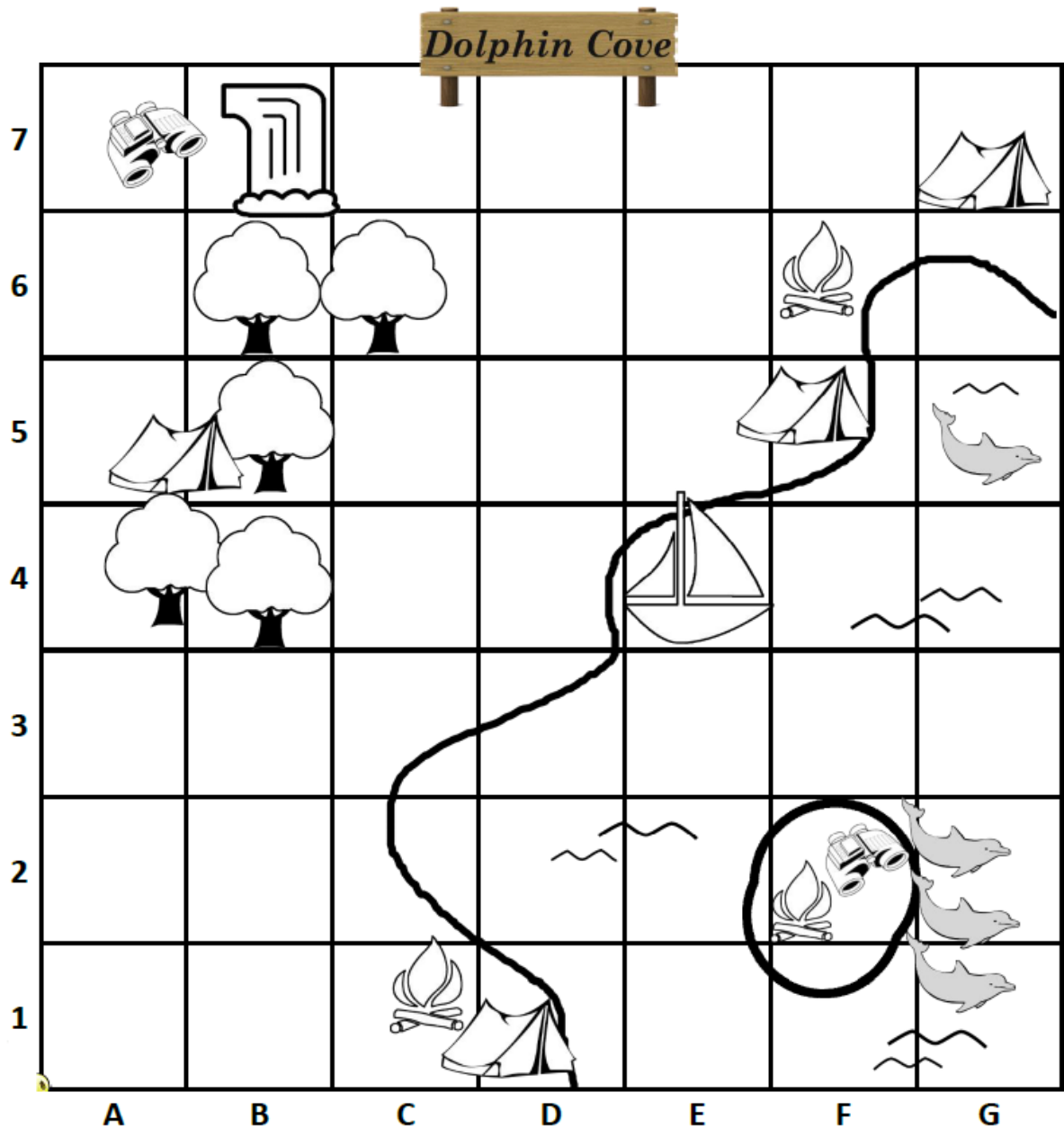
### MD 22 Divisibility Tests

118

- Divisible by 2 because it's even
- Not divisible by 4 because it has an odd tens digit and the ones digit is not 2 or 6
- Not divisible by 8 because it has an odd number of hundreds and the two-digit number is not 4 less and 4 more than a two-digit number that is divisible by 8
- Not divisible by 5 because the ones digit is not 5 or 0
- Not divisible by 10 because the ones digit is not 0
- Not divisible by 3 because – because each place value is one more than a multiple of 3, so the remainders are the digits. The digits do not add up to a multiple of 3.
- Not divisible by 9 because – because each place value is one more than a multiple of 9, so the remainders are the digits. The digits do not add up to a multiple of 9.
- Not divisible by 6 because it is not divisible by both 2 and 3



## ACTIVITY 12



Max is visiting Dolphin Cove. Use the map & legend to answer the questions.

- Write the grid coordinates of the following:

Waterfall: \_\_\_\_\_ Camp spots: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_








- What is located at the following grid coordinates?

G2: \_\_\_\_\_ E4: \_\_\_\_\_

A7: \_\_\_\_\_ F6: \_\_\_\_\_

- Max is camping at B5. What is the location of his closest lookout? \_\_\_\_\_
- Max found a great fishing spot at D3. Draw a symbol for the legend and draw it on the map.
- Colour the map to show the water and the land.

