



# Year 5 Learning from Home

Week 3

Term 4, 2021



# Announcements

As we get ready for our return to school next week, please see the next page for some important tips.

**Year 5 return to school: Monday 25<sup>th</sup> October (Week 4).**

## **Hip Hop login details:**

<https://us06web.zoom.us/j/83036776293?pwd=Z2NzNjZSUkxWcC84TkRmUWFjcVYxZz09>

**Meeting ID:** 830 3677 6293

**Passcode:** 707249

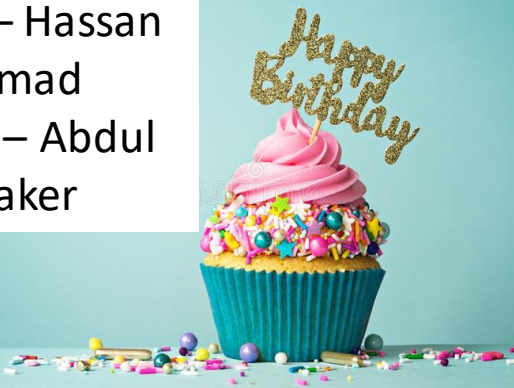
## **Fitness Friday login details:**

<https://us06web.zoom.us/j/85329582592?pwd=djJaUIMyZWVhaG54R08yYUJDdGdmdz09>

**Meeting ID:** 853 2958 2592

**Passcode:** 582814

5I – Hassan  
Ahmad  
5A – Abdul  
Chaker



## **Reminders**

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

## **Zoom Sessions**

Mon	Hip hop live (1:30-2pm)
Tues	5A, 5I, 5E, 5S and 5W
Wed	
Thurs	5E
Fri	5A, 5I, 5S, 5W and Fitness (1:30-2pm)

## **Click Links**

zoom



Kahoot!

epic!

inquisitive

## **Term 4 Learning Overview**

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

# HELPFUL TIPS FOR COMING BACK TO PRIMARY SCHOOL

Your teacher is looking forward to seeing you and we know that you are looking forward to seeing your friends.

Sometimes learning from home felt easy, sometimes it felt a bit hard. Everyone has a different learning from home story to tell. Here's some helpful tips for you as you get ready to return to school.



## GET READY

Check your uniform and shoes still fit, and repack your school bag. Your school will have hand sanitiser and masks, but you can take your own too!



## BE SAFE

Safety first – wear your mask. Sneeze or cough into your elbow, put used tissues in the bin, and wash your hands during the day and before you eat.



## SCHOOL WORK

Try your best. Let a teacher, parent or a carer know what you found easy or hard when working from home. They are there to help you.



## FEELINGS

It can help to talk. It's ok to feel a little unsure, worried, nervous, happy, angry or any feeling in between. Talking to your parent or a carer, your teacher or other staff is important when you feel unsettled or are worried about a friend.



## BE KIND AND PATIENT

Everyone will settle back to school in a different way. Showing kindness and being patient with the people around you will help everyone feel better.



## HAVE SOME FUN

Your teacher wants you to enjoy being back at school. Join in the classroom and break-time fun, and play outside with your friends and classmates.



## EAT

Food is fuel for your body and brain. Don't forget to eat breakfast and grab a healthy lunch and keep your water bottle topped up!



## SLEEP

Nothing beats a good sleep. Go to bed early and keep phones and other devices in another room, so you're not disturbed. It might take a little time to get back into your routine.

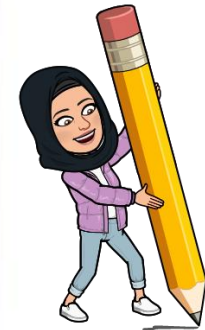


There are more ideas on looking after yourself on the Department of Education's [student mental health and wellbeing](#) pages.

NSW Department of Education

Quartet

We can't wait to be back Year 5.  
See you all soon!



# Daily Schedule



Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session				
<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>
1st Break   				
Middle Session				
<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>
2nd Break  				
Afternoon Session				
<u>HSIE</u>	<u>Science</u>	<u>Creative Arts</u>	<u>PDHPE</u>	<u>NAPLAN Typing Practise</u>





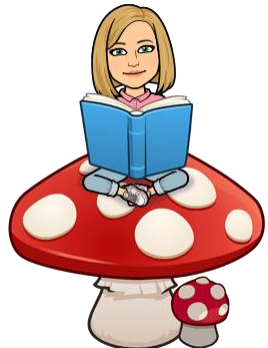
## Morning Routine

Read this text on camels and synthesise important information into your student knowledge organiser on the next page.

### Learning Intentions-

#### We are learning:

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.



### Dromedary Camels

Arabian camels, also known as dromedaries, have only one hump, but they employ it to great effect. The hump stores up to 80 pounds of fat, which a camel can break down into water and energy when sustenance is not available.



**COMMON NAME:** Arabian Camel (Dromedary)

**SCIENTIFIC NAME:** *Camelus dromedarius*

**TYPE:** Mammals

**DIET:** Herbivore

**GROUP NAME:** Caravan, flock

**SIZE:** Over 7 feet tall at the hump

**WEIGHT:** Up to 1,600 pounds

**SIZE RELATIVE TO A 6-FT MAN:**



### Bactrian Camels

The Bactrian camel is most famous for its two large humps on its back rather than the single-humped dromedary camel. Due to its efficient metabolism, a Bactrian camel can last for months with no water. And when it does drink, it can consume as much as 113 liters of water in one go.



**COMMON NAME:** Bactrian Camel

**SCIENTIFIC NAME:** *Camelus bactrianus*

**TYPE:** Mammals

**DIET:** Herbivore

**GROUP NAME:** Flock, caravan

**AVERAGE LIFE SPAN IN CAPTIVITY:** Up to 50 years

**SIZE:** Over 7 feet tall at the hump


**WEIGHT:** 1,800 pounds

**SIZE RELATIVE TO A 6-FT MAN:**




Monday

Morning Routine



Camel Adaptations – Student Knowledge Organiser					
What are camels? •Camels are mammals with long legs and a humped back.			Interesting Facts •Camels can carry approximately 170-270 kilograms on their backs.		
Vocabulary (Structural Adaptations)		Vocabulary (Behavioural Adaptations)		Vocabulary (Physiological Adaptations)	
slit nostrils		herds		fat-filled humps	
Structural Adaptations •Slit nostrils close to protect from sand entering.		Behavioural Adaptations •Camels stay together in groups called herds.		Physiological Adaptations •The fat-filled humps break down to provide the camel with energy.	

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Focus: Adverb (degree or quantity)	
<p><b>Learning Intention</b></p> <p>We are learning to write a variety of sentences using adverbs (degree/quantity).</p>	<div><div><p><b>Adverbs (degree/quantity)</b></p><p>shows how much, or in what degree or to what extent something occurred. An adverb can modify verbs, adjectives or other adverbs.</p></div><div><p><b>Compound Sentence</b> - A compound sentence is formed by adding two main (independent) clauses together using conjunctions.</p><p><b>Complex Sentence</b> - A complex sentence is formed by adding one or more subordinate (dependent) clauses to the main (independent) clause using conjunctions and/or relative pronouns.</p></div></div>
<p><b>Success Criteria</b></p> <p>I can:</p> <ul style="list-style-type: none"><li>-Write a simple or complex sentence</li><li>-Use correct beginning, middle and end punctuation</li><li>-Use an adverb to show the degree or quantity</li></ul>	<p><b>Modelled</b></p> <p>Highlight or underline the subject and adverb in this sentence</p> <div><p>Subject</p><p>Adverb</p></div> <p><b>Camels have caused tremendous damage to Aboriginal cultural sites.</b></p> <div><p>Is this sentence simple, compound or complex? How do you know?</p></div>





Draw your block planner. Can you explain each letter or symbol and what it represents? Explain the block planner to someone at home.

\_\_\_\_\_WW + A\_\_\_\_\_

O → W?  
TS 1, 2, 3

D

Structural Adaptations

TOPS  
1- EEE  
2- EEE

L

V

Behavioural Adaptations

TOPS  
1- EEE  
2- EEE

L

V

Physiological Adaptations

TOPS  
1- EEE  
2- EEE

V

C    L → W?  
RS 1, 2, 3  
\_\_\_\_\_adapt\_\_\_\_\_

I

Caption

**LI: WALT** write a body paragraph for an informative text on camels.  
**SC: I can:**

- Include all the elements of my plan and the block planner.
- Write in full sentences.
- Read and edit my work, to ensure it makes sense.

Last week, you planned your first body paragraph (structural adaptations). Today, you will use your plan to write in the box below. Don't forget the sub-heading and to edit!

## Comprehension key focus

Determining importance

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

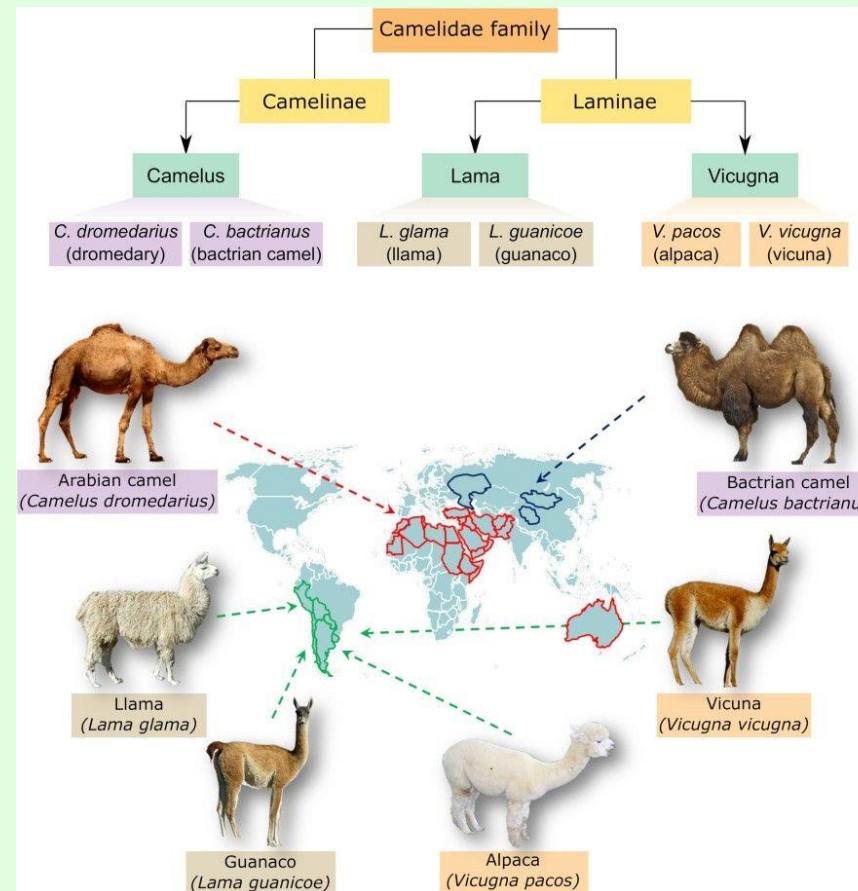
Read the text, determine what is important by highlighting. You can also add relevant facts to your knowledge organiser.

