

Hello 6A,

I hope you are all keeping safe and well during this difficult time. I am thinking of you all whilst we are in lockdown. Remember to look after yourself and spread kindness (not germs).

I am so pleased everyone is already on Google Classroom. Don't forget to check Google Classroom each day for any updates and posts. During Week 2, we will have a Google Meet catch up on Monday at 1pm and Thursday at 10:30am. If you need any help, please use your student email to contact me. My email is [avril.boyle@det.nsw.edu.au](mailto:avril.boyle@det.nsw.edu.au)

**The office will not be able to assist or answer any questions regarding Zoom or Google classroom. You will need to email me directly.**

I ask that you give the home learning a good go to ensure we keep up with all the amazing work you have accomplished so far. I understand that these are very stressful times, so please don't place too much pressure on yourselves or your parents...all you can do is your best, and that is all I ask!

For those celebrating Eid this week, I wish you a blessed time with your family.

I miss you all, and I can't wait to be back in the classroom

Best wishes,

Miss Boyle

Hi 6C

I hope you are all doing well and that you and your families are safe. As we already use Google Classroom in class, that will be what we use to communicate during this period of learning from home. I will be available there for any inquiries or questions you have regarding the sent home learning. Alternatively, you can email me at [blake.cavanagh7@det.nsw.edu.au](mailto:blake.cavanagh7@det.nsw.edu.au).

**The office will not be able to assist or answer any questions regarding Zoom or Google classroom. You will need to email me directly.**

Please ensure you give the learning packs your best effort. As we prepare for high school, this independence will hold you in good stead for next year. Books have been assigned on Literacy Pro for you to read and complete quizzes. Get outside in your yard and do some exercise too. A healthy body is a healthy mind.

Fingers crossed this passes quickly, and we can connect in our classroom soon. I'm looking forward to our next game of league tag. Good luck with the learning, and most importantly, stay safe during these times. For those of you celebrating, have a wonderful Eid.

Mr Cavanagh

Dear 6H students,

I hope this note finds you well and that you and your families are safe. An invitation to join 6H's Google Classroom was sent out to you last week. You can accept this invitation by checking your student email if you haven't already. Alternatively, you can use the Classroom Code **4uk5krm** to gain access. Google Classroom will be our form of communication for the next couple of weeks. We will also catch up via zoom, so make sure you check Google Classroom for more information regarding this. If you need further instructions on how to use this code to access our Google Classroom, see the document attached or email me.

[courtney.wilkinson7@det.nsw.edu.au](mailto:courtney.wilkinson7@det.nsw.edu.au)

**The office will not be able to assist or answer any questions regarding Zoom or Google classroom. You will need to email me directly.**

Please try your best to attempt all tasks in the home learning packs. Remember to log on regularly on Literacy Pro so that your learning is progressing during this time. I wish you all the very best and hope to see you soon!

Mrs Hanley

Hello 6M!

I hope you are all staying safe, and *Eid Mubarak!* (to those of you who are celebrating this week)

Welcome to Learning from Home

A couple of things:

- Please make sure you have logged onto our Google Classroom. I have sent you a link to this (check your emails). Otherwise, you can follow the instructions on the attached document using our **class code: nmdhhsh**.
- Google Classroom will be our main form of communication where you can ask any questions regarding the work set for the next couple of weeks. You are welcome to upload screenshots or photographs of your completed work if you would like me to mark it.
- We will have Zoom catch-ups regularly to check in and maybe play some games, so make sure you check Google Classroom for more information regarding these catch-ups.
- Please log on regularly to Literacy Pro, as I will update your assigned books. You can also complete the quizzes (80% pass rate!).

I ask that you give the learning from home a good go so that your learning is progressing; however, I also understand that these are very stressful times, so please don't place too much pressure on yourselves or your parents...**all you can do is your best, and that is all I ask!**

Wishing you all the very best, and hopefully, we will see each other soon!

**Remember, if you need to contact me, please use the 6M Google Classroom or my email address: [bridget.mckinn2@det.nsw.edu.au](mailto:bridget.mckinn2@det.nsw.edu.au).**

**The office will not be able to assist or answer any questions regarding Zoom or Google classroom. You will need to email me directly.**

Happy Home Learning!

Miss McKinn

Dear students of 6S,

I hope this note finds you well and that you and your families are safe. This is a difficult time and I trust that you are doing what you can to keep up with Learning from Home. You should be proud of your hard work and resilience.

An invitation to the 6S Google Classroom was sent out to you over the school holidays. You can accept this invitation by checking your student email and accepting the invitation. Alternatively, you can use the Classroom Code **7evxgy6** to gain access. For instructions on how to use this code to access Google Classroom, see the instructions below.

For any other questions about accessing Google Classroom, contact me via email ([mssedarous2021@gmail.com](mailto:mssedarous2021@gmail.com)). Once you have access, you will be able to communicate with me and your peers through this platform. This is where you will be informed of any Zoom meetings we may have as a class and where you can ask questions regarding the work you are doing.

**The office will not be able to assist or answer any questions regarding Zoom or Google classroom. You will need to email me directly.**

I miss you all and wish you the best in this difficult time.

Ms Sedarous

## Year 6 Learning from Home – Term 3 - Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Literacy</u>  <b>Reading</b>  Read “Growing Up in Darfur”, complete the comprehension questions attached.</p> <p><b>Vocabulary</b>  Copy the Dictionary Dig worksheet into a book and complete it for the following words: refuge, persecute, asylum, migrate</p> <p><b>Writing</b>  Use one of the stimuli to write examples of figurative language (similes, metaphors, personification, alliteration, hyperbole)</p>	<p><u>Literacy</u>  <b>Reading</b>  Read “Escape from Kiev”. In this document, you will find the comprehension documents to be completed.</p> <p><b>Vocabulary</b>  Complete the vocabulary worksheet by matching the vocabulary words to their meanings.</p> <p><b>Writing</b>  Use the stimulus provided to write two paragraphs, written to entertain the reader. One paragraph should be dedicated to describing the character(s), and the other paragraph to describing the setting. Use literary techniques to improve your descriptions (similes, metaphors, personification, hyperbole, imagery, etc).</p>	<p><u>Literacy</u>  <b>Reading</b>  Read “Found at Last” and complete the comprehension questions attached.</p> <p><b>Vocabulary</b>  Using the vocabulary from “Found at Last”, complete the synonym activity.</p> <p><b>Writing</b>  Choose from one of the stimulus images provided and write a quest tale to entertain the reader.  Remember to plan your ideas before you begin.</p>	<p><u>Literacy</u>  <b>Reading</b>  Log onto your Literacy Pro account and go to your library. Once you have finished reading your book, please complete the quiz. Take your time and try your best to get 80% or above.</p> <p><b>Editing</b>  We are learning to edit our writing.  Complete the editing worksheet on Cathy Freeman.</p> <p><b>Vocabulary</b>  Complete the ‘What Do You Mean?’ activity.</p>	<p><u>Literacy</u>  <b>Reading</b>  Read Berelian’s and Hari’s refugee stories.  Choose one story and complete the ‘Challenges and accomplishments’ activity. After reading both stories complete the ‘Compare and contrast’ activity.</p> <p><b>Vocabulary</b>  Using your key vocabulary words from Term 2 (refugee, migrant, asylum, crowded, protect, persecute, abandoned...) complete the vocabulary activity.</p>
<u>Mathematics</u>	<u>Mathematics</u>	<u>Mathematics</u>	<u>Mathematics</u> WALT to add decimals	<u>Mathematics</u>

<p><b><u>We are learning to convert between decimals and fractions</u></b></p> <p>Complete the decimals and percentages conversion activity.</p>	<p><b><u>We are learning to write percentages as simplified fractions.</u></b></p> <p>Complete the following worksheets:</p> <ol style="list-style-type: none"> <li>1. Percent to Fraction Worksheet</li> <li>2. Percent to Fraction Worksheet 2</li> </ol>	<p><b><u>We are learning to calculate the percentage discount of an item.</u></b></p> <p>Complete the percentage discounts worksheet</p>	<p><i>Complete the adding decimals worksheet.</i></p>	<p><b><u>We are learning to subtract decimals.</u></b></p> <p>Select cards to make numbers with decimals to subtract using place value. Use the number lines worksheet provided.</p> <p>Choose one of the three subtracting decimals worksheets to complete.</p>
<p><b><u>HSIE</u></b></p> <p>Create a timeline of Australia's migration history. Choose one of the cultural groups that came to Australia and research their contributions to our society.</p>	<p><b><u>PDH</u></b></p> <p>Complete 3 acts of kindness. This can be include helping a parent, helping or playing a sibling, or writing a kind note for someone in your home. Write a short reflection on why you chose your acts of kindness. How did doing this make you feel? How did it make those who you were kind towards feel?</p>	<p><b><u>CAPA</u></b></p> <p>Using your family, play a game of charades. Have a look at the link below if you don't know how to play.</p> <p><a href="https://www.youtube.com/watch?v=5YPSfaEGTQ0">https://www.youtube.com/watch?v=5YPSfaEGTQ0</a></p>	<p><b><u>Science</u></b></p> <p>Lesson 1 – Different types of Energy</p> <p>Copy the following link and use the class code to complete the science activities.</p> <p><a href="http://inq.co/class/ixs">http://inq.co/class/ixs</a> Class code: 8978</p>	<p><b><u>PE/ Get Active!</u></b></p> <p><b>Underarm throw</b></p> <p>-Eyes on the target</p> <p>-Step forward (opposite leg to throwing arm)</p> <p>-Throwing arm back then forward</p> <p>-Point at the target</p> <p>Challenge:</p> <p>Throw the ball at a set target from a close distance. Set markers at varying distances then throw the ball at the target.</p>

# Growing Up in Darfur

## Sudanese Children Struggle to Survive

Sumaya's life used to be just like other children's lives. She went to school, played with friends, and did chores.

But in early 2003, everything changed. Armed fighters attacked her village in Darfur, a region of Sudan, killing everyone in sight. Sumaya and her family had to run for their lives.

"We ran and ran until I felt that I couldn't go on any longer," Sumaya recalled at the age of 15.



Leigh Haeger

*Map of Sudan.*

After walking about 100 miles, they arrived at Kalma Camp, a place for *refugees* in Darfur. Refugees are people who flee their homes because of war or a natural disaster.

The camp was home to more than 70,000 refugees. As of 2011, approximately 2.6 million people had abandoned their homes to escape the fierce fighting over Darfur's scarce farmable land. Hundreds of thousands of those refugees were children, according to the United Nations.

The refugees arrived at places like Kalma Camp with little more than the clothes on their backs. Food and water were scarce, and the outlying violence often spilled into the camps. The situation was the



"world's worst humanitarian crisis," U.N. officials said.

"Tens, even hundreds, of thousands of people...need water, medical care, and food," said Pauline Horrill of Doctors Without Borders, an aid group.

## Everyday Struggle

Even a few years after Sumaya had arrived at Kalma Camp, conditions in the refugee camps were bleak. Tents and mud huts were clustered as far as the eye could see. The scorching sun beat down on the desert landscape, pushing the temperature as high as 122 degrees Fahrenheit.

Stephen Winter, a U.S. doctor, helped treat some of the sickest refugees at a makeshift clinic. "Many of the people ... have to sleep on the ground," he wrote in his journal. "They share the ground with biting insects and the occasional snake."

The refugees received food rations twice a month. Sumaya used the wheat, beans, oil, salt, and powdered food mixture that her family received to make a brown, watery soup for her younger brothers and sisters.

"The food here is not nutritious," she told a U.N. aid worker. "In our village, we used to eat lots of vegetables and fruits, but we can't grow anything here."

## Hope for the Future

One bright spot in Sumaya's life was school. She went to English classes in the camp. She also volunteered at a center where refugee children could play, draw pictures, and talk about what they'd been through.

The centers were important, explained Adolphe Mbaikouma, a UNICEF worker. "Sharing laughter helps release some bad memories," Mbaikouma said.

However, aid workers feared that more bad memories might be inevitable. Fighters had begun to attack refugee camps. The United Nations had cut the number of aid workers in the area because of the danger.