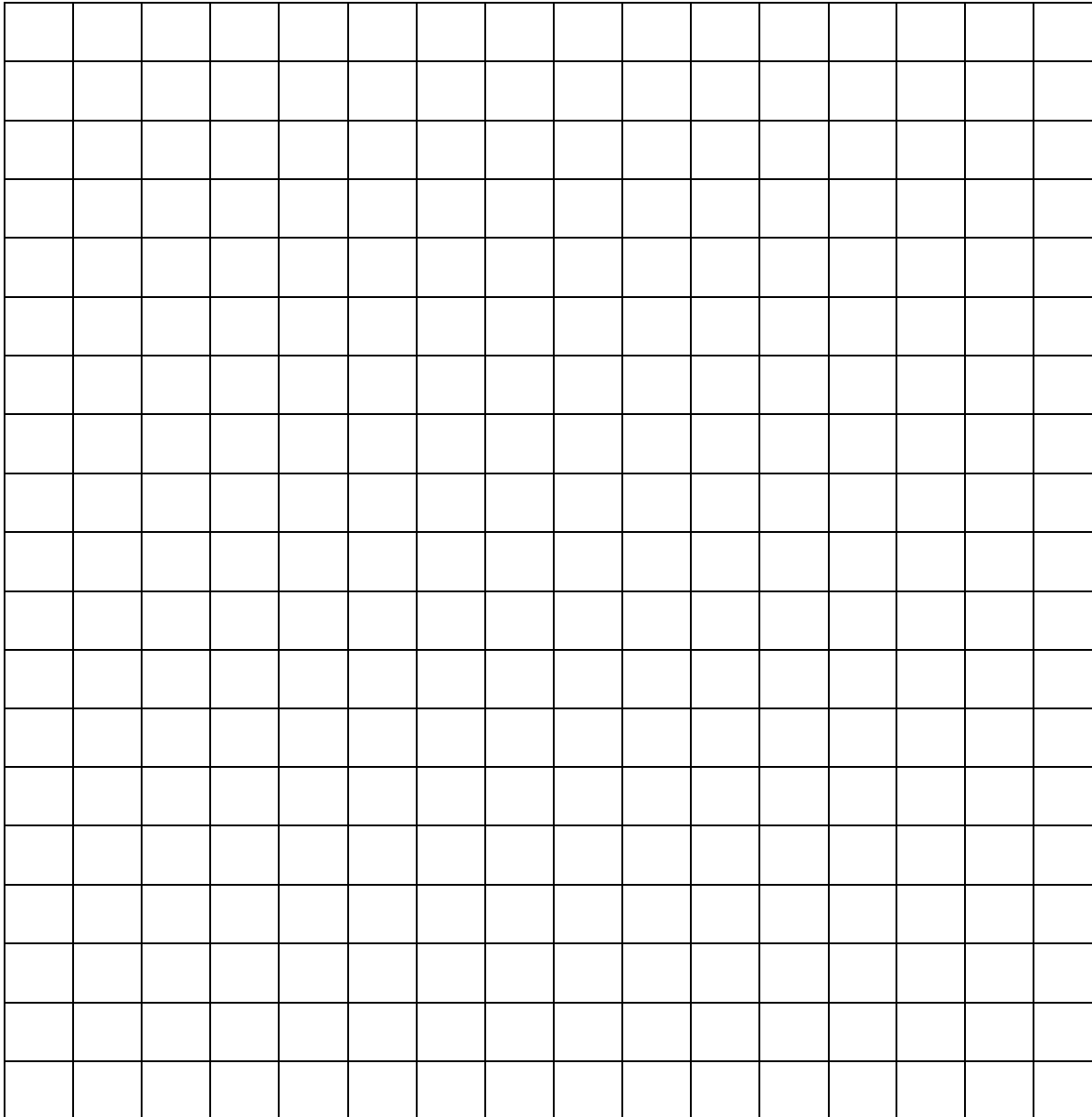
### Legend

-  Forest
-  Waterfall
-  Dolphin watching
-  Boat hire
-  Lookout
-  Camp spot
-  Campfire area



## **ACTIVITY 14**

**Questions**



### **KLA's Grid**

Aim: In this grid, there are activities for PDHPE, Science, History and Creative Arts. Complete two of these activities daily.

All the activities contain a link when clicked. It will take you to the right activity.

<b>PDHPE</b>	<b>Science</b>	<b>History</b>	<b>Creative Arts</b>
Catching	Mind your Matters	Timeline of Migration	Let's Draw a Gold Mine!
Underarm Throw	Hot Stuff!	Goldfields around Australia	Draw a scenario
Communicate Effectively	Fill in the blanks	Word Storm	Emotions
Daily Meal Plan	Sorting activity	Quiz: Moments in Time	Scenario

# PDHPE – Catching

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/activities-for-your-child/getactive-home#tabs1>

NSW Education → Home → Learning from Home → Parents and Carers → Activities for your child → GetActive@Home

What do you need?

- Ball
- Soft Toy
- Pair of rolled up socks

## Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

## Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

## Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



# PDHPE – Underarm Throw

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/activities-for-your-child/getactive-home#tabs1>

NSW Education → Home → Learning from Home → Parents and Carers → Activities for your child → GetActive@Home

What do you need?

- Ball
- Soft Toy
- Pair of rolled up socks

## Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

## Mega Challenges

- Set out a number of balls at varying distances from the target. Perform five 'ice skater' movements (step one foot to the side then bring the other foot in behind) before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.
- Creative challenge: Repeat the sequence and create varying throwing positions using dominant/non-dominant hand.

## Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target
- marking out a set distance for relay running in between throwing the ball at the target
- combining different fitness infusion activities for example, performing a set number tuck jumps before throwing.



## PDHPE – Communicate Effectively

Create a full-page poster on ways to communicate effectively during team sports. You can create a poster in your books, on a piece of paper or online.

Example: You can use word- cloud to create a poster.



<https://worditout.com/word-cloud/create>

# PDHPE – Daily Meal Plan





Australian Government  
National Health and Medical Research Council  
Department of Health and Ageing

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

## Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.  
Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Fruit



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Use small amounts



Only sometimes and in small amounts



A healthy body works hard to keep itself working well and repair any damage. Young, healthy bodies grow stronger and become healthier.

My Daily Meal Plan	
Dinner	
Afternoon Tea	
Lunch	
Morning Tea	
Breakfast	



# Science – Mind your Matters



PrimaryConnections<sup>®</sup>  
Linking science with literacy    What's the matter?

## Matter cards

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;"></div>	<p>It is a _____.</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>
<div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;"></div>	<p>It is a _____.</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>
<div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;"></div>	<p>It is a _____.</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>

✂

Copyright © Australian Academy of Science, 2014. ISBN 978 0 85847 327 0      Resource sheet 7

## Learning Intention:

We are learning about how solids, liquids and gases have different observable properties and behave in different ways.

## Success Criteria: I can:

- Participate in a class discussion about the properties of solids, liquids and gases
- Identify the observable properties of chosen solids, liquids and gases

Task: Today, you'll be creating cards to show what you have learnt about solids, liquids and gases.

One card will have an illustration of a solid, liquid or gas, and its matching card a description of whether it is a solid, liquid or gas. Write down three properties of the object, material or substance.



A soccer ball

It is a solid with gas inside

1. It can be squashed a bit, but it keeps its shape.
2. If you put it into a box, it will still keep its shape.
3. If it didn't have gas inside, it would go flat.

# Science – Hot Stuff!



Submerged  
bottle



Non-submerged  
bottle

We have a non-submerged bottle to be able to see what would have happened if you had not submerged the bottle, to check that the balloon really inflates due to submersion. This is known as a 'control' in science, and the bottle which is submerged is the 'test'.

## Learning Intention:

We are learning to plan and investigate whether the observable properties of gas change with temperature.

## Success Criteria: I can:

- Make predictions, provide evidence for my predictions and compare them with results
- Identify the features of a fair test and choose which variable to change
- Identify further questions for investigation
- Identify that the volume of gases depends on their temperature

## Task:

- Try this experiment!
- You could record your results by taking photos and drawing labelled diagram. Record your results in your home learning book.