Click Links

## Camels Family Tree

Camels are a mammal of the Camelidae family. Camels form the genus *Camelus*. There are three living species of camels. Best-known are the dromedary (one hump) and bactrian (two humps) camels.

There are six members of the family Camelidae. Two of these are 'true' camels; one living in Asia and the other in Arabia and North Africa. The other four members of the family are the South American 'camels', better known to us perhaps, as llamas.



Monday

Maths Mentals



Questions		Answers
1.	$1.5 + 0.8 =$	
2.	$3.9 + 2.3 =$	
3.	$7.8 - 3.3 =$	
4.	$12.9 - 1.4 =$	
5.	$385 + 219 =$	
6.	$764 + 238 =$	
7.	$852 - 543 =$	
8.	$1548 - 237 =$	
9.	$50 \times 4 =$	
10.	$55 \times 4 =$	
Total 1-10 =		

Grand total =

Questions		Answers
11.	Which of these fractions is equivalent to a third? $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{9}$ $\frac{4}{7}$ $\frac{15}{20}$	
12.	Write down the number nineteen thousand and fifty-eight	
13.	Fill in the missing number. $9755 = 9005 + \underline{\hspace{2cm}}$	
14.	What are the next three numbers in this pattern? 7.1, 7.4, 7.7, _____, _____, _____	
15.	What is the repeated gap in the pattern? +3   +0.3   +0.03   +3.3	
16.	Which number has greater value? 9.5   or   9.55	
17.	Write these numbers from least to greatest. 8.26   8.06   8.16	
18.	What number does this expanded notation represent? $5 + 0.9 + 0.04 = \underline{\hspace{2cm}}$	
19.	What is $\frac{1}{4}$ of 200?	
20.	Karim is going on a trip. It will take 2.5 hours to arrive at his destination. He leaves at 8:30 am, what time will he arrive?	
Total 11 – 20 =		

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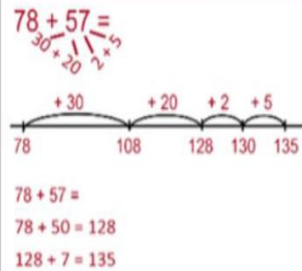




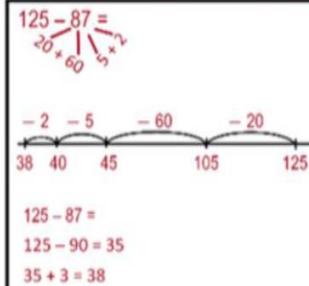


## Complete Addition and Subtraction investigations at your level

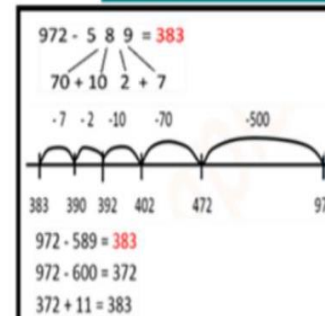
AS 17 Add 2-digit numbers  
bridging 100 and 10s



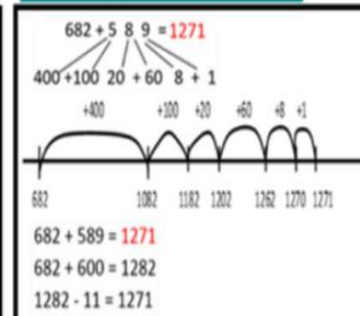
AS 17 Subtract 2-digit numbers bridging 100 and 10s



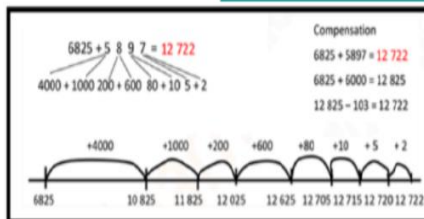
AS 21 Add three-digit numbers



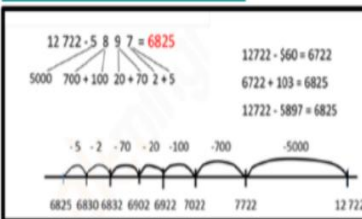
AS 21 Subtract three-digit numbers



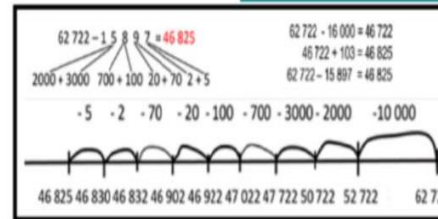
AS 21 Add four-digit numbers



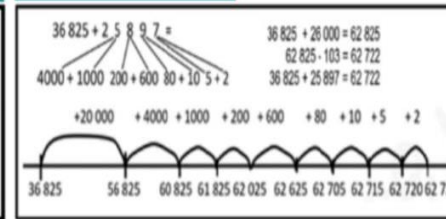
AS 21 Subtract four-digit numbers



AS 24 MF 10 Add five-digit numbers



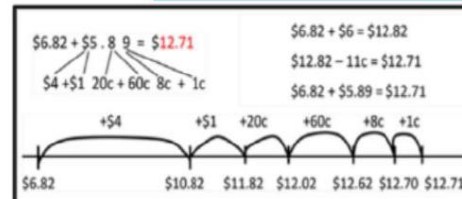
AS 24 MF 10 Subtract five-digit numbers



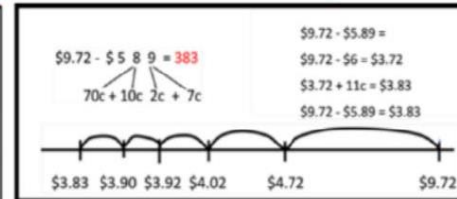


Complete Addition and Subtraction investigations at your level

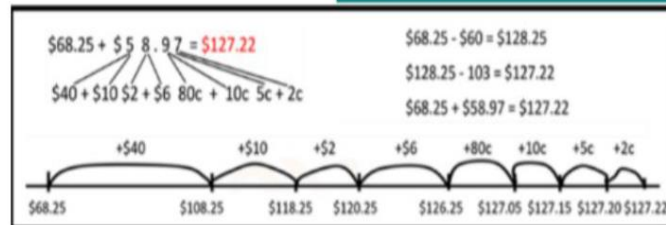
AS 23 MF 9 Add  
three-digit numbers as money



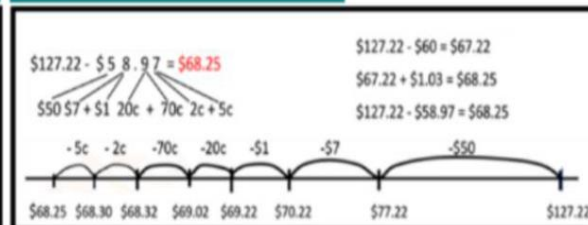
AS 23 MF 9 Subtract  
three-digit numbers as money



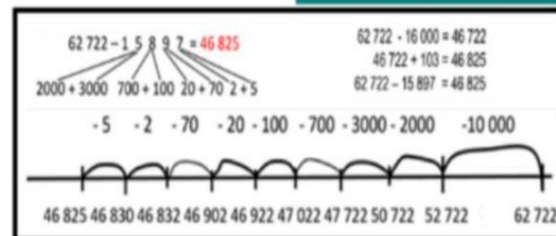
AS 23 MF 9 Add  
four-digit numbers as money



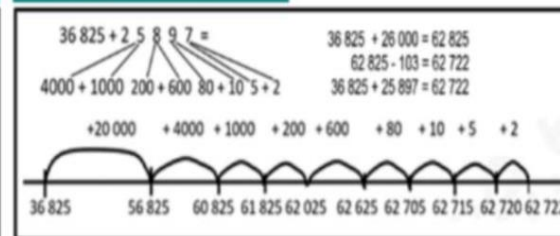
AS 23 MF 9 Subtract  
four-digit numbers as money



AS 24 MF 10 Add  
five-digit numbers



AS 24 MF 10 Subtract  
five-digit numbers

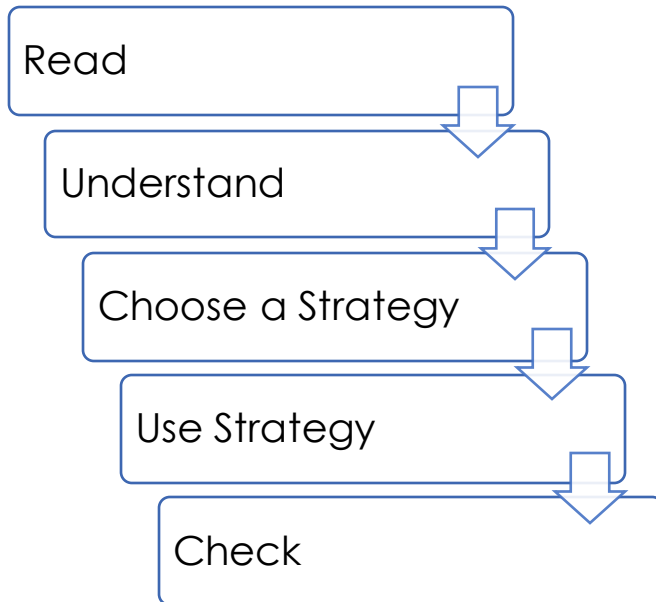




In a forest, a company has 15278 trees growing. The company harvests 7652 trees in November to sell to shops and 1342 trees in December. How many trees do they have left?



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



Show your working out here

THINKING...



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**Focus Question: How can people influence their local community?**

Learning Intention: We are learning about factors that shape places.

Success Criteria: I can:

- Research a local council issue

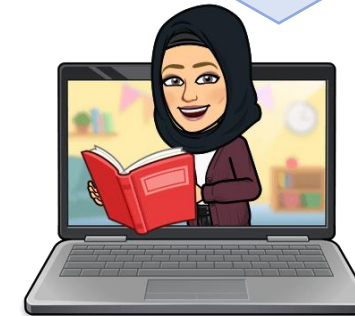
Your task is to choose a local council issue and research it, in preparation for influencing the local council to fix the problem. Some issues are listed below, however, you can choose your own.

- parking around schools
- graffiti
- not enough disability friendly parks
- people dumping rubbish
- damage and holes in local pathways and roads.

By becoming involved in a council issue you can influence your local community. There will be other people in your community who feel the same way as you. There will also be people who have a different point of view. The council will listen to everyone's ideas and then make a decision based on what they think is best for the people living in the area. This is one way that people influence their local environment.

Council will take most notice of people who present a reasonable argument based on facts and evidence. You will need to collect information from different sources to support your point of view.

Use the graphic organiser on the following page to help you plan your research.



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**Click Links**

**inquisitive**

**Monday**

**HSIE**

My chosen issue:

**What do I already know about this issue?**

**What other information can I use?**

Photos, field sketches, plant and animal surveys, tallies, sketches, maps.