Still, Sumaya stayed positive by thinking about good things. She was thankful that her parents and brothers and sisters were alive. She daydreamed about her family's farm and the day she would be able to return home.

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

**1.** According to the text, approximately how many people in Darfur had abandoned their homes as of 2011?

- A. 100 people
- B. 122 people
- C. 70,000 people
- D. 2.6 million people

**2.** According to the text, what caused the fighting to start in Darfur?

- A. not enough schools for children
- B. scarce number of houses
- C. diamonds and other valuable gems
- D. scarce farmland

**3.** Read these sentences from the text.

However, aid workers feared that more bad memories might be inevitable. Fighters had begun to attack refugee camps. The United Nations had cut the number of aid workers in the area because of the danger.

What can you conclude based on this evidence?

- A. The refugees will always be safe in the camps because aid workers protect them.
- B. The refugees will likely have to leave the camp if fighters continue to attack them.
- C. The United Nations is not concerned about the well-being of the refugees in the camp.
- D. The United Nations is the only group working to help the refugees in the camp.

4. Read this sentence from the text.

The refugees arrived at places like Kalma Camp with little more than the clothes on their backs.

Based on the text, why did people most likely arrive at Kalma Camp with very little?

- A. They did not need to bring anything to the camps.
- B. They did not want to bring anything from the villages.
- C. They were not allowed by the camps to bring anything from the villages.
- D. They did not have time to take anything when the villages were attacked.

5. What is the main idea of the text?

- A. After fleeing violence in their hometowns, refugees face terrible conditions at the Darfur refugee camps.
- B. Sunaya and her family managed to escape the fighters threatening their home.
- C. There is much people can do to support and help the refugees in the camp.
- D. The education of refugees in the Darfur camp is the first priority for aid workers there.

6. Read these sentences from the text.

Even a few years after Sumaya had arrived at Kalma Camp, conditions in the refugee camps were **bleak**. Tents and mud huts were clustered as far as the eye could see. The scorching sun beat down on the desert landscape, pushing the temperature as high as 122 degrees Fahrenheit.

As used in these sentences, what does the word "**bleak**" mean?

- A. clean
- B. positive
- C. gloomy
- D. cheerful

7. Choose the word or phrase that best completes the sentence.

Sumaya stayed positive by thinking about good things \_\_\_\_\_ conditions in the refugee camps had gotten worse.

- A. before
- B. because
- C. but
- D. even though

8. According to the organization Doctors Without Borders, what did the refugees in Darfur need in 2011?

9. Based on the text, why was it important for the refugee camps to help children cope with their experiences? Use evidence from the text to support your answer.

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

1. Sumaya's family left their farm because

- A. they wanted to help at the refugee camps.
- B. armed fighters asked them to leave.
- C. the farm was not producing food anymore.
- D. armed fighters attacked their village.

2. Refugee camps were set up to

- A. give medical attention to the victims.
- B. provide safety for the victims.
- C. give food and shelter to the victims of the attacks.
- D. all of the above.

3. The author wrote this passage

- A. to ask the armed fighters to stop fighting.
- B. to inform the reader about the situation in Darfur.
- C. to plead to the U.N. for aid.
- D. all of the above.

4. People in the refugee camps sleep on the ground because

- A. the ground is safer than the tents.
- B. they are immune to snake bites.
- C. the ground is cooler.
- D. there are not enough beds for everyone.

5. How is your life similar and different to Sumaya's? Explain.



## Percents and decimals conversion

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### Grade 6 Percents Worksheet

Convert the percents into decimals and the decimals to percents.

1.  $0.74 =$  \_\_\_\_\_ 2.  $36\% =$  \_\_\_\_\_

3.  $8\% =$  \_\_\_\_\_ 4.  $34\% =$  \_\_\_\_\_

5.  $0.61 =$  \_\_\_\_\_ 6.  $0.84 =$  \_\_\_\_\_

7.  $29\% =$  \_\_\_\_\_ 8.  $31\% =$  \_\_\_\_\_

9.  $68\% =$  \_\_\_\_\_ 10.  $77\% =$  \_\_\_\_\_

11.  $0.39 =$  \_\_\_\_\_ 12.  $0.35 =$  \_\_\_\_\_

13.  $0.2 =$  \_\_\_\_\_ 14.  $33\% =$  \_\_\_\_\_

15.  $0.95 =$  \_\_\_\_\_ 16.  $0.78 =$  \_\_\_\_\_

17.  $44\% =$  \_\_\_\_\_ 18.  $51\% =$  \_\_\_\_\_

19.  $82\% =$  \_\_\_\_\_ 20.  $0.38 =$  \_\_\_\_\_

## Percents and decimals conversion

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### Grade 6 Percents Worksheet

Convert the percents into decimals and the decimals to percents.

1.  $89\% =$  \_\_\_\_\_ 2.  $0.66 =$  \_\_\_\_\_

3.  $100\% =$  \_\_\_\_\_ 4.  $94\% =$  \_\_\_\_\_

5.  $40\% =$  \_\_\_\_\_ 6.  $85\% =$  \_\_\_\_\_

7.  $19\% =$  \_\_\_\_\_ 8.  $37\% =$  \_\_\_\_\_

9.  $0.65 =$  \_\_\_\_\_ 10.  $81\% =$  \_\_\_\_\_

11.  $0.83 =$  \_\_\_\_\_ 12.  $0.38 =$  \_\_\_\_\_

13.  $41\% =$  \_\_\_\_\_ 14.  $30\% =$  \_\_\_\_\_

15.  $36\% =$  \_\_\_\_\_ 16.  $32\% =$  \_\_\_\_\_

17.  $0.48 =$  \_\_\_\_\_ 18.  $0.35 =$  \_\_\_\_\_

19.  $0.93 =$  \_\_\_\_\_ 20.  $0.56 =$  \_\_\_\_\_







**Name** \_\_\_\_\_

Dictionary Digs

**V.019.SS2**

Meaning

Synonyms

Antonyms

Word

Other Interesting Word-Related Information



## Percents to fractions

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### Grade 6 Percents Worksheet

Convert the percents into fractions with a denominator of 100, then simplify if possible.

1.  $16\% =$  \_\_\_\_\_

2.  $36\% =$  \_\_\_\_\_

3.  $52\% =$  \_\_\_\_\_

4.  $63\% =$  \_\_\_\_\_

5.  $62\% =$  \_\_\_\_\_

6.  $4\% =$  \_\_\_\_\_

7.  $44\% =$  \_\_\_\_\_

8.  $70\% =$  \_\_\_\_\_

9.  $19\% =$  \_\_\_\_\_

10.  $100\% =$  \_\_\_\_\_

11.  $55\% =$  \_\_\_\_\_

12.  $2\% =$  \_\_\_\_\_

13.  $90\% =$  \_\_\_\_\_

14.  $13\% =$  \_\_\_\_\_

# Escape from Kiev

by Nicole Torek



*bombing damage to Kiev during World War II*

## By Nicole Torek, St. James Elementary School, St. James, N.Y.

*In 1941, during World War II (1939-1945), German troops invaded the Soviet Union. One of the Soviet cities targeted was Kiev, where 9-year-old Abram Shlyapnikov lived. Abram, a Jew, knew the Nazis wanted to kill his family. This is his story as told to his granddaughter Nicole.*

Q: What do you remember about the first day of war?

A: It was Sunday, June 22, 1941. I was awakened at about 4 in the morning by distant thunder. I went to the window thinking there was a storm, but the sky was clear. Someone turned on the radio; this was war. Bombs landed in the city. The train station, airport, and electric plant were hit. My father left for the front. The city grew quiet, as if awaiting a storm.

Q: Why did you leave Kiev?

A: We were Jews. My father was a lieutenant and a Communist. For us, leaving was a matter of life and death.

Q: How did you get away?

A: One of our neighbors was a government official. He was able to get a truck for his family. As he

was loading his rugs and china, my mother went up to him and said, "You are saving all your possessions as well as yourself, while my husband is on the front lines. Don't you have enough decency to make room for me and my two boys in the back of your truck?" The man let us ride in the truck.

Q: Describe the trip.

A: The German bombs destroyed roads. The countryside was burning. Crowds of weary refugees, with their belongings and children packed on their backs, were toiling east along broken roads. Corpses of livestock, broken-down vehicles, and smashed horse carts littered the sides of the road. The driver refused to stop even to use the bathroom. He had taken along several large canisters filled with gas and paused only to refill his tank. We were heading for Saratov, a Russian city 2,000 miles east of Kiev.

Later, I learned that the speed and extra gas had saved our lives. I later found out that the road from Kiev to Saratov had been cut off by German tanks on the same day we had made our escape. We must have just missed the German troops.

Q: How long did it take you to reach your destination?

A: Our nonstop trip lasted three days and three nights. We did not know anyone in Saratov, but the people were nice and compassionate. A woman whose husband was also in the war took us in.

Q: What about your father?

A: Since the day he left for the war, we hadn't received a single letter. We later learned that his division was surrounded and that he had escaped. He rejoined the Soviet army and continued his service. That is when he found us through the Red Cross.

Q: When were you able to return to Kiev?

A: In 1943, the Soviet army liberated Kiev. We were among the first to return home. Our house was still standing, but the doors and windows were gone. But we were happy that we were back home.

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

1. Where is the city of Kiev?

- A. Germany
- B. the Soviet Union
- C. the United States
- D. France

2. German troops invaded Kiev during World War II. What was the effect on Abram Shlyapnikov's life?

- A. He joined the Soviet army along with his father.
- B. He was separated from his mother and father.
- C. He had to take care of his younger brother.
- D. He fled Kiev with his mother and brother.

3. Which of the following conclusions about Abram's story is supported by the passage?

- A. Abram's brother was a lieutenant in the Soviet underground army.
- B. Most Nazi soldiers became Communists after arriving in the Soviet Union.
- C. Nazi troops wanted to capture Abram's father but not the rest of the family.
- D. Abram's family would have been killed if the Nazis had caught them.

4. Read these sentences from the passage:

"In 1943, the Soviet army liberated Kiev. We were among the first to return home."

In this sentence, the word **liberated** means

- A. adopted
- B. fought
- C. freed
- D. captured

5. The primary purpose of this passage is to

- A. compare and contrast the experiences of Abram and his brother
- B. share Abram's story of survival during World War II
- C. persuade other survivors of World War II to share their stories
- D. explain how the Red Cross helped reunite people after the war

6. How old was Abram when the German troops invaded his city?

7. When Abram was leaving Kiev in a neighbor's truck, the driver refused to stop for bathroom breaks. What would likely have happened if the driver did stop? How do you know? Cite examples from the passage.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Abram's family home was still standing after Kiev was liberated, \_\_\_\_\_ the windows and doors were missing.

- A. because
- B. when
- C. but
- D. since



## Percents to fractions

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### Grade 6 Percents Worksheet

Convert the percents into both decimals and fractions. Simplify the fractions if possible.