# Science – Fill out the Blank

## States of Matter Properties

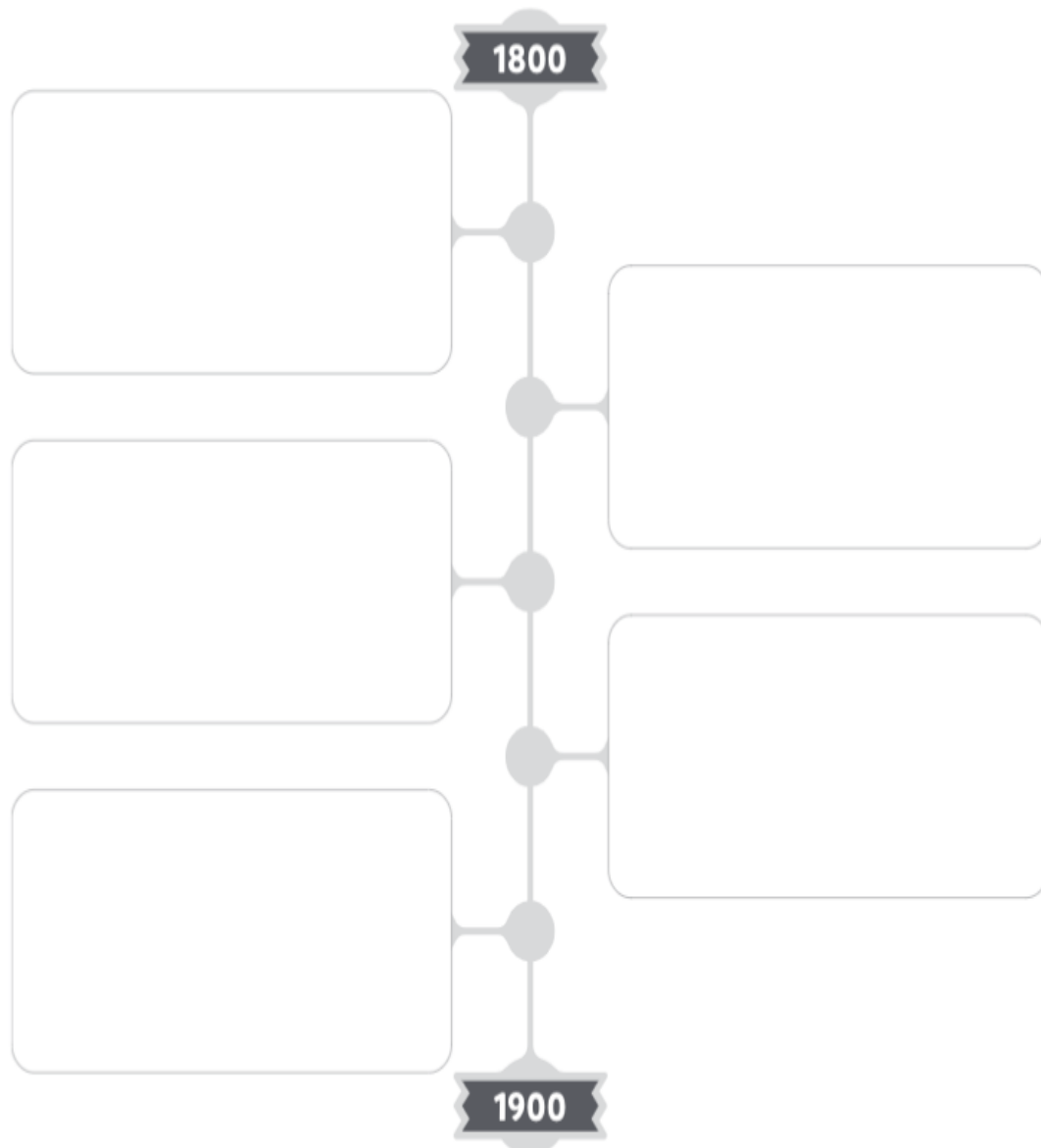
S_____	L_____	G_____
have m_____	have mass	have mass
space they take up stays the same	space they take up stays the same	space they take up can ch_____
have a f_____ volume	have a fixed v_____	_____ fixed volume
have a fixed sh_____	take on the shape of the container they're in	spread out inside a container
do not flow	fl_____ easily	flow ea_____
almost im_____ to compress	difficult to c_____	ea_____ to compress

# Science – Sorting Activity

Identify it is a liquid, gas or solid. Justify your reason.



# History – Timeline of Migration



## Learning Intention:

We are learning to identify when people migrated to Australia during the 1800s.

## Success Criteria: I can:

- Identify when groups of migrants arrived in the colonies
- Create a timeline of migration in the 1800s

## Task:

- Create a timeline of migration during the 1800s.
- Find out when the different migrant groups came to Australia
- Include important dates, for example, the end of convict transportation

## History – Goldfields around Australia

During the 1850s and 1860s, new goldfields were discovered all around the country. Using an interactive website like Google Maps, locate the following towns on a map of Australia. As accurately possible, plot each town on the map of Australia. Clearly and neatly label the name of each town, and the year that gold was discovered there.

1. Orange, New South Wales (1851)
2. Ballarat, Victoria (1851)
3. Bendigo, Victoria (1851)
4. Fingal, Tasmania (1852)
5. Echunga, South Australia (1852)
6. Halls Creek, Western Australia (1855)
7. Rockhampton, Queensland (1858)
8. Gympie, Queensland (1867)
9. Gawler, South Australia (1868)

# Map of Australia



## History – Word Storm

Create a word storm of pull factors which attracted the migrants in 1800s.  
Use information that you've gathered last term.

<https://worditout.com/word-cloud/create>

Family Opportunity



# History – Quiz: Moments in Time



**Q1:**

Where in the world did the Berlin Wall fall in 1989?

**A** France

**B** Germany



**C** Italy



**Q2:**

The Gallipoli landing occurred on ...

**A** 11 November 1918

**B** 25 April 1915

**C** 25 August 1916

**Q5:**

In 1928, Alexander Fleming discovered penicillin (an antibiotic) in his laboratory in ...

**A** London

**B** New York

**C** Sydney



**Q3:**

“One small step for man, one giant leap for mankind.”

These words were spoken on the moon in ...

**A** 1975

**B** 1962

**C** 1969



**Q6:**

World War II started in 1939 when Hitler's army invaded ...

**A** Italy

**B** Holland

**C** Poland

**Q4:**

The first powered airplane built by the Wright Brothers in 1903 was named ...

**A** Kitty Hawk

**B** Free Bird

**C** The Eagle



# Creative Arts – Let's Draw a Gold Mine!

Follow the link - <https://www.youtube.com/watch?v=1feWYkWsHEM>

The video shows easy to follow instructions, using various drawing techniques. The final product of your drawing is to show a Gold Mine.





# Creative Arts – Draw a Scenario

Complete a story board. Within each frame you are to draw a scene to show what is happening in that scene. Your story can be free choice but must be over six scenes. You will need to draw the six squares in your book. Don't forget to write one sentence under each square describing what is happening.


# Creative Arts – Emotions

Draw and depict 4 different emotions through faces. Explain what features you have used to convey each emotion.


## Creative Arts – Scenario

Read the scenario below. Using the information provided, illustrate what is happening.

---

MINERS HAVE BEEN  
STANDING IN THE HOT  
SUN IN A QUEUE FOR  
THREE HOURS TO RENEW  
THEIR LICENCES THEN  
THEY FIND OUT THE  
PRICE HAS TRIPLED.

---



# How to log onto **Google Classroom** from the **Google Chrome browser** a **desktop computer** or **Android device**

## Acknowledgement:

This document was adapted and extended from a document created and generously shared by Peter Brock from Lindfield Public School. Thank you Peter!  
Additional authors: Helen Thomas from Earlwood Public School and Sarah Kennedy from Oatley Public School

1. On a desktop computer or Android device (e.g. Samsung tablet), open the **Google Chrome** browser\*.
2. Navigate to the below website for the **NSW Department of Education Portal**



<https://education.nsw.gov.au/>

\*If you do not have Google Chrome installed as a browser, this can be easily installed by typing 'Google Chrome' into your search engine and follow the prompts to install. It is always preferable to use the Google Chrome browser when using Google tools.

<https://support.google.com/chrome/answer/95346?co=GENIE.Platform%3DDesktop&hl=en>

education.nsw.gov.au

Log into the Student portal by following the steps to the right:

1. Click

2. Student portal

The screenshot shows the homepage of the NSW Department of Education website. The URL 'education.nsw.gov.au' is highlighted in the browser's address bar. A red arrow points to the 'Log in' button in the top right corner. Another red arrow points to the 'Student portal' link in the dropdown menu that appears after clicking 'Log in'. A text box on the left provides instructions: 'Log into the Student portal by following the steps to the right:'. A large red arrow points from the 'Student portal' link to the 'NSW School Updates app' section.