**What do other people think about this issue?**

Do a survey.  
Masterclass 1  
Interview other people.  
Masterclass 2  
Make sure I show different points of view.

**How can I present my point of view?**

Classroom expo, print walk, concept map, presentation (speech, report, small group interview), podcast, campaign, website, newspaper article, role play.

**What rules and regulations apply?**

Research the council website.  
Ask a local councillor.

**Click Links**

**inquisitive**



**HOT TIP**

Keep a journal of all your research, so it is easy to put it together at the end.

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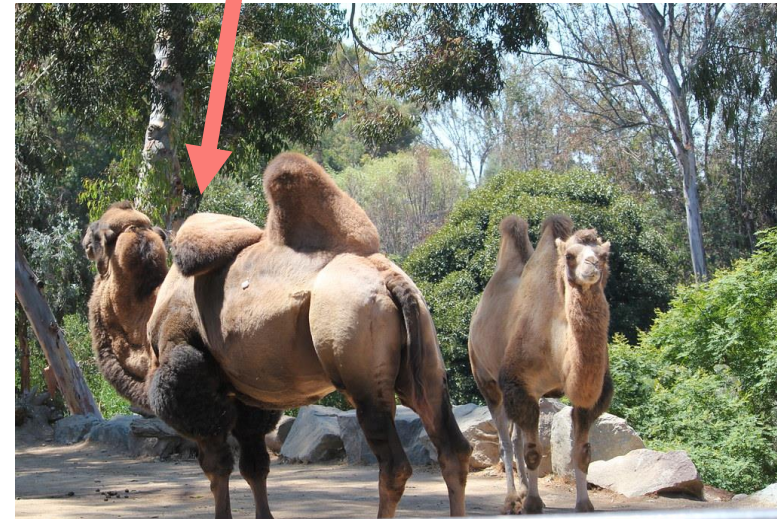
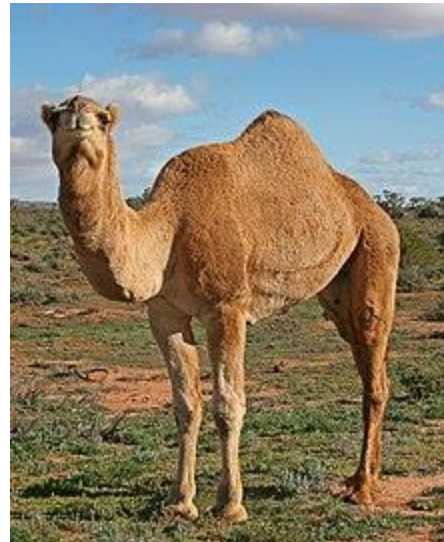
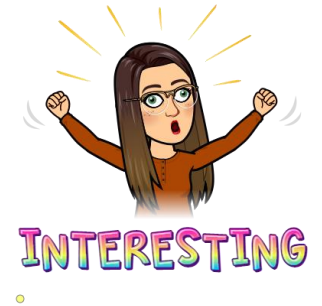
Read this infographic and synthesise important information into your student knowledge organiser from Monday (pg. 6).

### Learning Intentions- We are learning:

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.

### Camel Humps

The humps are boneless and made of fleshy tissue. Camels store fat in their humps and can survive long periods of time without food or water when their humps are "full". When camels load up on food and water, thus creating stores of fat, the humps swell up and stiffen. As a camel's body draws on reserves, its humps will flop over to one side when the fat stores have been depleted.





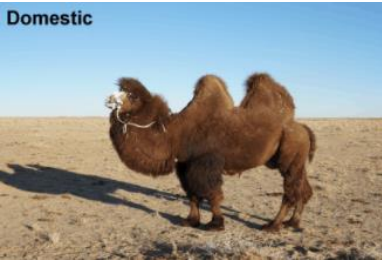


**Task:** Organise the given words into your vocabulary suitcase for each word today.

Word:	Tier:
Definition:	Sentence:
Dual Code (image):	Synonym/root word/prefix/suffix:

Add the following words to your vocabulary suitcase:

• **Domesticated**



• **Wild**



Share your definition and sentence for these two words below.

Remember to include the following:

1. What tier your word is in (Is it Tier 1, 2 or 3)
2. Picture
3. Definition (Make sure you use your own words! No plagiarism here)
4. Sentence (Add the word in a sentence)
5. Synonyms, root word, prefix or suffix.

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

**domesticated**

Definition:

Sentence:

**wild**

Definition:

Sentence:





Writing

Fill in the missing sections of the block planner.

O → W? TS 1, 2, 3	
<b>Structural Adaptations</b>	
TOPS 1- EEE 2- EEE	V
<b>Behavioural Adaptations</b>	
	L
<b>Physiological Adaptations</b>	
TOPS 1- EEE 2- EEE	V
C L → W? ____ adapt ____	
I	

**LI: WALT** write a body paragraph for an informative text on camels.  
**SC: I can:**

- Include a topic sentence
- Include 2 behavioural camel adaptations
- Explain, elaborate and provide evidence on the 2 adaptations.
- Write a sentence that links to the following paragraph.

We have written our title, introduction and first body paragraph. Below you will find an example of the second body paragraph on behavioural adaptations. Using last week's example on structural adaptations as your guide, highlight and annotate sections of the text, to show elements from the block planner.

**Behavioural Adaptations**

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

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

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

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



Reading**Comprehension key focus****Determining importance**

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



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

**Bactrian and Dromedary Camel humps**

A camel's hump is especially important as it stores fat. The fat is the camel's back-up food supply. Sometimes, camels cannot find enough food in the desert. So, they begin using the fat stored in their humps. The fat provides energy so the camel can keep going. As the fat is used up, the hump shrinks. It gets floppy or slumps over.

When food becomes available, the camel loads up. Its hump grows and straightens up again. It can take one-humped and two-humped camel's months to fill up completely. Camels with full humps might be lugging as much as 36 kilograms of fat!

Fun Fact: the hump adds up to 30.5 cm to a camel's height!



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**Click Links****epic!**





Questions	Answers
1. $4.9 + 0.5 =$	
2. $6.7 + 3.4 =$	
3. $12.2 - 4.1 =$	
4. $18.5 - 9.7 =$	
5. $761 + 355 =$	
6. $1268 + 354 =$	
7. $497 - 239 =$	
8. $2599 - 409 =$	
9. $70 \times 5 =$	
10. $77 \times 5 =$	
Total 1-10 =	

Questions	Answers
11. Which of these fractions is equivalent to a quarter? $\frac{2}{3}$ $\frac{4}{5}$ $\frac{5}{10}$ $\frac{5}{20}$ $\frac{5}{15}$	
12. Write down the number eleven thousand and twenty-one	
13. Fill in the missing number. $7398 = 7080 + \underline{\hspace{2cm}}$	
14. What is the next number in this pattern? 12.4, 12.8, 13.2, $\underline{\hspace{2cm}}$	
15. What is the repeated gap in the pattern? +4    +0.4    +0.04    +4.4	
16. Which number has greater value? 83.4    or    83.44	
17. Write these numbers from least to greatest. 25.33    25.3    25.03	
18. What number does this expanded notation represent? $3 + 0.4 + 0.01 = \underline{\hspace{2cm}}$	
19. What is $\frac{1}{3}$ of 90?	
20. Emma is catching a flight. The trip will take 4.5 hours. She leaves at 11:30 am, what time will she arrive?	
Total 11 – 20 =	

Grand total =



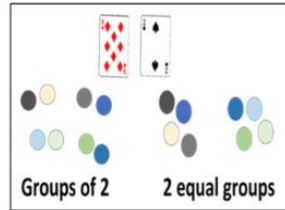


Let's become even more confident with **Multiplication** and **Division**!

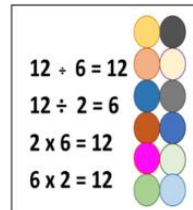
Working at your level, complete **3 questions of multiplication** and **3 questions of division**.

### Multiplication & Division Levels – Equal Groups

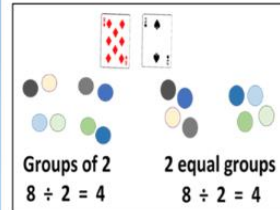
MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'



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

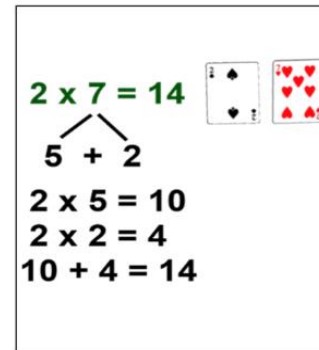


MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'

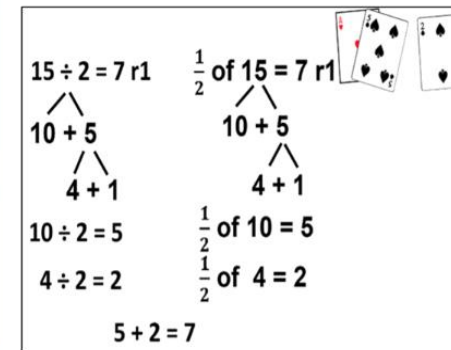


### Multiplication & Division Levels by 2

MD 10 Multiply by 2  
Distributive property

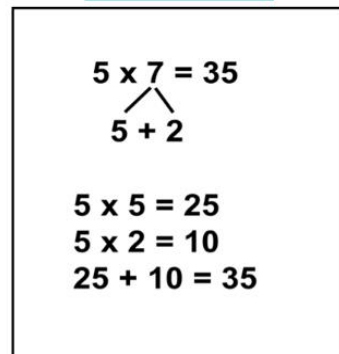


MD 10 PA 17 Divide by 2  
Related to halving

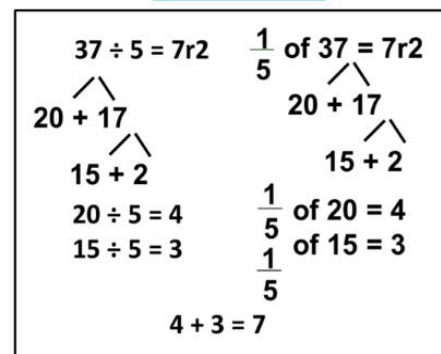


### Multiplication & Division Levels by 5

MD 13 Multiply by 5  
Distributive property

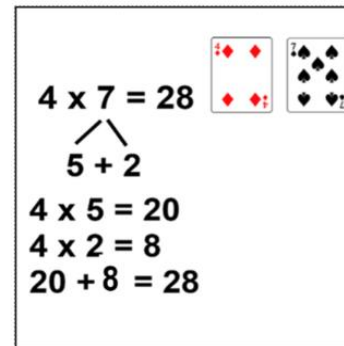


MD 13 Divide by 5  
Related to fitting

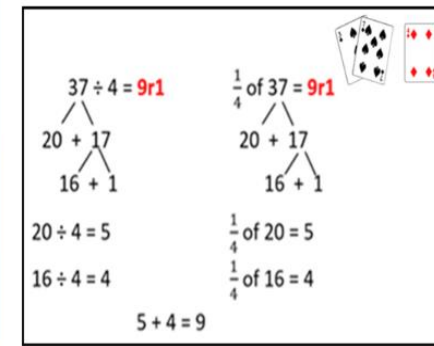


### Multiplication & Division Levels by 4

MD 11 Multiply by 4  
Distributive property



MD 10 Divide by 4  
Related to quartering





### Multiplication & Division Levels by 3

MD 12 Multiply by 3  
Distributive property

$$\begin{array}{l} 3 \times 7 = 21 \\ \quad \swarrow \searrow \\ 5 + 2 \\ 3 \times 5 = 15 \\ 3 \times 2 = 6 \\ 15 + 6 = 21 \end{array}$$