1.  $36\% =$  0.36 or  $\frac{36}{100}$  or  $\frac{9}{25}$

2.  $26\% =$  \_\_\_\_\_

3.  $19\% =$  \_\_\_\_\_

4.  $72\% =$  \_\_\_\_\_

5.  $8\% =$  \_\_\_\_\_

6.  $6\% =$  \_\_\_\_\_

7.  $5\% =$  \_\_\_\_\_

8.  $84\% =$  \_\_\_\_\_

9.  $65\% =$  \_\_\_\_\_

10.  $89\% =$  \_\_\_\_\_

11.  $48\% =$  \_\_\_\_\_

12.  $51\% =$  \_\_\_\_\_

13.  $54\% =$  \_\_\_\_\_

14.  $92\% =$  \_\_\_\_\_

## Percents to fractions

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### Grade 6 Percents Worksheet

### Answers

$$1) \quad 0.36 \quad \text{or} \quad \frac{36}{100} \quad \text{or} \quad \frac{9}{25}$$

$$8) \quad 0.84 \quad \text{or} \quad \frac{84}{100} \quad \text{or} \quad \frac{21}{25}$$

$$2) \quad 0.26 \quad \text{or} \quad \frac{26}{100} \quad \text{or} \quad \frac{13}{50}$$

$$9) \quad 0.65 \quad \text{or} \quad \frac{65}{100} \quad \text{or} \quad \frac{13}{20}$$

$$3) \quad 0.19 \quad \text{or} \quad \frac{19}{100}$$

$$10) \quad 0.89 \quad \text{or} \quad \frac{89}{100}$$

$$4) \quad 0.72 \quad \text{or} \quad \frac{72}{100} \quad \text{or} \quad \frac{18}{25}$$

$$11) \quad 0.48 \quad \text{or} \quad \frac{48}{100} \quad \text{or} \quad \frac{12}{25}$$

$$5) \quad 0.08 \quad \text{or} \quad \frac{8}{100} \quad \text{or} \quad \frac{2}{25}$$

$$12) \quad 0.51 \quad \text{or} \quad \frac{51}{100}$$

$$6) \quad 0.06 \quad \text{or} \quad \frac{6}{100} \quad \text{or} \quad \frac{3}{50}$$

$$13) \quad 0.54 \quad \text{or} \quad \frac{54}{100} \quad \text{or} \quad \frac{27}{50}$$

$$7) \quad 0.05 \quad \text{or} \quad \frac{5}{100} \quad \text{or} \quad \frac{1}{20}$$

$$14) \quad 0.92 \quad \text{or} \quad \frac{92}{100} \quad \text{or} \quad \frac{23}{25}$$



# Vocabulary

Push  
factors

a person who moves from one place to another, especially in order to find work or better living conditions.

meaning

Refugee

Factors that force people to leave their home. These include war, persecution and poverty.

Migrant

a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

meaning

Pull factors

Factors that attract people to leave their home for a new country.

Persecution

The act of returning to one's country of origin.

Asylum  
Seeker

movement of people into a country or area.

Repatriation

hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.

Immigration

a person who has left their home country as a political refugee and is seeking asylum in another.



Tuesday





Wednesday



# Found at Last!

## A military dog missing in Afghanistan returns to her troops.

Sabi is one smart pup. The dog knows how to sniff for bombs and protect soldiers. The black Labrador also learned another skill: how to live on her own in Afghanistan for more than a year.

Afghanistan is a country in the Middle East. U.S. troops are at war in Afghanistan. They are fighting people who supported the Sept. 11, 2001, attacks on the United States.

About 68,000 U.S. troops are currently fighting in the war in Afghanistan.

The United States is not the only country fighting. Sabi is part of a unit of soldiers from Australia. A unit is a group. The military dog helps troops by detecting, or finding, bombs with her nose.

In September 2008, Sabi's unit was fighting in Afghanistan. During the battle, she became separated from the soldiers. For months, Sabi's unit searched for her without any luck.

Finally, a U.S. soldier spotted Sabi in November 2009. With the soldier's help, Sabi was reunited with her Australian unit. To reunite is to bring back together.

The troops will probably never know what their furry friend was up to all that time on her own. They're just glad to have found her. Says Australian leader Kevin Rudd, "Sabi is back home in one piece."

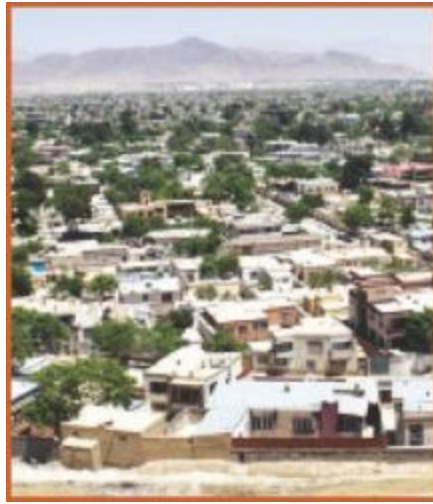
The dog probably wouldn't mind lending another helping hand-or paw-if soldiers need it.



Leigh Haeger

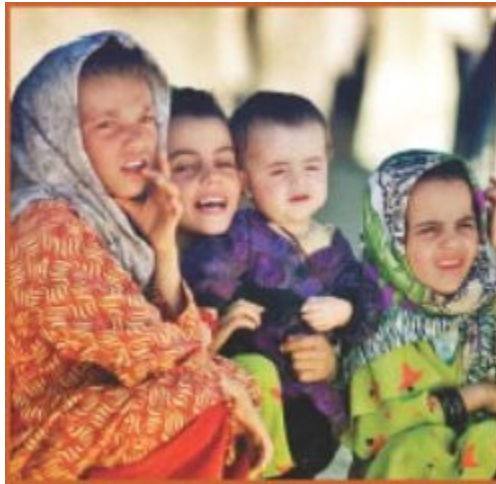
## Spotlight on Afghanistan





iStock

Size: 251,827 square miles (slightly smaller than Texas)



AP Images

Population: 28.4 million; about half are kids younger than 15



Getty Images

Land: mostly mountains and deserts; only about 12 percent of the land can be farmed



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

1. How did Sabi end up back with the soldiers that she helped?

- A. Sabi ended up finding her unit during another battle.
- B. The leader of Sabi's troop said that she is back in one piece.
- C. An American soldier saw Sabi and helped her find her unit again.
- D. Sabi found a bomb by sniffing for it with her nose.

2. What problem and solution are described in this text?

- A. The problem is too many countries involved in the war in Afghanistan, and the solution is for some of the countries to stop sending soldiers.
- B. The problem is Sabi getting lost, and the solution is her reunion with her soldiers.
- C. The problem is hidden bombs in Afghanistan, and the solution is training dogs to find them.
- D. The problem is not enough soldiers in Afghanistan, and the solution is sending more soldiers.

3. Sabi is very well trained, and the work that she does is very important.

What evidence from the text supports this conclusion?

- A. "Finally, a U.S. soldier spotted Sabi in November 2009. With the soldier's help, Sabi was reunited with her Australian unit."
- B. "In September 2008, Sabi's unit was fighting in Afghanistan. During the battle, she became separated from the soldiers."
- C. "Sabi is part of a unit of soldiers from Australia. A unit is a group. The military dog helps troops by detecting, or finding, bombs with her nose."
- D. "The black Labrador also learned another skill: how to live on her own in Afghanistan for more than a year."

4. What can be inferred from the text?

- A. Sabi's soldiers were very brave to fight in Afghanistan.
- B. Sabi had good survival skills to live on her own for a year.
- C. Sabi's soldiers were not worried about her when she was gone.
- D. Sabi knows how to find hidden bombs and help soldiers.

5. What would be another good title for this text?

- A. How to Help Soldiers
- B. Fighting in Afghanistan
- C. Sabi the Smart Dog
- D. Sabi Returns

6. Read these sentences from the text.

In September 2008, Sabi's unit was fighting in Afghanistan.

During the **battle**, she became separated from the soldiers.

As used in these sentences, what does the word "**battle**" most nearly mean?

- A. country
- B. search
- C. unit
- D. fight

7. Choose the word that best completes the sentence.

The troops don't know where Sabi was for the year that she was missing, \_\_\_\_\_ they are just happy to have her back.

- A. since
- B. but
- C. so
- D. then

8. What did Sabi do to help the soldiers in her unit?

9. Sabi's soldiers greatly cared about her. Explain whether or not this statement is true. Use evidence from the text to support your answer.

**Ll: We are learning to find the percentage discount of an item**

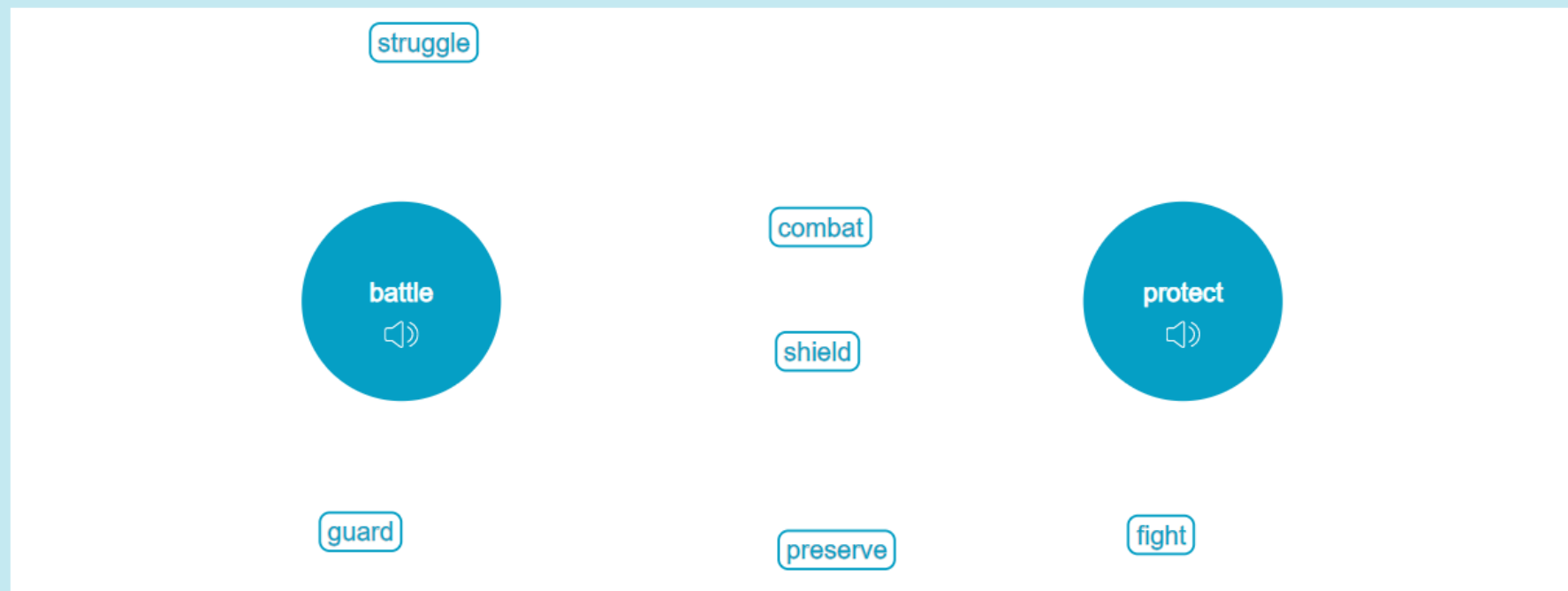
<i>Item</i>	Percentage Discount	<i>Price off the item</i>	New Price (subtract price off item from the item) eg: \$20-\$10=\$10
Jumper: \$20.00	50%	\$10	\$10
Phone: \$250.00	25%		
Rocket League game: \$32.00	50%		
Harry Potter book: \$16.28	25%		

Using the table below, come up with your own items and percentage discounts to calculate

<i>Item</i>	Percentage Discount	<i>Price off the item</i>	New Price (subtract price off item from the item) eg: \$20-\$10=\$10

**Word Matcher**

*Every word has other words that have similar meanings or even the exact same meaning (these are called synonyms!). Move each similar word or synonym to the vocabulary word that it matches! Listen to the similar words and synonyms by clicking on them and then click on the audio icon in the bottom left.* 🔊



The image shows a digital interface for a word-matching game. It features a light blue background with a central white rectangular area. Inside this area, there are two large blue circles, each containing a word and a speaker icon for audio playback. The left circle contains the word "battle" and the right circle contains the word "protect". Surrounding these circles are several smaller, rounded rectangular buttons, each containing a word: "struggle" (top left), "combat" (top right), "shield" (middle right), "guard" (bottom left), "preserve" (bottom center), and "fight" (bottom right). The layout is clean and modern, with a clear distinction between the target words and the potential synonyms.

struggle

battle 🔊

combat

shield

protect 🔊

guard

preserve

fight

# Decimals Addition Worksheet

1.

$$\begin{array}{r} \text{a) } \$7.65 \\ + \$13.45 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } \$8.72 \\ + \$11.67 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c) } \$7.63 \\ + \$15.75 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } \$13.85 \\ + \$19.62 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } \$14.36 \\ + \$17.67 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } \$18.66 \\ + \$18.87 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g) } \$23.48 \\ + \$18.68 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h) } \$24.81 \\ + \$11.67 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i) } \$27.27 \\ + \$26.78 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j) } \$647.62 \\ + \$536.51 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k) } \$256.72 \\ + \$334.67 \\ \hline \end{array}$$

$$\begin{array}{r} \text{l) } \$753.38 \\ + \$567.75 \\ \hline \end{array}$$

2.

$$\text{a) } \$9.57 + \$8.72 = \underline{\hspace{2cm}}$$

$$\text{b) } \$14.76 + \$9.45 = \underline{\hspace{2cm}}$$

$$\text{c) } \$28.79 + \$34.83 = \underline{\hspace{2cm}}$$

$$\text{d) } \$27.82 + \$36.62 = \underline{\hspace{2cm}}$$

$$\text{e) } \$38.67 + \$48.46 = \underline{\hspace{2cm}}$$

$$\text{f) } \$57.45 + \$37.53 = \underline{\hspace{2cm}}$$

$$\text{g) } \$36.95 + \$59.42 = \underline{\hspace{2cm}}$$

$$\text{h) } \$45.83 + \$64.89 = \underline{\hspace{2cm}}$$

3.

a) I spent \$17.67 in one shop, \$32.87 in another and \$43.73 in the last shop. How much money did I spend all together?