NSW DEPARTMENT OF EDUCATION

**A reminder:**  
the username you use to log onto the school's computers  
firstname.lastname and number if you have one  
eg **joe.blogs123**

**Login with your DoE account**

User ID Forexample:

Enter your user ID joe.blogs123

Example: jane.citizen1

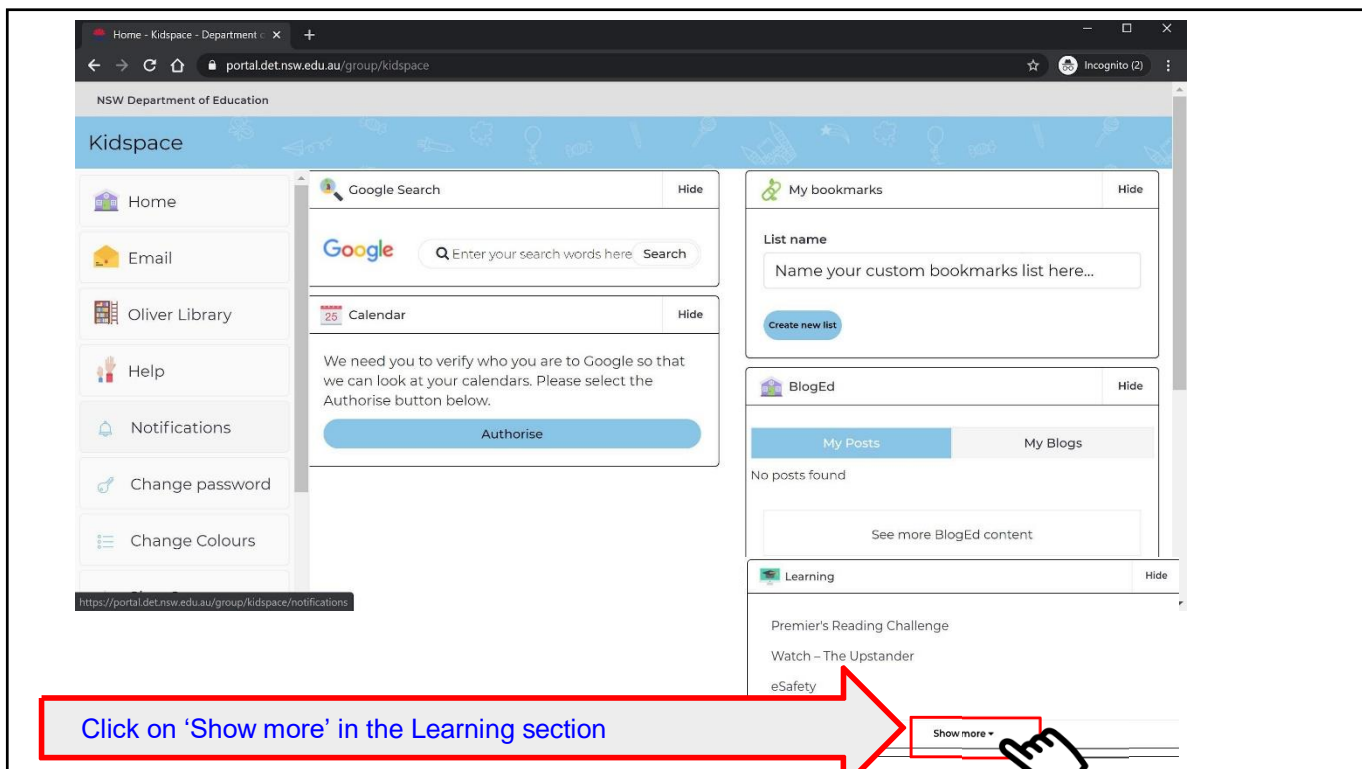
Password

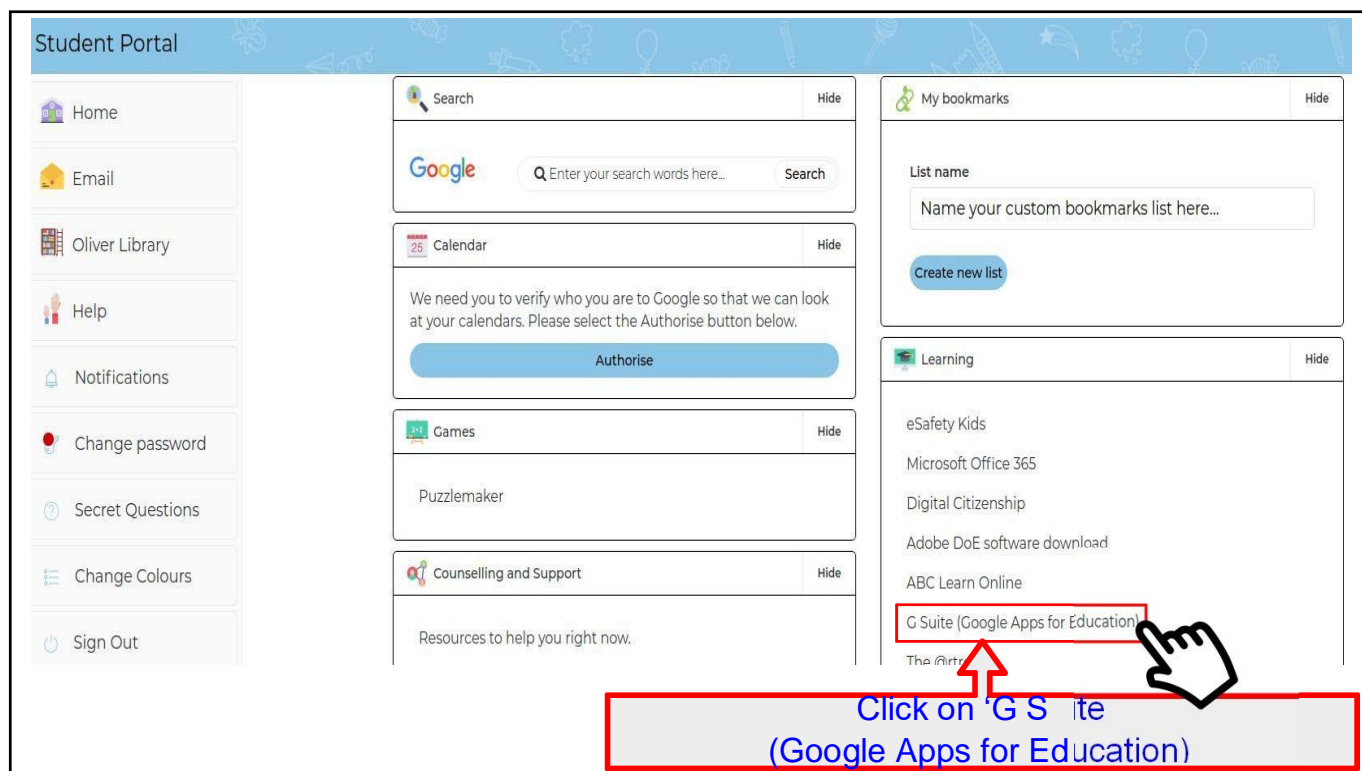
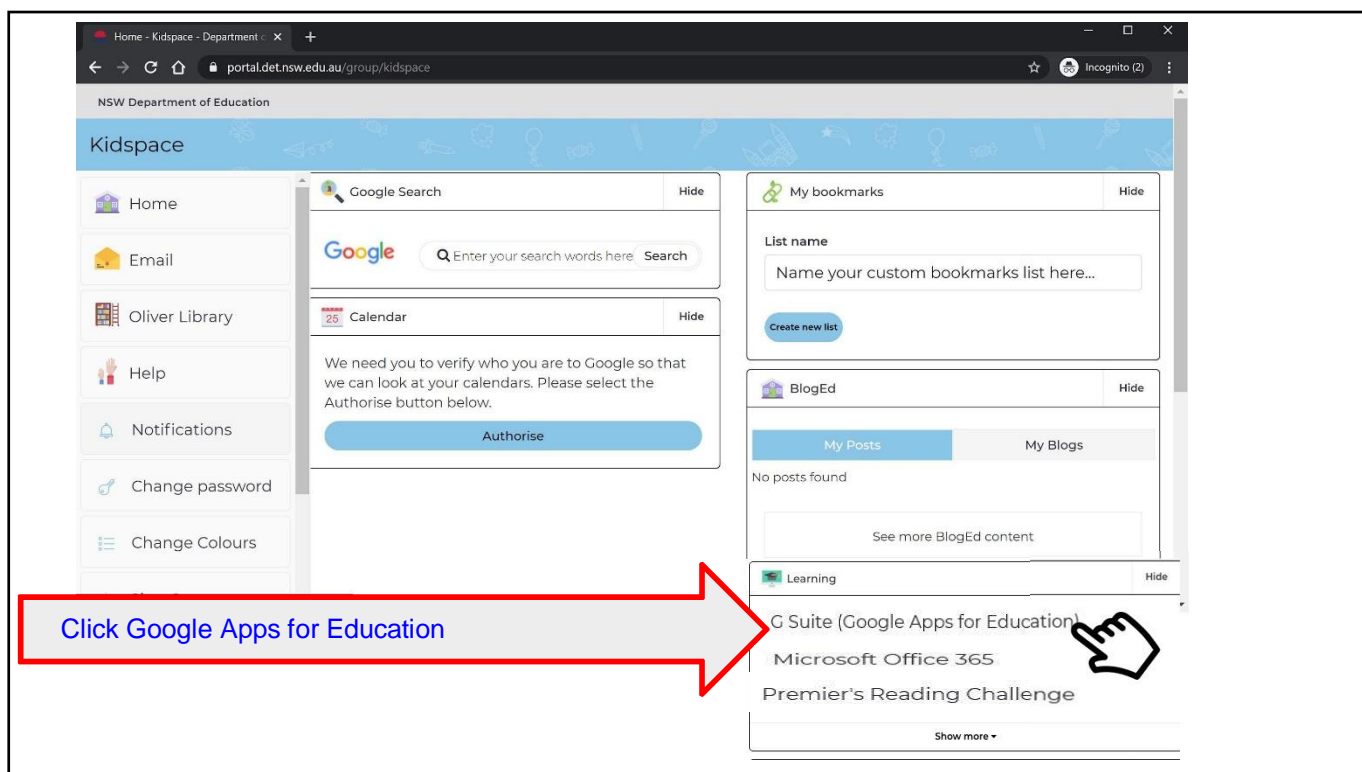
Enter your password .....