MD 12 Divide by 3  
Related to thirding

$$\begin{array}{l} 16 \div 3 = 5 \text{ r}1 \\ \quad \swarrow \searrow \\ 9 + 7 \\ \quad \swarrow \searrow \\ 6 + 1 \\ 9 \div 3 = 3 \\ 6 \div 3 = 2 \\ 3 + 2 = 5 \end{array}$$

### Multiplication & Division Levels by 9

MD 14 Multiply by 9  
Distributive property

$$\begin{array}{l} 9 \times 7 = 63 \\ \quad \swarrow \searrow \\ 5 + 2 \\ 9 \times 5 = 45 \\ 9 \times 2 = 18 \\ 45 + 18 = 63 \end{array}$$

MD 14 Divide by 9  
Related to ninting

$$\begin{array}{l} 71 \div 9 = 7 \text{ r}8 \\ \quad \swarrow \searrow \\ 27 + 44 \\ \quad \swarrow \searrow \\ 36 + 8 \\ 27 \div 9 = 3 \\ 36 \div 9 = 4 \\ 3 + 4 = 7 \end{array}$$

### Multiplication & Division Levels by 8

MD 16 Multiply by 8  
Distributive property

$$\begin{array}{l} 8 \times 7 = 56 \\ \quad \swarrow \searrow \\ 5 + 2 \\ 8 \times 5 = 40 \\ 8 \times 2 = 16 \\ 40 + 16 = 56 \end{array}$$

MD 16 Divide by 8  
Related to eighting

$$\begin{array}{l} 55 \div 8 = 6 \text{ r}7 \\ \quad \swarrow \searrow \\ 40 + 15 \\ \quad \swarrow \searrow \\ 8 + 7 \\ 40 \div 8 = 5 \\ 8 \div 8 = 1 \\ 5 + 1 = 6 \end{array}$$

### Multiplication & Division Levels by 6

MD 15 Multiply by 6  
Distributive property

$$\begin{array}{l} 6 \times 7 = 42 \\ \quad \swarrow \searrow \\ 5 + 2 \\ 6 \times 5 = 30 \\ 6 \times 2 = 12 \\ 30 + 12 = 42 \end{array}$$

MD 15 Divide by 6  
Related to sixing

$$\begin{array}{l} 23 \div 6 = 3 \text{ r}5 \\ \quad \swarrow \searrow \\ 12 + 11 \\ \quad \swarrow \searrow \\ 6 + 5 \\ 12 \div 6 = 2 \\ 6 \div 6 = 1 \\ 2 + 1 = 3 \end{array}$$

### Multiplication & Division Levels by 7

MD 17 Multiply by 7  
Distributive property

$$\begin{array}{l} 7 \times 6 = 42 \\ \quad \swarrow \searrow \\ 5 + 1 \\ 7 \times 5 = 35 \\ 7 \times 1 = 7 \\ 35 + 7 = 42 \end{array}$$

MD 17 Divide by 7  
Related to seventhing

$$\begin{array}{l} 37 \div 7 = 5 \text{ r}2 \\ \quad \swarrow \searrow \\ 21 + 16 \\ \quad \swarrow \searrow \\ 14 + 2 \\ 21 \div 7 = 3 \\ 14 \div 7 = 2 \\ 3 + 2 = 5 \end{array}$$

### Multiplication & Division Levels (Dividing remainders to make fractions)

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

$$\begin{array}{l} 77 \div 6 = 12 \frac{5}{6} \\ \quad \swarrow \searrow \\ 60 + 17 \\ \quad \swarrow \searrow \\ 12 + 5 \\ 60 \div 6 = 10 \\ 12 \div 6 = 2 \\ 5 \div 6 = \frac{5}{6} \\ 10 + 2 + \frac{5}{6} = 12 \frac{5}{6} \end{array}$$



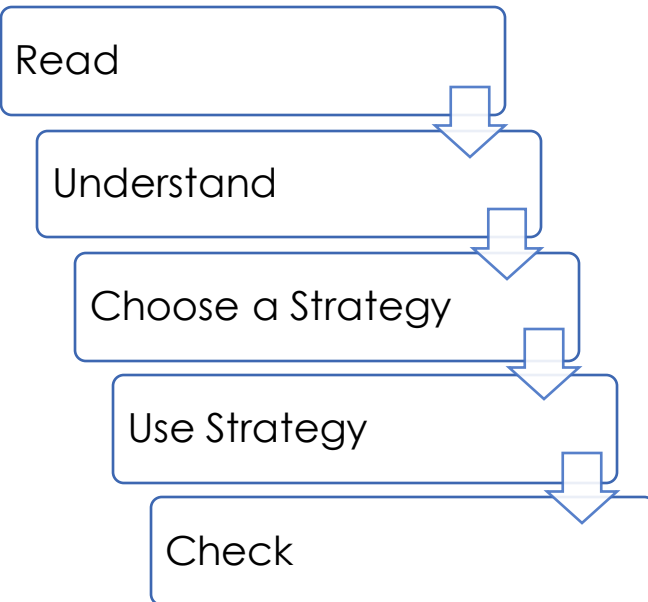
# Maths Problem Solving



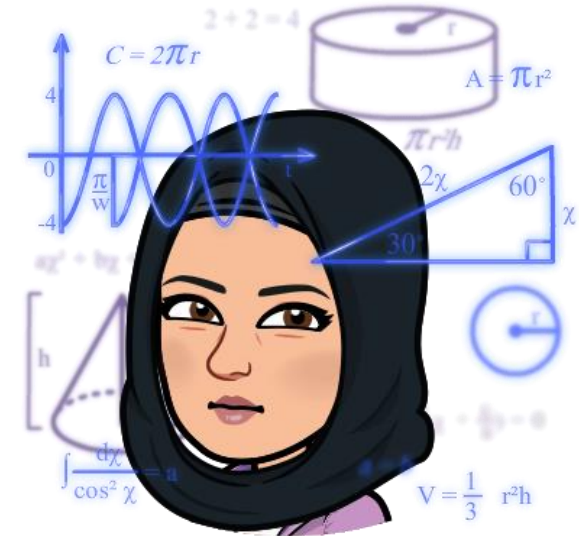
Shane scored 8 runs in a cricket game. Michael doubled Shane's score. How many runs did Michael score?

Each chocolate bar has 65 calories. How many calories are there in 27 chocolate bars?

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



Show your working out here





**L1: We are learning about the structural features and adaptations of desert plants and animals.**

SC: I can investigate whether objects with smaller surface area lose or retain water quicker than objects with greater surface area.

Today, we will do an experiment. Have a look at the two plants below. One is a desert plant and the other a forest plant, labelled below each picture. Answer the questions then do your experiment on the following page.

Compare the leaves of this acacia (desert plant) and this oak tree (forest plant).  
How are the leaves of these two plants different? Why might that be?



Leaves of the Mulga tree (*Acacia aneura*)  
Desert of Australia

Leaves of an Oak tree (*Quercus robur*)  
Forest of Europe

**Compare the leaves of these two plants. How are they the same/different?**

**Why might that be?**

**Why do you think plants might have smaller leaves in the desert?**





**LI: We are learning about the structural features and adaptations of desert plants and animals.**

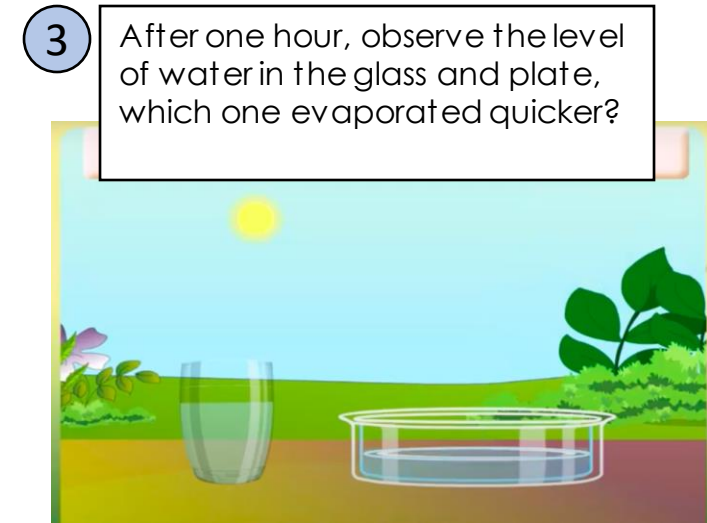
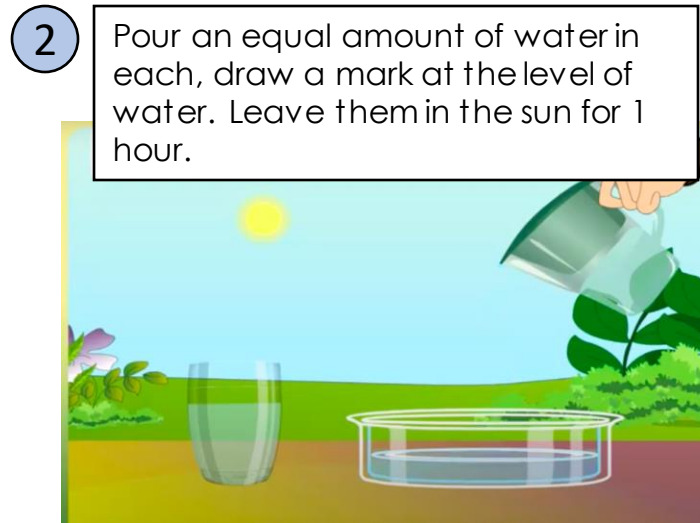
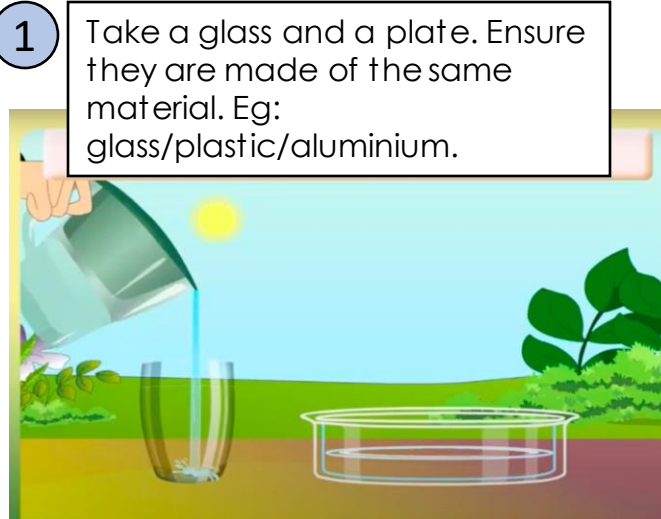
**SC:** I can investigate whether objects with smaller surface area lose or retain water quicker than objects with greater surface area.