\_\_\_\_\_

b) Leanne cut 13.56m of green ribbon and 18.76m of purple ribbon. How much ribbon does Leanne have all together?

\_\_\_\_\_

c) Jess is measuring the exact perimeter of her bedroom. Her bedroom is an odd shape. The lengths of the walls are 469.36cm, 552.45cm, 338.75cm and 721.54cm. What is the total perimeter of her room?

\_\_\_\_\_

## V.02 I

### Objective

Identify the meaning of the following words.

Cut out the cards below and glue the correct definition next  
to matching word.

### Word Meaning What Do You Mean?

# Cathy Freeman - Editing

cathy freeman is won of the most well-known Indigenous australians. she was the first “Indigenous Australian” to win a gold medel at the Commonwealth Games (in Canada in 1994. Freeman competed in many championship events through-out the 90s! She was selected to light the torch at the sydney olympics in 2000, wear she won gold in the 400m event.

freeman retired in 2003 and became involved with many charities. In 2007, she founded Cathy Freeman Foundation, which works to close the gap in education between Indigenous and non-Indigenous students.

**Re-write the text correctly:**

[illegible]

# What are the different types of energy, and how do they change?

Thursday



1

Watch the video. Talk with a partner about how it made you feel. A roller coaster has no engine to drive it around the track. How do you think it achieves such high speeds?

## Vocabulary

kinetic energy

electrical energy

gravitational potential energy

sound

heat

chemical energy

transfer

light

nuclear energy

elastic potential energy

transform



## Materials needed

## INVESTIGATION QUESTION 8

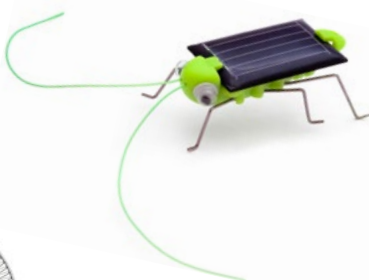
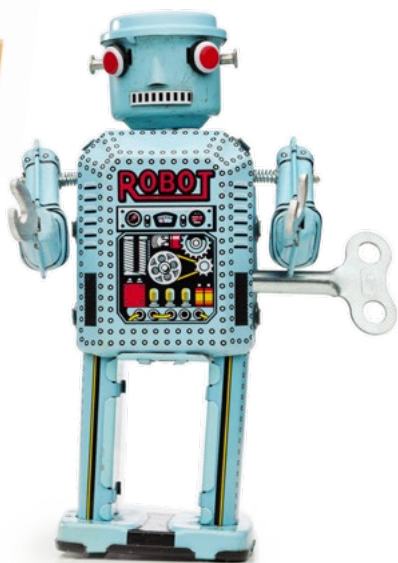
## Investigating energy transformations

You need three items from the following list:

- a toy instrument (such as a drum, glockenspiel, hand bell, or ukulele)
- a wind-up 'walking' toy
- an instant heat pack
- a glow stick
- a hand-cranked or 'squeeze' torch
- a pull-back toy car
- a solar calculator or solar toy
- a Newton's Cradle
- a balloon
- a rubber band toy (such as a butterfly or plane or old-fashioned slingshot)
- an Energy Ball or Energy Stick
- a Dropper Popper

You need one item from the following list:

- a kettle
- a toaster
- a hairdryer
- a radio or clock radio



2

Watch the *Rube Goldberg Machine* video.

A Rube Goldberg machine is a contraption or device which uses many different types of energy and forces e.g. a dropping ball or crashing dominoes. The machine shows how energy can be transferred from one object to another.



3

Choose a sequence of objects that appear together in the video at a certain point. Describe the 'chain reaction' that sets one object, then the next, and the next, in motion.

A diagram for a chain reaction sequence. It consists of four empty rectangular boxes arranged in a 2x2 grid. The boxes are connected by arrows indicating a sequence of events. A horizontal arrow points from the top-left box to the top-right box. A vertical line descends from the bottom of the top-right box, then turns left to connect to the top of the bottom-left box. A horizontal arrow points from the bottom-left box to the bottom-right box.

For anything in the universe to move or change, energy is required. There are many different types of energy.

4

Read the eBook *The Different Forms of Energy*.

5

Using information from the eBook, complete the table below.

Type of energy	Example

6

### Investigating energy transformations

Choose three items from the first list and one item from the second list on page 2.

Look at them closely (play with them if they are toys) and think about how they work.

- a What kind of energy do they need to start working? (Think about: Do they need to be wound up, or lifted up, or switched on?) Write it down in the 'Initial Energy' column in the table below.
- b What kind (or kinds) of energy is the Initial Energy turned into? (Think about: Does it move? Make noise? Get hot?) Write it down in the 'Final Energy' column.

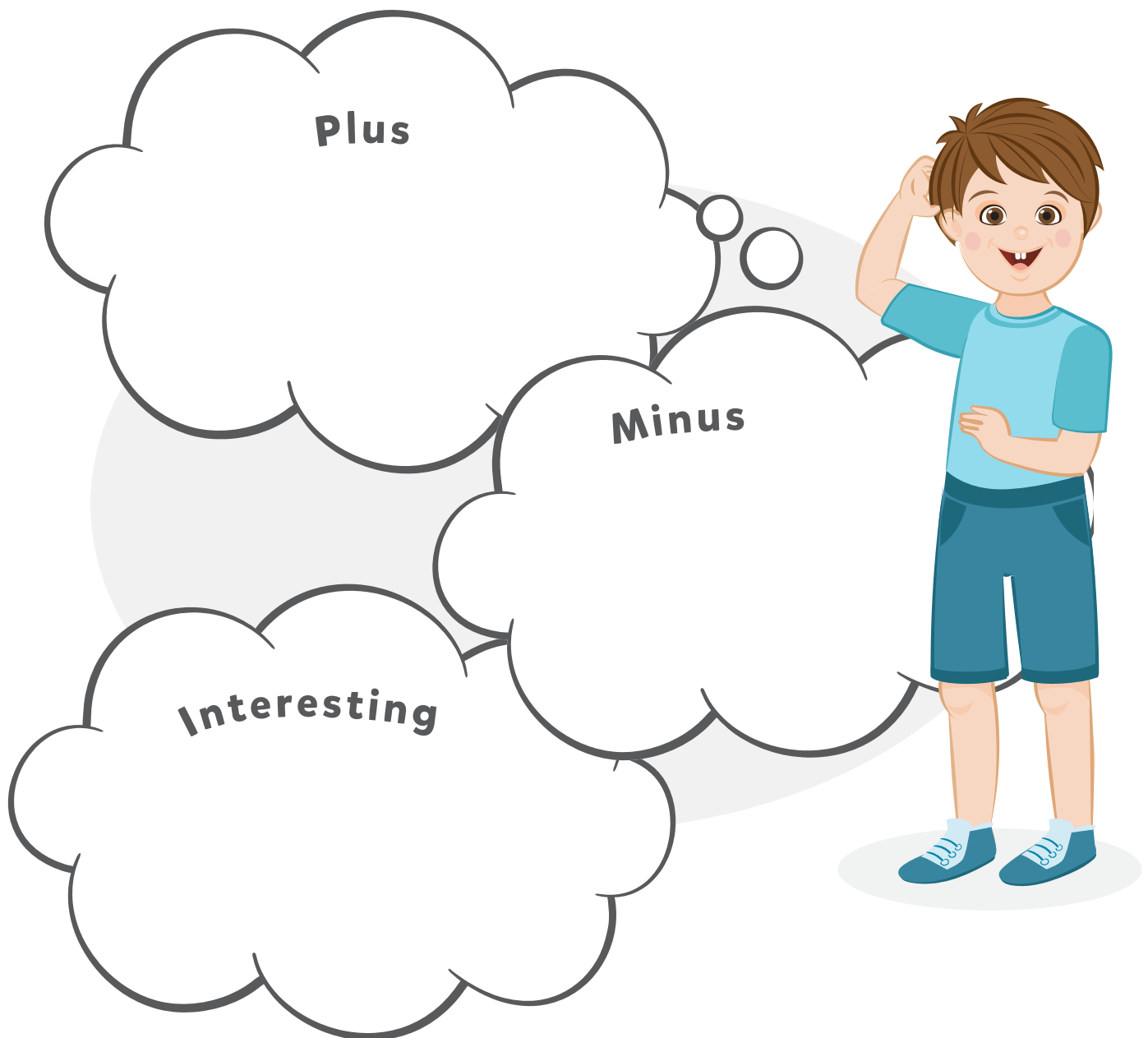
Object	Initial Energy How does it start working?	Final Energy What does it then do?
e.g. Light Bulb	Electrical	Light and Heat

**7**

View the video of the giant swings at a train station. The kinetic energy of the swings is transformed into electrical energy that can charge a mobile phone. Watch the video, then consider the following idea:

‘A set of these swings should be installed at every Australian train station.’

Write down some responses to this idea, in either the ‘Plus’ (positive) ‘Minus’ (negative) or ‘Interesting’ clouds.

**8**

Build your own Rube Goldberg machine, using the video from the start of this lesson as inspiration and materials found in your classroom. Make sure there are clear connections between each part of the machine to transfer or transform the energy. Test your machine to see if it works and refine your design as necessary.

# Refugee Voices - Berelian's Story

This is Berelian's story of being a refugee in Australia, told in her own authentic voice.

This resource was developed in conjunction with [www.refugeevoices.org.au](http://www.refugeevoices.org.au).



My name is Berelian.

I came to Australia when I was 7 years old and I started school in Grade 2. Coming to a new country as a refugee was already hard enough but going to a new school in a different country where you don't know the language of, I considered harder.

Starting in my new school, I faced bullying. I was bullied for not knowing English. As a 7 year old I didn't understand what that meant, but I didn't like it. This also affected potential friendships.

As the years went on, I picked up English and learnt how to speak fluently. By now, I realised there were some words where only kids born in Australia knew, whilst I didn't.

I graduated primary school and went into high school. High school, however, was more complicated. I struggled with vocabulary the most in my high school years, because some words I found were hard to understand.

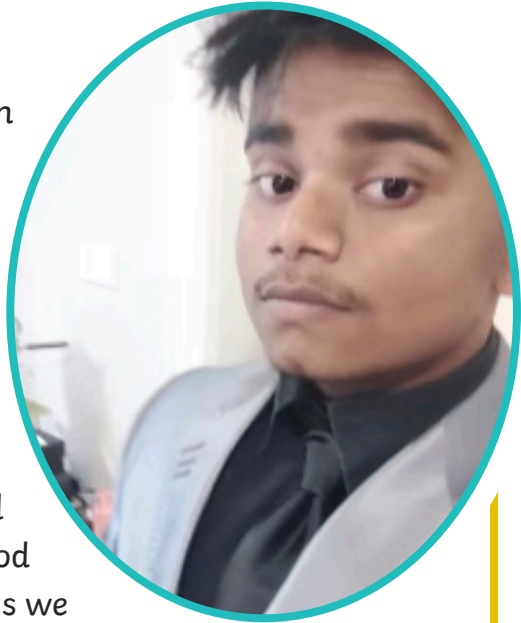
The thing that I picked up quickly was my fluency. By Grade 4 I spoke fluent English. Years have passed on and I have improved.