Log in

[Forgot your password](#)

The screenshot shows the login page for the NSW Department of Education. A purple callout box on the left provides a reminder about the username format: 'A reminder: the username you use to log onto the school's computers firstname.lastname and number if you have one eg joe.blogs123'. The login form has fields for 'User ID' and 'Password'. The 'User ID' field has an example 'joe.blogs123' and a note 'Example: jane.citizen1'. The 'Password' field has a masked input with dots. A 'Log in' button and a 'Forgot your password' link are at the bottom. A hand cursor is pointing at the 'Log in' button.





**Note:** Sometimes this step does not appear; however, it may appear at another login session.



Welcome to your new account

My account: tomas.birch@education.nsw.gov.au. Your account is compatible with Google services, but your education.nsw.gov.au administrator decides which services you may use. For tips about using your new account, visit the [Google Help Center](#).

When you use Google services, your domain administrator will have access to your tomas.birch@education.nsw.gov.au account information, including any data you store with this account in Google services. You can learn more [here](#), or by consulting your organization's privacy policy, if one exists. You can choose to maintain a separate account for your personal use of any Google services, including email. If you have multiple Google accounts, you can [manage which account you use](#) with Google services and [switch between them](#) whenever you choose. Your username and profile picture can help you ensure that you're using the intended account.

If your organization provides you access to the G Suite [core services](#), your use of those services is governed by your organization's G Suite agreement. Any other Google services your administrator enables ("Additional Services") are available to you under the [Google Terms of Service](#) and the [Google Privacy Policy](#). Certain Additional Services may also have [service-specific terms](#). Your use of any services your administrator allows you to access constitutes acceptance of applicable service-specific terms.

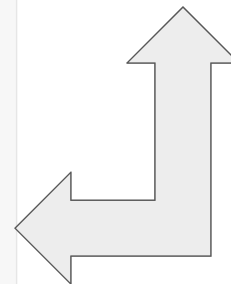
Click "Accept" below to indicate that you understand this description of how your tomas.birch@education.nsw.gov.au account works and agree to the [Google Terms of Service](#) and the [Google Privacy Policy](#).

Accept

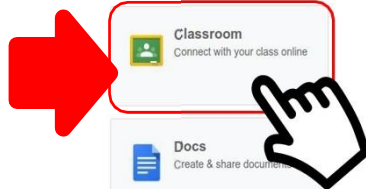


If this is the first time you have used a Google app with your school Google account, you will also see this page.