**Investigation inquiry:** 'Whether the **surface area** of leaves affects **water retention** in plants'.

**Purpose:** To determine what plants are better equipped to survive in the desert and why.

The experiment to be conducted is below. Be sure to write a prediction for what you think may happen, as well as the results.

My prediction:



Results:

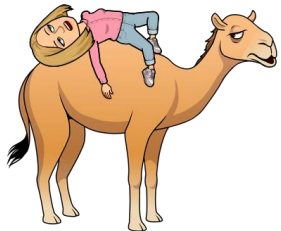
What do the results tell us? Which plants are better adapted to survive the desert environment?



Read this infographic and synthesise important information into your student knowledge organiser from Monday (pg. 6).

### **Learning Intentions- We are learning:**

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.

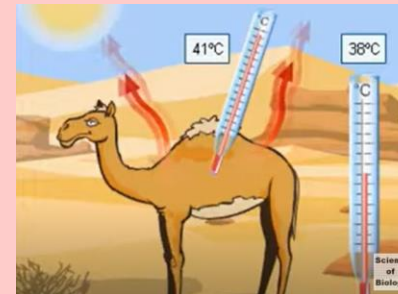


## The fluctuating body temperature of camels

We now know that camel's humps are made of fat and act like a reserve of energy. Another reason why camels have humps, is to help keep them cool. Animals that live in colder climates, such as whales and bears, store fat all over their bodies. This acts as a layer of insulation to protect them against the low temperatures. But camels need to withstand blistering heat AND freezing cold, so they store their fat away from their body to keep them cool in the summer and rely on a super thick coat for those -40°C desert winters.

When water is in plentiful supply, the camel will only allow its temperature to fluctuate by less than 2°C. However, if it is short of water, its internal temperature may rise from the usual 37°C to 41°C by the afternoon of a hot day. During the night, it will permit its temperature to fall lower than usual, to about 34°C, so that it can store more heat the following day before it needs to sweat.

This strategy, allowing itself to heat up considerably before starting to sweat, means it will achieve a considerable saving in water. In the hot, dry desert a camel, which may weigh more times five times as much as person, uses only about one-quarter of a litre (250ml) of water per hour. By, in effect, storing heat for the first part of a hot day, it may only need to sweat for a couple of hours or so at the end.



👁️ Watch this video 👁️

<https://www.youtube.com/watch?v=0OIXWUBLOc8>





Vocabulary

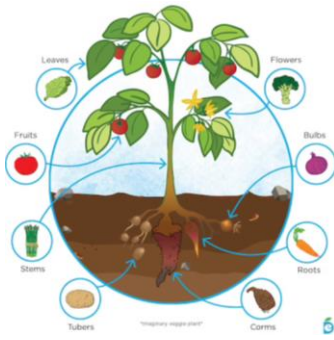
**Task:** Organise the given words into your vocabulary suitcase for each word today.

Add the following words to your vocabulary suitcase:

• **Mammal**



• **Herbivore**

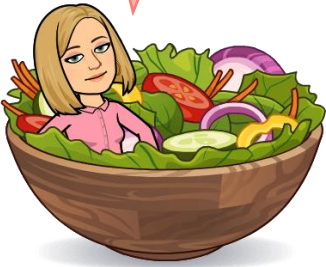


Share your definition and sentence for these two words below.

Remember to include the following:

- 1. What tier your word is in (Is it Tier 1, 2 or 3)
- 2. Picture
- 3. Definition (Make sure you use your own words! No plagiarism here)
- 4. Sentence (Add the word in a sentence)
- 5. Synonyms, root word, prefix or suffix.

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



**mammal**

Definition:

Sentence:

**herbivore**

Definition:

Sentence:







SOTD

Focus: Adverb (degree or quantity)	
<div><b>Learning Intention</b></div> <div>We are learning to write a variety of sentences using adverbs (degree or quantity).</div>	<div><b>Guided</b></div> <div>Fill in the missing words in this sentence:</div> <div>Camels can survive _____ dehydration without serious _____.</div>
<div><b>Success Criteria:</b></div> <div>I can:</div> <div><div>-Write a simple or complex sentence</div><div>-Use correct beginning, middle and end punctuation</div><div>-Use an adverb to show the degree or quantity</div></div>	<div>List some other adverbs that show degree or quantity that you could use in the sentence:</div> <div><div>• _____</div><div>• _____</div><div>• _____</div><div>• _____</div></div>



Writing

Fill in all the missing information from the block planner

**LI: WALT** write a body paragraph for an informative text on camels.  
**SC: I can:**

- Include a topic sentence
- Include 2 structural camel adaptations
- Explain, elaborate and provide evidence on the 2 adaptations.
- Write a sentence that links to the following paragraph.

Complete the table below to help you plan for your own paragraph. Complete each of the E's to make sure each component of the block planner is included. Write your 2 adaptations and complete the link in the shaded boxes.

**Behavioural Adaptations**  
Camels possess a variety of behavioural adaptations that help them survive in harsh desert climates. The most well-known behaviour adaptations of a camel are **1. Defensive Techniques** and **2. Minimising sun exposure**.

Adaptation 1 -	
<b>E (Explain)</b> How does this adaptation help camels survive.	
<b>E (Elaborate)</b> So tell me more!	
<b>E (Evidence/example)</b> Can you give an example of how they might use the adaptation?	
Adaptation 2 -	
<b>E (Explain)</b> How does this adaptation help camels survive.	
<b>E (Elaborate)</b> So tell me more!	
<b>E (Evidence/example)</b> Can you give an example of how they might use the adaptation?	



## Reading

### Comprehension key focus



### Background knowledge

Background knowledge means using everything you know to help you understand the meaning behind what you are reading.

Read the text and then compare/contrast between camels and dingoes using the Venn Diagram. Think about where the animals live, what they eat, what they look like and their adaptations for living in the desert.

### Click Links



## Dingoes

**Description:** Dingoes are a dog-like wolf. They have a long muzzle, erect ears and strong claws. They usually have a ginger coat and most have white markings on their feet, tail tip and chest. Their bushy tail is 25–37 cm long.

**Diet:** Dingoes are carnivores and prey on a variety of animals, ranging in size from insects to rodents, lizards to geese, wallabies and kangaroos to buffalos. Packs of dingoes have greater success hunting larger animals like kangaroos whereas individuals are better at hunting smaller prey like rabbits. The dingo often assists keeping pest populations of rabbits and pigs down.

**In the wild:** Dingoes are often seen alone but many belong to a pack and meet every few days. When they do, there is a lot of howling and scent-marking. The pack's territory size varies depending on the availability of prey so if there is a lot of food available their territory is smaller. Dingoes are solitary hunters when small prey is abundant but hunt in packs when larger animals are available.

**Threats:** Dingoes are under threat from interbreeding with domestic dogs. There are very few pure-bred dingoes left in Australia. They may also be persecuted by farmers as they are sometimes seen as a threat to livestock or accidentally poisoned when they eat baits left for feral dogs.

**Did you know?** Dingoes arrived in Australia some 3500–4000 years ago and eventually occupied all of the Australian mainland including some islands except Tasmania. While dingoes belong to the same family as dogs, there are differences. Dingoes do not bark, they only breed once a year and they lack the distinctive 'dog smell' of domestic dogs.

**Scientific Name**  
*Canis lupus dingo*

**Conservation Status**

Extinct

Extinct in the Wild

Critically Endangered

Endangered

**Vulnerable**

Near-Threatened

Least Concern

Data Deficient



**Body Length:** 86–100 cm

**Weight:** 12–24 kg

**Gestation:** 63 days

**Number of young:** 3–4 pups



Distribution

**Distribution:** Australian mainland

**Habitat:** All habitats except built up urban areas

Wednesday

Reading



Camels

Dingoes

Back to  
Schedule  
Button





## Maths – Area Model for Multiplication (2-digit by 2-digit)

Read these steps on multiplying using the Area Model for 2-digit by 2-digit, follow the example and watch the video. Then complete the activities on the next page.



### Learning Intentions- We are learning to:

- Multiply a two-digit number by a two-digit number.

### This is because:

- This method adds to our multiplication strategies.

<https://www.youtube.com/watch?v=PTbozQXC8eE>

### Area Model

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

#### Step 1

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

$23 \times 45 =$		
$20 \times 40 =$		
$20 \times 5 =$		
$3 \times 40 =$		
$3 \times 5 =$		

#### Step 2

Fill in the grid by multiplying each pair of numbers.

$23 \times 45 =$		
$20 \times 40 = 800$		
$20 \times 5 = 100$		
$3 \times 40 = 120$		
$3 \times 5 = 15$		

#### Step 3

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

$$800 + 100 + 120 + 15 = 1035$$

$$\text{So, } 23 \times 45 = 1035$$

Use an  
addition  
strategy here





Column 1 (start here)



$$23 \times 45 =$$

x	40	5
20		
3		

$$54 \times 31 =$$

x	30	1
50		
4		

$$36 \times 45 =$$

x	40	5
30		
6		

Column 2 (here next)

$$44 \times 28 =$$

x	20	8
40		
4		

$$67 \times 23 =$$

x	20	3
60		
7		

$$55 \times 35 =$$

x	30	5
50		
5		

Column 3 (final column)

$$73 \times 36 =$$

x	30	6
70		
3		

$$39 \times 41 =$$

x	40	1
30		
9		

$$28 \times 52 =$$

x	50	2
20		
8		



Maths Problem Solving

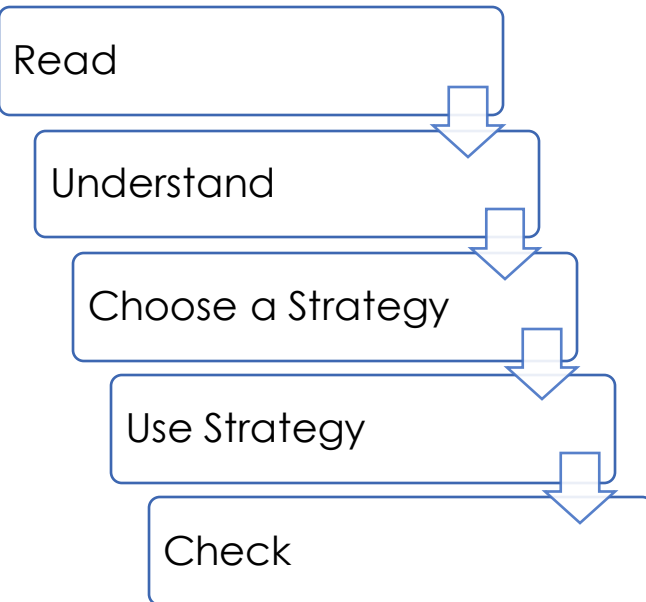
Eight children were invited to Indira's party. She made 49 cookies to share with her friends.