# Refugee Voices - Hari's Story

This is Hari's story of being a refugee in Australia, told in his own authentic voice. This resource was developed in conjunction with [www.refugeevoices.org.au](http://www.refugeevoices.org.au).



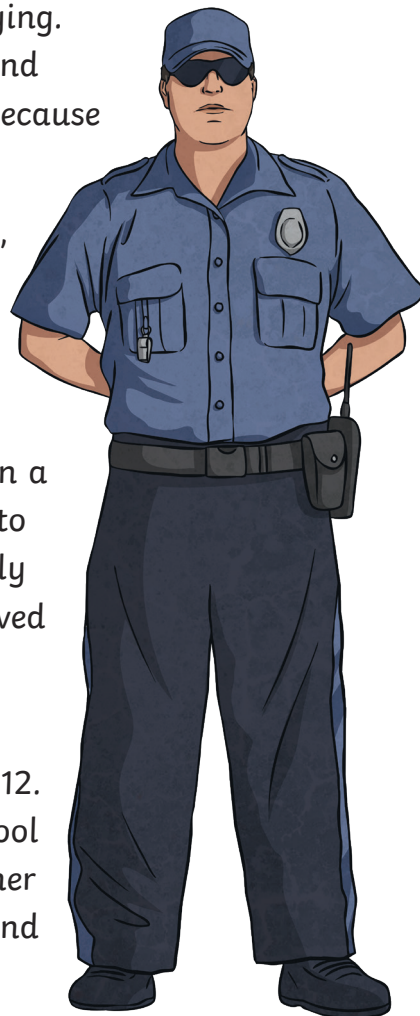
When I first started school in Australia, I was held in a camp (detention centre).

Some of the problems I had at school were that security guards followed me in and out of school. In camp we had problems with the unfamiliar packaged food that we were not interested in, so most days we would not bring any lunch to school.

I also suffered problems at school with bullying. I was called lots of names like 'Centrelink' and 'refugees', but I was able to cope with this because some of my friends were refugees.

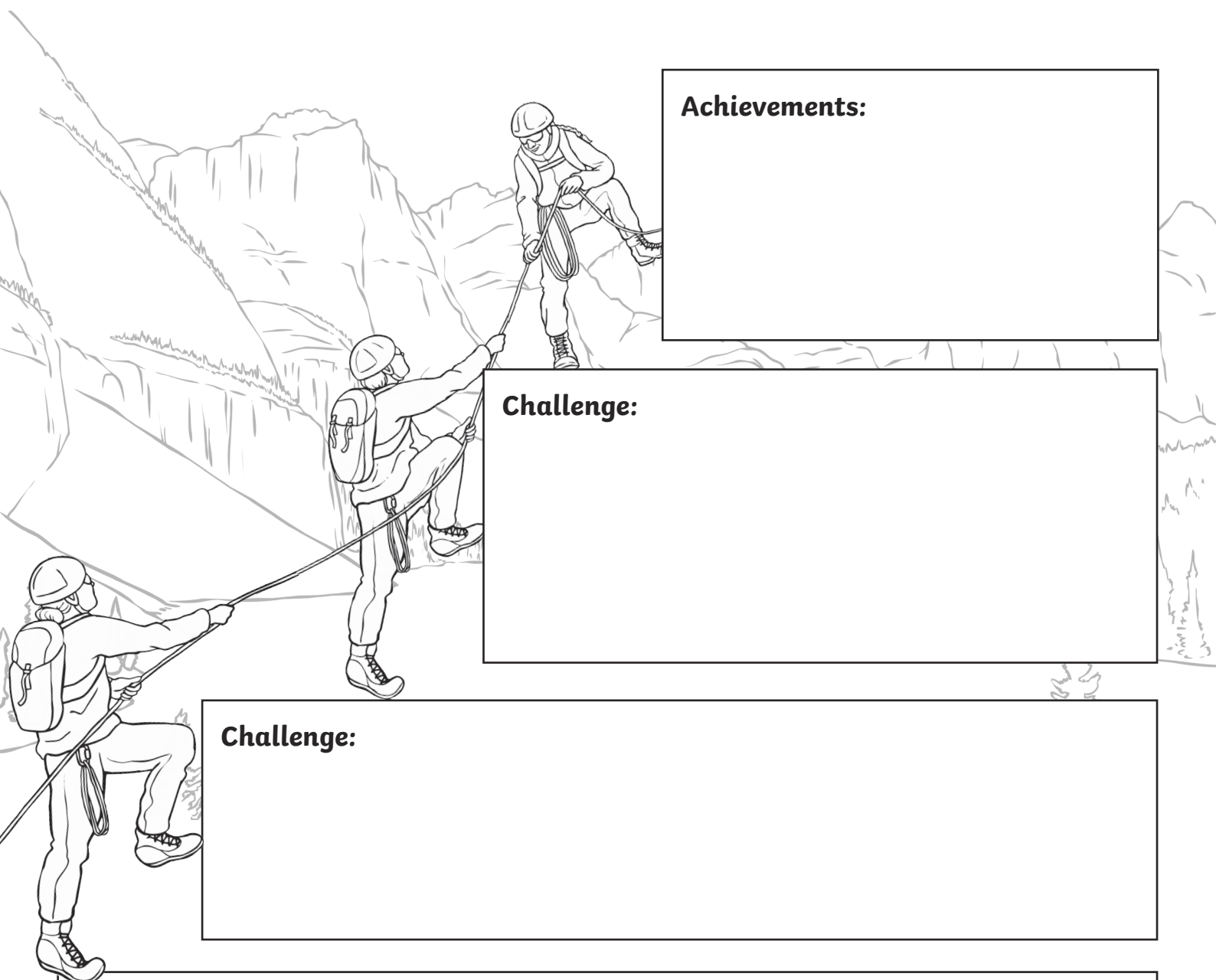
After one and a half years of being detained, my family was finally let out into the world with a community visa. It is really stressful being on a community visa. These visa holders cannot study any further than Year 12. Unfortunately, because I am on a community visa I felt really stressed trying to complete Year 12. At the same time my family was under the extra stress of being interviewed for a transfer to America because of the uncertainty of staying in Australia.

All this stress has caused me to repeat Year 12. It was harder for me to fit into the school because of the differences I had with other students but, with the help of friends and teachers, I was able to cope with it.



# Refugee Voices: Challenges and Accomplishments

\_\_\_\_\_ has faced many challenges as a refugee.



**Achievements:**

**Challenge:**

**Challenge:**

**Challenge:**

# Refugee Voices: Compare and Contrast

Name:

Name:

Differences:

Similarities:

Differences:

Write a paragraph comparing the two people using the information that you have collected.

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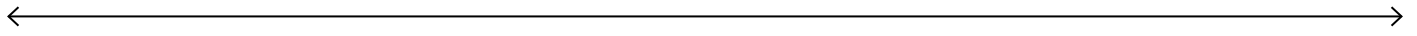
Word or Concept	Definition in your own words	Characteristics such as synonyms, adjectives, facts or word family	Examples	Non-Examples

## Number Lines - Worksheet

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

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

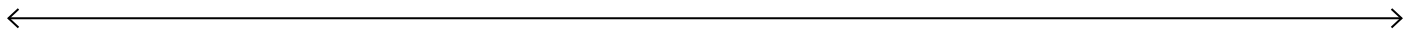
a)



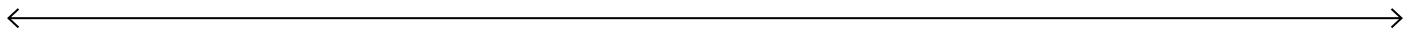
b)



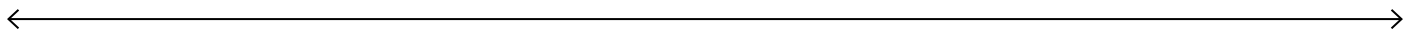
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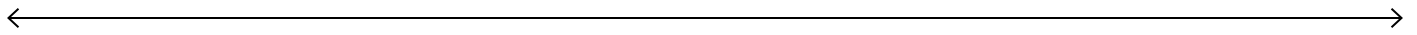
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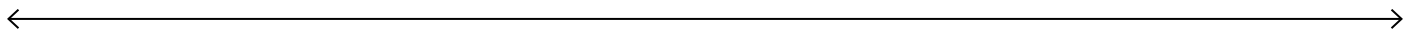
e)



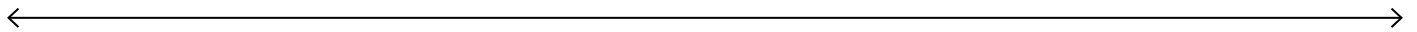
f)



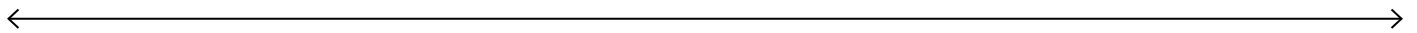
g)



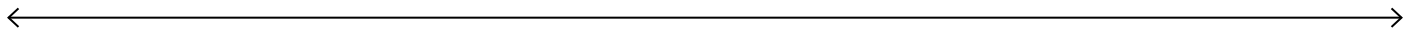
h)



i)



j)



## Subtraction of tenths (D)

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twinkl.com

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twinkl.com

## Subtraction of Hundredths

E

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4.  $0.61 - 0.41 =$
5.  $0.89 - 0.89 =$
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7.  $0.93 - 0.87 =$
8.  $0.85 - 0.25 =$
9.  $0.74 - 0.49 =$
10.  $0.77 - 0.54 =$
11.  $0.52 - 0.25 =$
12.  $0.94 - 0.43 =$
13.  $0.51 - 0.19 =$
14.  $0.72 - 0.63 =$
15.  $0.87 - 0.37 =$

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9.  $0.74 - 0.49 =$
10.  $0.77 - 0.54 =$
11.  $0.52 - 0.25 =$
12.  $0.94 - 0.43 =$
13.  $0.51 - 0.19 =$
14.  $0.72 - 0.63 =$
15.  $0.87 - 0.37 =$

twinkl.com

## Subtraction of Hundredths

E

1.  $0.41 - 0.32 =$
2.  $0.7 - 0.43 =$
3.  $0.17 - 0.16 =$
4.  $0.61 - 0.41 =$
5.  $0.89 - 0.89 =$
6.  $0.99 - 0.93 =$
7.  $0.93 - 0.87 =$
8.  $0.85 - 0.25 =$
9.  $0.74 - 0.49 =$
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## Subtraction of Ones and Hundredths

F

1.  $8.51 - 3.55 =$
2.  $9.29 - 3.07 =$
3.  $8.39 - 7.89 =$
4.  $8.25 - 7.56 =$
5.  $7.75 - 3.4 =$
6.  $1.97 - 1.24 =$
7.  $9.5 - 5.08 =$
8.  $8.24 - 4.5 =$
9.  $9.86 - 0.92 =$
10.  $7.87 - 1.3 =$
11.  $5.35 - 3.86 =$
12.  $2.01 - 0.31 =$
13.  $7.95 - 5.44 =$
14.  $3.97 - 1.52 =$
15.  $6.56 - 4.3 =$

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twinkl.com



# 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 explains the login process, and 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**