Click the **Accept** button to continue



Click on Classroom



G Suite for Education

Create & Collaborate

Organise

Investigate



**Drive**  
Store, create and share digital files



**Calendar**  
Organise your time



**News**  
Stay informed and research local, national and global events



**Classroom**  
Connect with your class online



**Contacts**  
Develop distribution lists to connect with people



**Books**  
Research, read on-line and write book reviews



**Docs**  
Create & share documents



**Forms**  
Create online forms to collect and organise information



**Earth**  
Find and Investigate your world



**Sheets**  
Create & share spreadsheets



**Keep**  
Create notes, voice notes, lists and reminders that can be shared.



**My Maps**  
Present geographical information to the world



**Slides**  
Create & share presentations

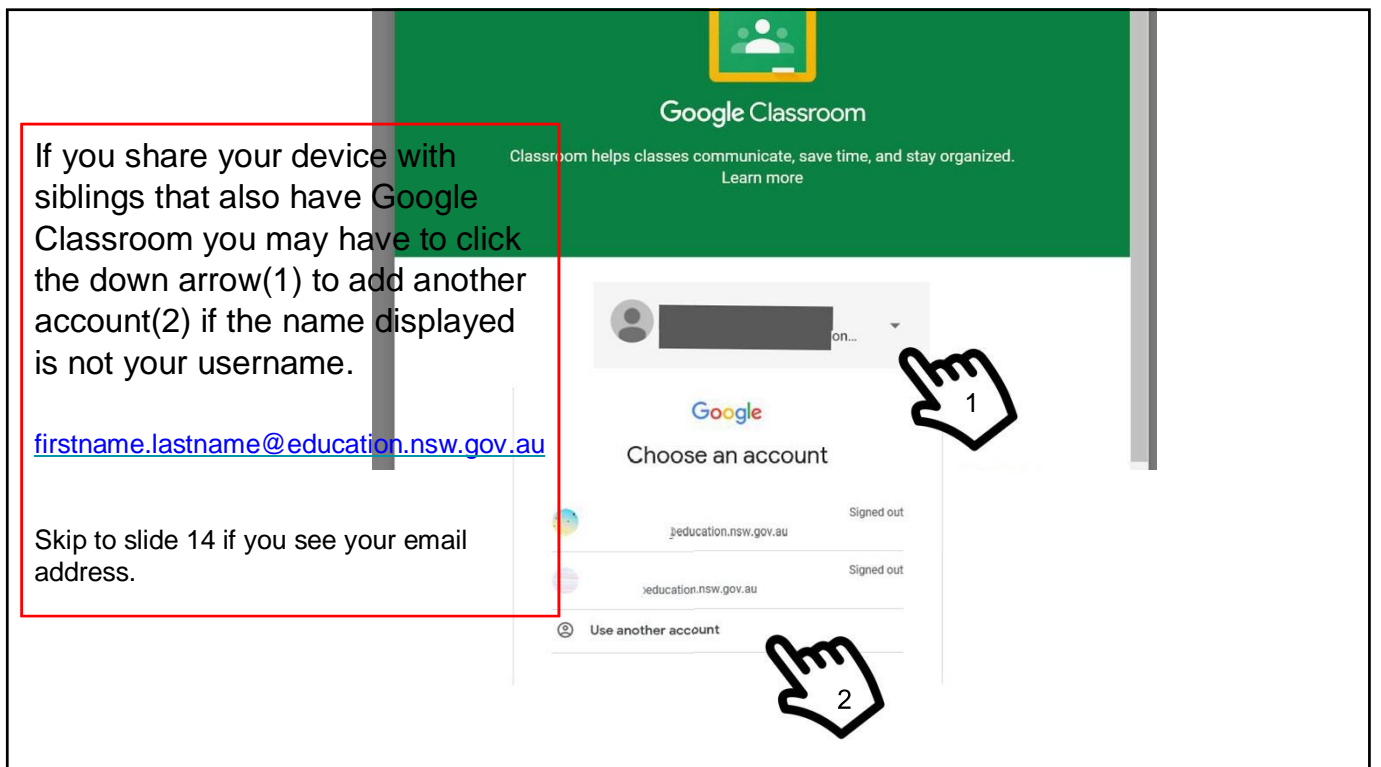
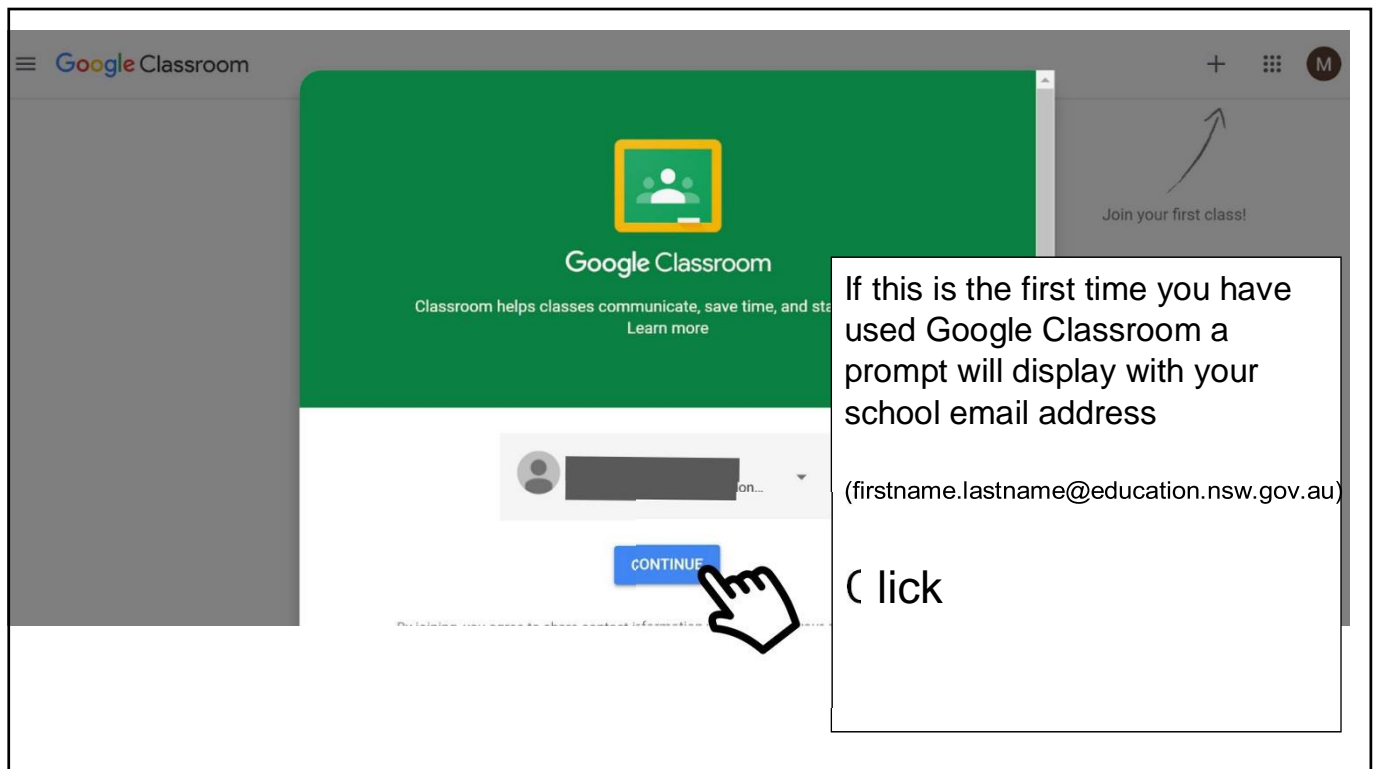


**Gmail**  
Communicate with anyone by email



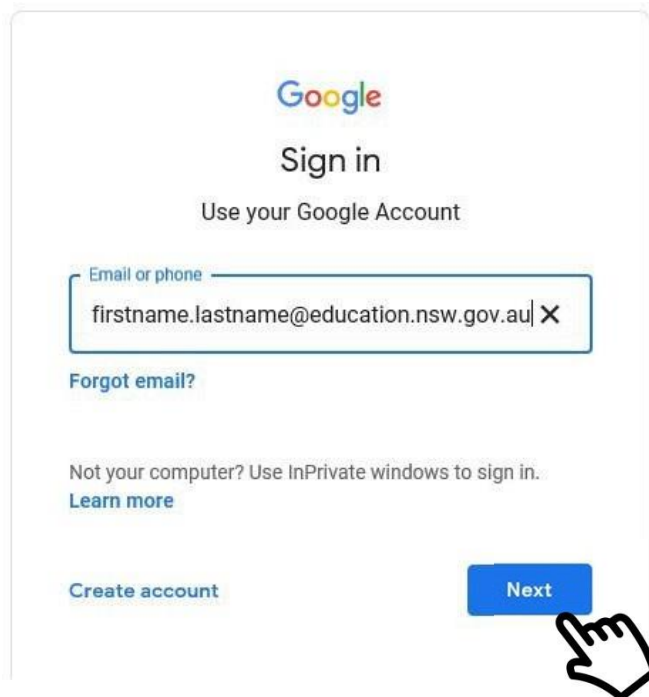
**Translate**  
Understand languages through translation





Type your email address  
and then click next.

[firstname.lastname@education.nsw.gov.au](mailto:firstname.lastname@education.nsw.gov.au)



Google

## Sign in


Use your Google Account

Email or phone

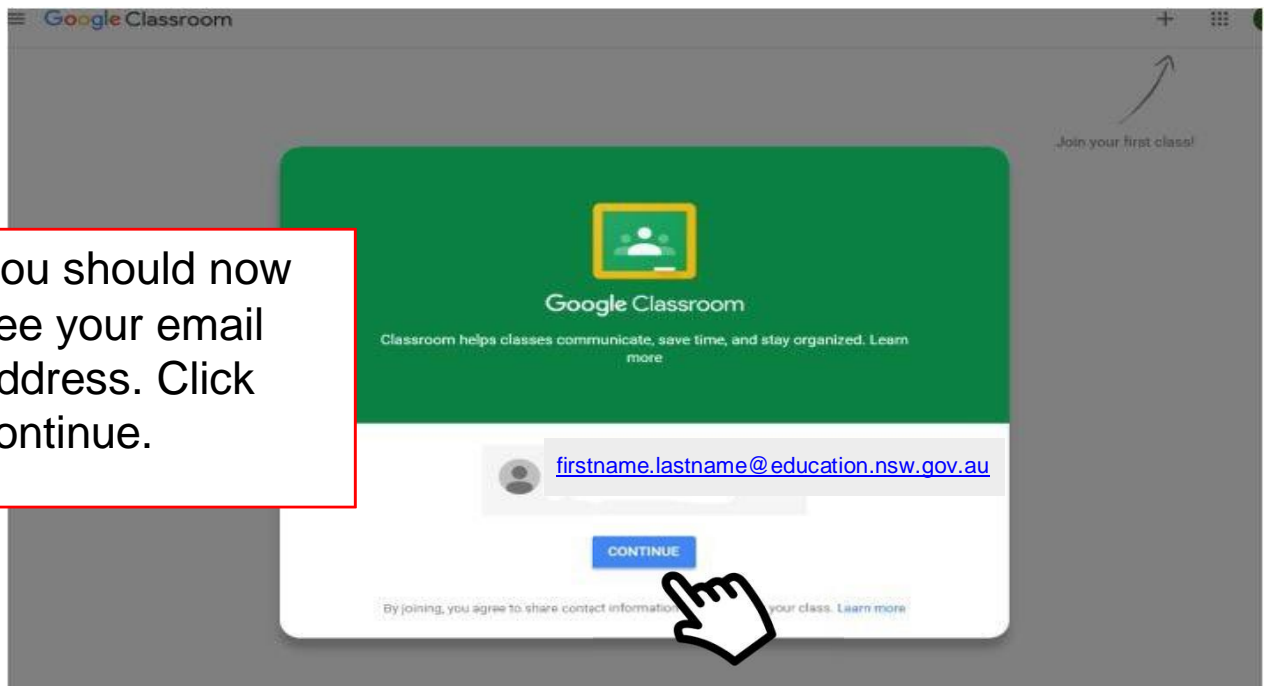
[Forgot email?](#)