(a) How many cookies did each of her friends receive?  cookies

(b) How many cookies were left over?  cookies



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



Show your working out here






LI: We are learning about how to create texture in art.

SC: I can

- identify a variety of objects, surfaces and textures.
- I can use these surfaces to create a textural art piece.

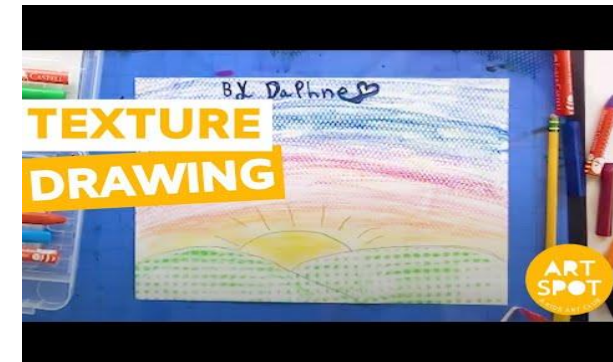
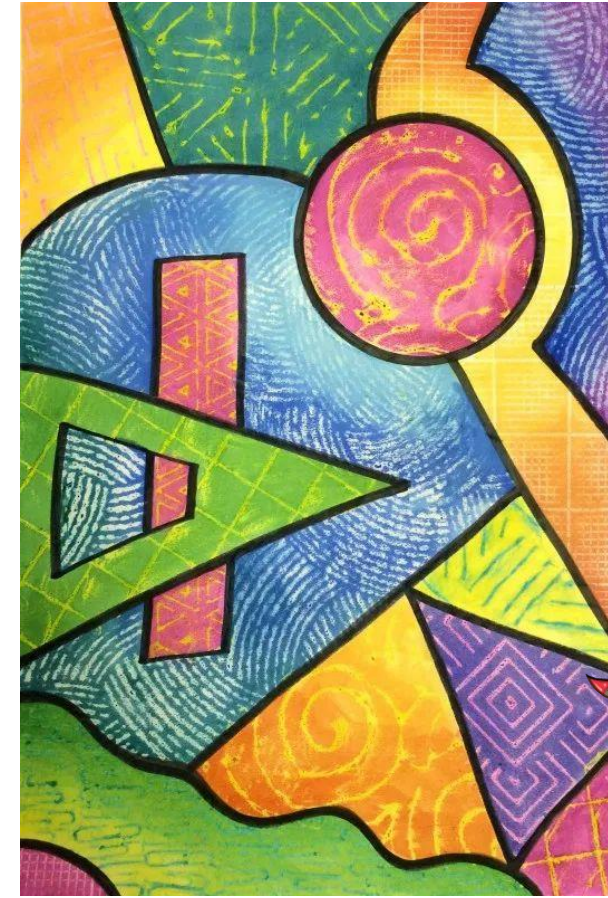
On the following page, you will find a geometric pattern, like the one shown here.  Your task is:

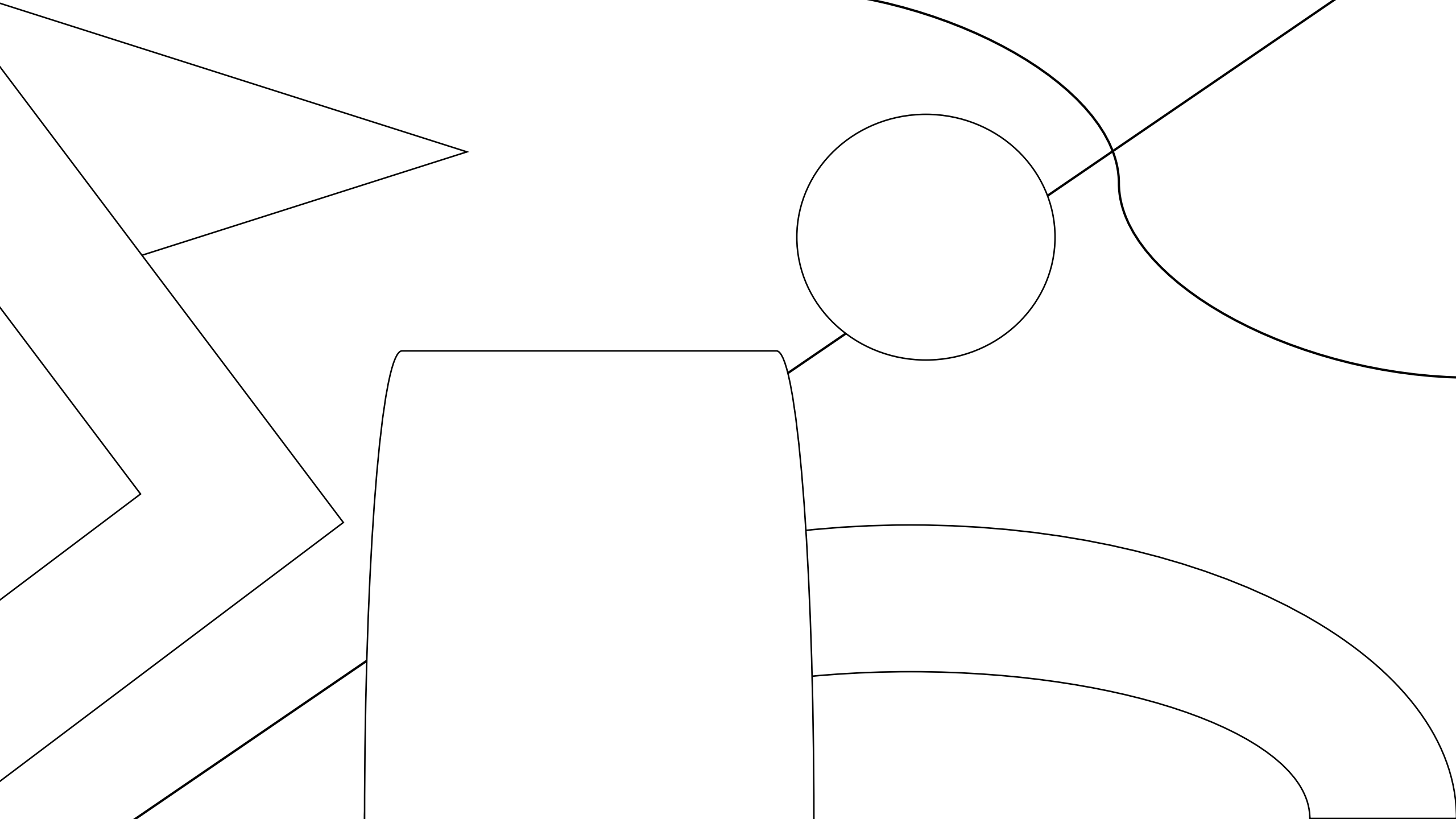
**Step 1:** Find objects, surfaces and textures around your local environment. Examples include (leaves, rocks, cement, fabric, sand, gravel, timber fence, textured tiles, basket)

**Step 2:** Place your paper over the surface of your object and lightly shade in an area of your geometric collage. You can do this in pencil or colours. Do not use textas. Try to use a variety of textures, so that each space has a different pattern. Visit the link (<https://www.youtube.com/watch?v=fgpM-igiWO8>) or watch the video to the right to see an example.)

**Step 3:** Trace with black texta around the borders of your pattern, so the different textures stand out.

**Step 4:** List a few places where you could include some of these textures when creating your biome or your animal.









## Morning Routine

Read this infographic and synthesise important information into your student knowledge organiser from Monday (pg. 6).

### Learning Intentions- We are learning:

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.



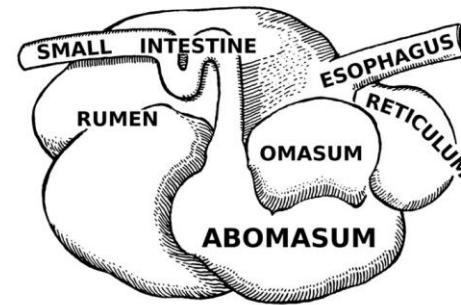
How has a camel adapted to eat cactus spines?

### What is the advantage of a ruminant digestive system?

The process of rumination has several benefits for herbivores. First, prey animals are most vulnerable when eating. Foraging as quickly as possible and storing it to later digest, is an adaptation that allows these animals to be vulnerable for a lesser period of time. The compartmentalized stomach proves advantageous since it allows for a large amount of stored food to conserve during nutrition droughts.

### How many stomachs does a camel have?

Camels have an intricate inner system that allows them to survive. These creatures are related to ruminant animals, which are a special group of hooved mammals that use regurgitation to process the plant matter they consume.



(Diagram of ruminant digestive system. A camel is not a true ruminant and lacks the fourth compartment, the omasum)

### How does the stomach of a camel work?

Unlike humans, ruminants and camelids do not have the enzyme cellulase, which breaks down vegetation. As a result, they have adapted to have multiple chambered stomachs. Each compartment has a different role in helping to digest their diet. Ruminant animals first swallow their food whole, regurgitate it to chew it a second time, and then swallow it once more.

### Did you say three stomach chambers?

A camel's system is very well adapted to the extremes of the environment in which they live. Their multiple chambered stomach allows for a higher absorption of nutrients from scarce food sources as the humps contribute to the length at which they can survive off of water and plant matter. As animals that live in what seems a perpetual drought, their personalized adaptations make them an avid survivor in conditions not many could thrive in.



**Task:** Organise the given words into your vocabulary suitcase for each word today.

Word:	Tier:
Definition:	Sentence:
Dual Code (image):	Synonym/root word/prefix/suffix:

- **Digestion**



- **Regurgitate**



Remember to include the following:

1. What tier your word is in (Is it Tier 1, 2 or 3)
2. Picture
3. Definition (Make sure you use your own words! No plagiarism here)
4. Sentence (Add the word in a sentence)
5. Synonyms, root word, prefix or suffix.

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

<b><i>digestion</i></b>	Definition:	Sentence:
<b><i>regurgitate</i></b>	Definition:	Sentence:





**Focus: Adverb (degree or quantity)**

**Learning Intention**

We are learning to write a variety of sentences using adverbs (degree or quantity).

Use your background knowledge to complete this sentence. Don't forget to use an adverb that shows the degree or quantity!

Camels can travel\_\_\_\_\_.

**Success Criteria**

I can:

- Write a simple or complex sentence
- Use correct beginning, middle and end punctuation
- Use an adverb to show the degree or quantity





**Task 1 -** Draw your block planner. Can you explain what each letter or symbol represents?

**Task 2-** Yesterday, you planned for a behavioural adaptation body paragraph for an informative text on camels. Today, you will use your plan to add information into your block planner. Plan your behavioural adaptation paragraph in the boxes below.