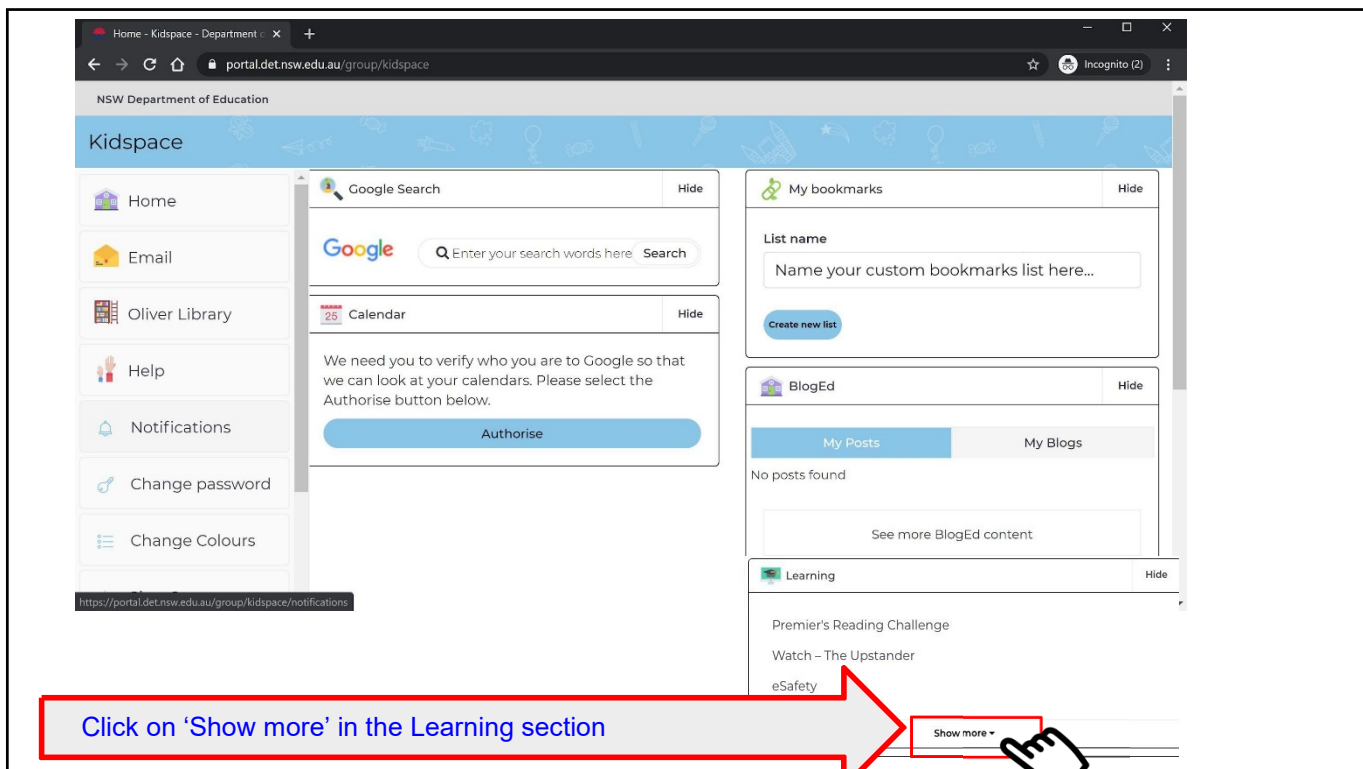
User ID Foreexample:  
Enter your user ID joe.blogs123  
Example: jane.citizen1

Password  
Enter your password .....

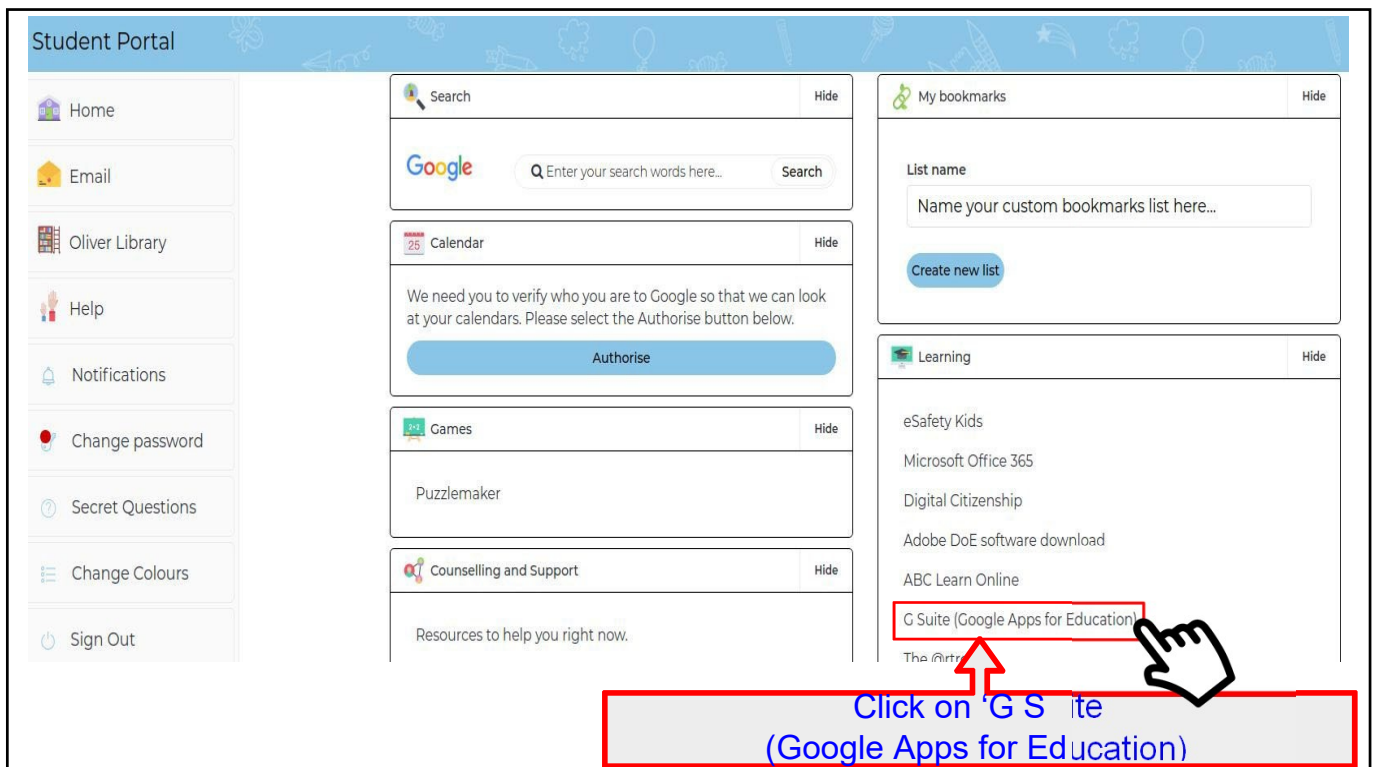
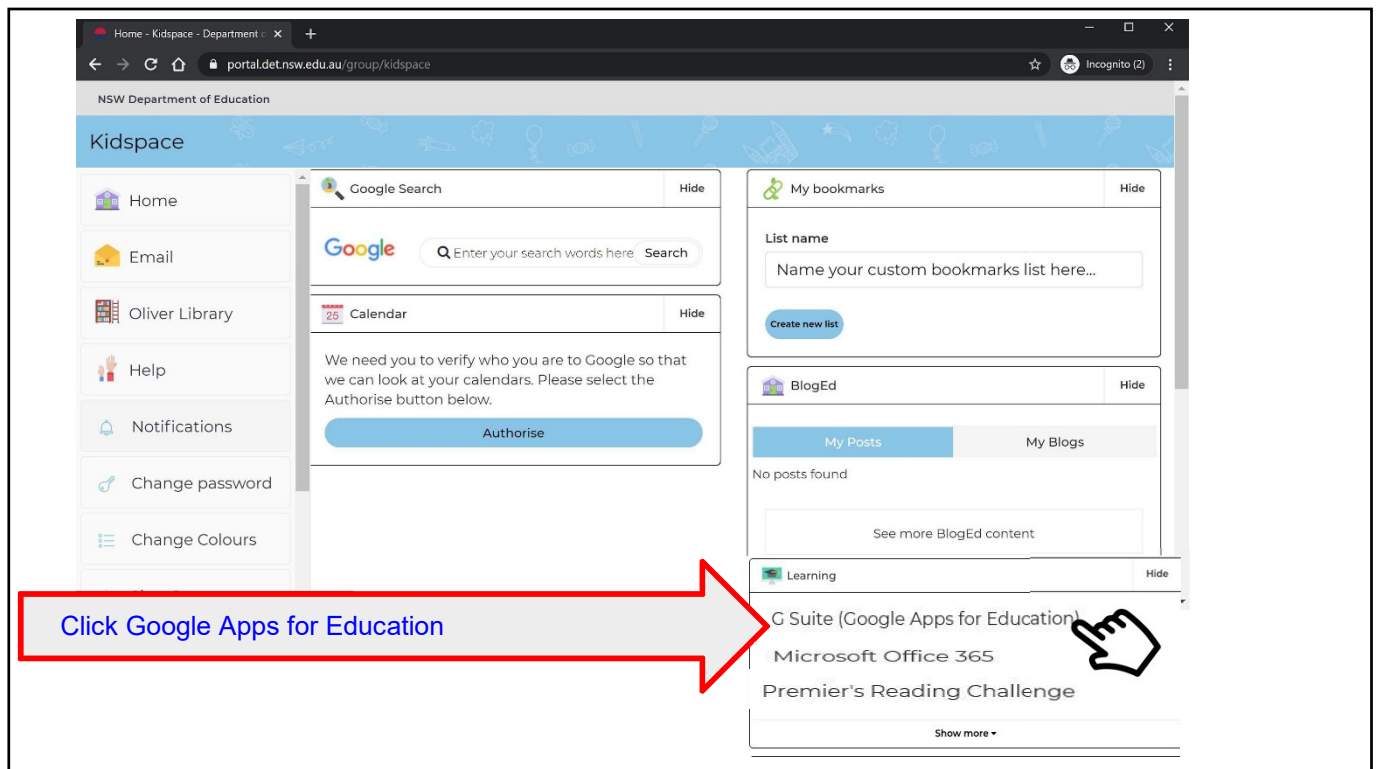
Log in

[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: 'firstname.lastname and number if you have one eg joe.blogs123'. The login form on the right has fields for 'User ID' and 'Password'. The 'User ID' field has a foreexample of 'joe.blogs123' and an example of '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.







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



Welcome to your new account

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.

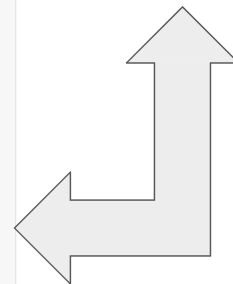
Click "Accept" below to indicate that you understand this description of how your tomas.birch@education.nsw.gov.au account works and agree to the [Google Terms of Service](#) and the [Google Privacy Policy](#).