Not your computer? Use Incognito windows to sign in.  
[Learn more](#)

[Create account](#) [Next](#)




You should now  
see your email  
address. Click  
continue.




Google Classroom

Join your first class!




Google Classroom

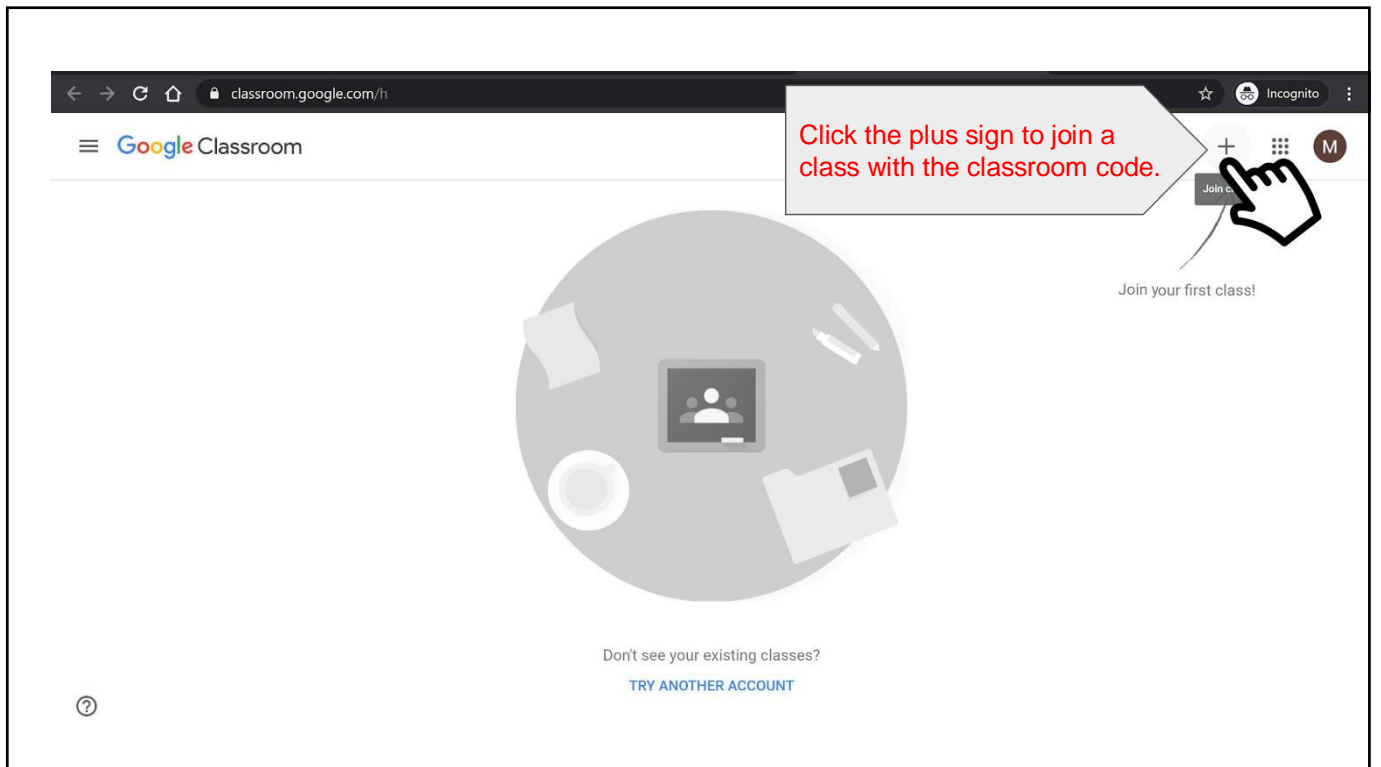
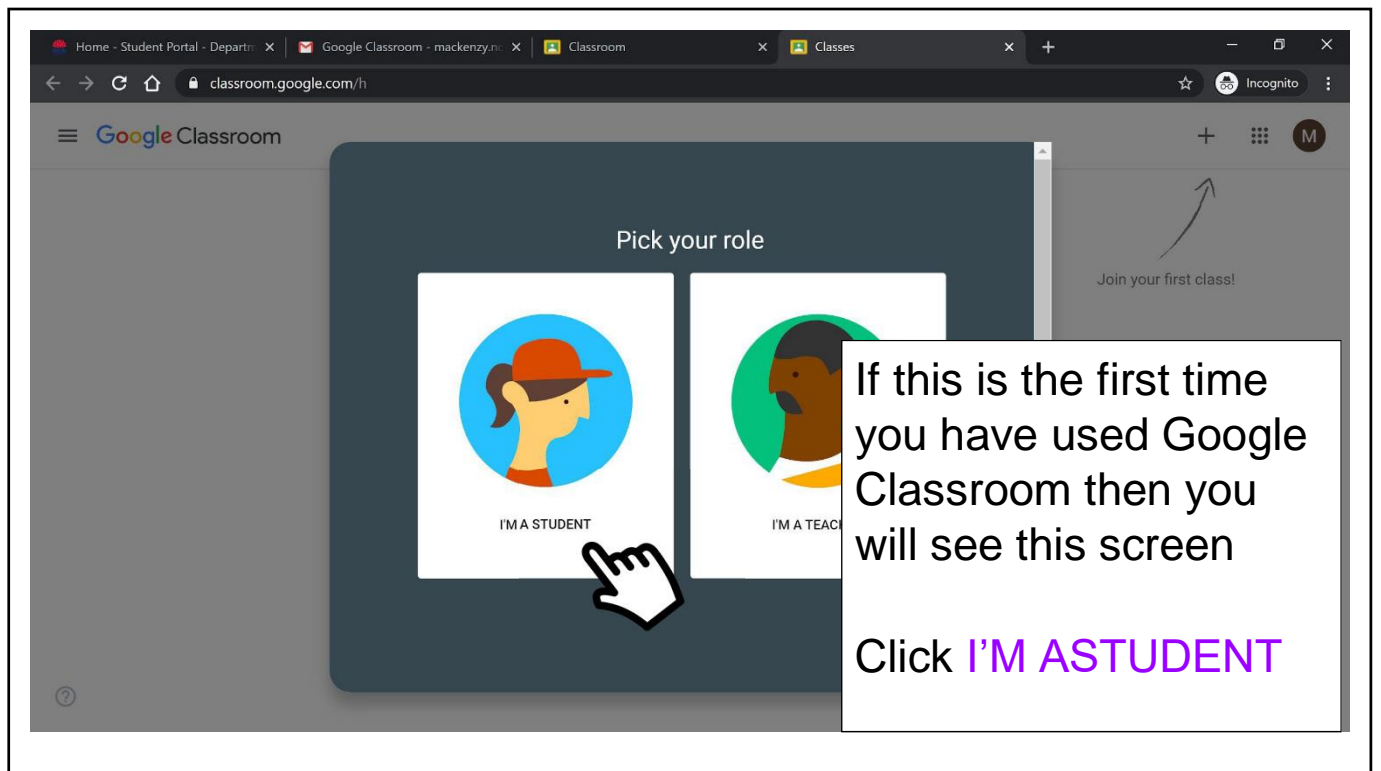
Classroom helps classes communicate, save time, and stay organized. [Learn more](#)