**LI: WALT** use our plan to write a behavioural adaptation body paragraph for an informative text on camels.

**SC: I can:**

- Include all the elements of my plan and the block planner.
- Write in full sentences.
- Read my writing to ensure it makes sense.

Remember, in a plan, you don't need to write in full sentences.



TOPS		<u>Vocabulary</u>
1- EEE		
2- EEE		
L		





## Comprehension key focus

### Background knowledge

Background knowledge means using everything you know to help you understand the meaning behind what you are reading.

Read the text and then compare/contrast between camels and Spencer's Burrowing Frogs using the table on the next page. Think about where the animals live, what they eat, what they look like and their adaptations for living in the desert.

### Click Links



epic!



## Spencer's Burrowing Frog

You might think that the dry environment of Central Australia is an unsuitable place for frogs. But, in fact, there are quite a lot of frogs which are skilled drought dodgers and happily survive in the Australian deserts. They are generally small but absorb quite a lot of water and store it between their muscles and their skin. This gives them a round shape. Spencer's burrowing frog (*Limnodynastes spenceri*) has half-webbed feet and smooth skin. The colour is variable but it has characteristic bars on its limbs.

**Adaptations:** Burrowing frogs have digging implements on the side of their back feet. In dry times they dig down backwards into the sand in search of a moist spot where they can sleep until heavy rain awakens them from their slumber. A short burst of activity then follows. Up to the surface they climb, feed and reproduce before the water disappears.

**Habitat:** Desert rivers and gorges.

**Home:** Spencer's burrowing frogs lives in the sandy riverbeds of Central Australia.

**Wild status:** Common (listed at Least Concern).

**Diet:** Spencer's burrowing frog is an opportunistic feeder, eating whatever insects are available. Termites are a common food item because of their own breeding response to the same moist conditions which brings the frogs to the surface.

**Size:** Thirty to 45mm long.

**Life span:** Unknown.

**Reproduction:** They breed at any time of year following heavy rain. The males call day and night from the water: a soft deep call somewhat similar to that of a laying hen.

**Extra fun facts:** A frog doesn't chew its food but swallows it whole with its eyes shut. Its big eyes bulge out of its head but also poke down into the mouth. When the frog has food in its mouth, it pushes its eyes down several times to crush it. Then it swallows.

Frogs don't drink. They absorb water directly through their skin.



Watch this video: <https://www.youtube.com/watch?v=XZazXPrFzWw>



Reading

Camels	Spencer’s Burrowing Frog
What key points do the two animals have in common?	

Back to  
Schedule  
Button





Column 1 (start here)



$$14 \times 29 =$$

x	20	9
10		
4		

$$32 \times 43 =$$

x	40	3
30		
2		

$$75 \times 26 =$$

x	20	6
70		
5		

Column 2 (here next)

$$28 \times 33 =$$

x	30	3
20		
8		

$$42 \times 53 =$$

x	50	3
40		
2		

$$62 \times 27 =$$

x	20	7
60		
2		

Column 3 (final column)

$$81 \times 34 =$$

x	30	4
80		
1		

$$59 \times 21 =$$

x	20	1
50		
9		

$$48 \times 32 =$$

x	30	2
40		
8		





OPTIONAL - Maths Extension

This problem has been completed for you as an example.

234 x 125  
= 20,000 + 4000 + 1000 + 3000 + 600 + 150  
+ 400 + 80 + 20  
= 29, 250

x	100	20	5
200	200 x 100 = 20,000	200 x 20 = 4000	200 x 5 = 1000
30	30 x 100 = 3000	30 x 20 = 600	30 x 5 = 150
4	4 x 100 = 400	4 x 20 = 80	4 x 5 = 20

382 x 245  
=  
=

x	200	40	5
300			
80			
2			

225 x 156  
=  
=

x	100	50	6
200			
20			
5			

512 x 187  
=  
=

x	100	80	7
500			
10			
2			





LI: We are learning about cyber safety

### What is cyber safety.

Cyber safety is the safe and responsible use of information and communication technologies, such as the internet, social media, online games, smart phones, tablets and other connected devices.

### Why is cyber safety important?

Children and adolescents are spending more time online than ever before and are interacting online from a younger age. Being aware about being safe online means that we can learn about the benefits and opportunities offered by the online world, while also understanding the risks and avoiding harm.

To learn more about cyber safety, your task is to play an online game.

It's your first day at the Cyber Detective Agency. Get ready for an urgent case as you explore all the benefits and risks of the online world.

Tip: Make sure you start at CDA HQ to start your day!





Friday

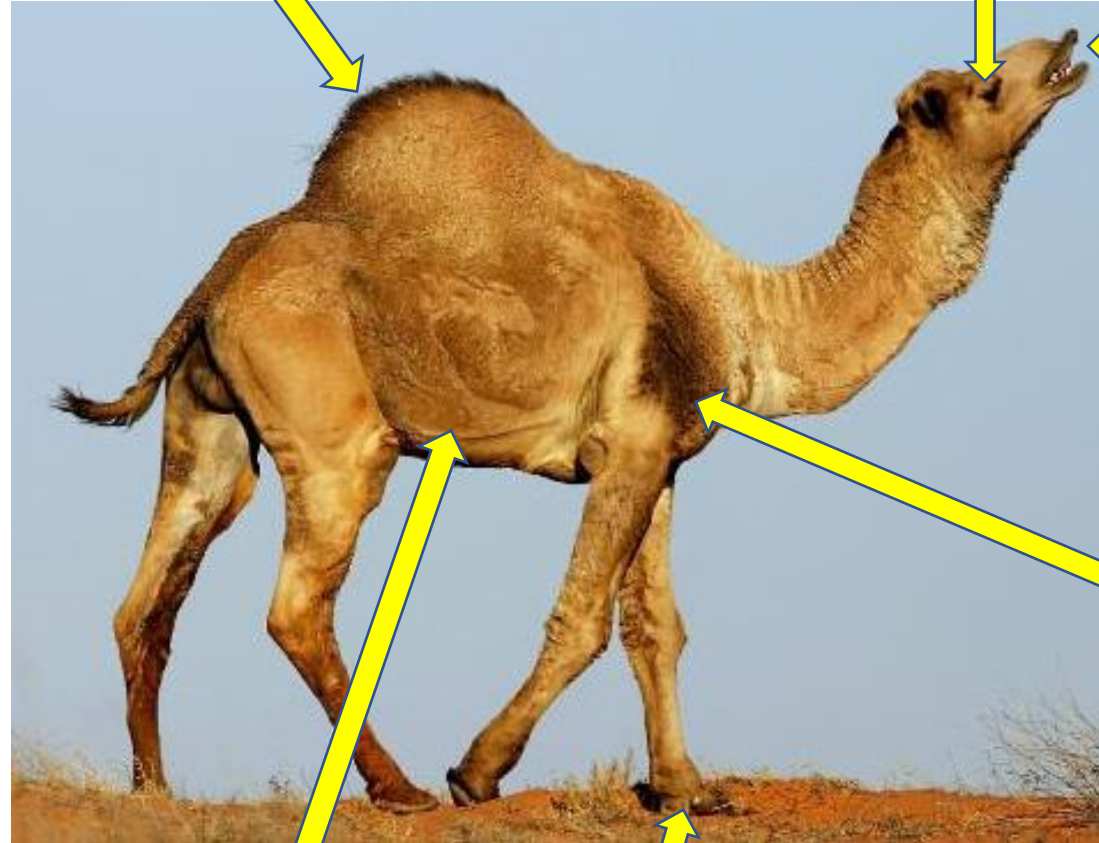
## Morning Routine



It's time to test your knowledge!  
Label the adaptations of a camel that help them survive in the dry arid desert. You will need to think about **structural**, **behavioural** and **physiological** adaptations. Can you add some labels of your own?

### Learning Intentions- We are learning:

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.



Back to  
Schedule  
Button





Vocabulary

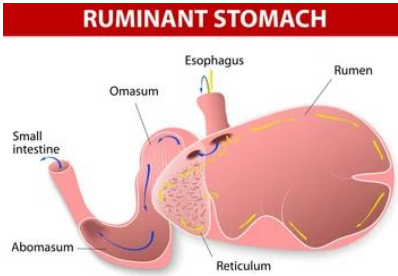
**Task:** Organise the given words into your vocabulary suitcase for each word today.

Add the following words to your vocabulary suitcase:

• **Absorb**



• **Ruminant**



Share your definition and sentence for these two words below.

Remember to include the following:

- 1. What tier your word is in (Is it Tier 1, 2 or 3)
- 2. Picture
- 3. Definition (Make sure you use your own words! No plagiarism here)
- 4. Sentence (Add the word in a sentence)
- 5. Synonyms, root word, prefix or suffix.

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

**absorb**

Definition:

Sentence:

**ruminant**

Definition:

Sentence:



SOTD

Focus: Adverb (degree or quantity)	
<div><p><b>Learning Intention</b></p><p>We are learning to write a variety of sentences using adverbs (degree or quantity).</p></div> <div><p><b>Success Criteria</b></p><p>I can:</p><ul style="list-style-type: none"><li>-Write a simple or complex sentence</li><li>-Use correct beginning, middle and end punctuation</li><li>-Use an adverb to show the degree or quantity</li></ul></div>	<div><p><b>Independent</b></p><p><i>Write a simple or complex sentence containing an adverb for degree or quantity.</i></p><div></div></div>





Draw your block planner. Can you explain each letter or symbol and what it represents? Explain the block planner to someone at home.

\_\_\_\_\_WW + A\_\_\_\_\_

O → W?  
TS 1, 2, 3

D

Structural Adaptations

TOPS 1- EEE 2- EEE	L	V
--------------------------	---	---

Behavioural Adaptations

TOPS 1- EEE 2- EEE	L	V
--------------------------	---	---

Physiological Adaptations

TOPS 1- EEE 2- EEE		V
--------------------------	--	---

C    L → W?  
RS 1, 2, 3  
\_\_\_\_\_adapt\_\_\_\_\_

I

Caption

**LI: WALT** use our plan to write a behaviour paragraph for an informative text on camels.  
**SC: I can:**

- Include all the elements of my plan and the block planner.
- Write in full sentences.
- Read and edit my work, to ensure it makes sense.

Yesterday, you planned your second body paragraph, behavioural adaptions. Today, you will use your plan to write in the box below. Don't forget the sub-heading and to edit!





**As it's our last day home learning, now would be a good opportunity to complete a Literacy Pro quiz.**

**If you haven't spent much time on Literacy Pro, now is a great opportunity to become reacquainted.**







## Column 1 (start here)



$$23 \times 48 =$$

x	40	8
20		
3		

$$44 \times 33 =$$

x	30	3
40		
4		

$$24 \times 53 =$$

x	50	3
20		
4		

## Column 2 (here next)

$$65 \times 41 =$$

x	40	1
60		
5		

$$18 \times 33 =$$

x	30	3
10		
8		

$$82 \times 22 =$$

x	20	2
80		
2		

## Column 3 (final column)

$$31 \times 54 =$$

x	50	4
30		
1		

$$66 \times 25 =$$

x	20	5
60		
6		

$$17 \times 49 =$$

x	40	9
10		
7		





OPTIONAL - Maths Extension

This problem has been completed for you as an example.