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



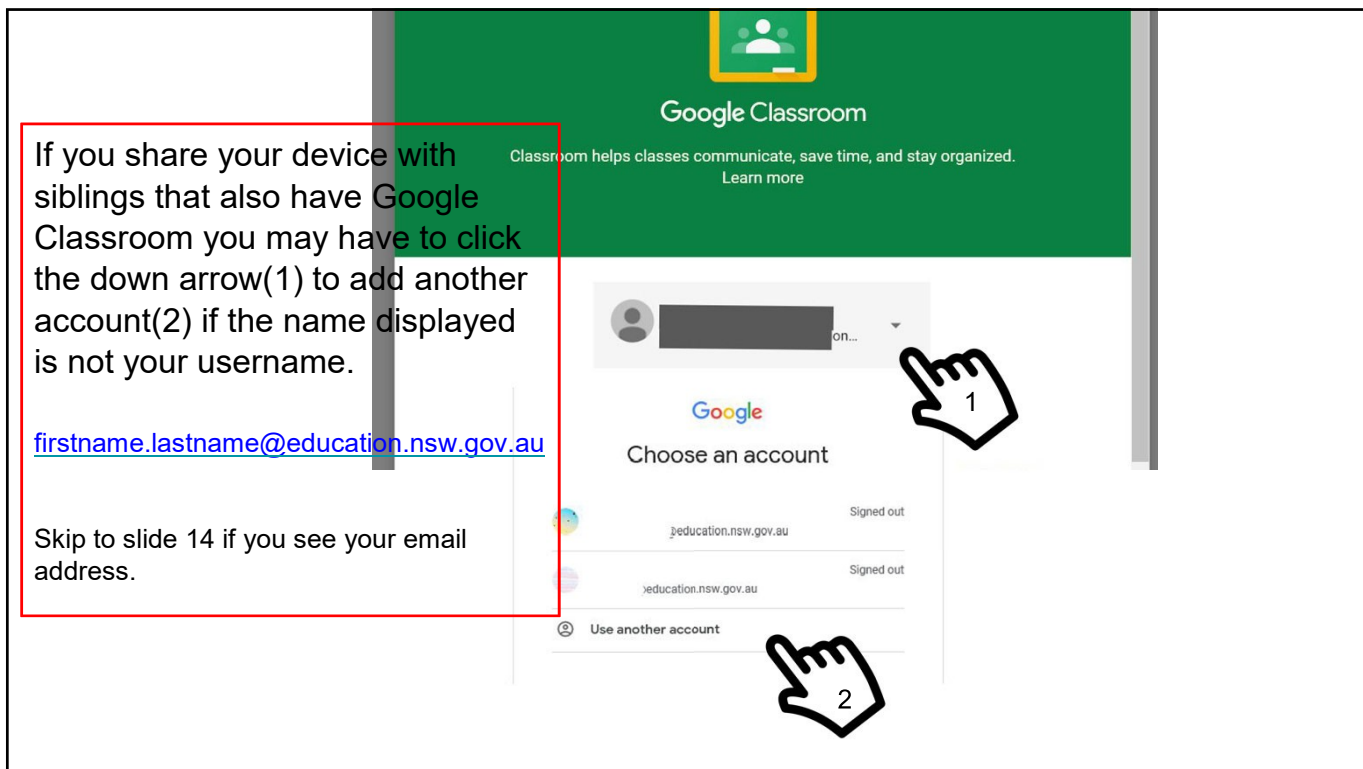
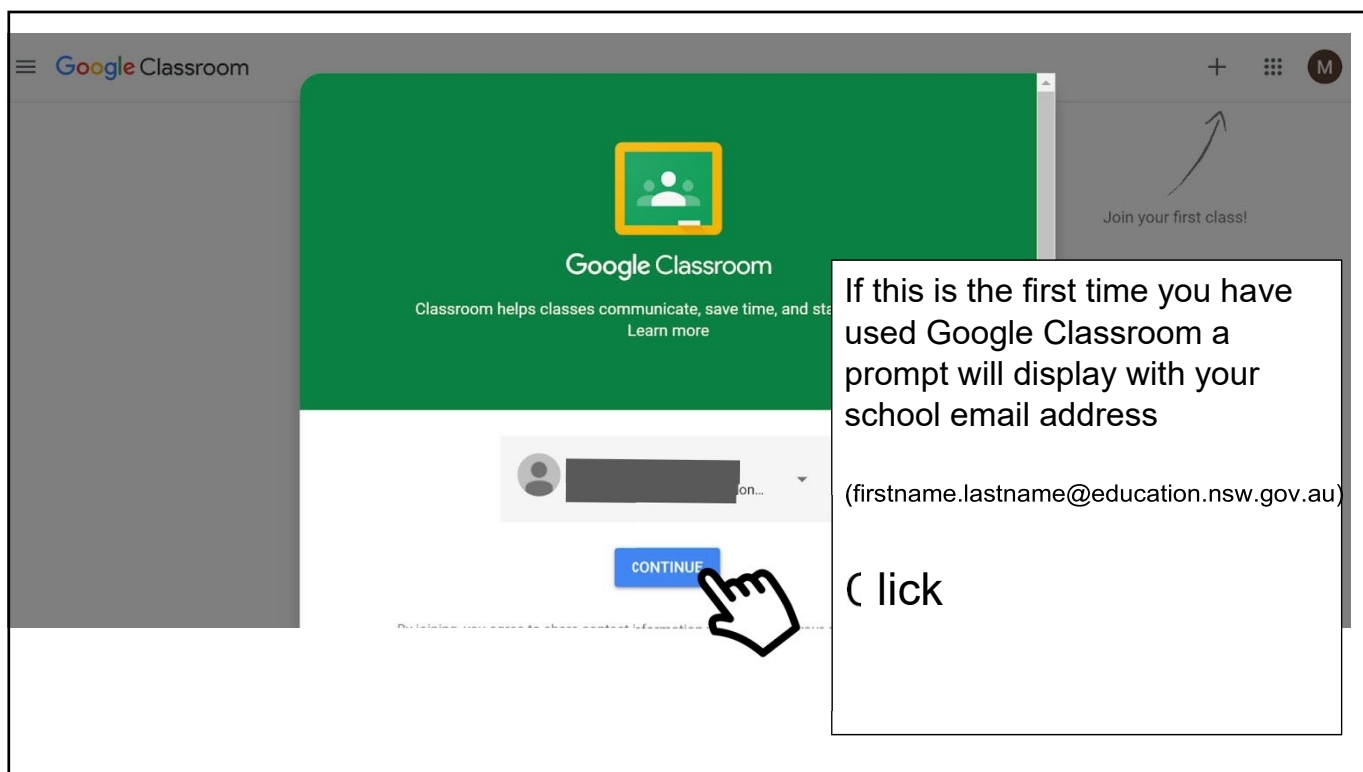
**Slides**  
Create & share presentations



**Gmail**  
Communicate with anyone by email

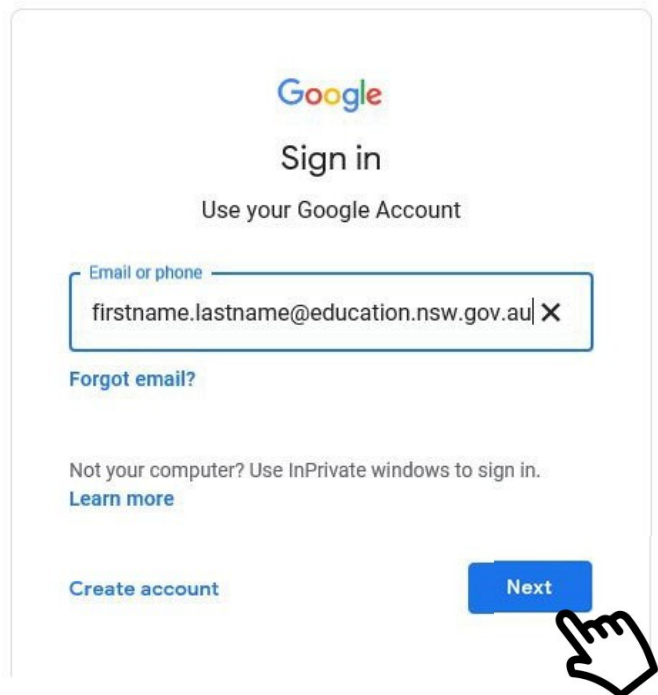


**Translate**  
Understand languages through translation



Type your email address  
and then click next.

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

A screenshot of the Google sign-in page. At the top is the Google logo, followed by "Sign in" and "Use your Google Account". Below this is a text input field labeled "Email or phone" containing the email address "firstname.lastname@education.nsw.gov.au" with a clear button (X) to its right. Under the field are links for "Forgot email?", "Not your computer? Use Incognito windows to sign in.", and "Learn more". At the bottom left is a link for "Create account", and at the bottom right is a blue "Next" button. A hand cursor icon is pointing at the "Next" button.

Google

Sign in

Use your Google Account

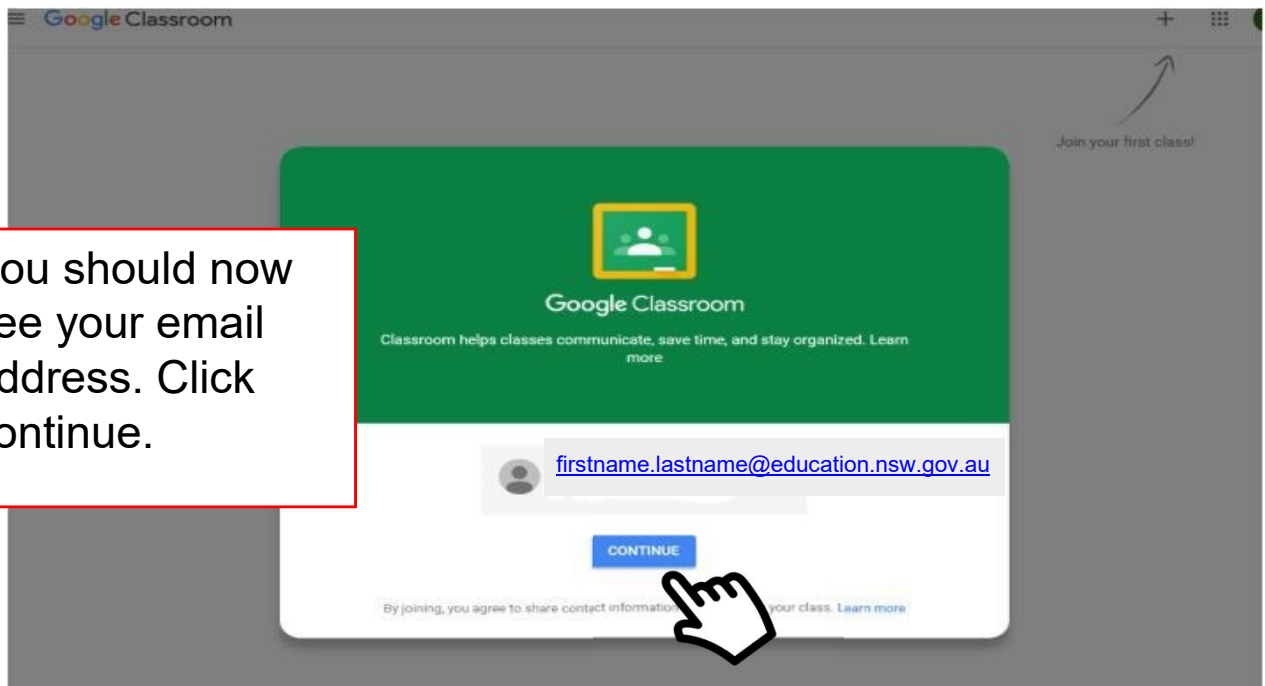
Email or phone

[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.

A screenshot of the Google Classroom sign-in screen. The background is grey with a "Google Classroom" header and a "Join your first class!" prompt with an arrow. In the center is a green card with a yellow icon of a person at a computer, the text "Google Classroom", and a description: "Classroom helps classes communicate, save time, and stay organized. Learn more". Below the green card is a white box containing a profile icon, the email address "firstname.lastname@education.nsw.gov.au", and a blue "CONTINUE" button. A hand cursor icon is pointing at the "CONTINUE" button. At the very bottom, there is a small line of text: "By joining, you agree to share contact information with your class. Learn more".


Google Classroom

Join your first class!