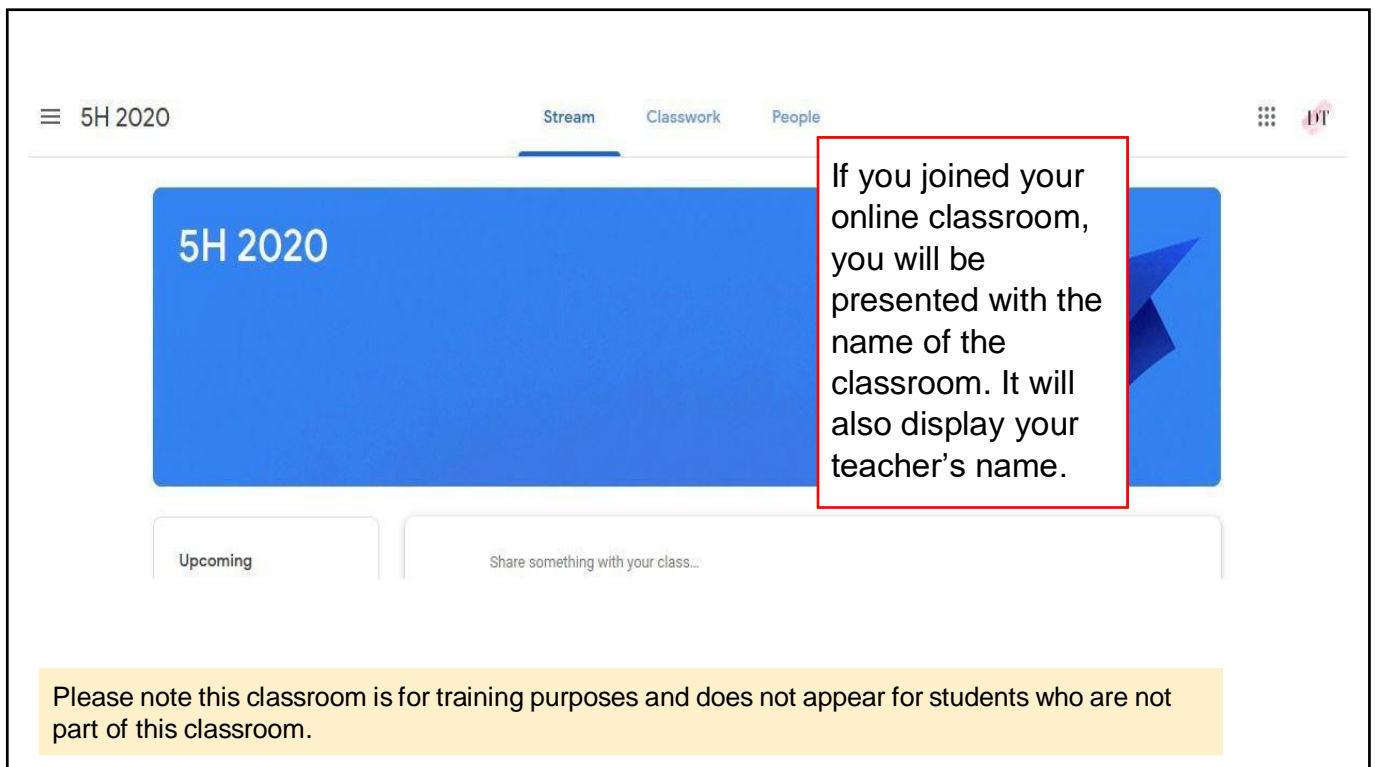
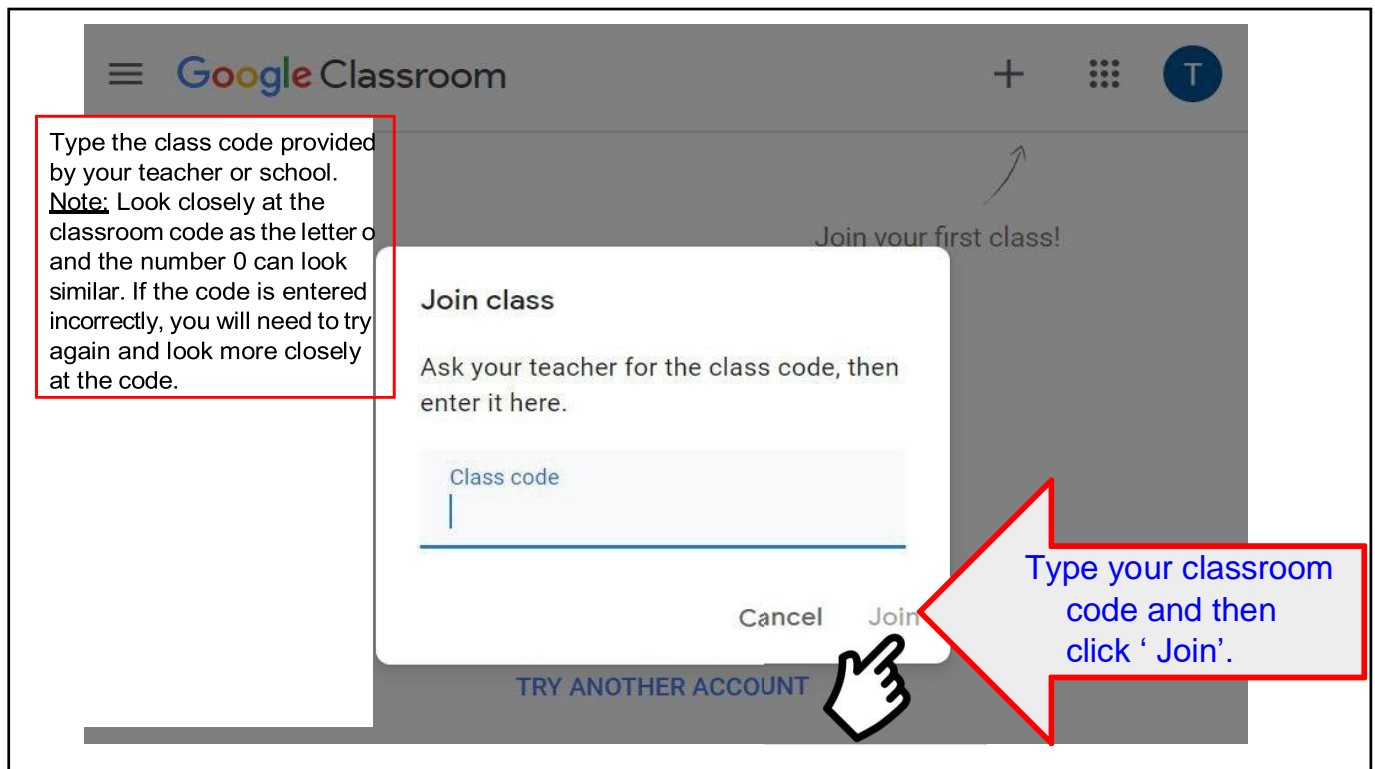
 [firstname.lastname@education.nsw.gov.au](mailto:firstname.lastname@education.nsw.gov.au)

[CONTINUE](#)

By joining, you agree to share contact information with your class. [Learn more](#)







You should now be in your **personal Google Classroom** and see all of the separate Google Classroom sessions that you are a member of