553 x 226  
= 100,000 + 10,000 + 3000 + 10,000 + 1000  
+ 300 + 600 + 60 + 18  
= 124, 978

x	200	20	6
500	500 x 200 = 100, 000	500 x 20 = 10, 000	500 x 6 = 3000
50	50 x 200 = 10, 000	50 x 20 = 1000	50 x 6 = 300
3	3 x 200 = 600	3 x 20 = 60	3 x 6 = 18

533 x 162  
=  
=

x	100	60	2
500			
30			
3			

445 x 212  
=  
=

x	200	10	2
400			
40			
5			

784 x 253  
=  
=

x	200	50	3
700			
80			
4			





PRACTICE  
MAKES PERFECT



Here is a link to the public demonstration site for NAPLAN online practice.  
Click the link and have a go!

<https://pages.assessform.edu.au/pages/year-5-demos>





**That's a wrap!**

**Well done for working  
so hard this week.**

**Keep up your  
fantastic effort Year  
5.**

## Year 5 Specialist Learning from Home Grid Term 4 Week 3

### Phonics

#### Monday – Friday

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

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
sure					
yacht					
eye					
won					
won					
son					

Write a sentence with adverbs for each camera word. An adverb is a word that modifies a verb.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

#### Tuesday

Add the suffixes to the end of each word.



Word	Word +y
leak	leaky
cream	
lump	
rust	
sleep	
trick	

Choose four words from the table and write a simple sentence for each.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Wednesday

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

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

con/tain	rain/ing	sting/ray
main/tain	dis/may	ex/plain
ob/tain	trait/o\	com/plain

### Wednesday

Read each word in the box to yourself, then write each word in the correct column.

praise	steep	true	lease	stain	clay
loose	breeze	streak	roost	blue	fray
aim	green	stay	cheat	moon	clue

ea	ee	ai	ay	oo	ue

Wednesday's Words	

• Use these words to write eight sentences. Add an adverb to each sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## Reading

### Ricky's Emergency

312 words

Ricky is getting ready for hockey at the Red Gully Sports Academy. It is fine and sunny – perfect for a game! But as he straps on his shin pads he feels a sharp jab in his side.

"That's odd," he thinks. He shrugs, finishes dressing and runs onto the field. He does a few stretches to warm up. Ouch! He feels the jab again. He rubs his side.

The game starts and Ricky is just about to hit the ball when suddenly his side is so sore that he falls to the ground, screaming loudly and holding his belly. The coach runs over to Ricky. "Ricky, what's happening?" he asks.

"I think it's my kidney. My side is so sore," **groans** Ricky.

Ricky is rushed to the hospital close by. The doctor tells Ricky and his family that it is not his kidney but his appendix. "It is tricky and **risky** to do this op," says the doctor, "but we have to take out the appendix just before it pops. If it pops, you will be very sick."

Ricky groans and nods his head. "It's a pity you cannot do it now," he moans. "I am in agony!"

Mum and Dad show Ricky plenty of **empathy** as he waits. Just when he can stand it no more the doctor calls him in. "It's time, Ricky," says the doctor.

"At last," thinks Ricky.

Ricky wakes up in a hospital bed. His side feels bumpy and a bit sore.

"All is well, Ricky," says Mum. "You were so brave. How do you feel?"

Ricky gives Mum a dizzy smile. "A bit sleepy but quite fine. So when do you think I can go back to hockey?"

"Not for a while. This will take some time to heal and you need to be fit and strong before you can do sport again! But in the meantime we can read books," his mum says.

"What a bore! Put on the telly!" Ricky **whines**.

### Monday - Read the story and answer the following questions.

1. What is the 'emergency' in the story?

2. Why do you think Ricky goes onto the field even though he is in pain?

3. How do we know that the pain gets worse on the field?

4. Do Ricky's parents understand how Ricky is feeling? What does **empathy** mean?

5. How is Ricky feeling after the operation?

6. What words were used to describe the operation?

7. What might have happened if Ricky hadn't made it to the hospital in time?

8. What would you do if you were sick in bed for a while?

### Monday – Friday

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

Monday	Tuesday	Wednesday	Thursday	Friday

### Progress Monitoring Passage 9

When I was a boy, we were quite poor. My mother used to clean the houses of the rich families who lived in the grand houses on the edge of town. When I was sick or on holiday from school, I used to go with her.

There was one lady, in particular, whose house my mother cleaned twice a week. She had a son about my age who went away to school but he came home in the holidays. His name was Jack and we used to play together. Sometimes he even stayed over at my house for the night, when his parents went out.

We built dams in the stream at the end of his garden, flew his model aeroplane and experimented with his chemistry set. At my house, we played cards, rode our bikes and talked long into the night. We were really good friends, so I thought.

One day when I arrived at his house with my mother, he was already playing with the children who lived next door.

"Who's that?" they asked, pointing at me.

"Him?" said Jack. "He's nobody. He's just come with his mum to clean our house."

I never spoke to him again.

193 words

### Monday and Friday

- Read the 'Progress Monitoring Passage 9' to an adult or older sibling and time yourself.
- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?

## Year 5 Specialist Pack

### Monday

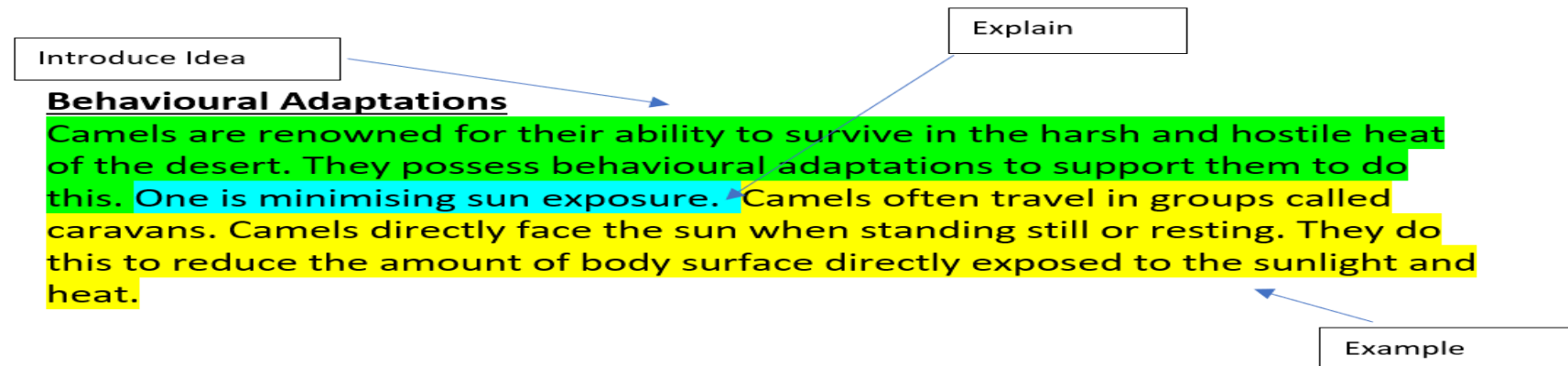
The focus this week is the behavioural adaptation paragraph. Look at the behavioural adaptation paragraph below, taken from an exemplar text on camel adaptations.

**Copy the behavioural adaptation paragraph on the space provided below. Read it to an adult or sibling discussing the different components.**

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

#### Structural Adaptations

Camels possess a variety of physical adaptations that help them survive in harsh desert climates. The most well-known physical characteristics of a camel are their thick lips. Camels have thick lips that easily grasp leaves, thorns and other vegetation without losing precious moisture from their tongues.



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**Tuesday**

**Read the paragraph about camel humps and answer the questions below.**

### Camel Humps

The humps are boneless and made of fleshy tissue. Camels store fat in their humps and can survive long periods of time without food or water when their humps are "full". When camels load up on food and water, this creates stores of fat, the humps swell up and stiffen. As a camel's body draws on reserves, its humps will flop over to one side when the fat stores have been depleted.

1. What is the camel's hump made of?

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2. Why do camels store fat in their humps?

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3. What happens to the hump when loaded with stores of food?

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

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5. What happens to the hump when fat stores are depleted?

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**Multiply the following using distributive property.**

**Example:**

$$\begin{array}{r} 3 \times 7 = 21 \\ \swarrow \searrow \\ 5 + 2 \\ 3 \times 5 = 15 \\ 3 \times 2 = 6 \\ 15 + 6 = 21 \end{array}$$

$3 \times 9 =$

$3 \times 2 =$

$2 \times 6 =$

$2 \times 9 =$

$4 \times 2 =$

$3 \times 3 =$

$2 \times 3 =$

$2 \times 8 =$

$5 \times 6 =$

$5 \times 4 =$

Wednesday

Using the words in the table below and the block planner structure, plan your second paragraph below on structural adaptations.

Structural Adaptations	physical adaptations
survive	harsh desert
thick lips	grasp leaves

Remember to include:

- a sub heading (Structural Adaptations).
- a topic sentence and introduce your idea.
- an explanation of your idea.
- an example.

TOPS

Explain Evidence

Multiply the following using distributive property.

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

### Thursday

Yesterday, you planned for your second paragraph (Structural Adaptations) for an informative text on camels.

**Today you will use your plan to write your second paragraph in the box below.**

#### Remember:

- include all the elements of your plan and the block planner.
- write in full sentences.
- read your writing to ensure it makes sense.

#### Structural Adaptations

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**Complete the following. Time yourself and write down how long it took you.**

$4 \div 4 =$	$4 \times 6 =$	$15 \div 5 =$	$5 \times 3 =$
$12 \div 4 =$	$2 \times 6 =$	$40 \div 20 =$	$10 \times 5 =$
$24 \div 6 =$	$3 \times 5 =$	$18 \div 2 =$	$6 \times 3 =$
$50 \div 10 =$	$9 \times 2 =$	$30 \div 5 =$	$7 \times 2 =$
$18 \div 9 =$	$5 \times 4 =$	$32 \div 4 =$	$6 \times 2 =$
$14 \div 7 =$	$3 \times 6 =$	$24 \div 12 =$	$8 \times 3 =$
$40 \div 5 =$	$2 \times 12 =$	$9 \div 3 =$	$7 \times 3 =$
$15 \div 3 =$	$4 \times 2 =$	$22 \div 11 =$	$4 \times 5 =$
$20 \div 2 =$	$3 \times 7 =$	$12 \div 6 =$	$9 \times 2 =$

Time:

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**Friday**

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



- Colour the humps in yellow or light brown.
- Draw rays on the sun.
- Colour the cactus trees in green.
- Draw a baby camel next to the adult camel.
- Draw an X on the camel's tail.
- Shade the sand dunes in yellow.
- Colour the eyes of the camel in brown.

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