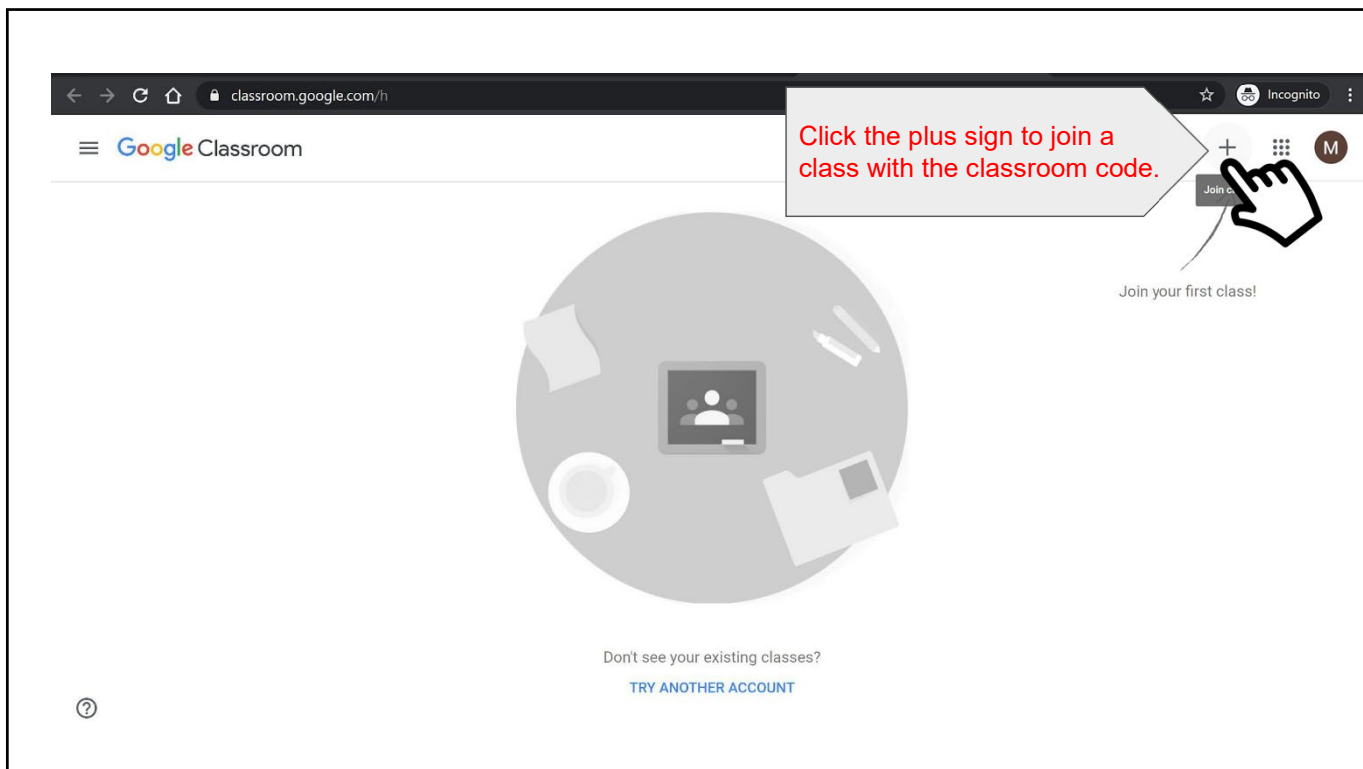
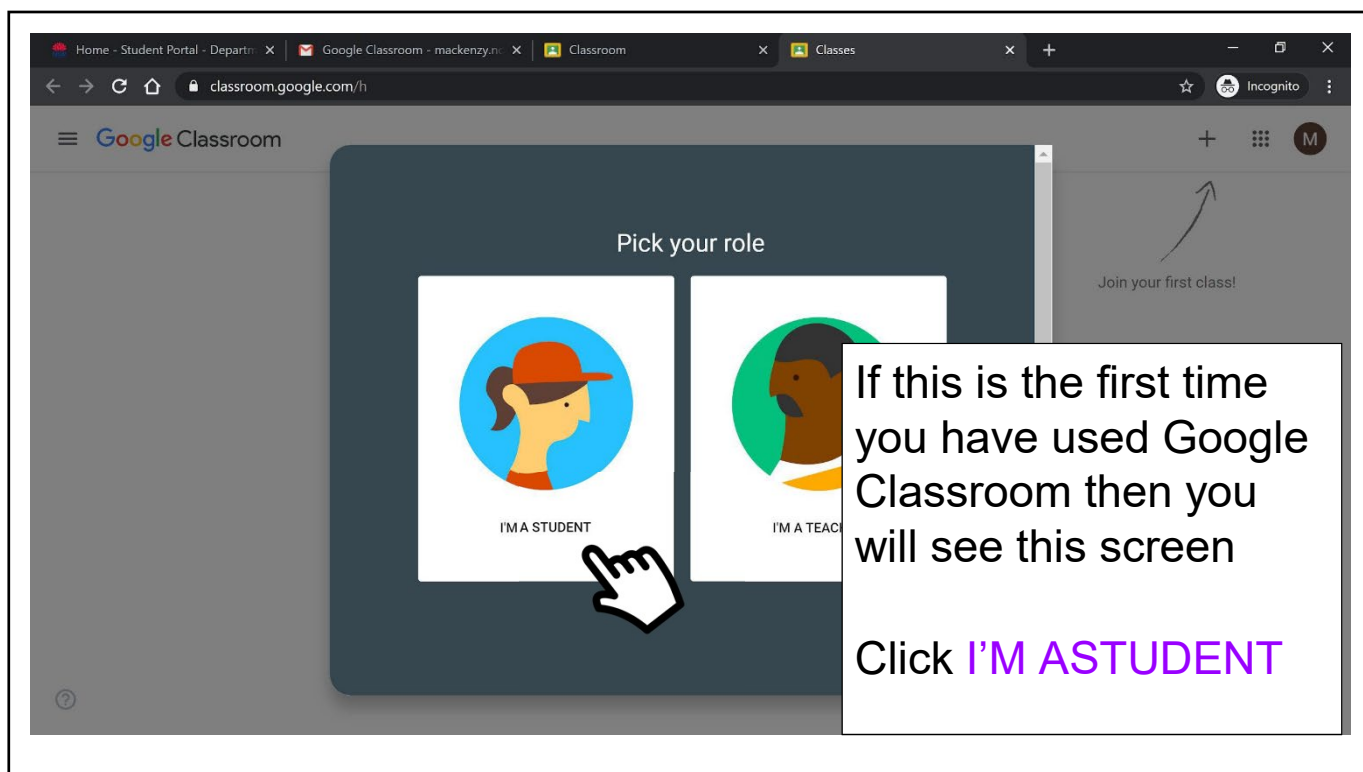
Google Classroom

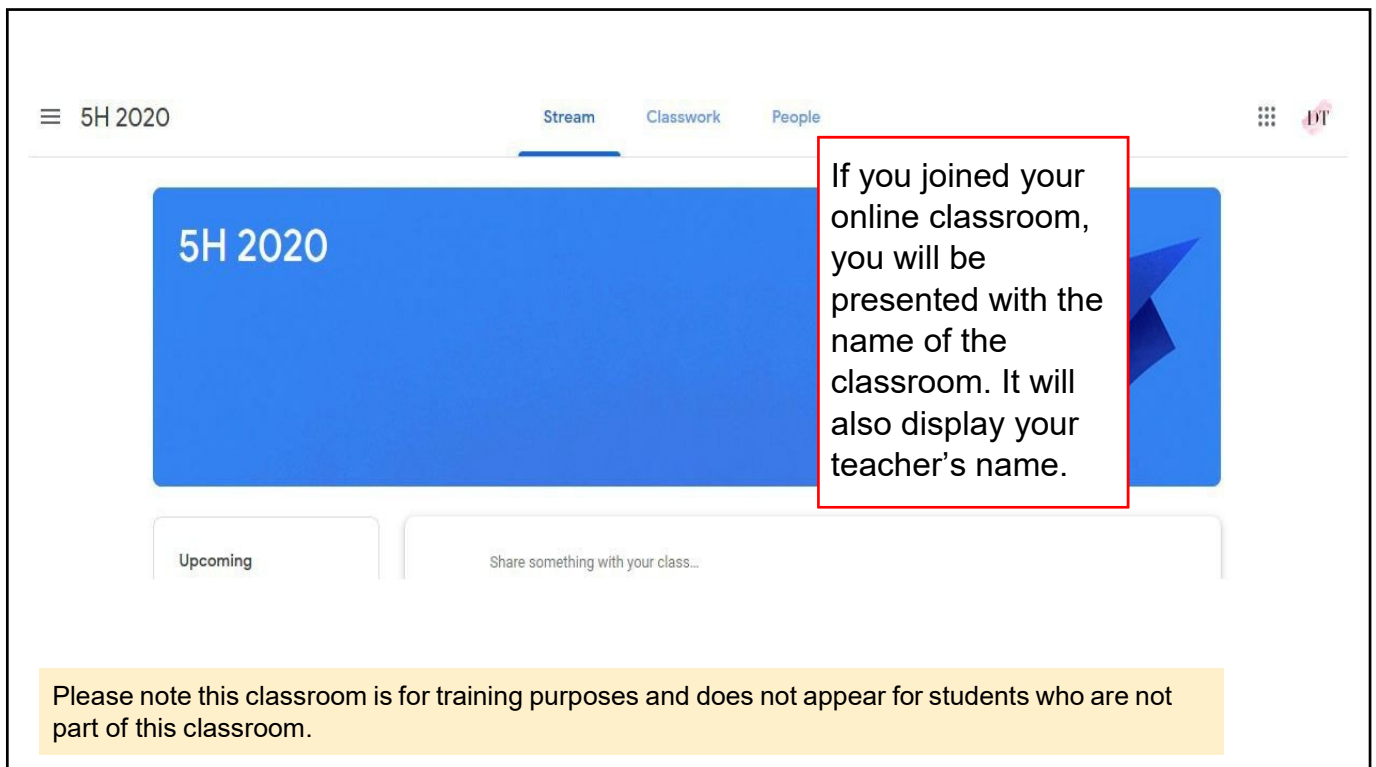
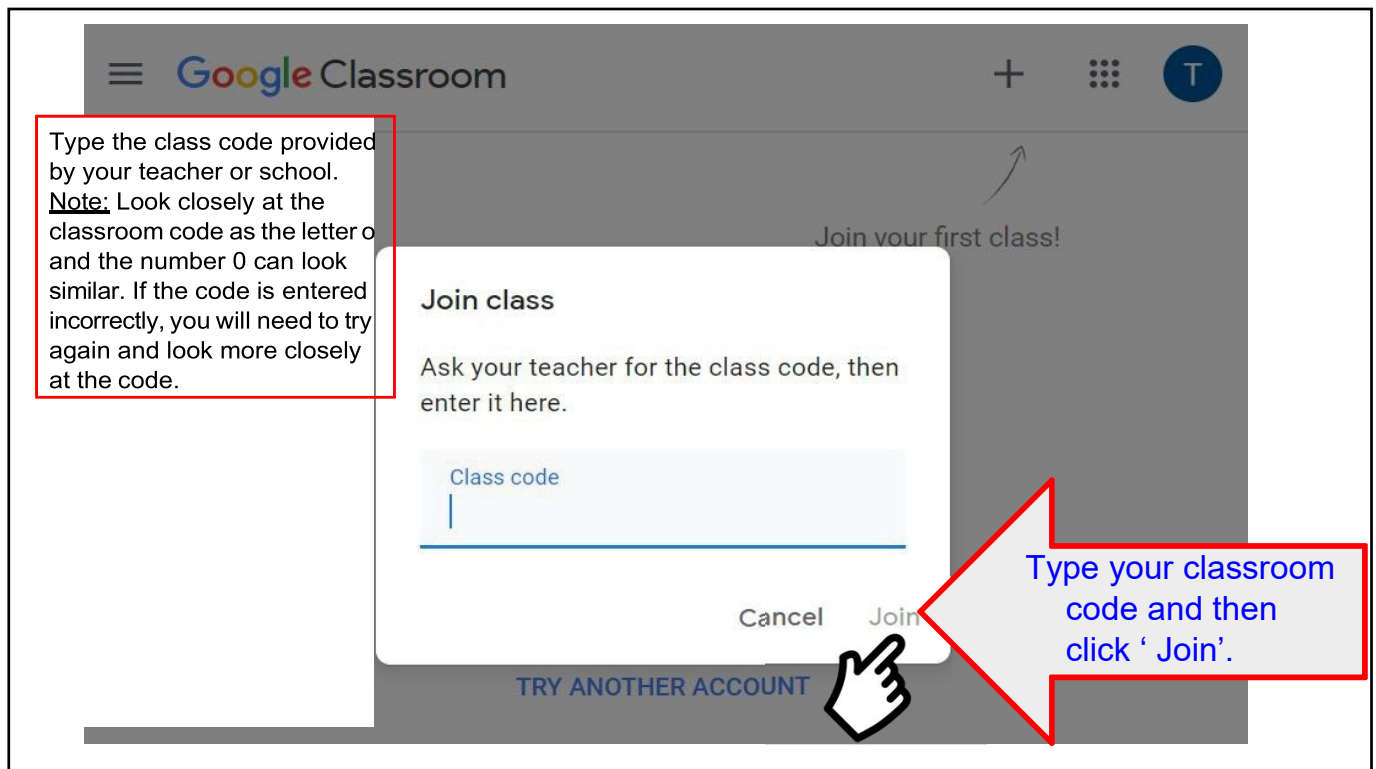
Classroom helps classes communicate, save time, and stay organized. [Learn more](#)

 [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